

# 1

## Getting to know you

Tenses • Questions • Using a bilingual dictionary • Social expressions 1

### STARTER

1 Match the questions and answers.

Where were you born?	A year ago.
What do you do?	Three times a week.
Are you married?	In Morocco.
Why are you learning English?	Because I need it for my job.
When did you start learning English?	I'm a teacher.
How often do you have English classes?	No, I'm single.

2 Ask and answer the questions with a partner.

### TWO STUDENTS

Tenses and questions

1 **T 1.1** Read and listen to Maurizio. Then complete the text, using the verbs in the box.

'm enjoying	'm going to work	live	started
'm studying	come	can speak	went



My name's **Maurizio Celi**. I (1) \_\_\_\_\_ from Bologna, a city in the north of Italy. I'm a student at the University of Bologna. I (2) \_\_\_\_\_ modern languages – English and Russian. I also know a little Spanish, so I (3) \_\_\_\_\_ four languages.

I (4) \_\_\_\_\_ the course a lot, but it's really hard work. The course (5) \_\_\_\_\_ three years ago.

I (6) \_\_\_\_\_ at home with my parents and my sister. My brother (7) \_\_\_\_\_ to work in the United States last year.

After I graduate, I (8) \_\_\_\_\_ as a translator. I hope so, anyway.



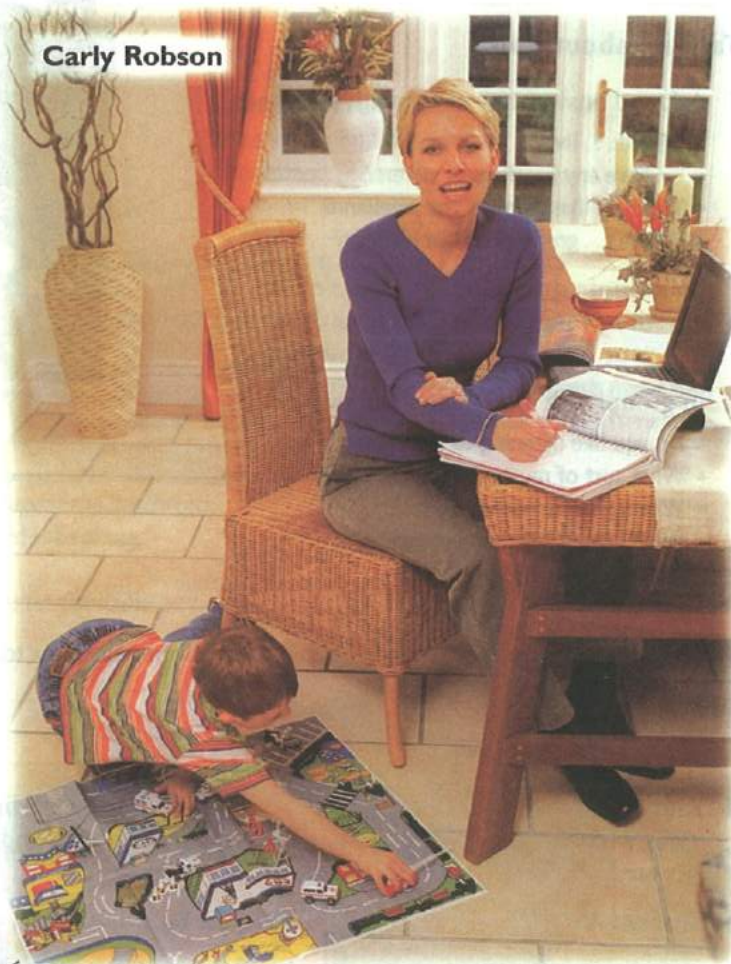
2 Complete the questions about Carly.

- 1 Where does she come from?
- 2 \_\_\_\_\_ live?
- 3 \_\_\_\_\_ live with?
- 4 What \_\_\_\_\_ studying?
- 5 \_\_\_\_\_ enjoying the course?
- 6 How many \_\_\_\_\_ speak?
- 7 \_\_\_\_\_ did her course start?
- 8 What \_\_\_\_\_ after she graduates?

**T 1.2** Listen to Carly, and write the answers to the questions.

3 Complete the questions to Carly.

- 1 'Which university do you go to?'  
'I don't go to a university. I study at home.'
- 2 'Do you have a job?'  
'Yes, I do. A part-time job.'
- 3 'What are you doing at the moment?'  
'I'm writing an essay.'
- 4 When did you go to England?'  
'Fifteen years ago.'
- 5 What is your husband name?'  
'Dave.'
- 6 'What is he?'  
'He's an architect.'



**GRAMMAR SPOT**

- 1 Find examples of present, past, and future tenses in the texts about Maurizio and Carly.
- 2 Which tenses are the two verb forms in these sentences? What is the difference between them?  
He lives with his parents.  
She's living with an English family for a month.
- 3 Match the question words and answers.

What ... ?	Because I wanted to.
Who ... ?	Last night.
Where ... ?	\$5.
When ... ?	A sandwich.
Why ... ?	By bus.
How many ... ?	In New York.
How much ... ?	Jack.
How ... ?	The black one.
Whose ... ?	It's mine.
Which ... ?	Four.

▶▶ Grammar Reference 1.1 and 1.2 p129

# PRACTICE

## Talking about you

Ask and answer questions with a partner.

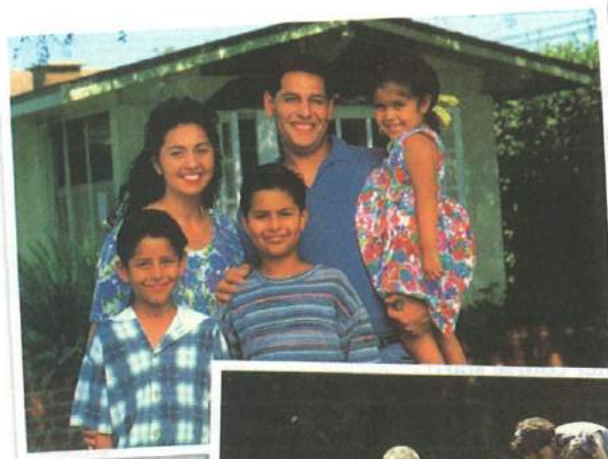
- Where ... live?
- ... have any brothers or sisters?
- What ... like doing at the weekend?
- Where ... go for your last holiday?

Make more questions. Use some of the question words in the Grammar Spot on p7. Ask your teacher some of the questions.

2 In groups, ask and answer the questions.

- Do you like listening to music?
- What sort of music do you like?
- What are you wearing?
- What is your teacher wearing?
- What did you do last night?
- What are you doing tonight?

3 Write a paragraph about you. Use the text about Maurizio to help you.



## Getting information

4 Your teacher will give you some information about Joy Darling, a postwoman. You don't have the same information. Ask and answer questions.

### Student A

Joy Darling started working as a postwoman ... (When?). She drives a van because she delivers letters to a lot of small villages.

When did she start working as a postwoman?

Because she delivers letters to a lot of small villages.

### Student B

Joy Darling started working as a postwoman thirty years ago, when she was 22. She drives a van because ... (Why?).

Thirty years ago.

Why does she drive a van?

## Check it

5 Choose the correct verb form.

- 1 Hassan comes / is coming from Syria.
- 2 He speaks / is speaking Arabic and French.
- 3 Today Tom wears / is wearing jeans and a T-shirt.
- 4 Are you liking / Do you like black coffee?
- 5 Last year she went / goes on holiday to Florida.
- 6 Next year she studies / is going to study at university



# VOCABULARY

## Using a bilingual dictionary

1 Look at this extract from a French/English bilingual dictionary.

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

The part of speech (n. = noun)

The translation

The pronunciation in phonetic symbols

Nouns and verbs are in the same entry.

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

**bookcase** /'bʊkkeɪs/ n. bibliothèque f.

**bookseller** /'bʊksələ(r)/ n. libraire m./f.

**bookshop** /'bʊkʃɒp/ n. librairie f.

**bookstall** /'bʊkstɔ:l/ n. kiosque (à journaux) m.

Other words made with **book** come afterwards.

~ means repeat the headword, so this word is **booking**.

2 What are these words? Write *noun, verb, adjective, adverb, preposition, or past tense*.

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

3 These words have more than one meaning. Write two sentences that show different meanings. Use a dictionary.

	Sentence 1	Sentence 2
book	I'm reading a good book.	I booked a room at a hotel.
kind		
can		
mean		
flat		
play		
train		
ring		

T 1.3 Listen to some sample answers.

4 What are the everyday objects in the pictures? Look around the room you are in. Find five things you don't know the words for in English. Look them up in a dictionary.



# READING

## Communication

How many different ways can people communicate?



2 Your teacher will give you some ideas to communicate, but you can't use words! Mime to your partner, and your partner has to guess what they are.

3 Read the text quickly and match the headings to the paragraphs.

### A HISTORY OF COMMUNICATION

### HOW WE COMMUNICATE

### COMMUNICATION TODAY

### DIFFERENCES BETWEEN PEOPLE AND ANIMALS

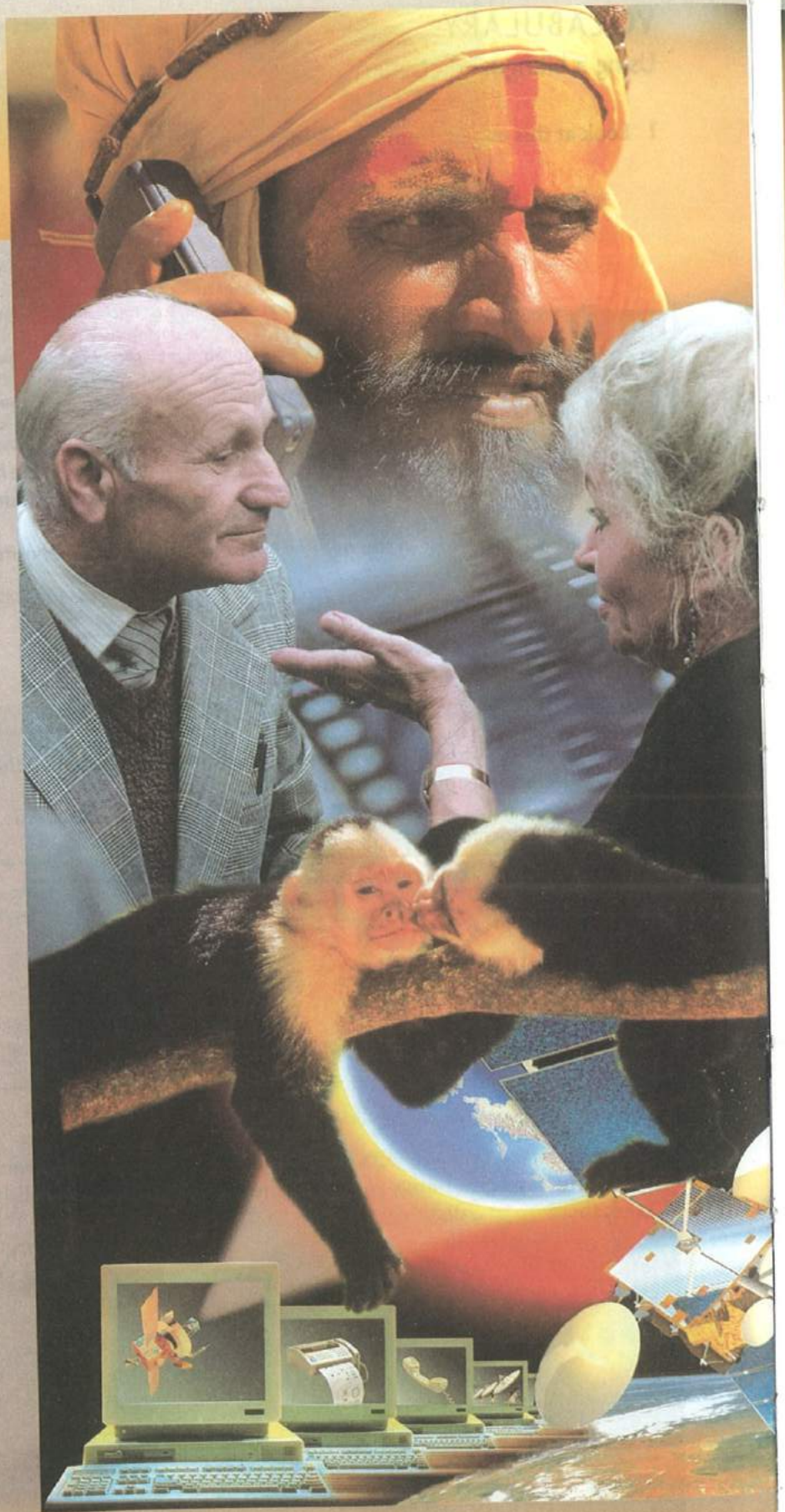
4 Match the pictures on p11 to each of the four ancient societies in paragraph three.

5 Read the text again and answer the questions.

- 1 Which animals are mentioned? What can they do?
- 2 What is special about human communication? What can we do?
- 3 Which four forms of media are mentioned in the last paragraph?
- 4 What is good and bad about information technology today?

### What do you think?

- What can animals do that people can't?
- How do *you* like to communicate?
- What is happening in information technology now?



# PEOPLE

## the great communicators

1st

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile for chatting and text messaging), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language – about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.

Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop new ways of thinking across Europe.

Radio, film, and television have had a huge influence on society in the last hundred years. And now we have the Internet, which is infinite. But what is this doing to us?

We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.



# LISTENING AND SPEAKING

## Neighbours

- Who are your ideal neighbours? Complete the questionnaire on the right, then discuss your answers with a partner.
  - 'Good walls make good neighbours'. What does this mean? Do you agree?
  - You will hear Mrs Snell and her new neighbour, Steve, talking about each other.
- Work in two groups.

**T 1.4 Group A** Listen to Mrs Snell.

**T 1.5 Group B** Listen to Steve.

- Answer the questions.
  - When did Steve move into his new flat?
  - Is it a large flat?
  - What's his job? Is it a good job?
  - Does he work long hours?
  - What does he wear for work?
  - Who is staying with Steve at the moment?
  - What time did Steve turn off the music?
  - What is Steve doing tonight?
  - Why doesn't Mrs Snell want to speak to Steve?

Compare your answers with a partner from the other group. What are the differences?

## Roleplay

Work in groups of three.

**Student A** You are Steve.

**Student B** You are Mrs Snell.

**Student C** You are another neighbour. You have invited them to your flat for coffee.

Continue the conversation below. Talk about these things.

- Steve's job
- Steve's brother
- the music

**Neighbour** Do you two know each other?

**Steve** Well, we met a few days ago.

**Mrs Snell** But we didn't introduce ourselves. I'm Mrs

**Steve** Pleased to meet you.

**Neighbour** Steve works in advertising, you know ...

## What do you think?

- What do you understand by the words 'generation gap'?
- Write down three things that young people think about older people and three things that older people think about young people. In groups, compare ideas.

# QUESTIONNAIRE



## My ideal neighbours are people who ...

	Yes	No
... say hello when I see them.	<input type="checkbox"/>	<input type="checkbox"/>
... I never see.	<input type="checkbox"/>	<input type="checkbox"/>
... are very quiet.	<input type="checkbox"/>	<input type="checkbox"/>
... often come round for a cup of coffee.	<input type="checkbox"/>	<input type="checkbox"/>
... come round to borrow things.	<input type="checkbox"/>	<input type="checkbox"/>
... make themselves at home in my house.	<input type="checkbox"/>	<input type="checkbox"/>



# EVERYDAY ENGLISH

## Social expressions 1

1 We use certain expressions in different social situations.

*I'm sorry I'm late!*

*Don't worry. Come and sit down.*

Match the expressions and responses. When do we use these expressions?

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

**T 1.6** Listen and check. Practise saying them.

- 2 Test a partner. Say an expression. Can your partner give the correct response?
- 3 With your partner, write two short conversations that include some of the social expressions. Read your conversations to the class.





# 2

## The way we live

Present tenses • have/have got • Collocation – daily life • Making conversation

### STARTER

These flags all belong to English-speaking countries. Unscramble the names of the countries.



1 ratliasau



2 wen dazenal



3 thuos facari



4 toscandl



5 het tunied sesatt



6 danaca

### PEOPLE AND PLACES

Present tenses and *have/have got*

1 Read the texts. Match a country from the Starter with a text and a photograph. Complete the texts with the words from the boxes.

**a**  exports enjoy immigrants huge

This country has quite a small population, just 16 million, but the country is \_\_\_\_\_. The people are mainly of European descent, but there are also aborigines and a lot of south-east Asian \_\_\_\_\_. People live in towns on the coast, not so much inland, because it is so hot. They live a lot of their lives outdoors, and \_\_\_\_\_ sports, swimming, and having barbecues. This country \_\_\_\_\_ wool – it has more than 60 million sheep!

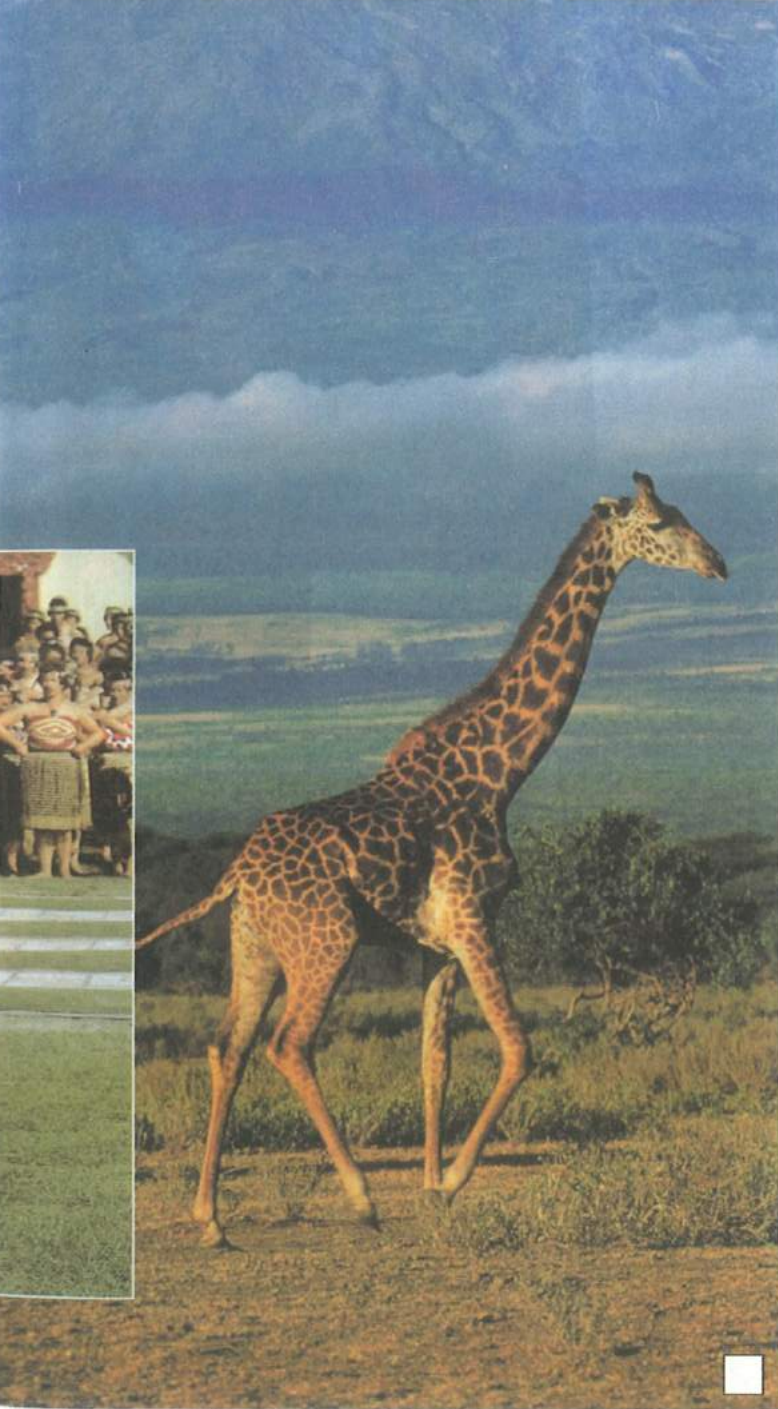
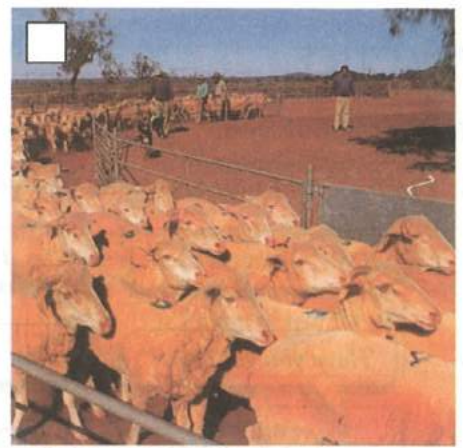
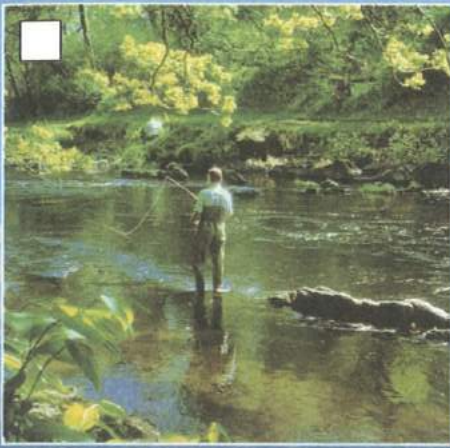
**b**  favourite variety has only

This is the second biggest country in the world, but it has a population of \_\_\_\_\_ 30 million. It is so big that there is a \_\_\_\_\_ of climates. Most people live in the south because the north is too cold. It is famous for its beautiful mountains and lakes – it \_\_\_\_\_ more lakes than any other country. Their \_\_\_\_\_ sports are baseball and ice hockey.

**c**  elephants grows black climate

This country has a population of about 45 million. Of these, 76 per cent are \_\_\_\_\_ and 12 per cent white. It has a warm \_\_\_\_\_. Either it never rains, or it rains a lot! It is the world's biggest producer of gold, and it exports diamonds, too. It \_\_\_\_\_ a lot of fruit, including oranges, pears, and grapes. In the game reserves you can see a lot of wildlife, including lions, \_\_\_\_\_, zebras, and giraffes.





2 T 2.1 Listen to three people describing the other countries. Match a country from the Starter with a description and a photograph.

d  e  f

3 Close your books. Remember three facts about each country.

#### GRAMMAR SPOT

- 1 What tense are all the verb forms in texts a–c? Why?
- 2 Look at the sentences. Which refers to *all time*? Which refers to *now*?  
 She has three children.  
 She's having a shower.
- 3 Is *have* or *have got* used in texts a–c? And in d and e?  
 Is *have got* more formal or informal?

▶▶ Grammar Reference 2.1–2.4 p130

4 Give some similar facts about your country.

# PRACTICE

## Talking about you

1 Practise the forms of *have* and *have got* in the question, negative, and short answer.

Do you have a car? Yes, I do. No, I don't.

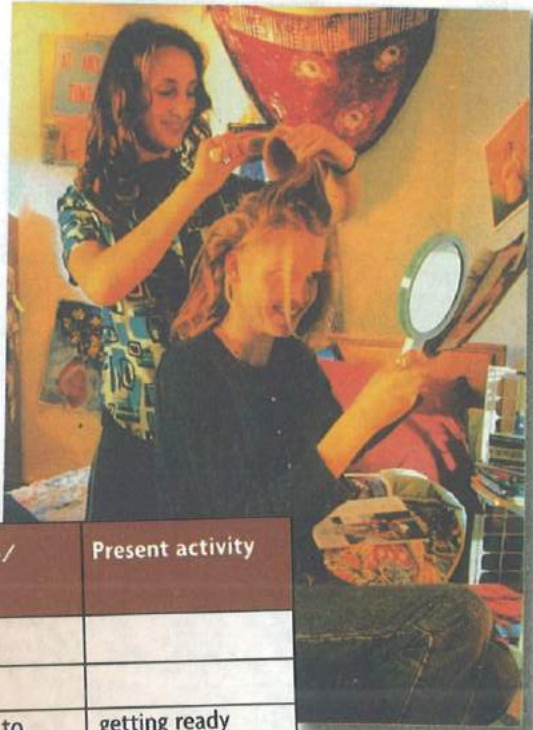
Have you got a car? Yes, I have. No, I haven't.

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

T 2.2 Listen and repeat.

2 Ask and answer about these things with a partner, using *have* or *have got*:

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



## Getting information

3 Work with a partner.

**Student A** Look at this chart.

**Student B** Look at the chart from your teacher.

Name and age	City and country	Family	Occupation	Free time/holiday	Present activity
Mohamed, 26					
Sarah, 38					
Nicole, 15	New York, the United States	two brothers	student at high school	<ul style="list-style-type: none"> <li>• listens to music</li> <li>• Florida or Mexico</li> </ul>	getting ready to go out
Jeff, 54, and Wendy, 53	Melbourne, Australia	one daughter and three grandchildren	He ... office. She ... hairdresser.	<ul style="list-style-type: none"> <li>• tennis, swimming</li> <li>• Bali every summer</li> </ul>	having a barbecue in the back yard

Write questions to find the information about the people in your chart.

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

T 2.3 Listen and compare.

4 Ask and answer questions with your partner to complete your chart.



5 Think of questions to ask about free time and holiday activities.

- What do you do in your free time?
- What do ... at the weekend?
- ... any sports?
- Do you like ... ?
- Where ... holiday?
- Do ... winter holiday?

Stand up! Ask two or three students your questions. Use short answers when necessary. Find out who has the most hobbies and holidays.

Do you like skiing?

No, I don't.

### Check it

6 Tick (✓) the correct sentence.

- Where you go on holiday?  
 Where do you go on holiday?
- Do you have any children?  
 Do you have got any children?
- I'm Hans. I'm coming from Germany.  
 I'm Hans. I come from Germany.
- This is a great picnic! Everyone is smiling.  
 This is a great picnic! Everyone smiles.
- I don't have a mobile phone.  
 I no have a mobile phone.
- Jack's a policeman, but he doesn't wear a uniform.  
 Jack's a policeman, but he no wear a uniform.
- 'Where is Haleh?' 'She's sitting by the window.'  
 'Where is Haleh?' 'She sits by the window.'
- I'm liking black coffee.  
 I like black coffee.

## VOCABULARY

### Daily life

1 Match the verbs and nouns.

have	a film on TV
wash	to my friends
watch	my hair
talk	breakfast

make	to music
listen	my homework
relax	a cup of tea
do	on the sofa

have	posters on the wall
clear up	the mess
do	a shower
have/put	the washing-up

cook	magazines
send	a meal
put on	make-up
read	emails

T 2.4 Listen and check.

2 Match the activities from exercise 1 with the correct room.

#### Kitchen

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#### Bathroom

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#### Living room

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#### Bedroom

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3 Do you like where you live? Choose your favourite room. What do you do in that room?



I like my bedroom a lot because I've got lots of posters on the walls. I listen to music and do my homework ...

I like my living room. The walls are white, and I love the big, comfortable sofa ...

4 Describe your favourite room to a partner. Don't say which room it is. Can your partner guess?

## READING AND SPEAKING

### Living in the USA

- 1 Close your eyes and think of the United States. Write down the first five things you think of.

*The Empire State Building  
Cheeseburger and fries*

Compare your list with other students.

- 2 Read the introduction to the magazine article. Then work in three groups.

**Group A** Read about Aziz.

**Group B** Read about Endre.

**Group C** Read about Yuet Tung.

- 3 Answer the questions.

- 1 Why and when did he/she come to the US?
- 2 What does he/she do?
- 3 What does he/she like about living in the US?
- 4 What was difficult at the beginning?

- 4 Find a partner from each of the other two groups. Compare the three people.

- 5 Answer the questions with your group.

- 1 What do the people have in common?
- 2 Are they all happy living in the US?
- 3 Who has other members of their family living there?
- 4 Do they all have children?
- 5 Who married someone from their own country?
- 6 What do Aziz and Endre like about the US?
- 7 What do they say about their own country?
- 8 Do they like the people?
- 9 What do they say about Americans and their cars?

#### What do you think?

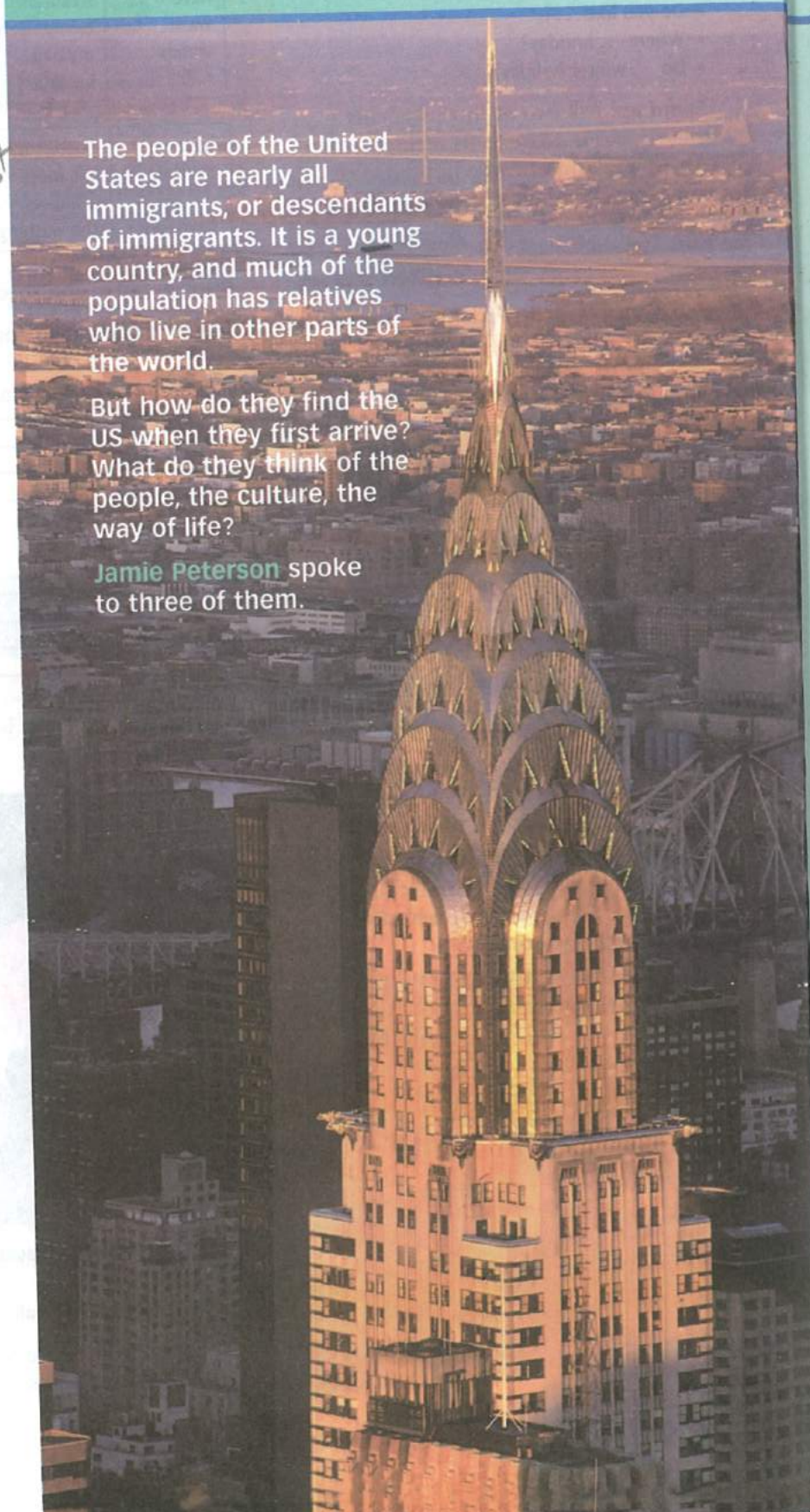
- What do you like best about living in your country? What would you miss if you lived abroad?
- Do you know any foreigners living in your country? What do they like about it? What do they find different?

# LIVING IN

The people of the United States are nearly all immigrants, or descendants of immigrants. It is a young country, and much of the population has relatives who live in other parts of the world.

But how do they find the US when they first arrive? What do they think of the people, the culture, the way of life?

**Jamie Peterson** spoke to three of them.



# THE USA



**Aziz Tounsi**  
aged 24, from Tunisia

**Aziz** came from Tunis to New York ten years ago. He wanted to study English here. At first he missed everything – the sunshine, the food, his family. But now he has a successful business with his three brothers and his wife. They run a sports store in New Brunswick. Aziz's wife is also Tunisian, and they have two children who go to American schools.

When asked about the future, Aziz says without hesitation, 'I want to work hard and be successful.' He certainly works hard. He's at the store all day, then works as a driver in the evening. 'I like living here,' he says. 'You can be what you want.'

'When I first came here, I didn't speak the language, and it was winter. It was so cold! There was snow! Now nearly all my family are here, not only in New York, but also in California, and in Texas. We meet about once a month and have a huge Tunisian family meal! We're all happy here.'



**Endre Boros**  
aged 45, from Hungary

**Endre** is a mathematician at Rutgers University, New Jersey. He came from Budapest thirteen years ago. 'I had an opportunity to come here for two years.' After a year, his wife came to join him, and since then they've had a daughter, so they decided to stay.

'At first it was very strange. Everything is so big here,' he says. 'I started to feel happy when I bought a car. Now I go everywhere by car. In Hungary, we only use the car at weekends, but here your car is part of your life. Nobody walks anywhere.'

How does he find the people? 'Very friendly. The first question everybody asks you is "Where are you from?" People talk to you here, they start conversations. I like the fact that there are people from all over the world.'

What about the way of life? 'The thing I like best is the independence. Nobody tells me what to do. Here you can do what you want, so you learn to make decisions for yourself. I feel in control.'



**Yuet Tung**  
aged 31, from Hong Kong

**Yuet Tung** is her Chinese name, but in English she's known as Clara. She came to the US eight years ago and studied fine art. Now she works on Madison Avenue for a publisher. She married a Vietnamese American three years ago, and they live in Long Island. They don't have any children yet.

What does she think of living in New York? 'It's very similar to Hong Kong. It's a busy city, very exciting, and people walk very fast! I like the stores here. They're huge, and it's cheaper than Hong Kong. But you need a car here. In Hong Kong everyone uses public transportation, because it's good and it's cheap. At first I hated driving here, but it's OK now.'

What does she like best? 'The space. Here I live in a house with a yard. In Hong Kong it is so crowded. And the people are friendly. When I go jogging, everyone says "Hi!" And the food is from every country in the world.'

# LISTENING AND SPEAKING

## You drive me mad (but I love you)!

- 1 Complete these sentences about the people in your life. Tell a partner.
- My mother/father drives me mad when she/he ...
  - I don't like people who ...
  - I hate it when my brother/sister ...
  - It really annoys me when friends ...

- 2 Choose one person in your life. What annoying habits does he/she have?

- |                             |                       |
|-----------------------------|-----------------------|
| Does he/she ... ?           | Is he/she ... ?       |
| • always arrive late        | • untidy              |
| • talk too loudly           | • always on the phone |
| • leave things on the floor | • never on time       |

What annoying habits do *you* have? Discuss with your partner.

- 3 You are going to listen to a radio programme called *Home Truths*. Two couples, Carol and Mike, and Dave and Alison, talk about their partner's annoying habits. Look at the pictures below. What are their annoying habits?

Dave and Alison



Mike and Carol



**T 2.5** Listen and write the correct names under each picture below.



- 4 Are these sentences true (✓) or false (X)? Correct the false sentences.
- |  |                                     |
|--|-------------------------------------|
| 1 Carol and Mike never watch television.           | 5 Dave never does any jobs at home. |
| 2 Mike doesn't listen when his wife speaks to him. | 6 Dave is bad at his job.           |
| 3 Carol makes the decisions in their house.        | 7 Alison tidies up Dave's mess.     |
| 4 Mike shouts at his wife when she's driving.      | 8 Alison is very organized.         |

### What do you think?

- 1 Do men or women typically complain about their partners doing these things?
- watching sport on TV
  - driving badly
  - taking a long time to get ready
  - not tidying things away
- 2 What do you think men are generally better at? What are women better at?

# EVERYDAY ENGLISH

## Making conversation

1 **T 2.6** Listen to two conversations. Maria and Jean-Paul are foreign students in Britain. Their teachers, James and Sylvia, are trying to be friendly. Which conversation is more successful? Why?

2 Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help.

- Ask questions.
- Show that you're interested.
- Don't just answer *yes* or *no*.
- Try to add a comment of your own.
- Don't let the conversation stop.

Find examples of these in Jean-Paul and Sylvia's conversation on p119.



3 **T 2.6** Listen again to Jean-Paul and Sylvia's conversation, paying special attention to the stress and intonation. Practise the conversation with a partner.

4 Match a line in **A** with a reply in **B** and a further comment in **C**.

A	B	C
1 What a lovely day it is today!	I'm enjoying it.	Was it a good game?
2 It's very wet today.	Yes, no problems.	That's very kind of you.
3 How are you today?	I'm very well, thanks.	Where did you find it?
4 Did you have a nice weekend?	No, I missed it.	We had lunch and went for a walk.
5 How do you find living in London?	Thank you.	The plane was a bit late, but it didn't matter.
6 Did you have a good journey?	Thank you very much.	Makes you feel miserable, doesn't it?
7 Did you watch the football yesterday?	Yes.	I got it in Paris last year.
8 What a lovely jacket you're wearing!	Yes, it was lovely.	How about you?
9 If you have any problems, just ask me for help.	Yes, it is. Thank you.	It was a bit strange at first, but I'm getting used to it.
10 Excuse me. Is this your scarf?	Mm. Horrible.	Beautiful, isn't it?

**T 2.7** Listen and check. Practise the conversations with a partner. Remember to use good stress and intonation.

5 Think of three questions to ask a partner about each of these subjects.

- last weekend
- something they are wearing
- learning English

Now have a conversation with your partner. Ask your questions.

Try to sound interested in the replies and keep the conversation going.





# 3

## It all went wrong

Past tenses • Word formation • Time expressions

### STARTER



Here are the past tense forms of some irregular verbs. Write the infinitives.

- |              |              |              |                |
|--------------|--------------|--------------|----------------|
| 1 _____ were | 4 _____ told | 7 _____ took | 10 _____ could |
| 2 _____ saw  | 5 _____ said | 8 _____ gave | 11 _____ made  |
| 3 _____ went | 6 _____ had  | 9 _____ got  | 12 _____ did   |

### THE BURGLARS' FRIEND

#### Past Simple

- 1 **T 3.1** Read and listen to the newspaper article. Why was Russell the burglars' friend?

# The burglars' friend

IT was 3 o'clock in the morning when four-year-old Russell Brown woke up to go to the toilet.

His parents were fast asleep in bed. But when he heard a noise in the living room and saw a light was on, he went downstairs.

There he found two men. They asked him his name, and told him they were friends of the family.

Unfortunately, Russell believed them. They asked him where the video recorder

## His parents were fast asleep in bed

was. Russell showed them, and said they had a stereo and CD player, too.

The two men carried these to the kitchen. Russell also told them that his mother kept her purse in a drawer in the kitchen, so they took that. Russell even gave them his pocket money - 50p.

They finally left at 4 a.m.

They said, 'Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?' So Russell held the door open for them. He then went back to bed.

His parents didn't know about the burglary until they got up the next day. His father said, 'I couldn't be angry with Russell because he thought he was doing the right thing.'

Fortunately, the police caught the two burglars last week.

2 Write the past forms of these irregular verbs from the article.

- |            |             |
|------------|-------------|
| wake _____ | leave _____ |
| hear _____ | hold _____  |
| find _____ | think _____ |
| keep _____ | catch _____ |

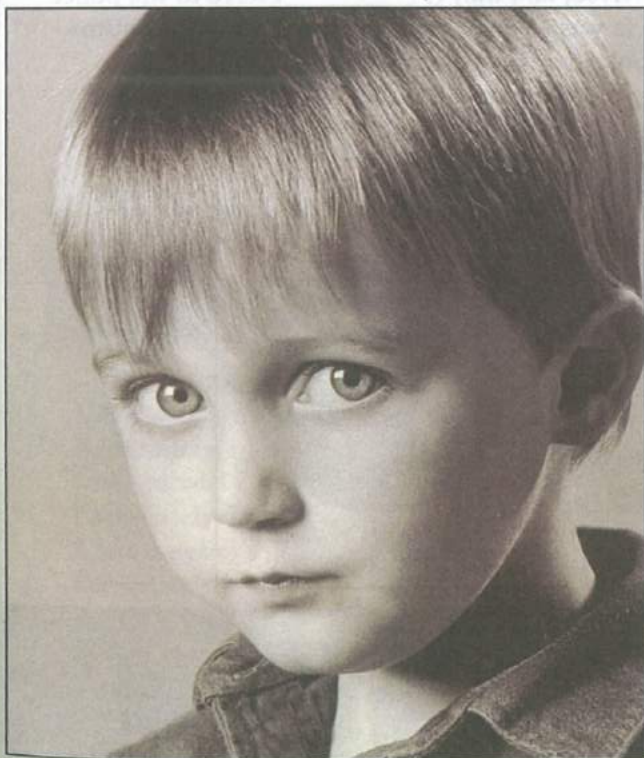
3 **T 3.2** You will hear some sentences about the story. Correct the mistakes.

Russell woke up at 2 o'clock.

*He didn't wake up at 2.00! He woke up at 3.00.*

4 Write the questions to these answers.

- Because he wanted to go to the toilet.  
*Why did he wake up?*
- They were in bed. *where were his parents*
- Because he heard a noise and saw a light on. *why did he go down stairs*
- Two. *How many men did he find?*
- They told him they were friends of the family. *what did they tell him*
- In a drawer in the kitchen. *where was his mother's purse?*
- 50p. *How much money did he give them*
- At 4 a.m. *what time did they leave*
- The next day. *(When ... find out about ...?) what did he know about the burglary?*
- Last week. *what did the police catch the two burglars?*



Russell, 4, made thieves feel at home

### GRAMMAR SPOT

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

2 Write the Past Simple of these verbs.

- |             |               |
|-------------|---------------|
| a ask _____ | c like _____  |
| show _____  | believe _____ |
| want _____  | use _____     |
| walk _____  | d stop _____  |
| start _____ | plan _____    |
| b try _____ |               |
| carry _____ |               |

**T 3.3** Listen and repeat.

- How is the regular past tense formed? How is the past tense formed when the verb ends in a consonant + y? When do we double the final consonant?

There is a list of irregular verbs on p143.

▶▶ Grammar Reference 3.1 p131

### PRACTICE

#### Making connections

- Match the verb phrases. Then make sentences using both verbs in the past. Join the sentences with *so*, *because*, *and*, or *but*.

*I broke a cup, but I mended it with glue.*

break a cup	answer it
feel ill	mend it
make a sandwich	wash my hair
have a shower	laugh
lose my passport	be hungry
call the police	go to bed
run out of coffee	buy some more
forget her birthday	find it
phone ring	say sorry
tell a joke	hear a strange noise

**T 3.4** Listen and compare your answers.

#### Talking about you

- Ask and answer these questions with a partner. Make more questions, using the Past Simple.

What did you do ... ?

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

*I watched TV.*

*I went swimming.*

## PARTNERS IN CRIME

### Past Simple and Continuous

- 1 Check the meaning of these verbs. What are the past forms? Which two are regular?

fill	steal	hide	throw
think	destroy	take	cut

- 2 Read the newspaper story and write the past forms of the verbs in exercise 1 in the gaps 1–8.

- 3 Answer the questions.

- What did Pierre Duboulay steal?
- Was his mother also a thief?
- Where are they now?

- 4 Put these lines into the story (...).

- where he **was living** with his mother
- while he **was working** as a lorry driver
- just as they **were closing**
- while they **were having** supper
- because he **was wearing** a security guard's uniform

**T 3.5** Listen and check.

### GRAMMAR AND PRONUNCIATION

- 1 What tense are the verb forms in exercise 4?

Why are they used?

Notice the pronunciation of *was/were*.

/hi: wəz wɜ:kɪŋ/     /hi: wəz lɪvɪŋ/

/ðei wə kleuzɪŋ/     /ðei wə hævɪŋ/

**T 3.6** Listen and repeat.

- 2 How do you form the question and negative of these sentences?

*He was working.*

*They were having supper.*

- 3 Look at these sentences. What's the difference between them?

*When they arrived, she made some coffee.*

*When they arrived, she was making some coffee.*

▶▶ Grammar Reference 3.2 and 3.3 p132

- 5 Take turns to read aloud the story of Pierre and his mother.

# The thief, his mother, and \$2 billion



Duboulay leaving court

**PIERRE DUBOULAY**, 33, from Alsace, in France, is the greatest art thief in Europe. Between 1995 and 2004, (...), he (1) \_\_\_\_\_ 239 paintings from museums in France, Austria and Denmark. He went into the museums (...) and (2) \_\_\_\_\_ the paintings under his coat. Nobody looked at him (...).

Back in his apartment, (...), he (3) \_\_\_\_\_ his bedroom with priceless works of art. His mother, Sylvie, 53, (4) \_\_\_\_\_ all the paintings were copies. One day (...), the police arrived, and they (5) \_\_\_\_\_ Pierre to the police station. Sylvie was so angry with her son that she went to his room, took some paintings from the walls, and (6) \_\_\_\_\_ them into small pieces. Others she took and (7) \_\_\_\_\_ into the river. Altogether she (8) \_\_\_\_\_ art worth two billion dollars!

Both mother and son are now in prison for many years.



*Madeleine of France* by Corneille de Lyon



*Cheating Benefits its Master* by Peter Breugel



# PRACTICE

## Discussing grammar

- 1 Choose the correct verb form.
- 1 I *saw* / *was seeing* a very good programme on TV last night.
  - 2 While I *shopped* / *was shopping* this morning, I *lost* / *was losing* my money. I don't know how.
  - 3 Last week the police *stopped* / *were stopping* Alan in his car because he *drove* / *was driving* at over eighty miles an hour.
  - 4 How *did you cut* / *were you cutting* your finger?
  - 5 I *cooked* / *was cooking* and I *dropped* / *was dropping* the knife.
  - 6 When I *arrived* / *was arriving* at the picnic, everyone *had* / *was having* a good time.

2 Complete the sentences with the verbs in the Past Simple or Past Continuous.

- 1 While I was going (go) to work this morning, I met (meet) an old friend.
- 2 I didn't (not want) to get up this morning. It was raining (rain) and it was cold, and my bed was so warm.
- 3 I was listening (listen) to the news on the radio when the phone rang (ring).
- 4 But when I picked (pick) up the phone, there was no one there.
- 5 I said (say) hello to the children, but they didn't say anything because they were watching (watch) television.

## fortunately/unfortunately

3 Continue this story around the class.



I went out for a walk.  
**Unfortunately**, it began to rain.  
**Fortunately**, I had an umbrella.  
**Unfortunately**, it was broken.  
**Fortunately**, I met a friend in his car.  
**Unfortunately**, his car ran out of petrol.  
**Fortunately**, ...

4 Tell similar stories around the class. Begin with these sentences.

- I lost my wallet yesterday.
- It was my birthday last week.
- We went out for a meal last night.
- There was a really good film on TV last night.

## Exchanging information

- 5 Look at the photo and read the newspaper headline. Who is the boy? What is a 'spending spree'?

### Teenager goes on spending spree with brother's credit card

Teenager Hugo Fenton-Jones stole his elder brother Peter's ... (What?) while Peter was working on his computer. He then flew to ... (Where?) and stayed at the Ritz Hotel. His room cost £ ... a night (How much?). Next he took a taxi to the Champs-Élysées. While he was shopping, he bought ... (What?).



Back at the hotel, Hugo phoned his friends and invited them to join him in Paris. They were having lunch ... (Where?) when Peter phoned.

He was furious with his brother and ordered him to return home immediately.

Hugo flew back ... (When?). When he arrived at London airport, his brother and his father were waiting for him. 'They aren't speaking to me at the moment,' said Hugo yesterday. 'They're too angry.'

6 Work in pairs.

**Student A** Read the article on this page.

**Student B** Read the article your teacher will give you.

You do not have the same information. Ask and answer questions to complete the information about the teenager.

**A**

What did Hugo Fenton-Jones steal?

**B**

He stole his brother's credit card.

He was working on his computer.

What was his brother doing?

7 Read aloud the completed article with your partner.

# THE THREE

## READING AND LISTENING Sherlock Holmes

1 Sherlock Holmes is a very famous character in literature. Underline what you think is the correct answer to these questions.

- 1 Sherlock Holmes was a doctor/scientist/detective.
- 2 He was American/English/Scottish.
- 3 He lived in Chicago/London/Edinburgh.
- 4 Stories about him first appeared in the 19th/20th/21st century.

2 You are going to read a Sherlock Holmes story called *The Three Students*. Look at the picture and headings. What can you guess about the story?

3 Read Part 1 and answer the questions.

- 1 Who are the people in the picture?
- 2 Where was Sherlock Holmes staying?
- 3 What did Mr Weaver receive that afternoon?
- 4 What was lying on the floor when he returned to his room after tea?
- 5 Why couldn't Mr Weaver call the police?
- 6 Who is Bannister?
- 7 What clues did Bannister and Mr Weaver find?
- 8 What do they think happened?

4 Read Part 2. Are these sentences true (✓) or false (X)? Correct the false ones.

- 1 The tutor's room was on the same floor as the three students.
- 2 Holmes couldn't see into the room through the window.
- 3 He found a clue on the carpet.
- 4 The papers were next to the window because it was easier to read them in the light.
- 5 The intruder saw Mr Weaver returning.
- 6 He escaped through the study window.
- 7 Holmes found another clue in the bedroom.

5 Read Part 3. Which of the three students do you think copied the papers? Discuss with a partner and then the class.

### PART 1 ~ Who copied the exam questions?

SHERLOCK HOLMES was staying in one of England's most famous university towns. One evening he received a visit from an old friend, Mr Henry Weaver, a tutor at one of the colleges. He seemed very nervous and excited.

'I need your help, Holmes. Something very serious happened at my college this afternoon.'

Holmes was very busy. 'Why didn't you call the police?' he said irritably.

'No, no that's impossible. We can't have a scandal at the college. Let me explain. You see, tomorrow is the first day of the university examinations, and this afternoon I received the Greek translation papers. I put them on the desk in my room while I went to have tea with a friend. When I returned, I saw immediately that the papers were lying on the floor by the window.'

'I see,' said Holmes. 'Please continue.'

'Well, at first I thought that perhaps my servant, Bannister, was responsible, but of course he said no, and I believe him. He and I examined the room very carefully.'

'And what did you find?' asked Holmes impatiently.

'On the table next to the window we found a broken pencil. Also, on my desk there was a small ball of black mud. There were no signs of entry at the window. Please help me, Holmes. It's clear that someone copied the exam questions. If I don't find who did it, I will have to cancel the exam and there will be a scandal.'

'I need to visit your room,' said Holmes.

### PART 2 ~ Looking for clues

They walked towards the tutor's room, which was on the ground floor. Holmes tried to look in through the window but he wasn't tall enough. Above lived three students, one on each floor. Holmes entered the room and examined the carpet.

'Nothing,' he said. 'Let me look at the table by the window.'

'What can you see?'

'Ah, yes, it's clear what happened. Someone took the papers one at a time from your desk over to the window table to copy them, because from there he could see when you were returning.'

'But nobody could see me. I came back through the side door.'

'Ah, so you surprised him and he had to leave hurriedly. Did you hear someone running away as you entered?'

'No.'

'Interesting. So, we just have one small ball of black mud as a clue. Now tell me, where does that door go to?'

'My bedroom.'

'Can I examine it?'

'Yes, of course.'

Holmes followed Weaver into his bedroom.

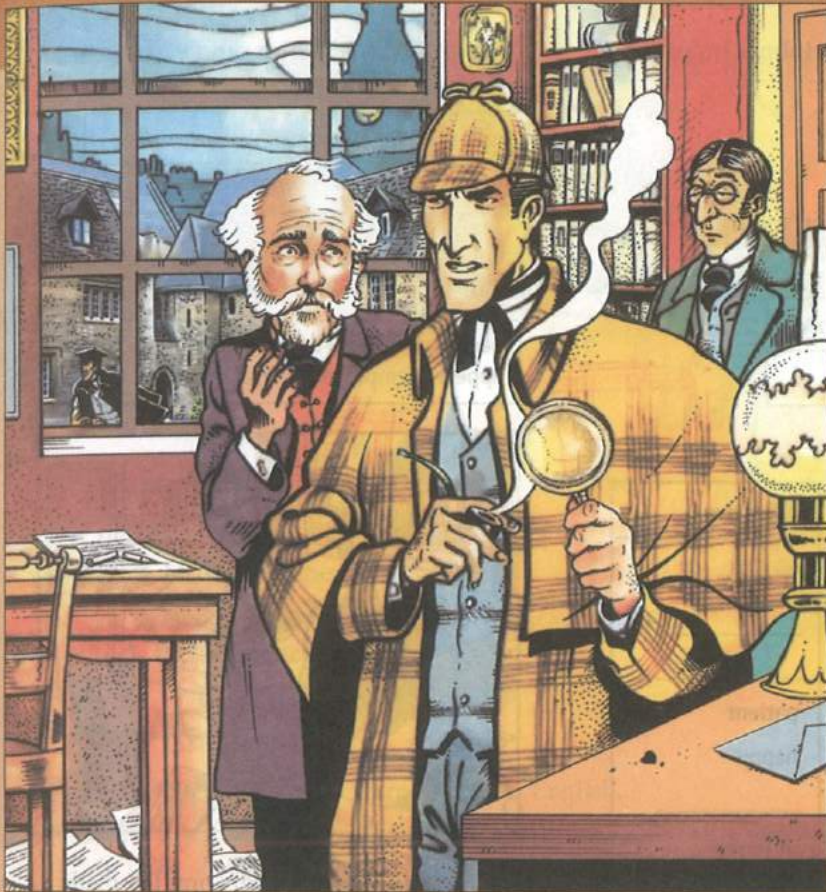
'Hello,' said Holmes, 'what's this? Another small ball of black mud, exactly like the one on the desk. Clearly your visitor came into the bedroom.'

'I don't understand. Why did he do that?'

'Well, when you came back so suddenly, he ran into your bedroom to hide. Look at the bedroom window, it's open. That is obviously how he escaped.'



# STUDENTS



## PART 3 ~ The three suspects

'Now,' said Holmes, 'the three students who live above you. Are they all taking this examination?'

'Yes.'

'Tell me about them.'

'Well, on the first floor is Gresham, an excellent student and an athlete, particularly good at the long jump. He's hard-working but poor.

'And the second floor?'

'Daulat Ras lives there. He is from India – very quiet and hard-working, but Greek translation is his weak subject. And finally there's Miles McLaren on the top floor. A very intelligent student, one of the best when he chooses to work – but he's very lazy and very worried about this exam.'

'Now tell me,' said Holmes, 'how tall are these young men?'

'How tall? What a strange question. Erm ... I think Miles is taller than the Indian, but Gresham is the tallest, over six feet.'

'Ah, that's important. Now, Weaver. I wish you goodnight. I'll return tomorrow.'

Next morning Sherlock Holmes left his house very early before he returned to the tutor's rooms. Mr Weaver was waiting nervously for him.

## Listening

- 6 **T 3.7** Listen to Part 4. Whose ideas were correct? Did you guess who copied the papers? How did Sherlock Holmes solve the mystery? What was his explanation? Who wrote the letter? What did it say? Are the examinations going to take place?

## What do you think?

- Do you think Sherlock Holmes was clever to solve this mystery?
- Why did Gresham decide not to take the exam?

## Language work

- 7 Write the past form of these verbs from the story. Which are irregular?

receive	<u>received</u>
find	_____
say	_____
walk	_____
put	_____
try	_____
go	_____
can	_____
see	_____
copy	_____
think	_____
leave	_____
examine	_____
run	_____

## Telling the story

- 8 Tell the story to a partner in your own words. Begin like this.

*One evening when Sherlock Holmes was working at his desk, there was a knock at the door. It was his friend Henry Weaver, a college tutor. Mr Weaver wanted ...*

# VOCABULARY AND PRONUNCIATION

## Noun, verb, and adjective endings

1 Look at these sentences from the story of Sherlock Holmes on page 27. Are the underlined words nouns, adjectives or verbs?

- He and I examined the room very carefully.
- Are they all taking this examination?
- Good luck in Africa.
- It was such a lucky chance that you were staying in town.

2 Look at these noun and adjective endings.

<b>nouns</b>	-ation -sion -ment -ness -ence -ance
<b>adjectives</b>	-y -ly -ous -ful -less

Complete the charts below and mark the stress.

Noun	Verb	Noun	Adjective
_____	ex'plain	_____	'friendly
invit'ation	_____	fame	_____
_____	trans'late	'laziness	_____
de'cision	_____	_____	'patient
_____	en'joy	_____	'happy
_____	em'ploy	care	_____
im'provement	_____	_____	'different
dis'cussion	_____	help	_____
_____	'organize	'beauty	_____
_____	i'magine	guilt	_____
_____	'advertise	_____	im'portant
im'provement	_____	'danger	_____

3 Complete the sentences with one of the words from exercise 1.

- I asked the teacher for help, but unfortunately, I didn't understand his \_\_\_\_\_.
- Please, can you help me \_\_\_\_\_ this into English?
- My English \_\_\_\_\_ a lot after I lived in London for a month.
- Watch out! Be \_\_\_\_\_ or you'll fall.
- There are many \_\_\_\_\_ between my two children. They aren't similar at all.
- Motor racing is a very \_\_\_\_\_ sport.
- Didn't you \_\_\_\_\_ the film? I thought it was wonderful.
- Thank you for your advice. It was very \_\_\_\_\_.
- The United Nations is an international \_\_\_\_\_.
- We received an \_\_\_\_\_ to Ted and Sarah's wedding.

**T 3.8** Listen and check.

## Making negatives

3 We can make adjectives and verbs negative by using these prefixes.

<b>adjectives</b>	un- im- in- il-
<b>verbs</b>	un- dis-

Complete the sentences, using a word from the box and a prefix.

pack possible agree tidy fair like  
appear employed legal polite



- Don't go into my bedroom. It's really untidy.
- I can't do maths. For me, it's an impossible subject.
- I don't dislike fish. I just prefer meat.
- In England it's very impolite to ask someone how much they earn.
- When we arrived at the hotel, we unpack our suitcases.
- I was unemployed for two years. Then I got a job in an office.
- 'I think learning languages is stupid.'  
'I disagree. I think it's a good idea.'
- The thief stole my bag, ran into the crowd and disappeared. I never saw him again.
- It's illegal to drive if you aren't insured.
- You gave her more money than me!  
That's unfair!

**T 3.9** Listen and check.

# EVERYDAY ENGLISH

## Time expressions



52	1	2	3	4	5	6	7	8	9
25:12:1999	10	11	12	13	14	15	16	17	18
3	17	18	19	20	21	22	23	24	25
4	24	25	26	27	28	29	30	31	

February							March							
M	T	W	T	F	S	S	WK	M	T	W	T	F	S	S
5	6	7	8	9	10	11	9	10	11	12	13	14	15	
12	13	14	15	16	17	18	16	17	18	19	20	21	22	
19	20	21	22	23	24	25	23	24	25	26	27	28	29	
26	27	28	29				30	31						

1 There are two ways of saying dates. What are they?

8/1/98    16/7/85    25/11/02

**T 3.10** Listen and check.

Look at the same dates in written American English. What's the difference?

1/8/98    7/16/85    11/25/02

**T 3.11** Listen and check.

2 Practise these dates. They are in British English.

4 June    5 August    31 July    1 March    3 February  
 21/1/1988    2/12/1996    5/4/1980    11/6/1965    18/10/2000    31/1/2005

**T 3.12** Listen and check.

What days are national holidays in your country?

3 Complete these time expressions with *at*, *on*, *in*, or no preposition.

at six o'clock    on Saturday    in 1995  
   last night    in December    at the weekend  
on Monday morning    in summer       two weeks ago  
in the evening       yesterday evening    on January 18

**▶▶ Grammar Reference 3.4 p132.**

4 Ask and answer the questions with a partner.

1 Do you know exactly when you were born?

*I was born at two o'clock in the morning on Wednesday, the twenty-fifth of June, 1979.*

2 When did you last ... ?

- go to the cinema
- play a sport
- give someone a present
- have a holiday
- watch TV
- go to a shopping mall
- do an exam
- see a lot of snow
- comb your hair
- catch a plane

29:February 2000



### March Mars März Marzo Mai

13	Monday	Lundi	Montag	Lunes	Lune
	AUS	GR	SAU		
WK	M	T	W	T	
9			1	2	
10	6	7	8	9	
11	13	14	15	16	
12	20	21	22	23	



# 4

# Let's go shopping!

much/many • some/any • a few, a little, a lot of • Articles • Shopping • Prices

## STARTER

Play the alphabet game with things you can buy. Continue around the class.

- A Yesterday I went shopping and I bought an apple.
- B Yesterday I went shopping and I bought an apple and some bread.
- C Yesterday I went shopping and I bought an apple, some bread, and a car.
- D Yesterday ...

## THE WEEKEND SHOP

### Quantity

1 Sarah and Vicky are two students who share a flat. It is Saturday morning, and Sarah has written a shopping list.

**T 4.1** Read and listen to their conversation.

- V It says here milk. How much milk do we need?  
 S Two litres.  
 V And eggs? How many eggs?  
 S A dozen.  
 V And what about potatoes? How many potatoes?  
 S A kilo's enough.  
 V And butter? How much?  
 S Just one packet.

### GRAMMAR SPOT

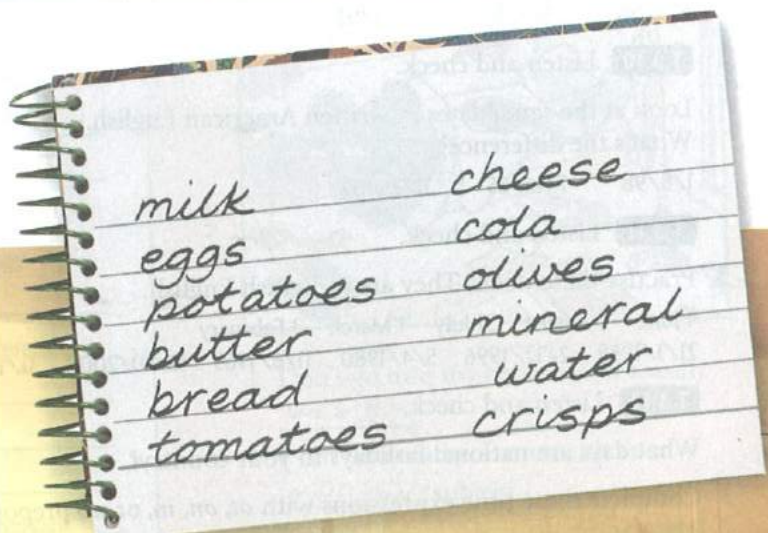
- Can we count milk (one milk, two milks)?
- Can we count eggs (one egg, two eggs)?
- When do we say *How much* ...?
- When do we say *How many* ...?

▶▶ Grammar Reference 4.1 p133

2 Match these quantities with the shopping list.

- |                     |                           |
|---------------------|---------------------------|
| two large bottles   | six cans                  |
| just one white loaf | half a kilo of black ones |
| 200g of Cheddar     | four big ones             |
| four packets        |                           |

Continue the conversation with a partner.



3 T 4.2 Read and listen to the rest of the conversation.

V Do we need anything else?

S Let's have a look. We've got some apples, but there aren't any grapes. And there isn't any coffee, but we've got some tea.

V Is there any orange juice left, or did somebody finish it?

S There's a little, but there isn't much, so we need some more.

V And vegetables? Have we got many vegetables?

S Well, I can see a few carrots, but there aren't many onions.

V Oh, and don't forget we need a lot of crisps. My nephews are coming tomorrow!

S Right, then. I think that's everything. Let's go! By the way, how much money have you got?

## GRAMMAR SPOT

- Find seven count nouns (CNs) and four uncount nouns (UNs) in the conversation.
- Tick (✓) the correct columns.

We use ...	with CNs	with UNs	in positive sentences	in questions	in negative sentences
some	✓	✓	✓	✓ (sometimes)	✗
any					
much					
many					
a lot/lots of	✓	✓	✓	✓	✓
a few					
a little					

- Look at the forms of *something/someone*, etc. The rules are the same as for *some* and *any*. Find two examples in the conversation in exercise 3.

some any	+	thing one/body where
-------------	---	----------------------------

▶▶ Grammar Reference 4.1 p133



## PRACTICE

### Discussing grammar

- Complete the sentences with *some* or *any*.
  - Have you got any brothers or sisters?
  - We don't need any olive oil.
  - Here are some letters for you.
  - I need some money.
  - Is there any petrol in the car?
- Complete the sentences with *much* or *many*.
  - Have you got much homework?
  - We don't need many eggs. Just half a dozen.
  - Is there much traffic in your city?
  - I don't know many students in this class.
  - How many people live in your house?
- Complete the sentences with *a little*, *a few*, or *a lot of*.
  - I have a few close friends. Two or three.
  - He has a lot of money. He's a millionaire.
  - 'Do you take sugar in coffee?' 'Just a little. Half a spoonful.'
  - 'Have you got a lot of CDs?' 'Hundreds.'
  - I'll be ready in a few minutes.
  - She speaks good French, but only a little Arabic.

## Questions and answers

4 Look at Sarah and Vicky's bathroom. Ask and answer questions with a partner about these things:

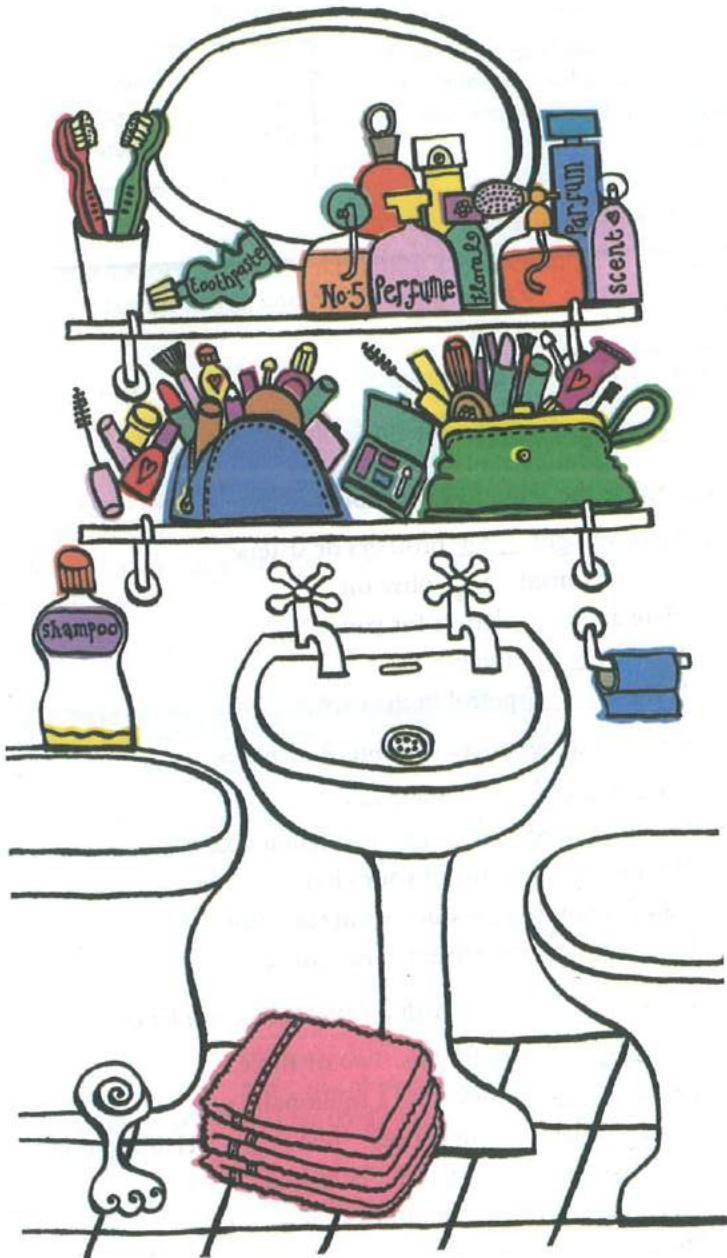
- make-up
- toothbrushes
- hairbrushes
- shampoo
- toothpaste
- soap
- towels
- toilet paper
- bottles of perfume

Have they got much make-up?

Lots.

Is there any soap?

I can't see any.



## something/someone/somewhere

5 Complete the sentences with the correct word.

some	+	thing
any		one/body
every		where
no		

- 1 'Did you meet anyone interesting at the conference?'  
'Yes. I met someone who knows you!'
- 2 'Ouch! There's something in my eye!' 'Let me look. No, I can't see anything.'
- 3 'Let's go somewhere exciting for our holidays.' 'But we can't go anywhere that's too expensive.'
- 4 'I'm so unhappy. Nobody loves me.' 'I know somebody who loves you. Me.'
- 5 I lost my glasses. I looked everywhere, but I couldn't find them.
- 6 'Did you buy anything at the shops?' 'No, nothing. I didn't have any money.'
- 7 I'm bored. I want something interesting to read, or someone interesting to talk to, or somewhere interesting to go.
- 8 It was a great film. Everyone loved it.

**T 4.3** Listen and check.

## Survey

6 Work in groups. Talk about the good things and bad things about living in your city. Make a list. Compare your list with the class.

### Good things

There are a lot of cafés and restaurants.

There are some good shops.

We can go on lots of walks.

### Bad things

But we haven't got any good museums.

There aren't many...

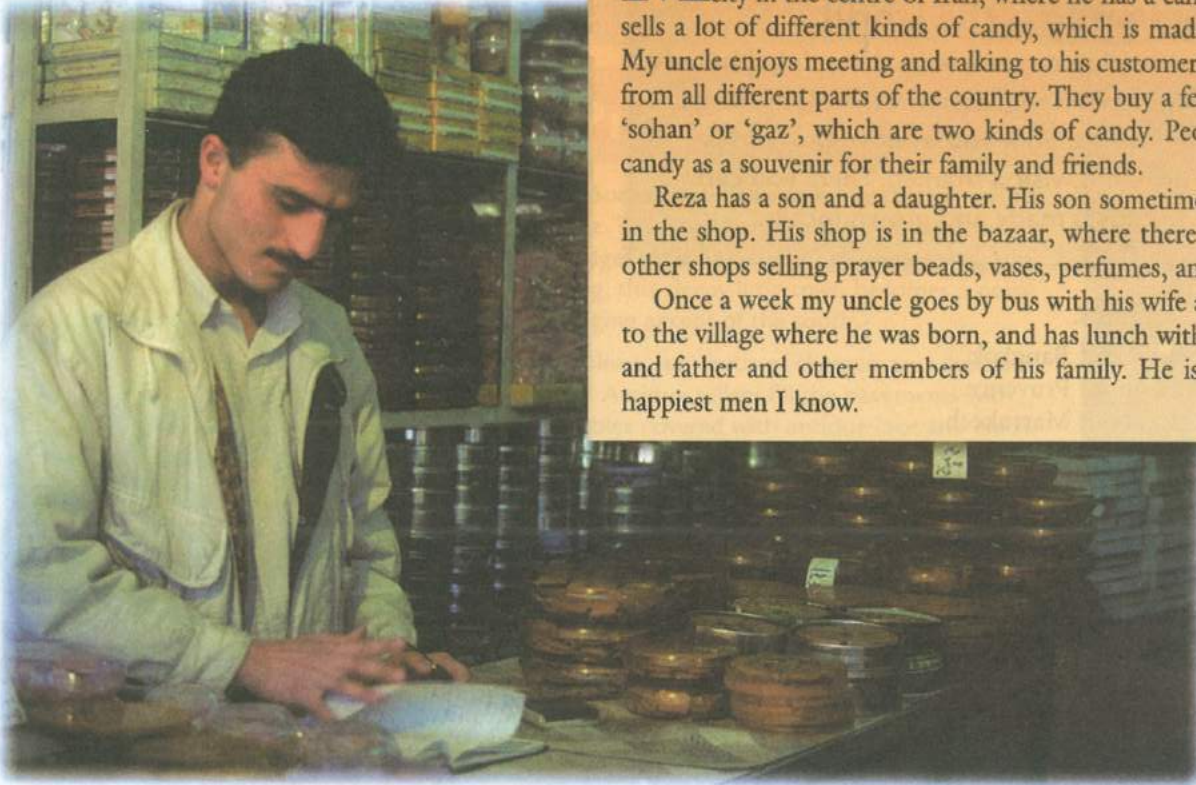
There's only one...

There isn't anywhere that we can...

# MY UNCLE'S A SHOPKEEPER

## Articles

- 1 **T 4.4** Look at the picture. Read and listen to the text.
- 2 Answer the questions.
  - 1 Who is the man in the picture?
  - 2 What is his job?
  - 3 Where does he live?
  - 4 What does he sell?
  - 5 Does he have any children?
  - 6 Who helps him in the shop?
  - 7 How often does he visit his parents?
  - 8 How does he travel to his village?



### GRAMMAR SPOT

- 1 Find examples of the definite article (*the*) and the indefinite article (*a/an*).  
a shopkeeper      in *the* centre
- 2 Find examples of when there is no article.  
*Iran*      made from *nuts*

▶▶ Grammar Reference 4.2 p133

**M**y uncle Reza is a shopkeeper. He lives in an old city in the centre of Iran, where he has a candy shop. He sells a lot of different kinds of candy, which is made from nuts. My uncle enjoys meeting and talking to his customers, who come from all different parts of the country. They buy a few packets of 'sohan' or 'gaz', which are two kinds of candy. People buy the candy as a souvenir for their family and friends.

Reza has a son and a daughter. His son sometimes helps him in the shop. His shop is in the bazaar, where there are a lot of other shops selling prayer beads, vases, perfumes, and textiles.

Once a week my uncle goes by bus with his wife and children to the village where he was born, and has lunch with his mother and father and other members of his family. He is one of the happiest men I know.

## PRACTICE

### Discussing grammar

- 1 In pairs, find one mistake in each sentence.
  - 1 He's <sup>a</sup>policeman, so his job is sometimes dangerous.
  - 2 I have ~~the~~ breakfast at 7 a.m.
  - 3 ~~The~~ love is more important than money.
  - 4 I come to ~~the~~ school by bus.
  - 5 I'm reading ~~one~~ good book at the moment.
  - 6 'Where's Jack?' 'In ~~a~~ kitchen.' ~~the~~
  - 7 I live in ~~the~~ centre of the city, near the hospital.
  - 8 My parents bought ~~the~~ lovely house in the country.
  - 9 I don't eat ~~the~~ bread because I don't like it. <sup>1st</sup> <sub>4</sub>

✓ **C2** Complete the sentences with *a/an*, *the*, or nothing.

- 1 I have two children, a boy and a girl. The boy is twenty-two and the girl is nineteen.
- 2 George is a soldier in the army, and Nadia is at ~~mother's~~ university.
- 3 My husband goes to / work by the car. He's an accountant. I don't have a job. I stay at / home and look after the children.
- 4 What a lovely day! Why don't we go for a picnic in the park?
- 5 'What did you have for / lunch?' 'Just a sandwich.'

## READING AND SPEAKING

### Markets around the world

- 1 Look at the pictures and discuss these questions.
  - 1 What is the difference between a shopping centre and a market?
  - 2 Do you ever go shopping in markets?
  - 3 Is there a market where you live? What can you buy there? Can you bargain for things?
- 2 Read the introduction to an article about three markets in very different parts of the world. Why are markets more interesting than shopping centres?

#### Markets around the world

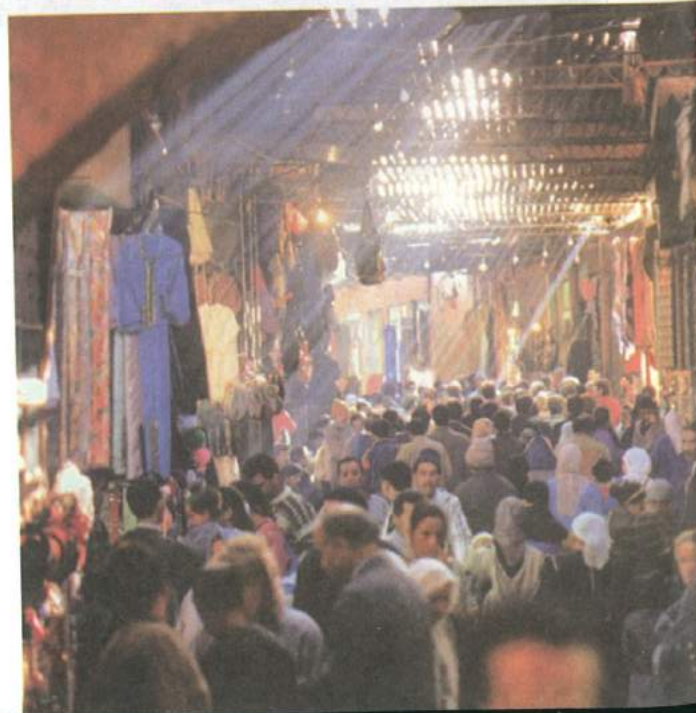
Modern shopping centres, with their global brands and international designer names, look the same all over the world. So if you want to buy goods that are different, visit a market. There you can buy fine products made and grown locally.

- 3 Work in three groups.
  - Group A** Read about Bangkok.
  - Group B** Read about Provence.
  - Group C** Read about Marrakech.
- 4 Answer the questions about your market.
  - 1 Where exactly is the market?
  - 2 What days and times is it open?
  - 3 What food does it sell? Give some examples.
  - 4 What other things does it sell?
  - 5 What do you learn about the people who work there?
  - 6 Describe the market. Find some adjectives.
  - 7 What can you do after the market?
  - 8 What do you learn about the town from the text?
- 5 Find a partner from each of the other two groups. Use the photos to introduce your market. Then compare the three markets, using your answers in exercise 4.

#### What do you think?

Answer the questions with your group.

- Which of the markets would you like to visit most? Why?
- Which do you think is the cheapest / most expensive? Why?
- Have you visited a market in another country? If yes, describe it.
- Close your books and close your eyes. Imagine you are at the market you read about. Tell your partners what you can see.



# The floating markets of Bangkok

Bangkok, the capital of Thailand, is a city of contrasts. The tall glass buildings look like any other modern city. But behind them is a place where life hasn't changed for over 100 years – the canals. Built in 1866 by the King of Thailand, these canals are home to many Thai people who still live and work there today. There are four floating markets around Bangkok, and the oldest and most popular is in the town of Damonen Saduak.

This market opens every day from 6.30 a.m. It's best to shop early and go by water taxi. After 9 a.m. the tourist buses arrive, and it's much too busy.

It's a colourful, noisy, fascinating place. Old ladies with huge hats sit in small boats, filled with tropical fruit and vegetables, fresh coconut juice and local food. Did you miss your breakfast? Then just call a seller for a bowl of hot soup. He'll get it from a cooker at the back of his boat!

But the boats don't just sell food. Would you like a traditional hat? A silk dress? A flowered shirt? Then just call and point. After the noise and excitement of the market, continue along the canal. Soon you'll see the wooden houses, orchards, and floating flowers of the canal villages. It's a lovely, peaceful way to finish your trip.

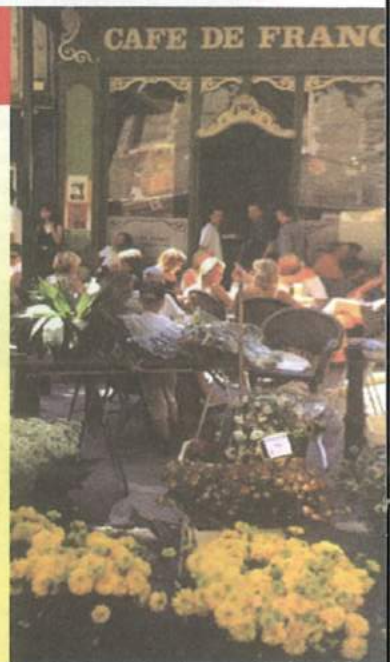


# A perfect day in Provence

Every Sunday in a small town called Isle-sur-la-Sorgue in southern France there is a truly amazing market. Isle-sur-la-Sorgue is like Venice. The River Sorgue runs in and out of the old narrow streets and under the many bridges, and on market day every street and bridge is packed with stalls. From early morning, this sleepy little town becomes a noisy, busy place, with sellers calling to you in the singing accent of the south.

You can choose from an amazing selection of olives, hundreds of cheeses, and delicious roast chickens. But it is not just a food market. Antique sellers fill the pavements with beautiful old French furniture, and there are tables covered with antique lace and cloth. Flower sellers invite you to pick from their brightly coloured bunches of flowers. The air is filled with the smell of soaps, herbs, and lavender, all made and grown in Provence. Do you need a sun hat? Did you forget your beach towel? Your choices are endless.

Travellers fill their backpacks with delicious things for Sunday lunch: olive bread, tomatoes, chicken, melon and, of course, a bottle of local mineral water. At 1 o'clock everything closes, and everyone goes home. Then it's time to find a cool place next to the river for a perfect picnic on a perfect day in Provence.

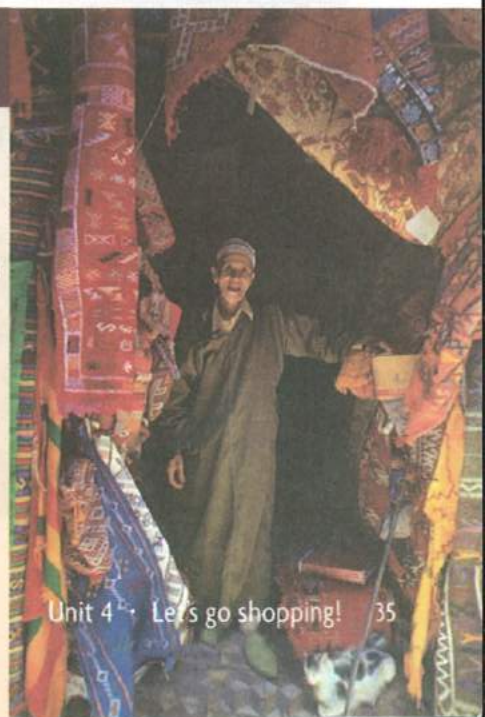


# The souks of Marrakech

Marrakech in Morocco looks like a Hollywood film set. It is a city of ancient, sand-coloured buildings and palm trees in the middle of the desert.

In the centre is the main square, Jemaa el Fna. Here you can see dancing snakes and drink Moroccan coffee. But behind the square is the real heart of the city. This is the souk (the Arabic word for market). Hundreds of little shops and stalls are open from early morning till lunchtime, and again in the evening. The souk, with its narrow, busy streets, is divided into lots of smaller souks. There's the aromatic spice souk, the noisy meat souk, the colourful clothing souk, the gold and silver souk, and many more.

Finally, there's the carpet souk. Here, hundreds of handmade Moroccan rugs and carpets cover the pavements. No two rugs are the same. In Mr Youssef's rug shop, he invites you to sit down among all the beautiful carpets. A silver teapot arrives with little glasses and Mr Youssef talks about the different rugs, while his assistants roll them out one by one. Two hours later, after many glasses of traditional mint tea and lots of bargaining, you finally choose your rug and leave much poorer. Then it's time to return to the main square to watch the snakes and count your money.



# VOCABULARY AND LISTENING

## Buying things

- 1 What can you buy or do in these places? Write two things for each place. Compare your ideas with the class.

a clothes shop	a pharmacy	a café	a bank	a newsagent's

- 2 **T 4.5** Listen to the conversations. Answer the questions.

- Where are the conversations taking place? Choose from the places in exercise 1.
- What does the customer want?
- Can the shop assistant/cashier help?
- How much does the customer pay?

- 3 Complete these lines from the conversations. Look at the tapescript on p120 and check your answers.

1 **A** Hello. Can I help you?

**B** I \_\_\_\_\_, thanks.

...

**B** I'm looking for a sweater \_\_\_\_\_ . Have you got \_\_\_\_\_ ?

**A** I'll just have a look.

\_\_\_\_\_ are you?

**B** Medium.

**A** Here you are.

**B** That's great. \_\_\_\_\_ ?

**A** Of course. The changing rooms are over there.

...

**B** I like it.

**A** It \_\_\_\_\_ .

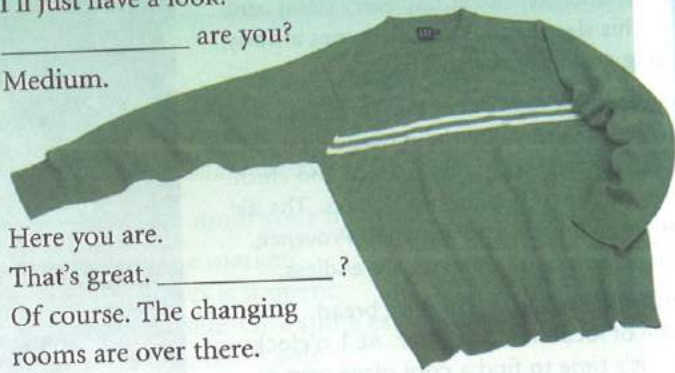
**B** How much is it?

**A** £39.99.

**B** OK. I \_\_\_\_\_ .

**A** How would you like to pay?

**B** \_\_\_\_\_ .



3 **A** Hello. I \_\_\_\_\_ help me. I've got a bad cold and a sore throat. Can you \_\_\_\_\_ ?

**B** OK. You can take these three times a day.

**A** Thank you. \_\_\_\_\_ some tissues \_\_\_\_\_ , please?

**B** Sure. \_\_\_\_\_ ?

**A** No, that's all, thanks.



4 **A** Good morning. Can I have a \_\_\_\_\_ , please?

**B** Espresso?

**A** Yes, please. Oh, and a doughnut, please.

**B** \_\_\_\_\_ there aren't \_\_\_\_\_ . We've got some delicious carrot cake, and chocolate cake.

**A** OK. Carrot cake, then.

**B** Certainly. Is \_\_\_\_\_ ?

**A** Yes, thanks.

**B** \_\_\_\_\_ , please.

**A** Thank you.



2 **A** \_\_\_\_\_ help me? I'm looking for this month's edition of *Vogue*. Can you tell me \_\_\_\_\_ ?

**B** Over there. Middle shelf. Next to *She*.



# EVERYDAY ENGLISH

## Prices and shopping

1 Look at the way we write and say prices in British and American English. Practise saying them.

British English		American English	
<b>Written</b>	<b>Spoken</b>	<b>Written</b>	<b>Spoken</b>
£1	a pound	\$1	a dollar
50p	fifty p	50¢	fifty cents
£1.99	one pound ninety-nine	25¢	a quarter
£16.40	sixteen pounds forty	10¢	a dime

**T 4.6** Listen to the conversations and write the numbers you hear.

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

*There are about five ... to the dollar.*

In your country, how much is ... ?

- a pair of jeans
- a packet of cigarettes
- a burger
- a litre of petrol

3 Make conversations in these places with a partner. Use the ideas to help you.

### 1 in a clothes shop

a shirt/tie

What size are you?

small/medium/large

too small/too big

I'll have it, please.

I'll leave them, thanks.



### 2 in a pharmacy

- conditioner
- shaving foam
- deodorant
- stomach ache
- sore throat

### 3 in a café

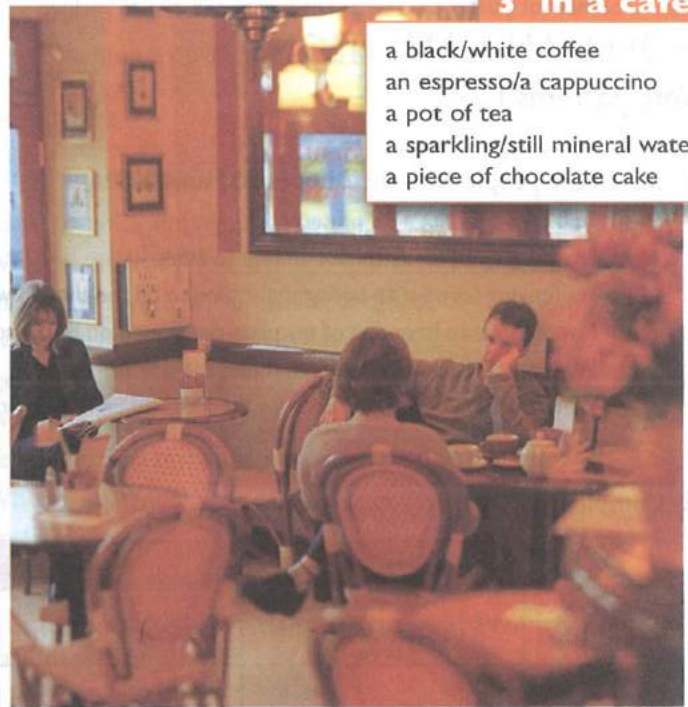
a black/white coffee

an espresso/a cappuccino

a pot of tea

a sparkling/still mineral water

a piece of chocolate cake



### 4 in a post office

some stamps

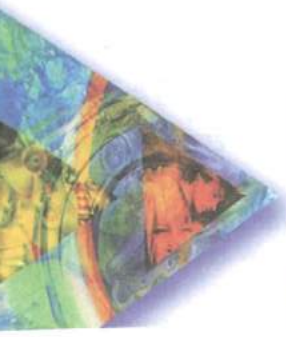
a phone card

a letter/postcard to Japan

send this parcel to Qatar

buy some envelopes





# 5

## What do you want to do?

Verb patterns 1 • Future forms • Hot verbs • How do you feel?

### STARTER

Complete these sentences with ideas about you.

- One day I want to ...
- Right now, I'd like to ...
- I enjoy ... because I like ...
- I can ... but I can't ...
- Tonight I'm going to ...

## HOPES AND AMBITIONS

### Verb patterns 1

1 Match the people with their hopes and ambitions.

- I'd like to become a TV presenter.
- I'm going to be an astronaut and fly to Mars.
- I'm looking forward to having more time to do the things I want to do.
- I would love to have one of my plays performed on the London stage.
- We hope to find work as we go round the world.
- We're thinking of moving, because the kids will be leaving home soon.

**T 5.1** Listen and check.

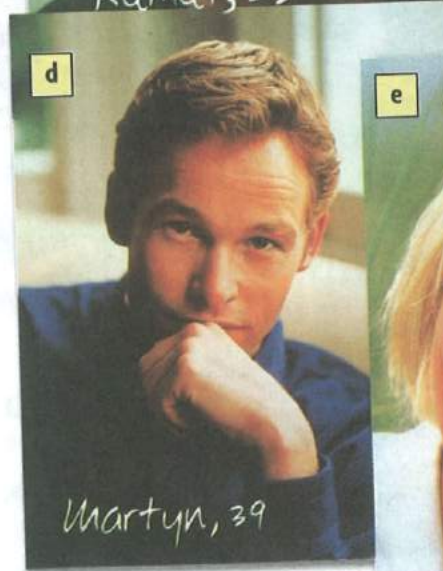
2 Complete the chart.

	Ambitions/Plans	Reasons
Sean		
Mel		
Kamal		
Martyn		
Amy		
Alison		

3 Underline the examples of verb + verb in exercise 1.

I'd like to become a TV presenter ...

Look at the tapescript on p120. Find more examples of verb + verb.



# PRACTICE

## GRAMMAR SPOT

1 Complete the sentences with the words *go abroad*. Put the verb *go* in the correct form.

I want to *go abroad*.

I'd like ...

I can't ...

I'm looking forward to ...

I hope ...

I enjoy ...

I'm thinking of ...

I'd love ...

2 What's the difference between these sentences?

I like going to the cinema.

I'd like to go to the cinema tonight.

▶ Grammar Reference 5.1 and 5.2 p134

## Discussing grammar

1 In these sentences, one or two verbs are correct, but not all three. Tick (✓) the correct verbs.

1 I \_\_\_ to live in a hot country.

a  want b  enjoy c  'd like

2 We \_\_\_ going to Egypt for our holidays.

a  are hoping b  're thinking of c  like

3 I \_\_\_ go home early tonight.

a  want b  like c  can

4 I \_\_\_ to see you again soon.

a  hope b  'd like c  'm looking forward

5 Do you \_\_\_ learning English?

a  want b  enjoy c  like

6 We \_\_\_ having a few days off soon.

a  're thinking of b  'd love to c  're looking forward to

Make correct sentences with the other verbs.

## Making questions

2 Complete the questions.

1 A I hope to go to university.

B (What/want/study?) \_\_\_\_\_

2 A One of my favourite hobbies is cooking.

B (What/like/make?) \_\_\_\_\_

3 A I get terrible headaches.

B (When/start/get/them?) \_\_\_\_\_

4 A We're planning our summer holidays at the moment.

B (Where/think/go?) \_\_\_\_\_

5 A I'm tired.

B (What/like/do/this evening?) \_\_\_\_\_

**T 5.2** Listen and check. What are A's answers? Practise the conversations with a partner.

## Talking about you

3 Ask and answer the questions with a partner.

- What do you like doing on holiday?
- Where would you like to be right now?
- Do you like learning English?
- Would you like to learn any other languages?
- Would you like to have a break now?

4 Ask and answer questions about your plans and ambitions.

Which countries ... go to?

How many children ...

What ... after this course?



b



f

# FUTURE INTENTIONS

going to and will

21 Match the pictures and sentences.

- 1  They're going to see a football match.
- 2  I'll pick it up for you.
- 3  He's going to go to Malaysia.
- 4  It's OK. I'll answer it.
- 5  Don't worry. I'll lend you some.
- 6  We're going out to have a meal.



2 Add a line before and after the sentences in exercise 1.

### Before

- I haven't got any money. **5**  
 What's Tom doing next week? **3**  
 The phone's ringing. **4**  
 Oh, no! I've dropped one. **2**  
 What are you and Pete doing this evening? **6**  
 What are the lads doing this afternoon? **1**

### After

- 2** Thank you. That's very kind.  
**4** I'm expecting a call.  
**5** Thanks. I'll pay you back tomorrow. I won't forget.  
**3** I guess he's going on business, right?  
**1** United are playing at home.  
**6** It's my birthday.



**T 5.3** Listen and check. Practise the conversations with a partner.

## GRAMMAR SPOT

- 1 Notice the forms of *will*.  
 I'll = short form  
 I won't = negative short form
- 2 All the sentences in exercise 1 express intentions. Three intentions are spontaneous. Which are they? Three of the intentions are premeditated. What happened before each one?

▶▶ Grammar Reference 5.3 p134



## PRACTICE

### Let's have a picnic!

- 1 Your class has decided to have a picnic. Everyone must help. Say what you'll do.

*I'll make some sandwiches.*

*I'll bring some salad.*

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

**Teacher**

**You**

*Right. I'll make some sandwiches.*

*No, I'm going to make some sandwiches!*

*Oh, all right. Well, I'll bring some salad.*

*No, no. I'm going to bring some salad!*

### Discussing grammar

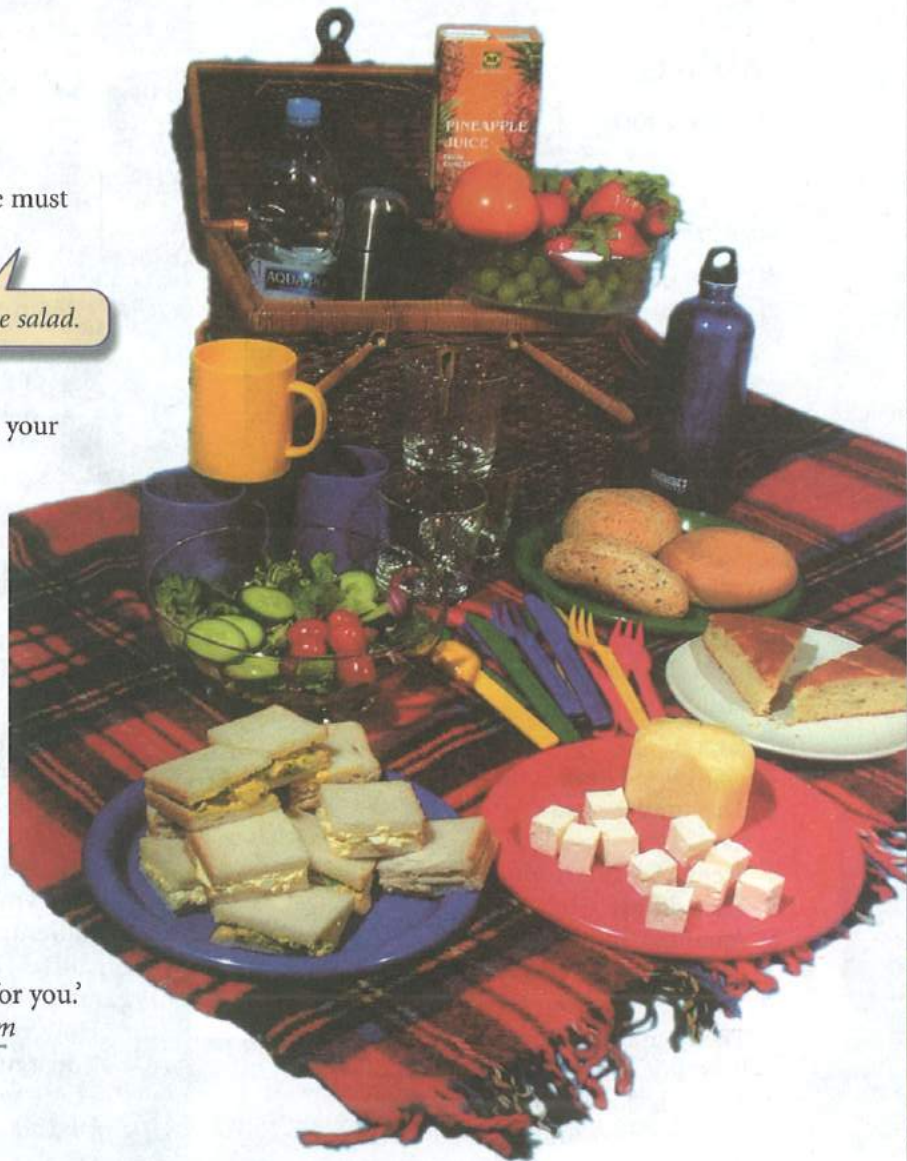
- 3 Choose the correct verb form.

- 'My bag is so heavy.'  
'Give it to me. I'll carry / I'm going to carry it for you.'
  - I bought some warm boots because I'll go / I'm going skiing.
  - 'Tony's back from holiday.'  
'Is he? I'll give / I'm going to give him a ring.'
  - 'What are you doing this evening?'  
'We'll see / we're going to see a play at the theatre.'
  - You can tell me your secret. I won't tell / I'm not going to tell anyone.
  - Congratulations! I hear you'll get married / you're going to get married.
  - 'I need to post these letters.'  
'I'll go / I'm going shopping soon. I'll post / I'm going to post them for you.'
  - 'Now, holidays. Where will you go / are you going this year?' 'We don't know yet.'
- 4 **T 5.4** Close your books. Listen to the beginnings of the conversations. Complete them.

### Check it

- 5 Correct these sentences.

- What you want drink?
- I have a mineral water, please.
- I can't to help you.
- It's starting rain.
- I'm looking forward to see you again soon.
- I think to change my job soon.
- Phone me tonight. I give you my phone number.
- I see the doctor tomorrow about my back.



### Talking about you

- 6 Talk to a partner about your plans for this evening, tomorrow, next weekend, your next holiday ...

*What are you doing/going to do this evening?*

*I'm going to stay at home and ...*

*Where are you going ... ?*

*I'm going to see ...*

*I think I'll ...*

## READING

### Hollywood kids

1 What are some of the problems of being a teenager? Tick (✓) the boxes on the left.

- |                          |  |                          |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | they don't have enough money                               | <input type="checkbox"/> |
| <input type="checkbox"/> | their parents don't give them enough attention             | <input type="checkbox"/> |
| <input type="checkbox"/> | they worry about how they look                             | <input type="checkbox"/> |
| <input type="checkbox"/> | they have no interests or ambitions                        | <input type="checkbox"/> |
| <input type="checkbox"/> | their parents want them to do well in life                 | <input type="checkbox"/> |
| <input type="checkbox"/> | they're too old to be children, but too young to be adults | <input type="checkbox"/> |

2 Read the text about Hollywood kids. What are some of their problems? Tick (✓) the boxes on the right. Are there any differences?

3 Are these sentences true (✓) or false (X)? Correct the false sentences.

- 1 Everybody in Hollywood is rich and famous.
- 2 Hollywood kids don't lead ordinary lives.
- 3 They understand the value of what they have.
- 4 Trent Maguire is spoilt and ambitious.
- 5 The adults try hard to be good parents.
- 6 Amanda's mother listens to all her daughter's problems.
- 7 The kids are often home alone.
- 8 Their parents organize every part of their lives.
- 9 The kids don't want to be children.
- 10 All the kids complain about living in Hollywood.

4 Answer the questions.

- 1 In what ways do Trent, Amanda, Emily, and Lindsey live unreal lives?
- 2 Does anything surprise you in what the kids say?
- 3 What are their ambitions?

#### What do you think?

- Do you feel sorry for children in Hollywood? Is there anything about their lives that you would like?
- What is your opinion of their parents?
- Do teenagers around the world think the same as Hollywood kids?
- Do you think it is dangerous to have everything you want?

# Hollywood

## Growing up in

**I**n Hollywood, everybody wants to be rich, famous, and beautiful. Nobody wants to be old, unknown, and poor. For Hollywood kids, life can be difficult because they grow up in such an unreal atmosphere. Their parents are ambitious, and the children are part of the parents' ambitions.

Parents pay for expensive cars and designer clothes. When every dream can come true, kids learn the value of nothing because they have everything. A 13-year-old boy, Trent Maguire, has a driver, credit cards, and unlimited cash to do what he wants when he wants. 'One day, I'll earn more than my dad,' he boasts.

Parents buy care and attention for their children because they have no time to give it themselves. Amanda's mother employs a personal trainer, a nutritionist, a bodyguard/chauffeur, a singing coach, and a counsellor to look after all her 15-year-old daughter's needs.

Often there is no parent at home most days, so children decide whether to make their own meals or go out to restaurants, when to watch television or do homework. They organize their own social lives. They play no childhood games. They become adults before they're ready.

Hollywood has always been the city of dreams. The kids in L.A. live unreal lives where money, beauty, and pleasure are the only goals. Will children around the world soon start to think the same? Or do they already?

“Looks are very important in Hollywood. If you're good-looking, you'll go far. I want to be a beautician. You grow up really fast in L.A. Everyone is in a rush to be an adult. It's not cool to be a kid.” **Mijanou, aged 18**



# kids

Los Angeles isn't easy

“ I live in a hotel and when I come home from school, there are maybe 80 people who say ‘Good day’ to me. It’s their job to say that. In the bathroom there are mirrors everywhere. I love looking at myself. I can spend five hours doing my hair and posing. I’m going to be a model.”

**Emily, aged 10**

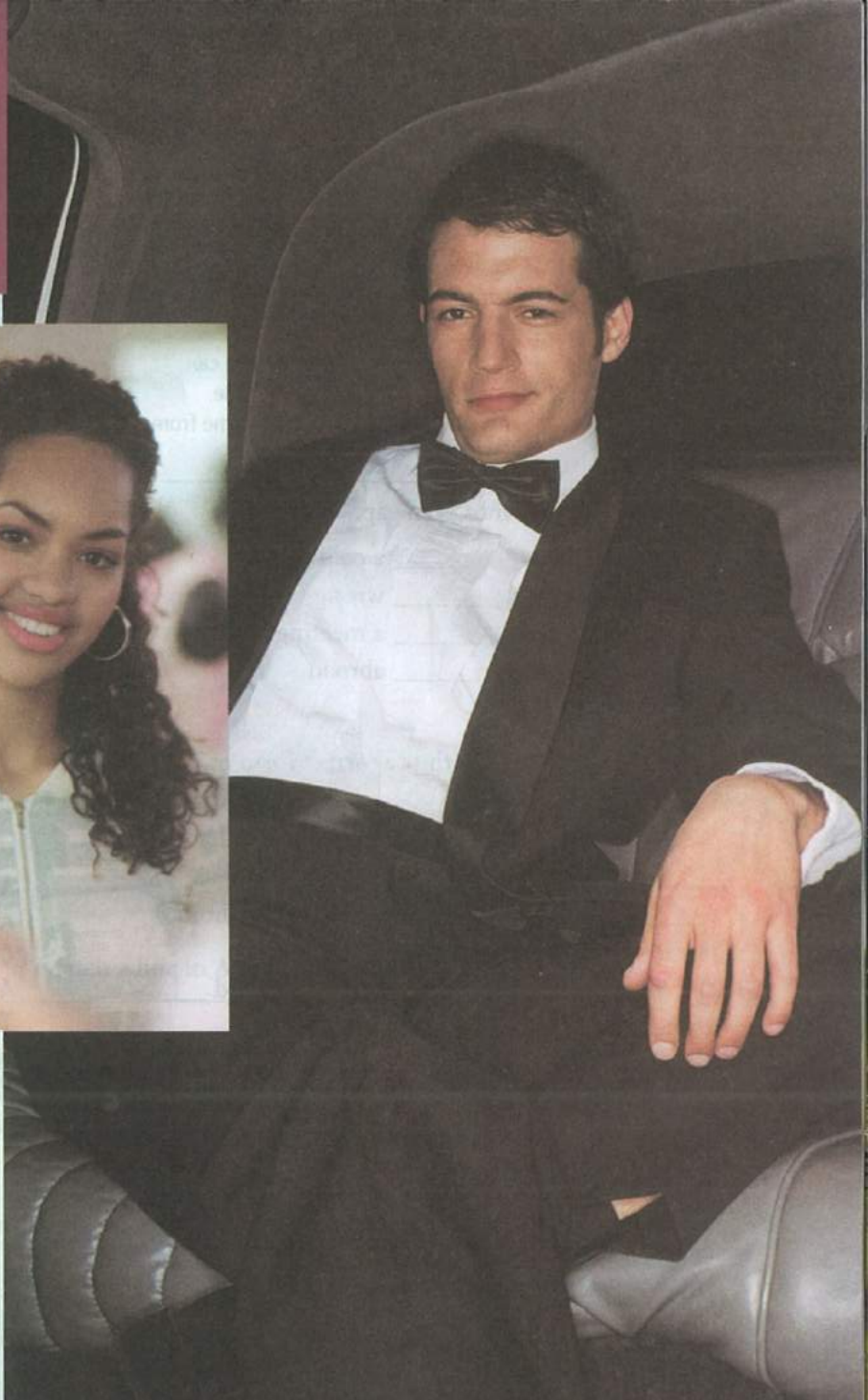


“ I’ve wanted to get my nose done since I was 12. My friends started having plastic surgery and liposuction during my freshman year of high school. My nose cost \$10,000. But it was worth it. It changed my life. I’m gonna get into the movies.”

**Lindsey, aged 18**

“ Everyone thinks Hollywood is so glamorous, but I have news for you. It is really difficult growing up in L.A. Sometimes I think I’m going crazy. I’m going to get out of here just as soon as I can.”

**Zavier, aged 18**



## VOCABULARY

Hot verbs – *have, go, come*

- 1 The verbs *have, go, and come* are very common in English. Look at these examples from the text on p42–3.

have	go	come
... they have no time ... I have news for you.	You'll go far. I'm going crazy.	Every dream can come true. ... come home from school ...

- 2 Put *have, go, or come* into each gap.

\_\_\_\_\_ an accident      \_\_\_\_\_ a cold  
 \_\_\_\_\_ first in a race      \_\_\_\_\_ wrong  
 \_\_\_\_\_ out for a meal      \_\_\_\_\_ a meeting  
 \_\_\_\_\_ and see me      \_\_\_\_\_ abroad  
 \_\_\_\_\_ shopping

- 3 Complete the sentences with the correct form of *have* (or *have got*), *go*, or *come*.

- We're \_\_\_\_\_ a picnic next Thursday. Would you like \_\_\_\_\_?
- I \_\_\_\_\_ a terrible headache. Can I \_\_\_\_\_ home, please?
- You must see my new flat. \_\_\_\_\_ round and \_\_\_\_\_ a meal some time.
- 'I'm \_\_\_\_\_ out now, Mum. Bye!' 'OK. \_\_\_\_\_ a good time. What time are you \_\_\_\_\_ home?'
- Hi, Dave. Tariq \_\_\_\_\_ a shower at the moment. I'll just \_\_\_\_\_ and tell him you're here.
- \_\_\_\_\_ on! Get out of bed. It's time \_\_\_\_\_ to school.
- It's a lovely day. Let's \_\_\_\_\_ to the park. We can \_\_\_\_\_ a picnic.
- I'm \_\_\_\_\_ skiing next week. \_\_\_\_\_ you \_\_\_\_\_ any ski clothes I could borrow?

## LISTENING

You've got a friend

- 1 Answer these questions.

- Who is your best friend?
- Where did you meet?
- When did you meet?
- How often do you see each other?

- 2 Listen to the first verse of the song. Discuss these questions.

- How can a friend help you when you are in trouble?
- What makes a good friend?
- Does a good friend always agree with you?

- 3 **T 5.5** Listen and complete the song.

### You've got a friend, by Carole King

When you're down and troubled  
 And you need a \_\_\_\_\_  
 And nothing, but \_\_\_\_\_  
 Close your eyes and think of me  
 And soon I \_\_\_\_\_  
 To brighten up even your darkest nights.

(Chorus)

You just call out my name,  
 and you know wherever I am

I \_\_\_\_\_ to see you again.

Winter, spring, \_\_\_\_\_  
 All you have to do is call  
 And I'll be there, yeah, yeah, yeah,  
 You \_\_\_\_\_.

If the sky above you  
 \_\_\_\_\_ and full of clouds

And that old north \_\_\_\_\_  
 Keep your head together

And \_\_\_\_\_

And soon I'll be knocking on your door.

Hey, \_\_\_\_\_ that you've got a friend?

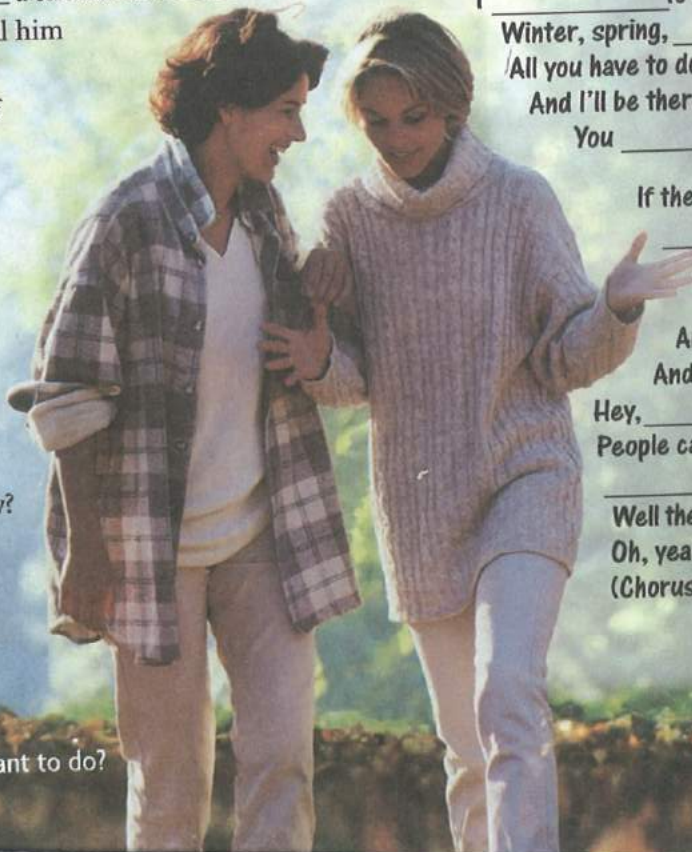
People can be so cold

\_\_\_\_\_ and desert you

Well they'll take your soul if you let them

Oh, yeah, but \_\_\_\_\_

(Chorus)



# EVERYDAY ENGLISH

## How do you feel?

1 Look at the photos. How do the people feel?



1



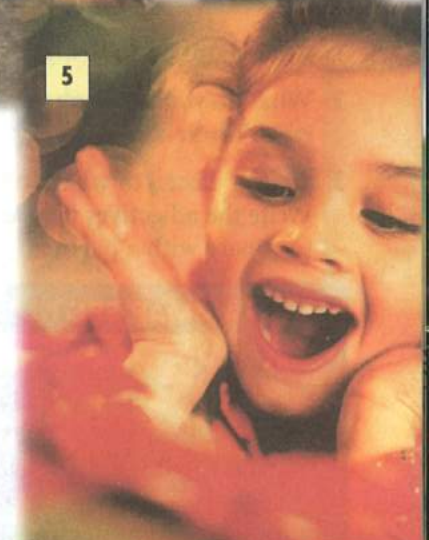
2



3



4



5

2 All the lines in A answer the question *How are you?* Match a line in A with a line in B.

A		B
1 I feel nervous.	5	It's so wet and miserable.
2 I don't feel very well.	4	I'm going on holiday to Australia tomorrow.
3 I'm feeling a lot better, thanks.	7	My grandfather's going into hospital for tests.
4 I'm really excited.	2	I think I'm getting the 'flu.
5 I'm fed up with this weather.	8	Nothing's going right in my life.
6 I'm really tired.	1	I've got an exam today.
7 I'm a bit worried.	3	I've got a lot more energy.
8 I feel really depressed at the moment.	6	I couldn't get to sleep last night.

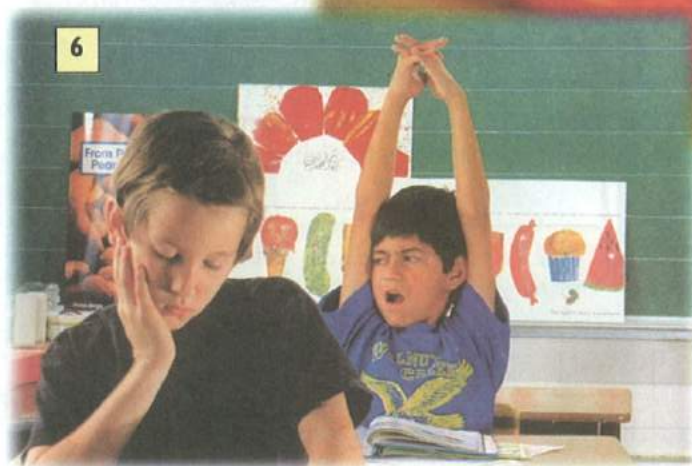
3 Choose a reply for each sentence in exercise 2.

- 8 - a Cheer up! Things can't be that bad!
- 2 - b Why don't you go home to bed?
- 7 - c I'm sorry to hear that, but I'm sure he'll be all right.
- 5 - d I know. We really need some sunshine, don't we?
- 6 - e Poor you! That happens to me sometimes. I just read in bed.
- 4 - f That's great. Have a good time.
- 3 - g That's good. I'm pleased to hear it.
- 1 - h Good luck! Do your best.

**T 5.6** Listen and compare your answers.

4 Make more conversations with a partner about these things:

- a wedding
- a visit to the dentist
- a letter from the bank
- a big project at work
- problems with teenage children



6





# 6 Tell me! What's it like?

What ... like? • Comparatives and superlatives • Synonyms and antonyms • Directions

## STARTER



1 What is the capital city of your country? What is the population? Is it an old or modern city?

2 Write down two things that you like about your capital and two things that you don't like. Tell the class.

*I like walking by the Nile in Cairo, but I don't like travelling by bus. They're too crowded.*

## WORLD TRAVEL What's it like?

- 1 Read about Todd Bridges.
- 2 What do you know about Melbourne, Dubai, and Paris? Where are they?
- 3 **T 6.1** Listen to what Todd says about them. Write the adjectives he uses for each city. Compare with a partner.

### GRAMMAR SPOT

1 Match the questions and answers.

Do you like Paris?	It's beautiful.
What's Paris like?	Yes, I do.
	It's got lots of old buildings.
	No, I don't.

2 Which question in 1 means: *Tell me about Paris.*

▶▶ Grammar Reference 6.1 p135

4 Work with a partner. Ask and answer questions about the places Todd visited.

*What's Melbourne like?*

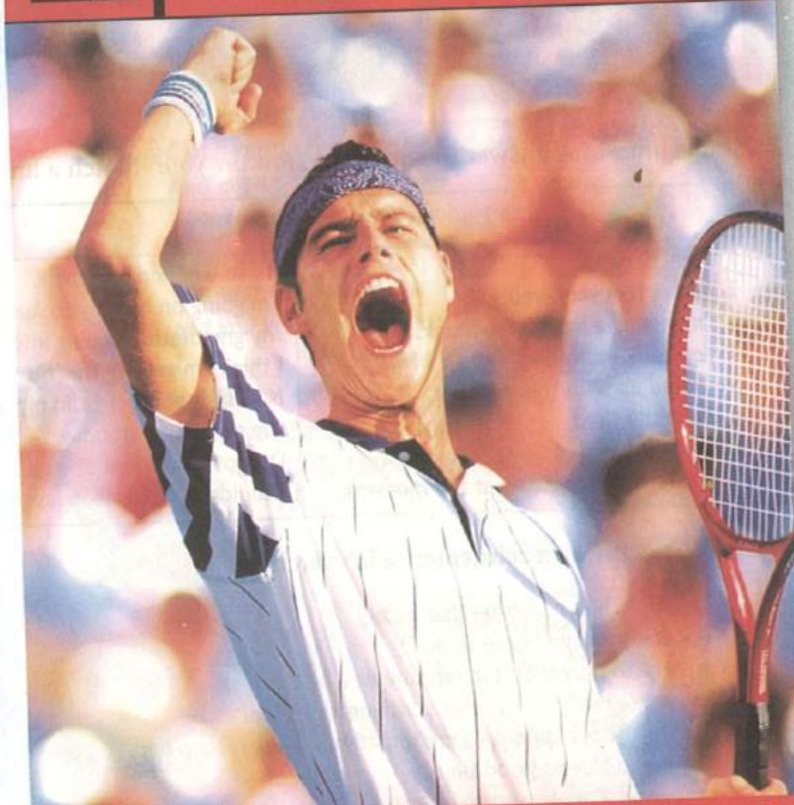
*It's ...*

*It's got ...*

*There are ...*



## TODD BRIDGES

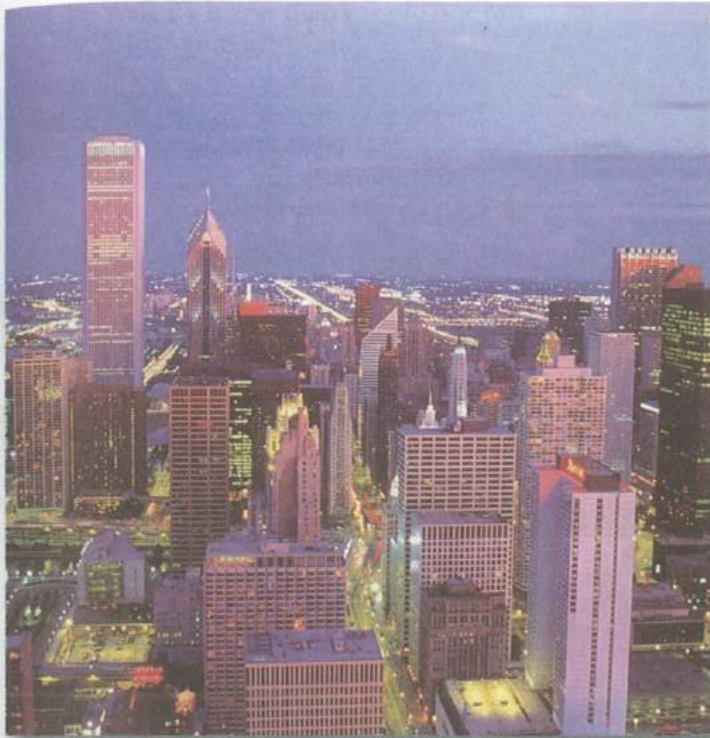


**Todd Bridges** is only seventeen years old but he is already a successful tennis player. He comes from Chicago, USA, but he travels all over the world playing tennis. Last year he played in tennis championships in Melbourne, Dubai, and Paris.

# PRACTICE

## What's Chicago like?

1 You are asking Todd about Chicago. Complete the questions with *is* or *are* and the correct words from the box.



the restaurants    the people    the night-life    the buildings

- 1 **You** What 's the weather like?  
**Todd** Well, Chicago's called 'the windy city' and it really can be windy!
- 2 **You** What are the people like?  
**Todd** They're very interesting. You meet people from all over the world.
- 3 **You** What are the buildings like?  
**Todd** A lot of them are very, very tall. The Sears Tower is 110 storeys high.
- 4 **You** What are the like? *restaurants*  
**Todd** They're very good. You can find food from every country in the world.
- 5 **You** What 's the night- like? *life*  
**Todd** Oh, it's wonderful. There's lots to do in Chicago.

- 2 **T 6.2** Listen and check. Practise with a partner.
- 3 Ask and answer the same questions about the city you are in now.

# BIG, BIGGER, BIGGEST!

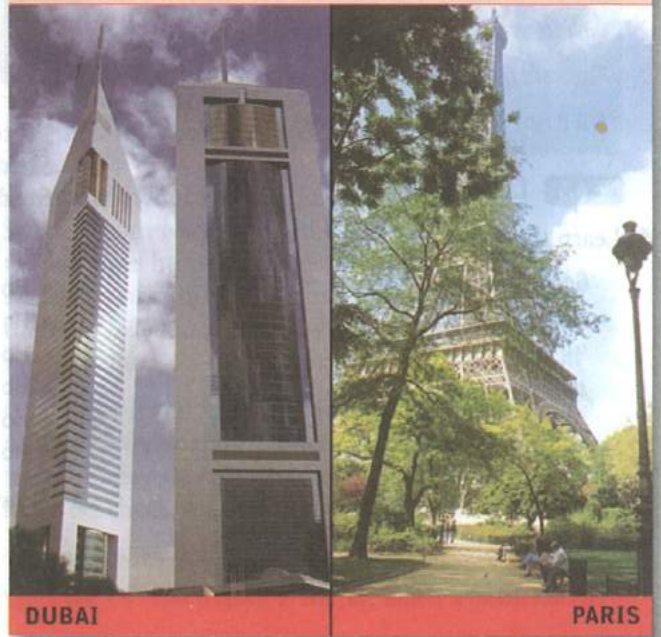
## Comparatives and superlatives

1 Read the second part of the conversation with Todd. He compares the places he visited last year. Can you complete any of the sentences?



MELBOURNE

“ Melbourne was interesting, but for me, Paris was more interesting than Melbourne, and in some ways Dubai was the most interesting of all because it was so different from any other place I know. It was also the hottest, driest, and most modern. It was hot in Melbourne but not as hot as in Dubai. Dubai was much hotter! Melbourne is much older than Dubai but not as old as Paris. Paris was the oldest city I visited, but it has some great modern buildings, too. It was the most romantic place. I loved it. ”



DUBAI

PARIS

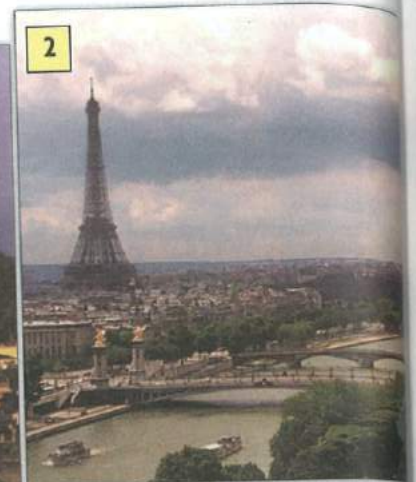
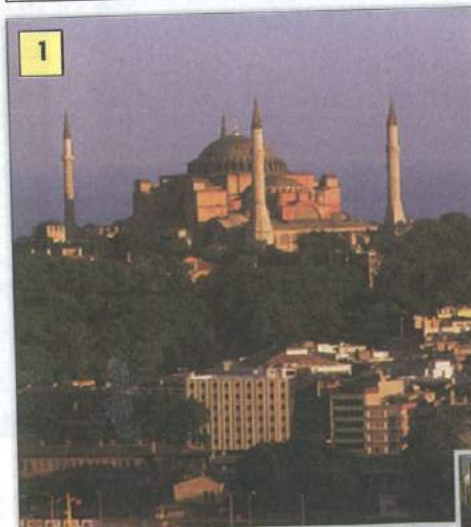
**T 6.3** Listen and check.

# PRACTICE

## Comparing four cities

1 Match the cities and the photographs. Which countries are these cities in?

Paris Beijing Istanbul Brasilia



### GRAMMAR SPOT

1 What are the comparative and superlative forms of the following adjectives? What are the rules?

- |         |             |
|---------|-------------|
| a small | c busy      |
| cold    | noisy       |
| near    | dry         |
| b big   | d beautiful |
| hot     | interesting |
| wet     | exciting    |

2 These adjectives are irregular. What are the comparative and superlative forms?

far good bad

3 Adjectives also combine with *as ... as*.  
Melbourne isn't *as cosmopolitan as* Chicago.

▶▶ Grammar Reference 6.2 p135

2 T 6.4 Listen and repeat the sentences.

/hɒtə ðən/

This summer's hotter than last.

/əz hɒt əz/

It wasn't as hot as this last year.

3 Practise these sentences with a partner.

It isn't as cold today as it was yesterday.

But it's colder than it was last week.

I'm not as tall as you, but I'm taller than Anna.

This car's more expensive than John's.

But it isn't as expensive as Anna's.

T 6.5 Listen and check.

4 Learn this poem by heart.

*Good, better, best.*

*Never, never rest*

*'til your good is better,*

*And your better best.*

2 Work with a partner. Your teacher will give you some information.

**Student A** Read about Paris and Beijing.

**Student B** Read about Istanbul and Brasilia.

Ask and answer these questions to find out about the other two cities.

- How old is it?
- How big is it?
- How many people live there?
- How hot/cold does it get?
- How wet is it?
- How far is it from the sea?

How old is it?

It's very old. It was founded in ...

3 Now compare the four cities.

Paris is bigger than Brasilia.

Beijing is the oldest.

4 Compare some cities in your country.

## LISTENING AND SPEAKING

### Living in another country

#### Conversations

5 Work with a partner and continue these conversations.

- A I moved to a new flat last week.  
B Oh, really? What's it like?  
A Well, it's bigger than my old one but it isn't as modern, and ...
- A I hear Martin's got a new boss.  
B Yeah. He started work last week.  
A Oh, really? What's he like?  
B Well, he's much ~~more~~ than his old boss, and ...
- A We have a new teacher.  
B Oh, really? What's she like?  
A Well, I think she's the best teacher we've ever had ...
- A Is that your new car?  
B Well, it's second-hand, but it's new to me.  
A What's it like?  
B Well, it's faster than my old car ...

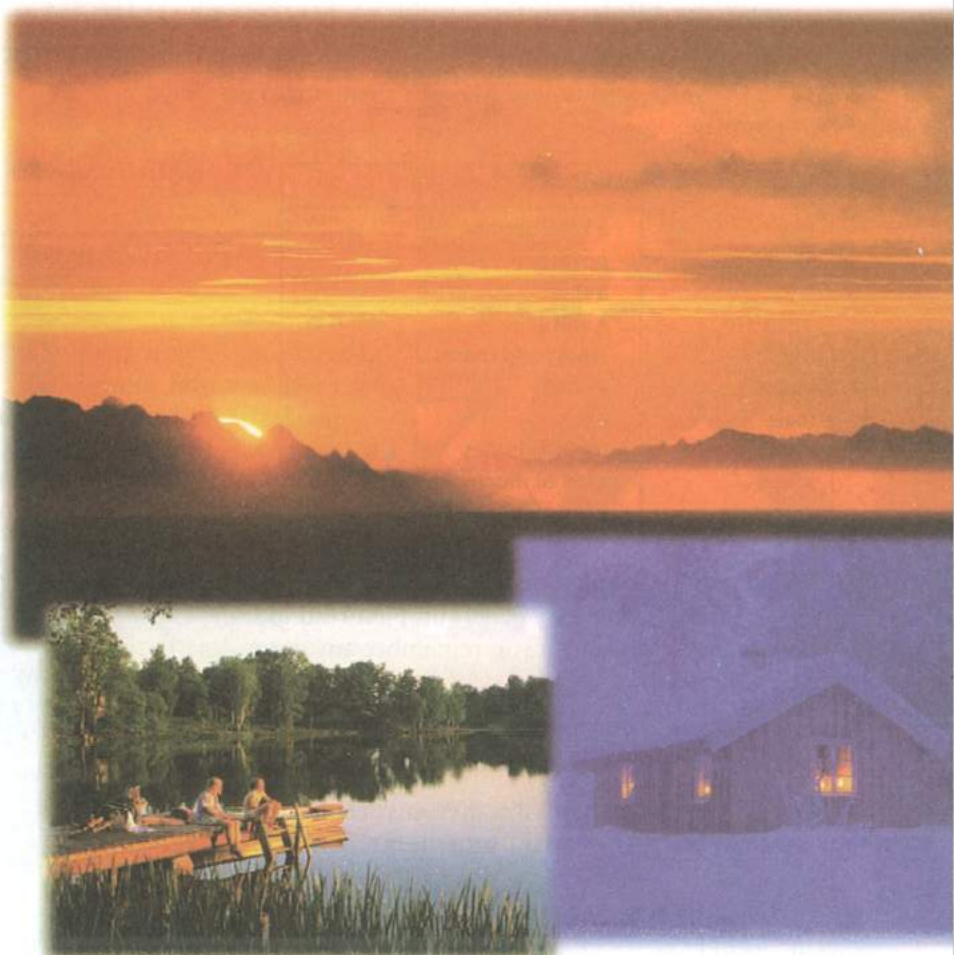
Act out a conversation to the class. Whose is the longest?

**T 6.6** Listen and compare. Repeat the last lines.

#### Check it

6 Correct these sentences.

- He's <sup>much</sup> more older than he looks.
- Jessica's as tall <sup>as</sup> than her mother.
- 'What does Hong Kong like?' 'It's really exciting!'
- Trains in India are more crowded <sup>n</sup> that in Europe.
- Al-Azhar University in Cairo is <sup>the</sup> oldest university in the world.
- He isn't as intelligent <sup>as</sup> than his sister.
- This is more hard <sup>at</sup> than I expected.
- Who is the most rich <sup>er</sup> man in the world?
- Everything is more cheap <sup>er</sup> in my country.
- Rome was hotter <sup>n</sup> that I expected.



1 What do you know about Sweden? What is the country like? What are the people like? Discuss these statements about Sweden. Do you think they are true (✓) or false (X)?

- In winter there is only one hour of daylight.
- Swedish people look forward to winter.
- The houses are cold.
- The houses are much better insulated than in Britain.
- In parts of Sweden from May to July the sun never sets.
- Londoners work longer hours than the Swedes.
- Swedes always start work early in the morning.
- Country cottages in Sweden are usually very luxurious.
- All houses have a sauna.

2 **T 6.7** You are going to listen to Jane Bland talking to her friend, Fran, about her life in Sweden. Jane comes from London, but three years ago she married a Swede and went to live and work in Stockholm. Listen and check your answers to exercise 1.

3 Compare your country with what you learned about Sweden.

*In my country it gets dark at five o'clock in winter, and it's much warmer.*

## READING AND SPEAKING

### A tale of two millionaires

- 1 Do you prefer to spend money or to save it?
- 2 Match the verbs and nouns. Many of them are to do with money.

Verbs	Nouns
buy	a bank account
spoil	poverty
wear	a thief
open	a will
live in	stocks and shares
inherit	a child
make	a leg
arrest	ragged clothes
invest	a lot of money from someone
amputate	a lot of money in something

- 3 You are going to read about two millionaires. One was very mean, the other very generous. First read *quickly* about Milton Petrie. Can you remember any examples of his kindness?
- 4 Now read *quickly* about Hetty Green. Can you remember any examples of her meanness?
- 5 Read one text more carefully, then answer the questions with a partner who read the other text.
  - 1 When were Milton and Hetty born?
  - 2 What were their parents like?
  - 3 How did Milton and Hetty become so wealthy?
  - 4 Who wore ragged clothes?
  - 5 What was the meanest thing Hetty did?
  - 6 Why did Milton like making a lot of money?
  - 7 Who did they marry?
  - 8 When did they die? How old were they?
  - 9 Who left the most money? Who did they leave it to?

#### What do you think?

Discuss these questions in small groups.

- How were Milton and Hetty's childhoods different?
- How did their childhoods affect them later?
- Why was Milton especially generous to policemen?
- Why did Hetty's daughter build a hospital?
- What was the kindest thing Milton did?
- Who had the happier life? Milton or Hetty?

# A tale of

## Some millionaires

### Milton Petrie

#### The Most Generous Man in the World

**E**very morning, billionaire Milton Petrie walked from his New York apartment and bought a newspaper from the ragged old man on the street corner. One morning the man wasn't there. Petrie learned that he was very ill in the city hospital. Immediately he paid his hospital bill and later, when the man died, paid for his funeral.



Milton Petrie

# two millionaires

spend it and some save it. Elizabeth Wilson reports on one of each.



The old man was just one of many people that Milton Petrie helped with his money. Whenever he read about personal disasters in his newspaper Petrie sent generous cheques, especially to the families of policemen or firemen injured at work. He also sent cheques to a mother who lost five children in a fire, and a beautiful model, whose face was cut in a knife attack. It cost him millions of dollars, but he still had millions left. He said that he was lucky in business and he wanted to help those less fortunate than himself. 'The nice thing is, the harder I work, the more money I make, and the more people I can help.'

Milton Petrie died in 1994, when he was 92. His will was 120 pages long because he left \$150 million to 383 people. His widow, Carroll, his fourth and last wife, said his generosity was a result of the poverty of his early years. His family were poor but kind-hearted. His father was a Russian immigrant who became a policeman, but he never arrested anyone, he was too kind. He couldn't even give a parking ticket.

## Hetty Green

**The Richest, Meanest Woman in the World**

**H**enrietta (Hetty) Green was a very spoiled, only child. She was born in Massachusetts, USA, in 1835. Her father was a millionaire businessman. Her mother was often ill, and so from the age of two her father took her with him to work and taught her about stocks and shares. At the age of six she started reading the daily financial newspapers and she opened her own bank account.

Her father died when she was 21 and she inherited \$7.5 million. She went to New York and invested on Wall Street. Hetty saved every penny, eating in the cheapest restaurants for 15 cents. She became one of the richest and most hated women in the world. She was called 'The Witch of Wall Street'. At 33 she married Edward Green, a multi-millionaire, and had two children, Ned and Sylvia.

Hetty's meanness was legendary. She always argued about prices in shops. She walked to the local grocery store to buy broken cookies (biscuits) which were much cheaper, and to get a free bone for her much-loved dog, Dewey. Once she lost a two-cent stamp and spent the night looking for it. She never bought clothes and always wore the same long, ragged black skirt. Worst of all, when her son Ned fell and injured his knee, she refused to pay for a doctor and spent hours looking for free medical help. In the end Ned's leg was amputated.

When she died in 1916 she left her children \$100 million (worth \$9.3 billion today). Her daughter built a hospital with her money.



# VOCABULARY AND PRONUNCIATION

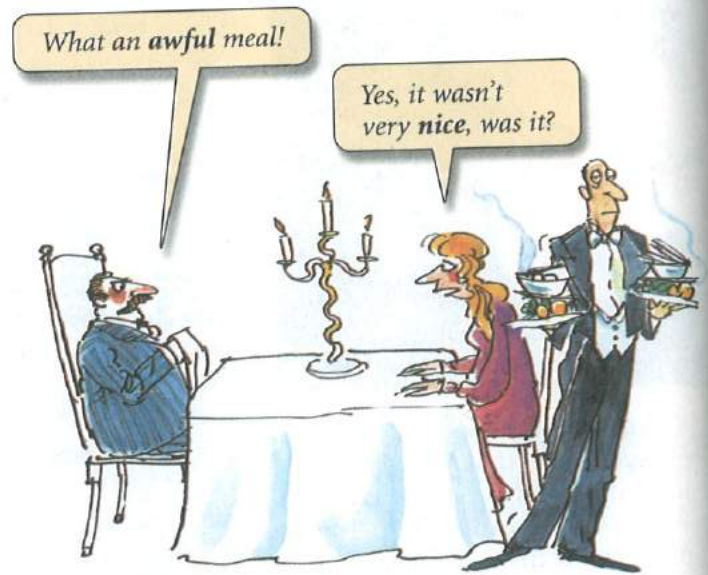
## Synonyms

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



## Antonyms

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



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

fed up   generous   brilliant   messy   modern   wealthy

- 'Mary's family is very rich.'  
'Well, I knew her uncle was very wealthy.'
  - 'Look at all these new buildings!'  
'Yes. Paris is much more modern than I expected.'
  - 'Wasn't that film wonderful?'  
'Yes, it was brilliant.'
  - 'George doesn't earn much money, but he's so kind.'  
'He is, isn't he? He's one of the most generous people I know.'
  - 'Ann's bedroom's really untidy again!'  
'Is it? I told her it was messy yesterday, and she promised to clean it.'
  - 'I'm bored with this lesson!'  
'I know, I'm really fed up with it, too!'
- 2 **T 6.8** Listen and check. Listen again, paying particular attention to the stress and intonation. Practise the conversations with a partner.

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

interested	<u>bored</u>	<u>fed up</u>
horrible	_____	_____
mean	_____	_____
old	_____	_____
poor	_____	_____
tidy	_____	_____

- 4 Sometimes it is more polite to use *not very* and an opposite adjective.
- Tom's so short. Well, he's **not very tall**.  
 He always wears such dirty clothes. They certainly **aren't very clean**.

Reply to these sentences. Be more polite.

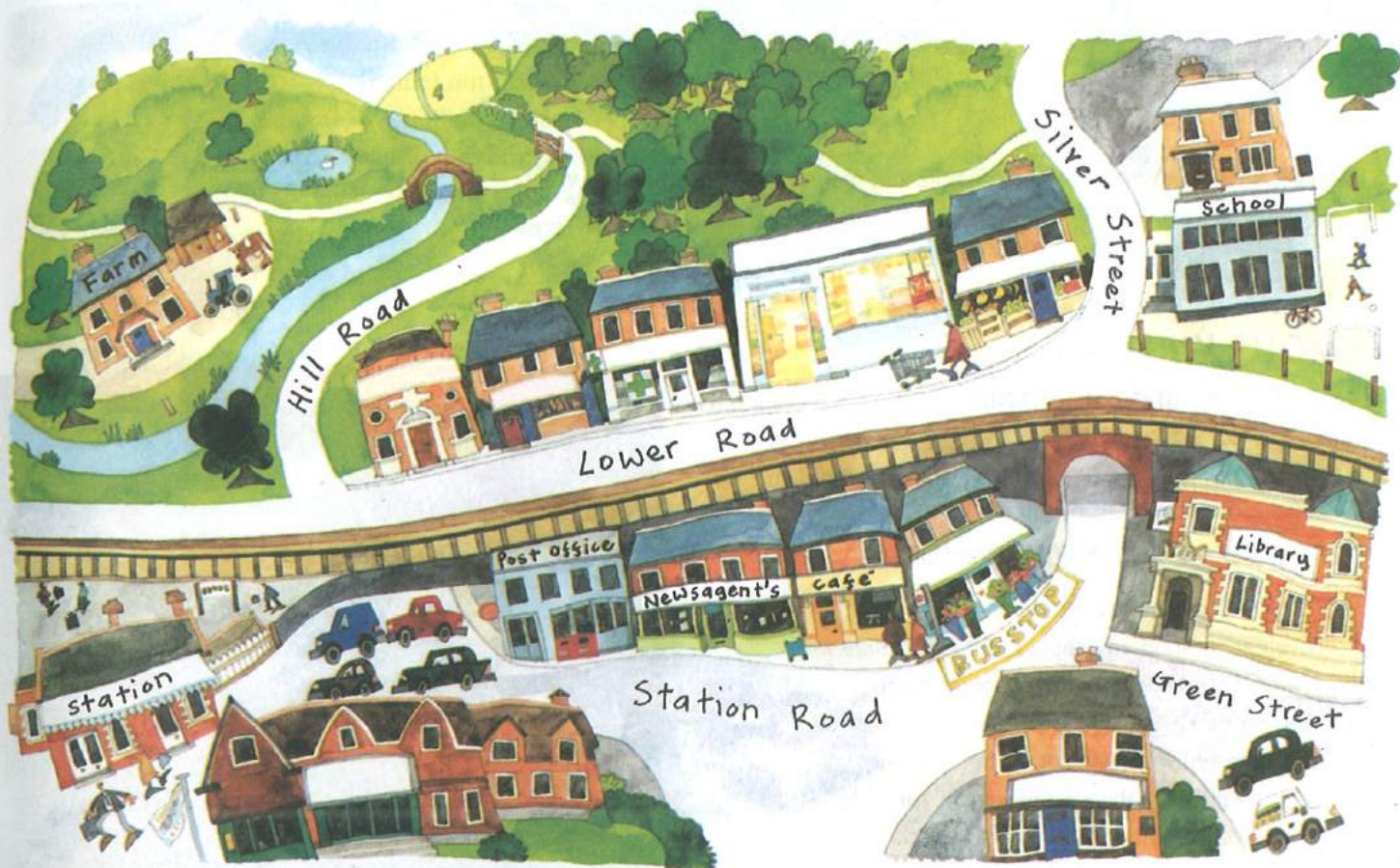
- London's such an expensive city.
  - Paul and Sue are so mean.
  - Their house is always so messy.
  - Their children are so noisy.
  - John looks so miserable.
  - His sister's so stupid.
- 5 **T 6.9** Listen and check. Pay particular attention to the stress and intonation. Practise the conversations with your partner.

# EVERYDAY ENGLISH

## Directions

1 Look at the map of Chesswood and find these things:

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



2 Read these descriptions and add the places to the map.

- 1 The hotel is **opposite** the station car park.
- 2 The bank is **on the corner of** Lower Road and Hill Road. It is **next to** the baker's.
- 3 The supermarket is **between** the pharmacy and the greengrocer's.
- 4 There is a bus stop **in front of** the flower shop in Station Road.
- 5 The museum is in Station Road, **opposite** the flower shop **near** the railway bridge.
- 6 The bookshop is in Silver Street, **behind** the school.

3 Ask and answer questions about the places on the map. Use the prepositions from/exercise 2.

Where's the library?

It's on the corner of Station Road and Green Street, opposite the flower shop.

4 Complete the directions from Chesswood farm to the school with the prepositions in the box. Look at the map to help you.

up · down · over · past · through · out of (x2) · across (x2)

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

**T 6.10** Listen and check.

5 Give your partner directions to get to your house from your school.



# 7

# Fame

Present Perfect • *for, since* • Adverbs, word pairs • Short answers

## STARTER

What is the Past Simple and the past participle of these verbs?

write be sell win have read do eat know break

## FAMOUS WRITERS

### Present Perfect and Past Simple

1 Look at the photographs of two well-known English writers. How do you think they are related?

Complete the sentences with *He* or *She*.

- 1 \_\_\_\_\_ wrote novels about Victorian life. \_\_\_\_\_ writes novels about modern people and their relationships.
- 2 \_\_\_\_\_ wrote 47 novels, travel books, biographies, and short stories. \_\_\_\_\_ has written over twenty novels. \_\_\_\_\_ started writing in her thirties.
- 3 \_\_\_\_\_ has lived in the west of England for forty years. \_\_\_\_\_ lived in Ireland for eighteen years.
- 4 \_\_\_\_\_ has been married twice, and has two daughters. \_\_\_\_\_ married for the first time in 1966. \_\_\_\_\_ was married and had two sons.

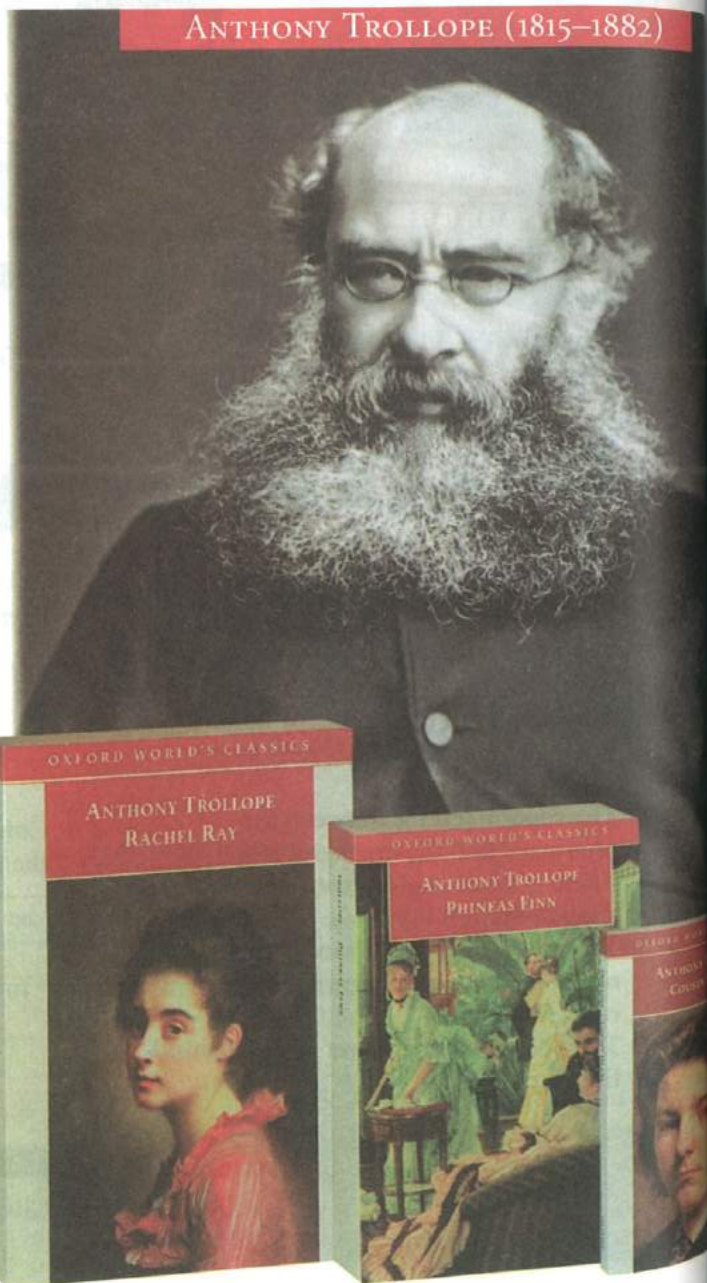
**T 7.1** Listen and check. Practise the sentences.

### GRAMMAR SPOT

- 1 Find examples of the Past Simple in sentences 1–4. Find examples of the Present Perfect.
- 2 Complete the rule.  
We make the Present Perfect with the auxiliary verb \_\_\_\_\_ + the \_\_\_\_\_.
- 3 Why are different tenses used in these sentences?  
Anthony Trollope **wrote** forty-seven novels.  
Joanna Trollope **has written** twenty novels.

▶▶ Grammar Reference 7.1 and 7.2 p136

ANTHONY TROLLOPE (1815–1882)



2 Put the verbs in the Present Perfect or Past Simple.

- 1 Anthony Trollope \_\_\_\_\_ (travel) to South Africa, Australia, Egypt, and the West Indies. Joanna Trollope \_\_\_\_\_ (travel) to many parts of the world.
- 2 She \_\_\_\_\_ (win) many awards, and several of her stories \_\_\_\_\_ (appear) on TV.
- 3 Her first book \_\_\_\_\_ (come) out in 1980. Since then, she \_\_\_\_\_ (sell) more than 5 million copies.
- 4 She \_\_\_\_\_ (go) to school in the south of England, and \_\_\_\_\_ (study) English at Oxford University, but she \_\_\_\_\_ (live) in the country for most of her life.
- 5 She writes her books by hand. She \_\_\_\_\_ (have) the same pen since 1995.

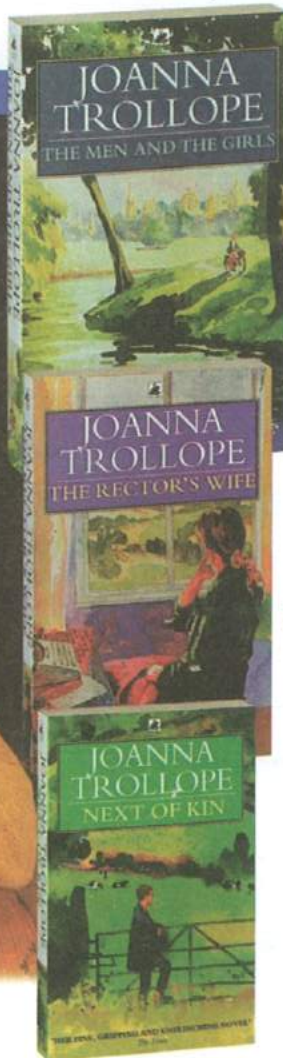
**T 7.2** Listen and check.

3 Here are the answers to some questions about Joanna. What are the questions?

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1 For forty years.           | 5 In 1980.                            |
| 2 English. (... study ... ?) | 6 Twice. (How many times ... ?)       |
| 3 More than twenty.          | 7 Yes, two daughters. (... children?) |
| 4 Over five million.         | 8 Since 1995.                         |

**T 7.3** Listen and check.

### JOANNA TROLLOPE (1943–)



## PRACTICE

### Discussing grammar

1 Choose the correct verb form.

- 1 *Have you ever been / Did you ever go* to a pop concert?
- 2 I *saw / have seen* The Flash last week.
- 3 I love music. I *like / have liked* it all my life.
- 4 The Flash's concert *was / has been* fantastic.
- 5 I *have bought / bought* all their records since then.
- 6 The Flash *have been / are* together for over fifteen years.

### Find someone who ...

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

Find someone who has been to another country.

Decide on the question, beginning *Have you ever ... ?* Stand up, and ask everyone in the class.

Ask questions to find out more.

Where did you go?

What were the people like?

What did you do there?

Did you enjoy it?

How long were you there?

3 Report back to the class.

*Hatem has been to ...*

## for and since

4 Complete the time expressions with *for* or *since*.

- |                      |                          |                |
|----------------------|--------------------------|----------------|
| 1 _____ a year       | 4 _____ nine o'clock     | 7 _____ months |
| 2 _____ half an hour | 5 _____ I was a student  | 8 _____ 1999   |
| 3 _____ August       | 6 _____ a couple of days |                |

5 Match a line in **A** and **B** and a sentence in **C**. There is more than one answer.

A	B	C
1 I've known my best friend	from 1988 to 1996.	It's not bad. I quite like it.
2 I last went to the cinema	for an hour.	I went camping with some friends.
3 I've had this watch	two weeks ago.	We met when we were 10.
4 We've used this book	since 1985.	I really need a cup of coffee.
5 We lived in our old flat	since the beginning of term.	My dad gave it to me for my birthday.
6 We haven't had a break	for years. _____	We moved because we needed somewhere bigger.
7 I last had a holiday	for three years.	The film was rubbish.
8 This building has been a school	in 1999.	Before that it was an office.

**T 7.4** Listen and check. Make similar sentences about you.

## Asking questions

6 Complete the conversation.

What tenses are the three questions?

A Where \_\_\_\_\_ live, Olga?

B In a flat near the park.

A How long \_\_\_\_\_ there?

B For three years.

A And why \_\_\_\_\_ move?

B We wanted to live in a nicer area.

**T 7.5** Listen and check. Practise the conversation with a partner.

7 Make more conversations, using the same tenses.

1 A What ... do? B I work ... A How long ...? B For ... A What ... do before that? B I worked ...	2 A ... got a car? B Yes, I ... A How long ...? B Since ... A How much ... pay for it? B It was ...	3 A ... know Omar? B Yes, I ... A How long ...? B For ... A Where ... meet him? B We ...
--	--	---

8 With a partner, ask and answer questions beginning *How long ... ?*

*How long have you lived / worked / known / had ... ?*

Then get some more information.

*Why did you move?*

*What did you do before ... ?*

*Where did you meet ... ?*

# LISTENING AND SPEAKING

## The band *Style*

- 1 What kinds of music do you like? If you could meet your favourite bands or singers, what would you ask them?
- 2 **T 7.6** Listen to an interview with two musicians, Suzie and Guy, from the band *Style*. Put **S** or **G** in columns 1 and 2. Put **✓** or **X** in column 3.

1 What do they do in the band?	2 Bands they have played with	3 Places they have visited
<input type="checkbox"/> guitar	<input type="checkbox"/> UB40	<input type="checkbox"/> Holland
<input type="checkbox"/> keyboards	<input type="checkbox"/> Lionel Richie	<input type="checkbox"/> Hungary
<input type="checkbox"/> drums	<input type="checkbox"/> Phil Collins	<input type="checkbox"/> America
<input type="checkbox"/> harmonica	<input type="checkbox"/> Genesis	<input type="checkbox"/> Sweden
<input type="checkbox"/> vocalist	<input type="checkbox"/> Happy Mondays	<input type="checkbox"/> Japan
	<input type="checkbox"/> Bon Jovi	<input type="checkbox"/> Italy
	<input type="checkbox"/> Ace	<input type="checkbox"/> Australia

Which bands have they played with? Which countries have they been to?

- 3 Answer the questions.
  - 1 Why do Suzie and Guy feel tired?
  - 2 What have they done this year?
  - 3 Have they had a good time?
  - 4 What was special about the song *Mean Street*?
  - 5 How many years have they been together?
  - 6 Where do they want to go?
  - 7 What jobs has Guy had? What about Suzie? (*She's worked ...*)

### Language work

- 4 Make sentences about Suzie and Guy with the phrases in the boxes.

A	B
in April	since 1997
in 1995	about twenty-five
two years ago	fifteen years
when she left college	since he was 17

What tense are the verbs in the sentences from **A**?  
What about **B**?

- 5 Ask and answer the questions.
  - What/do/before forming *Style*?
  - ... be/to America?
  - How/meet each other?
  - How many records/make?

### Roleplay

- 6 Some of you are musicians or singers. Others are journalists who are going to interview them. Your teacher will give you some ideas. When you are ready, have the interview.

Guy

Suzie

## READING

### Celebrity interview

- 1 Which celebrities are in the news at the moment? Why are they in the news? What have they done?
- 2 Look at the article from *Hi! Magazine*. Who is the couple in the interview? Are there magazines like this in your country? What sort of stories do they have?
- 3 Read the article quickly and put these questions in the right place.

1 **Have there ever been times when you have thought 'This relationship isn't working'?**

2 **Terry, footballers are usually hard, but you seem very sensitive. Why is this?**

3 **You're both terribly busy in your separate careers. How do you find time to be together?**

4 **How did you two meet?**

5 **How do you find being superstars?**

- 4 Read the article again and answer the questions.

- 1 Why are they famous?
- 2 They are both successful in their careers. What have they done?
- 3 In what ways are they normal people? What is not normal about their lives?
- 4 What is their attitude to newspapers and 'other people'?
- 5 Why do some people want them to split up?
- 6 In what way is Terry unusual for a footballer?

- 5 Work in groups of three. Read the text aloud.

### Language work

- 6 Choose the correct tense.

- 1 Donna and Terry *are / have been / were* married for two years.
- 2 They *like / have liked / liked* watching TV on Saturday night.
- 3 They *meet / have met / met* after a football match.
- 4 They *have lived / live / lived* in their new home since April.
- 5 Terry *plays / has played / played* for England over thirty times.

### Project

- 7 Buy a magazine like *Hi!* and find an interview with a famous person. Bring it into class and tell the class about it.

THE POP STAR AND THE FOOTBALLER

## DONNA & TERRY FLYNN

TALK TO *Hi!* MAGAZINE ABOUT THEIR LIVES

**This is the most famous married couple in the country. She is the pop star who has had six number one records – more than any other single artist. He has scored fifty goals for Manchester United, and has played for England over thirty times. Together they earn about £20 million a year. They invited *Hi! Magazine* into their luxurious home.**

**Donna:** A lot of the time since we've been together, one of us has been away. We really have to try hard to be together. We have both flown all over the world just to spend a few hours together.

**Terry:** Obviously, people say, 'Oh, you've got all this money, what are you going to spend it on?' But the best thing is that money buys us the freedom to be together.

**Donna:** It hasn't changed us. We are still the same people. Newspapers have told terrible stories about us, but it's all lies.

**Terry:** Our perfect Saturday night is sitting in front of the telly with a take-away. Our favourite programmes are *Blind Date* and *Friends*. You won't find photos of us coming out of pubs and clubs drunk, having spent the night with a whole load of famous people.

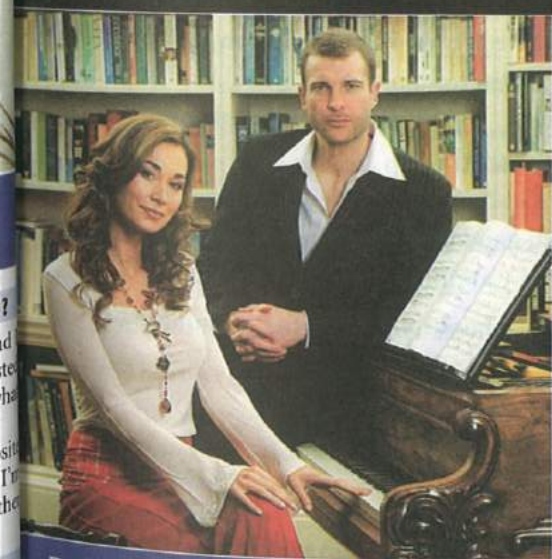


Donna says: 'I'm the happiest I've ever been.'

**Donna:** I went to one of his matches because I liked him and I wanted to meet him. It's funny, because I'm not really interested in football, so when I met him after the match, I didn't know what to say to him.

**Terry:** I'm very shy. We just looked at each other from opposite sides of the room. But I said to my mate, 'She's the one for me. I'm going to marry her one day.' Fortunately, she came to another game, and we started talking then.

**Donna:** Not really. Naturally, it's hard when you're away from each other, but in a way this has made us stronger.



Donna and Terry have been married for just over two years. They have lived in their house since April. She says: 'He has good taste - but not as good as mine!'

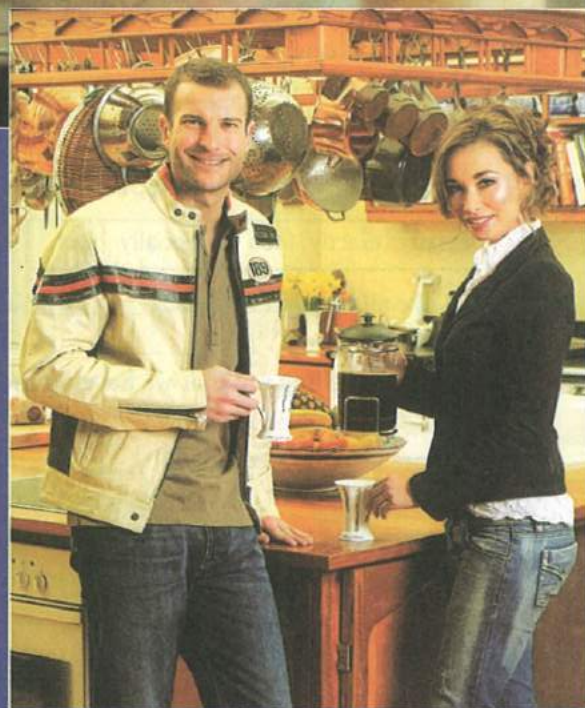
A lot of people would love to see us split up. People can be very unkind ...

**Terry:** Of course you have to be prepared to give and take in any relationship. There's a trust between us, and as long as that's there, we will last.

?

**Terry:** I think that when you meet the person that you want to spend the rest of your life with, you change. You become a softer person.

**Donna:** We mean the world to each other. Neither of us will do anything to spoil it. **H!!**



# VOCABULARY

## Adverbs

- 1 Many adverbs end in *-ly*.

slowly carefully usually

Find some more examples in the text on p58–9.

- 2 There are also many adverbs that don't end in *-ly*.

Find these examples in the text.

together hard still just of course

- 3 Complete the sentences with one of these adverbs.

still  
nearly  
only  
of course  
together



- Bill and I work \_\_\_\_\_. We've been in the same office for four years.
- I called Tom at 10.00 in the morning, but he was \_\_\_\_\_ in bed.
- 'Do you like children?' '\_\_\_\_\_ I do. I adore them.'
- Kate is very fussy about food. She \_\_\_\_\_ eats pasta and crisps.
- She was very ill and \_\_\_\_\_ died, but fortunately, she got better.

- 4 Complete the sentences with one of these adverbs.

at last exactly too especially just

- I like all Russian novelists, \_\_\_\_\_ Tolstoy.
- 'I hate ironing.' 'Me, \_\_\_\_\_. It's so boring.'
- 'Are you telling me that we have no money?' '\_\_\_\_\_ . Not a penny.'
- I met her on December 30, \_\_\_\_\_ before New Year.
- \_\_\_\_\_ I have finished this exercise. Thank goodness! It was so boring.

## Word pairs

- 1 There are many idiomatic expressions which consist of two words joined by *and*. Here is an example from the text on p59.

'Of course you have to be prepared to **give and take** in any relationship.'

- 2 Match the words.

ladies	and	don'ts
fish		pepper
now		then
yes		quiet
do's		down
up		chips
peace		sound
safe		gentlemen
salt		no



- 3 Complete the sentences with one of the expressions.

- 'Do you still play tennis?' 'Not regularly. Just \_\_\_\_\_, when I have time.'
- This is a pretty relaxed place to work. There aren't many \_\_\_\_\_.'
- Here you are at last! I've been so worried! Thank goodness you've arrived \_\_\_\_\_.
- 'Do you like your new job?' '\_\_\_\_\_. The money's OK, but I don't like the people.'
- Sometimes there are too many people in the house. I go into the garden for a bit of \_\_\_\_\_.
- Good evening, \_\_\_\_\_. It gives me great pleasure to talk to you all tonight.
- 'How's your Gran?' '\_\_\_\_\_. There are good days, and then not such good days.'
- 'Here's supper. Careful! It's hot.' '\_\_\_\_\_! Yummy!'

**T 7.7** Close your books. Listen to the beginnings of the conversations and complete them.

# EVERYDAY ENGLISH

## Short answers

- 1 **T 7.8** Listen to the conversations. What's the difference between them? Which sounds more polite?

! 1 When we answer *Yes/No* questions, we often repeat a subject and the auxiliary verb. *Yes* or *No* on its own sounds impolite. Complete these short answers.

Do you like cooking? Yes, I do .  
 Is it raining? No, it isn't .  
 Have you been to France? Yes, I have .  
 Are you good at chess? No, I am not .  
 Can you speak German? Yes, I can .

- 2 It also helps a conversation if you can add more information.  
 Do you like cooking? Yes, I do, actually, especially Thai food.

- 2 Complete the short answers. Continue with a line from the speech bubbles.

*I'm sorry. I haven't got a penny on me.*

*Why? What are you doing?*

*I prefer classical music.*

*It was a great game.*

*I went there last weekend with Frank.*

*But they give me a lot of freedom, too.*

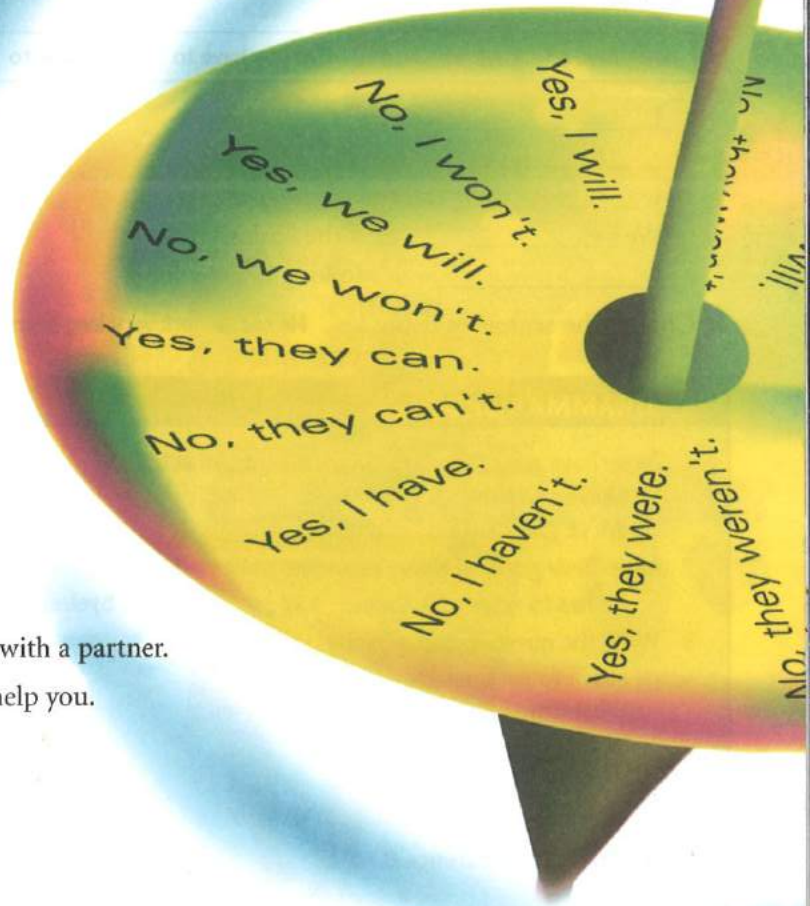
- 1 A Do you like jazz?  
 B No, \_\_\_\_\_ .  
 2 A Did you see the football last night?  
 B Yes, \_\_\_\_\_ .  
 3 A Have you got change for a pound?  
 B No, \_\_\_\_\_ .  
 4 A Have you tried the new pizza place?  
 B Yes, \_\_\_\_\_ .  
 5 A Are your parents quite strict?  
 B Yes, I suppose \_\_\_\_\_ .  
 6 A Are you doing anything this evening?  
 B No, \_\_\_\_\_ .

Choose one or two of the conversations. Continue them with a partner.

- 3 Think of questions to ask each other. Use these ideas to help you.

- Do you ... like/play/go/have ... ?
- Can you ... ride/speak/run/use ... ?
- Did you ... go/have/win/do ... last night?
- Have you ever ... been/seen/tried/had ... ?
- Are you ... going to/good at/afraid of ... ?
- Have you got ... a car/a CD player/a cat ... ?

- 4 Stand up and ask your questions. Use short answers in your replies.





# Grammar Reference

## Unit 1

### 1.1 Tenses

This unit has examples of the Present Simple and Present Continuous, the Past Simple, and two future forms: *going to* and the Present Continuous for the future.

All these tenses are covered again in later units.

Present tenses Unit 2

Past tenses Unit 3

Future forms Units 5 and 9

The aim in this unit is to revise what you know.

#### Present tenses

- He **lives** with his parents. ★ 1
- She **speaks** three languages.
- I'm **enjoying** the course.
- They're **studying** at university.

#### Past tense

- He **went** to America last year. ★ 1
- She **came** to England three years ago.

#### Future forms

- I'm **going to work** as an interpreter.
- What are you **doing** tonight?

### 1.2 Questions

#### Questions with question words

1 Questions can begin with a question word.

what	where	which	how
who	when	why	whose

- Where's the station?
- Why are you laughing?
- Whose is this coat?
- How does she go to work?

2 *What*, *which*, and *whose* can be followed by a noun.

- What **size** do you take?
- What **sort** of music do you like?
- Which **coat** is yours?
- Whose **book** is this?

3 *Which* is generally used when there is a limited choice.

- Which is your husband? The blond one or the dark one? ★ 1st/1

This rule is not always true.

- What newspaper do you read?
- Which newspaper do you read?

4 *How* can be followed by an adjective or an adverb.

- How **big** is his new car?
- How **fast** does it go?

*How* can also be followed by *much* or *many*.

- How **much** is this sandwich?
- How **many** brothers and sisters have you got?

#### Questions with no question word

The answer to these questions is *Yes* or *No*.

- Are you hot? Yes, I am./No, I'm not.
- Is she working? Yes, she is./No, she isn't.
- Does he smoke? Yes, he does./No, he doesn't.
- Can you swim? Yes, I can./No, I can't.

### Form

#### Verb forms with an auxiliary verb

Positive	Question
She is reading.	Is she reading?
They are watching a film.	What are they watching?
She can drive.	Can she drive?

#### Verb forms with no auxiliary verb

In the Present Simple and the Past Simple there is no auxiliary verb in the positive.

- They **live** in London.
- He **arrived** yesterday.

*Do/does/did* is used in the question.

- Do** they live in London?
- Where **does Bill come from**?
- When did he arrive**?

# Unit 2

## 2.1 Present Simple

### Form

#### Positive and negative

I We You They	live don't live	near here.
He She It	lives doesn't live	

### Question

Where	do	I we you they	live?
	does	he she it	

### Short answer

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

### Use

The Present Simple is used to express:

- a habit.  
I **get up** at 7.30.  
Cinda **smokes** too much.
- a fact which is always true.  
Vegetarians **don't eat** meat.  
We **come** from Spain.
- a fact which is true for a long time.  
I **live** in Oxford.  
She **works** in a bank.

## 2.2 Present Continuous

### Form

am/is/are + -ing (present participle)

#### Positive and negative

I	'm (am) 'm not	working.
He She It	's (is) isn't	
We You They	're (are) aren't	

### Question

What	am	I	wearing?
	is	he she it	
	are	we you they	

### Short answer

Are you going?	Yes, I am./No, I'm not.	NOT Yes, <del>I'm</del> .
Is Anna working?	Yes, she is./No, she isn't.	Yes, <del>she's</del> .

### Use

The Present Continuous is used to express:

- an activity happening now.  
They're **playing** football in the garden.  
She can't answer the phone because she's **washing** her hair.
- an activity happening around now, but perhaps not at the moment of speaking.  
She's **studying** maths at university.  
I'm **reading** a good book by Henry James.
- a planned future arrangement.  
I'm **meeting** Miss Boyd at ten o'clock tomorrow.  
What are you **doing** this evening?

## 2.3 Present Simple and Present Continuous

- Look at the wrong sentences, and compare them with the correct sentences.

X	Hans is coming from Germany.
✓	Hans comes from Germany.
X	This is a great wedding party. Everyone has a good time.
✓	This is a great wedding party. Everyone is having a good time.
X	I read a good book at the moment.
✓	I'm reading a good book at the moment.

- There are some verbs that are usually used in the Present Simple only. They express a state, not an activity.

✓	I like coffee.
X	I'm liking coffee.

Other verbs like this are *think, agree, understand, love*.

## 2.4 have/have got

### Form

#### Positive

I We You They	have 've got	two brothers.
He She	has 's got	

#### Negative

I We You They	don't have haven't got	any money.
He She	doesn't have hasn't got	

#### Question

Do	I we you they	have a car?	Have	I we you they	got a car?
Does	he she		Has	he she	

#### Short answer

Do you have a camera?	Yes, I do./No, I don't.
Have you got a camera?	Yes, I have./No, I haven't.

We can use contractions ('ve and 's) with *have got*, but not with *have*.  
I've got a sister.  
I have a sister. NOT I've a sister.

#### Use

- 1 *Have* and *have got* mean the same. *Have got* is informal. We use it a lot when we speak, but not when we write.

**Have you got a light?**

The Prime Minister **has** a meeting with the President today.

In American English, *have + do/does* is much more common.

- 2 *Have* and *have got* express possession.

I have I've got	a new car. three children. blond hair.
She has She's got	
He has He's got	

- 3 When *have + noun* expresses an activity or a habit, *have* and the *do/does/don't/doesn't* forms are used. *Have got* is not used. Compare these sentences.

✗	I've got a shower in the morning.
✓	I have a shower in the morning.
✗	What time have you got lunch?
✓	What time do you have lunch?
✗	He has never got milk in his coffee.
✓	He never has milk in his coffee.

- 4 In the past tense, the *got* forms are unusual. *Had* with *did* and *didn't* is much more common.

I **had** a bicycle when I was young.

My parents **had** a lot of books in the house.

**Did** you have a nice weekend?

I **didn't have** any money when I was a student.

## Unit 3

### 3.1 Past Simple

#### Spelling

- 1 The normal rule is to add *-ed*.  
worked started  
If the verb ends in *-e*, add *-d*.  
lived loved
  - 2 If the verb has only one syllable + one vowel + one consonant, double the consonant.  
stopped planned
  - 3 If the verb ends in a consonant + *-y*, change the *-y* to *-ied*.  
studied carried
- There are many common irregular verbs. See the list on p143.

#### Form

The form of the Past Simple is the same for all persons.

#### Positive

I He/She/It We You They	finished arrived went	yesterday.
-------------------------------------	-----------------------------	------------

#### Negative

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

He walk<sup>ed</sup>.

He **didn't** walk .

I He/She/It We You They	didn't (did not)	arrive yesterday.
-------------------------------------	------------------	-------------------

#### Question

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

She finish<sup>ed</sup>.

When **did** she finish .

When did	she you they etc.	arrive?
----------	----------------------------	---------

#### Short answer

Did you go to work yesterday?	Yes, I did.
Did it rain last night?	No, it didn't.

**Use**

- The Past Simple expresses a past action that is now finished.  
We **played** tennis last Sunday.  
I **worked** in London from 1994 to 1999.  
John **left** two minutes ago.
- Notice the time expressions that are used with the Past Simple.

I did it	last year.
	last month.
	five years ago.
	yesterday morning.
	in 1985.

**3.2 Past Continuous**

**Form**

was/were + -ing  
(present participle)

**Positive and negative**

I	was	working.
He	wasn't (was not)	
She	wasn't (was not)	
It		
We	were	
You	weren't (were not)	
They	weren't (were not)	

**Question**

What	was	I he she it	doing?
	were	we you they	

**Short answer**

Were you working yesterday?	Yes, I was.
Was she studying when you arrived?	No, she wasn't.

**Use**

- The Past Continuous expresses a past activity that has duration.  
I met her while I **was living** in Paris.  
You **were making** a lot of noise last night.  
What **were you doing**?
- The activity began *before* the action expressed by the Past Simple.  
She **was making** coffee when we arrived.  
When I phoned Simon he **was having** dinner.
- The Past Continuous expresses an activity in progress before, and probably after, a time in the past.  
When I woke up this morning, the sun **was shining**.  
What **were you doing** at 8.00 last night?

**3.3 Past Simple and Past Continuous**

- The Past Simple expresses past actions as simple facts.  
I **did** my homework last night.  
'What **did** you **do** yesterday evening?' 'I **watched** TV.'
- The Past Continuous gives past activities time and duration. The activity can be interrupted.  
'What **were** you **doing** at 8.00?' 'I **was watching** TV.'  
I **was doing** my homework when Jane arrived.
- In stories, the Past Continuous can describe the scene. The Past Simple tells the action.  
It **was** a beautiful day. The sun **was shining** and the birds **were singing**, so we **decided** to go for a picnic. We **put** everything in the car ...
- The questions below refer to different time periods. The Past Continuous asks about activities before, and the Past Simple asks about what happened after.

What were you doing	when it started to rain?	We were playing tennis.
What did you do		We went home.

**3.4 Prepositions in time expressions**

at	in	no preposition
at six o'clock	in the morning/afternoon/evening	today
at midnight	in December	yesterday
at New Year	in summer	tomorrow
at the weekend	in 1995	the day after tomorrow
	in two weeks' time	the day before yesterday
on		last night
on Saturday		last week
on Monday morning		two weeks ago * 1st 3
on New Year's Day		next month
on January 18		yesterday evening
		tomorrow evening
		this evening
		tonight

# Unit 4

## 4.1 Expressions of quantity

### Count and uncount nouns

- 1 It is important to understand the difference between count and uncount nouns.

Count nouns	Uncount nouns
a cup	water
a girl	sugar
an apple	milk
an egg	music
a pound	money

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

- 2 Count nouns can be singular or plural.

This **cup** is full.

These **cups** are empty.

Uncount nouns can only be singular.

The **water** is cold. *KZ*

The **weather** was terrible.

### much and many

- 1 We use *much* with uncount nouns in questions and negatives.

How **much money** have you got? *\* 2*

There isn't **much milk** left.

- 2 We use *many* with count nouns in questions and negatives.

How **many people** were at the meeting?

I didn't take **many photos** on holiday.

### some and any

- 1 *Some* is used in positive sentences.

I'd like **some** sugar.

- 2 *Any* is used in questions and negatives.

Is there **any** sugar in this tea? *\* 2*

Have you got **any** brothers and sisters?

We don't have **any** washing-up liquid.

I didn't buy **any** apples.

- 3 We use *some* in questions that are requests or offers.

Can I have **some** cake?

Would you like **some** tea?

- 4 The rules are the same for the compounds *someone, anything, anybody, somewhere*, etc.

I've got **something** for you. *\* 2*

Hello? Is **anybody** here?

There isn't **anywhere** to go in my town.

### a few and a little

- 1 We use *a few* with count nouns.

There are **a few** cigarettes left, but not many. *\* 2*

- 2 We use *a little* with uncount nouns.

Can you give me **a little** help?

### a lot/lots of

- 1 We use *a lot/lots of* with both count and uncount nouns.

There's **a lot of** butter.

I've got **lots of** friends.

- 2 *A lot/lots of* can be used in questions and negatives.

Are there **lots of** tourists in your country?

There isn't **a lot of** butter, but there's enough.

## 4.2 Articles – a and the

- 1 The indefinite article *a* or *an* is used with singular, countable nouns to refer to a thing or an idea for the first time.

We have **a Toyota** and **a BMW**.

There's **a supermarket** in Adam Street.

- 2 The definite article *the* is used with singular and plural, countable and uncountable nouns when both the speaker and the listener know the thing or idea already.

We have **a Toyota** and **a BMW**. I drive **the Toyota** and my wife drives **the BMW**.

I'm going to **the supermarket**. Do you want anything? (We both know which supermarket.)

### Indefinite article

The indefinite article is used:

- 1 with professions.

I'm **a teacher**.

She's **an architect**.

- 2 with some expressions of quantity.

**a pair of a little a couple of a few**

- 3 in exclamations with *what* + a count noun.

**What a lovely day!**

**What a pity!**

### Definite article

The definite article is used:

- 1 before seas, rivers, hotels, theatres, museums, and newspapers.

**the Atlantic the British Museum**

**The Times the Ritz**

- 2 if there is only one of something.

**the sun the Queen the Government**

- 3 with superlative adjectives.

He's **the richest man** in the world.

Jane's **the oldest** in the class.

### No article

There is no article:

- 1 before plural and uncountable nouns when talking about things in general.

I like potatoes.

Milk is good for you.

- 2 before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains.

I had lunch with John.

I bought a newspaper at Heathrow Airport.

- 3 before some places and with some forms of transport.

at home in/to bed at/to work at/to school/university

by bus by plane by car by train on foot

She goes to work by bus.

I was at home yesterday evening.

- 4 in exclamations with *what* + an uncount noun.

**What beautiful weather!**

**What loud music!**

### Note

In the phrase *go home*, there is no article and no preposition.

*15f* **\* I went home early.** NOT ~~I went to home.~~

*3*

# Unit 5

## 5.1 Verb patterns 1

Here are four verb patterns. There is a list of verb patterns on p143.

- Verb + *to* + infinitive  
They **want to buy** a new car.  
I'd **like to go** abroad.
- Verb + *-ing*  
Everyone **loves going** to nice restaurants.  
He **finished reading** his book.
- Verb + *-ing* or + *to* + infinitive with no change in meaning  
It **began to rain/raining**.  
I **continued to work/working** in the library.
- Verb + preposition + *-ing*  
We're **thinking of moving** house.  
I'm **looking forward to having** more free time.

## 5.2 like doing and would like to do

- Like doing* and *love doing* express a general enjoyment.  
I **like working** as a teacher. = I am a teacher and I enjoy it.  
I **love taking photos**. = This is one of my hobbies.
- Would like to do* and *would love to do* express a preference now or at a specific time.  
I'd **like to be** a teacher. = When I grow up, I want to be a teacher.  
Thank you. I'd **love to go**. = You're going to a lecture. I'm pleased that you asked me.

Question	Short answer
Would you like to go for coffee?	Yes, I would./Yes, I'd love to.
Would you like to come for a walk?	Yes, I would./No, thank you.

**Note**  
*No, I wouldn't* is not common because it is impolite.

## 5.3 will

### Form

*will* + infinitive without *to*  
*Will* is a modal auxiliary verb. There is an introduction to modal auxiliary verbs on p137 of the Grammar Reference. The forms of *will* are the same for all persons.

### Positive and negative

I He/She/It We/You/They	'll (will) won't	come. help you. invite Tom.
-------------------------------	---------------------	-----------------------------------

### Question

When will	he you they	help me?
-----------	-------------------	----------

### Short answer

Will you help me?	Yes, I will.
-------------------	--------------

**Note**  
*No, I won't* is not common because it is impolite. It means 'I don't want to help you.'  
A polite way of saying 'no' here is 'I'm afraid I can't.'

### Use

*Will* is used:

- to express a future decision or intention made *at the moment of speaking*.  
'It's Jane's birthday.' 'Is it? I'll **buy** her some flowers.'  
I'll **give** you my phone number.  
'Which do you want? The blue or the red?'  
'I'll **take** the red, thank you.'
- to express an offer.  
I'll **carry** your suitcase.  
We'll **do** the washing-up.

Other uses of *will* are covered in Unit 9.

### going to

#### Form

*am/is/are* + *going* + *to* + infinitive

#### Positive and negative

I	'm (am) 'm not	going to work.
He She It	's (is) isn't	
We You They	're (are) aren't	

### Question

When	am	I	going to arrive?
	is	he she it	
	are	we you they	

### Short answer

Are they going to get married?	Yes, they are./No, they aren't.
--------------------------------	---------------------------------

### Use

*Going to* is used:

- to express a future decision, intention, or plan made *before* the moment of speaking.  
How long **are they going to stay** in Rome?  
She **isn't going to have** a birthday party.

#### Note

The Present Continuous can be used in a similar way for a plan or arrangement, particularly with the verbs *go* and *come*.

She's **coming** on Friday.

I'm **going home** early tonight.

- when we can see or feel now that something is certain to happen in the future.

- Look at these clouds! It's **going to rain**.
- Watch out! That box is **going to fall**.

### will or going to?

Look at the use of *will* and *going to* in these sentences.

I'm **going to make** a chicken casserole for dinner.

(I decided this morning and bought everything for it.)

What shall I cook for dinner? Er ... I know! I'll **make** chicken casserole! That's a good idea!

(I decided at the moment of speaking.)

# Unit 6

## 6.1 What ... like?

### Form

what + to be + subject + like?

What	's (is) your teacher are his parents was your holiday were the beaches	like?	She's very patient. They're very kind. Wonderful. We swam a lot. OK, but some were dirty.
------	--	-------	---

### Note

We don't use *like* in the answer.

She's patient. NOT ~~She's like patient.~~

### Use

*What ... like?* means 'Describe somebody or something. Tell me about them. I don't know anything about them.'

*Like* in this question is a preposition, not a verb:

'What's Jim like?' 'He's intelligent and kind, and he's got lovely blue eyes.'

In the following sentences *like* is a verb:

'What does Jim like?' 'He **likes** motorbikes and playing tennis.'

### Note

*How's your father?* asks about health. It doesn't ask for a description.

'How's your father?' 'He's very well, thank you.'

## 6.2 Comparative and superlative adjectives

### Form

- 1 Look at the chart.

		Comparative	Superlative
Short adjectives	cheap small *big	cheaper smaller bigger	cheapest smallest biggest
Adjectives that end in -y	funny early heavy	funnier earlier heavier	funniest earliest heaviest
Adjectives with two syllables or more	careful boring expensive interesting	more careful more boring more expensive more interesting	most careful most boring most expensive most interesting
Irregular adjectives	far good bad	further better worse	furthest best worst

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

- 2 *Than* is often used after a comparative adjective.

I'm **younger than** Barbara.

Barbara's **more intelligent than** Sarah.

*Much* can come before the comparative to give emphasis.

She's **much nicer than** her sister.

Is Tokyo **much more modern than** London?

- 3 *The* is used before superlative adjectives.

He's **the funniest** boy in the class.

Which is **the tallest** building in the world?

### Use

- 1 We use comparatives to compare one thing, person, or action with another.  
She's **taller than** me.  
London's **more expensive than** Rome.
- 2 We use superlatives to compare somebody or something with the whole group.  
She's the **tallest** in the class.  
It's the **most expensive** hotel in the world.
- 3 *As ... as* shows that something is the same or equal.  
Jim's **as tall as** Peter.  
I'm **as worried as** you are.
- 4 *Not as/so ... as* shows that something isn't the same or equal.  
She **isn't as tall as** her mother.  
My car **wasn't so expensive as** yours.

# Unit 7

## 7.1 Present Perfect

### Form

have/has + -ed (past participle)

The past participle of regular verbs ends in -ed. There are many common irregular verbs. See the list on p143.

### Positive and negative

I We/You/They	've (have) haven't	worked in a factory.
He/She/It	's (has) hasn't	

### Question

Have	I we/you/they	been to the United States?
Has	he/she/it	

### Short answer

Have you been to Egypt?	Yes, I have./No, I haven't.
Has she ever written poetry?	Yes, she has./No, she hasn't.

### Note

We cannot use *I've, they've, he's, etc.* in short answers.

Yes, I **have**. NOT ~~Yes, I've.~~  
Yes, we **have**. NOT ~~Yes, we've.~~

### Use

- The Present Perfect looks back from the present into the past, and expresses what has happened before now. The action happened at an indefinite time in the past.

I've **met** a lot of famous people. (before now)

She **has won** awards. (in her life)

She's **written** twenty books. (up to now)

The action can continue to the present, and probably into the future.

She's **lived** here for twenty years. (she still lives here)

- The Present Perfect expresses an experience as part of someone's life.

I've **travelled** a lot in Africa.

They've **lived** all over the world.

*Ever* and *never* are common with this use.

Have you **ever** been in a car crash?

My mother has **never** flown in a plane.

- The Present Perfect expresses an action or state which began in the past and continues to the present.

I've **known** Alice for six years.

How long **have** you **worked** as a teacher?

Note that the time expressions *for* and *since* are common with this use. We use *for* with a period of time, and *since* with a point in time.

We've lived here **for** two years. (a period of time)

I've had a beard **since** I left the army. (a point in time)

### Note

In many languages, this use is expressed by a present tense. But in English, we say:

Peter **has been** a teacher for ten years.

NOT ~~Peter is a teacher for ten years.~~

- The Present Perfect expresses a past action with results in the present. It is often a recent past action.

I've **lost** my wallet. (I haven't got it now.)

The taxi's **arrived**. (It's outside the door now.)

**Has** the postman **been**? (Are there any letters for me?)

The adverbs *just*, *already*, and *yet* are common with this use. *Yet* is used in questions and negatives.

She's **just** had some good news.

I've **already** had breakfast.

**Has** the postman **been yet**?

It's 11.00 and she hasn't got up yet.

## 7.2 Present Perfect and Past Simple

- Compare the Past Simple and Present Perfect.

### Past Simple

- The Past Simple refers to an action that happened at a definite time in the past.

He **died** in 1882.

She **got** married when she was 22.

The action is finished.

I **lived** in Paris for a year (but not now).

- Time expressions + the Past Simple

**in** 1999.

**last** week.

I did it **two months ago**.

**on** March 22.

**for** two years.

### Present Perfect

- The Present Perfect refers to an action that happened at an indefinite time in the past.

She **has won** awards.

She's **written** twenty books.

The action can continue to the present.

She's **lived** there for twenty years (and she still does.)

- Time expressions + the Present Perfect

**for** twenty years.

I've worked here **since** 1995.

**since** I left school.

We've **never** been to America.

- Compare these sentences.

X	I've broken my leg last year.
✓	I broke my leg last year.
X	He works as a musician all his life.
✓	He has worked as a musician all his life.
X	When have you been to Greece?
✓	When did you go to Greece?
X	How long do you have your car?
✓	How long have you had your car?