Upper- Intermediate Student's Book & Workbook

New Headway

English Course

Liz & John Soars

NHÀ XUẤT BẢN ĐÀ NẴNG

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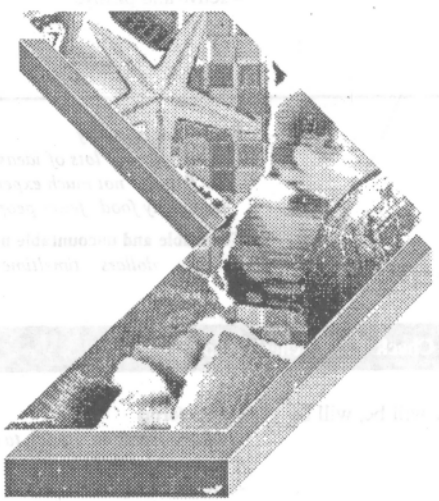

This book is dedicated to the memory of John Haycraft, founder of the International House organization, who inspired so much in so many in the field of English Language teaching.

NHÀ XUẤT BẢN ĐÀ NẴNG

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Phonetic symbols (inside back cover)

1 There's no place like home

The tense system
Dates, numbers, spelling

Test your grammar

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

when I was born	never	tonight
in the 1960s	rarely	for a year
for ages	ages ago	the other day
in a fortnight's time	recently	
during a blizzard	always	later
since I was a child		

a My parents met in Warsaw.
b My father speaks Polish.
c They were working in Germany.
d I was born in Berlin.
e My grandparents have lived in Hong Kong.
f I wrote to my grandmother.
g I'm going to work in Peru.
h My brother's flying to Rome on business.
i I've been learning Spanish.
j I'll see you.

2 Make similar sentences with time expressions to talk to a partner about yourself and your family. Tell the rest of the class some things about your partner.

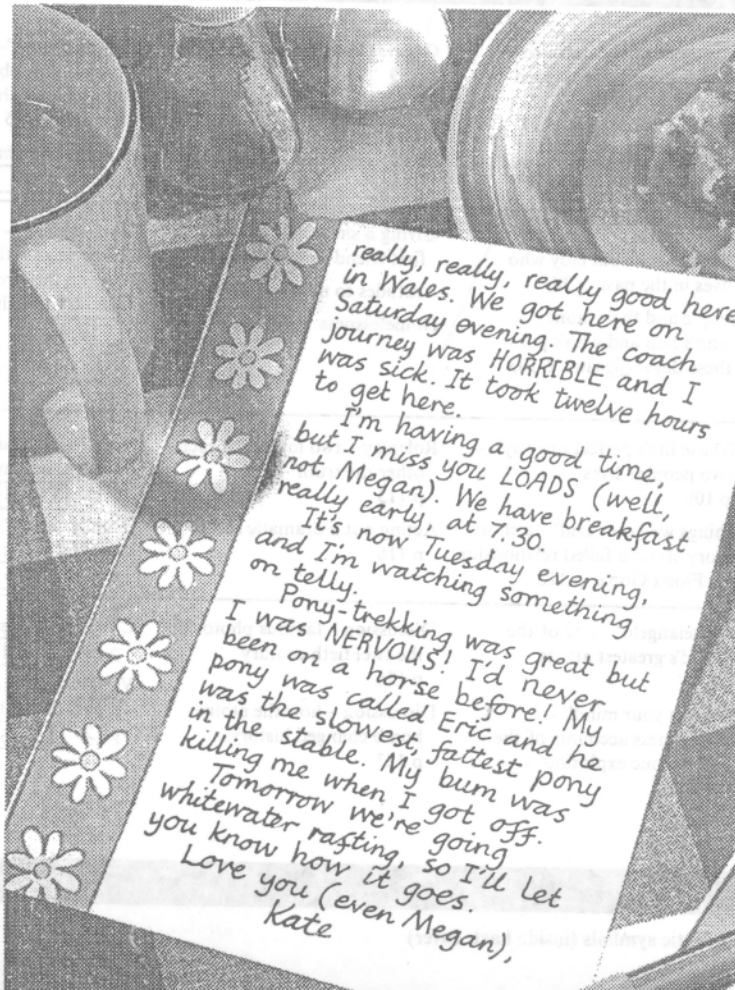
3 Ask your teacher questions.

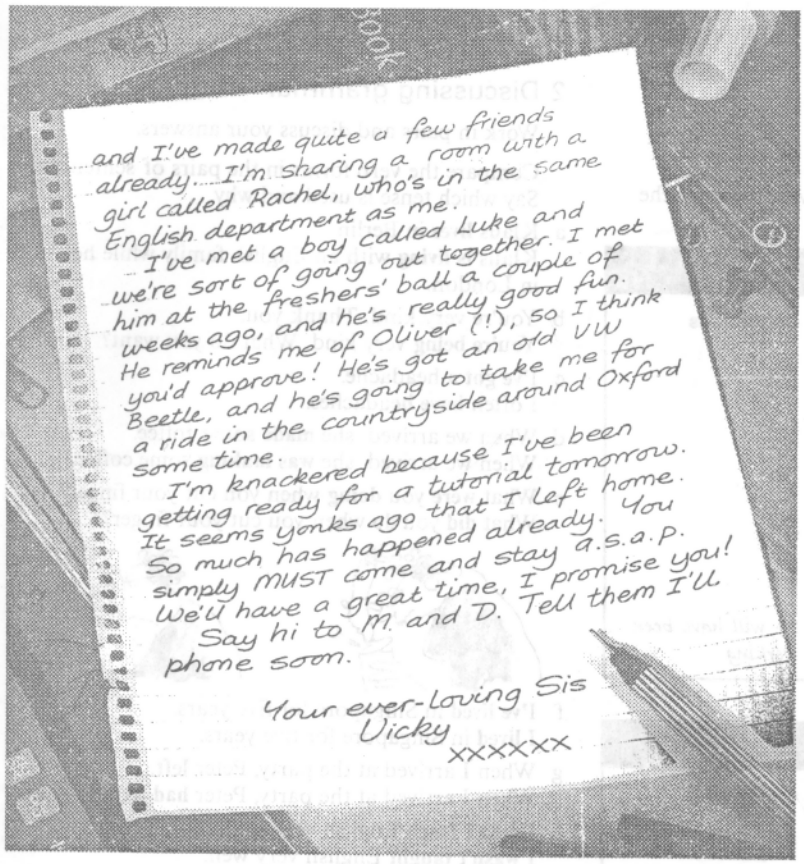
Where/you born?
... you travel/much?
How long/you/teach/English?
... brothers or sisters?

LANGUAGE IN CONTEXT

Letters home

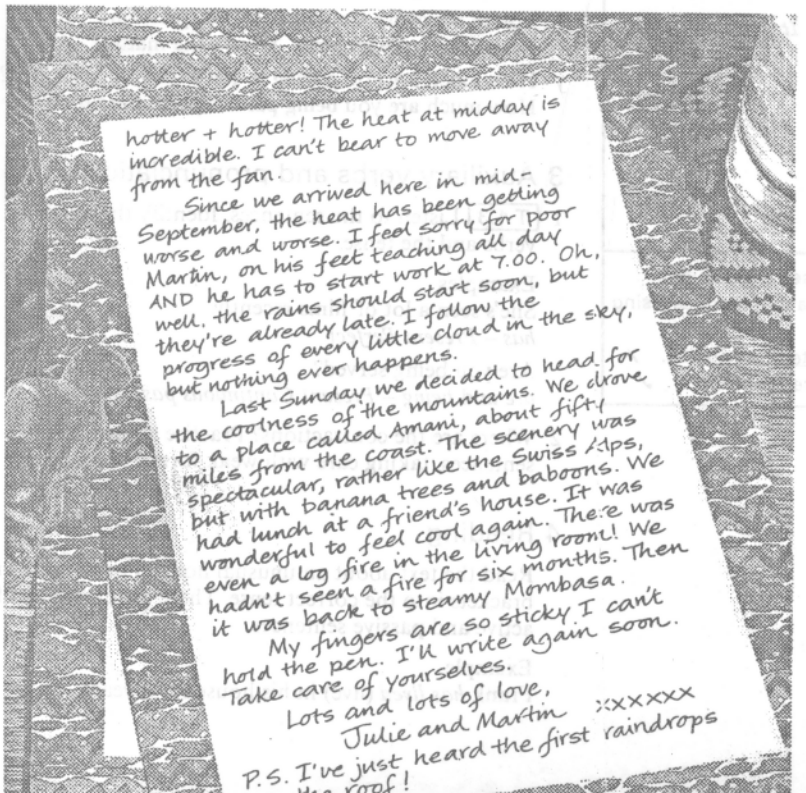
1 T 1.1 Look at these extracts of three letters home. Who wrote them? Who to? Where is the writer of the letter? What is she/he doing there? Who are the other people mentioned?





and I've made quite a few friends already. I'm sharing a room with a girl called Rachel, who's in the same English department as me.
I've met a boy called Luke and we're sort of going out together. I met him at the freshers' ball a couple of weeks ago, and he's really good fun. He reminds me of Oliver (!), so I think you'd approve! He's got an old VW Beetle, and he's going to take me for a ride in the countryside around Oxford some time.
I'm knackered because I've been getting ready for a tutorial tomorrow. It seems yonks ago that I left home. So much has happened already. You simply MUST come and stay a.s.a.p. We'll have a great time, I promise you!
Say hi to M and D. Tell them I'll phone soon.

Your ever-loving Sis
Vicky
xxxxx



hotter + hotter! The heat at midday is incredible. I can't bear to move away from the fan.
Since we arrived here in mid-September, the heat has been getting worse and worse. I feel sorry for poor Martin, on his feet teaching all day AND he has to start work at 7.00. Oh, well, the rains should start soon, but they're already late. I follow the progress of every little cloud in the sky, but nothing ever happens.
Last Sunday we decided to head for the coolness of the mountains. We drove to a place called Amani, about fifty miles from the coast. The scenery was spectacular, rather like the Swiss Alps, but with banana trees and baboons. We had lunch at a friend's house. It was wonderful to feel cool again. There was even a log fire in the living room! We hadn't seen a fire for six months. Then it was back to steamy Mombasa.
My fingers are so sticky I can't hold the pen. I'll write again soon.
Take care of yourselves.
Lots and lots of love,
Julie and Martin xxxxxx
P.S. I've just heard the first raindrops on the roof!

2 Complete the questions and answers.

Kate

a How long _____ Kate _____ in Wales?
_____ three days.

b _____ a good time?
Yes, _____ enjoying it a lot.

c How long _____?
Twelve hours.

d What time _____?
At 7.30.

e _____ nervous?
Because _____ before.

f _____?
She's going whitewater rafting.

Vicky

a What _____ Vicky _____ at university?
English.

b How long _____ with Luke?
Two weeks.

c Where _____?
At a dance.

d What sort _____?
A VW Beetle.

e _____ tired?
Because _____.

Julie and Martin

a How long _____ in Mombasa?
_____ September.

b _____?
At 7.00.

c _____ Amani?
Because it's cooler.

d _____?
At a friend's house.

e What _____ just _____?
It _____ to rain.

T 1.2 Listen and check your answers.

● Grammar question

– Which tenses can you identify in the letters?

PRACTICE BANK

1 Forming the tenses

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

ACTIVE

	Simple	Continuous
Present	*He works*	*We*
Past	*She*	*I*
Future	*They*	*You*
Present Perfect	*We*	*She*
Past Perfect	*I*	*You*
Future Perfect	*They*	*He will have been working*

PASSIVE

	Simple	Continuous
Present	*It is made*	*They*
Past	*It*	*It*
Future	*They*	
Present Perfect	*They*	
Past Perfect	*It*	
Future Perfect	*They*	

Notice that not all the passive tenses are included. They are not normally used, and we avoid them by using the active.

Our house has been being decorated for months. ✗
They've been decorating our house for months. ✓

2 Discussing grammar

Work in pairs and discuss your answers.

Compare the verb forms in the pairs of sentences. Say which tense is used and why.

a Klaus **lives** in Berlin.
Klaus **is living** with an English family while he's in London.

b You're very kind. Thank you.
You're **being** very kind. What do you want?

c **I've got** a headache.
I often **have** headaches.

d When we arrived, she **made** some coffee.
When we arrived, she **was making** some coffee.

e What **were** you **doing** when you cut your finger?
What **did** you **do** when you cut your finger?

f **I've lived** in Singapore for five years.
I **lived** in Singapore for five years.

g When I arrived at the party, Peter **left**.
When I arrived at the party, Peter **had left**.

h I **didn't teach** English very well.
I **wasn't taught** English very well.

i **You're annoying** me with all your questions.
I can see you're **annoyed**. What's the matter?

j How much **are** you **paying** to have the house painted?
How much **are** you **being paid** to paint the house?

3 Auxiliary verbs and pronunciation

1 T 1.3 Listen to the sentences. Identify the auxiliary verbs and the tense.

Examples
She's seen a lot of films recently.
has – Present Perfect

Are you being served?
are and *being – Present Continuous passive*

2 Where are the contractions? Practise saying the sentences, taking care with weak forms.

4 Reading

Read the text about an unusual home. Put the verbs in brackets into the correct tense. There are examples of active and passive sentences.

Example
Frank *has lived* (live) in his house for a year.

HOME IS WHERE YOU MAKE IT!

Frank Webb has a most unusual house, a former ladies' lavatory in Kew, south-west London.

As soon as Frank heard that someone (a) _____ (try) to sell the ladies' loo, he wanted it. He was sure that he could make the building, which (b) _____ (situate) next to the famous gardens at Kew, into a beautiful home. Now he's very busy – he (c) _____ (convert) it into a one bedroom house.

'It might seem rather odd to want to live in a place which used to be a lavatory,' he said, 'but I (d) _____ (think) it's really beautiful.'

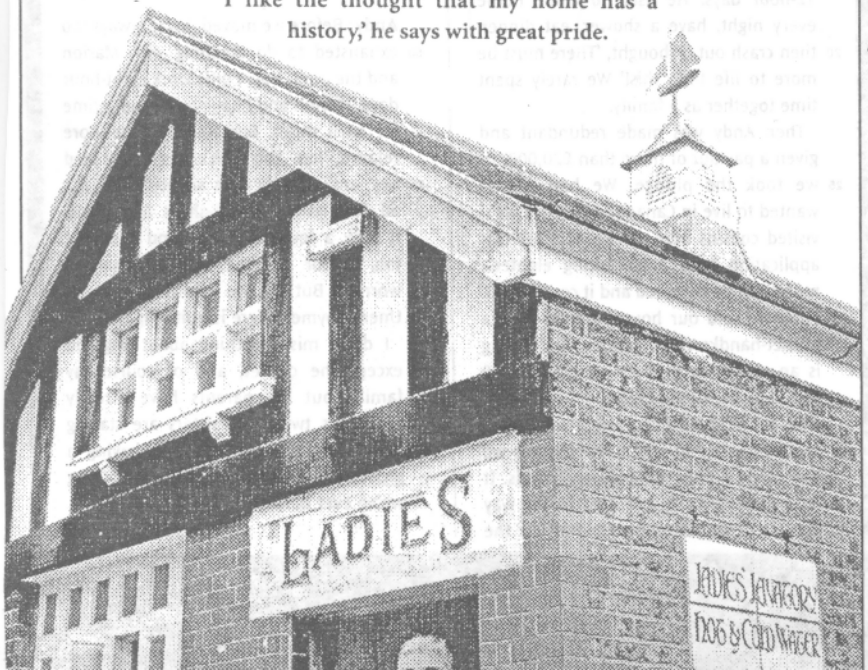
He was divorced recently, and he needed somewhere to live. He knew he wanted something small but unique. 'A friend (e) _____ (tell) me about it. I think she (f) _____ (joke), but it was exactly what I (g) _____ (search) for.'

He is 57. His 25-year-old daughter, Kathy, (h) _____ (love) the place, too. She (i) _____ (help) her father with the work for the past few weeks as she has been on holiday. He advises visitors not to go into the kitchen. 'It (j) _____ (decorate) at the moment, and it looks awful.'

Since he bought the lavatory, several ladies (k) _____ (knock) on the door, wanting to use it. He lets them use his own bathroom. When he first saw the building, it (l) _____ (not use) for several years, so it was in quite a mess.

It (m) _____ (build) in 1905. It is very solid, so he (n) _____ (not have) to do any work on the walls or roof. He (o) _____ (pay) £60,000 for it a year ago, and since then he (p) _____ (spend) an extra £20,000 putting in an upper floor for the bedroom.

'I like the thought that my home has a history,' he says with great pride.



LANGUAGE REVIEW

The tense system

1 English tenses have two elements of meaning: time and aspect. Time refers to when, and aspect refers to how the speaker sees the event.

Time	Aspect
Present	Simple
Past	Continuous
Future	Perfect

2 The simple aspect describes an event which is permanent, complete, habitual, or a simple fact.

*The River Danube **flows** through seven countries.*
*It **rained** yesterday.*
*He **goes** swimming every evening after work.*
*My daughter **will be** ten next week.*

3 The continuous aspect describes an event which is temporary, incomplete, or in progress.

*I'm **working** at home this week.*
*She's **writing** a book about the environment.*
*It **was raining** when I woke up this morning.*
*Don't phone me at 8.00. I'll **be having** dinner.*

4 The perfect aspect describes an event which relates to two different times. The event is completed at an indefinite time before another time.

*I've **read** that book. (Sometime before now)*
*Peter **had** already **left**. (Sometime before then)*
*I'll **have finished** my homework by 5.00. (Sometime before 5.00)*

5 English has an active and passive voice.

*She **speaks** three languages.*
*English **is spoken** all over the world.*
*You must **do** the homework tonight.*
*It must **be done** carefully.*

Grammar Reference: page 146.

The great

Many people move to a new country in search of a new life. Do they always find what they are looking for? Here are the stories of two British families who decided to emigrate.

READING AND SPEAKING

People who emigrate

Pre-reading task

Work in small groups and discuss the following questions.

1 Have any of your friends or family gone to live in a foreign country? Why? Do you know anyone who has come to live in your country from another country? Why? Do these people have any problems about living away from home?

2 Close your eyes and think about your country. What would you miss most about it if you went to live abroad? Write a list and compare it with the others in the group.

Reading

Read the introduction to the article. Divide into two groups.

Group A Read about the **Clavy family**, who emigrated to **Canada**. (this page)

Group B Read about the **White family**, who emigrated to **Greece**. (page 11)

Canada

The Clavy family and their two dogs, Bonzo and Doodah, moved from the suburbs of Birmingham to Canada two years ago. Marion, a full-time housewife, and Andy Clavy, a mechanical engineer with a machine supply company, now live with their two children, Matthew, 12, and Mark, 9, in Stony Plain, Alberta, not far from the Rocky Mountains.

Marion: I still can't believe we're actually here. Do we really live in this big house, surrounded by fir trees, on four acres of land, just three hours' drive from the Rockies? It's the most spectacular scenery I've ever seen. Not that life in Birmingham was that bad. We were comfortably well-off, but Andy worked 12-hour days. He used to come home every night, have a shower, eat dinner, then crash out. I thought, 'There must be more to life than this!' We rarely spent time together as a family.

Then Andy was made redundant and given a pay-out of more than £20,000, so we took the plunge. We had always wanted to live in Canada, ever since we'd visited cousins here, so we applied. Our application took a nail-biting eighteen months to be accepted and it cost £2,000. Then we sold our house, a semi with a pocket-handkerchief garden. Emigrating is an expensive business. It cost £1,000 just to fly the dogs here!

We didn't know a soul when we arrived in Alberta, but in just a few months we had made plenty of Canadian friends. It took time for us to get used to the way they come into your house and use the telephone and take drinks from the fridge without asking. But I'm less English about such things now.

Moving to Canada has made us a lot closer as a family. We do sports together, visit friends' houses for barbecues, and go sightseeing in the Rockies. The children love their schools. They think it's great not to have to wear a uniform. And the girls go mad for Matthew here because of his English accent – the phone never stops ringing!

I don't miss much about England, except the castles and the greenness of the countryside, but now we have the Rocky Mountains. I certainly don't miss the English weather. Even in the winter here, when the temperature is –45 degrees, the sun usually shines and the sky is blue.

Andy: Before we moved, I was always too exhausted to do anything with Marion and the boys. Now I only work eight-hour days. Marion and I have much more time for each other. Business is a lot more relaxed, too. You don't wear suits and ties, and nobody calls anybody 'Mr'. It's all first names and T-shirts and jeans. It took a few months to find a decent job, so for a while we had financial worries. But in the end I was lucky. Unemployment here is quite high.

I don't miss anything about England except the cricket, and of course my family, but my parents have already visited us twice. My sisters are staying with us at the moment and having a great time. Moving here is the best thing we've ever done.

escape

Greece

Hazel and Barry White left England five years ago with their baby daughter, Daisy. They moved from their basement flat in north London to a two-bedroom apartment overlooking the sea on the Greek island of Agastri. They earned about £18,000 between them in London, working in the hotel business. They have set up a watersports business in Greece.

Barry: Daisy was three months old when I decided we simply had to leave London. We weren't unhappy in London, we enjoyed our work. But we worried that our child couldn't run freely in the busy London streets. We wanted her to grow up carefree and in the sunshine.

Hazel and I had had a couple of holidays in Agastri and had made some Greek friends there. It's very beautiful and peaceful. In Greek, *agastri* means 'fishing hook', and the locals say, 'When you come to Agastri, you're hooked.' So we took the plunge, sold our flat, and moved. Our family and friends thought we were crazy.

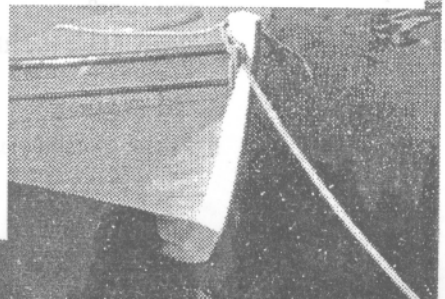
A tourist sports business seemed a good way to earn a living in Greece, so with the money from our flat we bought waterskiing equipment and two speedboats. Later, I bought a *varka* or passenger boat for fishing trips and picnics round the island. Running the business hasn't been easy. Things are very bureaucratic here and sometimes this can be very frustrating. It took some time to get used to so many forms and officials, but I'm more patient now.

Also, I've found the Greek language very difficult. Fortunately, I understand more than I can speak, so I get by. But Daisy is more Greek than English now. She's absolutely bilingual and the only English child at her school. Living on Agastri is definitely better for her. She runs round the village and talks to everyone. Everyone knows her.

I don't miss England much, mainly family and friends. I do miss the theatre but we get good movies here. I also miss sausages, Stilton cheese, and white thick-sliced bread! But that's all. I think Hazel has found it more difficult than me.

Hazel: I didn't realize what a big culture shock it would be. It has taken me a long time to get used to the Greek way of life, especially on such a small island. Here the women aren't treated the same way as men. They are expected to stay at home more, and in the winter they hardly go out at all. But people are very kind and generous. In a way, the community is like a big happy family, which is great, especially for Daisy, but it also means that everyone knows everything about you.

I have a few Greek women friends, but the language barrier was very hard at first. I used to visit their homes for coffee and sit for hours not understanding a single word. Our life here has certainly tested my relationship with Barry. The business has had some bad times. There's such a huge difference between our winter and summer income, and money worries cause our tempers to fray! Next winter, I'm going back to London for a few months with Daisy – I miss my parents terribly. No doubt I'll be back here with Barry in the spring, but I'm not entirely sure. I sometimes have doubts about living here.



Comprehension check

1 Answer the questions about the family in your article.

a Why did they emigrate?
b Why did they go to that particular country?
c What are the changes in the way of life for the parents?
d What are the changes in the way of life for the children?
e Were there any initial difficulties?
f Have they had any money problems? Are they any better off now?
g Is the family happier?
h What do they miss about their lif in England?
i How is the relationship between the husband and wife?
j Do they still think that moving was a wise decision?

2 Find a partner from the other group. Compare your answers.

3 Read about the other family. Which family do you think has made the more successful move? Would *you* like their new way of life?

Language work

1 Here are some sentences from the stories of two families. Can you work out the meaning of the words underlined?

Canada

a He used to come home every night, have a shower, eat dinner, and crash out. (l. 18–20)

b Andy was made redundant and given a pay-out of more than £20,000. (l. 23–4)

c Our application took a nail-biting eighteen months to be accepted. (l. 27–9)

d We didn't know a soul when we arrived. (l. 34)

Greece

e We wanted her to grow up carefree and in the sunshine. (l. 16–17)

f So we took the plunge, sold our flat, and moved. (l. 23–5)

g Things are very bureaucratic here and sometimes this can be very frustrating. (l. 34–6)

h Fortunately, I understand more than I can speak, so I get by. (l. 40–1)

i I didn't realize what a big culture shock it would be. (l. 54–5)

j Money worries cause our tempers to fray. (l. 75–6)

2 Use a question word in **A** and a verb in **B** to write some questions about the family you first read about.

Example
Why did they decide to emigrate?

Ask and answer the questions with a partner from the other group.

A	B
when where who what why how how long	move live work be go do miss visit decide feel have

Discussion

Write a list of as many disadvantages as you can think of for emigrating.
Compare your lists. For every disadvantage (–) try to find an opposing advantage (+).

Example
– *The language barrier – maybe you don't speak the language.*
\+ *But this is an opportunity to learn a new language.*

● VOCABULARY AND PRONUNCIATION

HOUSE AND HOME

Compounds and dictionary work

> **Words can combine to make new words. Look at the examples and note the different spellings. There are no rules.**
> **life** *lifestyle* *lifelong* *life-size*
> *life expectancy* *life insurance*

Work in pairs. Look at the texts on pages 10 and 11 and find some compound nouns and adjectives.

1 How many new words can you make by combining a word on the left with a word on the right?
Use your dictionaries to help with the meaning and the spelling.

home house	work made trained wife sick plant proud town coming less grown bound keeping warming

2 T 1.4 Listen to the conversations. They contain examples of some of the compounds in Exercise 1. After each conversation, discuss these two questions.

Who is talking to who?

What exactly are they talking about?

3 Here are some lines from the conversations. Fill the gaps with a compound word.

a She's so cute. Is she _____ yet?

b Do you think you could possibly water my _____ for me?

c Don't worry, I know how _____ you are. I'll make sure everything stays clean and tidy.

d Let's give her a spectacular _____ party when she gets back.

e Not me. I'm the original happy _____, remember? Four kids, _____ cakes, _____ vegetables!

f We're having a _____ party on the 12th. Can you come?

g 'Yeah. Mind you, there's much more _____ to do!'
'That's a drag!'

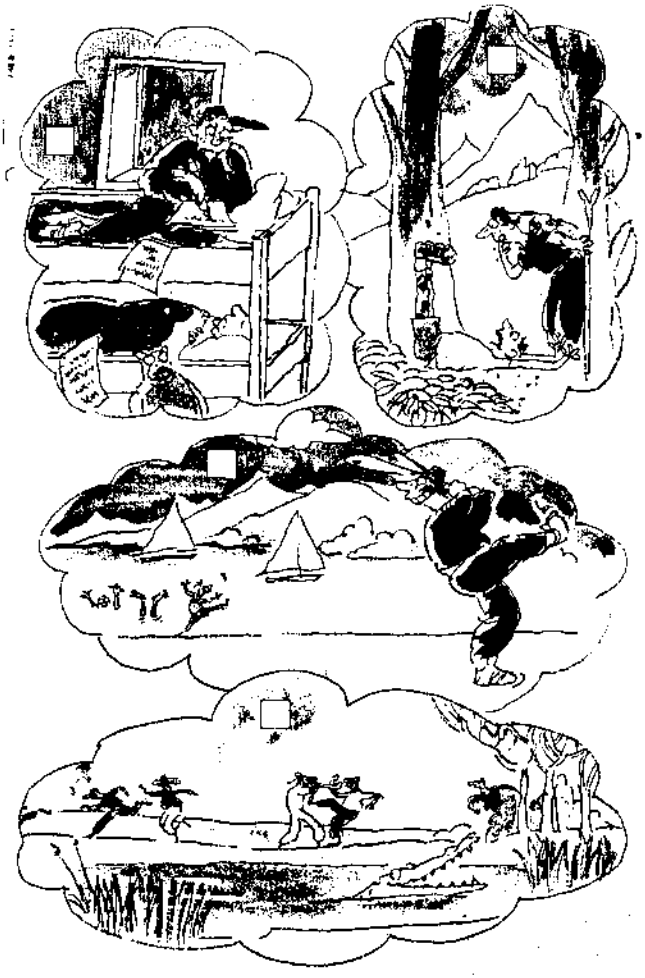
h I never thought you'd be so _____.

4 Practise saying the lines in Exercise 3 with correct stress and intonation. Then use them to help you remember the conversations.
Act some of them out with your partner.

5 How many compounds can you make by combining a word from **A** with a word from **B**? There is sometimes more than one for each word in **A**. Use your dictionary to help.

A	B
book video speed radio light time remote junk word food air computer	food shop table mail conditioned software maker perfect recorder processor bomb headed consuming limit token poisoning bulb boat controlled worm

Compare your words in groups. Check the meanings.



● LISTENING

Hello Muddah, Hello Fadduh

Pre-listening task

You are going to listen to a song about an American boy who goes away to summer camp. First answer the questions.

1 Are there holiday camps for children in your country? What can the children do there?

2 Why might the children like these summer camps? Why might they be unhappy?

3 Look at the pictures and find the following:

- a boy hiking
- poison ivy
- a forest
- a bear
- an alligator
- a bunk-bed
- a search party
- someone hugging another person
- hail

Check the verb *to disregard* in your dictionary.

Listening

The song is called *Hello Muddah, Hello Fadduh*. This i an exaggerated American pronunciation of *mother* and *father*. It also rhymes with *Camp Grenada*, which is the name of the camp where the boy is!

T 1.5 Listen and number the pictures 1–8.

Comprehension check

1 Let's say the boy's name is Chuck. How does Chuck's mood change during the song? How does he feel at the beginning, in the middle, and at the end? Why?

2 What happened to his friends ...
... Joe Spivey? ... Leonard Skinner?
... his bunk mate? ... Jeffrey Hardy?

3 Chuck tries to persuade his parents to take him home in various ways. What are they?
What does he say might happen to him at Camp Grenada?

4 A *sissy* is an informal word for a boy who isn't hard and aggressive. What do you know about the Greek writer, Homer, and his legendary hero, Ulysses (usually pronounced /'ju:lisi:z/)? So why does the head coach read to the boys from *Ulysses*?

5 Do you think he likes his brother and Aunt Bertha?

6 How long has he been at the camp?

7 Why is everything better at the end?

Language work

The words in the boxes appear in the song. Write in the other parts of speech. Mark the stress.

Adjective	Noun	Verb
enter'taining		
	fun	
		de'velop
	'poison	
	'trainer	
		hate
		scare
		'organize
		'promise
	noise	
		mess
	play	

● WRITING AND SPEAKING

Looking forward to seeing you

Divide into two groups.

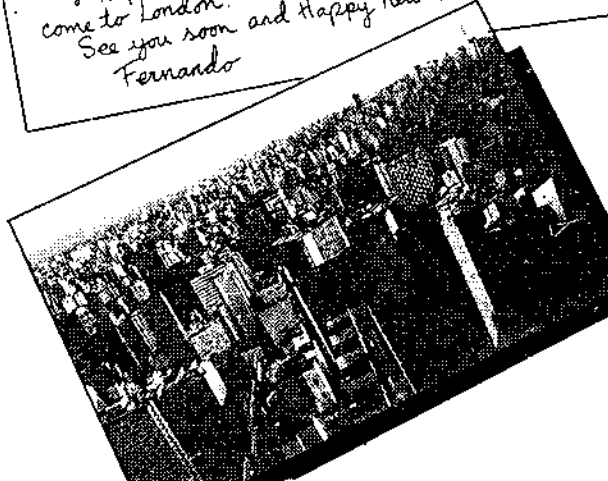
1 Each group reads one of the letters quickly. Answer the questions.

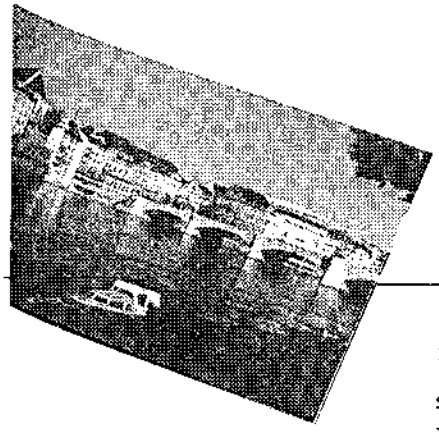
a Where was the letter written?
b Who is the guest? Who is the host?
c Which city is described? What is it like?
d What season is it?

Work with a student from the other group. Go through the answers together and compare the information in the two letters.

Avenida Campinas 361 ap. 45
01238 São Paulo
Brasil
29 December

Dear Ken
Is now just two week and I will be with you. I can no belief it! I looking forward very much stay with you and your family and see London the first time. I'm very excating.
My city, São Paulo, is biggest and noisyest city in Brasil. Is not very well for tourists is more commercial city. Also it have very much traffic and pollution. Maybe London have the same. I like best here in São Paulo the entertainment. You can find good bars and restaurants, who no close until the latest customer leave.
My friend João he came in London the last year and he has gone to the theatre see 'The Buddy Holly Story'. He say me it was wonderfull. I like to see also.
My plane arrive Heathrow, Terminal 3 at 6.30 am. Is very kind you meet me so early morning! Thank you.
I hope very much improve my english when I come to London.
See you soon and Happy New Year!
Fernando





Lindenstr. 15
5430 Basel
Switzerland
7 July

Dear Sophie

In just one week you are here with me in Switzerland. I want that you meet my family and I will show you my city. I hope you like. Basel is not a big city as London but it's everything very clean and very close the mountains, wich are beautifull. I am worry that you will find Basel a little bored. It is not excited as London because the street are very quiet after six o'clock the night. The peopel live in flats so they don't can do a lot of noises. There exists a museum but perhaps that isn't very interisting to look.

We have finished school the last week and I enjoy the holiday. My family don't speak english so you will practice a lot your german. I like also practice my english with you.

See you the next week! I come to the urport to meet you.

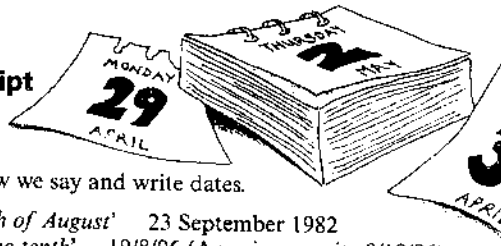
Love
Liliane

2 Both writers have made mistakes in their letters. Find the mistakes in your letter and correct them. What different kinds of mistakes are there?

3 Read the other letter. Do the two letters have any similar kinds of mistakes? Work as a group to write out a correct version of your letter on the board.

4 Write a similar letter. Imagine you are either expecting an English-speaking guest to stay with you in your country, or going to stay with a friend in an English-speaking country. Describe your home town briefly as part of your letter.

PostScript



Dates

Notice how we say and write dates.

'the seventh of August' 23 September 1982
'January the tenth' 19/8/96 (Americans write 8/19/96)

- What's the date today?
- When did this term start? When does it finish?
- What are some of the important dates in your life? Why?
- What are the most important dates in your country? Why?

Numbers

1 T 1.6 Listen to the conversations. What are the different ways of saying the number 0?

In British English, we always say *and* before the tens. In American English, *and* can be dropped.

456 (BE) four hundred and fifty-six; (US) four hundred fifty-six

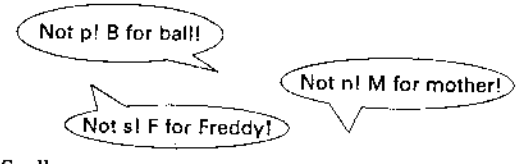
2 T 1.7 Listen to the news broadcasts. They contain fifteen numbers. Write them down, and then practise them.

Spelling

We break up a longer word when we are spelling out loud.

Manchester MAN – CHES – TER

Notice how we correct people when they make a spelling mistake!



Spell your surname to a partner.

Practice

You are all going to different parts of the world to learn English! Your teacher will give you a card to tell you where.

In pairs, ask and answer questions. Write down the information you hear.

a Where are you going to?
b What's your address?
c When are you going?
d Who are you staying with?
e What's your telephone number?
f How much money are you taking?

2 Been there, done that!

Present Perfect
Continuous verb forms
Exclamations

Test your grammar

Work in pairs. What is strange about these sentences?

a Amazing news! Columbus has discovered America!
b Man first walked on the moon.
c I travelled all my life. I went everywhere.
d Peter! Hi! I didn't see you for ages!
e I've learnt English.
f 'Your face is all red.' 'I've run.'
g 'What's the matter?' 'I've been losing my passport.'
h I've been giving up smoking for years.
i Ouch! I've just stung a mosquito!

LANGUAGE IN CONTEXT

Present Perfect

1 Look at the pictures of two travellers. What differences can you see?

2 Read the first and last paragraphs of two articles about the travellers. Then match the sentences opposite with the correct person. Put DL or MW next to each line.

David Livingstone, African explorer

David Livingstone was one of the most important Victorian explorers. He spent thirty years travelling in Africa.

He died in 1873, in modern Zambia. His followers buried his heart at the foot of the tree where he died. His remains were buried at Westminster Abbey in London.

Mick Watts, backpacker in Asia

Mick Watts is in Melbourne. He is on a nine-month backpacking trip round Australia and south-east Asia.

He's looking forward to taking things easy for another week, then setting off again. 'Once you've got the travel bug, it becomes very hard to stay in the same place for too long,' he said.

a ☐ He flew into Bangkok five months ago. Since then, he has been to Kuala Lumpur, Singapore, Java, and Bali.

b ☐ With his wife, he travelled into regions where no Europeans had ever been.

c ☐ He's been staying in cheap hostels, along with a lot of other young people.

d ☐ The best part of the trip so far has been learning to scuba dive on the Great Barrier Reef.

e ☐ He went to the Kalahari Desert, the Zambezi River, and the Victoria Falls.

f ☐ He set out to discover the source of the River Nile on foot. He vanished, and some people thought he had died.

g ☐ 'I've had diarrhoea a few times, and I've been mugged once.' Apart from that, his only worry is the insects. He has been stung all over his body.

h ☐ His wife died of a fever.

i ☐ He has visited temples in Thailand, and seen giant turtles in Indonesia.

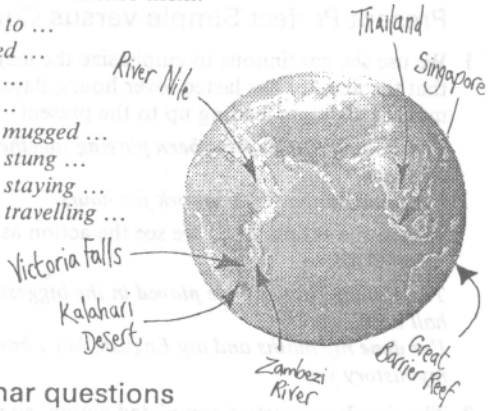
j ☐ He's been travelling mainly by public transport – bus, train, and ferry.

k ☐ The American journalist, Henry Morton Stanley, greeted him with the famous words, 'Dr Livingstone, I presume'.

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

3 Here are some contracted forms. Can you remember the sentences? Practise them.

he's been to …
he's visited …
he's seen …
I've had …
I've been mugged …
he's been stung …
he's been staying …
he's been travelling …



Grammar questions

– What is the main tense in the sentences about David Livingstone? Why?

– What are the main tenses used in the sentences about Mick Watts? Why?

PRACTICE BANK

1 Questions and answers

1 Read the pairs of questions. First decide who each question is about, David Livingstone or Mick Watts. Then ask and answer the questions.

a Where did he go?
Where has he been?

b How long has he been travelling?
How long did he travel?

c How did he travel?
How has he been travelling?

d Has he been ill?
Where did he die?

e Did he have any problems?
Has he had any problems?

2 Here are the answers to some questions. Write the questions.

About David Livingstone

a Medicine.
b To join a Christian mission.
c Soon after he arrived.
d A fever.
e Westminster Abbey.

About Mick Watts

f For five months. *(How long … away from home?)*
g Thailand, Malaysia, Singapore, Indonesia, and Australia. *(Which … ?)*
h In cheap hostels.
i A few times. *(How often … ?)*
j Yes, just once. *(Has he … ?)*

T 2.2 Listen and check your answers.

2 Discussing grammar

Work in pairs and discuss your answers.

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

a Charles Dickens wrote *Oliver Twist.*
Ken Follett has written ten best-sellers.
Ken Follett's been writing his autobiography for the past eighteen months.

b Have you ever tried Japanese food?
Did you try *sushi* when you were in Japan?

c How many times has Kate been married?
How many times was Tom married?

d She's been to Paris.
She's gone to Paris.

e We've lived here all our lives.
We've been living with friends while we're looking for a flat.

f Who's eaten my chocolates?
Who's been eating my chocolates?

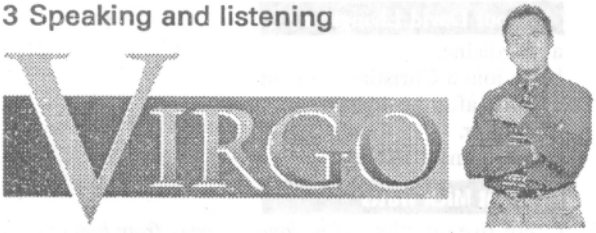
g I've been reading all morning.
I've read four chapters.

h Ouch! I've cut my finger.
I'm exhausted! I've been cutting the grass all morning.

2 Correct the mistakes.

a Sorry. Jack isn't in the office. He's been to lunch.
b How long have you been having your car?
c Tom Hanks hasn't made as many films as Charlie Chaplin has.
d Have you seen the football match on Saturday?
e Where have you bought your shoes? They're lovely!
f 'Why is your hair wet?' 'I've swum.'
g She's been smoking ten cigarettes since she arrived.

3 Speaking and listening



Work in pairs. Your teacher will give you some information about a large international company called *Virgo*. You will not have the same information as your partner. Ask and answer questions to complete the information.

Example

Student A
Originally, *Virgo* sold records. The company was founded in ... *(When?)*
The chairman and owner of *Virgo*, Jimmy Kramer, opened his first record shop in Oxford Street, London.

Student B
Originally, *Virgo* sold records. The company was founded in 1980. The chairman and owner of *Virgo*, Jimmy Kramer, opened his first record shop in ... *(Where?)*

When was the company founded?

In 1980.

Where did Jimmy Kramer open his first record shop?

In Oxford Street, London.

4 Roleplay

You are going to interview Jimmy Kramer, the chairman of *Virgo*. Your teacher will give you some information. Work in groups to prepare the questions.

When you are ready, one half of the class will be the interviewers, and the other half will be Jimmy Kramer. (The teacher will give Jimmy some information.)

Conduct the interview. Begin by saying, *'Mr Kramer, it's very kind of you to agree to this interview. I wonder if I could ask you a few questions? First ...'*

LANGUAGE REVIEW

Present Perfect

The Present Perfect relates a past action to the present.

1 It can express an action at an indefinite time before now.

*I've **been** to Europe and America, but I've never **been** to Africa.*
*Peter's **lost** his wallet.*
*We're tired because we've **been working** hard.*

If our attention moves to the exact time of the action, we must use past tenses.

*I **went** to the States in 1995.*
*Peter **lost** his wallet this morning while he **was shopping**.*
*We **started** work at 8.00 this morning.*

2 It can express an action that began in the past and continues into the future.

*I've **known** Peter all my life.*
*We've **been learning** English for four years.*

Present Perfect Simple versus Continuous

1 We use the continuous to emphasize the length of time that the activity has lasted, over hours, days, weeks, months, or years leading up to the present.

*The Rolling Stones **have been playing** together for over 30 years.*
*I've **been doing** my homework for hours.*

We use the simple when we see the action as a 'simple' whole.

*The Rolling Stones **have played** in the biggest concert hall in the world.*
*I've **done** my maths and my English, but I **haven't done** my history yet.*

2 The simple suggests a completed action, so we must use the simple if the sentence gives a definite number or quantity.

*Ken Follett **has been writing** for years. He **has written** ten best-sellers.*

Continuous verb forms

1 The continuous has the effect of lengthening an activity. The activity has duration, and we see the activity in progress.

Sh! I'm thinking.
When I woke up, the sun ***was shining.***
I've been studying *English for three years.*

2 The continuous can express a temporary activity or situation, not a permanent one.

We're staying *with friends until we find somewhere of our own.*
We've been living *with them for six weeks.*

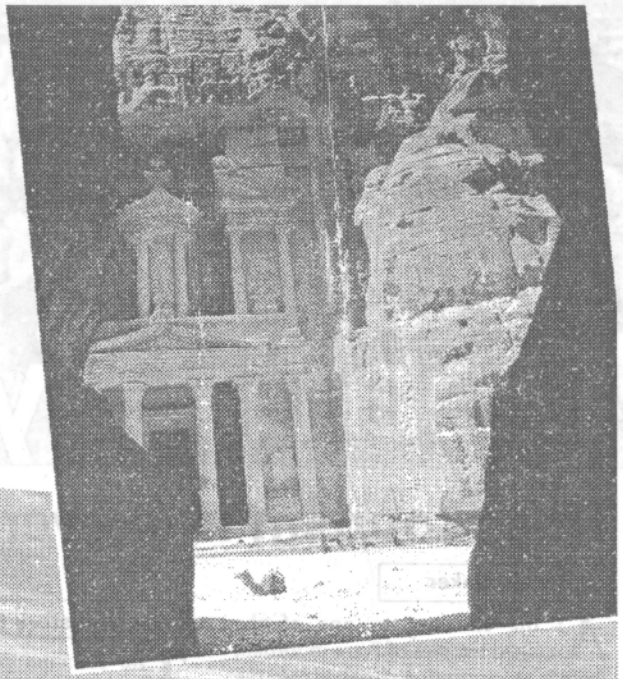
📖 **Grammar Reference: page 147.**

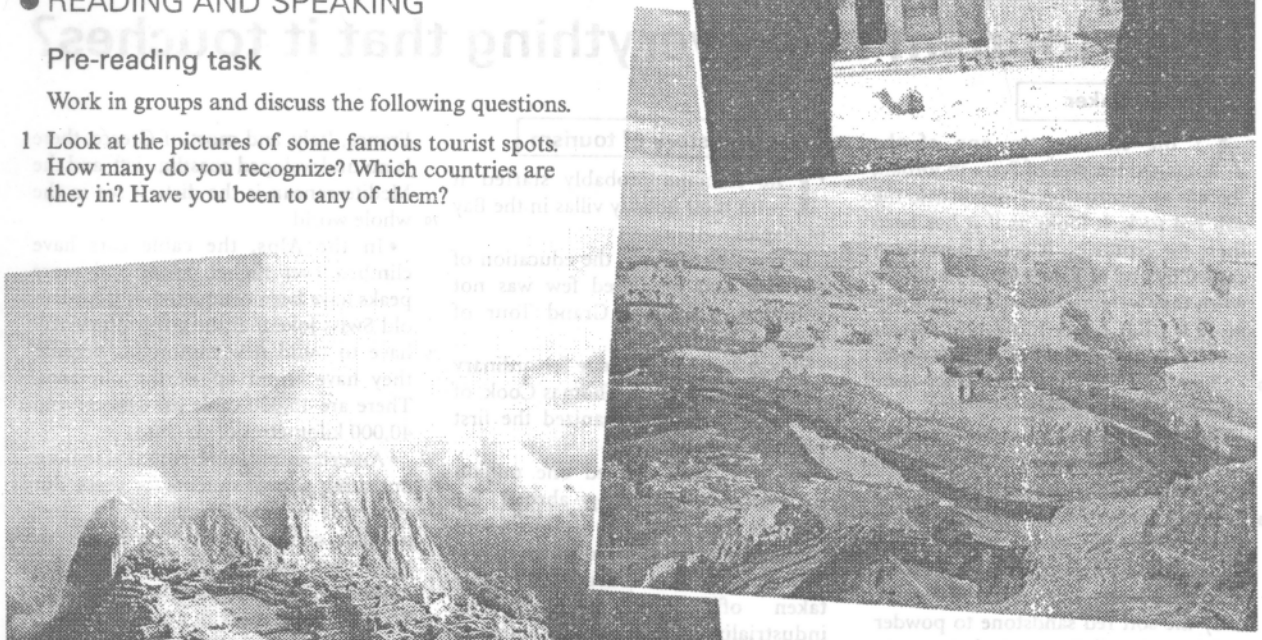
● READING AND SPEAKING

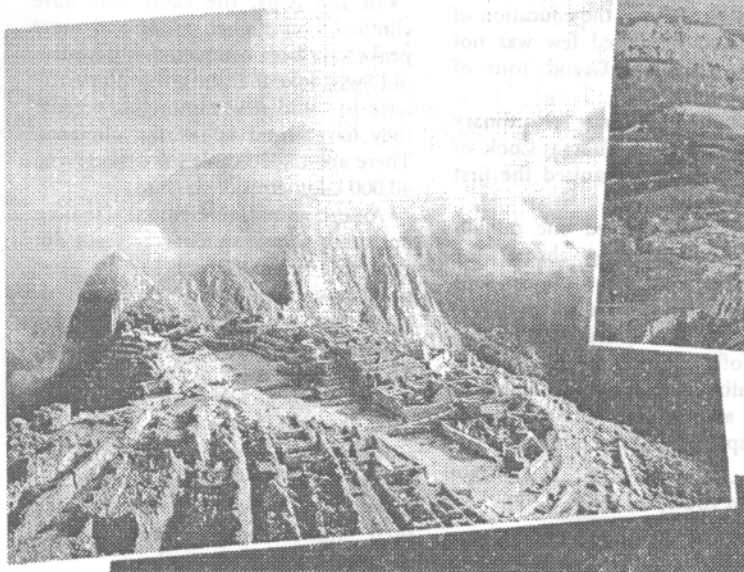
Pre-reading task

Work in groups and discuss the following questions.

1 Look at the pictures of some famous tourist spots. How many do you recognize? Which countries are they in? Have you been to any of them?

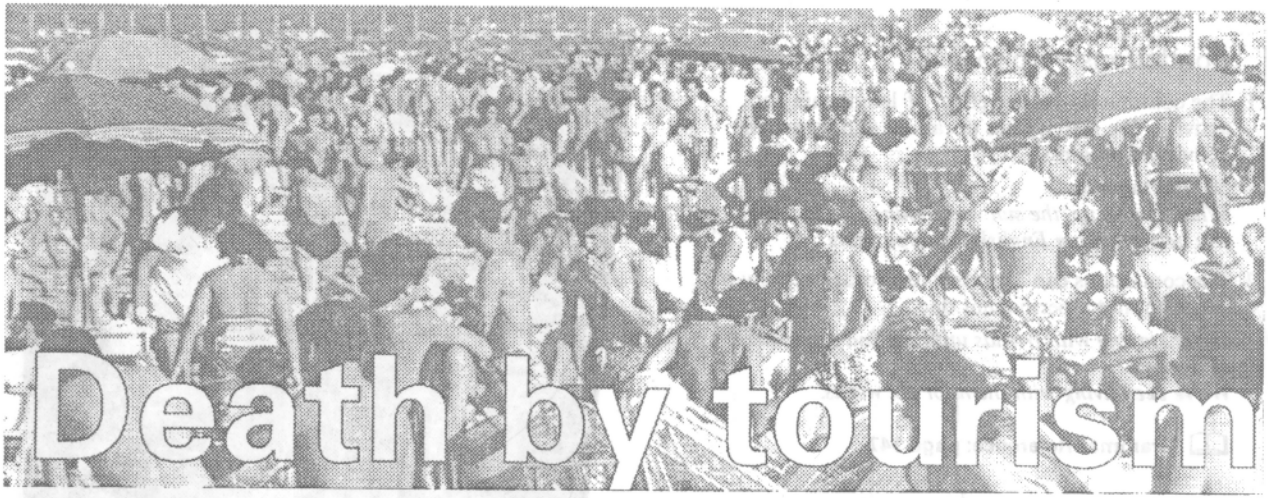






2 As a tourist, have you ever:
- been on a package holiday?
- bought souvenirs? (*What? Where?*)
- taken lots of photographs? (*What of? Who of? Where?*)
- filmed your holiday with a camcorder? (*What? Who? Where?*)
- written your name in a visitors' book or on a wall or building? (*What? Where?*)

3 'Travel broadens the mind.' Do you agree?



Death by tourism

Does tourism ruin everything that it touches?

by Arnold Baker

At the entrance to one of the ruined temples of Petra in Jordan, there is an inscription chiselled into the soft red rock. It looks as if it has been there for centuries. It could have been carved by one of King Herod's soldiers, when they were imprisoned in the town in 40 BC. But closer inspection reveals that it is not so ancient after all. It reads:

Shane and Wendy from Sydney were here. April 16th 1996.

The ruins of Petra were discovered in 1810 by a Swiss explorer, and a recent report has just concluded that 'they are in grave danger of being destroyed by the unstoppable march of tourism'. More than 4,000 tourists a day tramp through Petra's rocky tombs. They wear away the soft red sandstone to powder and (occasionally!) scratch their names into the rock.

It is not just Petra that is under threat of destruction. More than 600 million tourists a year now travel the globe, and vast numbers of them want to visit the world's most treasured sites: the Parthenon, the Taj Mahal, Stonehenge, the national parks of Kenya. The tourist industry will soon be the largest industry in the world, and it has barely reached its 50th birthday. Many places that once were remote are now part of package tours. Will nothing put a stop to the growth of tourism?

A brief history of tourism

The Romans probably started it with their holiday villas in the Bay of Naples.

In the 19th century, the education of the rich and privileged few was not complete without a Grand Tour of Europe's cultural sites.

Things started to change for ordinary people in 1845 when Thomas Cook, of Leicester, England, organized the first package tour.

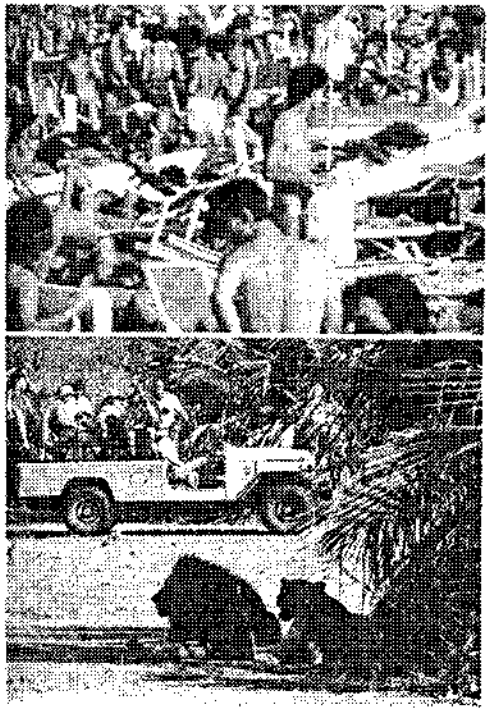
By 1939, an estimated one million people were travelling abroad for holidays each year.

It is in the last three decades of the 20th century that tourism has really taken off. Tourism has been industrialized: landscapes, cultures, cuisines, and religions are consumer goods displayed in travel brochures.

Tourism today

The effects of tourism since the 1960s have been incredible. To take just a few examples:

- The **Mediterranean** shores have a resident population of 130 million, but this swells to 230 million each summer because of the tourists. This is nothing. The United Nations projects that visitors to the region could number 760 million by the year 2025. In Spain, France, Italy, and most of Greece, there is no undeveloped coastline left, and the Mediterranean is the dirtiest sea in the whole world.
- In the **Alps**, the cable cars have climbed ever higher. More and more peaks have been conquered. It is now an old Swiss joke that the government will have to build new mountains because they have wired up all the old ones. There are 15,000 cable car systems and 40,000 kilometres of ski-runs.
- **American national parks** have been operating permit systems for years. But even this is not enough for the most popular sites. By 1981, there was an eight-year waiting list to go rafting down the Grand Canyon's Colorado River, so now there is a lottery once a year to select the lucky travellers.
- In **Notre Dame** in Paris, 108 visitors enter each minute during opening hours. Thirty-five buses, having put down their passengers, wait outside, their fumes eating away at the stonework of the cathedral.
- Poor **Venice** with its unique, exquisite beauty. On one hot, historic day in 1987, the crowds were so great that the city had to be closed to all visitors.
- In **Barbados and Hawaii**, each tourist uses ten times as much water and electricity as a local inhabitant. Whilst feeling that this is unfair, the



locals acknowledge the importance of tourism to their economy overall.

• The prehistoric cave paintings at **Lascaux** in France were being slowly ruined by the breath and bacteria from 200,000 visitors a year. The caves have now been closed to the public and a replica has been built. This is much praised for its likeness to the original.

The future of tourism

Will there be more replicas like in Lascaux? There already are. Heritage theme parks (mini-Disneylands!) are springing up everywhere. Many of the great cities of Europe, such as Prague, Rome, and Warsaw, are finding that their historic centres are fast becoming theme parks – tourist ghettos, filled with clicking cameras and whirring camcorders, abandoned by all local residents except for the souvenir sellers.

Until recently, we all believed that travel broadened the mind, but now many believe the exact opposite: 'Modern travel narrows the mind'.

Reading

Work in pairs. Read the text quickly and discuss these questions.

- What do you understand by the title of the article?
- Which of the places in the pictures on page 19 are mentioned?
- What is said about them?
- Which other places are mentioned?
- Is the writer optimistic or pessimistic about the future of tourism?

Comprehension check

1 Are the following statements true (✓) or false (✗)? Correct the false ones with the right information and discuss your answers with a partner.

a An ancient inscription has been discovered at the entrance of a ruined temple in Petra.
b Nearly 1.5 million tourists a year visit Petra.
c The stone in Petra is so soft that the tourists' feet are destroying it.
d Tourism has been the world's largest industry since the 1960s.
e It is now possible to go everywhere in the world on a package holiday.
f In the 19th century, Thomas Cook organized tours of Europe's cultural sites for rich people.
g The number of foreign tourists has been growing gradually since 1939.
h There will be a huge increase in the numbers of tourists to the Mediterranean.
i The Swiss are considering ways of creating new mountains for skiers.
j Nowadays, you can only go rafting down the Colorado River if you win a lottery.
k The caves of Lascaux are going to be closed to the public and a replica is going to be built in Disneyland.
l Local people are moving away from many historic city centres.

2 What do the following numbers refer to?

40 BC 1810 600 million 1845 1939 230 million eight-year 108 1987 ten times

Language work

1 Try to guess the meaning of the following words from the text.

chiselled (l. 3)	swells (l. 62)
tramp (l. 17)	clicking (l. 119)
treasured (l. 26)	whirring (l. 120)

2 Find a word in the text that has the same or similar meaning to the following:

shows (v)	unbelievable (adj)
reached a decision (v)	defeated and controlled (v)
serious (adj)	choose (v)
hardly (adv)	extremely beautiful or delicate (adj)
distant and far away (adj)	admit, accept (v)
having special rights and advantages (adj)	left (past participle)

Discussion

Work in groups of three. Discuss the following questions.

1 What are the favourite tourist spots in your country? Do you live near to any of them? Do they have any problems?

2 List as many advantages and disadvantages of tourism as you can think of. Compare your lists with the other groups.

3 There is an organization called 'Green Tourism'. Which in the following pairs do you think they will be in favour of? Which won't they approve of? Why?

- package tourists or backpacking travellers?
- using public transport or travelling by special tourist coach?
- trekking in the Himalayas or wildlife safaris?
- staying in five-star hotels or youth hostels?

● VOCABULARY

Hot Verbs (1): take and *put*

There are some very frequently used verbs in English, such as *take, put, get, have, go, come, make,* and *do*. They combine with other words in many different ways.

Read the examples with *take* and *put*.

Expressions with *take* and *put*

to take a few examples ...
She took a photo.
... put a stop to the growth of tourism ...

Phrasal verbs with *take* and *put*

Tourism has really taken off.
... buses, having put down their passengers ...
The waiter took away the plates.

Expressions with *take* and *put*

1 Which expressions go with *take* and which with *put*? Write *take* or *put* next to each expression.

_____ my arm round sb	_____ drugs
_____ three hours to get there	_____ no notice
_____ sb in charge of	_____ his work first
_____ sb/sth for granted	_____ part
_____ a plan into practice	_____ a risk
_____ responsibility for sth	_____ place
_____ pressure on sb	_____ my advice

2 Fill the gaps with one of the expressions from Exercise 1. Put the verb in the correct form.

a '_____ you ever _____?'
'Well, things like aspirin, yes, but never anything illegal.'

b The wedding _____ in an old country church. It was lovely. But it was miles away from here! It _____.

c My mother was crying so I _____ her and told her not to worry.

d The older you get, the more you have to learn _____ for your own life. You have to look after everything yourself.

e I told you that boy was no good for you. You should have _____ and had nothing to do with him.

f The police _____ a very good _____ and they caught the thief at the airport.

g He's betting £10,000 on that horse. He _____ a very big _____. He could lose the lot!

h Two thousand people _____ in a demonstration against experiments on animals yesterday.

i My boss has been _____ a lot of _____ me to finish the report by the end of the week.

j I tried to get the teacher's attention but she _____ of me at all. She just ignored me.

k Children just think that their mum and dad will always be there for them. They never say 'Thank you' or 'How are you?' They just _____ their parents _____.

l He never thinks about his home and family. He always _____.

m I was delighted to be _____ of the under-fives, because I love working with little children.

Phrasal verbs with *take* and *put*

1 As you know, there are lots of verbs + adverb or preposition in English! They are called phrasal verbs, or multi-word verbs.
Sometimes the same phrasal verb can have several different meanings. What are the different meanings of *take off* in the following sentences?

*He **took off** his coat.*
*He **took** a day **off** work.*
*The football player was **taken off** at half-time.*
*The plane **took off**.*
*The business **took off**.*

What are the different meanings of *put down* in these sentences?

*The book was so good I couldn't **put** it **down**.*
*Come to a party next Saturday. **Put** it **down** in your diary.*
*She's always telling me I'm rubbish. I hate the way she **puts** me **down**.*

2 Match a verb in **A** with a particle in **B** and a line in **C**. Look at column **C** first and work backwards.

A	B	C
		your make-up in the morning/at night
	on	your father in looks
	someone down	a company by buying most of its shares
take	after	a meeting until next week
	away	by saying something cruel or unkind
	off	a CD so we can listen to some music
	out	to a shop because it's faulty
	up with	weight
	somebody out	for a couple of nights
put	something back	a fire/a cigarette
	over	to the cinema/for a meal
	somebody up	your clean clothes in the cupboard
		noisy neighbours without complaining

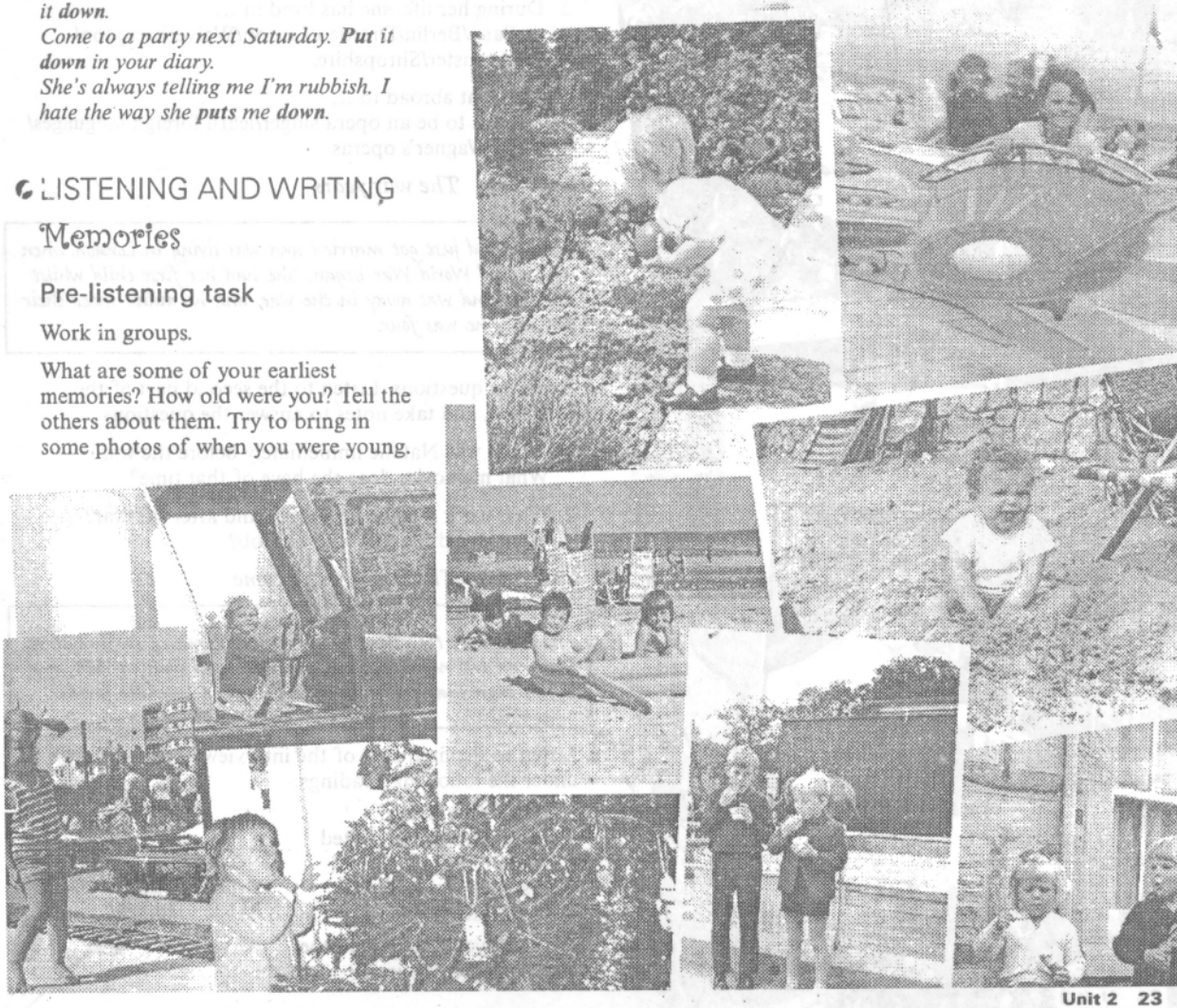
LISTENING AND WRITING

Memories

Pre-listening task

Work in groups.

What are some of your earliest memories? How old were you? Tell the others about them. Try to bring in some photos of when you were young.



Listening and note-taking

World traveller and lavender farmer

You are going to listen to a lady called Natalie Hodgson talking about her life. Look at the pictures from her family album. How old do you think she is in each picture? Which is the most recent picture?

Part One *Childhood*

T2.3 Listen to the first part of the interview. Underline the correct answer or answers.

1 Natalie was born …
… just after the First World War/just before the First World War/just before the Second World War.

2 Her earliest memory is …
… her first birthday party/her third birthday party/ a cake with no candles on it.

3 When she was a child, she wanted to …
… become a glider pilot/fly the Atlantic/become a farmer/become a Member of Parliament.

4 In her life, she has been …
… a politician/a librarian/a glider pilot/a lavender farmer/an opera singer.

5 During her life, she has lived in …
… Paris/Berlin/Dresden/Lisbon/Wolverhampton/ Westminster/Shropshire.

6 She went abroad to …
… train to be an opera singer/learn foreign languages/ study Wagner's operas.

Part Two *The war years*

Natalie had just got married and was living in London when the Second World War began. She had her first child whilst her husband was away in the war, and he didn't meet their son until he was four.

Read the questions. Listen to the second part of the interview, and take notes to answer the questions.

1 Where was Natalie immediately before the war? What memories does she have of that time?

2 What work did she do during and after the war? What was difficult about her job?

Part Three *The best is yet to come*

After the war, Natalie and her husband moved to Shropshire. They had two more children. Her husband died in 1989, and it was then that she decided to become a lavender farmer.

Listen to the final part of the interview and take notes under the following headings:

- Home and family
- Travel and places visited
- Work
- Pastimes and hobbies
- The future

Compare your notes with the others in your group.

Language work

Here is a summary of Natalie's life. Put one word only into each gap.

Natalie Hodgson

World traveller and lavender farmer

Natalie Hodgson is now in her (a)_____. She was born in Coventry (b)_____ before the First World War. In 1934, when she was (c)_____ quite young, she went to live in Paris and Dresden, (d)_____ she was supposed to (e)_____ studying French and German, but she (f)_____ most of the time going to operas.

She (g)_____ married immediately before the Second World War, and she (h)_____ a son, (i)_____ didn't see his father (j)_____ he was four years old.

(k)_____ the war, she had a job broadcasting misinformation to the enemy, and after that she worked in naval intelligence and so she (l)_____ to take an oath of secrecy.

In 1953, she and her family (m)_____ to a large house in Shropshire, where she brought (n)_____ her three children. She (o)_____ start her lavender farm until after her husband died in 1989. She's now (p)_____ farming lavender for about ten years, and has created a highly (q)_____ business. She also (r)_____ bees.

Natalie has travelled a great (s)_____ in the course of her life. She still (t)_____ gliding and waterskiing, but probably the most remarkable thing about this lady is her belief that 'the best is yet to come'

Writing

A biography

1 Word order. Put the adverbs or adverbial phrases in the correct place in the sentences.

a She goes waterskiing.
in summer, frequently

b She likes her garden in summer.
especially, very much

c She works with her bees.
hard, in the gardens, every day

d She goes gliding.
nowadays, occasionally, only

e She used to go to the opera.
in 1934, often, when she was in Dresden

f She enjoyed visiting the Grand Canyon.
ten years ago, thoroughly

g Her husband died.
suddenly, unfortunately, in 1989

h She enjoys looking after her grandchildren.
really, during their school holidays

i She has travelled.
abroad, throughout her life, to many countries

j She is fit enough to keep travelling. *still, fortunately*

2 Write a biography of an old person that you know who is still alive. A grandparent? A former teacher? A friend?
Start by making a few notes on each of the following aspects of the person's life:

- his/her childhood and education
- his/her achievements in life, both personal and professional
- his/her opinion of the world today
- his/her attitude to the past and the future

Expand your notes into four paragraphs.

PostScript

Exclamations

1 T 2.4 You will hear several people talking about a variety of topics such as food, people, holidays. Reply to them, using an exclamation from **A** and a sentence from **B**. Draw a line.

A	B
a Mmm!	How disgusting!
b Wow!	I've dropped it!
c Hey, Peter!	That's crazy! What a stupid thing to say!
d Yuk!	Of course I'm listening to you.
e Whoops!	It's absolutely delicious!
f Ah!	Triplets! How amazing!
g Ouch!	What a shame!
h Uh?	I've just cut my finger.
i Uh-huh.	Come over here and sit with us.

2 What is the next line in the dialogue? Put a letter a–i next to the correct line.

- ☐ Don't worry. I'll get you a new one.
- ☐ That'll keep them busy!
- ☐ You must be so disappointed!
- ☐ Just the way I like it.
- ☐ You're talking about Keith whatsisname and some meeting or other.
- ☐ Did you eat any of it?
- ☐ I don't think it's very deep, but I'd better put a plaster on it.
- ☐ We'd really like you to join us.
- ☐ You know it's not true.

T 2.5 Listen and check your answers. Practise the dialogues, paying special attention to intonation. You could act some of them out and make them longer!

3 Put *What* ..., *What a* ..., or *How*... to complete the exclamations.

a _____ silly mistake!
b _____ brilliant idea!
c _____ ghastly weather!
d _____ utterly ridiculous!
e _____ terrific!
f _____ rubbish!
g _____ mess!
h _____ dreadful!
i _____ absolutely fabulous!
j _____ appalling behaviour!
k _____ hell of a journey!
l _____ terrible thing to happen!

Which are positive reactions? Which are negative?

4 Your teacher will read out some situations. Respond to them, using one of the exclamations.

5 In pairs, write a dialogue. Use some of the exclamations on this page. You could ask about ... a party, a meal, a film, a holiday, a sports event. Begin with the question.

What was the ... like?

Well, it was ...

Act out your dialogues to the class.

3 What happened was this ...

Narrative tenses
Expressing interest and surprise

Test your grammar

1 Look at the picture, and read the situation.

> A man was travelling on a plane.
> He stood up, and fell over.

2 Read the questions. What tenses are used?

Where was the plane flying to?

Did the man have food poisoning?

What had he eaten?

Had he been drinking?

3 What else would you like to know? Write more questions.

LANGUAGE IN CONTEXT

Narrative tenses

1 T 3.1 Listen to Mandy's story of what actually happened to the man on the plane. Answer the questions.

- What is Mandy's job?
- Why did the flight attendants think the man had fallen over?
- Why in fact had he fallen over?

2 Put the events of the story into their chronological order. Number them 1–9.

Mandy's story

- [5] The man stood up and fell over.
- [ ] The flight attendants helped him back into his seat.
- [ ] The man fell asleep.
- [ ] The man woke up.
- [ ] A bottle started leaking onto the man's head.
- [ ] They smelled alcohol on him.
- [ ] The man took off his wooden leg.
- [ ] The man explained what had happened.
- [ ] The flight attendants ran to help him.

3 Here are some weak forms. Can you remember the sentences? Practise them.

it was in the night-time and ...	*He'd been fast asleep, and ...*
they were trying to ...	*he'd forgotten that ...*
he managed to tell them what ...	*I've no idea why ...*

● Grammar question

- What are the three past tenses used in the story? Why are they used?

PRACTICE BANK

1 Discussing grammar

tr1 What is the correct verb form in these sentences? Put a ✓ or a ✗.

n a The man fell over because he | wasn't wearing / didn't wear | his wooden leg.

b When he fell over, the flight attendants | were running / ran | to help him.

c I | read / was reading | Tolstoy's *War and Peace* on the flight.

d Mandy wasn't worried because she | saw / had seen | accidents like this before.

e The plane | had been flying / had flown | for a couple of hours when the incident | happened. / had happened.

f They thought he | had drunk. / had been drinking.

g As he was leaving, the man thanked Mandy for what she | was doing / had done | to help him.

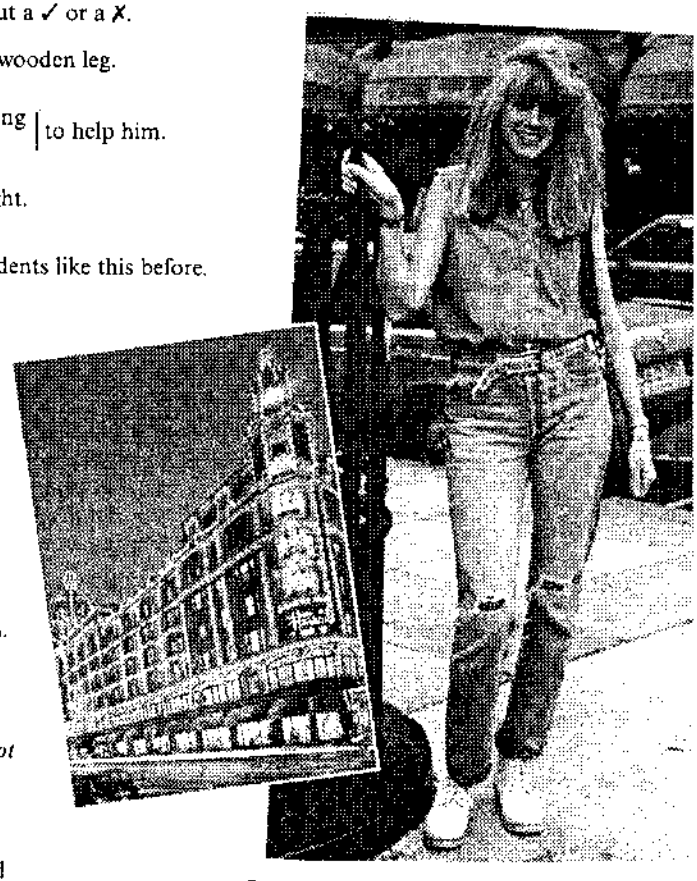
2 Rewrite these stories, beginning with the last action.

Example
Peter got up at dawn. He was driving for ten hours. He got home. He was tired.
When Peter got home, he was tired because he had got up at dawn and had been driving for ten hours.

a Sally won £2,000 in a competition. She received a letter saying this. Last night she was celebrating.
b My flat was burgled. Someone stole my TV. I found this when I got home from work.
c Mick wasn't always poor. He had a successful business. Unfortunately, it went bust. Mick was a homeless beggar. (*Mick ... but ... business which ...*)
d Jane and Peter were shopping all day. They spent all their money on clothes. They arrived home. They were broke.
e John's parents died. He had no relatives left in the UK. He decided to emigrate to Australia.

2 Gilly's story

1 Look at the picture of a girl called Gilly Woodward and read the caption.



ON FRIDAY... Gilly went shopping in Harrods.
ON SATURDAY... she wasn't allowed into the store

2 Why do you think she wasn't allowed into Harrods on Saturday?

Example
Perhaps she'd stolen something on the Friday.

Compare your ideas with the rest of the class.

3 Read the full story and put the verb in brackets into the correct tense, active or passive.

GIRL BARRED FROM TOP STORE

As fashion-conscious Gilly Woodward left Harrods last Friday, she felt proud of the £90 designer jeans that she (a)_____ just _____ (buy). But when Gilly, 31, (b)_____ (return) to the store the next day to do some more shopping, she (c) _____ (bar) from entry because she (d)_____ (wear) the same jeans.

Gilly, now back home in Liverpool, (e) _____ (stay) with friends in London for a few days. She explained what (f)_____ (happen).

'I (g)_____ (walk) through the swing doors, when suddenly I (h) _____ (stop) by a large, uniformed security guard. He (i) _____ (point) at my knees, and said that my jeans (j)_____ (tear) and I couldn't enter. I tried to tell him that I (k) _____ (buy) them in Harrods the day before, and that the torn bits were fashionable. But he (l)_____ (not listen). He told me to get out. By this time, a crowd of people (m) _____ (gather). I (n) _____ (leave) immediately because I (o) _____ never _____ (feel) so embarrassed in my life.'

A spokesperson from Harrods said that the dress code (p)_____ (introduce) in 1989, and it states: no beachwear, no backpacks, no torn denims.

NO BEACHWEAR
NO BACKPACKS
NO TORN DENIMS

3 Listening to the news

1 T 3.2 You will hear the radio news. Listen to the first story. Tick (✓) the phrases you hear. Put a cross (✗) next to the phrases you *don't* hear. Correct them.

a have been found
b who were all from Glasgow
c have been climbing
d they are forced
e They were found
f They were recovering in hospital
g they said
h have warned walkers

2 T 3.3 Listen to the second news item. Here are the answers to some questions. Write the questions.

a The novelist, Saskia Lane.
b Last Sunday evening.
c Her ex-husband.
d In the bedroom of her apartment.
e She probably committed suicide.
f Since the break-up of her last marriage.
g Two years ago. It's called *Ex-wives of Manhattan.*
h She'd been married five times.
i Two. The daughter, and a son from a previous marriage.

3 T 3.4 Listen to the third news story. You will hear it first at normal speed, then at dictation speed. Write it down. Underline all the examples of the passive.

LANGUAGE REVIEW

Narrative tenses

Past Simple and Past Continuous

1 The Past Simple tells a story in chronological order.
*I **woke** up this morning, **had** a shower, and **went** to work.*

2 The Past Continuous gives activities duration, and we see the activity in progress. It refers to longer, 'background' events.
*When I **woke** up, the sun **was shining** and the birds **were singing**.*
*While I **was having** a shower, the doorbell rang.*

Past Perfect and Past Perfect Continuous

1 The Past Perfect is used to make clear that one action in the past was completed *before* another past action.
*When we arrived at the party, Andy **had** already **left**.*
Compare *When we arrived at the party, Andy **left**.*

2 The Past Perfect Continuous expresses longer activities that happened over a period of time. All verbs in continuous tenses express duration.
*They **had been walking** for nearly three hours when they saw the village in the distance.*

Passive

The uses are the same as in the active.
*His first book **was published** in 1872.*
*She thought she **was being followed**.*
*She was upset because her car **had been stolen**.*

📖 **Grammar Reference: page 148.**

READING AND LISTENING

Pre-reading task

1 Look at the pictures and read the biographical information about a famous English writer.

HARDY, Thomas

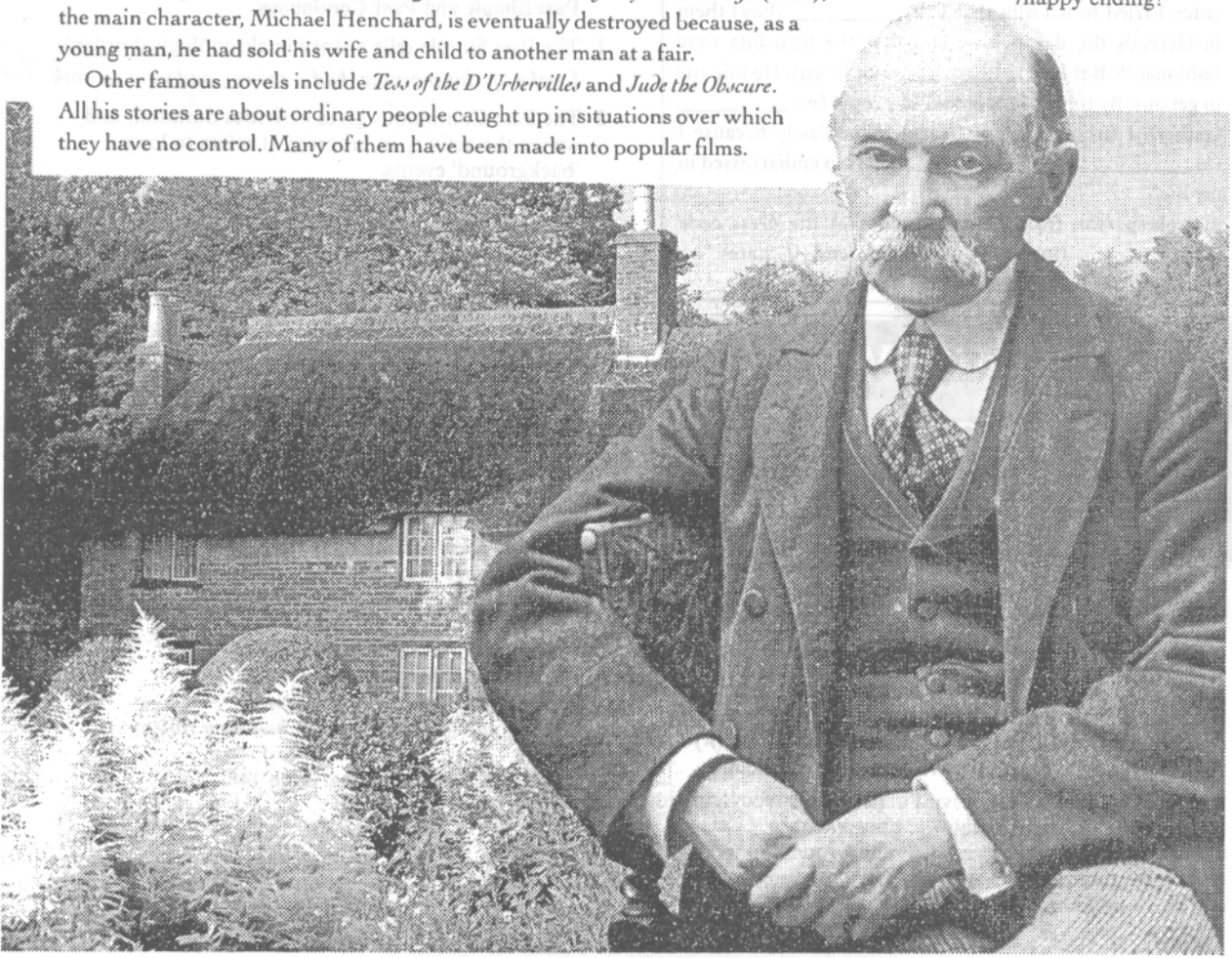
Born 2 June 1840, near Dorchester, in Dorset, England
Died 11 January 1928, in Dorchester

Thomas Hardy was the son of a stonemason. After leaving the local school, he became an architect and went to work in London. However, he missed the Dorset countryside so much that he returned there in 1867 and began writing novels and poetry. In 1872, *Under the Greenwood Tree* was published. This was the first of many of his novels describing characters and scenes from country life. His first major success was the novel *Far from the Madding Crowd*, in 1874. After this, his stories became increasingly gloomy and tragic. His characters suffer terribly in a cruel and uncaring world. In *The Mayor of Casterbridge* (1886), the main character, Michael Henchard, is eventually destroyed because, as a young man, he had sold his wife and child to another man at a fair.

Other famous novels include *Tess of the D'Urbervilles* and *Jude the Obscure*. All his stories are about ordinary people caught up in situations over which they have no control. Many of them have been made into popular films.

2 Work in pairs. Use the prompts to ask and answer questions about Thomas Hardy.

- When/where/born/die?
- What/father/do?
- What/after school?
- Why/return/Dorset?
- When/begin/novels?
- What/*Under the Greenwood Tree* describe?
- When/first big success?
- … stories optimistic/pessimistic?
- Who/Michael Henchard? What/do?
- … *Mayor of Casterbridge* /happy ending?



Reading (1)

Look at the picture and read the caption. Then read the extract from Chapter 1 of *The Mayor of Casterbridge* below. Answer the questions.

Extract 1

The Man Who Sold His Wife

The conversation took a turn. The theme now was the ruin of good men by bad wives, and, more particularly, the frustration of many a promising young man's high hopes by an early marriage.

'I did it myself,' said the hay-maker with bitterness. 'I married at eighteen, like the fool that I was; and this is the consequence o't.' He pointed at himself and family. The young woman, his wife, who seemed accustomed to such remarks, acted as if she did not hear them.

The auctioneer selling the horses in the field outside could be heard saying, 'Now this is the last lot – now who'll take the last lot? Shall I say two guineas? 'Tis a promising brood-mare, a trifle over five years old.'

The hay-maker continued. 'For my part, I don't see why men who have got wives and don't want 'em shouldn't get rid of 'em as these gipsy fellows do their horses. Why, I'd sell mine this minute if anyone would buy her!' The fuddled young husband stared around for a few seconds, then said harshly, 'Well, then, now is your chance; I am open to an offer.'

Michael Henchard, an unemployed hay-maker, has arrived with his wife, Susan, and child at a village fair and horse auction. He has had too much to drink and is becoming increasingly loud and aggressive.

Glossary

l. 10 **guinea** (n)
(old English) one pound + one shilling = £1.05 now

l. 10 **brood-mare** (n)
female horse kept for breeding

l. 10 **a trifle** (n)
a little

l. 14 **fuddled** (adj)
befuddled, confused by drink

Comprehension check

1 What is the topic of the conversation?
2 What does Michael regret about his past?
3 Is the wife surprised by Michael's behaviour?
4 What gives him the idea of selling his wife?

Listening and speaking

Work in small groups. You are going to hear a dramatized version of what happens next in the story.

1 Before you listen, talk about what you think will happen next. Choose three ideas from the list, and compare them with the rest of the class.

- Susan becomes hysterical.
- Susan walks out, taking the child with her.
- Michael passes out in a drunken stupor.
- The auctioneer agrees to auction Susan like the horses.
- A farmer offers to buy Susan for ten guineas.
- Lots of men want to buy Susan and a fight breaks out.
- A sailor buys Susan and the child for five guineas.
- Susan is sold to someone but has to leave the child with Michael.
- Susan believes that she and the child will be better off without Michael.

2 T 3.5 Listen and tick (✓) which of the sentences in Exercise 1 are correct.

3 What are the noises that you hear?

Reading (2)

Now read the full extract and answer the questions.

Extract 2

The Man Who Sold His Wife

She turned to her husband and murmured, 'Michael, you have talked this nonsense in public places before. A joke is a joke, but you may make it once too often, mind!'

'I know I've said it before, and I meant it. All I want is a buyer. Here, I am waiting to know about this offer of mine. The woman is no good to me. Who'll have her?'

The woman whispered; she was imploring and anxious. 'Come, come, it is getting dark, and this nonsense won't do. If you don't come along, I shall go without you. Come!' She waited and waited; yet he did not move.

'I asked this question and nobody answered to't. Will anybody buy her?'

The woman's manner changed. 'I wish somebody would,' said she firmly. 'Her present owner is not to her liking!'

'Nor you to mine,' said he. 'Now stand up, Susan, and show yourself. Who's the auctioneer?'

'I be,' promptly answered a short man. 'Who'll make an offer for this lady?'

'Five shillings,' said someone, at which there was a laugh.

'No insults,' said the husband. 'Who'll say a guinea?' Nobody answered. 'Set it *higher*, auctioneer.'

'Two guineas!' said the auctioneer; and no one replied.

'If they don't take her for that, in ten seconds they'll have to give more,' said the husband. 'Very well. Now, auctioneer, add another.'

'Three guineas. Going for three guineas!'

'I'll tell ye what. I won't sell her for less than five,' said the husband, bringing down his fist. 'I'll sell her for five guineas to any man that will pay me the money and treat her well; and he shall have her for ever. Now then, five guineas and she's yours. Susan, you agree?' She bowed her head with absolute indifference.

'Five guineas,' said the auctioneer. 'Do anybody give it? The last time. Yes or no?'

'Yes,' said a loud voice from the doorway.

All eyes were turned. Standing in the triangular opening which formed the door of the tent, was a sailor, who, unobserved by the rest, had arrived there within the last two or three minutes. A dead silence followed.

'You say you do?' asked the husband, staring at him.

'I say so,' replied the sailor.

'Saying is one thing, and paying is another. Where's the money?'

The sailor hesitated a moment, looked anew at the woman, came in, unfolded five crisp pieces of paper, and threw them down upon the table-cloth. They were Bank of England notes for five pounds. Upon these, he chinked down the shillings severally – one, two, three, four, five. The sight of real money in full amount had a great effect upon the spectators. Their eyes became riveted upon the faces of the chief actors, and then upon the notes as they lay, weighted by the shillings, on the table. The lines of laughter left their faces, and they waited with parted lips.

'Now,' said the woman, breaking the silence, 'before you go further, Michael, listen to me. If you touch that money, I and this girl go with the man. Mind, it is a joke no longer.'

'A joke? Of course it is not a joke!' shouted her husband. 'I take the money, the sailor takes you.' He took the sailor's notes and deliberately folded them, and put them with the shillings in a pocket with an air of finality.

The sailor looked at the woman and smiled. 'Come along!' he said kindly. 'The little one, too. The more the merrier!' She paused for an instant. Then, dropping her eyes again and saying nothing, she took up the child and followed him as he made towards the door. On reaching it, she turned, and pulling off her wedding-ring, flung it in the hay-maker's face.

'Mike,' she said, 'I've lived with thee a couple of years, and had nothing but ill-temper! Now I'll try my luck elsewhere. 'Twill be better for me and Elizabeth-Jane, both. So good-bye!'

Comprehension check

1 What did you learn from the reading that you didn't learn from the listening?

2 Underline the adjectives which you think best describe Michael Henchard.
Use your dictionary to help with new words.
Give reasons for your choice.

unhappily married	immature	irresponsible
polite	sober	kind-hearted
sensible	long-suffering	self-pitying
thoughtful	insensitive	reckless
pitiable	belligerent	
disloyal	unreliable	

Which of the adjectives do you think describe Michael's wife?
Which of the adjectives describe the sailor?

3 What do the following quotations from the text mean?
'Her present owner is not to her liking.' (l. 20)
'Saying is one thing, and paying is another.' (l. 51–2)
'Upon these, he chinked down the shillings severally ...' (l. 58–9)
'Their eyes became riveted upon the faces of the chief actors.' (l. 61–2)
'Come along ... The little one, too. The more the merrier!' (l. 72–3)
'I'll try my luck elsewhere.' (l. 80–81)

What do you think?

What do you think happens in the rest of the novel?

- Does Michael regret his actions when he wakes up sober?
- Does he ever see his wife and child again?
- Does the sailor take them far away?
- Will Susan have better luck with the sailor?
- Does the little girl have a good and happy future?
- Which characters are happy and successful in the end?

Your teacher will give you a synopsis of the story when you have discussed your ideas.

● VOCABULARY

Suffixes and prefixes

Work in pairs. Use a dictionary to help.

1 Suffixes are often used to form different parts of speech.

respond (v) → **response** (n) → responsi**ble** (adj) → responsi**bility** (n)

Prefixes are often used to change the meaning.

(**co-** = together with): **co** + respond = **co**rrespond = to exchange letters with someone

(**ir-** = not): **ir** + responsible = **ir**responsible = not responsible

2 Make new words with the base words, using the suffixes and/or negative prefixes. Sometimes you need to make small changes to the spelling.

PREFIX	BASE WORD	SUFFIX
	conscious	
	help	-able/ible
in-	kind	
	literate	-ful
un-	loyal	
	mature	-(t)ive
im-	measure	
	polite	-less
il-	popular	
	relevant	-cy
ir-	rely	
	respect	-(i)ty
dis-	sense	
	success	-ment
mis-	thought	
	understand	-ness
	use	

3 Share ideas with the whole class. How many new words did you make altogether? From which base word did you make the most new words?

4 Complete the sentences with the correct form of the word in brackets.

a What I appreciate most about my grandfather is his wisdom. His advice is always _____ and _____. (SENSE) (HELP)

b Never go to Sue with a serious problem. She's very _____ and totally _____ to other people's feelings. (MATURE) (SENSE)

c I think that boxing is a _____ sport. What is the point of trying to hit another person until they are _____? (SENSE) (CONSCIOUS)

d What I like about Tom is his jokes. They make me _____ with laughter. (HELP)

e We'd been walking along the _____ railway track for hours before we realized that the map was out-of-date and _____. (USE) (USE)

f The only thing poverty leads to is _____ and _____. (HAPPY) (LITERATE)

g My aunt isn't fond of today's children. She thinks that they are all _____ and _____. (POLITE) (RESPECT)

h The pleasure that reading brings is _____. (MEASURE)

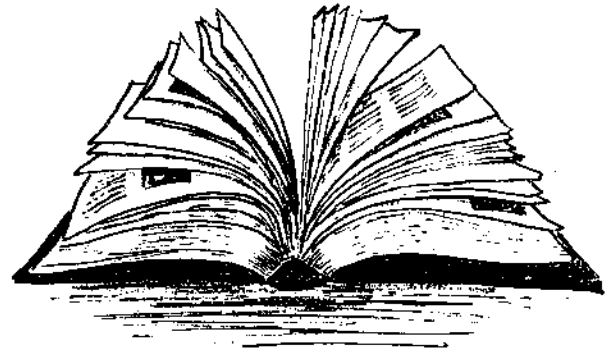
5 What meaning do the following prefixes add?

a **self**-conscious
b **anti**-abortion **pro**-abortion
c **non**-fiction
d **pre**-war **post**-war
e **re**use
f **ex**-president
g **over**cook **under**cook
h **fore**see
i **ante**natal
j **sub**marine
k **co**-author
l **bi**lingual

Find another example for each of the prefixes. Share them with the whole class.

● SPEAKING AND LISTENING

Talking about books



1 Do you often read for pleasure? What kinds of books do you like reading? When do you usually read?

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

Example
Who wrote it?
Thomas Hardy/Jane Austen/Saskia Lane

a _____?
In 1886/At the end of the eighteenth century/Two years ago.

b _____?
It's a romantic novel/It's a thriller/It's a biography.

c _____?
It's about a tragic marriage/It's about politics and corruption.

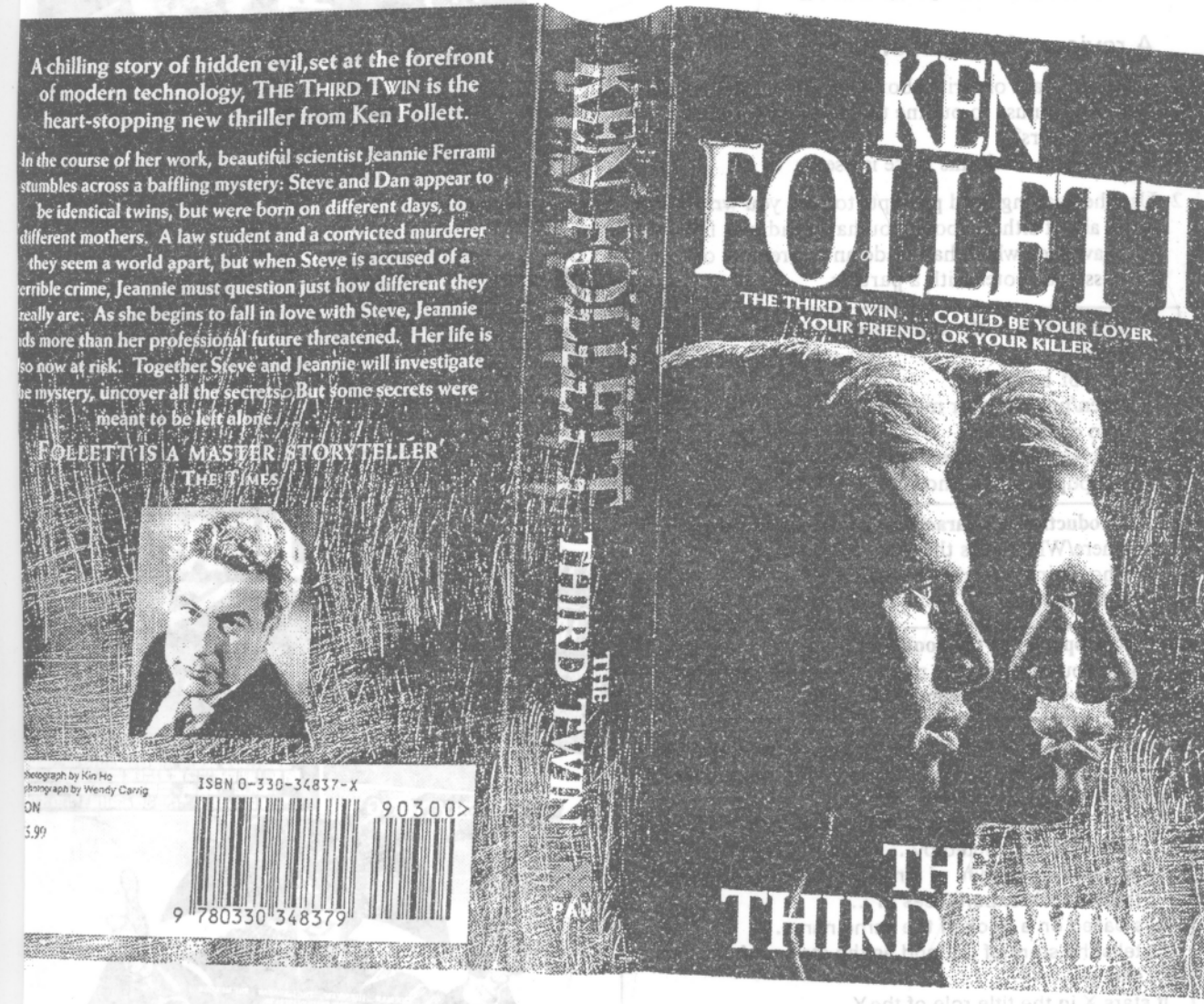
d _____?
A countryman called Michael Henchard and his wife, Susan/A detective called Blunket and his assistant, Sergeant Moon.

e _____?
Yes, it has. It came out quite a few years ago and starred Alan Bates.

f _____?
It ends really tragically/It's frustrating because we don't really know/They all live happily ever after.

g _____?
I thought it was great/I couldn't put it down/I didn't want it to end/It was OK but I skipped the boring bits.

h _____?
Yes, I would. It's great if you like a good love story/It's a terrific holiday read.



3 Work in pairs: Read the front and back covers of a book called *The Third Twin*.
Answer as many of the questions in Exercise 2 as you can. Which questions can't you answer?
Now ask and answer the questions with your partner about the last book you read.

Listening and note-taking

T3.6 Listen to three people talking about a book they have read recently. Take notes about it under the following headings.

	Joey	Ken	Kate
Title and author			
Type of book			
Setting			
Who and what it is about			
Personal opinion			

● WRITING AND SPEAKING

A review of a book or a film

1 When you talk or write about a book or film, which tense do you use to outline the plot and describe the characters?
Why do you think this tense is used?

2 Use the headings and prompts to help you write some notes about either a book you have read or a film you have seen which has made an impression on you. Discuss your notes with a partner.

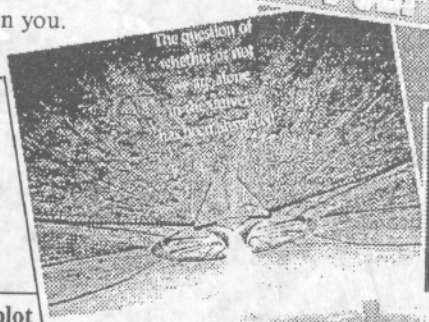
- **Introduction to the author and book/film**
  Title?
  Type of book/film?
  When/published or made?
  Who does it star?
  Who/written or directed by?
  Is it popular/well-known?

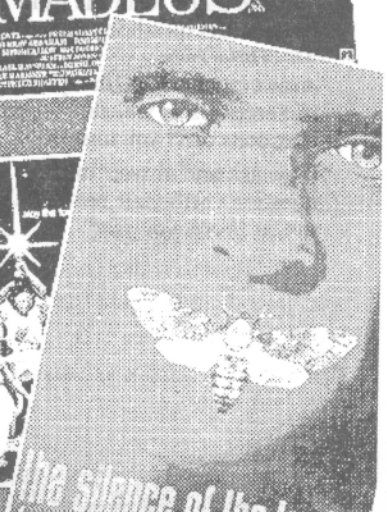
- **Introduction to characters and outline of the plot**
  Where/When does the story take place?
  Who/main characters? What/like?
  What happens?

- **Your opinion of the book/film**
  Did you enjoy it very much? In parts? Not at all?
  Would you recommend it?

3 Write a review of your book or film. Write about 200 words in three paragraphs. Some of these expressions might help:

... was written/directed by ... in ... /... years ago
... is based on the life of a notorious bank robber/ the author's experiences in ...
It is based on a book of the same name.
... tells the story of ... , and as the story unfolds, we see ...
It stars X in the title role of the Y.
It takes place in the city of Z in the 1960s.
It's set in rural England at the beginning of the 19th century.
It is about A's relationship with her ex-husband.
In the end, B ...
What we don't learn until the end is that ...
There are several flashbacks to when he was a child ...
In my opinion, ... /I think that ... / I would recommend ...
What I liked best was (the way) ...
What I didn't like was ...





PostScript

Expressing interest and surprise

Work in pairs or small groups.

1 T 3.7 Listen to the dialogue. How does the man show interest and surprise?

2 T 3.8 Listen to a similar dialogue. What does B say? Write in her answers. Practise saying the dialogue with your partner. Pay particular attention to the stress and intonation.

A Meg's got a new boyfriend.

B _____?

A Yes. He lives in a castle.

B _____?

A Yes. She met him in Mauritius.

B _____?

These are called reply questions. They are not the same as question tags! In what ways are they different?

3 Complete the following dialogues with either an 'echo' or a reply question.

a A Sam wants to apologize.

B _____?

A Yes. He's broken your mother's Chinese vase.

B _____? Oh, no!

b A We had a terrible holiday.

B _____?

A Yes. It rained all the time.

B _____?

A Yes. And the food was disgusting!

B _____? What a drag!

c A Look! Bob's drunk.

B _____?

A Yes. He's had six glasses of whisky.

B _____?

A Yes. He doesn't like parties.

B _____? How strange!

A The poor chap can't walk straight.

B _____? How's he going to get home?

A I don't know. I never have too much to drink.

B _____?

A No. I can't stand hangovers.

d A It took me three hours to get here.

B _____?

A Yes. There was a traffic jam ten miles long.

B _____? That's awful!

A Now I've got a headache!

B _____? Poor darling. I'll get you something for it.

e A I've met the love of my life!

B _____?

A Yes. We're getting married next Saturday in Barbados.

B _____?

A Yes. We've booked a flight on Concorde.

B _____? You lucky thing!

f A I'm on a mobile phone.

B _____?

A Yes. And I've got something very important to tell you.

B _____? What is it? I can't wait!

A You'd better sit down ... I'd like to marry you.

B _____? Blimey!

T 3.9 Listen and compare your answers. Practise them with a partner.

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

4 I'ts a deal !

Expressing quantity
Social expressions

Test your grammar

1 Look at the contents of Jane's bag.

Make sentences with *She's got ..., There is/are ...*

Use: *a few, a couple of, lots of, several, a little, very little, not ... many, not ... much, not ... any, no, hardly any*

- Don't use *some*!

2 What's in *your* bag?

LANGUAGE IN CONTEXT

Expressing quantity

1 Work in two groups.
You will read a newspaper article about the same person. The information is similar, but not the same.

Group A Read this article.
Group B Read the article your teacher gives you.

Then answer the questions.

Woman who penniless is £20m

Cherry Haines, 39, who once worked as a market stallholder, made all of her fortune from marketing a new kind of make-up. She left England because there wasn't much employment, caught a flight to the other side of the world, and arrived with no qualifications and very few friends.

'The flight took every penny I had. At first, I stayed with a friend. Then I had a bit of luck.' The friend gave her the name of Peter Maddox, an Australian businessman. 'I rang him and told him I was the best

left England now worth

A British woman, who went to Australia with very little money four years ago, has sold her business for £20 million.

salesperson in England and that he should give me a job.'

He liked her idea for a kind of make-up that stays on the whole day, so together they formed a company to market it. At first, she wasn't earning much, but soon she was getting over A$200,000 a year. 'Hard work means happiness to me,' she said.

Her brother, Roger Haines, who is spending three weeks with her in Brisbane, said, 'She left school when she was 16. She had hardly any work experience. But she could sell a fridge to an Eskimo. She's amazing!'

a How much money did she have when she left England?
b When did she leave England?
c How much has she sold her business for?
d Why did she leave England?
e Did she have any qualifications?
f Did she have many friends?
g How much did she pay for her flight?
h How much did she earn at first?
i How much did she earn later?
j How long is her brother staying with her?
k What did he say about her work experience?

2 Find a partner from the other group. Compare your answers. Notice how quantity is expressed in different ways.

very little money *just £5*

3 The teacher will draw two columns on the board like the table below. Go to the board and write in the expressions from the newspaper articles.

Expressions of quantity	Actual quantity
very little money	just £5
a few years	four years
all of her fortune...	

Which expressions of quantity mean the same? How are they used differently?

● Grammar questions

– Why do we say ... ?

*very **little** money* but *a **few** years*
*not **much** employment* but *weren't **many** jobs*

– Is this rule correct?

We mainly use *much* and *many* in questions and negative sentences.

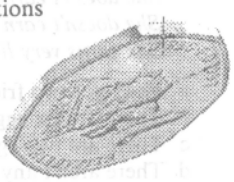
– Who is happier, A or B?

A *I have **few** friends.*
B *I have **a few** friends.*

– *She had **hardly any** work experience.*

Does this mean she had ...

no little a little a lot of	work experience?



4 Close your books. Retell the story.

PRACTICE BANK

1 Countable or uncountable?

1 In pairs, ask and answer questions about each other beginning
How much ... ? or *How many ... ?*
Ask about:

money	pairs of jeans	coffee
times/flown on a plane		homework/a night
time/spend watching TV		sugar/in coffee

2 Are the nouns in the box below usually countable or uncountable? Write **C** or **U**. Some can be both. Think of a sentence to illustrate the difference.

Example
job C *unemployment* U
business
C – *They opened a* ***business*** *together.* (= a company)
U – *We don't do much* ***business*** *in Russia.*
(= the activity of making and selling)

a	money/dollar	g	coffee
b	beggar/poverty	h	time
c	traffic/lorry/van	i	gold
d	travel/journey	j	experience
e	job/work	k	apple/fruit
f	glass	l	qualification

2 Expressing quantity

1 Rephrase the sentences. Use the prompts to help you.

Example
She earns £2 an hour. *much/a lot/very little*
She doesn't earn much money.
She doesn't earn a lot of money.
She earns very little money.

a She's got two friends. *many/a lot/hardly any*
b There are six eggs in the fridge. *some/a few/enough*
c There are two eggs in the fridge. *many/enough*
d There aren't any eggs. *no/not a single/none*
e Did you spend many weeks in France? *much/a lot*
f I have four days' holiday a year. *much/hardly any*
g I've put on twenty kilos! *a huge amount/far too much*
h Ninety per cent of my friends have a car. *nearly all/most/the majority*
i Ten per cent of them smoke. *very few/hardly any*
j There isn't one of my friends who takes drugs. *none/not one*
k Ken works one hundred per cent of the time! *all/the whole*
l Yesterday I ate hardly anything at all. *much/very little/a lot*

2 Choose the correct alternative. Only one of them is right.

a I have | few / a few | cousins, but not many.

b We have | very little / a little | money, I'm afraid.

c I earn | less / fewer | money than a cleaner!

d Less / Fewer | people go to church these days.

e All people / Everyone | came to my party.

f I was burgled. | All / Everything | was stolen.

g All / Everything | I want is a cup of tea.

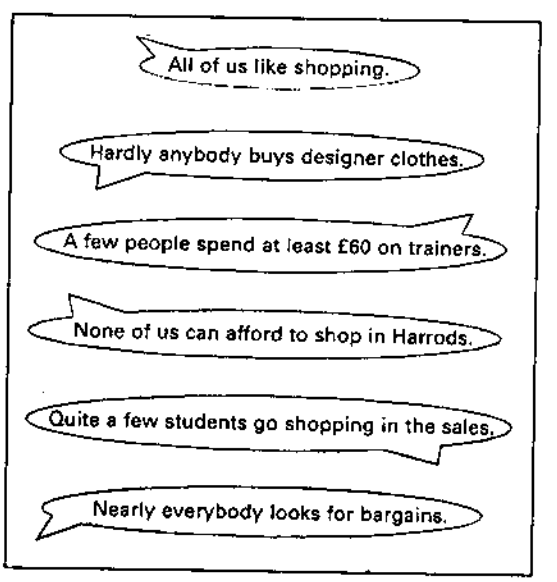
h He'd never had a holiday in | his all life. / his whole life.

i Everyone / All the people | was watching the Cup Final.

j A pen. Quick! | Any / Some | colour will do.

3 A class survey

You are going to conduct a survey of the shopping habits of your class. Your teacher will give you some ideas for questions. When you have done the survey, give some feedback.



LANGUAGE REVIEW

Expressing quantity

1 Look at the chart.

How much … ? ——— How many … ?
all ——— all/every
most ——— most
much ——— many
a great deal/amount of ——— a large number of
a lot/lots of ——— a lot/lots of
some ——— some/several
a little ——— a few
less ——— fewer
little ——— few
no/none
not … any

2 Some quantifiers can be used with a noun, without a noun, or with a noun phrase.

Some people don't like dogs.
'Do you need any money?' 'It's all right. I've got some.'
I took some of your money. I hope that's OK.

3 Different quantifiers are used in different ways.

***All (of) the people** in the room stood up.*
*Have you got **everything**?* (NOT ~~Have you got all?~~)
***None of my friends was/were** at the party.*

4 *Few* and *little* are negative. *A few* and *a little* are positive.

*I have very **little** money. It's a shame.*
*Fortunately I have **a few** very good friends.*

📖 **Grammar Reference: page 149.**

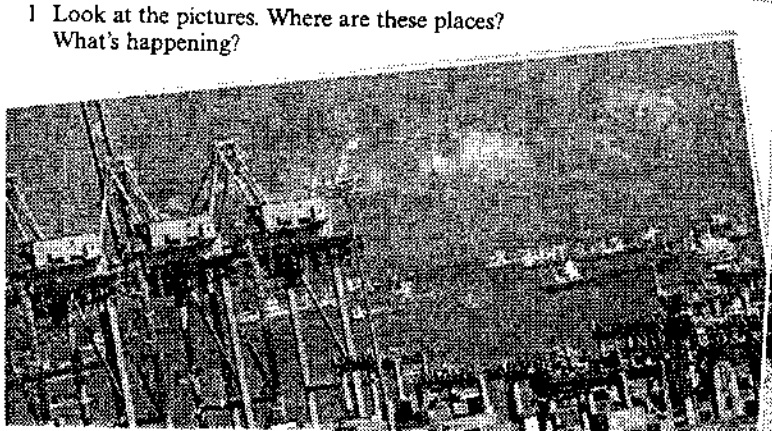
● READING AND NOTE-TAKING

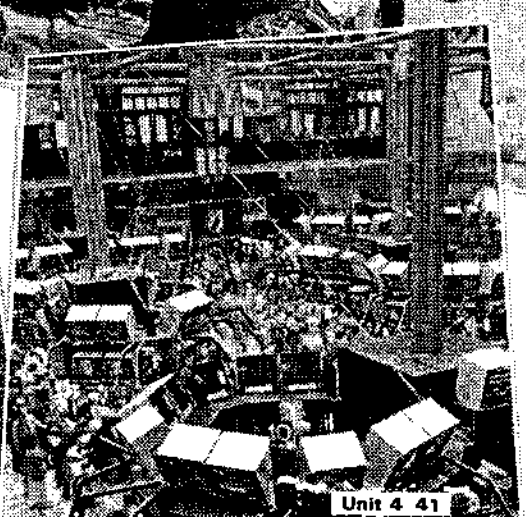
Three thousand years of world trade

Pre-reading task

Work in small groups.

1 Look at the pictures. Where are these places? What's happening?





2 All of the items in the box have been imported and exported over the centuries. Use a dictionary to check any new words.

flint tools	metalware	copper	
gold	silver	tin	slaves
fodder	glassware	textiles	
grain	figs	olive oil	wine
honey	corn	spices	pottery
drugs	silk	leatherwork	
armour	tomatoes	potatoes	
cocoa	beans	sugar	tobacco
coffee	soft drinks	cars	
clothes	tea		

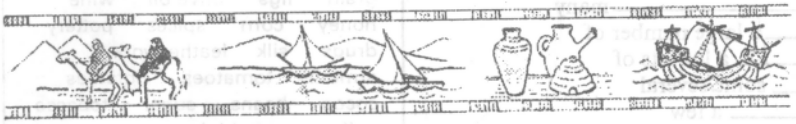
3 Discuss the questions, referring to the imports and exports in the box.

- Which items are no longer traded in the modern world?
- Which items are luxuries and which are necessities?
- Which are raw materials and which are manufactured goods?

Reading

Read the article about the history of world trade. Then answer the questions.

Three thousand years of world trade



In the beginning

For thousands and thousands of years, people produced most of what they needed for themselves. They grew or hunted for their own food, and made their own simple tools. But little by little they learned that they could have more varied goods by trading.

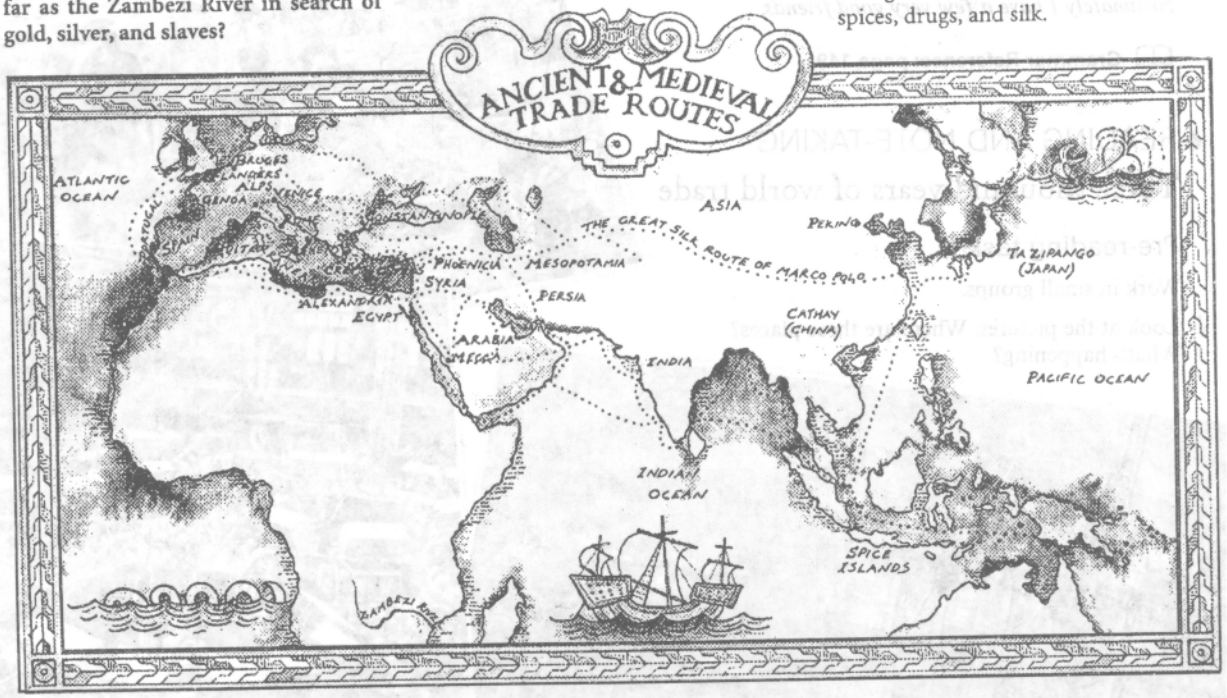
Little is known about the beginnings of trade. Perhaps it was English flint, used to make primitive tools, and much traded in Europe thousands of years before Christ. Or was it the Egyptians, as early as 3000 BC, travelling down the African coast as far as the Zambezi River in search of gold, silver, and slaves?

The Ancient World – BC

The earliest trade we *do* know something about is the caravan trade across the deserts of Asia around 2500 BC, to and from cities in Mesopotamia, Egypt, and Arabia. These caravans had to carry fodder for the animals and food for the drivers and merchants. Not much space was left for the cargo. As a result, the goods carried were light but valuable, things such as gold and precious stones – that is, luxuries and not necessities.

After this, trade by sea started to become more common. The Phoenicians on the coast of Syria are thought to have been the first to develop commerce by sea around 1000 BC, trading from ports in Syria to Crete, Cyprus, Rhodes, and other Greek islands, and also to North Africa. The Phoenicians were manufacturers. They exported metalware, glassware, and textiles. These were traded for raw materials, especially tin, copper, and silver. This trade also was mainly in luxuries for the ships were small.

The Phoenicians lived at the same time as the Greeks and the Romans. Athens was the first big commercial city in Europe, and it was the first community to import and export necessities (not just luxuries) in large quantities. Grain was imported for the increasing population from the shores of the Black Sea, and exports included figs, olive oil, wine, honey, pottery, metalware, and textiles. Greek armies marched into Persia, Central Asia, and India, and brought back luxury goods such as spices, drugs, and silk.



The Ancient World – AD

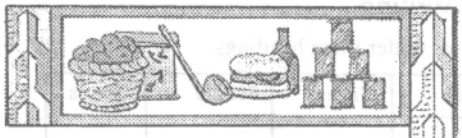
The Roman Empire (27 BC–476 AD) was the next big trading community. The city of Rome itself produced little, but it imported a lot. It was the political capital and financial centre of the Empire.

Increasing quantities of luxuries were imported from the east and from North Africa, but these were not *bought* by the Romans. They were the tax paid to Rome by the various peoples that it had conquered. Imports included tin, slaves, cloth, and jewels. The Romans also traded with China, and brought back silkworms to start a silk industry in Europe.

In the fifth century AD, **Byzantium** (later called **Constantinople**, and now Istanbul) became the political capital of the Roman Empire, and remained the world's commercial capital until the 12th century. Its importance was founded on manufacturing – textiles, leatherwork, armour, pottery, and artistic metal work. The Byzantine coin, known as the *bezant*, became the first single currency of European business.

The Middle Ages

In the 12th and 13th centuries, **Venice** and **Genoa** became the world's leading trade centres. In 1271, the Venetian, Marco Polo, went by land and sea to China and helped establish trading links. Venice was well placed to be the main European commercial centre. It had, of course, the sea, and it was by sea that luxuries such as spices and silks arrived from the East. These were then re-exported in fleets of ships to ports in Spain, England, and Flanders. During the late Middle Ages, **Bruges** became the leading trade centre in northern Europe. Other goods went overland, across the Alps to French and German cities.



The Modern World

The modern world began as the 'Age of Discoveries'. The great voyages of Spanish and Portuguese explorers, such as Christopher Columbus (1492), Vasco da Gama (1498), and Ferdinand Magellan (1519), opened up new trade routes to the Americas, Africa, and India. This was the beginning of ocean travel.

Britain and other countries of northern Europe formed big companies, and each was given a certain part of the world to explore and exploit. The new companies penetrated into distant lands, and brought back their products, many of which were new and unknown: tomatoes, potatoes, cocoa, green beans, and corn. By the 17th century, the Dutch dominated the world's trade, with the French and the English as their close rivals. All three nations opened up the tropical lands of the East and West Indies, and imported sugar, tobacco, tea, and coffee into Europe.

During the 19th century, the industrial revolution led to greater production, and the pattern of world trade started to become what it is today.

Today

Today, mass advertising persuades people of many different nationalities to use the same products. Millions of people around the world drink the same soft drinks, drive the same cars, wear the same clothes, and eat the same hamburgers.

In previous centuries, trade was more local, and people's tastes varied from one country to another. Imports used to bring diversity. It is ironic that today's vast international markets have resulted in a world with more homogeneous tastes.

Comprehension check

1 Why did people first start trading?
2 How much do we know about the early traders?
3 Why were luxuries, not necessities, the earliest goods to be traded?
4 What were the Phoenicians the first to do?
What did they import?
5 Athens had two 'firsts'.
What were they?
Why was grain imported by the Greeks?
6 Did Rome manufacture a lot?
Why didn't the Romans pay for their imported goods?
7 Why was the *bezant* important?
8 What did the big companies of northern Europe do?
9 Name the key trade centres in the following periods:

1000 BC
8th century AD
13th century AD
17th century AD

Why did they become important?
10 What did imports use to bring to people's lives?
What is ironic about the international markets today?

Discussion

1 Do you agree that people's tastes today are more homogeneous? Why?
Which products do you know of that are found in most parts of the world today?
2 What does your country export and import? What are the reasons for this?

Note-taking and report writing

1 Read the text again. Make notes under these headings.

	Dates	Places	People	Goods
In the beginning				
The Ancient World – BC				
The Ancient World – AD				
The Middle Ages				
The Modern World				

2 Discuss your notes with a partner. Find the places on the map.

3 Use your own knowledge and an encyclopaedia to write notes about trade in your own country, past and present. Talk together in small groups about the results of your research.

4 Write a brief report from your notes.

VOCABULARY AND PRONUNCIATION

1 export: /'ekspɔ:t/ or /ɪk'spɔ:t/?

1 Look at these words. Where is the stress when the word is used as a noun? And when it's a verb?

a export	d increase	g refund	j transport
b import	e progress	h produce	k insult
c decrease	f record	i permit	l protest

2 Ask another student to practise the words. Give instructions like this.

c as a noun! 'decrease g as a verb! re'fund

3 Fill the gaps with one of the words in its correct form.

a Scotland _____ a lot of its food from other countries. Its _____ include oil, beef, and whisky.

b I'm very pleased with my English. I'm making a lot of _____.

c Ministers are worried. There has been an _____ in the number of unemployed.

d But the number of crimes has _____, so that's good news.

e How dare you call me a liar and a cheat! What an _____!

f There was a demonstration yesterday. People were _____ about blood sports.

g People usually buy CDs these days. Not many people buy _____ any more.

h Don't touch the video! I'm _____ a film.

i Britain _____ about 75% of its own oil.

T 4.1 Listen and check your answers.

2 refuse: /'refju:s/ or /rɪ'fju:z/?

1 These words have different meanings according to the stress. Check the meaning and the pronunciation in your dictionary.

a refuse	d desert	g invalid
b present	e content	h contract
c minute	f object	

2 Ask another student to practise the words.

g as a noun! 'invalid

3 Answer the questions using the words.

a What does a dustman do?
b What's a UFO?
c What's the Sahara?
d What do you get lots of on your birthday?
e What are pages 2 to 5 of this book?
f Write another word for each of these:

happy a written agreement
out-of-date (passport) very small
to complain or protest about something
to say you won't do something

T 4.2 Listen and check your answers.

3 row: /rəʊ/ or /raʊ/?

1 These words have different meanings according to the pronunciation. Check the meaning and the pronunciation in your dictionary.

row tear used live lead
wind use

2 Practise saying the following sentences.

a This programme is coming to you /laɪv/ from Mongolia.
b Mind that nail! You'll /teə/ your shirt. Oh!
c Listen to that /wɪnd/ howling outside.
d The /ju:s/ of mobile phones is strictly forbidden in this library.
e Listen to the neighbours! They're having a terrible /raʊ/.
f Where do these stairs /li:d/?
g I hate mornings! I'm not /ju:st/ to getting up so early.

T 4.3 Listen and check your answers.

3 In pairs, write a sentence to illustrate the other meaning of the words.

SPEAKING

A business maze

Work in small groups.

You have reached one of life's crossroads! You've been made redundant, and some big decisions about your future have to be made.

Read the problem on the card and talk together until you all agree on what to do next.
Your teacher will give you your next card with more information and more decisions.
Carry on talking until you get out of the maze.
You might succeed, or you might fail!

1

You were working as a chef in a large restaurant. You have been made redundant as the restaurant is being converted into a cinema. You have received £10,000 redundancy money. You have a family to support, and cannot survive for long without an income. You want to start a restaurant in your local town as you believe there is a need for one. It is going to require more than your £10,000, so what are you going to do?

- Approach the bank for the extra funding to get your plans underway. **go to 8**
- Go into business with a partner. A friend of yours was also made redundant and received the same amount of money. Why not do it together? **go to 22**

Post-maze activity

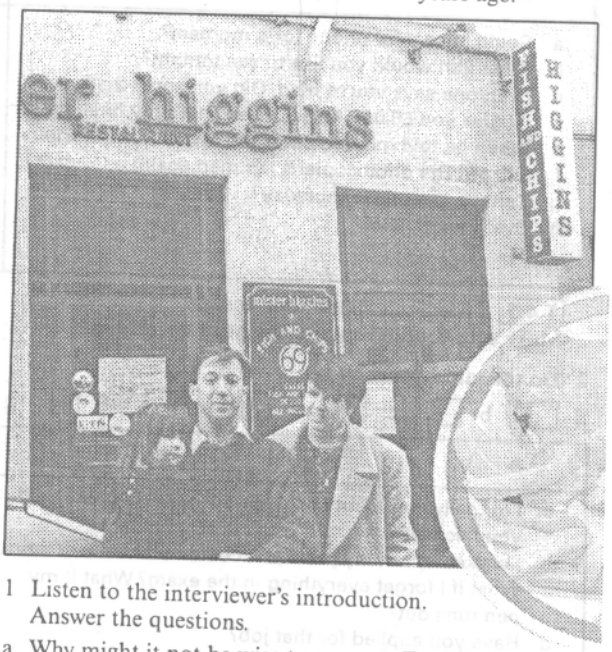
1 Appoint a spokesperson from each group.
Tell the rest of the class about the decisions that your group took.
In retrospect, did you make any wrong decisions?

2 Activities such as these are used for management training exercises. Why, do you think?

LISTENING

'An English restaurant in France? You must be joking!'

T 4.4 You will hear an interview with Tom and Sue Higgins, an English couple who opened an English restaurant in Lyon, France, over ten years ago.



1 Listen to the interviewer's introduction.
Answer the questions.

a Why might it not be wise to open an English restaurant in Lyon?
b What do the French think of English food?
c What is the name of Tom and Sue's restaurant?
d What are the interviewer's two questions?

2 What other questions about Tom and Sue and their restaurant would you like answered in the interview?
Add to the list below.

Why did they decide to do it in Lyon?
Where did they get the money from?
Are they doing well?

Write your questions on the board.

3 Listen to the rest of the interview. Answer your questions. Discuss your answers first in pairs, and then with the whole class.

Discussion

What sort of businesses might succeed in *your* town? Do any of you want to start a business?

PostScript

Social expressions

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

a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g ☐ h ☐ ☐

A	B
a Could I use your phone for a moment?	1 **Let me see.** Yes, I can make the morning.
b What film would you like to see tonight?	2 Has it? **Let me have a look.** I'll try and fix it.
c Everyone says you're mad. Did you know that?	3 **Hang on a sec.** Where are you going?
d I'll give you £6,000 for your car. That's my final offer.	4 **I don't care** what other people think. That's their problem, not mine.
e When he told me he'd smashed my car, I was furious!	5 **I don't mind.** Whatever you want.
f Oh, no! The photocopier's jammed again!	6 **By all means.** Help yourself.
g Can we meet next Thursday?	7 **I bet** you were. I'd have hit him.
h Bye! I'm off now!	8 **It's a deal!** It's yours!

T 4.5 Listen and check your answers.
Make sure you understand the expressions in bold.

2 Do the same again.

a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g ☐ h ☐

A	B
a I'm really sorry, but I can't go out to the cinema with you this week.	1 **How come?** Can't you afford it?
b I walked out of my job. I just couldn't take it any more.	2 Hey! **I was kidding.** It was just a joke.
c What if I forget everything in the exam? What if my pen runs out?	3 **I can't be bothered.** I've left five messages for him, and he's never replied.
d Have you applied for that job?	4 **For goodness' sake** stop worrying! You'll be fine. Just don't panic!
e Are you going to phone Andy again?	5 **Never mind.** Let's try again next week.
f I don't know what to do. Do I tell her the truth, or do I say nothing?	6 **I see what you mean.** You're in a very difficult position.
g We aren't having a holiday this year.	7 No, **there's no point.** I'm not qualified for it. I **wouldn't stand a chance.**
h Why did you tell everyone that I'm in love with Mike? It's not true!	8 **I don't blame you.** I'd have done the same thing myself.

T 4.6 Listen and check your answers.

3 Work in pairs. Think of other ideas that will prompt some of the expressions in **B**.

4 Read some of your prompts to another pair. They must respond.

5 Whatever will be, will be

Future forms
Telephone conversations

Test your grammar

1 Match a line of dialogue to a cartoon.

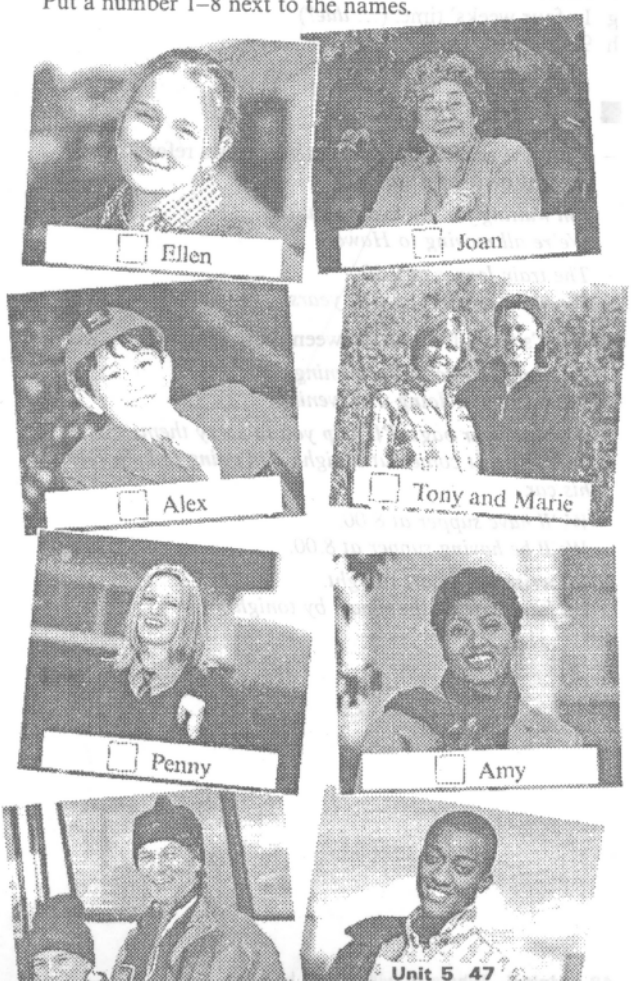
a I'll see you tomorrow. Bye!
b The train to Dover leaves at ten past ten.
c We're having a party next Saturday. Can you come?
d Tomorrow's weather will be warm and sunny.
e Where shall we go on holiday this year?
f I'm going to lead an honest life from now on.
g In a hundred years' time, we'll all be driving solar-powered cars.
h The builders say they'll have finished by the end of the month.

2 Underline the future forms.

LANGUAGE IN CONTEXT

Future forms

1 T 5.1 Look at the pictures and listen to some people talking about the future. Try to guess who says what. Put a number 1–8 next to the names.



2 Work in pairs. Answer the questions.

a Where's Ellen going next July? Why?
b Who'll be visiting Joan? What will they do?
c What does Alex say about school? What's he going to do when he grows up?
d Why are Tony and Marie excited?
e Where's Penny going tomorrow? How's she getting to school? What time does the train leave?
f What does Amy hope she'll be doing in the next few years?
g What is Simon going to do if he gets good results in his A-levels? And if not?
h What's Mike doing tomorrow?

3 Here are the answers to some of the questions in the interviews. Write the questions.

a A ginger cake.
b In her own flat.
c Newcastle University. (*Which ... ?*)
d For a year or two.
e With his son and some friends.
f Arsenal and Manchester United. (*Who ... ?*)
g In four weeks' time. (*... due?*)
h 9.30.

Grammar questions

– Do these sentences from the interviews refer to the present or the future?

I'm waiting for my exam results.
We're all moving to Hawaii.

The train leaves at 9.30.
We move every couple of years.

– What's the difference between these sentences?

What do you do in the evenings?
What are you doing this evening?

Give me your bags. I'll help you to carry them.
Sorry I can't come out tonight. I'm going to help Jack fix his car.

We'll have supper at 8.00.
We'll be having supper at 8.00.

I'll write the report tonight.
I'll have written the report by tonight.

PRACTICE BANK

1 Choosing future forms

Use each expression once to fill the gaps in the pairs of sentences.

a *get/'ll get*
'I've got a headache.' 'Stay there. I _____ you an aspirin.'

I'm a newspaper junkie. I _____ five newspapers a day.

b *'ll see/'m going to see*
I can't do my homework tonight. I _____ a movie.

'What are you going to give me for my birthday?'
'I don't know yet. I _____.'

c *are you going to do/will you do*
So you're going to America for a year! What _____ when you get there?

I'm sure you'll pass your exams, but what _____ if you fail them?

d *'ll come/'m coming*
I _____ with you if you like.

I _____ with you whether you like it or not.

e *are you doing/are you going to do*
What _____ about that leaking tap? You said you'd fix it ages ago!

What _____ this weekend?

f *'s raining/'s going to rain*
It _____ tomorrow, so now's the time to cut the grass.

Oh, no! It _____! That means we can't play tennis.

g *'m getting/'m going to get*
I _____ a new car on Monday.

I _____ a new car some time. This one's so unreliable.

h *'ll crash/'s going to crash*
Look out! He _____!

Don't lend Peter your car. He's a lousy driver. He _____ it.

i *is starting/starts*
My TV programme _____ in thirty minutes.

My husband _____ a new job next week.

2 *We'll be flying at 35,000 feet ...*

1 The Future Continuous can express a future action that will take place in the normal course of events. The focus is *not* on a decision, or an arrangement or willingness.

When the President goes to China next month, he'll be taking his family with him.

2 The Present Simple is often used with a future meaning in subordinate clauses.

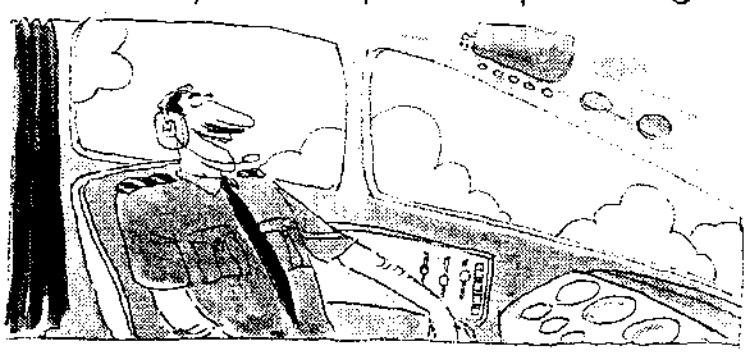
I'll phone you when I get home from work.

3 The Present Perfect is used to express the idea of completion.

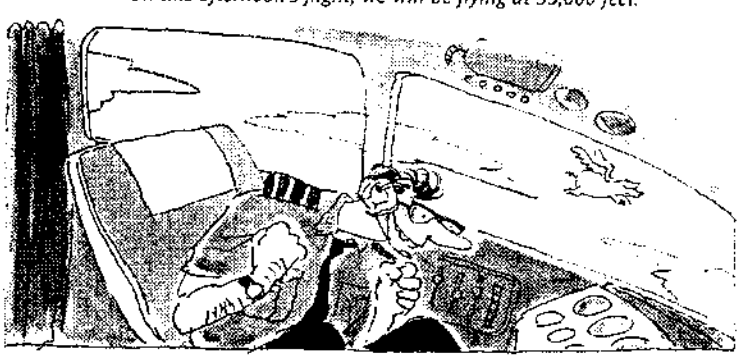
As soon as I've read the book, I'll give it back to you.

Put the verb in brackets in the correct tense: the Present Simple, the Present Perfect, the Future Simple, or the Future Continuous. Sometimes more than one tense is possible.
In the text, there are several examples of the Future Continuous, because the captain wants to reassure the passengers. Everything that will happen during the flight is normal and under control!

This is your captain speaking...



On this afternoon's flight, we will be flying at 35,000 feet.



I think we'll fly at 25,000 feet today. No, I've changed my mind, we did that yesterday. What about 50,000 feet? Maybe that's a bit high. I know, we'll fly at 35,000 feet.

Good morning, ladies and gentlemen. Welcome on board this British Airways flight to Rome. In a very short time, just as soon as we (a)_____ (receive) permission, we (b)_____ (take off). When we (c)_____ (reach) our cruising speed of 550 miles an hour, we (d)_____ (fly) at 35,000 feet. Our flight time today is two and a half hours, so we (e)_____ (be) in Rome in time for lunch!

The cabin crew (f)_____ (serve) refreshments during the flight, so just sit back and relax. We hope you (g)_____ (enjoy) the flight. If you (h)_____ (need) any assistance, just press the button and a flight attendant (i)_____ (come) to help you.

(Later on during the flight)

If you (j)_____ (look) out of the right-hand side of the plane, you (k)_____ (see) Mont Blanc.

In a few moments' time, the crew (l)_____ (come) round with duty-free goods. We (m)_____ also _____ (give out) immigration forms. When you (n)_____ (fill) them in, please place them in your passport. They (o)_____ (collect) as you (p)_____ (go) through passport control.

In twenty minutes' time we (q)_____ (land). Please put your seats into the upright position.

You are requested to remain seated until the plane (r)_____ (come) to a complete standstill. Before you (s)_____ (leave) the plane, please look around to make sure you (t)_____ (not leave) any of your possessions behind you.

We hope you (u)_____ (fly) again soon with British Airways.

T5.2 Listen and check your answers.

3 Discussing grammar

1 Complete the sentences with the verb in the Future Simple, Future Continuous, or Future Perfect. Use ONLY these tenses.

make

a 'Don't be late tonight.' 'OK. I _____ a big effort to be on time.'

b You'll know where the party is. We _____ so much noise that you'll hear us from the other end of the street.

c Ask me again tonight what I want for my birthday. I _____ up my mind by then.

have

a Come round about 8.00 tonight. We eat at 7.00, so I _____ supper by then. We can go straight out.

b 'What would Jennie like to drink?' 'She _____ a glass of wine, I think.'

c We need Harry's advice on this matter. I _____ a meeting with him some time over the next few days, so I'll ask him.

see

a When I've been to Mustique and Barbados, I _____ all the islands of the Caribbean.

b I'm looking forward to meeting you again. You _____ how much my English has improved.

c My cousin has temporarily moved into the flat downstairs, so I _____ a lot of him for the next few months.

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

a What time _____ (your plane arrive)?

b Which hotel _____ (you stay) in?

c What _____ (do) while you're on holiday?

d How long _____ (you be) away for?

e What _____ (you do) if you don't like the hotel?

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

1 T 5.3 Listen to the dialogues and fill in the gaps.

a Do you think you'll ever be rich?

I _____ so.

I _____ one day.

It's possible, but I _____ it.

I'm sure I _____.

I'm sure I _____.

b Are you going out tonight?

Yes, I am.

I think _____, but I'm not sure.

I _____ be.

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

I _____ think so.

I hope _____.

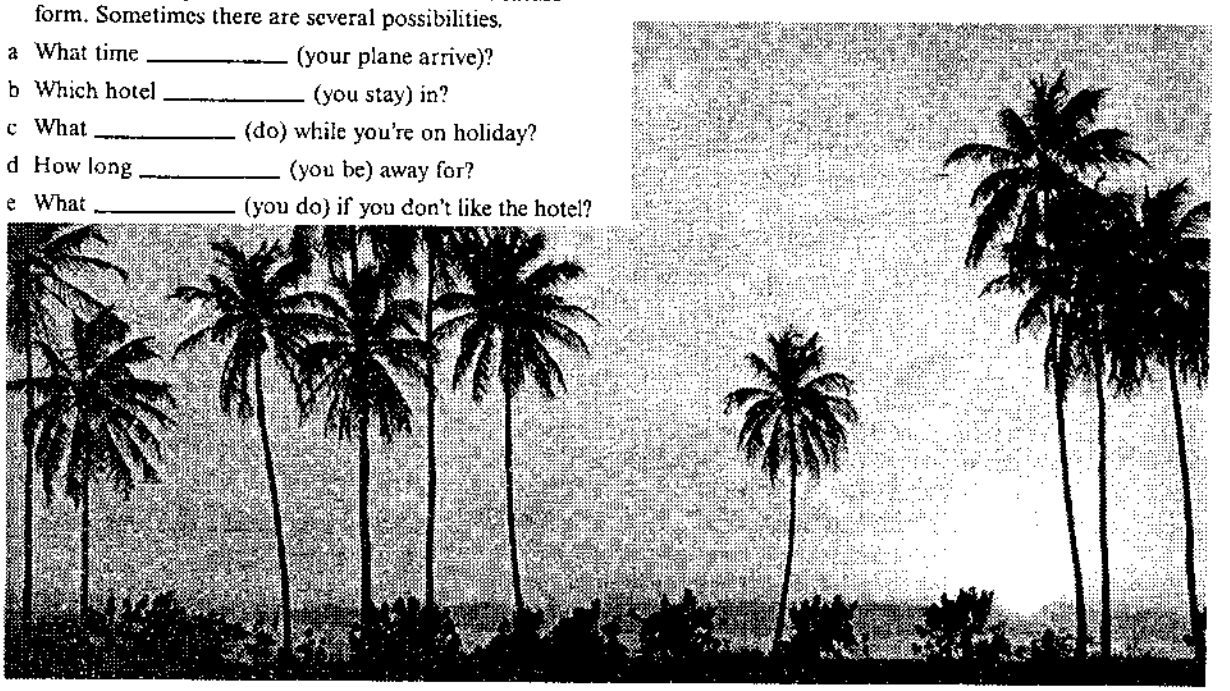
Who _____? Maybe.

2 Work in pairs. Ask and answer similar *yes/no* questions about future possibilities in *your* life. Here are some suggestions.

a fly on Concorde/go to the Caribbean/see the Northern Lights/marry someone famous/speak perfect English/have grandchildren

b go to the cinema soon/go swimming/meet friends

c we discover life on Mars/there be world peace/there be another world war/people live longer/a cure for cancer



LANGUAGE REVIEW

Future forms

There are several future forms in English.

1 *Will* expresses a prediction seen as a future fact.

*One day **I'll die**.*

Will also expresses intention or willingness.

*Give me a ring, and **we'll go** out for a drink.*
*Will you **marry** me?*

2 *Shall* is used in questions to ask for instruction, to offer, and to make suggestions.

*What time **shall we come** round?*
Shall I make some tea?

3 *Going to* expresses an intention thought about before the moment of speaking.

*We're **going to get** married next spring.*

Going to also expresses a prediction when it is based on present evidence. We can *see* the future from the present.

*Look at those clouds! It's **going to rain** soon.*

4 The Present Continuous expresses personal arrangements.

*I'm **meeting** Pam for lunch tomorrow.*

5 The Present Simple expresses future events that are based on a timetable or calendar, and events that are seen to be unalterable.

*Next term **starts** on 12 April.*
*We **leave** for Paris at dawn tomorrow.*

6 The Future Continuous expresses an activity that will be in progress at a specific time in the future.

*This time tomorrow **I'll be flying** to Spain.*

7 The Future Perfect expresses an action that will be completed *before* a specific time in the future.

*Don't phone after 11.00 because **I'll have gone** to bed by then.*

📖 **Grammar Reference: page 150.**

● READING AND SPEAKING

I'll marry you, but only if…

Pre-reading task

Discuss the following questions in groups.

1 When is St Valentine's Day? What happens? Have you ever done anything romantic on this day?

2 In a wedding ceremony in your country, what are the wedding vows that a man and woman traditionally exchange? What do they promise to do? What is the divorce rate in your country?

3 Have the marriages of any rich and famous people been in the news recently? Who?
Many film stars now have *prenuptial agreements*. What are these? Why do people have them?

Reading

Read the text quickly. It is about a couple called Clifford and Annie, who are planning to get married.

Answer the questions.

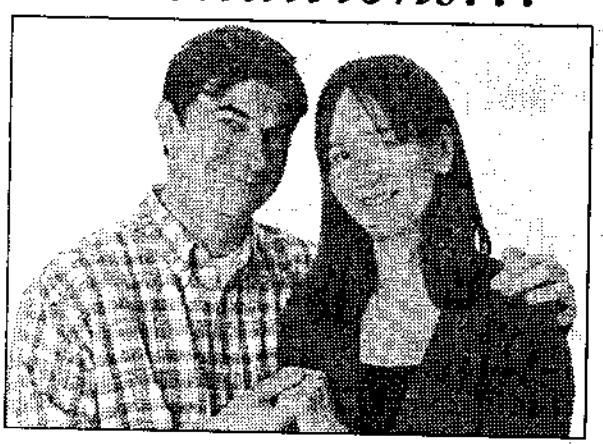
1 What are your impressions of Clifford and Annie? Which of the following words best describe your opinion of them? Why?

sensible	weird	ridiculous	romantic
spontaneous	easy-going	warm and loving	
cold and calculating	unbelievable		

2 Do you think their marriage will last?

3 How many of their rules can you remember?

"I'll marry you but only on a few conditions..."



'Nothing for us is spontaneous,' says Clifford. *'Everything we do, we plan.'*

When Clifford met Annie, they found one thing in common. They both love lists. So together they have written the ultimate list, a list of rules for their marriage. This prenuptial agreement itemizes every detail of their lives together, from shopping to sex. *Timothy Laurence* met them in Florida in the apartment that they share.

The living room is neat and tidy, with a dining table already laid for a meal that has yet to be cooked. All the ingredients for the meal are in the kitchen, prepared, weighed, and waiting in a line. It is his turn to cook. Annie is chatting over a cup of coffee by the pristine kitchen bar when her fiancé pours himself a cup and joins her. He touches her arm. She tenses, looks at him anxiously, and asks, 'Oh, sorry. Did I say something wrong?'

'No, no. I was just showing affection,' Clifford explains ponderously.

'Oh, I see,' says Annie.

His hand returns to her arm, and this time she relaxes. It is a significant moment, because spontaneity is not at the heart of this relationship. Love, for Clifford and Annie, means following a book of rules.

A signed, legal document

They have become curiously famous since details of their prenuptial contract were publicized. They wanted a legal contract, signed and witnessed by lawyers. Their agreement is intended to regulate the chaotic heart, and smooth the path of true love before the journey of marriage has begun. 'We will have healthy sex 3 to 5 times per week', it declares, and continues through every aspect of married life, from the wedding itself, to a trip to the supermarket: 'We will spend $400 a month', to who is boss when it comes to the big decisions. They are getting married in six months' time. 'The ceremony will last twenty minutes. The reception will be held in a restaurant on Miami beach. We will invite a total of twenty guests each, who will be served two drinks, one of which may be alcoholic.'

List of rules

So what are some of the other rules that will lead to married bliss?

- Once we are married, we will each receive an allowance of $70 per week to cover haircuts, eating out, gifts for friends, and spending money.
- We won't raise our voices at each other. If we get angry, we will count to 10 and take a deep breath.
- We will not use tobacco products.
- We will go to bed and turn out the lights by 11.30 pm.
- Family leadership and decision-making will be Clifford's responsibility. Annie will make decisions in emergencies and when Clifford is not available.
- We will buy unleaded fuel, and we won't let the fuel gauge get lower than half a tank.

If any of these rules are broken, a fine will have to be paid out of personal savings.

55

Everyone wants to know whether they are the saviours of modern marriage, or the butchers of romance. 'Did we put anything in the contract about love?' asks Annie, a little uncertainly. 'I think so,' says Clifford. Ah, yes, they did: 'We will provide unconditional love and fulfil each other's basic needs.' Oh, good. So that's all right then.

Their prenuptial contract is a response to uncertainty, and a plan for emotional and financial security for the future. At 39, Clifford has been through two divorces and has two sons. Annie, 31, was married briefly and disastrously in her early twenties. As Clifford likes to point out, the divorce rate for first-time marriages is now 54 per cent. 'Nobody plans to fail,' he says, 'but a lot of people fail to plan. I'm going to write a book about our experience of a fully planned and programmed marriage. I just know that it will be a bestseller.'

When Clifford met Annie

Clifford and Annie met at a dance, and started a cautious romance. He took her out to a movie and dinner, and gave her roses with a card signed *with affection* that she still keeps in her handbag. They started their own small marketing business, and in the running of the business discovered that they were both 'goal setters'. One day, not having anything else to talk about, they decided to create the perfect budget.

'We were really excited that we could agree on something so vital and fundamental to any enterprise, whether it's a business or a marriage,' says Clifford.

With so much romance in the air, their relationship deepened, and as the weeks passed, they began to make lists of increasingly personal concerns. From the start, they agreed that the big marriage breakers were money, behaviour, sex, and children. 'Nothing is going to make this marriage go wrong,' says Clifford. 'Everything has already been planned.'

'In five years, we will have moved from our present address, and we will be living in a beach house overlooking the ocean.'

When Annie met Clifford

Annie sees their arrangements slightly differently. For her, the prenuptial contract was a way of getting to know Clifford – a kind of courtship, 'just probing and asking questions. If we don't like and respect each other, this union won't last.' She liked what she found, including a mutual fondness for lists. 'I'd made a list of what I wanted in a man, what I liked, and what was unacceptable. I had prayed to God to find a man who was my father, only 30 years younger.'

She is very keen to have children, but Clifford admits to 'having problems' with the prospect of more kids, more college fees. Their contract states: 'We will not start a family for the first two years of our marriage.' 'So I'll be pregnant in three years,' Annie says, and then pauses. 'No, sooner than that. I'll be pregnant in 30 months ...'

Such is the wild intensity of passion in the heat of Florida.

Comprehension check

Read the text more carefully and answer the questions.

1 Find some things that Annie and Clifford have in common, and some things that they *don't* have in common.

2 Annie and Clifford say that marriages fail because of arguments about money, behaviour, sex, and children. Which of their rules refer to these four things?

3 Are the following statements true (✓) or false (✗)? Correct the false ones with the right information and discuss your answers.

a Clifford does all the cooking.
b He prepares everything very carefully.
c Their apartment looks messy but comfortable.
d Annie misunderstands why Clifford touches her.
e They want the contract to ensure an uncomplicated divorce if they split up.
f There will be no alcohol at their wedding.
g If any of the rules are broken, they will divorce immediately.
h Clifford has no doubts that both his book and his marriage will be successful.
i On their first date, Clifford took Annie out to a dance.
j Annie had no idea what her perfect man would be like until she met Clifford.

Language work

1 Find a word in the text with the same or similar meaning to the following.

lines 9–23	talking extremely clean boringly and seriously
lines 39–55	perfect happiness money paid as a punishment
lines 71–81	a plan of how money will be spent
lines 90–105	time before marriage when a couple get to know each other

2 What do you know about …
… Annie and Clifford's wedding?
… Clifford's book?
… where they're planning to live?
… when they're planning to have children?

What do you think?

1 Are Annie and Clifford 'the saviours of modern marriage, or the butchers of romance'?
Is it possible to 'regulate the chaotic heart and smooth the path of true love'?

2 Do you think the best couples …
… are of a similar age and background?
… have a similar character and interests?

3 Who makes the decisions in your house?

● VOCABULARY

Word pairs

Look at the sentence from the reading text.

*The living room is **neat and tidy**.*

In English there are many pairs of words joined by a conjunction, usually *and* but not always. The order of the words is fixed.

*I still see Jane **now and again**.*
*She ran **up and down** the road.*
*Marry me or leave me. It's **all or nothing**.*
*The traffic was so bad on the way to the airport that it was **touch and go** as to whether we would catch the plane.*

1 Complete the sentences using a word or group of words from the box.

compromise/be flexible generally speaking
exact details put up with it things
be patient and find out later the wrong way round
advantages and disadvantages

a In any relationship you have to be prepared to _____. You can't have your own way all the time.

b I didn't buy much at the shops. Just a few _____ for the kids.

c You've got your T-shirt on _____. The words should be at the front.

d It's difficult to explain the _____ of the rules of cricket. It's so complicated.

e 'What have you bought me for Christmas?'
'You'll have to _____.'

f 'Oh, no! The Burtons are coming for supper! I hate their kids!'
'I'm sorry, but you'll just have to _____. It's only for an hour or so.'

g It was a very tempting job offer. I weighed up the _____, but I decided in the end that I wouldn't take it.

h Britain has its faults, of course, but _____ it's a pleasant place to live.

2 Do Exercise 1 again, using one of these pairs of words. Put a letter a–h in the correct box.

☐ wait and see	☐ ins and outs
☐ back to front	☐ odds and ends
☐ give and take	☐ grin and bear it
☐ by and large	☐ pros and cons

3 Match a word in A with a word in B and a word in C. Look for synonyms and antonyms. Careful! There are more words in C than you need!

A	B	C
now more safe peace sooner slowly sick law	and or but	tired war bigger here quiet police later before surely then steadily ill order end earlier quickly less sound healthy

4 Write similar sentences to those in Exercise 1, leaving gaps where the pairs of words should go. Give them to other students for them to complete.

● WRITING

Formal and informal letters

1 Look at the organization of a formal letter in English. Is it the same as in your language? Think about ...

... the position and content of the two addresses and the date.

... the beginnings and endings of letters.

2 Choose the words that are more formal or appropriate in the letter. What makes a letter more or less formal?

3 The letter below is a formal letter to a hotel. Write an *informal* letter to an English friend. Give some of your news, then ask if he/she could put you up for a few nights. Explain why. Think about how to open and close the letter, and how to write the address on the envelope. Your teacher will give you an address.

A&M Marketing Services

Reservations Manager
Carlton Hotel
78, Park Lane
Bristol
BH12 3GR

June 16

Dear **Jack/Sir or Madam**

I am writing/This is just a note to confirm a reservation that **was made/I asked you for** this morning by telephone. The reservation, for **a couple of/two** nights, is for **me/myself**, David Cook.

I **want/would like** a room with a bathroom, from 12–14 July inclusive. **I will be attending/'m going to pop into** the Trade Fair that **is being held/ is going on** in Bristol that week.

Is it all right/Would it be possible for me to have a room at the back of the hotel? I **think/am afraid** that the room I **was given/you gave me** last year was **rather/really** noisy.

Thank you/Thanks for sending me the brochure **about/regarding** your conference facilities, which I **got/received** this morning. They look **most interesting/great**. **Unfortunately/I'm sorry I can't give you/am unable to provide you with** any definite dates **at the moment/now, as/because** we have yet to **finalize/sort out** the details of our sales conference. **But/However, I will contact you/'ll drop you a line** as soon as **I can/possible**.

I **look/'m looking** forward to meeting you on 12 July.

Best wishes/Yours faithfully

David Cook

117 Fulham Palace Road London SW 11
Phone 0171 437 8955
Fax number 0171 437 6900

● LISTENING AND SPEAKING

The reunion

Three friends, Alan, Sarah, and James, were all at university together in Durham, a town in the north of England. Now, ten years later, they are planning a reunion.

1 Divide into two groups.

T 5.4 **Group A** You will hear Alan phoning Sarah.

T 5.5 **Group B** You will hear Sarah phoning James.

Your teacher will give you a map of Durham with some gaps. As you listen, complete what you can of the map and the chart below. The following names are mentioned.

Elvet Bridge	The Kwai Lam Restaurant	Leeds	Sunderland
Hallgarth Street	the Midlands	Fairbrother's jewellers	
St Bede's College	The County	The Three Tuns	The Lotus Garden

	Alan	Sarah	James
Travelling from?			
How?			
Leaving at what time?			
Arriving in Durham at?			
Staying where?			
Going to which restaurant?			
Where is it?			
Where are they going to meet? What time?			

2 Check your answers with people in your group.

3 Find a partner from the other group. Swap information to complete the chart and the map. What might go wrong with their arrangements? Or will everything work out all right? What's going to happen?

Language work: *Hot Verbs (2): to be*

1 Look at these sentences from Alan's conversation with Sarah.

*Dave's **away** at a conference.*
*Dave's **back** soon.*
*What **are** you **up to**?*

The first two are easy to understand. The third is more difficult. What does it mean?

2 There are many expressions with the verb *to be* + adverb or preposition. Complete the sentences with words from the box.

on	for	into	out	down
up to	out of	around	off	
up with	up	over		

a You're in a terrible mood. What's _____ you?

b Ugh! This milk's _____! Just smell it.

c She's a bit of a hippy. She's _____ meditation, yoga, everything alternative.

d The tide's _____. Let's walk across to the island!

e About ten per cent of the population is _____ work.

f I'm all _____ wealthy people paying higher taxes. I think it's a great idea.

g 'Where's Pete?' 'I'm not sure. Give him a shout. He's _____ somewhere.'

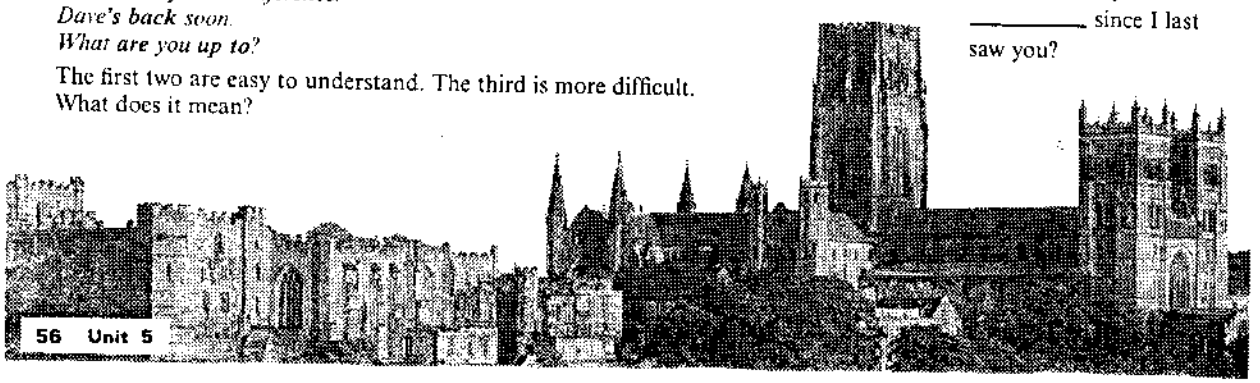
h Come on, kids! Aren't you _____ yet? It's seven o'clock. Get out of bed!

i I had a sore throat and swollen glands, so I went to the doctor's. Now I'm _____ antibiotics.

j Everyone's disappointed because this year's profits are _____ on last year's by ten per cent.

k 'What was the score in the match?' 'Ssh! It's not _____ yet.'

l Hello, Bert! What have you been _____ since I last saw you?



PostScript

Beginning a telephone conversation

1 Beginning a phone conversation can be difficult! What's the difference between these two calls?

Hello. The Regent Hotel. Kathy speaking. How can I help you?

Hello. I was wondering ...

Hello. 267899.

Hello, Pat. It's me, Dave.

Dave! Hi! How are you?

Not bad. How's everything with you?

Oh, you know, we've all got the flu, and Mike's snowed under. What are you up to?

This and that ...

2 Here is the beginning of a telephone conversation between two people who *don't* know each other. Put it in the right order.

[1] Hello. TVS Computer Services. Darren speaking. How can I help you?

[ ] Certainly. Who's calling, please?

[ ] Good morning. Could I speak to your customer services department, please?

[ ] (*Pause*) OK. You're through now. Go ahead.

[ ] One moment, Mr Jones. I'm trying to connect you.

[ ] Thank you.

[ ] Yes, please.

[ ] This is Keith Jones.

[ ] I'm afraid the line's busy at the moment. Will you hold?

[10] Hello. Is that customer services? I was wondering if you could tell me ...

T 5.6 Listen and check your answers.

Ending a telephone conversation

1 Here is the end of a telephone conversation between two work colleagues, Andy and Barry. Put it in the right order.

[1] A So, Barry. It was good to talk to you. Thanks very much for phoning.

[ ] A I certainly will. And you'll send me a copy of the report?

[ ] A That's great, Barry. Have a good weekend!

[ ] B My pleasure. By the way, how's your golf these days? Still playing?

[ ] B Same to you, too! Bye, Andy.

[ ] B OK. I don't want to keep you. So, you'll give me a ring when you're back, right?

[ ] A No, not much. I just don't seem to find the time these days. Anyway, Barry ...

[ ] B It'll be in the post tonight.

[ ] A It's true. Right, Barry. I must fly. I'm late for a meeting.

[ ] B What a shame! You used to enjoy it so much.

[11] A Bye, Barry.

T 5.7 Listen and check your answers.

2 Who's trying to end the conversation? Who wants to chat? How does Andy try to signal that he wants to end the conversation? How do they confirm their arrangements?

Practice

When we are speaking to someone we know, we usually have *small talk* first. Why? What can small talk be about?

Work in pairs. Your teacher will give you a role card for a phone conversation. Decide if you think small talk is called for, and if so, what you can talk about. When you are ready, sit back to back and have your conversation.

6 People, places, and things

Relative clauses
Participles and infinitives
English signs

Test your grammar

1 What is the difference between these sentences?

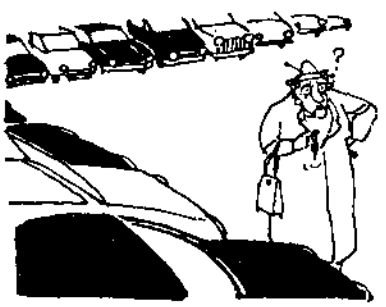
a My son, who lives in New York, is an engineer.
My son who lives in Manchester is a psychologist.

b Politicians who tell lies are to be despised.
Politicians, who tell lies, are to be despised.

c I had a cocktail, which was very unusual.
I had a cocktail that was very unusual.

d I've met the man I want to marry.
I've met the man that I want to marry.

e I don't know where to park the car.
I don't know where I parked the car.



2 Correct the mistakes in these sentences.

a I was fascinating to read what happened at the end of the story.
The film was horrified. There was so much blood in it.

b When I arrived at the party, there were people who dancing and chatting.
Most of the people injure in the accident were able to go home.

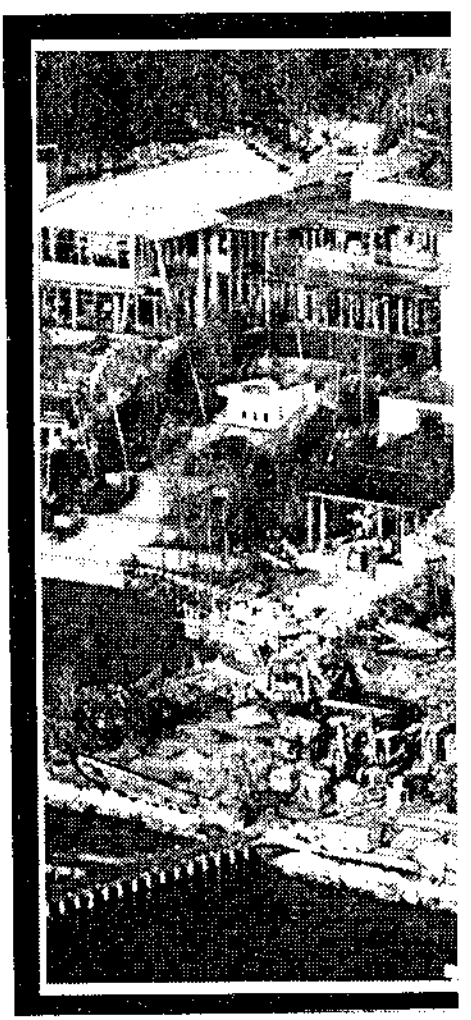
c My grandfather, whose 75, still goes swimming every day.
We have a dog which name is Groucho.

LANGUAGE IN CONTEXT

Relative clauses, participles, and infinitives

1 Read the text about Bill Gates, his company, *Microsoft*, and his house in Seattle. There are gaps in the text. Fill the gaps with a clause below. Write a number 1–16.

1 discussing the plots and swapping opinions
2 why *Microsoft* has been so successful
3 he fancied
4 of which he owns 39% of the shares
5 whose software is used
6 estimated at £18 billion
7 overlooking Lake Washington
8 he can't afford
9 leaving his wife behind
10 what to do
11 that he's packed with high-tech gadgetry
12 that can be run by clicking on icons
13 encoded with their personal preferences
14 who is now a very successful businesswoman
15 that allows him
16 which put him among the top ten students



The man who could buy anything

Bill Gates is the richest private citizen in the world. There is nothing (a) ... . Every morning, when his alarm clock goes off, the software tycoon is $20 million richer than when he went to bed. His wealth is based on his company, *Microsoft*, (b) ... . He has a personal fortune (c) ... , which is more than the annual economic output of over a hundred countries.

He is not shy about spending it. He has built a mansion (d) ... (e) ... and TV monitors, some taking up an entire wall. Visitors are given a smart card (f) ... , so that, as they wander from room to room, their favourite pictures will appear on the screens, and the music they like will play. The card is programmed so that only the most intimate friends can open all the doors.

This cold-blooded approach to human relationships also seems to be true of his love life. When he went out with an ex-girlfriend, Ann Winblad, (g) ... , the couple conducted much of their relationship by going on virtual dates. Each would drive alone to the same movie at the same time in different towns, and then talk about it afterwards on their mobiles, (h) ... . When finally he got married, he and his wife, Melinda, signed a prenuptial agreement (i) ... to go on an annual holiday with his ex-lover, Ann, (j) ... .

Gates has been called 'King of the Nerds', but this simply isn't fair. In the ninth grade at school, he got A's in all the subjects he took, (k) ... in the nation. Gates went on to Harvard University, where he managed to be in the same class as the girls (l) ... by inserting a piece of software into the college computer. But he never finished college. When he left, he knew exactly (m) ... . He started up his own computer company.

The reason (n) ... is because Gates saw that his fortune lay in software, not hardware. He became a billionaire at 31, and since then *Microsoft* has created Windows, which is a system (o) ... with a mouse.

Now the multi-billionaire, (p) ... in two-thirds of the world's computers, is developing the HPC, or hand-held personal computer. It is his intention that there should be a computer in the pocket of everybody in the whole world.

2 Answer the questions.

a How wealthy is Bill Gates?
b How much does he earn a day?
c What is special about his house?
d What is unusual about his relationships with women?
e What did he do to the computer at Harvard?
f What is the secret of his success?
g What is Windows?

● Grammar questions

– When do we use the relative pronouns *who*, *that*, *whose*, and *which*?
– Find examples in the text of when English uses no relative pronoun.
– In which of the sentences below is the meaning of the participle *active*? In which is it *passive*?

*He went out, **leaving** his books on the table.*
*She tidied up the mess **left** by the guests.*

PRACTICE BANK

1 Pronunciation and punctuation

1 T 6.1 You will hear six sentences. The first three contain examples of defining relative clauses (D), and the second three have examples of non-defining relative clauses (ND).
What is the difference in pronunciation? *Why* is the pronunciation different? How are pauses expressed in writing?

2 T 6.2 Listen to some more sentences. Write D or ND. Practise saying them.

a ____ c ____ e ____ g ____
b ____ d ____ f ____ h ____

2 Relative clauses

1 If a noun is already clearly defined, and we know *which* noun is being referred to, it is more likely to be followed by a non-defining relative clause.

***My youngest daughter Kate**, who you know ...* (ND)
***The Channel Tunnel**, which opened in 1995, is now ...* (ND)
*Police are looking for **a man** who was seen running away ...* (D)

Decide if the gaps in the sentences are more likely to be filled with a defining or a non-defining relative clause.

a The apple tree at the end of our garden _____ needs to be chopped down.

b People _____ live longer.

c She married a man _____.

d Let me introduce you to Peter James _____.

e Did I show you the photographs _____?

f We saw *West Side Story* last night _____.

g Jane's the sort of person _____.

h I'm looking for a book _____.

i The Great Barrier Reef _____ is the largest coral reef in the world.

j My great aunt Freda _____ is coming to lunch.

k I was speaking to someone _____.

l Our house in the country _____ is much used by all the family.

2 Here are the sentences which contain the information missing from Exercise 1. Put them in the correct sentence. Rewrite them as relative clauses, and insert commas and a relative pronoun where necessary. Leave out the relative pronoun if possible.

> He works in our Paris office.
> You went to school with this person.
> It has information about tropical fish in it.
> They do regular exercise.
> My grandfather planted it seventy years ago.
> We bought it as a weekend retreat.
> It is one of the best musicals I've ever seen.
> She met him on holiday in Turkey.
> I was telling you about her last night.
> You can always go to her with a problem.
> It is situated off the north-east coast of Australia.
> I took them in Barbados last month.

3 *-ed* or *-ing* participles

1 T 6.3 Listen to the dialogues. For each dialogue, say how the woman feels and why. Use the adjectives in the box and the nouns a–j.

Example
weather

She's depressed. The weather is depressing.

> exciting/excited disappointing/disappointed
> ~~depressed/depressing~~ fascinating/fascinated
> relaxing/relaxed annoying/annoyed tiring/tired
> amusing/amused frightening/frightened
> embarrassing/embarrassed boring/bored

a gossip
b exam results
c holiday
d ghost
e journey
f job
g story
h documentary
i behaviour
j situation

2 In each pair of sentences, the same verb is used twice, once as a present participle (*-ing*) and once as a past participle (*-ed*).
Decide what the missing verb is, then write it in the correct form.

a I hurt my leg _____ football.
Bridge is a card game _____ by four people.

b On my camera, there is a sticker which says _____ *in Japan*.
I have a job in a café _____ sandwiches.

c I've spent the whole morning _____ an essay.
On the wall, there was some graffiti _____ in big black letters.

d Goods _____ in the sales cannot be exchanged.
I've spent all my money _____ Christmas presents.

e The police caught the burglar _____ into a house.
Careful! There's a lot of _____ glass on the floor.

f Books _____ out of the library must be returned within three weeks.
There were Japanese tourists everywhere, _____ photographs and buying souvenirs.

4 Describing

1 Add the words and phrases from the box below to this short sentence to make one long sentence.

The man walked along the road.

middle-aged	that led from the station to his home
slowly	exhausted after a hard day's work
and carrying a briefcase	wearing a crumpled suit
pausing only to look up at the night sky	

2 Work in pairs. Your teacher will give you another short sentence. Try to make it as long as possible!

3 Find a picture in a magazine. Describe it to a partner, without showing it. Can your partner draw it?

5 *I didn't know what to do*

Complete the sentences using a question word and an infinitive.

a Shall I wear a suit? Or just a jacket? Do I need a tie?
I don't know _____.

b We could go to Marco's restaurant. Or an Indian. Or a Chinese.
I can't decide _____.

c The photocopier needs paper, but I can't put it in.
Could someone show me _____?

d Shall I phone the police or not? I'm not sure _____ or not.

e Do I turn left for the station? Or right? Or go straight on?
Can you tell me _____?

f Do I write this exercise? Or copy it? Or learn it by heart?
I don't understand _____.

LANGUAGE REVIEW

Relative clauses

1 Defining relative clauses tell us exactly *which* person or thing is being talked about.

The girl ***who just walked in*** is going out with my brother.
Bill Gates has built a house ***that cost over £50 million***.

2 We can leave out the pronoun if it is th object of the clause.

The girl ***you were talking to*** is going out with my brother.
The house ***Bill Gates has built*** overlooks a lake.

3 Non-defining relative clauses give us *extra* information about a person or thing. They are more common in formal, written English.

Peter, come and meet Alison Jones, ***who's just joined the staff.***
He spent ten years writing his autobiography, ***which came out last year***.

Participles

1 Participles can be used as adjectives before a noun.

a ***fascinating*** story
a ***boring*** film
a ***broken*** heart
developed countries

2 Participles can come after a noun.

Who's that girl ***wearing a red suit***?
I cleared up the mess ***made by my friends.***

Infinitive clauses

The infinitive can be used after question words. It expresses ideas such as obligation and possibility.

I don't know ***what to say***.
(= what I should say)
Tell me ***how to get*** to the station.
(= how I can get)
Have you decided ***where to go***?

Grammar Reference: page 152.

● READING AND SPEAKING

I've never seen anything like it!

Pre-reading task

1 Look at the photos, the captions, and the titles of the articles. Find some strange facts about …

… Professor Mangle-Wurzle
… Antarctica
… the black box

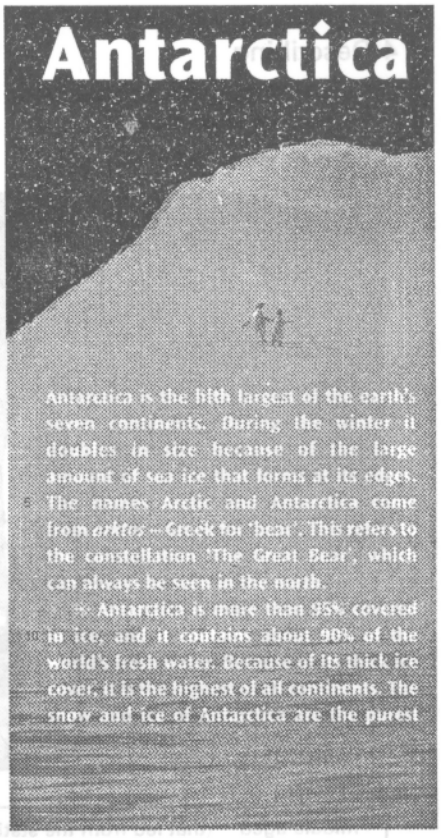
2 Find other words for:
mad strange

Reading

1 Decide which article you want to read in detail.
What questions do you want answered when you read the article?

Where does he live?
How many people live in Antarctica?
Why is it called 'the black box'?

2 Now read the article.



KING OF THE ECCENTRICS

Could it be that being completely crazy is not only good fun but good for your health?

Dr David Weeks, an American psychologist who works at the Royal Edinburgh Hospital, is extremely well qualified to comment on eccentricity. He is the author of a five-year study of 'The Great British Eccentric'.

One of his most striking findings was the good health that eccentrics enjoy. 'Almost all of them visit the doctor only once every eight or nine years.' They are also a happy lot. 'They are very curious about everything. This gives them a goal in life, which is a recipe for happiness.'

Of all the eccentrics he has come across, Dr Weeks believes that **Professor Jake Jonathon Zebedee Mangle-Wurzle** is the most remarkable. 'He displays all the usual characteristics – he's obstinate, non-conformist, and creative – but he's more extreme than my other cases.'

The professor lives on the outskirts of Huddersfield in his very own kingdom of Wurzle-land. He rarely ventures out of his kingdom except to perform eccentric feats, such as his famous drive from Leeds to Huddersfield, in reverse.

He is something of a celebrity, giving free guided tours to people from all over the world. He rejects all religious belief and he preaches daily, trying to convert his kingdom to atheism. The only problem with this plan is that all his followers are sheep.

The professor has just divorced his third wife and claims he is delighted. 'It's the best Christmas gift I've ever had.' This development might have been predicted by Dr Weeks' research. His study shows that there are more marriages, separations, and divorces among eccentrics than in the general population. 'They admit that they are people who are difficult to work with and live with. They often feel that they are ahead of their time, and that it is the rest of the world that is completely insane, not themselves.'

THE COLDEST, HIGHEST, DRIEST, WEIRDEST PLACE ON EARTH

in the world. The general isolation from the remainder of the world has allowed it to avoid the industrial pollution that is common to the other continents.

Antarctica is the coldest continent. The lowest temperature ever recorded anywhere on earth, –88.3°C, was in 1960, at the Soviet Union's Vostok Station.

Antarctica can be classified as a true desert, as the equivalent of just 7cm of water falls annually. It hasn't rained at the South Pole since the end of the Pleistocene era, 1,000,000 years ago. The interior has almost continuous daylight during the summer and continuous darkness during the winter.

It has only two species of flowering plants, and virtually no flying insects. The surrounding ocean, however, abounds in living creatures. Large numbers of whales feed on the rich marine life. Seals and birds live and breed, but the most prominent inhabitant of the Antarctic is the penguin, of which there are over twelve million.

Today, around a thousand people call Antarctica home for several years at a time. Braving winds that freeze the flesh, the constant threat of snowblindness, and the intense, unremitting cold, they are there for the extraordinary scientific treasures that await discovery. The ice retains ancient atmospheric samples and meteorites; the skies offer a direct line to space. This is the one place still untouched by man, that is a barometer for the potentially ruinous impact our species is having on the planet.

Comprehension check

1 Did you find the answers to your questions?

2 Here is a list of questions that relate to the three articles. Put a tick (✓) next to the questions that go with your article, then answer them.

a What is the story that is told again and again?
b What is the origin of its name?
c How is he typical of his kind?
d Why is there so little pollution?
e How does he spend his days?
f Where are they stored? Why?
g How does he feel after his third divorce?
h Is it impossible to destroy them?
i Is there much plant and animal life?
j What living creatures are there in the seas around?
k How are they made?
l Why are they happy people?
m Why is the area special from a scientific point of view?
n What do these people think of the rest of the world?
o Are they always found after a crash?

3 Find people who read the other stories. Tell them about what you read. Together, answer all the questions.

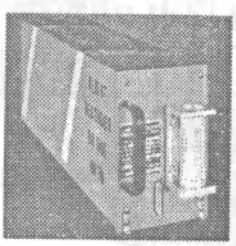
What do you think?

Which article do you find most interesting? Which facts do you find most remarkable?

The Orange Black Box

The mysterious machine that records crashes

There's a story that is retold whenever a plane crash hits the headlines; if only the aircraft were made of the same material as the black box, then everybody would survive.



The legendary invincibility of the famous box is familiar to most of us. Yet for such a well-known object, it's remarkably mysterious. How many of us know that the 'black' box is in fact painted fluorescent orange?

'It was originally called a black box in the days when anything to do with electronics was new and strange,' explains Pete Cook, from a flight recorder manufacturer. 'They're painted orange nowadays to make them more easily visible in the event of a crash.'

There are two kinds of black box; the flight data recorder (FDR) and the cockpit voice recorder (CVR). Both are normally stored at the rear of an aircraft, where the fuselage meets the upper tail fin – the part of planes that has the best survival record. The same principle applies to human passengers – you're safer at the back.

Despite their reputation, neither box is in fact indestructible. However, they can withstand a temperature of 1,100°C for 30 minutes and 250°C for 10 hours. They must also be able to survive an impact force of 3,500g – that's 3,500 times the force of gravity.

To take this kind of strain, flight recorders are encased in two thicknesses of titanium. Memory chips hold the flight data.

While FDRs make an electronic record of the plane's mechanical performance, CVRs record the communication between the crew. 'After a crash in water, they send out a sonar 'ping' so that they can be found,' says Cook. 'But they are still only recovered in 80 per cent of accidents.'

● VOCABULARY

Synonyms

English has the largest vocabulary of all languages. This is partly because there are so many synonyms.

1 Find words in the text 'King of the Eccentrics' with the same or similar meaning to these words.

a writer
b inquisitive
c an aim, an ambition
d unusual/surprising
e stubborn
f faith
g confess
h mad

2 Match a word in **A** with a synonym in **B**.

A	B
boring terrified nasty handy annoying 'd prefer noise miserable clever argue hate dangerous mend sure	irritating fix row talented convinced dull risky 'd rather unhappy unpleasant scared stiff sound can't stand useful

3 We often use synonyms to avoid repeating words. Complete the sentences with a word from Exercises 1 and 2. Notice that sometimes the word class changes, for example, from adjective to noun.

Example
*'He's completely **mad**, you know.'*
*'Oh, yes. **Insanity** runs in the family.'*

a 'Isn't this lesson dull?'
'Yep. It's so _____ I'm falling asleep.'

b 'Peter's always late for everything. I find it so irritating.'
'Mmm. It _____ me, too.'

c 'Weren't you terrified when the dog attacked you?'
'I was absolutely _____.'

d 'Very unusual weather for the time of year.'
'Yes, it's _____ warm, isn't it?'

e 'We live just five minutes from the shops, which is _____.'
'Yes, it must be very useful.'

f 'I've lost faith in this government.'
'Me, too. I don't _____ a word they say.'

g 'There's a very _____ smell in this room.'
'Yes. There's something very unpleasant.'

h 'Isn't mountain climbing dangerous?'
'Well, I like to take a few _____.'

i 'What's that noise?'
'It _____ like our neighbours are having a party.'

j 'Jane and Harry are one of those couples who are always rowing.'
'I know. Their _____ last for days.'

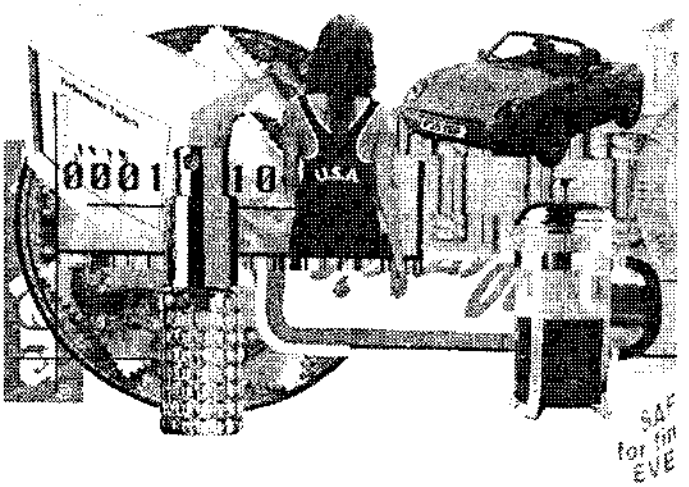
4 T 6.4 You will hear some lines of dialogue. Reply, using a synonym in your answer.

● LISTENING AND SPEAKING

Advertisements

Pre-listening task

1 What's your favourite advertisement at the moment? Is it on the TV or the radio? What's the advert for? What's the story?



2 Find an advertisement from a newspaper or magazine that appeals to you, and bring it to class. Talk about what the advert is for, and why you like it.

Listening

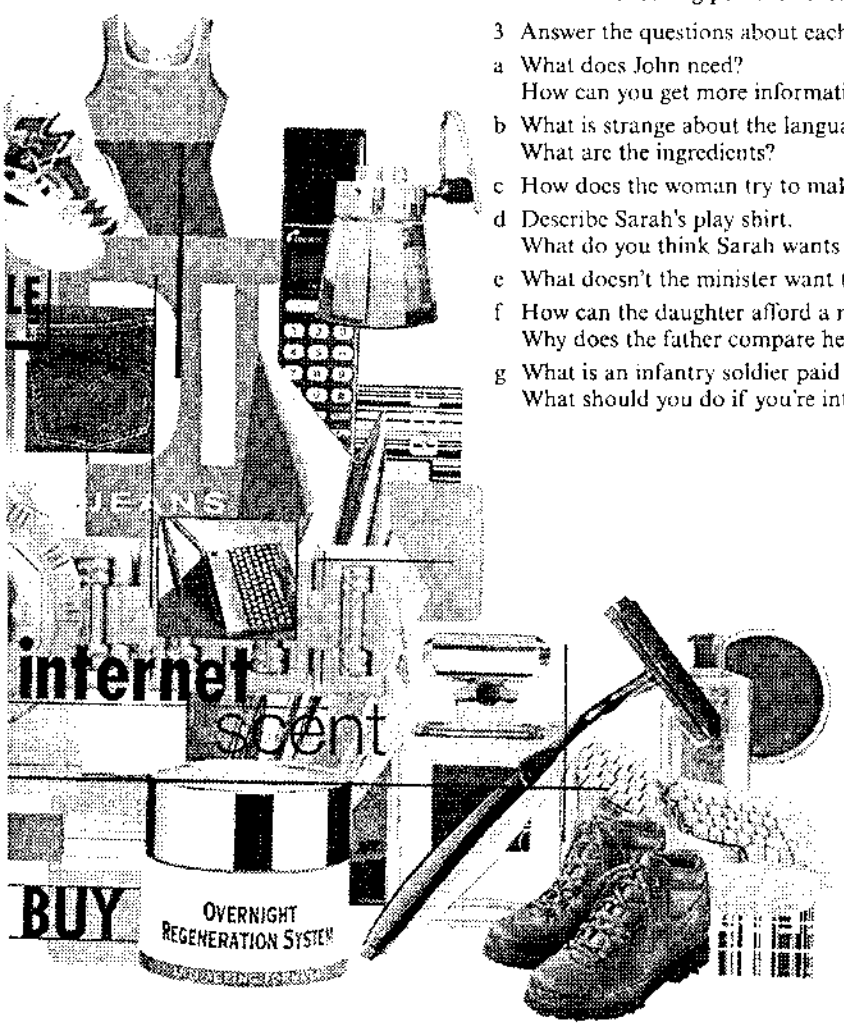
T 6.5 You will hear seven radio advertisements. Before you listen, there are two things you need to know.

- In order to watch television in Britain, people need to buy an annual licence. It costs about £80.
- In a quiz, if a contestant says, 'Pass', it means *I don't know the answer.*

Listen and answer the questions.

Which advert ... ?

... is selling soap powder?
... is trying to recruit personnel?
... is for a new car?
... is selling computer hardware?
... is giving a recipe?
... is threatening punishment?
... is about shaving?



Comprehension check

1 Complete the chart.

	What's the advert for?	Name of product	Characters in the advert	Setting/place
a				
b				
c				
d				
e				
f				
g				

2 What is the selling point for each advert?

3 Answer the questions about each advert.

a What does John need?
How can you get more information about it?

b What is strange about the language in the advert for soup?
What are the ingredients?

c How does the woman try to make the robot go away?

d Describe Sarah's play shirt.
What do you think Sarah wants to bring into the house?

e What doesn't the minister want to talk about?

f How can the daughter afford a new car?
Why does the father compare her to the mother?

g What is an infantry soldier paid to do?
What should you do if you're interested?

Group work

Devise a radio or television advert. Choose a product or service of your own, or one of the following.

- a BMW sports car
- *Dazzle* washing-up liquid
- *Bonzo* dog food
- *Blue Mountain* coffee
- a restaurant in town
- a bank for students

● WRITING

My favourite part of town

1 What's your favourite town or city? Why do you like it? Which parts of it do you particularly like?

2 Read the description of a part of London. Match the pictures to the description.

SOHO

MY FAVOURITE PART OF TOWN

One of my favourite parts of London is Soho, which is right in the centre, and includes Piccadilly Circus, Shaftesbury Avenue, and Leicester Square. One of the main reasons I like it is that it is always lively and colourful, with people dashing around going about their business, which is mainly honest but not always. The place is a bit of a mess, and the buildings aren't the most beautiful in London, but the streets are always interesting, with surprises around every corner. The name is derived from a hunting call, 'So-ho', that huntsmen were heard to cry as they chased deer in royal parklands. It has been a cosmopolitan area since the first immigrants, who were French Huguenots, arrived in the 1680s. More French arrived escaping the revolution during the late 18th century, followed by Germans, Russians, Poles, Greeks, and Italians. Soho is packed with continental food shops and restaurants. More recently there have been a lot of Chinese from Hong Kong. Gerrard Street, which is pedestrianized, is the centre of London's Chinatown. It has restaurants, dim sum houses, Chinese supermarkets, and in February, there are the New Year celebrations. Many famous people have lived in Soho, including Mozart, Karl Marx, and the poet T. S. Eliot. It has a reputation for attracting artists, writers, poets, and people in the media. Shaftesbury Avenue is in the heart of London's theatre land, and there are endless clubs, pubs, and cafés. There are also street markets, advertising agencies, clothes shops, music publishers, and recording studios, which makes it an exciting place to live and work. Piccadilly Circus is like a magnet for young people from all over the world. They like to sit on the steps under the statue of Eros, celebrating the freedom and friendship of youth. It is said that if you wait long enough at Piccadilly Circus, you'll meet everyone you've ever known!

1

2

3

4

3 Divide the text into four or five paragraphs. What is the purpose of each paragraph?

4 The description is part fact and part opinion. Find examples of both.

5 Underline examples of relative clauses and participles.

6 Write a description of your favourite part of a town. Write about 300 words. Divide the paragraphs into ...
- general impressions,
- personal impressions
- history
- a description of some particular aspects
- a conclusion

PostScript

English signs

Where would you see these signs? What do they mean?

1 Best before end: *(see cap)*

2 *Self Service*
Please Take a Tray

3 NO VACANCIES

4 UNDER NEW MANAGEMENT

5 *Express* till
Ten items or fewer

6 PUBLIC CONVENIENCES
100yds →

7 P. Y. O.
STRAWBERRIES

8 ***DO NOT*** **exceed the stated dose**

9 **Queue this side**

10 ***Watch out!***
Pickpockets
about!

11 **CAUTION**
CATTLE
CROSSING

12 **Closing down**
sale
Everything must go

13 *SPECIAL*
CUT and BLOW DRY £15

14 *TODAY'S SPECIALS*
ARE ON THE BOARD

15 *Please give up this seat for the elderly and infirm, or for people with small children*

16 POSITION CLOSED

17 P Mon–Sat 8am–6pm
2 hours
No return within the hour

18 **TRESPASSERS**
WILL BE
PROSECUTED

19 **DIVERSION AHEAD**

20 Gone to lunch.
Back at 2 o'clock

7 Doing without

Verb patterns
Soundbites

Test your grammar

1 Complete the following sentences about yourself.

a I'm good at ...
b I find it difficult ...
c I enjoy ...
d I'm interested in ...
e I can't stand ...
f I like ...
g I'd like ...
h I can't afford ...
i I'm thinking of ...
j I'm looking forward to ...
k I always forget ...
l Our teacher always makes us ...

2 Read your sentences aloud to the rest of the class.

3 Which sentences did you complete with the *-ing* form of a verb? Which did you complete with the infinitive?

LANGUAGE IN CONTEXT

Verb patterns

1 T 7.1 Sean /ʃɔːn/, aged eight, lives in Brighton on the south coast of England. He has written to his grandmother, who lives far away in the north. Read and listen to his letter.

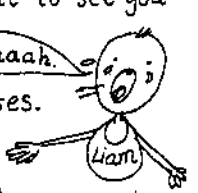
Friday after school

Dear Grandma,

How are you? I am well. Liam is well, too. Mummy says perhaps you can help me do something for my school. You see, my teacher told us to find out about the olden days - you know a long long time ago when you were eight like me. Miss Bixby (she's our teacher) says it's a good idea to ask somebody really old to tell us about it. Please, please, please Grandma, will you write and tell me? Daddy says there was a war and you can remember being there. Is this true? Is it difficult for you to remember? I'd love to hear about it. I love hearing stories about when you were little like me.

Liam is crying. He's fallen over again. He's nearly learnt to walk but not yet. He's noisy and makes a mess. Mummy makes me play with him but I hate playing with him. He's no good at playing.

Grandma, please write to me. I want to see you very, very soon.

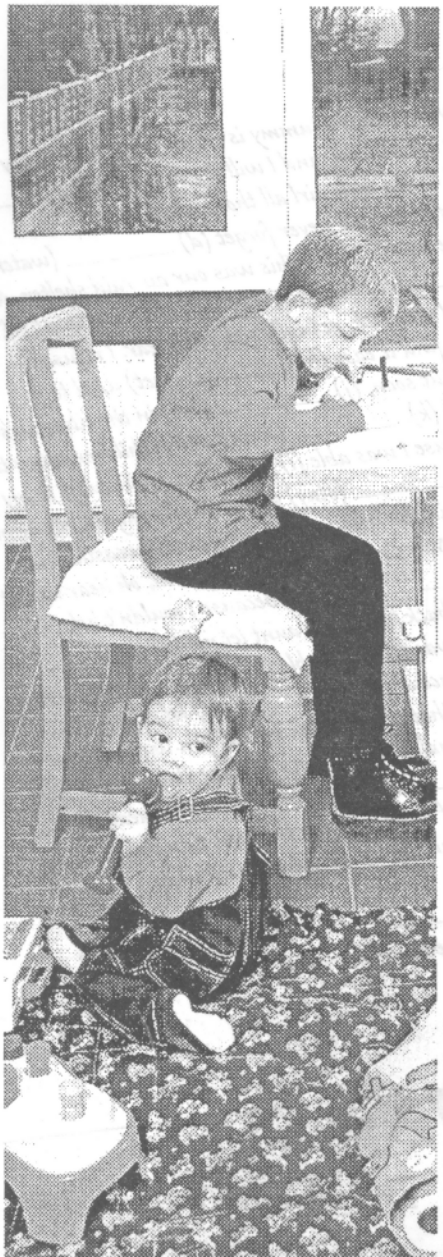


Lots and lots and lots of love and kisses.
Sean xxxxxxx

P.S. Don't forget to send me a birthday present.

2 Read the sentences about Sean's letter. Tick the verbs or phrases below which can fill the gap correctly. ~~Cross out~~ the verb or verbs which cannot.

Example
Sean is writing to his grandmother because he _____ help him with some schoolwork.
1 ~~wants to~~ 2 wants her to ✓
3 needs her to ✓



a His mother thinks that his grandmother will _____ do it.
1 help him 2 agree to 3 enjoy

b Miss Bixby _____ the children to do the homework.
1 has told 2 said 3 expects

c She has _____ them to talk to an old person.
1 suggested 2 advised 3 encouraged

d Sean begs his grandmother _____ about the war.
1 to tell 2 to tell him 3 telling him

e Sean wonders if his grandmother has difficulty _____ the war.
1 to remember 2 in remembering 3 remembering

f He'd like _____ stories about the war.
1 to hear 2 hearing 3 her to tell him

g He always enjoys _____ his grandmother talking about her childhood.
1 to listen to 2 listening to 3 hearing

h Sean _____ play with his little brother.
1 is made 2 is told to 3 is made to

i He _____ playing with Liam.
1 can't stand 2 doesn't want 3 dislikes

j Liam _____ to walk.
1 is trying 2 isn't able 3 can't

k Sean's looking forward _____ his grandmother soon.
1 to seeing 2 to see 3 seeing

l He _____ her to send him a birthday present.
1 remembers 2 reminds 3 asks

3 Match a pattern in **A** with a sentence in **B**.

A	B
verb + *-ing*	She **wants to go** to the cinema.
verb + infinitive (with *to*)	It's **impossible to stop** her.
verb + sb + infinitive (with *to*)	I'm interested **in coming**.
verb + sb + infinitive (without *to*)	She **wants you to take** her.
adjective + infinitive	She's **finished doing** her homework.
preposition + *-ing*	I won't **let her go** out.

Grammar questions

– Which of the verb patterns in Exercise 3 can you identify in Exercise 2?
– Which can you identify in Sean's letter?
Read it again and underline them.

PRACTICE BANK

1 Grandma's reply

1 Read Grandma's letter to Sean. Put the verb in brackets into the correct form.

22 St Bede's Terrace,
Newcastle-upon-Tyne.
Tuesday

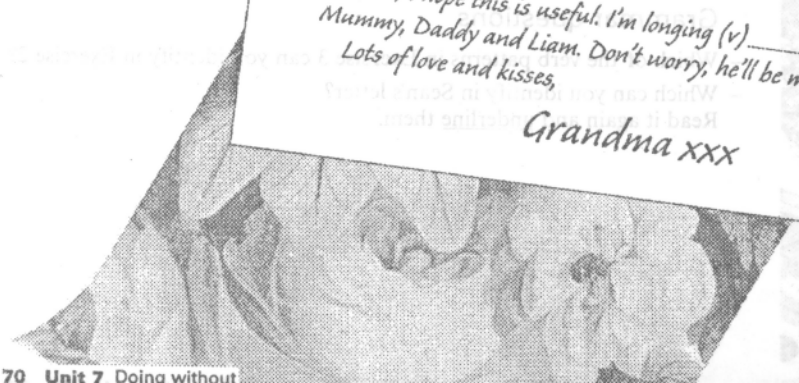
My dear Sean,
How lovely (a)_____ (get) your letter! Mummy is right! I will really enjoy (b)_____ (help) you with your schoolwork, and I will try very hard (c)_____ (remember) what it was like when I was a little girl all those years ago.

When the war started, I was just five and I'll never forget (d)_____ (watch) my grandfather dig a big black hole in the back garden. This was our air raid shelter. At first I was really scared of (e)_____ (go) into it. Every time the siren went off, I started (f)_____ (tremble) and I was sick, actually sick with fear. I refused (g)_____ (leave) my bed. I didn't find it easy (h)_____ (get) used to (i)_____ (sleep) in that shelter. But soon, (j)_____ (live) in the cities was so dangerous that the government decided (k)_____ (send) all the children away to the countryside. I think I was lucky because I was able (l)_____ (go away) to my aunt's. Some children were forced (m)_____ (stay) with total strangers. My aunt lived in a small town, called Alston, high in the hills, not too far from Newcastle. And guess what, Sean, she had a sweet shop! Mrs Crozier's Sweet Shop. But, oh dear me, at first I was so unhappy, I couldn't stop (n)_____ (cry) because I couldn't help (o)_____ (worry) about my mother back home. My aunt let me (p)_____ (have) as many sweets as I wanted, but I was too miserable (q)_____ (eat) many. Silly me! Most children didn't have the chance of (r)_____ (get) lots of sweets because sweets were rationed. That meant that you couldn't buy all you wanted. You were only allowed (s)_____ (buy) a small amount. Lots of other things were rationed, too. It was almost impossible (t)_____ (get) butter, cream, meat, fruit, vegetables, and petrol. We did without a lot of things during the war. Can you believe that just after it ended, someone gave me a banana and I didn't know what (u)_____ (do) with it?

Sean, I hope this is useful. I'm longing (v)_____ (see) you all. Give my love to Mummy, Daddy and Liam. Don't worry, he'll be much more fun soon.

Lots of love and kisses,

Grandma xxx



2 T 7.2 Listen and check your answers.

2 Discussing grammar

Match a line on the left with a line on the right.

a They stopped playing football | because they were tired of working.
They stopped to play football | because it got dark.

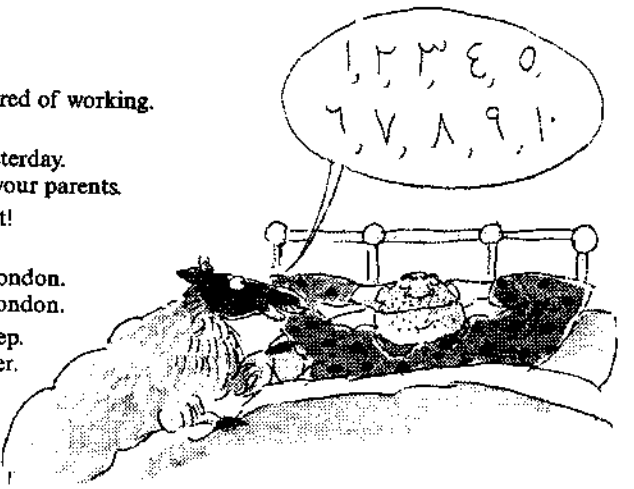
b I simply don't remember giving | you any money yesterday.
Please remember to give | my best wishes to your parents.

c Try counting | from 1 to 10 in Arabic. I bet you can't!
Try to count | sheep if you can't get to sleep.

d We prefer staying at the Ritz | whenever we're in London.
We'd prefer to stay at the Ritz | next time we're in London.

e He seems to drink too much. | He's fallen asleep.
He seems to be drinking too much. | He's rarely sober.
He seems to have drunk too much. | He's swaying.

f I like going | home now, please.
I like to go | to the cinema.
I'd like to go | to the dentist twice a year.



3 *We'd love to!*

1 Sometimes the whole infinitive need not be repeated if it is understood.

Example
A Can you and Mary come to lunch next Sunday?
B Oh yes, we'd *love to* .

Write a reply to A, using the verb in brackets.

a A Are we going to have a break?
B No, _____ (not have time).

b A Can I smoke in here?
B No, _____ (not allow).

c A I can't help you do your homework this evening. Sorry.
B Oh, but _____ (promise).

d A Why did you do Exercise 2?
B Because you _____ (tell).

e A You said you'd phone me last night.
B I'm really sorry, _____ (mean), but I forgot.

f A Have you finished marking the homework yet?
B Sorry, _____ (not have a chance).

2 T 7.3 Listen and check your answers. Practise the conversations with a partner. Pay particular attention to the stress and intonation.

LANGUAGE REVIEW

Verb patterns

-*ing* form

The *-ing* form of the verb can be used ...

1 ... after certain verbs.
I ***love hearing*** stories about when you were little.
He ***can't stand playing*** with his brother.

2 ... after prepositions.
I'm good ***at cooking***.
After leaving school, I went to university.

3 ... as the subject of a sentence.
Living in the cities was so dangerous.
Smoking is bad for your health.

Infinitives

Infinitives are used ...

1 ... after certain verbs.
What are you ***planning to do***?
We ***can't afford to go*** out very often.

2 ... after certain adjectives.
I find it ***difficult to make*** new friends.

-*ing* or infinitive?

With some verbs there is no change in meaning.
It ***started raining/to rain***.

With some verbs there is a change in meaning.
I tried ***to put*** out the fire. (This was my objective.)
I tried ***pouring*** water on it. (This was my method.)

📖 **Grammar Reference: page 153.**

● READING AND SPEAKING

Pre-reading task

Use your dictionary to help with new words.

1 Which of the following household items do you think were in use fifty years ago?
Which do you have in your home?

personal computer	fridge
camcorder	electric razor
radio	washing machine
video recorder	deep freeze
tin opener	microwave oven
CD player	food processor
tumble drier	music system
iron	cassette recorder
vacuum cleaner	dishwasher
word processor	jacuzzi
television	mobile phone

2 Imagine life in your family fifty years ago. How did your parents and grandparents live? How was their daily life different from today?

3 If you lived then, what would you miss about your life today? What wouldn't you miss? Write two lists. Compare your ideas with your partner and the rest of the class.

Reading

You are going to read about the Jones family. Read the text quickly, then discuss these questions.

1 Identify the people in the main picture. How do you know who's who?
2 What was the experiment that they agreed to do?
3 Which of the items in the box above are mentioned in the article? Underline those which are.

The family who turned back the clock

THE JONES FAMILY HAVE NINE TV SETS, SIX COMPUTERS, THREE CARS, AND EVERY DOMESTIC APPLIANCE. What would their life be like without them? Melanie Adams reports

When Malcolm Jones woke up last Monday, he heard the birds singing. Not remarkable, you might think, especially given that he lives near a forest. But birdsong in the Jones household is usually drowned by a tidal wave of electronic music crashing around the house as soon as his four children wake up.

This is a family who have chosen to fill their home with every conceivable gadget. They have nine television sets, including one in each bedroom and in the kitchen. All the children have their own personal computers and CD players. Of course, there are all the usual appliances we all take for granted, such as the washing machine, tumble drier, dishwasher, deep freeze, microwave oven, and video recorder, but they also have an electric trouser press, two power showers, an Olympic-sized spa bath and jacuzzi, three cars, and a music system which plays throughout the whole house.

The experiment

What happens if all the props of modern living are removed?

To help us find out, we asked the Joneses to turn back the clock fifty years and to switch off all their labour-saving gadgets and push-button entertainment for three days. We also wanted them to stop using their cars. The family, comprising Malcolm, 48, Carol, 43, and their four children Emma, 17, Richard, 14, Tamsin, 9, and Tom, 7, were not enthusiastic, but everyone, except for Emma, agreed to try. (She couldn't stand the thought of being without the telephone and her car, which she had only just learnt to drive, so she refused point-blank to join in.) The other three children were not allowed to use their computers or watch TV. They were banned from opening the freezer to get out fish fingers and oven chips. Malcolm was forbidden to use his electric razor and mobile phone, but allowed to use his car for work. Carol was encouraged to go everywhere on foot or by bicycle (women rarely drove 50 years ago), told to ignore the washing machine and dishwasher, and she was discouraged from using the telephone.

How did they cope?

The much-dreaded three days got under way!

Old-fashioned meals, games, and entertainment were planned for the evenings. After eating together at the kitchen table, they sat playing cards, putting off doing the washing-up because they all hated doing that.

Carol was surprised at how long everything took. 'By the time I had washed up the breakfast things and got back from walking the children to school, it was nearly lunchtime. Getting to the shops, which normally takes five minutes in the car, took at least an hour, so it was impossible just to pop out for a loaf of bread. It was strange having to wait until the washing dried in the garden before getting the ironing done, instead of simply using the drier.'

Although Carol found it quite difficult to get used to the length of time it took to do things, she enjoyed having a slower, more relaxed pace of life. Also, the lack of electronic entertainment, particularly the TV, had a dramatic effect on the children. They got on much better together and seemed to enjoy each other's company more, although they clearly believed that they were suffering. Tamsin even spent some time gazing at the blank TV screen in her bedroom.

'All sorts of things that we had put off doing got done,' said Carol. 'Bikes got mended, rooms tidied, bookshelves sorted, hamsters cleaned out. Tamsin and Tom started to play games together and even read stories to each other.'

What did they think?

What Malcolm liked most was the peace. 'I usually start the day by watching the business news on TV from bed. Then I press the music button while I shower and get dressed. I didn't miss any of this, I just enjoyed hearing the birds singing and chatting to Carol. I think the whole experience did the children a lot of good. If it were my decision now, I'd throw all the televisions away.'

The children vigorously denied that any good had been done to them. Richard spoke for them all when he said, 'It was awful. I missed my music, I missed the computer games, and I missed the TV. We had to read *books* instead!'

Carol's feelings were the most ambiguous. 'I enjoyed doing more things together as a family. But as the housewife, I didn't like my day being so full of household chores. When you've got a dishwasher, you stack it as you go through the day and turn it on at night. But you can't leave dirty dishes in the sink all day, so you've got to keep doing the washing-up. Also, without a phone and a car, I felt really isolated.'

All of this just goes to show that, fascinating as the experiment was, you cannot turn the clock back. This is doubtless a big relief to the Jones children!

Comprehension check

Work in groups. Read the article again and answer the questions.

1 What is the first thing the children usually do when they wake up in the morning?

2 What does this family own which is more than the average family owns?

3 What were some of the rules of the experiment for each member of the family?

4 Who refused to join in the experiment? Why?
Who enjoyed the experiment most? Why? Who enjoyed it least? Why?
Who had mixed feelings? Why?

5 Choose one member of the Jones family and imagine you are him/her. Describe your typical day to the others in your group.

'Well, the first thing I usually do when I wake up is ...'

Now describe a day for the same person during the experiment.

'During the experiment, when I woke up I wasn't allowed to ... , so ...'

6 T 7.4 Which member of the family is most likely to have said the following? Why?

a There's no way I'm going to give up using my car!
b It's a beautiful morning, isn't it dear?
c No, I haven't ironed your white shirt yet! I haven't had the time.
d Come on! Stop gazing at that blank screen. Let's have a game of Scrabble.
e Well, I'm not doing it! I did it last night. Anyway, I want to mend the puncture on my bike.
f Damn! I forgot to buy sugar!
g If it were up to me, I'd throw the lot out!
h Personally, I think life was much harder fifty years ago.
i Never again! That was the longest three days of my life!

Practise saying their comments with appropriate stress and intonation.

Language work

1 Put the following phrases from the text into your own words.

a ... birdsong ... is usually drowned by a tidal wave of electronic music crashing around the house ... (l. 5–8)
b ... fill their home with every conceivable gadget. (l. 11–12)
c ... the usual appliances we all take for granted ... (l. 16–17)
d ... the props of modern living ... (l. 26–7)
e ... labour-saving gadgets and push-button entertainment ... (l. 31–2)
f ... she refused point-blank ... (l. 42)
g The much-dreaded three days ... (l. 56)
h ... the lack of ... the TV, had a dramatic effect on the children. (l. 79–81)
i The children vigorously denied that any good had been done to them. (l. 105–6)
j This is doubtless a big relief to the Jones children! (l. 124–6)

2 Go through the text and underline all the verb patterns with *-ing* forms and infinitives.

● VOCABULARY AND LISTENING

Hot Verbs (3): get

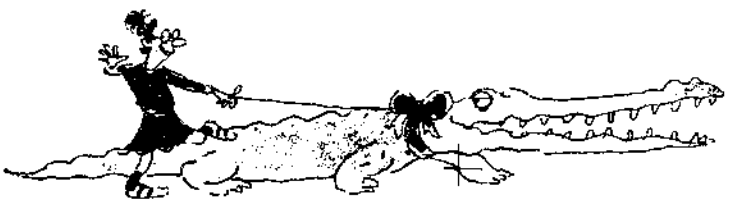
1 The verb *get* is very common in spoken English. It has many different uses. Here are some examples from the text about the Jones family.

a You've **got** a dishwasher.
b I **got back** from walking the children to school.
c She found it difficult to **get used to** the length of time things took.
d You've **got to** keep doing the washing-up.
e All sorts of things **got done**.
f They **got on** much better **together**.

Replace the words in bold with one of the expressions below in the correct tense.

have to	become accustomed to	be done (passive)	return	have/own	have a (better) relationship

2 Write answers to the following questions about yourself.



a Have you got a pet/a CD player?
b What have you got to do when you get home tonight?
c How do you get to school?
d What time do you usually get to school?
e How many TV channels can you get?
f When did you last get angry? Why?
g How do you get on with your parents?
h How often do you get your hair cut?
i In what ways is your English getting better?

Compare your answers with a partner. Work together to rewrite the questions without using *get*.

Phrasal verbs with *get*

Get can combine with particles to make phrasal verbs.

1 Complete each group of sentences with one of the particles from the box below. (Careful, only six of the particles are used.)

at	away	into	off	on	out	over	round	through	up

a You always get | of doing the washing-up. It's not fair.
How did our secret get | ? Everyone knows now!
I got a great book | of the library. You can borrow it.

b You're always getting | me! Leave me alone!
The detective got | the truth through careful questioning.
I can't get | the sugar. It's right at the back.

c It took me ages to get | the operation.
He couldn't get his point | to me at first so he explained it again.
I can't get | how much your children have grown.

d Sam is always getting | to something naughty!
We got | to page 56 in the last lesson.
I had to get | at 5 a.m. to catch the plane.

e I couldn't get | to Joe. I don't think his phone's working.
We got | a huge amount of money in Paris.
I failed, but Sue got | the exam with flying colours.

f She couldn't get her ring | her finger because it was so swollen.
Oliver finally got | with Claire at Stuart's party.
Ben stole a car but he got | lightly because he was only sixteen.

2 There are four more particles in the box. All of them combine with *get*. Choose one of them, and research the meanings in your dictionary. Tell the rest of the class what you find out.

Listening

Fast Car – a song by Tracy Chapman

1 T 7.5 Here are some lines from a song called *Fast Car* by Tracy Chapman. Listen and complete the gaps. They all contain expressions with *get*.

You _____ a fast car.
Maybe together we can
_____
But me myself _____.
I've got a plan to _____
You and I can both _____
You see my old man _____
I said somebody _____
We _____ a decision
I know things will _____
You'll find work and I'll
_____
And I _____ that pays all
our bills
I _____ and I ain't going
nowhere

2 Listen again and read the tapescript on page 137 to check your answers.

● WRITING AND DISCUSSION

Contrasting ideas

1 How often do you watch television? Which are your most and least favourite programmes?
One half of the class make a list of all the *good* points about TV. The other half make a list of only the *bad* points. Compare your ideas.

2 Join the ideas in **A** and **C** with the correct linking words in **B**. Change the punctuation where necessary.

A	B	C
I always watch the news on TV	even though whereas	John always watches sport. it's usually depressing.
He writes all personal letters by hand	although despite	he has a computer. having a computer.
It took only an hour to get to the airport	However, in spite of	the traffic. they still missed the plane.
Some couples argue all the time	Nevertheless, whereas	others never do. their marriages still work.
Kathy rarely uses her mobile phone	However, even though	Kevin uses his all the time. she has one.

Look again at the lists of good and bad points about TV. Join some of them with some of the words in **B**.

3 Complete the following statements in a suitable way.

a His idea is brilliant in theory. However, it ...
b My brothers love playing computer games, whereas I ...
c On the one hand, cars are really convenient to get you from A to B, but on ...
d I'm going to drive into London, even though ...
e Foreign travel is very exciting, but at the same time it ...
f The critics slammed Ed Newhart's latest film. Nevertheless, ...
g Their daughter is often sullen and moody, despite always ...

4 Which modern inventions would you find it most difficult to live without? Discuss your ideas with a partner.

Choose *one* invention which you feel is very necessary to your life (it could be anything from the Internet to an electric toothbrush) and answer the following questions about it.

- What invention have you chosen and why?
- What are its advantages? Compare these with any disadvantages.
- Why is it important to you? Give your personal opinion.
- Write some final concluding comments.

First make notes, then expand the notes into an essay of about 200 – 300 words.

PostScript

Soundbites

1 Where would you hear the following? Who is speaking to who?

OK, folks. Don't go away now. We'll be back in a few minutes just after the break.

It's not fair! Everyone else is allowed to go.

I don't care about everyone else. You're not, and that's all there is to it.

Open wide and say 'Ah'. Oh, dear.

Ish it bad newsh?

A big Mac with regular fries and a strawberry milkshake.

Eat here or take away?

Mummy! I need a wee-wee!

Has Kelly Jones' latest album been released yet?

Well, I'm just going to put my feet up and have a nap, if that's all right with you.

Let passengers off first. Move right down inside the car.

Thanks for having me!

'scuse fingers!

With respect to my Right Honourable friend, I have to say that I find his statement to be inconsistent with the truth.

Ooh! Hear, hear!

Things aren't what they used to be.

You can say that again. It was different in our day, wasn't it?

Will passengers in rows A to K please board now?

I can't find my gym kit.

Think. Where did you last have it?

News is coming in of a major hold-up on the A45 Colchester bypass. Drivers are advised to avoid this area if at all possible.

Could you develop this for me?

Normal six by four?

Yeah, that's fine.

When do you want them by?

This time tomorrow's all right.

2 T 7.6 Listen to the dialogues. Do the background noises help you to identify the situations?

8 Famous for fifteen minutes

Modal auxiliary verbs
Exaggeration and understatement

Test your grammar

1 All modal verbs can be used to express degrees of probability.
Which of these sentences express probability? Put a ✔. Which don't? Put a ✘.

Example
She *must* be very rich. ✔ (probability)
You *must* do your homework. ✘

a We *might* go to Hawaii for our honeymoon.
b You *mustn't* smoke in this part of the restaurant.
c He *can't* be coming. It's already after ten o'clock.
d She *could* speak three languages fluently by the time she was five.

e He *could* be working in the library.
f The weather forecast says it *may* snow tomorrow.
g Good morning. *May* I speak to Mr Jones?
h *Will* you help me do my homework?
i That *will* be Ken on the phone. He promised to ring.
j You *should* see a doctor as soon as possible.
k It's eight o'clock. They *should* be arriving soon.
l They *must* have won the lottery.
m You *should* have told her the truth.

2 What concepts do the other sentences express?

Example
You *must* do your homework. (obligation)

LANGUAGE IN CONTEXT

Modal verbs of probability

1 Read the newspaper headlines. What do you think has happened to the man and the woman? Read the ideas below. Which do you agree with?

A

'Excuse me ... I've just jumped off the Empire State Building!'

He must be *Superman*!
He can't be serious. He must be joking.
He might be a bungee-jumper.
He could have come down by parachute.
He might have been trying to commit suicide.
He may be acting in a film.
He must have injured himself.
His story will be in all the newspapers.
He may become famous.

B

40 YEARS IN BED – WITH FLU

She probably doesn't have flu. (can't)

It's likely that she has had a more serious illness. (must)

Perhaps she is just very lazy. (might)

It's not possible that the doctor told her to stay in bed for so long. (couldn't)

Surely someone has been looking after her. (must)

She will probably find it very difficult to walk again. (may)

2 Rewrite the ideas in **B** using the modal verb in brackets.

3 Read the complete newspaper stories. Which of the ideas in A and B were correct? Answer these questions.

a Why did Jason jump off the Empire State Building? Why has Mrs Teppit spent forty years in bed?

b Who are the other people in the stories? What did they do?

15

'Excuse me ... I've just jumped off the Empire State Building!'

On Christmas Eve, Bob Stichman was working in his office on the 85th floor of the Empire State Building in New York, when he heard a knock at the window. He looked up and saw a man standing on the window ledge asking to come in. 'I thought I was dreaming. You don't meet a lot of guys coming in through the window of the 85th floor!' The guy was Jason Hosen, a young, unsuccessful artist, who was so broke and alone that he had decided to kill himself. He had taken the elevator to the 86th floor and then hurled himself towards the tiny cars 1,000 feet below on Fifth Avenue. However, strong winds had blown him onto the window ledge of the 85th floor, which is where he met Bob Stichman. His story appeared on TV, and hundreds of people have offered to have him stay for Christmas.

17

40 YEARS IN BED — WITH FLU

Doctor Mark Pemberton, who has just taken over a medical practice in rural Suffolk, visited a 74-year-old widow, Mrs Ada Teppit at her home in the village of Nacton. Mrs Teppit has been bedridden for 40 years. The doctor examined her but couldn't find anything wrong. He questioned her daughter, Norma, aged 54, and to his amazement discovered that 40 years ago the village doctor had ordered Mrs Teppit to bed because she had influenza and told her not to get up until he returned. He never returned so she never got up. Her daughter has been looking after her ever since. She has never married nor had any job other than taking care of her mother. Now Mrs Teppit's muscles have wasted, and she has put on a lot of weight. She may never walk again.

Other uses of modal verbs

1 All of the comments below were made by people in the two newspaper stories. Who do you think is speaking to who?

'Excuse me. *May* I come in?'

'You *must* stay in bed until I return.'

'I *'ve had to* look after her since I was 14.'

'I *couldn't* believe my eyes.'

'You *should have been* examined years ago.'

'She *won't* get up.'

'I *can't* find anything wrong with you at all.'

'I *ought to* call the police.'

'*Can* I get up soon?'

'You *should* try to lose weight.'

'She told me that I *couldn't* get married and that I *had to* look after her.'

'*Will* you spend Christmas with us?'

'You*'ll have to* have physiotherapy.'

'You *mustn't* do anything like this again.'

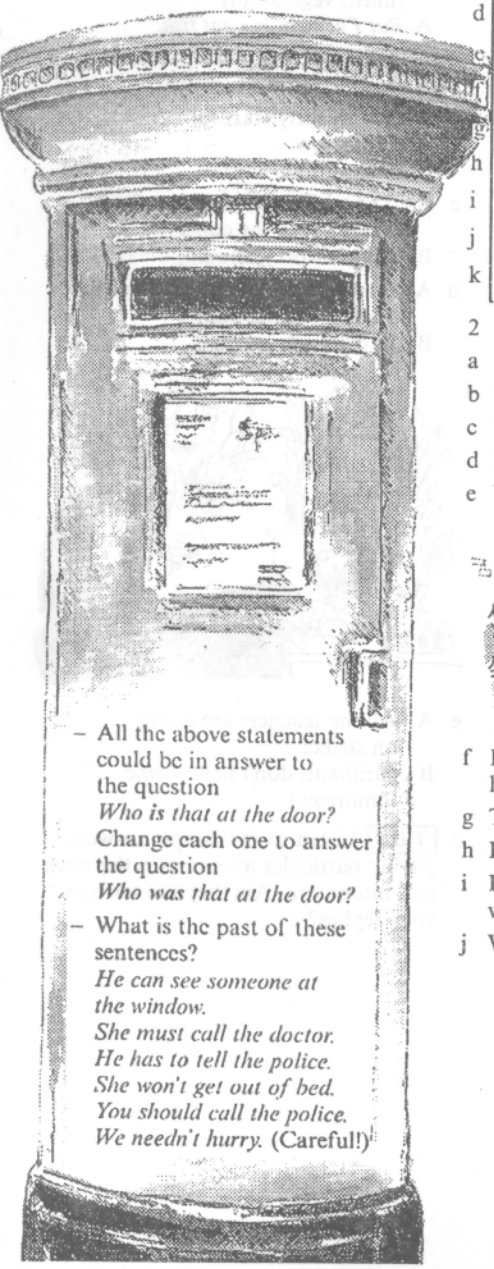
'You *don't have to* do everything for her.'

2 What concepts do the verbs in italics express? Permission? Obligation/advice? Ability? Willingness/refusal?

● Grammar questions

– Which of these statements express the greatest degree of certainty? Which express less certainty? Which expresses the least?

*That'll/**won't** be the postman.*
*That **must**/**can't** be the postman.*
*That **should** be the postman.*
*That **could**/**couldn't** be the postman.*
*That **may** be the postman.*
*That **might** be the postman.*



– All the above statements could be in answer to the question
Who is that at the door?
Change each one to answer the question
Who was that at the door?

– What is the past of these sentences?
He can see someone at the window.
She must call the doctor.
He has to tell the police.
She won't get out of bed.
You should call the police.
We needn't hurry. (Careful!)

PRACTICE BANK

1 Discussing grammar

1 Which of the words in the right hand column can fit into the sentences on the left? Sometimes several will fit. Discuss the possibilities with a partner.

a	_____ I ask you a question about this exercise?	**must**
b	_____ you help me with this exercise, please?	**can**
c	He'll _____ hurry if he wants to get here in time.	**may**
d	I _____ be able to come round and see you tonight.	**might**
e	Sally _____ read when she was only three.	**could**
f	I _____ be seeing Theo later this evening, but I'm not sure.	**should**
g	You _____ be feeling very excited about your trip to Florida.	**will/'ll**
h	They _____ have finished dinner by now.	**have/has to**
i	You _____ pass the exam easily. You've worked really hard.	
j	She always _____ leave work early on Fridays.	
k	That _____ be the taxi.	

2 Underline the correct answer.

a I'm sorry I'm late, I *had to go*/*should have gone* to the post office.
b You *mustn't*/*don't have to* go to France to learn French, but it helps.
c You *mustn't*/*don't have to* drive if you've been drinking.
d I'm sorry. I *may not*/*cannot* be able to come to your party on Saturday.
e You lucky thing! How *could you*/*were you able to* get Madonna's autograph?

f I just waited outside the stage door and asked her if I *could*/*was able to* have it.
g The car *wouldn't*/*couldn't* start this morning, so I was late for work.
h I *wouldn't*/*couldn't* start the car this morning, so I was late for work.
i Do this exercise for homework. You *shouldn't*/*mustn't* have any problems with it.
j We *needn't have paid*/*didn't need to pay* to get into the museum. It was free.

2 Listening and speaking

1 T 8.1 Listen to and read one side of a telephone conversation, then answer the questions below.

- Hello, Kingsbridge 810344. Rod speaking.
- Oh, hi Miranda. Why all the excitement?
- Yes, I can. I remember you doing it in the coffee bar. It was the one in the *Daily Express*, wasn't it? Didn't you have to name loads of capital cities?
- You can't have! I don't believe it. What's the prize?
- You must be kidding! That's brilliant. For how long?
- Well, you should be able to do quite a lot in three days. And the Waldorf Astoria! I'm impressed! Isn't that on Park Avenue?
- I thought so. Not that I've been there of course.
- And *what* could possibly be even better than that?
- Wow! That's fantastic. That's something I've always wanted to do. D'you know it only takes three and a half hours, so you arrive before you've left ... if you see what I mean.
- You can't be serious? You know I'd love to! But why me? Surely you should be taking Richard.
- Oh, sorry! I didn't know. I really am sorry. When did this happen?...

Work in pairs. What deductions can you make about:

- the relationship between Miranda and Rod?
- the reason she is so excited?
- what she was doing in the coffee bar?
- where she is going?
- how she is travelling?
- the thing that Rod has always wanted to do?
- the relationship between Miranda and Richard?
- the future relationship between Miranda and Rod?

What do you think Miranda's exact words were in the conversation?

2 T 8.2 Listen to the full conversation between Miranda and Rod. Were your deductions correct?

3 Go through the complete tapescript on page 138 and underline all the modal verbs.

3 Stress and intonation

Work in pairs. Take it in turns to be A or B.

1 Student B should respond to A's remarks using the words in brackets. Make changes where necessary and continue the conversations further.

Example
A I've never seen Tina eat meat.
B *I know. She must be a vegetarian.* (must, vegetarian)
A *But I've seen her eat fish.*

a A Oh no! I've lost my passport.
B (could, leave, in the taxi)

b A It's an early start for us tomorrow.
B (What time, have?)

c A The traffic's not moving. We'll never get to the concert.
B (Don't worry, should, time)

d A I've brought you some flowers. I hope you like tulips.
B (How kind, needn't)

e A All the teachers are going on strike!
B (Brilliant, don't have, come, tomorrow)

2 T 8.3 Listen to the sample answers, paying particular attention to the stress and intonation. Are they the same as your replies?

LANGUAGE REVIEW

Modal auxiliary verbs

The main modal verbs are *must, can, could, may, might, should, ought to, will,* and *would*. All of these can be used to express degrees of certainty or probability. They also have other uses.

1 Degrees of certainty about the present

Certainty	She **will** / She **must**	
Possibility	She **could** / She **may** / She **might**	**be** at home. / **have** a high salary in that job. / **be earning** a lot of money. (continuous infinitive)
Certainty	She **should** / She **can't** / She **won't**	

2 Degrees of certainty about the past

Certainty	She **will** / She **must**	
Possibility	She **could** / She **may** / She **might**	**have been** at home. (perfect infinitive) / **have had** a high salary in that job. / **have been earning** a lot of money.
Certainty	She **should** / She **can't** / She **won't**	

3 Other uses of modal auxiliary verbs

Modal verbs also express concepts such as obligation (mild or strong), permission, ability, and willingness.

There are other verbs which express similar meanings. These are *have to*, *need to*, and *be able to*.

📖 **Grammar Reference: page 155.**

● READING AND SPEAKING

Get me Jane Austen's fax number!

Pre-reading task

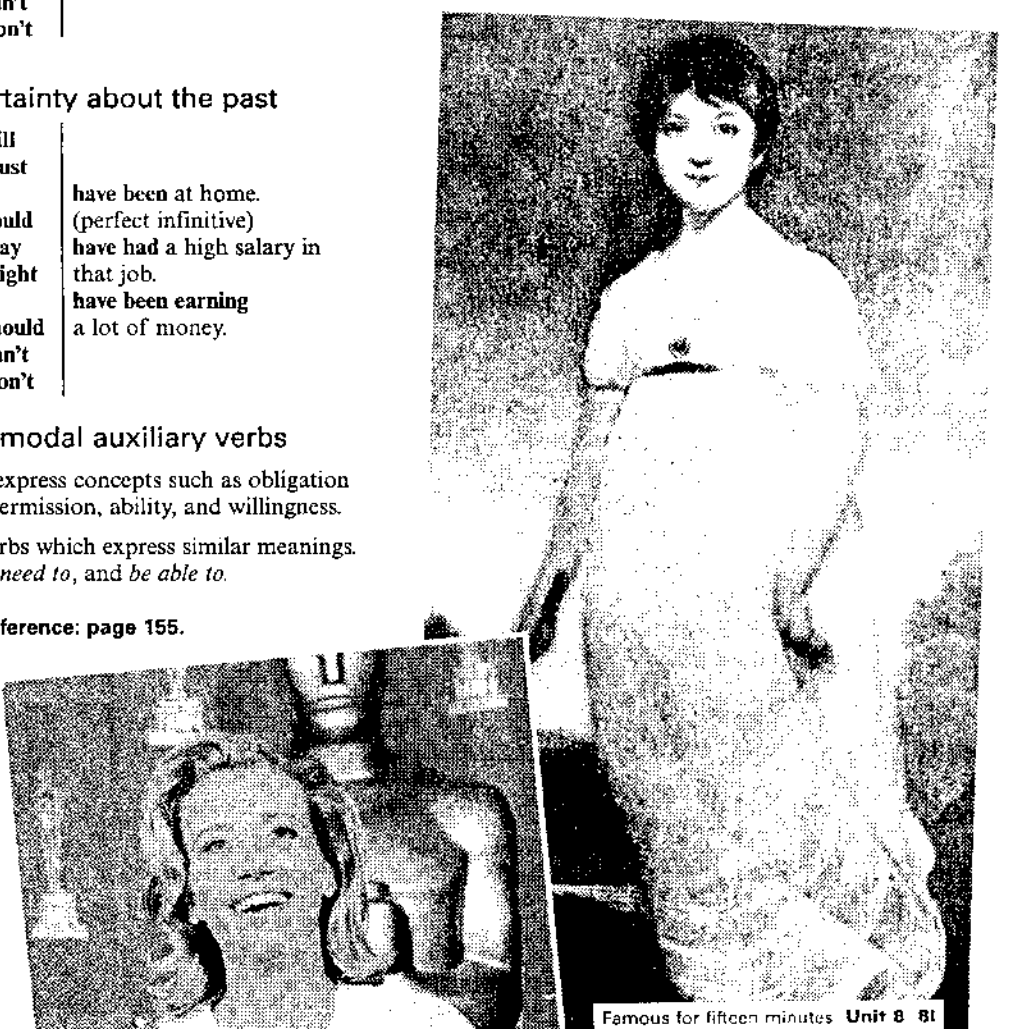
1 What do you know about these people? Why are they famous? Were they famous in their lifetimes? Which of them do you think were rich as well as famous? Were their lives happy?

Jane Austen | Marilyn Monroe | Anne Frank

Mozart | Shakespeare | Andy Warhol

Eva Perón | Van Gogh

2 Look at the pictures of the two women. What do you think is the connection between them?



Reading

You are going to read about the English writer, Jane Austen (1775–1817). Since the age of cinema and television her novels have become more and more popular. Why do you think this is?

1 The following sentences have been removed from the text. Read them.
What do you learn about the life and work of Jane Austen?

a The family often had to entertain themselves at home.

b Jane Austen herself couldn't possibly have imagined this kind of worldwide fame.

c Jane must have felt particularly miserable at this time because she found it difficult to continue with her writing.

d Just as in most romantic novels, you may say, ...

e By this time she was 27, and by the standards of the day, 'on the shelf'.

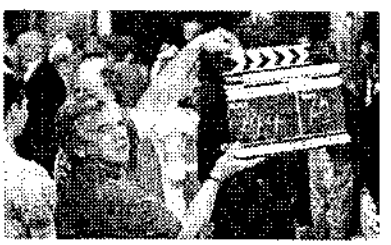
f They shouldn't have been written with the sole aim of commercial success.

g ... which may have been started as early as 1793, ...

2 Read the text. Where do the sentences go?

Jane Austen – The hottest writer in HOLLYWOOD

When the BBC screened its latest adaptation of Jane Austen's novel *Pride and Prejudice*, it was watched by a record 18 million British viewers. The series was then sold to 18 countries round the world, from America to Australia, from Iceland to Israel. There are Jane Austen fans in all corners of the globe, and even special Jane Austen discussion groups on the Internet.



(1) ... In her lifetime she never once travelled abroad, indeed she hardly ever left the south of England. When she died a spinster, in 1817, only four of her six novels had been published, all anonymously, and she had earned a grand total of £648.65 from her books. Now, nearly 200 years later, sales of her novels rival modern bestsellers such as John le Carré, reaching 35,000 a week. There have been film and television productions of not only *Pride and Prejudice*, but also *Emma*, *Persuasion*, and the Oscar-winning *Sense and Sensibility*. Her house in Chawton in Hampshire is visited by 200 people a day.

The secret of her success

What makes her worldwide success so surprising is the narrowness of the world her stories portray, 'three or four families in a country village,' as Jane Austen herself said. However, according to Nigel Nicolson, author of *The World of Jane Austen*, the explanation for her enduring success is very simple: 'Her novels are love stories, always ending in a wedding. They show a wonderful understanding of the little moves that young people made then, and still do make, towards and away from each other. They are also very funny.' Or, as the author P D James wrote, 'All the books have the same basic plot – searching for and finding the right mate.' (2) ... but the difference is that these were written by a genius.

The life and loves of Jane Austen

She was born in 1775, the seventh of eight children. Her father was the Reverend George Austen. They were not well off, and lived in a rambling rectory in the village of Steventon in the Hampshire hills. (3) ... By the time she was 12, Jane was writing stories about heroines imprisoned in haunted castles, being rescued by glamorous heroes.

In Jane's own life there were three romantic attachments. The first was a handsome Irish law student called Tom Lefroy, who she met in 1795, but who had to return to Ireland a year

later. The second, in 1801, was a young man called Samuel Blackall, who she fell in love with when on holiday in Devon, but who tragically died suddenly, soon after. The third was a large young man called Harris Bigg-Wither, whose proposal she briefly accepted in 1802, but **'he had nothing to recommend him but his size', so she changed her mind.**

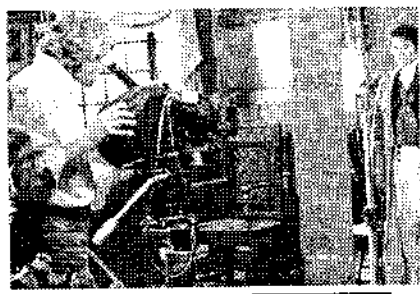
(4) ... She knew only too well that marriage was important for someone in her position, for the only work suitable for a penniless clergyman's daughter was school teaching or being a governess. Jane wrote to her niece: 'Single women have a dreadful propensity for being poor – which is one very strong argument in favour of matrimony.' Thus in her novels, it is not just love, but also money which makes the institution of marriage so important.

In 1801 the family had moved to Bath, where she was very unhappy. To make matters worse, in 1805 her father died, leaving his widow, Jane and her only sister Cassandra, also unmarried, even poorer than before. For four years they had to move from house to house, often staying with relatives. (5) ... Finally in 1809 her brother Edward allowed them to live in a house on his estate in Chawton, only a few miles from Steventon where she had grown up. Here she was much happier, despite being the poor relation, dependent on charity. She not only revised her earlier novels but was able to write new ones, using her experiences to satirize and make fun of the social inequalities she saw around her. At last in 1811, *Sense and Sensibility*, (6) ... was the first of her novels to be published.

In 1816, Jane Austen fell ill with a disease of the kidneys. She died on July 18, 1817, in the arms of her sister, Cassandra. She was only 41.

Jane Austen, Hollywood star

The influence of cinema and television has led to worldwide fame for this quiet-living spinster with a sense of fun. People see the movie and then read the book. Not everyone is pleased by this. Winifred Wilson, member of the Jane Austen Society, says, 'These screen adaptations should have kept closer to the text. **They are too heavy on romance and too light on satire.** (7) ...' However, the actress Emma Thompson, who adapted *Sense and Sensibility* for the cinema, won't accept this. She says her screenplay is full of satire, and deals with the relationship between love and money. She went to Jane Austen's grave in Winchester Cathedral to say thank you for the Hollywood Oscar she won for the film. As she said at the Oscar ceremony in Los Angeles, 'I do hope Jane knows how big she is in Uruguay.'



Comprehension check

Work in small groups and discuss the answers.

1 What significance do the following names have in relation to Jane Austen?

Steventon – *the village where Jane was born.*

Chawton	Cassandra
The BBC	Nigel Nicolson
The Internet	P D James
Iceland	John le Carré
Bath	Tom Lefroy
Devon	Winifred Wilson
Uruguay	Emma Thompson
Winchester Cathedral	*Emma*
Edward	Oscar

2 What do these numbers in the text refer to?

41 18 (x3) four (x3) 648.65 200 (x2) eight 12
1802 1805 1811

3 Explain the lines in the text in bold in your own words.

What do you think?

- Do you think Jane Austen had a happy life, or do you feel sorry for her?
- Do you think she would have enjoyed the fame she has today?
- In what ways have the lives of women changed since Jane Austen's time?

● VOCABULARY AND PRONUNCIATION

Making sentences stronger

1 Adverbs and adjectives that go together

1 Look at the adjectives in the box. Find some with similar meanings. Which adjectives go with which of the adverbs on the left? Why?

very	good bad big starving valuable silly disgusting fabulous funny interesting incredible pleased exhausted delighted clever priceless dirty beautiful hilarious tired
absolutely	ridiculous awful freezing hungry brilliant frightened fascinating terrified surprising huge right filthy fantastic gorgeous cold

2 The adverb *quite* differs in meaning in these two sentences.

You're ***quite right.***
The film is ***quite good.***

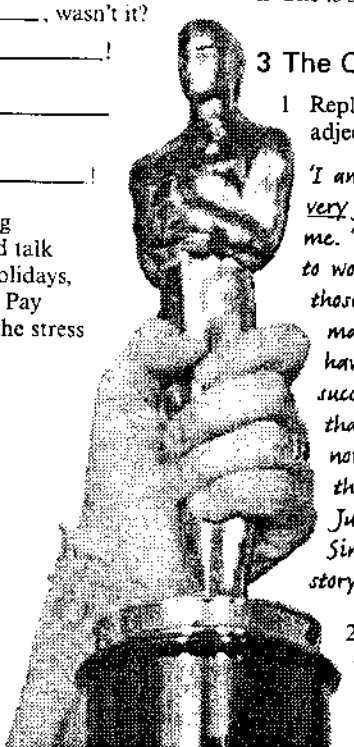
In which sentence does *quite* mean *a bit*? In which does it mean *absolutely*?
Give some more examples with the adjectives in the box. What is the rule?

3 T 8.4 Listen to the short dialogues and complete the gaps.

A That film was _____, wasn't it?
B _____? It was _____!

A You must have been _____ when you passed your exam.
B _____? I was _____!

Make similar short dialogues using adjectives from the box. You could talk about films, books, the weather, holidays, sports, people you know, yourself. Pay particular attention to practising the stress and intonation.



2 Adverbs and verbs that go together

1 Certain intensifying adverbs and verbs often go together. Sometimes there is a logical link. Which verbs in **A** can go with the adverbs in **B**?

A	B
agree	badly
advise	convincingly
behave	distinctly
believe	fully
consider	seriously
forget	sincerely
lie	strongly
recommend	totally
remember	tragically
die	
understand	

2 Underline the correct adverb.

a I *totally/fully* forgot my grandmother's birthday.
b He lied so *convincingly/sincerely* that I *totally/strongly* believed him.
c They *strongly/seriously* advised us to book the tickets in advance.
d I *distinctly/fully* remember packing the sun cream.
e Mozart *tragically/seriously* died when he was still quite young.
f I can't *distinctly/fully* understand what you mean.
g I *absolutely/strongly* adore chocolate ice-cream.
h She is *sincerely/seriously* considering giving up her job.

3 The Oscar ceremony

1 Replace each word underlined with a stronger adjective or adverb.

'I am quite pleased to receive this award. I am very grateful to all those nice people who voted for me. 'Kisses and Dreams' was an interesting movie to work on from start to finish. And I thank all those clever and talented people involved in the making of this very good film. Nobody could have really known that it would be such a big success, especially those who told us at the start that the plot was boring and silly. They have now been proved very wrong. My particular thanks go to Marius Aherne my good director; Julietta Brioche my beautiful co-star; Roger Sims for writing such a funny and exciting story. I really adore you all.'

2 T 8.5 Listen to the sample answer and compare your choice of adjectives and adverbs.

● LISTENING AND WRITING

The greatest superstar of all!

Pre-listening task

1 Look at the posters advertising some musicals. Have you heard of any of them? Who wrote them?

2 T 8.6 Listen to some song extracts. Do you know which of the musicals above they are from?

3 What is the meaning of the words underlined?

a *It wasn't just a successful show, it was a smash hit.*
b *I wasn't just interested, I was absolutely intrigued.*
c *They didn't just criticize it, they hammered it!*
d *You're not allowed to talk about it. It's a taboo subject.*

Listening

Work in pairs or small groups.

Part one *The writer*

You will hear an interview with Tim Rice, who wrote the lyrics for *Jesus Christ Superstar*. It was first performed in the 1970s, but has been performed many times since. Andrew Lloyd Webber composed the music.

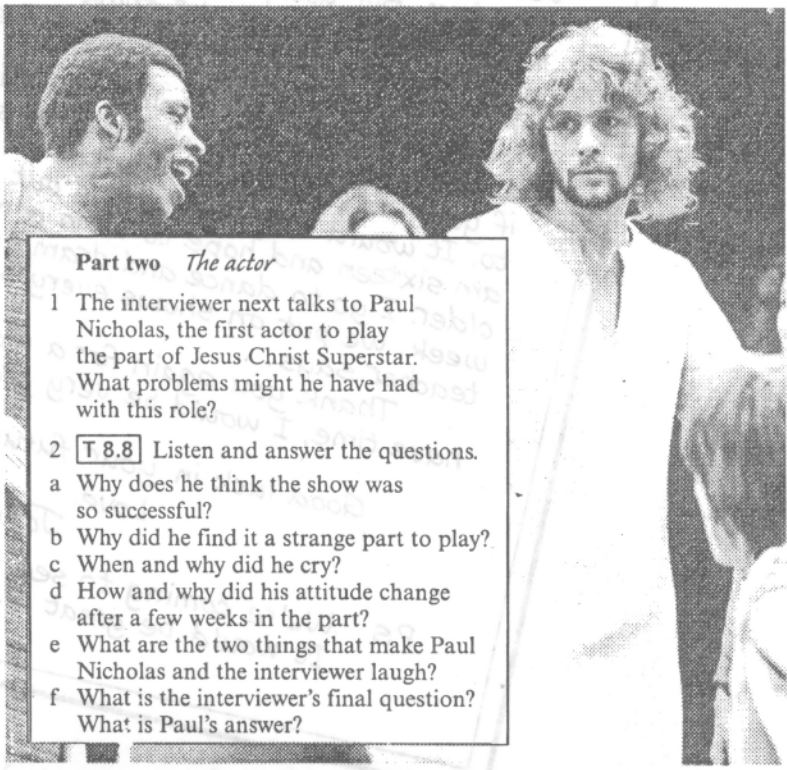
1 Discuss the following before you listen.

a What are some of the main events in the life of Jesus Christ? Who were some of the main characters in his life?
b Why do you think Tim Rice and Andrew Lloyd Webber chose to write a musical about Jesus Christ?
c Name some famous people that you would call 'superstars'. Why do you think Rice and Lloyd Webber called Jesus Christ a 'superstar'?
d Why do you think some people protested about the musical?

2 T 8.7 Listen to the first part. What does Tim Rice say about the questions in 1 above?

3 Are these sentences true or false? Correct the false ones.

a There haven't been many versions of the story of Jesus.
b At first they wanted to write about Judas Iscariot.
c They always knew it would be a success.
d The record was an immediate success in America.
e He saw a baby being christened with the name Jesus Christ Superstar.



Part two *The actor*

1 The interviewer next talks to Paul Nicholas, the first actor to play the part of Jesus Christ Superstar. What problems might he have had with this role?

2 T 8.8 Listen and answer the questions.

a Why does he think the show was so successful?
b Why did he find it a strange part to play?
c When and why did he cry?
d How and why did his attitude change after a few weeks in the part?
e What are the two things that make Paul Nicholas and the interviewer laugh?
f What is the interviewer's final question? What is Paul's answer?

Writing

A letter from a fan

1 Work in groups. Discuss the following questions. Which famous people do you admire? What do they do? Have you ever belonged to a fan club? Have you ever written a fan letter to anyone who you admire?

2 Read the fan letter written to an actor called Zubin Varla, who played the role of Judas Iscariot in *Jesus Christ Superstar*. What is the aim of each paragraph? Discuss possible endings for each one.

77 Buttermere Rd
High Wycombe
Bucks
March 1st

Dear Zubin

Last weekend my sister and I saw you (for a second time) in your show Jesus Christ Superstar. It was a magical evening and I felt that I just had to write and tell you...

Your voice is truly spectacular, really strong and powerful. I think Judas is an extremely difficult part because everybody knows he is a traitor, and they hate him. But you portrayed him in such a way, and with such passion, that I think we began to understand his confused feelings. The other members of the cast...

I hope you don't mind me writing to you. I expect you get loads of fan letters. I was wondering if you had a fan club of any sort that I could write to. It would be great to find out more about you. I am sixteen and hope to be in a musical when I am older. I go to dance and drama school four times a week. We put on shows every summer, and my teacher says...

Thank you again for a wonderful evening. If you have time, I would be very grateful if...

Good luck in your future career.

Love

Joanna Jackson

PS We're coming to see the show again next week. It would be great if...

3 Write a fan letter to someone who you admire.

PostScript

Exaggeration and understatement

1 Which nationalities have the reputation for being passionate, spontaneous, and temperamental?
Which nationalities are more controlled and reserved?

2 Which of these declarations of love are exaggerated?
Which are understated?

I quite like you, you know. D'you think you might get to like me?

My whole being yearns and burns for you.

You're a dear old thing, and I'm really rather fond of you.

I worship the ground you walk on.

My heart aches to be near you.

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

a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g ☐ h ☐ i ☐ j ☐ k ☐ l ☐ m ☐

A	B
a I'm starving. I could eat a horse.	1 Yes, it was a nice little break, but all good things must come to an end.
b I'm absolutely dying for a drink.	2 You're not kidding. He's as thick as two short planks.
c His family are pretty well off, aren't they?	3 Yes, my throat's a bit dry, I must say.
d You must have hit the roof when she told you she'd crashed your car.	4 What! He was totally smashed out of his brain!
e I think Tony was a bit tipsy last night.	5 What? That little thing wouldn't hurt a fly!
f I can't stand the sight of him.	6 I know. It *is* a bit wet, but we mustn't grumble, must we?
g He isn't very bright, is he?	7 I'll say. We had to fight our way through millions of people to get to the drinks.
h Look at the weather! It's vile again.	8 OK. I feel a bit out of breath, too.
i What a fantastic holiday!	9 Well, yes, I was a bit upset.
j I'm knackered. Can we stop for a rest?	10 I suppose it did take rather a long time to get here.
k He invited quite a few friends to his party.	11 You can say that again. They're absolutely loaded!
l Well, that journey was absolute hell!	12 I must admit, I'm not too keen on him, either.
m They've got this huge great dog called Wizzer. I'm terrified of it.	13 Yes, I'm a little peckish, too.

Which lines are examples of exaggeration? Which are understatements?

4 T 8.9 Listen and check your answers. In pairs, practise the dialogues.

9 Nothing but the truth

Questions and negatives
Being polite

Test your grammar

1 Make the sentences negative. Sometimes there is more than one possibility.

a I agree with you.
b I think you're right.
c I told her to go home.
d We had lunch at 12.00.
e I've already done my homework.
f You must get a visa.
g The postman has always got something for me.
h (Who wants an ice-cream?) Me.

2 Write the missing questions.

a '_____ you _____?'
'Jazz, and rock 'n' roll.'

b '_____ you _____ cinema?'
'About once a fortnight.'

c '_____ she _____?'
'She's quite tall, with red hair. She's very nice.'

d '_____?'
'Christopher Columbus.'

e 'I had a long chat with Helen yesterday.'
'_____ talk _____?'
'Oh, this and that.'

LANGUAGE IN CONTEXT

Questions and negatives

1 Think of some lies that these people might tell.

a young boy to his mother a car salesman a politician a student to the teacher an estate agent

2 The people in the cartoons are all lying. Why are they lying? What's the truth?

T 9.1 Listen to the truth. Did you guess why they were lying?

3 Match a question to a cartoon. Put a number 1–7 next to each question. Answer the questions.

a ☐ Who wants to speak to me?
b ☐ How is he *really*?
c ☐ I wonder why she doesn't like him.
d ☐ Who's she going out with?
e ☐ What happened last night?
f ☐ What did she buy it for?
g ☐ What's his room-mate like?

Grammar questions

In the questions in Exercise 3, find ...

... questions without an auxiliary verb.
... an indirect question.
... questions with a preposition at the end.
... a question that asks for a general description of someone.
... a question that asks about someone's health.
... another way of asking *Why?*

PRACTICE BANK

1 General knowledge quiz

1 Work in pairs.
Your teacher will give you a quiz.
You don't have the same information.
Ask and answer questions.

Example

Student A
Christopher Columbus discovered America in ... (When?)
Pablo Picasso, the Spanish artist, painted *Guernica* in ... (When?)

Student B
Christopher Columbus discovered America in 1492.
... (Who?) painted the picture *Guernica* in 1937.

When did Christopher Columbus discover America? — In 1492.
Picasso. — Who painted *Guernica*?
When did he paint it? — In 1937.

2 Make some comments about the answers in the quiz. Some of your sentences might be indirect questions.

Examples
I didn't know | *who wrote 'Dracula'.*
I already knew |
I wonder what the Centennial Exposition in Paris was all about.
I didn't know that Einstein campaigned for nuclear disarmament.

2 Short questions

1 We can answer a statement by asking for more information. These questions can be very short.

Examples
*'I went out for a meal last night.' '**Who with?**'*
*'Tell me a story.' '**What about?**'*

Write short questions with a preposition to answer these statements.

a She gave away all her money.
b Can I have a word with you, please?
c I danced all night.
d I need £5,000 urgently.
e Peter's writing a book.
f I got a lovely present today.
g I bought a birthday card today.
h Sh! I'm thinking!
i Do you think you could give me a lift?
j Can you clean the sink, please?

2 Make the short questions into longer ones. Sometimes you need to change the sentences.

Example
Who did you go out for a meal with?
What do you want me to tell you a story about?

T 9.2 Listen and check your answers.

3 *Vegetarians don't eat meat*

1 T 9.3 Read and listen to this story. There are lots of contradictions in it. Find them.

Example
He's a vegetarian, so he doesn't eat meat. Why was he eating a hot dog?

My mate Stuart is a funny bloke. He's an insomniac, he's dyslexic, and he's an atheist.

He's single, unemployed, and lives all alone in a small basement flat without even a pet for company. Also he's vegetarian and teetotal, and he doesn't touch caffeine. He's pretty anti-social, actually.

I went round to see him last Sunday. As I walked up the drive, his dog started barking. His wife answered the door, and we went upstairs to their living room. He was in a bad mood because he had overslept that morning and had been late for church. He had a bit of a hangover, as well. Over a cup of coffee, he told me about the wild party that they'd had at his house the night before. They'd had a barbecue in the garden with hamburgers and hot dogs. One of his favourite pastimes is crosswords, and he spends all his lunch break at work doing them.

'So how are you, Stuart?' I asked him the other day.

'KO, mate, KO. How about you?'

Anyway, as I said, Stuart's an insomniac, dyslexic, atheist. So the joke is that he lies awake all night wondering about the existence of dog. Get it?

2 Make a negative sentence about these people. Use your dictionary.

agnostics vegans
claustrophobics
agoraphobics workaholics
animal rights campaigners
traditionalists

4 *Who is it?*

Describe someone in the room, using only negative sentences. Can the others guess who it is?

She can't cook.

She didn't pass the test last week.

She never arrives on time.

5 Negative questions and pronunciation

1 T 9.4 Read and listen to these questions.

a Do you like seafood?
Yes, I do.

b Don't you like tea or coffee?
No, I don't.

c Have you ever been to Russia?
No, I haven't.

d Haven't you done your homework yet?
Yes, I have.

e Can you type?
No, I can't.

f Can't you swim?
Yes, of course I can!

Which questions express the attitude of the speaker?
How does the speaker feel in these questions?
In questions d and f, does *Yes* mean *Yes, you are right. I haven't/I can't*?
Or does it mean *You are wrong. I have done it/I can do it*?

2 T 9.5 Listen to the intonation and the contracted forms of the negative questions. Practise saying the questions.

> Don't you ... Can't they ... Aren't you ...
> Hasn't she ever ... Isn't that ... Haven't I ...
> Hasn't the postman ... Weren't you ...
> Didn't you ...

3 In pairs, ask and answer negative questions. Ask about these things. Remember! The person who asks the questions must sound surprised.

have got a dictionary/boyfriend/girlfriend/computer at home

like pizza/learning English/parties

have ever been to a disco/abroad

come to school yesterday/have anything to eat yesterday

can cook/dance/play the piano

LANGUAGE REVIEW

Questions

Notice these question forms.

1 *How* + adjective/adverb

How | ***big*** *is your car?*
| ***often*** *do you come here?*

2 *What/which* + noun

What films *have you seen recently?*
Which newspaper *do you read?*

3 Prepositions usually go at the end of questions.

Who did she go out ***with?***
What did you say that ***for?***

4 There is no inversion (and no *do/does/did*) in subject questions.

Who broke *the window?*
What happens *if I press this button?*

5 There is no inversion (and no *do/does/did*) in indirect questions.

I don't know when the party ***starts.***
Could you tell me where the station ***is?***

Negatives

Notice how the negative is formed in these sentences.

She | ***hasn't got*** | *any money.*
| ***doesn't have*** |

She told me ***not to lose*** *her book.*
I don't think *it's a good idea.*
We ***never*** *go* ***anywhere*** *interesting.*
*'Who broke the window?' '****Not me.****'*

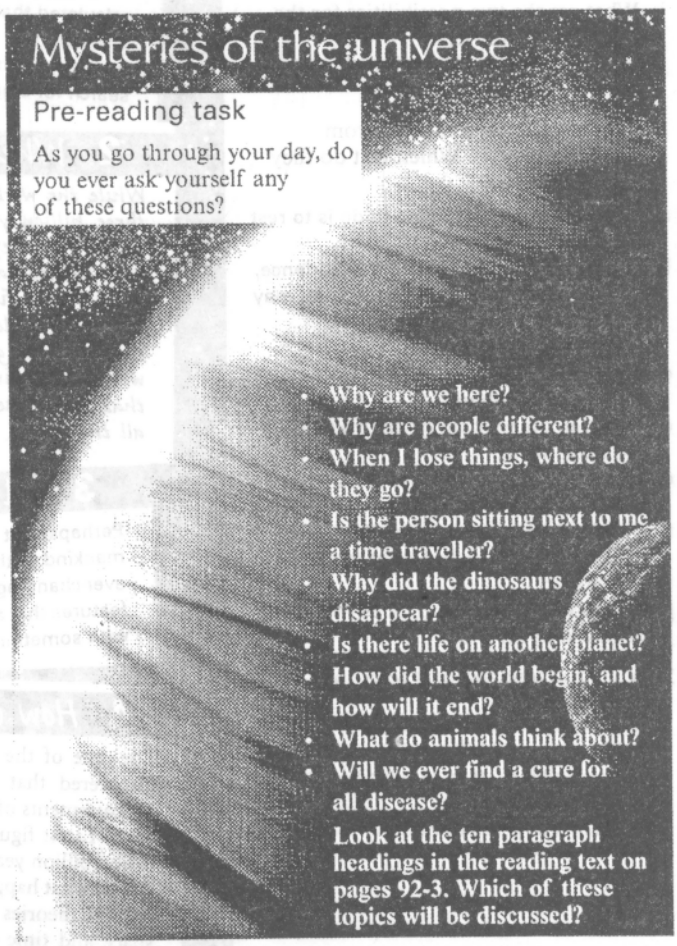
Negative questions

Negative questions usually express the speaker's surprise about a negative situation.

Haven't *you* ***had*** *breakfast yet? It's 10 o'clock.*
Can't *you swim? I thought everyone could swim.*
You haven't eaten a thing. ***Didn't*** *you* ***like*** *it?*

📖 **Grammar Reference: page 157.**

● READING



Reading

1 Read the texts and answer the questions.

a Why is it most likely that there is life on another planet?
Will alien life forms look like us?

b What do comets consist of?

c Why is it hard to find a cure for colds?

d What three things came into existence with the Big Bang?
What happened *before* it?

e Why could genetics explain left-handedness? What is the reason against this explanation?

f What do our body and brain do while we're asleep?

g When do we yawn?
What happens when we yawn?

h According to the laws of physics, is it possible to travel in time?
What are scientists worried about?

i What are the two possibilities for the future of the universe?

j What explanations are given for the disappearance of socks?

2 Here are the last sentences from some of the texts. Which text do they belong to?

a Meanwhile, the only thing to do is to rest in bed for a few days.

b But people sharing the same experience, such as students in a boring lecture, may start to imitate each other without realizing it.

c And if this is the case, then they've always been with us!

d However, the wisdom of this training is questionable.

e This suggests that we need dreams as a sort of escape from reality.

f It's a long shot, but imagine the implications if they find what they're looking for!

g if there was a beginning, does that mean there will be an end?

3 What do these numbers refer to in the texts?

50	zero	1.4 billion billion	1929
a few billion		9 to 12 billion	
10 per cent		a third	
billions of years from now			decades

Mysteries

Here is a list of the top ten mysteries of the universe. What is the answer to these puzzles that have plagued human beings for thousands of years? The answer is 'Nobody knows'.

1 Are we alone in the universe?

Probably not. Just the size of the universe makes it unlikely. Alien life forms might not be too far away, either. This year American astronomers discovered a planet capable of sustaining life just 50 light-years away.

But alien life almost certainly won't be like us. Biochemists have calculated that the chances of the chemical combinations necessary to produce life are minute. The possibility that alien life forms will resemble us is zero. NASA is planning a huge deep-space telescope to search for signs of alien life.

2 Where do the oceans come from?

While the world's seas and oceans have been home to life for over three billion years, the origin of the 1.4 billion billion tonnes of water that they collectively contain remains a mystery. It seems to have condensed out of the early earth's atmosphere, but how it got there in the first place isn't known.

One possible theory is that it was dropped on our planet by comets. These gigantic chunks of frozen vapour and dust are rich in water. According to some scientists, satellite pictures have shown that tiny comets continue to hit the earth, topping up our oceans all the time.

3 Will there ever be a cure for the common cold?

Perhaps, but not yet. The big challenge facing scientists trying to rid mankind of this misery is finding a drug that can combat the huge and ever-changing variety of cold viruses. Researchers are looking for features that all such viruses share. Whichever drug company comes up with something is guaranteed to make a fortune.

4 How old is the universe?

The date of the Big Bang has caused astronomers trouble since they discovered that the universe was expanding in 1929. At the time, measurements of the rate of expansion suggested an age of a few billion years. Latest figures, using the Hubble Space Telescope, suggest nine to twelve billion years.

But what happened before the Big Bang? No one knows. According to current theories of the birth of the universe, not only matter but also space and time came into being with the Big Bang. If correct, these theories imply that there was no 'before' the Big Bang. However, this proposition raises many fundamental questions.

of the universe

5 Why are some people left-handed?

About 10 per cent of the population is left-handed, and it seems to run in families. The cause, therefore, seems obvious: genetics. However, identical twins, who have identical genetic blueprints, aren't necessarily both left-handed or right-handed. This would appear to disprove the theory that being left-handed is inherited.

Even at birth most babies tend to move one arm, usually the right, more than the other. Some scientists believe that the use of left hand or right hand is a result of the baby's environment. Most children can be trained to use and to prefer the right hand for any activity.

6 WHY DO WE SLEEP?

On average we spend a third of our lives sleeping, but no one really knows why. The most popular theory is that sleeping gives the body and brain a chance to recover from the stresses of the day. But beyond this vague statement, we don't know what this recuperation consists of. Warm-blooded species, including humans, birds, and mammals, seem to need more sleep than cold-blooded creatures such as fish and reptiles, so there is a possibility that we sleep in order to save energy. Sleep deprivation produces hallucinations.

7 WHY IS YAWNING INFECTIOUS?

This is a tough one. No one even knows what purpose yawning serves at all. But we do know that fatigue, boredom, and anxiety can trigger off a yawn.

Like crying and laughing, yawning is a variant of normal breathing. Yawning is a reflex action, not under conscious control. The mouth opens wide and you take a longer, deeper breath than usual. Yawning momentarily raises the heart rate, forcing more blood to the brain. One theory is that yawning makes you more alert by making you breathe in more.

Yawning isn't infectious in the clinical sense of the word.

8 Does nature allow time travel?

Amazingly, there is nothing in the known laws of physics to prevent us from zooming off into the past or future. Exactly how one would build a time-machine is anyone's guess, but many scientists have a bigger worry – paradoxes such as killing your mother before she gave birth to you. Maybe Nature has a clever way of getting round these. Or maybe there's an as yet undiscovered barrier to time travel. But just think! If at any time in the future time travel becomes possible, then time travellers are with us now!

9 HOW WILL THE UNIVERSE END?

This depends on how much matter exists in the cosmos. If it exceeds the so-called critical density, gravity will bring the current cosmic expansion to a halt and trigger a contraction or implosion billions of years from now. Alternatively, the universe may expand for ever. After decades of research, astronomers still don't know precisely how much matter exists in the universe, and so cannot predict accurately how the universe will end. The consensus, however, is that the cosmos will expand for ever.

10 Where do all the odd socks go to?

Open any sock drawer and you'll find odd socks. Theories about what happens to them range from disappearing down black holes in the universe to being eaten by washing machines. Another explanation is that in every house there lurks a place where all the missing things live ...

What do you think?

Which mysteries do you find the most interesting? What mysteries would you like answered?

Why do I never have enough money?
What will life be like in 2050?
Why is my bus never on time?

● VOCABULARY

Making connections in texts

1 Antonyms and synonyms often occur in texts. Which are the antonyms and synonyms in these sentences?

If there was a beginning, does that mean there will be an end?
... gravity will bring the current cosmic expansion to a halt and trigger a contraction ...
... astronomers still don't know precisely how much matter exists in the universe, and so cannot predict accurately ...

2 Write in antonyms for these words.

Word	Antonym
huge	
happiness	
guilty	
criticize	
reward	
cruelty	
dangerous	
succeed	
genuine	
improve	
admit	
permanent	
profit	
brave	
attack	
crazy	

3 What's the opposite of ... ?

a tough question	fair hair
tough meat	a fair decision
rich food	a sweet apple
a rich person	sweet wine
a strong man	a hard exam
a strong taste	a hard mattress
clear instructions	a free man
a clear sky	a free seat

4 There can be near antonyms in a text.
*Peter said he **understood** the lecture, but it **didn't make any sense** to me at all.*
The word class can change, for example from adjective to noun.
*At first they thought the picture was **genuine**, but then it was found to be **a fake**.*

5 Complete the sentences with words from the box. Put the words in the correct form.

improve safe casualty mystery solve succeed criticize fail
survive good fun encourage a disaster get worse danger

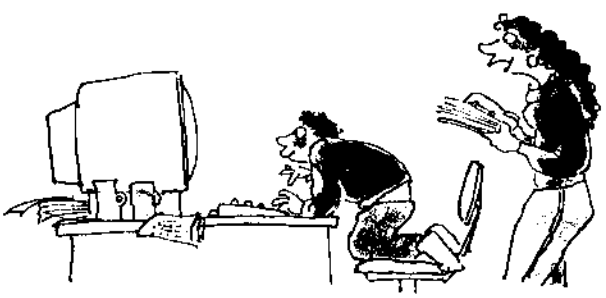
a He's a very _____ businessman, but he has always _____ to find happiness.

b I thought the party would be _____, but it was _____ from start to finish. I didn't know anyone and I didn't speak to anyone.

c I'm pleased to say that there have been many _____ in your behaviour this term, but unfortunately your work _____ .

d 'Were there many _____ in the accident?' 'No, it was a miracle. Everyone _____.'

e I tried to fix my computer, but the instructions were a total _____ to me. Fortunately, my son _____ the problem in five seconds.



f Bungee jumping sounds _____, but it's _____ enough if you're careful.

g Our teacher is strict, but fair. He can be very _____ if we make silly mistakes, but he does give us lots of _____ if we've tried hard.

6 What is the effect of using antonyms in these sentences?

*'Jenny's **thick**, isn't she?' 'Well, she isn't very **bright**, it's true.'*
*'What **lousy** weather!' 'No, it's not very **nice**, is it?'*

In pairs, write similar dialogues. How could you describe the following both honestly and tactfully?

a terrible dinner party an awful holiday an unsuccessful meeting
an uncomfortable hotel a terrible football match a difficult exam

LISTENING AND SPEAKING

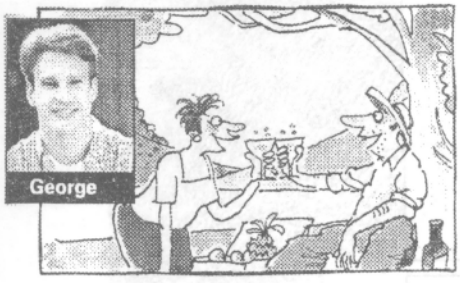
Saying 'I won't'

Pre-listening task

1 When did you last go to a wedding? Whose was it? Where was it? What happened?

2 What do you need to do if you plan to get married? What preparations are necessary for the actual wedding day? Write a list and then compare it with a partner's.

3 Look at the photos of Elizabeth, George, and Nicole. They each have a story about a wedding. The cartoons tell part of their story. What can you see? Discuss what you think has happened.



Listening

1 T 9.6 Read and listen to the introduction to a radio programme.

This is Radio 4. This week in File on Life Saying 'I won't' or What stopped the wedding?

The photographer may be booked, the cake may be iced, and the dress may fit perfectly, but suddenly it's all off. What stops the wedding and forces one half of the happy couple into saying 'I won't'? Listen to the stories of Elizabeth, George, and Nicole.

2 Look at the cartoons below. What do you think stopped the weddings of Elizabeth, George, and Nicole?

3 Listen to the rest of the programme. Are your ideas correct? What exactly do the cartoons above and below illustrate?

Comprehension check

Answer the questions about each of the stories.

1 Who was he/she going to get married to?

2 Why didn't he/she get married?

3 Who called off the wedding in each case?

4 Which other people are mentioned? What part do they play in the stories?

5 Who said these lines? What are they referring to?

a *He was like my brother.*
b *... he thrust a piece of paper in my hand and ran.*
c *... it was a really smashing day.*
d *Come on, it's just nerves.*
e *... she couldn't fill the forms in, she had a panic attack.*
f *It was such a relief, it was like a cork coming out of a bottle, it all just poured out.*
g *All I can remember is dancing non-stop.*
h *... I just can't do it, I can't face it.*
i *We had so much in common.*

6 Imagine you are these people.
Elizabeth's mother (story 1)
Vicky (story 2)
A wedding guest (story 3)
Retell each story from that person's point of view.

The song

1 T 9.7 Listen to the whole song. Can you remember any of the words?

2 Turn to page 140. Read the words and listen to the song.

● WRITING

Joining sentences

1 Sentences can be joined using conjunctions. Conjunctions introduce clauses such as time, reason, result, purpose, condition, and contrast.

Time	Reason	Result	Purpose	Condition	Contrast
when(ever) while as (soon as) until after since	because as since so	so ... that such ... that	so that in case	if unless as long as	but although even though

Your teacher will give you an exercise on conjunctions.

2 Some adverbs express the speaker's attitude to what is being said.

*What a terrible journey! **Anyway**, you're here now, so come on in!*
Anyway means *I want to change the subject.*
***Actually**, my name's Peter, not Tom.*
*I'm going out tonight, **actually**. Sorry I can't help.*

Actually is used to make what you're saying softer, especially if you're correcting someone, disagreeing, or complaining.

3 Here is a witness's account of a crime. Choose the best expressions to join the sentences.

It happened at about 6.00 yesterday evening, (a) ***while/after*** I was coming home from work. (b) ***Because/Whenever*** I can, I walk to work (c) ***if not/except*** when it's raining, (d) ***because/so that*** I like the exercise. (e) ***In fact/Anyway,*** I was coming down Station Road, and (f) ***just as/since*** I was walking past number 38, I heard a noise. It was (g) ***so/such*** a loud noise that I stopped. It sounded (h) ***as/as if*** a chest of drawers had been knocked over. I know that a lot of old people live alone on this street, so (i) ***naturally/surely*** I was a little concerned. (j) ***Firstly/At first,*** I didn't know what to do. I went up to the front door and listened (k) ***for see/to see*** if I could hear anything. (l) ***Of course/In fact,*** the front door was ajar, (m) ***so/then*** I pushed the door and went in. It was (n) ***so/such*** dark that I couldn't see anything, (o) ***but/although*** my eyes soon got used to it.

I went into the dining room, and there on the floor was the body of an old man. He had been attacked. (p) ***Even though/As soon as*** I saw him, I was scared (q) ***in case/unless*** the burglar was (r) ***still/always*** in the house. I knelt down to feel his pulse.

(s) ***However/Although*** he had been badly beaten up, he was still alive, (t) ***fortunately/obviously.*** I went to look for a damp cloth (u) ***because/so that*** I could bathe his wounds, then found his phone and dialled 999. I stayed with him (v) ***until/unless*** the ambulance arrived, and (w) ***when/by the time*** the police came, he had woken up and was talking about the attack. (x) ***Apparently/Actually,*** he had been working in his garden when a man had jumped on him. He didn't see him, and he didn't hear him, (y) ***as well/either.***

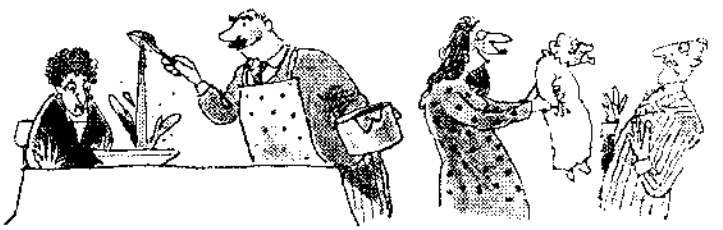
The old man is now in hospital, and (z) ***as soon as/as long as*** he takes things easy, he should make a complete recovery.

4 Write a description of a crime or accident through the eyes of a witness. Write about 350 words.

PostScript

Being polite

1 What are 'white lies'? What would you say in these situations?



- You're having a meal with your host family. You've forced yourself to eat something you really don't like, when your host says, 'You must have some more!'
- A friend has just had a baby who you think looks like any other newborn baby. 'Isn't he absolutely gorgeous?' she coos. What do you say?

2 T 9.8 Listen to the pairs of dialogues. One is more polite than the other. Say which one is more polite, and why.
In pairs, look at the tapescripts and practise the dialogues.

3 Make these requests more polite. Use the expressions below.

Give me a lift.	What's the time?
Lend me your pen.	Where is there a phone?
Help me find my glasses.	When do we have lunch?

Could you ... ?	*Do you think you could ... ?*
Would you mind ... ?	*Do you know ... ?*
I wonder if you could ... ?	*Do you happen to know ... ?*

4 T 9.9 Listen to the requests and invitations, and refuse them politely. Use one of these expressions.

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

T 9.10 Listen and compare your answers.

5 T 9.11 You are going to a dinner party in London. Your name is Pat. Listen to the conversation, and when you hear a *Ping!* you must speak! You have brought some flowers for your hosts.

10 Things ain't what they used to be !

Expressing habit
Time expressions

Test your grammar

1 Read the sentences and underline those words which express habit and frequency.

a I very rarely go to church.
b My Aunt Dora used to go to church regularly.
c I usually watch my son's football matches.
d My father used to watch me playing football.
e I have to take this medicine regularly.
f We occasionally visit my uncle in Scotland.
g We used to stay with my grandparents in the country.
h We'd go skating on the village pond.

i She hardly ever writes home but she often phones.
j She'll frequently e-mail us.
k My computer's *always* breaking down.

Which of the sentences express present habit? Which express past habit?

2 How often do you think the actions in Exercise 1 happen or happened? Use the time expressions in the boxes.

Examples

My children go to the dentist regularly. — *They go to the dentist twice a year.*
We used to walk in the park. — *We used to walk/walked in the park every Sunday.*

once	a day
twice	a week
three times	a fortnight
	a month
	a year

	day
	year
every	weekend
	Christmas
	Sunday

LANGUAGE IN CONTEXT

Past and present habit

1 Look at the photograph and read about a lady called Rosemary Sage. Discuss with a partner which words could complete the gaps.

LIVING HISTORY

Rosemary Sage is 100 years old. She lives in the village of Hambledon, Surrey. Many people (a) _____ daily from Hambledon to work in London. Rosemary has only been to London once in her life, when she went to the zoo sixty years ago! Her daily routine goes back to a time before there were any commuters in the village. It never varies. At the start of each day she (b) _____ wood for the fire, on which she (c) _____ a large kettle of water. Then she (d) _____ some of the water to her wash-house in the garden and she (e) _____ . Next she (f) _____ a cup of tea. She has no means of heating or cooking apart from the open fire. Her home is like a working museum, and her clear memory is a precious source of knowledge of old country ways. She (g) _____ stories of when she was young. In those days the Lord and Lady of the Manor (h) _____ all

2 The words below are the actual words which appeared in the original newspaper article. Put them into the correct gaps in the text.

gathers and chops	commute
'll boil	would freeze over
used to own	'll get washed
'll make herself	'll carry
'm used to	'd go skating
's always telling	'd spend
rented	get used to

T 10.1 Listen and check your answers.

3 Discuss the ways in which your ideas for filling the gaps differed from the actual words and verb forms used.

the cottages and they (i) _____ them to the villagers for 2s 9d (14p) a week. Every winter the village pond (j) _____ and she (k) _____ with her six brothers and sisters. Every summer they (l) _____ one day at the seaside. Other than that and her one trip to London, she has hardly ever left the village. She is perfectly content with her life. She has no bath, no fridge, and no telephone. 'I could never (m) _____ such 'modern' appliances at my age,' she says. 'I (n) _____ the old ways. I'm far too old to change.'

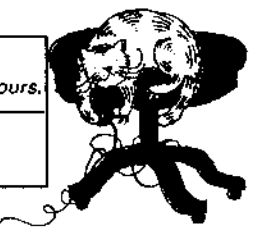
● Grammar questions

– In which of the following sentences can *used to* be used? In which can *would* be used? In which can neither be used? Why?

We lived in London when I was a child.
We went to the park every Sunday.
We went to the zoo last Sunday.

– Which of the pairs of sentences below express the speaker's attitude? What *is* the attitude?

a *Our cat plays* *Our cat'll play*	*with a ball of string for hours.*
b *Our cat is always playing* *Our cat will play*	*on the kitchen table.*



Put the sentences into the past.

PRACTICE BANK

1 Discussing grammar

Work in pairs. Discuss which sentence in **B** *best* continues the sentence in **A**.

A	B	B
a	My grandfather smokes a pipe. He'll sit and smoke it every evening after dinner. He *will* smoke it at the dinner table.	My mother gets really annoyed at this. He always enjoys doing this. It's a habit he's had for over fifty years.
b	We once went skiing in Colorado. We used to go to skiing in Colorado.	We'd fly to Denver and then we'd drive up into the Rockies. We flew to Denver and then we drove up into the Rockies.
c	John usually does the cooking, John used to do the cooking, John's used to doing the cooking, John's getting used to doing the cooking,	because he's been doing it for so many years. but he isn't tonight. but he doesn't any more. but it's taking a long time.
d	It rained on my wedding day. It *would* rain on my wedding day.	Everybody got very wet. This is so typical of the kind of thing that happens to me.
e	He always brings Mel to our parties, He's *always* bringing Mel to our parties,	which is just fine by us. and nobody can stand her! It drives us crazy!

2 Listening and speaking

1 You are going to hear Kathy talking about her first friend, Gillian. Read some information about Gillian and look up any new words in your dictionary. Do you think they are still friends?

My First Friend

a *She used to live up the road in a big white house.*
b *We used to go to the same school but we never used to see much of each other at school.*
c *Her dad used to have a really good job.*
d *We fought a lot.*
e *We both used to love going to the cinema.*
f *We learned all of the words of the songs.*
g *We'd have these huge rows.*
h *I thought she was spoilt rotten.*
i *She always got four flavours and an ice lolly.*
j *She never shared a thing. She was always bursting into tears.*
k *She once fell off her bike and broke her front teeth.*
l *I used to go on holiday to Blackpool with her and her Auntie Ethel.*

2 T 10.2 Listen very carefully to all that Kathy says. There are some small differences in each of the sentences. Change them to *exactly* what you hear. Careful! One of the sentences is *not* on the tape. Mark it with a ✗.

3 Go through the sentences a–l with a partner and for each one try to remember some of the extra information you heard. Listen again to check.

4 Prepare a short talk about *either* one of your first friends *or* one of your first teachers. Give it to the rest of the class and answer any questions they may have.

3 Short answers and pronunciation

1 Complete the answers. Use *usually*, *used to*, or a form of *be/get used to*, in the positive and the negative. Add any other necessary words.

Examples
'Do you translate every word when you read?'
'No, but I *used to*.'

'You didn't like your new teacher, did you?'
'No, but we soon *got used to* her.'

a How often do you get homework?
Well, we _____ twice a week.

b Do you read many books in English?
Well, yes, I do now, but I _____ .

c Do you find it easy to use your monolingual dictionary?
I didn't at first, but I soon _____ .

d Do you look up every word that you can't understand?
Well, I don't now, but I _____ when I was a beginner.

e How can you understand English when it is spoken so quickly?
Well, I suppose I _____ .

f Did you do much pronunciation practice when you were first learning English?
Oh, yes we did. We _____ every lesson.

g How do you find using the telephone in English?
It's not easy, but I think that gradually I _____ .

2 T 10.3 Listen and check your answers. Practise the questions and answers with a partner. Go through them again and change the answers so that they are true about you.

LANGUAGE REVIEW

Verbs forms expressing habit

Present habit

1 The Present Simple is the most common tense for expressing present habit. It is often used with adverbs of frequency.
*He **usually** travels by train.*

2 *Will* expresses characteristic behaviour. This is how you expect someone or something to behave. It is usually contracted, and not stressed.
*She'll **spend** hours just staring out of the window.*
*In Canada it'll **snow** for days without stopping.*

3 The Present Continuous can be used to express an annoying habit with adverbs of frequency such as *always*, *continually*, and *constantly*.
*I'm **always losing** my car keys.*

4 *Will*, when decontracted and stressed, can also express annoying behaviour.
*She **WILL** put on the radio whenever I'm trying to work!*

Past habit

1 *Would* is the past form of *will* above.
*She'd **spend** hours just staring out of the window.*
*She **WOULD** put on the radio whenever I was trying to work!*

2 *Used to* expresses past states and actions.
Used is a verb.
*He **used to be** rich.* (= a state)
*He **used to do** his homework while watching TV.*
(= an action)

Would can be used to express a past action, but not a past state.
*He'd **do** his homework while watching TV.*
NOT ~~He'd be~~ ...

Belget used to* + noun/*-ing

Here, *used* is an adjective. It means *familiar with or accustomed to as a result of experience.*

*I was brought up on a farm, so **I'm used to** hard work.*
*I lived in the country for twenty years, but **I'm slowly getting used to** living in a city.*

📖 **Grammar Reference: page 157.**

● VOCABULARY

Money, money, money!

1 All the words in columns **A** and **B** have something to do with money. Match a word in **A** with its *closest opposite* in **B**. Use your dictionary to check new words.

A	B
generous	waste
spendthrift	second-hand
luxury	well off
brand new	loss
hard up	stingy
deposit (v)	expenditure
save	overdrawn
in the black	penny-pincher
debt	withdraw
tight-fisted	extravagant
income	priceless
worthless	millionaire
beggar	necessity
profit	loan

2 Complete the following sentences, including words from **A** or **B**.

a Tom couldn't afford a brand new car ...
b Do you see that vase? We thought it was worthless. I paid only 50p for it in a jumble sale, but ...
c I think that nowadays a car is a necessity, but my grandmother says ...
d My two daughters are so different. One regularly saves her pocket money, the other ...
e Susie's always getting into debt and then she has to go to her father ...
f I was so sure my account was in the black, but I've just got an angry letter ...
g You'd never believe that he used to be a millionaire, now ...
h Ted's so tight-fisted. He's worn the same suit every day for work for 15 years, but his wife ...
i Anna's always complaining about being hard up, but compared to me ...
j Mr Micawber's advice to his young friend, David Copperfield, in the year 1850:

'Annual _____ £20, annual _____ £19 and six shillings, result happiness.

Annual _____ £20, annual _____ £20 and six pence, result misery.'

3 Would you be happy or miserable if you:

- fell on hard times?
- lived on a shoestring?
- lived in the lap of luxury?
- were living rough?
- couldn't make ends meet?
- were rolling in money?
- had to penny-pinch?
- were made of money?
- were down and out?
- had to tighten your belt?
- had a business that was doing a roaring trade?
- lost a quid and found a fiver?

● READING AND SPEAKING

MONEY MAKES THE WORLD GO ROUND

Work in pairs or small groups.

Pre-reading task

You are going to read about four very different people, and the role that money plays in their lives. Discuss these questions.

1 The texts are about an aristocrat, a divorced mum, a taxman, and a miser. Which of them do you think is wealthy? Who is poor? What attitude do you think each has to money? How do their lifestyles differ?

2 The following words were said by one of the four people. Who said what? There are two statements for each person. Check any new words in your dictionary.

a 'Money's been tight since I split up from my husband four years ago.'

b 'In my job it's possible to become a bit of a social leper.'

c 'I don't believe one should spend what one hasn't got.'

d 'I'll organize an office collection for earthquake victims, but I won't give anything myself.'

e 'I'd baulk at buying a couple of packets of crisps as well.'

f 'Sometimes I'll go wild and buy something just to cheer myself up, but I always regret it.'

g 'We always do our own repairs to the house, or we'll put a bucket out to catch the leaks if we can't.'

h 'People think I've got a fortune stashed away somewhere.'

Reading

1 Read all *four* texts quickly and find out who said what. Were there any surprises? Which of the four is the richest? Who is the poorest?

2 Choose *two* of the texts and read them more carefully. Answer the questions.

a What is his/her job? How much does he/she earn?
b Does he/she get on well with his wife/her husband?
c What does he/she say about clothes and food?
d What else does he/she spend money on?
e Does he/she give any money to charities or good causes?
f In what ways does he/she try to save money?
g Does he/she have any extravagances?
h What do you learn about his/her friends and/or family?

Speaking

1 Find someone who chose different texts from you. Go through the questions together and compare the information.

2 Which people do these words describe? Why?

thrifty	skinflint	well off	hard up
privileged	underprivileged		

3 Discuss how money (or the lack of it!) affects your life.

PEOPLE AND THEIR MONEY

Who's rich and who's poor these days? Gina Brooks tracks down four people from very different walks of life.

THE ARISTOCRAT

LADY CHRYSSIE COBBOLD, 58, lives in Knebworth House, Hertfordshire, the family home of her husband David, 60, a financier. They have four grown-up children.

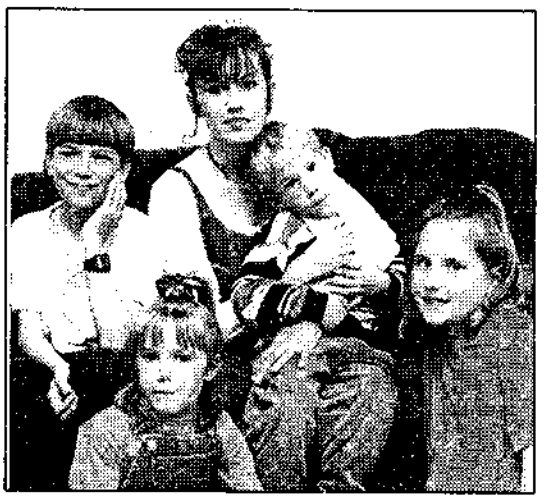
'Knebworth House is run as a business but it doesn't make enough money to pay us. I have no regular salary. I never really spend money because I don't have it and I'm not bothered about clothes. I spend about £2,000 a year on them. There have been moments when we thought we might have to sell the house, but now I think there'll be enough money for the next generation to keep the house, but they won't inherit much more than that.

Money is the only thing my husband and I row about. I'm always worrying about money. I don't believe one should spend what one hasn't got. My husband likes having parties, going to restaurants, having guests for the weekend. In summer we'll have up to 16 people at weekends. They're usually quite good and they'll bring a bottle of wine, but they still have to be fed.

We always do our own repairs to the house or we'll put a bucket out to catch the leaks if we can't. I'll go to any lengths to save money. I'll put up wallpaper, do all the painting, make curtains and upholstery. As a child I used to get only 5p a week pocket money and I'd do anything to get more money. I'd even pick bunches of flowers from our garden and sell them to the local funeral parlour.

If you have a big house, people think you must be well off, but it just isn't true.'

THE DIVORCED MUM



ANGIE CROSS, 27, has four children, aged from 5 to 10. She lives in Frinton-on-Sea in Essex. She gets £585 a month state benefit and also works as a part-time barmaid for £21 a week.

'Money's been tight since I split up from my husband four years ago. The kids always come first, but special occasions for them are rare. They're lucky if we go to McDonald's once a month. All their school uniforms are second-hand. When I was a kid I used to get lots of treats. I'd go riding and I used to have piano lessons. I feel dreadful not being able to give my kids the things I had. Every month I work out exactly what has to be paid and what can wait. I have to be very careful with money, and that doesn't come easily because by nature I'm very extravagant. My biggest extravagance now is a packet of ten cigarettes.

My monthly food bill comes to about £350, and towards the end of the month we have beans on toast three nights out of seven. I usually make the kids a packed lunch for school, but occasionally I don't have enough food to make one, so I tell the kids to have a school dinner and say they've forgotten their dinner money. It's not really telling lies because I'll always pay as soon as I can.

I get very depressed and I frequently sit down and cry. Sometimes I'll go wild and buy something just to cheer myself up, but I always regret it. I once spent £30 on some clothes but I felt really guilty. What I want more than anything else is a holiday and new shoes for the kids. Who knows? I might win the lottery!'

THE TAXMAN

BOB WILDEN, 24, is a tax inspector. He earns £23,558 per annum. His wife, Denise, 20, earns £7,500 as a part-time secretary. They live in Maidenhead, Berkshire. They have no children.

'I'm mean in some ways, generous in others. I'll be first at the bar to buy a round of drinks, but I'd baulk at buying a couple of packets of crisps as well. I'll go hungry rather than stop for a snack at a motorway service station. We always buy food in bulk so it's cheaper. We frequently cook in bulk, too, and put it in the freezer. Denise and I never row about money. We both indulge ourselves now and then. She'll spend £40 at the hairdresser's and I won't penny-pinch on the kind of malt whisky I get. I never spend much on clothes though, probably about £95 at the most. I don't need to look smart to be a taxman.

Denise generally gives £20 a month to animal charities, but she won't donate to beggars wearing £100 trainers. I'll give the real down-and-outs a quid sometimes. My widowed mum is a pensioner and lives alone, so I always make sure that she has enough to eat.

I have four credit cards, but one is never used. A bill for £700 arrived this morning for one of them. It frightened us to death. Occasionally we have to get loans to clear our credit card debts. In my job it's possible to become a bit of a social leper. Some friends are always boasting to me about how they dodge paying tax. I don't like that. I don't like paying tax either, but I'd never dodge it.'

THE MISER

MALCOLM STACEY, 38, is a part-time BBC journalist and author of two books about money. He earns £50,000 per annum. He lives in York with his wife Jo, 32. They have two young children.

'I never buy luxuries and I never buy a round of drinks. When colleagues go out to the pub, I'll stay in the office and say I'm expecting a phone call. I'll never invite people to dinner, but I never feel guilty about accepting their invitations. I know they invite me to have someone interesting to talk to. The meanest thing I've ever done was to go to a wedding without a present. I just took some wrapping paper and a tag saying 'Love from Malcolm' and put it onto the table with the other presents. I got a thank-you letter from the bride. She obviously thought she'd mislaid the present.

People don't believe I can be so stingy. I'll organize an office collection for earthquake victims but I won't give anything myself. I've put a wishing well in the front garden. I would never ask passers-by to throw money in, but I collect it when they do. I hardly ever use my car; we grow our own vegetables and we recycle everything. We never buy new clothes, we get them second-hand from charity shops for about £2 a garment. We can live on £5 a week.

I've always been mean. When I was a child I would never buy flowers for Mum, but I'd give her a bouquet from her own garden. My wife gets embarrassed by my meanness, but we never row about money. People think I've got a fortune stashed away somewhere. I don't care what they think.'

Language work

Hot Verbs (4): come and go

There are many common expressions with the verbs *come* and *go*. These examples come from the texts.

I'll ***go*** *to any lengths ...*
The kids always ***come*** *first ...*
My monthly food bill ***comes*** *to about £350 ...*
Sometimes I'll ***go*** *wild ...*

Decide which verb fits these sentences.

a Mini-skirts *came/went* into fashion in the 1960s.
b Ugh! The milk's *come/gone* sour!
c I don't feel old, but I'm beginning to *go/come* grey.
d This sweater won't *go/come* in my suitcase. I'll have to carry it.
e Jane and I have *come/gone* to an agreement. I'll shop if she cooks.
f 'It's my dream to meet someone famous.' 'I hope your dream *goes/comes* true.'
g Most of my money *comes/goes* on bills.
h With coffees and VAT, your bill *goes/comes* to £90.
i How did your interview *go/come*?
j Britain *came/went* second in the 100 metres.
k I think I must be *going/coming* mad.
l The time has *come/gone* to make a decision.
m My brother's business *came/went* bankrupt.
n That tie *goes/comes* really well with your jacket.
o Everything will *come/go* right in the end.

● LISTENING

HOMELESSNESS

Pre-listening task

Discuss the questions as a class.

1 Where do people live when they have no home? How do they live?
2 Who are they? How could they have ended up homeless?
3 Do you think politicians are interested in the problem? Why/why not?

Part 1 Listening

T 10.4 Listen to a radio interview with Oliver McGechy, who runs a home for alcoholics and homeless people in Guildford, a wealthy town near London. Answer the questions.

a Why is Oliver particularly suited to running a home for alcoholics and homeless people?
b What is the average lifespan for homeless people in Europe? How is this moving back to Victorian days?
c What is just 'the tip of the iceberg'?
d What is Oliver referring to when he says ... ?
'... they've probably lost all of the network which has supported them within society.'
'... they're into a downward spiral ...'
'... there's little political gain in supporting homeless people.'
e Who are the people who become homeless?
f What question does Oliver ask the interviewer?

Part 2 Listening and reading

The second person to be interviewed is Chris Caine, aged 33, who is staying in the home that Oliver runs.

1 Chris is a Londoner and speaks with quite a strong London accent. Read the exact transcript of the first part of what he says. Try to work out what he is saying. What differences do you notice from standard English?

I Chris, can you tell us why it was that you ended up homeless?
CC Well, I 'ad a house wiv a woman that I ... er took on, wiv 'er kids and I 'ad a job'n all, workin' at the Royal Mail Post Office ... erm I dunno about ... what ... er two, two years it was into the relationship and all of a sudden, like, she just wanted out, so ... er I tried to patch fings up which really didn't work, yer know, so I ended up going back to the woods, well, yer know where I was before ...
I Back to the woods?
CC Yeah.
I How d'you mean? Literally to the woods?
CC Yeah. I used to live out in the woods.

2 Your teacher will give you a copy of the complete interview with Chris. Listen and read at the same time. Answer the questions.

a How did Chris become homeless?
b What does the interviewer express surprise about?
c Why does Chris feel more at ease living in the woods than in the town?
d Why did he leave the woods? What did he use to do there?
e What jobs has he had?
f What does he miss most about not having a home? Does he enjoy being alone?
g What hurts Chris most of all?
h Where do homeless people sleep?
i Which takes Chris the longest to get used to, being on the road or living with the rest of society?

Part 3 Listening

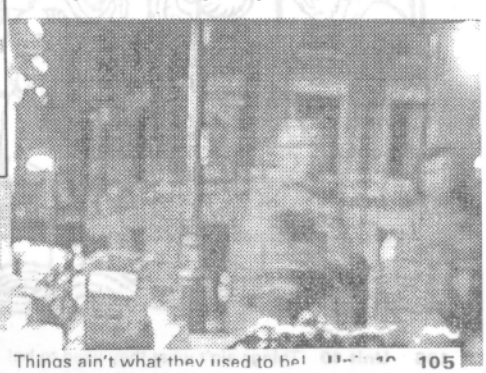
Listen to the conclusion of the programme. What does Chris say about drink? Do you think that Chris has a good chance of getting a job and a home again?

Discussion

These were the opening words of the interviewer.

'Why is it that, even in the richest countries in the world, there are so many homeless people?'

Which rich countries do you know of where homelessness is a problem? Is there a problem of homelessness in your country? If so, do you know any reasons for it? How do you feel about homeless people? Do you try to help if you can? Why/Why not?



● WRITING AND RESEARCH

Writing about a period in history

1 Choose a time in the history of your country that interests you and do some research into the kind of lives people used to lead then. Try to find out information about the following topics:

Homes and Food	Health
Pastimes	Education

2 Which period did you choose? Why? Discuss your findings as a class.

3 Read the text about Britain in the time of the Tudors. Check new words in your dictionary. Write in the correct paragraph headings from Exercise 1.

LIFE IN TUDOR BRITAIN

The Tudors ruled Britain from 1485 to 1603. Henry VIII and Elizabeth I were both Tudor monarchs.

✎ 1 _____

Tudor towns were very small and overcrowded. The cobbled streets were narrow, filthy, and very unhealthy. Few people lived to be older than 40, and children often died before they were five. Open sewers carried the filth to the nearest river; rats and flies thrived, spreading diseases such as typhus and plague.

✎ 2 _____

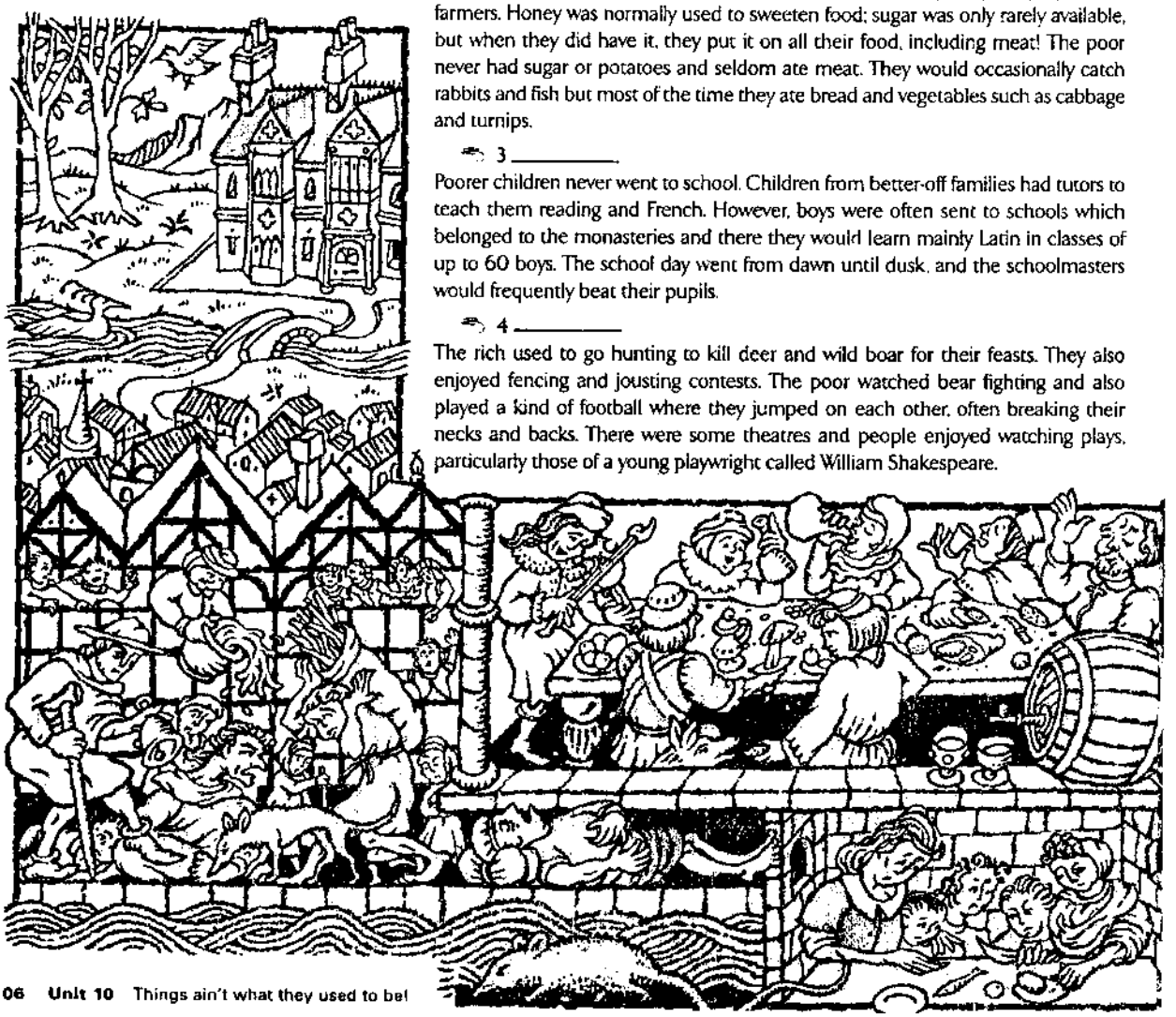
The rich lived in mansions in the countryside. These were very big with up to 150 servants. They had a great many chimneys because so many fires were needed to keep the vast rooms warm, and to cook the food for their huge feasts, which consisted of up to ten courses. They would regularly eat venison, blackbirds, and larks but rarely had potatoes because although explorers such as Sir Walter Raleigh had brought them to Britain, they were not, as yet, grown very frequently by British farmers. Honey was normally used to sweeten food; sugar was only rarely available, but when they did have it, they put it on all their food, including meat! The poor never had sugar or potatoes and seldom ate meat. They would occasionally catch rabbits and fish but most of the time they ate bread and vegetables such as cabbage and turnips.

✎ 3 _____

Poorer children never went to school. Children from better-off families had tutors to teach them reading and French. However, boys were often sent to schools which belonged to the monasteries and there they would learn mainly Latin in classes of up to 60 boys. The school day went from dawn until dusk, and the schoolmasters would frequently beat their pupils.

✎ 4 _____

The rich used to go hunting to kill deer and wild boar for their feasts. They also enjoyed fencing and jousting contests. The poor watched bear fighting and also played a kind of football where they jumped on each other, often breaking their necks and backs. There were some theatres and people enjoyed watching plays, particularly those of a young playwright called William Shakespeare.

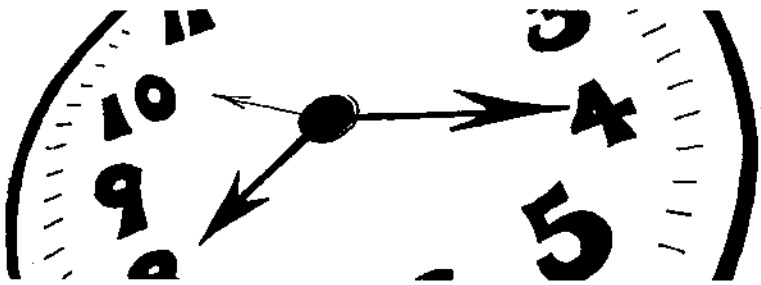


4 Compare Tudor Britain with the period you have researched. Are there any similarities? Write a similar piece about your period using the four headings.

PostScript

Time expressions

1 Use your dictionary and check that you understand the meaning of the words underlined in **A**.



A	B	B
a	I've been brushing up my German	in the olden days.
b	I came across this old newspaper cutting	all day long.
c	We made it to the airport	by Friday at the latest.
d	Despite the blizzard our plane took off	some time soon.
e	I have to put up with this poky office	many years ago.
f	They've promised to fax us the trade figures	lately.
g	I'll get in touch with James	Take your time!
h	He moans about the weather	It's a waste of time.
i	We used to go rambling in the hills	in record time.
j	He'll sit in his chair, muttering to himself	for hours upon end.
k	Men would often wear tights	the other day.
l	You should never gobble your food!	by the end of the week.
m	Please drop in to see us again	at the end of the week.
n	Don't look up every word.	before long.
		just in time.
		on time.
		for the time being.

2 How many natural-sounding sentences can you make using a line in **A** with time expressions in **B**? Work alone, then check your ideas with a partner.

3 Write your own sentences to illustrate the meaning of each of the expressions in **B**. Then work in small groups and compare your sentences.

11 If only things were different!

Hypothesizing
Moans and groans

Test your grammar

1 Read about Tom's Monday morning blues in column A.

'I've got those Monday morning blues!'

A	B
a It's Monday morning.	
b I've overslept.	
c My alarm didn't go off.	
d I drank too much last night.	
e I feel sick.	
f There isn't any coffee.	
g My flatmate *will* play his music very loudly.	
h I haven't ironed my shirt.	
i I can't go back to bed.	I wish: it had. / there was. / I could. / it wasn't. / I had. / I hadn't. / I didn't. / he wouldn't.

2 Join a regret in A with a wish in B. One line in B is used twice.

3 Complete the sentences about Tom's Monday morning blues.

If it _____ Sunday morning, Tom _____ stay in bed till lunchtime.

If his alarm _____ gone off, he _____ have overslept.

If he _____ had too much to drink last night, he _____ feel sick now.

LANGUAGE IN CONTEXT

Past and present wishes

1 Work in pairs. Look at the pictures. Each one illustrates someone's wish. Can you guess what the wish is?

2 T 11.1 Listen to the people expressing wishes. Which wish goes with which picture? Put a letter a -h next to a picture.

3 Complete their wishes.

a I wish I lived _____.

b If only I _____ such a quick-tempered person.

If I _____ at George the other day, we _____ friends.

c I wish _____ faster.

I wish _____ longer holidays.

d If only animals _____.

e If only I _____ my car on the double yellow line _____ that ticket.

f I wish _____ to my grandmother more.

g I _____ languages.

But if I hadn't studied politics, I _____ Andy.

h I _____ that huge slice of chocolate cake.

4 What are the facts behind each of the wishes and regrets?

Example
He lives in a cold climate, probably in England.

● Grammar questions

— Which of these sentences are about the present? Which are about the past?

a *I wish I **lived** in a warmer climate.*
b *I wish I **had taken** that job in New York.*
c *If I **lived** in a warmer climate I **wouldn't get** so many colds.*
d *If I'**d taken** that job in New York, I'**d have met** the President.*
e *I'**d rather he'd given** me a gold watch.*

– All of the sentences express unreality. Which tense is used to express unreality about the present? Which tense expresses unreality about the past?

– Decontract the verb forms in the last two sentences.

PRACTICE BANK

1 Reading and roleplay

1 T 11.2 Read and listen to the texts about Leanne and Holly. They are both thirty years old, but their lives are very different. Underline like this:

_____ the sentences which express the reality of their lives.

– – – – – – – the sentences which express unreality or hypothesis.

Whose life's perfect anyway?

LEANNE KELLY housewife

'Colin and I got married when we were both sixteen. Of course, now I wish we'd waited and I wish I'd had more time to enjoy myself as a teenager, 'cos by the time we were seventeen we had the twins. Now we've got six children, which wouldn't be so bad if Colin wasn't unemployed and if we lived somewhere bigger. This flat has only two tiny bedrooms and it's on the tenth floor. If only there was a park nearby, where the kids could play. I'd rather we had a house with a garden, though. I try to be optimistic but the future's pretty bleak, really.'

HOLLY HARPER magazine editor

'Of course, I know that I'm very lucky. I have a hugely successful career and a beautiful apartment overlooking Central Park. But now I wish I hadn't had to focus so single-mindedly on my work. I know my marriage wouldn't have been such a disaster if I hadn't. I was devastated when Greg and I split up. My mom keeps saying, 'Holly, you're not getting any younger. It's time you started dating again.' I must admit, when I look out of my window at the kids playing in the park, I kinda wish that I lived out of town and had some kids of my own.'

2 Use these words to form conditional sentences.

a Leanne's life/better/if/Colin/a job.
b If/not/married so early/she/time/enjoy her teenage years.
c If/not/married so early/have six children now.
d If Holly/not work hard in the past/she/not have a successful career now.
e If she/spend less time at work/her marriage/not break up.
f If she/not work in New York/she/live in the country.

3 Imagine you are journalists who are going to interview Leanne or Holly for a magazine article. Work together to think of questions you could ask.

4 Work in pairs. One of you is the journalist, the other is Leanne or Holly. Begin the interview like this:
Hello, Leanne/Holly, it's very good of you to agree to be interviewed. Can I begin by asking you how old you are?

2 Wishes to facts

Read the hypotheses and complete the reality. Add a sentence.

Example
I wish I lived in the countryside but *I don't. I live in the town.*

a I wish I spoke English fluently, but ...
b If only I didn't get so nervous before exams, but ...
c You should have worked harder for your exams, but ...
d I'd rather you didn't borrow my things without asking, but ...
e I wish my brother wouldn't keep interrupting me when I'm working, but ...
f If you'd told me you loved me, we would never have split up, but ...
g If my father hadn't gone to work in Malaysia, he wouldn't have met my mother, and I'd never have been born, but ...
h It's time those children were in bed, but ...

3 Facts to wishes

1 Read the reality and add some wishes. Express them in as many ways as you can.

Example
We went to Blackpool for our holiday and it rained the whole time.
I wish we hadn't gone to Blackpool. If only we'd gone to Spain! We shouldn't have gone to Blackpool. If we'd gone to Spain the weather would have been hot and sunny. I'd rather we'd gone to Spain.

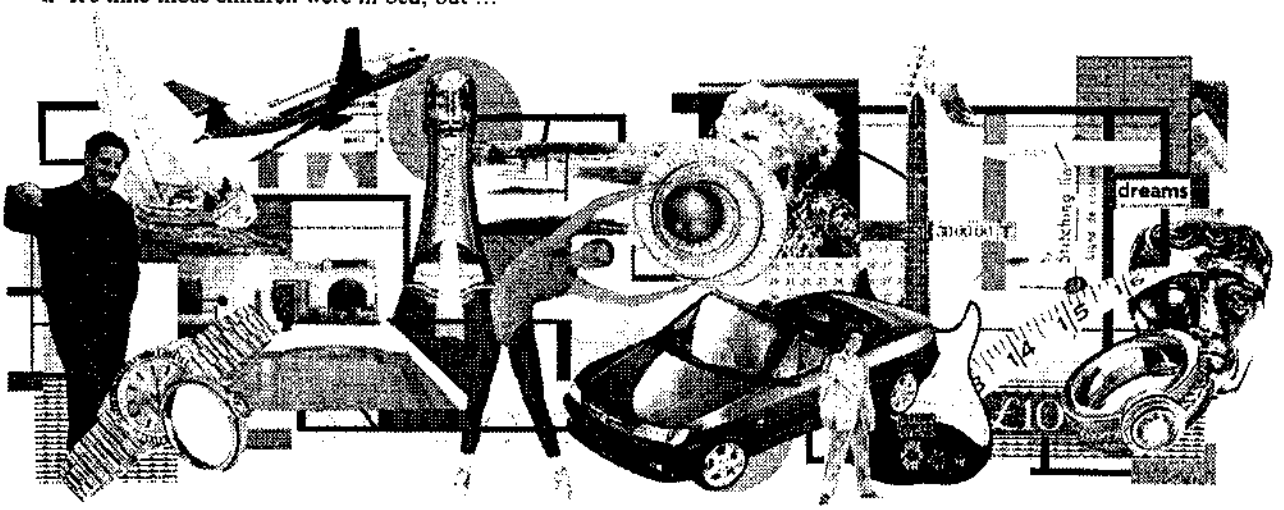
a We didn't have any pets when I was a child because we lived in a flat.
b I have fine, mousey-brown hair and I'm short-sighted.
c My parents really wanted me to become a doctor, not a teacher.
d They think that my youngest brother's a layabout. He won't even look for a job.
e I come from a huge family. I've got seven brothers and one sister.
f I can't remember my grandmother because she died when I was only three.
g I didn't start learning a foreign language until I was fifteen.
h I didn't get the job I applied for in Barcelona because I can't speak Spanish.

2 What do you wish was different about your family? Your work? Your school? You?

4 *Would* or *had*?

T 11.3 Listen to the sentences. They all contain *'d*. Say if *'d* = *would* or *had*.

Examples
I wish he'd listen. = *would*
If he'd listened, I'd have understood. = *had* and *would*



LANGUAGE REVIEW

Hypothesis

Tenses can be used to express both fact and non-fact (hypothesis). Tenses which express fact refer to *real* time.

*I **have** a boring job. I **don't earn** much money.* (Present fact)
*I **didn't work** hard. I **failed** all my exams.* (Past fact)

Tenses that express non-fact do *not* refer to real time. The verb moves *one tense back* to show unreality.

*I wish I **had** a good job. If only I **earned** more money.*
*I wish I'**d*** (= had) ***worked** harder. If only I **hadn't failed** all my exams.* (Non-facts)

Hypothesizing about the present

The Past Simple is used in the second conditional, and with *wish*, *if only*, *would rather* and *it's time* to express unreal present and future.

*If I **had** enough money, I'**d buy** a new car.*	(I don't have enough money.)
*I wish I **were** (or was) rich.*	(I'm not rich.)
*If only I **had** a new car.*	(I have an old one.)
*I wish I **could** come.*	(I can't come.)
*I wish you **would** help with the housework.*	(You won't/don't help.)
*I'd rather you **lived** nearer.*	(You live miles away.)
*It's time you **knew** the truth.*	(You don't know it.)

Hypothesizing about the past

The Past Perfect is used in the third conditional, and with *wish*, *if only*, and *would rather* to express unreal or imaginary past.

*If he'**d been** more careful, he **wouldn't have fallen**.*
(He wasn't careful. He fell.)
*I wish I'**d met** the President.*
(I didn't meet/I haven't met the President.)

Should + the perfect infinitive is used to refer to a past action that didn't happen. The action would have been a good idea. It is advice that is too late!
*You **should have taken** the medicine.*
(You didn't take it.)

📖 **Grammar Reference: page 158.**

● LISTENING AND READING

Things we never said

Listening

1 Friends often lose touch with each other. Do you have any friends you have lost touch with? What memories do you have of these friends? Would you like to meet them again?

2 T 11.4 You are going to listen to a short radio play. It is about two friends, Peter and Amanda, who meet again after some years. They are in their home town. Listen and answer the questions.

a Did they arrange to meet? How do you know?
b Why have they returned to their home town?
c Where do they live now?
d Have they kept in touch over the years? How do you know?
e What ambitions did they have when they were younger? Did these ambitions become reality?

3 The play is based on a short story called *Things we never said*. What can you predict about the full story? Consider these questions in pairs.

- How old do you think Peter and Amanda were when they first knew each other?
- What was their relationship?
- Why did they lose touch? Did they miss each other?
- What are their families like?
- Are they now married?
- Are they happy with their present lives?
- Do they have any regrets?
- Will they meet again soon?

Reading

Read the complete story. Compare your ideas with what you learn in the story.
Do you feel sorry for Peter and Amanda, or angry with them? Why? What is tragic about them?

Things we never said

by Fiona Goble

He saw her from behind and recognized her immediately. He walked faster until he was just ahead of her, then turned round, wondering whether to smile. It didn't seem like fifteen years. She didn't see him at first. She was looking in a shop window. He touched the sleeve of her jacket.

'Hello, Amanda,' he said gently. He knew he hadn't made a mistake. Not this time. For years he kept thinking he'd seen her – at bus stops, in pubs, at parties.

'Peter!' As she said his name, her heart quickened. She remembered their first summer together. They'd lain together by the river at Cliveden. They were both 18 and he'd rested his head on her stomach, twisting grass in his fingers, and told her that he couldn't live without her.

'I'm surprised you recognize me,' he said, burying his hands in the pockets of his coat.

'Really?' She smiled. In fact she'd been thinking about him a lot recently. 'You haven't moved back here, have you?' Surely not, she thought. She knew he loathed the place. Even at 18, he couldn't wait to leave and travel the world.

'Good heavens no,' he said. 'I'm still in London.'

She looked at him. He looked the same. He hadn't begun to go bald like so many of the men she knew, but his shoulders were broader and his face slightly rounder.

'I came back for the funeral,' he continued. 'My father's. A heart attack. It happened very suddenly.'

'I'm sorry,' she said, though she wasn't really. She remembered him telling her about how his father used to beat him regularly until he was 16 and grew too tall.

'Thank you,' he said to her, though he felt nothing for his dead father, just relief for his mother. She'd be happier without him. She'd been trying to pluck up courage to leave him for years.

'And I take it that you're not living back here either?'

'I'm in London, too,' she said. She pushed her hair behind her ears in a gesture that he hadn't forgotten.

'Just back for my sister's wedding tomorrow.'

'That's nice,' he said, though his only memory of Amanda's sister was as a rather plump, boring 12-year-old.

'Yes,' she agreed, feeling that her baby sister's wedding only served to spotlight her own series of failed relationships.

'And your parents?' he asked. 'They're well?'

'Fine.' She remembered how he'd always envied her middle-class parents, who ate foreign food and took exotic holidays.

'Are you rushing off somewhere?' he asked.

'No, I'm just killing time, really.'

'Then I suggest we kill it together. Let's grab a coffee.'

They walked towards Gaby's, a small café just off the high street. They had spent hours there when they had first met, laughing and holding hands under the table, and discussing their plans for the future over cups of coffee. They sat opposite each other. He ordered the coffee.

'And so, Peter, did you become a foreign correspondent?' she asked, remembering the places they dreamed of visiting together – India, Morocco, and Australia.

'Not exactly,' he said. 'I'm a lawyer, believe it or not.' She looked at his clothes, and she could believe it. They were a far cry from the second-hand shirts and jeans he'd worn as a student.

'You enjoy it?' she asked.

'Yes,' he lied. 'And you? Are you a world famous artist?' He'd always loved her pictures. He remembered the portrait of herself which she'd painted for him for his twentieth birthday. He still had it.

'Well, ... no.' She tried to laugh. She wondered if he still had her self-portrait. She'd stopped painting years ago. He looked at her hair, cascading in dark unruly waves over her shoulders. He could see a few white hairs now, but she was still very beautiful.

'So,' he said. 'What are you up to?'

'Nothing much,' she said. 'I've tried a few things.' She didn't want to tell him about the succession of temporary jobs that she'd hoped might lead to something more permanent but never had.

'So you're not painting at all?'

'Only doors and walls,' she joked, and he laughed politely. She remembered the evenings they'd spent in the small bedsit that they rented together in their last term at college. He'd sit for hours just watching her paint. She filled sketch book after sketch book.

'So where are you in London?' she asked.

'North,' he said. It was a three-bedroom flat in Hampstead. Nice in an empty kind of way. He thought

about all the evenings he wished he had someone to come home to.

'And you?' he asked, after a pause.

'South. It's okay, I rent a room.' She thought of the small room with the damp walls which she rented in an unfashionable part of Clapham. 'But I'm thinking of buying somewhere. It's one of the reasons I came home. I want to sort things out a bit,' she sighed, thinking about the letters from him that she'd found in her old bedroom. She'd been reading them only yesterday.

'Oh, Peter, I don't know why I left that day,' she said at last. He looked up at her.

'It's all right,' he said, remembering the evening she hadn't come back to the bedsit.

'We were young. Young people do things like that all the time,' he added, knowing that this wasn't true, knowing that he hadn't deserved such treatment. He thought of all the letters he'd sent to her parents' home. He'd written every day at first, begging her to return or at least to ring him. He'd known even then that he would never meet anyone like her again.

'I suppose you're right.' She swallowed hard, trying to hide her disappointment and hurt that he seemed to have no regrets.

'Well, I ought to be going,' she said.

'Already? I thought you had time to kill.'

'I did,' she said, blinking to hold back the tears. 'But I ought to get back now to help my mother with the wedding.'

'I understand,' he said, though he didn't. Surely her parents would understand?

'Shall I give you my phone number. Perhaps we could meet up?'

'Perhaps,' she said.

He wrote his telephone number on the back of the bill and she tucked it into the zipped compartment of her handbag.

'Thanks. Goodbye, Peter.'

'Goodbye, Amanda.'

Years later, every so often, she still checked that compartment to make sure his number was there.

Comprehension check

1 Are the following statements true (✓) or false (✗)? Correct the false ones.

a Peter and Amanda used to be in love.
b They are now both 33 years old.
c They both still look exactly the same.
d His mother is distraught over his father's death.
e Amanda's sister is twelve years old.
f Amanda hasn't had another boyfriend since Peter.
g Only Peter has had the career that he planned.
h They both live alone now.
i Peter was broken-hearted when Amanda left him.
j Amanda is on the verge of tears because Peter seems so cold and dispassionate.
k He still loves her, but she doesn't love him any more.

2 Close your books. Listen again to the play. Your teacher will stop the tape after every few lines. How much of the full story can you recall?

Roleplay

1 Divide into two groups.

Group A Make a list of Peter's problems. What are his regrets?
Group B Make a list of Amanda's problems. What are her regrets?

2 Work with a partner. One of you is Peter and the other is Amanda. You meet again. This time you tell each other the truth about your lives. Begin like this:

Do you want to know the truth? Well, I wish we hadn't split up, I hate my job. I still think about you a lot. And what about you? How do you really feel? Are you happy?

Language work

1 The following parts of the body appear in the text. In what connection are they mentioned?

head heart (x2) stomach
shoulders (x2) face hands (x2)
hair (x2) hairs fingers ears

2 What part of speech are these words? Which parts of the body are they connected with?

bald blink waves swallow beat
tears plump

● VOCABULARY

Idioms

Use your dictionary to check new words and expressions.

1 Read the sentences and answer the questions.

I had time to kill I was at a loose end I was early and needed to pass the time I was bored and had nothing else to do	so I went to a café and had a coffee.

a Which of the sentences contain idioms? Underline them.
b Which sentences do not contain idiomatic expressions?
c Which pairs of sentences have the same meaning?
d Under which word did you find the idiom in your dictionary?

2 Work in pairs. Do the same with these groups of sentences.

a This house | is a far cry from
isn't nearly as nice as
is very different from
isn't a patch on | where we used to live.

b A lot of water has flowed under the bridge
I've become much more successful
So much has happened
I've gone up in the world | since we last met.

c After just six months' trading, my uncle's business | went down the drain.
became very successful.
went bankrupt.
hit the jackpot.

d His name's on the tip of my tongue,
His name rings a bell,
I'll remember his name in a minute,
His name sounds familiar, | but I have such a terrible memory.

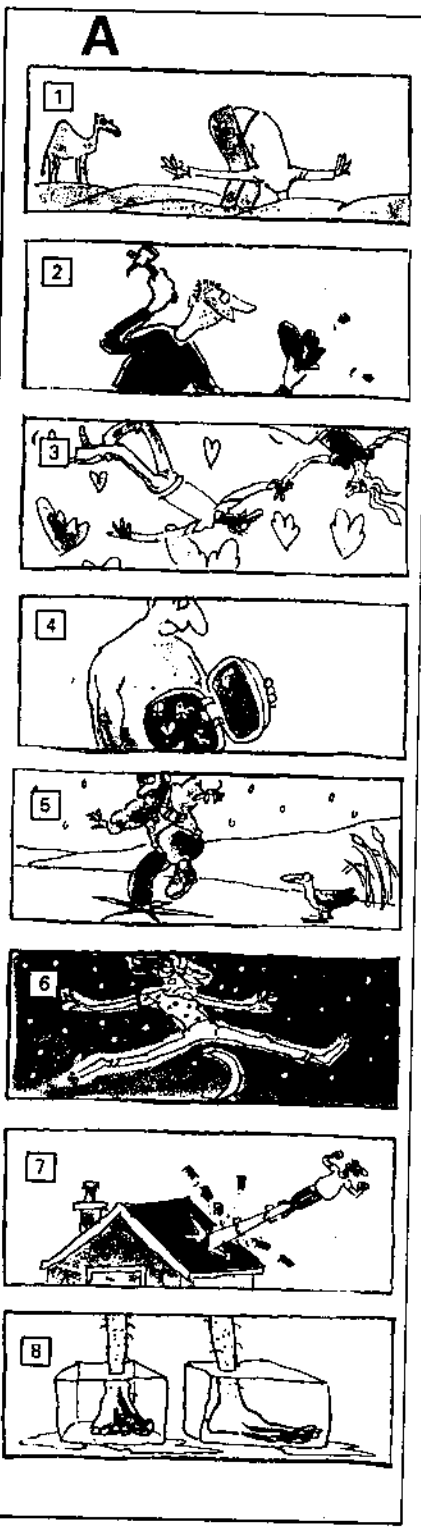
3 Match a cartoon in A with one of these idioms.

> get cold feet go through the roof bury your head in the sand
> have butterflies in your stomach break someone's heart break the ice
> fall head over heels in love be over the moon

4 The idioms are illustrated literally in A and idiomatically in B. Try to work out the meanings of the idioms.

5 Complete the sentences with the correct idiom from Exercise 3. You will sometimes need to make changes to fit the context.

a When I won a trip for two to Venice I ...
b She doesn't want to hear about her husband and his secretary, she just ...
c The party was very tense until Ian told some of his funny stories. This ...
d They have eyes for nobody else. When they met, they ...
e I was so nervous when I went for the interview for that job. I ...
f My father will be furious when he hears I've crashed his car. He ...
g I didn't go on that blind date, because at the last minute I ...
h When I discovered he'd been unfaithful, it ...



● LISTENING AND WRITING

Family secrets

You are going to hear two unusual family stories.

Pre-listening task

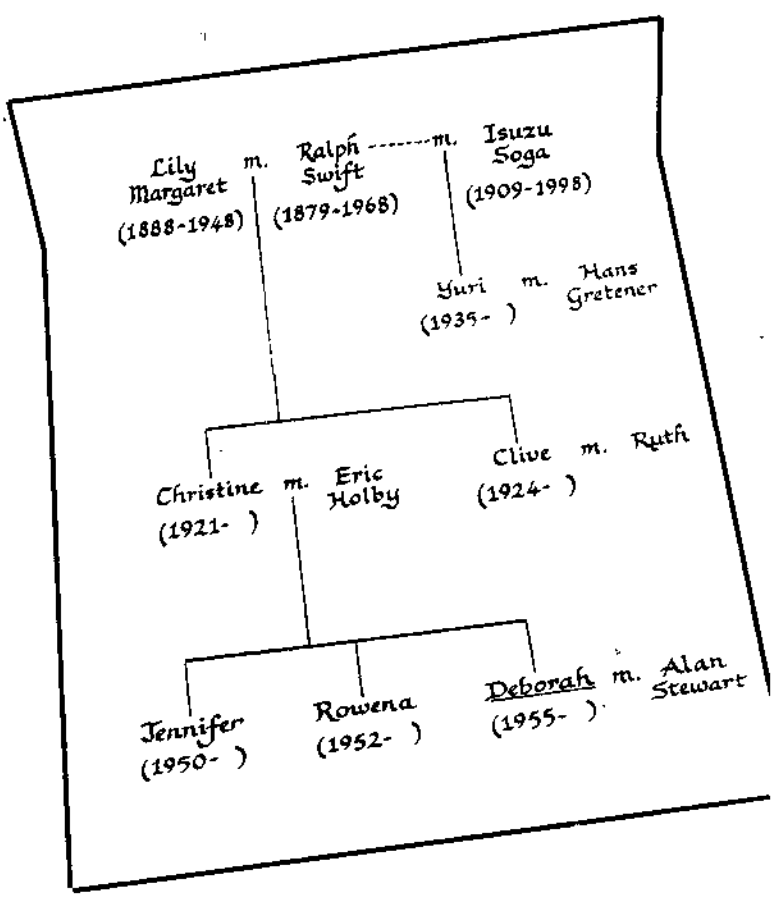
1 Do you come from a big or small family? How many brothers, sisters, aunts, uncles, cousins do you have?

2 Study this family tree. Discuss these questions with a partner.

a What is the relationship between:
Deborah and Ralph?
Christine and Ruth?
Christine and Yuri?
Christine and Clive and Isuzu?

b In the story Deborah learns of a family secret. What do you think it might be?

c Why do you think Ralph is known as the 'black sheep' of the family?



Listening and writing

Part 1

My Japanese aunt

T 11.5 Listen to Deborah talking about her family. As you listen, look at the family tree and circle the people she talks about. Most of them are not mentioned by name. Who are they in relation to Deborah?

Comprehension check

1 Answer the questions.

a Why does Deborah think that her grandfather is not really a 'black sheep'?
b Three jobs are mentioned. What are they? Whose are they?
c Whose is the baby mentioned? What's the name of the baby?
d Where and how did Deborah and her sisters learn the family secret?
e What is Christine's attitude to her father's behaviour?
f What does she wish that Ruth hadn't done?
g Why did Deborah find her visit to Japan so amazing?
h How old was she when she went there?
i How old were Isuzu and Yuri when Deborah met them?

2 This is a dramatic reconstruction of the conversation at the dinner table when the family secret came out.

a Read the scene and complete Christine's telling of the story.

Ruth (wiping her mouth on a napkin) *Christine, I've been meaning to ask you. Did you ever hear again from Yuri and her mother?*

Christine (coughs and splutters over her meal. Then replies icily.) *I'd rather we didn't talk about that.*

Deborah, Rowena, and Jennifer (very puzzled and interested) *Who's Yuri?*

Ruth (sounding very surprised) *Don't you know? Surely, Christine, you've told them about their Aunt Yuri?*

Deborah (amazed) *Aunt? But you're our only aunt! We've never heard of an Aunt Yuri. Who is she, Mother?* (she turns accusingly to her mother) *You've got to tell us.*

Christine (sighs deeply then laughs nervously) *Oh, well, I suppose you had to find out some time. It all happened many years ago. But if you really want to know* (she takes a deep breath) *I'll tell you.* (pause) *You remember that your grandfather was a silk dealer, and for many years he and your grandmother lived in Japan. Well, what happened was this ...*

b Finish the scene with the comments and reactions of the other characters. Include stage directions as in the piece above.
c Act out the scene in groups.

Part 2

My Canadian aunt

Listen to a lady called Connie talking about the birth of her great aunt.

Comprehension check

Answer the questions.

- Where and when was her great aunt born?
- Who was present at the birth?
- What was the problem? Who solved the problem and how?
- What would have happened if the oven had not been on?

Writing a play

Write a short play based on Connie's story with full stage directions.

Discussion

Do you know of any interesting stories about your family? Tell the rest of the class about them, but only if you want to!

PostScript

Moans and groans

1 Read the complaints in **A**. Match them with a response in **B**. Which of the items below do they refer to? Write a number in the box and an item on the line.

a painting	a sweater	a tin opener	shoes	homework
a meal	a TV programme	a washing machine	an exam	

a ☐ _____ b ☐ _____ c ☐ _____
d ☐ _____ e ☐ _____ f ☐ _____
g ☐ _____ h ☐ _____ i ☐ _____

A	B
a So why didn't you hand it in on time? I'm not going to mark it now.	
b It's always the same. I hummed and hawed about getting it, then when I went back it had been sold and it was one of his best works.	1 Here, give it to me! Let me try.
c Ouch! I've had it with this thing. It just doesn't work.	2 Sorry. I forgot. I was in a hurry.
d It's not fair. I'd been looking forward to watching it all day and then the phone goes and rings!	3 I'm awfully sorry, sir. I'm afraid there's nothing I can do about it.
e How many times do I have to tell you? Take them off *before* you come into the house!	4 You're not kidding! Massive prices and lousy food!
f This has gone beyond a joke. You promised you'd deliver it by Tuesday at the latest. Now you're saying next month!	5 But, I'm really sorry. I just didn't have the chance to finish it at the weekend.
g I could kick myself. As soon as I'd handed in the paper, I remembered what the answer was.	6 But do you think you've still passed?
h Of course, they didn't have it in red. Apparently, it only comes in navy blue.	7 You should have asked if you could put a deposit on it.
i It's the last time I'll eat here.	8 But wouldn't that go well with your white jeans?
	9 And who was it? Anyone interesting?

2 T 11.6 Listen and check your answers.

3 What are some of the events in a typical day in your life? For each event think of something to moan about.

4 What's happened recently? Do you have any moans and groans about the things that have happened?

12 Icons

Noun phrases
Adding emphasis
Linking and commenting

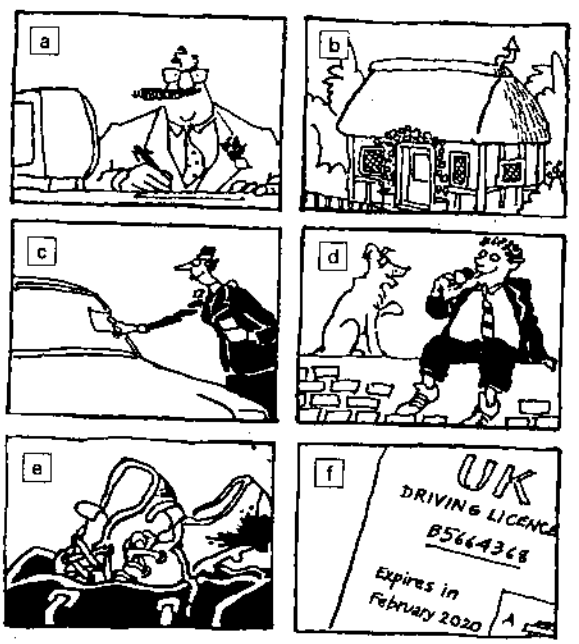
Test your grammar

Match the words in the box with a picture. Then use the words to make one sentence about each picture.

Example

a *He's a grey-haired businessman with a rose in his button hole.*

with a thatched roof	which expires in February 2020	
wearing a uniform	country	pair of
roses growing round the front door	dirty	
~~grey-haired~~	~~business~~	~~in his button-hole~~
giving someone a parking ticket	traffic	football
~~with a rose~~	sitting on a wall	driving
licking an ice-cream	stuffed in a bag	



LANGUAGE IN CONTEXT

Noun phrases and adding emphasis

1 Read text **A**. Your teacher will give you some questions.

Text A

Michelangelo (1475–1564) was one of the most inspired creators in the history of art. He had a tremendous influence on all his contemporaries, as a sculptor, an architect, a painter, and a poet.

He was born near Arezzo, but he considered Florence to be his home town. He loved the city's art, architecture, and culture above all.

He concentrated on sculpture initially. He began to carve a figure of David from a huge block of marble in 1501. He finished it in 1504, when he was 29. He shows David with a sling on his shoulder, looking into the distance.

Pope Julius II asked Michelangelo to paint the ceiling of the Sistine Chapel later. Michelangelo worked on this task every day for four years from 1508 till 1512, lying on his back at the top of high scaffolding, his neck stiff, with paint trickling onto his face.

Many buildings were designed by him. His work at St Peter's Basilica represented his greatest achievement as an architect. His dome became the model for domes all over the Western world. Its revolutionary design is difficult to appreciate nowadays.

Michelangelo belongs to that small group of artists such as Shakespeare and Beethoven, who have been able to express the deepest experiences of humanity through their work.

2 Read text **B**. Compare the two texts. The information is the same, but there are differences. Which one sounds better?

Text B

Michelangelo (1475–1564) was one of the most inspired creators in the history of art. As a sculptor, an architect, a painter, and a poet, he had a tremendous influence on all his contemporaries.

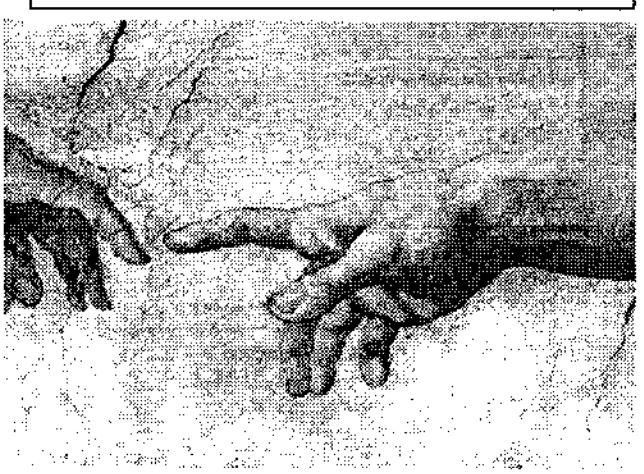
He was born near Arezzo, but it was Florence that he considered to be his home town. What he loved above all was the city's art, architecture, and culture.

Initially, he concentrated on sculpture. In 1501 he began to carve a figure of David from a huge block of marble. This was finished in 1504, when he was 29. David is shown with a sling on his shoulder, looking into the distance.

Later, Michelangelo was asked by Pope Julius II to paint the ceiling of the Sistine Chapel. Every day for four years, from 1508 till 1512, he worked on this task, lying on his back at the top of high scaffolding, his neck stiff, with paint trickling onto his face.

He designed many buildings, but it was his work at St Peter's Basilica that represented his greatest achievement as an architect. His dome became the model for domes all over the Western world. What is difficult to appreciate nowadays is its revolutionary design.

There is a small group of artists such as Shakespeare and Beethoven, who, through their work, have been able to express the deepest experiences of humanity. Michelangelo belongs to this group.



3 Close your book. Your teacher will give you a copy of Text **B** with gaps. Fill the gaps with one of the words in the box.

a	**an**	**the**	**(nothing = zero article)**	**his**	**all**	**this**	**its**	**every**	**their**

● Grammar questions

– How does word order change the emphasis in a sentence?

– Find sentences in Text **B** beginning *It was* ... and *What* ... that express emphasis.
How are they different from those in Text **A**?

– Find examples of passive sentences with and without *by*. Where is the focus of attention in these sentences?

PRACTICE BANK

1 Adding emphasis

Rephrase the sentences to make them more emphatic.

Example
I like Tony's honesty.

What / *The thing*	*I like about Tony is*	*his honesty.* / *the way* / *the fact that*	*he always tells the truth.*

a My daughter is very untidy. This annoys me.
b Tom's very generous. I like this.
c I can't stand my son's moodiness.
d I admire the Italians' love of life.
e The Germans' sense of duty makes them work hard.
f The reliability of Mercedes Benz cars makes them so popular.
g I can never resist chocolate desserts in a restaurant.

2 Emphasis and sentence stress

1 When we speak, we can stress the important part of a sentence with our voice.

T 12.1 Listen to the examples.

Examples
'Who gave you that new car?' 'Susan gave it to me.'
'Did she sell it to you?' 'No, she gave it to me.'
'Did she give it to Peter?' 'No, she gave it to me.'
'Is it second-hand?' 'No, it's new.'
'Did she give you a new stereo?' 'No, she gave me a new car.'

T 12.2 Listen to the questions about these sentences. Then say the sentences with the correct stress. Change the sentences as necessary.

a Ann gave David a blue shirt for his birthday.
b James flew to Paris for a month to learn French.
c We go to Scotland every autumn because we like walking.
d My eldest son is studying law at Bristol university.

2 In pairs, ask similar questions about these sentences. Answer with the appropriate stress.

a Dave phoned me yesterday and invited me to his wedding.
b My wife and I are going to travel round Europe for three months by train.
c Mark lost a wallet with £50 in it while he was jogging in the park.
d I'm meeting Jane at half past seven outside the cinema.

3 Where is the stress in the second line of these dialogues?

a 'Why weren't you at school yesterday?'
'I was at school.'

b 'Come on, Dave. It's time to get up.'
'I am getting up.'

c 'It's a shame you don't like parties.'
'But I do like parties!'

d 'I wish you'd tidy your room.'
'I have tidied it.'

e 'What a shame you didn't see Tom.'
'I did see Tom.'

T 12.3 Listen and check your answers. Note that if there is no auxiliary verb, we add *do/does/did*.

4 Your teacher will read out some sentences. Correct him/her.

Example
I never give you any homework.
You do give us homework. Lots!

3 Active or passive?

Complete the sentences. Use the verb in the active or the passive, depending where the focus of attention is.

a Yesterday, the murder trial of James Kent came to an end. _____ (sentence) to ten years' imprisonment.

b Judge Robert Henderson decided to make an example of Steve Phillips, who had been arrested for burglary for the thirtieth time. _____ (sentence) to four years' imprisonment.

c Flight attendants are always very busy. _____ (show) passengers how to put on a lifejacket, and _____ (serve) food and drinks.

d Every attempt is made so that airline passengers feel safe and comfortable. _____ (show) how to put on a lifejacket, and _____ (serve) food and drinks.

e Good luck with your new job in Italy. I'm sure _____ (tell) what you have to do when you arrive.

f Your new boss is Donatella Morno. _____ (tell) what you have to do.

4 Articles and determiners

1 Correct the mistakes in the sentences.

a I had the lunch with a colleague.
b Do you do business in States?
c I came here in one taxi.
d The unemployment is a world problem these days.
e I'm reading a book about life of Beethoven at the moment.
f My sister broke the leg skiing.
g Computer has changed our lives completely.
h I have only an ambition in life, and that is to be rich.
i She works as interpreter for United Nations.
j 'Where's your mother?' 'In a kitchen.'
k 'Would you like a drink?' 'Yes, I'd love it.'
l Tell me a truth. Do you love me or not?
m Last night we went to the restaurant. Food was good, but a service was terrible.

2 Have a class discussion. How are men and women different?

Men are more logical.
Women are more instinctive.
Men like talking about things.
Women like talking about people.

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

A	B
Would you like Do all birds lay Where did I put	eggs? the egg? an egg?
I have two cars. Borrow I said goodbye to I have five nieces, I gave a present to	each one. everyone. either one.

A	B
Love A love The love	I have for you is forever. is everything. of animals is vital for a vet.
Both All Every	my friends like dancing. student in my class is friendly. my parents are Scottish.

5 Speaking

Each student should prepare a short talk on one of the following topics.

- A person you admire
- A hero or icon
- A pet hate

Try to include some of the ways of expressing emphasis.

LANGUAGE REVIEW

Noun phrases

1 Information can be added before and after a noun.

*a **grey-haired** businessman **with a rose in his button hole***
*a driving licence **which expires in 2020***

2 Articles and determiners refer to nouns.

*Cordoba is **a** city in the south of Spain.*
*My brother works in **the** City of London.*
( ) *Cities are* ( ) *exciting places.* (= zero article)
each/every/either boy (singular noun)
both/all girls (plural noun)
this/that man
these/those women

Adding emphasis

There are many ways of adding emphasis to a text, such as the passive, word order, using certain emphatic structures, and auxiliaries.

***In 1504** Michelangelo finished the statue of David.*
***The statue of David was finished** in 1504.*

What	***annoys me** is people who are always late.*
The thing that	

*It's people like you **who** are ruining the country.*
*I **did** tidy my room! Honest!*

📖 **Grammar Reference: page 158.**

● READING AND SPEAKING

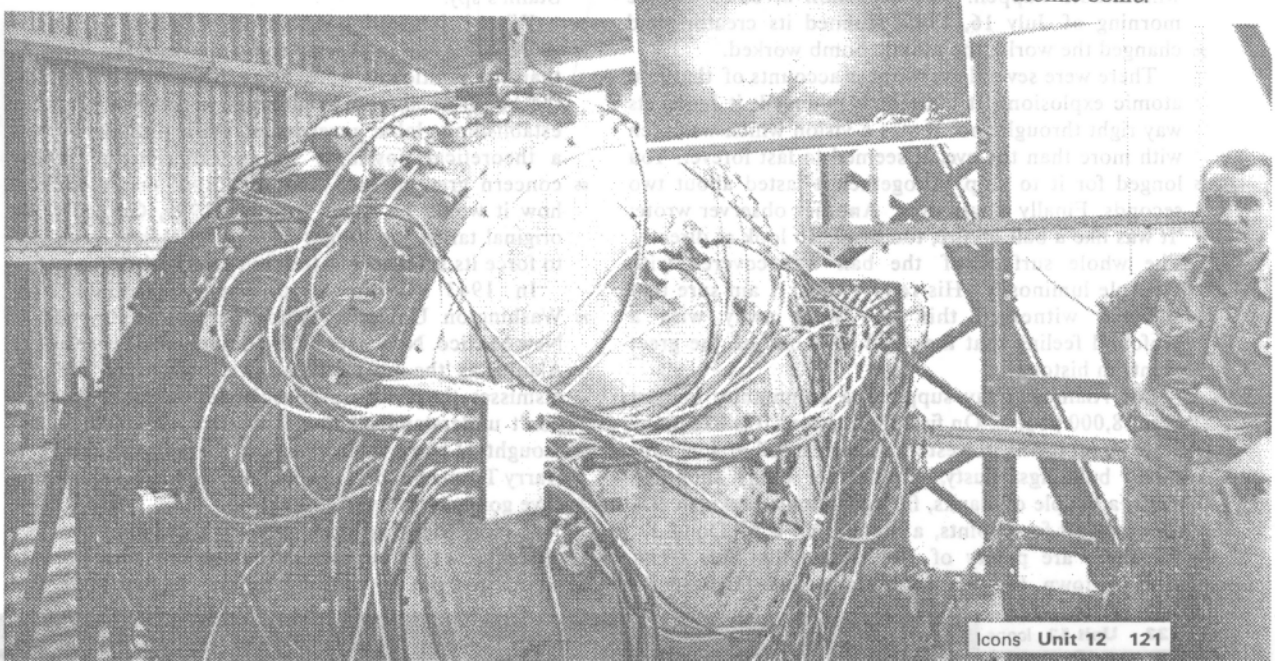
It blows your mind!

Pre-reading task

1 Look at the photos. What do you know about the first atomic bomb test?

2 Work in pairs. Discuss whether this information is true or false.

a The atomic bomb was first tested just before the Second World War.
b The atomic bomb was developed by a team of American scientists.
c The first atomic explosion took place on an island in the Pacific.
d US marines were deliberately exposed to radiation to monitor its effects.
e It was hoped that the atomic bomb would end all wars.
f Albert Einstein was involved in the creation of the bomb.
g Atomic bombs were used against Japan just three weeks after the first test bomb.
h Everyone agreed that it was right to use the weapons against Japan.
i At the time German scientists were close to developing the atomic bomb.



Reading

Read the article about the first atomic explosion. Which of the questions on page 121 can you now answer?

'I am become Death, the destroyer of worlds'

The first explosion of the atom bomb, on July 16, 1945, was summed up by Robert Oppenheimer with these words from a Hindu poem.

Peter Millar reports on the race led by Oppenheimer, the brilliant physicist, at Los Alamos, New Mexico, to create the weapon that would end the Second World War.

In the foothills of the New Mexican mountains, on a dusty desert plain known as the Jornada del Muerto – Dead Man's Journey – camped the greatest collection of scientific brains on earth. They were men who would redefine the 20th century: Robert Oppenheimer (American), Enrico Fermi (Italian), George Kistiakowski (Ukrainian), Otto Frisch (Austrian), General Leslie Groves (American), Edward Teller (Hungarian), and Klaus Fuchs (born in Germany, but a naturalized Briton).

Better than any men in the world, they should have known what to expect in those still minutes before dawn in the desert. But none of them knew for sure what would happen. The explosion at 05.29 on the morning of July 16, 1945, stunned its creators and changed the world: the atomic bomb worked.

There were several eye-witness accounts of that first atomic explosion. 'It blasted; it pounced; it bored its way right through you. It was a vision which was seen with more than the eye. It seemed to last forever. You longed for it to stop. Altogether it lasted about two seconds. Finally it was over.' Another observer wrote: 'It was like a ball of fire, too bright to look at directly. The whole surface of the ball was covered with a purple luminosity.' His report ends: 'I am sure that all who witnessed this test went away with a profound feeling that they had seen one of the great events in history.'

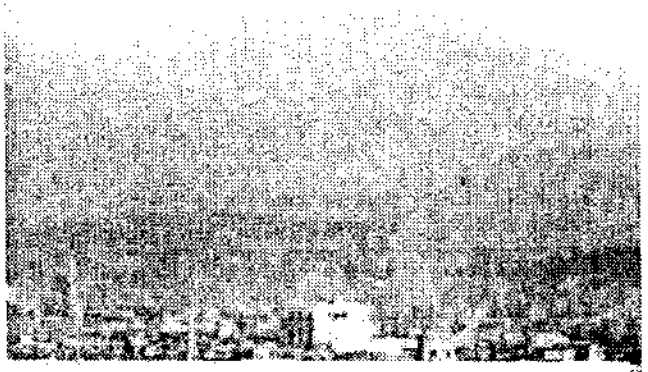
Los Alamos today supports a community of just over 18,000 people. On first impressions it is like many other small towns in western America: full of low two-storey buildings, dusty, with rather dingy shopping malls, a couple of banks, filling stations, Mexican and Chinese fast-food joints, a motel, and a McDonald's. But there are plenty of indications that this is no ordinary town. Big blue signs along State Highway 84 advise travellers that the road and land on either side belong to the US government. A notice declares that it is 'forbidden to remove dirt'. At one point a high watchtower stands sentry behind a twenty-foot barbed-wire fence.

Before 1942, however, Los Alamos had no history because it didn't exist. It was created for one purpose only, to house the technicians who would make the bomb before anyone else did. All mail was censored, and everyone was sworn to secrecy. The US government did not even trust its own protégés. Oppenheimer, who had mixed with left-wing groups in his youth, was tailed by FBI men. Einstein, who had written to President Roosevelt in 1939 urging him to develop the atomic bomb, was ruled out because of his outspoken pacifism and Zionism. Yet the real villain went undetected. Klaus Fuchs was revealed in 1950 as Stalin's spy.

What is interesting is that the scientists were much more interested in sharing the bomb with the Russians than the politicians were. Some physicists dreamed of the bomb as an end to all wars, a possible means of establishing global government. As it progressed from a theoretical possiblity to an experimental reality, concern grew among some of those involved about how it would be used. By early 1945, Germany, the original target, no longer needed an atomic explosion to force its surrender. Attention switched to Japan.

In 1943 Harold Argo was a graduate from Washington University when he was summoned to New Mexico. Now over 80, he describes his time at Los Alamos as 'the most exciting two years of my life'. He dismisses those whose consciences troubled them. 'I don't understand all those sceptics who had second thoughts. I had two brothers out there in the Pacific. If Harry Truman hadn't dropped the bomb, the war could have gone on forever.'

Carson Mark is more reflective. 'At the time, we thought it would put an end to organized war, because no one can put up with destruction on that scale. But



we didn't know how imminent it was that the Japanese would have to call it quits. Why kill all those people if you don't need to?'

In May 1945 nobody was sure just how devastating the bomb would be. There was general agreement that the simpler type of bomb would work, but the more complicated plutonium implosion device would need testing. Oppenheimer named the test Trinity, partly because of the Christian concept of God the Father, the Son, and the Holy Spirit, but mainly because of the Hindu three-in-one godhead of Vishnu, Brahma, and Siva, the power of life, the creator, and destroyer.

The site selected was 33 miles from the nearest town. The VIP observation site was located 20 miles away. The scientists had a bet with each other to guess how many tonnes' equivalent of TNT their bomb would produce. So imprecise was their knowledge that Oppenheimer conservatively suggested 300. Teller, wiser, speculated an incredible 45,000. Radiochemical analysis revealed the blast had equalled 18,600 tonnes of TNT, four times what most of those involved on the project had guessed.

Even as they were celebrating at Los Alamos, hours after the explosion, the warship *Indianapolis* sailed out of San Francisco harbour, carrying the atomic bomb nicknamed *Little Boy* on its fateful voyage to the island of Tinian in the Pacific. After unloading its deadly cargo, the ship sailed on towards the Philippines. On July 29 it was sunk by a Japanese submarine; of the 850 who survived the sinking, more than 500 were eaten alive by sharks.

On Tinian, group commander Paul Tibbets had his B-29 bomber repainted, and he gave it his mother's name, Enola Gay. In Hiroshima and Nagasaki, the citizens slept.

Just three weeks after the test, the bomb was used for real. As the historian Richard Rhodes wrote in his book *The Making of the Atomic Bomb*, 'Once Trinity proved that the atomic bomb worked, men discovered reasons to use it.'

Comprehension check

1 Explain the title of the article.

2 Answer the questions.

a Did the scientists know exactly what would happen when the first bomb exploded?
Did they expect it to be bigger or smaller?
b How did they feel when it went off?
c How did the eye-witnesses describe it?
d What are the indications that Los Alamos is no ordinary town?
e Why isn't the town on any map before 1942?
f Why did the scientists want to share their knowledge with the Russians?
Why do you think the politicians didn't agree with them?
g In what way do Harold Argo and Carson Mark have different opinions?
h What do you know about the warship *Indianapolis*?
i When and where was the first atomic bomb used in warfare?

3 Who are these people? What does the text say about them?

a the greatest collection of scientific brains (l. 7–8)
b none of them (l. 17)
c its creators (l. 19)
d a community (l. 33)
e travellers (l. 41)
f the technicians (l. 48)
g its own protégés (l. 51)
h the real villain (l. 56)
i the original target (l. 67)
j all those sceptics (l. 74)
k God (l. 89)
l VIP (l. 94)
m *Little Boy* (l. 106)
n Enola Gay (l. 114)

Language work

1 What is the subject of these sentences from the text?

a In the foothills of the New Mexican mountains ... camped the greatest collection of scientific brains on earth. (l. 5–8)

b So imprecise was their knowledge that Oppenheimer conservatively suggested 300. (l. 97–8)
What is the effect of changing the normal word order?

2 Comment on the use of the passive in these sentences. Where is the focus of attention?

a All mail was censored, and everyone was sworn to secrecy. (l. 49–50)
b Oppenheimer ... was tailed by FBI men. (l. 52–3)
c Klaus Fuchs was revealed in 1950 as Stalin's spy. (l. 57–8)
d ... it was sunk by a Japanese submarine ... (l. 109)
e ... more than 500 were eaten alive by sharks. (l. 110–1)

What do you think?

1 How did the atomic bomb alter the course of history in the twentieth century?
2 Do you agree with the historian Richard Rhodes?

● VOCABULARY

Homophones

1 Homophones are words with the same pronunciation but different spelling and different meaning.

/wɔ:/ *war* and *wore*
/haɪə/ *higher* and *hire*

Think of two spellings for these words in phonemic script. One of the two words is in lines 5-to 24 of the text about the atomic bomb.

a /nju:/ _____ _____
b /pleɪn/ _____ _____
c /ʃɔ:/ _____ _____
d /wʊd/ _____ _____
e /si:n/ _____ _____
f /θru:/ _____ _____

2 Think of two spellings for these words in phonemic script.

a /pi:s/ _____ _____
b /kɔ:t/ _____ _____
c /weɪ/ _____ _____
d /'weðə/ _____ _____
e /meɪl/ _____ _____
f /saɪt/ _____ _____

Homonyms

1 Homonyms are words with the same spelling and pronunciation but different meanings.

a dusty desert **plain** the **plain** truth
a **plain** white blouse **plain** food

Fill the pairs of gaps with the same word. Sometimes the word changes its form.
The words occur from the title to line 40 of the text about the atomic bomb.

a The film _____ an hour. It was great.
I came _____ in the race.

b There were several different _____ of the story in the newspapers.
My wife and I have a joint _____ at our bank.

c I was left a small _____ of money by my aunt.
Can I _____ up the meeting before we end?

d It is illegal to discriminate against people on grounds of sex, _____ , or religion.
I'm exhausted. I've been _____ around all day – working, shopping, and cooking.

e The queue was so _____ that I didn't wait.
Rain, rain, rain! I'm fed up with it. I'm _____ for some sunshine.

f _____ your name here, please.
What does that _____ on the wall mean?

g Keep _____ . Don't move.
She didn't do any revision, but she _____ passed the exam.

2 Think of two meanings for these words. Write sentences that illustrate the different meanings.

match	draw	cross	fine	fair	fit	suit
miss	mind	mark	sentence	point		

Children's jokes

T 12.4 A lot of jokes are made with homophones and homonyms because there is a play on words. Listen to these children's jokes.

● LISTENING

Great events of the twentieth century

Pre-listening task

1 Look at the photos. What famous events of the twentieth century do they illustrate? Can you put a date to each photo?

2 Work in groups of four.
Think of the greatest event of the twentieth century for each of these categories.

Politics (P)	War (W)
Medicine (M)	Social changes (SC)
Transport (Tr)	Art and culture (AC)
Technology (Tech)	Sport (S)

3 Discuss your conclusions as a class.

Listening

T 12.5 You will hear people expressing opinions on the great events of the twentieth century. What is the event? What category of event is it? Put a letter from Exercise 2 opposite. Often you will need to write more than one letter.

Speaker	Event	Category
Pam		
David		
Alexa		
Penny		
Pam		
David		
Hilary		
Barry		

Comprehension check

1 Did any of them mention the same event as you?

2 Answer the questions.

a What is the image that Pam has in her mind?
How did the crowds feel?
How did *she* feel?

b What, for David, is the most surprising aspect of the collapse of communism?
Does he express a personal opinion on whether capitalism is preferable to communism?

c What does Alexa say is strange about conversations on the Internet?
In what way are they different from face-to-face conversations?

d How has Penny benefited from feminism?

e What is Pam's anecdote about penicillin?

f What, according to David, is the big problem for the twenty-first century?

g Why does Hilary say that the First World War was the main event of the century?
What does she say about life in the 1900s and life in the 1920s?

h What is silly about Barry's suggestion, and what is not?
What, according to Barry, did young people use to do?
What was different after Elvis?
Why was society ripe for a change?

● WRITING

Focusing attention

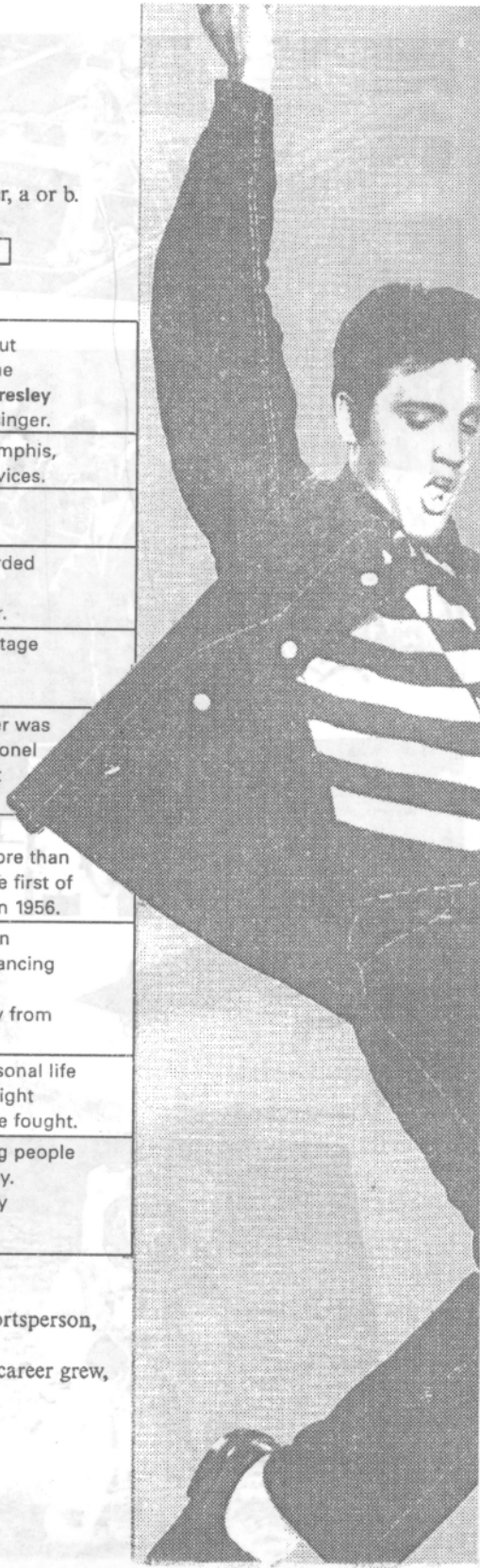
1 Read the texts about Elvis Presley. Choose which version sounds better, a or b. Think about word order, and where the focus of attention is.

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

1	(a) **Elvis Presley** (1935–1977) was a rock and roll singer whose enormous success changed popular culture throughout the world.	(b) Popular culture throughout the world was changed by the enormous success of **Elvis Presley** (1935–1977), a rock and roll singer.
2	(a) His parents raised Presley in Memphis, where he sang at church services.	(b) Presley was raised in Memphis, where he sang at church services.
3	(a) As a teenager, he taught himself to play the guitar.	(b) He taught himself to play the guitar as a teenager.
4	(a) Sam Phillips was a rhythm and blues producer, and Presley recorded songs for him in July 1954.	(b) In July 1954 Presley recorded songs for Sam Phillips, a rhythm and blues producer.
5	(a) What earned him the nickname 'Elvis the Pelvis' was his charismatic style on stage.	(b) His charismatic style on stage earned him the nickname 'Elvis the Pelvis'.
6	(a) About this time Presley met Colonel Tom Parker, a promoter who managed the rest of his career.	(b) The rest of Presley's career was managed by a promoter, Colonel Tom Parker, who Presley met about this time.
7	(a) In 1956 Presley released *Heartbreak Hotel*, the first of 45 records that sold more than a million copies each.	(b) It was 45 records that Presley released that sold more than a million copies each, and the first of these was *Heartbreak Hotel* in 1956.
8	(a) Viewers saw him only from the waist up when he frequently appeared on television because people considered his dancing was too sexually suggestive.	(b) He frequently appeared on television, but because his dancing was considered too sexually suggestive, he was seen only from the waist up.
9	(a) Presley's personal life suffered desperately, and he fought battles with weight gain and drug dependence.	(b) Desperately Presley's personal life suffered, and battles with weight gain and drug dependence he fought.
10	(a) Before Presley, there were no teenagers, just young people without a voice. He was one of the founders of youth culture.	(b) Teenagers were just young people without a voice before Presley. Youth culture was founded by people like him.

2 T 12.6 Listen and check your answers.

3 Write about the career of someone who interests you. It could be a sportsperson, an artist, a singer, an actor, a writer, a business person … anybody!
Get some facts and dates about the person – their early life, how their career grew, what the high points of their professional life were/have been.



PostScript

Linking and commenting

1 Look at these extracts from tapescript 12.5. The expressions in italics link or comment on what has been said or what is going to be said. They are mainly adverbs.

I think it *somehow sort of* gets rid of the values, *possibly*,

... that can be covering up, *you know*, feelings.

... the advent of the Pill was *obviously* a great event as well ...

... life *certainly* was different after it than before ...

Probably because things were coming to an end before it, *anyway* ...

For me *personally* ... the greatest moment of change in the twentieth century was *actually* Elvis Presley.

2 In these dialogues, choose the correct linking or commenting expression.

a A Did you see the match last night?
B No, I missed it, but **apparently/obviously** it was a good game. We won, didn't we?
A **Probably/Actually**, it was a draw, but it was really exciting.

b A What do you think of Claire's new boyfriend?
B **Personally/Ideally**, I can't stand him. I think she'll be let down by him. **Certainly/However**, that's her problem, not mine.
A Poor old Claire! She always picks the wrong ones, doesn't she? **Anyway/Honestly**, I'll see you later. Bye!
B Bye, Rita.

c A I don't know how you can afford to buy all those fabulous clothes!
B **Still /Hopefully**, I'm going to get a bonus this month. I should do. My boss promised it to me. **After all/Presumably**, I did earn the company over £100,000 last year. **Basically/Actually**, it was nearer £150,000. I do deserve it, don't you think?
A **Of course/In fact** you do.

d A She said some horrible things to me. I hate her! She called me names!
B **Generally speaking/All the same**, I think you should apologize to her.
A Me? Apologize? Never!
B **Basically/Surely**, I think you're both being very childish. Why don't you grow up?
A Oh, Mary! **Still/Honestly**, I never thought you'd speak to me like that. I hate you, too.

e A So, Billy Peebles. You say that this is the last record you're ever going to make?
B **Surely/Definitely**.
A But **surely/actually** you realize how upset your fans are going to be?
B **Obviously/As a matter of fact**, I don't want to hurt anyone, but **certainly/basically**, I'm fed up with pop music. I'd like to do something else. **After all/Ideally**, I'd like to get into films.
A Well, we wish you all the best.

3 T 12.7 Listen and check your answers. Practise the dialogues.

Tapescripts

UNIT 1

T1.1 See pp 6–7

T1.2

Kate

a How long has Kate been in Wales?
For three days.
b Is she having a good time?
Yes, she's enjoying it a lot.
c How long did the journey take?
Twelve hours.
d What time do they have breakfast?
At 7.30.
e Why was she nervous?
Because she hadn't been on a horse before.
f What's she going to do tomorrow?
She's going whitewater rafting.

Vicky

a What is Vicky studying at university?
English.
b How long has she been going out with Luke?
Two weeks.
c Where did they meet?
At a dance.
d What sort of car has he got?
A VW Beetle.
e Why is she tired?
Because she's been getting ready for a tutorial.

Julie and Martin

a How long have Julie and Martin been in Mombasa?
Since September.
b What time does Martin have to start work?
At 7.00.
c Why did they decide to go to Amani?
Because it's cooler.
d Where did they have lunch?
At a friend's house.
e What has just happened?
It's started to rain.

T1.3

a What does your sister do for a living?
b She's been working in advertising for a couple of years.
c What was she doing before that?
d She'd been out of work for a while.
e She won't be working next Monday.
f I'll leave at about 8.00 tomorrow morning.
g My car was made in Austria.
h I've had it for six months.
i It's being serviced today.
j Peter's sold his old car to his brother.
k It had done over 100,000 miles.
l This homework has to be given in tomorrow.

T1.4

1 A Aah! He's gorgeous! Look at those big, golden paws. When did you get him?
B Yesterday. It's a she actually.
A Oh, right. What kind is she?
B A Labrador.
A She's so cute. Is she house-trained yet?
B No, of course not. She's only seven weeks old.

2 A Do you think you could possibly water my house-plants for me? I'm away on business for two weeks.
B No problem. I'll be glad to. I'll keep an eye on your whole flat if you like.
A That would be great.
B Don't worry, I know how house-proud you are. I'll make sure everything stays clean and tidy.
A I'll do the same for you any time, you know.
B Thanks.

3 A Julie, have you heard? Anna's just been made managing director of the UK branch of her firm, so she's coming back from the States!
B Oh, Mum, that's wonderful news. Let's give her a spectacular home-coming party when she gets back. Hmmm. She's certainly the career girl of the family.
A My love, you don't envy her, do you?
B Not me. I'm the original happy housewife, remember? Four kids, home-made cakes, home-grown vegetables!
A And how are my fabulous grandchildren?

4 A We're having a house-warming party on the 12th. Can you come?
B Yes, you bet. We'd love to! But I didn't know you'd moved.
A Yeah, two weeks ago. It's much bigger than the old one. A huge kitchen and three big bedrooms.
B It sounds wonderful.
A Yeah. Mind you, there's much more housework to do!
B That's a drag!

5 A Mu. u. . um? Mu. u. . um, I want to come home. I don't like it here.
B Oh, Simon. Come on now. You were so looking forward to going to scout camp.
A But ... but ... oh, Mu. u. . um, I hate it here. Why won't you and Dad come and get me?
B Simon, we can't. I never thought you'd be so homesick, and you'll be home in two days.
A TWO MORE DAYS! Oh, no!

T1.5

Hello Muddah, Hello Fadduh
Here I am at Camp Grenada.
Camp is very entertaining,
And they say we'll have some fun if it stops raining.

I went hiking with Joe Spivey
He developed poison ivy;
You remember Leonard Skinner?
He got ptomaine poisoning last night after dinner.

All the counsellors hate the waiters
And the lake has alligators.
And the head-coach wants no sissies,
So he reads to us from something called *Ulysses*.

Now I don't want this should scare ya,
But my bunk-mate has malaria;
You remember Jeffrey Hardy?
They're about to organize a searching party.

Take me home, oh Muddah, Fadduh
Take me home, I hate Grenada.
Don't leave me out in the forest where
I might get eaten by a bear.

Take me home, I promise I will not make noise
Or mess the house with other boys.
Oh please don't make me stay,
I've been here one whole day.

Dearest Fadduh, darling Muddah,
How's my precious little bruddah?
Let me come home if you miss me,
I would even let Aunt Bertha hug and kiss me.

Wait a minute, it's stopped hailing,
Guys are swimming, guys are sailing.
Playing baseball, gee that's better.
Muddah, Fadduh, kindly disregard this letter.

T1.6

a A Have you got a reference number?
B Yes. 304556.
A Credit card number?
B 4929 901 520 401.

b A Three take away three is nought.
B In America, we say three minus three is zero.

c ... and we're in the closing minutes of the second half, and Liverpool are winning one-nil, but can they hold onto this lead as Barcelona attack again?

d What a beautiful backhand! That shot gives Smith three match points. She's one set up at 6-0, 5-4 and it's 40-0 in what could be the final game.

e There will be widespread frosts tonight, with temperatures at or below nought degrees Celsius.

f A My phone number is 0171 498 7032.
That's a London number.
B My New York number is 212 70 65449.

T1.7

Here is the news.
There are fears for the safety of a Boeing 747 on its flight from Lima to Los Angeles. The plane, Bel Air flight 409 with 280 passengers on board, left Peru at 10.40 in the morning local time. It had completed three quarters of the four thousand-mile trip when radio contact was lost. Postal workers are on strike. Their demand for a five and a half per cent pay rise has been rejected. Management say they can only afford

to offer 3.2 per cent spread over the next sixteen months.
A man armed with a shotgun held up a jeweller's in central Birmingham yesterday. He escaped with rings and bracelets worth £55,000. Police are appealing for witnesses. The number to phone is 0151 324408.
Unemployment figures were released today. Last month there were 2,876,000 registered unemployed. This is an increase of 32,000 on the previous month.
Finally, the weather. It will be cold and windy today, with gales up to seventy miles an hour and temperatures dropping to minus 7 degrees Celsius.
And that's all from me.

UNIT 2

T2.1

David Livingstone, African explorer

David Livingstone was one of the most important Victorian explorers. He spent thirty years travelling in Africa.
He was born in Scotland in 1813. He studied medicine, and in 1841 he sailed to South Africa to join a Christian mission in Botswana. He married soon after he arrived, and with his wife he travelled into regions where no Europeans had ever been. He went to the Kalahari Desert, the Zambezi River, and the Victoria Falls.
His second expedition, up the Zambezi River by canoe, was a disaster. His wife, Mary, died of a fever, and many other lives were lost.
A few years later he set out to discover the source of the River Nile on foot. He vanished, and some people thought he had died. In 1871 the American journalist Henry Morton Stanley greeted him on the shore of Lake Tanganyika with the famous words 'Dr Livingstone, I presume.'
He died in 1873, in modern Zambia. His followers buried his heart at the foot of the tree where he died. His remains were buried at Westminster Abbey, in London.

Mick Watts, backpacker in Asia

Mick Watts is in Melbourne. He is on a nine-month backpacking trip round Australia and south-east Asia.
He flew into Bangkok five months ago. Since then he has been to Kuala Lumpur, Singapore, Java, and Bali. He has visited temples in Thailand, and seen giant turtles in Indonesia.
He's been staying in cheap hostels, along with a lot of other young people. 'I've met a lot of great people, but it hasn't all been easy,' said Mick. 'I've had diarrhoea a few times, and I've been mugged once, which was really scary.'
Apart from that, his only worry is the insects. He has been stung all over his body.
He's been travelling mainly by public transport – bus, train, and ferry – except in Bangkok, where he got around by river taxi.
For him, the best part of the trip so far has been learning to scuba dive on the Great Barrier Reef. He's looking forward to taking things easy for another week, then setting off again to New Zealand. 'Once you've got the travel bug, it becomes very hard to stay in the same place for too long,' he said.

T2.2

a What did he study?
b Why did he go to South Africa?
c When did he get married?
d What did his wife die of?
e Where were his remains buried?
f How long has he been away from home?
g Which countries has he been to?
h Where has he been staying?
i How often has he had diarrhoea?
j Has he been mugged?

T2.3

Part 1 Childhood

I = Interviewer N = Natalie

I First of all tell me what your earliest memory is.

N 'Course, I was born just before the First World War, and my earliest memory, I think, is my third birthday party. Everything was very short, but I did have a birthday cake and all the lights were out and I was told to go into the room first and there was this beautiful cake with the candles on it.

I When you were small what did you want to be when you grew up?

N Well, I thought, perhaps, I would be one of the first people ever to fly the Atlantic but it didn't quite work out like that. After a time I became rather an indifferent glider pilot, which wasn't quite the Atlantic.

I And what did you actually expect would be the story of your life? What did you expect to be when you grew up?

N I had no idea. I couldn't believe that I'd end up as a lavender farmer in Shropshire! Certainly not that! I did think I might be an MP but in the end I was a librarian in Wolverhampton, again not quite Westminster!

I You lived abroad for a while when you were young in Paris and in Dresden. What are your most vivid memories of those two cities?

N In Paris I heard *Boris Godunov* sung by Schalliapin and that is something that has always lived in my memory, and in Dresden I went to every single Wagner opera in the order he wrote them.

I Were you there to learn French and German?

N I was. Er ... I learnt many other things, not too much French or German. A bit.

Part 2 The war years

I You were in Germany before the Second World War began. Are there memories of the seriousness of the political situation developing?

N Well, I was young so I didn't really take it in but there were days when we were not allowed to go out, because there were those torchlight processions and the Jews' shop windows were broken, and one knew it was serious but certainly I didn't realize how serious.

I During the Second World War you were involved in political warfare, sending misinformation to the enemy, and then after the war you worked in London in naval intelligence. You must have had to keep completely secret the work that you were doing. It must have been years before you were able to tell anybody about the work you did during the war.

N We did have to take an oath of secrecy, but I think that one of the ... tiresome things that happened from that was, that when I wrote to my husband, who as I said was away for four years, I wasn't allowed to say where I worked, who I worked with, or what I did, and after three or four years it gets quite difficult to write letters, without saying these things.

Part 3 The best is yet to come

I How long have you lived in this lovely house in Shropshire with its magnificent gardens?

N We came here in 1953. We didn't really mean to come to a house as big as this but we saw the garden one night by moonlight, and the moon was coming up behind this beautiful cedar tree and we said we really must have the cedar tree, never mind the house.

I And how do you fill your time here?

N Er ... very well. I'm very busy. I have five acres of garden, four acres of lavender, twenty hives of bees, eight grandchildren and one step-grandchild. Er ... really, time goes quite fast.

I You've travelled a great deal during the course of your life. Where in the world have you most enjoyed visiting?

N Well, I've enjoyed going almost everywhere. But I think that Machu Picchu, the lost city of the Incas, is something quite special. It's quite a spiritual place. It was their holy place. And then of course you go to the Grand Canyon. I went there, ... quite modern there. I went in a helicopter along the edge of the Grand Canyon and that's magnificent too. India, China, the Great Wall, you say it, there are so many places – Madagascar with their incredible lemurs and the animals that are being driven to extinction. Each place has its charm and I'm hoping to see lots more!

I I was going to ask you whether you have plans to make more journeys. Are there places in particular that you know you want to visit as soon as you can?

N Well, I haven't been to Egypt which is a terrible miss, and I always want to go back to Jerusalem, which has ... I've been there two or three times, and I don't know why, I find it a most compelling city. I don't think it's

changed, it's still violent and cruel and divided and beautiful, and you meet a camel where you least expect it round the corner and the little streets are the same and you feel you could see Jesus of Nazareth there still today.
I think I also like to look forward, too. I'm just as interested in the future as I am in the past and what I really want is for us to find life in outer space before I die. I should like that.

I Your work here fills up almost all of your time ...

N All of my time.

I All of your time, not almost all of your ...

N Rather more than my time!

I But do you sometimes manage to fit in other activities? For example, is it correct that you enjoy waterskiing?

N I ... I think I enjoy waterskiing, but it's always anxious because I'm never quite sure if I'll get up. But I do enjoy it and once up I think it's great, brilliant!

I Does it ever occur to you that it's an unusual pastime for a lady in her eighties to be going waterskiing?

N Well, I never really had thought of it like that. I think if you do something you just go on doing it, as long as you can and hope that nothing dreadful happens to stop you.

I You mentioned that you are a glider pilot. Do you still get the chance to fly?

N I don't ever go alone any more, I go up with somebody else in a two-seater, but when I started to learn, before the war, there were no two-seaters. You always had to go alone.

I As you look back on a very rich, colourful, interesting life, which seems to you to have been the best part? Which was your golden age?

N Well, I don't know that there is a golden age. I look forward with just as much pleasure as I look back. I've got lovely things to look back on, but I hope I've got lovely things to look forward to.

T2.4

1 We went to dinner with some friends on Saturday evening. We had a lovely time, but the meal was awful! We had sheep's heart with rice and bananas!
2 We were all going on holiday to Spain next week. We were really looking forward to it, but my father's been quite ill so we've had to cancel the holiday.
3 A Has Annie had the baby yet? It must be due any time now.
B Oh, yes. Haven't you heard? She didn't have one. She had three. Tom's the father of triplets!
4 Careful with that knife. Mind you don't cut yourself. It's very sharp.
5 Do be careful. That bowl's really heavy!
6 How's your steak? Is it OK?
7 Look! Isn't that Peter Wilson over there, sitting on his own?
8 Sarah told me that you hated me. She said that you didn't want to see me ever again!
9 So anyway, in the middle of the meeting the manager, you know ... Keith Matthews, well, he suddenly got up out of his chair and started walking around the room ... Darling, are you listening to me?

T2.5

1 We went to dinner with some friends on Saturday evening. We had a lovely time, but the meal was awful! We had sheep's heart with rice and bananas!
Yuk! How disgusting! Did you eat any of it?
2 We were all going on holiday to Spain next week. We were really looking forward to it, but my father's been quite ill so we've had to cancel the holiday.
Ah! What a shame! You must be so disappointed!
3 A Has Annie had the baby yet? It must be due any time now.
B Oh, yes. Haven't you heard? She didn't have one. She had three. Tom's the father of triplets!
A Wow! Triplets! How amazing! That'll keep them busy.
4 Careful with that knife. Mind you don't cut yourself. It's very sharp.
Ouch! I've just cut my finger. I don't think it's very deep, but I'd better put a plaster on it.
5 Do be careful. That bowl's really heavy!
Whoops! I've dropped it! Don't worry. I'll get you a new one.
6 How's your steak? Is it OK?
Mmm! It's absolutely delicious! Just the way I like it.
7 Look! Isn't that Peter Wilson over there, sitting on his own?
Hey, Peter! Come over here and sit with us. We'd really like you to join us.
8 Sarah told me that you hated me. She said that you didn't want to see me ever again!
Uh? That's crazy! What a stupid thing to say! You know it's not true.
9 So anyway, in the middle of the meeting the manager, you know ... Keith Matthews, well, he suddenly got up out of his chair and started walking around the room ... Darling, are you listening to me?
Uh-huh. Of course I'm listening to you. You're talking about Keith whatsisname and some meeting or other.

UNIT 3

T3.1

L = Laura J = John

L Did I ever tell you that story about my friend Mandy?
J No, I don't think so. Why, what happened?
L Well, Mandy's an air-hostess, except they don't call them that any more ...
J What is it now? Member of the cabin staff ...
L Flight attendant or something. Well, it was quite a long flight ... it was a long-haul flight going to ... somewhere. And it was quite a long way into it and ... erm ... I think ... it was ... in the night-time so most people were sleeping and ... what happened was Mandy suddenly saw this man stand up out of his seat and fall over into the aisle, and he was just lying there. And so they ... all the stewards and stewardesses thought 'Oh my God! He's had a heart attack or something', and went running over to him, and so ... they were trying to ... they wanted to know if he was unconscious, so they were trying to find out what was wrong, what had happened. And then they smelt this smell of alcohol on him, so they thought 'Oh, he's had too much to drink on the plane, too much whisky or whatever, and he's drunk.' So, they reckoned that that was why he'd fallen over.
J Oh dear!
L Mmm. So anyway, they started to feel less sympathetic to him, and told him ... 'Come on! Get back in your seat!' and everything, helping him back up, you know, back into his seat. And it was only then that they found out what had happened ... well, he managed to tell them what had happened. He'd been fast asleep, and ... a bottle of whisky or gin or something in the overhead compartment had started ... it had broken and it had started leaking and dripping out of the overhead compartment onto his head ...
J Poor guy!
L Yeah. And it was the alcohol that had woken him up with such a start. He'd been in quite a deep sleep. He stood up and ... the thing is he only had one leg and he'd forgotten ... that he'd taken off his false leg, his wooden leg or whatever, and put that in the overhead compartment with the bottle of whisky. So he was completely off balance, and he'd stood up so quickly but with only one leg he'd fallen right over onto the aisle ...
J Oh no!
L ... and that's what happened. They all thought he'd had a heart attack or something, but ... it was because it was so sudden when he woke up that he didn't have time to remember that he didn't have his false leg on.
J What I don't understand is why he'd taken it off in the first place.

L Well, I don't know. Maybe because it's quite cramped on planes ... I've no idea why he'd taken it off.

T3.2

This is the BBC news at six o'clock.
Three climbers, missing for thirty hours, have been found safe and well by rescue teams in Scotland. The three, two men and a woman, who are all from Glasgow, had been climbing in the Highlands when they were forced to take shelter by the bad weather. They were found early this morning. They are recovering in hospital, and are said to be doing well.
Rescue organizations have been warning walkers and climbers of the dangers of going out onto the mountains at this time of year since the deaths of five young men last month.

T3.3

The death has been announced of one the world's best-selling novelists. Saskia Lane was found on Sunday evening by her ex-husband in the bedroom of her apartment overlooking Central Park in New York. He was bringing back their twelve-year-old daughter who had been spending the weekend with him. A post-mortem revealed that she had taken a large quantity of sleeping pills. Miss Lane had been depressed since the break-up of her fifth marriage. Her last novel *Ex-wives of Manhattan*, was published two years ago. She also leaves a nineteen-year-old son from her second marriage.

T3.4

Yesterday afternoon five million pounds was stolen from a security van in North London. Three men on motorcycles attacked two security guards as they were carrying the money from the bank. The men were all wearing masks. Shots were fired but no one was hurt. The police were given a good description of one of the men, whose mask had been pulled off in the fight. It is believed that the gang had been watching the bank for several weeks.

T3.5

MH = Michael Henchard
SH = Susan Henchard
A = Auctioneer S = Sailor M = Man

MH I don't see why men who have got wives who don't want 'em shouldn't get rid of 'em as these ... these gipsy fellows do their horses. Why, I'd sell mine this minute if anyone would buy her! Well, then, now is your chance; I am open to an offer.
SH Michael, you have talked this nonsense in public places before. A joke is a joke, but you may make it once too often, mind!
MH I know I've said it before, and I meant it. All I want is a buyer. Here ... here ... here, I'm waiting to know about this offer of mine. This woman is no good to me. Who'll have her?
SH Come, come, it's getting dark, and this nonsense won't do. If you don't come along, I shall go without you. Come!
MH I asked this question and nobody answered to it. Will anybody buy her?
SH I wish somebody would! Her present owner is not to her liking!
MH Nor you to mine! Now stand up Susan, and show yourself. Who's ... who's the auctioneer?
A I be. Who'll make an offer for this lady?
M Five shillings!
MH No insults! Who'll say a guinea? Set it higher, auctioneer!
A Two guineas!
MH If they don't take her for that, in ten seconds they'll have to give more. Very well. Now, auctioneer, add another!
A Three guineas. Going for three guineas!
MH I'll tell ye what. I won't sell her for less than five. I'll sell her for five guineas to any man that will pay me the money and treat her well; and he shall have her for ever. Now then, five guineas and she's yours. Susan, you agree?
A Five guineas. Do anybody give it? The last time. Yes or no?
S Yes!
MH You say you do?
S I say so.
MH Saying is one thing, and paying is another. Where's the money?
S One ... two ... three ... four ... five.
SH Now, before you go further, Michael, listen to me. If you touch that money, I and this girl go with the man. Mind, it is a joke no longer.
MH A joke? Of course it is not a joke! I take the money, and the sailor takes you.
S Come along! The little one, too. The more the merrier!
SH Mike, I've lived with thee a couple of years, and had nothing but ill-temper! Now I'll try my luck elsewhere. 'Twill be better for me and Elizabeth-Jane, both. So, good-bye!

T3.6

Joey

I = Interviewer

I You really enjoy reading, Joey, don't you?
J No, I do very much. I'm a prolific reader.
I Erm ... can you tell me the title and the author of one of your favourite books?
J Well, it's very difficult to kind of pinpoint a favourite book, but I suppose erm ... *The Woman in White*, by Wilkie Collins particularly erm ... sticks in my mind.
I Wilkie Collins?
J Yes. That's right.
I And when was that written?
J Er .. it was just in the nineteenth century. So it's erm ...
I And what kind of a book is it?
J It's er ... it's a detective story with a bit of romance thrown in, so you've got it all there, really, a complete package. But it's a very good detective story ...
I I think I've heard of it. I think it's called the very first detective story that was ever written.
J Oh, really? Considering ...
I I think so.
J Considering it's the first one, it's jolly good.
I And so ... and what ... what's it about?
J Well, it's basically about mistaken identity. The woman in white erm ... looks very like this young lady called Miss Fairlie. Erm .. basically it's ... the main character's Walter Hartwright, who's a young artist, and he goes up to the north of England to instruct these two ... these two young ladies in the ... the art of how to ... you know .., in how to paint. And erm ... he falls in love with Miss Fairlie ...
I Mmm huh.
J Erm ... but he's too poor, so she can't marry him, so she marries somebody else.
I Oh, dear!
J And then he hears that she's died, so he goes up to her gravestone, and he's weeping erm ... on her gravestone and ... when she suddenly appears. So she pretended to die, so she could escape from her ...
I Is this because she has a look-alike, somebody who looks like ...
J Yes.
I ... her twin?
J It was the woman in white that had actually died, not Miss Fairlie.
I Ah! So I mean they look so alike like ...
J They look so alike, yes.
I ... like identical twins.
J As if, yes.
I What a wonderful theme for a detective story.
J Mmm, indeed.
I Where does it take place, this story?
J Erm .. it takes place in London and the north of England because that's where he goes to ... to teach these two young ladies.
I Mmm huh. And er ... you really ... obviously you enjoyed reading it very much. I mean, why particularly? Why did you like it so much?
J Well, you know, it's ... it's so important when you look forward to reading the present book, you can't wait to go to bed ...
I Yeah.
J ... because you want to carry on reading it, and that's what it was like with this book. I couldn't wait to go to bed, so I could carry on reading it, and I would ..
I So you read it all night ...
J ... read it in the early hours of the morning ...
I ... couldn't put it down!
J No, absolutely not. It was ... it was very good.
I Page after page. I think it's the best, yeah, the ... the best kind of book, isn't it?
J Definitely.
I That's great. Thanks very much.

Ken

I Right Ken, what kinds of books do you enjoy reading?

K Actually I enjoy reading quite a range of books, but I suppose if I had to choose one as it were for my desert island I would choose autobiography and I think mainly because I just enjoy reading about other people's lives, and the adventures they've got into, the ups and downs of the ... er you know, character of their lives, ... er, and because they're always very weighty and somehow you get to know the people very well and perhaps with more insight than you might otherwise ... you may hear about them on the radio or television and so on but suddenly you get behind all that and see what it is that makes the person tick and that always fascinates me.

I What about a particular book that you've read recently that you've really enjoyed?

K Well I think the book that I always come back to is Laurie Lee's *Cider with Rosie* ... er it's a favourite, it's one that I'm always recommending to young students to read. It's extremely good quality. He is of course a poet and this comes through in the language and his observations. It never fails to please me. I always find something new in it to enjoy... He expresses himself so very well, lots of humour, acute observations and generally here's a writer who I think is a real writer in that he conveys his enthusiasm for writing itself and his life and the things he sees.

I What's it about, *Cider with Rosie*?

K *Cider with Rosie* is an autobiography. It tells of his life in the Cotswolds, in a little village and it starts when he's about three years of age and it tells of the village, its people ... er the way the society works and about his growing up in this rather countrified quiet little community ... erm ... which ... he stays there until he's about eighteen and then off he goes around ... I believe in the first case on his journey ... was around Spain. So it's ... it's his childhood in this little village. And it describes the village of course and its characters and the way he feels about it and the way it's shaped his life ... erm and it's called *Cider with Rosie* because the one event that he remembers particularly well ... was a little encounter with Rosie in the bushes with some cider. And you're left to think about what that may mean.

Kate

I Kate, do you like reading?

K Yes.

I Good. Erm ... what about telling me about erm ... just one of ... one of your favourite books ... erm ... what about its title and its author?

K It's called *The Valley of Adventure*, and it's written by Enid Blyton.

I And ... and what kind of a book's that?

K It's an adventure book.

I An adventure book, *The Valley of Adventure*. I suppose it would be. And erm ... can you tell me a bit about it? Can you tell me about the people who are in it, and what it's about?

K There are four children, called Phillip, Dinah, Lucy-Ann, and Jack, and they go on ... they get on a plane. But they're meant to be getting on their friend's plane, but they get the wrong one.

I Just the children?

K Yeah.

I The four of them? Just them?

K They get on the wrong plane. And they end up in this deserted valley, where there's this hut, full of food, and they break in ...

I That's fortunate ...

K Yeah.

I ... with food.

K And they break in, and get the food. And they see ... they see that there's someone else living on the island, and they follow them. And they find a map ... this old man gives Phillip ...

I Yeah.

K And they find a huge cave of treasures and gold and ...

I So it's a treasure map?

K Mmm.

I Wow! And er ... is it exciting?

K Very.

I Have you read lots of stories with these characters?

K Yeah, I've read about twelve of them.

I And is it just the four children in the stories? Any ... any ...?

K There's a man called Bill, who's their friend, and their Mum, but the mum doesn't get very involved.

I And what about the ending of the story? What happens in the end?

K They erm ... find their friend, and erm ... and he ... he gets to the police, and the police take the treasure, and they put it in a museum, and they give some of the money back to the villagers who lost it.

I Mmm. No, it sounds very good. What about if ... what about if you met someone who didn't know Enid Blyton stories, and er ... wondered ... about that story. Would you recommend it? What would you ... what's your opinion of the story? Why ... why did you like it?

K I liked it because it was really exciting ... like ... it kept you on the edge of your seat.

I Page after page.

K Yeah.

I Ah, right. Any other reason why you liked it?

K It was funny.

I Which ... which bits are funny in the story?

K Erm ... when some of the children are speaking ... and the parrot, they have a pet parrot.

I They have a pet parrot? What's it called?

K Kiki.

I Kiki.

K And it's really funny, 'cos it answers back. And it keeps these men erm ... wondering what ... he keeps ... the parrot keeps talking, and the men don't know who's talking, so they get scared and run away.

I They don't know it's a parrot?

K No.

I It sounds great. It sounds really good. So ... exciting and funny, that's why you like it. Thanks very much. That's terrific.

T3.7

A Meg's got a new boyfriend.
B A new boyfriend?
A Yes. He lives in a castle.
B A castle?
A Yes. She met him in Mauritius.
B In Mauritius?

T3.8

A Meg's got a new boyfriend.
B Has she?
A Yes. He lives in a castle.
B Does he?
A Yes. She met him in Mauritius.
B Did she?

T3.9

a
A Sam wants to apologize.
B Does he?
A Yes. He's broken your mother's Chinese vase.
B My mother's Chinese vase? Oh, no!

b
A We had a terrible holiday.
B Did you?
A Yes. It rained all the time.
B Did it?
A Yes. And the food was disgusting!
B Was it? What a drag!

c
A Look! Bob's drunk.
B Is he?
A Yes. He's had six glasses of whisky.
B Six glasses of whisky?
A Yes. He doesn't like parties.
B Doesn't he? How strange!
A The poor chap can't walk straight.
B Can't he? How's he going to get home?
A I don't know. I never have too much to drink.
B Don't you?
A No. I can't stand hangovers.

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

e
A I've met the love of my life!
B Have you?
A Yes. We're getting married next Saturday in Barbados.
B Next Saturday? In Barbados?

A Yes. We've booked a flight on Concorde.
B Have you? You lucky thing!

f

A I'm on a mobile phone.
B Are you?
A Yes. And I've got something very important to tell you.
B Have you? What is it? I can't wait!
A You'd better sit down ... I'd like to marry you.
B Marry me? Blimey!

UNIT 4

T4.1

a Scotland imports a lot of its food from other countries. Its exports include oil, beef, and whisky.
b I'm very pleased with my English. I'm making a lot of progress.
c Ministers are worried. There has been an increase in the number of unemployed.
d But the number of crimes has decreased, so that's good news.
e How dare you call me a liar and a cheat! What an insult!
f There was a demonstration yesterday. People were protesting about blood sports.
g People usually buy CDs these days. Not many people buy records any more.
h Don't touch the video! I'm recording a film.
i Britain produces about 75% of its own oil.

T4.2

a He takes away our refuse.
b An unidentified flying object.
c A desert.
d Presents!
e The contents pages.
f Con'tent. A 'contract. In'valid. Mi'nute. To ob'ject. To re'fuse.

T4.3

a This programme is coming to you live from Mongolia.
b Mind that nail! You'll tear your shirt. Oh!
c Listen to that wind howling outside.
d The use of mobile phones is strictly forbidden in this library.
e Listen to the neighbours! They're having a terrible row.
f Where do these stairs lead?
g I hate mornings! I'm not used to getting up so early.

T4.4

I = Interviewer T = Tom S = Sue

I All over France the city of Lyon is regarded as a gastronomic paradise. 'You're going to Lyon? *Vous allez très bien manger* – you'll eat very well,' say the French. And it's true. Lyon has hundreds of fine restaurants. Given this situation, would it be wise to open an English restaurant there? After all, we all know that the French consider British cuisine to be inedible. But that is exactly what Tom and Sue Higgins have done. They've opened an English restaurant and called it 'Mister Higgins'. How did they get the idea? Why did they do it?

T Well, I had been working as a translator in Geneva and Sue had just finished her medical training in England. So you see, we needed to live near Geneva for my work, but in the EU for Sue's qualifications to be recognized, so Lyon seemed a good choice.

S Yes. The only one, really. Then one night, after we moved here, some French friends came for dinner and we gave them meat loaf. They loved it, and we were laughing and joking and they said 'You should open a restaurant and serve things like this.' And we laughed, too. We knew we were quite good cooks, but we thought 'Oh yeah! An English restaurant in Lyon!'

T But then ... I mean it was me, bit by bit, I just became obsessed with the idea. 'Cos our new house had once been a bakery, so it seemed to ask to be converted into a restaurant. But the formalities were horrendous! I went to the Lyon Chamber of Commerce and came back exhausted with all the papers and the details ... we almost gave up ... but not quite ...

S ... no ... the the next stop was the bank. Of course, we had to borrow the money. And Monsieur Dufour, the bank manager, didn't laugh at us. He even said he would consider an application from us. We were thrilled ...

T ... but the documents and the bureaucracy! It was a nightmare. I couldn't believe it when Monsieur Dufour finally gave us the cash. And then ... er ... when we started rebuilding ... it took two and a half months to rebuild ... passers-by were fascinated, they simply couldn't believe what we were doing. '*Un restaurant anglais? Ce n'est pas possible!*'

I And how did you decide on the name? Or was it just obvious to call it by your name?

T No, we tried lots before it seemed obvious. But then we thought, 'Well, *Higgins* sounds very British, and it's quite easy for the French to pronounce, apart from one letter, H, and they all understand *mister* just as we understand *monsieur*, so ...

I And did you have an opening party?

S Oh yes. We invited everybody we could think of. British friends, obviously, and all the workmen who had helped build it ...

T Yeah, and absolutely everyone we saw in the street for days before, and of course we had free wine. The restaurant was really crowded ... almost impossible to move. We were so busy. Oh, my goodness! In my memory, the whole first year is just a grey blur of exhaustion and tiredness, but with some wonderful moments.

S Yes. D'you remember once we had to turn away a couple because we were full and Madame was furious! She said '*What!* An *English* restaurant, and you have to make reservations?! Pah!'

T Mmm, we were o en full, but we still only earned £2 a week each for ourselves in that year! I had to carry on doing translations for a while.

S But ... what we had right from the start and we still have ... is curiosity value. Customers told their friends about our amazing meat loaf. '*Le meat loaf? Vraiment délicieux!*' Nowadays they know they have to book and ...

T ... and some even admit that the food is good!

S Yes, but they won't admit it's British! Their reasoning goes: English cooking is bad therefore this can't be English. Actually I think it's a big compliment, coming from the French!

I Well, I loved every bit of my meal. But then I am English!

T4.5

a Could I use your phone for a moment?
By all means. Help yourself.
b What film would you like to see tonight?
I don't mind. Whatever you want.
c Everyone says you're mad. Did you know that?
I don't care what other people think. That's their problem, not mine.
d I'll give you £6,000 for your car. That's my final offer.
It's a deal! It's yours!
e When he told me he'd smashed my car, I was furious!
I bet you were. I'd have hit him.
f Oh, no! The photocopier's jammed again!
Has it? Let me have a look. I'll try and fix it.
g Can we meet next Thursday?
Let me see. Yes, I can make the morning.
h Bye! I'm off now!
Hang on a sec. Where are you going?

T4.6

a I'm really sorry, but I can't go out to the cinema with you this week.
Never mind. Let's try again next week.
b I walked out of my job. I just couldn't take it any more.
I don't blame you. I'd have done the same thing myself.
c What if I forget everything in the exam?
What if my pen runs out?
For goodness' sake stop worrying! You'll be fine. Just don't panic!
d Have you applied for that job?
No, there's no point. I'm not qualified for it. I wouldn't stand a chance.
e Are you going to phone Andy again?
I can't be bothered. I've left five messages for him, and he's never replied.
f I don't know what to do. Do I tell her the truth, or do I say nothing?
I see what you mean. You're in a very difficult position.
g We aren't having a holiday this year.
How come? Can't you afford it?
h Why did you tell everyone that I'm in love with Mike? It's not true!
Hey! I was kidding. It was just a joke.

UNIT 5

T5.1

1 What am I doing tomorrow, you say? Well, my daughter will be here. She'll be bringing the little 'uns, and we'll all have a cup of tea and a good old chat. And I'll bake a cake, a ginger cake. They like that.
2 In the next few years? I hope I'll be earning a lot of money. And with a bit of luck I'll be living in my own flat, as well!
3 I'm waiting for my exam results at the moment. I did my 'A' levels a few weeks ago, and if I get good results I'm going to study medicine at Newcastle University. If I don't get the grades I need, I don't know what I'll do. I haven't really thought about it.
4 My Mom's a marine in the US Navy, and we move every couple of years. Next July we're all moving to Hawaii, and we'll be there for a year or two, then move on again.
5 It's Saturday tomorrow, isn't it, so I'm going to see a football match with me son and some mates from work, aren't I? It's Arsenal versus Manchester United.
6 Marie's having a baby soon, so we're both very excited. The baby's due in four weeks.
7 In ten years' time? I'll have finished school by then. Wey-hey! I'm going to have a toy factory.
8 Tomorrow morning I'm going to France for the day. It's a school trip. I have to be at school at five in the morning, my Dad's giving me and a few of my friends a lift. Then we're going by coach to Waterloo and we're going on Eurostar to Paris. The train leaves at 9.30.

T5.2

Good morning, ladies and gentlemen. Welcome on board this British Airways flight to Rome. In a very short time, just as soon as we have received permission, we'll be taking off. When we have reached our cruising speed of 550 miles an hour, we will be flying at 35,000 feet. Our flight time today is two and a half hours, so we will be in Rome in time for lunch! The cabin crew will be serving refreshments during the flight, so just sit back and relax. We hope you will enjoy the flight. If you need any assistance, just press the button and a flight attendant will come to help you.

If you look out of the right-hand side of the plane, you will see Mont Blanc. In a few moments' time, the crew will be coming round with duty-free goods. We will also be giving out immigration forms. When you have filled them in, please place them in your passport. They will be collected as you go through passport control.

In twenty minutes' time we will be landing. Please put your seats into the upright position. You are requested to remain seated until the plane has come to a complete standstill. Before you leave the plane, please look around to make sure you haven't left any of your possessions behind you.
We hope you will fly again soon with British Airways.

T5.3

a
Do you think you'll ever be rich?
I hope so.
I might one day.
It's possible, but I doubt it.
I'm sure I will.
I'm sure I won't.

b
Are you going out tonight?
Yes, I am.
I think so, but I'm not sure.
I might be.

c
Do you think the world's climate will change dramatically in the next fifty years?
I don't think so.
I hope not.
Who knows? Maybe.

T5.4

A = Alan S = Sarah

S Hello, 267890.
A Hello. Is that Sarah?
S Speaking.
A Hi, Sarah. It's Alan, Alan Cunningham.
S Alan! Hi! How are you? How are things?
A OK, yeah, not too bad, thanks. And you? How's the family?
S Oh, we're surviving! Dave's away at the moment at a conference, which leaves me running the house and looking after the kids on my own.
A That's tough. It takes a lot out of you, doesn't it?
S You're not kidding. I tell you, at 9.00 in the evening I just collapse into an armchair in front of the telly. Still, Dave's back soon, thank goodness. Anyway, how are things with you? What are you up to? We haven't spoken for a while.
A No, that's right. Well, we went through a very quiet period at work, but right now things are looking up and I've got a lot on. I'm a bit snowed under at the moment. It's OK, but I need a break. Speaking of which, I'm phoning about our reunion ...
S ... our what?
A You know, in Durham, ten years on, with James.
S Oh, of course! No, I hadn't fogotten. On the fourteenth, right? Friday night. No, I can't wait. I'm really looking forward to it.
A Have you any ideas where we can meet? A restaurant somewhere?
S Well, what do you fancy? Indian? A bar meal? A Chinese? There's a really good Chinese where we used to go in Clay Path.
A Oh, yes. What's it called?
S The Lotus Garden.
A That's right. Now, I'm driving from the Midlands, so I'll be coming into Durham from the A1(M). How do I get to the restaurant?
S Well, you come in on the A177. You go past the sports centre on your right, and you come to a roundabout. Left takes you on the A1051. Don't take that, go straight on into town. It's called Hallgarth Street, if I remember rightly.
A Uh huh.
S Then you come into New Elvet, past the police station on your right, over the river and you come to another roundabout.
A Right. Got it. And I take a left there, don't I?
S No, you can't. Well, you can, but not to get where you need to go. You need to go right, up Leazes Road, past St Bede's College on your right, and up to the roundabout, then you take a very sharp left into Clay Path. Go down a couple of hundred yards and you see the restaurant, the Lotus Garden on your left. It's bang opposite a car park. That's handy for you.
A Right, I've got it. That's great. I'll be leaving about 3.00 in the afternoon, so I should be in Durham about 5, 6 o'clock depending on the traffic.
S Where are you staying?
A In The County. What about you?
S Oh, that's good. I'm staying in The Three Tuns, just down the road. We can meet up for a drink.
A Sounds great! How are you getting there?
S By train. It's direct from here, so it's easy. The journey takes less than an hour. Why don't I come to The County at about 6.30? I'll see you in the bar.
A All right. That sounds great. Will you phone James, or shall I?
S Erm ... No, don't worry. I'll phone him.
A OK. So I'll see you on the fourteenth in the bar of The County. I presume there's only one.
S Well, it's not that big. I'm sure we won't lose each other.
A That's right. OK, then. See you then.
S About 6.30.
A That's it. Bye.
S Bye. See you soon.

T5.5

S = Sarah J = James

J Hello, Simpson's Travel Agents.
S Hello, James. This is Sarah Jackson. How are you?
J Sarah! Hello! How lovely to hear from you!
S Sorry to disturb you at work.
J Oh, don't worry. I'm only too pleased to be interrupted. Anything to stop me having to deal with customers and their complaints! Never mind! How's everything with you?
S Oh, fine. Have you got a lot on at the moment?
J Well, it's our busy time of year, you know, coming up to the summer. Everyone booking their holidays. Still, I mustn't complain.
S That's right. Business is business! Anyway, James, I spoke to Alan yesterday, you know,

about our get-together in Durham ...
J Now there's something to look forward to.
S ... on the fourteenth, and I'm just ringing to let you know what's happening.
J Great!
S We've decided to meet in The Lotus Garden, the er ... Chinese restaurant ...
J You mean the one in Clay Path?
S Yes.
J Where we all used to go?
S Yeah.
J Oh.
S Why? Is that no good?
J It closed about three years ago.
S Oh, dear. Are you sure?
J Uh huh. Absolutely. But it doesn't matter. There's the other one, the Kwai Lam. It's just as good, better, in fact.
S Now where is that? I've forgotten.
J How are you getting to Durham?
S My train leaves Leeds at five o'clock.
J Well, when you come out of the station, go down the path to the roundabout, and go down North Street towards the town centre.
S Uh huh. I'm with you.
J Cross over Framwellgate Bridge and go up Silver Street. There's Fairbrother's jeweller's on the right, on the corner as you go up. Remember? Big place.
S Yes, I do.
J Up into the Market Place, where the Town Hall is. Then you go right into Saddler Street, and then the road divides. Saddler Street goes down to the left over Elvet Bridge, and right is North Bailey, which goes up to Palace Green and the cathedral. Got it?
S Yeah, yeah.
J That's right. Well, the Kwai Lam is on the corner of Saddler Street and North Bailey.
S OK. Now, what time are you coming from Sunderland? How are you getting there?
J Well, I'm so close, I'll be catching the bus. The office closes at 6.00, and I'll go straight to the bus station. There's a bus to Durham every twenty minutes, so I'll get the first one, probably about 6.30.
S So you'll be there at about ... what? Seven?
J Yeah, something like that.
S Well, look. Why don't we see you in the Kwai Lam? I'm meeting Alan in The County before that, because we both get in earlier than you. I need to phone Alan to tell him about the Lotus Flower ...
J ... Lotus Garden.
S Lotus Garden. Sorry.
J No, I'll phone Alan. I haven't spoken to him for ages.
S OK. Yeah, you phone him then. What about if we see you in the Kwai Lam between seven and half past? How does that sound?
J Fine. That'll give me enough time, I'm sure. Shall I phone and book a table?
S That would be great. By the way, where are you staying that night?
J I'll be coming back here, I suppose.
S Can't you stay in Durham so we can have more time together? You don't want to rush back to Sunderland, do you?
J I guess I could give a friend of mine a ring to see if he can put me up. Yeah, I'll do that.
S Great! Well, we'll see you on the fourteenth, then, around 7.15.
J In the restaurant, that's it. And you know where it is, don't you?
S Yeah, yeah, I've got it. Bye, now, James.
J Bye, Sarah. Thanks for phoning.

T5.6

A Hello. TVS Computer Services. Darren speaking. How can I help you?
B Good morning. Could I speak to your customer services department, please?
A Certainly. Who's calling, please?
B This is Keith Jones.
A One moment, Mr Jones. I'm trying to connect you.
B Thank you.
A I'm afraid the line's busy at the moment. Will you hold?
B Er ... yes, please.
A OK. You're through now. Go ahead.
B Hello. Is that customer services? I was wondering if you could tell me ...

T5.7

A So, Barry. It was good to talk to you. Thanks very much for phoning.
B My pleasure. By the way, how's your golf these days? Still playing?
A No, not much. I just don't seem to find the time these days. Anyway, Barry ...
B What a shame! You used to enjoy it so much.
A It's true. Right, Barry. I must fly. I'm late for a meeting.
B OK. I don't want to keep you. So, you'll give me a ring when you're back, right?
A I certainly will. And you'll send me a copy of the report?
B It'll be in the post tonight.
A That's great, Barry. Have a good weekend!
B Same to you, too! Bye, Andy.
A Bye, Barry.

UNIT 6

T6.1

a The area of London I like best is Soho.
b People who smoke risk getting all sorts of illnesses.
c I met a man whose main aim in life was to visit every capital city in the world.
d Charlie Chaplin, who made over fifty films, won an Oscar in 1973.
e George Orwell's most famous book is *Nineteen Eighty-Four*, which he completed the year before he died.
f Charles passed his driving test first time, which surprised everybody.

T6.2

a The book I'm reading at the moment is fascinating.
b It's called *The Shell Seekers*, and it's about a family who live in Cornwall.
c It was written by Rosamunde Pilcher, who has been writing all her life.
d It's over six hundred pages, which put me off starting it for a long time.
e The name of the main character is Penelope Keeling, whose father was a famous painter.
f Penelope was married with three children, but the man she really loved died in the war.
g The children, who are grown up when the story takes place, are all very different.
h The thing that most impressed me was the portrayal of the characters.

T6.3

a
A Have you heard about Doug and Maggie?
B No. Tell me, tell me!
A Well, last week they went to a party, and Maggie ditched him in front of all these people and went off with another bloke!
B Really! How interesting!

b
A How did you do in your maths test?
B Oh! Don't ask!
A Oh, dear. What did you get?
B Twenty per cent. I came last. I thought I was going to do really well.

c
A Did you have a good holiday?
B It was lovely, thanks.
A Did you do much?
B No, we sat by the pool, read books, and took it easy for two whole weeks.

d
A Are you sure you saw a ghost?
B Absolutely convinced. It walked through the wall and came over to my bed.
A What did you do?
B I screamed and screamed and screamed.

e
A Come on in and sit down. You must be exhausted!
B Oof, I am. I've been travelling for the past thirty hours. Oh, how wonderful to be back home.
A Just relax now.

f
A How's your new job?
B Good, thanks, very good. It's quite difficult, and I have to concentrate very hard, but I'm enjoying meeting so many famous people and travelling all over the world.
A I know what you mean.
B It's great to be doing something that's so satisfying.

g
A So anyway, at the end of the evening I had to walk back home because I'd lost the car

keys and I didn't have any money for a taxi. I didn't get home until three.

B That's the funniest thing I've heard for ages. Oh, poor you. I'm sorry I'm laughing.

h

A What's the programme about?
B The life of frogs.
A Is it any good?
B No. Absolute rubbish.

i

A Did you have a nice weekend?
B Yes. Some friends of ours came for supper, but it was spoilt by their kids.
A What did they do?
B They made so much noise, they were always interrupting, and they ate nothing but crisps.
A That's terrible. Did you say anything?

j

A What's the matter with you?
B I've done something awful.
A What?
B I just asked that lady over there when her baby was due, and she said she wasn't pregnant.
A Oh, no!

T6.4

a Would you prefer red wine or white?
b Are you sure she was telling you the truth?
c When are you going to mend that door? You've been saying you're going to do it for ages.
d I hate the way he eats with his mouth open. Don't you?
e What's up with Kathy? She looks pretty unhappy, doesn't she?
f Your daughter can dance, sing, speak French, and act! She's so clever.
g What's your ambition in life?
h What were you and James rowing about last night?
i Did you confess that you'd lied?
j That woman who won £2 million says she's going to give it all away. Don't you think she's mad?

T6.5

95.8 Capital FM

DJ OK, folks, time for a break. We'll be back soon.

a

J = John M = Mike

M Anyway, John, how's business?
J Not bad. Just me and Maggie, and the computer. I'll tell you what, though. I could really use a printer. Have you got any ideas?
M Pass.
J And a fax, and a copier. A scanner! Any suggestions?
M Pass.
J I thought you were supposed to know about these things. A bit of an expert.
M Pass. Flexipass from Zubichi. Attach it to your PC, and it'll print, fax, copy, and scan. It's even compact enough to fit into your office. Anyway, John. Your turn to buy lunch?
J Pass.

For more information, just Freephone 0800 541001. With a Zubichi Flexipass, you and Zubichi can.

b

J = Juliet R = Romeo

And now, the Soup-in-a-box Players proudly present *Romeo and Juliet*, by William Shakespeare.

J Oh, Romeo, Romeo, wherefore art thou, Romeo? But that you were with me now, to share the pleasures and delights of my chicken supreme.
R She speaks. Oh, speak again, bright angel.
J For I have fried two boneless, skinless chicken breasts until they hath browned, adding one small sliced onion, one hundred grammes of mushrooms, and cooking until soft.
R Shall I hear more, or shall I speak at this?
J A goblet of white wine hath been lovingly added, and boiled, until the liquid hath been reduced by half. Then, a packet of Soup-in-a-box Cream of Chicken Soup poured in.
R Oh, temptation! Fair maid! Let me taste thy dish. Has it yet simmered until the meat is as tender as my love?
J The dish is as warm as thy lips, dear Romeo. Five fluid ounces of single cream hast been stirred in, and it awaits you.

The recipe featured in this production of the condensed works of Shakespeare is now available on the back of a box of new Soup-in-a-box Cream of Chicken Soup.

c

W = Woman I = Inspector

W Who's there?
I Inspector R21. Our records show you have an unlicenced television on the premises. Please open the door. You have forty seconds to comply.

If you're still watching TV without a licence, be warned. There may come a time when our enquiries are no longer carried out by humans.

W But my husband bought the telly.
I Thirty seconds.

Already, we're equipped with computerized records of every unlicensed home in the country.

W He said he'd get the licence.
I Twenty seconds.

So, our eight hundred enquiry officers will track you down sooner or later, wherever you are.

W Why are you picking on me?
I Ten seconds.

Last year we caught 260,000 offenders.

W Go away.
I Five seconds.

So, even without robots, the future looks pretty bad for licence evaders.

I Time's up!

Get a licence. Or get a visit.

d

S = Sarah M = Mummy

Sarah is five, and this is her favourite play shirt. It's pink, with fluffy yellow ducks. Sarah loves her play shirt.

S It's my favourite.

And she wears it to play in the garden.

S Look what I've found, Mummy!

And you wash it at low temperature. And she wears it to play in the garden.

S Mummy! Look what I've made.

And you wash it. And she wears it to play in the garden.

M Sarah! What on earth ...?

And after a while, the dirt builds up, so the pink isn't quite as pink, and the yellow ducks aren't as fluffy. New System Sudso Automatic can help. Its advanced formula can remove ground-in dirt even at low temperatures. So the pink stays very pink, and the fluffy yellow ducks are happy again. Wash ...

S Mummy! Look what I've made.

... after wash ...

S Look what I've found, Mummy!

... after wash.

M Sarah! Don't you dare bring that in here!

New System Sudso Automatic. It's all you could want from a powder.

e

P = Presenter M = Minister

P I'm challenging Britain's disposable users to experience the extraordinary comfort of the Sure Grip Supreme. Today I'm with Stephen Hobson, Minister for Frozen Fish. Good morning, Minister.
M It is.
P And why is that?
M Well, since coming to power, the policies we've put in place have enabled ordinary people to go up ...
P Minister, what disposable razor do you use?
M Tom, I hardly think what I choose to do in my own home is what is important here.
P Because the Sensor Excel's protective micro-fins ensure a more comfortable shave every time. Why not try it?
M In the fullness of time it ...
P Just try it!
M Mmm. Mmm! Mmm!
P Minister. Is that as close a shave as you've ever had?
M Yes.
P Is that it, then. What, you don't wish to expand?

Take the Sure Grip Supreme challenge. One shave, and we bet you don't go back to disposables. Sure Grip – you're never unsure with Sure Grip!

f

D = Daughter F = Father

D Well, Dad. I've decided which new car I'm getting.

F It's all right for some. When I was your age ...

D ... you counted yourself lucky to have a bike, and that was second-hand.

F Now, well, that's where you're wrong, Miss Smartypants. I was going to say that I was twenty-two. I couldn't even have afforded to insure a new car.

D Neither can I.

F Well, don't expect me ...

D ... and I don't have to. 'Cos all new Ford Escorts now come with one year's free insurance, for anyone between 18 and 80. Which rules you out, anyway.

See your Thames Ford dealer now, as offer ends soon. Free insurance, subject to age and status.

F Just like your mother. Always have to have the last word.

D No, I don't.

g

What do you think is harder, going into a quiet peaceful community and causing trouble, or going into a troubled fighting community and making peace? As an infantry soldier, making and keeping the peace is what you're paid to do. It's a daunting task, but with training and full military back-up, you can get the job done. If you're between 16 and 24 and would rather be known as a peacemaker than a trouble-maker, visit your local army career's office, or call 0345 421 633.

UNIT 7

T7.1 See p 68

T7.2

Dear Sean

My dear Sean,

How lovely to get your letter! Mummy is right! I will really enjoy helping you with your schoolwork, and I will try very hard to remember what it was like when I was a little girl all those years ago.

When the war started, I was just five and I'll never forget watching my grandfather dig a big black hole in the back garden. This was our air raid shelter. At first I was really scared of going into it. Every time the siren went off, I started trembling and I was sick, actually sick with fear. I refused to leave my bed. I didn't find it easy to get used to sleeping in that shelter. But soon, living in the cities was so dangerous that the government decided to send all the children away to the countryside. I think I was lucky because I was able to go away to my aunt's. Some children were forced to stay with total strangers. My aunt lived in a small town, called Alston, high in the hills, not too far from Newcastle. And guess what Sean, she had a sweet shop! Mrs Crozier's Sweet Shop. But, oh dear me, at first I was so unhappy. I couldn't stop crying because I couldn't help worrying about my mother back home. My aunt let me have as many sweets as I wanted, but I was too miserable to eat many. Silly me! Most children didn't have the chance of getting lots of sweets because sweets were rationed. That meant that you couldn't buy all you wanted. You were only allowed to buy a small amount. Lots of other things were rationed, too. It was almost impossible to get butter, cream, meat, fruit, vegetables, and petrol. We did without a lot of things during the war. Can you believe that just after it ended someone gave me a banana and I didn't know what to do with it?

Sean, I hope this is useful. I'm longing to see you all. Give my love to Mummy, Daddy and Liam. Don't worry, he'll be much more fun soon.

Lots of love and kisses,
Grandma

T7.3

a A Are we going to have a break?
B No, we don't have time to.

b A Can I smoke in here?
B No, you're not allowed to.

c A I can't help you do your homework this evening. Sorry.
B Oh, but you promised to!

d A Why did you do Exercise 2?
B Because you told us to.

e A You said you'd phone me last night.
B I'm really sorry, I meant to, but I forgot.

f A Have you finished marking the homework yet?
B Sorry, I haven't had a chance to.

T7.4

a 'There's no way I'm going to give up using my car!'

b 'It's a beautiful morning, isn't it dear?'

c 'No, I haven't ironed your white shirt yet! I haven't had the time.'

d 'Come on! Stop gazing at that blank screen. Let's have a game of Scrabble.'

e 'Well, I'm not doing it! I did it last night. Anyway I want to mend the puncture on my bike.'

f 'Damn! I forgot to buy sugar!'

g 'If it were up to me, I'd throw the lot out!'

h 'Personally, I think life was much harder fifty years ago.'

i 'Never again! That was the longest three days of my life!'

T7.5

You've got a fast car
I want a ticket to anywhere
Maybe we (can) make a deal
Maybe together we can get somewhere
Any place is better
Starting from zero we've got nothing to lose
Maybe we'll make something
But me myself I've got nothing to prove.

You've got a fast car
And I've got a plan to get us out of here
I've been working at a convenience store
Managed to save just a little bit of money
We won't have to drive too far
Just cross the border and into the city
You and I can both get jobs
And finally see what it means to be living.

You see my old man's got a problem
He lives with the bottle, that's the way it is
He says his body's too old for working
His body's too young to look like his
My mama went off and left him
She wanted more from life than he could give
I said somebody's got to take care of him
So I quit school and that's what I did.

You've got a fast car
But is it fast enough so we can fly away?
We've got to make a decision
We leave tonight or live and die this way.

I remember when we were driving driving in your car
The speed so fast I felt like I was drunk
City lights lay out before us
And your arm felt nice wrapped round my shoulder
And I had a feeling that I belonged
And I had a feeling I could be someone, be someone, be someone.

You've got a fast car
And we go cruising to entertain ourselves
You still ain't got a job
Now I work in a market as a checkout girl
I know things will get better
You'll find work and I'll get promoted
We'll move out of the shelter
Buy a bigger house and live in the suburbs.

I remember when ... etc.

You've got a fast car
And I've got a job that pays all our bills
You stay out drinking late at the bar
See more of your friends than you do of your kids
I'd always hoped for better
Thought maybe together you and me would find it
I've got no plans and I ain't going nowhere
So take your fast car and keep on driving.

I remember when ... etc.

You've got a fast car
But is it fast enough so you can fly away?
You've got to make a decision
You leave tonight or live and die this way.

T7.6

1

OK, folks. Don't go away now. We'll be back in a few minutes, just after the break.

2

A It's not fair! Everyone else is allowed to go.
B I don't care about everyone else. You're not, and that's all there is to it.

3

A Open wide and say 'Ah'. Oh, dear.
B Ish it bad newsh?

4

A A big Mac with regular fries and a strawberry milkshake.

B Eat here or take away?

5
Mummy! I need a wee-wee!

6
Has Kelly Jones' latest album been released yet?

7
Well, I'm just going to put my feet up and have a nap, if that's all right with you.

8
Let passengers off first. Move right down inside the car.

9
Thanks for having me!

10
'scuse fingers!

11
A With respect to my Right Honourable friend, I have to say that I find his statement to be inconsistent with the truth.
B Ooh!
C Hear, hear!

12
A Things aren't what they used to be.
B You can say that again. It was different in our day, wasn't it?

13
Will passengers in rows A to K please board now?

14
A I can't find my gym kit.
B Think. Where did you last have it?

15
News is coming in of a major hold-up on the A45 Colchester bypass. Drivers are advised to avoid this area if at all possible.

16
A Could you develop this for me?
B Normal six by four?
A Yeah, that's fine.
B When do you want them by?
A This time tomorrow's all right.

UNIT 8

T8.1 See p 80

T8.2

R = Rod M = Miranda

R Hello. Kingsbridge 810344. Rod speaking.
M Hi, Rod. It's me, Miranda. I've got to talk to you.
R Oh, hi Miranda. Why all the excitement?
M Well, can you remember that competition I entered, just for a laugh, a few weeks ago?
R Yes, I can. I remember you doing it in the coffee bar. It was the one in the *Daily Express*, wasn't it? Didn't you have to name loads of capital cities?
M Yes, that's it. You've got it. Well, get this, I've won it! I came first!
R You can't have! I don't believe it! What's the prize?
M A trip to New York.
R You must be kidding! That's brilliant. For how long?
M Just three days – but it's three days in the Waldorf Astoria, of all places!
R Well, you should be able to do quite a lot in three days. And the Waldorf Astoria! I'm impressed! Isn't that on Park Avenue?
M Yes, it is.
R I thought so. Not that I've been there of course.
M And Rod, there's something else, even better than that.
R And what could possibly be even better than that?
M Well, you won't believe it ... but the journey there and back is on Concorde!
R Wow! That's fantastic. That's something I've always wanted to do. D'you know it only takes three and a half hours, so you arrive before you've left ..., if you see what I mean.
M I know. And another thing Rod. It's a trip for two and I'd really love it if you would come with me. Will you?
R You can't be serious? You know I'd love to! But why me? Surely you should be taking Richard.
M Haven't you heard? Richard and I have split up. You must have known it had been going wrong between us for ages.
R Oh, sorry! I didn't know. I really am sorry. When did this happen?
M Well, a couple of weeks ago. We ...

T8.3

a A Oh no! I've lost my passport.
B Well, you could have left it in the taxi.
A Oh, thank goodness! Here it is at the bottom of my bag.

b A It's an early start for us tomorrow.
B Really? What time do we have to set off?
A Well, the taxi's arriving at six o'clock. We have to be at the airport at seven.

c A The traffic's not moving. We'll never get to the concert.
B Don't worry, don't worry. We should still be there in plenty of time.
A But I'd hate to miss the beginning.

d A I've brought you some flowers. I hope you like tulips.
B Oh, how kind of you, you needn't have. I love all spring flowers.
A I thought you might.

e A All the teachers are going on strike!
B What? That's brilliant, we don't have to come to school tomorrow.
A The bad news is that they're setting us loads of homework!

T8.4

A That film was very good, wasn't it?
B Good? It was absolutely fantastic!

A You must have been quite pleased when you passed your exam.
B Pleased? I was absolutely delighted!

T8.5

The Oscar ceremony

'I am absolutely delighted to receive this award, and I am sincerely grateful to all those wonderful people who voted for me. *Kisses and Dreams* was a fantastic movie to work on from start to finish. And I thank all those brilliant and talented people involved in the making of this absolutely fantastic film. Nobody could have possibly known that it would be such a huge success, especially those who told us at the start that the plot was boring and ridiculous. They have now been proved quite wrong. My particular thanks go to Marius Aherne my marvellous director; Julietta Brioche my gorgeous co-star; Roger Sims for writing such a hilarious and thrilling story. I absolutely adore you all.'

T8.6

[two extracts from musicals]

T8.7

I = Interviewer TR = Tim Rice

I **I went to interview Tim Rice in his London home by the Thames, and we discussed how he came to create a musical about a religious figure.**
I What a subject to choose! Why did you choose to write about Jesus Christ?
TR In a way I guess it's rather an obvious subject, I mean so many people have written versions of the Jesus story, whether it be in serious music, straight plays, movies and in our case pop music or rock music. And I can't really remember why, other than the fact that when I was at school, and I went to a school that placed a great emphasis on religion and going to chapel, the character of Judas Iscariot always intrigued me, because here was a guy who was central to the whole Jesus story, without him there wouldn't be much of a story, if he hadn't betrayed Jesus, and yet the sketch of him in the Bible is just that. And the idea of Judas Iscariot seemed to be rather a good one, but of course once we got into it, once I began drafting out the story line as seen from Judas's point of view it became clear that really the piece should be called *Jesus Christ* or as it became *Jesus Christ Superstar* because Jesus is the most important character by far.
I But how did he come to decide on the term 'superstar'?
TR It was ... originally that song was just *Jesus Christ, Jesus Christ, who are you? What have you sacrificed?* And I can remember working in my parents' house, and it was one Sunday morning before lunch and I thought 'Gosh! Superstar, da da dum, ba ba bom', and I just put it in and it seemed to work.
I I then asked Tim if he was surprised by the reaction of certain church people who

hammered him for it, and hammered the show for being too simplistic, even blasphemous.

TR Well, I suppose we were surprised by the fact that it was noticed at all. When we wrote it ... erm ... we didn't really contemplate what reaction it would have with the world outside because, certainly I didn't ever think it would hit the world outside. I thought ... well, this is quite good but other people have hits, this ... this isn't the sort of thing that's going to be known ... erm ... and then when it did come out and particularly in America, when it was a huge overnight smash on record, we then did get some reaction, but the reaction that surprised me more was the churchmen who quickly took it up as ... as a thing to help their congregations, their causes. I remember going to one church service in New York and seeing a baby being christened in the name of Jesus Christ Superstar.

T8.8

I = Interviewer PN = Paul Nicholas

The actor, Paul Nicholas, played the part of Jesus in the first-ever production.

I What do you think it was in the show that made it so successful?

PN Well I think the subject was somewhat taboo therefore it made it sort of slightly risky and interesting ... er ... I think from their point of view they were young when they wrote it, Andrew and Tim, and therefore had the courage to write lyrics that were perhaps a little near the knuckle and music that certainly was, was ... very strong and youthful and brave.

I It must have been a bit strange for you to suddenly be in this part of Jesus.

PN No, I think, I think the strange part for me was playing such a recognizable figure ... er ... a figure that meant so much to so many people and trying to do it justice for them and in some ways it was very moving. I remember the first time that ... we did the crucifixion, and I went up on the cross and there's a wonderful piece of music that Andrew played, or composed at that point, which I was very overcome with ... with the vulnerability of actually hanging there on a cross with this music going on, and it made me cry, I remember ... erm ... but thereafter ... after eight performances a week for about two or three weeks it became like a job, and most of the time I ... I was more concerned that I may sneeze ... in ... while I was up on the cross, which would have slightly ruined the evening for ... for many people, indeed the problem for me with the show was that there weren't really enough laughs ... er the only time I managed to crack a joke was, I remember at the beginning of the second act, a gentleman in the front row sneezed, and I couldn't resist saying 'God bless you my son' which was ... I realized about that point that perhaps it was time I moved on.

I Say you were playing the part now ... erm how would you be different from twenty-five years ago?

PN If I were playing it ... erm ... I think I'd do probably much the same thing as I did before but probably better. I'd probably sing better, I would understand it better. The only thing is I probably wouldn't ... wouldn't look as slim on the cross! If the truth be known.

T8.9

a A I'm starving. I could eat a horse.
B Yes, I'm a little peckish, too.

b A I'm absolutely dying for a drink.
B Yes, my throat's a bit dry, I must say.

c A His family are pretty well off, aren't they?
B You can say that again. They're absolutely loaded!

d A You must have hit the roof when she told you she'd crashed your car.
B Well, yes, I was a bit upset.

e A I think Tony was a bit tipsy last night.
B What! He was totally smashed out of his brain!

f A I can't stand the sight of him.
B I must admit, I'm not too keen on him, either.

g A He isn't very bright, is he?
B You're not kidding. He's as thick as two short planks.

h A Look at the weather! It's vile again.
B I know. It is a bit wet, but we mustn't grumble, must we?

i A What a fantastic holiday!
B Yes, it was a nice little break, but all good things must come to an end.

j A I'm knackered. Can we stop for a rest?
B OK. I feel a bit out of breath, too.

k A He invited quite a few friends to his party.
B I'll say. We had to fight our way through millions of people to get to the drinks.

l A Well, that journey was absolute hell!
B I suppose it did take rather a long time to get here.

m A They've got this huge great dog called Wizzer. I'm terrified of it.
B What? That little thing wouldn't hurt a fly!

UNIT 9

T9.1

1 I'm not really going babysitting. I just don't want to go out with Mark. I can't stand him. I don't know why he keeps asking me to go out with him. If he rings again, I'm not in, right?
2 I didn't actually trip over the cat. I was in a fight. I can't even remember what it was all about.
3 It's awful! It doesn't suit her at all! I don't know why she bought it.
4 I'm not going to Laura's to watch telly. I'm going out with a bloke called Max. I daren't tell my Dad about him 'cos he's 25. I think my Dad would kill me if he knew.
5 Actually, I hate being at college. I haven't made any friends and I'm really homesick, but I don't want to upset Mum and Dad.
6 I'm not ill at all. I just want a day off work. I'm going to play golf.
7 Miss Jones isn't out of the office. She's sitting right there, but she doesn't want to be disturbed at the moment.

T9.2

a Who did she give her money away to?
b What do you want to have a word with me about?
c Who did you dance with?
d What do you need £5,000 for?
e What's he writing a book about?
f Who did you get a present from?
g Who did you buy a birthday card for?
h What are you thinking about?
i Where do you want me to give you a lift to?
j What do you want me to clean the sink with?

T9.3 See p 90

T9.4 See p 90

T9.5

a Don't you think it's time to go home?
b Can't they understand what they have to do?
c Aren't you coming to the cinema with us?
d Hasn't she ever been abroad?
e Isn't that Peter sitting over there?
f Haven't I met you somewhere before?
g Hasn't the postman been yet?
h Weren't you in my class at school?
i Didn't you want to watch the football tonight?

T9.6

This is Radio 4. This week in 'File on Life': *Saying 'I won't'* or *What stopped the wedding?* The photographer may be booked, the cake may be iced, and the dress may fit perfectly, but suddenly it's all off. What stops the wedding and forces one half of the happy couple into saying 'I won't'? Listen to the stories of Elizabeth, George, and Nicole.

Elizabeth
The nearer it got to the date, there ... there was more pressure. I felt more and more pressure on me because everybody'd been out and bought their wedding gear and I'd had the final fitting for the dress. It was ivory, and everyone said how great it looked. And ... and ... the printing of the stationery'd been done and the cake'd been made. There was so much pressure and it was awful 'cos deep down inside I knew ... I knew it was wrong. But the pressure was to go through with it just for the sake of keeping everyone happy. I felt inside ... I can't, I can't, I can't go through with this, but I've got to because of all the expense ... I mean the cost of everything. The whole thing was confused in my head. In the end I tried to say something to my mum, but she kept saying 'Come on, it's just nerves'. She said she'd felt the same before marrying dad, they all said it was just nerves, but I knew ... I knew it wasn't. I knew I had to pluck up courage and speak out ... it, it wasn't fair on anybody, 'specially Paul. I just didn't love him any more. We'd been going out since we were sixteen. Kids really. He was like my brother.
Afterwards it was such relief, it was like a cork coming out of a bottle. It all just poured out. Paul was upset, yes, of course he was, but not distraught, not really. Not as much as I'd thought anyway. It was my little sister, she was distraught, 'cos she had the dress and was going to be bridesmaid and everything. I felt worse for her ... terrible. But in fact my family were brilliant ... er ... in the end, and actually we wore the dresses, me and my sister, we went to a fancy dress party, yes, we went as the brides of Frankenstein! Wasn't that awful?

George
It was the rehearsal. We had a rehearsal a week before the wedding. Everything was fine. Vicky and I went to the church and we met the best man and the bridesmaids ... and it was all fine. And we went through the ceremony and, and we were all very happy and everything was fine and then ... then, it was just sort of after that, and we had to fill in some forms and we were all sitting down and filling in the forms and then, Vicky, she couldn't fill the forms in, and she had this ... er ... panic attack. She was just sitting down crying and screaming and saying 'I can't do it, I just can't do it, I can't face it'. I was just sitting there holding her hand really, comforting her. At that point I think I was more concerned for her really, rather than for me. I was upset that she was upset and I said ... in the end ... I said to her and to the minister that maybe it would be better to postpone it. And then ... then it was amazing, just amazing. From the moment she knew the wedding was off she was perfectly normal and the relationship was perfectly normal. In fact a week later on the actual day when we should have been getting married, we went for a drive by the lake and it was a super hot day, and we had a picnic and it was a really smashing day. I really enjoyed it. I don't think we'll ever marry now ... not to each other anyway.

Nicole
I was just getting out of the white Rolls Royce. I was sitting in my wedding dress outside a Greek cathedral in downtown Manhattan. And then, then suddenly someone came out of the church, I dunno who this guy was, but he thrust a piece of paper in my hand and ran. I didn't know what it was, I opened it, and read it ... seven words, just seven words and the end of my world! It said 'I can't go through with it. Michael.' Can you believe it? Not even '*Love* Michael'. I was in shock. I ... I felt ... it felt like I was in a movie. So I thought, 'What would they do in a movie?' And I figured ...er ... I could see it all in my head, so I got out of the car and I went into the church ... it was packed. I just went in and I walked slowly down the aisle, all by myself, like in slow-motion, then I turned and ... it was real dramatic ... I announced, 'Michael's not coming but let's have a party anyway.' So that's what we did. I had a non-wedding reception. It was spectacular. I'm afraid I got pretty drunk ... very drunk in fact. All I can remember is dancing non-stop to 'I Will Survive'. *I will survive, oooh yeah I will survive.*

I haven't heard a word from him since that note. I think I'm angrier now than I was then. I just want him to tell me, in person, why he did this to me. He could at least tell me the reason. He's a sh ... shameful human being. I can't believe he's the same man I met last year on that beach in Greece. We talked the same language, we had so much in common. You see, we're both Greek, at least our parents are Greek, but he was born and raised in London and I was born in New York. Last March he proposed to me on the telephone. I was in heaven. I just believed he was my destiny.

You know, I spent $25,000 on this wedding and he wasn't even there. I've kept the ring, it cost $6,000. The dress cost $2,000. No, I don't know where he is now. It wouldn't surprise me if he'd gone to Tahiti where we'd planned to have our honeymoon. Actually nothing would surprise me. Maybe he's already married. Who cares?

T9.7

There was I waiting at the church, waiting at the church, waiting at the church,
When I found he'd left me in the lurch.
Lor, how it did upset me!
All at once he sent me round a note.
Here's the very note, this is what he wrote,
'Can't get away to marry you today. My wife won't let me!'

I'm in a nice bit of trouble, I confess.
Somebody with me has had a game.
I should by now be a proud and happy bride,
But I've still got to keep my single name.
I was proposed to by Obadiah Binks
In a very gentlemanly way.
Lent him all my money so that he could buy a home,
And punctually at twelve o' clock today,

There was I waiting at the church, waiting at the church, waiting at the church,
When I found he'd left me in the lurch.
Lor, how it did upset me!
All at once he sent me round a note.
Here's the very note, this is what he wrote,
'Can't get away to marry you today. My wife won't let me!'

T9.8

a 1 I'm sorry to bother you, but could you possibly change a five-pound note?
2 Have you got change for a five-pound note?

b 1 Where's the station?
2 Could you tell me where the station is, please?

c 1 A This is a present for you.
B For me! Oh, how kind! You shouldn't have, really. Thank you so much.
2 C This is a present for you.
D Thanks.

d 1 A Can you come to a party on Saturday?
B No, I can't.
2 C Can you come to a party on Saturday?
D Oh, what a pity! I'm already going out, I'm afraid.
C Never mind!
D Thanks for the invitation.

e 1 A Excuse me! Do you mind if I sit down here?
B No, not at all.
2 C Is anyone sitting here?
D No.

f 1 A You forgot to post my letter.
B Sorry.
2 C You've spilt red wine on my dress!
D I am SO sorry. I do apologize, Madam. I don't know how it happened. Let me get a cloth.

g 1 A Can you give me a hand? I need to carry this box upstairs.
B OK.
2 C I wonder if I could possibly ask you a favour? You see, I need to get this box upstairs. Would you mind helping me?
D No, not at all.

h 1 A So I said ...
B Pardon? What was that?
2 C So I said ...
D What?

i 1 A Goodbye. It was a lovely evening. Thank you so much. We had a wonderful time.
B We enjoyed it, too. So glad you could make it. Safe journey back. See you soon.
C Bye.
D Good night. Take care.
2 E Goodbye. Thanks for the meal.
F Bye. See you.

T9.9

a A Hi! Listen, can you come round for a meal tomorrow evening? I'm cooking Chinese.
b A Can you help me with my maths homework? We're doing algebra.
c A Would you like me to babysit this evening so you can go out for a meal?
d A Can you tell me where the nearest post office is, please?
e A Hi, it's Susan here. Could I ask you a big favour? Could you look after my dog next week? I have to go away.

T9.10

a A Hi! Listen, can you come round for a meal tomorrow evening? I'm cooking Chinese.
B Oh, I'd love to, but I'm afraid I'm already going out. Oh, what a shame!
b A Can you help me with my maths homework? We're doing algebra.
B Believe me, I would if I could, but I don't know the first thing about algebra. Sorry.
c A Would you like me to babysit this evening so you can go out for a meal?
B That's very kind of you, but we've arranged for my sister to come over. Thanks for the offer, though.
d A Can you tell me where the nearest post office is, please?
B I'm afraid I don't know. Sorry.
e A Hi, it's Susan here. Could I ask you a big favour? Could you look after my dog next week? I have to go away.
B I'm terribly sorry, Susan, but I can't. I'd love to have Molly, you know I adore dogs, but I'm going away myself for a few days.

T9.11

A and B = Hostess and Host H = Henry

A Pat! Hello! How lovely to see you. Come on in. Let me take your coat.
— Give the flowers to your host.
A How kind of you! They're lovely. Thank you so much. Now, do you know everybody? Let me introduce you to Henry. Henry, this is Pat.
H Hello, Pat. Nice to meet you.
—
H Where are you from, Pat?
—
H That's interesting. And what are you doing in London?
—
H And how do you find London, Pat? Is it like home, or is it very different?
—
A Now, Pat. What would you like to drink?
—
A Right. I'll just get that for you.
B Pat, do have some nuts.
—
A Right, everybody. Dinner's ready. Come and sit down. Pat, you sit here next to me.
—
B Has everyone got a drink? Cheers, everybody!
—
A Pat, help yourself. Would you like some roast parsnips?
—
A Roast parsnips. It's a vegetable. Maybe you don't have them in your country. Would you like to try some?
—
A Pat, what about some more to eat?
—
B Another glass of wine, perhaps?
—
B I hope you enjoyed your meal, Pat.
—
A Well, Pat. We're so glad you could come. It's a shame you have to leave so early.
—
B Thank you, Pat. Safe journey back. Bye now!

UNIT 10

T10.1

Rosemary Sage is 100 years old. She lives in the village of Hambledon, Surrey. Many people commute daily from Hambledon to work in London. Rosemary has only been to London once in her life, when she went to the zoo sixty years ago!
Her daily routine goes back to a time before there were any commuters in the village.
It never varies. At the start of each day, she gathers and chops wood for the fire, on which she'll boil a large kettle of water. Then she'll carry some of the water to her wash-house in the garden and she'll get washed. Next she'll make herself a cup of tea. She has no means of heating or cooking apart from the open fire.
Her home is like a working museum, and her clear memory is a precious source of knowledge of old country ways. She's always telling stories of when she was young.
In those days, the Lord and Lady of the Manor used to own all the cottages and they rented them to the villagers for 2s 9d (14p) a week.
Every winter the village pond would freeze over and she'd go skating with her six brothers and sisters. Every summer they'd spend one day at the seaside. Other than that and her one trip to London, she has hardly ever left the village. She is perfectly content with her life. She has no bath, no fridge, and no telephone. 'I could never get used to such 'modern' appliances at my age,' she says. 'I'm used to the old ways. I'm far too old to change.'

T10.2

My first friend? Well, ... I suppose my first *best* friend was when I was about eight. It was a girl in our street. She lived up the road in a big white house, ... er ... it was a much bigger house than ours. We went to the same school but we didn't use to see much of each other at school 'cos we were in different classes. She was a bit older than me. Oh, ... her name ... she was ... oh, Gillian Milne. Her dad had a really good job with the local brewery. I suppose we had a lot in common but we used to fight a lot, too. We both loved going to the cinema, 'specially to see musicals. We'd learn all the words of the songs by heart, and we'd come home and we'd act it all out in the field at the end of the road. Yuk! I mean it sounds really nauseating now! But I have to say it seemed really good fun at the time, ... but then we were always having these huge rows about nothing. You see, I used to think that she was spoilt rotten. Honestly, she just got everything she wanted. When the ice-cream van came round she'd get four flavours *and* an ice lolly and she was so mean. She wouldn't share a thing, and she'd just burst into tears and run home to mummy! Actually, when I think of it now, I'm not really sure why we were friends. Oh, I once went on holiday to Blackpool with her and her Auntie Ethel and it was a disaster.

T10.3

a How often do you get homework?
Well, we usually get it twice a week.
b Do you read many books in English?
Well, yes, I do now, but I didn't use to.
c Do you find it easy to use your monolingual dictionary?
I didn't at first, but I soon got used to it.
d Do you look up every word that you can't understand?
Well, I don't now, but I used to when I was a beginner.
e How can you understand English when it is spoken so quickly?
Well, I suppose I'm used to it.
f Did you do much pronunciation practice when you were first learning English?
Oh, yes we did. We used to do it every lesson.
g How do you find using the telephone in English?
It's not easy, but I think that gradually I'm getting used to it.

T10.4

Part 1

O = Oliver McGechy I = Interviewer

I Hello, and welcome to 'Worldly Wise'. In today's edition, we look at the problem of homelessness.
Why is it that, even in the richest countries in the world, there are so many homeless people? Someone who has experienced the

problem first hand, as a homeless person himself, is Oliver McGechy, a former journalist and publisher and a reformed alcoholic. He now works to help others in the same position.
I asked Oliver if he could tell us something about the work he does, and the problems of homeless people.

O I run a project for people who have a long-term commitment to alcohol recovery and who basically are homeless and ... er ... who ... who need help. It was put to me the other day that in Europe at the moment that the average lifespan is for someone who's street homeless is only 42. So you're actually moving back to almost Victorian days and Victorian principles in terms of how people can expect to live and what quality of life they can expect. But the people you see sleeping on the streets, the people you see sleeping in ... in shop doorways represent only the tip of the iceberg, they represent ... represent only a very, very small proportion of the ... the overall number of people, who ... who are actually homeless.

I I asked Oliver what had gone wrong in these people's lives.

O You're looking at someone who's not only lost their home, they've probably lost their partner, their children, their family, all of the social contact which they've had ... they've probably lost all of the network which has supported them within society, their doctors ... their GP, ... erm their dentist, their job. They become unemployed, and because they're into a downward spiral all of these things combine to make it very, very difficult to move back into society. Therefore they become lost. They tend to be forgotten. There's little political gain in supporting homeless people.

I Who exactly are these people, Oliver?

O It ... it's impossible to say. I mean ... I've worked with people who have been accountants, I've worked with people who have been doctors, I've worked with a number of members of the clergy ... erm ... I've worked with people who have worked in factories, I've worked with people who have never worked in their life at all. I've worked with postmen, I've worked with ex-service men. The spread of people who ... who are affected by homelessness, or who have become homeless, is ... is infinite, is as wide as society itself.

I But are there problems that all of these people have in common?

O One of the biggest problems which homeless people face in fact is drug addiction and alcoholism, but let me ask you a question. If you were homeless and you had nowhere to live, and you'd lost your family, you'd lost your job, . . life had fallen round ... er fallen down roundabout you, and you could escape just a little by using alcohol, would you?

I Absolutely ... I take the point.

Part 2

C = Chris Caine

I Chris, can you tell us why it was that you ended up homeless?

C Well, I 'ad a house wiv a woman that I ... er took on, wiv 'er kids and I 'ad a job 'n' all, workin' at the Royal Mail Post Office ... erm I dunno about .. ... what ... two, two years it was into the relationship and all of a sudden, like, she just wanted out, so ... er I tried to patch fings up which really didn't work, yer know, so I ended up going back to the woods, well, yer know, where I was before ...

I Back to the woods?

C Yeah.

I How d'you mean? Literally to the woods?

C Yeah. I used to lived out in the woods.

I Did you?

C Yeah.

I What ... er .. you mean ... living rough (Yeah, living rough in the woods) or in a tent, or how?

C Just in a 'bivvy' bag, Goretex 'bivvy' bag, 'n' sleeping bag and stuff, in the woods, for a while, lighting fires 'n' havin' my grub out there, yer know. There's just summink about the woods .. yer free out there ... you, yer can't do it round the towns 'cos there's ... you know ... erm ... you're too at risk in towns, too many people ... yer know ... too much ... too much hassle in towns. Best fing to do is get out and, and get ... get where you feel safe, so I feel safe in the woods all the time yer know ... erm ...

I So why aren't you in the woods now?

C 'Cos I 'ad a breakdown out there, and I went to the doctor's 'n' that and he give me some tablets for that, and I ended up comin' here ... was the best solution ... yer know ... to ... er ... get meself back on my feet ... sort of thing ... yer know.

I But ... so living in the woods, although as you say ... it was ... you know, you were free, free from the hassles and so on, I mean ... it's not the ideal way of life for you?

C Erm ... no and yes. It was my job once ... (upon) a time.

I Living in the woods?

C Yeah, I was a survival instructor, teaching the army and stuff.

I So you like the woods?

C ... the woods, the mountains is fine for me. But coming into towns I find very stressful ... erm I'm here now but each time, here now, I'm still fightin'. I've been here six months, so each day now I'm still fighting to stay here, which is hard for me ... I'd be safe out there, yer know, instead of here, but ... all I'm trying to do is get me act togever and start again really. It's ... it's hard work.

I What does it mean to you not to have a home?

C Devastating, really. I miss the family feeling or the family comfort, not ... not the television but having a woman there to care for, and someone to talk to. You get very lonely. I mean, in here you've got friends 'n' 'at ... but I admit I get very lonely when you're on your own, an' it takes its toll because if you're used to that way of life, it's hard to comprehend what it's all about ... yer know the worst fing is, when yer think about that which hurts most, is to see people holding hands going down the street with their wife and kids and you've had that once and you've lost it, and you'd like that again but it's going to take time to get that back ... yer know so ... erm, yeah I find it really hard, actually.

I And what's it like when you're actually on the road?

C When yer roamin' round the country yer see so many of yer people like yerself ... erm on the street, sleepin' in doorways, parks, benches, yer know, and ... erm yeah, yer kind of get used to it after a while, it takes about a week to get used to being on the road but then it takes about seven ... seven to eight months trying to get used to getting back into society again, you know. I find it hard anyway, even now.

Part 3

I Chris is just one of a growing army of people of all ages and positions in life who have become homeless and have ended up sleeping rough. Throughout the ages there have always been homeless people. For some, a life without obligations and responsibilities has its attractions. But, for most homeless people, like Chris, the everyday world of homelessness is very grim indeed.

C Well, when you get to rock bottom, you either turn yourself to drink or drugs. An' you can get drunk as much as you want but the next day it's still there. You got the same problem as you did the day before.

UNIT 11

T11.1

a I wish I lived somewhere warm, preferably the Mediterranean, and ideally the island of Gozo, near Malta.

b If only I weren't such a quick-tempered person. If I hadn't shouted at George the other day, we'd still be friends.

c I wish I could read faster, 'cos there's so many books I want to read and there's never enough time, 'cept when you're on holiday. I wish I had longer holidays, but I still wouldn't get through them all.

d If only animals could talk, I'd be able to really know what our dogs think of us.

e If only I hadn't parked my car on the double yellow line I wouldn't have got that ticket. I knew it was a mistake ... it was a very busy Saturday and the traffic wardens are often out on the High Street, but I thought, well, if I just park it round here,

just round the corner, just off the main High Street, I'm sure that I'll be OK, it's only for twenty minutes.

f I wish I'd listened to my grandmother more before she died. She was full of stories about all kinds of weird and wonderful people in our family. And now ... now, I'm trying to draw up our family tree, so you see I'd be really interested in it all.

g I wish I hadn't studied business and politics at university. I should have studied languages. I'd love to be able to speak French and Spanish fluently. But if I hadn't studied politics ... I suppose ... I might never have met Andy.

h I shouldn't have eaten that huge slice of chocolate cake last night. I'm going to Tenerife in two months' time, and I want to try and lose weight so I can wear my bikini.

T11.2 See p 109

T11.3

1 If only you'd told me earlier.
2 I wish you'd help more with the housework.
3 I wish you'd helped me with my homework.
4 I'd have passed the exam if you'd helped me.
5 If you'd turned left not right, we'd be there by now.
6 She'd come if he weren't coming.
7 If she'd come, I'd have introduced you to her.
8 I'd rather you'd asked me before you'd written to complain.

T11.4

P = Peter A = Amanda

P Hello, Amanda.
A Peter!
P I'm surprised you recognize me.
A Really? You haven't moved back here, have you?
P Good heavens no ... erm ... I'm still in London. I came back for the funeral. My father's. A heart attack. It happened very suddenly.
A I'm sorry.
P Thank you. And I take it that you're not living back here either?
A No, I'm in London, too, just back for my sister's wedding tomorrow.
P That's nice.
A Yes.
P And ... er ... your parents? They're well?
A Fine.
P Er ... are you rushing off somewhere?
A No, I'm just killing time, really.
P Then I suggest we kill it together. Let's grab a coffee.
A Er . . . and so, Peter, did you become a foreign correspondent?
P Not exactly. I'm a lawyer, believe it or not.
A You enjoy it?
P Yes. And you? Are you a world famous artist?
A Well ... er ... no.
P So. What are you up to?
A Nothing much. I've tried a few things.
P So you're not painting at all?
A Only doors and walls. So ... where are you in London?
P North. And you?
A South. It's okay, I rent a room, but I'm thinking of buying somewhere. It's one of the reasons I came home. I want to sort things out a bit. Oh, Peter, I don't know why I left that day.
P It's all right. We were young. Young people do things like that all the time.
A I suppose you're right. Well, ... I ... I ought to be going.
P Already? I thought you had time to kill.
A I did, ... but I ought to get back now to help my mother with the wedding.
P I understand. Shall I give you my phone number. Perhaps we could meet up?
A Perhaps. Thanks. Er ... goodbye, Peter.
P Goodbye, Amanda.

T11.5

Part one

My grandfather was not a black sheep in the sense that he was ... erm ... sent away by his family but he was rather a naughty man ... erm ... he was a silk dealer in Japan, and ... erm ... I'm trying to think of ... well the early part of this century and as was the custom with European families in Japan, they had servants in the family and my grandfather had an affair with the maid of the household, and, from that affair a daughter was born, and in fact unlike many black sheep my grandfather took responsibility for the ... his offspring, and kept her in the house and in the family and in fact made sure that she had an education. And when his wife eventually died ... erm ... he did marry this Japanese maid ... erm ... I found out about this story through my mother who was in her teens at the time that the baby was born and of course was still alive and living at home when her mother died and when her father married again. And, it was obviously something very distressing for my mother because she had never mentioned it to me or any of my sisters until one dramatic day when her sister-in-law at the dinner table, with us present, asked my mother if she'd ever heard from Yuri, and we innocently asked 'Who is Yuri?' And this tale came out. I think it took my mother a long time to forgive her sister-in-law for this indiscretion. The indiscretion was totally innocent my ... my aunt had no idea that we were in the dark about this or that my mother was so sensitive about it but ... erm ... the interesting follow-up for me was that when I went to Japan about sixteen years ago, with my husband, my mother's step-sister, half-sister was actually living in Japan at that time having married a Swiss businessman, who had business in Japan. So I met my ... I call her my half-aunt, and I even met her mother who was still alive living in Tokyo, and the amazing thing for me was to go to a country as foreign as Japan and find that I actually had Japanese family as a result of the ... the black sheep adventures of my grandfather.

Part two

This is the main story in my family, actually ... erm ... it's the story of my great aunt's birth. She was born in Winnipeg, in 1900, in December, on December 13th and ... when ... she was born at home, and when she was born she was blue and wasn't breathing ... and the midwife said to the mother, 'Well, I'm ... I'm terribly sorry, there's nothing that we can do about this ... erm ... the child isn't breathing.' And the grandmother, who was present at the birth, said, 'Stuff and nonsense! Give me that child!' And she grabbed the baby, and she went downstairs, and she opened the door to the oven of the wood stove and she put my great aunt in the oven. And lo and behold a few minutes later a great cry came from the oven and my great aunt had been born. And my great aunt is still alive and is still able to tell this story.

T11.6

a A So why didn't you hand it in on time? I'm not going to mark it now.
  B But, I'm really sorry. I just didn't have the chance to finish it at the weekend.

b A It's always the same. I hummed and hawed about getting it, then when I went back it had been sold and it was one of his best works.
  B You should have asked if you could put a deposit on it.

c A Ouch! I've had it with this thing. It just doesn't work.
  B Here, give it to me! Let me try.

d A It's not fair. I'd been looking forward to watching it all day and then the phone goes and rings!
  B And who was it? Anyone interesting?

e A How many times do I have to tell you? Take them off before you come into the house!
  B Sorry. I forgot. I was in a hurry.

f A This has gone beyond a joke. You promised you'd deliver it by Tuesday at the latest. Now you're saying next month!
  B I'm awfully sorry, sir. I'm afraid there's nothing I can do about it.

g A I could kick myself. As soon as I'd handed in the paper, I remembered what the answer was.
  B But do you think you've still passed?

h A Of course, they didn't have it in red. Apparently, it only comes in navy blue.
  B But wouldn't that go well with your white jeans?

i A It's the last time I'll eat here.
  B You're not kidding! Massive prices and lousy food!

UNIT 12

T12.1

A Who gave you that new car?
B Susan gave it to me.

A Did she sell it to you?
B No, she gave it to me.

A Did she give it to Peter?
B No, she gave it to me.

A Is it second-hand?
B No, it's new.

A Did she give you a new stereo?
B No, she gave me a new car.

T12.2

a Did Ann give James a blue shirt?
Did she give him a white shirt?
Did she give him a blue jumper?
Was it a Christmas present?

b Did James fly to Rome?
Did he go to Paris by Eurostar?
Did he want to do some shopping in Paris?
Did he go there just for the weekend?

c Do you go to Scotland in summer?
Do you go to Ireland in the autumn?
Do you go there to relax?

d Is your daughter at Bristol university?
Is it your youngest son that's studying at Bristol?
Is he studying modern languages?

T12.3

a A Why weren't you at school yesterday?
B I was at school.

b A Come on, Dave. Its time to get up.
B I am getting up.

c A It's a shame you don't like parties.
B But I do like parties!

d A I wish you'd tidy your room.
B I have tidied it.

e A What a shame you didn't see Tom.
B I did see Tom.

T12.4

1 How do you keep cool at a football match?
Sit next to a fan.
2 Why do Swiss cows have bells?
Because their horns don't work.
3 Customer: Waiter, waiter! I'm in a hurry. Will my pancake be long?
Waiter: No, sir. It'll be round.
4 Mother: You spend too much money. Money doesn't grow on trees, you know.
Daughter: Well, why do banks have so many branches, then?
5 What's the difference between a sailor and someone who goes shopping?
One goes to sail the seas, the other goes to see the sales.
6 What's the difference between a jeweller and a jailer?
One sells watches and the other watches cells.
7 What did the sea say to the beach?
Nothing. It just waved.
8 What sort of crisps can fly?
Plain crisps.
9 A prisoner is locked in a cell with only a chair. How does he escape?
He rubs his hands until they are sore, he uses the saw to cut the chair in half. Two halves make a whole. He climbs through the hole and shouts himself hoarse. Then he gets on the horse and gallops away.

T12.5

Pam
For me, one of the most special moments of the twentieth century was the end of apartheid in South Africa, which I watched as much as possible on television, and I have a marvellous image in my mind of the morning Nelson Mandela was released, and he walked, as it were, to freedom, with Winnie by his side, and there were crowds of wonderfully excited people. It was a very moving moment.

David
I think the collapse of the Berlin Wall was one of the seminal events of the twentieth century. Er ... it led to erm ... an astonishingly fast collapse of communism across East Europe, the Soviet Union ... well, it didn't lead to it, but it all happened very, very quickly after that. So we had er ... a social system, a political system which had covered large parts of the ... of the world, erm ... over a period of fifty or sixty years erm ... and then within the space of two or three years it had gone and what ... been ... sort of washed away, and erm ... led to erm ... the introduction of ... of capitalism erm ... good or bad, but it all happened incredibly quickly. So it has to count as one of the great events, human events as well as political events, of the twentieth century.

Alexa
Oh, I think that the Internet has changed erm .. quite a lot of people's perspective of the world. You can have conversations ... decent conversations with people from Australia, from America. And it's ... it's quite strange. Erm ... there is the thing, though, that the people you are talking to may not be the people they seem, I mean, they can lie about their age, what they look like. They even lie about their personality, try and pretend to be someone else. And it's ... it's very strange, the way that I think ... you would talk ... you can talk to someone on the Internet, in a way that you would never dream of talking to someone to their face, or on the telephone. If you met them in the street, you would not say the things you say to them on the Internet ... er ... to their face. And it's ... I think it somehow sort of gets rid of the values, possibly, that you hold for people that you meet, because you treat them in a totally different way because you can't ... you can't see them, you can't see how they're reacting. You just go by what they say, and that ... that can be covering up, you know, feelings.

Penny
Well, I think the advent of feminism in the early sixties ... I'm a sort of late fifties baby, so I have really benefitted from that. Er .. I found it really fascinating, I can see obviously it's gone too far in some ways, but for me it's given me the right to have my own life, my own job, a career plus being a mother, ... erm ... the advent of the Pill was obviously a great event as well, ... erm ... which made women feel they have ... they had more control over their bodies, what they wanted to do with their bodies, ... erm ... and that there was a life after children.

Pam
I think a really significant event in this century was the discovery of penicillin. I was told when my first child was born that ... that if I hadn't had antibiotics, I would have died in childbirth, like so many women did before me.

David
Well, the arrival of the motor car erm ... the ... the ... the growth of motoring throughout the twentieth century has ... has changed people's lives. It's changed the whole way that people interact with their relatives, with their friends, business. And, really only in the past ... like in the last twenty years of ... of the century has it been realized that it also brings with it enormous amounts of problems, er .. through er ... pollution, congestion, erm ... through making people feel too ... too er ... reliant on motor power rather than cycling or walking or erm ... using public transport, even. The balance between using er ... using the car properly, and letting it take over our lives hasn't really been found yet, and that is the big problem for the twenty-first century.

Hilary
It would be very easy to be flippant ... about it, and say it was the Beatles, or something like that, or Elvis. But I suspect it was probably the First World War. I know that was very early ... quite early on in the century, but erm ... I think everybody's life was ... from what I've read, not from personal experience, everybody's life was so changed by that. And the whole structure of society was so changed by that. I think that must be the main change ... the main event of this century. The Second World War was dreadful. It should never have happened and ... but life ... and life certainly was different after it than before, from what I've heard. But not so hugely si ... hugely different as it was before and after the ... Even though the First World War was only four years, it just revolutionized everything. Probably because things were coming to an end before it, anyway, the sort of Edwardian society was rather in decay, anyway, and was ready for a change, but er ... I think life in the 1920s compared with the life in the 1900s was like a different century.

Barry
For me personally ... and don't laugh, because in a way this is silly, but in a way it isn't ... the greatest moment of change in the twentieth century was actually ... Elvis Presley. I remember

so well hearing *Heartbreak Hotel*. The first time you heard that – ah! And then suddenly ... I mean, it was more than just a pop record, it was more than just a ... singer ... you know ... a pop singer who's new and different. Suddenly it was ... it was the beginning of youth ... I mean, the whole culture of youth, taking over, which has gone on and on ever since. Suddenly, instead of young people being like and dressing like their mums and dads, and doing what their mums and dads did and gradually drifting into their way of life, nothing very different, suddenly youth had an identity. And it rebelled and challenged and said 'Hey, we're here. You'd better listen to us, because we're going to do what we want for a change.' Youth was nothing before Elvis, was it? I mean, our elders and betters had led us into the Second World War, had ... had created disasters left, right, and centre, had invented the atomic bomb and killed cities full of people, and ... er ... society was ripe for a change. Young people said, 'Right, now it's our turn.'

T12.6

Elvis Presley (1935–1977) was a rock and roll singer whose enormous success changed popular culture throughout the world.
Presley was raised in Memphis, where he sang at church services.
As a teenager, he taught himself to play the guitar.
In July 1954 Presley recorded songs for Sam Phillips, a rhythm and blues producer.
His charismatic style on stage earned him the nickname 'Elvis the Pelvis'.
About this time Presley met Colonel Tom Parker, a promoter who managed the rest of his career.
In 1956 Presley released *Heartbreak Hotel*, the first of 45 records that sold more than a million copies each.
He frequently appeared on television, but because his dancing was considered too sexually suggestive, he was seen only from the waist up.
Presley's personal life suffered desperately, and he fought battles with weight gain and drug dependence.
Before Presley, there were no teenagers, just young people without a voice. He was one of the founders of youth culture.

T12.7

a A Did you see the match last night?
B No, I missed it, but apparently it was a good game. We won, didn't we?
A Actually, it was a draw, but it was really exciting.

b A What do you think of Claire's new boyfriend?
B Personally, I can't stand him. I think she'll be let down by him. However, that's her problem, not mine.
A Poor old Claire! She always picks the wrong ones, doesn't she? Anyway, I'll see you later. Bye!
B Bye, Rita.

c A I don't know how you can afford to buy all those fabulous clothes!
B Hopefully, I'm going to get a bonus this month. I should do. My boss promised it to me. After all, I did earn the company over £100,000 last year. Actually, it was nearer £150,000. I do deserve it, don't you think?
A Of course you do.

d A She said some horrible things to me. I hate her! She called me names!
B All the same, I think you should apologize to her.
A Me? Apologize? Never!
B Basically, I think you're both being very childish. Why don't you grow up?
A Oh, Mary! Honestly, I never thought you'd speak to me like that. I hate you, too.

e A So, Billy Peebles. You say that this is the last record you're ever going to make?
B Definitely.
A But surely you realize how upset your fans are going to be?
B Obviously, I don't want to hurt anyone, but basically I'm fed up with pop music. I'd like to do something else. Ideally, I'd like to get into films.
A Well, we wish you all the best.

Grammar Reference

UNIT 1

The tense system

There are three classes of verbs in English.

1 Auxiliary verbs

The auxiliary verbs are *be*, *do*, and *have*.

***Be* is used ...**

1 with verb + *-ing* to make continuous verb forms.
*You're **lying**.* (present)
*They **were reading**.* (past)
*I've **been swimming**.* (present perfect)
*We'll **be having** dinner at 8 o'clock.* (future)
*You must **be joking**!* (infinitive)

2 with the past participle to make the passive.
*These books **are printed** in Hong Kong.* (present)
*Where **were you born**?* (past)
*The car's **been serviced**.* (present perfect)
*The city **had been destroyed**.* (past perfect)
*This work should **be done** soon.* (infinitive)

***Do/does/did* are used ...**

in the Present Simple and the Past Simple.
Do you smoke? (question)
*She **doesn't** understand.* (negative)
*When **did** they arrive?* (question)

***Have* is used ...**

with the past participle to make perfect verb forms.
*Have you ever **tried** sushi?* (present)
*My car **had broken** down before.* (past)
*I'll **have finished** soon.* (future)
*I'd like **to have met** Napoleon.* (infinitive)
***Having** had lunch, we tidied up.* (participle)

Auxiliary verbs are also used ...

1 in question tags.
*It's cold today, **isn't it**?*
*You don't understand, **do you**?*
*You haven't been to China, **have you**?*

2 in short answers. *Yes* or *No* alone can sound abrupt.

'Are you hungry?'	*'No, **I'm not**.'*
'Do you like jazz?'	*'Yes, **I do**.'*
'Did you have a nice meal?'	*'Yes, **we did**.'*
'Has she seen the mess?'	*'No, **she hasn't**.'*

3 in reply questions. These are not real questions. They are used to show that the listener is paying attention and is interested. They are practised on page 37 of the Student's Book.

'The party was awful.'	*'**Was it**? What a pity.'*
'I love hamburgers.'	*'**Do you**? I hate them.'*
'I've bought you a present.'	*'**Have you**? How kind!'*

2 Modal auxiliary verbs

These are the modal auxiliary verbs.

can	could	may	might	will	would
shall	should	must	ought to	need	

They are auxiliary verbs because they 'help' other verbs. They are different from *be*, *do*, and *have* because they have their own meanings.
*He **must** be at least 70.* (= probability)
*You **must** try harder.* (= obligation)
***Can** you help me?* (= request)
*She **can't** have got my letter.* (= probability)
I'll help you. (= willingness)
(Ring) *That'll be the postman.* (= probability)

Modal auxiliary verbs are dealt with in Units 5, 8, 10, and 11.

3 Full verbs

Full verbs are all the other verbs in the language.

run	walk	eat	love	go	talk	write

The verbs *be*, *do*, and *have* can also be used as full verbs with their own meanings.
*Have you **been** to school today?*
*I want **to be** an engineer.*
*I **do** a lot of business in Russia.*
*The holiday **did** us a lot of good.*
*They're **having** a row.*
*Have you **had** enough to eat?*

English tense usage

English tenses have two elements of meaning: time and aspect.

The simple aspect

1 The simple aspect describes an action that is seen to be complete. The action is viewed as a whole unit.
*The sun **rises** in the east.* (= all time)
*When **I've read** the book, I'll lend it to you.* (= complete)
*She **has** red hair.* (= permanent)
*He always **wore** a suit.* (= a habit)
*It **rained** every day of our holiday.* (= the whole two weeks)
*This shop **will close** at 7.00 this evening.* (= a fact)

2 The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to 'things done'.
*She's **written three** letters this morning.*
*I **drink ten** cups of tea a day.*
*He **read five** books while he was on holiday.*

Simple tenses are dealt with further in Units 2, 3, and 5.

The continuous aspect

1 The continuous aspect focuses on the duration of an activity. We are aware of the passing of time between the beginning and the end of the activity. The activity is *not* permanent.
*I'm **staying** with friends until I find a flat.* (= temporary)
*What are you **doing** on your hands and knees?* (= in progress)
*I've **been learning** English for years.* (And I still am.)
*Don't phone at 8.00. We'll **be eating**.* (= in progress)

2 Because the activity is seen in progress, it can be interrupted.
*We were **walking** across a field when we were attacked by a bull.*
*'**Am I disturbing** you?' 'No. I'm just **doing** the ironing.'*

3 The activity may not be complete.
*I was **writing** a report on the flight home.* (I didn't finish it.)
*He was **drowning**, but we saved him.* (He didn't die.)
*Who's **been drinking** my beer?* (There's some left.)

4 The action of some verbs, by definition, lasts a long time, for example, *live*, *work*, *play*. The continuous gives these actions limited duration and makes them temporary.
*Hans **is living** in London while he's **learning** English.*
*I'm **working** as a waiter until I go to university.*
*Henman **has been playing** well recently. Maybe he'll win Wimbledon.*

5 The action of some other verbs lasts a short time, for example, *lose*, *break*, *cut*, *hit*, *crash*. They are often found in the simple.
*I **lost** all my money.*
*She's **cut** her finger.*
*I've **crashed** your car. Sorry.*
*He **hit** me.*

In the continuous, the action of these verbs seems longer or habitual.

I've been cutting the grass. (= for hours)
He was hitting me. (= again and again)

Note
We cannot say a sentence such as *~~I've been crushing your car~~ because it suggests an activity that was done deliberately and often.

Continuous tenses are dealt with further in Units 2, 3, and 5.

The perfect aspect

The perfect aspect expresses two ideas.

1 The action is completed *before* another time.
Have you ever been to America? (= some time before now)
When I arrived, Peter had left. (= some time before I arrived)
I'll have finished the report by 10.00. (= some time before then)

2 The exact time of the verb action is not important. The perfect aspect refers to indefinite time.
Have you seen my wallet anywhere? I've lost it. (= before now)
We'll have arrived by this evening. (= before this evening)

The exception to this is the Past Perfect, which can refer to definite time.
I recognized him immediately. I had met him in 1992 at university.

Perfect tenses are dealt with further in Units 2, 3, and 5.

Active and passive

1 Passive sentences move the focus of attention from the subject of an active sentence to the object.
Shakespeare wrote Hamlet in 1599.
Hamlet, one of the great tragedies, was written in 1599.

2 In most cases, *by* and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.
My car was stolen yesterday.
This house was built in the seventeenth century.
She was arrested for drink-driving.

3 Sometimes we prefer to begin a sentence with what is known, and end a sentence with the 'news'. In the passive, the news can be the agent of the active sentence.
'What a lovely painting!' 'Yes. It was painted by Canaletto.'

4 In informal language, we often use *you* or *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 anything in Harrods.
They're building a new airport soon.

5 There are many past participles that are used more like adjectives.
I'm very impressed by your work.
You must be disappointed with your exam results.
I'm exhausted! I've been on my feet all day.

Passive sentences are dealt with further in Unit 12.

UNIT 2

Present Perfect

Introduction

Many languages have a past tense to refer to past time, and a present tense to refer to present time. English has these, too, but it also has the Present Perfect, which relates past actions to the present.
The use of the Past Simple roots an action in the past, with no explicit connection to the present. When we hear or read a verb in the Past Simple, we want to know *When?* The use of the Present Perfect always has a link with the present. When we come across a verb in the Present Perfect, we want to know *How does this affect the situation now?*

Compare these sentences.
I lived in Rome. (But not any more.)
I've lived in Rome, Paris, and New York. (I know all these cities now.)
I've been living in New York for ten years. (And I'm living there now.)

She's been married three times. (She's still alive.)
She married three times. (She's dead.)

Did you see the Renoir exhibition? (It's finished now.)
Have you seen the Renoir exhibition? (It's still on.)

Did you see that programme on TV? (I'm thinking of the one that was on last night.)
Did you enjoy the film? (Said as we're leaving the cinema.)
Have you enjoyed the holiday? (Said near the end of the holiday.)

Where have I put my glasses? (I want them now.)
Where did I put my glasses? (I had them a minute ago.)

It rained yesterday. (= past time)
It's been snowing. (There's snow still on the ground.)

Present Perfect simple and continuous

See the introduction to the perfect aspect and the continuous aspect on p 9.

These tenses have three main uses.

1 Unfinished past

The verb action began in the past and continues to the present. It possibly goes on into the future, as well.
We've lived in this house for twenty years.
Sorry I'm late. Have you been waiting long?
I've been a teacher for five years.
I've been working at the same school all that time.

Notes

- There is sometimes little or no difference between the simple and the continuous.
  I've played / *I've been playing* | *tennis since I was a kid.*
- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.
  I've been living with a host family for six weeks.
  The castle has stood on the hill overlooking the sea for centuries.
- Certain verbs, by definition, suggest duration, for example, *wait, rain, snow, learn, sit, lie, play, stay.* They are often found in the continuous.
  It's been raining all day.
  She's been sitting reading for hours.
- Remember the state verbs that rarely take the continuous.
  I've known Joan for years. *~~I've been knowing~~*
  How long have you had that car? *~~have you been having~~*
  I've never understood why she likes him. *~~I've never been understanding~~*

2 Present result

The verb action happened in the past, usually the recent past, and the results of the action are felt now.
You've changed. What have you done to yourself?
I've lost some weight.
I've been doing some exercise.
I'm covered in mud because I've been gardening.

In this use, the simple emphasizes the completed action. The continuous emphasizes the repeated activities over a period of time.

Notes

- Certain verbs, by definition, suggest a short action, for example *start, find, lose, begin, stop, break, die, decide, cut.* They are more

often found in the simple.

*We've **decided** to get married*
*I've **broken** a tooth.*
*I've **cut** my finger.*

In the continuous, these verbs suggest a repeated activity.

*I've **been stopping** smoking for years.*
*You've **been losing** everything lately. What's the matter with you?*
*I've **been cutting** wood.*

- The use of the simple suggests a completed action.
  *I've **painted** the bathroom.*

  The use of the continuous suggests a possibly incomplete action.
  *I'm **tired because I've been working**.* (Finished? Not finished?)
  *Someone's **been drinking** my beer.* (There's some left.)
- The continuous can be found unqualified by any further information.
  *I'm wet because **I've been swimming**.*
  *We're tired because **we've been working**.*
  *'Why are you red?' '**I've been running**.'*

  The simple sounds quite wrong in this use.
  ~~*I've swum*~~. ~~*We've worked*~~. ~~*I've run*~~.
- Sometimes there is little difference between the Past Simple and the Present Perfect.

  Where | ***did you put*** / ***have you put*** | *my keys?*
- American English is different from British English. In American English, these sentences are correct.
  Did you hear the news? The President resigned!
  Did you do your homework yet?
  Your father just called you.
  I had breakfast already.

3 Indefinite past

The verb action happened at an unspecified time in the past. The actual time isn't important. We are focusing on the experience at some time in our life.

*Have you ever **taken** any illegal drugs?*
*She's never **been** abroad.*
*Have you ever **been flying** in a plane when it's hit an air pocket?*

Note

Here is an example of the indefinite past.
*She's **been** to Spain.* (At some time in her life.)

Here is an example of present result.
*She's **gone** to Spain.* (And she's there now.)

UNIT 3

Narrative tenses

Past Simple and Present Perfect

See the introduction to the perfect aspect and the simple aspect on p 9.

The Past Simple differs from all three uses of the Present Perfect.

1 The Past Simple refers to **finished past.**
*Shakespeare **wrote** plays.* (He's dead.)
*I've **written** short stories.* (I'm alive.)

2 There is **no present result.**
*I **hurt** my back.* (But it's better now.)
*I've **hurt** my back.* (And it hurts now.)

3 It refers to **definite past.**

I saw him | ***last night.*** / ***two weeks ago.*** | ***on Monday.*** / ***at 8.00.***

Compare this with the indefinite adverbials found with the Present Perfect.

I've seen him | ***recently.*** / ***before.***

I haven't seen him | ***since January.*** / ***yet.*** / ***for months.***

I've | ***never*** / ***just*** | *seen him.*

Even when there is no past time adverbial, we can 'build' a past time in our head.

Did you have a good journey? (The journey's over. You're here now.)
Thank you for supper. It was lovely. (The meal is finished.)
Where did you buy that shirt? (when you were out shopping the other day.)

Past Simple

The Past Simple is used:

1 to express a finished action in the past.
*Columbus **discovered** America in 1492.*

2 to express actions which follow each other in a story.
*I **heard** voices coming from downstairs, so I **put on** my dressing-gown and **went** to investigate.*

3 to express a past state or habit.
*When I **was** a child, we **lived** in a small house by the sea. Every day I **walked** for miles on the beach with my dog.*

This use is often expressed with *used to*.
*We **used to** live ...*
*I **used to** walk ...*

See Unit 10 for more information on this use.
See Unit 11 for information on the Past Simple used for hypothesis.

Past Continuous

See the introduction to the continuous aspect on p 9.

The Past Continuous is used:

1 to express an activity in progress before and probably after a time in the past.
*I phoned at 4.00, but there was no reply. What **were you doing**?*

2 to describe a past situation or activity.
*The cottage **was looking** so cosy. A fire **was burning** in the grate, music **was playing**, and from the kitchen **were coming** the most delicious smells.*

3 to express an interrupted past activity.
*I **was having** a bath when the phone rang.*

4 to express an incomplete activity in the past.
*I **was reading** a book during the flight.* (But I didn't finish it.)
*I **watched** a film during the flight.* (the whole film)

5 to express an activity that was in progress at every moment during a period of time.
*I **was working** all day yesterday.*
*They **were fighting** for the whole of the holiday.*

Notes

- The Past Simple expresses past actions as simple, complete facts. The Past Continuous gives past activities time and duration.
  'What did you do last night?'
  *'I **stayed** at home and **watched** the football.'*
  'I phoned you last night, but there was no reply.'
  *'Oh, I **was watching** the football and I didn't hear the phone. Sorry.'*
- Notice how the questions in the Past Continuous and Past Simple refer to different times.

When we arrived, Jan was ironing. She stopped ironing and made some coffee.
*What was she **doing** when we arrived?* *She was ironing.*
*What **did** she **do** when we arrived?* *She made some coffee.*

Past Perfect

See the introduction to the perfect aspect and the continuous aspect on p 9.

The Past Perfect is used to look back to a time in the past and refer to an action that happened before then.

*She was crying because her dog **had died**.*
*I arrived to pick up Dave, but he **had** already **left**.*
*Keith was fed up. **He'd been looking** for a job for months, but **he'd found** nothing.*

Notes

- The continuous refers to longer actions or repeated activities. The simple refers to shorter, complete facts.
  *He'd **lost** his job and his wife **had left** him. Since then he'd **been sleeping** rough, and he'd **been drinking** far too much.*
- The Past Perfect can refer to definite as well as indefinite time.
  *I knew his face immediately. I'd first met him **in October 1993**.* (= definite)
  *I recognized her face. I'd seen her somewhere **before**.* (= indefinite)

Past Perfect and Past Simple

Verbs in the Past Simple tell a story in chronological order.

*John **worked** hard all day to prepare for the party. Everyone **had** a good time. Even the food **was** all right. Unfortunately, Andy **got** drunk and **insulted** Peter, so Peter **left** early. Pat **came** looking for Peter, but he **wasn't** there.*

*It **was** a great party. John **sat** and **looked** at all the mess. He **felt** tired. It **was** time for bed.*

By using the Past Perfect, the speaker or writer can tell a story in a different order.

*John sat and looked at all the mess. It **had been** a great party, and everyone **had had** a good time. Even the food **had been** all right. Unfortunately, Andy got drunk and insulted Peter, so Peter left early. Pat came looking for Peter, but he'd already **gone**.*

*John felt tired. **He'd been working** all day to prepare for the party. It was time for bed.*

Note

For reasons of style, it is not necessary to have every verb in the Past Perfect.

*... Andy **got** drunk and **insulted** ...* *Peter **left** ...*

Once the time of 'past in the past' has been established, the Past Simple can be used as long as there is no ambiguity.

Time clauses

1 We can use time conjunctions to talk about two actions that happen one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used.
*After **I'd had**/**had** a bath, I went to bed.*
*As soon as the guests **left**/**had left**, I **started** tidying up.*
*I sat outside until the sun **had gone**/**went** down.*

2 The Past Perfect can help to make the first action seem separate, independent of the second, or completed before the second action started.
*When **I had read** the paper, I threw it away.*
*We stayed up until all the beer **had gone**.*

3 Two verbs in the Past Simple can suggest that the first action lead into the other, or that one caused the other to happen.
*When **I heard** the news, **I burst** out crying.*
*As soon as the alarm **went** off, **I got** up.*

4 The Past Perfect is more common with *when* because it is ambiguous. The other conjunctions are more specific, so the Past Perfect is not so essential.
*As soon as all the guests **left**, I tidied the house.*
*Before I **met** you, I didn't know the meaning of happiness.*
*When I **opened** the door, the cat jumped out.*
*When **I'd opened** the mail, I made another cup of tea.*

See Unit 11 for information on the Past Perfect used for hypothesis.

UNIT 4

Expressing quantity

Quantifiers

1 The following can be used before a noun.

somelany	*muchlmany*	*eachlevery*	
morelmost	*a little/little*	*a few/few*	*both*
fewerlless	*several*	*alllno*	*enough*

With count nouns only	With uncount nouns only	With both count and uncount nouns
(not) many cigarettes	(not) much luck	some money
a few cars	a little cheese	some eggs
very few trees	very little experience	(not) any water
fewer books	less time	(not) any friends
several answers		more/most rice
		more/most people
		all/no work
		all/no children
		enough food
		enough apples

With singular count nouns only	With plural count nouns only
each boy	both parents
every time	

2 Most of the quantifiers can be used without a noun. *No, all, every*, and *each* cannot.

Have you got any money?	*Not much/a little/enough.*
Are there any eggs?	*A few/not many.*
Have some wine.	*I don't want **any**.*
How many people came?	*Very few.*
Have some more tea.	*I've got **some**.*
Did Ann or Sam go?	*Both.*

3 Most of the quantifiers can be used with *of* + *the/my/those*, etc. + noun. *No* and *every* cannot.
*They took **all of my money**.*
*Take **a few of these tablets**.*
***Some of the people** at the party started dancing.*
*Were **any of my friends** at the party?*
*Very few **of my friends** smoke.*
*Not **much of the food** was left.*
*I've missed too **many of my French lessons**.*
*I couldn't answer **several of the questions**.*
*I'll have **a little of the strawberry cake**, please.*
***Both of my children** are clever.*
*I feel tired **most of the time**.*
*I've had **enough of your jokes**.*

4 For *no* and *every*, we use *none* and *every one* or *all*.
***None of the audience** was listening.*
***All of the hotels** were booked.*
In formal, written English, *none* is followed by a singular form of the verb.
*None of the guests **has** arrived yet.*

But in informal English, a plural verb is possible.
*None of my friends **smoke**.*
*None of the lights **are** working.*

Note
When we use *none* with a plural noun or pronoun, the verb can be singular or plural. Grammatically, it should be singular, but people often use the plural when they speak.
None of my friends is coming.
None of my friends are coming.

Some, any, somebody, anything

1 The basic rule is that *some* and its compounds are used in affirmative sentences, and *any* and its compounds in negatives and questions.
*I need **some** help.*
*I need **somebody** to help me.*
*Give me **something** for my headache.*
*I don't need **any** shopping.*
*We can't go **anywhere** without being recognized.*
*Is there **any** sugar left?*
*Did **anyone** phone me last night?*

2 *Some* and its compounds are used in requests or invitations, or when we expect the answer 'yes'.
*Have you got **some** money you could lend me?*
*Would you like **something** to eat?*
*Did **someone** phone me last night?*
*Can we go **somewhere** quiet to talk?*

3 *Any* and its compounds are used in affirmative sentences that have a negative meaning.
*He **never** has **any** money.*
*You made **hardly any** mistakes.*
*I made the cake myself **without any** help.*

4 *Any* and its compounds are used to express *It doesn't matter which/who/where.*
*Take **any book** you like. I don't mind.*
***Anyone** will tell you 2 and 2 makes 4.*
*Sit **anywhere** you like.*
*I eat **anything**. I'm not fussy.*

Nobody, no one, nowhere, nothing

1 These are more emphatic forms.
*I saw **nobody** all weekend.*
*I've eaten **nothing** all day.*

2 They are used at the beginning of sentences.
***No one** was saved.*
***Nobody** understands me.*
***Nowhere** is safe any more.*

Much, many, a lot of, lots of, a great deal of, a large number of, plenty of

1 *Much* and *many* are usually used in questions and negatives.
*How **much** does it cost?*
*How **many** people came to the party?*
*Is there **much** unemployment in your country?*
*I don't have **much** money.*
*Will there be **many** people there?*
*You don't see **many** snakes in England.*

2 We find *much* and *many* in affirmative sentences after *so*, *as*, and *too*.
*He has **so much** money that he doesn't know what to do with it.*
*She hasn't got **as many** friends as I have.*
*You make **too many** mistakes. Be careful.*

3 In affirmative sentences, these forms are found.
Spoken/informal
*There'll be **plenty of** food/people.* (uncount and count)
*We've got **lots of** time/friends.* (uncount and count)
*I lost **a lot of** my furniture/things.* (uncount and count)
Written/more formal
*A **great deal of** money was lost during the strike.* (uncount)
*A **large number of** strikes are caused by bad management.* (count)
Many world leaders are quite young. (count)
Much time is wasted in trivial pursuits. (uncount)

4 These forms are found without nouns.
'Have you got enough socks?' 'Lots.'
'How many people were there?' 'A lot.'
*Don't worry about food. We've got **plenty**.*

little/few/less/fewer

1 *A little* and *a few* express a small amount or number in a positive way. Although there is only a little, it is probably enough.
*Can you lend me **a little** sugar?*
*A **few friends** are coming round tonight.*

2 *Little* and *few* express a small amount in a negative way. There is not enough.
*Very **few** people passed the exam.*
*There's very **little** milk left.*

3 *Fewer* is the comparative of *few*; *less* is the comparative of *little*.
Fewer people go to church these days. (= count noun)
I spend less and less time doing what I want to. (= uncount noun)
It is becoming more common to find *less* with a count noun. Many people think that this is incorrect and sounds terrible.
*~~Less people~~ go to church. *You should smoke ~~less cigarettes~~.

all

1 We do not usually use *all* to mean *everybody/everyone/everything*.
Everybody had a good time.
Everything was ruined in the fire.
I said hello to everyone.
But if *all* is followed by a relative clause, it can mean *everything*.
All (that) I own is yours.
I spend all I earn.
This structure can have a negative meaning, expressing ideas such as *nothing more* or *only this*.
All I want is a place to sleep.
All I had was a couple of beers.
All that happened was that he pushed her a bit, and she fell over.

2 Before a noun with a determiner (for example *the*, *my*, *this*) both *all* and *all of* are possible.
You eat all (of) the time.
All (of) my friends are coming tonight.
Before a noun with no determiner, we use *all*.
All people are born equal.

3 With personal pronouns, we use *all of*.
All of you passed. Well done!
I don't need these books. You can have all of them.

UNIT 5

Future forms

There is no one future tense in English. Instead, there are several verb forms that can refer to future time. Sometimes, several forms are possible to express a similar meaning, but not always.

will for prediction

1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction – *at some time in the future this event will happen*. This use is uncoloured by ideas such as intention, decision, arrangement, willingness, etc.

I'll be thirty in a few days' time.
It will be cold and wet tomorrow. I'm afraid.
Who do you think will win the match?
You'll feel better if you take this medicine.
I'll see you later.

This is the nearest English has to a neutral, pure future tense.

2 *Will* for a prediction can be based more on an opinion than a fact or evidence. It is often found with expressions such as *I think ..., I hope ..., I'm sure ...*

I think Labour will win the next election.
I hope you'll come and visit me.
I'm sure you'll pass your exams.

3 *Will* is common in the main clause when there is a subordinate clause with *if, when, before*, etc. Note that we don't use *will* in the subordinate clause.

You'll break the glass if you aren't careful.
When you're ready, we'll start the meeting.
I won't go until you arrive.
As soon as Peter comes, we'll have lunch.

going to for prediction

Going to can express a prediction based on a present fact. There is evidence now that something is sure to happen. We can see the future from the present.

Careful! That glass is going to fall over. Too late!
Look at the sky! It's going to be a lovely day.

Notes

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

  We'll / We're going to | *run out of money if we aren't careful.*

- We use *going to* when we have physical evidence to support our prediction.

  She's going to have a baby. (Look at her bump.)
  Liverpool are going to win. (It's 4–0, and there are only five minutes left.)
  That glass is going to fall. (It's rolling to the edge of the table.)

- We can use *will* when there is no such outside evidence. Our prediction is based on our own personal opinion. It can be more theoretical and abstract.

  I'm sure you'll have a good time at the party. (This is my opinion.)
  I reckon Liverpool will win. (Said the day before the match.)
  The glass will break if it falls. (This is what happens to glasses that fall.)

  Compare the sentences.

  I bet John will be late home. The traffic is always bad at this time. (= my opinion)
  John's going to be late home. He left a message on the answerphone. (= a fact)

  Don't lend Keith your car. He'll crash it. (= a theoretical prediction)
  Look out! We're going to crash! (= a prediction based on evidence)

Decisions and intentions – *will* and *going to*

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

I'll phone you back in a minute.
Give me a ring some time. We'll go out together.
'The phone's ringing.' 'I'll get it.'

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

When she grows up, she's going to be a ballet dancer.
We're going to get married in the spring.

Other uses of *will* and *shall*

1 *Will* as a prediction is an auxiliary verb that simply shows future time. It has no real meaning.

Tomorrow will be cold and windy.

2 *Will* is also a modal auxiliary verb, and so it can express a variety of meanings. The meaning often depends on the meaning of the main verb.

I'll help you carry those bags. (= offer)
Will you marry me? (= willingness)
Will you open the window? (= request)
My car won't start. (= refusal)
I'll love you for ever. (= promise)
'The phone's ringing.' 'It'll be for me.' (= prediction about the present)

3 *Shall* is found mainly in questions. It is used with *I* and *we*.

Where shall I put your tea? (I'm asking for instructions.)
What shall we do tonight? (I'm asking for a decision.)
Shall I cook supper tonight? (I'm offering to help.)
Shall we eat out tonight? (I'm making a suggestion.)

Present Continuous for arrangements

1 The Present Continuous is used to express personal arrangements and fixed plans, especially when the time and place have been decided. A present tense is used because there is some reality in the present. The event is planned or decided, and we can see it coming. The event is usually in the near future.

I'm having lunch with Brian tomorrow.
What time are you meeting him?
Where are you having lunch?
What are you doing tonight?

2 The Present Continuous for future is often used with verbs of movement and activity.

Are you coming to the dance tonight?
I'm meeting the director tomorrow.
I'm just taking the dog for a walk.
We're playing tennis this afternoon.

3 The Present Continuous is used to refer to arrangements between people. It is not used to refer to events that people can't control.

It's going to rain this afternoon. *~~It's raining this afternoon~~.*
The sun rises at 5.30 tomorrow. *~~The sun is rising~~ ...

Notes

- Sometimes there is little or no difference between the Present Continuous and *going to* to refer to the future.

  We're seeing / We're going to see | *Hamlet at the theatre tonight.*

- When there is a difference, the Present Continuous emphasizes an arrangement with some reality in the present; *going to* expresses a person's intentions.

  I'm seeing my girlfriend tonight.
  I'm going to ask her to marry me. *~~I'm asking~~ ...

  What are you doing this weekend?
  What are you going to do about the broken toilet? (= What have you decided to do?)

Present Simple

1 The Present Simple refers to a future event that is seen as unalterable because it is based on a timetable or calendar.

My flight leaves at 10.00.
Term starts on 4 April.
What time does the film start?
It's my birthday tomorrow.

2 It is used in subordinate clauses introduced by conjunctions such as *if, when, before, as soon as, unless*, etc.
We'll have a picnic if the weather stays fine.
When I get home, I'll cook the dinner.
I'll leave as soon as it stops raining.

Future Continuous

1 The Future Continuous expresses an activity that will be in progress before and after a time in the future.
Don't phone at 8.00. We'll be having supper.
This time tomorrow I'll be flying to New York.

2 The Future Continuous is used to refer to a future event that will happen in the natural course of events. This use is uncoloured by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.
Don't worry about our guests. They'll be arriving any minute now.
We'll be going right back to the football after the break. (said on television)

Future Perfect

The Future Perfect refers to an action that will be completed before a definite time in the future. It is not a very common verb form.
I'll have done all my work by this evening.

UNIT 6

Relative clauses

Introduction

It is important to understand the difference between two kinds of relative clauses.

1 Defining relative (DR) clauses qualify a noun, and tell us exactly which person or thing is being referred to.
She likes people who are good fun to be with.
Politicians who tell lies are odious.
A corkscrew is a thing you use to open a bottle of wine.

She likes people on its own doesn't mean very much; we need to know which people she likes.
who tell lies tells us exactly which politicians are odious. Without it, the speaker is saying that all politicians are odious.
A corkscrew is a thing doesn't make sense on its own.

2 Non-defining relative (NDR) clauses add secondary information to a sentence, almost as an afterthought.
My friend Andrew, who is Scottish, plays the bagpipes.
Politicians, who tell lies, are odious.
My favourite plane is Concorde, which has been flying for over twenty-five years.

My friend Andrew is clearly defined. We don't need to know which Andrew is being discussed. The clause *who is Scottish* gives us extra information about him.
The clause *who tell lies* suggests that all politicians tell lies. It isn't necessary to identify only those that deceive – they all do!
We all know which plane Concorde is. The following clause simply tells us something extra.

3 DR clauses are much more common in the spoken language, and NDR clauses are more common in the written language. In the spoken language, we can avoid a NDR clause.
My friend Andrew plays the bagpipes. He's Scottish, by the way.

4 When we speak, there is no pause before or after a DR clause, and no commas when we write. With NDR clauses, there are commas before and after, and pauses when we speak.
I like the things you say to me. (No commas, no pauses)
My aunt (pause), *who has been a widow for twenty years* (pause), *loves travelling.*

Defining relative clauses

1 Notice how we can leave out the relative pronoun if it is the object of the relative clause. This is very common.

Pronoun left out
Did you like the present ( ) I gave you?
Who was that man ( ) you were talking to?
The thing ( ) I like about Dave is his sense of humour.

2 We cannot leave out the pronoun if it is the subject of the clause.

Pronoun not left out
I met a man who works in advertising.
I'll lend you the book that changed my life.
The thing that helped me most was knowing I wasn't alone.

3 Here are the possible pronouns. The words in brackets are possible, but not as common. ___ means nothing.

	Person	Thing
Subject	who (that)	that (which)
Object	___ (that)	___ (that)

Notes

- *That* is preferred to *which* after superlatives, and words such as *all, every(thing), some(thing), any(thing)*, and *only*.
That's the funniest film that was ever made.
All that's left is a few slices of ham.
Give me something that'll take away the pain.
He's good at any sport that is played with a ball.
The only thing that'll help you is rest.
- *That* is also preferred after *it is ...*
It is a film that will be very popular.
- Prepositions usually come at the end of the relative clause.
Come and meet the people I work with.
This is the book I was telling you about.
She's a friend I can always rely on.

Non-defining relative clauses

1 Relative pronouns cannot be left out of NDR clauses.

Relative pronoun as subject
Paul Jennings, who has written several books, addressed the meeting.
His last book, which received a lot of praise, has been a great success.

Relative pronoun as object
Paul Jennings, who I knew at university, addressed the meeting.
His last book, which I couldn't understand at all, has been a great success.

2 Look at the possible pronouns. *Whom* is possible, but not as common.

	Person	Thing
Subject	... , who ... ,	... , which ... ,
Object	... , who (whom) ... ,	... , which ... ,

Note
Prepositions can come at the end of the clause.
He talked about theories of market forces, which I'd never even heard of.
In a more formal written style, prepositions come before the pronoun.
The privatization of railways, to which the present government is committed, is not universally popular.

which

Which can be used in NDR clauses to refer to the whole of the sentence before.

*She arrived on time, **which** amazed everybody.*
*He gambled away all his money, **which** I thought was ridiculous.*
*The coffee machine isn't working, **which** means we can't have any coffee.*

whose

Whose can be used in both DR clauses and NDR clauses.

*That's the woman **whose son was killed recently**.*
*My parents, **whose only interest is gardening**, never go away on holiday.*

what

What is used in DR clauses to mean *the thing that*.

*Has she told you **what's worrying her**?*
***What** I need to know is where we're meeting.*

why, when, where

1 *Why* can be used in DR clauses to mean *the reason why*.
*I don't know **why** we're arguing.*

2 *When* and *where* can be used in DR clauses and NDR clauses.
*Tell me **when** you expect to arrive.*
*The hotel **where** we stayed was excellent.*
*We go walking on Mondays, **when** the rest of the world is working.*
*He works in Oxford, **where** my sister lives.*

Participles

1 When present participles (*-ing*) are used like adjectives or adverbs, they are active in meaning.
*Modern art is **interesting**.*
*Pour **boiling** water onto the pasta.*
*She sat in the corner **crying**.*

2 When past participles (*-ed*) are used like adjectives or adverbs, they are passive in meaning.
*I'm **interested** in modern art.*
*Look at that **broken** doll.*
*He sat in his chair, **filled** with horror at what he had just seen.*

3 Participles after a noun define and identify in the same way as relative clauses.
*I met a woman **riding** a donkey.* (= who was riding ...)
*The car **stolen** in the night was later found abandoned.* (= that was stolen ...)

4 Participles can be used as adverbs. They can describe

- two actions that happen at the same time.
  *She sat by the fire **reading** a book.*
- two actions that happen one after another.
  ***Opening** his case, he took out a gun.*
  If it is important to show that the first action is completed before the second action begins, we use the perfect participle.
  ***Having finished** lunch, we set off on our journey.*
  ***Having had** a shower, she got dressed.*
- two actions that happen one because of another.
  ***Being** mean, he never bought anyone a Christmas present.*
  ***Not knowing** what to do, I waited patiently.*

5 Many verbs are followed by *-ing* forms.
*I **spent** the holiday **reading**.*
*Don't **waste** time **thinking** about the past.*
*Let's **go swimming**.*
*He **keeps on asking** me to go out with him.*

Infinitive clauses

In indirect speech, we can use an infinitive after certain question words and *whether*. This expresses ideas such as obligation and possibility.

*I don't know **who to speak to**.*
*Tell me **where to go**.*
*Show me **how to make** this dish.*
*You need to tell me **when to arrive**.*
*I can't decide **whether to go** to the party or not.*

UNIT 7

Verb patterns

Uses of the *-ing* form

1 The *-ing* form (gerund or present participle) is used after prepositions.
*I'm good **at running**.*
*We're thinking **of living** abroad.*
*I'm interested **in seeing** your book.*
***After having** lunch, we tidied up.*
*I'm looking forward **to meeting** you.*
*We can't get used **to driving** on the left.*
Notice that in the last two examples, *to* is a preposition, so it is followed by *-ing*. It is NOT part of the infinitive.

2 The *-ing* form is used after certain verbs.
*I **enjoy visiting** my relatives.*
*She **denies stealing** the money.*
Here are some other verbs followed by *-ing*.

avoid	admit	finish	can't stand	don't mind
adore	give up	keep on	can't stop	can't help

3 There are some verbs that are followed by an object + *-ing*.
*I **hate people telling** me what to do.*
*You can't **stop me doing** what I want.*
*I can **hear someone playing** the violin.*
*I **spent the weekend gardening**.*
*Don't **waste time doing** nothing.*

4 The *-ing* form is used as the subject or object of a sentence.
Living in a big city is exciting.
Smoking is bad for your health.
*I find **working** in the garden a real bore.*

5 The *-ing* form is used after certain idiomatic expressions.
*It's **no use talking** to her. She never listens.*
*This book is **worth reading**.*
*There's **no point in doing** it your way. It won't work.*
*It's **no good saying** you're sorry. It's not enough.*

Note
suggest can be followed by *-ing* or a *that* clause.
*He suggested **going** to London to look for work.*
*I suggest **(that) we all go** to bed.*

Forms of the infinitive

Present Simple
*I want **to have** a bath.*
*It's time **to go**.*

Present Continuous
*It's nice **to be sitting** here with you.*
*I'd like **to be lying** next to a swimming pool.*
*They seem **to be having** a few problems.*

Perfect
*I'd like **to have seen** his face when you told him.*

He seems to have forgotten about our date.
I hope to have retired by the time I'm fifty.

Passive

I'd like to be promoted to sales manager.
There's a lot of tidying up to be done.
I asked to be informed as soon as there was any news.

Note

- These infinitives are used after modal auxiliary verbs without *to*.
  You should be working, not watching TV.
  She must have gone home early.
  This essay must be done by tomorrow.

Uses of the infinitive

1 Infinitives are used after certain verbs.
I can't afford to pay the bill.
I hope to see you again soon.
I didn't mean to hurt you.

Here are some other verbs followed by the infinitive.

agree	attempt	choose	dare	decide	expect	help	want
learn	manage	need	offer	promise	refuse	seem	long

2 There are some verbs that are followed by an object + the infinitive.
He advised me to listen carefully.
They invited her to have lunch.

Here are some other verbs like this.

allow	remind	someone to do something
encourage	teach	
order	tell	
persuade	force	

3 There are some verbs that sometimes take an object + the infinitive, and sometimes don't.
I want to go home.
I want you to go home.
I'd like to help you.
I'd like you to make up your own mind.

Here are some other verbs like this.

ask	beg	to go
expect	would love	someone to do something
help	would prefer	
need	would hate	

Note
help can be used with or without *to*.
She helped me | *tidy* / *to tidy* | *up.*

4 The infinitive is used after *make*, *let*, and *allow*.
She made me do the exercise again. (active – without *to*)
I was made to stand in the corner. (passive – with *to*)
He let me go home. (active – without *to*)
He allowed me to go home.
I was allowed to borrow the car.

Let in this sense is not possible in the passive. *~~I was let~~ ...

5 The infinitive is used after certain adjectives.
It's difficult to explain how to get there.
It's impossible to get through to her.
Pleased to meet you.
I'm surprised to see you here.
You were lucky to find me.
Dogs are easy to train.
It's good to be back home.
She's nice to talk to.

Note the pattern with *for*.
It's difficult for me to explain.

6 The infinitive is used after certain nouns.
It's time to go.
It's a good idea to ask for help.
I didn't agree with the decision to close down the factory.
There's no need to ask for permission.
My job gives me the opportunity to travel.

7 The infinitive is used to express purpose.
I came here to learn English.
I need more money to buy all the things I want.

8 The infinitive is used after certain question words. See p 61.
I don't know what to do.
Can you tell me how to get there?

9 The infinitive can be used with *too* and *enough*.
I was too tired to eat.
There were too many people to get in the house.
It's cold enough to snow.
There isn't enough time to do all the things I'd like to.

-ing or the infinitive?

continue, start, begin

1 Both *-ing* and the infinitive can be used. The infinitive is more common.

He began | *working* / *to work* | *when he was twenty.*

She continued | *ironing.* / *to iron.*

2 If the verb is in a continuous tense, we prefer the infinitive.
It's starting to rain.

3 Certain state verbs are rarely found in continuous tenses. They are also rare in the continuous infinitive.
I began to like Joan more and more. *~~I began liking~~ ...

like, love, hate, prefer

1 Often both *-ing* and the infinitive can be used with little difference of meaning.

I like | *to get* / *getting* | *up early.*

I love | *to lie* / *lying* | *in the bath.*

2 When *like* means *enjoy generally*, it is more usually followed by *-ing*.
I like cooking.

If the sentence is more specific, the infinitive is more common.
I like to cook a roast on Sundays.
I like to read a book before going to sleep at night.

3 When *like* means *think it a good idea*, it is followed by the infinitive.
I like to pay bills on time.
I like to go to the dentist regularly.

4 Used with *would*, these verbs are followed by the infinitive.
I'd like to relax for a bit.
I'd love to visit you.
She'd hate to be poor.
We'd prefer to travel by train if possible.

remember, forget, regret

1 After these verbs, the *-ing* form refers to an action that took place *before* the act of remembering, forgetting, or regretting.
I remember having some lovely holidays when I was a kid.
I'll never forget meeting you.
I regret lying to her.

2 The infinitive refers to an action that takes place *after* the act of remembering, forgetting, or regretting.

*I must remember **to buy** my mother a birthday card.*
*Don't forget **to lock** all the doors.*
*I regret **to tell** you that you've failed.*

stop

1 The *-ing* form refers to an action that was in progress *before* the act of stopping.
*We stopped **playing** tennis because it got too dark.*
*Stop **looking** at me like that!*

2 The infinitive tells us why the action stopped, and what happened next. This is the infinitive of purpose.
*We stopped **to have** a break.*
*Have you ever stopped **to think** how much you spend on cigarettes?*

try

1 The infinitive refers to the goal, or what we want to achieve.
*I tried **to learn** Chinese, but it was too difficult.*
*We tried **to put out** the fire, but it was impossible.*

2 The *-ing* form refers to the methods used to achieve the goal.
*I tried **going** to evening classes.*
*We tried **pouring** on water, my husband tried **covering** it with a blanket, but it didn't work.*

3 Sometimes there is little or no difference.
Have you ever tried | ***driving*** / ***to drive*** | *in London?*

UNIT 8

Modal auxiliary verbs

Introduction

1 These are modal auxiliary verbs.

can	could	may	might	shall
should	will	would	must	ought to

They are used with great frequency and with a wide range of meanings.
They express ideas such as willingness and ability, permission and refusal, obligation and prohibition, suggestion, necessity, promise and intention. All modal auxiliary verbs can express degrees of certainty, probability, or possibility.

2 They have several characteristics in common.

- There is no *-s* in the third person.
He can swim.
She must go.
- There is no *do/does* in the question.
May I ask a question?
Shall we go?
- There is no *don't/doesn't* in the negative.
You shouldn't tell lies.
You won't believe this.
- They are followed by an infinitive without *to*. The exception is *ought to*.
It might rain.
*Could you **help**?*
*We ought **to be** on our way.*
- They don't really have past forms or infinitives or *-ing* forms. Other verbs are used instead.
*I **had to** work hard when I was young.*
*I'd love **to be able to** ski.*
*I hate **having to** get up in the morning.*
- They can be used with perfect infinitives to refer to the past.
*You should **have told** me that you can't swim.*
*You might **have drowned**!*
*She must **have been** crazy to marry him.*

Modal auxiliary verbs of probability, present and future

The main modal auxiliary verbs that express probability are described here in order of certainty. *Will* is the most certain, and *might/could* are the least certain.

will

1 *Will* and *won't* are used to predict a future action. The truth or certainty of what is asserted is more or less taken for granted.
*I'll **see** you later.*
*His latest book **will be** out next month.*

2 *Will* and *won't* are also used to express what we believe or guess to be true about the present. They indicate an assumption based on our knowledge of people and things, their routines, character, and qualities.
*'You've got a letter from Canada.' 'It'll **be** from my aunt Freda.'*
*Leave the meat in the oven. It **won't be cooked** yet.*
*'I wonder what Sarah's doing.' 'Well, it's Monday morning, so I guess that right now she'll **be taking** the children to school.'*

must and *can't*

1 *Must* is used to assert what we infer or conclude to be the most logical or rational interpretation of a situation. We do not have all the facts, so it is less certain than *will*.
*You say he walked across the Sahara Desert! He **must be** mad!*
*You **must be** joking! I simply don't believe you.*

2 The negative of this use is *can't*.
*She **can't have** a ten-year-old daughter! She's only twenty-one herself.*
*'Whose is this coat?' 'It **can't be** Mary's. It's too small.'*

should

1 *Should* expresses what may reasonably be expected to happen. Expectation means believing that things are or will be as we want them to be. This use of *should* has the idea of *if everything has gone according to plan.*
*Our guests **should be** here soon (if they haven't got lost).*
*This homework **shouldn't take** you too long (if you've understood what you have to do).*
*We **should be moving** into our new house soon (as long as nothing goes wrong).*

2 *Should* in this use has the idea that we want the action to happen. It is not used to express negative or unpleasant ideas.
*You **should pass** the exam. You've worked hard.*
*~~*You should fail the exam~~. You haven't done any work at all.*

may and *might*

1 *May* expresses the possibility that an event will happen or is happening.
*We **may go** to Greece this year. We haven't decided yet.*
*'Where's Ann?' 'She **may be having** a bath, I don't know.'*

2 *Might* is more tentative and slightly less certain than *may*.
*It **might rain**. Take your umbrella.*
*'Where's Peter?' 'He **might be** upstairs. There's a light on.'*

3 Learners of English often express these concepts of future possibility with *perhaps* or *maybe ... will* and so avoid using *may* and *might*. However, these are widely used by native speakers, and you should try to use them.

could

1 *Could* has a similar meaning to *might*.
*You **could be** right. I'm not sure.*
*The film **could be** worth seeing. It had a good review.*

2 *Couldn't* is not used to express a future possibility. The negative of *could* in this use is *might not*.
*You **might not be** right*
*The film **might not be** any good.*

3 *Couldn't* has a similar meaning to *can't* above, only slightly weaker.
*She **couldn't have** a ten-year-old daughter! She's only 21 herself.*

Modal auxiliary verbs of probability in the past

All the modal auxiliary verbs above can be used with the perfect infinitive. They express the same varying degrees of certainty. Again, *will have done* is the most certain, and *might/could have done* is the least certain.

*'I met a tall girl at your party. Very attractive.' 'That'll **have been** my sister, Patsy.'*
*It **must have been** a good party. Everyone stayed till dawn.*
*The music **can't have been** any good. Nobody danced.*
*Where's Pete? He **should have been** here ages ago!*
*He **may have got** lost.*
*He **might have decided** not to come.*
*He **could have had** an accident.*

Other uses of modal auxiliary verbs

Here is some further information about modal auxiliary verbs, but it is by no means complete. See a grammar book if you want more details.

Obligation and advice

1 *Must* expresses strong obligation. Other verb forms are provided by *have to*.
*You **must** try harder!*
*You **mustn't** hit your baby brother.*
*What time **do you have to** start work?*
*I **had to** work hard to pass my exams.*
*You'll **have to** do this exercise again.*
*We might **have to** make some economies.*
*She's **never had to** do a single day's work in her life.*
*I hate **having to** get up early.*

2 *Must* expresses the opinion of the speaker.
*I **must** get my hair cut.* (I am telling myself.)
*You **must** do this again.* (Teacher to student)

Must is associated with a more formal, written style.
*Candidates **must** answer three questions.* (On an exam paper)
*Books **must** be returned by the end of the week.* (Instructions in a library)

Have to expresses a general obligation based on a law or rule, or based on the authority of another person.
*Children **have to** go to school until they're sixteen.* (It's the law.)
*Mum says you **have to** tidy your room.*

3 *Mustn't* expresses negative obligation. *Don't have to* expresses the absence of obligation.
*You **mustn't** steal. It's very naughty.*
*You **don't have to** go to England if you want to learn English.*

4 *Have got to* is common in British English. It is more informal than *have to*.
I've got to go now. Cheerio!
Don't have a late night. We've got to get up early tomorrow.

5 *Should* and *ought* express mild obligation or advice. *Should* is much more common.
*You **should** go to bed. You look very tired.*
*You **ought** to take things easier.*

6 *Should* + the perfect infinitive is used to refer to a past action that didn't happen. The action would have been a good idea. The good advice is too late!
*You **should have** listened to my advice. I was right all the time.*

Permission

1 *May*, *can*, and *could* are used to ask for permission.
***May** I ask you a question?*
***May** I use your phone?*
***Can/could** I go home? I don't feel well.*
***Can/Could** I borrow your car tonight?*

2 *May* is used to give permission, but it sounds very formal. *Can* and *can't* are more common.
*You **can** use a dictionary in this exam.*
*You **can't** stay up till midnight. You're only five.*
*You **can't** smoke in here. It's forbidden.*

3 To talk about permission generally, or permission in the past, we use *can*, *could*, or *be allowed to*.
*Children **can/are allowed to** do what they want these days.*

I	***couldn't*** / ***wasn't allowed to***	*go out on my own until I was sixteen.*

Ability

1 *Can* expresses ability. The past is expressed by *could*.
*I **can** speak three languages.*
*I **could** swim when I was three.*

2 Other forms are provided by *be able to*.
*I've **never been able to** understand her.*
*I love **being able to** drive.*
*You'll **be able to** walk again soon.*

3 To express a fulfilled ability on one particular occasion in the past, *could* is not used. Instead, we use *was able to* or *managed to*.
*She **was able to** survive by clinging onto the wrecked boat.*
*The prisoner **managed to** escape by climbing onto the roof.*

4 *Could* + the perfect infinitive is used to express an unrealized past ability. Someone was able to do something in the past, but didn't try to.
*I **could have gone** to university, but I didn't want to.*
*I **could have told** you that Chris wouldn't come. He hates parties.*

5 *Could* can be used to criticize people for not doing things. We feel that they are not doing their duty.
*You **could** tell me if you're going to be late!*
*You **could have done** something to help me instead of just sitting there!*

Request

Several modal verbs express a request.
***Can/could/will/would** you do me a favour?*

Willingness and refusal

1 *Will* expresses willingness. *Won't* expresses a refusal by either people or things. *Shall* is used in questions.
I'll help you.
*She says she **won't** get up until she's had breakfast in bed.*
*The car **won't** start.*
***Shall** I give you a hand?*

2 The past is expressed by *wouldn't*.
*My mum said she **wouldn't** give me any more money. Isn't she mean?*

Modal auxiliary verbs are also dealt with in Units 10 and 11.

UNIT 9

Questions

what and *which*

1 *What* and *which* are used with nouns to make questions.
***What size** shoes do you take?*
***Which of these curries** is the hottest?*

2 Sometimes there is no difference between questions with *what* and *which*.
***What/which is the biggest city** in your country?*
***What/which channel** is the match on?*

We use *which* when the speaker has a limited number of choices in mind.
*There's a blue one and a red one. **Which** do you want?*

We use *what* when the speaker is not thinking of a limited number of choices.
***What car** do you drive?*

Asking for descriptions

1 *What is X like?* means *Give me some information about X because I don't know anything about it.*
***What's** your capital city **like**?*
***What are** your parents **like**?*

2 *How is X?* asks about a person's health and happiness.
How's your mother these days?

3 Sometimes both questions are possible. *What ... like?* asks for objective information. *How ... ?* asks for a more personal reaction.
*'**What** was the party **like**?' 'Noisy. Lots of people. It went on till 3.'*
*'**How** was the party?' 'Brilliant. I danced all night. Met loads of great people.'*

How was your journey?
How's your new job going?
How's your meal?

Indirect questions

There is no inversion and no *do/does/did* in indirect questions.
I wonder what she's doing. *I wonder ~~what is she doing~~.*
I don't know where he lives. *I don't know ~~where does he live~~.*
Tell me when the train leaves.
Do you remember how she made the salad?
I didn't understand what she was saying.
I've no idea why he went to India.
I'm not sure where they live.
He doesn't know whether he's coming or going.

Negatives

Forming negatives

1 We make negatives by adding *not* after the auxiliary verb. If there is no auxiliary verb, we add *do/does/did*.
***I haven't** seen her for ages.*
*It **wasn't** raining.*
*You **shouldn't** have gone to so much trouble.*
*We **don't** like big dogs.*
*They **didn't** want to go out.*

2 The verb *have* has two forms in the present.

***I don't** have* / ***I haven't** got*	*any money.*

But ... ***I didn't** have any money.*

3 Infinitives and *-ing* forms can be negative.
*We decided **not to do** anything.*
*I like **not working**. It suits me.*

4 *Not* can go with other parts of a sentence.
*Ask him, **not me**.*
*Buy me anything, but **not perfume**.*

5 When we introduce negative ideas with verbs such as *think*, *believe*, *suppose*, and *imagine*, we make the first verb negative, not the second.
***I don't think** you're right.* *~~I think you aren't~~ ...*
***I don't suppose** you want a game a tennis?*

6 In short answers, the following forms are possible.

'Are you coming?'	*'I think so.'*
	'I believe so.'
	'I hope so.'
	'I don't think so.
	'I hope not.'

I think not is possible. *~~I don't hope so~~* is not possible.

Negative questions

1 In the main use of negative questions, the speaker would normally expect a positive situation, but now expects a negative situation. The speaker therefore is surprised.
***Don't you like** ice-cream? Everyone likes ice-cream!*
***Haven't you done** your homework yet? What have you been doing?*

2 Negative questions can also be used to mean *confirm what I think is true*. In this use it refers to a positive situation.
***Haven't I met** you somewhere before?* (I'm sure I have.)
***Didn't** we **speak** about this yesterday?* (I'm sure we did.)

The difference between the two uses can be seen clearly if we change them into question tags.
*You **haven't done** your homework yet, **have** you?* (negative sentence, positive tag)
*We've met before, **haven't** we?* (positive sentence, negative tag)

UNIT 10

Expressing habit

Present Simple

1 Adverbs of frequency come before the main verb, but after the verb *to be*.
*We **hardly ever** go out.*
*She **frequently** forgets what she's doing.*
*We **don't usually** eat fish.*
*I **rarely** see Peter these days.*
*We **are seldom** at home in the evening.*
*Is he **normally** so bad-tempered?*

2 *Sometimes*, *usually*, and *occasionally* can come at the beginning or the end of a sentence.
***Sometimes** we play cards.*
*We go to the cinema **occasionally**.*

The other adverbs of frequency don't usually move in this way.
~~Always I have~~ tea in the morning.

Present Continuous

1 The Present Continuous can be used to express a habit which happens often and perhaps unexpectedly. It happens more than is usual.
*I like Peter. He's always **smiling**.*
*She's always **giving** people presents.*

2 However, there is often an element of criticism with this structure. Compare these sentences said by a teacher.
Pedro always asks questions about the lesson. (This is a fact.)

Pedro is always asking questions about the lesson. (This annoys the teacher.)

3 There is usually an adverb of frequency with this use.
I'm always losing my keys.
She's forever leaving the bath taps running.

will and *would*

1 *Will* and *would* express typical behaviour. They describe both pleasant and unpleasant habits.
He'll sit in his chair all day long.
She'd spend all day long gossiping with the neighbours.

2 *Will* and *would*, when decontracted and stressed, express an annoying habit.
He WILL come into the house with his muddy boots on.
She WOULD make us wash in ice-cold water.

used to + infinitive

1 This structure expresses a past action and state. It has no present equivalent.
When I was a child, we used to go on holiday to the seaside.

2 Notice the negative and the question.
Where did you use to go?
We didn't use to do anything interesting.

3 We cannot use *used to* with a time reference + a number.
~~*We used to have a holiday there for 10 years/three times.~~
But ...
we used to go there every year.

be/get used to + noun/*-ing* form

1 This is totally different from *used to* + infinitive. It expresses an action that was difficult, strange, or unusual before, but is no longer so. Here, *used* is an adjective, and it means *familiar with.*
I found it difficult to get around London when I first came, but I'm used to it now.
I'm used to getting around London by tube.

2 Notice the use of *get* to express the process of change.
I'm getting used to the climate.
I'm getting used to eating with chopsticks.

UNIT 11

Hypothesizing

First and second conditionals

1 First conditional sentences are based on fact in real time. They express a possible condition and its probable result in the present or future.
If you pass your exams, I'll buy you a car.

2 Second conditional sentences are not based on fact. They express a situation which is contrary to reality in the present and future. This unreality is shown by a tense shift from present to past. They express a hypothetical condition and its probable result.
If I were taller, I'd join the police force.
What would you do if you won the lottery?

Notes

- The difference between first and second conditional sentences is not about time. Both can refer to the present and future. By using past tense forms in the second conditional, the speaker suggests the situation is less probable, or impossible, or imaginary.

  Compare the pairs of sentences.
  If it rains this weekend, we'll ... (Said in England where it often rains.)
  If it rained in the Sahara, it would ... (This would be most unusual.)
  If there is a nuclear war, we'll ... (I'm a pessimist.)
  If there was a nuclear war, we'd ... (I'm an optimist.)
  If you come to my country, you'll have a good time. (Possible)
  If you came from my country, you'd understand us better. (Impossible)
  If I am elected as a member of Parliament, I'll ... (Said by a candidate)
  If I ruled the world, I'd ... (Imaginary)

- We can use *were* instead of *was*, especially in a formal style.
  If I were you, I'd get some rest.
  I'd willingly help if it were possible.

Third conditional

Third conditional sentences are not based on fact. They express a situation which is contrary to reality in the past. This unreality is shown by a tense shift from past to Past Perfect.
If you'd come to the party, you'd have had a great time.
I wouldn't have met my wife if I hadn't gone to France.

Note
It is possible for each of the clauses in a conditional sentence to have a different time reference, and the result is a mixed conditional.
If we had brought a map (we didn't), *we would know where we are* (we don't).
I wouldn't have married her (I did) *if I didn't love her* (I do).

Other structures that express hypothesis

The tense usage with *wish, if only*, and *I'd rather* is similar to the second and third conditionals. Unreality is expressed by a tense shift.
I wish I were taller. (But I'm not.)
If only you hadn't said that! (But you did.)
I'd rather you didn't smoke. (But you do.)

Notes

- *wish ... would* can express regret, dissatisfaction, impatience, or irritation because someone WILL keep doing something.
  I wish you'd stop smoking.
  I wish you'd do more to help in the house.
  I wish it would stop raining.

- If we are not talking about willingness, *wish ... would* is not used.
  I wish my birthday wasn't in December. (*I ~~wish it would be~~ ...)
  I wish I could stop smoking. (*I ~~wish I would~~ is strange because you should have control over what you are willing to do.)
  I wish he would stop smoking. (This is fine because it means *I wish he were willing to ...*)

should have done

1 *Should* + the perfect infinitive is used to refer to a past action that didn't happen. The action would have been a good idea. It is advice that is too late!
You should have come to the party! (But you didn't.)
You shouldn't have called him a fool. (But you did.)

2 It is also used to refer to an action that might or might not have happened in the past. This use is dealt with in Unit 8.
It's 10.00. They should have arrived by now.

UNIT 12

Noun phrases

Adding information to nouns

1 Adjectives come before a noun.
red roses *a thatched roof*

Two- and three-part adjectives are hyphenated before a noun.
a grey-haired businessman
an open-air pool
a three-year-old girl

2 Nouns can be joined to make compound nouns.
swimming pool *parking ticket*
football boots *traffic warden*

3 Relative clauses and participle clauses come after a noun. These are dealt with in Unit 6.
*a driving licence **which expires soon***
*a boy **licking an ice-cream***
*football boots **stuffed in a bag***

4 Phrases with a preposition come after a noun.
*a cottage **with roses growing round the door***
*the road **down to the beach***
*a man **with a briefcase in his hand***

Articles

The use of articles is complex as there are a lot of 'small' rules and exceptions. Here are the basic rules.

a/an

1 We use *a/an* to refer to a singular countable noun which is indefinite. Either we don't know which one, or it doesn't matter which one.
*They live in **a** lovely house.*
*I'm reading **a** good book.*
*She's expecting **a** baby.*

2 We use *a/an* with professions.
*She's **a** lawyer.*

the

1 We use *the* before a singular or plural noun, when both the speaker and the listener know which noun is being referred to.
*They live in **the** green house opposite **the** library.*
*The book was recommended by **a** friend.*
*Mind **the** baby! She's near **the** fire.*
*I'm going to **the** shops. Do you want anything?*
*I'll see you in **the** pub later.*
*'Where's Dad?' 'In **the** garden.'*

2 We use *the* when there is only one.
the world *the River Thames* *the Atlantic*

3 We use *the* for certain places which are institutions. Which particular place isn't important.
*We went to **the** cinema/theatre last night.*
*We're going to **the** seaside.*

zero article

1 We use no article with plural and uncountable nouns when talking about things in general.
Computers have changed our lives.
Love is eternal.
Dogs need a lot of exercise.
*I hate **hamburgers**.*

2 We use no article with meals.
*Have you had **lunch** yet?*
*Come round for **dinner** tonight.*
But ... *We had a lovely lunch in an Italian restaurant.*

Determiners

Determiners that express quantity are dealt with in Unit 4.

each and *every*

1 *Each* and *every* are used with singular nouns. *Each* can be used to talk about two or more people or things. *Every* is used to talk about three or more.
***Every/each** time I come to your house it looks different.*
***Each/every** bedroom in our hotel is decorated differently.*

2 In many cases, *each* and *every* can both be used with little difference in meaning.
We prefer *each* if we are thinking of people or things separately, one at a time. We use *every* if we are thinking of the things or people all together as a group.
***Each** student gave the teacher a present.*
***Every** policeman in the country is looking for the killer.*

Adding emphasis

Word order and the passive

1 An unmarked word order is where all the parts of a sentence are in a 'non-special' order.
The company presented Kevin with a gold watch on his retirement in 1995.

2 This order can be altered to bring different elements to a stronger position in the sentence.
***On his retirement in 1995**, the company presented Kevin with a gold watch.*
***In 1995**, the company presented Kevin with a gold watch on his retirement.*

3 Using the passive shifts the focus of attention onto the object of the active sentence.
*On his retirement in 1995, **Kevin was presented** with a gold watch.*
Often, *by* + the agent is not used in passive sentences. On the occasions when it is, it is in a strong position in the sentence.
*On his retirement, Kevin was presented with a gold watch **by the chairman of the board**.*
*A country's food is largely influenced **by the climate**.*
*Entertainment on board ship will be provided **by the well-known singer and comedian, Gary Weeks.***

Emphatic structures

Sentences can be reordered and introduced by certain structures to make the important information stand out.
***What I like about London is the fact that** it never sleeps.*
What annoys me about Gerald is his arrogance.
The thing that annoys me about Gerald is his arrogance.
It's people like you who spoil things for everyone else.

Emphasis and speaking

1 We can use our voice to stress the important part of a sentence.
*'Where did you get that car from?' '**Peter** gave it to me.'*
*'Did he sell it to you?' 'No, he gave it to **me**.'*
*'I want it.' 'Tough. He gave it to **me**.'*

2 If we want to express a contrast on the idea expressed by the verb, we stress the auxiliary. If there is no auxiliary, we add *do/does/did*.
*She told me to clean my room, but I **have** cleaned it.*
*'Don't get angry.' 'I **am** angry.'*
*'Why weren't you at the party?' 'I **was** at the party.'*
*'What a shame you don't like ice-cream.' 'I **do** like ice-cream.'*
*'Why didn't he give you a present?' 'He **did** give me a present. Look.'*

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Upper–Intermediate

Workbook

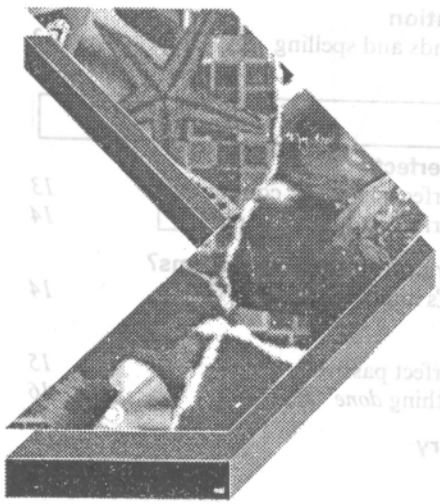
New Headway

English Course

Liz & John Soars
with Jo Devoy

i:	as in	see /si:/	ɜ:	as in	fur /fɜ:(r)/
ɪ	as in	sit /sɪt/	ə	as in	ago /ə'gəʊ/
e	as in	ten /ten/	eɪ	as in	page /peɪdʒ/
æ	as in	hat /hæt/	əʊ	as in	home /həʊm/
ɑ:	as in	arm /ɑ:m/	aɪ	as in	five /faɪv/
ɒ	as in	got /gɒt/	aʊ	as in	now /naʊ/
ɔ:	as in	saw /sɔ:/	ɔɪ	as in	join /dʒɔɪn/
ʊ	as in	put /pʊt/	ɪə	as in	near /nɪə(r)/
u:	as in	too /tu:/	eə	as in	hair /heə(r)/
ʌ	as in	cup /kʌp/	ʊə	as in	pure /pjʊə(r)/
i	as in	happy /'hæpi/			

p	as in	pen /pen/	s	as in	so /səʊ/
b	as in	bad /bæd/	z	as in	zoo /zu:/
t	as in	tea /ti:/	ʃ	as in	she /ʃi:/
d	as in	did /dɪd/	ʒ	as in	vision /'vɪʒn/
k	as in	cat /kæt/	h	as in	how /haʊ/
g	as in	got /gɒt/	m	as in	man /mæn/
tʃ	as in	chin /tʃɪn/	n	as in	no /nəʊ/
dʒ	as in	June /dʒu:n/	ŋ	as in	sing /sɪŋ/
f	as in	fall /fɔ:l/	l	as in	leg /leg/
v	as in	voice /vɔɪs/	r	as in	red /red/
θ	as in	thin /θɪn/	j	as in	yes /jes/
ð	as in	then /ðen/	w	as in	wet /wet/



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Phonetic symbols *Inside back cover*

1 The tense system
Auxiliary verbs
have/have got

The tense system

1 Identifying tenses

1 Write in the correct verb form, using the verb in **bold**.

walk

a Our baby Jack _____ now. He's just twelve months old.

b 'How did you get here?'
'We _____ . It didn't take long.'

c After ten miles I had to stop for a rest. We _____ non-stop for four hours.

take

d My dog looked guilty. He _____ some food from the kitchen table.

e It was a hard match. At half-time, one of the footballers _____ to hospital.

f 'This shirt is £45, sir.'
'That's fine. I _____ it.'

have

g I think we should buy a new car.
We _____ this one for ages.

h Don't phone at 8.00 this evening.
We _____ dinner then.

i We _____ a lovely picnic until my wife was stung by a bee.

make

j This is a great sandwich shop. Everything _____ freshly _____ .

k By the time I'm forty I _____ enough money to retire.

l Have you heard about Lenny?
He _____ redundant.

wash

m 'Where are my jeans?' 'They _____ at the moment. Sorry.'

n My favourite white T-shirt went pink.
It _____ with my daughter's red sweater.

o 'Why are you all wet?' 'I _____ the car.'

sell

p I wish I'd bought that antique chair I saw in the shop window. It _____ by now.

q My sister earns a good salary. She _____ life insurance policies.

r If no one offers to buy the house, it _____ by auction next month.

teach

s At the end of this term I _____ for six years.

t The soldiers _____ how to use grenades when unfortunately one blew up and injured them.

2 Complete the tense chart with the verb forms from Exercise 1. There is one for each gap.

Active	**Simple**	**Continuous**
Present		
Past		
Future		
Present Perfect		
Past Perfect		
Future Perfect		
Passive	**Simple**	**Continuous**
Present		
Past		
Future		
Present Perfect		
Past Perfect		
Future Perfect		

2 Correcting mistakes

Three of the sentences in this exercise are correct. Put a tick (✔) next to them. All the other sentences contain mistakes. Put a cross (✘) next to them and correct them.

Example

☒ I ~~work~~ hard at the moment because I have exams next week.
I'm working

a ☐ It's been really cold lately, so I've bought some new thermal underwear.

_____

b ☐ Manchester United play really well at the moment. Their new player has real talent.

_____

c ☐ I've heard you'll have a baby! Congratulations.

_____

d ☐ Was Tim working in Barcelona while you were working in Madrid?

_____

e ☐ When I was a little girl, I've always spent my pocket money on sweets.

_____

f ☐ I went out with Paul for two years now, and we're still crazy about each other.

_____

g ☐ I can't decide what to buy my brother for his birthday. Perhaps I'm going to get him a new shirt.

_____

h ☐ She'd trained so hard for the Olympics that I felt sure she would get at least a bronze medal.

_____

i ☐ A one-day strike has called by London Underground staff for Friday this week.

_____

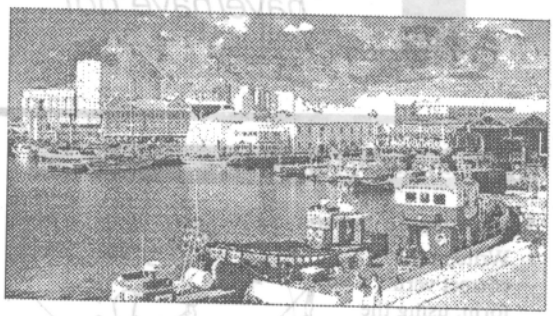
j ☐ The teacher said that Megan had been working hard and was deserved to pass all her exams.

_____

3 Choosing the right tense

T 1.1 Read the telephone conversation between Mr Lewis and June, the travel agent. Put the verbs into the correct tense. Sometimes there is more than one possibility.

A holiday in South Africa



J Good morning. Fairweather Travel, June speaking. How can I help you?

Mr L Good morning. I (a) _____ (look) at your brochure on holidays in Cape Town and the Western Cape and I (b) _____ (wonder) if you could give me some more information?

J Certainly. Mr ...?

Mr L It's Lewis, Mr Lewis.

J Well, as it happens, Mr Lewis, I (c) _____ (go) to Cape Town myself last Christmas. I (d) _____ never _____ (be) there before. I (e) _____ (do) some research for Fairweather Travel, so I (f) _____ (get) to know the city pretty well.

Mr L Really! Then you're just the person to talk to. Tell me, (g) _____ you _____ (feel) safe? There (h) _____ (be) so much unrest in South Africa recently.

J Well, Mr Lewis, I (i) _____ (visit) many countries on behalf of Fairweather Travel, and I have to say that I (j) _____ (feel) very safe the whole time I (k) _____ (travel) round South Africa.

Mr L That's reassuring. My three children (l) _____ _____ (learn) all about South Africa at school. They (m) _____ (look forward) to seeing Table Mountain. My wife (n) _____ (hope) to sample some South African wine. (o) _____ that _____ (be) possible?

J Oh, yes indeed. There are tours to many of the vineyards and wine cellars. Your wife (p) _____ _____ (be able) to try some really good wines. South Africa (q) _____ (produce) some of the best wine and brandy in the world.

Mr L How interesting. Well, you (r) _____ (be) most helpful. I (s) _____ (get) back to you as soon as possible, after I (t) _____ (discuss) it all with my wife. Thank you very much. Goodbye.

J Goodbye.

Passives

4 Active or passive?

1 These sentences sound unnatural in the active. Rewrite them using the passive.

a They don't make Volvos in Norway.
Volvos _____

b They built our house in the 17th century.
Our house _____

c Has someone decorated your bedroom?
_____

d Someone's decorating my bedroom at the moment.
My bedroom _____

e We moved out of our house while they were building the extension.
While the extension _____
_____

f We arrived home from holiday to find someone had burgled our house.
_____
_____

g They won't recognize her in those dark glasses.
She _____

2 Put the verbs in brackets into the correct tense, active or passive.

a The robbers _____ (catch) as they _____ (leave) the bank.

b Jo _____ (arrive) home to find feathers everywhere. Her cat _____ (catch) a bird.

c Our dustbins _____ (empty) on a Monday.

d Mr Taylor was furious with the newsagent because his Sunday newspaper _____ (not deliver).

e It's a very upsetting time for Aunt Mary. Her budgie _____ (miss) for three days now.

f Why _____ you _____ (not like) going to the opera? We _____ (love) it. We _____ (see) *La Bohème* next Saturday.

g We _____ (drive) down a quiet country lane when suddenly we _____ (overtake) by a police car.

h When I woke up this morning, the world looked like a wonderland. It _____ (snow) all night.

i Don't worry. When you _____ (arrive) in New York, you _____ (pick up) by one of our drivers and taken to the conference centre.

5 At home on a train

1 Read about Pat and Ronald Thomas, who live on a train. Put the verb in brackets into the correct verb form, active or passive.

At home on a train

Pat and Ronald Thomas (a) _____ (not live) in a caravan, but their home (b) _____ (travel) more miles than any other house in Britain! Their house (c) _____ (make) from a pair of Victorian railway carriages, and they (d) _____ (live) there for ten years. 'I (e) _____ (not want) to live in a train at first,' admits Pat, 'but when I (f) _____ (see) that this train had a garden with a stream, I just (g) _____ (fall) in love with it. We (h) _____ (buy) it from an old lady, and she (i) _____ already _____ (do) a lot of work on it. But there is a lot left to do and we (j) _____ still _____ (make) improvements.'

Visitors are often surprised to see how spacious the house is. All the dividing walls (k) _____ (remove), so now the rooms are about fifteen metres long.

Pat and Ronald (l) _____ (pay) £68,000 for their house. Recently they (m) _____ (offer) more than £100,000 for it, but it's not for sale.

'I (n) _____ (discover) more and more about the history of this train all the time,' says Ronald. 'It (o) _____ (build) in Swindon between 1855 and 1875. We (p) _____ (work) so hard to make it beautiful that I don't think we (q) _____ ever _____ (sell) it,' he admits. 'I hope it (r) _____ (remain) in our family forever.'

2 Here are the answers to some questions about Pat and Ronald. Write the questions.

a _____ *in a caravan*?
No, they don't. They live in a pair of railway carriages.

b _____?
For ten years.

c _____ *from*?
An old lady.

d _____?
£68,000.

e _____
_____?
More than £100,000.

f _____?
In Swindon between 1855 and 1875.

g _____?
Yes, they are. They want to make it even more beautiful.

h _____?
No, they won't. They want it to remain in the family forever.

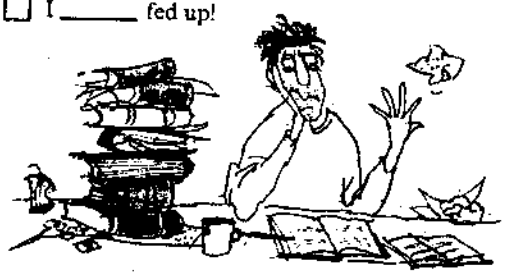
Auxiliary verbs

6 *have, be,* or *do*?

Put the correct form of *have*, *be*, or *do* in the gap. Write A or F next to each sentence to show whether it is used as an **auxiliary** verb or a **full** verb. Sometimes the auxiliary is negative.

Example
[A] They *had* finished supper when we arrived.
[F] We *had* pizza for supper last night.

a ☐ It _____ been a lovely day. Thank you.
b ☐ I _____ my homework very quickly yesterday evening.
c ☐ I always _____ a shower after work.
d ☐ I _____ always had a passion for Indian food.
e ☐ Jane _____ not at work today because
☐ she _____ a bad back.
f ☐ Graham overslept, so he _____ catch his train.
g ☐ What have you _____ to your hair? You look awful!
h ☐ What _____ your new boyfriend look like?
i ☐ This self-portrait _____ painted by Van Gogh.
j ☐ My car _____ repaired at the moment.
k ☐ I hate _____ the washing-up. I'd like
☐ _____ a dishwasher.
l ☐ I've _____ doing this exercise for ages and
☐ I _____ fed up!



have and *have got*

1 *Have* and *have got* are both used to express present possession.

Do you have / ***Have you got***		*any brothers or sisters?*
Yes,	***I do. I have*** / ***I have. I've got***	*two brothers.*

2 *Have to* can be replaced with *have got to* for present obligation.

Do you have to / ***Have you got to***		*go now?*
Yes,	***I do. I have to*** / ***I have. I've got to***	*catch the bus.*

3 Only forms of *have* (not *have got*) are used in all other tenses.

I had *my first car when I was nineteen.*
I've had this car for two years.
I'll have a strawberry ice-cream, please.
I'd had three cars by the time I was twenty.
I'd like to have a dog.
He loves having a sports car.

4 *Have* (not *have got*) is used in many expressions.

have breakfast	*have a bath*
have a party	*have a good time*
have fun	*have a word with someone*

5 *Have got* is generally more informal. It is used more in spoken English than in written English. However, they are often interchangeable.

Have with the *do/does* forms is more common in American English.

7 Forms of *have* and *have got*

1 T 1.2 Complete the dialogues with a correct form of *have* or *have got*. Sometimes both forms are possible.

Example
You *had* a very noisy party last night.
How many friends *have* you *got*?

a 'Rebecca, _____ you _____ a headache? You don't look very well.'

'No, it's not that. I _____ a baby and I feel sick.'

'Congratulations! Do you want a boy or a girl?'

'Well, I _____ three boys, so it would be nice _____ a girl this time.'

b 'Jane, _____ you _____ any chocolate?'

'No, of course I _____ . I'm on a diet.'

'You're joking. You _____ two Mars Bars yesterday.'

'I know, I _____ any willpower, but I really want to be slim for my holiday next month.'

'Good luck!'

c 'Nick, I thought you _____ a company car. Why are you cycling to work?'

'I _____ an accident last week. I drove through a red light and hit a police car.'

'That's bad luck. _____ you _____ go to court?'

'Yes, I will.'

d '_____ you _____ any pets?'

'No, we _____ . _____ you?'

'Oh yes. I _____ a dog all my life. At the moment I _____ a dog, two cats, and two budgies.'

'I'd love _____ a dog, but I'm not so sure about cats and budgies!'

e 'Come on! We _____ hurry. We're late!'

'But I _____ my passport. I can't find it anywhere!'

'What! You _____ it yesterday. _____ a look in your bag.'

'Thank goodness. It's here!'

f I'm looking forward to _____ a few days' holiday. I _____ so much work for the past couple of months, I _____ a break for ages.

2 Make the sentences negative.

a She's got blue eyes.

_____

b I usually have breakfast at 8.00.

_____

c I have a lot of money.

_____

d They're having a row about money.

_____

e We had a good time on holiday.

_____

f I have to work ten hours a day.

_____

g I had to get up at 6.00 this morning.

_____

3 Ask questions about the sentences in Exercise 2.

a What colour _____?

b What time _____?

c How much _____?

d What _____?

e _____ a good time on holiday?

f How many _____?

g What time _____?

Vocabulary

8 Rooms and their contents

Put the following objects in the right room.
Some objects can go into more than one room.

bidet	armchair	taps	dressing table
sink	high chair	cot	shower curtain
sofa	wardrobe	duvet	chest of drawers
pillow	washbasin	flannel	drinks cabinet
scales	bread bin	sheets	magazine rack
tin opener	ornaments	rug	Welsh dresser
tea towel	cat flap	quilt	French windows
towel rail	dishwasher	towel	

Kitchen	Living room	Bedroom	Bathroom

9 *house* and *home* idioms

1 Underline the correct definition for each idiom.
Use your dictionary.

a *That boy's eating us out of house and home.*
He's got a huge appetite.
He never eats at home.

b *They get on like a house on fire.*
They have a very good relationship.
They are always having arguments.

c *I could shop until the cows come home.*

I could shop until dinner time.

I could shop for a very long time.

d *These drinks are on the house.*
The drinks are home-made.
The drinks are free.

e *Andrew Lloyd Webber's new musical brought the house down.*
The musical was a success.
The musical wasn't a success.

f *The television pictures really brought home to me the horrors of the famine.*
The pictures made me realize fully the horrors of the famine.
The pictures clearly showed the horrors of famine.

g *My mum brings home the bacon in our family.*
Mum buys the meat in our family.
Mum earns the money in our family.

h *Having won 57% of the votes in the election, Haig was finally home and dry.*
Haig managed to win, although it wasn't easy.
Haig won the election without any difficulty.

2 T 1.3 Complete the conversations with one of the idioms above in the correct form.

a **A** I was so sorry to hear about your cat, Fluffy, dying.
B Thank you. When I saw her empty cat basket it really _____ the fact that I'd never see her again.

b **A** How was it when you met Andy's parents for the first time?
B It was great. We all _____.

c **A** You spend a fortune on food!
B Well, we've got two hungry teenagers. They _____.

d **A** Did you read those excellent reviews in the local paper about the school play?
B Yes, I did. Apparently, it _____.

e **A** You're always going to discos, Jenny. Don't you ever get tired of them?
B No, never. I could dance _____.

Phrasal verbs

10 Literal and idiomatic meanings

Phrasal verbs sometimes have a literal meaning, and sometimes an idiomatic meaning.

I *looked up* the tree, but I couldn't see my cat. (Literal)

I *looked up* the spelling in my dictionary. (Idiomatic)

1 In this exercise the phrasal verbs are all used literally. Fill the gaps with a particle from the box. Some are used more than once.

away	on	off	back	out	down	in

a The dentist said my tooth was rotten. He had to pull it _____ .

b Don't run _____! Come here! I want to talk to you.

c My aunt fell _____ the stairs and broke her leg.

d And I fell _____ my horse!

e When the sun went _____ it was really cold.

f A button has come _____ my shirt. Could you sew it back _____ for me?

g I don't feel like cooking tonight. Shall we eat _____?

h I'm going to the library to take _____ the books I've finished.

i The washing is hanging up outside, and it's just started to rain. Can you help me to bring it _____?

j Don't throw that empty box _____ . I'm sure I can use it for something.

2 Fill the pairs of gaps with the same phrasal verb from the box. Put the phrasal verb in the correct form. Write L if its meaning is literal and I if it is idiomatic.

take off	fall out	pick up	sort out
put up	stand up	hold on	

a ☐ After my operation, all my hair _____ . It's growing back now, though.

☐ Jane and John _____ again last night. I could hear them arguing.

b ☐ I don't know how you _____ with your boyfriend. He's so unreliable.

☐ _____ your hand if you know the answer.

c ☐ I _____ all my clothes drawers today, so now I know where everything is.

☐ You and I have a problem of communication, but if we try hard I'm sure we can _____ it _____ .

d ☐ When I was at school, we had to _____ when the teacher came in the room.

☐ You shouldn't let your sister boss you about and tell you what to do all the time. You should _____ for yourself, and tell her what *you* want to do.

e ☐ (On the phone) 'Can I speak to Kate, please?' '_____ . I'll just get her.'

☐ When you're riding as a passenger on a motorbike, you have to_____ tight.

f ☐ It's too warm to be wearing a woolly jumper. Why don't you _____ it _____ ?

☐ My business really started to _____ after it was featured in the local newspapers.

g ☐ I was never taught how to cook. I just _____ it _____ from my mother.

☐ The baby's crying. Can you _____ him _____?

Pronunciation

11 Vowel sounds and spelling

Phonetic symbols /fənetɪk sɪmbəlz/
There is a list of phonetic symbols on the inside back cover of this Workbook.

1 T 1.4 Look at the words in phonetics. Each of them contains a different English vowel sound. Read them aloud to yourself, then write the word next to the transcription. (They are all from Unit 1 of the Student's Book.)

a /frend/ _____
b /ɪŋglɪʃ/ _____
c /tʃi:z/ _____
d /mʌnθ/ _____
e /tʊk/ _____
f /hju:dʒ/ _____
g /kræʃ/ _____
h /ʃɒk/ _____
i /θɔ:t/ _____
j /ʃɜ:t/ _____
k /tʃɑ:t/ _____
l /tempə/ _____

2 T 1.5 The chart shows the main English vowel sounds.

/e/	/ɪ/	/i:/	/ʌ/
letter	sick		
/ʊ/	/u:/	/æ/	/ɒ/
/ɔ:/	/ɜ:/	/ɑ:/	/ə/

Write the words in the right box.
There are **four** words for each vowel sound.

~~sick~~	letter	good	cool	tree	suit	fan
early	horse	weather	log	camp	head	sausage
hug	party	letter	women	jeans	father	floor
woman	busy	could	work	walk	canoe	search
heat	machine	mother	daughter	fun	garden	building
worry	odd	breakfast	pullover	roof	want	machine
family	father	accent	banana	banana	worm	

3 Read these sentences aloud and then transcribe them.

a /la:nɪŋ ə fɒrən læŋgwɪdʒ ɪz vəri ju:sfʊl/

_____

b /ɪts ɪmpɔ:tənt tə hæv ə gʊd dɪkʃənərɪ/

_____

c /ɪŋglɪʃ spelɪŋ ɪznt i:zɪ/

_____

d /ɪts gʊd tə ki:p lɪsts əv vəkæbjələrɪ/

_____

e /græmə dʌznt hæv tə bɪ bɔ:rɪŋ/

_____

f /evrɪwʌn wɒnts tə spi:k ɪŋglɪʃ flu:əntlɪ/

_____

2 Present Perfect Continuous verb forms *have* something *done*

Present Perfect

1 Present Perfect simple or continuous?

1 Which sentence matches better in **A** and **B**?

	A	B
a	I've written I've been writing	to Auntie Fay to wish her happy birthday. my essay all morning.
b	I've lost I've been losing	weight recently. my car keys.
c	They've missed They've been missing	you lots, so come home soon. the train.
d	She's been talking She's talked	on the phone for ages. about this subject before.
e	Paula's been leaving Paula's left	work early today to meet her uncle. work late all this week.
f	The cat's been going The cat's gone	next door to have its dinner. upstairs.
g	He's had He's been having	a heart attack. second thoughts about accepting the job.
h	I've been saving up I've saved up	to buy a new stereo. about £200.
i	I've been swimming I've swum	twenty lengths today. which is why my hair is wet.
j	I've been finding I've found	my cheque book at last. it difficult to concentrate recently.

2 Put the verb in brackets into the Present Perfect simple or continuous.

Example
I *'ve been playing* (play) tennis all morning and I'm exhausted.

a Please drive carefully to work. It _____ (snow) and the roads are very slippery.

b How far _____ you _____ (travel) this morning?

c Kate and Paul _____ (live) in London for the past five years. Recently they _____ (try) to buy a house in the suburbs, but they _____ (not manage) to sell their flat yet.

d Jill and Andy _____ (argue) a lot recently, because Jill's always going out with her friends.

e I _____ (eat) so much ice-cream! I think I'm going to be sick.

f The trains _____ (run) late all morning.

g Sarah _____ (cry) all day because she _____ (fail) all her exams.

h I _____ (sunbathe) all morning, and now I'm bright red and very sore.

2 Present Perfect and Past Simple

T 2.1 Paul Cherry has had a long and varied career. Look at his picture and read about the events in his life. Complete the questions and answers.

Example
Where *was Paul born*? *In Leeds, Yorkshire.*

Age	**Paul Cherry**
0	– Born Leeds, Yorkshire
11	– Started Harrogate Grammar School, met best friend Julian
16	– Moved to London
18	– Sales representative for Candy Clothes Manufacturers
21	– Married Maria, an Argentinian student
24	– Moved to Argentina. Taught English
29	– Son Peter born. Returned to England
32	– Got a job as sales representative for Queen's English Publishers
34	– Daughter Caroline born. Moved to detached house in Surrey
42	– UK Manager for College Publishers
46	– Made redundant
47	– Met Julian again. Offered job as Marketing Director with Julian's company, Admiral Publishers
52	– Admiral Publishers went bankrupt
55	– Started market stall selling clothes
57	– (now) Still selling clothes at Peckham market

a Which _____ to?
Harrogate Grammar School.

b How long _____ Julian?
Since _____.

c How _____ to Maria?
For thirty-six years.

d What _____ in Argentina?
He _____ *English.*

e When _____ to England?
After _____ *born.*

f How many times _____ as a sales representative? *Twice.*

g Where _____ to after Caroline was born? *A house in Surrey.*

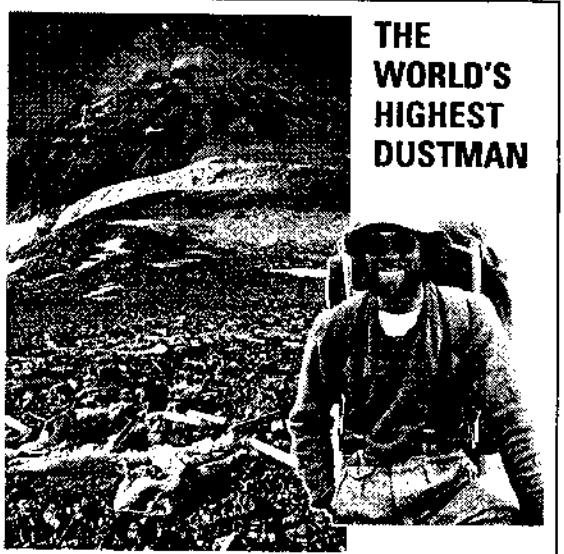
h How _____ clothes?
Since _____.

i _____ Paul _____ a successful career?
No, he hasn't, because _____.

Simple or continuous verb forms?

3 The world's highest dustman

1 T 2.2 Read the text about David Clark. Underline the correct verb form. Sometimes both may be correct.



THE WORLD'S HIGHEST DUSTMAN

David Clark, 25, (a) *lives/is living* most of the time in York with his parents, but he is also the world's first mountaineering dustman. He (b) *has already been making/ has already made* two trips to Mount Everest to collect rubbish left by expeditions there, and now he (c) *aims/'s aiming* to be the youngest person to climb the world's highest mountain.

It was while he (d) *worked/was working* in a climbing equipment shop that he (e) *heard/was hearing* about the rubbish left on Everest. He (f) *was looking/looked* for something really challenging to do and he liked the idea of being a dustman with a difference.

He is amazed at the type of junk he (g) *has found/ has been finding*. At 17,000 ft he (h) *came/was coming* across cornflake packets, empty caviare tins, and hundreds of hypodermic needles and syringes. So far he (i) *has been collecting/has collected* enough rubbish to cover three football pitches.

For the last six months David (j) *has prepared/has been preparing* to climb to the summit of Everest. He (k) *'s training/trains* hard in the Himalayas and has been on a strict diet. If he (l) *succeeds/is succeeding* he will be the youngest British person ever to reach the top of Everest.

2 Read David's letter to his parents.
Fill the gaps with a verb from the box in the correct form. You need to decide which tense, and whether to use simple or continuous.

dream	think	sleep	be (×2)	check	do	try
learn	stay	mention	sunbathe	see	lie	tell
snow	make	get up	feel (×2)	begin	get	

Base Camp 1
Mt. Everest
July 28th

Dear Mum and Dad
I (a) _____ to feel quite nervous now about my climb to the top of Everest. However, I think I (b) _____ all that I can to prepare myself and I (c) _____ very fit, but is it enough? To be perfectly honest with you both, I am absolutely terrified.
As part of our training we (d) _____ how to survive in sub-zero conditions which (e) _____ (not) much fun. At night we (f) _____ in all kinds of strange places! Tonight we (g) _____ at the base camp. I often (h) _____ about my warm bed back home and Mum's cooking. I (i) _____ (not) you for four months now, but it (j) _____ like four years.
It's wonderful to get your letters and hear your news. I (k) _____ everyone here how hot it (l) _____ in England this summer, but they don't believe me. And I (m) _____ to imagine all the summer colours in our garden in York, because of course the only colour here is white. It (n) _____ a lot recently, so conditions are a little dangerous.

Today's a rest day. Some guys (o) _____, because believe it or not it gets very hot here around midday. Other people (p) _____ our equipment, which is a job we have to do all the time.
You (q) _____ in your last letter that you (r) _____ of selling the house. Please wait until I (s) _____ home before you (t) _____ any decisions. Our house is so beautiful, I'd be really upset if you sold it.
Anyway, it's 8 p.m., and my bedtime. I always (u) _____ at 4 a.m. so I'm usually in bed by 8.30 p.m. at the latest. I'd love (v) _____ in my bed at home right now. Anyway, I'm not!
Take care of yourselves.
Love
David

Passive

4 Present Perfect passive
Rewrite the newspaper headlines using the Present Perfect passive.

Example
Rat Alert at Buckingham Palace
*Rats **have been found** in Buckingham Palace.*

a **Dramatic Rescue of Yachtsman in Pacific**

_____

_____

b **Theft of Valuable Jewels from Harrods**

_____

_____

c ***MISSING BOY ALIVE***

_____

d **Huge Pay Rise for MPs**

_____

e **TORNADO KILLS 10 IN TEXAS**

_____

_____

f **Ancient Tomb Discovery in Egypt**

_____

g **British Aerospace Shock – 2000 Redundancies**

_____

_____

h **CURE FOR TEENAGE ACNE**

_____

5 *have* something *done*

1 *Have* something *done* = *have* + object + past participle.
It is a passive structure.
Notice the difference in meaning between these three sentences:

I've repaired *my bicycle.*
= I repaired it myself.

My bicycle has been repaired.
= Someone repaired it. We are not interested who.

I've had *my bicycle* ***repaired.***
= I arranged/paid for someone to repair it for me.

have + object + past participle
It is often used to talk about services that you arrange to be done for you.

I'm having the kitchen decorated.
I had the house painted.
I'm going to have *my hair* ***cut.***

2 *Get* something *done* can be used in a similar way, but not in the Present Perfect tense.

I'm getting the kitchen decorated.
I'm going to get *my hair* ***cut.***

1 Rewrite the sentences using *have* something *done*.

Example
John's kitchen is being decorated.
He's *having the kitchen decorated.*

a One hundred copies of my report were printed.
I _____.

b My sister wants someone to pierce her ears.
She wants to _____.

c My eyes are going to be tested.
I'm going to _____.

d Mr and Mrs Turner's leaking roof has been fixed.
They _____.

e Our photocopier hasn't been mended yet.
We haven't _____.

2 Melanie and Ken are getting married today. Here are notes about some of their arrangements.

Recently	– cake decorated – wedding dress made – the invitations printed
Yesterday	– champagne delivered – hair cut – suit fitted – shirt pressed
Today	– hair done – nails manicured – feet massaged – photographs taken – bouquets delivered
Next week	– photos developed – wedding dress dry-cleaned

Who had/has had what done? Who is having what done? Make sentences about Melanie, Ken, or both of them, with the information in the chart.

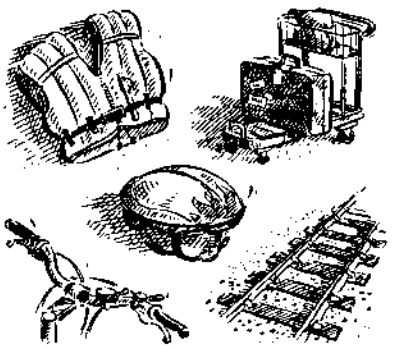
She ...
He ...
They ...

Vocabulary

6 Transport

1 Put ticks (✔) to show which verbs go with which forms of transport.

	1 car	2 bus	3 train	4 plane	5 bicycle	6 ferry
get into/out of	✔					
get on/off						
take off/land						
ride						
drive	✔					
catch/miss						
board						
overtake	✔					
park	✔					



2 Put a number 1–6 next to the nouns in the box, depending on which type of transport they are associated with. Some can go into more than one category.

☐ handlebars	☐ runway	☐ traffic lights	☐ trolley	☐ check-in desk	☐ deck
☐ one-way street	☐ joyrider	☐ life jacket	☐ tyres	☐ traffic jam	☐ tunnel
☐ slip road	☐ trailer	☐ ticket collector	☐ track	☐ spare tyre	☐ lay-by
☐ platform	☐ jetty	☐ service station	☐ horn	☐ timetable	☐ porter
☐ seat belt	☐ carriage	☐ season ticket	☐ cargo	☐ hand luggage	☐ cabin
☐ crash helmet	☐ coach	☐ gangway	☐ port	☐ Customs	

3 Read the clues and fill in the missing words in the puzzle. What is the vertical word?

a To go past another vehicle because you are moving faster (8)

b A home on wheels that is pulled by a car (7)

c A hard surface on which aircraft take off and land (6)

d A moveable bridge that people use for getting on or off a ship (7)

e A road that leads onto or off a motorway (4, 4)

f A person whose job is to carry suitcases at a railway station, airport, etc. (6)

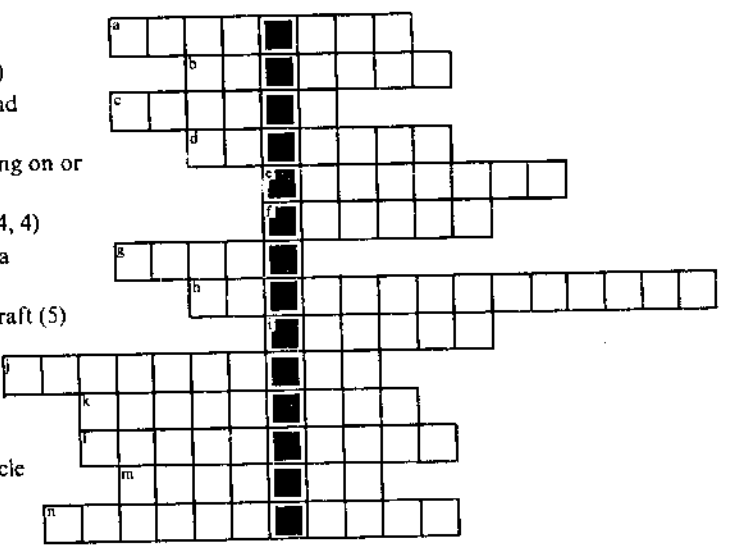
g The goods that are carried in a ship or aircraft (5)

h A place where petrol and other goods are sold to motorists (7, 7)

i An underground passage, for example for a road or railway (6)

j The curved metal bar at the front of a bicycle that you hold when you are riding it (10)

k A journey to one or more places and back again, often by a different route (5, 4)



l A long line of cars, etc. that cannot move or that can only move very slowly (7, 3)

m The place where government officials check your luggage (7)

n Where you register as a passenger and weigh in your luggage at an airport (5-2, 4)

Prepositions

7 Prepositions of movement

Look at the pictures and read about Mary. Fill the gaps with a preposition from the list below. There may be several possibilities.

above	across	by
against	round	on
below	onto	down
along	beside	in
behind	off	into
up	out of	over
through	past	to
towards	at	

Mary's day out

The sun rose (a) _____ Mary's house. It was a beautiful day. Mary came (b) _____ her front door and went (c) _____ the path, (d) _____ the gate and (e) _____ the street. She crossed (f) _____ the road and walked (g) _____ the bus stop. The bus arrived and she got (h) _____ the bus. It went (i) _____ the corner, (j) _____ the High Street, (k) _____ all the shops and (l) _____ the countryside. It stopped (m) _____ the duck pond (n) _____ the next village, and Mary got (o) _____. She climbed (p) _____ a stile and started walking (q) _____ a big field. Suddenly, she saw a huge bull running (r) _____ her! She raced (s) _____ the far side of the field and squeezed (t) _____ the hedge. Out of breath, she sat down (u) _____ the grass (v) _____ the river. She leant back (w) _____ a rock. The sun was warm. Mary closed her eyes and listened to the water flowing (x) _____. Soon she was fast asleep. When she awoke the sun had disappeared (y) _____ the horizon.

Pronunciation

8 Word stress

1 T 2.3 Look at the following pairs of words in phonetic script. They are all from Unit 2.

Notice where the stress marks are. Transcribe them and practise saying them aloud.

a	/ɪkspl'ɔːrə/	/ˌeksplər'eɪʃən/	_____	_____
b	/dʒɔp'æn/	/dʒæpən'iːz/	_____	_____
c	/'ɔptɪmɪst/	/ɔptɪm'ɪstɪk/	_____	_____
d	/'ɪndəstrɪ/	/ɪnd'ʌstriəl/	_____	_____
e	/ɪk'ɒnəmɪ/	/iːkən'ɒmɪks/	_____	_____
f	/p'ɒlɪtɪks/	/pɒlɪt'ɪʃən/	_____	_____
g	/'ɒrɪdʒɪnz/	/ɔr'ɪdʒənəl/	_____	_____
h	/'ɒprə/	/ɒpər'ætɪk/	_____	_____

2 What is the stress pattern of the words in Exercise 1? Write the words in the correct column.

● ●	● ●	● ● ●	● ● ●	● ● ●	● ● ● ●	● ● ● ●
		explorer			exploration	

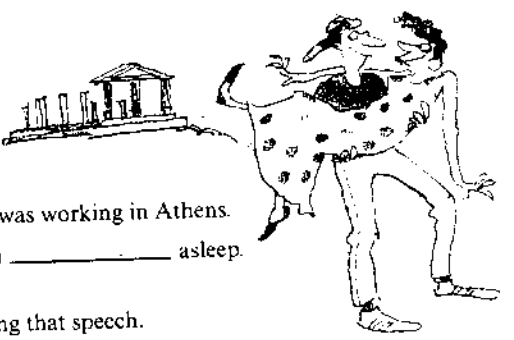
3 T 2.4 Read these words aloud. Write them in the correct column.

discovery	traveller	develop	backpacker	chocolates	photograph	religion
abroad	delicious	hotel	prehistoric	destruction	privileged	organize
inhabitant	unique	illegal	passenger	experiment	business	broadcast
overtake	caravan	create	photographer			

3 Narrative tenses
Time expressions

Irregular verbs

1 Past Simple and Past Perfect



1 Complete the sentences with the verb in **bold** in either the Past Simple or the Past Perfect. All the verbs are irregular.

fall ☐

a Harry _____ in love with a beautiful Greek girl while he was working in Athens.

b At last there was silence from the back of the car. All the children _____ asleep.

feel ☐

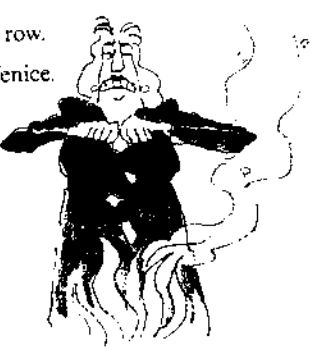
c She told me that she _____ sick with nerves before making that speech.

d Tom _____ really sorry for himself. Not only had his girlfriend gone off with his best friend, but he didn't get the promotion he wanted.

have ☐

e It was clear from the tense atmosphere that Susie and Gary _____ yet another row.

f We _____ breakfast on the veranda every morning whilst we were staying in Venice.



tear ☐

g Camilla _____ his letter into tiny pieces and threw it onto the fire.

h Johnny's mother asked him how he _____ his trousers.

cost ☐

i I didn't ask the price of Ted's new car, but I knew it _____ a fortune.

j It _____ more to have our word processor fixed than to buy a new one.

fly ☐

k My father _____ into a temper when he heard I'd failed my exams.

l I went to visit my brother in Australia. I was nervous because I _____ (never) before.

catch ☐

m We _____ a taxi outside the restaurant, and it took us to our hotel.

n She wondered how she _____ a cold in the middle of summer.

be ☐

o They _____ held hostage for over six weeks when they finally escaped.

p Talks _____ held in New York last week to discuss global warming.

2 Tick (✔) the verbs in Exercise 1 which have the same form for *both* the Past Simple and the past participle. Put a cross (✘) if they don't.

Past Simple, Past Continuous, Past Perfect

2 Past Simple or Past Continuous?

Underline the correct tense in the sentences.

Example
I *lived*/*<u>was living</u>* in Eastbourne when I *<u>met</u>*/*was meeting* my husband.

a Our team *played*/*was playing* really well. We *won*/*were winning* at half time, but in the end we *lost*/*were losing* 3–2.

b I'm worn out. The baby *was coughing*/*coughed* all night long and we *weren't getting*/*didn't get* any sleep.

c Jack *was playing*/*played* happily with his toys when his big brother *hit*/*was hitting* him on the head and *made*/*was making* him cry.

d I *didn't think*/*wasn't thinking* of having a birthday party, but now I'm glad I *had*/*was having* one.

e I *picked*/*was picking* two baskets of strawberries. I *gave*/*was giving* one basket to my neighbour and the rest I *made*/*was making* into jam.

f Roger *pruned*/*was pruning* the roses when he *heard*/*was hearing* a loud buzzing sound, and an enormous bee *appeared*/*was appearing* and *stung*/*was stinging* him on the nose.

g It *was snowing*/*snowed* when I *got up*/*was getting up* this morning. The children next door *made*/*were making* a snow man, so I quickly *put*/*was putting* on some warm clothes and *raced*/*was racing* outside to help them.

3 Past Simple or Past Perfect?

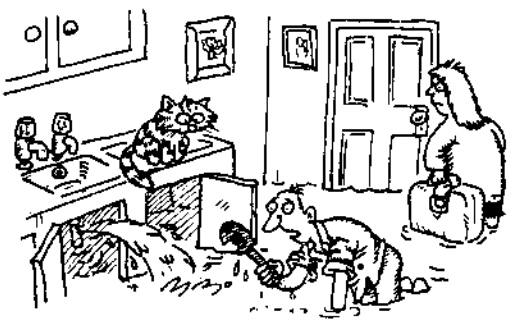
Put the verb in brackets in either the Past Simple or Past Perfect Simple.

Example
I *<u>had</u>* (have) an awful hangover because I *<u>had drunk</u>* (drink) too much the night before.

a I cooked a chicken curry for some friends, but I _____ (not find) out until the next day that I _____ (give) them all food poisoning.

b Sandra _____ (ring) her friend Dawn to ask about her holiday. Dawn _____ just _____ (return) from a cruise in the Caribbean.

c Since he was a little boy, Mark _____ (want) to go to Oxford University and study to become a doctor. Imagine his delight when he _____ (do) really well in all his exams! His childhood dream _____ (come) true.



d Kenneth _____ (have) a very difficult week. On Monday a water pipe _____ (burst) and flooded the kitchen, on Wednesday the central heating _____ (break) down, and on Friday his wife _____ (leave) him.

e Keith and Fiona _____ (go) to Brighton for their holiday last year. They _____ (be) there the year before and they _____ (have) an awful time, so I can't understand why they _____ (decide) to go back again.

f Rachel _____ (be) a successful model before she _____ (become) a teacher. She _____ (earn) a lot of money, but then she _____ (give) it all up for the classroom.

g Paul _____ (eat) so much chocolate pudding that his trousers _____ (not fit) him anymore.

h When I _____ (come) downstairs this morning, I couldn't believe my eyes. The children _____ (do) all the washing-up, and they _____ (make) breakfast for me.

4 Time expressions

1 In each group, complete a line (a–o) with a time expression (1–15). Use each expression once only.

a Sue gave up smoking _____ 1 for years.
b Sue didn't give up smoking _____ 2 when I first met her.
c Sue hadn't given up smoking _____ 3 years ago.
d Sue had given up smoking _____ 4 until she was 30.
e Sue had been trying to give up smoking _____ 5 by the time she was thirty.

f Bill didn't wait _____ 6 since six o'clock.
g Bill had been waiting _____ 7 until I arrived.
h Bill was waiting here _____ 8 when I finally arrived.
i Bill had been waiting an hour _____ 9 for long.
j Bill waited _____ 10 a minute ago.

k I haven't been feeling well _____ 11 until it was too late.
l They got on the plane _____ 12 until late.
m I'd never seen him _____ 13 lately.
n I was watching TV _____ 14 at the last minute.
o He didn't hear the attacker _____ 15 before.

2 Complete these sentences, using the prompts in brackets.
Use past tenses only and add any other words that are necessary.

a Two years ago, while I _____.
(work / Paris / grandfather / die)

b As soon as I _____.
(feed / cat / do / homework)

c First I _____.
(shower / then / dressed)

d Since I was a child I _____ always _____.
(want / Australia / finally / go / last year)

e As he _____.
(post / letter / realize / not put / stamp)

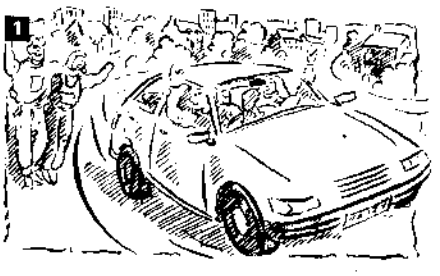
f By the time he'd _____.
(finish / speak / most / audience / fall asleep)

g Once I'd _____.
(tell him / truth / feel better)

h Until I _____.
(try water skiing / not believe / how difficult / be)

5 *Puss in Boots*

1 This is the true story of Jim and Rita Bell, and their cat, Whiskers. Look at the pictures and the verb phrases in the boxes below. Which words go with which pictures? Write the picture number next to the verbs.



Past Simple

- ☐ crashed into
- ☐ caught fire
- ☐ arrived
- ☐ pulled them out
- ☐ ran away
- ☐ knitted
- ☐ heard
- ☐ woke
- ☐ crept
- ☐ wore
- ☐ leapt up

Past Continuous

- ☐ were driving
- ☐ was miaowing
- ☐ was carrying
- ☐ the noise was coming from
- ☐ was lying awake
- ☐ were bleeding

Past Perfect

- ☐ had just waved
- ☐ had raced back
- ☐ hadn't found
- ☐ had found his way

Past Perfect Continuous

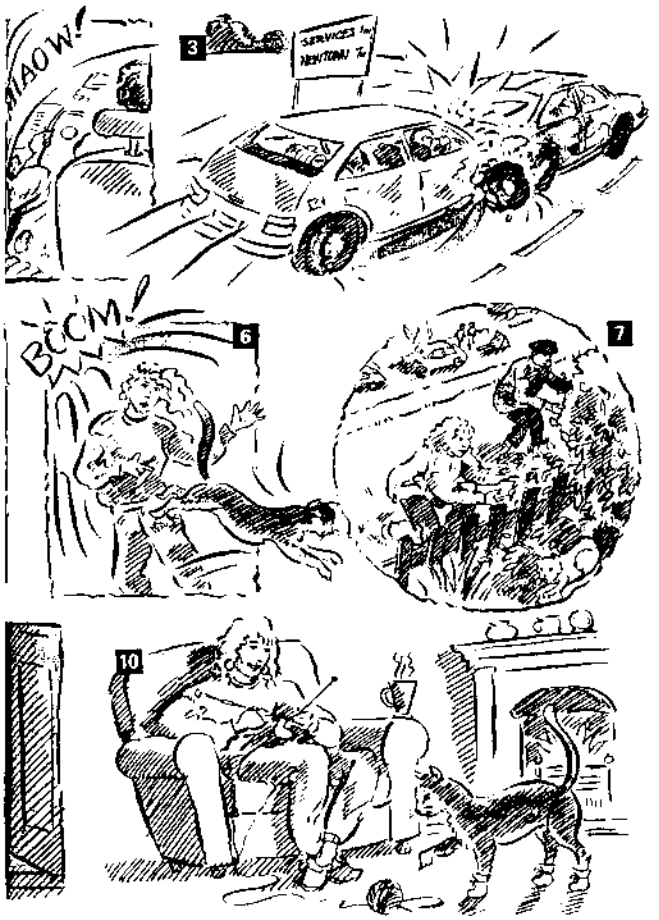
- ☐ had been staying
- ☐ had been dreaming
- ☐ had been walking

2 T 3.1 Complete the story about Jim and Rita Bell using the correct verb phrases from the boxes above.

PUSS IN BOOTS

Jim, Rita, and their cat, Whiskers (a) _____ **home to London.** They (b) _____ with their best friends Bob and Sue, in Edinburgh, and (c) _____ them goodbye. 700 kilometres of motorway lay ahead. Whiskers was not happy. He (d) _____ in his basket on the back seat. 'Poor Whiskers!' said Rita. 'Sh! Whiskers!' said Jim, 'I can't concentrate.' Suddenly there was a big bang, and Jim and Rita's car (e) _____ the car in front and (f) _____. Fortunately, the police (g) _____ on the scene very soon and (h) _____ of the car. However, poor Whiskers was left behind. Rita was distraught, and before the policeman could stop her, she (i) _____ to the burning car to save him. She (j) _____ Whiskers to safety in her arms, when suddenly there was a huge explosion. The cat (k) _____ into the air and (l) _____. After an hour of fruitless search they still (m) _____ him, so with heavy hearts they set off again for home.

About two months passed. It was two o'clock in the morning and Rita (n) _____ in her bed in London. She (o) _____ about Whiskers. Suddenly she (p) _____ a strange scratching sound. Thinking it might be burglars, she (q) _____ Jim up and quietly they (r) _____ downstairs. They couldn't tell where (s) _____. Then Jim opened the front door and, to their amazement, there was Whiskers! He (t) _____ for over 60 days, and incredibly he (u) _____ home. He was exhausted and his paws (v) _____, so Rita (w) _____ him some woollen, baby bootees, which he (x) _____ until his feet were better. So from then on he was called 'Puss in Boots'.



3 T 3.2 Complete the questions.

a Who _____ with?
Bob and Sue.

b Why _____?
Because he was unhappy in his basket in the car.

c What _____ their car?
It crashed into the car in front and caught fire.

d What _____ when the car exploded?
She was carrying Whiskers to safety.

e Why _____?
Because the huge explosion frightened him.

f What _____?
She'd been dreaming about Whiskers.

g How long _____?
For over sixty days.

h Why _____?
Because his paws were bleeding.

Past passives

6 Active to passive

In the following sentences the subject is either not important or too obvious to be necessary.

Put each sentence into the passive to make it sound more natural.

Example
Men were decorating my house all last week.
My house *was being decorated all last week.*

a Archaeologists discovered a medieval temple underneath the new housing estate.
A medieval temple _____

b The sports officials held the races indoors because it was raining.
The races _____

c Burglars had broken into our house and stolen all my jewellery.
Our house _____

d Someone had booked the leisure centre for a children's party on Saturday.
The leisure centre _____

e The plumber was fixing the **dishwasher so I** couldn't leave the house.
The dishwasher _____

f When we **returned to our hotel** room, the chambermaid still **hadn't cleaned** it.
Our hotel room _____

g The chef hadn't cooked the fish for long enough. It was still raw!
The fish _____

h Workmen were **putting up new** traffic lights at the crossroads.
New traffic lights _____

Revision of active and passive

7 Here are some of the strangest deaths on record. Read these true stories and fill the gaps with a verb from the right in the correct narrative tense, active or passive.

WHAT A WAY TO GO!

Maudie Walker
she died of excitement!

Maudie Walker was a 59-year-old contestant on a live American TV quiz show, called *Temptation*. She (**a**) _____ (just) in winning the game, and (**b**) _____ at the camera and (**c**) _____ to all her family in the audience, when she (**d**) _____ by the excitement of the moment and (**e**) _____ a massive heart attack. She (**f**) _____ in front of ten million viewers. *Temptation* has not been shown live since.

overcome
smile
succeed
suffer
die
wave

Major Summerfield
he was struck by lightning three times!

Major Summerfield was a victim of lightning three times, once even after he (**a**) _____. The first time was 1918. He (**b**) _____ for the Canadian army in Flanders when he (**c**) _____ by lightning and he (**d**) _____ off his horse. However, he (e) _____ (not, badly).

Major Summerfield was a keen fisherman and six years later, back in his home town of Vancouver, he (**f**) _____ and he (**g**) _____ (just) a huge salmon, when lightning (**h**) _____ again. This time it was more serious and his legs (**i**) _____.

He eventually died in 1932. On the day of his funeral there was a terrible thunderstorm, and just as Major Summerfield (**j**) _____, lightning hit the graveyard, and his tombstone (**k**) _____ into hundreds of tiny pieces.

bury
catch
die
fall
fight
fish
injure
paralyse
shatter
strike (×2)

Rueben Tice
he was killed by his own invention!

Rueben Tice was an electrician from Monterey, California but in his spare time he was also an inventor. His first invention was an idea for chilling cocktail glasses but this (**a**) _____ (not) very successful.

In the winter of 1977, he (**b**) _____ on his latest invention. This was an amazing device to take wrinkles out of prunes. He (**c**) _____ (not) for six nights, because he (**d**) _____ the final touches to his great discovery. He was nearly ready to share it with the world.

Unfortunately for mankind the machine (**e**) _____ with a loud bang and Rueben (**f**) _____ on the head by a large metal rod. He (**g**) _____ instantly. His dead body (**h**) _____ in thousands of prunes. Unfortunately they were still wrinkled!

be
cover
explode
hit
kill
put
sleep
work

Vocabulary

8 The world of literature

The following words are related to either prose, poetry, or drama. Put them into the correct column(s). Some words fit two or all three categories.

nursery rhyme
chapter
critic
backstage
science fiction
review
leading role
blockbuster
verse
scenery
rehearsal
standing ovation
ballad
performance
autobiography
plot
act
director
best-seller
script
character
novelist
fairy tale
props
whodunnit
stalls
hardback
thriller
playwright
paperback

Poetry	Prose	Drama

9 Words commonly confused

These words are often confused. Fill the gaps with the correct word. Put the verbs into the correct forms.

1 expect wait for look forward to

a We _____ the rain to stop so that we can play tennis.

b The weather forecast says a lot of rain _____ over the next few days.

c The children _____ opening their presents on Christmas Day.

2 floor ground

a The _____ was wet from all the rain.

b We have tiled the _____ in our kitchen.

c The Men's Department is on the _____ floor.

3 actually at the moment really

a 'What a shame James lost the match.' '_____, he won.'

b The children are out playing in the garden _____.

c You _____ shouldn't have bothered.

4 alone lone lonely

a I like living _____, I never feel _____.

b A _____ survivor could be seen in the life raft.

5 ashamed embarrassed nervous

a The actors were really _____ before the first performance.

b He was _____ when his trousers split.

c I feel so _____. I shouldn't have lied.

6 bring take fetch

a I _____ usually _____ to school by my father when I was a child.

b My mother always _____ me back home.

c Our dog can _____ sticks if you throw them for him.

7 see watch look at

a _____ you _____ that new Spielberg film yet?

b The police sat in their car. They _____ every move the men made.

c _____ this lovely picture little Emma has painted!

Phrasal verbs

10 Type 1

There are four types of phrasal verbs. Type 1 is dealt with in this unit; types 2 and 3 are dealt with on page 41 in Unit 5; and type 4 is dealt with on page 55 of Unit 7.

> Type 1 phrasal verbs consist of a verb + adverb.
> There is no object.
> They can be both literal and metaphorical.
>
> ***She stood up and walked out.*** (Literal)
> *Their marriage didn't* ***work out, so they broke up.***
> (Metaphorical)

1 Match a phrasal verb in **A** with a definition in **B**.

A	B
show off	admit responsibility
find out	have a calmer, more stable life
doze off	explode
hold on	be quiet
speak up	discover
set off	be happier
blow up	not go out, stay at home
settle down	stop burning
turn up	arrive
own up	wait
cheer up	boast
go out	fall asleep
shut up	talk louder
stay in	begin a journey

2 Use one of the phrasal verbs in Exercise 1 to complete the sentences. Put the verb in the correct form.

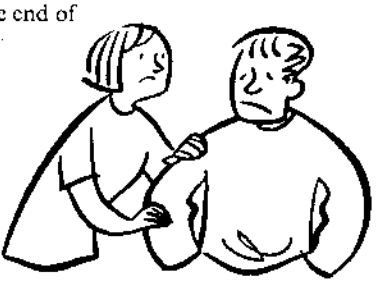
a Who broke the window? We aren't leaving this room until someone _____ .

b The fire _____ because we didn't put enough wood on it.

c 'Is Peter at the party?'
'No, but I'm sure he _____ soon.'

d We have a long journey tomorrow. What time do we have to _____?

e Why are you so miserable? _____!
It's not the end of the world.



f 'I came first in all my exams.'
'Stop _____! You're such a big head.'

g I don't feel like going out tonight. Shall we _____?

h Larry was a bit wild at university, but then he got a job, found a lovely wife, _____ and had kids.

i After a heavy meal and a glass or two of wine, I _____ in front of the telly.

j Can I copy your homework? The teacher will never _____ .

k _____! I'm trying to watch a programme and you're all talking.

l 'What's Bill's phone number?'
'_____ . I'll just look in my address book.'

m _____! We can't hear you at the back!

n A soldier was injured when the bridge he was crossing _____ .

Pronunciation

11 Diphthongs

> Diphthongs are two vowel sounds which run together.
> **hear** /hɪə/ = /ɪ/ + /ə/ diphthong /ɪə/ **hair** /heə/ = /e/ + /ə/ diphthong /eə/
> There is a list on the inside back cover of this Workbook.

1 T 3.3 Circle the correct transcription of the word.

a	pay	(peɪ)	/peə/	d	round	/rɛɪnd/ /raʊnd/	g	tour /tʊə/ /təʊ/
b	write	/raɪt/	/rəʊt/	e	dear	/dɪə/ /deə/	h	fair /fɪə/ /feə/
c	phone	/fəʊn/	/faɪn/	f	boy	/bəʊ/ /bɔɪ/		

2 T 3.4 All these words in phonetic script contain diphthongs. Transcribe them.

a	/nɪə/ _____	d	/flaɪt/ _____	g	/taʊn/ _____
b	/keə/ _____	e	/peɪdʒ/ _____	h	/fjʊə/ _____
c	/θrəʊ/ _____	f	/dʒɔɪn/ _____		

3 T 3.5 Read the poem aloud. Write the number next to the correct sound.

Sounds and letters don't agree

When the English tongue we speak,								
Why does (1) *break* not rhyme with (2) *weak*?	[2]	/iː/	[1]	/eɪ/				
Won't you tell me why it's true								
We say (3) *sew*, but also (4) *few*?	[ ]	/uː/	[ ]	/əʊ/				
And the maker of a verse								
Cannot rhyme his (5) *horse* with (6) *worse*?	[ ]	/ɔː/	[ ]	/ɜː/				
(7) *Beard* is not the same as (8) *heard*.	[ ]	/ɜː/	[ ]	/ɪə/				
(9) *Cord* is different from (10) *word*,	[ ]	/ɜː/	[ ]	/ɔː/				
(11) *Cow* is cow, but (12) *low* is low,	[ ]	/aʊ/	[ ]	/əʊ/				
(13) *Shoe* is never rhymed with (14) *foe*.	[ ]	/uː/	[ ]	/əʊ/				
Think of (15) *hose* and (16) *dose* and (17) *lose*,	[ ]	/uːz/	[ ]	/əʊz/	[ ]	/əʊs/		
And think of (18) *loose* and yet of (19) *choose*,	[ ]	/uːz/	[ ]	/uːs/				
Think of (20) *comb* and (21) *tomb* and (22) *bomb*	[ ]	/ɒm/	[ ]	/uːm/	[ ]	/əʊm/		
(23) *Doll* and (24) *roll* and (25) *home* and (26) *some*.	[ ]	/ɒl/	[ ]	/əʊl/	[ ]	/ʌm/	[ ]	/əʊm/
And since (27) *pay* is rhymed with (28) *say*	[ ]	/eɪ/	[ ]					
Why not (29) *paid* with (30) *said* I pray?	[ ]	/eɪ/	[ ]	/e/				
Think of (31) *blood* and (32) *food* and (33) *good*;	[ ]	/ʊ/	[ ]	/uː/	[ ]	/ʌ/		
(34) *Mould* is not pronounced like (35) *could*.	[ ]	/ʊd/	[ ]	/əʊld/				
Why is it (36) *done*, but (37) *gone* and (38) *lone*	[ ]	/əʊ/	[ ]	/ʌ/	[ ]	/ɒ/		
Is there any reason known?								
To sum up, it seems to me								
That sounds and letters don't agree.								

4

Countable and uncountable nouns
Expressing quantity
something, somebody, somewhere
all and *every*

Countable and uncountable nouns

1 Countable or uncountable?

Underline the noun that is usually uncountable in each group. Use your dictionary to look up any new words.

Example
shirt fashion skirt tie blouse

a holiday journey flight luggage suitcase
b meal dish food menu dessert
c cheque coin cash salary bonus
d tractor corn barn field orchard
e raspberry plum fruit fig mango
f job employee boss unemployment profession
g basement attic cellar bedsit accommodation
h health pill disease operation prescription
i disco musical music opera concert
j motorway traffic traffic jam lorry rush hour

Expressing quantity

2 *some* or *any*?

Complete the sentences with *some* or *any*.

a I did Exercise 1 without _____ help.
b Would you like _____ more fizzy mineral water?
I don't want _____ more.
c _____ people don't have _____ problems learning foreign languages.
d Why don't you ask your father to lend you _____ money? I haven't got _____ .
e My teenage sister never has _____ trouble learning the words of the latest pop songs. There are hardly _____ she doesn't know by heart.
f I didn't realize that there were still _____ sandwiches left. I've made _____ more.

3 *much* or *many*?

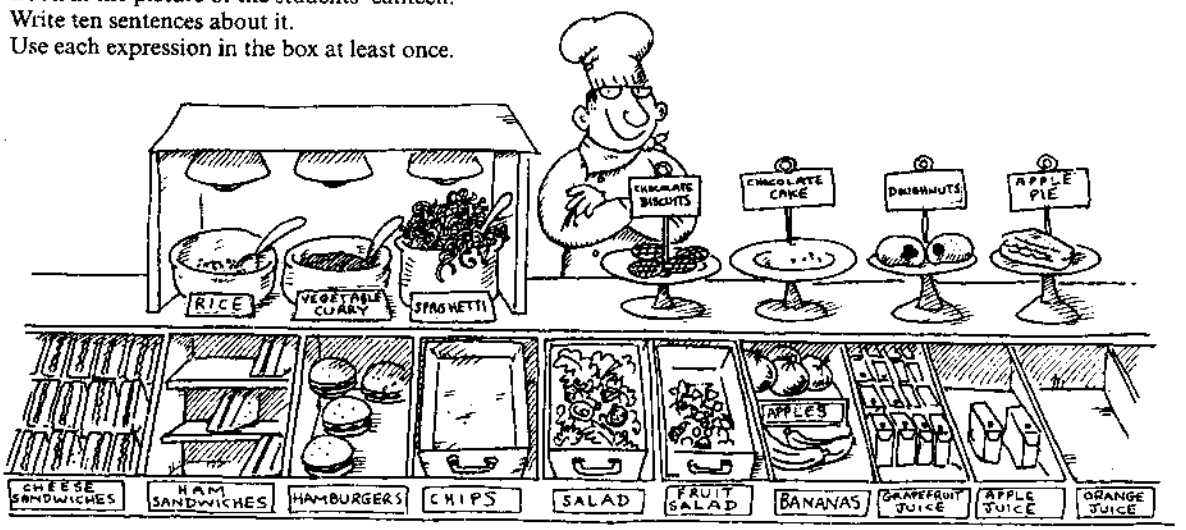
Rewrite the sentences using the words in brackets and *much* or *many*. Make any other necessary changes.

Example
I'm not sure how much drink to buy. (cans of beer)
I'm not sure how many cans of beer to buy.

a Are there many jobs to be done in the garden? (work)
_____
_____
b I didn't spend many hours on the homework. (time)
_____
_____
c Did they do many experiments before they found a cure? (research)
_____
_____
d They couldn't give me many details about the delay in our flight. (information)
_____
_____
e There are too many cars and lorries on the streets of our town. (traffic)
_____
_____
f I didn't have too much difficulty with this exercise. (problems)
_____
_____

4 The canteen

1 Look at the picture of the students' canteen.
Write ten sentences about it.
Use each expression in the box at least once.



several	a couple of	a few	isn't much
lots of	aren't many	a little	hardly any
no	a huge amount of		

a _____

b _____

c _____

d _____

e _____

f _____

g _____

h _____

i _____

j _____

2 T 4.1 Answer the students' questions.
Use an expression of quantity **without** a noun.

Examples
Is there any chocolate cake?
Sorry, there's *none* left/there *isn't any*.
What about rice?
Well, there's *a little*.

a Can I have some spaghetti?

Yes, of course, there _____.

b Have you got lots of ham sandwiches?

Well, there are _____.

c I'd like two vegetable curries, please.

Sorry, there _____ left.

d Can I have some chips with my hamburger?

Sorry, there _____.

e Have you got apple pie today?

Yes, just _____.

f Are there any chocolate biscuits?

Well, there _____.

g Can I have a large portion of fruit salad, please?

Sorry, there _____ left.

h Are there any bananas left?

Yes, I think we _____.

i Is this all the apple juice you've got?

Yes, I'm afraid there's only _____.

j Well, I'll have some grapefruit juice.

No problem, we've got _____.

5 *very little, a little, very few, a few, fewer, less*

Rewrite the sentences with *very little*, *a little*, *very few*, *a few*, *fewer*, or *less*. Change all the words underlined.

Example
There was a lot of wine at the party, but hardly any was drunk.
There was a lot of wine at the party, but *very little* was drunk.

a I'm on a diet so I'll just have four or five chips.

_____

_____

b I'll have a drop of whisky, just to help me sleep.

_____

_____

c Children don't have as much respect for their teachers as they used to.

_____

_____

d Lots of people have tried to climb Everest, but not many have succeeded.

_____

_____

e Dave can speak fluent Norwegian and some Swedish.

_____

_____

f Not as many people smoke these days.

_____

g Not many people manage to become completely fluent in a language.

_____

_____

h It's been two or three years since we last saw him.

_____

_____

i There isn't very much I can do to help you.

_____

j There are lots of reasons why I don't want to marry you. Here are some of them.

_____

_____

6 From riches to rags

from RICHES

Fred Corbett lives in a hostel for the homeless and sells as (**a**) _____ copies of the ***Big Issue*** (a magazine by homeless people) as he can. He earns about £30 a week, which is (**b**) _____ money. Yet only (**c**) _____ years ago Fred was a millionaire, living the good life. What went wrong? He tells us his story:

'When I was 18 years old my parents died in a car accident and I inherited (**d**) _____ of money. I had (**e**) _____ other family, and very (**f**) _____ friends and so there was (**g**) _____ I could really talk to about my grief. The only thing that seemed to help was spending money. When people learned how (**h**) _____ money I had, they became really friendly. I began to realize that (**i**) _____ people only liked me for my money.

'I bought a helicopter and (**j**) _____ cars, but I crashed (**k**) _____ of them. So on the advice of my accountant I bought (**l**) _____ of shares in Barings Bank. Maybe you can guess what happened next. Barings Bank went bankrupt, and I lost a fortune. I had (**m**) _____ money.

1 Look at the pictures and read the story of Fred Corbett. Fill the gaps with words from the box. Careful! You can use each word or phrase **once** only.

many	no	several	a couple	fewer
less	much	a large number	very little	a few
few	all	a huge amount	anything	nobody
most	none	hardly any	something	a lot

2 The following sentences contain false information. Correct the mistakes.

Example
Most people think that £30 a week is a lot of money.
Very few/Not many people think that £30 a week is a lot of money.

a Fred has few relatives.

_____

b Fred talked to his friends about his grief.

_____

to RAGS

left, just a couple of hundred pounds, so of course I now had far (**n**) _____ friends because I had much (**o**) _____ money. When I finally ran out of money, (**p**) _____ of my so-called friends stood by me, so I was friendless, homeless, and penniless.

'It's difficult to believe, but I'm (**q**) _____ happier now that I'm so poor. I've made (**r**) _____ of real friends at the hostel, Ken and Dave, and that's more important to me than (**s**) _____ else. (**t**) _____ I've learned from my experience is that money can't buy you love!'

c People were friendly to Fred because he had lost his parents.

_____

_____

d He invested very little of his money.

_____

e Fred didn't have any money left when Barings went bankrupt.

_____

_____

f A few friends helped Fred when he ran out of money.

_____

g Fred has never made any real friends.

_____

h Fred hasn't learned anything from his experience.

_____

Compounds with *some, any, no, every*

7 *something, anybody, everyone, nowhere ...*

1 *Any, anyone, anybody, anywhere,* and *anything* can mean *it doesn't matter which/who/where/what.*

Put the picture ***anywhere****, I don't mind.*
You can say ***anything*** *you want. I don't care.*
Borrow ***any*** *book you want.*

2 *Everybody* and *everything* are singular, not plural.

Everybody ***knows*** *who did it.*
Everything ***is*** *ready for the party.*

1 Complete the following sentences with a combination of these words.

some	+	one
any		body
no		thing
every		where

a I don't care where we go on holiday as long as it's _____ hot.

b Does _____ want a cup of tea?

c I've looked _____ for my contact lens, but I can't find it _____.

d 'What do you want for dinner Harry?'
'Oh, _____, I don't care!'

e This sale is fantastic. There's 50% off _____ in the shop.

f It's really boring at Auntie Martha's, there's absolutely _____ to do.

g I'm a very sensitive person. _____ understands me.

h I'll go _____ as long as I'm with you.

i Jane's getting married to _____ she met on holiday.

j Sue is such a chatterbox, she's always got _____ to say but she never says _____ interesting.

k Our dog will go for a walk with _____.

l Tommy's so nice. _____ likes him.

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

	A	B
a	He told the police that he knew He didn't tell the police	anything. nothing.
b	I think they live I don't mind. I'll live	anywhere in London. somewhere in London.
c	Anybody Nobody	phoned you. Sorry. can cook. It's easy.
d	I've searched I can't find it	anywhere. everywhere.
e	I thought I'd know I didn't know	somebody at the party. anyone at the party.
f	My parents never took me My parents took me	everywhere when I was young. anywhere when I was a kid.
g	Jane always got Jane didn't have	everything she wanted. anything to wear.
h	I've already had I've had	something to eat. nothing to eat.

all and *every*

1 *Every* is used with singular, countable nouns.
All is used with countable nouns in the plural and uncountable nouns in the singular.

***Every flower** in the garden **is** beautiful.*
***All the flowers** in the garden **are** beautiful.*
***All flowers are** beautiful.*
***All housework is** dull.*

2 We do not usually use *all* to mean *everybody/everyone/everything*.

***Everybody** had a good time.* *~~All had~~ ...
***Everything** was ruined in the fire.* *~~All was~~ ...
*I said hello to **everyone**.*

However, if *all* is followed by a relative clause, it can mean *everything*.

***All** (that) I own is yours.*
*I spend **all** I earn.*
*My uncle left me **everything** in his will.*
*My uncle left me **everything/all he owned**.*

3 This structure can have a negative meaning, expressing ideas such as *nothing more* or *only this*.

***All I want** is a place to sleep.*
***All** he left me was his umbrella.*
***All** you need is love.*

8 *all* or *every*?

Underline the correct answer.

a Anna is such a show-off, she thinks she knows *all/everything*.

b My driving test was a complete disaster. *All/Everything* went wrong.

c Kate didn't say where she was going. *All/Everything* she said was that she was going out.

d *All/Every* child in the class failed the exam.

e *All/Everything* those children need is a bit of discipline, then they wouldn't be so naughty.

f *All/Everything* I want for my birthday is to lie in bed until midday.

g I'm starving. *All/Everything* I've eaten today is a packet of crisps.

h We both work full-time, but my husband never lifts a finger. He expects me to do *all the/every* housework.

i I really don't get on with my new boss. I disagree with *all/everything* she says.

j I can't go higher than £500 for the car. That's *everything/all* I can afford.

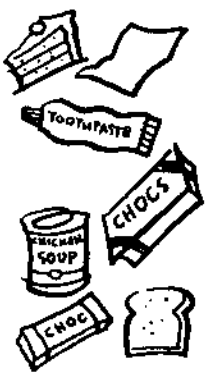
k Megan couldn't believe her luck. *All/Every* topic she had revised the night before came up in the exam.

Vocabulary

9 A piece of cake!

1 What combinations can you make using nouns from the two boxes?

a	jar slice tube loaf bar box tin can piece bottle sheet	of	bread honey cake soap toothpaste soup beer chocolate chocolates paper Coke



2 Replace the words in italics with combinations from Exercise 1.

a Would you like *some cake*?

_____

b All we've got for lunch is *some soup*.

_____

c There are two clean *pieces of paper* on my desk.

_____

d Don't forget to buy Mum *some chocolates* for Mother's Day.

_____

e Do you want this *chocolate*? It's plain and I only like milk.

_____

f There's only one *bit of bread* in the bread bin.

_____

g How *much beer* have we got left over from the barbecue?

_____

h Hello reception? This is room 401. There's not a single *bit of soap* in the bathroom here. Can some be sent up, please?

_____

i We brought you *some* special apple blossom *honey* back from the country.

_____

Prepositions

10 Prepositions and nouns

1 Which prepositions go with the words on the right?

A

above	below	on	over	under	
✓	✓	✓			average
					foot
					arrest
					£500
					75%
					freezing
					18 years old
					new management
					holiday
					pressure
					business

B

at	by	during	in	on	
✓	✓				midnight
					the night
					New Year's Day
					the winter
					Friday afternoon
					the weekend
					time
					a fortnight's time
					the rush hour
					his forties

2 T 4.2 Complete the article with the correct preposition. Some are from Exercise 1 on page 33.

Teenage Football Wonder!

Tony Zucci of Manchester Rovers is the most famous young footballer in the UK. He has scored (a) _____ 40 goals this season and was voted footballer of the year, and he's still only (b) _____ his teens.

Two years ago Tony was (c) _____ holiday with his parents (d) _____ a Spanish seaside resort. He was playing football (e) _____ the beach with some local boys when football manager Chris Hill, who was there (f) _____ business, spotted him. (g) _____ the end of the holiday, Tony had signed his first contract for Manchester Rovers.

Tony works hard to keep fit. (h) _____ Mondays, Wednesdays, and Fridays he gets up (i) _____ dawn for training. Even (j) _____ the winter months, when the temperature is often (k) _____ freezing, he never misses a session.

Manchester Rovers now have a five-point lead in the Premier Division, and they are (l) _____ a lot of pressure to be the first team to win the cup for the third year (m) _____ succession.

We shall know the outcome of the championship (n) _____ the end of next week, but with Tony Zucci, star striker, (o) _____ the team my money's definitely on Manchester Rovers.

Pronunciation

11 Sentence stress

T 4.3 Alan and Kevin are gossiping about Frank, who is a mutual friend. Read the sentences aloud and mark the main stressed word or words in **B**'s responses.

Example

A Don't you think Frank's put on a lot of weight recently?

B You're kidding. If anything, he's lost weight.

a **A** I think Frank earns more than me.

B Well, I know he earns a lot more than me.

b **A** He's thinking of buying a second-hand Mercedes.

B What do you mean? He's already bought a brand new one.

c **A** He's just bought two pairs of designer jeans.

B Didn't you know that all Frank's clothes are designer labels?

d **A** Does Frank have many stocks and shares?

B He has loads of them.

e **A** Isn't Frank in New York on business?

B No, in fact he's in Florida on holiday.

f **A** His latest girlfriend has long, blonde hair.

B Really? The girl I saw him with had short, brown hair.

12 Phonetics – fruit or vegetable?

1 Transcribe these words from phonetic script and write them in the correct column.

/kærət/	/kɒlɪflaʊə/	/greɪpfru:t/	/peə/	/pəteɪtəʊ/
/paɪnæpl/	/tʃərɪ/	/kæbɪdʒ/	/li:k/	/melən/
/ɒrɪndʒ/	/kʊəʒet/	/pa:snɪp/	/plʌm/	/strɔ:bərɪ/
/kju:kʌmbə/	/ra:zbəri/	/ævəkɑ:dəʊ/	/pi:/	/mæŋgəʊ/
/swɪ:tkɔ:n/	/spɪnɪtʃ/	/ʌnjən/		

Fruit	Vegetables

2 T 4.4 Mark the stress and practise saying the words aloud.

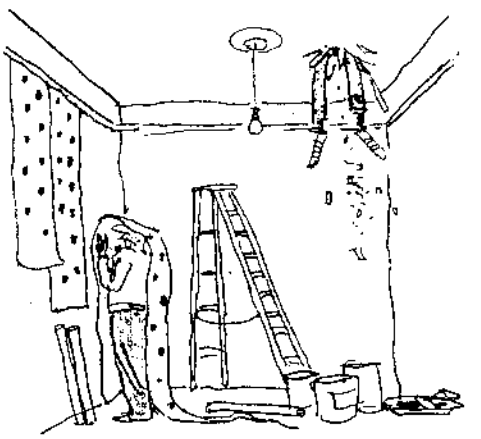
5 Future forms
Conjunctions in time clauses

Future forms

1 Question tags

Match a sentence in **A** with a question tag in **B**.

A	B
a You're going to work harder from now on,	will we?
b I'll see you next week,	doesn't it?
c Kate's leaving soon,	won't we?
d You'll ring when you get there,	are you?
e Our plane takes off at 4 p.m.,	won't I?
f The decorators will have finished by next week,	isn't she?
g You aren't getting married next week,	won't you?
h We won't need tickets to get in,	won't they?
i We'll be millionaires one day,	will he?
j Max won't be coming,	aren't you?



2 *will* or *going to*?

T 5.1 Complete the following sentences using *will* or *going to* in the correct form. Sometimes both *will* and *going to* are possible.

a **A** I _____ make myself a sandwich. Do you want one?

B No thanks. I _____ have something later.

b **A** Helen and Les _____ Florida this year for their holidays.

B How wonderful! The boys _____ love it, especially Disneyland.

c **A** Bye, Mum. I _____ meet Tom and Mel. I _____ be back at about ten o'clock.

B Have a good time, but don't be late again or I _____ be furious.

d **A** Jo _____ be mad with me when she finds out I've smashed the car.

B She _____ understand. Just tell her it wasn't your fault.

e **A** I (not) _____ work today. I feel awful.

B Don't worry, I _____ ring your boss and tell her you're sick.

f **A** I'm tired. I think I _____ go to bed.

B Goodnight. I _____ watch the news, then I _____ join you.

g **A** My boss has told me I _____ be promoted. I'm afraid that means longer hours at the office, darling.

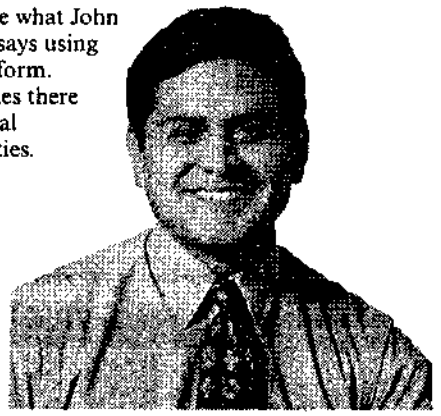
B Don't worry. I _____ get myself a dog for company. I'm sure we _____ have more to talk about!

h **A** Mr Smith, now you've won the lottery you _____ be the fifth richest man in England. How do you feel about that?

B I _____ tell you next week. I'm too overwhelmed to think about it now.

3 *What does John say?*

Complete what John actually says using a future form. Sometimes there are several possibilities.



Example
He sees some very black clouds in the sky.
John: 'It*'s going to rain*.'

a His sister has just reminded him that it is his grandmother's birthday soon.
John: 'I _____.'

b He has decided to study hard for his final exams.
John: 'I _____.'

c He's made an appointment to see the dentist next Friday.
John: 'I _____.'

d He predicts a win for his team, Manchester United, on Saturday.
John: 'I think _____
_____.'

e He's stuck in a traffic jam. He's late for a meeting. He rings his office.
John: 'I'm sorry._____.'

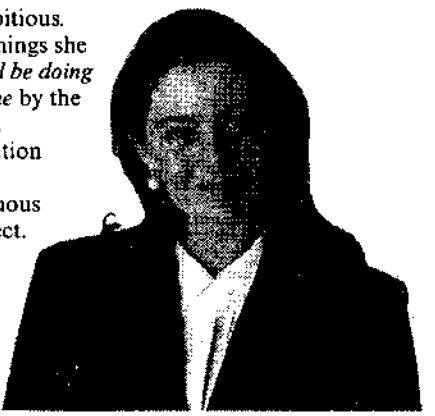
f His sister is pregnant. The baby is due next March.
John: 'My sister _____
_____.'

g His plane ticket for next Sunday says:
Departure 7.30 a.m. London, Heathrow.
John: 'My plane _____
_____.'

h He can see himself lying on a beach in Spain next week at this time.
John: 'I _____
_____.'

4 Future Continuous or Future Perfect?

Ann's very ambitious. These are the things she believes she *will be doing* or *will have done* by the time she's forty. Put each resolution into either the Future Continuous or Future Perfect.



Example
buy a Rolls Royce *I'll have bought a Rolls Royce.*
work in America *I'll be working in America.*

a become a multi-millionaire
_____

b run my own computer business
_____

c move to California
_____

d live in a mansion in Beverly Hills
_____

e join a highly exclusive tennis club
_____

f marry a handsome actor
_____

g earn over £2,000,000 a year
_____

h give up smoking
_____

5 A Hollywood interview

1 T 5.2 Underline the appropriate future form. Sometimes both are possible.

Third time lucky for Hollywood's most celebrated couple

HOLLYWOOD STARS Selina Sullivan, 37, and Ricardo Sanchez, 35, (a) *are getting/will be getting* married next month, in the celebrity wedding of the year. What makes this ceremony extra special for Selina and Ricardo is that this is the third time they (b) *are exchanging/will have exchanged* wedding vows. They have been married to each other twice before!

'Hot Gossip' magazine asked Selina and Ricardo some questions about their forthcoming wedding and their plans for their future together as man and wife (again!).

■ *Selina, what are your thoughts about your marriage to Ricardo next month, and why have you decided to make this wedding such a grand and public affair?*

S This is the last time I (c) ***make/'ll make*** my marriage vows. I know now that I am fully committed to Ricardo and our future together. Before, I was too immature to appreciate what a caring and loving man Ricardo is. This time we (d) ***'ll tell/are going to tell*** the world about our love and that is why we (e) ***'ll have/are having*** such a big wedding.

■ *Ricardo,* (f) ***will you invite/will you be inviting*** *your family this time? You've always excluded them from your previous weddings to Selina.*

R All my family from Spain (g) ***will come/are coming*** this time. Mama and Papa (h) ***will arrive/will have arrived*** from Madrid one week before the ceremony so that they can really get to know Selina again.

■ *I've heard that over 300 guests will be at your wedding and that the President and his wife have been invited. Is this true?*

2 Do you think that Selina and Ricardo will have a happy future together? Complete the sentences, putting the verb in brackets in an appropriate future form!

What happens next? This time next year I think ...

a Selina _____ (expect) a baby.

b They _____ (own) an even bigger house in LA.

c Selina _____ (fall) out with Ricardo's parents.

d Selina and Ricardo _____ (have) lots of arguments.

e Ricardo _____ (work) on his latest blockbuster film.

f Selina _____ (worry) about losing her figure because of the baby.

g Ricardo _____ (not remember) their wedding anniversary.

h Selina _____ (want) to get divorced for the third time.

i They _____ (not agree) to give another interview to *Hot Gossip*.

S Yes. About 300 of our very closest friends and family (i) ***are coming/will come***. Ricardo and I have known the President and his wife for many years, but unfortunately they (j) ***won't come/won't be coming*** as they have another engagement on that day.

■ *Ricardo, could you tell us what you have planned for the ceremony?*

R We (k) ***will have/are going to have*** a twilight ceremony beneath a canopy of white roses at my Spanish-style villa here in LA. The ceremony (l) ***won't start/doesn't start*** until 9 p.m., but guests (m) ***will arrive/will be arriving*** at 7 p.m. for a light champagne supper before the wedding begins.

■ *And the honeymoon?*

R That's my wedding present to Selina and it's a surprise. All she knows is that we have a flight booked on Concorde. It (n) ***is going to leave/leaves*** at 11.30 p.m. the following day from New York.

S Ricardo is so romantic, it's one of the many reasons why I love him. Also he adores children and this time we want to start a family. I know that if we have a child he (o) ***'ll be/is going to be*** a marvellous father.

■ *On behalf of 'Hot Gossip' magazine I'd like to wish you all the best for the future.*

6 Correcting mistakes

In the following dialogues some of the future forms are wrong. Find the mistakes and correct them.

Example

☑ **A** Have you heard? Sue's going to have a baby.

☒ **B** Really? ~~I'm going to~~ *I'll* give her a ring this evening to congratulate her.

a ☐ **A** What do you do this weekend?

☐ **B** I don't know yet. Maybe I'll give Paul a ring and see what he's doing.

b ☐ **A** I'll be honest with you, Matthew. I don't think you're going to pass this exam.

☐ **B** Oh, no! What will I be doing?

c ☐ **A** Is it true that Rachel will get married to that awful boyfriend of hers this weekend?

☐ **B** I'm afraid so. And I'm going to the wedding. I've got to. I'm her bridesmaid!

d ☐ **A** Our plane leaves at six o'clock on Saturday morning.

☐ **B** Yuk! You have to wake me up. I can never get up in the mornings.

e ☐ **A** It's my birthday on Sunday. I'm going to be 30!

☐ **B** Thirty! That's ancient! You are getting your pension soon.

f ☐ **A** Mickey and David will be arriving soon, and the house looks like a pigsty.

☐ **B** Don't worry. It'll only be taking a few minutes to clear up.

g ☐ **A** Will you be going skiing as usual after Christmas?

☐ **B** Not this year. It's too expensive. We'll stay at home.

h ☐ **A** I'll ring you as soon as I'll arrive.

☐ **B** Please do. We'll be waiting to hear you've arrived safely.

Conjunctions in time clauses

7 Future time clauses

1 Notice that in clauses after *if, when, as soon as, until, before, after, once,* and *unless* present tenses are normally used to talk about the future. A future form is *not* used.

*I'll phone you **when I arrive**.* ~~*when I'll arrive~~
*I won't marry you **unless you give up** smoking!*
~~*unless you'll give up~~

2 If it is important to show that the first action will be completed before the second action begins, the Present Perfect is used.

*I'll fax you the report **as soon as I've written** it.*
*They're going to emigrate to Australia **after the baby has been born.***

Put the verbs in brackets in the correct tense, Present Simple, Present Perfect, or a future form.

a You _____ (not get) better unless you _____ (eat) sensibly.

b We _____ (not move) to Paris until we _____ (find) a flat there to rent.

c You _____ (love) Adam when you _____ (meet) him. He's so funny.

d _____ you _____ (learn) to drive as soon as you _____ (be) 17?

e The children _____ (not go) to bed unless they _____ (have) a glass of milk.

f It _____ (be) at least an hour before I _____ (finish) this report.

g If you _____ (not do) well in the test, _____ you _____ (have to) do it again?

h We _____ (deal) with your request as soon as we _____ (be) able to process the information.

i The doctor says that I _____ (feel) much better once I _____ (have) the operation.

j Once you _____ (try) 'Glowhite' toothpaste, you _____ (never use) anything else!

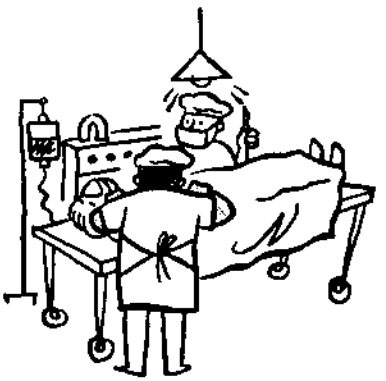
Vocabulary

8 Health

Use your dictionary to check new words.

1 Match a person in **A** with suitable lines from **B** and **C**. Make at least one sentence about each person.

Example
The nurse took the patient's temperature.



A	B	C
The nurse	performed	his knee.
The surgeon	suffered	her wrist.
The accident victim	had	in the smoky atmosphere.
The toddler	took	during the crossing.
The teenager	fell over and grazed	the patient's temperature.
The pregnant woman	felt faint	a difficult operation.
The old man	felt sea-sick	in the attack.
The tennis player	sprained	on a stretcher.
The racing driver	was wounded	a heart attack.
The soldier	was carried	from sunburn.
The gardener	was stung	the crash.
The ferry passengers	was lucky to survive	by a wasp.
The holidaymaker		spots on her face.

2 Choose the word or phrase which best completes the sentences.

a wounded injured damaged

Footballer Jimmie White was _____ in the second half of the match in a tackle with the goalkeeper.

b sprained sore dislocated

He'll be out of the game for several weeks with a _____ shoulder.

c a bandage stitches a sling

My daughter fell off her bike and she had to have _____ in her leg.

d pain ache indigestion

Suddenly Tom felt a sharp _____ in his stomach.

e bruises a rash warts

Whenever I eat shellfish I get _____ all over my body.

f allergic to allergic with allergic from

Lots of people are _____ shellfish.

g a blister a blemish a boil

Ouch! I've got _____ on my heel from these new shoes.

h drowsy tipsy dizzy

My husband hates heights. When he looks down he feels _____.

i run in run over run down

There's nothing seriously wrong with me. I'm just a bit _____ because I've been working so hard recently.

j damages hurts injures

There's no doubt about it. Smoking _____ your health.

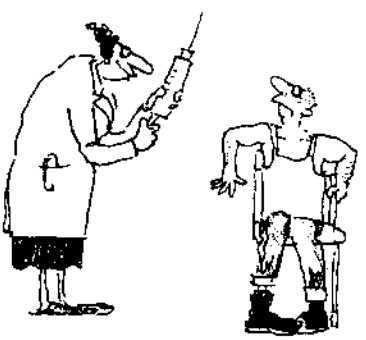
9 Hot Verbs *be* and *have*

1 Which words and expressions go with *be*, and which go with *have*? Tick the correct column.

be		have
✓	fed up with sb/sth	
	a right to do sth	✓
	the nerve to do sth	
	on the safe side	
	in touch with sb	
	sb round	
	a word with sb	
	no point in doing sth	
	off colour	
	on one's mind	
	out of one's mind	
	up to date	
	a ball	
	in charge of sb/sth	
	no chance of doing sth	

2 Complete the sentences with one of the expressions above in the correct form.

Examples
My job is so boring. I'm really *fed up with* it.
If you don't like your meal, you *have* every *right* to complain.



a There aren't usually any major side-effects after this injection, but you might _____ a bit _____ for a few days.

b Thank you for your time, Miss Clarke. We still have to interview a few more candidates, so we _____ with you as soon as we've made a decision.

c We _____ Mel and Andy _____ for dinner next Friday. We haven't seen them for ages.

d I can't stop thinking about my ex-girlfriend. She _____ always _____ .

e Where have you been all night? I _____ _____ with worry. I even rang the police.

f Excuse me, Mrs Bennett! Can I _____ _____ for a minute? It's about your son Ben.

g Jack was so cheeky! He _____ to tell me that I was too fat. He should look at himself in the mirror!

h I've got extra insurance just in case we have an accident on holiday. You know me! I always like _____ .

i I'm going to apply for a new job, but I know I _____ getting it. I just don't have the right experience.

j I _____ the office while the manager is away for a few days.

k Did you read Sally's postcard? She's in Greece, sunbathing all day and dancing all night. It sounds like she's _____ .

l If there's something you don't like, it's just bad luck. There _____ complaining. It's the same for all of us.

m If you're a stock broker, you need to _____ on the state of the markets in different parts of the world.

Phrasal verbs

10 Types 2 and 3

1 Both type 2 and type 3 phrasal verbs have an object.

Type 2
Take off your coat.
I didn't want to let my friends down.

Type 3
Look after your sister.
I can always get round my father.

2 In type 2, the particle can move.
Take your coat off.
I didn't want to let down my friends.

If the object is a pronoun (*him, it, me,* etc.) the particle comes after it.
Take it off. ~~*Take off it.~~
I didn't want to let them down. ~~*to let down them~~

3 In type 3, the particle cannot move.
~~*Look your sister after.~~
~~*Look her after.~~
*I can always ~~get my father round~~.
*I can always ~~get him round~~.

4 Dictionaries tell you which type a phrasal verb is.

make sth up	The particle is shown after **sth**. This is type 2.
look into sth	The particle is shown before **sth**. This is type 3.

Put a pronoun in the correct place in these sentences. To do this, you need to decide which type of phrasal verbs is being used.

Examples
The music is too loud. Please turn *it* down ____.
I know you've got a lot of problems, but I'm sure you'll come ____ through *them*.

a Jane had a problem with her work, so we talked ____ over ____, and now it's fine.

b I'm just like my mother. I take ____ after ____ in every way.

c There are problems with my computer. I'll sort ____ out ____ tomorrow.

d I used to like Ann, but since you told me what she did to you, I've really gone ____ off ____.

e We were going to have a meeting, but we had to call ____ off ____ at the last minute.

f There are clothes all over your bedroom. Please put ____ away ____.

g If you're going out with your baby brother, you'd better look ____ after ____.

h I'm sorry you had a complaint about your room. I'll look ____ into ____ right away.

i My dog died last week. I don't think I'll ever get ____ over ____.

j I need a calculator to work out how much money I've got left. I can't work ____ out ____ in my head.

k I wish you'd stop getting at me. You're always putting ____ down ____.

Pronunciation

11 Sounds and spelling

1 **T 5.3** Put a circle around the symbol that matches the sound underlined in the word. All the words begin with the letter *w*.

	Examples							
	wild	/ɪ/	(/aɪ/)	/iː/	wilderness	(/ɪ/)	/aɪ/	/iː/
a	won't	/ʌ/	/əʊ/	/ɒ/	want	/æ/	/aʊ/	/ɒ/
b	walk	/ɔː/	/ɑː/	/ɒ/	work	/ɔː/	/ɜː/	/ɔɪ/
c	wonder	/ʌ/	/ɔː/	/ɒ/	wander	/ʌ/	/ɔː/	/ɒ/
d	woman	/ʊ/	/əʊ/	/ʌ/	women	/ʊ/	/əʊ/	/ɪ/
e	warm	/ɔː/	/aɪ/	/ɜː/	worm	/ɔː/	/ɔɪ/	/ɜː/
f	word	/ɔː/	/ɜː/	/aɪ/	ward	/ɑː/	/aɪ/	/ɔː/
g	wear	/eə/	/e/	/iː/	weary	/eə/	/ɪə/	/iː/
h	weight	/aɪ/	/eɪ/	/e/	weird	/aɪ/	/eɪ/	/ɪə/

2 **T 5.4** In the following groups of words, three words rhyme. Underline the *odd one out*.

a	/ʌ/	done	phone	won	son
b	/ʊ/	would	should	good	blood
c	/uː/	move	love	prove	groove
d	/əʊ/	though	through	throw	sew
e	/eɪ/	weak	break	ache	shake
f	/aʊ/	flower	power	tower	lower
g	/ɜː/	worth	birth	north	earth
h	/eɪ/	hate	wait	weight	height
i	/ɪə/	fear	near	pear	clear
j	/eə/	share	prayer	mayor	layer

6 Relative clauses
Participles and infinitives
Nouns in groups (1)

Defining and non-defining relative clauses

1 General knowledge quiz

Test your general knowledge on topics related to Britain. Tick (✓) the correct answer.

General Knowledge Quiz on Britain

1 *A Beefeater is ...*

a ☐ a man who guards Buckingham Palace.
b ☐ a man who guards the Tower of London.
c ☐ someone who prepares the Queen's food.

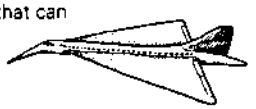
2 *Yorkshire pudding is ...*

a ☐ a batter that is baked in the oven and eaten with beef.
b ☐ a pudding that is only eaten in Yorkshire, in the north of England.
c ☐ a pudding that is eaten only on bank holidays.

3 *Whisky is a strong alcoholic drink made from malt,*

a ☐ which is only made in Scotland.
b ☐ which is Britain's biggest export.
c ☐ which is also used as a substitute for petrol.

4 *Concorde is ...*



a ☐ the fastest plane that has ever flown.
b ☐ the heaviest plane that has ever flown.
c ☐ the only commercial aircraft that can go faster than sound.

5 *Ben Nevis is a mountain in Scotland,*

a ☐ which is also the highest mountain in Europe.
b ☐ which is also the highest mountain in the UK.
c ☐ which is also the highest mountain in the world.

6 *Virgin is a well-known British company,*

a ☐ whose chairman is one of the wealthiest people in the UK.
b ☐ whose staff have to be under forty years old.
c ☐ whose shareholders get free flights on *Virgin* planes.

7 *10 Downing Street is the house ...*

a ☐ where the Mayor of London lives.
b ☐ where Prince Charles lives.
c ☐ where the Prime Minister lives.

8 *Agatha Christie is a well-known British author,*

a ☐ who is famous for writing romantic stories.
b ☐ who is famous for writing detective stories.
c ☐ who is famous for writing children's books.

9 *1066 is the year when ...*

a ☐ the Great Plague happened.
b ☐ the Great Fire took place.
c ☐ William the Conquerer invaded Britain.

10 *Stratford-upon-Avon is a provincial English town ...*

a ☐ where William Shakespeare was born.
b ☐ where King Henry VIII died.
c ☐ where you can bathe in hot, underground springs.

2 Defining or non-defining?

1 Are the following sentences more likely to be completed with a defining relative clause (D) or a non-defining relative clause (ND)? Write **D** or **ND** in the boxes.

a ☐ I'd love to meet someone _____ _____.

b ☐ We're looking for a house _____.

c ☐ We went to see *Romeo and Juliet* _____ _____.

d ☐ Do you know a shop _____ _____?

e ☐ Marilyn Monroe _____ _____ died of an overdose of barbiturates.

f ☐ I find people _____ difficult to get on with.

g ☐ My computer _____ _____ is already out of date.

h ☐ I met a girl _____.

i ☐ Professor James Williams _____ _____ will give a talk next week.

j ☐ I bought a ham and pickle sandwich _____ _____.

2 T 6.1 Here is the information missing from Exercise 1. Use it to complete the sentences. Insert a relative pronoun and commas where necessary. Leave out the relative pronoun if possible.

> You went to school with her.
> I ate it immediately.
> It has four bedrooms.
> I bought it just last year.
> They lose their temper.
> It sells second-hand furniture.
> Her real name was Norma Jean Baker.
> This person could teach me how to cook.
> It was one of the best films I've ever seen.
> Many people consider him to be the world's expert on butterflies.

3 Punctuation and omitting the pronoun

In the following sentences, insert commas if there is a non-defining relative clause. Cross out the pronoun if possible in the defining relative clauses.

Examples
Sheila, who I first got to know at university, was one of six children.
The man ~~who~~ you were talking to is a famous artist.
This is the story that amazed the world. (No change)

a The thing that I most regret is not going to university.

b My two daughters who are 16 and 13 are both interested in dancing.

c The town where I was born has changed dramatically.

d I didn't like the clothes which were in the sale.

e Salt that comes from the sea is considered to be the best for cooking.

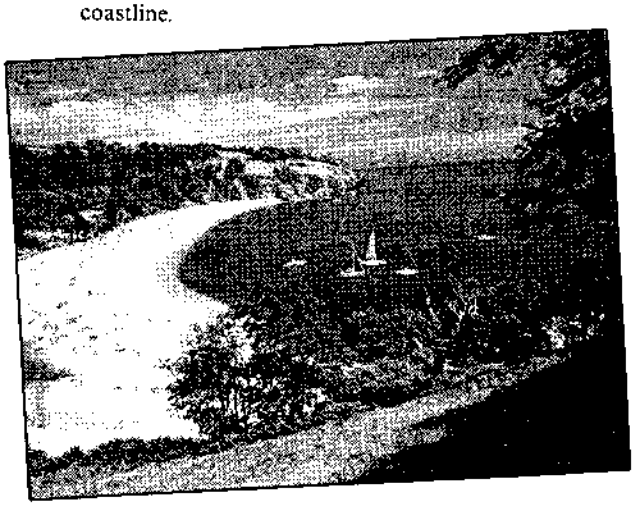
f Salt whose qualities have been known since prehistoric times is used to season and preserve food.

g The CD that I bought yesterday doesn't work.

h You know the book that you paid £20 for? I just got it for £5.

i The area of England where I'd most like to live is Devon, in the West Country.

j Devon where my mother's family comes from is famous for its lovely countryside and dramatic coastline.



4 All relative pronouns

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

A	B
a Have I told you recently	when you expect to arrive.
b I have to do	where my brother lives.
c I love garlic in all my food,	which greatly surprised my teachers.
d We're emigrating to Australia,	whose hair came down to her waist.
e I met a girl	how much I love you?
f I passed all my exams,	whatever you want.
g Let me know	which is why I'm always brushing my teeth.
h Being generous, I'll buy you	what I believe to be right.

2 Fill the gaps with a relative pronoun. If the pronoun can be omitted, add nothing.

a The lady _____ is sitting in the wheelchair is my grandmother.

b I know an Italian restaurant _____ serves excellent home-made pasta.

c I know an Italian restaurant _____ you can always get a table.

d Uncle Tom earns a fortune, _____ is why I've asked him to lend me £1,000.

e Sean is a child _____ people immediately like.

f My daughter, _____ ambition is to emigrate to Australia, has finally got her visa.

g I gave him a drink of water, _____ he drank thirstily.

h The flight _____ we wanted to get was fully booked.

i My Auntie's house is the place _____ I feel most at home.

j This is the smallest car _____ has ever been made.

k That's the man _____ wife left him because he kept his pet snake in their bedroom.

l I love the things _____ you say to me.

m I go shopping at the new shopping centre, _____ there's always free parking.

n She told me she'd been married before, _____ I didn't realize.

o _____ you do, don't touch that button. The machine will explode.

5 Prepositions in relative clauses

Combine the sentences, remembering to put the preposition after the verb in the relative clause.

Example
I want you to meet the people. I work with them.
I want you to meet the people I work with.

a This is the book. I was telling you about it.

_____

b She's a friend. I can always rely on her.

_____

c That's the man. The police were looking for him.

_____

d She recommended a book by Robert Palmer. I'd never heard of him.

_____

e You paid £500 for a carpet. It has been reduced to £200.

The carpet _____

f The Prime Minister gave a good speech. I agree with his views.

_____

g He spoke about the environment. I care deeply about this.

_____

h What's that music? You're listening to it.

_____

i Her mother died last week. She looked after her for many years.

_____

j My daughter has started smoking. I disapprove of this.

_____

Participles

6 Participles as adjectives

Complete the gaps with *-ed* or *-ing*.

Examples
a shock*ing* story
a reserv*ed* seat

a scream____ children
b a satisfi____ customer
c a disgust____ meal
d a confus____ explanation
e a cake load____ with calories
f a house in an expos____ position
g a conceit____ person
h a frighten____ film
i an exhaust____ walk
j disappoint____ exam results
k a bor____ exercise
l a tir____ journey
m an unexpect____ surprise
n disturb____ news
o a thrill____ story
p a relax____ holiday
q a block____ nose
r a disappoint____ customer
s well-behav____ children
t a promis____ start

7 Participle clauses

1 Rewrite the sentences to include a participle clause instead of a relative clause.

Example
Can you see the woman who's dressed in red and sitting in the corner?
Can you see the woman dressed in red sitting in the corner?

a People who live in blocks of flats often complain of loneliness.

_____

_____

b Letters that are posted before 5 p.m. should arrive the next day.

_____

_____

c The train that is standing on platform 5 is for Manchester.

_____

_____

d Firemen have rescued passengers who were trapped in the accident.

_____

_____

e It took workmen days to clear up the litter that was dropped by the crowds.

_____

_____

f They live in a lovely house that overlooks the River Thames.

_____

_____

2 Fill the gaps with a verb from the box in either its present or past participle form.

Example
Jo was in a bad mood for the whole week, completely *ruining* our holiday.

feel	borrow	explain	say	direct
study	finish	take	know	steal

a After _____ her exams, Maggie went out to celebrate.

b Jewellery _____ in the robbery has never been recovered.

c I got a letter from the Tax Office _____ that I owe them £1,000.

d _____ hungry, I decided to make myself a sandwich.

e Books _____ from the library must be returned in two weeks.

f Not _____ what to do, she burst out crying.

g I had a long talk with Jack, _____ why it was important for him to work hard.

h _____ everything into consideration, I've decided to give you a second chance.

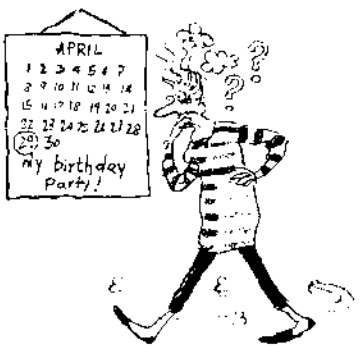
i *Birdman*, _____ by Stephen Spielberg, will be released next month.

j With both children _____ at university, the house seems really quiet.

Infinitive clauses

8 *I didn't know what to do*

It's Julia's 21st birthday party, and she has a lot of problems! Complete the sentences with a question word and an infinitive.



Example
Shall I wear my red skirt or my blue one?
She doesn't know *which skirt to wear*.

a 'Shall I invite people for 7.00? Or 8.00? Or 9.00?'
She can't decide _____
_____ .

b 'Should I invite Suzie or not?'
She isn't sure _____
_____ or not.

c 'I could invite people by e-mail if I knew how to use it.'
She wants someone to show her
_____ .

d 'Shall I buy beer? Wine? Sherry? Cider?'
She can't decide _____
_____ .

e 'Shall I invite ten people? Thirty people? Fifty people?'
She doesn't know _____
_____ .

Revision of relatives, participles, and infinitives

9 Boy breaks into MI5 computer system

T 6.2 Read the text about Max. There are gaps in the text. Fill the gaps with a clause from the box. Write a number 1–14.

Max White is only ten years old, but he has the honour of being the youngest person (a) ☐ . Max, (b) ☐ , created havoc with MI5's computer system and nearly caused a national emergency. Max just thought he was having fun (c) ☐ .

Max was just six years old when his father bought him his first computer, (d) ☐ , but he quickly moved on to more exciting activities.

Max, (e) ☐ , had soon infiltrated all his father's confidential files. Max was too young to understand the seriousness of (f) ☐ .

Early in the morning he would creep into his father's office, (g) ☐ , and turn on the computer. He realized that different codes gave him access to certain files, and he soon discovered files (h) ☐ .

Keith Hamilton, (i) ☐ , monitored the progress of this unknown spy. He wondered what sort of super intelligence could break the codes (j) ☐ . But what he couldn't understand was why the spy made no attempt to close all the files behind him, thus (k) ☐ that espionage was taking place.

The reason became apparent when they discovered their so-called secret agent. Max didn't know (l) ☐ the files, only how to open them. This incident has been an expensive lesson for MI5, (m) ☐ .

Max doesn't really understand (n) ☐ , but he has promised to stick to Super Mario and Nintendo from now on.

1 whose father is the Chief Inspector of the Metropolitan Police
2 what he was doing
3 which they thought were indecipherable
4 that even his father was unaware of
5 making it obvious
6 how to close down
7 playing a computer game
8 why everyone is making such a fuss
9 which he used to play children's games on
10 that has ever fooled the Security Services of MI5
11 who is the Government Section Chief of MI5
12 who have had to change their whole computer system
13 who is eleven next month
14 closing the door gently behind him

Nouns in groups (1)

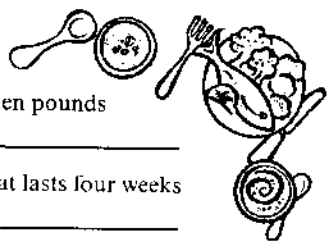
10 *a three-mile walk*

Look at these examples of number + noun + noun.

a three-mile walk
a sixteen-year-old girl
a ten-hour flight

These are expressions of measurement before a noun. Note that the number and the first noun are joined with a hyphen, and that the first noun is usually in the singular.

Put the information before the noun.



a a note that is worth ten pounds

_____

b a language course that lasts four weeks

_____

c a drive that takes three hours

_____

d a meal that consists of three courses

_____

e a holiday that lasts two weeks

_____

f a delay at the airport that went on or two hours

_____

g a letter that goes on for ten pages

_____

h a university course that takes three years

_____

i a prison sentence of ten years

_____

j a hotel with five stars

_____

k a speed limit of 30 miles an hour

_____

l a house that was built two hundred years ago

_____

Vocabulary

11 People, places, and things

Here are eighteen adjectives. Divide them into three groups – describing people, describing places, and describing things. There are six in each group.

obstinate	breathtaking	cunning	spoilt
unspoilt	aggressive	picturesque	automatic
hand-made	deserted	arrogant	accurate
waterproof	overgrown	long-lasting	artificial
easy-going	overcrowded		

People	Places	Things

12 Similar words, different meaning

Here are some pairs of adjectives that are easy to confuse. Fill the gap with the correct adjective.

unreadable illegible

a I couldn't work out who the letter was from. The signature was _____.

b I know Shakespeare is very popular but I find him totally _____.

childish childlike

c Sarah is so _____. She's always having temper tantrums.

d It was wonderful to watch the tiny lambs playing, I got such _____ pleasure from the experience.

sensible sensitive

e Sophie is extremely _____ at the moment. Anything you say seems to upset her.

f Karen is not a very _____ person. She wore high-heeled shoes for our four-mile walk.

true truthful

g I've never known her to tell a lie. She's a very _____ person.

h I can never watch sad films that are based on a _____ story. They always make me cry.

intolerable intolerant

i Susan is so _____ of other people. She never accepts anyone else's opinion, and she always thinks she knows best.

j I find Mark's behaviour _____. It's unfair to be so selfish.

economic economical

k We're having an _____ crisis at the moment. James has lost his job and I don't know how we are going to pay the mortgage.

l It's more _____ to drive slowly. You can do a lot more miles to the gallon.

Prepositions

13 Adjective + preposition

Put the correct preposition into each gap.

a Are you afraid _____ the dark?

b She was angry _____ me _____ not telling her the news.

c Canterbury is famous _____ its cathedral.

d Bill is jealous _____ me because I'm cleverer than him.

e I'm very proud _____ my two daughters.

f I'm disappointed _____ you. I thought I could trust you.

g You're very different _____ your brother.
I thought you'd be similar _____ each other.

h Are you excited _____ going on holiday?

i Visitors to Britain aren't used _____ driving on the left.

j Visitors to hot countries need to be aware _____ the risk of malaria.

k You should be ashamed _____ what you did.

l I am most grateful _____ all your help.

m Who is responsible _____ this mess?

n My son is crazy _____ a pop group called *Hanson*.

o What's wrong _____ you? You don't look well.

Pronunciation

14 Silent consonants

1 T 6.3 English words often have silent consonants.

Examples
know ~~**writer**~~ **walk** ~~**lamb**~~

Put the words below into the correct column according to whether or not they have silent consonants. Cross out the silent letters.
Use your dictionary to check pronunciation.

~~bomb~~	listen	~~industry~~	computer
gadget	honest	continent	receipt
recipe	mortgage	fasten	eccentric
insect	lamp	hooligan	heirloom
whistle	stadium	straight	forest
citizen	fascinating	sandwich	exhausted

A all consonants pronounced	B some consonants not pronounced
industry	bomb

2 T 6.4 Transcribe these words from phonetics. They all have silent letters.

a /saɪən'tɪfɪk/ _____

b /saɪ'kɒlədʒɪst/ _____

c /'hænsəm/ _____

d /rɪ'sɜ:tʃ/ _____

e /'krɪsməs/ _____

f /'frenʃɪp/ _____

g /klaɪm/ _____

h /'grænfɑ:ðə/ _____

i /kæm'peɪn/ _____

j /'wenzdeɪ/ _____

k /kɑ:m/ _____

l /'wɪskɪ/ _____

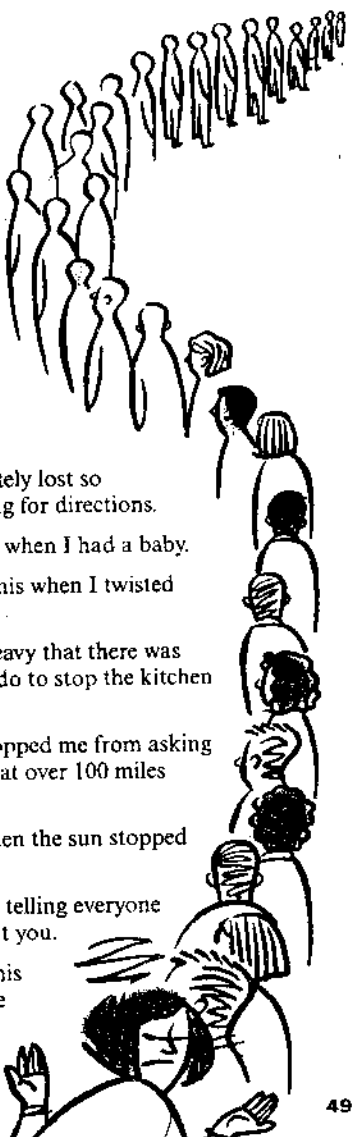
7 Verb patterns
Infinitives
see someone do/doing

Verb patterns

1 Basic verb patterns

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

A	B
a I enjoy	waiting in queues. It really annoys me.
b I look forward	to buy anything. I'm broke.
c You need	to do tonight?
d I finished	doing tonight?
e My dad promised	to see you again soon.
f I hope	to seeing you again soon.
g Anna chose	do the washing-up.
h What do you feel like	to wear her black suede skirt for the party.
i I can't afford	cooking. I find it very creative.
j I can't stand	painting the bathroom last night.
k Beth helped me	to buy me a stereo if I passed my exams.
l What would you like	to book if you want to eat at *Guido's*.



2 Using a dictionary

1 Look at the dictionary extract. It shows which verb patterns are possible. Some of the verb patterns in the sentences are right, and some are wrong. Tick (✓) those that are right, and correct those that are wrong.

stop /stɒp/ *v* **(-pp-)** **1** to put an end to the movement, progress, operation, etc of a person or thing: *stop a taxi* ◦ *Can you stop the machine?* ◦ *I had to stop somebody in the street to ask the way.* **2** to end or finish an activity: *stop work* ◦ *He never stops talking.* ◦ *She's stopped smoking.* ◦ *Has it stopped raining yet?* **3 ~ sb/sth (from) doing sth** to prevent sb from doing sth or sth from happening: *I'm sure he'll go, there's nothing to stop him.* ◦ *You can't stop our going/us (from) going if we want to.* ◦ *We bandaged his wound but couldn't stop it bleeding.* **4 (a)** to finish moving, happening or operating: ◦ *Does this train stop at Oxford?* **(b)** to end an activity temporarily; to pause: *We stopped for a while to admire the scenery.* ◦ *She never stopped to consider that others might object.*

a ☐ They were completely lost so they stopped asking for directions.

b ☐ I stopped working when I had a baby.

c ☐ I stopped play tennis when I twisted my ankle.

d ☐ The rain was so heavy that there was nothing we could do to stop the kitchen against flooding.

e ☐ The policeman stopped me from asking why I was driving at over 100 miles an hour.

f ☐ We went home when the sun stopped to shine.

g ☐ You can't stop me telling everyone what I know about you.

h ☐ He couldn't stop his son from go to the all-night party.

2 Use your dictionary to decide if the *-ing* form or infinitive is used correctly in these sentences. If there is a mistake, correct it.

Example

☒ They denied ~~to steal~~ *stealing* the money.

a ☐ I seem to have lost my passport.

b ☐ I avoid to travel in the rush-hour if I can.

c ☐ Have you considered to work abroad?

d ☐ We expected him arriving yesterday.

e ☐ We agreed to meet outside the cinema.

f ☐ I've arranged collecting Kate from school at four o'clock.

g ☐ Karen decided not to go to the party. She was too tired.

h ☐ I can't help to love him, even though he is selfish and inconsiderate.

i ☐ I offered give David a lift but he said he'd rather walk.

j ☐ I can't get used to seeing my daughter driving a car.

k ☐ He admitted attempting to smuggle diamonds into the country.

l ☐ I suggest to go to a restaurant tonight.

m ☐ I want that you come home early.

3 More complex verb patterns

1 Make sentences from the words in the columns. The sentences must make sense!

My brother wants	me	to be late.
Our hosts would hate	you	to do well in my exams.
My aunt would love	us	do the exercise again.
The doctor warned	my son	do what we wanted.
My parents expect	our friends	to fix his bike.
The guide advised	the tourists	to take over my business.
The policeman told	the driver	to stay close.
We invited all	her class	to come to a party.
The teacher made	his patient	to slow down.
My grandparents let		not to work so hard.
I'd like		to visit her more often.

2 Rewrite the sentences so that they have a similar meaning. Use the prompts. Include an infinitive or an *-ing* form.

Example

I couldn't go to the party last night. (allowed)
I wasn't allowed to go to the party last night.

a I was surprised to see Ben at the party. (expect)

_____

b We're having dinner at the Greens' on Saturday. (invited)

_____

_____

c I should have a hair-cut. (need)

_____

d I can't wait to see you in June. (looking forward)

_____

e What shall I have for dessert? (can't decide)

_____

f The teacher said we could go home early. (let)

_____

g But she said we had to do extra homework. (made)

_____

h Can you wait for a minute? (mind)

_____

i I'd prefer to have tea. (rather)

_____

j Let's wait before we make a decision. (suggest)

_____

_____

k 'I'll lend you some money,' she said to me. (offered)

_____

l 'Please don't make a noise,' he said to me. (asked)

_____

m 'I'm sorry I woke you up,' I said to my neighbours. (apologized)

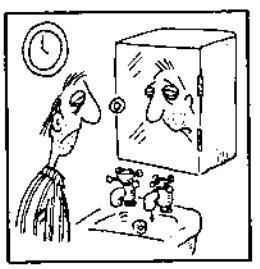
_____

_____

4 *-ing* or infinitive?

Put the verb in brackets in either the *-ing* form or the infinitive.

a I used _____ (think) that life ended at 40, but now I'm 41 I know it's not true.



It's five in the morning. I'm not used to _____ (get) up this early.

b Remember _____ (lock) the door when you leave the house.

I remember _____ (fall) out of my pram when I was a baby.

c Stop _____ (make) such a terrible noise.

Carol stopped _____ (make) herself a cup of tea.

d I mustn't forget _____ (buy) Jane a birthday card.

I'll never forget _____ (meet) my husband for the first time.

e I've always tried _____ (do) my best.

If you can't do this exercise, try _____ (ask) a friend for help.

f I started _____ (play) golf last year.

Oh, look! It's starting _____ (rain).

g I need _____ (speak) to you.

The house needs _____ (paint).

h Do you like _____ (cook)?

I like _____ (cook) something special when guests come.

I like _____ (pay) bills on time.

Verb patterns with other parts of speech

5 Adjectives, nouns, and prepositions

1 Fill the gaps with one of the adjectives from the box.

sorry	delighted	safe	mean
kind	nice	interesting	impossible

a It's _____ to cut with this knife. It's blunt.

b It was very _____ to meet you. Goodbye.

c Is it _____ to walk here alone at night?

d It was very _____ of John to buy such a cheap present.

e We were all _____ to hear your good news.

f It was very _____ of you to give me a lift.

g I'm _____ to hear that your mother isn't well.

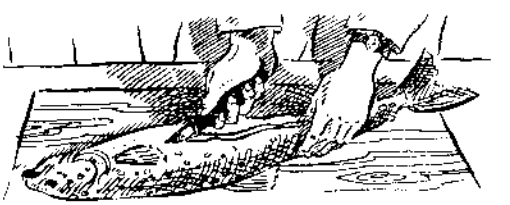
h She's very _____ to talk to. We had some good chats.

2 Fill the gaps with a noun and an infinitive.

anyone	things
nothing	way
money	time
need	idea

to visit	to pay
to do	to go
to shout	to talk
to wear	to skin

a It's _____ _____. Hurry up, or we'll be late.



b The chef showed me the correct _____ _____ a fish.

c It's a good _____ _____ the dentist twice a year.

d I'm lonely. I haven't got _____ _____ to.

e There's no _____ _____ I can hear you just fine.

f I have so many _____ _____. I don't know where to start.

g Have you got enough _____ _____ for the tickets?

h My clothes are all old. I have _____ _____ for the party.

3 Fill the gaps with a preposition and an *-ing* form.

about	like
without	by
with	of
at	for

having	remembering	doing
making	being stung	coming
buying	arriving	
asking	going	

a I got into trouble _____ _____ at school late.

b You can lose weight _____ _____ exercise.

c How _____ _____ out for a meal tonight?

d How dare you take my money _____ _____ me?

e I'm fed up _____ _____ no money.

f This machine is used _____ _____ pasta.

g I'm hopeless _____ _____ people's names.

h I'm thinking _____ _____ a new car. A Renault, maybe.

i Thank you _____ _____ to see me.

j Yuk! Monday morning! I don't feel _____ _____ to work!

k I'm always afraid _____ _____ by a wasp.

Infinitives

6 Forms of the infinitive

Write in the correct form of the infinitive of the verb in brackets.

Examples
This tree should *be chopped* (chop) down.
It's dangerous.
We agreed *to meet* (meet) each other outside the cinema.
It's great *to have finished* (finish) our exams.

a She's late. She must _____ (forget) our appointment.

b He hopes _____ (select) to play in next week's football match.

c I offered _____ (pay) for the meal, but she refused.

d I'd like _____ (meet) Princess Diana.

e I sent my suit _____ (dry-clean).

f Sue and Richard are always arguing. They seem _____ (have) a few problems.

g I'm sorry _____ (disturb) you, but can you tell me the time?

h You should _____ (work), not watching the television.

i I'd like _____ (see) her face when you told her the news!

j I'm glad I'm not famous. I'd hate _____ (recognize) all the time.

k You should _____ (tell) me you were coming.

l This homework is late. It was meant _____ (hand) in last week.

7 *I don't want to*

T 7.1 Match a line (a–j) with a line (1–10).

a ☐ We'd love to have a holiday,
b ☐ Why don't you come to our house?
c ☐ Make sure you're back early tonight.
d ☐ I don't smoke any more, but
e ☐ Mum, have you mended my jeans?
f ☐ Have you asked Jill to go out with you?
g ☐ You've broken my antique vase!
h ☐ Why are you going away?
i ☐ Can you chew gum at school?
j ☐ Did you get to the end of the exam?

1 I'm sorry. I haven't had time to.
2 I used to.
3 Because I have to. It's a business trip.
4 I'm sorry. I didn't mean to.
5 No, we aren't allowed to.
6 I'll try to, but it depends on the traffic.
7 but we can't afford to.
8 Yes, I just managed to.
9 I'd love to. Thank you!
10 No. I want to, but I'm too shy.

Revision of infinitives and *-ing* forms

8 The house that Jack built

Put the correct verb into each gap.
Use either the infinitive or the *-ing* form.

pay	repay	listen	leave	celebrate	build	be
live	make	do (×2)	give	work (×2)	lend	

The house that Jack built

Jack Baines is a self-made millionaire, but his beginnings were very lowly. He was the youngest of eight children. His father had a job in the cotton mills of Blackburn, Lancashire in the 1920s, but he was often unable (a) _____ due to poor health. The family couldn't afford (b) _____ the rent or bills, and the children often went hungry. After (c) _____ school at the age of 14, Jack was wondering what (d) _____ when Mr Walker, his old teacher, offered (e) _____ him £100 to start his own business.

It was just after the war. Raw materials were scarce, and Jack (without (f) _____ to his parents' advice) saw a future in scrap metal. He bought bits of metal and stored them in an old garage. When he had built up a sizeable amount, he sold it to local industries for a vast profit.

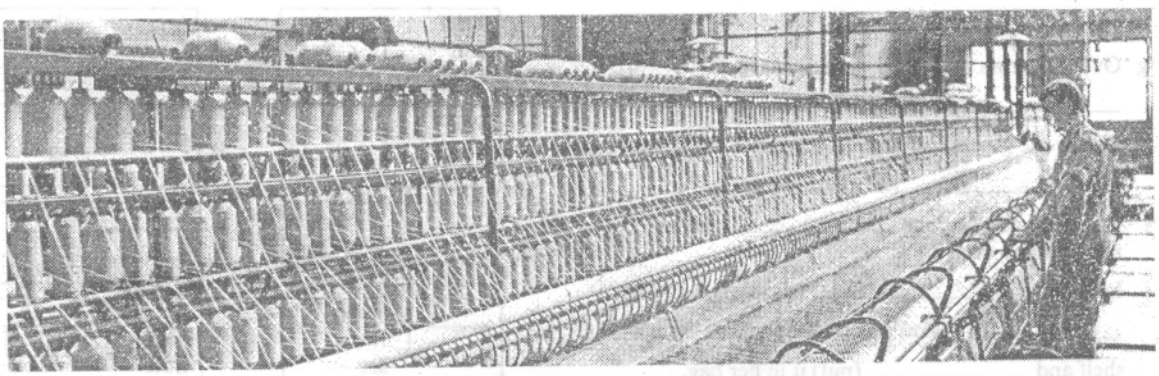
Jack enjoyed (g) _____ hard and was encouraged (h) _____ the most of his potential by Mr Walker. After one year he had succeeded in (i) _____ the £100 loan and he also managed (j) _____ Mr Walker £100 interest to thank him for his generosity.

By the time Jack was 30 years old he had made his first million, and he wanted (k) _____ this achievement by (l) _____ something 'grand'. With all his money it was now possible (m) _____ a beautiful home for himself and his parents . In 1959 'Baines Castle' was built in the heart of the Lancashire countryside. It was one of the finest buildings in the county.

Jack has recently sold 'Baines Steel' for a staggering £500 million, but Jack still can't get used to (n) _____ the good life. He can often be found at the local pub drinking pints with the locals.

'I remember (o) _____ very poor as a child but never unhappy,' says Jack, 'and I never forget where I come from and who I am.'

Lancashire people are proud of their local hero, and if a visitor asks the origins of the 'grand' castle on the hill the locals say 'Why, it's the house that Jack built'.



see someone do/doing

9 Verbs of perception

1 Certain verbs express perception, for example, *see, hear, watch, feel, smell, sense, observe, notice, spot.* They can be used with both the infinitive (without *to*) and the *-ing* form.

*I could **hear** her **crying** all night long.*
*I didn't **hear** you **come** in last night.*

2 The use of the *-ing* form suggests the activity has duration. It is in progress at the time it is perceived, and it continues afterwards.

*We **heard** him **playing** the piano.*
*I can **smell** something **burning**.*

3 The use of the infinitive suggests the whole, completed action is perceived.

*I **saw** the girl **fall** off her horse.*
*I **saw** her **walk** across the room and **take** a gun out of the desk drawer.*

Complete the sentences with either the infinitive without *to* or the *-ing* form of the verb in brackets.

a When I woke up, I could hear the birds _____ (sing).

b But then I heard my brother _____ (slam) the bathroom door.

c Soon I could smell bacon _____ (cook).

d From our hotel window we could see people _____ (play) and _____ (sunbathe) on the beach.

e I saw her _____ (pick) up the letter from the mat and _____ (rip) open the envelope.

f When I got to the cinema, I spotted my friend _____ (wait) for me.

g Over the years I watched the new airport _____ (build).

h I knew the guests had arrived because I could hear them _____ (laugh) downstairs.

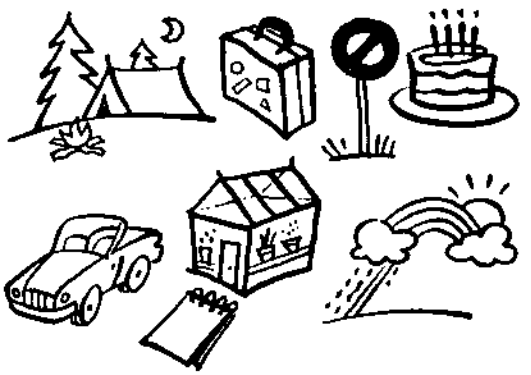
i I've never seen anyone _____ (eat) as much as you do.

j I noticed a girl _____ (shoplift). I saw her _____ (take) a bottle of perfume from a shelf and _____ (put) it in her bag.

Vocabulary

10 Compound nouns

Put one word in each box to form three compound nouns. Remember that some compound nouns are written as one word, some as two words, and some are hyphenated. Check the spelling in your dictionary.



a	[ ] test pressure donor		j	[ ] works sign rage	
b	camp building bomb	[ ]	k	black floor notice	[ ]
c	[ ] fall melon skiing		l	[ ] light break dream	
d	[ ] house grocer salad		m	[ ] shake writing book	
e	[ ] club mare shift		n	[ ] cube berg rink	
f	brief suit book	[ ]	o	[ ] cake present card	
g	paper plastic shoulder	[ ]	p	[ ] scape lady slide	
h	[ ] bow coat drop		q	[ ] car centre ground	
i	[ ] shine rise set		r	address visitors' note	[ ]

Phrasal verbs

11 Type 4

1 Type 4 phrasal verbs consist of a verb + an adverb + a preposition. The preposition has an object.
*Do you **get on with** your neighbours?*
*We've **run out of** sugar.*

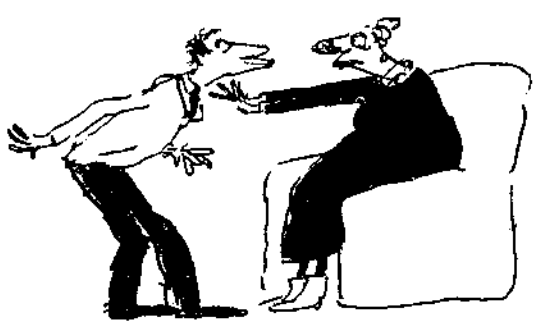
2 The word order cannot change.
*Do you **get on with them**?*
*~~*Do you get on them with?~~*
*We've **run out of it**.*
*~~*We've run out it of.~~*

3 Dictionaries show type 4 phrasal verbs by giving both the adverb and the preposition.
get away with sth

4 Sometimes a phrasal verb can be type 4 or type 1. Dictionaries show this.
break up (with sb)
*They **broke up** after five years' marriage.*
*She's sad because she's just **broken up with** her boyfriend.*

Complete the sentences using one of the combinations in the box.

up with	up to	in with	away with (×2)	away from
on with	up for	out with	down on (×2)	up against



a Keep _____ me! I've got a terrible cold, and I don't want you to catch it.

b We must try to cut _____ the amount of money we spend a month. We spend more than we earn.

c Don't let me disturb you. Carry _____ your work.

d Face _____ reality. You've got to realize that you are responsible for your own actions.

e She's such a snob. She looks _____ everyone who doesn't have as much money as she does.

f His crime was really quite serious, so he was lucky to get _____ a fine rather than a prison sentence.

g I know you're disappointed that we didn't have a summer holiday this year. We'll try to get a few days away in the autumn to make _____ it.

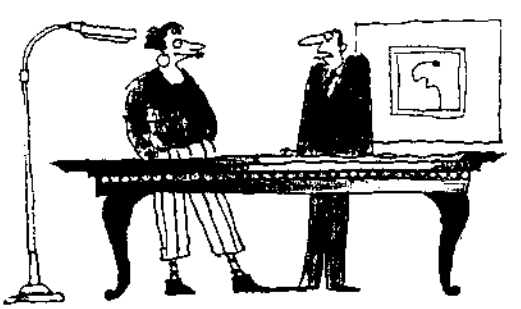
h There is a move in Britain to do _____ the monarchy completely, so that Britain would become a republic.

i My daughter had a few weeks off school recently. When she went back, she had to try hard to catch _____ all the work she had missed.

j Jane's a very argumentative person. She's always having rows with people and falling _____ them.

k The government has come _____ a big problem in their economic policy. The unions won't co-operate, and management doesn't approve of what they're trying to do.

l The antique table is very nice, but it doesn't fit _____ the rest of the furniture, which is modern.



Pronunciation

12 Weak and strong forms

T 7.2 Auxiliary verbs have weak and strong forms, depending on whether they are stressed or unstressed.

1 Sometimes the weak form is a contraction.

he is = *he's*
she does not = *she doesn't*
I have not = *I haven't*

2 Sometimes the weak form is a change in the vowel sound. This is often a change to /ə/.

	Weak	Strong
was	/wəz/	/wɒz/
	Was Tom there?	*Yes, he was.*
were	/wə/	/wɜ:/
	Were you there?	*Yes, we were.*
can	/kən/	/kæn/ (*can't* = /kɑ:nt/)
	Can you swim?	*Yes, I can.*
been	/bɪn/	/bi:n/
	I've been shopping.	*Where have you been?*

Some prepositions also have weak and strong vowel sounds.

	Weak	Strong		Weak	Strong
to	/tə/	/tu:/	for	/fə/	/fɔ:/
of	/əv/	/ɒv/	from	/frəm/	/frɒm/
at	/ət/	/æt/			

1 **T 7.3** These sentences sound very unnatural. Rewrite them in more natural English with contractions where appropriate. Underline like this ..... all auxiliaries and prepositions with weak vowel sounds. Underline like this _____ all those with strong vowels.

Example
I do not want to see him, but I am sure you want to.
I don't want to see him but I'm sure you want to.

a She is not going to learn from this experience, but he is.

b I have heard that you are thinking of moving from London. Are you?

c They have dinner at seven, do not they?

d You will be able to get a ticket for me, will you not?

e I have got no idea who this letter is from.

f Can you not remember who Bill used to work for?

g I have been waiting for you to come. Where were you?

h We had been looking forward to coming for ages, then at the last minute we were not able to.

i Will you not sit down for a couple of minutes?

2 **T 7.4** Transcribe **A**'s lines in the following telephone conversation between two friends. Punctuate the lines carefully to make the meaning clear.

A /wɒt ə jʊ du:ɪŋ ət ðə wi:kend/ ?

_____

B I haven't decided yet.

A /wɪə gəʊɪŋ tə skɒtlənd djʊ wɒnə kʌm tu:/ ?

_____

_____

B I'd love to. Where are you staying?

A /wiv dɪsɑɪðəd tə kæmp nʌn əv ʌs kən əfɔ:d tə peɪ fərə həʊtel/

_____

_____

B Camping in Scotland in October! You'll be freezing.

A /nəʊ wi wəʊnt wiv gɒt strɒŋ tents lɒts əv wɔ:m kləʊz ən θɪk sli:pɪŋ bægz/

_____

_____

B Have you checked the weather forecast?

A /əv kɔ:s wi hæv ənd ɪts prɪti wɔ:m fər ɒktəʊbə/

_____

B OK then. It'll be quite an adventure!

A /eksələnt aɪl tel ðɪ ʌðəz ðeɪl bi dɪlaɪtəd wɪəl pɪk jʊ ʌp ət sɪks ɒn fraɪdeɪ si: jʊ ðen gʊdbaɪ/

_____

_____

B Bye!

8 Modal auxiliary verbs *need* and *needn't have*

Modal verbs of probability

1 How certain?

T 8.1 Read the sentences and decide on the degree of certainty expressed.
Put two ticks (✓✓) if the idea expressed is certain.
Put one tick (✓) if it is a possibility.

Examples

[✓✓] I'll see you tomorrow at ten o'clock.
[✓] Take your umbrella. It might rain.

a [ ] Don't worry. Everything will be all right.
b [ ] We might be moving to Oxford.
c [ ] That must be John's new car.
d [ ] He can't have been telling the truth.
e [ ] He might have left a message on the answering machine.
f [ ] Jane will be arriving any time now.
g [ ] I don't know where she is. She may have gone shopping.
h [ ] They haven't arrived yet. They can't be coming.
i [ ] 'Where's Ann?' 'She could be washing her hair.'
j [ ] She must have been very upset when you told her the news.
k [ ] You ought to pass the exam. You've done a lot of revision.
l [ ] It shouldn't be difficult to find the Science Museum. It's well signposted.

2 Present probability

T 8.2 Respond to the statements or questions using the words in brackets. Put the verb in its correct form.

Examples
Jane's got lots of spots. (might, chicken pox)
She might have chicken pox.
Harry is packing his suitcase. (must, go on holiday)
He must be going on holiday.

a Jenny looks really unhappy. (must, miss, boyfriend)
_____

b Who's at the front door? (will, Tom)
_____

c Where's Kate? It's eleven o'clock in the morning! (can't, still, sleep)
_____

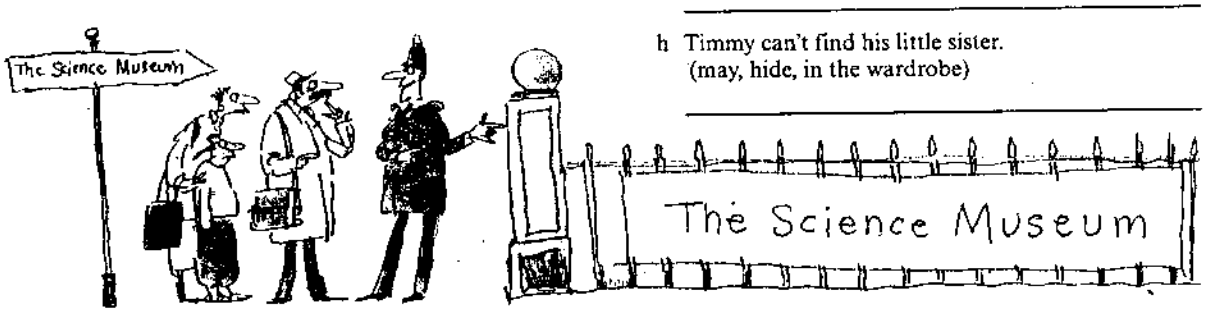
d Where are the scissors? (should, the top drawer)
_____

e Why are all the lights on in their house? (could, have, party)
_____

f James has been working all night. (must, deadline to meet)
_____

g It's been snowing all night. (might, difficult, drive, work)
_____

h Timmy can't find his little sister. (may, hide, in the wardrobe)
_____



3 Past probability

1 Use the table to give an explanation for each of the situations below.

		cut it	a cake.
		gone	a party last night.
	must have	mislaid	to Andy.
He	can't have	arrived home	something naughty.
She	might have	got engaged	for ages.
They	should have	had	without me.
		been doing	by now.
		been making	my number.

a Stella's wearing a beautiful diamond ring.

b Look at the length of the grass in Bill's garden.

c The children ran away laughing and giggling.

d There's flour on grandma's nose.

e Paul and Gary said they'd wait for me, but I can't see them.

f Clive's flat is so clean and tidy.

g It's after midnight. Henry and Sally left ages ago.

h I don't know why Tara didn't ring.

2 Do the same with this table. Note that here the perfect infinitive passive is used.

		watered	by the wind.
		given	by a stone.
It	must have been	washed	properly.
They	can't have been	shattered	for a long time.
		blown down	enough to eat.
		mended	with something red.

a A tree has fallen across the road.

b My white jeans have turned pink!

c My TV has broken and I've only just had it fixed.

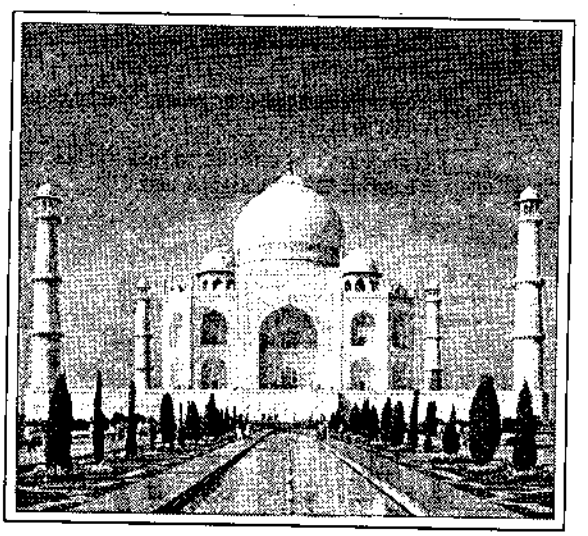
d David's pet goldfish has died.

e All the flowers in the garden have died.

f The car windscreen is broken.

3 Make sentences from the table.

	can		
	will		
If I go to India I	may	see the Taj Mahal.	
If I went to India I	might	have seen the Taj Mahal.	
If I'd gone to India I	would		
	could		



4 Deductions about the present and past

T 8.3 Complete the sentences, putting the verbs in brackets into the correct form.

a 'What are all those people doing with those lights and cameras?'

'They _____ (must/make) a film.'

b 'I wonder how the thief got into our apartment?'

'He _____ (could/use) the fire escape or he _____ (might/climb up) that tree.'

c 'I saw Harry waving someone off in a taxi.'

'That _____ (would/be) his cousin from Australia.'

d 'Bill told me that he'd spent £50,000 on a birthday present for his girlfriend, but he _____ (may/joke). He _____ (can't/spend) that much.'

'I think you _____ (must/mishear) him.'

e 'It's five past eleven. Ken and Cathy's plane _____ (should/touch down) in Kennedy Airport right now.'

'Your watch _____ (must/be) slow. It's nearly half past. Their plane _____ already _____ (will/land).

f 'Bring very warm clothes. It _____ (could/snow) when we arrive. It _____ (can/snow) in the mountains even in summer.'

Revision of all modals

5 Meaning check

Each modal auxiliary verb has several different meanings. For each of the following sentences, two explanations are given. Tick the most likely explanation.

Example

Megan *should* get good results in her exams.

☒ Megan has an *obligation* to get good results in her exams.

☑ It is *probable* Megan will get good results in her exams.

a **I *couldn't* swim until I was 16 years old.**

☐ I didn't have *permission* to swim until I was 16 years old.

☐ I didn't have the *ability* to swim until I was 16 years old.

b **Passengers *may* smoke once the plane is airborne.**

☐ There is a *possibility* that passengers will smoke once the plane is airborne.

☐ Passengers have *permission* to smoke once the plane is airborne.

c **No one *can* smoke on the London Underground.**

☐ No one has the *ability* to smoke on the London Underground.

☐ No one has *permission* to smoke on the London Underground.

d **You *should* wear glasses.**

☐ My *advice* is that you wear glasses.

☐ There is a *probability* that you will have to wear glasses.

e ***Will* you answer the door?**

☐ Are you at some time in the *future* going to answer the door?

☐ I'm *asking* you to answer the door.

f **I *couldn't* get the top off the bottle.**

☐ I did not have *permission* to get the top off the bottle.

☐ I did not *manage* to get the top off the bottle.

g **You *must* be tired.**

☐ I am *sure* you are tired.

☐ I *order* you to be tired.

h **Andrew's got a meeting after work so he *may* not go to the party.**

☐ Andrew does not have *permission* to go to the party.

☐ There's a *possibility* Andrew won't go to the party.

i **You *needn't* have given me a lift.**

☐ You *gave* me a lift. This was very kind but *not necessary*.

☐ You *didn't give* me a lift because it *wasn't necessary*.

j **You *might* have helped to clear up after the party!**

☐ I'm angry because I think you *ought* to have helped clear up.

☐ I think that there's just a *possibility* that you helped to clear up.

6 Which modals fit?

1 Which of the words in the box will fit the sentences? Often there is more than one possibility.

will	should	can	ought to	could
must	may	have to	might	

a You _____ get your hair cut. It's much too long.

b _____ I ask you a question?

c Young children _____ be carried on this escalator.

d You _____ never get a seat on this train. It's always packed.

e I _____ be studying Mandarin Chinese next year.

f I _____ already speak five languages fluently.

g You'll _____ work much harder if you want to pass.

h It's Saturday night. There _____ be something good on TV.

i You _____ leave your valuables in the hotel safe.

j You _____ be over 1m 60 cm tall to be an air hostess.

2 Underline the correct answer.

a You *mustn't/shouldn't* have any problems with Jack. He's such a good baby.

b You *don't have to/mustn't* use cream in this sauce, but it makes it much tastier.

c I *couldn't/wouldn't* watch my favourite TV programme because Sue rang up for a long chat.

d Timmy's so stubborn. He just *can't/won't* do what he's told.

e I'm afraid I *cannot/may not* come to your wedding as I'm on holiday in Australia.

f I *was able to/could* get 10% off the marked price by paying in cash.

g I *should have gone/had to go* to visit Uncle Tom in hospital after work, but I was too tired.

h You *don't have to/mustn't* say a word about this to your mother. It's a surprise.

7 Obligation and permission

1 Read the article and put the correct expression from the box into the gaps.

The 1901 Teaching Contract for Female Teachers

At the beginning of the 20th century female teachers had a very restricted life. There was a set of 'golden rules' that they had to abide by or risk instant dismissal. The rules were there to make sure teachers commanded authority and respect, but for women it meant sacrificing a lot of personal freedom. Nowadays it seems quite incredible that such strict rules should be enforced on female teaching staff.

1 You _____ during the term of your contract.

2 You _____ company with other women.

3 You _____ authority and respect from your pupils at all times.

4 You _____ between 8 p.m. and 6 a.m. unless attending a school function.

5 You _____ ice-cream parlours at any time.

6 You _____ in a carriage or automobile with any man unless he is your father or brother.

7 You _____ the schoolroom floor at least once daily.

8 You _____ in plain colours of grey or black and your dresses _____ no more than 1 inch above the ankles.

9 You _____ beyond the city limits without the permission of the chairman of the board of school governors.

cannot ride
will not marry
will dress
shall sweep
may not visit
may not travel
must be
must be at home
should command
can only keep

2 Nancy Wilson was a teacher in Valley Road School, Sunderland from 1920 to 1929. Read her comments about it and complete them with a suitable past expression from below.

had to	didn't have to	was allowed (to)
couldn't	weren't allowed to	were forbidden to

a I was the youngest of six daughters and like many middle-class girls, I _____ become a teacher. I had no choice.
I _____ earn a living any other way.

b My day started at seven o'clock in the morning, when I _____ sweep and dust the schoolroom, and we _____ leave at the end of the day until this task was repeated.

c I had two grey dresses and I wore one of them every day. It _____ be grey. Black _____ also _____, but we _____ wear anything fashionable or colourful.

d We _____ ride in automobiles with any men except our father or brothers. This was no hardship because our family had no car.

e The most ridiculous rule of all was the one about visiting ice-cream parlours. I can't imagine why we _____ go there.

f Eventually, when I was 29, I did meet and marry a young man, Jack. Then, of course, I _____ give up teaching. You _____ continue as a married woman.

8 Present to past

Rewrite the sentences to make them refer to the past.

Example
I must post the letters.
I had to post the letters.

a I have to take the pills three times a day.
_____

b They must be away on holiday.
_____

c We can't see the top of the mountain.
_____

d He can't be a millionaire.
_____

e We mustn't shout in the classroom.
_____

f He won't go to bed.
_____

g That will be John on the phone.
_____

h You should be more careful.
_____

i You don't have to do this exercise.
_____

9 Positive to negative

Rewrite the sentences to make them negative.

a You must stop here.
_____

b We must learn the whole poem.
_____

c They had to take off their shoes.
_____

d He must be speaking Swedish.
_____

e We had to wear a uniform at school.
_____

f You'll have to help me do this exercise.
_____

need

10 *need* and *needn't have*

Need can have the forms of an ordinary verb or a modal auxiliary verb.

1 It most often has the forms of an ordinary verb. It is usually followed by an infinitive with *to*.

*She **needs** to rest.*
*Does she **need** to rest?*
*She **doesn't need** to rest.*

It can be used as a modal verb in the negative and question, but mainly in the negative.

Need she rest now?
*She **needn't** rest yet.*

2 *Need* + *-ing* = *need* + passive infinitive

The house needs painting.
= The house needs to be painted.

3 *Need* has **two** past forms. They have different meanings:

didn't need to
= it wasn't necessary, so it probably wasn't done.

needn't have
= it wasn't necessary, but it was done.

*I **didn't need to** hurry, so I didn't. I took my time.*
*I **needn't have** hurried, but I did. The film started at seven, not six.*

Both are opposites of *had to*.

1 In the sentences below put an **M** when *need* is used as a modal verb and a **V** when *need* is used as an ordinary verb.

a ☐ I need to go home.
b ☐ You needn't come if you don't want to.
c ☐ Ian doesn't need to pass all his exams to get a place at university.
d ☐ More money is desperately needed to protect the world's endangered species.
e ☐ We didn't need to hurry. We had plenty of time.
f ☐ Need I pay now or can I pay later?
g ☐ I needn't have got up so early. I forgot it was Saturday.
h ☐ If you have any problems, you only need to tell us and we'll try to help.
i ☐ I need to water the garden.
j ☐ You needn't have walked home, I could have given you a lift.

2 Underline the correct word or words. Sometimes two are correct.

Example
I *mustn't / needn't / don't have to* do this exercise but it might help.

a You *mustn't / needn't / don't have to* think I'm always this tired and irritable after work. I've just had a bad day.
b We *mustn't / needn't / don't have to* book a table, the restaurant won't be full on a Monday night.
c Do you really *must / need to / have to* go now? Can't you stay a bit longer?
d You *mustn't / don't need to / don't have to* eat all your vegetables. Just have the carrots.
e You *didn't need to wake / needn't have woken* me up, I'm not going to work today.
f The doctor said that I *didn't need to take / didn't have to take / needn't have taken* the tablets any longer because the rash was so much better.
g Have I *must / need to / got to* ring and confirm my room reservation?
h We *didn't need to buy / needn't have bought* all that champagne for the party. Only three people came!

Vocabulary

11 Words that go together

Choose the best answer, A, B, C, or D.

a He said I hadn't given him his book, but I was _____ sure I had.
A entirely **B** totally **C** quite **D** rather

b If you want to _____ success in life, you have to work hard.
A achieve **B** receive **C** award **D** earn

c He was homesick, and he _____ all his family and friends.
A lost **B** lacked **C** desired **D** missed

d I wanted to put my new stereo together, but I couldn't make _____ of the instructions.
A sight **B** sense **C** reality **D** understanding

e If I breathe in, I get a sharp _____ in my chest.
A hurt **B** wound **C** ache **D** pain

f The _____ of living goes up and up. It'll never go down.
A price **B** value **C** cost **D** expense

g Use your time sensibly. Don't _____ it.
A spend B waste C pass D lose

h First you lost your job, now your car's been stolen. You've had a lot of bad _____ recently.
A luck B chance C fortune D risk

i You look worried. What's on your _____?
A brain B head C mind D thoughts

j If you park your car in the wrong place, you have to pay a _____ .
A fine B ticket C caution D fee

k I like watching political _____ on television.
A rows B debates C arguments D conversations

l This hotel really tries hard to look after its _____ .
A clients B patients C customers D guests

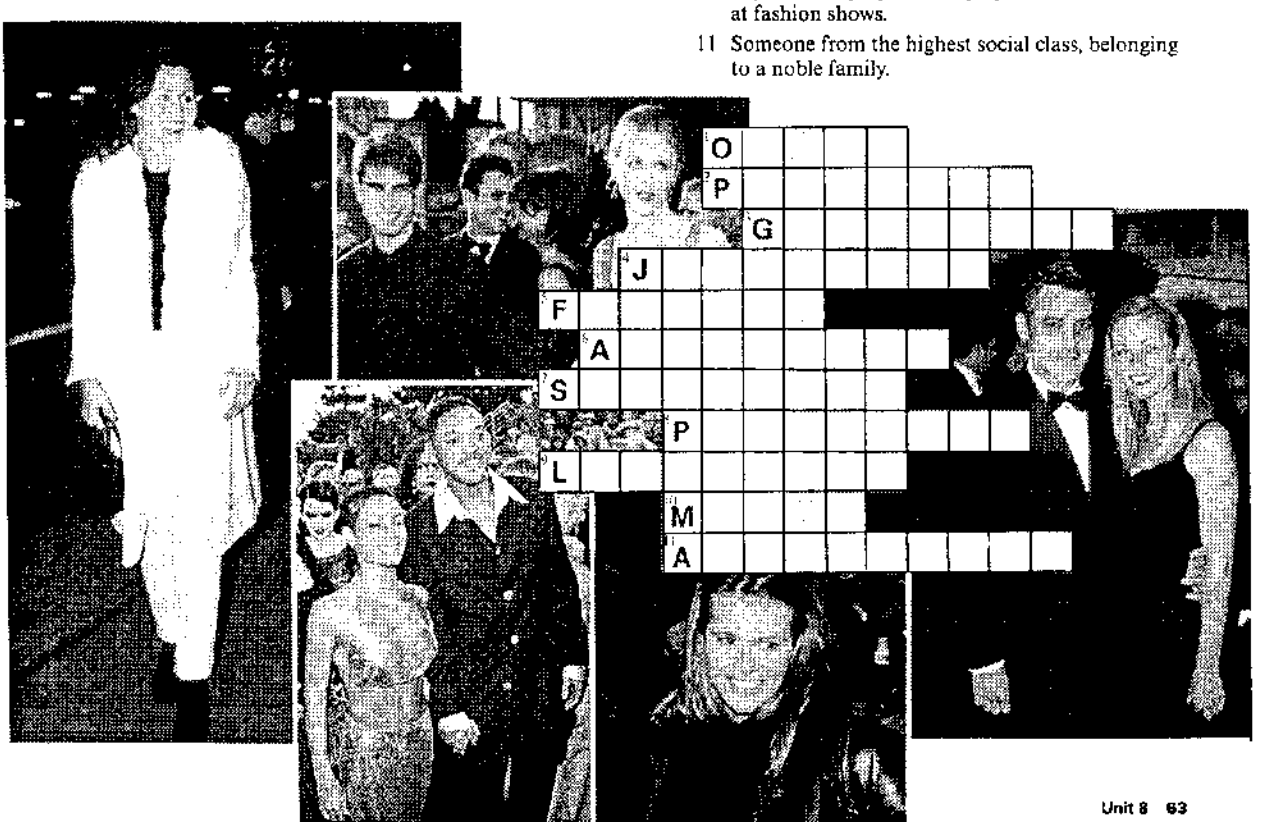
m I got some holiday _____ from the travel agents.
A albums B manuals C brochures D handbooks

n I'm _____ a small flat for the three months I'm in London.
A hiring B letting C booking D renting

12 A word puzzle

All the words in this crossword are associated with the rich and famous. Complete the crossword to reveal the vertical word.

1 An annual award in the form of a small statue, presented in the USA for excellence in the cinema.
2 The first public performance of a new play, or showing of a new film.
3 Beauty, wealth, and excitement mean that many film stars have a very ___ lifestyle.
4 A person who is rich, successful, and fashionable, and who travels a lot to expensive places.
5 An organized group of a star's fans.
6 A famous person's signature.
7 A person who is well-known in fashionable society and goes to a lot of fashionable parties, etc.
8 A big, luxury apartment at the top of a building. Expensive hotels often have a series of rooms on the top floor called the ___ suite.
9 A very large, long, expensive, comfortable car, often driven by a chauffeur. More usual in America.
10 A person employed to display clothes, hats, etc. at fashion shows.
11 Someone from the highest social class, belonging to a noble family.



Prepositions

13 Verb + preposition

Many verbs are followed by prepositions. Put the correct preposition into each gap.

Example
I agree *with* every word you say.

a I applied _____ the job, but I didn't get it.

b What are you all laughing _____? What's the joke?

c He died _____ a heart attack.

d She's suffering badly _____ sunburn.

e Do you believe _____ magic?

f I didn't realize that Maria was married _____ George.

g He's acted _____ three major films.

h Did you succeed _____ convincing your father you were telling the truth?

i Compared _____ you I'm not very intelligent at all!

j We've complained _____ our teacher _____ the amount of homework we get.

Pronunciation

14 Consonant clusters and connected speech

1 English has many words with groups (or clusters) of consonants.

Examples
jumped /dʒʌmpt/
stream /striːm/
crisps /krɪsps/

T 8.4 Say these words aloud and then transcribe them. They all come from Unit 8 and contain groups of consonants.

a /dʌznt/ _____

b /ʃʊdnt/ _____

c /mʌsnt/ _____

d /mʌslz/ _____

e /kræʃt/ _____

f /dɪstɪŋktli/ _____

g /speʃl/ _____

h /grʌmbld/ _____

i /θrɪld/ _____

j /maːvləs/ _____

k /ɪksaɪtmənt/ _____

l /sɪksθ/ _____

m /ɪmprest/ _____

n /leŋθ/ _____

o /kʌmftəbl/ _____

2 T 8.5 In sentences words often run into each other, making more clusters of consonants. Say the sentences aloud and then transcribe them.

Example
/hi dɪdnt send mi ə pəʊskɑːd/
He didn't send me a postcard.

a /ðə kaː wɪnskriːnz smæʃt/

_____

b /maɪ ʌŋklz spremd ɪz æŋkl/

_____

c /ðɪs kriːm dʌznt teɪst freʃ/

_____

d /jʊ dəʊnt hævtə skriːm/

_____

e /ðiːz waɪt dʒiːnz məstəv ʃrʌŋk/

_____

f /ʃi əraɪvd drest ɪn ðə leɪtəst faʃn/

_____

g /hi dʌznt nəʊ ɪz əʊn streŋθ/

_____

h /hi kɑːntəv frkst ɪt prɒpəli/

_____

9 Questions and negatives
I don't think you're right

Negatives

1 Negative auxiliaries

Complete the sentences with a negative auxiliary from the box.

isn't	aren't	'm not	hasn't	didn't
doesn't	don't	hadn't	won't	haven't

a Jackie speaks fluent French, but I _____ .

b We wanted to leave the party, but Fred _____ .

c I've been to America, but my parents _____ .

d I thought Volvos were made in Austria, but they _____ .

e They said the weather would be nice today, but it _____ .

f I'm going to give up smoking, but my girlfriend _____ .

g My husband's really mean with money, but I _____ .

h Jo likes Indian food, but Andrew _____ .

i Bill thought I'd forgotten our wedding anniversary, but I _____ .

j The bedroom's been decorated, but the bathroom _____ .

2 *no, not, -n't,* or *none*?

Put *no*, *not*, *-n't*, or *none* into each gap.

Examples
I'll help you, but *not* tonight.
We have *no* onions left. Sorry.
None of us understood the lesson.
The teacher was*n't* very clear.

a I asked you _____ to make a mess.

b Why did _____ you do what I asked?

c How do you manage _____ to pay any taxes?

d Bring Penny to the party, but _____ Bill. He's too loud.

e There's _____ meat in this dish, so it's suitable for vegetarians.

f 'Who likes algebra?' '_____ me.'

g 'Where's the nearest swimming pool?' 'There are _____ around here.'

h She has _____ idea of how to enjoy herself.

i Why have _____ you been in touch with me for so long?

j She cooked a good risotto, but _____ the way my mother does.

k 'Do you work late?' '_____ if I can help it.'

l 'Where's the coffee?' 'There's _____ left.'

m _____ plants can survive totally without water.

n I've got _____ time for people who are intolerant.

o _____ of my friends smoke.

p 'Do you like classical music?' '_____ usually.'

3 Making sentences mean the opposite

Rewrite the sentences to give them the opposite meaning. Make any necessary changes.

Example
She's got lots of money.
She hasn't got any money at all.
She has absolutely no money.

a All of the students passed the exam, so their teacher was pleased.

b Tom was a successful businessman, who achieved a lot in his life.

c Our house is difficult to find. Everybody always gets lost.

d We had a lovely time in Venice. There weren't many people there.

e You must exercise your ankle. Try to move it as much as possible.

f I must iron my shirt. I'm going out tonight.

g You need to come with me. I won't go on my own.

h I was in a hurry, because I needed to go to the shops.

i You ought to have given the dog something to eat.

j I told you to go to work. Why are you in bed?

4 *I don't think you're right*

1 Remember that in English we usually say *I don't think* + affirmative verb rather than *I think* + negative verb. Other verbs like this are *believe, suppose,* and *expect.*
*I **don't think** I know you.*
*I **don't expect** we'll meet again.*
*My parents **didn't believe** I'd pass my exams.*

2 We can also use the verbs *seem, expect,* and *want* in the negative followed by an infinitive.
*She **doesn't seem to be** very happy.*
*I **don't expect to get** the job.*
*I **don't want to go** back to that restaurant.*

Rewrite the sentences, using the verb in brackets in the negative.

Example
You haven't met my wife. (I think)
I don't think you've met my wife.

a You haven't got change for a fiver. (I suppose)

b This machine isn't working. (The machine seems)

c It wasn't going to rain. (I thought)

d Their daughter won't marry a footballer. (They want)

e I wasn't going to see you at this party. (I expected)

f You haven't seen Robert recently. (I suppose)

g I wouldn't like snails. (I think)

h You don't remember me. (I expect)

i She doesn't like her job. (She seems)

j She didn't get grade A in all her exams. (I believe)

Questions

5 Buzz Aldrin, the man on the moon

T 9.1 Read the text about Buzz Aldrin, one of the first men to walk on the moon. Write questions for the answers.

THE MAN WHO FELL TO EARTH

BUZZ ALDRIN was part of the Apollo 11 mission in 1969 when man first walked on the moon. Neil Armstrong went first, followed by Buzz. Nothing in all his training had prepared him for that moment, and he has been travelling the world ever since, reliving the experience.

He was born in New Jersey in 1930, and he graduated from West Point Military Academy. He served as a pilot in Korea and West Germany, and in 1966 he was chosen as an astronaut.

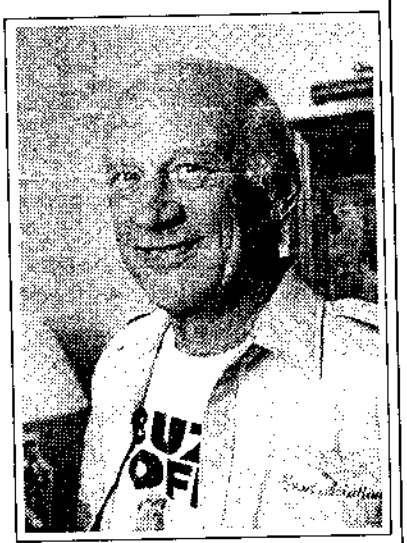
Apollo 11 was launched to the moon on July 16. Four days later they landed near the Sea of Tranquility. The mission ended on July 24, with a splashdown in the Pacific Ocean.

On coming back to earth, he became very depressed, and suffered from alcoholism. He had married for the first time when he was young, and had three children. His second marriage lasted a very short time.

Fortunately, he seems to have found happiness and stability with his third wife, Lois Driggs Cannon, who saved him from self-destruction. They now live with their three dogs in California, and have six cars 'for fun'.

He has written his autobiography and a science fiction book, called *Encounter with Tiber*, which was published in 1996.

He now travels the world, giving lecture tours and raising funds for space exploration.



a _____?
In 1969.

b _____?
Neil Armstrong.

c. _____
_____?
Since 1969.

d _____?
In New Jersey.

e *Which* _____
_____?
West Point.

f _____?
In Korea and West Germany.

g _____?
In 1966.

h _____?
On July 16, 1969.

i _____?
Eight days.

j _____?
He became very depressed.

k _____?
Alcoholism.

l _____
_____ *from his first marriage*?
Three.

m _____?
Three times.

n _____ *self-destruction*?
Lois Driggs Cannon.

o _____?
With their three dogs.

p _____?
Six.

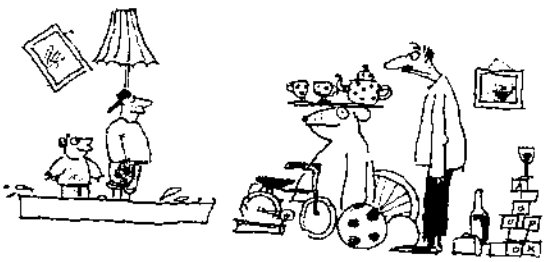
q *What sort* _____?
Autobiography and science fiction.

r _____?
In 1996.

s _____ *these days*?
He gives lectures and raises funds for space exploration.

6 Dialogues and question formation

T 9.2 Complete the questions in the dialogues.



a **A** _____ that mess in the living room?
B We did. Sorry.

A _____ doing?
B We just had a few friends round.

A When _____?
B We'll do it right now. Promise.

b **A** I went to a party last night.

B _____ like?
A It was all right, I suppose.

B _____ talk ___?
A Well, I had a bit of a chat with Vicky.

B _____ about?
A This and that. Mainly about Sam, her boyfriend. Or rather, her ex-boyfriend.

B Oh, dear, _____ wrong?
A They had a huge row.

B _____?
A He thought she was chatting up some other bloke, but she wasn't.

c **A** Did you hear about Joe? He was taken to hospital this afternoon.

B _____?
A Because he was attacked.

B _____?
A Some youths.

B _____ when he was attacked?
A He was just walking home from school.

B _____?
A Well, he's not seriously hurt, thank goodness.

B _____ to?
A St Mary's, the one near the stadium.

B How long _____ in hospital?
A Just overnight.

7 Questions and prepositions

1 Complete the questions with a preposition from the box.

in	of	by	with	to	from	at	about	for	on

a Who was that book written _____?

b Who does this dictionary belong _____?

c What are you looking _____?

d What did you spend all your money _____?

e What is your home town famous _____?

f What sort of books are you interested _____?

g What are you talking _____?

h What are you so afraid _____?

i 'You've got a postcard.' 'Oh. Who is it _____?'

j Who are you angry _____? James or me?

2 Write a short question with a preposition in reply to these sentences.

Example
I went to the cinema last night. *Who with?*

a I'm very cross with you.

_____?

b We're going away for the weekend.

_____?

c I'm very worried.

_____?

d I'm going to Australia.

_____ *for?* A week? A month?

e I bought a present today.

_____?

f Have you heard? Jane has got engaged.

_____?

g Can you cut this thread for me.

_____? I haven't got any scissors.

8 *How ... ?* and *What ... like?*

T 9.3 Write questions with either *How ... ?* or *What ... like?*

Examples
How are you? I'm fine, thanks.
Sue's got a new boyfriend. *What's he like?*

a We had a new teacher today, called Peter Briscall.
_____?

b _____ today? (school)
Same as ever. Boring.

c We went to that new Thai restaurant last night.
_____? (food)

d Nice to see you. Come on in._____?
(journey)
Not too bad. Just a few hold-ups.

e Hi, Mum. I'm phoning you from Australia!
Hello, dear. _____? (weather)
It's very hot.

f I went to see my Grandma in hospital yesterday.
_____?
Not too bad.

g You should see my new flat!
_____?

h _____ these days? (your job)
OK. It could be worse.

9 Negative questions

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

A	B
a Are you ready yet?	1 What have you been doing all this time?
b Aren't you ready yet?	2 It's time to go.
c Don't you want me to help you?	3 I thought you did.
d Do you want me to help you?	4 I will if you want.
e Aren't you a member of the tennis club?	5 I'm sure I've seen you there.
f Are you a member of the tennis club?	6 If you are, we could have a game.
g Don't you know the answer?	7 Yes or no?
h Do you know the answer?	8 I'm surprised at you!
i Don't you think it's beautiful?	9 Surely you agree with me!
j Do you think it's beautiful?	10 I'm asking because I'm not sure.
k Didn't I tell you I'm going out tonight?	11 I can't remember now.
l Did I tell you I'm going out tonight?	12 I thought I had. Sorry.

Vocabulary

10 Antonyms and synonyms

1 For each of the adjectives or verbs in **A**, write its opposite in **B** using a prefix.

A	B	C
kind	*unkind*	*cruel*
honest		
credible		
appear		
fair (= equal)		
pleased		
continue		
fasten		
normal		
employed		
friendly		
trust		
professional		
known		
cover		
safe		
use		
probable		
important		
emotional		

2 In column **C**, write a synonym for the words in **B**, choosing one of the words in the box.

exceptional	reserved	damage	vanish	trivial
unbelievable	annoyed	biased	reveal	halt
hazardous	redundant	unlikely	~~cruel~~	undo
anonymous	amateur	deceitful	suspect	hostile

11 Hot Verbs *keep* and *lose*

1 Which words and expressions go with *keep*, and which go with *lose*? Tick the correct column.

keep		lose
✔	calm	
	weight	✔
	a promise	
	your way	
	going	
	in touch with sb	
	sb company	
	your nerve	
	a secret	
	sb waiting	
	your temper	
	fit	

2 Complete the sentences with one of the expressions above in the correct form.

a When you go away, please write. I'd like to _____ with you.

b When the children broke the TV, I _____ my _____ and started shouting at them.

c 'I'm tired. Can't we have a rest?' 'No. We can't stop. We must _____ until we get to the top of the mountain.'

d Can you _____? Jane and I have decided to get married, but don't tell anyone.

e I was going to do a bungee jump, but when I stood at the top I couldn't do it. I _____ and I had to climb down.

f I go to the gym every day because I like to _____.

g 'Oh no! I've lost my purse!' 'Now don't panic. _____! When did you last have it?'

h Sorry I'm late. I took the wrong road and I _____ my _____. I ended up miles away and I had to ask for directions.

Phrasal verbs

12 Phrasal verbs and nouns that go together

1 Some phrasal verbs have a strong association with certain objects.

Examples
set out on a journey
work out the solution to a problem
blow out the candles on a birthday cake

Match a verb in **A** with an object in **B**. Careful! There may be several possibilities, but there is usually one answer that is best.

A	B
come up with	a cupboard and throw out what you don't want
beat up	a naughty child
break into	an old man, a victim of a crime
break off	a problem, a complaint, a difficult customer
bring out	the other people in the group
bring up	a university course after one year
clear out	someone you respect
count on	a new idea, a plan
deal with	your best friend to help you
drop out of	children to be honest and hard-working
fit in with	a house, a flat, to steal something
look up to	a fact that someone might not be aware of
point out	what I said - I didn't mean it
take back	a relationship, an engagement
tell off	a new product on the market

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

a It's time to _____ my garage. There's so much rubbish in it that I need to get rid of.

b Waterhouse Publishers are _____ a new book on the history of the twentieth century. It should be in the shops next month.

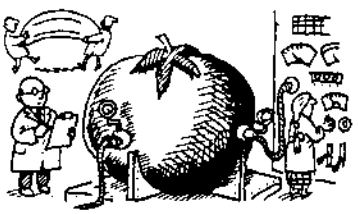
c The thieves _____ the warehouse and stole goods worth £2,000.

d As they were leaving, they were disturbed by the security guard.
They _____ him _____ and left him bleeding on the ground.

e He _____ his elder sister, because to him she always seemed so wise and experienced.

f I accused you of being mean the other day. I _____ it all _____. I'm so sorry. I didn't mean it.

g 'Which one's Adam?' 'When I see him, I _____ him _____ to you.'



h Scientists will have to _____ new methods of increasing the world's food supply.

i She _____ Tom _____ because he hit his baby sister and made her cry.

j Waiter to another waiter: 'I'll _____ this order that has gone wrong, if you look after the customers who have just come in.'

k I had a new student in my class today. He seems very nice. I'm sure he'll _____ the rest of the class just fine.

l Why did you _____ university after just one term? What are you going to do with the rest of your life?

m I'm standing in the elections to be President. I hope I can _____ your support.

n My parents _____ me _____ to be a Catholic, but I don't go to church any more.

Pronunciation

13 Intonation in question tags

T 9.4 In question tags the intonation either falls ▼ or rises ▲.

1 ▼ Falling intonation means that the sentence is more like a statement = 'I'm sure I'm right. Can you just confirm this for me?'

It's really warm again today, isn't it?
You've lost the car keys again, haven't you?

2 ▲ Rising intonation means that the sentence is more like a real question = 'I'm not sure if I'm right about this. Correct me if I'm wrong.'

You've been invited to Jane's party, haven't you?
John didn't fail his driving test again, did he?

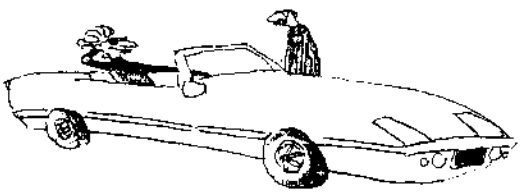
Both patterns are very common in spoken English because they invite other people to join in the conversation.

1 T 9.5 Write in the question tags for the statements. Mark whether it is more likely to fall or rise.

a You're angry with me, *aren't you?* ▼
b Last night was such a hot night, _____ ? ☐
c You couldn't help me carry this bag, _____ ? ☐
d Tom's late again, _____ ? ☐
e Cold for the time of year, _____ ? ☐
f Toby hasn't drunk twelve pints of lager, _____ ? ☐
g I'm just hopeless at telling jokes, _____ ? ☐
h You haven't seen my pen anywhere, _____ ? ☐
i This is a difficult exercise, _____ ? ☐
j By the end of the film we were all in tears, _____ ? ☐
k You wouldn't have change for a ten-pound note, _____ ? ☐
l We'd never seen a sunset like that before, _____ ? ☐

2 T 9.6 Write a sentence and a question tag for the following situations and choose the intonation pattern.

Example
You ask Tom if he could help you do your homework.
Tom, you couldn't help me with my homework, could you? ▲



a You and a friend are looking at new cars in a car showroom. You can see that your friend really likes the red sports car.

You _____ ?

b You think that Vanessa is going on a business trip to Rome next week, but you're not absolutely sure.

Vanessa, you _____ ?

c You're coming out of a restaurant where you have just had a really tasteless meal with a friend.

That _____ ?

d You can't believe that your sister has borrowed your new coat again.

You _____ ?

e You need a neighbour to water your plants while you're away.

You _____ ?

10 Expressing habit
get and *become*

Present and past habit

1 Tina's diary

1 T 10.1 Read Tina's diary. Then complete the sentences using one of the words from below. Use each word or expression *once* only.

always	sometimes	frequently	usually	will
rarely	occasionally	hardly ever	used to	would

Example
Tina *always* gets up at 7 o'clock.

a She _____ has breakfast. ☐
b Uncle Jim _____ writes to Tina. ☐
c Tina _____ go to school with Fran. ☐
d The trains are _____ delayed. ☐
e The trains are _____ on time. ☐
f Tina _____ arrives at work on time. ☐
g Karen is _____ shouting at Tina. ☐
h Tina _____ goes to bed early. ☐
i Next door's cat _____ leave birds on Tina's doorstep. ☐
j Tina and her Mum _____ often watch old films on rainy Sunday afternoons. ☐

2 Tick (✓) those sentences which express past habit.

Monday September 7th

Got up at 7 o'clock. Had a slice of toast for breakfast. Got a letter from Uncle Jim in Australia, which was nice as he doesn't write that often. Work was boring, but at least Tony rang this evening and asked to take me to the cinema. Excellent! Went to bed at 10.30.

Tuesday September 8th

Got up at 7 o'clock. Had an egg for breakfast. Karen, my boss, shouted at me again for being late. I can't help it if my train's late! Watched TV in the evening with my friend Fran, and we had a bottle of wine. Fran is my oldest friend. We went to school together.

Wednesday September 9th

Got up at 7 o'clock. I didn't feel like any breakfast today. I think I drank too much wine last night. Next door's cat had caught another bird and left it on my doorstep. She does this a lot, and it's not a pleasant sight in the morning. Late for work again. Karen cross again. Had an early night. I want to look my best for Tony tomorrow.

Thursday September 10th

Got up at 7 o'clock. Had some cornflakes for breakfast. I couldn't believe it. My train was actually on time today, so for once Karen didn't shout at me. Tony took me to see a great film called The Preacher's Wife. It reminded me of an old, black and white film I'd watched years ago with Mum. We always enjoyed watching old films on rainy Sunday afternoons.

Tony kissed me goodnight and asked to see me at the weekend. I think I'm in love.

Friday September 11th

Got up at 7 o'clock. Had a boiled egg for breakfast. Karen shouted at me for being late again. Went out with Fran for a pizza, but didn't drink any wine as I want to feel my best for Tony tomorrow. Thank God it's Friday!

2 Present habit

1 T 10.2 Match a sentence in **A** with a sentence in **B**.
Use your dictionary to check any new words.

A	B
1 She's really generous.	a He's always working overtime.
2 He's so disorganized.	b She never thinks before she speaks.
3 She's so fashionable.	c He won't ever do what he's told.
4 He's so dishonest.	d She's always buying me presents.
5 She's incredibly house-proud.	e He's always telling lies.
6 He's really stubborn.	f She'll only wear designer clothes.
7 She's so rude.	g He never finishes anything he starts.
8 He's so gullible.	h She's always dusting and polishing.
9 She's very energetic.	i He'll believe anything you say.
10 He's very ambitious.	j She jogs to work every day.

2 Write similar sentences to those in **B** above.
Use either the Present Simple, *always* + the Present Continuous, or *will*.

a She adores ice-cream.

_____

b He's dreadfully big-headed.

_____

c She's very fussy about her food.

_____

d He hates all sport.

_____

e They're terrible spendthrifts.

_____

f He's a real computer freak.

_____

_____

g She's a telly addict!

_____

h He's a total pessimist.

_____

i Their children have terrible table manners.

_____

j He's such a loyal friend.

_____

3 Past habit with *used to* and *would*

1 Complete the sentences with the correct form of *used to*, positive, question, or negative.

a There _____ be a beautiful old building where that car park is now.

b _____ have a Saturday job when you were at school?

c She _____ be so moody. It's only since she lost her job.

d _____ play cricket when you were at school?

e My grandfather never _____ get so out of breath when he climbed the stairs.

f Julie _____ be as slim as she is now. She's been dieting.

g Where _____ go out to eat when you lived in Madrid?

h _____ smoke 60 cigarettes a day? How did you give up?

2 Which of the verb forms can complete the sentences below? Tick all possible answers.

Example
We ____ Auntie Jean every time we went to London.
a ☑ *visited* b ☑ *used to visit* c ☑ *would visit*

1 I ____ long blonde hair when I was first married.
a ☐ *had* b ☐ *used to have* c ☐ *would have*

2 Pam ____ out with Andy for six months but then she ditched him.
a ☐ *went* b ☐ *used to go* c ☐ *would go*

3 We ____ coffee and croissants every morning for breakfast.
a ☐ *had* b ☐ *used to have* c ☐ *would have*

4 We ____ to each other every day when we were apart.
a ☐ *wrote* b ☐ *used to write* c ☐ *would write*

5 He ____ to me for 25 years and then stopped.
a ☐ *wrote* b ☐ *used to write* c ☐ *would write*

6 In the old days people ____ you if you were in trouble.
a ☐ *helped* b ☐ *used to help* c ☐ *would help*

7 I ____ living so close to the sea.
a ☐ *loved* b ☐ *used to love* c ☐ *would love*

8 Dave ____ Molly three times if she wanted to go out with him.
a ☐ *asked* b ☐ *used to ask* c ☐ *would ask*

9 I ____ questions in class. I was too shy.
a ☐ *never asked* b ☐ *never used to ask* c ☐ *would never ask*

4 Criticizing other people

1 Tick (✓) the sentences where the speaker is being critical of someone's behaviour.

a ☐ He watches all the sports programmes on TV.
b ☐ He's always watching sports programmes on TV.
c ☐ She'd give us extra lessons after school.
d ☐ She *would* give us extra lessons after school.
e ☐ She was always giving us extra lessons.
f ☐ She used to give us extra lessons.
g ☐ The cat always sleeps on my bed.
h ☐ The cat *will* sleep on my bed.
i ☐ The cat's always sleeping on my bed.

2 Rewrite the sentences below so that they express a criticism.

a My dad mends his motorbike in the living room.
_____
_____
_____

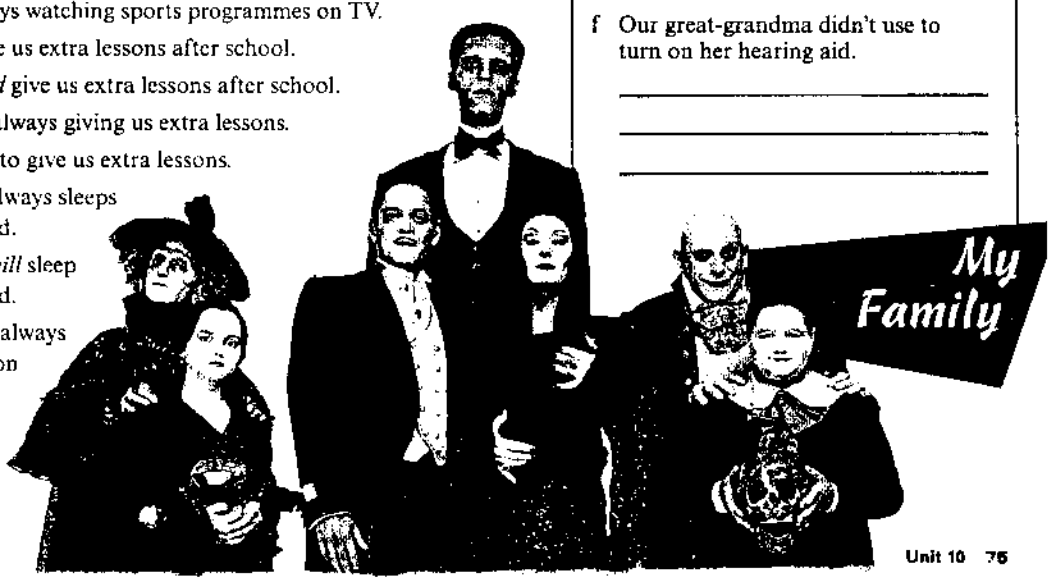
b My brother leaves the cap off the toothpaste.
_____
_____
_____

c My sister often borrows my clothes without asking.
_____
_____
_____

d Uncle Tom smokes cigars in the kitchen.
_____
_____
_____

e My grandpa used to chew tobacco in bed.
_____
_____
_____

f Our great-grandma didn't use to turn on her hearing aid.
_____
_____
_____



5 Henry's £4.5 million secret

1 Read the story of Henry Wardle. Which of the verbs in *italics* ...

1 ... can change to both *would* or *used to*?
2 ... can change only to *used to*?
3 ... must stay in the Past Simple?

Put the correct number 1–3 next to the letters.

Henry's £4.5 million secret!

The villagers in Middleton, Yorkshire often (a) ☐ *worried* about poor old Henry Wardle. Henry, 86, (b) ☐ *lived* alone except for his ancient cat, Tiddles, in a tiny, one-bedroomed cottage, and always (c) ☐ *asked* for credit when buying cat food in the local shop. Then last month Henry (d) ☐ *died* leaving 4.5 million pounds in his will. The truth was that Henry was a multi-millionaire, and he (e) ☐ *owned* houses all over the country from which he (f) ☐ *made* a fortune in rent. All this came as a complete shock to his neighbours. They believed that Henry (g) ☐ *was* a poor window cleaner, and indeed he often (h) ☐ *entertained* them with tales from his window-cleaning days.

However, his brother, Mr Sam Wardle, 82, said that this was all nonsense. Henry had never been a window cleaner but had started work at the age of fourteen as a bricklayer. Then when he was 30 he (i) ☐ *bought* his first house, and after that he frequently (j) ☐ *bought* and sold houses. Sam says that his brother's only interest was making money, but he (k) ☐ *hated* spending it. He (l) ☐ *didn't spend* a penny of his own money unless he had to. Henry never once (m) ☐ *had* a holiday, but for many years he (n) ☐ *had* a girlfriend, a lady called Betty Barraclough, but he (o) ☐ *decided* not to marry her because a wife was too expensive.

Henry (p) ☐ *left* his £4,500,000 to Tiddles and a local cat charity. His friends and family received nothing.

2 Here are some sentences about Henry. Complete each gap with *one* suitable word.

a The villagers used to _____ all Henry's lies.

b The shopkeeper was used _____ giving Henry credit.

c Henry _____ often talk about his work as a window cleaner.

d In fact he _____ use to work as a window cleaner.

e He liked making money, but he didn't _____ to like spending it.

f Sam must have got _____ to his brother's mean ways over the years.

g Henry was _____ buying and selling houses.

h Tiddles _____ a lot of money from Henry.

get and *become* in changes of state

1 Compare these sentences.

*Don't worry. You'll soon **get used to** working such long hours.*
*I **am used to** working long hours, I've done it for years.*
*He eventually **got used to** living in a tropical climate, but it took a long time.*
*I was born in India so I'm **used to** living in a hot climate.*

Get used to means *become used to* and describes a change of state. *Be used to* describes a state.

2 *Get* can be used with other past participles and adjectives to describe changes of state.

*The sea's **getting rough**. Let's go back!*
*We **got lost** on the mountain.*
*We **got married** last week.*

3 *Get* can sometimes be used with an infinitive to talk about a gradual change.

*As I **got to know** Paris, I started to like it more and more.*
*I'm sure the kids will soon **get to like** each other.*

The period of change doesn't have to be gradual. It can be sudden.

*She'll be furious if she **gets to hear** about this.*

4 *Become* with adjectives and past participles is more formal than *get*.

*The sea **was becoming** rough, so they returned to the shore.*

It cannot be used with past participles which describe deliberate actions.

We became lost on the mountain.
*We ~~became married~~ last week.

Become is also used with nouns.

*He **became a millionaire** at 40.*
*I'm going to **become a model**.*

6 *get, become,* or *be*?

Complete the gaps with *get*, *become*, or *be* in the correct form and one of the words or expressions from the box.

better	clear	ready (×2)	dressed	dark	ill
tired	to like	used to	to know	a pilot	lost
upset	a bore	widespread	divorced		

a I always _____ when I watch the news. There are so many awful things happening in the world.

b It was reported that many of the guests _____ with food poisoning after the wedding reception.

c **A** How are you feeling?
B I _____ slowly, but I still feel a bit weak.

d My little nephew is determined _____ _____ when he grows up.

e **A** Come on, Helen! Get a move on! The play starts in ten minutes.
B I _____ in two minutes. I _____ just _____.
A I don't know why it takes you so long. I _____ _____ since 6.00.

f **A** Do we turn right or left at the next junction?
B I've no idea! I think we _____.

g **A** Did you hear that Sue and Chris _____ _____?
B No! I don't believe it. I always thought they were the perfect couple.

h After hours of discussion it gradually _____ that those at the meeting would never reach agreement.

i I didn't like Mick at all when I first met him, but as I _____ him, I _____ him more and more. Now he's my best friend!

j If you _____ Indian food, this dish will taste very hot and spicy.

k Uncle Ted _____ a bit of _____ lately. All he talks about is how good things were in the old days when he was a young man. We're all fed up with him.

l Can we stop walking for a minute? I need a rest. I _____.

m In summer it is still light at 9.00 in the evening, but in winter it _____ at 5.00.

n The police authorities are concerned that drug taking _____ more _____ among young people. More and more teenagers admit to trying illegal drugs.

Vocabulary

7 Money

1 Match the words or expressions in **B** with a word or expression in **either A or C**. Use your dictionary to help you.

A	B	C
I opened	My account	bounced.
	a savings account.	
I took out	a loan.	is overdrawn.
	a fiver.	
I exchanged	This new coat	expires at the end of July.
	my grandfather's farm.	
I inherited	His cheque	is good at the moment.
	in interest.	
We don't accept	Inflation	is full of 5p pieces.
	The exchange rate	
I need change for	My credit card	was a bargain.
	credit cards.	
I earned over £2,000	some traveller's cheques.	went up by 2%.
	My piggy bank	

2 Read about Barnaby's trip to the supermarket. Underline the correct words. Use your dictionary to look up any new words.

A lesson in thrift at the supermarket

Barnaby stood at the (**a**) *check-in/check-out* at his local supermarket listening to the *beep beep* as the assistant ran her scanner over the (**b**) *bar codes/prices* on his groceries. She (**c**) *summed/added up* his (**d**) *bill/fees/amount*. It came to £45.67 and she asked him how he would like to (**e**) *charge/pay/cost*.

Barnaby knew he didn't have much money in his bank account because his (**f**) *wages/salary/payment* hadn't gone in yet that month, and so if he paid by (**g**) *cheque/cash/instalments* he would become (**h**) *overdrawn/overdue*. So he decided to pay by credit card. However, when he opened his (**i**) *purse/wallet/handbag* he realized he had left his card at home. Also he couldn't pay (**j**) *cash/coins/money* because he only had £35.

Barnaby felt his face go red when he tried to explain his situation to the assistant. However, she was quite sympathetic. She said that this happened to lots of (**k**) *clients/customers/colleagues*. She told him that if he exchanged many of the items he had bought for the shop's own brand he would (**l**) *cut/decrease/lower* his bill by at least 25%. Barnaby thought this was an excellent idea, and set off round the store with his trolley again.

His new bill (**m**) *added/totalled/came* to only £33.50, a (**n**) *refund/saving/discount* of £12.17. Barnaby handed over his £35 and the assistant gave him £1.50 (**o**) *change/coins/cash* and his (**p**) *receipt/recipe/statement*. Barnaby thanked her profusely for all her help.

Prepositions

8 Verb + object + preposition

Put a verb in its correct form and a preposition into the gaps.

Example
He *thanked* the nurse *for* all her help.

Verb			Preposition	
thank	forgive	invest	against	into
accuse	hide	invite	at	of
brainwash	hold	model	for	on
congratulate	inherit	remind	from	to
compensate	insure	shout	in	

a You _____ me so much _____ your father. You look just like him.

b We are going to _____ all our money _____ stocks and shares.

c We have _____ our car _____ fire and theft.

d Everyone _____ me _____ passing my driving test at the fourth attempt.

e She _____ by the insurance company _____ the injuries she received in the car crash.

f My teenage daughter always _____ herself _____ her latest pop idol. She's just had a ring put through her nose, just like him.

g Don't _____ the truth _____ me. I want to know everything.

h He picked up the crying baby and _____ her tightly _____ his chest.

i We've _____ 300 guests _____ our wedding.

j I think that TV advertising _____ people _____ buying things that they don't really want.

k I didn't _____ a penny _____ my great uncle when he died.

l The spectators _____ abuse _____ the referee when he disallowed the goal.

m How can I ever _____ him _____ telling me all those lies?

n I _____ by my employers _____ stealing, which I denied strongly.

Pronunciation

9 Rhymes and limericks

1 T 10.3 Each word in the box makes a rhyming pair with one of the words in the columns. Write the rhyming pairs next to each other.

chief	court	deaf	fool	~~good~~	mud
height	lose	knew	knows	grieve	put
reign	nude	said	pour	weight	wool

should	/ʊd/	*good*	food	/u:d/	_____
bread	/ed/	_____	leaf	/i:f/	_____
choose	/u:z/	_____	taught	/ɔ:t/	_____
toes	/əʊz/	_____	chef	/ef/	_____
hate	/eɪt/	_____	through	/u:/	_____
tight	/aɪt/	_____	wore	/ɔ:/	_____
full	/ʊl/	_____	brain	/eɪn/	_____
pool	/u:l/	_____	leave	/i:v/	_____
blood	/ʌd/	_____	foot	/ʊt/	_____

2 T 10.4 Limericks are short poems with a distinctive rhythm. They rhyme AABBA. Here are two. Transcribe the words written in phonetic script.

THE PELICAN

A rare old bird is a pelican
His /bi:k kən həʊld mɔ: ðən ɪz beli kæn/

_____

He /kən teɪk ɪn ɪz bi:k/

_____

ɪnʌf fu:d fər ə wi:k/

_____

And I'm damned if I know how the /heli kæn/

_____

THE LADY FROM TWICKENHAM

There was a young lady from Twickenham
Whose /ʃu:z wə tu: tart tə wɔ:k kwɪk ɪn əm/

_____

She came back from a walk
/lʊkɪŋ waɪtə ðən tʃɔ:k/

_____

And she /tʊk əm bəʊθ ɒf ən wəz sɪk ɪn əm/

_____

11

Hypothesis
unless, provided, in case ...

Real time or unreal time?

1 Real or hypothetical past?

1 T 11.1 The following sentences all contain verbs in the Past Simple. Read them and tick (✔) those that refer to real past time. What do the others refer to?

a ☐ **Did** you **see** Lorenzo when you **were** in Italy?

b ☐ I wish I **worked** in the open air.

c ☐ If you **didn't smoke** you wouldn't cough so much.

d ☐ When we **lived** in London we'd always travel by underground.

e ☐ I'd rather we **lived** in a small country town.

f ☐ It's time we **had** a new car.

g ☐ If only you **were** always as happy as you are today.

h ☐ Why **didn't** you **come** to the party?

2 T 11.2 These sentences all contain verbs in the Past Perfect. Read them and tick (✔) those that express reality and cross (✘) those which don't.

a ☐ I wish I'd **said** that.

b ☐ She asked me if I **had known** her brother for a long time.

c ☐ If I **hadn't been** so nervous, I would have passed the exam.

d ☐ If only you'**d arrived** five minutes earlier.

e ☐ I woke up and realized it **had** all **been** a terrible dream.

f ☐ What if they **hadn't agreed** to give you a pay rise?

g ☐ **Had** the water **risen** just one centimetre more, our house would have been flooded.

h ☐ She told me that she'**d been given** a diamond necklace for her birthday.

3 Complete the sentences with an auxiliary verb. Note that the auxiliary verb expresses reality.

Example
I wish you didn't bite your nails, but you *do*.

a I wish I earned more, but I _____.

b I should have listened to their advice, but I _____.

c If only I could speak Spanish, but I _____.

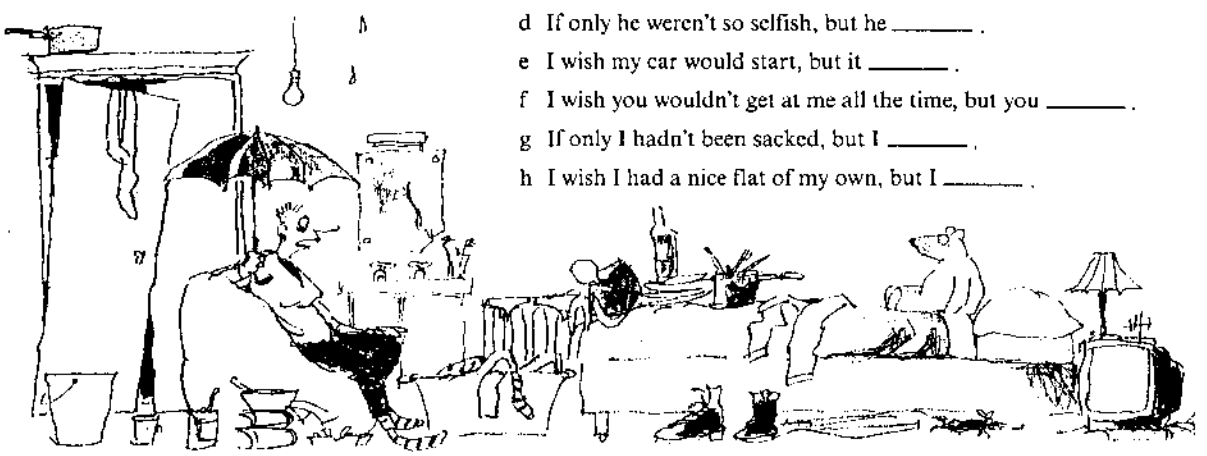
d If only he weren't so selfish, but he _____.

e I wish my car would start, but it _____.

f I wish you wouldn't get at me all the time, but you _____.

g If only I hadn't been sacked, but I _____.

h I wish I had a nice flat of my own, but I _____.



Wishes and regrets

2 Present and past wishes

1 Use the words from the columns to make as many correct and logical sentences as you can.

I wish	you I	were could would had	come. rich.

2 Underline the correct alternative in the following sentences. Sometimes two are possible.

a I really wish I *can / could / was able to* speak another language.

b I wish it *wasn't / wouldn't be / isn't* so cold. I hate the winter.

c Don't you wish that you *don't / doesn't / didn't* have to go to work tomorrow?

d Our weekend away was a complete disaster. I wish we *didn't go / hadn't gone / weren't going*.

e The party was really boring after you left. We all wish you *would stay / had stayed / stayed* longer.

f I wish you *weren't speaking / didn't speak / wouldn't speak* so quickly. I can't understand a word you're saying.

g I wish I *didn't spend / wouldn't spend / hadn't spent* all my money. Now I can't afford anything to eat and I'm starving!

h Mrs Palmer wishes her grandchildren *live / lived / had lived* nearer. Then she could visit them more often.

3 Expressions of regret

1 Rewrite each sentence so it has a similar meaning to the first. Use the word in bold.

a **wish**
I'm sorry I didn't invite him to the party.

b **should**
Why weren't you watching the road?

c **If only**
I regret saying that to her.

d **wish**
I shouldn't have hit him.

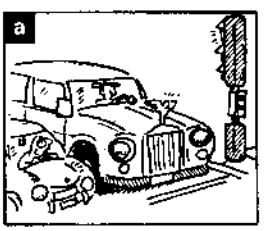
e **'d rather**
I don't want you to tell her.

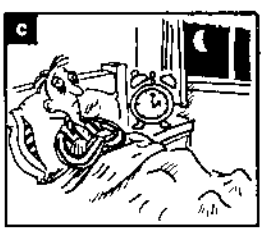
f **wish**
I don't like it when Megan stays out so late.

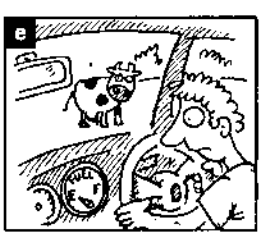
g **If only**
I'm really sorry we can't come to your wedding.

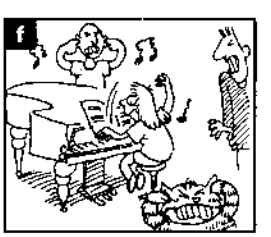
h **should**
I regret that I didn't work harder for my exams.

2 What do you imagine the people in the pictures are thinking? Write sentences to express their wishes and regrets. Use the expressions in Exercise 1.









Third conditional

4 Making excuses

1 Rearrange the words to make excuses in the third conditional.

a wouldn't / been / if / ill / hadn't / shellfish / had / I / I / have / the

_____

_____

b phoned / had / had / if / you / have / time / would / I / the / I

_____

_____

c if / so / known / had / I / the jumper / expensive / was / wouldn't / I / bought / have / it

_____

_____

d If / it / own / my / eyes / seen / with / hadn't / I / wouldn't / believed / I / have / it

_____

_____

2 Complete the second sentence to express the excuse in a different way.

Example
I didn't know you had a mobile phone. I didn't contact you.
If I *'d known you had a mobile phone I could/would have contacted you.*

a I didn't send you a postcard because I didn't know your address.

If I _____

_____ a postcard.

b I didn't know when your birthday was. That's why I didn't buy you a present.

If _____

_____.

c I'm sorry I'm late. I forgot to set my alarm clock.

If _____

_____.

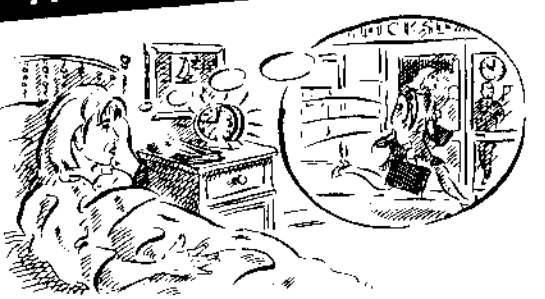
d I broke the speed limit because I was taking my wife to the hospital.

If _____

_____.

5 May's disastrous day T 11.3

A disastrous day for May



LAST SUNDAY NIGHT May forgot to set her alarm clock, so she overslept and was an hour late for work. May's boss, Ms Collins, called her into the office and told her that because she was late again she couldn't go on a planned business trip to New York the following week. Ms Collins said that she'd decided to send a more reliable person. May was so upset about missing her business trip that she locked herself in the ladies' toilet and cried her heart out. Also, she completely forgot that she had arranged to meet her boyfriend, Ben, for lunch at an Italian restaurant.

1 May Brown is a sales executive for a leading cosmetics company. Read about her disastrous day and complete the sentences below.

a May wouldn't have overslept if _____

_____.

b Her business trip wouldn't have been cancelled if

_____.

c If she hadn't been so upset, she _____

_____ toilet and she _____

_____ Ben for lunch.

d If she'd met Ben for lunch, _____

_____.

e If she hadn't cried so much, _____

_____.

f She could have driven home if _____

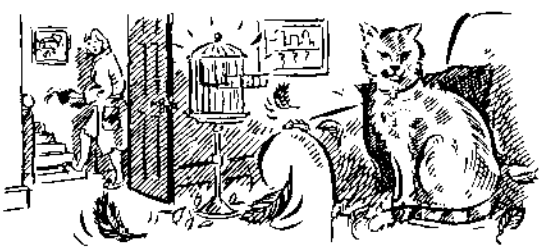
_____.

Eventually she dried her eyes and returned to her desk. She looked at her computer screen, it was totally out of focus. She asked her colleague at the next desk if he could help her put it right, but he said that he couldn't see anything wrong with it. Then May realized what had happened. The computer was all right, but she wasn't. She'd lost one of her contact lenses in the toilet.

At last the day ended. Without her contact lens May had to get the bus home and leave her car at work because she couldn't see to drive. She waited at the bus stop for over an hour in the pouring rain and didn't get home until 8 o'clock. There, she was greeted by a message from Ben on her answering machine.

He was very angry and reminded her that this was the third time she had forgotten to meet him. He said that she clearly didn't care for him and that this was the end of their relationship. May was heartbroken. In tears for the second time that day, she decided to go to bed before anything else could go wrong. However, she forgot to feed the cat.

The next day, with a streaming cold, she went downstairs to make herself a cup of tea and found bird feathers everywhere. The poor cat had resorted to desperate measures to get food. It had eaten the budgie! Poor budgie! May went back to bed and pulled the covers over her head.



g If she'd driven home, _____

_____ .

h She wouldn't have caught cold if _____

_____ .

i Her boyfriend wouldn't have ended their relationship if _____

_____ .

j If she'd remembered to feed the cat, _____

_____ .

2 T 11.4 Complete the phone conversation that May had with Ben the next day.

M Ben, I can't tell you how sorry I am. *Atishoo!* Everything went wrong for me yesterday. The last straw was this morning when I found the cat had eaten the budgie. And in a way that was your fault.

B What?! What are you talking about?

M Well, if you hadn't _____

_____ .

B So it's *my* fault you didn't feed the cat? Come off it, May! Whose fault was it that you forgot to meet me for lunch?

M Well, that was Ms Collins' fault. If she hadn't

_____

_____ .

B And *why* did she cancel your business trip? Whose fault was that? Mine or Ms Collins'?

M Well, I suppose that *was* my fault. You see, I didn't set my alarm, so I overslept and I was late again for work.

B Ah! Now I understand everything. If you'd remembered _____

_____ .

M OK, OK I'm sorry. *Atishooo!* It's all my fault. *Atishooo!* But Ben, I feel so ill.

B You sound dreadful. How did you get such a bad cold?

M That's another story. Come round and see me and I'll tell you and I promise not to feel too sorry for myself. *Atishooo!*

All conditionals

6 Revision of all conditionals

Put the verb in brackets in the correct tense to form either the first, second, third, or zero conditional. There are also some examples of mixed conditionals.

a If I still _____ (feel) sick, I _____ (not go) on holiday next weekend.

b You make such delicious chocolate cakes!
If you _____ (sell) them, you _____ (make) a fortune.

c Hello, Liz. Are you still looking for Pat?
If I _____ (see) her, I _____ (tell) her you want to speak to her.

d If Alice _____ (go) to Exeter University, she _____ (not met) her husband, Andrew.

e 'Does she love him?' 'Of course she does. If she _____ (not love) him, she _____ (not marry) him.'

f If you _____ (buy) two apples, you _____ (get) one free.

g **A** What _____ you _____ (do) if you _____ (see) a ghost?
B I _____ (run) a mile!

h We're lost. If we _____ (bring) the map with us, we _____ (know) where we are.

i You were very lucky to catch the fire in time. If you _____ (not have) a smoke alarm fitted, the house _____ (burn down).

j You were very rude to Max. If I _____ (be) you, I _____ (apologize).

k Ashley is allergic to cheese. If he _____ (eat) cheese, he _____ (get) an awful rash.

l We've run out of petrol. If you _____ (listen) to me sometimes instead of being so stubborn, you _____ (hear) me saying that we were getting low. Then we _____ (not be) stuck here.

Ways of introducing conditionals

1 Conditionals can be introduced in a variety of ways other than *if*.

unless
Unless means *if not* in the sense of *except if*.
*We'll go swimming **unless** it rains.*
***Unless** there's a strike, I'll be at work tomorrow.*

in case
In case means the first action is a precaution. It happens because the second action *might* happen. Compare these two sentences.
*I'll take my umbrella **in case** it rains.*
*I'll take my umbrella **if** it rains.*

supposing / suppose / imagine
These mean the same as *imagine if ...?* or *what if ...?* The condition is more improbable, so they are more often found with the second and third conditionals. They come at the beginning of a sentence.
***Supposing** you could fly, where would you go?*
***Imagine** you were rich, what would you buy?*

provided / providing (that), as / so long as
These mean the same as *on condition that*. They are more often found with the first conditional.
*I'll go to the party, **provided** you go.*
*I'll be happy **as long as** I have you.*

2 In more formal styles *if* can be dropped and the auxiliary verb inverted.
***Were** you to **question** me about the matter, I would deny all knowledge.*
***Had** I **known** that he was a journalist, I would have said nothing.*
***Should** the meeting **last** longer than expected, I'll have to cancel my dinner engagement.*

7 Words other than *if*

1 Underline the correct word.

a *Providing / Supposing* there were no more wars, wouldn't that be wonderful?

b I'm going to take a cushion to the concert, *in case / unless* the seats are hard.

c We'll miss the beginning of the film *so long as / unless* you hurry.

d *Providing / In case* you behave yourself, you can come to the party with us.

e *Suppose / Were* I your teacher, I'd make sure that everyone did the homework.

f He will never be happy *as long as / unless* he's got that boring job.

g *Had / Supposing* I understood the problem, I'd have done something about it.

h *Should / Provided* you fail to pay this bill, court action will be taken.

2 Rewrite these sentences using the words in brackets.

a I won't come if they don't invite me. (unless)

_____

b What would you do if he left you? (supposing)

_____

_____

c If you join the tennis club, I will too. (provided that)

_____

_____

d We're going to install a smoke alarm. There may be a fire. (in case)

_____

_____

e She won't get that job if she doesn't learn to speak French. (unless)

_____

_____

f If the lifeguard hadn't been there, what would have happened? (imagine)

_____

_____

g I won't go out this evening. Paul might ring. (in case)

_____

_____

h I'll come at 8.00 if that's all right with you. (as long as)

_____

_____

Revision of fact and non-fact

8 Poor rich Mr Briggs

Read about Mr Amos Briggs, a most unfortunate lottery winner. Put *one* word only into each gap.

Poor rich Mr Briggs!

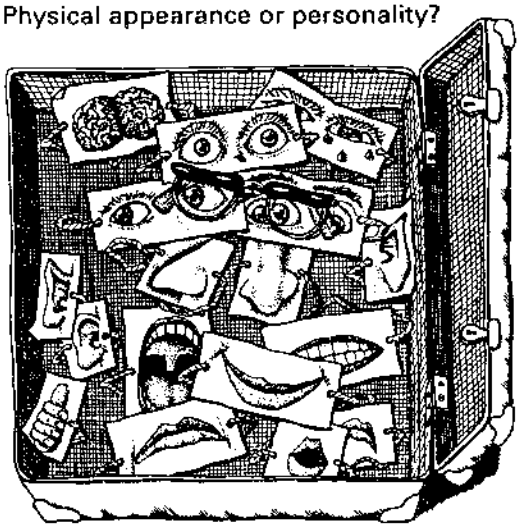
TWO YEARS AGO I WON £1 MILLION ON THE LOTTERY and to be honest now I really (a) _____ I hadn't. I know I've got a six-bedroom house with a swimming pool and tennis court, and a Mercedes convertible. All of this is wonderful (b) _____ that the rest of your life is OK, but this wretched money has brought me nothing but unhappiness.

Three months ago my wife, Joanie, left me and took our two children. She warned me that (c) _____ I spent more time with her and the children and less time spending money, she (d) _____ leave, but I didn't listen. I (e) _____ have realized what was happening, but I didn't. I was too busy organizing the building of this house. I just took my family for granted. If (f) _____ I hadn't been so self-centred! I miss them so much. There's no point in having all this wealth (g) _____ you don't have anyone to share it with. I live alone in this huge house. Most days I just sit watching TV and playing computer games. I jump up every time the phone rings in (h) _____ it's Joanie, but it never is. She says she will never come back (i) _____ if I beg her, but I still live in hope.

I don't go out much. I (j) _____ go for a drive in my wonderful car if I was allowed to, but I was caught speeding, and now I'm banned from driving for a year. If I hadn't felt so depressed I wouldn't have (k) _____ speeding. It's all a chain reaction. I wouldn't (l) _____ depressed now if Joanie (m) _____ left me, and she (n) _____ never have left if I (o) _____ won the stupid lottery. My life is a total mess.

Vocabulary

9 Physical appearance or personality?



1 Are these adjectives connected with physical appearance or personality? Write them in the correct column. Careful! There is *one* that can go in both columns.

bespectacled	moody	freckled	two-faced
big-headed	brainy	graceful	wrinkled
quick-tempered	skinny	nosy	bald
absent-minded	cheeky	spotty	well-built
narrow-minded	affectionate	smart	curly
hard-hearted	agile	chubby	

Physical appearance	Personality

2 The words in bold are all parts of the body, and usually used as nouns. They can also be used as verbs. Match a verb with a line on the right.

	arm	out the books to the class
	back	the bill for the meal
	elbow	the material gently
	eye	someone with suspicion
	finger	someone out of the way
to	**foot**	out of an agreement/ the car out of the garage
	hand	a country against the threat of war
	head	the ball into the net
	shoulder	through a book quickly
	thumb	the line in a job or organization
	toe	the responsibility/blame

3 Complete the sentences with a 'body' verb in its correct form.

a The teacher _____ out the exam papers and told the class to begin writing.

b I managed to _____ my way to the front of the crowd, so I got a good view of the procession.

c I haven't read the magazine yet, I just _____ through it to see if there were any interesting pictures.

d We all _____ the new member of class with curiosity. We were eager to see what she was like.

e They ordered the most expensive things on the menu because they knew that I _____ the bill.

f In the final seconds of the match Benson _____ the ball into the back of the net making it one-nil.

g The soldiers _____ with rifles and ready for battle.

h In our company all employees have to _____ the line or be sacked.

i I love the feeling of real silk. I can't stop _____ it.

j We've just learnt that the investors _____ out of the deal, so now we don't know where the money is coming from.

k I'd hate to be Prime Minister. I don't think I could _____ the responsibility of making so many important decisions.

Phrasal verbs

10 Nouns from phrasal verbs

1 There are many nouns formed from phrasal verbs. Sometimes the verb element comes first, and sometimes it comes second.

make-up *downfall* ***hangover*** *upbringing*
drawback *outbreak* ***takeaway*** *by-pass*

2 Sometimes the noun is related to the phrasal verb, and sometimes it isn't.

*I use a lot of **make-up**.*
*She **made up** her face very carefully. = related*

*The main **drawback** to your plan is that it's too expensive. (drawback = disadvantage)*
***Draw back** the curtains and let the sunshine in. (draw back = open)*

Put one of the nouns in the box into each gap.

outcome	breakthrough	by-pass	outbreak
hangover	takeaway	check-up	breakdown
comeback	feedback	outlook	downfall

a The _____ of communication between management and workers means the strike will continue.

b His career as a pop singer has suffered over the past few years, but now with a new album and a world tour, he's trying to make a _____ .

c I had too much beer last night. Today I've got a _____ .

d I go to the dentist twice a year for a _____ .

e The _____ of the election is that Labour has a majority of 90.

f There used to be so much traffic going through our town, but since the _____ was built we only have local traffic.

g The weather should be stable over the next few days, and the _____ for the weekend is warm and sunny.

h There has been an _____ of food poisoning as a result of people eating contaminated meat pies.

i There has been a significant _____ in the search to find a cure for the common cold.

j Producers often ask their customers to complete questionnaires on their products, because they need to get _____ to see what the people think.

k 'What's for supper?' 'A Chinese _____ .'

l He used to be a highly successful businessman, but he lost the lot. Greed was his _____ .

Pronunciation

11 Ways of pronouncing *-ea-*

1 There are several different ways of pronouncing *-ea-*. Look at the examples in the boxes.

/e/ bread	/i:/ meat	/ɪə/ fear
/eə/ wear	**/eɪ/ break**	**/ɜ:/ learn**

2 T 11.5 Put the following words into the correct column according to the pronunciation of *-ea-*. Careful! Words marked with an asterisk* have two meanings and two pronunciations.

dear	tear*	scream	steak	breath
breathe	breadth	spear	thread	bear
cease	cheat	clear	deaf	death
earth	beast	breast	beard	pearl
pear	heal	health	great	gear
hearse	jealous	yearn	lead*	leap
leapt	meant	reason	search	swear
theatre	weary	weapon		

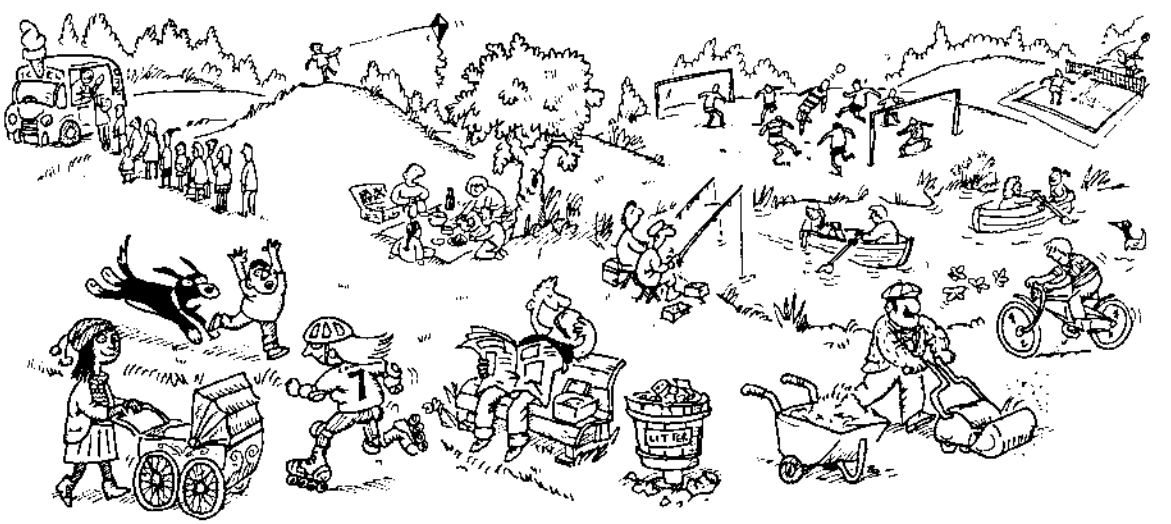
12

Noun phrases
Adding emphasis
Nouns in groups (2)

Noun phrases

1 Adding information before and after a noun

1 Look at the picture and complete the sentences.



a There's a woman *wearing a* hat _____ pram.

b I can see a boy _____ dog.

c A man _____ bench _____ newspaper _____ sandwich.

d There's a gardener _____ head _____ grass.

e A family _____ under a tree _____ picnic.

f I can see _____ van _____ queue.

g There are _____ on the lake.

h Some men _____ side _____ lake.

i There's a boy _____ hill _____ kite.

j I can see a boy _____ bike _____ past the lake.

2 Complete the compound nouns that you can see in the picture.

a lawn _____

b _____ bin

c _____ racquet

d _____ posts

e _____ barrow

f _____ van

g _____ boat

h _____ rod

i mountain _____

j roller _____

3 Rewrite the short sentences to form one longer sentence.

a I'm going on holiday. It will last for two weeks. It'll be quite an adventure. We're going to drive through the Sahara Desert.

_____

_____

b The judge gave her a sentence. He sent her to prison for five years. She had kidnapped a millionaire's son.

_____

_____

c She's going to do a course. It will take three years. She'll be studying modern languages. It's at Oxford University.

_____

_____

d Mercedes have brought out a new car. It's a sports car. It has two doors. Its top speed is 150 miles per hour.

_____

_____

2 Articles

1 Put *a*, *the*, or nothing (the zero article) into the gaps.

a Excuse me! Is there _____ bank near here?

b 'I haven't got any money.' 'I'm going to _____ bank. I'll get you some.'

c Has _____ postman been this morning?

d My brother works as _____ postman.

e We've seen a house we want to move to. It's got _____ views over fields, and there's _____ lovely garden at _____ back.

f 'Where's Nick?' 'In _____ garden.'

g I bought _____ gun to protect myself against _____ burglars.

h Tony joined _____ Army because he likes playing with _____ guns.

i We went out for _____ meal last night. _____ food was excellent. I don't usually like _____ Chinese food, but _____ duck was superb.

2 **T 12.1** Fill the gaps in the newspaper article with *a*, *an*, *the*, *his*, or nothing.

Hero saves mid-air overdose victim with sugar

(a) _____ airline passenger saved (b) _____ life of (c) _____ man who had taken (d) _____ drugs overdose by using (e) _____ sugar sachets as (f) _____ antidote.

Simon Greenway, 19, (g) _____ former Army paramedic, used 22 of (h) _____ sachets and five pints of water to dilute (i) _____ valium and vodka taken by (j) _____ passenger.

(k) _____ passenger, (l) _____ student from Norway, had collapsed shortly after (m) _____ British Airways flight left Bucharest for (n) _____ three-hour flight to (o) _____ Heathrow Airport.

Mr Greenway said, 'I saw this bloke staggering around before we got on (p) _____ plane, and I just thought he was drunk. But when we were in (q) _____ air I noticed (r) _____ white powder around (s) _____ lips. Then he fell over into my lap, and he said something about wanting to kill himself. (t) _____ captain asked to be kept in (u) _____ touch in case we needed to make (v) _____ emergency landing, but I

knew we didn't have much time. The Army taught us how to deal with (w) _____ people who have overdosed. The cabin crew are trained in (x) _____ first aid, but after speaking to the head steward it became clear that I had more training, so I took over. When we landed, (y) _____ crew thanked me and gave me a bottle of champagne, but I don't drink and I have given it to my friends.'

(z) _____ British Airways spokesman said, 'We are grateful to Simon for his quick thinking and initiative.'

3 Determiners

Choose which words fit the sentences.

a I have three dogs. *All/Every* of them love going for a walk, but *neither/none* of them likes being brushed.

b You can borrow *either/each* the Renault or the Rover. They're *all/both* in the garage.

c My two daughters are *each/both* good at languages, but *none/neither* of them can do maths at all.

d I have a shower *every/each* day.

e I've got thirty people in my class, and *every/each* student is special to me.

f 'How much are the roses?' 'One pound *either/each*.'

g I have *any/no* idea how I spend all my money. At the end of *every/either* month, it's all gone.

h I know *every/each* word of his songs by heart.

i There are fifteen rooms in this hotel. *Each/Every* room is a little different.

j You can have *either/each* an orange or an apple, but you can't have *either/both*.

k 'Tea or coffee?' '*Either/Neither*, thanks. I've got to rush.'

l 'Red wine or white?' '*Either/Neither*, whichever is open.'

m I know *either/both* Robert and his brother, but I don't like *both/either* of them.

n 'Can you help me with my homework?' 'Sure. *None/No* problem.'

o I have four brothers. *Every/Each* of us is different.

4 Demonstratives

Put *this*, *that*, *these*, or *those* into each gap.

a _____ shoes are killing me. I can't wait to take them off.

b (On the phone) Hello. _____ is Beth. Can I speak to Kate?

c _____ was a wonderful film, wasn't it?

d I knew Jenny at university. In _____ days she had long blonde hair.

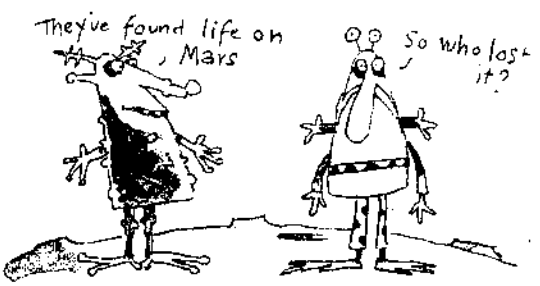
e 'Anything else?' 'No, _____'s all for today, thanks.'

f Well, _____'ll be £5.50, please.

g I can't get _____ ring off my finger. It's stuck.

h You just can't get proper cheese _____ days.

i Come here and tidy up _____ mess right now!



j Listen to _____. It says in the paper that life's been found on Mars.

k Did you ever hear from _____ girl you met on holiday last year?

l I was in the pub last night when _____ bloke came up to me and hit me.

m 'I got a parking fine today.' '_____'ll teach you a lesson.'

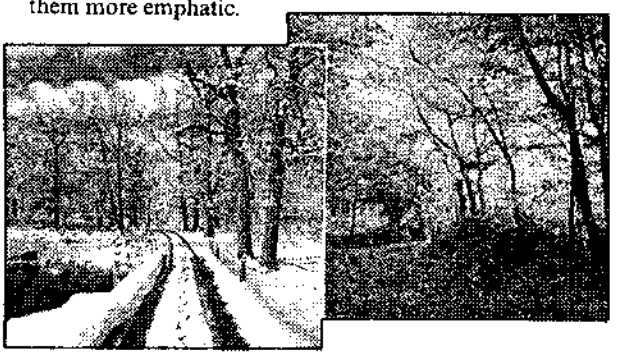
n Who were _____ people you were talking to last night?

o What was _____ noise? Didn't you hear it?

Adding emphasis

5 Emphatic structures

Rewrite the sentences, making them more emphatic.



a I love the seasons in England.

What I love about England is the seasons.

b Where does he get his money from? I don't understand this.

The thing _____

is where _____.

c She has a sense of humour. I like this about her.

What _____.

d I don't like the dark winter evenings.

It's _____.

e Those children need firm guidance.

What _____.

f Jenny always has to know best. I don't like this about her.

The thing _____

is the way _____.

g I don't want money. I want love.

It isn't _____.

h John never buys you a drink. I can't stand this.

What _____

is the fact that _____.

i Kathy's sincere. You have to remember this about her.

The thing _____

_____.

j He's jealous because I'm rich and he isn't.

It's the fact _____

_____.

6 Emphasis in speaking

T 12.2 Mark where the main stress is in **B**'s replies.

a **A** Why didn't you do your homework last night?

B I did do it.

b **A** Who made this mark on the carpet?

B I did it. Sorry.

c **A** Did you know that John and Mary are coming tonight?

B I knew John was coming.

d **A** Did you know that John and Mary are coming tonight?

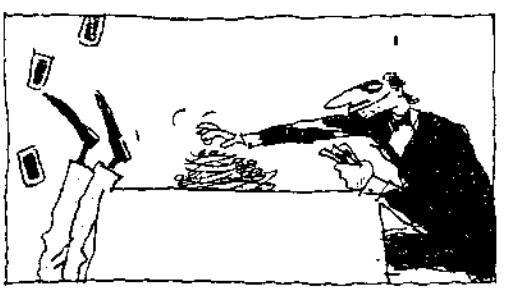
B I knew that ages ago.

e **A** Who told Ann that I smashed her car?

B I didn't tell her.

f **A** I wish you hadn't told Ann I smashed her car.

B I didn't tell her.



g **A** I lost all my money playing cards.

B I told you.

h **A** You don't like Mike and Annie, do you?

B I like Annie.

i **A** Why don't you like Annie?

B I do like Annie. I think she's great.

j **A** I feel so sorry for Annie. Nobody likes her.

B I like her.

7 Word order

Correct the mistakes in word order in the sentences.

a In the middle of winter I was born in 1981.

b A new car she bought with the money in his will her father had left her.

c With a limp he walked, because playing football his leg he had hurt.

d Usually at Tesco's I go shopping because are lower the prices.

e Early I go shopping on Saturday morning, before arrives everyone else.

f I'm going today to London to buy for Jack a new coat.

g Immediately in the bank you should put your money.

h To France we went on holiday last year unfortunately but was awful the weather.

i Quickly she tidied up her flat, because were coming to stay her parents.

j Never I'll understand why so passionately she loves him.

8 The passive voice

Some of these sentences would be better in the active voice, and some would be better in the passive. Rewrite those which you think need correcting.

a Many of van Gogh's most famous paintings were completed in Arles in 1888, including *Sunflowers*. Just two years later he was shot by himself at the age of 37. During his lifetime, only one of his pictures was sold by him. Today his art work is among the highest priced in the world. In 1989 somebody bought *Irises* for $53.9 million.

b A secretary has invited me to Buckingham Palace to collect an award for a book that was written by me a few years ago.

c A scientist discovered penicillin in 1929. Since then, many lives have been saved by it.

d Scientists working in America have discovered a drug that prevents the common cold. They will now produce the drug commercially, and it should be available soon.

Nouns in groups

1 There are three main ways that we can put nouns together.

noun + noun	noun + 's + noun
post office	*my wife's sister*
sunrise	*the doctor's surgery*
headache	*the dog's bowl*
face-lift	

noun + preposition + noun
the end of the garden
a story about compassion
the arrival of the police

2 Sometimes more than one structure can be used.
the Prime Minister's arrival
the arrival of the Prime Minister
the floor of the living room
the living room floor
the car door handle
the handle on the car door

But usually only one pattern is possible.
the back of the car ~~*the car back~~ ~~*the car's back~~

3 Sometimes there is a change in meaning.
the cat's food
= the food that belongs to one particular cat
*The dog has eaten the **cat's food**.*
cat food = food for cats in general
*Can you buy some more **cat food** when you go out?*

4 We use the noun + noun pattern (compound nouns) for everyday established combinations. We talk about *a love film, a war film, a horror film,* but not ~~*a horse film~~. We usually prefer the pattern with a preposition in such cases – *a film about horses.*

9 Combining nouns

Combine the words in brackets using one of the three patterns. Sometimes there is more than one possibility.

a Your coat's on the _____ (back, chair).

b You've just spilt the _____ (milk, cat).

c Can you buy some _____ (paper, toilet)? We've run out.

d I never listened to my _____ (advice, parents).

e Can you buy a _____ (wine, bottle) to have with supper?

f What did that _____ (road, sign) say? Did you see it?

g It's such a mess in here. There are empty _____ _____ (wine, bottles) everywhere.

h The _____ (Prime Minister, duties) include entertaining heads of state.

i The _____ (my shoe, heel) has come off.

j Can I borrow your _____ (brush, hair)?

k What happened at the _____ _____ (film, end)?

l Here is _____ (today, news).

m Where is the nearest _____ (Underground, station)?

n It's my _____ (anniversary, parents, wedding) next week.

o The _____ (company, success) is due to its efficiency.

p I've got a _____ (fortnight, holiday) next month.

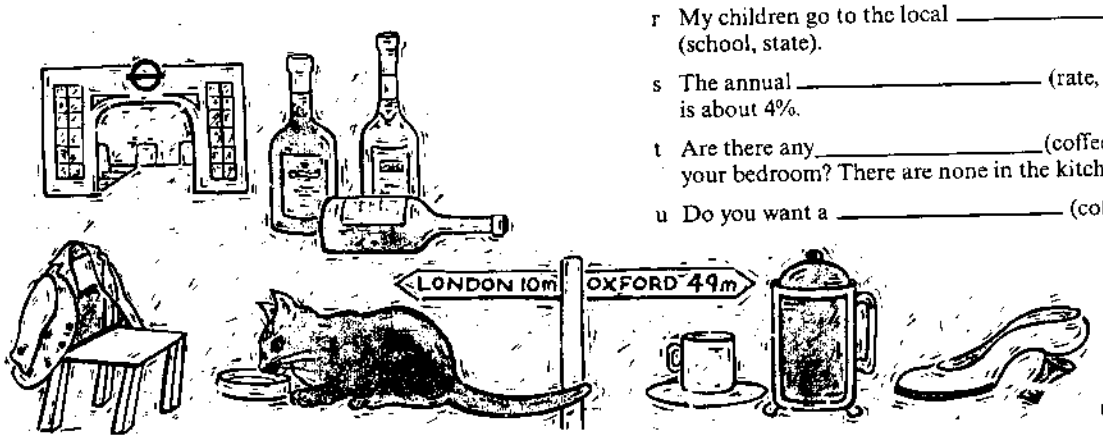
q The _____ (government, economic policy) is confusing.

r My children go to the local _____ (school, state).

s The annual _____ (rate, inflation) is about 4%.

t Are there any _____ (coffee, cups) in your bedroom? There are none in the kitchen.

u Do you want a _____ (coffee, cup)?



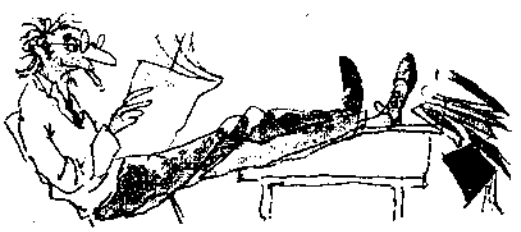
Vocabulary

10 Hot verbs *set* and *break*

1 Which words and expressions go with *set*, and which go with *break*? Tick the correct column.

set		break
	off on a journey	
	a bone skiing	
	a bone in plaster	
	fire to sth	
	your alarm clock	
	the sound barrier	
	the law	
	a good example	
	a new world record	
	the old world record	
	a promise	
	someone's heart	
	your heart on doing sth	
	the speed limit	

2 Complete the sentences with one of the combinations from Exercise 1. Put the verbs in the correct form.



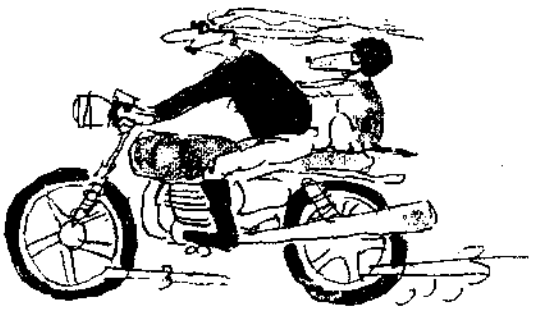
a Teachers should _____ to their students. They should be punctual, professional, and well-mannered.

b You're doing sixty miles per hour in a built-up area. Slow down! You're _____.

c We have to be up at 6.00 tomorrow morning. I'll _____ for 5.45.

d After fifteen years of marriage she left him for another man. It _____, and he never really got over it.

e I was cooking some chips when the frying pan was knocked over, and I _____ the kitchen.



f Anyone who rides a motorbike without a helmet is _____.

g 'What time do we need _____?' 'The plane leaves at 10.00, so we should leave here at about 8.00.'

h Woods has run the 100 metres in 8.5 seconds! He's _____ by 0.7 of a second.

i Lane has jumped an incredible 3.6 metres! She's _____!

j I _____ my arm when I fell off my horse. When the doctor _____, I screamed with the pain.

k If you say you're going to do something, you must do it. You should never _____.

l Concorde can only go at full speed over the sea. When it _____, there is a huge sonic boom.

m We've found the house of our dreams. We've _____ moving there, but I don't know if we'll get it.

Prepositions

11 Noun + prepositions

Put a preposition or a combination of prepositions into each gap.

a After running up the stairs, I was _____ breath.

b You make some silly mistakes, but _____ general your work has been good.

c I went on holiday _____ my own, because sometimes I like to be _____ myself.

d I got a cheque _____ £500 in the post.

e There has been a rise _____ the number of violent crimes.

f The difference _____ you and me is that I don't mind hard work.

g I can think of no reason _____ her strange behaviour.

h It took a long time to find a solution _____ the problem.

i I need some information _____ global warming.

j I'm having trouble _____ my car. It won't start in the mornings.

k In the accident there was quite a bit of damage _____ my car.

l Investigators are trying to find the cause _____ the accident.

m I'll do my homework now. No, _____ second thoughts, I'll do it tomorrow.

n Did you get an invitation _____ Harry's wedding?

o I don't see James any more. I haven't been _____ touch with him for years.

Pronunciation

12 Nouns and verbs

1 **T 12.3** In the group of words in the chart, the nouns end in an unvoiced sound (/s/, /f/, /θ/), and the verbs end in a voiced sound (/z/, /v/, /ð/).

Complete the chart with the words and the phonetics. Sometimes the vowel sound changes, and sometimes the spelling changes.

Noun	Verb
advice	/ədvaɪz/
	to use
abuse	
/bliːf/	
	/rɪliːv/
grief	
/ɪkskjuːs/	
breath	
	to halve
/haʊs/	
safe	
	/beɪð/

2 **T 12.4** Complete the sentences with one of the words in Exercise 1.

a It is my personal _____ that the man accused of the crime is innocent.

b Let me listen to your chest. Take a deep _____ and say 'Ah'.

c You should put your valuables in the hotel _____ .

d Drug _____ is a terrible problem all over the world.

e I know it isn't good for your skin, but I love sun _____ .

f I've been so worried about you! It's such a _____ to see you at last!

g 'What are we going to do with this cake?' 'Cut it in two. You take _____ and I'll take _____ .'

h Can you show me how to _____ this new coffee machine?

i The refugees are _____ in temporary accommodation.

j She apologized for her behaviour, and said it was because she'd had a lousy day at work, but that's no _____ for breaking all the plates.

k People need time to _____ after the death of someone they love.

l Take my _____ . Never marry for money. Marry for love.

Key

Unit 1

1 Identifying tenses

Exercise 1

a is walking
b walked
c 'd been walking
d had taken
e was taken
f 'll take
g 've had
h 'll be having
i were having
j is freshly made
k 'll have made
l 's been made
m 're being washed
n had been washed/ was washed
o 've been washing
p will have been sold
q sells
r will be sold/ 's going to be sold
s will have been teaching
t were being taught

Exercise 2

ACTIVE

	Simple	Continuous
Present	sells	is walking
Past	walked	were having
Future	will take	will be having
Present Perfect	have had	have been washing
Past Perfect	had taken	had been walking
Future Perfect	will have made	will have been teaching

PASSIVE

	Simple	Continuous
Present	is made	are being washed
Past	was taken	were being taught
Future	will be sold	
Present Perfect	has been made	
Past Perfect	had been washed	
Future Perfect	will have been sold	

2 Correcting mistakes

a ✔
b Manchester United are playing really well at the moment. ...
c I've heard you're going to have a baby!/you're having a baby! ...
d ✔
e When I was a little girl, I always spent my ...
f I've been going out with Paul ...
g ... Perhaps I'll get him ...
h ✔
i A ... strike has been called by ...
j ... and deserved to pass ...

3 Choosing the right tense

a 've been looking/was looking
b wonder/'m wondering/ wondered/was wondering
c went
d 'd never been
e was doing/did
f got
g did you feel
h 's been
i 've visited
j felt
k was travelling
l have been learning/are learning
m 're looking forward
n is hoping/hopes
o will that be
p will be able
q produces
r 've been
s 'll get
t 've discussed

4 Active or passive?

Exercise 1

a Volvos aren't made in Norway.
b Our house was built in the 17th century.
c Has your bedroom been decorated?
d My bedroom's being decorated ...
e While ... was being built ...
f ... our house had been burgled.
g She won't be recognized ...

Exercise 2

a were caught were leaving/left
b arrived had caught
c are emptied
d hadn't been delivered
e has been missing
f don't you like love 're going to see
g were driving were overtaken
h had been snowing
i arrive 'll be picked up

5 At home on a train

Exercise 1

a don't live
b has travelled
c is made
d 've lived/ 've been living
e didn't want
f saw
g fell
h bought
i had already done
j we're still making
k have been removed
l paid
m were offered
n 'm discovering
o was built
p 've worked/ 're working/ have been working
q 'll ever sell
r will remain/ remains

Exercise 2

a Do they live in a caravan?
b How long have they lived/been living there?
c Who did they buy it from?
d How much did they pay for their house?
e How much were they recently offered for the house?
f Where and when was it built?
g Are they still working on the house?
h Will they ever sell the house?

6 *have, be,* or *do*?

a has (A)
b did (F)
c have (F)
d 've (A)
e is/was (F) has/had (F)
f didn't (A)
g done (F)
h does (A)
i was (A)
j is (A) being (A)
k doing (F) to have (F)
l been (A) 'm (F)

7 Forms of *have* and *have got*

Exercise 1

a '... have you got/do you have a ...'
'... I'm having ...'
'... I've got/have ... to have ...'
b '... have you got/do you have ...'
'... I haven't/don't ...'
'... had ...'
'... haven't got/don't have ...
c '... had ...'
'... had ...'
'... Will you have to ...'
d 'Have you got/do you have ...'
'No, we haven't/don't. Have/do you?'
'... I've had ... I've got/have ...'
'... to have ...'
e '... We've got to/have to ...'
'... haven't got/don't have ...'
'... had ... Have ...'
f ... having ... I've had ... haven't had ...

Exercise 2

a She hasn't got ...
b I don't usually have ...
c I haven't got/don't have ...
d They aren't having ...
e We didn't have ...
f I don't have to ...
g I didn't have to ...

Exercise 3

a What colour eyes has she got?
b What time do you usually have breakfast?
c How much money do you have?
d What are they having a row about?
e Did you have a good time on holiday?
f How many hours a day do you have to work?
g What time did you have to get up this morning?

8 Rooms and their contents

Kitchen: taps sink dishwasher scales breadbin tin opener cat flap tea towel high chair Welsh dresser
Living room: French windows armchair sofa rug drinks cabinet magazine rack ornaments
Bedroom: chest of drawers dressing table cot duvet wardrobe pillow ornaments sheets rug quilt
Bathroom: shower curtain towel rail washbasin bidet taps scales flannel towel

9 *house* and *home* idioms

Exercise 1

a He's got a huge appetite.
b They have a very good relationship.
c I could shop for a very long time.
d The drinks are free.
e The musical was a success.
f The pictures made me realize fully the horrors of the famine.
g Mum earns the money in our family.
h Haig managed to win, although it wasn't easy.

Exercise 2

a When I saw her empty cat basket it really brought home the fact I'd never see her again.
b We all got on like a house on fire.
c They eat us out of house and home.
d Apparently, it brought the house down.
e I could dance until the cows come home.

10 Literal and idiomatic

Exercise 1

a out
b away
c down
d off
e down
f off on
g out
h back
i in
j away

Exercise 2

a fell out (L) fell out (I)
put up (I) put up (L)
c 've sorted out (L) sort it out (I)
d stand up (L) stand up (I)
e Hold on (I) hold on (L)
f take it off (L) take off (I)
g picked it up (I) pick him up (L)

11 Vowel sounds and spelling

Exercise 1

a friend
b English
c cheese
d month
e took
f huge
g crash
h shock
i thought
j shirt
k chart
l temper

Exercise 2

/e/ letter weather breakfast head
/ɪ/ sick women busy building
/iː/ tree jeans heat machine
/ʌ/ hug mother fun worry
/ʊ/ good woman could pullover
/uː/ cool roof suit canoe
/æ/ camp family accent fan
/ɒ/ log odd sausage want
/ɔː/ horse walk daughter floor
/ɑː/ carly work search worm
/ɒː/ party father banana garden
/ə/ letter banana father machine

Exercise 3

a Learning a foreign language is very useful.
b It's important to have a good dictionary.
c English spelling isn't easy.
d It's good to keep lists of vocabulary.
e Grammar doesn't have to be boring.
f Everyone wants to speak English fluently.

Unit 2

1 Present Perfect simple or continuous?

Exercise 1

a I've written to Auntie Fay to wish her a happy birthday.
I've been writing my essay all morning.
b I've lost my car keys.
I've been losing weight recently.

c They've missed the train.
They've been missing you lots, so come home soon.
d She's been talking on the phone for ages.
She's talked about this subject before.
e Paula's been leaving work late all this week.
Paula's left work early today to meet her uncle.
f The cat's been going next door to have its dinner.
The cat's gone upstairs.
g He's had a heart attack.
He's been having second thoughts about accepting the job.
h I've been saving up to buy a new stereo.
I've saved up about £200.
i I've been swimming which is why my hair is wet.
I've swum twenty lengths today.
j I've been finding it difficult to concentrate recently.
I've found my cheque book at last.

Exercise 2

a 's been snowing
b have you travelled
c have lived 've been trying haven't managed
d have been arguing
e 've eaten
f have been running
g 's been crying 's failed
h 've been sunbathing

2 Present Perfect/Past Simple

a Which school did he go to?
b How long has he known Julian?
Since he was 11 years old.
c How long has he been married to Maria?
d What did he do/was he doing in Argentina?
He taught/was teaching English.
e When did he return to England?
After his son was born.
f How many times did he work as a sales representative?
g Where did he move to after Caroline was born?
h How long has he been selling clothes?
Since he was fifty-five years old.
i Has Paul had a successful career?
No, he hasn't, because he's now selling clothes at Peckham market.

3 World's highest dustman

Exercise 1

a lives
b has already made
c aims/'s aiming
d was working
e heard
f was looking
g has found
h came
i has collected
j has been preparing
k 's training
l succeeds

Exercise 2

a 'm beginning
b 've done
c feel
d 've been learning/ 've learned
e isn't/hasn't been
f 've slept/'ve been sleeping
g 're staying
h dream
i haven't seen
j feels
k 've been telling/ tell
l 's been/is
m try/'m trying/ 've been trying
n 's snowed/ 's been snowing
o are sunbathing/ have been sunbathing
p are checking/ have been checking
q mentioned
r are thinking/ were thinking
s get
t make
u get up
v to be lying

4 Present Perfect passive

a A yachtsman has been rescued in the Pacific.
b Valuable jewels have been stolen from Harrods.
c The missing boy has been found alive.
d MPs have been given a huge pay rise.
e Ten people have been killed by a tornado in Texas.
f An ancient tomb has been discovered in Egypt.
g 2,000 people have been made redundant at British Aerospace.
h A cure has been discovered for teenage acne.

5 *have* something *done*

Exercise 1

a I had one hundred copies of my report printed.
b She wants to have her ears pierced.
c I'm going to have my eyes tested.
d They've had their leaking roof fixed.
e We haven't had the photocopier mended yet.

Exercise 2 (Sample answers)

They've had the cake decorated.
She's having her hair done.
She's had the wedding dress made.
She's having her nails manicured.
They've had the invitations printed.
They're having the photographs taken.
They had the champagne delivered.
She's having the bouquets delivered.
He had his hair cut.
He's having his feet massaged.
He had his suit fitted.
They'll be having the photographs developed.
He had his shirt pressed.
She'll be having her wedding dress dry-cleaned.

6 Transport

Exercise 1

1 = Car; 2 = Bus; 3 = Train; 4 = Plane; 5 = Bicycle; 6 = Ferry

	1	2	3	4	5	6
get into/ out of	✓					
get on/ off		✓	✓	✓	✓	✓
take off/ land				✓		
ride					✓	
drive	✓	✓	✓			
catch/miss		✓	✓	✓		✓
board				✓		✓
overtake	✓	✓			✓	
park	✓	✓				

Exercise 2

car: traffic lights one-way street joyrider tyres trailer slip-road spare tyre service station lay-by seat-belt horn tunnel traffic jam
bus: traffic lights tunnel tyres timetable spare tyre lay-by horn traffic jam season ticket ticket collector
train: carriage tunnel ticket collector platform timetable track porter coach season ticket
plane: runway check-in desk trolley tyres seat-belt cargo hand luggage Customs cabin life jacket
bicycle: handlebars tyres crash helmet traffic lights one-way street
ferry: deck life jacket gangway jetty port horn cargo cabin Customs

Exercise 3

a OVERTAKE
b CARAVAN
c RUNWAY
d GANGWAY
e SLIP ROAD
f PORTER
g CARGO
h SERVICE STATION
i TUNNEL
j HANDLEBARS
k ROUND TRIP
l TRAFFIC JAM
m CUSTOMS
n CHECK-IN DESK
Mystery word: TRANSPORTATION

7 Prepositions of movement

a above/over/behind
b out of
c along/down/up
d out of/through
e along/down/up
f over
g to
h on/onto
i round
j along/up/down
k past
l into
m beside/by/at
n in
o off
p over
q across
r towards
s to
t through
u on
v by/beside
w against
x past/by
y over

8 Word stress

Exercise 1

a explorer	exploration
b Japan	Japanese
c optimist	optimistic
d industry	industrial
e economy	economics
f politics	politician
g origins	original
h opera	operatic

Exercises 2 and 3

●• opera chocolates business broadcast
•● Japan create abroad hotel unique
•●• explorer religion delicious destruction illegal develop
●•• optimist industry politics origins traveller backpacker privileged organize passenger caravan photograph
••● Japanese overtake
••●• exploration optimistic economics politician operatic prehistoric
•●•• industrial economy original discovery inhabitant experiment photographer

Unit 3

1 Past Simple and Past Perfect

Exercise 1

a fell
b had fallen
c had felt/felt
d felt
e had had
f had
g tore
h had torn
i had cost
j cost
k flew
l had never flown
m caught
n had caught
o had been
p were

Exercise 2

✓: feel have cost catch
✗: fall tear fly be

2 Past Simple or Continuous?

a played/was playing were winning lost
b was coughing/coughed didn't get
c was playing hit made
d wasn't thinking had
e picked gave made
f was pruning heard appeared stung
g was snowing got up were making put raced

3 Past Simple or Past Perfect?

a didn't find had given
b rang had just returned
c had wanted did had come
d had/had had burst/had burst broke/had broken left/had left
e went had been had had decided
f had been/was became had earned gave
g had eaten didn't fit
h came had done had made

4 Time expressions

Exercise 1

a 3 b 4 c 2 d 5 e 1 f 9 g 6 h 10 i 8 j 7 k 13 l 14 m 15 n 12 o 11

Exercise 2

a Two years ago, while I was working in Paris, my grandfather died.
b As soon as I had fed the cat I did my homework.
c First I had a shower, then I got dressed.
d Since I was a child I had always wanted to go to Australia, and I finally went last year.
e As he posted the letter he realized he hadn't put a stamp on it.
f By the time he'd finished speaking, most of the audience had fallen asleep.

g Once I'd told him the truth I felt better.
h Until I tried/had tried waterskiing I hadn't believed/didn't believe how difficult it would be.

5 *Puss in Boots*

Exercise 1

1 had been staying, had just waved
2 were driving, was miaowing
3 crashed into
4 caught fire, arrived, pulled them out
5 had raced back
6 leapt up, ran away, was carrying
7 hadn't found
8 was lying awake, heard, woke, had been dreaming
9 crept, the noise was coming from, were bleeding, had found his way, had been walking
10 knitted, wore

Exercise 2

a were driving	n was lying awake
b had been staying	o had been dreaming
c had just waved	p heard
d was miaowing	q woke
e crashed into	r crept
f caught fire	s the noise was coming from
g arrived	
h pulled them out	t had been walking
i had raced back	u had found his way
j was carrying	
k leapt up	v were bleeding
l ran away	w knitted
m hadn't found	x wore

Exercise 3

a Who had Jim and Rita been staying with?
b Why was Whiskers miaowing?
c What happened to their car?
d What was Rita doing when the car exploded?
e Why did Whiskers run away?/Why did Whiskers leap into the air?
f What had Rita been dreaming about?
g How long had Whiskers been walking (for)?
h Why did Rita knit him some baby bootees?

6 Active to passive

a A medieval temple was discovered underneath the new housing estate.
b The races were held indoors because it was raining.
c Our house had been broken into and all my jewellery had been stolen.
d The leisure centre had been booked for a children's party on Saturday.
e The dishwasher was being fixed so I couldn't leave the house.
f Our hotel room still hadn't been cleaned when we returned.
g The fish hadn't been cooked for long enough. It was still raw!
h New traffic lights were being put up at the crossroads.

7 Active and passive

Maudie Walker

a had just succeeded	d was overcome
b was smiling	e suffered
c waving	f died

Major Summerfield

a had died	g had just caught
b was fighting	h struck
c was struck	i were paralysed
d fell	j was being buried
e wasn't badly injured	k shattered
f was fishing	

Rueben Tice

a wasn't	e exploded
b was working	f was hit
c hadn't slept	g was killed
d was putting/had been putting	h was covered

8 The world of literature

Poetry: nursery rhyme character ballad verse paperback hardback
Prose: plot chapter autobiography character best-seller review science fiction novelist critic blockbuster fairy tale hardback whodunnit paperback thriller
Drama: plot act director character backstage leading role science fiction script review blockbuster props scenery critic rehearsal playwright whodunnit stalls thriller standing ovation performance

9 Words commonly confused

1 a 're waiting for
b is expected
c are looking forward to
2 a ground
b floor
c ground
3 a Actually
b at the moment
c really
4 a alone lonely
b lone
5 a nervous
b embarrassed
c ashamed
6 a was usually taken
b brought/brings
c fetch
7 a Have you seen
b were watching
c Look at

10 Phrasal verbs type 1

Exercise 1

show off – boast
find out – discover
doze off – fall asleep
hold on – wait
speak up – talk louder
set off – begin a journey
blow up – explode
settle down – have a calmer, more stable life
turn up – arrive
own up – admit responsibility
cheer up – be happier
go out – stop burning
shut up – be quiet
stay in – not go out, stay at home

Exercise 2

a owns up	i dozed off
b went out	j find out
c 'll turn up	k Shut up
d set off	l Hold on
e Cheer up	m Speak up
f showing off	n blew up
g stay in	
h settled down	

11 Diphthongs

Exercise 1

a /peɪ/	e /draɪ/
b /raɪt/	f /bɔɪ/
c /fəʊn/	g /taʊ/
d /rɑʊnd/	h /feɪ/

Exercise 2

a near	e page
b care	f join
c throw	g town
d flight	h fewer

Exercise 3

/iː/ (2) /eɪ/ (1)
/uː/ (4) /əʊ/ (3)
/ɔː/ (5) /ɜː/ (6)
/æ/ (8) /ɒ/ (7)
/ɜː/ (10) /ɔː/ (9)
/aʊ/ (11) /əʊ/ (12)
/uː/ (13) /əʊ/ (14)
/ɪə/ (17) /əʊə/ (15) /əʊə/ (16)
/ʊə/ (19) /ʊə/ (18)
/ɒm/ (22) /ʊm/ (21) /əʊm/ (20)
/ɒl/ (23) /əʊl/ (24) /ʌm/ (26) /əʊm/ (25)
/eɪ/ (27) (28)
/eɪ/ (29) /e/ (30)
/ɒ/ (33) /uː/(32) /ʌ/ (31)
/ʊd/ (35) /əʊld/ (34)
/əʊ/ (38) /ʌ/ (36) /ɒ/ (37)

Unit 4

1 Countable or uncountable?

a luggage	f unemployment
b food	g accommodation
c cash	h health
d corn	i music
e fruit	j traffic

2 *some* or *any*?

a any	d some any
b some/any any	e any any
c Some any	f some some

3 *much* or *many*?

a Is there much work ...?
b I didn't spend much time ...
c Did they do much research ...?
d They couldn't give me much information ...
e There is too much traffic ...
f I didn't have too many problems ...

4 The canteen

Exercise 1 (Sample answers)

a There are lots of cheese sandwiches.
b There are a few ham sandwiches.
c There's a huge amount of spaghetti.
d There's only a little rice and vegetable curry.
e There are a few hamburgers.
f There are no chips.
g There's hardly any fruit salad.
h There are a couple of bananas.
i There aren't many doughnuts.
j There's hardly any apple juice.

Exercise 2

a 's lots	f are a few
b a few	g 's only a little
c 's only a little	h 've got a couple
d aren't any (left)	i a little
e a little	j lots

5 *very little, a little, very few, a few, fewer, less*

a a few chips
b a little whisky
c Children have less respect for their teachers than they used to.
d very few
e a little Swedish
f Fewer people
g Very few people
h a few years
i There's very little I can do ...
j a few of them

6 From riches to rags

Exercise 1

a many	k all
b hardly any/very little	l a large number
	m very little/hardly any
c a few	
d a huge amount	n fewer
e no	o less
f few	p none
g nobody	q a lot
h much	r a couple
i most	s anything
j several	t Something

Exercise 2

a Fred has no relatives.
b Fred didn't talk to anyone about his grief.
c People were friendly to Fred because he had a lot of money.
d He invested a lot/a huge amount of his money.
e Fred had a little money left when Barings went bankrupt.
f Nobody helped Fred when he ran out of money.
g Fred has made a couple of real friends.
h Fred has learned a lot from his experience.

7 *something, anybody, everyone, nowhere ...*

Exercise 1

a somewhere	h anywhere
b anyone	i someone
c everywhere anywhere	j something anything
d anything	k anyone
e everything	l Everyone/Everybody
f nothing	
g nobody/no one	

Exercise 2

a He told the police that he knew nothing.
He didn't tell the police anything.
b I think they live somewhere in London.
I don't mind. I'll live anywhere in London.

c Anybody can cook. It's easy.
Nobody phoned you. Sorry.
d I've searched everywhere.
I can't find it anywhere.
e I thought I'd know somebody at the party.
I didn't know anyone at the party.
f My parents never took me anywhere when I was a kid.
My parents took me everywhere when I was young.
g Jane always got everything she wanted.
Jane didn't have anything to wear.
h I've already had something to eat.
I've had nothing to eat.

8 *all* or *every*?

a everything b Everything c All
d Every e All f All g All
h all the i everything j all
k Every

9 A piece of cake!

Exercise 1

a jar of honey a can of beer/soup/Coke a slice of bread/cake
a tube of toothpaste a piece of cake/paper/bread a loaf of bread
a bottle of beer/Coke a bar of soap/chocolate a box of chocolates
a tin of soup a sheet of paper

Exercise 2

a a piece/slice of cake
b a tin/can of soup
c sheets of paper
d a box of chocolates
e bar of chocolate
f slice of bread
g many cans/bottles of beer
h bar of soap
i a jar of special apple blossom honey

10 Prepositions and nouns

Exercise 1

A
above/below/on average on foot
under arrest over/under £500
above/below/over/under 75%
above/below freezing
over/under 18 years old
under new management
on holiday under pressure
on business

B
at/by midnight during/in the night
by/on New Year's Day
by/during/in the winter
by/on Friday afternoon
at/by/during the weekend
in/on time in a fortnight's time
during/in the rush hour in his forties

Exercise 2

a over b in c on d at e on
f on g By h On i at j during/in k below l under m in n by o in

11 Sentence stress

a Well, I know he earns a lot more than me.
b What do you mean? He's already bought a brand new one.
c Didn't you know that all of Frank's clothes are designer labels?
d He has loads of them.
e No, in fact he's in Florida on holiday.
f Really? The girl I saw him with had short, brown hair.

12 Phonetics

Exercises 1 and 2

Fruit: 'grapefruit pear 'pineapple 'cherry 'melon 'orange plum 'strawberry 'raspberry avo'cado 'mango
Vegetables: 'carrot 'cauliflower pea po'tato 'cabbage leek cour'gette 'parsnip 'cucumber 'sweetcorn 'spinach 'onion

Unit 5

1 Question tags

a You're going to work harder from now on, aren't you?
b I'll see you next week, won't I?
c Kate's leaving soon, isn't she?
d You'll ring when you get there, won't you?
e Our plane takes off at 4 p.m., doesn't it?
f The decorators will have finished by next week, won't they?
g You aren't getting married next week, are you?
h We won't need tickets to get in, will we?
i We'll be millionaires one day, won't we?
j Max won't be coming, will he?

2 *will* or *going to*?

a A 'm going to B 'll
b A are going to B 'll
c A 'm going to 'll B 'll
d A 's going to/will B 'll
e A 'm not going to B 'll
f A 'll B 'm going to 'll
g A 'm going to B 'll 'll
h A 're going to/'ll B 'll

3 *What does John say?*

a I'll buy her a present.
b I'm going to study hard ...
c I'm seeing/going to see ...
d I think Manchester United will/are going to win on Saturday.
e I'm sorry. I'm going to be late.
f My sister is going to have/having a baby next March.
g My plane takes off at 7.30 a.m. from London, Heathrow.
h I'll be lying on a beach in Spain this time next week.

4 Future Cont. or Perfect?

a I'll have become ...
b I'll be running my own ...
c I'll have moved to California.
d I'll be living in a mansion ...
e I'll have joined a ...
f I'll have married a ...
g I'll be earning over ...
h I'll have given up smoking.

5 A Hollywood interview

Exercise 1

a are getting
b will have exchanged
c 'll make
d are going to tell
e are having
f will you be inviting
g are coming
h will arrive
i are coming
j won't be coming
k are going to have
l doesn't start
m will be arriving
n leaves
o 'll be

Exercise 2

a will be expecting
b 'll own
c will have fallen out
d will be having/will have had
e will be working
f will be worried/worrying
g won't have remembered/won't remember
h will want
i won't agree

6 Correcting mistakes

a A What are you doing this weekend?
B ✔
b A ✔
B Oh, no! What am I going to do?
c A Is it true that Rachel is getting married to ...
B ✔
d A ✔
B Yuk! You'll have to wake me up. I can never get up ...
e A ✔
B ... You'll be getting ...
f A ✔
B ... It'll only take a ...
g A ✔
B ... We're going to stay/'re staying at home.
h A I'll ring you as soon as I arrive.
B ✔

7 Future time clauses

a won't get eat sensibly.
b 're not moving to find/have found
c 'll love/'re going to love meet
d Are you going to learn 're
e won't go to bed have
f 's going to be 've finished
g don't do will you have to
h will deal are
i 'll feel have/have had
j try/have tried 'll never use

8 Health

Exercise 1 (Sample answers)

a The nurse took the patient's temperature.
b The surgeon performed a difficult operation.
c The accident victim was carried on a stretcher.
d The toddler fell over and grazed his knee.
e The teenager had spots on her face.
f The pregnant woman felt faint in the smoky atmosphere.
g The old man had a heart attack.
h The tennis player sprained her wrist.
i The racing driver was lucky to survive the crash.
j The soldier was wounded in the attack.
k The gardener was stung by a wasp.
l The ferry passengers felt sea-sick during the crossing.
m The holidaymaker suffered from sunburn.

Exercise 2

a injured
b dislocated
c stitches
d pain
e a rash
f allergic to
g a blister
h dizzy
i run down
j damages

9 Hot Verbs *be* and *have*

Exercise 1

be on the safe side in touch with sb
no point in doing sth off colour
out of one's mind up to date
in charge of sb/sth on one's mind
have the nerve to do sth sb round
a word with sb a ball
no chance of doing sth

Exercise 2

a be a bit off colour
b 'll be in touch
c 're having Mel and Andy round
d 's always on my mind
e 've been out of my mind
f have a word with you
g had the nerve
h to be on the safe side
i have no chance of
j 'm in charge of
k having a ball
l 's no point in
m be up to date

10 Phrasal verbs types 2 and 3

a talked it over
b take after her
c sort it out
d gone off her
e call it off
f put them away
g look after him
h look into it
i get over it
j work it out
k putting me down

11 Sounds and spelling

Exercise 1

a won't	/əʊ/	want	/ɒ/
b walk	/ɔː/	work	/ɜː/
c wonder	/ʌ/	wander	/ɒ/
d woman	/ʊ/	women	/ɪ/
e warm	/ɔː/	worm	/ɜː/
f word	/ɜː/	ward	/ɔː/
g wear	/eə/	weary	/ɪə/
h weight	/eɪ/	weird	/ɪə/

Exercise 2

a phone
b blood
c love
d through
e weak
f lower
g north
h height
i pear
j layer

Unit 6

1 General knowledge quiz

1 b 2 a 3 a 4 c 5 b 6 a
7 c 8 b 9 c 10 a

2 Defining or non-defining?

Exercise 1

a D b D c ND d D e ND
f D g ND h D i ND j ND

Exercise 2

a ... who could teach me ...
b ... that has four bedrooms.
c ... *Romeo and Juliet*, which is one of the best films I've ever seen.
d ... that sells second-hand furniture?
e Marilyn Monroe, whose real name was Norma Jean Baker, died of an overdose of barbiturates.
f ... who lose their temper ...
g My computer, which I bought just last year, is already out of date.
h I met a girl I went to school with.
i Professor James Williams, who is considered to be the world's expert on butterflies, will ...
j I bought a ham and pickle sandwich, which I ate immediately.

3 Punctuation and omitting the pronoun

a The thing ~~that~~ I most regret is not going to university.
b My two daughters, who are 16 and 13, are both interested in dancing.
c (no change)
d (no change)
e (no change)
f Salt, whose qualities have been known since prehistoric times, is used to season and preserve food.
g The CD ~~that~~ I bought yesterday doesn't work.
h You know the book ~~that~~ you paid £20 for? I just got it for £5.
i (no change)
j Devon, where my mother's family comes from, is famous ...

4 All relative pronouns

Exercise 1

a Have I told you recently how much I love you?
b I have to do what I believe to be right.
c I love garlic in all my food, which is why I'm always brushing my teeth.
d We're emigrating to Australia, where my brother lives.
e I met a girl whose hair came down to her waist.
f I passed all my exams, which greatly surprised my teachers.
g Let me know when you expect to arrive.
h Being generous, I'll buy you whatever you want.

Exercise 2

a who
b that
c where
d which
e (nothing)
f whose
g which
h (nothing)
i where
j that
k whose
l (nothing)
m where
n which
o Whatever

5 Prepositions in relative clauses

a This is the book I was telling you about.
b She's a friend I can always rely on.
c That's the man the police were looking for.
d She recommended a book by Robert Palmer, who I'd never heard of.
e The carpet which you paid £500 for has been reduced to £200.
f The Prime Minister, whose views I agree with, gave a good speech.
g He spoke about the environment, which I care deeply about.
h What's that music you're listening to?
i Her mother, who she looked after for many years, died last week.
j My daughter has started smoking, which I disapprove of.

6 Participles as adjectives

a screaming
b satisfied
c disgusting
d confusing
e loaded
f exposed
g conceited
h frightening
i exhausting
j disappointing
k boring
l tiring
m unexpected
n disturbing
o thrilling
p relaxing
q blocked
r disappointed
s well-behaved
t promising

7 Participle clauses

Exercise 1

a People living ...
b Letters posted ...
c The train standing ...
d ... passengers trapped ...
e ... litter dropped ...
f ... house overlooking ...

Exercise 2

a finishing
b stolen
c saying
d Feeling
e borrowed
f knowing
g explaining
h Taking
i directed
j studying

8 *I didn't know what to do*

a ... what time to invite people.
b ... whether to invite Suzie or not.
c ... how to use e-mail.
d ... what drink to buy.
e ... how many people to invite.

9 Micro Mad Max

a 10 b 13 c 7 d 9 e 1 f 2
g 14 h 4 i 11 j 3 k 5 l 6
m 12 n 8

10 *a three-mile walk*

a a ten-pound note
b a four-week language course
c a three-hour drive
d a three-course meal
e a two-week holiday
f a two-hour delay
g a ten-page letter
h a three-year course
i a ten-year sentence
j a five-star hotel
k a 30-mile-an-hour speed limit
l a two-hundred-year-old house

11 People, places, and things

People: obstinate cunning spoilt aggressive arrogant easy-going
Places: breathtaking unspoilt picturesque deserted overgrown overcrowded
Things: automatic hand-made accurate waterproof artificial long-lasting

12 Similar words

a illegible
b unreadable
c childish
d childlike
e sensitive
f sensible
g truthful
h true
i intolerant
j intolerable
k economic
l economical

13 Adjective + preposition

a of b with, for c for d of
e of f with/in g from, to
h about i to j of k of l for
m for n about o with

14 Silent consonants

Exercise 1

A

industry computer continent
recipe eccentric insect lamp
hooligan stadium forest citizen

B

bomb listen gadget honest
receipt mortgage fasten heirloom
whistle straight fascinating
sandwich exhausted

Exercise 2

a scientific
b psychologist
c handsome
d research
e Christmas
f friendship
g climb
h grandfather
i campaign
j Wednesday
k calm
l whisky

Unit 7

1 Basic verb patterns

a I enjoy cooking. I find it very creative.
b I look forward to seeing you again soon.
c You need to book if you want to eat at *Guido's*.
d I finished painting the bathroom last night.
e My dad promised to buy me a stereo if I passed my exams.
f I hope to see you again soon.
g Anna chose to wear her black suede skirt for the party.
h What do you feel like doing tonight?
i I can't afford to buy anything. I'm broke.
j I can't stand waiting in queues. It really annoys me.
k Beth helped me do the washing-up.
l What would you like to do tonight?

2 Using a dictionary

Exercise 1

a ... they stopped to ask for ...
b ✔
c I stopped playing ...
d The rain was so heavy ... to stop the kitchen from flooding.
e ... stopped me to ask why ...
f ... the sun stopped shining.
g ✔
h ... stop his son from going to ...

Exercise 2

a ✔
b I avoid travelling ...
c Have you considered working ...
d We expected him to arrive ...
e ✔
f I've arranged to collect ...
g ✔
h I can't help loving ...
i I offered to give ...
j ✔
k ✔
l I suggest we go to a restaurant ...
m I want you to come home early.

3 More complex verb patterns

Exercise 1 (Sample answers)

My brother wants me to fix his bike.
Our hosts would hate us to be late.
My aunt would love me to visit her more often.
The doctor warned his patient not to work so hard.
My parents expect me to do well in my exams.
The guide advised the tourists to stay close.
The policeman told the driver to slow down.
We invited all our friends to come to a party.
The teacher made her class do the exercise again.
My grandparents let us do what we wanted.
I'd like my son to take over my business.

Exercise 2

a I didn't expect to see Ben ...
b We've been invited to dinner ...
c I need to have a hair-cut.
d I'm looking forward to seeing you in June.
e I can't decide what to have for dessert.
f The teacher let us go home early.
g But she made us do ...
h Do you mind waiting for a minute?
i I'd rather have tea.
j I suggest we wait before we ...
k She offered to lend me some money.
l He asked me not to make a noise.
m I apologized to my neighbours for waking them.

4 *-ing* or infinitive?

a to think
b to lock
c making
d to buy
e to do
f to play
g to speak
h cooking
getting
falling
to make
meeting
asking
to rain
painting
to cook
to pay

5 Adjectives, nouns, and prepositions

Exercise 1

a impossible
e delighted

b nice
c safe
d mean
f kind
g sorry
h interesting

Exercise 2

a time to go
b way to skin
c idea to visit
d anyone to talk
e need to shout
f things to do
g money to pay
h nothing to wear

Exercise 3

a for arriving
b by doing
c about going
d without asking
e with having
f for making
g at remembering
h of buying
i for coming
j like going
k of being stung

6 Forms of the infinitive

a have forgotten
b to be selected
c to pay
d to have met
e to be dry-cleaned
f to be having
g to disturb
h be working
i to have seen
j to be recognized
k have told
l to be handed

7 *I don't want to*

a 7 b 9 c 6 d 2 e 1 f 10 g 4 h 3 i 5 j 8

8 The house that Jack built

a to work
b to pay
c leaving
d to do
e to lend
f listening
g working
h to make
i repaying
j to give
k to celebrate
l doing
m to build
n living
o being

9 Verbs of perception

a singing
b slam
c cooking
d playing sunbathing
e pick rip
f waiting
g being built
h laughing
i eat
j shoplifting take put

10 Compound nouns

a blood test blood pressure blood donor
b campsite building site bomb-site
c waterfall water-melon water-skiing
d greenhouse greengrocer green salad
e nightclub nightmare night shift
f briefcase suitcase bookcase
g paper bag plastic bag shoulder-bag
h rainbow raincoat raindrop
i sunshine sunrise sunset
j roadworks road sign road rage
k blackboard floorboard notice-board
l daylight daybreak day-dream
m handshake handwriting handbook
n ice-cube iceberg ice-rink
o birthday cake birthday present birthday card
p landscape landlady landslide
q sports car sports centre sports ground
r address book visitors' book notebook

11 Phrasal verbs type 4

a away from
b down on
c on with
d up to
e down on
f away with
g up for
h away with
i up with
j out with
k up against
l in with

12 Weak and strong forms

Exercise 1

a She isn't going to learn from this experience, but he is.
b I've heard that you're thinking of moving from London. Are you?
c They have dinner at seven, don't they?
d You'll be able to get a ticket for me, won't you?
e I've got no idea who this letter's from.
f Can't you remember who Bill used to work for?
g I've been waiting for you to come. Where were you?
h We'd been looking forward to coming for ages, then at the last minute we weren't able to.
i Won't you sit down for a couple of minutes?

Exercise 2

A What are you doing at the weekend?
A We're going to Scotland. Do you want to come too?
A We've decided to camp. None of us can afford to pay for a hotel.
A No we won't. We've got strong tents, lots of warm clothes, and thick sleeping bags.
A Of course we have, and it's pretty warm for October.
A Excellent. I'll tell the others. They'll be delighted. We'll pick you up at six on Friday. See you then. Goodbye.

Unit 8

1 How certain?

a ✓✓ b ✓ c ✓✓ d ✓✓ e ✓ f ✓✓ g ✓ h ✓✓ i ✓ j ✓✓ k ✓✓ l ✓✓

2 Present probability

a She must be missing her boyfriend.
b It'll be Tom.
c She can't still be sleeping.
d They should be in the top drawer.
e They could be having a party.
f He must have a deadline to meet.
g It might be difficult driving to work.
h She may be hiding in the wardrobe.

3 Past probability

Exercise 1

a She must have got engaged to Andy.
b He can't have cut it for ages.
c They must have been doing something naughty.
d She must have been making a cake.
e They can't/must/might have gone without me.
f He can't have had a party last night.
g They should have arrived home by now.
h She might have mislaid my number.

Exercise 2

a It must have been blown down by the wind.
b They must have been washed with something red.
c It can't have been mended properly.
d It can't have been given enough to eat.
e They can't have been watered for a long time.
f It must have been shattered by a stone.

Exercise 3 (Sample answers)

If I go to India I can see the Taj Mahal.
If I go to India I will see ...
If I go to India I might see ...
If I go to India I may see ...
If I went to India I would see ...
If I went to India I might see ...
If I went to India I could see ...
If I'd gone ... I might have seen ...
If I'd gone ... I would have seen ...
If I'd gone ... I could have seen ...

4 Deductions about the present and past

a must be making
b could have used might have climbed up
c would have been
d may have been joking can't have spent must have misheard
e should be touching down must be will already have landed
f could be snowing can snow

5 Meaning check

a ability
b permission
c permission
d advice
e asking
f manage
g sure
h possibility
i gave ... not necessary
j ought

6 Which modals fit?

Exercise 1

a should/ought to
b Can/Could/May/Might
c must/have to/should
d can
e will/could/may/might/should/ought to
f can
g have to
h could/may/might/should/ought to/must
i can/could/may/should/ought to/must/have to
j must/have to

Exercise 2

a shouldn't
b don't have to
c couldn't
d won't
e cannot
f was able to
g should have gone
h mustn't

7 Obligation and permission

Exercise 1

1 must not marry
2 can only keep
3 should command
4 must be at home
5 may not visit
6 cannot ride
7 shall sweep
8 will dress must be
9 may not travel

Exercise 2

a had to couldn't
b had to weren't allowed to/couldn't
c didn't have to was also allowed couldn't/weren't allowed to
d weren't allowed to/couldn't
e were forbidden to/weren't allowed to/couldn't
f had to weren't allowed to/couldn't

8 Present to past

a I had to take ...
b They must have been away ...
c We couldn't see the top ...
d He can't/couldn't have been ...
e We weren't allowed to/were forbidden to/couldn't ...
f He wouldn't go to bed.
g That would have been John ...
h You should have been more careful
i You didn't have to do this exercise.

9 Positive to negative

a You mustn't stop here.
b We didn't have to learn ...
c They didn't have to take ...
d He can't be speaking Swedish.
e We didn't have to wear ...
f You won't have to help me ...

10 *need* and *needn't have*

Exercise 1

a V b M c V d V e V f M g M h V i V j M

Exercise 2

a mustn't
b needn't/ don't have to
c have to/need to
d don't need to/ don't have to
e needn't have woken
f didn't need to take/didn't have to take
g got to
h needn't have bought

11 Words that go together

a C b A c D d B e D f C g B h A i C j A k B l D m C n D

12 A word puzzle

1 OSCAR
2 PREMIÈRE
3 GLAMOROUS
4 JETSETTER
5 FANCLUB
6 AUTOGRAPH
7 SOCIALITE
8 PENTHOUSE
9 LIMOUSINE
10 MODEL
11 ARISTOCRAT

Mystery word: CELEBRITIES

13 Verb + preposition

a for b about/for/at c of d from e in f to g in h in i to/with j to, about

14 Consonant clusters and connected speech

Exercise 1

a doesn't
b shouldn't
c mustn't
d muscles
e crashed
f distinctly
g special
h grumbled
i thrilled
j marvellous
k excitement
l sixth
m impressed
n length
o comfortable

Exercise 2

a The car windscreen's smashed.
b My uncle's sprained his ankle.
c This cream doesn't taste fresh.
d You don't have to scream.
e These white jeans must have shrunk.
f She arrived dressed in the latest fashion.
g He doesn't know his own strength.
h He can't have fixed it properly.
i She doesn't seem to like her job.
j I don't believe she got grade A ...

Unit 9

1 Negative auxiliaries

a don't
b didn't
c haven't
d aren't
e isn't
f won't/
isn't
g 'm not
h doesn't
i hadn't
j hasn't

2 *no, not, -n't,* or *none?*

a not b n't c not d not e no
f Not g none h no i n't j not
k Not l none m No n no
o None p Not

3 Making sentences mean the opposite (Sample answers)

a None of the students passed the exam, so their teacher was furious/disappointed.
b Tom was an unsuccessful businessman who achieved very little in his life.
c Our house is easy to find. No one ever gets lost.
d We had a terrible time in Venice. There were too many people there.
e You mustn't exercise your ankle. Try not to move it at all.
f I don't have to iron my shirt. I'm not going out tonight.
g You don't need to/needn't come with me. I'll go on my own.
h I wasn't in a hurry because I didn't need to go to the shops.
i You ought not to have given the dog anything to eat.
j I told you not to go to work. Why aren't you in bed?

4 *I don't think you're right*

a I don't suppose you've got ...
b The machine doesn't seem to be working.
c I didn't think it was going to rain.
d They don't want their daughter to marry a footballer.
e I didn't expect to see you ...
f I don't suppose you've seen ...
g I don't think I'd like snails.
h I don't expect you remember me.

5 Buzz Aldrin

a When did man first walk on the moon?
b Who went first?
c How long has Buzz Aldrin been travelling the world?
d Where was he born?
e Which military academy did he graduate from?
f Where did he serve as a pilot?
g When was he chosen as an astronaut?
h When was Apollo 11 launched to the moon?
i How long did the mission last?
j What happened to Buzz when he returned?
k What did he suffer from?
l How many children did he have from his first marriage?
m How many times has he been married?
n Who saved him from self-destruction?
o Who do they live with?
p How many cars do they have?
q What sort of books has he written?
r When was *Encounter with Tibet* published?
s What does he do with himself these days?

6 Dialogues

a Who made that mess ...?
What were you doing?
When are you going to tidy it up?
b What was it like?
Who did you talk to?
What about?
What went wrong?
What about?
c What for/Why?
Who was he attacked by/Who by?
What was he doing/Where was he when ...?
How is he?
Which hospital was he taken to?
How long is he going to be in hospital?

7 Questions and prepositions

Exercise 1

a by b to c at d on e for
f in g about h of i from
j with

Exercise 2

a What about?
b Where to?
c What about?
d How long for?
e Who for?
f Who to?
g What with?

8 *How ...?* and *What ... like?*

a What's he like?
b How was school today?
c What was the food like?
d How was your journey?
e What's the weather like?
f How is/was she?
g What's it like?
h How's your job these days?

9 Negative questions

a 2 b 1 c 3 d 4 e 5 f 6
g 8 h 7 i 9 j 10 k 12 l 11

10 Antonyms and synonyms

A	B
unkind	*cruel*
dishonest	deceitful
incredible	unbelievable
disappear	vanish
unfair	biased
displeased	annoyed
discontinue	halt
unfasten	undo
abnormal	exceptional
unemployed	redundant
unfriendly	hostile
distrust	suspect
unprofessional	amateur
unknown	anonymous
discover/uncover	reveal
unsafe	hazardous
abuse/misuse	damage
improbable	unlikely
unimportant	trivial
unemotional	reserved

11 Hot Verbs *keep* and *lose*

Exercise 1

keep calm a promise going in touch with sb sb company your nerve a secret sb waiting your temper fit
lose weight your way your nerve your temper

Exercise 2

a keep in touch
b lost my temper
c keep going
d keep a secret
e lost my nerve
f keep fit
g Keep calm
h lost my way

12 Phrasal verbs and nouns that go together

Exercise 1

come up with a new idea, a plan
beat up an old man, a victim of a crime
break into a house, a flat, to steal something
break off a relationship, an engagement
bring out a new product on the market
bring up children to be honest and hard-working
clear out a cupboard and throw out what you don't want
count on your best friend to help you
deal with a problem, a complaint, a difficult customer
drop out of a university course after one year
fit in with the other people in the group
look up to someone you respect
point out a fact that someone might not be aware of
take back what I said – I didn't mean it
tell off a naughty child

Exercise 2

a clear out
b are bringing out
c broke into
d beat him up
e looked up to
f I take it all back.
g I'll point him out
h come up with
i told Tom off
j deal with
k fit in with
l drop out of
m count on
n brought me up

13 Intonation in question tags

Exercise 1

a aren't you? ▼
b wasn't it? ▼
c could you? ▲
d isn't he? ▼
e isn't it? ▼
f has he? ▲
g aren't I? ▼
h have you? ▲
i isn't it? ▼
j weren't we? ▼
k would you? ▲
l had we? ▼

Exercise 2

a You like that car, don't you? ▼
b Vanessa, you're going to Rome next week, aren't you? ▲
c That was awful, wasn't it? ▼
d You haven't borrowed my new coat again, have you? ▲
e You couldn't water my plants while I'm away, could you? ▲

Unit 10

1 Tina's diary

Exercises 1 and 2

a usually
b occasionally
c used to (✔)
d frequently
e rarely/hardly ever
f rarely/hardly ever
g always
h sometimes
i will
j would (✔)

2 Present habit

Exercise 1

1 d 2 g 3 f 4 e 5 h 6 c 7 b 8 i 9 j 10 a

Exercise 2 (Sample answers)

a She has three a day.
b He's always telling people how clever he is.
c She won't eat anything at all unusual.
d He doesn't play anything.
e They're always buying things.
f He's always sitting at his computer, surfing the Internet.
g She's always watching TV.
h He always expects the worst to happen.
i They *will* eat with their mouths open.
j He never lets you down.

3 *used to* and *would*

Exercise 1

a used to
b Did you use to
c never used to/didn't use to
d Did you use to
e used to
f didn't use to
g did you use to
h Didn't you use to

Exercise 2

1 a, b 2 a 3 a, b, c 4 a, b, c 5 a 6 a, b, c 7 a, b 8 a 9 a, b, c

4 Criticizing other people

Exercise 1

b ✔ d ✔ e ✔ h ✔ i ✔

Exercise 2

My family

a My dad *will* mend/is always mending ...
b My brother *will* leave/is always leaving ...
c My sister *will* borrow/is always borrowing ...
d Uncle Tom *will* smoke/is always smoking ...
e My grandpa *would* chew/was always chewing ...
f Our great-grandma *wouldn't* turn on/was always turning off ...

5 Henry's £4.5 million secret

Exercise 1

a 1 b 2 c 1 d 3 e 2 f 1 g 2 h 1 i 3 j 1 k 2 l 1 m 3 n 2 o 3 p 3

Exercise 2

a believe	d didn't	g always
b to	e use	h inherited
c would	f used	

6 *get, become,* or *be*?

a	get upset	h	became clear
b	became ill	i	got to know
c	'm getting better		got to like
d	to become a pilot	j	aren't used to
		k	has become a bit of a bore
e	'll be ready		
	'm just getting dressed	l	'm tired
		m	gets dark
	've been ready	n	is becoming more widespread
f	're lost		
g	are getting/ are going to get/ have got divorced		

7 Money

Exercise 1

A + B

I took out a loan.
I exchanged some traveller's cheques.
I inherited my grandfather's farm.
We don't accept credit cards.
I need change for a fiver.
I earned over £2,000 in interest.

B + C

This new coat was a bargain.
His cheque bounced.
Inflation went up by 2%.
The exchange rate is good at the moment.
My credit card expires at the end of July.
My piggy bank is full of 5p pieces.

Exercise 2

A lesson in thrift at the supermarket

a	check-out	i	wallet
b	bar codes	j	cash
c	added	k	customers
d	bill	l	cut
e	pay	m	came to
f	salary	n	saving
g	cheque	o	change
h	overdrawn	p	receipt

8 Verb + object + preposition

a remind me so much of
b invest all our money in
c insured our car against
d congratulated me on
e was compensated ... for
f models herself on
g hide the truth from
h held her tightly against/to
i invited 300 guests to
j brainwashes people into
k inherit a penny from
l shouted abuse at
m forgive him for
n was accused ... of

9 Rhymes and limericks

Exercise 1

should good	food nude
bread said	leaf chief
choose lose	taught court
toes knows	chef deaf
hate weight	through knew
tight height	wore pour
full wool	brain reign
pool fool	leave grieve
blood mud	foot put

Exercise 2

The Pelican

A rare old bird is a pelican
His beak can hold more than his belly can.
He can take in his beak
Enough food for a week,
And I'm damned if I know how the hell he can!

The lady from Twickenham

There was a young lady from Twickenham
Whose shoes were too tight to walk quick in 'em.
She came back from a walk
Looking whiter than chalk
And she took them both off and was sick in 'em!

Unit 11

1 Real or hypothetical past?

Exercise 1

a ✔ d ✔ h ✔

Sentences b, c, e, f, and g all express hypotheses.

Exercise 2

a ✘ b ✔ c ✘ d ✘ e ✔ f ✘ g ✘ h ✔

Exercise 3

a don't.	d is.	g was.
b didn't.	e won't.	h don't.
c can't.	f do.	

2 Present and past wishes

Exercise 1

I wish you were rich.
I wish I were rich.
I wish you could come.
I wish I could come.
I wish you would come.
I wish you had come.

Exercise 2

a	could/ was able to	e	had stayed
		f	didn't speak/ wouldn't speak
b	wasn't		
c	didn't	g	hadn't spent
d	hadn't gone	h	lived

3 Expressions of regret

Exercise 1

a I wish I'd invited him to the party.
b You should have been watching ...
c If only I hadn't said that to her.
d I wish I hadn't hit him.
e I'd rather you didn't tell her.
f I wish Megan didn't/wouldn't stay out so late.
g If only we could come ...
h I should have worked harder ...

Exercise 2 (Sample answers)

a I wish I had a Rolls Royce.
b If only I could get a job.
c If only I could get to sleep. I wish it were morning.
d We should have booked some rooms.
e I wish I'd bought some petrol.
f I wish she'd stop playing. (the cat speaking!)

4 Making excuses

Exercise 1

a If I hadn't had the shellfish, I wouldn't have been ill.
b I would have phoned you if I'd had the time.
c If I'd known the jumper was so expensive, I wouldn't have bought it.
d I wouldn't have believed it if I hadn't seen it with my own eyes.

Exercise 2

a If I'd known your address, I'd have sent you a postcard.
b If I'd known when your birthday was, I'd have bought you a present.
c If I'd set my alarm clock, I wouldn't be late/have been late.
d If I hadn't been taking my wife to hospital, I wouldn't have broken the speed limit.

5 May's disastrous day

Exercise 1

a ... she'd set her alarm clock.
b ... she hadn't been late again.
c ... she wouldn't have locked herself in the toilet and she wouldn't have forgotten to meet Ben for lunch.
d ... he wouldn't have ended their relationship.
e ... she wouldn't have lost a contact lens.
f ... she hadn't lost a contact lens.
g ... she wouldn't have had to wait at the bus stop in the pouring rain/ ... she wouldn't have got so wet.
h ... she hadn't waited at the bus stop in the pouring rain/ ... she hadn't got so wet.
i ... she hadn't forgotten to meet him three times.
j ... it wouldn't have eaten the budgie.

Exercise 2

M Well, if you hadn't ended our relationship, I wouldn't have forgotten to feed the cat and then it wouldn't have eaten the budgie.
M Well, that was Ms Collins' fault. If she hadn't cancelled my business trip, I wouldn't have been upset and locked myself in the toilet and I wouldn't have forgotten to meet you for lunch.
B Ah! Now I understand everything. If you'd remembered to set your alarm clock, you wouldn't have overslept and you wouldn't have been late for work and Ms Collins wouldn't have cancelled your business trip and you wouldn't have been upset and forgotten our date.

6 Revision of all conditionals

a If I still feel sick, I won't go ...
b If you sold them, you'd make ...
c If I see her, I'll tell her ...
d If Alice hadn't gone ... she wouldn't have met ...
e 'If she didn't love him, she wouldn't have married him.'
f If you buy ..., you get one free.
g A What would you do if you saw a ghost?
B I'd run a mile.
h If we had brought ..., we would know ...
i If you hadn't had ..., the house would have burnt down.
j If I were you, I'd apologize.
k If he eats cheese, he gets ...
l If you listened ..., you would have heard ... wouldn't be stuck here.

7 Words other than *if*

Exercise 1

a	Supposing	e	Were
b	In case	f	as long as
c	unless	g	Had
d	Providing	h	Should

Exercise 2

a I won't come unless they invite me.
b Supposing he left you, what would you do?
c I'll join the tennis club provided that you do/join too.
d We're going to install a smoke alarm in case there is a fire.
e She won't get the job unless she learns to speak French.
f Imagine the lifeguard hadn't been there, what would have happened?
g I won't go out this evening in case Paul rings.
h I'll come at 8.00 as long as that's all right with you.

8 Poor rich Mr Briggs

a wish b provided c unless
d would e should f only g if
h case i even j would k been
l be m hadn't n would o hadn't

9 Physical appearance or personality?

Exercise 1

Physical appearance: curly spotty skinny freckled wrinkled bald well-built graceful bespectacled agile chubby smart

Personality: brainy nosy cheeky moody two-faced absent-minded narrow-minded quick-tempered affectionate hard-hearted big-headed smart

Exercise 2

to arm a country against the threat of war
to back out of an agreement/the car out of the garage
to elbow someone out of the way
to eye someone with suspicion
to finger the material gently
to foot the bill for the meal
to hand out the books to the class
to head the ball into the net
to shoulder the responsibility/blame
to thumb through a book quickly
to toe the line in a job or organization

Exercise 3

a handed
b elbow
c thumbed
d eyed
e was footing
f headed
g were armed
h toe
i fingering
j have backed
k shoulder

10 Nouns from phrasal verbs

a breakdown
b comeback
c hangover
d check-up
e outcome
f by-pass
g outlook
h outbreak
i breakthrough
j feedback
k takeaway
l downfall

11 Ways of pronouncing *-ea-*

Exercises 1 and 2

/e/ bread: breath breadth deaf thread death breast leapt lead (n) health heaven jealous meant weapon
/i:/ meat: scream breathe cease cheat heal beast leap lead (v) reason
/ɪə/ fear: dear tear (n) spear clear beard gear theatre weary
/eə/ wear: tear (v) bear pear swear
/eɪ/ break: steak great
/ɜ:/ learn: yearn earth pearl hearse search

Unit 12

1 Adding information before and after a noun

Exercise 1

a There's a woman wearing a hat pushing a pram.
b I can see a boy being chased by a dog.
c A man is sitting on a bench reading a newspaper and eating a sandwich.
d There's a gardener with a cap on his head cutting the grass.
e A family is sitting under a tree having a picnic.
f I can see an ice-cream van with a long queue.
g There are some children in rowing boats on the lake.
h Some men are sitting fishing by the side of the lake.
i There's a boy on a hill flying a kite.
j I can see a boy on a bike riding past the lake.

Exercise 2

a lawn mower
b litter bin
c tennis racquet
d goal posts
e wheelbarrow
f ice-cream van
g rowing boat
h fishing rod
i mountain bike
j rollerblades

Exercise 3

a I'm going on a two-week adventure holiday driving through the Sahara Desert.
b The judge gave her a five-year prison sentence for kidnapping a millionaire's son.
c She's going to do a three-year course in modern languages at Oxford University.
d Mercedes have brought out a new two-door sports car with a top speed of 150 miles per hour.

2 Articles

Exercise 1

a a b the c the d a
e (nothing), a, the f the
g a, (nothing) h the, (nothing)
i a, The, (nothing), the

Exercise 2

a An b the c a d a
e (nothing) f an g a h the
i the j a/the k The l a m the
n the o (nothing) p the q the
r (nothing) s his t The
u (nothing) v an w (nothing)
x (nothing) y the z A

3 Determiners

a All none
b either both
c both neither
d every
e each
f each
g no every
h every
i Each
j either both
k Neither
l Either
m both either
n No
o Each

4 Demonstratives

a These
b This
c That
d those
e that
f that
g this
h these
i this
j this
k that
l this
m That
n those
o that

5 Emphatic structures

b The thing I don't understand is where he gets his money from.
c What I like about her is her sense of humour.
d It's the dark winter evenings I don't like.
e What those children need is firm guidance.
f The thing I don't like about Jenny is the way she always has to know best.
g It isn't money I want, it's love.
h What I can't stand about John is the fact that he never buys you a drink.
i The thing you have to remember about Kathy is that she's sincere.
j It's the fact that I'm rich and he isn't that makes him jealous.

6 Emphasis in speaking

a I did do it.
b I did it. Sorry.
c I knew John was coming.
d I knew that ages ago.
e I didn't tell her.
f I didn't tell her.
g I told you.
h I like Annie.
i I do like Annie. I think she's great.
j I like her.

7 Word order

a I was born in the middle of winter in 1981.
b She bought a new car with the money her father had left her in his will.
c He walked with a limp, because he had hurt his leg playing football.
d I usually go shopping at Tesco's because the prices are lower.
e I go shopping early on Saturday morning, before everyone else arrives.
f I'm going to London today to buy a new coat for Jack.
g You should put your money in the bank immediately.
h Last year we went to France on holiday, but unfortunately the weather was awful.
i She tidied up her flat quickly/She quickly tidied up her flat, because her parents were coming to stay.
j I'll never understand why she loves him so passionately.

8 The passive voice

a Many of van Gogh's most famous paintings were completed in Arles in 1888, including *Sunflowers*. Just two years later he shot himself at the age of 37.
During his lifetime, he only sold one of his pictures. Today his art work is among the highest priced in the world. In 1989 *Irises* was bought for $53.9 million.
b I've been invited to Buckingham Palace to collect an award for a book I wrote a few years ago.
c Penicillin was discovered in 1929. Since then, it has saved many lives.
d Scientists working in America have discovered a drug that prevents the common cold. The drug will now be produced commercially, and it should be available soon.

9 Combining nouns

a the back of the chair
b the cat's milk
c toilet paper
d my parents' advice
e a bottle of wine
f road sign
g wine bottles
h The Prime Minister's duties/The duties of the Prime Minister
i The heel of my shoe
j your hair brush
k the end of the film
l today's news
m Underground station
n my parents' wedding anniversary
o The company's success/The success of the company
p a fortnight's holiday
q The government's economic policy/The economic policy of the government
r the local state school
s The annual rate of inflation
t coffee cups
u cup of coffee

10 Hot verbs *set* and *break*

Exercise 1

set off on a journey a bone in plaster fire to sth your alarm clock a good example a new world record your heart on doing sth
break a bone skiing the sound barrier the law the old world record a promise someone's heart the speed limit

Exercise 2

a Teachers should set a good example to ...
b You're breaking the speed limit.
c I'll set the alarm clock for ...
d It broke his heart ...
e I set fire to the kitchen.
f ... is breaking the law.
g ... do we need to set off?
h He's broken the old world record ...
i She's set a new world record.
j I broke my arm ... the doctor set my arm in plaster ...
k You should never break a promise.
l ... it breaks the sound barrier ...
m We've set our hearts on moving ...

11 Noun + prepositions

a out of b in c on, by d for
e in f between g for h to
i about/on j with k to l of
m on n to o in

12 Nouns and verbs

Exercise 1

Noun	Verb
advice /ədvaɪs/	to advise /ədvaɪz/
use /ju:s/	to use /ju:z/
abuse /əbju:s/	to abuse /əbju:z/
belief /bɪli:f/	to believe /bɪli:v/
relief /rɪli:f/	to relieve /rɪli:v/
grief /gri:f/	to grieve /gri:v/
excuse /ɪkskju:s/	to excuse /ɪkskju:z/
breath /breθ/	to breathe /bri:ð/
half /ha:f/	to halve /ha:v/
house /haʊs/	to house /haʊz/
safe /seɪf/	to save /seɪv/
bath /ba:θ/	to bathe /beɪð/

Exercise 2

a belief
b breath
c safe
d abuse
e bathing
f relief
g half half
h use
i being housed
j excuse
k grieve
l advice

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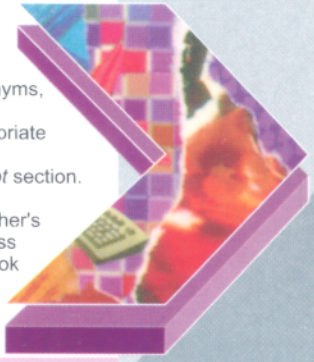

Liz and John Soars have many years of experience as teachers and teacher trainers. Both have worked at International House, London, and Liz was one of the chief examiners of the Cambridge/RSA Dip. TEFL.

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