

HEADWAY

STUDENT'S BOOK

PRE-INTERMEDIATE



John & Liz Soars

HEADWAY

STUDENT'S BOOK

PRE-INTERMEDIATE

John & Liz Soars

Oxford University Press

LANGUAGE INPUT

	Grammar	Vocabulary	Everyday English
1 People p.7	Question forms (1) – What do you do? – Are you married? Present Continuous – I'm enjoying the course.	Animals p.9 Using a bilingual dictionary p.10 Words with more than one meaning p.10 – a book to read – to book a room in a hotel	Social English p.12 – Have a good weekend! – Same to you!
2 Lifestyles p.13	Present Simple – He comes from Majorca. Have/has got – Do you have ... ? – Have you got ... ?	Vocabulary networks p.17 – electrical goods – a room in your house	Numbers and prices p.18
3 Fact and fiction p.19	Past Simple – What did you do last night? Past Continuous – The sun was shining	Irregular verbs p.23 Verbs and nouns that go together p.24 – tell a joke Words and prepositions that go together p.24 – listen to music	Time expressions p.25 – dates – at six o'clock – on Saturday
Stop and Check WB p.20			
4 Going shopping p.26	Expressions of quantity – some and any – much and many – a lot of – a few and a little Articles – a, the, and the zero article	Clothes, food, and professions p.30 Food and cooking p.30	Polite requests and offers p.32 – Can/could I ... ? – Can/could you ... ? – I'll ...
5 Plans and ambitions p.33	Verb patterns (1) – want/hope/would like to do – like/enjoy/love doing Going to – I'm going to be a doctor. Will – I'll give you a lift.	Approaches to vocabulary learning p.37 Word families p.37 – photograph – photographic	Spelling p.39
6 Descriptions p.40	What ... like? – What's Rome like? Comparative and superlative adjectives – big bigger biggest	Synonyms p.45 – lovely beautiful Antonyms p.45 – poor wealthy – tidy untidy	Directions p.47 – prepositions of place – opposite behind – prepositions of movement – along over
Stop and Check WB p.36			
7 Fame p.48	Present Perfect Simple (1) – to express experience – Have you ever been to Russia? – to express unfinished past – I've lived here for ten years.	Irregular verbs p.49 Homophones p.53 – here hear Adverbs p.54 – slowly too	Short answers p.55 – Yes, I do. – No, I can't.
8 Pros and cons p.56	Have to – I have to work hard. Should – He should see a doctor.	Professions p.56 Nouns that go together p.62 – post office headache Make or do? p.62 – make a phone call – do the shopping	Invitations Refusing and accepting invitations p.64

SKILLS DEVELOPMENT

READING

SPEAKING

LISTENING

WRITING

Topic

Activity

Topic

Activity

'Hello, people of the world!' – People, the great communicators p.9

Discussion – People and animals p.9
Discussion – Living in capital cities, and relationships between parents and children p.11

Leaving home – A father and his daughter talk p.11 (jigsaw)

The writing input is in the Workbook. The page numbers in this column refer to the Workbook (WB).
Writing letters (1)
Informal letters WB p.9

How others see the British p.16 (jigsaw)

Discussion – Tourists in your country p.16
Discussion – Strict schools p.18

Life in a Japanese school p.17

Linking words (1) WB p.13
Describing a person

An extract from a James Bond story, *The Man with the Golden Gun* p.22

Retelling a story from pictures p.23

An interview with the biographer of Ian Fleming p.24

Writing a story (1) WB p.19

A magazine article about the famous store, Marks & Spencer p.29

Talking about a favourite store p.30
Group work – Devising an advertisement p.31

Five radio advertisements p.31

Filling in forms WB p.25

A questionnaire – How ambitious are you? p.36
'The right person for you' – An article from the *Today* newspaper about computer dating p.38 (jigsaw)

A class survey – How ambitious are you? p.36
Discussion – Arranged marriages p.39

How different learners of English organize their vocabulary learning p.37

Writing postcards WB p.31

'The richest man in the world' – A newspaper article about the Sultan of Brunei p.44

Describing people and places p.41
Discussion – Who are the rich people in your country? p.45

Kate Leigh talks about living in Madrid p.46

Relative clauses (1) WB p.34
Describing a place

Paul Newman – actor, director, racing driver' – A magazine article p.52

Roleplay – Interviewing a group of musicians p.55

An interview with Paul Carrack, a pop musician p.54

Relative clauses (2) WB p.41
Writing a biography

Two special teenagers – David, a computer programmer, and Kimora, a top model p.60

Discussion – Teenagers and their parents p.62
Discussion – Giving advice about visiting your country p.64

Three people giving advice about visiting their country p.63

Writing letters (2) WB p.45
Formal letters

LANGUAGE INPUT

	Grammar	Vocabulary	Everyday English
9 Life in the 21st century p.65	Will – <i>It will cost a lot of money.</i> First Conditional – <i>If I do more work, I'll pass my exams.</i> Time clauses – <i>when as soon as</i>	Rail travel p.70 Air travel p.70	Travelling p.70 – at the check-in desk – at a railway ticket office
Stop and Check WB p.50			
10 The way we were p.71	Used to – <i>I used to smoke, but I don't any more.</i> Question forms (2) – <i>Who told you that?</i> Questions with a verb + preposition – <i>What are you looking at?</i>	Male and female words p.75 – <i>actor actress</i> – <i>bikini swimming trunks</i>	Question tags p.76 – <i>It's a lovely day, isn't it?</i>
11 Read all about it! p.77	Passive – <i>Coca-Cola is sold all over the world.</i> – <i>It was invented in 1886.</i>	Verbs and nouns that go together p.82 – <i>win a match</i> Words and prepositions that go together p.82 – <i>laugh at a joke</i>	Notices p.83 – <i>Out of order</i>
12 Adventure! p.84	Verb patterns (2) – <i>ask/tell somebody to do</i> – <i>make/let somebody do</i> – <i>decide/start/try/manage to do</i> Infinitives after adjectives – <i>It's easy to learn a language</i> Infinitive of purpose – <i>I came to Oxford to learn English</i>	Adverbs p.90 – <i>clearly carefully</i> -ed and -ing adjectives p.90 – <i>interested interesting</i>	Time p.92 – <i>It's twenty past six.</i> – <i>It's 6.20.</i>
Stop and Check WB p.64			
13 Dreams and reality p.93	Second Conditional – <i>If I were the Queen, I'd have servants.</i> Might – <i>I might go to university, but I'm not sure.</i>	Multi-word verbs p.98 – <i>take off look after</i>	Social expressions p.100 – <i>What a pity! Never mind!</i>
14 Giving news p.101	Present Perfect Simple (2) – <i>to express present result</i> <i>I've lost my wallet.</i> Present Perfect Continuous – <i>I've been learning English for three years.</i>	Word families and stress p.108 – <i>celebrate celebration</i> – <i>act active acting</i>	Telephoning p.109
15 All you need is love p.110	Past Perfect – <i>They had met only one week earlier.</i> Reported statements – <i>She said that she was leaving.</i> Reported questions – <i>She asked me if I had seen John.</i>	Guessing the meaning of unknown words p.115 bring take p.116 come go p.116 get p.116 – <i>She's getting better.</i>	Saying goodbye p.118

Stop and Check WB p.78

Jigsaw activities p.119

Grammar section p.120

Word list p.132

SKILLS DEVELOPMENT

READING

SPEAKING

LISTENING

WRITING

Topic

Activity

Topic

Activity

'The road to ruin?' –
An article about the problem of
transport p.69

Discussion – How 'green' are you?
p.68
Roleplay – How to solve the traffic
problems in your town p.69
A survey on people's travel habits
p.69

John Baines talks about how he
tries to be 'green' p.68

Linking words (2) WB
p.49
Advantages and
disadvantages

'Dying for the vote' –
An article about the suffragette
movement in England p.74

Discussion – The role of men and
women in your country p.75

The taxi-driver and the Duchess –
two people talk about when they
were young p.76 (jigsaw)

Making notes to write a
composition WB p.55

Four newspaper articles p.80
(jigsaw)

Talking about a newspaper article
you have read p.81

A radio programme about the
world's most loved car, the
Volkswagen Beetle p.83

Writing a review of a
book or film WB p.59

Two English heroes. King Arthur
and Robin Hood p.89 (jigsaw)

Heroes from your country p.88
Discussion – UFOs p.91
Retelling a story from pictures
p.91
Group work – Devising a story
about meeting an alien p.92

An interview with a man who says
he has seen a UFO and spoken to
the aliens in it p.91

Adverbs WB p.63
Writing a story (2)

'The Dream Game' –
How our dreams can help us to
understand our personality p.96

Group work – Analysing our
dreams p.96

A radio programme about people
of mixed nationality p.99

Writing letters (3) WB
p.69
Formal and informal
letters

An extract from *Airport
International* about the early
days of air travel p.105

Talking about your experiences of
flying p.105
Roleplay – Phoning a friend for a
chat p.109

A telephone conversation
between Justin and his mother
p.109

Writing letters (4) WB
p.73
Expressions in different
kinds of letters

'The man who could turn back the
clock' – A parable with two
possible endings p.114

Discussion – Parables and fables
p.114
A love poem p.117

A love song – Elvis Presley's *The
girl of My Best Friend* p.117

Writing a story (3)
WB p.77

UNIT 1

Question forms (1) – Present Continuous – Social English


People

PRESENTATION

- 1 **T.1a** Read and listen to the text about Rob, a student in England.

Hi! My name's Rob Jones. I come from Dundee, a town on the east coast of Scotland, but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know a little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work!

I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in my third year. After the course I'm going to work in France, but I don't know where yet.



- 2 This is Maggie. She is also a student in England. Ask questions about her to get similar information. Use **she** and **her**.



Example
What's **her** surname?

- a. _____ come from?
b. What _____ studying?
c. How many _____ speak?
d. Is _____ enjoying _____ ?
e. _____ live?
f. _____ live with?
g. _____ course start?
h. What _____ after the course?
- 3 **T.1b** Listen to Maggie, and write the answers to the questions you wrote. Listen again to check your answers.
- 4 Complete the following questions to Maggie. Use **you** and **your**.
- a. 'Which _____ to?'
'I don't go to a university. I study at home.'
- b. '_____ a job?'
'Yes, a part-time job.'
- c. '_____ to England?'
'Fifteen years ago.'
- d. '_____ name?'
'Dave.'
- e. '_____ ?'
'He's a taxi-driver.'

5 Match the questions and the answers.

- 1 Where were you born?
- 2 Are you married?
- 3 What do you do?
- 4 How many children do you have?
- 5 How far is it from Dundee to Durham?
- 6 How do you come to school?
- 7 Why are you learning English?

- a. By bus.
- b. I'm a teacher.
- c. Three.
- d. In Australia.
- e. Because I need it for my job.
- f. About 120 miles.
- g. No, I'm single.

● Grammar questions

She comes from Australia.
She's studying art.

- What tenses are the two verb forms in these sentences?
- What is the difference between them?

PRACTICE

1 Speaking and listening

- 1 Work in pairs.
Ask and answer questions about each other.

Where do you live?
What do you do?
Why are you learning English?

- 2 Think of some questions to ask your teacher.

Are you married?
What do you like doing at the weekend?
What sort of music do you like?

2 Grammar

Decide which is the correct verb form.

- a. Maria *comes/is coming* from Spain.
- b. She *speaks/is speaking* French, Spanish, and English.
- c. Today she *wears/is wearing* jeans and a T-shirt.
- d. She *smokes/is smoking* twenty cigarettes a day.
- e. She *doesn't smoke/isn't smoking* now. She's in class.

3 Speaking and listening

Work in small groups.

Ask and answer the following questions.

- a. Do you smoke?
If you do, how many cigarettes do you smoke a day?
Are you smoking now?
- b. Does your teacher smoke?
Is he/she smoking now?
- c. Do you wear glasses?
Are you wearing glasses now?
- d. What are you wearing?
What is your teacher wearing?
- e. Look at the other students.
Who is laughing? Who is listening?
Who is speaking? Who is writing?

● Language review

Question forms

- 1 Look at the following question words.
What do you do? – I'm a student.
Who is your teacher? – David is.
Where is Melbourne? – In Australia.
When do lessons start? – At 9.00.
Why are you learning English? – Because I need it for my job.
How do you come to school? – By bus.
Whose is this pen? – It's Peter's.
- 2 **What** and **which** can be followed by a noun. **How** can be followed by an adjective or an adverb.
What time is it?
What kind of car do you have?
Which pen do you want, the blue one or the red one?
How old is she?
How often do you play tennis?

Present Continuous

The Present Continuous is used to express an activity happening now or around now.

Translate

I'm learning English because I need it for my job.

He smokes twenty cigarettes a day.

He's smoking a cigarette now.

► Grammar reference: page 120.

● Reading and speaking

Work in pairs.

Example
Birds can fly.

Example
We can write poetry.

jungle (*n*)
species (*n*)
numerous (*adj*)
powerful (*adj*)
joke (*n*)

to record (*v*) e.g.
information in a book
sense (*n*)
to choose (*v*)
to look after (*v*)
to destroy (*v*)

Now read the article.

- How are people and animals different?
- How many people are there?
- What can people choose to do?
- What is the biggest difference between people and animals?

3 How do people communicate?

What do you think?

2 How do animals communicate?

3 In what ways are we looking after the world, and in what ways are we destroying it?

Hello

people of the World!



これには

Sahet!

你好

-Ciao

صباح الخير

1 Hole

The human species is the most numerous and the most powerful of all the animals on earth. How did this happen? In many ways, animals can do things better than we can. Dogs can smell and hear better than we can. Cats can see in the dark. Birds can fly thousands of miles away and return to the same place every year. But we *are* different. No other animal builds cathedrals, plays football,

tells jokes, gets married, has prisons, writes symphonies, elects presidents, or goes to the moon.

There is one thing above all that makes people and animals different. People love to talk – talk – talk. We are the great communicators! And we can communicate so many things in so many ways – with our faces, our hands, our bodies, and our voices. Most important of all, we can record what we say and think in writing, so that we can communicate through time. We have a sense of past and future, not just present.

We are the only species that can change the world,
and we are the only species that can choose either
to look after our world or to destroy it.

● Vocabulary

Using a bilingual dictionary

- 1 Look at this extract from the *Oxford French Minidictionary*. Notice how the entry is organized.

The part of speech
(n = noun)

The pronunciation
in phonetic symbols

Nouns and verbs are
in the same entry.

book /buk/ n. livre m. (of tickets, etc.) carnet m. ~s (comm.) comptes m. pl. v.t. (reserve) retenir; (write down) inscrire. ~ v.i. retenir des places ~able a. qu'on peut retenir. (fully) ~ed. complet. ~ing office, guichet m.

The translation

Information in brackets
(...) helps you to find
the right translation.

bookcase .bukkeɪs n. bibliothéque f.
bookseller .bukseɪlə(r) n. libraire m./f.
bookshop .bukʃɒp n. librairie f.
bookstall /bukstɔ:l n. kiosque (à journaux) m.

Other words made with
book come afterwards.

~ means *Repeat the headword*, so this word is **bookable**.

- 2 Compare this with your own dictionary.
Does your dictionary give as much information?
Does it give the information in the same way?
- 3 Look at the following. Is the word a noun, verb, adjective, adverb, preposition, or past tense?

bread	beautiful	on	hot	in	came
went	never	eat	quickly	write	letter

Write another example of each word class.
What is the abbreviation for these word classes in your dictionary?

- 4 Many words have more than one meaning, and you must be careful when you use your dictionary to find the right definition.
In the following sentences, the words in *italics* have more than one meaning. Look up each word, find the right meaning, and translate it.
- Guido's is a popular restaurant, so you have to *book* a table in advance.
 - I'm not a *fan* of the Rolling Stones. Their music is too loud.
 - Wood doesn't *sink* in water. It stays on the top.
 - Your mother is a very *kind* lady.
 - Holland is a *flat* country.
 - Car workers are on *strike*. They want more money.
 - Don't forget to turn the *tap* off. Water is expensive.
 - Do you have *change* for a five-pound note?
 - I don't like *mean* people.
 - Give me a *ring* tonight. I'll be home at 7.00.
 - There's a *branch* of most banks in all big towns.
 - There was a good *play* on television last night.
 - My suitcase is in the car *boot*.

- 5 Use your dictionary to find the English word for the following everyday objects.



● Listening and speaking

Leaving home

Pre-listening task

Discuss the following questions in groups.

- 1 Do you live in the capital city of your country?
 - a. If you do
 - do you like it?
 - what are its attractions?
 - is it safe?
 - b. If you don't
 - would you like to?
 - have you visited your capital city?
 - what attractions does it have that your town doesn't have?
- 2 What is the population of your capital city?
What is special about it?
- 3 When you go away from home (for a short or a long time), do you *keep in touch*? How?

Jigsaw listening

Divide into two groups.

T.2a Group A You will hear David Snow, who lives in the north-west of England, talking about his only daughter, Jackie.

T.2b Group B You will hear Jackie, David Snow's daughter, talking about her life in London.



Look around the room you are in.
Think of five things you don't know the words
for in English. Look them up!

Read and answer the questions on page 12 as you listen.
(You can't answer them all!)

Comprehension check

- 1 Why did Jackie come to London?
- 2 When did she come?
- 3 Where is she living?
- 4 Who is she living with?
- 5 What's she doing in London?
- 6 What does her boyfriend do?
- 7 What does she do at the weekend?
- 8 What does she think of living in London?
- 9 How often does she keep in touch?
- 10 What does she think of her parents?

When you have answered your questions, find a partner from the other group.

Compare your answers and swap information.

What do you think?

- 1 Is Jackie's father right to be so worried about his daughter? Was Jackie right to leave home at eighteen?
- 2 Use your dictionary to find out what *generation gap* means. Is there a generation gap between you and your parents? Between you and your children?
- 3 In your country, at what age
 - can people get married? - can they smoke?
 - can they vote? - can they drive?



Dear Mum and Dad
Tony and I were here today. It was really interesting.

I hope you're both well.

I'll phone you next Sunday as usual.

Love's of love

Jackie

London. The National Gallery



Mr and Mrs J Snow
33 St Bede's Close
Lancaster
Lancashire

LAI 3BU

● Everyday English

Social English

- 1 We say certain things at certain times.



Match a line in A with a line in B.

A	B
Hello, Jane!	Sleep well!
How are you?	Yes. Can I help you?
See you tomorrow!	Good morning!
Good night!	Fine, thanks.
Good morning!	Not at all. Don't mention it.
Cheers!	Thanks.
Excuse me!	Thanks! Same to you!
Bless you!	That's very kind. Thank you.
Have a good weekend!	Bye!
Thank you very much indeed.	Hi, Peter!
Make yourself at home.	Good health!

- 2 **T.3** Listen to the tape to check your answers. When do we say these things? Practise saying them!

UNIT 2

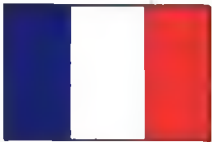
Present Simple – Have/have got – Numbers

Lifestyles

PRESENTATION

A market research organization interviewed 8,000 people in different European countries to find out about their lifestyles.

1 Which country do the following flags belong to?



1



2



3



4



5

2 Work in pairs.
Which flag goes with which text?

This country has a population of 38.8 million. It is unusual in Europe because it has more single young men than single young women. It has about 20% unemployment but the tourist industry brings high seasonal employment. The people often borrow money but rarely borrow to buy houses. Many, however, have second holiday homes. Most people cook with gas, not electricity. They like low-alcohol drinks.

a

This country has a population of 14.7 million. The people are very cosmopolitan. They travel a lot, learn foreign languages, and buy many things from other countries. The people have a high standard of living. They own the most stereos and video cameras. They don't buy many motorbikes but they buy a lot of bicycles. The country has a large student population, and the highest percentage of single people.

b

This country has a population of 55.5 million. It has a strong economy and a lot of high technology industries, but not many people have home computers. The people have small families and love food, but only their own national food. They smoke and drink more than their European neighbours, and they have more health problems.

c

This country has a population of 56.5 million. It has the most marriages, but also the most divorces in Europe. Many people use credit cards, and they often borrow money, particularly to buy houses. They don't save very much. They own the most videos and home computers in Europe. They like food from many countries, but prefer their own national food. People from other countries generally don't like their food.

d

This country has a population of 57.3 million. The people have large families and often own a second holiday home. They love cars and motorbikes and own more than all other European countries. They spend a lot of money on clothes, but they don't buy many stereos and videos. Nearly every country in Europe loves the food of this country.

e

- 3 Is one of these your country? If so, do you think the information is correct? If your country is not here, give some similar facts about it.

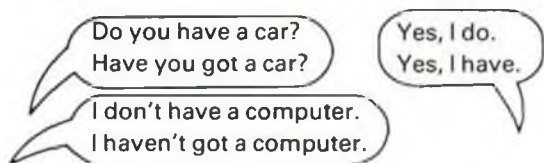
● Grammar questions

- What tense are all the verb forms in the texts? Why?
- Why is **have** and not **have got** used in the texts?
- What is the difference between them?

PRACTICE

1 Grammar

Notice that **have** and **have got** are used in different ways in the question, short answer, and negative forms.



Work in pairs.

Ask and answer questions about the following:

- a camera
- a stereo
- a computer
- a bicycle
- a credit card
- brothers and sisters
- your parents/a holiday home
- your sister/a car
- your brother/a motorbike

2 Speaking and listening

- 1 You are going to ask and answer questions about the people in the charts. First prepare the questions.

- | | |
|-------------------|---------------------------------------|
| Town/country | - Where does he ... from? |
| Family | - ... married? |
| | - Does she have ...? |
| | - Has he got ...? |
| | - How many ...? |
| Occupation | - What ... do? |
| Free time/holiday | - What does she ... in her free time? |
| | - Where ... go on holiday? |
| Present activity | - What ... doing at the moment? |

- 2 Work in pairs. **Student A** Look at the chart on this page. **Student B** Look at the chart on page 119. Ask and answer questions to complete your charts.



Student A

NAME AND AGE	TOWN AND COUNTRY	FAMILY	OCCUPATION	FREE TIME / HOLIDAY	PRESENT ACTIVITY
MIGUEL 26					
CHANTAL 34					
EMMA 15	- Oxford - England	- parents divorced - one brother	- schoolgirl	- pop music - every holiday with her father in Scotland	- working hard for her exams
MARIO and RITA CUMINO 65 and 63	- Siena - Italy	- one married daughter - one grandson	- retired company director	- opera - visit their daughter in America every summer	- preparing to go to America

3 Writing and listening

Here is an interview with Emma.

1 Complete the interviewer's part.

- Interviewer** Hello, Emma. Thank you for agreeing to do this interview, especially as I believe you're studying for your exams at the moment.
- Emma** Yes, I am. But I'm happy to do the interview.
- Interviewer** Now, the questions. First of all,?
- Emma** Oxford, in England.
- Interviewer** And?
- Emma** At home with my mother. You see, my parents are divorced.
- Interviewer** Ah! I'm sorry about that.?
- Emma** Yes, I have. I've got a brother.
- Interviewer**?
- Emma** No, he's younger. He's twelve.
- Interviewer** And?
- Emma** Well, he's either playing football or watching TV. That's what he always does after school.
- Interviewer** And?
- Emma** He lives in Scotland, near Edinburgh.
- Interviewer**?
- Emma** Well, we see him quite often. We spend every school holiday with him.
- Interviewer** Now a final question, Emma.?
- Emma** I listen to music, especially pop music.
- Interviewer** That's great, Emma. I've got all the information I need. Thank you very much.

2 **T.4** Now listen and compare your answers.

3 Write a similar dialogue between the interviewer and another person in the chart.

● Language review

Present Simple

The Present Simple is used to express a present habit, or an action which happens again and again. It is also used to express a fact which is always true, or true for a long time.

Translate

She often goes to the cinema.

He comes from Majorca.

Present Continuous

Read the Language review about the Present Continuous on page 8 again.

Translate

He speaks five languages.

He's speaking French at the moment.

Have/have got

Have and **have got** mean the same, but **have** plus the **do** forms are more formal, so you see them more in written English.

Does America have a large population?

Yes. It has a population of 247 million.

► Grammar reference: page 121.

SKILLS DEVELOPMENT

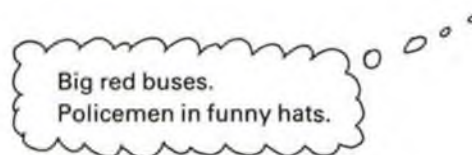
● Reading and speaking

How others see the British

You are going to read a magazine article about three people who came from other countries to live in Britain.

Pre-reading task

- 1 Work alone. Close your eyes and think of Britain. Write down the first five things you thought of.



- 2 Work in groups. Compare your lists. Why did you think of those things?

Reading

Work in three groups.

Group A You are going to read about Kimiko, from Japan.

Group B You are going to read about Xavier, from France.

Group C You are going to read about Margaretha, from Norway.

Read your extract. Use your dictionary if you want.
Answer the following questions.

- 1 Why did he/she come to Britain?
- 2 What does he/she do?
- 3 Find one thing he/she likes about Britain, and one thing he/she doesn't like so much.



Kimiko – Japan

There are now more than two dozen Japanese companies in Tyne and Wear in the northeast of England. Many Japanese families now live there.

Kimiko Kinoshita Wood came to Britain as a bride six years ago. 'There is much more freedom for women here,' she says. 'It is sometimes difficult for Japanese women to adjust.'

For Kimiko, the change was easy because she is a translator and speaks English fluently. Also, she has an English husband. 'Attitudes to women are very different,' she says. 'Japanese wives come to Britain and after a while they discover they can have a life of their own outside the home. They don't have that kind of freedom in Japan.'

In Japan it is unusual to see men shopping with their wives, helping in the house, or babysitting. But Kimiko's husband, John, a shipping engineer, happily lends a hand with the children. John says that Japanese husbands soon adapt in Britain, and seem to relax more with their families.

Education is one thing that worries Kimiko. In Japan, children go to school six days a week and work much harder than English children. Another complaint is that shops don't have many clothes for small women!

Xavier – France

When Xavier Dupont came to Britain, his friends in Paris said he'd hate it. However, Xavier, a 26-year-old chef, says they were wrong.

'French people imagine that Britain is a cold, miserable country where everyone dresses badly, you can't see anything for fog, and the food is the worst on the planet. I don't agree.'

Xavier insists that the British look good because they don't follow fashion so seriously. He enjoys shopping in Britain because there are so many fresh things in the supermarkets. He particularly likes the street markets.

However he has some complaints. He thinks that British men don't show enough consideration or appreciation of the women. Also, he doesn't like British bathrooms where you stand or sit in the bath to have a shower! Last of all, he feels that shops and restaurants close far too often and far too early.



Margaretha – Norway

In Britain, Margaretha Simons can be a full-time housewife, at home with her four children. This, she says, is unusual in her native Norway because almost all Norwegian women go out to work, partly because there are more crèches. It is also unusual in Norway to have more than two children.

Margaretha, who is 43, met her British husband, Noel, a university professor, while she was learning English in Cambridge.

'I find British people friendly,' she says. 'New neighbours invite you for coffee, introduce their children, and take you to the shops. The men are more courteous and romantic than Norwegian men.'

However she doesn't like everything. She thinks British houses are not built well – even modern houses have a lot of draughts. Also, there is too much litter on the streets and by the sides of the motorways. She likes fresh British food, but at first she did not like the tea because it looked cloudy and grey. Now she is addicted to it, and has cups of tea all the time!



Comprehension check

- 1 Find a partner from each of the other two groups. Compare and swap information.
- 2 Read the other two extracts. Help each other with any new words.
- 3 Look at the following statements about the three people. Which are true? Which are false?
 - a. Japanese men find it difficult to relax in Britain because their wives are so busy all the time.
 - b. Xavier thinks the British dress well.
 - c. Kimiko and Margaretha both have English husbands.
 - d. Both Xavier and Margaretha have a good opinion of British men.
 - e. Kimiko met her husband in Japan but Margaretha met hers in England.
 - f. They all enjoy shopping in Britain. They have no complaints about British shops.
 - g. Both Xavier and Margaretha have complaints about the design of British houses.
 - h. Generally they all seem happy to live in Britain.

What do you think?

- 1 What do tourists like doing in your country? Where do they go? What do they do?
- 2 Do you know any foreigners living in your country? What do they like about it? What do they find different?

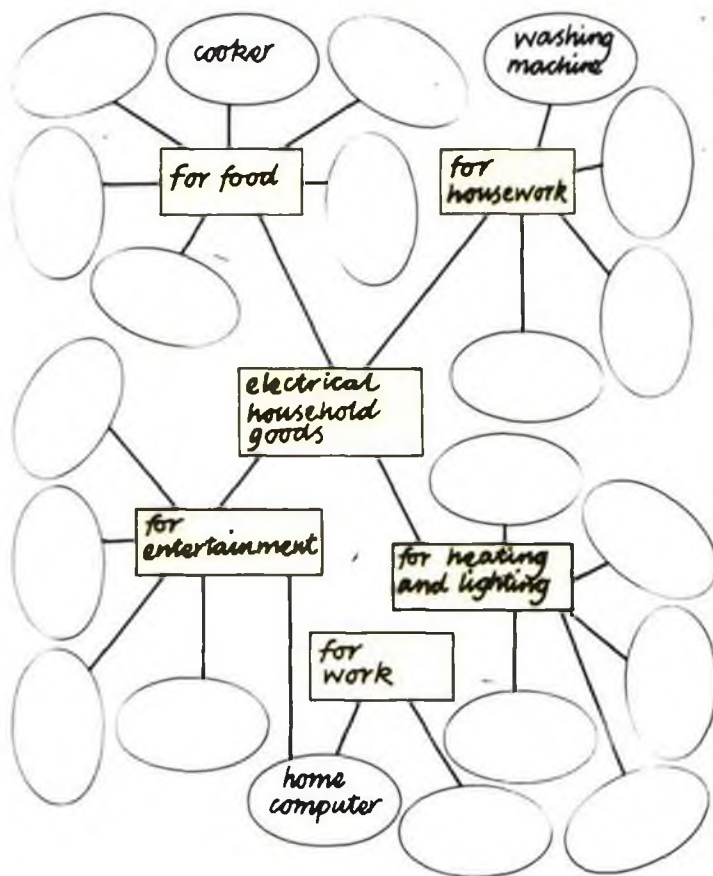
Vocabulary

Vocabulary networks

It is useful to record words which are associated in networks because it can help you to remember them. You can do this in a list or in the form of a diagram like the one below.

The following are all electrical household goods. Use your dictionaries to check the meaning and (if possible) the pronunciation of any you do not know, then fill in the spaces. Some are already filled to help you.

air-conditioning cooker dishwasher
microwave oven spotlight fan freezer
fridge food mixer home computer iron
kettle lamp hi-fi system vacuum cleaner
Walkman video washing machine
word processor CD player fan heater



Discussion

- 1 Which rooms do you usually find these things in?
- 2 Which do you think are very important/not so important to everyday home life? Why?
- 3 Which do you have in your own home?

Now choose a room in your house and make a similar diagram of some of the things in it.

Use your dictionary to look up any words you want to know. When your diagram is complete use it to help you describe the room to a partner.

Listening

Life in a Japanese school



You are going to listen to a radio interview with Graham Grant, an English teacher who recently spent two years teaching in Japan.

Pre-listening task

The following words and phrases are in the interview. Check the meaning and the pronunciation in your dictionary.

attitude (n)
retire (v)
competitive (adj)
discipline (n)
row (n) /rəʊ/ e.g. to sit in the front row

strict (adj)
bow (v) /baʊ/ e.g. to bow to the Queen
politeness (n)
respect (n)
rude (adj)

Listening for information

T.5 Listen to the interview and answer the questions.

- 1 Why is education so important in Japan?
- 2 'Children must do well at school.' Why?
- 3 At what age do they start to work hard?
- 4 What do they do in class?
- 5 What do they do in the evening?
- 6 Do they have a long holiday?
- 7 How do they spend their weekends and holidays?

Divide into two groups. Each group has four answers to questions about the interview. Write the questions, then ask the other group to answer them.

1 _____ ?

2 _____ ?

3 _____ ?

4 _____ ?

1 _____ ?

2 _____ ?

3 _____ ?

4 _____ ?

2 What are the advantages and disadvantages of strict schools?



783	seven hundred and eighty-three
408	four hundred and eight
334,000	three hundred and thirty-four thousand

277 489 612 5,870 3,923

Written	Spoken
£1	a pound
50p	fifty p /pi:/
£1.99	one pound ninety-nine
£12.40	twelve pounds forty

T.6b You will hear twelve short recordings. In each one there is a number. Write down the number you hear.

2 What's the exchange rate between sterling and your currency?

Example

There are about ten French francs to the pound.

How much do you pay for a three-course meal in your country? What about hamburger and chips? How much is a hotel room? How much is a packet of cigarettes?

3 Write down ten numbers and prices. Dictate them to a partner.

UNIT 3

Past Simple – Past Continuous – Time expressions

Fact and fiction

PRESENTATION

- 1 Here are the past tense forms of twelve irregular verbs. Write in the base forms.

___ <i>spend</i> ___	spent	___	caught
___	sank	___	ate
___	left	___	broke
___	met	___	saw
___	heard	___	could
___	had	___	took

- 2 Read the text. Use your dictionary to help.



REAL LIFE DRAMA

COUPLE WHO SURVIVED AN AMAZING 66 DAYS AT SEA

A couple from Miami, Bill and Simone Butler, spent sixty-six days in a life-raft in the seas of Central America after their yacht sank. They survived in very good condition.

Twenty-one days after they left Panama in their yacht, *Siboney*, they met some whales. 'They started to hit the side of the boat,' said Bill, 'and



then suddenly we heard water.' Two minutes later, the yacht was sinking. They jumped into the life-raft and watched the boat go under the water.

For twenty days they had tins of food, biscuits, and bottles of water. They also had a fishing-line and a machine to make salt water into

- 3 T.7 You will hear a radio report of the same story, but the reporter sometimes has the wrong information! Listen and correct her.

Examples

They weren't from New York! They were from Miami!
They didn't spend sixty days at sea! They spent sixty-six days at sea!

drinking water – two things which saved their lives. They caught eight to ten fish a day and ate them raw. Then the line broke. 'So we had no more fish until something very



strange happened. Some sharks came to feed, and the fish under the raft were afraid and came to the surface. I caught them with my hands.'

About twenty ships passed them, but no one saw them. After fifty days at sea their life-raft was beginning to break up. Then suddenly it was all over. A fishing boat saw them and picked them up. They couldn't stand up, so the captain carried them onto his boat and took them to Costa Rica. Their two months at sea was over.

- 4 Work in pairs.
Ask and answer questions about the drama.

How many days were they at sea? Sixty-six.

Where did it happen? In the seas of Central America.

Did they have a fishing boat? No, they had a yacht.

● Grammar questions

- What tense are nearly all the verbs in the article? Why?
- How do we form the question?
- How do we form the negative?

PRACTICE

1 Grammar

Write in the Past Simple of the following verbs.

start	_____	pass	_____
jump	_____	pick	_____
watch	_____	survive	_____
happen	_____	save	_____

How is the regular past tense formed?

How is the past tense formed when the verb ends in 'e'?

carry	_____	marry	_____
study	_____		

How is the past tense formed when the verb ends in a consonant + y?

be	_____	go	_____
buy	_____	hit	_____
come	_____	know	_____
do	_____	make	_____
fall	_____	ring	_____
feel	_____	say	_____
find	_____	send	_____
fly	_____	swim	_____
give	_____	throw	_____

You must learn irregular verbs! There is a list on page 141.

2 Speaking and listening

Work in pairs.
Ask and answer questions.

What did you do

- last night?
- last weekend?
- on your last birthday?
- on your last holiday?

I watched TV / went swimming ...

● Language review

Past Simple

The Past Simple expresses a past action that is now finished.

Translate

I saw Peter yesterday.

What time did you see him?

I didn't speak to him.

► Grammar reference: page 122.

PRESENTATION

- Here are the headlines from three newspaper articles. Use your dictionary to check any words you don't know.

**MIRACLE
ESCAPE**

CHANNEL CHAMPION

**PILOTLESS JET
CRASHES**

- Read the articles quickly.
Which headline goes with which article?

Put the verbs below each article into the correct gap.
Put them into the Past Simple.

Four-year-old Mark Harris from Bristol _____ 60 feet from a bridge into the River Avon. The river carried him towards a waterfall and _____ him onto some rocks. Fortunately, three older boys _____ Mark. They quickly pulled him out and _____ the police.

fall ring see throw

An American jet pilot _____ from Fort Worth, but the jet's engines _____ wrong. The pilot ejected, but the plane didn't crash. The engines _____ working again. The jet _____ for more than one hour over three states. Finally it crashed near Lincoln, Nebraska. It _____ some trees in a field. Fortunately no one was hurt.

begin fly hit take off go

Twelve-year-old Thomas Gregory from London is the youngest person to swim the English Channel. He _____ the 31 miles in just 11 hours 55 minutes. He _____ hot tomato soup because he _____ so cold in the water. Often he _____ not see anything and that was the worst thing. He was very pleased when he finally arrived on the beach in France.

can drink feel swim

- 3 The phrases below go in the articles. Which article do they go in? Where exactly do they go in the article?

Example

Four-year-old Mark Harris from Bristol _____ 60 feet from a bridge into the River Avon. The river carried him towards a waterfall and _____ him onto some rocks. Fortunately, three older boys _____ Mark. They quickly pulled him out and _____ the police.

who were fishing

- when he was running after his dog
- while he was swimming
- where his parents were waiting for him
- where a farmer was working
- because the sun was shining in his eyes
- while it was flying over New Mexico

● Grammar question

- What tense are the verbs in question 3? Why?

PRACTICE

1 Grammar

- 1 Work in pairs.

Decide which is the correct verb form.

- I *saw*/*was seeing* a very good programme on TV last night.
- While I *shopped*/*was shopping* this morning, I *lost*/*was losing* my money. I don't know how.
- Last week the police *stopped*/*were stopping* Alan in his car because he *travelled*/*was travelling* at over eighty miles an hour.
- 'How *did you cut*/*were you cutting* your finger?'
- 'I *cooked*/*was cooking* and I dropped the knife.'

- 2 Put the verb in brackets in the correct verb form, Past Simple or Past Continuous.

- While I _____ (come) to work this morning, I _____ (meet) an old friend.
- I _____ (not want) to get up this morning. It _____ (rain) and it was cold, and my bed was so warm.
- I _____ (listen) to the news on the radio when the phone _____ (ring).
- But when I _____ (pick) up the phone, there was no one there.
- I said 'Hello' to the children, but they didn't say anything because they _____ (watch) television.

2 Speaking and listening

Work in pairs.

Ask and answer questions.

Where were you, and what were you doing

- at three o'clock this morning?
- at eight o'clock this morning?
- two years ago?
- in August last year?
- this time yesterday?

I was in bed / reading ...

3 Writing

Work in groups of four.

Think of a recent news story – something that happened in your town, your country, or the world. Write down the story, and give some wrong information. When you have finished, read out your story. The rest of the class will correct you!

● Language review

Past Continuous

The Past Continuous is used to express an activity in progress around a point of time in the past. The activity began before the action expressed by the Past Simple.

Translate

When we arrived, she was making supper.

When we arrived, she made supper.

► Grammar reference: page 122.

SKILLS DEVELOPMENT

● Reading and speaking

Pre-reading task

- 1 Here are the titles of some books. They all have the same hero. Do you know who he is? Do you know the name of the author of the books?



- 2 These books were all made into films which are famous in many countries. Do you know the translation of any of the titles in your language?
- 3 You are going to read an extract from *The Man with the Golden Gun*. The pictures illustrate the story but they are not in the right order.
Look at the pictures and try to work out the story.

Reading

Now read the text and number the pictures to fit the story.



When James Bond got back to his hotel room it was midnight. His windows were closed and the air-conditioning was on. Bond switched it off and opened the windows. His heart was still thumping in his chest. He breathed in the air with relief, then had a shower and went to bed.

At 3.30 he was dreaming, not very peacefully, of the three black-coated men with red eyes and angry white teeth, when suddenly he woke up. He listened. There was a noise. It was coming from the window. Someone was moving behind the curtains. James Bond took his gun from under his pillow, got quietly out of bed, and crept slowly along the wall towards the window. Someone was breathing behind the curtains. Bond pulled them back with one quick movement. Golden hair shone silver in the moonlight.

'Mary Goodnight!' Bond cursed. 'What the hell are you doing here?'

'Quick, James! Help me in!' she whispered urgently.

Bond put down his gun and tried to pull her through the open window. At the last moment her foot caught in the curtain and the window banged shut with a noise like a gunshot. Bond cursed again.

Mary Goodnight whispered, 'I'm terribly sorry, James!'



Comprehension check

Use your dictionary to check vocabulary where necessary.

Are the following statements about the text true or false? Say why.

- 1 James Bond felt frightened and worried when he got back to his hotel room.
- 2 A man with a gun woke Bond at 3.30 a.m.
- 3 Bond was very pleased to see Mary Goodnight.
- 4 Bond's gun went off while he was pulling Mary through the window.
- 5 Mary and James talked in the bathroom because they thought it was safer there than in the bedroom.
- 6 Hendriks knew that Bond was in the hotel.
- 7 Bond didn't know that Hendriks was looking for him.
- 8 Mary Goodnight likes James a lot.
- 9 James helped Mary get out of the hotel.

Vocabulary and grammar work

- 1 The following verbs appear in the text in their Past Simple form. Find them in the text and write them next to the base form.

have	had	breathe	wake
take		creep	shine
whisper		put	try
catch		lead	sit
know		give	stand

Which ones are irregular?

- 2 Make a list of all the parts of the body you can find in the text.

Speaking

Use the pictures to retell the story in your own words. Begin like this:

When James Bond got back to his hotel, he ...



'Sh! Sh!' said Bond, and quickly led her across the room to the bathroom. He turned on the light and the shower. They sat down on the side of the bath.

Bond asked again. 'What the hell are you doing here? What's the matter?'

'James, I was so worried. A "Most Immediate" message came from HQ this evening. A top KGB man, using the name Hendriks, is staying at this hotel. I knew you were looking for him, but he knows you're here. He's looking for you!'

'I know,' said Bond. 'That man's here all right. So is a gunman called Scaramanga. Mary, did HQ say if Hendriks has got a description of me?'

'No, he hasn't. You were just described as secret agent James Bond.'

'Thanks, Mary. Now I must get you out of here. Don't worry about me, just tell HQ that you gave me the message, OK?'

'OK, James.' She stood up and looked into his eyes: 'Please take care, James.'

'Sure, sure.' Bond turned off the shower and opened the bathroom door. 'Now, come on.'

A voice came from the darkness of the bedroom:

'This is not your lucky day, Mr Bond. Come here both of you. Put your hands behind your necks!'

Scaramanga walked to the door and turned on the lights. His golden gun was pointing directly at James Bond.

● Vocabulary

Verbs and nouns that go together

- 1 Good dictionaries (bilingual and monolingual) show you which words often go together. Here are two extracts from the *Oxford Elementary Learner's Dictionary of English*.

joke /dʒəʊk/ *n* something that you say to make people laugh: *He told us a very funny joke.*

One verb that often goes with the noun **joke** is **tell**.

draw² *v* (past part. drawn /drɔ:n/, past tense drew /dru:/) *I* make pictures with a pen, pencil, etc.: *Degas drew wonderful pictures of horses.*

One noun that often goes with the verb **draw** is **picture**.

- 2 Match a line in A with a line in B. Use your dictionary if necessary.

A	B
wear	the washing-up
tell	a lie
drive	a photograph
take	a cheque
do	a van
make	a suit
cash	a phone call

A	B
post	a suitcase
ride	a taxi
pack	a meal
pay	a letter
order	a film on TV
watch	a horse
take	a bill

- 3 Ask and answer questions beginning *When did you last ... ?* with the words in the exercise above.

When did you last do the washing-up?

Last night.

Words and prepositions that go together

A dictionary shows you which preposition goes with a word.

listen /'lɪsn/ *v* **listen to** hear sounds carefully; try to hear sounds: *Did you listen to the news on the radio this morning?*

Put a preposition into each gap.

- I'm waiting _____ the postman to arrive.
- Look _____ that picture! Isn't it beautiful!
- I'm looking _____ Mary. Is she here?
- She works _____ BP, a big petrol company.
- If you have a problem, ask _____ help.
- Are you interested _____ modern art?

- Did you know that Alan is married _____ Barbara?
- Can I speak _____ you for a minute?
- Your shirt is similar _____ mine. Where did you buy it?
- I agree _____ you about most things, but not politics.
- My daughter is afraid _____ dogs.
- Are you good _____ tennis?

There is a list of words + preposition on page 142.

● Listening and writing

An interview with a biographer

Pre-listening task

You are going to hear a radio interview with Lucy Parker. She wrote a biography of Ian Fleming, the author of the James Bond books. Ian Fleming had a number of jobs before he became a writer. Which of the following jobs do you think he had? Use your dictionary to check any you don't know.

banker	soldier	stockbroker
journalist	translator	spy
Member of Parliament	member of MI5	member of Naval Intelligence

Listening

T.8

Listen and answer the following questions.

- 1 Which jobs *did* Ian Fleming have before he became a writer?



- 2 The interviewer says at the beginning of the interview:

I think the thing that many people want to know is: 'How much is Ian Fleming, the author, like the hero of his books, James Bond?'

While you listen, make quick notes of ways in which you think he was like James Bond.

Comprehension check

- 1 When was Ian Fleming born?
- 2 How was he different from his brothers?
- 3 Where did he go in 1930?
- 4 Why didn't he join the Foreign Office?
- 5 Was he working as a journalist when the Second World War started?
- 6 Which countries did he visit during the war?
- 7 What kind of lifestyle did he have?
- 8 Was he a healthy man?
- 9 What three important things happened in Jamaica in 1952?
- 10 When did he die? How old was he?
- 11 The following numbers are in the interview. What do they refer to?
 nine sixty fourteen forty million

Writing

Write a short biography either of yourself or of an author you know and like.

Include: Date and place of birth
 Some family background
 Education
 Some important events

● Everyday English

Time expressions

- 1 Notice how we can say a date in two ways:

8/1/74 the eighth of January, nineteen seventy-four
 January the eighth, nineteen seventy-four

In pairs, practise saying the following dates.

4 June 25 August 31 July 1 March 3 February
 21/1/1988 2/12/1976 5/4/1980 11/6/1965 18/10/1989

T.9 Listen to the pronunciation of the dates, and practise them.

- 2 When is your birthday? What is your date of birth? What days are national holidays in your country?
- 3 Look at the chart.

at	in	no preposition
at six o'clock	in the morning	today
at midnight	/ afternoon / evening	yesterday
at Christmas	in December	tomorrow
at the weekend	in summer	the day after tomorrow
	in 1985	the day before yesterday
	in two weeks' time	yesterday
on		last night
on Saturday		last week
on Monday morning		next month
on Christmas Day		yesterday evening
on January 18		tomorrow morning
		this evening
		tonight

- 4 Work in pairs.

Answer the questions.

- a. Do you know exactly when you were born?
I was born at two o'clock in the morning on Wednesday, the twenty-fifth of June, 1969.
- b. When did you last go to the cinema / play a sport / give someone a present / have a holiday / watch TV / go to a party / do an exam / see a lot of snow / clean your teeth?
- c. When are you going to leave school / go home / have a holiday / go shopping?



UNIT 4

Expressions of quantity – Articles – Requests and offers

Going shopping

PRESENTATION

Two friends, Ben and Sam, are going to give a dinner party for their girlfriends.

- 1 Look below at the ingredients for the main course. Read the recipe, and use your dictionary to check any words you don't know.
- 2 Work in pairs.
One of you is Ben and one is Sam.
Ask each other questions about the ingredients.

How much beef do we need?

450 grams.

How many onions do we need?

One.



● Grammar question

– When do we use **much** and when do we use **many**?

- 3 **T.10** Read and listen to the conversation between Ben and Sam.

Ben Now, have we got everything we need?

Sam Well, let's see. There are some onions and potatoes, but there aren't any mushrooms and, of course, there isn't any minced beef.

Ben Are there any carrots?

Sam A few. But we don't need many, so that's OK.

Ben How much milk is there?

Sam Only a little. And there isn't any butter, and we haven't got much cheese.

Ben Well, we don't need much cheese. Is there anything else?

Sam No, not for Shepherd's Pie. We've got some salt and pepper, and there's a lot of flour. Would you like me to help with the shopping?

Ben Yes, please.

● Grammar questions

Work in pairs.

- Underline with a solid line (———) all the countable nouns.
- Underline with a broken line (- - - -) all the uncountable nouns.
- Discuss the use of the words in *italics* in the following sentences.

There *are* some onions.

There *is* some salt.

Are there *any* carrots?

There aren't *any* mushrooms.

There isn't *any* minced beef.

There is *a lot of* flour.

There are *a lot of* potatoes.

- How do we use **a few** and **a little**? **Much** and **many**?

● Language review

Expressions of quantity

Some/any

Some is generally used in positive sentences. **Any** is used in questions and negatives.

*Have we got **any** eggs?*

*There's **some** salt, but there isn't **any** pepper.*

Much/many/a lot of

Much and **many** are generally used in questions and negatives. **much** with uncountable nouns and **many** with countable nouns.

*How **much** money have you got?*

*There aren't **many** parks in my town.*

A lot of is used in positive sentences, with countable and uncountable nouns.

*He's got **a lot of** money.*

*There are **a lot of** parks in London.*

A few/a little

A few is used with countable nouns. **A little** is used with uncountable nouns.

*There are **a few** biscuits in the tin.*

*There's **a little** whisky left. Help yourself.*

PRACTICE

1 Grammar

1 Put **some** or **any** into each gap.

- Have you got _____ brothers or sisters?
- We don't need _____ butter.
- There are _____ books on the table.
- I want _____ flour because I'm going to bake a cake.
- Is there _____ petrol in the car?

2 Put **much**, **many**, or **a lot of** into each gap.

- Have you got _____ homework?
- We don't need _____ eggs.
- There are _____ dirty plates in the sink.
- There is _____ unemployment in my town.
- Are there _____ unemployed people in your country?

2 Speaking and writing

- Here are the ingredients for the dessert that Ben and Sam are going to make. Use your dictionary to check any words you don't know.

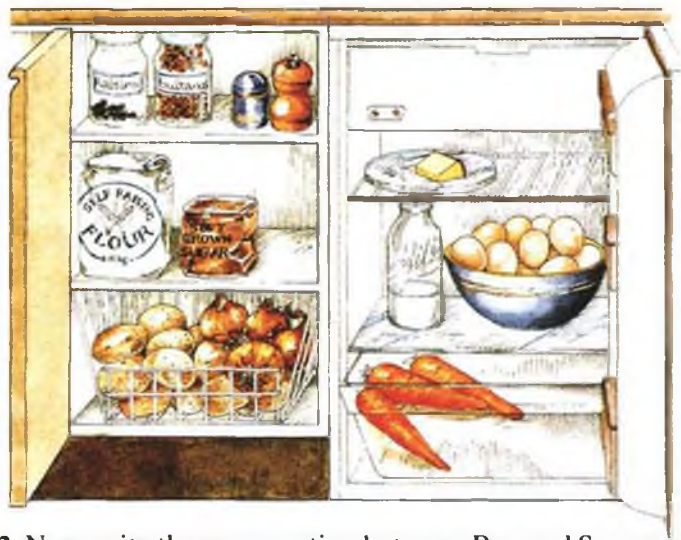


Work in pairs

Look at their fridge and cupboard. Ask and answer questions about the ingredients in the recipe.

Is there any/much ... ?
Are there any/many ... ?
Have they got any/many/much ... ?
Do they need any/many/much ... ?

Yes, there is/are.
No, there aren't.
Yes, they have.
No, they don't.



- Now write the conversation between Ben and Sam as they plan the dessert. Begin like this:

Ben *Have we got everything for the dessert?*

Sam *Well, let's see. . .*

3 Grammar

some		thing
any	+	where
		body
		one

The rules for **something/anything**, etc. are the same as for **some** and **any**.

Someone phoned you last night. (positive)

*We didn't go **anywhere**.* (negative)

*Did you have **anything** to eat at lunchtime?* (question)

Put one of the combinations into each gap.

- 'Did you meet _____ interesting at the party?'
- 'Yes, I met _____ who knows you. His name's Alan Clark.'
- 'Ouch! There's _____ in my eye!'
- 'Let me have a look. I can't see _____.'
- 'Let's go _____ hot for our holiday.'
- 'OK. But I don't want to go _____ that's too expensive.'
- 'I'm bored! I want _____ interesting to read, or _____ interesting to talk to, or _____ interesting to go!'

4 Speaking and listening

What is your favourite dish?

What ingredients do you need to make it?

Don't say how to make it! You're going to do that on page 31. If you want to know how to make Shepherd's Pie or Apple Cake, ask your teacher!

● Language review

Expressions of quantity

Translate

We've got some eggs, but we haven't got any butter.

There are a few apples and a lot of oranges.

There's a little butter and a lot of flour.

There aren't many raisins, and there isn't much sugar.

► Grammar reference: page 123.

PRESENTATION

Read the following short text and underline all the definite and indefinite articles.

My uncle is a shopkeeper. He has a shop in a small village by the River Thames near Oxford. The shop sells almost everything from bread to newspapers. It is also the post office. The children always stop to spend a few pence on sweets or ice-cream on their way to and from school. My uncle doesn't often leave the village. He doesn't have a car, so once a month he goes by bus to Oxford and has lunch at the Grand Hotel. He is one of the happiest men I know.

► Grammar reference: page 123.

Look at the grammar reference.

It gives rules about the use of definite and indefinite articles, and when we use no article.

Find examples of some of the rules in the text above.

PRACTICE

Grammar

- 1 Work in pairs to find one mistake in each of the following sentences.
 - a. He's milkman, so he has breakfast at 4 a.m.
 - b. I want a government to do something about the problem of unemployment.
 - c. Cities are usually exciting – in London, for example, you can have tea at the Ritz and then go to the theatre in evening.
 - d. I must go to a bank and see my bank manager. I want to borrow one hundred pounds.
- 2 Put **a**, **the**, or **nothing** into each gap.
 - a. I have two children, _____ girl and _____ boy. _____ girl is six and _____ boy is four.
 - b. She goes to _____ work in _____ City by _____ train every day. Her office is in _____ Baker Street.
 - c. I never read _____ newspapers during the week, but I buy _____ *Observer* every Sunday and I read it in _____ bed.
 - d. When you go to _____ France, you must take _____ boat on _____ Seine when you are in _____ Paris.

● Language review

Articles

Translate

I have breakfast in bed on Sundays.

Love is more important than work.

He's a doctor. He works in Harley Street.



SKILLS DEVELOPMENT

Reading and speaking

You are going to read a magazine article about one of Britain's most famous shops – Marks & Spencer.

Pre-reading task

Work in pairs and use dictionaries if necessary.

The following people, places, and things are in the article. What connection do you think they have with Marks & Spencer? They appear here in the same order as in the text:

- the Duchess of York
- Spain
- £10 million
- Paris and Newcastle
- a Polish immigrant
- jumpers
- shoelaces
- chiropodists

Now read the article quickly and discuss the list again.

MARKS & SPENCER

Britain's favourite store

Marks & Spencer (or M&S) is Britain's favourite store. Tourists love it too. It attracts a great variety of customers, from housewives to millionaires. The Duchess of York, Dustin Hoffman, and the British Prime Minister are just a few of its famous customers.

Last year it made a profit of £529 million, which is more than £10 million a week.

How did it all begin?

It all started 105 years ago, when a young Polish immigrant, Michael Marks, had a stall in Leeds market. He didn't have many things to sell: some cotton, a little wool, lots of buttons, and a few shoelaces. Above his stall he put the now famous

DON'T ASK HOW MUCH – IT'S A PENNY.

Ten years later, he met Tom Spencer and together they started Penny Stalls in many towns in the north of England. Today there are 564 branches of M&S all over the world – in America, Canada, Spain, France, Belgium, and Hungary.



What are the best-sellers?

Surprisingly, tastes in food and clothes are international. What sells well in Paris sells just as well in Newcastle. Their best-selling clothes are:

- For women: jumpers, bras, and knickers (M&S is famous for its knickers!).
- For men: shirts, socks, pyjamas, dressing gowns, and suits.
- For children: underwear and socks.

Best-sellers in food include: fresh chickens, bread, vegetables, and sandwiches. Chicken Kiev is internationally the most popular convenience food.

Why is M&S so successful?

The store bases its business on three principles: good value, good quality, and good service. Also, it changes with the times – once it was all jumpers and knickers. Now it's food, furniture, and flowers as well. Top fashion designers advise on styles of clothes.

But perhaps the most important key to its success is its happy, well-trained staff. Conditions of work are excellent. There are company doctors, dentists, hairdressers, and even chiropodists to look after the staff, and all the staff can have lunch for under 40p!



Comprehension check

Here are some answers. What are the questions?

- 1 _____
£529 million.
- 2 _____
105 years ago.
- 3 _____
Poland.
- 4 _____
No, he only had a few things.
- 5 _____
564.
- 6 _____
Because it gives good value, good quality, and good service.
- 7 _____
No, it doesn't. It sells food and furniture as well.
- 8 _____
Less than 40p.

Vocabulary work

In the text there are a lot of examples of clothes, food, and professions. List them in the columns below and add three more examples of your own to each column.

Clothes	Food	Professions

Now check all the examples in your class. How many different examples do you have?

Speaking

Here are the four headings from the text.

Britain's favourite store

How did it all begin?

What are the best-sellers?

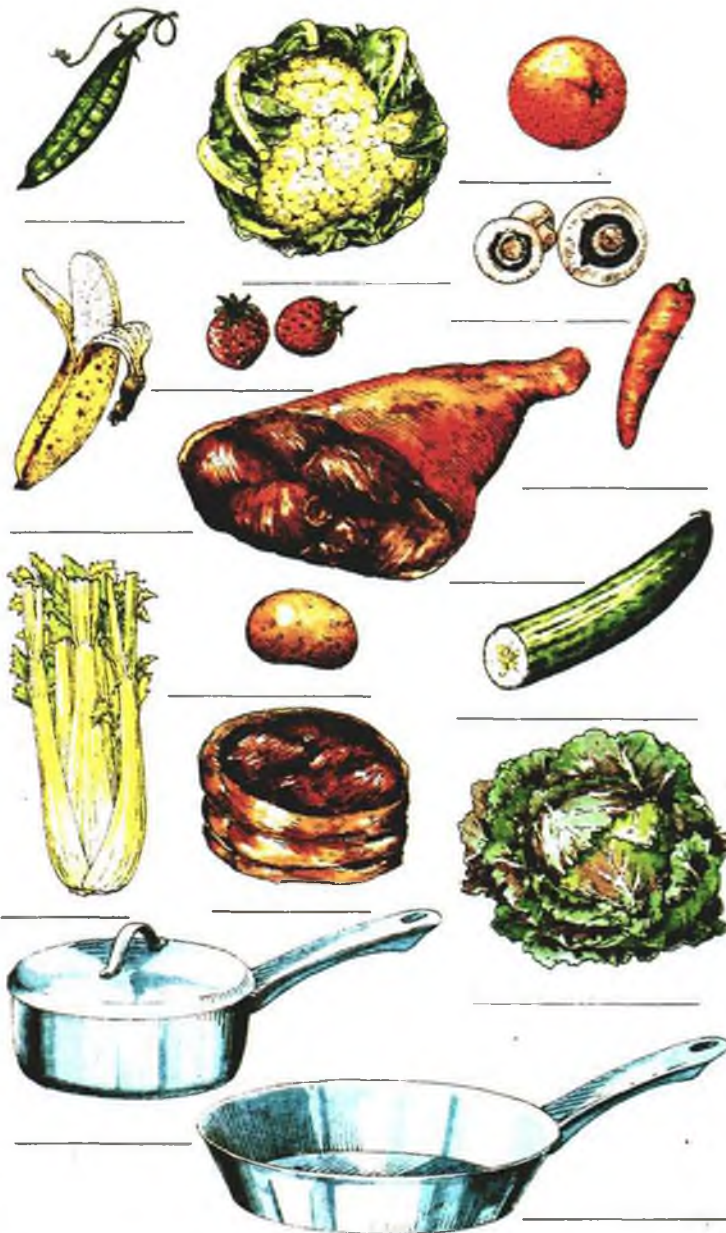
Why is M&S so successful?

- 1 Use these to help you say in a few words the main points of the text.
- 2 Use the headings to help you to talk about one of the favourite stores in your country.

● Vocabulary

Food and cooking

- 1 Look at the pictures of vegetables, fruit, and meat. Use your bilingual dictionary to find the English names of those you don't know. Write the English word under each picture.



- 2 The following verbs are for preparing and cooking food. Which often go with the food in the pictures above?

bake	boil	chop	cut	fry	grill
peel	roast	slice	squeeze		

Can you think of other food words that often go with these verbs?



3 Here is some of the kitchen equipment used to prepare or cook food.

bowl	frying pan	saucepan
casserole dish	knife	oven
		wok

Write down the instructions for your favourite recipe.

Example

*Peel and chop the onions and fry them in a saucepan.
Next, ...*

Listening and speaking

Five radio advertisements

Pre-listening task

- 1 Is there an advertisement on the television or in the newspapers at the moment that you particularly like? What's it for?
- 2 Read the definitions of the following words.

break (n) a rest; an advertisement on radio or television
fair (n) a large exhibition of commercial goods, e.g. a book/motor fair

ferry (n) a boat that carries people and/or cars across rivers and seas
grown-up (n) an adult
kid (n) another word for a child

3 Work in groups.

Imagine you work in advertising. How can you sell the following things? What information will you give about them in the advertisement?

- a soft drink
- a musical at the theatre
- a cross-Channel ferry
- a new kind of frozen potato dish
- a motor fair

Compare your suggestions.



Listening for information

T.11 You will hear five radio advertisements. They are for the things you talked about in question 3 above, but not in the same order.

Listen to them, and say what each one is for.

The first one is an advertisement for ...

Comprehension check

Try to answer the following questions. Then listen to the advertisements again.

- 1 What is the name of the food in the first advertisement?
- 2 What is the name of the ferry company?
- 3 What is the name of the musical?
- 4 When does the motor fair end?
- 5 What is the name of the soft drink?
- 6 How do you cook Oven Crunchies?
- 7 How much is a day-trip from Dover?
- 8 Where can you get tickets for the musical?
- 9 What are some of the extras the man wanted in his Cadillac?
- 10 What can you get when you buy Coca-Cola?

Group work

Work in groups of four.

Think of a radio advertisement to make people come to a private English language school. What information will you give (prices, location, best teachers)? Will the advertisement have a story (*Before I came to this school, my English was terrible, but now ...*)?

● Everyday English

Polite requests and offers

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

The people are in one of the following places.

baker's	department store	post office
airport	railway station	supermarket
chemist's	fast food restaurant	

Where are they?

A

- 1 Can I have a book of stamps, please?
- 2 We'd like two cheeseburgers and one Big Mac, all with fries, please.
- 3 Could you tell me where the shoe department is, please?
- 4 Have you got any Sunsilk shampoo for greasy hair?
- 5 Excuse me. Can you tell me where platform six is?
- 6 I'd like a large, brown, sliced loaf, please.
- 7 Can I take this bag as hand luggage?
- 8 Could I have another plastic bag? I've got so much to carry.

B

- a. Yes, of course. It's on the third floor.
- b. Do you want first class or second?
- c. I'll check, but I think we only have it for dry.
- d. Yes, that's fine. I'll give you a label for it.
- e. Would you like anything to drink with that?
- f. Here you are. We don't charge for them.
- g. It's over there. Come with me. I'll show you.
- h. I'm afraid we only have white left.



- 2 **T.12** Listen and check your answers. Listen carefully to the intonation of the requests, and practise saying them.
- 3 Underline the different structures that express a polite request in A. There are three offers in B. Find them. What verb form is used for making offers?

► **Grammar reference:** page 124.

- 4 Work in pairs.
Write similar dialogues for some of the following places.

newsagent's	bookshop	butcher's
tourist office	cinema	greengrocer's
hotel	clothes shop	bank

UNIT 5

Verb patterns (1) – Going to – Will – Spelling

Plans and ambitions

PRESENTATION

- 1 Read the texts about these three people. They are talking about what they want to do in life. Who knows what he/she wants to do? Who isn't sure?



Angela Duffy is a schoolgirl from Brighton. She wants to be a doctor. 'I'm going to medical school next year. It's a long course – about six years – but I'm going to work very hard. It's a difficult job, but I like working with people, and I like the idea of working in a caring profession.' She says that later she would like to specialize and perhaps be a paediatrician. 'I love children, and looking after them would be wonderful.'



Pippa Wilson is studying marketing at university. She enjoys travelling, and would probably like to work for a tour company. 'I'm not sure yet exactly what I want to do. After university, I'm going to have a year off, and I'm going round the world with another girl. We hope to find work on the way.'



Steve Barnes wants to be a chef. His favourite room in the house is the kitchen, where he spends most of the day. 'I love cooking, especially for lots of people. I have over a hundred cook books.' He's going to work in a restaurant in Paris, where he hopes to learn how to prepare sauces. 'English people really don't know how to cook imaginatively,' he says, 'but we have the best ingredients in the world. One day I'd like to have my own restaurant.'

- 2 Fill in the chart about the three people.

	Ambition(s)	Reason(s)	What is he/she going to do?
Angela			
Steve			
Pippa			

Grammar questions

- Underline the verb forms in the texts that express plans and ambitions.
wants to be a doctor
- Underline the correct verb form in the following sentences.
I would like *be/being/to be* a doctor.
He's going to *work/work/working* in a restaurant in Paris.
She hopes *find/to find* a job soon.
He wants *have/to have* a restaurant.
- What's the difference in meaning between the verb forms in the following two sentences?
I *like working* with children.
I'd *like to be* a paediatrician.

PRACTICE

1 Speaking

Work in pairs.

What do the following people want to do?

What are they going to do?

Example

John thinks his job is boring. (He likes acting.)

He wants to find another job.

He'd like to work in the theatre.

He's going (to go) to drama school.

He hopes to be famous one day.

- Peter and Janet are planning their winter holiday. (They like skiing.)
- Ruth doesn't like living in the centre of town any more.
- Alice is looking at advertisements for second-hand cars (but she doesn't have any money).
- Jorge (from Madrid) is studying hotel management. He's also learning English.
- Clara (aged 15) is a brilliant tennis player. She practises every day.
- Joanna (from England) is doing a course to train to be an English language teacher. (She loves South America.)
- David and Beth are very much in love.

2 Grammar

Complete the following sentences using a form of **would like** (to do) or **like** (doing). Put the verbs in brackets in the correct form, too.

- There's a good film on at the Odeon Cinema. _____ you _____ (see) it with me?
- I'm thirsty. I _____ something to drink.
- 'Who is your favourite painter?'
'I _____ all the Impressionists, especially Monet.'
- 'Do you do any sport?'
'Yes. I _____ (swim) and _____ (play) football.'
- She's learning Italian because she _____ (go) to Italy on holiday next year.
- '_____ you _____ (learn) English?'
'Yes, but sometimes I find it a bit difficult.'

3 Speaking and listening

Work in pairs.

Ask and answer questions about your plans and ambitions.

Which countries would you like to go to?
When ... get married?
How many children ...?
What ... after this course?
... have your own business?

I'd like to ...
I want to ...
I'm going to ...

● Language review

Verb patterns

It is very common for one verb to be followed by another verb. When this happens, the second verb can have different patterns. Two possible patterns are the infinitive and the -ing form.

Infinitive

I want
I'd like | *to be a doctor.*
I hope
I'm going

-ing forms

I like
I love | *cooking.*
I enjoy

There is a list of verb patterns on page 143.

Like doing/would like to do

Like doing expresses a general enjoyment or preference.

Would like to do expresses a preference now, or at a specific time.

Translate

I like swimming.

I'm tired. I'd like to go to bed.

I'd like to buy a new car next year.

► Grammar reference: page 124.



PRESENTATION

- 1 Jenny and Chris are talking about their plans for next week. Read their conversation and put a form of **going (to)** or **will** into each gap.

Jenny Would you like a game of tennis next Thursday?

Chris I can't, I'm afraid. I _____ to Bristol.

Jenny What for?

Chris I have an interview for a job as manager of a record shop.

Jenny I didn't know you wanted to move.

Chris Well, my parents _____ retire to Bath next year, and I want to be near them.

Jenny How are you getting to Bristol?

Chris I have a bit of a problem, actually. My car isn't working at the moment. I'm thinking of getting a taxi to the station, and then getting a train.

Jenny I _____ give you a lift to the station. Don't worry about a taxi.

Chris Really?

Jenny Mmm.

Chris OK. Then I _____ get a taxi home.

Jenny Well, what time is your train back?

Chris It gets in at twenty-one fifteen – what's that? – quarter past nine in the evening.

Jenny It's all right. I _____ pick you up as well. It's no trouble.

Chris That's great! Thanks a lot, Jenny.

- 2 **T.13** Listen to the complete conversation and check your answers.

Grammar questions

- When did Chris decide to go to Bristol? *Before* he spoke to Jenny or *while* he was speaking to her?
- When did Jenny decide to give Chris a lift? *Before* she spoke to Chris or *while* she was speaking to him?
- What's the difference between **going to** and **will** to express a future intention?

PRACTICE

1 Speaking and listening

- 1 Your class has decided to have a party. Everyone must help to prepare for it. Say what you'll do.

I'll make some sandwiches.

I'll buy some bread.

- 2 Your teacher didn't hear what you said! Listen to your teacher, and correct him or her.

Teacher

OK. I'll make some sandwiches.

All right. Well, I'll buy some bread.

You

No, I'm going to make them!

No, I'm going to buy it!

2 Grammar

Work in pairs to decide which is the correct verb form.

- 'My suitcase is so heavy!'
'Give it to me. *I'll/I'm going to* carry it for you.'
- I bought some warm boots because *I'll go/I'm going* skiing.
- 'Tony's back from holiday.'
'Is he? *I'll give/I'm going to give* him a ring.'
- We'll see/We're going to see* 'Hamlet' at the Royal Shakespeare tonight. The tickets were very expensive.
- You can tell me your secret. *I won't tell/I'm not going to tell* anyone else.
- I hear you and John *will get/are going to get* married! Congratulations!
- 'I need to get these letters in the post as soon as possible.'
I'll go/I'm going shopping soon. *I'll post/I'm going to post* them for you.'
- 'Where *will you go/are you going* on holiday this year?'
'Turkey. What about you?'
'We don't know yet. Maybe *we will go/we are going* to Spain.'

3 Speaking and listening

In pairs, ask and answer questions about your plans for tonight, next weekend, and your next holiday.

What are you doing/
going to do tonight?
Where are you going ...?

I'm going to see
a film/stay at
home and ...

Language review

Going to

Going to is used to express a future intention thought about before the moment of speaking.

Translate

We are going to get married next spring.

Will

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

Translate

Give me your case. I'll carry it for you.

Other uses of will are in Unit 9.

► Grammar reference: page 124.

SKILLS DEVELOPMENT

Reading and speaking

How ambitious are you?

- 1 Answer the questions from the questionnaire below and add up your score to find out how ambitious you are! Use your dictionary if necessary.
- 2 Do you agree with the interpretations?
- 3 Choose one of the questions. Stand up and ask all the other students your question. Then report back to the class.

Everybody thinks ...
Nobody wants ...
Most of us would like ...
Some people hope ... but others don't want ...

How ambitious are you?

- 1 In ten years do you hope to
 - a be married with a family?
 - b have an interesting but not very well-paid job?
 - c have a well-paid job that isn't very interesting?
- 2 In twenty years' time do you hope to
 - a have enough money to pay your bills?
 - b have quite a lot of money?
 - c have a lot of money?
- 3 Here is a list of ten jobs. Which would you like to do? Put 1 next to your favourite, 2 next to your next favourite, etc.

nurse	builder
accountant	journalist
teacher	artist
politician	engineer
policeman/woman	
actor/actress/pop star	
- 4 Is improving your standard of living important to you?
- 5 Do you think people who have money should help people who don't have money?
- 6 How old do you want to be when you have children?

a 18 - 22	b 23 - 26
c 27 - 30	d over 30
- 7 When you are playing a game, do you always want to win?
- 8 Can you tell a white lie?
- 9 Do you think that rich people are happier and more interesting than other people?
- 10 Do you work hard because you want to be successful?
- 11 If you have a job to do, do you do it immediately, or do you wait until the last moment?
- 12 Would you like to have more money than your parents?
- 13 Do you agree with the philosophy 'Every man for himself'?
- 14 Do you like hard work?
- 15 Which of the following is most important to you?

love	happiness	money	health
------	-----------	-------	--------

Answers

- | | | |
|-------|---|---------------|
| 1 a 0 | b 5 | c 10 |
| 2 a 0 | b 5 | c 10 |
| 3 | 0 nurse/artist first | |
| | 2 builder/policeman or policewoman/teacher/journalist first | |
| | 5 engineer/actor/actress/pop star first | |
| | 10 politician/accountant first | |
| 4 | Yes 10 | No 0 |
| 5 | Yes 0 | No 10 |
| 6 a 0 | b 2 | c 5 d 10 |
| 7 | Yes 10 | No 0 |
| 8 | Yes 10 | No 0 |
| 9 | Yes 10 | No 0 |
| 10 | Yes 10 | No 0 |
| 11 | Immediately 10 | Last moment 0 |
| 12 | Yes 10 | No 0 |
| 13 | Yes 10 | No 0 |
| 14 | Yes 10 | No 0 |
| 15 | Love 0 | Happiness 5 |
| | Money 10 | Health 0 |

0 - 50 You aren't very ambitious! You're happy with a quiet life.

50 - 100 You're quite ambitious, but you don't want to work too hard!

Over 100 You're very ambitious! Good luck, and try to be nice to people ...

● Vocabulary and listening

How to learn vocabulary

- T.14** You will hear eight learners of English talking about what they do to learn vocabulary. Listen to them and make notes.
- Work in groups. Have you got a bilingual dictionary? Have you got an English-English dictionary?
- Choose one of the ideas you heard described. Try it for a week. Then try another one! Tell each other which one you've chosen.

I'm going to buy a little address book.



The words in the charts below have all appeared in Units 1–5 of *Headway Pre-Intermediate*. Use your dictionary to find the other parts of speech, and mark the stress. The suffixes in exercise 2 are used (but not always!).

Noun	Adjective	Noun	Verb
am'biti ⁿ			im'prove
	'happy		a'rri ^v e
'power		'government	
			de'cide
'science			e'lect
tech'no ^l ogy		organi'zati ⁿ	
'health		com'plai ⁿ	
'person			i'magi ⁿ e
'fashi ⁿ			in'vite
			de'scribe
			em'ploy

Word families

- The last student described how she looked words up in her dictionary to find word families. Look at the dictionary extract. Notice how it shows you where the stress is. /' means the following syllable is stressed.

photo /'fəʊtəʊ/. **photograph** /'fəʊtəgrə:f/ *n.* picture that you make with a camera. **photo-graph** *v.* She **photographed** the bride and groom outside

the church. **photographer** /'fəʊtəgrəfə(r)/ *n.* someone who takes pictures with a camera. **photo-graphy** /'fəʊtəgrəfi/ *n.* **photo-graphic** /'fəʊtəgræfik/ *adj.*

Practise saying the words in the dictionary entry. How does *your* dictionary show where the stress is?

- The following suffixes are used to form different parts of speech.

nouns	-ment	-ness	-sion	-tion	-ty	-al
adjectives	-ful	-ic	-able	-ous	-y	-ive
	-al					
verbs	-ize/ise					

Noun	Verb	Adjective
suc'cess		
a'ttracti ⁿ		
natio'nali ^t		'special

- What is special about the nouns and verbs of the following words?

change	cook	light	interview
question	dream	drink	

● Reading and speaking

The right person for you

Pre-reading task

A dating agency is an organization that tries to find a partner (a boyfriend or girlfriend) for someone to go out with. Are there dating agencies in your country? What are they called? How do they work?

Vocabulary

Match a line in A with a line in B to define the words in italics. Use your dictionary if you want.

A	B
If you are <i>desperate</i> for something,	one that is important and well paid.
If you are <i>seeking</i> something,	you have a good relationship.
A <i>high-flier</i> is	you are looking for it.
A <i>high-powered</i> job is	a TV programme that gives factual information about something.
A <i>documentary</i> is	the qualification you get from university.
If you <i>get on well</i> with someone,	someone who is ambitious.
A <i>degree</i> is	someone who is kind, and pays attention to other people's feelings.
If you are <i>fed up</i> with something,	you want it very, very much, and will do anything to get it.
A <i>considerate</i> person is	you are unhappy or bored with it.

Jigsaw reading

1 You will now read an article from the *Today* newspaper.

Look at the headline and the introduction.

What sort of people is the article about?

Why are they going to dating agencies?

2 Divide into two groups.

Group A Read about the American, John Frantz.

Group B Read about the English woman, Nicolette Morganti.

Answer the comprehension check questions as you read.

Comprehension check

- 1 What is his/her job?
- 2 Is it a good job?
- 3 Does he/she own a house?
- 4 Where does he/she want to live?
- 5 What sort of person does he/she want to meet?
- 6 What sort of person doesn't he/she like?
- 7 Does he/she want to have children?

DESPERATELY SEEKING SOMEONE

THE LONELY HIGH FLIERS TRYING TO FIND LOVE

THEY have money, good looks and high-powered jobs, but in the fight to the top they forgot one thing – finding a partner.

Now over 30, they have no time to start looking. As a result, more and more lonely single people are asking others to help them find love. According to 'Desperately Seeking Someone', a four-

part BBC documentary starting soon, dating agencies, social clubs, and small advertisements in magazines are becoming a multi-million pound business.

Today reporter Margaret Morrison spoke to some of the lonely hearts who told her about just who you meet when you pay for the introduction.

My girl must like me, not my wallet

JOHN FRANTZ 36

Divorced (Sales Manager)

AMERICAN John Frantz has a wonderful lifestyle and he wants to share it with an English girl.

At 36, he's the national sales manager for a big printing firm, earns £65,000-plus and drives a grey Cadillac. Home is a six-bedroom, five bath-
room mansion in 1½ acres of land near Washington DC.

'I want to stay in this house,' says John. 'I like exotic holidays, but I wouldn't like to live outside the US.' Divorced five years ago, he now hopes to find a wife with the English Rose dating agency in Kent.

'Children aren't so important to me. I don't want to go to bars to meet women



'US girls want cash'

because in the US they are more interested in your wallet,' he says. 'I meet a lot of people through work, but I've got a strict rule of never dating women colleagues.'

'I know a couple of British women at home and they have an air of independence that US women don't have. I'd like to meet someone who's intelligent and who has her own opinions.' His first transatlantic phone call came from Sandy, a secretary living in Middlesex.

'We exchanged photo-

- 8 Who has he/she met already?
- 9 Was it a successful meeting?
- 10 What is he/she going to do?

When you have answered your questions, find a partner from the other group.

Compare your answers and swap information.

graphs, but when she called there was a bit of a language problem. We didn't understand each other's accent! After that we got on well. I decided to come over to London for 12 days.

'We went out for lunch and

dinner a couple of times, and we're going sightseeing on Saturday.

'I'd like to see more of her but romance takes a while to develop. There are a couple of other women I'm going to see while I'm here.'

Nicky wants to be your English rose

NICOLETTE MORGANTI 29,
Single (News agency PA)



'I want a husband'

NICOLETTE Morganti's friends can't understand why she joined a dating agency.

She has a good job as a personal assistant with a television news agency, her own home, and a full social life. But the 29-year-old, who has a degree in English Literature, is so fed up with British men that she joined the English Rose dating agency to get in touch with single American males.

'English men are usually materialistic and have no imagination,' she says. 'I have spent years being bored by men who never do anything exciting.'

'I'm almost 30 now and I would really love to find a husband and have children. I'd like to live in London for six months of the year and in the States for the other six months.'

In her search for the ideal man, Nicolette once put an advertisement in a magazine for single people and had 400 replies.

But she says: 'I only met one or two of them. Most of the others sounded very boring.'

Nicolette joined English Rose about 18 months ago and has met 5 men since then.

She says: 'I find that American men are more romantic and considerate than British men. I rang one in the States, and afterwards he sent me 200 dollars to pay for the call.'

'I've met five so far but I'm looking for someone very special. I'd like to find a caring, well-educated, non-smoking animal-lover with a professional job and a sense of adventure.'

Nicolette is going to stay with English Rose until she finds her man.

'My friends have said some horrible things, but I think it's a great way to meet people.'

What do you think?

- 1 Do you think John and Nicolette would get on if they met each other? Why/why not?
- 2 In your country, where do teenagers go when they want to go out in the evening? What about young adults?
- 3 In many countries, marriages are arranged by the parents. If you come from one of these countries, do you think arranged marriages are a good idea? If you come from a country where marriages are *not* arranged, would you like your parents to find a partner for you?

● Everyday English

Spelling


- 1 Practise saying the letters of the alphabet according to the vowel sounds.

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
a	b	f	i	o	q	r
h	c	l	y		u	
j	d	m			w	
k	e	n				
	g	s				
	p	x				
	t	z				
	v					

- 2 Learners of English can find some of the letters difficult.

Try to remember the following:

'e' is *easy*, and rhymes with *tea*.

'i' is like , and rhymes with *my*.

'a' rhymes with *day*, *way*, *May*, and *say*.

For 'j', think of *Jane*.

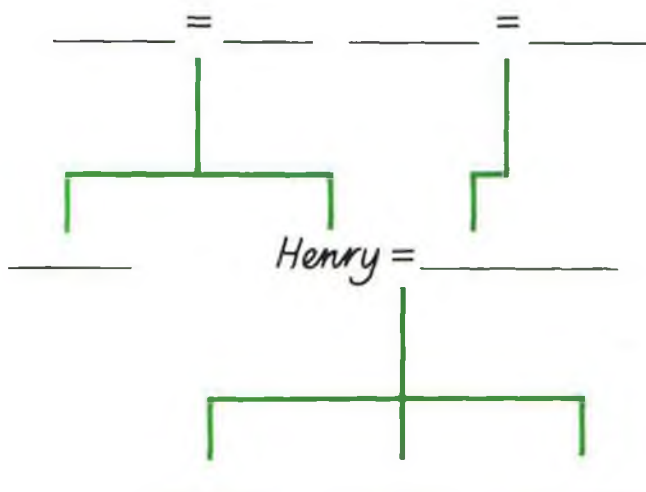
For 'g', think of *Einstein*, who was a *genius*.

'r' is what the doctor tells you to say!

'y' is like the question *Why*?

'h' is like the sound in *nature*.

- 3 **T.15** You will hear a man called Henry telling you the names of the members of his family. Write them on the family tree.



- 4 Work in pairs. Dictate to each other the names of the members of your family, and also your address. You will have to help with the spelling sometimes!

Examples

'd' for *Daddy*!

's' for *sugar*!

'r' for *red*!

UNIT 6

What ... like? – Comparatives and superlatives – Directions

Descriptions

PRESENTATION

Tina Stanley is a violinist with the London Festival Orchestra. She lives in London but she travels all over the world with the orchestra. Last year she visited New York, Tokyo, and Rome.

T.16a Listen to what she says to a friend about these cities. Write down the adjectives she uses.

New York:

Tokyo:

Rome:



● Grammar questions

Her friend asks Tina about her tour last year. She says: *Tell me about Rome. What's it like?*

- Is she asking if Tina likes the places she visited?
- Is she asking Tina to describe the places she visited?

PRACTICE

1 Grammar

- 1 Work in pairs.
Ask and answer questions about the places Tina visited.

What's ... like?

It's (It is) ...
It's (It has) got ...

- 2 Tina's friend asked her some more questions about New York. Complete the questions using *What is/are ... like?*

- | | | |
|----|--------|--|
| a. | Friend | What _____ like? |
| | Tina | It's cold in winter and hot in summer. |
| b. | Friend | What _____ like? |
| | Tina | Well, they're interesting, but they can be a bit rude. |
| c. | Friend | What _____ like? |
| | Tina | It's wonderful. You can find food from every country in the world. |
| d. | Friend | What _____ like? |
| | Tina | They're very modern and very, very tall. Some of them are sixty floors high. |
| e. | Friend | What _____ like? |
| | Tina | They're open all the time, and you can buy everything you need. |

2 Speaking and listening

Ask and answer questions about your last holiday.

Where did you go?
What was the weather like?
Where ... stay?
What was the (hotel) like?
... food ...?
... beaches ...?



Language review

Asking for descriptions

What ... like? asks for a general description of people, places, or things.

'What's London like?'

'It's big and noisy, with a lot of parks.'

'What's Emma like?'

'She's very nice, very intelligent, and pretty.'

Here, **like** is a preposition. Don't confuse it with **like** used as a verb (*I like Coke. / Do you like swimming?*).

Translate

'What's your sister like?'

'She's pretty and intelligent.'

'What does your sister like?'

'She likes chocolate and ice-cream.'

► Grammar reference: page 125.

PRESENTATION

1 **T.16b** Listen to the second part of the conversation with Tina. She compares the cities. Notice the words she uses to do this.

2 Comparative and superlative adjectives are formed in three ways.

- 1 with **-er** and **-est**
- 2 with **-ier** and **-iest**
- 3 with **more** and **most**

What are the comparative and superlative forms of the following adjectives? Put 1, 2, or 3 next to each one.

(Good and bad are irregular!)

beautiful ____	cold ____	old ____
ugly ____	hot ____	near ____
big ____	crowded ____	far (irreg) ____
small ____	exciting ____	noisy ____
busy ____	friendly ____	quiet ____
cheap ____	heavy ____	polluted ____
expensive ____	interesting ____	wet ____
clean ____	boring ____	dry ____
dirty ____	modern ____	good/bad (irreg)

Grammar question

– When do you use **-er/-est**, **-ier/-iest**, and **more/most**?

3 Here are some of the things Tina said about the cities she visited. Some are facts and some are her opinions. Complete her sentences.

- a. Tokyo's exciting, but, for a musician, London is _____ exciting _____ Tokyo, and, of course, New York is _____ exciting of all.
- b. London is, of course, much older _____ New York, but it isn't _____ old _____ Rome. Rome is _____ oldest city I visited.



- c. London doesn't have _____ many old buildings _____ Rome, but it has _____ both New York and Tokyo.
- d. New York has _____ parks than Tokyo, but London has _____ parks. There are five in the city centre.

Listen again and check your answers.

4 **T.16c** Listen to this sentence on the tape.

London is older than New York,
but it isn't as old as Rome.

Notice that **than** and **as** are weak and are pronounced /ðən/ and /əz/. Notice also that there are many word links.

Work in pairs.

Practise saying the following sentences, paying attention to weak forms and word links. Then listen to the rest of the exercise and repeat.

I'm not as tall as you.
But I'm taller than Ann.

It's not as cold today as it was yesterday.
But it's colder than it was last week.

This book is more interesting than I thought.
But it isn't as interesting as the one I read last week.

PRACTICE

1 Grammar

Work in pairs to correct the following sentences.

- He's more older than he looks.
- Ann's as tall than her mother.
- 'What does Paris like?'
'It's beautiful, especially in the spring.'
- Concorde is the most fast passenger plane in the world.
- Trains in Tokyo are crowder than in London.
- Oxford is one of oldest universities in Europe.
- He isn't as intelligent than his sister.
- This is more hard than I expected.
- Who is the most rich man in the world?
- Everything is more cheap in my country.

2 Speaking

Work in pairs.

Continue one of the following conversations.

A I've got a new car.

B Oh, really? What's it like?

A Well, it's faster than my old car, so it isn't as economical, but ...

A I moved house last week.

B Oh, really? What's the new house like?

A Well, ...

A You know John/Julia and I broke up recently – well, I met a very nice boy/girl last night.

B Oh, really? What's he/she like?

A Well, ...

London

Founded 43 AD by the Romans

Population 6,754,000

Area 1,580 sq km

Temperatures 4°C – 18°C

Rainfall 610 mm

40 miles / 64 km from the sea



Rome

Founded 753 BC by Romulus

Population 2,831,000

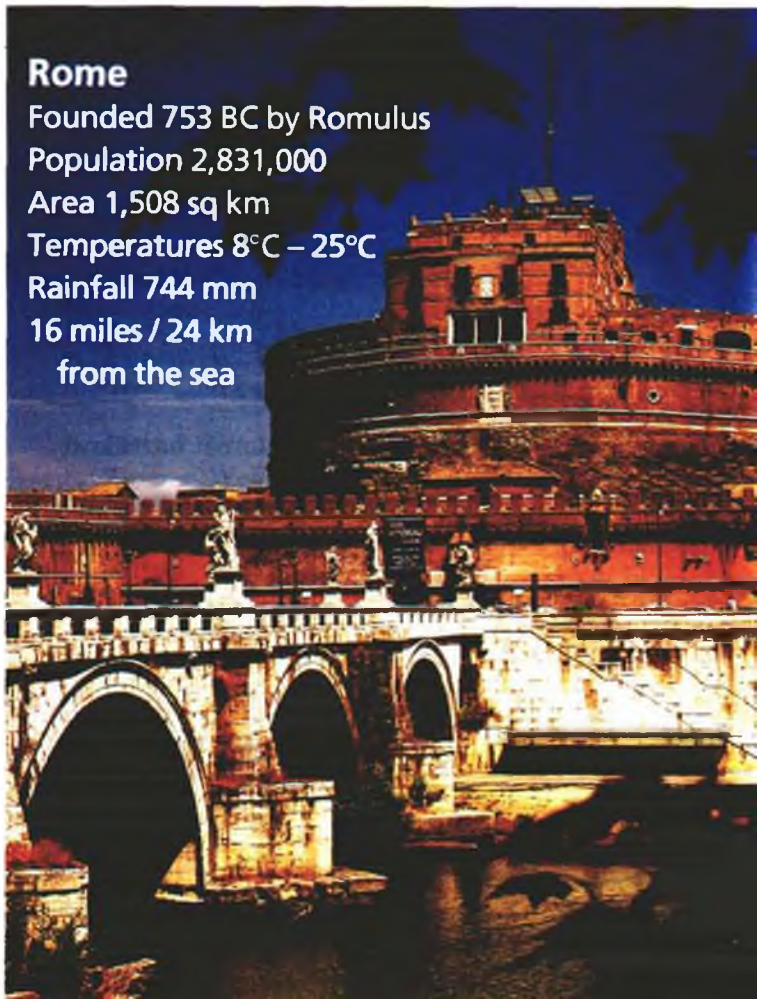
Area 1,508 sq km

Temperatures 8°C – 25°C

Rainfall 744 mm

16 miles / 24 km

from the sea



Tokyo

Founded 1456 AD as Edo

Population 11,807,000

Area 1,250 sq km

Temperatures 3°C – 26°C

Rainfall 1,563 mm

On the Pacific coast

3 Speaking and writing

Look at the facts about London, New York, Rome, and Tokyo. Use the information to make comparisons between the cities with **-er/more ... than**; **not as ... as**; **the -est/most ...**

Write down some of your sentences. Do you know other things about these cities? What is your opinion of them? Make more comparisons. Use the box of adjectives on page 41 to help you.

4 Speaking and listening

Work in groups of three.

If you live in the same town, *either* compare facts and opinions about the different parts of town, *or* compare different parts of your country.

If you come from different towns, describe them to each other, and then compare them.

What's your town like?

It's quite modern and big. It has a population of about 200,000.

My town's (much) smaller than that.

New York

Founded 1609 AD as New Amsterdam

Population 7,071,639

Area 956 sq km

Temperatures -1°C – 23°C

Rainfall 1,123 mm

On the Atlantic coast

● Language review

Comparatives and superlatives

Adjectives have a comparative and superlative form. Adjectives also combine with **as ... as** to express equality, and **not as/so ... as** to express inequality.

Translate

I'm older than you.

Peter's the tallest in the class.

Your car is as big as mine.

But my house isn't as big as yours.

► Grammar reference: page 125.

SKILLS DEVELOPMENT

● Reading and speaking

You are going to read a newspaper article about the Sultan of Brunei. He is the richest man in the world.

Pre-reading task

- 1 What do you know about the country of Brunei?
Where is it?
Is it in the Middle East/East Asia/West Africa?

- 2 Check the following words in your dictionary:

wealth (<i>n</i>)	wealthy (<i>adj</i>)
shy (<i>adj</i>)	chandelier (<i>n</i>)
despite (<i>prep</i>)	to share (<i>v</i>)
reserved (<i>adj</i>) e.g. a reserved person	
outgoing (<i>adj</i>) e.g. an outgoing person	

Reading

Read the article quite quickly. Discuss the following questions in pairs.

Were your ideas about Brunei correct?

How many ways can you remember that the Sultan spends his money?

THE RICHEST MAN IN THE WORLD

His Majesty, Sultan Haji Hassanal Bolkiah, the twenty-ninth Sultan of Brunei, is the richest man in the world. He is descended from one of the oldest ruling dynasties on earth – a royal line that goes directly back over 600 years to 1363.

5 His money

When one of his daughters was eleven years old, he gave her a birthday party. It was in the ballroom of Claridges Hotel in Mayfair, London, and it cost £100,000, but for the Sultan this is not a great amount of money.

The Sultan's total wealth is more than \$25 billion. He owns hotels all round the world: the Dorchester in London, the Beverley Hills Hotel in Los Angeles, and the Hyatt Hotel in Singapore. He has a fleet of private planes, including an airbus. One of his London houses has the biggest garden in the city, except for Buckingham Palace.

Some years ago, in Brunei, he built the biggest palace in the world. It has 1,788 rooms, 5 swimming pools, 257 toilets, 44 staircases, and 18 lifts. The dining-room can seat 4,000 people. There are 564 chandeliers with 51,490 light bulbs. A servant is employed full time to change bulbs – about 200 a day. The total cost of the palace was \$400 million. In 1996, he had a special party there for his fiftieth birthday. It lasted three days and the guests included Michael Jackson, the American musician, the Infanta Elena from Spain, and Prince Charles from Britain.

His country

Brunei is one of the smallest but richest countries in the world. Its wealth comes from oil and gas. Many people in the west think that Brunei is in the Middle East but it isn't. It's in East Asia, on the north coast of the island of Borneo. It sells the oil and gas to Japan, and earns \$2 billion a year – that is \$229,000 every hour – from it. And the beauty is that there are so few people to share all this money. The population of Brunei is only 230,000. The Sultan and his three brothers are part of the government.

His lifestyle

Despite all his money and power, the Sultan is a very shy man. He often goes to international meetings but says very little. In 1965, when he was nineteen, he married his cousin, Princess Saleha, who was sweet, pretty, and only sixteen. Time passed and she became more and more reserved. In 1980, the Sultan met an air hostess called Mariam Bell. She is much more outgoing than many Bruneian girls and the Sultan fell in love with her. So, in 1981, he married her, too, and now the two wives and ten children – four princes and six princesses – all live happily together in the palace.

And the Sultan himself? With all his wealth, is he a happy man? Nobody asks him that.



Comprehension check

Read the article again and answer the questions.

- How many hotels are mentioned in the article?
Why are they mentioned?
- What do the following numbers refer to?
1363 1,788 257 1996 229,000
230,000 19 1981 10
- Find three reasons why Brunei is so rich.
- Mark Brunei on this map.



- What is the Sultan like?
- What are his wives like?
- Read the following summary of the article. There are five mistakes in it. Find them and correct them.

The Sultan of Brunei is descended from the oldest ruling family on earth and he is the richest man in the world. He owns lots of hotels in many different countries and some years ago, he built the biggest palace in East Asia. He is very sociable and outgoing and in 1996, he had a party, which lasted three days, to celebrate his fortieth birthday.

In 1981, he divorced his first wife and married an air hostess. He has ten children and lives in the palace with his family. He also has houses in London.

Discussion

Who are the richest people in your country?
Where did their money come from?
How do they spend their money?

Vocabulary

Synonyms

We often use synonyms in conversation because we don't want to repeat words.

It's a lovely day today!

Yes, it's really beautiful.

- Complete the following conversations using an adjective of similar meaning from the box below.

annoyed	fed up	generous	handsome
marvellous	messy	modern	wealthy

- 'Mary's family is very rich.'
'Well, I knew her uncle was _____.'
- 'Look at all these new buildings!'
'Yes. The city's much more _____ than I expected.'
- 'Her boyfriend's really good-looking.'
'Well, he's certainly one of the most _____ men in the room!'
- 'Wasn't that film wonderful?'
'Yes, it was _____.'
- 'George doesn't earn much money, but he's so kind.'
'I know. He's very _____ to both his family and his friends.'
- 'Her bedroom's really untidy again!'
'Is it? I told her it was _____ yesterday, and she promised to clean it.'
- 'Was Sara angry when you told her?'
'Yes. She looked really _____.'
- 'I'm bored with this lesson!'
'I know, I'm really _____ with it, too!'

- T.17** Listen and check your answers.

Listen again, paying particular attention to the stress and intonation. In pairs, practise saying the dialogues.

Antonyms

We can also use antonyms in conversation to avoid repeating words.

What an awful meal!

Yes, it wasn't very nice, was it?

- Match the following adjectives with their two opposites in the previous exercise.

awful	_____	_____
interested	_____	_____
mean	_____	_____
old	_____	_____
poor	_____	_____
pleased	_____	_____
tidy	_____	_____
ugly	_____	_____

- 2 Sometimes we try to be polite by not using a negative adjective, but using **not very** + the opposite.

Tom's short.

He's certainly not very tall.

She always wears dirty clothes.

Yes, they aren't very clean, are they?

Write in B's answers, and try to be more polite than A.

A

B

- a. John's so mean. _____
 b. Rome's an expensive city. _____
 c. Her house is always messy. _____
 d. He looks miserable. _____
 e. His sister's stupid. _____
 f. The children were naughty today. _____
 g. The shop assistant was so rude. _____
- 3 You can form the opposite of some adjectives by adding a prefix.

tidy → *untidy*

Choose **un-**, **in-**, or **im-** to form the opposites of the following adjectives.

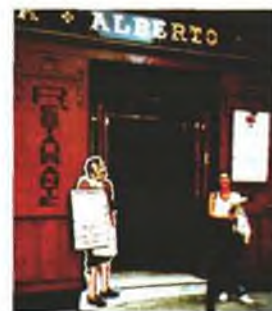
possible	interested	happy	expensive
friendly	employed	patient	comfortable
polite	important	convenient	correct



Listening

Pre-listening task

You will hear Kate Leigh, an English teacher in Madrid, comparing life in Madrid with life in London. Before you listen, talk with a partner. Are the following statements true or false?



- 1 In Madrid, people start work early.
- 2 They finish work at eight in the evening.
- 3 The shops close for several hours in the middle of the day.
- 4 People always have a siesta.
- 5 They don't eat much during the day.
- 6 They have their main meal in the evening.
- 7 Madrid is bigger than London.
- 8 It has no traffic problems.
- 9 The public transport system is good.

Listening

T.18 Listen to the interview and check your answers to the true/false questions.

Comprehension check

Listen to the interview again, and make a note of some of the comparisons that Kate makes between Madrid and London. These headings will help:

- The time of day that things happen
- Food
- People
- Where people live
- Cost of living
- Shops
- Safety
- Driving
- Public transport
- Weather

What do you think?

Compare Madrid and your town, using the above headings. (If you live in Madrid, compare it with another town!)





● Everyday English

Directions

Look at the picture of the small town of Chesswood.

1 Find the following things in the picture:

a farm a pond a hill a railway bridge
a wood a path a river a gate

- 2 Some of the buildings have not been named.
Read the descriptions of where each building is and write it on the picture.
- The hotel is *opposite* the station.
 - The bank is *on the corner of* Lower Road and Hill Road. It is *next to* the chemist's.
 - The supermarket is *between* the baker's and the greengrocer's.
 - There is a bus stop *in front of* the flower shop.
 - There are two pubs. The Red Lion is in Station Road, *opposite* the flower shop *near* the railway bridge, and the Old Shepherd is *in* Church Street, *behind* the school.

- 3 Work in pairs.
Ask and answer questions about the picture.
Use the prepositions from exercise 2.

Where's the library?

It's on the corner of Church Street and Lower Road, next to the post office and opposite the greengrocer's.

4 Here is a box of prepositions of movement.

along	up	down	over	under
past	through	out of	in(to)	across

This is the way you walk from Chesswood farm to the church. Put the correct preposition into the gaps.

You go _____ the path, _____ the pond, _____ the bridge, and _____ the gate. Then you go _____ the road and take the path _____ the wood. When you come _____ the wood you walk _____ the path and _____ the church. It takes five minutes.

- 5 **T.19** You will hear someone giving directions to get from school to her house. Listen and take notes. In pairs, compare your notes. Give each other detailed directions to get to your house from your school, and take notes.



UNIT 7

Present Perfect Simple (1) – Short answers

Fame

PRESENTATION

1 Read the text about Andrea de Silva.



● Grammar questions

- Underline the examples in the text of the Past Simple, and the time expressions that go with the Past Simple.
started at the age of fourteen
- All the other verb forms in the text are examples of the Present Perfect. Complete this rule:
The Present Perfect is formed with the auxiliary verb _____ + the _____.
- What is the difference between the following pairs of sentences?
Why are different tenses used?

She has made over twenty-five films.

Charlie Chaplin made over fifty films.

She has travelled to many parts of the world.

She went to Argentina last year.

She has won three Oscars.

She won her first Oscar in 1987.

Andrea de Silva, the Hollywood actress, has made over 25 films in her career. She started acting at the age of fourteen. She has travelled to many parts of the world, including Australia, South America, and China.

I spoke to her last week and she said that her favourite place was Argentina. 'I went there a year ago when we made the western, *Good Times, Bad Times*.'

She has won three Oscars. She won her first Oscar in 1987 for her role as the scientist, Kay Brown, in *Texas Flower*.

- 2 Put the verbs in brackets in the correct tense. Present Perfect or Past Simple.

Barbara Lively, the writer, is married with two children. She _____ (write) over 40 books. She _____ (start) writing after the death of her first husband. She _____ (live) in many parts of the world, including Japan and India. She _____ (spend) her childhood in Egypt, but _____ (come) to England in 1966. She _____ (write) both prose and poetry, but is best known for her romantic novels. She _____ (win) many awards, including the Booker Prize, which she _____ (win) in 1988 for the novel *Dark Times to Come*.



- 3 Now look back at the text about Andrea. Here are the answers to some questions about her.

Write in the questions.

- How many _____ ?
Over 25.
- When _____ ?
At the age of fourteen.
- When _____ ?
A year ago.
- _____ ?
Three.
- _____ ?
In 1987.

Work in pairs.

Ask and answer similar questions about Barbara.

Rule

The Present Perfect expresses an action that happened some time before now.

The Past Simple expresses an action that happened at a definite time in the past.

PRACTICE

1 Grammar

Write in the past tense forms and the past participles of the following verbs.

Some are regular, and some are irregular.

Infinitive	Past Tense	Past Participle
be	was/were	been
try		
act		
read		
have		
win		
break		
work		
write		
meet		
make		
sell		

2 Speaking and listening

- 1 Your teacher will give you a card which begins *Find someone who ...*

*Find someone
who has been
to Russia.*

You must form the question, beginning *Have you ever ... ?*

Then stand up and ask everyone in the class.

- 2 Report back to the class.

Two of us have been to Russia.
None of us has been to Russia.
Pierre is the only one who has been to Russia.

- 3 Ask questions to find out more about each other's experiences.

When did you go to Russia?
How long were you there?
Where did you stay?
Did you enjoy it?

3 Grammar

Make sentences and questions about the following people.

Example

Alice is a journalist.

- meet/a lot of famous people
She has met a lot of famous people.
- interview/Prime Minister?
Has she interviewed the Prime Minister?

- Chris is a mountaineer.
 - climb/mountains all over the world
 - climb/Everest without oxygen
 - write/several books
 - ever have/an accident?
- Paul Newman is an actor.
 - direct/many films
 - never win/an Oscar
 - ever write/a script?
- Mike and Tina Walker are singers.
 - sell/over five million records
 - be/on tour all over the world
 - have/ten number one records
 - ever be/in a film?

PRESENTATION

- 1 **T.20** Read and listen to the following dialogues.

Tony Where do you live, Ann?
Ann In a house near Brighton.
Tony How long have you lived there?
Ann For three years.
Tony Why did you move?
Ann The house we had before was too small.
We needed somewhere bigger.

Tony What do you do, Ann?
Ann I work in a bank.
Tony How long have you worked there?
Ann For eight years.
Tony What did you do before that?
Ann I worked for a travel agent.

● Grammar questions

- In each dialogue, Tony asks one question in the Present Simple, one in the Past Simple, and one in the Present Perfect. Which is which?
 - Why are the different tenses used?
 - Complete the following sentences about Ann.
She _____ for three years.
She _____ for eight years.
She _____ because she needed somewhere bigger to live.
She _____ before she joined the bank.
- 2 Complete the following similar dialogues between Tony and Ann.

Tony Do you have a car, Ann?
Ann Yes, I do.
Tony How long _____ ?
Ann For a year.
Tony How much _____ pay for it?
Ann About two thousand pounds.

Tony _____ know a man called Lionel Beecroft?
Ann Yes, _____.
Tony How long _____ ?
Ann For years and years.
Tony Where _____ ?
Ann I met him while I was working for the travel agent.

Rule

The Present Perfect is also used to express an action or state which began in the past and continues to the present.



PRACTICE

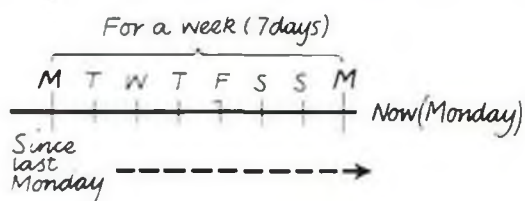
1 Grammar

Work in pairs to decide which is the correct verb form.

- Have you ever seen/did you ever see* a rock concert?
- I saw/have seen* the Rolling Stones last year.
- I love rock and roll. I *like/have liked* it all my life.
- The Stones' concert *has been/was* excellent.
- I *have bought/bought* all their records after the concert.
- How long *have you known/do you know* Peter?
- I *know him/have known* him since we were at school together.
- When *did you get/have you got* married to him?
- We *have been/are* together for over ten years, and we *have got/got* married eight years ago.

2 For or since?

For is used with a period of time. **Since** is used with a point in time (a day, a date, a time, an occasion).



Put **for** or **since** into each gap.

- | | |
|---------------------|------------------------------|
| a. ___ two weeks | f. ___ a long time |
| b. ___ half an hour | g. ___ 3 March |
| c. ___ August | h. ___ ages |
| d. ___ 9.15 | i. ___ the beginning of term |
| e. ___ I was ten | j. ___ a couple of days |

3 Speaking and listening

Work in pairs.

Ask and answer questions beginning *How long ...?* about where you and your partner live, work, study, and about some of your possessions. Then try to get some more information.

How long have you lived in ...?

How long have you worked ...?

What did you do before that?

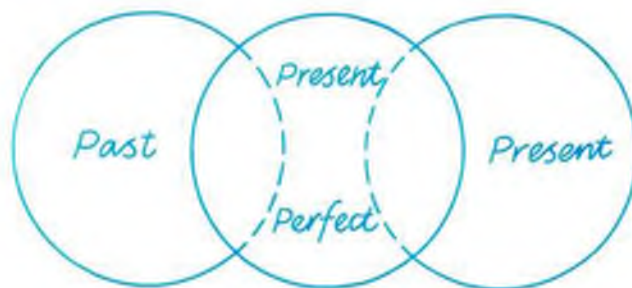
How long have you had your watch/jumper/car ...?

Where did you buy ...?

● Language review

Present Perfect

The Present Perfect relates past actions and states to the present.



Here are two of its main uses:

- It refers to an action in the past which is finished. When the action happened is not important. The action has some present importance.
I've been to Scotland. (I know all about it.)
Have you ever tried Indian food? (at any time in your life up to now)
- It refers to an action or state which began in the past and continues to the present.
I've had this book for three months. (I still have it.)
How long have you worked here? (You still work here.)

Translate

I've been to the United States.

I went there in 1987.

Have you ever tried Indian food?

I live in the capital city of my country.

I've lived here all my life.

Other uses of the Present Perfect are in Unit 14.

► Grammar reference: page 126.

SKILLS DEVELOPMENT

● Reading

Pre-reading task

- 1 You are going to read an article about Paul Newman, the Hollywood film star. Look at the pictures. What do they tell you about Paul?
- 2 Work in groups. On a separate piece of paper, add to the charts.

What I know about Paul Newman	Questions I'd like to ask about Paul Newman
<i>He's made a lot of films.</i>	<i>Has he ever won an Oscar? How old is he?</i>

- 3 Compare your information and questions as a class.

Reading

Read the article, and try to find the answers to your questions.

Comprehension check

- 1 Which of your questions were answered?
- 2 What interested you most about Paul Newman? What did you learn that you didn't know before?
- 3 Here are summaries of the seven paragraphs of the article. Match them to the correct paragraph.
 - a. ___ Some of his films.
 - b. ___ His rise to stardom.
 - c. ___ The end of one marriage, the beginning of another.
 - d. ___ His early life.
 - e. ___ The highs and lows of his later life.
 - f. ___ His first professional work.
 - g. ___ Newman the person, not the movie star.
- 4 Here are the answers to some questions from paragraphs 1–3. What are the questions?
 - a. In 1925.
 - b. After graduating.
 - c. While they were acting together.
 - d. In 1949.
 - e. Three.
 - f. He was thirty.
 - g. A Greek slave.
 - h. No, he didn't (enjoy making the film).
 - i. About Graziano's childhood.Write some questions based on paragraphs 4–7. Ask the rest of the class your questions.

Vocabulary

- 1 There are two other words that mean a *film* in the text. Find them. Which one is mainly American English?

Paul Newman

actor, director, racing driver

Paul Newman, actor, director, and racing driver, was born so good-looking that people said it was a shame to waste such beauty on a boy. He was born in Cleveland, Ohio, in 1925, and did some acting in high school and college, but never seriously considered making it his future career. However, after graduating, he immediately started working in the theatre. He met his first wife, Jackie Witte, while they were acting together, and they got married in 1949. They had three children, a boy and two girls.

- 2 He found work in the theatre and on several TV shows in New York. When he was thirty, he went to Los Angeles and made his first film. It was what Newman called an 'uncomfortable' start in the movies, in the role of a Greek slave. The experience was so bad that he went back to the theatre, and didn't accept another film role for two years.
- 3 The film he chose was his big break. He played the boxer, Rocky Graziano, in the film *Someone up There Likes Me*. Newman is a method actor who believes in living the part before beginning the film. He spent days – from morning till night – with Graziano. He studied the fighter's speech and watched him box, and they talked endlessly about Graziano's childhood. The picture brought Newman stardom overnight.





- 4 He was living in Los Angeles away from his family when he met Joanne Woodward, an actress who he had first met in New York. They worked together in *The Long Hot Summer*. His wife, Jackie, and Paul recognized that their marriage wasn't working, and got divorced. Newman and Miss Woodward were married in Las Vegas in 1958.
- 5 Newman went on to make films such as *Cat on a Hot Tin Roof*, *The Hustler*, *Butch Cassidy and the Sundance Kid*, *The Sting* and *Towering Inferno*. He has made over forty-five films, and has won many awards, but he has never won an Oscar.
- 6 His marriage to Woodward is one of the longest and strongest in Hollywood. They have three daughters, and they have co-starred in six films. Ever since the film *Winning*, Newman has been passionately interested in car racing, and in 1979 he came second in the twenty-four hour Le Mans race. But the end of the 1970s was not all good news for him. In 1978 his only son, Scott, died of a drug overdose, and as a result Newman created the Scott Newman Foundation to inform young people on drug abuse.
- 7 He has a strong social conscience, and has supported causes such as the anti-nuclear movement, the environment, and driver education. All the money from 'Newman's Own' salad dressing, popcorn, and spaghetti sauce, now a multi-million dollar business, goes to charity. He is more than just a movie star. 'I would like to be remembered as a man who has tried to help people to communicate with each other,' says Newman, 'and who has tried to do something good with his life. You have to keep trying. That's the most important thing.'

2 Match a word in the text to the following definitions.

Paragraph 1

- a. to use badly or unproductively (e.g. *time/money*)
- b. a profession or occupation

Paragraph 2

- c. a person who is the 'property' of someone else and who has to work for them

Paragraph 3

- d. a lucky opportunity that leads to success
- e. the state of being a star

Paragraph 6

- f. more of something (e.g. *a drug*) than is safe
- g. using something in the wrong way

Paragraph 7

- h. a person's understanding of what is right and wrong
- i. an organization that helps people who need help
- j. to do something again and again

Writing

Write about a living film star, or a musician (or group) that you admire. Write about their background, their successes, and why you like them.

Do the exercise on page 41 of the Workbook first.

● Vocabulary

Homophones

There are many words in English with the same pronunciation but a different spelling and meaning.

Example

/hɪə/ here – *Come here!*

hear – *I can't hear you!*

- 1 For each of the following words, find a word in the text about Paul Newman with the same pronunciation but a different spelling.

waist	_____	knew	_____
roll	_____	our	_____
too	_____	sun	_____
brake	_____		

- 2 Think of the homophone for these words.

there	_____	ate	_____
red	_____	sea	_____
been	_____	check	_____
sail	_____	fair	_____
by	_____	week	_____
I	_____	right	_____

- 3 Write the words in exercises 1 and 2 on the correct line according to the vowel sound.

a. /ʌ/	_____	f. /eə/	_____
b. /eɪ/	_____	g. /aɪ/	_____
c. /u:/	<i>two</i> _____	h. /aʊə/	_____
d. /i:/	_____	i. /əʊ/	_____
e. /e/	_____		

Adverbs

- 1 Many adverbs end in **-ly**.
slowly carefully fortunately
 Find three examples of adverbs that end in **-ly** in the text about Paul Newman.
- 2 There are also many adverbs that don't end in **-ly**!
too even together
 Put one of the adverbs in the box into each gap.
 Sometimes more than one adverb is possible.

of course	at last	especially	still
even	exactly	at least	nearly
always	too	fortunately	only

- I saw a car crash today. _____, nobody was hurt.
- I called at Pat and Fred's house at ten o'clock this morning, but they were _____ in bed.
- I like all Russian writers, _____ Tolstoy.
- I got up late this morning. I _____ missed the bus, but I ran and caught it.
- His house has got everything – _____ a swimming pool.
- 'I hate ironing.'
'Me _____.'
- You've arrived at _____ the right moment.
Your lunch is on the table.
- 'How much does she earn?'
'She's the director, so I'm sure she gets fifty thousand a year, _____.'
- I will _____ love you.
- 'Do you study hard?'
'_____ I do. I want to pass my exams.'
- He walked out of the prison. _____, after fifteen years, he was a free man.
- My son is very difficult to feed. He eats _____ fruit and crisps.

Listening

T.21 You will hear an interview with Paul Carrack, the lead vocalist with a band called Mike and the Mechanics. As you listen, put a tick (✓) or a cross (×) on the chart.

Instruments he plays	Bands he has played with	Places he has visited
guitar	Roxy Music	France
saxophone	U2	Japan
trumpet	The Smiths	America
drums	The Pretenders	Eastern Europe
keyboards	Simply Red	Germany
violin	Madness	Italy
piano	Queen	South America
	Ace	

Which bands has he played with?
 What countries has he been to?



Comprehension check

- How many jobs has Paul had?
- Did he have music lessons?
- Was he already making money as a musician when he left school?
- What was special about the song *How long*?
- Did he want to go to America?
- Why do his records do well in America?
- He has had a busy year. What has he done?
- Make sentences about Paul with the numbers and phrases in boxes A and B.

Example

twenty years – *He has been in the music business for about twenty years.*

A	B
five years old	since 1985
sixteen years old	about twenty
1974	

Listening and speaking

Interview with a musician

Pre-listening task

- Work in groups. How many musical instruments do you know the names of?
- Read the definitions of some of the words in the interview.

keyboards (n) piano, organ, and synthesizer

a band (n) another word for a group of musicians

a hit record (n) a successful record

to tour (v) to visit lots of places in a country or round the world

an album (n) a long-playing record

Language work

- 1 What tense are the verb forms you used for box A on page 54? What about the verb forms in B?
- 2 Correct the mistakes in verb forms in the following sentences.
 - a. Paul is a professional musician for twenty years.
 - b. He has started playing the drums when he was five.
 - c. He played with Mike and the Mechanics for several years.
 - d. He never went to South America.
 - e. He has had a hit with a song called *How long?* in 1974.
 - f. He is interested in music all his life.



Roleplay

Some of you are members of a group of musicians (classical, pop, jazz).

Some of you are journalists who are going to interview the musicians.

Musicians

Work in groups of three or four.

Talk together to decide the following:

- the kind of music you play
- the name of your band/orchestra
- who plays what
- what has influenced your music
- how long you have been together
- the records you have made
- the countries you have toured.

Journalists

There needs to be one journalist for every group of musicians. Work together to think of some questions to ask the musicians. When you are ready, conduct the interview.

● Everyday English

Short answers

- 1 Notice how, in answers to **yes/no** questions, we often repeat the subject and the auxiliary verb. We don't just say **Yes** or **No**.

<i>'Do you like cooking?'</i>	<i>'Yes, I do.'</i>
<i>'Is it raining?'</i>	<i>'No, it isn't.'</i>
<i>'Have you got a car?'</i>	<i>'Yes, I have.'</i>
<i>'Are you good at chess?'</i>	<i>'No, I'm not.'</i>
- 2 Work alone. Think of two questions to ask a partner. Use the prompts.
 - a. Do you like (football) . . . ?
 - b. Can you (type/ride a horse) . . . ?
 - c. Did you (go out/do any work) . . . last night?
 - d. Have you ever (go skiing/dream in English) . . . ?
 - e. Have you got (a cat/a car) . . . ?
 - f. Are you good at (cooking/golf) . . . ?
- 3 Work in pairs. Ask your questions, and reply to your partner's questions using short answers.



UNIT 8

Have to – Should – Invitations

Pros and cons

PRESENTATION

- 1 **T.22a** Kathy has left her job as a shop assistant because she wants to open a restaurant. Listen to her conversation with a friend, and fill in the chart.



Advantages of having a restaurant	Disadvantages of having a restaurant

- 2 **T.22b** Listen to the pronunciation of **have to** (/hæf tu/or/tə/).
- 3 In pairs, practise saying the sentences from the conversation with **have to** and **don't have to**.

Grammar questions

- What is the difference between the uses of **have** in the following sentences?
I have a new car.
I have to work hard.
- What is the difference in pronunciation between the two uses?

PRACTICE

1 Grammar

Make as many sentences as possible from the chart.

Politicians	have to don't have to	work in shifts.
Postmen/women		do some/any work at home.
Teachers		wear a uniform.
Nurses		make speeches.
Air hostesses		get up early.
Factory workers		

2 Listening and speaking

- 1 Work in pairs.
 Choose one of the jobs from the pictures opposite, or a job from exercise 1 above. Don't say what it is! Your partner will ask questions to find out what it is.

Do you have to work outside/
 use your hands/be fit/
 be good at ...?

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



2 Which of the jobs above *wouldn't* you like to do? Say why not.

I wouldn't like to be a nurse. Nurses have to work very long hours, and don't earn much.

3 Grammar

The past of **have to** is **had to** (/hæt tu/or/tə/).
Why didn't Kathy like her job as a shop assistant?

She didn't like it because she had to wear a uniform.

PRESENTATION

The Indy is a newspaper for the 'young and independent', and it has a problem page. Match a heading to a letter and to an answer from Daisy.
Do you agree with the advice?

PROBLEM PAGE



ASK DAISY

If you have a problem that you want to get off your chest, write to Daisy at:

The Indy
40 City Road
London EC1Y 2DB

Never been kissed

I LIVE on a farm, and I have started thinking about animal rights. Now I am a vegetarian. My problem is that my parents are furious. My Mum doesn't cook anything different for me, so every night all I eat is vegetables and bread and cheese. I don't think this is fair. Why can't she cook me something tasty?
Michelle, 17

Food for thought

MY PARENTS went away on holiday recently, so I decided to dye my hair. I am blonde and I dyed my hair black. Now it looks awful and I don't know what to do.

A couple of days ago my parents came home, and when my Mum saw my hair, she went completely mad. Now, as a punishment, she says I can't dye it back. What should I do?

Lucy, 16

To dye, or not to dye?

I'M 16 and I have never been out with a girl. I've never even kissed one. My friends have all had lots of girlfriends, but girls don't seem to be interested in me. Now I tell everyone that I have a girlfriend in France, but I don't think they believe me. What should I do?
Richard, 16

People of your age, especially boys, often tell stories about their experiences. I'm sure some of your friends are telling stories too! You shouldn't tell lies, because that will make you feel more worried, and people will learn the truth sooner or later.

Don't worry about not having a girlfriend. Your time will come.

I think you're being a little selfish. You chose to stop eating meat, not your parents. Your mother is probably a very busy woman. I think you should cook for yourself. Baked potatoes are very easy!

I think you should dye your hair back to its original colour. Tell your mother first that this is what you're going to do if you want to, but I'm sure she'll be pleased to see her 'old' daughter again.

● Grammar questions

- What verb is used to ask for or give a suggestion?
- *She has to cook for herself.*
She should cook for herself.
Which sentence expresses an obligation?

PRACTICE

1 Speaking and writing

1 Work in pairs.

Look at some other letters written to Daisy's problem page. What should the people do?

NOT FAIR

I get £1.50 a week pocket money, but most of my friends get much more. When I ask my Mum and Dad for more, they say I can have more if I help in the house, but I don't see why I should. Mum's at home all day, and it's *her* job to look after the house, not mine. What do you think?
Sharon, 14

WEIGHTY PROBLEM

Girls don't find me attractive, and I think the reason is that I'm fat. Ever since I was about seven, I've been on the chubby side, but it didn't worry me until now. I'm quite intelligent and have lots of friends but not the type I'd like. What should I do?
Peter, 14

BULLIES AT SCHOOL

Please help me, because I'm in terrible trouble. There are bullies at my school who hit me and kick me, and they say I have to give them money or they will really hurt me. I'm frightened of them. I haven't got any money to give them. Please tell me what to do.
Jeremy, 14

ROSES ARE RED . . .

I am in love with a girl who is very attractive. A friend introduced us. She doesn't know how I feel. I have her address and telephone number, but I don't know what to do. Should I call her? I could send her some roses or chocolates, but I can't decide which is better. If I send something, what should I write on the card?
Andrew, 15

PROBLEMS WITH LESSONS

I'm very worried because the lessons at school are too difficult for me. I don't understand them, but the others in the class know what the teachers are talking about. Who should I talk to? We have exams soon, and I know I'm going to fail them. My parents will be furious, because they think I'm doing OK. Please help.
Suzie, 17

MY FRIENDS STEAL

Some of my friends steal things from shops after school. Usually it's sweets, but some of them steal bigger things too, and sell them or just give them away. They keep telling me to go with them, and call me names because I don't want to. They say I'm a coward. I don't want to steal, but I don't want to look stupid, either. What should I do?
Simon, 13

- 2 Choose one of the letters. and, with a partner, write a letter in reply. Try to express sympathy with the problem and give some explanation as well as practical advice.

2 Speaking and listening

You are talking to someone who is coming to stay in your country for six months. What advice can you give? Use **should**, **have to**, and **don't have to**.

You should learn the language.
You have to have a passport.
You don't have to get a visa.

Include advice about the following:

money documents clothes
health accommodation

● Language review

Expressing obligation

Have to expresses strong obligation.

Don't have to expresses absence of obligation.

Should expresses mild obligation or advice.

Translate

Nurses have to work long hours.

I don't have to get up early at the weekend.

You should see a doctor.

► Grammar reference: page 126.

SKILLS DEVELOPMENT

Reading

You will read about two special teenagers.

Reading and vocabulary

- 1 Read the text about David Bolton quite quickly. Find four words (not more) that you don't know, and check them in your dictionary.
- 2 Compare with a partner the four words you each looked up.

David the teenage tycoon

- 1 TEENAGER DAVID BOLTON has just put £9,000 in the bank – after only six months of part-time work as a computer consultant. The electronics expert from Croydon, South London, is fast establishing a reputation as one of the country's top troubleshooters – the person to call if no one else can cope.
- 2 For David, 15, his first steps to fame and fortune began when he was only nine, when his parents bought him a computer, a ZX-90. 'I soon learned to program it. I needed something bigger, so I had to save for ages to buy an Amstrad.'
- 3 It was only about a year ago, however, that he decided to get serious about computing. He went to night school to learn how to write business programs, and did a correspondence course with an American college.
- 4 He got in touch with a computer seller, Eltec, who were so impressed they gave him computers and software worth more than £3,000. In return, he has to send them a monthly report saying what he has done and what his plans are. He helps companies by suggesting which computers they should buy, and by writing individual programs for them.
- 5 He can work more quickly than many older professionals. In one case, he went to a company where a professional programmer worked for six months and couldn't find the problem. David finished the job in five days.

Reading for information

Now read the text more carefully and answer the questions.

Comprehension check

- 1 What is special about David?
 - 2 How did he become interested in computers?
 - 3 Was it easy to learn? What did he have to do?
 - 4 What does he have to do in his job?
 - 5 Why is he successful?
 - 6 What advice does he give to others?
 - 7 Here are the answers to some questions.
Work out the questions.
 - a. Nine thousand pounds.
 - b. A ZX-90.
 - c. Because he wanted to buy an Amstrad computer.
 - d. By suggesting which computers they should buy, and by writing programs for them.
 - e. More equipment.
- 6 It is because of work of this standard that in the short period he has been in business David has made about £9,000. With it he has bought more equipment.
 - 7 How did he do it? 'You have to be ambitious, and you have to really want to get to the top. Believe in yourself, and tell yourself that you're the best.'



Arranging a jumbled text

The seven paragraphs in the text about David are organized as follows:

- 1 – an interesting introduction
- 2 – some background
- 3 – training
- 4 – details about the work
- 5 – one particular job
- 6 – what he has done with his money
- 7 – advice to others

Now read the seven jumbled paragraphs about Kimora Lee Perkins, and put them in the right order. The order should be the same as in the text about David.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____

Mademoiselle Chanel

a. She owes her remarkable looks to a Korean mother and a black father. But when she was young, back home in St. Louis, Missouri, she cried when she looked in the mirror and saw how tall she was. 'I felt I was different from all the other kids my age,' she explains. Her mother Joanne Perkins, 34, recalls, 'Kimora was a tormented child. It was almost impossible for her to relate to other girls of her age, and there was a lot of teasing. Growing up was a very painful experience for her.'

b. She is not only the youngest top model, she is also one of the richest. 'Mom looks after that,' Kimora explains, 'I don't even have a credit card – I'm too young!'

c. When she was 11, her mother took her to a local modelling school. She thought modelling would be an interesting job because then she would be with other tall girls. She began to like it very much, and had to learn how to walk and pose to show off the clothes to their best advantage.

d. 'People think it's a very easy job that anyone could do, but you need a lot of stamina,' Kimora says. 'Once, in London, we had to take photos in the street all through the night, and then I had to go to my tutor for school lessons at 9.00 am before taking the daytime photos at 1.00pm.'

e. SHE'S 14, American, and speaks no French at all. But six-foot-tall Kimora Lee Perkins is hot news in Paris. She has become the top model at the Parisian fashion house of Chanel.

f. What advice does she have for others? 'You should go to a good modelling school, and you have to be prepared to work really hard and give your whole life to modelling.'

g. Chanel chose her because 'she has the look of the 90s', and now she spends eight to ten hours a day modelling their latest fashions in various parts of the world. 'I have to try really hard to keep looking good for the cameras,' she said.



Comprehension check

Work in pairs.

- 1 Ask and answer the same comprehension check questions as for David.

What is special about Kimora?
How did she become interested in modelling?

- 2 Write some questions about Kimora to ask the other members of the class.

Does she speak French?



Discussion

Work in groups of four or five to discuss the questions. If you still live at home, answer in the present tense. If you have left home, answer in the past tense.

- 1 What **do** / **did** you have to do to help in the house?

What about your brothers and sisters?



'Mum and Dad are parents, not people!'



'Is that you, Mother?
Can you make me
some coffee?'

- 2 Can / Could you stay out as long as you want, / wanted,
or do / did you have to be home by a certain time?
- 3 Can / Could you go where you want / wanted (discos, parties)?
- 4 Do / Did you have to tell your parents where
you are / were going?
- 5 Do / Did you argue about money, clothes, friends, school
work, or anything else?

Vocabulary

Nouns that go together

- 1 In English, many nouns can go together to make a new word.

post + *office* = **post office**
head + *ache* = **headache**
horse + *race* = **horse-race**

Sometimes they are written as one word, sometimes two, and sometimes they are written with a hyphen (-). The stress is usually on the first word.

'post office 'headache 'horse-race

Match a line in A with a line in B. Check the spelling in your dictionary.

(The stress is on the first word in all the combinations.)

A	B	A	B
alarm	opener	hair	board
car	recorder	fire	case
traffic	table	sun	drier
tooth	coat	screw	post
cigarette	lights	word	ring
tin	paste	ear	bin
tape	park	dust	engine
earth	lounge	sign	set
departure	money	book	hour
pocket	clock	notice	belt
time	lighter	rush	driver
rain	quake	safety	processor

- 2 Make sentences, using one of the words above. Say where you see it or what you do with it. The others must guess what it is.

You wear it in the rain.

A raincoat.

- 3 There are about ten noun + noun combinations in the texts on pages 60 and 61. Try to find them!

Example
credit card

Make or do?

These two words have similar meanings, and it can be difficult to know which one to use.

Do is usually the correct word when we are talking about work.

Make often expresses the idea of creation or construction. But there are exceptions to these rules!

- 1 Put **make** or **do** before the following nouns.

_____ a phone call	_____ my homework
_____ a mess	_____ my bed (in the morning)
_____ the washing-up	_____ someone a favour
_____ the ironing	_____ the shopping
_____ a cup of tea	_____ a mistake
_____ your best	_____ a noise

- 2 Work in pairs. Write short conversations to practise some of the **make/do** + noun combinations.

Do you have to make
your bed in the morning?

Yes, I do.

Was your homework good?

I made a lot of
mistakes.
I have to do it again.

Listening

Holidays in January

Pre-listening task

Discuss the following questions in groups.

- 1 Where do people in your country like to go for their summer holidays? Do they often go abroad or do they visit other parts of their own country?
- 2 Do many people go for winter holidays? Where would you like to go for a winter holiday? Somewhere hot or somewhere cold?

Listening and note-taking

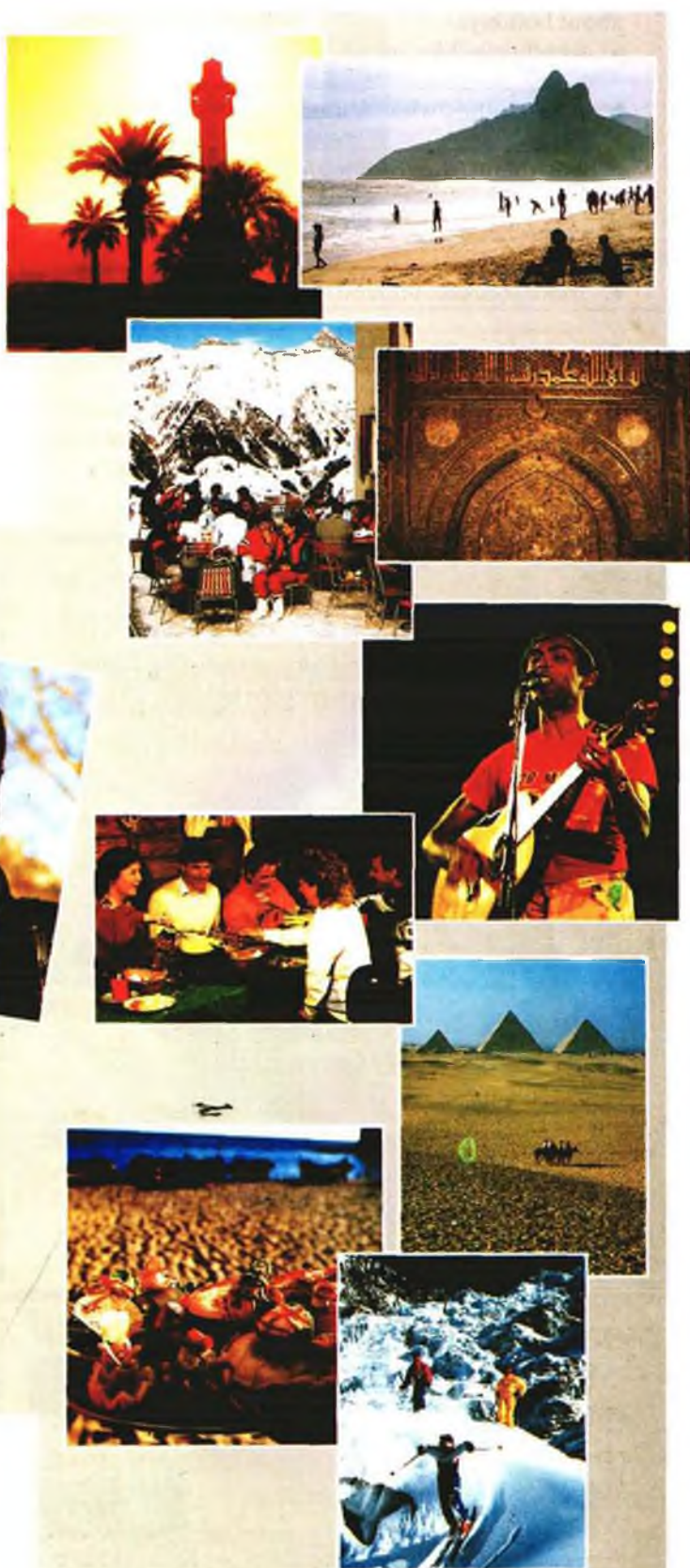
T.23 You will hear three people giving advice about visiting their country in the month of January. Listen and make notes in the chart. Your teacher will stop the tape after each section for you to check your notes with a partner.

	Weather and clothes	Things to do	Food and drink
1			
2			
3			

Comprehension check

- 1 Can you guess which countries they are talking about? What helped you?
- 2 Which two people talk about sports? Which sports?
- 3 Which two people talk about money? What do they say?
- 4 Which holiday do you think is the most cultural? Why?

5 Look at the pictures. Which holidays do they go with?



- 6 Which of the three places would you most like to visit in January? Why?

Language work/speaking

1 Put the following words in the right order to ask about holidays.

a. weather/is/like/in/what/the/January?

b. take/clothes/what/I/should?

c. can/things/sort/of/what/do/I?

d. cash/cheques/I/should/or/travellers'/take?

e. food/you/recommend/do/what?

f. special/any/there/places/are/should/go/to/I?

2 If possible, work with a student who comes from a different country. What advice can you give about visiting *your* country in the month of January?

2 Listen again, and practise the dialogues in pairs.

3 Notice the following:

Inviting *Would you like to ... ?*

Refusing *I can't, I'm afraid.
I have to ...
I'm going ...
That's very kind, but ...*

Accepting *Yes, I'd love to!
That would be lovely!*

4 Work in pairs.

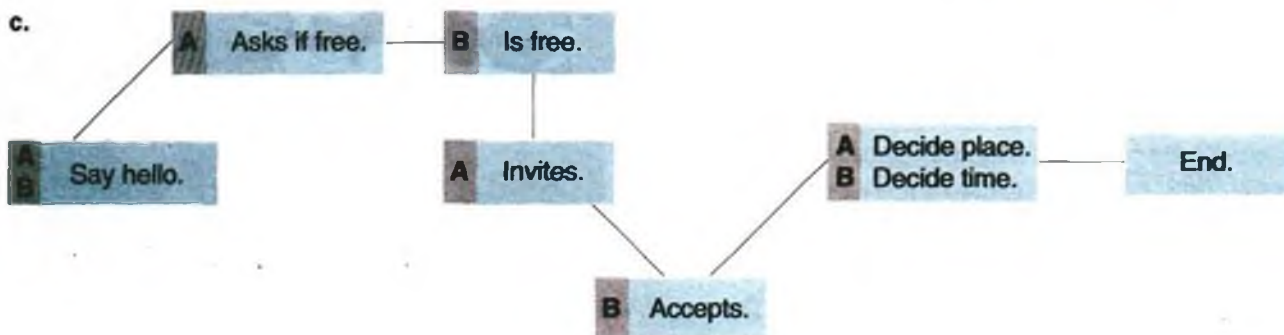
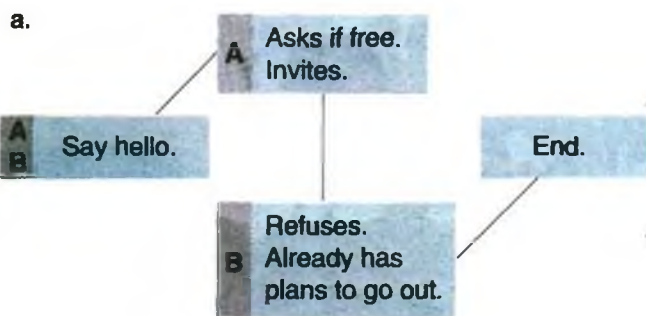
Practise dialogues of inviting, accepting, and refusing. Use the following ideas, or your own if you want.

go to the theatre go for a coffee
go for a walk come to a party play tennis
come round (to my house) for a meal

● Everyday English

Invitations

1 **T.24** Listen to three dialogues inviting friends out. Which follows which pattern below?



UNIT 9

Will – First Conditional – Time clauses – Travelling

Life in the 21st century

PRESENTATION

Where will people live in the twenty-first century?

1 Read the text about Japan.

Living in the skies

Louise Hidalgo considers life in the 21st century, with two-kilometre high buildings, and Japanese cities that touch the sky.

Imagine a building one third of the height of Mount Everest, built by robots, and containing a whole city. Imagine you can walk out of your front door in a T-shirt and shorts on a cold winter's day and take a lift down 500
5 floors to school. Imagine you can see the sea a mile below you. Imagine you can never open a window. Imagine . . .

Well, if Japanese architects find enough money for their project, in the 21st century you'll be able to live in a
10 building like that.

Ohbayashi Gumi has designed a two-kilometre high building, Aeropolis, which will stand right in the middle of Tokyo Bay. Over 300,000 people will live in it. It will be 500 floors high, and in special lifts it will take just 15
15 minutes to get from top to bottom. Restaurants, offices, flats, cinemas, schools, hospitals, and post offices will all

be just a few lift stops away. According to the architects, Aeropolis will be the first 'city to touch the skies'.

'When we get to the end of this century, Tokyo will have
20 a population of over 15 million people,' said design manager Mr Shuzimo. 'There isn't enough land in Japan. We're going to start doing tests to find the best place to build it. I hope people will like living on the 500th floor.'



Going up and up. It will take twenty-five years to build Aeropolis and it will cost over £2,000 million.

Won't people want to have trees and flowers around
25 them? 'We're going to have green floors, where children can play and office workers can eat their lunch-break sandwiches,' explained Mr Shuzimo. What about fires? 'If there is a fire, it will be put out by robots. I hope we'll get the money we need to build. As soon as we do, we'll
30 start. This will be the most exciting building in the world.'

- 2 Ask and answer questions about Aeropolis, using the following numbers.

Example
twenty-five

How long will it take to build Aeropolis?

Twenty-five years.

- two thousand million
- two (kilometres)
- five hundred
- three hundred thousand
- fifteen
- fifteen million

- 3 Would you like to live in Aeropolis? Why/why not?
- 4 Mr Shuzimo expresses two future intentions (with **going to**) and two hopes. Find them in the text.

Grammar questions

- *It will take twenty-five years to build Aeropolis. It will cost over £2,000,000,000.*
Do these sentences express future intentions or future facts?
- *When we get to the end of this century, Tokyo will have a population of over fifteen million people.*
If there is a fire, it will be put out by robots.
Which sentence expresses something that is sure to happen? Which is just a possibility?
- When will they start to build Aeropolis?

PRACTICE

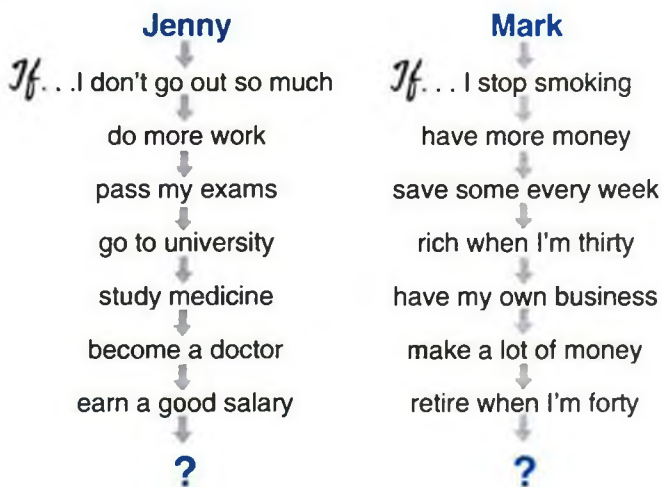
1 Speaking

- 1 Look at what Jenny and Mark hope will happen in the future. Make sentences using **If will . . .**

Examples

If I don't go out so much, I'll do more work.

If I do more work, I'll . . .



- 2 **T.25** Listen to the sentences and repeat them.

- 3 Ask and answer questions about Jenny and Mark.

What will Jenny do if she passes her exams?

She'll go to university.

2 Speaking and listening

Work in pairs.

One of you is going skiing for the first time.

The other sees all the problems! Use the prompts below.

What will you do if there's no snow?

We'll go walking!

- don't like the food?
- it rains?
- don't learn to ski?
- hurt yourself?
- lose your money?
- you don't understand the language?
- you don't know anyone?
- there's nowhere to go in the evening?



3 Grammar

- 1 Put **when** or **if** into each gap.

- a. _____ I go home tonight. I'll have a bath.
- b. _____ there is a good programme on TV. I'll watch it.
- c. _____ there's nothing in the fridge. we'll eat out.
- d. I'll pay you back the money _____ I get my next pay cheque.
- e. We'll go skiing next winter _____ we have enough money.
- f. _____ it's a nice day tomorrow, we'll go swimming.
- g. I'm coming to London tomorrow. I'll phone you _____ I arrive.
- h. We're thinking of going to Spain for our holidays. _____ we decide to go, I'll let you know.

2	If	
	When	I see Peter, I'll tell him the news.
	As soon as	

Notice the use of the Present Simple (not **will**) in the first clause. Put **if**, **when**, or **as soon as** into each box, and put the verbs in brackets in the correct tense.

Paul Bye, darling. Have a good trip.

Mary Thanks. I _____ (ring) you
_____ I _____ (arrive) at
the hotel.

Paul That's lovely, but remember I'm going out.

Mary Well, _____ you _____ (be)
out _____ I _____ (ring), I
_____ (leave) a message on the
answer phone so you know I've arrived
safely.

Paul Great. What time do you expect you'll be there?

Mary _____ the plane _____
(arrive) on time, I _____ (be) at the
hotel at about 10.00. That's 8.00 your
time.

Paul All right. And remember. Give me a ring
_____ you know the time of your
flight back, and I _____ (pick) you
up.

Mary Thanks, darling. Bye!



● Language review

Will

In Unit 5, we saw that **will** can express a future intention made at the moment of speaking. In this unit, we see that **will** can also express a future fact.

Translate

Thousands of people will live in Aeropolis.

It won't be ready until 2015.

First Conditional

The First Conditional expresses a possible situation and its result.

If it rains at the weekend → I'll stay at home.

= the condition
= possible and real

the result

Translate

If it rains, I'll stay at home.

What will you do if you have no more money?

If you're late, I won't wait for you.

Time clauses with *when* and *as soon as*

In the time clause, we use a present tense to talk about the future.

Translate

I'll tell him the news when I see him.

As soon as I arrive, I'll ring you.

► Grammar reference: page 127.

SKILLS DEVELOPMENT

Listening

How 'green' are you?

Pre-listening task

- 1 We are much more aware now of the need to look after our environment.
Make two lists of things we *should* do and things we *shouldn't* do if we want to protect the planet.
- 2 What stories about the environment are in the news at the moment?

Listening for information

You will hear an interview with John Baines, an educational consultant who writes books about the environment. He talks about how he tries to be 'green', that is, to be friendly to the environment.

T.26 Listen and put a tick (✓) next to the things in the pictures that he talks about.



Comprehension check

- 1 What are some of the things he talks about that are *not* in the pictures?
- 2 What are some of the things he does *more* of and some of the things he does *less* of?
- 3 Complete the following sentences.
 - a. John uses his bicycle more because _____.
 - b. He's going to try to use less petrol by _____.
 - c. He uses unleaded petrol because _____.
 - d. When the bags in his kitchen are full, _____.
 - e. He's a vegetarian because _____.
 - f. John thinks that if we don't look after _____.

What do you think?

- 1 How 'green' are you? What have you done to be more friendly to the environment?
- 2 John thinks that people should try to change their lifestyle little by little, not all at once.
How could *you* become more 'green'?

I could walk more.

Reading and speaking

Pre-reading task

Work in three groups.

- 1 Discuss the advantages and disadvantages of one of the following forms of transport.
cars trains bicycles

Cars take you door to door.
Cars can be difficult to park.

- 2 Think of some current TV advertisements for cars.
What are they saying about the car and its driver?

THE ROAD TO RUIN



The M25, the motorway around London, opened in 1986. Today people call it the biggest car park in Europe. Every morning on the radio we hear about jams, and road repairs, and (a)____, and which parts of the M25 to avoid. One day soon we will hear 'There is a traffic jam all the (b)____ round the M25 in both directions. If you are driving

to work, we advise you to go back home.'

Winston Churchill described the car as the curse of the twentieth (c)____. This will probably be true of the next century, (d)____. It can be very funny to compare advertisements for cars with the reality of driving them. Cars are symbols of freedom, wealth, and masculinity. But when you are (e)____ in a traffic jam, all cars are just little metal boxes to sit in.

5,000 people a year are killed on British roads, and 40,000 are injured. For children, road accidents are a major cause of death.

Cities and towns all over the world have a (f)____ problem, and no government really knows what to do. For once it is not a matter of technology which is stopping us. If we want to build two-level roads, we can do it. If we want trains which can travel at hundreds of miles an hour, we can build them.

The problem is a question of principle. Should we look to road or rail for our transport needs? Should the Government, or private companies, control them? And either way, who should pay?

The people who believe in roads say that cars represent a personal (g)____ to travel when and where you want to. But on trains and buses – public transport – you have to travel when the (h)____ says you can. These people think that if you build more roads, the traffic will move more quickly, but research shows that if there are more roads, there will be more cars to fill them.

By 2010, the number of cars on our roads will double. Environmentalists are saying that we should put more money into public transport. Cars often carry just one (i)____. If the public transport system works, more people will use it. If trains carry more people, the roads won't be so crowded, and cars pollute the air more than trains.

By 2025, just to park all the cars in Britain will need an area larger than London.

One characteristic of the people of the twentieth century is that we are a (j)____ on the move. But it is just possible that soon we won't be able to move another inch, and we'll have to stay exactly where we are!

Reading and gap-filling

Read the text and fill each gap with one of these words.

choice	stuck	century	crashes	huge
person	way	timetable	too	race

Comprehension check

- Say if the following sentences are true or false.
 - You can park your car on the M25.
 - There is often a jam all the way round the M25.
 - Winston Churchill thought cars were an awful invention.
 - Advertisements for cars don't show the reality of driving.
 - We do not have the technology to find a solution to the traffic problem.
 - We need to decide what our principles are if we want to solve the traffic problem.
 - Some people think that the traffic will move more quickly if there are more roads.
 - Environmentalists think that public transport should be more expensive.
- Did the article mention any of the advantages and disadvantages of cars and trains that you discussed?
- What are the reasons for building more roads?
- What are the reasons for improving the public transport system?

What do you think?

- What is the traffic situation like in your town? Is there a good public transport system?

Is it cheap? Do you have to pay to use the motorways? Do people drive well?

- Tell each other about a time you were stuck in a traffic jam.

Speaking

Work in groups of five to do *one* of the following.

Either

Prepare and act out a roleplay using the five roles below. You are discussing how best to solve the traffic situation in your town.

Role A You want to build more roads. (Where? Who will pay?)

Role B You want to improve the public transport system. (How? Will it have to make a profit?)

Role C You are a cyclist.

Role D You often walk around town, going to work or doing the shopping.

Role E You are a shopkeeper.

Or

Work together to devise a transport survey. Think of questions to ask people about their travel habits.

Examples

How many cars does your family have?

How often are they used?

Does your family use the car for short journeys?

Try to get as much information as possible.

How many ways can you travel to school?

How often do you use public transport?

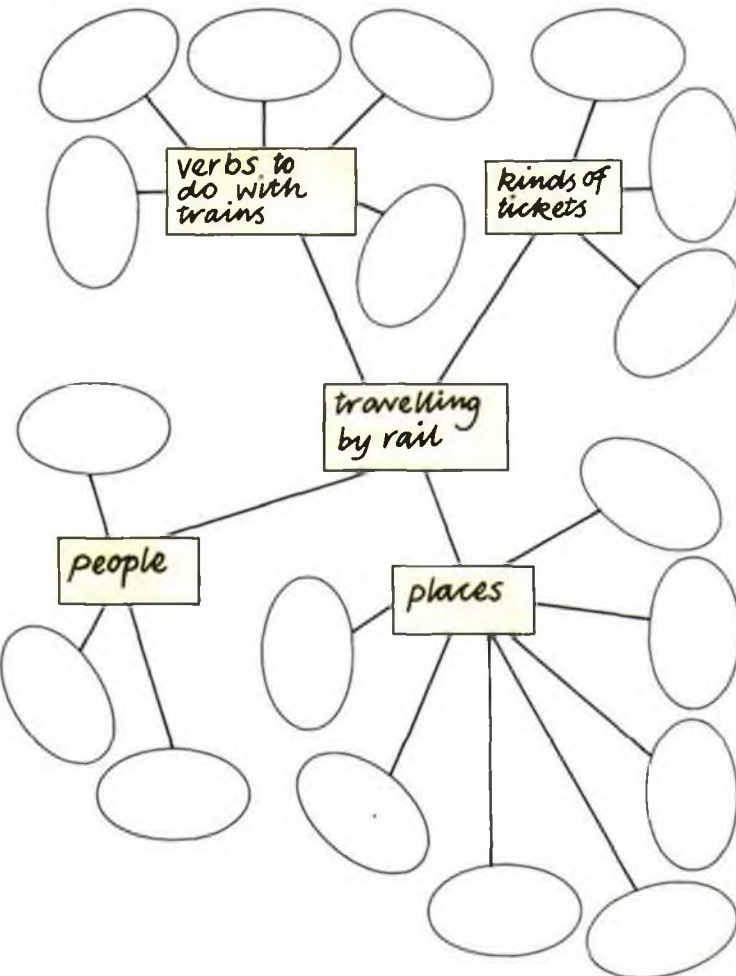
You could type the survey, and ask students from other classes to answer the questions!

● Vocabulary

1 Travelling by rail

The words in the box are all to do with travelling by train. Look them up in your dictionary to check the meaning and the pronunciation, then fill in the diagram.

ticket office	buffet car	show (your ticket)
get on	café	single
passenger	get off	miss
information office	compartment	season
platform	waiting room	catch
		return



2 Travelling by air

1 Work in pairs.

Make a similar diagram about travelling by air. You decide what groups to have.

2 The following sentences describe what you do when you go to an airport to catch a plane, but they are in the wrong order.

Read them carefully and put them in the right order.

- _____ You go to the departure lounge.
- _____ You get a trolley.
- _____ You arrive at the airport.
- _____ You go to your gate.
- _____ You go to the check-in desk.
- _____ You go to the duty-free shop.
- _____ You get a boarding card.
- _____ You board the plane.
- _____ You check in your luggage.
- _____ You look at the departure board to see if your flight is boarding yet.
- _____ The board tells you which gate to go to.
- _____ You go through passport control.

3 What is the order of events when you fly into an airport? Begin like this:

The plane lands.

You unfasten your seat-belt.

● Everyday English

Travelling

- T.27a** You will hear some lines of dialogue. < Say if the dialogues are taking place at an airline check-in desk or at a railway ticket office.
- T.27b** Listen to the complete dialogue at the check-in desk. With a partner, try to remember the dialogue.
- T.27c** Listen to the complete dialogue at the ticket office. Practise the questions.
- Work in pairs. You are going to practise dialogues at a ticket office. Imagine it is 11.00 am.

Student A Look at the information on page 119.

Student B You want to go to Bristol. Ask for information about train times and ticket prices. Decide what kind of ticket you want and how you are going to pay.

Begin like this:

Student A Good morning. Can I help you?

Student B Yes, please. I...

5 Now change roles.

Student B Look at the information on page 119.

Student A You want to go to Manchester.

UNIT 10

Used to – Question forms (2) – Question tags

The way we were

PRESENTATION

- 1 Molly Harrison was a young girl in the 1920s. Read what she says about it.

We shocked our parents. We used to do things our mothers never did. We cut our hair, we wore short skirts, we smoked, and went dancing. I loved doing a dance called the Charleston. I once won a prize for that! My boyfriend had a car, a Model 'T' Ford. We often went for picnics in the countryside. The roads weren't busy then – no traffic jams! My father bought a car in 1925, an Austin Seven. He paid £150 for it! We went to the pictures twice a week, and it only cost sixpence. My favourite stars were Charlie Chaplin and Greta Garbo – the films were silent. I saw my first "talking" picture in 1927. Also, we listened to the radio a lot (the BBC started in 1922). I can remember it all so clearly.'

- 2 Look at the following examples of **used to**.

*We **used to** do things that shocked our parents.*

*She **used to** smoke (but now she doesn't).*

*He **didn't use to** like whisky (but now he drinks it a lot).*

Rule

Used to expresses a past habit or state which does not happen any more.

*We **used to go** to the seaside every summer.*

*If the action happened once only, we can't use **used to**. We must use the Past Simple.*

*We **went to** Blackpool in 1929.*



- 3 Read the text about Molly and the 1920s again. Many sentences are possible with **used to**.

- Make some sentences with **used to** and **didn't use to**.
- Find five sentences where the verb forms *must* stay in the Past Simple.

- 4 **T.28a** Listen to Molly talking and notice the pronunciation of **used to** (/ju:stə/ or /tə/). Practise saying the sentences.

PRACTICE

1 Listening and speaking

T.28b Linda Carr was a teenager in the 1960s. Listen to what she says about that time and answer the following questions using **used to** or the Past Simple.

- 1 What did she do that shocked her parents?
- 2 What did she do in 1965?
- 3 What did she and her friends do in their free time?
- 4 What did her parents do in their free time?
- 5 How did the students try to change the world?
- 6 What are some important dates from the '60s? What happened?



2 Speaking

Work in pairs.

Complete the table with information about your partner. Ask and answer questions about your lives now and when you were children.

What do you do at the weekend?

What did you do when you were a child?

I (usually) do the shopping and ...

I used to play with my friends and ...

Topic	Life now	Life as a child
What/do at the weekend?		
What/do in the morning?		
What/do in the evening?		
Where/go on holiday?		
What sports/play?		
What TV programmes/like?		
What newspapers/books/magazines/read?		
What food/like?		

3 Writing

Find out from your parents or other members of your family about life in your country when they were young. Write some sentences about it.

Language review

Used to

A past habit or state can be expressed by **used to** + infinitive or the Past Simple. Actions which happened once are expressed by the Past Simple only. A present habit is expressed by the Present Simple, often with an adverb of frequency (**usually**, **sometimes**).

Translate

I used to smoke, but I never smoke now.

He used to live in London, but he moved in 1990. Now he lives in Oxford.

► Grammar reference: page 128.

PRESENTATION

- 1 **T.29** Read and listen to the dialogue.

- A Who did you talk to at the party last night?
 B Oh, Jenny and Tom, but Jenny mainly.
 A What did you talk about?
 B She was telling me about her new job.
 A Who did you dance with?
 B No one. By the way, did you know that Belinda is going out with Steve?
 A No. Who told you that?
 B Tom did. Someone saw them together in a restaurant.
 A Who saw them?
 B Annie did.
 A Huh! You can't believe Annie!
 B Well, you don't know what Annie said.
 A Why? What happened in the restaurant?
 B Well, when Annie saw them, they were very surprised, and then they ...

● Grammar questions

- Many verbs are used with a preposition (**write to**, **look at**, **listen to**). In the question, the preposition comes after the verb.

What are you looking at?

Find three questions like this in the dialogue.

- When **who** or **what** is the subject of the question, it comes immediately before the main verb.

Who broke the window?

Find three questions like this in the dialogue.

- 2 Listen to the dialogue again and practise the questions.

PRACTICE

1 Grammar

Put the words in the right order to form a question.

- does/to/who/belong/pen/this?
- are/about/thinking/you/what?
- dream/did/last/you/about/night/what?
- countries/have/to/been/which/you?
- married/she/did/who/to/get?

Write questions with **who** or **what**.

- John loves someone.
- Someone loves John.
- Peter had an argument with someone.
- Something happened at the party.
- Someone phoned last night.

2 Speaking and listening

Work in pairs.

Student A Look at the love story on this page.

Student B Look at the love story on page 119.

Ask each other questions to find out the missing information.

Example

George spoke to _____. *Who did George speak to?*
 _____ gave me a present. *Who gave you a present?*

Student A

A Love Story

George loves _____.
 George phones Lily every day.
 He sends her _____ every week.
 George wrote a poem for Lily.
 The poem was about _____.
 One day George saw Lily in the park.
 She was talking to _____.
 James gave Lily some flowers.
 James kissed _____.
 Suddenly Lily saw George.
 _____ hit James.
 A policeman saw George.
 The policeman took George to the _____. (Where?)
 James drove Lily home.
 Lily got married to _____.
 George wrote a novel.
 It was called _____.



● Language review

Subject questions

When **who** or **what** is the subject of the question, the verb has the same form as the statement. We do not use **do/does/did**.

George loves Lily.

Who loves Lily?

Translate

Who did George see?

Who saw George?

► Grammar reference: page 128.

SKILLS DEVELOPMENT

● Reading and speaking

You are going to read an article about the time when women in Britain fought for the right to vote.

Pre-reading task

- 1 Look at the picture and read the introduction to the article.

Over 70 years ago, on 6 February 1918, the British Parliament passed an important law. This law gave women in Britain the right to vote for the first time. The right to vote is sometimes called suffrage. The women who fought for this right were called suffragettes. In many countries the women's fight was long and hard.



- 2 Work in pairs and answer the questions.
 - a. Which country first gave women the right to vote? Was it America/Sweden/Switzerland/New Zealand?
 - b. Which year was it? 1861/1893/1910?
 - c. When did women in your country get the vote?

Reading and vocabulary

- 1 Read the article quickly and find four words that you don't know, and check them in your dictionary.
- 2 Compare with a partner the words you looked up.
- 3 Why is the title of the article 'Dying for the vote'? What are the two meanings of **dying for**?

Dying for the Vote

The suffragette movement started in the middle of the 19th century. Women demanded not only the right to vote, but also better education for girls. However, there was strong opposition. Many men argued that women were less intelligent and more emotional than men, and therefore could not make important decisions.



The first suffragettes believed in being legal and peaceful. They used to write letters to Parliament and organize petitions. Nothing happened. Nobody noticed them.

- 20 By 1903, a woman called Emmeline Pankhurst and her daughters Christabel and Sylvia decided they needed publicity for their cause. They encouraged women to break the law. Soon the newspapers were full of shocking stories about these new-style suffragettes.

Comprehension check

Now read the article more carefully. Choose the best answer, a, b, or c.

- 1 The suffragettes demanded
 - a. other things as well as the right to vote.
 - b. only the right to vote.
 - c. a better education than men.
- 2 Emmeline Pankhurst encouraged women to break the law because
 - a. she was tired of writing letters to Parliament.
 - b. she wanted more publicity for the suffragettes.
 - c. the first suffragettes did nothing.
- 3 Many women went to prison because
 - a. they told shocking stories to the newspapers.
 - b. they threw tomatoes and eggs at the crowds.
 - c. they used to do things that were against the law.

25 What did they do?

They marched through the streets. They used to paint VOTES FOR WOMEN on walls, and break shop windows. Some women chained themselves to the railings outside Parliament and 10 Downing Street. They had to be very courageous, because angry crowds came and threw tomatoes, eggs, and flour at them. Many women went to prison. There they refused to eat, and so prison officers used rubber tubes to force food into them.

35 The most shocking event was on Derby Day in June 1913. A suffragette called Emily Davidson ran in front of the King's horse and was killed. She was the first martyr for the cause.

Gradually, opinion changed. Many members of 40 Parliament now wanted votes for women, but still nothing happened. During the First World War, women had to do men's jobs, and they did them well. It was only after this that women aged thirty and over got the vote. Ten more years passed before, 45 in 1928, women of twenty-one could vote.



4 Emily Davidson was a martyr because

- the King's horse killed her.
- she refused to eat and died.
- she shocked all the people at the Derby.

5 After the First World War

- Members of Parliament changed their opinions.
- women did men's jobs.
- women finally got the vote.

Discussion

Work in pairs. Discuss the following questions together, then tell the others in your class what you think.

- What changes have there been in the roles of men and women in your country in the last 100 years?
- In your opinion, what do women do better than men? What do men do better than women?
- Are there any causes in your country or in the world that you feel strongly about? What are they?

Vocabulary

Male and female words

Many words are used by both males and females to describe themselves and their possessions.

student doctor shoes hat

Some nouns are used for either male or female, but not usually both.

Male	Female
<i>waiter</i>	<i>waitress</i>
<i>tie</i>	<i>dress</i>

- Put the following words into the columns under the headings *Male/Female/Both*. Use your dictionary to check any words you don't know.

landlord	actor	bull	musician	
teenager	cook	king	duke	guy
heroine	professor	nephew	uncle	
bikini	pilot	dentist	niece	hero
model	skirt	duchess	queen	
knickers	pyjamas	bra	scientist	
architect	judge	cousin	cow	
aunt	widow	underpants	athlete	
blouse	actress	tourist	landlady	
swimming trunks	widower	boots		

Male	Female	Both

- Who or what are the following?

- He's my sister's son. He's my _____.
- The most important female character in a story is called the _____.
- I wear these in bed. _____
- I run in races. I'm a/an _____.
- I pay rent to him. He's my _____.
- He wears these under his trousers. _____
- Her husband is dead. She's a/an _____ now.
- I check people's teeth. I'm a/an _____.

- Work in pairs.

Choose some other words from the columns above and write sentences to describe them.

Ask others in the class to tell you who or what it is.

Listening and speaking

You are going to listen to two people who were born on the same day in the same year. They are now in their seventies. Their lives have been very different. Divide into two groups.

Group A

T.30a You are going to listen to Bill Cole.

Group B

T.30b You are going to listen to Camilla, the Duchess of Lochmar.



Listen once and say if you think he/she has had a happy life. Listen again and answer the following questions.

Comprehension check

- 1 When was he/she born?
- 2 Where did he/she use to live? What was his/her home like?
- 3 Did he/she have any brothers or sisters?
- 4 What does he/she say about the members of his/her family?
- 5 Did he/she have a good education?
- 6 What are his/her best memories?
- 7 How old was he/she when his/her father died?
How did this change his/her life?
- 8 What jobs did he/she have?

When you have answered the questions, find a partner from the other group and compare the lives of Bill and Camilla. Who do you think has had the more interesting life?

Everyday English

Question tags

1 **T.31** You will hear two conversations in a restaurant. Listen for the differences between them.

2 In spoken English, we often use question tags to invite people to agree with us, and to 'keep the conversation going'.

Man *It's hot today, isn't it?*

Woman *Yes, it is.*

Question tags like this aren't real questions at all. The man isn't telling the woman anything new – she knows it's hot! He is asking for her agreement, to be friendly and sociable and to 'make conversation'. In question tags like these, the intonation falls. ↓

It was cold yesterday, wasn't it?

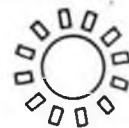
Listen to the first conversation again.
How do we form question tags?

3 Ask your teacher for tapescript 31. In pairs, practise the first conversation. Make sure your intonation falls on the question tags.

4 British people love talking about the weather! Complete the following conversations using one of the tags in the box.

has it?	is it?	isn't it?	didn't it?
haven't we?	doesn't it?	was it?	

Good weather



A Good morning!
It's another lovely day,
_____?

B It certainly is. It
wasn't as warm
as this yesterday,
_____?

A No, it wasn't. It
rained yesterday
evening,
_____?

B Yes. The
sunshine makes
you feel good,
_____?

A You're absolutely
right.

Bad weather



A Good morning! It
isn't very warm
today,
_____?

B It certainly isn't. It
hasn't been as
cold as this for
ages,
_____?

A That's true.
We've had some
lovely weather
recently,
_____?

B Mm. Ah, well.
Mustn't
complain.

UNIT 11

Passives – Notices

Read all about it!

PRESENTATION

- Complete the following sentences with the verb **to be** in the correct tense.
 - They are American. He is English.
 - Last week they were in London, and he was in Chicago.
 - She has been to Russia twice, but I have never been there.
 - She will be in New York next week.

What are the names of the four tenses?

- Write in the Past Simple and the Past Participles of the following verbs.
Some are regular and some are irregular.

	Past Simple	Past Participle
sell	<i>sold</i>	<i>sold</i>
give		
buy		
produce		
drink		
build		
write		
grow		
steal		
invent		

- Read the text below. It is the story of Coca-Cola, one of the world's most famous drinks.



Coca-Cola is enjoyed all over the world. 1.6 billion gallons are sold every year, in over one hundred and sixty countries. The drink was invented by Dr John Pemberton in Atlanta, on 8 May 1886, but it was given the name Coca-Cola by his partner, Frank Robinson. In the first year, only nine drinks a day were sold.

The business was bought by a man called Asa Candler in 1888, and the first factory was opened in Dallas, Texas, in 1895. Coca-Cola is still made there. Billions of bottles and cans have been produced since 1895.

Diet Coke has been made since 1982, and over the years many clever advertisements have been used to sell the product. It is certain that Coca-Cola will be drunk far into the twenty-first century.



"Coca-Cola" and "Coke" are registered trademarks which identify the same product of The Coca-Cola Company.



● Grammar questions

- What is the main interest of the text?
Dr John Pemberton? Frank Robinson? Coca-Cola?
- 1.6 billion gallons are sold every year.
Do we know *who* sells Coca-Cola?
Is it important *who* sells it?

Rule

The subject of a sentence is usually what we are most interested in.

Paper is made from wood.

This bridge was built in 1907.

In these sentences, we are not interested in *who* makes the paper, or *who* built the bridge.

When we are more interested in the *object* of an active sentence than the *subject*, we use the passive.

- 4 All the verb forms in the text about Coca-Cola are in the passive (except 'It is certain that ...').
Complete this rule:
The passive is formed with the auxiliary verb _____
+ the _____.

PRACTICE

1 Writing and speaking

- 1 In the columns below, write in the passive verb forms from the text on page 77.

Present Simple	Past Simple	Present Perfect	Will future
<i>is enjoyed</i>			

- 2 Don't look back at the text! Try to remember the whole sentence!




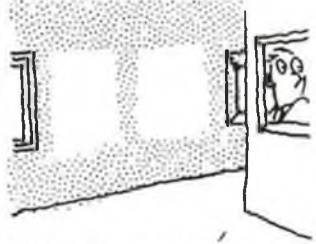
Coca-Cola is enjoyed all over the world.

- 3 Here are the answers to some questions. What are the questions?

- 1.6 billion gallons.
- In 1886.
- Only nine drinks a day. (*How much ... ?*)
- In Dallas.
- Since 1982.

2 Grammar

Change the following sentences, active to passive or passive to active.

Active	Passive
a. They make VW cars in Germany.	VW cars _____ in Germany.
b. They _____ rice in China.	Rice is grown in China.
	
c. Bell invented the telephone in 1876.	The telephone _____ by Bell in 1876.
d. Thieves _____ two pictures from the museum last night.	Two pictures were stolen from the museum last night.
	
e. They have built three new factories this year.	Three new factories _____ this year.
f. They _____ the picture for £3,000.	The picture has been sold for £3,000.
g. The factory will produce 10,000 cars next year.	10,000 cars _____ next year.
h. _____ they _____ many cars last year?	Were many cars made last year?
i. Bell didn't invent the television.	The television _____ by Bell.

3 Grammar and reading

Put the verbs in brackets in the correct tense, active or passive, to fit the meaning of the text.

NYLON

The first man-made fibre

NYLON (a) _____ (invent) in the early 1930s by an American chemist, Julian Hill. Other scientists (b) _____ (work) with his invention and finally on 27 October 1938, Nylon (c) _____ (introduce) to the world. It was cheap and strong and immediately (d) _____ (become) successful, especially in the making of ladies' stockings.

During the Second World War, the best present for many women was a pair of nylon stockings, but more importantly, it (e) _____ (use) to make parachutes and tyres.

Today, nylon (f) _____ (find) in many things: carpets, ropes, seat belts, furniture, computers, and even spare parts for the human body. It (g) _____ (play) an important part in our lives for over 50 years. Next year about 36 million tons of it (h) _____ (manufacture).



Language review

The passive

In passive sentences, we are more interested in the object of the active sentence.
This is because *who did the thing* isn't important at the moment, or because we don't know *who did it*.
President Kennedy was killed in 1963.
The Houses of Parliament were built between 1840 and 1857.

Translate

The best cameras are made in Japan.

My house was built in 1910.

Ten pictures have been stolen from the National Gallery.

A cure for cancer will soon be found.

4 Writing

Complete the conversations with either a question or an answer.

Are VWs made in Japan?

No, they aren't. They're made in Germany.

Is rice grown in England?

No, it isn't. It's grown in tropical countries.

a. A Is Coca-Cola sold in many countries?
B _____?

b. A No, it wasn't. It was invented by Dr John Pemberton.
B _____?

c. A Has Diet Coke been made for many years?
B _____?

d. A Was nylon invented after the Second World War?
B _____?

e. A Thirty-six million tons.
B _____?

► Grammar reference: page 129.

SKILLS DEVELOPMENT

Reading and speaking

Newspaper stories

When you read a newspaper, you never want to read all the articles and stories. Usually you check the headlines and just choose to read those articles which look interesting.

Pre-reading task

Look at these four newspaper headlines.

- 1 **HEART MAN ALIVE AND KICKING**
- 2 **CONCORDE'S BIRTHDAY**
- 3 **MILLION DOLLAR REWARD**
- 4 **£3 MILLION FOR A VET**

Use your dictionary to check vocabulary.

- 1 Which headlines do you think will have stories of interest to you?
- 2 Look at the following list of words. They all come from the stories that go with the headlines. Which words do you think go with which headline? Why?

fit (<i>adj</i>)	spinster (<i>n</i>)
graceful (<i>adj</i>)	to train (<i>v</i>) e.g. for a sport
honesty (<i>n</i>)	transplant (<i>n</i>)
lottery (<i>n</i>)	wallet (<i>n</i>)
mansion (<i>n</i>)	will (<i>n</i>) e.g. write a <i>will</i>
to operate (on sb) (<i>v</i>)	before you die
stable (<i>n</i>)	(to be) worth (<i>adj</i>)
speed (<i>n</i>)	

- 3 Choose one headline only. What do you want to know when you read the article? Write two questions.

Examples

Why did the man need a new heart?

How old is Concorde?

What did the person do to get a million dollars?

Why did the vet get £3 million?

Reading

Now read the story for the headline you chose.

1 HEART MAN ALIVE AND KICKING



BUILDER Phil Young is celebrating a very special anniversary today – it is exactly one year since he was
 5 operated on at St Bartholomew's hospital and given a new heart.

Mr Young, 47, of Tottenham, is now so full of
 10 energy that he is training to play in a charity football match to raise money for the hospital's transplant programme. So far eleven
 15 people have been given new hearts.

Mr Young wants to help others like himself. In 1990 he was seriously ill with heart
 20 disease. He couldn't work, he

couldn't climb the stairs, and he had two young sons to look after.

Now the boys are helping 25 to train their father for the football match. 'My boys are very pleased that I am so fit again,' said Mr Young. 'I have become a real father to them
 30 again. We don't just play football – we go jogging and swimming and play snooker together. I hope more people will be helped by the
 35 hospital, as I was.'

Comprehension check

- 1 Which words from exercise 2 did you find in your article?
- 2 Did you find the answers to your questions?
- 3 Here are sixteen questions, four for each story. Find the four questions for your story and answer them.
 - a. Why is it a special anniversary for Phil Young?
 - b. Did France develop Concorde alone?
 - c. Why is Peter Pocock a lucky man?
 - d. Why is William Murphy a lucky man?
 - e. Why is Mr Young training to play football?
 - f. How many hours testing was Concorde given?
 - g. Why are Miss de Beaumont's family furious?
 - h. What did Mr Murphy do with the wallet?
 - i. What can Mr Young do now that he couldn't do in 1990?
 - j. Did Mr and Mrs Pocock expect to get Miss de Beaumont's money?
 - k. When Mr Murphy saw he had the winning ticket, did he go to Mr Dupont's house immediately?
 - l. In what ways is Mr Young a real father again?
 - m. How is it possible to begin work in New York before you leave London?
 - n. What do Mr and Mrs Pocock hope to do?
 - o. When did Mr Dupont believe that he was a millionaire?
 - p. Why was Ethel Lee a special passenger?

CONCORDE'S BIRTHDAY

CONCORDE, the world's fastest and most graceful passenger plane, will soon be 25 years old. It first flew on 25 March 1969, from Toulouse in France.



Concorde was developed by both France and Britain. From 1956 these two countries had a dream of a supersonic passenger plane. In 1962 they started to work together on the project. The plane cost over £1.5 billion to develop. It is the most tested plane in the history of aviation. It was given over 5,000 hours of testing.

Concorde flies at twice the speed of sound. This means that it takes only 3 hours 25 minutes to fly between London and New York, compared with 7-8 hours in other passenger jets. Because of the five-hour time difference between the USA and Britain, it is possible to travel west on Concorde and

arrive in New York before you leave London! You can catch the 10.30am flight from London, Heathrow and start work in New York an hour earlier!

Concorde is much used by business people and film stars. But its oldest passenger was Mrs Ethel Lee from Leicestershire in England. She was 99 years old when she took off from Heathrow on 24 February 1985.

Each Concorde is built at a cost of £55 million. Twenty have been built so far. Air France and British Airways own the most. They each have seven planes.

4

£3 MILLION FOR A VET

VET Peter Pocock has been left a fortune by a spinster whose horses and dogs he looked after.

The 90-year-old spinster, Miss Marguerite de Beaumont, was helped in other ways by Mr Pocock. He cleaned and tidied her 11-room Elizabethan mansion when she became too old and ill to care for it. When she died she left him everything in her will: her money, the house and gardens, her stables - all of which is worth £3 million.

Miss de Beaumont's family are furious. Her niece, Mrs Charmian Pickford said 'We are very upset. We are going to fight the will. My aunt didn't know what she was doing - she was senile in her last years.'

Mr Pocock, 42, lives in the next village with his wife and baby daughter. They were



shocked by Miss de Beaumont's generosity. 'We can't believe it,' said Mrs Pocock, 'so much money is wonderful, but will it make us happier? Money can bring problems. Our hope is that the mansion will be made beautiful again. Perhaps we can do that now with the money.' Miss de Beaumont bought the mansion in 1934 and started a horse farm. It has not been looked after well for many years, but the beauty of the buildings and the garden can still be seen.

3 MILLION DOLLAR REWARD

Mr William Murphy, from Montreal in Canada, now knows that honesty pays. Last Sunday he returned a lost lottery ticket to its owner and he was given \$1.2 million as a reward!

Last Thursday, Mr Murphy, aged 28 and unemployed, found a wallet on a Montreal Street. It contained \$85, some credit cards, and some lottery tickets. Mr Murphy checked the address in the wallet and

immediately posted it back to its owner, Mr Jean-Paul Dupont, but he didn't send the lottery tickets back. 'I kept the tickets. I wanted to check them. I thought maybe I'd win \$10 or something.'

On Sunday, Mr Murphy bought a newspaper and started checking the numbers on the tickets. He couldn't believe it - he had the winning ticket! It was worth \$7 million!

He thought about keeping the tickets and getting the money for himself. He sat and thought about it for two hours,

but he knew what he had to do. He took the bus to Mr Dupont's address and knocked at the door. The door was opened not by Mr Dupont, but by his son, Yves, who doesn't speak English very well.

'Good evening,' said Mr Murphy. 'Are you Mr Dupont?' 'Oui,' said Yves.

'Well, congratulations! You're a millionaire!'

'Uh?' said Yves.

Then his father came to the door. He understands English, but he didn't believe his ears until he was shown the lottery

ticket and the newspaper. 'What an honest man!' he said. 'You deserve a reward - at least \$1 million, I think.'



Jean-Paul Dupont thanks William Murphy, finder of the winning lottery ticket, in Montreal.

- Find someone in the class who read the same story as you. Check your answers to the questions.
- Find people who read different stories from you. Tell them about what you read.
- Find some examples of passives in each story.

Further reading and speaking

If you can, get an English newspaper. Look through it quickly and choose one or two articles to read. Tell the others in your class about them and why you chose them.

● Vocabulary

Words that go together

Use your dictionaries to help you. Work in pairs.

1 Verbs and nouns that go together

In each of the boxes below, one or two of the nouns do *not* go with the verb in the middle. Draw a line to show which nouns *can* go with the verb.

<p>£1,000</p> <p>a bank a wallet</p> <p>steal</p> <p>ear-rings a post office</p>	<p>a competition</p> <p>a war John McEnroe</p> <p>win</p> <p>£10,000 a football match</p>
<p>a bus</p> <p>a fish a train</p> <p>catch</p> <p>a cold a thief</p> <p>a car</p>	<p>ear-rings</p> <p>a seat belt a briefcase</p> <p>wear</p> <p>a watch a uniform</p> <p>an umbrella</p>
<p>a poem</p> <p>a lie the truth</p> <p>tell</p> <p>a joke a story</p>	<p>tennis</p> <p>the piano cards</p> <p>play</p> <p>a competition swimming</p>

Practice

Write two sentences for each verb using some of the correct nouns.

Examples

The thieves stole my mother's ear-rings from her bedroom.

I won a competition in a newspaper.

The policeman wasn't wearing his uniform.

2 Words and prepositions that go together

Put a preposition into each gap.

- I always laugh _____ his jokes.
- The doctor operated _____ the patient.
- He suffers _____ bad headaches.
- The head teacher is ill, so Mrs Betts is _____ charge today.
- Do you know what's _____ TV tonight?
- 'Shall we go for a picnic tomorrow?' 'It depends _____ the weather.'
- I'm really bored _____ my job.
- I wasn't invited _____ the party.
- Kate is _____ love _____ Thomas.
- We're going _____ holiday to Italy next year.
- I'm very sorry. I broke it _____ accident.
- Who does this book belong _____ ?

There is a list of words + preposition on page 142.

● Listening and speaking

The world's most loved car

You are going to listen to a radio programme about the world's most loved car, the Volkswagen Beetle.



Pre-listening task

Use your dictionary to check words you don't know.

- What is the meaning of the word *beetle*?
What is the Beetle called in your country?
- The following words are used in the programme.

reliable (adj)	to chat (v)	fan (n)
jolly (adj)	to design (v)	to wave (v)

Put them in the correct gaps in the sentences below.
Put the verbs in the correct form.
 - This church _____ by Wren in 1670.
 - He's a big _____ of Tina Turner.
 - She's a very _____ friend. She's always there when you need her.
 - 'Did you talk to Pat much?' 'No, we just _____ for a few minutes.'
 - Her uncle's a _____ man. He's always laughing.
 - That's Penny over there. Look! She's _____ at us.



Listening

T.32 Listen to the programme. Make sentences about the VW Beetle, using the six words in exercise 2 opposite. What does *Volkswagen* mean?

Comprehension check

Are the following statements true or false?

If false, say why.

- 1 People like Beetles because they are so comfortable.
- 2 The man feels that his car is his friend.
- 3 His friends who own Beetles have thought of lots of ways to improve their cars.
- 4 Ferdinand Porsche was asked to design the car in 1938.
- 5 American and British soldiers in Germany didn't like the Beetle cars very much.

- 6 Some Beetles were taken back to Britain and America by the soldiers.
- 7 Peter Baber opened the first VW garage in America in the 1950s.
- 8 His father started a magazine for people who owned or liked Beetles.
- 9 Peter Baber's schoolfriends first called the car a Beetle.
- 10 No Beetles have been made in the world since 1974.

What do you think?

- 1 What is the message of the song? Can you remember (sing!) any of it?
- 2 What is your favourite car? Why?
- 3 Which other cars do you know that are loved in the same way as Beetles? Which modern cars do you think will be loved as much in the future?

● Everyday English

Notices

- 1 When you first go to a foreign country, reading notices can be difficult. Here are some typical English notices. Match each notice with a place below.

b. **FOREIGN EXCHANGE**

c. **VICTORIA LINE**
SOUTHBOUND

d. *Afternoon
Tea Served*

e. **please have the EXACT fare ready**

f. **UNDER 18s
WILL NOT
BE SERVED**

i. **keep your distance**

g. **engaged**

h. **EEC Passport
Holders Only**

j. **PLEASE DO NOT
FEED THE ANIMALS**

k. ~~**OUT OF ORDER**~~

l. **NO CYCLING ON
THE FOOTPATHS**

m. **QUEUE
THIS SIDE
PLEASE**

- | | | | |
|--------------------|---|----------------------|---|
| 1 A bank | — | 8 A park | — |
| 2 Outside a cinema | — | 9 A zoo | — |
| 3 A drinks machine | — | 10 A hotel | — |
| 4 A bus | — | 11 A railway station | — |
| 5 An airport | — | 12 A public toilet | — |
| 6 A pub | — | 13 A motorway | — |
| 7 The Underground | — | | |

- 2 **T.33** You will hear five short recordings. Where are the dialogues taking place?

- 3 Work in pairs.

Choose two other places, and write conversations that could happen there. Tell the rest of the class, and see if they can guess the place.

UNIT 12

Verb patterns (2) – Apostrophes – Time

Adventure!

PRESENTATION

- 1 There is a feature in a magazine called 'It happened to me', where readers are invited to write about something extraordinary that has happened to them. Read about Tony Russell.

It happened to me

Tony Russell describes how the sight of a tiger in Nepal – '500 kilos plus and four metres long' – will stay with him forever.

THE DAY I CAME FACE TO FACE WITH A TIGER

Last year I went to Nepal for three months to work in a hospital. I think it's important to see as much of a country as you can, but it is difficult to travel around Nepal. The hospital let me have a few days' holiday, so I decided to go into the jungle and I asked a Nepalese guide, Kamal Rai, to go with me.

We started preparing for the trip at six in the morning, and left camp with two elephants carrying our equipment. It was hot, but Kamal made me wear shoes and trousers to protect me from snakes. In the jungle there



was a lot of wildlife, but we were trying to find big cats, especially tigers. We climbed onto the elephants' backs to get a better view, but it is unusual to find tigers in the afternoon because they sleep in the heat of the day.

Then, in the distance, we saw a tiger, and Kamal told me to be very quiet. We crept nearer and found a dead deer, still bleeding. This was the tiger's lunch! Suddenly I started to feel very frightened.

We heard the tiger a second before we saw it. It jumped out like a flash of lightning, five hundred kilos plus and four metres long. I looked into its eyes and face, and saw right down the animal's throat. It grabbed Kamal's leg between its teeth, but I managed to pull Kamal away. One of our elephants ran at the tiger and made it go back into the grass, so we quickly escaped to let the tiger eat its lunch. That night it was impossible to sleep!

2 Answer the questions.

- Why did Tony go to Nepal?
- What does he think it's important to do abroad?
- Is transport good in Nepal?
- Did the hospital let him have a long holiday?
- Who did he ask to go with him into the jungle?
- What did the guide make him wear? Why?
- Why did they climb onto the elephants?
- How did Kamal escape?



● Grammar questions

- In the text, there are two examples of the verb pattern **ask/tell somebody to do** (something).
He asked her to dance.
Find them.
- There are four examples of the pattern **make/let somebody do** (something).
You make me laugh!
Find them. What is the difference between **make** and **let**?
- Find the examples of the following verbs.
decided started (×2) trying managed
Are they followed by an infinitive or an **-ing** form?
- There are four examples of the pattern **adjective + infinitive**.
It's easy to learn English.
Find them.
- There are four examples of the infinitive used to express purpose.
I come to class to learn English.
Find them.

PRACTICE

1 Grammar

- 1 Put a form of **make** or **let** and a suitable verb into each gap.

Example

The teacher let me go home early because I felt ill.

- My children usually go to bed early, but I _____ them _____ TV till 10.00 at the weekend.
- I don't like the sight of blood. It _____ me _____ ill if I see it.
- My parents weren't strict with me at all. They _____ me _____ what I wanted.
- But they thought that education was very important, so they _____ me _____ hard for my exams.
- It was a very sad film. The ending _____ me _____.
- My parents _____ me _____ the piano for two hours every day. I hate it.
- My brother _____ me _____ his car sometimes, but I have to pay for the petrol.

Think of your favourite teacher, and a teacher you don't/didn't like!

He lets us play games.

She made us do homework every night!

2 Rewrite the following sentences using tell or ask.

Example

'Can you help me?' she said to him.

She asked him to help her.

- 'Can you lend me some money?' I asked her.
- 'Do your homework again,' the teacher said to me.
- 'Please write to me soon,' I said to her.
- 'Do more exercise,' the doctor said to Peter.
- 'Drive more carefully!' she said to me.

What are some of the things your parents tell/told/ask/asked you to do?

They asked me to do the shopping sometimes.

They tell me to tidy my room.

3 Choose the correct form of the verb.

- Let me ☐ buying ☐ you a drink.
to buy ☐
- I've decided ☐ stop ☐ smoking.
to stop ☐
- I managed ☐ to find ☐ the book I was looking for.
find ☐
- The smell of roses makes me ☐ to think ☐ of you.
thinking ☐
- I tried ☐ understanding ☐ the lecture, but it was too difficult.
to understand ☐
- The doctor told me ☐ to do ☐ more exercise.
do ☐
- Look outside! It's starting ☐ snow.
☐ snowing.
☐ to snow.

2 Speaking

Work in pairs. Ask and answer questions about why you go to certain places.

Why do you go to a hairdresser's?

To have a haircut.

- | | |
|------------------|------------------|
| - post office | - petrol station |
| - book shop | - newsagent's |
| - library | - butcher's |
| - travel agent's | - off-licence |

3 Apostrophes

1 Apostrophes are used to show where letters are left out.

can't she's I'd

They are also used to show possession.

Helen's book the girls' room (more than one girl)

a day's holiday four days' holiday

Find examples of both uses in the text on page 84.

2 Is the apostrophe used correctly in the following phrases? Correct any mistakes.

- | | |
|---------------------|-----------------------------|
| - Kamals' leg | - my parent's house |
| - Its raining. | - I went to a boy's school |
| - two day's holiday | - I looked down its throat. |

3 Put apostrophes in the following sentences.

- My childrens favourite game is chasing Wally the cat. Its not a game I like, and the cat certainly doesnt like it. It hides under Kates bed, or runs up its favourite tree, where the children cant get it.



- 'Have you seen todays newspaper?'
'No, I havent. Why?'
'Were going on holiday to America in a few days time, and I wondered what the weathers been like.'

4 Speaking

Work in pairs.

Using the following words and pictures to help you, retell the story about Tony Russell.



Tony Russell / go / Nepal / work / hospital



hospital / let / have a few days' holiday / decide / go / jungle / ask / guide / come



start / prepare / 6.00 / Kamal / make / wear / shoes and trousers / protect him from snakes



climb / elephants' backs / get / view



see / tiger / Kamal / tell him / quiet / start / feel / frightened



tiger / jump out / look down / throat



grab / Kamal's leg / manage / pull Kamal away



elephant / run at tiger / escape / impossible / sleep

● Language review

Verb patterns

We saw in Unit 5 that verbs can be followed by an infinitive. Here are some more.

*I've decided
I'm trying
I managed* to stop smoking.

*She told me
She asked me* to ring her.

*He made me cry.
She lets me do what I want.*

Translate

She told me to ring her.

She asked me to ring her.

He made me cry.

She lets me do what I want.

There is a list of verb patterns on page 143.

Infinitives

Infinitives are used after certain adjectives.

It's easy / difficult to learn languages.

Translate

It's difficult to read your writing.

Infinitives are also used to express purpose.

I went to Nepal to work as a doctor.

Translate

I come to class to learn English.

► Grammar reference: page 129.

SKILLS DEVELOPMENT

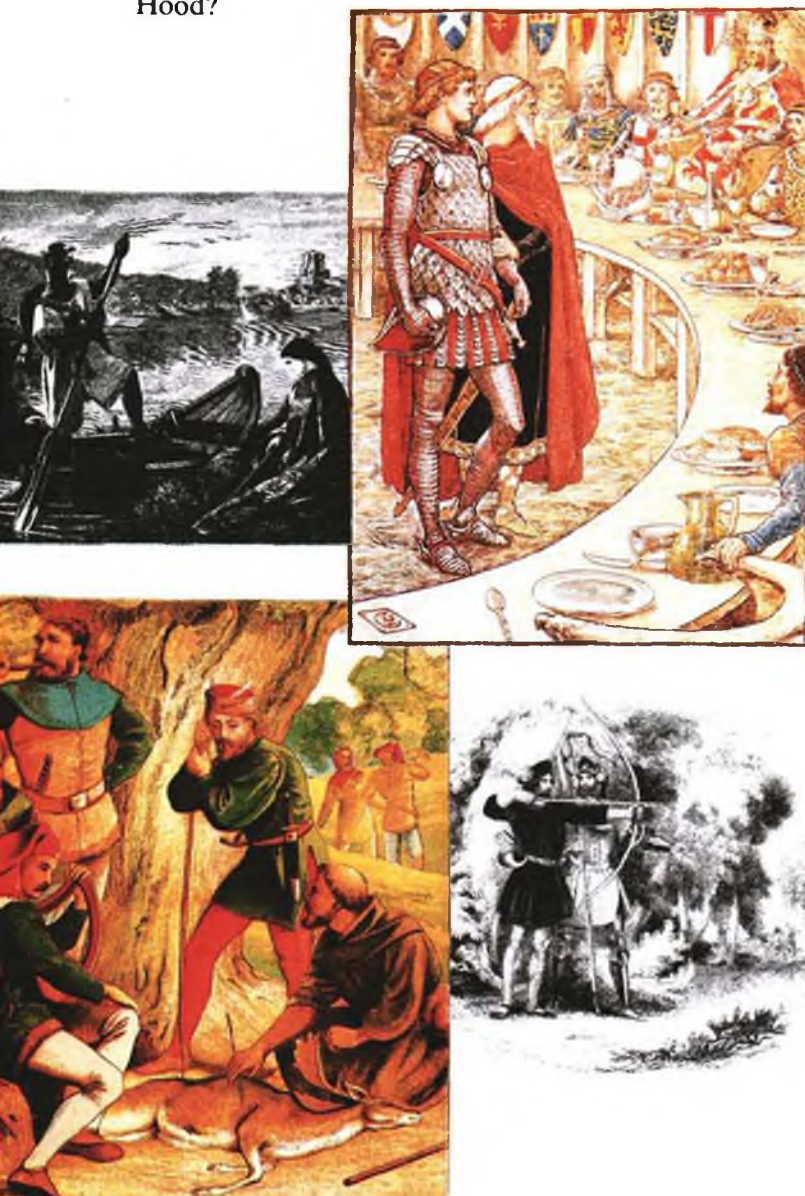
Reading and speaking

National heroes

Pre-reading task

You are going to read about two legendary English heroes, King Arthur and Robin Hood. (A legend is an old, popular story which is perhaps true and perhaps not.)

- Look at the pictures and answer the questions.
When do you think they lived?
Where did they live? (In a house/a hut?)
Who did they fight against?
What weapons did they fight with?
- What is happening in the pictures?
Do you know any stories about King Arthur or Robin Hood?



Vocabulary

Match a line in A with a line in B to define the words in italics.

A	B
When you <i>bring up</i> children,	in a hole in the ground when they are dead.
A <i>battle</i> is	you take them prisoner.
If you <i>defeat</i> your enemy,	you are badly hurt.
If you <i>capture</i> someone,	was a soldier who rode a horse.
If you are <i>wounded</i> in a battle,	you look after them and educate them until they are grown up.
In medieval times, a <i>knight</i>	the place where you bury someone.
You <i>bury</i> someone	a fight between soldiers, armies, etc.
A <i>tomb</i> is	you win a victory over them in a battle.

Jigsaw reading

Divide into two groups.

Group A Read about King Arthur.

Group B Read about Robin Hood.

Answer the questions as you read.

Comprehension check

- When did stories about him begin to appear?
- Who is the legend based on?
- When did he live?
- Where did he live?
- He was the leader of a group of people. Who were they? What did they use to do?
- Was he a good man?
- Why is he famous? What are some of the things he did?
- Who were his enemies?
- How did he die?

When you have answered your questions, find a partner from the other group.

Compare your answers and swap information.

Read both texts, and find examples of the grammar taught in this unit (verb patterns and infinitives to express purpose).

Speaking

- What do King Arthur and Robin Hood have in common?
- Your teacher has information about two real English heroines, Florence Nightingale and Amy Johnson. Ask your teacher questions to find out about them.
- Who are the legendary or real heroes and heroines from your country?
- Are there certain 'ingredients' that legends have in common?



he legends of King Arthur began to appear in the twelfth century, and it is possible that they are based on a Celtic leader in the fifth or sixth century who defended his country against Saxon invasion. King Arthur was the son of Pendragon, and was born in Tintagel in Cornwall. He was brought up by Merlin, an old Celtic magician, and became king of Britain when he was fifteen. He proved his right to be king when he managed to pull a sword from a rock. He had to fight many lords, and when, with Merlin's help, he defeated them, he received the magic sword *Excalibur* from the Lady of the Lake. He married Guinevere and lived in a castle at Camelot. His knights sat at a round table so that they were all equal – nobody was sitting at the head of the table. Many of the stories in the legends are about the adventures of the knights, among them Lancelot, Perceval, Gawain, and Galahad. They spent their time hunting wild pigs, having feasts, and singing ballads. They often had to kill dragons and giants. At all times they behaved very correctly, with respect, honour, and compassion.

Arthur went to Rome to fight the emperor, Lucius, and he left his kingdom in the hands of his nephew, Mordred. As he was entering Rome, Arthur learned that Mordred had taken control of the kingdom and had captured Guinevere. He came back to England and defeated his nephew, but in the battle was seriously wounded. Arthur told Sir Belvedere, the last surviving knight, to throw *Excalibur* into the water of a lake. He did this, and the sword was caught by a hand which came out of the water and then took the sword below the surface.

Arthur was then taken to the Isle of Avalon to get better. We understand that he did not die, but lives on and will return when his country needs him. The legend says that the following verse is written on his tomb:

HIC IACET ARTURUS,
REX QUONDAM
REXQUE FUTURUS

(HERE LIES ARTHUR, THE ONCE AND FUTURE KING).



Robin Hood is a legendary hero who lived in Sherwood Forest, in Nottingham, with his band of followers. Stories about him and his adventures began to appear in the fourteenth century, but the facts behind the legend are uncertain.

One writer thinks Robin was born in 1160, at a time when there were many robbers living in the woods, stealing from the rich but only killing in self-defence.

Everyone knows that Robin Hood robbed the rich to give to the poor. He chose to be an outlaw, that is, someone who lives 'outside the law', but he had his own ideas of right and wrong. He fought against injustice, and tried to give ordinary people a share of the riches owned by people in authority and the Church. He had many qualities – he was a great sportsman, a brave fighter, and was very good with his bow and arrow.

He dressed in green, lived in the forest with his wife, Maid Marion, and his men, among them Friar Tuck, Allen a Dale, Will Scarlet, and Little John. For food, they killed the King's deer, and many days were spent eating, drinking, and playing games. He robbed the rich by capturing them as they travelled through the forest and inviting them to eat with him. During the supper, someone looked in their bags to see how much money they had. When it was finished, Robin asked them to pay for the meal, and of course, he knew how much to ask for!

His main enemy was the Sheriff of Nottingham, who was always trying to capture Robin but never managed to do it. Some stories say that he killed Robin by poisoning him. In his dying moments, he shot a final arrow from his famous bow, and asked Little John to bury him where the arrow landed.

● Vocabulary

Adverbs

- 1 We do not usually put adverbs between a verb and its object.

Examples

You speak English well. (Not You speak well English.)

I like reading very much. (Not I like very much reading.)

I did my homework quickly. (Not I did quickly my homework.)

Some adverbs can move position:

Yesterday it rained all day.

It rained all day yesterday. (There is little difference.)

Some sound best in just one position:

Suddenly a tiger appeared. (It is more dramatic to have suddenly at the beginning.)

- 2 Put one of the adverbs into each gap. Sometimes more than one adverb is possible.

quickly	slowly	carefully	heavily
patiently	clearly	seriously	suddenly
badly	fluently	properly	
well/hard (irregular)			

- I can't see _____ without my glasses.
- They escaped from the tiger as _____ as possible.
- Three people were _____ injured in a car crash.
- I used to speak French _____, but I've forgotten it.
- I read the letter _____.
- She worked _____ all weekend.
- When I left work, it was raining _____.
- I waited _____ in the traffic jam, because I knew there was nothing I could do about it.
- I was driving home when _____ I ran out of petrol.
- I drove _____, because the conditions were bad.
- She explained the problem _____.
- I did _____ in my driving test and passed first time.
- I couldn't fill in the form _____, because I didn't have all the information.

-ed and -ing adjectives

- 1 We can use past participles to say how we feel about something.

I'm very interested in modern art.

I was so excited that I couldn't sleep.

We use the -ing form to talk about the thing or person that makes us feel interested or excited, etc.

That picture is very interesting.

Skiing is an exciting sport.



- 2 Put one of the adjectives into each gap. Sometimes more than one is possible.

interested	interesting	bored	boring
embarrassed	embarrassing	tired	tiring
surprised		surprising	

- Your news was very _____. I'm pleased you're enjoying yourself.
 - I liked the book until the end. It had a _____ ending which I didn't like.
 - A How was your journey?
B Very _____. I think I'll go to bed.
 - The play was so _____ that I fell asleep.
 - He started to tell a joke about the director when the director came into the room. It was very _____.
 - You look _____. Have you had a busy day?
 - It's Sunday and I don't know what to do. I'm _____.
 - Are you _____ in museums? I'm going to the National this afternoon – do you want to come?
- 3 What films have you seen recently? What books have you read? What did you think of them?

I read a spy novel.
It was very exciting.

I saw a horror film.
I thought it was frightening.

Listening

Pre-listening task

- 1 What stories do you know about UFOs (Unidentified Flying Objects)?
- 2 Some people say they have seen flying saucers. What do they say they look like? Draw one!
- 3 You are going to listen to a man who says he has seen a UFO, spoken to the aliens in it and been inside their space craft. What would you like to ask him?

Where were you?
Did they speak to you?

Listening for information

T.34 Listen to the interview and look at the pictures. Put them in the right order. There is one mistake in each picture. Find the eight mistakes.

Comprehension check

- 1 Which of your questions did Mr Burton answer?
- 2 What do the following refer to in the story?

Example

about a year ago – *He saw the UFO about a year ago.*

- | | |
|--------------------------|----------------|
| – one o'clock | – a machine |
| – three hundred feet | – black |
| – full moon | – red |
| – five feet away | – five minutes |
| – ten or fifteen seconds | – two o'clock |
| – green | |

- 3 Retell Mr Burton's story, beginning like this:
One night, Mr Burton decided to go fishing because...

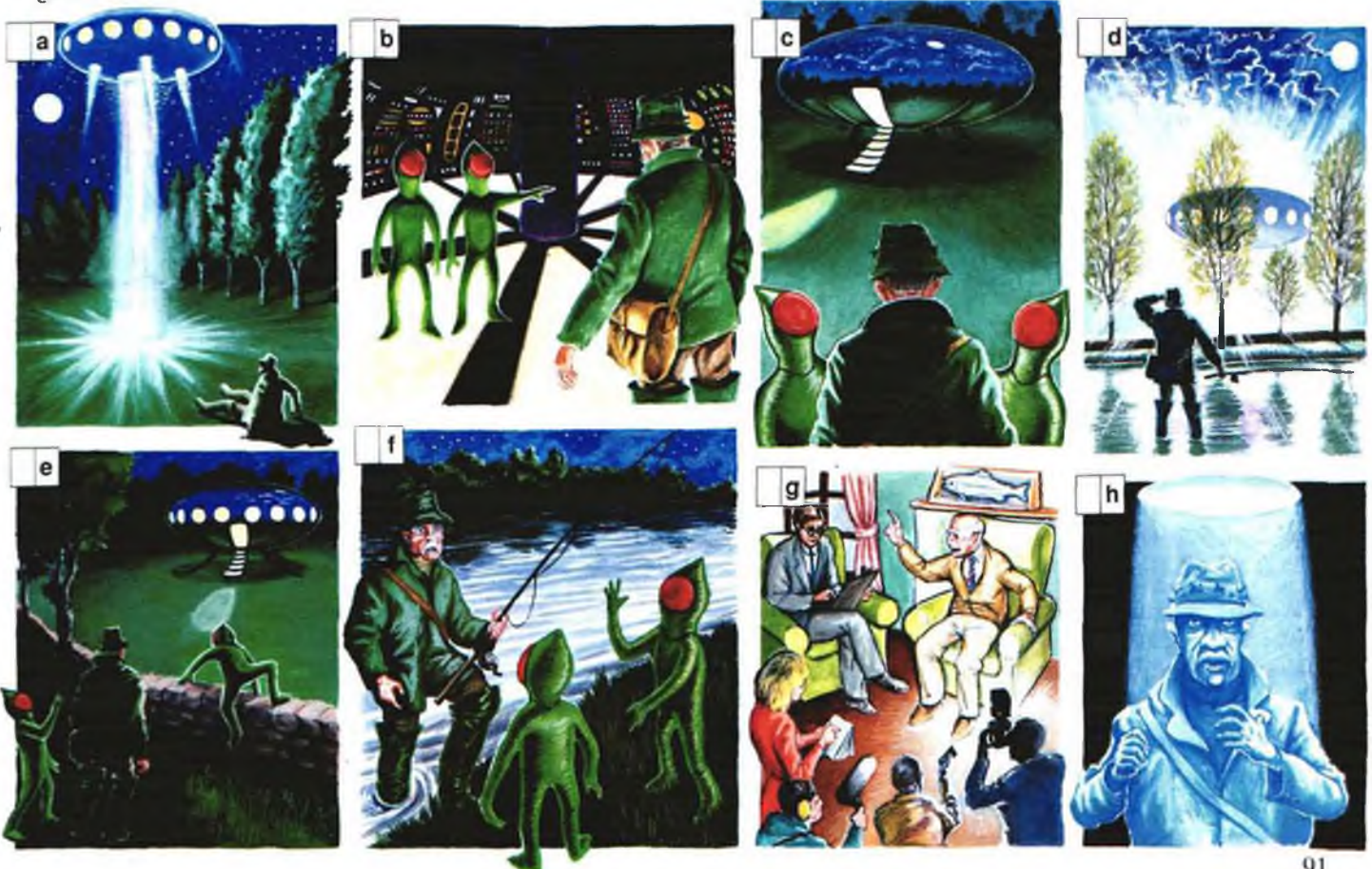
What do you think?

- 1 The interview was based on a book of scientific research into UFOs by Timothy Good. He quotes many officials, including a former member of the Chief of Defence Staff, pilots, and astronauts, who say they have seen UFOs. Timothy Good thinks that so many reliable people have seen UFOs that they *must* exist. Also, stories from all over the world are remarkably similar. Common ideas are:
 - the space ships are round, fly very fast, and make no noise
 - they have bright lights and a shiny, metallic surface
 - they are often seen at night near military bases
 - the aliens are smaller than us, wear tight, one-piece uniforms, have larger heads but similar faces
 - the aliens are not violent.

How much is this similar to Mr Burton's story?

- 2 Timothy Good thinks that the officials are not telling the truth. Do you agree?
Why might officials not tell the truth?

- 3 His book concludes 'I believe that Man's progress on Earth has been watched by beings whose technological and mental developments make ours look primitive'.
What do you think?



Speaking

Work in groups of four. Write a short story about the time when someone meets an alien. Look at the ingredients below to give you some ideas.

Place	Time
in the garden at home	in the middle of the night
in a country lane	in the year 2050
in a plane at 30,000 feet	last night
in an Inca town	in the fifteenth century
People	Events
characters with five heads	space ships travelling at the speed of light
talking machines	visits to other galaxies
green beings from invisible planets	getting lost in black holes
time travellers	planet Earth is an experiment

Everyday English

Time

- 1 There are several ways of telling the time.
past/to

It's twenty past six.
It's a quarter past eight.
It's half past ten.
It's ten to three.
It's a quarter to four.

With **five, ten, twenty, and twenty-five**, we do not say 'minutes'. With all other numbers, we do.

It's four minutes past two.
It's twenty-eight minutes past six.
It's twelve minutes to four.

hour + minutes

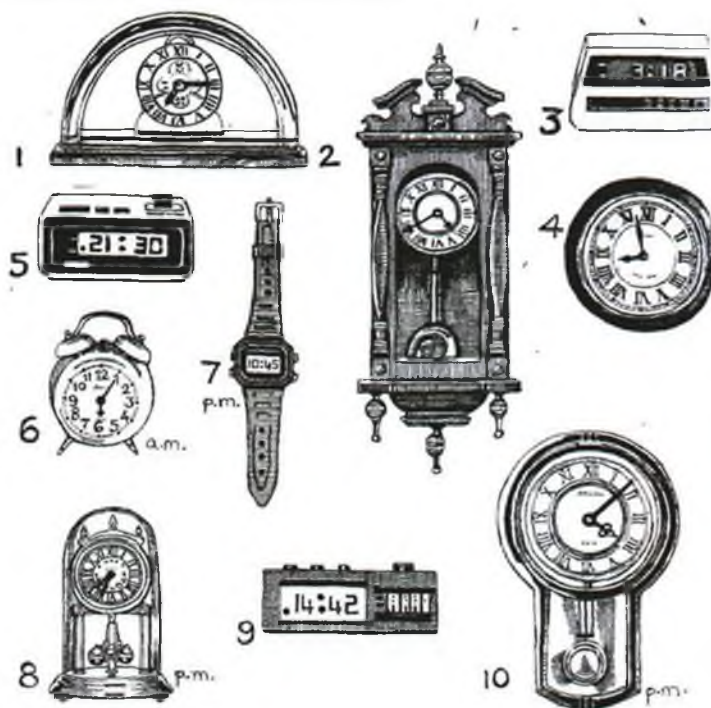
It's 6.20. (six twenty)
It's 10.30. (ten thirty)
It's 3.50. (three fifty)
It's 2.04. (two oh four – 'O' is pronounced /əʊ/)
It's 6.28. (six twenty-eight)
It's 3.48. (three forty-eight)

- 2 We do not usually use the twenty-four hour clock when we speak. If we want to be specific, we add **in the morning/in the afternoon/at night**, or **a.m./p.m.**
I got home at four o'clock in the morning/4.00 a.m.

The twenty-four hour clock is used in timetables and announcements.

The BA flight to New York leaves at fifteen forty.

- 3 **T.35** You will hear twelve short recordings. In each one there is a time. Write down the time you hear.
4 Say these times in different ways.



- 5 Work in pairs. Ask each other questions.
Example
What time do you go to bed?

UNIT 13

Second Conditional – Might – Social expressions

Dreams and reality

PRESENTATION

- 1 Read about how Tanya describes her life and her dream.

Tanya, aged 7

I live in a block of flats with my Mum and little brother. My Mum works in a hospital, and so my Gran often looks after us and helps my Mum. We have a budgie and a goldfish. I go to St Paul's School and I wear a blue and grey uniform.

If... If I were a princess, I'd live in a palace. If I lived in a palace, I'd have servants to look after me. My Mum would be Queen, and she wouldn't work. I wouldn't go to school, I'd have a governess. I'd ride a white horse and I'd wear a long dress and a gold crown.

● Grammar questions

- Which tense is used to describe Tanya's real life?
- *If I lived in a palace, ...*
Does she live in a palace?
What tense is **lived**?
- *... I'd have servants to look after me.*
Is this a dream or reality?
- Complete the following rule.
The Second Conditional is formed with **if** + the _____ tense, the auxiliary verb _____ + the _____ without **to**.

- 2 Practise the sentences that express Tanya's dream.
- 3 Read about how Graham describes his life, and complete the sentences about his dream.

Graham, aged 9

I live in a cottage in a village near Glasgow. My Dad is unemployed and my Mum works in a pub in the city. I go to the village school. I walk to school with my friend. We often play football together. I have a cat and some chickens.

*If... If I _____ a prince, I _____ in a castle.
I _____ in a cottage. My Dad _____ King, and my Mum _____ in a pub. A chauffeur _____ me to school. I _____ polo on a white horse. I _____ peacocks in my garden. I _____ chickens.*



4 Answer these questions about Tanya. Use short answers.

If Tanya were a princess, ...

– where would she live? *In a palace.*

– would her Gran look after her? *No, she wouldn't. Servants would.*

- who would be Queen?
- would her Mum work?
- would Tanya go to school?
- would she have any pets?
- what would she wear?

Ask and answer similar questions about Graham.

Example

Graham/live/castle?

Would Graham live in a castle?

Yes, he would.

- he/live/cottage?
- his mother/work/pub?
- Who/take/him/school?
- What sport/he/play?
- he/have/chickens?

PRACTICE

1 Grammar

1 Make sentences from charts A and B.

A		
If I	found were knew had didn't eat didn't smoke	cakes and ice-cream, the answer, a car, taller, so much, a lot of money, president of my country, some money in the street,

B	
I'd (I would) I wouldn't	feel better. try to get a job as a policeman. lose weight. buy a big house. build more schools and hospitals. keep it. tell you. give you a lift.

2 Put the verbs in the correct form. Past Simple or would.

- If I _____ (be) rich, I _____ (travel) around the world.
- I don't like Hollywood. I _____ (not live) there if I _____ (be) a film star.
- I _____ (go) to work if I _____ (not feel) so ill, but I feel awful.
- What _____ you do if your baby _____ (fall) into the water?
- If I _____ (have) more free time, I _____ (not waste) it. I _____ (learn) another language.

3 Finish these sentences in a suitable way.

- If I won £10,000, ...
- If I spoke perfect English, ...
- If I were on holiday, ...

2 Speaking

Work in pairs. Imagine yourselves in the following situations, and discuss what you would do.

What would you do if you were suddenly given three days' holiday?

I'd go to the sea, and I'd swim and play tennis.

I wouldn't! I'd stay in bed and sleep and read.

What would you do if ...

- your mother bought you a sweater for your birthday and you didn't like it?
- you were at a friend's house for dinner, and you didn't like the food?
- you came home and found a burglar?
- you saw someone stealing from a shop?

● Language review

Second Conditional

Read the Language review about the First Conditional on page 67 again. The Second Conditional expresses an unreal situation and its results.

If I were the Queen,

I'd have servants.

= the condition

= impossible and unreal

the result

Translate

If I were rich, I'd buy a new car.

If I went to Washington, I'd see the White House.

If I go shopping, I'll buy a newspaper.

► Grammar reference: page 130.

PRESENTATION

1 Alan and Mike are eighteen-year-old twins. They have just left school. Read what they say about their future careers.

Alan

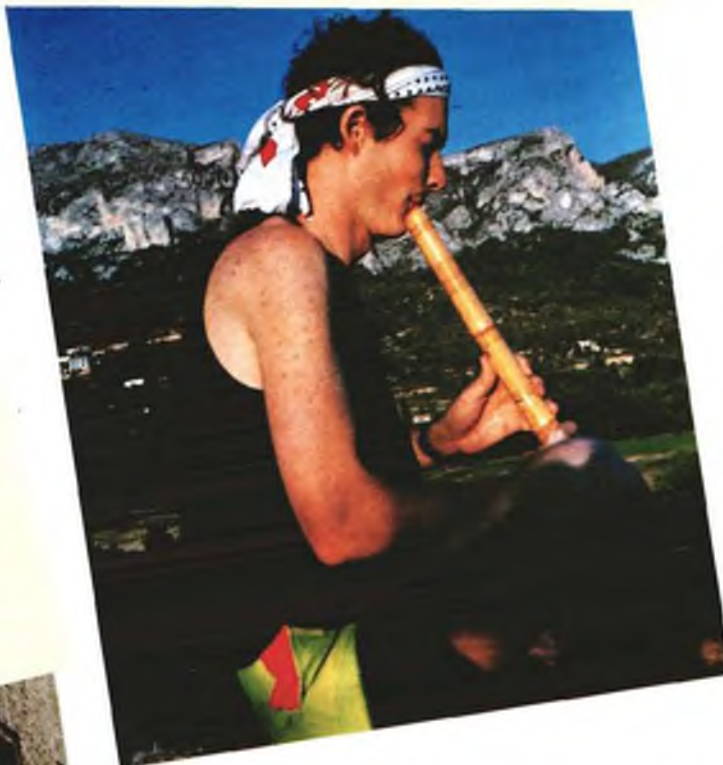
'Well, first I'm having a holiday. I'm travelling round Europe for the summer, and then in October I'm going to university to study business and marketing. I've always wanted to work in management. By the time I'm twenty-five, I want to be very rich, so after university I'm going to work in the City with my father. He's a stockbroker.'



Mike

'I know it's time for decisions, but I'm not very good at decisions. I might go to university, but I'm not sure. I might wait and travel around the Far East for a while.'

After that, I might become a teacher. I know you don't earn much, but I like working with kids. Someone told me there are a lot of jobs teaching English so I might do a course in that. Then I could teach and travel!'



Grammar questions

- Who is sure about what he wants to do? Who isn't sure?
- What future forms does Alan use?
- Which verb does Mike use that shows he isn't sure about his future career?

2 Complete the sentences about Alan and Mike. Use **he**, not **I**.

Example

Alan/travel round Europe

Alan's travelling round Europe for the summer.

- a. university/October/business and marketing
- b. After university/work/City/father
- c. Mike/university/but/not sure
- d. travel/Far East
- e. become a teacher
- f. do a course to teach English

PRACTICE

1 Speaking

Work in pairs.

Student A Ask about **B's** plans.

Student B You aren't sure!

Example
doing tonight?

go out/stay at home

What are you
doing tonight?

I don't know. I might
go out, or I might stay
at home.

- a. **A** What sort of car/going to buy?
B Ford/Honda
- b. **A** Where/on holiday?
B America/India
- c. **A** What colour/going to paint/bedroom?
B blue/yellow
- d. (in a restaurant)
A What/going to have?
B steak/fish
- e. (It's **B's** birthday soon.)
A What/going to do/birthday?
B theatre/invite a few friends round

Now ask and answer for yourselves! Ask about:

- after the lesson
- at the weekend
- this evening
- for your next holiday

2 Grammar

- 1 Choose the correct verb form in the following sentences.

- a. 'What's for supper?'
'We're having/we might have lamb. It's in the oven.'
- b. 'What time are we eating?'
'7.00. Don't worry. It'll be ready/it might be ready before your TV programme.'
- c. 'Who's coming for supper?'
'I invited Jerry, but he will be/might be late. It depends on the traffic.'
- d. 'What are you doing tomorrow?'
'I don't know yet. I'm going/I might go into town.'

- 2 Correct the mistakes in the following sentences.

- a. If I would have a car, I would give you a lift.
- b. They will call the new baby Victoria, but they aren't sure yet.
- c. My sister would visit us more often if she wouldn't live so far away.
- d. I'm playing tennis tomorrow, but I'm not sure.
- e. If I'm younger, I'll learn to play the piano, but I'm too old now.

Language review

Might

Might is used to express the possibility that something will happen. It means the same as **will perhaps**.

Translate

Take your umbrella. It might rain.

► Grammar reference: page 130.

SKILLS DEVELOPMENT

Reading and speaking

The dream game



Pre-reading task

Work in small groups and discuss the following:

- 1 Did you dream last night?
Can you remember what you dreamt about?
- 2 Do you often dream? Do you often have the same dream? Describe your memorable dreams.
- 3 Do you think dreams are important? If so, why?

Playing the dream game

- 1 Read the introduction to the dream game. Do you agree with what the writer says about dreaming?
- 2 Play the dream game in pairs or small groups.
Take turns to read the questions aloud. Make a note of your answers, then compare them. Use your dictionary if necessary.
- 3 Read the interpretation.
- 4 Discuss with the whole class. Do you agree or disagree with the interpretation of your personality?

The Dream Game

Introduction

Some people say that they never dream. But that is not possible. Everybody has dreams, but some people just have a better memory for them than others. Every one and a half hours throughout the night we live our private fantasies in our dreams — we can forget the good behaviour of the day and we are free to behave in any way we want. Images from our past and present come together. But as soon as we wake, the dream starts to melt, and the more we try to remember the details, the more we forget.

'I had this amazing dream last night. I must tell you about it — now, I was in my old school, er... but it wasn't a school, it was ... er... it was a kind of a ... er... I don't really know what it was.'

So, why do we dream? Are dreams important? The experts tell us that they are, because they can help us prepare for the problems of everyday life. The images in our dreams have special meaning, and they can help us to understand our inner personality.

Play the dream game

- 1 You are asleep and you are dreaming. In your dream you find yourself in your perfect house. ... What is it like? Describe it in detail.
- 2 Now you are walking along a narrow path. Suddenly you find a cup/glass/drinking vessel on the ground in front of you. What is it like? What is in it?
- 3 Now the path ends and you are walking in a wood. You walk quite a long way until you find a clearing. In the middle of the clearing is a building. What sort of building is it?
- 4 Around the building is a garden. Describe the garden.
- 5 You walk out of the garden and through the wood. At the edge of the wood there is a wall. The wall is too high to climb over, and it is too long to walk round. Suddenly you notice a small door in the wall. It slowly opens as you watch. What do you do? Do you go through the door?
- 6 On the other side of the wall is water. What does it look like? Do you want to swim in it?

Interpretation

Now read about what the images represent and try to analyse your answers.

The house

The house is your idea of yourself. If your house is old, you probably do not like change, you like traditional things. If your house is large, it means you are quite confident, with a high opinion of yourself. If it is filled with light, you are optimistic. If it is dark, you are pessimistic. The number of rooms is the number of people you want in your life.

The cup

The cup is your idea of love. The more beautiful and valuable the cup, the more important love is in your life. You are a romantic person. The contents of the cup show what your experience of love has been so far.

The building

The building is your idea of religion and God. A strong building is a strong belief. A ruin would mean a lack of belief.

The garden

This is your idea of the world around you, your country, or the whole world. If the plants and flowers in your garden are dying, this might mean that you are worried about the environment and pollution in the world.

The wall

This is your idea of death. Is it the end or is there something after it? Do you go straight through the little door? Do you look and check before you go? Or don't you want to go through at all?

The water

The water is your idea of your future. If there is a sea with big waves, you feel positive and excited about your future. If you want to swim, you feel confident and want to take risks. If the water is a stagnant pool, you might fear your future and the future of the world.

● Vocabulary

Multi-word verbs

A multi-word verb is a verb + a particle (adverb or preposition).

1 Many have a literal meaning.

*The dentist **pulled out** the tooth.
Please **sit down** over there.*

Put one of the following words into each gap.

up	down	on	off	away
	round	back	out	

- Put _____ your hat. It's cold today.
- I don't feel well. I'm going to lie _____ for a minute.
- I fell _____ the stairs and broke my leg.
- The children stood _____ when the teacher arrived.
- Don't throw _____ that bottle. We can use it again.
- I would take _____ my jacket if I felt hot.
- I must remember to take the book _____ to the library.
- I'm going to take the dog _____ for a walk.
- I heard someone running behind me. I turned _____ and saw a girl in a track suit.



2 Many multi-word verbs have a non-literal meaning.

*He's **looking after** our cat while we're on holiday.
The plane **took off** at six o'clock.*

Work in pairs. In the following pairs of sentences, which multi-word verb has a literal meaning, and which has a non-literal meaning? What is the non-literal meaning? Use your dictionary to help if necessary.

- I saw 50p on the pavement and I *picked it up*.
I *picked up* Spanish quite quickly when I was living in Madrid.
- Put out* your cigarette before you go into class.
In Britain we always *put out* the milk bottles for the milkman.
- I *looked up* the road but I couldn't see him.
She *looked up* the word in her dictionary.
- Kate! Are you downstairs? Could you *bring up* my bag?
She *brought up* three children on her own.

3 Some multi-word verbs have an object.

*Turn **off** the light!*

*Put **on** your pyjamas.*

The particle (**off**, **on**) can change position, but if the object is a pronoun (**him**, **her**, **it**), it *must* come before the particle.

*Turn **off** the light!*

*Turn the light **off**!*

*Turn **it off**! (Not Turn off it.)*

*Put **on** your pyjamas.*

*Put your pyjamas **on**.*

*Put **them on**. (Not Put on them.)*

The sentences below can be said in three ways:

- as they are here
- with the particle in a different position
- with a pronoun, not a noun.

Practise the three ways.

- I threw away his letter.
- I took the shoes back and complained to the manager.
- Could you look up the phone number, please?
- Don't forget to switch the lights off.
- Turn the radio down! It's too loud!

4 Some multi-word verbs have an object, but the particle *cannot* move.

*She **looked after** her husband while he was ill.*

*She **looked after** him.*

(Not She looked her husband after, or She looked him after.)

The sentences below can be said in two ways:

- as they are here
- with a pronoun, not a noun.

Practise the two ways.

- I'm looking for my handbag.
- Can you look after my cat?
- I'm looking forward to the holiday.
- John doesn't get on with his sister.



● Listening and speaking

People of mixed nationality

Pre-listening task

- What is your country? What is your nationality?
Write in the nationality adjective for the following countries.

England	<u>English</u>	Italy	_____
France	_____	Russia	_____
Poland	_____	Malaysia	_____
China	_____	West Indies	_____
Portugal	_____		
- Do you have any friends or relatives who are of mixed nationality? If so, what nationalities are their parents or grandparents? Work with a partner and make a list of some *advantages* and *disadvantages* that you think might result from being of mixed nationality.
- T.36a** Read and listen to the following introduction to a radio programme about people of mixed nationality.

'This week in *The London Programme* –
People of mixed nationality.

In the streets of London there are people from all parts of the world. They live side by side. Sometimes they marry and have children. Many Londoners have parents of a different nationality. Is this good or bad, easy or difficult for these children? Today two people of mixed nationality tell us their stories.

First Amélia de Melo, a textile designer.'

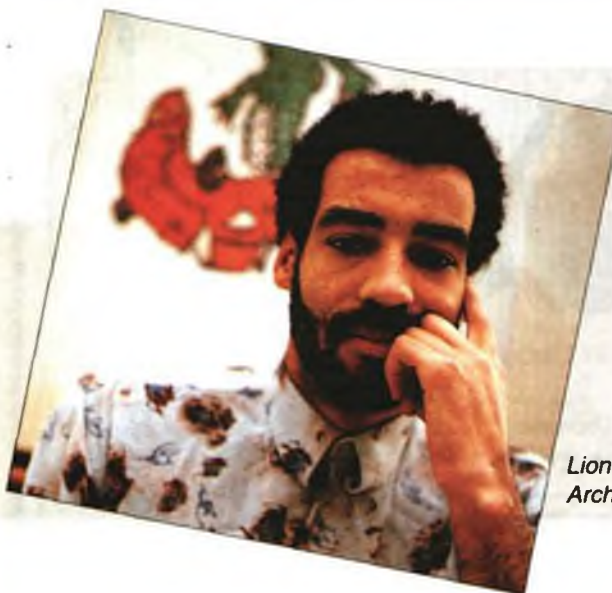


Amélia de Melo
Textile designer

Listening and note-taking

T.36b Listen to the two people and take notes about them under the headings below.
After each one, check your notes with a partner.

	Amélia	Lionel
Nationality of parents		
Languages he/she can speak		
Advantages		
Problems		
Life now		



Lionel Varley
Architect

Comprehension check

- Where did their parents meet?
- Where did they live when they were children?
- Who has visited or lived in the countries of both their parents?
- Why did Lionel go to Dominica? Why didn't he stay there?
- Why does Lionel think that he and his wife will feel comfortable in New York?
- What might Amélia do next summer?
- Who are they married to?

What do you think?

- Do you think that either Amélia or Lionel would prefer to be of one nationality? If not, why not?
- If you were of mixed nationality, which nationalities would you like to be? Why?
- Choose a country which is near to your country. How would your life be different if you lived there?

● Everyday English

Social expressions

1 Fill the gaps in the following four short conversations with a suitable expression from the list at the side.

a. A _____ you're going to get married soon. _____!

B _____, next July. July 21st. Can you come to the wedding?

A _____! That's when we're away on holiday.

B _____, we'll send you some wedding cake.

A That's very kind.

That's right
Oh, what a pity
Congratulations
Never mind
I hear



b. A _____! Look at the time! _____ or we'll miss the train.

B _____, I can't find my umbrella. Do you know where it is?

A _____. But you won't need it. It's a lovely day.

B _____. I hope you're right. Let's go.

Hurry up
OK
Good heavens
Just a minute
I've no idea



c. A _____ in your exam!

B _____. I hope we both pass.

A Did you study all last night?

B _____. I watched TV and went to bed early. _____?

A I did the same. _____, after the exam.

B All right. Let's go for a drink.

Good luck
See you later
Same to you
What about you
No, of course not



d. A I passed!

B _____. I failed.

A _____. What went wrong?

B I'm always very nervous in exams, and this time I was very nervous _____.

A Oh, _____. Well, all I can say is _____.

Bad luck indeed
Well done
I see
better luck next time

2 **T.37** Work in pairs. Listen and check your answers. Listen again and practise saying the dialogues together.

UNIT 14

Present Perfect (2) – Telephoning

Giving news

PRESENTATION

- 1 Notice how the Present Perfect is used to express a past action with a result in the present.

Before now

Now



She's cut her hair.



'I've lost my wallet.'



They've had a baby.

- 2 **T.38a** You will hear the first part of a conversation between Angela and Tom. They knew each other when they were at school together. They meet again on a London street. They haven't seen each other for a long time!



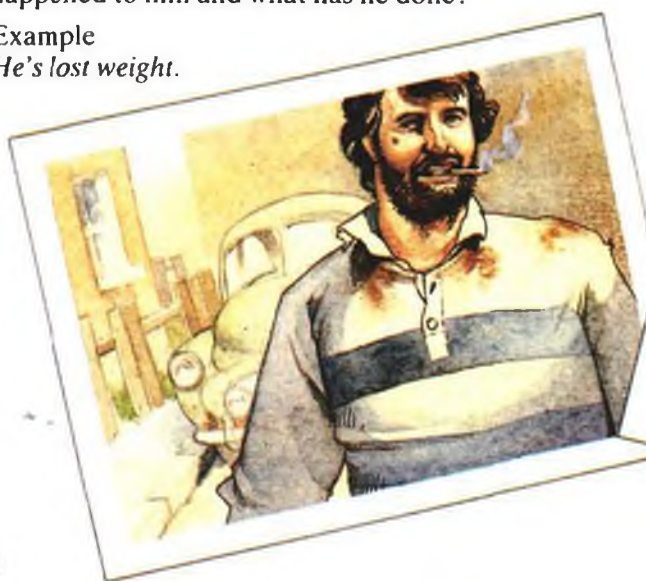
Listen and answer the questions. The verb forms in your answers are *all* Present Perfect.

- Complete the sentences that give Angela's news.
 'I _____ to Paris.'
 'I _____ a job that I like.'
 'I _____ engaged.'
- What has happened to Alan?
- How do we know Angela's going to stay in Paris?
- What news does she give about her parents?
- In what way does Tom look different?

● Grammar questions

- Tom says '*I've been to Paris*'. Is he there now?
 - Angela says '*Alan's gone to South America*.' Is he there now? What's the difference between **been** and **gone**?
 - Did Tom finish college a long time ago?
- 3 What is Tom's news? Look at the pictures. What has happened to him and what has he done?

Example
He's lost weight.



PRACTICE

1 Speaking

- 1 Work in pairs.

Look at the pictures. What has just happened?





- 2 Angela and Jean-Pierre, her fiancé, are planning their wedding. Look at the list of things to do, and say what they've already done, and what they haven't done yet.

Examples

*They've already booked the hotel for the reception.
They haven't ordered the cake yet.*

Things to do!!

- | | |
|--------------------------------------|---|
| Book the hotel for the reception | ✓ |
| Order the cake | ✗ |
| Send out the invitations | ✗ |
| Book the church | ✓ |
| Decide where to go for the honeymoon | ✗ |
| Order the flowers | ✓ |
| Hire a suit (Jean-Pierre) | ✓ |
| Buy a dress (Angela) | ✗ |
| Order the champagne | ✗ |
| Buy the wedding rings | ✓ |

2 Grammar

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

A	B
Joe's happy because	he's just burnt the meal.
Richard's sad because	he's just had some good news.
Tim's worried because	his girlfriend's gone away on business.
Malcolm's excited because	his daughter hasn't come home yet and it's after midnight.
Ken's annoyed because	his wife's just had a baby.

- 2 Complete the following sentences.

- Mary's crying because she/just/have/some bad news.
- John's laughing because someone/just/tell/him a joke.
- My parents are furious because I/lose/the car keys.
- I'm fed up because someone/steal/my bike.

● Language review

Present Perfect Simple

In Unit 7, we saw two uses of the Present Perfect:

- to refer to an experience
Have you ever been to the United States?
- to refer to an action or state which continues to the present
She's worked in a bank for five years.

In this unit we have seen another use:

- to express a past action with a result in the present.
I've lost my wallet.

Translate

I've lost my wallet. Have you seen it?

I lost it yesterday.

She's already bought a ring.

► Grammar reference: page 131.

PRESENTATION

- 1 **T.38b** Read and listen to the second part of the conversation between Angela and Tom.

Tom Well, I've just finished college. I've been studying archaeology. And for the last month I've been working as a postman.

Angela And what are you doing in London?

Tom I'm trying to find a job. I've been going round museums to see if they need anybody. I've been writing letters for weeks!

Angela Have you had many replies?

Tom Well, a few, but not many. I've written at least thirty letters.

Angela Poor old you! Look, let's go and have a cup of tea, and we can catch up on some more news.

Tom What a lovely idea!

- 2 Complete the sentences about Tom.

- He's *been studying* archaeology.
- He _____ as a postman.
- He _____ museums looking for a job.
- He _____ letters for weeks.
- He _____ at least thirty letters.

● Grammar questions

- Sentences a.–e. have examples of the Present Perfect. Are they Simple or Continuous?
- Look at sentences d. and e. Which is more interested in the *activity* of writing? Which is more interested in the *quantity* of writing?

● Language review

Present Perfect Continuous

The Present Perfect Continuous has two uses which are similar to the Present Perfect Simple form:

- to refer to an activity which continues to the present
I've been learning English for three years.
If the verb expresses a state (not an activity), the simple form must be used.
I've had this book for six months.
- to refer to an activity with a result in the present
I'm tired because I've been working hard.

Translate

Angela lives in Paris.

She's been living in Paris for a year.

I've known Tom for years.

I'm hot because I've been running.

► Grammar reference: page 131.

PRACTICE

1 Grammar

- Choose the correct verb form.
 - How long *has Angela been living/does Angela live* in Paris?
 - She *has been finding/has found* a good job.
 - Alan *has been/has gone* to South America.
 - Angela *has bought/bought* her flat a few months ago.
 - How long *has she known/has she been knowing* Jean-Pierre?
 - Tom *worked/has been working* as a postman for a month.
 - He *has visited/has been visiting* ten museums today.
 - He's tired because he *has travelled/has been travelling* around London all day.
- Put the verbs in brackets in the correct tense, Present Perfect or Past Simple. If both the Present Perfect Simple and Continuous are possible, use the Continuous.
 - How long _____ you _____ (learn) English?
 - How long _____ you _____ (use) this book?
 - Which book _____ you _____ (have) before this one?
 - How long _____ you _____ (know) your teacher?
 - How long _____ you _____ (play) tennis/football?
 - When _____ you _____ (start) playing?Now answer the questions about you!

2 Speaking

Look at the pictures. Make a sentence about the people, using an idea from the box. Then add **because** and say what they've been doing.

Example

1 *He's hot because he's been running.*

hot	wet	back hurts	red cheeks
dirty hands	tired	eyes hurt	
no money	paint on her clothes		



SKILLS DEVELOPMENT

Reading and speaking

Pre-reading task

1 In groups, discuss the following questions.

- Do you like flying?
If you do, what do you like best about it?
If you don't, what do you dislike most?
- 'Flying used to be exciting and glamorous, but not any more' – do you agree?
- 'Flying is tiring because you are so passive. You have no control over what you do' – do you agree?
- Do you like airports?
Which is your favourite airport?

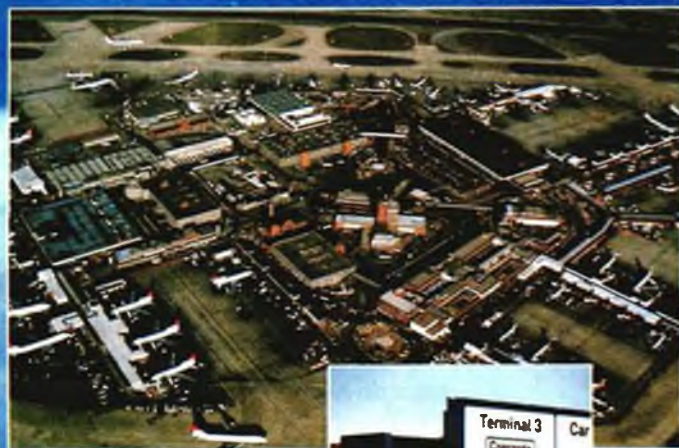
2 Read the definitions of the following words.

- wellington boots** (n) long rubber boots, e.g. for gardening
- a cockpit** (n) the part of a plane where the pilot sits
- to smudge** (v) to make something messy, e.g. 'I won't give you a kiss because I don't want to smudge my lipstick.'
- deserted** (adj) empty, with no people
- a runway** (n) the long, straight 'road' at an airport where planes take off and land
- mist** (n) cloud of tiny drops of water in the air, e.g. early morning mists in autumn
- par excellence** (id) a French term, which means 'better than anything else like it', e.g. a writer *par excellence*

Reading

You will now read an extract from a book called *Airport International*. It is about the beginning of air travel and its growth over the years. (The extract mentions Southend, which is a town on the south-east coast of England.) Read the text. Fill each gap with one of the following verb forms.

approaching	seen	grown	operating
jammed	built	tops	become
	shares	jumped	



Flying – then and now

- My first flight was from Paris to Portsmouth in 1959. The pilot arrived late, with the stewardess. He wore a leather coat, old trousers, and wellington boots. The stewardess had holes in her stockings and wore mirrored sunglasses. They both went into the cockpit without a word.
- When we were (a) _____ the English coast, the stewardess appeared in the cabin. She was still wearing the sunglasses, but her lipstick was smudged. 'Southend? Anyone for Southend?' she shouted. The boy in front of me put up his hand. The DC3 suddenly landed. The boy was shown the door and he (b) _____ down onto the grass field, and we took off again. The stewardess went back into the cockpit. I remember thinking at the time that flying wouldn't always be like this.
- And I was right. In 30 years, international travel has completely changed, and the world has (c) _____ a global village. Crossing the world is as easy as (sometimes easier than) getting from one side of a city to another. The world of air travel has developed into a huge industry.
- The airports themselves are remarkable places: Paris's strange and space-like Charles de Gaulle, or Dallas/Fort Worth with its Texan vastness. There are airports which are almost (d) _____ with the number of arrivals and departures, like Chicago's O'Hare or Tokyo's Haneda; and there are deserted airports like Tanzania's Kilimanjaro, lying beneath the snows of that great mountain, waiting for the tourists who have never arrived.
- But probably one of the greatest of them all is London's Heathrow, which (e) _____ the list of both international flights and international passengers. In 1989, it handled 355,000 flights and over 38 million passengers with 57 million items of luggage. It has (f) _____ into a city in its own right, employing 53,000 people full time.





Like all the great airports, it dates back only to the last days of the Second World War.

- 6 The first runway was (g)_____ on the flat land near the village of Staines in 1944. It was a place of historic interest. One of the most important Anglo-Saxon temples is buried under Terminal Two, and the village of Heathrow is now under the main car park. The airport has ghosts. A Saxon prince has been (h)_____ near the ponds, where he drowned, and an outlaw rides through the cargo sheds, with a three-cornered hat and a black horse. Heathrow has been (i)_____ as an international airport since 1 January 1946, when a British South American Airways Lancastrian took off into the morning mists on a flight to Buenos Aires. In February 1952, the Queen arrived from Entebbe to set foot on British soil for the first time as monarch.

- 7 Since those early days, constant building has been necessary to deal with the growth of air traffic and the demands of air travellers. However, Heathrow (j)_____ the same problems as all big airports – too many planes, too many people, and too much crime. It is the centre-point of the great air routes between Europe and North America in one direction, and between Europe and the Gulf, Africa, and Asia in the other. It is alive with all the citizens of this strange world, rich and poor, honest and dishonest. It is the Airport International *par excellence*.

(Adapted from *Airport International*, by Brian Moynahan)

Comprehension check

- Here are summaries of the seven paragraphs. Match them to the correct paragraph.
 - _____ Heathrow, one of the world's biggest airports
 - _____ The growth of international travel
 - _____ An unusual stopover
 - _____ Some airports around the world
 - _____ The crew on an early flight
 - _____ Heathrow, its growth and its problems
 - _____ The history of Heathrow
- What point is the writer making in the first two paragraphs?
- What do the crew usually do during a flight today? In what way was the writer's first experience of flying different from the routines of today?
- What do you understand by the term 'global village'?
- What are some of the facts that make Heathrow a remarkable airport?
- What do you understand by the following line from paragraph 7 '(Heathrow) is alive with all the citizens of this strange world ...'?
- Read this summary of the text. There are some mistakes in it. Say if the sentences are true or false.

The writer took a plane for the first time in 1959.

He was impressed by the crew's uniforms.

The pilot and stewardess worked together in the cockpit.

The stewardess hadn't put her make-up on properly.

The plane suddenly stopped to let a boy off.

Since then, air travel has developed and improved.

It has become easy to fly all over the world.

O'Hare, Haneda, and Kilimanjaro are busy airports.

Heathrow has more international flights than any other airport.

It was built in 1944.

The first international flight from Heathrow was to Argentina.

Heathrow has become successful because of its geographical position.

It has problems because it isn't big enough.

● Vocabulary

Word families and word stress

- 1 The words below have all appeared in the previous four units of *Headway Pre-Intermediate*. Put them in the correct row according to their stress pattern.

discovery	invention	disappearance
discussion	computer	advertisement
celebration	argument	development
authority	government	accommodation
	existence	behaviour

1 ●●●	
2 ●●●	
3 ●●●●	
4 ●●●●	<i>discovery</i>
5 ●●●●●	

- 2 The words in exercise 1 are all nouns. What are the verbs? Be careful with word stress!
- 3 Put the following words into the correct row according to their stress pattern.

generous	determined	valuable
reliable	comfortable	scientific
	technological	

1 ●●●●	
2 ●●●●	
3 ●●●	
4 ●●●	
5 ●●●●●	

- 4 The words in exercise 3 are all adjectives. What are the nouns? Be careful with word stress.

- 5 Fill the gaps by adding a suffix to the word in brackets.
- My father's very _____ (act) even though he's seventy.
 - I've always wanted to work in the theatre, but _____ (act) isn't a very secure profession.
 - _____ (Hope), we'll soon find a solution to the problem.
 - Look _____ (care) left and right before crossing the road.
 - It was very _____ (care) of you to lose my watch.
 - I take two _____ (day) newspapers and three Sunday papers.
 - You've broken my camera! Look at it! It's _____ (use)!
 - Thanks for the advice. It was really _____ (use).
 - I have some very _____ (noise) neighbours.
 - She became _____ (fame) as a result of her invention.

● Listening and speaking

Phoning home

When young people in Britain go to college or university, they often go to another part of the country. They don't usually stay at home.

Justin is twenty, and is studying away from home in the north of England. He never writes home, but often rings his parents on Sunday evening.



Listening

- 1 **T.39a** Listen to Justin's side of the conversation, and say whether the following statements are true or false.
- Justin has been working hard for his exams.
 - His first exam was last Tuesday.
 - He wants to tell his mother about the exam.
 - Justin's mother has not heard about Lucinda before.
 - Justin and Lucinda have been getting ready for tomorrow's exam.
 - Lucinda is studying Chinese.
 - Justin's mother has been getting ready to go to Geneva.
 - Justin's father usually works in the garden on Sundays.
 - Term ends on the thirtieth.
 - Justin asks his mother a favour.



- 2 Work in pairs.
Listen to Justin again. Your teacher will stop the tape. What do you think his mother said?
- 3 **T.39b** Now listen to both sides of the conversation. Compare what she says with your ideas.

Roleplay

Work in pairs. Imagine it is last Sunday evening. One of you phones the other for a chat. Ask and answer about what you've been doing over the weekend.

● Everyday English

Telephoning

- 1 Practise saying the following telephone numbers.
071 927 4863 09278 4098 633488
061 44 501277
What is *your* phone number?
- 2 **T.40** You will hear three telephone conversations. Listen, and for each one say:
 - who is speaking to who
 - what about
 - how well they know each other.
- 3 Notice the following expressions:
52902 (Not Here is 52902, or This is 52902)
This is John. (Not Here is John, or I'm John.)
Could I speak to Ann Baker, please? (Not speak with.)
Is that Mike?
I'm afraid he's out.
Can I take a message?
I'll try again later.
What do the following mean?
Hold on. I'll connect you.
Speaking.
Ask your teacher for tapescript 40. Practise saying the conversations.
- 4 Your teacher will give you a role card. Prepare what you are going to say, and then be ready to make a call or answer the phone.

UNIT 15

Past Perfect – Reported statements and questions

All you need is love

PRESENTATION

- 1 The following are summaries of a magazine story called *Hot Lips* by Celia Young. Read and compare the two versions, A and B.

The story so far...

A Marsha met Felix at a party one Saturday night. They fell passionately in love and got married the following Saturday. After the wedding, Felix moved into Marsha's flat. Marsha phoned her parents and told them her news. They were surprised and angry. Unfortunately, after a few months, Felix met another woman and his marriage to Marsha started to go wrong...

B Marsha and Felix got married one Saturday in June. They had met only one week earlier at a party and had fallen passionately in love. Marsha rang and told her parents her news after the wedding, when Felix had moved into her flat. They were surprised and angry. Unfortunately, after a few months, their marriage started to go wrong. Felix had met another woman...

- 2 In version A, the events of the story are given in chronological order. Put into the brackets under B the order in which the same events are given in version B. Two have been done for you.

	A	B
Marsha and Felix met.	(1)	(2) <u>had met</u>
They fell in love.	(2)	()
They got married.	(3)	(1) <u>got married</u>
Felix moved into Marsha's flat.	(4)	()
Marsha told her parents.	(5)	()
They were angry.	(6)	()
Felix met another woman.	(7)	()
The marriage started to go wrong.	(8)	()



- 3 Write the verb forms from version B on the lines in exercise 2. Two have been done for you. Practise saying the sentences.

They'd met at a party.
They'd fallen passionately in love.

- 4 Are the following statements about Marsha and Felix true or false? If they are false, correct them.

- Marsha and Felix hadn't known each other very long when they got married.
- When Marsha told her parents about the wedding, Felix hadn't moved into her flat.
- Her parents were angry because she hadn't told them about the wedding.
- The marriage started to go wrong, and then Felix met another woman.

● Grammar questions

- What tense are all the verb forms in version A?
- 'Verb forms in the Past Simple tell a story in chronological order.'
Is this true or false?
- Text B contains examples of the Past Perfect.
Complete this rule:
The Past Perfect is formed with the auxiliary verb _____ + the _____.
- What does the Past Perfect express?



Felix ... his suitcase.



Then he ...



and ...



Marsha ... home.

PRACTICE

1 Speaking

- 1 The story is continued in the pictures.
Work in pairs. First tell the story in the order of the pictures.

Then tell the story again, but begin at picture 4.
When Marsha arrived home, Felix ...

- 2 Make sentences from the chart below.

I	was in a mess				fallen over playing tennis.
My teacher	was late for work				gone off.
My leg	was hungry				had a busy day.
The plants	died	because	I	had	done the homework.
The house	was angry		we	hadn't	forgotten to water them.
	hurt		my alarm clock		tidied up after the party.
	went to bed early				been rude the day before.
	apologized				had any breakfast.

2 Grammar

Work in pairs.

Look at the verb forms in these sentences.

What is the difference in meaning between them?

- When Marsha arrived home, Felix *was packing/packed/had packed* his suitcase.
- The concert *started/had started* when we arrived.
- When the police arrived, the robber *climbed/had climbed/was climbing* out of the window.

3 Listening and pronunciation

The **had** in the Past Perfect tense is often contracted.

I'd locked the door, but I hadn't closed the window.

The 'd is sometimes difficult to hear.

'd is also the contracted form of **would**:

I'd like to come.

T.41 Listen to the sentences. Put a tick if the sentence contains an example of the Past Perfect.

- | | | | | |
|----------|----------|----------|----------|----------|
| a. _____ | c. _____ | e. _____ | g. _____ | i. _____ |
| b. _____ | d. _____ | f. _____ | h. _____ | j. _____ |

4 Reading and grammar

Put the verbs in brackets into the correct tense, Past Simple or Past Perfect.

The end of the story

Marsha (a) _____ (read) Felix's letter and then she (b) _____ (walk) slowly into the kitchen.

She (c) _____ (buy) his favourite food for dinner. She (d) _____ (throw) it in the rubbish bin. Why (e) _____ he (f) _____ (do) this to her? She remembered how happy they (g) _____ (be) in the beginning. They (h) _____ (laugh) a lot then. Marsha (i) _____ (feel) desperate.

One hour later the phone (j) _____ (ring) in the flat. It was Marsha's parents, but she (k) _____ (not answer) the phone. She . . .

Now finish the story!

Language review

Past Perfect

The Past Perfect is used to make clear that one past action happened before another past action.

Translate

When I arrived, she had left.






When I arrived, she left.

► Grammar reference: page 131.

PRESENTATION

Study the following charts of direct and reported speech.

1 Write the names of the tenses of the verbs in *italics* in the spaces beneath.

Direct statements	Reported statements
 I often <i>play</i> tennis. <i>Present Simple</i>	She said (that) she often <i>played</i> tennis.
 She's <i>staying</i> with her aunt.	He said (that) she <i>was staying</i> with her aunt.
 She <i>went</i> to Moscow alone.	He said (that) she <i>had gone</i> to Moscow alone.
 He's <i>gone</i> home.	She said (that) he <i>had gone</i> home.
 I'll <i>go</i> with Anna.	He said (that) he <i>would go</i> with Anna. <i>Past of will</i>

● Grammar questions

- What tense change takes place from direct to reported speech?
 - Which two tenses in direct speech change to the *same* tense in reported speech?
- 2 Now study the chart on direct and reported questions. When you have answered the grammar questions below, try to complete the chart.

Direct questions	Reported questions
Where's John?	He asked where John was.
How many cigarettes do you smoke?	She asked how many cigarettes I smoked.
Why did Anna go to Moscow?	He asked why Anna had gone to Moscow.
Have you seen Jim?	He asked if I had seen Jim.
Do you like whisky?	_____
Why are you laughing?	_____
Where has John gone?	_____
Who did Anna meet?	_____

● Grammar questions

- How is the punctuation different in direct and reported questions?
- What changes in word order are there?
- What word is used in reported questions when there is no question word in the direct question?

PRACTICE

1 Grammar

Report the following statements and questions.

- a. 'I love Anna,' said Jim.
- b. 'Do you love me, Jim?' Anna asked.
- c. 'I'm leaving on Sunday,' she said.
- d. 'Where are you going?' he asked her.
- e. 'Mr Walker phoned before lunch, but he didn't leave a message,' Sue said.
- f. 'Have there been any messages for me?' Miss Wilson asked.
- g. 'I don't think it'll rain,' he said.
- h. 'Why didn't you tell Anna the truth?' Mary asked Jim.

2 Speaking

Work in pairs.

- 1 Read the following report of an interview with Celia Young, the writer of *Hot Lips*.

I asked Celia Young why she had written another romantic novel. She said that she found romantic fiction easy to write, but that her next novel wouldn't be a romance. She was hoping to write something different, possibly a detective story.

I told her that I was interested in the character of Felix, and I asked if he was anyone she knew from real life. Celia laughed and replied that she was glad that she didn't have a Felix in her life, and that she had been happily married for over fifteen years to Richard Marsh, the politician. I said that she had now written five novels, and I asked when she had started writing. She answered that she had written stories and poems all her life and that she would continue to write even when she was an old lady.

I thanked her for talking to me and said that I hoped that *Hot Lips* would be successful.



- 2 On a separate piece of paper, write the actual words of the interview in direct speech. The beginning has been done for you.

Interviewer Why have you written another romantic novel?

Celia Young I find romantic fiction easy to write, but my next novel won't be a romance. I'm hoping to . . .

- 3 **T.42** Now listen to the interview, and compare it with yours.

● Language review

Reported statements

The usual rule in reported statements is that the verb form moves one tense back.

'I'm leaving.' *He said (that) he was leaving.*

'She went home early.' *He said (that) she'd (had) gone home early.*

'She's gone.' *He said (that) she'd gone.*

Notice that the Past Simple and the Present Perfect both change to the Past Perfect.

Translate

He said he was leaving.

She told me that he had gone home.

Reported questions

In reported questions the word order is not the same as in direct questions.

'Where are you going?' *He asked me where I was going.*

As in reported statements the usual rule is one tense back. When there is no question word, **if** is used in reported questions.

Translate

She asked me if I had seen John.

► Grammar reference: page 131.

SKILLS DEVELOPMENT

● Reading and speaking

You are going to read a parable written in the nineteenth century. A parable is a short story about everyday things which is told to make a moral or religious point.

Pre-reading task

- 1 Work in groups. Tell each other some parables (perhaps religious stories), or some fables (for example, Aesop's fables). What is the moral of the story?

- 2 Check that you understand the title of the story. If you could turn back the clock, think of some things you could do.

Examples

If you lost a point at tennis, you could play the point again until you won.

You could win a lot of money on the football pools, because you would know the results.

Reading

Read the story up to line 30, and answer the questions. Don't worry about any words you don't know.

THE MAN WHO COULD TURN BACK THE CLOCK

THIS IS A PARABLE WITH TWO DIFFERENT ENDINGS.
READERS CAN CHOOSE THE ENDING THEY LIKE BEST.

ONCE upon a time there was a man who had the power to turn back the clock. Whenever he regretted something he had done or said, he could repeat the event in the light of experience.

Now one day it happened that this man was out for a walk when it started to rain, so he took shelter in a barn. After a few minutes the man was joined by a very beautiful young lady and her dog, who were also seeking shelter. The downpour lasted about an hour.

The man went home to his wife and told her why he was late. Immediately his wife was suspicious of her husband's behaviour with the young lady. She questioned him about what had happened. The man replied in a surprised and hurt voice: 'Why, nothing happened. I was a perfect gentleman. What do you expect? Especially when she had such a large dog with her.'

His wife was furious: 'What!! Only the dog stopped you!'

The man realized his mistake and immediately he turned the clock back a few minutes and tried



the conversation again. This time when his wife expressed her suspicion, he said 'It's true the girl was very beautiful and she seemed to like me but my deep love for you gave me the strength to resist temptation.'

However, his wife was even more furious: 'What!! You wanted to kiss her! An immoral thought is as bad as an immoral deed.'

1

The man spent a long time thinking. There must be some way to please his wife!

Finally he turned the clock back again a few minutes. Once more his wife asked how he had behaved with the beautiful young lady. But this time he replied: 'What? She wasn't beautiful, she was ugly! I am a man with good taste, which is why I married you, my darling!'

When she heard this, his wife, who in fact was rather unattractive, flung her arms around his neck and cried, 'I love you!'

2

The man felt that his wonderful power had not helped him at all. Except to teach him that it was impossible to please his wife, and he had suspected this for a long time. Therefore he turned back the clock once more, not just a few minutes, but a few hours. He went back to the beautiful young lady in the barn, in the rain.



ADAPTED FROM A STORY
BY RALPH MILNE FARLEY.

Comprehension check

- 1 How many times did the man turn back the clock?
- 2 What mistakes had he made?
- 3 How did his wife react?

Work in pairs. In the story, two possible endings are given. Before you read them, work out an ending. What would you do if you were the man with the power? Now read the two endings. Is either of them like yours?

What do you think?

- 1 Which ending do you prefer? Why?
- 2 What are the morals of the different endings?

Vocabulary

It is often possible to guess the meaning of words you don't know by looking at the context.

Example

1.6 took shelter

took is a verb, and **shelter** is probably a noun. When it starts to rain, people don't want to get wet, they want to escape from the rain. So maybe *took shelter* means *escaped from*.

Try to guess the meaning of the following words.

1.3 regretted

1.4 in the light of experience

1.7 a barn

1.9 seeking

1.9 the downpour

1.12 suspicious

1.15 hurt

1.26 to resist temptation

1.30 an immoral deed

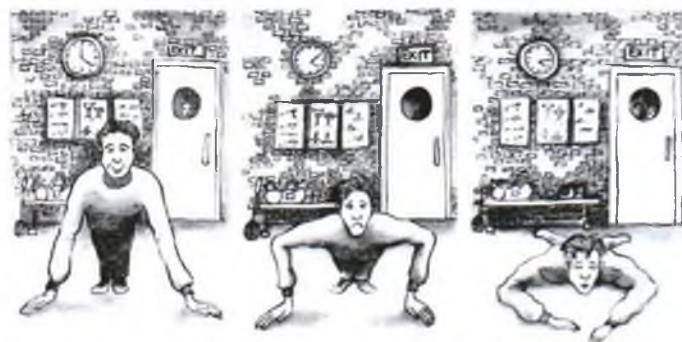
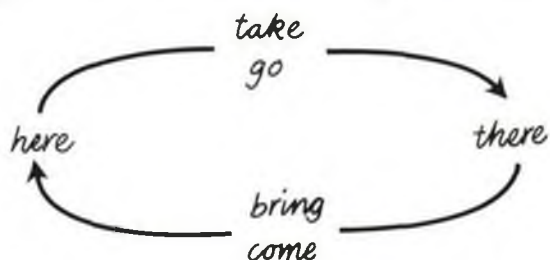
1.50 flung



● Vocabulary

Bring/take and come/go

- 1 The choice between **bring** and **take** and **come** and **go** depends on where the speaker is. **Bring** and **come** are used for a movement towards the speaker. **Take** and **go** are used for a movement away from the speaker.



He's fine. He's getting tired. He's tired.



She's ill. She's getting better. She's better.

- 2 Fill the gaps with a suitable form of one of the four verbs.
- 'Goodbye everyone! I'm _____ on holiday.'
'Where are you _____?'
'To Australia. I'm _____ my family to visit the Great Barrier Reef.'
'Have a good time! When you _____ back, _____ me a T-shirt!'
'OK!'
 - (Teacher to class)
'Remember to _____ your dictionary to class tomorrow, and prepare the dialogues. We're _____ to the language laboratory at 10.00.'
 - (Conversation at home)
'What time did you _____ home last night? I didn't hear you.'
'It was after midnight. Mike _____ me home in his car.'
 - (Someone on the phone)
'You must _____ and see my new flat. It's beautiful. And _____ Jane, too. She'll love it.'
 - (Swiss student talking in England)
'When I _____ home to Switzerland, I'm going to _____ a jumper for my mother and some whisky for my father.'
 - (Spanish student talking in Spain)
'I'm _____ to London in a few days, so tonight we're having a little party at home. Some friends are _____ round, and we'll have something to eat. They're _____ some things that they want me to _____ to London, because they have friends there and want to give them a present.'

Notice how the verb **to be** is used to show the completed change, and **get** to show the process of changing.

*I **am** married.*

*I **got** married ten years ago.*

*Where did you **get** married?*

Fill the gaps with a form of **get** and one of the words in the box.

worried	difficult	late	divorced
wet	married	ready	angry
			lost

- We were having a lovely walk, but then it started to rain and we _____.
- Jenny and Bob are in love. They are _____ next spring. I hope they'll be very happy.
- 'What happened to Tom and Barbara? Are they still together?'
'No, they _____.'
- I _____ very _____ when my children break their toys and expect me to buy new ones.
- The traffic in town is awful. It's _____ more and more _____ to drive anywhere, and it's impossible to park.
- Come on! We'd better go. It's _____.
- How long does it take you to _____ in the morning?
- Make sure you phone me regularly. I _____ when I don't hear from you.
- Sorry we're late. We _____ on the way here.

Get

Get is one of the most common verbs in spoken English, but it is not used so much in written English. **Get** can suggest a change of some sort.

*The weather is **getting** colder.*

*I **got** dressed and **went** to work.*

Listening and writing

A love song

Pre-listening task

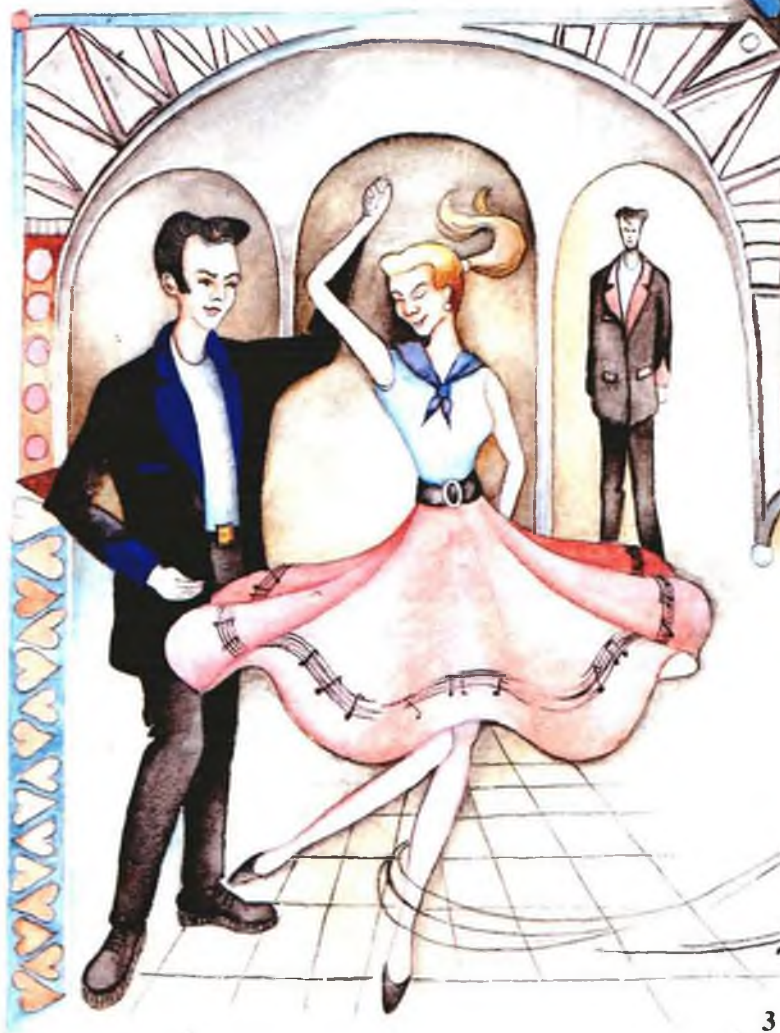
You are going to listen to one of Elvis Presley's songs. It is called *The Girl of My Best Friend*.

Work in pairs.

- 1 What do you think the song is about?
- 2 Look at the words in the box below. Which of them rhyme?

arms	forever	mend	rain
bad	friend	miss	sad
broken heart	hair	moon	talks
end	hold	never	tears
eyes	June	pain	tell
face	kiss	part	together
fair	leave	place	walks
fears	lies	pretend	weather

- 3 Choose at least eight of the words and write a poem about someone you love. The problem is that you haven't told him/her! The rhymes will help you.
- 4 Read your poem to the rest of the class.



Listening

- 1 Look at the words of the song. Try to put a word from the box in exercise 2 into each gap.
- 2 **T.43** Listen to the song. Check that the words you wrote in the gaps are the same as in the song.

The girl of my best friend

The way she _____,

The way she _____,

How long can I _____?

Oh I can't help it, I'm in love

With the girl of my best friend.

Her lovely _____,

Her skin so _____,

I could go on and never _____.

Oh I can't help it, I'm in love

With the girl of my best friend.

I want to _____ her how I love her so,

And _____ her in my _____, but then

What if she got real mad and told him so?

I could never _____ either one again.

The way they _____,

Their happiness;

Will my aching heart ever _____?

Or will I always be in love

With the girl of my best friend?

- 3 Now listen and sing the song!

Saying goodbye

- 1 All the people in the following pictures are saying goodbye to each other, but the captions have been mixed up. Put the correct caption with each picture.



- | | | | |
|--|--|--|---|
| a. 'Goodbye! Drive carefully and call us when you get there!' | b. 'Bye! See you later. Are you doing anything tonight?' | c. 'Goodbye! Have a safe journey. Send us a postcard!' | d. 'Goodbye. Here's my number. Please get in touch if you have any problems with it.' |
| e. 'Goodbye. It's been most interesting talking to you. We'll let you know by post.' | f. 'Goodbye! Good luck in the future. I've really enjoyed our lessons together!' | g. 'Bye-bye! Thank you very much for having me.' | h. 'Goodbye. Thank you for a lovely evening. You must come to us next time.' |

- 2 **T.44** Listen to the sentences, and practise saying them.

Unit 2 page 14 Student B

NAME AND AGE	TOWN AND COUNTRY	FAMILY	OCCUPATION	FREE TIME / HOLIDAY	PRESENT ACTIVITY
MIGUEL 26	- Palma / Majorca - Spain	- not married - 2 older brothers	- barman in his parents' hotel	- sailing - London every autumn to learn English	- staying with his brother in Madrid
CHANTAL 34	- Paris - France	- not married - 3 sisters - 2 brothers	- fashion buyer	- Moroccan restaurants - jogging - holiday home in Biarritz	- buying clothes in New York
EMMA 15					
MARIO and RITA CUMINO 65 and 63					

Unit 9 page 70

Information for Student A (Exercise 4)

You work in a railway ticket office.

Give **Student B** the information he/she wants.

Trains to Bristol

Depart		Arrive
11.25	change at Reading	12.35
11.50	direct	12.50

Tickets

Single	£13.50
Day return	£19.00
Period return	£22.40

Information for Student B (Exercise 5)

You work in a railway ticket office.

Give **Student A** the information he/she wants.

Trains to Manchester

Depart		Arrive
11.05	change at Derby	13.30
12.05	change at Derby	14.30

Tickets

Single	£19.00
Day return	£27.60
Period return	£36.20

Unit 10 page 73 Student B

A Love Story

George loves Lily.

George phones Lily _____. (How often?)

He sends her flowers every week.

George wrote a _____ for Lily.

The poem was about her blue eyes and red lips.

One day George saw Lily in the _____. (Where?)

She was talking to James.

_____ gave Lily some flowers.

James kissed Lily.

Suddenly Lily saw _____.

George hit James.

_____ saw George.

The policeman took George to the police station.

_____ drove Lily home.

Lily got married to James.

George wrote a _____.

It was called 'Death in the Park'.

Grammar section

UNIT 1

Question forms

1 Questions with question words

Questions can begin with a question word.

what where which how
who when why whose

'Where's the station?'

'In Baker Street.'

'Why are you laughing?'

'Because you look funny.'

'Whose is this coat?'

'Mine.'

'How does she go to work?'

'By train.'

Note

1 What, which, and whose can be followed by a noun.

What size do you take?

Which coat is yours?

Whose book is this?

2 Which is generally used when there is a limited choice.

Which is your husband? The blond one or the dark one?

This rule is not always true!

What | newspaper do you read?
Which

3 How can be followed by an adjective or an adverb.

How big is his new car?

How fast does it go?

2 Questions with no question word

The answer to these questions is **yes** or **no**.

'Are you hot?'

'Yes, I am.' / 'No, I'm not.'

'Is she working?'

'Yes, she is.' / 'No, she isn't.'

'Does he smoke?'

'Yes, he does.' / 'No, he doesn't.'

'Can you swim?'

'Yes, I can.' / 'No, I can't.'

► Form

1 Verb forms with an auxiliary verb

Positive *She is reading.*

Question *Is she reading?*

Positive *They are watching a film.*

Question *What are they watching?*

Positive *She can drive.*

Question *Can she drive?*

2 Verb forms with no auxiliary verb

In the Present Simple and the Past Simple, there is no auxiliary verb in the positive.

They live in London.

He arrived yesterday.

Do/does/did is used in the question.

Do they live in London?

Where does Bill come from?

When did he arrive?

Present Continuous

► Form

am
is | + verb + **-ing** (present participle)
are

Positive and negative

I	'm (am) 'm not	working.
He She It	's (is) isn't	
We You They	're (are) aren't	

Question

What	am	I	wearing?
	is	he she it	
	are	we you they	

Short answer

'Are you going?'

'Yes, I am.' / 'No, I'm not.'

'Is Anna working?'

'Yes, she is.' / 'No, she isn't.'

Note

We cannot use **I'm, we're, she's**, etc. in short answers.

Wrong Yes, I'm.
Yes, she's.

Right Yes, I am.
Yes, she is.

► Use

The Present Continuous is used

1 to express an activity happening now.

They're playing football in the garden.

She can't answer the phone because she's washing her hair.

2 to express an activity happening around now, but perhaps not at the moment of speaking.

She's studying Maths at university.

I'm reading a good book by Henry James.

3 to express a planned future arrangement.

I'm meeting Miss Boyd at ten o'clock tomorrow.

He's starting French lessons next week.

What are you doing at the weekend?

UNIT 2

Present Simple

► Form

Positive and negative

I	live	near here.
We	don't live	
You		
They		
He	lives	
She	doesn't live	
It		

Question

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

Short answer

'Do you like Peter?'

'Yes, I do.'

'Does she speak French?'

'No, she doesn't.'

► Use

The Present Simple is used

- to express a habit.
I get up at 7.30.
Dutch people travel a lot.
- to express a fact which is always true.
Vegetarians don't eat meat.
We come from Spain.
- to express a fact which is true for a long time.
I live in Oxford.
She works in a bank.

Present Simple and Present Continuous

- Look at the use of the Present Simple and the Present Continuous in the following sentences.

Do you wear a uniform at work?
Why are you wearing that funny hat?

I watch TV nearly every night.
Sh! I'm watching a good film!

Annie works in an office.
It's Sunday now. She isn't working.
She's reading at home.

- Look at the wrong sentences, and compare them with the right sentences.

×	Where is she coming from? Where does she come from?
×	Are you liking Coke? Do you like Coke?
×	Who do you speak to on the telephone? Who are you speaking to on the telephone?
×	I read a good book at the moment. I'm reading a good book at the moment.

Have/have got

► Form

Positive

I	have	two sisters.
We	've got	
You		
They		
He	has	
She	's got	

Negative

I	don't have	any money.
We	haven't got	
You		
They		
He	doesn't have	
She	hasn't got	

Question

Do	I we you they	have a car?
Does	he she	

Have	I we you they	got a car?
Has	he she	

Short answer

'Have you got a camera?'

'Yes, I have.' 'No, I haven't.'

'Do you have a camera?'

'Yes, I do.' 'No, I don't.'

Note

We can use the contractions ('ve and 's) with **have got**, but not with **have**.
I've got a sister.
I have a sister.
Wrong! *I've a sister.*

► Use

- Have** and **have got** mean the same. **Have got** is informal. We use it a lot when we speak, but not when we write.
'Have you got a light?'
The Prime Minister has a meeting with the President today.
- Have** and **have got** express possession.
I've got a new car.
I have a new car.
She's got three children.
She has three children.
He's got blond hair.
He has blond hair.

When **have** + noun means an activity or a habit, **have** and the **do/does/don't/doesn't** forms are used. **Have got** is not used.

I have lunch at 1.00.

Look at the wrong sentences and compare them with the right sentences.

×	I've got a shower in the morning.
✓	I have a shower in the morning.
×	What time have you got lunch?
✓	What time do you have lunch?
×	He has never got milk in his coffee.
✓	He never has milk in his coffee.

Note

In the past tense, the **got** forms are unusual. It is much more common to use **had**, and **didn't have**. **Did have** ... ?

I had a bicycle when I was young.
My parents had a lot of books in the house.

Did you have a nice weekend?
I didn't have any money when I was a student.

UNIT 3

Past Simple

► Form

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

Positive

The positive of regular verbs ends in **-ed**. There are many common irregular verbs. See the list on page 141.

I	finished	yesterday.
He/She/It	arrived	
We	went	
You		
They		

Negative

The negative of the Past Simple is formed with **didn't**.

He **walked**.

He **didn't** walk ☐.

I	didn't	arrive yesterday.
She	(did not)	
You		
etc.		

Question

The question in the Past Simple is formed with **did**.

She **finished**.

When **did** she finish ☐ ?

When did	she	arrive?
	you	
	they	
	etc.	

Short answer

'Did you go to work yesterday?'

'Yes, I did.'

'Did it rain last night?'

'No, it didn't.'

► Use

The Past Simple is used

- to express a finished action in the past.
We played tennis last Sunday.
I worked in London from 1984 to 1989.
John left two minutes ago.

Note

The Past Simple is often used with past time expressions: *last year, last month, five years ago, yesterday morning, in 1945.*

- to express actions which follow each other in a story.

James came into the room. He took off his coat and sat down on the bed. Suddenly, he noticed somebody behind the curtain. He stood up and walked slowly across the room...

Past Continuous

► Form

was/were (past tense of to be) + verb + **-ing** (present participle)

Positive and negative

I	was	working.
He	wasn't (was not)	
She		
It		
We	were	
You	weren't (were not)	
They		

Question

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

Short answer

'Were you working yesterday?'

'Yes, I was.'

'Was she studying when you arrived?'

'No, she wasn't.'

► Use

The Past Continuous is used to express a past activity happening over a period of time.

Last night 8 p.m. 9 p.m. 10 p.m. Now

watching TV

'What were you doing at 9.00 last night?'

'I was watching TV.' (I started watching before 9.00, and continued after 9.00.)

Past Simple and Past Continuous

Look at the use of the Past Continuous and the Past Simple in the following sentences.

I was doing my homework at 7.00 last night.

(I was in the middle of the activity.)

I did my homework last night. (I started and finished.)

I was doing my homework when Jack arrived.

When the teacher arrived, the students were talking.

(Doing my homework and talking are long activities. Something happened in the middle to interrupt them.)

The teacher arrived. Then they started the lesson. (Here, there are two activities, one followed by another.)

The moon was shining through the window. James Bond came into the room and sat down on the bed. (In stories, the Past Continuous is often used to describe the scene. The Past Simple tells the action.)

UNIT 4

Expressions of quantity

some any much many a lot of lots of
a few a little

► Use

To use expressions of quantity correctly, you need to understand the difference between countable and uncountable nouns.

Countable nouns	Uncountable nouns
a cup a girl an apple an egg a guitar a pound	water sugar milk music weather money

We can say **three cups, two girls, ten pounds**. We can count them. We cannot say ~~two waters, three musics, one money~~. We cannot count them.

- Countable nouns can be singular or plural.

This cup is full.
These cups are empty.

Uncountable nouns can only be singular.

The water is cold.
The weather was terrible.

- Countable nouns are used with **some** – a plural noun in positive sentences, and **any** – a plural noun in questions and negatives.

I've got some books.
Are there any eggs?
We don't need any potatoes.

Uncountable nouns are used with **some** in positive sentences and **any** in questions and negatives.

There is some milk.
Is there any butter?
We haven't got any wine.

- Countable nouns are used with **many** in questions and negatives.

How many girls were there?
We haven't got many apples.
Uncountable nouns are used with **much** in questions and negatives.
How much money have you got?
There isn't much sugar.

- Both countable and uncountable nouns are used with **a lot of** and **lots of** in positive sentences.

We've got a lot of eggs.
There are lots of oranges.
There's a lot of milk.
He's got lots of money.

- Countable nouns are used with **a few**.
I've got a few problems at the moment.

Uncountable nouns are used with **a little**.
We only need a little milk.

Articles

Read this Grammar section as you do the Presentation exercise on page 28. After each rule, there is a letter (A, B, C, etc.). This will help you to identify the different rules.

A and the

The indefinite article (**a** or **an**) is used with singular, countable nouns to refer to a thing or an idea for the first time. (A)
We have a cat and a dog.

There's a supermarket in Adam Street.
I'm reading a good book.

The definite article (**the**) is used with singular and plural, countable and uncountable nouns when both the speaker and the listener know the thing or idea already. (B)

We have a cat and a dog. The cat is old, but the dog is just a puppy.
I'm going to the supermarket. Do you want anything? (We both know which supermarket.)
The book is by Mark Anton. (This is the book I was telling you about.)

Indefinite article

The indefinite article is used

- with professions. (C)
I'm a teacher.
She's an architect.
- with some expressions of quantity. (D)

a pair of (shoes) **a little**
a couple of (minutes) **a few**
a hundred **a thousand**
three times a day
forty miles an hour

- in exclamations with **what** + a countable noun. (E)
What a lovely day!
What a pity!
What a terrible hat!

Note

In some languages, **one** and **a/an** are the same word. In English, **a/an** for the indefinite is more common. We use **one** if we want to be precise, and we want to emphasize one, not two, or three, or four.
He drives a Volkswagen.
She's got one Rolls-Royce, two Cadillacs, and three motorbikes.

Definite article

The definite article is used

- before seas, rivers, hotels, pubs, theatres, museums, and newspapers. (F)
the Atlantic the British Museum The Times the Ritz
- if there is only one. (G)
the sun the Queen the Government
- with superlative adjectives. (H)
He's the richest man in the world.
Jane's the oldest in the class.

Note

We do not use **the** with parts of the body. We use **my/his/her/your**, etc.
I washed my hair.
He broke his leg.
Wrong He broke the leg.

No article

There is no article

- before plural and uncountable nouns when talking about things in general. (I)
I like potatoes.
I like bread.
Milk is good for you.
- before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains. (J)
I had lunch with John.
I bought Cosmopolitan at Paddington Station.
- before some places and with some forms of transport. (K)
at home in/to bed at/to work at/to school by bus by plane by car by train on foot
She goes to work by bus.
I was at home yesterday evening.

Note

In the phrase **go home**, there is no article and no preposition.
I went home early.
Wrong I went home.

- in exclamations with **what** + an uncountable noun. (L)
What beautiful weather!
What loud music!

Can, could, and will

Can, **could**, and **will** are modal auxiliary verbs. They are used with the infinitive (without to).

Can I help you?

Could you tell me the time?

I'll carry your bag.

Polite requests

Can and **could** are used for requests.

Can	you	pass the salt, please?
Could		turn off the TV, please?

Can	I	go home, please?
Could		have some stamps, please?

Could is (a little) more formal. **Can** is (a little) more familiar.

Offers

Will is used to express an offer of help.

I'll bring some wine.

I'll make you a cup of tea.

John'll take you home.

Note

- In many languages, this use of **will** is sometimes expressed by a present tense. English uses **will** to express an offer made *now* about a future action.

Wrong ~~I~~ give you my phone number.

Right I'll give you my phone number.

Right I'll open the door for you.

- In this use, the contraction 'll is always used.

Wrong I ~~will~~ help you with your homework.

Right I'll help you with your homework.

Other uses of **will** are in Units 5 and 9. There is more information about modal auxiliary verbs on page 127 of the Grammar section.

Note

When we ask for things and offer things we use **some** not **any** in the question.

*Can I have **some** apples, please?*

*Would you like **some** milk?*

*Do you want **something** to eat?*

UNIT 5

Verb patterns (1)

Here are three possible verb patterns.

- Verb + infinitive (+ to)

*They **want** to buy a new car.*

*He **promised** to come early.*

*I **decided** to go by taxi.*

*She **forgot** to post the letter.*

- Verb + -ing

*She **enjoys** playing tennis.*

*I **like** cooking, but I **don't** like washing up.*

*Everyone **loves** getting letters.*

*He **finished** reading his book.*

- Verb + -ing or infinitive (+ to) with no change in meaning

*It **began** to rain/raining.*

*I **started** to learn/learning English two years ago.*

*I **continued** to work/working in the library.*

Like doing and would like to do

Like doing (and **love doing**) express a general enjoyment.

Would like to do (and **would love to do**) express a preference *now* or at a specific time.

Look at the use of **like** (**love**) and **would like** (**love**) in the following sentences.

*I **like** working as a teacher.* (I am a teacher and I enjoy it.)

*I **d like** to be a teacher.* (When I grow up, I want to be a teacher.)

*I **love** dancing.* (This is one of my hobbies.)

*Thank you. I **d love** to dance.* (We're at a disco. I'm pleased that you asked me.)

Short answer

'Would you like to dance?'

'Yes, I would.' / *'Yes, I'd love to.'*

'Would you like to come for a walk?'

'Yes, I would.' / *'No, thank you.'*

Note

'No, I **wouldn't**.' is not common because it is impolite.

There is a list of verb patterns on page 143.

Will

Form

will + infinitive (without to)

Will is a modal auxiliary verb. There is an

introduction to modal auxiliary verbs on page 127 of the Grammar section. The forms of **will** are the same for all persons.

Positive and negative

I	'll (will)	come.
She		help you.
You	won't	invite Tom.
They etc.		

Question

When will	he	help me?
	you	
	they	
	etc.	

Short answer

'Will you help me?'

'Yes, I will.'

Note

'No, I **won't**.' is not common because it is impolite. It means 'I **don't** want to help you.'

A polite way of saying 'no' here would be 'I'm afraid I **can't**.'

Use

Will is used

- to express a future decision or intention made at the moment of speaking.

'It's Jane's birthday.'

'Is it? I'll buy her some flowers.'

Goodbye. I'll see you tomorrow.

'Which do you want? The blue or the red?'

'I'll take the red. Thank you.'

- to express an offer. This is a similar use to 1.

I'll carry your suitcase.

We'll do the washing-up.

This use is in Unit 4.

Other uses of **will** are in Unit 9.

Going to

Form

am
is + **going** + **to** + infinitive
are

Positive and negative

I	'm (am)	'm not	
He	's (is)	isn't	going to work.
She			
It			
We	're (are)	aren't	
You			
They			

Question

	am I	
When	is	he
		she
		it
		going to arrive?
	are	we
		you
		they

Short answer

'Are they going to get married?'
'Yes, they **are**.' 'No, they **aren't**.'

► Use

Going to is used

- 1 to express a future decision, intention, or plan made before the moment of speaking.

We're going to move to London.

How long are they going to stay in Rome?

She isn't going to have a birthday party.

Note

The Present Continuous can be used in a similar way for a plan or arrangement, particularly with the

- verbs **go** and **come**.

She's coming on Friday.

I'm going home early tonight.

- We're meeting Alan at the airport.*

- 2 when we can see or feel now that something is certain to happen in the future.

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

Watch out! That box is going to fall.

You work so hard. You're going to be rich and successful.

Will or going to?

Look at the use of **will** and **going to** in the following sentences.

I'm going to make a chicken casserole for dinner

(I decided this morning and bought everything for it.)

What shall I cook for dinner? Er... I

know 'I'll make chicken casserole! That's a

good idea' (I decided at the moment of speaking.)

UNIT 6

What... like?

► Form

what + verb to be + subject + like?

What	's (is) your teacher are his parents was your holiday were the beaches	like?
------	---	-------

She's very patient.
They're very kind.
Wonderful. We swam a lot.
OK, but some were dirty.

Note

We don't use **like** in the answer.

Wrong She's like patient.

Right She's patient.

► Use

What... like? means 'Describe somebody or something. Tell me about them.'

Like in this question is a preposition, not a verb:

'What's Jim like?'

'He's intelligent and kind, and he's got lovely blue eyes.'

In the following sentences **like** is a verb:

'What does Jim like?'

'He likes motorbikes and playing tennis.'

Note

'How's your mother?'

'She's very well, thank you.'

How's your mother? asks about health. It doesn't ask for a description.

Comparative and superlative adjectives

► Form

		Comparative	Superlative
Short adjectives	cheap small big	cheaper smaller bigger	cheapest smallest biggest
Adjectives that end in y	funny early heavy	funnier earlier heavier	funniest earliest heaviest
Adjectives with two syllables or more	careful boring expensive interesting	more careful more boring more expensive more interesting	most careful most boring most expensive most interesting
Irregular adjectives	good bad far	better worse further farther	best worst furthest/farthest

* Short adjectives with one vowel and one consonant double the consonant: *hot* hotter hottest; *fat* fatter fattest

► Use

- 1 **Than** is often used after a comparative adjective.

I'm younger than Barbara.

Barbara's more intelligent than Sarah.

Much can come before the comparative to give emphasis.

She's much nicer than her sister.

Is Tokyo much more modern than London?

- 2 **The** is used before superlative adjectives.

He's the funniest boy in the class.

Which is the tallest building in the world?

- 3 **As... as** shows that something is the same or equal.

Jim's as tall as Peter.

I'm as worried as you are.

- 4 **Not as/so... as** shows that something isn't the same or equal.

She isn't as tall as her mother.

My car wasn't so expensive as yours.

UNIT 7

Present Perfect Simple

► Form

have/has + verb + -ed (past participle)
The past participle of regular verbs ends in **-ed**. There are many common irregular verbs. See the list on page 141.

Positive and negative

I We You They	've (have) haven't	worked in a factory.
He She It	's (has) hasn't	

Question

Have	I we you they	been to the United States?
Has	he she it	

Short answer

'Have you been to Egypt?'

'Yes, I have. / 'No, I haven't.'

'Has she ever written poetry?'

'Yes, she has. / 'No, she hasn't.'

Note

We cannot use **I've, they've, he's**, etc. in short answers.

Wrong Yes, ~~I've~~.
Yes, ~~we've~~.

Right Yes, **I have**.
Yes, **we have**.

► Use

The Present Perfect relates past actions and states to the present.

The Present Perfect is in a sense a present tense. It looks back from the present into the past, and expresses what has happened **before now**.

I've met a lot of famous people. (before now)

She's lived here all her life. (up to the present, and probably into the future)

Here are two main uses of the Present Perfect:

- 1 to express an action in the past. We are interested in the experience as part of someone's life.

I've travelled a lot in Africa.

They've lived all over the world.

Ever and **never** are common with this use.

Have you ever been in a car crash?

My mother has never flown in a plane.

- 2 to express an action or state which began in the past and continues to the present.

I've known Alice for six years.

How long have you worked as a teacher?

For and **since** are common with this use.

We've lived here for two years.

I've had a beard since I left the army.

Note

In many languages, this use is expressed by a present tense. In a way, this is logical. 'Peter is a teacher. Peter is a teacher for ten years.' But English has a tense which looks back from the present to the past, the Present Perfect. So we say **'Peter has been ...'**

Wrong Peter ~~is~~ a teacher for ten years.

Right Peter **has been** a teacher for ten years.

Present Perfect and Past Simple

- 1 Look at the use of the Present Perfect and the Past Simple in the following sentences.

I've lived in Rome for six months. (I still do.)

I lived in London for a year. (Now I live somewhere else, not in London.)

Sally's written several books. (She's still alive.)

Shakespeare wrote many plays. (He is dead.)

He's worked in the bank for three years.

He started working in the bank in 1989
when he was 20 three years ago.

- 2 Look at the wrong sentences and compare them with the right sentences.

×	I've broken my leg last year.
✓	I broke my leg last year.
×	He works as a musician all his life.
✓	He has worked as a musician all his life.
×	When have you been to Greece?
✓	When did you go to Greece?
×	How long do you have your car?
✓	How long have you had your car?

There is more information about the Present Perfect on page 131 of the Grammar section.

UNIT 8

Have to

► Form

has + **to** + infinitive
have

The form is the same as **have + do does did** to express possession (see page 121).

Positive and negative

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

Question

Do	I we you they	have to work hard?
Does	he she it	

Short answer

'Do you have to wear a uniform?'

'Yes, I do.'

'Does he have to go now?'

'No, he doesn't.'

Note

The past tense of **have to** is **had to**, with **did** and **didn't** in the question and the negative.

I had to get up early this morning.

Why did you have to work last weekend?

They liked the hotel because they didn't have to do any cooking.

► Use

Have to expresses strong obligation. The obligation comes from 'outside' – perhaps a law, a rule at school or work, or someone in authority.

You have to have a driving licence if you want to drive a car.

I have to start work at 8.00.

The doctor says I have to do more exercise.

Don't doesn't have to expresses absence of obligation (it isn't necessary).

You don't have to do the washing-up. I've got a dishwasher.

She doesn't have to work on Mondays.

Note

1 **Must** is also used to express strong obligation. Generally, when it is used, the obligation comes from the speaker.

*I **must** get my hair cut.*

This suggests that I feel it is necessary.

2 **You must** ... can be used to express a strong suggestion.

*You **must see** the Monet exhibition! It's wonderful!*

*You **must give** me a ring when you're next in town.*

Introduction to modal auxiliary verbs

Form

The following are modal auxiliary verbs.

can could might must
shall should will would

They are dealt with in different units of *Headway*.

They have the following in common:

1 They 'help' another verb. The verb form is the infinitive (without to).

*She **can drive**.*

*I **must get** my hair cut.*

*You **should tell** the truth.*

Wrong I ~~can~~ swim.

I ~~must~~ go.

Right I **can swim**.

I **must go**.

2 There is no **do** in the question.

Can she type?

Should I go home now?

Wrong ~~Do~~ you ~~can~~ type?

Right Can you type?

3 The form is the same for all persons.

There is no -s in the third person singular.

*He **can dance** very well.*

*She **should try** harder.*

*It **will rain** soon.*

Wrong He ~~can~~ dance.

Right He **can dance**.

4 To form the negative, add **n't**. There is no **don't/doesn't**.

*I **can't spell**.*

*I **wouldn't like** to be a teacher.*

*You **mustn't steal**.*

Wrong I ~~don't~~ ~~can~~ help you.

Right I **can't help** you.

Note

will not = **won't**.

It **won't rain** tomorrow.

5 Most modal verbs refer to the present and future. Only **can** has a past tense form, **could**.

*I **could swim** when I was three.*

Should

Form

should + infinitive (without to)

The forms of **should** are the same for all persons.

Positive and negative

I	
He	should do more exercise.
We	shouldn't tell lies.
They	
etc.	

Question

Should	I	she	
	they		see a doctor?
Do you think	I	he	should
	we		

Short answer

'Should I phone home?'

*'Yes, you **should**.'*

'Should I buy a Mercedes Benz?'

*'No, you **shouldn't**.'*

Use

Should is used to express what the speaker thinks is right or the best thing to do. It expresses mild obligation, or advice.

*I **should do more work**.* (This is my opinion.)

*You **should do more work**.* (I'm telling you what I think.)

*Do you think we **should stop** here?* (I'm asking you for your opinion.)

Shouldn't expresses negative advice.

*You **shouldn't sit so close** to the TV. It's bad for your eyes.*

Note

Should expresses the opinion of the speaker, and it is often introduced by **I think** or **I don't think**.

*I **think** politicians **should listen** more.*

*I **don't think** people **should get married** until they're 21.*

UNIT 9

Will

Form

will + infinitive (without to)

Will is a modal auxiliary verb. For an introduction to modal auxiliary verbs, see the first column on this page.

Positive and negative

I		
She	'll (will)	arrive next week.
You	won't	
They		
etc.		

Question

When will	he	arrive?
	you	
	etc.	

Short answer

'Will you be here next week?'

*'Yes, I **will**.'*

'Will the meal be expensive?'

*'No, it **won't**.'*

Use

Will is used

1 to express a future intention or decision made at the moment of speaking.

I'll have a steak, please.

I'll give you your book back tomorrow.

2 to express a future fact. The speaker thinks 'This action is sure to happen sometime in the future'.

*Liverpool **will win** the cup.*

*The Queen **will open** the new hospital next Thursday.*

First Conditional

Form

if + Present Simple, **will** + infinitive (without to)

Positive and negative

If	I work hard, I she has enough money, she we don't hurry up, we	'll (will)	pass my exams. buy a new car. be late.
If	you're late, I	won't	wait for you.

Question

What Where	will	you do she go	if	you don't go to university? she can't find a job?
---------------	------	------------------	----	--

Short answer

'Will you go to university if you pass your exams?'

'Yes, I will.' / 'No, I won't.'

'If we look after the planet, will we survive?'

'Yes, we will.' / 'No, we won't.'

Note

The condition clause (if ...) can come at the beginning of the sentence or at the end.

I'll pass my exams if I work hard.

If I work hard, I'll pass my exams.

Use

The First Conditional is used to express a possible condition and a probable result in the future.

If my cheque comes, I'll buy us all a meal.

You'll get wet if you don't take an umbrella.

What'll happen to the environment if we don't look after it?

Note

English uses a present tense in the condition clause, not a future form.

Wrong If it ~~will~~ rain ...

If ~~it~~ work hard ...

Right If it rains ...

If I work hard ...

Time clauses

Form

Conjunction + Present Simple, will + infinitive (without to)

Conjunctions of time (e.g. **when**, **as soon as**, **after**, **before**, **until**) are not usually followed by **will**. The clause refers to the future, but English uses the Present Simple, not **will**.

When our guests arrive, we'll eat.

As soon as I have some news, I'll phone you.

I'll do my work after I have (or have had) a bath.

I'll speak to you again before I leave.

We'll stay here until the rain stops.

Note

If expresses a possibility that something will happen; **when** expresses what the speaker sees as certain to happen.

If I find your book, I'll send it to you.

When I get home, I'll have a bath.

UNIT 10

Used to

Form

used + to + infinitive

Used to is the same in all persons.

Positive and negative

I	used to	smoke.
She	didn't use to	like cooking.
They		
etc.		

Question

What did you use to do?

Short answer

'Did you use to smoke a lot?'

'Yes, I did.' / 'No, I didn't.'

Note

1 The question form is not often used. We ask a question in the Past Simple, and reply using **used to**.

'Where did you go on holiday when you were young?'

'We used to go camping in France.'

2 **Never** is often used.

I never used to watch TV.

3 Be careful not to confuse **to use** (e.g. *I use a knife to cut an apple.*) and **used to**.

The pronunciation is also different.

to use /ju:z/

used to /ju:stə/or/ ju:stə/

Use

Used to is used

1 to express a past habit.

He used to play football every Saturday, but now he doesn't.

2 to express a past state.

They used to be happy together, but now they fight all the time.

Used to and the Past Simple

The Past Simple can also be used for a past habit or state.

He played football every Sunday when he was a boy.

They were happy together when they were first married.

Only the Past Simple can be used for actions which happened once in the past.

We used to go to France every summer, but once, in 1987, we went to Greece.

Last night I drank champagne.

Note

Used to has no equivalent in the present. The Present Simple is used for present habits and states.

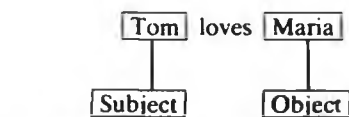
She lives in New York.

She sometimes comes to London on business.

Subject questions

Form

The question words **who** and **what** can be used as both the subject and the object in a sentence.



Who loves Maria? **Who** does Tom love?

In subject questions, there is no inversion, and no **do/does/did**. Look at the following examples of subject and object questions.

Subject

- 1 Who broke the window?
- 2 Who has been to the States?
- 3 Who told you the news?
- 4 What's making that noise?
- 5 What happened to your eye?

Object

- 1 What did you break?
- 2 Who did you meet in the States?
- 3 Who did you talk to?
- 4 Who are you inviting to the party?
- 5 What did you do to your eye?

UNIT 11

The passive

► Form

am/is/are + verb + **-ed** (past participle)
was/were
has/have been

The past participle of regular verbs ends in **-ed**. There are many common irregular verbs. See the list on page 141.

Present

Positive and negative

English is spoken all over the world.
Renault cars are made in France.
My children aren't helped with their homework.
Coffee isn't grown in England.

Question

Where is rice grown?
Are cars made in your country?

Past

Positive and negative

My car was stolen last night.
The animals were frightened by a loud noise.
He wasn't injured in the accident.
The thieves weren't seen by anyone.

Question

How was the window broken?
Were the plants watered last night?

Present Perfect

Positive and negative

I've been robbed!
Diet Coke has been made since 1982.

Question

How many times have you been hurt playing football?
Has my car been repaired?

Short answer

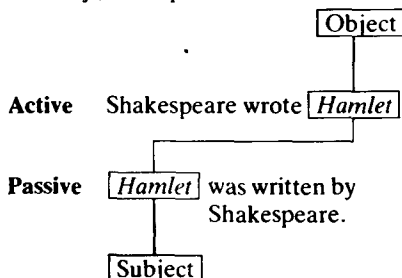
'Are cars made in your country?'
'Yes, they are.' / 'No, they aren't.'
'Were the plants watered last night?'
'Yes, they were.' / 'No, they weren't.'
'Has my car been repaired?'
'Yes, it has.' / 'No, it hasn't.'

Note

- The rules for tense usage in the passive are the same as in the active.
 Present Simple to express habit:
My car is serviced regularly.
 Past Simple to express a finished action in the past:
America was discovered by Christopher Columbus.
 Present Perfect to express an action which began in the past and continues to the present:
Diet Coke has been made since 1982.
- The passive infinitive (**to be** + verb + **-ed**) is used after modal auxiliary verbs and other verbs which are followed by an infinitive.
Driving should be banned in city centres.
The house is going to be knocked down.

► Use

- The object of an active verb becomes the subject of a passive verb.



- The passive is not another way of expressing the same sentence in the active. We choose the active or the passive depending on what we are more interested in.
Hamlet was written in 1600. (We are more interested in *Hamlet*.)
Shakespeare wrote comedies, histories, and tragedies. (We are more interested in Shakespeare.)

Note

Some verbs, for example, **give**, have two objects, a person and a thing.
She gave me a book for my birthday.
 In the passive, we often make the person the subject, not the thing.
I was given a book for my birthday.

UNIT 12

Verb patterns (2)

We saw several verb patterns in Unit 5. Here are some more examples.

- Verb + infinitive (+ **to**)
She agreed to help me.
We chose to go by coach because it was cheaper.
I expect to hear from you soon.
He refused to believe me.
- Verb + person + infinitive (+ **to**)
I advise you to do nothing.
She helped me to tidy up.
My parents encouraged me to go to university.
They invited me to spend the weekend with them.
I want you to learn this for homework.
- Verb + person + infinitive (without **to**)
My teachers made me work hard.
My parents let me stay up as long as I want.

Note

Start and **begin** can be followed by the infinitive or **-ing** with no change in meaning. If the first verb is in the continuous, English prefers the infinitive.
Wrong *It's starting raining.*
Right *It's starting to rain.*

There is a list of verb patterns on page 143.

Infinitives

- Infinitives are used after certain adjectives.

I'm	pleased	to see you.
It's	hard	to learn Chinese.
	important	
	impossible	
- Infinitives are used to express purpose. They answer the question **Why?** This use is very common in English.
I'm learning English to get a good job.
She's saving her money to buy a car.
I'm going to Scotland to visit my parents.

Note

Some languages express this idea of purpose with a translation of **for** + infinitive. English does not use **for**.
Wrong *I came here for to learn English.*
Right *I came here to learn English.*

UNIT 13

Second Conditional

► Form

if + Past Simple, **would** + infinitive (without to)
Would is a modal auxiliary verb. There is an introduction to modal auxiliary verbs on page 127 of the Grammar section.
 The forms of **would** are the same for all persons.

Positive and negative

If I had more money, I	she knew the answer, she
we lived in Russia, we	

'd (would)	buy a CD player. tell us. soon learn Russian.
------------	---

If I didn't have so many debts, I
 wouldn't have to work so hard.

Question

What	would	you do
Which countries		you go to

if	you had a year off? you travelled round the world?
----	---

Short answer

'Would you travel round the world?'

'Yes, I would.' / 'No, I wouldn't.'

'If they had the money, would they buy a new car?'

'Yes, they would.' / 'No, they wouldn't.'

Note

- The condition clause can come at the beginning of the sentence or at the end.
I'd help if I had more time.
If I had more time, I'd help.
- Were** is often used instead of **was** in the condition clause.
If I were you, I'd go to bed.
If he were cleverer, he'd know he was making a mistake.

► Use

The Second Conditional is used to express an unreal or improbable condition and its probable result in the present or future. The condition is unreal because it is different from the facts that we know. We can always say 'But ...'

If I were Prime Minister, I'd increase tax for rich people. (But I'm not Prime Minister.)
If I lived in a big house, I'd have a party. (But I live in a small house.)
What would you do if you saw a ghost? (But I don't expect that you will see a ghost.)

Note

- The use of the Past Tense (**If I had**) and **would** does not refer to past time. Both the First Conditional and the Second Conditional refer to the present and the future. The past verb forms are used to show 'This is different from reality'.

If I win the tennis match, I'll be happy. (I think I have a good chance.)

If I won a thousand pounds, I'd ... (But I don't think I will.)

- We do not use **would** in the condition clause.

Wrong *If I would have more money ...*

If the weather would be nice ...

Right *If I had more money, ...*

If the weather was nice, ...

► Use

Might is used to express a future possibility. It contrasts with **will**, which, in the speaker's opinion, expresses a future certainty.

England will win the match. (I am sure they will.)

England might win the match. (It's possible, but I don't know.)

Note

Notice that, in the negative, the following sentences express the same idea of possibility.

It might not rain this afternoon.

I don't think it'll rain this afternoon.

Might

► Form

might + infinitive (without to)

Might is a modal auxiliary verb. For an introduction to modal auxiliary verbs, see page 127 in the Grammar section.
 The forms of **might** are the same for all persons.

Positive and negative

I		go to the party.
He		be late.
It	might	rain tomorrow.
We	might not	go out for a meal tonight.
etc.		

The contraction **mightn't** is unusual.

Question

The inverted question **Might you ...?** is unusual. It is very common to ask a question with **Do you think ... + will ...?**

Do you think	you'll get here on time? it'll rain? they'll come to our party?
--------------	---

Short answer

'Do you think he'll come?'

'He might.'

'Do you think it'll rain?'

'It might.'

UNIT 14

Present Perfect Simple (2)

► Form

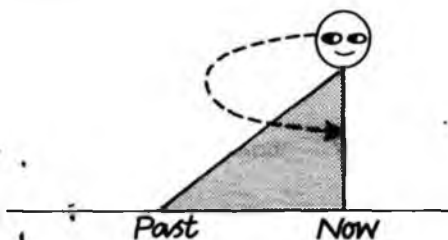
For the form of the Present Perfect Simple, see page 126 of the Grammar section.

► Use

Re-read the Grammar section on the Present Perfect Simple on page 126.

The Present Perfect Simple looks back from the present to the past.

In this unit, we see that the Present Perfect is used to express a past action with a result in the present. We are looking at a recent past action, and expressing its effect on the present.



I've lost my wallet. (I haven't got it now.)

My car's been stolen! (It isn't here now.)

Has the postman brought any letters? (Are there any letters on the mat now?)

Note

Notice the use of certain adverbs with this use of the Present Perfect.

She's just passed her driving test. (a very short time before)

Thanks, but I've already had lunch. (some time before now)

Has the postman been yet? (any time before now)

He hasn't got up yet, and it's 11.00!

(Yet is used in questions and negative sentences.)

Present Perfect Continuous

► Form

has have + been + verb + -ing (present participle)

Positive and negative

I	've (have)	been working.
We	haven't	
You		
They		
He	's (has)	
She	hasn't	
It		

Question

How long	have	I we you they	been working?
	has	he she it	

Short answer

'Have you been running?'

'Yes, I have.' / *'No, I haven't.'*

'Has he been shopping?'

'Yes, he has.' / *'No, he hasn't.'*

► Use

The Present Perfect Continuous is used

1 to express an activity which continues to the present.

We've been waiting here for hours!

It's been raining for days.

2 to refer to an activity with a result in the present.

I'm hot because I've been running.

Her shoes are muddy. She's been digging the garden.

Note

1 Sometimes there is little or no difference in meaning between the Present Perfect Simple and Continuous.

How long have you worked here?

How long have you been working here?

2 Think of the verbs that have the idea of a long time, for example, wait, work, learn, travel, play.

These verbs can be found in the Present Perfect Continuous.

I've been playing tennis since I was a boy.

Think of the verbs that don't have the idea of a long time, for example, find, start, buy, die, lose, break, stop. It is unusual to find these verbs in the Present Perfect Continuous.

I've bought a new dress.

My cat has died.

My radio's broken.

3 Verbs that express a state (for example, like, love, know, have for possession) are not found in the Present Perfect Continuous.

We've known each other for a few weeks.

How long have you had your car?

Wrong *We've been knowing each other for a few weeks.*

4 The Present Perfect Simple looks at the completed action. This is why, if the sentence gives a number or a quantity, the Present Perfect Simple is used.

I've written three letters today.

The Continuous is not possible.

Wrong *I've been writing three letters today.*

UNIT 15

Past Perfect

► Form

had + verb + -ed (past participle)

The past participle of regular verbs ends in -ed. There are many common irregular verbs. See the list on page 141.

Positive and negative

I	'd (had)	arrived before 10.00.
He		
She		
It		
We		
You		
They		

Question

Had	I	left?
	he	
	she	
	it	
	we	
	you	
	they	

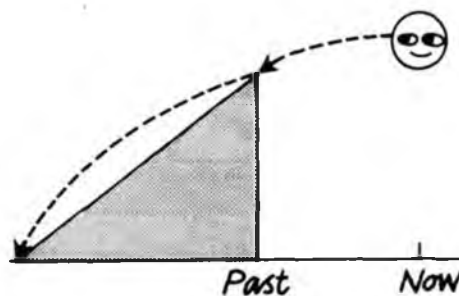
Short answer

'Had the play already started when you arrived?'

'Yes, it had.' / *'No, it hadn't.'*

► Use

The Past Perfect is used to express an action in the past which happened before another action in the past.



When I got home, John had already cleaned the house and cooked a meal.

Note

Notice the use of the Past Perfect and the Past Simple in the following sentences.

When I got home, John cooked a meal. (First I got home, then John cooked.)

When I got home, John had cooked a meal. (John cooked a meal before I got home.)

Reported statements

► Form

The usual rule is that the verb form moves 'one tense back'.

Present → past

'I love you.' → *He said he loved me.*

'I'm going out now.' → *Ann said she was going out.*

Present Perfect → Past Perfect

'We've met before.' → *She said they'd met before.*

Past Simple → Past Perfect

'We met in 1987.' → *He said they'd met in 1987.*

Will → would

'I'll mend it for you.' → *She said that she would mend it for me.*

Can → could

'I can swim.' → *She said she could swim.*

Reported questions

► Form

The verb form also moves 'one tense back'.

Present → past

'Do you like school?' → *He asked me if I liked school.*

Present Perfect → Past Perfect

'Have you met my wife?' → *He asked if I had met his wife.*

Note

The word order in the reported question is the same as the statement. There is no *do/does/did*.

I was going home.

He asked me where I was going.

She lived in Rome.

I asked her where she lived.

Word list

Here is a list of words that appear unit by unit in *Headway Pre-Intermediate*. You can write in the translation if you want. Most of the new words are here, but if a word isn't very useful or very common, it isn't in these lists. Words are repeated if they come in a later unit, and if we think it's a good idea to revise them.

Abbreviations

adj = adjective *prep* = preposition

n = noun *pp* = past participle

v = verb *opp* = opposite

adv = adverb *det* = determiner (e.g. *some, several*)

UNIT 1

bilingual (*adj*) /bəˈlɪŋɡwəl/

book (*v*) (a seat) /bʊk/

boot (*n*) /bu:t/

born (*pp*) /bɔ:n/

branch (*n*) (of a tree) /brɑ:ntʃ/

branch (*n*) (of a shop) /brɑ:ntʃ/

calculator (*n*) /ˈkælkjuleɪtə(r)/

castle (*n*) /ˈkɑ:sl/

change (*n*) (money) /tʃeɪndʒ/

chewing gum (*n*) /ˈtʃu:ɪŋ ɡʌm/

choose (*v*) /tʃu:z/

coast (*n*) /kəʊst/

comb (*n*) /kəʊm/

course (*n*) (of study) /kɔ:s/

earth (*n*) /ɜ:θ/

elect (*v*) /ɪˈlekt/

enjoy (*v*) /ɪnˈdʒɔɪ/

equator (*n*) /ɪˈkwetə(r)/

fan (*n*) (for air) /fæn/

fan (*n*) (a person) /fæn/

file (*n*) (for papers) /faɪl/

flat (*n*) (to live) /flæt/

flat (*adj*) (surface) /flæt/

get married (*v*) /get ˈmæɪrɪd/

glasses (*n*) /ˈglɑ:sɪz/

hanky (*n*) /ˈhæŋkɪ/

hear (*v*) /hɪə(r)/

ice (*n*) /aɪs/

joke (*n*) /dʒɔ:k/

jungle (*n*) /ˈdʒʌŋɡl/

kind (*n*) (= sort) /kaɪnd/

kind (*adj*) (= nice) /kaɪnd/

laugh (*v*) /lɑ:f/

leave (*v*) /li:v/

lighter (*n*) /ˈlaɪtə(r)/

lipstick (*n*) /ˈlɪpstɪk/

look after (*v*) /lʊk ˈɑ:ftə(r)/

mean (*v*) (What does it mean?) /mi:n/

mean (*adj*) (*opp* = generous) /mi:n/

part-time (*adj*) /pɑ:t'taɪm/
 plaster (*n*) /'plɑ:stə(r)/
 play (*v*) (a game) /pleɪ/
 play (*n*) (in the theatre) /pleɪ/
 poetry (*n*) /'pəʊtri/
 powerful (*adj*) /'paʊəfl/
 purse (*n*) /pɜ:s/
 receipt (*n*) /rɪ'si:t/
 record (*v*) /rɪ'kɔ:d/
 ring (*v*) (= phone) /rɪŋ/
 ring (*n*) (on your finger) /rɪŋ/
 safe (*adj*) /seɪf/
 scissors (*n*) /'sɪzəz/
 season ticket (*n*) /'si:zn tɪkt/
 single (*adj*) /sɪŋgl/
 sink (*v*) (in water) /sɪŋk/
 sink (*n*) (in kitchen) /sɪŋk/
 smell (*v*) /smel/
 strike (*v*) (= hit) /straɪk/
 strike (*n*) (not work) /straɪk/
 surname (*n*) /'sɜ:nem/
 tap (*v*) (touch) /tæp/
 tap (*n*) (on a sink) /tæp/
 T-shirt (*n*) /'ti:ʃɜ:t/
 wallet (*n*) /'wɒlɪt/
 worried (*adj*) /'wʌrɪd/

UNIT 2

adapt (*v*) /ə'dæpt/
 addicted (*adj*) /ə'dɪktɪd/
 air conditioning (*n*) /'eə kənɪdʃnɪŋ/
 attitude (*n*) /'ætɪtju:d/
 babysit (*v*) /'beɪbɪsɪt/
 bored (*adj*) /bɔ:d/
 borrow (*v*) /'bɒrəʊ/
 bride (*n*) /braɪd/
 CD player (*n*) /si:'di: pleɪə(r)/
 company (*n*) (= business) /'kʌmpəni/
 complaint (*n*) /kəm'pleɪnt/
 computer (*n*) /kəm'pjʊ:tə(r)/
 cooker (*n*) /'kʊkə(r)/
 crèche (*n*) /krefʃ/
 credit card (*n*) /'kredɪt kɑ:d/
 discover (*v*) /dɪs'kʌvə(r)/
 dishwasher (*n*) /'dɪʃwɒʃə(r)/
 divorced (*pp*) /dɪ'vɔ:st/
 dozen (*n*) /dʌzn/
 employment (*n*) /ɪm'plɔɪmənt/
 exchange rate (*n*) /ɪks'tʃeɪndʒ reɪt/
 flag (*n*) /flæɡ/
 fluently (*adv*) /'flu:əntli/
 fog (*n*) /fɒɡ/
 food mixer (*n*) /'fu:d mɪksə(r)/
 freedom (*n*) /'fri:dəm/
 freezer (*n*) /'fri:zə(r)/
 fridge (*n*) /frɪdʒ/
 full-time (*adj*) /fʊl'taɪm/

health (*n*) /helθ/
 hi-fi (*n*) /'haɪfaɪ/
 interview (*v* and *n*) /'ɪntəvjʊ:
 iron (*n*) /'aɪən/
 kettle (*n*) /'ketl/
 lamp (*n*) /læmp/
 lifestyle (*n*) /'laɪfstɑɪl/
 litter (*n*) /'lɪtə(r)/
 microwave oven (*n*) /'maɪkrəweɪv 'ʌvən/
 miserable (*adj*) /'mɪzəəbl/
 rarely (*adv*) /'reəli/
 relax (*v*) /rɪ'læks/
 research (*n*) /rɪ'sɜ:tʃ/
 retired (*adj*) /rɪ'taɪəd/
 rude (*adj*) /ru:d/
 save (*v*) /seɪv/
 shower (*n*) /'ʃaʊə(r)/
 spotlight (*n*) /'spɒtlaɪt/
 standard of living (*n*) /'stændəd əv
 'lɪvɪŋ/
 stereo (*n*) /'sterɪəʊ/
 strict (*adj*) /strɪkt/
 unemployment (*n*) /ʌnɪm'plɔɪmənt/
 unusual (*adj*) /ʌn'ju:ʒəl/
 vacuum cleaner (*n*) /'vækjuəm
 kli:nə(r)/
 video (*n*) /'vɪdɪəʊ/
 Walkman (*n*) /'wɔ:kmən/
 washing machine (*n*) /'wɒʃɪŋ məʃi:n/
 word processor (*n*) /'wɜ:d prəʊsesə(r)/
 worry (*v*) /'wʌri/

UNIT 3

agree (*v*) (with sb) /ə'ɡri:/
 army (*n*) /'ɑ:mi/
 author (*n*) /'ɔ:θə(r)/
 bill (*n*) (in a restaurant) /bɪl/
 biography (*n*) /baɪ'ɒɡrəfi/
 breathe (*v*) /bri:ð/
 catch (*v*) (fish) /kætʃ/
 champion (*n*) /'tʃæmpɪən/
 creep (*v*) /kri:p/
 describe (*v*) /dɪ'skraɪb/
 description (*n*) /dɪ'skrɪpʃn/
 do the washing-up (*v*) /du: ðə wɒʃɪŋ
 'ʌp/
 draw (*v*) (a picture) /drɔ:/
 escape (*v* and *n*) /ɪ'skeɪp/
 fall (*v*) /fɔ:l/
 feel (*v*) /fi:l/
 fish (*v* and *n*) /fɪʃ/
 gun (*n*) /ɡʌn/
 healthy (*adj*) /'helθi/
 hero (*n*) /'hɪərəʊ/

lie (n) (*opp* = truth) /laɪ/
 look at (v) /'lʊk ət/
 look for (v) /'lʊk fə(r)/
 midnight (n) /'mɪdnɑːt/
 novel (n) /'nɒvl/
 pack (v) (a suitcase) /pæk/
 pass (v) (an exam) /pɑːs/
 peaceful (adj) /'piːsfl/
 pillow (n) /'pɪləʊ/
 point (v) /pɔɪnt/
 raw (adj) /rɔː/
 rock (n) /rɒk/
 shark (n) /ʃɑːk/
 similar (adj) /'sɪmlə(r)/
 sink (v) /sɪŋk/
 soldier (n) /'səʊldʒə(r)/
 spend (v) (time) /spend/
 spy (n) /spaɪ/
 stockbroker (n) /'stɒkbrəʊkə(r)/
 suit (n) /suːt/
 survive (v) /sə'vaɪv/
 throw (v) /θrəʊ/
 tin (n) (of food) /tɪn/
 van (n) /væn/
 waterfall (n) /'wɔːtəfɔːl/
 whale (n) /weɪl/
 whisper (n) /'wɪspə(r)/
 yacht (n) /jɒt/

UNIT 4

advertisement (n) /əd'vɜːtɪsmənt/
 advise (v) /əd'vaɪz/
 bake (v) /beɪk/
 boil (v) /bɔɪl/
 bowl (n) /bəʊl/
 bra (n) /brɑː/
 Brussels sprout (n) /brɜːsl 'spraut/
 cabbage (n) /'kæbɪdʒ/
 carrot (n) /'kærət/
 cauliflower (n) /'kɒlɪflaʊə(r)/
 celery (n) /'seləri/
 charge (v) (money) /tʃɑːdʒ/
 cherry (n) /'tʃerɪ/
 chicken (n) /'tʃɪkɪn/
 chop (v) (with a knife) /tʃɒp/
 chop (n) (cut of meat) /tʃɒp/
 cucumber (n) /'kjuːkəmbə(r)/
 department store (n) /dɪ'pɑːtmənt stɔː(r)/
 designer (n) /dɪ'zaɪnə(r)/
 dessert (n) /dɪ'zɜːt/
 dinner party (n) /'dɪnə pɑːtɪ/
 dish (n) /dɪʃ/
 dressing gown (n) /'dresɪŋ gaʊn/
 flour (n) /'flaʊə(r)/
 fry (v) /fraɪ/
 frying-pan (n) /'fraɪɪŋ pæn/

garlic (n) /'gɑːlɪk/
 grape (n) /greɪp/
 greasy (adj) (hair) /'greɪsɪ/
 grill (v) /grɪl/
 immigrant (n) /'ɪmɪgrənt/
 ingredient (n) /ɪn'ɡriːdiənt/
 jumper (n) (to wear) /'dʒʌmpə(r)/
 knickers (n) /'nɪkəz/
 label (n) (on a suitcase) /'leɪbl/
 lettuce (n) /'letɪs/
 melon (n) /'melən/
 minced beef (n) /mɪnst 'biːf/
 mushroom (n) /'mʌʃruːm/
 onion (n) /'ʌnɪən/
 oven (n) /ʌvən/
 peach (n) /piːtʃ/
 peel (v) /piːl/
 pie (n) /paɪ/
 pineapple (n) /'paɪnæpl/
 potato (n) /pə'teɪtəʊ/
 profit (n) /'prɒfɪt/
 raisin (n) /'reɪzn/
 raspberry (n) /'rɑːzbəri/
 recipe (n) /'resəpi/
 roast (v) /rəʊst/
 saucepan (n) /'səːspən/
 shampoo (n) /'ʃæmpuː/
 shopkeeper (n) /'ʃɒpkiːpə(r)/
 slice (v and n) /slaɪs/
 soft drink (n) /sɒf 'drɪŋk/
 squeeze (v) /skwiːz/
 stall (n) (in a market) /stɔːl/
 strawberry (n) /'strɔːbəri/
 sultana (n) /səl'tɑːnə/
 train (v) (for a job) /treɪn/
 underwear (n) /'ʌndəweə(r)/

UNIT 5

accountant (n) /ə'kaʊntənt/
 ambition (n) /æm'bɪʃn/
 ambitious (adj) /æm'bɪʃəs/
 arrange (v) (= organize) /ə'reɪndʒ/
 arrival (n) /ə'raɪvl/
 attract (v) /ə'trækt/
 attraction (n) /ə'trækʃn/
 attractive (adj) /ə'træktɪv/
 bored (adj) /bɔːd/
 chef (n) /ʃef/
 complain (v) /kəm'pleɪn/
 considerate (adj) /kən'sɪdərət/
 cook (v and n) /kʊk/
 cookbook (n) /'kʊkbʊk/
 decision (n) /dɪ'sɪʒn/
 degree (n) /dɪ'ɡriː/
 desperate (adj) /dɛspə'reɪt/
 documentary (n) /dɒkjʊ'mentri/

earn (v) (money) /ɜ:n/
 fashion (n) /'fæʃn/
 fashionable (adj) /'fæʃnəbl/
 fed up (adj) /fed 'ʌp/
 get in touch (v) (= contact) /get ɪn
 'tʌʃ/
 get on with sb (v) /get 'ɒn wɪð/
 go out with sb (v) /gəʊ 'aʊt wɪð/
 go sightseeing (v) /gəʊ 'saɪtsi:ɪŋ/
 happiness (n) /'hæpɪnəs/
 health (n) /helθ/
 imagination (n) /ɪmædʒɪ'neɪʃn/
 imagine (v) /ɪ'mædʒɪn/
 improve (v) /ɪm'pru:v/
 improvement (n) /ɪm'pru:vmənt/
 invite (v) /ɪn'vaɪt/
 lazy (adj) /'leɪz/
 lift (n) (= ride) /lɪft/
 lonely (adj) /'ləʊnli/
 mansion (n) /'mænsən/
 marketing (n) /'mɑ:kətɪŋ/
 notebook (n) /'nəʊtbʊk/
 nurse (n) /nɜ:s/
 own (v) /əʊn/
 own (adj) /əʊn/
 pick up (v) (= meet) /pɪk 'ʌp/
 politician (n) /pə'lɪtɪʃn/
 power (n) /paʊə(r)/
 sauce (n) /sɔ:s/
 science (n) /'saɪəns/
 scientific (adj) /saɪəns'tɪfɪk/
 second-hand (adj) /sekənd 'hænd/
 share (v) /ʃeə/
 specialize (v) /'speʃəlaɪz/
 standard of living (n) /stændəd əv
 'lɪvɪŋ/
 stick (v) /stɪk/
 succeed (v) /sək'si:d/
 success (n) /sək'ses/
 successful (adj) /sək'sesfl/
 tour company (n) /'tuə kʌmpəni/
 train (v) (= learn, practise) /treɪn/
 well-paid (adj) /wel 'peɪd/

UNIT 6

across (prep) /ə'krɒs/
 along (prep) /ə'lɒŋ/
 annoyed (adj) /ə'nɔɪd/
 atmosphere (n) (of a place) /'ætməsfɪə(r)/
 audience (n) /'ɔ:diəns/
 average (adj) /'ævərɪdʒ/
 awful (adj) /'ɔ:fl/
 break up (v) (a relationship) /breɪk 'ʌp/
 bulb (n) (for light) /bʌlb/

caring (adj) /'keərɪŋ/
 cost (v) /kɒst/
 cost of living (n) /kɒst əv 'lɪvɪŋ/
 crowded (adj) /'kraʊdɪd/
 despite (prep) /dɪ'spaɪt/
 economical (adj) /i:kə'nɒmɪkl/
 exciting (adj) /ɪk'saɪtɪŋ/
 fed up (adj) /fed 'ʌp/
 friendly (adj) /'frendli/
 gate (n) /geɪt/
 generous (adj) /'dʒenərəs/
 get to know (v) /get tə 'nəʊ/
 guess (v) /ges/
 handsome (adj) /'hænsəm/
 hill (n) /hɪl/
 impatient (adj) /ɪm'peɪʃnt/
 impolite (adj) /ɪmpə'laɪt/
 impossible (adj) /ɪm'pɒsəbl/
 inconvenient (adj) /ɪnkən'vi:nɪənt/
 incorrect (adj) /ɪnkə'rekt/
 inexpensive (adj) /ɪnɪk'spensɪv/
 marvellous (adj) /'mɑ:vələs/
 mean (adj) (opp = generous) /mi:n/
 messy (adj) /'mesi/
 mixture (n) /'mɪkstʃə(r)/
 naughty (adj) /'nɔ:ti/
 noisy (adj) /'nɔɪzi/
 orchestra (n) /'ɔ:kɪstrə/
 outgoing (adj) (person) /aʊt'gəʊɪŋ/
 over (prep) /'əʊvə(r)/
 palace (n) /'pælis/
 past (prep) /pɑ:st/
 path (n) /pɑ:θ/
 polluted (adj) /pə'lu:tɪd/
 pond (n) /pɒnd/
 quiet (adj) /'kwaɪət/
 quite (adv) (e.g. quite good) /kwaɪt/
 reserved (adj) (person) /rɪ'zɜ:vd/
 servant (n) /'sɜ:vənt/
 share (v) /ʃeə(r)/
 shy (adj) /ʃaɪ/
 snack (n) /snæk/
 spend (v) (money) /spend/
 staircase (n) /'steəkeɪs/
 suburb (n) /'sʌbə:b/
 temperature (n) /'temprətʃə(r)/
 through (prep) /θru:/
 ugly (adj) /'ʌɡli/
 uncomfortable (adj) /ʌn'kʌmfətbəl/
 unfriendly (adj) /ʌn'frendli/
 unhappy (adj) /ʌn'hæpi/
 unimportant (adj) /ʌnɪm'pɔ:tənt/
 uninterested (adj) /ʌn'ɪntrəstɪd/
 untidy (adj) /ʌn'taɪdi/
 violinist (n) /vaɪə'lɪnɪst/
 wealth (n) /welθ/
 wealthy (adj) /'welθi/

well-behaved (*adj*) /wel bi'hervd/
 wet (*adj*) /wet/
 whole (*adj*) /həul/
 wood (*n*) (= lots of trees) /wud/

UNIT 7

abuse (*n*) /ə'bjʊ:s/
 accident (*n*) /'æksɪdənt/
 act (*v*) /ækt/
 acting (*n*) /'æktɪŋ/
 actress (*n*) /'æktɹəs/
 at last (*adv*) /ət 'lɑ:st/
 at least (*adv*) /ət 'li:st/
 award (*n*) /ə'wɔ:d/
 brake (*n*) /breɪk/
 break (*v* and *n*) /breɪk/
 career (*n*) /kə'riə(r)/
 cause (*n*) (to fight for) /kɔ:z/
 charity (*n*) /'tʃærəti/
 check (*v*) /tʃek/
 cheque (*n*) /tʃek/
 childhood (*n*) /'tʃaɪldhʊd/
 concert (*n*) /'kɒnsət/
 conscience (*n*) /'kɒnʃəns/
 consider (*v*) /kən'sɪdə(r)/
 drum (*n*) /drʌm/
 environment (*n*) /ɪn'vaɪərənmənt/
 especially (*adv*) /ɪ'speʃli/
 even (*adv*) /'i:vən/
 exactly (*adv*) /ɪg'zæktli/
 fair (*adj*) (fair hair/decision) /feə(r)/
 fare (*n*) /feə(r)/
 fortunately (*adv*) /'fɔ:tʃənətli/
 graduate (*v*) /'grædʒueɪt/
 guitar (*n*) /gɪ'tɑ:(r)/
 including (*prep*) /ɪn'klu:dɪŋ/
 influence (*v* and *n*) /ɪnfluəns/
 instrument (*n*) (musical) /ɪnstrʊmənt/
 iron (*v*) /aɪən/
 musician (*n*) /mju:'zɪʃn/
 nearly (*adv*) /'niəli/
 of course (*adv*) /əv 'kɔ:s/
 overdose (*n*) /'əʊvədəʊs/
 prize (*n*) /praɪz/
 prose (*n*) /prəʊz/
 race (*v* and *n*) (cars) /reɪs/
 recognize (*v*) /'rekəɡnaɪz/
 record (*n*) (of music) /'rekɔ:d/
 rise (*n*) (to stardom) /raɪz/
 role (*n*) /rəʊl/
 roll (*v* and *n*) /rəʊl/
 sail (*n*) /seɪl/
 sale (*n*) /seɪl/
 saxophone (*n*) /'sæksəfəʊn/
 several (*det*) /'sevrəl/
 shame (*n*) /ʃeɪm/

slave (*n*) /sleɪv/
 stardom (*n*) /'stɑ:dəm/
 still (*adv*) (still in bed) /stɪl/
 support (*v* and *n*) /sə'pɔ:t/
 too (*adv*) /tu:/
 trumpet (*n*) /'trʌmpɪt/
 waist (*n*) /weɪst/
 waste (*v* and *n*) /weɪst/
 weak (*adj*) /wi:k/
 western (*n*) /'westən/

UNIT 8

accept (*v*) (an invitation) /ək'sept/
 accommodation (*n*) /əkɒmə'deɪʃn/
 advantage (*n*) /əd'vɑ:ntɪdʒ/
 alarm clock (*n*) /ə'lɑ:m klɒk/
 argue (*v*) /'ɑ:gju:/
 bookcase (*n*) /'bʊkkeɪs/
 bully (*n*) /'bʊli/
 cigarette lighter (*n*) /sɪɡə'ret laɪtə(r)/
 consultant (*n*) /kən'sʌltənt/
 cool (*adj*) (weather) /ku:l/
 cruise (*n*) /kru:z/
 cry (*v*) (tears) /kraɪ/
 departure lounge (*n*) /dɪ'pɑ:tʃə laʊndʒ/
 disadvantage (*n*) /dɪsəd'vɑ:ntɪdʒ/
 document (*n*) /'dɒkjʊmənt/
 dustbin (*n*) /'dʌstbɪn/
 dye (*v* and *n*) /daɪ/
 ear-ring (*n*) /'ɪərɪŋ/
 earthquake (*n*) /'ɜ:θkweɪk/
 entertain (*v*) /entə'teɪn/
 equipment (*n*) /ɪ'kwɪpmənt/
 expert (*n*) /'ekspɜ:t/
 fame (*n*) /feɪm/
 favour (*n*) /'feɪvə(r)/
 fire engine (*n*) /'faɪər endʒɪn/
 fisherman (*n*) /'fɪʃməŋ/
 fit (*adj*) (= healthy) /fɪt/
 furious (*adj*) /'fjʊəriəs/
 hairdryer (*n*) /'heədraɪə(r)/
 impressed (*adj*) /ɪm'prest/
 lake (*n*) /leɪk/
 light (*adj*) (clothes) /laɪt/
 melt (*v*) /melt/
 mess (*n*) /mes/
 miner (*n*) /'maɪnə(r)/
 model (*n*) /'mɒdl/
 notice-board (*n*) /'nəʊtɪs bɔ:d/
 original (*adj*) /ə'ɹɪdʒənəl/
 overweight (*adj*) /əʊvə'weɪt/
 painful (*adj*) /'peɪnfl/
 pocket money (*n*) /'pɒkɪt mʌni/
 pose (*v*) /pəʊz/
 program (*v* and *n*) (computers) /'prəʊɡræm/

project (n) /'prɒdʒekt/
 punishment (n) /'pʌnɪʃmənt/
 raincoat (n) /'reɪnkəʊt/
 recommend (v) /'rekə'mend/
 refreshing (adj) /rɪ'freʃɪŋ/
 refuse (v) (an invitation) /rɪ'fjuːz/
 remarkable (adj) /rɪ'mɑːkəbl/
 risk (n) /rɪsk/
 rush hour (n) /'rʌʃ aʊə(r)/
 safety belt (n) /'seɪftɪ belt/
 screwdriver (n) /'skruːdraɪvə(r)/
 shift (n) (work) /ʃɪft/
 signpost (n) /'saɪnpəʊst/
 speciality (n) /speʃi'æləti/
 speech (n) /spiːtʃ/
 software (n) (computers) /'sɒftweə(r)/
 stamina (n) /'stæmɪnə/
 standard (n) /'stændəd/
 sunset (n) /'sʌnset/
 swimming costume (n) /'swɪmɪŋ
 kɒstjuːm/
 tape-recorder (n) /'teɪp rɪkɔːdə(r)/
 tasty (adj) /'teɪsti/
 tease (v) /tiːz/
 timetable (n) /'taɪmteɪbl/
 tin-opener (n) /'tɪn əʊpənə(r)/
 toothpaste (n) /'tuːθpeɪst/
 traffic lights (n) /'træfɪk laɪts/
 uniform (n) /'juːnɪfɔːm/
 valuable (adj) /'væljuəbl/
 variety (n) /və'raɪəti/
 vegetarian (n) /vedʒɪ'teəriən/
 vet (n) /vet/
 watch repairer (n) /'wɒtʃ rɪpeəə(r)/
 word processor (n) /'wɜːd prəʊsesə(r)/
 worth (adj) /wɜːθ/

UNIT 9

according to (prep) /ə'kɔːdɪŋ tu/
 architect (n) /'ɑːkɪtekt/
 area (n) /'eəriə/
 aware of (adj) /ə'weər əv/
 board (v) (a plane, boat) /bɔːd/
 boarding card (n) /'bɔːdɪŋ kɑːd/
 buffet car (n) /'bʊfeɪ kɑː(r)/
 case (n) (suitcase) /keɪs/
 catch (v) (a train) /kætʃ/
 cause (n) (= reason) /kɔːz/
 characteristic (n) /kærəktə'rɪstɪk/
 check in (v) /tʃek 'ɪn/
 check-in desk (n) /tʃekɪn desk/
 choice (n) /tʃɔɪs/
 compartment (n) (in a train)
 /kəm'pɑːtmənt/
 contain (v) /kən'teɪn/
 double (v) /'dʌbl/
 duty-free shop (n) /djuː'tɪfriː ʃɒp/

either (det) /'aɪðə(r)/
 environmentalist (n)
 /ɪnvaɪəən'mentəlist/
 gate (n) (at an airport) /geɪt/
 height (n) /haɪt/
 huge (adj) /hjuːdʒ/
 injure (v) /'ɪndʒə(r)/
 invention (n) /ɪn'venʃn/
 jam (n) (traffic) /dʒæm/
 less (det) /les/
 lift (n) /lɪft/
 look after (v) /lʊk 'ɑːftə(r)/
 luggage (n) /'lʌɡɪdʒ/
 miss (v) (a train/plane) /mɪs/
 need (n) /niːd/
 passenger (n) /'pæsɪndʒə(r)/
 platform (n) /'plætfɔːm/
 protect (v) /prə'tekt/
 race (n) (of people) /reɪs/
 recycle (v) /rɪ'saɪkl/
 research (v and n) /rɪ'sɜːtʃ/
 return (n) (ticket) /rɪ'tɜːn/
 robot (n) /'rəʊbɒt/
 shorts (n) /ʃɔːts/
 single (ticket) (n) /'sɪŋɡl/
 survey (n) /'sɜːveɪ/
 survive (v) /sə'vaɪv/
 symbol (n) /'sɪmbl/
 ticket inspector (n) /'tɪkɪt ɪnspektə(r)/
 ticket office (n) /'tɪkɪt ɒfɪs/
 traffic jam (n) /'træfɪk dʒæm/
 trolley (n) /'trɒli/
 unfasten (v) /ʌn'fɑːsn/
 unleaded petrol (n) /'ʌnledɪd 'petrəl/
 waiting room (n) /'weɪtɪŋ ruːm/

UNIT 10

argument (n) /'ɑːɡjʊmənt/
 athlete (n) /'æθliːt/
 ban (v) /bæn/
 belong (v) /bɪ'lɒŋ/
 bikini (n) /bɪ'kiːni/
 blouse (n) /blaʊz/
 break the law (v) /breɪk ðə 'lɔː/
 bull (n) /bʊl/
 cause (n) (to fight) /kɔːz/
 chain (v and n) /tʃeɪn/
 cleaner (n) /'kliːnə(r)/
 countryside (n) /'kʌntrɪsaɪd/
 courageous (adj) /kə'reɪdʒəs/
 cousin (n) /'kʌzn/
 crowd (n) /kraʊd/
 demand (v) /dɪ'mɑːnd/
 dream (v and n) /driːm/
 duchess (n) /'dʌtʃɪs/

duke (n) /dju:k/
 emotional (adj) /i'məʊʃənəl/
 encourage (v) /ɪn'kærɪdʒ/
 event (n) /ɪ'vent/
 fight (v and n) /faɪt/
 hero (n) /'hɪərəʊ/
 heroine (n) /'herəʊm/
 judge (n) /dʒʌdʒ/
 landlady (n) /'lændleɪdi/
 landlord (n) /'lændlə:d/
 law (n) /lɔ:/
 legal (adj) /'li:gl/
 mainly (adv) /'meɪnli/
 march (v and n) /mɑ:tʃ/
 martyr (n) /'mɑ:tə(r)/
 memory (n) /'meməri/
 mini-skirt (n) /'mɪnɪskɜ:t/
 movement (n) (political) /'mu:vmənt/
 nephew (n) /'nefju:/
 niece (n) /ni:s/
 notice (v) /'nəʊtɪs/
 opposition (n) /ɒpə'zɪʃn/
 organize (v) /'ɔ:gənaɪz/
 peaceful (adj) /'pi:sfl/
 petition (n) /pə'tɪʃn/
 pie (n) /paɪ/
 pop concert (n) /'pɒp kɒnsət/
 professor (n) /prə'fesə(r)/
 publicity (n) /pʌb'lɪsəti/
 pyjamas (n) /pə'dʒɑ:məz/
 reasonable (adj) (= not expensive) /'ri:znəbl/
 refuse (v) /rɪ'fju:z/
 right (n) (to do something) /raɪt/
 scientist (n) /'saɪəntɪst/
 shock (v) /ʃɒk/
 shocking (adj) /'ʃɒkɪŋ/
 sociable (adj) /'səʊʃəbl/
 spoil (v) (a child) /spɔɪl/
 surprised (adj) /sə'praɪzd/
 teenager (n) /'ti:neɪdʒə(r)/
 underpants (n) /'ʌndəpænts/
 vote (v and n) /vəʊt/
 widow (n) /'wɪdəʊ/
 widower (n) /'wɪdəʊə(r)/

UNIT 11

anniversary (n) /ænɪ'vɜ:səri/
 apologize (v) /ə'pɒlədʒaɪz/
 bargain (n) /'bɑ:gɪn/
 beetle (n) /'bi:tl/
 belong (v) /brɪ'lɒŋ/
 celebrate (v) /'selɪbreɪt/
 (in) charge (n) /tʃɑ:dʒ/
 chat (v and n) /tʃæt/

competition (n) /kɒmpə'tɪʃn/
 consumer (n) /kən'sju:mə(r)/
 depend (v) /dɪ'pend/
 deserve (v) /dɪ'zɜ:v/
 design (v and n) /dɪ'zaɪn/
 disease (n) /dɪ'zi:z/
 distinctive (adj) /dɪ'stɪŋktɪv/
 due to (prep) /'dju: tə/
 ear-rings (n) /'ɪərɪŋz/
 energy (n) /'enədʒɪ/
 factory (n) /'fæktəri/
 fan (n) (person) /fæn/
 furious (adj) /'fjuəriəs/
 generosity (n) /dʒenə'rosɪti/
 graceful (adj) /'greɪsfl/
 grow (v) (e.g. rice) /grəʊ/
 heart (n) /hɑ:t/
 honesty (n) /'ɒnəstɪ/
 invent (v) /ɪn'vent/
 invention (n) /ɪn'venʃn/
 lottery (n) /'lɒtəri/
 manufacture (v) /mænju'fæktʃə(r)/
 operate (v) /'ɒpəreɪt/
 owner (n) /'əʊnə(r)/
 parachute (n) /'pærəʃu:t/
 pot of tea (n) /pɒt əv 'ti:/
 produce (v) /prə'dju:s/
 raise (v) (money) /reɪz/
 refreshment (n) /rɪ'freʃmənt/
 reliable (adj) /rɪ'laɪəbl/
 reward (n) /rɪ'wɔ:d/
 rope (n) /rəʊp/
 settle (v) (in a place) /'setl/
 spare (adj) /speə(r)/
 speed (n) /spi:d/
 stable (n) (for horses) /'steɪbl/
 stocking (n) /'stɒkɪŋ/
 suffer (v) /'sʌfə(r)/
 tidy (v) /'taɪdi/
 transplant (n) /'trænsplɑ:nt/
 upset (adj) /ʌp'set/
 wave (v) (your hand) /weɪv/
 will (n) (= testament) /wɪl/

UNIT 12

adventure (n) /əd'ventʃə(r)/
 authority (n) /ɔ:'θɒrɪti/
 battle (n) /'bætl/
 behave (v) /brɪ'heɪv/
 bleed (v) /bli:d/
 bored (adj) /bɔ:d/
 boring (adj) /'bɔ:rɪŋ/
 bow and arrow (n) /bəʊ ənd 'ærəʊ/
 brave (adj) /breɪv/
 bury (v) /'beri/

capture (v) /'kæptʃə(r)/
 carefully (adv) /'keəfəli/
 castle (n) /'kɑ:sl/
 chase (v) /tʃeɪs/
 clearly (adv) /'kliəli/
 creep (v) /kri:p/

deer (n) /diə(r)/
 defeat (v) /di'fi:t/
 defend (v) /di'fend/
 dragon (n) /'dræɡən/

embarrassed (adj) /ɪm'bærəst/
 embarrassing (adj) /ɪm'bærəsɪŋ/
 emperor (n) /'empəra(r)/
 enemy (n) /'enəmi/
 equal (adj) /'i:kwəl/
 escape (v) /ɪ'skeɪp/
 extraordinary (adj) /ɪk'strɔ:dnri/

flash of lightning (n) /flæʃ əv 'laɪtnɪŋ/
 fluently (adv) /'flu:əntli/
 forest (n) /'fɒrɪst/
 forever (adv) /fə'revə(r)/
 frightened (adj) /'fraɪtənd/

giant (n) /'dʒaɪənt/
 grab (v) /græb/
 guide (v and n) /gaɪd/

heat (n) /hi:t/
 honour (n) /'ɒnə(r)/
 hunt (v and n) /hʌnt/

injustice (n) /ɪn'dʒʌstɪs/
 interested (adj) /'ɪntrəstɪd/
 interesting (adj) /'ɪntrəstɪŋ/
 invasion (n) /ɪn'veɪʒn/

kingdom (n) /'kɪŋdəm/

leader (n) /'li:də(r)/
 legend (n) /'ledʒənd/
 let (sb do) (v) /let/

magician (n) /mə'dʒɪʃn/
 make (sb do) (v) /meɪk/
 manage (to do) (v) /'mænɪdʒ/

off-licence (n) /'ɒflaɪsəns/

poison (v and n) /'pɔɪzn/
 properly (adv) /'prɒpəli/
 protect (v) /prə'tekt/
 prove (v) /pru:v/

receive (v) /rɪ'si:v/
 respect (n) /rɪ'spekt/
 rob (v) /rɒb/
 robber (n) /'rɒbə(r)/

self-defence (n) /self dɪ'fens/
 snake (n) /sneɪk/
 suddenly (adv) /'sʌdnəli/
 surprised (adj) sə'praɪzd/
 surprising (adj) sə'praɪzɪŋ/
 sword (n) sɔ:d

tell (sb to do) (v) tel
 tired (adj) 'taɪəd
 tiring (adj) 'taɪərɪŋ
 throat (n) 'traʊt
 view (n) vju

wild (adj) /waɪld/
 wounded (adj) /'wu:ndɪd/

UNIT 13

amazing (adj) /ə'meɪzɪŋ/
 analyse (v) /'ænləɪz/

behaviour (n) /bɪ'hervjə(r)/
 belief (n) /br'i:li:f/
 block of flats (n) /blɒk əv 'flæts/
 bring up (v) (children) /brɪŋ 'ʌp/
 budgie (n) /'bʌdʒi/
 burglar (n) /'bɜ:glə(r)/

chauffeur (n) /'ʃəufə(r)/
 confident (adj) /'kɒnfɪdənt/
 contents (n) /'kɒntents/
 cosmopolitan (adj) /kɒzmə'pɒlɪtən/
 costume (n) /'kɒstju:m/
 cottage (n) /'kɒtɪdʒ/
 crown (n) /kraʊn/

death (n) /deθ/

edge (n) /edʒ/
 experience (n) /ɪk'spiəriəns/

fail (v) (an exam) /feɪl/
 fantasy (n) /'fæntəsi/
 fear (v and n) /fiə(r)/

get on with (v) /get 'ɒn wɪð/
 goldfish (n) /'gəʊldfɪʃ/
 governess (n) /'gʌvənɪs/

hurry up (v) /hʌri 'ʌp/

image (n) /'ɪmɪdʒ/
 interpretation (n) /ɪntɜ:'prɪteɪʃn/

lack (n) /læk/
 lie down (v) /laɪ 'daʊn/
 look for (v) /'lʊk fɔ:(r)/
 look forward to (v) /'lʊk 'fɔ:wəd tu/
 look up (v) (in a dictionary) /'lʊk 'ʌp/

management (n) /'mænɪdʒmənt/
 memorable (adj) /'memərəbl/
 mix (n) /mɪks/
 mixed (adj) /mɪkst/

narrow (adj) /'nærəʊ/
 nervous (adj) /'nɜ:vəs/

optimistic (adj) /ɒptɪ'mɪstɪk/

pass (v) (an exam) /pɑ:s/
 peacock (n) /'pi:kɒk/
 personality (n) /pɜ:sə'næləti/
 pessimistic (adj) /pesɪ'mɪstɪk/
 pool (n) /pu:l/
 positive (adj) /'pɒzɪtɪv/
 prepare (v) /prɪ'peə(r)/
 put on (v) (clothes) /put 'ɒn/
 put out (v) (a cigarette) /put 'aʊt/

relative (n) (family) /'relatɪv/
 religion (n) /rɪ'lɪdʒən/
 romantic (adj) /rəʊ'mæntɪk/
 ruin (v and n) /'ru:ɪn/

shape (n) /ʃeɪp/
 stand up (v) /stænd 'ʌp/
 sweater (n) /'swetə(r)/
 switch off (v) (a light) /swɪtʃ 'ɒf/
 take off (v) (clothes) /teɪk 'ɒf/
 take off (v) (a plane) /teɪk 'ɒf/
 throw away (v) /θrəʊ ə'weɪ/
 track suit (n) /'træk su:t/
 traditional (adj) /trə'dɪʃənəl/
 turn down (v) (a radio) /tɜ:n 'daʊn/
 turn off (v) (a light) /tɜ:n 'ɒf/
 valuable (adj) /'væljuəbl/
 wave (n) (in the sea) /weɪv/
 weather forecast (n) /'weðə fə:kɑ:st/
 wedding (n) /'wedɪŋ/

UNIT 14

accommodate (v) /ə'kɒmədeɪt/
 active (adj) /'æktɪv/
 advertise (v) /'ædvətaɪz/
 approach (v) /ə'prəʊtʃ/
 archaeology (n) /ɑ:kɪ'blɒlədʒi/
 argument (n) /'ɑ:gjʊmənt/
 arrival (n) /ə'raɪvl/
 burn (v and n) /bɜ:n/
 careless (adj) /'keələs/
 celebration (n) /selɪ'breɪʃn/
 comfort (n) /'kʌmfət/
 commute (v) /kə'mju:t/
 computerize (v) /kəm'pjʊ:təraɪz/
 crew (n) /kru:/
 crime (n) /kraɪm/
 daily (adj) /'deɪli/
 departure (n) /dɪ'pɑ:tʃə(r)/
 deserted (adj) /dɪ'zɜ:tɪd/
 determination (n) /dɪtɜ:mɪ'neɪʃn/
 development (n) /dɪ'veləpmənt/
 disappear (v) /dɪsə'piə(r)/
 discovery (n) /dɪ'skʌvəri/
 discuss (v) /dɪ'skʌs/
 dishonest (adj) /dɪs'ɒnɪst/
 drown (v) /draʊn/
 existence (n) /ɪg'zɪstəns/
 favour (n) /'feɪvə(r)/
 flight (n) /flaɪt/
 generosity (n) /dʒenə'rɒsɪti/
 get engaged (v) /get ɪn'geɪdʒd/
 govern (v) /'gʌvən/
 growth (n) /grəʊθ/
 hire (v) /'haɪə(r)/
 honeymoon (n) /'hʌnɪmu:n/
 hopefully (adv) /'həʊpfuli/
 invent (v) /ɪn'vent/
 jam (v and n) /dʒæm/
 leather (n) /'leðə(r)/
 lipstick (n) /'lɪpstɪk/

lose weight (v) /lu:z 'weɪt/
 message (n) /'mesɪdʒ/
 mist (n) /mɪst/
 operate (v) /'ɒpəreɪt/
 order (v) (a meal) /'ɔ:də(r)/
 reception (n) (wedding) /rɪ'sepʃn/
 reliability (n) /rɪlə'əbɪləti/
 route (n) /ru:t/
 stopover (n) /'stɒpəʊvə(r)/
 takeaway (n) /'teɪkəweɪ/
 technology (n) /tek'nɒlədʒi/
 term (n) (school) /tɜ:m/
 useless (adj) /'ju:sləs/
 value (v) /'vælju:/
 wake up (v) /weɪk 'ʌp/
 wellington boot (n) /welɪŋtən 'bu:t/

UNIT 15

alone (adj) /ə'ləʊn/
 barn (n) /bɑ:n/
 bring (v) /brɪŋ/
 desperate (adj) /'despərət/
 detective story (n) /dɪ'tektɪv stɔ:ri/
 downpour (n) /'daʊnpə:(r)/
 except (prep) /ɪk'sept/
 fall in love (v) /'fɔ:l ɪn 'lʌv/
 football pools (n) /'fʊtbɔ:l pu:lz/
 forever (adv) /fə'revə(r)/
 get better (v) /get 'betə(r)/
 get cold (v) /get 'kəʊld/
 get ready (v) /get 'redi/
 immoral (adj) /ɪ'mɒrəl/
 last (v) /lɑ:st/
 moral (n) /'mɒrəl/
 pack (v) /pæk/
 parable (n) /'pærəbl/
 passionately (adv) /'pæʃənətli/
 power (n) /'paʊə(r)/
 pretend (v) /prɪ'tend/
 react (v) /rɪ'ækt/
 regret (v) /rɪ'ɡret/
 regularly (adv) /'regjʊləli/
 resist (v) /rɪ'zɪst/
 rubbish bin (n) /'rʌbɪʃ bɪn/
 seek (v) /si:k/
 shelter (v and n) /'ʃeltə(r)/
 suspect (v) /sə'spekt/
 suspicious (adj) /sə'spɪʃəs/
 temptation (n) /temp'teɪʃn/

Appendix 1

Irregular verbs

Base form	Past Simple	Past Participle
be	was/were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	been able
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
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	read
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
shut	shut	shut

Base form	Past Simple	Past Participle
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
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

Appendix 2

Word + preposition

(sb = somebody sth = something)

(break sth) by accident
according to (the weather forecast)
an advertisement for sth
afraid of (dogs)
at the age of (six)
(I don't) agree with (you).
(to) apply for (a job)
(to) argue with sb about sth
(to) arrive at (the station) = at a place
(to) arrive in (England) = **in** a country
(to) ask for sth
(to be) aware of (a problem)
(to) believe in (God)
(to) belong to sb
(to be) bored with sb/sth
(go) by bus, train, car
in the (19th) century
(Have you got) change for (a pound)?
(I'm) in charge.
on the coast
(I) come from (Scotland).
Compared with (other schools, this one is cheap).
(to) complain about (the food)
in (good) condition
(to) deal with (a problem)
(She has a) degree in (English literature).
(to) depend on (the weather)
(to) develop into (a big business)
(to) die of (a heart attack)
(to be) different from/to sb/sth
(Your country is) different from/to (mine).
in the distance
(to) dream about sb/sth
(to be) fed up with sb/sth
(to) fight against sb/sth
(to) find out about sb/sth
on a flight to (London)
(to live) on the (third) floor
(to) forget about sb/sth
(to be) full of (energy)
(to) get on (well) with sb
(to) go out with sb = be boyfriend and girlfriend
(to be) good at sth
(to be) on holiday
(to be) at home (*But* (to) go home)
(to be) impressed by sb/sth
(to be) interested in sb/sth
(to have) an interview for a job
(to) invite sb to (a party) or for (dinner)
(to) laugh at sb/sth
(to) listen to sb/sth

(to) look after (sb who is ill)
(to) look at (a picture)
(to) look for (sth you have lost)
(to) look forward to (a holiday)
(to be) in love with sb
(We've got lamb) for (lunch/dinner).
(to be) married to sb
(The room's) in a mess.
in the north/south
(to) operate on sb
(This machine's) out of order.
(to) pay (£500) for (a car)
(to) point (a gun) at sb/sth
(to) rely on sb/sth
as a result
(to) sell sth for (£300)
(to) share sth with sb
(Your shirt is) similar to (mine).
(to) speak to sb about sth
(to) spend money on (clothes)
(to) steal sth from sb
a story about sb/sth
(to be) on strike for (more money)
(to) suffer from sth
(to) talk to sb about sth
on television
(to) think about (What are you thinking about?)
(to) think of (What do you think of Van Gogh?)
(to) throw (tomatoes) at sb
a ticket for (a concert)
(to be) tired of sb/sth
(to get) in touch with sb
(to) wait for sb/sth
on the way (to school)
(to) work as (a teacher)
(to) work for (an organization)
(to) worry about sb/sth
to write (a letter) to sb

Prepositions of time

in
in the morning/afternoon/evening
January, etc.
summer, etc.
1985
the 1920s
two weeks
two weeks' time
your free time

at
at six o'clock, etc.
midnight
Christmas/Easter
the weekend
the moment

on
on Saturday, etc.
Monday morning, etc.
18 January, etc.

for
for six minutes, etc.
a long time
ages

since
since 18 July, etc.
my last birthday
I arrived

during
during the film/lesson/war/holidays/winter
(Notice that **while** is used **with** a subject and a verb:
While I was on holiday
 watching the film
 coming to school ...)

Appendix 3

Verb patterns

Verb + <i>-ing</i>	
like love enjoy finish	swimming cooking

Verb + <i>to</i> + infinitive	
agree choose decide expect forget help hope manage promise refuse try want would like would love would prefer	to go to work

Note

Help can be used without **to**:

He helped do the shopping.

Have for obligation is followed by **to + infinitive**.

I have to go now. Goodbye.

Notice the expression **take + a**

time + to + infinitive

It takes twenty minutes to get here.

Used to for past habits is followed by the infinitive.

People used to think the earth was flat.

Verb + <i>ing</i> or <i>to</i> + infinitive	
begin continue start	raining/to rain working/to work

Verb + <i>sb</i> + <i>to</i> + infinitive		
advise ask encourage expect help invite tell want	somebody	to go to study to come

Verb + <i>sb</i> + infinitive (no <i>to</i>)		
let make	somebody	go do

Modal auxiliary verbs	
can could shall should might must will would	go arrive

Acknowledgements

The authors would like to thank Tim Lowe and Jeremy Page for their invaluable comments on the manuscript; and all the staff at Oxford University Press.

The publishers and authors are grateful to the following teachers and institutions for piloting sample units and for providing invaluable comment and feedback on the manuscript:

Dawn Dogna
Florence Durand
Sarah Ellis
Richard Felski
Jane Glover
Bridget Green
Claire Grob
James Hunter
Mark Rignall

A.V.L.
The British Institute, Barcelona
The British Institute, Florence
International House, London
International House, Barcelona
International House, Mataró

The publishers would like to thank students at International House, London, for providing the script for 'Hello' in Arabic, Italian, Japanese, and Spanish.

The publishers and authors would like to thank the following for their kind permission to use extracts and adaptations from copyright material:

Carlin Music Corporation: lyrics from *The Girl of my Best Friend* by Beverley Ross and Sam Bobrick; p. 117.

Coca-Cola Great Britain: extract from 'Things go better with Coca-Cola'; p. 77.

Exley Publications and Dominic Poelsma for two cartoons from *Beware of the Teenager* by Pam Brown; p. 62.

Garth Publications: extract from 'Call David - he's digital dynamite' in *Early Times*, the newspaper for young people. (Photo posed by model.) 19 January 1989; p. 60.

Glidrose Publications: extract from *The Man with the Golden Gun* by Ian Fleming; p. 22.

The Independent: extract from 'Living in the skies' by Louise Hidalgo, 1 February 1990; p. 65.

Oxford University Press: dictionary entries from *Oxford Elementary Learner's Dictionary of English*, p. 24; *Oxford French Minidictionary*; p. 10.

Pan Books: extract from *Airport International* by Brian Moynahan; p. 81.

Today: extract from 'Desperately seeking someone' by Margaret Morrison, 5 October 1989; p. 38.

The publishers and authors thank the following for permission to use recorded material from radio commercials:

Coca-Cola Great Britain, Dewynters plc, Motorfair, P&O European Ferries, Ross

The publishers have been unable to trace the copyright holders of *Sing a Song of Motor Cars*.

The publishers would like to thank the following for their permission to reproduce photographs:

Aquarius Picture Library p. 52 (film still), p. 82 ('Herbie')

A V Distributors (London) Ltd/Chris Allan Aviation Library pp. 106/107 (BA Plane)

Art Directors Photo Library pp. 106/107 (sky background)

Barnaby Picture Library p. 12, p. 18, p. 32 Bill Meadows (Post Office), (Harrods), p. 34 (children), p. 55 Paul Seaman (surfing)

Camera Press p. 24, p. 72 (Berlin Wall, Beatles)

Coca-Cola UK p. 77

Suki Coe p. 76 ('Camilla')

Collections/Roy Stedall-Humphries p. 7 (castle)

Bruce Coleman Ltd p. 84 (snarling tiger)

James David Photography p. 14 (Edinburgh), p. 34

(Maldives), p. 41, p. 42 (London and Rome), p. 63 (skiers, Lake Brienz, seafood, Egypt/mosque at sunset)

Greg Evans Photo Library p. 19

Mary Evans Picture Library p. 88

Express Newspapers/Barry Lewis p. 61 (Kimora/schoolgirl)

Robert Harding Picture Library p. 42 (New York),

Nigel Blythe (Tokyo), p. 46 Walter Rawlings (London pub, Madrid café), p. 55 (hot air balloon), p. 63 (fondue, Swiss restaurant, Ipanema beach, Cairo/mosque), p. 69 GR Richardson, p. 79 (parachute), p. 80 (concorde, Tudor house)

Heathrow Airport Picture Library pp. 106/107 (all black and white apart from aerial view)

Hulton Picture Company p. 71 (Charleston, Chaplin), p. 72 (1960s dress, Ban the Bomb), p. 74, p. 75

Katz Eyes p. 23

Annie Loire p. 95 ('Mike')

Marks and Spencer p. 29

National Motor Museum Picture Library/Beaulieu p. 82 (Beetle)

Quadrant Picture Library pp. 106, 107 (Heathrow: entrance, aerial view, Aerodrome 1930)

Rex Features p. 44, p. 61/Barthelemy (catwalk portrait)

John and Liz Soars p. 46 (Kate Leigh) p. 54, p. 55, p. 71 (girl in car), p. 76 ('Bill Cole')

Frank Spooner/Gamma p. 52 (Paul Newman/racing gear and with Joanne Woodward)

Stoddard Carpets Ltd p. 76 (carpet manufacture)

Syndication International (Britain on View) p. 32 (bakery/Paddington Station), p. 55 (walking)

Syndication International p. 79 (two models)

John Walmsley p. 93

Illustrations by:

Mike Allport pp. 35, 85, 96, 97, 108, 109, 110, 111
Julie Anderson pp. 6, 17, 57, 100, 102, 103, 112, 113, 118

Kevin Baverstock p. 41

Jenny Brackley pp. 9, 116, 117

Phil Gascoine p. 22

Robina Green pp. 19, 92, 115

Roland Harmer p. 47

Nick Harris pp. 28, 101, 102

Vanessa Luff pp. 27, 30, 31

Bob Moulder p. 87

David Murray pp. 22, 89, 91, 92, 114

Nigel Paige pp. 2, 50, 66, 78, 90, 98

Nick Sharratt pp. 36, 37, 105

Raymond Turvey pp. 13, 16, 17, 18, 45, 65

David Williams p. 68

Willow p. 73

Location photography by:

Rob Judges (portraits) pp. 7, 40, 48, 49, 67, 86

Ander McIntyre (portraits) pp. 7, 11, 14, 16, 33, 38, 56, 58, 60, 63, 80, 99, 113

Studio photography by:

Garry and Marilyn O'Brien pp. 10, 25, 26, 32, 52

Every effort has been made to trace the owners of copyright material used in this book, but we should be pleased to hear from any copyright holder whom we have been unable to contact.

© Oxford University Press
Great Clarendon Street, Oxford OX2 6DP

Oxford New York
Athens Auckland Bangkok Bogota Buenos Aires
Calcutta Cape Town Chennai Dar es Salaam
Delhi Florence Hong Kong Istanbul Karachi
Kuala Lumpur Madrid Melbourne Mexico City
Mumbai Nairobi Paris Sao Paulo Singapore
Taipei Tokyo Toronto Warsaw

and associated companies in Berlin Ibadan

OXFORD and OXFORD ENGLISH are trade marks of
Oxford University Press

ISBN 0 19 433987 4 International Edition

© Oxford University Press 1991

First published 1991

Twenty-seventh impression 1998

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oxford University Press.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

Phototypeset in 10.5/12pt Times by Tradespools Limited, Frome, Somerset, England

Printed in Spain by Mateu Cromo, S.A. Pinto (Madrid)

Oxford University Press

ISBN 0-19-433987-4



9 780194 339872



Headway is a multi-level course for adults and young adults who want to use English both accurately and fluently. Grammar and vocabulary are taught and explained thoroughly, and all four language skills are developed systematically. The *Headway* series combines traditional methods of language teaching and more recent communicative approaches. *Headway Pre-Intermediate* is a second-year coursebook which, along with *Headway Intermediate*, *Headway Upper-Intermediate*, and *Headway Advanced*, provides a comprehensive language teaching series for the 1990s.

John and Liz Soars have many years of experience as teachers and teacher trainers. Both have worked at International House, London, and Liz was one of the chief examiners of the Cambridge/RSA Dip TEFL.

Each level of *Headway* provides approximately 120 hours of teaching. Key features of *Headway Pre-Intermediate* include:

- Detailed treatment of grammar in two stages: at the beginning of each unit, where it is introduced and practised, and then, in a fuller version suitable for self-study and revision, in the Grammar section at the back of the book.
- A variety of practice activities to consolidate the language.
- Further practice in the Skills Development section.
- Carefully selected personalized fluency work.
- An Everyday English section which practises common expressions in everyday situations.

The Student's Book also contains reference lists of vocabulary, irregular verbs, dependent prepositions, and verb patterns. In addition, there is a Teacher's Book, two cassettes, and a Workbook with further consolidation exercises, a writing syllabus, and a self-check revision section.

Headway Pre-Intermediate is accompanied by *Headway Pre-Intermediate Pronunciation*, which provides a range of supplementary exercises to practise all aspects of pronunciation.



Tapescript section

Unit 1

Tapescript 1a

► The student Rob Fellows

Hello! My name's Rob Fellows. I come from Dundee, a town on the east coast of Scotland, but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know a little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work! I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in my third year. After the course I'm going to work in France, but I don't know where yet.

Tapescript 1b

► The student Maggie Wood

My name's Maggie Wood. You spell that W-O-O-D. I come from Australia. I'm studying art, but I don't go to university. I work at home. I watch special programmes on television. I'm reading about Italian painters at the moment in Italian, which is difficult because I only speak a little Italian. The course is really interesting, but it isn't easy having a part-time job and studying! I live near London. I came to England fifteen years ago. I'm married, and my husband's name is Dave. He's a taxi-driver. We have three children, two boys and a girl. My course started a year ago, and it's three years long. After the course I'm going to look for a job as a librarian in a museum.

Tapescript 2a

► Leaving home – David Snow talking about his daughter

My daughter Jackie is living in London now. We're very worried about her, really. London is such a dangerous place for a young girl. She's only eighteen, and London's so far away. Her mother went down to see her there, but I don't like London. I don't know why she went there. I think she has some friends there. She says she wants to be a dancer, and she's doing a sort of course, a ballet course or something, but dancing isn't a real job, and you don't earn much money being a dancer. She's living in a flat in north London – with

her boyfriend, I think, and we don't like that at all. We've never met the boyfriend – Tony, his name is. He doesn't have a job. I think she's earning some extra money working as a dancer in a theatre or club in the centre of London, but I'm not sure. I hope it's a nice place. I do worry about her. London is such a big place. I'm sure she wants to come home, really. She phones home sometimes, but not very often, and when we phone her she's always out. We are her parents, and I know we're important to her, but it still makes me sad.

Tapescript 2b

► Leaving home – Jackie Snow talking about her life in London

I came to London two months ago because I want to be a professional dancer, and the best schools of dance are here in London. I'm doing a course at the National Dance School, which is very hard work, but I'm really enjoying it. The course is expensive, but I work with a theatre group at the weekend. We teach dance to groups of children. I'm living with another girl in a flat in north London. It's small, but it's comfortable. My boyfriend, Tony, lives in the same street with his parents. They're very kind, and often cook meals for me. I know my parents are worried about me living in London, but it isn't dangerous at all if you're careful. It's so exciting here, there's so much to do and see. It was difficult in the beginning, especially getting to know the Underground, and I didn't know many people, but it's fine now. I have a lot of good friends. I love my Mum and Dad very much, but I don't want to live at home for the rest of my life. I phone home every Sunday, and when I go to a museum or art gallery, I always send them a postcard. Mum reads them, but I don't know if Dad does.

Tapescript 3

► Social English

Hello, Jane!
Hi, Peter!

How are you?
Fine, thanks.

See you tomorrow!
Bye!

Good night!
Sleep well!

Good morning!
Good morning!

Cheers! 39060605 'The Librarian'
Good health! He's your business

Excuse me!
Yes. Can I help you?

(Someone sneezes) Bless you!
Thanks.

Have a good weekend!
Thanks! Same to you!

Thank you very much indeed.
Not at all. Don't mention it.

Make yourself at home.
That's very kind. Thank you.

Unit 2

Tapescript 4

► An interview with Emma

I = Interviewer

E = Emma

I Hello, Emma. Thank you for agreeing to do this interview, especially as I believe you're studying for your exams at the moment.

E Yes, I am. But I'm happy to do the interview.

I Now, the questions. First of all, where do you come from?

E Oxford, in England.

I And where do you live?

E At home with my mother. You see, my parents are divorced.

I Oh! I'm sorry about that. Erm... have you got any brothers or sisters?

E Yes, I have. I've got a brother.

I Is he older than you?

E No, he's younger. He's twelve.

I And what's he doing at the moment?

E Well, he's either playing football or watching TV. That's what he always does after school.

I And where does your father live?

E He lives in Scotland, near Edinburgh.

I How often do you see him?

E Well, we see him quite often. We spend every school holiday with him.

I Now a final question, Emma. What do you do in your free time?

E I listen to music, especially pop music.

I That's great, Emma. I've got all the information I need. Thank you very much.

Tapescript 5

► Life in a Japanese school

P = Presenter

G = Graham Grant

P Hello and welcome to this week's *Worldly Wise*, the programme that looks at the world we live in. Today we have with us Graham Grant. Graham is now back working in England, teaching Japanese. after two years teaching English in Japan. We want to find out from him about life in a Japanese school.

Graham – we all know that education is important in every country, but they say that in Japan it is even more important. Is this true?

G Well – yes – I think it is true, erm ... for lots of reasons, but I think there is one main reason.

P What is that?

G I think it's the Japanese attitude to jobs.

P Surely a good job is important to most people?

G Yes, of course, but in er ... this country, er ... Britain, for example, I think many people expect to, and ... er ... perhaps want to, try more than one job in their lives. You can try lots of things until you find the right job. In Japan it's different. Most jobs are for life. People usually stay with the same company from the time they leave school or university until they retire. So the children must do well at school to get a good job when they leave, because after that it's too late.

P Doesn't this mean that they have to work hard?

G Yes, it does. The hard work starts at twelve when they leave primary school and move to junior high school.

P What happens there?

G Well, the atmosphere is different from primary school. It's less relaxed and more competitive. There are about forty pupils in each class, and discipline is quite strict. The pupils sit in rows, and before each lesson they stand up and bow to the teacher, just as all Japanese people bow to each other when they meet. Politeness and respect are very important in Japan. The teacher talks and the children listen and take notes. They don't ask questions. It's considered rude to question a teacher. *It's considered rude to question a teacher.*

P It sounds different to many English schools.

G Yes, it is. And another difference is that they go to school on Saturday too, so they have six days of school a week. They also go to special extra schools in the evening, so they're busy most of the time. And they have three or four hours' homework every night.

P Phew! They must love the holidays!

G Yes, they do, but they don't have much holiday. They go back to school because that's when they have club activities – sports clubs, art clubs, English clubs.

P This is all really interesting, Graham, but it's time for a final and important question. Do they like school?

G Well, that's a question I often asked them and they all said the same. 'Yes, we like school because we have no time to be bored, and we love all the club activities.'

P How very interesting! I think English schools could learn something from Japan. Thank you for talking to us, Graham. I must ring home now and check that my

daughter is doing her homework and isn't watching television!

Tapescript 6a

► Numbers

- Sixteen
- Fifty
- There are eighteen people outside.
- I paid ninety pounds for this coat.
- I read thirteen books on holiday.

Tapescript 6b

► Dictation of numbers and prices

- A How old is she?
B Mmm ... I think she's about er ... sixty-two.
- A You live in Station Road, don't you?
B That's right.
A What number?
B One hundred and eighty-two.
- A How many students are there in the class?
B About fourteen.
- A There are about two hundred and twenty Spanish pesetas to the pound.
- A How much does he earn?
B Six hundred and fourteen pounds a week.
- A How much is a double room, please?
B Eighty-seven pounds a night.
- A And breakfast?
B Six pounds fifty.
- A My grandfather was a hundred and six when he died.
- A I had a phone bill today – two hundred and twenty-seven pounds!
- A I'm reading a very long book – eight hundred and seventy pages.
- A I'm half way through it. I'm on page four hundred and thirty-five.
- A I like your shoes.
B Thank you.
A How much were they?
B Nineteen pounds.

Unit 3

Tapescript 7

► The couple who survived at sea

Bill and Simone Butler, a couple from New York, spent sixty days in a life-raft in the seas of Central America after their yacht sank. Three weeks after they left Panama, they met some sharks, which hit the side of the boat until it sank. Bill and Simone had two life-rafts, so they jumped into the bigger one. For twenty days they had tins of food, fruit,

and bottles of water. They caught fish every day and cooked it in different ways. Then they lost the line, but Bill managed to catch fish in a cup.

One or two ships passed them, but no one stopped. Then suddenly a fishing boat saw them, and Bill and Simone jumped into it. The captain of the boat took them to Panama. Their drama was over.

Tapescript 8

► An interview with a biographer

P = Presenter

LP = Lucy Parker, the biographer

P Today in *Bookworld* we have an interview with Lucy Parker who has written a biography of Ian Fleming, the author of the internationally famous James Bond spy novels.

Welcome Lucy.

I think the thing that many people want to know is: 'How much is Ian Fleming, the author, like the hero of his books, James Bond?'

LP A lot, I think. We can see a lot of James Bond in Ian Fleming's life.

P Well – let's begin at the beginning – when he was a child.

LP Well – he was born on May 28th, 1908 in England. His family were rich. His grandfather was a millionaire banker and his father a Member of Parliament.

P Was he close to his family?

LP Well – his father was killed in the First World War, when Ian was only nine. He had three brothers, and he was quite close to them, but he was different from them.

P How was he different?

LP Well – they all went to Eton. His brothers liked it. He hated it. He hated the army too. He didn't want to be a soldier. He was good at languages, so he went to study in Geneva in 1930. Then the next year, he wanted to join the Foreign Office, but didn't pass the exams. He went back home, and he was living with his mother again, feeling very bored, when he got a job as a journalist. He worked in London, Berlin, and Moscow. Then he worked as a stockbroker, and he was doing this when the Second World War started. That's when he started working in the world of spies.

P What did he do?

LP Well – he joined Naval Intelligence and had a lot of contact with MI5 and the Secret Service. He went on secret missions to North Africa, Lisbon, and America.

P Ah – that sounds like James Bond. What about his life when he wasn't working?

LP Well, he was a good-looking man. He loved money and had an expensive way of life. He always dressed very carefully. He

had a lot of girlfriends. He didn't marry until he was forty-three. He drank a lot – gin, Martini, vodka – and he smoked sixty cigarettes a day. Probably as a result of this, he had a bad heart from quite a young age.

P Mmm ... I see. But what about his writing – when did that start?

LP After the war. He went to Jamaica and loved it and decided to buy some land by the sea and build a house. He called it *Goldeneye*. And in Jamaica in 1952, three very important things happened: he got married, he had a son, and he started writing about James Bond. His first book was *Casino Royale*, then his second book was *Live and Let Die*, in 1954.

P Yes, and I believe there were twelve more James Bond books after that.

LP Yes, indeed – fourteen altogether before his death in 1964. His last book was *The Man with the Golden Gun*.

P Did he ever meet Sean Connery, who played James Bond in the first films?

LP Yes, he did. He helped choose Sean Connery for Dr No, but he died while they were making the second Bond film, From Russia with Love.

P How sad, but at least he knew his books were successful.

LP Oh, yes – 40 million sold at the time of his death.

P Amazing. Thank you very much, Lucy. It's very interesting to hear about the man who created James Bond.

Tapescript 9

► Saying the date

the fourth of June
June the fourth

the twenty-fifth of August
August the twenty-fifth

the thirty-first of July
July the thirty-first

the first of March
March the first

the third of February
February the third

the twenty-first of January, nineteen
eighty-eight

the second of December, nineteen seventy-
six

the fifth of April, nineteen eighty
the eleventh of June, nineteen sixty-five
the eighteenth of October, nineteen
eighty-nine

Unit 4

Tapescript 10

► Ben and Sam in the kitchen

B = Ben

S = Sam

B Now, have we got everything we need?

S Well, let's see. There are some onions and potatoes, but there aren't any mushrooms and, of course, there isn't any minced beef.

B Are there any carrots?

S A few. But we don't need many, so that's OK.

B How much milk is there?

S Only a little. And there isn't any butter, and we haven't got much cheese.

B Well, we don't need much cheese. Is there anything else?

S No, not for Shepherd's Pie. We've got some salt and pepper, and there's a lot of flour. Would you like me to help with the shopping?

B Yes, please.

Tapescript 11

► Five radio advertisements

M = Man

W = Woman

V = Voice

1 M Er ... Excuse me! Miss!

W Yes, love?

M What's on the menu today?

W Well, let me see. We've got pie and chips and chop and chips and steak and chips and plaice and chips and skate and chips and cod and chips and egg and beans and chips.

M I see. You mean you've got pie ...

W and chips

M and chop ...

W and chips ...

M and steak ...

W and chips ...

M and plaice ...

W and chips ...

M and skate ...

W and chips ...

M and cod ...

W and chips ...

M and egg ...

W and beans and chips.

V Everyone loves chips, but not all the time. That's why Ross have brought out Oven Crunchies – real pieces of potato you can bake in the oven, fry, or grill. Delicious with anything, they're a welcome change from chips.

M Now you can give those chips a rest.

Oven Crunchies are the very best.

They're new from Ross, and they will make you sing. Buy them, try them with

anything.

W You mean that Oven Crunchies are so good?

M Oh, yes.

W Why's that?

M 'Cos they're from Ross.

V Oven Crunchies from Ross – the name that stands out in the freezer.

M They're absolutely new ...

V } ... from Ross.
W }

2 **Railway announcement** We apologize for the cancellation of this service.

Bus conductor Sorry! Full up!

Man Give us a break, will you?

Ah! That's better! Look at that wonderful seafood! And the wine!

Voice This short break has been brought to you by P & O European ferries. From day-trips at ten pounds fifty return, to five-day returns by foot, coach, or by car. P & O will cruise you from Dover to the Continent for a welcome break. See your local travel agent for more details. Right! Back to reality!

3 (Singing) And though I'm not a great romancer, I know that I'm bound to answer when you propose. 'Anything goes.' It's the hottest show in town.

(Singing) I get no kick from champagne. It's the tops. It's Elaine Page in *Anything Goes*.

(Singing) Mere alcohol doesn't thrill me at all. So tell me why should it be true ... *Anything Goes*, London's most glamorous hit musical, featuring the unforgettable songs of Cole Porter. (Singing) ... that I get a kick out of you.

Book your seats now at Prince Edward Theatre or at your local ticket agent. The cast album is now available from all good record shops.

4 A car fanatic in America wanted a few extras in his 1982 Cadillac, such as a TV, video, three telephones, a bar that seats twenty, solar deck, and a swimming pool. So he gave it eighteen wheels and stretched it ... to a massive seventy-one feet eleven inches. If you're looking for something new, with a little more leg room, you can meet a car made for you at the London Motor Show Motor Fair, at Earl's Court, on now until Sunday 29.

5 (Singing) Can't beat it. The feeling you get from a Coca-Cola. Can't beat the real thing. (Various voices) When you ... buy ... Coca-Cola ... you get ... free ... meal.

Man What they're trying to say is that

when you buy the special Coca-Cola twelve-packs, as long as a grown-up eats as well, you'll get a free kid's meal at Little Chef, Happy Eater, Welcome Break, or Harvesters.

Children But that's what we said!
(Singing) Can't beat the feeling.

Tapescript 12

► Polite requests and offers

- 1 A Can I have a book of stamps, please?
B Do you want first class or second?
- 2 A We'd like two cheeseburgers and one Big Mac, all with fries, please.
B Would you like anything to drink with that?
- 3 A Could you tell me where the shoe department is, please?
B Yes, of course. It's on the third floor.
- 4 A Have you got any Sunsilk shampoo for greasy hair?
B I'll check, but I think we only have it for dry.
- 5 A Excuse me. Can you tell me where platform six is?
B It's over there. Come with me. I'll show you.
- 6 A I'd like a large, brown, sliced loaf, please.
B I'm afraid we only have white left.
- 7 A Can I take this bag as hand luggage?
B Yes, that's fine. I'll give you a label for it.
- 8 A Could I have another plastic bag? I've got so much to carry.
B Here you are. We don't charge for them.

Unit 5

Tapescript 13

► Jenny and Chris

- 1 Would you like a game of tennis next Thursday?
C I can't. I'm afraid. I'm going to Bristol.
J What for?
C I have an interview for a job as manager of a record shop.
J I didn't know you wanted to move.
C Well, my parents are going to retire to Bath next year, and I want to be near them.
J How are you getting to Bristol?
C I have a bit of a problem, actually. My car isn't working at the moment. I'm thinking of getting a taxi to the station, and then getting a train.
J I'll give you a lift to the station. Don't worry about a taxi.

- C Really?
J Mmm.
C OK. Then I'll get a taxi home.
J Well, what time is your train back?
C It gets in at twenty-one fifteen – what's that? – quarter past nine in the evening.
J It's all right. I'll pick you up as well. It's no trouble.
C That's great! Thanks a lot, Jenny.

Tapescript 14

► How different students organize their vocabulary learning

- 1 I have a little notebook. It's an address book with the letters of the alphabet, and I write the new words in two or three times a week. I write the English word first, then the translation, and a short sentence as an example. I try to learn ten new words a day.
- 2 I have a little notebook. I always have it with me. I try to fill one page a day. Sometimes I put words in groups, like fruit – all kinds of fruit, you know? Or colours, or clothes, or things and the shops where you buy them. I have some grammar pages, where I write irregular verbs, or a page for prepositions. I think prepositions are difficult, you know – *on* Sunday, *in* the morning, *listen to* a concert – but you say *phone someone*. In my language we say 'phone to someone'.
- 3 I stick little bits of paper all over my house! Sometimes I write what the thing is, or ... On the mirror, I have mirror, on the door handle, I have door handle. Yeah, I know, it's funny. My friends think 'What's the matter with her?' but I like it. And sometimes I write the words that are new, from the last lesson, and I put the word on the ... on the kitchen door and I see it every two minutes!
- 4 I write the new words on a little piece of paper, with the English on the one side and the Turkish on the other side. I write the English word in a sentence so I know how to use it, and what words it's used with. Then in my left pocket, I have the new words, and in the day, when I'm having a break or travelling on the bus, I take out the new words, and if I remember them they go into my right pocket. If I don't remember them, they go into my left pocket again.
- 5 I am very lazy! I don't do anything special at all! But I read a lot. I always have an English book in my bag. There are a lot of simple books, you know? Stories in easy English, they have questions at the back and they explain some difficult words, but I just enjoy the story and I think I learn new words and I don't know I learn new words, but I see a word six, maybe seven times, and then I know it! And the stories are good!
- 6 I have a picture dictionary, which is good for learning words in groups, you know,

jobs, the names for all the things in a car, like er ... *steering wheel, brake*. But I don't know how to pronounce the words.

- 7 I have a little cassette recorder, and after the lesson I record onto the tape the sentences that have the new words. Then when I am driving I can listen to them.
- 8 I like to look up words in my dictionary. Especially, I like to find different parts of speech for the same word, mm ... *act, actor, actress*, adjective *active*, adverb *actively*, noun *action*. That I think is very useful – see! *Use, useful, useless*! A word family!
And something else! I always put a mark with my pencil next to the word I look up. Then, if I look up the same word again, I think 'Ah! This word, I must learn it this time!'

Tapescript 15

► Henry's family

My wife's name is Elizabeth, that's E-L-I-Z-A-B-E-T-H. I have three children, two girls and a boy. The oldest girl is Megan. You spell that M-E-G-A-N. Then there's Katie. That's K-A-T-I-E. And the little one's name is James. J-A-M-E-S.
My father's name is Harold. You spell that H-A-R-O-L-D. My mother's name is Elsie. E-L-S-I-E. I have a sister called Tricia. T-R-I-C-I-A.
Now my wife's family. My father-in-law's name is Thomas. T-H-O-M-A-S, and my mother-in-law's name is Jessica. And you spell that J-E-double S-I-C-A. And that's everyone!

Unit 6

Tapescript 16a

► World travels

F = Friend

T = Tina

- F You're so lucky Tina. You travel so much with the orchestra. Where did you go last year?
- T We went to New York first, then Tokyo and Rome. But it's hard work, you know.
- F I'm sure it is. I'd just love to travel to all those places. Tell me about them. What are they like?
- T Well, New York's always very exciting. It's busy day and night – but the streets! They're so dirty! We went there last February and it was very cold. It snowed the whole time.
- F And you went to Tokyo next? What's that like?

- T** Yes, we flew there at the beginning of March. It's another very busy city. It's very crowded. The streets are clean, but in the centre it can get quite polluted. We had big audiences, they loved the music, and I love Japanese food, so we had a good time.
- F** And last of all, Rome. I want to go there in the summer. Tell me about Rome. What's it like?
- T** Well, we were there in May. It was beautiful. The weather was perfect and not too hot. It's a noisy city and expensive, but it's got all those beautiful old buildings. It's so interesting.
- F** And the food! I can't wait to try real Italian food.

Tapescript 16b

► Which is the most exciting?

- T** I had a wonderful tour, but it's always nice to come home. It's interesting to compare the cities – Tokyo's exciting, but, for a musician, London is more exciting than Tokyo, and, of course, New York is the most exciting of all.
- London is, of course, much older than New York, but it isn't as old as Rome. Rome is the oldest city I visited. London doesn't have as many old buildings as Rome, but it has more than both New York and Tokyo.
- Cities are interesting, but walking round them is very tiring. You need places to sit down. New York has Central Park. It has more parks than Tokyo, but London has the most parks. There are five in the city centre.

Tapescript 16c

► London is older than New York

London is older than New York, but it isn't as old as Rome.

I'm not as tall as you.
But I'm taller than Ann.

It's not as cold today as it was yesterday.
But it's colder than it was last week.

This book is more interesting than I thought.
But it isn't as interesting as the one I read last week.

Tapescript 17

► Synonyms in conversation

- a.** 'Mary's family is very rich.'
'Well, I knew her uncle was wealthy.'
- b.** 'Look at all these new buildings!' 'Yes, this city's much more modern than I expected!'
- c.** 'Her boyfriend's really good-looking.'
'Well, he's certainly one of the most handsome men in the room!'

- d.** 'Wasn't that film wonderful!' 'Yes, it was marvellous.'
- e.** 'George doesn't earn much money, but he's so kind.'
'I know. He's very generous to both his family and his friends.'
- f.** 'Her bedroom's really untidy again!' 'Is it? I told her it was messy yesterday, and she promised to clean it.'
- g.** 'Was Sarah angry when you told her?' 'Yes, she looked really annoyed.'
- h.** 'I'm bored with this lesson!' 'I know. I'm really fed up with it, too!'

Tapescript 18

► Living in Madrid

I = Interviewer

K = Kate Leigh

- I** Kate, you've lived in Spain for a long time now, haven't you?
- K** Mm. About eight years.
- I** So you know it well enough to compare living in Spain and living in London?
- K** Well, I can compare living in Madrid with living in London ...
- I** Ah, yes, all right ...
- K** ... not quite the same thing.
- I** So what are the main differences?
- K** I think the first one is the time of day that things happen. People get up later, and start work later. I start at ten, and lunchtime is much longer. Everything closes for about three hours. Then, at five, people go back to work.
- I** And what time do they finish?
- K** About seven or eight. Then they go out, and they go to bed incredibly late – about one or two in the morning.
- I** Do they have a siesta?
- K** No, not in Madrid. Well, only in summer, because in summer work hours change because it's so hot. Everyone works from eight thirty to three, then has lunch, then a siesta, and then goes out.
- I** So office hours change?
- K** Everything changes, on the first of June.
- I** For how long?
- K** Until the fifteenth of September.
- I** How did you find the differences of time when you first went out?
- K** Very difficult, because I was hungry all the time! I wanted to eat at about eight o'clock, but eating is very different in Spain. People eat all day. They have snacks in the morning, maybe an omelette and a beer, and then have their main meal at lunchtime, and then *tapas*, which are lots of little dishes, in the evening.
- I** So that's what you do now?
- K** Oh, yes. I like it. The Spanish think that the English eat very little!
- I** And what about the people?
- K** Well, this is the second big difference. People live in the streets, they live much

more outdoors, so you see them more, and it's easier to get to know them.

- I** So you think it's true that the English are cold?
- K** No, but they live differently. Madrid is a lot smaller than London, and people live in the centre. It's not like London where people live in houses in the suburbs. In Madrid people live in flats in the centre, so it's natural to be out on the streets most of the time.
- I** And how do you find living in Madrid?
- K** I think it's nicer. It's a lot cheaper, and shops are open longer. I find it safer. I can be out in the streets at all hours, and there's never any problem. The family is still very important. I think people are more caring to other people, if you see what I mean.
- I** Mm. Anything else about the people?
- K** Er ... They are terrible drivers! There are a lot more accidents – road accidents. And this is strange, because the public transport system is very good and very cheap, but people like to use *their* car.
- I** There's an Underground, isn't there?
- K** Mm, with a flat rate fare, so you get ten tickets for about two pounds.
- I** That's very good. Are you thinking of coming back to England?
- K** Er ... sometime, but not yet! The weather's much better, and I like living in a southern European atmosphere!

Tapescript 19

► Directions

When you come out of school, turn left. Walk past the library and through the park until you get to the cinema. Turn left and you'll find the bus station. Take a number 16 and get off at Blackwood – that's B-L-A-C-K-W-O-O-D. Go under the bridge and turn right. Go to the end of the road and turn left. My house is the fourth on the right. It's the one with the red door.

Unit 7

Tapescript 20

► How long?

T = Tony

A = Ann

- T** Where do you live, Ann?
- A** In a house near Brighton.
- T** How long have you lived there?
- A** For three years.
- T** Why did you move?
- A** The house we had before was too small. We needed somewhere bigger.

- T What do you do, Ann?
 A I work in a bank.
 T How long have you worked there?
 A For eight years.
 T What did you do before that?
 A I worked for a travel agent.

Tapescript 21

► Interview with a musician

I = Interviewer

P = Paul Carrack

- I How long have you been in the music business, Paul?
 P For about twenty years, I guess. I've never had another job, er ... no, never. I've only been a musician.
 I And how old were you when you started playing?
 P It was when I was just a kid, I er ... taught myself to play. I tried a few instruments ... first the drums – that was when I was only five. After that it was the piano, and then later keyboards.
 I Do you play any other instruments?
 P Only the guitar. I play the guitar sometimes. That's all.
 I When did you start playing professionally?
 P While I was still at school. I left school at sixteen. I was playing in a band, working on Saturday evenings in pubs and clubs. When I left school, my only ambition was to be in a pop group.
 I And which groups have you played with over the years?
 P Let me see – I'll try and remember. I've played with Roxy Music, and The Smiths, er ... I've given concerts with them. And then I've made records with the Pretenders and Madness – and of course Ace, I mustn't forget Ace.
 I Why is Ace so important to you?
 P Well, I had my first hit record with Ace, er ... that was in 1974. The song was called *How long?* and it was a big hit all over the world.
 I And now you're with Mike and the Mechanics. How long have you played with them?
 P Since 1985. We've made a couple of records and we've done two tours of America. I'm the singer – the vocalist. Mike plays the guitar.
 I Do you travel a lot?
 P Well, er ... I often think that I've travelled all over the world, but I haven't really. I've worked a lot in Europe er ... Germany, France, Italy, and then of course in America. I always wanted to work in America. I was really pleased when some of my records were successful there. But ... erm ... there are lots of places I haven't been to yet ... er ... Eastern Europe, Japan, South America ... I'd love to play in these places.

- I Paul – you've obviously made a lot of records. Do you know exactly how many?
 P That's a difficult question, erm
 I Well about how many?
 P Oh, I don't know. Perhaps about twenty ... yeah, probably about twenty.
 I And have you always worked with groups? Have you ever made a record on your own?
 P Yes, last summer. I made it in the summer and it came out in October. It's called *Groove Approved*.
 I And is it doing well?
 P Erm ... quite well, especially in America. My records are often played on radio there – more than here in Britain. People have heard of me there ... erm ... I'm not a superstar – of course I'm not – but people know my name and then they buy my albums!
 I And so this has been a busy year for you?
 P Yes. Yes, I've had a very busy year. I've toured the States twice with Mike and the Mechanics and ... I've made my own album ... and I've done a tour of Germany ... So yeah, a busy year, but a good one.
 I And something you've forgotten!
 P What's that?
 I You've had a number one record. You were top of the pops in February!
 P That's right! It was called *The Living Years*. It was number one in Britain and in America!

Unit 8

Tapescript 22a

► Opening a restaurant

M = Man

K = Kathy

- M I hear you're going to open a restaurant. Is that right?
 K Mm. That's right.
 M With your husband?
 K Yes. It's something we've always wanted to do.
 M Well, good luck. I wouldn't like to do it.
 K Why not?
 M If you run a restaurant, you have to work very long hours.
 K You work late, it's true, but you don't have to get up so early in the morning.
 M And another thing. You have to work in the evenings and at the weekends, when everyone else is enjoying themselves!
 K Well, I like cooking and entertaining, so that's all right. In the shop, there was no variety. If you have a restaurant, you don't have to do the same thing every day. Every day is different!
 M I think you're taking quite a risk.
 K Well, we'll see. I want to be my own boss.

- Then you don't have to work for someone else. And I hated the uniform in the shop!
 M I'll be your first customer!

Tapescript 22b

► Pronunciation of *have to*

- have to
 don't have to
 Do you have to?
 You have to work long hours.
 You have to work at the weekends.
 You don't have to get up early.
 You don't have to work for someone else.
 Do you have to wear a uniform?
 Do you have to work outside?

Tapescript 23

► Holidays in January

- 1 In January it is very, very hot all day and all night! So you only need light clothes, not even a jumper. The most important thing is your swimming costume, because we spend most of the time on the beach. You can go surfing and windsurfing, but we like just to sit on the beach and talk, and watch all the beautiful people walking by! But you shouldn't take anything valuable to the beach or someone will steal it! As for money, well, we have very high inflation, so it's best to take dollars and change money daily.
 Restaurants are quite cheap. You can get a good meal for about two dollars. Our speciality is *feijoada*, which is black beans and different kinds of meat. It is served on Saturdays, and of course the fish and seafood are great because we're next to the sea! You must try a *caipirinha*, which is a drink made of rum and lime, but don't drink it too quickly! It's very strong! The fruit juices are fantastic.
 In the evening, go to the piano bars and listen to some jazz or samba. We have some of the best live music in the world. And of course you must go up the Sugar Loaf Mountain at sunset! It's amazing!
- 2 It's usually quite mild in January, and it doesn't often rain, so you don't have to bring warm clothes. But you'll need a light coat and jumper as it can get cool in the evening. There are some wonderful museums, especially the Museum of Islamic Art, and the mosques are beautiful. If you want to see the Pyramids, it's best to go on horseback, and I think you should go in the early morning or late afternoon. Bring travellers' cheques with you. You can change them very easily, but you have to change money *in* the country, because you can't take any money *out* of the country. The best place to try the local food is in the city centre. You could try some *kofias* or

kebabs, which are meat, usually lamb, or *falafel*, which is a kind of bean ball mixed with herbs, and fried until it's crispy. To drink, one of the nicest things is mint tea, especially if it is hot. It is very refreshing. If you have time, you really should go on a Nile cruise. There are all sorts of places to choose from, and you can visit places that are difficult to get to by land.

- 3 Well, in January it can be very cold with snow everywhere! But high in the mountains the sky is usually blue, and it's warm enough to have lunch outside. You should bring warm clothes and some strong waterproof shoes.

Most people go skiing every weekend, and if there's no snow you can still go walking in the mountains. A lot of the towns are very pretty. They look exactly the same today as they did four hundred years ago!

You must try *fondue*, which is cheese melted in a pot, and you put pieces of bread on a long fork to get it out ... mm! It's very, very good.

If the weather's good, you can go for a boat trip on the lake. Then you can really see how beautiful the mountains are!

Tapescript 24

► Invitations

A = Alice

J = Jane

- 1 A Hello, Jane! How are you?
J Fine, thanks. And you?
A OK ... Jane, what are you doing tomorrow night? Would you like to go to the cinema? Kate and I are going to see *The Moon Man*.
J I can't, I'm afraid. I have to finish my project by Friday, and it's nowhere near ready.
A What a pity! Never mind.
J Thanks for the invitation.
A That's OK.

B = Barbara

T = Tony

- 2 B Hello, Tony. How are you?
T Very well, thanks. And you?
B Fine. Listen, Tony. What are you doing on Saturday evening?
T Er ... Nothing special. Why?
B Would you like to go out for a meal?
T That would be lovely! Where do you want to go?
B Well, I like Italian food, as you know ...
T Mm, me too!
B How about going to Giovanni's?
T Great! Shall we meet there?
B Yes, why not? What time shall we meet?
T Eight o'clock?
B Yes, that's fine.
T Lovely. See you then.

D = David

A = Alice

- 3 D Hello, Alice. Are you all right?
A Yes, thanks. How about you?
D Mm, fine. Alice, I was wondering, are you free tomorrow evening? Some friends are coming round to my house for a drink. Would you like to come?
A That's very kind, David, but I'm going to the cinema with Kate. Sorry.
D That's all right. Another time.
A That would be lovely.

Unit 9

Tapescript 25

► Jenny and Mark

- J If I don't go out so much, I'll do more work.
If I do more work, I'll pass my exams.
If I pass my exams, I'll go to university.
If I go to university, I'll study medicine.
M If I stop smoking, I'll have more money.
If I have more money, I'll save some every week.
If I save some every week, I'll be rich when I'm thirty.
If I'm rich when I'm thirty, I'll have my own business.

Tapescript 26

► How 'green' are you?

I = Interviewer

J = John Baines

- I John, I know that you're interested in all things to do with the environment and the need to protect it ...
J Right.
I Can you tell me some of the things you've changed in your lifestyle to become a 'green' person?
J Oh, yes. I could erm ... I could think of one or two things that I've tried to do over the last couple of years. I think it's a couple of years since I got my bicycle out of the garage and repaired it, and now I use it as much as possible. I use my car less. I try to do ten per cent fewer miles every year, so last year I drove eleven thousand miles, and this year I'm going to try to do only ten thousand.
I So does this mean that you travel less?
J This doesn't mean I travel less, this means I walk more often. When I do my shopping, I always walk now. I use public transport when I can, usually going by train.
I I'm sure your car runs on unleaded petrol.
J Yes, it does. It's cheaper, and it keeps the air cleaner.

- I So that's transport. What about in the home? What's different in the kitchen?
J Well, I save as much as I can. I don't throw it away. I have different bags for different things. One bag has all the cans going into it, from the cat food to the beer. The second bag has all the papers going into it, and the third bag has bottles, from er ... olive oil bottles to wine bottles to lemonade bottles. But the milk bottles still go on the doorstep so that they can be re-used.
I And what do you do with these bags?
J I take them to places where they can be recycled. There's a place in the village where you can take them.
I And have you changed any of the things you buy?
J Yes. I get washing-up liquid and washing powder that doesn't harm the environment ...
I But does it get your clothes as white?
J I don't think my washing was ever ... very white, actually. No, it's fine.
I We were talking about food. I know you've become a vegetarian. Is this part of being 'green', or something totally different?
J Erm ... yes and no. Looking after animals. I think, is as important as looking after the environment. I mean, they're part of it. So I prefer not to kill animals to eat them. Animals eat food that people could eat. But if people want to eat meat, that's their decision.
I Mm. I think it's true that people all over the world are becoming more aware of the need to look after the planet. If we don't look after it, what will happen ... do you think?
J If we don't become more friendly to the environment, then the environment will make it more difficult for us, so that our life will not be as comfortable. I think we'll survive ...
I Oh, good!
J ... but these are very important times.

Tapescript 27a

► Travelling

Here's your ticket and boarding card.
Do you have any hand luggage?
It leaves from platform eight.
Can I have a day return, please?
Would you like smoking or non-smoking?

Tapescript 27b

► At the check-in desk

- A Hello. Can I see your passport and ticket, please?
B Here you are.
A Thank you. Do you have just the one case?
B Yes.
A Do you have any hand luggage?
B Just this one case.

- A That's fine. Would you like smoking or non-smoking?
 B Non-smoking, please.
 A Right. Here's your ticket and boarding card.
 B Thanks.
 A Your flight will board at gate 14 in about an hour's time. Have a good trip!
 B Thanks. Bye.

Tapescript 27c

► At the railway ticket office

- A Good morning. Can I help you?
 B Yes, please. I want to go to Edinburgh. When's the next train?
 A Let me see. There's one at 10.42. You change at Doncaster. And there's another at 11.15.
 B Is that direct, or do I have to change?
 A That's direct.
 B What time does it arrive?
 A Which one? The 10.42 or the 11.15?
 B Er... the 11.15.
 A It gets in at... 14.40.
 B Right. I'll have a return ticket, then, please.
 A When are you coming back? Are you coming back today?
 B No, tomorrow.
 A Ah, so you can't have a day return. You need a period return. That'll be £78.40.
 B Can I pay by credit card?
 A Yes, certainly.
 B Here you are.
 A Thank you.
 B Which platform does it leave from?
 A Platform 3.
 B Thanks.
 A Goodbye.

Unit 10

Tapescript 28a

► Memories – Molly Harrison

I can remember it all so clearly! I used to go dancing every Saturday. We used to go for picnics.
 The roads didn't use to be busy. We used to go to the pictures twice a week.
 It used to cost sixpence.

Tapescript 28b

► Memories – Linda Carr

We shocked our parents. We used to do things that they never did. We wore mini-skirts, we went dancing at discotheques, and we went to pop concerts. I got tickets for a Beatles concert in 1965, and I travelled all the way to Liverpool to see them.

My parents bought me a record player for my fourteenth birthday. My friends and I listened to records nearly every night. We didn't watch TV much then, but our parents did.
 Our family had a Mini, and once we went camping in France in it.
 When we were students we wanted to change the world. We said 'Make love not war'. We often marched to ban the bomb. In 1968 there were student revolutions in many parts of the world. So many things happened in the 60s: President Kennedy was killed in 1963, they landed on the moon in '69, and the Berlin wall – they built that in er... let me see... I think that was 1961. Well, I'm pleased some things change!

Tapescript 29

► Questions

- A Who did you talk to at the party last night?
 B Oh, Jenny and Tom, but Jenny mainly.
 A What did you talk about?
 B She was telling me about her new job.
 A Who did you dance with?
 B No one. By the way, did you know that Belinda is going out with Steve?
 A No. Who told you that?
 B Tom did. Someone saw them together in a restaurant.
 A Who saw them?
 B Annie did.
 A Huh! You can't believe Annie!
 B Well, you don't know what Annie said.
 A Why? What happened in the restaurant?
 B Well, when Annie saw them, they were very surprised, and then they...

Tapescript 30a

► Bill Cole talks about when he was young

I was born in 1919, er... May 7th, 1919. I was the eldest of four. I had one brother and two sisters – just the youngest sister is still alive. I'm a true Cockney. We lived in the East End of London. We had two rooms above a fish and chip shop. Number 18 India Street it was, next to the river. The rooms always smelt of fish. We didn't have much money, but we ate well – not only fish and chips. Dad worked in the fruit and vegetable market at Covent Garden. He used to bring home all kinds of fruit and veg. Ma was a cleaner, and she worked in offices and hospitals.
 Dad used to start work at four o'clock in the morning and, from when I was seven, it was my job, before school, to run to the market with his breakfast. I used to love doing that. Best of all were the days when he said: 'Don't go to school today, son. Stay with me. You'll learn more about life here. But don't tell your Ma!' He was right – the noise, the men and women shouting and laughing, the colour, the smells –

it was wonderful. At lunchtime we got pie and peas twice, for sixpence. I can still taste that pie and peas – best taste in the world! Then Dad died when I was twelve. I had to help Ma look after the little ones. So I left school and started to work full-time in the market. I did it for ten years. After that I was a taxi-driver. It's been a good life.

Tapescript 30b

► Camilla, Duchess of Lochmar, talks about when she was young

I was born on May 7th, 1919, at the family home, Foxton House, in Leicestershire. Our family has lived there for generations. We have the most beautiful gardens. People used to travel miles to see our rose garden in June. The smell of the roses came right into the house. I was the youngest child and the only girl. I had three older brothers... much older. They weren't there while I was growing up. Two were in the army and one was at Oxford University. Of course, my mother and father used to spoil me, my father especially. He used to call me his 'little princess'. He died when I was sixteen. It was a terrible time for mother and me. Fortunately, I was at home with her. I never went to school. I had a governess for a few years, so I didn't have much education. My mother thought it was more important for a girl to learn to dance, to go to parties, and look pretty. She wanted me to find a good husband after my father died. My best memories are the two years before I married – all those dances and parties. I loved it. But I met and married the Duke when I was twenty. A good marriage is important. I only knew one girl who got a job. Poor girls these days, they all have to find jobs! I can't imagine that they have as much fun as we used to have!

Tapescript 31

► In a restaurant

- 1 A Did you have a nice meal?
 B Yes, I did. The fish was wonderful, wasn't it?
 A Yes, it was. There was so much, but we finished it, didn't we?
 B Mm. I do like it here. We haven't been here for ages, have we?
 A No, we haven't. It has a nice atmosphere, and it's very reasonable, isn't it?
 B Yes, it is. And the waiters really look after you, don't they?
 A Yes, they do. Shall we go home now?
 B OK. Let's go.
 2 A Did you have a nice meal?
 B Yes. The fish was wonderful.
 A There was so much, but we finished it.
 B I do like it here. We haven't been here for ages.

- A It has a nice atmosphere, and it's very reasonable.
 B And the waiters really look after you.
 A Shall we go home now?
 B OK. Let's go.

Unit 11

Tapescript 32

► The world's most loved car

P = Presenter

P This week in *Worldly Wise* we talk to people about the world's most loved car – the Volkswagen Beetle. Why do so many people love it so much?

Man They're noisy – ugly really, but so full of character. They're not very comfortable, but they're totally reliable. Mine's my friend – a reliable, always jolly friend. In rain, in snow he'll get me there, and we chat as we go along the roads together – 'Well done!' I say. 'Don't you worry about that big Volvo.' Over the years I've asked my Beetle-owning friends why they bought a Beetle ... er ... and they say that there are some things in life that can never be improved and the Beetle is like that!

P How did it all start? Well, *Volkswagen* means 'people's car'. And in 1934, Ferdinand Porsche was asked by the German Government to design exactly that – a car for the people. A factory was built, and the first distinctive-looking cars were ready in 1938. Then, of course, there was a problem – the Second World War! After the war a British officer, Major Ivan Hurst, was put in charge of the Volkswagen factory. Another officer, Michael McEnvoy, remembered the car from before the war and he thought it would be good for American and British soldiers in Germany. So the first fans of the car were *not* the Germans, but British and American soldiers. And some of them loved it so much that they took their cars back home!

SONG We found a wonderful bargain,
 A little Beetle Volkswagen.
 He came all the way from
 Germany
 To settle here in this country.
 (Chorus)
 He said: 'Ja, ja, ja!'
 And he laughed: 'Tee Hee!'
 He said: 'This is the place for
 me!'

P The first VW garage was opened in Britain in the 50s by a man called John Baber. His son, Peter, still sells VWs.
 Peter My father travelled everywhere in his own VW. He used to come to my school to watch the cricket and football matches. The other boys used to call out 'Oh! Here comes Baber in his Beetle!' So when my father started a VW magazine he called it *Beetling*. Anyway, that's where we say the name came from!

P And so the Beetle got its name!
 At first only a few people owned them and when they met on the road they used to wave to each other. Twenty million Beetles were produced, but none have been made in Europe since 1974. However, the Beetle lives on. They are still made in South America.

A question asked by many people is: 'Will they be made again in Europe?' Surely there is a market for them – twenty million Beetle owners can't be wrong!

SONG He gives us very much
 pleasure,
 Our little Volkswagen treasure.
 When we ask if he ever felt
 inclined
 To go back again to his home
 near the Rhein.
 He said:
 (Chorus)
 'Nein, nein, nein!'
 And he laughed: 'Hee, Hee.'
 He said: 'This is the place for
 me!'
 He said: 'Nein ...' etc.

Tapescript 33

► Where are the dialogues taking place?

- 1 Waitress Good afternoon. What can I get you?
 Customer We'd like a pot of tea for two, please, some ham sandwiches, and some scones with strawberry jam and cream.
 Waitress Yes, of course.
- 2 Bank clerk ... and how would you like the money?
 Customer In tens and fives, please.
- 3 Man This bl... thing isn't working!
 Woman They never work! You should know that.
 Man But how can I get my money back?
- 4 The 7.56 from Brighton is now arriving at platform 4. British Rail would like to apologize for the late arrival of this train.

This was due to the severe weather conditions.

- 5 Landlord Excuse me. Are you over 18?
 Young customer Yes, of course.
 Landlord Have you any means of identification?
 Young customer No, I haven't.
 Landlord Then I'm afraid I'll have to ask you to leave.

Unit 12

Tapescript 34

► Unidentified flying objects

I = Interviewer

B = Mr Burton

- I Mr Burton, you say that you have seen a UFO. Is that right?
- B Yes, absolutely right. It happened just over a year ago.
- I And where was this?
- B Near my home in Aldershot, in the south of England. I live near the big military base in Aldershot.
- I What time of day was it?
- B It was about one o'clock in the morning. I was out fishing. The weather forecast said it was going to be a warm, clear night with no clouds, and that's perfect for fishing.
- I And what happened?
- B Well, I saw a bright light coming towards me at about three hundred feet, and then it started to land. It was behind some trees, but I could see it clearly because there was a full moon. Then I saw two forms coming towards me, and when they were about five feet away, they just stopped and looked at me for a good ten or fifteen seconds.
- I What did they look like?
- B They were quite small, about four feet tall, dressed in green suits from head to foot, and they had helmets of the same colour with a red visor, so I couldn't see their faces. They both carried space guns.
- I Did they speak to you?
- B Yes. The one on the right said 'Come this way, please.'
- I Weren't you frightened? ... I mean, weren't you surprised that they spoke English?
- B They spoke in a funny accent. It sounded more like a machine talking than a person. No, I wasn't frightened, I don't know why. The one who spoke started to walk towards the light, and I followed him, with the other one behind me. We got to a wall and the first 'form' just walked through it! I couldn't believe it! I had to climb over it, and then we got to the spaceship.

- I What did that look like?
- B It was about forty-five feet across, and silver, very, very shiny, and there were round windows all round the side.
- I Did you go inside?
- B Yes, I did. There were steps going up, and we went into an octagonal room. I stood there for about ten minutes. The walls, the floor, and the ceiling were all black. I couldn't see any controls or instruments, but there was a central column going up from the floor to the ceiling, about four feet wide, right in the middle of the room.
- I Were there any more of these 'forms'?
- B No, just the two. Suddenly, one of them said 'Stand under the red light.' I couldn't see any red light, but then I moved to the right and I could see it up on the wall, just under the ceiling. I stood there for about five minutes, and then a voice said 'What is your age?' I said 'Seventy-four.' Then they told me to turn around. After about five more minutes one of them said 'You can go. You are too old and ill for our purposes.' So I left and went back to the river.
- I Did the spaceship take off?
- B Yes. I heard a very high-pitched noise, like a scream, and the thing took off straight into the sky and disappeared. I sat by the river and watched it go. This was about two o'clock.
- I Then what did you do?
- B Next morning I went to the police, and in the afternoon someone from the Ministry of Defence came to my house to interview me. He told me to keep quiet about the whole thing, and tell absolutely no one. I thought this was very strange, but I did as he told me.
- I Why have you decided to tell people about it now?
- B Because I want people to know what happened to me. I didn't use to believe in UFOs, but now I know they exist. I think governments are trying to hide something, but people have a right to know.
- I Thank you, Mr Burton, very much. A fascinating story.

Tapescript 35

► Dictation of times

- 1 A What time does the football match start?
B Quarter past three.
- 2 A Is it on TV tonight?
B Yes. It's on BBC 1 at nine fifty-five.
- 3 A That's a shame. My favourite programme is on then.
B What's that?
A A documentary called *Life on Earth*. It starts at ten to ten.
- 4 B What time does it finish?
A Twenty-five past ten.
B It looks like you'll miss it if you want to watch the football.

- 5 The next train to leave from platform nine will be the eleven oh five to Bristol, calling at Reading and Swindon.
- 6 A When's the next train to Durham, please?
B Let me see. It's the ... fourteen twenty-eight. Platform eleven.
A Fourteen twenty-eight erm ... That's er ...
B Twenty-eight minutes past two.
- 7 A I'm meeting someone on the Manchester train. What time is it due in?
B It's running twenty minutes late, I'm afraid. It'll be in at nineteen forty, platform two.
A Thanks.
- 8 The twelve fifteen flight to Dublin is now boarding at gate five. Twelve fifteen Dublin flight, gate five.
- 9 A Do you have any luggage, sir?
B No, just hand luggage. What time do we start boarding?
A At about twenty-five to seven.
B Thanks.
- 10 A What time is the plane due to arrive?
B At a quarter to eight local time.
- 11 A Which flight is yours?
B BA three oh two.
A What time does it go?
B Twenty-one thirty.
- 12 A What time do you go to bed?
B Never before midnight. Usually about half past twelve.

Unit 13

Tapescript 36a

► People of mixed nationality

P = Presenter

A = Amélia de Melo

L = Lionel Varley

This week in *The London Programme* – People of mixed nationality.

- P In the streets of London there are people from all parts of the world. They live side by side. Sometimes they marry and have children. Many Londoners have parents of different nationality. Is this good or bad, easy or difficult for these children? Today two people of mixed nationality tell us their stories.
First, Amélia de Melo, a textile designer.

Tapescript 36b

- A My father is half Malaysian, half Portuguese. My mother is Polish ... erm ... her family came to England when she was five, just before the war. She met my father

when they were both students in London. When I was a young child ... er ... I grew up in both London and Malaysia, and we always spoke English at home. It's my h language ... er ... but my mother taught Polish, so sometimes I spoke Polish with her. And we often had Polish food, and I learnt Polish dancing – my aunts in Poland sent me wonderful, colourful costumes to dance in. I loved them. But I loved Malaysian things too. Have you ever tried Malaysian food? It's delicious. I often cook it for myself.

I often think ... I think that if I had just one nationality, life would be quite boring. I like the mix of cultures. I only ever had one problem that I can remember. It was when I was sent to boarding school. I was twelve, and ... er ... some girls joked about the shape of my eyes. I cried and cried. I hated my eyes! But now ... now I like my eyes very much. I like to look a bit different! Last year I got married – to an Englishman. We live in London but we often visit my parents in Malaysia. I've never been to Poland, but we might go this summer. I'd love to meet my Polish relatives.

- P And now we meet Lionel Varley, who's architect.

L My mother's French and my father's from Dominica in the West Indies. They met and married in London, but then they moved to Bristol. ... er ... my father was a dentist there. They ... er ... that is my parents – always spoke both English and French at home together, so my brother and I are bilingual. It's really useful to have two languages. We (that's me and my brother) used to spend every school holiday with my French grandmother in France. I love French food. We used to eat mainly French food at home in Bristol too ... er ... I think we didn't eat West Indian food because where we lived there were no other West Indians and you couldn't buy that type of food.

I can remember one problem – a sad time for me. It was when I first started school. I was five and everyone in the school was white, except for one Chinese boy and me, and the others called us names. I was too young to understand why, but then I made some friends, and they forgot about my colour.

My father used to talk a lot about Dominica and the West Indies. His stories were full of flowers and sunshine. So when I was sixteen, I went there. It was interesting, very interesting ... er ... but I didn't feel at home, so I came back to England and studied architecture. If I lived there (in Dominica) I don't think I would have the same opportunities. Next year I'm going to move to New York. It's even more cosmopolitan than London. I know that I feel very comfortable there, and my wife

will too. She's Italian-Russian.

P Thank you, Lionel and thank you, Amélia.
Thank you for telling us your stories.

Tapescript 37

► Social expressions

- a. A I hear you're going to get married soon. Congratulations!
B That's right, next July 21st. Can you come to the wedding?
A Oh, what a pity! That's when we're away on holiday.
B Never mind, we'll send you some wedding cake.
A That's very kind.
- b. A Good heavens! Look at the time! Hurry up, or we'll miss the train.
B Just a minute, I can't find my umbrella. Do you know where it is?
A I've no idea. But you won't need it. It's a lovely day.
B OK, I hope you're right. Let's go.
- c. A Good luck in your exam!
B Same to you. I hope we both pass.
A Did you study all last night?
B No, of course not. I watched TV and went to bed early. What about you?
A I did the same. See you later, after the exam.
B All right. Let's go for a drink.
- d. A I passed!
B Well done! I failed.
A Oh! Bad luck! What went wrong?
B I'm always very nervous in exams, and this time I was very nervous indeed.
A Oh, I see. Well, all I can say is 'better luck next time!'

Unit 14

Tapescript 38a

► Angela's news

- A = Angela
T = Tom
A Tom! Hello! I haven't seen you for ages!
T Goodness! I remember you! It's erm ... Angela, isn't it?
A That's right! You were in the class above me at school! Don't you remember?
T Yes, of course I do! How are you?
A I'm fine. We haven't seen each other for ... oh, three years! How are you?
T Very well. Do you still live in Manchester?
A No, I've moved to Paris.
T Oh! When did you do that?
A About a year ago.
T And why did you go?

- A Well, I wanted a change, and I had some friends there, and I like it very much.
T Yes. I've been to Paris. It's wonderful, isn't it?
A Mm. And I've found a job that I like. I work for a film company.
T That's great. What about Alan? Are you two still together?
A No, that ended ages ago. He's gone to South America. I'm going out with a boy called Jean-Pierre. He's French, and we've just got engaged.
T Hey, that's great! Congratulations! Are you going to stay in Paris?
A Yes. We've bought a flat there. It's small, but it'll do.
T What about your parents? How are they?
A They've retired now. They've bought a house on the south coast. Now listen! That's enough about me! What about you? You've changed! You've lost a bit of weight, haven't you?
T Yes, I have. I think I used to eat the wrong things. Well, let me see. I've just finished college ...

Tapescript 38b

► Tom's news

- T = Tom
A = Angela
T Well, I've just finished college. I've been studying archaeology. And for the last month I've been working as a postman.
A And what are you doing in London?
T I'm trying to find a job. I've been going round museums to see if they need anybody. I've been writing letters for weeks!
A Have you had many replies?
T Well, a few, but not many. I've written at least thirty letters.
A Poor old you! Look, let's go and have a cup of tea, and we can catch up on some more news.
T What a lovely idea!

Tapescript 39a

► Phoning home – Justin

- M = Mother
J = Justin
M ...
J Hello, Mum. It's me, Justin.
M ...
J I'm fine, but I'm really tired.
M ...
J Well, we've just started exams, so I've been staying up late ... erm ... it was three o'clock last night ... yeah, I've been studying really hard.
M ...
J Last Thursday. We had our first one on Thursday morning. It was terrible. I don't want to talk about it.

- M ...
J Not a lot. I've been working too hard. Sometimes I go round to Lucinda's place and we study together.
M ...
J You know – Lucinda – I'm sure I've told you about her. She's doing the same course as me. I've known her for ages. We often help each other with work ... er ... not ... all the ... er ... time. Sometimes we go to the pub or cook a meal together. Today we've been testing each other on economics and marketing. That's tomorrow's exam. She's just gone out to get a Chinese takeaway. Anyway, Mum – how are you and Dad? What have you been doing all day?
M ...
J Packing? Oh, yes, I'd forgotten – you're going to Geneva. I hope it goes well ... erm ... How long are you away for?
M ...
J Oh, that's not too long. What about Dad? How is he?
M ...
J Typical! A typical Sunday – gardening and cricket. Tell him I'll go to a match with him when I come home.
M ...
J In two weeks. Term ends on the thirteenth. Oh – Mum, would it be OK if Lucinda came to stay in the holiday? Erm ... we have to do a project together.
M ...
J Thanks, Mum. Lucinda's just come back with the food. I'll ring again before I come home. Love to Dad.
M ...
J Thanks. I need all the luck I can get. Bye. Have a good time in Geneva!
M ...

Tapescript 39b

► Phoning home – Justin and his mother

- M = Mother
J = Justin
M Hello. Bedford 21698.
J Hello, Mum. It's me, Justin.
M Hello, love. How are you?
J I'm fine, but I'm really tired.
M Oh – what have you been doing?
J Well, we've just started exams, so I've been staying up late ... erm ... it was three o'clock last night ... yeah, I've been studying really hard.
M Of course, it's exam time. When did they start?
J Last Thursday. We had our first one on Thursday morning. It was terrible. I don't want to talk about it.
M OK. What else have you been doing?
J Not a lot. I've been working too hard. Sometimes I go round to Lucinda's place

and we study together.

M Lucinda? I haven't heard about her before. Who is she?

J You know – Lucinda – I'm sure I've told you about her. She's doing the same course as me. I've known her for ages. We often help each other with work ... erm ... not ... all the ... er ... time. Sometimes we go to the pub or cook a meal together. Today we've been testing each other on economics and marketing. That's tomorrow's exam. She's just gone out to get a Chinese takeaway.

Anyway, Mum – how are you and Dad? What have you been doing all day?

M Well, I've got another business trip tomorrow, so I've been packing all day – getting ready to go.

J Packing? Oh, yes, I'd forgotten – you're going to Geneva. I hope it goes well ... erm ... How long are you away for?

M Only three nights. It's a conference.

J Oh, that's not too long. What about Dad? How is he?

M He's very well, but pretty tired. It would be better if he didn't have to commute to London every day. He's been gardening most of today, and watching cricket on TV.

J Typical! A typical Sunday – gardening and cricket. Tell him I'll go to a match with him when I come home.

M Oh, yes – when exactly are you coming home?

J In two weeks. Term ends on the thirteenth. Oh – Mum, would it be OK if Lucinda came to stay in the holiday? Erm ... we have to do a project together.

M That's fine, love. She's very welcome to stay. We'd like to meet her.

J Thanks, Mum. Lucinda's just come back with the food. I'll ring again before I come home. Love to Dad.

M Bye, love. And good luck in the exams!

J Thanks. I need all the luck I can get. Bye. Have a good time in Geneva!

M Thanks. Take care of yourself and work hard. Bye.

Tapescript 40

► Three phone calls

I A Hello. 52902.

B Hello, Peter. This is John.

A Hi, John. How are you?

B Fine, thanks. And you?

A All right. Did you have a nice weekend? You went away, didn't you?

B Yes, we went to see some friends who live in the country. It was lovely. We had a good time.

A Ah, good.

B Peter, could you do me a favour? I'm playing squash tonight, but my racket's broken. Could I borrow yours?

A Sure, that's fine.

B Thanks a lot. I'll come and get it in half

an hour, if that's OK.

A Yes. I'll be in.

B OK. Bye.

A Bye.

2 A Hello. International School of English.

B Hello. Could I speak to Ann Baker, please?

A Hold on. I'll connect you.

C Hello.

B Hello. Can I speak to Ann Baker, please?

C Speaking.

B Ah, hello. I saw your advertisement about English classes in a magazine. Could you send me some information, please?

C Certainly. Can I just take some details? Could you give me your name and address, please?

3 A Hello. 755987.

B Hello. Is that Mike?

A No. I'm afraid he's out at the moment. Can I take a message?

B Yes, please. Can you say that Jim phoned, and I'll try again later. Do you know what time he'll be back?

A In about an hour, I think.

B Thanks. Goodbye.

A Goodbye.

Unit 15

Tapescript 41

► Past Perfect

- We'd stopped playing when the rain started.
- We stopped playing when the rain started.
- We'd play tennis if the rain stopped.
- When I arrived, she'd left.
- When I arrived, she left.
- We walked ten miles, then we had a rest.
- We had a rest when we'd walked ten miles.
- I'd like to stop for a rest.
- She checked that she'd turned off the television.
- I'd known him for many years when he died.

Tapescript 42

► An interview with Celia Young

C = Celia Young

I = Interviewer

I Celia – why have you written another romantic novel?

C Well, I find romantic fiction easy to write, but my next novel won't be a romance. I'm hoping to write something different, possibly a detective story.

I I'm interested in the character of Felix. Is

he anyone you know from real life?

C No ... erm ... I'm glad I don't have a Felix in my life. I've been happily married for over fifteen years ... erm ... to Richard Marsh, the politician.

I You've now written five novels. When did you start writing?

C Well, I've written stories and poems all my life and I'll continue to write even when I'm an old lady!

I Celia – thank you for talking to me. I hope *Hot Lips* will be successful.

Tapescript 43

► A love song

The girl of my best friend

The way she walks,

The way she talks,

How long can I pretend?

Oh, I can't help it, I'm in love

With the girl of my best friend.

Her lovely hair.

Her skin so fair.

I could go on and never end.

Oh, I can't help it, I'm in love

With the girl of my best friend.

I want to tell her how I love her so,
And hold her in my arms, but then
What if she got him and told him so?
I could never face either one again.

The way they kiss.

Their happiness.

Will my aching heart ever mend?

Or will I always be in love

With the girl of my best friend?

Never end.

Will it ever end?

Please let it end ...

Tapescript 44

► Saying goodbye

1 Goodbye! Have a safe journey. Send us a postcard!

2 Goodbye. It's been most interesting talking to you. We'll let you know by post.

3 Goodbye. Thank you for a lovely evening. You must come to us next time.

4 Bye-bye! Thank you very much for having me.

5 Bye! See you later. Are you doing anything tonight?

6 Goodbye! Drive carefully and call us when you get there!

7 Goodbye. Here's my number. Please get in touch if you have any problems with it.

8 Goodbye! Good luck in the future. I've really enjoyed our lessons together!