

# English

**Fourth stage students**

**College of science**

**2020-2021**

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# 1

# No place like home

The tense system • Informal language • Compound words • Social expressions



## TEST YOUR GRAMMAR

1 Which time expressions from the box can be used with the sentences below?

- |  |   |
|--|---|
| 1 My parents met in Paris.               | 6 I wrote to my grandmother.                    |
| 2 They travel abroad.                    | 7 I'm going to work in the US.                  |
| 3 They were working in Canada.           | 8 My brother's flying to Argentina on business. |
| 4 I was born in Montreal.                | 9 He's been learning Spanish.                   |
| 5 My grandparents have lived in Ireland. | 10 I'll see you.                                |

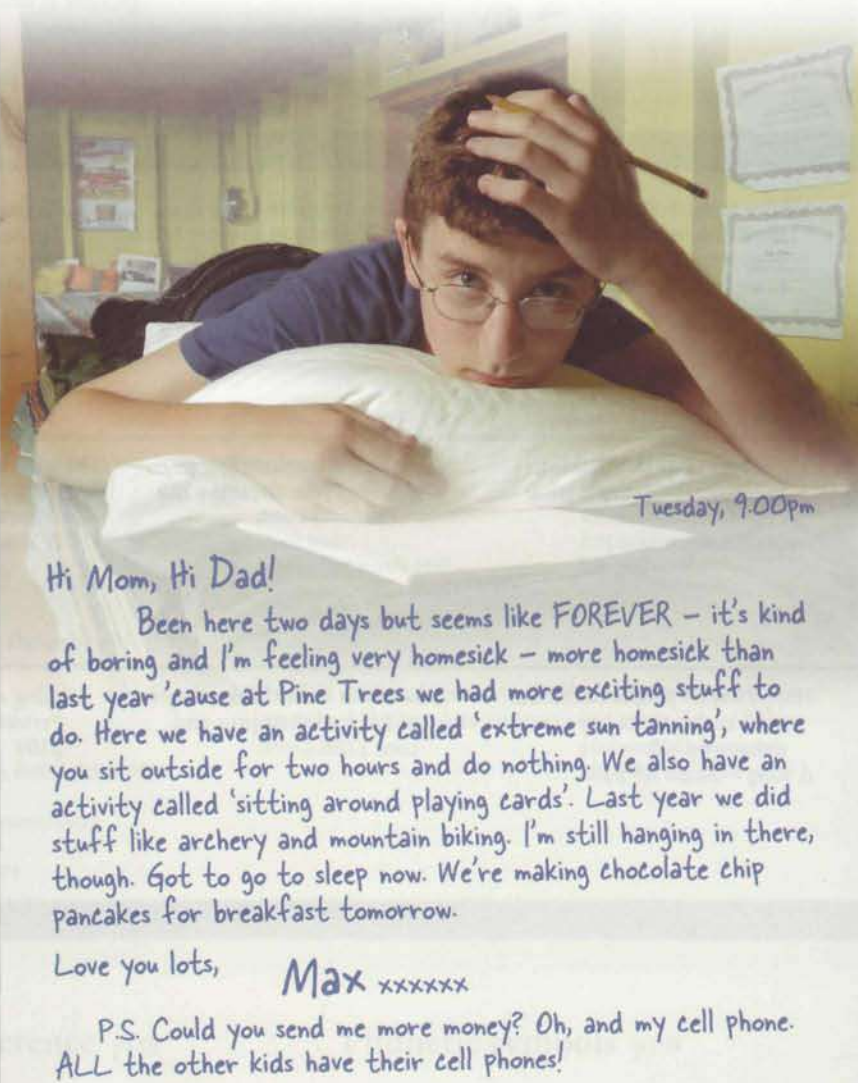
when I was born	never	in the 1970s
tonight	frequently	for ages
the other day	in a fortnight's time	ages ago
recently	during a snowstorm	for a year
since I was a child	later	sometimes

2 Talk to a partner about yourself and your family using some of the time expressions.

## WRITING HOME

### Tense revision and informal language

- Read the letter. Who is writing? Who to? Where is he? What is he complaining about? How old do you think the writer is?
- Complete the questions. Then ask and answer them with a partner.
  - 'How long \_\_\_\_\_ Max \_\_\_\_\_ at summer camp?'  
'Just \_\_\_\_\_.'
  - '\_\_\_\_\_ he \_\_\_\_\_ a good time?'  
'No, not really. He \_\_\_\_\_ very homesick.'
  - 'Is this his first time at summer camp?'  
'No, it \_\_\_\_\_. He \_\_\_\_\_ once before. Last year he \_\_\_\_\_ to Pine Trees.'
  - '\_\_\_\_\_ he like it at Pine Trees?'  
'Oh, yes, he \_\_\_\_\_, very much.'
  - 'Why was that?'  
'Because \_\_\_\_\_.'
  - 'What \_\_\_\_\_ tomorrow?'  
'He \_\_\_\_\_ pancakes.'
  - 'Why \_\_\_\_\_ his cell phone?'  
'Because \_\_\_\_\_.'
- T.I.1** Listen and check your answers.



Tuesday, 9:00pm

Hi Mom, Hi Dad!

Been here two days but seems like FOREVER - it's kind of boring and I'm feeling very homesick - more homesick than last year 'cause at Pine Trees we had more exciting stuff to do. Here we have an activity called 'extreme sun tanning', where you sit outside for two hours and do nothing. We also have an activity called 'sitting around playing cards'. Last year we did stuff like archery and mountain biking. I'm still hanging in there, though. Got to go to sleep now. We're making chocolate chip pancakes for breakfast tomorrow.

Love you lots, Max xxxxxx

P.S. Could you send me more money? Oh, and my cell phone. ALL the other kids have their cell phones!





4 Read Sophie's email. What is it about? What do you learn about Sophie's likes and dislikes? Who is Rob? Who do you think Catherine is? Ask and answer the questions with a partner.

- 1 How long/Sophie/New Zealand?
- 2 How long/she/Australia?
- 3 Who/travel/with?
- 4 Why/like New Zealand?
- 5 Why/like Kangaroo Island?
- 6 What/their car like?
- 7 Which wildlife/already?
- 8 Where/next?
- 9 Why/photos?

5 **T 1.2** Listen and check your answers.

### LANGUAGE FOCUS

- 1 Which tenses can you identify in the questions and answers in exercises 2 and 4? Why are they used?
- 2 **Informal writing** often has lots of colloquial language and words missed out.
 

kind of boring	= quite boring
Been here two days but seems like FOREVER	= I've been here two days but it seems like forever.
'cause (US), 'cos (UK)	= because
- 3 Work with a partner. Read the letter and email again.
  - 1 What do 'stuff' and 'hanging in there' mean in Max's letter? Find colloquial words in Sophie's email and express them less colloquially.
  - 2 Find examples where words are missing. Which words?

▶▶ Grammar Reference pp140–141

**From:** Sophie Beasley <sophie.beas@yooahoo.com>

**Date:** Wed 16 March, 10.36 am

**To:** Robert Elliman

**Subject:** New Zealand and missing you.

Hello again Rob!

Nearly two-thirds of the way through the trip now. Still having a great time but missing you like crazy! Been in New Zealand nearly a week and have met up with Catherine at last. Like it lots here. It has many advantages over Australia, the main ones being that it's smaller and cooler. Still, 3 weeks in Oz had its good points, despite the 44 degree heat! Kangaroo Island (near Adelaide) was my favourite place – loads of wildlife – did I tell you I'd seen some platypus there?

Here in New Zealand, first thing we did was buy a car. Went to the classy sounding 'Del's Cars' and, using our extensive mechanical knowledge (ha! ha!), chose a car and gave it a thorough examination (i.e. checked the lights worked & the glove box could hold 8 large bars of chocolate). It's going OK so far, but sometimes makes strange noises! We're taking things nice and slowly now. Have already seen dolphins, whales, and enormous albatrosses.

So – that's it for now. We're heading up the west coast next. Thanks for all your emails – it's great to get news from home. Can't wait to see you. I'm sending you some photos so you won't forget what I look like!

Love you. Wish, wish, wish you were here!

Sophie xxxxx (Catherine sends love too)





# PRACTICE

## Identifying the tenses

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

ACTIVE	Simple	Continuous
Present	he <b>works</b>	we <b>are working</b>
Past	she	I
Future	they	you
Present Perfect	we	she
Past Perfect	I <b>had worked</b>	you
Future Perfect	they	he <b>will have been working</b>

PASSIVE	Simple	Continuous
Present	it <b>is made</b>	they <b>are being made</b>
Past	it	it
Future	they	
Present Perfect	they	
Past Perfect	it	
Future Perfect	they <b>will have been made</b>	

2 **T 1.3** Listen to the lines of conversation and discuss what the context might be. Listen again and identify the tenses. Which lines have contractions?



*He's been working such long hours recently. He never sees the children.*

- *Could be a wife talking about her husband.*

- *Present Perfect Continuous, Present Simple.*

- *He's (He has) been working ...*

### Discussing grammar

3 Compare the meaning in the pairs of sentences. Which tenses are used? Why?

- Klaus **comes** from Berlin.  
Klaus **is coming** from Berlin.
- You're very kind. Thank you.  
You're **being** very kind. What do you want?
- What **were** you **doing** when the accident happened?  
What **did** you **do** when the accident happened?
- I've **lived** in Singapore for five years.  
I **lived** in Singapore for five years.
- When we arrived, he **tidied** the flat.  
When we arrived, he'd **tidied** the flat.
- We'll **have** dinner at 8.00, shall we?  
Don't call at 8.00. We'll **be having** dinner.
- How much **are** you **paying** to have the house painted?  
How much **are** you **being paid** to paint the house?
- How **do you do**?  
How **are you doing**?

### Talking about you

4 Complete these sentences with your ideas.

- At weekends I often ...
- My parents have never ...
- I don't think I'll ever ...
- I was saying to a friend just the other day that ...
- I hate Mondays because ...
- I'd just arrived home last night when ...
- I was just getting ready to go out this morning when ...
- I've been told that our teacher ...
- In my very first English lesson I was taught ...
- The reason I'm learning English is because ...

**T 1.4** Listen and compare. What are the responses?

5 Work with a partner. Listen to each other's sentences and respond.

### SPOKEN ENGLISH Missing words out

Which words are missing in these lines from conversations?

- Heard about Jane and John splitting up?
- Leaving already? What's wrong?
- Failed again? How many times is that?
- Sorry I'm late. **Been** waiting long?
- Doing anything interesting this weekend?
- Like the car! When did you get it?
- Bye Jo! See you later.
- Just coming! Hang on!
- Want a lift? Hop in.
- Seen Jim lately?

Read the lines aloud to your partner and make suitable responses.

**T 1.5** Listen and compare.





## A long-distance phone call

- 6 Read through these lines of a phone conversation. Kirsty is calling her father. Where do you think she is? Why is she there? Where is he? Work with a partner to complete her father's lines in the conversation.

D ...

K Dad! It's me, Kirsty.

D ...

K I'm fine, but still a bit jet-lagged.

D ...

K It's nine hours ahead. I just can't get used to it. Last night I lay awake all night, and then today I nearly fell asleep at work in the middle of a meeting.

D ...

K It's early days but I think it's going to be really good. It's a big company but everybody's being so kind and helpful. I've been trying to find out how everything works.

D ...

K I've seen a bit. It just seems such a big, busy city. I don't see how I'll ever find my way round it.

D ...

K No, it's nothing like London. It's like nowhere else I've ever been – masses of huge buildings, underground shopping centres, lots of taxis and people – so many people – but it's so clean. No litter on the streets or anything.

D ...

K Well, for the time being I've been given a tiny apartment, but it's in a great part of town.

D ...

K That's right. I won't be living here for long. I'll be offered a bigger place as soon as one becomes available, which is good 'cos this one really is tiny, but at least it's near to where I'm working.

D ...

K Walk! You're kidding! It's not *that* close. It's a short subway ride away. And the trains come so regularly – it's a really easy journey, which is good 'cos I start work very early in the morning.

D ...

K Again it's too early to say. I think I really will be enjoying it all soon. I'm sure it's going to be a great experience. It's just that I miss everyone at home so much.

D ...

K I will. I promise. And you email me back with all your news. I just love getting news from home. Give everyone my love. Bye.

D ...

**T 1.6** Listen and compare. Identify some of the tenses used in the conversation.

▶▶ **WRITING** Applying for a job **p110**



## READING AND SPEAKING

### A home from home

- 1 Why do people go to live abroad? Make a list of reasons and discuss with your class.
- 2 You are going to read about Ian Walker-Smith, who moved to Chile, and Thomas Creed, who moved to Korea.

Which of these lines from the articles do you think are about Chile (C) and which about Korea (K)?

- 1  As we're 2,600 m above sea level, I easily get puffed when I'm exercising.
- 2  Soccer is a really big deal here ever since they hosted the 2002 World Cup.
- 3  ... we converse in what we call 'Espanglish' ...
- 4  ... learning Chinese characters stinks.
- 5  Its surrounding mines are said to make more money than any other city.
- 6  I can eat spicy food like *kimchee* ...
- 7  It's also normal to roll out mattresses and sleep on the floor.
- 8  We now have a pleasant walkway along the seafont.

- 3 Divide into two groups.

**Group A** Read about Ian on this page.

**Group B** Read about Thomas on p12.

Check your answers to exercise 2.

- 4 Answer the questions about Ian or Thomas.

- 1 Where did he go to live abroad? Why?
- 2 How long has he been there?
- 3 What does he do there?
- 4 What do you learn about his family?
- 5 What is the new home town like?
- 6 Have there been any difficulties?
- 7 In what ways is he 'in the middle of nowhere'?
- 8 Does he feel at home in his new home?
- 9 What does he like and dislike about his new life?
- 10 What does he miss?

- 5 Find a partner from the other group. Compare your answers. Who do you think is happier about the move? Which new home would you prefer?

# Expatriate tales

## IAN WALKER-SMITH IN CHILE

Ian Walker-Smith comes from Crewe, England, but now lives and works in Chile. He's married to a Chilean woman, Andrea, and works for a European astronomical agency in the town of Paranal.



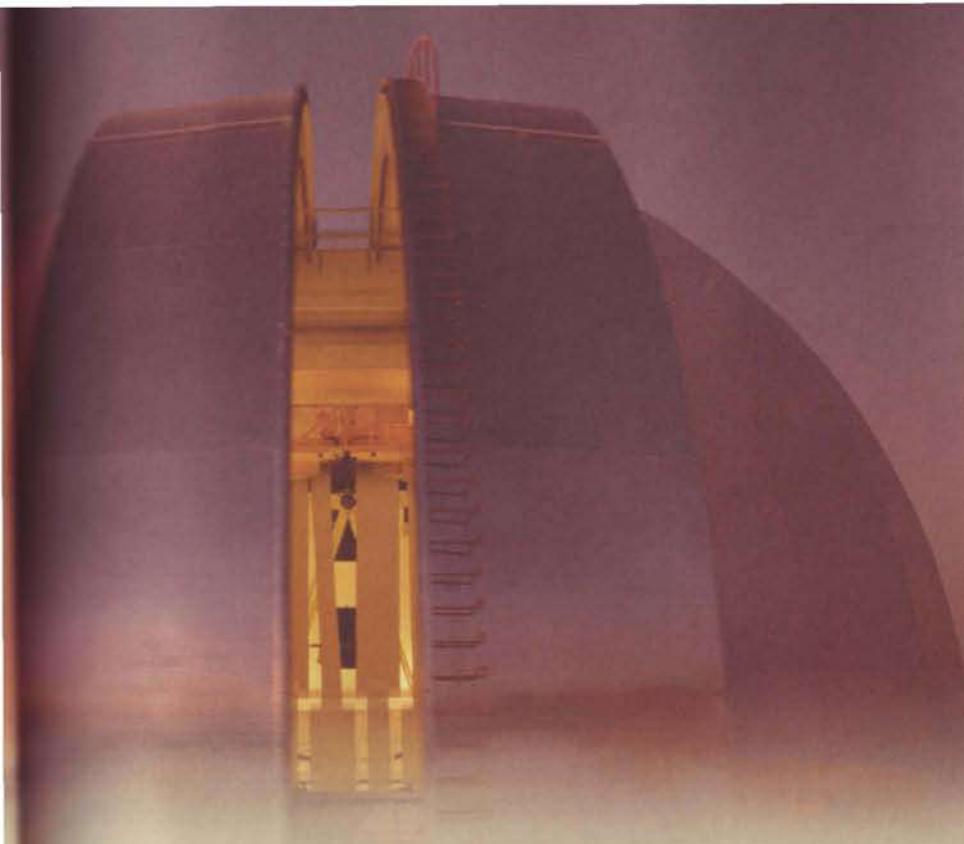
**Ian says:** I work shifts of eight days in Paranal, and get six to rest at home - in my case, the mining town of Antofagasta, a harrowing two-hour drive away on the coast. It takes a real toll, being so far from Andrea. I miss her when I'm away.

### Where he works

I work at Paranal Observatory, where every night the boundaries of our universe are probed by four of the world's largest telescopes. I'm part of a 12-strong I.T. team which looks after everything from satellite ground stations to desktop support. My role is to make sure the computers run 24/7. As Paranal is in the middle of nowhere - up a mountain in the desert - the sky is truly amazing. As we're 2,600 m above sea level, I easily get puffed when I'm exercising and each time I arrive for a week on shift, I can't think straight or fast for the first day or so.







## Why he moved

I decided to move to Chile four years ago when I was a 25-year-old with itchy feet (and wanted to get out of the way of an ex-girlfriend!).

- I was working for Littlewoods Home Shopping Group, and one day a colleague pointed out this job in Chile. We both thought it would be a good idea, but I was the one who put a CV together.

## Life in Chile

Landing at Santiago airport was my first experience of language being such a barrier. I couldn't speak more than a handful of words in

- Spanish, and would you believe that my baggage had got lost! So my first couple of hours in Chile were spent trying to locate my missing possessions. Today I can order food in restaurants and argue with mechanics about my car, but I can't really make myself understood on any deeper level. I can't get my thoughts across as a native
- speaker could. Andrea speaks pretty good English, and we converse in what we call 'Espanglish' - at least we can understand each other.

Antofagasta, the town where we have made our home, was once described in a Chilean advertising campaign as the 'Pearl of the North'. Let's just say that it's hardly a tourist destination (which is

- pretty much what you'd say about my home town, Crewe!). Antofagasta and its surrounding mines are said to make more money for Chile than any other city. During my time here, some money has been put back into the city. The municipal beach has been much improved. We now have a pleasant walkway along the seafront.

## What he misses

- Even after four years, I don't feel I belong. Over Christmas I went back to the UK for a month's holiday - on landing at Heathrow, I felt at home straight away. What I miss most is greenery. My own culture still fits me like the winter gloves I left behind when I came to work in the desert sun. Shame I can't say the same of my old winter trousers ...

## Language work

Study the texts again and answer the questions about these expressions. Explain the meanings to a partner who read the other text.

### Ian in Chile

- 1 *It takes a real toll, ...* l.10  
What takes a toll? On what or who?
- 2 *\*... the computers run 24/7.* l.16  
How long do the computers operate?
- 3 *\*I easily get puffed ...* l.18  
When and why does he get puffed?
- 4 *\*... itchy feet ...* l.24  
Why did he get itchy feet?
- 5 *... winter gloves ...* l.48  
What still fits him like winter gloves?

### Thomas in Korea

- 1 *\*... I'm really into soccer.* l.07  
Is he a soccer fan?
- 2 *\*... a really big deal ...* l.08  
What is a really big deal? Why?
- 3 *\*... doesn't get it.* l.09  
Who doesn't get what? Why not?
- 4 *\*... a big shot.* l.17  
Who is a big shot? What makes him a big shot?
- 5 *\*... the bad guy is beating him up.* l.53  
Who is the bad guy beating up?

Express all the lines marked with an asterisk (\*) in more formal English.

## What do you think?

Work in groups.

- Close your eyes and think about your country. What would you miss most if you went to live abroad? Compare ideas.
  - Make a list of the disadvantages of moving abroad. Then for every disadvantage (-) try to find an advantage (+).
- ⊖ *The language barrier - maybe you don't speak the language.*
- ⊕ *But this is an opportunity to learn a new language.*
- Have any of your friends or family gone to live in a foreign country? Why?
  - Do you know anyone who has come to live in your country from another country? Why? Do they have any problems?
  - Which other countries would you like to live in for a while? Why?



## THOMAS CREED IN KOREA



'I'm part of the group now. The only difference is I have brown hair and blue eyes,' says Thomas Creed, an eleven-year-old originally from Boston, Massachusetts.

**Thomas says:** These days I'm really into soccer. Soccer is a really big deal here ever since they hosted the 2002 World Cup. But Dad doesn't get it. I wasn't a soccer fan either when I first came to Seoul six years ago. Like my dad, I was a big basketball fan – still am – watching all the games Dad taped, cheering for the Celtics. But now, me and my friends play soccer all the time. It's hard not to get addicted! My best friend Dong-won and I cut out photos of David Beckham and trade them like baseball cards.

### Why he moved

My dad's an officer in the US Army, but he wasn't always such a big shot. He had 'tours of duty', which means he's had to move around whether he liked it or not. He's lived in places like Germany, Vietnam, and Saudi Arabia. My mom and I always stayed back in Boston. She's a scientist. But then my dad and my big brother Patrick both got transferred to Korea – Patrick's ten years older than me, and he's in the Army, too. So our whole family moved over. Seoul's cool. There are millions of places called 'PC rooms' where you can play tons of Internet games. The city's a lot bigger than Boston, too, and way more crowded and busy. I didn't like that at first. I couldn't understand what anyone was saying, and people here don't always smile at strangers like they do back in the US. I felt lonely, like I was in the middle of nowhere.



### Life in Korea

Life's different here. Most homes don't have radiators – the heat comes up through the floor instead. It's done like this because most Koreans eat cross-legged on floor mats. It's easier than using chairs but it gives my father leg cramps. It's also normal to roll out mattresses and sleep on the floor. That's how I sleep over at Dong-won's house. Dong-won's great and helped me a lot when I first started elementary school here. I was five and didn't know anything or anybody and was pretty scared. I even made my dad wait for me in the next room. Now I can speak Korean fluently, but learning Chinese characters stinks. I always do badly on those tests. I can eat spicy foods like kimchee, and I've read a lot of Korean books and stories, which I like.

### What he misses

What I miss most are American comics. I know it's stupid 'cause there are lots of comics here, but they're different. They don't have superheroes like Spiderman, who always has something cool to say, even when the bad guy is beating him up. Also, I wish basketball was more popular. I love soccer but no one understands how awesome a 'slam dunk' can be.

But I like living here. The people are really nice, and maybe I'll be a translator one day ... or even better, a great soccer player like David Beckham.

- \* incredible
- \* when a basketball player jumps up above the basket and pushes the ball down into it



# VOCABULARY AND PRONUNCIATION

## House and home

### Compound nouns and adjectives

Words can combine to make new words.

- 1 Look at the examples. Which are nouns and which are adjectives?

**life** lifestyle lifelong life-size  
life expectancy life insurance

Your dictionary can tell you when to use hyphens and spaces.

- 2 Read the compounds aloud. Which words are stressed?  
3 Look at the texts on pp10–12 and find some compound nouns and adjectives.

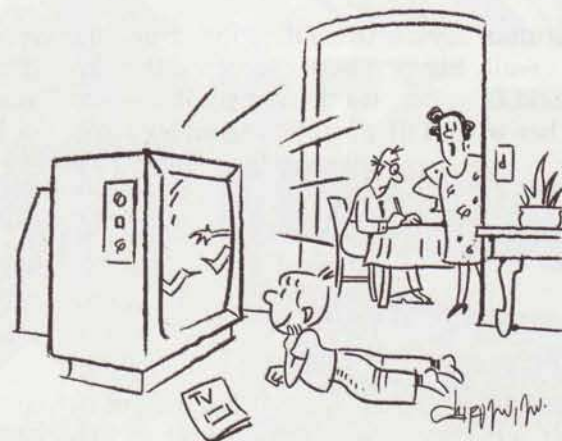
- 1 How many new words can you make by combining a word on the left with a word on the right? Which are nouns and which are adjectives?

<b>home</b>	work	made	wife	sick	proud
<b>house</b>	page	plant	town	coming	
	less	grown	bound	warming	

- 2 **T 1.7** Listen to the conversations. After each one, discuss these questions. Who is talking to who? What about? Which compounds from exercise 1 are used?

- 3 Complete these lines from the conversations.

- I'm going away for two weeks. Do you think you could possibly water my \_\_\_\_\_ for me?
- Don't worry, I know how \_\_\_\_\_ you are. I'll make sure everything stays clean and tidy.
- Let's give her a spectacular \_\_\_\_\_ party when she gets back from New York.
- Me? I'm just a \_\_\_\_\_. Four kids, \_\_\_\_\_ cakes, and \_\_\_\_\_ vegetables!
- We're having a \_\_\_\_\_ party on the 12th. Can you come? I'll give you our new address.
- Mind you, with it being much bigger, there's much more \_\_\_\_\_ to do!
- Her grandmother's sick and \_\_\_\_\_, so they have to go and help.



'Please turn it down – Daddy's trying to do your homework.'

- 4 **T 1.8** Practise saying the lines in exercise 3 with correct stress and intonation. Listen and check. Try to remember more of each conversation and act some of them out with a partner.
- 5 Work in groups. Make compounds by combining words from one of the boxes in A with as many words as possible from B. Use your dictionary to help.

**A**

book  
computer  
air  
junk  
food  
word

tea  
sleeping  
door  
open  
fire  
head

**B**

pill line mail way case  
bell light air house bag  
software escape office  
food poisoning pot step  
rest alarm shelf program

Share your words with a different group and explain the meanings.

▶▶ **SONG** Don't leave home Teacher's Book p143



# LISTENING AND SPEAKING

## Things I miss from home



- 1 When have you spent time away from home? Where did you go? Why? Did you have a good time? What did you miss from home?
- 2 Write down one thing that you missed on a piece of paper, and give it to your teacher. You will use these later.
- 3 **T 1.9** Listen to some people talking about the things they miss most when they are away from home. Take notes and compare them in groups.

	What they miss	Other information
Andrew		
Helen		
Gabriele		
Paul		
Sylvia		
Chris		

- 4 **T 1.9** Read the lines below. Then listen again. Who is speaking? What do the words in *italics* refer to?
  - 1 That sounds very silly but I like to see *them* from time to time.
  - 2 I can't bear to wake up in the morning and be without *them* ...
  - 3 ... *it's* all very reassuring, even if *he's* telling something dreadful.
  - 4 And I am there, waving *the aerial* around and twiddling *the knob* ...
  - 5 *They* can be quite wonderful because you don't need to worry about traffic ...
  - 6 ... and spend ... a large part of *the day* just sitting around reading the paper ...
- 5 Read aloud the things that were written down in exercise 2. Guess who wrote them. Whose is the funniest? The most interesting?



# EVERYDAY ENGLISH

## Social expressions and the music of English

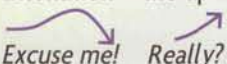
1 Work with a partner. Match a line in A with a line in B.

A	B
1 Great to see you. Come on in.	a Let me see. No, actually, I don't think I'll bother with dessert.
2 Excuse me, don't I know you from somewhere?	b I was just passing and thought I'd drop in.
3 What d'you mean you're not coming?	c Really! That's a drag. I was hoping to meet her.
4 I think I'll have the chocolate mousse. What about you?	d No, I don't think so.
5 My flatmate can't make it to your party.	e Well, I just don't feel up to going out tonight.
6 How come you're not having a holiday this year?	f Fantastic! I knew you'd swing it for us.
7 You'll make yourself ill if you carry on working at that pace.	g We just can't afford it.
8 I've got you the last two tickets for the show.	h That's as maybe but I have to get this finished by Friday.

**T 1.10** Listen and check. Pay particular attention to the stress and intonation. Practise the lines with your partner.

**Music of English** 🎵

**T 1.11** The 'music' of a language is made up of three things.

- Intonation – the up and down of the voice:  

- Stress – the accented syllables in individual words:  
*chocolate fantastic dessert*
- Rhythm – the stressed syllables over a group of words:  
*What d'you mean you're not coming?*

- 2 **T 1.12** Listen to the conversation and concentrate on the 'music'. Who are the people? Do they know each other? Where are they?
- 3 Work with a partner. Look at the conversation on p153. Take the roles of A and B and read the conversation aloud, using the stress shading to help you.

**T 1.12** Listen again and repeat the lines one by one. Practise the conversation again with your partner.

- 4 The stressed words are given in these conversations. Try to complete the lines. Practise saying them as you go.

1

- A Excuse ..., ... know you ... somewhere?  
 B Actually, ... think so.  
 A ... Gavin's party last week?  
 B Not me. ... don't know anyone ... Gavin.  
 A Well, someone ... looked just like ... there.  
 B Well, that's ... maybe ... certainly wasn't me.  
 A ... am sorry!

2

- A Tony! Hi! Great ... see ... !  
 B Well, ... just passing ... drop in ... 'hello'.  
 A ... in! Have ... drink!  
 B ... sure? ... too busy?  
 A Never ... busy ... talk ... you.  
 B Thanks, Jo. ... really nice ... chat.  
 A Fantastic! Let ... coat.

- 5 **T 1.13** Listen and compare your ideas and pronunciation.





# 2

# Been there, done that!

Present Perfect • Simple and continuous • Hot verbs – *make, do* • Exclamations

## TEST YOUR GRAMMAR

- What is strange about these sentences? What should they be?
  - Columbus has discovered America.
  - Man first walked on the moon.
  - I travelled all my life. I went everywhere.
  - I've learnt English.
  - I've been losing my passport.
- Which of these verb forms can change from simple to continuous or vice versa? What is the change in meaning?
  - What do you do in New York?
  - I know you don't like my boyfriend.
  - I had a cup of tea at 8.00.
  - Someone's eaten my sandwich.
  - I'm hot because I've been running.

## EXPLORERS AND TRAVELLERS

### Present Perfect

- Look at the pictures. Why did people go exploring hundreds of years ago? Why do young people go travelling these days?
- Read the first and last paragraphs of two articles about Marco Polo and Tommy Willis. Then match the sentences with the correct person. Put **MP** or **TW** in the boxes.

- He was born in Venice, the son of a merchant. When he was 17, he set off for China. The journey took four years.
- He's visited royal palaces and national parks in South Korea, and climbed to the summit of Mount Fuji in Japan.
- He's been staying in cheap hostels, along with a lot of other young people.
- His route led him through Persia and Afghanistan.
- He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he travelled extensively.
- 'I've had diarrhoea a few times.' Apart from that, his only worry is the insects. He's been stung all over his body.
- He stayed in China for seventeen years. When he left, he took back a fortune in gold and jewellery.
- He's been travelling mainly by public transport.

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



## MARCO POLO 1254-1324

MARCO POLO was the first person to travel the entire 8,000 kilometre length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years.



He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.





# 2

# Been there, done that!

Present Perfect • Simple and continuous • Hot verbs – *make, do* • Exclamations

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  - Man first walked on the moon.
  - I travelled all my life. I went everywhere.
  - I've learnt English.
  - I've been losing my passport.
- Which of these verb forms can change from simple to continuous or vice versa? What is the change in meaning?
  - What do you do in New York?
  - I know you don't like my boyfriend.
  - I had a cup of tea at 8.00.
  - Someone's eaten my sandwich.
  - I'm hot because I've been running.

## EXPLORERS AND TRAVELLERS

### Present Perfect

- Look at the pictures. Why did people go exploring hundreds of years ago? Why do young people go travelling these days?
- Read the first and last paragraphs of two articles about Marco Polo and Tommy Willis. Then match the sentences with the correct person. Put **MP** or **TW** in the boxes.

- He was born in Venice, the son of a merchant. When he was 17, he set off for China. The journey took four years.
- He's visited royal palaces and national parks in South Korea, and climbed to the summit of Mount Fuji in Japan.
- He's been staying in cheap hostels, along with a lot of other young people.
- His route led him through Persia and Afghanistan.
- He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he travelled extensively.
- 'I've had diarrhoea a few times.' Apart from that, his only worry is the insects. He's been stung all over his body.
- He stayed in China for seventeen years. When he left, he took back a fortune in gold and jewellery.
- He's been travelling mainly by public transport.

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



## MARCO POLO 1254-1324

MARCO POLO was the first person to travel the entire 8,000 kilometre length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years.



He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.





- 3 Match a line in A with a line in B. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
He's been stung	in cheap hostels.
He's visited	all over his body.
He's been staying	a lot of really great people.
I've been	to Vietnam and Japan.
I've met	pickpocketed and mugged.
He's been	royal palaces.

**T 2.2** Listen and check.



## TOMMY WILLIS backpacker in Asia

Tommy Willis is in Fiji. He's on a nine-month backpacking trip round south-east Asia. He flew into Bangkok five months ago. Since then, he's been to Vietnam, Hong Kong, South Korea, and Japan.



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

## LANGUAGE FOCUS

- 1 What is the main tense used in the sentences about Marco Polo? Why?  
What are the main tenses used in the sentences about Tommy Willis? Why?
- 2 Compare the use of tenses in these sentences.
  - 1 I've read that book. It's good.  
I've been reading a great book. I'll lend it to you when I've finished.  
I've been reading a lot about Orwell recently.  
I've just finished his biography.
  - 2 She's been writing since she was 16.  
She's written three novels.
  - 3 He's played tennis since he was a kid.  
He's been playing tennis since he was a kid.

▶▶ Grammar Reference pp141-142

## PRACTICE

### Questions and answers

- 1 Read the pairs of questions. First decide who each question is about, Marco Polo or Tommy Willis. Then ask and answer the questions.
  - 1 Where did he go?  
Where has he been?
  - 2 How long has he been travelling?  
How long did he travel?
  - 3 How did he travel?  
How has he been travelling?
  - 4 Who has he met?  
Who did he meet?
  - 5 Did he have any problems?  
Has he had any problems?

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

#### About Marco Polo

- 1 In 1254 in Venice.
- 2 Four years.
- 3 For seventeen years.
- 4 Gold and jewellery.
- 5 *The Travels of Marco Polo.*

#### About Tommy Willis

- 6 For five months. *How long ... away from home?*
- 7 Thailand, Vietnam, Hong Kong, South Korea, and Japan. *Which ...?*
- 8 In cheap hostels.
- 9 A few times. *How many ...?*
- 10 Yes, once. *Has ...?*

**T 2.3** Listen and check your answers.



## Discussing grammar

3 Put the verb in the correct tense.

- Charles Dickens \_\_\_\_\_ (write) *Oliver Twist* in 1837.  
I \_\_\_\_\_ (write) two best-selling crime stories.  
She \_\_\_\_\_ (write) her autobiography for the past eighteen months.
- \_\_\_\_\_ you ever \_\_\_\_\_ (try) Mexican food?  
\_\_\_\_\_ you \_\_\_\_\_ (try) *chiles relleños* when you were in Mexico?
- How many times \_\_\_\_\_ you \_\_\_\_\_ (marry)?  
How many times \_\_\_\_\_ Henry VIII \_\_\_\_\_ (marry)?
- I \_\_\_\_\_ (live) in the same house since I was born.  
He \_\_\_\_\_ (live) with his brother for the past week.
- Cinda's very pleased with herself. She \_\_\_\_\_ finally \_\_\_\_\_  
(give up) smoking. She \_\_\_\_\_ (try) to give up for years.

## Simple and continuous

### LANGUAGE FOCUS

- Simple verb forms see actions as a complete whole.  
*He works for IBM. It rained all day yesterday. I've lost my passport.*
- Continuous verb forms see actions in progress, with a beginning and an end.  
*I'm working with Jim for a couple of days.  
It was raining when I woke up.  
The company has been losing money for years.*
- State verbs don't tend to be used in the continuous.  
*I know Peter well. I've always liked him.  
I don't understand what you're saying.*  
Do you know more verbs like these?

▶▶ Grammar Reference pp140–141

4 Match a line in A with a line in B. Write 1 or 2 in the box.

A	B
a <input type="checkbox"/> Peter comes	1 from Switzerland.
b <input type="checkbox"/> Peter is coming	2 round at 8.00 tonight.
c <input type="checkbox"/> I wrote a report this morning.	1 I'll finish it this afternoon.
d <input type="checkbox"/> I was writing a report this morning.	2 I sent it off this afternoon.
e <input type="checkbox"/> I heard her scream	1 when she saw a mouse.
f <input type="checkbox"/> I heard the baby screaming	2 all night long.
g <input type="checkbox"/> What have you done	1 since I last saw you?
h <input type="checkbox"/> What have you been doing	2 with my dictionary? I can't find it.
i <input type="checkbox"/> I've had	1 a headache all day.
j <input type="checkbox"/> I've been having	2 second thoughts about the new job.
k <input type="checkbox"/> I've known	1 my new neighbours.
l <input type="checkbox"/> I've been getting to know	2 Anna for over ten years.
m <input type="checkbox"/> I've cut	1 my finger. It hurts.
n <input type="checkbox"/> I've been cutting	2 wood all morning.

▶▶ WRITING Informal letters – Correcting mistakes p112

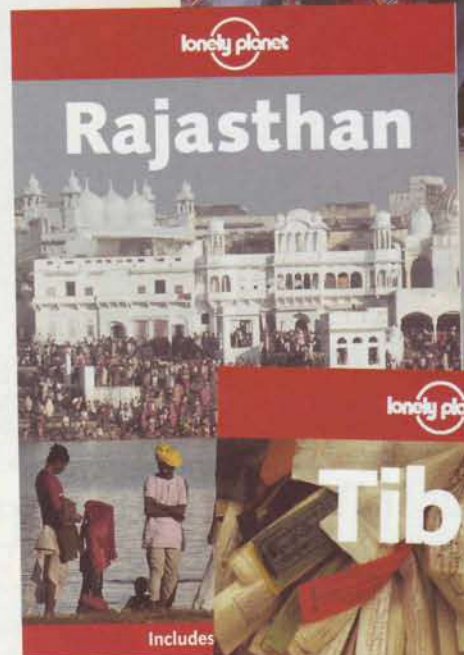
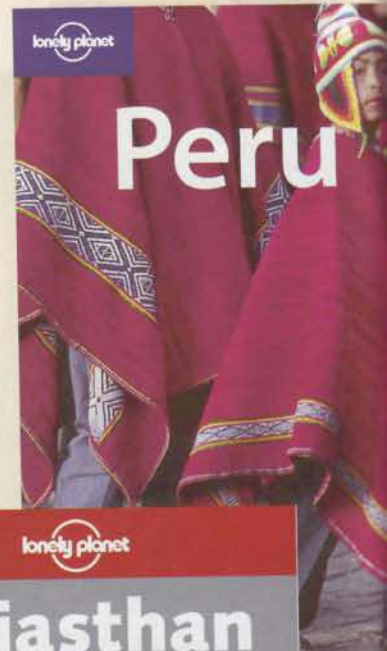
## Exchanging information

5 Tony and Maureen Wheeler are the founders of the *Lonely Planet* travel guides. There are now over 650 books in the series.

Work with a partner. You each have different information. Ask and answer questions.

Student A Look at p153.

Student B Look at p154.



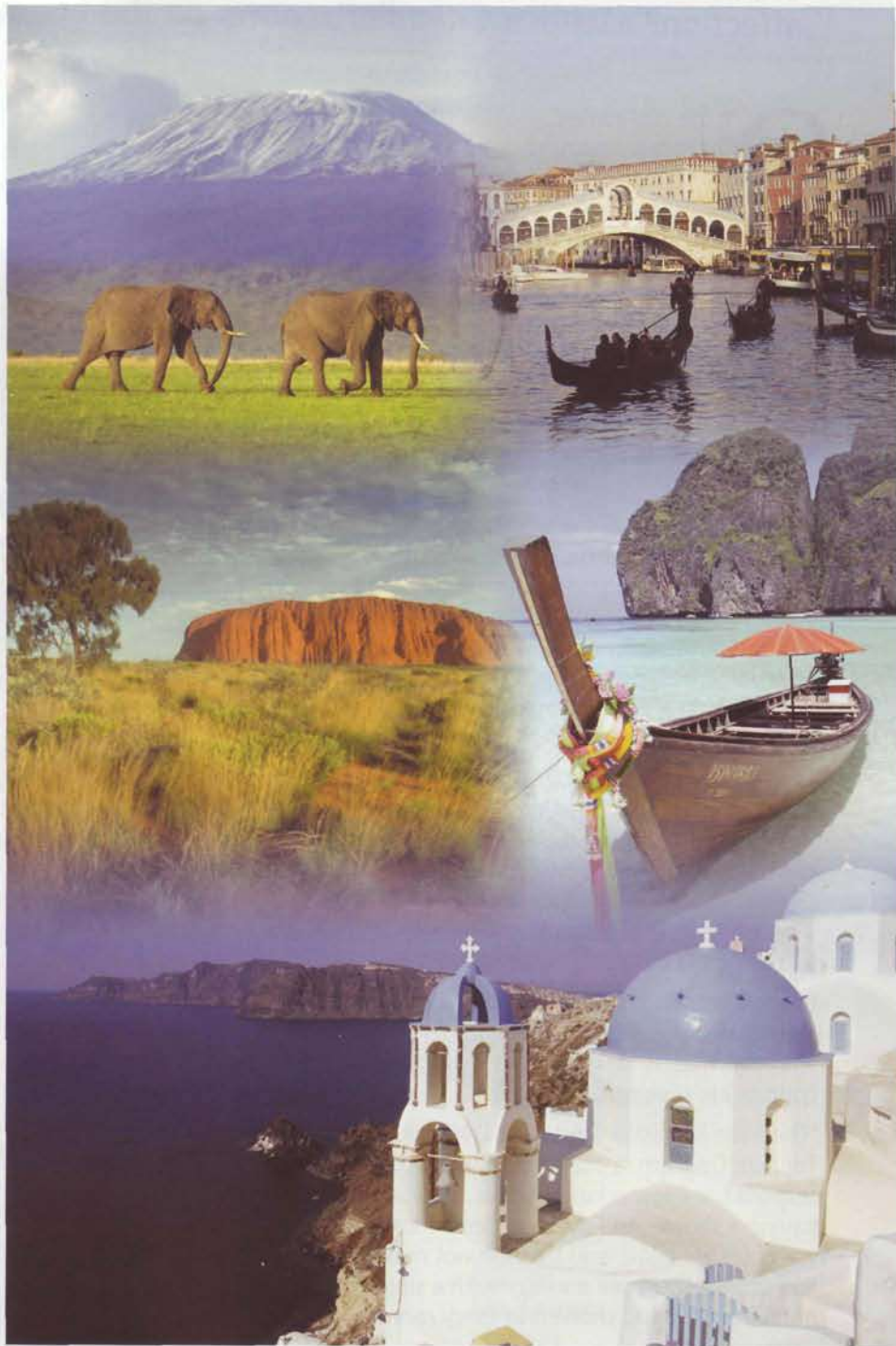




## READING AND SPEAKING

### Paradise Lost

1 Look at the pictures of tourist destinations in the world. Where are they? Have you been to any of them?



6 Work in groups to prepare an interview with Tony Wheeler. One half of the class will be the interviewers (look at the ideas below), and the other half Tony Wheeler (look at the ideas on p154).

#### Interviewers

##### BACKGROUND

Where ... grow up?  
What ... father do?

##### EDUCATION

Where ... school?  
Which university ...?

##### WORK

What work ... after university?

##### FAMILY

How many children ...?

##### HOLIDAYS

What ... like doing ...?

##### LONELY PLANET GUIDES

When ... the first guide book  
come out?  
Where ... idea come from?  
What ... the best and worst  
moment?

What ... secret of your success?  
How ... get into travel writing?

##### FUTURE

Where would you like ...?

- 2 What are the most important tourist spots in your country? Does tourism cause any problems there?
- 3 What are the main problems associated with the tourist industry in the world?

Turn to p21.



# Paradise lost

What can be done to stop tourism destroying the object of its affection? **Maurice Chandler** reports on the boom in world travel.

**O**n the sun-soaked Mediterranean island of Majorca, the locals are angry. Too late. In the last quarter of the twentieth century, they cashed in on foreign nationals, mainly Germans, wanting to buy up property on their idyllic island. Suddenly it occurred to Majorcans that the island no longer belonged to them. They don't deny tourism's vital contribution to the local economy. The industry has transformed Majorca from one of Spain's poorest parts to the richest in per capita income. But the island's 630,000 inhabitants are increasingly convinced that the 14 million foreign visitors a year are far too much of a good thing. Water is rationed, pollution is worsening, and there is no affordable housing left for them to buy.

On the other side of the world, 250 Filipinos were recently evicted from their homes. Their lake-shore village of Ambulong was cleared by hundreds of police, who demolished 24 houses. The intention of the authorities was to make way for a major business venture – not oil, logging, or mining, but an environmentally-friendly holiday resort.

## A growth industry

Tourism is the world's largest and fastest growing industry. In 1950, 25m people travelled abroad; last year it was 750m. The World Tourism Organization estimates that by 2020 1.6bn people will travel each year, spending over two trillion US dollars.

## The effects of tourism

To millions of tourists, foreign destinations are exotic paradises, unspoilt, idyllic, and full of local charm. But many of the world's resorts are struggling to cope with relentless waves of tourists, whose demands for ever more swimming pools and golf courses are sucking them dry.

'The issue is massive and global,' says Tricia Barnett, director of Tourism Concern, a charity which campaigns for more responsible approaches to travel. 'Tourists in Africa will be having a shower and then will see a local woman with a pot of water on her head, and they are not making the connection. Sometimes you'll see a village with a single tap, when each hotel has taps and showers in every room.'

The problem is that tourists demand so much water. It has been calculated that a tourist in Spain uses up 880 litres of water a day, compared with 250 litres by a local. An 18-hole golf course in a dry country can consume as much water as a town of 10,000 people. In the Caribbean, hundreds of thousands of people go without piped water during the high tourist season, as springs are piped to hotels.





**In 1950, 25m people travelled abroad; last year it was 750m.**

### Winners and losers

The host country may not see many benefits. In Thailand, 60% of the \$4bn annual tourism revenue leaves the country. **Low-end package** tourists tend to stay at big foreign-owned hotels, **cooped up in the hotel compound**, buying few local products, and having no contact with the local community other than with the waiters and chambermaids employed by the hotel. 'Mass tourism usually leaves little money inside the country,' says Tricia Barnett. 'Most of the money ends up with the airlines, the tour operators, and the foreign hotel owners.'

These days the industry's most urgent question may be how to keep the crowds at bay. A prime example of this is Italy, where great cultural centres like Florence and Venice can't handle all the tourists they get every summer. In Florence, where the city's half-million or so inhabitants have to live with the pollution, gridlock, and crime generated by 11 million visitors a year, there's talk not only of boosting hotel taxes, but even of charging admission to some public squares. The idea is to discourage at least some visitors, as well as to pay for cleaning up the mess.

### The future

For many poorer countries, tourism may still offer the best hope for development. 'The Vietnamese are doing their best to open up their country,' says Patrick Duffey of the World Tourism Organization. 'Iran is working on a master plan for their tourism. Libya has paid \$1 million for a study. They all want tourists. And people like to discover ever new parts of the world, they are tired of mass tourism. Even if a country doesn't have beaches, it can offer mountains and deserts and unique cultures.'

Yet if something isn't done, tourism seems destined to become **the victim of its own success**. Its impact on the environment is a major concern. In hindsight, tourist organizations **might have second thoughts** about what exactly they were trying to sell.

As Steve McGuire, a tourist consultant, says, 'Tourism more often than not ruins the very assets it seeks to exploit, and having done the damage, simply moves off elsewhere.'

**For poorer countries, tourism may still offer the best hope for development.**

### Reading

- Read the title and the quotes in the article. What do you think the article will be about?
- Read the article. Answer the questions.
  - Which of the places in the pictures on p19 are mentioned?
  - What is said about them?
  - What other places are mentioned?
  - Does the article talk about any of the problems you discussed?
  - The author asks 'What can be done to stop tourism destroying the object of its affection?' What would Steve McGuire's answer be?
- In groups, discuss these questions.
  - How is tourism destroying the object of its affection in Majorca and the Philippines?
  - What are the statistics of the global tourist industry?
  - What are the effects of tourism?
  - Who are the winners and losers?
  - What are possible future developments?

### What do you think?

- Give your personal reactions to the text using these phrases.

I didn't know/I already knew that ... What surprised me was ...  
 It must be really difficult for ... It's hard to believe that ...  
 I wonder what can be done to ... It's a shame that ...

- In groups, think of more questions to ask the other groups. Use the prompts if you want.

Who ...? Why ...? In what way ...?  
 What is meant by ...? How many ...?  
 What exactly ...? What are some of the problems ...?

*Who has bought nearly all the property on the island of Majorca?*

### Vocabulary work

- Work with a partner. Discuss the meaning of the words **highlighted** in the article.
- Match a line in A with a line in B. Can you remember the contexts?

A	B
the boom	destinations
tourism's vital	venture
per capita	for development
a major business	income
foreign	example
consume	in world travel
a prime	as much water
the best hope	contribution to the economy



## SPEAKING AND LISTENING

### Dreams come true

1 20,000 people were asked what they most wanted to do before they die. Here are the top fifteen activities.

What are your top five? Number them 1–5. Which ones don't interest you at all? Put an X.

- go whale-watching
- see the Northern Lights
- visit Machu Picchu
- escape to a paradise island
- go white-water rafting
- fly in a fighter plane
- fly in a hot-air balloon
- climb Sydney Harbour Bridge
- swim with dolphins
- walk the Great Wall of China
- go on safari
- go skydiving
- dive with sharks
- drive a Formula 1 car
- go scuba diving on the Great Barrier Reef

Compare your lists in groups.



- 2 You can read the actual results of the poll on p155. Does anything surprise you? What do you think is missing from the list?
- 3 Do you know anyone who has done any of these things? What was it like?
- 4 **T 2.4** Listen to three people describing their experience of one of these activities. Which one are they talking about? What do they say about it?





# VOCABULARY

## Hot verbs – *make, do*

1 There are many expressions with *make* and *do*. Look at these examples from the text on p20.

- They wanted ... to *make way* for a holiday resort.
- They aren't *making the connection*.
- The Vietnamese are *doing their best* to open up their country.
- Tourism, having *done the damage*, moves off elsewhere.

2 Put the words in the right box.

a good impression   business arrangements   a decision   a difference  
 research   a profit/a loss   your best   a start/a move   sth clear  
 a good job   a degree   an effort   sb a favour   a suggestion

MAKE	DO

3 Complete the sentences with some of the expressions in exercise 2.

- 1 When you go for a job interview, it's important to \_\_\_\_\_.
- 2 I think we're all getting tired. Can I \_\_\_\_\_? How about a break?
- 3 A lot of \_\_\_\_\_ has been \_\_\_\_\_ into the causes of cancer.
- 4 I think the director is basically \_\_\_\_\_. He's reliable, he's honest, and he gets results.
- 5 I'd like to \_\_\_\_\_ right now that I am totally opposed to this idea.
- 6 Right. I think we should \_\_\_\_\_ and get down to business.
- 7 I don't mind if we go now or later. It \_\_\_\_\_ no \_\_\_\_\_ to me.
- 8 Could you \_\_\_\_\_ me \_\_\_\_\_ and lend me some money till tomorrow?

**T 2.5** Listen and check.

4 Match an expression in **A** with a line in **B**. Underline the expression with *make* or *do*.

A	B
1 She's made the big time as an actress.	'She's an accountant.'
2 We'll never make the airport in time.	'I can make myself understood.'
3 'What does she do for a living?'	'Yeah. It really made my day.'
4 'You'll all have to do more overtime and work weekends.'	The traffic's too bad.
5 'How much do you want to borrow? £20?'	She can command \$20 million a movie.
6 'How much Spanish do you speak?'	'Great. That'll do fine.'
7 'I hear the boss said you'd done really well.'	'That does it! I'm going to look for another job!'

## Phrasal verbs

5 Complete the sentences with a phrasal verb with *do*.

do away with sth   do without sth  
 could do with sth   do sth up



'I'm tired of wondering what I'd do without you, ... I want to find out for sure.'

- 1 I'm so thirsty. I \_\_\_\_\_ a cup of tea.
- 2 We've bought an old flat. We're going to \_\_\_\_\_ it \_\_\_\_\_ over the next few years.
- 3 I think we should \_\_\_\_\_ the monarchy. They're all useless. And expensive.
- 4 I could never \_\_\_\_\_ my personal assistant. She organizes everything for me.

**T 2.6** Listen and check.

6 Do the same with these phrasal verbs with *make*.

make sth up   make up for sth  
 make sth of sb   make off with sth

- 1 Thieves broke into the castle and \_\_\_\_\_ jewellery and antique paintings.
- 2 Jake's parents buy him loads of toys. They're trying to \_\_\_\_\_ always being at work.
- 3 What do you \_\_\_\_\_ the new boss? I quite like him.
- 4 You didn't believe his story, did you? He \_\_\_\_\_ the whole thing \_\_\_\_\_.

**T 2.7** Listen and check.



## LISTENING AND SPEAKING

### Tashi Wheeler – girl on the move

- 1 What are some of your earliest memories of holidays and travelling as a child? Tell the class, and show any photos you have brought.
- 2 Look at the photographs of Tashi Wheeler, the daughter of Tony and Maureen (p18). In each photo ...
  - How old is she?
  - Where do you think she is – Mexico, Singapore, Kenya (x2), US (Arizona), or Peru?
  - What is she doing?



- 3 Tashi began travelling when she was eight months old. What questions would you like to ask her?

**What was the first foreign country you went to?**

**What are your earliest memories?**

**Which countries have you been to?**

- 4 **T 2.8** Listen to part one of an interview with Tashi. Does she answer any of your questions?

What memories does she have of ...?

- transport
- her mother
- being on safari
- trekking in Nepal

- 5 **T 2.9** Listen to part two. Correct the wrong information.

On holiday, the Wheeler family are very relaxed. They get up late and go to bed early. They spend a lot of time on the beach. Tony Wheeler reads the paper. They go to the same restaurant every day. Tashi and her brother spend a lot of time watching movies. She doesn't feel that travel broadens the mind.

- 6 **T 2.10** Listen to part three and answer the questions.

- 1 How did her attitude to travel change as she got older?
- 2 What did she find difficult socially?
- 3 Why was 'adjusting back and forth' difficult?
- 4 What did the kids at school have that she didn't? What did she have that they didn't?
- 5 Where does she feel comfortable? Where does she feel uncomfortable?
- 6 What are Tashi's final bits of advice for future travellers?
- 7 'I get very itchy-footed.' Which phrase with a similar meaning did Tommy Willis use on p17?

### SPOKEN ENGLISH Fillers

When we speak (in any language!), we can be vague and imprecise. We also use fillers, which don't mean very much, but fill the gaps!

**Tashi** And Galapagos Islands, Philippines, *and stuff like that.*  
... monkeys swinging off the rear-view mirrors, *and things.*  
The getting up at *like* four in the morning ...

**Interviewer** And when you were on these travels, *I mean*, did your dad *sort of* have a notebook, and he'd be *sort of* stopping everywhere ...?

Look at the tapescript on p126. Find more examples of imprecise language and fillers.



# EVERYDAY ENGLISH

## Exclamations

1 Look at these examples of exclamations. When do we use *What a(n) ...!*, *What ...!*, and *How...!?*

What an exciting experience! What nonsense! How horrible!

2 Match an exclamation in B with a line in C.

A	B	C
<input checked="" type="checkbox"/> 1	<b>Mmm!</b>	How interesting!
<input type="checkbox"/>	<b>Wow!</b>	That's disgusting!
<input type="checkbox"/>	<b>Hoy, Peter!</b>	That's unbelievable! How amazing!
<input type="checkbox"/>	<b>Oh, really?</b>	Sorry about that! I dropped it!
<input type="checkbox"/>	<b>Ah!</b>	It's absolutely delicious!
<input type="checkbox"/>	<b>Ouch!</b>	That's nonsense! What a stupid thing to say!
<input type="checkbox"/>	<b>Yuk!</b>	What a shame!
<input type="checkbox"/>	<b>Uh?</b>	That really hurt!
<input type="checkbox"/>	<b>Phew!</b>	Come over here and sit with us.
<input type="checkbox"/>	<b>Whoops!</b>	What a relief! Thank goodness for that!

3 **T 2.11** Listen to ten lines of conversation. Reply to each one using an exclamation in B and its matching line in C. Write the number of the conversation 1–10 in column A.

4 What is the next line in each conversation? Put a number 1–10 next to the correct line.

A How's your steak? Is it OK?

B Mmm! It's absolutely delicious! *Just the way I like it.*

- Don't worry. I'll get you a new one.
- Triplets! That'll keep them busy!
- You must be so disappointed!
- 1 Just the way I like it.
- I hadn't done any revising for it at all.
- You wouldn't catch me eating that!
- I told you! Well, it isn't bleeding, but you'll have a nice bruise.
- Let's have a chat.
- You know it's not true.
- I haven't seen her for ages. How is she?

**T 2.12** Listen and check. Practise the conversations, paying special attention to intonation. You could act some of them out and make them longer!

### Music of English

With exclamations using *What ...!* and *How ...!*, your intonation should rise and fall on both the adjective and noun:

*What awful shoes!*    *What a fantastic view!*    *How amazing!*

**T 2.13** Listen and repeat.

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

- 1 \_\_\_\_\_ silly mistake!
- 2 \_\_\_\_\_ brilliant idea!
- 3 \_\_\_\_\_ utterly ridiculous!
- 4 \_\_\_\_\_ dreadful weather!
- 5 \_\_\_\_\_ rubbish!
- 6 \_\_\_\_\_ mess!
- 7 \_\_\_\_\_ awful!
- 8 \_\_\_\_\_ wonderful!
- 9 \_\_\_\_\_ relief!
- 10 \_\_\_\_\_ terrible thing to happen!

Which are positive reactions? Which are negative?

6 **T 2.14** Listen to some situations. Respond to them, using one of the exclamations in exercise 5.

7 Write a dialogue with a partner. Use some of the exclamations on this page. You could ask about a party, a meal, a holiday, or a sports event.

Begin with a question.

*What was the ... like?*  
*Well, it was ...*

Act out your conversations to the class.





# 3

# What a story!

Narrative tenses • Giving news and responding • Books and films • Showing interest



### TEST YOUR GRAMMAR

Read the story. Put the events into chronological order. What happened first? What happened last?

### Burglar arrested

▶ A COUPLE came home at midnight to find their house had been burgled. Bob and Janet Gilbreath had left their house at six o'clock to go to the theatre. When they got home, the back door had been smashed, and money and jewellery stolen. A neighbour said that she had heard a loud noise at about eight o'clock. Mr and Mrs Gilbreath, who moved to the house five years ago, told police that they had seen a man who had been acting suspiciously for several days before the robbery, and were able to give a description. A man answering the description was later arrested.

## WHAT'S IN THE NEWS?

### Narrative tenses

- 1 Look at the newspaper headlines. What do you think is the whole story?
- 2 What would you like to know? Write some more questions.  
*Did he mean to fall over?*  
*Where was she climbing?*  
*How did he manage to hack into their systems?*
- 3 **T 3.1** Listen to three conversations about the stories. Which of your questions were answered?
- 4 Here are the answers to some questions. What are the questions?  
1 Just ordinary clothes.  
2 For a dare.  
3 Three hours.  
4 In a shelter.  
5 His own software program.  
6 To download from the Internet.

- 5 Match lines in A and B. Practise saying them with contracted and weak forms.

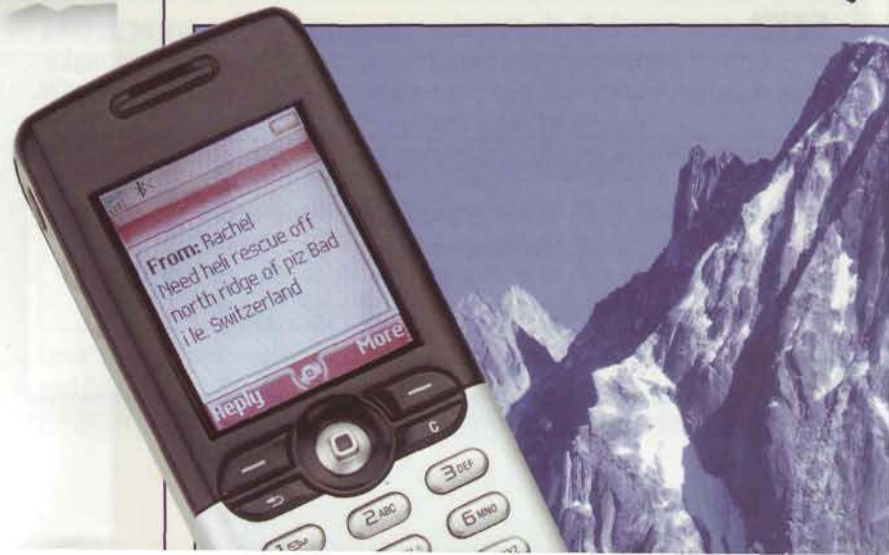
A	B
He was wearing	with a partner.
He'd been talking	he wouldn't do it.
His friends had bet him	the next night.
She was climbing	about doing it for ages.
They were rescued	ordinary clothes.

- 6 **T 3.2** Listen and check.

## Man survives plunge over Niagara Falls



## Climber saved by







# 3

# What a story!

Narrative tenses • Giving news and responding • Books and films • Showing interest



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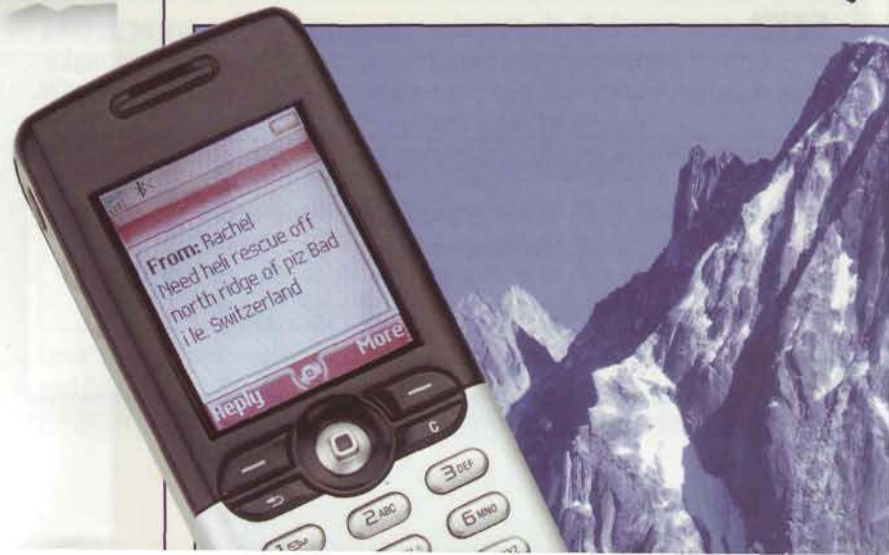
A	B
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His friends had bet him	the next night.
She was climbing	about doing it for ages.
They were rescued	ordinary clothes.

- 3.2 Listen and check.

## Man survives plunge over Niagara Falls



## Climber saved by

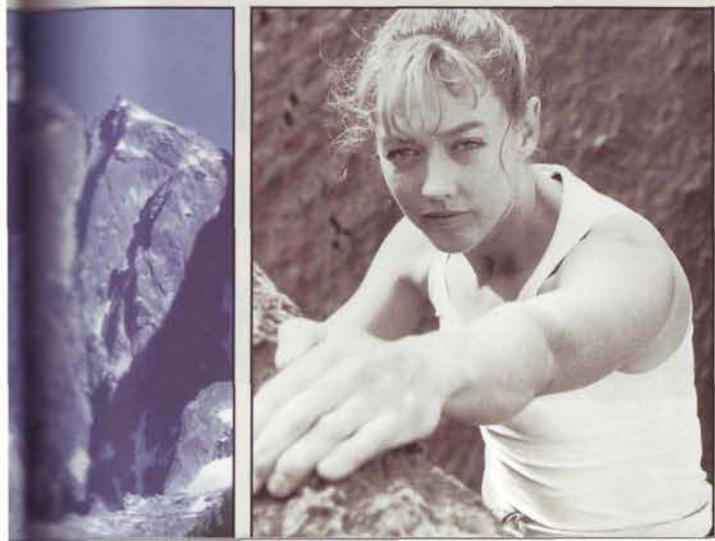




# The nerd who hacked into US Defence systems



## text plea to friend



### LANGUAGE FOCUS

1 Complete the chart using the verb in brackets.

<b>Past Simple</b> (fall)	<b>Past Continuous</b> (read)
<b>Past Perfect</b> (hear)	<b>Past Perfect Continuous</b> (act)
<b>Past Simple passive</b> (arrest)	<b>Past Perfect passive</b> (burgle)

Look at tapescript T 3.1 on p127. Find an example of each tense. When do we use the Past Perfect? When do we use continuous tenses?

2 Why are different tenses used in these paragraphs?

*John cooked a lovely meal. His guests had a good time. They left at midnight.*

*Just after midnight, John was looking at the mess. His guests had just left. He'd cooked a lovely meal, and everyone had had a good time.*

▶▶ Grammar Reference pp142–143

## PRACTICE

### Discussing grammar

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

1 *I read* | a book on the plane.  
*I was reading*

2 When Alice arrived, *I made a cake.*  
*I was making a cake.*  
*I had made a cake.*

3 *The film started* | when we got to the cinema.  
*The film had started*

4 He was sacked because *he had stolen some money.*  
*he had been stealing money for years.*

5 When I got to the garage, my car *was being repaired.*  
*had been repaired.*



## Writing narratives

- 2 Rewrite the sentences as one sentence, beginning with the part in **bold**.

She won £2,000 in a competition. **Last night Sally was celebrating.**  
*Last night Sally was celebrating because she'd won £2,000 in a competition.*

- 1 He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**
- 2 I parked my car on a yellow line. It was towed away. **I went to get my car, but it wasn't there.** (*When ...*)
- 3 He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**
- 4 They were shopping all day. They spent all their money on clothes. **Jane and Peter arrived home. They were broke.** (*When ...*)
- 5 He saw a house in Scotland. He first saw it while he was driving on holiday. **Last week John moved to the house.**

## The news

- 3 **T 3.3** Listen to the first story. Correct the mistakes in the sentences.

- 1 Ten workers have died.
- 2 They'd been trapped up a mountain.
- 3 They'd been building a new road.
- 4 There was an avalanche.
- 5 Sixteen men managed to escape.
- 6 Ten were fatally injured.
- 7 The men were recovering at home.
- 8 The cause of the accident is known.

- 4 **T 3.4** Listen to the second news item. Here are the answers to some questions. Write the questions.

- 1 For two days.
- 2 After school on Wednesday.
- 3 Their photographs.
- 4 Nearby houses.
- 5 A neighbour.
- 6 In a garden shed.
- 7 No, they hadn't. (... *realized ...?*)

## SPOKEN ENGLISH News and responses

When we tell a story, we use certain expressions. When we listen to a story, we respond with different expressions. Put G (giving news), R (reacting to news), or A (asking for more information) after each expression.

- 1  Did you read that story about ... ?
- 2  What happened to him?
- 3  That's amazing!
- 4  What did he do it for?
- 5  Apparently ...
- 6  What a crazy guy!
- 7  You're kidding!
- 8  Then what happened?
- 9  Actually, ...
- 10  I don't get it.

Work with a partner. You are going to read and discuss two news stories.

**Student A** Read the story on p155.

**Student B** Read the story on p156.

When you've read your story, tell your partner about it. Try to use some of the phrases for giving and responding to news.

## ▶▶ WRITING Narrative writing 1 – Using adverbs in narratives p113





# VOCABULARY AND SPEAKING

## Books and films

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

1 Who wrote it \_\_\_\_\_ ?

Charles Dickens/Jane Austen.

2 \_\_\_\_\_ ?

It's a romantic novel/It's a thriller/It's a biography.

3 \_\_\_\_\_ ?

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

4 Where and \_\_\_\_\_ ?

In India in the last century/In New York in the 80s.

5 \_\_\_\_\_ ?

A lawyer called Potts and his client, Lady Jane /A detective called Blunket.

6 \_\_\_\_\_ ?

Yes, it has. It came out quite a few years ago and starred Johnny Depp.

7 \_\_\_\_\_ ?

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

8 \_\_\_\_\_ ?

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

9 \_\_\_\_\_ ?

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

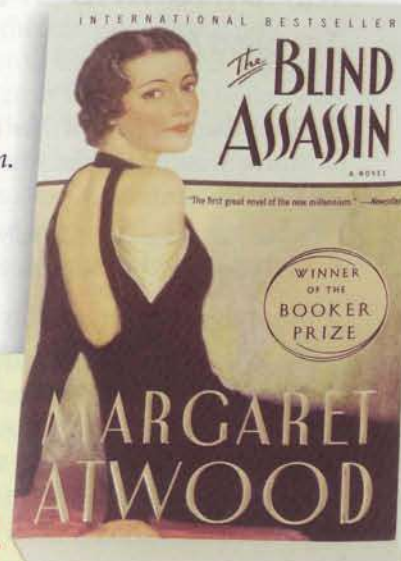
2 Which questions could also be asked about a film? Some might have to change. What extra questions can be asked about a film?

3 **T 3.5** Listen to two people, one talking about a film and the other a book. Take notes under these headings.

Title	Setting	Characters	Plot	Personal opinion

4 Work with a partner. Ask and answer the questions in exercise 1 about your favourite book or film.

5 Look at the front and back covers of *The Blind Assassin*. Which of the questions in exercise 1 can you answer?



FICTION/LITERATURE

**'Grand storytelling on a grand scale . . . . Sheerly enjoyable.'**  
*The Washington Post Book World*

The Booker Prize-winning sensation from the incomparable Margaret Atwood—a novel that combines elements of gothic drama, romantic suspense, and science fiction fantasy in a spellbinding narrative.

*The Blind Assassin* opens with these simple resonant words: "Ten days after the war ended, my sister Laura drove a car off a bridge." They are spoken by Iris Chase Griffen, sole surviving descendant of a once rich and influential Ontario family, whose terse account of her sister's death in 1945 is followed by an inquest report proclaiming the death accidental. But just as the reader expects to settle into Laura's story, Atwood introduces a novel-within-a-novel. Entitled *The Blind Assassin*, it is a science fiction story improvised by two unnamed lovers who meet in dingy backstreet rooms. When we return to Iris, it is through a 1947 newspaper article announcing the discovery of a sailboat carrying the dead body of her husband, a distinguished industrialist.

What makes this novel Margaret Atwood's strongest and most profoundly entertaining is the way in which the three wonderfully rich stories weave together, gradually revealing through their interplay the secrets surrounding the entire Chase family – and most particularly the fascinating and tangled lives of the two sisters. *The Blind Assassin* is a brilliant and enthralling book by a writer at the top of her form.

**'Absorbing....Expertly rendered....Virtuosic storytelling.'**  
*The New York Times*

\$14.95

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## READING AND SPEAKING

### The Blind Assassin

- 1 Read the first part of *The Blind Assassin*. Which two words would you like your teacher to explain? Which statement do you agree with?
  - The facts are presented coldly and clinically.
  - The violence of the accident is described with great emotion.
- 2 Read the second part. Answer the questions.
  - 1 Who are Laura, Richard, Mrs Griffen, and Alex? How are they related? (The narrator's name is Iris.)
  - 2 What are the various suggested causes of the crash? How does Iris explain the crash to the policeman? Does she really believe this?
  - 3 Why is she angry with her sister?
- 3 Read the final part. Answer the questions.
  - 1 Why is Iris wondering what clothes to wear?
  - 2 What impression do you have of her and her background?
  - 3 Who is Reenie? What do we learn about the mother of Iris and Laura?
  - 4 Who do you think the last line refers to?
- 4 When is Iris ...?
  - calm • nostalgic • very angry
  - clear thinking • cold and factualWhat evidence is there that Laura ...?
  - didn't care about people's feelings • had bad experiences in life
  - felt guilty about something • had suffered even as a child

### Language work

- 1 The writer uses many dramatic words. Match a word from the extract with a more neutral description.

charred	turning and twisting
smithereens	things people do
plunged	knocking together (teeth)
swirling	making a loud cry (in pain)
suspended	very small pieces
chattering	lift quickly
deeds	badly burnt
scoop	fell suddenly downwards
howling	hung

### What do you think?

- 1 The first chapter of this novel raises more questions than it answers. What has the author *not* told us? What do you want to know?
- 2 Which do you think is true?
  - Laura's notebooks are ... her childhood diaries/a record of a secret relationship/a novel.
  - Laura suffered because ... she was mentally ill/her mother died/she had an unhappy love life.
  - Iris ... feels responsible for her sister's death/never loved her husband.

# The BLIND ASSASSIN

## CHAPTER I

### *The bridge*

Ten days after the war ended, my sister Laura drove a car off a bridge. The bridge was being repaired: she went right through the Danger sign. The car fell a hundred feet into the ravine, smashing through the treetops feathery with new leaves, then burst into flames and rolled down into the shallow creek at the bottom. Chunks of the bridge fell on top of it. Nothing much was left of her but charred smithereens.





I was informed of the accident by a policeman: the car was mine, and they'd traced the licence. His tone was respectful: no doubt he recognized Richard's name. He said the tires may have caught on a streetcar track or the brakes may have failed, but he also felt bound to inform me that two witnesses – a retired lawyer and a bank teller, dependable people – had claimed to have seen the whole thing. They'd said Laura had turned the car sharply and deliberately, and had plunged off the bridge with no more fuss than stepping off a curb. They'd noticed her hands on the wheel because of the white gloves she'd been wearing.

It wasn't the brakes, I thought. She had her reasons. Not that they were ever the same as anybody else's reasons. She was completely ruthless in that way.

'I suppose you want someone to identify her,' I said. 'I'll come down as soon as I can.' I could hear the calmness of my own voice, as if from a distance. In reality I could barely get the words out; my mouth was numb, my entire face was rigid with pain. I felt as if I'd been to the dentist. I was furious with Laura for what she'd done, but also with the policeman for implying that she'd done it. A hot wind was blowing around my head, the strands of my hair lifting and swirling in it, like ink spilled in water.

'I'm afraid there will be an inquest, Mrs. Griffen,' he said.

'Naturally,' I said. 'But it was an accident. My sister was never a good driver.'

I could picture the smooth oval of Laura's face, her neatly pinned chignon, the dress she would have been wearing: a blue or steel grey or hospital-corridor green. Penitential colours – less like something she'd chosen to put on than like something she'd been locked up in. Her solemn half-smile; the amazed lift of her eyebrows, as if she were admiring the view.

The white gloves: a Pontius Pilate gesture. She was washing her hands of me. Of all of us.

What had she been thinking of as the car sailed off the bridge, then hung suspended in the afternoon sunlight, glinting like a dragonfly for that one instant of held breath before the plummet? Of Alex, of Richard, of bad faith, of our father and his wreckage: of God, perhaps, and her fatal triangular bargain. Or of the stack of cheap school exercise books that she must have hidden that very morning, in the bureau drawer where I kept my stockings, knowing I would be the one to find them.

When the policeman had gone I went upstairs to change. To visit the morgue I would need gloves, and a hat with a veil. Something to cover the eyes. There might be reporters. I would have to call a taxi. Also I ought to warn Richard, at his office: he would wish to have a statement of grief prepared. I went into my dressing room: I would need black, and a handkerchief.

I opened the drawer, I saw the notebooks. I undid the criss-cross of kitchen string that tied them together. I noticed that my teeth were chattering, and that I was cold all over. I must be in shock, I decided.

What I remembered then was Reenie, from when we were little. It was Reenie who'd done the bandaging, of scrapes and cuts and minor injuries: Mother might be resting, or doing good deeds elsewhere, but Reenie was always there. She'd scoop us up and sit us on the white enamel kitchen table, alongside the pie dough she was rolling out or the chicken she was cutting up or the fish she was gutting, and give us a lump of brown sugar to get us to close our mouths. *Tell me where it hurts, she'd say. Stop howling. Just calm down and show me where.*

But some people can't tell where it hurts. They can't calm down. They can't ever stop howling.



## LISTENING AND SPEAKING

### The money jigsaw

- 1 Look at the headlines and photographs. With a partner, use the prompts to invent the story.

walking to school / ripped up bank notes / flying all over / a bin / a plastic bag / jammed full / torn up notes / had to go to school

after school playing / police / told them where / police took away / Bank of England / long time / gave back / stick together

# Our £2,000 jigsaw



## Stick-up job on torn bank notes leaves schoolgirls £1,200 richer

### What do you think?

Why do you think someone tore up the money? Rachel and her friend have two theories.

- Maybe an old lady decided she wasn't going to leave it to anyone.
- It could have been a divorce – one person didn't want the other to have it.

Do you agree? Do you have any better explanations?

- 2 **T 3.6** Listen to one of the girls, Rachel Aumann, being interviewed. Compare your story with hers. (*Sainsbury's* is the name of a supermarket.)

- 3 Answer the questions.

- 1 Where did the girls find the money?
- 2 How big are the pieces?
- 3 Are they being allowed to keep it?
- 4 Is it easy to stick the notes together?
- 5 How do they do it?
- 6 How long have they been doing it?
- 7 How much money is there?

### SPOKEN ENGLISH *like*

Rachel uses the word *like* a lot.

Yeah, it was ... erm ... like really out of the ordinary. ... we traced it to like a bin.

This use of *like* suggests that the speaker (often a younger person) is not making an effort to be precise when describing or reporting a situation.

Look at the tapescript on p127. Find more examples of *like*. Which example shows the correct use of *like* as a preposition?



## EVERYDAY ENGLISH

### Showing interest and surprise

- 1 **T 3.7** Listen to the dialogue. Write in B's answers. How does she show interest and surprise?



- A Jade's got a new boyfriend.  
 B \_\_\_\_\_? Good for her!  
 A Apparently, he lives in a castle.  
 B \_\_\_\_\_? How amazing!  
 A Yes. She met him in Slovenia.  
 B \_\_\_\_\_? That's interesting.  
 A Unfortunately, he can't speak much English.  
 B \_\_\_\_\_? I thought everyone could these days!

- 2 B uses *echo questions* and *reply questions*. Which are which? Practise the conversation with your partner. Pay particular attention to the stress and intonation.

#### Music of English

To show interest, the intonation on echo and reply questions should start high, go down, and then go up high at the end.

Has she? Does he? Did she? Are you?

- T 3.8** Listen and repeat.

If you use these short questions without any intonation, you will sound bored and uninterested!

- 3 Complete the conversations with either an echo or a reply question.

- 1 A Sam wants to apologize.  
 B \_\_\_\_\_?  
 A Yes. He's broken your mother's Chinese vase.  
 B \_\_\_\_\_? Oh, no!
- 2 A We had a terrible holiday.  
 B \_\_\_\_\_?  
 A Yes. It rained all the time.  
 B \_\_\_\_\_?  
 A Yes. And the food was disgusting!  
 B \_\_\_\_\_? What a drag!
- 3 A I'm broke.  
 B \_\_\_\_\_? How come?  
 A Because I just had a phone bill for £500.  
 B \_\_\_\_\_? Why so much?  
 A Because I have a girlfriend in Korea.  
 B \_\_\_\_\_? How interesting!
- 4 A It took me three hours to get here.  
 B \_\_\_\_\_?  
 A Yes. There was a traffic jam ten miles long.  
 B \_\_\_\_\_? That's awful!  
 A Now I've got a headache!  
 B \_\_\_\_\_? Poor darling. I'll get you something for it.
- 5 A I'm on a mountain, watching the sun set.  
 B \_\_\_\_\_?  
 A Yes. And I've got something very important to ask you.  
 B \_\_\_\_\_? What is it? I can't wait!  
 A You'd better sit down. I'd like to marry you.  
 B \_\_\_\_\_? Wow!

- T 3.9** Listen and compare. Practise them with a partner.

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



# 4

## Nothing but the truth

Questions and negatives • Prefixes and antonyms • Being polite

### TEST YOUR GRAMMAR

- 1 Make the sentences negative. Sometimes there is more than one possibility.

*I disagree/don't agree with you.*

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 I agree with you.              | 5 I knew everybody at the party. |
| 2 I think you're right.          | 6 I've already done my homework. |
| 3 I told her to go home.         | 7 You must get a visa.           |
| 4 'Is John coming?' 'I hope so.' | 8 My sister likes hip-hop, too.  |

- 2 Write in the missing word in each question.

- 'What of music do you like?' 'Jazz.'
- 'How do you wash your hair?' 'Every other day.'
- 'Who do you look?' 'My mother.'
- 'How does it take you to get to school?' 'Nearly an hour.'
- 'What were you talking to the teacher?' 'Oh, this and that.'
- 'Do you know what the time?' 'Just after three.'

Ask and answer the questions with a partner.

### TELLING LIES

#### Questions and negatives

- 1 Think of some lies that these people might tell.

a teenage girl to her parents   a car salesman  
a student to the teacher   a politician  
a husband to his wife

- 2 All the people in the cartoons are lying. Who to? Why?

- 3 **T 4.1** Listen to what the people are really thinking. What *is* the truth? Why *did* they lie? Do you think any of the people have good reasons to lie?

- 4 Which question was each person asked before they lied? Put *a-f* in the boxes.

- What did you make that face for? Doesn't it look good?
- Can I speak to Sue Jones, please? It's urgent.
- How come you're ill today? You looked just fine yesterday!
- Who gave you that black eye? Haven't I told you not to get into fights?
- Where are you going? How long will you be? I hope you won't be late.
- I want to know if you'll marry me. I don't think you will.





# 4

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- I want to know if you'll marry me. I don't think you will.







## LANGUAGE FOCUS

1 In exercise 4, find and read aloud ...

### Questions

- ... questions with auxiliary verbs.
- ... questions without auxiliary verbs.
- ... two ways of asking *Why?*
- ... a question with a preposition at the end.
- ... a question word + an adverb.
- ... an indirect question.

### Negatives

- ... negative questions.
- ... a future negative.
- ... negatives with *think* and *hope*.

2 Indirect questions

Make these direct questions indirect using the expressions.

- Where does he work?* I don't know ...
- What's the answer?* Have you any idea ... ?
- Did she buy the blue one?* I wonder ...

▶▶ Grammar Reference p144

## PRACTICE

### Quiztime!

1 Work in two groups. You are going to write some questions for a general knowledge quiz.

- Group A** Look at the information on p155.
- Group B** Look at the information on p156.

Write the questions for your quiz in your group. Ask and answer questions between groups.

2 Make comments about the answers in the quiz. Some of your sentences might be indirect questions.

We weren't sure ...

We didn't have a clue ...

We had no idea ...

None of us knew ...

We guessed ...

Did you all know ... ?

... how many legs a butterfly has.

... which theory Charles Darwin developed.



## Asking for more information

- 3 We can respond to a statement with a short question to ask for more information.

I went out for a meal last night.

Who with?

My aunt sent me a postcard.

Where from?

Write short questions with a preposition to answer these statements.

- 1 She gave away all her money.
  - 2 Can I have a word with you, please?
  - 3 I danced all night.
  - 4 I need £5,000 urgently.
  - 5 I got a lovely present today.
  - 6 I bought a birthday card today.
  - 7 Sh! I'm thinking!
  - 8 Do you think you could give me a lift?
- 4 Make the short questions into longer ones.

Who did you go out for a meal with? Where did she send it from?

**T 4.2** Listen and check your answers. Notice that all the questions end with the preposition.

## Negative questions

- 5 **T 4.3** Listen and compare the use of negative questions in 1 and 2.

- 1 a Don't you like pizza? How unusual!  
b Can't you swim? I thought everybody learned to at school these days!  
c Hasn't the postman been yet? It's nearly midday!
- 2 a Haven't we met somewhere before? Wasn't it in Paris?  
b Wasn't it your birthday last week? Sorry I forgot.  
c Isn't that Hugh Grant over there? You know, the actor! I'm sure it is!

In which group ...?

... does the speaker ask for confirmation of what he thinks is true and expect the answer *Yes*?

... does the speaker express surprise and expect the answer *No*?

**T 4.3** Practise the negative questions. Pay attention to stress and intonation.

- 6 Give answers to the negative questions in exercise 5.
- 1 a *No, I've never liked pizza. Can't stand it, I'm afraid.*
  - 2 a *Yes, that's right. It was at the sales conference in La Défense.*
- 7 Ask and answer about these things using negative questions.

### Expressing surprise

like ice-cream/learning English/your neighbours?  
have ever been abroad/got a TV at home?

### Asking for confirmation

is it Tuesday today/this your pen?  
go to the States last year/to the races next weekend?

**T 4.4** Listen and compare.

## Making negatives

- 8 Make a negative sentence about these people. Use your dictionary.

**Vegans don't eat any animal products.**

vegans atheists teetotallers insomniacs  
dyslexics pacifists animal rights campaigners  
naturists anti-globalization protesters

- 9 **T 4.5** Listen to the first part of a description of a man called Norman. Which words in exercise 9 describe him? Make some negative sentences about him.

**He can't sleep. He doesn't have a big place to live.**

### SPOKEN ENGLISH *How come?*

*How come?* can be used instead of *Why?* in informal spoken English. However, they are not the same. Look at these sentences. Which question expresses surprise?

*Why are you learning English?*

*How come you're going to work today? It's Sunday.*

Note that *How come?* is not followed by the usual inverted word order of question forms.

- 10 **T 4.5** Listen to the second part of the description of Norman. There are lots of contradictions. Complete the sentences about Norman below with a question using *How come?*

## My mate Norman

He lives in a tiny one-roomed flat so *how come he came downstairs to the living room?*

He's an insomniac, so *how come he slept so well?*

He's single, so ...

He hasn't got any pets, so ...

He's an atheist, so ...

He's dyslexic, so ...

He's unemployed, so ...

He's teetotal, so ...

He's vegetarian, so ...

He's anti-social, so ...



### Who is it?

- 11 Write a description of yourself using *only* negative sentences. Your teacher will distribute them amongst the students in the class. Read them aloud and guess who it is.

*I can't cook. I never arrive on time.*

*I didn't pass the test last week.*



# LISTENING AND SPEAKING

## My most memorable lie!

Work in small groups.

1 Did you ever tell lies as a child? Can you remember any? Talk about them in your groups. Decide which is the most interesting lie in your group and tell the class.

2 **T 4.6** Listen to six people talking about their most memorable lie. Correct the statements.

- 1 **Andrew** was playing in the swimming pool when his father came home.
- 2 **Paul** only lied once as a child because he swore and stole biscuits.
- 3 **Carolyn** went to America for her girlfriend's wedding.
- 4 **Kiki** finally told her grandmother the truth.
- 5 **Sean** learnt Judo at school.
- 6 **Kate** was not punished for lying.

3 Listen again and answer the questions.

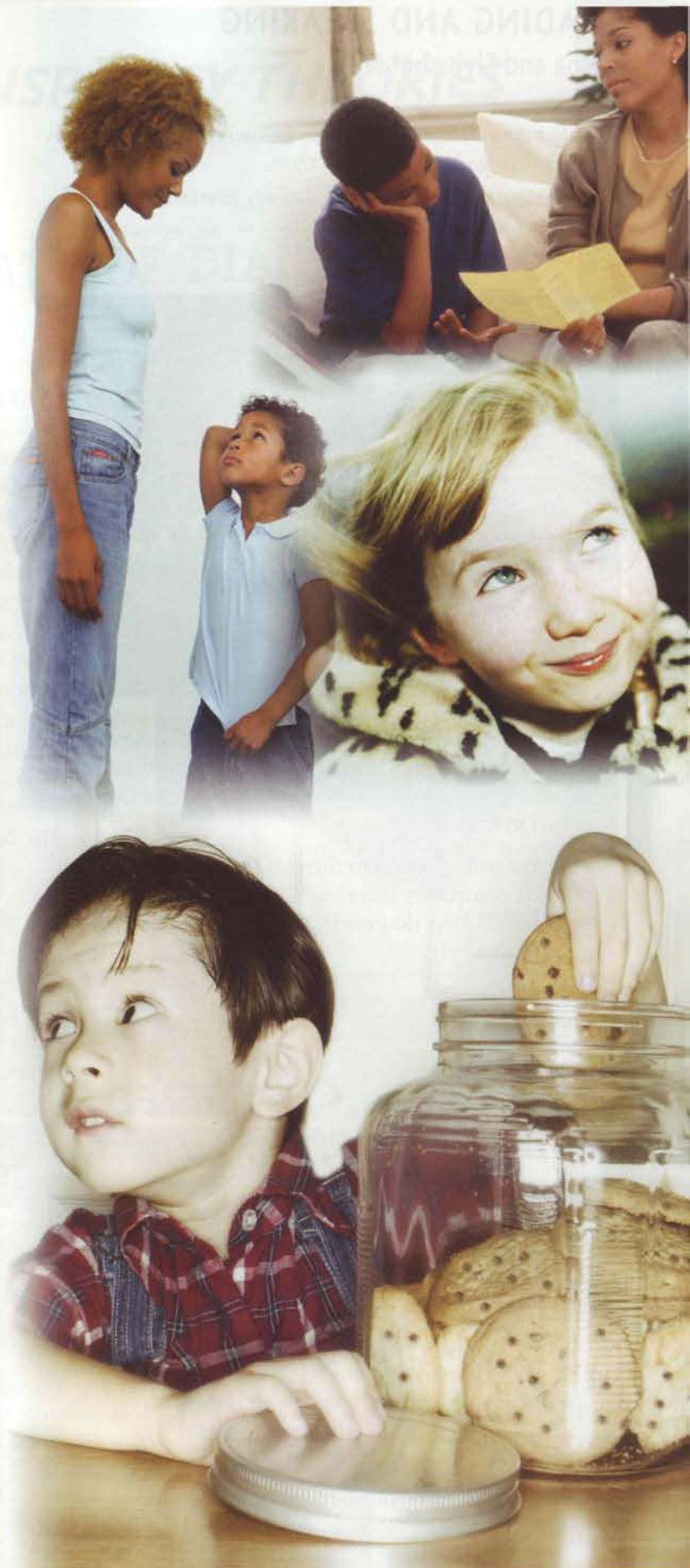
- 1 Andrew says, *I completely denied all knowledge.* Of what? How had he tried to hide the evidence?
- 2 Paul says, *bizarrely what you end up doing is lying ... so that you've got something to say.* Lying to who? When? Why is it bizarre?
- 3 Carolyn says, *I had to tell a white lie.* What was it? Why was it a white lie? What *did nothing* for whose figure?
- 4 Kiki says, *I know where I lost it.* What did she lose? Where did she lose it? What was her lie?
- 5 Sean says, *somebody's mother rang my mother to get details.* To get details of what? Why did he lie in the first place?
- 6 Kate says, *I put him in the box ... and I shut the lid.* Who did she put in the box? Which box? How does she excuse her behaviour?

4 Which words go with which lie? What do they refer to?

confession	frumpy	dressing up box	gold-filtered
a robbery	spanked	stubs	necklace
a princess	a grate	a soldier	sins

### What do you think?

- Which of the six lies do you think are 'good' reasons to lie? Which are 'bad'? Which are 'white lies'?
- Work alone. List other occasions when you think it might be good to lie and occasions when it is definitely not.
- Discuss your ideas with your group. Do you all agree about what are 'good' and 'bad' lies?





## READING AND SPEAKING

### Diana and Elvis shot JFK!

1 What do you know about the following events? Discuss in groups and share information.

- The deaths of President John F. Kennedy, John Lennon, Elvis Presley, Princess Diana.
- The Apollo moon landings.



- 2 There are many conspiracy theories about these events. What are conspiracy theories? How are they usually circulated nowadays? Do you know any about the events in exercise 1?
- 3 Read the introduction to three of the world's most popular conspiracy theories. Which events are mentioned? Why do people like these theories? What is a 'juicy' theory?

### CLASSIFIED

EVERYBODY loves a good conspiracy theory. Whether it is the CIA shooting President Kennedy, or Elvis being alive and well and living on the Moon, there are few things that appeal to the imagination more than a mixture of mystery and a hint of evil-doing in high places. When horrifying, historic events shake our world we seek to make sense of them by creating bizarre theories. These theories, however unlikely, are preferable to the cold fact that sometimes accidents happen. Many of the juiciest theories circulate on the Internet.

4 Work in groups of three.

**Student A** Read the article on p39.

**Student B** Read the article on p40.

**Student C** Read the article on p41.

Answer the questions.

- 1 When and what was the event?
- 2 How many theories are mentioned? Write a list of the different ones in note form.
- 3 What proof is given to support them?
- 4 What reasons are suggested for hiding the true facts?
- 5 Which people, individual or groups, are mentioned in relation to the event?

Compare your answers with the others in your group.

### Vocabulary work

Find words in your text to replace those in *italics*. Explain them to the others in your group.

#### Diana

- 1 The huge number of websites is *absolutely amazing*.
- 2 The florists *devised a clever but wicked* plot to murder Diana.
- 3 The car crash was a *carefully planned trick*.
- 4 I don't *believe* any of these theories.
- 5 Someone in the royal family *devised a plot to interfere* with the brakes.

#### Moon landing

- 1 Rumours have been *going round* for many years.
- 2 The US flag is seen *blowing* and there is no *wind* on the moon.
- 3 A *fantastic exhibition* of stars.
- 4 Scientists have *all agreed* that the theorists don't have any *argument at all*.
- 5 NASA has been *desperately trying to hide* evidence of life.

#### JFK Junior

- 1 There are many *strange* theories – one of the *craziest* claims he was murdered by Clinton supporters.
- 2 Explosives were *stuck* to the tail of the plane.
- 3 The plane *hit violent air movements*.
- 4 The crash happened *strangely and coincidentally* on the 30th anniversary.
- 5 Some explanations are *clearly stupid*. Others are *quite believable*.

### What do you think?

- Which theories are the most believable/unbelievable?
- What is it about the Internet that breeds such theories?
- Think of a recent major news event and work in your groups to devise conspiracy theories about it. Describe the event and your theories to the class.



# THE WORLD'S TOP CONSPIRACY THEORIES

## CONSPIRACY THEORY 1

## THE DEATH OF DIANA

The first Diana conspiracy site appeared on the Internet in Australia only hours after her death on August 31st, 1997. Since then an estimated 36,000 Diana conspiracy websites have been set up - breathtaking by anyone's standards. Hypotheses range from pure James Bond ('it was all an MI6 plot to protect the monarchy') to farce ('it was a fiendish murder plot thought up by the world's florists to sell lots of flowers'). And most popular of all, Diana, Princess of Wales, isn't dead after all - that terrible car crash in Paris was an elaborate hoax to enable the Princess and her boyfriend, Dodi Fayed, to fake their own deaths so that they could live in blissful isolation for the rest of their lives. Subscribers to this theory say that Diana was fed up with the intrusions into her private life and used the wealth and resources of the Fayed family to fake her death, and now she and Dodi are living on a small tropical

**We never actually saw her body, did we?**

island, communicating with her sons by satellite video conferencing. Think about it, they say, we never actually saw her body, did we?

You don't buy into any of these theories? Don't worry. There are plenty more to choose from. For example, Paul Burrell, Diana's former butler, claims that the Princess predicted her own death in a car crash. Apparently, she was so frightened that ten months before her death she wrote to Burrell saying that a plot was being hatched by a member of the royal family and that her car's brakes would be tampered with and she would suffer serious head injuries. And all of this so that the Prince of Wales could marry again.

These theories multiply because it is so hard for us to believe that a princess, with all her wealth and bodyguards, could be killed by something as arbitrary and mundane as a traffic accident. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.





# CONSPIRACY THEORY 2

## THE APOLLO MOON LANDING

For over 30 years rumours have been circulating that the Apollo Moon landings were faked. They say astronaut Neil Armstrong made no 'giant leap for mankind', they assert that the 1969 Moon mission was a hoax to prove America won the space race, that the astronauts were 'astro-nots'. The high point in the Great Moon Landing Conspiracy came on 15 February 2001, the date that the Fox television network broadcast a programme entitled Did We Land on the Moon? This alleged that the whole Moon landing had been staged inside a film studio on a US military base somewhere in the Mojave desert.



The programme claimed:

- 1 The US flag planted on the Moon's surface is seen fluttering, and there is no breeze of any kind on the Moon.
- 2 The photographs taken by the astronauts do not include any of the Moon's night sky, where there would have been a stunning array of stars on view.
- 3 The shadows in the pictures are clearly coming from more than one angle - an impossibility on the Moon, where the only light source is the Sun, but more than plausible inside a film studio.
- 4 One of the famed Moon rocks brought back by the Apollo astronauts is marked with a telltale letter 'C', suggesting the markings not of some alien life force but of a film prop.

Was the whole moon landing staged inside a film studio?

After the programme the Internet went crazy with theories and counter-theories. However, scientists have unanimously agreed that the conspiracy theorists don't have even the beginnings of a case. Too many things about the Apollo missions were impossible to fake, from the radio signals picked up at listening stations around the world, to the Moon rocks, which have been subjected to repeated geological analysis and clearly date back several millennia.

Finally there are the UFO 'nuts'. They actually do believe that astronauts went to the Moon, and found not only a load of rocks, but also widespread evidence of an ancient alien civilization - a discovery so terrifying that NASA has been desperately seeking to conceal it from the public ever since.



Moon rock



# CONSPIRACY THEORY 3

## THE DEATH OF JOHN F KENNEDY JR.

John Kennedy Junior, son of assassinated US president JFK, was killed on July 17th 1999 when his tiny Piper Saratoga aircraft crashed over Martha's Vineyard, near Boston. He was piloting the plane on the way to a family wedding with his wife Carolyn. To millions of Americans, JFK Junior was the closest thing to royalty the United States has ever had, and, as with his father, with every anniversary of his death they come up with ever more bizarre conspiracy theories to explain the tragedy.



One of the wildest theories claims that Kennedy Junior, known as 'John John', was murdered by Clinton supporters because he planned to stand against Hillary Clinton in the New York senate race.

Another theory asserts that an explosion, heard over Martha's Vineyard at the time of the crash, suggests that terrorists placed a bomb on the tiny plane. It is claimed that leaked FBI documents record the discovery of explosives glued within its tail.

**'Some of the explanations for the plane crash are patently ridiculous.'**

A third theory blames Kennedy's beautiful blonde wife, Carolyn. It is suggested that she caused the crash by chatting on her mobile phone just as the plane ran into turbulence over Martha's Vineyard, thus interfering with the controls while her husband was desperately trying to make an emergency landing. However, the most popular theory of all blames the crash on the legendary Irish curse said to have taken the lives of so many of the Kennedy clan. This curse, reputed to have followed the Kennedy dynasty over from Ireland, is said to strike when Kennedy members are around water. John John's uncle Joseph Kennedy Jr. died in a flight over water during World War II, while another uncle, Teddy Kennedy, drove off a bridge into water at Chappaquiddick – spookily, the plane crash happened on the 30th anniversary of the Chappaquiddick incident.

'Some of the explanations for the plane crash are patently ridiculous,' says a Kennedy watcher. 'Others like the cell phone theory are based on recorded information and are pretty plausible.'



# VOCABULARY

## Saying the opposite

### Antonyms

- 1 Compare these sentences.  
Which antonyms are used?  
Which sounds better in context?

*Some theories are plausible but others are implausible.*

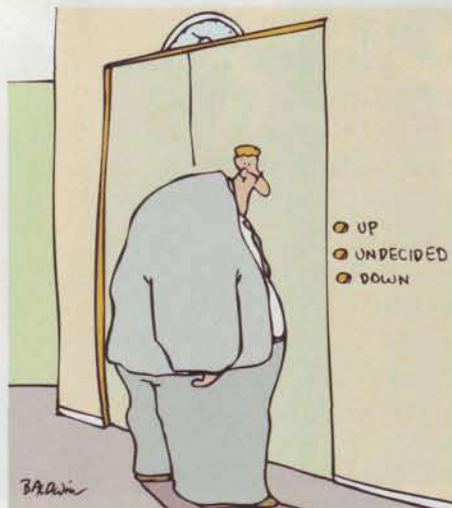
*Some theories are plausible but others are ridiculous.*

- 2 Antonyms can sometimes be formed with a negative prefix. What is the negative prefix for these words?

*believable honest responsible  
legal credible probable*

- 1 What part of speech are these words?  
Write antonyms for them using prefixes if possible.

Word	Antonym(s)
fake adj	<i>genuine, real, authentic</i>
like vb	<i>dislike, hate, can't stand</i>
tiny	
happiness	
guilty	
safe	
admit	
sincere	
success	
mature	
encourage	
kind/generous	
appear	



- 2 Complete the conversations with antonyms from the box. Put the words in the correct form.

improve safety success criticize generosity  
fail mean encourage get worse danger

- 1 A Gary's a really \_\_\_\_\_ businessman.  
B Yeah, but he's a complete \_\_\_\_\_ as a family man. He never sees his children.
- 2 A My grandad's so \_\_\_\_\_, he gives me £20 every time I see him.  
B Lucky you. My grandad's famous for his \_\_\_\_\_. A fiver every birthday, if he remembers.
- 3 A Well, Henry, I'm pleased there's been some \_\_\_\_\_ in your behaviour this term, but sadly your work has \_\_\_\_\_.  
B Didn't I do OK in the test then?
- 4 A You're not going bungee jumping! It sounds really \_\_\_\_\_.  
B No, honestly, it's \_\_\_\_\_ enough as long as you're careful.
- 5 A Our teacher is always \_\_\_\_\_ us. I feel useless.  
B I know – it's not fair, he should give us more \_\_\_\_\_ if he wants us to work hard.

**T 4.7** Listen and check.

- 3 What is the effect of using antonyms in these conversations?

A What **lousy** weather!  
B Yes, it's not exactly **tropical**, is it?

A Jenny's **thick**, isn't she?  
B Well, she isn't the **brightest of people**, it's true.

Write similar conversations with a partner about these topics.  
How could you describe the following both honestly and tactfully?

- a boring party
- an awful holiday
- a mean friend
- a difficult exam

**T 4.8** Listen and compare.

- 4 What's the opposite of ... ?

- |                    |                   |                  |
|--------------------|-------------------|------------------|
| 1 a tough question | 3 fair hair       | 5 a live animal  |
| tough meat         | a fair decision   | live music       |
| 2 a clear sky      | 4 a hard mattress | 6 a light colour |
| a clear conscience | a hard exam       | a light sleeper  |

- 5 Match the words and their meanings.

1 abused	not ever used
2 disused	not used any more
3 unused	used cruelly or badly
4 misused	used too much
5 overused	not used enough
6 underused	used in the wrong way



# EVERYDAY ENGLISH

## Being polite

1 What 'white lies' might you tell in these situations? Roleplay them with a partner.

1 You're having a meal with your host family. You've just forced yourself to eat something you don't like, when your host says, 'You must have some more!' What do you say?

2 A friend has just had a baby who you think looks like any other newborn baby. 'Isn't he gorgeous?' she coos. What do you say?

3 Your aunt invites you to go on holiday with her for two weeks. You love her, but know it would be a disaster and it would be no holiday for you. What do you say?

2 **T 4.9** Listen to the pairs of lines and conversations. After each one say which is more polite. In what ways? Look at the tapescript on p129 and practise the polite conversations with a partner.

3 Make these requests and offers more polite. Use the expressions below.

- 1 Give me a lift.
- 2 Help me find my glasses!
- 3 Come for a meal tomorrow evening!
- 4 Lend me your dictionary.
- 5 Look after my dog while I'm on holiday.
- 6 Where's the toilet?
- 7 Can I help you with this exercise?
- 8 Stop whistling!

Could you possibly ... ?

Would you mind (not) ... ?

I wonder if you could ... ?

Do you think you could ... ?

Would you like (me) to ... ?

Do you happen to know ... ?

### Music of English

To sound polite, start quite high and go even higher on the main stressed word. Your voice should then fall and rise at the end of the sentence.

Could you possibly close the **w**indow, please?

**T 4.10** Listen and repeat. If you use flat intonation, it sounds very aggressive in English!

4 Work with a partner. Take turns to make the requests and offers in exercise 3 and refuse them politely, using one of these expressions.

I'd love to, but ...

That's really kind of you, but ...

I'm terribly sorry ...

Believe me, I would if I could, but ...

I'm afraid I ...

**T 4.11** Listen and compare your answers.

### Roleplay

5 Anna and Ben have invited their friends Kim and Henry to their house for dinner. Look at the conversation on p156. Work in groups of four to complete the conversation and then practise it, using the main stress shading to help you.



B Kim! Hello! Great to see you. Come on in.  
Let me take your coat.

Kim Thanks very much. Oh, these are for you.

**T 4.12** Listen and compare.



# 5 An eye to the future

Future forms • Hot verbs – take, put • Telephoning

## TEST YOUR GRAMMAR

1 Which future form expresses ...?

an intention a prediction a future fact based on a timetable an arrangement between people a spontaneous decision a suggestion

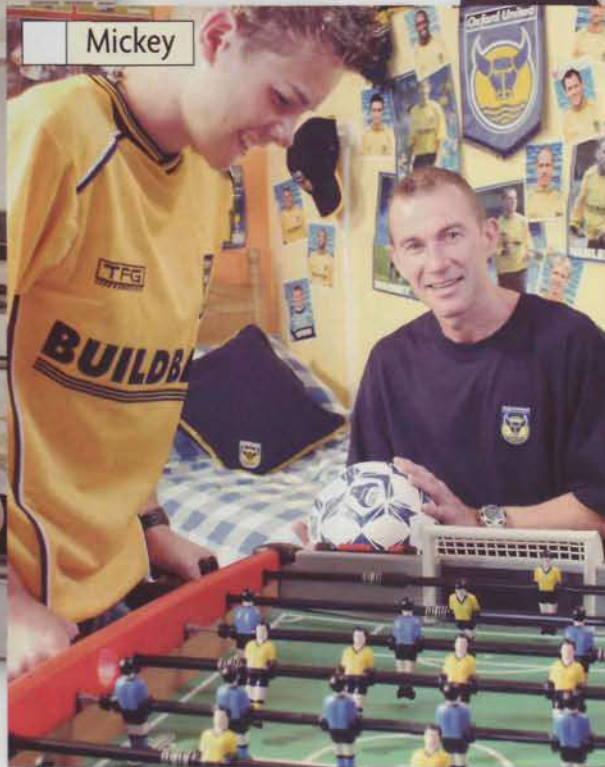
- 1 Tomorrow's weather will be warm and sunny.
- 2 The train to Dover leaves at ten past ten.
- 3 I'm going to be a racing driver when I grow up.
- 4 We're seeing Sue for lunch on Thursday.
- 5 Shall we have a break now?
- 6 I'll make some coffee.

2 Name the different future forms.

## HOW DO YOU SEE YOUR FUTURE?

### Future forms

1 **T 5.1** Look at the pictures and listen to these people talking about the future. Who says what? Put a number 1–6 next to the names.





# 5 An eye to the future

Future forms • Hot verbs – take, put • Telephoning

## TEST YOUR GRAMMAR

1 Which future form expresses ...?

an intention a prediction a future fact based on a timetable an arrangement between people a spontaneous decision a suggestion

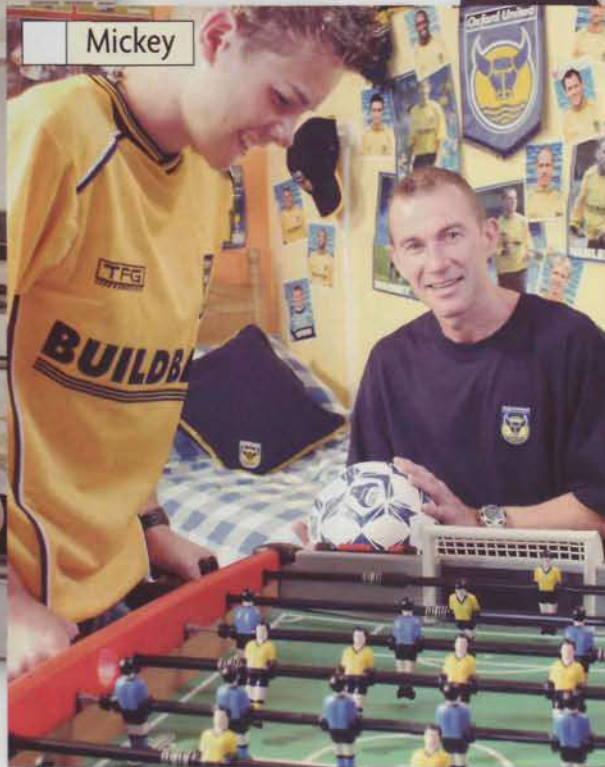
- |   |   |
|---|---|
| 1 Tomorrow's weather will be warm and sunny.      | 4 We're seeing Sue for lunch on Thursday. |
| 2 The train to Dover leaves at ten past ten.      | 5 Shall we have a break now?              |
| 3 I'm going to be a racing driver when I grow up. | 6 I'll make some coffee.                  |

2 Name the different future forms.

## HOW DO YOU SEE YOUR FUTURE?

### Future forms

1 **T 5.1** Look at the pictures and listen to these people talking about the future. Who says what? Put a number 1–6 next to the names.





Katrina



Janine



Gavin



2 Answer the questions.

- 1 What is Katrina going to study?  
How long does her course last?
- 2 What is Mickey doing tomorrow?  
What time does the match start?
- 3 Why are Tony and Marie excited?
- 4 What's Elsie doing tomorrow?  
What will they do together?
- 5 Why is Janine packing?  
How's she getting to the airport?
- 6 What are Gavin's ambitions?

**T 5.2** Listen and check.

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

- 1 Bristol University. (*Which ...?*)
- 2 His son and some friends.  
Oxford United and Bristol Rovers.
- 3 Jamie or Hatty.
- 4 A sponge cake with jam in it.
- 5 It leaves at 10.30.
- 6 Twice what he's earning now.

**T 5.3** Listen and check.

**LANGUAGE FOCUS**

- 1 Do these sentences refer to the present or the future?

*Marie's having a baby soon ...*  
*At the moment I'm packing ...*  
*I work in the City.*  
*The plane leaves at 10.30.*

- 2 What's the difference between these sentences?

*What **do** you **do** in the evenings?*  
*What **are** you **doing** this evening?*  
*Get in the car. I'll **give** you a lift.*  
*I'm **going to give** Dave a lift to the airport tomorrow.*  
*We'll **have** supper at 8.00.*  
*We'll **be having** supper at 8.00.*  
*I'll **write** the report tonight.*  
*I'll **have written** the report by tonight.*

▶▶ Grammar Reference pp144–146



## PRACTICE

### Discussing grammar

1 Choose the correct form in the pairs of sentences.

1 'll see / 'm going to see

I'm very excited. I \_\_\_\_\_ all my family this weekend.

I don't know if I have time to come this evening.  
I \_\_\_\_\_.

2 are you going to do / will you do

So you're off to the States for a year! What \_\_\_\_\_ there?

I'm sure you will pass your exams, but what \_\_\_\_\_ if you don't?

3 'll come / 'm coming

I \_\_\_\_\_ with you if you like.

I \_\_\_\_\_ with you whether you like it or not.

4 are you doing / are you going to do

Your school report is terrible. What \_\_\_\_\_ about it?

What \_\_\_\_\_ this evening?

5 'm giving / 'm going to give

I've had enough of her lazy attitude. I \_\_\_\_\_ her a good talking to.

I \_\_\_\_\_ a presentation at 3.00 this afternoon.  
I'm scared stiff.

6 leaves / is leaving

John! Peter \_\_\_\_\_ now. Come and say goodbye.

The coach \_\_\_\_\_ at 8.00, so don't be late.

7 'll see / 'll be seeing

I \_\_\_\_\_ you outside the cinema at 8.00.

I \_\_\_\_\_ Peter this afternoon, so I'll tell him your news.

8 'll see / 'll have seen

You \_\_\_\_\_ enough of me by the end of this holiday.

I'm going to make a success of my life. You \_\_\_\_\_.

**T 5.4** Listen and check.

2 Put the verb in brackets in the correct tense. Use Present Simple, Present Perfect, *will* or the Future Continuous.



**Good morning, ladies and gentlemen.** Welcome on board this British Airways flight to Rome. In a very short time we (1) \_\_\_\_\_ (take) off. When we (2) \_\_\_\_\_ (reach) our cruising speed of 550 miles per hour, we (3) \_\_\_\_\_ (fly) at 35,000 feet. Our flight time today is two and a half hours, so we (4) \_\_\_\_\_ (be) in Rome in time for lunch!

The cabin crew (5) \_\_\_\_\_ (serve) refreshments during the flight. If you (6) \_\_\_\_\_ (need) any assistance, just press the button and a flight attendant (7) \_\_\_\_\_ (come) to help you.

*[Near the end of the flight]*

In a few moments' time, the crew (8) \_\_\_\_\_ (come) round with duty-free goods. We (9) \_\_\_\_\_ also \_\_\_\_\_ (give out) landing cards. When you (10) \_\_\_\_\_ (fill) them in, place them in your passport. They (11) \_\_\_\_\_ (collect) as you (12) \_\_\_\_\_ (go) through passport control.

In twenty minutes' time we (13) \_\_\_\_\_ (land) at Leonardo da Vinci airport. Please put your seats in the upright position. You are requested to remain seated until the plane (14) \_\_\_\_\_ (come) to a complete standstill.

We hope you (15) \_\_\_\_\_ (fly) again soon with British Airways.

**T 5.5** Listen and check.



3 Complete the sentences with the correct form of the verb. Use *will*, the Future Continuous, or the Future Perfect.

go

- I can book the tickets. I \_\_\_\_\_ past the theatre on my way home.
- I'll say goodbye now. You \_\_\_\_\_ by the time I get back.
- He \_\_\_\_\_ mad when I tell him I've crashed his car.

make

- 'Tea?' 'It's OK. I \_\_\_\_\_ it.'
- Dave is so ambitious. I bet he \_\_\_\_\_ a fortune by the time he's thirty.
- You'll know where the party is. We \_\_\_\_\_ so much noise!

read

- I'll lend you this book next time I see you. I \_\_\_\_\_ it by then.
- We're studying Shakespeare next term so I \_\_\_\_\_ his plays over the summer.
- I've just got an email from Megan. I \_\_\_\_\_ it to you.

### Talking about you

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

- Where \_\_\_\_\_ (you go) on holiday this year?
- How \_\_\_\_\_ (you get) there?
- How long \_\_\_\_\_ (you be) away for?
- Which hotel \_\_\_\_\_ (you stay) in?
- What time \_\_\_\_\_ (your flight arrive)?
- What \_\_\_\_\_ (you do) while you're on holiday?

In pairs, ask and answer the questions about your next holiday. If you haven't got a holiday planned, make one up!

### I hope so/I don't think so

5 **T 5.6** Listen to the conversations and complete them.

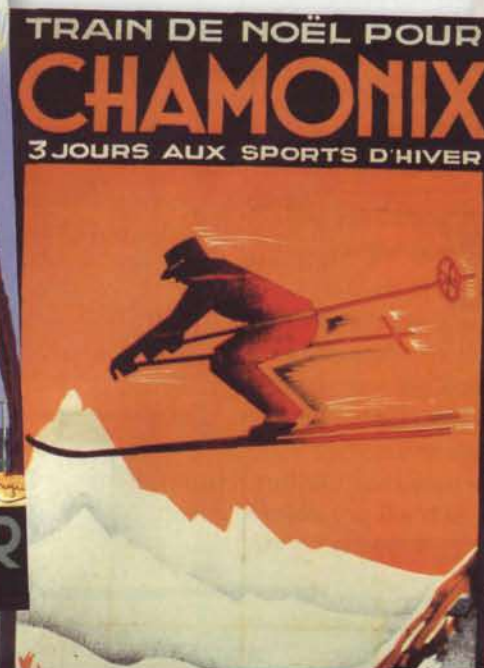
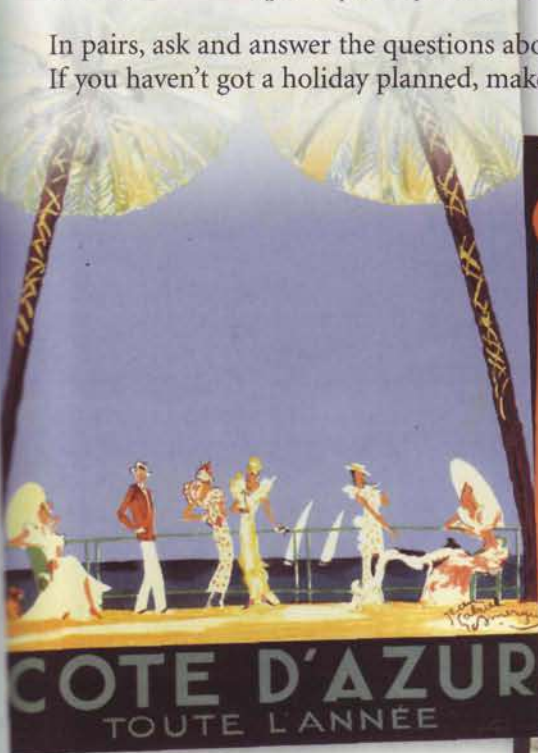
- 'Do you think you'll ever be rich?'  
'I \_\_\_\_\_ so.'  
'I \_\_\_\_\_ one day.'  
'It's possible, but I \_\_\_\_\_ it.'  
'I'm sure I \_\_\_\_\_.'  
'I'm sure I \_\_\_\_\_.'

- 'Are you going out tonight?'  
'Yes, I am.'  
'I think \_\_\_\_\_, but I'm not sure.'  
'I \_\_\_\_\_ be.'

- 'Do you think the world's climate will change dramatically in the next fifty years?'  
'I \_\_\_\_\_ so.'  
'I hope \_\_\_\_\_.'  
'Who \_\_\_\_\_? Maybe.'

6 Ask and answer similar yes/no questions about future possibilities in your life.

- be famous  
go to Florida  
marry a millionaire  
speak perfect English  
have grandchildren
- go to the cinema soon  
meet friends this weekend  
eat out in the next few days
- we discover life on another planet  
people live for 150 years  
find a cure for cancer





## READING AND SPEAKING

### Nobody listens to us

- 1 How do people of different ages see each other?

In your country, what do ...

- old people think of young people?
- young people think of old people?
- parents think of teenagers?
- teenagers think of their parents?
- people think of students?

- 2 A group of 18–24 year-olds were canvassed for their opinions. Here is a list of ten social issues they said they cared about. What do you think their order of importance was?

- Improving public transport
- Raising standards in schools
- Reducing crime levels
- Improving the National Health Service
- Increasing the amount of aid we give to developing countries
- Ending the arms trade
- Ending globalization
- Addressing the causes of global warming
- Redistributing wealth from the richest to the poorest
- Ensuring equal rights for everyone, regardless of gender, sexual orientation, colour, or religion

Look at the correct order on p157.

Would your personal order be different?

- 3 Look at the heading and sub-heading of the newspaper article. What are the contrasting ideas in the sub-heading? What is the complaint of these young people?
- 4 Read the article. What are some of the surprise findings of the poll? What are some of the frustrations of these young adults? How do they spend their leisure time?

# WE WORK, WE VOTE, WE CARE ...

**Selfish, work-shy, and uninterested in how their country and the world are governed – that is the popular view of our young adults. In fact, a new survey shows they are conscientious, idealistic, and care deeply about important issues, but feel they have no voice. Damian Whitworth and Carol Midgley report.**

THIS is a story about people who believe that no one is listening.

They are concerned citizens, keenly aware that it is their civic duty to vote in the next general election, despite their disillusionment with politics and political leaders.

They worry about the future of the National Health Service, crime and schools, not trendy 'youth' issues such as legalizing soft drugs. They like to save their money, but are shouldering heavy debts. They have clear career plans.

This is the surprising picture of today's 18 to 24-year-olds. It is confirmed in numerous interviews, and in a huge number of emails from readers in response to our request to tell us how the world looks from early adulthood.

Perhaps the most intriguing findings relate to politics, where the message is that young people are alienated from politicians, but not from the issues. Nine out of ten say 'We all have a responsibility to vote'.

Two thirds say 'the main parties are so much alike that it doesn't make much difference who is in power'. 71 per cent say that 'politics matters, but political parties have nothing to say on the really important issues'.

**‘Nine out of ten say ‘We all have a responsibility to vote’.**

Almost half think that their parents' generation has no idea what it is like to be a young adult today. Two thirds think their grandparents are unaware of what it is to be young in the 21st century.

How do these people spend their time? Buying clothes is top, followed by purchasing and listening to CDs, both of which are well ahead of going to clubs, bars, and pubs. Next is eating out, and then drinking alcohol. Travel, going to the cinema or theatre, and reading books all came above sporting events and gigs and concerts, which came bottom of the list.



# BUT NOBODY LISTENS TO US



5 Read the case studies on p50. Which person might have said ...?

- 1 I'm going to work and work.
- 2 I'm thinking of being self-employed.
- 3 This time next year I'll be living abroad.
- 4 I hope I'll have paid off my debts by the time I'm 31.
- 5 I certainly won't be working here forever.
- 6 I'll never be able to buy my own place.
- 7 I'm seeing my bank manager this afternoon to talk about getting a mortgage.

6 What is Amber's worry? Ellie's? Peter's?  
What is Bob's intention? Kylie's? Joe's? Alex's?

## What do you think?

- Are the frustrations and aspirations mentioned in the text similar to those of young people in your country?
- What are your aspirations for the future?

## Language work

Complete the charts of adjectives and nouns. Mark the stress. The missing words are all in the article on p48.

Adjective	Noun
'popular	popu'larity
	awareness
disillusioned	
political	(x2)
criminal	
	intrigue
	alienation
responsible	
different	
powerful	

## SPOKEN ENGLISH *thing*

Look at the examples of the word *thing* in the text.

The thing is, a lot of social problems never seem to get dealt with properly.

Politics just isn't my kind of thing.

The word *thing* is used a lot in English! In pairs, ask and answer the questions about you.

- How are things with you at the moment?
- What's the thing you like most about your best friend?
- Generally speaking, do you try to do the right thing?
- Do you like doing your own thing?
- Is horse racing your kind of thing?
- Do you ever say the wrong thing in company?
- Do you have a thing about people wearing fur?
- If your friend keeps you waiting, do you make a big thing of it?





# Listen to us!

We carried out our own survey of the views of young people:

**AMBER HONESS, 21**  
*Student at Bristol University*

This is my final year at university. I've been doing business studies for three years. Some of my friends will be going into finance companies; others don't really know what they'll be doing this time next year. But I know what I want to do - open a clothes shop with a friend of mine. We've got some great ideas.

My parents helped me a lot with money, but I still have debts of about £10,000. Terrifying, isn't it? It'll probably take me ten years to pay it off.

**ELLIE GREEN, 24**  
*Corporate lawyer*

Young people are interested in politics, but it's very frustrating because you don't feel you can really make a difference.

The thing is, a lot of social problems never seem to get dealt with properly. We still have homeless people, the NHS doesn't seem to work no matter how much money is thrown at it, and more and more old people don't have adequate pensions.

I'm buying a house with my boyfriend soon, because I want to get on the property ladder before it's too late. I only hope I manage to keep my job. If that goes, I've had it. So I'm not very optimistic about the future.

**PETER JAMIESON, 24**  
*Trainee manager from Belfast*

When my parents were young, they didn't have to worry about finding a secure job with prospects of promotion. They seemed to be a lot more relaxed about the future. These days we're put under pressure to get ahead in the rat race. No wonder so many young people take drugs.

One thing that really worries me is the cost of housing. I share a house with four other blokes, and I'll probably be living here for ever. There's no way I'll ever be able to afford a house of my own.

**"I don't think any of them know what it's like to be our age nowadays."**

**BOB WEST, 25**  
*Plumber, London*

I've never yet voted for the winning side in an election. Whoever I vote for, loses. So I guess I'm doing something wrong, somewhere. I still think it's important to vote, though. Let's face it, people would soon kick up a fuss if they weren't allowed to.

I'm saving money, and as soon as my application has been processed, I'm going to leave the country and live in Canada. Now there's a country that encourages young people and enterprise!

**KYLIE WILLIAMSON, 24**  
*Loans department in a bank*

Politics just isn't my kind of thing. Dry, dull people, who bleat on about the same old things. I don't think any of them know what it's like to be our age nowadays.

A decent income is what matters to me, and as soon as I can, I'm going to start my own business.

**JOE CASWELL, 20**  
*Engineering student at Edinburgh*

I know that if I don't graduate, I'll end up working in a dead-end job, just like my dad. So I know what I'm going to do - work my backside off to prove to my mum and dad that I can make it.

**ALEX WILLIAMS, 24**  
*Marketing account manager*

There's no such thing as a job for life these days. Employers can make you redundant as soon as there's a downturn, so people don't feel the same loyalty. A lot of my friends are changing jobs to boost their career prospects. I expect I'll have several jobs before I'm 30, and I hope that in my working life I'll have several careers. I don't want to do the same thing for ever. I'm going for an interview next week. More money, more responsibility. 'Don't put off till tomorrow what you can do today' is my motto.



# VOCABULARY

## Hot verbs – take, put

1 There are many expressions with *take* and *put*. Look at these examples from the text on p50.

It'll probably **take me ten years** to pay (the debt) off.  
 These days we're **put under pressure** to get ahead in the rat race.  
 No wonder so many young people **take drugs**.  
 Don't **put off** till tomorrow what you can do today.

2 Put the words in the right box.

offence a stop to sth place your arm round sb (no) notice part  
 sb in charge of sth sb/sth for granted my advice a plan into practice  
 a risk your work first responsibility for sth pressure on sb ages

TAKE	PUT

3 Complete the sentences with expressions from exercise 2 in the correct form.

- The wedding \_\_\_\_\_ in an old country church. It was lovely, but it was miles away. It \_\_\_\_\_ to get there.
- My son's buying cigarettes, but I'll soon \_\_\_\_\_ to that. I won't give him any more pocket money.
- Please don't \_\_\_\_\_ but I don't think your work has been up to your usual standard recently.
- I told you that boy was no good for you. You should have \_\_\_\_\_ and had nothing to do with him.
- The older you get, the more you have to learn to \_\_\_\_\_ for your own life.
- My boss is \_\_\_\_\_ on me to resign, but I won't go.
- I tried to get the teacher's attention but she \_\_\_\_\_ of me at all.
- Children never say 'Thank you' or 'How are you?' to their parents. They just \_\_\_\_\_ them \_\_\_\_\_.

**T 5.7** Listen and check.

4 Match a line in A with a line in B. Underline the expressions with *take* or *put*.

A	B
1 Take your time.	Put it in your diary.
2 The party's on the 21st.	What would you do?
3 Their relationship will never last.	Calm down. There's no need to panic.
4 'I told her a joke about the French, and it turned out she was French.'	There's no need to hurry.
5 Take it easy.	No one's out to get you.
6 Put yourself in my shoes.	Take my word for it. I know these things.
7 You always take things too personally.	'Whoops! You really put your foot in it, didn't you?'

## Phrasal verbs

5 Use a dictionary. Complete the sentences with a phrasal verb with *take*.

take sth back take sth in  
 take off take sb on

- The shop \_\_\_\_\_ a lot of extra staff every Christmas.
- The lecture was too complicated, and the students couldn't \_\_\_\_\_ it all \_\_\_\_\_.
- My business really \_\_\_\_\_ after I picked up six new clients.
- You called me a liar, but I'm not. \_\_\_\_\_ that \_\_\_\_\_ and say sorry!

**T 5.8** Listen and check.

6 Complete the sentences with these phrasal verbs with *put*.

put sth out put sb off  
 put sth away put sth on

- \_\_\_\_\_ some music \_\_\_\_\_! Whatever you want.
- That article about factory farming has really \_\_\_\_\_ me \_\_\_\_\_ eating chicken.
- Could you \_\_\_\_\_ your clothes, please. Your room's a total mess.
- \_\_\_\_\_ your cigarette \_\_\_\_\_! You can't smoke in here.

**T 5.9** Listen and check.



'Well, I wouldn't eat it, but don't let that put you off.'



# LISTENING AND SPEAKING

## The reunion

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

### Group A

**T 5.10** Listen to Alan phoning Sarah.

### Group B

**T 5.11** Listen to Sarah phoning James.

Listen and complete as much as possible of the chart. The following names are mentioned.

Claypath the Lotus Garden the Midlands  
The County The Three Tuns Leeds  
the Kwai Lam Saddler Street Sunderland

- 2 Check your answers with people in your group.

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

- 3 Find a partner from the other group. Swap information to complete the chart.
- 4 What might go wrong with their arrangements? Or will everything work out all right? Who's meeting who where?

### ▶▶ WRITING Emailing friends p115





## EVERYDAY ENGLISH

### Beginning a telephone conversation

1 **T 5.12** Listen to the beginning of three phone calls. What's the difference between them?

- When and why do we make small talk? Who with? What about?
- Why do organizations have recorded menus?
- Why do people find them frustrating?

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



- I Hello. TVS Computers. Samantha speaking. How can I help you?
- (pause) OK. It's ringing for you now.
- Yes, please.
- (ring ring) Hello. Customer services.
- Good morning. Could I speak to your customer services department, please?
- (pause) I'm afraid the line's busy at the moment. Will you hold?
- Certainly. Who's calling?
- Thank you.
- This is Keith Jones.
- 10 Hello, I was wondering if you could help me ...

**T 5.13** Listen and check your answers.

### Ending a telephone conversation

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



- I A So, Barry. It was good to talk to you. Thanks very much for phoning.
- A I certainly will. And you'll send me a copy of the report?
- A That's great, Barry. Have a good weekend!
- B My pleasure. By the way, how's your golf these days? Still playing?
- B Same to you, too! Bye, Andy.
- B OK. Don't want to keep you. So, you'll give me a ring when you're back, right?
- A No, not much. I just don't seem to find the time these days. Anyway, Barry ...
- B It'll be in the post tonight.
- A It's true. Right, Barry. I must fly. I'm late for a meeting.
- B What a shame! You used to enjoy it so much.
- II A Bye, Barry.

**T 5.14** Listen and check your answers.

4 Discuss the questions.

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

5 Your teacher will give you a list of expressions and a role card for a phone conversation. Work in pairs. Decide if you think small talk is necessary, and if so, what you can talk about. Sit back to back and have the conversation.



# 6 Making it big

Expressions of quantity • 'export and ex'port • Business expressions and numbers

## TEST YOUR GRAMMAR

- 1 Underline the words that can complete the expressions of quantity.

**a few** ... cars/traffic/hold-ups/pollution

**not many** ... crimes/criminals/violence/accidents

**several** ... times/letters/paper/rooms

**very little** ... time/room/hope/spaces

**not much** ... jobs/unemployment/work/experience

**a bit of** ... luck/opportunity/fun/help

**a lot of** ... enthusiasm/energy/people/ingredients

**enough** ... chairs/food/herbs/cutlery

**plenty of** ... fresh air/fluids/sleep/walks

**hardly any** ... money/experience/clothes/friends

- 2 What do you notice about the three groups of quantifiers?

## THE NAKED CHEF

### Expressions of quantity

- 1 Jamie Oliver is a famous British chef. Read the article. Why do you think he is called *the Naked Chef*?
- 2 Answer the questions.
  - 1 How many TV series has he made?
  - 2 How many books has he written?
  - 3 How many live shows does he do a year?
  - 4 How much did he earn cooking at his parents' pub?
  - 5 How long did he spend in catering college?
  - 6 How much time did he spend in France?
  - 7 How many chefs did he work under in London?
  - 8 How much experience did he have when he was first on TV?
  - 9 How many fresh ingredients and herbs did he use?
  - 10 How much interest in food programmes did his audience have previously?

# Jamie Oliver

At only 28, JAMIE OLIVER is now an extremely successful and well-known chef, with his own acclaimed restaurant in the centre of London. He has made five TV series, written several

books, and still does around twenty live shows a year. He doesn't have much free time any more. How did he make it big?

Well, his rise to fame and fortune came early and swiftly. By the age of eight he had already started cooking at his parents' pub. It was an easy way to earn a bit of pocket money! After two years in catering college, and some time spent in France, he started working in restaurants. He worked under three famous chefs in London before he was spotted by a TV producer at 21, and his life changed.

Even though he had very little experience, he had a great deal of enthusiasm for cooking, and was very natural in front of the camera. His first TV programme featured him zipping around London on his scooter buying ingredients and cooking for his friends, all to a rock and roll soundtrack. The recipes were bare and simple – they didn't involve complicated cooking techniques and used plenty of fresh ingredients and herbs. It attracted a completely new audience that previously had no interest in food programmes. Jamie Oliver became an overnight success.

So what's his recipe for success? 'A little bit of luck, a little bit of passion, and a little bit of knowledge!' he says.



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So what's his recipe for success? 'A little bit of luck, a little bit of passion, and a little bit of knowledge!' he says.



- 3 **T 6.1** Listen to a similar text about Jamie Oliver. Write down the differences you hear.

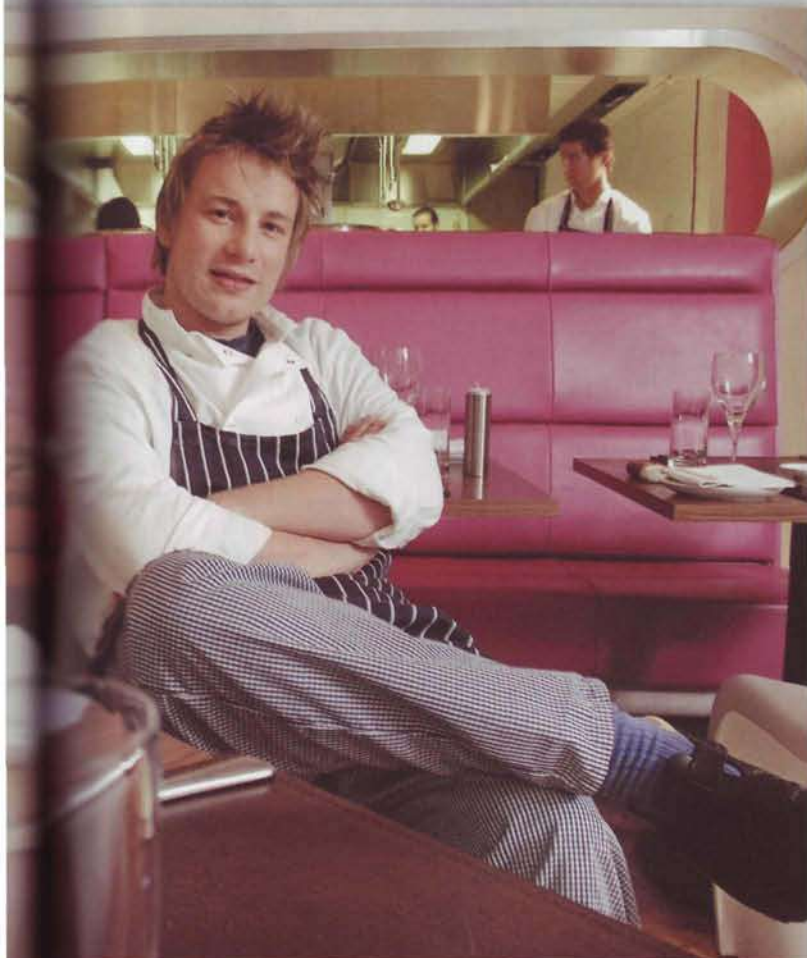
### LANGUAGE FOCUS

- 1 Why do we say ...?  
quite **a few** TV series but **a little** pocket money  
**not much** free time but **not many** free days
- 2 Complete the chart and compare the different ways of expressing quantity.

Reading text	Listening text
five TV series	<b>quite a few</b>
	four books
twenty live shows	
	not many free days
two years	
	a few famous chefs
very little experience	
	a lot of enthusiasm
plenty of fresh ingredients	
	didn't have any interest

▶▶ Grammar Reference pp146–147

- 4 Close your books. What can you remember about Jamie Oliver?



## PRACTICE

### Countable or uncountable?

- 1 With a partner, ask and answer questions.

**How much ...? How many ...?**

- |                          |                          |
|--------------------------|--------------------------|
| 1 money/in your pocket   | 6 pairs of jeans         |
| 2 cups of coffee/day     | 7 books/read in one year |
| 3 times/been on a plane  | 8 homework/a night       |
| 4 time/spend watching TV | 9 English teachers/had   |
| 5 sugar/in your coffee   | 10 films/a month         |

**T 6.2** Listen and compare your answers.

- 2 Some nouns can be both countable (C) or uncountable (U).

Chocolate is fattening. **U**  
Have a chocolate. **C**

I do a lot of business in Russia. **U**  
We opened a business together. **C**

Complete the sentences with *a* or nothing.

- 1 I'd like \_\_\_ single room for the night.  
Is there \_\_\_ room for me to sit down?
- 2 You mustn't let children play with \_\_\_ fire.  
Can we light \_\_\_ fire? It's getting cold.
- 3 Scotland is a land of \_\_\_ great beauty.  
You should see my new car. It's \_\_\_ beauty.
- 4 There was \_\_\_ youth standing in front of me.  
\_\_\_ youth is wasted on the young.

- 3 Find word pairs linked according to meaning. Which are normally count nouns, and which uncount? Write them in the correct column.

dollar lorry suitcase job furniture advice apple  
trouble fact money suggestion fruit journey chair  
problem work traffic information luggage travel

Count nouns	Uncount nouns
dollar	money

With a partner, choose a pair of words. Write two sentences to illustrate their use. Use the count nouns in the plural.

*We need some new furniture. We need four more chairs.*



## Expressing quantity

4 Rephrase the sentences. Use the prompts.

She earns five euros an hour.

much / very little / hardly any

*She doesn't earn much money.*

*She earns very little money.*

*She earns hardly any money.*

1 She's got two friends.

many / very few / hardly any

2 There are six eggs in the fridge.

some / a few / enough

3 There are two eggs in the fridge.

many / only a couple of

4 There aren't any tomatoes.

no / not a single / none

5 Did you spend many weeks in France?

much / a lot of

6 I have five days' holiday a year.

much / hardly any

7 I have put on 20 kilos!

a huge amount of / far too much / loads of

8 Ninety per cent of my friends have a car.

almost all / most / the majority

9 Ten percent of them smoke.

very few / hardly any / not many

10 There isn't one of my friends who's married.

none / not one

11 Ken works 100 per cent of the time.

all / the whole

12 Yesterday I ate hardly anything at all.

not much / very little / almost nothing

5 Choose the correct alternative.

1 I have *a few* / *few* cousins, but not many.

2 We have *very little* / *a little* money, I'm afraid.

3 I earn *less* / *fewer* money than I did in my old job!

4 *Less* / *fewer* people go to church these days.

5 *All people* / *Everyone* came to my party.

6 I was burgled last month. *All* / *Everything* was stolen.

7 *Everyone* / *All the people* was watching the Cup Final.

8 Last week the *all* / *whole* school had flu.

## SPOKEN ENGLISH Expressing quantity

There are many ways of expressing quantity in spoken English.

*She's got loads of clothes.*

**T 6.3** Listen and fill the gaps with the expression of quantity you hear.

\_\_\_\_\_ of time      \_\_\_\_\_ of food      \_\_\_\_\_ of things  
 \_\_\_\_\_ of money      \_\_\_\_\_ of washing      \_\_\_\_\_ of people

What have your friends got a lot of?

*Tania's got millions of boyfriends.*

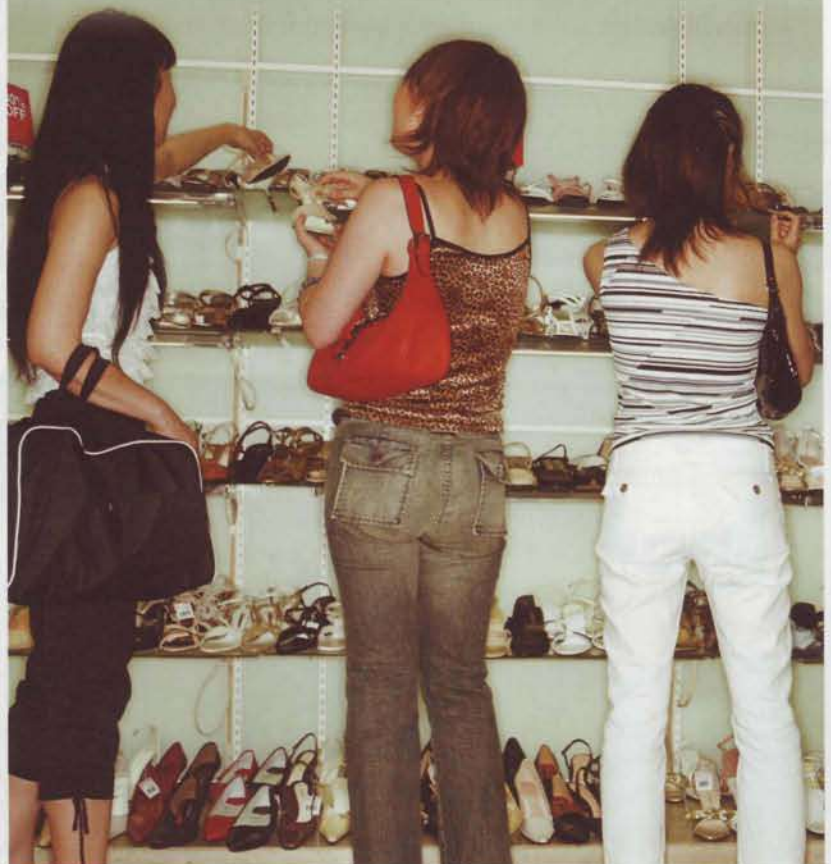
## A lifestyle survey

Conduct a survey of the habits of your class using the activities listed. When you are ready, give your feedback using expressions from the box.

- like shopping
- spend a lot of money on trainers
- watch *Friends*
- buy designer clothes
- like *The Simpsons*
- go to coffee shops
- go clubbing regularly
- do a lot of exercise

all of us  
 most of us  
 a few of us  
 hardly anybody  
 quite a lot of us  
 nobody  
 (nearly) everybody  
 none of us

*Most of us like shopping.*

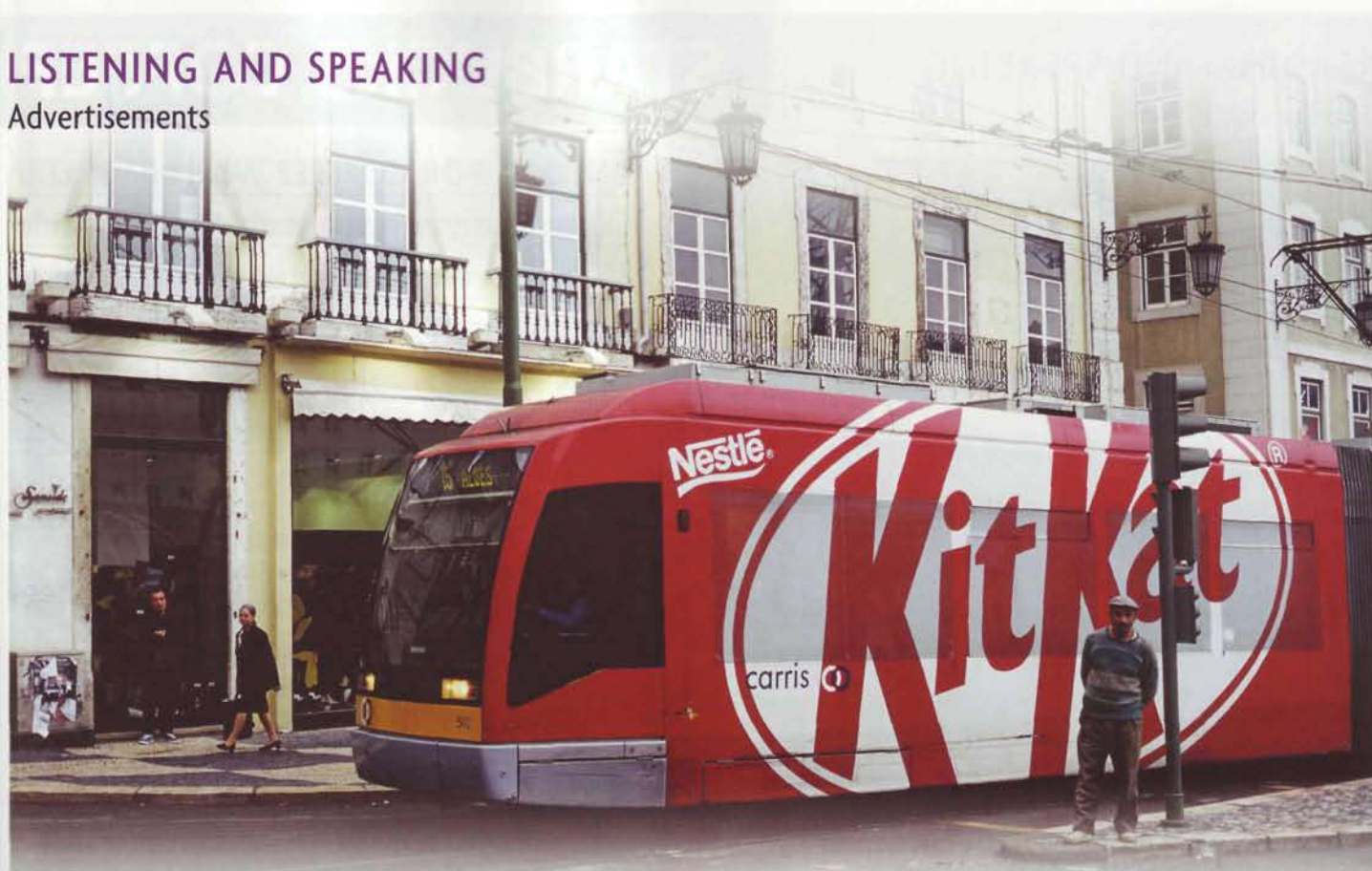


▶▶ **WRITING** Report writing – A consumer survey *p116*



# LISTENING AND SPEAKING

## Advertisements



- 1 What's your favourite advertisement at the moment? What's it for? Does it have a story?
- 2 Talk about an advertisement from a newspaper or magazine. What's it for? Why do you like it?
- 3 **T 6.4** Listen to six radio advertisements and answer the questions. Write a number 1–6.

### Which advert ...

- ... is advertising a football match?
- ... is selling a chocolate bar?
- ... is selling soap powder?
- ... is for a new car with free insurance?
- ... is for car insurance for women?
- ... is advertising a shop's opening hours?

- 4 Complete the chart.

	Name of the product	Characters involved	Setting/ place
1			
2			
3			
4			
5			
6			

- 5 What is the selling point for each advert?
- 6 Answer the questions about each advert.
  - 1 Describe Sarah's play shirt.  
What's special about this washing powder?
  - 2 What do the men think of the woman driver?  
Why and how do they change their minds?
  - 3 What has the daughter done that she's so proud of?  
Why is her father so horrible to her?
  - 4 How can the daughter afford a new car?  
In what ways does she make fun of her father?
  - 5 What does the man want to invite Sue to do?  
In what ways does he say the wrong thing?
  - 6 How does the vicar try to hurry up the wedding?  
Why is he in a hurry?

### Writing an advert

Devise a radio or television advert. Choose a product or service of your own, or one of the following.

- a BMW sports car
- Bonzo dog food
- Dazzle washing-up liquid
- Blue Mountain coffee
- a bank for students
- a restaurant in town
- a computer



## READING AND SPEAKING

Two famous brands



# STARBUCKS COFFEE

**ANYONE FOR COFFEE?** What about a Skinny Latte, or perhaps an Almond Truffle Mocha, or even a Raspberry Mocha Chip Frappuccino? These are just a few of the many speciality coffees on offer at Starbucks, the world's leading coffee roaster and retailer.

Starbucks serves over 25 million customers a week in 7,500 stores around the world. And this figure is increasing rapidly, with three or four new stores being opened every single day! So how did a company currently worth \$5 billion get started?

Starbucks Coffee, Tea and Spice, as it was originally known, roasted its first coffee beans in 1971. This tiny coffee house in Seattle, named after a character in the novel *Moby Dick*, was the vision of three men – Baldwin, Siegel, and Bowker – who cared passionately about fine coffee and tea. Their determination to provide the best quality coffee helped their business to succeed, and a decade later, their fourth store in Seattle opened.

Meanwhile, in New York, Howard Schultz, a businessman specializing in kitchen equipment, noticed that a small company in Seattle was ordering a large number of a special type of coffeemaker. Out of curiosity, he made the cross-country trip to Seattle to find out more. Immediately he saw the Starbucks store, he knew that he wanted to be part of it. The three founder members weren't initially very keen, but a persistent Schultz was eventually hired to be head of Starbucks marketing in 1982. He modelled the Starbucks stores on Italian espresso bars, and made them comfortable places to relax. Within the next ten years, Schultz had already opened 150 new stores and had bought the company! There are now stores all over Europe, Asia, and the Middle East. Today Starbucks is one of the world's most recognized brands.

**“3 or 4 new stores open every day.”**

But global success comes at a price. Although Starbucks has a company policy of fair trade and employee welfare, it has been the recent target of anti-globalization protests. Many people feel that big corporations, even responsible ones, are never a good thing, as small, independent companies can't compete and go out of business. However, Starbucks' continued success in the face of opposition shows that its blend of commercialism and comfy sofas is still proving an irresistible recipe for world domination.

**1** What do you know about these brands? What is their reputation? Are they popular among your friends and family? Who are their rivals?

**2** Work in two groups.

**Group A** Read about Starbucks on this page.

**Group B** Read about Apple Macintosh on p59.

Read your article and answer the questions.

- 1 When and where did the company begin?
- 2 Who founded it?
- 3 Where did the name of the company come from?
- 4 Why did the product become a success?
- 5 Has the company's progress always been easy?
- 6 What makes the brand special?
- 7 What features of the product or company do people see as negative?
- 8 What are some examples of the company's products?

**3** Find a partner from the other group. Compare and swap information.

**4** Here are eight answers. Decide which four are about your article. Then write the questions.

- In Silicon Valley.
- Three or four.
- \$5 billion.
- In 1997. (*When ... launched?*)
- Ten years. (*How long ... take ... ?*)
- Because he argued with his partner. (*Why ... resign?*)
- Because they can't compete. (*Why ... out of business?*)
- By selling some of their possessions. (*How ... ?*)



# Apple Macintosh

**ARE YOU A MAC USER?** For many, home computers have become synonymous with Windows and Bill Gates, but there has always been a loyal band of Apple Macintosh users, whose devotion to the Apple brand and its co-founder Steven Jobs is almost religious.

Steven Jobs and Steven Wozniak dropped out of college and got jobs in Silicon Valley, where they founded the Apple Computer company in 1976, the name based on Jobs' favourite fruit. They designed the Apple I computer in Jobs' bedroom, having raised the capital by selling their most valued possessions – an old Volkswagen bus and a scientific calculator. The later model, the Apple Macintosh, introduced the public to point and click graphics. It was the first home computer to be truly user-friendly, or as the first advertising campaign put it, 'the computer for the rest of us'.

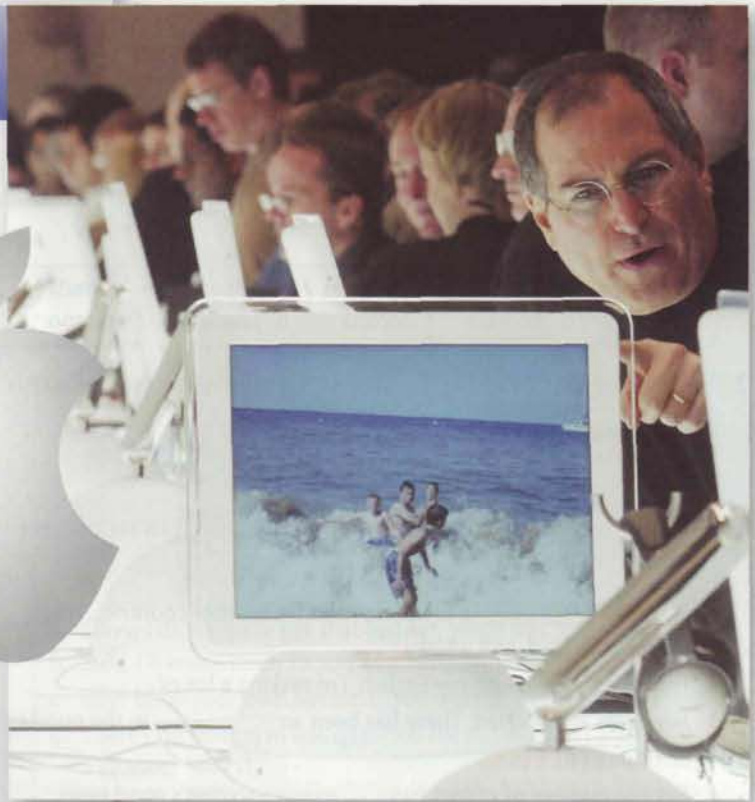
When IBM released its first PC in 1981, Jobs realized that Apple would have to become a more grown-up company in order to compete effectively. He brought in John Sculley, the president of Pepsi-Cola, to do the job, asking him 'Do you want to just sell sugared water for the rest of your life, or do you want to change the world?' Sculley and Jobs began to argue bitterly, however, and after a power struggle, Jobs was reluctantly forced to resign.

## "The computer for the rest of us."

By 1996 Apple was in trouble, due to the dominance of Windows software and the increasing number of PC clones which could use it. Jobs, having had great success with his animation studio Pixar, was brought back to the ailing firm for an annual salary of \$1, and the company gradually returned to profitability.

Apple's computers cost more than most PCs, and have a more limited range of software available for them, but their great appeal has been the attention to design, making Apple the cool computer company. The launch of the stunning multi-coloured iMac in 1997, followed by the sleek new iMac in 2002, marked the end of the computer as an ugly, utilitarian machine, and brought the home computer out of the study and into the lounge. As Steve Jobs put it, 'Other companies don't care about design. We think it's vitally important.'

Apple's fortunes were transformed again with the development of the iPod in 2003, which soon became a must-have gadget and brought about a boom in Internet music sales. And of course, it was beautifully stylish.



## Vocabulary work

Find adverbs ending in *-ly* in the texts that have these meanings.

### Starbucks

- a at great speed
- b at the present time
- c in the beginning, before a change
- d with strong feeling and enthusiasm
- e at the beginning
- f after a long time, especially after a delay

### Apple Macintosh

- a really/genuinely
- b in a way that produces a successful result
- c in a way that shows feelings of sadness or anger
- d in a way that shows hesitation because you don't want to do sth
- e slowly over a long period of time
- f in a very important way

## What do you think?

- 1 What arguments do the anti-globalization protesters make against Starbucks and other multinational corporations? Do you agree?
- 2 Do you have a computer? What sort? What are your favourite websites?



## VOCABULARY AND PRONUNCIATION

export: /'ekspɔ:t/ or /ɪk'spɔ:t/?

- 1 T 6.5** Listen and repeat these words, first as nouns and then as verbs. How does the word stress change?

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

- 2** With a partner practise the words. Give instructions like this.

c as a noun!

'decrease

g as a verb!

re'fund

- 3** Complete the sentences with one of the words in its correct form. Read the sentences aloud.

- Scotland \_\_\_\_\_ a lot of its food from other countries. Its \_\_\_\_\_ include oil, beef, and whisky.
- I'm very pleased with my English. I'm making a lot of \_\_\_\_\_.
- Ministers are worried. There has been an \_\_\_\_\_ in the number of unemployed.
- But the number of crimes has \_\_\_\_\_, so that's good news.
- How dare you call me a liar and a cheat! What an \_\_\_\_\_!
- There was a demonstration yesterday. People were \_\_\_\_\_ about blood sports.
- He ran 100m in 9.75 seconds and broke the world \_\_\_\_\_.
- Don't touch the DVD player! I'm \_\_\_\_\_ a film.
- Britain \_\_\_\_\_ about 50% of its own oil.

**T 6.6** Listen and check.

refuse: /'refju:z/ or /rɪ'fju:z/?

- 1 T 6.7** These words have different meanings according to the stress. Check the meaning, part of speech, and the pronunciation in your dictionary. Listen and repeat.

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

- 2** Practise saying the words in exercise 1 with a partner.
- 3** Answer the questions using the words in exercise 1.

g as an adjective!

in'valid

- What's another name for a dustman?
- What's a UFO?
- What's the Sahara?
- What do you get lots of on your birthday?
- What are pages 2 to 5 of this book?
- What's another way of saying ...?
  - happy
  - a written agreement
  - incorrect (PIN number)
  - very small
  - to say you won't do something

**T 6.8** Listen and check.

## SPEAKING

### A business maze

Work in small groups.

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

Discuss the problem on the card until you all agree on what to do next.

1

You were working as a chef in a large restaurant. You have been made redundant, as the restaurant is being converted into a cinema. You have received £15,000 redundancy money. You have a family to support, and cannot survive for long without an income. You want to start a restaurant in your local town, as you believe there is a need for one. It is going to require more than your £15,000, so what are you going to do?

Approach the bank for the extra funding to get your plans underway?

GO TO 8

Go into business with a partner. A friend of yours was also made redundant and received the same amount of money. Why not do it together?

GO TO 22



Your teacher will give you your next card with more information and more decisions. Keep discussing until you get out of the maze. You might succeed, or you might fail!

### What do you think?

- Appoint a spokesperson from each group. Tell the rest of the class about the decisions that your group took. In retrospect, did you make any wrong decisions?
- Why are activities such as these used for management training exercises?



# EVERYDAY ENGLISH

## Business expressions and numbers

- 1 This exercise practises fixed expressions in a work context. Match a line in A with a reply in B.

We need to get together sometime. When would suit you best?

Monday and Tuesday are out for me, but Wednesday would be fine. Let's say 9.30.

A	B
1 Mike! Long time no see! How are things?	a Sorry, I didn't quite get that last bit. What was it again?
2 I'm afraid something's come up, and I can't make our meeting on the 6th.	b Sure. I'll email them to you as an attachment.
3 What are your travel arrangements?	c Hey! Mind your own business! You wouldn't tell anyone yours!
4 Could you confirm the details in writing?	d There's no point. I'm not qualified for it. I wouldn't stand a chance.
5 They want a deposit of 2½ percent, which is £7,500, and we ... the two ... thousand ... ge... t...	e I'm getting flight BA 2762, at 18.45.
6 I'll give you £5,250 for your car. That's my final offer.	f Good, thanks, Jeff. Business is booming. What about yourself?
7 I don't know their number offhand. Bear with me while I look it up.	g Great! It's a deal. It's yours.
8 OK. Here's their number. Are you ready? It's 0800 205080.	h Never mind. Let's go for the following week. Is Wednesday the 13th good for you?
9 So what's your salary, Dave? 35K? 40K?	i No worries. I'll hold.
10 Have you applied for that job?	j I'll read that back to you. Oh eight double oh, two oh five, oh eight oh.

### T 6.9 Listen and check.

- 2 Work with a partner. Cover the lines in B. Try to remember the conversations. Then cover the lines in A and do the same.

### Music of English

Use the stress shading to help you get the rhythm of each sentence right.



'No. Thursday's out. How about never - is never good for you?'

- 3 Practise the numbers in the conversations. How is the phone number said in two different ways?  
4 Practise saying these numbers.

375 1,250 13,962 23,806 150,000 5,378,212

½ ¾ ⅓ ¼ ⅔

4.3 7.08 10.5 3.142 0.05

17 Sept Feb 3 22 Nov Aug 14

19th century 21st century 1960s

2007 1980 1786 1902

12.00 p.m. 12.00 a.m. 14.05 22.30

07775 360722 0800 664733 0990 21 22 23

(football) 2 - 0 (tennis) 30 - 0

### T 6.10 Listen and check.

- 5 Write down some numbers. Dictate them to your partner. Ask your partner to read them back to you.





# 7

# Getting on together

Modals and related verbs 1 • Hot verb *get* • Exaggeration and understatement



## TEST YOUR GRAMMAR

1 Read the sentences 1–10 and underline the modal verbs. Rewrite them with a correct expression a–j.

- 1 You shouldn't wear red, it doesn't suit you.
- 2 May I make a suggestion?
- 3 You can smoke in the designated area only.
- 4 I can take you to the airport after all.
- 5 You must obtain a visa to work in Australia.
- 6 You should always make an appointment.
- 7 You'll pass. Don't worry.
- 8 You mustn't walk on the grass.
- 9 I couldn't get through, the line was engaged.
- 10 I won't discuss the matter any further.

- |                                  |
|----------------------------------|
| a I'll be able to ...            |
| b I didn't manage to ...         |
| c You're bound to ...            |
| d You are required to ...        |
| e Is it OK if ...?               |
| f You're allowed to ...          |
| g If I were you ...              |
| h I refuse to ...                |
| i It's always a good idea to ... |
| j You aren't permitted to ...    |

2 **T 7.1** Listen and check.

3 Complete the lines a–j with your own ideas and compare with a partner.

*I'll be able to come on Saturday after all.*

## WE CAN WORK IT OUT

### Modals and related verbs

1 **T 7.2** Read and listen to the two conversations. Who are the speakers? What are they talking about? Find all the examples of modal verbs.



1 **A** What the ... where d'you think you're going?

**B** What d'you mean?

**A** Well, you can't turn right here.

**B** Who says I can't?

**A** That sign does mate. 'No Entry'. Can't you read?

**B** I couldn't see it, could I?

**A** You should get your eyes tested, you should. You're not fit to be on the roads.

2 **T 7.3** Listen to two similar conversations. What expressions are used instead of modal verbs?

3 Choose one of the conversations. Learn it by heart and act it out to the class with your partner.





# 7

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Modals and related verbs 1 • Hot verb *get* • Exaggeration and understatement



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- |                                  |
|----------------------------------|
| a I'll be able to ...            |
| b I didn't manage to ...         |
| c You're bound to ...            |
| d You are required to ...        |
| e Is it OK if ...?               |
| f You're allowed to ...          |
| g If I were you ...              |
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## LANGUAGE FOCUS

- 1 Modal verbs have many meanings. Match a sentence in A with a meaning in B.

A	B
1 He can ski.	ability advice obligation permission probability (un)willingness
2 Can I go to the party?	
3 You must stop at the crossroads.	
4 You must see the film.	
5 He must be rich.	
6 I'll help you.	
7 I won't help you.	
8 You should stop smoking.	
9 It will be a good party.	
10 It might rain.	

- 2 Which meanings in B do these related verbs express?

be able to   manage to   be allowed to   be bound to  
be supposed to   promise to   refuse to   have (got) to  
be required to   be likely to   had better   Why don't you ...?

- 3 What is the **question**, **negative**, and **third person singular** of these five sentences?

*I can speak Japanese. I'm able to speak three languages.  
I must go. I have to go. I've got to go.*

Put the sentences into the past and future.

▶▶ Grammar Reference pp147-149

## PRACTICE

### Negotiating

- 1 Read the conversation. What is it about?



A *If I were you, I'd swallow my pride and forgive and forget.*

B Never! I *refuse to*.

A *You'll have no choice* in the end. *You won't be able to* ignore each other forever.

B *Maybe I'll forgive him but I'll never be able to* forget.

A *Surely it's possible to* talk it over and work something out. *You have to* for the sake of the children.

B Oh dear! I just don't know what to do for the best.

- 2 **T 7.4** Replace the words in italics with suitable modal verbs, then listen and compare.

- 3 **T 7.5** Do the same with this conversation.



A I don't know if *I'll be able to* come this evening.

B But you *have to*. You *promised to*.

A Yeah, but *I'm not supposed to* go out on weekday evenings. My parents won't let me.

B *Why don't you* tell them that you're coming over to my house to do homework?

A *Not possible*. Somebody's *bound to* see me and tell them.

B *We have no choice but to* cancel the match then. Lots of kids *aren't able to* come to practice in term time.

- 4 Practise the conversations with a partner.



- 2 A You won't tell anyone, will you?  
B Of course I won't.  
A You really *mustn't* tell a soul.  
B Trust me. I won't say a word.  
A But I know you. I'm sure you'll tell someone.  
B Look. I really can keep a secret, you know. Oh, but can I tell David?  
A That's fine. He's invited too, of course. It's just that Ben and I want a really quiet affair. It being second time around for both of us.



## Discussing grammar

5 Work with a partner. Which of the verbs or phrases can fill the gap correctly? Cross out those which cannot.

- I \_\_\_\_\_ be able to help you.  
a won't   b can't   c might   d may
- Did you \_\_\_\_\_ keep it secret?  
a could   b manage to   c able to   d have to
- You \_\_\_\_\_ be exhausted after such a long journey.  
a must   b can   c had better   d are bound to
- The book is optional. Our teacher said that we \_\_\_\_\_ read it if we don't want to.  
a mustn't   b don't have to   c don't need to   d aren't supposed to
- I absolutely \_\_\_\_\_ work late again tonight.  
a will not   b should not   c might not   d refuse to
- \_\_\_\_\_ hold your breath for more than a minute?  
a Are you able to   b Can you   c May you   d Could you
- \_\_\_\_\_ tell me where the station is?  
a May you   b Could you   c Are you able to   d Can you
- \_\_\_\_\_ I have some more dessert?  
a Could   b May   c Will   d Would
- Will you \_\_\_\_\_ come on holiday with us?  
a can   b be able to   c be allowed to   d may
- You \_\_\_\_\_ go to England to learn English.  
a should   b don't have to   c mustn't   d could
- You \_\_\_\_\_ worry so much. You'll make yourself ill.  
a mustn't   b shouldn't   c don't have to   d can't
- I \_\_\_\_\_ call home.  
a 'd better   b ought to   c am likely to   d had to

6 Rewrite the sentences using the words in brackets.

- I just know it'll rain at the weekend. (*bound*)
- He gave up smoking after three attempts. (*manage*), (*succeed*)
- Can you tell which twin is which? (*able*)
- My parents say I can't have a puppy. (*allow*), (*let*)
- You should take it back and complain. (*If*), (*better*)
- I should wear a suit for work, but I often don't. (*supposed*)
- You mustn't tell anyone about it. (*better*), (*promise*)
- He said he wouldn't put out his cigarette. (*refuse*)

## Exciting news

7 Read one side of a telephone conversation between Miranda and Rick.



- R Hello?  
M ...  
R Miranda, hi! Why all the excitement?  
M ...  
R Yes, I can. I remember you doing it in the coffee bar. It was the one in the *Daily Sun*, wasn't it? Didn't you have to name loads of capital cities?  
M ...  
R Never! I don't believe it. What's the prize?  
M ...  
R You must be kidding! That's brilliant. For how long?  
M ...  
R Well, you should be able to do quite a lot in three days. And the Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?  
M ...  
R I thought so. Not that I've been there of course.  
M ...  
R What do you mean? How would I ever be able to?  
M ...  
R You can't be serious? You know I'd love to! But why me? Surely you should be taking David.  
M ...  
R Oh, I'm sorry! I didn't know. When did this happen?  
M ...  
R Well, what can I say? How could I possibly refuse an offer like that?  
M ...  
R I certainly will!

Can you work out the answers to these questions?

- Why is Miranda so excited?
  - Where is she going?
  - What is the relationship between Miranda and David?
  - What is the relationship between Miranda and Rick? How do you think this might change in the future?
- 8 What do you think Miranda's exact words were in the conversation? Practise it with a partner.
- 9 **T 7.6** Listen to the actual conversation between Miranda and Rick. Compare your ideas.



# LISTENING AND SPEAKING

## Getting married



- 1 Look at the photos of three weddings and describe them.
- 2 What do you think are good reasons to get married? What do you think are bad reasons? Discuss ideas with the class.

- 3 This is Pratima Kejriwal, an Indian lady who had an arranged marriage. What would you like to know about her marriage? Write questions with a partner.



**Who arranged the marriage?**  
**How old was she when she married?**

- 4 **T 7.7** Listen to Pratima. Answer the questions.
  - 1 Which of the questions you wrote are answered? What are the answers?
  - 2 How did Pratima's father find the two men?
  - 3 What did he want to know about them?
  - 4 What were the similarities and differences between the two men?
  - 5 Why did her father choose Shyam and not the first man?
  - 6 Why did Shyam dress badly?
  - 7 What happened between the time of the interview and the wedding?
  - 8 How do you know that Pratima believes in arranged marriages?

### SPOKEN ENGLISH Other question forms

- 1 What is unusual about these questions from the interview?

And your father arranged your marriage?  
And this one your father chose?  
He had to?

These are *declarative questions*, and are used when the speaker thinks he/she has understood something, but wants to make sure or express surprise. Find more examples in the tapescript on p132.

- 2 Look at this question from the interview.

For my sister, my elder sister, he saw over one hundred men before ...  
**He saw how many?**

What emotion does this question form express? Make similar questions in reply to these statements.

- 1 My friends went to Alaska on holiday. *They went ...?*
- 2 I got home at 5.00 this morning.
- 3 I paid €300 for a pair of jeans.
- 4 I met the president while I was out shopping.
- 5 He invited me to the palace for a drink.

**T 7.8** Listen and check.

### What do you think?

- Do you think arranged marriages are a good or bad thing? Work in groups and make a list of all the advantages and disadvantages that you can think of.
- What other ways do people meet marriage partners? Do you believe some ways are better than others? If so, which?

Discuss your ideas with the class.

**▶▶ WRITING** Arguing your case – For and against **p118**



## READING AND SPEAKING

### Meet the *Kippers*

- 1 When do young people usually leave home in your country? Why do they leave? Work in two groups. List reasons for and against leaving home when you grow up.

**Group A** Make a list from the children's point of view.

**Group B** Make a list from the parents' point of view.

Share ideas with the class.

- 2 Read the introduction to the article and answer the questions.

- 1 Who are the *Kippers*? What do they refuse to do?
- 2 What do the letters stand for?
- 3 What exactly does 'eroding retirement savings' mean?
- 4 What does 'fly the nest' mean?

- 3 Read about two *Kipper* children and answer the questions in your groups.

**Group A** Read about **Vicki**. **Group B** Read about **Martin**.

- 1 Who does she/he live with? How do they get on together?
- 2 Why does she/he still live at home?
- 3 Has she/he ever lived away from home?
- 4 What advantages and disadvantages are mentioned?
- 5 What do her/his friends say?

Work with someone from the other group and compare the two children. Who do you think is the most spoilt?

- 4 Read about two parents of *Kippers*, Bill and Sandra. Compare their views.

- 1 Who is happy with the arrangement? Why? Who is not? Why not?
- 2 Who is at their 'wits' end?
- 3 What do they say about foreign travel?
- 4 What do they say about money?

### Vocabulary work

Complete the sentences with words to do with money from the text. Who does each sentence refer to?

- 1 She isn't able to **r** \_\_\_\_\_ a flat.
- 2 He couldn't **a** \_\_\_\_\_ to pay **o** \_\_\_\_\_ his **d** \_\_\_\_\_.
- 3 Her friends are always **s** \_\_\_\_\_ for **c** \_\_\_\_\_ because they have to pay **h** \_\_\_\_\_ rents.
- 4 She **c** \_\_\_\_\_ to the phone **b** \_\_\_\_\_.
- 5 She doesn't **c** \_\_\_\_\_ him **r** \_\_\_\_\_ because he wouldn't pay it.
- 6 He **a** \_\_\_\_\_ debts of £4,000.
- 7 He sponges **o** \_\_\_\_\_ his mother in many ways.
- 8 He can **s** \_\_\_\_\_ all his **s** \_\_\_\_\_ on enjoying himself.
- 9 He believes that **m** \_\_\_\_\_ isn't **e** \_\_\_\_\_.

### What do you think?

- Check your list of reasons from exercise 1. Which were mentioned?
- What's your opinion of Vicki and Martin?
- Do you sympathize more with Bill's views or Sandra's? Why?
- Is it possible to 'grow up' while still living at home?
- Do you know any *Kippers*?

# MEET

## Who are they?

## They're the children who just **WON'T** leave home.

*Kippers* is an acronym for 'Kids In Parents' Pockets Eroding Retirement Savings'. Or, to put it another way, it refers to all those grown up children who stay at home into their 20s and 30s, unwilling or unable to fly the nest.

### THE CHILDREN

**VICKI SARGENT, 30, lives with her father, Norbert, 65.**



IF I WASN'T living at home, I wouldn't be able to afford to live in such a beautiful house. I would only be able to rent a room in a flat. This way I have my father for company and money for a social life. It's just too comfortable to move out.

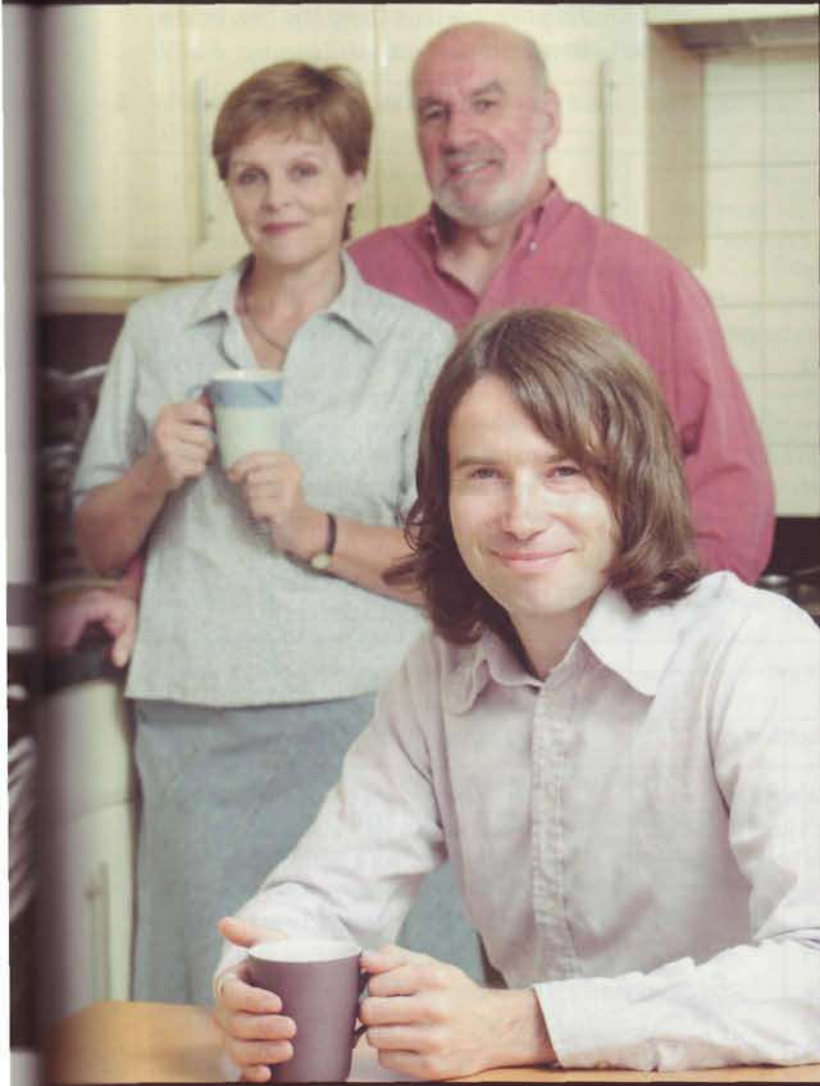
My dad and I get on so well. We usually have dinner together and if I'm not out, I'll spend the evening with him watching TV. He spoils me a lot and treats me at least once a week to a meal at a nearby restaurant.

My friends don't get it. They say I'm living in a bubble away from the real world, and I suppose they're right, but they also admit they're jealous – they are always so strapped for cash because of their high rents. I don't pay my father any rent but I buy the food and contribute to the phone bill.

Apart from three months when I went travelling in my early 20s, I have never lived away from home.



# THE K.I.P.P.E.R.S



**MARTIN GIBBS, 28, lives with his parents Kathy, 52, and Robert, 54.**

I HAVE TO admit that I'm spoiled at home, so it's hard to imagine moving out. My mum always has my tea on the table when I return from work. We all get on really well together – although my parents can get on my nerves when they tell me what to do. I'm sure I get on their nerves as well sometimes.

At 23, I moved out for two years. I lived with a friend for a short time, then went travelling in Australia. It was a brilliant experience but I got into debt, about £2,000, and I had to come back and live at home again so that I could afford to pay it off. My parents don't charge me rent, so I can spend all of my salary on enjoying myself. Sometimes girls call me a 'mummy's boy', but I think they like it. It's a lovely, cosy place to bring girls back to because there is always an open fire and something cooking in the oven.

## THE PARENTS

**BILL KENNEDY tells why his children, Anna, Simon, and Andrew can stay as long as they like!**

NO ONE TOLD ME, but it seems I was the father of Kippers for years, without knowing it. My three children all lived at home well into their late 20s. I know there'll be some parents at their wits' ends with their 'lazy kids sponging off them'. Actually, we don't want an empty nest.

What puzzles me is why parents should ever want their children to leave home at 18. My wife, Judy, and I made it very easy for them to stay with us. It allowed them to postpone growing up. And it helped us postpone getting old. Honestly, I would happily forfeit any number of retirement perks – golfing, snorkelling holidays in Portugal, Paris, Peru or wherever, for just a few more years with our children at home. And why? Because money isn't everything. Family is.



**SANDRA LANE, 49, says it's domestic hell with her son, Alan, 27.**

THE FRIDGE IS the main issue, he's always helping himself to some titbit that I've been saving for dinner and he puts empty milk cartons back. The phone is another cause for complaint – he's always getting in touch with his mates, but when I get angry he just says I should get a mobile phone. And he borrows the car without asking and so I suddenly find myself unable to go out. He's been living at home since he graduated from university five years ago. By the time he finished his studies he had accumulated £4,000 in debt. I can't charge him rent, there's no point. He couldn't and wouldn't pay it. But he's always got money for clothes and nights out. I'm at my wits' end with it all. I had been planning to go on a dream cruise as soon as Alan left home. Now that's all it can be – a dream.





# VOCABULARY AND SPEAKING

## Hot verb *get*

1 The verb *get* is very common in English. It has many different uses. Here are some examples from the texts on pp66–67.

- 1 My dad and I **get on so well**.
- 2 My friends don't **get it**.
- 3 ... my parents can **get on my nerves** ...
- 4 ... it helped us postpone **getting** old.
- 5 ... when I **get** angry ...
- 6 He's always **getting in touch with** his mates.
- 7 He said I should **get** a mobile phone.
- 8 He's always **got** money for clothes.

Replace the words in **bold** with one of the expressions from the box.

annoy/irritate me buy become contacting growing have a good relationship has understand
--

## Talking about you

2 Ask and answer these questions with a partner.

- 1 How do you get on with your parents?
- 2 What have you got to do when you get home tonight?
- 3 How do you get to school?
- 4 What time do you usually get to school?
- 5 When did you last get angry? Why?
- 6 Have you got a pet/a PC?
- 7 If you have a problem with your computer, who do you get to help you?
- 8 How often do you get your hair cut?
- 9 In what ways is your English getting better?
- 10 What are two things that always get on your nerves?

Work together to rewrite the questions without using *get*. Is *get* generally more formal or informal?

## Phrasal verbs with *get*

3 *Get* can combine with many particles to make phrasal verbs. Complete each group of sentences with the same particle from the box below. (Careful, only six of the particles are used.)

at away into off on out over round through up

1 You always get How did our secret get I got a great book	_____	of doing the washing up. It's not fair. ? Everyone knows now! of the library. You can borrow it after me.
2 You're always getting What are you getting I can't get	_____	me! Leave me alone! ? Just say what you mean! the sugar. It's at the back of the cupboard.
3 It took me ages to get He couldn't get his point I can't get	_____	the operation. to me at first. He had to explain it again. how much your children have grown!
4 That boy is always getting We got I had to get	_____	to something naughty! to page 56 in the last lesson. at 5 a.m. to catch the plane.
5 I couldn't get We got I failed, but Sue got	_____	to Joe. I don't think his phone's working. loads of money whilst we were in Paris. the exam with flying colours.
6 She can always get I'm sorry. I just haven't got I can't see how we can get	_____	her father and get exactly what she wants. to replying to your invitation yet. this problem. It's a difficult one.



'How is the cat getting on with your new pet snake?'



'It's the only way I can get the kids to take notice.'

▶▶ SONG *Fast car* Teacher's Book p159



## EVERYDAY ENGLISH

### Exaggeration and understatement

- Which nationalities have a reputation for being passionate, spontaneous, and temperamental? Which nationalities are more controlled and reserved?
- Which of these declarations of love are exaggerated? Which are understated?

*I adore you and I can't live without you.*

*I'm really rather fond of you.*

*I'm absolutely crazy about you.*

*We get on pretty well, don't you think?*

*I worship the ground you walk on.*

- Match a line in A with a line in B. Use your dictionary to look up new words.

A	B
1 <input type="checkbox"/> I'm absolutely dying for a drink!	a Yes, it was a nice little break, but all good things must come to an end.
2 <input type="checkbox"/> His family are pretty well off, aren't they?	b You're not kidding. He's as thick as two short planks.
3 <input type="checkbox"/> You must have hit the roof when she told you she'd crashed your car.	c Yes, my throat's a bit dry, I must say.
4 <input type="checkbox"/> I think Tony was a bit rude last night.	d Too right! He was totally out of order!
5 <input type="checkbox"/> I can't stand the sight of him!	e I suppose it is a bit chilly.
6 <input type="checkbox"/> He isn't very bright, is he?	f Yeah, they do seem to get on quite well.
7 <input type="checkbox"/> I'm fed up with this weather! It's freezing.	g OK. I feel a bit out of breath, too.
8 <input type="checkbox"/> Well, that was a fantastic holiday!	h Well, yes, I was a bit upset.
9 <input type="checkbox"/> I'm knackered. Can we stop for a rest?	i You can say that again! They're absolutely loaded!
10 <input type="checkbox"/> They're obviously madly in love.	j I must admit, I'm not too keen on him either.

- T 7.9** Listen and check your answers. Which words are examples of exaggeration? Which are understatements? Practise the conversations with a partner.
- Work with a partner. Take turns to read aloud these understated remarks and give an exaggerated reply.

*I'm quite tired. Do you think we could continue with this tomorrow?*

*Yeah, let's stop now. I'm absolutely exhausted.*

#### Music of English

With exaggerations, the *absolutely* and the adjective both have strong stress.

*I'm **absolutely** exhausted. Aren't **you**?*

With understatements, the main stress is on the qualifier.

*Well, I am a **bit** tired.*

**T 7.10** Listen and repeat.

- Is that a new watch? I bet that cost a bit.
- It's a bit chilly in here, don't you think?
- These shoes are rather nice, aren't they?
- Can we stop at the next service station? I could do with something to eat.
- I think those two like each other, don't you?
- I bet you were a bit upset when your team lost.

**T 7.11** Listen and compare.



# 8

## Going to extremes

Relative clauses • Participles • Adverb collocations • The world around

### TEST YOUR GRAMMAR

1 Complete the sentences with one of the relative pronouns.

who which where what when whose

- 1 The man \_\_\_\_\_ you met was my brother.
- 2 My other brother, \_\_\_\_\_ lives in London, is a teacher.
- 3 He suddenly decided to give up teaching, \_\_\_\_\_ came as a bit of a shock.
- 4 He says that \_\_\_\_\_ he wants to do is move to Australia.
- 5 His girlfriend, \_\_\_\_\_ parents live in Melbourne, is delighted.
- 6 They don't know exactly \_\_\_\_\_ or \_\_\_\_\_ they are going.
- 7 Their flat, \_\_\_\_\_ they bought only last year, is up for sale.
- 8 The flat \_\_\_\_\_ I want to buy is in Acacia Avenue.

2 In which sentences can the relative pronoun be replaced by *that*?

3 Underline the present and past participles in these sentences.

Rewrite them with relative pronouns.

- 1 The woman standing next to him is his wife.
- 2 Most houses built in the sixteenth century are listed buildings.

### PILOT SUPERSTAR

Relative clauses and participles

- 1 What do you know about John Travolta? Look at the photos and read the text quickly. What do you learn about his lifestyle? What is his passion?
- 2 Read the text again and complete it with the clauses a–j.
  - a which is built
  - b who lives
  - c who isn't full of his own importance
  - d where the super-rich can commute
  - e including a Gulfstream executive jet
  - f whose \$3.5 million mansion
  - g Walking out of his door
  - h which means
  - i previously owned by Frank Sinatra
  - j most of whom share

**T 8.1** Listen and check your answers.



# JUMBOLAIR

## HOME OF JET PILOT JOHN TRAVOLTA



# 8

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**T 8.1** Listen and check your answers.



# JUMBOLAIR

## HOME OF JET PILOT JOHN TRAVOLTA



### 3 Answer the questions.

- 1 What kind of people live in Jumbolair?
- 2 Does John Travolta own three planes or more than three?
- 3 Who owned the Boeing 707 before Travolta?
- 4 What is Travolta's home like?
- 5 Why is it called 'the ultimate boys' fantasy house'?
- 6 What is 'apt' about the name of his son?
- 7 Why don't the neighbours complain about the noise?
- 8 Does Travolta behave like a typical film star?

**W**elcome to JUMBOLAIR, Florida – the world's only housing estate (1) \_\_\_\_\_ to work by jet plane from their own front doors.

Jumbolair's most famous resident is Hollywood film star John Travolta. (2) \_\_\_\_\_ is big enough to park a row of aeroplanes, (3) \_\_\_\_\_, a two-seater jet fighter, and a four-engined Boeing 707, (4) \_\_\_\_\_.

Travolta holds a commercial pilot's licence, (5) \_\_\_\_\_ he's qualified to fly passenger jets. He can land his planes and taxi them up to his front gates. His sumptuous Florida home, (6) \_\_\_\_\_ in the style of an airport terminal building, is the ultimate boys' fantasy house made real. As well as the parking lots for the jets, there is a heliport, swimming pool and gym, stables for 75 horses, and of course a 1.4-mile runway.

Family man Travolta, (7) \_\_\_\_\_ with wife Kelly, daughter Ella Bleu, and aptly named son Jett, flies daily from his home when filming.

(8) \_\_\_\_\_ and into the cockpit, he is airborne in minutes. His neighbours, (9) \_\_\_\_\_ his love of aviation, don't seem to mind the roar of his jets.

They say that it's nice to meet a superstar (10) \_\_\_\_\_. 'He's just a regular guy, very friendly', says one neighbour.

## LANGUAGE FOCUS

### Relative clauses

Relative clauses are like adjectives. They give more information about nouns.

*We have a German neighbour **who comes from Munich**.*

- 1 Read these sentences aloud paying attention to the punctuation. Underline the relative clauses.

*I met a man who's a pilot.*

*My friend Adam, who lives in London, is a pilot.*

*The house which you walked past is my aunt's.*

*My aunt's house, which I don't like, is very modern.*

- 2 In each pair of sentences which relative clause ...  
... tells us exactly *who* or *what* is being talked about?  
(A **defining** relative clause)

... gives us an extra piece of information?

(A **non-defining** relative clause)

Explain the use of commas. How do they affect the pronunciation?

- 3 In which sentence in 1 can the relative pronoun be omitted? Why?

### Present and past participles

Underline the participles in these sentences. Which are adjectives? Which are present and which past?

*Who is that boring man standing at the bar?*

*The curtains and carpets included in the sale were old and worn.*

*They own four houses, including a ruined castle in Scotland.*

*Having lost all his money, he was a broken man.*

▶▶ Grammar Reference pp149–150

## PRACTICE

### Pronunciation and punctuation

- 1 Work with a partner. Read the sentences aloud, then write in the correct punctuation where necessary.
  - 1 The area of London I like best is Soho.
  - 2 My father who's a doctor plays the drums.
  - 3 The book that I'm reading at the moment is fascinating.
  - 4 Paul passed his driving test first time which surprised everybody.
  - 5 People who smoke risk getting all sorts of illnesses.
  - 6 I met a man whose main aim in life was to visit every capital city in the world.
  - 7 The Channel Tunnel which opened in 1995 is a great way to get from England to France.
  - 8 What I like best about work is the holidays.
  - 9 A short bald man seen running away from the scene of the crime is being sought by the police.

**T 8.2** Listen and compare your pronunciation. Repeat the sentences.



## Discussing grammar

2 Read these sentences and decide which need *more* information to make sense.

- 1 The apple tree in our garden \_\_\_\_\_ needs to be cut down.
- 2 People \_\_\_\_\_ live longer.
- 3 She married a man \_\_\_\_\_.
- 4 The Great Barrier Reef \_\_\_\_\_ is the largest coral reef in the world.
- 5 Did I show you the photographs \_\_\_\_\_?
- 6 Let me introduce you to Petra James \_\_\_\_\_.
- 7 I'm looking for a book \_\_\_\_\_.
- 8 I was speaking to someone \_\_\_\_\_.

3 Put these sentences in the correct sentences in exercise 2, rewriting them as relative clauses. Leave out the pronoun if possible.

- a She works in our Paris office.
- b You know this person.
- c We took them in Barbados.
- d She met him on holiday in Turkey.
- e It practises German grammar.
- f They do regular exercise.
- g My grandfather planted it sixty years ago.
- h It is situated off the north-east coast of Australia.

## Depress -ed or depress -ing?

4 Which adjectives in B do you think go with the topics in A?

A	B
1 exam results	challenging/challenged
2 a holiday	shocking/shocked
3 gossip	disappointing/disappointed
4 a journey	boring/bored
5 a job	relaxing/relaxed
6 a hard luck story	exhausting/exhausted
7 a TV documentary	amusing/amused
8 a social situation	embarrassing/embarrassed

**T 8.3** Listen to conversations about the topics. For each, say how the woman feels and why. Use the adjectives in B.

'It's raining again!'

'Oh, no! Another miserable day when we're stuck indoors.'

*She's depressed.*

*The weather is depressing.*

5 Complete each pair of sentences with the correct form of the same verb, once as a present participle (*-ing*) and once as a past participle.

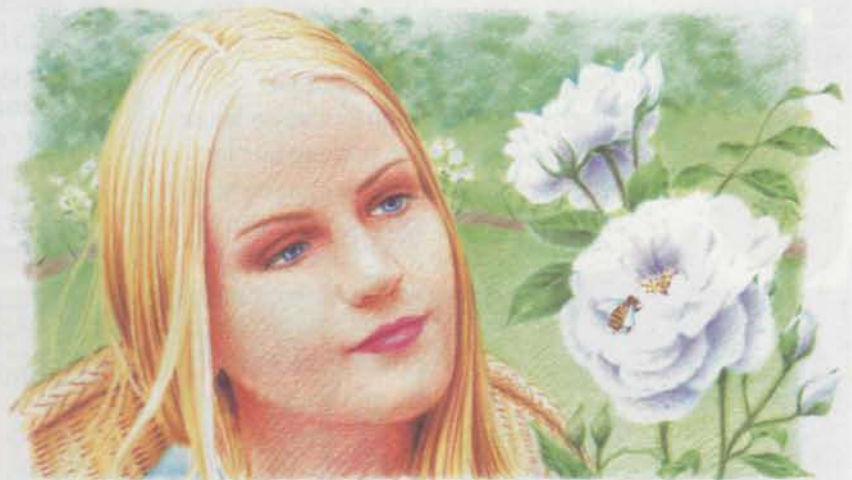
- 1 I hurt my leg \_\_\_\_\_ football.  
Bridge is a card game \_\_\_\_\_ by four people.
- 2 It says \_\_\_\_\_ in Korea on my camera.  
I have a job in a café \_\_\_\_\_ sandwiches.
- 3 I've spent the whole morning \_\_\_\_\_ an essay.  
On the wall was some graffiti \_\_\_\_\_ in big letters.
- 4 Goods \_\_\_\_\_ in the sales cannot be refunded.  
I've spent all my money \_\_\_\_\_ Christmas presents.
- 5 The police caught the burglar \_\_\_\_\_ into a house.  
Careful! There's a lot of \_\_\_\_\_ glass on the floor.

## Making descriptions longer

6 Add *all* the words and phrases from the box to this short sentence to make one long sentence.

*A woman was sitting in her garden.*

lost in her thoughts lazily going from rose to rose beautiful country watching a bee gathering honey young



**T 8.4** Listen and check.

7 Work with a partner. Choose two sentences and make them longer. Read them aloud to the class. Who has the longest sentence?

- 1 *A man walked along the road.*
- 2 *Peter has a house in the countryside.*
- 3 *Ann Croft, the actress, was seen having lunch in a restaurant.*
- 4 *The holiday was a disaster.*
- 5 *A boy found a wallet in the street.*

**T 8.5** Listen and compare your ideas.

8 Find a picture in a magazine, or use the one your teacher gives you. Describe it to a partner, without showing it. Can your partner draw it?



# LISTENING AND SPEAKING

## Extreme experiences



- 1 What's the coldest, hottest, or wettest you've ever been? Where were you? What were you doing? Work in groups, and then tell the class.
- 2 You are going to listen to Simone and Anna recalling their extreme experiences of heat and cold. Look at the words and discuss what you think happened.

### Simone

a night club  
the pyramids  
sunrise  
a taxi  
a motorbike  
heat exhaustion  
rehydration salts

### Anna

a tram  
scarves  
frozen nostrils  
an anonymous landscape  
huge blocks of flats  
an old lady  
bonfires

- 3 **T 8.6** Listen to Simone and answer the questions.
  - 1 Where was she?
  - 2 What was the temperature?
  - 3 What did she do that was stupid or silly?
  - 4 What kind(s) of transport did she use?
  - 5 Where was she going to? Why?
  - 6 What did she see when she arrived?
  - 7 Who did she meet? Was this person helpful?
  - 8 How did the temperature affect her?
  - 9 What happened in the end?
- 4 Guess the answers to the same questions about Anna's story. Use the words in exercise 2 to help.
- 5 **T 8.7** Listen and answer the questions in exercise 3 about Anna. Compare your ideas.

## Language work

- 6 Complete the sentences with the adverbs used by Simone and Anna.

completely dramatically exactly extremely  
profusely properly really seriously stupidly

- 1 It was \_\_\_\_\_ hot and \_\_\_\_\_ we decided to go dancing.
- 2 We were sweating \_\_\_\_\_.
- 3 The temperature rises \_\_\_\_\_.
- 4 My brain wasn't working \_\_\_\_\_.
- 5 It was \_\_\_\_\_ anonymous, this landscape.
- 6 They all looked \_\_\_\_\_ the same.
- 7 I was beginning to \_\_\_\_\_, \_\_\_\_\_ panic.

## SPOKEN ENGLISH Adding a comment

In conversation we can add a comment with *which* as an afterthought. This often expresses our reaction to what we have said.

*He gave me a lift home, which was nice.*

- 1 Add a suitable comment from B to Simone's and Anna's comments in A. Sometimes more than one is correct.

A	B
1 We went dancing in temperatures of over 40°C,	which is hard to believe.
2 My friends were worried I'd get lost,	which was just amazing.
3 We visited the pyramids at sunrise,	which was rather a stupid thing to do.
4 My nostrils actually froze,	which was no joke.
5 This motorbike broke down in the desert,	which was no laughing matter.
6 The old lady didn't understand a word I said,	which was understandable.
	which is hardly surprising because my Russian's lousy.

- 2 **T 8.8** Listen and check. Practise saying the comments with a partner.

- 2 Write sentences ending with a comment from B. Tell the class.  
*I missed the last bus home, which was no laughing matter.*



## READING AND SPEAKING

### Chukotka, the coldest place on earth

- 1 Look at the photos. What do you think links Roman Abramovich with the two places?
- 2 Read these facts about Chukotka, the coldest place on earth. Which facts do you find surprising? Which not surprising? Why? Discuss with a partner.

The people don't use fridges or freezers.  
There's no crime.  
It is a remote territory of Russia.  
Its capital, Anadyr, is a boom town.  
It's too cold to play football.  
One of the world's richest men lives there.  
The only flowers are the plastic ones.

- 3 Read the article quickly. Answer these questions and share information with the class.

- 1 There are five headings. What does each refer to?
- 2 For each fact in exercise 2 find some related information.

The people don't use fridges or freezers. They hang their meat outside in plastic bags.

- 4 Read the article again and answer the questions.

- 1 Where exactly is Chukotka?
- 2 What is the climate like? In what ways does it have 'weird weather'?
- 3 How does the climate affect the daily lives of the people? Give examples.
- 4 What is the connection between Chukotka and Chelsea Football Club?
- 5 How has the lifestyle of the inhabitants changed since Roman Abramovich became governor?
- 6 What do the people find difficult to understand?
- 7 What does Abramovich own which shows his extreme wealth?
- 8 Why does he say he is interested in Chukotka? What do some people suspect?

### What do you think?

Discuss in groups.

- Why do you think people live in a place like Chukotka? What would you find most difficult there?
- What do you think the lives of the people were like *before* Abramovich became Governor?
- Imagine a year in the life of Roman Abramovich. What do you think is a typical year for him?
- Most people take holidays in warm countries. Are there any cold places in the world you have visited or would like to visit? Where and why?

# THE COLDEST

Welcome to CHUKOTKA, where it's currently  $-30^{\circ}\text{C}$  and so windy that in the capital, Anadyr, ropes are tied along the streets to stop its inhabitants from blowing away.

It's so cold here that people don't use freezers. They hang their meat in plastic bags on nails above their windows. Spring and summer, when they arrive in June, last a mere eight weeks. The Bering sea, one of four seas that wash against Chukotkan shores, freezes hard enough to support weights of up to 35 tons. There's no crime because it's just 'too damn cold'!

### Where yesterday collides with today

Chukotka is, in fact, a remote territory of Russia. It covers 284,000 square miles of frozen landscape, bordering the Bering Strait and straddling the Arctic Circle. Nine time zones ahead of Moscow, it lies right behind the International Dateline, where yesterday collides with today. There is nowhere else on earth earlier than here. Conditions are cruel, and there may seem little to be passionate about other than reindeer, vodka, and the weird weather, but Chukotka has captured the interest of one of the world's richest men, the oil billionaire Roman Abramovich.



### From hospitals and cinemas to supermarkets



Roman Abramovich

Roman Abramovich, whose fortune is in excess of \$14 billion, is the world's 22nd-richest person, and four years ago he was voted governor of Chukotka. Since then, he has been pouring money into this frozen province. Despite not having been born or raised in Chukotka, he has spent an estimated \$300 million of his personal fortune on the region. In Anadyr alone he has rebuilt the hospital, dental clinic, and primary school, modernized the airport, opened its first supermarket and cinema, and sent 8,500 local children on holiday. He even owns the local radio station, the aptly named Blizzard FM. Abramovich not only owns a radio station, he also owns a football club, but not in Chukotka, where it's too cold to play football. The club he owns is over 5,000 miles away in London, England, where, in 2003, he bought Chelsea Football Club.



# (& EARLIEST!) PLACE ON EARTH



## **-42°C and falling**

The inhabitants of Chelsea, England, could not imagine the life of the inhabitants of Chukotka. Locals like to boast that last winter the wind chill took the recorded temperature of  $-42^{\circ}\text{C}$  down to  $-100^{\circ}\text{C}$ . Schools were closed for a month. It's generally too cold for outdoor sports or any kind of café society, but there are some restaurants and a bar in the supermarket. Snow covers the ground from September to May, which means there are no gardens or woodland: the only flowers are the plastic ones which adorn restaurant tables. But for all this, Abramovich has made Anadyr into a boom town. People find it difficult to understand what he has done and why he has done it.

## **From reindeer meat to French camembert**

Roman Badanov, news editor of Chukotka TV says: 'Anything Abramovich does is news here because so little happens. Why did he choose us? No one knows – it's a secret he keeps to himself.' But he did choose them and they are grateful. In the supermarket you can buy everything from carved walrus tusks to French camembert, Greek olive oil and Scottish whisky. A few years ago there was only frozen reindeer meat, often eaten for breakfast, lunch, and dinner. And Abramovich takes his duties as a governor seriously – he flies in most months on board his private Boeing 767. He has built a Canadian-style wooden house, thereby earning himself the unique distinction

of owning homes in St Tropez, Knightsbridge (London), Moscow, and Anadyr. Far from being resentful that he visits only monthly, the local people are astonished that he comes at all. Such is his popularity that the locals refer to BA and AA: Before Abramovich and After Abramovich.

## **'Why doesn't anyone believe I find this place interesting?'**

Abramovich himself asks: 'Why doesn't anyone believe I find this place interesting? I think I can change things here – after all, I have achieved success in business.' But some suspect that he's hoping for vast returns on Chukotka's natural resources, which include 1.2 billion tons of oil and gas and the second-largest gold reserves in Russia. But his motives don't trouble most of the 73,000 population. Just one person, Nathalia, who runs the local Internet service, sounded a note of caution: 'The people are fools because one day Abramovich will go. This is our moment, but it is only a moment.'



# VOCABULARY AND PRONUNCIATION

## Adverb collocations

### Extreme adjectives

Work with a partner.

- 1 Look at the adjectives in the box. Find some with similar meanings.

good bad marvellous huge nice  
wet clever enormous fabulous  
excited surprised valuable small silly  
funny interesting thrilled delighted  
priceless amazed tiny hilarious  
wonderful fantastic ridiculous awful  
brilliant pleased fascinating gorgeous  
big soaking excellent beautiful

Which adjectives go with which of these adverbs? Why?

**very** **absolutely**

- 2 Complete the conversations with suitable adverbs and adjectives. Practise them with your partner.

- 1 A Did you get very wet in that shower?  
B Shower! It was a downpour. We're ... !
- 2 A I bet you were quite excited when your team won.  
B Excited! We were ... !
- 3 A I thought she looked rather silly in that flowery hat, didn't you?  
B Silly! She looked ...!
- 4 A Come on, nobody'll notice that tiny spot on your nose.  
B They will, I just know they will! It's ... !
- 5 A I thought the last episode of *Friends* was absolutely hilarious.  
B Mmm. I wouldn't say that. It was ... but not hilarious.
- 6 A Len left early. He wasn't feeling well.  
B I'm not surprised. When I saw him this morning he looked ... !

- 3 **T 8.9** Listen and check. Practise again. Make similar conversations with your partner. You could talk about films, people you know, the weather ...

### Quite

- 4 **T 8.10** The adverb *quite* has different meanings. Listen and repeat these sentences. Which in each pair is more positive?

- 1 a She's quite clever.                      2 a He's quite nice.  
b She's quite clever.                      b He's quite nice.

- 5 Read these sentences aloud according to the meaning.

- 1 The film was quite interesting; you should go and see it.  
2 The film was quite interesting, but I wouldn't really recommend it.  
3 I'm quite tired after that last game. Shall we call it a day?  
4 I'm quite tired, but I'm up for another game if you are.

**T 8.11** Listen, check, and repeat.

### A night at the Oscars

- 6 Read the speech. Who is speaking? Why? Rewrite the speech and make it sound more extreme by changing and adding adjectives and adverbs.

"I am very surprised and pleased to receive this award. I am grateful to all those nice people who voted for me. 'Red Hot in the Snow' was a good movie to act in, not only because of all the clever people involved in the making of it, but also because of the beautiful, exciting and often quite dangerous locations in Alaska. None of us could have predicted that it would be such a big success. My special thanks go to Marius Aherne, my director; Lulu Lovelace, my co-star; Roger Sims, for writing a script that was both interesting and funny, and last but not least to my wife, Glynis, for her valuable support. I love you all."



- 7 **T 8.12** Listen and compare your choices.

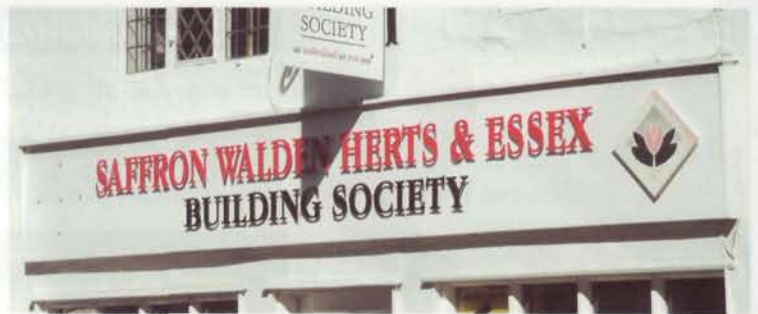


## EVERYDAY ENGLISH

### The world around

1 Look at the signs. Where could you ... ?

- ... borrow money to buy a flat?
- ... buy a hammer, a screwdriver, and some glue?
- ... go to get fit?
- ... get rid of your newspapers and bottles?
- ... get an inexpensive bed for the night?
- ... get help with legal problems?
- ... have your body decorated?
- ... replace some of the parts on your car?



2 **T 8.13** Listen to five conversations. Where are they taking place?

3 In pairs, write similar conversations that take place in two or three of the other places. Read them out to the rest of the class. Where are they taking place?

▶ **WRITING** Describing places – My favourite part of town *p119*



# 9

## Forever friends

Expressing habit • *used to do/doing* • Homonyms/Homophones • Making your point

### TEST YOUR GRAMMAR

- Match a line in A with a line in B. Underline the words that express habit. Which are past and which are present?
- Choose the correct ending for these sentences.

He used to work hard | because he's a builder.  
He's used to hard work | but now he's retired.

A	B
1 A reliable friend	my Dad would read me a story at bedtime.
2 In the 1960s, hippies	are always talking about themselves.
3 I think my sister's in love.	will never let you down.
4 When I was a kid	She'll spend hours staring into space.
5 My first girlfriend was Alice.	used to wear flowers in their hair.
6 Big-headed people	We used to go to the cinema on a Friday, and then we'd go for a pizza afterwards.

### FRIENDS REUNITED

Expressing habit – *used to do/doing*

- One of the most popular websites in Britain is *Friendsreunited.co.uk*. What sort of website do you think it is? Is there a similar website in your country?
- Read the email from Alison to an old school-friend. Complete it with the lines a–l.

- |                     |                        |
|---------------------|------------------------|
| a used to sit       | g went                 |
| b 'd get            | h was                  |
| c got               | i used to call         |
| d 's always talking | j used to calling      |
| e used to go        | k were always giggling |
| f 'd go             | l 'll always end up    |

**T 9.1** Listen and check.

- Which actions in the email happened again and again? Which only happened once?

**Friends Reunited**  
.co.uk

**From:** Alison Makepeace <AliMakepeace72@glosmail.uk.com>  
**Date:** Mon 17 September, 18.36  
**To:** sallydavies@talksmail.co.uk  
**Subject:** Allendaes School

Dear Sally

I'm sending this through Friends Reunited. Do you remember me? We 1 \_\_\_\_\_ to Allendaes School together. You were the first person I 2 \_\_\_\_\_ to know when I started there.

We 3 \_\_\_\_\_ next to each other in class, but then the teachers made us sit apart because we 4 \_\_\_\_\_ so much.

I remember we 5 \_\_\_\_\_ back to your house after school every day and listen to music for hours on end. We 6 \_\_\_\_\_ all the Beatles records as soon as they came out. Once we ate all the food in your fridge and your mother 7 \_\_\_\_\_ furious.

Do you remember that time we nearly blew up the science lab? The teacher 8 \_\_\_\_\_ crazy, but it wasn't our fault. We 9 \_\_\_\_\_ him 'Mickey Mouse' because he had sticky-out ears.

I still see Penny, and she's still as mad as ever. We meet up every now and again, and we 10 \_\_\_\_\_ chatting about old times together. She 11 \_\_\_\_\_ about a school reunion. So if you're interested, drop me a line.

Looking forward to hearing from you.  
 Your old schoolmate  
 Alison Makepeace

PS I'm not 12 \_\_\_\_\_ you Sally Davies! To me, you're still Sally Wilkinson!



# 9

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Expressing habit – *used to do/doing*

- One of the most popular websites in Britain is *Friendsreunited.co.uk*. What sort of website do you think it is? Is there a similar website in your country?
- Read the email from Alison to an old school-friend. Complete it with the lines a–l.

- |                     |                        |
|---------------------|------------------------|
| a used to sit       | g went                 |
| b 'd get            | h was                  |
| c got               | i used to call         |
| d 's always talking | j used to calling      |
| e used to go        | k were always giggling |
| f 'd go             | l 'll always end up    |

**T 9.1** Listen and check.

- Which actions in the email happened again and again? Which only happened once?

**Friends Reunited**  
.co.uk

**From:** Alison Makepeace <AliMakepeace72@glosmail.uk.com>  
**Date:** Mon 17 September, 18.36  
**To:** sallydavies@talksmail.co.uk  
**Subject:** Allendaes School

Dear Sally

I'm sending this through Friends Reunited. Do you remember me? We 1 \_\_\_\_\_ to Allendaes School together. You were the first person I 2 \_\_\_\_\_ to know when I started there.

We 3 \_\_\_\_\_ next to each other in class, but then the teachers made us sit apart because we 4 \_\_\_\_\_ so much.

I remember we 5 \_\_\_\_\_ back to your house after school every day and listen to music for hours on end. We 6 \_\_\_\_\_ all the Beatles records as soon as they came out. Once we ate all the food in your fridge and your mother 7 \_\_\_\_\_ furious.

Do you remember that time we nearly blew up the science lab? The teacher 8 \_\_\_\_\_ crazy, but it wasn't our fault. We 9 \_\_\_\_\_ him 'Mickey Mouse' because he had sticky-out ears.

I still see Penny, and she's still as mad as ever. We meet up every now and again, and we 10 \_\_\_\_\_ chatting about old times together. She 11 \_\_\_\_\_ about a school reunion. So if you're interested, drop me a line.

Looking forward to hearing from you.  
 Your old schoolmate  
 Alison Makepeace

PS I'm not 12 \_\_\_\_\_ you Sally Davies! To me, you're still Sally Wilkinson!



4 Look at these two sentences.

We used to go to school together ...  
We'd go back to your house ...

Which sentence is more factual?  
Which is more nostalgic?

5 Match a line in A with a line in B. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
we used to go	him 'Mickey Mouse'
we used to sit	to school together
we were always giggling	you Sally Davies
we'd go back	so much
we used to call	to your house
I'm not used to calling	next to each other

**T 9.2** Listen and check.

## LANGUAGE FOCUS

1 Look at the sentences that express present habit.

- My sister **works** in a bank.*
- She's **always borrowing** my clothes without asking me.*
- She'll **go out** on a Friday night and **won't be back** till morning.*

Which sentence expresses ...

- my attitude to this habit of hers? (I find it annoying.)
- a simple fact about her?
- characteristic behaviour? (This is typical of her.)

2 Put sentences a–c into the past. Express sentence a in two ways.

3 Look at these sentences.

- I've lived next to the airport for years, so I'm **used to** the noise.*
- I **used to** live in Rome, but now I live in Paris.*
- I'm **getting used to** travelling on the Metro.*

In which sentence is *used* a verb? In which is *used* an adjective?

Which sentence expresses ...

- a past habit now finished?
- a situation which is familiar, and no longer strange?
- a situation which is still strange, but becoming easier?

▶▶ Grammar Reference pp150–151

## PRACTICE

### What's she like?

1 Choose an adjective from the box to describe the people in the sentences.

easy-going	clumsy	mean	absent-minded
argumentative	sensitive	sensible	stubborn

- He's always losing things, or forgetting where he's put things.
- She'll always cry at the end of a sad film.
- Nothing ever upsets her, or annoys her, or worries her.
- I'm always dropping things, or bumping into things.
- She's ruled by her head, not her heart. She'll always think things through before she acts.
- He just won't listen to anyone else's suggestions.
- I remember that bloke Dave. He'd never buy you a drink.
- And he'd pick a fight with anyone about anything.

2 Add similar sentences to support these statements.

- My flatmate is the untidiest person in the whole world.
- My boyfriend is insanely jealous.
- Marc is just the coolest guy I know.
- My mother really gets on my nerves.
- But my grandma was so sweet.
- My dog Bruno was my best friend.
- Your problem is you're self-obsessed.
- My sister's so nosy.





## Discussing grammar

3 In pairs, decide which line in **B** best continues the line in **A**.

A	B
1 My friend Joe buys and sells cars. 2 He's always buying new things for himself – a DVD, a palm top. 3 He'll buy a shirt and only wear it once.	He's a real techno-geek. Don't you think that's wasteful of him? He earns loads of money.
4 When I was young, we used to have holidays by the seaside. 5 My dad and I would build sandcastles and go swimming together. 6 One year we went to East Africa.	What an adventure that was! We'd go to the same place year after year. I remember those days with such fondness!
7 John usually does the cooking 8 He used to do the cooking 9 He's used to doing the cooking 10 He's getting used to doing the cooking	because he's been doing it for years. but he still burns things. Maybe one day he'll get it. but then he stopped. but he isn't tonight. I am.

## Parents

4 **T 9.3** Listen to four people talking about their relationship with their parents. Is/Was it a good relationship?

5 **T 9.3** Listen again. These lines are similar to what they say. What are their actual words?

- ... she talked to me very openly ...  
... we used to go out shopping ...
- My wife always asks me questions ...  
... we didn't talk very much ...  
... every week he took me to the hairdresser.
- ... she always tells me to pick things up ...  
She goes on for hours ...
- We did a lot together as a family.  
... he brought us each a treat ...

6 Write a few sentences about the relationship between you and your parents. Tell your partner about it.

## Answering questions

7 Answer the questions with a form of *used to do*, *be /get used to doing/sb/sth*.

- A** You don't like your new teacher, do you?  
**B** Not a lot, but we're getting used to her.
- A** How can you get up at five o'clock in the morning?  
**B** No problem. I \_\_\_\_\_.
- A** How come you know Madrid so well?  
**B** I \_\_\_\_\_ live there.
- A** How are you finding your new job?  
**B** Difficult, but I \_\_\_\_\_ it bit by bit.
- A** Do you read comics?  
**B** I \_\_\_\_\_ when I was young, but not any more.
- A** You two argue so much. How can you live together?  
**B** After twenty years' marriage we \_\_\_\_\_ each other.

**T 9.4** Listen and check.





## LISTENING AND SPEAKING

### A teacher I'll never forget

- 1 Look at the pictures. What are the teachers doing? What are the students doing? How have teaching styles changed over the years?



*'That's an interesting question Timmy, I suggest you ask your search engine.'*

- 2 **T 9.5** Listen to four people talking about a teacher they'll never forget. What characteristics of a good and a bad teacher do they mention?

- 3 Discuss the questions.

- 1 Why did Alan like his teacher? What are some of the things he'd do?
- 2 Why didn't John like his teacher? What are some of the things he used to do?
- 3 What does Liz say about her teacher? What will she never forget?
- 4 Why does Kate have two opposing views of Mr Brown?
- 5 What comments do they all make about their teacher's name?

#### What do you think?

Who is a teacher you'll never forget? Why? What was/is she/he like?

#### SPOKEN ENGLISH Adjective intensifiers

Look at these lines from the tapescript.

All the kids were **scared stiff** of him.  
... she made it seem **dead easy**.

These are compounds that intensify the meaning of the adjective.

Complete the sentences with a word from the box.

brand stiff freezing tiny wide great boiling fast

- 1 They live in this \_\_\_\_\_ big house in the centre of London.
- 2 I made one \_\_\_\_\_ little mistake in my driving test, but I still failed.
- 3 Careful with the soup – it's \_\_\_\_\_ hot. Don't scald yourself.
- 4 It's \_\_\_\_\_ cold in here. Can't we put on the heating?
- 5 Do you like my car? It's \_\_\_\_\_ new.
- 6 Don't worry. You won't wake the children. They're \_\_\_\_\_ asleep.
- 7 I have a cold shower every morning. After that I feel \_\_\_\_\_ awake.
- 8 'I'm fed up with this lesson.' 'Me, too. I'm bored \_\_\_\_\_.'



## READING AND SPEAKING

### Friends past

#### 1 Discuss the questions.

- 1 What kind of TV programmes are these?

soap opera	sitcom	quiz show
documentary	reality TV	current affairs

Think of examples of each in your country. What are your favourites?

- 2 What American programmes are on TV in your country? Do you watch any of them?

#### 2 T 9.6 Listen to the theme tune of *Friends*, one of the most successful American sitcoms ever. Can you remember any of the lines?

- 3 What do you know about *Friends*? Why do you think it was so successful?

#### 4 Read the first half of the article and answer the questions.

- 1 What line in paragraph 1 summarizes the stories in *Friends*?
- 2 How long did the series last?
- 3 Why, according to Steve Beverly, was the show so popular?
- 4 What is so enviable about the *Friends*' lifestyle?
- 5 *Zeitgeist* is a German word meaning *the spirit or feeling of a period in history*. How did *Friends* capture the zeitgeist? Give two examples of how it defined it.
- 6 Why did *Friends* become more popular after 9/11?
- 7 How did the series change our language, hair, and drinking habits?

#### 5 Read the second half of the article.

- 1 Who is related to who? Who is in love with who? What is the mixed emotion described at the end of the article?
- 2 What is each character like? Find some examples of their behaviour that illustrate the kind of person they are.

#### 6 T 9.7 Listen to people describing a character in *Friends*, but without saying who it is. Which character is being described?

### Language work

Match a word from the first part of the text in A with a similar word in B.

A	B
the small screen	looked for
trials	met
trendy	feeling deep sadness
encountered	difficulties
grieving	television
sought	fashionable

### What do you think?

- Who is your favourite TV character? Why?
- Describe one of your closest friends.

IT WAS THE AMERICAN SITCOM THAT DEFINED A GENERATION – and introduced one of the world's most famous haircuts. The six stars of *Friends*, among the longest-running, most successful series ever to hit the small screen, went their separate ways after 237 episodes and a decade together as flatmates, sharing the trials of their lives, loves, and careers in a trendy New York apartment. The last episode was seen by an estimated world audience of over 100 million viewers.

'*Friends* had a huge influence on American TV history,' said Steve Beverly, professor of communication arts. 'This group of six reflected a microcosm of what people their age encountered in their daily lives. Viewers related to them. We *all* wanted a life like theirs – the cool New York flat with table football and easy chairs, and the social circle of beautiful, supportive friends.'

We also wanted to drink endless cappuccinos. Interestingly enough, the first New York Starbucks store opened in the same year that *Friends* started. The dual rise of coffee culture and *Friends* was one example of how the show captured the zeitgeist. At other times it defined it. The 'Rachel' haircut was copied by millions of women.

The series has even been credited with influencing how many of us speak. Researchers analysed every episode to explore whether popular culture influenced how we speak. Prior to the series, the commonest way to intensify an adjective was by using *very* or *really*. On *Friends*, the most common intensifier was *so*. 'This guy is like so cool,' they said, and now we all say.

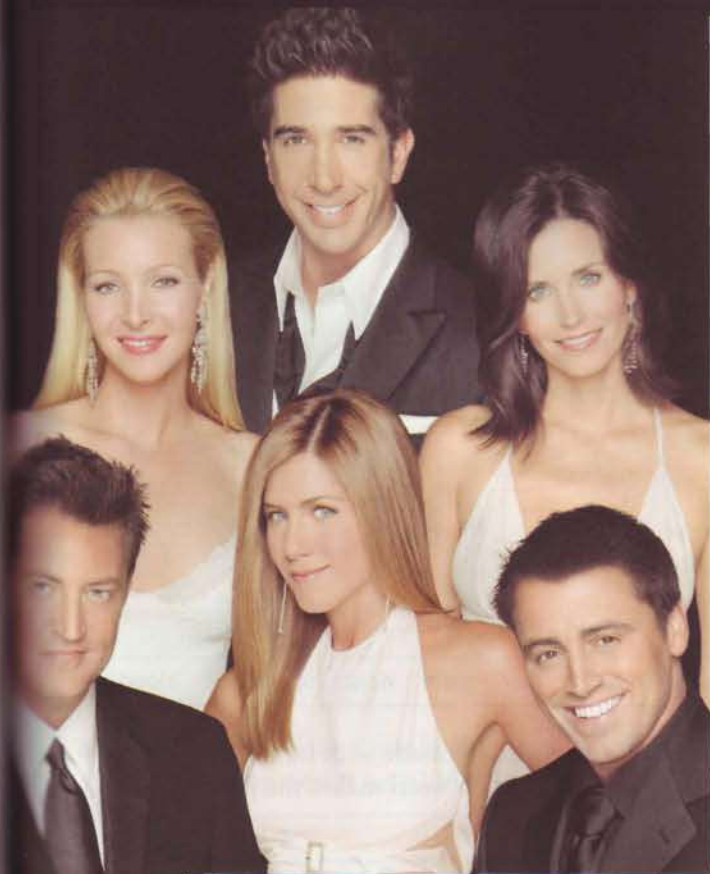
The show enjoyed a huge surge in ratings after the 11 September terrorist attacks, as grieving New Yorkers struggled to make sense of the real horrors that had unfolded around them. In the familiar comforts of the show, they sought the return of a feel-good factor, according to Robert Thompson, professor of television and popular culture. '*Friends* is set not in the real New York, but in the New York of some Utopian fantasy where the rooms in the apartments are huge, everybody leaves their doors unlocked and people don't fly planes into buildings,' he said.





# F.R.I.E.N.D.S PAST

It was much more than a brilliant comedy, says **Claire Rooney** – it changed our language, our hair, and even our drinking habits



## So who are these characters?

**Ross** has been in love with Rachel, the best friend of his sister Monica, since childhood, and throughout the whole series they have an on-off romance. In the final episode they actually do get back together again. Ross is a bit of a bore and a geek. He's always whining.

**Chandler**, a computer programmer, used to share an apartment with Joey. He's constantly telling jokes and making everybody laugh. He had a few relationships throughout the series, mostly disastrous because he would always find flaws in the women he dated, but then married Monica.

**Joey** is a New York Italian. He's an actor who manages to spend most of the series unemployed. Nevertheless he has total belief in his talents. He's rather dense, but lovable and charming. He'll cheer himself up with food or women. Either will do, but both at the same time is best.

**Rachel** is a spoilt little rich girl who gets a job in the local coffee house, and later becomes a fashion consultant. She is terrible in a crisis, and will throw her arms up in despair. Rachel and Ross get together so many times, but things keep going wrong, until they finally make it permanent in the last episode.

**Phoebe** is the group hippy. She is wild and very eccentric, and she's always smiling. She is a spiritual masseuse, who is always communicating with the dead and chanting about auras. She is best known for her unique guitar playing – her most famous song is *Smelly Cat*.

**Monica**, hard as it is to believe, used to be fat. She is a deeply insecure character and is always tidying up. She's also bossy, and has to have her own way. Her desire is to find her dream man, get married, and have babies. Eventually she settles down with Chandler.

## More like a way of life

*Friends* is more than just a sitcom, it's a way of life. Our attitudes to the *Friends*' lives is a mixture of envy – 'How do they get to sit on sofas all day sipping coffee and being witty?' – and disdain: 'Don't they have anything better to do with their time, like earn a living to pay for that Manhattan apartment?'

They were supposed to be in their mid-twenties, with lives untroubled by work and responsibility. With the cast approaching forty, the show had to come to an end. But of course, *Friends* will last forever.





# VOCABULARY AND PRONUNCIATION

## Homonyms and homophones

- 1 Work on your own. What do these words mean?

fine match park book cross mean

- 2 **T 9.8** Write down the words you hear.
- 3 Work with a partner. Compare your answers to exercises 1 and 2. Do you have any differences? What are they?

### Homonyms

- 4 Homonyms are words with the same spelling and more than one meaning.

a **bank** in the High Street  
the **bank** of a river  
I've supported you up till now, but don't **bank** on it forever.

Complete the pairs of sentences with the same word used twice.

- 1 You'll like Paul. He's a really \_\_\_\_\_ guy.  
Easy-going, and very good looking.  
There was a lovely \_\_\_\_\_ breeze coming off the sea.
- 2 'What's today's \_\_\_\_\_?' 'The third.'  
I've got a \_\_\_\_\_ tonight. I'm going out with Carol.
- 3 *Friends* is \_\_\_\_\_ in New York.  
My wife bought me a chess \_\_\_\_\_ for my birthday.
- 4 He goes to the gym every day. He's very \_\_\_\_\_.  
The trousers are too small. They don't \_\_\_\_\_ you.
- 5 I can't \_\_\_\_\_ people who never stop talking about themselves.  
My four-year-old son won't go anywhere without his teddy \_\_\_\_\_.
- 5 Think of two meanings for these words.

wave suit fan miss type  
point train right mind fair

### Homophones

- 6 Homophones are words with the same pronunciation, but different spellings and different meanings.

/rəʊd/ the **road** to the town centre  
She **rode** a horse.  
I **rowed** across the river.

Write the word in phonetics in the correct spelling.

- 1 /həʊl/ the \_\_\_\_\_ world  
a \_\_\_\_\_ in the ground
- 2 /pi:s/ a \_\_\_\_\_ of cake  
war and \_\_\_\_\_
- 3 /fləʊə/ a rose is a \_\_\_\_\_  
\_\_\_\_\_ to make bread
- 4 /seɪlz/ a yacht has \_\_\_\_\_  
buy clothes in the \_\_\_\_\_
- 5 /sel/ salespeople \_\_\_\_\_ things  
a prisoner lives in a \_\_\_\_\_

- 7 Think of a homophone for these words.

bored caught war hire pair plain waist seas sure aloud

- 8 **T 9.9** A lot of children's jokes are made with homonyms and homophones. Here are two! Which word makes the joke?



- A How do you keep cool at a football match?  
B I don't know.  
A Sit next to a fan.

- A Why did the teacher wear sunglasses?  
B I don't know.  
A Because her students were so bright.



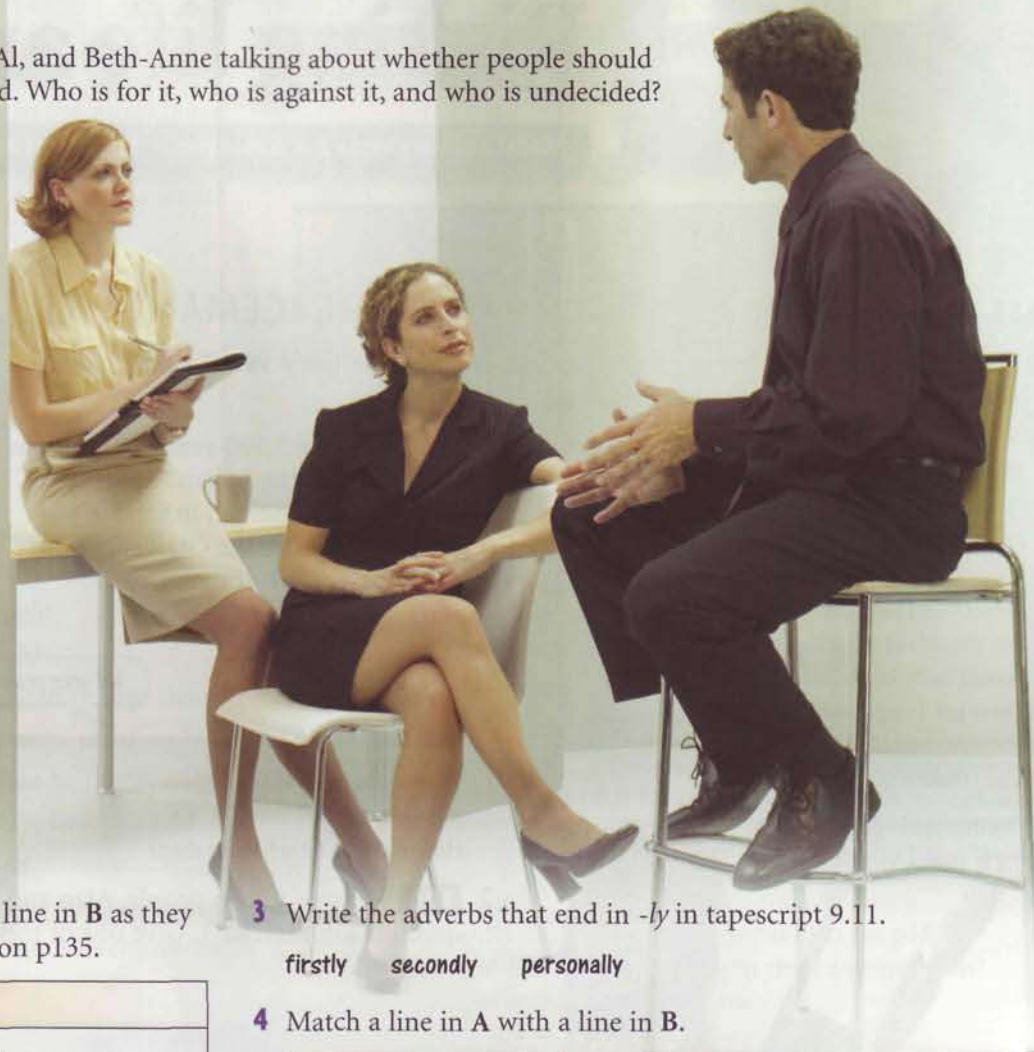
- T 9.10** Listen to some more jokes. Which word makes the joke? Practise telling them to each other.



## EVERYDAY ENGLISH

### Making your point

- 1 **T 9.11** Listen to Vicky, Al, and Beth-Anne talking about whether people should pay more tax on fast food. Who is for it, who is against it, and who is undecided?



- 2 Match a line in A with a line in B as they appear in the tapescript on p135.

A	B
If you	is that ...
Another thing	the point.
That's not	I understand it ...
The point	you the truth ...
To tell	my opinion ...
I suppose	worries me is that ...
As far as	I'm trying to make is that ...
Anyway, as I	point is that ...
If you want	the problem is that ...
As	was saying ...
But the main	I'm concerned ...
What really	ask me ...

- T 9.12** Check your answers. Listen carefully and practise the lines.

#### Music of English

Notice the stress patterns in the expressions for making your point. It's important that you get the stress pattern right if you want to make your point forcefully.

- 3 Write the adverbs that end in *-ly* in tapescript 9.11.

firstly    secondly    personally

- 4 Match a line in A with a line in B.

A	B
1 First of all,	there are problems with the cost.
2 As well as this,	I'd like to give my conclusion.
3 Finally,	I'd like to look at the general problem.
4 In my opinion,	how do you educate people to have a better diet?
5 Generally speaking,	fast food should be totally banned.
6 The problem is,	as a nation we don't do enough exercise.
7 As far as I know,	I don't know the answer to this problem.
8 To be exact,	there are five others like this.
9 To be honest,	this problem is quite common.

- 5 Have a class debate. Choose a topic you feel strongly about, something local to your situation perhaps, or one from this list.

- Being vegetarian
- Smoking in public places
- Diets
- Experiments on animals

Divide into groups to prepare your ideas. When you're ready, conduct the debate.

- ▶ **WRITING** Writing for talking – *What I want to talk about is ...* p120





# 10 Risking life and limb

Modal auxiliary verbs 2 • Synonyms • Metaphors and idioms – the body



## TEST YOUR GRAMMAR

1 All modal verbs can be used to express degrees of probability. Which of these sentences do this? Put a (✓). Which don't? Put a (X).

- 1 She must be very rich.
- 2 I must do my homework.
- 3 I can't sleep because of the noise.
- 4 They can't be in. There are no lights on.
- 5 I think that's Jane but I might be wrong.
- 6 You should see a doctor.
- 7 I could swim when I was five.
- 8 Cheer up! Things could be worse.
- 9 The train may be late due to bad weather.
- 10 May I make a suggestion?

2 Put sentences 1–6 in the past.

**T 10.1** Listen and check.

## ÖTZI THE ICEMAN

### Modal auxiliary verbs in the past

1 The body of a 5,300-year-old man was discovered in the Italian Alps in 1991. It had been preserved in ice. He was named Ötzi after the Ötz Valley where he was found. Look at the pictures.



What do you think ...

- ... he was?
- ... he wore?
- ... he ate?

*He was probably a hunter.*

*He could have been a warrior.*

Where did he live?

How did he die?

How old was he when he died?

2 **T 10.2** Listen to two people, Alan and Bill, discussing the questions in exercise 1. Give one of their answers to each question.







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- ... he wore?
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*He could have been a warrior.*

Where did he live?

How did he die?

How old was he when he died?

2 **T 10.2** Listen to two people, Alan and Bill, discussing the questions in exercise 1. Give one of their answers to each question.





3 Answer these questions about Ötzi using the words in *italics*.

- 1 What was he?  
a hunter/shepherd *could*
- 2 What was he doing in the mountains?  
looking after his sheep/got lost *might*
- 3 Where did he live? What did he wear?  
a cave animal furs *must*
- 4 How did he die?  
asleep/cold and starvation *may*
- 5 Was it a good idea to go so high?  
so high on his own *shouldn't*  
protective clothing *should*
- 6 What did he eat?  
a lot of meat and berries *must*  
crops like cereals to make bread *might can't*  
meat *'d have thought*
- 7 Did they travel much?  
(not) much at all *wouldn't have thought*  
stayed in the same area *must*
- 8 How old was he when he died?  
between forty and forty-five *could*  
quite old in those days *must*

4 **T 10.3** Listen and check. Practise the sentences, paying attention to contracted forms and weak forms.



5 Here are some more things found on or near Ötzi's body. How can you explain them?



I bet he used it to ...

That must have/might have/could have been for ...

He'll have used that to ...

I suppose/guess/reckon ...

I'd have thought ...

I wouldn't have thought ...

6 Read the results of recent tests done on Ötzi on p157. Were Alan and Bill right or wrong in their assumptions? Were *you* right in *your* assumptions?

### LANGUAGE FOCUS

1 Write *certain* or *possible* next to these modal auxiliary verbs according to the degree of probability they express.

They'll have	arrived.	
They must have		
They might have		
They could have		
They may have		
They can't have		
They won't have		

2 What concept do these modal verbs express? Choose a definition on the right.

*You shouldn't have told a lie.*

*You needn't have cooked. No one's hungry.*

*You idiot! You could have killed yourself!*

You did this but it wasn't necessary.

This was possible but you didn't do it.

You did this but it was wrong.

▶▶ Grammar Reference p151



## PRACTICE

### Discussing grammar

#### 1 Underline the correct answer.

- 1 Sorry I'm late. I *should have gone/had to go* to the post office.
- 2 I looked for Pearl but I *couldn't find/couldn't have found* her.
- 3 I don't know where Paul is. He *had to go/must have gone* home early.
- 4 I *had to work/must have worked* hard when I was at school.
- 5 You *needn't have said/shouldn't have said* anything to Pam about her birthday party. It was going to be a surprise.
- 6 You *needn't have bought/couldn't have bought* a new vacuum cleaner. I managed to fix the old one.
- 7 You *should have asked/must have asked* me earlier. I *might have given/would have given* you a lift.
- 8 You *can't have done/needn't have done* your homework already! You only started five minutes ago.
- 9 You *could have told/must have told* me the lesson had been cancelled! I *shouldn't have got/wouldn't have got* up so early.
- 10 You were lucky to get out of the car unharmed. You *would have been/could have been* badly hurt.

#### 2 Complete the sentences with a modal verb in the past.

- 1 I *did* tell you about Joe's party. You \_\_\_\_\_ listening.
- 2 Thanks so much for all your help. I \_\_\_\_\_ managed without you.
- 3 Flowers, for me! Oh, that's so kind, but really you \_\_\_\_\_.
- 4 Come on! We're only five minutes late. The film \_\_\_\_\_ started yet.
- 5 I don't believe that Kathy's going out with Mark. She \_\_\_\_\_ told me, I know she would.
- 6 We raced to get to the airport on time, but we \_\_\_\_\_ worried. The flight was delayed.
- 7 We've got a letter here that isn't for us. The postman \_\_\_\_\_ delivered it by mistake.
- 8 You \_\_\_\_\_ gone swimming in such rough sea. You \_\_\_\_\_ drowned!

**T 10.4** Listen and check. Practise the sentences with a partner.

### Making assumptions

- 3 **T 10.5** You will hear one half of a telephone conversation. Who are the people? What are they talking about? Make assumptions.

They must be divorced.

They might just be separated.



- 4 Work with a partner. Look at the tapescript on p136. Write what you think is the other half of the conversation. Compare with other students.

- 5 **T 10.6** Do the same with the second conversation.



## SPOKEN ENGLISH Expressions with modals

There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in A with a line in B.

A	B
1 'That exam was totally impossible!'	a 'Sorry! I thought you knew.'
2 'You might as well apply for the job, even though you're too young.'	b 'You can say that again!'
3 I know I shouldn't have eaten a whole tub of ice-cream ...	c but I just couldn't help it.
4 'I'm going to tell her exactly what I think of her.'	d 'Yes, why not! After all, I've got nothing to lose.'
5 'You might have told me that Jackie and Dave had split up!'	e 'I wouldn't do that if I were you.'
6 'I think you should forget all about her and move on.'	f 'Me, too. I'm dying for a coffee.'
7 'You should have been here yesterday! You'd have died laughing!'	g 'Believe me, I would if I could.'
8 'Then I found out that Annie's been going out with ... guess who? Dave!'	h 'Why? What was so funny?'
9 I'd known this guy for five minutes when he asked me to marry him!	i 'Huh! I could have told you that.'
10 'I could do with a break.'	j I just couldn't believe it!

**T 10.7** Listen and check. What extra lines do you hear? What are the contexts? Practise the conversations with a partner.

## SPEAKING

### The murder game



Four men are sitting in the library of a country house. Suddenly one of the men drops dead.

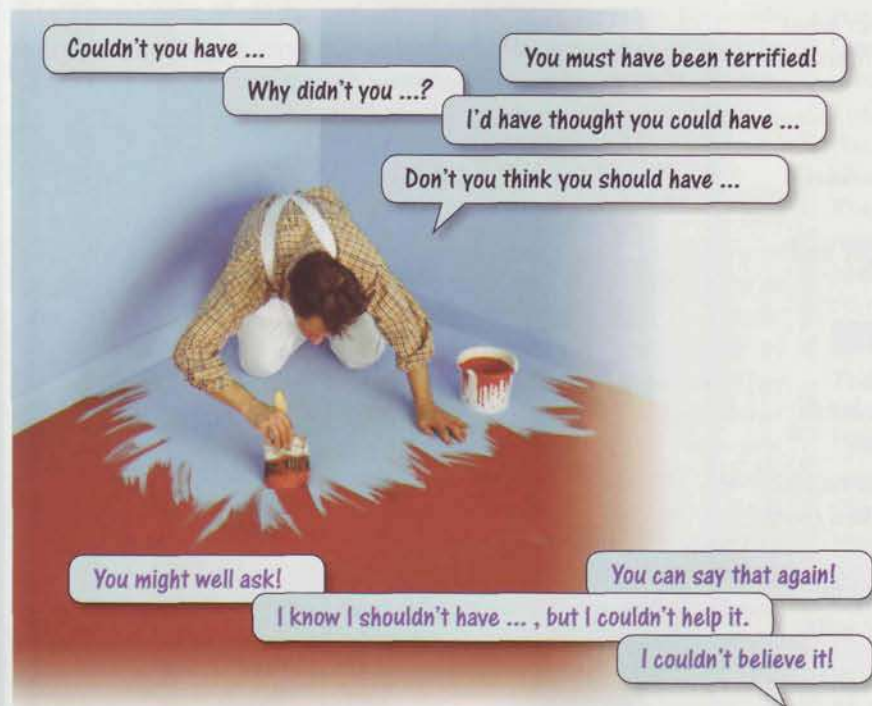
Who did it?

- Your teacher will give each of you a card with information about the murder. You can't show your card to anyone else, but you can say what's on it.
- Work as a class to solve the murder. The best way to do this is through organization and co-operation, knowing when to speak and when to listen. If you work together well, you should solve the murder in about twenty minutes. If you don't work together, you'll never solve it!
- When you have finished, discuss these questions.
  - How did you organize yourselves?
  - Was everybody involved, or did one person dominate?
  - How could you have solved the murder more quickly?
  - What should you have done?
  - Games such as these are used on management training courses. Why, do you think?

## ▶▶ SONG One of these things first Teacher's Book p162

### It all went wrong!

- Write some notes about an occasion in your life when everything went wrong. Tell the class. They can comment and ask questions.



## ▶▶ WRITING Formal and informal letters and emails – Do's and don'ts p121



## READING AND SPEAKING

### How the West was won

- 1 Do you know any films about cowboys and Indians? What is a typical plot? Who are the 'good guys' and who are the 'bad guys'? Do you have a favourite western?
- 2 What do you understand by the title of the article? Look at the six sub-headings. Make guesses about the contents of the paragraphs.
- 3 Read the first two sections. Answer the questions.
  - 1 Why did the white settlers want to head west? (There are several reasons.)
  - 2 What were some of the natural dangers to overcome? What could go wrong? What accidents could have been avoided?
  - 3 What do these numbers refer to?

1843	14,000	2,000	4½	15	25
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- 4 Read about the Donner family. Complete the sentences using the verb in brackets and a modal verb.
  - 1 They \_\_\_\_\_ (set out) so late in the year.
  - 2 They \_\_\_\_\_ (follow) an established route.
  - 3 They \_\_\_\_\_ (spend) the winter in the mountains.
  - 4 They \_\_\_\_\_ (take) enough food.
  - 5 They \_\_\_\_\_ (be) really starving to do what they did.
- 5 Read the rest of the article. Answer the questions.
  - 1 Describe the early relationship between new and Native Americans. What was the main reason for this to change?
  - 2 Describe the American Indians' culture. Over what issues were they bound to clash with the settlers?
  - 3 How did the white people help the Native Americans? How did they exploit them?
  - 4 How was the spirit of the Native Americans finally broken?
  - 5 Find different ways in which the white people and the Indians are referred to.

### What do you think?

- In which other countries have settlers taken the lands of native inhabitants? What has happened there?
- Do you think native inhabitants of today should receive financial compensation for the land that was taken from their ancestors?
- What are the arguments for and against developing remote parts of the world such as rainforests, deserts, and Antarctica?

# HOW THE

## 'GO WEST, YOUNG MAN!'

The American West covers a vast area from the Mississippi River to the Pacific coast. It was largely unexplored by white settlers until the beginning of the nineteenth century. Land was scarce in the East, so many white people who wished to farm went West in search of a new life. The US government promised these pioneers land in the newly-acquired states of California and Oregon. Many Americans believed that there should be one large American republic stretching from the Atlantic to the Pacific. They thought that this was part of God's plan, and they had the right to claim the land from the primitive natives.

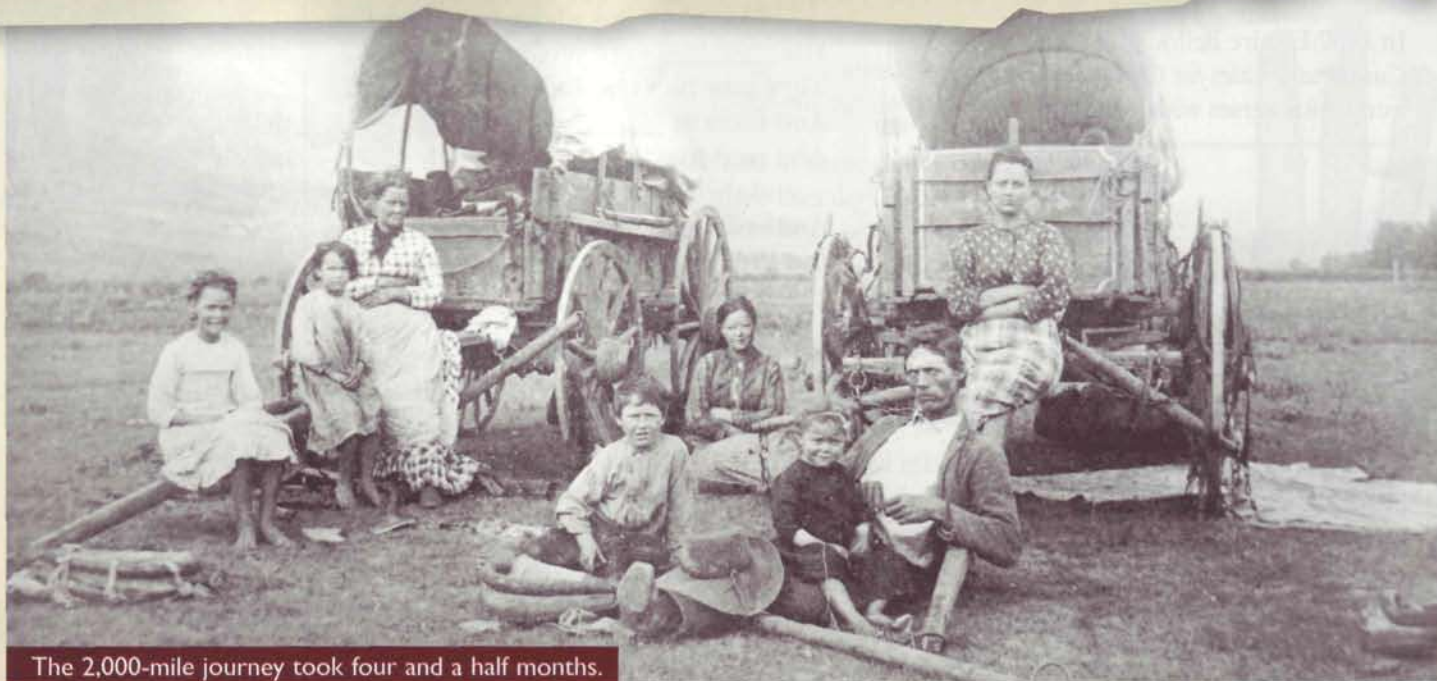
## THE HAZARDOUS JOURNEY

Large-scale migration began in 1843. By 1848, over 14,000 settlers had followed. Much of the land they crossed consisted of mountains, deserts, and huge, treeless plains. To avoid the worst of the winter blizzards in the mountains, travellers normally began their journey in late April or early May. It was not possible to travel earlier in the year, as there was not enough grass on the Great Plains to feed the livestock. If everything went according to plan, the 2,000-mile journey took around four and a half months, covering about fifteen miles a day. Any delay meant that fierce snowstorms would be encountered in the Sierra Nevada mountains. Migrants suffered from disease, violent dust storms, wagons stuck in mud, and plagues of insects such as mosquitoes. One in 25 of the migrants failed to make their destination. Many deaths were self-inflicted. Not experienced in the use of guns, they frequently shot themselves or each other by mistake.





# WEST WAS WON



The 2,000-mile journey took four and a half months.

## THE TRAGEDY OF THE DONNER FAMILY

In 1846, a group from Illinois decided to emigrate to California. One of the families was called Donner. Their story was to become one of the best-known tragedies in the history of Western emigration. They made two vital mistakes. They started late, and followed an untested route and got lost. Morale became poor, tempers flared, and one of the men was stabbed to death. It was late October by the time they started to climb the Sierra Nevada mountains, and they were desperately short of food. It became clear that the snow had made the mountains impassable. They prepared to spend the winter in the mountain snow. Starving, they ate glue, fur, and dogs. Eventually, they ate their own dead. Out of 81 travellers, over half died.

## FIRST CONTACTS WITH NATIVE AMERICANS

When the white people first explored the American West, they found Native Americans living in every part of the region, many of them on the Great Plains. White people saw the Plains Indians as savages, but in fact each tribe had its own complex culture and social structure. They didn't believe that land should be owned by individuals or families, but it should belong to all people. They believed that human beings were indivisible from all the other elements of the natural world: animals, birds, soil, air, mountains, water, and the sun. In the early days of migration, relations between the pioneers and Native Americans were generally friendly. Trade was common, and sometimes fur traders married and integrated into Indian society. The travellers gave Native Americans blankets, beads and mirrors in exchange for food. They also sold them guns and ammunition. In the 1840s attacks on wagons were rare and the Plains Indians generally regarded these first white travellers with amusement.

## GOLD FEVER AND CONFLICT

Then in 1849 came an event which greatly changed the relationship between new and Native Americans – the Gold Rush. Thousands of men of many different nationalities flocked to California, and later to Colorado and Nevada, to search for gold. With the rush came the development of mining camps and the growth of industries, towns, shops, road systems, and railroads. All of this on sacred hunting grounds. Inevitably, conflict ensued. To the white people, the Great Plains were a wilderness waiting to be tamed, a resource to be exploited, and a potential source of profit. They were not concerned about damage to the environment. Native Americans did little farming and mining. They were hunters, and central to their way of life was the wild buffalo. There had been enormous herds of buffalo, estimated at 60 million, but by the mid-1880s they were virtually extinct, having been hunted by white Americans.

## BROKEN AND DEFEATED

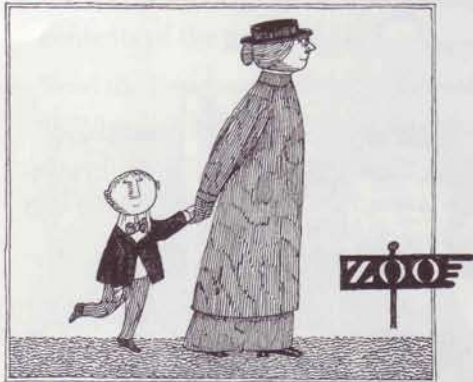
The whites took over more and more of the Indian homelands, until tensions finally exploded into war in the 1860s. Hostilities continued for over twenty years, and terrible atrocities were committed. In 1890, the Seventh Cavalry surrounded and disarmed a band of Sioux at Wounded Creek. Fighting broke out, and 146 Sioux men, women and children were slaughtered. This was the last great act of violence against the Plains Indians. The spirit of the Native Americans had finally been broken. They were persuaded to live in reservations, where government officials encouraged them to adopt an American way of life.



## LISTENING AND VOCABULARY

### Synonyms – the story of Jim and the lion

In 1907 Hilaire Belloc published *Cautionary Tales for Children*. They are humorous verses with a moral.



1 Look at the title of the poem and the pictures. Guess the answers to these questions.

- 1 Where did his nurse\* take him?
- 2 Was Jim a well-behaved little boy who always did what he was told? Or was he naughty?
- 3 How far did he get when he ran away?
- 4 How did the lion go about eating him?
- 5 Who tried to help Jim? Did this work?
- 6 How did his parents react?

\*Nowadays we would say *childminder*, not nurse.

2 **T 10.8** Listen and check.

3 Complete the lines with a word on the right. Think of style, rhythm, and rhyme. It might help to say the poem out loud. Do the first verse.

4 **T 10.8** Listen and check your answers to the first verse. Then do the same for the rest of the poem.

5 What is the moral of this poem? What is the tone?  
Jim's parents, we are told, were 'concerned' about their son. Why is this funny?

### What do you think?

- What were your favourite stories as a child? Tell the class about one of them.
- Were they scary? Funny?
- Who were the main characters? Were the stories based on real life, or fantasy?
- Did they have a moral? A happy ending?

# Jim, who ran away from his nurse, and was eaten by a lion

**There** was a boy whose name was Jim;  
His \_\_\_\_\_ were very good to him.  
They gave him tea, and cakes, and jam,  
And slices of \_\_\_\_\_ ham,  
And read him \_\_\_\_\_ through  
and through,  
And even took him to the zoo –  
But there it was the \_\_\_\_\_ fate  
Befell him, I now \_\_\_\_\_.

**You** know – at least you ought to know,  
For I have \_\_\_\_\_ told you so –  
That children never are \_\_\_\_\_  
To leave their nurses in a crowd;  
Now this was Jim's especial foible,  
He ran away when he was able,  
And on this \_\_\_\_\_ day  
He slipped his hand and \_\_\_\_\_ away!

**He** hadn't gone a yard when – bang!  
With open jaws, a lion \_\_\_\_\_,  
And hungrily began to eat  
The boy: \_\_\_\_\_ at his feet.  
Now just \_\_\_\_\_ how it feels  
When \_\_\_\_\_ your toes and then  
your heels,  
And then by gradual degrees,  
Your shins and ankles, calves and knees,  
Are \_\_\_\_\_ eaten, bit by bit.

**No** wonder Jim \_\_\_\_\_ it!  
No wonder that he \_\_\_\_\_ 'Hi!'  
The honest keeper heard his cry,  
Though very \_\_\_\_\_, he almost ran  
To help the little gentleman.  
'Ponto!' he cried, with \_\_\_\_\_ frown  
Let go sir! Down sir! Put it down!  
.....  
The lion having reached his head,  
The \_\_\_\_\_ boy was dead!

**When** nurse \_\_\_\_\_ his parents they  
Were more \_\_\_\_\_ than I can say:-  
His mother, as she dried her eyes,  
Said, 'Well – it gives me no \_\_\_\_\_,  
He would not do as he was told!'  
His father, who was \_\_\_\_\_  
Bade all the \_\_\_\_\_ round attend  
To James' miserable \_\_\_\_\_,  
And always keep a-hold of nurse  
For fear of finding something worse.

buddies / friends

delicious / tasty  
novels / stories

dreadful / appalling  
describe / relate

frequently / often  
allowed / permitted

unlucky / inauspicious  
hurried / ran

sprang / leapt

beginning / commencing  
imagine / guess  
initially / first

gradually / slowly

loathed / detested  
shouted / screamed

fat / overweight

furious / angry

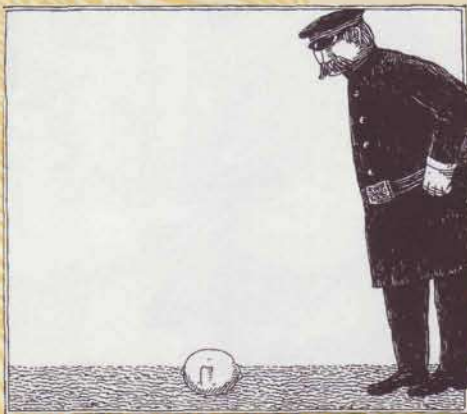
miserable / unfortunate

told / informed  
concerned / upset

shock / surprise

reserved / self-controlled  
kids / children  
fate / end





## EVERYDAY ENGLISH

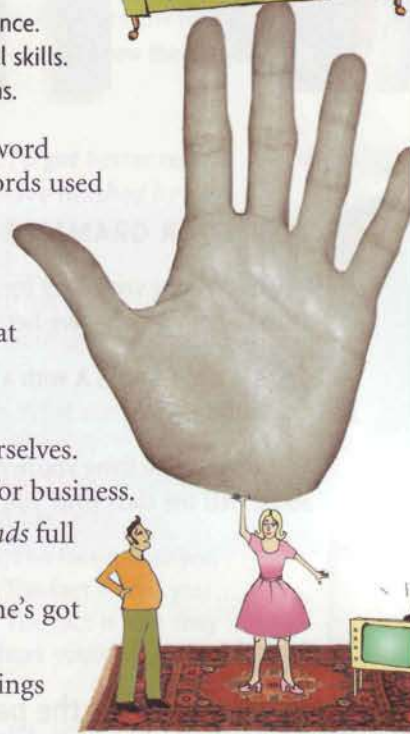
### Metaphors and idioms – the body

1 Complete the sentences with a part of the body.

- Your \_\_\_\_\_ is associated with intelligence.  
 Your \_\_\_\_\_ are associated with manual skills.  
 Your \_\_\_\_\_ is associated with emotions.

2 In which one of these sentences is the word in *italics> used literally? Rephrase the words used metaphorically.*

- Can you give me a *hand* to move this sofa? It's so heavy.
- She's so clever. She's *heading* for great things in life.
- But she's not at all *big-headed*.
- We shook *hands* and introduced ourselves.
- My daughter has a very good *head* for business.
- I'd offer to help, but I've got my *hands* full at the moment.
- I know she shouts a lot, but really she's got a *heart* of gold.
- We had a *heart-to-heart* talk, and things are much clearer now.
- My parents wanted me to be a lawyer, but my *heart* wasn't in it. Now I'm a journalist.



3 Complete the sentences with one of these expressions.

face the fact   putting a brave face   on its last legs   goes to their head  
 pulling your leg   finding my feet   a sharp tongue

- My car's done over 200,000 kilometres. It's \_\_\_\_\_ now. I'll have to buy a new one.
- With so many celebrities, success \_\_\_\_\_ and they start to believe they're really special.
- She's being very courageous and \_\_\_\_\_ on it, but I know she's in a lot of pain.
- I'm in my first term at uni, and it's all a bit strange, but I'm slowly \_\_\_\_\_.
- I'm nearly seventy-five. I simply have to \_\_\_\_\_ that I'm not as young as I was.
- 'Oh no! I've forwarded your email complaining about work to the boss!' 'Are you serious?' 'No, I'm just \_\_\_\_\_.'
- 'Sue says some really cruel things.' 'Yes, she's got \_\_\_\_\_.'

4 **T 10.9** Listen to three conversations. Replace some of the phrases used with an expression on this page.

**T 10.10** Listen and check.

5 Look up another part of the body in your dictionary. Find one or two useful idioms or metaphorical uses. Explain them to the rest of the class.



# 11

## In your dreams

Hypothesizing • Expressions with *if* • Word pairs • Moans and groans

### TEST YOUR GRAMMAR

- Helen is feeling very sorry for herself. Read column A. What are her problems?
- T 11.1** Join a line in A with a wish in B. Listen and check.
- Write down one thing you're not happy about. Tell the class what you wish.

A		B
1 It's raining again.	I wish	I was.
2 I'm not going out tonight.		I did.
3 There's nothing good on TV.		I didn't.
4 I don't like my job.		I could.
5 My boyfriend and I split up last week.		he would.
6 I know he won't call me.		there was.
7 I feel really depressed.		it wasn't.
8 I can't talk to anyone about it.		we hadn't.

### IF ONLY...

Hypothesizing about the past and present

- Look at the photos. Each one illustrates someone's regret or wish. What do you think the regret or wish is?
- T 11.2** Listen to the people talking. Who says what? Number the pictures in the order you hear.

