HEADWAY

STUDENT'S BOOK

PRE-INTERMEDIATE

John & Liz Soars

Oxford University Press
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<td>have servants.</td>
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<td>- I might go to university,</td>
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<td></td>
<td>but I'm not sure.</td>
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<td>- to express present result</td>
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Appendix 3 - Verb patterns p.143
INTRODUCTION

To the student

Welcome to Headway Pre-Intermediate!

There are three parts to learning a language in the classroom.

You

Your teacher

Your course book

Remember! Your teacher can't learn English for you, but he/she can help. Headway Pre-Intermediate can't learn English for you, but it can help. What you do is very important if you want to learn English.

The Student's Book

You must always know what you are doing in class, and why.

Make sure you understand what this book is trying to do.

This is the organization of each unit of Headway Pre-Intermediate:

Presentation

You learn new grammar, and revise grammar you already know a little.

Practice

You use the grammar and you get to know it. Sometimes you speak, and sometimes you listen. Sometimes you work in pairs, and sometimes in groups.

Language review

This gives the grammar rules.

Skills development

You use English in a real way. You read things from newspapers, books, and magazines. You listen to English people, and English speakers from different parts of the world. And you speak a lot! Also in this part, there are some vocabulary activities to help you learn new words.

Everyday English

You learn some phrases that you need every day, and you practise English in common situations.

Grammar section

This gives you more information about the grammar. You can study it at home.

Vocabulary

At the back of the book there are vocabulary lists for each unit. You can write the translation in your language as you learn the words.

Appendices

At the back of the book there are lists of irregular verbs, dependent prepositions, and verb patterns.

Tapescripts

Your teacher has the scripts of the listening materials. Ask for a copy if you want to study them at home.

The Workbook

There are exercises to practise grammar and vocabulary, and activities to help you write in English.

Stop and Check

After every three units, there is a self-check review section. This will help you to revise what you have studied, and decide what you need to practise more.

You

In class, try to be busy all of the time. Ask questions if you want to. Don't worry about making mistakes - you can learn from your mistakes!

You need a bilingual dictionary (English - your language). Why not buy one that you can put in your pocket? You can buy a bigger dictionary later.

At the end of every lesson, you can ask your teacher two questions:

We hope you enjoy learning English!
1 Read and listen to the text about Rob, a student in 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?

Example

I don't go to a university. I study at home.'

b. _______studying?

Yes, a part-time job.'

c. _______English?

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.
SKILLS DEVELOPMENT

Reading and speaking

Pre-reading task
Work in pairs.
1 Write down the names of as many animals as you can. What can they do that people can’t?
   Example
   Birds can fly.
2 What can people do that animals can’t?
   Example
   We can write poetry.
3 Look up the following words in your bilingual dictionary and write down the translation.
   jungle (n)
   species (n)
   numerous (adj)
   powerful (adj)
   joke (n)

Reading
Now read the article.

There are five billion people in the world and they live in all different corners of it. They live on the snow and ice of the Poles and in the tropical jungles on the equator. They have climbed the highest mountains and walked on the sea bed. Some of them have even left the earth and visited the moon.

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. 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.
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 ticket, etc.) carnet m. ~s (comm. comptes m. gl. v.t. (reserve) retenir / (write down) inscrire ~ v.t. retenir des places ~able a. qu'on peut retenir ~ed. (fully) complet. ~ing office, guichet

   *Other words made with book*
   - bookcase /buk′kəs/ n. bibliothèque /blih′bothik/ f.
   - bookseller /buk′sellər/ n.
   - bookshop /′buk′shop/ n. librairie /′librəri/ f.
   - bookstall /′buk′stəl/ n. kiosque (a journaux) m.

   ~ 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.
   - a. *Guido's* is a popular restaurant, so you have to *book* a table in advance.
   - b. I'm not a *fan* of the Rolling Stones. Their music is too loud.
   - c. Wood doesn't *sink* in water. It stays on the top.
   - d. Your mother is a very kind lady.
   - e. Holland is a *flat* country.
   - f. Car workers are on strike. They want more money.
   - g. Don't forget to turn the tap off. Water is expensive.
   - h. Do you have change for a five-pound note?
   - i. I don't like mean people.
   - j. Give me a ring tonight. I'll be home at 7.00.
   - k. There's a branch of most banks in all big towns.
   - l. There was a good play on television last night.
   - m. My suitcase is in the car boot.
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.

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

- Everyday English

Social English
1 We say certain things at certain times.

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

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

![Flag 1](image1)
![Flag 2](image2)
![Flag 3](image3)
![Flag 4](image4)

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.

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.

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.

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.

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.
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.

Do you have a car?  Have you got a car?
Yes, I do.  Yes, I have.

I don't have a computer.  I haven't got a computer.

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 | Family | Occupation | Freetime/holiday | Present activity |
---|---------------|--------|------------|-----------------|-----------------|
1  | Where does he ... from? |
2  | ... married? | Does she have ...? | Has he got ...? | How many ...? |
3  | What ... do? |
4  | What does she ... in her free time? | Where ... go on holiday? |
5  | 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.

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

14
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, where are you from?


**Interviewer** And where do you live?

**Emma** At home with my mother. You see, my parents are divorced.

**Interviewer** Ah! I'm sorry about that. Do you have any siblings?

**Emma** Yes, I have. I've got a brother.

**Interviewer** How old is he?

**Emma** He's eleven. He's younger. He's twelve.

**Interviewer** And what does he do in his free time?

**Emma** Well, he's either playing football or watching TV. That's what he always does after school.

**Interviewer** Where does he live?

**Emma** He lives in Scotland, near Edinburgh.

**Interviewer** And when do you see him?

**Emma** Well, we see him quite often. We spend every school holiday with him.

**Interviewer** Now a final question, Emma. What do you like to do in your free time?

**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.

1. Big red buses.
2. Policemen in funny hats.

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 creches. 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.

<table>
<thead>
<tr>
<th>Electric household goods</th>
</tr>
</thead>
<tbody>
<tr>
<td>air-conditioning</td>
</tr>
<tr>
<td>cooker</td>
</tr>
<tr>
<td>dishwasher</td>
</tr>
<tr>
<td>microwave oven</td>
</tr>
<tr>
<td>spotlight</td>
</tr>
<tr>
<td>fan</td>
</tr>
<tr>
<td>freezer</td>
</tr>
<tr>
<td>fridge</td>
</tr>
<tr>
<td>food mixer</td>
</tr>
<tr>
<td>home computer</td>
</tr>
<tr>
<td>iron</td>
</tr>
<tr>
<td>kettle</td>
</tr>
<tr>
<td>lamp</td>
</tr>
<tr>
<td>hi-fi system</td>
</tr>
<tr>
<td>vacuum cleaner</td>
</tr>
<tr>
<td>Walkman</td>
</tr>
<tr>
<td>video</td>
</tr>
<tr>
<td>washing machine</td>
</tr>
<tr>
<td>word processor</td>
</tr>
<tr>
<td>CD player</td>
</tr>
<tr>
<td>fan heater</td>
</tr>
</tbody>
</table>

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)
- competitive (adj)
- discipline (n)
- row (n)

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?
Asking and answering questions
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.

Group A
1 ____________________________ ?
He's teaching Japanese in England.
2 ____________________________ ?
They usually stay from the time they leave school or university until they retire.
3 ____________________________ ?
About forty.
4 ____________________________ ?
Because it is rude to question a teacher.

Group B
1 ____________________________
Six.
2 ____________________________ ?
Three or four hours every night.
3 ____________________________ ?
Yes, they do, because they are never bored.
4 ____________________________ ?
She is probably watching TV.

What do you think?
1 Are Japanese schools like schools in your country?
2 What are the advantages and disadvantages of strict schools?

Everyday English
Numbers
1 Notice that we say and after the hundreds.
   783 seven hundred and eighty-three
   408 four hundred and eight
   334,000 three hundred and thirty-four thousand
Practise saying the following numbers.
   277 489 612 5,870 3,923
   15,804 118,307 165,000,000
2 It is easy to confuse 13/30, 14/40, etc. when you hear them.
The stress patterns are usually like this:
• thirty forty fifty sixty seventy eighty ninety
• thirteen fourteen fifteen sixteen seventeen eighteen nineteen
When we count, the patterns are as above, but they can change with the ‘teen’ numbers. When the teen numbers are followed by a noun, the pattern is still ••, but when the number is on its own, the pattern is •.
She's fifteen (••) years old.
She's fifteen (••).

T.6a Underline the number you hear.
a 16/60 b 15/50 c 18/80 d 90/19 e 30/13

Prices
Look at the way we write and say the following prices.

<table>
<thead>
<tr>
<th>Written</th>
<th>Spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>£1</td>
<td>a pound</td>
</tr>
<tr>
<td>50p</td>
<td>fiftyp/pi:/</td>
</tr>
<tr>
<td>£1.99</td>
<td>one pound ninety-nine</td>
</tr>
<tr>
<td>£12.40</td>
<td>twelve pounds forty</td>
</tr>
</tbody>
</table>

1 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.
Fact and fiction

PRESENTATION

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

   - spend
   - took
   - caught
   - ate
   - broke
   - saw
   - could
   - had

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

   **REAL LIFE DRAMA**

   **COUPLE WHO SURVIVED AN AMAZING **

   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

   10 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 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

carry marry
study

How is the regular past tense formed?

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

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...

Languages 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.


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

MIRACLE
ESCAPE

2 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 fell 60 feet from a bridge into the River Avon. The river carried him towards a waterfall and hit him onto some rocks. Fortunately, three older boys saw Mark. They quickly pulled him out and helped the police.

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

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

PRACTICE

1 Grammar

1 Work in pairs.

Decide which is the correct verb form.

a. I saw / was seeing a very good programme on TV last night.

b. While I was shopping this morning, I lost / was losing my money. I don’t know how.

c. Last week the police stopped / were stopping Alan in his car because he was travelling / travelled at over eighty miles an hour.

d. ‘How did you cut / were you cutting your finger?’

e. ‘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.

a. While I came to work this morning, I met an old friend.

b. I didn’t want to get up this morning. It was raining and it was cold, and my bed was so warm.

c. I listened to the news on the radio when the phone rang.

d. But when I picked up the phone, there was no one there.

e. I said ‘Hello’ to the children, but they didn’t say anything because they were watching television.

2 Speaking and listening

Work in pairs.

Ask and answer questions.

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 fell 60 feet from a bridge into the River Avon. The river carried him towards a waterfall and hit him onto some rocks. Fortunately, three older boys saw Mark. They quickly pulled him out and helped the police.

- 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

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.


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!’
‘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.

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.

<table>
<thead>
<tr>
<th>have</th>
<th>had</th>
<th>breathe</th>
<th>wake</th>
</tr>
</thead>
<tbody>
<tr>
<td>take</td>
<td>creep</td>
<td>put</td>
<td>try</td>
</tr>
<tr>
<td>whisper</td>
<td>put</td>
<td>try</td>
<td></td>
</tr>
<tr>
<td>catch</td>
<td>lead</td>
<td>sit</td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>give</td>
<td>stand</td>
<td></td>
</tr>
</tbody>
</table>

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 . . .
• 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 /dʒaʊk/ 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.*

**draw** v (past part., drawn /drɔːn/, past tense drew /druː/) 1 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.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>washing-up</td>
</tr>
<tr>
<td>tell</td>
<td>lie</td>
</tr>
<tr>
<td>drive</td>
<td>photograph</td>
</tr>
<tr>
<td>take</td>
<td>cheque</td>
</tr>
<tr>
<td>do</td>
<td>van</td>
</tr>
<tr>
<td>make</td>
<td>suit</td>
</tr>
<tr>
<td>cash</td>
<td>phone call</td>
</tr>
<tr>
<td>post</td>
<td>suitcase</td>
</tr>
<tr>
<td>ride</td>
<td>taxi</td>
</tr>
<tr>
<td>pack</td>
<td>meal</td>
</tr>
<tr>
<td>pay</td>
<td>letter</td>
</tr>
<tr>
<td>order</td>
<td>film on TV</td>
</tr>
<tr>
<td>watch</td>
<td>horse</td>
</tr>
<tr>
<td>take</td>
<td>bill</td>
</tr>
</tbody>
</table>

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 /ˈlɪsn/ 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.

a. I'm waiting______the postman to arrive.
b. Look______that picture! Isn't it beautiful!
c. I'm looking______Mary. Is she here?
d. She works______BP, a big petrol company.
e. If you have a problem, ask______help.
f. Are you interested______modern art?

g. Did you know that Alan is married______Barbara?
h. Can I speak______you for a minute?
i. Your shirt is similar______mine. Where did you buy it?
j. I agree______you about most things, but not politics.
k. My daughter is afraid______dogs.
l. 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
journalist
Member of Parliament
soldier
spy
member of MI5
member of Naval Intelligence

Listening

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

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.

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

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 twentieth 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?

Now do the Stop and Check on page 20 of the Workbook.
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. 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.
   a. Have you got _______ brothers or sisters?
   b. We don't need _______ butter.
   c. There are _______ books on the table.
   d. I want _______ flour because I'm going to bake a cake.
   e. Is there _______ petrol in the car?

2 Put much, many, or a lot of into each gap.
   a. Have you got _______ homework?
   b. We don't need _______ eggs.
   c. There are _______ dirty plates in the sink.
   d. There is _______ unemployment in my town.
   e. Are there _______ unemployed people in your country?

2 Speaking and writing

1 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.

2 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

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.
   a. 'Did you meet _______ interesting at the party?'
   b. 'Yes, I met _______ who knows you. His name's Alan Clark.'
   c. 'Ouch! There's _______ in my eye!'
   d. 'Let me have a look. I can't see _______ .'
   e. 'Let's go _______ hot for our holiday.'
   f. 'OK. But I don't want to go _______ that's too expensive.'
   g. '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.

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
- a Polish immigrant
- Paris and Newcastle
- 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 notice:

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.

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.

<table>
<thead>
<tr>
<th>Clothes</th>
<th>Food</th>
<th>Professions</th>
</tr>
</thead>
</table>

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.

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?

<table>
<thead>
<tr>
<th>bake</th>
<th>boil</th>
<th>chop</th>
<th>cut</th>
<th>fry</th>
<th>grill</th>
</tr>
</thead>
<tbody>
<tr>
<td>peel</td>
<td>roast</td>
<td>slice</td>
<td>squeeze</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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?

Groupwork

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.

<table>
<thead>
<tr>
<th>baker's</th>
<th>department store</th>
<th>post office</th>
</tr>
</thead>
<tbody>
<tr>
<td>airport</td>
<td>railway station</td>
<td>supermarket</td>
</tr>
<tr>
<td>chemist's</td>
<td>fast food</td>
<td>restaurant</td>
</tr>
</tbody>
</table>

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?


4 Work in pairs.

Write similar dialogues for some of the following places.

<table>
<thead>
<tr>
<th>newsagent's</th>
<th>bookshop</th>
<th>butcher's</th>
</tr>
</thead>
<tbody>
<tr>
<td>tourist office</td>
<td>cinema</td>
<td>greengrocer's</td>
</tr>
<tr>
<td>hotel</td>
<td>clothes shop</td>
<td>bank</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Ambition(s)</th>
<th>Reason(s)</th>
<th>What is he/she going to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pippa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar questions

- Underline the verb forms in the texts that express plans and ambitions.
- 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.
  Y'd like to be a paediatrician.
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.
a. Peter and Janet are planning their winter holiday.
(They like skiing.)
b. Ruth doesn’t like living in the centre of town anymore.
c. Alice is looking at advertisements for second-hand cars (but she doesn’t have any money).
d. Jorge (from Madrid) is studying hotel management. He’s also learning English.
e. Clara (aged 15) is a brilliant tennis player. She practises every day.
f. Joanna (from England) is doing a course to train to be an English language teacher. (She loves South America.)
g. 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.
a. There’s a good film on at the Odeon Cinema. you ___ (see) it with me?
b. I’m thirsty. I ___ something to drink.
c. ‘Who is your favourite painter?’
‘I ___ all the Impressionists, especially Monet.’
d. ‘Do you do any sport?’
‘Yes, I ___ (swim) and ___ (play) football.’
e. She’s learning Italian because she ___ (go) to Italy on holiday next year.
f. ‘___ 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.

Translate
I like swimming.

I’m tired. I’d like to go to bed.

I’d like to buy a new car next year.

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
I hope
I’m going

-ing forms
I like
I love
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.

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 I 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 You

OK, I'll make some sandwiches.
No, I'm going to make them!

All right. Well, I'll buy some bread.
No, I'm going to buy it!

2 Grammar

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

a. 'My suitcase is so heavy!' 'Give it to me. I'm going to carry it for you.'

b. I bought some warm boots because I'll go/ I'm going skiing.

c. 'Tony's back from holiday.' 'Is he? I'll give/ I'm going to give him a ring.'

d. We'll see/ We're going to see 'Hamlet' at the Royal Shakespeare tonight. The tickets were very expensive.

e. You can tell me your secret. I won't tell/ I'm not going to tell anyone else.

f. I hear you and John will get/ are going to get married! Congratulations!

  'I'll go/ I'm going shopping soon. I'll post/ I'm going to post them for you.'

g. '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.

<table>
<thead>
<tr>
<th>Translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are going to get married next spring.</td>
</tr>
</tbody>
</table>

**Will**

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

<table>
<thead>
<tr>
<th>Translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give me your case. I'll carry it for you.</td>
</tr>
</tbody>
</table>

Other uses of *will* are in Unit 9.


---

**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…

---

**Answers**

1. a 0  b 5  c 10
2. aO  b 5  c 10
3. 0 nurse/artist first  
   b builder/police officer/police officer first  
   c teacher/journalist first  
   d engineer/actor/actress/pop star first  
   e politician/accountant first
4. Yes 10  No 0
5. Yes 0  No 10
6. aO  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 0  Last moment 10
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

1. You will hear eight learners of English talking about what they do to learn vocabulary. Listen to them and make notes.

2. Work in groups. Have you got a bilingual dictionary? Have you got an English-English dictionary?

3. 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.

Word families

1. 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 /fəˈtaʊə/ n. picture that you make with a camera. photographer /ˌfoʊtəˈɡrɑːfər/ n. someone who takes pictures with a camera.

   picture that you make with a camera, photograph /ˌfoʊtəˈɡrɑːf/ n.

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

2. 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
   verbs -ize/ise

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!).

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>am'bition</td>
<td>‘happy</td>
<td>‘government</td>
<td>improve</td>
<td>im'prove</td>
</tr>
<tr>
<td>‘power</td>
<td>‘science</td>
<td>de'cide</td>
<td>a'rrive</td>
<td>a'rrive</td>
</tr>
<tr>
<td>tech'nology</td>
<td>‘health</td>
<td>elect</td>
<td>de'cide</td>
<td>de'cide</td>
</tr>
<tr>
<td>‘person</td>
<td>‘fashion</td>
<td>i'magine</td>
<td>in'vite</td>
<td>i'magine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>de'scribe</td>
<td>em'ploy</td>
<td>de'scribe</td>
</tr>
</tbody>
</table>

3. 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**
1. If you are desperate for something,
2. If you are seeking something,
3. A high-flier is
4. A high-powered job is
5. A documentary is
6. If you get on well with someone,
7. A degree is
8. If you are fed up with something,
9. A considerate person is

**B**
1. one that is important and well paid.
2. you have a good relationship.
3. you are looking for it.
4. a TV programme that gives factual information about something.
5. the qualification you get from university.
6. you want it very, very much, and will do anything to get it.
7. you are unhappy or bored with it.
8. you have a good relationship.
9. someone who is kind, and pays attention to other people's feelings.
10. someone who is kind, and pays attention to other people's feelings.

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?
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)

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, 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 English Rose dating agency in London to get in touch with single American men.'

'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 could really love to find a husband and have children. I'd like to live in London for six months the year and in the States for the other six months.'

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

'I want a husband'

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?

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!
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.

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

New York: **exciting**

Tokyo:

Rome: **magnificent**

**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 (/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 question

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

Grammar reference: page 125.
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 /æz/. 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.

a. He's more older than he looks.
b. Ann's as tall than her mother.
c. ‘What does Paris like?’
   ‘It’s beautiful, especially in the spring.’
d. Concorde is the most fast passenger plane in the world.
e. Trains in Tokyo are crowder than in London.
f. Oxford is one of oldest universities in Europe.
g. He isn't as intelligent than his sister.
h. This is more hard than I expected.
i. Who is the most rich man in the world?
j. 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, . . .
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

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

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.

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 (n)
   - wealthy (adj)
   - shy (adj)
   - chandelier (n)
   - despite (prep)
   - to share (v)
   - reserved (adj) e.g. a reserved person
   - outgoing (adj) 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.
1 How many hotels are mentioned in the article?
   Why are they mentioned?
2 What do the following numbers refer to?
   1363 1,788 257 1996 229,000
   230,000 19 1981 10
3 Find three reasons why Brunei is so rich.
4 Mark Brunei on this map.

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.

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

<table>
<thead>
<tr>
<th>annoyed</th>
<th>fed up</th>
<th>generous</th>
<th>handsome</th>
<th>marvellous</th>
<th>messy</th>
<th>modern</th>
<th>wealthy</th>
</tr>
</thead>
</table>

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

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

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

<table>
<thead>
<tr>
<th>awful</th>
<th>interested</th>
<th>mean</th>
<th>old</th>
<th>poor</th>
<th>pleased</th>
<th>tidy</th>
<th>ugly</th>
</tr>
</thead>
</table>

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

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**

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
- Shops
- Food
- Driving
- People
- Public transport
- Where people live
- Weather
- Cost of living

**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.
   a. The hotel is opposite the station.
   b. The bank is on the corner of Lower Road and Hill Road. It is next to the chemist's.
   c. The supermarket is between the baker's and the greengrocer's.
   d. There is a bus stop in front of the flower shop.
   e. 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.

<table>
<thead>
<tr>
<th>along</th>
<th>up</th>
<th>down</th>
<th>over</th>
<th>under</th>
</tr>
</thead>
<tbody>
<tr>
<td>past</td>
<td>through</td>
<td>out of</td>
<td>in(to)</td>
<td>across</td>
</tr>
</tbody>
</table>

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 [ T19 ] 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.

Now do the Stop and Check on page 36 of the Workbook.
Present Perfect Simple (1) - Short answers

Fame

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.

Write in the questions.

b. When ______? At the age of fourteen.
c. When ______? A year ago.
d. ______? Three.
e. ______? 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.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>try</td>
<td></td>
<td></td>
</tr>
<tr>
<td>act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>win</td>
<td></td>
<td></td>
</tr>
<tr>
<td>break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Speaking and listening

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

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 Ministers?
  *Has she interviewed the Prime Minister?*

a. Chris is a mountaineer.
  - climb/mountains all over the world
  - climb/Everest without oxygen
  - write/several books
  - ever have/an accident?

b. Paul Newman is an actor.
  - direct/many films
  - never win/an Oscar
  - ever write/a script?

c. 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. 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**  do you 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.

   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.

a. Have you ever seen/did you ever see a rock concert?

b. I saw/have seen the Rolling Stones last year.

c. I love rock and roll. I like/have liked it all my life.

d. The Stones' concert has been/was excellent.

e. I have bought/bought all their records after the concert.

f. How long have you known/do you know Peter?

g. I know him/have known him since we were at school together.

h. When did you get/have you got married to him?

i. 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.

- Language review

Present Perfect

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

Here are two of its main uses:

1. 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)

2. 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.

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

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?
3 What did you learn that you didn't know before?

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?
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 coasted 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

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
/haɪ/ here - Come here!

- 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 __________________ 7 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 line according to the vowel sound.

a. /æ/ __________

f. /eɪ/ __________

g. /aʊ/ __________

d. /iː/ two __________

i. /əʊ/ __________

e. /e/ __________

53
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

a. I saw a car crash today, nobody was hurt.
b. I called at Pat and Fred's house at ten o'clock this morning, but they were still in bed.
c. I like all Russian writers,
d. I got up late this morning, I missed the bus, but I ran and caught it.
e. His house has got everything - even a swimming pool.
f. I hate ironing.

g. You've arrived at the right moment.

Your lunch is on the table.
h. How much does she earn?

'she's the director, so I'm sure she gets fifty thousand a year.
i. I will always love you.
j. Do you study hard?

'I want to pass my exams.'
k. He walked out of the prison last, after fifteen years, he was a free man.
l. My son is very difficult to feed. He eats only fruit and crisps.

Listening and speaking

Interview with a musician

Pre-listening task

1 Work in groups. How many musical instruments do you know the names of?
2 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

Listening

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 (x) on the chart.

<table>
<thead>
<tr>
<th>Instruments he plays</th>
<th>Bands he has played with</th>
<th>Places he has visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>guitar</td>
<td>Roxy Music</td>
<td>France</td>
</tr>
<tr>
<td>saxophone</td>
<td>U2</td>
<td>Japan</td>
</tr>
<tr>
<td>trumpet</td>
<td>The Smiths</td>
<td>America</td>
</tr>
<tr>
<td>drums</td>
<td>The Pretenders</td>
<td>Eastern Europe</td>
</tr>
<tr>
<td>keyboards</td>
<td>Simply Red</td>
<td>Germany</td>
</tr>
<tr>
<td>violin</td>
<td>Madness</td>
<td>Italy</td>
</tr>
<tr>
<td>piano</td>
<td>Queen</td>
<td>South America</td>
</tr>
<tr>
<td></td>
<td>Ace</td>
<td></td>
</tr>
</tbody>
</table>

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

Comprehension check

1 How many jobs has Paul had?
2 Did he have music lessons?
3 Was he already making money as a musician when he left school?
4 What was special about the song How long?
5 Did he want to go to America?
6 Why do his records do well in America?
7 He has had a busy year. What has he done?
8 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.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>five years old</td>
<td>since 1985</td>
</tr>
<tr>
<td>sixteen years old</td>
<td>about twenty</td>
</tr>
<tr>
<td>1974</td>
<td></td>
</tr>
</tbody>
</table>
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.
   ‘Do you like cooking?’ ‘Yes, I do.’
   ‘Is it raining?’ ‘No, it isn’t.’
   ‘Have you got a car?’ ‘Yes, I have.’
   ‘Are you good at chess?’ ‘No, I’m not.’

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.
Pros and cons

PRESENTATION

1. 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.

<table>
<thead>
<tr>
<th>Advantages of having a restaurant</th>
<th>Disadvantages of having a restaurant</th>
</tr>
</thead>
</table>

2. Listen to the pronunciation of have to (/hæft 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?
  / 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.

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

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 (/hæd 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

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?

Lucy, 16

To dye, or not to dye?

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?

Richard

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

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 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.

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.’

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.
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 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 you stay out as long as you want, could you have to be home by a certain time?

3. Can you go where you wanted (discos, parties)?

4. Did you have to tell your parents where you were going?

5. Do 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.)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>alarm</td>
<td>opener</td>
</tr>
<tr>
<td>car</td>
<td>recorder</td>
</tr>
<tr>
<td>traffic</td>
<td>table</td>
</tr>
<tr>
<td>tooth</td>
<td>coat</td>
</tr>
<tr>
<td>cigarette</td>
<td>lights</td>
</tr>
<tr>
<td>tin</td>
<td>paste</td>
</tr>
<tr>
<td>tape</td>
<td>park</td>
</tr>
<tr>
<td>earth</td>
<td>park</td>
</tr>
<tr>
<td>departure</td>
<td>lounge</td>
</tr>
<tr>
<td>pocket</td>
<td>money</td>
</tr>
<tr>
<td>time</td>
<td>clock</td>
</tr>
<tr>
<td>rain</td>
<td>lighter</td>
</tr>
</tbody>
</table>

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.

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

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.

<table>
<thead>
<tr>
<th>HP</th>
<th>Weather and clothes</th>
<th>Things to do</th>
<th>Food and drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

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?

• Everyday English

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

   a. A Asks if free. Invites.
      A Say hello.  |  End.
      B Refuses.  

   b. A Asks if free. Invites.
      A Say hello.  |  End.
      B Refuses.  

   c. A Asks if free.  B Is free.
      A Say hello.  |  Invites.
      B Accepts.
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 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 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 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 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 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 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

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

Jenny
If ... I don’t go out so much, I’ll do more work.
   - do more work
   - pass my exams
   - go to university
   - study medicine
   - become a doctor
   - earn a good salary

Mark
If ... I stop smoking
   - have more money
   - save some every week
   - rich when I’m thirty
   - have my own business
   - make a lot of money
   - retire when I’m forty

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.

- 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.
If
When
As soon as

I see Peter, I'll tell him the news.

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
       (arrive) at
       the hotel.
Paul  That's lovely, but remember I'm going
Mary   out.
       Well, you (be) out
       (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
Mary   there?
       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.

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’?

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
   a. Cars take you door to door.
   b. 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 a car 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.

<table>
<thead>
<tr>
<th>choice</th>
<th>stuck</th>
<th>century</th>
<th>crashes</th>
<th>huge</th>
<th>person</th>
<th>race</th>
<th>way</th>
<th>timetable</th>
<th>too</th>
</tr>
</thead>
</table>

Comprehension check
1. Say if the following sentences are true or false.
   a. You can park your car on the M25.
   b. There is often a jam all the way round the M25.
   c. Winston Churchill thought cars were an awful invention.
   d. Advertisements for cars don't show the reality of driving.
   e. We do not have the technology to find a solution to the traffic problem.
   f. We need to decide what our principles are if we want to solve the traffic problem.
   g. Some people think that the traffic will move more quickly if there are more roads.
   h. Environmentalists think that public transport should be more expensive.

2. Did the article mention any of the advantages and disadvantages of cars and trains that you discussed?

3. What are the reasons for building more roads?
4. What are the reasons for improving the public transport system?

What do you think?
1. What is the traffic situation like in your town?
2. Is there a good public transport system?

Is it cheap? Do you have to pay to use the motorways? Do people drive well?
3. 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  cafe  single  ticket inspector
passenger  get off  miss  driver
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.

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

1 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.

2 T.27b Listen to the complete dialogue at the check-in desk. With a partner, try to remember the dialogue.

3 T.27c Listen to the complete dialogue at the ticket office. Practise the questions.

4 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 Manchester. 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.

Now do the Stop and Check on page 50 of the Workbook.
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.
a. Make some sentences with used to and didn't use to.
b. Find five sentences where the verb forms must stay in the Past Simple.

4 Listen to Molly talking and notice the pronunciation of used to (/juːstəʊ/ or /toʊ/).

Practise saying the sentences.
PRACTICE

1 Listening and speaking

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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Life now</th>
<th>Life as a child</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you do at the weekend?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do when you were a child?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I (usually) do the shopping and ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used to play with my friends and ...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

PRESENTATION

1. 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.

a. does/to/who/belong/pen/this?
b. are/about/thinking/you/what?
c. dream/did/last/y you/about/night/what?
d. countries/have/to/been/which/you?
e. married/she/did/who/to/get?

Write questions with who or what.

f. John loves someone.
g. Someone loves John.
h. Peter had an argument with someone.
i. Something happened at the party.
j. Someone phoned last night.

Translate

Who did George see?

Who saw George?

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.

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.

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 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, in 1928, women of twenty-one could vote.

4 Emily Davidson was a martyr because
a. the King's horse killed her.
b. she refused to eat and died.
c. she shocked all the people at the Derby.

5 After the First World War
a. Members of Parliament changed their opinions.
b. women did men's jobs.
c. women finally got the vote.

Discussion
Work in pairs. Discuss the following questions together, then tell the others in your class what you think.
1 What changes have there been in the roles of men and women in your country in the last 100 years?
2 In your opinion, what do women do better than men? What do men do better than women?
3 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.

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>waiter</td>
<td>waitress</td>
<td>tie</td>
</tr>
</tbody>
</table>

1 Put the following words into the columns under the headings Male/Female/Both. Use your dictionary to check any words you don't know.

<table>
<thead>
<tr>
<th>landlord</th>
<th>actor</th>
<th>bull</th>
<th>musician</th>
</tr>
</thead>
<tbody>
<tr>
<td>teenager</td>
<td>cook</td>
<td>king</td>
<td>duke</td>
</tr>
<tr>
<td>heroine</td>
<td>professor</td>
<td>nephew</td>
<td>uncle</td>
</tr>
<tr>
<td>bikini</td>
<td>pilot</td>
<td>dentist</td>
<td>niece</td>
</tr>
<tr>
<td>model</td>
<td>skirt</td>
<td>duchess</td>
<td>queen</td>
</tr>
<tr>
<td>knickers</td>
<td>pyjamas</td>
<td>bra</td>
<td>scientist</td>
</tr>
<tr>
<td>architect</td>
<td>judge</td>
<td>cousin</td>
<td>cow</td>
</tr>
<tr>
<td>aunt</td>
<td>widow</td>
<td>underpants</td>
<td>athlete</td>
</tr>
<tr>
<td>blouse</td>
<td>actress</td>
<td>tourist</td>
<td>landlady</td>
</tr>
<tr>
<td>swimming trunks</td>
<td>widower</td>
<td>boots</td>
<td></td>
</tr>
</tbody>
</table>

2 Who or what are the following?

a. He's my sister's son. He's my______
b. The most important female character in a story is called the______
c. I wear these in bed.______
d. I run in races. I'm a/an______
e. I pay rent to him. He's my______
f. He wears these under his trousers.______
g. Her husband is dead. She's a/an______now.
h. I check people's teeth. I'm a/an______

3 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. 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?


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. |
3 Read the text below. It is the story of Coca-Cola, one of the world's most famous drinks.

**PRESENTATION**

1. Complete the following sentences with the verb to be in the correct tense.
   a. They are American. He is English.
   b. Last week they were in London, and he was in Chicago.
   c. She has been to Russia twice, but I have never been there.
   d. She is going to New York next week.

What are the names of the four tenses?

2. Write in the Past Simple and the Past Participles of the following verbs. Some are regular and some are irregular.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Simple</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>give</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>produce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>build</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>steal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>invent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

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 _______

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.

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Past Simple</th>
<th>Present Perfect</th>
<th>Will future</th>
</tr>
</thead>
<tbody>
<tr>
<td>is enjoyed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. They make VW cars in Germany.</td>
<td>VW cars made in Germany.</td>
</tr>
<tr>
<td>b. They _______ rice in China.</td>
<td>Rice is grown in China.</td>
</tr>
<tr>
<td>c. Bell invented the telephone in 1876.</td>
<td>The telephone _______ by Bell in 1876.</td>
</tr>
<tr>
<td>d. Thieves _______ two pictures from the museum last night.</td>
<td>Two pictures were stolen from the museum last night.</td>
</tr>
<tr>
<td>e. They have built three new factories this year.</td>
<td>Three new factories this year.</td>
</tr>
<tr>
<td>f. They _______ the picture for £3,000.</td>
<td>The picture has been sold for £3,000.</td>
</tr>
<tr>
<td>g. The factory will produce 10,000 cars next year.</td>
<td>10,000 cars _______ next year.</td>
</tr>
<tr>
<td>h. _______ they _______ many cars last year?</td>
<td>Were many cars made last year?</td>
</tr>
<tr>
<td>i. Bell didn't invent the television.</td>
<td>The television _______ by Bell.</td>
</tr>
</tbody>
</table>
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) was invented in the early 1930s by an American chemist, Julian Hill. Other scientists (b) worked with his invention and finally on 27 October 1938, Nylon (c) was introduced to the world. It was cheap and strong and immediately (d) became 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) was used (use) to make parachutes and tyres.

Today, nylon (f) is found in many things: carpets, ropes, seat belts, furniture, computers, and even spare parts for the human body. It (g) plays an important part in our lives for over 50 years. Next year about 36 million tons of it (h) will be manufactured.

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 ____________________________________________
   B No, it wasn't. It was invented by Dr John Pemberton.

c. A Has Diet Coke been made for many years?
   B ____________________________________________

d. A Was nylon invented after the Second World War?
   B ____________________________________________

e. A ____________________________________________
   B Thirty-six million tons.

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.

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. **£3 MILLION REWARD**
4. **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 (adj)
   - graceful (adj)
   - honesty (n)
   - lottery (n)
   - mansion (n)
   - to operate (on sb) (v)
   - stable (n)
   - speed (n)
   - spinster (n)
   - to train (v) e.g. for a sport
   - transplant (n)
   - wallet (n)
   - will (n) e.g. write a will before you die
   - to be worth (adj)

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.
CONCORDE'S BIRTHDAY

CONCORDE, the world's fastest and most graceful passenger plane, will soon be 25 years old. It first flew on 2 March 1969, from Toulouse in France.

Concorde was developed by both France and Britain. From 1956 these two countries had a 10 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.

£3 MILLION FOR A YET

VET Peter Pocock has been left a fortune by a spinster whose horses and dogs he looked after.

5 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.'

Mr 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 20 them. I thought maybe I'd win $10 or something.'

On Sunday, Mr Murphy bought a newspaper and started checking the numbers 25 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 30 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.

50 'What an honest man!' he said. 'You deserve a reward - at least $1 million, I think.'

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.

<table>
<thead>
<tr>
<th>bank</th>
<th>steal</th>
<th>a competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ear-rings</td>
<td>a post office</td>
<td>a war</td>
</tr>
<tr>
<td>a fish</td>
<td>a bus</td>
<td>a seat belt</td>
</tr>
<tr>
<td>a cola</td>
<td>a thief</td>
<td>a briefcase</td>
</tr>
<tr>
<td>catch</td>
<td>a car</td>
<td>a watch</td>
</tr>
<tr>
<td>a lie</td>
<td>the truth</td>
<td>a竞争</td>
</tr>
<tr>
<td>a joke</td>
<td>a story</td>
<td>a competition</td>
</tr>
<tr>
<td>a poem</td>
<td>tennis</td>
<td>swimming</td>
</tr>
</tbody>
</table>

Practice
Write two sentences for each verb using some of the correct noun.
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.

a. I always laugh _ his jokes.
b. The doctor operated _ the patient.
c. He suffers _ bad headaches.
d. The head teacher is ill, so Mrs Betts is _ charge today.
e. Do you know what's _ TV tonight?
f. 'Shall we go for a picnic tomorrow?' 'It depends _ the weather.'
g. I'm really bored _ my job.
h. I wasn't invited _ the party.
i. Kate is _ love _ Thomas.
j. We're going _ holiday to Italy next year.
k. I'm very sorry. I broke it _ accident.
l. Who does this book _ at you?

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.
1. What is the meaning of the word 'beetle'?
2. What is the Beetle called in your country?
3. 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.
   a. This church was designed by Wren in 1670.
   b. He's a big fan of Tina Turner.
   c. She's a very close friend. She's always there when you need her.
   d. 'Did you talk to Pat much?' 'No, we just chatted for a few minutes.'
   e. Her uncle's a jolly man. He's always laughing.
   f. That's Penny over there. Look! She's waving at us.
Listening

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.

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

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.

Notices

- edinburgh
- york
- newcastle
- bank
- outside a cinema
- drinks machine
- bus
- airport
- pub
- public toilet
- motorway
- zoo
- hotel
- railway station
- afternoon tea
- under 18s
- keep your distance
- no cycling on footpaths
- out of order
- queue

2. 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.
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.
   a. Why did Tony go to Nepal?
   b. What does he think it's important to do abroad?
   c. Is transport good in Nepal?
   d. Did the hospital let him have a long holiday?
   e. Who did he ask to go with him into the jungle?
   f. What did the guide make him wear? Why?
   g. Why did they climb onto the elephants?
   h. 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 (x2) 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.
a. My children usually go to bed early, but I _______ them _______ TV till 10.00 at the weekend.
b. I don't like the sight of blood. It _______ me _______ ill if I see it.
c. My parents weren't strict with me at all. They _______ me _______ what I wanted.
d. But they thought that education was very important, so they _______ me _______ hard for my exams.
e. It was a very sad film. The ending _______ me _______.
f. My parents _______ me _______ the piano for two hours every day. I hate it.
g. 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!
2 Rewrite the following sentences using tell or ask.

Example
‘Can you help me?’ she said to him.
She asked him to help her.

a. ‘Can you lend me some money?’ I asked her.
   She asked me to lend her some money.

b. ‘Do your homework again,’ the teacher said to me.
   She told me to do my homework again.

c. ‘Please write to me soon,’ I said to her.
   I asked her to write to me soon.

d. ‘Do more exercise,’ the doctor said to Peter.
   She told Peter to do more exercise.

e. ‘Drive more carefully!’ she said to me.
   She told me to drive more carefully.

What are some of the things your parents tell/told/ask/asked you to do?

They asked me to do the shopping sometimes.
They told me to tidy my room.

3 Choose the correct form of the verb.

buying

a. Let me buy you a drink.
   to buy

b. I've decided stopping smoking.
   to stop

c. I managed finding the book I was looking for.
   to find

d. The smell of roses makes me think of you.
   to think

e. I tried understanding the lecture, but it was too difficult.
   to understand

f. The doctor told me doing more exercise.
   to do

g. Look outside! It's starting snowing.
   to snow

2 Speaking

Work in pairs. Ask and answer questions about why you go to certain places.

- post office
- petrol station
- book shop
- newsagent's
- library
- butcher's
- travel agent's
- off-licence

Why do you go to a hairdresser's?
To have a haircut.

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.

a. My children's favourite game is chasing Wally the cat. Its not a game I like, and the cat certainly
doens't like it. It hides under Kate's bed, or runs up its favourite tree, where the children can't get it.

b. ‘Have you seen today's newspaper?’
   ‘No, I haven't. Why?’
   ‘We're going on holiday to America in a few days time, and I wondered what the weather's 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

I've decided
I'm trying
I managed
She told me
She asked me
to stop smoking.
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.)

1 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?
2 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.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you bring up children,</td>
<td>in a hole in the ground when they are dead.</td>
</tr>
<tr>
<td>A battle is</td>
<td>you take them prisoner.</td>
</tr>
<tr>
<td>If you defeat your enemy,</td>
<td>you are badly hurt.</td>
</tr>
<tr>
<td>If you capture someone</td>
<td>you look after them and educate them until they are grown up.</td>
</tr>
<tr>
<td>If you are wounded in a battle,</td>
<td>the place where you bury someone.</td>
</tr>
<tr>
<td>In medieval times, a knight</td>
<td>a fight between soldiers, armies, etc.</td>
</tr>
<tr>
<td>You bury someone</td>
<td>you win a victory over them in a battle.</td>
</tr>
</tbody>
</table>

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
1 When did stories about him begin to appear?
2 Who is the legend based on?
3 When did he live?
4 Where did he live?
5 He was the leader of a group of people. Who were they? What did they use to do?
6 Was he a good man?
7 Why is he famous? What are some of the things he did?
8 Who were his enemies?
9 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
1 What do King Arthur and Robin Hood have in common?
2 Your teacher has information about two real English heroines, Florence Nightingale and Amy Johnson. Ask your teacher questions to find out about them.
3 Who are the legendary or real heroes and heroines from your country?
4 Are there certain ingredients that legends have in common?
The 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.

<table>
<thead>
<tr>
<th>quickly</th>
<th>slowly</th>
<th>carefully</th>
<th>heavily</th>
</tr>
</thead>
<tbody>
<tr>
<td>patiently</td>
<td>clearly</td>
<td>seriously</td>
<td>suddenly</td>
</tr>
<tr>
<td>badly</td>
<td>fluently</td>
<td>properly</td>
<td>well/hard (irregular)</td>
</tr>
</tbody>
</table>

a. I can't see clearly without my glasses.
b. They escaped from the tiger as quickly as possible.
c. Three people were heavily injured in a car crash.
d. I used to speak French fluently, but I've forgotten it.
e. I read the letter quickly.
f. She worked hardly all weekend.
g. When I left work, it was raining heavily.
h. I waited in the traffic jam, because I knew there was nothing I could do about it.
i. I was driving home when I ran out of petrol.
j. I drove slowly, because the conditions were bad.
k. She explained the problem slowly.
l. I did seriously in my driving test and passed first time.
m. I couldn't fill in the form properly, 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

a. Your news was very boring. I'm pleased you're enjoying yourself.
b. I liked the book until the end. It had a boring ending which I didn't like.
c. A: How was your journey?  
B: Very boring. I think I'll go to bed.
d. The play was so boring that I fell asleep.
e. He started to tell a joke about the director when the director came into the room. It was very embarrassing.
f. You look tired. Have you had a busy day?
g. It's Sunday and I don't know what to do. I'm bored.
h. Are you interested 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
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
   - three hundred feet
   - full moon
   - five feet away
   - ten or fifteen seconds
   - 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.

<table>
<thead>
<tr>
<th>Place</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the garden at home</td>
<td>in the middle of the night</td>
</tr>
<tr>
<td>in a country lane</td>
<td>in the year 2050</td>
</tr>
<tr>
<td>in a plane at 30,000 feet</td>
<td>last night</td>
</tr>
<tr>
<td>in a town</td>
<td>in the fifteenth century</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>characters with five heads</td>
<td>space ships travelling at the speed of light</td>
</tr>
<tr>
<td>talking machines</td>
<td>visits to other galaxies</td>
</tr>
<tr>
<td>green beings from invisible planets</td>
<td>getting lost in black holes</td>
</tr>
<tr>
<td>time travellers</td>
<td>planet Earth is an experiment</td>
</tr>
</tbody>
</table>

- **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.* (thirty 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. 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?*

Now do the Stop and Check on page 64 of the Workbook.
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 used?
  - ... 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.

a. who would be Queen?
b. would her Mum work?
c. would Tanya go to school?
d. would she have any pets?
e. what would she wear?

Ask and answer similar questions about Graham.

Example
Graham/live/castle?

Would Graham live in a castle? (Yes, he would.)

f. he/live/cottage?
g. his mother/work/pub?
h. Who/take/him/school?
i. What sport/he/play?
j. he/have/chickens?

PRACTICE

1 Grammar

1 Make sentences from charts A and B.

2 Put the verbs in the correct form, Past Simple or would.

a. If I _____ (be) rich, I _____ (travel) around the world.
b. I don't like Hollywood. I _____ (not live) there if I ______(be) a film star.
c. I _____ (go) to work if I _____ (not feel) so ill, but I feel awful.
d. What_______ you do if your baby ______ (fall) into the water?
e. If I ______ (have) more free time, I _____ (not waste) it. I _____ (learn) another language.

3 Finish these sentences in a suitable way.

a. If I won £10,000, ... 
b. If I spoke perfect English, ... 
c. 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 ... 
- 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

4 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?
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. Everyone and a half hours throughout the night we have our private fantasies in our dreams—we can forget the good behaviour of today 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.

'That is 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 help us prepare for the problems of everyday life. The images in our dreams have special meaning, and they 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 |

a. Put your hat. It's cold today.
b. I don't feel well. I'm going to lie for a minute.
c. I fell the stairs and broke my leg.
d. The children stood when the teacher arrived.
e. Don't throw that bottle. We can use it again.
f. I would take my jacket if I felt hot.
g. I must remember to take the book to the library.
h. I'm going to take the dog for a walk.
i. 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 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.
a. I saw 50p on the pavement and I picked it up.
   I picked up Spanish quite quickly when I was living in Madrid.
b. Put out your cigarette before you go into class.
   In Britain we always put out the milk bottles for the milkman.
c. I looked up the road but I couldn't see him.
   She looked up the word in her dictionary.
d. 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:
1 - as they are here
2 - with the particle in a different position
3 - with a pronoun, not a noun.

Practise the three ways.
a. I threw away his letter.
b. I took the shoes back and complained to the manager.
c. Could you look up the phone number, please?
d. Don't forget to switch the lights off.
e. 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:
1 - as they are here
2 - with a pronoun, not a noun.

Practise the two ways.
a. I'm looking for my handbag.
b. Can you look after my cat?
c. I'm looking forward to the holiday.
d. John doesn't get on with his sister.
Listening and speaking

People of mixed nationality

Pre-listening task

1. What is your country? What is your nationality? Write in the nationality adjective for the following countries.

- England: English
- France: French
- Poland: Polish
- China: Chinese
- Portugal: Portuguese
- Italy: Italian
- Russia: Russian
- Poland: Polish
- Malaysia: Malaysian
- West Indies: West Indian

2. 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.

3. 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 Amelia de Melo, a textile designer.

Comprehension check

1. Where did their parents meet?
2. Where did they live when they were children?
3. Who has visited or lived in the countries of both their parents?
4. Why did Lionel go to Dominica? Why didn't he stay there?
5. Why does Lionel think that he and his wife will feel comfortable in New York?
6. What might Amelia do next summer?
7. Who are they married to?

What do you think?

1. Do you think that either Amelia or Lionel would prefer to be of one nationality? If not, why not?
2. If you were of mixed nationality, which nationalities would you like to be? Why?
3. 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.

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.

That's right
Oh, what a pity
Congratulations
Never mind
I hear

Hurry up
OK
Good heavens
Just a minute
I've no idea

2 T.37 Work in pairs. Listen and check your answers. Listen again and practise saying the dialogues together.

b. A __________! I failed.
   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 __________
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.

a. Complete the sentences that give Angela's news.
   ‘I ______ to Paris.’
   ‘I ______ a job that I like.’
   ‘I ______ engaged.’

b. What has happened to Alan?
c. How do we know Angela's going to stay in Paris?
d. What news does she give about her parents?
e. 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.*
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.

---

2 Grammar

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe's happy because</td>
<td>he's just burnt the meal.</td>
</tr>
<tr>
<td>Richard's sad because</td>
<td>he's just had some good news.</td>
</tr>
<tr>
<td>Tim's worried because</td>
<td>his girlfriend's gone away on business.</td>
</tr>
<tr>
<td>Malcolm's excited because</td>
<td>his daughter hasn't come home yet and it's after midnight.</td>
</tr>
<tr>
<td>Ken's annoyed because</td>
<td>his wife's just had a baby.</td>
</tr>
</tbody>
</table>

2 Complete the following sentences.

a. Mary's crying because she just have some bad news.
   She's just had some bad news.

b. John's laughing because someone just tell him a joke.
   Someone has just told him a joke.

c. My parents are furious because I lose the car keys.
   I've lost the car keys.

d. I'm fed up because someone steal my bike.
   Someone has stolen my bike.

---

Language review

Present Perfect Simple

In Unit 7, we saw two uses of the Present Perfect:

1 to refer to an experience
   Have you ever been to the United States?

2 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:

3 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.

---

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.
   a. He's been studying archaeology.
   b. He_________ as a postman.
   c. He_________ museums looking for a job.
   d. He_________ letters for weeks.
   e. 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?

9 Language review

Present Perfect Continuous

The Present Perfect Continuous has two uses which are similar to the Present Perfect Simple form:

1. 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.

2. 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.


PRACTICE

1 Grammar

1 Choose the correct verb form.
   a. How long has Angela been living/does Angela live in Paris?
   b. She has been finding/has found a good job.
   c. Alan has been/gone to South America.
   d. Angela has bought/bought a flat a few months ago.
   e. How long has she been knowing/has she been knowing Jean-Pierre?
   f. Tom worked/has been working as a postman for a month.
   g. He has visited/has been visiting ten museums today.
   h. He's tired because he has travelled/has been travelling around London all day.

2 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.
   a. How long _______ you _______ (learn) English?
   b. How long _______ you _______ (use) this book?
   c. Which book _______ you _______ (have) before this one?
   d. How long _______ you _______ (know) your teacher?
   e. How long _______ you _______ (play) tennis/football?
   f. 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

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

tosmudge (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

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?
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.

<table>
<thead>
<tr>
<th>approaching</th>
<th>seen</th>
<th>grown</th>
<th>operating</th>
</tr>
</thead>
<tbody>
<tr>
<td>jammed</td>
<td>built</td>
<td>tops</td>
<td>become</td>
</tr>
<tr>
<td>shares</td>
<td>jumped</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 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.

2 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.

3 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.

4 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.

5 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.
Comprehension check

1. Here are summaries of the seven paragraphs. Match them to the correct paragraph.
   a. _______ Heathrow, one of the world's biggest airports
   b. _______ The growth of international travel
   c. _______ An unusual stopover
   d. _______ Some airports around the world
   e. _______ The crew on an early flight
   f. _______ Heathrow, its growth and its problems
   g. _______ The history of Heathrow

2. What point is the writer making in the first two paragraphs?

3. 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?

4. What do you understand by the term ‘global village’?

5. What are some of the facts that make Heathrow a remarkable airport?

6. What do you understand by the following line from paragraph 7 ‘(Heathrow) is alive with all the citizens of this strange world . . .’?

7. 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.

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)
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 |

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 |

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.

a. My father’s very (act) even though he’s seventy.

b. I’ve always wanted to work in the theatre, but (act) isn’t a very secure profession.

c. (Hope), we’ll soon find a solution to the problem.

d. Look (care) left and right before crossing the road.

e. It was very (careful) of you to lose my watch.

f. I take two (day) newspapers and three Sunday papers.

g. You’ve broken my camera! Look at it! It’s (useful)!

h. Thanks for the advice. It was really (useful).

i. I have some very (noisy) neighbours.

j. She became (famous) 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. **Listening**
   | T.39a | Listen to Justin's side of the conversation, and say whether the following statements are true or false.
   
a. Justin has been working hard for his exams.
   b. His first exam was last Tuesday.
   c. He wants to tell his mother about the exam.
   d. Justin's mother has not heard about Lucinda before.
   e. Justin and Lucinda have been getting ready for tomorrow's exam.
   f. Lucinda is studying Chinese.
   g. Justin's mother has been getting ready to go to Geneva.
   h. Justin's father usually works in the garden on Sundays.
   i. Term ends on the thirtieth.
   j. Justin asks his mother a favour.

Telephoning

1. **Telephoning**
   Practise saying the following telephone numbers.
   - 071 927 4863
   - 09278 4098
   - 633488
   - 061 44 501277
   - What is your phone number?

2. 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.

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.
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.

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 ...

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.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marsha and Felix met.</td>
<td>(1) had met</td>
</tr>
<tr>
<td>They fell in love.</td>
<td>(2)</td>
</tr>
<tr>
<td>They got married.</td>
<td>(3)</td>
</tr>
<tr>
<td>Felix moved into Marsha's flat.</td>
<td>(4) got married</td>
</tr>
<tr>
<td>Marsha told her parents.</td>
<td>(5)</td>
</tr>
<tr>
<td>They were angry.</td>
<td>(6)</td>
</tr>
<tr>
<td>Felix met another woman.</td>
<td>(7)</td>
</tr>
<tr>
<td>The marriage started to go wrong.</td>
<td>(8)</td>
</tr>
</tbody>
</table>
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.
a. Marsha and Felix hadn't known each other very long when they got married.
b. When Marsha told her parents about the wedding, Felix hadn't moved into her flat.
c. Her parents were angry because she hadn't told them about the wedding.
d. 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?

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.

<table>
<thead>
<tr>
<th>I My teacher</th>
<th>I we</th>
<th>I had</th>
<th>I had</th>
<th>I had</th>
</tr>
</thead>
<tbody>
<tr>
<td>My leg</td>
<td>my alarm clock</td>
<td>any breakfast</td>
<td>any breakfast</td>
<td>any breakfast</td>
</tr>
<tr>
<td>The plants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The house</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was in a mess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was late for work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was hungry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>died</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was angry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hurt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>went to bed early</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>apologized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>because</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fallen over playing tennis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>went off.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>had a busy day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>done the homework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>forgotten to water them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>been rude the day before.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tidied up after the party.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>had any breakfast.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
The '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.

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.


PRESENTATION

Study the following charts of direct and reported speech.

Write the names of the tenses of the verbs in italics in the spaces beneath.

Direct statements

Reported statements

I often play tennis. He said (that) she often played tennis.

She's staying with her aunt. He said (that) she was staying with her aunt.

She went to Moscow alone. He said (that) she had gone to Moscow alone.

He's gone home. She said (that) he had gone home.

I'll go with Anna. He said (that) he would go with Anna. Past of will.
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.

<table>
<thead>
<tr>
<th>Direct questions</th>
<th>Reported questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where's John?</td>
<td>He asked where John was.</td>
</tr>
<tr>
<td>How many cigarettes do you smoke?</td>
<td>She asked how many cigarettes I smoked.</td>
</tr>
<tr>
<td>Why did Anna go to Moscow?</td>
<td>He asked why Anna had gone to Moscow.</td>
</tr>
<tr>
<td>Have you seen Jim?</td>
<td>He asked if I had seen Jim.</td>
</tr>
<tr>
<td>Do you like whisky?</td>
<td></td>
</tr>
<tr>
<td>Why are you laughing?</td>
<td></td>
</tr>
<tr>
<td>Where has John gone?</td>
<td></td>
</tr>
<tr>
<td>Who did Anna meet?</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

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

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.'

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!'
• 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.

2 Fill the gaps with a suitable form of one of the four verbs.

a. ‘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!’

b. (Teacher to class)
   ‘Remember to ______ your dictionary to class tomorrow, and prepare the dialogues. We’re ______ to the language laboratory at 10.00.’

c. (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.’

d. (Someone on the phone)
   ‘You must ______ and see my new flat. It’s beautiful. And ______, Jane, too. She’ll love it.’

e. (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.’

f. (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’ve ______ some things that they want me to ______ to London, because they have friends there and want to give them a present.’

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 Listen to the song. Check that the words you wrote in the gaps are the same as in the song.

3 Now listen and sing the song!
Everyday English

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.

<table>
<thead>
<tr>
<th>a. ‘Goodbye! Drive carefully and call us when you get there!’</th>
<th>b. ‘Bye! See you later. Are you doing anything tonight?’</th>
<th>c. ‘Goodbye! Have a safe journey. Send us a postcard!’</th>
<th>d. ‘Goodbye. Here’s my number. Please get in touch if you have any problems with it.’</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. ‘Goodbye. It’s been most interesting talking to you. We’ll let you know by post.’</td>
<td>f. ‘Goodbye! Good luck in the future. I’ve really enjoyed our lessons together!’</td>
<td>g. ‘Bye-bye! Thank you very much for having me.’</td>
<td>h. ‘Goodbye. Thank you for a lovely evening. You must come to us next time.’</td>
</tr>
</tbody>
</table>

2. Listen to the sentences, and practise saying them.

Now do the Stop and Check on page 78 of the Workbook.
Jigsaw activities

Unit 2 page 14  Student B

<table>
<thead>
<tr>
<th>NAME AND AGE</th>
<th>TOWN AND COUNTRY</th>
<th>FAMILY</th>
<th>OCCUPATION</th>
<th>FREE TIME / HOLIDAY</th>
<th>PRESENT ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIGUEL 26</td>
<td>Palma / Majorca</td>
<td>not married</td>
<td>barman in his parents' hotel</td>
<td>sailing</td>
<td>staying with his brother in Madrid</td>
</tr>
<tr>
<td></td>
<td>Spain</td>
<td>- 2 older brothers</td>
<td></td>
<td>London every autumn to learn English</td>
<td></td>
</tr>
<tr>
<td>CHANTAL 34</td>
<td>Paris</td>
<td>not married</td>
<td>fashion buyer</td>
<td>Moroccan restaurants</td>
<td>buying clothes in New York</td>
</tr>
<tr>
<td></td>
<td>France</td>
<td>- 3 sisters</td>
<td>- 2 brothers</td>
<td>- jogging</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- holiday home in Biarritz</td>
<td></td>
</tr>
<tr>
<td>EMMA 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARIO and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RITA CUMINO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 and 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Trains to Bristol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depart</td>
</tr>
<tr>
<td>11.25</td>
</tr>
<tr>
<td>11.50</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Trains to Manchester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depart</td>
</tr>
<tr>
<td>11.05</td>
</tr>
<tr>
<td>12.05</td>
</tr>
</tbody>
</table>

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?
   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.'

   Note
   We cannot use I'm, we're, she's, etc. in short answers.
   Wrong  Yes, I'm not.
   Right  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.
UNIT 2

Present Simple

Form

Positive and negative

<table>
<thead>
<tr>
<th>I</th>
<th>We live</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don't live</td>
<td></td>
</tr>
<tr>
<td>They near here.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He</th>
<th>He lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>She doesn't live</td>
<td></td>
</tr>
</tbody>
</table>

Question

<table>
<thead>
<tr>
<th>Where do</th>
<th>I we you they live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does he she it live?</td>
<td></td>
</tr>
</tbody>
</table>

Short answer

‘Do you like Peter?’
‘Yes, I do.’
‘Does she speak French?’
‘No, she doesn’t.’

Use

The Present Simple is used
1 to express a habit.
   I get up at 7.30.
   Dutch people travel a lot.
2 to express a fact which is always true.
   Vegetarians don’t eat meat.
   We come from Spain.
3 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

1 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.
   Have I got a car?
   Has he got a car?

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 got a sister.
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.

Table:

<table>
<thead>
<tr>
<th>Person</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>finished</td>
</tr>
<tr>
<td>We</td>
<td>arrived</td>
</tr>
<tr>
<td>You</td>
<td>went</td>
</tr>
<tr>
<td>They</td>
<td>yesterday</td>
</tr>
</tbody>
</table>

Negative
The negative of the Past Simple is formed with didn't.

He didn't walk.

She didn't (did not) arrive yesterday.

Question
The question in the Past Simple is formed with did.

She finished.

When did she finish?

Past Continuous

^ Form
was/were (past tense of to be) + verb + -ing (present participle)

Positive and negative

<table>
<thead>
<tr>
<th>Person</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
</tr>
<tr>
<td>He/She/It</td>
<td>wasn't (was not)</td>
</tr>
<tr>
<td>II</td>
<td>weren't (were not)</td>
</tr>
</tbody>
</table>

Question

What was she doing?

What were you doing yesterday?

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.

I was doing my homework when Jack arrived.

When the teacher arrived, the students were talking.

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.)

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.)
UNIT 4

Expressions of quantity
some/any much/many a lot of/lots of a few/a little

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cup</td>
<td>water</td>
</tr>
<tr>
<td>a girl</td>
<td>sugar</td>
</tr>
<tr>
<td>an apple</td>
<td>milk</td>
</tr>
<tr>
<td>an egg</td>
<td>music</td>
</tr>
<tr>
<td>a guitar</td>
<td>weather</td>
</tr>
<tr>
<td>a pound</td>
<td>money</td>
</tr>
</tbody>
</table>

We can say three cups, two girls, ten pounds. We can count them. We cannot say two waters, three eggs, one money. We cannot count them.

1 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.

2 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.

3 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.

4 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.

5 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.

Use
To use expressions of quantity correctly, you need to understand the difference between countable and uncountable nouns.

Articles
Read this Grammar exercise 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 1 with professions. (C) I’m a teacher. She’s an architect.
2 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
3 in exclamations with what + a countable noun. (E) What a lovely day! What a pity! What a terrible hat!

Definite article
The definite article is used 1 before seas, rivers, hotels, pubs, theatres, museums, and newspapers. (F) the Atlantic the British Museum The Times the Ritz
2 if there is only one. (G) the sun the Queen the Government
3 with superlative adjectives. (H) He’s the richest man in the world. Jane’s the oldest in the class.

No article
There is no article 1 before plural and uncountable nouns when talking about things in general. (I) I like potatoes. I like bread. Milk is good for you.
2 before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains. (J) I had lunch with John. I bought Cosmopolitan at Paddington Station.
3 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 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.

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 his leg.

Note
In the phrase go home, there is no article and no preposition. I went home early. Wrong I went home.

Note
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 'Could you please pass the salt, please?
Could you please turn off the TV, 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 a future made now about a future action.

Wrong 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'll 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.

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.'

'Would you like to come for a walk?'
'Yes, I would.'

Note

'No, I wouldn'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

1 to express a future decision or intention made at the moment of speaking.

'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.'

2 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 | going + to + infinitive
is | are

Positive and negative

<table>
<thead>
<tr>
<th>I</th>
<th>'m (am)</th>
<th>'m not</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>'s (is)</td>
<td>'s not</td>
</tr>
<tr>
<td>She</td>
<td>'s (is)</td>
<td>'s not</td>
</tr>
<tr>
<td>It</td>
<td>'s (is)</td>
<td>'s not</td>
</tr>
</tbody>
</table>

We You They

're (are) | aren't going to work.
UNIT 6

What... like?

Form

<table>
<thead>
<tr>
<th>what + verb to be + subject + like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She's very patient. They're very kind. Wonderful. We swam a lot. OK, but some were dirty.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Short adjectives</th>
<th>cheap</th>
<th>cheaper</th>
<th>cheapest</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
<td>smaller</td>
<td>smallest</td>
<td></td>
</tr>
<tr>
<td>*big</td>
<td>bigger</td>
<td>biggest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives that end in y</th>
<th>funny</th>
<th>funnier</th>
<th>funniest</th>
</tr>
</thead>
<tbody>
<tr>
<td>early</td>
<td>earlier</td>
<td>earliest</td>
<td></td>
</tr>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>heaviest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives with two syllables or more</th>
<th>careful</th>
<th>more careful</th>
<th>most careful</th>
</tr>
</thead>
<tbody>
<tr>
<td>boring</td>
<td>more boring</td>
<td>most boring</td>
<td></td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
<td>most expensive</td>
<td></td>
</tr>
<tr>
<td>interesting</td>
<td>more interesting</td>
<td>most interesting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irregular adjectives</th>
<th>good</th>
<th>better</th>
<th>best</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>further/farthest</td>
<td>furthest/farthest</td>
<td></td>
</tr>
</tbody>
</table>

*Short adjectives with one vowel and one consonant double the consonant: hot/ hotter/hottest, fat/fatter/fattest.
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

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>haven't</td>
<td>have</td>
<td>haven't</td>
</tr>
<tr>
<td>has</td>
<td>hasn't</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you ever been to Egypt?
No, I haven't.

Positive and negative

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>don't have</td>
<td>have</td>
<td>doesn't have</td>
</tr>
<tr>
<td>has</td>
<td>doesn't have</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question

Have I worked in a factory?
Yes, I have.

Use

The Present Perfect relates past actions and states to the present.
The Present Perfect is in many cases 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.
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.

UNIT 8

Have to

Form

has | to + infinitive
The form is the same as have + do/does/did to express possession (see page 121).

Positive and negative

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>don't have</td>
<td>have</td>
<td>doesn't have</td>
</tr>
<tr>
<td>has</td>
<td>doesn't have</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question

Do I have to work hard?
Yes, I do.

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.
Introduction to modal auxiliary verbs

**Form**

The following are modal auxiliary verbs:

- can
- could
- might
- must
- would
- should
- will

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't swim.
   - Right: I can swim.
   - I must go.

2. There is no do/does in the question.
   - Can she type?
   - Should I go home now?
   - Wrong: *Do you* 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*.
   - I can't spell.
   - I wouldn't like to be a teacher.
   - You mustn't steal.
   - Wrong: I don't help you.
   - Right: I can't help you.

**Use**

*Should* is used to express what the speaker thinks is right or the best thing to do. It expresses mild obligation, or advice.

*Should* expresses the opinion of the speaker, and it is often introduced by *I think* or *I don't think*.

1. I don't think politicians *should* listen more.
2. I think people *should* get married until they're 21.

**First Conditional**

**Form**

*if + Present Simple, will + infinitive (without to)*

**Positive and negative**

<table>
<thead>
<tr>
<th>If</th>
<th>Will</th>
<th>pass my exams, buy a new car, be late.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work hard, she has enough money, we don't hurry up, we</td>
<td>'I (will) will'</td>
<td></td>
</tr>
<tr>
<td>If you're late, we</td>
<td>won't</td>
<td>wait for you.</td>
</tr>
</tbody>
</table>

**UNIT9**

**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**

<table>
<thead>
<tr>
<th>I</th>
<th>She will</th>
<th>won't</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive next week.</td>
<td>You</td>
<td>etc.</td>
</tr>
<tr>
<td>I</td>
<td>They</td>
<td></td>
</tr>
</tbody>
</table>

**Question**

When will he etc. arrive?

'Shall I phone home?'

'Yes, you should.'

'Should I buy a Mercedes Benz?'

'No, you shouldn'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*.
UNIT 10

**Used to**

**Form**

- used + to + infinitive
- Used to is the same in all persons.

**Positive and negative**

<table>
<thead>
<tr>
<th>She\They etc.</th>
<th>used to</th>
<th>didn't use to</th>
<th>smoke, like cooking.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Question**

What did you use to do?

**Short answer**

'Did you use to smoke a lot?'

'Yes, I did.' / 'No, I didn't.'

**Note**

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.'

**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.**
UNIT 11

The passive

Form

am/is/are + verb + -ed (past participle)
was/were + verb + -ed (past participle)
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

1 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.
2 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

1 The object of an active verb becomes the subject of a passive verb.

Object

Active Shakespeare wrote [Hamlet].
Passive [Hamlet] was written by Shakespeare.

Subject

2 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.

1 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.

2 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.

3 Verb + person + infinitive (without to)
I want you to learn this for homework.

Infinitives

1 Infinitives are used after certain adjectives.
I’m pleased to see you.
It’s hard to believe.
It’s important to learn Chinese.
It’s impossible to understand.

2 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 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 | would | buy a CD player. |
| If | she knew | tell us. |
| If | we lived | soon learn Russian. |

If I didn't have so many debts, I wouldn't have to work so hard.

Question

What countries would you go to if you had a year off?

Short answer

'Would you travel round the world?'

'Yes, I would.'

'No, I wouldn't.'

Note

1. The condition clause can come at the beginning of the sentence or at the end. If I had more money, I'd... If I had more money, I'd help.

2. Were is often used instead of was in the condition clause. If I were you, I'd go to bed.

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

| if | might | go to the party. |
| if | might not | be late. |
| if | were | go out for a meal tonight. |

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...

Short answer

'Do you think he'll come?'

'He might.'

'Do you think it'll rain?'

'It might.'

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.)
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 + been + verb + -ing (present participle)

Positive and negative

| We | I've (have) been working. |
| You | haven't been working. |
| They | hasn't been working. |

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

| He | 'd (had) arrived before |
| She | 10.00. |
| It | |
| We | |
| You | |
| They | |

Question

Had he left?

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) /'baɪlɪŋwɔːl/  
book (v) (a seat) /bʊk/  
boot (n) /buːt/  
born (pp) /boʊn/  
branch (n) (of a tree) /braːntʃ/  
branch (n) (of a shop) /braːntʃ/  
calculator (n) /'kælɪkjuːtə(r)/  
castle (n) /ˈkɑːsl/  
change (n) (money) /ˈtʃeindʒ/  
chewing gum (n) /'tʃuːɪŋ ɡʌm/  
choose (v) /tʃuːz/  
coast (n) /ˈkoʊst/  
comb (n) /ˈkəm/  
course (n) (of study) /koʊrs/  

del = determiner (e.g. some, several)

earth (n) /ɜːθ/  
elect (v) /ɪˈlektr/  
enjoy (v) /mədʒ/  
equator (n) /ɪˈkweɪtə(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) /gɛtˈmərɪd/  
glasses (n) /ˈɡlaːsiz/  
hanky (n) /ˈhæŋki/  
hear (v) /hɪə(r)/  
ic (n) /aɪs/  

lighter (n) /ˈlaɪtə(r)/  
leaves (n) /liːvz/  
lighten (v) /ˈlaɪntə(r)/  
lipstick (n) /ˈlɪpstrɪk/  

look after (v) /ˈlʊk əˈfə(r)/  

mean (v) (What does it mean?) /miːn/  

mean (adj) (opp = generous) /miːn/  

132
UNIT 2

adapt (v) /ə'dept/  
addicted (adj) /'ædiktid/  
air conditioning (n) /'ea kandijnin/  
attitude (n) /'ætju:d/  
babysit (v) /'benisit/  
bored (adj) /bo:d/  
* borrow (v) /'bərau/  
* bride (n) /brad/  
CD player (n) /'si: 'di: pletjə(r)/  
company (n) (= business) /'k@mp@ni/  
complaint (n) /'kOmplain/  
computer (n) /'k@mpju:ta(r)/  
cooker (n) /'kOko(r)/  
creche (n) /'krej/  
credit card (n) /'kred@t kɔ:d/  
discover (v) /'dis k@va(r)/  
dishwasher (n) /'di:waʃə(r)/  
divorced (pp) /'di:vɔst/  
dozen (n) /'dAzン/  

employment (n) /im'pl@mant/  
exchange rate (n) /'eks@ndz ret/  
flag (n) /flæg/  
fluently (adv) /'flu:ənθ/  
fog (n) /fɔɡ/  
food mixer (n) /'fu:d dmksə(r)/  
freedom (n) /'fri:dom/  
* freezer (n) /'frizə(r)/  
fridge (n) /fridx/  
full-time (adj) /'ful'taim/  
health (n) /helθ/  
hi-fi (n) /'həfi/  
interview (v and n) /'intvju:/  
iron (n) /'a:rn/  
ketle (n) /'kɛtli/  
lamp (n) /'lɛmp/  
laftstyle (n) /'lafst@il/  
litter (n) /'litə(r)/  
microawve oven (n) /'maɪkərəv əʊvn/  
miserable (adj) /'mɪzəbl/  
rarely (adj) /'rɛəli/  
relax (v) /'rɛlæks/  
research (n) /'rɛsərzk/  
retired (adj) /'rɛtəd/  
rude (adj) /ru:d/  
save (v) /sɛv/  
shower (n) /'ʃauə(r)/  
spotlight (v) /'spəʊltlait/  
standard of living (n) /'staendəd əv 'livin/  
stereo (n) /'stɛrəʊ/  
strict (adj) /strɪkt/  
unemployment (n) /'ʌmplə'mɑnt/  
unusual (adj) /'ʌnjju:ʒəl/  
vacuum cleaner (n) /'vækjʊm kli:nə(r)/  
vide (n) /'vidiəu/  
Walkman (n) /'wɔkman/  
washing machine (n) /'wɔʃin məʃin/  
word processor (n) /'wɜ:d prə'prəsə(r)/  

UNIT 3

agree (v) (with sb) /ə'gri:/  
army (n) /'ɑːmi/  
author (n) /'ɔːθə(r)/  
bill (n) (in a restaurant) /bɪl/  
bibliography (n) /'baɪlə'ɡræfi/  
breathe (v) /briːθ/  
catch (v) (fish) /kætʃ/  
champion (n) /'tʃæmpən/  
creep (v) /kriːp/  
describe (v) /'dɪskrɪb/  
description (n) /'dɪskrɪpʃn/  
do the washing-up (v) /dəʊ də wɑːʃɪŋ 'ʌp/  
draw (v) (a picture) /druː/  
escape (v and n) /ɪskəp/  
fall (v) /fɔːl/  
feel (v) /fiːl/  
fish (v and n) /fɪʃ/  
gun (n) /gʌn/  
healthy (adj) /'helθi/  
hero (n) /'hɪərəʊ/
lie (re) (opp = truth) /lai/
look at (v) /'luk at/
look for (v) /'luk fɔ(r)/
midnight (n) /'midnət/
novel (n) /'novl/
pack (v) (a suitcase) /pæk/
pass (v) (an exam) /pa:s/
peaceful (adj) /'pi:sfl/

UNIT 4

advertisement (n) /'ɔ:dvaɪtsmənt/
advise (v) /'a dvaitz/
bake (v) /'beik/
boil (v) /boil/
bowl (n) /bawl/
braca (n) /'bra:/
Brussels sprout (n) /'brʌsə spraʊt/
cabbage (n) /'kæbɪdʒ/
carrot (n) /'kærət/
cauliflower (n) /'kələfləʊər/

UNIT 5

accountant (n) /'ə'kəuntənt/
ambition (n) /əm'baɪfn/
ambitious (adj) /əm'baɪtʃəs/
arrange (v) (= organize) /'ərændʒ/
arrival (re) /'ərəvəl/
attraction (n) /'ætrækʃən/

UNIT 6
UNIT 6

caring (adj) /'kærɪŋ/
cost (v) /kɒst/
cost of living (n) /kɒst əv 'livɪŋ/
crowded (adj) /'kraʊdɪd/
despite (prep) /dɪ'spət/
economical (adj) /ɪːˈkɒnəmɪkəl/
exciting (adj) /ɪk'saɪtɪŋ/
fed up (adj) /fɛd əp/ 
friendly (adj) /'frendli/ 
gate (n) /gɛt/
generous (adj) /dʒəˈnərəs/
get to know (v) /gɛt tu ˈnau/ 
guess (v) /gɛs/ 
handsome (adj) /ˈhænsəm/ 
hill (n) /hɪl/ 
impolite (adj) /ɪmˈpɔːlt/ 
impossible (adj) /ɪmˈpɒsəbl/ 
inconvenient (adj) /ɪn kənˈvɪnɪənt/ 
inexpensive (adj) /ɪnˈspɛnsɪv/ 
marvellous (adj) /ˈmaːvələs/ 
mean (adj) (opp = generous) /mi:n/ 
messy (adj) /ˈmesi/ 
mixture (n) /ˈmɪkʃə(r)/ 
aughty (adj) /ˈnaʊti/ 
noisy (adj) /ˈnoizi/ 
orchestra (n) /ˈɔːkstrə/ 
outgoing (adj) (person) /ˈaʊtˈgəʊɪŋ/ 
over (prep) /ˈəʊvə(r)/ 
palace (n) /ˈpæləs/ 
past (prep) /pɑːst/ 
pool (n) /pʊl/ 
polluted (adj) /ˈpəluːtɪd/ 
quiet (adj) /ˈkwɪət/ 
quite (adv) (e.g. quite good) /kwɪt/ 
reserved (adj) (person) /ˌrɛzəd/ 
servant (n) /ˈsɜːvənt/ 
share (v) /ʃeə(r)/ 
shy (adj) /ʃai/ 
snack (n) /snek/ 
spend (v) (money) /spend/ 
suburb (n) /ˈsʌzbɜː/ 
temperature (n) /ˈtemprərə(ɹ)/ 
through (prep) /θruː/ 
ugly (adj) /ˈʌgli/ 
uncomfortable (adj) /ˌʌnˈkʌmftəbl/ 
unfriendly (adj) /ˌʌnˈfrendli/ 
unhappy (adj) /ˌʌnˈhæpi/ 
unimportant (adj) /ˌʌnɪmˈpɔːrtənt/ 
uninterested (adj) /ˌʌnɪntrəˈstɪd/ 
tidy (adj) /ˈtaɪdi/ 
violinist (n) /vərˈvaɪlɪnɪst/ 
wealth (n) /welθ/ 
wealthy (adj) /ˈwelθi/ 

earn (v) (money) /ərn/ 
fashion (n) /ˈfeʃn/ 
fashionable (adj) /ˈfeʃnəbl/ 
fed up (adj) /fɛd əp/
get in touch (v) (= contact) /gɛt ɪn /tʃʌtʃ/ 
go out with sb (v) /ɡəʊ əutwɪð/ 
go sightseeing (v) /ɡəʊ ˌsайtˈsɪŋ/ 
happiness (n) /ˈheɪpnəs/ 
health (n) /helθ/ 
imagination (n) /ɪˌmædʒɪneɪʃn/ 
imagine (v) /ɪmˈjæɡɪn/ 
improve (v) /ɪmpru:v/ 
improvement (n) /ɪmˈpru:vment/ 
invite (v) /ɪnvɪt/ 
lazy (adj) /ˈleizi/ 
lift (n) (= ride) /lɪft/ 
lonely (adj) /ˈlaunli/ 
mansion (n) /ˈmænsən/ 
marketing (n) /ˈmaːkətɪŋ/ 
notebook (n) /ˈnoʊtəbʌk/ 
nurse (n) /nɜːs/ 
own (v) /əʊn/ 
own (adj) /əʊn/ 
pick up (v) (= meet) /pɪk əp/ 
politician (n) /ˌpɒlɪˈtɪʃən/ 
power (n) /ˈpauə(r)/ 
sauce (n) /sɔːs/ 
science (n) /ˈsaɪəns/ 
scientific (adj) /ˌsəˈtɪntɪfɪk/ 
second-hand (adj) /ˈsekəndˈhænd/ 
share (v) /ʃeə(r)/ 
specialize (v) /ˈspeʃəlaɪz/ 
standard of living (n) /ˈstændəd əv 'livɪŋ/
stick (v) /stɪk/ 
succeed (v) /səkˈsaɪd/ 
success (n) /səkˈses/ 
successful (adj) /səkˈsesfl/ 
tour company (n) /ˈtɔːr kəmpənɪ/ 
train (v) (= learn, practise) /treɪn/ 
well-paid (adj) /welˈpeid/ 

across (prep) /ˈɔːkrəs/ 
along (prep) /ˈɔːlŋ/ 
annoyed (adj) /əˈnɔɪd/ 
atmosphere (n) (of a place) /ˈætməsfər/ 
audience (n) /ˈɔːdɪns/ 
average (adj) /ˈævərɪdʒ/ 
awful (adj) /ˈɔːf/ 
break up (v) (a relationship) /brɛk əp/ 
bulb (n) (for light) /ˈbʌlb/
well-behaved (adj) /wel bi'heivd/
wet (adj) /wel/
whole (adj) /hoʊl/
wood (n) (= lots of trees) /wud/

UNIT 7

abuse (n) /a'bju:s/
accident (n) /'aeksidənt/
act (v) /ækt/
acting (n) /'æktn/
actress (n) /'æktrəs/
at last (adv) /'æt ˈlæst/
at least (adv) /'æt li:st/
award (n) /a'waid/


UNIT 8

accept (v) (an invitation) /əˈkɛsp/tʃ/
UNIT 9
according to (prep) /æk'sa:dʒɪŋ t
architect (n) /ˈɑːkətɪk/t
area (n) /ˈeərɪə/ /ˈɛərɪə/ /ˈeərɪə/
aver of (adj) /əˈweər lɔv/ /əˈweər lɔv/ /əˈweər lɔv/
board (v) (a plane, boat) /bɔ:rd
boarding card (n) /ˈbɔːrd kaːt/
buffet car (n) /ˈbuːfət kaːt/ /ˈbuːfət kaːt/ /ˈbuːfət kaːt/
case (n) (suitcase) /ˈkæs/
catch (v) (a train) /kætʃ/ /kætʃ/ /kætʃ/
cause (n) (= reason) /kəˈzɔː/ /kəˈzɔː/ /kəˈzɔː/
characteristic (n) /ˈkærəktərɪstɪk/
check in (v) /tʃeɪk ˈɪn/ /tʃeɪk ˈɪn/ /tʃeɪk ˈɪn/
check-in desk (n) /tʃeɪkɪn desk/ /tʃeɪkɪn desk/ /tʃeɪkɪn desk/
choice (n) /ˈkɔːz/ /ˈkɔːz/ /ˈkɔːz/
compartment (n) (in a train) /ˈkɒmpətəmt/ /ˈkɒmpətəmt/ /ˈkɒmpətəmt/
contain (v) /kənˈteɪn/ /kənˈteɪn/ /kənˈteɪn/
double (v) /ˈdʌbl/ /ˈdʌbl/ /ˈdʌbl/
duty-free shop (n) /ˈdjuːti ˈfriː ʃɔp/ /ˈdjuːti ˈfriː ʃɔp/ /ˈdjuːti ˈfriː ʃɔp/
either (det) /ˈaiðə(r)/ /ˈaiðə(r)/ /ˈaiðə(r)/
environmentalist (n) /ɪnˈvaiərəntˈɛansi/ /ɪnˈvaiərəntˈɛansi/ /ɪnˈvaiərəntˈɛansi/
gate (n) (at an airport) /ɡeɪt/ /ɡeɪt/ /ɡeɪt/
height (n) /haɪt/ /haɪt/ /haɪt/
huge (adj) /ˈhjuːdʒ/ /ˈhjuːdʒ/ /ˈhjuːdʒ/
injure (v) /ɪnˈdʒɔː(r)/ /ɪnˈdʒɔː(r)/ /ɪnˈdʒɔː(r)/
invention (n) /ɪnˈvɛnʃən/ /ɪnˈvɛnʃən/ /ɪnˈvɛnʃən/
jam (n) (traffic) /dʒæm/ /dʒæm/ /dʒæm/
less (det) /les/ /les/ /les/
life (n) /laɪf/ /laɪf/ /laɪf/
look after (v) /ˈlʊk əˈfəʊ(r)/ /ˈlʊk əˈfəʊ(r)/ /ˈlʊk əˈfəʊ(r)/
luggage (n) /ˈlʌɡidʒ/ /ˈlʌɡidʒ/ /ˈlʌɡidʒ/
miss (v) (a train/plane) /mɪs/ /mɪs/ /mɪs/
need (n) /nɪd/ /nɪd/ /nɪd/
passenger (n) /ˈpæsɪndʒə(r)/ /ˈpæsɪndʒə(r)/ /ˈpæsɪndʒə(r)/
protect (v) /prəˈtekt/ /prəˈtekt/ /prəˈtekt/
race (n) (of people) /reɪs/ /reɪs/ /reɪs/
recycle (v) /rɪˈsaɪkl/ /rɪˈsaɪkl/ /rɪˈsaɪkl/
research (v and n) /rɪˈseɪʃən/ /rɪˈseɪʃən/ /rɪˈseɪʃən/
return (n) (ticket) /rɪˈtaɪn/ /rɪˈtaɪn/ /rɪˈtaɪn/
robot (n) /ˈrɔːbət/ /ˈrɔːbət/ /ˈrɔːbət/
shorts (n) /ʃɔːts/ /ʃɔːts/ /ʃɔːts/
single (ticket) (n) /ˈsɪŋgl/ /ˈsɪŋgl/ /ˈsɪŋgl/
survey (n) /ˈsərveɪ/ /ˈsərveɪ/ /ˈsərveɪ/
survive (v) /sərvɪv/ /sərvɪv/ /sərvɪv/
symbol (n) /ˈsɪmbl/ /ˈsɪmbl/ /ˈsɪmbl/
ticket inspector (n) /ˈtɪkɪt ɪnspektə(r)/ /ˈtɪkɪt ɪnspektə(r)/ /ˈtɪkɪt ɪnspektə(r)/
ticket office (n) /ˈtɪkɪt əˈfɪs/ /ˈtɪkɪt əˈfɪs/ /ˈtɪkɪt əˈfɪs/
ticket inspector (n) /ˈtɪkɪt ɪnspektə(r)/ /ˈtɪkɪt ɪnspektə(r)/ /ˈtɪkɪt ɪnspektə(r)/
ticket office (n) /ˈtɪkɪt əˈfɪs/ /ˈtɪkɪt əˈfɪs/ /ˈtɪkɪt əˈfɪs/
ticket inspector (n) /ˈtɪkɪt ɪnspektə(r)/ /ˈtɪkɪt ɪnspektə(r)/ /ˈtɪkɪt ɪnspektə(r)/
ticket office (n) /ˈtɪkɪt əˈfɪs/ /ˈtɪkɪt əˈfɪs/ /ˈtɪkɪt əˈfɪs/
ticket inspector (n) /ˈtɪkɪt ɪnspektə(r)/ /ˈtɪkɪt ɪnspektə(r)/ /ˈtɪkɪt ɪnspektə(r)/
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unfasten (v) /ʌnˈfɑːstən/ /ʌnˈfɑːstən/ /ʌnˈfɑːstən/
unleaded petrol (n) /ˌʌnˈleɪdɪd petrəl/ /ˌʌnˈleɪdɪd petrəl/ /ˌʌnˈleɪdɪd petrəl/
waiting room (n) /ˈwɛtɪŋ ruːm/ /ˈwɛtɪŋ ruːm/ /ˈwɛtɪŋ ruːm/

UNIT 10
argument (n) /ˈɑːɡjʊmənt/ /ˈɑːɡjʊmənt/ /ˈɑːɡjʊmənt/
athlete (n) /ˈæθli:t/ /ˈæθli:t/ /ˈæθli:t/
ban (v) /bæn/ /bæn/ /bæn/
belong (v) /bɪˈlɒŋ/ /bɪˈlɒŋ/ /bɪˈlɒŋ/
bikini (n) /ˈbɪkɪni/ /ˈbɪkɪni/ /ˈbɪkɪni/
blouse (n) /ˈblauz/ /ˈblauz/ /ˈblauz/
break the law (v) /ˈbreɪk ðə ˈloʊ/ /ˈbreɪk ðə ˈloʊ/ /ˈbreɪk ðə ˈloʊ/
bull (n) /bʊl/ /bʊl/ /bʊl/
cause (n) (to fight) /koʊz/ /koʊz/ /koʊz/
chain (v and n) /ˈtʃeɪn/ /ˈtʃeɪn/ /ˈtʃeɪn/
cleaner (n) /ˈkliːnə(r)/ /ˈkliːnə(r)/ /ˈkliːnə(r)/
countryside (n) /ˌkəntrəˈsaɪd/ /ˌkəntrəˈsaɪd/ /ˌkəntrəˈsaɪd/
courageous (adj) /ˈkærəˈɡəs/ /ˈkærəˈɡəs/ /ˈkærəˈɡəs/
cousin (n) /ˈkɒzən/ /ˈkɒzən/ /ˈkɒzən/
crowd (n) /ˈkraʊd/ /ˈkraʊd/ /ˈkraʊd/
demand (v) /dɪˈmænd/ /dɪˈmænd/ /dɪˈmænd/
duchess (n) /ˈdʌtʃɪs/ /ˈdʌtʃɪs/ /ˈdʌtʃɪs/
UNIT 13

amazing (adj) /əˈmeɪzɪŋ/
amalyse (v) /ˈænəlaɪz/
behaviour (n) /ˈbiːhəvjə(r)/
belief (n) /ˈbɪliːf/
block of flats (n) /ˈblɒk əv ˈflæts/bring up (v) (children) /brɪŋ əp/budgie (n) /ˈbʌdʒi/burglar (n) /ˈbɜːglə(r)/chauffeur (n) /ˈʃɔːfr/confident (adj) /ˈkɑnfiːdənt/contents (n) /ˈkəntɛnts/cosmopolitan (adj) /ˌkɒzməˈpɒlɪtən/costume (n) /ˈkɒstjuːm/crown (n) /kraʊn/death (n) /deθ/edge (n) /ɛdʒ/experience (n) /ɪkˈspɪriəns/fail (v) (an exam) /fæl/fantasy (n) /ˈfæntəsɪ/fear (v and n) /fɪə(r)/get on with (v) /ɡet ˈɒn wið/goldfish (n) /ˈɡəʊldfɪʃ/governess (n) /ˈgɜːvənəs/hurry up (v) /hʌrɪ əp/image (n) /ˈaɪmɪdʒ/interpretation (n) /ˌɪntərˈprɛtərn/lack (n) /læk/lie down (v) /laɪˈdaʊn/look for (v) /lʊk fɔːr/look forward to (v) /lʊk fəˈwɔːd tu/look up (v) (in a dictionary) /lʊk ʌp/management (n) /ˌmænɪdʒmənt/memorable (adj) /ˈmɛmərəbl/mix (n) /mɪks/mixed (adj) /ˈmɪkd/monumental (adj) /ˌmɒnəˈməntəl/memorable (adj) /ˈmɛmərəbl/mixed (adj) /ˈmɪkd/narrow (adj) /ˈnærəʊ/nervous (adj) /ˈnɜːvəs/optimistic (adj) /ˈɒptɪmɪstɪk/pass (v) (an exam) /pɑːs/peacock (n) /ˈpiːkək/personality (n) /ˈpɜːsələti/pessimistic (adj) /ˌpɛsɪˈmɪstɪk/pool (n) /pʊl/positive (adj) /ˈpəʊzɪtɪv/prepare (v) /priːˈpreɪ(r)/put on (v) (clothes) /ˈpʊt ən/put out (v) (a cigarette) /ˈpʊt əˈaut/relative (n) (family) /rɪˈleɪtɪv/religion (n) /rɪˈlidʒən/romantic (adj) /ˈrɑːməntɪk/ruin (v and n) /ˈruːn/
shape (n) /ʃeɪp/
stand up (v) /stænd 'ʌp/
sweater (n) /'swetə(r)/
throw away (v) /θ्रəu ə'wei/
track suit (n) /'trak su:t/
valuable (adj) /'væljjuəbl/
## Appendix 1

### Irregular verbs

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<thead>
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<th>Base form</th>
<th>Past Simple</th>
<th>Past Participle</th>
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</table>
Appendix 2

Word + preposition

(sb = somebody sth = something)

(break sth) by accident
according to (the weather forecast)
afraid of (dogs)
at the age of (six)
I don't agree with (you)
argue with sb about sth
arrive at (the station) = at a place
arrive in (England) = in a country
ask for sth
believe in (God)
belong to sb
bored with sb/sth
by bus, train, car
in the (19th) century
Have you got change for (a pound)?
I'm in charge.
on the coast
come from (Scotland)
Compared with (other schools, this one is cheap).
complain about (the food)
(deal with) a problem
depend on (the weather)
develop into (a big business)
die of (a heart attack)
different from/to sb/sth
(Your country is) different from/to (mine).
die of (a heart attack)
dream about sb/sth
dream of (beige)
dream of in the distance
dream of sth
(eat) fed up with sb/sth
deal against sb/sth
fight about sb/sth
fight about sb/sth
on a flight to (London)
live on the (third) floor
forget about sb/sth
full of (energy)
get on (well) with sb
get on with sb = be boyfriend and girlfriend
good at sth
on holiday
at home (But (to) go home)
only to be impressed by sb/sth
interested in sb/sth
have an interview for a job
invite sb to (a party) or for (dinner)
laugh at sb/sth
listen to sb/sth
look after (sb who is ill)
look at (a picture)
look for (sth you have lost)
look forward to (a holiday)
in love with sb
We've got lamb for (lunch/dinner).
married to sb
in the north/south
operate on sb
(This machine's) out of order
pay (£500) for (a car)
paint (a gun) at sb/sth
rely on sb/sth
as a result
sell sth for (£300)
share sth with sb
(your shirt is) similar to (mine)
speak to sb about sth
spend money on (clothes)
steal sth from sb
a story about sb/sth
on strike for (more money)
suffer from
on television
think about (What are you thinking about?)
think of (What do you think of Van Gogh?)
throw (tomatoes) at sb
a ticket for (a concert)
neglect sb/sth
in touch with sb
wait for sb/sth
on the way (to school)
work as (a teacher)
work for an organization
worry about sb/sth
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 . . .)

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Appendix 3

Verb patterns

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<th>Verb + -ing</th>
<th>Verb + sb + infinitive (no to)</th>
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<table>
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<th>Verb + to + infinitive</th>
<th>Modal auxiliary verbs</th>
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<td>would love</td>
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<tr>
<td>would prefer</td>
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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.

<table>
<thead>
<tr>
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<th>Verb + sb + to + infinitive</th>
</tr>
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| somebody | to go |
| to study |
| to come |
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