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**Pre-intermediate** Student's Book

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# 1 Work, rest and play

## 1A Life stories

### QUICK REVIEW ●●●

Introduce yourself to six other students. Find out their names and where they live. Tell the class about three people you spoke to.

**Vocabulary** day-to-day phrases; question words

**Grammar** review of verb forms and questions

### Vocabulary Day-to-day phrases

- 1 Work in pairs. Are these phrases about family (F), work (W), free time (FT) or study (S)?

be married F  
go to the cinema  
have an interesting job  
go shopping with friends  
play an instrument  
go to school/college/university  
be unemployed  
have brothers and/or sisters  
study other languages  
have children  
have a degree  
work for a company

- 2 a) Tick (✓) the phrases in 1 that are true for you now or in the past.

b) Work in groups. Tell other students about yourself. Use the phrases from 1 or your own ideas.

I'm married and I've got two children.

How old are they?

### Reading and Grammar

- 3 a) Write the names of five famous British people. Why are they famous?

b) Work in groups. Compare names. Who is the most famous person, do you think?

- 4 a) Look at the photos. Why is Jamie Oliver famous, do you think?  
b) **R1.1** Read and listen to the profile of Jamie Oliver. Match headings a)–d) with paragraphs 1–4.
- a) An unusual restaurant  
b) Family and free time  
c) His early life  
d) A famous chef

### CELEBRITY PROFILE

## Jamie Oliver

1 Jamie Oliver is one of Britain's favourite chefs – every week millions of people watch him on TV and use his recipes.

2 Jamie was born in Essex, England, in 1975. When he was only eight he started helping in his parents' restaurant. He went to catering college when he was sixteen and then worked at the famous River Café in London for three years. His first TV programme was called *The Naked Chef* and it was an instant success. Jamie quickly became famous and in 1999 he prepared lunch for the British Prime Minister.

3 Now Jamie has got his own restaurant in London called Fifteen. But it isn't a typical restaurant – every year Jamie takes fifteen young unemployed people and teaches them to become chefs. The programme about the restaurant, also called *Fifteen*, is on TV every week. He is going to open Fifteen restaurants in Australia and the USA in the future and at the moment Jamie is writing a new book of recipes. He's already very rich, of course – in 2003 he earned £3.8 million!

4 Jamie got married in 2000 and he lives in London with his wife, Jools, and their two daughters, Poppy Honey and Daisy Boo. He's so busy that he doesn't have much free time, but he loves riding around London on his scooter and he plays the drums in a rock band. When he's at home he likes making bread and cooking pasta – his favourite ingredients are olive oil and lemons from Sicily.



- 5** a) Read the profile again and find the answers to these questions.
- How does he travel around London?  
*By scooter.*
  - When did he get married?
  - Which instrument can he play?
  - What is he writing at the moment?
  - How often is *Fifteen* on TV?
  - How old was he when he started college?
  - How many children has he got?
  - Where is he going to open his new restaurants?
  - How much did he earn in 2003?
  - How long did he work at the River Café?
  - Who did he make lunch for in 1999?
  - Why is his restaurant called Fifteen?

b) Underline the question words in 5a).

c) Do the exercise in Language Summary 1 **V1.1** p119.

Help with Grammar **Review of verb forms and questions**

- 6** a) Match the words/phrases in bold in the profile to these verb forms.

Present Simple	<i>watch</i>	Present Continuous
Past Simple		<i>be going to</i>

b) We usually use auxiliary verbs to make questions. Write questions 2–4 from 5a) in the table.

question word	auxiliary	subject	verb	
How	does	he	travel	around London?

c) Look again at 5a). Then answer these questions.

- Why don't we use an auxiliary verb in questions 5 and 6?
- What is the verb in question 7?
- Look at question 8. How do we make questions with *be going to*?

d) Check in Language Summary 1 **G1.1** p120.

- 7** a) Make questions with these words.

- do / What / do / you ? *What do you do?*
- you / got / brothers and sisters / have / How many ?
- go / did / Where / you / to school ?
- studying / Why / you / are / English ?
- any other languages / you / Can / speak ?
- going to / What / you / do / are / next weekend ?

b) **R1.2** **P** Listen and check. Listen again and practise.

c) Work in pairs. Take turns to ask and answer the questions.

**Get ready ... Get it right!**

- 8** You are going to write a profile of someone in the class. Write ten questions to ask another student. Use these ideas or your own.

- personal details
- family
- work
- study
- free time
- last holiday
- future plans
- studying English
- home

- 9** a) Work with a student you don't know very well. Take turns to ask and answer your questions. Make notes on your partner's answers.

b) Write a profile of your partner.

c) Swap profiles with your partner. Check the information is correct.

d) Read other students' profiles. Who do you have a lot in common with?



# 1B Super commuters

Vocabulary work; questions about travel  
Grammar subject questions  
Help with Listening word stress  
Review question forms

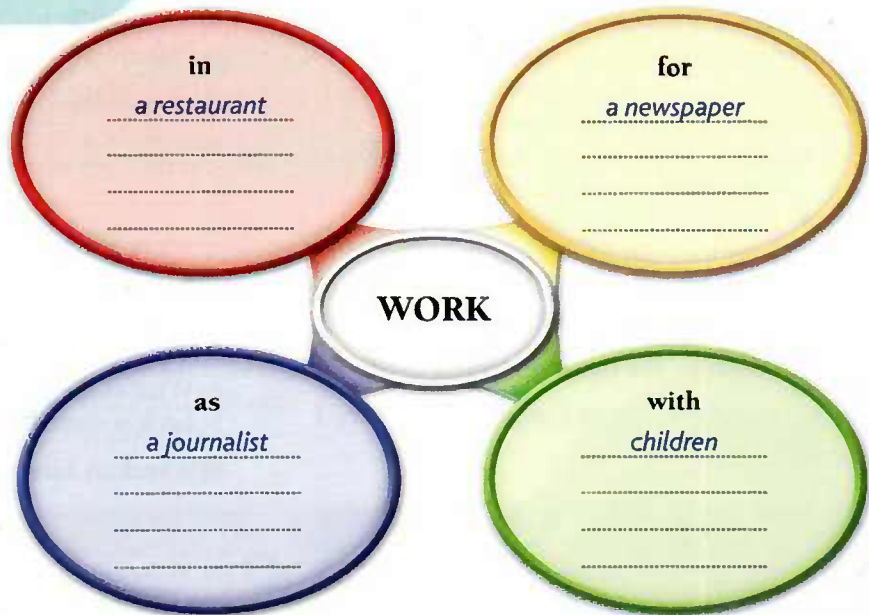
## QUICK REVIEW ●●●

Work in pairs. Take turns to ask and answer questions and find six things you have in common.

## Vocabulary Work

- 1 Work in pairs. Fill in the gaps in the diagram with these words/phrases. Then check in **V1.2** p119.

a restaurant a journalist  
a newspaper children  
a receptionist a department store  
a multinational company  
an office old people London  
an accountant teenagers  
unemployed people a charity  
an editor yourself



## Help with Listening Word stress

- In words of two or more syllables, one syllable always has the main stress.

- 2 a) **R1.3** Look at these words from 1. Listen and notice the word stress.

office journalist multinational company  
children department people London

- b) Where is the stress on these words?

unemployed teenagers accountant charity  
editor receptionist newspaper yourself

- c) **R1.4** Listen and check.

- 3 **R1.4 P** Listen again and practise the phrases from 2b). Copy the stress.

- 4 a) Write the names of four people you know with jobs. Think of ways to describe their jobs. Use phrases from 1 or your own ideas.

b) Work in pairs. Tell your partner about these people's jobs. Who has the best job, do you think?

- 5 a) Match questions 1–4 to answers a)–d).

- How do you get to work/university/school?
- How long does it take you (to get there)?
- How far is it?
- How much does it cost?

- (It's about) 15 kilometres.
- (I go) by train.
- (It costs) about £30 a week.
- (It takes) about 40 minutes.

b) Work in pairs. Take turns to ask questions 1–4. Answer for you.

## Reading, Grammar and Listening

- 6 a) Read about a new TV series. What is it about? What is a *commuter*, do you think?

b) Read about the series again. Then answer these questions.

- Who lived in Bangkok?
- How long did it take Mick to get to work?
- How far was it to his office?
- How long do people in Bangkok spend in traffic jams?
- Who works for a multinational company?
- Who is an editor?
- Who lives in Spain?



## SUPER COMMUTERS

ITV5, 8 p.m. ★★★★★

**Mick Benton's** fascinating new documentary series looks at the enormous distances people travel to get to work. Mick got the idea for the programme when he worked for a TV company in Bangkok. He lived only four kilometres from his office but it took him over two hours to get to work every day. "The traffic in Bangkok is unbelievable," says Mick. "Often people sit in traffic jams for seven or eight hours a day. They even have their meals in their cars!"

In the first programme in the series, Mick interviews three 'super commuters' who work in London. Tony Rogers is an accountant for a multinational company, and travels from Liverpool and back every day. Andrea Price lives in Paris, but works as an editor for a London newspaper. And Ian Hicks is a fireman in Ealing, West London – he commutes all the way from Santander, in Spain!

So maybe your half-hour train journey to work every morning isn't so bad!



### Help with Grammar Subject questions

- 7 a) Look at the sentences in the table. Then answer questions 1–4.

subject	verb	object or preposition + noun
Mick Benton	made	the TV programme.
Andrea Price	lives	in Paris.

- Who made the TV programme?
- Who lives in Paris?
- What did Mick Benton make?
- Where does Andrea Price live?

b) Which two questions ask about the subjects of the sentences in 7a)?

c) How are the question forms in 1 and 2 different from the question forms in 3 and 4?

d) Check in **G1.2** p120.

- 8 a) Write questions for the words in **bold**.

- Mick** worked in Bangkok. *Who worked in Bangkok?*
- Mick worked **in Bangkok**.
- Ian** lives in Spain.
- Ian lives **in Spain**.
- Andrea** works for a newspaper.
- The programme starts **at 8 p.m.**

b) **R1.5** **P** Listen and check. Listen again and practise.

- 9 a) **R1.6** Listen to part of the TV programme. Find one reason why Tony, Andrea and Ian live a long way from work.

b) Make questions with these words. Use the Present Simple.

- Who / leave / home at 6.15 a.m.?  
*Who leaves home at 6.15 a.m.?*
- How / Ian / travel to work?  
*How does Ian travel to work?*
- Who / finish / work at 2 a.m.?
- How long / it / take Ian to get to work?
- Who / spend / £8,000 a year on travel?
- Where / Andrea / stay when she's in London?
- Who / commute / to London five days a week?

c) Work in pairs. Answer the questions in 9b). Then listen again and check.

### Get ready ... Get it right!

- 10 Work in pairs. Student A → p102. Student B → p110. Follow the instructions.

# 1C Time to relax

## QUICK REVIEW ●●●

Work in groups. Find out who: gets up first, travels the furthest to class, spends the most on travel, watches TV the most, goes to bed last, sleeps the most.

Vocabulary free time activities; *do, play, go, go to*; frequency adverbs and expressions

Skills Reading: a newspaper article; Listening: a survey

Help with Listening sentence stress (1) Review question forms

## Vocabulary Free time activities

1 Write the vowels (*a, e, i, o, u*) in these free time activities.

- 1 do judo exercise
- 2 play v\_ll\_yb\_ll c\_rds
- 3 go cycl\_ng r\_nn\_ng
- 4 go to c\_nc\_rts the th\_u\_tr\_

## Help with Vocabulary *do, play, go, go to*

2 a) Look at the phrases in 1. Which verb do we usually use with these free time activities?

- 1 words that end in *-ing*
- 2 sports with a ball and other games
- 3 places and events
- 4 things you do in a gym or a health club

b) Match these words/phrases with the verbs in 1. There are three words/phrases for each verb. Then check in **V1.3** p119.

skateboarding basketball yōga  
art galleries jogging aerōbics  
mountain biking chess sport  
the gym museums table tennis

**TIP!** • In these vocabulary boxes we only show the main stress in words and phrases.

c) Can you add any more words/phrases to the verbs in 1?

3 Work in pairs. Ask questions with *Do you ever ... ?*. Find six things that you both do in your free time. Use the phrases from 1 and 2b) or your own ideas.

Do you ever go to art galleries?

Yes, sometimes./No, I don't.

## Reading and Vocabulary

- 4 a) Work in groups. How do people in the UK spend their free time, do you think?
- b) Read the first paragraph of the article. Were you correct?
- c) Read the rest of the article. Guess the correct answers a)–p).
- d) **R1.7** Listen and check. Which answers do you think are surprising?

## The British way of life?

A new survey on the free time habits of the British is published this week – and it shows that we still love football, shopping, going to pubs, watching TV, gardening and, of course, fish and chips! Here are some of the more surprising results from the survey.

- a) 53%/83% of British families have a garden and b) 15%/35% normally do some gardening every weekend.
- c) 17%/27% of British people go swimming every week and d) 26%/16% play football, but e) 22%/32% watch football on TV at least once a week.
- 35% of adults go to f) the theatre/a rock concert at least once a year.
- British people watch TV for about g) two/four hours every day – and h) 27%/47% of men have dinner and watch TV at the same time.
- The British are always happy when they're socialising. 46% of i) men/women and 23% of j) men/women go to a bar or pub every week.
- British people usually go on holiday once a year and 27% of these holidays are in k) Spain/France.
- l) 30%/46% of adults go to a McDonald's restaurant every three months, but m) 30%/46% go to a traditional fish and chip shop.
- The British spend £726 million on n) tea/coffee and £900 million on o) tea/coffee every year.
- And every British person eats p) 9/16 kg of chocolate and sweets every year – more than any other country in the world!





**Help with Vocabulary**  
**Frequency adverbs and expressions**

5 a) Put these frequency adverbs in order.

hardly ever   not (very) often   never  
 sometimes   always 1   occasionally  
 usually/normally/generally 2   often

b) Look at sentences 1–3. Then complete the rules with *before* or *after*.

- 1 The British are always happy when they're socialising.
- 2 British people usually go on holiday once a year.
- 3 35% normally do some gardening every weekend.

- Frequency adverbs go ..... the verb *be*.
- Frequency adverbs go ..... other verbs.

c) Put these frequency expressions in order.

once every three months   twice a day 1  
 three times a week 2   every Saturday  
 once a month   once or twice a year  
 every couple of weeks

d) Look again at sentences 2 and 3 in 5b). Where do the expressions in 5c) usually go in a sentence?

e) Check in **V1.4** p119.

6 a) Put the word/phrase in brackets in the correct place in the sentence.

- 1 I go jogging on Sundays. (sometimes)  
*I sometimes go jogging on Sundays.*
- 2 He does yoga. (twice a week)
- 3 They go cycling at the weekend. (often)
- 4 I'm at home on Monday evenings. (always)
- 5 She goes mountain biking. (every weekend)
- 6 We go to the theatre. (once a month)
- 7 Do you go shopping at the weekend? (usually)

b) Write six sentences about your free time activities. Use frequency adverbs and expressions from 5a) and 5c).

c) Work in groups. Compare sentences. Do you do the same things?

**Listening**

7 a) **R1.8** A researcher is interviewing Louise for this year's British free time survey. Listen and fill in the form.

activity	frequency
go to a bar/pub	once a month
do sport	
go to the theatre	
do some gardening	
go on holiday	
watch TV	

b) Compare Louise's answers with the newspaper article. Is she a typical British person, do you think? Why/Why not?

**Help with Listening Sentence stress (1)**

- We stress the important words in sentences and questions.

8 a) **R1.8** Listen to the beginning of the interview again. Notice the sentence stress.

*We're **d**oing a **s**urvey on the **f**ree time **h**abits of **B**ritish **p**eople.  
 Can I **a**sk you a **f**ew **q**uestions?  
**H**ow **o**ften do you **g**o to a **b**ar or a **p**ub?*

b) Look at R1.8, p145. Listen again and notice the sentence stress.

9 a) Work in pairs. Make your own free time survey. Write at least six questions.

*How often do you watch sport on TV?*

b) Work in groups of five or six. Ask your questions. Find out who does the things in your survey the most often.

# 1D Speed dating

Real World finding things in common  
Review question forms; auxiliary verbs

## QUICK REVIEW ●●●

Write your five favourite free time activities on a piece of paper. Work in pairs. Swap papers. Guess how often your partner does these activities. Ask questions with *How often ... ?* to check your answers.



QuickMatch<sup>UK</sup>



**Looking for someone special? No time to go on dates? Then speed dating is for you!** Speed dating is quick, fun, and exciting – and you could meet the love of your life!

This is how it works: 25 men and 25 women get together in a friendly bar and sit at tables for two. They have three minutes to talk to each other. When the date is finished, a bell rings. Then all the men move to the next table. If you want to meet a person again, you tick his or her name on a card. At the end of the evening you hand in your cards. If there's a match, we send you the other person's email address. And after that it's up to you!

**Call us now on 0800 975 4433 or check our website: [www.quickmatch.co.uk](http://www.quickmatch.co.uk)**

1 a) Read this advert for a speed dating company. Answer the questions.

- 1 How long is each speed date?
- 2 How many people do you meet?
- 3 What do you do if you like a person?
- 4 What happens if this person also ticks your name?

b) Work in groups. Discuss these questions.

- 1 Do you think speed dating is a good idea? Why?/Why not?
- 2 What questions do people ask each other on a speed date, do you think?

2 a) **R1.9** Becky is on a speed dating evening. Listen to her conversations with Chris and Marcus. Who does she want to see again, do you think? Why?

b) Listen again. What does Becky have in common with each man?

c) **R1.10** Listen and check who Becky wants to see again.

## Real World Finding things in common

3 a) Look at these sentences and responses. Then choose the correct words in the rule.

- A I really love travelling.    B So do I.  
A I don't go out much.    B Neither do I.

● We use *so/neither* to agree with positive sentences and *so/neither* to agree with negative sentences.

b) Look at these sentences and responses. Do these people agree or disagree?

- A I don't like cycling.    B Oh, I do.  
A I'm a vegetarian.    B Oh, I'm not.

c) Fill in the gaps in the table.

	agree	disagree
1 I'm a bit nervous.		<i>Oh, I'm not.</i>
2 I can't speak Turkish.	<i>Neither can I.</i>	
3 I've got a dog.		
4 I don't go out much.		
5 I had a great time.	<i>So did I.</i>	

d) Check in **RW1.1** p120.

# 1 Review

Language Summary 1, p119

**4** a) Look at R1.9, p145. Read and underline all the responses from 3.

b) **R1.11** **P** Listen and practise.

*Sō am ĭ.  
Neither am ĭ.*

**5** Write ways to agree and disagree with these sentences.

- 1 I don't like meat.  
*Neither do I./Oh, I do.*
- 2 I'm quite tired.
- 3 I went out last night.
- 4 I haven't got a mobile.
- 5 I hate getting up early.
- 6 I can speak Russian.
- 7 I didn't sleep well.
- 8 I'm not from this town.

**6** **R1.12** Listen and agree with eight different sentences. Then listen again and disagree with them.

*I'm not married.  
Neither am ĭ.*

**7** a) Write six sentences about you. Start each sentence with one of these phrases.

I love ...      I don't like ...  
I went ...      I didn't go ...  
I'm ...          I'm not ...  
I've got ...      I haven't got ...  
I can ...        I can't ...

b) Work in pairs. Take turns to say a sentence. Your partner agrees or disagrees. Continue the conversation if possible. What do you have in common?

I love eating out.

So do I.

What's your favourite food?

Pasta.

**1** a) Make questions with these words. **G1.1**

- 1 favourite food / 's / your / What ?  
*What's your favourite food?*
- 2 do / you / How often / cook ?
- 3 What / you / cook / can ?
- 4 How much / spend / you / do / on food a week ?
- 5 a favourite restaurant / got / Have / you ?
- 6 was / the last time / ate out / you / When ?
- 7 did / you / Where / go ?
- 8 going to / eat / What / you / are / this evening ?

b) Work in pairs. Take turns to ask and answer the questions.

**2** a) Cross out the incorrect words/phrases. **V1.2**

- 1 work in a school/an office/  
a receptionist
- 2 work as a journalist/yourself/  
a waiter
- 3 work for an office/a TV company/  
a charity
- 4 work with children/unemployed  
people/a department store

b) Work in pairs. Use the phrases in 2a) and ask questions about the people your partner knows.

*Do you know anyone who  
(works in a school)?*

**3** a) Megan and Bernie live in Birmingham. Look at the information. Then make questions 1-8. **G1.2**

	Megan	Bernie
works in	Leeds	Liverpool
works as	a doctor	a lawyer
journey to work	3 hours	1½ hours
cost per week	£200	£150
leaves home	6.30 a.m.	7.45 a.m.
gets home	8.30 p.m.	7.30 p.m.

- 1 Who / work / in Leeds?  
*Who works in Leeds?*
- 2 Where / Bernie / work?
- 3 What / Bernie / do?
- 4 How much / Megan / spend a week?
- 5 Who / spend / the most?
- 6 Who / have / the longest journey?
- 7 What time / Megan / leave home?
- 8 Who / get / home at 7.30?

b) Work in pairs. Take turns to ask and answer the questions.

**4** a) Write six things you do in your free time. **V1.3**

b) Work in pairs. Ask questions about the things from 4a). Find things that you both do.

*Do you watch TV?  
Yes, I do./No, I don't.*

c) Ask your partner how often he/she does these things. Who does them more often? **V1.4**

*How often do you go to concerts?  
About once a month.*

## Progress Portfolio

a) Tick the things you can do in English.

- I can ask people general questions about their lives.
- I can answer questions about my day-to-day life.
- I can talk about work and free time activities.
- I can ask and answer questions about travel.
- I can talk about how often I do things.
- I can agree and disagree with things people say.

b) What do you need to study again? See CD-ROM **1A-D**.

# 2 Beginnings

## 2A Starting small

### QUICK REVIEW ●●●

Write five sentences beginning with *I'm (not) ... , I've/haven't got ... , I (don't) like ... , I can/can't ... , I went/didn't go ...*. Work in pairs. Take turns to say your sentences. Agree or disagree with your partner's sentences.

Vocabulary irregular verbs;  
past time phrases

Grammar Past Simple

Review question words;  
subject questions

### Reading and Grammar

1 Work in groups. Discuss these questions.

- 1 What fast food companies are there in your country? What do they sell?
- 2 What are the good and bad things about fast food?
- 3 Do you ever go to fast food restaurants? Which ones? What do you usually buy?

2 a) Read the article about KFC and Harland Sanders. Put these events in order.

- a) He travelled 250,000 miles a year.
- b) His father died. 7
- c) He became the manager of a service station.
- d) He sold the KFC business.
- e) He developed his secret chicken recipe.
- f) He learned to cook.

b) Read the article again. Then answer these questions.

- a) Why did Harland Sanders learn to cook when he was a child?
- b) How long did it take him to develop his secret chicken recipe?
- c) When did the first official KFC restaurant open?
- d) How old was Harland Sanders when he sold the company?
- e) What happened in 1980?
- f) Who bought KFC in 1986?

## HOW FAST FOOD BEGAN

### The man behind KFC

Harland Sanders was born in the USA in 1890, but his childhood wasn't a happy one. His father died when he was only six so his mother needed to find a job. She went to work in a shirt factory and Harland stayed at home to look after his younger brother and sister. That was when he first learned to cook.

He left home when he was twelve and worked on a nearby farm. After that he had a lot of different jobs and in 1930 he became a service station manager in Corbin, Kentucky. He started cooking meals for hungry travellers who stopped at the service station, and soon people came only for the food. Harland moved to a 142-seat restaurant across the street where he could serve all his customers. Over the next nine years he developed the secret chicken recipe that made him famous.

In the early 1950s he closed the restaurant and decided to sell his recipe to other businesses. The first official Kentucky Fried Chicken restaurant didn't open until August 1952 – by 1964 there were more than 600 KFCs in North America. That year Sanders sold the company for \$2 million, but he continued to work as KFC's public spokesman and visited restaurants all over the world. He travelled 250,000 miles every year until he died in 1980, aged 90. Six years later PepsiCo bought KFC for \$840 million.

There are now KFC restaurants in more than 80 countries and they sell 2.5 billion chicken dinners every year – and the recipe is still a secret!



## Help with Grammar Past Simple

- 3 a) Read the article about KFC again. Find examples of the Past Simple forms of:

*be* regular verbs negatives

*can* irregular verbs

- b) Answer these questions.

- 1 How do we make the Past Simple of regular verbs? Is there a rule for irregular verbs?
- 2 How do we make the Past Simple negative? How is the Past Simple negative of *be* different?

- c) Look at the questions in 2b). Then answer questions 1–3.

- 1 How do we usually make Past Simple questions?
- 2 How do we make Past Simple questions with the verb *be*?
- 3 How are questions e) and f) different from questions a)–c)?

- d) Check in **G2.1** p121.

**TIP** • There is an Irregular Verb List on p159.

- 4 a) Write the Past Simple of these regular verbs from the article about KFC.

die need stay learn work start move  
develop decide continue visit travel

- b) **R2.1** Listen to the Past Simple of these verbs. Tick the verbs that have an extra syllable /ɪd/ in the Past Simple.

*died* /daɪd/ *needed* /niːdɪd/ ✓

- c) **P** Listen again and practise.

- 5 a) Read about McDonald's. Fill in gaps 1–11 with the Past Simple of the verbs in brackets.

- b) Work in pairs. Check your answers.

## Vocabulary Past time phrases

- 6 a) Put these time phrases in order.

in 1955 in the sixties yesterday evening 7  
last week the day before yesterday eighty years ago  
in the nineteenth century 8 in July last year

- b) When do we use *ago*, *last*, and *in*? Check in **V2.1** p121.

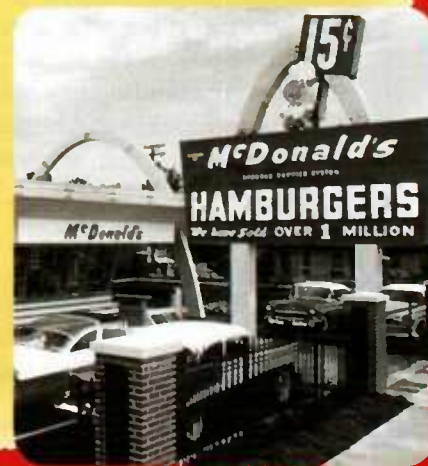
- 7 Work in pairs. Student A → p103. Student B → p111. Follow the instructions.

## Do you want fries with that?

Ten years before KFC sold its first chicken dinner, the first McDonald's restaurant <sup>1</sup> *opened* (open) in California. Dick and Maurice McDonald <sup>2</sup> \_\_\_\_\_ (sell) burgers for 15 cents and milk shakes for 20 cents. People <sup>3</sup> \_\_\_\_\_ (not have) much time for lunch so they <sup>4</sup> \_\_\_\_\_ (not want) to wait long for their meal. At the first McDonald's, customers <sup>5</sup> \_\_\_\_\_ (can) get their food in 15 seconds! This <sup>6</sup> \_\_\_\_\_ (be) the beginning of cheap fast food.



In 1955 a man called Ray Kroc <sup>7</sup> \_\_\_\_\_ (become) an agent for McDonald's and <sup>8</sup> \_\_\_\_\_ (start) opening restaurants in other states. The McDonald brothers <sup>9</sup> \_\_\_\_\_ (not be) very ambitious and so Ray Kroc <sup>10</sup> \_\_\_\_\_ (buy) the company for \$2.7 million in 1961. In the sixties he <sup>11</sup> \_\_\_\_\_ (open) over 1,000 new restaurants and now there are more than 25,000 McDonald's in over 120 countries.



## Get ready ... Get it right!

- 8 Think about the last time you had a special meal. Make notes on the meal. Use these ideas.

- reason for the meal
- where and when the meal was
- the people at the meal
- what time it started/finished
- what you wore
- the food and drink
- any other interesting information

- 9 a) Work in pairs. Take turns to talk about your special meals. Ask questions to find out more information.

My special meal was last month, for my birthday.

Where did you go?

- b) Tell the class about your partner's special meal. Did anyone not enjoy their meal? Why not?

# 2B First meetings

## QUICK REVIEW ●●●

Make a list of eight things you did last week. Work in groups or go around the class. Ask questions with *Did you ... ?* and find one student who did each thing on your list.

Vocabulary relationships (1)

Grammar Past Continuous: positive, negative and questions

Help with Listening weak forms (1): was and were

Review Past Simple; past time phrases

## Listening and Grammar

- 1 a) Look at the photos. Where are the people? Do they know each other, do you think?  
 b) Match sentences 1–3 to photos A–C. Guess who says each sentence.
- 1 I **was travelling** back from China and we met on the plane.
  - 2 We **were standing** in a queue at the supermarket and he said hello.
  - 3 When we first met, she **was going out** with my best friend.



Liam, Jenny and Ben

A

c) R2.2 Listen and check.

Help with Grammar Past Continuous: positive and negative

- 2 a) Look at this sentence. Then answer the questions.  
*I was travelling back from China and we met on the plane.*
- 1 Which action started first?
  - 2 Which action was shorter?
  - 3 Which action was longer?
  - 4 Did the 'travelling' continue after they met?
  - 5 Which verb is in the Past Simple and which is in the Past Continuous?
- b) Look at the Past Continuous verb forms in bold in 1b). Then fill in the gaps with *was*, *wasn't*, *were* or *weren't*.

POSITIVE

I/he/she/it + ..... + verb+ing  
 you/we/they + ..... + verb+ing

NEGATIVE

I/he/she/it + ..... + verb+ing  
 you/we/they + ..... + verb+ing

c) Check in G2.2 p122.

3 R2.3 P Listen and practise.

*travelling back from China* → I was /wəz/ travelling back from China → I was /wəz/ travelling back from China and we met on the plane.

4 a) Hilary is talking about how she met Ken. Choose the correct verb form.

- 1 I first *met/was meeting* Ken when we *waited/were waiting* in a supermarket queue.
- 2 It *rained/was raining* so he *offered/was offering* me a lift home.
- 3 While we *drove/were driving* to my flat, he *gave/was giving* me his phone number.
- 4 I *saw/was seeing* him in the supermarket again a few days later.

b) Put the verbs in brackets in the Past Simple or Past Continuous and complete Hilary's story.

- 5 He ..... (talk) to a friend and he ..... (not see) me.
- 6 So I ..... (leave) while they ..... (wait) to pay.
- 7 I ..... (walk) home when a car ..... (stop) next to me. It was him.
- 8 I ..... (invite) him to dinner – and that ..... (be) 20 years ago!

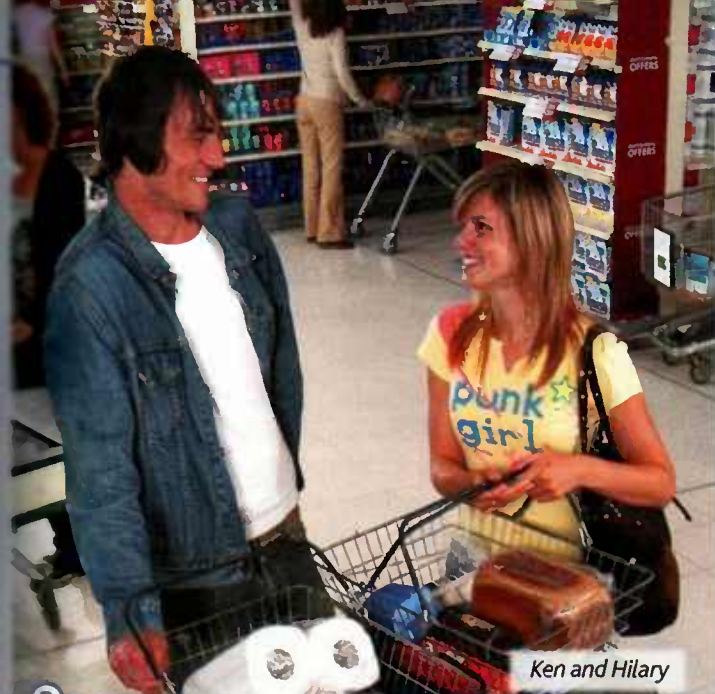
c) R2.4 Listen and check.

## Vocabulary Relationships (1)

5 a) Tick the phrases you know. Then do the exercise in V2.2 p121.

go out with someone    get engaged to someone    ask someone out  
 go on a date    get married to someone    fall in love with someone  
 meet someone for the first time    break up with someone

b) Work in pairs. Put the phrases in 5a) in order. There is more than one possible order.



Ken and Hilary



Linda and Colin

## Listening and Grammar

**6** a) **R2.5** Liam is talking about how he met Jenny. Listen and answer these questions.

- 1 Was Jenny at Ben's birthday party?
- 2 When did Liam ask Jenny out?
- 3 Why wasn't their first date very good?
- 4 What were they doing when Liam asked Jenny to marry him?
- 5 What was Liam doing when she said yes?

b) Listen again and choose the correct answer.

- 1 Liam and Jenny first met *last year/two years ago*.
- 2 They started going out in *March/September*.
- 3 He asked her to marry him *eight/eighteen months* later.
- 4 They got engaged a few *days/weeks* later.
- 5 They got married six *weeks/months* after that.

c) In which month did they get married?

## Help with Listening Weak forms (1): was and were

**7** a) **R2.6** Listen to the two different ways to say was and were.

	strong	weak
was	/wɒz/	/wəz/
were	/wɜː/	/wə/

b) **R2.5** Look at R2.5, p146. Listen again and notice how we say was and were. Are was and were usually strong or weak in: a) sentences? b) questions? c) short answers?

## Help with Grammar Past Continuous: questions

**8** a) Look at questions 4 and 5 in 6a). Then fill in the gaps in the rule.

- We make questions in the Past Continuous with: question word + ..... or ..... + subject + .....

b) Check in **G2.3** p122.

**9** Work in pairs. Student A → p103. Student B → p111. Follow the instructions.

## Get ready ... Get it right!

**10** Choose a married couple you know well (yourself and your wife/husband, your parents, other relatives or friends). Make notes about the couple. Use these ideas.

- when, where and how they met
- where they went on their first date
- how long they went out together before they got married
- when they got engaged
- when and where they got married
- any other interesting or funny information

**11** a) Work in groups. Tell other students about the couple you chose. Ask questions to find out more information.

My parents first met at work.

Where were they living at the time?

In Madrid. They were working for a ...

b) Which story is the most romantic, the most unusual or the funniest?

Vocabulary connecting words (1)

Skills Reading: a book cover;

Reading and Listening: a story

Help with Listening weak forms (2):  
the schwa /ə/

Review Past Continuous; Past Simple

## QUICK REVIEW ●●●

Write five different times of the day. Work in pairs. Ask what your partner was doing at these times yesterday.

## Reading

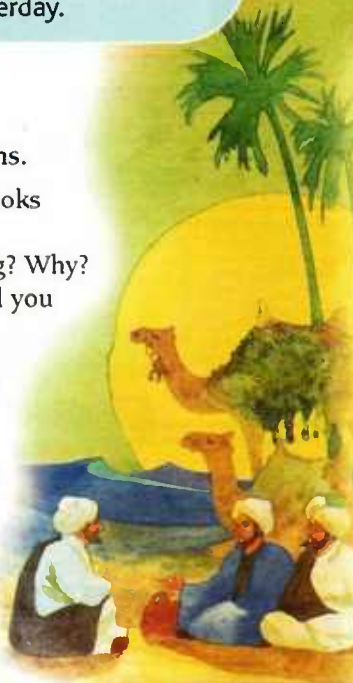
1 Work in groups. Discuss these questions.

- 1 Do you like reading? What kind of books or magazines do you read?
- 2 When is your favourite time for reading? Why?
- 3 What was the last book you read? Did you like it? Why?/Why not?

2 a) Read about the book. Then answer these questions.

- 1 What is *The Thousand and One Nights*?
- 2 How old are the stories?
- 3 Which countries are they from?
- 4 Were they for adults or children?

b) Work in pairs. Compare answers.



*The Thousand and One Nights* is probably one of the most famous books in the world. It is a collection of stories first told by travellers from Persia, Arabia, India and China between the ninth and thirteenth centuries. In later years professional storytellers also told the stories in coffee houses in Turkey, Egypt and many other countries. *The Thousand and One Nights* contains well-known stories like Aladdin and Ali Baba and the Forty Thieves, so people often think they are just for children – but they were originally for adults.

This new edition of *The Thousand and One Nights* is fully illustrated and contains new versions of all the stories, translated from the original texts by Brian Woodhead.

## Reading, Listening and Vocabulary

3 a) R2.7 Read and listen to Shahrazad's story, the first story of *The Thousand and One Nights*. Match paragraphs 1–3 to pictures A–C.

b) Read the beginning of Shahrazad's story again. Are these sentences true (T) or false (F)?

- 1 The King killed his first wife.
- 2 He was married to his next wife for three years.
- 3 Shahrazad worked for the King.
- 4 Shahrazad's father didn't want her to marry the King.
- 5 Shahrazad asked her mother to help her.

c) Work in pairs. Compare answers. Then correct the false sentences.

4 a) Which of these endings to Shahrazad's story is correct, do you think? Compare ideas in groups.

- 1 The King didn't kill Shahrazad and they lived happily together.
- 2 Shahrazad killed the King and became Queen.
- 3 The King killed Shahrazad and married her sister.

b) R2.8 Listen and check.

c) Listen again and answer the questions.

- 1 Who listened to Shahrazad's first story?
- 2 Why didn't the King kill her the morning after the wedding?
- 3 What was Shahrazad's plan?
- 4 What did the King do in the end? Why?

## Shahrazad's story

- 1 There was once an Indian king called Shahriyar. One day King Shahriyar found his wife with another man so he killed her and her lover. After that the King married a different woman every day and killed her the next morning before she could stop loving him. This continued for three years.
- 2 Shahrazad was the clever and beautiful daughter of the King's adviser. When her father told her what was happening, she decided to marry the King. Shahrazad's father tried to stop her because he knew she was going to die. But Shahrazad had a plan to save herself and all the women in the kingdom. The King and Shahrazad got married a few days later.
- 3 After the wedding, while the King was drinking with his friends, Shahrazad went to find her sister. "I need your help," said Shahrazad. "Come to the palace this evening and ask me to tell you a story."



## Help with Listening Weak forms (2): the schwa /ə/

- In sentences we say many small words with a schwa /ə/ sound. These are called weak forms.

5 a) R2.9 Listen to the difference between the strong and weak forms of these words.

	strong	weak
and	/ænd/	/ən/
to	/tu:/	/tə/
of	/ɒv/	/əv/
the	/ði:/	/ðə/

b) R2.8 Look at R2.8, p146. Listen again. Notice the sentence stress and weak forms. Are weak forms ever stressed?



## Help with Vocabulary Connecting words (1)

6 a) Look at sentences 1–5. Then fill in the gaps in the rules with the words in **bold**.

- The King found his wife with another man **so** he killed her.
- The King killed his wife **because** he found her with another man.
- While** the King was drinking with his friends, Shahrazad went to find her sister.
- Shahrazad was getting ready for bed **when** her sister came to visit her.
- The King never heard the end of a story **until** the next evening.

- We use ..... to give a reason why something happened.
- We use ..... to say what the consequence of a situation is.
- We use ..... to say something stops happening at this time.
- We can use ..... and ..... for things that happen at the same time.

TIP! • We don't usually use *while* with the Past Simple.

b) Check in V2.3 p121.

7 Choose the correct words.

- Shahrazad's father was very worried *while/when* she married the King.
- While/Until* she was telling the story, the King came into the room.
- She didn't finish the story *so/because* the King didn't kill her.
- The King didn't kill Shahrazad *so/because* he couldn't live without her.
- Shahrazad wasn't sure the King loved her *because/until* he married her a second time.

8 a) Work in pairs. Choose a story you both know. Make notes on these things. Ask your teacher for any new vocabulary.

- the characters
- when and where the story happens
- how the story starts
- the main events of the story
- what happens at the end

b) Write the story. Use past verb forms and connecting words from 6a).

c) Read other students' stories. Which do you like best? Why?

## QUICK REVIEW ●●●

Work in pairs. Tell the story of Shahrazad from *The Thousand and One Nights*. How much can you remember? *There was once an Indian king called Shahriyar. One day he ...*

1 a) How do you greet: a family member, a friend, a person you work with, a man/woman you don't know, your teacher? Do you shake hands, bow, kiss, or just say hello?

b) Work in groups. Compare answers.

2 a) **R2.10** Listen to conversations 1–3. Match them to the people in the photo of David and Jane's party (A–C). Do the people know each other?

b) Listen again. How do these people know David and Jane? Match 1–6 to a)–f).

- |           |                                  |
|-----------|----------------------------------|
| 1 Sami    | a) is David's sister.            |
| 2 Celia   | b) is a neighbour.               |
| 3 Paula   | c) met David and Jane in Africa. |
| 4 Simon   | d) is one of Jane's students.    |
| 5 Stephen | e) works with David and Jane.    |
| 6 Carlos  | f) went to school with David.    |

4 **R2.11 P** Listen and practise the sentences in 3a).

*Hôw do you knôw Dâvid and Jâne?*

5 a) Match these ends of conversations to the people in the photo (A–C).

- 1  
A Let's keep in touch.  
B Yes, sure. Here's my email address.  
A Thanks a lot. Here's mine.  
B Cheers. See you later, maybe.

- 2  
A It was nice meeting you.  
B You too. See you at school, probably.  
A Yes, I'm sure we will.
- 3  
A It was nice to see you again.  
B You too. I hope we meet again soon.  
A Yes, I hope so. Bye.

b) **R2.12** Listen and check.

## Real World Starting conversations

3 a) **R2.10** Read the questions. Then listen again and tick the ones you hear.

- |                                      |   |
|--------------------------------------|---|
| 1 How do you know David and Jane?    | 5 Where did you meet David?                           |
| 2 Do you live near here?             | 6 You're a student at the English Centre, aren't you? |
| 3 Didn't we meet in Milan last year? | 7 Are you a friend of David's?                        |
| 4 Do you know Pam Jones?             | 8 What do you do?                                     |

b) Match the questions in 3a) to the reasons we ask them a)–d).

- |                                |   |                             |
|--------------------------------|---|-----------------------------|
| a) people you know             | 1 | c) where people live        |
| b) meeting someone in the past | 2 | d) people's jobs or studies |

c) Check in **RW2.1** p122.



# 2 Review

Language Summary 2, p121

## Real World

### Ending conversations

6 Fill in the gaps with the correct words.

See meeting later  
was hope keep

- 1 It ..... nice to see you again.
- 2 I ..... we meet again soon.
- 3 It was nice ..... you.
- 4 ..... you at school, probably.
- 5 Let's ..... in touch.
- 6 See you ....., maybe.

7 **R2.13 P** Listen and practise the sentences in 6.

*It was nice to see you again.*

8 a) Work in pairs. Write a conversation at a party. Use the phrases in bold from 3a) and the sentences from 6.

b) Swap your conversation with another pair. Correct any mistakes.

c) Role-play the conversation for a different pair of students.

**R2.14** Look at the song *I Got You Babe* on p100. Follow the instructions.



1 a) Write the verbs.

- 1 **asty** stay.....
- 2 **evale** l.....
- 3 **eddice** d.....
- 4 **lesl** s.....
- 5 **istiv** v.....
- 6 **mecboe** b.....
- 7 **vhae** h.....
- 8 **ratts** s.....

b) Work in pairs. Write the Past Simple forms of the verbs in 1a). Which are irregular? **G2.1**

2 a) Put the verbs in brackets in the Past Simple. Then complete the sentences for you. **G2.1**

- 1 Last weekend I ..... (go) ...  
*Last weekend I went shopping.*
- 2 Last month I ..... (buy) ...
- 3 I ..... (get) this English book ... ago.
- 4 My last holiday ..... (be) in ...
- 5 The day before yesterday I ..... (see) ...
- 6 I first ..... (come) to this school/college ... ago.

b) Work in pairs. Take turns to say your sentences. Ask follow-up questions.

3 a) Match a verb in A to a phrase in B. **V2.2**

- |       |                            |
|-------|----------------------------|
| A     | B                          |
| get   | someone out                |
| break | out with someone           |
| go    | in love                    |
| ask   | on a date                  |
| fall  | up with someone            |
| get   | married to someone         |
| meet  | engaged to someone         |
| go    | someone for the first time |

b) Use the phrases in 3a) and write sentences about a relationship (real or imaginary).

c) Work in pairs. Talk about the relationships. Ask follow-up questions. Is your partner's story true?

4 a) Write sentences with the Past Simple or Past Continuous.

**G2.1 G2.2**

- a) He / get / out of a taxi and he / not see / me.  
*He was getting out of a taxi and he didn't see me.*
- b) We / get / married six years ago.
- c) I first / meet / Greg when I / cycle / to work.
- d) While we / wait / to see a doctor Greg / ask / me out.
- e) When he / open / the taxi door it / hit / me.
- f) Greg / take / me to hospital in the taxi.

b) Work in pairs. Put the sentences in order.

5 a) Write endings for these sentences on a piece of paper. Don't write them in order. **V2.3**

- 1 I went home because ...
- 2 I couldn't do it so ...
- 3 When I saw him ...
- 4 I stayed there until ...
- 5 While I was watching TV ...

b) Work in pairs. Swap papers. Match your partner's endings with 1-5 in 5a).

c) Check your answers with your partner. Are you correct?

## Progress Portfolio

a) Tick the things you can do in English.

- I can describe past events and say when they happened.
- I can talk about relationships.
- I can understand the main points of a simple story.
- I can make sentences with *when, so, because, etc.*
- I can start and end social conversations.

b) What do you need to study again? **2A-D**

# 3 The world of work

## 3A Getting qualified

### QUICK REVIEW ●●●

Write the letters of the alphabet A–Z. Work in pairs. Try to write one job for each letter. Which pair has the most?



A

### Vocabulary Employment

- 1 a) Tick the phrases you know. Then do the exercise in **V3.1** p123.

I'd like ...	I'd like a job with ...
a good salary	flexible working hours
friendly colleagues	opportunities for travel
my own office	opportunities for promotion
long holidays	holiday pay
a good boss	on-the-job training
job security	sick pay

- b) Choose three things from 1a) that are important to you and three things that are not important to you.  
c) Work in pairs. Compare your ideas. How many are the same?

### Listening and Grammar

- 2 a) Work in groups. Look at photos A–C. Choose three phrases from 1a) that you think are true for each job.  
b) Match sentences 1–3 to the photos.  
1 I **had to do** 72 weeks' basic training, but I **didn't have to pay** for it – the company did.  
2 You **don't have to go** to university, but you probably learn more facts than a university student.  
3 You **have to have** a degree and the training takes five years.  
c) **R3.1** Listen and check.

Vocabulary employment  
Grammar *have to/had to*  
Help with Listening *have to* and *have*  
Review Present Simple; Past Simple



B

### Help with Grammar *have to/had to* (1): positive and negative

- 3 a) Match the phrases in **bold** in 2b) with these meanings.  
a) It is necessary to do this.  
b) It is not necessary to do this, but you can if you want.  
c) It was necessary to do this in the past.  
d) It wasn't necessary to do this in the past.  
b) Choose the correct verb form in these sentences. Which verb form follows *have to*?  
1 I/You/We/They **has to/have to** pay for it.  
2 He/She **has to/have to** pay for it.  
3 I/You/We/They **don't/doesn't** have to pay for it.  
4 He/She **don't/doesn't** have to pay for it.  
c) How do you make the Past Simple positive and negative forms of *have to*?  
d) Check in **G3.1** p123.



### Help with Listening *have to* and *have*

**a) R3.2** Listen and notice the difference between *have to* and *have* in these sentences.

- 1 You **have to** /hæftə/ work very hard.
- 2 You **don't have** /hæv/ much free time.
- 3 You **have to** /hæftə/ **have** /hæv/ a degree.

**b) R3.3** Listen and put these words/phrases in the order you hear them.

have    have to    had to    has to  
didn't have to    don't have to    1

**R3.3 P** Listen again and practise.

You **don't have to** /hæftə/ **go** to university.

**6** Read about Gary's training. Fill in the gaps with the correct form of *have to*.

You <sup>1</sup> **don't have to** go to university, but you probably learn more facts than a university student – at least that's what people say. A London taxi driver <sup>2</sup> ..... know 25,000 streets and all the important places in the city. This is called The Knowledge. To get The Knowledge, a taxi driver <sup>3</sup> ..... pass written and oral tests. You <sup>4</sup> ..... pass these before you can get a licence. In the oral tests you <sup>5</sup> ..... tell the examiner all the streets you drive down to get from one place to another – and you can't use a map. I <sup>6</sup> ..... do twelve oral tests before I got my licence. Others do a lot more.

After I got my licence I <sup>7</sup> ..... borrow £60,000 from the bank to buy my taxi. Then I <sup>8</sup> ..... work day and night to pay the money back. I'm really pleased I <sup>9</sup> ..... (not) do that now. My son got his licence last year. Then he got a job in a taxi company, so he <sup>10</sup> ..... (not) buy his own taxi. He <sup>11</sup> ..... work when the company tells him to – but at least he <sup>12</sup> ..... (not) pay lots of money back to the bank!

**7** a) Read about Gary's training again. Answer these questions.

- 1 What does a London taxi driver have to know?
- 2 Do taxi drivers have to do oral tests without a map?
- 3 How many oral tests did Gary have to do?
- 4 Does Gary have to work very long hours now?
- 5 Did his son have to buy his own taxi?

b) Work in pairs and compare answers. What do you think is the most surprising thing about a taxi driver's training?

## Grammar and Listening

### Help with Grammar *have to/had to* (2): questions and short answers

**8** a) Look at the questions in 7a). How do we make questions with *have to* in the Present Simple and Past Simple?

b) What are the positive and negative short answers for these questions?

- 1 Do you have to have a degree?
- 2 Does he have to work at night?
- 3 Did they have to pass an oral test?

c) Check in **G3.2** p124.

**9** a) Make questions about Melissa and Nigel with the correct form of *have to* in the Present Simple or Past Simple.

- 1 What / Melissa / do in the holidays?  
*What did Melissa have to do in the holidays?*
- 2 How many final exams / a student vet / do?
- 3 How much / Melissa / pay for her course?
- 4 How much / pilots / pay for their training now?
- 5 How many written exams / Nigel / pass?
- 6 What / he / do when he started work?

b) **R3.4** Listen to Melissa and Nigel and answer the questions.

### Get ready ... Get it right!

**10** Work in pairs. Student A → p107. Student B → p115. Follow the instructions.

Vocabulary looking for a job  
 Grammar Present Continuous and Present Simple; activity and state verbs  
 Review employment; question words

### QUICK REVIEW ●●●

Think of two people you know with jobs. Work in pairs. Tell your partner what these people have to do in their jobs. Which person has the best job, do you think?

### Vocabulary Looking for a job

- 1 a) Tick the phrases you know. Check new words/phrases in V3.2 p123.

find a job write a CV  
 go for an interview  
 lose your job 1 look for a job  
 fill in an application form  
 be unemployed apply for a job  
 get unemployment benefit  
 earn a lot of money

b) Put the phrases in 1a) in order. There is more than one possible order.

c) Work in pairs. Compare answers. Are they the same?

- 2 Work in groups. Use the phrases in 1a) to talk about you or the people you know.

*I went for a job interview last week.  
 My friend Johann is unemployed.*

### Reading and Grammar

- 3 a) Look at the photos. What are the people doing?  
 b) Read the letters and match them to the photos.  
 c) Read the letters again. Are sentences a)–f) correct? Change the incorrect sentences.
- Kevin is looking for his first job.
  - He reads the job adverts twice a week.
  - He's working in his mother's garden today.
  - George knows a lot about computers.
  - He lost his job two months ago.
  - He goes to a lot of interviews.



A



B

## Letters

TO THE EDITOR

### A vicious circle

Dear Sir,  
 My son, Kevin, left school two months ago and now <sup>1</sup>he's looking for his first job. The problem is that companies always say they want people with experience, but how can he get experience if no one gives him a job? <sup>2</sup>He reads the adverts in the paper every day, but there's nothing for people like him. Today <sup>3</sup>he's doing some gardening for our neighbours to earn a bit of money, but <sup>4</sup>he needs a real job.  
 Mrs J McKenzie  
 Wolverhampton

### Give me a chance

Dear Sir,  
 I read your report on unemployment in yesterday's paper and <sup>5</sup>I'm writing to tell you how it feels to be unemployed. I'm 54 years old and I worked for a computer company for 17 years until it closed down four months ago. <sup>6</sup>I'm applying for every job I can, but <sup>7</sup>I never get an interview because <sup>8</sup>people think I'm too old – it's very frustrating. I've got a lot of experience and I want to work. I just need someone to give me a chance.  
 George Carter  
 Tipton

## Help with Grammar Present Continuous and Present Simple

- 4 a) Look at the verb forms 1–8 in the letters. Which are in the Present Simple and which are in the Present Continuous?
- b) Match the verb forms 1–8 to these meanings. There are two verb forms for each meaning.
- We use the **Present Continuous** for things that:
    - are happening at the moment of speaking. *he's doing*
    - are temporary and happening around now, but maybe not at the moment of speaking.
  - We use the **Present Simple** for:
    - daily routines and things we always/sometimes/never do.
    - verbs that describe states (*be, want, have got, think, etc.*).
- c) Do these verbs describe activities (A) or states (S)? Do we usually use state verbs in the Present Continuous?

play A like S work write hate eat know  
remember run understand do believe

- d) How do we make negatives and questions in the Present Simple and Present Continuous?
- e) Check in **G3.3** p124.

- 5 **R3.5** **P** Listen and practise.

*He's doing some gardening.*

- 6 a) Read George's email. What's his new job? How did he get it?

Hi Andrew!

Guess what? I <sup>1</sup> *'ve got* (have got) a new job! <sup>2</sup> \_\_\_\_\_ you \_\_\_\_\_ (remember) that letter I wrote to the paper? Well, the manager of a local computer company read it and offered me a job! The company <sup>3</sup> \_\_\_\_\_ (do) very well at the moment and they really <sup>4</sup> \_\_\_\_\_ (need) people with experience. I <sup>5</sup> \_\_\_\_\_ (not work) now – it's my lunch break – so I <sup>6</sup> \_\_\_\_\_ (write) a few emails to my friends to tell them my news. I'm a technical support engineer and I <sup>7</sup> \_\_\_\_\_ (help) customers with their computer problems. It's only my first week, so I <sup>8</sup> \_\_\_\_\_ (still learn) about all the products, but I really <sup>9</sup> \_\_\_\_\_ (like) it here. I <sup>10</sup> \_\_\_\_\_ (work) quite long days, but I <sup>11</sup> \_\_\_\_\_ (not work) at the weekends. Anyway, I have to go – the phone <sup>12</sup> \_\_\_\_\_ (ring).

George

- b) Put the verbs in George's email in the Present Simple or Present Continuous.
- c) Work in pairs. Compare answers. Explain why you chose each verb form.

- 7 Work in pairs. Student A → p107. Student B → p115. Follow the instructions.

- 8 Work in groups. Discuss these questions.

- 1 Is it more difficult to be unemployed when you're young or when you're older? Why?
- 2 Is unemployment a problem in your country?
- 3 Can people in your country get unemployment benefit?
- 4 What's the best way to find a job?

Get ready ...  
Get it right!

- 9 a) Choose the correct answers.

## Find someone who ...

- 1 ... looks *is looking* for a job at the moment.
- 2 ... has/is having an interesting job.
- 3 ... studies/is studying for an exam.
- 4 ... usually gets up/is getting up before seven o'clock.
- 5 ... wants/is wanting to live in a different country.
- 6 ... tries/is trying to stop smoking.
- 7 ... reads/is reading a newspaper every day.
- 8 ... reads/is reading a good book at the moment.

- b) Make questions with you for each sentence.

*Are you looking for a job at the moment?*

- 10 a) Ask other students your questions. Find one person who answers yes for each question. Then ask two follow-up questions.

b) Work in groups. Tell the other students six things you know about the class.

## QUICK REVIEW ●●●

Write the names of three people you know well. Work in pairs. Ask your partner what these people usually do in their free time and what they're doing at the moment.

## Listening and Vocabulary

- 1 a) Think of three jobs that you would like to do and three jobs you would hate to do.  
b) Work in groups and compare your ideas. Are there any jobs you would all like to do?

We'd all like to be writers.

- 2 a) Match these words to pictures A–C.

cream C chewing gum washing-up liquid  
strawberries The Statue of Liberty  
rubbish paint worms a sausage

b) **R3.6** Listen to Daniel Ash talking about his new book, *What do you do?*. Put the pictures in order.

c) Listen again. Tick the true sentences. Correct the false sentences.

- The jobs in the book are from different countries.
- Brad Fields's company only cleans gum from the Statue of Liberty.
- Americans chew 56 billion pieces of gum a year.
- Food stylists take photos of food.
- They paint sausages with washing-up liquid and coffee.
- Worm farmers use worms to eat rubbish.

d) Which job do you think is the most unusual?

## Help with Listening Linking (1): consonant-vowel

- We usually link words that end in a consonant sound with words that start with a vowel sound.

- 3 a) **R3.6** Listen to the beginning of the interview again. Notice the consonant-vowel linking.

*Daniel Ash, your new book is a collection of articles about people with strange jobs.*

*Yes, I collected stories about unusual jobs from all over the world.*

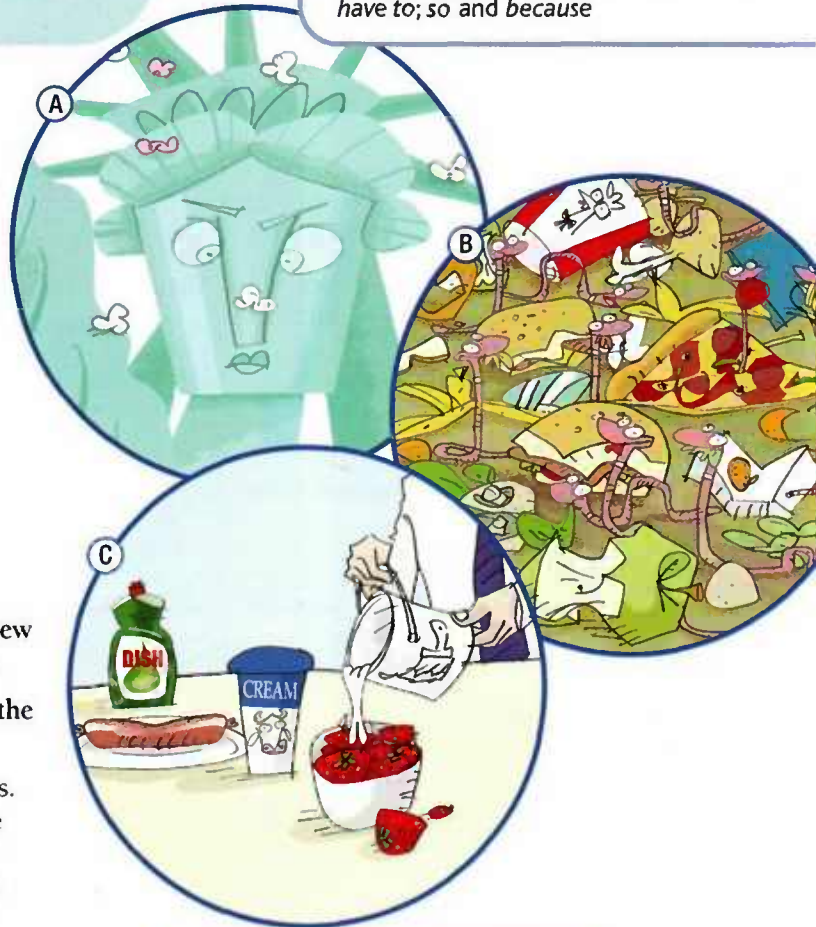
b) Look at R3.6, p147. Listen to the interview again and notice the linking.

Vocabulary word building:  
noun endings

Skills Listening: a radio interview;  
Reading: a magazine article

Help with Listening linking (1):  
consonant-vowel

Review present and past verb forms;  
have to; so and because



## Help with Vocabulary

## Word building: noun endings

- 4 a) Look at this table. How do we make the nouns? Complete the ending column.

verb	noun	ending
collect	collection	-ion
act	actor	
assist	assistant	
clean	cleaner	
advertise	advertisement	
paint	paint	

b) Which endings do we use for people's jobs?

**TIP!** • We can also make job words by adding -ist or -ian to nouns: art → artist, music → musician.

c) Check in **V3.3** p123.



- 5 a) Work in pairs. Write all the jobs you know with the endings *-or*, *-ant*, *-er*, *-ist* and *-ian*.
- b) Compare lists with another pair. Who has the most?
- 6 Are these words nouns (N) or verbs (V)? Look at the endings. Which three words can be both a noun and a verb?

decision N	examine V	cook N, V	interviewer
decide	examination	excite	argument
discuss	interview	visitor	guitarist
excitement	argue	politician	examiner

- 7 a) Choose the correct words.
- When did you last have an *interview/interviewer* for a job?
  - Have you got a big *collect/collection* of CDs?
  - Do you ever *argue/argument* with your friends?
  - What was the last important *decide/decision* you made?
  - Do you like watching *advertise/advertisements* on TV?
  - What was the last *examine/examination* you took?
- b) Work in pairs. Take turns to ask and answer the questions.

## Reading

- 8 a) Do you like circuses? Why?/Why not?
- b) Read an interview with Michelle Fossett, a knife thrower's assistant. Fill in gaps a)–f) in the article with questions 1–6.
- Did you have any accidents in those ten years?
  - How did you meet your knife-throwing partner?
  - Did he say sorry?
  - How did you become a knife thrower's assistant?
  - Which is worse, being the assistant or the thrower?
  - When was your first show together?
- c) Read the article again. Complete the sentences.
- Michelle first assisted her father because her mother ...
  - We know her father was a good knife thrower because he ...
  - Her partner hit her three times because he ...
  - She had to do the next show so she ...
  - Her partner didn't apologise so they ...
- d) How many words from 4a) and 6 can you find in the article? Are they nouns or verbs?
- 9 Work in groups. Student A → p102, Student B → p110, Student C → p118. Follow the instructions.

## Report

# Someone's got to do it

a) .....

I was born into the circus. My dad was a knife thrower and my mum was his assistant. One day Mum couldn't assist him, so I did. I didn't have to, it was my decision. This was when I was 12. Dad never hit me or my mum – he was very good.

b) .....

I met him at my uncle's circus. He wanted to be a knife thrower and he needed an assistant. We had to practise for hours every day. But it was fantastic to hear our first audience go "Ooh!". The last part of the act was throwing six knives on fire. The audience really loved that.

c) .....

Over ten years ago. And we worked out that, in the first ten years of our act, my partner threw 195,200 knives at me!

d) .....

Yes, when he tried to throw the knives too close together. He hit me three times – in the leg, in the arm and the top of my head! But I couldn't go to the doctor's because I had to do the next show. That's what circus people do – the show must go on.

e) .....

No, he didn't say sorry, but then he never apologises! I got really angry about that and we had a big argument – but after the show, not in front of the audience. That's unprofessional.

f) .....

It's the same. If something goes wrong, we both feel really bad! But I love the excitement. It's wonderful when 500 people are watching me and I'm making them happy.



# 3D I'm really sorry!

Real World apologies, reasons and promises  
Review *have to/had to*

## QUICK REVIEW ●●●

Work in pairs. How many nouns can you think of with these endings: *-ion, -or, -ant, -er, -ment, -ist* and *-ian*? Swap lists with another pair. Write verbs for the nouns, if possible.

### 1 Work in groups. Discuss these questions.

- 1 Do you prefer working/studying in the morning or the evening? Why?
- 2 When was the last time you worked/studied late? Why?
- 3 Do you ever cancel things because you have to work/study?

### 2 a) R3.7 Listen and put the pictures in order.



### b) Work in pairs. Who said these sentences?

- 1 I'm sorry, I couldn't finish it yesterday.
- 2 I'll do it now and email it to you.
- 3 I have to take a client out to dinner.
- 4 I'm really sorry, but I can't see you tonight.
- 5 I had to help Katie.
- 6 I'll see you on Friday, I promise.
- 7 I'll call you at the weekend.

### c) Listen again and check.

## Real World Apologies, reasons and promises

### 3 a) Look at the sentences in 2b). Which are: apologies (A), reasons (R), promises (P)?

### b) Complete sentences 1–3 with a), b) or c).

- 1 I'll ...
- 2 I have to/had to ...
- 3 I'm (really) sorry, (but) I can't/couldn't ...

- 1 For apologies we often use .....
- 2 For reasons we often use .....
- 3 For promises we often use .....

### c) Look again at the sentences in 2b). Which verb form comes after 'll, can't, couldn't, have to and had to?

### d) Fill in the gaps in these responses to apologies.

time    happened    not  
worry    right

- 1 Oh, don't ..... . Another ....., maybe.
- 2 Oh, dear. What ..... ?
- 3 Oh, ..... . Why ..... ?

### e) Check in **RW3.1** p125.

# 3 Review

Language Summary 3, p123

4 Work in pairs. Look at R3.7, p147. Underline all the apologies, reasons and promises.

5 **R3.8 P** Listen and practise the sentences in 2b).  
*I'm sorry, I couldn't finish it yesterday.*

6 a) Fill in the gaps with 'll, can't, couldn't, have to or had to.

- Sorry, I can't cook tonight – I ..... work late. But I ..... cook tomorrow, I promise.
- I ..... phone Anne last night, but I ..... call her this evening.
- I'm sorry I ..... come to the meeting yesterday. My son was ill so I ..... stay at home.
- I'm really sorry, but I ..... come and see you tomorrow because I ..... study for my exam.
- I ..... go to the wedding last weekend because ..... I go to a conference.
- Terry ..... come for dinner tonight. He ..... fly to Rome on business yesterday evening, but he ..... phone you when he gets back.

b) Work in pairs. Compare answers.

7 Work in pairs. Student A → p104. Student B → p112. Follow the instructions.

1 a) Fill in the missing vowels.  
**V3.1**

- a good salary
- flx\_bll\_ working hours
- on-the-job tr\_\_nng
- job s\_c\_r\_ty
- s\_ck p\_y
- l\_ng h\_l\_d\_ys

b) Work in pairs. Think of a job for each phrase in 1a).

2 a) Make these sentences true. Fill in the gaps with the correct form of (not) have to. **G3.1**

- Pilots have to pay a lot for their training.
- London taxi drivers ..... have a degree.
- You ..... study for a long time to be a vet.
- Teachers ..... cook lunch for the children.
- Policemen ..... wear special clothes.
- A waiter ..... go to college.

b) Work in pairs. Compare answers.

3 a) Write three true and three false sentences about what you had to do last week.

*I had to work on Sunday.*

b) Work in pairs. Swap papers. Guess which of your partner's sentences are true. Ask questions to check and then find out more information. **G3.2**

*Did you have to work on Sunday?  
Yes, I did.  
What did you have to do?*

4 Match a verb in A to a phrase in B. **V3.2**

- |       |                     |
|-------|---------------------|
| A     | B                   |
| get   | for a job           |
| earn  | for a job interview |
| be    | your job            |
| go    | lots of money       |
| apply | unemployed          |
| lose  | unemployment        |
|       | benefit             |

5 a) One verb form in each sentence is incorrect. Correct the mistakes. **G3.3**

- 'm looking*
- I ~~look~~ for a new job because I need more money.
  - I start work at 8 every day and I'm never finishing before 7.
  - Right now I'm applying for a job and my husband cooks the dinner.
  - He cooks every evening and I'm not thinking that's right!
  - I'm needing to find a job, so I'm writing my CV.

b) Work in pairs. Compare answers. Say why you corrected each verb form.

6 a) Write a noun for each verb. Use an ending if necessary. There is sometimes more than one answer. **V3.3**

collect act advertise  
paint assist argue visit  
cook examine decide

b) Work in pairs. Compare answers. Which of your words are jobs?

## Progress Portfolio

a) Tick the things you can do in English.

- I can talk about things I like/don't like about jobs.
- I can talk about what people have to do in their jobs.
- I can say what people are doing now and what they usually do.
- I can apologise to people and give reasons.
- I can promise to do things.

b) What do you need to study again? **3A-D**

# 4 That's entertainment!

## 4A The silver screen

Vocabulary types of film; past participles  
Grammar Present Perfect for life experiences (1); positive and negative  
Review Past Simple

### QUICK REVIEW ●●●

Write three true sentences and three false sentences about what you did last week. Work in pairs. Say your sentences. Your partner guesses which are false.

### Vocabulary Types of film

1 Work in groups. Discuss these questions.

- 1 Who are your favourite film stars?
- 2 How often do you go to the cinema or rent a video/DVD?
- 3 Which is better – watching a film in the cinema or on video/DVD? Why?

2 a) Work in pairs. Think of an example of these types of film. Check new words in **V4.1** p126.

a love story a comedy a cartoon a war film  
a thriller an action film a horror film  
a western a historical drama a musical  
a science-fiction (sci-fi) film a romantic comedy

a love story – 'Casablanca'

b) Work in groups. Compare answers. Then tell the other students what types of film you like and don't like.

3 a) Match questions 1–4 with a)–d).

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1 What kind of film is it? | a) the actors                       |
| 2 Who's in it?             | b) the type of film                 |
| 3 What's it about?         | c) the person's opinion of the film |
| 4 What's it like?          | d) the plot (the story of the film) |

b) **R4.1** **P** Listen and practise. Copy the linking.

What kind of film is it?

c) Write the names of the last film you saw: on TV, on video/DVD, in the cinema. Work in pairs. Ask your partner the questions in 3a).

What was the last film you saw on TV?

Dawn of the Dead.

What kind of film is it?

It's a horror film.

### Reading and Grammar

4 a) What do you know about the Star Wars films? Talk about these things.

- type of film
- human characters
- plot
- the director
- robots and aliens
- actors

b) Read the article about Todd Philips. Find four things that tell you he is a big Star Wars fan.

5 Read the article again. Answer these questions.

- 1 When did Todd first see the movie *Star Wars*?
- 2 Where did he meet his wife?
- 3 What was unusual about his wedding?
- 4 How long did he queue for in order to see *Attack of the Clones*?
- 5 Why does he like the *Star Wars* films?
- 6 When did he meet Ewan McGregor?

## FEEL THE FORCE!

On May 25<sup>th</sup> 1977, seven-year-old Todd Philips went to see the movie *Star Wars* for the first time. Now Todd is the president of the California *Star Wars* Society and is probably the biggest *Star Wars* fan in the world. He's written hundreds of newspaper articles about the films and he's been to *Star Wars* conferences all over the world. Todd met his wife, Holly, at a *Star Wars* party in 1994 and at their wedding everybody looked like *Star Wars* characters! And in January 2002 Todd started queuing to see *Star Wars Episode 2: Attack of the Clones* – four months before the film opened!



## Help with Grammar Present Perfect for life experiences (1): positive and negative

- 6 a) Look at these sentences. Then choose the correct verb form in the rules.

Present Perfect | He's been to Star Wars conferences all over the world.

Past Simple | He met his wife, Holly, in 1994.

- We use the *Present Perfect/Past Simple* for experiences that happened some time before now. We don't know or don't say when they happened.
- We use the *Present Perfect/Past Simple* if we say exactly when something happened.

- b) Fill in the gaps for the Present Perfect with 've, haven't, 's or hasn't.

### POSITIVE

I/you/we/they + ..... (= have) + past participle

he/she/it + ..... (= has) + past participle

### NEGATIVE

I/you/we/they + ..... + past participle

he/she/it + ..... + past participle

- c) How do we make past participles of regular verbs? Is there a rule for past participles of irregular verbs?

- d) Check in **G4.1** p127.

- 7 a) Look at the article again. Find four examples of the Present Perfect and four examples of the Past Simple.

- b) Compare answers with a partner. When did the Past Simple examples happen?

"I love the films because they're about the battle between good and evil," says Todd. "They have everything – action, comedy, romance and amazing special effects. And you can watch them again and again. I've seen the first film over a hundred times!"

Todd has also met some of the actors. "Last year I met Ewan McGregor and I've also had dinner with Harrison Ford," says Todd. "But I haven't met George Lucas, the director. One day I'd like to buy him a drink and thank him for all the happiness he's given me."



- 8 a) Write the Past Simple and the past participle of these irregular verbs. Check in the Irregular Verb List, p159.

be *was/were, been*   give   go   have   hear  
make   meet   read   see   take   win   write

- b) **R4.2** **P** Listen and practise.

*be, was/were, been*

- 9 Read about the actor, Ewan McGregor. Put the verbs in the correct form of the Present Perfect or Past Simple.

**EWAN MCGREGOR**

Ewan McGregor <sup>1</sup> *was* (be) born in Scotland in 1971. He <sup>2</sup> ..... (decide) to be an actor when he was only nine and he <sup>3</sup> ..... (make) his first film in 1992. So far in his career he <sup>4</sup> ..... (appear) in a lot of different types of film, including comedies, musicals, dramas and the Star Wars movies. His uncle, Denis Lawson, <sup>5</sup> ..... (be) in the original *Star Wars* in 1977 and McGregor <sup>6</sup> ..... (star) in his first Star Wars movie 22 years later. In his career Ewan <sup>7</sup> ..... (work) with actresses like Cameron Diaz and Nicole Kidman, and his films <sup>8</sup> ..... (win) lots of awards. He loves acting and when he <sup>9</sup> ..... (finish) filming the musical, *Moulin Rouge*, he said, "I <sup>10</sup> ..... (never be) happier to do anything in my life."

## Get ready ... Get it right!

- 10 On six pieces of paper write three interesting things you have done in your life and three things you haven't done but would like to do. Use verbs from 8a) or your own ideas.

*I've been to South Africa.*

*I haven't seen any Star Wars films.*

- 11 a) Work in groups of six. Put all your sentences in a bag. Take turns to choose a sentence and read it to the group. The other students guess who wrote it.

- b) Take turns to tell the group when your three interesting things happened and ask follow-up questions to find out more information.

I went to South Africa in 2002.

What did you do there?

Vocabulary music

Grammar Present Perfect for life experiences (2): questions with *ever* /w/ sounds

Review Present Perfect positive and negative; Past Simple

## QUICK REVIEW ●●●

Write eight verbs. What is the Past Simple and past participle of each verb? Work in pairs. Test each other on the verbs: A see. B saw, seen.

## Vocabulary Music

1 a) Tick the types of music you know. Check new words in **V4.2** p126.

jazz classical music blues rock music rap  
country music opera pop music rock'n'roll  
dance music traditional folk music reggae

b) Answer these questions.

- 1 What types of music do/don't you like?
- 2 Who are your favourite bands/singers/composers?
- 3 What were the last two CDs you bought?
- 4 What was the last concert you went to?

c) Work in groups. Compare answers. Do you like the same music?

## Listening and Grammar

2 a) Look at photos 1–3. Which is: a) a jazz concert? b) a club? c) a rock festival? Which would you like to go to?

b) **R4.3** Scott and Julie are talking about their musical experiences. What types of music do they like?

3 a) Work in pairs. Fill in the gaps with *Scott* or *Julie*.

- 1 ..... has been to lots of rock festivals.
- 2 ..... has never seen U2 in concert.
- 3 ..... hasn't been to a classical concert.
- 4 ..... has been to hundreds of jazz concerts.
- 5 ..... has never heard of Miles Davis.
- 6 ..... hasn't heard of Radiohead.

b) **R4.3** Listen again and check.

4 a) Look at the beginning of the conversation. Which verb forms did Scott and Julie say?

SCOTT *Did you ever go/Have you ever been* to a rock festival?

JULIE Yes, I *did/have*. I *went/have been* to lots, actually. The last one *was/has been* in Germany.

SCOTT Oh, right. Who *did you see/have you seen* there?

JULIE *I saw/I've seen* David Bowie and U2. They *were/have been* great!

b) **R4.3** Listen again and check.



1

Help with Grammar Present Perfect for life experiences (2): questions with *ever*

5 a) Look again at 4a). Then complete the rules with *Present Perfect* or *Past Simple*.

- We use the ..... to ask about people's experiences. We don't ask when these experiences happened.
- We use the ..... to ask for more information about these experiences.

b) Fill in the gaps in the table with *Have*, *Has*, *seen* or *ever*.

auxiliary	subject	ever	past participle	
Have	you		been	to a rock festival?
	they	ever		U2 in concert?
	Julie		heard	of Miles Davis?

**TIP!** • *ever* + Present Perfect = any time in your life until now.

c) Write the positive and negative short answers for the questions in the table.

d) Check in **G4.2** p127.



2

**6** **R4.4** **P** Listen and practise.  
Have you ever been to a rock festival?

**7** a) Put the verbs in brackets in the Present Perfect or Past Simple.

1  
**JULIE** ..... you ever ..... anyone famous? (meet)  
**SCOTT** Yes, I ....., actually. When I ..... in Mexico on vacation. (be)  
**JULIE** Really? Who ..... you .....? (meet)  
**SCOTT** Mick Jagger. He ..... in the same restaurant as me. (be)

2  
**SCOTT** ..... your mother ever ..... to a rock concert? (go)  
**JULIE** Yes, she ..... . She ..... to one or two when she was young. (go)  
**SCOTT** Who ..... she .....? (see)  
**JULIE** Well, I know she ..... David Bowie before he ..... famous. (see, become)

3  
**SCOTT** ..... you ever ..... to play an instrument? (learn)  
**JULIE** No, I ..... . What about you?  
**SCOTT** Well, I ..... to learn the piano at school. (try)  
**JULIE** ..... you any good? (be)  
**SCOTT** No, I ..... no idea what I was doing! (have)

**b)** **R4.5** Listen and check.

Help with Listening **Linking (2): /w/ sounds**

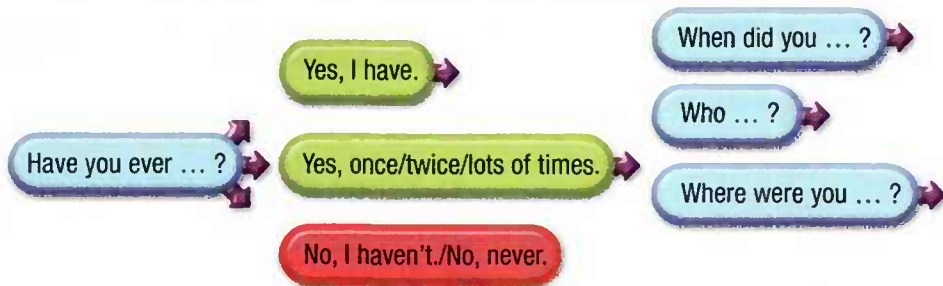
- When a word ends with an /u:/ or /əʊ/ sound and the next word starts with a vowel sound, we often link them with a /w/ sound.
- 8** a) **R4.5** Listen again to the conversations in 7a). Notice the linking /w/ sounds.  
 Have you <sub>-/w/</sub> ever met anyone famous?  
 Yes, I have, actually. When I was in Mexico <sub>-/w/</sub> on vacation.
- b) Look at R4.5, p148. Listen again and notice the linking /w/ sounds.

**9** a) Choose three experiences from A and three from B. Then write six *Have you ever ... ?* questions.

A	B
learn to play an instrument	miss a plane
go to a jazz or classical concert	spend more than €1,000 in one day
have dancing or singing lessons	see a film more than five times
be in a band or an orchestra	do yoga, judo or aerobics
go to the opera or the ballet	stay in a five-star hotel

**b)** Work in pairs, but don't talk to your partner. Guess your partner's answers to your questions.

**c)** Take turns to ask and answer your questions. Ask follow-up questions if possible. How many of your guesses were correct?



**Get ready ... Get it right!**

**10** Work in pairs. Student A → page 109. Student B → page 117. Follow the instructions.

## QUICK REVIEW ●●●

Think of four interesting places in the town/city you are in now. Work in pairs. Ask your partner if he/she has ever been there. If yes, ask follow-up questions.

## Vocabulary

TV nouns and verbs

- 1 a) Put these words into three groups.

~~cable or satellite~~ TV  
~~the news~~ ~~turn on~~  
 chat shows soap operas  
 documentaries  
 reality TV programmes  
 a DVD player game shows  
 record a programme  
 current affairs programmes  
 dramas the remote control  
 turn off turn over  
 sports programmes  
 a video recorder [US: a VCR]

- 1 TV equipment  
*cable or satellite TV*  
 2 TV programmes  
*the news*  
 3 TV verbs  
*turn on*

b) Check in **V4.3** p126.

- 2 Work in groups. Ask and answer these questions. Use the words in 1a) in your answers.

- 1 What TV equipment have you got in your home?
- 2 Which types of TV programme are popular in your country? Which aren't very popular?
- 3 Which types of TV programme do you like? Which don't you like?
- 4 What did you watch last night/last week?

Vocabulary TV nouns and verbs; -ed and -ing adjectives

Skills Reading and Listening: a magazine quiz; - Reading: a newspaper article

Help with Listening linking (3): /r/ and /j/ sounds  
 Review Present Perfect; Past Simple

## Are you a telly addict?

	you	your partner	Toby
1 Do you watch TV for more than twenty hours a week?			
2 Have you ever watched TV all night?			
3 Do you ever work or study with the TV on?			
4 Have you got a TV in your bedroom or the kitchen?			
5 Do you always have to have the remote control?			
6 Do you sometimes have dinner in front of the TV?			
7 Do you know exactly when all your favourite programmes are on?			
8 Have you ever missed something important because you wanted to watch TV?			

## Reading and Listening

- 3 a) Do the quiz. Put a tick (✓) or a cross (X) in the you column.

b) Work in pairs. Take turns to ask and answer the questions in the quiz. Put a tick or a cross in the *your partner* column. Look at p158. Are you and your partner telly addicts?

- 4 **R4.6** Jo and Toby are flatmates. Listen to Toby's answers to the quiz and put a tick or a cross in the *Toby* column. How many ticks did he get?

## Help with Listening Linking (3): /r/ and /j/ sounds

- When a word ends with an /ə/, /ɜ:/, /ɔ:/, or /eə/ sound and the next word starts with a vowel sound, we often link them with a /r/ sound.
- When a word ends with an /i/, /i:/ or /a/ sound and the next word starts with a vowel sound, we often link them with a /j/ sound.

- 5 a) **R4.6** Listen to the beginning of the conversation again and notice the linking sounds.

Where <sub>-r-</sub> are my glasses? They're <sub>-r-</sub> over there <sub>-r-</sub> on the table.

Hey, here's a quiz for you. It's about telly <sub>-j-</sub> addicts.

b) Look at R4.6, p148. Listen to the conversation again and notice the linking sounds /r/, /j/ and /w/.



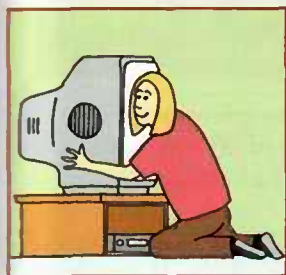
## Reading

- 6 a) Work in pairs. Guess the answers to these questions. Don't read the newspaper article.
- 1 How much TV does an American family watch every day?
  - 2 Who watches more TV in the UK, men or women?
  - 3 How many murders do American children see on TV before they are 18?
  - 4 How many adverts do they see every year?
  - 5 What is TV Turnoff Week, do you think?
- b) Read the article and answer the questions. Were your guesses correct?

# Kill your TV!

Could you live without television for a week? That's what millions of people do every April as part of TV Turnoff Week, which is organised by anti-television groups like NoTV.com and White Dot.

"Sure, TV can sometimes be fun and exciting, especially when you're tired at the end of the day," says Rudy Matthews from NoTV.com, "but most of the time it's just boring. We want people to turn off the TV for a week and do something more interesting instead."



You may be surprised how much television we watch. The average American family watches TV for 7 hours and 40 minutes every day and British men watch 27 hours a week (British women watch 'only' 24 hours). This means we spend over ten years of our life watching TV – what a frightening thought!

Many people are worried about how much TV children watch. Every American child sees 16,000 murders on TV before he or she is 18, and 20,000 adverts every year. Teacher Susan Walsh thinks this is a problem. "Children in the USA spend more time watching TV than in school and that's very worrying."

TV Turnoff Week started in the USA in 1995 and now happens every year in the UK, France, Holland and Australia. More than 25 million people have turned off their TV, so why don't you do the same?



- 7 Work in groups. Discuss these questions.

- 1 Is watching too much TV a problem in your country, do you think? Why?/Why not?
- 2 How much TV do children watch? Who decides what to watch – the child or the parent?
- 3 Would you like to live without TV for a week? Why?/Why not?

## Help with Vocabulary -ed and -ing adjectives

- 8 a) Look at these two sentences. Then choose -ed or -ing in the rules.

*TV can sometimes be fun and exciting.*

*Many people are worried about how much TV children watch.*

- We use -ed/-ing adjectives to describe how people feel.
- We use -ed/-ing adjectives to describe the thing, situation, place or person that causes the feeling.

- b) Check in **V4.4** p127.

- 9 a) Find all the -ed or -ing adjectives in the article.  
b) Which of these -ed endings are pronounced /ɪd/, do you think?

excited worried surprised tired  
frightened bored interested

- c) **R4.7** Listen and check.

- d) **R4.8 P** Listen and practise the -ed/-ing adjectives.

- 10 a) Choose the correct words.

- 1 Were you *surprised/surprising* by anything in the article?
- 2 Which TV programmes do you think are *bored/boring*?
- 3 What's the most *frightened/frightening* film you've ever seen?
- 4 When was the last time you were really *tired/tiring*?
- 5 What's the most *excited/exciting* holiday you've ever had?
- 6 What are you *interested/interesting* in?

- b) Work in pairs. Take turns to ask and answer the questions. Ask follow-up questions if possible.

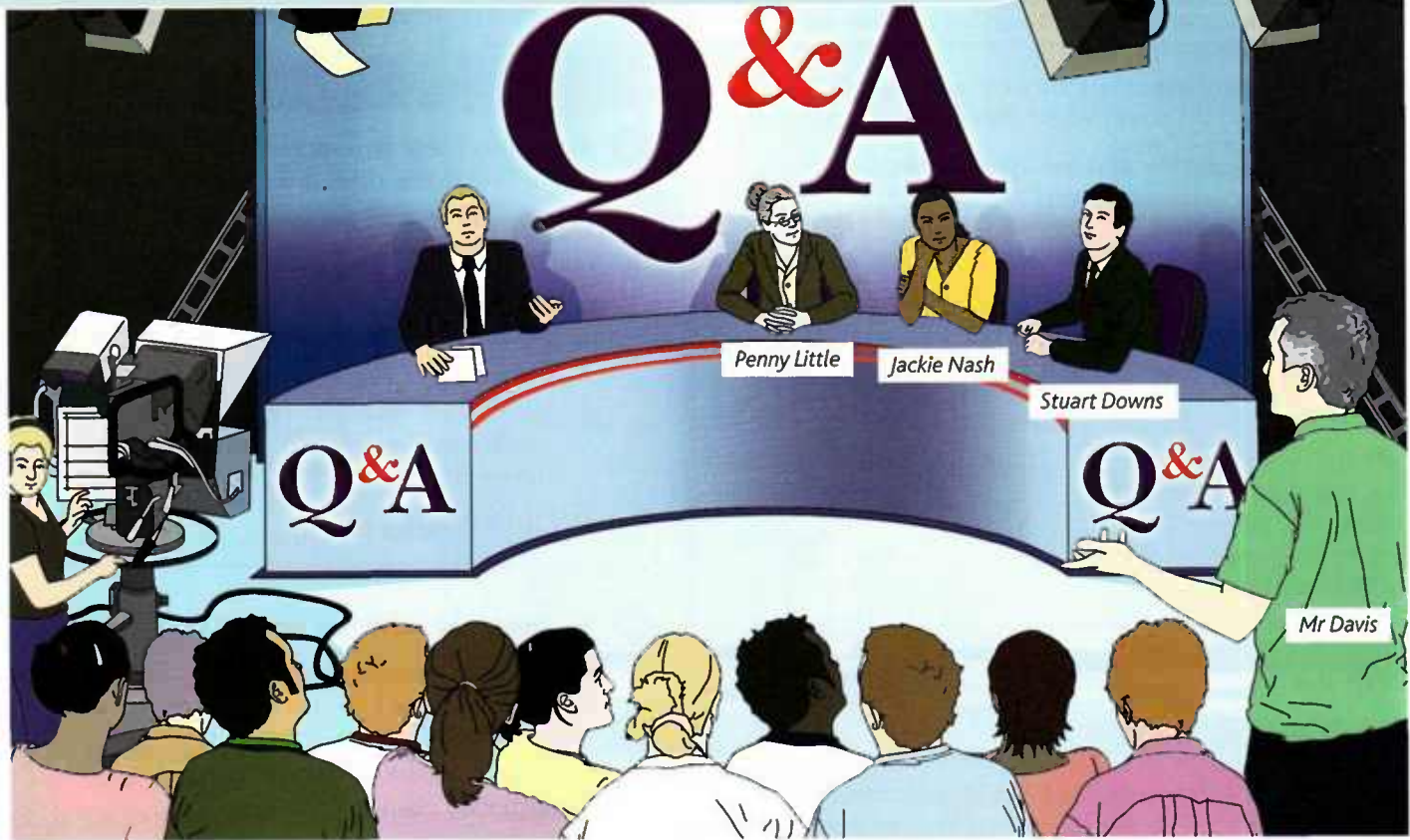
- c) Tell the class two things you found out about your partner.

Real World agreeing, disagreeing and asking for opinions

Review TV vocabulary; Present Simple

### QUICK REVIEW ●●●

Write words/phrases for these headings: TV equipment, TV verbs, TV programmes. Compare lists with a partner. Find three types of programme you both like.



### 1 Work in groups. Discuss these questions.

- Did you have to pay for your school/university education? If yes, who paid?
- Do you think people should pay for education? Why?/Why not?

### 2 a) R4.9 Look at the picture and listen to the beginning of the TV programme. Then answer the questions.

- Who is a student?
- Who is a politician?
- Who works in a university?
- What question does Mr Davis ask?
- What kind of programme is it?

### b) R4.10 Listen to the TV programme. Which people in the picture think that university education should be free?

### c) Listen again. Are these sentences true or false?

- Stuart thinks universities need more money.
- Stuart and Penny had to pay to go to university.
- There were more university students 20 years ago.
- Jackie thinks the government spends money on the wrong things.
- Mr Davis went to university.

### Real World Agreeing, disagreeing and asking for opinions

### 3 a) Look at these phrases. Are they ways of: a) agreeing? b) disagreeing? c) asking for opinions?

- What do you think? c)
- I'm sorry, I don't agree.
- I'm not sure about that.
- Yes, maybe you're right.
- What about you, (Jackie)?
- Do you think ... ?
- No, definitely not.
- Yes, definitely.
- I agree (with Jackie).
- Do you agree (with that)?
- Yes, I think so.
- No, I don't think so.

### b) Check in RW4.1 p127.

# 4 Review

Language Summary 4, p126

4 Look at R4.10, p148. Find all the phrases for agreeing, disagreeing and asking for opinions.

5 **R4.11 P** Listen and practise the phrases in 3a).

*What do you think?*

6 a) Look at these sentences. Think of reasons why you agree or disagree with them.

- School holidays are too long.
- All children should do sport at school.
- Schools only for boys or only for girls are a bad idea.
- Boys should learn to cook at school.
- Exams are the best way to find out what students know.
- All children should stay at school until they are 18.

b) Work in pairs. Take turns to ask your partner for his/her opinion on the sentences in 6a). Respond with phrases from 3a). Continue the conversation if possible.

Do you think school holidays are too long?

Yes, definitely. They should be much shorter. What do you think?

I'm not sure about that. I think ...

7 Work in groups. Student A → p105. Student B → p113. Student C → p118. Follow the instructions.

1 a) Find ten types of film. **V4.1**

L	O	V	E	S	T	O	R	Y	H
J	U	T	R	C	B	O	N	W	O
C	M	U	S	I	C	A	L	E	R
A	F	V	E	F	W	Q	U	S	R
R	O	P	G	I	B	L	S	T	O
T	W	A	R	F	I	L	M	E	R
O	T	H	R	I	L	L	E	R	F
O	G	M	O	L	H	U	I	N	I
N	Z	C	O	M	E	D	Y	R	L
A	C	T	I	O	N	F	I	L	M

b) Tell your partner about your favourite film of all time. Ask follow-up questions.

- A *My favourite film is 'Twins'.*  
B *What kind of film is it?*

2 a) Use these verbs in the Present Perfect to make the sentences true for you. **G4.1**

go climb act  
cook see go

- I haven't been to a lot of countries.
- I ..... a lot of films in English.
- I ..... on a boat or a ship.
- I ..... a mountain.
- I ..... dinner for more than ten people.
- I ..... in a play.

b) Work in pairs. Compare sentences. Ask follow-up questions if possible.

c) Work with a different student. Tell him/her about your first partner.

3 a) Join these pieces of paper to make six types of music. **V4.2**

ro ck  
class nce ues ja  
p reg bl gae op  
da zz ical

b) Work in pairs. Talk about the music/musicians your family and friends like and don't like.

4 a) Write the name of your favourite: sport, city, food, free time activity, TV programme, restaurant.

b) Make questions with *Have you ever ... ?* about the things on your list. **G4.2**

*Have you ever played golf?*

c) Work in pairs. Take turns to ask and answer the questions. Ask follow-up questions if possible.

5 a) Complete the adjectives with *-ed*, *-ied*, or *-ing*. Then tick the sentences that are true for you. **V4.4**

- Most TV programmes are very interest.....
- I'm worr..... about children watching too much TV.
- I think listening to the radio is bor.....
- I've never been frighten..... at the cinema.
- I'm really interest..... in art.

b) Work in pairs. Did you tick the same sentences?

## Progress Portfolio

a) Tick the things you can do in English.

- I can talk about different types of film, music and TV programme.
- I can talk about my experiences and give more details about when they happened.
- I can ask other people about their experiences.
- I can ask for opinions and agree or disagree with other people.

b) What do you need to study again? **4A-D**

# 5 Into the future

## 5A Man or machine?

### QUICK REVIEW ●●●

Work in pairs. Ask *Have you ever ... ?* questions and find five things you've done in your life that your partner hasn't done.

### Vocabulary

#### Verb-noun collocations (1)

1 Work in groups. Discuss these questions.

- Which invention was the most important, do you think: TV, cars or computers? Why?
- Have you seen any films with robots in? What were they about? Did you like them?
- Would you like to have a robot? Why?/Why not?

2 a) Match the verbs in A to the words/phrases in B. Check in

V5.1 p128.

A	B
look after	someone's face
build	old people
recognise	cars
take over	someone
look like	easily
move around	the world
do	the carpets
feed	the cat
clean	the housework

b) Write another word/phrase for each verb in A in 2a).

*look after a pet*

c) Work in pairs. Which of the things in 2a) can robots do now, do you think?

Vocabulary verb-noun collocations (1)

Grammar *will* for prediction; *might*; *will be able to*

Help with Listening 'll and won't

Review *Have you ever ... ?*

### Listening and Grammar

3 a) R5.1 Listen to an interview with Dr Dylan Evans, a robotics expert. Tick the things he talks about.

- things robots can do now
- robots and sport
- intelligent robots
- his own robots
- robots in the home
- robots in 2020
- robot toys for children
- robot animals
- robots on TV

b) Listen again. Which of these sentences does Dr Evans think are true?

- At the moment robots can move around easily.
- By 2020 robots will be able to walk and run.
- By 2050 robots might win the football World Cup.
- Not many people will have robots in their homes.
- Domestic robots won't look like humans.
- Robots will take over the world.

c) Work in pairs. Were your guesses in 2c) correct?



Dr Dylan Evans

Help with Grammar *will* for prediction; *might*; *will be able to*

- 4 a) Look at sentences 3–6 in 3b). Then answer the questions.
- 1 Do we use *will* to predict the future or talk about personal plans?
  - 2 Which verb form comes after *will*?
  - 3 What's the negative form of *will*?
  - 4 Which verb do we use to say *will possibly*?
- b) Make questions with these words. What are the positive and negative short answers to these questions?
- 1 humans / domestic robots / Will / look like ?
  - 2 robots / the world / take over / will / Do you think ?
- c) Look at sentences 1 and 2 in 3b). Then answer the questions.
- 1 How do we talk about ability in: a) the present? b) the future?
  - 2 Which verb form comes after *will be able to*?
- d) Check in G5.1 p128.

- 5 a) Look at these ideas about the year 2020. Write sentences you think are true.
- b) Work in groups. Compare sentences. Give reasons for your ideas if possible.

In the year 2020 ...

- 1 cars / be able to fly  
*Cars won't be able to fly.*  
*I (don't) think cars will be able to fly.*  
*(I think) cars might be able to fly.*
- 2 people / do all their shopping online
- 3 children / have robot teachers
- 4 most people / have videophones in their homes
- 5 planes / be able to fly without pilots
- 6 people / have computers inside their heads
- 7 most people / have robots in their houses
- 8 robots / look after old people



Help with Listening 'll and won't

- 6 a) R5.2 Listen to how we say these phrases. Notice the difference.
- |             |              |
|-------------|--------------|
| 1 I stay    | I'll stay    |
| 2 you have  | you'll have  |
| 3 we go     | we'll go     |
| 4 they have | they'll have |
| 5 I want    | I won't      |
- b) R5.3 Listen to these sentences. Circle the words you hear.
- 1 I/(I'll) stay at home all day.
  - 2 They/They'll have their own lives.
  - 3 We/We'll have two children.
  - 4 I/I'll speak English fluently.
  - 5 We want to/We won't be in England.
  - 6 I want to/I won't have children.

- 7 a) R5.4 Listen to four conversations about life in the year 2020. Match conversations 1–4 to the things they talk about a)–d).
- a) work and studies
  - b) living abroad
  - c) his/her future family
  - d) age and appearance
- b) Listen again. Make notes on what each person says.
- c) Work in pairs. Compare notes.
- d) Look at R5.4, p149. Listen again and find all the examples of *will*, *won't*, *might* and *be able to*.

- 8 R5.5 P Listen and practise.
- I'll /aɪ/ st̩aɪ at hɔːm əɪl daɪ.*

- 9 a) Make five sentences with *will*, *won't* or *might* about you or your family's life in 2020.
- b) Work in groups. Compare sentences. Are any the same?

Get ready ...  
Get it right!

- 10 Work in pairs. Student A → p105. Student B → p113. Follow the instructions.

Vocabulary verb-noun collocations (2)  
 Grammar future plans and ambitions:  
*be going to, be planning to, etc.*  
 Help with Listening *going to*  
 Review *will* for prediction

## QUICK REVIEW ●●●

Make five sentences with *will, won't* or *might* about your life in three years' time. Work in threes. Compare sentences. Are any the same?

## Vocabulary and Grammar

1 Work in groups. Answer the questions.

- At what age do people usually retire in your country?
- Do you know anyone who is retired? How do they spend their time?
- What's the best and worst thing about being retired, do you think?

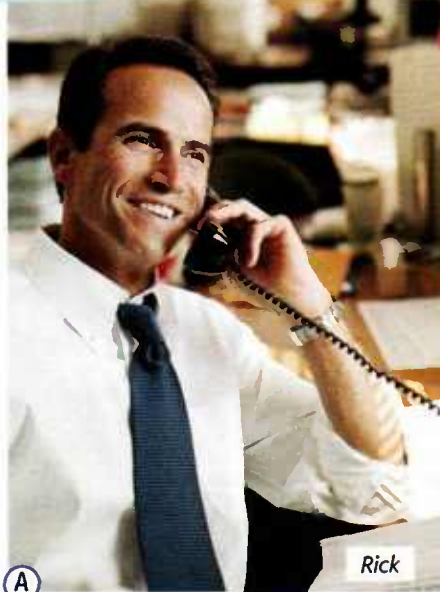
2 Choose the correct verbs in these phrases. Check in **V5.2** p128.

- have/spend* a great time
- spend/give* time doing (something)
- make/do* a degree (in biology)
- take/spend* time with (someone)
- live/leave* abroad
- take/make* photos
- learn/want* how to do (something)
- get/do* a suntan

3 a) Read these people's plans for when they retire. Match them to photos A–C.

- I'm going to retire next year. I'm looking forward to spending more time doing the things I enjoy. And I'm thinking of doing a degree in history of art.
- I'm planning to retire early, before I'm 50. I'm not going to work after that. Then I'd like to live abroad.
- We're going to drive around Australia. We're hoping to spend about a year travelling and we're really looking forward to it. I'm sure we'll have a great time.

b) **R5.6** Listen and check.



A



B

Kelly and Greg

## Help with Grammar Future plans and ambitions

4 a) Look at these sentences. Then answer questions 1–4.

*We're going to drive around Australia.*

*I'm sure we'll have a great time.*

- Do both sentences talk about the future?
- Which is a prediction?
- Which is a plan?
- Which verb form comes after *be going to*?

b) How do we make negatives and questions with *be going to*?

c) Check in **G5.2** p129.

5 a) Find these phrases in 3a). Which verb form comes after each phrase: the *infinitive with to* or *verb+ing*?

- |  |                       |
|--|-----------------------|
| 1 I'm planning ... <i>infinitive with to</i> | 4 I'd like ...        |
| 2 We're hoping ...                           | 5 I'm thinking of ... |
| 3 I'm looking forward to ...                 |                       |

b) Answer these questions.

- Which phrase in 5a) means: *I'm excited about this and I'm going to enjoy it when it happens?*
- Which is more certain: *I'm planning to ...* or *I'm thinking of ...* ?
- Which is less certain: *I'm going to ...* or *I'm hoping to ...* ?

c) Check in **G5.3** p129.



C

Joyce

- 6 a) Complete paragraphs 1–3 with the correct form of the verbs in the boxes. Which people in photos A–C said them, do you think?

buy write take drive

- 1 We're going to <sup>a)</sup> buy a camper van and <sup>b)</sup> ..... across the desert. Kelly's thinking of <sup>c)</sup> ..... a book about our journey and I'm going to <sup>d)</sup> ..... lots of photographs.

go spend learn visit

- 2 I'm also hoping to <sup>a)</sup> ..... Italian. I'd like to <sup>b)</sup> ..... to Italy one day and <sup>c)</sup> ..... all their wonderful art galleries. And I'm looking forward to <sup>d)</sup> ..... more time with my grandchildren.

spend learn get go

- 3 I'm planning to <sup>a)</sup> ..... and live somewhere hot, like the Caribbean. I'm really looking forward to <sup>b)</sup> ..... every day at the beach and <sup>c)</sup> ..... a suntan, and I'd like to <sup>d)</sup> ..... how to dive.

- b) R5.7 Listen and check.

- 7 R5.8 P Listen and practise.

*b* buy a camper van → We're going to /gəʊɪŋtə/ *b* buy a camper van.

### Help with Listening *going to*

- 8 a) R5.9 Listen and notice the two different ways we say *going to*. Both are correct.
- I'm going to /gəʊɪŋtə/ retire next year.
  - We're going to /gʌŋə/ drive around Australia.
- b) R5.10 Listen to these people's sentences. Do you hear: a) /gəʊɪŋtə/ or b) /gʌŋə/?
- I'm not going to work after that. *b)*
  - We're going to buy a camper van.
  - I'm going to write a book.
  - When are you going to retire?
  - He's going to live abroad.
  - We're going to have a great time.

- 9 a) Write six sentences about your plans and ambitions. Use *be going to* and phrases from 5a).  
*I'm going to study history next year.*  
*I'm thinking of buying a car in the next few weeks.*
- b) Work in groups. Talk about your plans and ambitions. Which are the most unusual?

### Get ready ... Get it right!

- 10 Look at these possible plans and ambitions. Make *yes/no* questions with *you*.

## Find someone who ...

- ... is going to visit friends next month.  
*Are you going to visit friends next month?*
- ... would like to live in a different country.
- ... is planning to move house.
- ... is looking forward to something special.
- ... is thinking of changing their job or course.
- ... is going to take an exam this year.
- ... would like to write a book.
- ... is hoping to retire early.

# January

# 24

- 11 a) Ask other students your questions. Find one person who is going to do each thing. Then ask two follow-up questions.
- b) Work in groups. Tell the group about three people who have similar plans and ambitions to you.

Vocabulary verbs and prepositions

Skills Reading: a magazine article;

Listening: a radio interview

Help with Listening linking: review (1)

Review will for prediction; past verb forms

## QUICK REVIEW ●●●

Write one thing you are: looking forward to, going to do next week, hoping to do next year, thinking of doing tonight, planning to do next month. Compare answers in pairs. Which is the most interesting?

## Reading and Vocabulary

1 Work in groups. Discuss these questions.

- 1 Would you like to go on holiday in space? Why?/Why not?
- 2 What are the two best and the two worst things about a space holiday, do you think?

2 a) You are going to read about space holidays. Check these words with your teacher or in a dictionary.

a rōcket   a spāceship   Earth   tōurism  
a trip   circular   a screen   revolve

b) Read the article about space holidays. Match headings a)–d) to paragraphs 1–4.

- a) Space hotels
- b) Going to the moon
- c) The future of tourism
- d) The first space tourists

3 a) Read the article again. Then answer these questions.

- 1 Who are these people?
  - a) Dennis Tito
  - b) Mark Shuttleworth
  - c) Eric Anderson
  - d) Gene Meyers
- 2 Which company is thinking of doing these things?
  - a) building a hotel in space
  - b) flying tourists to the moon
  - c) building a hotel on the moon
  - d) taking tourists on rocket trips
- 3 Find these numbers in the article. What do they describe?
  - a) \$20 million
  - b) \$100,000
  - c) \$25,000
  - d) \$500 million

b) Which facts in the article do you think are surprising?

## Get away from it all!

1 .....

In 2001 an American, Dennis Tito, became the world's first space tourist. He **travelled** to the International Space Station by rocket and stayed there for ten days. A year later South African millionaire, Mark Shuttleworth, **went** on the same trip. When he **returned** to Earth he said, "Every second will be with me for the rest of my life." Both men **paid** \$20 million for their holidays.



2 .....

The company that organised their trips is called Space Adventures. Its president, Eric Anderson, thinks space tourism will be the next big thing. "Everyone's **looking** for a new experience," he says. In a few years he's going to start **selling** rocket trips to the public for about \$100,000.

## Help with Vocabulary Verbs and prepositions

4 a) Verbs and prepositions often go together. Find these verbs in the article. Then fill in the gaps with the correct prepositions.

- 1 **travel** to a place by a method of transport
- 2 **go** ..... a trip
- 3 **return** ..... the place you started
- 4 **pay** an amount of money ..... something
- 5 **look** ..... something you want to find
- 6 **sell** something ..... people ..... an amount of money
- 7 **look** ..... a window
- 8 **spend** an amount of money ..... something
- 9 **fly** ..... a place
- 10 **talk** ..... a topic

b) Check in **V5.3** p128.

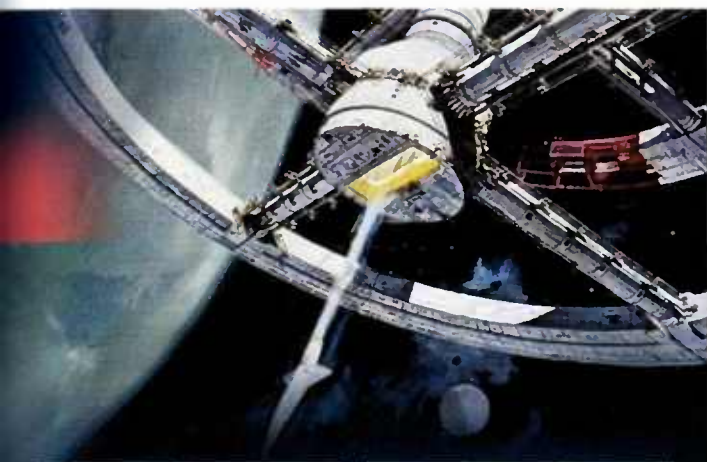


## Listening

- 6 a) How many planets are there in our solar system? Do you know their names in English?  
b) Work in pairs. Do the quiz.

## Mars: The Red Planet

- 1 What's the temperature like on Mars?  
a) Very hot.  
b) The same as on Earth.  
c) Very cold.
- 2 Which planet is nearer to the Sun?  
a) Mars.  
b) Earth.
- 3 Is Mars bigger than Earth?  
a) Yes, it is.  
b) It's the same size.  
c) No, it's smaller.
- 4 Is there oxygen on Mars?  
a) Yes, there is.  
b) No, there isn't.  
c) We don't know.
- 5 Is there water on Mars?  
a) Yes, definitely.  
b) Maybe.  
c) No, definitely not.
- 6 Is there life on Mars?  
a) Yes, definitely.  
b) Maybe.  
c) No, definitely not.



3 .....

4 .....

Another company, The Space Island Group, is planning to build a circular hotel in space, like the spaceship in the film *2001: A Space Odyssey*. It will have everything a normal hotel has, except that the bedrooms won't have windows. This is because the hotel will revolve and people will feel sick if they look out of a window. Instead there will be screens showing pictures from space. Gene Meyers, the company's president, thinks that in 2020 a five-day holiday at the hotel might cost only \$25,000.

Other companies have even bigger plans. Bigelow Aerospace is spending \$500 million on a plan to build a 700-metre spaceship to fly tourists to the moon. There will be 100 tourists on each trip and each person will have a private room with a view of the Earth's sunset. The Hilton Hotel Group have even talked about building a hotel on the moon.

At the moment only millionaires can go on holiday in space. But one day you might be able to go there yourself – and it could be sooner than you think!

- 5 a) Fill in the gaps with the correct form of the verbs in brackets and the correct prepositions.

- 1 What was the last place you *flew* (fly) *to*?
- 2 What do you and your friends usually *talk* (talk) *about*?
- 3 How much do you usually *spend* (spend) *on* food a week?
- 4 Have you ever *sell* (sell) anything *to* a friend?
- 5 Do you know anyone who *look* (look) *for* a place to live at the moment?
- 6 How do you normally *pay* (pay) *for* meals in a restaurant?
- 7 What do you see when you *look* (look) *out of* your bedroom window?

- b) Work in pairs. Take turns to ask and answer the questions. Continue the conversation if possible.

- 7 a) **R5.11** Listen to an interview with Mars expert, Anthony Shuster. Check your answers to the quiz.

- b) Listen again. Are these sentences true or false?

- 1 Anthony has written a book about Mars.
- 2 Mars is 78 million kilometres from the Sun.
- 3 In the 1970s scientists thought there was life on Mars.
- 4 Photographs show that there is water on Mars.
- 5 Anthony thinks we will see men on Mars in the future.

## Help with Listening Linking: review (1)

- 8 a) Look at this sentence. Why do we link these words?

*Now joining Martina <sub>-tə/</sub> and me <sub>-jz/</sub> in the studio <sub>-jw/</sub> is Anthony Shuster, who's written a new book <sub>o/</sub> on Mars called *The Red Planet*.*

- b) **R5.11** Look at R5.11, p149. Listen again and notice the linking.

- 9 Work in groups. Discuss these questions.

- 1 Do you think it's a good idea to spend money on a space programme? Why?/Why not?
- 2 Imagine you're going on a space holiday. You can take three personal possessions. What are they?

- 10 Look at p118. Follow the instructions.

# 5D It's for charity

## QUICK REVIEW ●●●

Work in pairs. Take turns to ask and answer *yes/no* questions with *be going to* about next weekend: *Are you going to eat out?* Find five things you're both going to do.

1 Work in groups. Discuss these questions.

- 1 Which is the biggest charity organisation in your country?
- 2 Have you (or someone you know) ever raised money for a charity? If yes, what did you/they do?
- 3 What do you think the British charity, Children in Need, does?

2 a) **R5.12** Listen to some people planning an event for Children in Need. Which of these events are they planning?

a concert   a disco   a quiz night   a karaoke night

b) Listen again. Tick the things they plan to do.

- make tickets
- make posters
- put up posters
- have a live band
- put an advert in the paper
- buy food and drink
- write quiz questions
- hire a karaoke machine

## Real World Offers, suggestions and requests

3 a) Write these headings in the correct places a)–d) in the table.

making suggestions   making requests  
making offers   responding to offers

a) _____ Shall I make some posters? Can I give you a hand? I'll help you, if you like.	b) _____ Yes, that'd be great. Great, thanks a lot. Yes, why not? No, don't worry. Thanks anyway.
c) _____ Will you organise that? Could you give me a hand? Can you do that?	d) _____ Shall we start? Let's decide who does what. Why don't we ask Steve?

b) Which verb form comes after the phrases in bold?

c) Check in **RW5.1** p129.

4 Look at R5.12, p149. Read the conversation and find all the suggestions, requests, offers and responses.

Real World offers, suggestions and requests  
Review *be going to*



5 **R5.13** **P** Listen and practise the sentences in 3a). Copy the intonation.

*Shall I make some posters?*

6 a) Fill in the gaps with the phrases in the boxes.

~~Shall we~~ thanks   Could you  
why don't   why not   I'll

JANET 1 ~~Shall we~~ put some posters up in the library?

KIM Yes, 2 \_\_\_\_\_ ?

JANET And 3 \_\_\_\_\_ we tell the local paper about the event?

KIM That's a good idea. 4 \_\_\_\_\_ organise that?

JANET Yes, of course. 5 \_\_\_\_\_ call them tomorrow.

KIM Great, 6 \_\_\_\_\_ a lot.

~~can you~~ don't worry   that'd be  
Shall I   Let's   Can I

RAY Steve, 7 ~~can you~~ play at our charity event?

STEVE Yes, of course. 8 \_\_\_\_\_ bring some CDs too?

RAY Yes, 9 \_\_\_\_\_ great. Thanks.

STEVE 10 \_\_\_\_\_ give you a hand with anything else?

RAY No, 11 \_\_\_\_\_ . Thanks anyway.

STEVE Right. 12 \_\_\_\_\_ choose some CDs.

b) **R5.14** Listen and check. Then work in pairs. Practise the conversations.

# 5 Review

Language Summary 5, p128



- 7** a) Work in groups of four. Choose a chairperson. Imagine you are going to organise a charity event. Decide on the type of event you want to have, and when and where the event will be.

Let's have a disco.

Good idea. Where shall we have it?

- b) Make a list of things you need to do. Use the ideas in 2b) and your own.
- c) Discuss who is going to do the things on the list. Use the phrases from 3a). Make notes on who is going to do each thing.

- 8** Work with people from different groups. Tell them about the event you have planned. Which event will be the best, do you think?

We're going to have a disco.



**R5.15** Look at the song *Space Oddity* on p100. Follow the instructions.

- 1** a) Write two things that go with these verbs: *do, recognise, look after, clean, feed, build*.

V5.1

*do the housework*  
*do your homework*

- b) Work in pairs. Compare answers.

- 2** a) Write one thing you think: will happen, might happen and won't happen before the year 3000. G5.1

- b) Work in groups. Take turns to say your predictions.

- 3** a) Fill in the gaps with the correct form of these verbs.

V5.2

*do spend (x2) get*  
*have take live know*

- I want to do a degree in English.
- I'd like to spend abroad when I retire.
- I got a great time last weekend.
- I usually take lots of photos on holiday.
- I know a suntan very easily.
- I live a lot of time with my family.
- I get how to use a computer.
- I spend a lot of time talking on the phone.

- b) Make questions with you from the sentences in 3a).

*Do you want to do a degree in English?*

- c) Work in pairs. Take turns to ask four of your questions. Ask follow-up questions if possible.

- 4** a) Put the verbs in brackets in the correct form and complete the sentences for you. G5.3

- I'm planning to (go) ...
- Next weekend I'm going to (see) ...
- I'm hoping to (have) ...
- I'm thinking of (learn) ...
- I'd like to (visit) ...
- I'm looking forward to (spend) ...

- b) Work in groups. Compare sentences.

- 5** a) Four of the underlined prepositions are incorrect. Correct the mistakes.

V5.3 G5.2

- When did you last go by a trip?
- Do you usually pay with things by credit card?
- How much do you spend for books a year?
- What do your family usually talk about?
- Are any of your friends looking on a job?

- b) Work in pairs. Take turns to ask and answer the questions.

## Progress Portfolio

- a) Tick the things you can do in English.

- I can make predictions about the future.
- I can understand the main points of a radio interview.
- I can ask and answer questions about personal future plans.
- I can understand the main points of a newspaper article.
- I can ask for and offer help.
- I can make suggestions.

- b) What do you need to study again? 5A-D

# 6 Family and friends

## 6A Life with teenagers

### QUICK REVIEW ●●●

Write all the adjectives you know to describe people's appearance (*tall*, etc.) and character (*friendly*, etc.). Work in groups and compare words. Who has the most?

Vocabulary character adjectives  
Grammar making comparisons: comparatives, *a lot*, *much*, *a bit*, *(not) as ... as*  
Review describing appearance

### Vocabulary Character adjectives

- 1 Tick the adjectives you know. Check new words in **V6.1** p130.

shy bright noisy stubborn helpful  
moody patient lazy honest selfish  
mature polite aggressive ambitious  
organised considerate easy-going

- 2 a) Choose four adjectives from 1 that describe your character and four that don't. Write them on a piece of paper. Don't write them in order.  
b) Work in pairs. Swap lists. Take turns to guess which four adjectives describe your partner.

### Reading and Grammar

- 3 Work in groups. Discuss these questions.
- 1 Which is the most difficult to be: a child, a teenager, a middle-aged person, an elderly person? Why?
  - 2 Which is the most difficult to live with? Why?
- 4 a) Look at the headline in the article. Who is 'the enemy', do you think? Read the first paragraph only and find out.  
b) Read about Marilyn Scott's family. Who is easier to live with, Tom or Harry? Why?  
c) Read the article again. Tick the true sentences. Correct the false ones.
- 1 Marilyn's two sons are quite similar.
  - 2 Harry is doing badly at school.
  - 3 Harry knows which job he wants to do.
  - 4 Tom doesn't study very hard.
  - 5 Tom isn't very ambitious.
  - 6 Marilyn is only worried about Harry.

## LIVING WITH THE ENEMY



**P**EOPLE often say that living with teenagers is worse than living with any other age group. But is this true? We talked to two parents with teenage children to find out.

### Marilyn Scott

Yes, sometimes it's really difficult living with teenagers. But it isn't only their age, it's also the type of people they are. My two sons are completely different. Tom's easier to live with than Harry. Harry's a typical moody fifteen-year-old. He's a lot noisier and more aggressive than Tom, and he isn't as considerate. So he's much harder to live with. But Harry's got his good side too. He's very bright and his exam results are always better than Tom's.

Tom's two years older than Harry, so he's more mature and less stubborn than his brother.

He's also a bit more patient and can be very helpful when he wants to be. But he's got bigger problems at school. He's as intelligent as Harry, but he's much lazier and his exam results are always worse than his brother's. Harry wants to be a pilot when he leaves school, but Tom doesn't know what he wants to do.

In some ways I'm a bit more worried about Harry because he isn't as happy as Tom. But I also worry about Tom because he hasn't got any plans for his future. Yes, life is hard living with teenagers, but I'll miss them when they leave home.

## Help with Grammar

### Making comparisons

- 5 a) Find the comparative forms of these adjectives in the article about Marilyn Scott's family. Then answer questions 1–5.

easy aggressive good  
old mature big bad

- When do we use *-er*?
- When do we use *more*?
- What are the spelling rules for adjectives like *noisy* and *big*?
- Which adjectives are irregular?
- What is the opposite of *more*? Find an example in the article.

- b) Which word is missing in this sentence?

Tom's two years older .....  
Harry.

- c) Which of these words in **bold** mean: a big difference? a small difference?

a lot noisier much lazier  
a bit more worried

- d) Look at these sentences. Then answer questions 1–3.

*Tom's as intelligent as Harry.*  
*Harry isn't as happy as Tom.*

- Which sentence means the boys are different?
- Which sentence means they are the same?
- Do we use the adjective or its comparative form with *(not) as ... as*?

- e) Check in **G6.1** p131.

- 6 **R6.1** **P** Listen and practise. Copy the stress.

*Tom's easier to live with than Harry.*

- 7 Read about Robert Macey's family. Complete the article with the adjective or its comparative form. Who is easier to live with, Carol or Beth?

### Robert Macey

We've got two girls – Carol is eight and Beth is sixteen.

Carol's a lot <sup>1</sup> ..... (difficult) to live with than her sister, so I think teenagers are <sup>2</sup> ..... (easy)

to live with than young children. Beth's much <sup>3</sup> ..... (easy-going) and she isn't as <sup>4</sup> ..... (selfish)

as Carol – but sometimes they're both as <sup>5</sup> ..... (moody) as each other! Also

Carol is less <sup>6</sup> ..... (polite) and much <sup>7</sup> ..... (noisy), but I think that's just because she's <sup>8</sup> ..... (young). They're both doing OK at school, but Carol's a bit <sup>9</sup> ..... (bright) than Beth was at her age and her reports are always <sup>10</sup> ..... (good) than Beth's. But perhaps Beth's reports aren't as <sup>11</sup> ..... (good) as Carol's because these days she's <sup>12</sup> ..... (interested) in boys than her school work!



- 8 a) Write six sentences to compare yourself and a friend. Use *a lot*, *much*, *a bit*, *(not) as ... as*, and the adjectives from 1 and the Quick Review.

*Olivia's a bit taller than me.*

*I'm not as organised as she is.*

- b) Work in pairs. Take turns to tell your partner about your friend.

### Get ready ... Get it right!

- 9 a) Think about your life now and your life when you were a teenager. (If you are a teenager now, think about your life now and your life five years ago.) For both of these times in your life write two adjectives each for your: a) personality, b) appearance, c) day-to-day life.

- b) Plan how you can compare your life now to when you were a teenager/five years ago.

*I'm much less shy now than I was then.*

*I was a bit thinner when I was a teenager.*

*My life isn't as stressful as it was five years ago.*

- 10 Work in groups. Tell the other students about the differences between now and then. Give reasons if possible.

## QUICK REVIEW ●●●

Write eight character adjectives. Then think of one person you know for each adjective. Work in pairs. Tell your partner about the people.



## Vocabulary Relationships (2)

- 1 a) Put these words into two groups: *family relationships* and *other relationships*. Check new words in **V6.2** p130.

uncle aunt boss niece nephew flâtmate còusin  
 close friend ex-girlfriend neighbour stèpfather grândmother  
 còlleague sîster-in-law employèr employèe rèlative

- b) How many other words can you make with *ex-*, *step-* *grand-* and *-in-law*?

- 2 a) Make a list of all the roles you play in life.

*I'm a mother, a boss, a sister ...*

- b) Work in pairs. Discuss these questions.

- Which of your roles do you like? Which don't you like?
- How many of the same roles do you have?

*I really like being a mother.*

*Me too, but I don't like being a boss.*

## Listening and Grammar

- 3 a) Work in pairs. Take turns to describe a person in the picture. Don't say his/her name. Your partner says who it is.

This person is wearing a long white dress. She looks very happy!

- b) Guess the names of these people.

- Jake's twin brother *Dom*
- Jake's great-uncle
- Jake's best friend
- Jake's colleague
- Jake's aunt
- Eric's wife

- 4 a) **R6.2** Listen to Dom and Charlie talking at the wedding. Check your answers to 3b).

- b) Listen again and fill in the gaps.

Diana's best <sup>1</sup>*friend* is Naomi. She's also the happiest person Dom knows. Her <sup>2</sup>....., Eric, is the most boring man Dom's ever <sup>3</sup>..... and Charlie thinks he's got the worst <sup>4</sup>..... ever. Dom's richest relative is his <sup>5</sup>....., Harriet. She's also got the biggest <sup>6</sup>..... . The owner of the most popular <sup>7</sup>..... in town is Rupert. Patrick is Dom's least favourite <sup>8</sup>..... . He's <sup>9</sup>..... next birthday and his <sup>10</sup>..... is only 76!

## Help with Grammar Superlatives

- 5 a) Look at 4b) again. Find the superlatives of these adjectives. Then answer questions 1–5.

good happy boring bad  
rich big popular

- When do we use *-est*?
- When do we use *most*?
- What are the spelling rules for adjectives like *big* and *funny*?
- Which adjectives are irregular?
- What is the superlative form of *less*?

- b) Which word is missing in this sentence?

She's ..... happiest person Dom knows.

- c) Look at these sentences. Why don't we use *the* before the superlatives?

*He's Jake's best friend.*

*She's our richest relative.*

- d) Check in **G6.2** p131.

- 6 **R6.3** **P** Listen and practise.

*She's the happiest person I know.*

- 7 a) Write the comparative and superlative forms of these adjectives.

intelligent busy fat popular good helpful  
bad stubborn bright thin lazy far

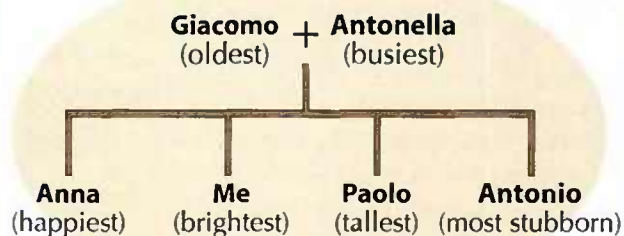
- b) Work in pairs. Check your partner's answers and spelling.

- 8 Fill in the gaps in Dom's sentences with the superlative form of the adjective in brackets. Use *the* if necessary.

- Diana's *the youngest* (young) company director in the UK.
- Her parents are ..... (happy) married couple I know.
- Diana's ..... (organised) person I've ever met.
- She's also my boss's ..... (good) friend.
- Jake is ..... (helpful) person in the world.
- He's also the world's ..... (bad) driver.
- This is ..... (important) day of his life.
- And he's wearing my ..... (expensive) shirt!

## Get ready ... Get it right!

- 9 Draw your family tree. Then think of one superlative to describe each person on your family tree.



- 10 a) Work in pairs. Take turns to tell your partner about your family tree. Use at least one superlative for each person. Ask questions to find out more information.

- b) Which person/people in your partner's family would you like to meet?

## QUICK REVIEW ●●●

Work in groups. Swap information about your lives and make at least six sentences about the group using superlatives. Tell the class three of your sentences: *Petra's got the biggest family.*

## Reading and Vocabulary

1 Work in groups. Discuss these questions.

- 1 Do you watch or listen to dramas or soap operas on TV or the radio? If yes, which ones?
- 2 Which soap operas are popular in your country? Why are they popular, do you think?
- 3 What are typical stories in soap operas?

2 a) Read the first paragraph of the article only. Complete these sentences.

- 1 *Family Business* is a ...
- 2 The ... family own a restaurant called ...
- 3 There's also another restaurant called ...
- 4 The family's main problems are ...

b) Read the rest of the article. Then answer these questions.

- 1 Is The Full Moon restaurant successful?
- 2 Do Lydia and Clive have a good relationship?
- 3 How many children have they got?
- 4 Has Trudy got a job at the moment?
- 5 Which of their children is a criminal?
- 6 When did Nick leave the programme?
- 7 Who are Elizabeth's parents?
- 8 Where is The Angel restaurant?

c) Work in pairs. Draw a family tree of the Blake family.

Vocabulary prefixes and opposites of adjectives: *un-, in-, im-, dis-*  
 Skills Reading: a TV guide;  
 Listening: a radio drama  
 Help with Listening missing words  
 Review character adjectives;  
 past tenses; *will* and *might*

Soap update: *Family Business*

In the popular radio drama *Family Business*, things aren't looking good for the Blake family. They own The Full Moon restaurant, but a new restaurant called The Angel is taking all their customers. The Full Moon also has serious money problems and relationships between the family members are getting worse every week. For new listeners here's our guide to the main characters in radio's most popular drama.



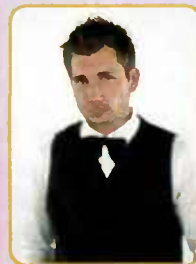
Lydia Blake and her husband Clive own The Full Moon restaurant. Lydia is bright and extremely stubborn, and she's very worried about the restaurant. She wants to borrow

some money from the bank – if she can't, The Full Moon might have to close.



Clive Blake is the chef at The Full Moon – but being married to Lydia isn't easy. He thinks she's impatient and inconsiderate and would like to ask her for a divorce. But if he does, what will

happen to the restaurant he loves?



Darren is the oldest of Lydia and Clive's three children (their other son, Nick, left the programme a year ago). Darren works as a waiter in his parents' restaurant – when

he's not stealing cars or staying out all night. The most dishonest and unreliable member of the family, he's the one we love to hate!



Trudy is Lydia and Clive's youngest child. Nineteen-year-old Trudy is unemployed and she can't keep a job for more than two weeks. Is this because she's immature, moody and unhelpful, perhaps?



Kathy is Darren's lovely wife and mother of three-month-old Elizabeth. Kathy is quiet, easy-going and unselfish – but does she have a secret past?



Eve King is the owner of The Angel restaurant, which opened in the same street as The Full Moon last month. Eve is attractive, ambitious – and single!



### Help with Vocabulary Prefixes and opposites of adjectives: *un-*, *in-*, *im-*, *dis-*

- 3 a) Find the opposites of these adjectives in the article. Write them in the table.

pàtient    considerate    employèd    màture  
hèlpful    hònest    reliàble    sèlfish

<i>un-</i>	
<i>in-</i>	
<i>im-</i>	<i>impatient</i>
<i>dis-</i>	

- b) Do you know the opposites of these adjectives? Write them in the table.

hàppy    intèlligent    políte    àmbitious  
fríendly    pòssible    attràctive    corrèct  
sure    òrganised    hèalthy

- c) Check in **V6.3** p130.

- 4 a) **R6.4** **P** Listen and practise. Notice that prefixes (*un-*, *in-*, etc.) aren't usually stressed.

*employèd, unemployèd*

- b) Work in pairs. Take turns to say adjectives from 3a) and 3b). Your partner says the opposite adjective.

### Listening

- 5 a) **R6.5** Listen to the beginning of this week's episode of *Family Business*. Answer these questions.

- Where are the people?
- Which characters are talking?
- What do they talk about?

- b) Listen again. Are these sentences true or false?

- Lydia borrowed some money from the bank this afternoon.
- The bank wants to close the restaurant.
- The Full Moon has only got eight customers.
- The Angel restaurant is full.
- Trudy has got a new job.
- She's going to work in a bank.
- Lydia is very angry with Eve King.

- 6 a) Work in groups. What do you think will happen next? Use the characters from the article and make a list of ideas.

Trudy might leave home.

Maybe Lydia will talk to Eve.

- b) Compare ideas with another group or the whole class.

- 7 a) **R6.6** Listen to the end of the episode. Were any of your ideas correct?

- b) Listen again. Answer these questions.

- Why is Kathy worried?
- What is Darren looking for?
- Does Darren stay at home with his wife and daughter?
- How much money did the restaurant make this evening?
- Where did Lydia go?
- Who's the last person to arrive at the restaurant?
- Why did he come back?
- What's happening outside?

### Help with Listening Missing words

- In spoken English sometimes we miss out words if the meaning is clear.

- 8 a) Look at these sentences from the radio drama. Notice the missing words.

KATHY Shouldn't you be at work?

DARREN Having a break. (= **I'm** having a break.)

KATHY You going out? (= **Are** you going out?)

DARREN Yeah. Seen my cigarettes? (= **Have you** seen my cigarettes?)

- b) **R6.6** Look at R6.6, p151. Listen again and notice the missing words. What kind of words do we miss out?

- 9 a) Work in groups of four. You are going to write the beginning of the next episode of *Family Business*. Before you write, plan what is going to happen. Include at least four characters.

- b) Write the beginning of the next episode.

- c) Practise the episode in your groups until you can remember it.

- d) Role-play your episode for other students. Which episode is the best, do you think?

## QUICK REVIEW ●●●

Work in pairs. Take turns to describe these characters from the radio drama *Family Business*: Lydia, Clive, Trudy, Darren, Kathy, Elizabeth, Eve King and Nick. What happened in the episode you listened to?

## 1 Work in pairs. Discuss these questions.

- Do you use the phone a lot? If yes, which three people do you phone or text the most?
- Do you ever need to speak English on the phone? If yes, who to?

## Help with Listening On the phone

## 2 a) Fill in the gaps with these words.

called meeting off line leave message

- I'm afraid he's taken the afternoon .....
- Can I take a ..... ?
- Shall I tell him you ..... ?
- Hold the ....., please. I'll put you through.
- I'm sorry, he's in a .....
- Would you like to ..... a message?

## b) R6.7 Listen and check.

## c) Match sentences 1–6 in 2a) to headings a)–c).

- asking someone to wait
- saying someone isn't available
- offering to take a message

## 3 R6.7 P Listen again and practise. Copy the intonation.

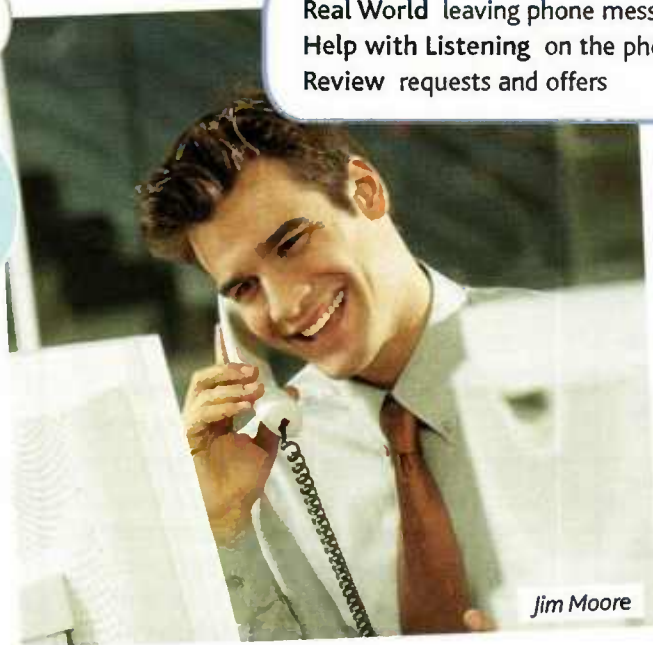
*I'm afraid he's taken the afternoon off.*

## 4 a) R6.8 Jim is trying to talk to his friend, Peter. Listen and put phone conversations a)–c) in order.

- Peter phones Jim's office.
- Jim phones Peter's office.
- Jim phones Peter's wife.

## b) Listen again and answer the questions.

- Why isn't Peter in his office?
- Has Jim called Peter's mobile?
- Why does Jim want to talk to him?
- Where is Jim when Peter phones him back?



Jim Moore

## Real World Leaving phone messages

## 5 a) Match these headings to the sentences from the phone conversations.

saying where people can contact you  
leaving a message  
asking to speak to someone

a) .....

Can I speak to Peter Parker, please?  
Is Peter there, please?  
Could I speak to Jim Moore, please?

b) .....

Could you ask him/her to phone me tomorrow?  
Can you ask him/her to call me back?  
Just tell him/her Peter Parker called.

c) .....

He/She can ring me at the office.  
He/She can get me on my mobile.  
He/She can call me at home this evening.

## b) Check in RW6.1 p131.

**TIP!** • When we tell people who we are on the phone, we say *This is Jim.* or *It's Jim.* not *I'm Jim.* *This is ...* is more formal than *It's ...*

## 6 R6.9 P Listen and practise the sentences in 5a). Copy the intonation.

*Can I speak to Peter Parker, please?*

# 6 Review

Language Summary 6, p130



Peter Parker

1 a) Find 12 adjectives. **V6.1**



b) Work in pairs. Write six more character adjectives.

c) Which adjectives from 1a) and 1b) have a negative meaning?

2 a) Write the comparative form of the adjectives in 1a). **G6.1**

bright → brighter

b) Choose two people in your family. Write six sentences comparing them.

c) Work in pairs. Tell your partner about the people you chose in 2b).

3 a) Fill in the gaps with *as* or *than*. **G6.1**

- 1 I'm taller ..... him/her.
- 2 He/She isn't ..... patient as me.
- 3 He/She isn't as good at English ..... me.
- 4 He/She's less interested in music ..... me.
- 5 I'm not as ambitious ..... him/her.
- 6 I'm more organised ..... him/her.

b) Think of someone you know well. Make the sentences in 3a) true for him/her.

c) Work in pairs. Tell your partner about the person you chose.

4 a) Write six words for *family relationships* and six words for *other relationships*. **V6.2**

b) Work in pairs. Compare lists. Check your partner's spelling.

5 a) Write the superlative form of the adjectives in brackets. Use *the* if necessary. Then complete the sentences about your school days. **G6.2**

- 1 The brightest (bright) student in our class is/was ...
- 2 My ..... (good) subject is/was ...
- 3 My ..... (bad) subject at school is/was ...
- 4 The school's ..... (friendly) teacher is/was ...
- 5 ..... (popular) sport at school is/was ...
- 6 ..... (big) class has/had ... students in it.

b) Work in groups. Compare sentences.

6 Work in pairs. Tick the correct adjectives. Correct the prefixes (*un-*, etc.) that are wrong. **V6.3**

unpatient    disimportant  
unhealthy    inconsiderate  
inorganised    impossible  
unhonest    unmature  
imfriendly    unreliable

7 **R6.10** Listen to Jim and Peter's conversation. Answer these questions.

- 1 What is Peter doing?
- 2 Why is he there?
- 3 Why does Jim want to talk to him?

8 a) Work in pairs. Write a phone conversation between A and B. A is phoning a friend at work. B is a receptionist at the friend's workplace. Use sentences from 5a) and your own ideas.

A Hello, can I speak to ...

B I'm sorry ...

b) Practise the conversation in pairs until you can remember it.

c) Role-play the conversation for other students.

9 Work in pairs. Student A → p105. Student B → p113. Follow the instructions.

## Progress Portfolio

a) Tick the things you can do in English.

- I can describe people's character.
- I can compare two or more people or things.
- I can talk about different relationships.
- I can follow the story of a simple soap opera.
- I can leave phone messages.

b) What do you need to study again? **6A-D**

# 7 You need a holiday!

## 7A 50 places to go

### QUICK REVIEW ●●●

Think of the three most interesting places you have been to. Work in pairs. Take turns to tell your partner about these places: *I've been to Cairo.* Ask questions to find out more information: *What did you do there?*

Vocabulary travel

Grammar Present Continuous for future arrangements

Review Present Perfect; superlatives

### Vocabulary Travel

- 1 a) Look at these words. What is the difference in meaning? Check in **V7.1** p132.

a trip a tour travel a journey

b) Choose the correct words.

- 1 How long is your *travel/journey* to school?
- 2 Have you ever been on a *business trip/journey* abroad?
- 3 Did you *trip/travel* a lot last year?
- 4 Have you ever been on a bus *trip/tour* of a famous city?
- 5 What's the longest *journey/travel* you've ever been on?
- 6 Have you ever been on a package *travel/tour*?

c) Work in pairs. Take turns to ask and answer the questions.

- 3 a) Work in groups. Which of these places are in photos A–C? Which place would you most like to go to? Why?

- The Great Barrier Reef, Australia
- The Grand Canyon, USA
- Cape Town, South Africa
- The South Island, New Zealand
- Disney World, Florida, USA

b) The places in 3a) were the top five holiday destinations that people chose for the TV programme. Guess which order they were in.

c) Check your answers on p118. Then follow the instructions.

### Reading

- 2 Read about a TV programme and answer the questions.

- 1 What is the programme about?
- 2 When is it on?
- 3 How did the BBC choose the places?

### 50 places to go before you die

Thursday 9 p.m. BBC1 ★★★★★

Last month the BBC asked viewers to send in their top five holiday destinations and tonight we find out the results. So sit back and enjoy this tour of the world's greatest beauty spots.



## Listening and Grammar

4 a) **R7.1** Keith and Sophie are neighbours. Listen to their conversation. Where is Sophie going on holiday this year? Who is she going with?

b) Listen again. Tick the true sentences. Correct the false ones.

- 1 They're leaving on Saturday.
- 2 They're going on holiday for two weeks.
- 3 They're staying with friends for a week.
- 4 They're going on a cycling tour for five days.
- 5 They're going to some places on a tour bus.
- 6 Keith's having a holiday this year.

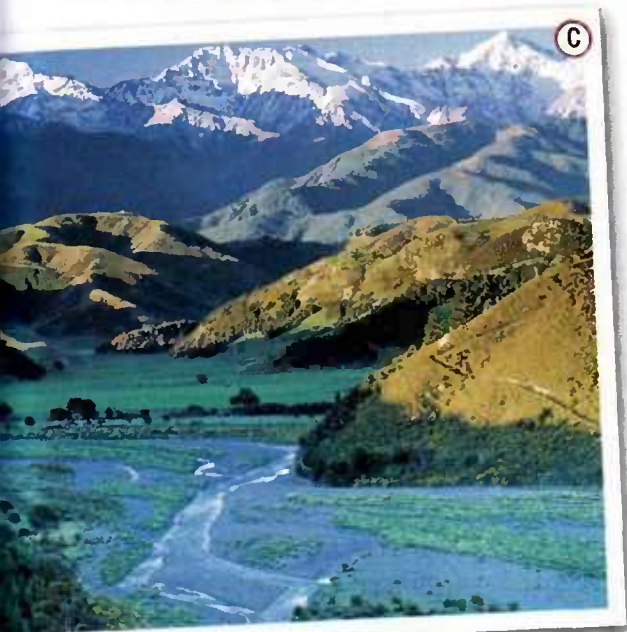
### Help with Grammar Present Continuous for future arrangements

5 a) Look at sentences 1–3 in 4b). Then answer questions a)–d).

- a) Do these sentences talk about the past, present or future?
  - b) Do they talk about definite arrangements or something that might happen?
  - c) Does Sophie know exactly when these things are happening?
  - d) Has she booked the holiday and the flight?
- b) How do you make negatives and questions in the Present Continuous?
- c) Check in **G7.1** p133.

6 **R7.2** **P** Listen and practise.

*We're leaving on Saturday.  
How long are you going for?*



### Day 1 Monday 11<sup>th</sup> February Christchurch to Hanmer Springs

#### Morning

- Meet at the Plaza Hotel
- Cycle along the coast

#### Lunch

- Have a picnic lunch on the Canterbury Plains

#### Afternoon

- Go to the hot pools in Hanmer Springs
- Visit the National Park

#### Night

- Camp overnight by the river

7 a) Read about Day 1 of Sophie and Rob's cycling tour. Write sentences about their first day.

*On Monday they're travelling from Christchurch to Hanmer Springs.*

b) Work in pairs. Student A → p104. Student B → p112. Follow the instructions.

### Get ready ... Get it right!

8 Look at these possible plans. Make yes/no questions with you.

#### Find someone who is ...

- ... going on holiday next month.  
*Are you going on holiday next month?*
- ... meeting friends after class.
- ... going out with friends tomorrow evening.
- ... doing something interesting next week.
- ... spending next weekend in another town/city.
- ... taking an exam next month.
- ... going to a wedding soon.
- ... travelling abroad in the next two months.

9 Ask other students your questions. Find one person who is doing each thing. Ask follow-up questions.

Vocabulary things we take on holiday; quantity phrases  
 Grammar quantifiers; possessive pronouns  
 Review countable, uncountable and plural nouns

### QUICK REVIEW ●●●

Write four things you are doing next week or next weekend: *On Saturday I'm going to a party.* Work in groups. Tell other students your sentences. Is anyone doing the same things as you?

### Vocabulary Things we take on holiday

- Make a list of ten things you always take on holiday.
  - Work in pairs. Compare lists. How many of the things are the same?
- Sophie and Rob are packing to go to New Zealand. Find these things in the picture. Check new words in **V7.2** p132.

a suitcase 13 sun cream shorts a T-shirt soap a swimsuit  
 film make-up chewing gum shaving foam a towel  
 toothpaste perfume sandals a razor sunglasses shampoo  
 swimming trunks tea walking boots a camera

### Grammar and Listening

- Work in pairs. Which of the words in 2 are: countable (C)? uncountable (U)? plural (P)?

a suitcase C  
 sun cream U  
 shorts P

- Which of the plural words are: usually plural? always plural?

shorts – always plural



4 a) Look again at the picture. Choose the correct words.

- 1 There are **a lot of** CDs/T-shirts.
- 2 There are **a few** CDs/T-shirts.
- 3 There aren't **many** CDs/T-shirts.
- 4 There's **lots of** toothpaste/make-up.
- 5 There's **a bit of** toothpaste/make-up.
- 6 There's **a little** toothpaste/make-up.
- 7 There isn't **much** toothpaste/make-up.

b) Look at the phrases in **bold** in 4a). Which mean a large quantity? Which mean a small quantity?

### Help with Grammar Quantifiers

5 a) Look at the sentences 1–6. Then complete the rules with *some* or *any*.

- 1 There's some tea.
- 2 There are some towels.
- 3 Is there any sun cream?
- 4 Are there any T-shirts?
- 5 There isn't any coffee.
- 6 There aren't any jackets.

- We usually use ..... in positive sentences.
- We usually use ..... in questions.
- We usually use ..... in negative sentences.

b) Look again at the sentences in 4a) and 5a). Do we use these quantifiers with countable nouns (C), uncountable nouns (U) or both (B)?

- |                    |   |            |        |
|--------------------|---|------------|--------|
| 1 a lot of/lots of | B | 4 a bit of | 7 some |
| 2 a few            |   | 5 a little | 8 any  |
| 3 not many         |   | 6 not much |        |

c) Check in **G7.2** p133.

6 **R7.3** **P** Listen and practise the sentences from 4a) and 5a).

*There are a lot of T-shirts.*

7 a) Match the quantity phrases 1–7 with a)–g).

- |               |                |
|---------------|----------------|
| 1 a piece of  | a) film        |
| 2 a bottle of | b) perfume     |
| 3 a packet of | c) chewing gum |
| 4 a roll of   | d) shorts      |
| 5 a bar of    | e) toothpaste  |
| 6 a pair of   | f) soap        |
| 7 a tube of   | g) tea         |

b) **R7.4** **P** Listen and practise the phrases in 7a). Copy the linking.

*a piece of chewing gum*

c) Work in pairs. Think of other things for the quantity phrases in 7a).

*a piece of paper*

8 a) Write three correct sentences and three incorrect sentences about the picture. Use the quantifiers from 5b) and the quantity phrases from 7a).

*There are a lot of books.*

b) Work in pairs. Swap papers. Find and correct the mistakes.

9 a) **R7.5** Listen to Sophie and Rob. Find four mistakes in the picture.

b) Look at R7.5, p151. Listen again and underline all the quantifiers (*a lot of*, etc.).

## Grammar and Listening

### Help with Grammar Possessive pronouns

10 a) Look at these sentences. Notice the possessive pronouns in **bold**.

*I don't want to take any of **yours**. (= your things)*

*There are a few things I can't get in **mine**. (= my bag)*

b) What are the possessive pronouns for *I, you, he, she, we, they*?

c) Check in **G7.3** p133.

11 a) Choose the correct words.

1 A Are these *your/yours* sunglasses?

B No, those are *my/mine*.

2 A Is that *her/hers* towel?

B Yes, that one's *her/hers*.

3 A Is that *their/theirs* suitcase?

B No, it's *our/ours*.

4 A Excuse me. Are these *your/yours*?

B This one's *my/mine*, but that one's *him/his*, I think.

b) Work in pairs. Take turns to ask and answer questions about the things in the picture and in the classroom.

Whose T-shirts are these?

They're hers.

Whose bag is this?

It's mine.

### Get ready ... Get it right!

12 Work in two groups. Group A → p106.

Group B → p114. Follow the instructions.

## QUICK REVIEW ●●●

Work in pairs. Tell your partner what you usually have in your: fridge, kitchen cupboards, bag, wallet. *In my fridge there's usually some cheese, a few eggs and a lot of milk.* Do you have similar things?

## Reading and Listening

## 1 Work in groups. Discuss these questions.

- 1 When was the last time you stayed in a hotel?
- 2 Where was the hotel? Why were you there?
- 3 Did you enjoy staying at this hotel? Why?/Why not?

## 2 a) Check these words with your teacher or in a dictionary.

a rainforest a shipwreck  
a monkey go snorkelling  
tropical fish go diving a guide  
a piranha a swimming pool  
a suite staff room service

b) Read the first paragraph of the article and look at the photos. Are the words in 2a) in the text about Ariau Amazon Towers or Jules' Undersea Lodge, do you think?

## 3 Work in two groups. Group A, read about Ariau Amazon Towers. Group B, read about Jules' Undersea Lodge. Find the answers to these questions.

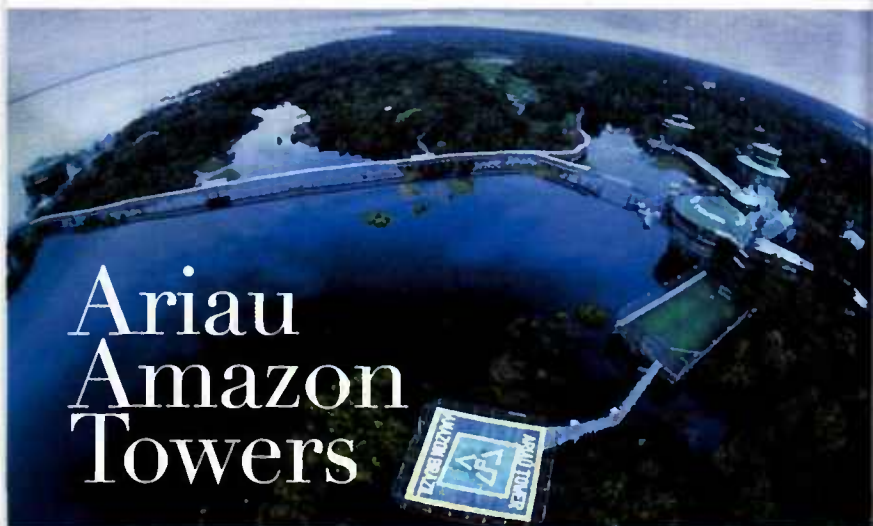
- 1 What is unusual about the hotel?
- 2 What facilities are there (restaurants, bars, etc.)?
- 3 What can you do near the hotel?
- 4 How many rooms are there?
- 5 How much does it cost per night?
- 6 When is a good time to go there?

## 4 a) Work with a student from the other group. Take turns to ask and answer the questions in 3.

b) **R7.6** Read and listen to the texts about the two hotels. Check your partner's answers.

# The world's most amazing hotels

In our search for the world's most amazing hotels, we sent Seth Hammond to visit Ariau Amazon Towers in Brazil, while Stephanie Nichols spent the night in Jules' Undersea Lodge in the Florida Keys, USA. Here are their reports.



Ariau Amazon Towers is one of the most incredible hotels I've ever stayed in. It's in the middle of the Amazon rainforest in Brazil, about 60 kilometres from Manaus, the nearest city. What makes it so special is that most of the hotel is up in the trees – 30 metres above the ground! There are two excellent restaurants and after dinner you can go for a drink in one of four treetop bars. Or you can go swimming in one of the hotel's beautiful pools and watch the monkeys and birds in the trees above you.

There are also lots of things to do nearby. I went for a long walk in the rainforest with an excellent local guide and saw plants, trees, birds and animals of every description. You can also go to local villages for the day, or go on a boat trip along the River Amazon and go fishing for piranhas. Every day is an adventure – I was never bored in the three days I was there.

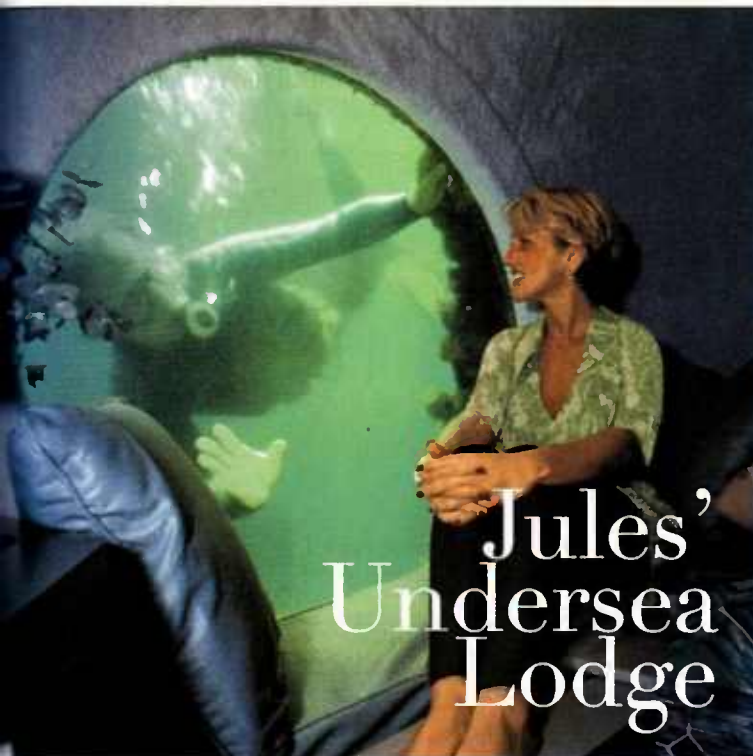
Ariau Amazon Towers has 278 rooms and suites – including a Tarzan Suite – and it costs around \$120 a night. It rains a lot from December to June, so the best time to visit is from July to November.

## 5 a) Work in the same pairs and answer these questions. Which hotel:

- |                        |                          |
|------------------------|--------------------------|
| 1 is smaller?          | 4 has more things to do? |
| 2 is more expensive?   | 5 is more beautiful?     |
| 3 is more comfortable? | 6 is more unusual?       |

b) Which hotel is better for a holiday, do you think? Why?





I was worried when I arrived in Florida because the hotel I was staying in was underwater – and I couldn't dive. But after a three-hour class I was able to dive down to the hotel with an instructor. (You can get a full diving certificate in three days.)

Jules' Undersea Lodge began as a research laboratory in the 1970s and it's unusual for many reasons. Firstly, it's very small – just two bedrooms, a kitchen and a shared living room. Also there aren't any staff in the Lodge, they're on land. But they monitor the hotel 24 hours a day and you can get room service any time you want. The first evening I was there I ordered a pizza and half an hour later a diver delivered it to me at the hotel!

During the day you can go diving or snorkelling, or go for an underwater walk. And you should definitely go on a tour of the nearby shipwreck, an experience you'll never forget. But the best moment was waking up and seeing hundreds of tropical fish watching me through my bedroom window! The Lodge isn't cheap (one night costs \$499 per person) but it doesn't matter when you go – it's always wet!

### Help with Listening Weak forms: review

- Remember: in sentences we say many small words with a schwa /ə/ sound.

- 6 a) R7.7 Listen to the weak and strong forms of these words.

	strong	weak		strong	weak
of	/ɒv/	/əv/	can	/kæn/	/kən/
from	/frɒm/	/frəm/	for	/fɔ:/	/fə/
are	/ɑ:/	/ə/	to	/tu:/	/tə/
and	/ænd/	/ən/	was	/wɒz/	/wəz/

- b) Underline all the words in 6a) in the text about Ariau Amazon Towers.

- c) R7.6 Listen to this text again. Notice the weak forms of the words in 6a).

### Help with Vocabulary Expressions with go

- 7 a) Look at the sentences in **bold** in the article. Then complete the rules with *for*, *with*, *to*, *on* or *-*.

- We use go \_\_\_\_ + place.
- We use go \_\_\_\_ + person.
- We use go \_\_\_\_ + activity (verb+ing).
- We use go \_\_\_\_ + activity (noun).
- We use go \_\_\_\_ + travel words (a *tour*, *holiday*, etc.).

- b) Check in V7.4 p132.

- 8 a) Read the article again and find all the other phrases with *go* or *went*.

- b) Which expression with *go* from 7a) do we use with these words/phrases? There are three words/phrases for each expression.

~~the mountains~~ ~~my family~~ a business trip  
sightseeing an art gallery holiday some friends  
a drink a journey sailing the beach a run  
camping a walk my father-in-law

*go to the mountains*    *go with my family*

- 9 a) Fill in the gaps with the correct form of *go* and a preposition if necessary.

- When was the last time you went camping?
- Have you ever \_\_\_\_\_ an art gallery?
- How often do you \_\_\_\_\_ a drink after work/class?
- When was the last time you \_\_\_\_\_ the beach?
- Do you sometimes \_\_\_\_\_ long walks at the weekends?
- What was the last long journey you \_\_\_\_\_ ?
- Have you ever \_\_\_\_\_ sailing?
- Did you \_\_\_\_\_ holiday last year? If yes, who did you \_\_\_\_\_ ?

- b) Work in pairs. Take turns to ask and answer the questions.

# 7D I've got a problem

## QUICK REVIEW ●●●

Write eight free time activities with *go*: four you often do and four you never do. Don't write them in order.

Work in pairs. Swap papers and guess which four activities your partner never does.

1 Work in groups. Have you ever complained about a hotel room, food in a restaurant or something you bought? If yes, tell the other students what happened.

2 a) Look at these complaints. Cross out the incorrect words/phrases.

- 1 The ~~window~~/~~room~~/chair is broken.
- 2 The food/TV/shower isn't hot enough.
- 3 The room/chair/lift is too noisy.
- 4 My breakfast/newspaper/bed hasn't arrived.
- 5 The air conditioning/window/remote control doesn't work.
- 6 There's something wrong with the shower/light/room number.

b) Work in pairs. Think of one more word/phrase you can use in sentences 1–6 in 2a).

3 a) **R7.8** Listen to three guests making complaints to Reception. What problems do they have?

b) Listen again. What are the receptionist's solutions to the problems?

## Real World Complaints and requests

4 a) Look at these sentences. Are they complaints (C) or requests (R)?

- 1 I'm sorry, but I've got a bit of a problem. C
- 2 I wonder if you could check for me.
- 3 I wonder if I could have some more towels, please.
- 4 I'm afraid I've got a complaint.
- 5 Could I speak to the manager, please?
- 6 Could you help me?
- 7 I'm sorry, but I think there's something wrong with the TV.
- 8 Would you mind sending someone to look at it?

b) Look at the underlined verb forms in 4a). Then complete these phrases with *infinitive* or *verb+ing*.

- 1 I wonder if I/you could + ...
- 2 Could I/you + ...
- 3 Would you mind + ...

c) Which two phrases in 4b) are more polite, do you think?

d) Check in **RW7.1** p133.

Real World complaints and requests  
Vocabulary hotel problems  
Help with Listening intonation (1)  
Review expressions with *go*



## Help with Listening Intonation (1)

- We know if people are being polite by how much their voices go up and down. If their voices are flat, they often sound rude or impatient.

5 **R7.9** Listen to the same sentences said twice. Which is polite, a) or b)?

- |         |         |
|---------|---------|
| 1 a) b) | 4 a) b) |
| 2 a) b) | 5 a) b) |
| 3 a) b) | 6 a) b) |

6 **R7.10 P** Listen and practise sentences 1–6 in 4a). Copy the polite intonation.

*I'm sorry, but I've got a bit of a problem.*

# 7 Review

Language Summary 7, p132



- 1** a) Correct the underlined words. **V7.1**
- How often do you trip outside your town/city?
  - What's the longest travel you've ever been on?
  - Do you have to go on business tours for work?
  - Are you planning to go on a package travel this year?
  - Have you ever been on a sightseeing journey of your capital city?

b) Work in pairs. Take turns to ask and answer the questions.

- 2** a) Write two of these arrangements for each day. Don't write them in order.

gym dentist tennis with Mark  
lunch with Bonny cinema  
Tom's party English exam  
meeting with bank manager

Thursday gym .....  
Friday .....  
Saturday .....  
Sunday .....

b) Write a verb for each arrangement in 2a).

*go to the gym*

c) Work in pairs. Guess where the arrangements are in your partner's diary. **G7.1**

*Are you going to the gym on Thursday?  
Yes, I am./No, I'm not.*

- 3** a) Work in pairs. What are Sophie and Rob taking on holiday to New Zealand? Make a list.

b) Compare your list with another partner.

c) Check on p54.

- 4** a) Make sentences about things you have/haven't got in your home. Use these words/phrases.

**G7.2**

a lot of a few a bit of  
bottles of packets of  
any many much some

*I've got a lot of books.*

b) Work in pairs. Compare your lists. How many things are the same?

- 5** a) Choose the correct word or - .

**V7.4**

- go by/to + a place
- go with/on + a person
- go -/to + activity (verb+ing)
- go for/- + activity (noun)
- go to/on + travel words

b) Work in pairs. Write three phrases for each expression with *go* in 5a).

*go to the beach*

c) Use these ideas to plan your perfect weekend.

- place
- transport
- people
- activities

d) Work in pairs. Tell your partner about your weekend.

## Progress Portfolio

a) Tick the things you can do in English.

- I can ask and answer questions about travelling.
- I can talk about future arrangements.
- I can talk about quantity (*a bit*, etc.).
- I can talk about holiday activities.
- I can make simple complaints and requests in a hotel.

b) What do you need to study again? **G7A-D**

- 7** a) Work in pairs. Write an eight-line conversation between a receptionist and a hotel guest. Use phrases from 2a) and 4a).

b) Swap papers with another pair of students. Read their conversation and correct any mistakes.

c) Role-play the conversation for the students who wrote it.

- 8** Work in pairs. Student A → p108. Student B → p116. Follow the instructions.

# 8 Different cultures

## 8A Home sweet home

Vocabulary describing your home  
Grammar Present Perfect for unfinished past with *for*, *since* and *How long ... ?*  
Review Past Simple

### QUICK REVIEW ●●●

Write the infinitive, Past Simple and past participle of eight irregular verbs. Work in pairs. Take turns to test your partner on your verbs: A write. B wrote, written.

### Vocabulary Describing your home

1 Work in groups. Discuss these questions.

- 1 Do you live in a house or flat?
- 2 Do you like living there? Why?/ Why not?

2 a) Tick the words in **bold** you know. Check new words in **V8.1** p134.

- 1 It's **unusual/typical** for the area.
- 2 It's very **spacious/small**.
- 3 It's got **air conditioning/central heating**.
- 4 It's got a **balcony/garden**.
- 5 It's on a **busy/quiet** road.
- 6 It's **close to/a long way from** a park.
- 7 It's in a **nice/fashionable** part of town.
- 8 It's on the **ground/third/top** floor.

b) Choose five sentences from 2a) that describe your home.

c) Work in groups. Take turns to tell the other students about your home.

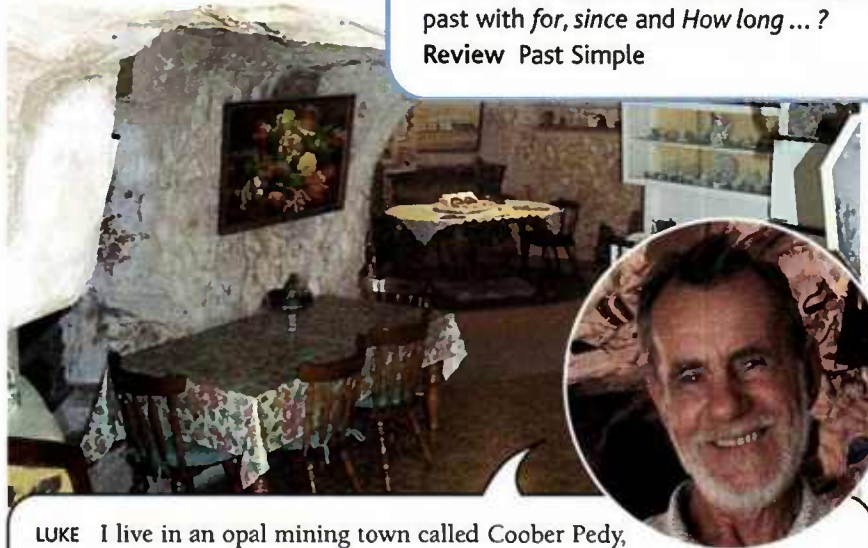
### Reading and Grammar

3 a) Look at the photos. What is the best thing about each home, do you think?

b) **R8.1** Read and listen to Luke and Bridget. What do they think is the best thing about their homes?

c) Read the texts again. Answer these questions.

- 1 Where is Coober Pedy?
- 2 Does Luke like living there?
- 3 Why do people live underground?
- 4 When did Bridget and Alain meet?
- 5 How many rooms has the boat got?



LUKE I live in an opal mining town called Coober Pedy, in Australia. It's in the desert, about 850 km north of Adelaide, the nearest city. **I lived in Adelaide for seven years before I moved to Coober Pedy**, but I prefer living here. The strange thing about this town is that 80% of the people live underground. This is because it's usually over 50° in the summer and below freezing in winter. But the best thing about these underground houses is that it's always about 25°, so we don't need air conditioning or central heating. **My family and I have lived in this house for five years**. It's just like a normal house – but without any windows!

### Help with Grammar Present Perfect for unfinished past with *for* and *since*

4 a) Look at sentences 1 and 2 in Luke's text. Then answer questions a)–c).

- a) Does Luke live in Adelaide now?
- b) Do Luke and his family live in an underground house now?
- c) Which verb forms are in sentences 1 and 2?

b) Complete these rules with *Past Simple* or *Present Perfect*.

- We use the ..... to talk about something that happened in the past but doesn't continue in the present.
- We use the ..... to talk about something that started in the past and continues in the present.

c) How do we make positive and negative sentences with the Present Perfect?

d) Look at sentences 3 and 4 in Bridget's text. Then fill in the gaps in the rules with *for* or *since*.

- We use ..... with a period of time (how long).
- We use ..... with a point in time (when something started).

e) Check in **G8.1** p135.



**BRIDGET** I live on a houseboat on the River Seine with my husband, Alain, and our daughter, Isabel. I met Alain eight years ago when I was on holiday here in Paris – I'm from Ireland originally, you see. <sup>3</sup>**We've been married for six years** and I've lived here since our wedding day. The boat has got everything we want – a kitchen, a big living room, two bedrooms, a bathroom, central heating and a small garden. <sup>4</sup>**Alain's lived on this boat since 1995** – he never wants to live anywhere else and neither do I. The best thing about our home is that it moves. We can leave tomorrow and go anywhere we want.

**5** Look at these words/phrases. Which go with *for*? Which go with *since*?

~~I was born~~   ~~an hour~~   a long time   ten o'clock   2002  
ten years   three weeks   I was a child   Saturday   ages

*since I was born   for an hour*

**6** a) Put the verbs in brackets in the Present Perfect or Past Simple. Then complete the sentences for you.

- I *'ve lived* (live) in my house/flat for ..... months/years.
- I ..... (be) in this town/city since .....
- When I was a child I ..... (live) in .....
- I ..... (have) my computer/mobile phone for .....
- I ..... (be) in this English class since .....
- I ..... (start) learning English ..... ago.

b) Work in pairs. Compare sentences.

Help with Grammar *How long ... ?*

**7** a) Look at the text about Luke again. Then answer these questions.

- How long did Luke live in Adelaide?
- How long has he lived in his underground house?

b) Answer questions 1–3.

- Which question in 7a) is in the: a) Past Simple? b) Present Perfect?
- Which question asks about: a) where Luke lives now? b) where Luke lived before now?
- Can you answer both questions with: a) *for*? b) *since*?

c) How do we make questions in the Past Simple and Present Perfect with *How long ... ?*

d) Check in **G8.2** p136.

**8** a) Think of a man you know. Fill the gaps with the verbs in brackets in the Present Perfect or the Past Simple.

- What's his name?
- How long ..... you ..... him? (know)
- Where ..... you first ..... him? (meet)
- Where does he live?
- How long ..... he ..... there? (live)
- Where ..... he ..... before that? (live)
- Where does he work or study?
- How long ..... he ..... there? (be)
- When ..... you last ..... him? (see)

b) **R8.2** **P** Listen and practise the sentences in 8a).

*What's his name?*

*How long have I/həv/ you known him?*

**9** a) Work in pairs. Take turns to ask your partner the questions in 8a) about the man he/she knows.

b) Work in different pairs. Take turns to ask your partner about a woman he/she knows.

Get ready ... Get it right!

**10** Work in two groups. Group A → p106. Group B → p114. Follow the instructions.

## QUICK REVIEW ●●●

Work in groups of four. Ask questions with *How long have you ... ?* and find out who has: lived in their house/flat the longest, known their best friend the longest, been in this school the longest, had their watch the longest.

**Vocabulary** going to dinner  
**Grammar** *should, shouldn't, must*; infinitive of purpose  
**Help with Listening** /t/ at the end of words (1)  
**Review** Present Perfect with *How long ... ?*

## Vocabulary Going to dinner

- 1 a) Tick the words you know. Then do the exercise in **V8.2** p134.

the host    the hostess    a guest  
 invite someone to dinner  
 arrive on time    shake hands    kiss  
 a starter    a main course    a dessert

b) Work in groups. Discuss these questions.

- When was the last time you went for a meal with friends?
- Who was the host or hostess? How do you know him/her?
- How many guests were there? Who were they?
- What did you have for your starter, main course and dessert?

- 2 Imagine you are invited to someone's house for dinner in the UK. Are these sentences true or false, do you think? Compare answers in groups.

- It's rude to arrive on time.
- It's polite to take some food, like cake or ice cream.
- It's rude to shake hands with people you don't know.
- It's OK to kiss people you don't know.
- It's OK to smoke without asking.
- It's rude to start eating before the host or hostess.
- It's OK to leave ten minutes after the meal.
- It's polite to ask people how much they earn.

## Listening and Grammar

- 3 a) **R8.3** Antonia is from Italy. She is asking her friend, Polly, for advice. Listen and tick the sentences in 2 that Polly says are true.



b) Listen again. Answer these questions.

- Who is Antonia going to dinner with?
- What are good presents to take for the hostess?
- Who usually starts eating first?
- What do they usually do after the meal?
- What topics can you talk about at dinner?

Help with Grammar *should, shouldn't, must*

- 4 a) Look at sentences 1–3. Then choose the correct words in the rules.

- You **should** wait for the hostess to start eating first.
- You **shouldn't** ask people how much they earn.
- You **must** ask the hostess if you can smoke.

- We use *should* to say we think something is a *good/bad* thing to do.
- We use *shouldn't* to say we think something is a *good/bad* thing to do.
- We use *must/should* to give very strong advice.
- After *should, shouldn't* and *must* we use the *infinitive/infinitive with to*.

b) Make questions with these words. What are the positive and negative short answers for question 2?

- should / arrive / I / What time ?
- take / I / to eat / Should / something ?

c) Check in **G8.3** p136.

## Help with Listening /t/ at the end of words (1)

- In spoken English sometimes you don't hear /t/ at the end of words.

5 a) **R8.4** Listen to these sentences. In which sentences do you hear the **t** in bold?

- |                                 |  |
|---------------------------------|--|
| 1 a) You shouldn't arrive late. | b) You shouldn't leave immediately.    |
| 2 a) You must ask the hostess.  | b) And you must say you like the food. |
| 3 a) We don't often take food.  | b) Most British people don't smoke.    |

b) Choose the correct word in these rules.

- We usually hear /t/ before a vowel/consonant sound.
- We don't usually hear /t/ before a vowel/consonant sound.

c) **R8.3** Look at R8.3, p152. Listen to Antonia and Polly's conversation again. Notice when we don't say /t/ and the linking between /t/ and a vowel sound.

6 **R8.4 P** Listen again and practise the sentences in 5a).

*You shouldn't arrive late.*

7 a) A visitor to your country is going to have dinner at someone's house. Write some advice.

b) Compare your advice with other students. Is it the same?

## Listening and Grammar

8 **R8.5** Antonia is having dinner with Richard's parents. Listen to their conversation. What advice do his parents give her?



9 Listen again and complete these sentences.

- I came here to study .....
- I went back to Bath to visit some .....
- You should go to Cambridge to see the .....
- Richard should take you to ..... to see the sights.
- I want to go to Oxford Street to do some .....

## Help with Grammar Infinitive of purpose

10 a) Look at these sentences. Do they have the same meaning?

*I came here to study English.*

*I came here because I wanted to study English.*

b) Choose the correct word in the rule.

- To say why we do something, we often use the infinitive/infinitive with *to*.

c) Check in **G8.4** p136.

11 a) Underline the infinitives of purpose in the sentences in 9.

b) Write the names of six places you have been to.

c) Work in pairs. Take turns to ask your partner why he/she went to these places. Continue the conversation if possible.

Why did you go to Munich?

To visit my sister.

## Get ready ... Get it right!

12 Imagine some friends are coming to visit your city/country. Make notes on six unusual places they should go, and why they should go there.

*Istanbul – visit the Blue Mosque*

*Ephesus – see the Roman city*

13 Work in groups. If you are from different places, give your partners advice on where to go in your city/country. If you are from the same place, compare the advice you are going to give your friends. Then decide on the best six places to go.

You/They should go to Istanbul to visit the Blue Mosque.

You/They must go to Ephesus to see the Roman city.

## QUICK REVIEW ●●●

Think of five places you went to last week and why you went there. Work in pairs. Say why you went there, but not the name of the place: *I went there to buy some tickets.* Your partner guesses the place: *A bus station?*

Vocabulary travellers' tips;  
verb patterns

Skills Reading: a magazine article;  
Listening: a radio interview

Help with Listening understanding  
fast speech

Review *should, shouldn't, must*

## Reading and Vocabulary

1 a) Do you know the words in **bold** in these sentences? Check new words in **V8.3** p134.

- You shouldn't shake hands in a **doorway** in Russia.
- In Thailand it's OK to **point** your feet **at** someone.
- If a Japanese person gives you a **business card**, you should put it in your pocket immediately.
- It's OK to **blow your nose** in public in Japan.
- In China you shouldn't leave any food on your **plate**.
- In most Asian countries you must **take off** your shoes when you enter someone's home.
- If you **admire** something in an Arab person's home, they feel they should give it to you.

b) Work in pairs. Do you think these sentences are true or false?

2 a) Read the article and check your answers to 1b).

b) Read the article again. Choose the four things that you think are the most surprising. Then compare ideas in groups.

## Help with Vocabulary Verb patterns

3 a) Look at the four underlined verbs in the article. Which verb forms come after these verbs?

b) Find these verbs in the article and underline the verb form that follows them. Then write the verbs in the table.

would like	can	must	like	need	try	start
finish	forget	might	will	prefer	decide	
+ infinitive	+ infinitive with to	+ verb+ing				
<u>should(n't)</u>	<u>plan</u>	<u>enjoy</u>				

c) Do you know any other verbs you can put in the table?

d) Check in **V8.4** p134.

## Culture shock!

If you plan to go abroad this year, travel writer **Neil Palmer** would like to give you some advice on things you should and shouldn't do around the world.



## Body language

Travellers enjoy meeting new people, but sometimes you can be rude without saying anything. In Russia, for example, you shouldn't shake hands in a doorway, and in Thailand you must never touch people's heads or point your feet at anyone. When the Japanese meet new people they like giving business cards – but you need to read the card carefully, not just put it in your pocket. And never blow your nose in public in Japan – people think that's disgusting.

## Eating out

In restaurants in China you should always try to leave some food on your plate, but it's OK to start smoking before other people finish eating, which is very rude in England. If you're in India, don't forget to eat with your right hand – the left hand is 'dirty'. Also don't leave empty bottles on the dinner table in Russia – that's bad luck.





- 4** a) Fill in the gaps with the correct form of the verbs in brackets.
- 1 What do you enjoy ..... (do) in your free time?
  - 2 Are you planning ..... (do) anything next weekend?
  - 3 When did you start ..... (come) to this school?
  - 4 Have you ever tried ..... (learn) another language?
  - 5 Do you prefer ..... (study) in the morning or the evening?
  - 6 Do you think you'll ..... (study) English next year?
  - 7 What do you need ..... (do) when you get home?
  - 8 Where would you like ..... (go) for your next holiday?
- b) Work in pairs. Take turns to ask and answer the questions. Continue the conversation if possible.

## Listening

- 5** a) Work in groups. Discuss these questions.
- 1 What was the last present you gave? Who did you give it to? Why?
  - 2 What was the last present you received? Who was it from?
- b) Check these words with your teacher or in a dictionary.

refuse    accept    greedy    knives    a set of glasses  
 death    a funeral    an odd/even number

- 6** **R8.6** Listen to a radio interview with the travel writer, Neil Palmer. Put the topics he talks about in order.
- things you shouldn't give to people
  - giving flowers
  - accepting and refusing presents
  - opening presents

## In the home



If you're travelling in Asia, someone might invite you to visit them at home. If so, don't forget to take off your shoes. And if you visit an Arab family's home, remember that it's polite to drink three cups of coffee. Also try not to admire anything valuable because your Arab host will feel he should give it to you as a present.

With so much to think about, it's not surprising many people prefer going on holiday in their own countries – or you might decide to stay at home!

- 7** Listen again. Choose the correct words/phrases in these sentences.
- 1 In China you *should/shouldn't* accept a present immediately.
  - 2 You should give presents in China with *one hand/both hands*.
  - 3 In Thailand you *should/shouldn't* open a present when you get it.
  - 4 Knives are a *good/bad* present to give in Japan.
  - 5 You should give Japanese people an *odd/even* number of glasses.
  - 6 You shouldn't give your Turkish host *white/red* flowers.

## Help with Listening Understanding fast speech

- 8** a) **R8.7** Listen to these sentences. Notice the different types of linking and the way we say *t* at the end of words.

*But it isn't as easy\_ɪz\_ as that,\_ɪz\_ it?*

*If you\_ɪv\_ accept it immediately, people migh[t] think you're greedy.*

*And is there\_ɪt\_ anything you shouldn'[t] give\_a\_ a present?*

- b) **R8.8** Listen and write four sentences from the interview. You will hear each sentence twice.
- c) **R8.6** Look at R8.6, p153. Listen to the interview again. Notice the linking and the way we say */t/* at the end of words.

- 9** a) Work in groups, if possible with people from the same country. Write your top ten tips about how to behave in your country. Use these ideas.

- giving and receiving presents
- behaviour in the street/in restaurants
- meeting and greeting people
- what (not) to wear in different situations
- going to a wedding
- other dos and don'ts

*You must refuse a present three times before you accept it.*

*When you meet a friend you should kiss them on both cheeks.*

- b) Compare your tips with a student from a different group. Are any of your tips the same?

## 8D

## What's Edinburgh like?

Real World asking about places: *What ... like?*  
Vocabulary adjectives to describe places  
Review *should/shouldn't*

## QUICK REVIEW ●●●

Work in pairs. What should/shouldn't you do when you are in these countries: Russia, Thailand, Japan, China, India, Saudi Arabia, Turkey?

- 1 Write these words in the table. Some words can go in more than one group. Check in **V8.5** p135.

industrial    welcoming    wet    delicious  
polluted    spicy    crowded    helpful  
touristy    bland    cosmopolitan    freezing  
relaxed    changeable    healthy    dangerous  
reserved    windy

towns/cities	people	weather	food
industrial			

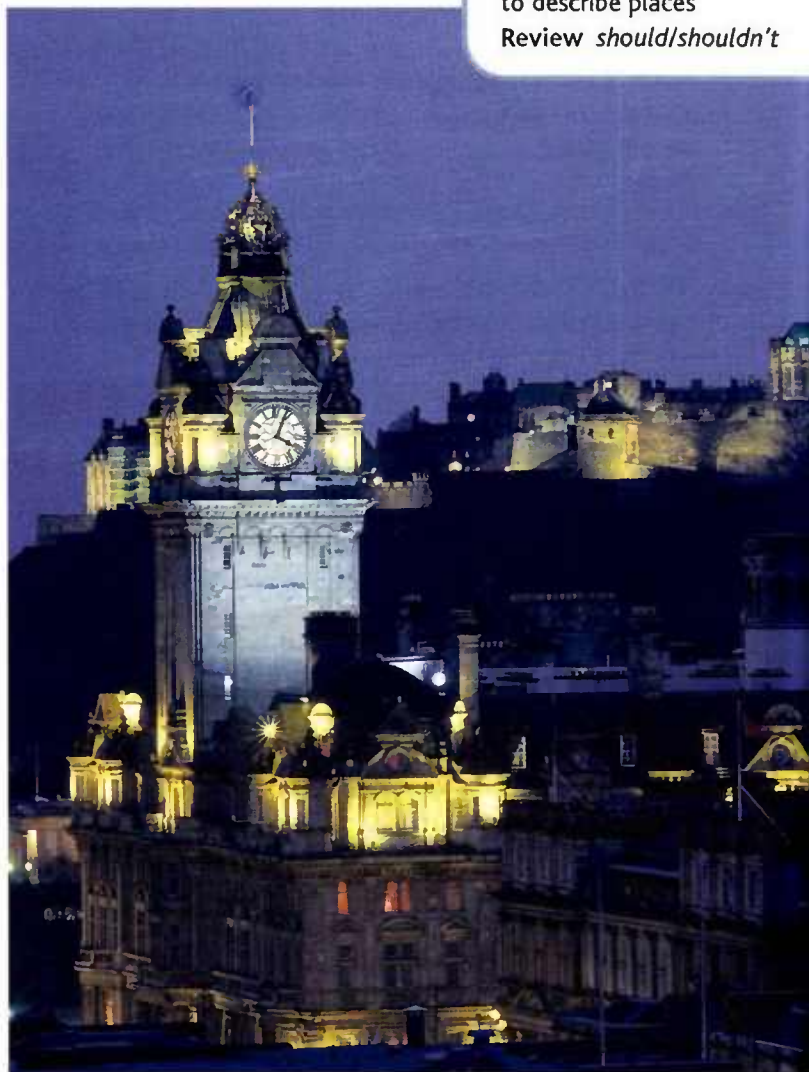
- 2 a) Work in pairs. Choose two adjectives from each group in 1 to describe the town/city you are in now and its people, weather and food.  
b) Compare adjectives with other students. Do you agree?

- 3 a) Work in groups. What do you know about Scotland? Answer the questions.

- 1 What's the capital city?
- 2 What's the currency?
- 3 What languages do they speak?
- 4 What's a kilt?
- 5 What are bagpipes?
- 6 What Scottish drink is famous?
- 7 What's haggis?
- 8 When is the Edinburgh Festival?

b) **R8.9** Bruce McMullen is in Sweden on business. He is talking to a Swedish colleague, Marlen. Listen and check your answers to 3a). Which group had the most correct answers?

c) Listen again. Tick the adjectives in 1 Bruce uses to describe: Edinburgh, the food, the people, the weather.

Real World Asking about places: *What ... like?*

- 4 a) Match questions 1 and 2 with answers a) and b). Which question means: *Tell me what you know about Edinburgh?*

- 1 What's Edinburgh like?    a) Yes, I love it.
- 2 Do you like Edinburgh?    b) It's very cosmopolitan.

b) Fill in the gaps in these questions with *'s* or *are*.

- 1 What ..... the city like?
- 2 What ..... the people like?
- 3 What ..... the weather like?
- 4 What ..... the food like?

c) Do we use *like* in the answers to the questions in 4b)?

d) Check in **RW8.1** p136.



# 8 Review

Language Summary 8, p134

- 1 a) Match these words to the words in **bold** in 1–6. **V8.1**

quiet garden ground floor  
central heating small unusual

- 1 It's on a **noisy** road. *quiet*
- 2 It's on the **top** floor.
- 3 It's a **typical** London house.
- 4 It's quite **spacious**.
- 5 It's got **air conditioning**.
- 6 It's got a lovely sunny **balcony**.

b) Take turns to describe a house that you like, but not your own. Use words from 1a).

- 2 a) Fill in the gaps with *for* or *since*. **G8.1**

- 1 ..... six months
- 2 ..... five years
- 3 ..... last summer
- 4 ..... a few days
- 5 ..... I was a child
- 6 ..... Friday
- 7 ..... a long time
- 8 ..... 2002

b) Write three true and three false sentences. Use the Present Perfect and phrases in 2a).

*I've studied here for six months.*

c) Work in pairs and swap papers. Guess which sentences are false.

- 3 a) Write the name of five things you really like. Use these ideas or your own.

- a book • a film • a restaurant
- a city • a shop • a nightclub
- a band • a bar • a café

b) Work in pairs. Take turns to give advice about the things on your list. Say why you liked them. **G8.3**

*You must/should read 'True Lives'. Why's that? It's really funny.*

- 4 a) Think of six places or shops in a town/city.

b) Work in pairs. Say why people go to these places. Your partner guesses the place. **G8.4**  
*You go there to buy bread. A baker's.*

- 5 Correct the underlined verb patterns. **V8.4**

I <sup>1</sup>need losing some weight – I <sup>2</sup>d like be 70 kilos. So last month I <sup>3</sup>started eat healthy food. Normally I <sup>4</sup>prefer eat burgers and chips, but I've really <sup>5</sup>tried have things like fruit instead. I also <sup>6</sup>enjoy to do exercise, so I've <sup>7</sup>decided going to the gym.

- 6 a) Fill in the missing letters in these adjectives. **V8.5**

- 1 d \_ n \_ \_ r o \_ s
- 2 d e l \_ \_ i \_ \_ s
- 3 f r \_ \_ z i \_ \_
- 4 p o \_ \_ u t \_ \_
- 5 r \_ \_ a x \_ \_
- 6 w \_ l c \_ m \_ n g

b) Work in pairs. Which of these adjectives usually have:

- a) a positive meaning?
- b) a negative meaning?

- 5 **R8.10 P** Listen and practise the questions in 4b).

*What's the city like?*

- 6 Choose a town/city you know well, but not the one you are in now. Write adjectives from 1 and other adjectives you know to describe:

- the town/city
- the people
- the weather
- the food
- the public transport
- the shops

- 7 a) Work in groups of four. Take turns to ask and answer questions with *What's/What are ... like?* about the places you chose in 6.

*What's Stockholm like?*

*It's a beautiful city, but it's freezing in winter.*

b) Work on your own. Put the places you talked about in order from 1 to 4 (1 = the best place).

c) Work in the same groups of four. Compare lists and give reasons for your order.

d) Tell the class which place is the most popular and why.

## Progress Portfolio

- a) Tick the things you can do in English.

- I can describe my home and where I live.
- I can say how long something has happened.
- I can give and ask for advice.
- I can give reasons why I do things.
- I can talk about how people behave in my country.
- I can ask and answer questions about places, food, weather and people.

- b) What do you need to study again? **8A–D**

# 9 Life isn't perfect

## 9A Problems, problems

### QUICK REVIEW ●●●

Work in pairs. Find one place you've been to that your partner hasn't. Then take turns to ask about: the place, the food, the people, the weather. *What's New York like? It's very cosmopolitan.*

Vocabulary everyday problems  
Grammar first conditional;  
future time clauses with *when, as soon as, before, after, until*  
Review *What ... like?* questions

### Vocabulary Everyday problems

- 1 a) Complete the phrases with the verbs in the boxes. Check new words/phrases in **V9.1** p137.

~~oversleep~~ leave get

- 1 ~~oversleep~~ on Monday mornings  
2 ..... lost  
3 ..... your wallet at home

run lose miss

- 4 ..... a plane/a train  
5 ..... your keys  
6 ..... out of money/time

have get forget

- 7 ..... someone's birthday  
8 ..... an accident  
9 ..... stuck in traffic

- b) Work in pairs. Test your partner.

a plane

miss a plane

- 2 a) Tick the phrases in 1a) that you often do or have done in the past.

b) Work in groups. Compare answers. Which phrases did everyone tick?

I often lose my keys.

Yes, so do I.



### Listening and Grammar

- 3 a) Look at the pictures. What problems do these people have?

b) **R9.1** Listen and match the conversations to the pictures.

c) Work in pairs. Who said these sentences?

- If I'm late again, I'll lose my job.
- We'll miss the film if we don't find them soon.
- If we don't get there by five, we'll miss the plane.
- What will we do if we're too late?
- You'll be OK if you get a taxi.

d) Listen again and check.

### Help with Grammar First conditional

- 4 a) Look at this sentence. Notice the two different clauses.

**if clause**      **main clause**  
*If I'm late again, I'll lose my job.*

b) Look at the sentences in 3c) and answer these questions.

- Do these sentences talk about the present or the future?
- Does the *if* clause talk about things that are possible or certain?
- Which verb form is in the *if* clause?
- Which verb form is in the main clause?
- Is the *if* clause always first in the sentence?

c) Check in **G9.1** p138.



Rebecca and Natalie

B



Alan and Kathryn

C

7 a) Alan is going on a business trip. Read sentences a)–e). Then put the things on the list in the order he is going to do them.

- I'll pack **before** I go to bed.
- I won't leave the office **until** I finish this report.
- I'll phone the hotel **after** I talk to him.
- As soon as** I finish the report, I'll go to the bank.
- I'll call Frank **when** I get home.

b) R9.3 Listen and check.

### To do

- phone hotel - check reservations
- call Frank about plane tickets
- pack for trip
- finish report 1
- go to bank

### Help with Grammar Future time clauses with *when, as soon as, before, after, until*

8 a) Look at the sentences in 7a) and answer these questions.

- Do these sentences talk about the present or the future?
- Which verb form comes after *when, as soon as, before, after* and *until*?
- Which verb form is in the main clause?

b) Choose the correct words/phrases in the rules.

- We use *if/when* to say we are certain something will happen.
- We use *if/when* to say something is possible, but it isn't certain.
- We use *as soon as /until* to say something will happen immediately after something else.
- We use *until/after* to say something stops happening at this time.

c) Check in G9.2 p138.

5 R9.2 P Listen and practise. Copy the stress.

*I'll lose my job* → *If I'm late again,*  
*I'll lose my job.*

6 Fill in the gaps with the correct form of the verbs in brackets.

- If you *don't hurry* (not hurry), you *'ll be* (be) late.
  - OK, I'm going. I ..... (ring) you if there ..... (be) a problem.
- Don't worry. If she ..... (miss) the last bus, she ..... (get) a taxi.
  - But look at the time. If she ..... (not be) home soon, I ..... (start) worrying.
- If he ..... (not get) here in the next ten minutes, I ..... (go) without him.
  - If I ..... (see) him, I ..... (tell) him you're waiting.

9 a) Choose the correct words/phrases. Then fill in the gaps with the correct form of the verbs in brackets.

- I'll probably work *as soon as/until* I ..... (be) sixty-five.
- I ..... (do) my homework *before/as soon as* the class finishes.
- When/If* I ..... (get) home today, I'll probably watch TV.
- Maybe I ..... (phone) some friends *if/after* I have dinner.
- I'll probably read a book *before/after* I ..... (go) to sleep.
- I ..... (study) English next year *if/until* I have time.

b) Tick the sentences that are true for you. Compare sentences with another student.

### Get ready ... Get it right!

10 Work in pairs. Student A → p105. Student B → p113. Follow the instructions.

Vocabulary adjectives to describe feelings

Grammar *too, too much, too many, (not) enough*

Review *should/shouldn't*

## QUICK REVIEW ●●●

Work in pairs. Write all the phrases for everyday problems you can remember. Which of these problems have you had in the last three months?

## Vocabulary

Adjectives to describe feelings

- 1 a) Tick the words you know. Check new words in **V9.2** p137.

bored worried stressed  
excited depressed angry  
pleased embarrassed tired  
satisfied guilty upset lonely  
nervous confident fed up  
sad calm annoyed

- b) Work in pairs. Which words describe positive feelings? Which describe negative feelings?

- 2 a) Choose six adjectives from 1a). Write when you feel like this on a piece of paper. Do not write the adjectives.

*before an exam*

- b) Work in pairs. Swap papers. Take turns to guess the adjectives.

Do you feel confident before an exam?

No, not usually.

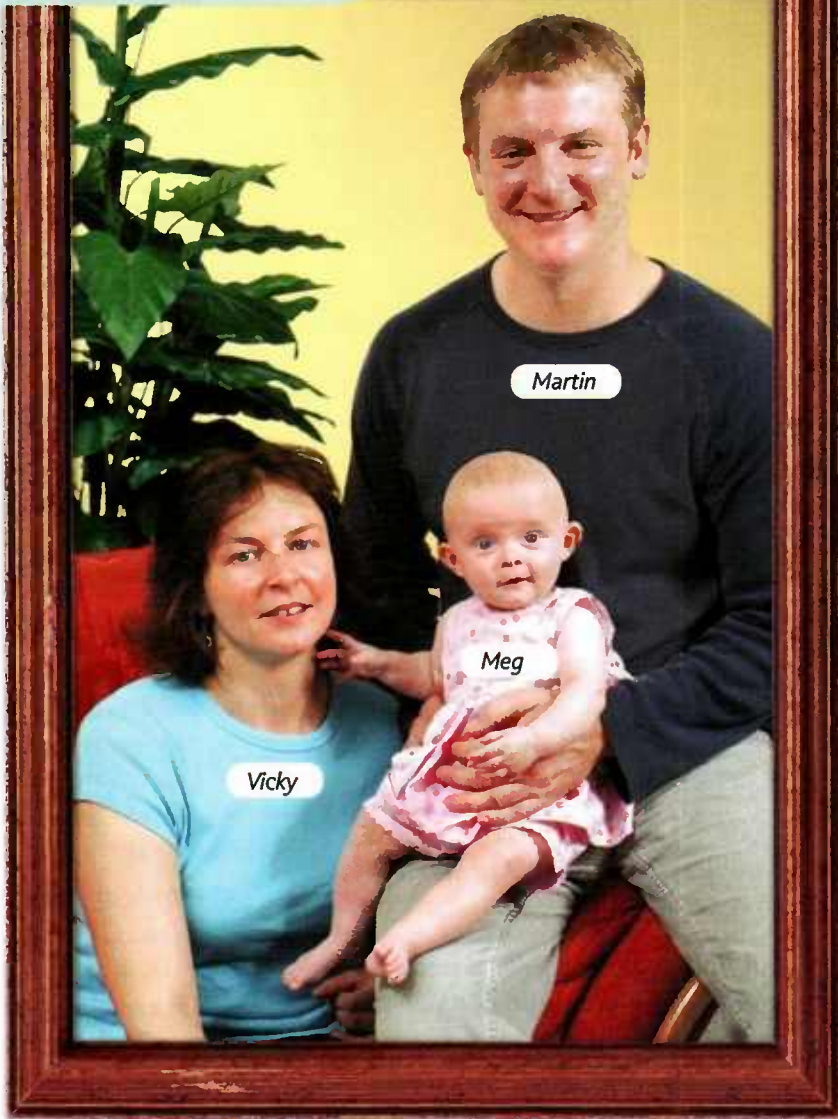
Do you feel nervous?

Yes, I do!

## Listening and Grammar

- 3 Work in groups. Discuss these questions.

- 1 What's the best age to have children? Why?
- 2 How does your life change when you have your first baby, do you think?
- 3 Do you know people with babies or young children? Tell the other students about them.
- 4 Do you ever look after children for friends or someone in your family? If yes, do you like doing it?



- 4 a) Look at the photo. How do the parents feel, do you think?  
b) **R9.4** Listen and tick the things Vicky and Martin talk about.

	Vicky	Martin
1 feeling depressed	✓	
2 sleep problems		
3 feeling lonely		
4 social life		
5 money		
6 moving house		
7 good things about being a parent		
8 having more children		

5 a) Work in pairs. Who said these things, Vicky or Martin?

- 1 I feel a bit guilty, so I try not to get home **too late**.
- 2 I get upset when he says he's got **too much work** to do.
- 3 I've always got **too many things** to do.
- 4 She's **not old enough** to talk.
- 5 I **don't** have **enough energy** to do anything in the day.
- 6 I earn **enough money** for the whole family.
- 7 I think this place is **big enough** for us.

b) R9.4 Listen again and check.

Help with Grammar *too, too much, too many, (not) enough*

6 a) We use *too, too much* and *too many* to say something is more than we want. Look at sentences 1–3 in 5a). Then fill in the gaps with *countable noun, uncountable noun* or *adjective*.

- *too* + .....
- *too much* + .....
- *too many* + .....

b) We use *not enough* to say something is less than we want. Look at sentences 4 and 5 in 5a). Then fill in the gaps with *noun* or *adjective*.

- *not* + ..... + *enough*
- *not* + verb + *enough* + .....

c) We use *enough* to say something is the correct number or amount. Look at sentences 6 and 7 in 5a). Then fill in the gaps with *noun* or *adjective*.

- *enough* + .....
- ..... + *enough*

d) Do we use the infinitive with *to* or verb+ing after the phrases in sentences 1–5 in 5a)?

e) Check in G9.3 p138.

7 R9.5 P Listen and practise.

*gèt hòmè tòò làte* → *I try nòt to gèt hòmè tòò làte.*

8 a) Fill in the gaps with *too, too much, too many* or *enough*.

- 1 Two children are enough . More than two is .....
- 2 Fathers don't spend ..... time with their children.
- 3 Children watch ..... TV. They should play outside more.
- 4 Eighteen-year-olds aren't mature ..... to have children.
- 5 You should make sure you're earning ..... money before you have children.
- 6 Forty isn't ..... old to have a child.
- 7 Children eat ..... unhealthy food.



b) Tick the sentences you agree with.

c) Work in groups. Compare your answers and give reasons. Which sentences do you all agree or disagree with?

Get ready ... Get it right!

9 Write six sentences about problems in your life. Use these ideas or your own, adjectives from 1a) and *too, too much, too many, (not) enough*.

money work house/flat family the weather relationships clothes friends free time learning English

*I haven't got enough money to go on holiday.*  
*I'm very stressed because I've got too much work to do.*

10 a) Work in groups. Tell the other students about your problems. Give advice with *You should/shouldn't ...* and *Why don't you ... ?*

I've got too much work to do.

You should talk to your boss.

Why don't you ask someone to help you?

b) What was the best piece of advice other students gave you? Tell the class.

## QUICK REVIEW ●●●

Work in pairs. Make a list of adjectives to describe feelings: *excited, stressed, etc.* Choose four of your adjectives. Take turns to tell your partner about the last time you felt like this.

Vocabulary phrasal verbs  
Skills Reading: a letter to a newspaper; Listening: a news report  
Help with Listening fillers  
Review *too, too much, too many, (not) enough*; adjectives to describe feelings

## Vocabulary Phrasal verbs

1 Work in groups. Tell the other students about your neighbours. Who are they? What are they like? Do you have any problems with them?

2 a) Read this letter and answer these questions.

- 1 What problem does Yvonne have?
- 2 How has she tried to solve the problem?
- 3 How has this problem changed her day-to-day life?
- 4 How does she feel now?

b) Work in pairs. What advice can you give Yvonne?

3 Read the letter again. Match the phrasal verbs in **bold** to their meanings a)–j).

- a) start living in a new home *move in*
- b) like someone and be friendly to him/her *get on with*
- c) be standing and then sit in a chair
- d) tolerate
- e) stop doing
- f) leave a place
- g) continue
- h) arrive at a place
- i) return
- j) remove

## Help with Vocabulary Phrasal verbs

4 a) Phrasal verbs have two or three parts: a verb and one or two particles. Look at the table. Then write phrasal verbs c) and d) in 3 in the table.

verb	particle(s)
move	in
get	on with

b) Read about phrasal verbs.

- Some phrasal verbs are **literal**. We can understand the meaning from the verb and the particle(s):  
*A new couple have **moved in** next door.*
- Some phrasal verbs are **non-literal**. We can't always understand the meaning from the verb and the particle(s):  
*I **get on well with** all my other neighbours. (= like and be friendly)*

c) Look at phrasal verbs c)–j) in 3. Which are: literal (L)? non-literal (NL)?

d) Check in **V9.3** p137.

5 **R9.6** **P** Listen and practise. Copy the linking.

*A new couple have **moved in** next door.*

6 Work in groups. Group A → p109. Group B → p117. Follow the instructions.

## NIGHTMARE NEIGHBOURS

I've lived in a rented flat for the last six months and until recently life has been very quiet and peaceful. But now a new couple have **moved in** next door and they are making my life impossible. The main problem is that they have parties during the week that **go on** all night. Sometimes their friends **turn up** at their flat at two or three in the morning and when I complain they just tell me to **go away**. My two children can't sleep because of the noise, so I don't get enough sleep either. I was doing evening classes twice a week, but I've had to **give them up** because I'm too tired to go. Now when I get home I just **take off** my coat, **sit down** in front of the TV and fall asleep – until the party starts next door, of course.

All this is making me very depressed and fed up and I just can't **put up with** the noise any longer. I like living here and I **get on well with** all my other neighbours, but these people are a nightmare. I don't want to **go back** to my parents' house where we were living before, but I don't know what else to do. Do your readers have any advice for me?

Mrs Yvonne Chapman,  
Catford



9 a) Think about the problems in your neighbourhood. Make eight sentences with *too much*, *too many*, (*not*) *enough*. Use the words/phrases in the box or your own ideas.

- |                             |                |
|-----------------------------|----------------|
| traffic                     | cinemas        |
| places for children to play | noise at night |
| places to park              | trains         |
| buses                       | pollution      |
| rubbish                     | dogs           |
| late-night bars             | good schools   |
| parks                       | sports centres |
| police                      |                |

*There's too much traffic.*  
*There aren't enough cinemas.*

b) Work in groups. Compare your ideas. How many are the same? What are the three biggest problems?

10 a) Make a list of five things you would like to do to improve your town/city (or the town/city you're studying in).  
*improve public transport*  
*build a new cinema*

b) Work in pairs. Explain why you have chosen the things on your list. Then choose the five best things from both lists.

I'd like to improve public transport because there are too many cars.

Yes, that's a good idea. I've got that on my list too.

c) Work in large groups or with the whole class. Agree on a final list of five things. Which is the most important, do you think?



Listening

7 a) R9.7 Listen to five people talking about their neighbours. Put pictures A-E in order.

b) Listen again. Answer these questions.

- 1 What do the first person's neighbours do when she goes away?
- 2 What is the second person thinking of doing?
- 3 How far away is the third person's nearest neighbour?
- 4 Why does the fourth person think the children get into trouble?
- 5 Why is it important for the fifth person to park near her house?

c) Work in pairs. Who do you think has the biggest problem with their neighbours?

Help with Listening Fillers

• In spoken English we often use words/phrases to give us time to think (*well*, etc.). These fillers don't have any meaning.

8 a) Underline the fillers in these sentences.

- 1 Well, I kind of get on well with all my neighbours er except one.
- 2 They've er got a teenage son, you see, and he's, like, learning to play the drums.
- 3 And, you know, that's um just the way I want it.

b) R9.7 Look at R9.7, p154. Listen again and underline all the fillers.

# 9D Invitations

## QUICK REVIEW ●●●

Work in pairs. Write all the phrasal verbs you know. Compare answers with another pair. Who has got the most? Do you know the meaning of all the phrasal verbs?

1 a) Write the names of two friends from different times in your life. When did you last see them? What did you do together?

b) Work in groups. Tell the other students about your friends and the last time you saw them.

2 **R9.8** Listen to Martin's phone conversations with Lucy and Dave. Answer the questions.

1 Why is Martin phoning Lucy and Dave?

2 Are Lucy and Dave free that evening?

3 What arrangement do Martin and Dave make?



3 a) Work in pairs. Find five mistakes in this paragraph.

Martin and Vicky are having a dinner party on Saturday. It starts at 7.30. Lucy is coming to the party. Dave can't come because he's working at the weekend. Martin and Dave are meeting after work on Wednesday. They're meeting in a restaurant on Market Street at 6.30.

b) **R9.8** Listen again and check your answers to 3a).

## Real World Invitations and making arrangements

4 a) Match headings a)–d) to sentences 1–10.

- a) asking about people's arrangements
- b) inviting someone to do something
- c) saying yes or no
- d) arranging a time and place

- 1 Are you doing anything next Friday? a)
- 2 Would you like to come?
- 3 Yes, I'd love to.
- 4 I'd love to, but I can't.
- 5 Why don't we meet for a drink?
- 6 Yes, that'd be great.
- 7 Are you free on Wednesday?
- 8 What are you doing on Tuesday?
- 9 Where/What time shall we meet?
- 10 How about 6.30?

b) Answer these questions.

- 1 Look at sentences 1 and 8. Which verb form do we use to ask about people's arrangements?
- 2 Look at sentence 2. Which verb form comes after *Would you like ...* ?
- 3 Look at sentence 5. Which verb form comes after *Why don't we ...* ?

c) Check in **RW9.1** p138.

## Help with Listening Intonation (2)

- Remember: we know if people are interested by how much their voices move up and down.

5 **R9.9** Listen to the same sentences said twice. Which voice sounds interested, a) or b)?

- |         |         |
|---------|---------|
| 1 a) b) | 4 a) b) |
| 2 a) b) | 5 a) b) |
| 3 a) b) | 6 a) b) |

6 **R9.10** **P** Listen and practise the sentences in 4a). Copy the polite intonation.

*Are you doing anything next Friday?*

Real World invitations and making arrangements  
**Help with Listening**  
 intonation (2)  
 Review Present Continuous for future arrangements

# 9 Review

Language Summary 9, p137

**7** a) Martin phones another friend, Ian, to invite him to the dinner party. Work in pairs and write their conversation. Use sentences from 4a) and your own ideas.

b) Practise the conversation in pairs until you remember it.

c) Role-play the conversation for other students.


**8** a) Draw a diary page for next week. Write four arrangements. If you don't have any, invent them!

Mon	cinema – Eva
Tues	meet Jan 1p.m.
Wed	
Thurs	tennis Magda 6.30
Fri	
Sat	party – Tomek's house
Sun	

b) Think of three more things you would like to do next week. Don't write them in your diary.

c) Work in groups or with the whole class. Invite other students to do the things from 8b). If they say yes, arrange a day/time/place to meet. Write the new arrangements in your diary.

d) Work in pairs. Take turns to tell your partner what you are doing next week. Who is the busiest?

 **R9.11** Look at the song *What the World Needs Now* on p101. Follow the instructions.

**1** a) Cross out the incorrect word/phrase. **V9.1**

- oversleep *on Friday/this morning/in traffic*
- get *an accident/stuck in traffic/lost*
- lose *your keys/a bus/your wallet*
- run out of *your wallet/coffee/money*
- miss *a bus/your keys/a train*

b) Work in pairs. Take turns to ask and answer questions with the phrases in 1a).

*When was the last time you overslept?*

**2** a) Fill in the gaps with the correct form of the verbs in brackets. **G9.1**

- If I don't leave now, I ..... late. (not leave, be)
- If I ..... late, my girlfriend ..... for me. (be, not wait)
- If she ..... for me, I ..... annoyed. (not wait, get)
- If she ..... I'm annoyed, she ..... angry. (know, get)
- If she ..... angry, I ..... apologise! (get, have to)

b) Work in pairs. Make a story like the one in 2a). Begin with: *If James works harder, he'll ...*

c) Work with another pair. Take turns to tell your stories.

**3** a) Cross out the incorrect words/phrases. Sometimes both are possible. **G9.2**

- I'll do the washing up *before/ as soon as* I go to bed.
- I won't leave *before/until* you get here.
- I'll stay *until/before* you arrive.
- I'll tell him *when/until* she comes.
- As soon as/When* you get home, will you phone me?

b) Work in pairs. Compare answers.

**4** a) Complete these sentences about today's world. **G9.3**

- There are too many ...
- People are too ...
- There's too much ...
- There isn't enough ...
- There aren't enough ...

b) Work in pairs. Discuss your ideas. Do you agree?

**5** a) Complete the phrasal verbs with these particles. **V9.3**

up (x 2) away  
with on

- I haven't been ..... for the weekend for ages.
- I'm going to give ..... English next year.
- My friends never turn ..... on time. They're always late.
- I'm planning to go ..... learning English until I'm fluent.
- I get on ..... all my relatives.

b) Make the sentences true for you. Then compare with a partner.

## Progress Portfolio

a) Tick the things you can do in English.

- I can talk about everyday problems.
- I can talk about possible future events.
- I can say how I feel about things.
- I can invite people to dinner, a party, etc.
- I can accept and refuse an invitation politely.
- I can arrange where and when to meet people.

b) What do you need to study again? **9A-D**

# 10 Shop till you drop

## 10A Going, going, gone!

### QUICK REVIEW ●●●

Imagine you are having a party sometime next week. Decide on the day and time. Invite other students to your party. How many people can come?

Vocabulary verbs often used in the passive

Grammar Present Simple passive; Past Simple passive

Review Present Simple; Past Simple

### Reading and Grammar

1 Work in groups. Discuss these questions.

- 1 What were the last three things you bought (not food or drink)? Where did you buy them?
- 2 Have you ever been to an auction? If yes, did you buy anything?

2 a) Read the article and answer these questions.

- 1 Do Christie's and Sotheby's only sell art?
- 2 Which two items did Sotheby's sell in May 2004?
- 3 What is 'memorabilia'?
- 4 Where can you buy memorabilia?

b) Read the article again. Then fill in gaps 1–7 with these prices.

£56,000	£73,000	£157,000	£58,000,000
£700,000	£1,770,000	£117,000	

c) **R10.1** Listen and check.

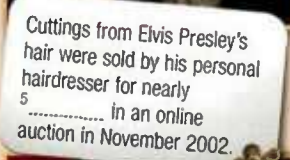
# THE MEMORABILIA BUSINESS



Christie's and Sotheby's are known all over the world for their sales of fine art. In May 2004, for example, a painting by Picasso called *Boy with a Pipe* was sold by Sotheby's for a record-breaking 1..... . But these two famous auction houses also make a lot of money selling memorabilia from the world of music, sport and cinema. Beatles memorabilia is very valuable and is collected by fans all over the world — one of George Harrison's guitars was sold at Sotheby's for 2..... in the same week as the Picasso painting. But you don't have to go to an auction house to buy something that was owned by your favourite star — thousands of items of memorabilia are bought and sold every day on Internet sites like eBay. Take a look at some of the things that people have bought over the years.



This dress was worn by Marilyn Monroe when she sang "Happy birthday, Mr President" for John F Kennedy in May 1962. It was auctioned at Christie's in 1999 and was bought for 4.....



Cuttings from Elvis Presley's hair were sold by his personal hairdresser for nearly 5..... in an online auction in November 2002.



This typewriter was used by Ian Fleming to write the James Bond books. It was made in New York in 1952 and it was sold in 1995 for 3.....



This 1965 Rolls Royce was owned by John Lennon. It was sold in 1985 for 6.....



This photo of Pelé was taken after the 1970 World Cup final. His shirt was sold for 7..... in 2002.



3 a) Work in pairs. Don't look at the article. How much can you remember?

- 1 Where was Ian Fleming's typewriter made?
- 2 When was the photo of Pelé taken?
- 3 Who were Elvis's hair cuttings sold by?
- 4 When was Marilyn Monroe's dress sold?
- 5 How much was the Picasso painting sold for?

b) Read the article again and check.

### Help with Grammar Present Simple passive; Past Simple passive

4 a) Look at these sentences. Then answer the questions.

active	Ian Fleming used this typewriter.
passive	This typewriter was used by Ian Fleming.

- 1 In which sentence are we more interested in: a) Ian Fleming? b) the typewriter?
- 2 What is the subject in each sentence?

b) Choose the correct words in these rules.

- The person doing the action is the subject in *active/passive* sentences.
- We often use the *active/passive* when we are more interested in what happened to someone or something than in who did the action.
- In *active/passive* sentences we can use *by* to say who or what did the action (the agent).

c) Fill in the gaps with *past participle*, *are*, and *were*.

- To make the Present Simple passive we use: subject + *am, is or* ..... + .....
- To make the Past Simple passive we use: subject + *was or* ..... + .....

d) Look at 3a). How do we make questions in the passive?

e) Check in **G10.1** p140.

5 **R10.2** **P** Listen and practise.

*Christie's and Sotheby's are known all over the world.*

6 a) Read the article again and underline all the passive sentences. Which are: in the Present Simple? in the Past Simple?

b) Work in pairs. Check your answers.

7 Read about eBay. Put the verbs in brackets in the correct active or passive form.

Pierre Omidyar <sup>1</sup>*started* (start) eBay in his apartment in 1995. At that time his website <sup>2</sup> ..... (call) AuctionWeb, but he <sup>3</sup> ..... (change) the name to eBay in 1997. On its first day AuctionWeb <sup>4</sup> ..... (not visit) by a single person, but eBay has become one of the most successful Internet businesses in the world. It now <sup>5</sup> ..... (have) over 27,000 categories and it <sup>6</sup> ..... (use) by over 114 million people. About 100,000 people <sup>7</sup> ..... (make) their living by selling things on eBay. Many people <sup>8</sup> ..... (go) to eBay to buy and sell unusual things. One person <sup>9</sup> ..... (buy) a piece of French toast, half-eaten by singer Justin Timberlake, for \$1,025, and a game of golf with Tiger Woods <sup>10</sup> ..... (buy) by a fan for \$425,000. One person even <sup>11</sup> ..... (try) to sell 'absolutely nothing' - he got \$1.03!

b) Work in pairs. Which information about eBay do you think is the most surprising?

### Vocabulary Verbs often used in the passive

8 a) Work in pairs. Which nouns can you use with these verbs?

manufacture paint direct publish  
write build invent grow make

*You can write a book.*

b) Do the exercise in **V10.1** p139.

9 a) What are the past participles of the verbs in 8a)?

b) Fill in the gaps with the correct form of the verbs in 8a). Then complete the sentences to make them true for you.

- 1 My favourite book ..... by .....
- 2 My mobile phone ..... in .....
- 3 My favourite film ..... by .....
- 4 My house/flat ..... about ..... ago.
- 5 My favourite shoes ..... in .....

c) Compare sentences with a partner. How many are the same?

### Get ready ... Get it right!

10 Work in two groups. Group A → p103. Group B → p111. Follow the instructions.

Vocabulary *anything, someone, no one, everywhere, etc.*

Grammar *used to*

Help with Listening *used to*  
Review Past Simple

### QUICK REVIEW ●●●

Think of five famous buildings, paintings or books from your country. Work in pairs. Tell your partner when these things were built/painted/written and who by.

## Listening and Grammar

1 Work in pairs. Discuss these questions.

- 1 What type of things do you like (and hate) shopping for?
- 2 Who goes shopping more often in your country, men or women? What do they buy?
- 3 Is it a good idea for men and women to go shopping together? Why?/Why not?
- 4 What was the last thing you bought (not food or drink)?

2 a) **R10.3** Listen to an interview with Sam Bennett about his radio programme, *Real Men Shop!*. Put the things he talks about in order.

- a) skincare products for men
- b) a department store
- c) a men's clothes shop
- d) food shopping in the 1970s

b) Listen again. Fill in the gaps in these sentences.

- 1 Selfridges opened in .....
- 2 Selfridges used to have a special room only for .....
- 3 In the 1970s most married men never used to do the ..... shopping.
- 4 'Shopping girlfriends' used to help men choose .....
- 5 ..... years ago you didn't use to see skincare products for men.

c) How have shopping trends changed in your country?



### Help with Grammar *used to*

3 a) Look at sentences 2–4 in 2b). Then choose the correct words in the rules.

- We use *used to* to talk about *present/past* habits and repeated actions.
- We *can/can't* use *used to* with state verbs (*be, like, have, want, etc.*).
- After *used to* we use *the infinitive/verb+ing*.

b) Look at sentence 1 in 2b). Why can't you use *used to* in this sentence, do you think?

c) Look at sentence 5 in 2b). How do we make the negative of *used to*?

d) Make questions with these words. What are the positive and negative short answers for question 2?

- 1 single men / do / did / What / use to ?
- 2 men / buy / use to / skincare products / Did ?

e) Check in **G10.2** p140.

Help with Listening *used to*

- 4 a) **R10.4** Listen to these sentences. Notice how we say the different forms of *used to*.  
*They used to /ju:stə/ have a special room.*  
*Men didn't use to /ju:stə/ do anything like that.*  
*What did single men use to /ju:stə/ do?*
- b) **R10.3** Look at R10.3, p155. Listen to the interview again and notice how we say the different forms of *used to*.

- 5 a) Read sentences 1–8 about shopping in the UK in the 1930s. Fill in the gaps with the correct form of *used to* and these verbs.

drink eat open not sell

- Most people *used to drink* tea not coffee.
- Shops never ..... on Sundays.
- People ..... less sugar.
- Shops ..... frozen food.

buy not be take not have

- There ..... any supermarkets.
- People ..... food every day.
- People ..... credit cards.
- People always ..... their own shopping bags.

- b) **R10.5 P** Listen and check. Then listen again and practise.  
*Most people used to /ju:stə/ drink tea not coffee.*

- 6 a) Write four sentences with *used to/ didn't use to* about your (or your family's) shopping habits ten years ago.  
*I used to go shopping at lunchtime.*
- b) Work in groups. Compare sentences. Are any the same?

Help with Vocabulary *anything, someone, no one, everywhere, etc.*

- 7 a) Look at these sentences from the interview. Which words in bold talk about: a) people? b) places? c) things?  
*Men didn't use to do **anything** like that.*  
*Someone bought their clothes for them.*  
*No one's surprised anymore.*  
*Now you can buy them **everywhere**.*
- b) Fill in the gaps in the table.

	1	2	3	4
people	someone		no one	
places				everywhere
things		anything		

- c) Look at columns 1 and 2. Which do we usually use in:  
 a) positive sentences? b) negative sentences and questions?  
 d) Check in **V10.2** p139.

- 8 a) Choose the correct words in these sentences.  
 1 *Everything/No one* used to buy food in supermarkets.  
 2 You could buy fresh fruit *everywhere/something*.  
 3 *Everything/Someone* used to cost less than it does now.  
 4 There didn't use to be *nothing/anything* to do at the weekends.  
 5 You couldn't travel *anywhere/somewhere* by plane.  
 6 *Anyone/Everyone* used to use the same currency as they do now.
- b) Tick the sentences that you think are true about your country in the 1930s. Compare answers with a partner.

Get ready ... Get it right!

- 9 Tick all the things you used to do when you were ten years old. Then add three more things you used to do.
- spend hours reading/playing computer games
  - have a favourite toy/TV programme
  - put posters of pop stars/footballers on my bedroom wall
  - be very shy/moody
  - get into trouble with my parents/the teachers
  - be good or bad at maths/languages
  - play on my own/with my friends a lot
  - study very hard/do sports at school
- 10 Work in groups. Talk about things you used to do when you were ten. Ask follow-up questions if possible.

I used to spend hours playing computer games.

So did I. Which games did you use to play?



Vocabulary use of articles: *a, an, the*, no article

Skills Reading: a magazine article;  
Reading and Listening: a profile

Review Past Simple passive; *have to*

## QUICK REVIEW ●●●

Work in pairs. Find six things that you both used to do five years ago that you don't do now.

## Reading and Vocabulary

1 Work in groups. Discuss these questions.

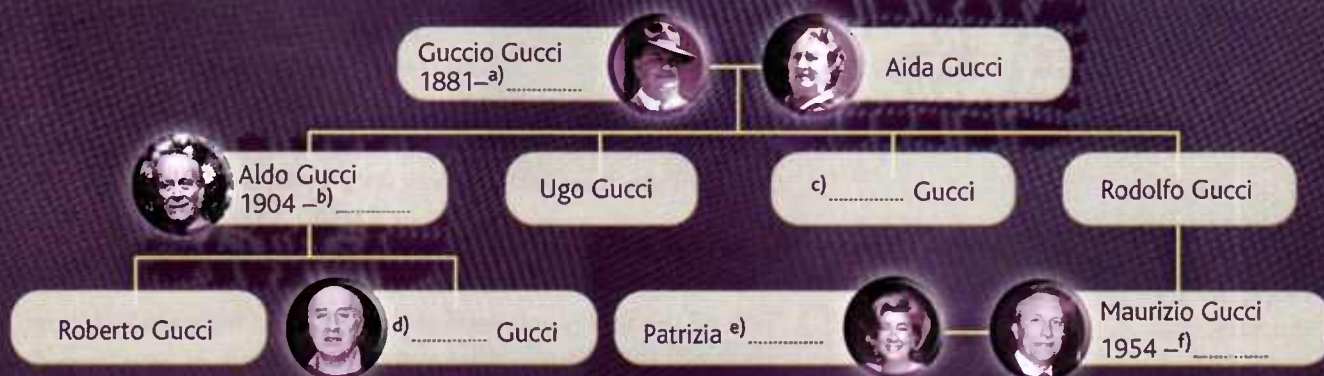
- 1 How important are clothes to people in your country, do you think?
- 2 Do you think people spend too much money on clothes?
- 3 How many 'designer labels' can you name? What do these companies sell?

2 Read the magazine article about the Gucci family. Fill in gaps a)–f) in the family tree.

3 Read the magazine article again and tick the correct sentences. Change the incorrect sentences.

- 1 Guccio Gucci designed clothes.
- 2 Rodolfo was good friends with Paolo.
- 3 Paolo wanted to start his own business.
- 4 Paolo gave information about his father to the police.
- 5 Maurizio was a successful businessman.
- 6 Patrizia shot Maurizio.

## THE GUCCI STORY



Lots of people love buying <sup>1</sup>clothes and Gucci is one of <sup>2</sup>the most famous fashion houses in <sup>3</sup>the world. It was started in <sup>4</sup>Italy in 1921 by a man named Guccio Gucci. He was <sup>5</sup>a designer who made leather bags and suitcases and he had <sup>6</sup>a small shop in Florence. <sup>7</sup>The shop was the beginning of the family business and by 1953 Guccio's four sons, Aldo, Ugo, Vasco and Rodolfo, were all working for the company.

When Guccio died in 1953, his eldest son Aldo became <sup>8</sup>the head of Gucci and took the Gucci label to <sup>9</sup>America, while Rodolfo managed the

Italian side of the business. Aldo's son, Paolo, didn't get on with his father or his uncle, Rodolfo, so he made plans to start his own company called Paolo Gucci. When Aldo discovered this, he sacked Paolo and made it impossible for his son to start his own fashion business. Paolo was so angry that he told the Italian police his father wasn't paying enough tax. Aldo was sent to prison for a year and a day.

After Aldo died in 1990, his nephew, Maurizio, became the head of Gucci. Unfortunately Maurizio wasn't <sup>10</sup>a very good businessman and in 1991 the company lost \$60 million.

This was <sup>11</sup>the worst year in Gucci's history. Maurizio was also having problems with his marriage. One day he went on a business trip and decided not to go back to his wife, Patrizia Reggiani. They finally got divorced in 1994 and a year later Patrizia hired <sup>12</sup>a gunman to murder her ex-husband. On 27<sup>th</sup> March 1995, <sup>13</sup>the gunman shot and killed Maurizio while he was walking to work. Patrizia was sent to prison for 26 years.

Gucci <sup>14</sup>products are still sold all over the world, but there are no members of the Gucci family in the successful company we know today.



Help with Vocabulary Use of articles: *a, an, the, no article*

- 4 a) Look at the words/phrases 1–7 in the first paragraph of the article. Match one word/phrase to each of these rules.
- We use *a* or *an*:
    - a) with jobs. *a designer*
    - b) to talk about a person or a thing for the first time.
  - We use *the*:
    - c) to talk about a person or a thing for the second/third/fourth, etc. time.
    - d) when there is only one (or one in a particular place).
    - e) with superlatives.
  - We don't use an article:
    - f) to talk about people or things in general.
    - g) for most cities and countries.
- b) Check in **V10.3** p139.

- 5 Look at the rest of the article. Match one of the words/phrases 8–14 with each rule a)–g) in 4a). There is one word/phrase for each rule.

## Reading and Listening

- 6 a) Read about another Italian fashion designer, Gianni Versace. Fill in the gaps with *a, an, the* or *—*.

## GIANNI VERSACE – fashion designer

Gianni Versace was born in 1946 in a town called <sup>1</sup>..... Reggio Calabria. Even when he was <sup>2</sup>..... child he loved <sup>3</sup>..... clothes. When he was 25 he decided to go to <sup>4</sup>..... Milan and become <sup>5</sup>..... fashion designer, and in 1982 he won his first award for being <sup>6</sup>..... best designer of <sup>7</sup>..... women's clothes. He created <sup>8</sup>..... new perfume for men called 'Versace l'Homme' in 1984.



In 1995 he organised <sup>9</sup>..... party with Elton John to raise money for <sup>10</sup>..... AIDS patients. At <sup>11</sup>..... party he signed copies of his new book, *Men without Ties*, and gave all <sup>12</sup>..... money from <sup>13</sup>..... book to charity.

On July 15<sup>th</sup> 1997 Versace was murdered in <sup>14</sup>..... Miami. No one really knows <sup>15</sup>..... reason why he was killed.

- b) **R10.6** Read and listen to the information about Versace. What extra information is in the recording?

- 7 a) Do the questionnaire.

## Are you a fashion victim?

- 1 How important is it for you to wear clothes that are in fashion?
  - a) Very important.
  - b) Quite important.
  - c) Not at all important.
- 2 How many designer clothes have you got?
  - a) One or two things for special occasions.
  - b) None -- they're too expensive.
  - c) Quite a lot -- I love designer clothes.
- 3 How often do you go shopping for clothes?
  - a) Two or three times a year.
  - b) Once or twice a month.
  - c) Every week, if possible.
- 4 What kind of clothes do you look for when you go shopping?
  - a) Things I've seen in fashion magazines.
  - b) Things that I think will look good on me.
  - c) Things that are cheap or in a sale.
- 5 There's a party at the weekend. Do you buy some new clothes?
  - a) Maybe, if I haven't got anything nice to wear.
  - b) No, of course not.
  - c) Yes, I always buy something new for a party.
- 6 How many pairs of shoes have you got?
  - a) 5–15 pairs.
  - b) More than 15 pairs.
  - c) 1–5 pairs. I've only got one pair of feet!



- b) Work in pairs. Take turns to ask and answer the questions. How many of your answers are the same?

- c) Check your answers on p158. Are you and your partner fashion victims?

- d) Work in groups. Do you agree with the description of you on p158? Why?/Why not?

Real World in a shop  
Vocabulary shopping  
Help with Listening what  
shop assistants say  
Review clothes; articles

### QUICK REVIEW ●●●

Work in pairs. Make a list of all the clothes vocabulary you can remember. Compare lists with another pair. Who has the most words? Which students in the class are wearing the things on your list?



- 1 a) Look at the picture. How many things do you know in English?
- b) Work in pairs. Compare answers. Do you have the same things?
- c) Tick the words/phrases you know. Then do the exercise in **V10.4** p139.

size extra large large medium  
small a fitting room try on  
it doesn't fit sign here a receipt  
cash here's your change

### Help with Listening What shop assistants say

- 2 a) **R10.7** Listen to two conversations in a shop. Put the sentences in the order you hear them.

1

- a) Here's your change and your receipt.
- b) I'll have a look ... yes, here's a medium.
- c) The fitting room's over there.
- d) Can I help you?
- e) Does it fit?
- f) What size is that one?

2

- a) How would you like to pay?
- b) What size do you want?
- c) Check the amount and sign here, please.
- d) Here you are. That's £19.75 altogether.
- e) Who's next, please?

- b) Work in pairs. Compare answers.

- 3 **R10.7** Listen again. Choose the correct answers.

- 1 The first customer wants a *bigger/smaller* size.
- 2 She *tries/doesn't try* it on.
- 3 The T-shirt costs *£5/£15*.
- 4 The second customer buys a *map/postcard* and *batteries/a camera*.
- 5 He pays *cash/by credit card*.

### Real World In a shop

- 4 a) Fill in the gaps with these words.

sell size looking take Excuse try Could

- 1 I'm just \_\_\_\_\_, thanks.
- 2 \_\_\_\_\_ me.
- 3 Have you got this T-shirt in a smaller \_\_\_\_\_?
- 4 Can I \_\_\_\_\_ it on, please?
- 5 OK, I'll \_\_\_\_\_ it.
- 6 \_\_\_\_\_ I have this map, please?
- 7 Do you \_\_\_\_\_ batteries?

- b) Check in **RW10.1** p140.

- 5 **R10.8** **P** Listen and practise the sentences in 4a). Copy the polite intonation.

*I'm just looking, thanks.*

# 10 Review

Language Summary 10, p139



- 6** a) Work in pairs. Use the prompts to write a conversation in the shop. Remember to use *please* and *thank you*.

SHOP ASSISTANT Can / help you?  
 CUSTOMER / this shirt in blue?  
 SHOP ASSISTANT / have / look. Yes, here / blue one.  
 CUSTOMER / try / on?  
 SHOP ASSISTANT Sure. / fitting room / over there.  
 SHOP ASSISTANT / fit?  
 CUSTOMER Yes, / take it.  
 SHOP ASSISTANT / £... / please. How / like / pay?  
 CUSTOMER / credit card.  
 SHOP ASSISTANT Check / amount / sign here. Here / receipt.

b) Practise the conversation until you remember it.

c) Work with another pair. Take turns to role-play your conversation.

- 7** Work in pairs. Student A → p107. Student B → p115. Follow the instructions.

- 1** a) Fill in the gaps with the correct active or passive form of the verbs in brackets. Then choose the correct answer. **G10.1**

- Pablo Picasso/Henri Matisse *...painted...* (paint) *Guernica*.
- Rolex watches ..... (make) in *Japan/Switzerland*.
- Marie Curie ..... (discover) *penicillin/radium*.
- Porsche cars ..... (manufacture) in *Germany/Sweden*.
- The 2002 World Cup ..... (win) by *Brazil/Germany*.
- Frankenstein ..... (write) by *Bram Stoker/Mary Shelley*.

b) Work in pairs. Compare answers. Then check on p158.

- 2** In which sentences can you use *used to*? Change the verbs in **bold** if possible. **G10.2**

- I **went** shopping every weekend. ✓  
*I used to go shopping every weekend.*
- But in May I **lost** my job. ✗
- After that I **didn't go** shopping very often.
- I **got** quite depressed.
- I **didn't have** very much money.
- Then one day I **found** the perfect job.
- I **became** a buyer for a big department store.

- 3** a) Write six sentences with *used to/didn't use to* to describe how life has changed in your country/city/town over the years. **G10.2**

*There didn't use to be as many cafés as there are now.*

b) Work in pairs. Discuss the changes. Are any the same?

- 4** a) Choose the correct word. **V10.2**

- I haven't got *anything/nothing* to do when I get home.
- I know *someone/anyone* who works at home.
- I'm not going *anything/anywhere* this weekend.
- I take my mobile phone *everywhere/somewhere*.
- Anyone/No one* in my family is over 70 years old.

b) Make the sentences true for you.

c) Work in pairs. Compare sentences. Are any the same?

- 5** a) Fill in the gaps with *a, the* or *-*. **V10.3**

I had <sup>1</sup> *a* car accident last year.  
<sup>2</sup> ..... accident happened at  
<sup>3</sup> ..... night when <sup>4</sup> .....  
 weather was really bad and I had  
 to buy <sup>5</sup> ..... new car. I got it  
 from <sup>6</sup> ..... friend who's <sup>7</sup> .....  
 car salesman in <sup>8</sup> ..... London.  
 I used to buy <sup>9</sup> ..... expensive  
 cars, but this time I got <sup>10</sup> .....  
 cheapest car there was!

b) Work in pairs. Compare and say why you chose your answers.

*I put 'the' because it's the second time the person talks about it.*

## Progress Portfolio

a) Tick the things you can do in English.

- I can talk about where things were made, grown, etc.
- I can talk about how things are different now compared to the past.
- I can talk about my childhood.
- I can understand a simple profile of someone's life.
- I can have a simple conversation in a shop.

b) What do you need to study again? **10A-D**

# 11 Gossip and news

## 11A Guess what?

### QUICK REVIEW ●●●

Work in pairs. Take turns to role-play a conversation between a shop assistant and a customer in a clothes shop. Try to continue each conversation for two minutes.

### Vocabulary

#### Verb-noun collocations (3)

1 a) Cross out the incorrect words/phrases. Check in V11.1 p141.

- 1 get sacked/an accident/  
promoted/lost
- 2 have an accident/an operation/  
18 years old/a problem
- 3 lose or find an exam/a job/  
a wallet/your keys
- 4 pass or fail a driving test/  
a job/an exam/a course

b) Use the verbs and words/phrases in 1a) to make four sentences about yourself.

c) Work in pairs. Listen to your partner's sentences. Ask follow-up questions.

I got promoted last year.

Really? What's your new job?

### Reading and Grammar

2 Read Sharon's messages A–D. Answer the questions.

- 1 Why is Tim in hospital?
- 2 What has Ted done that Jill hasn't?
- 3 What does Robin Hall want?
- 4 Who got sacked?
- 5 Which people are happy and which people aren't?

Vocabulary verb-noun collocations (3)

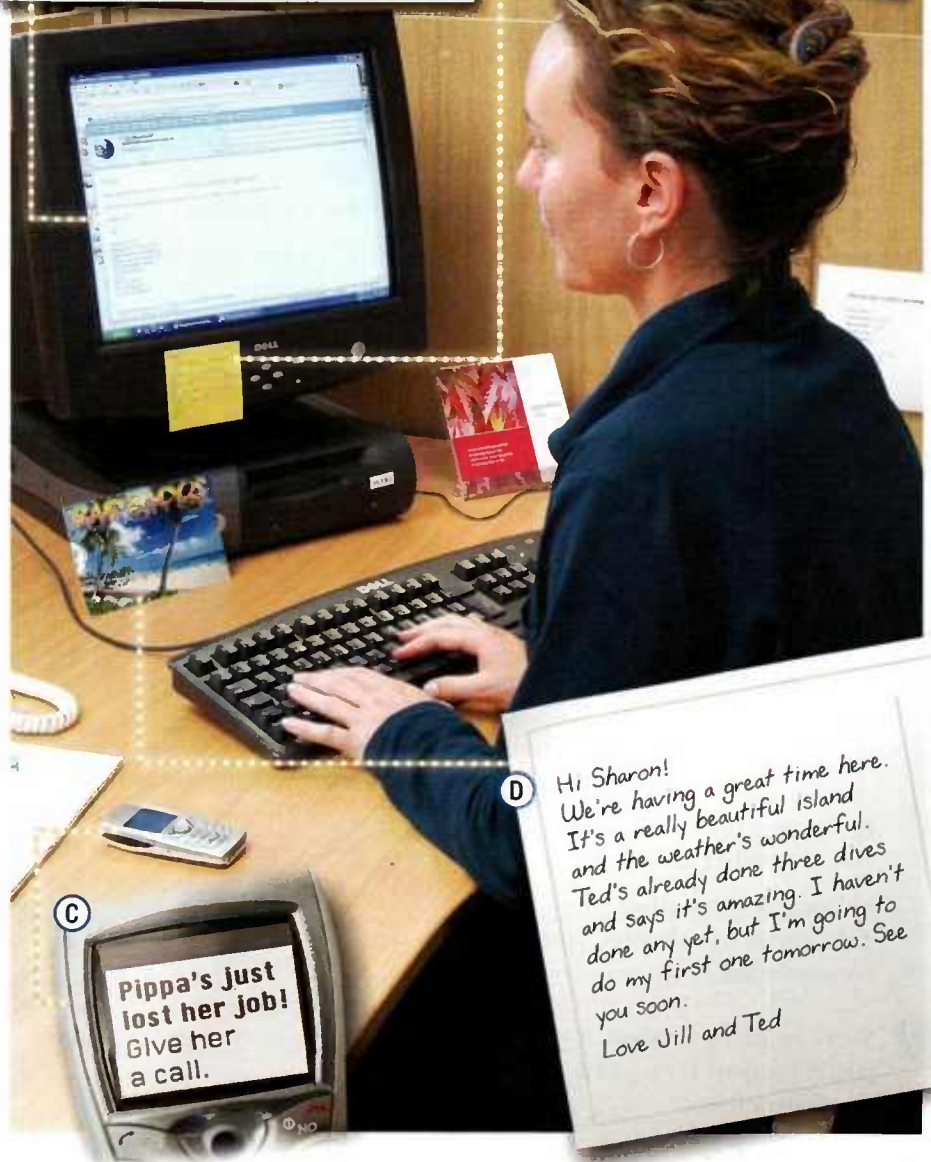
Grammar Present Perfect for giving news with *just*, *yet* and *already*

Help with Listening /t/ at the end of words (2)

Review will



10 a.m.  
B Robin Hall's just phoned. He hasn't received the money for the work he did for you last month. Have you sent him the cheque yet?



### Help with Grammar Present Perfect for giving news with *just*, *yet* and *already*

- 3 a) Look at the sentences in **bold** in Sharon's messages. Which verbs are in the Present Perfect? Which verb is in the Past Simple?
- b) Choose the correct verb forms in the rules.
- We use the *Present Perfect/Past Simple* for giving news about things that happened in the past, but are connected to now. We don't say the exact time they happened.
  - We use the *Present Perfect/Past Simple* when we say the exact time something happened.
- c) Look at the email (A) again. Find *just*, *yet* and *already*. Then fill in the gaps in the rules with these words.
- We use ..... to say something hasn't happened, but we think it will happen in the future.
  - We use ..... to say something happened a short time ago but we don't know exactly when.
  - We use ..... to say something happened some time in the past (perhaps sooner than we expected).
- d) Find *just*, *yet* and *already* in messages B–D. Then answer the questions.
- Which of these words do we usually use in: positive sentences? negative sentences? questions?
  - Which words usually go: a) between the auxiliary and the past participle? b) at the end of the sentence or clause?
- e) Check in **G11.1** p142.

- 4 **R11.1** **P** Listen and practise.

*I've **ju**st heard that Tim's in h**ô**spital.  
He's **al**ready had an oper**â**tion.  
I **do**n't know **â**ll the details **y**et.*

- 5 a) Put the words in brackets in the correct places in the sentences.

- I've sent him a cheque. (just)
- We've been here a week. (already)
- I haven't been to visit him. (yet)
- Ted's gone for another dive. (just)
- Have you called her? (yet)
- I've talked to his parents. (already)

- b) Work in pairs. Match the sentences in 5a) with Sharon's messages A–D.

- 6 a) **R11.2** Listen to Sharon talking to Pippa. Has Pippa got any good news?
- b) Listen again and tick the things Pippa's already done.

### To do

- clear desk
- check bank account
- tell Andrew the news
- phone Ed Burrows
- look for holiday on the Net
- book holiday



- c) Work in pairs. Compare answers. What hasn't Pippa done yet?

### Help with Listening /t/ at the end of words (2)

- Remember: in spoken English sometimes you don't hear /t/ at the end of a word when the next word starts with a consonant sound.
- 7 a) **R11.3** Listen to these sentences. In which sentences do you hear the **t** in **bold**?
- I've **ju**st got your message.
  - And what about Andrew?
  - He isn't back from Germany until Friday.
  - I've **ju**st opened an email from Ed Burrows.
- b) **R11.2** Look at R11.2, p155. Listen to Sharon and Pippa's conversation again. Notice when we don't say /t/ at the end of words.

- 8 a) Make sentences with these words. Use the Present Perfect.

- I / lunch / have / just  
*I've **ju**st had lunch.*
- yet / I / a holiday / not book / this year
- already / this year / I / on holiday / go
- what to do / yet / I / not decide / next weekend
- a new job / just / I / find
- look at / already / I / for this lesson / the CD-ROM

- b) Tick the sentences that are true for you. Compare answers with a partner.

### Get ready ... Get it right!

- 9 Work in pairs. Student A → p102. Student B → p110. Follow the instructions.

# 11B Murder mystery

Vocabulary crime  
 Grammar relative clauses with *who, which, that* and *where*  
 Review Present Perfect;  
 Past Simple passive

## QUICK REVIEW ●●●

Think of four pieces of news about you and people you know. Work in groups. Tell the other students your news: *My sister's just taken some exams. Ask questions about your partners' news: Has she got the results yet?*

## Vocabulary Crime

1 Work in groups. Discuss these questions.

- Do you like watching TV crime dramas or programmes about real-life crime? If yes, which ones?
- Do you ever read crime novels? If yes, which authors and books are your favourites?

2 Tick the words you know. Then do the exercise in V11.2 p141.

rob steal burglar murder  
 break into shoot bullets  
 arrest a victim a suspect

3 Fill in the gaps in the table with these words. Check in V11.3 p141.

steal murderer burglar robbery  
 thief robber murder burglary

verb	criminal	crime
rob		
steal		theft
	burglar	
murder		

4 Choose the correct words in these sentences.

- Three men *robbed/stole* a bank in London last night and *robbed/stole* over £500,000. This was the third bank *robbery/burglary* in the city this month.
- Last night my car was *burgled/broken into* and my CD player was *robbed/stolen*.
- A man was *stolen/murdered* yesterday in Los Angeles. The police have *arrested/robbed* two *suspects/victims* in connection with the *murder/murderer*.
- My brother's flat was *stolen/burgled* last week and his TV was *stolen/burgled*.

## Listening and Grammar

5 a) R11.4 There has been a murder in Yately, a village in England. Listen to the conversation and match the people to their descriptions.

Mary	the murder victim
Alice	the new person in the village
Barry Clark	Ellen and Jack's son
Ellen	the owner of the flower shop
Jack Miller	Jack's wife
Adam	Jack's business partner

b) Work in pairs. Who are the people in pictures A–C?



**6 R11.4** Listen again and answer these questions.

- 1 When did the murder happen?
- 2 Where was the body found?
- 3 When did the Garden Centre open?
- 4 How was the victim killed?
- 5 What were Jack and Barry arguing about yesterday?
- 6 Who wanted to get divorced?
- 7 Why was Adam sent to prison?
- 8 When did he come out of prison?

**Help with Grammar** Relative clauses with *who, which, that* and *where*

**7 a)** Look at these sentences. The underlined clauses are called relative clauses. They tell you which person, thing or place we are talking about.

*That's the place where they found the body.*  
*He's the man who/that was murdered.*  
*Her marriage is the only thing which/that makes her happy.*

**b)** Complete the rule with the words in **bold**.

- To introduce relative clauses we use:
  - a) \_\_\_\_\_ or \_\_\_\_\_ for people.
  - b) \_\_\_\_\_ or \_\_\_\_\_ for things.
  - c) \_\_\_\_\_ for places.

**c)** Check in **G11.2** p142.

**8** Complete these sentences with *who, which, that* or *where*. Sometimes more than one answer is possible.

- 1 Jack Miller is the man who was murdered.
- 2 The big house at the end of the village is \_\_\_\_\_ the Miller family lives.
- 3 Alice is the woman \_\_\_\_\_ owns the flower shop.
- 4 The only person \_\_\_\_\_ has been in prison is Adam.
- 5 The police never found the money \_\_\_\_\_ Adam stole.
- 6 Mary thought Yately was a sleepy village \_\_\_\_\_ nothing ever happened.

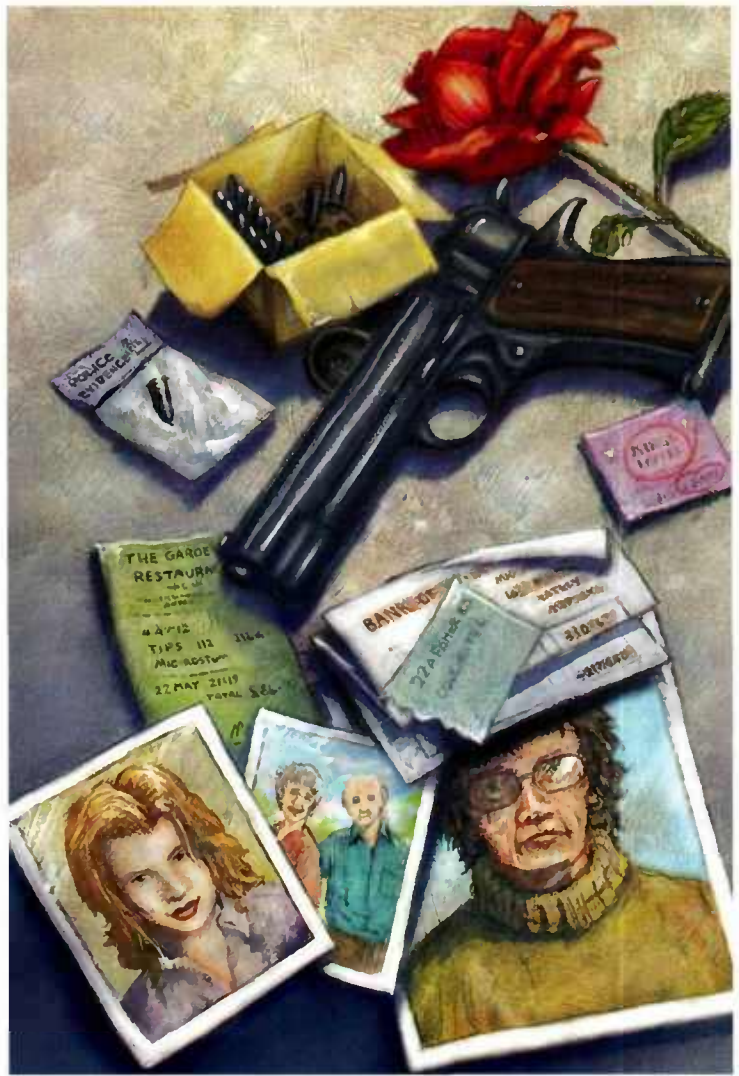
**9 a)** Work in groups. Make a list of suspects. Who murdered Jack Miller, do you think? Why?  
**b)** Compare answers with the whole class.

**Get ready ... Get it right!**

**10** Work in two groups. Group A → p108. Group B → p116. Follow the instructions.

**11 a)** Work in pairs with a student from the other group. Take turns to point to the things in the picture and tell your partner what you know about them. Use relative clauses.

This is the person who ...      This is the gun that ...  
 That's the place where ...



**b)** Who do you think murdered Jack Miller now? How and why did the murderer do it, do you think?

**12 a)** **R11.5** Listen to a news report about the murder trial. Who is the murderer?  
**b)** Look at R11.5, p156. Read and listen to the news report again. How did the murder happen? Why did the murderer kill Jack Miller?

Vocabulary guessing  
meaning from context

Skills Listening: the news;  
Reading: a newspaper article

Help with Listening  
sentence stress (2)

Review Present Perfect;  
Past Simple

### QUICK REVIEW ●●●

Write five definitions of people, things or places using relative clauses. Work in pairs. Take turns to say your definitions: *It's a place where you do exercise.* Your partner guesses the answer: *Is it a gym?*

## A Murder Mystery of Dolphin Lover

### Listening

1 a) Read newspaper headlines A–D. Check new words with your teacher or in a dictionary. Which is the most interesting story, do you think?

b) **R11.6** Listen to the news. Put the headlines in order.

2 a) Match two pieces of information to each of the headlines A–D.

- 1 they tried to stop cars arriving
- 2 swim-with-dolphin centres
- 3 they have to test all new products
- 4 two men dressed as gas inspectors
- 5 over \$20 million
- 6 found dead in her car
- 7 over 40 arrests
- 8 an American cream

b) Work in pairs. How is the information in 2a) connected to the headlines?

c) **R11.6** Listen again and check.

### Help with Listening Sentence stress (2)

• You can often understand the general idea of a story by listening to the stressed words.

3 a) **R11.6** Look at R11.6, p156. Listen again and follow the stressed words in the first three stories.

b) Look at the fourth story on p156. Decide which words are stressed.

c) Listen again and check.

## B Workmen steal Van Gogh

## C Police and Protesters Clash at World Trade Conference

## D TEA CAN STOP CANCER

### Reading and Vocabulary

4 a) Match these words to the pictures.

a kangaroo a storm an unconscious person a fence



b) Work in pairs. Don't read the article yet. What do you think happens in the story? Put the pictures in order.

c) Read the article and check.

5 Read the article again. Tick the true sentences. Correct the false ones.

- 1 Lulu found Mr Richards first.
- 2 Lulu went to find Mr Richards's daughter.
- 3 Lulu has lived on the farm for ten years.
- 4 Lulu's mother also lives on the farm.
- 5 Dr Wirth wants Lulu to get a medal.



Help with Vocabulary **Guessing meaning from context**

- Sometimes you can guess the meaning of a word by:
    - knowing what type of word it is (noun, verb, adjective, etc.).
    - understanding the general meaning of the story and the rest of the sentence.
- 6** a) Look at the words in **bold** in the article. Are they nouns, verbs or adjectives?
- b) Choose the correct meanings a) or b). What information in the article helped you decide?
- |                 |                           |                             |
|-----------------|---------------------------|-----------------------------|
| 1 severe        | a) very bad               | b) not very bad             |
| 2 <b>damage</b> | a) when things are broken | b) when things are very old |
| 3 <b>branch</b> | a) a young bird           | b) the 'arms' of a tree     |
| 4 <b>barked</b> | a) looked like a dog      | b) made a noise like a dog  |
| 5 <b>weird</b>  | a) unusual                | b) normal                   |
| 6 <b>blind</b>  | a) you can't see          | b) you can't hear           |
- c) Check in **V11.4** p141.

- 7** a) Look at R11.6, p156. Find these words.

demonstrators    prevent  
injured    cruel    residents  
apartment block    leak    worth

- b) Work in pairs. Are these words nouns, verbs or adjectives? Try to guess the meanings.

- c) Work with another pair. Compare ideas. Check your answers with your teacher or in a dictionary.

- 8** a) Work in groups. Make a list of the stories you can remember from this week's news. What can you remember about each story?

- b) Work in pairs with a student from another group. Take turns to tell your partner about your stories. Which do you think is the most interesting?

## Kangaroo rescues farmer

A kangaroo named Lulu was called a hero today after she helped to save farmer Len Richards's life.

Mr Richards, 52, was checking the fences around his farm near Melbourne after **severe** storms. While he was walking around looking at the **damage**, a large **branch** from a nearby tree fell on his head.

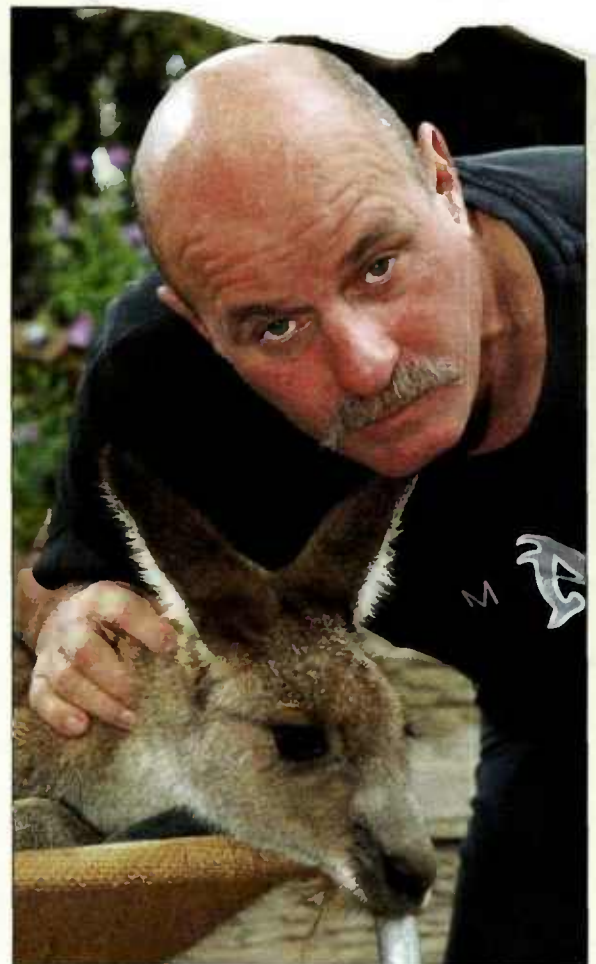
"Lulu stood next to Dad's unconscious body and **barked** like a dog to get help," said the farmer's daughter, 17-year-old Celeste Richards. "She made this **weird** noise for about 15 minutes, so we went outside to see what the problem was," she added. "She was trying to get our attention. When we got there we saw Lulu standing over Dad's body. Without her, my Dad might be dead."

Lulu, who is **blind** in one eye, became the Richards's family pet about ten years ago. The kangaroo's mother was killed by a car and the Richards family found the baby kangaroo in her mother's pouch. They took her home and looked after her, and the farm soon became her home. "Lulu and Dad are very close and she follows him everywhere," Celeste explained.

The Australian RSPCA\* has recommended Lulu for a national bravery award. "From my point of view it's a really good story and I hope Lulu gets a medal," said Dr Hugh Wirth, the organisation's president.

\*RSPCA = The Royal Society for the Prevention of Cruelty to Animals

Adapted from *The Guardian* 22/09/03



# 11D Did you?

## QUICK REVIEW ●●●

Work in pairs. Make a list of all the crime words you know (*rob, thief, etc.*). Compare lists with another pair. Which words are: verbs, criminals, crimes?

- 1 a) Look at the picture. Where are the people? What are they doing?
- b) Complete conversations A–D with these echo questions.

Didn't you? Are you?  
Doesn't he? Has she?

- c) **R11.7** Listen and check.
- 2 **R11.7** Listen again. Choose the correct answers.
  - 1 The old man is going to Rome to *study/live*.
  - 2 Max's family's owned the company for *18/80* years.
  - 3 Angus used to *live/work* with his friend, Josh.
  - 4 Hannah's had *two boys/girls*.

## Real World Echo questions

- 3 a) Choose the correct phrase in the rule.
  - We use echo questions when we are *interested or surprised/ didn't hear what people said*.
- b) Look again at conversations A–D. Then choose the correct words in the rules.
  - We usually use the *main verb/auxiliary* in echo questions.
  - We only use *names/subject pronouns* in echo questions.
  - If the sentence is positive, the echo question is *positive/negative*.
  - If the sentence is negative, the echo question is *positive/negative*.
- c) What are the echo questions for these sentences?
  - 1 I work for a TV company. *Do you?*
  - 2 His mother really likes it here.
  - 3 They went to Sydney last week.
  - 4 He's got four sisters.
  - 5 My car's twenty years old.
- d) Check in **RW11.1** p142.

Real World echo questions  
Help with Listening intonation (3)  
Review auxiliary verbs; crime words



## Help with Listening Intonation (3)

- Remember: we know if people are interested or surprised by how much their voices move up and down.

- 4 **R11.8** Listen to six conversations. Which people sound interested (I) or not interested (NI)? Notice the intonation in the echo questions.
 

1	I	NI	4	I	NI
2	I	NI	5	I	NI
3	I	NI	6	I	NI

- 5 **R11.9** **P** Listen and practise. Copy the intonation. *Has she?*

- 6 Which people from conversations A–D said these sentences, do you think?
  - 1 I'm going to live with an Italian family.
  - 2 Her brother's got twins too.
  - 3 The company lost £6 million last year.
  - 4 She wants to have six children.
  - 5 I've never been to Italy before.
  - 6 He can't borrow any more from the bank.

# 11 Review

Language Summary 11, p141



**7** a) Write echo questions for the sentences in 6.

b) Work in pairs. Take turns to say the sentences and echo questions.

**8** **R11.10** Listen to Angus talking about his friend, Josh. Respond with an echo question.

**9** a) Write six interesting things about yourself or people you know.

b) Work in pairs. Take turns to say your sentences to your partner. Continue the conversation with an echo question and follow-up questions.

**R11.11** Look at the song *You've Lost That Lovin' Feelin'* on p101. Follow the instructions.

**1** a) Choose the correct verb. **V11.1**

- 1 *get/have* sacked
- 2 *lose/pass* a driving test
- 3 *fail/have* an accident
- 4 *pass/have* an operation
- 5 *have/get* lost
- 6 *get/lose* promoted

b) Work in pairs. Which things have happened to you?

**2** Fill in the gaps with the correct form of the verb. Put *just*, *yet* and *already* in the correct place in the sentences. **G11.1**

- 1 Sharon has just been to the bank. (go, just)
- 2 She \_\_\_\_\_ to the supermarket. (not go, yet)
- 3 She \_\_\_\_\_ Deborah. (phone, already)
- 4 She \_\_\_\_\_ an email to Tim. (send, just)
- 5 She \_\_\_\_\_ a letter to Jill. (write, already)
- 6 \_\_\_\_\_ she \_\_\_\_\_ Pippa to dinner? (invite, yet)

**3** a) Fill in the missing letters for these crimes. **V11.2 V11.3**

- 1 m \_ r d \_ r      3 r \_ b \_ e \_ y  
2 b u \_ g \_ a r \_      4 t h \_ f \_

b) Work in pairs. Write the criminal and the verb for each crime in 3a).

c) Fill in the gaps with a word from 3a) or 3b).

- 1 My house was burgled last week. There have already been three \_\_\_\_\_ in our area this month.
- 2 There was a bank \_\_\_\_\_ yesterday. The \_\_\_\_\_ had guns.
- 3 A man was murdered, but they haven't caught the \_\_\_\_\_ yet.
- 4 I was \_\_\_\_\_ in the street. The thief \_\_\_\_\_ my bag.

**4** a) Fill in the gaps with *who*, *which*, *that* or *where*. **G11.2**

- 1 The place \_\_\_\_\_ I usually go for a haircut.
- 2 The person \_\_\_\_\_ lives next door to me.
- 3 A restaurant \_\_\_\_\_ they have delicious food.
- 4 A present \_\_\_\_\_ I got last birthday.
- 5 The thing \_\_\_\_\_ I spend most of my money on.
- 6 The teacher \_\_\_\_\_ helped me most at school.

b) Write the answers to 1–6 in 4a) on a piece of paper. Don't write them in order.

c) Work in pairs. Swap papers. Guess who or what the people/things/places are.

**5** a) Complete the sentences for you with something surprising.

- 1 My best friend has got ...
- 2 Last weekend I went to ...
- 3 I'm never going to ... again.
- 4 I used to ...
- 5 I didn't use to ...

b) Work in pairs. Take turns to say your sentences. Respond with an echo question and follow-up questions. **RW11.1**

## Progress Portfolio

a) Tick the things you can do in English.

- I can talk about things I've done or haven't done yet.
- I can understand simple messages.
- I can talk about different crimes.
- I can say which person, thing or place I am talking about.
- I can understand the main points of simple news items.
- I can show I'm interested in a conversation.

b) What do you need to study again? **11A–D**

# 12 Achieving your goals

## 12A A year off

### QUICK REVIEW ●●●

Imagine you are a famous person. Write four sentences about your life. Work in pairs. Take turns to say your sentences. Answer with an echo question and follow-up questions: A *I was on TV yesterday.* B *Were you? Which programme were you on?* Guess who your partner is.

### Vocabulary Money

1 a) Tick the phrases in bold you know. Check new phrases in **V12.1** p143.

- 1 I lent **some money** to a friend last week.
- 2 I try to **save money** every month.
- 3 I **waste** a lot of money on things I don't need.
- 4 I've got a favourite possession that didn't **cost a lot of money**.
- 5 I **borrowed money** from someone last month.
- 6 I don't think I **earn** enough money.
- 7 I **got some money out of** the bank last weekend.
- 8 I've never **won any money** in my life.
- 9 I **spend** a lot of money on clothes.
- 10 I **lost some money** last week.
- 11 I **owe money to** someone, but I'm going to **pay it back**.

b) Which sentences are true for you? Compare answers in groups.



### Listening and Grammar

2 a) **R12.1** Listen to Philip talking to his aunt, Maureen. What has he just done?

b) Listen again. Fill in the gaps in Philip's sentences.

- 1 I'm working in a .....
- 2 I want to ..... abroad.
- 3 I'm going to work for a .....
- 4 I'll be back next .....
- 5 I can save ..... a week.

3 a) **R12.2** That evening Maureen told her husband, Arthur, about her conversation with Philip. Listen and put her sentences 1–5 in the order she says them.

- a) He said that he wanted to work abroad.
- b) He told me that he was going to work for a charity.
- c) He said he was working in a restaurant.
- d) He told me he could save £100 a week.
- e) He said that he'd be back next June.

b) Match Philip's sentences 1–5 in 2b) to Maureen's sentences a)–e) in 3a).

Vocabulary money  
Grammar reported speech  
Help with Listening /h/ at the beginning of words  
Review present and past verb forms; going to; will; can



Help with Grammar **Reported speech**

- 4 a) Look at the sentences in 2b) and 3a). Notice how the verb changes in reported speech. Then fill in the table with these verb forms.

~~Past Simple~~ would could Past Continuous was/were going to

verb form in direct speech	verb form in reported speech
Present Simple ( <i>want</i> )	<i>Past Simple</i>
Present Continuous ( <i>am working</i> )	
<i>will</i>	
<i>can</i>	
<i>am/are/is going to</i>	

- b) Look again at sentences a)–e) in 3a). Then complete the rules with *always* or *never*.

- say ..... has an object:  
*He said (that) ... not He said me (that) ...*
- tell ..... has an object:  
*He told me (that) ... not He told (that) ...*

- c) Fill in the gaps with the correct subject pronoun (*I, you, etc.*) or possessive adjective (*my, your, etc.*).

- "I don't see my aunt very often." → Philip said that ..... didn't see ..... aunt very often.
- "I don't see my nephew very often." → Maureen said that ..... didn't see ..... nephew very often.

- d) Check in G12.1 p144.

- 5 R12.3 P Listen and practise.

*he wanted to work abroad* → *He said that /ðət/ he wanted to work abroad.*

- 6 a) R12.4 Listen to the rest of Maureen and Arthur's conversation. Answer these questions.

- How much is the flight?
- How much does Philip earn a week?
- What did Maureen do this afternoon?
- What does Arthur think of what she's done?

- b) What did Maureen say to Arthur? Write the sentences in reported speech. Use the verbs in brackets.

- PHILIP The flight is about £700. (say)  
*He said (that) the flight was about £700.*
- PHILIP I don't earn very much. (tell)
- MAUREEN It's going to take you ages to save enough money. (say)
- PHILIP I'm working seven days a week. (say)
- MAUREEN We'll pay for your ticket. (tell)
- PHILIP I can pay you back next year. (say)

- c) Listen again and check.

Help with Listening  
/h/ at the beginning of words

- In spoken English sometimes you don't hear /h/ at the beginning of words.

- 7 a) R12.5 Listen to these sentences. Circle each **h** in bold you hear.

- Anyway, **h**e said that the flight was about seven **h**undred pounds.
- And **h**e told me that **h**e didn't earn very much.
- And then **h**e said that **h**e was working seven days a week.
- Yes, **h**e was very happy, I can tell you.

- b) Choose the correct words in these rules.

- We usually hear /h/ after a vowel/ consonant sound.
- We don't usually hear /h/ after a vowel/consonant sound.

- c) R12.4 Look at R12.4, p157. Listen to Maureen and Arthur's conversation again. Notice when they don't say /h/ at the beginning of words.

## Get ready ... Get it right!

- 8 Write 6–8 sentences about your life. Use these phrases or your own ideas.

- I ... every day/week/weekend.
- I can/can't ... quite/very well.
- At the moment I'm .....ing ...
- Next weekend I'm going to ...
- I (don't) like ...
- When I'm old I think I'll ...

- 9 a) Work in pairs. Tell your partner your sentences. Remember your partner's sentences. You can write one word only to help you remember each sentence.

- b) Work with a new partner. Take turns to tell him/her your first partner's sentences. Use reported speech.

- c) Tell the class two things you found out about the other students.

# 12B Taking chances

Vocabulary unusual activities  
Grammar second conditional  
Review reported speech

## QUICK REVIEW ●●●

Think of six things other students have told you about themselves on this course (or your family/friends have told you recently). Work in pairs. Swap information using reported speech: *Yoko told me she wanted to learn Italian.*

## Vocabulary Unusual activities

1 Work in groups. Answer these questions.

- 1 When was the last time you did something exciting or unusual?
- 2 What was it? Did you enjoy it?
- 3 Would you like to do it again? Why?/Why not?

2 a) Match these words/phrases to the pictures. Check new words in **V12.2** p143.

insects hypnotise someone  
a reality TV programme gloves  
a tarantula a parachute jump  
a karaoke machine dye your hair

b) Work in pairs. Compare answers.

## Reading and Grammar

3 a) Look at the cards from the game *Risk-taker!*. Choose the correct answers for you.

b) Choose a partner, but don't talk to him/her yet. Guess which answers he/she chose.

c) Check your guesses with your partner. How many were correct?

In question 1 I think you chose b).

No, I chose a)!

d) Look at p158. Are you and your partner risk-takers?

# RISK-TAKER!

- 1 If I won a parachute jump in a competition,
- a) I wouldn't do it.
  - b) I'd do it.
  - c) I'd do it if a friend jumped with me.



- 2 If someone asked me to hold a tarantula,
- a) I'd do it.
  - b) I'd do it but I'd wear gloves.
  - c) I'd leave the room as soon as I could.



- 3 If someone asked me to be on a reality TV programme,
- a) I'd definitely say no.
  - b) I'd say yes immediately.
  - c) I'd say maybe and think about it.



- 4 If someone offered me \$100 to dye my hair pink,
- a) I'd do it.
  - b) I wouldn't do it.
  - c) I'd do it, but only for \$1,000!



- 5 If I was in a foreign country and was given insects to eat,
- a) I'd eat them.
  - b) I'd eat them if there was nothing else.
  - c) I wouldn't eat them.



Help with Grammar **Second conditional**

**4** a) Look at the sentences on the cards. These are called **second conditionals**. Choose the correct words/phrases in the rules.

- We use the second conditional to talk about *real/imaginary* situations.
- The second conditional talks about the *past/the present or the future*.

b) Look at this sentence. Then fill in the gaps in the rule with *infinitive* or *Past Simple*.

*If I won a parachute jump, I'd do it.*

- We make second conditionals with: *If + subject + ..... (...), subject + 'd (would)/ wouldn't + ..... (...).*

c) Fill in the gaps in these questions with *if, do* or *would*.

- 1 ..... someone asked you to hold a tarantula, ..... you ..... it?
- 2 What ..... you ..... you won a parachute jump?

d) Check in **G12.2** p144.

**5** **R12.6** **P** Listen and practise.

*I'd do it → If I won a parachute jump, I'd do it.*

- 6** If I went to a party and there was a karaoke machine,
- a) I'd only sing if all my friends did.
  - b) I'd definitely sing.
  - c) I'd go home immediately!



- 7** If someone offered to hypnotise me,
- a) I'd say yes immediately.
  - b) I'd ask my friend to try it first.
  - c) I'd definitely say no.



**6** Make five sentences with the phrases from A, B and C.

- A**
- 1 If I didn't have to get up early,
  - 2 If my parents lived nearer,
  - 3 If she worked a bit harder,
  - 4 If my father was here,
  - 5 If he didn't work so hard,

**B**

I'd see them more often,  
I'd go out tonight,  
he wouldn't be so tired,  
he'd know what to do,  
she wouldn't do so badly at school,

**C**

but he really needs the money.  
but he's on holiday in South America.  
but she spends all her time watching TV.  
but I start work at 7.30 tomorrow.  
but they live 300 kilometres away.

**7** a) Fill in the gaps with the correct form of the verbs in brackets. Then complete the sentence for you.

- 1 If I could (can) live anywhere in the world, I'd live (live) in ...
- 2 If I ..... (have) more free time, I ..... (like) to ...
- 3 If I ..... (can) have any job in the world, I ..... (be) a/an ...
- 4 If I ..... (not be) in this English class now, I ..... (be) ...
- 5 If I ..... (have) more money, I ..... (buy) ...
- 6 If I ..... (can) change one thing in my life, I ..... (change) ...

b) Work in pairs and compare sentences.

If I could live anywhere in the world, I'd live in the Caribbean.

Yes, me too.

Oh, I wouldn't. I'd live in the USA.

**Get ready ... Get it right!**

**8** Work in pairs. Student A → p104. Student B → p112. Follow the instructions.

# 12C Men of magic

## QUICK REVIEW ●●●

What would you be if you were: a colour, a day of the week, a season, a place, an item of clothing, a drink, an animal? Work in pairs. Compare answers. Are any the same?

**Vocabulary** connecting words (2): *first, next, then, etc.*

**Skills** Listening: a radio interview; Reading: a magazine article

**Help with Listening** linking: review (2)

**Review** *used to*; past verb forms

## Vocabulary and Listening

1 a) Look at the photo. Who is he? Why was he famous?



b) Check these words/phrases with your teacher or in a dictionary. Which words can you see in the picture?

a magician   a magic trick   hide  
a pair of handcuffs   a tank of water  
escape from something   a curtain  
a piece of wire   onstage   chains

2 a) Work in pairs. Are these sentences true or false, do you think?

- 1 Houdini was his real name.
- 2 He was born in the USA.
- 3 He became famous very quickly.
- 4 He used to do underwater escapes.
- 5 He died onstage.

b) **R12.7** Listen to a radio interview and check your answers.

3 Listen again. Choose the correct answers.

- 1 He started working as a magician when he was 17/27.
- 2 He used to do 12/20 shows a day.
- 3 He tried to sell his magic secrets for \$20/\$2,000.
- 4 He practised opening handcuffs for two/ten hours a day.
- 5 He used to hide pieces of wire in the water tank/on his body.
- 6 He died because of stomach problems/an accident.

## Help with Listening Linking: review (2)

4 a) Look at this sentence. Notice the different types of linking.

Well, the underwater escape, I suppose. He was put into a tank of water in handcuffs and chains, then Bess pulled a curtain around it.

b) **R12.7** Look at R12.7, on p157. Listen again and notice the linking.

## Reading and Vocabulary

5 a) Work in groups. Discuss these questions.

- 1 Have you ever seen a magician onstage or on TV? If yes, what did he/she do?
- 2 Have you heard of David Blaine? If yes, what do you know about him?

b) Check these words/phrases with your teacher or in a dictionary. Which words can you find in photos A–C on p97?

a stunt   a glass box   a pillar   frozen  
jump off   survive   a block of ice

6 a) Read about David Blaine. Put photos A–C in the order he did them.

b) Read the article again and answer these questions.

- 1 When did David Blaine start doing magic?
- 2 Which famous people is he friends with?
- 3 When did he become famous?
- 4 Why did he have to spend two weeks in hospital?
- 5 How did he get off the pillar?
- 6 What did he eat when he was in the glass box?
- 7 What connection does he have with Houdini?



# DAVID BLAINE

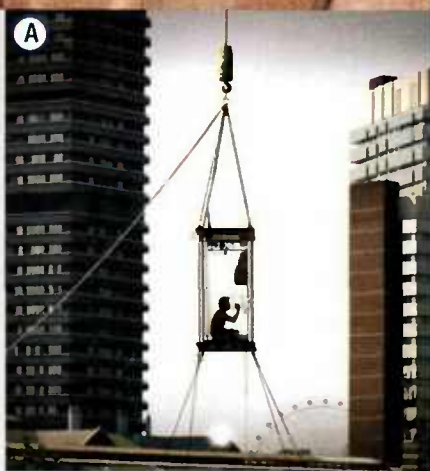
## The New Houdini?

**W**ith his own type of street magic and amazing live TV shows, David Blaine has become one of the most famous magicians in the world. It's not surprising that people call him 'the new Houdini'.

Blaine was born in Brooklyn, New York, and started doing magic when he was four. **While** he was studying to be an actor, he used to do magic tricks for customers in Manhattan's expensive restaurants. **Then** he started working at parties for rich people, and became friends with actors like Robert de Niro and Leonardo di Caprio. He also went out with Madonna for a short time. He became famous **after** he made a TV show called *David Blaine: Street Magic*, where he did magic tricks in the street in front of ordinary people.

Since then he has done a number of spectacular stunts that were shown live on TV. **First** he was frozen inside a six-ton block of ice in New York's Times Square. He stayed there for over 61 hours. **When** he was released from the ice he couldn't walk and he had to spend two weeks in hospital. **Next** he stood on a 25-metre pillar for 35 hours – again without food or water. The pillar was only 56 cm wide and he couldn't eat, sleep or sit down. **Finally**, he jumped off the pillar – onto a pile of boxes. **After that** he lived without food for 44 days in a glass box by the River Thames in London. He survived only on water from a tube and lost 24 kilos.

David is now a millionaire and lives in Hollywood. Who used to live in his house, do you think? Yes, you've guessed it – Harry Houdini!



**7** Work in pairs. Discuss these questions.

- Which of David Blaine's stunts do you think was the best or the most dangerous? Why?
- Would you like to go and watch one of his stunts? Why?/Why not?

### Help with Vocabulary Connecting words (2)

**8** a) Look at the words in **bold** in the article. Match the words to these meanings.

- words that connect things that happen at the same time
- words that show the order of events

b) Check in **V12.3** p143.

**9** a) Answer these questions.

- What are the verbs for these symbols: + - × ÷ ?
- How many digits are in this number: 1,750?

b) Read the number trick. Choose the correct words.

<sup>1</sup>First/Next choose a number from 1 to 9 and write it down. <sup>2</sup>Then/When multiply it by 2 and add 5. <sup>3</sup>Next/After multiply this number by 50. <sup>4</sup>Finally/After that add the number of years there have been in this century so far. <sup>5</sup>While/Then add 1,750. <sup>6</sup>First/Finally, subtract the year you were born. The final answer has three digits. The first digit is the number you first thought of, and the second two digits are your age on your birthday this year!

c) Work in pairs. Do the number trick with your partner.

**10** Work in new pairs. Student A → p109. Student B → p117. Follow the instructions.

# 12 Review

Language Summary 12, p143

- 1 a) Fill in the puzzle with 'money' verbs. What is the hidden phrase? **V12.1**



- b) Choose the correct verb.

- I don't *lend/spend* much on clothes.
- Can you *borrow/lend* me £10?
- I'll *pay/waste* you back soon.
- I already *save/owe* Joe a lot.
- How much do you *earn/win* as a doctor?
- We need to *save/get* some money out of the bank.
- I *borrowed/lent* £50 from Jeff last week.

- 2 a) Make these sentences true for you.

- I'm going to look at the CD-ROM tonight.
- I'll need English for my work/studies in the future.
- I want to study English again next year.
- I've got a good English dictionary.
- I can understand a lot of English songs.
- I read something in English every day.

- b) Work in pairs. Take turns to say your sentences. Remember what your partner says.

- c) Work with a different student. Tell him/her what your first partner said. Use *say and tell*. **G12.1**

*Nadine said she was going to look at the CD-ROM tonight.*

- 3 a) Fill in the gaps with the correct form of the verbs in brackets. **G12.2**

Life would be better if ...

- ... there were't (not be) any cars.
- ... everyone ..... (retire) at fifty.
- ... the weekend ..... (be) three days long.
- ... everyone ..... (speak) the same language.
- ... we ..... (have) more women politicians.

- b) Work in groups. Choose the three best ideas.

- 4 a) Replace the \* in the story with these connecting words. **V12.3**

then first after that  
finally next while

\* the magician put a woman in a box. \* he locked it. \* the magician asked a man to hold the woman's hand, \* the man was holding her hand the magician cut the box in half with a saw. \* the man walked round the two halves of the box. \* the magician put the box back together and the woman got out.

- b) Work in pairs. Compare answers.

## Progress Portfolio

- a) Tick the things you can do in English.

- I can talk about money.
- I can report what other people have said.
- I can talk about imaginary situations in the present or future.
- I can understand a simple magazine article.
- I can use connecting words (*next*, etc.).

- b) What do you need to study again? **12A-C**

Work in groups of four. Read the rules. Then play the game!

## Rules

You need: One counter for each student; one dice for each group.

How to play: Put your counters on *START HERE*. Take turns to throw the dice, move your counter and follow the instructions on the square. The first student to get to *FINISH* is the winner.

## Grammar and

**Vocabulary** squares: The first student to land on a Grammar or Vocabulary square answers question 1. The second student to land on the same square answers question 2. If the other students think your answer is correct, you can stay on the square. If the answer is wrong, move back to the last square you were on. You can check your answers with your teacher. If a third or fourth student lands on the same square, he/she can stay on the square without answering a question.

**Keep Talking** squares: If you land on a Keep Talking square, talk about the topic for 30 seconds. Another student can check the time. If you can't talk for 30 seconds, move back to the last square you were on. If a second or third student lands on the same square, he/she also talks about the same topic for 30 seconds.

# End of Course Review

**START  
HERE**

- 1 Do we use *do*, *play*, *go* or *go to* with these words?  
1 cards, museums, judo, cycling  
2 jogging, concerts, yoga, basketball

- 2 Make two questions to ask about the words in bold in this sentence.  
1 Greg went to the **USA**.  
2 Alice wants a **new** car.

3 Talk about your favourite TV or radio programmes.

- 4 Correct the mistake in this sentence.  
1 If I'll be late, I'll lose my job.  
2 He'll do it when he get home.

21 Talk about an interesting place you've been to.

22 **MOVE  
BACK ONE  
SQUARE**

23 Talk about what you usually do in your free time.

- 24 What is the Past Simple and past participle of these verbs?  
1 make, win, see, buy  
2 write, find, give, take

- 5 What are the opposites of these adjectives?  
1 patient, selfish, mature, healthy  
2 helpful, polite, honest, reliable

- 20 Make a sentence with these words.  
1 yet / told / haven't / I / him  
2 her / She / job / just / 's / lost

- 35 Say eight:  
1 things you can take on holiday  
2 phrasal verbs

- 36 Put these sentences into the passive.  
1 JK Rowling wrote *Harry Potter*.  
2 They make Nokia mobile phones in Finland.

- 25 Say six:  
1 types of TV programme  
2 non-family relationships

6 **HAVE  
A REST!**

19 **MOVE  
FORWARD  
FOUR SQUARES**

34 Talk about a relationship between two people you know.

- 37 What is the difference between these words/phrases?  
1 lend money borrow money  
2 a trip a journey

- 26 Do we use *for* or *since* with each of these times?  
1 an hour, nine o'clock, 2004, ages  
2 last week, a long time, a week, midday

7 Talk about the things you've done today.

- 18 Which prepositions do we use after *go* with these words?  
1 Rome, my cousin, holiday  
2 a tour, a walk, the beach

33 **HAVE  
A REST!**

38 Give some advice to someone visiting your country.

27 **MOVE  
FORWARD  
FOUR SQUARES**

- 8 What verb forms come after these verbs?  
1 can, plan, prefer, decide  
2 forget, enjoy, start, will

17 Talk about your plans for next week/weekend.

- 32 Make nouns from these verbs. Which are jobs?  
1 art, collect, music, discuss  
2 assist, decide, clean, argue

**FINISH**

28 Talk about your job, a job you've done or a job you'd like to do.

9 **MOVE  
BACK TWO  
SQUARES**

- 16 Correct the mistake in this sentence.  
1 I've been to Thailand in 2003.  
2 That was a very excited film.

31 Talk about your home and your neighbourhood.

- 30 Make these sentences negative.  
1 He has to get up early.  
2 I had to have a degree.

- 29 Say eight:  
1 character adjectives  
2 adjectives to describe feelings

- 10 What are the comparatives and superlatives of these adjectives?  
1 boring, rich, far, modern  
2 polite, lazy, bad, mature

15 **MOVE  
FORWARD  
TWO SQUARES**

- 14 Which of these phrases can we use with countable nouns?  
1 a few, some, a bit, not many  
2 lots of, not much, a little, any

13 Talk about things you used to do when you were a child.

- 12 Do these verbs usually describe states or activities?  
1 like, play, do, believe  
2 run, know, hate, work

11 **HAVE  
A REST!**

## I Got You Babe 2D p19

### 1 Match the words that rhyme.

know	climb
true	talk
rent	grow
pot	ring
spring	got
clown	you
long	so
mine	spent
hand	tight'
walk	wrong
goodnight	understand
go	around

### 2 a) R2.14 Listen to the song. Fill in the gaps with the words from 1.

They say we're young and we don't <sup>1</sup> *know*.  
 Won't find out until we <sup>2</sup> .....  
 Well I don't know if all that's <sup>3</sup> .....  
 'Cause you got me, and baby I got <sup>4</sup> .....

#### CHORUS

Babe, I got you babe  
 I got you babe

They say our love won't pay the <sup>5</sup> .....  
 Before it's earned our money's always <sup>6</sup> .....  
 I guess that's so, we don't have a <sup>7</sup> .....  
 At least I'm sure of all the things we <sup>8</sup> .....

#### CIORUS

I've got flowers in the <sup>9</sup> .....  
 I've got you to wear my <sup>10</sup> .....  
 And when I'm sad, you're a <sup>11</sup> .....  
 And when I get scared, you're always <sup>12</sup> .....

So let them say your hair's too <sup>13</sup> .....  
 I don't care, with you I can't go <sup>14</sup> .....  
 Then put your little hand in <sup>15</sup> .....  
 There ain't no hill or mountain we can't <sup>16</sup> .....

#### CIORUS

I got you to hold my <sup>17</sup> .....  
 I got you to <sup>18</sup> .....  
 I got you to <sup>19</sup> ..... with me  
 I've got you to <sup>20</sup> ..... with me  
 I got you to kiss <sup>21</sup> .....  
 I got you to hold me <sup>22</sup> .....  
 I got you, I won't let <sup>23</sup> .....  
 I got you to love me <sup>24</sup> .....

I got you babe

### b) Work in pairs. Compare answers.

### 3 Work in pairs. Write two more words that rhyme with each pair of words in 1.

know grow show go

## Space Oddity 5D p43

### 1 Match words 1–7 to their meanings a)–g). Check your answers with your teacher or in a dictionary.

1 the ignition	a) put one foot in front of the other
2 a capsule	b) the electrical system that starts an engine
3 step	c) the part of a spaceship that you live in
4 float	d) not moving
5 peculiar	e) small points of light in the sky
6 stars	f) move slowly through the air
7 still	g) strange or unusual

### 2 a) R5.15 Listen to the song. Choose the correct words.

Ground Control to Major Tom  
 Ground Control to Major Tom  
 Take your protein pills and put your <sup>1</sup> *spacesuit/helmet* on  
 Ten, nine, eight, seven, six, five, four, three, two, one, lift-off

Ground Control to Major Tom  
 Commencing countdown, <sup>2</sup> *engines/systems* on  
<sup>3</sup> *Check/Start* ignition and may God's love be with you

This is Ground Control to Major Tom  
 You've <sup>4</sup> *definitely/really* made the grade  
 And the papers want to know whose <sup>5</sup> *clothes/shirts* you wear  
 Now it's time to <sup>6</sup> *leave/open* the capsule if you dare

This is Major Tom to Ground Control  
 I'm <sup>7</sup> *stepping/walking* through the door  
 And I'm floating in a most <sup>8</sup> *unusual/peculiar* way  
 And the <sup>9</sup> *stars/planets* look very different today

For here am I <sup>10</sup> *flying/sitting* in a tin can  
 Far <sup>11</sup> *above/below* the world  
 Planet Earth is <sup>12</sup> *green/blue*  
 And there's nothing I can <sup>13</sup> *do/see*

Though I'm past <sup>14</sup> *five/one* hundred thousand miles  
 I'm <sup>15</sup> *feeling/sitting* very still  
 And I think my <sup>16</sup> *capsule/spaceship* knows which way to go  
 Tell my <sup>17</sup> *mum/wife* I love her very much, she knows

Ground Control to Major Tom  
 Your circuit's <sup>18</sup> *dead/broken*, there's something wrong  
 Can you hear me, Major Tom? (x 3)  
 Can you ...

Here am I <sup>19</sup> *floating/moving* in my tin can  
 Far above the <sup>20</sup> *sun/moon*  
 Planet <sup>21</sup> *Mars/Earth* is blue  
 And there's <sup>22</sup> *something/nothing* I can do

### b) Work in pairs. Compare answers.

### 3 a) Work in pairs. Find all the words in 1 in the song.

b) Would you like to be an astronaut? Why?/  
 Why not?

## What the World Needs Now

9D p75

- 1 Fill in the gaps in sentences 1–4 with the words in the box. Check new words with your teacher or in a dictionary.

mountains oceans sunbeams corn  
hillsides wheat rivers moonbeams

- 1 You can **climb** ..... or .....
- 2 You can **cross** ..... or .....
- 3 You can **grow** ..... or .....
- 4 ..... or ..... can **shine**.

- 2 a) **R9.11** Listen to the song. Cross out the extra word in each line (1–16).

### CHORUS

- 1 What ~~all~~ the world needs now is love, sweet love
- 2 It's the only important thing that there's just too little of
- 3 What the world needs now is true love, sweet love
- 4 No, not just for some people, but for everyone
- 5 Lord, we just don't need another mountain
- 6 There are mountains and hillsides enough to climb up
- 7 There are oceans, seas and rivers enough to cross
- 8 Enough to last everyone till the end of time

### CHORUS

- 9 Lord, we don't need another beautiful meadow
- 10 There are always cornfields and wheat fields enough to grow
- 11 There are sunbeams and moonbeams enough to shine down
- 12 Oh, listen, Lord, if you really want to know
- 13 What the world needs now, Lord, is love, sweet love
- 14 It's not the only thing that there's just too little of
- 15 What the world needs right now is love, sweet love
- 16 No, it's not just for some, oh, but just for every, every, everyone

Oh, what the world needs now is love, sweet love  
(Oh, is love) (x 3)

- b) Work in pairs. Compare answers.

- 3 Read the song again. What is there too little of? What are there enough of?

- 4 a) Write five things you need at the moment.

- b) Work in groups. Compare lists. Have you got any of the same things?

## You've Lost That Lovin' Feelin'

11D p91

- 1 Work in groups. Discuss these questions.

- 1 Do you like romantic films or books? If yes, which is your favourite? Why?
- 2 What's the best way to make yourself happy again after you break up with someone?

- 2 a) **R11.11** Listen to the song. Match 1–12 to a)–l).

- |   |                          |
|---|--------------------------|
| 1 You never close your eyes anymore     | a) not to show it (baby) |
| 2 And there's no tenderness like before | b) when I kiss your lips |
| 3 You're trying hard                    | c) I know it             |
| 4 But baby, baby                        | d) in your fingertips    |

### CHORUS

You've lost that loving feeling  
Oh, that loving feeling  
You've lost that loving feeling  
Now it's gone, gone, gone, whoa-oh

- |  |                                |
|--|--------------------------------|
| 5 Now there's no welcome look in your eyes | e) something beautiful's dying |
| 6 And girl you're starting to criticise    | f) feel like crying (baby)     |
| 7 It makes me just                         | g) when I reach for you        |
| 8 'Cause baby                              | h) little things I do          |

### CHORUS

- |                                  |                              |
|----------------------------------|------------------------------|
| 9 Baby, baby, I'd get down       | i) like you used to do, yeah |
| 10 If you would only love me     | j) let it slip away          |
| 11 We had a love, a love, a love | k) on my knees for you       |
| 12 So don't, don't, don't, don't | l) you don't find every day  |

Baby, baby, baby, baby, I beg you please, please, please, please  
I need your love, need your love (x 2)

Bring it on back, bring it on back (x 2)

Bring back that loving feeling

Whoa, that loving feeling

Bring back that loving feeling

'Cause it's gone, gone, gone

And I can't go on, whoa-oh

Bring back that loving feeling, whoa that loving feeling

- b) Work in pairs. Compare answers.

- 3 a) Write the top five qualities a person needs for a relationship to be successful?

*being honest having a good sense of humour*

- b) Work in pairs. Choose the best five qualities from both your lists.

- c) Work in groups or with the whole class. Agree on a final list of five qualities.

# Pair and Group Work: Student/Group A

## 1B 10 p7

a) You are going to ask your partner about day-to-day life in his/her home. Make subject questions with *Who ... ?* and the phrases in column A.

A questions with <i>Who ... ?</i>	B your answer	C your partner's answer	D follow-up questions
1 go out to work			Where? What time?
2 leave home first			When? What kind of food? How many hours?
3 get home first			What time?
4 do the cooking			
5 watch TV the most			
6 go to bed last			

b) Answer the questions for your own home (or your family/friends if you live alone) in column B.

c) Work in pairs. Take turns to ask and answer the questions. Write your partner's answers in column C. If possible, ask follow-up questions with the prompts in column D. You start.

Who goes out to work in your home?

My father.

Where does he work?

In a bank in the city centre.

d) Compare your answers to your partner's. How many are the same?

## 3C 9 p25

a) Work on your own. Imagine you are a tour manager for a famous singer. You organise tours to different countries. Make notes on your job. Use these ideas.

- name of the singer you work for
- why you like/don't like working for him/her
- things you have to do in your job (travel, hotels, advertising, etc.)
- good/bad things about your job
- your salary
- best/worst places you went to last year
- other singers or bands you worked for in the past
- any other interesting things about your job

b) Work with your group. Take turns to tell each other about your jobs. Ask questions to get more information.

c) Decide who has the best job and why. Tell the class which job you chose.

## 11A 9 p85

a) Work on your own. Pippa and her husband, Andrew, are moving house. You are Pippa. Student B is Andrew. Choose three things on your list that you have already/just done and three things you haven't done yet. Think of a different reason why you haven't done each thing.



b) Look at Andrew's list. Make questions with the Present Perfect and yet.

*Have you packed the books yet?*

c) Work with your partner. Ask questions to find out which things Andrew has done. If he hasn't done something, ask why.

Have you packed the books yet?

Yes, I've just done that.

No, not yet.

Why not?

I haven't had time.

**2A 7** p13

a) You are going to ask your partner the questions in column A. Write follow-up questions in the Past Simple with the prompts in column B.

A	B	
When did you last ...	follow-up questions	
... go shopping for food?	How much / spend?	What / buy?
... have a hamburger or fried chicken?	Where / buy it?	What / be / like?
... stay up late?	What / do?	What time / go to bed?
... take a day off work/university/school?	Where / go?	What / do?
... go to the theatre?	What / see?	Who / go with?
... talk to your best friend?	What / talk about?	Where / be / you?

b) Work in pairs. Take turns to ask and answer the questions from column A and your follow-up questions. Use phrases with *ago*, *last* and *in* in your answers. Ask more questions if possible.

When did you last go shopping for food?

Last Friday./Three days ago.

How much did you spend?

About €50.

**2B 9** p15

a) Work on your own. Read about how Colin and Linda met.



- Linda was teaching in China.
- They first met on a plane from Shanghai to New York.
- On their first date they went to the theatre and Linda fell asleep.
- When they first met, Colin wasn't going out with anyone else.
- They got married three and a half years ago.

b) Make questions in the Past Simple or Past Continuous with the verbs in brackets.

- 1 What \_\_\_\_\_ Colin \_\_\_\_\_ in China? (do)
- 2 How long ago \_\_\_\_\_ they \_\_\_\_\_ ? (meet)
- 3 \_\_\_\_\_ Linda \_\_\_\_\_ with anyone else when she met Colin? (go out)
- 4 What were they doing when he \_\_\_\_\_ her to marry him? (ask)
- 5 Where \_\_\_\_\_ they \_\_\_\_\_ married? (get)

c) Work with your partner. Take turns to ask and answer your questions. You start.

**10A 10** p77

a) Work with a student from group A. Write questions with these words in the Present Simple passive or Past Simple passive.

- 1 Who / the Mona Lisa / paint / by ?  
*Who was the Mona Lisa painted by?*  
a) Van Gogh b) Picasso  
c) **Leonardo da Vinci**
- 2 Where / cotton / grow ?  
a) **India** b) England c) Canada
- 3 When / Taj Mahal / build ?  
a) 1316 b) **1631** c) 1813
- 4 Who / the film Titanic / direct / by ?  
a) **James Cameron** b) Steven Spielberg  
c) Francis Ford Coppola
- 5 Where / Volvo cars / manufacture ?  
a) Spain b) **Sweden** c) Japan
- 6 When / the first Harry Potter book / publish ?  
a) 1990 b) **1997** c) 2003

b) Work with a pair from group B. Take turns to ask and answer your questions. Say the three possible answers when you ask your questions. (The correct answer is in bold.)

c) Which pair got more answers right?

**3D 7** p27

**a)** Work on your own. Read about these situations and decide what you want to say in 1 and 3. You can make notes, but don't write the whole conversation.

1 You promised to go to the beach next weekend with student B, but now you can't. Think of a reason why not. Phone student B, apologise and give your reason. Promise to go another time.

2 Student B promised to meet you at a friend's party yesterday evening, but he/she didn't go. Wait for his/her phone call.

3 It's lunchtime. You promised to meet student B in town for lunch half an hour ago. Think of a reason why you're late. Phone student B, apologise and give your reason. Promise to be there in twenty minutes.

4 Student B promised to take you to the airport on Tuesday next week – you're going on holiday for two weeks. Wait for his/her phone call.

**b)** Work with your partner. Take turns to phone each other.

**12B 8** p95

**a)** Work on your own. Fill in the gaps with the correct form of the verb in brackets.

- If you ..... (win) a travel competition, where would you go?
- If you ..... (can) have dinner with anyone in the world, who would you choose?
- If there ..... (be) a fire in your house, what would you take out of the house first?
- If you ..... (can) be in a TV programme, which one would you like to be in?
- If you ..... (be) a famous actor, who would you like to be?

**b)** Work with your partner. Take turns to ask and answer your questions.

If you won a travel competition, where would you go?

(I think) I'd go to Australia. What about you?

I'd go to Mexico.

**7A 7** b) p53

**a)** Work on your own. Read about Day 3 of the cycling tour. Then make questions to complete the information for Day 2.

Where are they travelling to on Tuesday?

**Day 2** Tuesday 12<sup>th</sup> February

Hanmer Springs to .....

**Morning**

- .....
- .....

**Lunch**

- .....

**Afternoon**

- .....

**Night**

- .....

**Day 3** Wednesday 13<sup>th</sup> February

Kaikoura to Blenheim

**Morning**

- Go whale watching
- Cycle or drive to Blenheim

**Lunch**

- Have lunch at a winery (home of New Zealand Chardonnay)

**Afternoon**

- Go on a tour of the winery

**Night**

- Stay at the Crown Hotel in Blenheim

**b)** Work with your partner. Ask your partner questions and complete the information for Day 2.

**c)** Answer your partner's questions about Day 3.

**d)** Which of the three days is the best, do you think? Why?



**4D 7** p35

a) Take turns to ask the group what they think about these sentences. Try to continue each conversation for at least one minute. Give reasons for your opinions.

- 1 Women are better drivers than men.
- 2 People shouldn't have more than two children.
- 3 Money makes people happy.

Do you think women are better drivers than men?

b) Tell the class which sentences you all agreed or disagreed with.

**6D 9** p51

a) Work on your own. Read the information for phone conversations 1–4. Decide what you want to say in each conversation.

- 1 Phone your lawyer, Bernard Robins. If you can't speak to him, leave a message and say when you are going to leave your office. Say where he can contact you after that.
- 2 You are Liz Jackson's flatmate. Liz isn't in. When your partner calls, tell him/her where Liz went and when she'll be back. Offer to take a message.
- 3 Phone your friend, Roberto. Say who you are and ask to speak to him. If he's out, tell your partner why you're calling. Leave a message and say where/how Roberto can contact you.
- 4 You are the receptionist for a firm of accountants called Bradley and Wise. When your partner calls, ask him/her to wait, then try to put him/her through to Gabriela Wise. Her secretary says it's her day off today. Offer to take a message.

b) Work with your partner. Take turns to phone each other.

**5A 10** p37

a) Work on your own. Write questions with *Do you think ... will ... ?* and these ideas. Then make two more questions of your own.

**Family life in 2020**

- 1 / families / be smaller?  
*Do you think families will be smaller?*
- 2 / people / have more free time?
- 3 / more people / live to be a hundred?
- 4 / people / be happier?
- 5 / more fathers / stay at home to look after the children?
- 6 / more people / share jobs?

b) Work with your partner. Take turns to ask and answer your questions. Continue the conversation if possible.

**9A 10** p69

a) Work on your own. Your partner is going to drive from Los Angeles to Mexico City. Make questions with you to ask him/her about the journey.

- 1 What / do / if / have an accident?  
*What will you do if you have an accident?*
- 2 What / do / if / get bored with driving?
- 3 What / do / if / get lost?
- 4 Where / stay / when / arrive in Mexico City?
- 5 What / do / as soon as / get there?
- 6 Where / go / after / finish your journey?

b) Read about your journey. Make notes on your ideas.

You are going to cycle from London to Rome. Decide what you will do in these situations:



- if someone steals your bike
- if you can't find a hotel
- if you run out of money

Also decide:

- where you'll stay when you arrive in Rome
- what you'll do as soon as you get there
- where you'll go after you finish your journey

c) Work with your partner. Ask him/her the questions from a) about his/her journey.

d) Answer your partner's questions about your journey.

**8A 10** p61

a) Work with a student from group A. Make questions to ask a student from group B.

1	2	3
1 What / do? <i>What do you do?</i>	How long / be / a ... ? <i>How long have you been a (doctor)?</i>	What / do / before that? <i>What did you do before that?</i>
2 Where / your best friend live?	How long / live / there?	When / last see him or her?
3 Who / be / your favourite relative?	How long / know / him or her?	When / last see him or her?
4 Have / got a car or a bicycle?	How long / have / it?	Where / buy it?
5 What / be / your most important possession?	How long / have / it?	Where / get it?

b) Work with a student from group B. Take turns to ask and answer questions from column 1. Then ask the questions from columns 2 and 3 if possible.

c) Tell the class (or other students) three things you found out about your partner.

**7B 12** p55

a) Work with a student from group A. Describe the picture. Use *a lot of/lots of, a few, a bit, a little, not much/many, some, not any.*

*There's lots of sun cream.  
There's a lot of chewing gum.  
There aren't many batteries.  
There are a few cameras.*

b) Work with a student from group B. Don't look at his/her picture. Take turns to tell your partner about your picture. Find ten differences in the pictures.

In my picture there's lots of sun cream.

c) Work with your partner from group A. Tell him/her the differences you know. Have you got all the differences?

In our picture there's a lot of chewing gum, but in picture B there isn't very much.



**3A 10** p21

a) Work on your own. Tick the things you have to do in the week and at the weekend in the you columns.

	IN THE WEEK		AT THE WEEKEND	
	you	your partner	you	your partner
1 get up early				
2 travel a long way to get to work/ university/school				
3 wear a suit or a uniform				
4 go to meetings				
5 work in the evening				
6 look after children				

b) Make questions with *have to* and *you* for activities 1–6.

*Do you have to get up early in the week?*

*What about at the weekend?*

c) Work with your partner. Take turns to ask and answer your questions. Tick the things your partner has to do in the *your partner* columns. What do you both have to do?

d) Whose life is more stressful, do you think? Why?

**10D 7** p83

a) Work on your own. Read the information for these conversations. Decide what you want to say.

1 You are a shop assistant in a department store. Your partner is a customer. He/She wants to buy a suitcase. Think about:

- the sizes and colours you have
- the price of each suitcase

2 You are a customer in a shoe shop. You want to buy some trainers. Think about:

- the size, colour and brand (*Nike, Adidas, etc.*) you want
- how much money you want to spend
- how you want to pay

b) Work with your partner. Role-play the conversations. You start conversation 1. Your partner starts conversation 2.

Can I help you?

Yes, I'm looking for ...

**3B 7** p23



a) Work on your own. Kevin has got a job as a salesman with a company called CopyRight. Read about his job.

- Every day Kevin visits other companies and tries to sell them new products.
- Kevin earns about £250 a week.
- He finishes work at about six o'clock.
- He's doing an on-the-job training course for the first two weeks.
- At the moment he's talking to a new customer.

b) Make questions in the Present Simple or Present Continuous.

- 1 What / the company / sell?  
*What does the company sell?*
- 2 / the company / do / well at the moment?
- 3 What time / Kevin / start work?
- 4 What / he / like about the job?
- 5 Where / he / work / today?

c) Work with your partner. Take turns to ask and answer your questions. You start.

d) Which job is better, do you think – Kevin's or George's? Why?

**11B 10** p87

a) Work on your own. Look at these items and choose the correct words in the relative clauses. There is sometimes more than one possible answer.



1 This is the bullet *that/who/where* was taken from Jack Miller's body.



2 This is a neighbour *who/where/which* saw someone breaking into Barry Clark's house on the night of the murder.



3 This is the address of the flat *who/that/where* Adam stayed on the night of the murder. It's 30 miles away from Yately.



4 These are two people *who/that/which* were visiting Ellen on the night of the murder. They said that they all went out to dinner.



5 These are the bullets *that/who/where* were found in Barry Clark's house.



6 This is the rose *that/which/where* they found on the body.

b) Check your answers with a student from group A.

c) Remember the information. Then turn back to p87.

**7D 8** p59

a) Work on your own. Read the information for phone conversations 1–4. Decide what you want to say in conversations 1 and 3 and check you understand all the receptionist's sentences.

**Receptionist**

- I'm sorry to hear that.
- I'm terribly sorry about that.
- I'll send someone up straight away.
- I'll send some (more) to your room.
- I'll phone room service and ask them to send some more.

b) Work with your partner. Role-play the conversations.

- 1 You are a guest in a hotel. Your room is very hot and the air conditioning doesn't work. Also you haven't got any soap. Phone Reception and complain politely.
- 2 You are the hotel receptionist. Reply to each complaint the guest makes. Use phrases from the box or your own ideas.
- 3 You are a guest in a hotel. You phoned room service for some coffee half an hour ago. It hasn't arrived. Also there's something wrong with the TV. Phone Reception and complain politely.
- 4 You are the hotel receptionist. Reply to each complaint the guest makes. Use phrases from the box or your own ideas.

## 9C 6 p72

a) Work on your own. Fill in the gaps with the correct form of these phrasal verbs.

~~go back~~ go on go away give up turn up take off

- 1 Have you ever *been back* to your first school?
- 2 When was the last time you ..... for the weekend?
- 3 Do you always ..... your shoes before you go into your home?
- 4 Do you know anyone who has ..... smoking?
- 5 Are you planning to ..... learning English after this course?
- 6 Have you ever ..... at a party without an invitation?

b) Check your answers with a student from group A.

c) Work with a student from group B. Take turns to ask and answer your questions. Ask follow-up questions if possible.

## 4B 10 p31

a) Work on your own. You are a reporter for a local newspaper. A new rock band, Crazy Head, is playing a concert in your town. Student B is the lead singer. You are going to interview him/her. Make questions with you in the Present Perfect or Past Simple.

- 1 / ever / play / here before?  
*Have you ever played here before?*
- 2 When / start / singing with Crazy Head?  
*When did you start singing with Crazy Head?*
- 3 What / do / before / join / the band?
- 4 How many countries / go to / with Crazy Head?
- 5 Which country / enjoy / the most?
- 6 / ever / play / in the USA?
- 7 When / play / there?
- 8 / ever / work / with other musicians?
- 9 When / work / with them?

b) Work with your partner. Interview him/her. Ask follow-up questions if possible. Make notes on the answers.

c) Write your article about the rock singer's life for your local newspaper.

## 12C 10 p97

a) Work on your own. Read the trick and check you understand it.

**Preparation**

You need eight small pieces of paper and something to put them in (a bag or a box).

**The trick**

First, give your partner the bag or box. Then ask your partner to say a number with two digits. Write the number on a small piece of paper. Next, fold the piece of paper and put it in the bag. Then do this seven more times. Your partner should say a different number each time. Finally, ask him/her to take one piece of paper from the bag and look at it. While he/she is looking at the number, pretend you know what he/she is thinking. Then tell him/her the number.

**The secret!**

When you're writing the numbers, hold the pieces of paper in your hand so that your partner can't see what you're writing. Then write the first number your friend said on **every** piece of paper. All the pieces of paper will have the same number, so it will be easy to guess!

b) Work with your partner. Take turns to do your tricks. Which trick is better, do you think?

# Pair and Group Work: Student/Group B

## 1B 10 p7

a) You are going to ask your partner about day-to-day life in his/her home. Make subject questions with *Who ... ?* and the phrases in column A.

A questions with <i>Who ... ?</i>	B your answer	C your partner's answer	D follow-up questions
1 go to work by public transport			How?
2 leave home last			What time?
3 get home last			When?
4 do the housework			How often?
5 use the phone the most			How many hours?
6 go to bed first			What time?

b) Answer the questions for your own home (or your family/friends, if you live alone) in column B.

c) Work in pairs. Take turns to ask and answer the questions. Write your partner's answers in column C. If possible, ask follow-up questions with the prompts in column D. Your partner starts.

Who goes to work by public transport in your home?

My wife.

How does she get to work?

By bus.

d) Compare your answers to your partner's. How many are the same?

## 3C 9 p25

a) Work on your own. Imagine you are a personal bodyguard. You look after famous people and protect them from danger. Make notes on your job. Use these ideas.

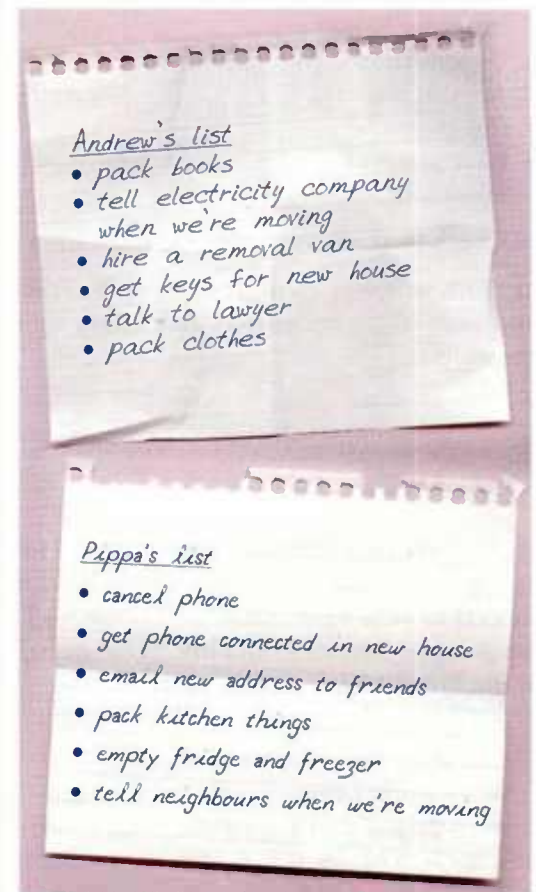
- the person/people you work for now
- why you like/don't like working for him/her/them
- things you have to do in your job (travel, go to parties, etc.)
- good/bad things about your job
- your salary
- best/worst places you went to last year
- other famous people you worked for in the past
- any other interesting things about your job

b) Work with your group. Take turns to tell each other about your jobs. Ask questions to get more information.

c) Decide who has the best job and why. Tell the class which job you chose.

## 11A 9 p85

a) Work on your own. Pippa and her husband, Andrew, are moving house. You are Andrew. Student A is Pippa. Choose three things on your list that you have already/just done and three things you haven't done yet. Think of a different reason why you haven't done each thing.



b) Look at Pippa's list. Make questions with the Present Perfect and *yet*.

*Have you cancelled the phone yet?*

c) Work with your partner. Ask questions to find out which things Pippa has done. If she hasn't done something, ask why.

Have you cancelled the phone yet?

Yes, I've just done that.

No, not yet.

Why not?

When I call it's always busy.

**2A 7** p13

a) You are going to ask your partner the questions in column A. Write follow-up questions in the Past Simple with the prompts in column B.

A	B	
When did you last ...	follow-up questions	
... go to a fast food restaurant?	Which one / go to?	What / have?
... eat something unusual?	What / eat?	What / be / it like?
... have a holiday?	Where / go?	How long / go for?
... see a film at the cinema?	What / see?	Which cinema / go to?
... go shopping for clothes?	What / buy?	Where / buy (it/them)?
... stay at home all weekend?	What / do?	What time / go to bed?

b) Work in pairs. Take turns to ask and answer the questions from column A and your follow-up questions. Use phrases with *ago*, *last* and *in* in your answers. Ask more questions if possible.

When did you last go to a fast food restaurant?

Last weekend./Three weeks ago.

Which one did you go to?

McDonald's.

**2B 9** p15

a) Work on your own. Read about how Colin and Linda met.



- Colin was working as an engineer in China.
- They first met on a plane six years ago.
- When they first met Linda had a boyfriend, but she broke up with him a week later.
- Colin asked Linda to marry him when they were waiting for a bus.
- They got married in Boston, Linda's home town.

b) Make questions in the Past Simple or Past Continuous with the verbs in brackets.

- What ..... Linda ..... in China? (do)
- Where ..... they ..... to when they met? (fly)
- Where ..... they ..... on their first date? (go)
- ..... Colin ..... with someone else when he met Linda? (go out)
- How long ago ..... they ..... married? (get)

c) Work with your partner. Take turns to ask and answer your questions. Your partner starts.

**10A 10** p77

a) Work with a student from group B. Write questions with these words in the Present Simple passive or Past Simple passive.

- Where / paper / first make ?  
*Where was paper first made?*  
a) Egypt b) India c) **China**
- When / Hamlet / write ?  
a) 1401 b) **1601** c) 1801
- Where / first passenger jet plane / build ?  
a) **the UK** b) the USA c) Germany
- Who / television / invent by ?  
a) Thomas Edison b) **John Logie Baird**  
c) Guglielmo Marconi
- Where / Lada cars / manufacture ?  
a) Spain b) France c) **Russia**
- Who / the Star Wars films / direct by ?  
a) Alfred Hitchcock b) Steven Spielberg  
c) **George Lucas**

b) Work with a pair from group A. Take turns to ask and answer your questions. Say the three possible answers when you ask your questions. (The correct answer is in **bold**.)

c) Which pair got more answers right?

**3D 7** p27

a) Work on your own. Read about these situations and decide what you want to say in 2 and 4. You can make notes, but don't write the whole conversation.

1 Student A promised to go to the beach with you next weekend. Wait for his/her phone call.

2 You promised to meet student A at a friend's party yesterday evening, but you didn't go. Think of a reason why not. Phone student A, apologise and give your reason. Promise to meet him/her tomorrow for a drink.

3 It's lunchtime. Student A promised to meet you in town for lunch today. He/She is half an hour late. Wait for his/her phone call.

4 You promised to take student A to the airport on Tuesday next week, but now you can't. Think of a reason why not. Phone student A, apologise and give your reason. Promise to meet him/her at the airport when he/she comes back.

b) Work with your partner. Take turns to phone each other.

**12B 8** p95

a) Work on your own. Fill in the gaps with the correct form of the verb in brackets.

- a) If you ..... (can) buy any car in the world, which car would you buy?
- b) If you ..... (be) a famous musician or singer, who would you like to be?
- c) If you ..... (can) travel back in time, which time would you choose?
- d) If you ..... (know) that the world was going to end in 24 hours, what would you do?
- e) If you ..... (need) \$100,000 very quickly, how would you get it?

b) Work with your partner. Take turns to ask and answer your questions.

If you could buy any car in the world, which car would you buy?

I'd buy a Ferrari.

(I think) I'd buy a Rolls Royce. What about you?

**7A 7 b)** p53

a) Work on your own. Read about Day 2 of the cycling tour. Then make questions to complete the information for Day 3.

Where are they travelling to on Wednesday?

**Day 2** Tuesday 12<sup>th</sup> February  
*Hanmer Springs to Kaikoura*

**Morning**

- Go for a guided forest walk
- Cycle or drive to Kaikoura

**Lunch**

- Have a barbecue on the beach

**Afternoon**

- Go on a boat trip and swim with dolphins

**Night**

- Spend the night in a traditional home

**Day 3** Wednesday 13<sup>th</sup> February  
*Kaikoura to .....*

**Morning**

- .....
- .....

**Lunch**

- .....

**Afternoon**

- .....

**Night**

- .....

b) Work with your partner. Answer your partner's questions about Day 2.

c) Ask your partner questions and complete the information for Day 3.

d) Which of the three days is the best, do you think? Why?



**4D 7** p35

a) Take turns to ask the group what they think about these sentences. Try to continue each conversation for at least one minute. Give reasons for your opinions.

- 1 People shouldn't smoke in restaurants or bars.
- 2 Everyone in the world should learn English.
- 3 Men are better cooks than women.

Do you think people shouldn't smoke in restaurants or bars?

b) Tell the class which sentences you all agreed or disagreed with.

**6D 9** p51

a) Work on your own. Read the information for phone conversations 1–4. Decide what you want to say in each conversation.

- 1 You are the receptionist for a law firm called Black and Milton. When your partner calls, ask him/her to wait, then try to put him/her through to Mr Robins. You find he is on the phone. Offer to take a message.
- 2 Phone your friend, Liz Jackson. Say who you are and ask to speak to her. If she's out, ask when she will be back. Then leave a message and say where/how she can contact you.
- 3 You are Roberto's brother/sister. He isn't at home at the moment. When your partner calls, tell him/her where Roberto went. Offer to take a message.
- 4 Call your accountant, Gabriela Wise. If she isn't in, leave a message and tell the receptionist two ways Gabriela can contact you.

b) Work with your partner. Take turns to phone each other.

**5A 10** p37

a) Work on your own. Write questions with *Do you think ... will ... ?* and these ideas. Then make two more questions of your own.

**The world in 2020**

- 1 / there / be a world government?  
*Do you think there will be a world government?*
- 2 / the world / be a safer place?
- 3 / there / be a woman President of the USA?
- 4 / people / still need passports to travel?
- 5 / cars / use electricity?
- 6 / your country / win the football World Cup?

b) Work with your partner. Take turns to ask and answer your questions. Continue the conversation if possible.

**9A 10** p69

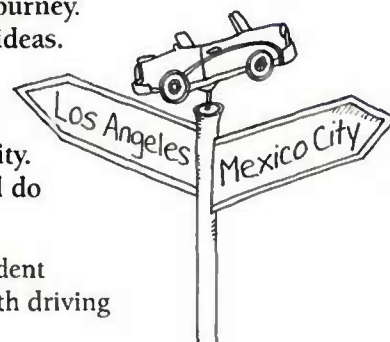
a) Work on your own. Your partner is going to cycle from London to Rome. Make questions with *you* to ask him/her about the journey.

- a) What / do / if / someone steals your bike?  
*What will you do if someone steals your bike?*
- b) Where / sleep / if / can't find a hotel?
- c) What / do / if / run out of money?
- d) Where / stay / when / arrive in Rome?
- e) What / do / as soon as / get there?
- f) Where / go / after / finish your journey?

b) Read about your journey. Make notes on your ideas.

You are going to drive from Los Angeles to Mexico City. Decide what you will do in these situations:

- if you have an accident
- if you get bored with driving
- if you get lost



Also decide:

- where you'll stay when you arrive in Mexico City
- what you'll do as soon as you get there
- where you'll go after you finish your journey

c) Work with your partner. Answer his/her questions about your journey.

d) Ask your partner the questions from a) about his/her journey.

**8A 10** p61

a) Work with a student from group B. Make questions to ask a student from group A.

1	2	3
1 Where / your parents live? <i>Where do your parents live?</i>	How long / live / there? <i>How long have they lived there?</i>	Where / live / before that? <i>Where did they live before that?</i>
2 be / married?	How long / be / married?	Where / go on your honeymoon?
3 What / be / your favourite possession?	How long / have / it?	Where / get it?
4 Who / be / your oldest friend?	How long / know / him or her?	Where / meet him or her?
5 What colour / be / your favourite T-shirt?	How long / have / it?	When / last wear it?

b) Work with a student from group A. Take turns to ask and answer questions from column 1. Then ask the questions from columns 2 and 3 if possible.

c) Tell the class (or other students) three things you found out about your partner.

**7B 12** p55

a) Work with a student from group B. Describe the picture. Use *a lot of/lots of, a few, a bit, a little, not much/many, some, not any.*

*There's lots of sun cream.*

*There isn't any perfume.*

*There are some rolls of film.*

*There are a few bottles of water.*

b) Work with a student from group A. Don't look at his/her picture. Take turns to tell your partner about your picture. Find ten differences in the pictures.

In my picture there's lots of sun cream.

c) Work with your partner from group B. Tell him/her the differences you know. Have you got all the differences?

In our picture there isn't much chewing gum, but in picture A there's a lot.



**3A 10** p21

a) Work on your own. Tick the things you have to do in the week and at the weekend in the *you* columns.

	IN THE WEEK		AT THE WEEKEND	
	you	your partner	you	your partner
a) go to work/ university/school				
b) get there before nine o'clock				
c) use a computer a lot				
d) do homework/ study in the evening				
e) cook for yourself or your family				
f) take children to school or other places				

b) Make questions with *have to* and *you* for activities a)–f).

*Do you have to go to work in the week?*

*What about at the weekend?*

c) Work with your partner. Take turns to ask and answer your questions. Tick the things your partner has to do in the *your partner* columns. What do you both have to do?

d) Whose life is more stressful, do you think? Why?

**10D 7** p83

a) Work on your own. Read the information for these conversations. Decide what you want to say.

- You are a customer in a department store. Your partner is a shop assistant. You want to buy a suitcase. Think about:
  - the size and colour you want
  - how much money you want to spend
  - how you want to pay
- You are a shop assistant in a shoe shop. Your partner is a customer. He/She wants to buy a pair of trainers. Think about:
  - the sizes, colours and brands (*Nike, Adidas, etc.*) you have
  - the price of each pair of trainers

b) Work with your partner. Role-play the conversations. Your partner starts conversation 1. You start conversation 2.

Can I help you?

Yes, I'm looking for ...

**3B 7** p23



a) Work on your own. Kevin has got a job as a salesman with a company called CopyRight. Read about his job.

- CopyRight sells photocopiers and printers.
- The company is doing very well at the moment.
- Kevin starts work at half past eight every day.
- He loves having a company car.
- He's working in Liverpool today.

b) Make questions in the Present Simple or Present Continuous.

- What / Kevin / do every day?  
*What does Kevin do every day?*
- How much / he / earn every week?
- What time / he / finish work?
- / he / do / any training at the moment?
- What / he / do / now?

c) Work with your partner. Take turns to ask and answer your questions. Your partner starts.

d) Which job is better, do you think – Kevin's or George's? Why?

**11B 10** p87

a) Work on your own. Look at these items and choose the correct words in the relative clauses. There is sometimes more than one possible answer.



a) This is the person *where/ who/ which* says she was with Adam on the night of the murder.



b) This is the bank statement *that/which/who* Barry Clark received on the day of the murder.



c) This is the hotel *which/who/ where* Barry stayed on the night of the murder. It's 50 miles away from Yately.



d) This is the gun *where/that/who* the police found in Barry Clark's house. It's the same gun *that/which/ who* was used to kill Jack Miller.



e) This is the restaurant *where/that/ who* Ellen and her friends had dinner on the night of the murder.



f) This is a button *which/who/that* was found next to Jack's body.

- b) Check your answers with a student from group B.
- c) Remember the information. Then turn back to p87.

**7D 8** p59

a) Work on your own. Read the information for phone conversations 1–4. Decide what you want to say in conversations 2 and 4 and check you understand all the receptionist's sentences.

**Receptionist**

- I'm sorry to hear that.
- I'm terribly sorry about that.
- I'll send someone up straight away.
- I'll send some (more) to your room.
- I'll phone room service and check.

b) Work with your partner. Role-play the conversations.

- 1 You are the hotel receptionist. Reply to each complaint the guest makes. Use phrases from the box or your own ideas.
- 2 You are a guest in a hotel. You can't turn the air conditioning off and the room's very cold. Also there aren't enough towels in the bathroom. Phone Reception and complain politely. You start this conversation.
- 3 You are the hotel receptionist. Reply to each complaint the guest makes. Use phrases from the box or your own ideas.
- 4 You are a guest in a hotel. The food that room service brought you isn't hot enough. Also the TV remote control is broken. Phone Reception and complain politely. You start this conversation.

**9C 6** p72

a) Work on your own. Fill in the gaps with the correct form of these phrasal verbs.

go back sit down put up with go on give up get on with

- 1 Which country or city would you like to .....*go back*..... to?
- 2 Do you know anyone who has ..... eating meat?
- 3 When you go to a rock concert, do you prefer to stand up or ..... ?
- 4 Do you have to ..... a lot of noise where you live?
- 5 What was the last party you went to? How long did it ..... for?
- 6 Do you ..... well ..... the rest of your family?

b) Check your answers with a student from group B.

c) Work with a student from group A. Take turns to ask and answer your questions. Ask follow-up questions if possible.

**4B 10** p31

a) Work on your own. You are the lead singer of a rock band, Crazy Head. You are playing a concert in this town. Student A is a reporter from the local newspaper. He/She is going to interview you. Look at these ideas and make notes about your life.

- 1 The last time you played in this town.
- 2 When you started singing with Crazy Head.
- 3 Your job before you joined Crazy Head.
- 4 The number of countries the band has been to.
- 5 The country you enjoyed the most and why.
- 6 Three cities in the USA you have played concerts in.
- 7 When you played in these cities.
- 8 Two other musicians you have worked with.
- 9 When you worked with them.

b) Work with your partner. Answer his/her questions. Give more information about your life if possible.

c) Write an article about your life for a magazine called *The Beat*.

**12C 10** p97

a) Work on your own. Read the trick and check you understand it.

**Preparation**

Write the number 34 on a piece of paper. Fold the paper so that nobody can see the number. Then draw a big table with sixteen boxes on a different piece of paper and write the numbers 1-16 in the boxes:

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

**The trick**

First, put the piece of paper with 34 written on it on the desk between you and your partner. He/She can't open the paper yet. Next, show him/her the paper with sixteen numbers on it and ask him/her to circle any number, for example 6. Then tell him/her to cross out all the other numbers **in the same row and column**:

1	<del>X</del>	3	4
<del>X</del>	⑥	<del>X</del>	<del>X</del>
9	<del>X</del>	11	12
13	<del>X</del>	15	16

Ask him/her to do this two more times. After that, tell him/her to circle the one number that isn't crossed out. Then he/she should add up the four numbers he/she has circled. Finally, ask him/her to open the piece of paper you put on the desk. The numbers will be the same!

**The secret!**

The answer to this puzzle is always 34.

b) Work with your partner. Take turns to do your tricks. Which trick is better, do you think?

# Pair and Group Work: Student/Group C

**3C** **9** p25

**a)** Work on your own. Imagine you are a personal shopper. You go shopping and buy things for famous people. Make notes on your job. Use these ideas.

- the person/people you work for now
- the easiest/most difficult person to work for
- things you have to buy for him/her/them (clothes, things for the home, etc.)
- good/bad things about your job
- your salary
- shops you usually go to
- people you worked for in the past
- any other interesting things about your job

**b)** Work with your group. Take turns to tell each other about your jobs. Ask questions to get more information.

**c)** Decide who has the best job and why. Tell the class which job you chose.

**5C** **10** p41

**a)** Read about this competition. What is going to be on the spaceship? Why?

## Are we alone?

Next year scientists from the World Space Programme are planning to send a spaceship to faraway planets to look for alien life. On this spaceship will be eight things from Earth. If another intelligent life form finds the spaceship, these things will show them what our planet, people and culture are like. What do you think they should put on the spaceship?

Send us your list and you could win a trip to the NASA Space Centre in Florida!

Send your entries to: Space competition, PO Box 22

**b)** Work in pairs. Make a list of eight things to put on the spaceship.

**c)** Compare lists with another pair. Choose the eight best things from both lists.

**d)** Work in large groups or with the whole class. Agree on a final list of eight things.

**4D** **7** p35

**a)** Take turns to ask the group what they think about these sentences. Try to continue each conversation for at least one minute. Give reasons for your opinions.

- 1 Computer games are bad for children.
- 2 People shouldn't use mobile phones on public transport.
- 3 English is an easy language to learn.

Do you think computer games are bad for children?

**b)** Tell the class which sentences you all agreed or disagreed with.

**7A** **3** c) p52

**a)** Read the list of the top 50 places from the TV programme. Tick any places you have been to and choose three places you would like to visit.

### 50 places to go before you die

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1 The Grand Canyon, USA              | 25 The North Island, New Zealand    |
| 2 The Great Barrier Reef, Australia  | 26 Iguacu Falls, Brazil/Argentina   |
| 3 Disney World, Florida, USA         | 27 Paris, France                    |
| 4 The South Island, New Zealand      | 28 Alaska, USA                      |
| 5 Cape Town, South Africa            | 29 Angkor Wat, Cambodia             |
| 6 The Golden Temple, Amritsar, India | 30 Mount Everest, Nepal             |
| 7 Las Vegas, USA                     | 31 Rio de Janeiro, Brazil           |
| 8 Sydney, Australia                  | 32 Masai Mara, Kenya                |
| 9 New York, USA                      | 33 The Galapagos Islands            |
| 10 The Taj Mahal, India              | 34 Luxor, Egypt                     |
| 11 Lake Louise, The Rockies, Canada  | 35 Rome, Italy                      |
| 12 Uluru (Ayers Rock), Australia     | 36 San Francisco, USA               |
| 13 Chichen Itza, Mexico              | 37 Barcelona, Spain                 |
| 14 Machu Picchu, Peru                | 38 Dubai                            |
| 15 Niagara Falls, Canada/USA         | 39 Singapore                        |
| 16 Petra, Jordan                     | 40 La Digue, Seychelles             |
| 17 The Pyramids, Egypt               | 41 Sri Lanka                        |
| 18 Venice, Italy                     | 42 Bangkok, Thailand                |
| 19 The Maldives                      | 43 Barbados                         |
| 20 The Great Wall of China           | 44 Iceland                          |
| 21 Victoria Falls, Zambia/Zimbabwe   | 45 The Terracotta Army, Xian, China |
| 22 Hong Kong                         | 46 The Matterhorn, Switzerland      |
| 23 Yosemite National Park, USA       | 47 Angel Falls, Venezuela           |
| 24 Hawaii                            | 48 Abu Simbel, Egypt                |
|                                      | 49 Bali                             |
|                                      | 50 Bora Bora, Tahiti                |

**b)** Work in the same groups. Tell the other students about the places you have been to and the three places you would like to visit.

## Vocabulary

### V1.1 Question words 1A 5 p5

Write these question words in the correct place in the table.

Who Which Where What When Why How  
How long How many How much How often How old

question word	meaning
1 Who	a person
2	a time
3	a place
4	a reason (because ...)
5 Which	a thing (a small number of possible answers)
6	a thing (many possible answers)
7	a number
8	a period of time (for a week, etc.)
9	age
10	a way of doing something
11	an amount of money
12	the number of times you do something

**TIPS!** • We can often use *Which* or *What* with no difference in meaning: *Which/What newspaper do you read?*

- We use *Whose ... ?* to ask about people's possessions: *Whose coat is this? It's Tony's.*
- We use *What kind/type/sort of ... ?* to ask about which thing, activity, etc.: *What kind of food do you like?*
- We use *How far ... ?* to ask about distance: *How far is it to your house?*

### V1.2 Work 1B 1 p6

## WORK

**in (+ places)**  
a restaurant  
a department store  
an office  
London

**for (+ companies)**  
a newspaper  
a multinational company\*  
a charity\*  
yourself

**as (+ jobs)**  
a journalist\*  
a receptionist  
an accountant  
an editor\*

**with (+ people)**  
children  
old people  
teenagers  
unemployed people

- \*a **multinational company** a large company that makes and sells things in many different countries
- \*a **charity** an organisation that gives money, food or help to people or animals
- \*a **journalist** /'dʒɜːnəlɪst/ a person who writes articles and reports for newspapers, TV, etc.
- \*an **editor** a person who prepares written text for a magazine, newspaper or book

**TIPS!** • We use *a* or *an* with jobs: *I work as an editor.* not *I work as editor.*

• We can also say: *I work at home.*

### V1.3 Free time activities with *do, play, go, go to*

#### 1C 2 p8

do	play	go	go to
things you do in a gym or health club	sports with a ball and other games	words that end in <i>-ing</i>	places and events
jūdo /'dʒuːdɔʊ/ exercise	vɔɪlɪbɔːl cards	cycling rūning	cōncerts the thēatre
yōga /'jɔːgə/ aerōbics	bāskɪtbɔːl chess	skātebɔːrdɪŋ jɔːɡɪŋ	ārt galleries the gym
/eə'rəʊbɪks/ sport	tāble tennis	məʊntaɪn bɪkɪŋ	/dʒɪm/ mʊseʊms



jūdo



yōga



aerōbics



cards



chess



skātebɔːrdɪŋ



jɔːɡɪŋ



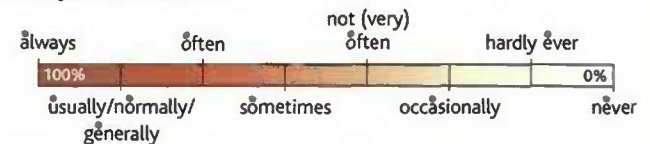
məʊntaɪn  
bɪkɪŋ

**TIP!** • We don't usually use the verb *practise* with sports: *I play tennis.* not *I practise tennis.*

### V1.4 Frequency adverbs and expressions

#### 1C 5 p9

#### FREQUENCY ADVERBS



- Frequency adverbs go **after** the verb *be*: *She's usually tired after work.*
- Frequency adverbs go **before** other verbs: *She always goes home at 6 p.m.*

**TIPS!** • *Usually, normally* and *generally* have the same meaning.

- In negative sentences we can also put *very often* at the end: *I don't play tennis very often.*
- We also use *a lot* and *all the time* to mean *often*: *He watches TV a lot/all the time.*

# Language Summary 1

## Vocabulary

### FREQUENCY EXPRESSIONS

- To talk about frequency we use expressions with *every, once, twice, three times, etc.*: 35% normally do some gardening **every weekend**. I do yoga **twice a week**.
- Frequency expressions usually come at the end of a sentence or clause: *British people usually go on holiday **once a year**.*

- TIPS!** • To ask about frequency, we use *How often ... ?*: *How often do you do sport?*
- For plural numbers of days, weeks, etc., we use *once, twice, etc. + every*: *I go once every two months.*
  - a couple of weeks = two weeks*

## Grammar

### G1.1 Review of verb forms and questions 1A 6 p5

#### POSITIVE

**Present Simple:** Every week millions of people **watch** him on TV.

**Present Continuous:** At the moment Jamie **is writing** a new book.

**Past Simple:** When he was only eight he **started** helping in his parents' restaurant.

**be going to:** He **is going to open** Fifteen restaurants in Australia and the USA.

#### QUESTIONS: ALL VERBS EXCEPT BE, HAVE GOT AND BE GOING TO

- We usually use an auxiliary (*do, does, did, can, is, etc.*) to make questions.

	question word	auxiliary	subject	verb	
PRESENT SIMPLE	How	does	he	travel	around London?
PAST SIMPLE	When	did	he	get	married?
<i>can</i>	Which instrument	can	he	play?	
PRESENT CONTINUOUS	What	is	he	writing	at the moment?

#### QUESTIONS: BE, HAVE GOT AND BE GOING TO

- We don't use *do, does* or *did* to make questions with *be*: *How often is Fifteen on TV? How old was he when he started college?*
- We make questions with *have got* to ask about family relationships and possessions: *How many children has he got? Have you got a car?*
- We can ask questions about future plans with *be going to*: *When is he going to open his new restaurants?*

### G1.2 Subject questions 1B 7 p7

subject	verb	object or preposition + noun
Mick Benton	made	the TV programme.
Andrea Price	lives	in Paris.

#### SUBJECT QUESTIONS

- Who* made the TV programme? **Mick Benton.**  
*Who* lives in Paris? **Andrea Price.**

#### NON-SUBJECT QUESTIONS

- What* did Mike Benton make? **The TV programme.**  
*Where* does Andrea Price live? **In Paris.**

- We use *Who* when we ask about the subject of a sentence and the subject is a person.
- Subject questions have the same word order as positive sentences.
- We don't use *do, does* or *did* in Present Simple and Past Simple subject questions.
- We use *do, does* or *did* in Present Simple and Past Simple questions that ask about the object or preposition + noun.

**TIP!** • We can also make subject questions with *What, Whose* and *Which*: *What happened? Whose journey takes two hours? Which journey costs the most?*

## Real World

### RW1.1 Finding things in common 1D 3 p10

- We use *So* + auxiliary + *I* to agree with positive sentences: *I really love travelling. So do I.*
- We use *Neither* + auxiliary + *I* to agree with negative sentences: *I don't go out much. Neither do I.*
- We use a positive form of an auxiliary to disagree with a negative sentence: *I don't like cycling. Oh, I do.*
- We use a negative form of an auxiliary to disagree with a positive sentence: *I'm a vegetarian. Oh, I'm not.*

	agree	disagree
I'm a bit nervous.	So am I.	Oh, I'm not.
I can't speak Turkish.	Neither can I.	Oh, I can.
I've got a dog.	So have I.	Oh, I haven't.
I don't go out much.	Neither do I.	Oh, I do.
I had a great time.	So did I.	Oh, I didn't.

- TIPS!** • We can also use *Me, too.* to agree with positive sentences and *Me, neither.* to agree with negative sentences.
- When we agree with positive sentences in the Present Simple and Past Simple we use *do, does* and *did*: *I went to Turkey last year. So did I.*



## Vocabulary

### V2.1 Past time phrases (2A 6 p13)

#### AGO

- We use *ago* to talk about a time in the past. We use it with the Past Simple: *We got married six months ago.* (= six months before now).

**TIP!** • *the day before yesterday* = two days ago

#### LAST

- We use *last* to say the day, week, etc. in the past that is nearest to now: *I saw Jo last Friday.* (= the Friday before now).
- We use *last* with **days**, (*last Friday*) **months** (*last May*), **seasons** (*last summer*) and in these phrases: *last night, last week, last weekend, last month, last year, last century.*

**TIPS!** • We say *last night*, but *yesterday morning/afternoon/evening* not *last morning*, etc.

- We don't use a preposition with *last* or *yesterday*: *last weekend* not *in last weekend*, *yesterday evening* not *at yesterday evening*.
- We can use *on* with **days** to mean *last*: *I bought it on Friday.* = *I bought it last Friday.*

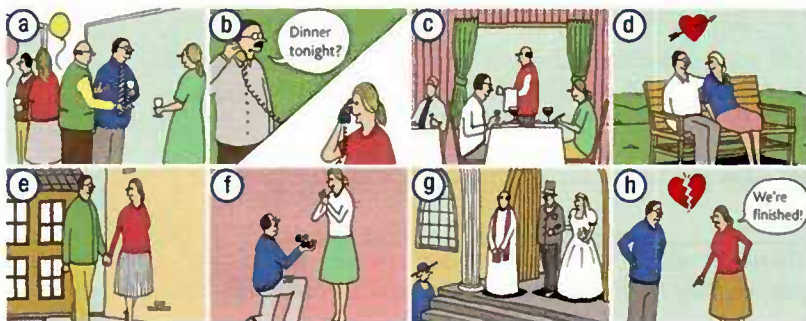
#### IN

- We use *in* with **years** (*in 1955*) and **months** (*in July*).
- We use *in the* with **decades** (*in the sixties*) and **centuries** (*in the nineteenth century*).

### V2.2 Relationships (1) (2B 5 p14)

Match phrases 1–8 to pictures a)–h).

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1 go out with (someone) e  | 5 get married to (someone)          |
| 2 get engaged to (someone) | 6 fall in love with (someone)       |
| 3 ask (someone) out        | 7 meet (someone) for the first time |
| 4 go on a date             | 8 break up with (someone)           |



### V2.3 Connecting words (1) (2C 6 p17)

- We use **because** to give a reason why something happened: *The King killed his wife because he found her with another man.*
- We use **so** to say what the consequence of a situation is: *The King found his wife with another man so he killed her.*
- We use **until** to say something stops happening at this time: *The King never heard the end of a story until the next evening.*
- We can use **while** and **when** for things that happen at the same time: *While the King was drinking with his friends, Shahrazad went to find her sister.*  
*Shahrazad was getting ready for bed when her sister came to visit her.*

**TIP!** • We don't usually use *while* with the Past Simple: *Shahrazad was getting ready for bed while her sister came to visit her.*

## Grammar

### G2.1 Past Simple (2A 3 p13)

- We use the Past Simple to talk about the past. We know **when** these things happened.

#### All verbs except *be*

##### POSITIVE

regular verbs: spelling rule	examples
most regular verbs: add <b>-ed</b>	needed stayed looked worked

regular verbs ending in <b>-e</b> : add <b>-d</b>	lived    died
regular verbs ending in consonant + <b>y</b> : <b>-y</b> → <b>-i</b> and add <b>-ed</b>	studied married
regular verbs ending in consonant + vowel + consonant: double the last consonant	stopped travelled

- The Past Simple is the same for all subjects: *I/you/he/she/it/we/they closed the restaurant.*
- There are no rules for irregular verbs. There is an Irregular Verb List, p159.
- The past of *can/can't* is *could/couldn't*: *He could serve all his customers there. I couldn't understand it.*

##### NEGATIVE

subject	auxiliary	infinitive	
I/You/He/She/It/We/They	didn't (= did not)	go	to work yesterday.

**TIP!** • We don't use the Past Simple form of the main verb in negative sentences: *I didn't went to work yesterday.*

# Language Summary 2

## Grammar

### QUESTIONS

question word	auxiliary	subject	infinitive	
When	did	I/you/he/she/ it/we/they	learn go out	to cook? last night?

### SHORT ANSWERS

Yes, I/you/he/she/it/we/they did.

No, I/you/he/she/it/we/they didn't.

**TIP!** • We don't use *did* when we ask about the subject of the sentence: *Who bought KFC in 1986?* not *Who did buy KFC in 1986?* (see G1.2).

### The verb *be*

POSITIVE	NEGATIVE
I/he/she/it was you/we/they were	I/he/she/it wasn't (= was not) you/we/they weren't (= were not)

### QUESTIONS

question word	was/were	subject	
When	was	I/he/she/it	in the UK?
Where	were	you/we/they	last night?
	Was	I/he/she/it	late?
	Were	you/we/they	at home?

### SHORT ANSWERS

Yes, I/he/she/it was.

No, I/he/she/it wasn't.

Yes, you/we/they were.

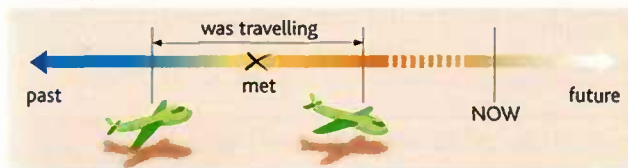
No, you/we/they weren't.

## G2.2 Past Continuous: positive and negative

2B 2 p14

- We use the Past Continuous to talk about an action that was in progress when another (shorter) action happened. The action in the Past Continuous might continue after this point:

*I was travelling back from China and we met on the plane.*



*was travelling* = longer action (Past Continuous)

*met* = short action (Past Simple)

### POSITIVE

I/he/she/it + was + verb+ing

you/we/they + were + verb+ing

### NEGATIVE

I/he/she/it + wasn't + verb+ing

you/we/they + weren't + verb+ing

### verb+ing: spelling rules

most verbs: add *-ing*

### examples

go → going  
wait → waiting

verbs ending in *-e*: take off *-e* and add *-ing*

live → living  
write → writing

verbs ending in consonant + vowel + consonant: double the last consonant and add *-ing*

get → getting  
stop → stopping  
travel → travelling

**TIP!** • We can also use the Past Continuous to talk about an activity in progress at a point of time in the past: *I was watching TV at 9 o'clock.* (= I started watching TV before 9 o'clock and continued watching after 9 o'clock).

## G2.3 Past Continuous: questions 2B 6 p15

- We make questions in the Past Continuous with: question word + *was* or *were* + subject + verb+ing.

question word	auxiliary	subject	verb+ing	
Where	was	I/he/she/it	going?	
Who	were	you/we/they	talking	to?
What	were	they	doing	when Liam asked Jenny to marry him?
What	was	Liam	doing	when she said yes?

## Real World

### RW2.1 Starting conversations 2D 3 p18

people you know | meeting someone in the past

How do you know David and Jane?

Didn't we meet in Milan last year?

Do you know Pam Jones?

Where did you meet David?

Are you a friend of David's?

where people live

people's jobs or studies

Do you live near here?

You're a student at the English Centre, aren't you?

What do you do?

**TIP!** • When we think the answer to a question will be yes we often use negative questions: **Didn't** we meet in Milan last year? (I think we did) or question tags: *You're a student at the English Centre, aren't you?* (I think you are).

### RW2.2 Ending conversations 2D 6 p19

It was nice to see you again.

I hope we meet again soon.

It was nice meeting you.

See you at school, probably.

Let's keep in touch.

See you later, maybe.

## Vocabulary

### V3.1 Employment 3A 1 p20

Match phrases 1–12 to definitions a)–l).

I'd like ...

- |                                     |   |
|-------------------------------------|---|
| 1 a good salary                     | a) nice people to work with                     |
| 2 friendly colleagues<br>/'kɒli:gz/ | b) you know you'll have the job for a long time |
| 3 my own office                     | c) a good manager                               |
| 4 long holidays                     | d) an office only for you                       |
| 5 a good boss                       | e) a lot of days off a year                     |
| 6 job security                      | f) a lot of money for doing your job            |

I'd like a job with ...

- |                               |   |
|-------------------------------|---|
| 7 flexible working hours      | g) the chance to get a better job in the company          |
| 8 opportunities for travel    | h) you get paid when you're ill                           |
| 9 opportunities for promotion | i) you get paid when you're on holiday                    |
| 10 holiday pay                | j) you can choose when you start and finish work          |
| 11 on-the-job training        | k) the chance to travel as part of your job               |
| 12 sick pay                   | l) the company you work for teaches you how to do the job |

**TIPS!** • We use *job* to talk about a particular work activity that you do: *What's his job? He's a doctor.* It is a countable noun: *He's got a job as a cleaner.* not *He's got a work as a cleaner.*

• We use *work* to talk about something you do as part of your job: *I've got a lot of work to do today.* It is an uncountable noun: *He's looking for work.* not *He's looking for a work.*

• *Work* is also a verb: *I work in London.* not *I job in London.*

### V3.2 Looking for a job 3B 1 p22



a CV /si:'vi:/ [US: a résumé /'rezumeɪ/] a document you write that describes your qualifications and the jobs you have done  
 apply /ə'plai/ for a job ask a company to give you a job, usually by writing a letter or filling in a form  
 an application form a form from a company that you fill in when you want to apply for a job  
 unemployment benefit money you get from the government when you are unemployed  
 earn /ɜ:n/ get money for doing work

### V3.3 Word building: noun endings

#### 3C 4 p24

- We can often make nouns from verbs by adding an ending (suffix) to the verb.

verb	noun	ending
collect	collection	-ion
act	actor	-or
assist	assistant	-ant
clean	cleaner	-er
advertise	advertisement	-ment
paint	paint	-

**TIP!** • We use the endings *-or*, *-ant*, *-er*, *-ist*, and *-ian* for people's jobs: *doctor*, *shop assistant*, *waiter*, *dentist*, *politician*, etc.

## Grammar

### G3.1 have to/had to (1): positive and negative 3A 3 p20

- We use **have to/has to** to say it is necessary to do this: *You have to have a degree.*
- We use **don't have to/doesn't have to** to say it is not necessary to do this, but you can if you want: *You don't have to go to university.*
- We use **had to** to say it was necessary to do this in the past: *I had to do 72 weeks' basic training.*
- We use **didn't have to** to say it wasn't necessary to do this in the past: *I didn't have to pay for it.*

	POSITIVE	NEGATIVE
PRESENT SIMPLE	I/You/We/They have to pay for it. He/She has to pay for it.	I/You/We/They don't have to pay for it. He/She doesn't have to pay for it.
PAST SIMPLE	I/You/He/She/We/They had to pay for it.	I/You/He/She/We/They didn't have to pay for it.

- We use the infinitive after *have to/had to*: *I have to go. They didn't have to do anything.*
- We also use *has to* or *had to* when the subject is *it*: *It has to be here tomorrow. It had to stop at midnight.*

**TIPS!** • In the present we can use *have to* or *have got to*: *I've got to work tonight.* = *I have to work tonight.* *Have got to* is very common in spoken English.

- We can't use *have got to* in the past: *I had to work last night.* not *I had got to work last night.*
- We can't use *haven't to*, *hasn't to* or *hadn't to* to say something isn't or wasn't necessary: *I don't have to do that.* not *I haven't to do that.* *We didn't have to pay for it.* not *We hadn't to pay for it.*

# Language Summary 3

## Grammar

### G3.2 *have to/had to* (2): questions and short answers 3A 8 p21

#### QUESTIONS

	question word	auxiliary	subject	<i>have to</i>	infinitive	
PRESENT SIMPLE	When	do	I/you/we/they	have to	go?	
	What	does	he/she/it	have to	know?	
		Do	I/you/we/they	have to	have	a degree?
PAST SIMPLE	How many	did	I/you/he/she/it/we/they	have to	do?	
	tests	Did	I/you/he/she/it/we/they	have to	pass	an oral test?

#### SHORT ANSWERS

##### Present Simple

Yes, I/you/we/they do.  
Yes, he/she/it does.

No, I/you/we/they don't.  
No, he/she/it doesn't.

##### Past Simple

Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

**TIPS!** • In Present Simple questions we can say: *Do you have to ... ?* or *Have you got to ... ?*: *Do you have to work tonight?* = *Have you got to work tonight?*

• We can't use *have got to* in Past Simple questions: *Did you have to work last night?* not *Had you got to work last night?*

• We can't use *Have you to ... ?* or *Had you to ... ?* to make questions: *Do you have to wear a suit?* not *Have you to wear a suit?* *When did you have to be there?* not *When had you to be there?*



### G3.3 Present Continuous and Present Simple 3B 4 p23

- We use the **Present Continuous** for things that:
  - are happening at the moment of speaking: *Today he's doing some gardening. I'm writing to tell you how it feels to be unemployed.*
  - are temporary and happening around now, but maybe not at the moment of speaking: *Now he's looking for his first job. I'm applying for every job I can.*
- We use the **Present Simple** for:
  - daily routines and things we always/sometimes/never do: *He reads the adverts in the paper every day. I never get an interview.*
  - verbs that describe states (*be, want, have got, think, etc.*): *He needs a real job. People think I'm too old.*

#### Activity and state verbs

- Activity verbs talk about activities and actions. We can use activity verbs in the Present Simple and the Present Continuous: *He plays football every day. He's playing football now.* Typical activity verbs are: *play, work, write, eat, run and do.*
- State verbs talk about states, feelings and opinions. We don't usually use state verbs in the Present Continuous (or other continuous verb forms): *I like him.* not *I'm liking him.* *I think it's great.* not *I'm thinking it's great.* Learn the common state verbs in the picture.

**TIP!** • Some verbs can be both activity verbs and state verbs: *I'm having a shower.* (activity). *He has three children.* (state).



Common state verbs

## Grammar

### Present Continuous

- We make the Present Continuous with:  
subject + *be* + (not) + verb+ing.

#### POSITIVE

I'm working at the moment.  
You/We/They're looking for a job.  
He/She/It's waiting for you.

#### NEGATIVE

I'm not driving very fast.  
You/We/They aren't watching TV.  
He/She/It isn't working now.

#### WH- QUESTIONS

question word	auxiliary	subject	verb+ing
Where	am	I	going?
What	are	you/we/they	doing?
Who	is	he/she/it	looking at?

#### YES/NO QUESTIONS

Am I working today?  
Are you/we/they watching TV?  
Is he/she/it waiting for me?

#### SHORT ANSWERS

Yes, I am.	No, I'm not.
Yes, you/we/they are.	No, you/we/they aren't.
Yes, he/she/it is.	No, he/she/it isn't.

**TIPS!** • See G2.2 for the spelling rules for verb+ing forms.

- We can also make negatives and negative short answers with 're not and 's not: *They're not playing. Is she waiting? No, she's not.*
- We often use the Present Continuous with: *now, today, at the moment.*

### Present Simple

- For *I/you/we/they* the Present Simple is the same as the infinitive. For *he/she/it* we add -s or -es to the infinitive: *he lives, she watches, it goes.*
- We make the Present Simple negative with:  
*don't* or *doesn't* + infinitive.

#### POSITIVE

I/You/We/They live in the UK.  
He/She/It wants to go home.

#### NEGATIVE

I/You/We/They don't live in Germany.  
He/She/It doesn't want to go out.

#### PRESENT SIMPLE POSITIVE: SPELLING RULES

spelling rule	examples
most verbs: add -s	plays likes reads
verbs ending in -ch, -sh, -s, -ss, -x or -z: add -es	watches /'wɒtʃɪz/ finishes /'fɪnɪʃɪz/
verbs ending in consonant + y: -y → -ies	study → studies
the verbs <i>go</i> and <i>do</i> : add -es	goes does /dʌz/
the verb <i>have</i> is irregular	has

#### WH- QUESTIONS

question word	auxiliary	subject	infinitive
Where	do	I/you/we/they	live?
What	does	he/she/it	do?

#### YES/NO QUESTIONS

Do I/you/we/they live here?  
Does he/she/it come from England?

#### SHORT ANSWERS

Yes, I/you/we/they do.	No, I/you/we/they don't.
Yes, he/she/it does.	No, he/she/it doesn't.

## Real World

### RW3.1 Apologies, reasons and promises 3D 3 p26

- For **apologies** we often use: *I'm (really) sorry, (but) I can't/couldn't* + infinitive.  
*I'm really sorry, but I can't see you tonight.*  
*I'm sorry, I couldn't finish it yesterday.*
- For **reasons** we often use: *I have to/had to* + infinitive.  
*I have to take a client out to dinner.*  
*I had to help Kåte.*
- For **promises** we often use: *I'll* + infinitive.  
*I'll do it now.*  
*I'll see you on Friday, I promise.*

**TIPS!** • There is often a pattern in this type of conversation: we apologise → we give a reason → we make a promise.

- To respond to an apology we often use these phrases:  
*Oh, don't worry. Another time, maybe.*  
*Oh, dear. What happened?*  
*Oh, right. Why not?*

# Language Summary 4

## Vocabulary

### V4.1 Types of film 4A 2 p28



a love story



a comedy



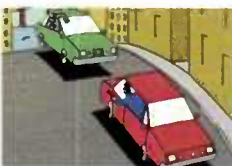
a cartoon



a war film



a thriller



an action film



a horror film



a western



a historical drama



a musical



a science-fiction (sci-fi) /'saɪfɪ/ film



a romantic comedy

**TIP!** • The American English word for film is *movie*: a horror movie, a war movie, etc.

### V4.2 Music 4B 1 p30



jazz



classical music



blues



rock music



rap



country music



opera



pop music



rock'n'roll



dance music



traditional folk music

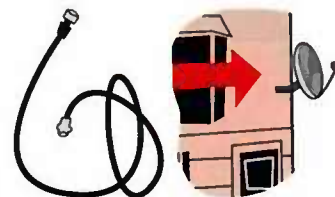


reggae

### V4.3 TV nouns and verbs 4C 1 p32

#### TV EQUIPMENT

**Cable** or **satellite TV** is a system of sending television programmes into your house along cables in the ground (cable TV) or to a satellite dish on your house (satellite TV).



a cable

a satellite dish

A **DVD player** is a machine that plays DVDs so you can watch them on TV. The **remote control** is something you hold in your hand and use it to turn on/off the TV and change channel from your chair.

A **video recorder** [US: a **VCR**] is a machine that records and plays videos so you can watch them on TV.

#### TV PROGRAMMES

The **news** tells you about important things happening in the world.

On **chat shows** a presenter interviews famous people.

**Soap operas** are invented stories about the lives of a group of people living in one area. They are usually on TV three or four times a week.

**Documentaries** give information and facts about real situations or people.

**Reality** /ri'ælɪti/ TV programmes have ordinary people in them, not actors, for example, *Big Brother*.

On **game shows** people try to win prizes or money by answering questions or doing unusual things.

**Dramas** are serious plays for TV, the theatre, radio, etc.

**Current affairs** programmes have reports and discussions about things that are happening in the news.

**Sports** programmes show popular sports: football, tennis, etc.

#### TV VERBS

You **turn on** the TV when you want to watch something.

You can **record** a programme on a video or a DVD and watch it later.

You **turn off** the TV before you go to bed.

You **turn over** when you want to watch a different channel.

**TIPS!** • We say *the news is*, not *the news are*: *The news is on at six o'clock.*

• We often use *on* to mean *on TV*: *What time is the football on?*

## Vocabulary

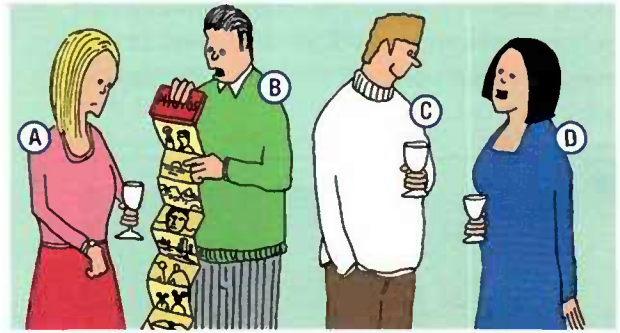
### V4.4 -ed and -ing adjectives 4C 3 p33

- We use **-ed** adjectives to describe how people feel: *Many people are worried about how much TV children watch.*
- We use **-ing** adjectives to describe the thing, situation, place or person that causes the feeling: *TV can sometimes be fun and exciting.*



She's excited. He's worried. She's surprised. He's frightened. She's tired.

**TIP!** • People can be *bored* or *boring* and *interested* or *interesting*. Look at the picture. **A** is bored and **B** is boring. **C** is interested and **D** is interesting.



## Grammar

### G4.1 Present Perfect for life experiences (1): positive and negative 4A 6 p29

- We use the **Present Perfect** for experiences that happened sometime before now. We don't know or don't say when they happened: *He's been to Star Wars conferences all over the world.*
- We use the **Past Simple** if we say exactly when something happened: *He met his wife, Holly, in 1994.*

#### POSITIVE

subject	auxiliary	past participle	
I/You/We/They	've (= have)	seen	the first Star Wars film.
He/She/It	's (= has)	met	some of the actors.

#### NEGATIVE

subject	auxiliary + not	past participle	
I/You/We/They	haven't (= have not)	seen	the new Star Wars film.
He/She/It	hasn't (= has not)	met	the director.

**TIPS!** • To make past participles of regular verbs, add *-ed* or *-d* to the infinitive: *play* → *played*, *watch* → *watched*, etc. The Past Simple and past participles of regular verbs are the same. See G2.1 for spelling rules.

- There are no rules for irregular past participles. There is an Irregular Verb List, p159.

### G4.2 Present Perfect for life experiences (2): questions with ever 4B 5 p30

- We use the **Present Perfect** to ask about people's experiences. We don't ask about when these experiences happened.
- We use the **Past Simple** to ask for more information about these experiences.

auxiliary	subject	(ever)	past participle	
Have	I/you/ we/they	ever	met	anyone famous? to a concert?
Has	he/she/it	ever	been	to a rock festival?
Have	you	ever	seen	U2 in concert?
Has	Julie	ever	heard	of Miles Davis?

#### SHORT ANSWERS

Yes, I/you/we/they have. No, I/you/we/they haven't.  
Yes, he/she/it has. No, he/she/it hasn't.

**TIP!** • *ever* + Present Perfect = any time in your life until now.

- go* has two past participles, *been* and *gone*. When we use the Present Perfect to talk about experiences, we usually use *been*: *I've been to the USA* (I'm back in my country now).

## Real World

### RW4.1 Agreeing, disagreeing and asking for opinions 4D 3 p34

agreeing	disagreeing	asking for opinions
Yes, maybe you're right. Yes, definitely. I agree (with Jackie). Yes, I think so.	I'm sorry, I don't agree. I'm not sure about that. No, definitely not. No, I don't think so.	What do you think? What about you, (Jackie)? Do you think ... ? Do you agree (with that)?

**TIPS!** • We often use *I'm not sure about that* as a polite way of disagreeing.

- We can also agree and disagree with *Do you think ... ?* questions with *Yes, I do* and *No, I don't*.

# Language Summary 5

## Vocabulary

### V5.1 Verb-noun collocations (1) 5A 2 p36

look after\* old people      move around easily  
 build cars      do the housework  
 recognise\* (someone's) face      feed\* the cat  
 take over\* the world      clean the carpets  
 look like\* (someone)



**\*look after** take care of someone or something by keeping them safe and healthy. You can look after old people, other people's children, pets, plants, etc.: *Sally's looking after my cat while I'm on holiday.*



**\*recognise** know someone or something because you have seen or heard them before: *I haven't seen him for years but I recognised him immediately.*



**\*take over** get control of something you didn't control before, for example, a company: *Donna took over the company when her father retired.*



**\*look like** have a similar face to another person: *My brother, Jake, looks like Tom Cruise.*



**\*feed** give food to a baby, an animal, etc.: *Can you feed the baby?*

### V5.2 Verb-noun collocations (2) 5B 2 p38

have a great time      live abroad\*  
 spend time doing (something)      take photos  
 do a degree (in biology)      learn how to do (something)  
 spend time with (someone)      get a suntan\*



**\*abroad** /ə'brɔ:d/ in or to a foreign country: *John lives abroad. We went abroad for our holiday this year.*

**\*a suntan** when your skin is brown after you have been in the sun: *I got a really good suntan on holiday.*

### V5.3 Verbs and prepositions 5C 4 p40

verb + preposition	example
travel to a place by a method of transport	He travels to London by train.
go on a trip	She's going on a trip to Amsterdam.
return to the place you started	When did he return to England?
pay an amount of money for something	He paid £8,000 for his car.
look for something you want to find	I'm looking for my mobile.
sell something to people for an amount of money	She sold her car to Max for £500.
look out of a window	Look out of the window – it's snowing!
spend an amount of money on something	They spend £100 on food every week.
fly to a place	I'm going to fly to Moscow tomorrow.
talk about a topic	He always talks about his job.

## Grammar

### G5.1 will for prediction; might; will be able to 5A 4 p37

- We use **will** + infinitive to predict the future: *Robots will take over the world.*
- The negative form of **will** is **won't**: *Domestic robots won't look like humans.*
- We use **might** to say 'will possibly': *By 2050 robots might win the World Cup.*

**TIPS!** • **Will** and **might** are the same for all subjects (*I/you/he/she/it/we/they*).

- We usually write **'ll** after pronouns and **will** after names: *I'll speak English fluently. Gary will be famous one day.*
- We also use **will** for offers: *I'll help you with the shopping.* and promises: *I'll do it tomorrow.*



## Grammar

### QUESTIONS

question word	will	subject	infinitive	
Where	will Will	I/you/he/she/it/we/they I/you/he/she/it/we/they	live get	in 2020? the job?
When	will Will	robots domestic robots	be able to look like	run? humans?

### SHORT ANSWERS

Yes, I/you/he/she/it/we/they will.

No, I/you/he/she/it/we/they won't.

**TIPS!** • We often use *Do you think ... ?* to make questions with *will*: *Do you think robots will take over the world?*

• The short answers to all *Do you think ... ?* questions are: Yes, *I do.* and No, *I don't.*

• We can also use *might* in short answers: (Yes,) *I might.* (Yes,) *he might.*, etc.

### will be able to

• To talk about ability in the **present** we use *can/can't* + infinitive: *At the moment robots can't move around easily.*

• To talk about ability in the **future** we use *will/won't be able to* + infinitive: *By 2020 robots will be able to walk and run.*

**TIP!** • We can also use *be able to* to talk about ability in the present: *At the moment robots aren't able to move around easily.* But *can* is more common.

### G5.2 Future plans and ambitions: *be going to* 5B 4 p38

• We use *be going to* + infinitive to talk about future plans: *We're going to drive around Australia.*

• We use *will* + infinitive to talk about future predictions: *I'm sure we'll have a great time.* (see G5.1).

### POSITIVE AND NEGATIVE

subject	auxiliary (+ not)	going to	infinitive	
I	'm/'m not	going to	work	after that.
You/We/They	're/aren't	going to	drive	around Australia.
He/She/It	's/isn't	going to	study	history of art.

### QUESTIONS

question word	auxiliary	subject	going to	infinitive	
When	am	I	going to	see	you again?
What	are Is	you/we/they he/she/it	going to going to	do retire	tomorrow? soon?

**TIPS!** • We don't usually use *going to* in short answers: Yes, *she is.* not ~~*Yes, she's going to.*~~

• With the verb *go*, we usually say: *I'm going to Italy.* not *I'm going to go to Italy.* but both are correct.

### G5.3 Future plans and ambitions: other phrases 5B 5 p38

- We can also use these phrases to talk about future plans and ambitions:
  - be planning** + infinitive with *to*: *I'm planning to retire early.*
  - be hoping** + infinitive with *to*: *We're hoping to spend about a year travelling.*
  - be looking forward to** + verb+ing: *I'm looking forward to spending more time doing the things I enjoy.*
  - would like** + infinitive with *to*: *I'd like to live abroad.*
  - be thinking of** + verb+ing: *I'm thinking of doing a degree in history of art.*
- *I'm looking forward to ...* = I'm excited about this and I'm going to enjoy it when it happens.
- *I'm planning to ...* is more certain than *I'm thinking of ...*
- *I'm hoping to ...* is less certain than *I'm going to ...*

**TIPS!** • We can also use a pronoun or a noun after *I'm looking forward to*: *I'm looking forward to it/my holiday.*

• We can also use *I want* and *I'd love to* to talk about future plans and ambitions: *I want to be famous. I'd love to travel around the world.*

## Real World

### RW5.1 Offers, suggestions and requests

5D 3 p42

making offers	responding to offers
<b>Shall I</b> make some posters?	Yes, that'd be great.
<b>Can I</b> give you a hand?	Great, thanks a lot.
<b>I'll</b> help you, if you like.	Yes, why not?
	No, don't worry. Thanks anyway.
making requests	making suggestions
<b>Will you</b> organise that?	<b>Shall we</b> start?
<b>Could you</b> give me a hand?	<b>Let's</b> decide who does what.
<b>Can you</b> do that?	<b>Why don't we</b> ask Steve?

**TIPS!** • After all the phrases in **bold** we use the infinitive: *Shall I **make** some posters?*

• *Could you ... ?* is more polite than *Can you ... ?*

# Language Summary 6

## Vocabulary

### V6.1 Character adjectives 6A 1 p44

**Shy** /ʃaɪ/ people aren't very confident, especially about meeting or talking to new people.

**Bright** /braɪt/ people are intelligent and can learn things quickly.

**Noisy** people make a lot of noise.

**Stubborn** /ˈstʌbən/ people won't change their ideas or plans when other people want them to.

**Helpful** people like helping other people.

**Moody** people are often unfriendly because they're angry or unhappy.

**Patient** /ˈpeɪʃənt/ people don't get angry when they have to wait a long time for something to happen.

**Lazy** people don't want to work or do anything that's difficult.

**Honest** /ˈɒnɪst/ people always tell the truth and don't lie.

**Selfish** people usually only think about themselves, not other people.

**Mature** /məˈtʃʊə/ people behave like adults, not children.

**Polite** people show respect for other people and aren't rude to them.

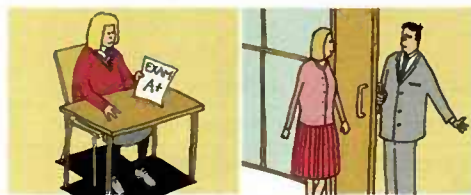
**Aggressive** people behave in an angry or violent way to other people.

**Ambitious** people want to be very successful or powerful.

**Organised** people plan things well and don't waste time.

**Considerate** people are very kind and helpful.

**Easy-going** people are very relaxed and don't worry about things.



She's **bright**.

He's **polite**.

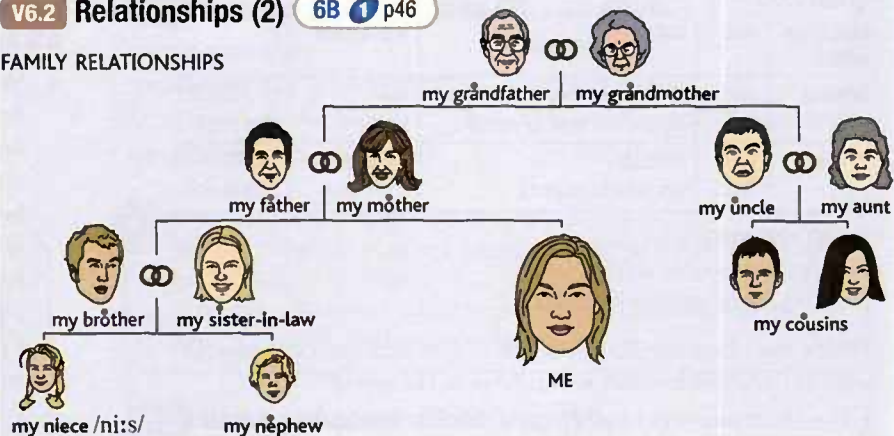


He's **aggressive**.

She's **organised**.

### V6.2 Relationships (2) 6B 1 p46

#### FAMILY RELATIONSHIPS



- Your **stepfather** is your mother's husband, but he isn't your father. Your mother married again.
- A **relative** is a person in your family (an aunt, a cousin, a grandparent, etc.). Your **parents** are your mother and father only.

#### OTHER RELATIONSHIPS

Your **boss** is your manager at work.

Your **flatmate** is the person you share a flat with.

A **close friend** is a very good friend.

Your **ex-girlfriend** is a woman you went out with in the past. She isn't your girlfriend now.

A **neighbour** /ˈneɪbə/ is a person who lives near you in the same street or building.

A **colleague** /ˈkɒli:g/ is a person who works with you in the same company.

Your **employer** is the person or company you work for.

An **employee** is a person who works for a company.

**TIPS!** • We use *cousin* for both girls/women and boys/men.

- We can use *ex-*, *step-*, *grand-*, and *-in-law* with other family words: *ex-wife*, *stepsister*, *granddaughter*, *mother-in-law*, etc.
- We always use hyphens (-) with *ex-* and *-in-law*, and we don't usually use hyphens with *step* or *grand*.

### V6.3 Prefixes and opposites of adjectives: *un-*, *in-*, *im-*, *dis-*

#### 6C 3 p49

- We often use prefixes (*un-*, *in-*, etc.) to make opposites of adjectives.

<i>un-</i>	unemployed unhelpful unreliable unselfish unhappy unintelligent unambitious unfriendly unattractive unsure unhealthy
<i>in-</i>	inconsiderate incorrect
<i>im-</i>	impatient immature impolite impossible
<i>dis-</i>	dishonest disorganised

**TIPS!** • Adjectives beginning with *c* usually take the prefix *in-*: *correct* → *incorrect*.

- Adjectives beginning with *p* usually take the prefix *im-*: *patient* → *impatient*.
- We can't use prefixes with all adjectives: *moody* → *immoody*; *shy* → *unshy*.
- We can use *un-* to make opposites of some verbs: *pack* → *unpack*; *do* → *undo*; *dress* → *undress*; *lock* → *unlock*.

## Grammar

### G6.1 Making comparisons 6A 5 p45

#### COMPARATIVES

type of adjective	spelling rule	comparative
most 1-syllable adjectives	add <b>-er</b>	older brighter but! dry → drier
1-syllable adjectives ending in -e	add <b>-r</b>	nicer safer
1-syllable adjectives ending in consonant + vowel + consonant	double the last consonant and add <b>-er</b>	bigger fatter but! new → newer
2-syllable adjectives ending in -y	<b>-y → -i</b> and add <b>-er</b>	easier noisier
2-syllable adjectives <u>not</u> ending in -y	put <i>more</i> before the adjective	more mature more patient
adjectives with <b>3</b> syllables or more	put <i>more</i> before the adjective	more aggressive more organised
irregular adjectives	<i>good</i> <i>bad</i> <i>far</i>	better worse further/farther

- We use comparatives to compare two people or things that are different: *Harry's more aggressive than Tom.*
- The opposite of *more* is *less*: *He's less stubborn than his brother.*
- When we compare two things in the same sentence we use *than* after the comparative: *Tom is two years older than Harry.*
- We use *a lot* or *much* before the comparative to say there's a big difference: *He's a lot noisier. He's much lazier.*
- We use *a bit* before the comparative to say there's a small difference: *He's also a bit more patient.*

**TIP!** • We can also use *more* with nouns: *He's got more money than her. I've got more free time than my brother.*

#### (NOT) AS + ADJECTIVE + AS

- We can also use **not as + adjective + as** to compare two people or things that are **different**: *Harry isn't as happy as Tom.* (= Tom is happier than Harry).
- We use **as + adjective + as** to say that two people or things are **the same**: *Tom's as intelligent as Harry.* (= they are both equally intelligent).
- We use the adjective with *(not) as ... as*, not the comparative form: *He's as old as me.* not *He's as older as me.*
- We don't use *than* with *(not) as ... as*: *She isn't as shy as her sister.* not *She isn't as shy than her sister.*

### G6.2 Superlatives 6B 5 p47

type of adjective	spelling rule	superlative
most 1-syllable adjectives	add <b>-est</b>	richest oldest but! dry → driest
1-syllable adjectives ending in -e	add <b>-st</b>	nicest safest
1-syllable adjectives ending in consonant + vowel + consonant	double the last consonant and add <b>-est</b>	biggest thinnest but! new → newest
2-syllable adjectives ending in -y	<b>-y to -i</b> and add <b>-est</b>	happiest funniest
2-syllable adjectives <u>not</u> ending in -y	put <i>most</i> before the adjective	most boring most patient
adjectives with <b>3</b> syllables or more	put <i>most</i> before the adjective	most popular most attractive
irregular adjectives	<i>good</i> <i>bad</i> <i>far</i>	best worst furthest/farthest

- We use superlatives to compare three or more things: *Eric is the most boring man Dom has ever met.*
- The superlative form of *less* is *least*: *He's my least favourite relative.*

**TIPS!** • Before superlatives in sentences we use:

#### the

*She's **the** happiest person Dom knows.*

#### possessive 's

*He's **Jake's** best friend.*

#### possessive adjectives

*She's **our** richest relative.*

- *the* + superlative is the most common form.

## Real World

### RW6.1 Leaving phone messages 6D 5 p50

#### asking to speak to someone

Can I speak to (P ter P rker), please?

Is (P ter) there, please?

Could I speak to (Jim Moore), please?

#### leaving a message

Could you ask him/her to phone me tomorrow?

Could you ask him/her to phone me back?

Just tell him (P ter P rker) called.

#### saying where people can contact you

He/she can ring me at the office.

He/she can get me on my mobile.

He/she can call me at home this evening.

**TIP!** • When we tell people who we are on the phone, we say: *This is Jim.* or *It's Jim.* not *I'm Jim.* *This* is more formal than *It's*.

# Language Summary 7

## Vocabulary

### V7.1 Travel 7A 1 p52

**trável** go from one place to another by car, plane, bus, etc.:  
*He travelled over 100 miles to be there.*

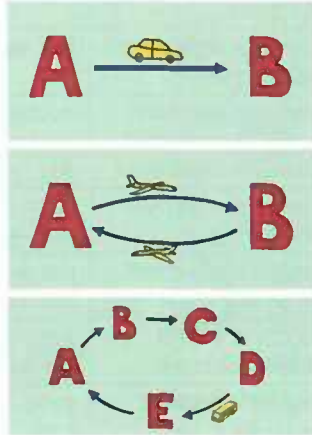
**a journey** /'dʒɜːni/ when you travel from one place to another place: *Did you have a good journey?*

**a trip** when you go to a place for a short time and then come back: *How was your trip to Paris?*

**a tour** when you visit lots of places in the same city or country: *My parents are on a tour of Europe.*

**TIPS!** • Travel is usually a verb. When we want to use a noun, we usually use *journey* or *trip*: *How was your journey/trip?* not *How was your travel?*

- We usually use *go on* with *journey*, *trip* and *tour*: *I went on a tour of London.* not *I made a tour of London.*
- A *package tour* is a holiday where everything is included in the price – hotel, food, trips to famous places, etc.
- When we say goodbye to people we often say: *Have a good journey/trip.* not *Have a good travel/tour.*



### V7.3 Quantity phrases 7B 7 p55

- We often use the phrases in **bold** to talk about quantity. We can use these phrases with countable nouns, uncountable nouns and plural nouns.

**a piece of** chewing gum      **a bar of** soap  
**a bottle of** perfume      **a pair of** shorts  
**a packet of** tea      **a tube of** toothpaste  
**a roll of** film

**TIP!** • *Piece, bottle, packet, etc.* are all countable nouns and can be plural: *She's got three bottles of perfume. I bought two pairs of shorts.*

### V7.4 Expressions with go 7C 7 p57

- We use *go to* + place: *You can also go to local villages.*
- We use *go with* + person: *I went with an excellent guide.*
- We use *go + activity (verb+ing)*: *You can go diving or snorkelling.*
- We use *go for* + activity (noun): *I went for a walk in the rainforest.*
- We use *go on* + travel words (*a tour, holiday, etc.*): *You should go on a tour of the shipwreck.*

**TIPS!** • We also use *go on* with *trip* and *journey*: *He went on a business trip to Spain.*  
 • We often use *go for a + noun* or *go + verb+ing* to mean the same thing: *go for a swim/run/walk = go swimming/running/walking.*

### V7.2 Things we take on holiday 7B 2 p54



a suitcase /'suːtkeɪs/



sún cream



shorts



a t-shirt



soap



a swimsuit /'swɪmsuːt/



film



make-up



chewing gum



shaving foam



a towel



toothpaste



perfume



sandals



a razor



sunglasses



shampoo



swimming trunks



tea



walking boots



a camera

**TIPS!** • To talk about clothes you wear for swimming in general, we often use *swimming costume*: *Don't forget to bring your swimming costumes.*

• The word *film* can be countable or uncountable: *How much film have you got?* = *How many films have you got?*

## Grammar

### G7.1 Present Continuous for future arrangements

7A 5 p53

- We usually use the Present Continuous for definite future arrangements: *They're going on holiday for two weeks.*
- We usually know exactly when the arrangements are happening. They are often the type of arrangements we can write in a diary: *We're leaving on Saturday.*
- We make the Present Continuous with: subject + *be* + verb+ing (see G3.3).

**TIPS!** • When we use the Present Continuous for future arrangements we usually use a future time phrase (*next weekend, on Saturday, etc.*), or both people know from the situation that we are talking about the future.

- We often use the Present Continuous to ask about people's arrangements: *What are you doing this evening/weekend?*
- The arrangement doesn't have to be in the near future. The important thing is how certain we are about it: *We're getting married in July next year* (we've decided on a date and booked the church).

### G7.2 Quantifiers 7B 5 p55

#### SOME AND ANY

- We usually use *some* in positive sentences: *There's some tea. There are some towels.*
- We usually use *any* in questions: *Is there any sun cream? Are there any T-shirts?*
- We usually use *any* in negative sentences: *There isn't any coffee. There aren't any jackets.*

**TIPS!** • We use *some* and *any* with uncountable nouns (*soap, chewing gum, shampoo, etc.*) and plural countable nouns (*cameras, suitcases, razors, etc.*).

- We often use *some* in questions with *Would you like ... ?*: *Would you like some tea?*
- We can use *no* to mean *not any*: *There's no coffee.*

#### OTHER QUANTIFIERS

countable nouns	uncountable nouns	both
a few	a bit of	a lot of/lots of
not many	a little	some
	not much	any

- With countable nouns we use *a few* and *not many* to mean a small quantity: *There are a few CDs = There aren't many CDs.*
- With uncountable nouns we use *a bit of, a little* and *not much* to mean a small quantity: *There's a bit of toothpaste = There's a little toothpaste = There isn't much toothpaste.*
- With both countable and uncountable nouns we use *a lot of/lots of* to mean a large quantity: *There are a lot of T-shirts. There's lots of make-up.*

**TIPS!** • We don't usually use *much* or *many* in positive sentences: *I've got lots of free time.* not *I've got much free time.* *There are a lot of chairs.* not *There are many chairs.*

- We use *How much ... ?* to ask about uncountable nouns and *How many ... ?* to ask about countable nouns: *How much soap have we got? How many towels are there?*

### G7.3 Possessive pronouns 7B 10 p55

- We use possessive pronouns for possessive adjective + noun or possessive 's + noun: *That's my bag. → That's mine. Those are Jane's shoes. → Those are hers.*
- We often use possessive pronouns when we know what thing we are talking about: *Is this your camera? No, it's his. (= his camera).*

subject pronouns	object pronouns	possessive adjectives	possessive pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	—
we	us	our	ours
they	them	their	theirs

## Real World

### RW7.1 Complaints and requests 7D 4 p58

#### complaints

I'm sorry, but I've got a bit of a problem.  
I'm afraid I've got a complaint.  
I'm sorry, but I think there's something wrong with the TV.

#### requests

I wonder if you could check for me?  
I wonder if I could have some more towels, please?  
Could I speak to the manager, please?  
Could you help me?  
Would you mind sending someone to look at it?

- After *I wonder if I/you could* and *Could I/you* we use the infinitive: *I wonder if you could help me? Could you help me?*
- After *Would you mind* we use verb+ing: *Would you mind helping me?*

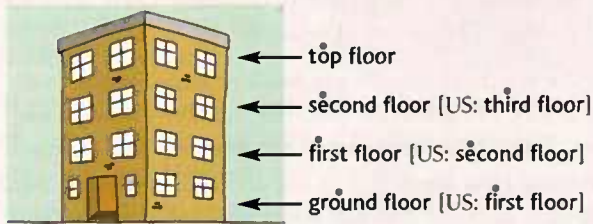
**TIP!** • *I wonder if I/you could ... ?* and *Would you mind ... ?* are more polite than *Can/Could I ... ?*

# Language Summary 8

## Vocabulary

### V8.1 Describing your home 8A 2 p60

**unusual** /ʌn'ju:ʒuəl/ different to what is normal: *His house is very unusual – there are no windows!*  
**typical** similar to all the others: *Our house is typical for the area.*  
**spacious** /'speɪʃəs/ with lots of space: *It's a very spacious flat.*  
**air conditioning** a machine in a building or a car that keeps the air cool: *In hot countries most offices have air conditioning.*  
**central heating** a system of heating in a building: *Has your flat got central heating?*  
**busy** /'bɪzi/ full of activity and people: *I live in a very busy street.*  
**close to** near: *My house is close to the shops.*  
**fashionable** popular at a particular time: *This is quite a fashionable part of town these days.*



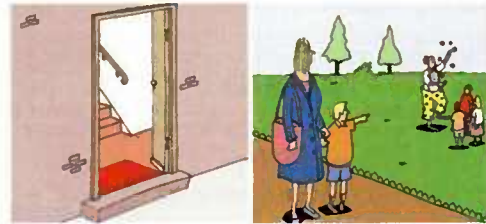
### V8.2 Going to dinner 8B 1 p62

Match words/phrases 1–10 to the pictures a)–j).

- |                         |                               |
|-------------------------|-------------------------------|
| 1 the host <i>d</i> )   | 6 shake hands                 |
| 2 the hostess           | 7 kiss                        |
| 3 a guest <i>/gest/</i> | 8 a starter                   |
| 4 invite (someone)      | 9 a main course               |
| 5 arrive on time        | 10 a dessert <i>/də'zɜ:t/</i> |



### V8.3 Traveller's tips 8C 1 p64



a doorway

point at someone



blow your nose

a plate



take off

admire /əd'maɪə/

### V8.4 Verb patterns 8C 3 p64

- When we use two verbs together, the form of the second verb usually depends on the first verb. This is called a verb pattern: *If you **plan to go** abroad, ... Things you **should** and **shouldn't do** around the world. Travellers **enjoy meeting** new people.*

+ infinitive (do)	+ infinitive with to (to do)	+ verb+ing (doing)
should	plan	enjoy
can	would like	like
must	need	start
might	try	finish
will	forget	prefer
	decide	

**TIPS!** • Some verbs have more than one verb pattern. We can say *start/like/prefer doing* or *start/like/prefer to do*. For these verbs the meaning is the same: *I started to write a book.* = *I started writing a book.*

• A few verbs change their meaning with different verb patterns, for example, *try* and *need*. But the verb patterns in the table are the most common.

• In British English, *like/love + verb+ing* is more common than *like/love + infinitive with to*: *I like watching TV.* In American English, *like/love + infinitive with to* is more common: *I like to watch TV.*

## Vocabulary

### V8.5 Adjectives to describe places

8D 1 p66

towns/cities	people	weather	food
industrial*	welcoming*	wet	delicious*
polluted*	helpful	freezing*	spicy*
crowded	relaxed*	changeable*	bland*
touristy*	reserved*	windy	healthy
cosmopolitan*	(dangerous)		
dangerous	(healthy)		
(welcoming)			

\***industrial** with a lot of factories and other industry: *Detroit is an industrial city.*

\***polluted** /pə'lutɪd/ the air and water are dirty and dangerous to people's health: *Cities are often very polluted.*

\***touristy** with a lot of tourists and things for tourists to buy or do (usually negative): *It was a nice place, but a bit touristy.*

\***cosmopolitan** full of people, restaurants, shops, etc. from different countries: *London's a very cosmopolitan city.*

\***welcoming** friendly to you when you arrive in a place: *The people were very welcoming when I arrived.*

\***relaxed** /rə'læksɪd/ not worried or stressed: *People who live in the country are usually more relaxed.*

\***reserved** /rə'zɜ:vɪd/ you don't show your feelings to other people: *People often say the British are quite reserved.*

\***freezing** extremely cold: *It's freezing here in winter.*

\***changeable** the weather changes quickly and often: *In April the weather is quite changeable.*

\***delicious** /də'lɪʃəs/ with a very nice taste: *This food is delicious!*

\***spicy** /'spaɪsi/ with strong flavours from spices: *Indian food is very spicy.*

\***bland** with very little flavour (usually negative): *I liked the hotel, but the food was a bit bland.*

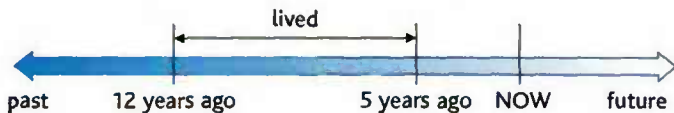
**TIP!** • We can also use **hot** to mean **spicy**: *That chilli sauce is really hot!*

## Grammar

### G8.1 Present Perfect for unfinished past with

**for and since** 8A 4 p60

- We use the **Past Simple** to talk about something that happened in the past but does not continue in the present: *I lived in Adelaide for seven years before I moved to Coober Pedy (I don't live in Adelaide now).*



- We use the **Present Perfect** to talk about something that started in the past and continues in the present: *My family and I have lived in this house for five years (we started living there five years ago and we still live there now).*



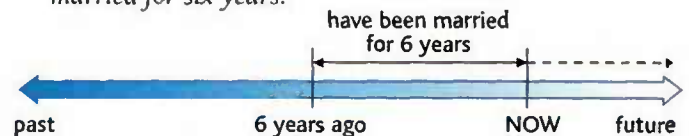
**TIPS!** • For how to make the Present Perfect positive and negative, see G4.1.

• For how to make past participles of regular verbs, see G4.1.

• For past participles of irregular verbs, see the Irregular Verb List, p159.

### FOR AND SINCE

- We use **for** with a period of time (how long): *We've been married for six years.*



- We use **since** with a point in time (when something started): *Alain's lived on this boat since 1995.*



**TIPS!** • We can also use **for** with the Past Simple: *I lived in Germany for two years (but I don't live there now).*

• We don't use **ago** with the Present Perfect: *I've been married for two years.* not *I've been married since two years ago.*

# Language Summary 8

## Grammar

### G8.2 How long ... ? 8A 7 p61

- We use *How long ... ?* to ask about a period of time.
- We use questions with *How long ... ?* and the Past Simple to ask about something that started and finished in the past:  
*How long did Luke live in Adelaide?* (he doesn't live in Adelaide now).
- We use questions with *How long ... ?* and the Present Perfect to ask about something that started in the past and is still happening now:  
*How long has he lived in his underground house?* (he lives there now).
- We can answer both Past Simple and Present Perfect questions with *for* (*for two years*, etc.), but we can't answer Past Simple questions with *since*:  
*How long did you live there?*  
*For ten years.* not *Since 1995.*

#### PAST SIMPLE QUESTIONS WITH HOW LONG ... ?

How long	auxiliary	subject	infinitive	
How long	did	I/you/he/she/it/ we/they	live	there?

#### PRESENT PERFECT QUESTIONS WITH HOW LONG ... ?

How long	auxiliary	subject	past participle	
How long	have	I/you/we/they	lived	there?
How long	has	he/she/it	been	in Australia?

**TIPS!** • We often answer *How long ... ?* questions with short phrases, not complete sentences:

*How long have you lived here?*

*Since 2001./For five years.*

• We can also make questions in the Past Simple with *How long ago ... ?*:

*How long ago did you see him?*

*About three months ago.*

### G8.3 should, shouldn't, must 8B 4 p62

- We use *should*, *shouldn't* and *must* to give advice.
- We use *should* to say we think something is a **good** thing to do: *You should wait for the hostess to start eating first.*
- We use *shouldn't* to say we think something is a **bad** thing to do: *You shouldn't ask people how much they earn.*
- We use **must** to give very strong advice: *You must ask the hostess if you can smoke.*
- After *should*, *shouldn't* and *must* we use the **infinitive**.

#### QUESTIONS WITH SHOULD

question word	should	subject	infinitive	
What	should	I/you/he/she/ we/they	do?	
What time	should Should	I I	arrive? take	something to eat?

#### SHORT ANSWERS

Yes, I/you/he/she/we/they should.

No, I/you/he/she/we/they shouldn't.

**TIPS!** • We often use *I (don't) think* with *should*: *I (don't) think you should go to work.*

• We often use *Do you think I should ... ?* to ask for advice: *Do you think I should take some food?*

• The word *advice* is uncountable: *Could you give me some advice?* not *Could you give me an advice?* We can also say a piece of advice: *Let me give you a piece of advice.*

### G8.4 Infinitive of purpose 8B 10 p63

- To say why we do something, we often use the **infinitive with to**: *I came here to study English.* = *I came here because I wanted to study English.*

**TIPS!** • We don't say: ~~*I came here for study English.*~~ or ~~*I came here for to study English.*~~

• We can also use *for + noun* to say why we do something: *I went to the shops for some coffee.*

## Real World

### RW8.1 Asking about places 8D 4 p66

- We use questions with *What's/What are ... like?* to ask what you know about a place:  
*What's Edinburgh like?* (= Tell me what you know about Edinburgh.)  
*It's very cosmopolitan.*
- Questions with *Do you like ... ?* ask how you feel about a place:  
*Do you like Edinburgh?* *Yes, I love it.*

- We can also use *What's/What are ... like?* to ask what you know about other things in a place:

*What's the city like?*

*What are the people like?*

*What's the weather like?*

*What's the food like?, etc.*

**TIP!** • We don't use *like* in the answers to *What's/What are ... like?* questions: *What are the people like?* *They're very friendly.* not ~~*They're like very friendly.*~~



## Vocabulary

### V9.1 Everyday problems 9A 1 p68

- oversleep\* on Monday mornings  
get lost\*  
leave your wallet at home  
miss\* a plane/a train  
lose your keys
- run out of\* money/time  
forget (someone's) birthday  
have an accident\*  
get stuck\* in traffic



**\*oversleep** sleep longer than you planned to in the morning: *He overslept and was late for work.*



**\*run out of** use all of something so there is no more left: *She's run out of coffee.*



**\*get lost** you don't know where you are or where to go: *She got lost and couldn't find the hotel.*



**\*an accident** something bad that happens and often hurts people: *He had a car accident on his way to work.*



**\*miss** arrive too late to do something: *He missed the train because he overslept.*



**\*get stuck** not be able to move: *We got stuck in traffic and missed the plane.*

**TIP!** • In American English you can say: *I forgot my wallet at home.*

### V9.2 Adjectives to describe feelings 9B 1 p70

- stressed** worried and not able to relax: *He's very stressed about work.*
- depressed** very unhappy, often for a long time: *He was very depressed when his wife left him.*
- angry** a strong negative feeling you have which makes you want to shout at someone: *I'm really angry with my husband. He forgot my birthday!*
- pleased** happy about something that happened: *I'm pleased you enjoyed it.*
- embarrassed** /im'berəst/ feel stupid because of something you did or something that happened: *I couldn't remember your father's name! I was so embarrassed.*

**satisfied** pleased because you have got what you wanted: *He's very satisfied with his new car.*

**guilty** /'gilti/ feel very bad about something you did wrong: *He felt guilty about leaving them on their own.*

**upset** unhappy or worried because something bad has happened: *She got very upset when I told her the bad news.*

**lonely** unhappy because you don't have any friends or anyone to talk to: *I was quite lonely when I was a child.*

**nervous** /'nɜ:vəs/ worried because of something that's going to happen: *I always get nervous before exams.*

**confident** certain that you can do things well: *You have to be confident to be a salesman.*

**fed up** annoyed or bored because you have done something for too long: *I'm fed up with my job.*

**sad** unhappy: *I was sad to hear you lost your job.*

**calm** /kɑ:m/ relaxed and peaceful: *I always feel very calm after yoga.*

**annoyed** a bit angry: *I get annoyed when people talk at the cinema.*

**bored, worried, excited, tired** see V4.4.

**TIPS!** • We can also use these -ing adjectives to describe things, situations, places or people: *depressing, pleasing, embarrassing, satisfying, annoying, boring, worrying, exciting, tiring.* For the difference between -ed and -ing adjectives, see V4.4.

• We say a situation is *stressful* not *stressing*.

### V9.3 Phrasal verbs 9C 4 p72

- There are a lot of common verbs in English with two or three words: *get up, eat out, stay in, look after, go out with, run out of*, etc. These are called phrasal verbs. They are very common in spoken English.
- Phrasal verbs have two or three parts: a verb and one or two particles.

verb	particle(s)
move	in
get	on with
sit	down
put	up with

- Some phrasal verbs are literal. We can understand the meaning from the verb and the particle(s): *move in, sit down, go away, take off, go back.*
- Some phrasal verbs are non-literal. We can't usually understand the meaning from the verb and the particle(s): *get on with, put up with, give up, go on, turn up.*

**TIP!** • We often use *well* with *get on with*: *I get on well with my all my other neighbours.*

# Language Summary 9

## Grammar

### G9.1 First conditional 9A 4 p68

- We use the first conditional to talk about the result of a possible event or situation in the future.
- The **if clause** talks about things that are possible, but not certain: *If I'm late again, I'll lose my job* (maybe I'll be late again). The **main clause** says what we think the result will be in this situation. (I'm sure I'll lose my job).

if clause (if + Present Simple)	main clause (will/won't + infinitive)
If I'm late again,	I'll lose my job.
If we don't get there by five,	we'll miss the plane.

**TIPS!** • The **if clause** can be first or second in the sentence. When we start with the **if clause** we use a comma (,) after this clause. When we start with the **main clause** we don't use a comma: *You'll be OK if you get a taxi.*

- We don't usually use **will/won't** in the **if clause**: *If I'll be late again, I'll lose my job.*

### G9.2 Future time clauses with **when, as soon as, before, after, until**

9A 8 p69

- We can use sentences with **when, as soon as, before, after** and **until** to talk about the future: *I'll pack before I go to bed.*
- After these words we use the Present Simple: *I'll call Frank when I get home.* not *I'll call Frank when I'll get home.*
- In the main clause we use **will/won't + infinitive**: *As soon as I finish this report, I'll go to the bank.*
- We use **when** to say we are certain something will happen.
- We use **if** to say something is possible, but it isn't certain.
- We use **as soon as** to say something will happen immediately after something else.
- We use **until** to say something stops happening at this time.

**TIP!** • As in first conditional sentences, the future time clause with **when, as soon as, etc.** can come first or second in the sentence: *After I talk to him, I'll phone the hotel.* = *I'll phone the hotel after I talk to him.*

### G9.3 **too, too much, too many, (not) enough** 9B 6 p71

- We use **too, too much** and **too many** to say something is more than we want.
  - too + adjective**: *I try not to get home too late.*
  - too much + uncountable noun**: *He's got too much work to do.*
  - too many + countable noun**: *I've always got too many things to do.*
- We use **not enough** to say something is less than we want.
  - not + adjective + enough**: *She's not old enough to talk.*
  - not + verb + enough + noun**: *I don't have enough energy to do anything in the day.*
- We use **enough** to say something is the correct number or amount.
  - enough + noun**: *I earn enough money for the whole family.*
  - adjective + enough**: *I think this place is big enough for us.*

**TIPS!** • We often use the infinitive with **to** after these phrases: *I've got too many things to do today.*

- We don't use **too** to mean very very: *It was really beautiful.* not *It was too beautiful.*

## Real World

### RW9.1 Invitations and making arrangements 9D 4 p74

asking about people's arrangements	inviting someone to do something
Are you doing anything next Friday?	Would you like to come?
Are you free on Wednesday?	Why don't we meet for a drink?
What are you doing on Tuesday?	
saying yes or no	arranging a time and place
Yes, I'd love to.	Where/What time shall we meet?
I'd love to, but I can't.	How about six thirty?
Yes, that'd be great.	

**TIPS!** • We use the Present Continuous to ask about arrangements: *What are you doing on Tuesday?* (see G7.1).

- We use the infinitive after **Why don't we ... ?**: *Why don't we meet for a drink?*
- We use the infinitive with **to** after **Would you like ... ?**: *Would you like to come?*
- We can say **Yes, I'd love to.** and **Yes, I'd love to come.** but not **Yes, I'd love.**

## Vocabulary

### V10.1 Verbs often used in the passive 10A 8 p77

Match the verbs to the nouns.

manufacture	newspapers, magazines, books, etc. machines cars
publish	
invent	
paint	crops (rice, cotton, etc.) pictures books, plays, etc.
write	
grow	
direct	films products (phones, shoes, etc.) houses
build	
make	

### V10.2 anything, someone, no one, everywhere, etc. 10B 7 p79

	1	2	3	4
people	someone	anyone	no one	everyone
places	somewhere	anywhere	nowhere	everywhere
things	something	anything	nothing	everything

- We usually use *someone*, *somewhere* and *something* in positive sentences to mean one person/place/thing: *Someone bought their clothes for them.*
- We usually use *anyone*, *anywhere* and *anything* in negative sentences and questions to mean one person/place/thing: *Men didn't use to do anything like that.*
- *No one*, *nowhere* and *nothing* mean not one person/place/thing: *No one's surprised anymore.*
- *Everyone*, *everywhere* and *everything* mean all the people/places/things: *Now you can buy them everywhere.*

**TIPS!** • We can use *-body* or *-one* for people: *somebody* = *someone*, *anybody* = *anyone*, *nobody* = *no one*, *everybody* = *everyone*.

• *No one*, *nowhere* and *nothing* are negative words. We use them with a positive verb: *No one likes it.* not *No one doesn't like it.*

• *Everyone*, *everywhere* and *everything* have a plural meaning, but we use these words with a singular verb: *Everyone is watching TV.* not *Everyone are watching TV.*

### V10.3 Use of articles: a, an, the, no article 10C 4 p81

- We use *a* or *an*:
  - with jobs. *He was a designer.*
  - to talk about a person or a thing for the first time. *He had a small shop in Florence.*
- We use *the*:
  - to talk about a person or a thing for the second/third/fourth, etc. time. *The shop was the beginning of the family business.*
  - when there is only one (or one in a particular place). *In the world.*
  - with superlative adjectives. *Gucci is one of the most famous fashion houses.*

- We don't use an article:
  - to talk about people or things in general. *Lots of people love buying clothes.* not *Lots of people love buying the clothes.*
  - for most cities and countries. *It was started in Italy.* not *It was started in the Italy.*

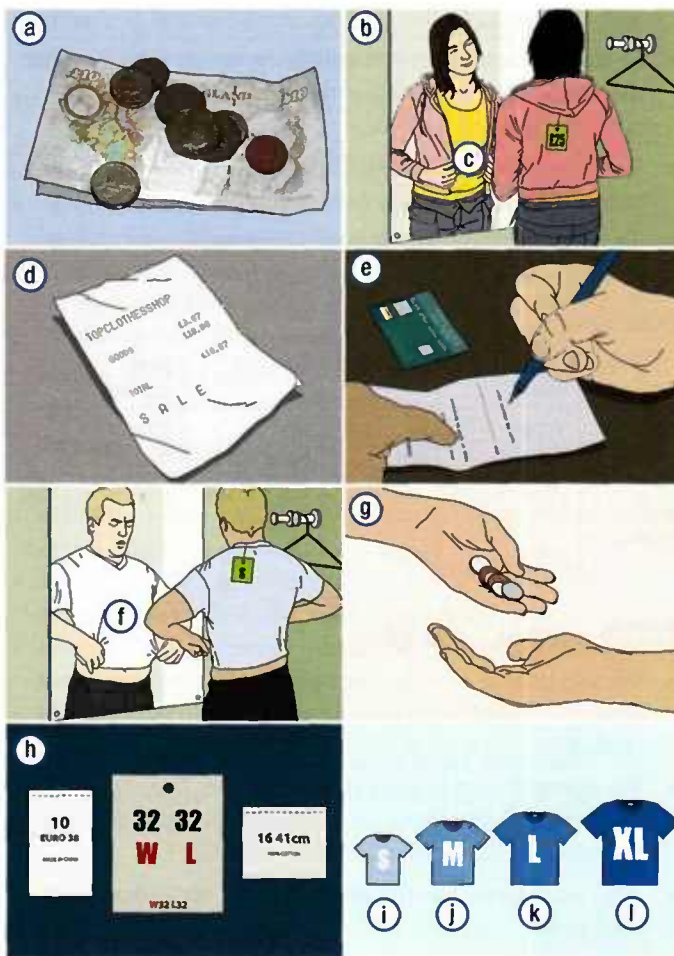
**TIPS!** • We use *the* with some countries: *the UK*, *the USA*, *the Czech Republic*, etc.

• We use *the* in some fixed phrases: *go to the cinema/shops*, *in the morning/afternoon*, *at the weekend*, *the news*, etc.

### V10.4 Shopping 10D 1 p82

Match words/phrases 1–12 to pictures a)–l).

- |                             |                        |
|-----------------------------|------------------------|
| 1 size <i>h</i> )           | 7 try on               |
| 2 small                     | 8 it doesn't fit       |
| 3 medium /'mi:diəm/         | 9 sign /saɪn/ here     |
| 4 large                     | 10 a receipt /rə'si:t/ |
| 5 extra large               | 11 cash                |
| 6 a fitting room <i>b</i> ) | 12 here's your change  |



**TIP!** • We can say *pay cash* or *pay by cash* not *pay with cash*: *How did you pay for your new sofa? We paid cash.* *Would you like to pay by cash or credit card?*

# Language Summary 10

## Grammar

### G10.1 Present Simple passive; Past Simple passive

10A 4 p77

- In English the main topic usually comes at the beginning of the sentence.

	subject	verb	object
active	Ian Fleming	used	this typewriter.
	subject	verb	by + agent
passive	This typewriter	was used	by Ian Fleming.

- In the **active** sentence we are more interested in Ian Fleming, so we make him the subject.
- In the **passive** sentence we are more interested in the typewriter, so we make it the subject.
- The person or thing doing the action is the subject of **active** sentences: *These auction houses make a lot of money selling memorabilia.*
- We often use the **passive** when we are more interested in what happened to someone or something than in who did the action: *One of George Harrison's guitars was sold for £117,000.*
- In **passive** sentences we can use *by* to say who or what did the action (we call this the agent): *This dress was worn by Marilyn Monroe.*
- To make the Present Simple passive we use: subject + *am, is or are* + past participle.
- To make the Past Simple passive we use: subject + *was or were* + past participle.

#### QUESTIONS

	question word	auxiliary	subject	past participle	
PRESENT SIMPLE	Where	is	rice	grown?	
	Where	are	Audi cars	made?	
PAST SIMPLE	How much	was	the Picasso painting	sold	for?
	Who	were	Elvis's hair cuttings	sold	by?

### G10.2 *used to* 10B 3 p78

- We use *used to* to talk about **past** habits and repeated actions: *'Shopping girlfriends' used to help men choose clothes.*
- We **can** use *used to* with state verbs (*be, like, have, want, etc.*): *Selfridges used to have a special room only for men.* For common state verbs, see G3.3.
- After *used to* we use the **infinitive**: *It's not as bad as it used to be.*
- We **can't** use *used to* for an action that only happened once: *Selfridges opened in 1909.* not *Selfridges used to open in 1909.*

#### POSITIVE AND NEGATIVE

- We make positive sentences with: subject + *used to* + infinitive.  
*I/You/He/She/It/We/They used to do the shopping.*
- We make negative sentences with: subject + *didn't use to* + infinitive.  
*I/You/He/She/It/We/They didn't use to buy the food.*

#### QUESTIONS

question word	did	subject	use to	infinitive	
Where	did	I/you/he/she/it/we/they	use to	live	when you were a child?
What	did	single men	use to	do?	skincare products?
	Did	single men	use to	buy	

#### SHORT ANSWERS

Yes, I/you/he/she/it/we/they did.  
No, I/you/he/she/it/we/they didn't.

**TIPS!** • We can only use *used to* to talk about the past. When we want to talk about the present, we use *usually* + Present Simple: *I used to get up early* (but I don't get up early now). *I usually get up early* (I get up early now).

- Notice the spelling of *use to* in negatives and questions: *Did you use to know him?* not *Did you used to know him?*
- In the negative we can use *didn't use to* or *never used to*: *Most married men never used to do the food shopping.*

## Real World

### RW10.1 In a shop 10D 4 p82

#### WHAT SHOP ASSISTANTS SAY

Can I help you?  
What size do you want?  
What size is that one?  
I'll have a look ... yes, here's a medium.  
The fitting room's over there.  
Does it fit?  
Here you are. That's £10 altogether.  
How would you like to pay?  
Check the amount and sign here, please.  
Here's your change and your receipt.

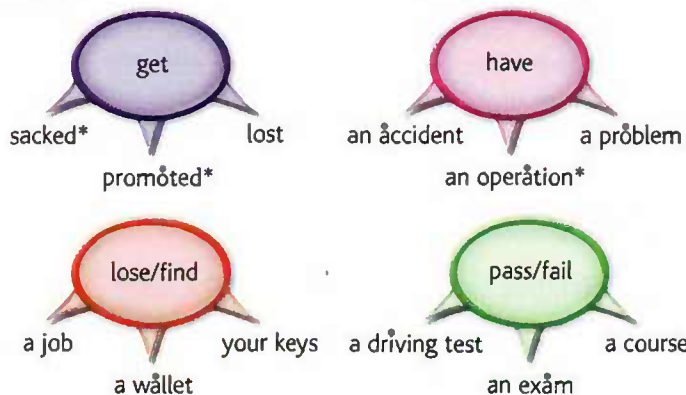
#### WHAT CUSTOMERS SAY

I'm just looking, thanks.  
Excuse me.  
Have you got this T-shirt in a smaller size?  
Can I try this on, please?  
OK, I'll take it.  
Could I have this map, please?  
Do you sell batteries?

## Vocabulary

### V11.1 Verb-noun collocations (3)

11A 1 p84



\***get sacked** lose your job, usually because you did something wrong: *Mark got sacked because he was always late.*

\***get promoted** get a better job in the same company: *Gary's got promoted to sales manager.*

\***have an operation** when a doctor cuts open your body to repair something: *He's had an operation on his knee.*

\***a driving test** an exam you take to get a driving licence: *I passed my driving test last week.*

### V11.2 Crime (1)

11B 2 p86

Fill in the gaps with the words in the boxes.

rob    steal    burgle /bɜːgəl/

- You can ..... money and things, but not people or banks.
- You can ..... people and banks, but not money or things.
- You can ..... houses and flats, but not banks or cars.

murder    break into    shoot    bullets

- If you ..... someone, you kill him/her deliberately.
- If you ..... a building or a car, you enter it by breaking something (e.g. a window, a lock, etc.).
- You put ..... in a gun.
- You use a gun to ..... people, animals or things.

arrest    a victim    a suspect

- If a crime happens to you, you are .....
- If the police think you stole something or murdered someone, you are .....
- If the police ..... you, they catch you and take you to the police station for questioning.

**TIPS!** • *Rob*, *steal* and *burgle* all mean 'take something that isn't yours'. We use them with different objects in a sentence: *rob a bank*, *steal money*, *burgle houses*, etc.

• You can also say *I was burgled*. to mean *My house/flat was burgled*.

• *Steal*, *break* and *shoot* are irregular verbs. See the Irregular Verb List, p159.

• We often use 'crime verbs' in the passive: *My car was stolen*. *A man was arrested*.

• We often use the verb *commit* with the word *crime*: *Have you ever committed a crime?*

### V11.3 Crime (2)

11B 3 p86

verb	criminal	crime
rob	robber	robbery
steal	thief /θiːf/	theft
burgle	burglar	burglary
murder	murderer	murder

verb | *I was robbed outside the station last night.*

criminal | *The robber ran away.*

crime | *There was a robbery at the station.*

**TIP!** • The plural of *thief* is *thieves* /θiːvz/.

### V11.4 Guessing meaning from context

11C 6 p89

- Sometimes you can guess the meaning of a word by:
  - knowing what type of word it is (noun, verb, adjective, etc.).
  - understanding the general meaning of the word and the rest of the sentence.
- severe** /sə'viə/ (adjective) very bad: *It was a severe storm.*
- damage** /'dæmɪdʒ/ (noun) when things are broken: *He walked around looking at the damage.*
- branch** (noun) the 'arms' of a tree: *A large branch fell on his head.*
- barked** (verb – infinitive: *bark*) made a noise like a dog: *Lulu barked like a dog to get help.*
- weird** /wiəd/ (adjective) unusual: *She made this weird noise for about 15 minutes.*
- blind** (adjective) you can't see: *Lulu is blind in one eye.*

**TIP!** • Sometimes you don't have to know the exact meaning of every word to understand the complete article or story.

# Language Summary 11

## Grammar

### G11.1 Present Perfect for giving news with *just*, *yet* and *already* 11A 3 p85

- We use the **Present Perfect** for giving news about things that happened in the past, but are connected to now. We don't say the exact time they happened: *He's had a car accident. Pippa's just lost her job!*
- We use the **Past Simple** when we say the exact time something happened: *He hasn't received the money for the work he did for you last month.*
- We use **yet** to say something hasn't happened, but we think it will happen in the future: *I don't know all the details yet.*
- We use **just** to say something happened a short time ago, but we don't know exactly when: *I've just heard that Tim's in hospital.*
- We use **already** to say something happened some time in the past (perhaps sooner than we expected): *He's already had an operation.*
- We usually use *just* and *already* in positive sentences. These words go between the auxiliary and the past participle: *Robin Hall's just phoned. Ted's already done three dives.*
- We usually use *yet* in negative sentences and questions. *Yet* usually goes at the end of the sentence or clause: *I haven't done any yet. Have you sent him the cheque yet?*

**TIPS!** • For how to make the Past Simple, see G2.1.

- For how to make the Present Perfect, see G4.1 and G4.2.
- In American English we often use the Past Simple with *just*, *yet* and *already*: *Did you do it yet?* [US] = *Have you done it yet?* [UK].

- *go* has two past participles, *been* and *gone*. We often use *been* to mean 'go and come back', and *gone* to mean 'go, but not come back yet'. Compare these two sentences: *He's just been to the shops* (he's back home now). *He's just gone to the shops* (he's at the shops now).
- We can use the Present Perfect with *this morning*, *this afternoon*, etc. when it is still that time of day: *I've seen him this morning* (it is still morning). *I saw him this morning* (it is now afternoon).

### G11.2 Relative clauses with *who*, *which*, *that* and *where* 11B 7 p87

- We use relative clauses to say which person/place/thing we are talking about.
- To introduce relative clauses we use:
  - a) *who* or *that* for people. *He's the man who/that was murdered.*
  - b) *which* or *that* for things. *Her marriage is the only thing which/that makes her happy.*
  - c) *where* for places. *That's the place where they found the body.*

- TIPS!** • We usually use *who* for people (but *that* is also correct): *He's the man who lives next door.*
- We usually use *that* for things (but *which* is also correct): *Here's the article that I was talking about.*
  - We don't use *what* in relative clauses: *This is the letter that I got today.* not ~~*This is the letter what I got today.*~~

## Real World

### RW11.1 Echo questions 11D 3 p90

- We use echo questions (*Didn't you? Are you?*, etc.) when we are interested or surprised.
- We usually use the **auxiliary** in echo questions: *Hannah's had twins. Has she?* not ~~*Has she had?*~~
- We only use **subject pronouns** in echo questions: *Max doesn't want to sell his computer. Doesn't he?* not ~~*Doesn't Max?*~~
- If the sentence is positive, the echo question is **positive**: *I'm going to Rome next month. Are you?*
- If the sentence is negative, the echo question is **negative**: *I didn't go to work today. Didn't you?*

**TIPS!** • To respond to a positive sentence in the Present Simple or Past Simple, we use *do/don't*, *does/doesn't* or *did/didn't* in the echo question:

*I work for a TV company. Do you?*  
*His mother really likes it here. Does she?*  
*They went to Sydney last week. Did they?*

- To respond to a sentence with the verb *have got*, we use *have/haven't* or *has/hasn't* in the echo question: *She's got four sisters. Has she?*
- To respond to a sentence with the verb *be*, we use *am*, *is/isn't* or *are/aren't* in the echo question: *My car's twenty years old. Is it?*
- We say *Aren't I?* not ~~*Amn't I?*~~  
*You aren't in this class. Aren't I?*

## Vocabulary

### V12.1 Money 12A 1 p92

**lend money (to someone)** give money to someone for a period of time: *I lent Mark £50 last week.*

**borrow money (from someone)** take money from someone for a period of time: *Can I borrow £20 until Friday?*

**owe /əʊ/ money (to someone)** when you borrow money from a person or a bank and have to give it back in the future: *I owe the bank a lot of money.*

**pay money back** give money back to the person you borrowed it from: *I'll pay you back tomorrow.*

**spend money** use money to buy things: *I spend £70 on food every week.*

**save money** keep money so that you can use it in the future: *I'm saving £100 a month for a holiday.*

**earn /ɜ:n/ money** get money for doing work: *He earns about £50,000 a year.*

**win money** get money from a lottery, a competition, a horse race, etc.: *I won £10 on the lottery last Saturday.*

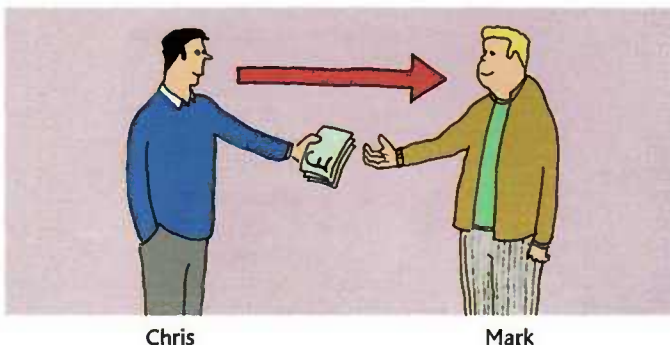
**lose money** a) you can't find some money that you had: *I've lost £50 – I can't find it anywhere.* b) opposite of win money: *He lost all his money in Las Vegas.*

**waste money (on something)** spend money on something you don't need or want, or isn't very good: *I've wasted a lot of money on my car. It still doesn't work!*

**cost a lot of money** pay a lot of money to buy something: *Our new kitchen's beautiful, but it cost a lot of money.*

**get money out (of the bank)** take money out of your own bank account: *I have to get some money out of the bank tomorrow.*

**TIPS!** • The verbs *lend* and *borrow* are very similar. Look at the picture. Chris is lending money to Mark. Mark is borrowing money from Chris.



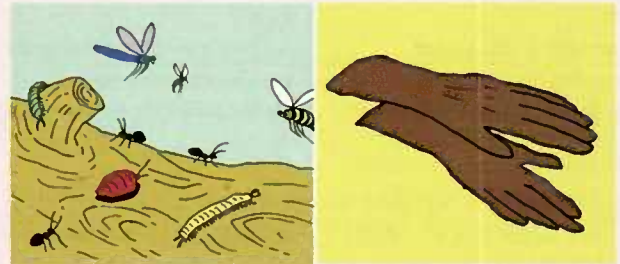
- When you want to borrow money you can say: *Can I borrow £20?* or *Can you lend me £20?*
- We say *It's a waste of money.* when we think something isn't very good or is too expensive: *Don't buy that – it's a waste of money.*
- The verbs *lend*, *spend*, *win*, *lose*, *cost* and *get* are irregular. See the Irregular Verb List, p159.

### V12.2 Unusual activities 12B 2 p94

**hypnotise /'hɪpnətaɪz/** put someone into a state where they are nearly asleep, but can hear what you are saying and respond to things that you say to them.

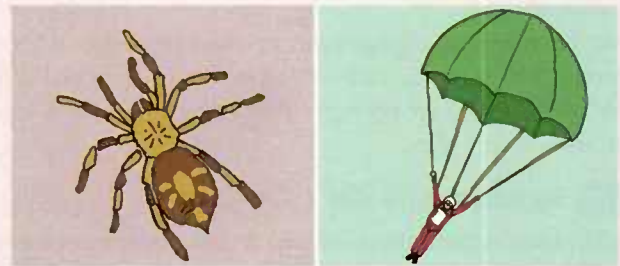
**a karaoke /kæri'əʊki/ machine** a machine in a bar or a club which plays music and shows the words of the song at the same time. People sing the songs for the other people in the bar.

**dye your hair** change the colour of your hair: *I dyed my hair black last night.*



insects

gloves /glʌvz/



a tarantula

a parachute jump /dʒʌmp/

**TIPS!** • A *tarantula* is a type of spider.

• A person who hypnotises other people is called a *hypnotist* /'hɪpnətɪst/.

### V12.3 Connecting words (2) 12C 8 p97

- We use *while* and *when* to connect things that are happening at the same time.
- We use *first*, *next*, *then*, *after*, *after that* and *finally* to show the order of events.

**TIPS!** • We usually use *while* with continuous verb forms: *While he was studying to be an actor, he used to do magic tricks.*

- *After* can be followed by subject + verb or a noun: *He became famous after he made a TV show. They left after breakfast.*
- *After that* is always followed by subject + verb: *After that he lived without food for 44 days.*

# Language Summary 12

## Grammar

### G12.1 Reported speech 12A 4 p93

- We use reported speech when we want to tell someone what another person said.
- We usually change the verb forms in reported speech.

verb form in direct speech	verb form in reported speech
Present Simple <i>I want to work abroad.</i>	Past Simple <i>He said that he wanted to work abroad.</i>
Present Continuous <i>I'm working in a restaurant.</i>	Past Continuous <i>He said he was working in a restaurant.</i>
will <i>I'll be back next year.</i>	would <i>He said that he'd (= he would) be back next June.</i>
can <i>I can save £100 a week.</i>	could <i>He told me he could save £100 a week.</i>
be going to <i>I'm going to work for a charity.</i>	was/were going to <i>He told me that he was going to work for a charity.</i>

#### SAY AND TELL

- To introduce reported speech we can use *say* or *tell*:  
*say never* has an object. *He said (that) ...* not *He said me (that) ...*  
*tell always* has an object. *He told me (that) ...* not *He told (that) ...*

**TIPS!** • We don't have to use *that* in reported speech: *He said (that) he wanted to work abroad.*

- We often have to change pronouns and possessive adjectives in reported speech. "*I don't see my aunt very often.*" → *Philip said that he didn't see his aunt very often.* "*I don't see my nephew very often.*" → *Maureen said that she didn't see her nephew very often.*

### G12.2 Second conditional 12B 4 p95

- We use the second conditional to talk about **imaginary** situations:  
*If someone asked me to hold a tarantula, I wouldn't do it* (I don't think anyone will ask me to do this).
- The second conditional talks about **the present or the future**. It often talks about the opposite of what is true or real: *If I had enough money, I'd buy that jacket* (I haven't got enough money now). *If I had some free time, I'd go with you* (I don't have any free time).

#### POSITIVE AND NEGATIVE

If	subject	Past Simple		subject	'd/wouldn't	infinitive	
if	I	won	a parachute jump,	I	'd (= would)	do	it.
if	someone	asked	me to hold a tarantula,	I	wouldn't	do	it.

**TIPS!** • The *if* clause can be first or second in the sentence. We only use a comma when the *if* clause is first: *If I had enough time, I'd help you.* *I'd help you if I had enough time.*

- We don't usually use *would* in the *if* clause: *If I won the lottery, I'd leave my job.* not *If I would win the lottery, I'd leave my job.*
- We can say *If I/he/she/it was ...* or *If I/he/she/it were ...* in the second conditional: *If I was/were younger, I'd come with you.* *If she was/were rich, she'd move to the Caribbean.*

#### WHAT WOULD YOU DO ... ? QUESTIONS

- We often make questions in the second conditional with *What would you do ... ?*. This phrase can come at the beginning or the end of the question: *What would you do if you won a parachute jump? If someone asked you to hold a tarantula, what would you do?*
- We can answer these questions with: *(I think) I'd ...* or *I wouldn't ...*: *I think I'd do it. I wouldn't hold it.* We don't usually repeat the *if* clause in the answer.

#### First conditional or second conditional?

- We use the first conditional to talk about **possible** situations (see G9.1). We use the second conditional to talk about **imaginary** situations. Compare these two sentences:

#### First conditional

*If she studies hard, she'll pass the exam* (she's a good student and I think she might pass the exam = possible situation).

#### Second conditional

*If she studied hard, she'd pass the exam* (she's not a good student and she never studies, so I don't think she will pass the exam = imaginary situation).



# Recording Scripts

## R1.5

Who worked in Bangkok?  
Where did Mick work?  
Who lives in Spain?  
Where does Ian live?  
Who works for a newspaper?  
What time does the programme start?

## R1.6

**MICK** Tony, you spend 6 hours a day commuting from Liverpool to London.  
**TONY** That's right.  
**M** And it costs you £8,000 a year. Why do you do it?  
**T** Well, my wife works in a department store in Liverpool and the children are very happy at school there. My family don't want to move down to London and I don't either.  
**M** So tell me about your journey.  
**T** Well, I leave the house at quarter past 6 and drive to the station. Then I catch the 7 o'clock train. I'm at my desk at 9.15 and I'm back home again at 8.45. And I do this 5 times a week.  
**M** Andrea, why do you work in London, but live in Paris?  
**ANDREA** Well, I know it sounds crazy, but my husband and I really love living in Paris. It's a much nicer city than London and the food is better.  
**M** So tell me about your journey.  
**A** Well, I work from 3.30 p.m. to 2 a.m., 4 days a week. I leave home at 11.30, catch the 12 o'clock train to London – you know, the Eurostar – and get to the office at about 3.25.  
**M** So that's nearly 4 hours' travelling.  
**A** Yes, but I only go there and back once a week. I stay with a friend when I'm in London.

**M** Ian, it's nearly 1,000 km from Santander to London. Why do you live so far away from your job?  
**IAN** Well, my wife's Spanish. We lived in London for a few years, but flats are really expensive, so 2 years ago we moved to Santander and bought a flat there instead. Now I live there and work in London 4 days a week.  
**M** And how long does the journey take?  
**I** 4 hours, door to door.  
**M** And how much does it cost?  
**I** I buy cheap flights in advance. A return ticket costs between £30 and £60.

## R1.7

**ANSWERS** b) 35% c) 17% d) 16% e) 32% f) the theatre g) four h) 47% i) men j) women k) Spain l) 30% m) 46% n) tea o) coffee p) 16

## R1.8

**INTERVIEWER** Excuse me?  
**LOUISE** Yes?  
**I** We're doing a survey on the free time habits of British people. Can I ask you a few questions?  
**L** Er ... sure.  
**I** Thanks very much. Right, first question. How often do you go to a bar or a pub?  
**L** Oh, not very often. Probably about once a month. I don't drink, you see, but I sometimes go with friends.  
**I** OK. Do you do any sport?  
**L** Yes, I go swimming three times a week, at lunchtimes.  
**I** Three times a week.  
**L** Uh-huh.  
**I** Right. And how often do you go to the theatre?  
**L** Oh, hardly ever. About once a year, perhaps. I go to the cinema quite a lot, but not the theatre.  
**I** OK. And do you ever do any gardening?  
**L** No, I don't. I haven't got a garden – I live in a flat.  
**I** And what about holidays? How often do you go on holiday?  
**L** I normally have two holidays a year. One in the summer and one around Christmas.  
**I** And where do you usually go?  
**L** I usually go somewhere in Asia.  
**I** Oh.  
**L** Thailand, India, places like that. Somewhere hot!  
**I** Right, last one. How much TV do you watch a week?  
**L** Hmm, let me think. Probably about an hour a day.  
**I** So that's seven hours a week.  
**L** Yeah.  
**I** OK, that's all the questions. Thanks very much. Now if you could tick one of the age boxes ...

## R1.9

**CHRIS** Hi, my name's Chris.  
**BECKY** Hello, I'm Becky.  
**C** Nice to meet you. I'm a bit nervous, actually.  
**B** Yes, so am I. Everyone is, I think.  
**C** Yes, probably.  
**B** So, Chris, what are you interested in?  
**C** Well, I really love travelling.  
**B** Oh, so do I.  
**C** Yes, last year I went to Turkey for 3 weeks.  
**B** So did I! Where did you go?  
**C** I stayed in a place called Fethiye. And you?  
**B** I was in Istanbul, visiting friends. I had a great time.  
**C** Me, too. Can you speak any Turkish?

**B** Er, no, I can't.  
**C** No, neither can I. But lots of people spoke English and they were really friendly.  
**B** And what do you do in the evenings?  
**C** Well, I don't go out much ...  
**B** Neither do I.  
**C** ... but I really like going to the cinema.  
**B** Oh, me, too. What kind of films do you like?  
**C** Well, I really like horror films, you know, vampires and that kind of thing ...

**MARCUS** Hi, I'm Marcus.  
**BECKY** Hello, I'm Becky.  
**M** Nice to meet you. Can I ask the first question?  
**B** Er, yes, of course.  
**M** Have you got any children?  
**B** No, I haven't.  
**M** Oh good. Neither have I. I'm not looking for someone with children, you see.  
**B** No, er, me neither. So what do you do in your free time, Marcus?  
**M** I play football and tennis, and I go to the gym a lot.  
**B** Do you ever go cycling?  
**M** No, I don't. I don't like cycling.  
**B** Oh, I do. I love it ... er ... have you got any pets?  
**M** Yes, I've got a dog.  
**B** So have I. I really love animals.  
**M** Yes, so do I. I eat them every day. They're delicious.  
**B** Oh ...  
**M** What's the matter?  
**B** Well, I'm a vegetarian.  
**M** Oh, I'm not. I think animals are for eating.  
**B** Oh, I don't.  
**M** Well, everybody's different, I suppose. So ... what's your favourite football team?  
**B** Er ...

## R1.10

**BECKY** Right, so let's think. Who did I talk to? Well, there's Chris ... yes, definitely, he was nice. I'd like to see him again. We had a lot in common. So a tick for him. And Marcus ... oh no, definitely not! He was the most boring man I met all evening! I never want to see him again!

## R1.11

So am I. | Neither am I. | So can I. | Neither can I. | So have I. | Neither have I. | So do I. | Neither do I. | So did I. | Neither did I. | Oh, I do. | Oh, I don't. | Oh, I did. | Oh, I didn't.

## R1.12

I'm not married. | I've got a car. | I didn't study English last year. | I haven't got any pets. | I usually get up before seven. | I can't drive. | I went to the cinema last weekend. | I don't watch TV very often.

## Recording Scripts

### R2.2

**A**  
**WOMAN** How did you meet your wife, Liam?  
**LIAM** When we first met, she was going out with my best friend.

**B**  
**MAN** Where did you first meet your husband, Hilary?  
**HILARY** We were standing in a queue at the supermarket and he said hello.

**C**  
**WOMAN** Where did you meet your wife, Colin?  
**COLIN** I was travelling back from China and we met on the plane.

### R2.3

travelling back from China → I was /wəz/ travelling back from China → I was /wəz/ travelling back from China and we met on the plane. | standing in a queue at the supermarket → We were /wə/ standing in a queue at the supermarket and he said hello. | going out with my best friend → she was /wəz/ going out with my best friend → When we first met she was /wəz/ going out with my best friend.

### R2.4

**ANSWERS** 1 met, were waiting 2 was raining, offered 3 were driving, gave 4 saw 5 was talking, didn't see 6 left, were waiting 7 was walking, stopped 8 invited, was

### R2.5

**WOMAN** How did you meet your wife, Liam?  
**LIAM** When we first met she was /wəz/ going out with my best friend, Ben. That was /wəz/ 2 years ago.  
**W** Did you like her the first time you met her?  
**L** Yes, of course. She was /wəz/ very beautiful and really funny.  
**W** So what happened?  
**L** Well, I went to Ben's birthday party and Jenny wasn't there. Apparently, they broke up in January and Ben was /wəz/ already going out with someone else.  
**W** Did you call Jenny straight away?  
**L** No, not straight away. I waited until the day after the party.  
**W** And then?  
**L** Well, I asked her out and she said yes. We went on our first date the next weekend. I took her to the cinema and then to my favourite restaurant.  
**W** Was /wəz/ it a good first date?  
**L** Er, no, not exactly. She was /wəz/ very ill after the meal. Food poisoning. She was /wəz/ ill for a week!  
**W** Oh, no!  
**L** Yes, it wasn't a very good start. Anyway, we started going out in March and I fell in love with her very quickly. Then,

about 8 months later, we were /wə/ having a drink in a bar and she was /wəz/ laughing a lot. I just thought – I want to hear that laugh forever. So I asked her to marry me.

**W** And she said yes.  
**L** Well, not immediately. She was /wəz/ very surprised and didn't know what to say. Then a few days later I was /wəz/ cooking dinner and she just said, "OK, let's get married." And so we got engaged that day.

**W** And when did you get married?  
**L** 6 months after that.  
**W** Were /wə/ there lots of people at the wedding?  
**L** Yes, there were /wɜː/. About 200.  
**W** And was /wəz/ Ben there?  
**L** Yes, he was /wɜː/. He was /wəz/ my best man.  
**W** Nice!

### R2.8

So that night, Shāhrazad was /wəz/ getting ready for bed when her sister came to /tə/ visit her. She began telling her sister a story called *The /ðə/ Fisherman and the /ən ðə/ Genie*. While she was /wəz/ telling the /ðə/ story, the /ðə/ King came into the /ðə/ room. He started listening to /tə/ her story too, and /ən/ became more and /ən/ more interested.

Shāhrazad continued telling the /ðə/ story all night, but she stopped just before the end and /ən/ said, "The /ðə/ morning's here, husband. Am I going to /tə/ die now?" "No, no," said the /ðə/ King. "Tell me the end of the /ən ðə/ story." "I'll tell you this evening, but not before," said Shāhrazad with a smile.

That night Shāhrazad finished the /ðə/ story – and then immediately began another. This continued night after night. The /ðə/ King never heard the end of /əv/ a story until the /ðə/ next evening. He couldn't kill his wife because he always wanted to /tə/ know how each story ended.

As time passed, the /ðə/ King fell in love with Shāhrazad. He knew he could never kill her because he couldn't live without her and her stories. To show Shāhrazad he really loved her, the /ðə/ King married her again.

The /ðə/ stories Shāhrazad told the /ðə/ King became the /ðə/ stories of *The /ən ðə/ Thousand and /ən/ One Nights*.

### R2.10

**I**  
**CELIA** Hello, I'm Celia.  
**SAMI** Hello, Celia. I'm Sami.  
**C** Nice to meet you. Are you enjoying the party?  
**S** Yes, it's great.  
**C** How do you know David and Jane?  
**S** I met them when I was travelling in

Africa last year.

**C** Oh really? I'd love to go there. One day, maybe.  
**S** And what about you, how do you know them?  
**C** Oh, I live next door.  
**S** Right.  
**C** Do you live near here?  
**S** No, actually I live in Manchester, but I'm down here because ...

**2**  
**DAVID** Simon, I'd like you to meet my sister, Paula.  
**SIMON** Nice to meet you, Paula.  
**PAULA** Hello. Er ... didn't we meet in Milan last year?  
**S** You mean at the film festival?  
**P** Yes, that's right. You were talking to a friend of mine, Sally Brigg.  
**S** Oh yes, I remember. How is Sally, anyway?  
**P** Oh, she's fine. Working hard, as usual.  
**S** Right.  
**P** Where did you meet David?  
**S** We went to school together.  
**P** Really? Do you see each other often?  
**S** No, not very often. The last time was when I went to ...

**3**  
**STEPHEN** Hello, you're a student at The English Centre, aren't you?  
**CARLOS** Yes, I am. Sorry, have we met before?  
**S** No, I don't think so. I'm Stephen Black. I work with David and Jane at the Centre.  
**C** Nice to meet you. My name's Carlos.  
**S** Are you a friend of David's?  
**C** No, I'm a friend of Jane's. Well, actually, she's my English teacher. She invited the whole class to the party and ...

### R2.12

**ANSWERS** 1C 2B 3A

### R2.14

They say we're young and we don't know  
 Won't find out until we grow  
 Well I don't know if all that's true  
 'Cause you got me, and baby I got you

**CHORUS**  
 Babe, I got you babe  
 I got you babe

They say our love won't pay the rent  
 Before it's earned our money's always spent  
 I guess that's so, we don't have a pot  
 At least I'm sure of all the things we got

**CHORUS**

I've got flowers in the spring  
 I've got you to wear my ring  
 And when I'm sad, you're a clown  
 And when I get scared, you're always around

So let them say your hair's too long  
 I don't care, with you I can't go wrong

Then put your little hand in mine  
There ain't no hill or mountain we can't  
climb

## CHORUS

I got you to hold my hand  
I got you to understand  
I got you to walk with me  
I've got you to talk with me  
I got you to kiss goodnight  
I got you to hold me tight  
I got you, I won't let go  
I got you to love me so  
I got you babe

## R3.1

**NIGEL** I became a pilot about 20 years ago. I had to do 72 weeks' basic training, but I didn't have to pay for it – the company did. I was lucky, I suppose, and now I have a job that I love. But these days most pilots have to pay a lot of money to do their training.

**GARY** You don't have to go to university, but you probably learn more facts than a university student – at least that's what people say! A London taxi driver has to know 25,000 streets and all the important places in the city.

**MELISSA** It's not easy to become a vet. You have to have a degree and the training takes 5 years. And you don't have much free time when you're a student vet – you have to work very hard.

## R3.3

- 1 You don't have to /hæftə/ go to university.
- 2 A London taxi driver has to /hæstə/ know twenty-five thousand streets.
- 3 I had to /hædtə/ do seventy-two weeks' basic training.
- 4 I didn't have to /hæftə/ pay for it.
- 5 Most pilots have to /hæftə/ pay a lot of money.
- 6 Now I have /hæv/ a job that I love.

## R3.4

**MELISSA** It's not easy to become a vet. You have to have a degree and the training takes 5 years. And you don't have much free time when you're a student vet – you have to work very hard. To get my practical experience I had to work with vets or farmers every weekend and in the holidays. As I said, the degree course is 5 years and in the final year students have to do a written exam, a practical exam and an oral exam. And the cost? Well, I had to pay about £13,000 a year for my training. It's much more now, I think. But I'm pleased I did it – I love my job.

**NIGEL** I became a pilot about 20 years ago. I had to do 72 weeks' basic training, but I didn't have to pay for it – the company did. I was lucky, I suppose, and now I have a job that I love. But these days most pilots have to pay a lot of money

to do their training. I think it costs about £80,000 to get a pilot's licence now. Anyway, to get my licence I had to do 200 hours of flying and I had to pass 12 written exams. Then I started working for a major airline and I had to do another 10-week training course with them. So pilots are very well trained, you'll be pleased to know!

## R3.5

He's doing some gardening. | I'm writing to tell you how it feels. | I'm applying for every job I can. | He reads the adverts every day. | I never get an interview. | He needs a real job. | I want to work.

## R3.6

**INTERVIEWER** Daniel Ash, your new book is a collection of articles about people with strange jobs.

**DANIEL** Yes, I collected stories about unusual jobs from all over the world.

**I** So you're not talking about actors or shop assistants.

**D** No, all the people in the book have very strange jobs.

**I** I see it's organised into different industries, like the cleaning industry. But isn't cleaning a normal job?

**D** Normally, yes. But did you know there's a man in America called Brad Fields and he cleans chewing gum off the Statue of Liberty? Well, actually, now he's got a company called Gumbusters. But that's all they do – they clean gum off the streets and famous buildings of New York.

**I** Oh, what a horrible job!

**D** Yes, apparently Americans chew 56 billion pieces of chewing gum a year. Then they throw most of it onto the street. That's a lot of cleaning.

**I** OK, that job is quite unusual. But what about in the food industry?

**D** Well, when a company wants to advertise food they sometimes need a food stylist. Their job is to make food look good in advertisements.

**I** I've never heard of that job before.

**D** Well, there are only about 20 food stylists in Britain. For example, when we look at a picture of strawberries and cream we're really looking at strawberries and white paint.

**I** Really?

**D** Yes, and they paint sausages with washing-up liquid, then coffee, to make them look natural.

**I** So what's the strangest job in your book, do you think?

**D** Well, how about a vermiculturalist?

**I** What's that?

**D** A vermiculturalist is a worm farmer. These people manage farms that only have worms. No other animals, only worms.

**I** But why?

**D** Well, worms like eating rubbish and that's good for the environment. So companies pay a worm farmer to clean up their rubbish.

**I** Fascinating, but ugh, not a job for me. I see there's also a chapter about artists. What strange jobs did you find in ...

## R3.7

1

**JOANNE** Hello?

**RITA** Hi, Joanne. It's Rita.

**J** Oh, hi. How are things?

**R** Oh, er, fine, thanks. Look, I'm really sorry, but I can't come to the cinema tonight. My boss is ill and I have to take a client out for dinner.

**J** Oh, don't worry. Another time, maybe.

**R** Yes, that would be nice. And I'll buy you dinner afterwards.

**J** Oh, lovely!

**R** Anyway, I have to go. I'll call you at the weekend.

**J** OK, speak soon. Have a nice dinner. Bye.

**R** Bye.

2

**MR BUTLER** Wayne, where's the Morgan report?

**WAYNE** I'm sorry, I couldn't finish it yesterday.

**B** Oh, dear. What happened?

**W** I had to help Katie. Her computer crashed.

**B** But I need that report for the meeting this afternoon.

**W** Yeah, I know. I'll do it now and email it to you. Don't worry, I'll finish it before lunch.

**B** I hope so.

3

**TAMMY** Hello?

**PAUL** Hi, Tammy, it's me.

**T** Hi, Paul. Where are you?

**P** I'm at work. Look, I'm really sorry, but I can't see you tonight.

**T** Oh, right. Why not?

**P** I have to take my parents to the airport.

**T** Can't they get a taxi?

**P** You know my mum doesn't like getting taxis at night. I'll see you on Friday, I promise. We can go out somewhere nice.

**T** Sure, if you're paying.

**P** I'll phone you tomorrow. Love you.

**T** Love you too. Bye.

## R4.3

**SCOTT** Have you ever been to a rock festival, Julie?

**JULIE** Yes, I have. I've been to lots, actually. The last one was in Germany.

**S** Oh, right. Who did you see there?

**J** I saw David Bowie and U2. They were great! Have you ever seen them in concert?

**S** No, I haven't. I'm not a big rock fan. I prefer classical music or jazz.

**J** Hmm. I like bits of classical music. I quite like Mozart.

**S** Have you ever been to a classical concert?

**J** No, never.

## Recording Scripts

- s Oh, listening to an orchestra playing live is a fantastic experience. You don't know what you're missing. And how about a jazz concert?
- J Yes, I've been to one. It was OK.
- s Oh, I've been to hundreds. Live jazz is just amazing. Have you heard of Miles Davis?
- J No, I haven't. Who's he?
- s Seriously, you've never heard of him? He was a brilliant jazz musician. You've never heard of his 'Kind of Blue' album?
- J Er, no, never.
- s You're joking! It's only *the* best-selling jazz record of all time! You don't know anything about *real* music. Right. Your musical education starts with Miles Davis.
- J And yours starts with ... er ... Radiohead.
- s Radio what?
- J Radiohead. They're a rock band. Don't you know *anything*?

### R4.4

Have you ever been to a rock festival? | Yes, I have. | No, I haven't. | Have they ever seen U2 in concert? | Yes, they have. | No, they haven't. | Has Julie ever heard of Miles Davis? | Yes, she has. | No, she hasn't.

### R4.5

- 1**
- JULIE Have you /w/ ever met anyone famous?
- SCOTT Yes, I have, actually. When I was in Mexico /w/ on vacation.
- J Really? Who did you meet?
- s Mick Jagger. He was in the same restaurant as me.
- 2**
- s Has your mother ever been to /w/ a rock concert?
- J Yes, she has. She went to /w/ one or two when she was young.
- s Who did she see?
- J Well, I know she saw David Bowie before he became famous.
- 3**
- s Have you /w/ ever learned to play an instrument?
- J No, /w/ I haven't. What about you?
- s Well, I tried to learn the piano /w/ at school.
- J Were you /w/ any good?
- s No, I had no /w/ idea what I was doing!

### R4.6

- JO Where /r/ are my glasses?
- TOBY They're /r/ over there /r/ on the table.
- J Hey, here's a quiz for you. It's about telly /j/ addicts.
- T What, me? I don't watch TV very /j/ often.
- J Yeah, right. OK, here's the first question. Do you watch TV for more than twenty /j/ hours a week?
- T Er ... well ... /j/ always watch football

and the news, and /j/ enjoy watching films.

- J And do you watch at least one soap opera /r/ every day?
- T Yeah, OK. So /w/ I probably do watch TV for twenty /j/ hours a week.
- J Twenty /j/ hours a day, more like ... OK, question 2. Have you /w/ ever watched TV all night?
- T No, /w/ I don't think I have ... not all night, anyway!
- J OK, next question – do you /w/ ever work or study with the TV /j/ on?
- T No, never. I can't work when there's any noise. I have to have complete quiet.
- J And question 4 – have you got a TV /j/ in your bedroom or the kitchen?
- T No, I haven't – you know that.
- J And do you /w/ always have to have the remote control?
- T Er ... yes, I do /w/ actually.
- J Yes, you do, don't you? Men always have to have the remote. It's a power thing.
- T Oh, I don't know /w/ about that. /j/ usually can't find it!
- J OK, on to the next one. Do you sometimes have dinner in front of the TV?
- T If I'm on my /j/ own, then yes, of course. Doesn't everyone?
- J Hmm, you're not doing very well, are you? Question 7. Do you know /w/ exactly when all your favourite programmes are /r/ on?
- T Er ... yes, I do /w/ actually.
- J OK, last one. Have you /w/ ever missed something important because you wanted to watch TV?
- T Er, yes, once. I missed my cousin's wedding because I wanted to watch the football.
- J Toby!
- T But it was the World Cup quarter-final!
- J Right. I see.
- T So how did I do?
- J Well, you get one point for /r/ each tick, so that's ... er ... let's see ...

### R4.8

excited | exciting | worried | worrying | surprised | surprising | tired | tiring | frightened | frightening | bored | boring | interested | interesting

### R4.9 R4.10

- CHAIRPERSON Welcome to Q and A. With me are Jackie Nash from the National Union of Students, Penny Little, Head of Bingham University, and Stuart Downs from the Ministry of Education. And the first question, please.
- MR DAVIS Hello. My name's Jon Davis and my question is "Do you think university education should be free?" [end of R4.9]
- c Stuart Downs, what do you think?

- STUART I'm sorry, I don't agree. Universities need more money, as we know, and students get good jobs when they leave university. So they should all pay.
- PENNY I'm not sure about that. I don't think everyone should pay. I didn't have to pay for my university education and neither did you, Stuart.
- s But there are many more students now than there were 20 years ago, Penny. It's impossible for the government to pay for everyone.
- P Yes, maybe you're right. But I think the government should help people who haven't got the money to pay.
- c What about you, Jackie? Do you think students should pay?
- JACKIE No, definitely not. The government can always find money to pay for wars, so why can't they find money to educate the young people of Britain?
- c So do you think that universities in the future will only be for rich people?
- J Yes, definitely. That's what's happening now.
- P I agree with Jackie. That's why we have to help students from poor families to go to university.
- c Do you agree with that, Stuart?
- s Yes, I think so. We can help them, certainly. But I don't think the government should pay for everything. The students should pay something too.
- c What do you think, Mr Davis? Should universities be free for everyone?
- D No, I don't think so. I didn't go to university and I don't earn much money. Why should I pay for someone to become a doctor or a lawyer and watch them get rich?
- c Thank you, Mr Davis. And the next question. Yes, the lady in the front row ...

### R5.1

- INTERVIEWER Today my guest is Dr Dylan Evans, head of the robotics department at the University of the West of England. Welcome to the programme, Dylan.
- DYLAN Thank you.
- 1 Firstly, what kind of things can robots do now?
- D Well, today robots can't do very much. They can build cars and other machines very quickly, but they can't move around easily.
- 1 And what will robots be able to do in 5 or 10 years' time?
- D By 2020, robots will be able to learn a language, recognise your face and understand what you say. They'll also be able to walk and run, just like humans.
- 1 Really?
- D Yes, but they won't be able to do more complicated things, like, er, play football. That won't happen for another

20 or 30 years. But by 2050 a team of robots might win the World Cup!

- I Hmm, that is an interesting thought! And what about at home? Will a lot of people have robots in their houses?
- D Oh, yes, I think so. In 2020 most homes in Japan will have 2 or 3 domestic robots. Old people will have robot friends to look after them and rich people will have lots of robot servants.
- I That's amazing! What will these domestic robots be able to do?
- D They'll be able to do the housework, clean the carpets – and even feed the cat! They'll also be able to talk to other machines in your house, like your computer and your fridge. But they won't look like humans, they'll still look like machines.
- I So will robots ever be able to think like humans?
- D Yes, definitely. There will certainly be intelligent robots before the end of the century.
- I And finally, do you think robots will take over the world, like in the movies?
- D No, I don't think so. Humans and robots will have to work together, because they'll need each other.
- I Thank you very much. That was Dr Dylan Evans, who ...

## R5.3

I'll stay at home all day. They'll have their own lives. We have two children. I'll speak English fluently. We won't be in England. I want to have children.

## R5.4

1  
In 2020 ... well, I'll probably be married. And I want to have children, but I only want girls. I don't like boys very much, they're stupid. My husband will go out to work and I'll stay at home all day and watch TV. And we'll have lots of horses.

2  
Well, we won't be in England, that's for sure. In 2020 we'll have a house somewhere hot, like Spain or France. We have 2 children, you see, so we can't move now. But they'll have their own lives by then, so we'll be able to live wherever we want.

3  
At the moment I'm doing a degree in engineering. So in 2020 I'll probably be an engineer for a big company or something like that. Or I might be a teacher, but at a university, not a school. And maybe I'll speak English fluently by then.

4  
HUSBAND Well, I'll be 67, so I'll be a bit fatter perhaps and I won't have much hair.

WIFE I think I'll be old and grey. I'll probably look like my mother.

H You look like your mother now.  
W Hey! Oh, and I'll have a new husband, too ...

## R5.5

I'll /aɪ/ stay at home all day. We'll /wi:l/ have lots of horses. They'll /θeɪj/ have their own lives. We'll /wi:l/ be able to live wherever we want. I might be a teacher. We won't be in England. I won't have much hair.

## R5.6

ANSWERS 1C 2A 3B

## R5.7

ANSWERS 1b) drive 1c) writing 1d) take  
2a) learn 2b) go 2c) visit 2d) spending  
3a) live 3b) spending 3c) getting 3d) learn

## R5.8

buy a camper van → We're going to buy a camper van. thinking of writing a book → Kelly's thinking of writing a book. take lots of photographs → I'm going to take lots of photographs. learn Italian → I'm hoping to learn Italian. go to Italy → I'd like to go to Italy. spending more time with my grandchildren → I'm looking forward to spending more time with my grandchildren.

## R5.10

ANSWERS 2b) 3a) 4a) 5a) 6b)

## R5.11

GARY You're listening to *Talk Talk*, with Martina Webb and me, Gary Baker.

MARTINA Welcome back.

G Now joining Martina /r/ and me /j/ in the studio /w/ is Anthony Shuster, who's written a new book on Mars called *The Red Planet*. Welcome to *Talk Talk*, Anthony.

ANTHONY Thank you.

G Firstly, what's the weather like on Mars?

A Well, Earth is about 78 million km nearer the sun than Mars and so Mars is much colder than here. Actually, the /j/ average temperature /r/ on Mars is minus 55 degrees.

M So you need to take a jumper, then.

A Yes, probably.

G Is Mars bigger than Earth?

A No, /w/ it's a lot smaller. And there's no /w/ oxygen on Mars, of course.

G So does that mean there's no life there /r/ either?

A No, not necessarily. In the 1970s scientists thought there was no life there. But now they think differently.

G Why's that?

A Well, photographs taken by the /j/ European Space Agency /j/ in 2004 show that there /r/ is definitely water /r/ on Mars. And where there's water, there's probably life.

M But we're not talking about little green men, are we?

A No, we're not. As I said, scientists now think that there might be life on Mars, but it will be very small organisms like bacteria, not aliens or spacemen.

G And will we /j/ ever see people walking on Mars, do you think?

A Oh, yes, I think so.

The /j/ Americans and Europeans are talking about the /j/ Aurora Programme, which is hoping to fly people to Mars before 2030.

M So /w/ in 50 years there'll probably be /j/ a McDonald's on Mars.

A Yes, maybe.

G Thanks for talking to /w/ us, Anthony.

A My pleasure.

M On the subject of space, a new /w/ exhibition opened in London yesterday which ...

## R5.12

ALEX OK everyone, shall we start? OK, we haven't got long, so let's decide who does what. Who's going to organise the tickets?

JANET I'll do that. How many do you think we'll need?

A Oh, about 100.

J Fine. Shall I make some posters too?

A Yes, that'd be great. Where shall we put them?

J Well, we can put them up in all the offices and maybe in some local pubs.

KIM Yes, that's a good idea. Can I give you a hand with that?

J Great. Thanks a lot.

A Fine ... right. And we need lots of tables and chairs. Ray, will you organise that?

RAY Er ... yes, of course. I know someone who does weddings. I'll ask him.

A Great. And what about the food and drink?

GLORIA I'll do all the food. We don't want Ray to do it – everyone will be ill!

R Hey!

G Kim, could you give me a hand with the shopping?

K Sure. Just tell me when you want to do it.

A OK. What else? What about music?

R Why don't we ask Steve? He's in a really good jazz band. They could play while people are eating.

A Yes, why not? Oh, but remember, we can't pay anyone. It's for charity. Right, anything else?

G Who's going to write the questions?

A Ah, yes. Can you do that, Ray?

R Sure, no problem. I've got lots of general knowledge books at home and I love quizzes.

J I'll help you, if you like.

R No, don't worry. Thanks anyway.

A Right. That's it. Thanks for coming, everyone.

## Recording Scripts

- G Just one more question, Alex.  
 A What's that?  
 G What are you going to do?  
 A Er ... well ... someone has to be the boss.  
 ALL Yeah ... Right ... Typical ...

### R5.14

ANSWERS 2 why not 3 why don't 4 Could you 5 I'll 6 thanks 8 Shall I 9 that'd be 10 Can I 11 don't worry 12 Let's

### R5.15

Ground Control to Major Tom  
 Ground Control to Major Tom  
 Take your protein pills and put your helmet on

Ten, nine, eight, seven, six, five, four, three, two, one, lift-off

Ground Control to Major Tom  
 Commencing countdown, engines on  
 Check ignition and may God's love be with you

This is Ground Control to Major Tom  
 You've really made the grade  
 And the papers want to know whose shirts you wear  
 Now it's time to leave the capsule if you dare

This is Major Tom to Ground Control  
 I'm stepping through the door  
 And I'm floating in a most peculiar way  
 And the stars look very different today

For here am I sitting in a tin can  
 Far above the world  
 Planet Earth is blue  
 And there's nothing I can do

Though I'm past one hundred thousand miles

I'm feeling very still  
 And I think my spaceship knows which way to go

Tell my wife I love her very much, she knows

Ground Control to Major Tom  
 Your circuit's dead, there's something wrong  
 Can you hear me, Major Tom? (x 3)  
 Can you ...

Here am I floating in my tin can  
 Far above the moon  
 Planet Earth is blue  
 And there's nothing I can do

### R6.1

Tom's easier to live with than Harry.  
 He's a lot noisier than Tom. He's more aggressive than Tom. He's much harder to live with. He's also a bit more patient. Harry isn't as considerate as Tom. Harry isn't as happy as Tom. Tom's as intelligent as Harry.

### R6.2

CHARLIE Hello, Dom.  
 DOM Oh hi, Charlie. Are you enjoying yourself?

- C Yes, thanks. But I don't know anyone here apart from you, Jake and Diana.  
 D Well, who do you want to know about?  
 C Who's the woman in the red dress?  
 D Ah. That's Naomi. She's Diana's best friend from university.  
 C She's gorgeous.  
 D Yes, she is. And she's the happiest person I know.  
 C Really?  
 D And she's married.  
 C Oh.  
 D That's her husband next to her – the one in the blue suit. His name's Eric. He's a colleague of Jake's.  
 C What's he like?  
 D Actually, he's the most boring person I've ever met in my life. All he talks about is work, work, work.  
 C And he's got the worst haircut ever.  
 D Yes, you're right. Why she married him I'll never know.  
 C Who's he talking to?  
 D Oh, that's Aunt Harriet. She's our richest relative. It's quite sad really – she never got married because she thought men only wanted her for her money. No one knows how much she has, but she's got the biggest house you've ever seen and she lives there on her own. She's a bit strange.  
 C Yes, she looks it.  
 D And the guy talking to my brother is Rupert. He's Jake's best friend. Do you know a place called The Bug Bar in Market Street?  
 C Yes, I've been there once or twice.  
 D Well, he owns it. Apparently it's the most popular bar in town at the moment. You have to queue to get in.  
 C Look, someone's waving at you.  
 D Oh no. It's my least favourite relative. Hello, Uncle Patrick! How are you? That's my great-uncle Patrick. He's 90 next birthday.  
 C Wow! He doesn't look that old.  
 D Yes, well, he's married to a much younger woman. She's only 76! Anyway, come with me and I'll introduce you to Naomi's sister. I don't think she's married ...

### R6.3

She's the happiest person I know. He's the most boring person I've ever met. He's got the worst haircut here. She's got the biggest house you've ever seen. He's Jake's best friend. It's the most popular bar in town. He's my least favourite relative.

### R6.4

employed | unemployed | reliable | unreliable | intelligent | unintelligent | ambitious | unambitious | friendly | unfriendly | healthy | unhealthy | considerate | inconsiderate | patient | impatient | mature | immature

honest | dishonest

### R6.5

- CLIVE Hello, Lydia. What happened at the bank this afternoon?  
 LYDIA Bank managers. They're all idiots.  
 C Oh, dear. We can't borrow any more money, is that what you're saying?  
 T Of course that's what I'm saying. And if we don't start paying them back soon, they're going to close this restaurant.  
 C Oh, no. They can't do that!  
 T Yes, they can. And they will. In 2 weeks.  
 DARREN Hi, Mum.  
 T Hello, Darren.  
 D How did it go at the bank?  
 T Oh, don't ask.  
 D Don't worry, things'll get better. And soon.  
 T I hope so. How many customers have we got in today?  
 C Er ... 6.  
 T 6? Is that all? I bet The Angel has more than 6 customers.  
 D Yes, it's full. I walked past a few minutes ago. There were people waiting outside.  
 T Oh, dear. If we don't get our customers back, we're going to have to close the restaurant.  
 D That won't happen, Mum, I promise you.  
 C Darren, these are for table 2. And they want a bottle of house red. Come on, hurry up, we still have some people to look after ...  
 D OK, I'm going.  
 TRUDY Hi, Dad.  
 C Hello, Trudy. How are you?  
 T Yeah, not bad. Hey, guess what? I've got a job!  
 T For how long, we wonder ...  
 C Well done, darling! What kind of job is it?  
 T I'm a waitress ... at that new restaurant down the street.  
 T What?! You mean The Angel?  
 T Yeah, that's right. I'm starting on Monday.  
 C But if you want to be a waitress, why don't you work here?  
 T Because you haven't got any customers, that's why. And anyway, I live with you people. I don't want to work with you as well. I have to go ... bye!  
 T I don't believe it ... that ... woman!  
 C Calm down ... at least she's got a job.  
 T Not her ... Eve King, the woman at The Angel. How could she take my daughter away from me?  
 C Yes, I know ... but what can you do?  
 T I'll show you what I can do ...  
 C Lydia ... Lydia ... where are you going?

### R6.6

KATHY Hello, darling. [Are] You OK?  
 DARREN Hi, Kathy. Yeah, [I'm] fine.  
 K Darren, I'm worried. Elizabeth's not very well.

- D Oh, dear.  
 K Shouldn't you be at work?  
 D [I'm] Having a break.  
 K [Are] You going out?  
 D Yeah. [Have you] Seen my cigarettes?  
 K [They're] Over there, on the table.  
 Where are you going, anyway?  
 D [I'm going] Out. And where's my lighter?  
 K [It's] On the table. Darren, what's going on?  
 D [I've] Got some things to do, that's all.  
 K You never spend time with us anymore.  
 D See you later, Kathy. Bye.  
 K Bye. Oh, Elizabeth, I'm so sorry your Dad's not here with us. But I am ... I'll always be here for you. Now do you want to play with your toys ... do you?

CLIVE And here's your receipt. (Thanks) Thanks very much. Come again. (Thank you. Goodnight.) Right, that's the last customer. How much have we made tonight? ... £126 ... oh, dear ... Sorry, we're closed ... oh, it's you, Darren. Where did you go?

DARREN [I went] Out. [I] Had things to do.  
 C But we had customers.

D [I] Thought you could look after them. There were only 6. Where's Mum?

C She's ... er ... I don't know ... There you are, Lydia. Where have you been?

LYDIA [I] Went for a walk. [I] Needed some time to think. Is Trudy home?

C Yes, [she's] in her room.

L Oh, good. Now I think we all need to talk about things. Darren, can you go and get ...

C Sorry, we're ... Oh, my ...

L Nick!

NICK Hi, everyone! How's business?

L Nick, darling, I can't believe it's you. Where have you been? Why didn't you call?

D And why have you come back?

N There's only one reason I'm back.

C What's that, son?

N To see my daughter.

C Your daughter?

N Yes, Elizabeth. She's my daughter, not Darren's. Ask Kathy. She'll tell you. I'm Elizabeth's father.

L What?!

C What's happening outside?

N There's a fire down the street. A restaurant, I think. It looked quite bad too. So, how is everyone?

### R6.7

ANSWERS 1 off 2 message 3 called 4 line 5 meeting 6 leave

### R6.8

- I  
 RECEPTIONIST Good afternoon, Acton Film Centre. Can I help you?  
 JIM Yes, can I speak to Peter Parker, please?  
 R I'm afraid he's taken the afternoon off.

Can I take a message?

- J Yes, please. Could you ask him to phone me tomorrow? My name's Jim Moore. He can ring me at the office.  
 R Yes, of course.  
 J Actually, don't worry. I'll call him on his mobile. Thanks anyway. Bye.  
 R Goodbye.

### 2

CLARE Hello?

JIM Hi, Clare, it's Jim. Is Peter there, please?

C No, he isn't. He's at work.

J Oh, OK. He er wasn't in his office. Ah well.

C Have you tried his mobile?

J Yes. There was no answer, but I left a message.

C Oh, OK. Shall I tell him you called?

J Yes, thanks. And can you ask him to call me back? I need to talk to him about our golf weekend.

C Sure.

J He can get me on my mobile or he can call me at home this evening.

C OK. I'll tell him. Bye, Jim.

J Bye, Clare.

### 3

RECEPTIONIST Good afternoon, RTL Limited. Can I help you?

PETER Hello. Could I speak to Jim Moore, please?

R Hold the line, please, I'll put you through ... I'm sorry, he's in a meeting. Would you like to leave a message?

P Er, no. Just tell him Peter Parker called. I'll call back later.

R OK, I'll give him the message. Goodbye.

P Bye.

### R6.10

JIM Hello, Jim Moore.

PETER Hello, Jim. It's Peter. I got your message.

J At last! Where are you? Your receptionist thinks you're at home and your wife thinks you're at work.

P Er, well, you see, I'm ... er ...

J Are you on a golf course?

P Yes, I am. I just wanted to get a bit of practice before our golf weekend.

J Peter! You should be at work, not playing golf!

P But I'm going to beat you this time. You just wait.

J Well, we'll see at the weekend.

P Anyway, what did you want to talk to me about?

J I just wanted to check that you've booked the hotel for Saturday night.

P Of course.

J Fine. What time do you think we should leave?

### R6.11

Listening Test (see Teacher's Book)

### R7.1

KEITH Did you see that programme on BBC1 last night? It was called *50 places to go before you die*.

SOPHIE No, I didn't. Sounds interesting.

K Yes, it was.

S So, what was number 1?

K Number 1 was the Grand Canyon, which isn't surprising really. Number 2 was the Great Barrier Reef, then Disney World was third ... and I think the South Island in New Zealand was fourth.

S Was it? That's where Rob and I are going on holiday.

K Wow, lucky you!

S Yeah, we're leaving on Saturday. The tickets arrived this morning. We're really excited!

K I'm sure. How long are you going for?

S 2 weeks. And of course, it's summer over there now. 2 weeks of sunshine. I can't wait!

K Nice. Where are you staying?

S We're staying with friends for a week – they live in Christchurch. Then we're going on a package cycling tour for 3 days.

K Cycling for 3 days. Wow, that sounds like hard work!

S Well, it's not all cycling. Sometimes we're driving to places in a tour bus and then cycling when we get there.

K Oh, right.

S What about you? Are you having a holiday this year?

K No, I'm not going anywhere. But I've videoed that programme so I'll watch it again instead!

### R7.2

We're leaving on Saturday. How long are you going for? Where are you staying?

We're staying with friends for a week.

We're driving to places in a tour bus. Are you having a holiday this year? No, I'm not going anywhere.

### R7.4

ANSWERS 1 a piece of chewing gum 2 a bottle of perfume 3 a packet of tea 4 a roll of film 5 a bar of soap 6 a pair of shorts 7 a tube of toothpaste

### R7.5

ROB OK. I'm ready, I think.

SOPHIE Wow, that was quick.

R Well, we don't need many clothes.

It's summer over there, remember.

S Are you taking any sun cream?

R No, I'm not. We can get that there. I suppose you're taking lots of pairs of shoes.

S Yes. Is that a problem?

R Well, only because I'll probably have to carry them.

S No you won't. I can carry my own suitcase.

## Recording Scripts

- R Oh, yeah. I've heard that one before. By the way, I'm taking some CDs. Have you got any requests?
- S Well, let's just say I don't want to take any of yours! Anyway, I'm taking a few books. I like reading when I'm on holiday.
- R Books are heavy. How many are you taking?
- S Oh, just one or two. Rob?
- R Yes?
- S Have you got any room in your suitcase?
- R Maybe. Why?
- S Oh, there are just some things I can't get in mine.
- R Such as?
- S Um, let's see. There's my camera and some rolls of film. My walking boots. A few T-shirts. Oh, and a packet of tea.
- R Tea!?
- S Well, I can't live without tea. And you can't get good tea outside the UK.
- R OK. Where are all these things, anyway?
- S There, on the chair.
- R What? All that! What's in that bag?
- S Oh, just a bit of make-up.
- R Do you need all that?
- S Well, you know what I look like without any make-up.
- R True. You should definitely take the make-up.
- S Hey!
- R But maybe you can leave the tea.

### R7.8

I

- RECEPTIONIST Hello. Reception.
- MR LINTON This is John Linton, room 28. I'm sorry, but I've got a bit of a problem. My breakfast hasn't arrived and I ordered it for 7 o'clock. I wonder if you could check for me.
- R Oh, I'm terribly sorry about that, Mr Linton. I'll call the kitchen immediately.
- L Oh, and I wonder if I could have some more towels, please. I dropped mine in the bath last night.
- R Right, I'll send some up.
- L Thank you very much.
- R You're welcome.

2

- RECEPTIONIST Can I help you, sir?
- MR KELLY I certainly hope so. I'm afraid I've got a complaint. I'm in room 102 and it's much too noisy. It's right next to the lift and I didn't sleep at all last night.
- R I'm very sorry, but I'm afraid there isn't another room available today. We're fully booked.
- K Right. Could I speak to the manager, please?
- R If you take a seat, I'll tell him you'd like to see him.
- K Thank you.

3

- MRS GIBSON Excuse me. Could you help me?

- RECEPTIONIST Oh, hello, Mrs Gibson. What's the problem?
- G I'm sorry, but I think there's something wrong with the TV. Would you mind sending someone to look at it, please?
- R Of course. I'll send someone up straight away. It's room 12, isn't it?
- G Yes. Thank you very much.
- R Not at all.
- G Oh, and er we're leaving today, of course.
- R Yes, that's fine. Check-out is at 12 o'clock.
- MR KELLY So there is a room available today.
- R Yes, but it's already booked, I'm afraid. Ah, here's the manager, Mr Jones. I'm sure he'll be able to help you.
- K Are you the manager?
- MANAGER Er, yes, I am.
- K Well, I've never stayed in such a terrible hotel in my life ...

### R7.9

- I'm sorry, but I've got a bit of a problem. a)
- I wonder if you could check for me. b)
- I wonder if I could have some more towels, please. b)
- I'm afraid I've got a complaint. a)
- Could I speak to the manager, please? a)
- Could you help me? b)

### R8.2

- ANSWERS 2 have you known 3 did you first meet 5 has he lived 6 did he live 8 has he been 9 did you last see

### R8.3

- ANTONIA You know Richard, my new boyfriend?
- POLLY Yes.
- A Well, his parents have invited us to dinner this evening ...
- P Oh, how lovely!
- A ... And I don't wan[t] to do anything wrong. Could you give me some advice?
- P Yes, of course. Wha[t] do you wan[t] to know?
- A OK, the firs[t] thing, wha[t] time should I arrive?
- P Well, you shouldn't arrive late. British people are usually on time, as you know.
- A Not even a few minutes?
- P Well, a few minutes is OK, but it's a bi[t] rude to arrive more than fifteen minutes late.
- A Right. Should I take something to ea[t], like cake or ice cream?
- P We don't often take food, bu[t] we usually take something for the hostess, like flowers or a bottle of wine, or some chocolates.
- A Hmm, that's good to know.
- P And when you mee[t] someone you don't know, it's polite to shake hands. British people often kiss their friends, bu[t] no[t] people they don't know.
- A Oh, yes, I knew that.
- P Oh, another thing – you must ask the

hostess if you can smoke. Mos[t] British people don't smoke and think it's rude to smoke a[t] the dinner table.

- A Right.
- P Oh, and you should wai[t] for the hostess to start eating first. And you mus[t] say you like the food – even if it's terrible! Er ... anything else? Oh, yes, British people like to sit and talk for an hour or two after they've had dessert, so you shouldn't leave immediately after the meal.
- A Right. And is there anything I shouldn't talk about?
- P No, no[t] really, you can talk about anything – places you've been to, work, family and the weather, of course. Bu[t] you shouldn't ask people how much they earn.
- A OK, thanks a lot. That's really useful.
- P No problem. I'm sure you'll have a grea[t] time! So, what are you going to wear ...

### R8.4

ANSWERS 1a) 2a) 3a)

### R8.5

- ANTONIA Mmm, this is delicious!
- MOTHER Thank you, Antonia.
- RICHARD Yes, Mum's food is always delicious.
- FATHER Have you been to England before, Antonia?
- A Yes, when I was 16 I came here to study English. I went to a language school in Bath.
- M And where have you been this time?
- A Well, last week I went back to Bath to visit some friends. That was really nice.
- F And what are you planning to do with the rest of your time here?
- A I don't know, really.
- M Well, you should go to Cambridge to see the university. It's really beautiful. We've got some friends there. I'm sure you can stay with them, if you like.
- A That sounds good. Thank you.
- F And Richard should take you to London to see the sights, of course.
- R Yes, maybe.
- M Oh, yes. And you must go on the London Eye while you're there.
- A What's that?
- M It's a big wheel, about 150 metres high. You can see the whole city from the top. It's wonderful.
- A That sounds amazing! And I want to go to Oxford Street to do some shopping.
- R Oh, no!
- A I need to buy some presents for my family back in Italy and I want to get some new clothes. Maybe we can go next Saturday, Richard?
- R Clothes shopping in London on a Saturday afternoon? You're joking!
- M Richard!



## R8.6

**INTERVIEWER** On *Around the World* this week we're looking at giving presents in differen[t] cultures. With me is travel writer, Neil Palmer. Welcome to the programme, Neil.

**NEIL** Thank you.

**I** Now everyone gives presents, of course. But it isn't as easy /j/ as that, is it?

**N** No, /w/ i[t] certainly /j/ isn't. In some places, like China, for /r/ example, it's polite to refuse a presen[t] once or twice before /r/ accepting it. If you /w/ accept it immediately, people migh[t] think you're greedy. And you should give the presen[t] with both hands, no[t] jus[t] one hand.

**I** Oh, that's interesting.

**N** And even opening presents can be /j/ a problem. In mos[t] Western countries, like England or the USA, people wan[t] you to /w/ open the presen[t] when they give it to you. But in places like Thailand and Vietnam it's very rude to /w/ open a present immediately. You should keep the present and open i[t] when you ge[t] home.

**I** And is there /r/ anything you shouldn't give as a present?

**N** Well, tha[t] depends on the country. In Japan you mus[t] never give anything you can cu[t] with, like knives or scissors, as these are /r/ a symbol of death.

**I** Oh, dear. Tha[t] could be /j/ embarrassing.

**N** Yes, and in both Japanese and Chinese the word for 4 means 'death' – so you shouldn't give anyone an even number /r/ of things. That's why /j/ in Japanese departmen[t] stores you /w/ always buy glasses in sets of 5 or 7.

**I** In the /j/ UK we /j/ often give flowers. Is tha[t] the same all over the world?

**N** Yes, bu[t] you still need to be careful. In countries like Turkey, for /r/ example, you shouldn't give your hostess whi[te] flowers – people only give whi[te] flowers a[t] funerals. And you mus[t] give an odd number /r/ of flowers – an even number /r/ is unlucky.

**I** I never knew giving presents was so difficult! Neil Palmer, thank you for coming in to talk to /w/ us today.

**N** It was a pleasure.

## R8.8

It's very rude to open a present immediately. You shouldn't give anyone an even number of things.

You always buy glasses in sets of 5 or 7.

And you must give an odd number of flowers.

## R8.9

**MARLEN** Whereabouts in Scotland are you from, Bruce?

**BRUCE** The capital, Edinburgh.

**M** Oh, I'm going there next month on business. So what's Edinburgh like?

**B** Fantastic – it's very cosmopolitan and the city itself is very beautiful. The centre's a bit touristy, but the city still has lots of tradition. And of course there's Edinburgh Castle, which is amazing.

**M** Is Scotland similar to England?

**B** No, it's quite different. We have the same currency as England but we have our own bank notes. And we have our own language, Gaelic. But don't worry, everybody speaks English – with a Scottish accent, of course.

**M** I must admit I don't know much about Scotland.

**B** Most people don't. They know that men sometimes wear a kilt, which is like a skirt, but for men, and that we play a musical instrument called the bagpipes. And of course Scottish whisky is one of the most famous drinks in the world. But Scotland's much more than that.

**M** So what are the people like?

**B** Well, they're quite reserved, but they really like foreign visitors and they're always very welcoming and friendly.

**M** Hmm. And what's the weather like?

**B** It can be quite wet and windy and the winters are freezing. But on a warm sunny day there's nowhere better in the world.

**M** And what's the food like?

**B** Ah. Delicious. Have you heard of haggis?

**M** Yes, but I don't know what it is.

**B** Basically it's a sheep's heart, cut up and cooked in the sheep's stomach.

**M** Ugh. It sounds horrible.

**B** I know, but it's really good. Er ... when did you say you were going?

**M** In August.

**B** Brilliant, you'll be there for the Edinburgh Festival. Now that is an experience. Lots of street theatre, comedy and music. It goes on for nearly a month.

**M** That sounds great! Is it easy to get tickets for things?

## R9.1

**I**  
**REBECCA** Morning. Do you want some coffee?

**NATALIE** No thanks. I overslept ... again.

**R** Oh, dear. A late night, was it?

**N** Yes, a bit. Look, I have to go. If I'm late again, I'll lose my job.

**R** Don't worry. You'll be OK if you get a taxi.

**N** Yes, good idea.

**R** Right, have a good day.

**N** You too. Bye.

## 2

**ALAN** Where are the car keys? I can't find them anywhere.

**KATHRYN** I don't know, Alan. Where did you put them last?

**A** That's a stupid question, isn't it?

**K** Well, we'll miss the film if we don't find them soon.

**A** Yes, I know.

**K** Maybe they're in your coat pocket.

**A** No, they're not. I've looked.

**K** OK, I'm just trying to help.

## 3

**BRIAN** Oh, no, more traffic. Why didn't we leave sooner?

**ELEANOR** We'll be fine. We've still got an hour.

**B** If we don't get there by 5, we'll miss the plane.

**E** Don't worry. We'll get there.

**B** What will we do if we're too late?

**E** Well, we'll have to get the next one. Just relax, all right?

## R9.2

I'll lose my job → If I'm late again, I'll lose my job. | OK if you get a taxi → You'll be OK if you get a taxi. | get there by five, we'll miss the plane → If we don't get there by five, we'll miss the plane. | if we're too late → What will we do if we're too late? | if we don't find them soon → We'll miss the film if we don't find them soon.

## R9.3

**ALAN** Now, where's my list? OK. I won't leave the office until I finish this report. I need that for the meeting in Zurich. Right, what's next? Oh, yes, I need some euros. OK, as soon as I finish the report I'll go to the bank. They'll still be open, I think. If not, I'll get some at the airport. Right – tickets ... Frank's got the tickets ... I'll call him when I get home, just to check. And I'll phone the hotel to check our reservations after I talk to him. Hmm ... what time do I have to be at the airport? Wow, that's early – I think I'll pack before I go to bed. OK, that's everything, I think. Now, where's that report?

## R9.4

**VICKY** Well, my life has changed completely, of course – looking after a child is a full-time job. After Meg was born I was quite depressed for a few weeks, but I'm less stressed about things now, I think. Martin helps when he's home, but I get upset when he says he's got too much work to do. I have to work 24 hours a day! Meg isn't sleeping well at the moment, so I never get enough sleep and then I don't have enough energy to do anything in the day. Also, I miss work and my adult friends. Now I'm at home all the time with the baby, it can be quite

## Recording Scripts

lonely. I haven't been out with my friends since Meg was born so I don't really have a social life. But I'm never bored – I've always got too many things to do and there aren't enough hours in the day to do them all. But of course there are lots of good things too. I was very excited when she smiled for the first time and I love watching her sleep. Yes, I'm very happy being a mother, but I don't want to have any more children – I think one child is enough.

**MARTIN** Life's changed a lot since Meg was born, but I don't mind – I'm just pleased that she's a healthy baby. The change has been a lot harder for Vicky, I think, but Meg wakes up a lot in the night so neither of us is getting much sleep. Also, we don't really have a social life together anymore, because Vicky's usually too tired to go out in the evening. When I get home we normally just have dinner and watch TV. I sometimes go out with friends from work, but I feel a bit guilty, so I try not to get home too late. At least I earn enough money for the whole family, so we don't have to worry about paying the bills or anything. Vicky would like to move to a bigger house, but I think this place is big enough for us, for now anyway. And the good things? Well, I love watching Meg's face. She's not old enough to talk, but she makes some funny faces! Yes, I'm really pleased I'm a dad – I think she's beautiful.

### R9.5

get home too late → I try not to get home too late. | too much work to do → He's got too much work to do. | too many things to do → I've always got too many things to do. | not old enough to talk → She's not old enough to talk. | enough energy → I don't have enough energy. | enough money for the whole family → I earn enough money for the whole family. | big enough → This place is big enough.

### R9.6

A new couple have moved in next door. | Their parties go on all night. | Their friends turn up at two in the morning. | They told me to go away. | I've had to give them up. | I take off my coat. | I sit down in front of the TV. | I can't put up with the noise any longer. | I get on well with all my other neighbours. | I don't want to go back to my parents' house.

### R9.7

**PRESENTER** ... And we'll have more about that story later in the programme. A new report out today says that one of the biggest causes of stress is our neighbours. So we sent our reporter,

Mandy Stevens, to find out what the public think.

**MANDY** Excuse me, can I ask you if you get on well with your neighbours?

**FIRST PERSON** Oh, yes, definitely. I've got fantastic neighbours – well, they're friends really, not just neighbours. We often, you know, go round to visit each other for er coffee and um just talk about the day. And when I um go away for the weekend they, you know, always look after my cats, which is really useful.

**SECOND PERSON** Well, I kind of get on with all my neighbours er except one. They've er got a teenage son, you see, and he's, like, learning to play the drums. They're really loud and er it drives us crazy! I've, like, talked to his parents, but you know, they just don't care. We're thinking of moving house to get away from them.

**THIRD PERSON** Well, I don't um have any neighbours, actually. I live in a big house in the country and er there's nobody near me. The nearest house is about um 4 miles away. And, you know, that's um just the way I want it. I like the quiet, you see.

**FOURTH PERSON** Well, most of my neighbours are, you know, OK, but um it's the kids that are the problem. There aren't enough places for them to play, you see, so they just get into trouble. It's er it's not really their fault, they're kind of ... just bored really and you know there's not much to do round here.

**FIFTH PERSON** Well, in our street there're, like, not enough places to park. So you know, people just um park anywhere. So sometimes I er have to leave my car a long way from my house, which is, you know, really annoying. I've got 2 kids under the age of 2, you see, and sometimes I um have to carry them quite a long way. So, yeah, my neighbours are a bit of a problem.

### R9.8

**I**  
**LUCY** Hello?  
**MARTIN** Hello, Lucy. It's Martin.  
**L** Hello, Martin. How are you?  
**M** I'm fine, thanks.  
**L** And how are Vicky and Meg?  
**M** Oh, they're very well. But being a parent is hard work!  
**L** Yes, so I've heard.  
**M** Anyway, um are you doing anything next Friday?  
**L** Um ... I don't think so, no. Why?  
**M** Well, we haven't seen anyone since Meg was born. So we er decided to invite a few friends round for dinner. Would you like to come?  
**L** Yes, I'd love to. What time?  
**M** Oh, er about 8?  
**L** Great! Do you want me to bring anything?

**M** No, it's OK. See you Friday, then.  
**L** I'm really looking forward to it. Bye.  
**M** Goodbye.

### 2

**DAVE** Hello?  
**MARTIN** Hello, Dave, it's Martin.  
**D** Martin! I haven't heard from you for ages.  
**M** Yeah, well, you know – new baby and all that.  
**D** Yeah, I remember what that's like. How are Vicky and Meg?  
**M** They're both very well, thanks. Anyway, the reason I'm calling is er do you fancy coming round for a meal on Friday?  
**D** Oh, I'd love to, but I can't. I'm really sorry! I'm going away this weekend.  
**M** Oh, what a shame.  
**D** Look er why don't we meet for a drink after work instead?  
**M** Yes, that'd be great.  
**D** Are you free on Wednesday?  
**M** No, um Vicky's out on Wednesday so I'm babysitting.  
**D** Well er what are you doing on Tuesday?  
**M** Nothing special. Yes, Tuesday's good. Where shall we meet?  
**D** Er ... let's meet at The Green Man.  
**M** Is that the pub on the High Street? It's been so long.  
**D** Yes, that's right. What time shall we meet?  
**M** How about 6.30?  
**D** Yeah, that's fine.  
**M** Right. I'll see you there at 6.30. Bye.  
**D** Bye.

### R9.9

1 Yes, I'd love to. a)  
2 I'm really looking forward to it. b)  
3 I haven't heard from you for ages. a)  
4 I'd love to, but I can't. a)  
5 Yes, that'd be great. b)  
6 I'll see you there at 6.30. a)

### R9.11

**CHORUS**  
What the world needs now is love, sweet love  
It's the only thing that there's just too little of  
What the world needs now is love, sweet love  
No, not just for some, but for everyone  
Lord, we don't need another mountain  
There are mountains and hillsides enough to climb  
There are oceans and rivers enough to cross  
Enough to last till the end of time  
**CHORUS**  
Lord, we don't need another meadow  
There are cornfields and wheat fields enough to grow  
There are sunbeams and moonbeams enough to shine  
Oh, listen, Lord, if you want to know

What the world needs now, is love, sweet love  
It's the only thing that there's just too little of  
What the world needs now is love, sweet love  
No, not just for some, oh, but just for every, every, everyone

Oh, what the world needs now is love,  
sweet love (Oh, is love) (x 3)

## R10.1

ANSWERS 1 £58,000,000 2 £117,000  
3 £56,000 4 £700,000 5 £73,000  
6 £1,770,000 7 £157,000

## R10.2

Christie's and Sotheby's are known all over the world. | Thousands of items are bought and sold every day. | This typewriter was used by Ian Fleming. | Cuttings from Elvis Presley's hair were sold by his hairdresser. | This Rolls Royce was owned by John Lennon.

## R10.3

INTERVIEWER My next guest is Sam

Bennett, whose programme *Real Men Shop!* is on Radio 10 tonight at 6.30.

Sam, why did you make a programme about the history of men and shopping?

SAM Well, men's attitudes to shopping have changed a lot over the years in Britain.

For example, let's take Selfridges, which opened in 1909. Selfridges was actually London's first department store and they used to /ju:stə/ have a special room only for men. The husbands used to /ju:stə/ go to this room, sit in comfortable chairs and read their newspapers while their wives did the shopping. It used to /ju:stə/ be very popular.

1 I'm sure it was. And what about the food shopping?

5 Oh, men didn't use to /ju:stə/ do anything like that, of course. Everyone knows that the women did all the food shopping.

1 They still do mostly, don't they?

5 Yes, but it's not as bad as it used to /ju:stə/ be. Even as recently as the 1970s, married men never used to /ju:stə/ do the food shopping and some of them didn't even buy their own clothes – their wives did.

1 What did single men use to /ju:stə/ do?

5 Often someone bought their clothes for them – their mothers or sisters, probably. Interestingly, the men's clothes shop, Austin Reed, used to /ju:stə/ have a "shopping girlfriend" service for single men.

1 What was that exactly?

5 Well, these "shopping girlfriends" used to /ju:stə/ go round the shop with the man and help him buy his clothes.

1 Really?

5 Mmm. But nowadays most men buy their own clothes, of course, and you see husbands doing the weekly shopping in the supermarket all the time – no one's surprised anymore.

1 But the wife had to write the list!

5 Yes, probably. And of course products have changed too. 40 years ago, you didn't use to /ju:stə/ see perfumes and skincare products for men. But now you can buy them everywhere. So things have changed quite a lot, really.

1 Well, thanks for coming in to talk to us today, Sam. You can hear *Real Men Shop!*, the history of men's shopping habits, tonight on Radio 10 at 6.30.

## R10.5

ANSWERS 2 used to open 3 used to eat  
4 didn't used to sell 5 didn't used to be  
6 used to buy 7 didn't used to have  
8 used to take

## R10.6

ANSWERS 2 a 3 – 4 – 5 a 6 the 7 – 8 a 9 a  
10 – 11 the 12 the 13 the 14 – 15 the  
Extra information:

... in 1984. In September 1988 he opened the first Versace shop in Madrid, Spain.

... was killed. But 9 days later a man was found dead on Miami beach. The police believe that he was Versace's murderer.

## R10.7

1

SHOP ASSISTANT Can I help you?

CUSTOMER 1 I'm just looking, thanks. ...

Excuse me. Have you got this T-shirt in a smaller size?

SA What size is that one?

C1 Large.

SA I'll have a look. ... Yes, here's a medium.

C1 OK. Can I try it on, please?

SA Yes, sure. The fitting room's over there.

C1 Thank you. ...

SA Does it fit?

C1 Yes, it's fine, I think. How much is it?

SA It's £15.

C1 OK, I'll take it.

SA Thank you. Here's your change and your receipt.

C1 Thanks very much. Bye.

SA Bye.

2

SHOP ASSISTANT Who's next, please?

CUSTOMER 2 Hi. Could I have this map, please?

SA Sure. That's er £5.20.

C2 And do you sell batteries?

SA Yes, we do. What size do you want?

C2 Double A, I think.

SA Here you are. That's £10.75 altogether.

C2 OK.

SA How would you like to pay?

C2 Credit card, if that's OK.

SA That's fine. Check the amount and sign

here, please. ... Thank you.

C2 Thanks a lot. Goodbye.

SA Bye.

## R11.1

I've just heard that Tim's in hospital. | He's already had an operation. | I don't know all the details yet. | Robin Hall's just phoned. | Have you sent him the cheque yet? | Ted's already done three dives. | I haven't done any yet. | Pippa's just lost her job!

## R11.2

SHARON Pippa, I've jus[t] got your message. I'm so sorry.

PIPPA Thanks.

S When are you leaving?

P Today. I've already told them I'm no[t] staying to the end of the month. Actually, I've jus[t] finished clearing my desk.

S Have they paid you for this month?

P Yes, they have. I've already checked my bank account.

S And what about Andrew? Have you told him yet?

P No, I haven'[t]. He isn'[t] back from Germany until Friday. I don'[t] wan[t] to tell him over the phone.

S No, of course no[t], I understand.

P And guess what? I've just opened an email from Ed Burrows in Cardiff ...

S Oh, yes?

P ... He wants me to call him – he says he might have a job for me.

S Wow, news travels fast. Have you phoned him ye[t]?

P No, no[t] yet. I need some time to think about[t] what I wan[t] to do. I've jus[t] been on the Interne[t] looking for a cheap holiday. I haven'[t] found anything ye[t], but I'll have another look when I ge[t] home. Uh-oh, here comes the boss. I have to go. I'll call you later, Sharon. Bye.

S Bye.

## R11.4

ALICE Excuse me, are you er the new person who's just moved in across the street?

MARY Yes, I am.

A Hello, my name's Alice. I own the flower shop on the corner.

M Nice to meet you. I'm Mary.

A Have you heard the news?

M No, what's happened?

A Well, the man who lives in the big house at the end of the village was murdered last night.

M What?!

A Yes, at the, um, new Garden Centre.

M The Garden Centre?

A Yes, that's the place where they found the body. Jack Miller – he's the man who was murdered – is the owner. And it, um, only opened 2 weeks ago.

M How ... how was he killed?

## Recording Scripts

- A They said on the radio he was shot.  
 M Oh, dear, that's terrible. So, um, you probably know everyone who lives in the village. Who do you think did it?  
 A Well, um I shouldn't be saying this, but er do you know Barry Clark?  
 M Um, no ...  
 A He's Jack's business partner. Apparently they had a big argument yesterday at the Garden Centre.  
 M What were they arguing about?  
 A Money. Barry said Jack was stealing from him. And you don't want to steal from Barry Clark – he's a bit crazy, if you know what I mean.  
 M Right.  
 A And then of course there's um ... Ellen, Jack's wife. Last month she told me Jack um wanted to leave her – you know, get divorced.  
 M Oh, dear.  
 A Yes, she was very upset, obviously. Her marriage is the only thing which makes her happy. Especially after um ... after what happened to their son.  
 M Why, what happened?  
 A Well, 4 years ago their son, Adam, was sent to prison.  
 M Oh, no. What for?  
 A He robbed the local post office and um shot a policeman while he was trying to escape.  
 M That's terrible. So he's still in prison, then.  
 A No, he came out 2 weeks ago. And they never found the money that was stolen.  
 M Hmm ... and I thought Yately was a sleepy village where nothing ever happened ...

### R11.5

- PRESENTER** ... has promised more money for schools in the coming year ... And I hear that the Miller murder trial has just ended. Here's our reporter, Alexander Harris.  
**ALEXANDER** Well, a few minutes ago 47-year-old flower-shop owner, Alice White, was found guilty of the murder of Yately businessman, Jack Miller. During the trial we heard how she broke into the home of Mr Miller's business partner, Barry Clark. She stole his gun and went to the Yately Garden Centre, where Mr Miller was working late. She shot him once in the heart, killing him instantly and then left a single red rose on his body. Then she returned to Mr Clark's house and put the gun back.  
 P So how did the police catch her?  
 A They found a button near Mr Miller's body. When a photo of the button appeared in the evening paper, a local woman, Mary Barnes, called the police. She said she was talking to Mrs White the morning after the murder and

noticed that a button was missing on her coat. The police visited Mrs White's home and found the coat, with the button still missing.

- P And why did she murder Mr Miller?  
 A Well, during the trial we heard that Mrs White's flower shop was losing business to the new garden centre. She thought that if she killed Mr Miller and his business partner was arrested, the garden centre would have to close.  
 P That was Alexander Harris at the Miller murder trial. And now sport. Wolverhampton Wanderers have beaten Manchester United 5-1 in the ...

### R11.6

- ANNOUNCER** It's six o'clock. And here with a summary of today's news is James Humphrey.  
**JAMES** Protesters fought with police outside today's meeting of the World Trade Organisation in Frankfurt. Angry demonstrators sat in the road to try and prevent world leaders from travelling to the conference hall. Several people were injured and were taken to nearby hospitals, and there were over forty arrests.

An English animal rights worker was murdered on the island of St Lucia yesterday. Barbara Devlin was found dead in her car after she was shot twice. Ms Devlin was trying to stop the opening of swim-with-dolphin centres in the Caribbean, which she believed were cruel to the animals.

A painting by Van Gogh was stolen from a private collection in New York this morning. The robbers, who were dressed as gas inspectors, told residents of an exclusive Manhattan apartment block to leave the building because of a gas leak. They then broke into the apartment of seventy-year-old art collector, Mrs Dorothy Stone, and stole the Van Gogh. The painting is worth over twenty million dollars.

Doctors in America have developed a cream to help stop skin cancer. The magic ingredient in the cream is green tea. Dr Ruth Baxter from the British Medical Association welcomed the news.

- DR BAXTER** This is a very interesting product, but it's important that we do our own tests on anything that's sold in this country. So unfortunately this cream won't be available in Britain for at least 2 years.

### R11.7

- A**  
**MAN 3** I'm going to Rome next month.  
**WOMAN 3** Are you? Who with?  
**M3** Some friends from my Italian class.

- We're going to study over there.  
**W3** Wow, that's great. How long are you going for?  
**M3** 2 weeks.  
**B**  
**MAN 1** You know Max doesn't want to sell the company.  
**MAN 2** Doesn't he?  
**M1** No, he hates the idea.  
**M2** Why's that?  
**M1** Well, the company's been in the family for 80 years.  
**M2** Oh, right.

### C

- MAN 4** So, Angus, how are you?  
**ANGUS** I'm really tired. I didn't go to work today.  
**M4** Didn't you? Why not?  
**A** Well, an old friend came to visit and we stayed up all night talking.  
**M4** Really? Who's the friend?  
**A** His name's Josh. We used to work together. But his life's changed quite a lot since we last met ...

### D

- WOMAN 1** Have you heard? Hannah's had twins!  
**WOMAN 2** Has she? What did she have?  
**w1** 2 girls.  
**w2** Wow, fantastic! Did everything go OK?  
**w1** Yes, they're all well.  
**w2** Oh, good.

### R11.8

- 1**  
**A** Gregory's got a new girlfriend.  
**B** Has he? (I)  
**2**  
**A** They don't know where he lives.  
**B** Don't they? (NI)  
**3**  
**A** I can't ride a bike.  
**B** Can't you? (I)  
**4**  
**A** Sonya and Felix are getting married.  
**B** Are they? (I)  
**5**  
**A** I've seen this film before.  
**B** Have you? (NI)  
**6**  
**A** My wife didn't leave the house last week.  
**B** Didn't she? (I)

### R11.9

Has she? | Doesn't he? | Didn't you? | Are you? | Has he? | Don't they? | Can't you? | Are they? | Have you? | Didn't she?

### R11.10

- ANGUS** His name's Josh. We used to work together. But his life's changed quite a lot since we last met. He's a millionaire now ... Yes, he made over 10 million pounds last year ... But he still hasn't got a car ... Anyway, he's got a new girlfriend now ...

Yes, and she's a really famous actress ...  
They met on a yoga holiday in Spain ...  
She lives in a great big house in  
Hollywood ... Julia Roberts used to live  
there ... And he's invited me to go and  
meet her ... Yes, I'm leaving on Sunday ...

## R11.11

You never close your eyes anymore when  
I kiss your lips  
And there's no tenderness like before in  
your fingertips  
You're trying hard not to show it (baby)  
But baby, baby I know it

## CHORUS

You've lost that loving feeling  
Oh, that loving feeling  
You've lost that loving feeling  
Now it's gone, gone, gone  
Whoa-oh

Now there's no welcome look in your eyes  
when I reach for you  
And girl you're starting to criticise little  
things I do

It makes me just feel like crying (baby)  
'Cause baby something beautiful's dying

## CHORUS

Baby, baby, I'd get down on my knees for  
you  
If you would only love me like you used to  
do, yeah  
We had a love, a love, a love you don't find  
every day  
So don't, don't, don't, don't let it slip away

Baby, baby, baby, baby, I beg you please,  
please, please, please

I need your love, need your love  
I need your love, I need your love  
Bring it on back, bring it on back  
Bring it on back, bring it on back  
Bring back that loving feeling  
Whoa, that loving feeling  
Bring back that loving feeling  
'Cause it's gone, gone, gone  
And I can't go on, whoa-oh

Bring back that loving feeling, whoa that  
loving feeling

## R12.1

MAUREEN Philip. How nice to see you!

PHILIP Oh, hi, Aunt Maureen.

M Great news! Congratulations – a degree  
in medicine!

P Ah, you've heard.

M Of course I've heard. First doctor in the  
family! I'm so proud. Now what's next?  
Are you looking for a job?

P Um ... I've already got a job.

M So quickly! Which hospital are you  
working in?

P Actually, I'm working in a restaurant.

M A restaurant?

P Yes. I've decided to take a year off before  
I start my career. I want to work abroad

so I need to save some money.

M Work abroad?

P Yes, I'm going to work for a charity. It's  
called Eyes Worldwide.

M Oh, I see. Helping people around the  
world. Hmm. What a good boy you are.

P Well, I want to do something different  
for a few months. But don't worry, I'll be  
back next June – and you'll still have  
a doctor in the family.

M And who's paying for all this?

P The charity pays for everything when  
I'm there, but I have to pay for my own  
flight.

M So that's why you're working at the  
restaurant – to buy your plane ticket.

P Yes, that's right. I can save £100 a week,  
I think. So I can leave in a couple of  
months.

M How much is the flight going to cost?

## R12.2

MAUREEN Guess who I saw in town this  
morning?

ARTHUR Who?

M Philip. He's a qualified doctor now,  
you know.

A Yes, I know. Has he got a job yet?

M Yes, he has.

A Oh, that's good.

M Yes, he said he was working in  
a restaurant.

A Hmm, funny job for a doctor. Or is the  
food really bad there?

M No, silly. He's saving money. He told me  
that he was going to work for a charity.

A What, in the restaurant?

M No, he said that he wanted to work  
abroad. He wants to help people, Arthur.  
Isn't that wonderful? But he said that  
he'd be back next June. Then he'll start  
working as a proper doctor.

A Hmm.

M He told me he could save £100 a week,  
but I don't think he can, do you? Not  
working in a restaurant ...

A Hmm.

M Are you listening to me, Arthur?

A Sorry, what? Yes, of course I am.

M Anyway, he said that the flight was about  
£700 ...

## R12.3

he wanted to work abroad → He said that  
/ðət/ he wanted to work abroad. | he was  
going to work for a charity → He told me  
that /ðət/ he was going to work for a charity.  
| he was working in a restaurant → He said  
he was working in a restaurant. | he could  
save a hundred pounds a week → He told  
me he could save a hundred pounds a  
week. | he'd be back next June → He said  
that /ðət/ he'd be back next June.

## R12.4

MAUREEN Are you listening to me, Arthur?

ARTHUR Sorry, what? Yes, of course I am.

M Anyway, he said that the flight was about  
seven hundred pounds. Which is a lot of  
money, I think.

A Yes, it is.

M And [h]e told me that [h]e didn't earn  
very much – only a hundred and eighty  
pounds a week.

A Hmm.

M Well, I said that it was going to take  
[h]im ages to save enough money ...

A Years, probably ...

M Exactly. And then [h]e said that [h]e  
was working 7 days a week. Well, I don't  
think [h]e should have to work that  
hard, do you?

A Yes ... er ... I mean no.

M Good. I'm so glad you agree. Because  
I told [h]im we'd pay for his ticket.

A What?!

M Yes, he was very happy, I can tell you.

So I got the money out of the bank this  
afternoon and gave it to him. He said  
[h]e could pay me back next year, but  
I told [h]im that it was a present from  
us both.

A And you didn't want to discuss this with  
me first?

M What's the point? You never listen to a  
word I say anyway ... Right, I'm just  
going to phone Mrs Jenkins and tell  
[h]er ... oh, and Mrs Lindsay and  
Dorothy Black and ...

## R12.5

ANSWERS See R12.4.

## R12.6

I'd do it → If I won a parachute jump, I'd do  
it. | I wouldn't do it → If I won a parachute  
jump, I wouldn't do it. | if you won a  
parachute jump → What would you do if  
you won a parachute jump? | I'd do it. | I  
wouldn't do it. | would you do it? → If  
someone asked you to hold a tarantula,  
would you do it? | Yes, I would. | No, I  
wouldn't.

## R12.7

INTERVIEWER I'm talking to film-maker, Oliver  
Fuller, who's making a new  
documentary *‘ji'* about the great  
magician, Harry Houdini.

OLIVER Hello.

1 Oliver, what can you tell us about  
Houdini's early life?

o Well, his real name was Erich Weiss and  
he was born in Budapest, in Hungary, in  
1874. His family moved to the USA  
when he was 4.

1 And when did he start doing magic?

o He became interested in magic when he  
was a boy and started working as a  
professional magician when he was 17.

1 Did he become famous very quickly?

o No, he didn't. In the *‘ji'* early days  
Houdini and his wife Bess used to do  
magic shows all over New York,

sometimes 20 shows a day. But after 5 years of trying, he wanted to give up magic. He put an advert in the newspaper offering to sell all his magic secrets for \$20. Luckily for him, nobody answered the ad.

- I What was his greatest trick, do you think?
- O Well, the underwater escape, I suppose. He was put into a tank of water in handcuffs and chains, then Bess pulled a curtain around it. When she opened the curtain a few minutes later, Houdini was standing next to the tank. It was really amazing to watch!
- I So how did he do his tricks?
- O Well, he used to practise opening handcuffs for 10 hours a day. He also used to hide pieces of wire in his hair and between his toes. And he was very fit – he could stay underwater for 3 minutes or more.
- I How did he die?
- O Well, many people think he died onstage, but that isn't true. What really happened was that he had bad stomach problems while he was doing a show in 1926. He refused to go to hospital until he finished the show. He died a week later.
- I Well, that was Oliver Fuller, whose new documentary ...

### R12.8

Listening Test (see Teacher's Book)

## Answer Key

### 4C 3 b) p32

#### Are you a telly addict?

##### 1–2 ticks:

You don't have a problem with TV. You probably do more interesting things in your free time and prefer reading to watching television.

##### 3–4 ticks:

You like watching television, but it doesn't control your life. You probably only watch the programmes you really like and turn off the TV when they finish.

##### 5–6 ticks:

You probably watch too much television. Why don't you go for a walk instead – when your favourite programme isn't on, of course!

##### 7–8 ticks:

You are totally addicted to TV! You probably love your TV more than your friends! Why not turn it off and do something more interesting?

### 10C 7 c) p81

#### Are you a fashion victim?

- |               |             |             |
|---------------|-------------|-------------|
| 1 a) 3 points | b) 2 points | c) 1 point  |
| 2 a) 2 points | b) 1 point  | c) 3 points |
| 3 a) 1 point  | b) 2 points | c) 3 points |
| 4 a) 3 points | b) 2 points | c) 1 point  |
| 5 a) 2 points | b) 1 point  | c) 3 points |
| 6 a) 2 points | b) 3 points | c) 1 point  |

##### 6–9 points:

You're definitely not a fashion victim. Clothes aren't very important to you and you probably wear the first thing you see in the morning. Perhaps you should go shopping next weekend and buy some new clothes.

##### 10–12 points:

You don't worry about clothes very much, but you like looking good and probably enjoy getting dressed up for parties and weddings. You like shopping but probably don't buy things that you don't need.

##### 13–15 points:

What you wear is important to you. You go shopping because you want to, not because you need to, and you probably like buying fashionable clothes. You're not a fashion victim – but you might be soon!

##### 16–18 points:

You're definitely a fashion victim! What you wear is very important to you and you love buying new clothes. Maybe you don't need to go shopping for a while – you've probably got lots of beautiful clothes at home that you never wear!

### 10 Review 1 p83

- Pablo Picasso
- Switzerland
- radium
- Germany
- Brazil
- Mary Shelley

### 12B 3 d) p94

#### RISK-TAKER!

- |               |             |             |
|---------------|-------------|-------------|
| 1 a) 1 point  | b) 3 points | c) 2 points |
| 2 a) 3 points | b) 2 points | c) 1 point  |
| 3 a) 1 point  | b) 3 points | c) 2 points |
| 4 a) 3 points | b) 1 point  | c) 2 points |
| 5 a) 3 points | b) 2 points | c) 1 point  |
| 6 a) 2 points | b) 3 points | c) 1 point  |
| 7 a) 3 points | b) 2 points | c) 1 point  |

##### 7–11 points:

You like things the way they are and probably don't do new things very often. Perhaps you're not having as much fun as you could. Go on, take a few more risks!

##### 12–16 points:

You like the idea of taking risks and you're probably ready to be a bit more adventurous. Maybe it's time to do all those things you've always wanted to do!

##### 17–21 points:

You'll try anything, any time, anywhere! You should probably get some extra insurance because you're a real risk-taker!

# Phonemic Symbols

## Vowel sounds

/ə/	/æ/	/ʊ/	/ɒ/	/ɪ/	/i/	/e/	/ʌ/
fath <u>er</u> ago	app <u>le</u> cat	book cou <u>ld</u>	o <u>n</u> got	in sw <u>im</u>	happ <u>y</u> eas <u>y</u>	bed an <u>y</u>	cup un <u>der</u>
/ɜ:/	/ɑ:/	/u:/	/ɔ:/	/i:/			
her sh <u>irt</u>	arm car	blue too	born walk	eat meet			
/eə/	/ɪə/	/ʊə/	/ɔɪ/	/aɪ/	/eɪ/	/əʊ/	/aʊ/
ch <u>air</u> wh <u>ere</u>	near w <u>e're</u>	tour mat <u>ure</u>	boy no <u>isy</u>	n <u>ine</u> e <u>ye</u>	eight d <u>ay</u>	go o <u>ver</u>	o <u>ut</u> br <u>own</u>

## Consonant sounds

/p/	/b/	/f/	/v/	/t/	/d/	/k/	/g/
park sou <u>p</u>	be rob	face la <u>ugh</u>	ver <u>y</u> liv <u>e</u>	time wh <u>ite</u>	dog red	c <u>old</u> lo <u>ok</u>	gir <u>l</u> bag
/θ/	/ð/	/tʃ/	/dʒ/	/s/	/z/	/ʃ/	/ʒ/
th <u>ink</u> bo <u>th</u>	moth <u>er</u> th <u>e</u>	ch <u>ips</u> teach	job pag <u>e</u>	see ric <u>e</u>	zoo d <u>ays</u>	sh <u>oe</u> act <u>ion</u>	televis <u>ion</u>
/m/	/n/	/ŋ/	/h/	/l/	/r/	/w/	/j/
me nam <u>e</u>	now rain	sing th <u>ink</u>	hot h <u>and</u>	late hell <u>o</u>	marry w <u>rite</u>	w <u>e</u> wh <u>ite</u>	you <u>y</u> es

# Irregular Verb List

infinitive	Past Simple	past participle	infinitive	Past Simple	past participle
be	was/were	been	leave	left	left
become	became	become	lend	lent	lent
begin	began	begun	let	let	let
bet	bet	bet	lose /lu:z/	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	meet	met	met
bring	brought /brɔ:t/	brought /brɔ:t/	pay	paid /peɪd/	paid /peɪd/
build /bɪld/	built /bɪlt/	built /bɪlt/	put	put	put
buy	bought /bɔ:t/	bought /bɔ:t/	read /ri:d/	read /red/	read /red/
can	could /kʊd/	been able	ride	rode	ridden
catch	caught /kɔ:t/	caught /kɔ:t/	ring	rang	rung /rʌŋ/
choose	chose /tʃəʊz/	chosen	run	ran	run
come	came	come	say	said /sed/	said /sed/
cost	cost	cost	see	saw /sɔ:/	seen
cut	cut	cut	sell	sold	sold
do	did	done /dʌn/	send	sent	sent
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake	shook /ʃʊk/	shaken
drink	drank	drunk /drʌŋk/	shoot	shot	shot
drive	drove	driven	show	showed	shown
eat	ate	eaten	sing	sang	sung /sʌŋ/
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
find	found	found	spell	spelled/spelt	spelt
fly	flew /flu:/	flown /fləʊn/	spend	spent	spent
forget	forgot	forgotten	stand	stood	stood
get	got	got [US: gotten]	steal	stole	stolen
give	gave	given	swim	swam	swum /swʌm/
go	went	been/gone	take	took /tuk/	taken
grow /grəʊ/	grew /gru:/	grown /grəʊn/	teach	taught /tɔ:t/	taught /tɔ:t/
have	had	had	tell	told	told
hear	heard /hɜ:d/	heard /hɜ:d/	think	thought /θɔ:t/	thought /θɔ:t/
hide	hid	hidden	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew /nju:/	known /nəʊn/	win	won /wʌn/	won /wʌn/
learn	learned/learnt	learned/learnt	write	wrote	written

## CD-ROM/Audio CD instructions

### Start the CD-ROM

- Insert the *face2face* CD-ROM into your CD-ROM drive.
- If Autorun is enabled, the CD-ROM will start automatically.
- If Autorun is not enabled, open **My Computer** and then **D:** (where D is the letter of your CD-ROM drive). Then double-click on the *face2face* icon.

### Install the CD-ROM to your hard disk (recommended)

- Go to **My Computer** and then **D:** (where D is the letter of your CD-ROM drive).
- Right-click on **Explore**.
- Double-click on *Install face2face to hard disk*.
- Follow the installation instructions on your screen.

### Listen and practise on your CD player

You can listen to and practise language from the Student's Book Real World lessons on your CD player at home or in the car:

R1.11	R1.12	R2.11	R2.13	R3.8	R4.11
R5.13	R6.7	R6.9	R7.10	R8.9	R8.10
R9.10	R10.8	R11.9	R11.10		

### What's on the CD-ROM?

#### • Interactive practice activities

Extra practice of Grammar, Vocabulary, Real World situations and English pronunciation. Click on one of the unit numbers (1–12) at the top of the screen. Then choose an activity and click on it to start.

#### • My Activities

Create your own lesson. Click on **My Activities** at the top of the screen. Drag activities from the unit menus into the **My Activities** panel on the right of the screen. Then click on **Start**.

#### • My Portfolio

This is a unique and customisable reference tool. Click on **Grammar**, **Word List**, **Real World** or **Phonemes** at any time for extra help and information. You can also add your own notes, check your progress and create your own English tests!



#### System specification

- Windows 98, NT4 with (Service Pack 6), ME, 2000 or XP
- 128Mb RAM
- 500Mb hard disk space (if installing to hard disk)

#### Support

If you experience difficulties with this CD-ROM, please visit: [www.cambridge.org/elt/cdrom](http://www.cambridge.org/elt/cdrom)

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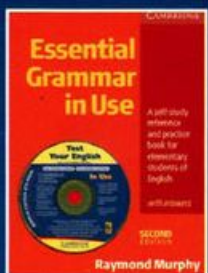
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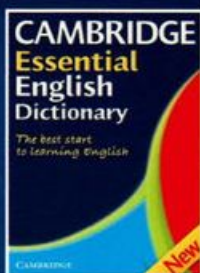
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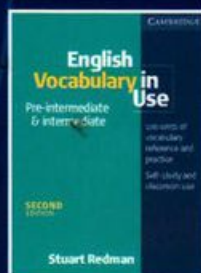
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