

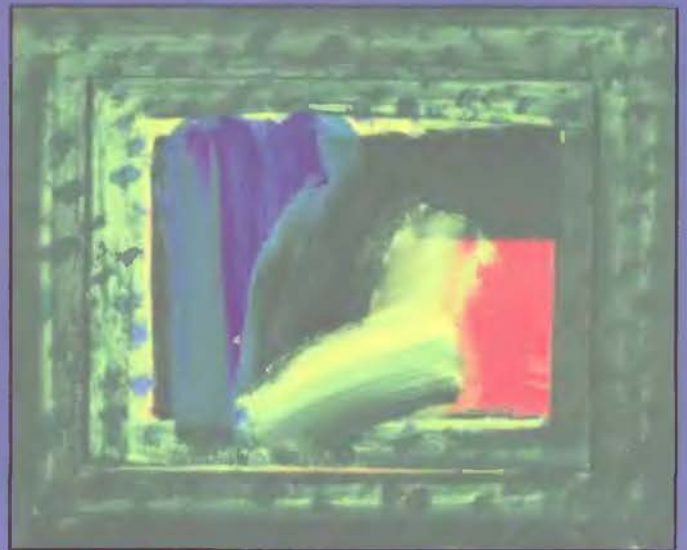
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additional material by Jon Hird

# Inside Out

Student's  
Book

Intermediate



MACMILLAN

## Units & topics

## Speaking & writing

## Reading & listening texts

## Grammar, Lexis & Pronunciation

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## Units & topics

## Speaking & writing

## Reading & listening texts

## Grammar, Lexis & Pronunciation

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- I wish* & *If only* + past perfect  
Unreal conditionals, eg: third conditional; mixed conditionals  
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- Vocabulary of age & regrets

### 16 Review 2

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# 1

## Friends

- 1 Write down the names of three people who are important to you: a friend, a relative and somebody famous.
- 2 Ask other people in the class about their lists. Find out as much as you can.

- 1 Marisol
- 2 Andreas
- 3 Madonna



### Fame

- 1 Discuss these questions:
  - a) Who are the five most famous people in your country?
  - b) Who do you think is the most famous man in the world?
  - c) Who do you think is the most famous woman in the world?
- 2 Look at photographs 1–6.
  - a) Do you know who these people are?
  - b) What do you know about them?





**LANGUAGE TOOLBOX**

He/She looks like ...  
 This one could be ...  
 Perhaps it's (Bob Marley's) son/daughter/mother  
 Maybe it's ...  
 It's difficult to say, but ...

3 Each of the famous people in the photographs in 2 is related to one of the people below. Match each of the famous people to their relation and say how they are related.



**Test your questions**

1 These are the answers from an interview with a celebrity. Write the questions.

- a) I was born in London, but I've got dual nationality because my mother's from Nicaragua.
- b) No, I'm living in Ibiza now.
- c) Not long. I moved from London with my two daughters, Assisi and Amba, about six months ago.
- d) Yeah, very happy. We love the outdoor life. Also, my mother's a Spanish speaker and I feel more comfortable in a Latin country.
- e) Yeah, I've made lots of new friends here. A few English, but my two best friends are Argentinian and Spanish.
- f) I'm a painter, but I've recently started a jewellery business with a friend, and that takes up most of my time. I also do some modelling when I need the cash!
- g) Well, with a business and two young children I don't have much free time, but I love reading and listening to music.
- h) All sorts: pop music and classical.
- i) No, never, but don't tell my father.
- j) Not very often. My mother's in New York and my father's often on tour. But we all love big family get-togethers.
- k) That's a difficult question because I've been to so many amazing places, but I think Brazil is my favourite. The children love it there too.
- l) I think my father chose it: my mother wanted me to have a Spanish name.

2 01 Listen to the interview. Are your questions the same as the ones on the recording?

**Pronunciation**

1 02 Look at tapescript 02 and listen to the questions. Underline the strongest stress in each question.

For example:  
 Where were you born?

2 Work with someone you don't know very well. Use questions from the interview and the following prompts to find out as much as you can about each other.

Have you ...? What's your favourite ...? Who ...? Do you enjoy ...?  
 Are you good at ...? Can you ...? How long have you ...? Do you ever ...?  
 Are you interested in ...?

## Close up

### Question forms

Work with a partner and discuss the following:

- a) In each of the following questions, which word is the *subject*? Which is the *auxiliary*? Which is the *main verb*?
  - 1 Has she been to Paris?
  - 2 Did you have a good flight?
  - 3 Is John staying at the George V?
  - 4 What do you do?
- b) In a question, does the subject usually come before or after the auxiliary?
- c) What tenses are used in a)?
- d) Match the tenses to the auxiliaries.
 

continuous tenses	have/has/had
perfect tenses	do/does/did
simple tenses	am/is/are/was/were
- e) There are nine *modal auxiliaries*. Three of them are *can*, *could* and *would*. What are the other six?
- f) *Which*, *when* and *how* are *question words*. There are five other important question words. What are they?
- g) Where does a question word usually go in a question?

Language Reference p8

### Subject questions

- 1 Which person is the *subject* and which is the *object* in this sentence?

Mark Chapman shot John Lennon in December 1980.

- 2 What are the answers to these two questions?
  - 1 Who did Mark Chapman shoot?
  - 2 Who shot John Lennon?
  - a) Is *who* the subject or the object of each question?
  - b) Which question uses an auxiliary?
- 3 The words in these sentences have been mixed up. Put the words in the correct order. Add *did* when necessary.
  - a) who Arantxa Sánchez trains?
  - b) band play Bob Marley which with?
  - c) Mick Jagger with songs who writes?
  - d) marry Yoko Ono who?
  - e) appear \$1 million advert Claudia Schiffer in who car a paid to?
  - f) for the World Ronaldo play in Cup who 1998?

Match the questions to the answers in the box.

John Lennon   Keith Richards   The Wailers   Citroën   Brazil   Her father

- 4 Use the words in the box to make five true sentences.

- |                  |           |  |
|------------------|-----------|--|
| a) Elton John    | died      | Evita in the film of the same name.                    |
| b) Madonna       | wrote     | <i>Candle in the Wind</i> at Princess Diana's funeral. |
| c) Edith Piaf    | played    | <i>La Traviata</i> in 1853.                            |
| d) Frank Sinatra | sang      | <i>Je Ne Regrette Rien</i> .                           |
| e) Verdi         | performed | in 1998.   |



- 5 Write two questions for each of the sentences in 4.

For example:

- a) Who performed ... *Who performed 'Candle in the Wind' at Princess Diana's funeral?*  
Which song ... *Which song did Elton John perform at Princess Diana's funeral?*
- b) Who ... Which part ...
- c) Who ... Which famous song ...
- d) When ... Which American singer ...
- e) When ... Who ...

### Prepositions

- 1 Sentences in English can end with a preposition, for example: *Where do you come from?* Which prepositions are missing from these questions?

- a) Who do you usually have lunch \_\_\_\_\_ ?  
b) What are you learning English \_\_\_\_\_ ?  
c) What do you spend most money \_\_\_\_\_ ?  
d) Who does your teacher remind you \_\_\_\_\_ ?  
e) When you go out with your friends what do you talk \_\_\_\_\_ ?  
f) What kind of music do you like listening \_\_\_\_\_ ?

- 2 Work with a partner. Ask your partner the questions in 1.

### Using questions

- 1 Many questions are formed using the same few structures. Match the questions to the most appropriate answers.

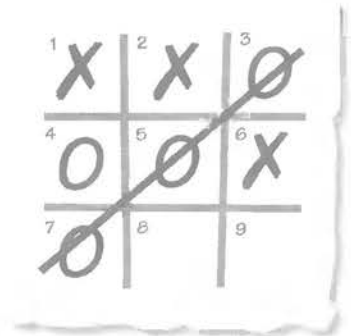
Have you got ...?	a) Have you got any children? b) Have you got a pen? c) Have you got a moment? d) Have you got enough potatoes?	Yes, plenty, thank you. Sure. What do you want? Yes, here you are. Yes, three.
Is that ...?	a) Is that your father? b) Is that my pen? c) Is that your dog? d) Is that the time?	Yes, I'm sorry. Is he bothering you? We'd better get a taxi. Yes, it is. I'm sorry, it looks just like mine. Yes. That's the day he joined the army.
Would you like to ...?	a) Would you like to go out for a coffee? b) Would you like to call me tomorrow? c) Would you like to live in the country? d) Would you like to wait here for a moment?	It's always been my dream to do that. Certainly. Is it OK if I smoke? OK. What time would be good for you? Good idea. Where shall we go?

Language Reference p8

- 2 Which of the questions are *asking for information*? What are the others doing? Imagine the situations.

## Noughts & Crosses

- 1 Work in two teams. Team A look at page 140.  
Team B look at page 143.
- 2 Use the questions to play *Noughts and Crosses*. The aim of the game is to get a line of noughts or crosses before the other team.
- a) Draw a Noughts and Crosses grid on a separate piece of paper.
- b) Decide whether your team is noughts (O) or crosses (X).
- c) Take it in turns to ask and answer questions. When a team answers a question correctly, they choose a square on the grid and mark a nought or a cross.



## Language reference: questions

Question forms have many uses. Here are a few examples:

- Asking for information: *Where's the nearest post office?*
- Asking for permission: *Is it OK if I leave work early tonight?*
- Making requests: *Could you pass me the salt?*
- Making offers: *Can I help?*
- Making invitations: *Would you like to go out for dinner?*
- Making suggestions: *Shall we go to the cinema?*
- Showing friendly interest: *How are your children?*

### Yes/No questions

- 1 When *be* is the only verb in the sentence, you put it before the subject in the question.

Affirmative: *You were in my class last year.*

Question: *Were you in my class last year?*

- 2 You usually put the auxiliary before the subject of the sentence.

#### Present continuous

*You're working for IBM.*

*Are you working for IBM?*

#### Past continuous

*You were thinking about Jack again.*

*Were you thinking about Jack again?*

#### Present perfect

*She's been to Paris recently.*

*Has she been to Paris recently?*

#### Past perfect

*He'd already left when she arrived.*

*Had he already left when she arrived?*

#### Present simple

*He speaks English very well.*

*Does he speak English?*

#### Past simple

*She played football yesterday.*

*Did she play football yesterday?*

Note: Because there is no auxiliary in the affirmative of simple tenses, you use the auxiliary *do* to form questions.

- 3 There are nine *modal auxiliary verbs*: *can, could, will, would, shall, should, may, might, must*. You usually put modal auxiliaries before the subject.

*can You can swim.*

*Can you swim?*

*will She'll be here tomorrow.*

*Will she be here tomorrow?*

### Open questions

Open questions use question words: *when, where, who, why, how, which, what* and *whose*. You usually put the question word at the beginning of a question.

*Do you smoke? How much do you smoke?*

*Are you going? When are you going?*

*Has he gone? Where has he gone?*

*Are you tired? Why are you tired?*

### Subject questions

When the question word is the subject of the sentence you do not use *do, does* or *did*:

Affirmative: *Mark Chapman shot John Lennon in 1980.*

Subject question: *Who shot John Lennon?*

This happens most often with *who*, but can also happen with *which* and *what*.

*Which company bought Rolls Royce in 1998?*

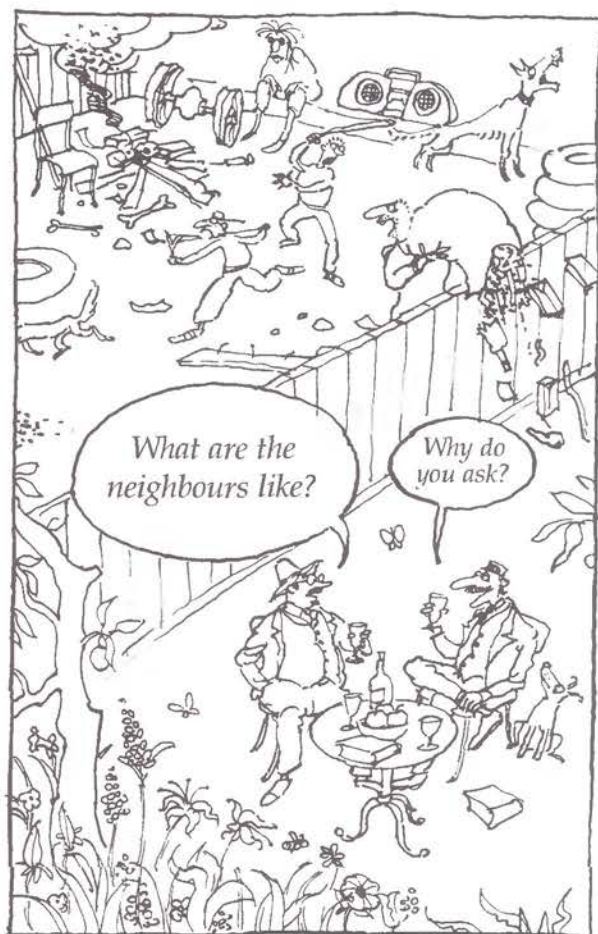
*What happened next?*

### Questions ending with prepositions

Many verbs can be followed by a *dependent preposition*. You usually put the preposition at the end of a question.

*He spent all his money on whisky and beer.*

*What did he spend all his money on?*





## Friends for life

- 1 Tina and Will met when they were both studying at the same university. Three years later, a student magazine contacted them and asked them to take part in a survey to find out how many people had stayed friends. Look at the photographs of Tina and Will. Do you think the following statements are true or false?
- Tina and Will had similar interests when they were at university.
  - They chose similar careers when they finished their studies.
  - They have similar lifestyles now.
- 2 Read what they both say about their friendship and find out if you were right.

That  
was  
then  
this  
is  
now

**TINA** I first met Will when I was looking for someone to share the house I was renting. I put an advertisement in the local student newspaper and he was one of the people who answered it. When we met, we hit it off straightaway and I told him he could move in.

Living with Will was fun. We soon found out that we had a lot in common and quickly became close friends. We always had really good discussions about everything that was important to us at the time: politics, the environment, literature and other less important things like cooking. We also liked the same music and that's important when you're sharing a house. We fell out a couple of times about the housework. Will thinks I'm untidy but I think life's too short to worry about things like that.

When we graduated three years ago, we went our separate ways and since then our lives have been very different. I went back to my home town and got a job as a production assistant for art exhibitions. I like my job because I'm helping young people to get involved in the arts. I'm living with my parents because I'm not earning very much. Will thinks I'm crazy because money is very important to him now, but I get a lot of personal satisfaction from my job. He's earning a lot of money, but he doesn't have time to spend with his family and his friends. I don't see him very often now. When he comes down for the weekend we have a laugh, but our lifestyles are so different now that we don't have very much to talk about.

**WILL** Tina and I got on very well together at university. When we first met, we clicked straightaway and we ended up sharing a house for nearly three years. We had the same attitude to the important things in life and the only thing we argued about was the housework. I'm a Virgo so I'm very tidy whereas Tina's the opposite. I don't think she ever found out where we kept the vacuum cleaner!

When I left university, I moved to London and got a job in a finance company. I have to work long hours and I don't really enjoy what I'm doing but I earn a very good salary. I'm very ambitious and I want to get to the top of my profession. I enjoy spending money on CDs, clothes, a nice car and going out to good restaurants. Tina's working really hard as well, but she's not earning much. I don't understand why she's doing it. I think she's having a holiday – it seems very idealistic to me. Anyway, it means that our lifestyles are very different now so we've drifted apart. We haven't fallen out or anything. We still talk on the phone and when I go down to visit her, we have a laugh. I know she'll always be there for me.



Together at University



Tina now

Will now




**Lexis 1** Tina and Will use several expressions to talk about their friendship. Complete as many of these expressions as you can from memory. Compare them with a partner. Then look at the article again to check.

- Two expressions that mean 'we liked one another immediately'.  
*We clicked ... We hit it ...*
- An expression that means 'we had similar interests'.  
*We had a lot ...*
- An expression that means 'we enjoyed one another's company'.  
*We got on ...*
- An expression that means 'we got to know one another very well'.  
*We became close ...*
- An expression that means 'we argued'.  
*We fell ...*
- Two expressions that mean 'we became more distant from one another'.  
*We went our separate ... We drifted ...*
- An expression that means 'I know I can count on her when I need a friend'.  
*She'll always be ...*

**2** The following is a summary of Tina and Will's friendship. Put the lines of the summary in the correct order.

- |   |  |
|---|--|
| ( ) met. They became close              | ( 2 ) off immediately when they first    |
| ( ) separate ways and they've drifted   | ( ) out and they say that they are still |
| ( ) friends and got on                  | ( ) there for one another.               |
| ( 1 ) Tina and Will hit it              | ( ) apart. They haven't fallen           |
| ( ) in common. Now they have gone their | ( ) well together. They had a lot        |

**Anecdote 1**  **03** Listen to Balvir telling Tim about a close friend. Which of the following topics do they talk about?



Balvir and Tim

- |  |  |
|--|--|
| <input type="checkbox"/> How did you first meet?                 | <input type="checkbox"/> What do they look like?   |
| <input type="checkbox"/> What was your first impression of them? | <input type="checkbox"/> What are they like as a person?                                 |
| <input type="checkbox"/> What do you like about them?            | <input type="checkbox"/> What special talents and abilities do they have?                |
| <input type="checkbox"/> What don't you like about them?         | <input type="checkbox"/> What kind of clothes do they wear?                              |
| <input type="checkbox"/> What do you have in common?             | <input type="checkbox"/> What's their job?   |
| <input type="checkbox"/> How do you differ?                      | <input type="checkbox"/> What's their family like?                                       |
| <input type="checkbox"/> Why did you become such close friends?  | <input type="checkbox"/> What are their hobbies and interests?                           |
| <input type="checkbox"/> Will you be friends for life?           | <input type="checkbox"/> What do you do and what do you talk about when you're together? |

- Listen again and note down what they said about the topics.
- Think about a close friend. You are going to tell a partner about him or her. Choose from the list in 1 the things you want to talk about. Think about what you will say and what language you will need.
- Tell your partner about your friend.






## You've got a friend

### Vowel sounds

1 Vowels in English can be *long*, as in 'feel' /fi:l/, or *short*, as in 'fill' /fil/. Look at the list of words. Think about the underlined sounds. Which are long vowels and which are short vowels? Divide them into two groups.

- |                   |                |                  |
|-------------------|----------------|------------------|
| a) call           | e) <u>good</u> | i) <u>soon</u>   |
| b) come           | f) <u>got</u>  | j) <u>winter</u> |
| c) <u>darkest</u> | g) <u>hurt</u> | k) <u>thank</u>  |
| d) <u>friend</u>  | h) <u>need</u> | l) think         |


2  04 Listen to the words, then match the sounds to the phonetic symbols.

Long: /ɑ:/ /i:/ /u:/ /ɜ:/ /ɔ:/

Short: /æ/ /e/ /ɪ/ /ə/ /ʌ/ /ʊ/ /v/

For example: call - /ɔ:/

3 Think of other words for each sound. Check them in your dictionary.

4  05 You are going to listen to the song *You've Got a Friend*. Tick the words from 1 as you hear them. Which word isn't in the song?

**T**he Brand New Heavies entered the London club scene in the 1980s. Their music is influenced by 70s funk, soul music and American rap. They recorded their version of *You've Got a Friend* in 1997 on their album *Shelter*.



Carole King wrote 'You've Got a Friend' in 1971



The Brand New Heavies

- 5 Look at the lyrics. The lines have been cut in half. In Column A the lines are in the correct order but in Column B they are mixed up. Listen and match the two halves of each line.

	A	B
VERSE 1	1) When you're down 2) And you need some 3) And nothing, no, 4) Close your eyes 5) Oh, and soon 6) To brighten up	loving care even your darkest night and think of me and troubled is going right I will be there
CHORUS	1) You just call out 2) And you know 3) I'll come running, 4) Don't you know that winter, spring, 5) All you've got to do 6) And I'll 7) You've got	be there, yes I will summer or fall is call wherever I am a friend yeah, to see you again my name
VERSE 2	1) Ain't it good to know that 2) People can 3) They'll hurt you 4) Take your very soul 5) So don't	if you let them be so cold let them you've got a friend and desert you

- Lexis**
- One of the lines is 'Ain't it good to know that you've got a friend'. What does *ain't* mean? Is it correct English?
  - Read the following lines from different pop songs. Rewrite the underlined words in more formal English.
    - I wanna hold your hand.
    - The sun's gonna shine on everything you do.
    - It ain't me you're looking for, babe.
    - The way I'm feeling, yeah, it just don't feel right.
    - I can't get no satisfaction.
    - You gotta roll with it.
  - Try to match the singer or band in the box with the lines of the songs in 2.

Oasis the Beatles Bob Dylan All Saints the Rolling Stones Lighthouse Family

Check your answers on page 141.

- Collect other examples of 'pop song English' and bring them to class.

Noel and Liam Gallagher of Oasis





## You've got mail

- 1 These e-mail messages were sent to a magazine for English language students.
  - a) Which ones do you think are the most and least interesting? Why?
  - b) Are there any messages that you would be interested in answering?

Delete Print Forward Reply Done

Hi! I like to skateboard, surf, roller-blade, ski, swim and play waterpolo. I LOVE animals. I've got five hamsters and a dog. I had eight fish but they're dead. I also had a turtle, but my neighbour's dog killed her. I also like playing Nintendo 64 and listening to Nirvana and Bush, and I have my own band called Turbulence.

**Ben, the Netherlands**

---

LIFE IS A DARING ADVENTURE. I'm a woman of 44, with two grown-up children, a piano, a dog and a few survival strategies. Interested in everything, but mostly in people and different lifestyles.

**Ana, Spain**

---

HEY YOU! READ THIS NOW!! Good, now that I've got your attention I can tell you that I'm a 19-year-old girl who loves to dance, talk, exercise and go horse-riding. I'm interested in everything from football to ballet. I promise that if you write to me you will get a response. SO WHAT ARE YOU WAITING FOR?!

**Francine, France**

---

Hi! I'm a 20-year-old male who would like to write to girls from all around the world because girls are easy to talk to and a beautiful girl is nature's greatest creation!

**Emilio, Peru**

---

Hi there. This is Fabio writing! I'm 25 and I'm looking for a serious penpal of about my age. I'd prefer a girl, but even guys are accepted. I live in Italy and I'd like to correspond in English. If you're interested, I've got brown hair, green eyes and I'm one metre 77 tall. I love alternative music such as Sonic Youth and some pop too like Oasis, and of course rock (U2). But I hate techno. I also love movies, theatre, arts ... well, I'll tell you the rest if you write. Well, hope to hear from you soon then.

**Fabio, Italy**

- 2 Write an e-mail with a message about yourself.
- 3 This is a letter written by one of the people in 1. Read it and decide who wrote it.



- 4 Find ten spelling mistakes and ten missing capital letters and write the words correctly.
- 5 Write a letter introducing yourself to a penpal.

Dear .....

thank you for your e-mail message and your adress. I am writting to you to tell you more about myself and also to send you a photograph. That's me on the left. The one in the middle is my older brother, olivier, and that's my sister sonia on the right. I get on very well with my sister, but my brother and I have nothing in common - he's very serious and boring. He just spends all his time on the computer and never goes out.

I like going out - especially to dance. On saturday nights I dance in a nightclub to earn some money because i'm a student. I'm studying english and spanish at university, but I'm not sure why. I mean, I don't know what I want to do when I leave university.

Anyway, I love traveling and languages will be usefull for that. Last summer I studied english at a school in chicago (my parents are divorced and my dad lives there now) and next summer I want to go to spain to learn flamenco and go horse-riding on the beach.

What else can I tell you? I'm single. I had a boyfriend for six months, but we split up because he was to jealous. I want to get married and have children one day, but not yet!

As I told you in the e-mail, I'm interested in just about everything - even football! How about you? Please write soon and tell me what you're interested in. Appologies for my bad spelling.  
Love ...

# 2

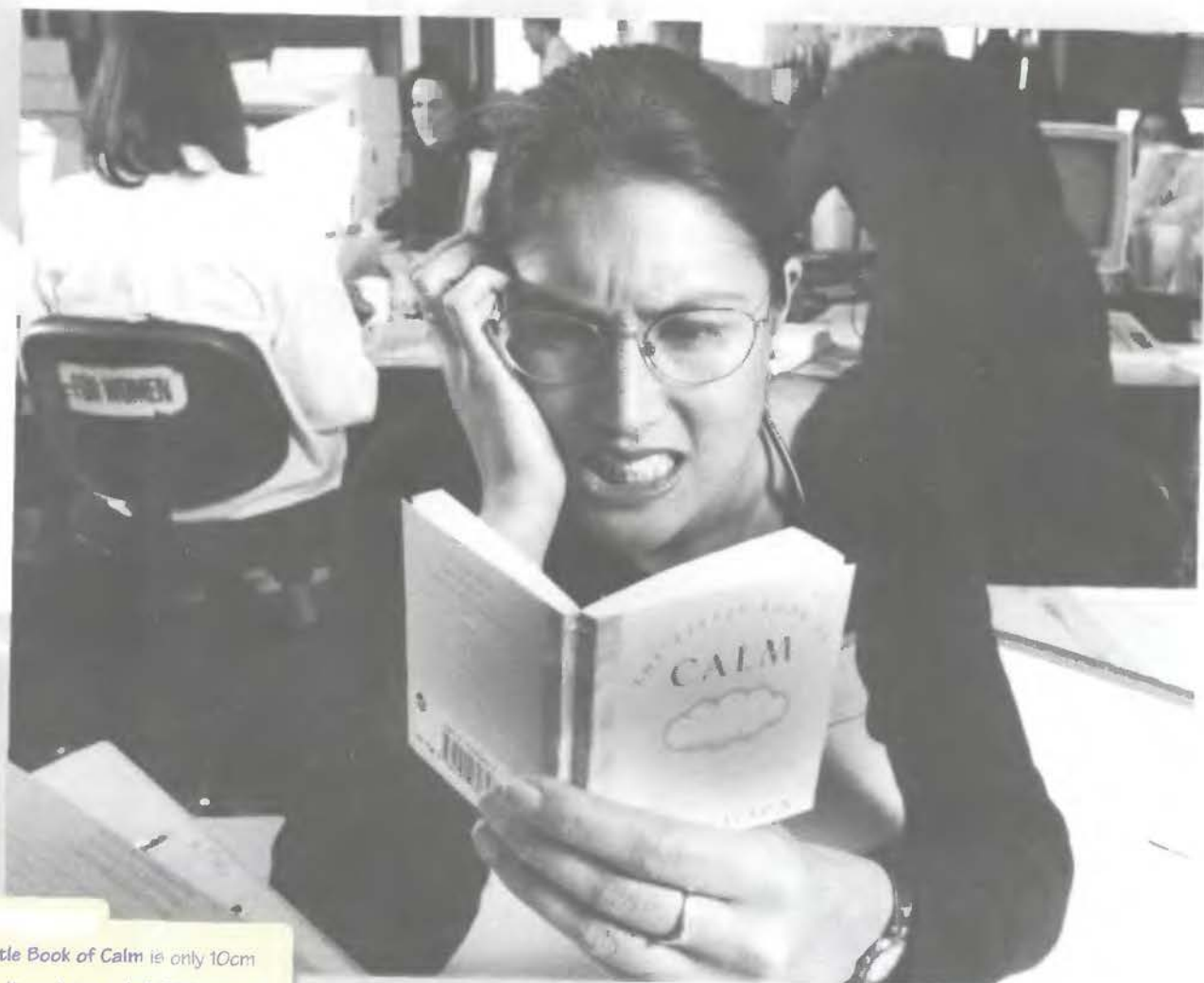
## Relax

Think about some of the things you did yesterday. Note them down under three headings: working, studying or relaxing.

How much time did you spend working or studying, and how much time relaxing? Was this a typical day? Compare with a partner.

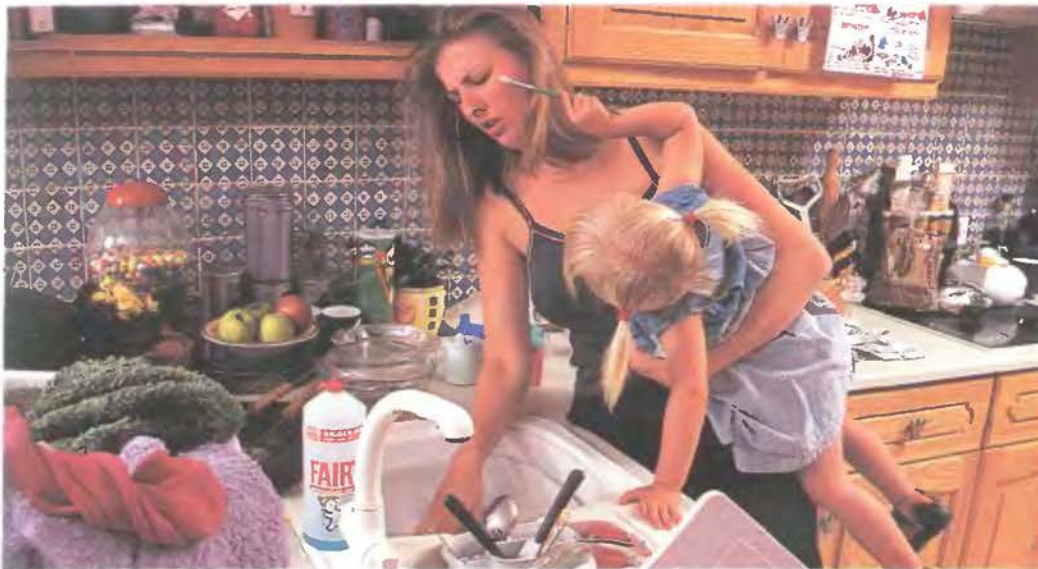
### The Little Book of Calm

- 1 Look at the photograph. How do you think the woman is feeling? Look at the book she's reading. What do you think it's about?



The *Little Book of Calm* is only 10cm x 10cm. It contains only 1,000 words but has sold over two million copies and has made its author into a multi-millionaire.





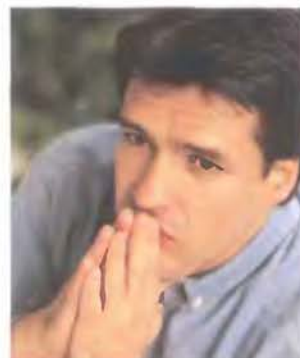
Sally



Barbara



Robert




Peter

2 According to *The Little Book of Calm*, a relaxed person:

- spends time alone.
- has a short nap during the day.
- goes for a walk in the country or in a park.
- does some physical exercise.
- goes running.
- floats in water.
- has a leisurely hot bath.
- takes a different route to work or college.
- drinks hot water.
- has a massage.
- goes dancing.
- drinks milk.
- changes their routine.

The four people in the photos read *The Little Book of Calm*. Do you think they liked it? Why/Why not?

3  06 Listen to each speaker. Were you right? What activities from 2 did each one mention?

## Close up

### Adverbs of frequency

1 Listen again and read tapescript 06. Underline all the words and expressions that tell you how often people do things.

For example:

... I never have time for a nap during the day. I have a massage from time to time, but I hardly ever have a leisurely bath ...

2 Work with a partner. Match each of the words and expressions you have underlined in the tapescript with the word or expression below that has the most similar meaning.

often regularly sometimes not very often don't ever

3 Ask your partner questions to find out how often they do any of the things recommended by *The Little Book of Calm*. Do they do any other relaxing activities?

Do you ever ...? Yes. Every day/often /once a week /sometimes ...  
Yes, but not very often/hardly ever/No, never ...

4 Where would you put *often* and where would you put *every morning* in this sentence?

Bob (a) walks to work (b).

5 Do the adverbs below usually go in position (a) or position (b)?

frequently from time to time always hardly ever never now and again  
 occasionally once a month usually once in a blue moon rarely  
 sometimes twice a year normally once every two weeks

6 Put the adverbs in **bold** into these sentences:

- a) I eat out in restaurants. **once in a blue moon**
- b) I go to the hairdresser's. **once every six weeks**
- c) I argue with my brothers and sisters. **hardly ever**
- d) I check my e-mails. **every day**
- e) I listen to classical music. **now and again**
- f) I forget where I've put my keys. **sometimes**
- g) I'm late for appointments. **often**
- h) I go for a run. **once or twice a week**

7 Do you think these sentences are true for your partner? Rewrite them changing the adverbs as necessary.

For example:

*Mikel eats out in restaurants two or three times a week.*

Now ask your partner questions to check if the sentences you have written are true.

For example:

*How often do you go to the hairdresser's?*

*Do you ever listen to classical music?*

8 Work with a partner. Ask your partner questions to find out how similar or different you are.

How often do you	receive letters or e-mails	dream in colour	go to the gym
Do you ever	surf the Internet	rent videos	get headaches
	look at yourself in the mirror	write letters	go to the theatre

## Language reference: adverbs of frequency

### Adverbs

*always, often, frequently, usually, normally, generally, sometimes, occasionally, rarely, not often, hardly ever, never*

The most usual positions are:

Before the main verb:

*I sometimes have time for a nap.*

*I rarely read the paper.*

After the verb *to be*:

*He's always late.*

*She's hardly ever in when I call.*

After the first auxiliary:

*I've often wondered why he hates her so much.*

*He's never been sent a Valentine's card.*

### Adverb phrases

*two or three times a week, every morning, once a month, from time to time, now and again, once in a blue moon, etc.*

The most usual position is at the beginning or end of a clause.

*I have a massage from time to time.*

*I have an English lesson twice a week.*

*Once a month I go dancing with my friends.*

Note: *always, usually* and *normally* are not used on their own to tell you 'how often' something happens.

How often do you go out? ~~Always.~~ X

*Every night.* ✓

Do you ever play tennis? ~~Yes, usually.~~ X

*Yes, once or twice a week.* ✓

Do you often get headaches? ~~Yes, normally.~~ X

*Yes, frequently.* ✓



## Sally sees herself as she really is

### 1 Read the article and find out:

- how Sally changes her mind about how she sees herself.
- what she thinks of *The Little Book of Calm*.

I was under the impression that I was quite a relaxed sort of person until I watched the video of my sister's wedding. As I watched myself, I realised that I am not the cool, calm, sophisticated woman I thought I was. In fact I'm the opposite. I fidget. I talk non-stop, fiddle with my hair, scratch my nose, wave my hands around like a lunatic, bite my nails, and I never sit back and relax on a seat, I sit on the edge of it, ready to jump up and go somewhere else.

So it was no surprise when a friend gave me *The Little Book of Calm* for my last birthday.

I read the blurb on the back cover. 'Feeling stressed?' it asked. 'Need some help to regain balance in your life? *The Little Book of Calm* is full of advice to follow and thoughts to inspire. Open it at any page and you will find a path to inner peace.'

So I opened it at any page and read the advice: 'Wear white.' Wear white! I haven't worn white since my first child was born. This is not good advice for someone who has to deal with young children and their dirty fingers every day.

I turned to another page. 'Take a lesson in calmness from children. Watch how children live every moment for the pleasure of the moment.' Do you know my children? When one of them is screaming, 'Aargh! he's pulling my hair!' and the other is screaming, 'She's taken my sweets!', the feeling I get is not calmness.

'Make an appointment with yourself to deal with worries at a specific time in the future.' Make an appointment! I've already got too many appointments. I don't need another appointment to worry about.

'Get up early and watch the sunrise.' Well that's nothing new. I wake up at the crack of dawn every day, thanks to the children. I haven't had a lie-in for years.

'For every ninety minutes of work, take a twenty-minute break.' Yes, I like that. But there's a problem. Who's going to tell my children 'Don't disturb Mummy now, she's having a break.'?

'Use a soft voice.' With fighting children? I don't think so. In fact, my voice is getting louder every day. I decided to try once more. 'Rediscover milk.' No problem. I love milk and I drink it all the time ... with a shot of strong Italian espresso coffee in it, of course. ■



### 2 Are these sentences true or false?

- Before seeing the video, Sally thought she was a calm sort of person.
- She wasn't surprised when she saw herself on video.
- She discovered that she's the sort of person who never keeps still.
- She read *The Little Book of Calm* from cover to cover.
- The advice in *The Little Book of Calm* changed her life.

### 3 Have you ever seen yourself on video? What were the circumstances? Were you surprised at how you looked? How did you feel about it? Ask a partner.

**Lexis** 1 Find expressions in the article with a similar meaning to the underlined words. Compare with a partner. Then look back at the article to check.

- I never stop moving. (line 6)
- I talk constantly. (line 6)
- I touch my hair. (lines 6-7)
- Arrange a time to give your attention to your worries. (lines 29-30)
- I wake up very early in the morning. (line 34)
- I never sleep late in the mornings. (line 35)
- For every ninety minutes of work, rest for twenty minutes. (line 36-37)

2 Complete these sentences with words and expressions from 1 above. Sometimes you will need to change the grammar of the expressions.

- Nobody can ever get a word in because you ...
- Don't phone me before eleven tomorrow morning. I want to ...
- Did you remember to ring the dentist and ...
- You look tired. Why don't you ...
- Sit still! Stop ...
- Carla, you'll break that if you keep on ...
- In this job you'll have a lot of new problems to ...
- Our flight leaves at 8.05 so we need to get up ...

3 How well do you know your partner? Read the questionnaire on the right and choose A) or B) according to which you think is true for your partner.

4 The more B) answers you have, the more relaxed you are. Find out who's the most relaxed person in the class.

### HOW RELAXED ARE YOU?

- A** I start worrying about Monday on Friday evening.

**B** I find it easy to switch off from work and relax at the weekend.
- A** I'm always fidgeting.

**B** I find it easy to keep still.
- A** When I visit people's homes, I sit on the edge of the seat for the first hour.

**B** When I visit people's homes, I sit back and relax straightaway.
- A** I'm always fiddling with something.

**B** I don't need to have something in my hands.
- A** I bite my nails.

**B** I never, or almost never, bite my nails.
- A** I worry all the time.

**B** If I have a problem, I deal with it. If I can't do anything, I don't worry about it.
- A** When I make an appointment, I start worrying that I'm going to forget it.

**B** When I make an appointment, I write it down.
- A** I hate waiting in queues. I'm too impatient. If I can I push in.

**B** I accept waiting in queues because it's fair.
- A** I lose my temper two or three times a week.

**B** I hardly ever lose my temper.
- A** I usually arrive at appointments too early or too late.

**B** I usually arrive at appointments on time.

### Close up

#### Present tenses

1 The article *Sally sees herself as she really is* uses three different present tense structures: the present simple, the present continuous and the present perfect. Look at the extracts below. Which tense is each one in?

- I bite my nails and I never sit back and relax on a seat.
- I haven't worn white since my first child was born.
- 'Aargh! he's pulling my hair!'
- 'She's taken my sweets!'
- I wake up at the crack of dawn every day.
- I haven't had a lie-in for years.
- My voice is getting louder every day.
- Don't disturb Mummy now, she's having a break.
- I love milk and I drink it all the time.

Why are you sitting on the edge of your chair?



I'm preparing myself in case someone should suddenly take it away.





2 Work with a partner. Look at the extracts from 1 and match each one to one of the following uses:

- shows that a situation is true all the time
- shows that an activity is in progress and is temporary
- shows that something which started or happened in the past is important now

3 Look at the four paragraphs below. Put the verbs in brackets in an appropriate present tense. Who or what are the paragraphs about?

A I (1) \_\_\_\_\_ (wake up) three or four times every night. I (2) \_\_\_\_\_ (give up) smoking and I (3) \_\_\_\_\_ (not/go) to the pub for two weeks. I (4) \_\_\_\_\_ (not/want) to go to work and I (5) \_\_\_\_\_ (hurry) home every evening. I'm the happiest man in the world.

B I (1) \_\_\_\_\_ (sleep) a lot during the day and often (2) \_\_\_\_\_ (go out) all night. I (3) \_\_\_\_\_ (visit) all the neighbours' gardens but I (4) \_\_\_\_\_ (walk) softly so nobody (5) \_\_\_\_\_ (hear) me. I (6) \_\_\_\_\_ (wash) at least twice a day and I (7) \_\_\_\_\_ (eat) as often as I can. I (8) \_\_\_\_\_ (use up) several of my nine lives already.

C I (1) \_\_\_\_\_ (finish) university but I (2) \_\_\_\_\_ (not/ know) what I really (3) \_\_\_\_\_ (want) to do so I (4) \_\_\_\_\_ (work) here until I decide. I (5) \_\_\_\_\_ (wear) a uniform and a very silly hat. I sometimes (6) \_\_\_\_\_ (serve) 100 people in one day and at the end of the day I (7) \_\_\_\_\_ (smell) of chips. I (8) \_\_\_\_\_ (work) here for less than a week and I'm already absolutely exhausted.

D I'm 28 and so I (1) \_\_\_\_\_ (get) old for this job but I (2) \_\_\_\_\_ (make) a lot of money and I (3) \_\_\_\_\_ (invest) it wisely. I (4) \_\_\_\_\_ (travel) to some very exotic locations since I started 12 years ago and I (5) \_\_\_\_\_ (work) in at least ten capital cities including Paris, Rome, London and Tokyo. I (6) \_\_\_\_\_ (eat) very healthily and I (7) \_\_\_\_\_ (drink) a lot of water. In fact, I (8) \_\_\_\_\_ (be) on a diet for 12 years.

4 On a piece of paper write three true sentences about yourself. Use a different present tense for each one. Fold the piece of paper and give it to your teacher. Then take another student's piece of paper and guess who it belongs to.

## Language reference: present tense structures

### The present simple

You use the present simple mainly to talk about things which are true all the time.

1 Habits and routines

*I bite my nails and I never sit back and relax on a seat.*

*I play football with my friends every Sunday.*

2 Facts and situations we see as more or less permanent

*I love milk.*

*The sun is 96 million miles from the earth.*

### The present continuous

You use the present continuous to talk about present situations which you see as temporary.

1 Activities in progress

*Don't disturb Mummy, she's having a break.*

*I'm learning two foreign languages at the moment.*

2 Changing situations

*My voice is getting louder every day.*

*I'm starting to understand English much better now.*

### The present perfect

You can use the present perfect to talk about a present situation which is connected with the past.

1 A present situation which started in the past

*I haven't worn white since my first child was born.*

*I've worked here for less than a week.*

2 A past event which caused a present situation

*I can't finish the work. My computer has crashed. Where's my mobile phone? Oh, no, I've left it in the taxi.*



## Books, films & music

- Find out how many people in the class:
  - are reading a novel at the moment.
  - enjoy reading biographies and autobiographies.
  - still listen to the first records, tapes or CDs they bought.
  - have a favourite place to read.
  - prefer watching a film to reading a book.
  - have been to a concert recently.
  - have seen a film they didn't enjoy recently.
- 07 Listen to seven dialogues. What are the people talking about in each one: a book, a film or a piece of music?
- Listen again. Which words and expressions helped you? Note them down under three headings: books, films, and music.
- Find words connected with books, films and music and add them to the three lists.  
 reggaestorylinepaperbackhithiphopbluesnovelopera  
 shortstorypremiereplotdancemusicalsciencefictionhorror  
 classicalsubtitlesstereosystembandorchestrasoundtrackdirector
- 08 Listen to these extracts from film soundtracks. What type of film do you think they go with? Choose from the list below.

romantic comedy    gangster    action    thriller    science fiction  
 horror    western    love story    war    comedy

- Work in groups. Think of some more films of each of the types above. Which types of films do people in your group like best?

### A good read

- Choose the correct form of the adjectives in bold in the article on the right.
- Look at the replies in 1 and answer these questions:
  - Which adjective ending do you use to say how people feel?
  - Which adjective ending do you use to describe the people or thing that causes the feeling?
- How do you choose a book?

We

asked several people the question, 'How do you choose a book to read?'. Here are their replies:

- 'I judge the book by its cover. If the cover looks **interesting/interested**, I buy the book. Sometimes I'm lucky and the book is good, and sometimes I'm **disappointing/disappointed**.'
- 'I always read book reviews in newspapers and magazines and when I read about a book that sounds **interesting/interested**, I write it down in my diary.'
- 'I don't take any risks. I always read books by authors I know. I get really **exciting/excited** when one of my favourite authors brings out a new book and I buy it immediately. This way I'm never **disappointing/disappointed**.'
- 'I read the first page and if it's **boring/bored**, I don't buy the book. If I want to turn over the page and carry on reading, I buy the book.'
- 'It's easy. I never read fiction but I'm **fascinating/fascinated** by biographies of famous people. I find strong women in history particularly **inspiring/inspired**.'
- 'I tend to choose books written by women. They have a better feeling for characters and the relationships between them, and that's what I find **interesting/interested** in a book. Having said that, I've just finished a book by a man and it was brilliant!'

Adjectives with **-ed** & **-ing**





## How are you feeling?

- 1 Tell your partner how you're feeling today. Explain why. Choose words from the box if appropriate.

tired happy exhausted excited worried cheerful  
relaxed nervous disappointed confused bored

- 2 Choose three other adjectives and say what makes you feel like this.
- 3 Choose three of the topics below and tell other students what you think about them. Use some of the words from 1.

For example:

*I think the political situation in my country is very confusing.*

*I'm very worried about the political situation in my country.*

- the political situation in your country
- the nightlife in your town
- winter
- karaoke
- English grammar
- motor-racing
- giving a speech
- jogging
- surfing the Internet
- finding out about other cultures
- travelling by air

### Anecdote

- 4 Think about a film you have seen or a book you have read recently. You are going to tell a partner about it. Choose from one of the lists below the things you want to talk about. Think about what you will say and what language you will use.

- |   |  |
|---|--|
| <input type="checkbox"/> Where did you see the film?<br>(at the cinema? at home? ...) | <input type="checkbox"/> What was the last book you read?                          |
| <input type="checkbox"/> When did you see it?   | <input type="checkbox"/> When did you read it?                                     |
| <input type="checkbox"/> Why did you choose this film?                                | <input type="checkbox"/> Why did you choose this book?                             |
| <input type="checkbox"/> What did you know about it<br>beforehand?                    | <input type="checkbox"/> Who wrote it?   |
| <input type="checkbox"/> Who did you see it with?                                     | <input type="checkbox"/> What did you know about it<br>beforehand?                 |
| <input type="checkbox"/> Do you know who directed the film?                           | <input type="checkbox"/> Have you read any other books by the<br>same author?      |
| <input type="checkbox"/> Who were the actors?   | <input type="checkbox"/> Who were the main characters?                             |
| <input type="checkbox"/> What type of film was it?                                    | <input type="checkbox"/> What type of book was it?                                 |
| <input type="checkbox"/> What was the main story?                                     | <input type="checkbox"/> What was the main story?                                  |
| <input type="checkbox"/> Did it have a happy ending?                                  | <input type="checkbox"/> Did it have a happy ending?                               |
| <input type="checkbox"/> Did you enjoy the film more or less<br>than you expected?    | <input type="checkbox"/> Did you enjoy the book more or less<br>than you expected? |
| <input type="checkbox"/> Would you recommend this film?                               | <input type="checkbox"/> Would you recommend this book?                            |

- 5 Tell your partner about the film or the book.

## Net reviews

- 1 Have you ever looked for information about a film on the Internet?
- 2 What do you think a film called *The Horse Whisperer* may be about? Look at this web-page and match the headings to the information.
  - a) cast
  - b) keywords
  - c) memorable quotes
  - d) plot summary
  - e) review
  - f) type of film
  - g) user rating
  - h) title and main details

The screenshot shows a web browser window with a page titled "WEB MOVIES". The page is divided into four columns, numbered 1 to 4. Below this, another browser window shows columns 5 to 8. The content is as follows:

1	2	3	4
The Horse Whisperer Directed by Robert Redford Based on a novel by Nicholas Evans	Romance/Adventure/Drama	Robert Redford: Tom Booker Kristin Scott Thomas: Annie MacLean Sam Neill: Robert MacLean Scarlett Johansson: Grace MacLean	7/10 (833 votes)

5	6	7	8
<i>The Horse Whisperer</i> is a film based on a book by an English writer, Nicholas Evans. Directed by and starring Robert Redford, it is the story of Annie, a New York magazine editor, her young daughter Grace and Grace's horse, Pilgrim. Grace and Pilgrim are involved in an appalling riding accident which leaves both of them with horrific injuries. Annie's only hope lies in Tom Booker, a macho-but-sensitive rancher from Montana. Booker is a horse whisperer; a man who has a special talent for healing horses.	horses tragedy tearjerker landscapes	<ul style="list-style-type: none"> <li>• Annie: 'I've heard you help people with horse problems.'</li> <li>Booker: 'Truth is, I help horses with people problems.'</li> <li>• Annie: 'Are you frightened of anything, Tom Booker?'</li> <li>Booker: 'Of growing old. Being of no use.'</li> </ul>	A romantic family film in which, apart from the accident with the horse, nothing much happens. Beautiful photography of wide open spaces in Montana makes the film pleasant to watch. What I found difficult to swallow was Redford's portrayal of life in Montana – everybody smiles all the time and all those smiles made me feel uneasy. But if you are looking for a pleasant film this is it.



- 3 Read these comments made by Internet users about *The Horse Whisperer*. What rating out of ten do you think each person gave the film?

real film  
REVIEWS

⏏ ☰

TITLE  
The Horse  
Whisperer

'I must say I enjoyed this movie, even after the jokes about it being a three-hour advert from the Montana Tourist Board.' *Jim, New York.* RATING 7 10

'It is fascinating to see how a film of almost three hours without violence, action or sex can still be so very good. Redford has really succeeded in making a beautiful film, full of sensitivity and emotions.' *Anna, Geneva.* RATING 10 10

'Robert Redford is a competent director, no doubt about it. The film is well made, but never interesting. I found myself waiting for some sort of climax that never happened. There's no chemistry between the characters and it's simply too long.' *Angel, Salamanca.* RATING 10 10

'Having read the novel last year on holiday, I was looking forward to seeing the film. To be honest, I doubted if Redford could play Tom Booker convincingly as the character is much younger than he is. Having seen the film I now realise that it really didn't matter – all performances are good and the new ending is better than the book.' *Agnes, France.* RATING 10 10

'A few questions came to mind during the film: who in their right mind would travel thousands of miles across the American continent with an injured horse, when the most simple and affordable thing would be to shoot it and simply buy a new one? If you're not a fanatic horse-lover, don't bother to see this film.' *D.J. Mico, Sweden.* RATING 10 10

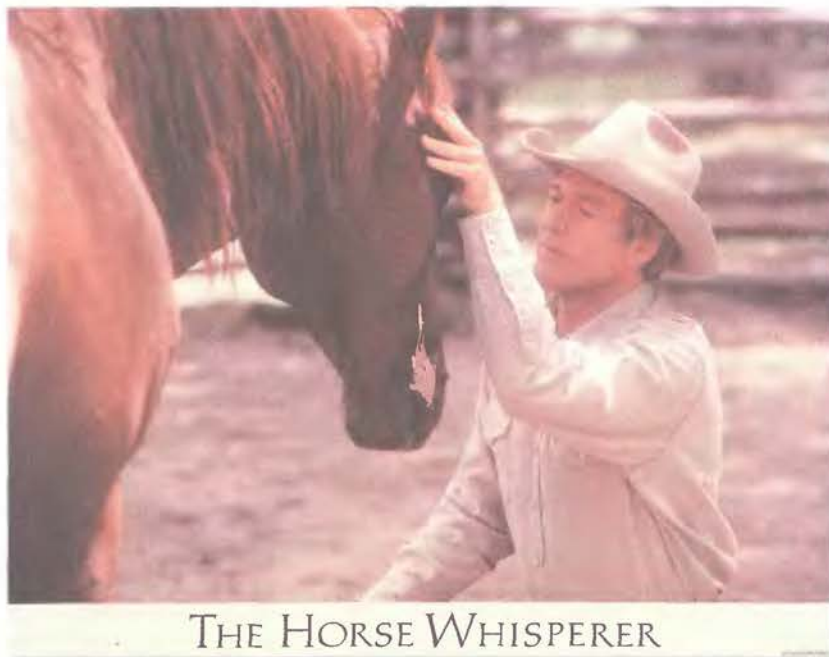
IMAGES



⏪
⏩

## A film review

### Writing



#### LANGUAGE TOOLBOX

It's directed by ...  
 It's a romantic comedy/an  
 action movie/a thriller ...  
 It's based on a book by ...  
 (Robert de Niro) plays the  
 part of (Rocky Marciano)...  
 The film takes place in/  
 was filmed in ...  
 What I liked/didn't like  
 about it was ...

Write a review of a film you have seen. Include the following information:

- the title of the film
- the type of film
- the name of the director (if you can remember)
- any other information such as whether it is based on a book, where it was filmed, etc
- the main actors and which characters they play
- a summary of the plot (in the present tense)
- what you particularly liked or didn't like about the film

# 3

## Dating

Choose three or more of these 'firsts'. What do you remember about them? Tell a partner.

- first home
- first friend
- first hero
- first dance
- first crush
- first date
- first English lesson
- first kiss
- first holiday
- first broken heart
- first regret
- first trip abroad

### Twenty-first century dating

- 1 Read these extracts from an article on how two couples began their relationship. What do you think happened before they first met or spoke to each other?

Couple 1 'Then Tom and I had our first "date" – we spoke for 11 hours and that phone call changed the course of our relationship. Now we've decided to meet.'

Couple 2 'It was love at first sight for Joel Emerson and Lisa Bunyan, which was lucky because they met for the first time on their wedding day!'

- 2 Work with a partner. Find out how the two couples met.

- Student A look at page 139 and read about couple 1.
- Student B look at page 140 and read about couple 2.

When you've finished reading, close your books and tell each other about the two 'dates'.






**Lexis** 1 Complete the sentences. Refer back to *Twenty-first century dating*, pages 139 and 140, if you need to.

- a) I don't believe in \_\_\_\_\_ at first \_\_\_\_\_.
- b) Somewhere in the world there's a Mr or Miss \_\_\_\_\_ for everybody.
- c) People don't usually marry the man or woman of their \_\_\_\_\_.
- d) \_\_\_\_\_ women enjoy their independence whereas \_\_\_\_\_ men tend to be keen to get married.
- e) A man should \_\_\_\_\_ to a woman. It isn't natural for a woman to ask a man to marry her.
- f) A marriage is more likely to succeed if both partners have had \_\_\_\_\_ before getting married.
- g) If the bride and \_\_\_\_\_ are in love then it doesn't really matter what the parents think.
- h) It's better to save the money than spend it on an expensive \_\_\_\_\_ in some exotic location.



2 Do you agree with the statements above? Discuss with your partner.

**Listening** 1  09 Listen to the two interviews about the relationships one year later. Have the relationships survived? What problems did each couple have? Listen and find out.

2 Listen again. Which of the following sentences belong to Tom and Kathy's story and which belong to Lisa and Joel's?

- a) They arranged to meet at the airport.
- b) She felt very nervous.
- c) They've been married for a year now.
- d) He looked just like his photo.
- e) They've just celebrated their first wedding anniversary.
- f) She went straight back home.
- g) His mother hasn't spoken to him since the wedding.
- h) They've moved away from their home town.
- i) She hated his shoes.
- j) They've been in their new home for about six months.

## Close up

### Present perfect & past simple

1 Look at these two sentences and answer the questions.

- 1 Kathy and Tom had an e-mail relationship for six months.
- 2 Joel and Lisa have been together for one year.

- a) Do Kathy and Tom still communicate by e-mail?
- b) Are Joel and Lisa still together?
- c) Which tenses are the two sentences in?

2 Here is some more information about Tom, Kathy, Joel and Lisa. Look at the tenses of the verbs. Tick (✓) the situations which are still going on now.

- a) Kathy has been single since she returned from Denver.
- b) Tom went travelling in Europe for a few months.
- c) Joel and Lisa haven't been back to their home town for six months.
- d) Joel has been a marketing consultant since he left college.
- e) Kathy has been looking for the man of her dreams for a long time.
- f) Tom has had his own business manufacturing shoes since 1997.
- g) Kathy hasn't used the Internet since she met Tom.
- h) Lisa played the piano for ten years.

**since & for** 1 Complete the table on the right.

2 Write five sentences about yourself using the time expressions from the table: four that are true and one lie. Then read your sentences to your partner and see if they know which sentence is a lie.

since		for
yesterday	→	one day
1995	→	
	←	five minutes
my last birthday	→	
	←	ten years
I was born	→	
	←	two weeks
Christmas	→	
	←	an hour

## Language reference: the past simple & the present perfect

### The past simple

The past simple is used to fix events and situations in the past. You can use it to say when the event or situation happened.

*I saw John in the supermarket.*

*He lived in Italy when he was a child.*

*Christina went to work on the bus until she passed her driving test.*

### The present perfect

The present perfect has several uses, but it always shows a connection between the past and now. In this unit, you use it to talk about situations which started in the past and which continue now.

*We've known each other for 20 years.*

*I've had this watch since my 18th birthday.*

### since & for

*Since* is used to identify the point at which a period of time began. You normally use it with perfect tenses.

*They've been married since 1999.*

*I haven't seen him since April.*

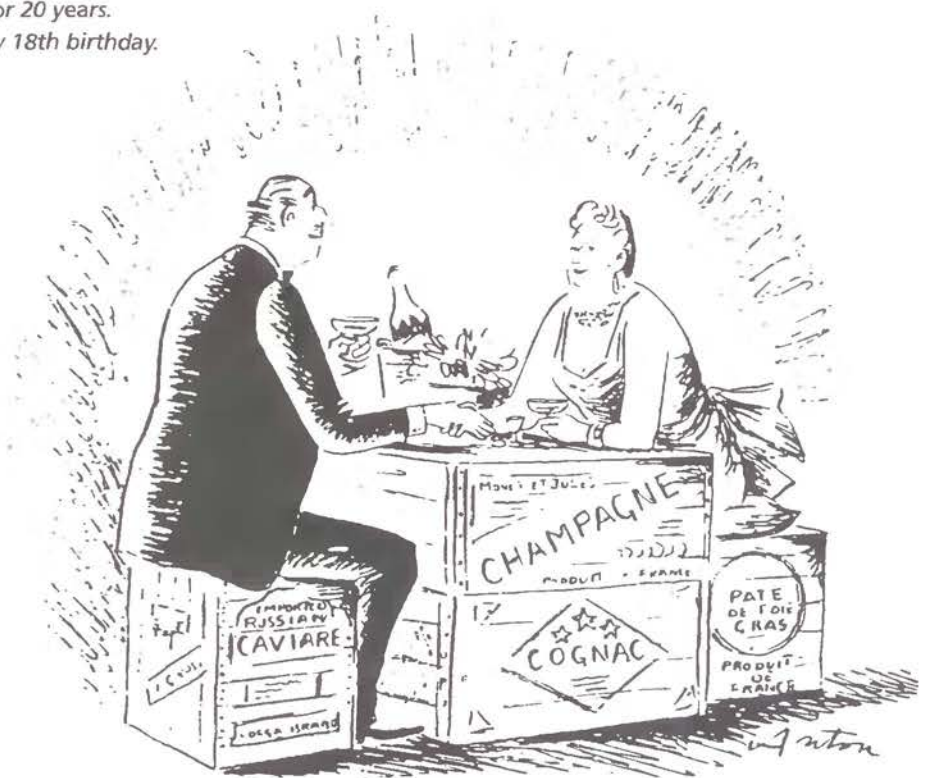
*She's lived in Chester since she was 18.*

*For* is used with periods of time.

*They've been married for five years.*

*He was in the army for 18 months.*

*I'll be at work for another hour if you want to call me.*



*'Remember our first meal together, when we sat on soap-boxes and ate off a tea-chest?'*



## How we met

1 Read Karen's account of how she met David and answer the questions.

- a) When did they meet?
- b) When did fate bring them together again?
- c) Where did she see him again?
- d) How long have they been together?



David and Karen

**A** **KAREN, 18, AND DAVID, 21**

I met him on a train last summer. He was gorgeous. We chatted and when I got off, he helped me with my luggage. Unfortunately, I was too shy to ask him for his phone number. But fate brought us together again. A few months ago, I saw him again at a party and he recognised me at once. The attraction was magnetic and now we've been together for three months, two weeks and three days.

2 Read Emma's account of how she met Paul. Complete the account with appropriate time expressions.



Paul and Emma

**B** **EMMA, 32, AND PAUL, 35**

(1) \_\_\_\_\_, I went to the police station to report a burglary. I was really upset and the policeman who interviewed me was very kind and understanding. He calmed me down, gave me a cup of coffee and then drove me home. (2) \_\_\_\_\_, he rang me up and asked me out and now we have been together (3) \_\_\_\_\_.

3 Read about Sukwinder and Rajvir. Put the verbs in brackets in the correct form.



Rajvir and Sukwinder

**C** **SUKWINDER, 63, AND RAJVIR, 70**

I first (1) \_\_\_\_\_ (see) Rajvir near our house in Simla, India when I was 16. I (2) \_\_\_\_\_ (like) him but we didn't really talk. I told my father that I liked him and he (3) \_\_\_\_\_ (go) to visit his family. Then we (4) \_\_\_\_\_ (get) engaged. We couldn't get to know one another before we were married, so the first time I was alone with my husband was after the marriage. We (5) \_\_\_\_\_ (be) married for 43 years now and we (6) \_\_\_\_\_ (not/have) an argument yet.

4 Read about Elena and Basil and complete the account with appropriate verbs. What do you think happened to Basil's letters?



Elena and Basil

**D** **ELENA, 86, AND BASIL, 87**

I (1) \_\_\_\_\_ Basil when I was 23 and it (2) \_\_\_\_\_ love at first sight. We (3) \_\_\_\_\_ out together for over a year. We (4) \_\_\_\_\_ to get married, but my mother was against it because Basil is a Christian Scientist so I (5) \_\_\_\_\_ seeing him. I (not) (6) \_\_\_\_\_ from Basil for a long time, although he says he (7) \_\_\_\_\_ lots of letters. I (8) \_\_\_\_\_ other boyfriends, but I never got married. I (not) (9) \_\_\_\_\_ anyone else. It was 60 years later, when all my other boyfriends had died, that I (10) \_\_\_\_\_ to wonder if Basil was still alive. So I (11) \_\_\_\_\_ to Evergreen, a magazine for retired people. Four days after my letter was published, I (12) \_\_\_\_\_ a letter from Basil. He came to see me and after two days he (13) \_\_\_\_\_. We (14) \_\_\_\_\_ married when Basil was 85 and I was 84 and we (15) \_\_\_\_\_ happily married for two years. I (not) (16) \_\_\_\_\_ at another man since the day Basil came back into my life.


5 Which of these stories do you think is the most romantic?

6 Think about couples you know: friends or family. What do you know about how they met? Tell your partner.

## Dream date

### The schwa

The schwa is the commonest sound in English. Its phonetic symbol is /ə/. You hear it in words like: dinner /dɪnə/, cinema /sɪnəmə/, around /əraʊnd/, student /stju:dənt/. It is never stressed.

- 1  10 Listen to the 'chat-up lines' below. All the schwas have been marked.
- What's ə nice girl like you doing in ə place like this?
  - You know, I'm not just ən interesting persən, I have ə body too.
  - I'm in advətising. Would you like tə be in our next photo shoot?
  - Do you believe in love ət first sight or do I have tə walk past you əgain?
  - A: Do yə have ə boyfriend?  
B: Yes.  
A: Want ənothə one?
  - Your fathə must be ə thief, because he's stoln the stars frəm thə sky ənd put them in your eyes.
  - I've just moved next door ənd I was wondering if you could recommend ə good restərant nearby. Would you like tə join me?



- Work with a partner. Which chat-up lines do you like best? Which ones do you like least? Choose four chat-up lines and practise them.
- Do you know any chat-up lines in your own language? Translate them into English and mark the schwas.

### Lexis

- What qualities do you look for in your ideal partner? Choose the six most important qualities from the list below.

good-looking modest reliable generous broad-minded witty cheerful  
sincere rich intelligent hardworking outgoing easygoing faithful kind

Find someone else in the class who has chosen the same qualities.

- Read the descriptions of different types of people below.

The sort of person who:

- only thinks of their own needs and never thinks about other people.
- thinks they know everything.
- refuses to consider new ideas or other people's opinions.
- is not up-to-date with modern ideas and values.
- says they believe one thing and then behave in a way that shows they are not sincere.
- forgets things, often because they are thinking about something else.
- is easily offended.

big	centred
over	faced
two	minded
old	sensitive
absent	headed
narrow	fashioned
self	minded

Match words from the two lists to form compound adjectives which fit the descriptions.

- Many people believe that the identity of their ideal partner is written in the stars. You are going to read an article about an ancient Chinese form of astrology which divides people into nine personality types.

Read the article once and decide which description best describes you.



# KI ASTROLOGY

According to the ancient Chinese, everything goes round in nine-year cycles.

There are nine Ki personality numbers and each one is associated with an element: water, soil, fire, tree or metal.



## 1 (water)

You appear to be friendly and outgoing but you also have a very private side to your personality. You're a deep thinker and you enjoy your own company. Your cool manner is attractive, but it can frighten people off and leave you feeling a bit isolated. You don't enter into relationships lightly and when you do you take them very seriously. You're not the romantic type, but you can be very passionate.  
**Famous ones:** Johnny Depp, Quentin Tarantino  
**Compatible signs:** 3, 4, 6, 7



## 2 (soil)

You love helping people and it's important to you that others are happy. You would give your neighbour the shirt off your back if they needed it. You hate arguments and you tend to avoid confrontation. You're best in groups rather than alone. You're capable of great unconditional love, but you tend to choose partners who will take advantage of your generous nature.  
**Famous twos:** Tom Cruise, Marilyn Monroe  
**Compatible signs:** 6, 7, 9



## 3 (tree)

You're loud, talkative, active and fun. However, you're easily bored and tend to flit from one thing to the next. Some people think you're too honest and you frequently offend people. Your dynamic nature makes you attractive to the opposite sex. You want exciting relationships, but you also need your independence.  
**Famous threes:** Robert De Niro, Eddie Murphy  
**Compatible signs:** 1, 9



## 4 (tree)

You're a good listener and you have a good understanding of other people's problems. However, you're not very good at making decisions about your own life and you tend to change your mind easily. You appear to be easygoing, but you can be stubborn and impulsive at times. On the one hand you're an idealist who is looking for true love, and on the other, you're often attracted to partners for exterior qualities like power or status.  
**Famous fours:** Yoko Ono, Marlon Brando  
**Compatible signs:** 1, 9



## 5 (soil)

You have a strong personality and people often turn to you for advice. You like to be the centre of attention and it is important for you to succeed in everything you do. But you don't always think before you act and you don't always learn from your mistakes. In relationships you're caring and committed. However, because you like to experiment, you can be unfaithful.  
**Famous fives:** Elizabeth Taylor, Bob Dylan  
**Compatible signs:** 6, 7, 9



## 6 (metal)

You're a born leader who loves to be in control. You work hard to achieve your ambitions and you usually succeed. You are active and sociable, but you hate to be criticised. You're a good speaker and very charismatic. You're faithful in relationships, but you like to be the boss. You tend to be attracted to softer partners.  
**Famous sixes:** Madonna, Michael Jackson  
**Compatible signs:** 1, 2, 5, 8



## 7 (metal)

You always seem to be happy. You're witty and good with words, but a good listener too. People enjoy your company and you make people feel at ease. Sometimes you say what people want to hear, even if it is not what you really think. You love the excitement of romance. However, you tend to get bored

quickly and your relationships do not always last very long.

**Famous sevens:** Michelle Pfeiffer, Melanie Griffith, Tina Turner  
**Compatible signs:** 1, 2, 5, 8



## 8 (soil)

You are rather old-fashioned and do not like change. You tend to be very private and difficult to get close to. You have a strong sense of right and wrong and when you decide to do something, nothing can stop you. Once you find someone, you tend to put all your energy into making the relationship work. You have a strong sense of family and commitment.  
**Famous eights:** Steven Spielberg, Jackie Onassis  
**Compatible signs:** 6, 7, 9



## 9 (fire)

People are attracted to your magnetic personality. You appear strong and in control, but underneath you're easily hurt. You can be over-sensitive at times. You need time on your own and you can't stand routine. You're attractive to the opposite sex and when you're in love you're passionate, romantic and giving.  
**Famous nines:** Jack Nicholson, Eva Peron  
**Compatible signs:** 2, 3, 4, 5, 8

Now turn to page 141 and follow the instructions to calculate your Ki astrology sign. Did you guess correctly?

### Criticisms & generalisations

- How are the following ideas expressed in the article?
  - You often scare people. (Personality 1)
  - You usually choose partners who treat you badly. (Personality 2)
  - You often lose interest in things and give up. (Personality 3)
  - Sometimes you won't listen to reason. (Personality 4)
  - You sometimes have affairs behind your partners back. (Personality 5)
  - You usually choose partners who do what you tell them to do. (Personality 6)
  - You usually abandon your partners when you lose interest in them. (Personality 7)
  - You don't usually share your feelings. (Personality 8)
  - You are sometimes too sensitive. (Personality 9)
- Rewrite the following sentences using *tend(s) to be* or *can be*. Do you agree with the statements?
  - Women are more sensitive than men.
  - People of the older generation are narrow-minded.
  - Very good-looking people are big-headed.
  - Women are more faithful in relationships than men.
  - People from hot countries are more outgoing than people from cooler climates.

## A boyfriend's worst nightmare

- 1 Work in groups. What could a boyfriend's worst nightmare be? Note down as many possible circumstances as you can think of. Now read the article.

**M**y girlfriend has had a Canadian penpal called Eddie since she was in her early teens. That's OK. I also exchanged letters with Monique from France and Shauna from Australia until I went to university. But then I got involved in the excitement of university life and lost touch with them.

But my girlfriend is more loyal to hers. Or maybe her little penpal has a special place in her heart.

As they got older, their lives changed but they still continued writing to one another. She's a successful journalist now and he's got a very good job at the University of Vancouver. He is one metre 85, tall, dark and handsome. I am not one metre 85. Or dark. And I'm not particularly handsome. I know what he looks like because my girlfriend talks about him ... a lot.

I also know that he's 27, he's an academic and he plays ice hockey. So he's both sporty and extremely intelligent. And tall, dark and handsome as I said before.

Several years ago, before I got

together with my girlfriend, he was passing through London and stopped for a visit. When my girlfriend's mother met him, she liked him so much that she decided he was the ideal husband for her daughter.

So, bearing all this in mind, when my girlfriend ran towards me the other week with a letter from him in her hand and said, 'Guess what ... Eddie's got a job in London for three years,' I wasn't exactly over the moon.

As the day of his arrival got nearer, I got more and more jealous. My girlfriend asked me, 'Why are you getting so stressed out about him? Yes, he's good-looking, interesting, intelligent and sporty. But it's you I love and it's you I'm with.' Believe it or not, this didn't make me feel any better.

Finally, the day arrived when I was to meet the famous penpal. My first thought when I saw him was, 'Tall, yes. Dark, yes. Handsome, yes. Intelligent, definitely. Charming, probably. It can't get any worse than this.'



(Adapted from *The Independent on Sunday*, 12 October 1997)

- 2 What do you think happened next? Write the last paragraph of the story.
- 3 Turn to page 143 and read the end of the story.
- 4 How does the ending compare with your version? When was the last time you had a weight lifted from your mind?

**Lexis** 1 Refer to the text and answer these two questions:

- a) Why did the writer stop writing to his penfriends? What happened?
- b) What happened to his feelings as the day of Eddie's arrival got nearer?

- 2 Here are some more examples of this use of *get*. Invent ways to complete the sentences and then compare with another student.

For example:

I got angry because *he kept me waiting for half an hour.*

- |                                |  |
|--------------------------------|--|
| a) I got depressed because ... | d) I got upset because ...             |
| b) I got bored because ...     | e) I got involved in crime because ... |
| c) I got confused because ...  |  |

- 3 Read the ends of the expressions - the parts you invented - to other students. See if they can guess which sentences they belong to.



# 4

## Adrenalin

1 Which of the following would make you feel:

- angry?
- excited?
- scared?
- nothing?

talking to someone you are really attracted to / taking an exam / climbing to a high point and then looking down / taking off in an aeroplane / riding on the back of a motorbike at high speed / being stuck in a traffic jam / giving a speech in front of an audience / going on a roller-coaster at the fair / finding out that you have been robbed / galloping on a horse / watching your national football team / being stopped by the police

2 Tell your partner about any of the situations you have experienced personally. Which experience has given you the biggest 'adrenalin rush'?

### My name is Mike & I'm a skydiver

1 Have you ever done a parachute jump? Would you consider doing a jump?

- Yes, for charity.
- Yes, for fun.
- Yes, for money.
- No way!

**adrenalin** [ˌædrenəˈlɪn];

also spelt **adrenaline**.

**Adrenalin** is a substance which your body

produces when you are

angry, scared or excited.

It makes your heart beat

faster and gives you

more energy. *That was*

*my first big game in*

*months and the adrenalin*

*was going.*

(Collins Cobuild English Dictionary)



2 Read about Mike and answer these questions:

- a) Why did he start skydiving?
- b) How did he feel on his first jump?
- c) What caused his accident and why has he continued skydiving?

[www.deadmike.com](http://www.deadmike.com)



I've just done my first jump since the accident that nearly killed me just over a year ago. As I was lying in hospital, thinking that I would never skydive again, I wasn't feeling glad to be alive. Instead, I was wondering how I could possibly live without it.

It all started one evening after another typical nine to five day. I was sitting at home thinking, 'There has to be more to life than this,' when an ad came on the television: 'Try skydiving,' it said.

The next day, I called my local skydiving centre and booked my first jump.

I spent a day training and then I was ready for my first jump. Or almost. First, I had to sign a document to say that I understood that I was taking part in an activity that could end in serious injury. At that moment I realised that I was about to do something voluntarily that would put my life at risk and as I signed, I wondered if I was completely mad.

I will never forget my first jump. Five of us walked to the runway and got into a plane barely big enough to hold three people. I was beginning to feel nervous, but the others were chatting and joking and I started to feel more relaxed. It was a beautiful, cloudless day and the sun was just going down. It took us about 20 minutes to get to 11,000 feet and then the trainer opened the plane door – the view took my breath away. Suddenly, it was time to jump and as I pushed myself away from the plane, I don't know what I was thinking, my mind went blank.

Words cannot describe the rush of adrenaline I experienced while I was free-falling.

At 5,500 feet I pulled the cord and the parachute opened immediately. Suddenly, everything was silent and peaceful. Twice I shouted, 'This is absolutely incredible,' though I knew there was nobody to hear me. It was the most amazing four minutes of my life.

From the first jump, I was hooked. I started spending every free moment I had skydiving. At work, I sat in front of my computer and imagined ways of making more money so that I could jump more often. It became my reason for living and nothing else mattered. I was addicted to skydiving.

Things were going really well. I was spending every free moment I had skydiving.

Then disaster struck on my 1,040th jump. Another skydiver collided with my parachute at 80 feet. I fell and hit the ground at about 30 mph, face down. I broke both legs, my right foot, left elbow, right arm, my nose and my jaw. I lost 10 pints of blood, 19 teeth and 25 pounds of fat. I was lucky to survive.

People who have never experienced skydiving will find it hard to understand that my only motivation to get better was so that I could do it again. All I can say is that for me, skydiving is life and life is skydiving.

3 The sentences below summarise Mike's story. Correct the details that are wrong.

- a) Mike was reading a newspaper one evening when he saw an ad for skydiving.
- b) He phoned the skydiving centre immediately and booked a jump.
- c) After a day's training, he was sure he was doing the right thing.
- d) His first jump was unforgettable. It was a beautiful morning and he was feeling relaxed.
- e) After an hour's flight, he jumped out of the plane and his parachute opened immediately.
- f) After his first jump, he didn't think he would do it again.
- g) During his free time, he thought about skydiving a lot.
- h) On his 1,040th jump he had an accident when his parachute didn't open.
- i) He nearly died and thought that his skydiving days were over.
- j) The only reason he wanted to get better was so that he could skydive again.



**Lexis** 1 Complete as many of these questions as you can from memory. Look back at the text on page 33 to check.

- What couldn't you live without?
- Why do you think people take part in dangerous sports?
- Have you ever put your life at risk voluntarily?
- When was the last time a view took your breath away?
- Do you know anybody who is a fan of a sport like Mike?

2 Work with a partner. Ask each other the questions.

### Grading adjectives

1 Find pairs of adjectives in the box that have similar meanings.

For example:

*angry*    *furious*

angry	exhausted	incredible	awful	hilarious	bad	brilliant
excited	furious	tired	thrilled	good	funny	strange

2 Put the adjectives in 1 under these two headings: very or absolutely.

For example:

very    absolutely

*angry*    *furious*

## Language reference: gradable & absolute adjectives

### Gradable adjectives

Adjectives like *good*, *small* or *pleasant* can go with adverbs like *very*, *fairly* and *rather*.

For example: *very good*; *fairly small*; *rather pleasant*.


You cannot use adverbs like *absolutely* and *totally* with these adjectives.

### Absolute adjectives

Strong adjectives like *incredible* can go with adverbs like *absolutely* and *totally*.

For example: *absolutely perfect*; *totally unique*.

*When Mike did his first jump, he shouted, 'This is absolutely incredible.'*

**Intonation** 1  12 Complete the following dialogues, then listen and check.

A	A: _____ skydiving?
	B: _____, _____ have.
	A: _____ good?
	B: <b>Good?</b> _____ <b>incredible!</b>
B	C: _____ surfing?
	D: _____, _____ have.
	C: _____ scared?
	D: <b>Scared?</b> _____ <b>terrified!</b>

2 Listen again and notice the pronunciation of the words in **bold**.

3 Practise the dialogues with a partner.

4 Work with a partner. Make up and practise a similar dialogue using gradable and absolute adjectives.

## A sporting life

- Lexis** 1 Put the sports into groups according to what you think they have in common. Think of different groupings.

For example:  
*swimming, surfing, sailing and scuba diving are all water sports.*


- 2 What verbs would you use with each sports: *do, play or go?*

For example:  
*go swimming*  
*play tennis*  
*do weightlifting*

- 3 Can you add any sports to the list in 1?

- 4 In small groups discuss the following questions:

- Which of these sports do you do or watch?
- Which of these sports are shown on television a lot?
- Do you think any of these sports are unsuitable for women? Why?

- 5  13 Jane Couch made UK sporting history when she won the first official female boxing match in November 1998.

Listen to the interview. Which of the questions on the right does the interviewer ask? Make notes about Jane's answers to the questions.



- How did you get interested in boxing?
- Were you interested in sport at school?
- How long did it take you to get fit?
- Do you know how many professional female boxers there are?
- What did your friends and family think about it?
- Is it easy for a woman to be a professional boxer?
- What do your critics say?
- What do you think are the prime skills to have as a boxer?
- How do you relax?
- How do you prepare for a match?
- Have you ever been seriously hurt in a match?
- Do you think you've changed since your success?
- How did you feel before the match last week?
- When's your next big fight?
- Where will it be?






## Close up

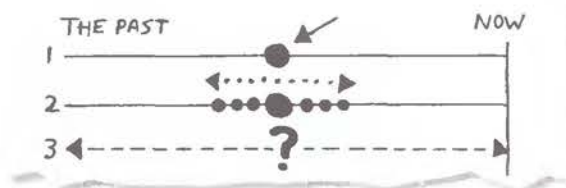
### Past experience



- The grammar in the following sentences is correct, but the sentences don't make sense. The endings have been mixed up. Rearrange the sentences so that they make sense.
  - Have you ever ridden a snake?
  - Have you ever been asked to the top of a mountain?
  - Have you ever met a desert?
  - Have you ever driven a television programme?
  - Have you ever been to make a speech?
  - Have you ever crossed a famous person?
  - Have you ever appeared on a Ferrari?
  - Have you ever caught a horse on the beach?
- Work with a partner. How do you think your partner would answer each question?
  - Yes, I have.
  - No, never ... but I'd like to.
  - No, never ... and I wouldn't like to.
- Discuss your answers. How well do you know each other? Ask more *Have you ever ...?* questions.
-  14 Listen to five people being interviewed about their past experiences and complete the table below.

Have you ever ...	Y/N	What were you doing?	What happened?
a) had a sports injury?	_____	_____	_____
b) been in a dangerous situation?	_____	_____	_____
c) broken a bone?	_____	_____	_____
d) been really frightened?	_____	_____	_____
e) thought you were going to die?	_____	_____	_____

- Work with a partner. Compare your notes then ask each other the questions from 4. Find out as much as you can.
- Look at the questions in **bold** in 4. Three tenses are used: the past simple, the past continuous and the present perfect. Match the names of the tenses to the questions.
- Look at tapescript 14. Find other examples of the three tenses.
  - Which tense is the most useful for introducing a new topic of conversation?
  - Which would you probably use if you wanted to say exactly when something happened?
  - You want to tell a story. Which of these two beginnings do you prefer?
    - It was late summer. People were sitting in street cafés, enjoying the sunshine and watching the world go by.
    - It was late summer. People sat in street cafés, enjoyed the sunshine and watched the world go by.
- The diagram below shows three timelines: one for each of the three tenses you're studying. Which timeline goes with which tense and why? Discuss with a partner.



9 Complete these dialogues with the words in the brackets. Use the past simple, past continuous or present perfect. Sometimes more than one form is possible.

A

A: (1) \_\_\_\_\_ (you/read) *The Grapes of Wrath* by John Steinbeck?

B: Yes, (2) \_\_\_\_\_ (I/read) it last year when (3) \_\_\_\_\_ (I/travel) around the USA.

A: What (4) \_\_\_\_\_ (you/think) of it?

B: (5) \_\_\_\_\_ (I/love) it.

B

C: So (1) \_\_\_\_\_ (you/lose) your laptop again.

D: Yes. Sorry. (2) \_\_\_\_\_ (I/leave) it in a taxi this morning.

C: (3) \_\_\_\_\_ (you/ring) the taxi company?

D: Yes, but they can't get hold of the driver.

C

E: Nice car.

F: Thanks. (1) \_\_\_\_\_ (we/buy) it last week.

E: How much (2) \_\_\_\_\_ (it/be)?

F: £21,000. But (3) \_\_\_\_\_ (we/not/pay) for it yet.

D

G: What (1) \_\_\_\_\_ (you/do) at the time of the robbery?

H: (2) \_\_\_\_\_ (I/watch) television.

G: Which programmes (3) \_\_\_\_\_ (you/watch) that evening?

H: I don't remember.

G: No? (4) \_\_\_\_\_ (you/ever/be) in trouble with the law?

H: (5) \_\_\_\_\_ (that/be) a long time ago.

(6) \_\_\_\_\_ (I/change).

10 On a sheet of paper write six true sentences about yourself.

- I haven't ... since ...
- I ... for years
- I didn't ... yesterday
- I was ... + **ing** when ...
- I've ... several times
- I wasn't ... + **ing** when ...

11 Fold the paper and give it to your teacher. Then take another paper and guess which student it belongs to.



'Good news – first indications from the results of your tests suggest that you haven't gone permanently blind.'

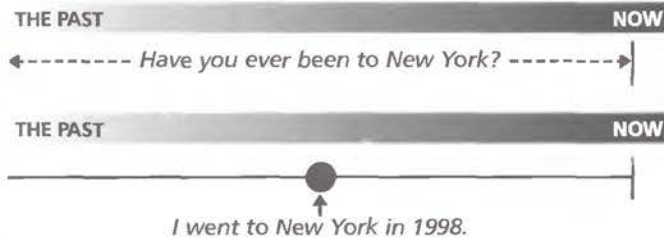


## Language reference: talking about past experiences

### The present perfect & the past simple

English often makes a distinction between *finished time* and *time-up-to-now*.

For example:



The present perfect is used to locate an action in time-up-to-now. The past simple is used to fix an action in finished time.

### Time expressions

Choosing between the present perfect and the past simple is often a question of the *time expression* you need to use.

- 1 Some time expressions describe time-up-to-now: *this year; since I was six; this week; recently; ever; yet; for the last few days*. With these time expressions you use the present perfect.
- 2 Some time expressions describe fixed points in the past (finished time): *in 1984; when I was six; yesterday; before I left school; last week; at 6.00; two minutes ago; last term; at Christmas*. With these time expressions you use the past simple.

### The present perfect as a conversation opener

You can use *Have + ever ...?* to establish the topic of a conversation or introduce a story.

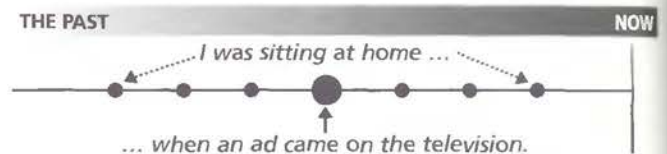
*Have you ever been to Tuscany?*

*Have I ever told you about the time I went skiing with my brother?*

You will find more information about the present perfect in units 2, 3 and 6.

### The past continuous & the past simple

The past continuous is almost always used in contrast with the past simple. You can use it to describe something which was in progress when the main events in the story happened. Here Mike talks about the first time he thought of trying skydiving. *I was sitting at home when an ad came on the television.*



The past continuous and the past simple are also contrasted in more complex ways. Notice the way they are used together in this passage from the same text.

*I was beginning to feel nervous, but the others were chatting and joking and I started to feel more relaxed. It was a beautiful, cloudless day and the sun was just going down. It took us about 20 minutes to get to 11,000 feet and then the trainer opened the plane door – the view took my breath away. Suddenly, it was time to jump and as I pushed myself away from the plane, I don't know what I was thinking, my mind went blank.*

- Anecdote**
- 1 Think back to a moment when you felt a rush of adrenalin. You are going to tell your partner about it. Choose from the list below the things you want to talk about. Think about what you will say and what language you will need.
    - Where were you? At home? In the car? At a sports event? In town?
    - Did it happen recently? How old were you?
    - Who were you with?
    - What were you doing?
    - What happened?
    - How did you feel?
    - What were the consequences?
    - Would you like to have the same experience again?
  - 2 Tell your partner the story. Give as much detail as possible.

### LANGUAGE TOOLBOX

Stories are often told in five stages.

#### 1 Introduction

Have I ever told you about the time I was attacked by a lion?

#### 2 Background

I was on holiday with Jan ...  
We were travelling around Africa on my Harley ...

#### 3 Problem

Suddenly I heard a sound in the jungle ... The next moment I saw ... So there we were, up the tree ... We were beginning to feel rather nervous ...

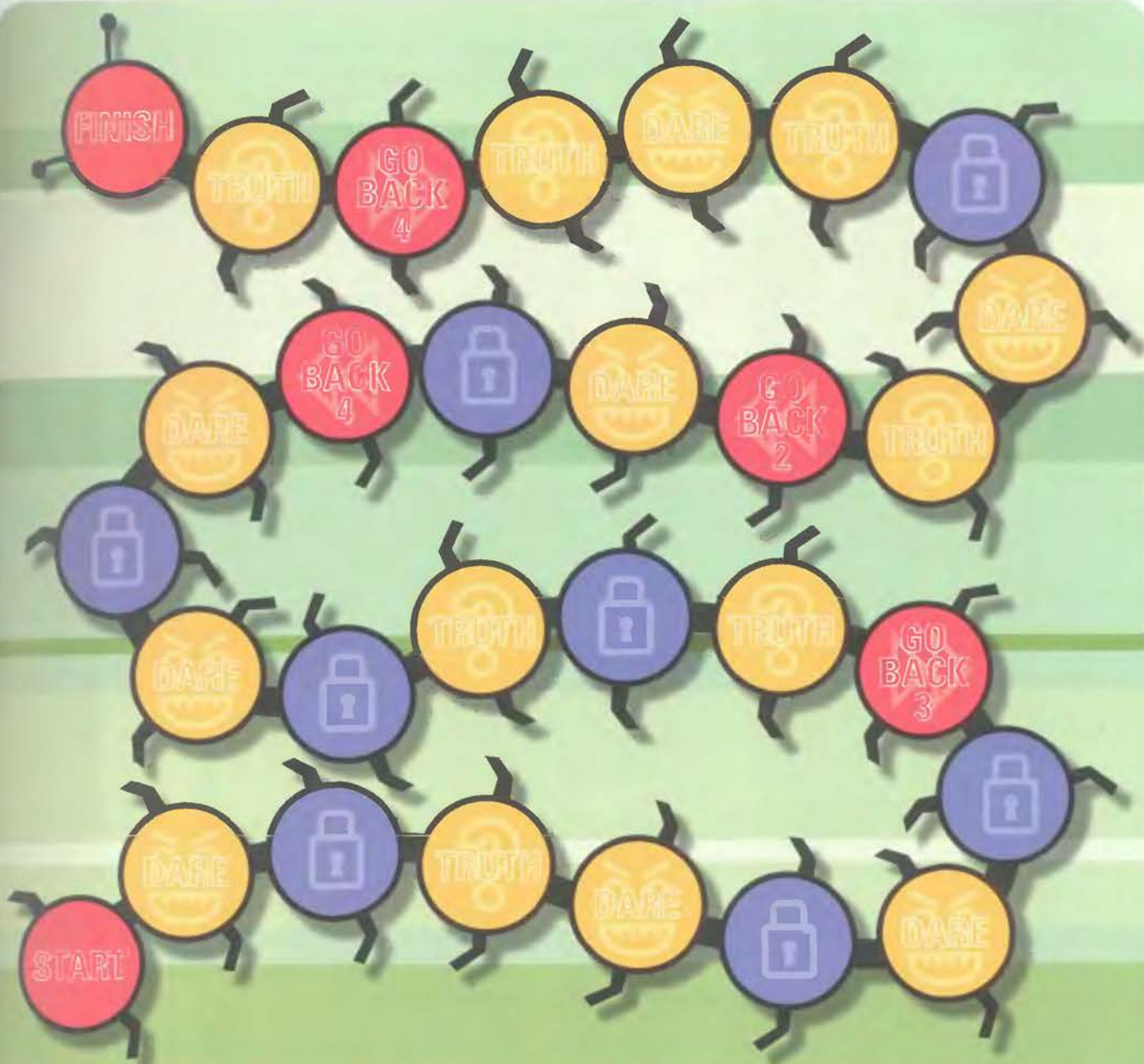
#### 4 Resolution

Then I had an idea ... In the end I managed to get the bike started ... I drove off at a hundred miles an hour ... I didn't stop till I got to Nairobi ...

#### 5 Comment

I often wonder what happened to Jan ...

## The Adrenalin Game: truth or dare?



### RULES OF THE GAME

Work in teams of three or four.

#### BEFORE THE GAME

Each team prepares ten 'TRUTH' questions and ten 'DARES'. Here are some suggestions:

#### TRUTH

- Have you ever ...?
- Did you ...?
- When did you last ...?
- How many times have you ...?
- When did you first ...?
- What were you doing when ...?

#### DARE

- Sing a song in English.
- Imitate a famous person.

Say the alphabet backwards. Make three animal sounds. Demonstrate disco dancing. Show us everything in your pockets.

#### HOW TO PLAY

- 1 Each team throws the dice. The team with the highest score starts.
- 2 Teams take turns to throw the dice and move their counters round the board according to the number they throw.
- 3 When a team lands on a TRUTH or a DARE square, they nominate a team member, the 'victim', to answer a question, truthfully, or do a dare from the other team.
- 4 Teams must nominate a new victim each time until all team members have had a turn.
- 5 Teams cannot use the same TRUTH or DARE twice, unless they have used all their TRUTHS and DARES.
- 6 After hearing the TRUTH or the DARE, the victim can say 'change' and take a DARE instead of a TRUTH, or vice versa. After saying change,

the victim cannot go back to the original TRUTH or DARE.


- 7 If the victim will not answer a TRUTH or do a DARE, the team loses its turn and moves its counter back to the square it was on at the beginning of the turn.
- 8 The winner of the game is the team that reaches the finish first.





## Close up

### Comparisons

- Find the names of twelve sports.  
baseball boxing bungee jumping cricket football formula one  
skydiving rugby running scuba diving skiing snowboarding
-  15 Listen and say which sports George, Katrina, Paul and Eva are talking about. Which key words helped you to identify the sports?



- Listen again. Complete these sentences to summarise what the people say about their experiences. You may need more than one word for each gap. Read tapescript 15 again to check.
  - \_\_\_\_\_ is slightly \_\_\_\_\_ than \_\_\_\_\_. (George)
  - \_\_\_\_\_ is just as \_\_\_\_\_ as \_\_\_\_\_. (George)
  - \_\_\_\_\_ was one of the \_\_\_\_\_ I've ever \_\_\_\_\_. (Katrina)
  - \_\_\_\_\_ are by far the \_\_\_\_\_. (Paul)
  - \_\_\_\_\_ is much \_\_\_\_\_ than \_\_\_\_\_. (Eva)
  - \_\_\_\_\_ isn't nearly as \_\_\_\_\_ as \_\_\_\_\_. (Eva)
- Use the same structures to give your own opinions about different sports. Find other people in the class who agree with you.
- Work with a partner. What rules do you know about comparative and superlative adjectives?

Language Reference p40

### Language reference: comparisons

#### Comparative & superlative adjectives

1	fast	<i>faster</i>	<i>the fastest</i>
	cheap	<i>cheaper</i>	<i>the cheapest</i>
2	nice	<i>nicer</i>	<i>the nicest</i>
	safe	<i>safer</i>	<i>the safest</i>
3	big	<i>bigger</i>	<i>the biggest</i>
	hot	<i>hotter</i>	<i>the hottest</i>
4	slow	<i>slower</i>	<i>the slowest</i>
	few	<i>fewer</i>	<i>the fewest</i>
5	funny	<i>funnier</i>	<i>the funniest</i>
	easy	<i>easier</i>	<i>the easiest</i>
6	good	<i>better</i>	<i>the best</i>
	bad	<i>worse</i>	<i>the worst</i>

#### Comparative & superlative structures

useful → *more/less useful* → *the most/least useful*  
 exciting → *more/less exciting* → *the most/least exciting*  
*X isn't as fast/nice/big/slow/easy/good/ useful/exciting as Y.*  
*Snowboarding is similar to/like skiing.*

#### Modifiers

*Football is much/far/a lot more popular than skydiving.*  
*Skydiving isn't nearly as popular as football.*  
*The Seikan tunnel in Japan is a little bit/slightly longer than the Channel tunnel.*  
*Russia is by far the biggest country in Europe.*  
*Harrison Ford is one of the most successful film stars of all time.*

## River Deep Mountain High

- 1 Make lists of things which are:
  - sweet
  - deep
  - strong
  - high
  - bright
  - bigger than you
- 2 Work with a partner. Tell your partner about your list.
- 3 Complete the love letter.
- 4  16 Listen to the song *River Deep Mountain High*. How many of the images and comparisons in the song are the same as yours?

Darling,

When I was a little girl/boy I had a ...

Now I love you the way I loved my ...

You are sweeter than ...

And my love is stronger than ...

And it's deeper than ...

I love you like *bees* love ...

Like the sun loves ...

Like fish love ...

If I lost you I'd ...

I'm going to be as faithful as ...

I'll never ...



### Ike & Tina Turner

Ike and Tina Turner recorded *River Deep Mountain High* in 1966. It was produced by Phil Spector and Barry Greenwich



# Kids

1 Note down the names of any children you know. Put them in the appropriate category.

- babies: 0–1 years old
- toddlers: 1–3 years old
- young children: 4–7 years old
- older children: 8–12 years old
- teenagers: 13+ years old

2 Tell your partner about them.

3 Divide into two groups: *parents* and *children*.

- Parents: discuss and list the qualities of a good child.
- Children: discuss and list the qualities of a good parent.

Then compare your list with the other group.

## A child's point of view

1 Read these children's definitions of a mother and choose the one you like best.

A mum is a person who cares for you and tucks you in at night. When you've made a mistake she says it's all right.  
Jan, age 13

Mothers are people who sit up worrying about you and when you come home they yell at you.  
Gary, age 13

A mum is a woman who says 'go to bed' and when she says that, you stay very quiet and she forgets about you.  
Aishling, age 9

A mother is a superwoman who can be in two places at once.  
Judy, age 10

A mum is a person who cries when you do something bad, and cries even harder when you do something good.  
Robin, age 14

A mum is someone who always knows when there is something wrong even if you don't tell her.  
Lisa, age 14

Mothers are people who are angry when you're at home and sad when you're away.  
Vinay, age 12





Children from St Thomas More School, Kidlington, Oxford

3 17 You are going to listen to these children defining five things from the list below. Which things do they talk about and in what order?

- |                    |                     |              |
|--------------------|---------------------|--------------|
| a) God             | f) a vet            | k) Autumn    |
| b) a dinosaur      | g) a police officer | l) a judge   |
| c) an iceberg      | h) a mobile phone   | m) a desert  |
| d) the Internet    | i) a robber         | n) a jungle  |
| e) the ozone layer | j) a museum         | o) Christmas |

4 Work with a partner. Imagine you are explaining other things from the list to a four-year-old child. Write down what you would say.

## Close up

### Defining relative clauses

1 Work with a partner.

- Underline the relative clauses in the sentences on the right.
- Which word is the relative pronoun in each case?
- In each sentence, change the relative pronouns to either *who* or *which*.

2 Here are some typical children's jokes. Look at the pictures and complete the jokes with an appropriate word.

1 It's something that lived a very long time ago. It looks very scary.

2 A person that helps people, in heaven.

3 It's something that crashes down on people.

4 A person that steals things at night.

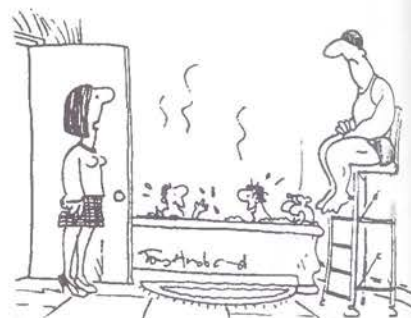


- Q: What do you call an \_\_\_\_\_ that has a machine gun?  
A: Sir.
- Q: What do you call a \_\_\_\_\_ who's very small?  
A: Minimum.
- Q: What happened to the \_\_\_\_\_ who stole a calendar?  
A: He got twelve months.
- Q: What do you call a \_\_\_\_\_ who's got no thumbs?  
A: Mr Justice Fingers.
- Q: What prize did the man who invented the \_\_\_\_\_ win?  
A: The Nobel Prize.

Can you translate any of the jokes into your own language? Are they funny?



- 3 What do you know about education in the UK? Complete these sentences using *who* or *which*:
- A professor is a person ...
  - A secondary school is a school ...
  - Public schools are schools ...
  - A degree is a qualification ...
  - Undergraduates are people ...
  - A student grant is money ...



*'You take the children's bath time too seriously, Norman ...'*

- 4 Write similar sentences about the education system in your country.

For example:

*'Selectividad' is an examination which you take to get into university in Spain.*

### Omitting relative pronouns

The relative pronoun is sometimes optional. For example, both of these sentences are correct:

*He's the man that I saw.*

*He's the man I saw.*

But in this sentence the relative pronoun is necessary:

*He's the man that lives next door.*

Language Reference p46

Read these sentences and cross out the relative pronouns which are optional.

- Jill Bennett is the woman who you want to speak to.
- She's seen the car which she wants.
- It was the qualification in engineering that helped me get the job.
- He's a man who likes his food.
- It's a university which specialises in technical subjects.
- What was the name of the film which you wanted to see?
- The teacher that I liked best at school was Mr Stevens.
- He's the teacher who taught us maths.

### Where, when & whose

You can also make relative clauses with *where*, *when* or *whose*.

- 1 Complete these sentences with *where*, *when* and a relative clause so that they are true for you.
- My schooldays were a time in my life ...
  - The town I grew up in is the kind of place ...
  - The best holiday I ever had with my parents was ...
  - I once had a fight with my brother/sister/best friend ...
  - We used to play in a place ...

Read one sentence to your partner and then tell them more about it.

- 2 Find out how many people in the class have these things in common with you and write down their names.

Find someone whose:

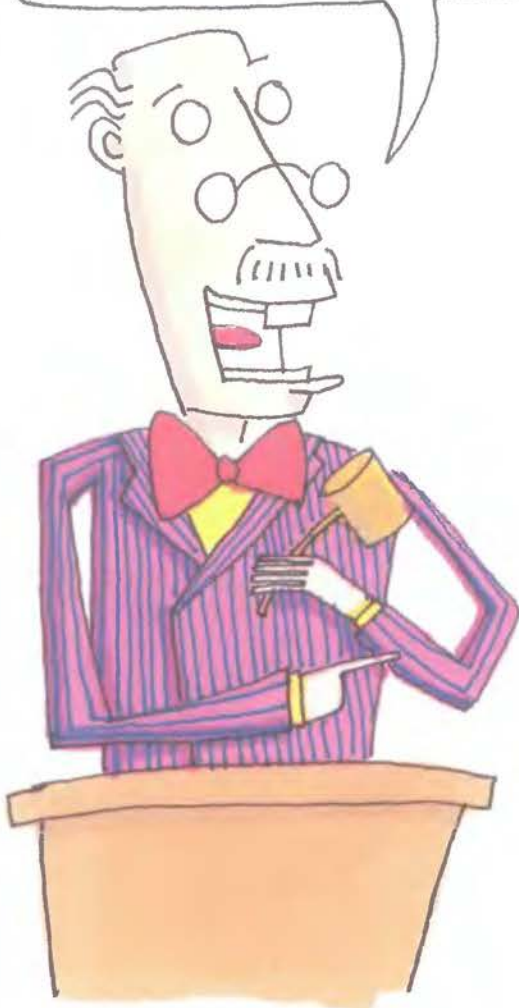
- car is the same make as yours. \_\_\_\_\_
- birthday is in the same month as yours. \_\_\_\_\_
- taste in music is the same as yours. \_\_\_\_\_
- mother is the same age as yours. \_\_\_\_\_
- shoe size is the same as yours. \_\_\_\_\_
- favourite food is the same as yours. \_\_\_\_\_

# Definition Auction

## Rules of the game

- 1 Work in teams. The definitions are for sale in a public auction. Some of them are true and some of them are false. Each team decides which definitions they think are true.
- 2 Each team tries to buy the definitions that they think are true by bidding (offering) more money than all the other teams. You have a total of £10,000 to spend at the auction.
- 3 The winner of the game is the team that buys the highest number of true definitions.

What am I bid? £4,000...  
£4,500... £5,000. Any advance  
on £5,000? Do I hear £5,500?  
Going... going... gone!  
For £5,000.



A Midwife is a woman whose husband is between 50 and 60 years old

Anappy is a child who is not happy

Atruant is a school pupil who stays away from school without permission

A mock exam is the exam you take when you want to go to university

Adummy is something you put in a baby's mouth to stop it crying

A bib is something that young children wear when they are eating

A bully is a field where young bulls are kept

A Swot is a student who studies very hard



## Language reference: defining relative clauses

Defining relative clauses give information which helps to define the topic of the sentence. They can be introduced by a relative pronoun: *who*, *which* or *that*.

### who, which, that

You use *who* to refer to people, and *which* to refer to things or ideas. You can use *that* for either. *Who* and *which* are slightly more formal than *that*. They are more common in written English than in speech.

*An iceberg is an enormous block of ice which/that floats in the sea.*

*A judge is someone who/that decides how the law should be interpreted and applied.*

### whom

*Whom* is sometimes used as a more formal alternative to *who* in sentences where it is the object.

Subject: *He did it.* → *He's the man who did it.*

Object: *I saw him.* → *He's the man whom I saw.*

### Omitting relative pronouns

You can omit the relative pronoun when it is the object of the clause.

*He's the man who(m) I saw.*

→ *He's the man I saw.*

*She's the woman who(m) I helped.*

→ *She's the woman I helped.*

*That's the company which I worked for.*

→ *That's the company I worked for.*

### when, where, whose

You can also use *when*, *where* and *whose* in relative clauses.


*Autumn is the time of year when leaves fall off the trees.*

*An art gallery is a place where paintings and sculptures are displayed to the public.*

*A widower is a man whose wife has died.*


## Children's rhymes

### Stress timing

- 1  18 Look at this popular children's nursery rhyme and listen to the recording. The boxes show the stressed syllables.



HUMP	-ty	DUMP	-ty	SAT	on a	WALL
HUMP	-ty	DUMP	-ty	HAD	a great	FALL
ALL	the king's	HORS	-es and	ALL	the king's	MEN
COULD	-n't put	HUMP	-ty to-	GETH	-er a-	GAIN

- 2 Say the rhyme along with the recording. Follow the stress and speed of the recording. Try to finish at exactly the same time as the recording.
- 3  19 Listen to another nursery rhyme. Work with a partner. Write the nursery rhyme. Use these words and any others you need. Then put boxes around the stressed syllables.

again in shower there middle stepped Doctor  
never up Foster puddle went Gloucester rain

- 4 Listen to the rhyme again and practise saying it at the same speed.
- 5 Work with a partner. Make up a four-line rhyme with a simple rhythm, using words from the box below or your own words.

Rome home comb waiter later alligator deliver river shiver  
hat fat rat far car wearing sharing staring would could should





## First memory: The Bicycle

- 1 You are going to read about one of Roald Dahl's childhood memories. Look at the picture and discuss the following:
  - a) What year do you think it is?
  - b) How old do you think the boys are?
  - c) What are they wearing?
  - d) How do you think their life was different from children's lives now?

**Roald Dahl**  
Roald Dahl began writing after a 'monumental bash on the head', received when he was an RAF fighter pilot during the Second World War. He became one of the best-known and most successful of all children's writers.



- 2 Quickly read *First memory: The Bicycle* to find out Roald Dahl's 'greatest wish' at that moment in his life.

Between the age of seven and nine, only two moments remain clearly in my mind. The first lasted not more than five seconds, but I will never forget it.

It was my first term and I was walking home alone across the village green after school when suddenly one of the senior twelve-year-old boys came riding full speed down the road on his bicycle about twenty yards away from me. The road was on a hill and the boy was going down the slope, and as he flashed by he started back-peddalling very quickly so that the free-wheeling mechanism of his bike made a loud whirring sound. At the same time, he took his hands off the handlebars and folded them casually across his chest. I stopped dead and stared after him. How wonderful he was! How swift and brave and graceful in his long trousers with bicycle-clips around them and his scarlet school cap at a jaunty angle on his head! One day, I told myself, one glorious day I will have a bike like that and I will wear long trousers with bicycle-clips and my school cap will sit jaunty on my head and I will go whizzing down the hill pedalling backwards with no hands on the handlebars!

I promise you that if somebody had caught me by the shoulder at that moment and said to me, 'What is your greatest wish in life, little boy? What is your absolute ambition? To be a doctor? A fine musician? A painter? A writer? Or the Lord Chancellor?' I would have answered without hesitation that my only ambition, my hope, my longing was to have a bike like that and to go whizzing down the hill with no hands on the handlebars. It would be fabulous. It made me tremble just to think about it.


[Excerpt from *Boy* by Roald Dahl, 1984]

- 3 Read Roald Dahl's first memory again and find four differences between the picture and the extract.



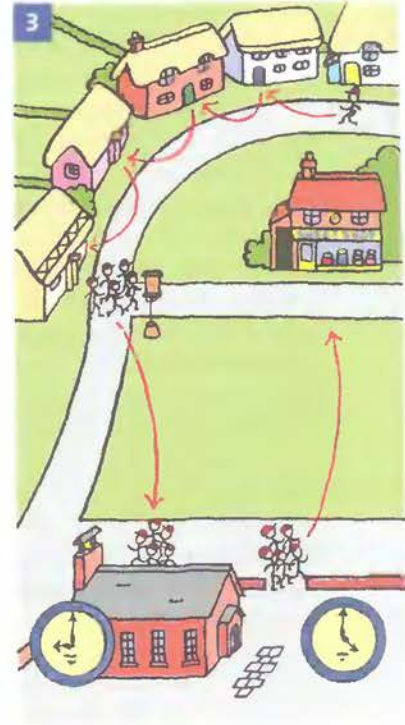
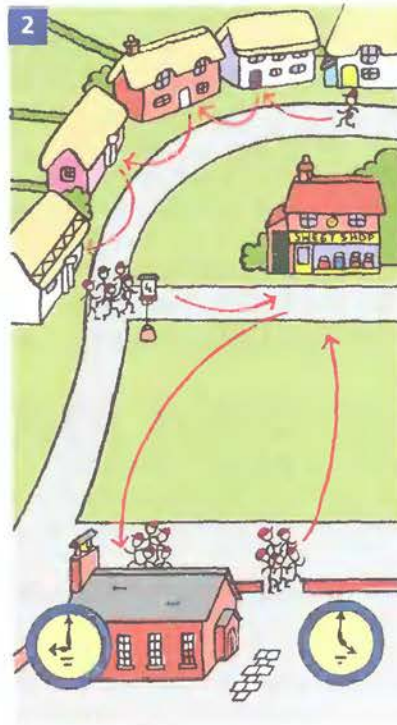
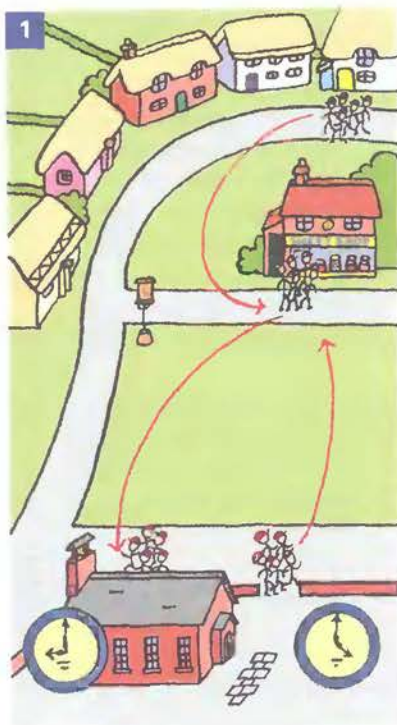
- Lexis 1** Roald Dahl uses exaggerated language to bring the scene alive. Find the actual words he uses to describe the following:
- The senior boy came riding very fast down the road.
  - As he passed me he started back-peddalling.
  - I stopped immediately and watched him.
  - I will go riding fast down the hill.
  - My wish was to have a bike like that.
  - It would be very nice.
- 2** Underline all the words in Roald Dahl's first memory which you think are related to bicycles. Can you guess the meaning from the context? Compare with a partner.

## Second memory: The Great Mouse Plot

- 1**  **20** Read and listen to Roald Dahl's second memory. What was the terrible problem with the sweet shop?

My second and only other memory of Llandaff Cathedral School is extremely bizarre. It happened a little over a year later, when I was just nine. By then I had made some friends and when I walked to school in the mornings I would start out alone but would pick up four other boys of my own age along the way. After school was over, the same four boys and I would set out together across the village green and through the village itself, heading for home. On the way to school and on the way back we always passed the sweet-shop. No we didn't, we never passed it. We always stopped. The sweet-shop in Llandaff in the year 1923 was the very centre of our lives. To us, it was what a bar is to a drunk, or a church is to a Bishop. Without it, there would have been little to live for. But it had one terrible drawback, this sweet-shop. The woman who owned it was a horror. We hated her and we had good reason for doing so.

- 2** Which of the following drawings is the most accurate illustration of the boys' routine?



## Close up

### Would & used to

- Complete the sentences below without looking back at the second memory.
  - ... I \_\_\_\_\_ start out alone but \_\_\_\_\_ pick up four other boys of my own age along the way.
  - After school was over, the same four boys and I \_\_\_\_\_ set out together across the village ... heading for home.
- Do the sentences in 1 describe:
  - repeated actions in the past?
  - situations in the past?
  - single events in the past?
- The past simple, *would* + verb, and *used to* + verb are all possible ways to talk about the past. The sentences below are all in the past simple. Read them and discuss these questions:
  - Which sentences could be changed to *would* + verb?
  - Which sentences could be changed to *used to* + verb?
  - What does this tell you about how to use these two structures?

Language Reference p49

When I was a child:


- |  |                                      |
|--|--------------------------------------|
| a) I was afraid of the dark.             | f) I started learning the piano.     |
| b) I believed in ghosts.                 | g) I had long hair.                  |
| c) I went on holiday abroad three times. | h) I didn't like vegetables.         |
| d) I broke my leg skiing.                | i) I went to church every Sunday.    |
| e) I sucked my thumb when I was tired.   | j) I lived right in the city centre. |

Are the sentences true or false for you?

### Anecdote

- Think about your life at the age of eight. You are going to tell your partner about it. Choose from the list the things you want to talk about. Think about what you will say and the language you will need.

- Did your life use to be very different to how it is now?
- Where did you use to go to school? How did you get there?
- Do you remember any of your teachers?
- Were there any you particularly liked or disliked? Why?
- Who were your friends?
- What did you use to do before/after school or during the breaks?
- Did you ever do anything naughty? Were you caught and punished?
- What was your favourite game?
- What were your favourite sweets?
- Was there one of the older children you particularly admired?
- What was your greatest wish?

-  21 Why do the boys hate Mrs Pratchett, the sweet shop owner? If you would like to know what happens at the end of the story read tapescript 21 and listen to the recording.



'My son, Eric, won't be coming to school today; he's in dreadful pain.'

## Language reference: would & used to

### would

You can use *would* ... to talk about regular or repeated past actions. It sometimes suggests a feeling of nostalgia so is often used for personal reminiscences.

*Every day my mates would play football after school.*

*I would visit my grandmother at weekends.*

*We would go skiing at the same resort every year.*

You rarely use *would* with this meaning in the negative or question form.

### used to

You can use *used to* like *would* for regular or repeated past actions, and also for past states or situations.

*I used to go to church every Sunday.*

*I used to have long hair.*

*I would go to church every Sunday. ✓*

*I would have long hair. X*

You can use *used to* in negative forms and in question forms.

*Kids didn't use to have mobile phones. Now they do and I don't!*

*Did you use to like school?*



Discuss these questions:

- What do you know about the people in these photographs?
- If you saw one of these photographs in a newspaper or magazine, would you read about it? Why/Why not?
- Who are the most photographed celebrities in your country?
- Is there any celebrity scandal in the news at the moment?

### The hunters & the hunted

Read the web-page on page 51 and find the connections between:

Paparazzo	→ scooter
a photograph	→ a million dollars
Tom Cruise	→ a tunnel in Paris
Madonna	→ 130 kph
Alec Baldwin	→ a black eye
George Clooney	→ a Vietnamese pot-bellied pig

Robert de Niro



Jack Nicholson



Madonna



This page has been created to air concerns over the ever-growing problem of an aggressive breed of photographer known as the paparazzi.

# PAPARAZZI

The term 'paparazzi' comes from a character called Paparazzo in the Fellini film, *La Dolce Vita*, who rode around on a scooter taking photographs of the rich and famous. Modern day paparazzi take photographs of famous people, hoping to get them in an unflattering or compromising pose. The photograph is then sold for an enormous sum of money, sometimes close to a million dollars, to the tabloid press.

Some people say that celebrities are public property and that this invasion of privacy is to be expected – 'that's show business', they say. I think that this is true up to a point, but celebrities are being followed, harassed, chased, provoked and spied on in their own homes. That's not show business, that's criminal.

## *Unnecessary risks*

- Tom Cruise has been pursued at high speed through the tunnel in Paris where Princess Diana was killed.
- When Madonna was promoting *Evita* in Rome, she had to drive away at 130 kph with her baby in the car because she was being chased. The paparazzi didn't even give her time to strap the baby into the car.

## *Invasion of privacy*

- Alec Baldwin gave a paparazzo a black eye when he filmed him and his wife, Kim Basinger, returning to their Hollywood home with their new baby. Baldwin was arrested and charged with assault, but he was later acquitted.
- Cindy Crawford has been filmed in her bathroom from over a kilometre away with a huge telephoto lens.
- When Princess Diana's father died, a paparazzo was waiting outside her hotel – she tearfully begged him to leave her alone, but the pictures were printed in the national newspapers the next day.

## *Provocation*

The paparazzi go out of their way to make people angry so that they can get a better picture. The American actor George Clooney was walking down the street with his girlfriend when a paparazzo shouted, 'Who's the fat girl?' The picture of Clooney's angry face was splashed all over the newspapers the next day. However, the actor got his revenge on the paparazzi when one of the photographers was hiding in his garden to get pictures of him and his girlfriend at home – the photographer was chased away by Clooney's pet Vietnamese pot-bellied pig.

The paparazzi are out of control. Some papers have recognised what is happening and have refused to buy pictures when it's obvious that a person's privacy has been invaded. Other papers must follow their example.

[CLICK HERE TO VOICE YOUR OPINION](#)



**Lexis** 1 Match words and phrases from the two columns to make seven expressions from the text on page 51. Do as many as you can from memory. Then look back at the text to check.

- |           |                                 |
|-----------|---------------------------------|
| a) give   | (someone) a black eye           |
| b) charge | (someone) alone                 |
| c) follow | (someone) angry                 |
| d) go     | (someone's) example             |
| e) invade | out of your way to do something |
| f) leave  | (someone's) privacy             |
| g) make   | (someone) with assault          |

2 Complete the following sentences with expressions from 1. You will need to change the tenses of the expressions in some cases.

- All I did was ask him to smile for the camera and he \_\_\_\_\_.
- His aggressive behaviour is unacceptable. He should be \_\_\_\_\_.
- I asked her why she was upset but she told me to \_\_\_\_\_.
- It really \_\_\_\_\_ when people don't stop at red lights.
- Are you \_\_\_\_\_ annoy me? You know I hate it when you smoke in the kitchen.
- David left school at sixteen and never went to college and now he's a millionaire. I should have \_\_\_\_\_.
- I regret asking my mother to stay. I feel that my \_\_\_\_\_.

**Discussion**

Discuss the following:

- Celebrity gossip and scandal is boring.
- Film and rock stars are paid too much.
- Tabloid-type newspapers and magazines should be banned.
- Information available over the Internet should be controlled.
- The private lives of politicians and royalty should never be discussed by the press.
- Highly paid film stars are public property.

**LANGUAGE TOOLBOX**

- To interrupt  
*Sorry to interrupt, but ...*
- To hold the floor  
*If you'd just let me finish ...*
- To return to the subject  
*Yes, but as I was saying ...*

**Close up**

**Irregular verbs**

1 Test your irregular verbs. The irregular verbs below have been divided into five groups.

1	2	3	4	5
swim	break	let	grow	bring
drink	speak	set	fly	fight
ring	choose	cost	throw	catch

Why are they divided in this way? When you know the answer, add these words to the appropriate groups.

steal hit know begin teach

How many more verbs can you add to each group? Look at the irregular verb table on page 147.

2 Test your partner's knowledge of irregular verbs.

- For example:  
 Student A: *Eat ...?*  
 Student B: *Ate, eaten. Drink ...?*  
 Student A: *Drank, drunk. Go ...?*



## NEWS IN BRIEF

### POLICE THEFT

A television set (1) \_\_\_\_\_ from a Liverpool police station while officers were out fighting crime.

### PLANE DRAMA

A drunk who tried to open an aeroplane door at 30,000 feet (2) \_\_\_\_\_ for the rest of a Denmark to Thailand flight.

### CAMPER DIES

Camper John Barnes, 23, (3) \_\_\_\_\_ after a 200-metre fall into a rocky ravine with only a broken foot. Sadly he (4) \_\_\_\_\_ when he fell out of the ambulance on the way to the hospital in Perth, Scotland.

### UNLUCKY BURGLAR

Burglar Frank Gort broke down and sobbed when he (5) \_\_\_\_\_ to seven years in jail, claiming it was his unlucky number. An understanding judge in San Antonio, Texas, took pity and gave him eight years instead.

### WANTED MAN JAILED



Fugitive James Sanders, who escaped from jail in 1975, (6) \_\_\_\_\_ in Texas after ringing the FBI to check if he was still on its wanted list.

### STABBED IN THE BACK

Mr Clarence Ramsey (7) \_\_\_\_\_ seriously \_\_\_\_\_ yesterday when a man came up behind him and stabbed him in the back. Turning round to face his attacker, Mr Ramsey was surprised to hear him say, 'Sorry. I thought you were somebody else.'

1 Complete the sentences below with the words and phrases in the box.

a judge a car crash paparazzi the police  
his pet Vietnamese pot-bellied pig

- \_\_\_\_\_ arrested Baldwin and charged him with assault but \_\_\_\_\_ acquitted him.
- \_\_\_\_\_ pursued Tom Cruise at high speed through the tunnel in Paris where \_\_\_\_\_ killed Princess Diana.
- George Clooney got his revenge on the paparazzi when one of the photographers was hiding in his garden to get pictures of him and his girlfriend at home – \_\_\_\_\_ chased away the photographer.

2 Look at these extracts from the text on page 51. What verb structure do all the sentences use?

- Baldwin was arrested and charged with assault, but he was later acquitted.
- Tom Cruise has been pursued at high speed through the tunnel in Paris where Princess Diana was killed.
- However the actor got his revenge on the paparazzi when one of the photographers was hiding in his garden to get pictures of him and his girlfriend at home – the photographer was chased away by Clooney's pet Vietnamese pot-bellied pig.

3 Discuss these questions.

- How is the passive formed?
- Only one of the sentences mentions the *agent*. Which one?
- Which preposition is used with the agent?
- What are the advantages of using the passive? Match these reasons to the three sentences in 2.

- The agent is unknown.
- The agent is obvious.
- You want to keep the important information at the beginning of the sentence.

4 Complete the short newspaper stories on the left with a suitable verb from the box.

steal handcuff rescue sentence arrest injure kill  
rob damage break shoot kill find guilty destroy

5 What are the experiences of the class? Ask questions to find someone who:

- has been searched by customs.
- has been stopped for speeding.
- has been let down by a friend.
- has been photographed by a local newspaper.
- has been mistaken for somebody else.
- has been injured playing a sport.
- has been given a present they didn't like.
- has been interviewed on radio or television.
- has been questioned by the police.

6 Work in groups of three. You are going to edit some short newspaper stories. Students A and B will each have three stories. The stories are the same, but the language used in them is different. Student C is the editor who will explain what you have to do.

Student A look at page 139.

Student B look at page 141.

Student C look at page 143.



## Language reference: passives

There are various situations in which it is better to use the passive rather than the active.

The *agent* of a verb is the person, people or thing which performs the action. To include the agent in the sentence, you use *by*:

*A meeting was called by the marketing department.*

### Passive without agent

- 1 The agent is unknown.  
*A bomb was left in the city centre last night.  
Her car has been stolen.*
- 2 You do not want to identify the agent.  
*The President admitted that mistakes had been made.*

- 3 You do not need to identify the agent.  
*The demonstrators were charged with disturbing the peace.*
- 4 You are not interested in the agent.  
*The acid is then heated to 100 degrees centigrade which causes it to react with the oxides.*

### Passive with *by* + agent

When the agent is included you use the passive to put the most important information at the beginning of the sentence.

*The President is protected by the CIA.  
Paper was invented by the Chinese.*



1

## Headline news

- 1 Find the newspaper headlines for these four photographs. Which story would you read first? What are the news items about? Are there any stories like this in the news at the moment?



2



4

a **PEACE TALKS END IN ROW**

b **MINISTER QUILTS IN MISSING CASH PROBE**

e **WEST TO AID SOMALIA**

c **FREAK STORM HITS HARVEST**


f **JOB FIGURES SOAR**

d **SCHOOL BARS NOSE-RING GIRL**

g **LOTTERY OCTOGENARIAN TO WED**



3

- 2  22 Listen to the radio news broadcast from the same day as the headlines. What is the order of the four stories?
- 3 Listen again and answer these questions.
- |                                       |                                    |
|---------------------------------------|------------------------------------|
| a) Who made an announcement?          | f) What is Pauline Gates' problem? |
| b) Why was it made?                   | g) What does Pauline have to do?   |
| c) What is Robert Holmes' job?        | h) How old is Max Williams?        |
| d) What did the Prime Minister order? | i) How much money does he have?    |
| e) Where is Robert Holmes right now?  | j) How old is Sally Lister?        |
|                                       | k) How much did the ring cost?     |
- 4 Listen again and complete the text of the broadcast.

And here are the news headlines.

Following severe droughts in Africa, the President of the USA has announced \_\_\_\_\_.

Robert Holmes, Minister for the Environment, \_\_\_\_\_. The Prime Minister \_\_\_\_\_ into the mysterious disappearance of a large sum of money. A spokesman for the minister told us that he was \_\_\_\_\_ and not available for comment.

Schoolgirl Pauline Gates has \_\_\_\_\_. According to headmistress Jean Bradley, \_\_\_\_\_.

And finally, to end on a happier note, wedding bells are ringing for \_\_\_\_\_ Max Williams, who won \_\_\_\_\_ in the lottery last month. He's going to marry \_\_\_\_\_ dancer Sally Lister. The happy couple posed for photographers outside the millionaire's luxury home in Essex and Sally held out her hand to show off her \_\_\_\_\_ engagement ring for the cameras.

- 5 Write a radio news broadcast based on these newspaper headlines and photographs. Invent any extra information you need.

a

# BARRED



# FROM WORLD CUP FINAL

b

# TEACHER QUILTS IN EXAM ROW



c

# HOLLYWOOD COUPLE TO SPLIT



- 6 'Broadcast' your news to the rest of the class.



## Personal news

- 1 Read this dialogue and think about how it could be improved.

Ken: Hi, Steve. How are you?

Steve: Oh, not too bad. Actually, it's my wedding anniversary today.

Ken: Oh.

Steve: But um, I forgot and my wife was really upset.

Ken: Oh.

Steve: But I just rang Le Petit Blanc and they actually had a table free, so we're going out for dinner.

Ken: Oh.

Steve: Anyway, I must go.

Ken: Er, yeah, me too. See you!

- 2  23 Listen to the dialogue and note the differences.

- 3 Read the dialogues. In each case, choose an appropriate response from the box. More than one answer is possible in some cases.

Congratulations! Well done! I'm sorry to hear that. Oh, no!  
Lucky you! That's terrible! Excellent! You idiot!

<p><b>A</b> A: Have you heard about Chris and Shirley? B: No ... what about them? A: They've split up. B: _____.</p>	<p><b>E</b> I: Oh, no! J: What's the matter? I: I've left my bag on the bus. J: _____ . What are you going to do? I: I suppose I'd better ring the bus company.</p>
<p><b>B</b> C: Hello. You're looking very pleased with yourself. D: I am! I've just passed my driving test! C: _____ . Can I have a lift?</p>	<p><b>F</b> K: Have a glass of champagne! L: Thank you. What are you celebrating? K: My wife's just had a baby. L: _____ . Boy or a girl?</p>
<p><b>C</b> E: Guess what. I've won a holiday to Florida. F: _____ . Is it a holiday for two? E: Yes, I'm taking my mum. F: Oh.</p>	<p><b>G</b> M: You don't usually take the bus! N: No - my car's broken down again. M: _____ .</p>
<p><b>D</b> G: I've just had some bad news. H: What's happened? G: I've failed my final exams. H: _____ . Are you going to resit them?</p>	<p><b>H</b> O: I didn't know you had a car. P: My parents have bought a new car and they've given me their old one. O: _____ .</p>

- 4  24 Listen to the dialogues and check your answers.

- 5  25 Listen to the responses. Practise the stress and intonation.

- 6  26 Listen to these ten sentences. How would you respond to each sentence?

- 7 Work with a partner. Choose five of the sentences below. Write five dialogues beginning with the sentences you have chosen. Act them out in class.

- |  |  |
|--|--|
| <input type="checkbox"/> You look happy!                   | <input type="checkbox"/> You look upset - what's the matter?             |
| <input type="checkbox"/> Why are you limping?              | <input type="checkbox"/> I hear you're leaving the company.              |
| <input type="checkbox"/> Are you all right?                | <input type="checkbox"/> Where are you going for your holidays?          |
| <input type="checkbox"/> That's a lovely watch. Is it new? | <input type="checkbox"/> I haven't seen you in English lessons recently. |

## A letter from Berlin

- 1 Read this letter from Pia to her friend Ian. Complete the letter with appropriate words. If you need help, look at the missing words in the box below. There is one word for each gap. They are not in the correct order.

Anyway news but Well  
apparently feel soon  
hear what getting Apart  
pleased heard thing  
sorry forward applied  
loads embarrassing  
By the way

- 2 Work with a partner. Explain the relationships between Pia, Ian, Anna and Giorgio.
- 3 Answer each of the following questions with one or more of the above names.
- Who lives in Berlin?
  - Who used to live in Berlin?
  - Whose mother has been ill?
  - Who's been promoted at work?
  - Who's got a new job?
  - Who's called off their wedding?
  - Who's gone back to Italy?
  - Whose parents have sent out wedding invitations?
  - Who's going on holiday in August?
  - Who's passed their driving test?

Berlin, 14th July

Dear Ian,

It was great to (1) \_\_\_\_\_ from you. I'm (2) \_\_\_\_\_ I haven't written sooner, (3) \_\_\_\_\_ my mother hasn't been very well, so I've been looking after her. She's a lot better now.

I was so (4) \_\_\_\_\_ to hear about your promotion. You deserve it – you've worked so hard at that job. (5) \_\_\_\_\_ done! I wish you were still living in Berlin so we could go out and celebrate.

Actually, I've got some good (6) \_\_\_\_\_ too – I've got a new job! You know I was fed up with my old job. Well, one day I was just looking through the ads in my local newspaper when I saw a job for an English school administrator. As you know, I've been looking for a job where I could use my English. So I (7) \_\_\_\_\_ for the job and got it. I'm really enjoying it and I've already learnt (8) \_\_\_\_\_ of new things. I have to answer the phone (sometimes in English!), send out information about the school and deal with any problems the students have. And the best (9) \_\_\_\_\_ is that I'm getting more money!

(10) \_\_\_\_\_, have you (11) \_\_\_\_\_ about Anna and Giorgio? They've called off the wedding. I've no idea why, but (12) \_\_\_\_\_ Giorgio's gone back to Italy and Anna's refusing to talk to anybody about it, even her old friends. I (13) \_\_\_\_\_ sorry for her parents – they've sent out all the invitations and now they've got to tell everybody that the wedding's cancelled. How (14) \_\_\_\_\_! I wonder if she's given him back that gorgeous ring?! (15) \_\_\_\_\_, I suppose it's better that they've split up now rather than after the wedding!

(16) \_\_\_\_\_ from that, everything's fine here in Berlin. It's getting hot and I'm looking (17) \_\_\_\_\_ to going on holiday in August. Don't forget that you're always welcome to come and stay – we'd love to see you.

Anyway, I must go now. Write (18) \_\_\_\_\_ and tell me how you're (19) \_\_\_\_\_ on.

Lots of love, Pia

PS Guess (20) \_\_\_\_\_ I've finally passed my driving test.

- 4 Ian answered Pia's letter. Use the expressions below to write his reply.

Dear Pia,

It was great ...

I'm sorry ...

I was so pleased ...

Thank you for the invitation to come and stay, but actually, I've already made plans for the summer. I'm going ...

By the way, Giorgio phoned me. Apparently, ...

Apart from that, ...

Anyway, ...

Write soon.

Lots of love,

Ian

PS Guess what!



## 7

## Party

- 1 Think of a festival you know or have heard about. How much do you know about it?
- |                                      |  |
|--------------------------------------|--|
| a) What is the name of the festival? | d) What do you know about its history? |
| b) When does it take place?          | e) How do people celebrate?            |
| c) How long does it go on for?       | f) How does the festival end?          |
- 2 Read this article about a big Spanish festival and find answers to the questions in 1.

## SPAIN'S

## THIRD CITY SEES WINTER OFF WITH A

It's March and I'm in Valencia, Spain's third largest city, with my new friend, José. It's 1 am. All around us, fireworks are going off and the streets are full of noisy revellers. 'Welcome to Las Fallas,' José grins. 'Here you're going to see how Valencians party!'

5 Seven hours later, I understood what he meant.

Las Fallas (the bonfire) explodes over Valencia every March from the 12th to the 19th. It takes the whole of the previous year to get organised and everybody joins in the preparations. The city buzzes with a festive vibe all week, but, like all good parties, it is at night when people really get down to  
10 some serious celebrating.

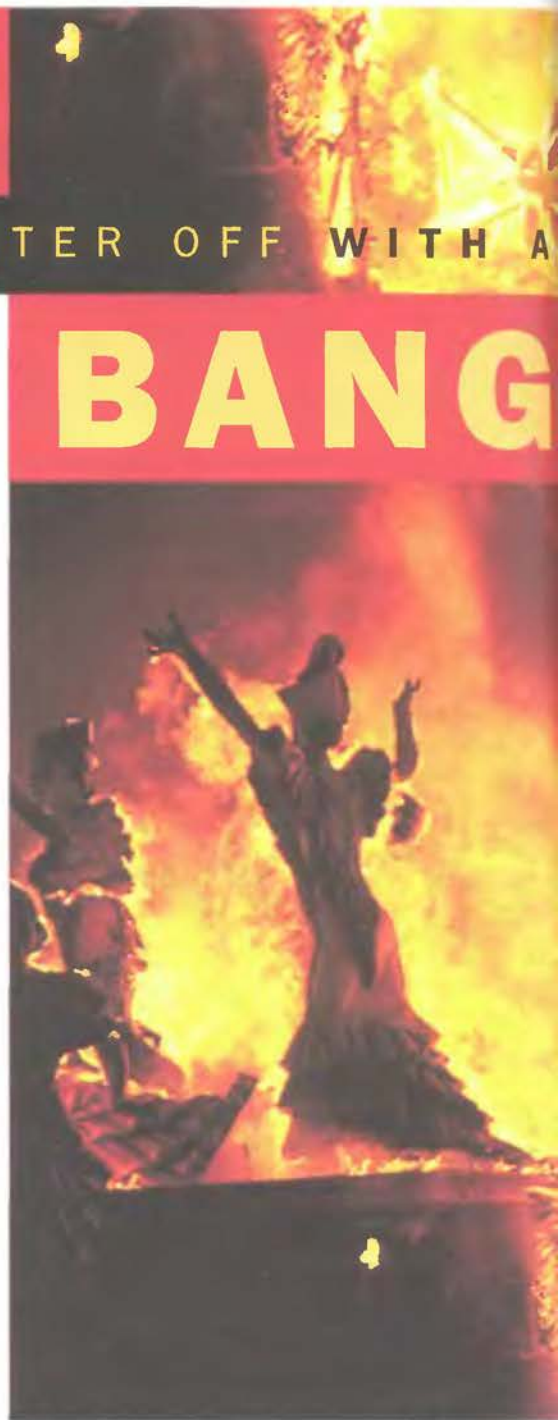
The tradition of Las Fallas began in the 18th century. At that time, craftsmen used special candles to light up the dark evenings while they were working. At the end of winter they celebrated by burning all their waste material in a ceremony that brought together people from all the  
15 neighbouring communities. Before burning the waste material, they made it into life-like statues, and then dressed them up to look like well-known but unpopular local characters.

Nowadays the statues, some of them over 30 metres tall, are made of cardboard and represent different aspects of modern Spanish society. The  
20 whole of the previous year is spent fund-raising, planning and constructing the monuments, some of which are worth over \$200,000. But they all go up in flames with the maximum amount of fire and noise before the end of the festival.

The Valencians like their guests to enjoy themselves, but after one hour's  
25 sleep I am woken up by the sound of firecrackers and a brass band parading beneath my window. Valencia by day may be sleepier than Valencia by night, but during Las Fallas there's always something going on. From the outskirts of the city, 200,000 girls and boys, wearing traditional dress, march into the centre of town bringing flowers to decorate the statue of the Blessed  
30 Virgin.

The festival reaches its climax on 19th March, a public holiday and St Joseph's Day. This is the night when the cardboard statues are burnt. As midnight approaches, a feeling of anticipation rises up from the streets and hangs over the city. Firecrackers go off every second or two and  
35 midnight passes in a shower of explosions. The last statue burns down and ends Las Fallas. It is a sad moment, but the Valencians don't have time to mourn the end of this year's festival. After all, they're too busy planning for the next one.

BANG



(The Independent on Sunday 8 February 1998)



**Phrasal verbs**

**1** Complete the sentences below with the correct endings from the box. All the sentences include phrasal verbs from the article on page 58.

- a) Don't sit around on your own: join ...
- b) Half the town burnt ...
- c) Even if I don't have an alarm clock, I always wake ...
- d) It was a beautiful night with a full moon that lit ...
- e) My cousin was injured when a firework went ...
- f) We'll all miss you. The whole family's going to come to see you ...
- g) We've wasted enough time. Let's get ...
- h) What's going ...
- i) You can't wear jeans to your brother's wedding; everybody will be dressing ...

off at the airport. up the whole bay. up for the occasion. up at six in the morning.  
 on here? It's way past your bedtime. off in his hand and burnt him. in the fun.  
 down to some serious work. down in a fire in 1948.

**2** Match the phrasal verbs in 1 to the meanings below.

- |                               |  |
|-------------------------------|--|
| a) destroy completely by fire | f) illuminate                          |
| b) wear special clothes       | g) say goodbye before a journey        |
| c) explode                    | h) stop sleeping                       |
| d) participate in an activity | i) begin seriously or enthusiastically |
| e) happen                     |  |

**3** Complete these paragraphs with the same phrasal verbs. You may need to change the verb tenses to make them fit the sentences.



... They bribed a security guard to leave the briefcase in the house. But at about three in the morning the Prime Minister (1) \_\_\_\_\_. She couldn't get back to sleep so she went out for a walk. When the bomb (2) \_\_\_\_\_ she was in an all-night café two kilometres away. The explosion was huge. It (3) \_\_\_\_\_ the whole sky and the house was (4) \_\_\_\_\_.



John's leaving for his year in the USA next week so we're having a party to (5) \_\_\_\_\_ him \_\_\_\_\_. It's going to be informal - you don't need to (6) \_\_\_\_\_ or anything. Just come as you are and (7) \_\_\_\_\_ some serious dancing. We've organised some party games, but if you don't want to (8) \_\_\_\_\_ that's OK. There'll be lots of other things (9) \_\_\_\_\_.

**4** *Call My Bluff*: Work in teams of three. Team A look at page 139. Team B look at page 143.

**Pronunciation**

**1** The words in the box are from the article on page 58. They contain all the short vowel sounds in English. Work with a partner. Match the underlined sounds to the phonetic symbols.

around band busy candle city different festival  
 full fund good guest holiday modern public


**2** 27 Listen and check.

**3** Add more examples of your own for each sound.





## Close up

- Future forms**
-  28 Zoë and Sandy share a flat. Zoë comes home one evening to find Sandy looking miserable. Listen to their conversation and find out why Sandy's unhappy.
  - Look at tapescript 28 and find three different structures that refer to the future.
  - Which form is used:
    - at the moment of making a decision?
    - to talk about your intentions – what you've decided you want to do?
    - to talk about fixed plans?
  - Read the conversations below to find out how the evening continued for Sandy and choose the most appropriate verb forms.

(Phone rings.)

Becky: Hello.

Sandy: Hi, Becky, it's Sandy.

Becky: Hiya.

Sandy: Becky, **will you do/are you doing** anything tonight?

Becky: Yes. **I'll meet/I'm meeting** Alex and Suzy in about half an hour.

Sandy: Where **will you go/are you going**?

Becky: To the cinema. Would you like to come with us?

Sandy: Yes, I'd love to. Where **will you meet/are you meeting**?

Becky: At their house, but we could meet you in front of the cinema in George Street at half past eight.

Sandy: OK, thanks. See you later. (Puts the phone down and calls out to Zoë.) **I'll go/I'm going** to the cinema with Becky.

Zoë: Good idea.

Sandy: And next time I see David, **I'm telling/I'm going to tell** him to get lost.

Zoë: Hmm. **I'll believe/I'm believing** that when I see it.

(Phone rings.)

Zoë: Hello.

David: Is Sandy there, please?

Zoë: Yes, hold on a moment – **I'll get/I'm going to get** her for you. (Whispers.) It's David.

Sandy: (Coldly) Oh, hello, David.

David: Look, I'm really sorry I didn't call earlier, but I had to work late.

Sandy: Oh, that's all right – I forgot you were going to ring anyway.

David: Listen, I'm afraid I can't see you tonight, **I'll have/I'm having** dinner with my parents.

Sandy: It doesn't matter – **I'll go/I'm going** to the cinema anyway.

David: Oh, right. OK, well **I'll call/I'm going to call** you.

Sandy: When? I mean, all right. Bye.

David: Bye.

(Sandy puts the phone down.)

Zoë: You didn't tell him to get lost.

Sandy: Well, he apologised – and **he'll have/he's having** dinner with his parents. Anyway, I must go. See you later.

(Later, in front of the cinema.)

Sandy: Hi, Alex. Hi, Becky. Where's Suzy?

Becky: Oh, she changed her mind at the last minute. David phoned her and asked her to go for a meal at that new Japanese restaurant.

Sandy: What?! Now **I'm definitely telling/I'm definitely going to tell** him to get lost!



Zoë and Sandy

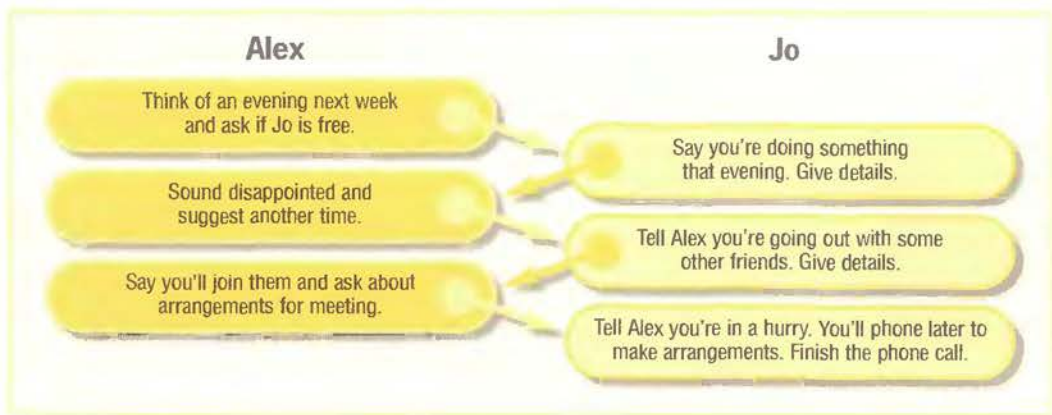
- 5  29 Listen and check your answers.

Language Reference p61

- 6 Work with a partner and complete the replies. Use *will ('ll)*, *(be) going to* or the present continuous.
- There's no food in the house.  
Don't worry ...
  - Can we meet for a drink on Tuesday?  
I'd love to, but ...
  - Have you got your holiday organised?  
Yes, we booked it last week. We ...
  - Are you ready to order, madam?  
Yes, I think ...
  - Does Jack know we've changed the time of the meeting?  
That's a good point. ...
  - The car needs a service.  
Yes, I know ...
  - About your trip to Greece. Do you know there's a taxi strike next week in Athens?  
Yes, Annie told me about it ...
  - Is there an agenda for the conference yet?  
No, but ...
  - Your hair's getting long.  
Yes, I know ...

## Invitations

- Read tapescripts 28 and 29 again and find:
  - two ways to ask somebody if they are free to go out.
  - two ways to invite somebody to do something.
  - two ways of refusing an invitation.
  - the excuse David gives Sandy for not going out with her.
- Use language from the tapescripts to write a dialogue based on the plan below.



- Practise the dialogue. Take it in turns to be Alex and Jo.
- Work with a partner.
 

Student A: you want to meet up with B and go somewhere.  
Student B: you don't want to go anywhere with A. Make excuses.

### Language reference: future forms

The present continuous and the structures *will ('ll)* and *(be) going to* are three common ways to talk about the future. Each one tells us something different about what happened before the moment of speaking.

#### Will ('ll)

Form: *will ('ll)* + infinitive

Use: to state a new decision, to make promises and offers.

*It's cold in here. I'll switch on the heating.*

*Don't worry. I'll call you tomorrow.*

*I'll help you carry your suitcase.*

#### (be) going to

Form: *be* + *going to* + infinitive

Use: to talk about your intentions.

*After university I'm going to travel for a year.*

*Next time I see him I'm going to tell him what I think.*

#### Present continuous

Form: *be* + present participle (*-ing* form)

Use: to show that you are talking about your future arrangements, for example: appointments and organised events.

*I'm playing tennis with Judy on Saturday.*

*We're having a party on Friday night. Would you like to come?*

For other uses of these structures see unit 9.

Look at these three examples of different answers to the question:

*Have you got any plans for the weekend?*

#### 1 Decision



*No, I haven't. I think I'll call Jane and see if she's free.*

#### 2 Intention

TO DO

1 ~~Supermarkets~~

2 ~~Take car to garage~~

3 Call Jane

*Not yet. I'm going to call Jane and see if she's free.*

#### 3 Plan

FRIDAY

SATURDAY

1 pm – lunch date with Jane

*Yes. I'm having lunch with Jane on Saturday.*



## Parties

1 What sort of parties are these?

- housewarming
- leaving
- fancy dress
- 18th
- surprise
- Halloween

2 What other types of party can you think of?

3 Work with a partner. What do you think makes a good party? Write a list and agree on the three most important 'ingredients'.

4  30 Listen to Alyson, Geoff and Rachel talking about the ingredients of a good party. Compare their ideas with yours.

5 Answer the questionnaire below. Then turn to page 142 and compare your score with a partner.



Masked Be



Alyson, Geoff & Rachel

### Are you a party animal or a party pooper?

- 1 **You've been invited to a party but you're working the next morning. Do you ...**
  - a) think 'you only live once' and go and have a good time?
  - b) go to the party but leave at ten o'clock?
  - c) send your apologies and get an early night?
- 2 **It's your birthday. Do you ...**
  - a) have a quiet family get-together, blow your candles out and go to bed early?
  - b) hope that nobody has remembered. You don't want to get older anyway?
  - c) have a big party and invite everybody you know?
- 3 **You've been invited to a party by somebody you don't know very well. Do you ...**
  - a) go to the party and hope you'll meet lots of new people?
  - b) refuse the invitation. It's too scary?
  - c) go to the party but take a friend with you to make sure you'll have someone to talk to?
- 4 **You arrive at a party and realise that the only person you know is the host. Do you ...**
  - a) panic and hide in the bathroom?
  - b) go and introduce yourself to anybody who looks interesting?
  - c) end up talking to the most boring person there because nobody else wants to talk to them?
- 5 **Your favourite record comes on, but nobody else is dancing. Do you ...**
  - a) wait until a few other people are dancing and then join them?
  - b) stay where you are. You prefer to dance to your favourite record in the privacy of your own home?
  - c) start dancing on your own?
- 6 **Somebody suggests playing party games. Do you ...**
  - a) suddenly remember a previous engagement?
  - b) feel embarrassed, but join in anyway?
  - c) suggest your favourite game and organise it?



**Lexis** 1 Complete as many of these sentences as you can from memory, using one word in each of the gaps. Compare your sentences with a partner. Then look back at the questionnaire to check your answers.

- My philosophy is 'you only \_\_\_\_\_ once', so \_\_\_\_\_ sure you \_\_\_\_\_ good time'.
- When I want to \_\_\_\_\_ an invitation, I sometimes say that I've got a \_\_\_\_\_ engagement, even if it's not true.
- I'm not very good at going up to strangers and \_\_\_\_\_ myself.
- Even when I'm not looking forward to going out, I usually end \_\_\_\_\_ enjoying myself.
- From time to time, I really enjoy an evening at home \_\_\_\_\_ my own.

2 Are the sentences true for you? Discuss with a partner.

## Let's party!

**Anecdote** 1 Think of a good party you've been to, or one that was a disaster. You are going to tell your partner about it. Choose from the list the things you want to talk about. Think about what you will say and what language you will need.

- |  |  |
|--|--|
| <input type="checkbox"/> Whose party was it?               | <input type="checkbox"/> Did you know most of the people there?    |
| <input type="checkbox"/> What was the occasion?            | <input type="checkbox"/> What sort of food and drink did you have? |
| <input type="checkbox"/> Did you take a gift for the host? | <input type="checkbox"/> What was the music like?                  |
| <input type="checkbox"/> Who did you go with?              | <input type="checkbox"/> Did you dance?                            |
| <input type="checkbox"/> Where was the party?              | <input type="checkbox"/> Did you meet anybody nice there?          |
| <input type="checkbox"/> Were there any decorations?       | <input type="checkbox"/> What time did it finish?                  |
| <input type="checkbox"/> Were there a lot of people there? | <input type="checkbox"/> Did you stay to the end?                  |

2 Tell your partner about the party.

3 Work in groups. You are going to take part in a competition to organise the best party. Decide on the following:

- budget
- date and time
- who to invite
- place
- formal or informal dress
- decorations
- entertainment (music, fireworks, etc)
- food and drink


4 Tell the rest of the class about your party. Try to convince them to come.



Manchester night life



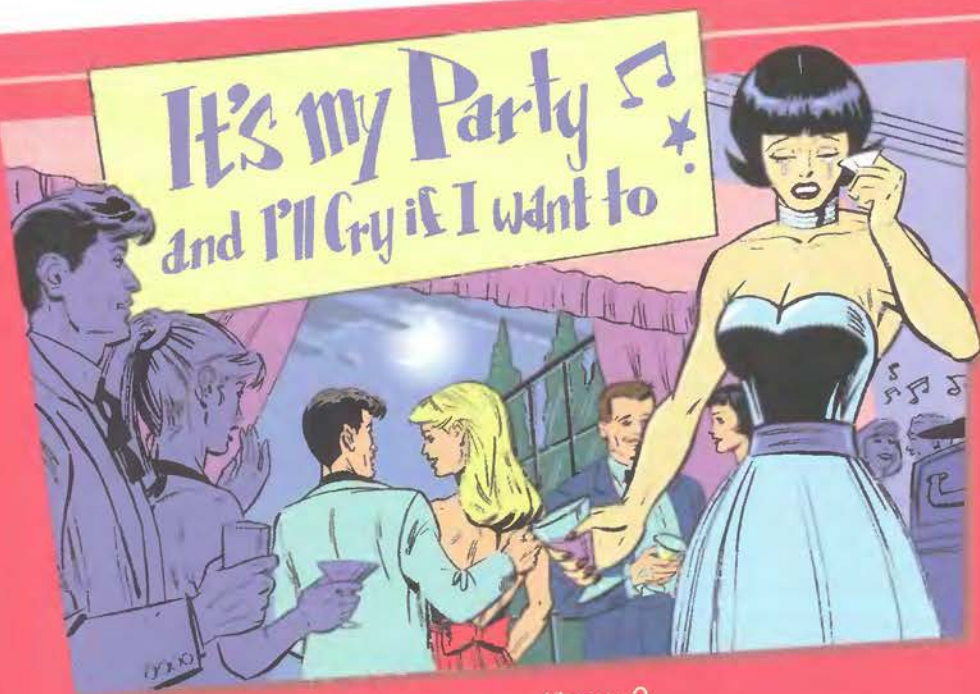
## It's my party ...

- 1 Look at the picture. What do you think the song is about?
- 2  31 Listen to the song and see if you guessed correctly. Identify the following three people in the picture:

- the party hostess
- Johnny
- Judy

What is the relationship between them?

- 3 Listen to the song again and read the lyrics. In each line of the three verses there is an extra word. Find the word and cross it out.



### Chorus

It's my party and I'll cry if I want to,  
Cry if I want to, cry if I want to.  
You would cry too if it happened to you.

### Verse 1

Nobody really knows where my Johnny has gone,  
But Judy left at the same time.  
Why was he still holding her hand,  
When he's supposed to be all mine?

### Chorus

### Verse 2

Play all of my records, keep dancing all night,  
But just leave me alone for a while,  
'Til Johnny's back dancing with me,  
I've got no more reason to smile.

### Chorus

### Verse 3

Judy and Johnny just walked in thru' the door,  
Like a queen walking with her king.  
Oh, what a birthday party surprise,  
Judy's wearing his ear-ring.

### Chorus

#### It's My Party

It's My Party was Lesley Gore's first single in 1963, and became a number one hit within weeks. Although she recorded several top 40 hits during the 60s, it was her only number one song.

It's My Party was recorded by Lesley Gore in 1963.

## Special occasions

Writing 1 Match the letters of invitation to the replies.

1

Dear ...

Thanks for the invitation to dinner. I'd love to come. I haven't seen Brett and Alison for ages and your friend sounds really interesting. I'll bring some wine. Look forward to seeing you on Saturday.

Love

2

Dear ...

It was great to hear from you. Sorry it's taken me a while to reply, but I've been up to my eyes in work recently. I'm pleased to hear that you're having such a good time at college and that you've made loads of new friends. David sounds nice. Three weeks? That must be a record for you!!

I'm writing to ask you what you're doing for the last weekend in May. I was wondering if you'd like to come down here and spend a few days by the sea. How about bringing David with you? (Can he cook?!) Please try to come. I'm really looking forward to seeing you. Write soon and let me know.

Lots of love xxx

3

Dear ...

Thank you for your kind invitation to your wedding anniversary. Unfortunately, I won't be able to join you as I'll be abroad on holiday. I hope the party goes well.

Best wishes for a happy anniversary on the 4th.

Love x

PS Give my love to Uncle Ken.

4

Dear ...

Thank you for inviting me down for the weekend, but I'm afraid I've got exams the following week, so I won't be able to make it. I'd love to come another time, though. Maybe after my exams. I'll give you a ring and we'll fix a date.

Wish me luck for my exams.

Love

6

Dear ...

This is just a short note to ask you if you could come to dinner next Saturday. I'm sorry it's such short notice, but an old friend of mine phoned me yesterday to say she's coming for the weekend, and I'd love you to meet her. I think I've talked to you about her. Her name's Justy and she works for a film company in Spain. I'm going to ask Brett and Alison too. I do hope you can make it.

Love

5

Dear ...

I hope you're well and that you're enjoying your new job. I'm writing to you because we would like you to join us for a small party to celebrate our 30th wedding anniversary on 4th September at the Ferncourt Hotel.

I do hope you can come. Please drop us a line to let us know.

Love



- 2 Complete the following expressions so that they make sense. Then look back at the letters on the previous page to compare.
- We would like you to join us for a small party to ...
  - This is just a short note to ask you if you could ...
  - I do hope you ...
  - How about ...
  - Thank you for your kind invitation to your party. Unfortunately ...
  - I'm really looking forward ...
  - Thanks for the invitation to dinner. I'd love ...
  - Please try to ...
  - I was wondering if you'd like ...
  - Thank you for inviting me down for the weekend, but ...

- 3 Label each sentence in 2 as follows:

I for an invitation  
 A for accepting an invitation  
 R for refusing an invitation

Underline the sentences which you consider to be the most formal. Compare your choice with a partner.

- 4 Work with a partner. Write a letter of invitation to another pair of students in the class. Include the date, the time and the place.

Exchange your letters and write a reply accepting the invitation if you are free, or refusing it if you are not.

- 5 Match the greeting cards to the messages below. What is the occasion for each of these greetings?

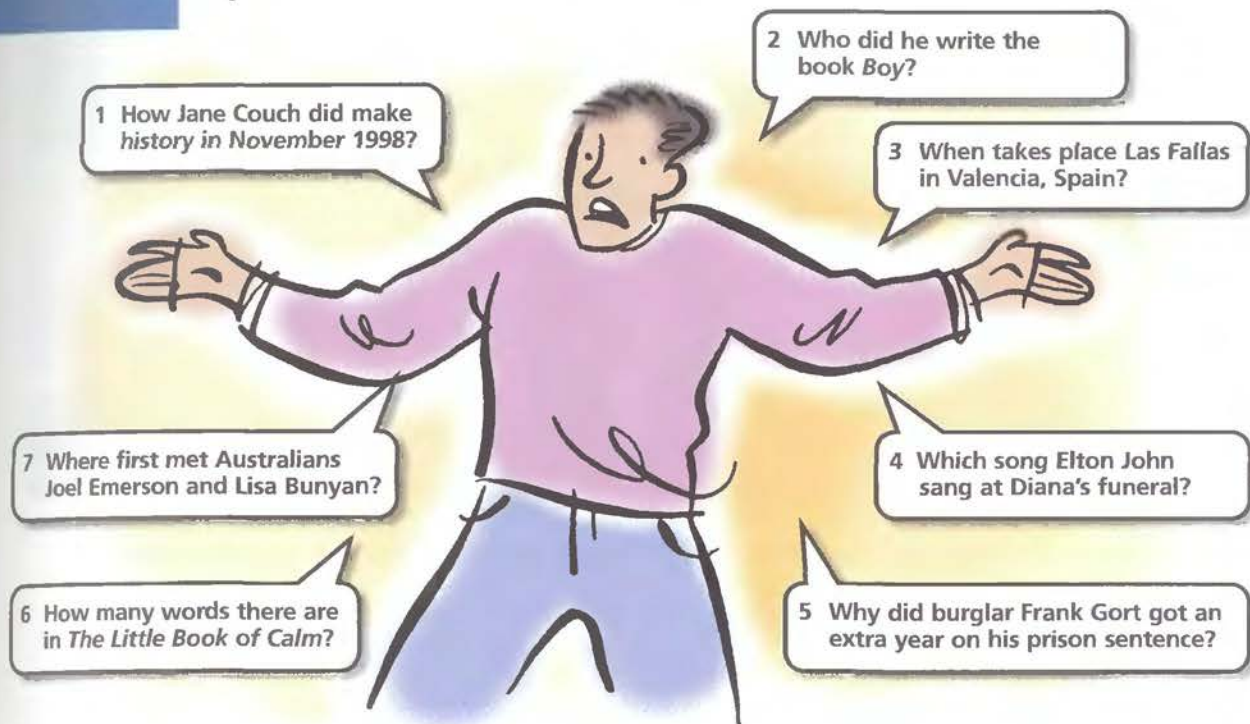


- Congratulations. I hope you'll be very happy together.
- Congratulations. When's the big day?
- We're thinking of you and your family at this sad time.
- Congratulations. Hope she has her mother's looks and her father's talent for golf.
- Get well soon.
- We had a lovely evening. Don't forget to let me have that recipe.
- Many happy returns! Don't worry, you're only as old as you feel!
- Good luck. When's the housewarming party?
- All the best. We'll miss your smile around the office.
- Well done! Third time lucky.

# Review 1

## Test yourself

Here are some questions about units 1–7 of *Inside Out*. Find the grammar mistakes in the questions and correct them.



Can you answer the questions? Look back over units 1–7.

## Once in a blue moon

### Adverbs of frequency

1 Write questions with *How often do you ...?*



a) How often do you go to the cinema?



b) \_\_\_\_\_



c) \_\_\_\_\_



d) \_\_\_\_\_



e) \_\_\_\_\_



f) \_\_\_\_\_


2 Ask other students the questions in 1. Who in the class does each activity the most and the least often?

### LANGUAGE TOOLBOX

hardly ever    often  
 every six months  
 occasionally  
 from time to time  
 twice a month  
 every morning  
 once in a blue moon  
 never    always  
 every other week  
 on Mondays  
 now and again  
 rarely    generally  
 usually



## Friends

**Listening** 1  32 Each of the people below is friends with one of the others. Listen and write down any key words, (places, events, times, etc). Decide who is friends with whom.

1 Sue _____	2 Juan _____	3 Elisa _____
		
4 Enrico _____	5 Sindy _____	6 Hans _____
		

2 Have you got a friend that you met in an unusual way or in an unusual place?

## Fancy going out?

**Future forms** 1 Choose the most appropriate form. In some cases there is more than one possibility.

Tomoko: Hi, Marie. (1) **Are you doing/Do you do/Will you do** anything tonight?

Marie: Yeah, I (2) **'ll see/'m going to see/'m seeing** a film with Peter and Berta. Do you fancy coming with us?

Tomoko: What (3) **are you going to see/are you seeing/will you see?**

Marie: We're not sure yet. We (4) **meet/'ll meet/'re meeting** at six thirty and then maybe we (5) **'re trying/'re going to try/'ll try** that new Indian restaurant before we go to the cinema.

Tomoko: Yeah, I (6) **'m coming/'ll come /'m going to come** along if you're sure it's OK.

Marie: Of course. We (7) **meet/'ll meet/'re meeting** outside school. Six thirty.

Tomoko: I (8) **give/'ll give/'m going to give** you a lift if you like. (9) **Will I call/ Shall I call/ Do I call** for you sometime after six?

Marie: Great. I (10) **'m seeing/'m going to see/'ll see** you later then.

Tomoko: Bye.

2 Work with a partner and improvise a similar conversation.

## Sound & vision

**Pronunciation** 1 There are twelve pure vowel sounds in English. Think of three more words for each sound.

/i:/ /ɪ/ /ʊ/ /u:/ /e/ /ə/ /ɜ:/ /ɔ:/ /æ/ /ʌ/ /ɑ:/ /ɒ/  
see big look blue egg mother word more cat cup start top

2 Look at the picture on page 140. Which vowel sound is *not* in the picture?  
For example: *key* is /i:/.

## Keep in touch

Tense review 1 Put the verbs in brackets into the most appropriate tenses.

Sydney,  
15th May

Dear Lena,

Just a quick note (in English!!!) to say that I (1) \_\_\_\_\_ (have) a fantastic time here in Australia. I (2) \_\_\_\_\_ (be) here for over two weeks now! The course (3) \_\_\_\_\_ (be) really good and my English (4) \_\_\_\_\_ (get) better every day. I (5) \_\_\_\_\_ (meet) lots of interesting people and I (6) \_\_\_\_\_ (become) quite friendly with some of them.

Guess what! (7) \_\_\_\_\_ (you/remember) Miguel who we (8) \_\_\_\_\_ (meet) in Paris last year? Well, his brother (9) \_\_\_\_\_ (study) here, in the same class as me actually, and he (10) \_\_\_\_\_ (tell) me that Miguel (11) \_\_\_\_\_ (come) over here next month. He (12) \_\_\_\_\_ (spend) a few days here in Sydney on his way to Bali. I (13) \_\_\_\_\_ (hope) he (14) \_\_\_\_\_ (remember) me!

So, how's life for you? (15) \_\_\_\_\_ (you/miss) me? I (16) \_\_\_\_\_ (be) a bit homesick at first and I really (17) \_\_\_\_\_ (want) to see you, but I (18) \_\_\_\_\_ (feel) fine now. (19) \_\_\_\_\_ (you/see) Marcella recently? She (20) \_\_\_\_\_ (work) so hard for her exam when I last (21) \_\_\_\_\_ (see) her. The exam (22) \_\_\_\_\_ (be) next week, isn't it? (23) \_\_\_\_\_ (tell) her that I (24) \_\_\_\_\_ (think) of her.

Well, I (25) \_\_\_\_\_ (have got) a lesson in five minutes, so I (26) \_\_\_\_\_ (finish) now. I (27) \_\_\_\_\_ (write) again soon.

Take care and lots of love,

Virginia xxx

2 Write a short letter to a friend telling them your news.

## Do you know Paris?

Sentence  
stress

1  33 Which do you think are the most strongly stressed words in this dialogue?

Val: Where do you live?

Tony: In Paris.

Val: Oh, really? Whereabouts?

Tony: Do you know Paris?

Val: Quite well. I've got a friend there.

Tony: Oh, right. Um, I'm right in the centre. Near the Champs-Élysées.

Val: Nice! Which street?

Tony: Rue Marbeuf. Do you know it?

Val: I think so. Is it just opposite that big café?

Tony: Yeah, that's right.

Val: Yeah, my friend lives in rue François, just round the corner.

Listen and check. Then work with a partner and practise the dialogue.

2 Write your own similar dialogue and practise it.



## Did you know ...?

**Passive** Can you rearrange the information to make ten facts?

For example: 35,000 million bananas are harvested in Brazil every year.

a)	35,000 million bananas	use in the USA	every year.
b)	3,500 km <sup>2</sup> of the world's forest	rule by the House of Windsor	every day.
c)	The World Cup	invent	in 1928.
d)	25,000 litres of petrol	next see	in 2002.
e)	300 babies	eat in Japan	every year.
f)	Sliced bread	harvest in Brazil	since 1910.
g)	Great Britain	destroy	every week.
h)	Halley's comet	hold in Japan and South Korea	in 2061.
i)	20 people in India	born in the world	every minute.
j)	13,000 tonnes of fish	kill by falling coconuts	every second.

## People & places

### Relative clauses

1 Complete these questions with the missing words: *who, whose, which, that* or *where*.

Can you name:

- the city which was the birthplace of Marco Polo?
- the pacifist \_\_\_\_\_ led India to independence?
- the city \_\_\_\_\_ gave us the Beatles?
- the French scientist \_\_\_\_\_ won the Nobel Prize in 1911?
- the cosmonaut \_\_\_\_\_ was the first person in space?
- the country \_\_\_\_\_ football legend Pele played for?
- the singer \_\_\_\_\_ first number one was *Like a Virgin*?
- the city \_\_\_\_\_ the prophet Mohammed was born?
- the mountain \_\_\_\_\_ is home to the Greek gods?
- the city \_\_\_\_\_ John F Kennedy was assassinated?
- the only British monarch \_\_\_\_\_ ruled for over sixty years?
- the explorer \_\_\_\_\_ was the first to reach the South Pole?
- the country \_\_\_\_\_ Alexander the Great was born?

2 Work in small groups. The answers to the questions in 1 can be found in the box. There are more answers than questions. The group that answers the most questions correctly is the winner.

Amundsen Argentina Armstrong Brazil Curie Dallas Egypt Elizabeth  
Gagarin Gandhi Lennon Liverpool London Macedonia Mecca Madonna  
New York Olympus Pasteur Polo Rome Sting Turkey Venice Victoria

3 For the answers that you didn't use write similar questions using 'Can you name ...?'

## Far, far away

- Adjectives**
- 1 Choose the correct alternative in bold in the text on the right.
  - 2 Complete Anna's postcard to her friend with adjectives in an appropriate form.

India captures the imagination. Colourful, **exciting/excited**, at times **exasperated/exasperating**, but never, ever dull. To some it is the most **fascinated/fascinating** place on earth and you are sure to be **captivated/captivating** from the moment you arrive. India's **amazed/amazing** diversity provides something for everyone. From the Himalayas where you are dwarfed by some of the **most high/highest** mountains in the world, to the magical deserts and **charmed/charming** palaces of Rajasthan; from the **most busy/busiest** streets imaginable, where simply having a stroll can leave you absolutely **tired/exhausted**, to the hedonism of the palm-fringed beaches of Goa, where you'll feel a hundred per cent **relaxed/relaxing**. India is much more than a place you visit. India is an assault on the senses. A place you will never forget.

Hi M .  
I'm having an absolutely (1) \_\_\_\_\_ time in Goa.  
The weather is (2) \_\_\_\_\_ , the hotel is  
(3) \_\_\_\_\_ and the food is really quite  
(4) \_\_\_\_\_. I've only been here a few days and  
already I feel really (5) \_\_\_\_\_. It's quite similar  
to where we were last year, but this place is much  
(6) \_\_\_\_\_ and not as (7) \_\_\_\_\_. The local  
sights round here are all pretty (8) \_\_\_\_\_ and all  
in all I'd say the place is absolutely (9) \_\_\_\_\_.  
It's probably the (10) \_\_\_\_\_ place I've ever been  
to. I've met loads of people - most of them are  
(11) \_\_\_\_\_ , but a few are (12) \_\_\_\_\_. In  
fact, I met someone yesterday who's absolutely  
(13) \_\_\_\_\_. Wait 'til you see the photos! See  
you in a couple of weeks. Miss you!  
Anna xxxxx

Mette Pedersen  
Upperlandsgatan 118  
Linköping  
Sweden

- 3 Think of a holiday you've had or a place you've visited. Imagine you're there now. Write a postcard to a friend.

## A letter to a friend

- General revision** Here is Lena's reply to Virginia's letter which appeared on page 69. Find and correct the mistakes. There are at least 20 mistakes.

Roskilde,  
23rd May

Dear Virginia,

Thanks for your letter last week. It's great to hear that you have a good time in Australia and I'm glad the school and the course are good.

So, when Miguel is coming to Australia? Maybe I visit you at the same time! And what is Miguel's brother like? Is he looking like him? Write soon and tell me all about it.

Life here is fine, although we all miss you lots. We especially have missed you last weekend. Juliette was having a party for her birthday. Everybody were there and I spent most of the evening dancing.

Remember the people which last month we met at the Superhead concert? Well, Juliette was invited them to the party and we all got on really well. We had an absolutely good time. Stefan and me really hit it off! In fact, I'll see him again tomorrow. He rung me the day after the party to ask me out. I'm so exciting! I'll write soon and let you know how it's all going.

Marcella she say hello to you. Her exam has been yesterday. I don't speak to her since then, but I'm sure she did fine.

Me, Mum, Dad and Thomas are passing next week a few days with my grandparents in Hamburg. As you know, we go usually there each year two times. I generally enjoy it, but I'm glad always when it's time to come home. And this year it'll be more harder than ever to be away!!!

Write again soon and have fun!

Love,

Lena xxxxxxxx



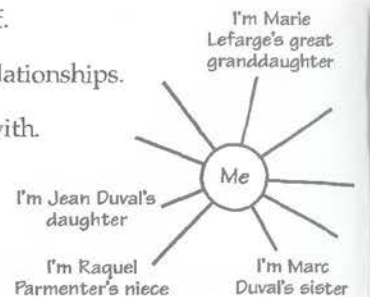
# Soap

- 1 Combine these words and part-words to form at least ten more family words.

mother	brother	nephew	second	-in-law
ex-	step-	single	sister	child
father	son	cousin	half-	parent
daughter	aunt	husband	niece	first
uncle	grand	great	wife	only

- 2 Use as many of the words as you can to describe yourself.  
3 Draw a diagram to illustrate some of your own family relationships.

- 4
- Put (brackets) around the family members you live with.
  - Underline the relatives that live nearest.
  - ~~Cross out~~ the relatives you see least.
  - Circle the relative you saw most recently.
  - Put an asterisk (\*) by the oldest relative and two asterisks (\*\*\*) by the youngest.
  - Tick (✓) the relative you get on best with.



- 5 Work with a partner. Compare your diagrams. Take it in turns to talk about some of the relatives you have identified. What are they like? What sort of lives do they live?

## Pacific Heights

- 1 Read *Who's who in Pacific Heights*. Match the characters in **BOLD** to their photos in the family tree on page 73. Write the names of the characters above the photos.

# Who's who in *Pacific Heights*

**T**he series is set in Pacific Heights, California. **MAX DALTON** and **PHIL TURNER**, his son-in-law, run a large cosmetics corporation, DCC, which has been in the family for over 150 years. Max became managing director of Dalton Cosmetics Corporation five years ago when his father died and soon afterwards took Phil on as his junior partner. Together, they have transformed DCC from a small family business into a successful multinational company. They are in the process of negotiating a very important deal with a French distributor. The pressures of work are beginning to affect 60-year-old Max's health.

Max's second wife **SARAH** is a dynamic woman in her early fifties who runs her own business. She has always been an attractive woman and is the only member of the family with red hair. She insists that it is natural.

Max has two daughters by his first marriage. There's a big age gap between them: **PENNY** is in her late thirties and **LOU** is just 21. Lou has always wished that she was a boy (and looks like one with her long slim legs and short spiky hair). She's the baby of the family and Penny tends to mother her. Lou has never got over the death of her mother and she has a difficult relationship with Sarah. The two girls both take after their mother with their blonde hair and blue eyes.

As well as a daughter called Amy, Sarah has two sons from a previous marriage. Dave, 28, and his 27-year-old brother, **DANIEL**, look alike with their brown hair and dark brown eyes, but Daniel is more outgoing than his elder brother. Dave works as a sales manager for a computer company and is married to Clare. Daniel works as a sound engineer for a recording company and recently got engaged to Annick, whose father

runs the French distribution company which is about to sign an important contract with DCC. Daniel met the beautiful young Frenchwoman soon after his ex-girlfriend, Katy, had left him for John, Daniel's best friend. At the time, Daniel was heartbroken.

Katy and Annick are both in their mid twenties, but apart from that they are very different. Annick is classically beautiful with her long thick dark hair and fine Mediterranean features, while Katy is attractive in a less conventional way: she's got long blonde hair with red and brown streaks, sparkling blue eyes and a flirtatious smile. Annick works for her father's company; Katy works as a set manager for a film company.

**EDITH**, Max's elderly mother, holds the whole family together. At the age of 78 she is still very active and everybody confides in her when they have a problem.

TV Gazette

2 Who are Annick, Katy and John? What is their relationship to Daniel?

**Lexis** 1 Refer to the Dalton family tree and the text and answer each of the following questions with one name:

- |                                    |   |
|------------------------------------|---|
| a) Who is Penny's grandmother?     | e) Who is Max and Sarah's future daughter-in-law? |
| b) Who is Max's son-in-law?        | f) Who is Edith's daughter-in-law?                |
| c) Who is Max's youngest step-son? | g) Who is Edith's oldest granddaughter?           |
| d) Who is Daniel's ex-girlfriend?  |   |

2 Write some similar questions and ask another student.

3 The mistakes in the following sentences have been ~~crossed out~~. Rewrite the sentences correctly.

- ~~In~~ the age of 52, Sarah is still an attractive woman.
- Lou ~~has 21 years~~.
- Katy has ~~blue big~~ eyes.
- Both Katy and Annick are in their ~~middle~~ twenties.
- Sarah's ~~red~~ curly hair makes her look young for her age.
- Edith is Max's elderly mother; ~~her age is~~ 78.
- Even though Edith is ~~at~~ her late seventies, she is still very fit for her age.
- Daniel is Dave's 27- ~~years~~ -old brother.
- Daniel is more outgoing ~~that~~ Dave.
- Most men ~~in~~ his age are not as hardworking as Max Dalton.

4 Think of your friends and family, or famous people, and complete these sentences in an appropriate way. Choose a different person for each sentence.

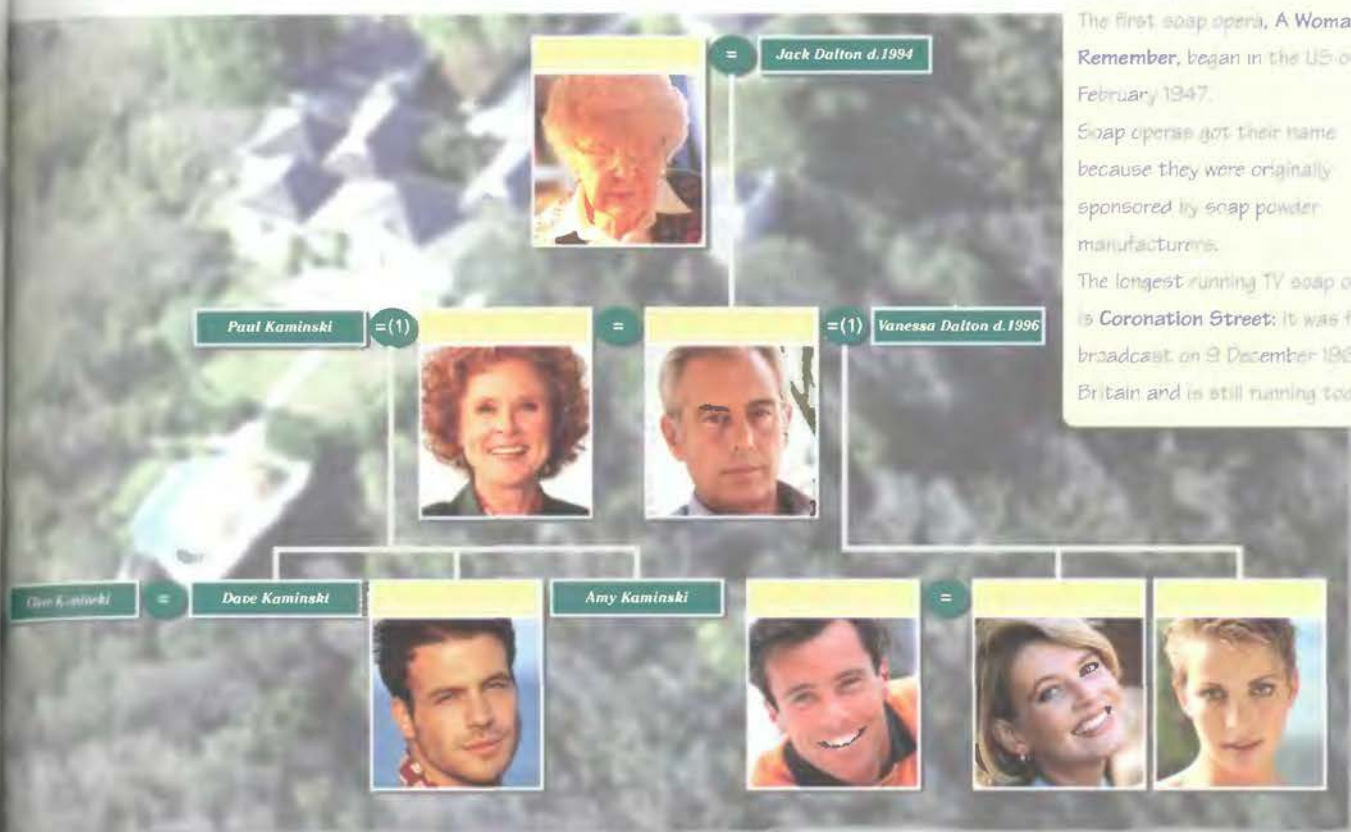
- |  |                                 |
|--|---------------------------------|
| a) _____ has got _____ hair.             | d) _____ is in her early _____. |
| b) _____ is in his late/mid/early _____. | e) _____ has a _____.           |
| c) _____ has got _____ eyes.             | f) _____ looks _____.           |

### Soaps

The first soap opera, *A Woman to Remember*, began in the US on 21 February 1947.

Soap operas got their name because they were originally sponsored by soap powder manufacturers.

The longest running TV soap opera is *Coronation Street*: it was first broadcast on 9 December 1960 in Britain and is still running today.






- say/tell**
- 1 Read *The story so far* and complete the gaps with *said* or *told*.
  - 2 Who said:
    - a) 'It's all over between John and me.'
    - b) 'I'm not sure about me and Annick.'
    - c) 'You should have a rest.'
    - d) 'Don't say a word about this.'
  - 3 Complete the following rule for *say* and *tell*.
    - You \_\_\_\_\_ somebody.
    - You \_\_\_\_\_ something.

### The story so far:

Katy phoned Daniel and (1) \_\_\_\_\_ that she had split up with John. They arranged to meet and when he saw Katy, Daniel realized that he was still in love with her. Daniel (2) \_\_\_\_\_ Edith that he was having second thoughts about his engagement to Annick. Penny went shopping with Lou to buy her a bridesmaid's dress for the wedding. On the way back to the Daltons' house they saw Daniel with Katy. Penny (3) \_\_\_\_\_ Lou not to say anything. Max went to the doctor with pains in his chest and the doctor (4) \_\_\_\_\_ him that he was suffering from overwork and stress. He (5) \_\_\_\_\_ that he should take it easy for a while.

TV Gazette

## Pacific Heights: Scene 1

- 1  34 Scene 1 is divided into four parts. Listen to the scene and read the script. How does the story develop in each part? Listen for new information about the characters, their situations and their actions.

### Scene 1

**Part 1** Edith is in the kitchen at the Daltons'. Daniel arrives ...

**Daniel:** Hi, Grandma.  
**Edith:** Hello, dear. How's it going?  
**Daniel:** Oh, don't ask.  
**Edith:** Are you still thinking about Katy?  
**Daniel:** Yes. I can't get her off my mind. I don't know what to do.  
**Edith:** I thought you'd got over her.  
**Daniel:** I had ... until I saw her again. When she told me she'd broken up with John, all the old feelings came back.  
**Edith:** But Daniel, what about Annick and the wedding?  
**Daniel:** I know. I thought I loved Annick. When I asked her to marry me I meant it – but now I'm not sure how I feel.  
**Edith:** Look, why don't you go away for a few days and think about it? How about going to stay with Dave and Clare – they'd love to see you.  
**Daniel:** But I thought Dave was in Mexico.  
**Edith:** Oh, yes, he is, isn't he? Oh, well, Clare's there – you could talk it through with her.  
**Daniel:** Yes, that's not a bad idea. I'll go and see her tomorrow.

**Part 2** Max and Sarah arrive back from work ...

**Max:** What a day! The traffic was worse than ever.  
**Edith:** Sit down, both of you. Do you want juice?  
**Sarah:** Oh, thank you, Edith. I'm worn out.  
**Daniel:** Why, have you had a busy day?  
**Sarah:** Yes, I've been shopping with Annick. She asked me to help her choose her wedding dress.  
**Edith:** Did you have any luck?  
**Sarah:** Yes, finally. You should see her, Daniel. She looks gorgeous.  
**Daniel:** Oh ... good. I ... I've got to go out. See you later.

**Part 3** Edith, Max and Sarah in the kitchen ...

**Sarah:** What did I say?  
**Edith:** Listen, there's something you should know.

**Max:** What's the matter? Morn, are you all right?  
**Edith:** Yes, I'm fine, dear. It's Daniel – he says he's having doubts about Annick.  
**Max:** What! What does he mean?  
**Edith:** He's seen Katy again.  
**Max:** Katy? I thought she was married to somebody else. Anyway, it's too late to cancel the wedding now.  
**Sarah:** Oh, but Max, if Daniel's still in love with Katy ...  
**Max:** I don't care who he's in love with, the wedding is going ahead.

**Part 4** Lou and Penny arrive ...

**Penny:** Oh, dear. What's going on here?  
**Max:** Er, nothing – everything's fine.  
**Edith:** Juice, dear?  
**Penny:** Oh, yes, please. We've had a terrible day – we've been shopping to get Lou a bridesmaid's dress and she says she won't wear a dress.  
**Lou:** Well, I hate dresses – it's not fair. Why can't I wear a suit?  
**Sarah:** Because you're a bridesmaid and bridesmaids don't wear suits – it's only for one day.  
**Lou:** Why don't you mind your own business?  
**Penny:** Lou!  
**Max:** How dare you speak to Sarah like that – I think you'd better apologize, young lady!  
**Lou:** Don't call me young lady!  
**Max:** Say you're sorry right now, or I'll ...  
**Edith:** Max, calm down. Remember what the doctor told you.  
**Lou:** It doesn't look as if there's going to be a wedding anyway – I've just seen Daniel with Katy, and he had his arm around her.  
**Max:** What! Wait till I get my hands on that boy.  
**Edith:** Max, he's not a boy, he's a man. It's his life. Leave him alone.  
**Max:** Leave him alone. I'll leave him alone if he messes this up for me. I'll never speak to him again. Annick's father is about to sign the biggest contract we've ever had and you tell me to leave him alone.  
**Sarah:** Max, wait ...

2 Why are the following characters particularly worried about the wedding?

- Daniel
- Lou
- Max

3 Work with a partner. Talk about the characters in Scene 1 and explain how they feel about each other.



**Lexis** 1 Find phrasal verbs in the script with the following meanings:

- a) to recover (from an unpleasant or unhappy experience or an illness) (Part 1)
- b) to finish a relationship (with someone) (Part 1)
- c) to discuss (something) thoroughly (Part 1)
- d) to continue as planned (Part 3)
- e) to happen, to continue (Part 4)
- f) to spoil (something), to cause (it) to fail (Part 4)

2 Complete the following with phrasal verbs from 1.

- a) A: I've got a problem I'd like to discuss.  
B: Sure, \_\_\_\_\_.
- b) A: Is Carmen still going out with John?  
B: No, \_\_\_\_\_.
- c) A: Are you still annoyed about losing in the semi-final?  
B: No, \_\_\_\_\_.
- d) A: How did your speech go?  
B: I'm afraid \_\_\_\_\_.
- e) A: What's \_\_\_\_\_?  
B: I don't know. I think there must have been an accident.
- f) A: Do you think we'll get a game today? I mean, the pitch must be flooded by now.  
B: They said \_\_\_\_\_.

3 Each of the following expressions from the script in Scene 1 has a word missing. Try to add the missing word from memory. Then look back at the script to check.

- |                        |                                 |
|------------------------|---------------------------------|
| a) It's fair! (Part 4) | e) I worn out. (Part 2)         |
| b) I care. (Part 3)    | f) Leave him. (Part 4)          |
| c) How dare! (Part 4)  | g) What's matter? (Part 3)      |
| d) What day! (Part 2)  | h) Mind your business. (Part 4) |

4 Work with a partner. Choose at least three expressions from 3 and write a dialogue using them.

5 Work in groups. You are going to act out a part from Scene 1. There are six characters in the scene:

- Part 1: Daniel, Edith
- Part 2: Daniel, Edith, Max, Sarah
- Part 3: Edith, Max, Sarah
- Part 4: Edith, Max, Sarah, Lou, Penny

- Decide which part of the scene and which character you will act out.
- Decide what mood your character is in.
- Underline the main stressed words.
- Practise the part by yourself and with other students.

Now act out your part in front of the rest of the class.



*'It just didn't work out. She was a Gemini; I was a Libra. His girlfriend was a Taurus; my boyfriend was a Sagittarius; his wife was a Leo ...*



## Close up

### Reported speech

#### 1 Present continuous (direct speech) Past continuous (reported speech)

'I'm having second thoughts.'

He said that he was having second thoughts.  
He told Edith that he was having second thoughts.

What happens to these structures? Write some examples of your own to show how they backshift.

- |                    |                  |
|--------------------|------------------|
| a) present simple  | e) can           |
| b) present perfect | f) must/have to  |
| c) past simple     | g) (be) going to |
| d) will            |                  |

#### 2 These two sentences are in the imperative. What happens to them in reported speech?

- a) 'Go away!'      b) 'Don't do that!'

#### 3 How many people have you talked to so far today? Write their names down in the order in which you saw them. Try to remember one thing you said to them and one thing they said to you. Now tell your partner.

#### 4 Follow these instructions:

- Write down the names of half the students in the class.
- Think of a question you would like to ask each of the students.
- Write down what you think their answers will be. If you don't know, write 'I've no idea.'
- Ask them the questions and note down their answers.

#### 5 Report what you thought the answer would be and what they really said.

For example:

*I thought Hakim was going to go to the cinema with his girlfriend this evening, but he said/he told me he was going to stay at home and watch TV.*

## Language reference: reported speech

In conversation you often need to report something that someone said earlier. In its simplest form this is a sentence with two clauses using *say*, *tell* or *ask*.

### Reporting verbs: say/tell/ask

*say* + something

*He says he's almost ready.*

*tell* + somebody

*He tells me you're having problems with your car.*

You can use *that* to join the two clauses.

*He says that he's almost ready.*

*He tells me that he's almost ready.*

*ask* + somebody

*Ask* is often used in the past form: *asked*.

You usually use a question word (*what*, *when*, etc) or *if* to join the clauses.

*He asked me what I was doing.*

*She asked me if I'd made my decision.*

### Backshifting

Sometimes you use *said* or *told* and backshift the verb tenses. 'I want a juice.'

*She said she wanted a juice.*

'I'm having second thoughts.'

*He told Edith that he was having second thoughts.*

'I've split up with John.'

*She told him that she had split up with John.*

'I'm going to stay with Clare.'

*He said he was going to stay with Clare.'*

Note: You don't have to backshift the verb tenses if you are reporting something which is still true.

*They say Argentina has an excellent teacher training system.*

*The Times says he's going to resign.*

### Thoughts

You use the same structures to report a thought.

*Jack? I think he's gone to pick Ben up from the airport.*

You backshift the verb tenses to show that the thought you had was not correct.

*Bill! Hi! I thought you weren't coming.*

## Pacific Heights: Scenes 2–4

- 1 How much can you remember about the characters in *Pacific Heights*? Complete these sentences.
- a) \_\_\_\_\_ is engaged to \_\_\_\_\_ . e) \_\_\_\_\_ has a difficult  
 b) \_\_\_\_\_ is married to \_\_\_\_\_ . relationship with \_\_\_\_\_ .  
 c) \_\_\_\_\_ broke \_\_\_\_\_ 's heart. f) \_\_\_\_\_ confides in \_\_\_\_\_ .  
 d) \_\_\_\_\_ is \_\_\_\_\_ 's g) \_\_\_\_\_ has recently split up with  
 business partner. \_\_\_\_\_ .
- 2 Read the background information about the characters in *Pacific Heights* Scenes 2–4 and complete the gaps with the names of the characters. There may be more than one answer.
- a) \_\_\_\_\_ is married to \_\_\_\_\_ . d) \_\_\_\_\_ 's wife is older than him.  
 b) \_\_\_\_\_ is \_\_\_\_\_ 's girlfriend. e) \_\_\_\_\_ and \_\_\_\_\_ are involved  
 c) \_\_\_\_\_ and \_\_\_\_\_ are with an Animal Rights group.  
 identical twins.
- 3 Think about your own friends and family. Can you complete any of the sentences in 1 and 2 with people you know personally? Tell your partner about them.

## Who's who in *Pacific Heights* Scenes 2–4

**P**hil Turner is an ambitious man in his early forties and he is hoping to take over as Managing Director of DCC when Max Dalton retires. Max has a good working relationship with Phil, but is secretly jealous of his son-in-law's youthful energy and athletic good looks.

Phil and Penny have three children who have all inherited their father's dark hair and their mother's blue eyes: a stunning combination. Ella and Mara are identical twins and only their closest friends can tell them apart. Although they're only 16, they're very independent. Their 19-year-old brother, Charlie, is a surf champion whose good looks have made him extremely popular with women. One of Ella and Mara's friends, Becky, is his present girlfriend, but what Becky doesn't know is that Charlie is also having an affair with Clare, Dave's wife.

Clare, who is a therapist, has always liked younger men. Dave is 28, five years younger than her. As a sales manager for an international company, Dave often travels abroad on business.

At the age of 24, Amy is Sarah's youngest child. She lives with her boyfriend, 26-year-old Mark, and they have a three-year-old son, Jack. They are both part-time students and so they share the household chores and childcare. They also belong to an Animal Rights group whose latest campaign involves a demonstration against tests carried out on animals at DCC.

TV Gazette



Dave and Clare




Ella and Mara

Charlie





**Listening** 1  35 Look at the drawings from the director's sketchbook. Listen to scenes 2-4 and put the pictures in order.



Scene \_\_\_\_\_  
Mark and Amy talk about the demonstration.



Scene \_\_\_\_\_  
Ella and Mara talk to their parents, Phil and Penny.



Scene \_\_\_\_\_  
Conversation between Ella and Mara.

**2** Answer these questions:

- Where's Charlie's surfboard?
- What's Ella and Mara's problem?
- What's Becky's problem?
- What's Amy's problem?

**Lexis** 1 Complete these everyday expressions from Scenes 2-4 with the correct word.

- What have you been up **to/around/down**?
- It's **around/beneath/up** to you.
- I see what you **mean/say/feel**.
- I must have **made/done/said** a mistake.
- I've told you once and I'll tell you **instead/again/last**.
- She'll get **under/over/up** it.
- It serves him **wrong/left/right**.
- Have you any **belief/opinion/idea** what they do to them?


**2** Match the expressions in 1 to these sentences.

- |                                   |  |
|-----------------------------------|--|
| 1 I realise now that I was wrong. | 5 You should have listened to me before. |
| 2 I understand.                   | 6 It's your decision.                    |
| 3 What have you been doing?       | 7 It's his own fault.                    |
| 4 Do you know what happens?       | 8 She'll recover.                        |

**3** Listen to Scenes 2-4 again and put the expressions in 1 in the order in which you hear them.

**4** Complete the summary of Scenes 2-4.

Ella and Mara told their parents \_\_\_\_\_. But Penny and Phil told them \_\_\_\_\_.  
 Meanwhile Charlie arranged to go and spend the weekend with Clare while Dave was away in America. He told his parents \_\_\_\_\_.  
 Mara told Ella \_\_\_\_\_.  
 Amy said \_\_\_\_\_. But Mark told her \_\_\_\_\_.

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 Amy said \_\_\_\_\_. But Mark told her \_\_\_\_\_.



## Pacific Heights: The next episode

- 1 Work in groups. Predict what will happen in the next episode of *Pacific Heights* based on the following information:

# WATCH THE NEXT EPISODE OF *Pacific Heights*

## and find out what happens when:

•  
Max catches up with Daniel.

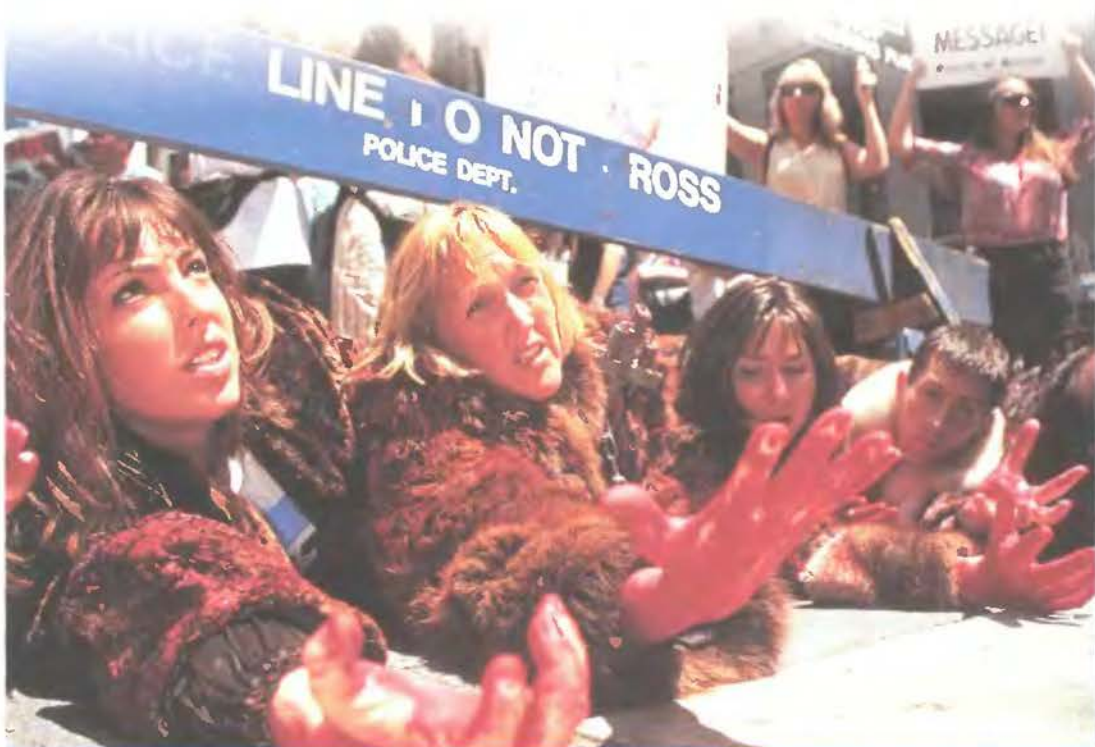
•  
The Animal Rights demonstration turns to violence.

•  
Clare and Charlie try to have a secret weekend together and end up entertaining half the family.

•  
Will Ella and Mara still want to go travelling when a new guy arrives at school?

Will Daniel go ahead with his wedding plans?

Will the family find out that Amy is involved with the Animal Rights group?



IT'S ALL IN THE NEXT EPISODE OF *Pacific Heights*

TV Gazette

- 2 Write a similar TV preview to the one above for the episode *after* next.
- 3 Read what other groups have written and compare your predictions. Which version do you like best?

## Close up

### will for prediction

Language Reference p81

#### LANGUAGE TOOLBOX

This time next year ...  
The next time you see me ...  
Sometime soon ...  
By the time I'm (forty) ...  
In (five) years' time ...

### will + continuous will + perfect

6 am	shower
7 am	breakfast
8 am	drive to London
9 am	new de Kooning exhibition
10 am	
11 am	Roland Hoff (a new painter)
12 noon	lunch with Dani
1 pm	
2 pm	accountant
3 pm	
4 pm	
5 pm	drive back to Oxford
6 pm	

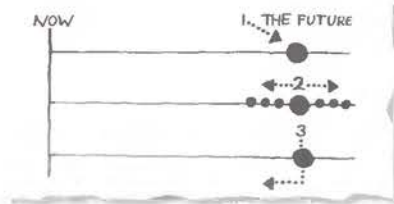
1 **2020 Vision.** In a recent report from the Henley Centre, UK, the following predictions were made about British family life:

- In the year 2020 the divorce rate will be over 50%.
- In the year 2020 one in three Britons will be living alone.
- By the year 2020 the traditional nuclear family will have become a minority.

- In your opinion, are these predictions negative or positive?
- Are they valid predictions for your own country?
- If these predictions come true what will the consequences be?

2 What are the names of the underlined structures in the three predictions above?

3 Work with a partner. Match the three symbols on the time line to the three structures.



4 Talk to your partner about your own future.

1 Tania O'Donnel is an art dealer. She lives in Oxford. This is what she will be doing tomorrow.

Look at the times and the things Tania has to do and complete these sentences using *will be (doing)* or *will have (done)*.

- At six o'clock she \_\_\_\_\_ (have) a shower.
- At seven o'clock she \_\_\_\_\_ (have) a shower and she \_\_\_\_\_ (eat) breakfast.
- At eight she \_\_\_\_\_ (drive) to London.
- At nine thirty she \_\_\_\_\_ (visit) the new de Kooning exhibition.
- At eleven thirty she \_\_\_\_\_ (leave) the de Kooning exhibition and she \_\_\_\_\_ (talk) Roland Hoff.
- At twelve thirty she \_\_\_\_\_ (finish) with Roland Hoff and she \_\_\_\_\_ (have) lunch with Dani.
- At two she \_\_\_\_\_ (have) lunch and she \_\_\_\_\_ (meet) her accountant.
- At five thirty she \_\_\_\_\_ (drive) back to Oxford.





- Write similar sentences about what you will be doing tomorrow.
- Write three predictions: one about yourself, one about your partner and one about your country.

## Language reference: will for the future

### will ('ll)/won't + verb

Will as a future form has several important uses.

- For prediction  
*In the year 2020 the divorce rate **will be** over 50%.*
- For promises and offers  
*Don't worry, **I'll help** you.*
- For refusals  
*It's no use asking. **I won't tell** you anything.*
- For requests  
***Will you marry** me?*



'You'll be hearing from my lawyer.'

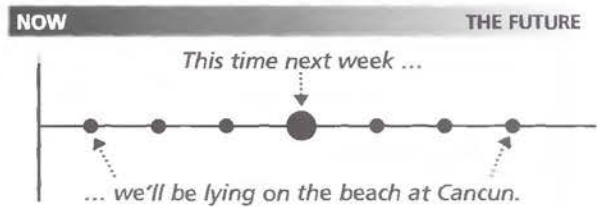
You will find more information about future forms in unit 7.

### will + continuous & perfect forms

- Continuous  
*will + be + -ing*  
*In the year 2020 one in three Britons **will be living** alone.*  
*This time next week **we'll be lying** on the beach at Cancun.*

You can use this structure for an action around a time in the future. The action starts before and finishes after a specific point.

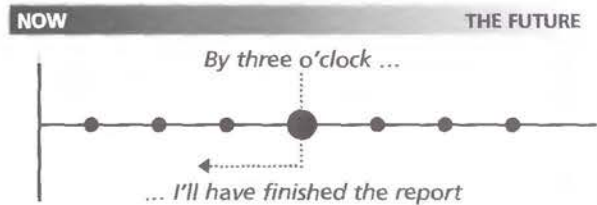
For example, imagine today is Tuesday. Next Tuesday you're going on holiday: you're going to the beach. It's not important to know exactly when you'll go to the beach or exactly when you'll return to the hotel.



- Perfect  
*will + have + past participle*  
*By the year 2020 the traditional nuclear family **will have become** a minority.*  
***I'll have finished** the report by three, so we can meet after that.*

You can use this structure to describe a future event from the point of view of a later time.

For example, imagine you have to finish a report. You don't know exactly when you'll finish it, but you're sure it'll be before three o'clock.



You can use the preposition *by*, meaning *not later than*, with this structure.

# 10

# Time

## Time

The earth is about 4,700 million years old. If the time scale is reduced so that the earth is one year old, humans would have appeared at 8.35 pm on 31st December.



1 Look at these three sayings about time:

捷 足 先 登  
jié zú xiān dēng

The one who is first to act achieves success.  
Chinese

Время –  
лучший врач

Time is the best doctor.  
Russian

*Chili chonse chili  
ndi nthawi*

There is a time for everything.  
Chichewa language, Malawi

How many sayings about time can you think of in your own language? Choose three and translate them into English.

- 2 What do these English sayings mean to you? Are they similar to any in your own language? Which ones do you like best?
- Never put off till tomorrow what you can do today.
  - Better late than never.
  - There's no time like the present.
  - Tomorrow never comes.
  - Today is the tomorrow we worried about yesterday.
  - Time heals all wounds.
  - Time is money.
  - Time flies when you're having fun.



## Punctuality

Discuss the following in small groups:

- a) How punctual are you? Do you usually arrive late, early or on time? Think about some of these events:
  - a first date
  - an English lesson
  - a job interview
  - a wedding
  - a film
  - a football match
  - a rock concert
  - a family dinner
- b) What about your friends and relatives? Are you typical of people in your country?



**Listening 1** Read the questionnaire below and tick your answers. Then compare with a partner.

QUESTIONNAIRE

**1** You have to attend a meeting which is scheduled to start at nine o'clock. Do you arrive ...

- a) exactly on time?
- b) ten minutes early?
- c) anything up to ten minutes late?

**2** You've arranged to meet a friend in the centre of town. How long do you wait if your friend is late?

- a) Five minutes.
- b) Fifteen minutes.
- c) Half an hour or more.

**3** You're at home working on an important piece of work that has to be finished for tomorrow when a friend calls by unexpectedly. Do you ...

- a) invite the friend in and hope they won't stay too long?
- b) invite the friend in but tell them that you haven't got much time to spare?
- c) tell the friend you're busy and you'll call them when you've got more time?

**4** You have to do a job that's difficult or unpleasant. Do you ...


- a) accept that you have to do it and do it straightaway so that you can forget about it?
- b) put it off to another day?
- c) leave it until the last minute because you need to feel the adrenalin rush produced by stress?

**5** In your opinion, a hard-working person works ...

- a) eight hours a day.
- b) eight to ten hours a day.
- c) twelve or more hours a day.

*'Now, write one hundred times: "I must not waste my time".'*



- 2**  **36** Listen to the radio broadcast with Roberta Wilson, time management consultant, and Paul Roesch, the interviewer, discussing the same questions. Note down what they say about each one. Do you agree with them?

- 3** Work with a partner. Write down at least three activities you think are a waste of time.



**Pronunciation**



1 Work with a partner. Say the words in the box. Then match the underlined sounds to the phonetic symbols on the left.

<u>th</u> irty	<u>th</u> ere	month	<u>se</u> cond
<u>Th</u> ursday	Tue <u>s</u> day	weath <u>er</u>	Wednes <u>da</u> y
Sat <u>ur</u> day	wee <u>k</u> s	fi <u>r</u> st	<u>th</u> ird
hou <u>r</u> s	wee <u>k</u> ends	<u>th</u> at	<u>th</u> ese

For example:  
/θ/ thirty

2 37 Listen and check.

**Dates**

1 Choose five dates that are important to you. Then dictate them to your partner. Say why you chose them.

2 38 Listen to Julie talking about dates that are important to her. Write down the dates as you hear them and make notes on why they are important to Julie. Compare with a partner.

**Prepositions**

1 Test your prepositions. Complete these sentences with *on*, *in* or *at*.

- a) My mother was born \_\_\_\_ the 1950s.
- b) I work best \_\_\_\_ night.
- c) We always have a big family meal \_\_\_\_ New Year's Eve.
- d) I spend at least two weeks by the sea \_\_\_\_ the summer.
- e) I start work every morning \_\_\_\_ 9 am.
- f) I always try to get home from work \_\_\_\_ time to read my children a bedtime story.
- g) I never have a nap \_\_\_\_ the afternoon.
- h) I would like to have lived \_\_\_\_ the Middle Ages.
- i) My birthday is \_\_\_\_ March. In fact it's \_\_\_\_ 6th March.
- j) I started learning English \_\_\_\_ 1995.
- k) Nothing special happens in my family \_\_\_\_ Christmas.
- l) My boss never starts meetings \_\_\_\_ time. She's usually at least ten minutes late.
- m) I usually feel depressed \_\_\_\_ Monday mornings.
- n) I spend a lot of time with my friends \_\_\_\_ the weekend.
- o) I'm enjoying life \_\_\_\_ the moment.

2 Are the sentences in 1 true or false for you? Turn them into questions and ask your partner. Find out as much as you can.

For example:

Debra	Ben
Was your mother born in the 1950s?	No, she wasn't.
When was she born, then?	In the 60s. 1961 actually ...
What about your dad?	



1 Look at the monthly planner and follow the instructions.

DECEMBER						
M	T	W	T	F	S	S
-	-	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 Today	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	-	-

a) ~~Cross out:~~

- Christmas Day
- New Year's Eve
- Boxing Day
- Christmas Eve

b) Imagine today is the 15th.

Underline:

- the day before yesterday
- the weekend before last
- the day after tomorrow
- the Monday after next

Circle:

- tomorrow
- next Saturday
- a week today
- a week tomorrow

Put in (brackets):

- in four days' time
- in a fortnight's time
- the whole of last week
- two weeks ago

Which dates are still free?

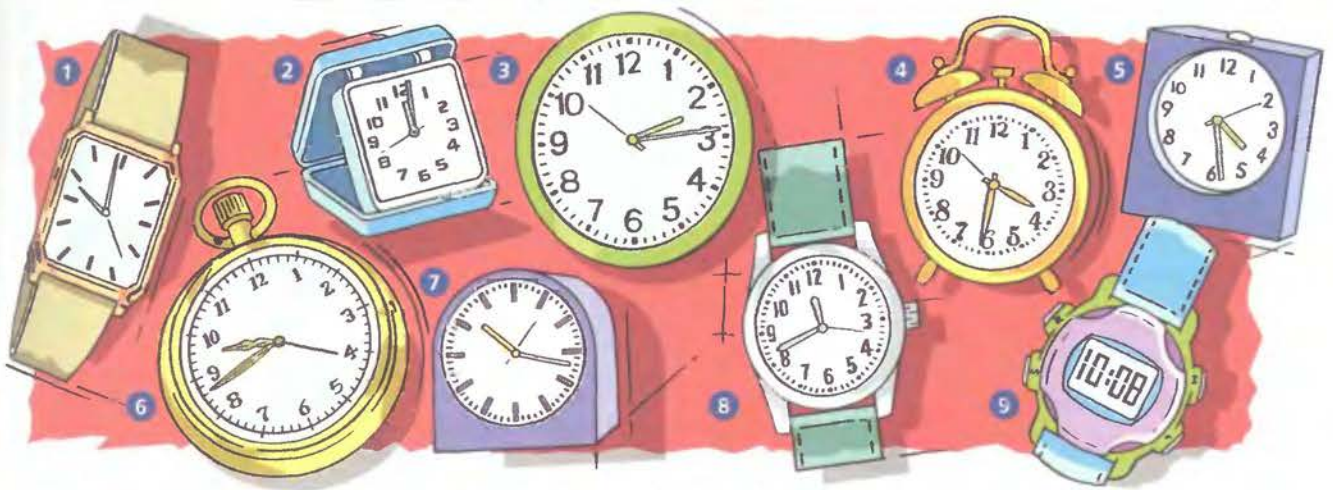
2 Use expressions in 1b to tell your partner about some of the things you've done recently and your future plans.

For example:

*The weekend before last I went walking in the mountains with some friends.*

3 Use the words in the box to describe the times shown.

about just before just gone just after almost around XX-ish



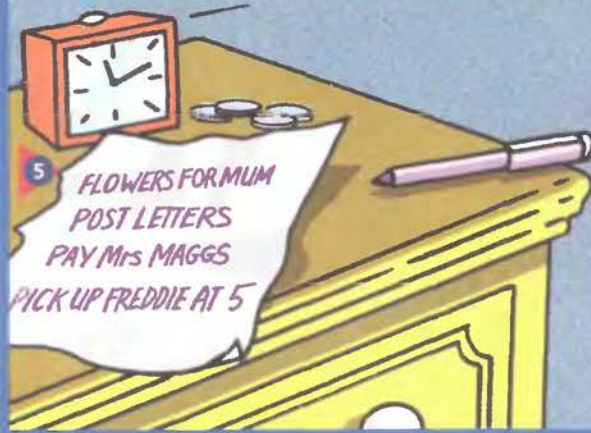
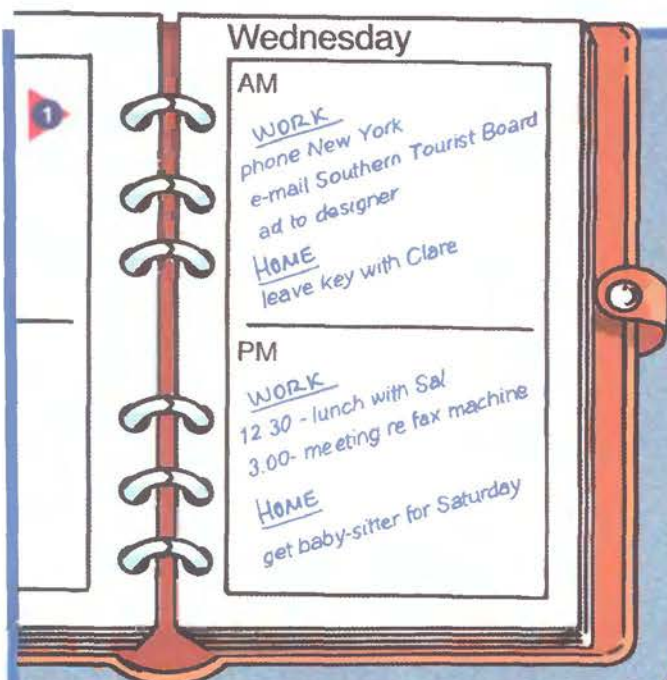
4 Work with a partner. Use the expressions in 3 to tell your partner about at least six things you have done so far today, and what time you did them.

## Things to do ...

Look at the 'things to do' lists below.

- Are you the sort of person who makes lists?
- Are these the sort of lists you make?
- How many 'things to do' do you have on your list now?

1 Read the article on page 87 and match the four people mentioned to their list.





## TIME-SAVING TIPS: LISTS

**M**aking lists is relaxing. It makes you feel important – all those things to do. It dictates the shape of the immediate future; it calms you down (it's OK, it's on a list somewhere) and it makes you feel good when you cross something off (list-making is standard practice in therapy for depression). It might even help you to get things done too.

The world divides in two when it comes to listing. Type A makes orderly lists, prioritises and calmly sets to work on them. Type B waits until panic sets in, grabs the nearest envelope and scribbles all over it, sighs with relief and promptly loses it.

The more you have to do, the more you need a list and few people with high-powered jobs get by without them.

Barbara Vanilli, chief executive of a large chain of supermarkets, says, 'Before I go to bed, I have to write down everything that's going to stop me sleeping. I feel I won't forget anything I've written down, so my lists are a great comfort.'

Women always think they're better at lists than men. Men tend to have Tasks which they assemble into Action Plans whereas women just have lists of Things To Do. Jacqueline Maddocks, head of Maddocks Publishers, says, 'My male colleagues only make lists for work, whereas I have to make lists for work and for home too. It's essential to write things down. If you're constantly thinking, "I must remember this," it blocks your mind.'

James Oliver, psychologist, has created his own 'time management matrix'. He writes a list of things to do and then organises them into categories: things that have to be done straight away, other things that it would be good to do today, things that are important but haven't got to be done immediately and things that are less urgent but that he doesn't want to forget. 'Using categories to order the world is the way the human mind works,' he says. 'After that, you should put things into hierarchies of importance.' But he warns against the danger of Excessive List Syndrome. 'If

people get obsessed with making lists, it doesn't work. They have too many categories and lose their capacity to prioritise.'

It's all a question of what works best for you, whether it's a tidy notebook, a forest of Post-it notes or the back of your hand. Having tried all these, student Kate Rollins relies on a computerised list, printed out each morning to be scribbled on during the day. 'My electronic organiser has changed my life,' she says. 'Up to now, I've always relied on my good memory, but now that I'm working and studying, I find I've got too much to keep in my head.'

So what are you waiting for? No, you're not too busy to make today the first day of your upgraded time-managed life. In fact, there's no better time than the present to get an upper hand on time and begin to take increased control of your work and life. So, get out your pencil and paper and make a list. ■

*(Weekend Telegraph, Saturday December 13 1997)*

### 2 Talk about the article from memory using these prompts:

- good things about making lists
- type A/type B
- before bed
- women/men
- matrix
- categories
- excessive list syndrome
- electronic organiser
- what are you waiting for?

### Collocation 1 Complete as many of these sentences as you can from memory to make collocations. Then look back at the article to check.

- What do you plan to do in the \_\_\_\_\_ future? (line 5)
- Is it \_\_\_\_\_ practice to wear smart clothes in your company or school? (line 8)
- Do you know many people with \_\_\_\_\_ jobs? (line 21)
- Is Bill Gates still \_\_\_\_\_ executive of Microsoft? (line 22)
- Have you got a/an \_\_\_\_\_ organiser? (line 68)

### 2 Work with a partner. Ask each other the questions from 1.

### 3 Which of these words can combine with the underlined nouns from 1 to form new collocations? Check them in your dictionary and write some new sentences.

low-paid   distant   senior   personal   normal

List any more collocations to do with work or time that you know.

## Close up

**must & should**

1 Look at James Oliver's time management matrix and match the following sentence beginnings to the squares on the matrix.

- I *must* do it today ...
- I *should* do it today ...
- I *must* do it soon ...
- I *should* do it soon ...

	URGENT	NOT URGENT
IMPORTANT	I	II
NOT IMPORTANT	III	IV



2 Complete the sentences in 1 with an appropriate ending.

- ... but if I run out of time I can leave it until first thing tomorrow.
- ... so I'll see if I've got time next week.
- ... or there'll be trouble tomorrow.
- ... so I'll do it next week.

3 Write your own 'things to do' list according to the matrix above. Use it to talk to your partner about your priorities for today/this week/this month.

Language Reference p90

4 Work with a partner. Match the following headings to the four sets of verbs and phrases in the table below: permission; no obligation; obligation; prohibition.

<p><b>A</b> _____</p> <p>have to have got to must is/are supposed to</p>	<p><b>C</b> _____</p> <p>don't have to haven't got to</p>
<p><b>B</b> _____</p> <p>can't isn't/aren't allowed to mustn't/isn't/aren't supposed to</p>	<p><b>D</b> _____</p> <p>can is/are allowed to</p>

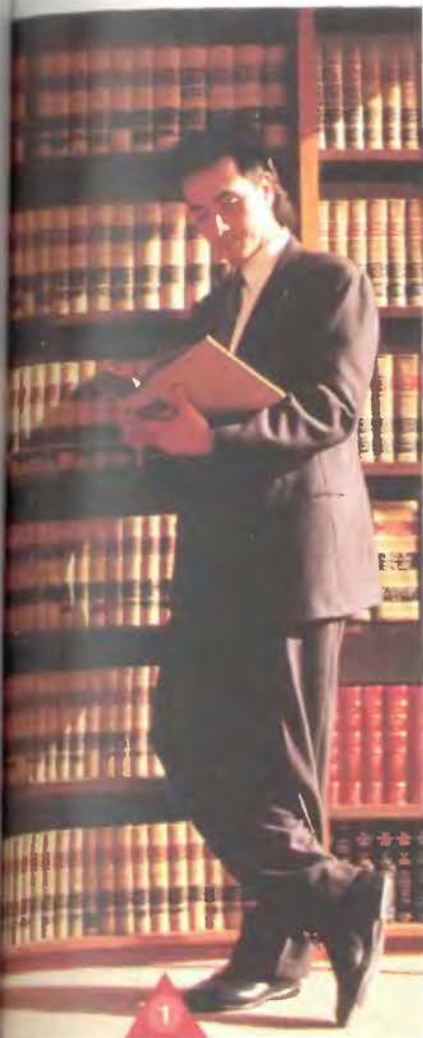
5 Think about the place where you work or study. Are there many rules and regulations? What are they?






## Office cultures

- 1 Look at the people in their different work places.
  - Are the clothes the people are wearing formal or casual?
  - How do they compare to work places you know?
  - What sort of companies do you think they are? Why?



- 2  39 Listen to the people in the photos talking about their companies. Did you guess correctly?
- 3 Listen again and correct the information below if necessary.

### OFFICE 1

- Working hours are flexible.
- Women aren't allowed to wear trousers.
- You can smoke in the cafeteria.
- You're allowed to have your lunch at your desk.

### OFFICE 2

- You can't smoke in the office unless you're working late.
- You have to go to the canteen if you're thirsty.
- You aren't supposed to have a break every two hours.
- You can wear jeans.

### OFFICE 3

- You don't have to dress smartly.
- You're supposed to start work at eight o'clock.
- You can't smoke in the building.
- If you want a coffee, you have to go to the café next door.

- 4 Would you like to work in any of these offices?

## Language reference: obligation, prohibition & permission

*Must, should* and *can* are modal auxiliaries. All modals have certain special characteristics, for example:

- 1 They are used to modify the meaning of another verb.
- 2 They take the infinitive without *to*.  
*That's a terrible cough. You **should** see the doctor.*
- 3 They do not add an *s* in the third person.  
*He's **putting** on a lot of weight. He **should** go on a diet.*
- 4 You cannot use them with another auxiliary – even in questions and negatives.  
***Must** you go? You **shouldn't** do that.*

*Have to* is similar to a modal verb in its meaning but not in its form.

- 1 It includes *to*.  
*I **have to** go to the dentist.*
- 2 It takes *s* in the third person in the present simple.  
*She's a diabetic, so she **has to** take insulin.*
- 3 Questions and negatives are formed with *do* in the present simple and *did* in the past simple.  
*This is a very informal office. You **don't have to** wear a tie.*

Modals are used to express a great range of meanings. The differences between them are sometimes subtle.

### must & have to

The difference between *must* and *have to* is not great.

*Must* is often used to talk about personal obligations.  
*I'm gaining weight. I **must** go on a diet.*  
*I **must** phone my mother. I haven't seen her for ages.*

*Have to* is a little more impersonal.  
*Everybody **has to** pay taxes.*

*I **have to** do an English exam next week.*

When you are not sure, use *have to*.

### mustn't & don't have to

*Mustn't* and *don't have to* are very different from each other.

*Mustn't* is used for prohibition.  
*You **mustn't** smoke in a petrol station.*  
*It's a secret. You **mustn't** tell anyone.*

When you use *don't have to* it means there is no obligation, negative or positive.  
*Teachers in the USA **don't have to** wear ties.*  
*You **don't have to** leave yet. There's an all-night bus.*

### can/can't

*Can't* is often used like *mustn't*.  
*You **can't** smoke in a petrol station.*

*Can* tells you that an action is possible and/or permitted.  
*You **can** leave now if you want to.*

### must & should

*Must* is a simple, strong obligation. *Should* is weaker: a less important obligation, or one that is not respected.

*I **should** go to see the doctor, but I've got too many other things I have to do.*

*I **should** revise for the exam, but I'm going out with some friends instead.*

It can also be used for recommendations.

*You **should** stop smoking. You're killing yourself.*

### Other expressions

There are many other expressions that are related to permission and obligation.

*Be allowed to* is similar to *can*.

*You **are allowed** to go home early on Friday if we've finished all our work.*

*Supposed to* is sometimes similar to *should*. It can imply that people do not follow the rules all the time.  
*I'm **supposed to** wear a suit to work, but I sometimes come in jeans and a T-shirt.*

## To whom it may concern

- 1 Choose two correct ways to start a business letter from Column A.

A  
Dear Mr Peter,  
Dear Mr Peter Maggs,  
Dear Mr Maggs,  
Dear Mr or Mrs,  
Dear Sir or Madame,  
Dear Sir or Madam,

B  
Lots of love,  
Yours,  
Best wishes,  
Yours sincerely,  
Your friend,  
Yours faithfully,

Match the ways of starting a business letter with appropriate endings from Column B.

Do you know any other ways of starting or ending business letters?



- 2 Here are some examples of phrases often used in business letters. Complete the sentences with the words in the box.

apply   unfortunately   hearing   response   complain  
16th May   confirm   enclose   grateful   pleased

- a) Thank you for your letter of the \_\_\_\_\_ which I received this morning.  
b) I would be \_\_\_\_\_ if you could send me some information about summer courses at your school.  
c) I \_\_\_\_\_ my curriculum vitae for your attention.  
d) \_\_\_\_\_ I am not available on the date you suggest in your letter.  
e) I would be \_\_\_\_\_ to attend an interview at any time convenient to you.  
f) I am writing to \_\_\_\_\_ about the damage caused by your company when they delivered a sofa to my home last week.  
g) We look forward to \_\_\_\_\_ from you as soon as possible.  
h) We would be grateful if you could \_\_\_\_\_ your reservation in writing.  
i) I am writing in \_\_\_\_\_ to your advertisement in *The Guardian*.  
j) I would like to \_\_\_\_\_ for the position of IT assistant in your school.

- 3 Match each of the phrases in 2 to one of the functions below. There are two phrases for function c.

- |                           |  |
|---------------------------|--|
| a) asking for information | f) giving good news                                      |
| b) applying for a job     | g) complaining   |
| c) beginning a letter     | h) saying that you are sending something with the letter |
| d) closing a letter       | i) asking for confirmation                               |
| e) giving bad news        |  |

- 4 Anthony Clifford is interested in applying for the post of flight attendant. Read his letter and decide whether you think he would be considered a suitable candidate. Why/Why not?

## WORLDWIDE AIRLINES

### FLIGHT ATTENDANTS

Worldwide Airlines are currently seeking friendly, service-oriented people who take pride in their performance and appearance.

Applicants must be over 20 years of age and have at least two years' post high school education or work experience.

- Physical requirements: able to lift, push and pull heavy articles as required. Minimum height 1m 60, maximum height 1m 85.
- Languages: able to read, write, speak and understand English. Other languages an advantage.

Interested candidates can write to the following address for an application form and additional information:

Worldwide Airlines Inc,  
PO Box 29B3, Chicago, USA.

1566b 49th East Street  
Santa Barbara, CA

Worldwide Airlines Inc  
PO Box 2983  
Chicago  
USA

5th February 2000

Dear Mr or Mrs,

#### Application for the post of flight attendant

I saw your advertisement in the *Morning Post* and I want to be a flight attendant. I am 21 years old, and I have just graduated from university. I have put my c.v. with this letter so that you can see what I've done and I'd love to come for an interview any time you like. How about sending me an application form and some more information about the job? I can't wait to hear from you!

Lots of love,

*Tony*

- 5 Improve Anthony's letter by using some of the phrases in 1 and 2 above.  
6 Look at a corrected version of the letter on page 141 and compare it to your own version.

# 11

## Journey

- 1 Read this excerpt from a book called *The Beach* by Alex Garland. Why did the author go travelling?

**split up** (line 1): end a relationship  
**show up** (line 5): arrive  
**lose (your) head** (line 7): go mad  
**emotionally blackmail** (line 8): use emotions to manipulate someone  
**take precedence over** (line 13): become more important than

### The Beach

*The Beach* is Alex Garland's first novel. It has now been made into a film starring Leonardo di Caprio.

A few years ago I was going through the process of splitting up with my first serious girlfriend. She went away to Greece for the summer and when she came back she'd had a holiday romance with some Belgian guy. As if that wasn't enough, it seemed that the guy in question was going to show up in London some time over the next few weeks. After three hellish days and nights, I realised that I was dangerously close to losing my head. I biked over to my dad's flat and emotionally blackmailed him into lending me enough cash to leave the country.

On that trip I learnt something very important. Escape through travel works. Almost from the moment I boarded my flight, life in England became meaningless. Seat-belt signs lit up, problems switched off. Broken armrests took precedence over broken hearts. By the time the plane was airborne I'd forgotten England even existed.

- 2 Work with a partner. Have you ever travelled for any of these reasons? Tell your partner.

- to escape boredom
- to run away from a broken heart
- to broaden your experience of the world
- to learn languages
- to get a suntan
- to live out your dreams
- to take a break from your career
- to visit historical sites or travel along a historical route
- to raise money for charity

Can you think of any other reasons to go travelling?

- 3 Where have the class been? Ask other students in the class and make a list of countries, regions and famous cities. Try to find a place for every letter of the alphabet. You can include regions and cities in your own country.
- 4 Describe where five of the places in your list are using the expressions below. Say where the place you live is. Find as many ways to describe it as you can.

It's in the	north/south-west northern/south-western part	of (Poland) of (Argentina)
It's	on the coast in the mountains in (Lombardy)	to the north of (Los Angeles) not far from (Grenoble) between (Milan) and (Brescia)





## Close up

### Speculating & deducing

- 1 Listen to the conversation between Conrad and his friend again. Complete these sentences with the guesses the friend makes:

First picture	Second picture
It must be _____.	It must be _____.
I suppose it could be _____.	It can't be _____.
It's probably _____.	Maybe it's _____.

- 2 Put the five expressions in 1 into three categories.

- I'm absolutely sure
- I'm almost sure
- I'm not really sure

- 3 Add these expressions to the three categories in 2:

It might be ... It may be ... Perhaps it's ...

- 4 Discuss these questions with your partner:

- Which of the expressions in 1 and 3 contain a *modal verb*?
- Look at the example below and complete the sentences using two of the words in the box. Discuss your choice with a partner.

must    mustn't    can    can't

There's someone at the door.

It \_\_\_\_\_ be Carmen: she's working late tonight.

It \_\_\_\_\_ be John: he always comes home around this time.

- 5 Rearrange the sentences below so that they make sense without changing any of the words.

- They can't be too short of money. You must be joking.
- You've been driving all day. You must be delighted.
- That hotel must be doing well. It's never got anybody in it.
- I must be getting old. I've heard such a lot about you.
- A new car? On my salary?! They go skiing every year.
- The new restaurant can't be very good. It's always got the 'No Vacancies' sign up.
- You must be Sarah's husband. I can't remember anything about last night.
- Great news about your engagement. You must be absolutely exhausted.

Language Reference p94

### Language reference: speculating and deducing

There are many ways to say how certain or uncertain you are about something. Here are some of them:

#### Modal auxiliary + infinitive

*It must be ...*

*It may be ... / It could be ... / It might be ...*

*It may not be ... / It might not be ...*

*It can't be ...*

#### Other phrases

*It's definitely ...*

*It's probably ...*

*I think it's ...*

*Perhaps it's ... / Maybe it's ...*

*I don't think it's ...*

*It probably isn't ...*

*It definitely isn't ...*

Notes:

In this context, the opposite of *must* is *can't*.

*The keys can't be in my coat because I wasn't wearing it. They must be in your bag.*

*It must be means 'I'm sure it is', it can't be means 'I'm sure it isn't'.*

There is no important difference between *may*, *could* and *might* in this context.



## Wish you were here

- 1 These are three postcards Conrad wrote from places in the photos on page 93. Complete them with one of the words below. Use each word only once.

fascinating sandy peaks jams breathtaking overlooking touristy  
spicy friendly gorgeous palm clear breaking paradise

Dear Brad,  
This is a (1) \_\_\_\_\_ city, but you can't  
imagine the traffic (2) \_\_\_\_\_ and the  
noise. I'll never complain about the traffic  
at home again – or the food! The food's  
really (3) \_\_\_\_\_ here. It's quite a  
(4) \_\_\_\_\_ place but the people are  
very (5) \_\_\_\_\_. I've met a  
(6) \_\_\_\_\_ American girl who's invited  
me to L.A.  
Conrad


Brad Goodwin  
14 South Street  
Tingalpa  
Brisbane  
Queensland  
QLD 4173  
Australia

Dear Paul,  
I'm writing to you from my hotel  
(7) \_\_\_\_\_ the lake. The view is  
(8) \_\_\_\_\_. In the distance I can see  
snowy mountain (9) \_\_\_\_\_ and down  
by the hotel pool I can see a lovely girl –  
must go.  
Conrad

Paul Kelly  
33b Container  
Street  
Sutherland  
NSW 1499  
Australia

- 2 Which places do you think he sent the postcards from?  
3 Write postcards from two of the other places Conrad visited.

### Anecdote

- 4  41 We asked the three people in the photograph to imagine they could spend a dream weekend anywhere in the world. Listen to their answers to the following questions. Each time there is a pause, guess where the person would like to go.

- Who would your ideal companion be?
- How would you get around?
- What would you wear?
- What would you buy?
- What would you eat and drink?
- What essential items would you take with you?
- Who would you most like to meet there?
- What sights would you want to see?
- Who would you send a postcard to?
- What would spoil your perfect weekend?

- 5 Imagine your own dream weekend. You are going to tell a partner about it. Choose from the list in 4 the things you want to talk about. Think about what you will say and the language you will need.

- 6 Tell your partner about your dream weekend. Would you make good travelling companions?

Dear John,  
Yes, I'm in (10) \_\_\_\_\_!  
(11) \_\_\_\_\_ beaches stretch as far  
as the eye can see and the water is  
(12) \_\_\_\_\_ and warm. The only  
sound is the wind in the  
(13) \_\_\_\_\_ trees and the waves  
(14) \_\_\_\_\_ on the beach. The  
women are beautiful. I'm never coming  
home.  
Conrad

John Pizzigallo  
40 Ryan Drive  
Sutherland  
NSW 1499  
Australia



Liz, Rick and Cristina



## Close up

### would for unreal situations

1 Look at these four questions. Underline the auxiliary verbs.

- a) What did you do?                      c) What will you do?  
b) What are you doing?                  d) What would you do?

2 Add the following endings to the four questions in 1.

- ... when you finish university?      ... if you won the lottery?  
... yesterday?                              ... at the moment?

Language Reference p96

3 Which sentences refer to real situations?

4 Imagine you opened the door of the classroom and found you were in ...

- Siberia
- Hawaii
- Scotland
- the Kalahari desert
- Cairo
- the Amazon rainforest

Work with a partner. Choose one place and discuss what it would be like.

- What would it look like? What sounds and smells would there be? What would the buildings be like?
- What would the weather be like?
- What would the people look like? What would they be wearing?
- What would you eat and drink?
- What would you be able to do? What wouldn't you be able to do?
- Would you have a good time?



## Language reference: would for unreal conditionals

### would (not) + infinitive

The contracted forms are 'd and wouldn't.

*I'd wear a hat on the beach.*

*I wouldn't go to the Sahara without sun block.*

*Would you travel alone to Thailand or would you go with friends?*

*Would* is the past tense of *will*, but this does not really explain how you use it.

### Imaginary or improbable situations

One of its main uses is to show that we are talking or writing about a situation that is *imaginary* or *improbable*. For example, imagine you opened the door of the classroom and found yourself in Iceland:

- *It would be cold.*
- *Everybody would be wearing warm clothes.*
- *You'd be able to visit hot springs.*
- *Most people would speak good English.*

### Unreal conditionals

*Would* is often found in *unreal conditional sentences*.  
*If I had the money I'd buy a new car.*

You will find more about conditional sentences in units 13, 14 and 15.

Note: You will find more information on *would* for past habits in unit 5.



## Coast to coast

- 1 Read this account of Nick Campbell's motorbike trip across the US. What problems did he have?



NICK CAMPBELL sat at the side of the road and wondered what to do next. He looked at the second-hand Harley Davidson he'd bought from a back-street garage back home in Miami at the beginning of his trip six weeks before.

For years he had dreamt of crossing the United States from east to west by motorbike and he'd finally decided that it was now or never. He'd given up his job, sold his car and set off for the journey of his dreams. He'd been lucky, or so he thought, to find this old Harley Davidson and had bought it for a very reasonable price – it had cost him just \$600. But five kilometres from Atlanta, he had run out of luck. The motorbike had broken down.

He pushed the bike into town and found a garage. The young mechanic told him to leave the bike overnight and come back the next day. The following morning, to his surprise, the man asked if the bike

was for sale. 'Certainly not,' he replied, paid his bill and hit the road.

When he got to Kansas the old machine ran out of steam again. This time Nick thought about selling it and buying something more reliable, but decided to carry on. When the bike was going well, he loved it.

However, in Denver, Colorado the bike broke down yet again so he decided to take it to a garage and offer it for sale. The mechanic told him to come back in the morning.

The next day, to his amazement, the man offered him \$2,000. Realising the man must be soft in the head, but clearly not short of money, Nick asked for \$3,000. The man agreed and they signed the papers. Then the mechanic started laughing. In fact it was several minutes before he could speak and when he could he said, 'That's the worst deal you'll ever make, boy.' He ...

(Adapted from *The Independent* on Sunday, 22 February 1998)

- 2 Discuss the following in small groups.

- How much did Nick pay for the bike?
- How much did he sell it for?
- How much money did he make from the sale?
- Guess why the mechanic said, 'That's the worst deal you'll ever make, boy.'

- 3 Now read the real ending to the story on page 142. Do you think the mechanic was fair? How do you think Nick felt?

- Anecdote** 4 Think back to a journey you have been on. You are going to tell a partner about it. Choose from the list the things you want to talk about. Think about what you will say and what language you will need.

- Where was the journey from and where was it to?
- What form of transport did you use?
- Who did you go with?
- How much time did you spend preparing for it?
- What did you take with you?
- What was the weather like?
- How long did it take you?
- How many times did you stop en route? What for?
- Did anything unusual or unexpected happen?
- Would you go on the same journey again? Why/Why not?

- 5 Tell your partner about the journey. Give as much detail as possible.

## Close up

- Past perfect**
- 1 Where was Nick Campbell at the beginning of the story?
  - 2 What happened in Miami, Atlanta, Kansas and Denver?



- 3 Discuss the following with a partner:
  - a) Which events are described using:
    - the past perfect
    - the past simple
  - b) How is the past perfect formed?
  - c) Which of these three explanations best describes how we use the past perfect?
    - to look back at a past event
    - to look back at a past event from another point in the past
    - to look back at a past event from another, more recent, point in the past
- 4 Complete each of the following sentences using the past perfect.
  - a) Michael was looking forward to the trip to Moscow because ...
  - b) He was late leaving his house because ...
  - c) That morning the traffic was very slow from his house to the airport because ...
  - d) At check-in he had to accept an aisle seat because ...
  - e) He bought three new ties in duty-free because ...
  - f) The departure was delayed because ...
  - g) The connecting flight in Copenhagen was cancelled because ...
- 5 Work with a partner. Write a similar set of sentences. Make sure each sentence uses a past perfect.  
For example:  
*Vicky was looking forward to her dinner with Roy because ...*

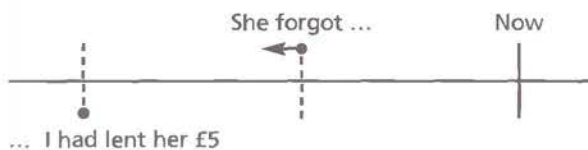
### Language reference: past perfect

You can use the past perfect to show clearly that one past event happened before another past event.

For example:

(1) *I lent her £5.* (2) *She forgot about it.*

→ *She forgot that I had lent her £5.*



The contracted forms *I'd*, *he'd*, etc and *hadn't* are used in speech and informal writing. The contraction of *had* is the same as the contraction of *would* (*'d*), but the context always makes it clear which one is intended.

### Conjunctions

Conjunctions like *after*, *when*, *by the time* and *because* are often used to combine a past simple clause with a past perfect one.

*The film had started when I arrived.*

*By the time* the plane was airborne *I'd forgotten* England even existed.

*He had a puncture because he hadn't checked* his tyres.

*After we'd signed* the contract we opened a bottle of champagne.



## Tell us a story

1 Read this true story and explain the significance of the following words and phrases.

- a) microwave    b) anti-terrorist lock    c) Swiss army knife    d) Indian Ocean

**A** photographer called John was flying first class from London to Nairobi in Kenya when one of the co-pilots came out of the cockpit to make some coffee in the microwave. He couldn't make the machine work, so he asked his fellow pilot to help him. As the other pilot left the cockpit, he let the heavy metal door close behind him. The pilot started an urgent, whispered discussion with his colleague. The two pilots had locked themselves out of their cockpit and, as they told the photographer (who promised not to tell the other passengers) the door was fitted with an anti-terrorist lock. This meant that not even the pilots could open it from outside the cockpit. John remembered that he had put his Swiss army knife in his hand luggage. However, he couldn't remember where he had put his hand luggage and spent five minutes opening and closing overhead lockers until he found it. John and the pilots attacked the door with the knife, the lock started to come loose and when they broke into the cockpit, the plane was cruising eastwards over the Indian Ocean.

(Adapted from Focus January 1999)

2 Work in teams. Add adverbs from the three boxes below to the story. Add as many as you can.

**A** adverbs of attitude

unbelievably    naturally    unfortunately    sadly    fortunately    curiously

**B** adverbs of manner

carelessly    unexpectedly

**C** adverbs of time

immediately    a few months ago    gradually    eventually  
after a while    finally    several weeks later    in the end

3 Discuss the following with your partner.

- Do you think pilots often make this kind of mistake?
- What do you think is the safest way to travel?
- Do you prefer to travel by air, by road, by rail, or by sea? Why?

4 Work in groups and write a story.

- Choose one of the story 'skeletons' on the right or invent one of your own.
- Discuss each sentence and add as many details as you can think of.

For example:

*Who were the people? What were they like? Where did they go on holiday?*

- Write the story and include the following:
  - at least two adverbs of *attitude* from box A
  - at least one adverb of *manner* from box B
  - at least three adverbs of *time* from box C
  - at least three *past perfect* sentences from box D below

**D** past perfect sentences

They hadn't gone far when the car broke down.  
She had never met anybody like him before.  
By the time the police arrived everybody had calmed down.  
It was the most breathtaking view they had ever seen.  
He had never felt like this before.  
When they looked behind them they saw the damage they had done.

**STORY SKELETON**

A man went abroad on holiday. He met a woman and they fell in love. He asked her to marry him. The man went home.

**STORY SKELETON**

Three friends went on holiday in a car. They camped. Things went wrong. They got home safely.

5 Read each other's stories and vote for the best one.





- 1 Work with a partner. Read through the statements below and guess whether they are true or false for your partner.

Your partner:

- has eaten at a restaurant in the last week.
- has a healthy diet.
- drinks a lot of coffee.
- always has wine with meals.
- is a good cook.
- eats a big breakfast.
- often eats fast food.
- usually eats lunch alone.

- 2 Ask your partner questions to find out whether you were correct. How many did you guess right? Did you find out anything surprising?

### First date

- 1 What sort of things can go wrong on a first date?
- 2  42 Listen to the first part of the conversation. How do you think the two people feel?
- 3  43 Listen to the next part of the conversation and find out what went wrong.
- 4 Listen to the whole conversation again and complete the sentences with an appropriate quantifier.
- a) Would you like \_\_\_\_\_ wine?
  - b) Two glasses of red wine, please, and could we have \_\_\_\_\_ olives with that?
  - c) Oh, dear, I didn't know you were vegetarian. I don't think there are \_\_\_\_\_ vegetarian dishes on the menu.
  - d) Yes, there are. Look, there are \_\_\_\_\_ of things.
  - e) And could we have \_\_\_\_\_ French bread and a bottle of mineral water, please?
  - f) Oh dear, did it go on your skirt?  
Just \_\_\_\_\_. It's OK.
  - g) Waiter, waiter! Can you bring a cloth? I've spilt \_\_\_\_\_ wine.
  - h) It's OK, honestly. Hardly \_\_\_\_\_ of it went on my skirt. Just a drop.





## Close up

Quantity 1 Put the quantifiers from 4 on page 100 into these three categories:

countable nouns	uncountable	both countable & uncountable
a few	a little	some

2 Now add these quantifiers to the categories in 1.

a lot of not much several very few not many a couple of lots of very little

3 In each of the following sentences there are two words that are possible and one that isn't. ~~Cross out~~ the incorrect word in each sentence.

- There wasn't ~~much~~/~~some~~/~~any~~ salt in her omelette.
- There was ~~some~~/~~a bit of~~/~~a few~~ ham in her vegetarian salad.
- ~~A few~~/~~Several~~/~~A little~~ of his chips were burnt.
- There were ~~hardly~~ ~~any~~/~~little~~/~~not many~~ desserts they liked on the menu.
- There were only ~~a couple of~~/~~a little~~/~~a few~~ flavours of ice-cream to choose from.
- There were ~~no~~/~~very few~~/~~any~~ taxis outside when they left the restaurant.
- He had never had ~~some~~/~~any~~/~~so many~~ problems in this restaurant before.
- They had ~~anything~~/~~hardly anything~~/~~nothing~~ in common.

### Countable & uncountable nouns

1 Test your countables and uncountables. Classify these words:

car mobile phone computer job meat love travel pasta music fridge  
passport washing machine money humour rice nicotine oxygen

2 Choose words from 1 to complete the sentences below. Compare with a partner.

I could live without ...

I couldn't live without ...

I could live without a ...

I couldn't live without a ...

3 Complete these grammar rules and give examples.

- You can use numbers (one, two, three, etc) only with \_\_\_\_\_ nouns.
- \_\_\_\_\_ nouns have a singular and a plural form.
- \_\_\_\_\_ nouns only have one form (usually - but not always - singular).

4 Decide whether the following nouns are countable, uncountable, or both (countable/uncountable). There are three of each type.

bread Coca-Cola food glass sandwich lamb pea oyster salt

5 Complete these sentences with three of the countable/uncountable nouns from 4. Use each noun twice, once as countable and once as uncountable.

- The \_\_\_\_\_ are in the cupboard over the sink.
- \_\_\_\_\_ is sold all over the world.
- In spring there are \_\_\_\_\_ in all the fields around here.
- Would you like another slice of \_\_\_\_\_ ?
- I'm thirsty - I think I'll have a \_\_\_\_\_ .
- \_\_\_\_\_ is one of the hardest materials there is.

6 Are the following nouns countable or uncountable?

people news jeans scissors

7 Choose the correct words, plural or singular, in these sentences.

- I believe that most people ~~is~~/~~are~~ basically good.
- The news ~~was~~/~~were~~ on when I got home.
- ~~Those~~/~~That~~ jeans really ~~look~~/~~looks~~ good on you.
- If you're looking for the scissors, ~~they're~~/~~it's~~ in the kitchen.

## Language reference: countable & uncountable nouns

Nouns are *countable* (C), *uncountable* (U) or both (C/U).

### Countable nouns

Countable nouns have a singular and a plural form, and you can use numbers with them.

one idea → two ideas

one table → two tables

one man → two men

You can use *definite* and *indefinite* articles with them: *the idea, the ideas, an idea.*

### Uncountable nouns

Uncountable nouns have only one form. Most of the time, this is singular.

*Knowledge is power.* (Popular saying)

*Beauty is Truth.* (John Keats)

*When hunger knocks at the door, love flies out of the window.* (Proverb)

*Food comes first – morals later.* (Bertolt Brecht)

You cannot use uncountable nouns with numbers and you can rarely use them with the indefinite article.

A few uncountable nouns only have a plural form.

*These clothes are too small for me.*

*My trousers need dry-cleaning.*

*My jeans are ripped.*

Other plural uncountables include *shorts, knickers, sunglasses, scissors*, etc.

### Nouns which are both countable & uncountable

Many nouns have more than one meaning. They can be countable with one meaning and uncountable with another.

*Glass is a useful material.* (U) (glass as a material)

*Can I have a clean glass?* (C) (an individual object)

### Partitives

*Partitives* are ways of counting uncountables.

*an item of clothing*

*a piece of information*

*a carton of milk*

Sometimes the partitive can be missed out.

*Can I have a coffee?* (= a cup of coffee)

*Would you like a Coke?* (= a glass, can or bottle of Coke)

### Oddities

There are some oddities. Two of the most important are:

1 people (C) – singular form/grammatically plural:  
*People are strange.*

2 news (U) – plural form/grammatically singular:  
*Hurry up: the news is on.*

### Quantifiers

*Quantifiers* are ways of talking about quantity other than by using exact numbers. You can use some with countable nouns, some with uncountable nouns and some with both.

Quantifiers for countable nouns include *a few* and *many*:  
*a few tables*

*How many men?*

Quantifiers for uncountables include *a little* and *much*.  
*A little learning is a dang'rous thing.* (Alexander Pope)  
*How much money?*

You can use *a lot* and *some* with both countables and uncountables.

*a lot of/some ice-cream*

*a lot of/some chips*

## Eating out

1 Match these waiter/waitress questions with an appropriate response.

- |                                     |                                |
|-------------------------------------|--------------------------------|
| a) Who's the fish?                  | Yes, thanks.                   |
| b) And to drink?                    | Over here.                     |
| c) Did you have a reservation?      | 'Non,' please.                 |
| d) Is everything OK?                | No, that's everything.         |
| e) Anything else?                   | Just some olive oil, please.   |
| f) Smoking or non-smoking?          | A bottle of house red, please. |
| g) Would you like dressing on that? | Yes, under 'Clinton'.          |

2 What would you say? Choose the appropriate word.

- You're at the bar and you want to buy somebody a drink ...  
'What can I **drink/get/pay** you?'
- The waiter is taking the orders and you don't want a first course ...  
'**Anything/Nothing/No** to start with, thanks.'
- Somebody is offering you some more wine and you don't want very much ...  
'Just a **bit/drop/small**, thanks.'
- The waiter is offering you food and you don't want any more ...  
'I'm **all right/very well/not interested**, thanks.'
- There's a phone call for you just as the food arrives. You want your friends to start eating ...  
'Don't **expect/wait for/stop** me.'





3 Read this conversation in a restaurant. What do you notice about it?



**Waiter:** Did you phone us?  
**Man:** Yes. There are two of us. The name is Jones.  
**Waiter:** Go and sit over there by the window.  
 ...  
**Waiter:** Haven't you decided yet?  
**Woman:** No, we're not ready. Go away and get us some drinks.  
**Waiter:** What sort?  
**Woman:** Two gin and tonics.  
**Waiter:** Right.  
 ...  
**Woman:** Oy! Come here.  
**Waiter:** What do you want?  
**Woman:** Give me the tomato salad and then the lamb.  
**Waiter:** OK. And you?  
**Man:** Don't give me a starter. I just want the grilled salmon steak.  
**Waiter:** What do you want with it?  
**Man:** A side salad. Oh, and get us some house red and mineral water.  
**Waiter:** All right.  
 ...  
**Waiter:** What did you think of the food?  
**Man:** It was OK.  
**Waiter:** Do you want coffee now?  
**Woman:** Yes, two. Black. And bring me the bill.  
**Waiter:** Yeah, OK.



4 Work in groups of three. Imagine the conversation is taking place in an expensive restaurant. In groups of three:

- Rewrite the conversation with more appropriate language.
- Insert your own section where something terrible/funny/embarrassing happens.
- Practise the conversation.
- Perform your revised version for the rest of the class.

**Anecdote**

5 Think back to a restaurant where you have spent an enjoyable (or unenjoyable!) evening. You are going to tell a partner about it. Choose from the list the things you want to talk about. Think about what you will say and what language you will need.

- |   |  |
|---|--|
| <input type="checkbox"/> Where was the restaurant?                | <input type="checkbox"/> Did you have to wait a long time for your food? |
| <input type="checkbox"/> What was it like?                        | <input type="checkbox"/> Was the waiter or waitress helpful?             |
| <input type="checkbox"/> Was it full or empty when you walked in? | <input type="checkbox"/> Did you have a dessert?                         |
| <input type="checkbox"/> And when you left?                       | <input type="checkbox"/> Did you enjoy your meal?                        |
| <input type="checkbox"/> What sort of people were eating there?   | <input type="checkbox"/> Were there any problems?                        |
| <input type="checkbox"/> Was it noisy or quiet?                   | <input type="checkbox"/> How long did you spend in the restaurant?       |
| <input type="checkbox"/> Who were you with?                       | <input type="checkbox"/> Was the meal expensive?                         |
| <input type="checkbox"/> What did you have to eat?                | <input type="checkbox"/> Who paid?                                       |
| <input type="checkbox"/> What did you have to drink?              | <input type="checkbox"/> Did you leave a tip?                            |

6 Tell your partner about the restaurant. Give as much detail as possible.



## What's for dinner?

- 1 Look at the photograph. How many items of food can you name?



- 2 Look at the following items of fresh food. Look up any words you don't know in your dictionary. Explain the use of the colours.

aubergines    bacon    beans    cauliflower    celery    cod    courgettes  
cucumbers    figs    garlic    grapefruit    hake    leeks    lettuces  
limes    lobster    melons    mushrooms    mussels    olives    onions  
oranges    peaches    peppers    plums    prawns    raspberries  
salmon    sardines    sausages    spinach    strawberries    tomatoes  
trout    tuna    turkey    veal

Underline the stressed syllable in each of the words with more than one syllable.

- 3 Ask questions to find out which type of food your partner prefers.
- 4 Work in small groups. Choose one of the following situations and design a suitable meal. The meal should consist of at least three courses.
- For a friend of yours and her new boyfriend. The boyfriend is vegetarian.
  - For a romantic evening.
  - For a hot summer's day.
  - For a friend who's on a diet.
  - For a child's sixth birthday party.

When you have finished, read out your menu to the rest of the class and ask them to guess which situation you chose.



## Incredible edibles

- 1 Here are some words to describe the taste or texture of things you eat:

crunchy   spicy   tasty   crisp   salty  
bland   sweet   bitter   chewy   greasy  
creamy


Use your dictionary if necessary and use the words in the box above to describe the taste or textures of the different kinds of food below.

raw carrots   salted peanuts  
plain white rice   creme caramel  
plain chocolate   seafood   milk chocolate  
cheap steak   curry   pizza   fresh bread  
apples   your mother's cooking  
English food   tinned anchovies  
strong coffee   fried eggs



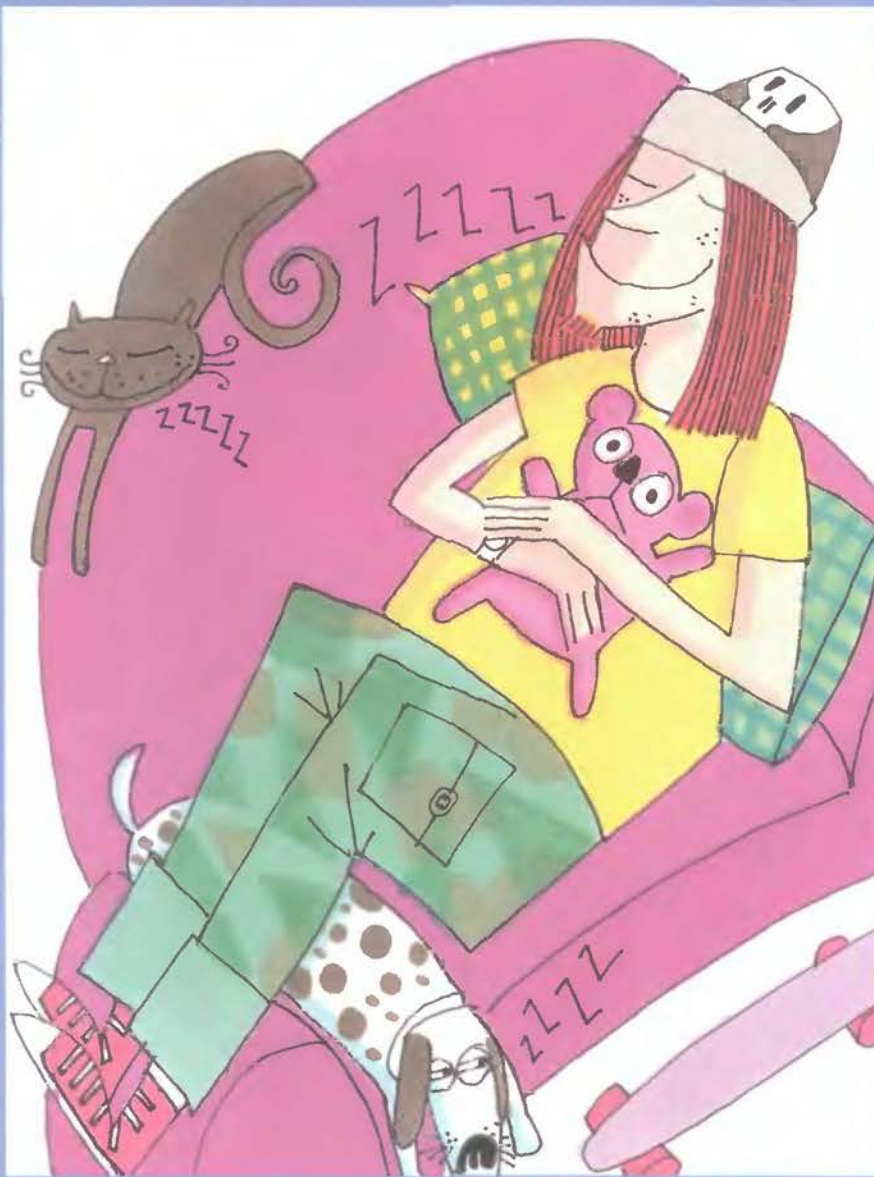
- 2 These are some of the more unusual things people eat around the world. What do you imagine they taste like?



- 3  44 Listen to an interview with somebody who has eaten lots of strange things around the world. Write down the words that are used to describe the taste of each dish.
- 4 Would you consider eating any of the dishes mentioned? What is the strangest thing you have ever eaten? Tell the rest of the class.

## Bedtime

- 1 A survey into people's sleep habits was carried out, based on the questions below. Answer the questions and then compare your answers with a partner.



- 1 On average, do you think you get enough sleep?
  - a Yes
  - b No
  - c Don't know
- 2 Do you need to be mentally alert in your work?
  - a Yes
  - b No
  - c Don't know
- 3 How many hours do you usually sleep on weeknights?
  - a Less than 5 hours
  - b 5 to 6 hours
  - c 6 to 7 hours
  - d 7 to 8 hours
  - e more than 8 hours
- 4 On average, how much sleep do you get on weekend nights?
  - a Less than 5 hours
  - b 5 to 6 hours
  - c 6 to 7 hours
  - d 7 to 8 hours
  - e more than 8 hours
- 5 When you're sleeping, what do you think your brain is doing?
  - a Resting
  - b Working
  - c Don't know

- 2 Find expressions in the sleep survey report on page 107 which match to the figures below.

For example:

33% – one in three

- a) 5–15% (line 14)
  - b) 33% (line 21)
  - c) 60–80% (line 27)
  - d) 51–60% (line 30)
  - e) 80–99% (lines 34 and 52)
  - f) 40–49% (line 46)
- 3 What facts do the figures relate to?



# SLEEP SURVEY REPORT

**A** ccording to recent medical research, sleeping more than nine hours or less than six hours a night can shorten your life expectancy. Those who are likely to live longest are people who regularly get between seven and eight hours a night. A new survey of 1,000 adults conducted by the Better Sleep Council (BSC) found that few people understand the important role sleep plays in normal daily brain functions and many people actually reduce their brain power by getting too little sleep. One in three adults admit that they do not get enough sleep, and lack of sleep is

leaving millions of people without the energy to work as hard as they should. Although a large number of people say that they need to be mentally alert in their work, over half of the people interviewed say that they sleep just under seven hours a night during the week. On the other hand, most of the people interviewed say that they sleep more than seven hours a night at the weekend. This suggests that a significant number of people try to catch up on their sleep at the weekend instead of getting enough sleep during the week, when they most need it. According to this survey, nearly half of the population

believe that the brain rests when the body sleeps. In fact, the opposite is true. Sleep allows the brain to go to work, filing and storing the day's events. 'Most people incorrectly think the brain is resting or recuperating during sleep. Actually, some parts of the brain are more active when you're asleep,' confirms Dr Mark Mahowald, director of the Minnesota Regional Sleep Disorders Center. 'Your brain is like a cluttered desktop at the end of the day. At night, when you're asleep and no more information can be put on the desk, or in your brain, your brain can then file away the information.' ●

## Report writing

- 1 Work with a partner. Write five questions to ask people about their sleep habits using the words and expressions in the box.

dream    have nightmares    talk in your sleep    snore    sleepwalk  
 sleep on your back, on your side or on your front    have a nap    alarm clock  
 feel sleepy    suffer from insomnia    yawn    fall asleep while travelling  
 fall asleep in front of the television    early bird    night owl    go without sleep  
 in a double bed    have a lie-in at the weekend

- 2 Now ask other students in the class all five questions and write down their answers.
- 3 Write sentences reporting the results of your survey. Use expressions from the language toolbox to help you.



## LANGUAGE TOOLBOX

According to recent medical research/a recent survey ...  
 A new survey of ... conducted by ... found ...  
 On the other hand ...  
 This suggests that a significant number ...  
 In fact ...  
 Actually ...

# Communication

1  45 Listen and complete these useful numbers and addresses.

- |                                       |                         |
|---------------------------------------|-------------------------|
| a) BBC website:                       | www. _____ uk           |
| b) CNN website:                       | _____ .cnn _____        |
| c) BBC World Service radio:           | _____ 20 7557 _____     |
| d) MTV website:                       | www _____               |
| e) Reuters sports results:            | _____ sports _____ .com |
| f) Yahoo travel:                      | _____ /recreation _____ |
| g) British Tourist Authority website: | www _____               |
| h) Heathrow flight enquiries:         | _____ 4321              |

Practise saying the numbers and addresses as fast as you can.

2 How many phone/fax numbers or e-mail/website addresses do you know by heart? Take a few moments to note some of them down. Think of your family, friends, work, etc.

Dictate some of these numbers or addresses to your partner. Then ask each other questions to find out as much as you can about them.

Whose ...? Who ...? What ...? Where ...? How often ...? When ... last ...?




'Hello... This is the police. If you are being attacked from behind by a mad axe-murderer, press "One"...'

## After the beep ...

1 Look at this photo of Richard. Imagine what he's like.

- |                  |              |
|------------------|--------------|
| • How old is he? | • interests? |
| • Is he married? | • friends?   |
| • girlfriend?    | • job?       |

2  46 Listen and note down the six messages on Richard's answering machine. What clues do you hear about his work, friends and lifestyle?





**Telephone language**

**1** Richard made two calls after picking up his messages. Read the conversations and complete them with the expressions in the box. One of the expressions in each set of three is wrong. Choose the most appropriate expression from the other two.

- a) Hello./Good morning./Speak!
- b) Is (...) there?/I'd like to speak to (...) please./Is there (...)?
- c) Are you (...)?/Is that (...)?/Who's calling, please?
- d) Hold on, please, I'll try to put you through./Hang on, I'll go and get her./One instant.
- e) I am (...)/It's me./This is (...) here.
- f) What are you up to later?/What do you do later?/Are you available later on today?
- g) I'll look forward to seeing you tomorrow./To tomorrow./See you tomorrow.

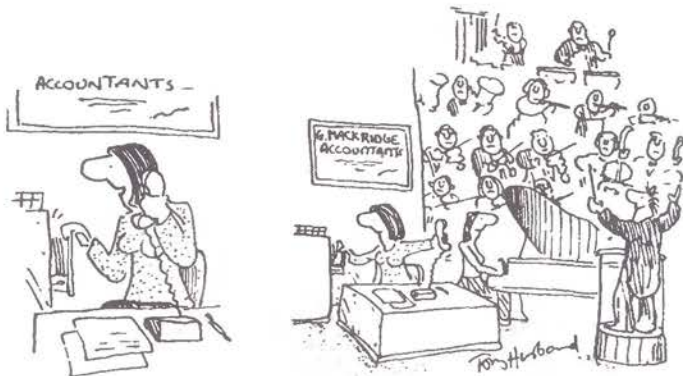
*Phone conversation 1*

Jane: a) Hello.  
 Richard: Oh, hi. b) \_\_\_\_\_  
 Jane: c) \_\_\_\_\_  
 Richard: Yes, hello, Jane. How are you?  
 Jane: Fine, thanks. d) \_\_\_\_\_  
 ...  
 Maggie: Hello.  
 Richard: Hi! e) \_\_\_\_\_  
 Maggie: You got my message then. I thought you'd forgotten about me.  
 Richard: Don't be silly. Of course I haven't forgotten you. I've just been a bit busy, that's all.  
 Maggie: Busy playing computer games, I suppose.  
 Richard: No, not all the time. Anyway, how are you?  
 Maggie: Not too bad. A bit tired. Too much work as usual. Which reminds me, have you heard anything from the travel agent's?  
 Richard: Oh, yes. They've got the tickets.  
 Maggie: Great! I really need this holiday.  
 Richard: Listen, I can't chat now, but f) \_\_\_\_\_  
 Maggie: I've got to work this evening, but I thought we could go to the cinema tomorrow.  
 Richard: OK, I'll come round at about seven.  
 Maggie: g) \_\_\_\_\_  
 Richard: Bye.


*Phone conversation 2*

Receptionist: a) Good morning. South-Western Bank. Can I help you?  
 Richard: Yes. b) \_\_\_\_\_  
 Receptionist: c) \_\_\_\_\_  
 Richard: My name's Richard Swainston.  
 Receptionist: OK, d) \_\_\_\_\_  
 ...  
 Oh, Mr Swainston, I'm afraid she's on the other line. Would you like to hold?  
 Richard: Yes, thank you.  
 ...  
 Alison: Alison Moore.  
 Richard: Oh, hello. e) \_\_\_\_\_  
 Alison: Oh, yes. Mr Swainston. Thank you for getting back to me so promptly. There seems to be a problem with your account.  
 Richard: Oh, dear. What sort of problem?  
 Alison: Well, you're over your overdraft limit by more than £200. You really need to come to the bank to discuss it. f) \_\_\_\_\_  
 Richard: I'm afraid I'm rather tied up today. Would tomorrow be convenient for you?  
 Alison: Yes, that's fine. Ten thirty?  
 Richard: Yes, ten thirty's fine for me.  
 Alison: Well, thank you for ringing. g) \_\_\_\_\_  
 Richard: Goodbye.

**2**  47 Listen to the telephone conversations and check.



'Just hang on a sec, please.'

- 3 Work with a partner. Refer to the answering machine messages on page 108. Write down and practise the following telephone conversations:
- Richard phones his friend Jeff and arranges to meet him this evening.
  - Richard phones Smiths Insurance and arranges a meeting with Ian Watson.
- 4  48 After his meeting with Alison Moore at the bank, Richard did what any independent young person would do. He phoned his mother. Listen to the conversation once and decide whether the following sentences are true or false:
- a) When Richard phones his mother, she tells him that she's feeling lonely because her husband's out playing golf.
  - b) Richard has had money problems before.
  - c) Mrs Swainston thinks that Richard is careful with his money.
  - d) Richard's sister had an expensive wedding.
  - e) Richard asks his mother to give him some money so that he can get married.
  - f) Mrs Swainston is unhappy with the way Richard manages his money.
  - g) Mrs Swainston agrees to lend him £300, but only if he promises to get married.
  - h) Richard often phones his mother just for a chat.
- 5 What does this phone call tell us about the relationship between Richard and his mother? Do you ever have similar conversations with your parents?

## Close up

### Real conditionals

- 1 Look at tapescript 48. Listen again and complete these sentences.

- a) Well, of course it is. What do you expect if \_\_\_\_\_.
- b) Look, Mum, if you can just help me out this time, \_\_\_\_\_.
- c) I'll do it this time, but this really is the last time.  
If you get yourself into trouble again \_\_\_\_\_.

- 2 Think of different ways Mrs Swainston might have completed this sentence:

Oh, Richard, have you got yourself into debt again? Because if you have,

- a) don't ...
- b) I'm not going to ...
- c) you can ...
- d) I won't ...
- e) ...

- 3 Here are some sentences said by a parent. Match clauses from Column A with clauses from Column B and add *if* to make realistic sentences.

For example:

*Take a front door key if you're going to stay out late.*

A

- a) take a front door key
- b) you're going to listen to that awful music
- c) you don't put your toys away
- d) you hurt yourself
- e) you'll be late for school
- f) you've finished your dinner
- g) you haven't finished your homework
- h) you're going to be silly
- i) I might buy you an ice-cream
- j) you're going to phone a friend

B


- 1 I'll give them all away
- 2 you can leave the table
- 3 you can't play computer games
- 4 you're going to stay out late
- 5 you're good
- 6 don't come crying to me
- 7 keep it short
- 8 shut your bedroom door
- 9 I'm not playing
- 10 you don't hurry up

What age (0-18) do you think the child would be for the parent to say these things?



'Bye, darling - don't forget to write - or phone us on: 01273 516819, or fax us on 01273 510044, or e-mail on: easycum@fnways.co.uk or visit our website on: www.fnways.co.uk...'



- 
- 4 Choose five of the sentences from 3 and change *if* to *unless*. What other changes do you have to make?
- 5 Are you superstitious? Explain any superstitions that exist in your country.  
For example:  
*If you touch wood it protects you against bad luck.*
- 6 Look at the following English sayings. Work in groups and decide what you think they mean. Write sentences explaining the sayings using *if*. Do you have an equivalent saying in your language?
- |   |  |
|---|--|
| a) Easy come, easy go.                      | f) Many hands make light work.           |
| b) You snooze, you lose.                    | g) An apple a day keeps the doctor away. |
| c) No pain, no gain.                        | h) Strike while the iron is hot.         |
| d) It's no use crying over spilt milk.      | i) Too many cooks spoil the broth.       |
| e) When the cat's away, the mice will play. | j) Absence makes the heart grow fonder.  |

## Language reference: real conditionals

Real conditionals talk about real or possible situations, usually in the present or the future. They generally have two clauses: an *if* clause and a *main* clause.

*If you're going to stay out late,* take a front door key.  
*If you don't put your toys away,* I'll give them all away.

### The 'if' clause

In most real conditionals, you use the present in the *if* clause, even when you are talking about the future.

#### Present simple

*If you arrive early, wait for me in the station café.*

#### Present continuous

*If you're going to Greece for your holidays, I can recommend a great hotel.*

#### Present perfect

*If you haven't finished by ten, you'll miss the post.*

You don't always have to use the present simple, continuous or perfect. Look at the first example in this Language reference section. It uses *going to*.

You can also use *can* and *can't*:

*If you can't finish the exercise, ask the teacher for help.*

Occasionally you can use the past tense, but only when you are talking about something you know or you believe really happened:  
*If it rained, we went to school by bus.*  
*If you didn't call me, who did?*

There are alternatives to *if*. *Unless* is the most important one. It means *if + not*.

There is no important difference between *Unless you agree ...* and *If you don't agree ...*

### The main clause

In the main clause, the most common structure is the present simple. Some modal auxiliaries (especially *will*, *can*, *must* and *may*) are also common, and so is the imperative.

*If he finds out the truth, ...*

- ... *it's all over for me and you.*
- ... *we'll be in big trouble.*
- ... *you can forget about our holiday in Jamaica.*
- ... *deny everything!*

The *if* clause and the main clause can often go in either order.

*If I feel like going out, I'll give you a call.*

*I'll give you a call if I feel like going out.*

Use a comma after the *if* clause in the first type of sentence.

You will find information about unreal conditionals in units 14 and 15.

If you have studied the 'first conditional' (*if + present simple + will*) or the zero conditional (*if + present simple + present simple*), you already know a lot about this type of sentence. The first and zero conditionals are common examples of real conditionals.

## Stereotypes

1 A **stereotype** is a fixed general image or set of characteristics that a lot of people believe represent a particular type of person or thing.

*Accents can reinforce a negative stereotype.*

2 If someone is **stereotyped** as something, people form a fixed general idea or image of them, so that it is assumed that they will behave in a particular way. *You are likely to find many people who have stereotyped ideas about women.*

(Collins Cobuild English Dictionary)

1 According to an article in the *Daily Mail*, these are some of the things you'll never hear men say:

- Let's ask that woman for directions.
- Hi, Mum, I just rang for a chat.
- Where's the toilet cleaner?

And these are some of the things you'll never hear women say:

- Would you please stop sending me flowers? It's embarrassing.
- Do you think I'd look better if I put on a few kilos?
- I've just killed that enormous spider in the bath.

Do you agree?

2 Which category do you think the *Daily Mail* put the following statements in?

<p>a) Of course I'd love to have dinner with your sister. The only thing on telly tonight is football.</p> <p>b) Shall I check the tyre pressures when I go to the petrol station?</p> <p>c) Let's switch off the TV, I want to talk about our relationship.</p> <p>d) Thanks so much for ironing my shirt.</p> <p>e) Don't worry, I'll clean that up.</p> <p>f) Do you think my bottom looks fat in these trousers?</p> <p>g) I saw this gorgeous suit in that new shop in town. The jacket's a great shape and it wasn't expensive.</p> <p>h) You drive, darling, you're so much better than me.</p> <p>i) Look, I'm sick of talking about our relationship, OK?</p> <p>j) But I just don't need another pair of shoes.</p>	<p>Answers according to the <i>Daily Mail</i>:</p> <p>Things you'll never hear a man say: a, c, e, f, g, h</p> <p>Things you'll never hear a woman say: b, d, i, j</p>
---	--

3 What kinds of stereotypes of men and women could you make from the comments in 1 and 2? If you are a woman, complete the sentences in Column A. If you are a man, complete the sentences in Column B.

A

- Men are ...  
Men like ...  
Men never ...  
Men are good at ...  
Men aren't very good at ...  
The best thing about being a man is ...  
The worst thing about being a man is ...

B

- Women are ...  
Woman like ...  
Women never ...  
Women are good at ...  
Women aren't very good at ...  
The best thing about being a woman is ...  
The worst thing about being a woman is ...

Compare your sentences.

4 Complete these expressions using one verb for all the expressions in Column A and one verb for all the expressions in Column B.

A

- ... the shopping  
... the cooking  
... the washing-up  
... the odd jobs around the house  
... most of the driving  
... the washing  
... the ironing  
... the family accounts  
... the cleaning  
... the vacuuming

B

- ... the beds  
... dinner when there are guests  
... the important decisions  
... an effort to keep in touch with family and friends  
... arrangements for baby-sitters  
... family appointments to see doctors, dentists or teachers  
... the biggest mess in the kitchen  
... the most noise  
... their mind up quickest  
... the longest phone calls





5 Think about your own family. Who makes/does the things in 4?

For example:

*My mother does the shopping and cooking, but we take it in turns to do the washing-up.  
We make all the important decisions together.*

6 Discuss the following questions:

- What things have changed in your lifetime for the family?/ for women?/ for men?
- Do you think women should have the same rights as men?
- Do you think women have the same rights as men in your country?
- Do you think women are in a better position now than women of your grandmother's generation were?
- Do you think women are happier now than women of your grandmother's generation were?

**ASPIRATION AND REALITY – % of women who think they:**

country	should have all the same rights as men	do have the same rights as men	are in a better position than grandmother's generation	are happier than grandmother's generation
Australia	77	25	95	38
Belgium	70	12	90	41
Britain	73	9	93	42
Canada	70	8	93	33
Germany	70	7	94	29
Japan	21	0	96	82
Mexico*	81	18	69	53
Netherlands	80	20	92	25
South Africa*	63	23	77	54
Switzerland	39	14	92	27
United States	62	8	93	28

Source Angus Reid/The Economist poll

\*Urban sample only

Compare your answers with the results of the poll carried out by *The Economist*, based on interviews with more than 3,000 women.

## What do men & women really think?

- 1 Work with a partner of the opposite sex if possible. Answer the questionnaire for yourself and then guess the answers for your partner.

### survey

One thousand men and women between the ages of 18 and 35 were interviewed for a survey to find out the differences between what British men and women really think. This is the survey.

- 1 After a first date, how soon would you want him or her to telephone you?
  - a) The next day.
  - b) Within three days.
  - c) Within a fortnight.
  - d) Any time.
- 2 When you say 'I'll call you,' do you mean:
  - a) I'll phone you tomorrow?
  - b) I'll contact you when I feel like seeing you again?
  - c) Don't call me?
- 3 If they didn't arrive on time for a first date, how long would you wait?
  - a) Five minutes.
  - b) Fifteen minutes.
  - c) Half an hour.
  - d) No limit.
- 4 Do you think it's OK for men to:
  - a) use beauty products?
  - b) still live at home when they are over 30?
  - c) stay at home and look after the children while their partner goes out to work?
- 5 How would you feel if your partner forgot your birthday?
  - a) Upset.
  - b) Angry.
  - c) You don't care – it's only a birthday.
- 6 Which of the following items would you like to receive as a present?
  - a) Flowers.
  - b) Computer games.
  - c) Clothes.
  - d) A mobile phone.
- 7 Which of the following statements do you agree with?
  - a) Men should hold doors open for women.
  - b) Men and women are equal, so it's insulting to women if men hold doors open for them.
  - c) Men and women are equal, but women still like having doors held open for them.
- 8 Have you ever done any of the following to attract a member of the opposite sex?
  - a) Bought new clothes.
  - b) Changed your hair.
  - c) Dieted.
  - d) Lied about your age.
- 9 Should the wives/husbands of public figures stand by their partner?
  - a) Yes.
  - b) No.
- 10 Do you think marriage is the ideal romantic relationship?
  - a) Yes.
  - b) No.

Adapted from 'Today's Woman Laid Bare,' *Esquire*, June 1995



- 2 Here is a summary of some of the more interesting findings to come out of the survey. Complete the gaps with 'men' or 'women' as you think appropriate.

## survey HIGHLIGHTS

**ON PHONING** The majority of both men and women want to be phoned within three days. However, 35% of (1) \_\_\_\_\_ said they would expect to be phoned the next day, while only 19% of (2) \_\_\_\_\_ gave this answer.

**ON DATES** On average, (3) \_\_\_\_\_ are prepared to wait for their date longer than (4) \_\_\_\_\_. Eighteen per cent of (5) \_\_\_\_\_ said that they would only wait for five minutes, whereas 67% of (6) \_\_\_\_\_ would be prepared to wait half an hour or more.

**ON CHILDCARE** (7) \_\_\_\_\_ are far more in favour of men staying at home to look after the children than (8) \_\_\_\_\_. While 65% of (9) \_\_\_\_\_ said it was fine, only 30% of (10) \_\_\_\_\_ agreed. The majority of (11) \_\_\_\_\_ do not feel that it is appropriate for the man to stay at home with the children.

**ON BIRTHDAYS** The results of the survey suggest that (12) \_\_\_\_\_ attach greater importance to birthdays than (13) \_\_\_\_\_. 29% said they would be angry and upset if their partner forgot their birthday.

**ON ATTRACTION** Three out of four (14) \_\_\_\_\_ have bought new clothes to attract a member of the opposite sex compared with only one in five (15) \_\_\_\_\_. Similarly, while just under half of the (16) \_\_\_\_\_ interviewed have changed their hair or dieted, only one in ten (17) \_\_\_\_\_ admitted to doing the same. However, a significant number of both men and women admitted lying about their age, with the important difference that (18) \_\_\_\_\_ tended to say they were older while (19) \_\_\_\_\_ were more likely to knock a few years off their age.

**ON MARRIAGE** The results of the survey show that (20) \_\_\_\_\_ are more in favour of marriage than (21) \_\_\_\_\_. Sixty-one per cent of (22) \_\_\_\_\_ didn't think much of this institution whereas four out of five (23) \_\_\_\_\_ interviewed gave a resounding thumbs-up to marriage as the ideal romantic relationship.

ANSWERS ON PAGE 141.

- 3 Would the results of the survey have been different in your country?

### Report writing

Work in groups and complete the following tasks:

- 1 Write a multiple choice questionnaire to find out about people's attitudes to one of the following:
  - mobile phones
  - computers
  - housework
  - marriage
- 2 Do the questionnaire in class and collate the results.
- 3 Write a report to summarise your findings. Use expressions from the survey highlights above.

- 1 Match the verbs below to the noun phrases from the box to describe the sort of things people do before they leave the house in the morning.

have get make do read put

a shower coffee my homework the radio on the mail dressed  
breakfast my make-up on the children ready the washing-up the bed  
the TV on the paper a cup of tea



- 2 Think about your own morning routine from the moment you get out of bed to the moment you leave the house.

- What do you do? What order do you do things in?
- How long does each activity usually take you?

Compare routines with a partner. What are the differences?

- 3 Read through these two morning routines. Choose the most appropriate verb.

#### PERSON 1

My alarm goes off early and it takes me ten minutes to eat my breakfast, drink two cups of coffee, have a shower, pack my bag and read the post and thirty minutes to (1) **get dressed/wear**. I start thinking about what I'm going to (2) **get dressed/wear** while I have my breakfast. After a shower, I (3) **put on/wear** my underwear and then I look in my wardrobe and choose a pair of trousers. If they still (4) **fit/look** me I put them on. If they feel a bit tight around the waist I (5) **try them on/take them off** and spend a few minutes feeling guilty about all those chocolates I had last night. Then, I choose a looser pair of trousers and think about a top that (6) **goes with/fits** it. I usually (7) **have on/try on** two or three tops before I find one that (8) **looks/wears** right and (9) **feels/fits** comfortable. Finding a pair of socks usually takes about five minutes – I can find two dozen odd pairs, but none that (10) **look/match**. By now, I'm late.

#### PERSON 2

I get up as late as I possibly can and jump in and out of the shower. I (1) **put on/fit** the trousers (2) **had on/got dressed** yesterday and take a shirt out of the wardrobe – it doesn't matter which one as long as it's ironed. I find the jacket that (3) **fits/goes with** the trousers, look down and check that my socks (4) **match/feel** and that's it. Nearly all my clothes are either green or brown because I've been told that they are the only colours that (5) **suit/match** me. So I never really have to worry about what I (6) **look like/go with**. The important thing is to make sure I have enough time to enjoy my favourite drink of the day: that first cup of coffee ...

Do you think these are descriptions of a man or a woman? Do the descriptions fit anybody you know?

- 4 On a piece of paper write a short account of how you get ready in the morning. Don't write your name on it. When you've finished, fold the piece of paper and give it to your teacher. Then take another student's piece of paper and guess who it belongs to.
- 5 Work with a partner. Describe how you would get ready for some of the following:

- a job interview
- a wedding
- a first date
- a long flight
- an evening at the theatre
- a day on the beach
- Saturday night out with your friends
- a Sunday afternoon stroll around town






## Suits you

1 Which of the sentences below describes your style best? Compare with a partner.

- Comfortable. I like baggy trousers, loose-fitting tops and trainers.
- Up-to-date but original.
- I have to be smart for work, but I wear casual clothes at the weekend.
- I've been wearing the same clothes for ten years. I have no idea what's in fashion and I don't care.
- The only way I could possibly describe my style is scruffy. I wear jeans, sweatshirts and trainers, and I never manage to look neat and tidy.
- My style would be different if I had more money. I'd buy designer labels, especially Gucci and Versace. I love dressing up in glamorous outfits.
- Something else:

2  49 You are going to listen to some people talking about their favourite clothes. Number the pictures below in the order in which you hear about them. Not all of the clothes are mentioned.



3 Which of the items do you think is the ugliest? Which ones do you like?

## Close up

### Adjective order

- 1 Put these words in the correct order to describe clothes.

For example:

a polo-neck sweater white – *a white polo-neck sweater*

- a) T-shirt an short-sleeved old      d) sweater a v-neck striped  
 b) green a cardigan plain            e) silk flowery waistcoat a  
 c) beautiful scarf a cashmere

Make five new combinations of adjectives and nouns.

Language Reference p119

- 2 a) Put the adjectives in the box into these five categories: age; material; pattern; opinion; style.

old    stripy    beautiful    wool    leather    second-hand    horrible    check  
 short-sleeved    new    full-length    fabulous    plain    Armani    silk

- b) In most languages, when we use two or three adjectives to describe a noun there are rules about the order of the adjectives.

Put the categories in the correct order for English. Is it the same in your language?

- 3 Write down different combinations of clothing under the following headings:  
 I've got this in my wardrobe; I wouldn't be seen dead in this.

For example:

*I've got this in my wardrobe:*

*baggy black cord trousers*

*a check suit*

*I wouldn't be seen dead in this!*

*a second-hand nylon shirt*

*green leather trousers*

Work with a partner. Take turns to read out one of your items, but don't say which heading you wrote it under. Your partner has to guess which heading each item belongs to.

- Anecdote** 4 Think of a favourite item of clothes or accessory which you have bought. You are going to tell your partner about it. Choose from the list the things you want to talk about. Think about what you will say and the language you will need.

- What is it?
- What does it look like?
- What does it feel like?
- How long have you had it?
- Which shop did you buy it in?
- Who was with you when you bought it?
- Was it very expensive?
- Do you think it was worth the money?
- How often do you wear/use it?
- Do you have any special memories associated with it?
- Have you ever lent it to someone?
- How would you feel if you lost it?
- What do you like best about it?

- 5 Tell your partner about the item of clothing or accessory.





**Idioms** 1 Write down the names of some clothes that have:

- a) zips
- b) buttons
- c) hems
- d) turn-ups
- e) buckles
- f) sleeves
- g) heels

For example:

cuffs – shirt, jacket, coat, sweater

2 Test your idioms. Choose the correct word in the expressions below and say what you think the expressions mean.

- a) Don't get shirty **with/into/across** me, I was only trying to help.
- b) I'm sorry, I didn't mean to offend you. It was just an **up/off/around** the cuff remark.
- c) If you want to pass that exam, you'll have to buckle **over/down/round** to work very soon.
- d) It's so obvious when Claire's in love – she wears her heart **under/by/on** her sleeve.
- e) We're saving up to go on holiday so we'll have to **tighten/loosen/forget** our belts for a while.
- f) I haven't seen Bill around for a while – do you think he's been **wearing/given/missing** the boot?
- g) Sorry I'm late. Mike **collared/belted/zipped** me after work and I couldn't get away.
- h) I'm afraid I've run out of ideas – let's ask John. He's usually got something **beside/between/up** his sleeve.

3 Match the expressions in 2 to these definitions:

- 1 to behave in a way that makes your feelings obvious
- 2 to spend less money
- 3 to stop somebody and make them listen to you
- 4 to have an idea or a plan
- 5 to say something without thinking about it first
- 6 to get rid of somebody
- 7 to start working seriously
- 8 to behave in a bad-tempered and rude way

4 Think of something that happened to you recently. Use one of the expressions in 2 and tell your partner about it.



### Language reference: adjective order

In most languages, when you use two or three adjectives to describe a noun, there are rules about the order of the adjectives. In English this is the order:

ADJECTIVES						NOUN				
Opinion	→	Age	→	Pattern & colour	→		Material	→	Style	→
horrible, fabulous, beautiful,		second-hand, old, new,		stripy, leopard-print, blue,		cotton, fake fur, silk,		short-sleeved, full-length, Armani,		shirt. coat. suit.



## First impressions

1 Match words from Column A and Column B according to the underlined sounds.

- | A                            | B                                   |
|------------------------------|-------------------------------------|
| a) overweight                | 1 a <u>pi</u> erced nose            |
| b) <u>br</u> oad shoulders   | 2 <u>sm</u> art                     |
| c) a <u>be</u> ard           | 3 a <u>thi</u> ck neck              |
| d) <u>st</u> ubble           | 4 <u>eyeb</u> rows                  |
| e) a <u>sc</u> ar            | 5 a <u>rel</u> axed style           |
| f) <u>bag</u> gy trousers    | 6 <u>ba</u> ld                      |
| g) <u>slim</u> <u>bu</u> ild | 7 <u>scr</u> uffy                   |
| h) <u>s</u> uit              | 8 a <u>sh</u> aved head             |
| i) a wide <u>mo</u> uth      | 9 <u>hi</u> gh-heeled <u>bo</u> ots |

2 Which of these adjectives can you use with *hair*, *eyes* or *skin*?

blue deep-set brown clear fair pale dark tanned

3 Work with a partner. Use the words in 1 and 2 to describe the people below.





- 4 If you met the people in the photo in 3 for the first time, what would be the first thing you would notice about each of them?
- 5 Can you tell anything about a person from a first impression? Are your first impressions usually right?
- 6 Read the description below and match it to one of the people in 3.

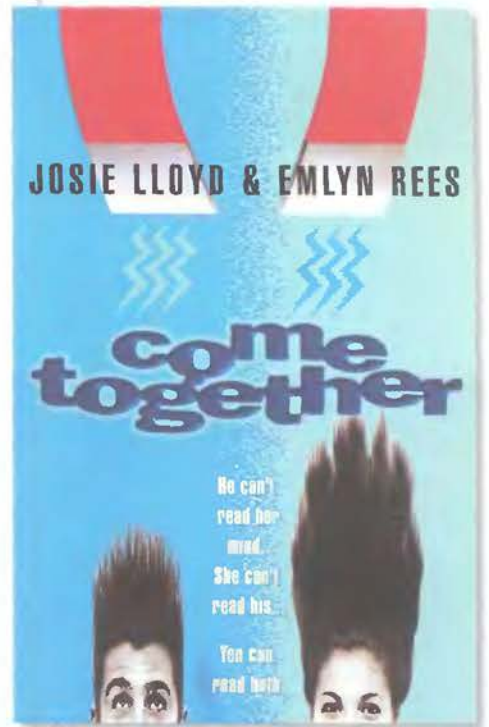
Say you're a girl. Say you're a girl and you're at a party, or in a pub, or in a club. Say you're a girl and you're at a party, or in a pub, or in a club, and I come up to you.

5 Say you've never set eyes on me before.

Some things you'll know immediately. You'll see that I'm just under six feet tall and of average build. If we shake hands, you'll notice that my grip is strong and my fingernails clean. You'll see that I have brown eyes which  
10 match my brown hair. And you'll see that I have a scar across the centre of my left eyebrow. You'll guess that I'm somewhere between twenty-five and thirty years old.

You'll ask me what I do for a living and I'll tell you that I'm an artist, which is true, and that I make a living  
15 from it, which isn't. I won't tell you that I work in a small art gallery in Mayfair three days a week to make ends meet. You'll look at my clothes, which will probably be my friend's clothes, and wrongly assume that I'm rich. As I won't mention a girlfriend, you'll probably assume  
20 correctly that I'm single. I won't ask you if you have a boyfriend, but I will check your finger to see if you're engaged or married.

From *Come Together* by Josie Lloyd and Emlyn Rees



#### Come Together

*Come Together* was written by a couple. Each of them wrote alternate chapters of the book. It tells the story of the same relationship from the point of view of the man and the woman.

- 7 Complete the description below for one of the other people in 3.

Say we meet at a party, and we've never met before, you'll see that I'm \_\_\_\_\_ tall and of \_\_\_\_\_ build. You'll see that I've got \_\_\_\_\_ hair and \_\_\_\_\_ eyes. You'll guess that I'm somewhere between \_\_\_\_\_ and \_\_\_\_\_ years old.

You'll look at my clothes and assume that my style is \_\_\_\_\_. If we speak, I'll tell you that I \_\_\_\_\_, which is true, and that I \_\_\_\_\_, which isn't.

- 8 Read your description out to a partner and ask them to guess which person you've described.
- 9 Write a description of yourself or another student in the class.

## Ugly

### Jon Bon Jovi

Jon Bon Jovi was born John Francis Bongiovi Jr. on 2nd March, 1962. His first band was Atlantic City Expressway. He made his breakthrough with the song 'Runaway'.

1  50 Listen to the song.

- a) Is it a romantic song?                      c) What does he think of her?  
b) Who is the singer talking to?            d) What does she think of herself?

2 Look at the lyrics of the first two verses of the song. The lines have been cut in half. In Column A the lines are in the correct order but in Column B they are mixed up. Listen again and match the two halves of each line.

A  
If you're ugly,  
In your eyes  
If you could see yourself  
You'd wish you were  
And I wish I was  
So I could take your picture  
Put it in a frame  
How beautiful

B  
you really are to me  
a camera sometimes  
as beautiful as you  
for you to see  
I'm ugly too!  
with my mind  
like others do  
the sky's a different blue



## Close up

- I wish**
- Look at the lyrics in 2. What tense is used after *I wish*?
  - Make *I wish* sentences for the following situations.  
For example:  
I'm poor. → *I wish I had more money.*
    - I live in a tiny house in the suburbs.
    - I've got a boring job.
    - My car's 15 years old.
    - My wife doesn't understand me.
    - My children never listen to a word I say.
    - I never have time to do the things I like.
    - I hardly ever see my friends.
  - What wishes do you have about your own life? Write down a few and then tell your partner about them.

I wish I was/were ...  
wasn't/weren't so ...  
had .../didn't have ...  
lived ...  
could ...





## Interview with Jon Bon Jovi

- 1 What do you know about Jon Bon Jovi?
- 2 In the interview below, he answers some of the following questions:
  - a) If you could be anywhere in the world right now, where would you like to be?
  - b) What do you do in your spare time?
  - c) Who would you most like to have lunch with?
  - d) What makes you angry?
  - e) What would surprise people most about you?
  - f) If your best friend was about to marry someone you thought was totally unsuitable, would you give an honest opinion?
  - g) What scares you?
  - h) If an old flame invited you to dinner, would you go?
  - i) If you could change anything, what would it be?
  - j) What's the best thing about your work?

Match a question to each of his answers.

# Q&A WITH JON BON JOVI

1  ?

My mother. At the peak of Bon Jovi's early success, the group went through a period of real extravagance. We hired private planes, chartered the biggest yachts in the world, took all our friends on holiday to exotic islands, bought each other Ferraris and gave our parents expensive presents. But Mum would always much rather I went round for Sunday lunch instead of buying her another gift.

2  ?

Being a rock 'n' roll star is not as romantic as people think. It's actually a very strenuous job – especially when you're on the road 240 days a year. Songwriting, creating something that you can have for ever, is what gives me the greatest thrill.

3  ?

People who come to interview me and only want to talk about my hairstyle.

4  ?

I'd spend more time with my wife, Dorothea, and my kids, Stephanie and James. I take them with me whenever possible. They all came to live with me in London for three months while I was filming the thriller *The Leading Man*, but I still don't see enough of them.

5  ?

I used to worry about living up to the success of the last record, especially after *Slippery When Wet* sold 14 million copies. But these days, I'm much more relaxed and personal artistic satisfaction means more than commercial success.

6  ?

That I'm not out on the town every night. When I was in London filming, I would drive to work at 6 am and see people coming out of the clubs and feel thankful that I'd had a good night's sleep. I'm all for going out on a bender now and again, but you can't do it every night.




(Adapted from Candice, October 1997)

- 3 Work in small groups and discuss your own answers to the questions in 2 above.

## Close up

### Unreal conditionals

- Look at the interview with Jon Bon Jovi again. Which tense does the interviewer use after the word *if*? Why?
-  51 Listen and read the dialogues below. What is the relationship between the people in each dialogue?

**A** Anna: If you're looking for a new skirt, there's a sale on at DKNY.  
Dan: Is there? Well, come on. If we don't leave now, the shops'll be closed when we get there.

**B** Mark: If I pass the exam, can I have a new pair of Doc Martens? And a CD? And ...  
Laura: If you spent less time thinking about clothes and music and more time on your schoolwork, I'd be a lot happier.

**C** Paul: This is really nice. If I had the money, I'd always wear Hugo Boss suits.  
Chris: If you like it, why don't you buy it? You look great in it.

**D** Mel: Right. Who's been wearing my Calvin Klein jacket?  
Julia: Well, don't look at me.  
Mel: Well, if it wasn't you, who was it?  
Julia: Well, I don't know. Anyway, what do you expect if you leave your things all around the house?  
Mel: That's neither here nor there. If you're going to borrow things, you should ask. Look at this stain.





- Underline the *conditional* sentences.

Language Reference p125

- Work with a partner. Discuss these questions with reference to the examples in the conversations.
  - How many clauses are there in each conditional sentence in the conversations?
  - In each case, is the speaker talking about a situation which they see as *real* or *unreal*?
  - What verb tenses are used in the *if* clauses? What happens to the verb tense in the *if* clause in the *unreal* conditionals?
  - How is this similar to *I wish* (page 122)?
  - What happens in the main clause in the unreal conditionals?
- Write at least five sentences about yourself and talk about them with a partner.
  - If I had more money/time ...
  - If I could speak English/Chinese ...
  - If I were younger/older ...
  - If I could sing/dance/play a musical instrument/drive ...
  - If ...



'If I was married to you, I'd divorce you!'



## Language reference: I wish & unreal conditionals

### I wish

*I wish* is one of the ways of talking about *unreal* situations. After *I wish* the tense backshifts.

#### FACT

*I'm a teacher*

*I live in New York*

*I'm studying English*

#### WISH

*but I wish I wasn't/weren't a teacher. I wish I was/were a doctor.\**

*but I wish I didn't live in New York. I wish I lived in Paris.*

*but I wish I wasn't studying English. I wish I was/were studying Chinese.*

\* *were* is often used instead of *was* to make the sentence more formal.

### Unreal conditionals

*If* for unreal conditionals follows the same rule as *I wish*.

*If I was/were a doctor ...*

*If I lived in Paris ...*

*If I was/were studying Chinese ...*

In the second clause of the sentence you generally use *would*. You can also use *might* or *maybe* + *would* for possible results.

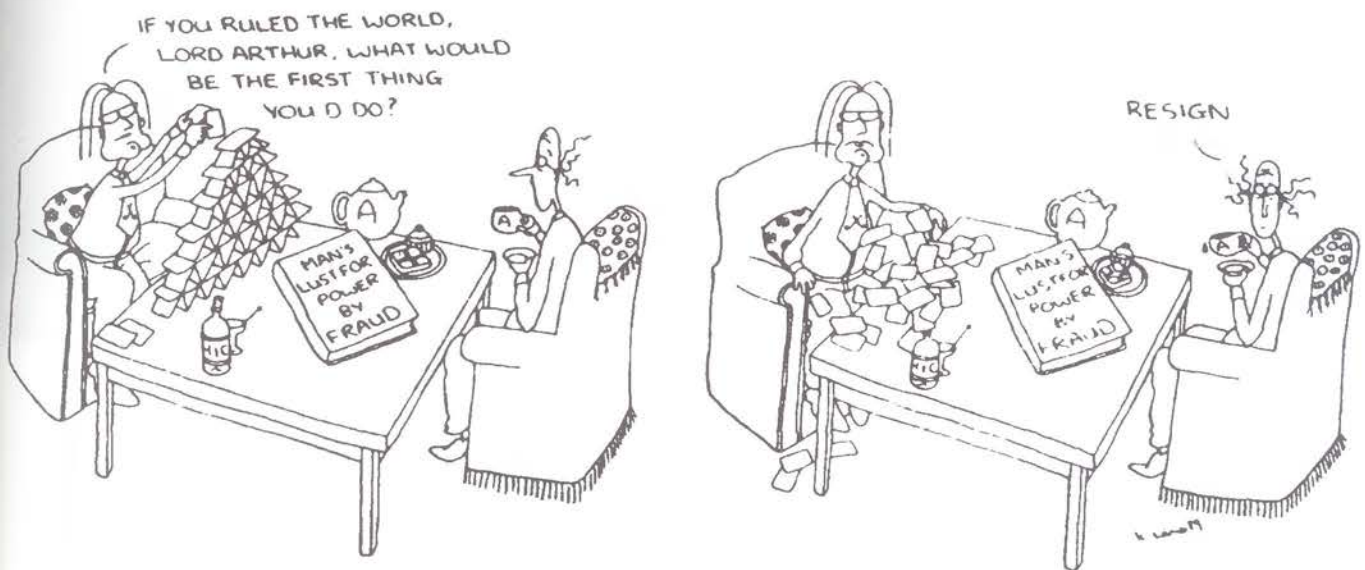
*If I was a doctor I'd be able to help people more, and I'd make more money.*

*If I lived in Paris, I'd visit the Louvre every day and I'd have croissants and coffee for breakfast in a pavement café.*

*If I was studying Chinese I'd have fewer problems with grammar. And I might be able to study in China for a year.*

There is more information about *I wish* and conditionals in units 13 and 15 and about *would* in unit 11.

If you have studied the 'second conditional' (*if* + past simple + *would* + verb), you already know a lot about this type of sentence.



if

If I had my life to live over,  
I'd try to make more mistakes next time.

I would relax.

I would be sillier than I have been this trip.

I know of very few things I would take seriously.

I would take more chances.

I would take more trips.

I would climb more mountains, swim more rivers and watch more sunsets.

I would eat more ice cream and less beans.

I would have more actual troubles and fewer imaginary ones.

You see, I am one of those people who live prophylactically and sanely and sensibly, hour after hour, day after day.

Oh, I have had my moments and, if I had to do it over again, I'd have more of them.

In fact, I'd try to have nothing else. Just moments, one after another.

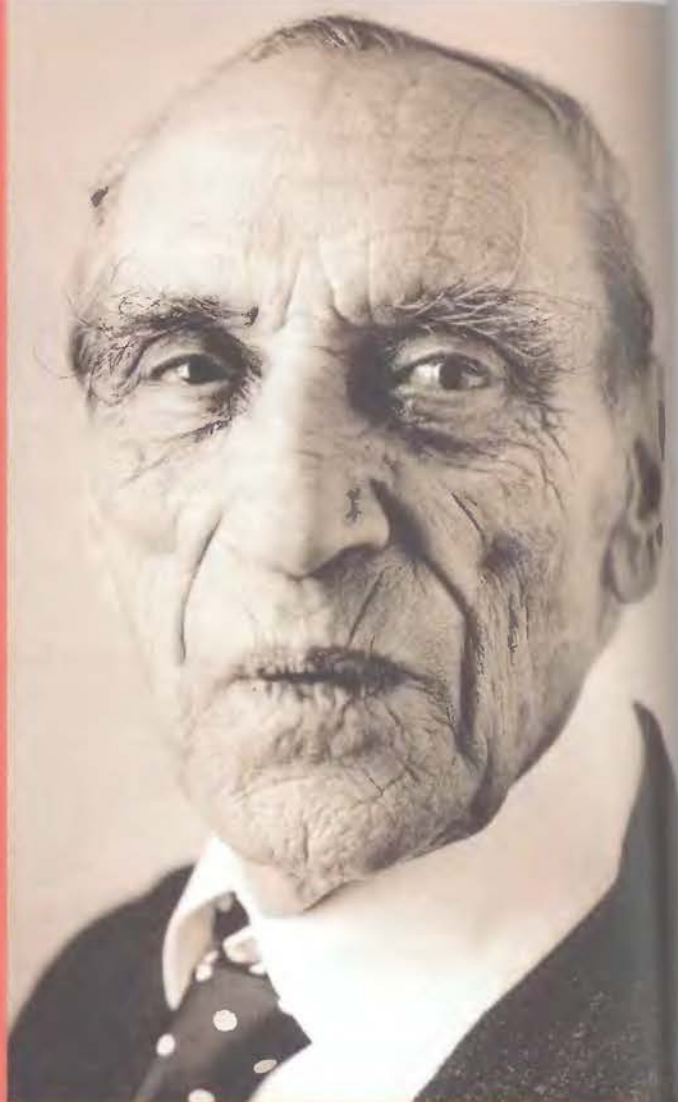
If I had my life to live over,

I would start bare-footed earlier in the spring and stay that way later in the fall.

I would play hooky more.

I would ride on more merry-go-rounds.

I'd pick more daisies.



CALL 0345 883 1340 TODAY. ALTERNATIVELY, YOU COULD WAIT UNTIL TOMORROW

**prophylactically**

(line 15): very carefully

**sanely** (line 15): in a normal or reasonable way

**bare-footed** (line 22): without shoes

**fall** (US) (line 23): autumn

**play hooky** (US) (line 24): stay away from school without permission

**daisy** (line 26): small white wild flower

**1** Work in groups. Invent an identity for the man in the advertisement.

- What's his name?
- How old is he?
- Where does he live?
- What's his family background?
- What has he done in his life?
- Is he happy?

Work with students from other groups. Compare descriptions.

**2** Read the poem and decide whether it fits the character you have invented. How does the man in the poem feel about his life?

**3** Why did Harley Davidson choose this poem to advertise their bikes? What kind of person is the advertisement aimed at?



## Wishes

- 1 The poem you have just read is about an old man looking back over his life. Think about your future. Make a list of five or more things you'd like to do in the future and why you can't do them now.

For example:

What I'd like ...

Why it's impossible ...

I'd like to buy a new leather jacket ...

but I can't find one I like.

I'd like to travel round the world ...

but I've got to finish my studies.

- 2 Rewrite your list using conditional sentences.

For example:

If I could find a jacket I liked, I'd buy it.

If I didn't have to finish my studies, I'd travel round the world.

- 3 Work with a partner. Compare your sentences.

- 4 Look back at the poem. Complete these sentences for the man. Use the words in the box.

sensible seriously adventurous anxious fun risks enjoy

- I wish I'd been more ...
- I wish I'd been less ...
- I wish I'd taken more ...
- If only I'd had more ...
- I wish I hadn't been so ...
- I wish I hadn't taken life so ...
- If only I'd done more of the things I ...

## Close up

### I wish & if only

- 1 Work with a partner. Look at the sentences in 4 above.

- What verb form follows *I wish ...* and *If only ...* in these particular sentences?
- Are the sentences about situations in the past, the present or the future?
- Are they about things that really happened?
- Look at the sentences below and find the verbs.

*Facts*

I studied maths, literature and business studies at school.

Now I'm studying economics in Oxford.

Sadly, it's all over with Gina.

She went back to Rome last week.

*Wishes*

I wish I'd studied Italian. If only I'd known what was going to happen.

I wish I was studying Italian literature.

I wish I lived in Rome.

If only she hadn't finished with me.

I wish I'd gone with her.

What happens to the verbs when you change from a fact to a wish?



- 2 The people in these pictures regret decisions they have made or things they have done. What do you think they regret? Write sentences beginning *I wish ...* or *If only ...* for each picture.



- 3 Write at least two wishes for the people in these situations.

- I have to play tennis with Jack on Saturday. The thing is, not only is he dreadful at tennis, he's also a pain in the neck. And now Nico has asked me if I want to play with him. *I wish ...*
- I went to see *The Texas Chain Saw Massacre* with Carmen last week, and she's had nightmares about it all week. *I wish ...*
- Ten years ago, when I was 16, I left school and went to work in my dad's business. Now the business has gone bankrupt and I'm out of work. *If only ...*
- I started smoking when I was a teenager. I'm on two packs a day now and I'm desperate to stop, but I just can't manage it. *If only ...*
- We got married when we were both 18. We were in love and we thought it would last for ever. But as we've got older we've drifted apart and now we fight all the time. *I wish ...*

- 4 Have you made any bad decisions in your life so far? Tell your partner about them.

### Language reference: I wish & if only

*Wish* and *if only* are two ways of talking about *unreal* situations. You can use them to express regrets about the present or past.

In *unreal* situations, the tense usually backshifts. For example:

#### 1 Present changes to past

*I live in Oxford.* → *I wish I lived in Rome.*

*I'm going to the cinema with Pete on Saturday.* → *I wish I was going to the cinema with Miguel.*

*I can't stop smoking.* → *If only I could stop smoking.*

#### 2 Past changes to past perfect

*I studied economics.* → *I wish I'd studied Italian literature.*

*I went to Scotland for my holidays.* → *I wish I'd gone to Spain.*

*I started smoking when I was a teenager.* → *If only I hadn't started smoking.*

See also the Language reference section about *I wish* in unit 14.





## Act your age

1 Do you think there is an upper or lower age limit for:

- getting married
- having children
- learning a new language
- travelling around the world
- worrying about how you look
- leaving home
- starting a new career
- dancing to pop music in public
- learning to ski
- riding a motorbike
- wearing jeans

Discuss your answers with a partner. Are there any other activities you think have age limits?

2 Read the article and decide which statements are true for the writer.

- a) I wish I'd never met him.
- b) I should have been honest about my age.
- c) If I'd told him my age at the beginning, he might have left me.
- d) I shouldn't have told him about my disastrous existence.
- e) If I was a man, the age difference wouldn't be a problem.
- f) It's all his fault: if I hadn't met him I wouldn't have turned into an ageist and a liar.

### Ageism

Ageism is prejudice against older people, for example through refusing them employment. It is a new word, following the models of racism and sexism.

# Ageism turned her into a liar

**For most of my life, age has seemed unimportant. My friends of both sexes have been younger, older or the same age. When I was in my early thirties I had a very enjoyable and fulfilling relationship with a man of 23. One of the most attractive men I know is in his mid fifties.**

THE FIRST time I experienced a problem with age was on my fortieth birthday. Much to my surprise, it was a deeply traumatic event. Forty seemed to be so much older than 39. I used to like it when people told me I looked young for my age, but then I realised that they were just telling me how old I was. Anyway, I slowly got over the shock and tried to convince myself that life begins at 40 ...

I met him playing badminton. He was impressed with my exciting lifestyle – lots of travelling and some writing. I found him fun, kind, amusing and very attractive. He's 31 and looks about 19. He has no idea how old I am.

All my life I've been totally honest. I return extra change to astonished shopkeepers, I've never travelled without a ticket and in job interviews I always come out with all the reasons why I should not be employed.

Early on in the relationship I told him the truth about my disastrous existence – my divorce, my financial difficulties, the relationship that destroyed my faith in men. I even admitted that I dye my hair. The sky did not fall in and he didn't run screaming from the house. I did tell him I'm older than he is, but something stopped me from coming clean about my actual age.

And now I'm in trouble – serious trouble. Silence has made the problem much greater. If I had told him before, it wouldn't have become such a big issue. If I had been brave enough to admit that I was 11 years older than him, I wouldn't be in this crazy situation now. I lie about jobs, years abroad and education; he wonders how I've managed to fit so much living into my life; I conveniently can't remember the music of my teenage years.



The other day, I even hid my passport under a pile of papers. I'm worried about organising a get-together with my friends in case one of them says something like, 'Doesn't she look good for her age?'

The longer I remain silent, the more likely he is to find out and I'm frightened. For once in a very long time I've found someone who makes me happy and I don't want to lose it.


I know that if I was a man, I would never have got into this mess. Eleven years' difference is nothing for a man. But it's the other way round and the world judges older women harshly, and I'm afraid he would do the same.

I have become an ageist and a liar and I have no one to blame but myself.

- 3 The following is a summary of the article. Put the lines of the summary in the correct order.

- ( ) over the shock and tried  
 (1) She has always had friends  
 ( ) traumatic event. But she got  
 ( ) to convince herself that life begins  
 ( ) but herself for the situation she's in.  
 (2) of all ages. In fact, one of the most attractive  
 ( ) clean about her age. Silence has made the problem  
 ( ) at 40. She met him playing badminton but didn't come  
 ( ) women so harshly. But she knows that she has no one to blame  
 ( ) much greater and now she thinks that the longer she remains silent  
 ( ) men she knows is in his mid fifties. Her fortieth birthday was a deeply  
 ( ) the more likely he is to find out. She thinks it's unfair that society judges older



- 4 What would you do if you were the writer?
- 5 Write the conversation they have when she tells him the truth. Begin like this:  
 Him: You look worried. What's on your mind?  
 Her: Actually there *is* something I've been meaning to tell you.
- 6  52 Listen to the conversation. Did you imagine a similar situation?
- 7 Work in small groups and discuss these questions:
- How old are your youngest and oldest friends?
  - Do you know any couples who have a big age difference?
  - What would you do now if you were the writer?
  - Have you ever lied about your age?
  - Can you think of any situations in which you would lie about your age?
  - What ages do you think are turning-points in life?

## Close up

### Unreal conditionals

- 1 Here are some comments the woman makes about her difficult situation. Match them to the time sequences in the box.
- If I had told him before, it wouldn't have become such a big issue.
  - If I had been brave enough to admit that I was 11 years older than him, I wouldn't be in this crazy situation now.
  - I know that if I was a man, I would never have got into this mess.

#### time sequences

present situation	→	past result
past situation	→	past result
past situation	→	present result

- 2 Write conditional sentences according to the prompts. Think carefully about the verb tenses.

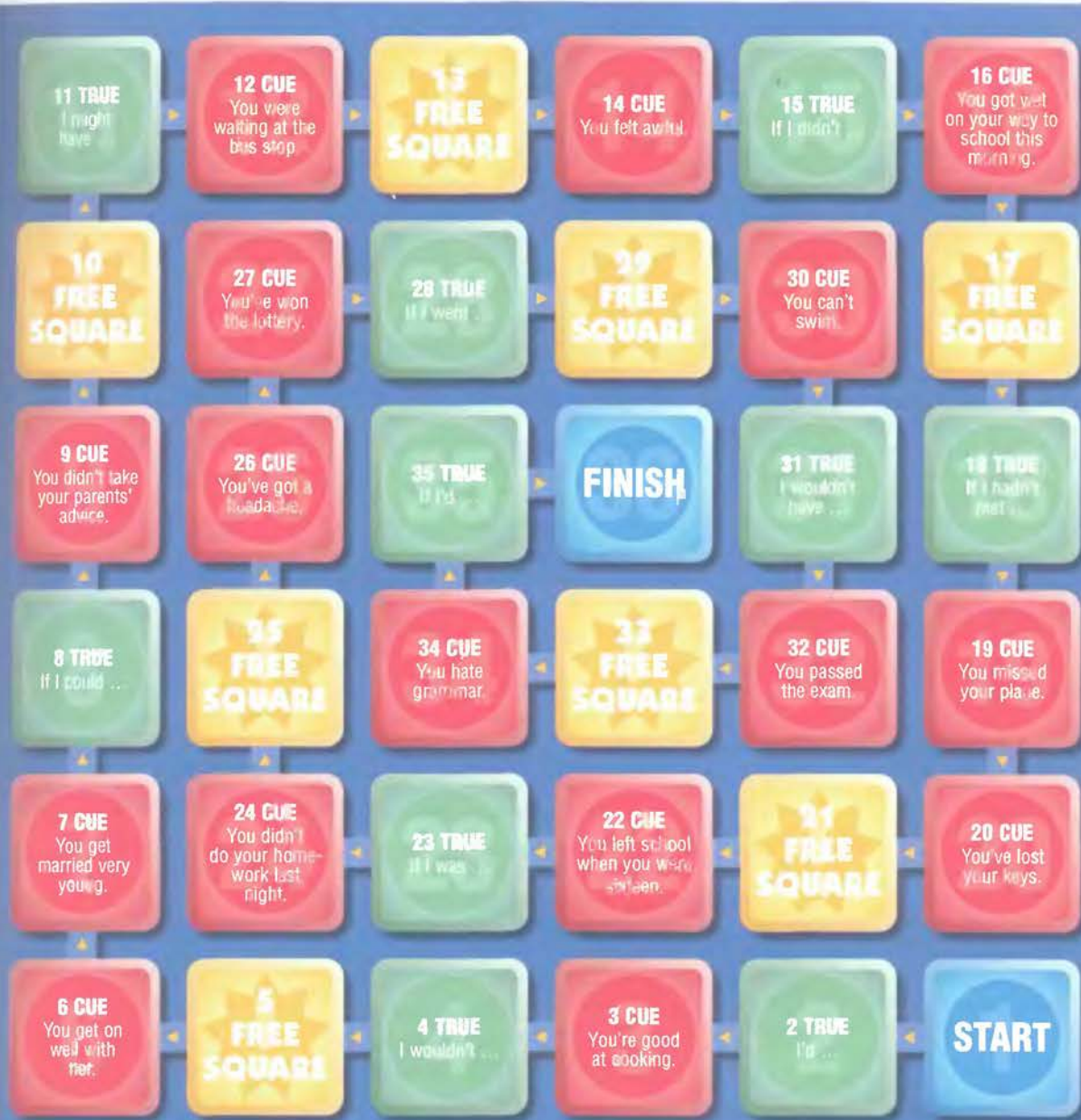
For example:

You arrived early. I wasn't ready. → *If you hadn't arrived early, I would have been ready.*

- I ate too much last night. I'm not feeling very well.
- He went to university. He got a good job.
- She's got a fast car. She got here in under two hours.
- You only had a sandwich at lunch time. You're hungry now.
- I didn't see you. I didn't say 'hello'.
- There was a power cut. I lost two vital computer documents.
- You didn't ask anyone for directions. We're lost.
- He loves her a lot. He forgave her.



# Unreal! The Conditional Game



## RULES OF THE GAME

Play the game in small groups. You will need a dice and counters.

- 1 Place your counters on the square marked START and throw the dice.
- 2 The first player to throw a six starts the game.
- 3 The first player throws the dice again and moves their counter along the board according to the number on the dice.

- 4 Players then play in turns, moving clockwise around the board. If a player lands on a 'CUE' square they have to use the words on it to make a conditional sentence. For example:



*If I wasn't broke, I would have paid for your meal.*  
or  
*If I hadn't bought a new car, I wouldn't be broke now.*

If a player lands on a 'TRUE' square, they have to use the words on it as the beginning of a sentence that is true for them.

If a player lands on a 'FREE SQUARE' they don't have to do anything.





# What would you have done?

1 Read these stories and discuss what you would have done.

**A** I was in the supermarket yesterday and I saw this elderly woman shuffling up and down the aisles. She didn't have a trolley, and was putting her shopping straight into her basket. Anyway, I thought nothing more about it and carried on doing my shopping and when I went to queue up to pay, there she was in front of me. I watched her put one tin of cat food on the counter and pay for it, then she walked out with her basket full of unpaid shopping.

**B** Something awful happened to me last week. I'd invited six people round for dinner and you know how I hate cooking. Anyway, I spent all afternoon preparing the meal and actually I was quite pleased with how it turned out. I even managed to get all the vegetables ready at the same time as the meat. So, the vegetables were on the table and I just had to get the chicken out of the oven. I lifted it out and I don't know how it happened, but I dropped it on the kitchen floor and before I could pick it up, the cat had licked it. She regretted it afterwards, because she burnt her tongue.

**C** My friend put me in a really difficult position the other day. She'd bought this dress for a special 'do' and I don't know why she had to ask me what I thought of it. I mean, she wouldn't have bought it if she didn't like it, would she? And she paid a fortune for it. Anyway, she put it on and I immediately thought, 'No, orange is not your colour.' Not only that, but some people just haven't got the legs for short skirts. To be honest, she looked ridiculous.

**D** On my last birthday, my husband just gave me an envelope. I was really excited. I thought it was going to be tickets for a holiday to Egypt. He knew that it was my ambition to see the pyramids. Anyway, when I opened the envelope, there was a cheque inside for £5,000 and a little note saying, 'Happy Birthday darling. I've booked you a face-lift.'

**E** I had a very strange experience the other day. I was up in London for a meeting and it was lunch time. It was a lovely day, so I bought a sandwich and went for a walk. I was just on my way back to the office when I noticed a scruffy, bearded man begging in the street. I recognised him immediately. It was someone I'd been at university with, a brilliant rugby player. He'd always been a bit of a rebel, but a very clever man. We'd been very good friends, but I'd lost touch with him when we left university.

2  53 Listen and find out what the people did. Do you think they did the right thing?

## Language reference: unreal conditionals

### The 'if' clause

If the situation is unreal (imaginary or very improbable) we show this by backshifting the verb.

real	unreal
<i>I'm an economist.</i>	<i>If I wasn't an economist ...</i>
	<i>If I was a musician ...</i>
	<i>If I had a different job ...</i>

real past	unreal past
<i>I studied economics at university.</i>	<i>If I hadn't studied economics ...</i>
	<i>If I'd studied music ...</i>
	<i>If I hadn't gone to university ...</i>

### The main clause

The main clause generally uses *would* or *might*.

*If I was a musician, ...*  
 ... *I think I'd be happier.*  
 ... *I'd probably earn less money than I do.*  
 ... *I might become world famous.*

For the past, use *would have* or *might have*.

*If I'd studied music, ...*  
*I'd have chosen the violin as my instrument.*  
*I might have got a job with the BBC Symphony Orchestra.*

You can usually swap the two clauses round:  
*I'd probably have chosen the violin as my instrument if I'd studied music.*

Notes: Sometimes the *if* clause is in the past and the main clause is in the present, or vice versa.

past + present  
*If I'd become a musician, ...*  
*I would make less money.*

present + past  
*If I didn't make so much money, ...*  
*I wouldn't have been able to buy my Porsche, or my flat in New York.*  
 See also units 11, 13, 14 and 15.

If you have studied the 'third conditional' (*if* + past perfect + *would* + perfect infinitive), you already know a lot about this type of sentence.



## Sweet sixteen

1 Work in small groups and discuss the following questions:

- Do you think that the age you are is a good age to be?
- What do you think is the best age to be and why?
- Have you ever wished you were older or younger?



2 54 These four people were asked the same questions. Listen to the interviews and note down their answers.

3 Match the person to the question they were asked.

- Do you mind if I ask you how old you are?
- How old are you now?
- You've just had an important birthday, haven't you?
- How old are you?

Which is the most polite form?

### Delicate questions

When you want to ask about something delicate, indirect questions are often more polite than direct questions.

For example:

*Direct question*

*Indirect question*

How old are you?

Do you mind if I ask (you) how old you are?

Have you got a girlfriend?

Do you mind if I ask (you) whether you've got a girlfriend?

Instead of *Do you mind* + present you can use *Would you mind* + past as a more formal alternative.

1 Make indirect questions from the prompts.

Do you mind if I ask you ...

- |                          |                           |
|--------------------------|---------------------------|
| a) where/buy/your/shirt? | d) where/go/after/lesson? |
| b) why/study/English?    | e) enjoy/this/lesson?     |
| c) get/here/on/time?     | f) what/do/this/evening?  |

Now ask your partner the questions.

2 Work with a partner. In your country which of these questions do you not ask somebody you don't know very well?

- |                                  |  |
|----------------------------------|--|
| a) What perfume are you wearing? | e) Who did you vote for in the last elections? |
| b) How much do you earn?         | f) Are you married?                            |
| c) Where did you buy your shoes? | g) Is that your natural hair colour?           |
| d) How much do you weigh?        | h) How much did your house cost?               |

3 Can you think of any other 'taboo' questions? Add them to the list.

4 Work with a partner. Change the direct questions in 2 into indirect questions using *Do you mind if I ask you ...?*

5 Take it in turns to ask and answer the questions, giving a true answer or politely refusing to answer.

**Taboo** /tə'bu:/  
 taboos. If there is a taboo on a subject or activity, it is a social custom to avoid doing that activity or talking about that subject, because people find them embarrassing or offensive. *The topic of addiction remains something of a taboo.* > Also an adjective. *Cancer is a taboo subject and people are frightened or embarrassed to talk openly about it.*

### LANGUAGE TOOLBOX

No, I don't mind.

No, not at all.

I'd rather not say.

I'd rather not answer that.

Yes, I do mind, actually.

## Review 2

### Who said what?

1 Here are some quotes by well-known people. Match the quote to the person.

- a) 'The Beatles are more popular than Jesus Christ.'
- b) 'In the future, everyone will be famous for fifteen minutes.'
- c) 'Rock 'n' roll has no future.'
- d) 'Painting a picture is either easy or impossible.'
- e) 'England is a nation of shopkeepers.'
- f) 'Words are the most powerful drug used by mankind.'
- g) 'I love Mickey Mouse more than any woman I've ever known.'
- h) 'I've never hated a man enough to give diamonds back.'
- i) 'There's no such thing as a bad Picasso.'
- j) 'I don't want to belong to any club that will accept me as a member.'
- k) 'I never think about the future.'
- l) 'There is no sin except stupidity.'

Walt Disney   Salvador Dali   Groucho Marx   Pablo Picasso   Oscar Wilde  
 Zsa Zsa Gabor   Albert Einstein   Rudyard Kipling   Napoleon Bonaparte  
 Andy Warhol   Frank Sinatra   John Lennon

Check your answers on page 140.

2 Report the quotes in 1.

For example:

*John Lennon once said the Beatles were more popular than Jesus Christ.*

3 If you could be famous for 15 minutes, as the quote in 1 suggests, what would you like it to be for? Think of three things.

For example:

*I'd like to score the winning goal in a World Cup final.*

### I wish ...

1 Read these three wishes. Then add one of your own.

I wish there were  
more hours in the day.  
(Sue)

I wish I'd gone  
up Mount Fuji when  
I was in Japan.  
(Vaughan)

I wish I could play  
the piano.  
(Iori)

Empty thought bubble for a wish.

2 Collect your classmates' wishes and write them down.

3 What are the most common wishes in your class?  
What are the most unusual wishes?

#### Wish tree

A tradition in Japan is to write a wish on a piece of paper and then tie it to a tree.

Pablo Picasso

Groucho Marx

Zsa Zsa Gabor



## In your dreams

**Conditionals** 1 Work in small groups and discuss these questions.

*If you ...*

- a) could be anywhere in the world for the next 24 hours, where would you go?
- b) were on a five year space mission and could take one of your possessions what would it be?
- c) could have the answer to any one question, what would you want to know?
- d) could change one thing about your country, what would it be?
- e) could relive one week of your life, which week would it be?
- f) could have one day with someone from history, who would it be?
- g) won £1 million on the lottery next week, what would you do with the money?
- h) could change sex for one year, what would you do with the time?
- i) could be transported into the future, when and where would you like to go to?
- j) could be any animal, what would you be?

2 Report three interesting things from your discussions to the class.

## The real you

**Conditionals** 1 Answer the questionnaire below.

### DISCOVER THE REAL YOU!

SECTION 1	SECTION 2	SECTION 3	SECTION 4
<p>1 If you are with a group of people, do you generally ...</p> <ol style="list-style-type: none"> <li>a) like to have the whole group as your audience?</li> <li>b) talk with one person at a time?</li> </ol>	<p>1 Would you say you usually get on better with ...</p> <ol style="list-style-type: none"> <li>a) reliable, steady people?</li> <li>b) unpredictable, spontaneous people?</li> </ol>	<p>1 Would you be happier if you were known as ...</p> <ol style="list-style-type: none"> <li>a) a person who is always reasonable?</li> <li>b) a person who is always compassionate?</li> </ol>	<p>1 If you go somewhere for the day, do you usually ...</p> <ol style="list-style-type: none"> <li>a) plan what you will do and when you'll do it?</li> <li>b) just go?</li> </ol>
<p>2 Do you tend to have ...</p> <ol style="list-style-type: none"> <li>a) broad friendships with a lot of people?</li> <li>b) deep friendships with a few people?</li> </ol>	<p>2 If you were a teacher, would you rather teach ...</p> <ol style="list-style-type: none"> <li>a) fact-based courses?</li> <li>b) courses involving theory?</li> </ol>	<p>2 What is more important, someone's ...</p> <ol style="list-style-type: none"> <li>a) rights?</li> <li>b) feelings?</li> </ol>	<p>2 When you have a special job to do, do you ...</p> <ol style="list-style-type: none"> <li>a) organise it carefully before you start?</li> <li>b) find out what is necessary as you go along?</li> </ol>
<p>3 If there is some gossip about one of your friends, will you usually be ...</p> <ol style="list-style-type: none"> <li>a) one of the first to hear about it?</li> <li>b) one of the last to find out what's going on?</li> </ol>	<p>3 If you could choose, would you prefer to be ...</p> <ol style="list-style-type: none"> <li>a) practical and good at fixing things?</li> <li>b) creative and artistic?</li> </ol>	<p>3 Would you say you more often let ...</p> <ol style="list-style-type: none"> <li>a) your head rule your heart?</li> <li>b) your heart rule your head?</li> </ol>	<p>3 If you had been asked last Saturday morning what you were going to do that day, would you have ...</p> <ol style="list-style-type: none"> <li>a) known pretty well?</li> <li>b) had no idea?</li> </ol>
<p>4 Would you say you ...</p> <ol style="list-style-type: none"> <li>a) can be enthusiastic about most things if necessary?</li> <li>b) can only be enthusiastic about things of particular importance to you?</li> </ol>	<p>4 Would you say you are ...</p> <ol style="list-style-type: none"> <li>a) conventional?</li> <li>b) original?</li> </ol>	<p>4 Given the choice, would you rather work for someone who is ...</p> <ol style="list-style-type: none"> <li>a) always fair?</li> <li>b) always kind?</li> </ol>	<p>4 Do you generally do things at the last minute?</p> <ol style="list-style-type: none"> <li>a) sometimes</li> <li>b) often</li> </ol>
<p>5 If you could choose, would you rather things around you were ...</p> <ol style="list-style-type: none"> <li>a) busy?</li> <li>b) quiet?</li> </ol>	<p>5 Which of these words do you prefer?</p> <ol style="list-style-type: none"> <li>a) certainty</li> <li>b) possibility</li> </ol>	<p>5 Which of these words do you prefer?</p> <ol style="list-style-type: none"> <li>a) determined</li> <li>b) devoted</li> </ol>	<p>5 Would you say the routine parts of your day are ...</p> <ol style="list-style-type: none"> <li>a) restful?</li> <li>b) boring?</li> </ol>

2 Work with a partner. Exchange questionnaires and turn to page 142 to find out what it all means. Is the description an accurate summary of them?

## I predict ...

- will** 1 Here are some predictions about the future made by some of our students. Put the verb in brackets into an appropriate future form. Then write four predictions of your own.

In two years, (1) I'll be living  
(live) in the same country as now.

Giuseppe Italy

I (5) \_\_\_\_\_ (forget) how to  
speak English 20 years from now.

Mayumi Japan

I (2) \_\_\_\_\_ (get married) by  
the time I'm 30.

Marie France

By the end of the year, I (6) \_\_\_\_\_  
(travel) to a new country.

Jawed Iran

In five years, I (3) \_\_\_\_\_ (speak)  
English every day.

Renato Brazil

I (7) \_\_\_\_\_ (be) a millionaire  
in ten years' time.

Björn Sweden

By this time next week,  
I (4) \_\_\_\_\_ probably (fall) in love yet again!

Ulrike Germany

Before I die, I (8) \_\_\_\_\_ (visit)  
the moon!

Belén Spain

- 2 Interview a classmate to find out whether the statements in 1 are true or false for him or her. Do a class survey.


For example:

*Eight people in our class think they'll be living in the same country as now in two years.*

## The world of languages

- Questions** 1 Work with a partner and discuss the following questions:

- When was language first written down?
- When was the first alphabet developed?
- How many languages are there in the world?
- Which are the five most spoken languages in the world?
- How many words are there in English?
- Which are the most common words in English?
- Which languages do the words *ketchup* and *shampoo* originally come from?
- Which country has got 13 languages on its bank notes?

- 2  55 You are going to hear Kim Thomas, a professor of linguistics, being interviewed. Listen and check your answers to the questions in 1.

- 3 Listen again. Write five more questions about the interview. Ask some classmates your questions.

For example:

*Who were the first people to write down their language?*



## Doing the right thing

Modals 1 Work with a partner and do the following quiz.

# How would you cope around the world? Are the following statements TRUE or FALSE?

- |   |         |   |         |
|---|---------|---|---------|
| 1 You mustn't give tips in India.   | ● T ● F | 15 You must eat with your left hand in Sudan.   | ● T ● F |
| 2 In the UK, you don't have to carry ID with you.   | ● T ● F | 16 In Sweden, you aren't allowed to smoke until you are 16.                               | ● T ● F |
| 3 In Holland, friends are supposed to kiss each other four times when saying hello and goodbye. | ● T ● F | 17 In the UK, you must never turn your back on a picture of the Queen.                    | ● T ● F |
| 4 You should never give a clock as a gift in China.   | ● T ● F | 18 You don't have to wear a motorcycle helmet in Italy.                                   | ● T ● F |
| 5 In Japan, you can't vote until you are 19.  | ● T ● F | 19 In Finland you can't buy alcohol in a supermarket.                                     | ● T ● F |
| 6 You can drive as fast as you want in Germany.   | ● T ● F | 20 In Saudi Arabia, it's normal for shops to close for about 15 minutes four times a day. | ● T ● F |
| 7 In Britain, people are expected to take turns to buy drinks in a pub.                         | ● T ● F |   |         |
| 8 In Zimbabwe, you can pay fines with flowers.  | ● T ● F |   |         |
| 9 In Spain, children under 16 aren't allowed into bars.   | ● T ● F |   |         |
| 10 You are expected to take some cheese with you when you are invited to dinner in France.      | ● T ● F |   |         |
| 11 In Japan, you shouldn't blow your nose in public.  | ● T ● F |   |         |
| 12 When giving flowers in Germany, you should give an even number.                              | ● T ● F |   |         |
| 13 You have to turn out to vote in Australia.   | ● T ● F |   |         |
| 14 In the USA, you can drive a car in most states when you're 15.                               | ● T ● F |   |         |



Check your answers on page 142.

- 2 Can you think of any rules in your country? What would a visitor need to know?



## Greetings from Vietnam

### General revision

Read the letter to Marcella. Choose the correct alternative. In some cases both alternatives are possible.

Dear Marcella,

Well, at last here we are in Vietnam and we (1) **have/re having** an absolutely (2) **good/wonderful** time. We're now in a (3) **beautiful, small/small, beautiful** market town in the mountains in the very north of the country. The town is at the end of a steep valley and there are the most (4) **amazing/amazed** terraces as far as the eye can see. Miguel (5) **said me/said** he thought they (6) **were/are** the most spectacular views he (7) **had/has** ever seen. I've taken so (8) **much/many** photos since we (9) **are/ve been** here. I think I (10) **'ve /'d** only taken about a dozen in total before we (11) **arrived/had arrived** here in Sapa. We (12) **go/ve been** for a long walk every day so far. In the evenings, we're pretty (13) **exhausting/exhausted** and we just have a meal – Vietnamese food is (14) **very/absolutely** great – and a beer or two before bed.

Yesterday, Stefan had his hair cut by the woman (15) **which/who** owns the hotel (16) **which/where** we're staying in. He says he (17) **likes/liked** it, but he (18) **mustn't/can't** have looked in a mirror! It looks awful!

We think we might (19) **to stay/stay** here for a (20) **few/little** more days before heading back south. With a bit of luck, this time next week, we'll (21) **have left/be leaving** the mountains behind us and we'll (22) **lie/be lying** on a deserted, sandy beach! I'm really looking forward to (23) **do/doing** nothing for (24) **a few/few** days! We really wish you (25) **would be/were** here with us. If you (26) **are/were**, you (27) **'d/'ll** really love it! If only you (28) **didn't break/hadn't broken** your arm! Never mind, I suppose things (29) **might/can** have been a lot worse! Anyway, I hope it (30) **gets/is getting** better.

So, how are things back home? Miguel and Stefan want to know how (31) **are you/you are** coping without (32) **them/they!** We're all expecting (33) **lots of/much** juicy gossip when we (34) **'ll get/get** back next month!

It's late, so (35) **I'll finish/am finishing** now. (36) **Say/Tell** Juliette we'll write (37) **her/to her** soon. Take care and have fun!

Lots of love,

Virginia and Lena xxxxxxxx





# Additional material

## 6 News

### The passive voice, 6

#### Student A

Here are your three stories. Don't show them to anyone.

- (1) A dramatic chase involved police cars (2) after somebody spotted a notice in the back window of a car (3) saying 'Help us, we have been kidnapped.' (4) It had been put there by four unhappy children (5) who didn't want to go on holiday to Bournemouth with their parents.
- (1) An 85-year-old man was asked to leave the M4 motorway by the police (2) because he was riding in a wheelchair. (3) His 65-year-old son was pushing the wheelchair.
- (1) After spending many hours practising birdcalls at home, (2) some woods were gone into by French ornithologist Marius Giraud (3) to try them out (4) and was shot dead by a hunter.

## 3 Dating

### Twenty-first century dating, 2

#### Student A

Read about couple 1.

When you've finished reading, close your book and tell Student B about the couple.

#### Couple 1

I've finally found the man of my dreams. We have so much in common, we laugh at the same things and talk for hours. There's only one problem. We've never met. Tom lives in the US. I live in Ireland. We met on the Net.

I wasn't looking for Mr Right, I was just hoping to chat to some interesting people. The American singles dating site didn't charge a fee so I filled in a form with my likes and dislikes and a short paragraph about myself. By the end of the week I had about 25 responses. Over the next five months, I went on eight dates with men I met on the Net. One I dated for about two months, others I saw a couple of times before I realised there was no real spark. Then, two months ago, just as I was about to take my details off the Net, I received an e-mail from a guy in America called Tom. His note was amusing and he sounded interesting so I decided to write back.

Soon I found myself rushing back home after work to check my e-mails. Tom made me laugh, he challenged my opinions. We talked about everything. My friends weren't particularly impressed when I told them about him, but I knew this one was different.

We exchanged pictures by e-mail and we liked what we saw, but at this stage looks didn't matter. Then Tom and I had what we consider our first 'date'. We spoke for 11 hours and that phone call changed the course of our relationship. We've decided to meet.

## 7 Party

### Phrasal verbs, 4

#### Call My Bluff

*Call my bluff* was a popular TV game in the UK for many years. The aim of the game is for teams to guess the correct meaning of words.

#### Team A

- Invent two false definitions for each of the phrasal verbs below:

**get on.** If you *get on* with someone, you like them and have a friendly relationship with them.

**go round with.** You regularly meet or go to different places with the same group of people.

**run out of.** If you *run out of* something you no longer have any of it left. *We've run out of milk. Can you buy some at the supermarket?*

**take in.** If you *take someone in* you allow someone to stay in your house or country, especially when they are homeless or in trouble.

- Read out your three definitions (one true, two false) for the first phrasal verb. Team B guess which definition is correct. If they guess correctly, they get a point. If they guess incorrectly, you get a point.
- Now listen to Team B's definitions and guess the correct one. Take turns. The winning team is the team with the most points.
- If you want to continue the game, here is an extra set of phrasal verbs:

**get away.** To leave a place or a person's company. *I'm sorry I'm late. I couldn't get away from the office until now.*

**put up with** (something or someone). To tolerate or accept something or someone. *I can't put up with this noise anymore.*

**run into.** If you *run into* (someone), you meet someone unexpectedly. *I ran into Jim at the station.*

**turn up.** To arrive, often unexpectedly or after you have been waiting a long time. *After waiting for 50 minutes the bus finally turned up.*

## 8 Review 1

### Sound & vision, 2



## 16 Review 2

### Who said what?, 1

#### Answers

- a) John Lennon b) Andy Warhol c) Frank Sinatra  
d) Salvador Dali e) Napoleon Bonaparte  
f) Rudyard Kipling g) Walt Disney h) Zsa Zsa Gabor  
i) Pablo Picasso j) Groucho Marx k) Albert Einstein  
l) Oscar Wilde

## 11 Journey

### Conrad's round-the-world trip, 3

#### Answers

- Photo 1 Patagonia, Argentina  
Photo 2 The Basque country, Spain  
Photo 3 Lake Como, Italy  
Photo 4 New Delhi, India  
Photo 5 Fiji  
Photo 6 Petra, Jordan

## 3 Dating

### Twenty-first century dating, 2

#### Student B

Read about couple 2.

When you've finished reading, close your book and tell Student A about the couple.

#### Couple 2

It was love at first sight for Joel Emerson and Lisa Bunyan, which was lucky because they met for the first time on their wedding day!

As a publicity stunt, a local Australian radio station ran a seven-week competition which they called 'Two Strangers and a Wedding'. The radio station voted Joel Emerson, 24 and a marketing consultant, the 'most eligible bachelor'. Lisa Bunyan, 22, who works at a management training centre, was one of 300 single women who rushed to the phone to offer herself as his bride.

The only direct contact they had before their wedding day was when Joel proposed over the telephone on the radio. An estimated 50,000 listeners witnessed the romantic (but not particularly intimate) moment when Lisa said 'yes'.

The groom's mother was not amused and told a local newspaper that she was shocked and appalled. As the couple left for their honeymoon in Paris, they told the same newspaper, 'We know that we're doing the right thing.'

## 1 Friends

### Noughts & Crosses, 1

#### Team A

#### FACTS FOR QUIZ QUESTIONS

Choose ten facts and write questions for them.

- 1 A spider has got eight legs.
- 2 Greenland is the largest island in the world.
- 3 The Atlas mountains are in north Africa.
- 4 There are 11 players in a cricket team.
- 5 The Russian alphabet uses the Cyrillic script.
- 6 The capital of Colombia is Bogota.
- 7 Tutankhamen was a king of Egypt.
- 8 Ringo was the smallest Beatle.
- 9 Margaret Thatcher was the first woman prime minister of England.
- 10 Neil Armstrong was the first man on the moon.
- 11 The Black Forest is in Germany.
- 12 Hollywood is in Los Angeles, California.
- 13 Alaska is the largest state in the USA.
- 14 Leonardo da Vinci painted the *Mona Lisa* (*La Gioconda*).
- 15 St Valentine's Day is on 14th February.
- 16 The capital of Algeria is Algiers.
- 17 Schipol Airport is in Amsterdam.



### 3 Dating

Dream date. Lexis, 3

Calculating your *Ki* Astrology sign.

**T**hink of your year of birth. The Chinese year runs from February to February, so anyone born between 1st January and 3rd February needs to count the previous year as their year of birth.

Add up the last two numbers of your year of birth. For example, if you were born in 1970, add seven to zero (7 + 0) to get seven. If you were born in 1985, add eight to five (8 + 5) to get thirteen.

If the number you have is 9 or less, subtract it from 10 to find your *Ki* sign. For example, for a person born in 1970, 10 - 7 = 3.

If the number you have is 10 or more, add up the two digits. For example, with thirteen add one and three to get four (1 + 3 = 4). Then subtract the new number from 10 to find your *Ki* sign. For example, for a person born in 1985, 10 - 4 = 6.

### 13 Communication

What do men and women really think?, 2

Answers

- (1) women (2) men (3) men (4) women
- (5) women (6) men (7) women (8) men
- (9) women (10) men (11) men (12) women
- (13) men (14) women (15) men (16) women
- (17) men (18) men (19) women (20) men
- (21) women (22) women (23) men

### 1 Friends

You've got a friend. Lexis, 3

Answers

- a) The Beatles, *I Wanna Hold Your Hand*
- b) Lighthouse Family, *Ocean Drive*
- c) Bob Dylan, *It Ain't Me Babe*
- d) All Saints, *Never Ever*
- e) The Rolling Stones, *Satisfaction*
- f) Oasis, *Roll With It*

### 6 News

The passive voice, 6

Student B

Here are your three stories. Don't show them to anyone.

1 (1) Police cars were involved in a dramatic chase (2) after a notice was spotted in the back window of a car (3) saying 'Help us, somebody has kidnapped us.' (4) Four unhappy children had put it there (5) who didn't want to be taken on holiday to Bournemouth by their parents.

2 (1) The police asked an 85-year-old man in a wheelchair to leave the M4 motorway (2) because a wheelchair was being ridden in by him. (3) The wheelchair was being pushed by his 65-year-old son.

3 (1) After many hours had been spent by him practising birdcalls at home, (2) French ornithologist Marius Giraud went into some woods (3) for them to be tried out (4) and a hunter shot him dead.

### 10 Time

To whom it may concern, 6

1566b 49th East Street  
Santa Barbara, CA

Worldwide Airlines Inc  
PO Box 2983  
Chicago

5th February 2000

Dear Sir or Madam,

Application for the post of flight attendant

I am writing in response to your advertisement in the *Morning Post* and would like to apply for the position of flight attendant.

I am 21 years old, and I have just graduated from university. I enclose my curriculum vitae for your attention and I would be pleased to attend an interview at any time convenient to you.

I would be grateful if you could send me an application form and some additional information about the job.

I look forward to hearing from you.

Yours faithfully,

*Anthony Clifford*

Anthony Clifford

## 16 Review 2

### The real you

1 Find out about your classmate.

SECTION 1	SECTION 2	SECTION 3	SECTION 4
If you have scored mostly As, you are an extrovert.	If you have scored mostly As, you are sensitive.	If you have scored mostly As, you are intellectual.	If you have scored mostly As, you evaluate.
If you have scored mostly Bs, you are an introvert.	If you have scored mostly Bs, you are instinctive.	If you have scored mostly Bs, you are emotional.	If you have scored mostly Bs, you observe.

2 Find your classmate in the table.

<b>BAAA</b>	Likes to take responsibility and organise things. Orderly, duty-bound, systematic, thorough.
<b>BABA</b>	Hardworking, meticulous, patient, responsible. Gives stability to people and projects.
<b>BAAB</b>	Onlooker. Quietly observing and analysing life. Independent, logical, realistic.
<b>BABB</b>	Retiring, sensitive, caring, gentle. Dislikes disagreement and does not force opinions on others.
<b>BBBA</b>	Individualistic, intense. Determined and committed to their ideals, principles and work.
<b>BBAA</b>	Has great drive for their own ideas and interests. Sceptical and critical of others. Stubborn.
<b>BBBB</b>	Reserved, curious and reticent until they know someone well. Warm, loyal, enthusiastic.
<b>BBAB</b>	Logical, analytical, precise, likes solving problems. Scientific interests. Doesn't like small talk.
<b>AAAB</b>	Practical, mechanically-minded, versatile, tolerant. Good at on-the-spot problem solving.
<b>AABB</b>	Outgoing, sociable, friendly, enjoys everything. Sporty and active. Has a lot of common sense.
<b>AAAA</b>	Likes to organise and control. Direct, impersonal, matter-of-fact, business-minded, systematic.
<b>AABA</b>	Warm-hearted, helpful, co-operative, hard-working, talkative. Needs harmony around them.
<b>ABBB</b>	Able to do almost anything if interested. High-spirited, imaginative, spontaneous, quick-thinking.
<b>ABAB</b>	Quick, outspoken, resourceful, clever. Likes to play 'devil's advocate'. Doesn't like routine.
<b>ABBA</b>	Concerned about what others think. Considerate, sympathetic, diplomatic, supportive.
<b>ABAA</b>	Frank, fair, tough, decisive. Intelligent, knowledgeable, confident. Good at reasoning.

## 7 Party

### Parties, 5

#### Are you a party animal or a party pooper?

KEY		
1	a = 1	b = 2 c = 3
2	a = 2	b = 3 c = 1
3	a = 1	b = 3 c = 2
4	a = 3	b = 1 c = 1
5	a = 2	b = 1 c = 3
6	a = 3	b = 2 c = 1

#### What it means

- If you scored between 6 and 10: You are definitely the life and soul of any party.
- If you scored between 11 and 14: You could afford to let your hair down occasionally.
- If you scored between 15 and 18: You obviously like the quiet life – but you don't have to take everything so seriously!

## 11 Journey

### Coast to coast, 3

He removed the seat. On the underside was the inscription:

*'To Elvis, love James Dean.'*

## 16 Review 2

### Doing the right thing

Answers	What it means
(1) F	If you scored between 15 and 20: you're either extremely well-travelled or extremely intuitive. You'll have no problems wherever you go.
(2) T	
(3) F – it's three times	
(4) T	
(5) F	
(6) T	
(7) T	
(8) F – but you can with animals	
(9) F	
(10) F	
(11) T	
(12) F – except on someone's 20th birthday when you give them 20	
(13) T	If you scored between 10 and 15: you should be OK in most situations, but be careful!
(14) F – in most states it's sixteen	
(15) F	
(16) F	
(17) F	
(18) F	
(19) F	
(20) T	
	If you scored between 5 and 10: you might make life difficult for yourself from time to time, but you'll survive.
	If you scored between 0 and 5: don't go anywhere without a good friend!



## 1 Friends

### Noughts & Crosses, 1

Team B

#### FACTS FOR QUIZ QUESTIONS:

Choose ten facts and write questions for them.

- 1 JF Kennedy was assassinated in Dallas.
- 2 An insect has got six legs.
- 3 The longest river in Europe is the Volga.
- 4 Picasso was from Spain.
- 5 Madonna's first name is 'Madonna'.
- 6 The last president of the USSR was Mikhail Gorbachev.
- 7 Yuri Gagarin was the first man in space.
- 8 The first modern Olympic Games were in Athens.
- 9 Patagonia is in Argentina.
- 10 Roger Moore was the third James Bond.
- 11 Mount Etna is in Sicily.
- 12 Quito is the capital of Ecuador.
- 13 Mickey Mouse has got four fingers.
- 14 The longest river in the world is the Nile.
- 15 The ancient city of Petra is in Jordan.
- 16 Riyadh is the capital of Saudi Arabia.
- 17 Uruguay were the first country to win the World Cup.

## 6 News

### The passive voice, 6

Student C

You are the editor for your group. You will need a pen and a piece of paper.

Explain the task to your partners.

- 1 Ask your partners to read their stories aloud.
- 2 Discuss the two versions and decide together which are the best parts from each one. Sometimes the passive is better, sometimes the active is better, and sometimes it doesn't matter.
- 3 Ask your partners to dictate the best parts to you and write the final versions of the three stories.
- 4 When you have finished, think of a headline for each story.



## 3 Dating

### A boyfriend's worst nightmare, 3

'Pleased to meet you,' I lied.

'Hi, I'm Eddie,' he said, 'and this is my fiancée, Sarah. We got engaged last week.'

I mumbled something and shook both their hands. At that moment, an enormous weight was lifted from my mind. Eddie is in fact a great guy and we get on really well together. But best of all, he's completely devoted to his girlfriend.

## 7 Party

### Phrasal verbs, 4

#### Call My Bluff

*Call My Bluff* was a popular TV game in the UK for many years. The aim of the game is for teams to guess the correct meaning of words.

Team B

- 1 Invent two false definitions for each of the phrasal verbs below:

**cut down on.** If you *cut down on* something you consume or do less of it.

**get down.** If something or someone *gets you down* it makes you unhappy.

**let down.** If you *let someone down* you disappoint them.

**take after.** If you *take after* a member of your family, you resemble them in your appearance, your behaviour, or your character.

- 2 Read out your three definitions (one true, two false) for the first phrasal verb. Team A guess which definition is correct. If they guess correctly, they get a point. If they guess incorrectly, you get a point.
- 3 Now listen to Team A's definitions and guess the correct one. Take turns. The winning team is the team with the most points.
- 4 If you want to continue the game, here is an extra set of phrasal verbs:

**get over.** To recover from an unpleasant experience or an illness.

**put off.** If you *put something off* you delay doing it. *The match was put off for a week because of the heavy rain.*

**take up.** To start a hobby or an activity. *I've taken up scuba-diving.*

**turn down.** If you *turn down* a person or their request or offer, you refuse their request or offer.

# Verb structures

## Basic structures

ASPECT	VOICE	TENSES		MODALS
		Present	Past	<i>will (would, must ...)</i>
simple	active	He <b>writes</b> letters.	He <b>wrote</b> letters.	He <b>will write</b> letters.
	passive	Letters <b>are written</b> .	Letters <b>were written</b> .	Letters <b>will be written</b> .
continuous	active	He <b>is writing</b> letters.	He <b>was writing</b> letters.	He <b>will be writing</b> letters.
	passive	Letters <b>are being written</b> .	Letters <b>were being written</b> .	Letters <b>will be being written</b> .*
perfect	active	He <b>has written</b> letters.	He <b>had written</b> letters.	He <b>will have written</b> letters.
	passive	Letters <b>have been written</b> .	Letters <b>had been written</b> .	Letters <b>will have been written</b> .

\* rarer structure

## Present simple

See units 1 and 2.

Affirmative	Negative	Question
I/You/We/They <b>write</b> .	I/You/We/They <b>don't (do not) write</b> .	<b>Do I/you/we/they write?</b>
He/She/It <b>writes</b> .	He/She/It <b>doesn't (does not) write</b> .	<b>Does he/she/it write?</b>

## Present continuous

See units 1, 2 and 7.

Affirmative	Negative	Question
I'm (am) <b>writing</b> .	I'm <b>not (am not) writing</b> .	<b>Am I writing?</b>
You/We/They're (are) <b>writing</b> .	You/We/They're <b>not/aren't (are not) writing</b> .	<b>Are you/we/they writing?</b>
He/She/It's (is) <b>writing</b> .	He/She/It <b>isn't (is not) writing</b> .	<b>Is he/she/it writing?</b>

## Present perfect

See units 1, 2, 3 and 4.

Affirmative	Negative	Question
I/You/We/They've (have) <b>written</b> .	I/You/We/They <b>haven't (have not) written</b> .	<b>Have I/you/we/they written?</b>
He/She/It's (has) <b>written</b> .	He/She/It <b>hasn't (has not) written</b> .	<b>Has he/she/it written?</b>

Note: see list of irregular verbs on page 147.

## Past simple

See units 1, 3 and 4.

Affirmative	Negative	Question
I/You/He/She/It/We/They <b>wrote</b> .	I/You/He/She/It/We/They <b>didn't (did not) write</b> .	<b>Did I/you/he/she/it/we/they write?</b>

Note: see list of irregular verbs on page 147.

## Past continuous

See units 1 and 4.

Affirmative	Negative	Question
I/He/She/It <b>was writing</b> .	I/He/She/It <b>wasn't (was not) writing</b> .	<b>Was I/he/she/it writing?</b>
You/We/They <b>were writing</b> .	You/We/They <b>weren't (were not) writing</b> .	<b>Were you/we/they writing?</b>

## Past perfect

See units 1 and 11.

Affirmative	Negative	Question
I/You/He/She/It/We/They'd (had) <b>written</b> .	I/You/He/She/It/We/They <b>hadn't (had not) written</b> .	<b>Had I/you/he/she/it/we/they written?</b>

Note: see list of irregular verbs on page 147.

## Future forms

### Will

See units 7 and 10.

Affirmative	Negative	Question
<i>Simple</i>		
I/You/He/She/It/We/They <b>will write</b> .	I/You/He/She/It/We/They <b>won't write</b> .	<b>Will I/you/he/she/it/we/they write?</b>
<i>Continuous</i>		
I/You/He/She/It/We/They <b>will be writing</b> .	I/You/He/She/It/We/They <b>won't be writing</b> .	<b>Will I/you/he/she/it/we/they be writing?</b>
<i>Perfect</i>		
I/You/He/She/It/We/They <b>will have written</b> .	I/You/He/She/It/We/They <b>won't have written</b> .	<b>Will I/you/he/she/it/we/they have written?</b>



## Future (be) going to

See unit 7.

Affirmative	Negative	Question
I'm (am) going to write.	I'm not (am not) going to write.	Am I going to write?
You/We/They're (are) going to write.	You/We/They're not/aren't (are not) going to write.	Are you/we/they going to write?
He/She/It's (is) going to write.	He/She/It isn't (is not) going to write.	Is he/she/it going to write?

## Present continuous for future

See unit 7.

## Modals

A modal verb has the same forms in all persons.

For example:

I/You/He/She/It/We/They can come.

Affirmative	Negative	Question
<b>Can:</b> see units 1, 10 and 11.		
I can come.	I can't (cannot) come.	Can I come?
<b>Could:</b> see units 1 and 11.		
I could come.	I couldn't (could not) come.	Could I come?
<b>Must:</b> see units 1, 10 and 11.		
I must come.	I mustn't (must not) come.	Must I come?
<b>May:</b> see units 1 and 11.		
I may come.	I may not come.	May I come?
<b>Might:</b> see unit 1		
I might come.	I mightn't (might not) come.	Might I come?
<b>Shall:</b> see unit 1.		
I'll (shall) come.	I shan't (shall not) come.	Shall I come?
<i>Shall is usually only used with questions in the first person (I and we).</i>		
<b>Should:</b> see units 1 and 10.		
I should come.	I shouldn't (should not) come.	Should I come?
<b>Will:</b> see units 1, 7, 9, 10 and 13.		
I'll (will) come.	I won't (will not) come.	Will I come?
<b>Would:</b> see units 1, 5, 11, 14 and 15.		
I'd (would) come.	I wouldn't (would not) come.	Would I come?

## Reported speech with backshift

See unit 9.

Present		
'I write.'		he wrote.
'I'm writing.'	He said/told me ...	he was writing.
'I've written.'		he had written.
Past		
'I have written.'		he had written.
'I was writing.'	He said/told me ...	he had been writing.
Modals		
'I will/would.'		he would.
'I can/could.'	He said/told me ...	he could.
'I must.'		he had to. *

\*Must has no past form. The practical solution is often to use *had to*.

### Questions

'Do you work here?'		if I worked there.
'When are you leaving?'	He asked me ...	when I was leaving.
'Have you been to Istanbul?'		if I had been to Istanbul.

### Imperative

'Come to my office.'	He told me ...	to come to his office.
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## Real conditionals

See unit 13.

If clause	Main clause
If you have any problems,	call me. I'll help you.
If you aren't going to the theatre,	can I have your ticket? do you want to come out for a meal?
If you've finished your work,	you can go home. go and help Annie.

## Unreal conditionals

See units 14 and 15.

If clause	Main clause
If you were better organised,	you wouldn't have so many problems. you wouldn't have had that problem yesterday.
If I'd known earlier,	I wouldn't be in this situation now. I could have done something about it.

## I wish ...

See units 14 and 15.

Fact	Wish
I'm not rich.	I wish I was/were rich.
I didn't study hard at school.	I wish I'd (had) studied harder at school.

# Grammar glossary



**Agents** are people or things that perform an action in a passive sentence.

For example: *He was brought up by his grandparents.*

**Backshift** is when a verb moves 'one tense back' in a conditional clause or reported statement.

For example: *'I can't come.'* → *He said he couldn't come.*

**Clauses** are groups of words containing a verb.

For example: *He said that he'll be late.*  
main clause      subordinate clause

NB: subordinate clauses are introduced by conjunctions.

**Collocations** refer to words that frequently occur together.

For example: *Common sense ... Get on well ... Merry Christmas.*

**Complements** refer to adjective or noun phrases which give more information about the subject of a clause.

For example: *She was very happy ... It's my fault ... I feel a complete idiot.*

NB: usually after verbs like *be, seem, feel*.

**Expressions** are groups of words that belong together where the words and word order never or rarely change.

For example: *black and white ... That reminds me, I must buy some toothpaste ... How do you do?*

**Objects** usually come after the verb and show who or what is affected by the verb.

For example: *She closed the window ... My neighbour hates me ... I've made a cup of tea.*

NB: some verbs take a direct object (DO) and indirect object (IO).

For example: *She gave him (IO) a kiss (DO) ... He sent her (IO) some flowers (DO) ... I teach students (IO) English (DO).*

**Partitives** used with *of* can make uncountable nouns countable.

For example: *a litre of petrol ... a piece of advice ... an item of news.*

**Relative clauses** can be either defining or non-defining. A defining relative clause is necessary to identify the person or thing being talked about in the main clause.

For example: *The people who live next door have got three kids.*

A non-defining relative clause is not necessary for identification and just gives extra information.

For example: *The Smiths, who have got three children, live next door.*

NB: relative clauses are usually introduced by relative pronouns *who, that* or *which* or by relative adverbs *whose, when, where, why*.

**Subjects** usually come before the verb and refer to the main person or thing you are talking about.

For example: *Money doesn't grow on trees ... My tailor is rich ... The biggest rock and roll group in the world have started their world tour.*

# Phonetic symbols

## VOWELS AND DIPHTHONGS

/ɪ/	big fish	/bɪg fɪʃ/
/i:/	green beans	/grɪn bi:nz/
/ʊ/	should look	/ʃʊd lʊk/
/u:/	blue moon	/blu: mu:n/
/e/	ten eggs	/ten eɡz/
/ə/	about mother	/əbaʊt mʌðə/
/ɜ:/	learn words	/lɜ:n wɜ:dz/
/ɔ:/	short talk	/ʃɔ:t tɔ:k/
/æ/	fat cat	/fæt kæt/
/ʌ/	must come	/mʌst kʌm/
/ɑ:/	calm start	/kɑ:m stɑ:t/
/ɒ/	hot spot	/hɒt spɒt/
/ɪə/	ear	/ɪə/
/eɪ/	face	/feɪs/
/ʊə/	pure	/pjʊə/
/ɔɪ/	boy	/bɔɪ/
/əʊ/	nose	/nəʊz/
/eə/	hair	/heə/
/aɪ/	eye	/aɪ/
/aʊ/	mouth	/maʊθ/

## CONSONANTS

/p/	pen	/pen/
/b/	bad	/bæd/
/t/	tea	/ti:/
/d/	dog	/dɒg/
/tʃ/	church	/tʃɜ:tʃ/
/dʒ/	jazz	/dʒæz/
/k/	cost	/kɒst/
/g/	girl	/gɜ:l/
/f/	far	/fɑ:/
/v/	voice	/vɔɪs/
/θ/	thin	/θɪn/
/ð/	then	/ðen/
/s/	snake	/sneɪk/
/z/	noise	/nɔɪz/
/ʃ/	shop	/ʃɒp/
/ʒ/	measure	/meʒə/
/m/	make	/meɪk/
/n/	nine	/naɪn/
/ŋ/	sing	/sɪŋ/
/h/	house	/haʊs/
/l/	leg	/leg/
/r/	red	/red/
/w/	wet	/wet/
/j/	yes	/jes/

## STRESS

In this book, word stress is shown by underlining the stressed syllable.

For example: water /wɔ:tə/; result /rɪsʌlt/; disappointing /dɪsəpɔɪntɪŋ/

## LETTERS OF THE ALPHABET

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
Aa	Bb	Ff	Ii	Oo	Qq	Rr
Hh	Cc	Ll	Yy		Uu	
Jj	Dd	Mm			Ww	
Kk	Ee	Nn				
	Gg	Ss				
	Pp	Xx				
	Tt	Zz				
	Vv					



# Irregular verbs

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

Infinitive	Past simple	Past participle
lie	lay/lie	lied/lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	(had to)
pay	paid	paid
put	put	put
read	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swear	swore	sworn
swell	swelled	swollen/swelled
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

# Tapescripts

## 1 Friends

01

(I = Interviewer; C = Celebrity)

- I: Could you tell us a little bit about yourself?  
C: Sure.  
I: First of all, where were you born?  
C: I was born in London, but I've got dual nationality because my mother's from Nicaragua.  
I: Do you still live in London?  
C: No, I'm living in Ibiza now.  
I: Oh, really? How long have you been there?  
C: Not long. I moved from London with my two daughters, Assisi and Amba, about six months ago.  
I: Are you happy there?  
C: Yeah, very happy. We love the outdoor life. Also, my mother's a Spanish speaker and I feel more comfortable in a Latin country.  
I: Have you made any new friends?  
C: Yeah, I've made lots of new friends here. A few English, but my two best friends are Argentinian and Spanish.  
I: What do you do for a living?  
C: I'm a painter, but I've recently started a jewellery business with a friend, and that takes up most of my time. I also do some modelling when I need the cash!  
I: And what do you do in your free time?  
C: Well, with a business and two young children I don't have much free time, but I love reading and listening to music.  
I: What sort of music do you like?  
C: All sorts: pop music and classical.  
I: Do you ever listen to the Rolling Stones?  
C: No, never, but don't tell my father.  
I: How often do you see your parents?  
C: Not very often. My mother's in New York and my father's often on tour. But we all love big family get-togethers.  
I: You've obviously travelled a lot. What's your favourite place in the world?  
C: That's a difficult question because I've been to so many amazing places, but I think Brazil is my favourite. The children love it there too.  
I: Finally, can I ask one last question – who chose your name?  
C: I think my father chose it. My mother wanted me to have a Spanish name.

02

- Where were you born?
- Do you still live in London?
- How long have you been there?
- Are you happy there?
- Have you made any new friends?
- What do you do for a living?
- What do you do in your free time?
- What sort of music do you like?
- Do you ever listen to the Rolling Stones?
- How often do you see your parents?
- What's your favourite place in the world?
- Who chose your name?

03

(B = Balvir; T = Tim)

- B: ... No, I went out with my friend last night. Well, actually, she's my best friend. Have you ever met her?  
T: Er, I don't know.  
B: Lisa?  
T: You told me about her.  
B: I did. She's the Greek girl.  
T: Er, yeah.  
B: Really pretty ... and she's got long, dark hair and she's um, she's very petite. Um, yeah, we had a great time. We met ... gosh ... we've known each other now ... about 15 years. Can you believe that?  
T: Oh, wow.  
B: Yeah, we met ... I was working for her dad. He had a casino. Oh, I tell you, those were wild days but, er, we met working there together and um, she's a sister, a younger sister, and she doesn't get along with her very well, so I always like to say that I'm like her sister. I'm like the sister she never had.  
T: Hah, hah, hah ...  
B: We don't have a lot in common, but, er ... cause she doesn't work, she's a full-time mum. She's got a little boy.  
T: Oh, yeah.  
B: He's about ... he's about 11 now ... difficult age. Hum. Uhm, um, but we still get together about once or twice a month, and it's always good to see her.  
T: Nice.  
B: Yeah.

04

(See page 11.)

05

### You've Got a Friend by the Brand New Heavies

When you're down and troubled  
And you need some loving care  
And nothing, no, is going right  
Close your eyes and think of me  
Oh, and soon I will be there  
To brighten up even your darkest night

You just call out my name  
And you know wherever I am  
I'll come running, yeah, to see you again  
Don't you know that winter, spring,  
summer or fall  
All you've got to do is call  
And I'll be there, yes I will  
You've got a friend  
(You've got a friend in me)

Ain't it good to know that you've got a friend  
People can be so cold  
They'll hurt you and desert you  
Take your very soul if you let them  
So don't let them

You just call out my name  
And you know wherever I am  
I'll come running, yeah, to see you again  
Don't you know that winter, spring,  
summer or fall  
All you've got to do is call  
And I'll be there, yes I will  
You've got a friend  
(You've got a friend)  
You've got a friend  
(You've got a friend in me ...)

## 2 Relax

06

Barbara

(I = Interviewer; B = Barbara)

- I: Do you think you're a relaxed person?  
B: Yes, I think so.  
I: What do you think of *The Little Book of Calm*?  
B: Well, I think it's interesting, but I work from eight thirty in the morning until about seven in the evening, so I don't have much time to relax. I never have time for a nap during the day. I have a massage from time to time, but I hardly ever have a leisurely bath.  
I: Do you ever do any physical exercise?  
B: Yes, I go to the gym two or three times a week and I sometimes walk to work.  
I: And how do you relax in the evenings?  
B: I have a glass of wine and watch television.

Robert

(I = Interviewer; R = Robert)

- I: Do you think you're a relaxed person?  
R: I don't know – I thought I was until I read *The Little Book of Calm*.  
I: What do think of it?  
R: Hah ... I think it's rubbish. I mean, I like warm water, but only if it's got tea or coffee in it. And I've never had a massage or a nap during the day, but I don't get stressed out very often.  
I: How do you relax when you're not working?  
R: Well, I go for a walk in the park now and again. I often read in the evening. I like reading, but I'm so tired after work that I frequently fall asleep with a book in my hands and the light on.

Peter

(I = Interviewer; P = Peter)

- I: Do you think you're a relaxed person?  
P: Oh, yes, definitely.  
I: What do you think of *The Little Book of Calm*?  
P: I think it's brilliant. It's changed my life.  
I: Really? Which advice do you follow?  
P: I never drink tea or coffee. I drink two glasses of milk every morning and a cup of hot water in the evening. Um, I go running every morning before work and I spend at least 10 minutes alone in a quiet room when I get home in the evening. Then I float in the bath for about 20 minutes.  
I: What does your wife think about that?  
P: Oh, she thinks I'm mad.



Sally

(I = Interviewer; S = Sally)

- I: Do you think you're a relaxed person?  
S: Not really.  
I: Why not?  
S: I don't think I'm very good at relaxing. I don't like sitting around doing nothing.  
I: So what do you do in your free time?  
S: Well, I've got three children, so I don't have much free time. But once a month, I get a babysitter and go dancing with my friends. We laugh a lot, and that's what I find relaxing.  
I: What do you think of *The Little Book of Calm*?  
S: I don't think it was written for people with three children.

### 07

- I: Which is your favourite track on the album?  
B: The last one – it's amazing. I can't wait to see them live.  
2  
C: What did you think of it?  
D: I thought the acting was brilliant and the photography's superb. Apart from that, it was dead boring.  
3  
E: Have you finished it yet?  
F: Nearly.  
E: What's it like?  
F: Really good. I reckon it's going to be a best-seller.  
4  
G: I enjoyed that. What did you think of it?  
H: I thought it was rubbish – a sentimental tearjerker – and the ending was so predictable.  
G: Well, it made you cry anyway.  
H: No, it didn't – I've got a cold.  
5  
I: Are you enjoying it?  
J: Yeah, I found it a bit difficult to get into, but now that I'm past the first few chapters, I can't put it down.  
6  
K: What did you think of the special effects?  
L: What special effects?  
K: It was all done with computers.  
L: Oh, no ... I thought it was real. You've spoilt it now.  
7  
M: Did you have a good time?  
N: Not really ... I can't stand all that techno stuff. I like it when you can actually hear the lyrics.  
M: Old hippy.  
N: What did you say?  
M: Nothing.

### 08

[Film music]

## 3 Dating

### 09

Tom and Kathy

(J = Journalist; K = Kathy)

- J: Kathy, we last heard from you when you were about to meet Tom for the first time.  
K: That's right. It was easier for me to take time off work, so I booked a flight to Denver.  
J: Wow! That's a long way to go for a date! And rather expensive too.  
K: Oh, we shared the cost of the flight. Tom's a very generous man. Anyway, he arranged to meet me at the airport.  
J: And when was that?  
K: It was almost a year ago. I felt really nervous, but I couldn't wait to meet Tom.  
J: And was he there?  
K: Oh, yes. I spotted him immediately. He looked just like his photograph.  
J: Hah. Was it love at first sight?  
K: I'm afraid not. I couldn't have predicted what happened but something put me off him straightaway. I didn't even leave the airport. I just turned round and came straight back to Ireland. We haven't been in touch since that day.  
J: Wow, what was it that put you off?  
K: Well, it's going to sound really stupid, but I hated his shoes.

Lisa and Joel

(J = Journalist; L = Lisa; Jo = Joel)

- J: Lisa and Joel, are you still married?  
L: Oh, yes, very much so. We've been married for a year now. In fact we've just celebrated our first wedding anniversary.  
J: Oh, congratulations! How have your lives changed since your unusual marriage?  
Jo: Well, my mother hasn't spoken to me since the day we got married! Hah. That's the good news.  
J: Hah, hah, hah.  
Jo: But, no, I'm joking. We're really upset about it. But we've moved away from our home town.  
J: Really? Why did you decide to do that?  
Jo: Well, everybody knew about the competition and the wedding and we turned into tourist attractions. We couldn't walk down the street without strangers coming up to us and asking us all these personal questions.  
J: So, where do you live now?  
Jo: In Adelaide. Er, we've been there for about six months now, and we love it.

### 10

- a) What's a nice girl like you doing in a place like this?  
b) You know, I'm not just an interesting person, I have a body too.  
c) I'm in advertising. Would you like to be in our next photo shoot?  
d) Do you believe in love at first sight or do I have to walk past you again?  
e) A: Do you have a boyfriend?  
B: Yes.  
A: Want another one?  
f) Your father must be a thief, because he's stolen the stars from the sky and put them in your eyes.

- g) I've just moved next door and I was wondering if you could recommend a good restaurant nearby. Would you like to join me?

### 11

(R = Rose; M = Meg)

- R: What do you think of Jake?  
M: He's all right.  
R: You don't like him, do you?  
M: Well, he wasn't exactly friendly.  
R: Oh, he's just a bit shy, that's all.  
M: Shy? You must be joking. Five minutes after meeting me he asked me to buy him a drink! That's not what I call shy!  
R: OK, that was a bit cheeky, but he's broke.  
M: Huh, I'm not particularly well-off myself and I'm trying to save up for my holiday.  
R: All right, all right, I'll pay you back. He's not bad-looking, though, is he?  
M: No, I suppose not – but he knows it. I think he's really big-headed.  
R: You're just jealous.  
M: No, I'm not. I don't want him. He's mean, big-headed and stupid.  
R: What do you mean stupid? You're not exactly Miss Einstein yourself.  
M: Shut up!  
R: No, you shut up!  
M: Mum!

## 4 Adrenalin

### 12

a

- A: Have you ever been skydiving?  
B: Yes, I have.  
A: Was it good?  
B: Good? It was absolutely incredible!

b

- C: Have you ever been surfing?  
D: Yes, I have.  
C: Were you scared?  
D: Scared? I was absolutely terrified!

### 13

Interview with Jane Couch

(I = Interviewer; JC = Jane Couch)

- I: Now this is a question that everyone asks you, I know, but, h ... when ... how did you get interested in boxing?  
JC: I saw a documentary about women boxing in America about six years ago, it was there, just a li ... a little television programme, it was about an hour long, and I ... I watched the programme and it just changed my life, I was just fascinated from there on in, from like a half an hour programme, I just went ... 'I'm going to do that'.  
I: And were you interested in sport at school?  
JC: No, nothing. I wasn't even fit or anything. I used to smoke. I used to drink. Um, just didn't look after meself at all. Didn't eat very well, and this just changed my life. Hah ...  
I: How long did it take you to get fit?  
JC: It took me, I'd say, to get to the level that I'm at, it took me ... about two years to reach ... to reach the level I needed to be at.  
I: And do you know how many female boxers there are in ... the ... in Britain?  
JC: In the UK, um, there's ... there's about three hundred women boxing as



amateurs, and there's about eight women boxing professionally in the UK at the moment, but throughout the world there's about thirty thousand women, throughout the world.

- I: And what do your critics say?  
JC: Um, at ... at the ... at the outset it was difficult. It was, like, women shouldn't box, you know, ... they shouldn't be doing this, and they shouldn't be doing that, and should be at home looking after the kids, and everything. But, um ... and she's never be as good as a man, but my last three fights have been live on TV. I've just signed a five fo ... fight deal with Bravo Television.  
I: What do you think are the prime, um, skills to have as a boxer.  
JC: Um, believe it or not, you've got to be ... you've got to have a pretty good brain to be a good boxer. Anyone can fight, but to make it to the top you've got to know your skills, and you've got to have a pretty cute brain, and ... and the fitness ... the fitness side of it is very, very important.  
I: And how do you relax?  
JC: I don't. I never do ... I ... I nev ... I don't sleep much. I just ... and when I do, I dream about boxing, and when I'm trying to get to sleep it's about my fights. I'm just, I can't ... I work really hard. I'm just constantly working, working ...  
I: How do you prepare for a match?  
JC: Um, for a ... for a ten-round, um, world title fight, obviously I go to training camp just outside Bristol, for eight weeks before each fight, and, um, once I go to training camp that's it. I don't do anything. I've got a ... a very good trainer, I've got a very good team round me, so ...  
I: Have you ever been seriously hurt in a match?  
JC: Er, not really seriously. Not lasting damage. Things that take a couple of weeks to mend, like broken cheek bone, broken nose, lost a few teeth, but just, er ...  
I: Your teeth look great to me from where I'm sitting, I can tell you ...  
JC: Hah ... no, I only lost the back ones. Hah, hah ...  
I: Now, just finally, do you think you've changed since your success?  
JC: Um, changed as a person? I ... I ... I think ... I think I've changed as in ... in the life-style that I live now, is um, it's just constantly I'm travelling. I live out of a suitcase. But I think, um, as a person, definitely not, no, I've j ... my feet are just so firmly on the ground, you wouldn't believe it. Um, ...  
I: I would believe it, having met you. I can assure you.  
JC: Hah.  
I: And, just lastly, when's your next big fight?  
JC: Er, the next one's going to be the end of February, beginning of March. I'm going to be defending my world ... my three world titles.  
I: And where will it be?  
JC: In London! Hah, hah.  
I: Well, that's great. Thank you very, very much.

 14

- a  
(I = Interviewer; B = Ben)  
I: Have you ever had a sports injury?  
B: Yes, I have. I was playing rugby for the local team and it was just after kick-off. I was jumping up to catch the ball when a player from the other team knocked me over and I fell heavily on my left leg.  
I: Oh, dear. Were you badly hurt?  
B: Ah, yes, I twisted my ankle and couldn't play rugby for more than three months.

- b  
(I = Interviewer; D = Dina)  
I: Have you ever been in a dangerous situation?  
D: Yes, I ... I have. I was walking my dog one day with my sister and we were crossing this field. There was a horse in it and it suddenly started running towards us, looking really mad.  
I: What did you do?  
D: Well, I know you're not supposed to run away from animals because they can sense your fear. But we ran away as fast as we could.

- c  
(I = Interviewer; F = Frank)  
I: Have you ever broken a bone?  
F: Yes, I've broken my nose twice. The first time I was playing football and one of the other players hit me in the face. The second time, I was playing tennis. I missed the ball and it hit me right on my nose.

- d  
(I = Interviewer; P = Paula)  
I: Have you ever been really frightened?  
P: Yes, I have. Last summer I was driving on the motorway in Spain and we were getting close to Barcelona. So I got into the right-hand lane ready to turn off the motorway when this car screeched up next to me, pulled in front of me and slammed on his brakes. I don't know how I managed to slow down fast enough to avoid him. I've never been so frightened in my life.

- e)  
(I = Interviewer; G = Glenn)  
I: Have you ever thought you were going to die?  
G: Yeah. It was when I was eight or nine and I was at the beach with my parents. I was playing in the sea, but on the edge because I couldn't swim. Suddenly, I realised that I couldn't feel the bottom and the sea was pulling me further away from the beach. For a few seconds, I panicked and I started swallowing a lot of water. Then I felt really calm, as if I was floating away. I was drowning. Fortunately, someone saw me and pulled me out in time.

 15

- George  
(I = Interviewer; G = George)  
I: George, is it similar to skiing?  
G: Actually, it's slightly easier and I think it's a lot more exhilarating.  
I: Is it cheaper?  
G: No, not really. The equipment is just as expensive.  
I: What do you need?

- G: A board, of course, and that can cost about £400. Then you have to have bindings to attach your feet to the board, and you also need special clothes and boots which are quite expensive.  
I: Is it as popular as skiing?  
G: With young people, yes.

- Katrina  
(I = Interviewer; K = Katrina)  
I: Katrina, where did you learn?  
K: I did my preliminary certificate in Malta when I was on holiday.  
I: I suppose you have to learn in the sea, don't you? I mean, you don't live near the sea, do you?  
K: Er, no, but I could have had lessons at home in a lake, although it's much more pleasant to learn in the Mediterranean because it's nice and warm.  
I: Did you have to buy all the equipment?  
K: No, you can hire it but it's far better to have your own wetsuit because it's important for it to be exactly the right size.  
I: Are lessons very expensive?  
K: Quite expensive, but it's worth having lessons with professionals because it's much safer.  
I: Were you nervous on your first dive?  
K: Yes, but it was one of the most amazing experiences I've ever had.

- Paul  
(I = Interviewer; P = Paul)  
I: Paul, who do you support?  
P: I used to support Notts Forest, but then I changed to Man U.  
I: Why?  
P: Because they're by far the most exciting team in England.  
I: Did you watch their last match?  
P: Yes. They didn't play as well as usual and one of their best players was sent off in the first half.  
I: Why?  
P: Er, the referee said that he kicked a player from the other team.  
I: So, did they lose?  
P: No, it was a draw.

- Eva  
(I = Interviewer; E = Eva)  
I: Eva, was it your first time?  
E: Yes, and it was amazing.  
I: What did you have to do?  
E: Well, the first time you do it they attach the elastic around your waist and you just jump. At first, you free fall, and then the elastic pulls you back and you bounce up and down a few times.  
I: How did it feel?  
E: Incredible. ... I can't explain the feeling ... it's ... it's much better than anything else I've ever done. It's exciting, but it isn't nearly as frightening as you imagine.  
I: What made you do it?  
E: It was a birthday present and it's definitely the best birthday present I've ever had.



*River Deep Mountain High* by Ike and Tina Turner

When I was a little girl  
I had a rag doll  
Only doll I've ever owned  
Now I love you just the way I loved that rag doll  
But only now my love has grown  
And it gets stronger, in every way  
And it gets deeper, let me say  
And it gets higher, day by day  
And do I love you my oh my  
Yeah, river deep mountain high  
Yeah, yeah, yeah  
If I lost you would I cry  
Oh how I love you baby, baby, baby, baby

When you were a young boy  
Did you have a puppy  
That always followed you around  
Well I'm gonna be as faithful as that puppy  
No I'll never let you down  
Cause it goes on and on, like a river flows  
And it gets bigger baby, and heaven knows  
And it gets sweeter baby, as it grows  
And do I love you my oh my  
Yeah, river deep mountain high  
Yeah, yeah, yeah  
If I lost you would I cry  
Oh how I love you baby, baby, baby, baby

I love you baby like a flower loves the spring  
And I love you baby like a robin loves to sing  
And I love you baby like a schoolboy loves his pet  
And I love you baby, river deep mountain high  
baby, baby, baby ... oh baby ... oh ... oh ...  
Do I love you my oh my  
Yeah, river deep mountain high  
Yeah, yeah, yeah  
If I lost you would I cry  
Oh how I love you baby, baby, baby, baby

## 5 Kids

### 17

- 1  
A: Um, it's something that lived a long time ago. It looks very scary.  
B: A thing that lived long time ago.  
C: Um ... It's a big monster.
- 2  
D: It's a man and, and um ... he lives in ... he lives up in space.  
E: It's someone who um ... made the world and um ... he made the animals.  
F: He's someone who lives ... who's died and he ... he, um ... looks down on people.  
G: He's a man up in heaven.  
H: A person that helps people, in heaven.
- 3  
I: It's something that's er ... er, very cold and it's in ... it's a ... it's a ... it's a, um ... it's a stone.  
J: It's something that crashes down on people and it's got ice.  
K: It's a sort of big piece of, um ... ice that cracks off a bigger piece.  
L: It's a big ice cube.
- 4  
M: A place where ... where animals ...

- have been put up to show.  
N: Somewhere where um ... they show you things that are very old.  
O: It's somewhere where er, people will show things like dinosaurs and olden days things.  
P: A place ... a place that um ... you see loads and loads of ... you see bones or things and pictures.  
Q: It's in the country and you see dinosaur bones there.
- 5  
R: It's a person who takes toys away.  
S: It's someone that in the middle of the night ... and it's got um ... it's got a ... it's got um, a ba ... something around his face with, with, um ... round holes and he's ... he's got um ... a T-shirt that's got black and white and he robs things.  
T: It's someone who steals things when you're asleep.  
U: A person that steals things at night.

### 18

(See page 46.)

### 19

Doctor Foster went to Gloucester  
In a shower of rain  
He stepped in a puddle right up to his middle  
And never went there again

### 20

(See page 48.)

### 21

Her name was Mrs Pratchett. She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled.

Her apron was grey and greasy. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg-yolk. It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime.

And do not forget that it was these hands and fingers that she would plunge into the sweet-jars when we asked for a pennyworth of Treacle Toffee or Wine Gums or Nut Clusters or whatever. There were precious few health laws in those days, and nobody, least of all Mrs Pratchett, ever thought of using a little shovel for getting sweets out as they do today.

The other thing we hated Mrs Pratchett for was her meanness. Unless you spent a whole sixpence all in one go, she wouldn't give you a bag. Instead you got your sweets twisted up in a small piece of newspaper which she tore off a pile of old Daily Mirrors lying on the counter.

So you can well understand that we had it in for Mrs Pratchett in a big way, but we didn't quite know what to do about it. Many schemes were put forward, but none of them was any good. None of them, that is, until suddenly, one memorable afternoon, we found the dead mouse.

My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place

for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs.

Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery.

Thwaites took it out by its tail and waved it in front of our faces. 'What shall we do with it?' he cried.

'It stinks!' someone shouted. 'Throw it out of the window!'

'Hold on a tick,' I said. 'Don't throw it away.'

Thwaites hesitated. They all looked at me.

When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.

'Why don't we,' I said, 'slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'

The other four stared at me in wonder.

Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom. 'We'll do it today!' they cried. 'We'll do it on the way home! You had the idea,' they said to me, 'so you can be the one to put the mouse in the jar.'

Thwaites handed me the mouse. I put it into my trouser pocket. Then the five of us left the school, crossed the village green and headed for the sweet-shop. We were tremendously jazzed up. We felt like a gang of desperados setting out to rob a train or blow up the sheriff's office.

We were the victors now and Mrs Pratchett was the victim. She stood behind the counter, and her small malignant pig-eyes watched us suspiciously as we came forward.

'One Sherbet Sucker, please,' Thwaites said to her, holding out his penny.

I kept to the rear of the group, and when I saw Mrs Pratchett turn her head away for a couple of seconds to fish a Sherbet Sucker out of the box, I lifted the heavy glass lid of the Gobstopper jar and dropped the mouse in. Then I replaced the lid as silently as possible. My heart was thumping like mad and my hands had gone all sweaty.

As soon as we were outside, we broke into a run. 'Did you do it?' they shouted at me.

'Of course I did!' I said.

'Well done you!' they cried. What a super show!

I felt like a hero. I was a hero. It was marvellous to be so popular.

The flush of triumph over the dead mouse was carried forward to the next morning as we met again to walk to school.

'Let's go in and see if it's still in the jar,' somebody said as we approached the sweet-shop.

'Don't,' Thwaites said firmly. 'It's too dangerous. Walk past as though nothing has happened.'



As we came level with the shop we saw a cardboard notice hanging on the door. CLOSED.

We stopped and stared. We had never known the sweet-shop to be closed at this time in the morning, even on Sundays.

'What's happened?' we asked each other. 'What's going on?'

We pressed our faces against the window and looked inside. Mrs Pratchett was nowhere to be seen.

'Look!' I cried. 'The Gobstopper jar's gone! It's not on the shelf! There's a gap where it used to be!'

'It's on the floor!' someone said. 'It's smashed to bits and there's Gobstoppers everywhere!'

'There's the mouse!' someone else shouted.

We could see it all, the huge glass jar smashed to smithereens with the dead mouse lying in the wreckage and hundreds of many-coloured Gobstoppers littering the floor.

'She got such a shock when she grabbed hold of the mouse that she dropped everything,' somebody was saying.

'But why didn't she sweep it all up and open the shop?' I asked.

Nobody answered me.

After a while, Thwaites broke the silence. 'She must have got one heck of a shock,' he said. He paused. We all looked at him, wondering what wisdom the great medical authority was going to come out with next.

'Well now,' Thwaites went on, 'when an old person like Mrs Pratchett suddenly gets a very big shock, I suppose you know what happens next?'

'What?' we said. 'What happens?'

'You ask my father,' Thwaites said.

'He'll tell you.'

'You tell us,' we said.

'It gives her a heart attack,' Thwaites announced. 'Her heart stops beating and she's dead in five seconds.'

For a moment or two my own heart stopped beating. Thwaites pointed a finger at me and said darkly, 'I'm afraid you've killed her.'

'Me?' I cried. 'Why just me?'

'It was your idea,' he said. 'And what's more, you put the mouse in.'

All of a sudden, I was a murderer.

At exactly that point, we heard the school bell ringing in the distance and we had to gallop the rest of the way so as not to be late for prayers.

The Headmaster is the only teacher at Llandaff Cathedral School that I can remember, and for a reason you will soon discover, I can remember him very clearly indeed. His name was Mr Coombes.

Mr Coombes now proceeded to mumble through the same old prayers we had every day, but this morning, when the last amen had been spoken, he did not turn and lead his group rapidly out of the Hall as usual. He remained standing before us, and it was clear he had an announcement to make.

'The whole school is to go out and line up around the playground immediately,' he said. 'Leave your books behind. And no talking.'

Mr Coombes was looking grim. His hammy pink face had taken on that dangerous scowl which only appeared when he was extremely cross and somebody was for the high-jump. I sat there small and

frightened among the rows and rows of other boys, and to me at that moment the Headmaster, with his black gown draped over his shoulders, was like a judge at a murder trial.

'He's after the killer,' Thwaites whispered to me.

I began to shiver.

As we made our way out into the playground my whole stomach began to feel as though it was slowly filling up with swirling water. I am only eight years old, I told myself. No little boy of eight has ever murdered anyone. It's not possible.

I half-expected to see two policemen come bounding out of the school to grab me by the arms and put handcuffs on my wrists.

A single door led out from the school on to the playground. Suddenly it swung open and through it, like the angel of death, strode Mr Coombes, huge and bulky in his tweed suit and black gown, and beside him, believe it or not, right beside him trotted the tiny figure of Mrs Pratchett herself!

Mrs Pratchett was alive!

The relief was tremendous.

Suddenly she let out a high-pitched yell and pointed a dirty finger straight at Thwaites. 'That's 'im!' she yelled. 'That's one of 'em! I'd know 'im a mile away, the scummy little boulder!'

The entire school turned to look at Thwaites. 'W-what have I done?' he stuttered, appealing to Mr Coombes.

'Shut up,' Mr Coombes said.

Mrs Pratchett's eyes flicked over and settled on my own face. I looked down and studied the black asphalt surface of the playground.

'Ere's another of 'em!' I heard her yelling. 'That one there!' She pointed at me now. 'You're quite sure?' Mr Coombes said.

'Of course I'm sure!' she cried. 'I never forget a face, least of all when it's as sly as that! 'Ee's one of 'em all right! There was five altogether. Now where's them other three?'

The other three, I knew very well, were coming up next.

'There they are!' she cried out, stabbing the air with her finger. 'Im ... and 'im ... and 'im! That's the five of 'em all right! We don't need to look no farther than this, 'Eadmaster! They're all 'ere, the nasty little pigs! You've got their names 'ave you?'

'I've got their names, Mrs Pratchett,' Mr Coombes told her. 'I'm very much obliged to you.'

## 6 News

### 22

(A1 = Announcer 1; A2 = Announcer 2)

A1: And here are the news headlines. Following severe droughts in Africa, the President of the USA has announced that he is going to send food and provisions to the people of Somalia, who have lost their homes and livelihood.

A2: Robert Holmes, Minister for the Environment, has resigned. The Prime Minister has ordered an investigation into the mysterious disappearance of a large sum of money. A spokesman for the minister told us that he was out of the country and not available for comment.

A1: Schoolgirl Pauline Gates has not been allowed back into school after the summer holidays, because she has had her nose pierced. According to headmistress Jean Bradley, Pauline knew that piercing was against the school rules. The girl will be allowed back into school when she removes the offending ring.

A2: And finally, to end on a happier note, wedding bells are ringing for 81-year-old Max Williams, who won £16 million in the lottery last month. He's going to marry 22-year-old dancer Sally Lister. The happy couple posed for photographers outside the millionaire's luxury home in Essex and Sally held out her hand to show off her £10,000 engagement ring for the cameras.

### 23

(K = Ken; S = Steve)

K: Hi, Steve. How are you?

S: Oh, not too bad. Actually, it's my wedding anniversary today.

K: Oh, congratulations!

S: But um, I forgot and my wife was really upset.

K: Oh, no. That's terrible.

S: But I just rang Le Petit Blanc and they actually had a table free, so we're going out for dinner.

K: Excellent.

S: Anyway, I must go.

K: Er, yeah, me too. See you!

### 24

a

A: Have you heard about Chris and Shirley?

B: No ... what about them?

A: They've split up.

B: That's terrible!

b

C: Hello. You're looking very pleased with yourself.

D: I am! I've just passed my driving test!

C: Well done! Can I have a lift?

E: Guess what. I've won a holiday to Florida.

F: Lucky you! Is it a holiday for two?

E: Yes, I'm taking my mum.

F: Oh.

G: I've just had some bad news.

H: What's happened?

G: I've failed my final exams.

H: Oh, I'm sorry to hear that. Are you going to resit them?

I: Oh, no!

J: What's the matter?

I: I've left my bag on the bus.

J: You idiot! What are you going to do?

I: I suppose I'd better ring the bus company.

K: Have a glass of champagne!

L: Thank you. What are you celebrating?

K: My wife's just had a baby.

L: Congratulations! Boy or a girl?



g  
M: You don't usually take the bus!  
N: No – my car's broken down again.  
M: Oh, no!

h  
O: I didn't know you had a car.  
P: My parents have bought a new car and they've given me their old one.  
O: Excellent!

## 25

That's terrible!  
Well done!  
Lucky you!  
Oh, I'm sorry to hear that.  
You idiot!  
Congratulations!  
Oh, no!  
Excellent!

## 26

- 1 We got engaged last week.
- 2 My bicycle's been stolen again.
- 3 I've decided to move to Australia.
- 4 My husband's been taken into hospital.
- 5 My daughter has just had a baby.
- 6 I got off the bus, slipped and fell flat on my face.
- 7 I've won £1,000 on the National Lottery!
- 8 My car wouldn't start this morning.
- 9 When I got to the party, there was someone there wearing exactly the same dress as me.
- 10 I've just got my exam results and I've passed.

## 7 Party

### 27

- 1 /ɪ/ - busy city
- 2 /e/ - festival guest
- 3 /v/ - holiday modern
- 4 /æ/ - band candle
- 5 /ə/ - around different
- 6 /u/ - full good
- 7 /ʌ/ - fund public

### 28

(Z = Zoë; S = Sandy)

Z: Hi!  
S: Oh, hello.  
Z: You don't look very happy. What's the matter?  
S: David hasn't rung.  
Z: You only saw him yesterday.  
S: Yes, and the last thing he said was, 'I'll ring you tomorrow.'  
Z: Well, tomorrow isn't finished yet.  
S: No, but it's eight o'clock. What are you doing tonight? Do you fancy going for a drink?  
Z: Um, I'd love to, but John's coming round and we're going for a meal.  
S: Well, I'm not going to sit here waiting for the phone to ring. I know – I'll phone Becky.

### 29

(B = Becky; S = Sandy; Z = Zoë; D = David)  
B: Hello.  
S: Hi, Becky, it's Sandy.  
B: Hiya.  
S: Becky, are you doing anything tonight?  
B: Yes. I'm meeting Alex and Suzy in

about half an hour.  
S: Where are you going?  
B: To the cinema. Would you like to come with us?  
S: Yes, I'd love to. Where are you meeting?  
B: At their house, but we could meet you in front of the cinema in George Street at half past eight.  
S: OK, thanks. See you later.  
...  
I'm going to the cinema with Becky.  
Z: Good idea.  
S: And next time I see David, I'm going to tell him to get lost.  
Z: Hmm. I'll believe that when I see it.

...  
Z: Hello.  
D: Is Sandy there, please?  
Z: Yeah, hold on a moment – I'll get her for you.  
... It's David.  
S: Oh, hello, David.  
D: Look, I'm really sorry I didn't call earlier, but I had to work late.  
S: Oh, that's all right. I ... I forgot you were going to ring anyway.  
D: Listen, I'm afraid I can't see you tonight, I'm having dinner with my parents.  
S: It doesn't matter – I'm going to the cinema anyway.  
D: Oh, right. OK, well I'll call you.  
S: When? I mean, all right. Bye.  
D: Bye.  
...  
Z: You didn't tell him to get lost.  
S: Well, he apologised – and he's having dinner with his parents. Anyway, I ... I must go. See you later.

...  
S: Hi, Alex. Hi, Becky. Where's Suzy?  
B: Oh, she changed her mind at the last minute. David phoned her and asked her to go for a meal at that new Japanese restaurant.  
S: What?! Now I'm definitely going to tell him to get lost!

### 30

(R = Rachel; A = Alyson; G = Geoff)

R: What do you think makes a good party then?  
A: Um ... I think the place is really important. It should be big enough but not too big.  
G: Yes, it needs to be quite crowded to make an atmosphere ... and dark.  
R: Oh, I don't like it when you can't see who you're talking to.  
G: No ... no, I mean soft lighting, I like it when there are some decorations too. You know, a few balloons and things, just to make it special.  
A: What, like a children's party?  
G: Yeah, I suppose so – or candles and things on the wall.  
R: Candles make a nice atmosphere, but you have to be careful the house doesn't catch fire.  
G: W ... well, you can get those candle-holders. But the most important thing is the food and drink.  
A: Oh, yes. There must be lots of drink and enough food. It's terrible when there isn't enough food.  
R: What sort of food do you think is good for parties?

A: Um, the sort of thing you can eat with your fingers. I mean, you don't want to have loads of washing-up at the end of the party.  
R: Actually, I think the music is the most important thing. Loud, but not too loud, and the sort of music you can dance to.  
G: I think the best thing is to prepare party tapes with all the best dance tracks, then you don't have to worry about it.  
A: But what about people? That's quite important, isn't it?  
G: Um, yes, you do need people for a party!  
A: No, I ... I mean the right people. You need some party animals who get up and start the dancing.  
R: And you need a mix of men and women. I went to a party recently where there were five women for every man.  
G: Sounds all right to me.  
A: Oh, shut up. So what do we think are the three most important things?  
R: Food and drink, music and the right mix of people.  
G: Right.

### 31

#### It's My Party by Lesley Gore

It's my party and I'll cry if I want to,  
Cry if I want to, cry if I want to.  
You would cry too if it happened to you.

Nobody knows where my Johnny has gone,  
But Judy left the same time.  
Why was he holding her hand,  
When he's supposed to be mine?

It's my party ...

Play all my records, keep dancing all night,  
But leave me alone for a while,  
'Til Johnny's dancing with me,  
I've got no reason to smile.

It's my party ...

Judy and Johnny just walked thru' the door,  
Like a queen with her king.  
Oh, what a birthday surprise,  
Judy's wearing his ring.

It's my party ...

## 8 Review 1

### 32

#### Sue

We met at university – we both studied music actually and I suppose we hit it off straightaway. Afterwards, I went away travelling for a year or so and we lost touch for a while, but really we've been friends since we were students. We see each other, say, three or four times a week I guess. We're both very outgoing and energetic, which I suppose is why we get on so well in the band ...

#### Juan

It was an amazing coincidence really. Not only to meet like that, but to get on so well and have so much in common. We helped each other with our studying as well. And there was no time at all to feel homesick or anything. From the moment we got on the plane we had lots to talk about. And when



we finished, we had a brilliant time seeing the place and, well, it was just one big party 'till it was time to come back home. I wish we could see each other more often these days.

#### Elisa

It was in India, just after university. I'd been there for a few months at the time. At first, we didn't get on too well, but we kept bumping into each other, as you do when you're travelling, so we, um, well, we ended up travelling together. We found we had similar interests ... you know, we like the same music and like going to gigs, and we had similar outlooks and so on. I suppose we've been friends for about, well, three or four years now.

#### Enrico

We've got similar interests, particularly music. We like to see as many bands as we can. We like going out a lot. We, er, don't get to travel as much as we used to, but we're planning to go back to Asia together for a few weeks next year. That's where we met in the first place actually, about four years ago.

#### Sindy

We've known each other for a few years now and we still get on well, most of the time anyway! We see each other a lot. Of course we're together twice a week when the band rehearses and we often go to pubs or to friends' houses and just, sort of, hang out and chat really. Yeah, we both love a good party!

#### Hans

We first met in the, er, airport actually. We just bumped into each other at the check-in. It turned out we were both going to the same place to study and we ended up living in rooms on the same corridor in the hall. It was pretty amazing really! We got on from the word go. It just happened naturally, you know, two people away from home and all that. We did almost everything together and then when the course was over we travelled around the country for a month or so, before coming home. Now, I guess we only see each other three or four times a year or so.



33

(See page 69.)

## 9 Soap



34

(See page 74.)



35

#### Pacific Heights. Scene 2

(P = Penny; E = Ella; Ph = Phil; M = Mara)

P: So, what have you been up to today?

E: We've been to the travel agent's to get some brochures.

Ph: I thought we'd talked about that.

M: But Dad ...

Ph: Look, I've told you once and I'll tell you again - you're not going travelling on your own. You're too young.

E: But Becky's parents let her go travelling last year.

Ph: Yes, but she went with her brother.

M: Well, let's ask Charlie. Where is he, by the way?

P: Oh, he's taking part in a big surfing competition out of town.

Ph: But his surfboard's here.

P: Oh, that's strange. I must have made a mistake.

M: Come on, Ella ... let's go round to Becky's.

P: Er, don't be late for dinner.

#### Pacific Heights. Scene 3

(M = Mara; E = Ella)

M: I think I know where Charlie is.

E: Where?

M: He's gone to see Clare. I'm sure there's something going on.

E: Oh, between Charlie and Clare?

M: Yes.

E: But Clare's married to Uncle Dave.

M: So? Lots of married people have affairs.

E: Well, I don't think it's right. Anyway, how do you know?

M: Well, I heard him talking to her on the phone yesterday. He asked her if Dave had left for America and then he said he couldn't wait to be in her arms again!

E: Oh, what a creep. Poor Becky.

M: Oh, don't worry, she'll get over it. But listen, I've got an idea.

E: If it's about Charlie coming travelling with us, forget it. He's already said he doesn't want to.

M: Yes, but if we catch him with Clare, we can blackmail him to come travelling with us.

E: Oh, yes. I see what you mean. But don't you think we should tell Becky about him and Clare?

M: No, stupid. If we tell her, we won't be able to blackmail him. Come on, let's make a plan.

#### Pacific Heights. Scene 4

(A = Amy; M = Mark)

A: I don't know what to do. If I don't take part in the demonstration I'll have to leave the group.

M: Just think about those poor little animals. Have you any idea what they do to them?

A: I know, but it's my step-father's company.

M: Well, it serves him right for experimenting on animals.

A: Are they going to do any damage?

M: No, it's a peaceful demonstration, that's all. Anyway, it's up to you.

A: Um, OK, I'll come, but my mom will kill me if she finds out.

## 10 Time



36

(PR = Paul Roesch; RW = Roberta Wilson)

PR: ... That was Sonny Best with *Midnight in Vermont*. Now, do you make the best of your time? In the studio today we've got Roberta Wilson, who's a time management consultant. Good morning, Roberta.

RW: Good morning, Paul.

PR: Roberta, what exactly do time management consultants do?

RW: Well, Paul, it's all about helping people to organise their work in an effective way: maximum efficiency; minimum stress.

PR: Hah, sounds like something I need. Er, who are your clients?

RW: Um, mainly business people, but I've also worked with politicians, civil servants and university lecturers.

PR: Um, quite a range, then. And what sort of things help people to organise their time? I suppose punctuality is important?

RW: Um, yes and no. It's easier to finish a meeting on time if it starts on time. But in international contexts, you do have to be aware of cultural differences.

PR: For example?

RW: Well, in Britain big, formal meetings usually start on time, but less formal meetings often begin a few minutes late. In Germany, on the other hand, people expect all meetings to begin on time. In some countries, er, for example in Latin America, there's a more ... relaxed attitude. So, you do have to adapt to circumstances.

PR: When in Rome ...

RW: Er, to some extent, yes.

PR: Um, it sounds like even if you manage your own time very well, you still can't control what other people do.

RW: Well, you can set limits. If you're meeting a friend who always arrives late, you can say, 'Well, I'm going to wait for 15 minutes. If they aren't there by then, I'll leave.'

PR: Hmm. I've got one friend who's always late. I don't think I'd ever see her if I did that.

RW: Hah, but people who are always late are the ones you need to set limits with. If they know that you won't wait, then, perhaps they'll make an effort.

PR: Isn't that rather harsh?

RW: No, not really. Someone who constantly turns up late is putting a low value on your time. Let them know you've got other things to do. And I'm not suggesting you do that with everyone - just the persistent latecomers. Though, again, different cultures do have different viewpoints on what constitutes serious lateness.

PR: What about interruptions? I often come in to the studio with something important I need to do. Then the phone rings or someone comes to see me ... Before I know it, the day's over and I haven't done what I planned.

RW: Um, you need to defend your time. If you're working on something important and someone drops in to see you, get your diary out. Politely tell them you're busy and make an appointment for another time. If it isn't important anyway, they'll just go away. If it is, they'll make an appointment and you can deal with it properly.

PR: That sounds practical.

RW: Um, again, you do have to be careful. In some cultures, particularly Latin ones, this technique can upset people. But here in the United States, almost no-one will be offended.

PR: Hmm. So, does everything depend on culture?

RW: No. Attitudes to time are one of the big differences between cultures. But how you organise your own work is up to you. And there are lots of techniques here. For example, imagine you've got two important things to do. One of them is pleasant, and the other isn't. Always try to do the unpleasant task first. That way, the pleasant task is a reward for finishing. If you do it the



other way round, you'll tend to slow down the pleasant task because you don't want to do the unpleasant one.

PR: Hah, hah. I'll remember that. Finally, what, for you, is a hard-working person?

RW: Oh, I'm not very interested in hard-working people. You can spend twelve hours a day at the office without doing very much. I'm interested in productive – and happy – people.

PR: And on that note, I have to say we've run out of time. Thank you Roberta and over to Jasmine Dahar with the news ...

## 37

1 /s/ – Sunday  
second  
Saturday  
weeks  
first

2 /z/ – days  
Tuesday  
weekends  
Wednesday  
hours

3 /θ/ – three  
thirty  
month  
Thursday  
third

4 /ð/ – then  
there  
weather  
that  
these

## 38

(J = Julie; M = Martin)

M: OK, so what dates did you get?

J: I've got 20th February 1997.

M: OK, I'll write that down ... '97.

J: Um, 24th May 1972.

M: OK.

J: Then I've got 5th November, 1999.

M: OK.

J: Then there's 31st July, 1991.

M: ... '91. OK, and the last one?

J: The last one ... I've got 15th July next year.

M: Right. OK, well, let's go for the oldest one. 24th May '72. What's that?

J: That's my birthday.

M: Hah, hah, hah.

J: Hah ... and I'm a Gemini.

M: Oh, right. OK. Er, 20th February '97?

J: That is my cat's birthday.

M: ... I don't even know my cat's ...

J: She's called 'Sparkle'.

M: Hah, hah, hah. 31st July '91?

J: Ah. This is the date that I left college and I got my first job in Habitat Superstore.

M: Hah, hah. Right. OK. Er, 5th November ... 5th November '99.

J: Well, that's bonfire night, of course.

M: Oh, right.

J: Yeah. A huge party takes place.

M: And finally, what's this 15th July next year?

J: Well, I'm going on a world trip.

M: Oh, where are you going?

J: I'm going to Australia, Sri Lanka, to India, the Far East, then to America ... All over the place.

M: Oh, lucky you. It sounds great.

## 39

1

We're supposed to start work at nine, but I often come in later because I have to take my children to school first, but then I stay a bit later. Of course, if I've got an early meeting or if I've got to be in court first thing in the morning, my wife has to take the kids to school. We're supposed to work a 40-hour week, but I think most people actually work more than that. We're supposed to dress smartly, particularly if we have contact with clients, so I always wear a suit and tie to work. Female lawyers aren't allowed to wear trousers or even dark tights. They have to wear knee-length skirts – no minis. The secretaries can wear tailored trousers, but no jeans. A weekly dress-down day has been introduced recently – it's an idea from America, where everybody comes into work in casual dress on a Friday. Personally, I have no desire to come into work wearing jeans and a T-shirt. I like to make a difference between work and home, and I can wear casual clothes at home. I think people should dress smartly for work – it gives a good impression. Smoking, eating and drinking are strictly forbidden in the office. There's a non-smoking cafeteria downstairs, and smokers have to go outside. Personally, I think smoking ought to be banned in all public places.

2

As you can see, it's a really busy office and we have to work long hours. Everybody works different hours because people are coming in and out all the time. We can have a drink at our desks but we're not allowed to bring food into the offices. There's a canteen downstairs. We're supposed to have a break every two hours, but when you're working to a deadline, you can't afford to take time for a break. Sometimes I work right through my lunch hour – it's mad really. In fact, you have to be mad to work here. Hah. We're not supposed to smoke in the office but some of the reporters and journalists do when they're working late. You know they've been smoking because the place smells horrible in the morning. As far as dress is concerned, it depends. The editors and senior staff dress smartly. I think our senior editor has two suits and about twenty identical striped shirts because I've never seen him wearing anything else. The younger men are a bit more fashion-conscious and they don't have to wear suits. The women can wear trousers or skirts, but we can't wear jeans. Smart-casual clothes are OK.

3

As you can imagine, people who work here are pretty fashion-conscious. They can wear whatever they like, but people usually choose to dress smartly for work. They're the sort of people who enjoy dressing up and they're quite competitive. Most people wear black – it's a bit like wearing a uniform really! Um, black polo-neck pullovers, black bootleg trousers, black leather jackets and boots – and that's just the girls. Hah. The men tend to be more imaginative with their colours. They wear nice brightly coloured shirts ... and then colour their hair to match! Personally, I go for a more elegant look – suits and high heels. Unfortunately, most of the young models who come to the agency are smokers – but

they're not allowed to smoke in the building. In fact, they can't smoke anywhere near the building. It gives such a bad impression when you see people smoking in the entrance.

The agency is open from ten o'clock in the morning, but the staff arrive any time after eight. They have to work a nine-hour day, but the starting and finishing times are flexible.

Coffee is available whenever you want it, but food isn't allowed in the office. Nobody here eats anyway!

## 11 Journey

### 40

(F = Friend; C = Conrad)

F: It must be very strange to be back home after such a long time.

C: Yes, it is. I ... I mean, it's lovely to see everybody and I really appreciate my bed.

F: Let's have a look at these photos then.

C: Well, they're all mixed up at the moment. I've got to sort them out.

F: Um, this looks nice. Where is it?

C: Where do you think it is?

F: Ah, well ... it must be somewhere really hot. It looks like paradise. I suppose it could be Thailand or Bali, or it could even be India.

C: No. I'll give you a clue. It's an island in the Pacific Ocean.

F: Hawaii.

C: No, I didn't go to Hawaii.

F: Oh, right ... I thought you'd been everywhere! It's probably Fiji then.

C: That's right. Oh, it was lovely. This man wanted me to marry his daughter. She was beautiful.

F: Oh, a Fijian wedding ... that would've been fun.

C: Yeah, that's what I thought. But I don't think my mum would've been very pleased. Hah. Anyway, what about this one?

F: Ah, this is a bit different. Well, must be Switzerland or somewhere in the French Alps?

C: Nope.

F: Who's the girl by the way?

C: Oh, yes ... that's er, what's-her-name, er? She's Argentinian.

F: Oh, was she travelling around Europe then?

C: No. In this picture, she wasn't far from home.

F: Well, it can't be Argentina, can it? Maybe it's Chile?

C: No, it's the southern part of Argentina ... Patagonia.

F: Oh ...

C: They call it the Switzerland of the southern hemisphere.

F: Really? That's amazing. It really does look like Switzerland. So anyway, did you meet a girl in every country you visited?

### 41

Liz

(I = Interviewer; L = Liz)

I: So, who would your ideal companion be?

L: My friend, Anna, who's doing a course in Oriental studies.

I: Ahah, and how would you get around?



- L: We'd probably use one of those very fast bullet trains to get there, and then go by taxi or on foot.
- I: And what would you wear?
- L: It depends on the time of year. I'd want to go there in spring for the cherry blossoms, so probably just jeans and a sweatshirt. I'd make sure I had a clean pair of socks and some slip-on shoes because I think you have to take them off when you visit the temples.
- ...
- I: What would you buy?
- L: Nothing touristy. I might buy an electronic gadget like a calculator. They're supposed to be cheaper there.
- I: Er, and what would you eat and drink?
- L: I'd look for western food and probably end up eating at McDonald's. I can't stand raw fish, and I don't like rice much either.
- I: Hm. What essential items would you take with you?
- L: My camera would be essential – the temples, the ... the shrines and the gardens. They're all supposed to be stunning.
- ...
- I: Who would you most like to meet there?
- L: I'd like to meet a geisha who speaks English, and ask her lots of questions.
- I: What sights would you want to see?
- L: I'd visit the Golden Temple and the 'Ryoanji' temple I think it is, where they've got that amazing Zen rock garden.
- ...
- I: Er, who would you send a postcard to?
- L: My ex-boyfriend to show him what a good time I'm having without him.
- I: Hah. What would spoil your perfect weekend?
- I: Bumping into somebody from work. Although I don't think it's likely on the other side of the world in Kyoto!

#### Cristina

(I = Interviewer; C = Cristina)

- I: Who would your ideal companion be?
- C: My mum and her cheque book.
- I: And how would you get around?
- C: On foot or on the underground.
- I: What would you wear?
- C: I'd wear all the new clothes my mum's going to buy for me there.
- I: And what would you buy?
- C: Apart from clothes, maybe a painting from one of the artists who sell their stuff along the river.
- ...
- I: What would you eat and drink?
- C: I'd sit and drink lots of lovely coffee and watch the world go by.
- I: Um, and what essential items would you take with you?
- C: Sunglasses. Not for the sun, but because they look cool.
- I: Who would you most like to meet there?
- C: Jean Paul Gaultier – I love him.
- I: What sights would you want to see?
- C: Well, I've been to all the obvious places, so I'd just like to hang out in the Latin Quarter.
- ...
- I: And who would you send a postcard to?
- C: My dad.
- I: What would spoil your perfect weekend?

- C: If the shops were shut. Paris is a beautiful city, but for me the main attraction is the shopping.

#### Rick

(I = Interviewer; R = Rick)

- I: Who would your ideal companion be?
- R: Er, definitely not my wife. She can't stand the sun. Um, probably my brother because I don't see him very often.
- I: Um, how would you get around?
- R: On foot. I'll only be going from the hotel to the beach.
- I: What would you wear?
- R: As little as possible.
- I: And what would you buy?
- R: I'd probably buy some souvenirs for my wife and children at the airport.
- I: What would you eat and drink?
- R: Um, what's that special dish? ... um, moussaka?
- ...
- I: Right. Who would you most like to meet there?
- R: Oh, nobody at all. I like peace and quiet.
- I: And what essential items would you take with you?
- R: Um, a couple of good books and plenty of suntan lotion.
- I: Er, what sights would you want to visit?
- R: The beach in the daytime and a taverna at night.
- ...
- I: Er, who would you send a postcard to?
- R: Nobody. Writing a postcard would be too much like hard work.
- I: Hm. And what would spoil your perfect weekend?
- R: Rain. Oh, also, if the island was full of other English people. Greece is a popular destination for English people.

## 12 Basics

### 42

(M = Matthew; D = Dawn; W = Waiter)

- M: Well, here we are at last. Hah. Do you like it?
- D: Yes, it's very nice. The music's not too loud. I hate it when they have loud music in restaurants.
- M: Me too.
- D: Hah.
- W: Good evening. Er, are you ready to order?
- M: Oh, no. We haven't looked at the menu yet. Could we have something to drink first?
- W: Certainly. Er, what would you like?
- M: Um, would you like some wine?
- D: Oh, yes, that would be nice. Um, red, please.
- M: Two glasses of red wine, please, and er, could we have a few olives with that?
- W: Of course. I'll be back to take your order in a moment.
- M: Right, right, we'd better look at the menu. What sort of thing do you like?
- D: Er, well, um, I don't eat meat or fish, so anything without meat or fish, I suppose. Hah ...
- M: Oh, dear ... I didn't know you were vegetarian. I don't think there are any vegetarian dishes on the menu.
- D: Oh, Oh, yes, there are. Look, there are loads of things. Um, well, they do

omelettes anyway. I'll have a cheese omelette and salad.

- M: Are you sure?
- D: Yes, that's fine. I love omelettes.
- M: OK. Um, do you mind if I have meat?
- D: No, o ... of course not. That's up to you.
- W: Are you ready to order now?
- M: Yes, um, we'll have a cheese omelette and salad and, er, steak and chips, please.
- W: How would you like your steak done, sir?
- M: Medium rare, please. And could we have some French bread and a bottle of mineral water, please?
- W: Still or sparkling?
- D/M: Still./Sparkling.
- D: Oh, that's all right, I don't mind.
- M: No, no, it's OK, er, let's have still. Still, please.
- W: Anything else?
- M: No, that's all for now, thank you.

### 43

(M = Matthew; D = Dawn; W = Waiter)

- M: So, how long have you been living in London?
- D: Er, a couple of years. How about you?
- M: Only a few months. I moved down here for the job.
- D: Ah.
- M: There's no work where I come from.
- W: Your bread sir, madam. Er, water. Er, can I get you anything else?
- M: No, I'm fine, thank you. How about you?
- D: I'm fine too, thanks.
- M: And, er, where do you come from originally?
- D: Oh, er, from a little village just outside Oxford. Um, there was nothing to do there so I moved to London.
- M: And do you like living ... Oh, no – I'm terribly sorry. Oh, dear, did it go on your skirt?
- D: Er, just a little. It's OK.
- M: Waiter, waiter! Er, can you bring a cloth ... Er, I've spilt some wine.
- D: It's OK, honestly. Hardly any of it went on my skirt. Just a drop.
- M: I'm really sorry. I'll pay for the dry cleaning.
- W: A cloth, sir.
- M: Thank you. Here, there, let me wipe it up.
- D: No, it's fine, really. Don't touch me!
- W: Who is the omelette?

### 44

(I = Interviewer; M = Michael)

- I: Michael, you've had the opportunity to taste some of the more unusual dishes from around the world. Can you tell us something about them, and in particular, what they taste like?
- M: Yes, well, I've just come back from Thailand and in the winter, sackloads of grasshoppers and locusts are brought into Bangkok from the countryside because the Thais love them. They make a really crisp and tasty snack. In fact, fried grasshoppers are tasty to most people, provided they don't know what they're eating. They eat crickets in parts of North America, and they taste just the same.
- I: Hmm. I'm not sure I'd like to eat insects.



- M: Well, you'd better not go to Indonesia then. Last time I was there, I had a feast of insects. The main course was roasted cockroaches.
- I: Oh, dear. What did that taste like?
- M: Hm. They're rather more chewy than crisp on the outside and then there's a rich liquid on the inside which tastes quite sweet and fruity.
- I: What other insects have you eaten?
- M: Well, did you know that in Colombia, cinemas serve roasted ants instead of popcorn?
- I: Really? What are they like?
- M: Um, sweet and crisp ... delicious actually. I also ate barbecued lizard in South America, but that was a bit disappointing. It was a bit bland ... not particularly tasty. On the other hand, iguana eggs made a much more interesting dish. After ten minutes boiling in very salty water, they made a very tasty evening snack. A bit too salty for my taste, but very good.
- I: I've heard that they eat grubs in Australia. I can't believe that. Is it true?
- M: Yes. I've never eaten them raw, but I have eaten them fried. They're OK ... a bit chewy ... crunchy on the outside but chewy on the inside.
- I: I'm sorry, I don't even want to think about it. Can we change the subject? How about shark fin soup? Have you ever tried that?
- M: Only once, in China. It's very expensive and takes ages to prepare. But it's delicious. The taste depends on how the chef prepares it, but when I ate it, it was quite spicy and not particularly fishy. Anyway, what about you? Have you ever eaten anything strange?
- I: Well, I'm not as adventurous as you, and I've never been out of Europe, but probably the strangest, and I must say the most revolting thing I've ever eaten was in Scotland recently.
- M: Oh, you mean haggis?
- I: No, no. Haggis is delicious. No, it was deep-fried Mars Bar.
- M: What? You mean, like fish and chips ... Mars Bar and chips?
- I: That's right. Greasy and horribly sweet. Disgusting!
- M: Oh.

## 13 Communication

45

Welcome to the *Inside Out* helpline for students of English. Here are some useful numbers and addresses for your information.

For news and current events the BBC website is a good starting point at [www.bbc.co.uk](http://www.bbc.co.uk). An alternative is CNN at [www.cnn.com](http://www.cnn.com).

To listen to BBC World Service radio you can find out about schedules and local frequencies by dialling 44 for the UK, then 20 7557 1180.

You can get the latest news and reviews on the music scene at [www.mtv.com](http://www.mtv.com). Or if it's sports results you want then the Reuters site at [www.sportsworld.com](http://www.sportsworld.com) ... all one word ... .com will keep you right up to date.

For travel information try one of the major search engines like Yahoo at [www.yahoo.com](http://www.yahoo.com) ... that's all one word ... Y A H double O ... .com/recreation/travel.

The British Tourist Authority has lots of information. You'll find them at [www.visitbritain.com](http://www.visitbritain.com) ... all one word ... .com. If you are already in the UK, the telephone number for flight enquiries to and from Heathrow is 020 ... if you are outside London ... 8759 4321.

46

1  
Hi, Rich. It's Jeff, six thirty Wednesday night. I'm in Bristol for a few days. Give me a call if you're around. 723688. Speak to you soon.

2  
Hi there! This is Simon from Tim's Travel Company. We've finally got your tickets for ten days' scuba-diving in Egypt. Call by and pick them up any time. We're open from nine to five every day. Bye.

3  
Richard ... it's Andrew. I've just had a call from Ian Watson at Smiths Insurance. They've got a problem with a programme we installed on their computer network last week, so I've told him I'll get somebody out there as soon as possible to sort it out. Could you phone him first thing tomorrow morning and arrange to go out there and see what you can do? The ... the number is 01225 302602. Give me a call at the office to let me know what you've arranged. Thanks.

4  
Er, this is Alex at Virgin Megastore. The new computer game you ordered has come in. Er, please call by and pick it up. Thank you.

5  
Hello, it's me ... Maggie. You may remember me. I'm supposed to be your girlfriend, although you wouldn't think so. Get off your computer for five minutes and give me a ring. By the way, have you heard anything about the tickets for Egypt?

6  
Hello. This is Alison Moore from the South-Western Bank. Can you ring me to discuss your overdraft? 0117 515633 extension 300. Thank you.

47

1  
(J = Jane; R = Richard; M = Maggie)  
J: Hello.  
R: Oh, hi. Is Maggie there?  
J: Is that Richard?  
R: Yes, hello, Jane. How are you?  
J: Fine, thanks. Hang on, I'll go and get her.

...  
M: Hello.  
R: Hi! It's me.  
M: You got my message then. I thought you'd forgotten about me.  
R: Don't be silly. Of course I haven't forgotten you. I've just been a bit busy, that's all.

M: Busy playing computer games, I suppose.  
R: No, not all the time. Anyway, how are you?

M: Um, not too bad. Bit tired. Too much work as usual. Which reminds me, have you heard anything from the travel agent's?  
R: Oh, yes. They've got the tickets.  
M: Great! Oh, I really need this holiday.

R: Listen, I can't chat now, but what are you up to later?  
M: I've got to work this evening, but I thought we could go to the cinema tomorrow.  
R: OK, I'll come round at about seven.  
M: See you tomorrow.  
R: Bye.

2

(Re = Receptionist; R = Richard; A = Alison)  
Re: Good morning. South-Western Bank. Can I help you?

R: Yes, I'd like to speak to Alison Moore, please.

Re: Who's calling, please?

R: My name's Richard Swainston.

Re: OK, hold on, please. I'll try to put you through ... Oh, Mr Swainston, I'm afraid she's on the other line. Would you like to hold?

R: Yes, thank you.

...  
A: Alison Moore.

R: Oh, hello. This is Richard Swainston here.

A: Oh, yes, Mr Swainston. Thank you for getting back to me so promptly. There seems to be a problem with your account.

R: Oh, dear. What sort of problem?

A: Well, you're over your overdraft limit by more than £200. You really need to come to the bank to discuss it. Are you available later on today?

R: I'm afraid I'm rather tied up today. Er, would tomorrow be convenient for you?

A: Um, yes, that's fine. Ten thirty?

R: Yes, ten thirty's fine for me.

A: Well, thank you for ringing. I'll look forward to seeing you tomorrow.

R: Goodbye.

48

(MS = Mrs Swainston; R = Richard)

MS: Hello?

R: Mum, it's Richard.

MS: Oh, is everything all right?

R: Yes, yes, fine. How are you?

MS: Oh, not too bad. Your father's playing golf, so I'm enjoying the peace and quiet. How's Maggie?

R: She's OK. Working hard. Mum, I was wondering ... do you think you could lend me some money till the end of the month?

MS: Oh, Richard, have you got yourself into debt again? Because if you have ...

R: No, no. It's just a bit of an overdraft.

MS: Where does all your money go, Richard? I mean, you've got a good job ...

R: But Mum, it's expensive living in Bristol.

MS: Well, of course it is. What do you expect if you go out every night and buy expensive computers.

R: I haven't got a computer. It's a playstation.

MS: Oh, well, whatever. I mean, your sister never phones up asking for money.

R: But you spent a fortune on her wedding.

MS: Yes, and when you get married, we'll do the same for you.

R: Well, I'm not going to get married, so you might as well give me the money now!

MS: Richard! What would Maggie say! Now



come on, this is silly. How much do you need?

R: £300.

MS: Oh, honestly, Richard, you really must learn to budget.

R: Look, Mum, if you can just help me out this time, I promise I'll try to be more careful in future.

MS: Well, we'll see about that. Listen, I ... I'll do it this time, but this really is the last time. If you get yourself into trouble again you'll just have to sort it out yourself.

R: Oh, thanks, Mum.

MS: But I'm doing this on one condition ...

R: Yes?

MS: You never say you're not going to get married again.

R: OK, I promise. Thanks Mum. Bye.

MS: Bye ... and next time, you could phone up just for a chat!

## 14 Style

49

1

I think my favourite thing at the moment is my white polo-neck sweater. It goes with everything and it's really easy to wear.

2

I love my flowery silk waistcoat. I only wear it on very special occasions and I usually wear it with a suit. It cheers me up.

3

My favourite thing is my black leather jacket which I bought in America and is really old. It gets better as it gets older.

4

My baseball cap is my favourite thing. I've got very short hair and I feel really cold without it. The colour's great, bright orange and pink.

5

I spend quite a lot of money on clothes, but my favourite things aren't usually the most expensive. For example, I love my old short-sleeved T-shirt with a big banana on the front. I got that from the market for less than five pounds.

6

My favourite thing is definitely my leopard-print fake fur coat. I got it from a second-hand shop and it looks fabulous with my high-heeled boots.

7

I tend to like comfortable clothes best ... my favourite outfit is my baggy trousers and check shirt.

8

My gran sent me a beautiful tartan cashmere scarf for Christmas and I love it.

50

**Ugly** by Jon Bon Jovi

If you're ugly, I'm ugly too!

In your eyes the sky's a different blue

If you could see yourself like others do  
You'd wish you were as beautiful as you

And I wish I was a camera sometimes  
So I could take your picture with my mind  
Put it in a frame for you to see  
How beautiful you really are to me

Ugly, ugly  
All of us just feel like that some day  
Ain't no rainbow in the sky  
When you feel U.C.L.Y.  
And that's ugly  
Yeah yeah yeah  
Yeah yeah yeah

Ugly, ugly  
All of us just feel like that some day  
Ain't no rainbow in the sky  
When you feel U.C.L.Y.  
And that's ugly, ugly  
All of us just feel like that some day  
Ain't no cure that you can buy  
When you feel U.C.L.Y.  
And that's ugly

So, if you're ugly, I'm ugly too  
If you're a nut, then I must be a screw  
If you could see yourself the way I do  
You'd wish you were as beautiful as you  
I wish I was as beautiful as you

51

(See page 124.)

## 15 Age

52

(M = Man; W = Woman)

M: You look worried. What's on your mind?

W: Actually, there is something I've been meaning to tell you ...

M: Look, if it's about last night, it really doesn't matter. I shouldn't have said anything.

W: No, no, it's nothing to do with that. Or rather I suppose it is, in a way.

M: I knew it. If only I'd kept my mouth shut.

W: Look, I agree with you. The Rolling Stones are old-fashioned and I wish I'd never put that record on.

M: It's not a bad record. It's my fault. I shouldn't have called them boring old dinosaurs.

W: No, it's my fault. I shouldn't have reacted like I did. It's just that that record brings back special memories for me.

M: Look, I understand. My parents used to play The Rolling Stones too.

W: No, you don't understand. I was in my teens when that record first came out.

M: Ah, right. I see what you mean. Well, you look very good for your age.

W: Oh, shut up.

M: No, no, no. What I mean is that I don't care how old you are ... and anyway, I've got something to tell you. I'm not 31, I'm 26.

W: What!

53

a

Of course I didn't say anything ... I mean, the cashier should have asked to look in her bag, shouldn't she? If it had been a small shop, I probably would have said something, but a big supermarket like that can afford it.

b

Well, I picked it up, brushed the cat hairs off and served it. Well, what you don't see you don't worry about, do you?

c

So I said, 'It looks lovely,' and then spent the rest of the day wishing I'd told her the truth.

d

I was so shocked. It took me a few days to decide what to do, but once I'd made up my mind, I was sure it was the right thing. I cashed the cheque and went straight to the travel agent's where I bought tickets to Egypt for myself and a couple of friends. At least they love me as I am. The divorce will be through next month.

e

I don't know if he saw me, but I didn't want to embarrass him so I just carried on walking. I often think about him and wonder how he ended up on the streets.

54

**Freddie**

(I = Interviewer; F = Freddie)

I: How old are you now, Freddie?

F: Twelve.

I: Is that a good age to be?

F: Yeah ... you're grown up enough to be semi-independent but still young. At school I've just gone from being one of the oldest in my old school to being one of the youngest in secondary school.

I: Oh, and which do you prefer?

F: Well, it was good being the oldest because I could boss people around but it's quite good being the youngest too because we're let out early for lunch and we get to go home at two o'clock on Wednesday afternoons. Also having an older brother in the same school helps.

I: What are the advantages of being 12?

F: You're not a teenager yet so you're not annoyed and uptight about everything.

I: How old's your brother?

F: Sixteen.

I: What differences are there between being 12 and being 16?

F: He smells and I don't. Hah. Also, he's got exams and I haven't.

I: Have you ever wished you were older or younger than you are?

F: Yeah ... I'd like to be old enough not to tidy my room.

I: Hah. But you have to tidy your room whatever age you are.

F: Yeah, but if I was old enough to leave home and have my own place, I wouldn't have to tidy my room.

**Jem**

(I = Interviewer; J = Jem)

I: How old are you, Jem?

J: Sixteen.

I: What's it like being 16? Is that a good age to be?

J: Er, well, I'd prefer to be 18.

I: Why?



- J: Because of the things I could do legally, like go to bars and clubs ... oh yeah, and vote.
- I: Are you looking forward to voting?
- J: Yeah.
- I: Do you mind if I ask you who you might vote for?
- J: Well, I don't really know. Um, it might all have changed in two years.
- I: What do you think is the best age to be?
- J: Er, probably when you're really young, before you go to school. You don't have a care in the world.
- I: You've got a brother who's 12, haven't you?
- J: Yes, unfortunately.
- I: Hah. In what way are your lives different?
- J: I've got a lot more responsibilities. I've got a part-time job at the weekend and I've got more of a workload from school. But I've also got a lot more freedom. He's not allowed out after six o'clock.
- I: Ah. Do you mind if I ask you whether you've got a girlfriend?
- J: Er, not really.

#### Yvette

(I = Interviewer; Y = Yvette)

- I: You've just had an important birthday, haven't you?
- Y: Oh, well, not really. These days 18 is the important one.
- I: So, how does it feel to be 21?
- Y: Oh, exactly the same as 20.
- I: Is there anything you can do now that you couldn't do before you were 21?
- Y: Um, no, not really. But I suppose when you're 21, you have more responsibilities. You're supposed to be more independent and er, you can't depend on your parents so much. Er, like I have to pay for my holidays myself now, so these are the disadvantages. And er, people expect grown-up behaviour from you.
- I: Ah. What do you reckon is the best age to be?
- Y: Um, maybe five years old. You go to play school and you play all day. Everybody spoils you and life is just fun.
- I: Have you ever wished you were older or younger?
- Y: Oh, yes. When I was about 15, my brother was allowed out and I wasn't. He's three years older than me and I wanted to be the same age as him.

#### Carmel

(I = Interviewer; C = Carmel)

- I: Do you mind if I ask you how old you are?
- C: Actually, I'd rather not say. But put it this way, I'm the wrong side of 30.
- I: Is that a good age to be?
- C: Um, yes, pretty good. But it's a lot older than 25, which is how old I feel.
- I: What's life like when you're in your thirties?
- C: Well, not very different from my twenties except that I'm seriously thinking of buying more expensive face creams, and wondering if they really work.
- I: What do you think is the best age to be?
- C: I think between 25 and 30 is a good age, because you've kind of sorted out what you want and you know how to

get it and you've got some experience of trying to get it. At that age you don't think about the consequences of what you do whereas when you're a bit older you do tend to worry about the consequences.

- I: So do you wish you were still 25?
- C: No, I'm happy at the age I am now. I mean, I had a good time in my twenties, but I wouldn't necessarily want to relive them.
- I: Hah.

## 16 Review 2



(I = Interviewer; KT = Kim Thomas)

- I: ... so, if we could turn to the origin of language? Um, do we know when, where and how language originated?
- KT: Ah, that's a difficult question to answer, or rather the answer is no one really knows. What we do know is when language was first written down.
- I: Ah hah, and that was ...
- KT: That was about five and a half thousand years ago, in about 3500 BC. The Sumerians, who lived in Mesopotamia, were the first people to write down their language. They used symbols called pictographs to represent everyday objects – a bit like Egyptian hieroglyphics – and the first actual alphabet was developed around 3,500 years ago by the Phoenicians, who lived on the eastern coast of what is now Syria. Today there are around 65 alphabets in the world. Interestingly, the shortest of them, the one used in the Solomon Islands, has only 11 letters.
- I: Hah, hah. And the longest?
- KT: Er, the Cambodian, I think. I believe it's got 74 letters.
- I: So, how many languages are there in the world today?
- KT: Somewhere in the region of 4,000. I don't think we'll ever find out the exact figure.
- I: Um, and which of these are the most spoken?
- KT: Well, Mandarin Chinese has about a billion speakers. English is next with about half a billion speakers and Hindi, Spanish and Russian are not too far behind. These five languages account for half of all the conversations in the world!
- I: Hah, hah, hah. And is it true that Mandarin is the biggest language? I mean the one with the most number of words.
- KT: Again, it's difficult to say, but the latest thinking is that English is actually the biggest, largely due to the number of technical and scientific words it contains. There are at least a million words in English. Most native speakers only use about 10,000 words, that's one per cent of them.
- I: Hah. Only 10,000?
- KT: Yeah, and can you guess which are the most common of these? The most used words in English.
- I: Huh. Let me think. Um, maybe 'be'?
- KT: Well, according to recent research, where tens of thousands of hours of conversation have been fed into computers and analysed, the most common word is 'the'.
- I: Oh, and 'be'?
- KT: Well, 'be', we think, is the most used verb in English. But of course there are different forms. Er, what do you think the most common noun in spoken English is?
- I: Mm, The most common noun? Erm, maybe something like ... er, oh, I've no idea. You're going to have to tell us.
- KT: Hah, hah, hah. Well, you just said it, actually. Apparently it's 'thing'.
- I: Mm. Hah ... OK ... hah. What about the origins of words? Where does English come from?
- KT: Well, modern English, which is about 500 years old, is a mixture of mainly Romance and Germanic languages. Greek and Arabic have also provided English with many words. Er, did you know 'sugar' comes from Arabic? And, surprisingly, so does 'alcohol'. In fact many, many words have been 'borrowed' from other languages. For example, did you know that 'coffee' comes from Turkish and that 'chess', the game, is a Persian word?
- I: Oh, no.
- KT: Where do you think 'ketchup', as in tomato ketchup, comes from?
- I: Er, I've never really thought about it. I've no idea. Hah, hah, hah. America?
- KT: Hah, hah, hah. It's from the Malay language. A traditional Malaysian sauce I believe.
- I: Ah.
- KT: How about 'shampoo'?
- I: Mmm, it sounds a bit oriental to me. Maybe Japanese?
- KT: It's actually a Hindi word, from India. The list is endless.
- I: Er, you mentioned India just then. Isn't that a country with hundreds of languages?
- KT: Well, I don't know about hundreds. I think Papua New Guinea has got the most with over eight hundred and fifty separate languages, but India has got dozens of languages. The bank notes there have got thirteen languages written on them. I suppose they're the main languages. Um, most people there speak at least two or three languages.
- I: Um, talking of which ... and one final question. To speak two languages fluently is difficult enough, but have you any idea what the highest number of languages spoken by one person is?
- KT: There is, or was, a Frenchman, I er, can't remember his name, but he spoke 31 different languages. All of them fluently!
- I: Oh. On that note, Professor Thomas, we'll say thank you very much and, er, au revoir, auf Wiedersehen, arrivaderci, or, sayonara, adios ...



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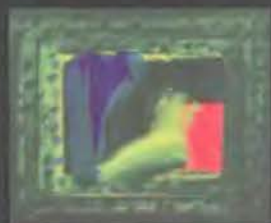
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# Inside Out



The front cover shows *A Leap in the Dark* by Howard Hodgkin, 1992.

Hodgkin won the Turner prize in 1985 and was knighted in 1992. He is represented by the Gagosian Gallery.

## Other components

- **Workbook**  
Includes an integrated writing syllabus developing key skills unit by unit.
- **Teacher's Book**  
Features photocopiable tests for every unit in the Student's Book.
- **Resource Pack**  
Over forty tried and tested photocopiable worksheets written by various teachers in the UK and abroad, all linked to the Student's Book.
- **Class Cassettes (2)**
- **Workbook Cassette**

**A classroom-tested English course for adults and young adults, Inside Out has been designed to develop real-life communicative skills and powers of self-expression.**

**To see an example of grammar work, look at pages 6 and 7.**  
.....

**To see an example of a personalised speaking task, look at page 10.**  
.....

**To see an example of work on lexis, look at page 28.**  
.....

**To see an example of exercises based on a pop song, look at page 41.**  
.....

## Creative grammar work

Learners organise and develop their knowledge of grammar. Easy-to-use exercises put rules into practice – and are then recycled as speaking activities. All grammar work is backed up with clear summaries.

## Personalised speaking tasks

A series of challenging speaking tasks focuses on learners' own experiences and opinions. Choices within tasks encourage learners to take charge of interactions. Structured planning time is built into tasks, improving both fluency and accuracy.

## Contextualised lexis

Lexical items are seen in context, showing how words and phrases function and how they collocate with each other. Focus exercises highlight and recycle lexis to help learners build a bigger and better active vocabulary.

## Realistic listening and reading

A rich selection of accessible and entertaining texts: cartoons, postcards and letters, and extracts from newspapers, magazines and novels. Listeners include conversations, interviews and classic pop songs recorded by the original artists.

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