

A world of difference

Tenses • Auxiliary verbs • What's in a word? • Everyday situations

1 The question has one word missing. Write it in.

- do you ^{come} from?
and where you born?
e in a house or a flat?
ou studying English?
foreign countries have you been?
ou do yesterday evening?
re you going do after this lesson?

2 Ask and answer the questions with a partner.

Where do you come from?

Slovakia.

3 Tell the class about your partner.

Zuzana comes from Slovakia. She's studying English because...

WHAT DO YOU KNOW THAT!

Use the questions in the *One World Quiz*.

1 Listen to the questions in the *One World Quiz*. Discuss the answers with a partner.

2 Listen and check your answers. Make notes about the information you hear for each one. Discuss this with your partner.

GRAMMAR SPOT

1 Listen to the questions in the quiz again. Identify the tense in each question. Which two are passive?

2 Which two of these questions use the auxiliary verbs *do/does/did* to form questions and negatives?

3 Which two of these questions use the verb *to be* (*is/are/was/were*)?

4 Which two of these questions use *have/has*?

Grammar Reference 1.1–1.5 p133



- 2 In which year **did** the world population reach 6 billion?
 a 1989 b 1999 c 2005
- 3 If you are **standing** on the equator, how many hours of daylight do you have?
 a 12 b 16 c 24
- 4 Where **does** most of the world's oil come from?
 a Russia b Saudi Arabia c Iran
- 5 Which of these seven wonders of the world is still **standing**?
 a The Lighthouse of Alexandria
 b The pyramids of Egypt
 c The Colossus of Rhodes
- 6 Why **didn't** dinosaurs **attack** humans?
 a Because they were vegetarian.
 b Because they became extinct before humans were on the earth.
 c Because they didn't run fast enough.
- 7 Where **was** the Titanic **sailing** to when it sank?
 a Southampton b Rio de Janeiro c New York
- 8 How long **has** Elizabeth II **been** Queen of England?
 a since 1952 b since 1959 c since 1963
- 9 How many people **have** won the Nobel Peace prize since it started in 1901?
 a 26 b 58 c 94
- 10 How long **have** people **been** using the Internet?
 a since 1969 b since 1976 c since 1984
- 11 How many languages **are** spoken in Switzerland?
 a 3 b 4 c 5
- 12 In which country **were** women first

YOU'RE WRONG!

- 1 Correct the information in the sentences.
- The Pope lives in Madrid.
He doesn't live in Madrid! He lives in Rome!
 - Shakespeare didn't write poems.
You're wrong! He wrote hundreds of poems.
 - Vegetarians eat meat.
 - The Internet doesn't provide much information.
 - The world is getting colder.
 - Princess Diana was travelling by plane when she was killed.
 - England has never won the World Cup.
 - The 2008 Olympics were held in Tokyo.

ing about you

Complete the questions with the correct auxiliary verb and form of the verb. Write the tense.

What time _____ you usually get up at weekends?

What time _____ you get up this morning?

How long _____ it usually take you to get from home to school?

Who _____ sitting next to you? What _____ he/she wearing?

How long _____ you known the teacher?

What _____ you doing when your teacher came into the room?

What _____ (not) you like doing in English lessons?

Which school subjects _____ (not) you like when you were younger?

Which other foreign languages _____ you studied?

What presents _____ you given on your last birthday?

Work in pairs and answer the questions with a partner.

- 4 In your groups answer these questions about the Kamaus or the Qus.
- 1 Where do they live? What are their homes like?
 - 2 How long have they lived there?
 - 3 What jobs do the parents do? Do they earn much money?
 - 4 What do they spend their money on?
 - 5 What do you learn about the children? What do they do?
 - 6 How long have the parents known each other?
 - 7 What do you learn about other members of the family?
 - 8 What hopes and ambitions do the parents have for themselves and their children?

Boniface and his wife, Pauline, live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a single-storey block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4.30am in his white Toyota – cracked windscreen, 200,000 miles on the clock – and is back by 10pm. On a good day he finds two clients. In a typical month he takes home about £140.

‘It’s a hard job but I like it,’ he says. ‘I meet new people, so I get some experience of the world – even though I have never been outside Kenya.’

Pauline is a dressmaker but isn’t working at the moment. She stays at home to look after the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met in 1994: ‘We liked each other immediately,’ says Boniface. ‘I didn’t want a woman from the city so when I learned that Pauline was from the country, I was pleased.’

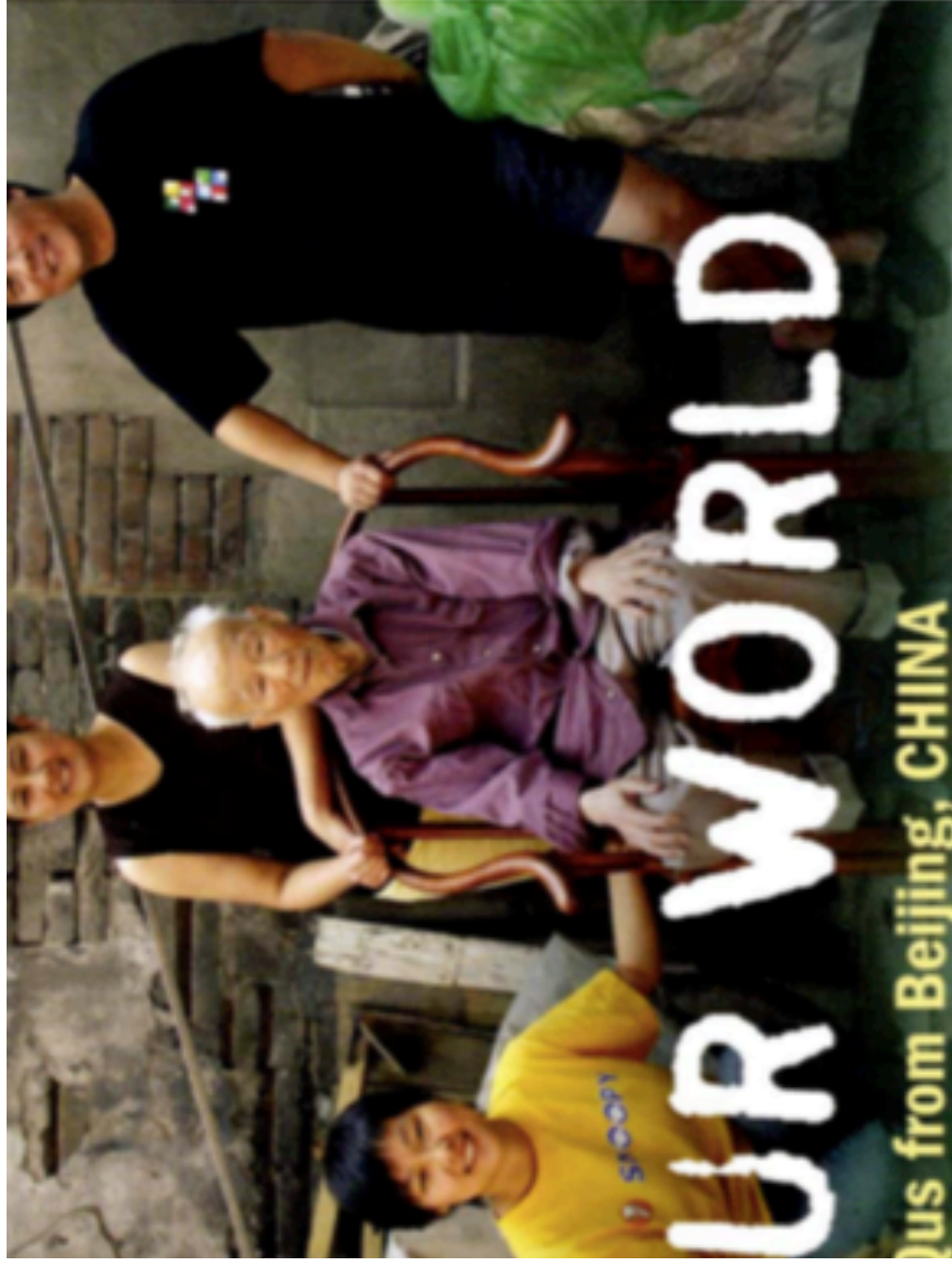
They married in 1995 and at first they lived in a slum, and often didn’t have a lot to eat, just sukuma wiki (a green vegetable). Then, in 1996, Boniface won £60 in a cycle race. The money helped them move house to a better area and paid for driving lessons so that Boniface could become a taxi driver.

His salary doesn’t go far. Rent is £30 a month, and he gives the same amount to his parents, who don’t work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families too. He says, ‘I am always so stressed about money.’ Joyce’s school fees cost another £25 a month.

‘We are trying to give our children the best education,’ says Pauline, who, like her husband, never finished school. ‘Joyce wants to be a doctor.’

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home.

‘This apartment is not a good place to raise a family,’ says Boniface. ‘The toilets are communal – one for every four families.’ Boniface plans to build a three-bedroom house in the suburbs of Nairobi.



OUR WORLD

Qus from Beijing, CHINA

Qu Wansheng, 44

Liu Guilfang, 43

ER: Chen, 17

FATHER: (Qu's father) Huanjun, 84

PROFILE

Liu have known each other since childhood. The most noticeable in China since then is the size of families. Qu was the youngest of five children. She grew up as one of five children. But they have only one daughter.

Vocabulary work

6 Find the six highlighted words in your text. Work out the meanings from the contexts.

Match the words to the meanings in the chart.

The Kamaus

- 1 someone who makes clothes
- 2 with only one floor
- 3 an old house in bad condition
- 4 shared by a group of people
- 5 broken
- 6 worried

The Qus

- 1 loved and treasured
- 2 weak and unhealthy
- 3 narrow lanes between buildings
- 4 knocking down buildings
- 5 close and caring
- 6 economically

- 4 Complete the word *act* in the sentences using the suffixes from the box.

-ress -ion -ing -ive -ivities

- 1 My grandfather is 84, but he's still very active .
- 2 My sister's an act_____. She's often on TV.
- 3 Act_____ is not always a well-paid job.
- 4 This is not a time to do nothing. It is a time for act_____.
- 5 We do a lot of act_____ in class to learn English.

Words that go together

- 5 Match a word in **A** with a line in **B**.

A	B
cosmopolitan well-paid close-knit drive fall	carelessly city in love a race family

MY FAVOURITE DAY OF THE WEEK

Present tenses – states and activities

- 1 Look at the photos.
What do the people do? What are they doing?
In pairs, ask and answer questions.

What does Vicky do?

She's a schoolgirl.

What's she doing?

She's doing her homework.



GRAMMAR SPOT

- 1 What are the tenses in these sentences? Why are they used?

I **have** two lessons on a Monday.

I'm **having** a bad day today.

Find more examples, active and passive, in T2.2 on p119.

- 2 Which of these verb forms is right? Why is the other wrong?

I **like**

| my job.

I **know**

| we're very lucky.

I'm **liking**

I'm **knowing**

Some verbs are rarely used in continuous tenses. These are called state verbs. Underline the five state verbs in the box.

love understand work want enjoy cost need learn

- 3 Adverbs of frequency (*always, never*) answer the question *How often?* Find examples in T2.2 on p119.

▶▶ Grammar Reference 2.1–2.4 p134–5

Talking about you

- 3 Make sentences about *you* using the prompts in the box.
I visit friends as often as I can.

... as often as I can.	... once a fortnight.
... eight hours a day.	... one evening a week.
... when I'm on holiday.	... twice a year.
... on a Sunday.	I hardly ever ...
I always whenever I'm not working.

State and activity verbs

- 6** Are these sentences right (✓) or wrong (✗)?
Correct the wrong sentences.
- 1 I'm not wanting an ice-cream.
 - 2 Are you understanding what I'm saying?
 - 3 I'm enjoying the course. It's great.
 - 4 I'm thinking you're really nice.
 - 5 What are you thinking about?
 - 6 I'm not believing you. You're telling lies.
 - 7 I'm knowing you're not agreeing with me.
 - 8 She's having a lot of money.

Active and passive

- 7 Read the statistics. Choose the correct form, active or passive. Do any of the statistics surprise you?

STATISTICS ABOUT JOBS AND MONEY IN THE UK

- 1 Nearly half the population (29m) **involve / are involved** in some form of employment.
- 2 20% of the workforce **employed / are employed** by the state.
- 3 The average worker **pays / is paid** £27,000 a year.
- 4 The average worker **pays / is paid** £250,000 in tax in his or her lifetime.
- 5 Women **earn / are earned** on average 17% less than men for full-time work.
- 6 Children **give / are given** on average £9 a week pocket money.
- 7 The average household **spends / is spent** £70 per week on transport.
- 8 75% of British households **own / are owned** a car.

▶▶ **Grammar Reference 2.5–2.6 p135**

- 8** Put the verbs in the present passive, simple or continuous.
- 1 ‘Can I help you?’ ‘I’m being served (serve), thank you.’
 - 2 A lot of manufactured goods _____ (make) in Asia.
 - 3 ‘Why are you getting the bus?’ ‘My car _____ (service).’
 - 4 Nearly 50% of the food we buy _____ (import).
 - 5 The banking industry in the UK _____ (situate) in London.
 - 6 _____ service _____ (include) in the bill?
 - 7 The hotel is closed while the bedrooms _____ (modernize).
 - 8 Footballers _____ (pay) far too much money.
-

VOCABULARY AND SPEAKING

Free time activities

- 1** What do you do when you aren't working?
Make a list of what you do in your free time.

go on the Net play golf go for a run

Who do you do it with? Where? Tell the class.

- 2** What activities can you see in the photos?
Which of them ...?

- do you do alone, or with another person
- do you do at home, or in a special place
- needs special clothes or equipment

- 3** Which of these things go with the activities?

a drill	a recipe
planting	serving an ace
the sales	a sleeping bag
a racket	a screwdriver
a concert	a bargain
zoom	keeping fit
sweating	meditating
wearing a helmet	a torch
sketching	weeding



STARTER

Play the *Fortunately, Unfortunately* game around the class.

Start: *I woke up very early this morning.*

Student A *Fortunately, it was a lovely day.*

Student B *Unfortunately, I had to go to school.*

GRAMMAR SPOT

- 1 In these sentences, which verb form is . . . ?

Past Simple Past Continuous Past Simple passive

He **worked** as an art dealer.

He **was dismissed**.

He **was studying** art.

Find more examples of the three verb forms in the text.

- 2 In this sentence, what happened first?

He **was dismissed** because he **had argued** with customers.

had argued is an example of the Past Perfect tense.

How is this tense formed? Find more examples in the text.

- 3 Look at the sentence.

Vincent **used to** drink heavily.

Do you think this happened once or many times?

Find another example of *used to* in the text.

▶▶ Grammar Reference 3.1–3.7 p135–7

Past tenses and *used to*


- 1 Look at the pictures by the painter, Vincent Van Gogh. What do you know about him? Was he happy? Was he successful?
- 2 Read the notes below about Vincent Van Gogh. Complete the questions about his life.

Vincent Van Gogh


1853–1890

Vincent Van Gogh was born in 1853. When he was a young man he worked in London and Paris, but he was dismissed.


He tried to commit suicide.

In Paris, Vincent met many famous artists while he was .

In 1888 he moved to Arles in the south of France. Another famous painter came to live with him. He was an old friend.

One evening Van Gogh left the house carrying a . He cut off part of his ear.

After this, he moved into an asylum. Many of his most famous paintings were completed here.

In 1890, while he was , he shot himself in the chest. Two days later he died. He was buried.

When he died, he had no money.

- 1 Where **was he born?**
- 2 What ... job?
- 3 Why ...?
- 4 Why ...?
- 5 Which ...?
- 6 What ... when he met them?
- 7 Who ...?
- 8 Where ... first meet?
- 9 What ...?
- 10 Why ...?
- 11 Which ...
- 12 What ... doing ...?
- 13 Why ...?
- 14 Where ...?
- 15 Why didn't ...?

READING

A Shakespearean tragedy

- 1 What do you know about William Shakespeare?
- 2 Look at the list of characters in the story of *Romeo and Juliet*. What do you know about the story?
How did people at that time decide who to marry?
Who made the decision?
- 3 Read 1–6 in the story. Answer the questions.
 - 1 Why did the Montagues and the Capulets hate each other?
 - 2 Why wasn't it a good idea for Romeo to go to the Capulet's party?
 - 3 What happened when Romeo and Juliet first met?
 - 4 'Wherefore art thou Romeo?' (= *Why are you Romeo?*) Why was Juliet upset about Romeo's name?
 - 5 How long had they known each other when they decided to get married?
 - 6 Why did Friar Laurence agree to marry them?
 - 7 Why did Romeo try to stop the fight?
 - 8 Why was Juliet desperate?
- 4 Read 7–12 in the story. Answer the questions.
 - 1 What couldn't Juliet tell her father?
 - 2 What was the Friar's plan?
 - 3 Which part of the plan worked?
 - 4 What went wrong with the plan?
 - 5 Why did Romeo kill himself?
 - 6 Why did Juliet kill herself?
 - 7 How did their families feel at the end?



STARTER

Look at the sentences.
Say them aloud as a class.

You	can must should have to	go.
-----	----------------------------------	-----

- 1 Say the negative.
- 2 Say the question.
- 3 Say the 3rd person singular with *he*.
- 4 Which verb is different in form?

MODERN DILEMMAS

should/must/have to/be allowed to

- 1 Work in groups. *The Times* newspaper has a section called *Modern morals* where readers help other readers with problems. Read the problems in *Readers ask*. What advice would you give? Use these phrases:
I think they should ... I don't think she should ... He must ...
- 2 Read the lines from *Readers reply* on p31. Which lines do you think go with which problems?
Read the full replies on p149. Do you agree with the advice?
- 3 Look again at *Readers ask* 1–7. Find the questions used to *ask for advice*. Find the verbs used in *Readers reply* a–g to *give advice*.

GRAMMAR SPOT

- 1 These sentences give advice. Which is the stronger advice?

You **should** check online.

You **must** tell your neighbour.

- 2 Which sentences express permission? Which express obligation?

I		can		go.
		am allowed to		
		must		
		have to		

- 3 Complete the sentences with *have to*, *don't have to*, or *mustn't*.

Children _____ go to school.

You _____ ride your bike on the footpath.

People over 65 _____ go to work.

- 4 The past of these sentences is the same. What is it?

I must go. I have to go.

▶▶ Grammar Reference 4.1–4.5 p137–8

Education in Victorian England 1832–1901

In Victorian England education played a very small role in most children's lives. In 1840 only 20% of children had any schooling at all. Then, in 1870 an Education Act was passed which said that children aged 5–10 should attend school. However, many parents preferred their children to work and earn money for their families. It was not until 1880 that all children had to attend school until the age of 10. Then, in 1899 the school leaving age was raised to 12.

School Rules 1880

- 1 Boys and girls had to enter school through different doors.
- 2 Children _____ call teachers "Sir" or "Ma'am".
- 3 Children _____ ask questions.
- 4 Children _____ stand up to answer questions.
- 5 Children _____ do any sports.
- 6 Boys _____ do woodwork. Girls _____ do needlework.
- 7 Children _____ to use their left hand for writing.
- 8 Female teachers _____ get married.

PRACTICE

Discussing grammar

- 1 Choose the correct verb to complete the sentences.
 - 1 I don't get on with my boss. Do you think I *should* / *must* look for another job?
 - 2 We're giving Tom a surprise birthday party. You *shouldn't* / *mustn't* tell him about it.
 - 3 Please Dad, *can* / *must* I go to Tom's party? It'll be great.
 - 4 You *should* / *have to* drive on the left in Britain.
 - 5 Do you *must* / *have to* wear a uniform in your job?
 - 6 Are you *can* / *allowed to* take mobile phones to school?
 - 7 I *must* / *had to* go to bed early when I was a child.
 - 8 You *mustn't* / *don't have to* go to England to learn English, but it's a good idea.

SPOKEN ENGLISH *have got to*

- 1 *Have got to* means the same as *have to* but is used more in spoken English. Look at these examples from Millie, Richard, and Frank.

They've got to employ bodyguards.

You've got to give meaning to life by what you do.

You've got to look for the good in people.

- 2 Complete the conversations with *'ve got to/'s got to*.

1 'Isn't your mum away at the moment?'

'Yeah, so Dad 's got to do all the cooking.'

2 'Where's my briefcase? I _____ go to work.'

'It's where you left it. In the hall.'

3 'Mum, why can't I go out now?'

'You _____ tidy your room first.'

4 'Won't you be late for work?'

'Oh, goodness. Look at the time I _____ go now. Bye!'



Listen and check. What extra information do you get?

- 5** Complete the phrasal verbs in the questions with **one** of the words in the box. Then ask and answer the questions with a partner.

with	up	to	after
------	----	----	-------

- 1 Who do you take _____ in your family?
- 2 Do you get on well _____ both your parents?
- 3 Have you recently taken _____ any new sports or hobbies?
- 4 Do you often look _____ words in your dictionary?
- 5 Are you looking forward _____ going on holiday soon?
- 6 Do you pick _____ foreign languages easily?
- 7 Have you got any bad habits that you want to give _____ ?

1 Match a line in **A** with a line in **B**. Who is talking to who? Where are the conversations taking place?

A	B
1 <u>g</u> I'll give you a lift into town if you like. 2 ___ It's a present. Do you think you could gift-wrap it for me? 3 ___ Pump number 5. And could you give me a token for the car wash? 4 ___ Two large Cokes, please. 5 ___ Can you tell me the code for Tokyo, please? 6 ___ Could you show me how you did that? 7 ___ Would you mind moving your car? 8 ___ Would you mind if I opened the window?	a Diet or regular? b Go ahead. It's very stuffy in here. c One moment. I'll have to look it up. d I'm sorry, it's not working today. e Oh, sorry, I didn't realize that you couldn't get through. f Yes, of course. I'll just take the price off. g That would be great. Could you drop me at the library? h Certainly. Just go to 'Systems Preferences' and click on 'Displays'.

2 In these groups of sentences which two phrasal verbs are idiomatic? Which is literal?

- 1 a He *brought up* five children on his own.
b The porter will *bring your bags up* to your room.
c She *brought up* the subject of money.
- 2 a Do you think you'll *get through* your final exam?
b I tried to ring you but I couldn't *get through*.
c His van couldn't *get through* that narrow gate.
- 3 a The village was *cut off* by the floods.
b Hello, hello? I can't hear you. I think we've been *cut off*.
c She *cut off* a big piece of meat and gave it to the dog.
- 4 a Her health has really *picked up* since she moved to a sunny climate.
b Can you *pick up* my pen for me? It's under your chair.
c I *picked up* some Spanish when I was travelling in Peru.

5

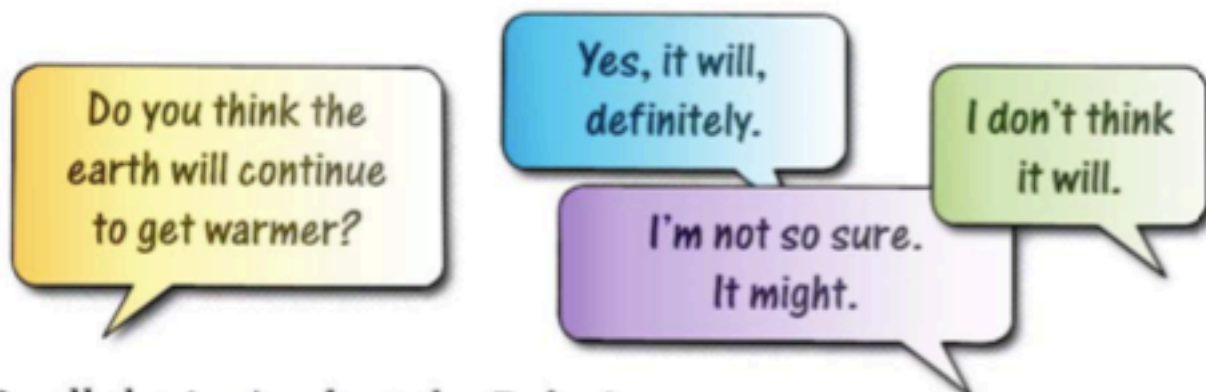
Our changing world

Future forms • *may, might, could* • Word building • Arranging to meet

What do you think will happen?

3 Work in groups. Ask questions about the future with *Do you think ... will ...?* Answer with *may, might, could* or *will*.

1 the earth/continue to get warmer?



2 all the ice/melt at the Poles?

3 polar bears/become extinct?

4 more people/travel by train?

5 air travel/banned to reduce CO₂ emissions?

6 new sources of energy/found?

7 there/be more droughts or more floods in the world?

8 lifestyles/have to change?

PRACTICE

Discussing grammar

1 Work with a partner. Decide which is the correct verb form.

1 A Have you decided about your holiday yet?
B No, not yet. We've never been to Prague so we *will / might* go there.

2 A *Will you / Are you going to* take an umbrella?
B No, I'm not. The forecast says it'll / *might* be fine all day.

3 A Why are you making a list?
B Because *I'll go / I'm going* shopping. Is there anything you want?

4 A Would you like to go out for a drink tonight?
B Sorry, *I'll work / 'm working* late. How about tomorrow night? *I'll call / I'm calling* you.

5 A *What are you doing / will you do* Saturday night?
B I'm not sure yet. I *will / may* go to friends' or they *will / may* come to me.

6 A Are you enjoying your job more now?
B No, I'm not. *I'm going to / will* look for another one.

7 A Your team's rubbish! It's 2-0 to United!
B Come on. It's only half-time. I think they *are going to / could* still win.

8 A *You won't pass / aren't passing* your exams next month if you go out every night.
B I know, I *might / 'll* work harder nearer the time. I promise.

I think/don't think . . .

- 6** Make sentences with *I think . . . will* and the prompts in A. Match them with a sentence in B.

I think it'll be a cold night tonight. Wrap up warm if you go out.

A	B
1 it/a cold night tonight	___ But we'd better get a move on.
2 I/get a new computer	<u>1</u> Wrap up warm if you go out.
3 I/do a cookery course	___ I want a laptop this time.
4 you/like the film	___ You've got all the right qualifications.
5 we/get to the airport in time	___ It's a great story, and really well cast.
6 you/get the job	___ I can't even boil an egg.

5 Are these statements true (✓) or false (✗)?

- 1 Women will be able to give birth aged 100.
- 2 It will be possible to replace all the parts of the body.
- 3 Animal parts will be used for transplantation.
- 4 Scientists think that computers won't ever do the work of the human brain.
- 5 Scientists believe that if we can talk to animals, we won't want to eat them.
- 6 Alien life has already been found on Mars.
- 7 There could be an infinite number of other universes.
- 8 The walls in your house will change colour to suit your mood.
- 9 Your armchair will help you do your housework.
- 10 Pills will replace food.

[read the article](#)

2 Look at the information on prefixes.

PREFIXES are used to change the meaning of words. Look at these words with prefixes.

predict **regrow** **extra-terrestrial** **disorder**

Which means ...?

before *outside* *again*

Which is a negative prefix?

Choose a prefix from the box to make the words mean the opposite.

un-	in-	im-	il-	dis-	ir-
-----	-----	-----	-----	------	-----

1 possible **impossible**

2 patient

3 lucky

4 legal

5 appear

6 regular

7 formal

8 conscious

VOCABULARY AND PRONUNCIATION

Word building – suffixes and prefixes

- 1 Work with a partner. Look at the information on suffixes.

SUFFIXES are used to form different parts of speech.

What endings do you notice on these words?

What part of speech are they?

act **action** **active** **actively**

What part of speech are the words in the box?

What are the different word endings?

prediction	colourful	excitement	suitable
shorten	confidently	creative	business
automatically	imagination	qualify	careless

Life in

An international group of forty scientists have made some very surprising predictions about the future. They say that in the next fifty years the way we live will change beyond our wildest dreams. Here are some of their predictions. You may find some of them surprising.
BEA ROSENTHAL reports.

What do you think?

- Read the article again and underline the predictions that most surprise you.
Which do you believe will definitely happen?
Which might happen?
Which do you believe won't happen?
- What predictions can you make? Choose from these topics:

transport	jobs	television	communication
the home	food	clothes	sport



6 What matters to me

Information questions • Adjectives and adverbs • In a department store



STARTER

- 1 Think of someone in the room. Don't say who it is.
The other students must ask questions to find out who it is.
Is it a boy or a girl? What colour is her hair?
Has she got blue eyes? What sort of clothes does she wear?
- 2 Do the same about someone famous.



DESCRIPTIONS

Information questions

1 Match a question with an answer.

DESCRIBING PEOPLE

- | | | |
|---|-------------------------------------|--|
| 1 <input checked="" type="checkbox"/> e | What's she like? | a She's in her twenties. |
| 2 <input type="checkbox"/> | What does she look like? | b She likes dancing and shopping. |
| 3 <input type="checkbox"/> | What does she like doing? | c Five foot eight. |
| 4 <input type="checkbox"/> | How tall is she? | d She's quite tall and pretty. |
| 5 <input type="checkbox"/> | What colour eyes has she got? | e She's really nice. Very easy-going. |
| 6 <input type="checkbox"/> | How old is she? | f She's fine. |
| 7 <input type="checkbox"/> | What kind of clothes does she wear? | g Brown. |
| 8 <input type="checkbox"/> | What's her hair like? | h It's sort of long, fair, and wavy. |
| 9 <input type="checkbox"/> | How is she? | i Not smart. Casual. She has a lot of style. |

GRAMMAR SPOT

- 1 *What* and *which* can be followed by a noun.
What colour/**Which** floor ... ?
Find examples on these pages.
- 2 *How* can be followed by an adjective or an adverb.
How tall/far ... ?
Find examples.
- 3 Match a question and an answer.

What's she like?		Very well, thanks.
How is she?		Very nice. Quite pretty.

▶▶ **Grammar Reference 6.1–6.2 p140**

- 5 Look at the questions for describing things. Put a word from the box into each question.

much How make of long for size

DESCRIBING THINGS

- 1 What _____ is it? *Sony.*
- 2 How _____ does it weigh? *1.3 kg.*
- 3 What's it made _____? *Carbon and titanium.*
- 4 What's this button _____? *It turns it on.*
- 5 _____ big is the screen? *13.2 inches.*
- 6 How _____ is the battery life? *Eight hours.*
- 7 What _____ is the hard disk? *80 gigabytes.*

VOCABULARY

Adjectives

- 1 Work in pairs. Look at the advertisements 1–3. Which advert is for ...?
a date something to eat a holiday destination
- 2 Find some adjectives in the adverts.

1

Mamma Mia


Mamma Mia pasta sauces. From much-loved bolognese to our latest garlic and basil. Made from the finest organic ingredients in the old-fashioned way.

So tempting!
Just like home-made.
You'll be amazed!



2

Kos



-ed and -ing adjectives

- 3 How do these words end in the adverts?
amaz- relax- excit- disappoint- tir- charm-
Complete the sentences with one of these adjectives ending in -ed or -ing.
 - 1 Having a massage is very relaxing.
 - 2 I was _____ when they offered me the job. I was sure I'd failed the interview.
 - 3 Our holiday was _____. It rained every day.
 - 4 My kids are so _____ on Christmas Eve, they can't sleep.
 - 5 The journey was very _____. I was exhausted.
 - 6 He says such lovely things. He is _____. He makes you feel so special.

Adjectives and nouns that go together

- 4 Some adjectives and nouns often go together.
sandy beach ancient ruins
Match an adjective and a noun. Sometimes there is more than one possibility.

adjective	noun
fresh latest pretty	friend fruit clothes
clear fast crowded	fashions hair job
casual close handsome	restaurant food woman
straight cosy challenging	man room sky

Compound adjectives

5 Find some compound adjectives in the adverts.

much-loved old-fashioned

Match a word from A and B to make compound adjectives.

A	B
well- (×2) full- hard- good- second- hand- brand-	new dressed hand behaved time looking working made

Think of a noun that goes with each adjective. What's the opposite?

well-behaved children badly-behaved children

Adverbs

1 Look at advertisements 4–6. Which advert is for ...?
a pain killer a watch a house to rent

2 Find adverbs that end in *-ly* in adverts 4 and 5.
simply *beautifully*

Find some adverbs that don't end in *-ly* in advert 6.
just *too*

4

LOG FIRES IN DEVON

£750 pw



Adverbs and verbs that go together

3 Some verbs and adverbs often go together.

drive carefully *walk slowly* *explain clearly*

Match a verb and an adverb. Sometimes there is more than one possibility.

verb	adverb
wait love behave	badly peacefully heavily
shine fight leave	smartly patiently fluently
whisper die rain	suddenly deeply brightly
dress speak breathe	passionately softly bravely

4 Mime some of the verbs and adverbs to the class.

You're driving carefully!

You're waiting patiently!

Adverbs that don't end in *-ly*

Adverbs that don't end in -ly

5 Complete the sentences with an adverb from the box.

again	fast	hard	loud	wrong
even	right	straight	together	almost

- 1 Peter and I lived _____ at university.
- 2 He's a good student. He tries _____.
- 3 'Where's the town hall?' 'Go _____ on.'
- 4 Say that _____. I didn't hear you.
- 5 Don't talk so _____! Everyone can hear you.
- 6 Why do you drive so _____? Slow down!
- 7 His wife's name is Sue, not Sally! Get it _____.
- 8 The holiday was a disaster. Everything went _____.
- 9 This room is cool, _____ in summer.
- 10 'Are you ready?' '_____. Give me another five minutes.'





7

Passions and fashions

Present Perfect – simple, continuous, passive • Making the right noises



STARTER

Talk about three things you have **NEVER** done.

I've NEVER been to a football match.

Me neither. I hate football.

I've NEVER had body piercing or a tattoo.

I have. I've got a tattoo of a rose on my ankle.

I've NEVER read a Harry Potter book.

Really? I've read them all.



GRAMMAR SPOT

- 1 Name the three tenses. Why are they used?

She **lives** in Scotland.

She **lived** in Portugal for three years.

She's **lived** in Scotland since 1993.

She's **lived** in England, Portugal and Scotland.

- 2 Which question asks about the activity? Which asks about the quantity?

How long **has** she **been writing** Harry Potter books?

How many **has** she **written**?

- 3 These sentences sound unnatural in the active. Make them passive. Find them in the text.

People have translated her books into 60 languages.

People have sold 300 million copies of her books.

People have made six of the books into films.

▶▶ Grammar Reference 7.1–7.6 p140–2

2 Underline the correct verb form.

- 1 His plane *took off / has taken off* a few minutes ago.
- 2 The president *has resigned / has been resigned* and a new president *has elected / has been elected*.
- 3 I *work / 've been working* in Dubai since last March. When *did you arrive / have you arrived*?
- 4 How many emails *have you sent / have you been sending*?
- 5 What *did you do / have you been doing* in the bathroom? You *were / 've been* in there for ages.
- 6 A huge snowstorm *has hit / has been hit* New York. Over 40 cms of snow *has fallen / has been falling* in the past 12 hours. People *have advised / have been advised* to stay at home.

- 3** Where can the words in the box go in these sentences?
Sometimes several words are possible.

just	yet	already	ever	never
------	-----	---------	------	-------

- 1 I've read that book.
- 2 I've been reading an interesting book.
- 3 Has it been made into a film?
- 4 He's learned to drive.
- 5 The match hasn't finished.
- 6 Have you been to Morocco?

CALVIN KLEIN

4 Calvin Klein is a famous fashion designer. He has had a very interesting life so far. Look quickly through the chart of events in his life. What different things has he designed?



a passion for fashion

5 With a partner study the chart. Ask and answer these questions about Calvin Klein's life.

- 1 How long has Calvin Klein been interested in fashion?
Since he was 14.
- 2 What different kinds of clothes has he designed in his career?
- 3 How many times has he been married and divorced?
- 4 How many children does he have?
- 5 How many awards has he won?
- 6 How long has he been making his own perfumes? What are they called?
- 7 Which famous people has he worked with and designed for?
- 8 How long has he been selling cosmetics?

VOCABULARY AND LISTENING

Things I'm passionate about

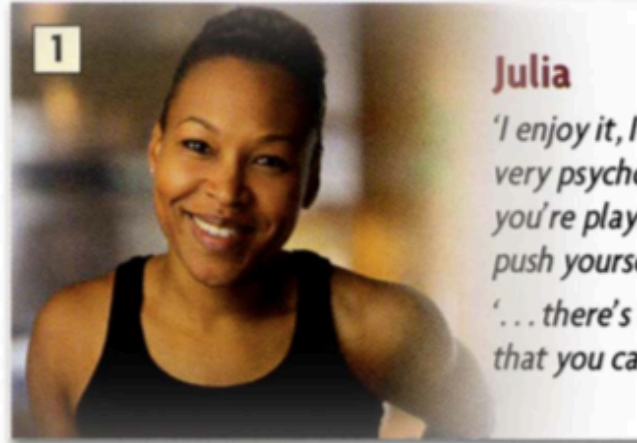
- 1 Work with a partner. Look at the words and expressions in the box. Which are positive, which are negative? Which are neutral?

quite like	crazy about
adore	can't stand
loathe	don't mind
keen on	can't bear
not that keen on	fond of

- 2 Rewrite the sentences using the words in brackets.

- 1 She likes ice-cream very much. (*absolutely adore*)
She absolutely adores ice-cream.
- 2 He likes all water sports. (*very keen*)
- 3 I hate opera. (*can't bear*)
- 4 My brother loves playing video games.
(*crazy about*)
- 5 My sister doesn't really like any sports.
(*not that keen*)
- 6 I don't like people who always talk about themselves. (*can't stand*)
- 7 My mum likes going to musicals. (*very fond*)
- 8 I quite like green tea but I prefer English breakfast tea. (*don't mind*)
- 9 The thing I hate most is tidying my room. (*loathe*)
- 10 I don't hate my job but it's time I applied for

1



Julia

'I enjoy it, I'm very psycho, you're playing hard, you're pushing yourself... there's a lot of things that you can't do.'

Paul

'They're so big and powerful but so beautiful when you see them racing round a field or on a track.'

'Of course, I have fallen off a few times, but it seems that the more you fall, the less it hurts.'

3



Andrew

'I felt the thrill of the thing, it's just a few seconds, it's just a few seconds.'

'It's all about the adrenaline, it goes unsaid.'

EVERYDAY ENGLISH

Making the right noises

1 Look at the words in the boxes. They are all possible responses in conversation. What do they express? Write in the correct heading.

- Agreement
- Sympathy
- Pleasure
- Surprise

_____	_____	_____	_____
How fantastic!	Absolutely.	Did you?	What a pity!
That's great!	Definitely.	You didn't!	That's a shame.
Lovely!	Of course.	That's amazing!	Oh dear.
Congratulations!	Fair enough.	You're kidding!	That's too bad.
Brilliant!	Fine.	You did what?	How awful!
Good for you!	OK.	Really?	Bad luck.



2 Listen and complete. Practice the conversation with a partner.

3 Read the lines of conversation. Write in a suitable response. There are sometimes several possibilities.

- 1 A My boyfriend's just asked me to marry him.
B _____ (surprise) _____ (pleasure)
- 2 A Will spaghetti bolognese be OK for dinner?
B _____ (agreement) _____ (pleasure)
- 3 A There's a strike at the airport so my holiday's been cancelled.
B _____ (sympathy) _____ (sympathy)
- 4 A I failed my driving test again.
B _____ (surprise) _____ (sympathy)



8 No fear!

Verb patterns • Body language • Travel and numbers

STARTER

Match a sentence with a cartoon.

- 1 They stopped to talk to each other.
- 2 They stopped talking to each other.

What's the difference in meaning between sentences 1 and 2?



GRAMMAR SPOT

1 Match a pattern in A with a sentence from the emails in B.

A

verb + *-ing*

verb + *to*

verb + sb + *to*

verb + sb + infinitive

(without *to*)

adjective + *to*

preposition + *-ing*

B

I **need to warn** you.

Victor **told us to throw** meat.

You'll **make them feel** at home.

He **enjoyed swimming**.

We're **thinking of staying** two more days.

It's **impossible to see** the scar.

2 What is the difference in meaning between these sentences?

*She remembered to email
her mum.*

*She remembered emailing
her mum.*

▶▶ Grammar Reference 8 p142 Verb patterns p158

PRACTICE

Phoning home

1 Work with a partner. Complete Kate's phone conversation with her mother.

M Kate! It's so good to hear (*hear*) from you. Are you OK?

K Oh Mum, I'm really sorry for _____ (*worry*) you so much. I really didn't mean to.

M We opened our emails and we were so delighted _____ (*see*) all your photos and then we saw that one.

K I didn't want my friends _____ (*post*) it on *Facebook*. I asked them not to.

M But Kate, all that blood, and you went to hospital. We couldn't help _____ (*feel*) worried.

K I know, but honestly Mum, my friends made me _____ (*go*) to the hospital, I really didn't need to.

M How is your head now?

K Absolutely fine. Honestly. I'll email you some more photos and you can see for yourself.

M OK. Don't forget to.

K I'll call again soon and I promise _____ (*text*) regularly. Bye.

M Bye. Take care!



Talking about you

3 Complete the sentences so that they are true for you BUT make two of them false.

- 1 I really enjoy ...
- 2 I'm no good at ...
- 3 I mustn't forget ...
- 4 I will always remember ...
- 5 I've just finished ...
- 6 I sometimes find it difficult ...
- 7 My parents made me ... when I was young.
- 8 I'm looking forward to ...
- 9 I'd love ...

4 Work in small groups. Read some true and some false sentences aloud to each other. Make comments and ask questions to find the false ones.

I really enjoy cycling.

Do you? Do you cycle to work?

*I don't believe you.
You don't even have a bike!*

VOCABULARY AND IDIOM

Body language

- 1 As a class, brainstorm all the parts of the body. Fill the board with all that you can think of.
- 2 Work in small groups. Which parts of the body do you use to do the following things?

bite blow clap climb hit hug kick kneel lick march point scratch stare whistle

- 3 Which verbs in exercise 2 go with these nouns and phrases?

_____ a ladder
_____ out of the window
_____ a tune
_____ someone tight
_____ a football
_____ an ice-cream
_____ down to pray

_____ your nails
_____ up a balloon
_____ an insect bite
_____ your hands to the music
_____ at a place on the map
_____ a nail with a hammer
_____ like a soldier

READING AND SPEAKING

Dangerous journeys in history

- 1 Close your eyes. Imagine you are one of 90,000 people. You are travelling together, on foot, over mountains, rivers and plains. It's winter. What problems would you face?
- 2 You are going to read about two famous leaders, Hannibal Barca and Mao Zedong. They both undertook remarkable journeys with thousands of people. Look at the maps. What difficulties can you anticipate?
- 3 Divide into two groups.

Group A Read about **HANNIBAL**

Group B Read about **Mao Zedong**

First read about your leader's *Early Years*. Answer the questions with your group.

- 1 How did his father influence his life?
- 2 Who were the enemy?
- 3 Where did he move to?
- 4 Why did they set off on such a long journey?



- 4 Read about the journey and answer the questions.
 - 1 When did the journey start?
 - 2 How many began it? Who were they?
 - 3 What kind of leader was he?
 - 4 What problems did they face on the way?
 - 5 How long did the journey last?



HANNIBAL CROSSES THE ALPS

247-182 BC

EARLY YEARS

Hannibal Barca was born in Carthage, North Africa, (now a suburb of Tunis, Tunisia) in 247 BC. At that time this once prosperous seaport was losing a long and exhausting war with the Romans over who should rule the western Mediterranean. His father, Hamilcar, was a general in the army, and it is said that he made his son promise to hate the Romans forever.

The 23-year-long war was finally lost in 241 BC. Hannibal and his family moved to Spain, where the Carthaginians were trying to build a new empire. Hannibal grew up to be a bold and fearless fighter like his father, and eventually became commander of the army. In 218 BC the Romans again threatened to attack. In a daring and dangerous plan Hannibal decided to march from Spain to Italy before the Romans had even declared war. This march was to be a journey of 2,415 kilometres across both the Pyrenees and the Alps.



Mao Zedong and the Long March

1893-1976

Early years

Mao Zedong (Mao Tse Tung) was born in Hunan province in



9 It depends how you look at it

Conditionals • Words with similar meaning • Dealing with money



STARTER

Ideas can be looked at in different ways.

Work in groups. Think of some pros and cons of being a teenager.

- + *You aren't a kid any more.*
You are becoming more independent.
- *You aren't a child, but you aren't an adult.*
You don't have any money.

Compare ideas as a class.

BILLY'S STORY

Conditionals

- 1 Why are some kids bullied? Why do some kids become bullies?
- 2 Read about Billy. What are his problems?



GRAMMAR SPOT

- 1 Second conditional sentences express an unreal situation about the present.

If I **was** in trouble, I'd (= would) **come** to you for help.
(*But I'm not in trouble.*)

Third conditional sentences express an unreal situation about the past.

If you'd (=had) **told** me about your problems, I'd (= would) **have helped**. (*But you didn't tell me, so I didn't help.*)

How do we form second and third conditional sentences?

- 2 Which two of these modal verbs express a possibility?

I **would** / **might** / **could** have helped you.

- 3 Look at this sentence.

Pete **shouldn't have stolen** the money.

Is this good advice? Did Pete steal the money?

▶▶ Grammar Reference 9.1–9.6 p142–3

2 Rewrite the sentences about the robberies using the words in brackets.

1 It was a mistake to write his note on an envelope. (*shouldn't*)

He shouldn't have written his note on an envelope.

2 It would have been better to take the note with him. (*should*)

3 He left his address. The police found him. (*if*)

4 It was stupid to take his photo. (*shouldn't*)

5 They crashed the car. They didn't escape. (*if, could*)

6 He left photos of himself. He could have got away with it. (*if, might*)

7 They were so stupid. They didn't escape with the money. (*if*)

8 They listened to the manager. They didn't steal the money. (*if, could*)

9 It was silly to go back to the bank. (*shouldn't*)

10 It would have been better to just run away. (*should*)

VOCABULARY

Words with similar meaning

1 Match the words in A with their similar meanings in B. They all appeared in the newspaper article on p74-5.

A	B
prison	frightened
burglar	bump into
scared	stunned
purpose	completely
meet	furious
angry	normal
shocked	jail
ordinary	point
delighted	over the moon
totally	robber



2 Complete the sentences with pairs of words from exercise 1. The first word is from A, the second word is from B.

- 'Did you _____ anyone you know in town?'
'Yes, I _____ Alice as I was coming out of a shop.'
- 'Aren't you _____ with your exam results?'
'You bet. I'm _____. It's great!'
- 'The _____ of this meeting is to brainstorm ideas.'
'Sorry, but I don't see the _____. Why bother?'
- 'You must be _____ with Tim for crashing your car.'
'I'm absolutely _____ with him.'
- 'I was _____ when I heard that Joe had died. Weren't you?'
'I was _____. He was only 48.'
- 'I'm _____ of dogs. I was bitten once.'
'I'm not _____ of them. They're usually really friendly.'

3 These words are similar but not the same. Choose the correct word.

- alone / lonely**
live _____ happily
feel _____ and unhappy
- big / great**
_____ house/mistake/feet
_____ artist/Wall of China/party
- tall / high**
_____ person/building/trees
_____ mountain/wall/ceiling
- small / little**
_____ old lady/boy/finger
_____ room/glass of wine/dress size
- quick / fast**
_____ car/train/food
_____ drink/worker/thinking



4 Which verb goes with which phrase?

win	Arsenal	clean	my hair
beat	the championship	wash	the flat
make	a mess	listen	a noise
do	your best	hear	to music
talk	to my mates for hours	rob	a bank