

1

It's a wonderful world!

Tenses • Auxiliary verbs • Short answers • What's in a word? • Social expressions

TEST YOUR GRAMMAR

1 Make questions with *you* from the sentences.

1 I come from Scotland. (*Where?*)

Where do you come from?



- 2 I was born in Amman in 1984. (*Where? When?*)
- 3 I live in Abu Dhabi. (*Where?*)
- 4 I've got two brothers and a sister. (*How many?*)
- 5 I'm studying English because I need it for my job. (*Why?*)
- 6 I've been studying English for three years. (*How long?*)
- 7 I've been to Egypt, Turkey, and France. (*Which countries?*)
- 8 I went to Canada three years ago. (*When?*)

2 Ask and answer the questions with a partner.

Where do you come from?

From Lebanon.

Where were you born?

In Sidon, a city near Beirut.

3 Tell the class about your partner.

Waleed comes from Lebanon. He was born in Sidon in 1985, but now he lives in Beirut.

WHAT DO YOU KNOW?

Tenses and auxiliary verbs

1 Answer the questions in the quiz.

T 1.1 Listen and check.

QUIZ

General knowledge



1 When did the modern Olympic Games start?

- a 1806 b 1896 c 1922

2 How long does it take for the sun's rays to reach the Earth?

- a 8 minutes
b 8 hours
c 8 days

3 What was Neil Armstrong doing when he said in 1969, 'That's one small step for a man, one giant leap for mankind.'?

4 If you are flying over the International Date Line, which ocean is below you?

- a the Atlantic Ocean
b the Pacific Ocean
c the Indian Ocean

5 What doesn't a vegetarian eat?

6 What does www. stand for?

7 Where were glasses invented?

- a Mexico
b Italy
c China

8 How many times has Brazil won the World Cup?



GRAMMAR SPOT

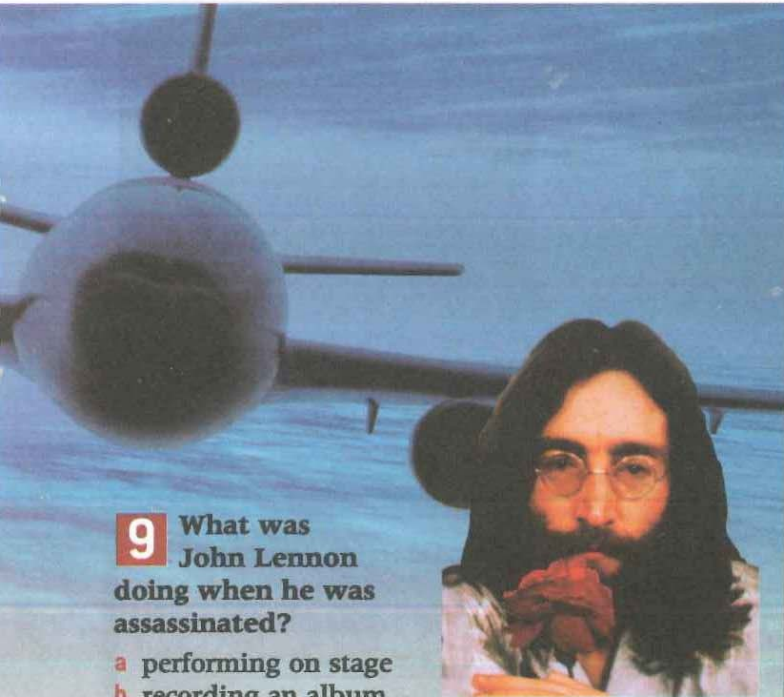
1 Which questions in the quiz contain the following tenses?

Present Simple	Past Simple	Present Perfect Simple
Present Continuous	Past Continuous	Present Perfect Continuous
Present Simple passive	Past Simple passive	

2 Which tenses use the auxiliary verbs *do/does/did* to make the negative and question?
Which tenses use the auxiliary verb *have*?
Which tenses use the auxiliary verb *be*?

▶▶ Grammar Reference 1.1–1.3 pp134–135

2 In groups, write some general knowledge questions. Ask the other groups.



9 What was John Lennon doing when he was assassinated?

- a performing on stage
- b recording an album
- c returning to his apartment

10 Which language is spoken by the most people in the world?

- a Spanish
- b Chinese
- c English

11 Why didn't Nelson Mandela become President of South Africa until he was 76 years old?

12 How long have people been sending emails?

- a since the 1960s
- b since the 1970s
- c since the 1990s

PRACTICE

Negatives and pronunciation

1 Correct the information in the sentences.

- 1 The sun rises in the west.
- 2 Cows eat meat.
- 3 Mercedes-Benz cars are made in Canada.
- 4 Neil Armstrong landed on the moon in 1989.
- 5 John Lennon was performing on stage when he was assassinated.
- 6 The Pyramids were built by the Chinese.
- 7 We've been in class for five hours.
- 8 We're studying Italian.

The sun doesn't rise in the west! It rises in the east!

T 1.2 Listen and compare. Notice the stress and intonation. Practise saying the sentences.

Talking about you

2 Complete the questions.

- 1 A What _____ do last night?
B I stayed at home and watched television.
- 2 A What kind of books _____ like reading?
B Horror stories and science fiction.
- 3 A _____ ever been to the United States?
B Yes, I have. I went there last year.
A _____ like it?
B Yes, I really enjoyed it.
- 4 A What _____ the teacher _____?
B He's helping Hassan with this exercise.
- 5 A _____ your father do?
B He works in a bank.
- 6 A Why _____ do your homework last night?
B Because I didn't feel well.
- 7 A What _____ doing next weekend?
B I'm going to a wedding.
- 8 A _____ you _____ a TV in your bedroom?
B No, I haven't. Just a CD player.

T 1.3 Listen and check. With a partner, ask and answer the questions about you.

is or has?

3 **T 1.4** Listen to the sentences. They all contain 's. Write *is* or *has*.

- | | | | |
|-------------|---------|---------|---------|
| 1 <u>is</u> | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

MAKING CONVERSATION

Short answers

- 1 **T 1.5** Listen to the breakfast conversation. How does Emma feel?

Dad Good morning! Did you have a nice time yesterday?
Emma Yes.
Dad Do you want breakfast?
Emma No.
Dad Have you had any coffee?
Emma Yes.
Dad Is Nadia coming round tonight?
Emma No.
Dad OK. Are you leaving for school soon?
Emma Yes. Bye!

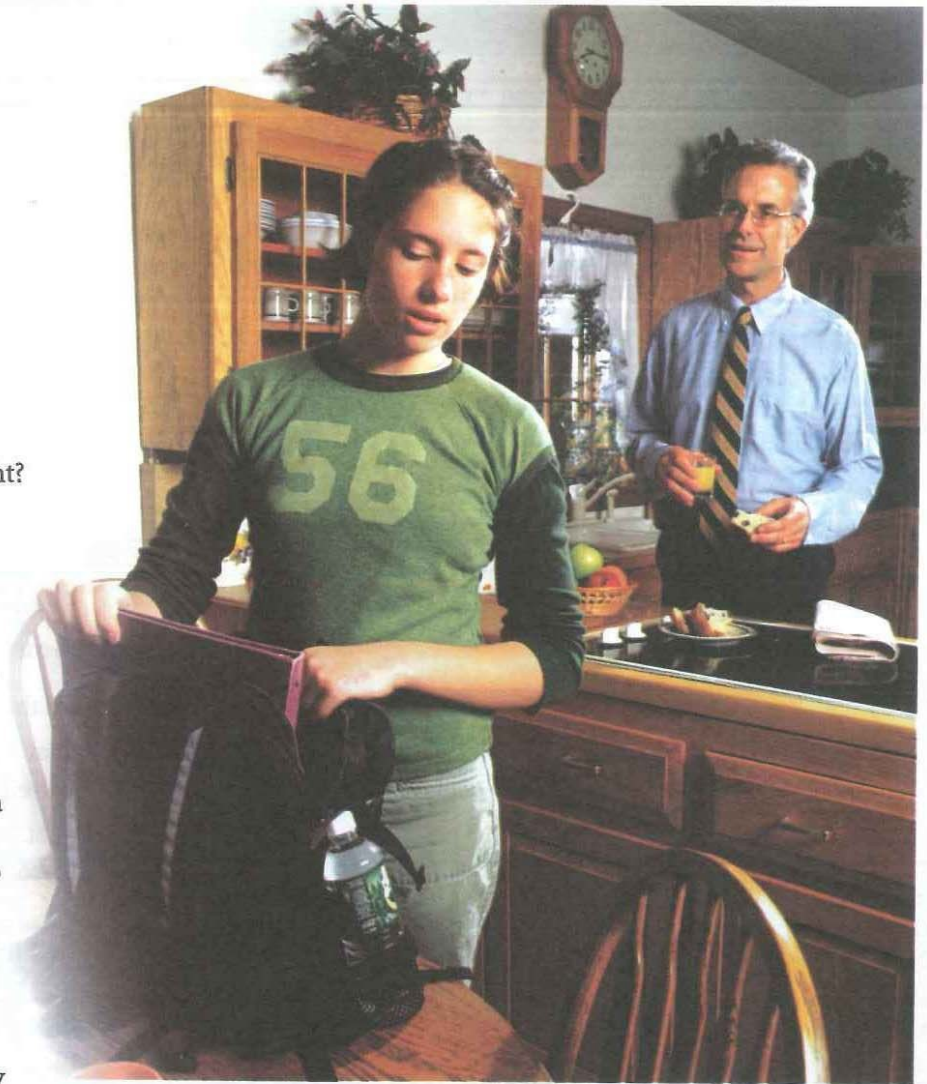
- 2 **T 1.6** Listen to a similar conversation. What are the differences?

- 3 Complete the conversation.

Dad Good morning! Did you have a nice time yesterday?
Emma Yes, _____. I went round to Nadia's house.
Dad Do you want breakfast?
Emma No, _____, thanks. I'm not hungry.
Dad Have you had any coffee?
Emma Yes, _____. I don't want any more, thanks.
Dad Is Nadia coming round tonight?
Emma No, _____. She's going out for dinner with her family.
Dad OK. Are you leaving for school soon?
Emma Yes, _____. I'm going right now. Bye!

- T 1.6** Listen again and check.

- 4 Close your books. Try to remember the conversation.



GRAMMAR SPOT

- 1 We use short answers in English conversation because *yes* or *no* on its own can sound impolite. It helps if you can add some information.

Did you watch the match last night?

Yes, I did. It was great!

- 2 Reply to these questions using a short answer. Add some information.

Do you like cooking? **No, I don't. But I like eating!**

Have you got any brothers or sisters?

Is it cold out today?

Are you working hard?

Did you go out yesterday evening?

Have you ever been to Singapore?

▶▶ Grammar Reference 1.4 p135

- 5 **T 1.7** Listen to the questions. Answer using a short answer, and add some information.

PRACTICE

Conversations


1 Match a question in A with a short answer in B and a line in C.

A	B	C
1 Do you like studying English?	No, I haven't.	It's freezing.
2 Is it a nice day today?	Yes, I am.	It's my favourite subject.
3 Have you seen my pen?	Yes, I do.	I couldn't afford to.
4 Are you staying at home this evening?	No, I didn't.	Do you want to come round?
5 Did you go on holiday last summer?	No, it isn't.	You can borrow mine if you want.

T 1.8 Listen and check. Practise the conversations with a partner.

2 Read the class survey and add two questions of your own. Stand up! Ask three students the questions and complete the chart. Remember to add some information in your reply.

Class Survey



	S1	S2	S3
1 Have you got a computer at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Are you going out this evening?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Do you play a musical instrument?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Did you watch TV last night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Have you seen any good films lately?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Are you going to have a coffee after the lesson?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Getting information

3 The United Nations invites celebrities from all over the world to be Goodwill Ambassadors. Work with a partner. You each have different information about Kaori Sato, who works for the UN. Ask and answer questions.

Student A Look at p151.

Student B Look at p152.



READING AND SPEAKING

Wonders of the modern world

1 Match each topic in A with two items in B.

A	B
International travel	solar system
Medical science	airlines
The Internet	competition
Agriculture	online
Space travel	corn
The Olympic Games	health care
	drug abuse
	penicillin
	famine
	galaxies
	abroad
	website

2 Read the text about the wonders of the world. Write a topic from A in the paragraph headings 1–6.

3 Answer the questions.

- 1 What has changed because of the Internet? What will happen with the Internet?
- 2 What has happened in space exploration since 1969?
- 3 What is the most noticeable result of better health care?
- 4 X = the number of people who travelled abroad in the nineteenth century. What does X also equal?
- 5 What are the good and bad things about the Olympics?
- 6 What point was Jonathan Swift making about farmers and politicians?
- 7 'We are still here!' Why is this a wonder?
- 8 What do these numbers refer to?

100 million	a few hundred	1969
millions of people	47	four
	1709	50

Talking about you

- 4 In groups, discuss one of these questions.
- What are your favourite websites?
 - When did you last travel by plane? Where were you going?
 - Are there any stories about health care in the news at the moment?
 - What sporting events are taking place now or in the near future?



WONDERS OF

I don't believe that today's wonders are similar in kind to the wonders of the Ancient World. They were all buildings, such as the Pyramids in Egypt, or other architectural structures. Over the past 100 years, we have seen amazing technological and scientific achievements. These are surely our modern wonders.

1

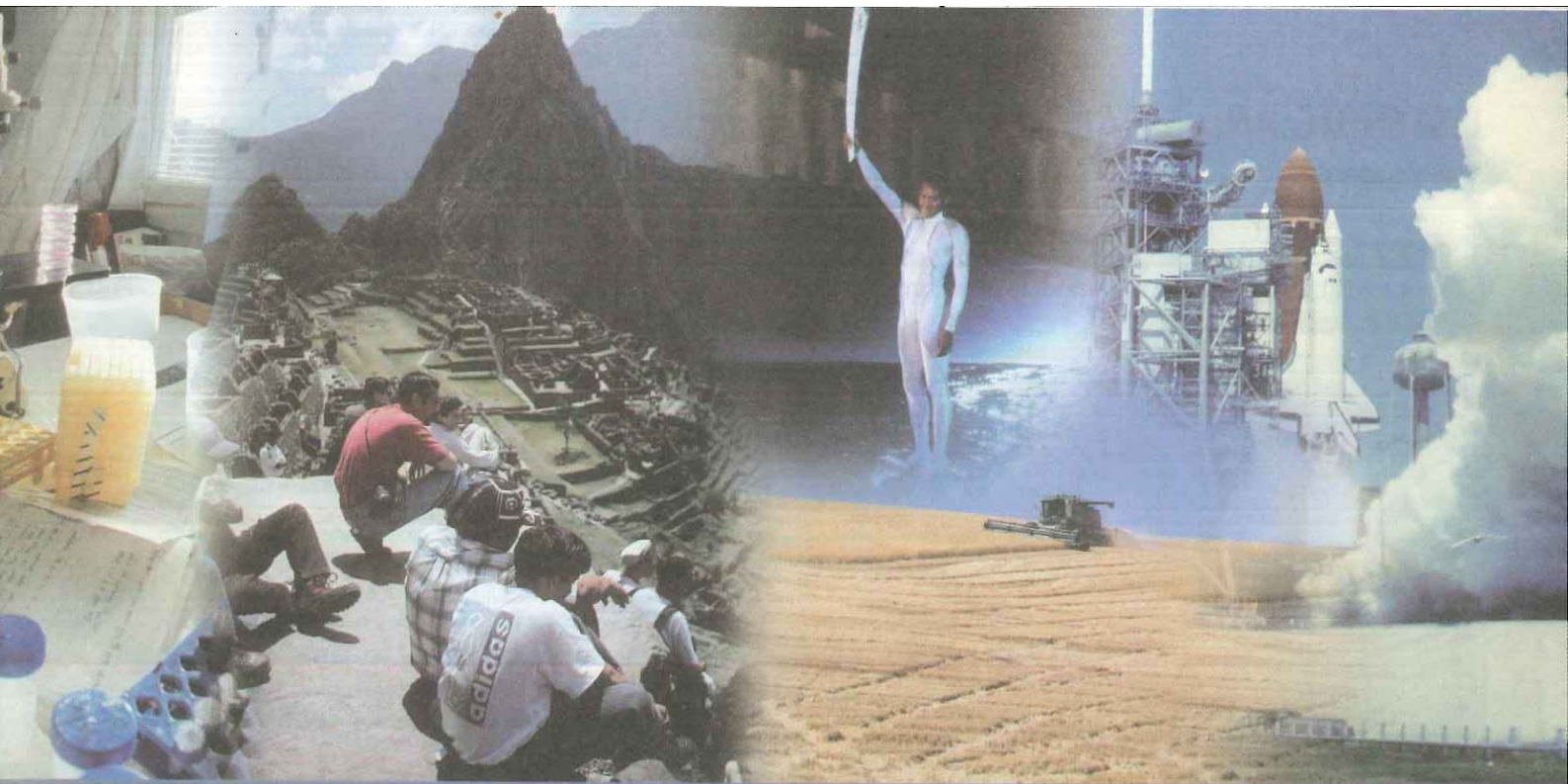
It is everywhere. More than half a billion people use it, and the number of people who are online increases by 100 million every year. In 1994 there were only a few hundred web pages. Today there are billions.

It has revolutionized the way we live and work. But we are still in the early days. Soon there will be more and more interactivity between the user and the website, and we will be able to give instructions using speech.

2

In 1969, Neil Armstrong stepped out of his space capsule onto the surface of the moon and made his famous statement: 'That's one small step for a man, one giant leap for mankind'. Since then, there have been space probes to Mars, Jupiter, Saturn, and even to the sun. One day, a space observatory will study how the first stars and galaxies began.

So far, it seems that we are alone in the universe. There are no signs yet that there is intelligent life outside our own solar system. But who knows what the future holds?



THE MODERN WORLD

by
Ann
Halliday

3

Surely nothing has done more for the comfort and happiness of the human race than the advances in health care! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy worldwide has risen dramatically over the past 100 years, from about 47 years in 1900 to about 77 years today.

4

We are a world on the move. Airlines carry more than 1.5 billion people to their destinations every year. It is estimated that, at any one time these days, there are as many people travelling in aeroplanes as the total number of people who travelled abroad in the whole of the nineteenth century (but I have no idea how they worked this out!).

5

It is true that they are now commercialized, and there is greed and drug abuse. However, it is a competition in which almost every country in the world takes part. Every four years, for a brief moment, we see the world come together in peace and friendship. We feel hope again for the future of mankind.

6

In 1724, Jonathan Swift wrote, 'Whoever makes two blades of grass or two ears of corn grow where only one grew before serves mankind better than the whole race of politicians'. In Europe our farmers have done this. In 1709, whole villages in France died of hunger. Now in Europe, we can't eat all the food we produce. If only politicians could find a way to share it with those parts of the world where there is famine.

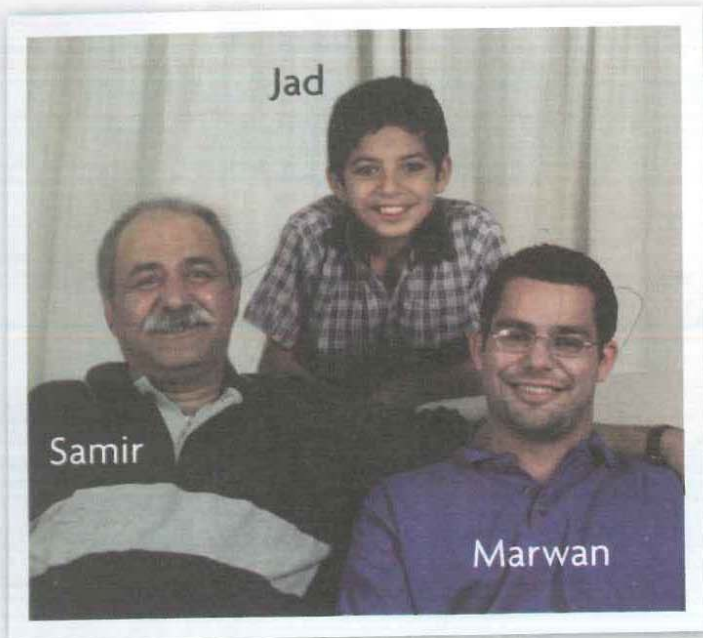
7 We are still here!

The last wonder of the modern world is simply that we are still here. We have had nuclear weapons for over 50 years that could destroy the world, but we haven't used them to do it. This is surely the greatest wonder of all.

LISTENING AND SPEAKING

My wonders

- 1 **T 1.9** Listen to three people from the same family saying what they think are the wonders of the modern world. Complete the chart.



	What is the wonder?	What's good about it?	Are there any problems?
Samir	television		
Jad			
Marwan			

- 2 Work with a partner. Which of these inventions do you think is the most important? Mark them for the most important to for the least important.

- | | |
|---|--|
| <input type="checkbox"/> the computer | <input type="checkbox"/> nuclear weapons |
| <input type="checkbox"/> the car | <input type="checkbox"/> the space rocket |
| <input type="checkbox"/> the television | <input type="checkbox"/> the mobile phone |
| <input type="checkbox"/> the aeroplane | <input type="checkbox"/> the space satellite |

- 3 Work in groups of four. Work together to agree on the three most important inventions. Which has changed the world the most?

- 4 Talk together as a class. What other machines, inventions, or discoveries would you add to the list?

VOCABULARY AND PRONUNCIATION

What's in a word?

These exercises will help you with your vocabulary learning.

Parts of speech and meaning

- 1 These sentences all contain the nonsense word *uggy*. Is *uggy* used as a verb, an adjective, a noun, or an adverb? How do you know?

- I couldn't hear the film because the man next to me was eating his *uggy* so loudly.
- There was a lot of snow on the road. Unfortunately, I *uggied* on some ice and crashed into a tree.
- When the rain started, they went *uggily* back into the house.
- After an *uggy* day at work, with meetings and phone calls all day, I was ready for a quiet evening.

Can you guess what *uggy* means in the four sentences?

Which real English word goes in each sentence?

- hurriedly • skidded • hectic • popcorn

Spelling and pronunciation

- 2 In these groups three words rhyme, but one is different. Work with a partner and read them aloud. Underline the word in each group which has a different vowel sound.

▶▶ Phonetic symbols p159

- /ʊ/ or /u:/? good food wood stood
- /i:/ or /e/? bread head read (present) read (past)
- /eɪ/ or /e/? paid made played said
- /ʌ/ or /əʊ/? done phone sun won
- /eə/ or /ɪə/? dear hear bear near
- /ɜ:/ or /ɔ:/? work fork walk talk

T 1.10 Listen and check. What do you notice about English spelling?

- 3 Here are some of the words from exercise 2 in phonetic symbols. Read them aloud, then write them.

- | | |
|----------------|----------------|
| 1 /fu:d/ _____ | 5 /ri:d/ _____ |
| 2 /nɪə/ _____ | 6 /wɜ:k/ _____ |
| 3 /stʊd/ _____ | 7 /fəʊn/ _____ |
| 4 /pɜ:d/ _____ | 8 /wɔ:k/ _____ |

T 1.11 Listen and check.

Word formation

- 4 Write different forms of the word *act* using the suffixes from the box.

-or -ion -ing -ive -ivities

- 1 My brother's an act _____.
He's making an advert now.
- 2 My grandmother is 89, but she's still very act _____.
- 3 This is not a time to do nothing.
It is a time for act _____.
- 4 Act _____ is not usually a well-paid job.
- 5 We do a lot of act _____ in class to learn English.

Words that go together

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

A

strong
full-time
film
drive
take
try on

B

carefully
coffee
part
a sweater
star
job

Keeping vocabulary records

- 6 Do you have a vocabulary notebook? Discuss with your teacher and other students how you record new vocabulary. Which of these do you use?
- the translation
 - the part of speech (verb, noun, etc.)
 - the meaning (using other words)
 - the pronunciation
 - an example sentence

hectic (adj) /'hektɪk/ = very busy
I had a hectic day at the office.

WRITING: Correcting mistakes (1)

▶▶ Go to p103

EVERYDAY ENGLISH

Social expressions

- 1 When we're talking with friends we use a lot of idiomatic expressions.



Match a line in A with a line in B.

A	B
1 Sorry I'm late. I got stuck in traffic.	That sounds like a good idea. The break will do you good.
2 Bye, Mum! I'm off to school now.	So am I. I can't stand all this rain.
3 Have you heard that Farouk's going in for a karate competition?	Never mind. You're here now. Come in and sit down.
4 How long did it take you to do the homework?	Ages! How about you? Yes, it cost a fortune!
5 I don't know about you, but I'm sick and tired of this weather.	Really? I don't know what he sees in that sport!
6 Who was that I saw you with yesterday?	I'm sorry. I can't make it then. What about a bit later?
7 I'm tired. I'm taking next week off.	Take care, my love. Have a nice day!
8 Let's go for a run in the park!	Me? Run? You must be joking! Mind your own business!
9 Can we get together this afternoon at 3.00?	
10 What a gorgeous coat! Was it expensive?	

- T 1.12** Listen and check. Practise the conversations with a partner.
- 2 T 1.13** Listen to the sentences. Reply using a line from B in exercise 1. Make any necessary changes.
- 3** Choose some of the conversations from exercise 1 and continue them.

- A What a gorgeous coat! Was it expensive?
B Yes, it cost a fortune. But the material's beautiful, don't you think?
A Wow! Where did you get it?
B I saw it in the window of that new shop in the High Street, you know, it's called 'Chic'.
A Yes, I know it. They have some really nice stuff.

2

Get happy!

Present tenses • Simple or continuous? • Passive • Sport • Numbers and dates

TEST YOUR GRAMMAR

Look at the pairs of sentences.
Which one is correct? Why?

- 1 They have a teenage son.
They're having a teenage son.



- 2 She speaks five languages.
She's speaking five languages.
- 3 Don't turn off the TV! I watch it.
Don't turn off the TV! I'm watching it.
- 4 Oh no! It rains.
Oh no! It's raining.
- 5 We're thinking opera is boring.
We think opera is boring.
- 6 English speaks all over the world.
English is spoken all over the world.

WHAT MAKES PEOPLE HAPPY?

Present tenses

- 1 Look at the ingredients for happiness. How important is each one to you? 1 = very important; 5 = not important.

- | | |
|---|--|
| <input type="checkbox"/> good health in mind and body | <input type="checkbox"/> a big house |
| <input type="checkbox"/> job satisfaction | <input type="checkbox"/> regular holidays |
| <input type="checkbox"/> a loving marriage | <input type="checkbox"/> a supportive family |
| <input type="checkbox"/> hobbies and leisure activities | <input type="checkbox"/> lots of friends |
| <input type="checkbox"/> no money worries | |

Compare your answers with a partner.

- 2 What do you think is the happiest time of a person's life – when they are young or when they are old? Why?



3 T 2.1 Read and listen to the text about Harry Barnes. Answer the questions.

- 1 What do you think are the good and bad things about Harry's life?
- 2 Do you think his life is exciting or boring? Would you like to have a life like Harry's?
- 3 Do you know any people with similar lives? Are they happy?

'I don't know if I'm happy.'

Harry Barnes, 45

Work

Harry Barnes is a lawyer. He's paid very well, but he usually has to work long hours. He works for an international company in Dallas, Texas, so he travels a lot in his job. At the moment he's working in Mexico, and next week he's travelling to France.

Home life

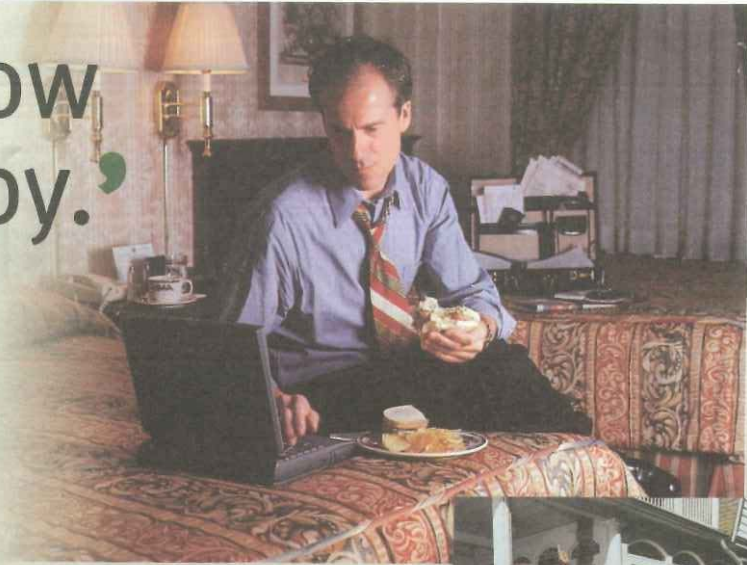
Harry is married and he's got two children, aged 11 and 14. He rarely sees his children because so much of his time is spent away from home. He's got a beautiful house in a suburb of Dallas. It's very big, with eight bedrooms. His wife is an interior designer.

Free time

If he's at home at the weekend, he and his wife sometimes play golf, but that doesn't happen very often. They never have much time to relax together.

Is he happy?

He says he doesn't know if he's happy. He's too busy to think about it.



GRAMMAR SPOT

- 1 Find these words in the text about Harry Barnes: *usually, often, rarely, never*. What kind of words are they?
- 2 What tense are most of the verbs in the text? Why?
- 3 Find two examples each in the text of the Present Continuous and the Present Simple passive. Which auxiliary verb is used to form these?
- 4 Complete the questions and answers with the correct auxiliary verbs.
 - a _____ he travel a lot? Yes, he _____.
 - b _____ she work in a bank? No, she _____.
 - c _____ they play golf? Yes, they _____.
 - d _____ you play tennis? No, I _____.
 - e _____ he paid a lot? Yes, he _____.
 - f _____ he working in France at the moment? No, he _____.

▶▶ Grammar Reference 2.1 and 2.2 pp135–136

- 4 Complete the questions about Harry. Then ask and answer them with a partner.

- ... married?
- What ... do?
- Where ... live?
- Has ... any children?
- What ... his wife do?
- Which sports ... play?
- Where ... working at the moment?
- ... paid very well?

Is he married?

Yes, he is.

T 2.2 Listen and check.

- 5 Ask and answer similar questions with your partner.

Are you married?

No, I'm not.

Have you got any brothers or sisters?

PRACTICE

Listening and speaking

1 **T 2.3** Look at the photos and listen to Jeff Norman. What's unusual about his lifestyle? What does he like about it?

Extra! Extra! Read all about it! 45-year-old college graduate makes \$60,000 a year as a paperboy!



JEFF NORMAN from Iowa City, Iowa

2 What did Jeff say? Complete the sentences.

- 1 I 'm paid good money – \$60,000 a year. And I often get \$50 a week in tips.
- 2 I got up at 2.00 a.m. The first newspaper is delivered at 2.30 a.m.
- 3 I drive a red Chevy Blazer and the newspapers are packed into the back.
- 4 I love the peace and quiet.
- 5 Occasionally, I meet a jogger.
- 6 I usually get back home by 7.00 a.m.
- 7 My wife works at the University of Iowa.
- 8 Some days I coach my kids' baseball team, other days I play golf.
- 9 I am also studying for my master's degree at the moment.
I want to be a marriage counsellor.
- 10 Some people think it's not much of a job, but, hey, when they are sitting in an office, I am playing golf.

T 2.4 Listen and check.

3 Write notes about Harry and Jeff in the chart.

	Harry Barnes	Jeff Norman
Work		
Home and family		
Free time		

Work with a partner. Compare Harry's life with Jeff's. How old are they? How many things do they have in common? Who do you think is happier? Why?

WHAT DO YOU DO?

Simple or continuous?

1 T 2.5 Read and listen to the conversation.



- A What do you do?
 B I'm an interior designer. I decorate people's homes and give them ideas for furniture and lighting.
 A And what are you working on these days?
 B Well, I'm not working on a home at the moment. I'm working on a hotel. I'm designing a new lobby for the Plaza.
 A Do you like your job?
 B Yes, I love it.

Memorize the conversation and practise it with a partner.

2 Work with a partner. Have similar conversations with some of these jobs.

an architect	a research scientist	an artist	an actor
a musician	a web page designer	a journalist	
a film director	a football player	a zookeeper	

3 Ask each other about your own jobs or studies.

GRAMMAR SPOT

1 Some verbs are used in both simple and continuous forms. These are called action verbs.

She usually **drives** to work, but today she **isn't driving**. She's **walking**.

2 Some verbs are almost never used in the continuous form. These are called state verbs.

I **like** black coffee. (NOT ~~I'm liking~~ black coffee.)

3 Seven of these verbs are *not* usually used in the Present Continuous. Underline them.

<u>like</u>	know	understand	work	enjoy	think (= opinion)
come	play	have (= possession)	love	want	

PRACTICE

Discussing grammar

1 Are these sentences correct (✓) or incorrect (X)? Correct the mistakes.

- 1 What do you want to drink? ✓
- 2 I'm not understanding this word. X
I don't understand this word.
- 3 I'm liking you a lot.
- 4 Do you think Michiko plays golf well?
- 5 I'm sorry. I'm not knowing the answer.
- 6 We're enjoying the lesson very much.
We're working hard.
- 7 I'm thinking you speak English very well.
- 8 The lions are fed once a day. They're ~~being~~ fed at the moment.

2 Complete the pairs of sentences using the verb in the Present Simple or the Present Continuous.

- 1 **come**
Ramin and Vafa are Iranian. They _____ from Tehran.
They'll be here very soon. They _____ by car.
- 2 **have**
Noor can't come to the phone. She _____ dinner now.
She _____ a beautiful new car.
- 3 **think**
I _____ that all doctors work hard.
I _____ about my brother at the moment. He's in Muscat.
- 4 **not enjoy**
We _____ this meal at all. The food is too salty.
We _____ salty food.
- 5 **watch**
Be quiet! I _____ my favourite programme.
I always _____ it on Thursday evenings.
- 6 **see**
Joe isn't here. He _____ the doctor at the moment.
I _____ your problem, but I can't help you. I'm sorry.
- 7 **use** (Careful!)
This room _____ is usually used for big meetings.
But today it _____ is being used for a wedding.

READING AND SPEAKING

I'm a clown doctor!

- 1 What does a doctor do? What does a clown do? Write down three things for each. Tell the class your ideas.
- 2 Which of these things did you think of? Which do clowns do? Which do doctors do? Which do both do?

wear funny clothes	wear white coats
make children feel better	do magic tricks
perform operations	give injections
wear red rubber noses	make funny faces
tell jokes	give medicine

- 3 Look at the pictures. Lucy Cheetham is a clown doctor working for *Theodora Children's Trust* – a charitable organization. What do you think a clown doctor does?
- 4 Read the introduction. What is the new kind of medicine?
- 5 Read the rest of the article. Answer the questions.
 - 1 Who is Dr LooLoo? Who is Dr Chequers?
 - 2 In what ways is their job 'extremely silly'? Give examples.
 - 3 How did Lucy become a Theodora clown doctor?
 - 4 Why does she like her job?
 - 5 What does she wear?
 - 6 What would be useless?
 - 7 Why is it useful to eat in the hospital cafeteria?
 - 8 What does she do after work?
 - 9 Where does the money for Lucy's salary come from?
 - 10 Describe a typical working day for Lucy.

She arrives in the hospital with ...

Then she goes into the wards and ...

GRAMMAR SPOT

- 1 Complete these sentences from the text.

All over the world, children in hospital _____ with a new kind of medicine.

It's a charity; so we _____ with the money people give.

What tenses are they?

- 2 Complete these passive sentences.

1 People of all ages love clowns.

Clowns _____ by people of all ages.

2 He is giving her an injection.

She's _____ given an injection.

▶▶ Grammar Reference 2.4 p137

THE CLOWN DOCTOR

All over the world, children in hospital are being treated with a new kind of medicine: **laughter**. LUCY is 23 and works for *Theodora Children's Trust*. She is one of many clown doctors who bring a smile to the faces of sick children.

“ I'm a Theodora clown doctor, I call myself Dr LooLoo. I spend two days a week in children's hospitals being extremely silly with my friend and colleague Dr Chequers. We make funny faces, tell jokes, and do magic tricks. As I walk into the wards I blow bubbles, shake hands with the kids, and make up nonsense songs for those children well enough to sing. We take special balloons to make 'balloon animals' and tell funny stories about them. We often meet kids who one week look really sick, then we go back the next week and they're racing about yelling 'Hi there, Dr LooLoo! Hi Dr Chequers!'

I'm naturally a very cheerful person. I've always been a clown. In fact my father's a clown and I started working with him when I was eight years old. I knew it was just the job for me and I became a clown doctor because I think it's a great way to cheer up sick, frightened children in hospital. I wear a fancy coat, a yellow shirt, and tights with big stripes. Also, I have a red rubber nose and wear my hair in crazy plaits.

Being a clown in a hospital is very tiring both physically and emotionally. We have to learn not to show our feelings, otherwise we'd be useless. Clown doctors are sensitive but this is not a side most people see. To the children we're happy all the time. I'm still learning to allow myself to feel sad occasionally. There are special kids you get really close to. At the



moment I'm working with a very sick little girl from Bosnia who speaks no English, so our only common language is laughter. She's been in and out of hospital for operations so many times and she's always on my mind.



At lunchtime we eat in the hospital cafeteria and that's really useful because we meet the nurses and doctors. They tell us about particular kids who they think will benefit from a clown doctor visit. If a child is frightened, perhaps they're being given an injection or some nasty medicine - we can distract them so the nurses can do their job.

About six o'clock Dr Chequers and I take off our make-up and change our clothes. We're totally exhausted. Sometimes I have a night out with friends. It helps me unwind. When I finally fall into bed, I crash out. At weekends we are often asked to participate in events to raise money for *Theodora Children's Trust*. It's a charity, so we are paid with the money people give. Being a clown doctor makes the worries of everyday life seem small. All in all, I feel privileged to do this job.



Language work

- 6 Find lines in the text which mean the same as the following.
- 1 They're running about shouting.
 - 2 I have a happy personality.
 - 3 We would be no help at all.
 - 4 I'm always thinking about her.
 - 5 I go out for the evening with friends.
 - 6 It helps me relax.
 - 7 I go to bed and immediately fall into a deep sleep.
 - 8 I am lucky to have this job.
- 7 Read the interview with Lucy (L). Complete the interviewer's (I) questions.

I _____?

L Oh yes, I do. I enjoy my job very much.

I _____?

L Because I love working with children and making them laugh.

I _____?

L I wear crazy clothes. A fancy coat and stripy tights.

I _____?

L Well, at the moment I'm working with a very sick little girl from Bosnia. She's had so many operations. She's very special to me.

I _____?

L No, she doesn't. We communicate through laughter.

I _____?

L Yes, it is. It's very tiring indeed. I'm exhausted at the end of each day.

I _____?

L No, I don't. I often go out with friends. I have the best friends and the best job in the world.

T 2.6 Listen and compare your answers. Are your questions exactly the same? What are the differences?

What do you think?

Discuss the questions in groups.

- What are some of the good and bad points about being a clown doctor?
- What kind of jobs make people happiest?
- When are you happiest? At work? At home? With friends?
- What were your happiest times last year?
- It's often said 'laughter is the best medicine'. Do you agree?

VOCABULARY AND LISTENING

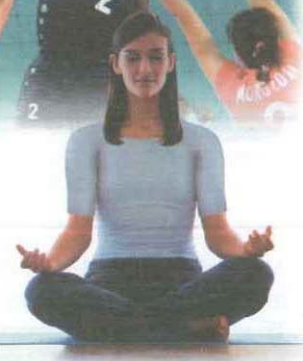
Sport and leisure

1 Make a list of as many sports and leisure activities as you can think of. Use the pictures to help you.



2 Write *play, go, or do*.

_____ horseriding _____ aerobics _____ volleyball _____ sailing _____ golf
 _____ jogging _____ basketball _____ football _____ yoga _____ mountain biking



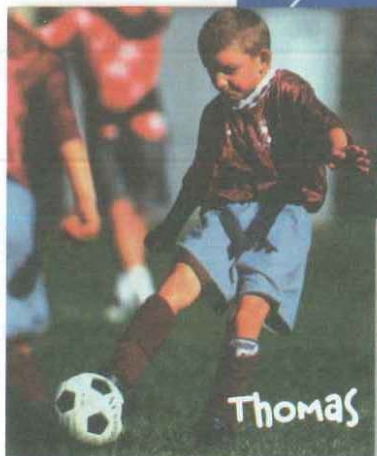
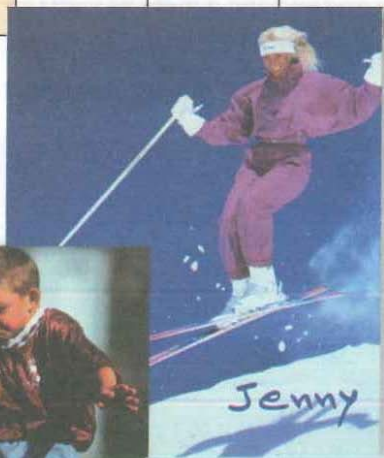
3 Choose some of the sports or leisure activities from your list and complete the chart. Use a dictionary to look up any new words that you need.

Sport / Activity	People	Place	Equipment and clothes
go sailing	sailor	sea / lake	yacht / waterproof jacket and trousers / life jacket

- 4 **T 2.7** Listen to three people talking about a sport or activity they enjoy and take notes.



	Mary	Jenny	Thomas
Which sport/activity are they talking about?			
How often do they do it?			
Where do they do it?			
What equipment and clothes do they need?			
Are they good at it?			



- 5 Ask and answer questions with a partner.

- What sports do you play?
- How often ... ?
- Where ... ?
- What equipment ... ?
- Are you good at ... ?

WRITING: Letters and emails

▶▶ Go to p104

EVERYDAY ENGLISH

Numbers and dates

- 1 Say the numbers.

15 50 406 72 128

90 19 850 36 1,520

247 5,000 100,000
2,000,000

- T 2.8** Listen and practise.

- 2 Say the numbers.

Money

£400 50p €9.40 €47.99 ¥5,000 \$100

Fractions

$\frac{1}{4}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{7}{8}$ $12\frac{1}{2}$

Decimals and percentages

6.2 17.25 50% 75.7% 100%

Dates

1995 2020 1789 15/7/94 30/10/02

Phone numbers

01865-556890 800 451-7545 919 677-1303

- T 2.9** Listen and practise.

- 3 **T 2.10** Listen to the conversations. Write the numbers you hear.

1 fifteenth _____

2 _____

3 _____

□□□□ □□□□ □□□□ □□□□

4 _____

5 _____

Discuss what each number refers to with a partner.

The 15th is a date.

- 4 Work with a partner. Write five numbers that are important in your life and explain why.



Telling tales

Past tenses • Passive • Art and literature • Giving opinions

TEST YOUR GRAMMAR

Match the sentences and pictures.

- 1 When Mark arrived home, Carol cooked dinner.
- 2 When Mark arrived home, Carol was cooking dinner.
- 3 When Mark arrived home, Carol had cooked dinner.

What is the difference in meaning?



A NATIVE AMERICAN FOLK TALE

Past tenses

- 1 Look at the pictures. They tell the story of Gluskap, a warrior from the Algonquian tribe of North America. What can you see? What do you think the story is about?
- 2 Read the story on p23 and the phrases below. Complete the story with the phrases.
 - a had run a few miles
 - b had fought and won so many battles
 - c was still screaming
 - d had never heard such a terrible noise
 - e was sitting and sucking a piece of sugar
 - f had never heard of Wasis

T 3.1 Listen and check. What do you think is the moral of the story?



GRAMMAR SPOT

- Which tense is used in these two sentences? Which verbs are regular? Which are irregular?
He **laughed** and **went** up to the baby.
He **danced** and **sang**.
Find more examples in the story and underline them.
- What are the tenses in these sentences? What is the difference in meaning?
He **laughed** when he **saw** the baby.
He **was laughing** when he **saw** the baby.
He **laughed** when he'd **seen** the baby. (he'd = he had)
- Find two examples of the Past Simple passive in the story.

▶▶ Grammar Reference 3.1–3.4 pp137–139

Pronunciation

- Work with a partner. Write the verbs from the box in the chart according to the pronunciation of the *-ed* ending.

laughed	covered	wanted	stopped	shouted	listened
opened	boasted	looked	danced	screamed	pointed

/t/	/d/	/ɪd/
laughed looked danced	stopped covered listened opened screamed	wanted shouted boasted pointed

T 3.2 Listen, check, and practise.

THE TALE OF GLUSKAP AND THE BABY

Gluskap the warrior was very pleased with himself because he (1) b. He boasted to a woman friend: 'Nobody can beat me!' 'Really?' said the woman. 'I know someone who can beat you. His name is Wasis.' Gluskap (2) f. He immediately wanted to meet him and fight him. So he was taken to the woman's village. The woman pointed to a baby who (3) e on the floor of a teepee.

'There,' she said. 'That is Wasis. He is little, but he is very strong.' Gluskap laughed and went up to the baby. 'I am

Gluskap. Fight me!' he shouted. Little Wasis looked at him for a moment, then he opened his mouth. 'Waaah! Waaah!' he screamed. Gluskap (4) d. He danced a war dance and sang some war songs. Wasis screamed louder. 'Waaah! Waaah! Waaah!' Gluskap covered his ears and ran out of the teepee. After he (5) a, he stopped and listened. The baby (6) c. Gluskap the fearless was terrified. He ran on and was never seen again in the woman's village.



PRACTICE

What was he doing?

1 Majid works for MicroSmart Computers in Abu Dhabi. Read about what he did yesterday.



Time	Activity
6.30	got up
6.45 – 7.15	packed his suitcase
7.30 – 8.30	drove to the airport
9.20 – 10.15	flew to Muscat
11.00 – 12.45	had a meeting
1.00 – 2.15	had lunch
2.30 – 4.15	visited Dot Com Enterprises
5.30 – 6.15	wrote a report at the hotel
8.00 – 8.45	had dinner
9.00 – 11.00	relaxed and watched TV

2 Work with a partner. Ask and answer questions about what Majid was doing at these times.

7.00 a.m.	8.00 a.m.	10.00 a.m.	11.30 a.m.	
1.30 p.m.	3.00 p.m.	6.00 p.m.	8.30 p.m.	10.00 p.m.

What was he doing at 7 o'clock yesterday morning?

He was packing his suitcase.

What were you doing at 7 o'clock yesterday morning?

I was having a shower.

T 3.3 Listen and check.

3 Write a similar list about what you did yesterday. Ask and answer questions with your partner.

Had you heard it before?

4 Work with a partner.

Student A Read a statement from your box.

Student B Answer with the correct response from your box.

STUDENT A

- I didn't laugh at his joke.
- Were you surprised by the ending of the film?
- I went to the airport, but I couldn't get on the plane.
- I was homesick the whole time I was living in France.
- The hotel where we stayed on holiday was awful!
- I met Hassan's parents for the first time last Sunday.
- My grandfather had two sons from his first marriage.

STUDENT B

- Why? Had you left your passport at home?
- Why? Had you heard it before?
- That's a pity. Hadn't you stayed there before?
- Really? I didn't know he'd been married before.
- Really? I thought you'd met them before.
- No, I'd read the book, so I already knew the story.
- That's really sad! Had you never lived abroad before?

T 3.4 Listen and check, then listen and repeat.

5 Choose two of the conversations and continue them.

I didn't laugh at his joke.

Why? Had you heard it before?

No, I hadn't. I just didn't think it was very funny, that's all.

Really? I thought it was hilarious!

An amazing thing happened!

- 6 Roy and Wanda had an amazing story to tell about their holiday. Work with a partner.

Student A Look at p151.

Student B Look at p152.



- 7 Wanda is telling a friend, Sara, what happened. Work with a partner. One of you is Wanda and the other is Sara. Continue their conversation.

S Hi, Wanda. Did you have a good holiday?

W Oh, yeah, we had a great time. But I have to tell you – the most *amazing* thing happened!

S Really? What was that?

W Well, Roy and I were at the beach ...

T 3.5 Listen and compare.

Discussing grammar

- 8 Complete the sentences. Check your answers with a partner. Discuss the differences in meaning.

1 When I arrived at the barbecue, they were eating burgers.

When I arrived at the barbecue, they had eaten all the burgers.

2 We thanked our teacher for everything she was doing to help us pass the test.

We thanked our teacher for everything she had done to help us pass the test.

3 He told me that they were staying at the Carlton Hotel.

He told me that they had stayed at the Carlton Hotel before.

4 were you learn Italian when you went to Italy?

had you already learned Italian when you went to Italy?

5 was Shakespeare write *Hamlet*?

Had *Hamlet* written by Shakespeare?

WRITING: A narrative (1)

▶▶ Go to p106

VOCABULARY

Art and literature



- 1 Write these nouns in the correct column. Which noun goes in both columns?

painter author poet poem sculpture novel
picture brush palette chapter biography
exhibition fairy tale portrait play art gallery
masterpiece novelist sketch act

ART	LITERATURE

- 2 Which of these verbs can go with the nouns in exercise 1?

read write paint draw go to

Read a poem, read a novel ...

- 3 Complete the sentences.

1 Shakespeare _____ many famous _____ and poems.

2 I couldn't put the book down until I'd _____ the last _____.

3 I love _____ about the lives of famous people so I always buy _____.

4 _____ often begin with the words 'Once upon a time'.

5 My friend's a great artist. He _____ my _____ and it looked just like me.

6 He _____ a quick _____ of the trees.

7 We _____ an _____ of Picasso's paintings and sculptures.

READING AND SPEAKING

The painter and the writer

- 1 Who are or were the most famous painters and writers in your country?
- 2 You are going to read about the lives of Pablo Picasso and Ernest Hemingway. Discuss these questions.
 - Why are they famous?
 - What nationality were they?
 - Which century were they born in?
 - Do you know the names of any of their works?
 - Do you know anything about their lives?
- 3 The sentences below appear in the texts. Try to guess which sentences go with which man. Write **P** (Picasso) or **H** (Hemingway).

- 1 His first word was *lápiz* (Spanish for *pencil*) and he could draw before he could talk.
 - 2 He had wanted to become a soldier, but couldn't because he had poor eyesight.
 - 3 His portraits of people were often made up of triangles and squares with their features in the wrong places.
 - 4 In the 1930s, he became a war correspondent in the Spanish Civil War and World War II.
 - 5 He was awarded the Nobel Prize for literature, but he was too ill to receive it in person.
 - 6 At the age of 90 he was honoured by an exhibition in the Louvre in Paris.
- 4 Work in two groups.

Group A Read about Pablo Picasso.

Group B Read about Ernest Hemingway.

Check your answers to exercises 2 and 3.

PABLO PICASSO

The painter

HIS EARLY LIFE

On 25 October, 1881, a baby boy was born in Málaga, Spain. It was a difficult birth and to help him breathe, cigar smoke was blown into his nose! This baby grew up to be one of the twentieth century's greatest painters – **PABLO PICASSO**.

Picasso showed his genius from a very young age. His first word was *lápiz* (Spanish for *pencil*) and he could draw before he could talk. He was the only son in the family, so he was thoroughly spoiled. He hated school and often refused to go unless he was allowed to take one of his father's pet pigeons with him!

Apart from pigeons, his great love was art. When in 1891 his father got a job as an art teacher, Pablo went with him to work and watched him paint. Sometimes he was allowed to help. One evening, his father was painting a picture of their pigeons when he had to leave the room. When he returned, Pablo had completed the picture. It was so beautiful and lifelike that he gave his son his palette and brushes and never painted again. Pablo was just thirteen.

HIS LIFE AS AN ARTIST

His genius as an artist was soon recognized by many people, but others were shocked by his strange and powerful paintings. He is probably best known for his Cubist pictures. His portraits of people were often made up of triangles and squares with their features in the wrong places. One of his most famous



portraits was of the American writer Gertrude Stein, who he met after he'd moved to Paris in 1904.

His work changed ideas about art around the world, and to millions of people, modern art means the work of Picasso. *Guernica* [below], which he painted in 1937, records the bombing of that small Basque town during the Spanish Civil War, and is undoubtedly one of the masterpieces of modern painting.

HIS FINAL YEARS

Picasso married twice and he had four children. The last, Paloma, was born in 1949 when he was 68 years old. At the age of 90 he was honoured by an exhibition in the Louvre in Paris. He was the first living artist to be shown there.

Picasso created over 6,000 paintings, drawings, and sculptures. Today, a Picasso costs millions of pounds. Once, when the French Minister of Culture was visiting Picasso, the artist accidentally spilled some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said, 'Non! Please, Monsieur Picasso, just sign my trousers!'

Picasso died of heart failure during an attack of influenza in 1973.



ERNEST HEMINGWAY

The writer



HIS EARLY LIFE

ERNEST HEMINGWAY was one of the great American writers of the twentieth century. He was born on 21 July 1899, in Oak Park, Illinois, the second of six children. His family was strict and very religious. His father taught his children a love of nature and the outdoor life. Ernest caught his first fish at the age of three, and was given a shotgun for his twelfth birthday. His mother taught him a love of music and art. At school, he was good at English and wrote for the school newspaper. He graduated in 1917, but he didn't go to college. He went to Kansas City and worked as a journalist for the *Star* newspaper. He learned a lot, but left after only six months to go to war.

HEMINGWAY AND WAR

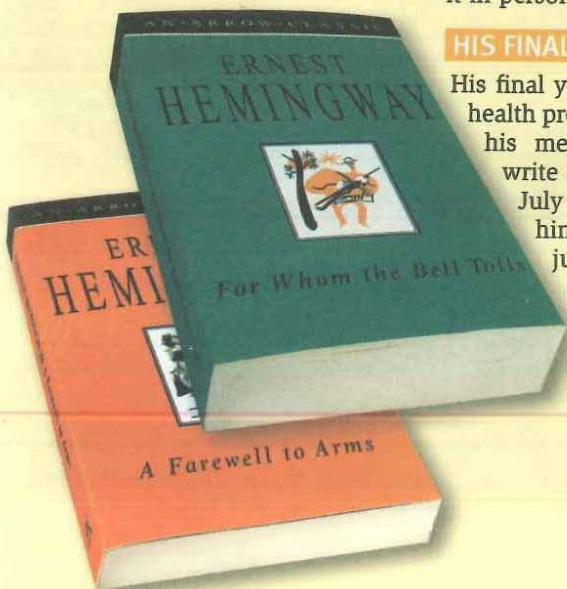
Hemingway was fascinated by war. He had wanted to become a soldier, but couldn't because he had poor eyesight. Instead, in the First World War, he became an ambulance driver and was sent to Italy, where he was wounded in 1918. After the war, he went to live in Paris, where he was encouraged in his work by the American writer Gertrude Stein. In the 1930s, he became a war correspondent in the Spanish Civil War and World War II. Many of his books were about war. His most successful book, *For Whom the Bell Tolls*, was written in 1940 and is about the Spanish Civil War. Another novel, *A Farewell to Arms*, is about the futility of war.

HIS PERSONAL LIFE

Hemingway's success in writing was not mirrored by similar success in his personal life. He married four times. His first wife divorced him in 1927. He immediately married again and moved to Key West, Florida, where he enjoyed hunting and fishing, but he also suffered from depression. This wasn't helped when, in 1928, his father committed suicide. Hemingway's health was not good and he had many accidents. Two more marriages failed. In 1954, he survived two plane crashes. In October of the same year he was awarded the Nobel Prize for literature, but he was too ill to receive it in person.

HIS FINAL YEARS

His final years were taken up with health problems. He began to lose his memory and he couldn't write any more. On Sunday, 2 July 1961, Hemingway killed himself with a shotgun, just as his father had done before him.



- 5 Answer the questions about your person.
- 1 Where and when was he born? When and how did he die?
 - 2 Did he have a happy family life?
 - 3 How did his parents play a part in his career?
 - 4 What do you think were the most important events in his early life?
 - 5 When did he move to Paris? Who did he meet there?
 - 6 How did war play a part in his life?
 - 7 How many times was he married?
 - 8 Which of these dates relate to your person? What do they refer to?

1891	1917	1918	1927	1928
1937	1940	1949	1954	

- 6 Find a partner from the other group and go through the questions in exercise 5. What similarities and differences can you find between the two men?

They were both born in the nineteenth century. Picasso was spoiled, but Hemingway's parents were strict.

GRAMMAR SPOT

- 1 What tense are these verbs?

Guernica was painted by Pablo Picasso.

A Farewell to Arms and For Whom the Bell Tolls were written by Ernest Hemingway.

Find more examples in the texts and underline them.

- 2 Complete the sentences with the auxiliaries *was*, *were*, or *had*.

- a Pablo's father left the room. When he returned, Pablo ___ completed the picture.
- b Picasso ___ given his father's palette and brushes.
- c Both Hemingway and Picasso ___ living in Paris when they met Gertrude Stein.
- d Both men ___ honoured in their lifetime.

▶▶ Grammar Reference 3.5 p139

LISTENING AND WRITING

Books and films

1 Work in groups. Do you have a favourite book or film? Why do you like it? Tell your group.

2 Look at the list of books and films. Which do you know? Which are both book *and* film?

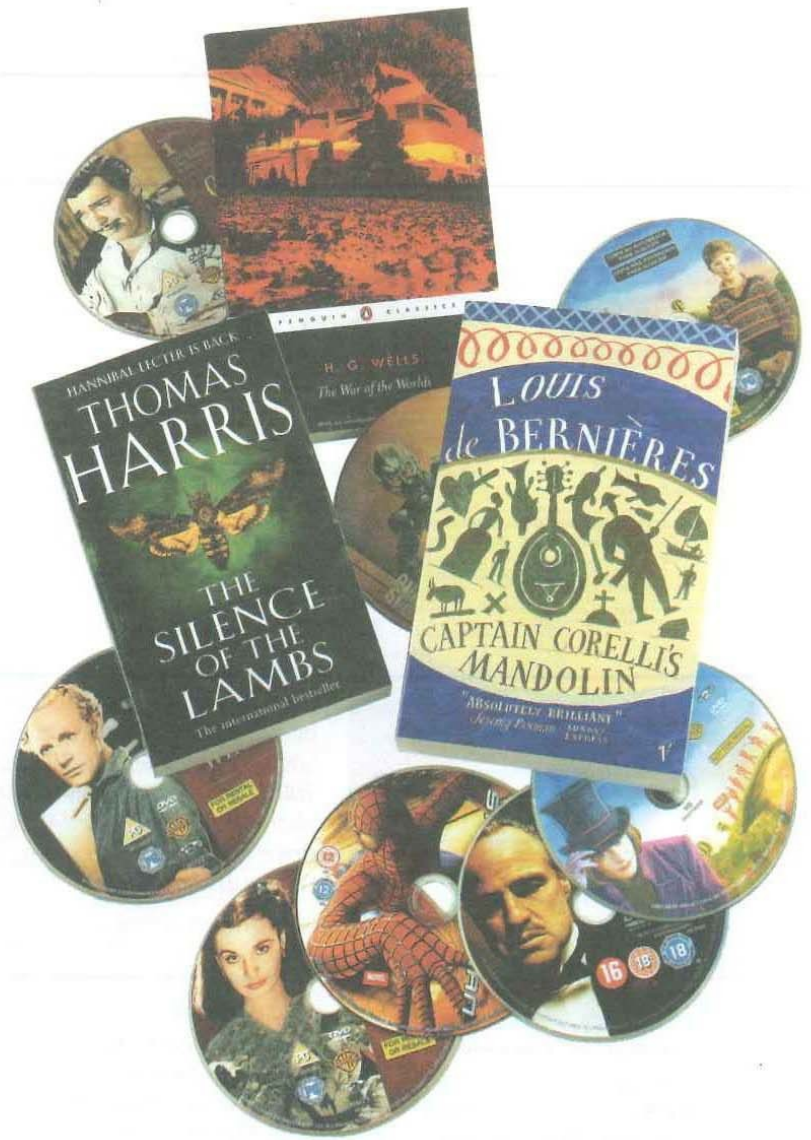
- | | |
|--|---|
| <input type="checkbox"/> War of the Worlds | <input type="checkbox"/> Titanic |
| <input type="checkbox"/> Dr Zhivago | <input type="checkbox"/> Captain Corelli's Mandolin |
| <input type="checkbox"/> Spiderman | <input type="checkbox"/> The Godfather |
| <input type="checkbox"/> Charlie and the Chocolate Factory | <input type="checkbox"/> Star Wars |
| <input type="checkbox"/> The Silence of the Lambs | <input type="checkbox"/> Gone with the Wind |
| | <input type="checkbox"/> The Sun Also Rises |

3 **T 3.6** Listen to four friends chatting about their favourite books and films. Tick (✓) the titles they mention in exercise 2. What do they say about them? Discuss with your group, then with the class.

4 Write some notes about a book or film that you know and like. Use these questions to help you. Discuss your notes with a partner.

- What's it called?
- Who wrote it?
- Who directed it?
- Who starred in it?
- Who are the main characters?
- Where does it take place?
- What's it about?
- Why do you like it?

5 Use your notes to write a paragraph about the book or film that you chose.



EVERYDAY ENGLISH

Giving opinions

1 What do the underlined words refer to in these sentences?

- a It was really boring! I fell asleep during the first act.
a play
- b I didn't like his first one, but I couldn't put his latest one down until the last page.
- c It was excellent. Have you seen it yet? It stars Julia Kershaw and Antonio Bellini.
- d She's usually good, but I don't think she was right for this part.
- e I think they spoil them. They always give them whatever they want.
- f It was a nice break, but the weather wasn't very good.
- g They were delicious. John had tomato and mozzarella and I had tuna and sweetcorn.
- h It was really exciting, especially when David Stuart scored in the closing minutes.

2 Match questions 1–8 with the opinions in exercise 1.

- 1 Did you like the film?
- 2 What did you think of the play?
- 3 Did you like your pizzas?
- 4 Do you like Malcolm Baker's novels?
- 5 What do you think of their children?
- 6 What was your holiday like?
- 7 What did you think of Sally Cotter?
- 8 What was the match like?

T 3.7 Listen and check. Practise the questions and answers with a partner.

3 Write down some things you did, places you went to, and people you met last week. Work with a partner and ask for and give opinions about them.

I went to a film.

Really? What was it like?

Great! I really enjoyed it.

I met Maria's sister.

What did you think of her?

She's really nice. I liked her a lot.



4 Doing the right thing

Modal verbs 1 – obligation and permission • Nationality words • Requests and offers

TEST YOUR GRAMMAR

Look at the sentences.

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

- 1 Write the negatives.
- 2 Write the questions.
- 3 Write the third person singular.
- 4 Which verb is different?

I'm sorry, but I have to go now.



TEENAGERS AND PARENTS

have (got) to, can, and be allowed to

T 4.1 Listen to Sarah and Lindsay, aged 14 and 15. What are some of the things they like and don't like about being a teenager?

2 Complete the sentences.

- 1 You don't have to go to work.
- 2 You can pay bills.
- 3 You can go out with your friends.
- 4 I always have to tell my mum and dad where I'm going.
- 5 What time do you have to get back home?
- 6 You are not allowed to buy whatever you want.
- 7 Adults have to worry about paying the bills.
- 8 They can't do always do what they want.
- 9 We aren't allowed to bring mobile phones to class.
- 10 I have got to go. I have got to do my homework.



3 Lindsay talks about her parents. What are some of the things they have to do and don't have to do?

Her mother has to ...
Her father ...

T 4.2 Listen and check. Practise saying the sentences.

GRAMMAR SPOT

1 Which two sentences mean the same?

I	am allowed to can have to	stay at my sister's house tonight.
---	---------------------------------	------------------------------------

Which sentence expresses obligation? Which sentences express permission?

2 Complete the sentences with *have to* or *don't have to*.

Children _____ go to school.
Millionaires _____

work.

You _____ go to England if you want to learn English.

In England, you _____ drive on the left.

3 *Have got to* and *have to* both express obligation. *Have got to* refers to an obligation now or soon. It's often reduced to *gotta* /'gɒtə/ when we speak, especially in American English.

I've got to go now. Bye!

PRACTICE

Discussing grammar

1 Put these sentences into the negative, the question, and the past.

- Henry can swim.
Henry can't swim. Can Henry swim? Henry could swim.
- I have to wear a uniform. *do I have to*
- She has to work hard. *doesn't have to,*
- He can do what he likes.
- We're allowed to wear jeans.

Talking about you

2 Look at the chart. Make true sentences about you and your family.

I don't have to do the cooking.

A	B	C
I		go to work. 1
My parents	have to	get up early. 2
My mother	has to	go shopping. 3
My father	don't have to	clean my room. 4
My sister	doesn't have to	do the cooking. 7
My brother	had to	take out the rubbish. 5
My grandparents	didn't have to	do the washing. 6
My husband/wife		do the washing-up. 8

Compare your sentences with a partner.

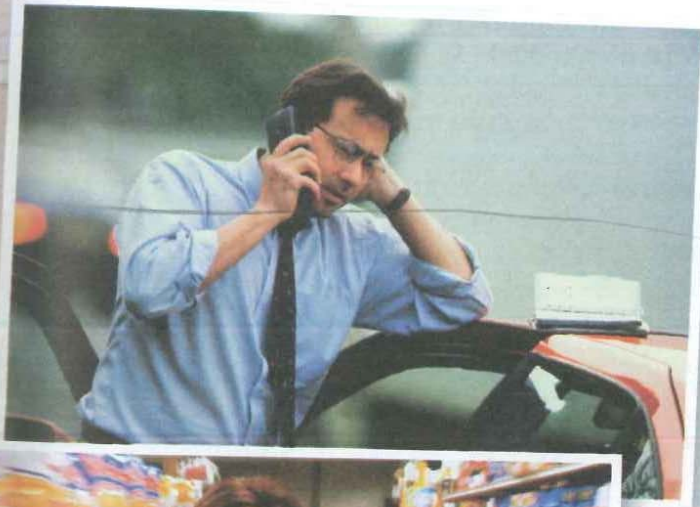
3 Complete the sentences with *'ve got to* / *s got to* and a line from C in exercise 2.

- Where's my briefcase? I _____.
- Look at those dirty plates! We _____.
- Noor and Latifa don't have any food in their house. They _____.
- John needs to get an alarm clock. He _____ tomorrow.
- I haven't got any clean socks. I _____.
- The chef's ill, so the waiter _____.

T 4.3 Listen and check. Practise saying the sentences.

4 Work in groups. Talk about your school.

- Are/Were your teachers strict?
- What are/were you allowed to do?
- What aren't/weren't you allowed to do?



Signs

5 What do these signs mean? Use *have to*/*don't have to*, *can*/*can't*, or *(not) be allowed to*.



What do you think?

Is it the same in your country?

In Britain ...

- you can get married when you're 16.
- you have to wear a seat-belt in a car.
- you can drive a car when you're 17.
- young people don't have to do military service.
- there are lots of public places where you aren't allowed to smoke.

PLANNING A TRIP

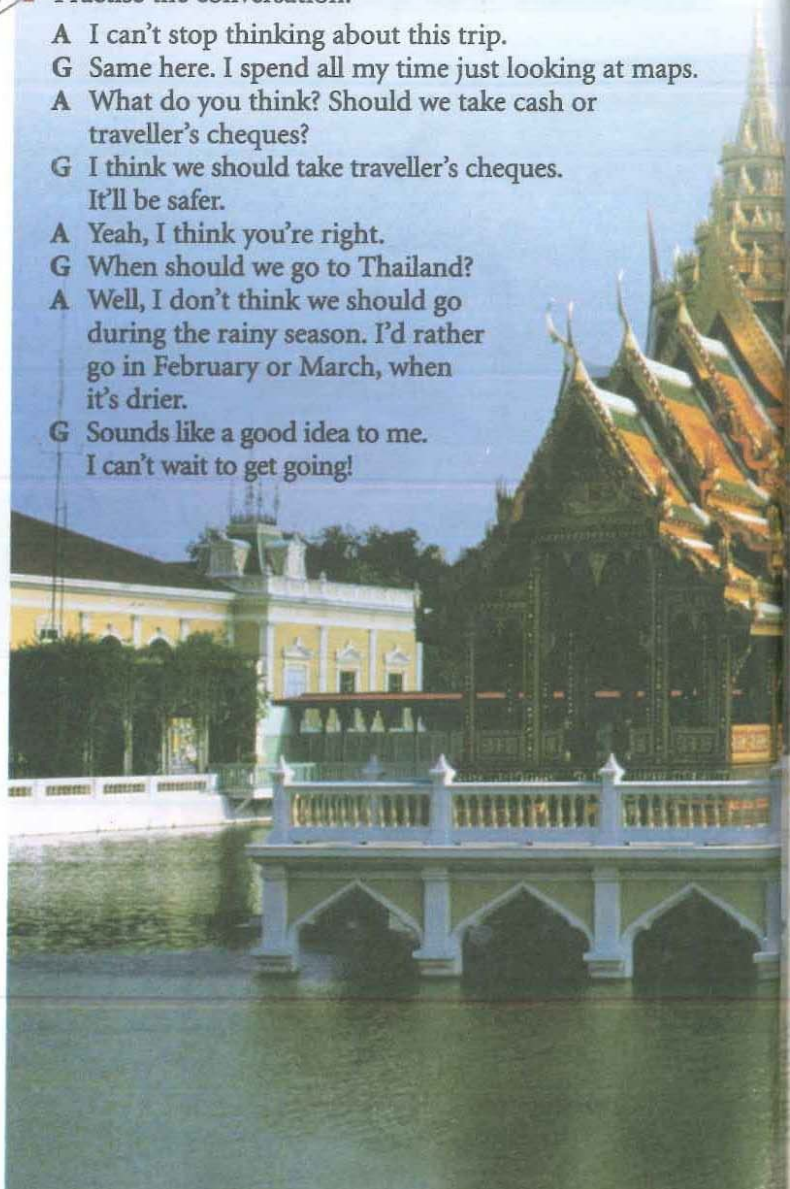
should and must

1 T 4.4 Antony and his friend George are going to travel around Asia. Listen to them talking about their trip. What two decisions do they make?



2 Practise the conversation.

- A I can't stop thinking about this trip.
G Same here. I spend all my time just looking at maps.
A What do you think? Should we take cash or traveller's cheques?
G I think we should take traveller's cheques. It'll be safer.
A Yeah, I think you're right.
G When should we go to Thailand?
A Well, I don't think we should go during the rainy season. I'd rather go in February or March, when it's drier.
G Sounds like a good idea to me. I can't wait to get going!



PRACTICE

Suggestions and rules

3 Match a line in A with a sentence in B to make more suggestions. Use *I think/don't think we should ...*

I think we should buy some guidebooks. They'll give us a lot of information.

A	B
1 ... buy some guidebooks.	Our bags will be too heavy to carry. 3
2 ... take plenty of suncream.	I have some friends there. 5
3 don't pack too many clothes.	We don't want to get ill. 7
4 don't take anything valuable.	It'll be really hot. 2
5 ... go to Japan first.	That would be really stupid. 6
6 ... go anywhere dangerous.	They'll give us a lot of information.
7 ... have some vaccinations.	We might lose it. 4

4 T 4.5 Listen to Antony and his grandmother. She is worried about the boys' trip.

Grandmother You must write to us every week!

Antony Yes, I will.

Grandmother You mustn't lose your passport!

Antony No, I won't.

Work with a partner. Make similar conversations between Antony and his grandmother. Use the prompts and *must / mustn't*.

- look after your money
- talk to strangers
- go out when it's dark
- make sure you eat well
- have a bath regularly
- phone us if you're in trouble
- go anywhere that's dangerous

T 4.6 Listen and check.



GRAMMAR SPOT

1 Look at the sentences below.

We **should** take traveller's cheques.

You **must** look after your money.

Which sentence expresses strong obligation?

Which sentence expresses a suggestion?

2 What type of verb are *should* and *must*?

▶▶ Grammar Reference 4.2 p140

1 Make suggestions. Use *I think/don't think ... should*.

1 Hassan's got the flu.

I think he should go to bed. I don't think he should go to work.

2 I've lost my cheque book and credit cards.

3 Samir got his driving licence last week, and now he wants to drive from Bahrain to Abu Dhabi.

4 My teenage daughter doesn't get out of bed until noon.

5 I never have any money!

6 Jane and Paul are only 16, but they want to leave school.

7 I'm really fed up with my job.

8 My grandparents complain they don't go out enough.

Do you have any problems? Ask the class for advice.

2 Write some rules for your school.

Students must arrive for lessons on time.

A new job

3 T 4.7 Dave is about to start a new job.

Listen to him talking to the manager.

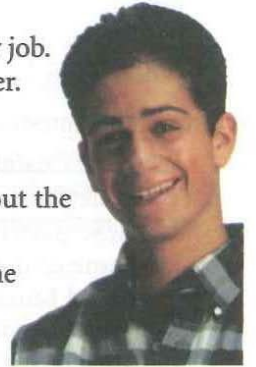
What's the job?

4 Work with a partner. Choose a job.

Then ask and answer questions about the responsibilities, hours, breaks, etc.

Student A You are going to start the job next week.

Student B You are the boss.



What time do I have to start?

Do I have to wear a uniform?

When can I take a break?

Check it

5 Correct these sentences.

1 Do you can help me? *Can you help me?*

2 What time have you to start work? *do you*

3 We ~~no~~ allowed to wear jeans at school. *aren't*

4 We ~~no can~~ do what we want. *can't*

5 My mother ~~have~~ to work very hard six days a week.

6 You ~~no~~ should smoke. It's bad for your health. *Shouldn't*

7 Passengers ~~must to~~ have a ticket.

WRITING: For and against

▶▶ Go to p108

READING AND SPEAKING

How to behave abroad

- 1 Are these statements true (✓) or false (X) for people in your country?
 - 1 When we meet someone for the first time, we shake hands.
 - 2 Friends kiss on both cheeks when they meet or when they say goodbye.
 - 3 We often invite people to our home for a meal.
 - 4 If you have arranged to do something with friends, it's OK to be a little late.
 - 5 You shouldn't yawn in public.
 - 6 We call most people by their first names.
- 2 Read the text *A World Guide to Good Manners*. These lines have been taken out of the text. Where do they go?
 - a many people prefer not to discuss business while eating
 - b some businesses close in the early afternoon for a couple of hours
 - c for greeting, eating, or drinking
 - d the deeper you should bow
 - e should wear long-sleeved blouses and skirts below the knee
- 3 Answer the questions.
 - 1 What nationality do you think the people in the pictures are?
 - 2 What are the two differences between the American and the Japanese greeting?
 - 3 List some of the clothes you think women *shouldn't* wear in Asian and Muslim countries.
 - 4 Is your main meal of the day the same as in Italy or Spain?
 - 5 In which countries do they prefer *not* to discuss business during meals?
 - 6 What are some of the rules about business cards?
 - 7 Why is it *not* a good idea to say to your Japanese business colleagues, 'I don't feel like staying out late tonight.?'
 - 8 Which *Extra Tips* are about food and drink? Which ones are about general behaviour?

What do you think?

Discuss these questions in groups.

- There is a saying in English: 'When in Rome, do as the Romans do.' What does it mean? Do you agree? Do you have a similar saying in your language?
- Think of one or two examples of bad manners in your country. For example, in Britain it is considered impolite to ask people how much they earn.
- What advice would you give somebody coming to live and work in your country?



A WORLD GUIDE TO

Good Manners

How **not** to behave badly abroad

by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way.

• Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, (1) d. In Thailand, the greeting is made by pressing both hands together at the chest and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

• Clothes

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body, especially women, who (2) e.

In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

• Food and drink

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast

and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, (3) a. Lunch is a time to relax and socialize. In Britain and the United States, it's not unusual to have a business meeting over breakfast, and in China it's common to have business banquets, but you shouldn't discuss business during the meal.

• Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to.

In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However in some countries, such as Greece, Italy, and Spain, (4) b then remain open until the evening.

Japanese business people consider it their professional duty to go out to restaurants after work with colleagues. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

EXTRA TIPS

HERE ARE SOME EXTRA TIPS BEFORE YOU TRAVEL:

- 1 In France, you shouldn't sit down in a café until you've shaken hands with everyone you know.
- 2 In India and the Middle East, you must never use the left hand (5) c.
- 3 In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.
- 4 Most South Americans and Mexicans like to stand very close to the person they're talking to. You shouldn't back away.
- 5 In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.
- 6 In America, you should eat your burger with both hands and as quickly as possible.

VOCABULARY

Nationality words

- 1 Match a line in A with a line in B. Notice the stress.

A	B
The 'Italians	cook lots of noodles and rice.
The Chi'nese	wear kilts on special occasions.
The 'British	produce coffee.
The Ca'nadians	eat raw fish.
The Bra'zilians	invented football.
The Japa'nese	eat a lot of pasta.
The Scots	often watch ice hockey on TV.

T 4.8 Listen and check.

- ! 1 All nationality words have capital letters in English.
the Brazilians the Italians the British
- 2 If the adjective ends in /s/, /z/, /ʃ/, or /tʃ/ there is no -s at the end of the word for the people.
Japanese the Japanese
Spanish the Spanish
- 3 Sometimes the word for the people is different from the adjective.
Scottish the Scots
Finnish the Finns

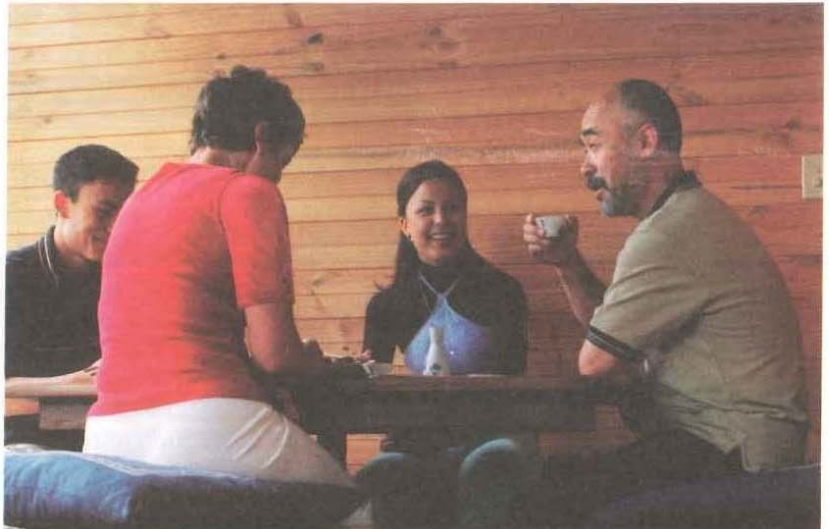
- 2 Complete the chart and mark the stress. Add some more countries.

Country	Adjective	A sentence about the people
'Italy	l'talian	The Italians love pasta.
'Germany		
Aus'tralia		
'Egypt		
'Russia		
'Mexico		
the U'nited States		
'Greece		
'England		
l'raq		

LISTENING AND SPEAKING

Come round to my place!

- 1 Have you ever been a guest in someone's home in a foreign country? When? Why? What was different?
- 2 T 4.9 You will hear three people talking about inviting guests home for a meal. Listen and complete the chart.



	Sumie Nagano, Japan	Kate Bristol, England	Lucas Porto Alegre, Brazil
Formal/Informal?			
Day/Time			
Preparations			
Gifts			
Food/Drink			

- 3 Work in small groups. Compare information.
- 4 What happens in your country? Is it usual to invite people to your home for a meal? What are such occasions like in your home?



EVERYDAY ENGLISH

Requests and offers

1 Match a line in A with a line in B. Who is talking? Where do you think the conversations are taking place?

A	B
1 Could you bring us the bill, please?	4 White or black?
2 Would you give me your work number, please?	7 No problem. It's stuffy in here.
3 Can I help you?	← Of course. Oh, shall I give you my mobile number, too?
4 Two large coffees, please.	8 That line's engaged. Would you like to hold?
5 Can you tell me the code for Paris, please?	1 Yes, sir. I'll bring it right away.
6 I'll give you a lift if you like.	5 One moment. I'll look it up.
7 Would you mind opening the window?	3 Just looking, thanks.
8 Could I have extension 238, please?	6 That would be great! Could you drop me off at the library?

2 **T 4.10** Listen and check. Which are offers? Which are requests? Practise the conversations, paying particular attention to intonation and stress.

▶▶ Grammar Reference 4.3 and 4.4 p141

3 **T 4.11** Listen to the conversations. Complete the chart.

	Who are they?	What are they talking about?
1		
2		
3		
4		

T 4.11 Listen again. What are the words used to make the requests?

- 1 _____ 3 _____
 2 _____ 4 _____

Roleplay

Work with a partner. Choose one of the situations and make up a conversation using the words.

Situation 1	Situation 2	Situation 3
<p>Student A You are a customer in a restaurant.</p> <p>Student B You are a waiter/waitress.</p>	<p>Student A You are moving flat next week.</p> <p>Student B Offer to help.</p>	<p>Student A You are cooking a meal for 20 people.</p> <p>Student B Offer to help.</p>
<p>Use these words:</p> <ul style="list-style-type: none"> table near the window menu order clean fork dessert bring the bill 	<p>Use these words:</p> <ul style="list-style-type: none"> pack boxes load the van clean look after the plants phone the gas board unload the van 	<p>Use these words:</p> <ul style="list-style-type: none"> prepare the vegetables make the salad stir the sauce check the meat lay the table



5 On the move

Future forms • The weather • Travelling around

TEST YOUR GRAMMAR

1 Match a sentence in A with a sentence in B. Underline the verb forms that refer to the future. What is the difference between them?

A	B
1 The phone's ringing.	I think it's going to rain.
2 Look at those black clouds!	Don't worry! The course will be over soon.
3 What are you doing this evening?	We might go to Alexandria, or we might go to Athens.
4 I'm sick and tired of studying!	I'll get it!
5 Where are you going on your holiday?	I'm staying at home. I'm going to watch a DVD.



2 Answer the questions about you.

- What are you doing after class today?
- What's the weather forecast for tomorrow?
- Where are you going on your next holiday?

BEN'S LIST

Future forms

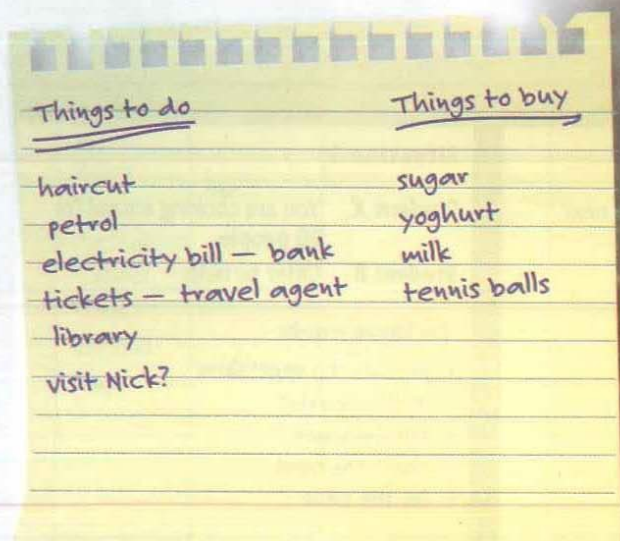
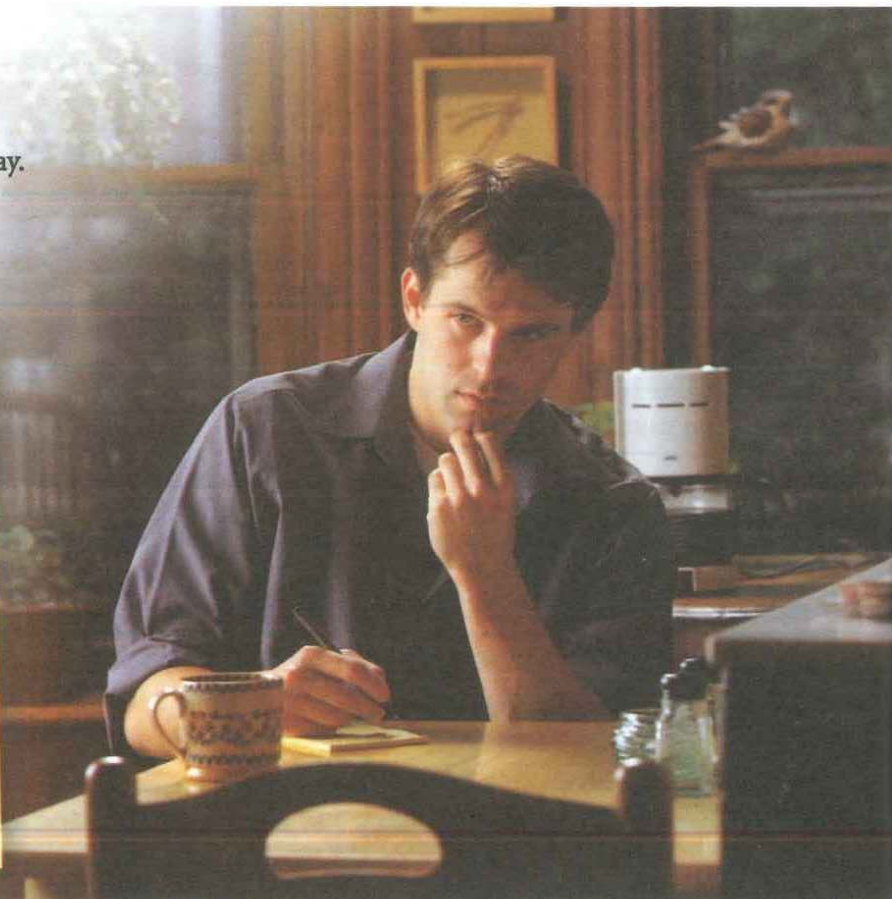
1 Ben always writes a list at the beginning of the day.

Read his list. Where's he going today?

What's he going to do?

He's going to the hairdresser's.

He's going to buy some sugar.



2 **T 5.1** Listen and complete the conversation between Ben and Alice.

B I'm going shopping. Do we need anything?

A I don't think so. ... Oh, hang on. We haven't got any sugar.

B It's OK. It's on my list.
I _____ some. *going to buy*

A What about bread?

B Good idea! I will get a loaf.

A What time will you be back?

B I don't know. I might stop at Nick's. It depends on how much time I've got.

A Don't forget we are playing tennis with Dave and Donna this afternoon.

B Don't worry. I won't forget.
I will be back before then.

A OK.

Memorize the conversation. Close your books and practise with a partner.

3 Alice also asks Ben to get these things.

- stamps
- two steaks
- some shampoo
- some film for the camera
- a newspaper
- a tin of white paint
- a DVD
- a CD

Which shops will Ben go to? Work with a partner to make conversations.

Can you get some stamps, please?

OK. I'll go to the post office.

*And we need some ...
Don't forget ...*



GRAMMAR SPOT

1 Look at the future forms in these sentences from the conversation:
It's on my list. I'm **going to buy** some.
Good idea! I'll **get** a loaf.

In each sentence when did Ben make his decision? Before speaking, or at the moment of speaking?

2 Which of these sentences expresses a future possibility, which a prediction, and which a future arrangement?

We're **playing** tennis this afternoon.
I **might stop** at Nick's.
I'll **be** back before then.

▶▶ Grammar Reference 5.1 p141

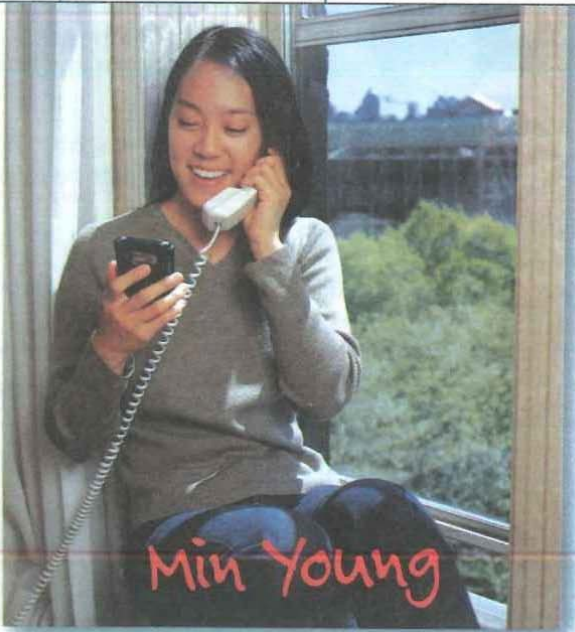
Arranging to meet

- 6 **T 5.5** Liz and Min Young are arranging to meet over the weekend. What plans do they already have? Listen and complete the chart. Where and what time do they arrange to meet?



Liz

	Liz	Min Young
FRIDAY		
morning		
afternoon		
evening		
SATURDAY		
morning		
afternoon		
evening		



Min Young

- 7 It is Friday morning. Fill in your diary for the next few days. What are you doing? When are you free?

Friday

morning
afternoon
evening

Saturday

morning
afternoon
evening

Sunday

morning
afternoon
evening

- 8 With a partner, think of a reason to get together. Arrange a day, time, and place to meet.

What are you doing this afternoon?

I'm going swimming.

What are you doing on Saturday morning?

I might see some friends in town.

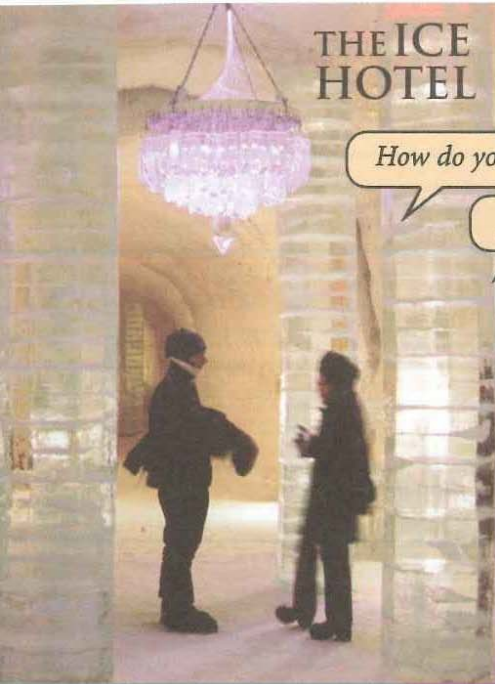
When you have finished, tell the class when and where you're meeting.

We're meeting on Sunday morning at my flat. We're going to ...

READING AND SPEAKING

Hotels with a difference

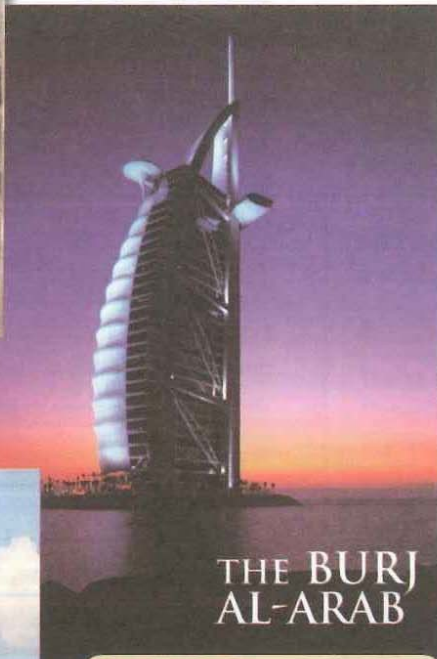
- Look at the photos of the three hotels and answer these questions.
 - Which countries do you think they are in?
 - What do you think people can do on holiday there?
- Write another question about each hotel.



THE ICE HOTEL

How do you keep warm at night?

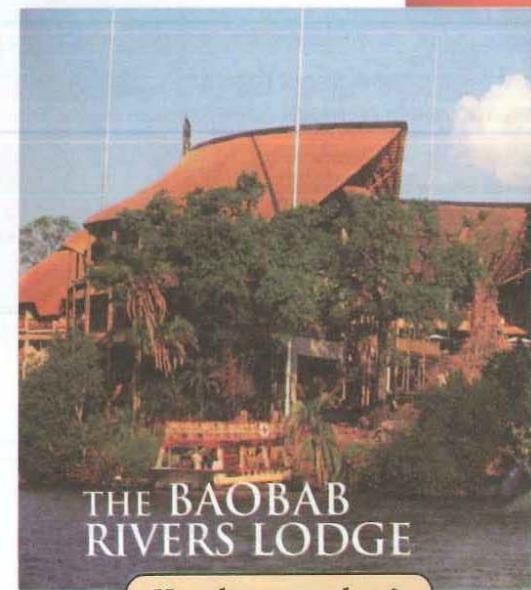
_____?



THE BURJ AL-ARAB

What's that funny horizontal tube at the top?

_____?



THE BAOBAB RIVERS LODGE

How do you get there?

_____?

- Read the article and the brochure on p43. Which questions from exercise 2 can you answer? With a partner, answer these questions.
 - What is Kevin's job?
 - Why does he take working holidays?
 - What is his idea of a perfect holiday?
 - Why does he spend his holidays at home?
 - Animals are mentioned. Which ones, and why?
- Complete the chart about Kevin's trips to Canada and Dubai.

	Canada	Dubai
Which hotel is he staying at?		
How long is he staying there?		
What's special about the hotel and his room?		
What's he going to do there?		

- Work with a partner. Look again at the brochure for the Baobab Rivers Lodge. Ask and answer questions about Kevin's trip there.

Language work

Find words or expressions in the text with similar meanings.

My ideal holiday

- doing nothing **lazing**
- stopping to look around in
- I'm very interested in
- move around without any hurry

My business holidays

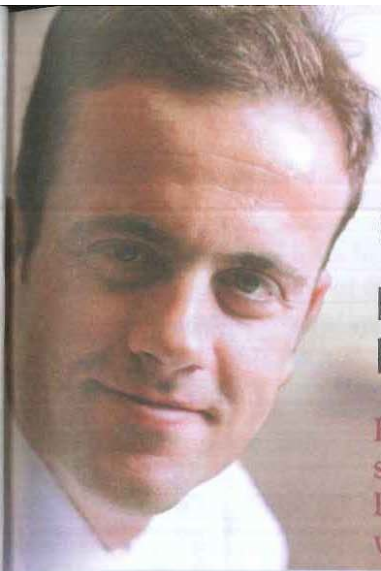
- in an exciting and impressive way
- things that should not be missed

What do you think?

- Do you know any unusual holiday destinations?
- In your opinion, what is *the* ideal holiday?
- Where are you going for your next holiday?

WRITING: Making a reservation

▶▶ Go to p109



My kind of holiday

He travels for his job, but when it's his own holiday, **Kevin Saunders** stays at home.

Kevin Saunders has his own travel agency in Mayfair, London that sends people all over the world on their dream holidays. He needs to know where he's sending them, so he goes on working holidays four or five times a year.

“ My ideal holiday

My ideal holiday has a little bit of everything. I like lazing on a beach with a pile of books, but then I get bored and I need to do something. I like exploring new places, especially on foot, and nosing around in shops, museums, and restaurants. I'm very into trying local foods.

However, I must confess that my favourite 'holiday resort' is home. I travel so much in my job that just waking up in my own bed is heaven. I potter around the house in my pyjamas, read the paper, do some gardening, shop for some food, then make a delicious meal in the evening and watch a film on TV.

My business holidays

I have three trips coming up. I'm looking forward to going to Canada soon, where I'm staying for four nights at the Ice Hotel. This is a giant igloo situated in Montmorency Fall Park, just 20 minutes from downtown Quebec. It is made from 4,500 tons of snow and 250 tons of ice, and it takes 5 weeks to build. It will stay open for three months. When the spring arrives, it will melt. Then it will be built again for next year – maybe in a different place! Each room is supplied with a sleeping bag made from deer skins. The hotel has two art galleries featuring ice sculptures, and an ice cinema.

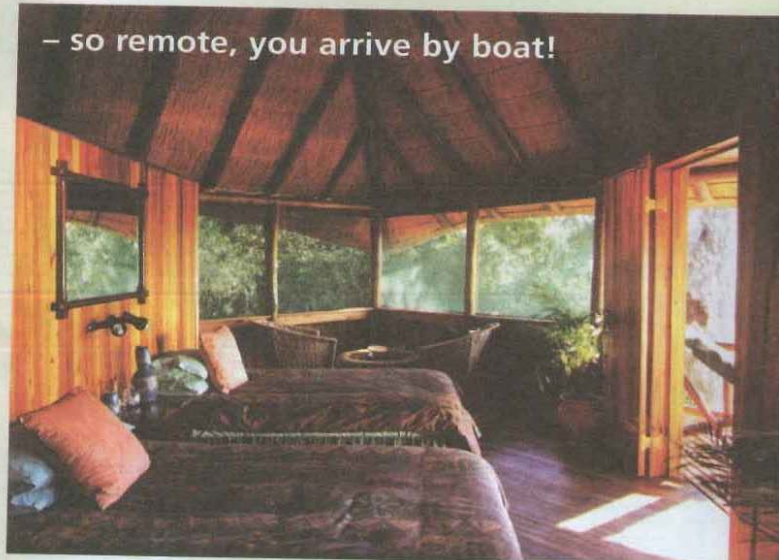
In complete contrast to the Ice Hotel, I'm going to Dubai the following month, to stay a few days at the spectacular Burj al-Arab, which means the Arabian Tower. It's shaped like a giant sail, and it rises dramatically out of the beautiful blue water. Each room has sea views. I really want to try the restaurant in the tube at the top next to the helipad. Other must-dos include shopping in the markets, called *souks*. (You can buy designer clothes,

perfumes, and spices, but what I want is some gold jewellery for my mother.) I'm also going to visit the camel races.

The next trip, different again, is to Baobab Rivers, in Selous, Tanzania, for a seven-day safari and I'm looking forward to a visit to my favourite resort spas where I can get a total

THE BAOBAB RIVERS LODGE IN SELOUS, TANZANIA

– so remote, you arrive by boat!



WHAT TO SEE

Each tree-top room has views over the vast forested banks of the Rufiji River, which runs through one of the largest game reserves in Africa

WHAT TO DO





Safari by Land Rover in search of elephants, rhinos, and lions; or by boat along the Rufiji River in search of crocodiles, hippos, and rare birds




LISTENING AND VOCABULARY

A weather forecast

1 Complete the chart with words from the box.

- | | |
|----------------|---------|
| sunny | snowing |
| windy | fog |
| snowy | stormy |
| ice | blowing |
| wind | icy |
| cloud | rain |
| snow | cloudy |
| shining | raining |
| foggy | rainy |
| sunshine | |
| (thunder)storm | |

	Adjective	Noun	Verb
	It's <u>sunny</u> .	_____	The sun's _____
	It's _____	_____	It's _____
	It's _____	_____	It's _____
	It's _____	_____	The wind's _____

	Adjective	Noun
	It's _____	_____
	It's _____	_____
	It's _____	_____
	It's _____	_____

2 Look at the map of Western Europe. Can you name the countries 1-10?

- 1 _____ 3 _____ 5 _____ 7 _____ 9 _____
 2 _____ 4 _____ 6 _____ 8 _____ 10 _____

Which countries make up Scandinavia? Find them on the map.

In pairs, choose two of the countries and talk about:

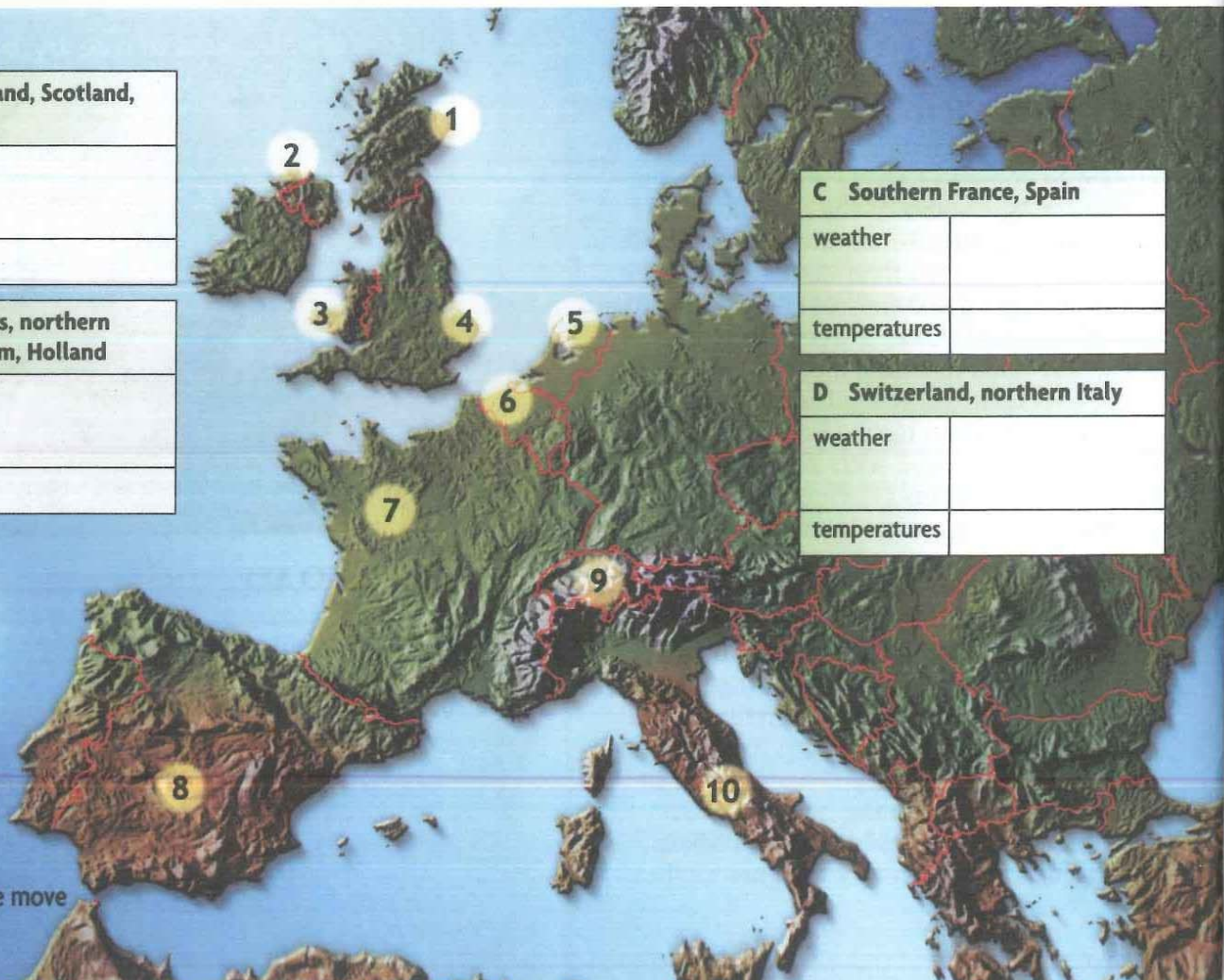
- the climate
- the capital city
- geographical features

3 **T 5.6** Work in four groups A-D. Listen to the weather forecast and make notes about your part. When you have finished, swap information.

4 Work with a partner. What's the weather like where you are today? What do you think it will be like tomorrow? Write a forecast and read it to the class.

A Northern Ireland, Scotland, Scandinavia	
weather	
temperatures	
B England, Wales, northern France, Belgium, Holland	
weather	
temperatures	

C Southern France, Spain	
weather	
temperatures	
D Switzerland, northern Italy	
weather	
temperatures	



EVERYDAY ENGLISH

Travelling around

- 1 Here are some lines from conversations on different kinds of transport. Where does each conversation take place? Choose from the box.

car bus taxi underground
train plane ferry

- 1 Do you think it'll be a rough crossing?
- 2 Excuse me, I think those seats facing the front are ours.
- 3 We're going to Market Street. Could you tell us when it's our stop?
- 4 Can you take us to the airport?
- 5 Can I take these bags on with me?
- 6 That's all right. You can keep the change.
- 7 Excuse me, are we landing on time?
- 8 No, no! He said turn *left* at the lights, not right!
- 9 How do I get to Oxford Circus?



- 2 Match a line from exercise 1 with a reply.

- a Look! *You* drive and *I'll* give directions from now on! Right?
- b Of course. Hop in!
- c I'm sorry. Only one item of hand luggage per passenger.
- d Oh, I'm sorry. We didn't know they were reserved.
- e Yes. We're beginning our descent soon.
- f Well, the forecast is good, so it should be pretty smooth.
- g Just sit near the front and I'll call it out.
- h Take the Piccadilly Line, eastbound, and change at Green Park.
- i Thanks a lot. Do you want a hand with those bags?

T 5.7 Listen and check. Practise the conversations with a partner.

Roleplay

Work with a partner. You are in a hotel.

Student A You are the receptionist.

Student B You are a guest.

The guest has several requests, and calls the front desk from his/her room. Use these situations. Change roles after three conversations.

- There are no towels in the room.
- You'd like some coffee and a sandwich in your room.
- You want the telephone number of the bus station.
- You want the front desk to recommend a good place to eat.
- You can't get the television to work.
- You want a wake-up call at 7.00 in the morning.
- You want to order a taxi to take you to the airport.

Can I help you?

Yes, there are no towels in my room.
Could you send some up, please?

Certainly. I'll take care of it right away.

Thanks. Bye.





6 I just love it!

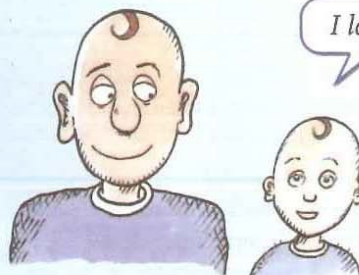
like • Verb patterns • Describing food, towns, and people • Signs and sounds

TEST YOUR GRAMMAR

1 Complete these sentences about you.

- 1 I look just like my . . .
- 2 I like my coffee . . .
- 3 On Sundays, I like . . .
- 4 After this class, I'd like to . . .
- 5 When I'm on holiday, I enjoy . . .
- 6 Yesterday evening, I decided to . . .

2 Tell the class some of the things you wrote.



I look just like my father.

A STUDENT VISITOR

Questions with *like*

- 1 Many students go to study in a foreign country. Do you know anyone who has studied abroad?
- 2 Sandy and her friend Nina in Melbourne, Australia, are talking about a student visitor from South Korea. Complete the conversation using these questions.

What does she like doing?	How is she now?	What's she like?
What does she look like?	What would she like to do?	

Sandy Our student from Seoul arrived on Monday.

Nina What's her name?

Sandy Soon-hee.

Nina That's a pretty name!
(1) _____

Sandy She's really nice. I'm sure we'll get on well. We seem to have a lot in common.

Nina How do you know that already?
(2) _____

Sandy Well, she likes photography, and so do I. And we both like listening to the same kind of music.

Nina (3) _____

Sandy Oh, she's really pretty. She has big, brown eyes and long, dark hair.

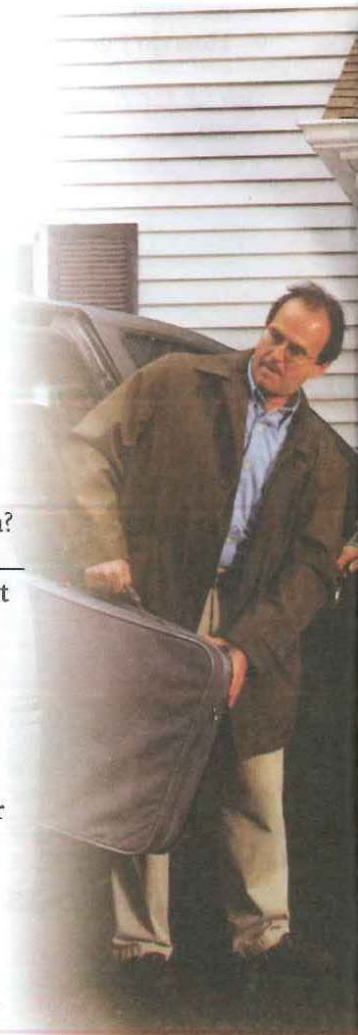
Nina Why don't we do something with Soon-hee this weekend? What should we do? Get a pizza? Go shopping? (4) _____

Sandy I'll ask her tonight. She was a bit homesick at first, so I'm pretty sure she'll want to go out and make some friends.

Nina (5) _____

Sandy Oh, she's OK. She called her parents and she felt much better after she'd spoken to them.

Nina Oh, that's good. I can't wait to meet her.



T 6.1 Listen and check. Practise the conversation with a partner.

GRAMMAR SPOT

1 Write a question from exercise 2 next to the correct definition.

Question	Definition
a _____ =	Tell me about her because I don't know anything about her.
b _____ =	Tell me about her physical appearance.
c _____ =	Tell me about her interests and hobbies.
d _____ =	Tell me about her preferences for tomorrow evening.
e _____ =	Tell me about her health or happiness.

2 Which questions use *like* as a verb? Which questions use *like* as a preposition?

▶▶ Grammar Reference 6.1–6.3 pp142–143

PRACTICE

Talking about you

1 Ask and answer with a partner.

- What do you like doing at the weekend?
- Who do you look like in your family?
- How are your parents and grandparents?
- What is your best friend like?
- What's your school like?
- What does your teacher look like?

Listening and asking questions

2 **T 6.2** Listen and tick (✓) the question each person is answering.

- 1 Do you like Thai food?
 What's Thai food like?



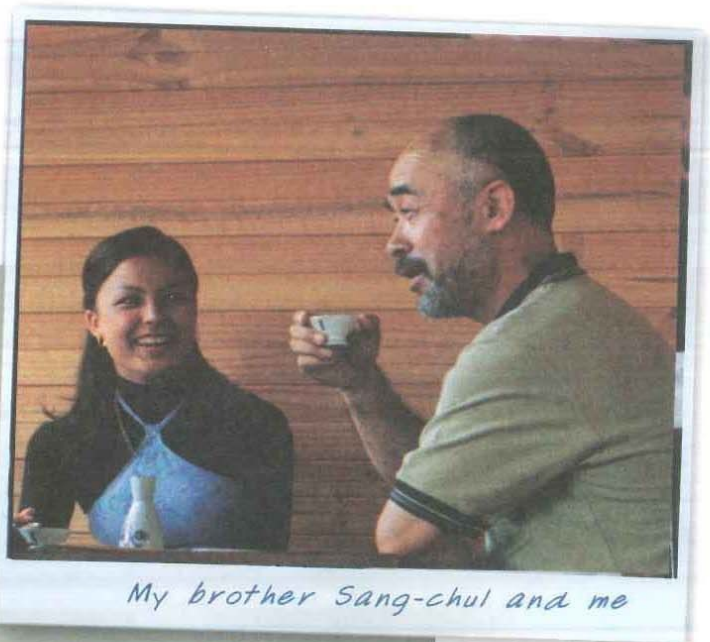
- 2 Who does Bridget look like?
 What's Bridget like?
- 3 How's your brother?
 What's your brother like?
- 4 What does she like?
 What does she look like?
- 5 What's the weather like there?
 Do you like the weather there?
- 6 What does he look like?
 What's he like?
- 7 What do you like doing on holiday?
 What was your holiday like?
- 8 What kind of books do you like?
 What kind of books would you like?



A THANK-YOU LETTER

Verb patterns

Soon-hee has returned home to Seoul. Read her letter and choose the correct verb form.



My brother Sang-chul and me

SOON-HEE

Seoul

December 15

Dear Sandy and family,

I just wanted (1) **to say** / saying thank you for (2) **to have** / having me as your guest in your beautiful home. I had a great time. I really enjoyed (3) **meeting** / to meet your friends. You all made me (4) **feel** / to feel so welcome. You know how much I missed my family at first, but you were so kind that I soon stopped

(5) **to feel** / feeling homesick. I can't find the words to tell you how grateful I am. I'd like

(6) **to call** / calling you. What's a good time to call?

You know that on my way home I stopped

(7) **to visit** / visiting my aunt in Perth. It was so hot! It was over 35 degrees all the time

but I absolutely loved it. My aunt wanted

(8) **that I stay** / me to stay longer, but I wanted

(9) **to see** / seeing my parents and my brother, Sang-chul.

But she's invited me (10) **to go** / going back and I'd love

(11) **to do** / to doing that. I'm thinking of (12) **go** / going next year.

Anyway, I'm looking forward to (13) **hear** / hearing from you very soon. Let me (14) **to know** / know if you ever want

to visit Seoul. My brother and I could take you to a

'norebang' (a singing room). It's a bit like karaoke!

Love to you all,

Soon-hee

p.s. Do you like the picture of Sang-chul and me?



T 6.3 Listen and check.

GRAMMAR SPOT

Verb patterns

- Complete these examples from Soon-hee's letter.
 - I really **enjoyed** _____ your friends.
 - I just **wanted** _____ thank you.
 - My aunt **wanted** _____ longer.
 - You all **made** _____ so welcome.
 - Thank you** _____ me as your guest.
- Match a sentence with a picture.
 - They **stopped to talk** to each other.
 - They **stopped talking** to each other.



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

- Complete these examples from the letter.

I soon stopped _____ homesick.
I stopped _____ my aunt.

▶▶ Verb patterns p158

PRACTICE

What's the pattern?

- Write the examples from Soon-hee's letter on the chart.

verb + -ing	verb + to + infinitive	verb + sb + to + infinitive	verb + sb + infinitive (no to)	preposition + -ing
enjoyed meeting				

- T 6.4** Listen to the sentences. Write each verb in the correct column in exercise 1.

promise

tell

finish

forget

succeed in

ask

need

don't mind

let

help

hate

look forward to

Check your answers on p158.

Discussing grammar

- In these sentences, two verbs are correct and one is not. Tick (✓) the correct verbs.

1 My father _____ to fix my computer.

a promised b couldn't c tried

2 She _____ her son to turn down his music.

a asked b wanted c made

3 I _____ going on long walks.

a refuse b can't stand c love

4 We _____ to go shopping.

a need b 'd love c enjoy

5 She _____ me do the cooking.

a wanted b made c helped

6 I _____ working for the bank 20 years ago.

a started b stopped c decided

- Make correct sentences using the other verbs in exercise 3.

My father couldn't fix my computer.

READING AND SPEAKING

The world's favourite food

1 Do you know any typical dishes from these countries? Discuss with the class.

- Spain
- Italy
- Iran
- Japan
- Libya
- China
- Mexico
- the United States
- England

Can you think of any foods that might be popular in all of the countries above?

2 Which of these are fish or seafood?

oil garlic anchovies eel squid lobster salmon
peas prawn pineapple olive tuna sweetcorn

T 6.5 Listen and repeat.

3 Work in groups. Read the text quickly and find the foods in exercise 2. How many other foods can you find?

4 Read the text again and answer the questions.

- 1 What are the similarities and differences between the burger and the pizza?
- 2 What year was pizza invented?
- 3 Which came first, *picea* or *plakuntos*? How are they different from pizza?
- 4 Why are Mexico and Peru important in the development of pizza?
- 5 What do the Italian flag and a Pizza Margherita have in common?
- 6 When and how did pizza become really popular in the United States?

5 Work in groups. Read *Pizza Trivia* again and make questions.

How many ... ? How much ... ? Which month ... ?
Where and when ... ? Which toppings ... ?

Close your books. Ask and answer questions.

What do you think?

- Which facts in *Pizza Trivia* do you find most interesting? Why?
- Why do different countries prefer such different toppings?
- Do you like pizza? What are your favourite toppings?
- What are the most popular places to eat in your country? Why?
- What is your favourite place to eat?

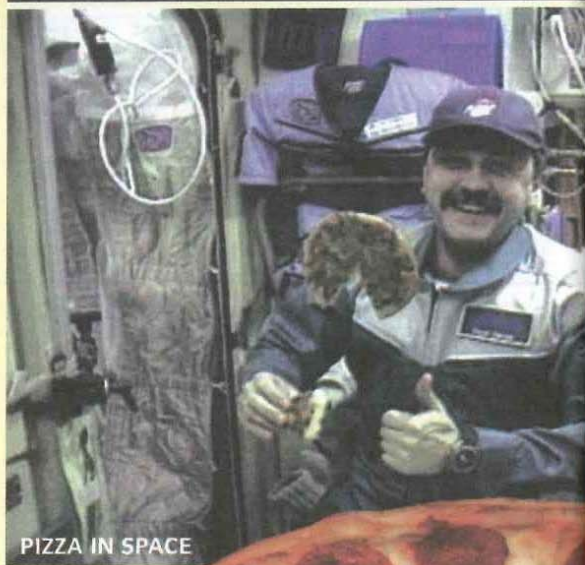
Language work

Study the text and find an example of:

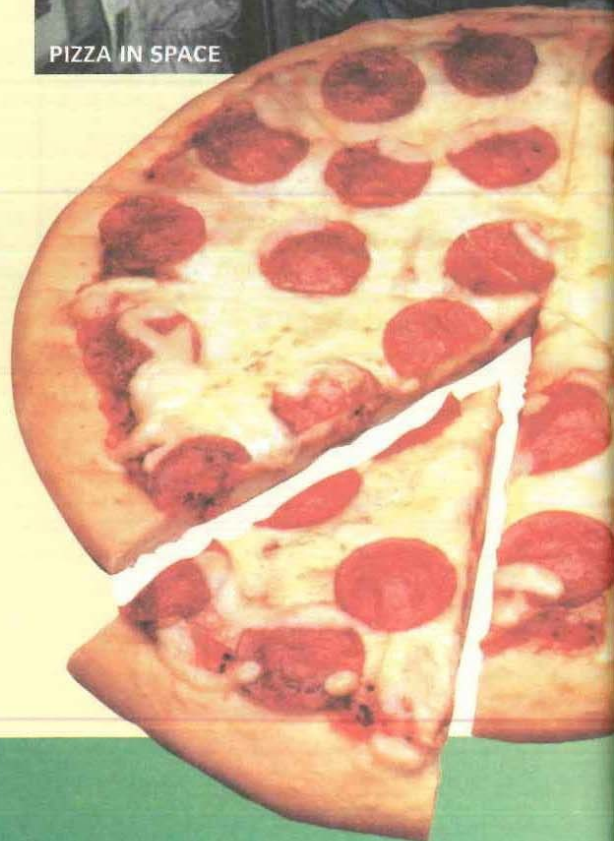
- *like* used as a verb
- *like* used as a preposition
- verb + *-ing* form
- verb + infinitive
- adjective + infinitive



GIANT PIZZA IN NAPLES, ITALY



PIZZA IN SPACE



GLOBAL PIZZA

BY CONNIE ODORE

So you thought the burger was the world's most popular fast food? In fact, there is another truly universal fast food, the ultimate fast food. It's easy to make, easy to serve, much more varied than the burger, can be eaten with the hands, and it's delivered to your front door or served in fancy restaurants. It's been one of America's favourite foods for over 50 years. It is, of course, the pizza.

A BRIEF HISTORY OF PIZZA

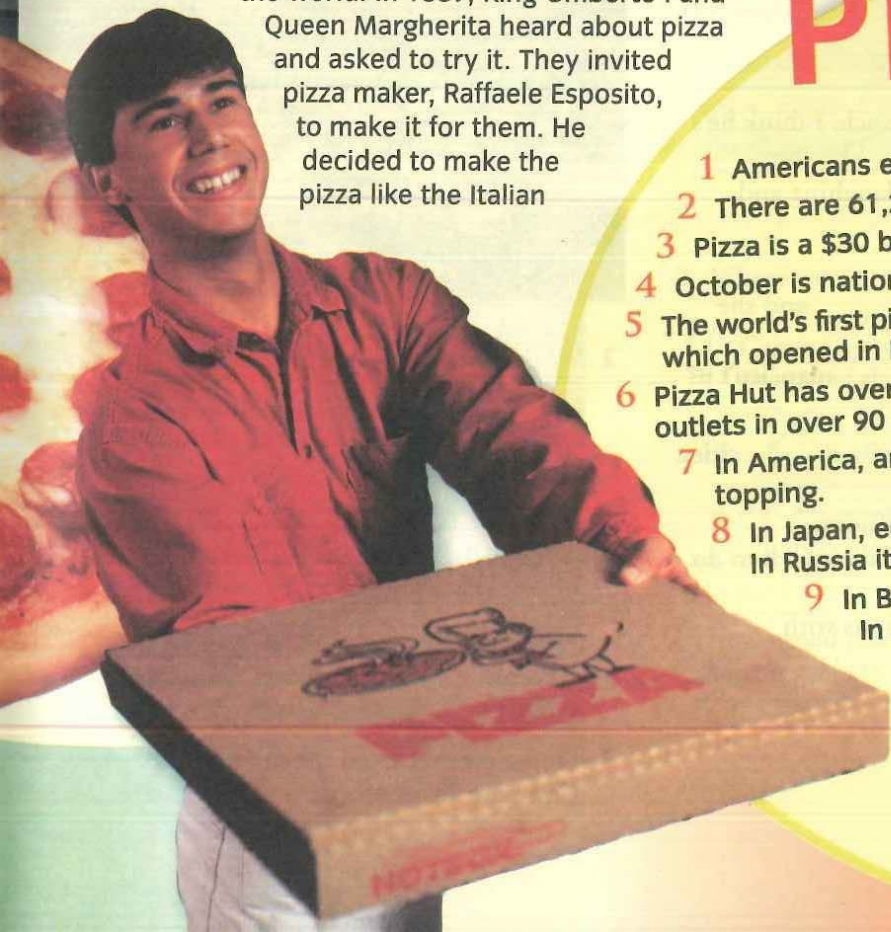
It's kind of silly to talk about the moment when pizza was 'invented'. It gradually evolved over the years, but one thing's for certain – it's been around for a very long time. The idea of using pieces of flat, round bread as plates came from the Greeks. They called them 'plakuntos' and ate them with various simple toppings such as oil, garlic, onions, and herbs. The Romans enjoyed eating something similar and called it 'picea'. By about 1000 A.D. in the city of Naples, 'picea' had become 'pizza' and people were experimenting with more toppings: cheese, meat, anchovies, and finally the tomato, brought to Italy from Mexico and Peru in the sixteenth century. Naples became the pizza capital of the world. In 1889, King Umberto I and Queen Margherita heard about pizza and asked to try it. They invited pizza maker, Raffaele Esposito, to make it for them. He decided to make the pizza like the Italian

flag, so he used red tomatoes, white mozzarella cheese, and green basil leaves. The Queen loved it and the new pizza was named 'Pizza Margherita' in her honour.

Pizza migrated to America with the Italians at the end of the nineteenth century. The first pizzeria in the United States was opened in 1905 at 53½ Spring Street, New York City, by Gennaro Lombardi. But the popularity of pizza really exploded when American soldiers returned from Italy after World War II and raved about 'that great Italian dish'. Americans are now the greatest producers and consumers of pizza in the world.

PIZZA TRIVIA

- 1 Americans eat 350 slices of pizza per second.
- 2 There are 61,269 pizzerias in the United States.
- 3 Pizza is a \$30 billion per year industry.
- 4 October is national pizza month in the United States.
- 5 The world's first pizzeria, the Antica Pizzeria Port'Alba, which opened in Naples in 1830, is still there.
- 6 Pizza Hut has over 12,000 restaurants and takeaway outlets in over 90 countries.
- 7 In America, anchovies is the least favourite topping.
- 8 In Japan, eel, lobster and squid are favourites. In Russia it's salmon and onions.
- 9 In Brazil, they like green peas on their pizza. In Australia the favourites are prawn and pineapple.
- 10 The French love crème fraîche on theirs. The English love olives, tuna and sweetcorn.



VOCABULARY

Adjectives for food, cities, and people

- 1 In each group, *four* of the adjectives cannot go with the noun. Which ones?

FOOD

junk fast delicious tasteless
 fresh plain tasteful
 disgusting ~~disgusted~~ vegetarian
 frozen rich home-grown wealthy starving

CITY

excited home ancient university
 exciting modern young
 polluted capital industrial agricultural busy
 antique cosmopolitan historic small
 young sophisticated long elderly antique

PEOPLE

expensive shy
 bored boring starving
 wealthy sociable outgoing rude tall
 crowded

LISTENING AND SPEAKING

New York and London

- 1 Look at the pictures of New York and London. Write down what you know about these cities. Compare your lists as a class. Has anyone been to either city?



- 2 Complete the conversations with adjectives from exercise 1.

- 1 A You're such a good cook. This casserole is absolutely d _____.
 B Thank you. It's just a p _____ dish, no herbs and spices at all, but lots of f _____, h _____ vegetables.
- 2 A Don't you like anchovies?
 B I'm afraid I don't eat fish or meat. I'm v _____.
- 3 A What's Tom's brother like?
 B Well, he's really nice but he doesn't talk much. I think he's very s _____. He's not s _____ and o _____ like Tom.
 A I know. Tom's great fun, isn't he? Always laughing and talking.
- 4 A George's wife is French, isn't she?
 B Yes, she is. She's beautiful, very tall and s _____ and she always wears really e _____ clothes.
 A Then it's a good job George is such a w _____ man, isn't it?
- 5 A Did you have a good time in Paris?
 B We had a great time. It's one of my favourite c _____ cities. It's both m _____ and h _____.
 A It is, but I don't think it's as c _____ as London.
 B Maybe not, but it's just as e _____. There's so much to do.

T 6.6 Listen and check. Practise the conversations with a partner.

Talking about you

- 3 Work with a partner. Look at p153.

- 2 Work in two groups.

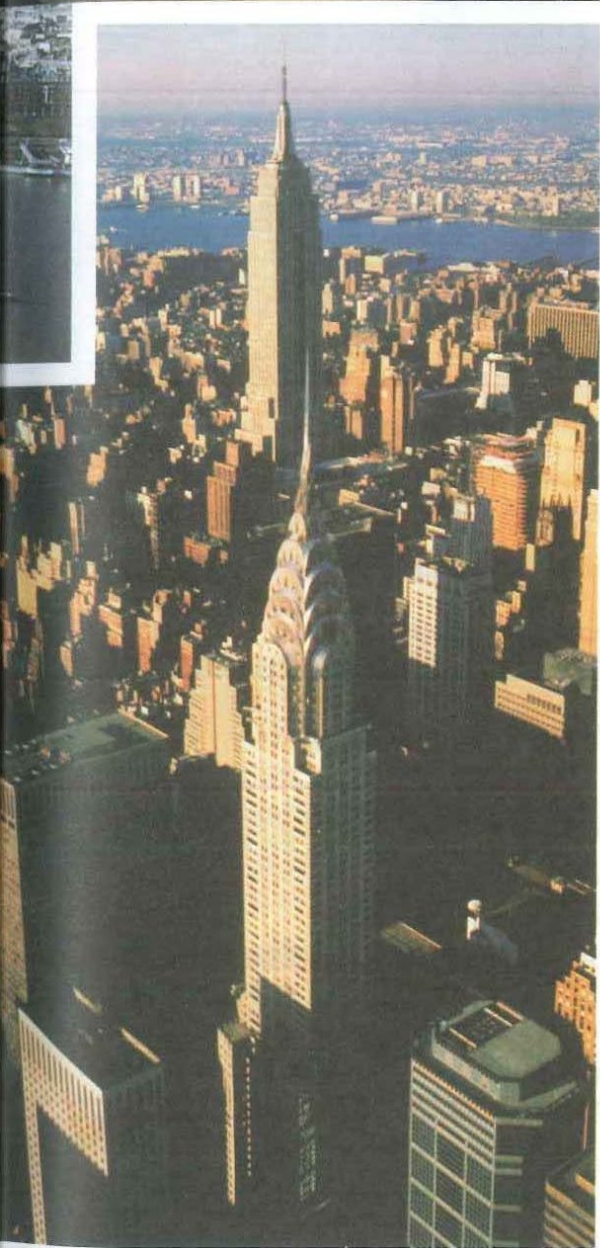
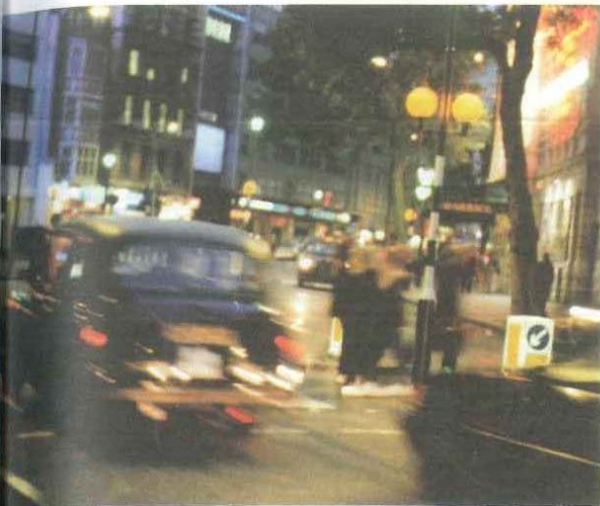
Group A T 6.7 Listen to Justin and Cinda who are English but live and work in New York.

Group B T 6.8 Listen to Alan, an American, who lives and works in London.

What do they say about these things?

- people
- work/holidays
- shops
- places
- getting around
- food

- 3 Find a partner from the other group. Compare your information.



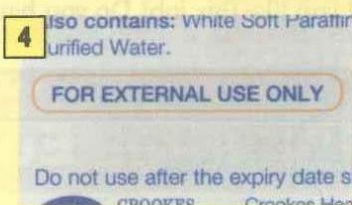
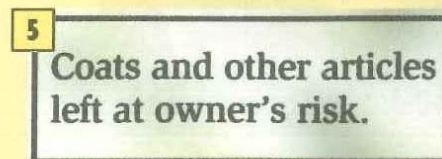
WRITING: A description (1)

▶▶ Go to p110

EVERYDAY ENGLISH

Signs and sounds

1 Where would you see these things written?



2 Where would you hear these things?

Coming up next – traffic, news, and the weather.

Please listen carefully to the following options. To purchase tickets for today's performance, press one . . .

Please place your tray tables in their fully upright and locked positions.

How would you like the money?

Just looking, thanks.

We apologize for the delay to this flight.



7

The world of work

Present Perfect active and passive • Phrasal verbs • On the phone



TEST YOUR GRAMMAR

1 Answer these questions about you.

- 1 What do you do?
- 2 How long have you had your present job?
- 3 What did you do before that?
- 4 Which foreign countries have you been to?
- 5 When and why did you go there?

2 Ask and answer the questions with a partner. Tell the class about your partner.

Samir is a student. He's been at Damascus University for ...
Before that he was ...

3 What tenses are used in the questions?



THE JOB INTERVIEW

Present Perfect

1 Read the job advertisement. Would you like this job? Do you have any of the qualifications?

Worldwatch Europe

Business Journalist

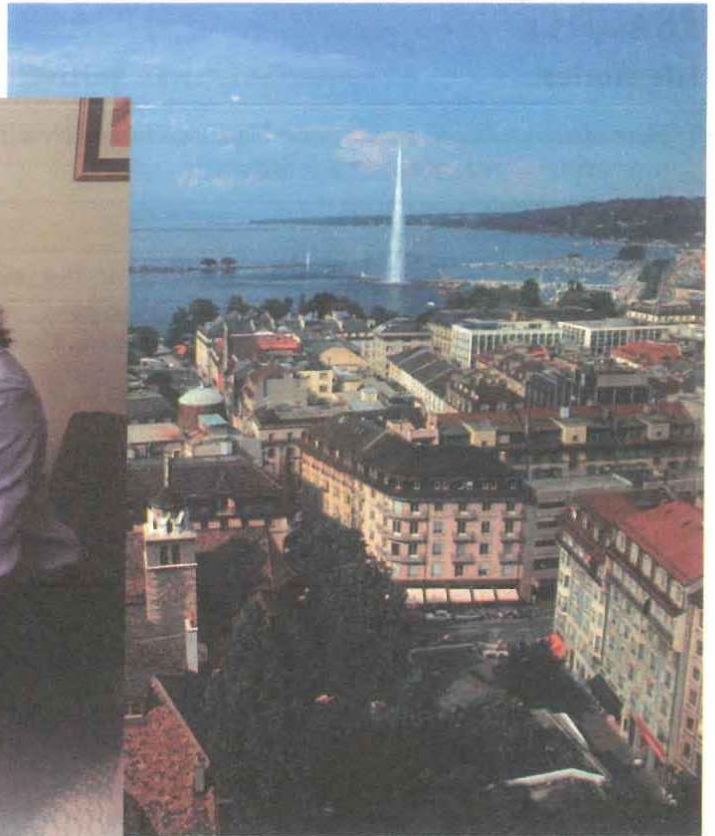
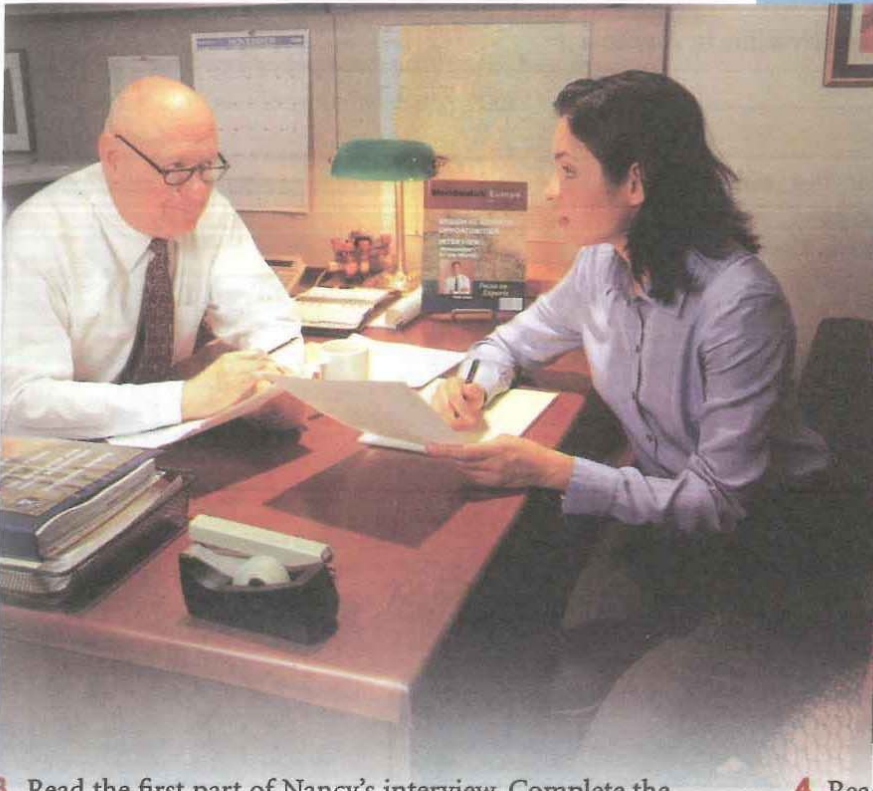
This international business magazine, with 1,000,000 readers worldwide, is seeking a journalist, based in Geneva, to cover business news in Europe.

Requirements:

- a master's degree in journalism
- at least two years' experience in business journalism
- fluent in French and German. If possible, some knowledge of Spanish
- excellent communication skills
- international travel experience is a plus

Please send CV and letter of application to:
 David Benton, Worldwatch Europe IPA
 56 Merritts Avenue, Overland Park, Reading RG2 6HD
 Visit us on the web: <http://www.wep@ipc.co.uk>

- 2 **T 7.1** Listen to Nancy Watson being interviewed for the job. Do you think she will get it? Why/Why not?



- 3 Read the first part of Nancy's interview. Complete the sentences with *do*, *did*, or *have*.

D Who _____ you work for now, Nancy?

N I work for Intertec Publishing. We publish international business magazines.

D I see. And how long _____ you worked for them?

N I _____ worked there for nearly five years. No, *exactly* five years.

D And how long _____ you been in charge of Eastern Europe publications?

N For two years.

D And what _____ you do before you were at Intertec?

N I worked for the BBC World Service.

T 7.1 Listen again and check.

GRAMMAR SPOT

1 Does Nancy still work for Intertec? Does she still work for the BBC?

2 Nancy says:

I **work** for Intertec Publishing.

I've **worked** there for nearly five years.

I **worked** for the BBC World Service.

What are the different tenses? Why are they used?

▶▶ Grammar Reference 7.1 and 7.2 pp143-144

- 4 Read and complete the second part of the interview.

D As you know, this job is based in Geneva.

_____ you _____ lived abroad before?

N Oh yes. Yes, I _____.

D And when _____ you _____ abroad?

N Well, in fact, I _____ born in Argentina and I _____ there until I was eleven. Also, I lived in Berlin for one year, when I _____ working for the BBC.

D That's interesting. _____ you _____ a lot?

N Oh yes, yes, absolutely. I _____ to most countries in South America and many countries in Europe. I _____ also _____ to Japan a few times.

D Oh yes? And why _____ you _____ to Japan?

N It was for Intertec. I _____ there to interview some Japanese business leaders.

T 7.2 Listen and check.

WRITING: A letter of application

▶▶ Go to p112

PRACTICE

Life stories

- 1 Here are some more events from Nancy's life. Match a line in A with a time expression in B to tell her life story.

A	B
1 She was born	for the last five years.
2 She went to school in Buenos Aires	five years ago.
3 She studied modern languages and journalism	until she was eleven.
4 She's worked for Intertec	while she was working for the BBC.
5 She left the BBC	twice.
6 She lived in Berlin	yet.
7 She's been married	for three years at University College, London.
8 She's visited Japan	in Argentina in 1969.
9 She hasn't heard if she got the job at Worldwatch Europe	a few times.

T 7.3 Listen and check. Then tell Nancy's life story to a partner.

- 2 Make a similar chart for your own life. Ask your partner to match the events and the times to tell the story of your life.

Talking about you

- 3 Complete the sentences about you.
- I've known my best friend for ...
 - I've been at this school since ...
 - I haven't learned to ... yet.
 - I've never ...
 - My mother/father has never ...
 - I started ... ago.
 - I've lived in ... since ...
 - I went to ... when I was a child.

Have you ever ... ?

- 4 These verbs are all irregular. What is the Past Simple and past participle?

go write drive lose have read ride sleep be eat win meet

▶▶ Irregular verbs p157

- 5 Work with a partner. Choose from the list below and have conversations.

- go/California?
- sleep/in the open air?
- win/an award?
- drive/a lorry?
- meet/anyone famous?
- ride/a motorcycle?
- be/on TV?
- have/an operation?
- read/a book in English?
- lose/your job?
- eat/Indian food?
- write/a poem?

- A Have you ever been to California?
 B Yes, I have. / No, I haven't. I've never been there.
 A When did you go there?
 B Two years ago. I went there on business.

Tell the class about your partner.

IT'S IN THE NEWS

Present Perfect active and passive

- 1 Read the newspaper headlines. Check any new words.

Dangerous prisoner escapes



Novelists awarded Nobel Prize



Hurricane hits Caribbean



Car workers laid off



LEWIS KNOCKED OUT IN 5TH ROUND



- 2 **T 7.4** Read and listen to the TV news headlines of the same stories. Complete the sentences with the words you hear.

CHANNEL

1

'The News' transcript--ref:23012003jmf

Here are today's news headlines.

Convicted murderer Charles Watkins

(1) has escaped from Belmarsh Prison

in South London. Two Spanish novelists

(2) _____ the Nobel Prize for

literature. Hurricane Jeffrey

(3) _____ the Caribbean, causing

widespread damage in Puerto Rico. Two

thousand workers from a UK car factory

(4) _____ due to a slowdown in

the economy. Desmond Lewis

(5) _____ in the fifth round of

his heavyweight championship fight in

Las Vegas.

GRAMMAR SPOT

- 1 Which of these questions can you answer? Which can't you answer? Why?

- 1 Who has escaped from jail?
- 2 Who has awarded the novelists the Nobel Prize?
- 3 What has hit the Caribbean?
- 4 Who has laid off the workers?
- 5 Who has knocked out Desmond Lewis?

- 2 Which sentences in exercise 2 are active? Which are passive?

▶▶ Grammar Reference 7.3 p144

PRACTICE

Writing news stories

- 1 Here are some more headlines from newspapers. Make them into TV news headlines.

1 **Dangerous prisoner recaptured**

The murderer Charles Watkins has been recaptured by police.

2 Cruise ship sinks near Florida

3 Famous writer leaves £3 million to local charity

4 **Priceless painting stolen from Madrid art gallery**

5 **Floods kill 20, 200 more left homeless**

6 15-year-old student to study at Oxford University

7 Company Director forced to resign

8 **Runner fails drugs test**

T 7.5 Listen and compare.

- 2 What's in the news today? What national or international stories do you know?

Discussing grammar

- 3 Discuss where the words in the box can go in these sentences. There are several possibilities.

just yet already ever never

- 1 I've washed my hair.
- 2 Have you played basketball?
- 3 He hasn't learned to drive.
- 4 They've finished the exercise.
- 5 She's learned a foreign language.
- 6 We've met your teacher.
- 7 Have they finished doing the washing-up?
- 8 Has it stopped raining?

- 4 Work with a partner. Underline the correct verb form.

- 1 The President *has resigned* / *has been resigned* and a new president *has elected* / *has been elected*.
- 2 His resignation *announced* / *was announced* yesterday on television.
- 3 'Where *did you go* / *have you gone* on your last holiday?' 'To Malaysia. It was fabulous.'
- 4 '*Did Saeed ever go* / *Has Saeed ever been* to Paris?' 'Oh, yes. Five times.'
- 5 The plane *took off* / *has taken off* a few minutes ago.
- 6 A huge snowstorm *has hit* / *has been hit* Toronto. Over 40cm of snow *fell* / *has fallen* over the past twelve hours. Residents *have advised* / *have been advised* to stay at home.

READING AND SPEAKING

Dream jobs

1 What is your dream job? Close your eyes and think about it. Then answer these questions.

- 1 Does the job require a lot of qualifications?
- 2 Does the job require a lot of training?
- 3 Is it well-paid?
- 4 Does it involve working with other people?
- 5 Is it inside or outside?
- 6 Do you need to be physically strong to do it?
- 7 Is it dangerous?
- 8 Does it involve travel?

Work with a partner. Ask and answer the questions to guess each other's dream jobs.

2 Here are the stories of two people who have found their dream jobs. Work in two groups.

Group A Read about **Stanley Karras**, the hurricane hunter.

Group B Read about **Michael Doyle**, the cowboy in the sky.

Answer the questions in exercise 1 about your person. Then find a partner from the other group and compare information.

3 Read the other article quickly. Discuss these questions.

- What exactly is a 'hurricane hunter' and a 'cowboy in the sky'?
- Which of the jobs do you find most interesting?
- Would you like to do either of them?

Language work

4 Answer the questions.

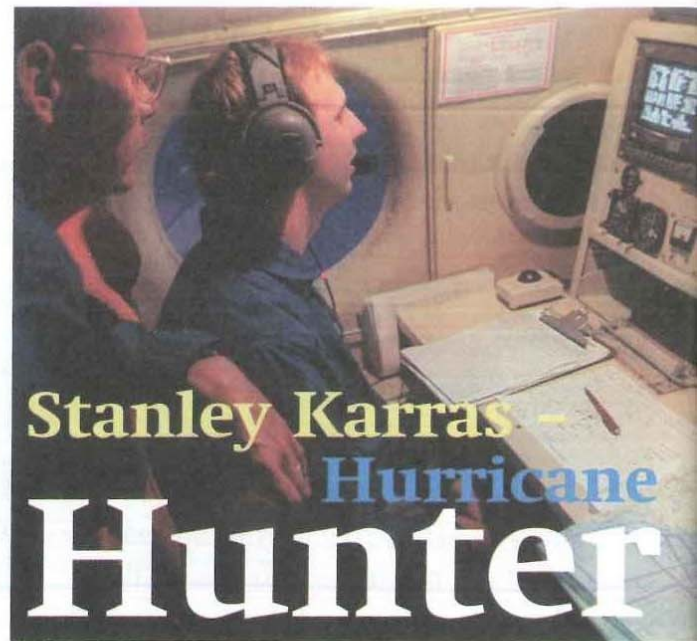
- 1 Who came across his job in a newspaper?
- 2 Whose job is handed down from father to son?
- 3 Who finds it exciting to end up in different cities?
- 4 Who helped to put up a really important building?
- 5 Who has to get on well with the people he works with?
- 6 Who takes off at a moment's notice?
- 7 Who is cut off from his family?
- 8 Who can't fall out with the people he works with?
- 9 Who hasn't come up with an experiment for space yet?
- 10 Who often give up after trying the job once?

5 The words underlined in exercise 4 are all phrasal verbs. Match them with a verb or expression from the box below.

build/construct	separated from
arrive unexpectedly	have a good relationship with
found by chance	argue and no longer be friends with
stop (a job or a habit)	passed from one generation to another
leaves on a plane	thought of an idea for

Roleplay

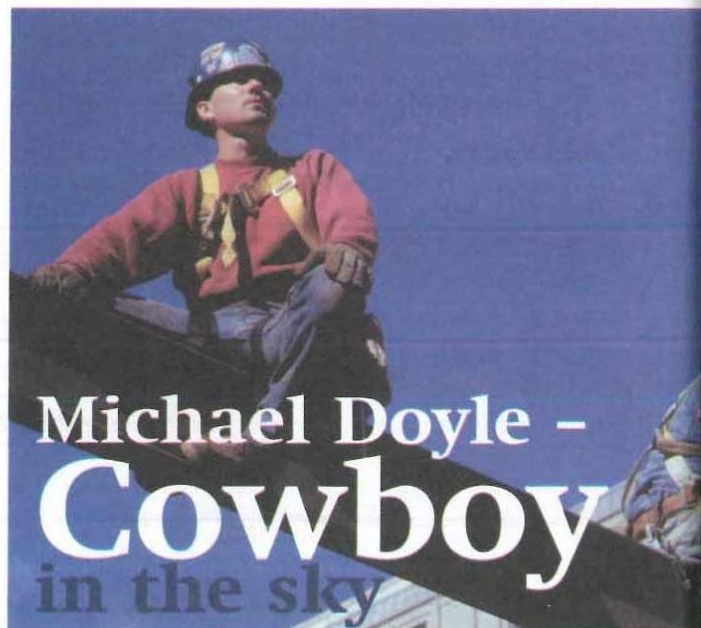
Work with a partner. Look at p153.



Stanley Karras - Hurricane Hunter

HE SAYS:

‘There’s no such thing
as an average day in my job!’



Michael Doyle - Cowboy in the sky

HE SAYS:

‘Many of today’s ironworkers
are descendants of the men
who built New York’s first
skyscrapers.’

Stanley Karras works as a meteorologist in Tampa, Florida. It's his job to follow hurricanes by plane and provide information about them to scientists.

How did you get the job?

I was working for the National Meteorological Office in Bracknell, near London, in the autumn of 1999, and I saw a documentary film with my family called *Stormchasers*. It was about hurricane hunters and I thought, 'Wow, that's an interesting job!' As it happened, two months later I came across an ad in a newspaper for a meteorologist to work in Florida with the same people who had made the film. I applied, was interviewed over the phone, moved to the US, and started work here in Tampa in May 2000.

What do you like most about it?

I love the travel. Chasing hurricanes has taken me all over the world. It's exciting to end up in different cities and different countries day after day. If you're a meteorologist, you have to love flying. I also love working with top scientists. I've learned so much from them and we've had a lot of exciting times together. For me, it's like a classroom in the sky.

What's an average day like?

There's no such thing as an average day in my job! It all depends on the weather, and you can't control that. It's constantly changing. We often take off at a moment's notice to chase storms. I'm the one who decides whether we fly low through a storm. I don't want to take us into a hurricane that could be particularly nasty. There's a lot on my shoulders.

Have you made any sacrifices to do this job?

Yes, one big one. I'm so far away from my family. They all live in the UK. My wife's with me, of course, but her family is also in the UK, so we're pretty cut off from them all over here.

What would you like to do next?

I'd like to join a space programme and be the first meteorologist in space, but I haven't come up with an experiment to do in space yet. There aren't any hurricanes!

What advice would you give to someone who wanted to do your job?

Study maths and science and get a degree in meteorology. There are many areas in meteorology to study. I've taken the hurricane hunter path, but you could be a weather forecaster or do research in other areas. It's a fascinating subject and the pay's pretty good.

Michael Doyle is an ironworker in New York City. He's one of 100 or so ironworkers currently employed by Boston Properties to erect the steel frame of a new 40-storey building in Times Square. These ironworkers are known as 'cowboys in the sky'.

How did you get the job?

Ironwork is a trade that is still handed down from father to son. Many of today's ironworkers are descendants of the men who built New York's first skyscrapers. My great-grandfather was Irish. He came over from Ireland in 1930 to work on the construction of the Empire State Building. My father and grandfather were also ironworkers. My father did it for 40 years. I've never wanted to do any other job.

What do you like most about it?

To me, ironworkers are the kings of construction. We make the skeleton that the other workers build on. We have real pride in our work - you look at the New York skyline and think 'I helped build that.' Also, we work hard, we play hard. Ironworkers have to get on well together. We depend on each other for our lives so we can't fall out. Oh, and the pay is good!

What's an average day like?

You never stop in this job. Eight hours a day, from seven in the morning until three in the afternoon. You're moving all the time. The crane lifts the iron girders, and you have to catch them and move them into place. There's always danger. It's a fact of life for us.

Have you made any sacrifices to do this job?

Yes, one big one - physical health. The wear and tear to the body is enormous. I've fallen three times. My father fell two storeys, lost a finger, and broke his ankles. He needed two new knees when he retired.

What would you like to do next?

I'd like to help put up a really important building like my great-grandfather did. And I'd like to travel. I'd like to see some of the world's tallest buildings, such as the Petronas Towers in Kuala Lumpur, and the world's tallest hotel, the Burj al-Arab in Dubai. I'd love to see that.

What advice would you give to someone who wanted to do your job?

You need to be strong, really strong. You have to be OK with height. It usually takes about a year to get used to it. Many guys who look strong and want to earn good money try it once, but then give up. It's just too frightening.


VOCABULARY

Phrasal verbs


! 1 There are many examples of phrasal verbs in the reading texts on p58–59.
I **came across** an ad ...
It's exciting to **end up** in different cities ...

2 Some phrasal verbs are literal and some are idiomatic.

Literal
She **looked out** of the window at the sunset.



Idiomatic
Look out! That dog's going to bite you!



▶ Grammar Reference 7.4 p144

Literal or idiomatic?

- 1 In these pairs of sentences, one meaning of the phrasal verb is literal and the other is idiomatic. Say which is which.
- a The plane has just *taken off*.
b Please *take off* your coat and sit down.
 - a Oh, no! The lights have *gone out* again.
b If you *go out*, take an umbrella. It's going to rain.
 - a (*On the phone*) Hello? Hello? I can't hear you. I think we've been *cut off*.
b She *cut off* a big piece of meat and put it in the pot.
 - a She *looked up* and smiled.
b I *looked up* the word in the dictionary.
 - a Can you *pick up* my pen for me? It's under your chair.
b I *picked up* some Italian when I was working in Rome.

Separable or inseparable?

- 2 Replace the words in *italics* with a pronoun.
- He turned on *the light*. He *turned it on*.
 - I'm looking for *my glasses*. I'm *looking for them*.
 - She's taken off *her boots*.
 - He took up *golf* when he retired.
 - I get on well with *my parents*.
 - I came across *the ad*.
 - I looked up *the words* in my dictionary.
 - The waiter took away *the dirty plates*.

Verbs with two particles

- 3 Complete each pair of sentences below with one of the phrasal verbs from the box.

get on with	put up with	run out of
looking forward to	come up with	

- How do you manage to the noise from your neighbours?
Most parents won't bad behaviour from their children.
- I'm broke. I have to an idea for making money.
We need to a solution to this problem.
- Has the photocopier paper again?
The children always school as soon as the bell rings.
- How well do you your colleagues?
Our teacher told us to our work quietly.
- She's going on holiday.
We're meeting you very much.

In which pairs of sentences is the meaning of the phrasal verb different?

LISTENING AND SPEAKING

The busy life of a retired man

1 Work in groups and discuss the questions.

- Is anyone in your family retired? Who?
- What job did they do before retiring?
- How old were they when they retired? How long have they been retired?
- What do they do now?

2 **T 7.6** Look at the photo of Thomas Wilson and his granddaughter, Philippa. Listen to them talking.



Who do you think is happier, Thomas or Philippa? Why?

3 Underline the correct verb form. Then answer the questions.

- 1 How long was he / has he been retired?
- 2 How long did he work / has he worked for Courtauld's?
- 3 When did he go / has he gone to Wales?
- 4 How long was he married / has he been married?

4 Answer the questions.

- 1 Why does Thomas like playing golf?
- 2 Which countries has he visited since he retired? Where did he go two years ago?
- 3 Who are the following?
 - Keith
 - Kylie
 - Ted and Marjorie
 - Helen
- 4 What is the sad event that Thomas mentions?
- 5 What does Philippa complain about?

What do you think?

- What is the usual retirement age for men and women in your country?
- What do you think is the best age to retire?
- When would you like to retire?
- What would you like to do when you retire?

EVERYDAY ENGLISH

On the phone



1 Complete the conversations with phrases from the box.

I'll give it to hold I'm phoning line's busy Speaking
 leave a message speak to we'll get back to you This is
 phone back later take a message I'm afraid have extension
 putting you through take your call at her desk

- 1 A Hello. Could I _____ Sam Jackson, please?
 B _____ Mr Jackson's in a meeting. It won't be over until 3.00. Can I _____ ?
 A Yes, please. Could you ask him to phone me? I think he's got my number, but _____ to you again just in case. It's 743 219186.
- 2 A Can I _____ 2173, please?
 B The _____ at the moment. Would you like _____ ?
 A Yes, please.
 (Five seconds later.)
 B I'm _____ now.
 A Thank you.
- 3 A Could I speak to Alison Short?
 B I'm afraid she isn't _____ at the moment. Do you want to hold?
 A No, don't worry. I'll _____.
- 4 A Can I speak to Terence Cameron, please?
 B _____.
 A Ah, Mr Cameron! _____ Holly Lucas. _____ about a letter I got this morning.
- 5 A Hello. This is Incom International. There's no one here to _____ at the moment. Please _____ and _____ as soon as we can.

T 7.7 Listen and check. Practise the conversations.

2 Your teacher will give you a role card. Prepare what you're going to say, then act it out.

Grammar Reference

UNIT 1

Introduction to auxiliary verbs

There are three classes of verbs in English.

- 1 The auxiliary verbs *do*, *be*, and *have*
These are used to form tenses, and to show forms such as questions and negatives.
- 2 Modal auxiliary verbs
Must, *can*, *should*, *might*, *will*, and *would* are examples of modal auxiliary verbs. They 'help' other verbs, but unlike *do*, *be*, and *have*, they have their own meanings. For example, *must* expresses obligation and *can* expresses ability. (See Units 4, 5, 8, and 9.)
- 3 Full verbs
These are all the other verbs in the language, for example, *play*, *run*, *help*, *think*, *want*, *go*, etc.
Do, *be*, and *have* can also be used as full verbs with their own meanings.

do

I do my washing on Saturdays.

She does a lot of business in Eastern Europe.

What do you do? = What's your job? (The first *do* is an auxiliary; the second is a full verb.)

be

We are in class at the moment.

They were at home yesterday.

I want to be a teacher.


have

He has a lot of problems.

They have three children.

A note on *have* and *have got*

There are two forms of the verb *have*: *have* as a full verb with *do/does/did* for questions, negatives, and short answers and *have got* where *have* is an auxiliary.

 **Workbook p8** More information on *have/have got*

1.1 Tenses and auxiliary verbs

When *do*, *be*, and *have* are used as auxiliary verbs, they make different verb forms.

do

In the Present Simple and the Past Simple there is no auxiliary verb, so *do*, *does*, and *did* are used to make questions and negatives (except with *be* / *have got*).

Where do you work?

She doesn't like her job.

What did you buy?

We didn't buy anything.

be

- 1 *Be* + verb + *-ing* is used to make continuous verb forms. Continuous verb forms describe activities in progress and temporary activities.
He's washing his hair. (Present Continuous)
They were going to work. (Past Continuous)
I've been learning English for two years. (Present Perfect Continuous)
I'd like to be walking along the beach right now. (Continuous infinitive)
- 2 *Be* + past participle is used to form the passive.
Paper is made from wood. (Present Simple passive)
My car was stolen yesterday. (Past Simple passive)
The house has been redecorated. (Present Perfect passive)
This homework needs to be done tonight. (Passive infinitive)
There is an introduction to the passive on p137.

have

Have + past participle is used to make perfect verb forms.

He has worked in seven different countries. (Present Perfect)

She was crying because she had had some bad news. (Past Perfect)

I'd like to have met Napoleon. (Perfect infinitive)

Perfect means 'before,' so Present Perfect means 'before now.' (See Units 7 and 10.) Past Perfect means 'before a time in the past.' (See Unit 3.)

1.2 Negatives and auxiliary verbs

To make a negative, add *-n't* to the auxiliary verb. If there is no auxiliary verb, use *don't/doesn't/didn't*.

Positive

He's working.

I was thinking.

We've seen the play.

She works in a bank.

They like skiing.

He went on holiday.

Negative

He isn't working.

I wasn't thinking.

We haven't seen the play.

She doesn't work in a bank.

They don't like skiing.

He didn't go on holiday.

It is possible to contract the auxiliaries *be* and *have* and use the uncontracted *not*.

He's not playing today. (= *He isn't playing today.*)

We're not going to Italy after all. (= *We aren't going to Italy ...*)

I've not read that book yet. (= *I haven't read the book yet.*)

But

I'm not working. NOT ~~*I-amn't working.*~~

UNIT 2

1.3 Questions and auxiliary verbs

- 1 To make a question, invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does/did*.

She's wearing jeans.
You aren't working.
You were born in Paris.
Peter's been to China.
We have been studying.
I know you.
He wants ice-cream.
They didn't go out.

Question

What is she wearing?
Why aren't you working?
Where were you born?
Has Peter been to China?
Have you been studying?
Do I know you?
What does he want?
Why didn't they go out?

- 2 There is usually no *do/does/did* in subject questions. Compare:

Who wants ice-cream? *What flavour ice-cream do you want?*
What happened to your eye? *What did you do to your eye?*
Who broke the window? *How did you break the window?*

1.4 Short answers and auxiliary verbs

Short answers are very common in spoken English. If you just say *Yes* or *No*, it can sound rude. We use short answers after *Yes / No* questions. To make a short answer, repeat the auxiliary verb. In the Present and Past Simple, use *do/does/did*.

Are you coming with us?
Have you had breakfast?
Kate likes walking.
Mary didn't phone.
Don't forget to write.

Short answer

Yes, I am.
No, I haven't.
No, she doesn't. She hates it.
Yes, she did. You were out.
No, I won't.

2.1 Present Simple

Form

Positive and negative

I	work.
We	don't work.
You	
They	
He	works.
She	doesn't work.
It	

Question

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

Do you live in Bristol?
Does he have a car?

Short answer

Yes, we do.
No, he doesn't.

Use

The Present Simple is used to express:

- an action that happens again and again (a habit).
I go to work by car.
She drinks ten cups of coffee a day.
I wash my hair twice a week.
- a fact that is always true.
Ronaldo comes from Brazil.
Some birds fly south in winter.
My daughter has brown eyes.
- a fact that is true for a long time (a state).
He works in a bank.
I live in a flat near the centre of town.
I prefer coffee to tea.

Spelling of verb + -s

- Most verbs add *-s* to the base form of the verb.
wants eats helps drives
- Add *-es* to verbs that end in *-ss, -sh, -ch, -x,* and *-o*.
misses washes watches fixes goes
- Verbs that end in a consonant + *-y* change the *-y* to *-ies*.
carries flies worries tries
 But verbs that end in a vowel + *-y* only add *-s*.
buys says plays enjoys

Workbook p14 Pronunciation of -s at the end of a word

Adverbs of frequency

- 1 We often use adverbs of frequency with the Present Simple.

0% ————— 50% ————— 100%
 never rarely not often sometimes often usually always

- 2 They go before the main verb, but after the verb *be*. Compare:
I usually start school at 9.00. *They're usually in a hurry in the morning.*
I don't often go to bed late. *I'm not often late for school.*
She never eats meat. *He's never late.*
I rarely see Peter these days. *We're rarely at home at the weekends.*

- 3 Sometimes and usually can also go at the beginning or the end.
Sometimes we play football. We play football sometimes.
Usually I go shopping with friends. I go shopping with friends usually.

Never, always, rarely, and seldom cannot move in this way.

NOT *Never I go to the movies.*
Always I have tea in the morning.

- 4 Every day, etc., goes at the end.
He phones me every night.

2.2 Present Continuous

Form

Positive and negative

I	'm 'm not	eating.
He/She/It	's isn't	
We/You/They	're aren't	

Question

What	am is are	I he/she/it we/you/they	doing?
------	-----------------	-------------------------------	--------

Short answer

Are you going by train?	Yes, I am. No, I'm not.
-------------------------	----------------------------

Use

The Present Continuous is used to express:

- an activity that is happening now.
Don't turn the TV off. I'm watching it.
You can't speak to Lisa. She's having a bath.
- an activity or situation that is true now, but is not necessarily happening at the moment of speaking.
Don't take that book. Jane's reading it.
I'm doing a French evening class this year.
- a temporary activity.
Peter is a student, but he's working as a waiter during the holidays.
I'm living with my parents until I find a place of my own.
- a planned future arrangement.
I'm having lunch with Glenda tomorrow.
We're meeting at 1.00 outside the restaurant.

Spelling of verb + -ing

- Most verbs add -ing to the base form of the verb.
going wearing visiting eating
- Verbs that end in one -e lose the -e.
smoking coming hoping writing
 Verbs that end in -ee don't drop an -e.
agreeing seeing

lie lying

- 3 Verbs of one syllable, with one vowel and one consonant, double the consonant.
stopping getting running planning jogging
 If the final consonant is -y or -w, it is not doubled.
playing showing

2.3 State verbs

- 1 There are certain groups of verbs that are usually only used in the Present Simple. This is because their meanings are related to states or conditions that are facts and not activities. This is a feature of the use of the Present Simple. The groups of verbs are:

Verbs of thinking and opinions

believe	think	understand	suppose	expect
agree	doubt	know	remember	forget
mean	imagine	realize	deserve	prefer

I believe you.

Do you understand?

I know his face, but I forget his name.

Verbs of emotions and feelings

like love hate care hope wish want admit

I like black coffee.

Do you want to go out?

I don't care.

Verbs of having and being

belong own have possess contain cost seem appear
 need depend on weigh come from resemble

This book belongs to Jane.

How much does it cost?

He has a lot of money.

Verbs of the senses

look hear taste smell feel

The food smells good.

We often use *can* when the subject is a person.

Can you smell something burning?

I can hear someone crying.

- 2 Some of these verbs can be used in the Present Continuous, but with a change of meaning. In the continuous, the verb expresses an activity, not a state. Compare:

<i>I think you're right.</i> (opinion)	<i>We're thinking of going to the cinema.</i> (mental activity)
<i>He has a lot of money.</i> (possession)	<i>She's having a bad day.</i> (activity)
<i>I see what you mean.</i> (understand)	<i>Are you seeing Nigel tomorrow?</i> (activity)
<i>The soup tastes awful.</i> (state)	<i>I'm tasting the soup to see if it needs salt.</i> (activity)

Introduction to the passive

The passive is dealt with in Units 2, 3, and 7.

Form

to be + past participle

The tense of the verb *to be* changes to give different tenses in the passive. Compare:
 The annual company dinner **is being held** next week. (Present Continuous passive)
 All the employees **are invited** every year. (Present Simple passive)
 Family members **weren't invited** last year, but this year they **were**. (Present Perfect passive)
 Most people **would love to be invited** to the dinner. (Passive infinitive)

Use

1 Passive sentences move the focus from the subject to the object of active sentences.

Alfred Hitchcock **directed** *Psycho* in 1960.
Psycho, one of the classic thrillers of all time, **was directed** by Alfred Hitchcock.

The passive is not just another way of expressing the same sentence in the active. We choose the active or the passive depending on what we are more interested in. In the first sentence, we are more interested in Alfred Hitchcock; in the second sentence, *Psycho* has moved to the beginning of the sentence because we are more interested in the film.

2 By and the agent are often omitted in passive sentences if the agent:

- is not known.
My apartment **was robbed** last night.
- is not important.
This bridge **was built** in 1886.
- is obvious.
I **was fined** £100 for speeding.

3 The passive is associated with an impersonal, formal style. It is often used in notices and announcements.

Customers **are requested** to refrain from smoking.
 It **has been noticed** that reference books **have been removed** from the library.

4 In informal language, we often use *you*, *we*, and *they* to refer to people in general or to no person in particular. In this way, we can avoid using the passive.

You **can buy** stamps in lots of shops, not just the post offices.
 They're **building** a new department store in the city centre.
 We **speak** English in this shop.

⚠ Be careful! Many past participles are used as adjectives.

I'm very **interested** in modern art.
 We were extremely **worried** about you.
 I'm **exhausted**! I've been working hard all day.

2.4 Present Simple and Present Continuous passive

Form

Present Simple Passive *am/is/are + past participle*
 Present Continuous Passive *am/is/are being + past participle*

It	is is being	mended.
They	are are being	

Use

The uses are the same in the passive as in the active.

My car **is serviced** every six months. (habit)
 Computers **are used** in all areas of life and work. (fact that is always true)
 Sorry about the mess. The house **is being redecorated** at the moment. (activity happening now)

UNIT 3

Introduction to past tenses

We use different past tenses to focus on different moments and periods of time in the past.

Look at the diagram. Read the sentences.

When Andrea arrived at work at 9.00 a.m. ...



- Her secretary **opened** the post.
- Her secretary **was opening** the post.
- Her secretary **had opened** the post.

3.1 Past Simple

Form

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

Positive

I	finished left arrived	yesterday. at 3 o'clock. three weeks ago.
He/She/It		
We		
You		
They		

Negative

I	didn't	finish leave	yesterday. at 3 o'clock.
She			
They			
(etc.)			

Question

When	did	you he they (etc.)	finish the report? get married?
------	-----	-----------------------------	------------------------------------

Short answer

Did you enjoy the meal?	Yes, we did. No, we didn't.
-------------------------	--------------------------------

Use

The Past Simple is used to express:

- 1 a finished action in the past.
 We **met** in 2000.
 I **went** to Manchester last week.
 John **left** two minutes ago.
- 2 actions that follow each other in a story.
 Mary **walked** into the room and **stopped**. She **listened** carefully. She **heard** a noise coming from behind the curtain. She **threw** the curtain open, and then she **saw** ...

3 a past situation or habit.

When I was a child, we lived in a small house by the sea. Every day I played on the beach with my brother.

This use is often expressed with *used to*.

We used to live in a small house ... I used to walk for miles ...

Spelling of verb + -ed

1 Most verbs add *-ed* to the base form of the verb.

worked wanted helped washed

2 When the verb ends in *-e*, add *-d*.

liked used hated cared

3 If the verb has only one syllable, with one vowel + one consonant, double the consonant before adding *-ed*.

stopped planned robbed

But we write *cooked, seated, and moaned* because there are two vowels.

4 The consonant is not doubled if it is *-y* or *-w*.

played showed

5 In most two-syllable verbs, the end consonant is doubled if the stress is on the second syllable.

pre'ferred ad'mitted

But we write *'entered* and *'visited* because the stress is on the first syllable.

6 Verbs that end in a consonant + *-y* change the *-y* to *-ied*.

carried hurried buried

But we write *enjoyed*, because it ends in a vowel + *-y*.

There are many common irregular verbs.

▶▶ Irregular verbs p157

Past Simple and time expressions

Look at the time expressions that are common with the Past Simple.

I met him	last night.
	two days ago.
	yesterday morning.
	in 2001.
	in summer.
	when I was young.

▶▶ 3.2 Past Continuous

Form

Positive and negative

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

Question

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

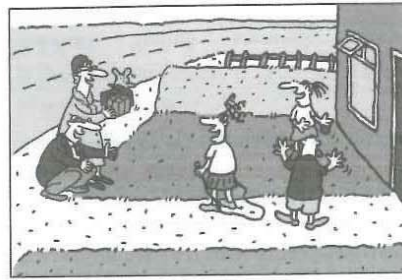
Short answer

Yes, I was./No I wasn't.
Yes, they were./No, they weren't.

Use

We often use the Past Continuous in sentences with the Past Simple. The Past Continuous refers to longer, background activities, while the Past Simple refers to shorter, completed actions.

The children were playing in the garden ...



... when their grandparents arrived.

The Past Continuous is used:

- to express activities in progress before, and probably after, a particular time in the past.
At 7 o'clock this morning I was having my breakfast.
I walked past your house last night. There was an awful lot of noise. What were you doing?
- for descriptions.
Jan looked beautiful. She was wearing a green cotton dress. Her eyes were shining in the light of the candles that were burning nearby.
- to express an interrupted past activity.
When the phone rang, I was having a shower.
While we were playing tennis, it started to rain.
- to express an incomplete activity in the past in order to contrast with the Past Simple that expresses a completed activity.
I was reading a book during the flight. (I didn't finish it.)
I watched a film during the flight. (the whole film)

Note

The Past Simple is usually used to express a repeated past habit or situation. But the Past Continuous can be used if the repeated habit becomes a longer setting for something. Compare:

I studied English for ten years.
I first met Harry while I was studying English.

▶▶ **Workbook p20** More information on *while*, *during*, and *for*

▶▶ 3.3 Past Simple or Past Continuous?

- Sometimes we can use the Past Simple or the Past Continuous. The Past Simple focuses on past actions as simple facts. The Past Continuous focuses on the duration of past situations and activities. Compare:
A *I didn't see you at the meeting last night.*
B *No. I stayed at home and watched football.*
A *I didn't see you at the meeting last night.*
B *No, I was watching football at home.*
- Questions in the Past Simple and Past Continuous refer to different time periods: the Past Continuous asks about activities before; the Past Simple asks about what happened after.
When his father died, Peter was studying medicine at medical school. He decided that it was better to go home to his mother and postpone his studies.
What was Peter doing when his father died?
What did Peter do when his father died?
He was studying.
He went home to his mother.

Modal verbs of obligation and permission

4.1 have (got) to

Form

Positive and negative

I/You/ We/They	have to don't have to	work hard.
He/She	has to doesn't have to	

Question

Do	I you (etc.)	have to work hard?
----	--------------------	--------------------

Use

Have to is not a modal verb.

- Have to* expresses strong obligation. It expresses a general obligation based on a law or rule, or based on the authority of another person. It is impersonal.
Children have to go to school until they are 16. (a law)
Mum says you have to clean your room before you go out. (mother's order)
- Have got to* is common in British English but it is more informal than *have to*.
I've got to go now. See you!
Don't go to bed late. We've got to get up early tomorrow.
'Go and tidy your room.' 'Have I got to?' 'Yes, you have!'
- Have to* expresses a general repeated obligation.
I always have to tell my parents where I'm going.
Have got to expresses an obligation on one particular occasion.
I've got to get up early tomorrow to catch a train.

can and be allowed to

Form

Affirmative and negative

I/You/ We/They	can/can't are allowed to aren't allowed to	park here.
He/She	can/can't is allowed to isn't allowed to	

Question

Can	I/you/we etc.	allowed to	park here?
Am	I		
Are	you		
Is	he		

Use

Can is a modal verb.

Can and *be allowed to* express permission. *Can* is more informal and usually spoken.
You can borrow my bike, but you can't have the car. I need it.
They can't come in here with those muddy shoes!
You're allowed to get a driving licence when you're 17.
Are we allowed to use a dictionary for this test?
He isn't allowed to park here.

4.2 should, ought to, and must

Form

Should, ought to, and must are modal verbs.

I/You/We/They He/She/ It	should/shouldn't ought to / ought not to must	work hard.
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Use

- Should* and *ought to* express mild obligation, suggestions, or advice. They express what, in the speaker's opinion, is the right or best thing to do. We often use them with *I think/don't think ...*.
You're always asking me for money. I think you should spend less.
You shouldn't sit so close to the television! It's bad for your eyes.
You ought to be more careful with your money.
- Should I/she/we ... ?* is possible. We often use *Do you think ... ?*
Should I try to eat less?
Do you think I should see a doctor?
- Must*, like *have to*, expresses strong obligation. *Must* expresses an obligation that involves the speaker's opinion. It is personal.
I must get my hair cut. (This is me talking to me.)
You must go and visit your grandmother. (A parent talking to a child.)
- Must* is also associated with a formal, written style.
All visitors must show proper ID. (Sign in the lobby of an office building)
Books must be returned on or before the due date. (Instructions in a library)

have to and must, don't have to and mustn't

- Have to* and *must* are sometimes interchangeable.
I must be home by midnight. I have to be home by midnight.
But *have to* is used more often than *must*. If you are unsure which to use, it is probably safer to use *have to*.
- Must I ... ?* is possible, but question forms with *have to* are more common.
Do I have to do what you say, or can I do what I want?
- Have to* has all forms; *must* does not.
I had to work until midnight last night. (Past)
You'll have to study hard when you go to college. (Future)
She's a millionaire. She's never had to do any work. (Present Perfect)
I hate having to get up on cold, winter mornings. (-ing form)
If you were a nurse, you would have to wear a uniform. (Infinitive)
- Don't have to* and *mustn't* are completely different.
Don't have to expresses absence of obligation – you can but it isn't necessary.
Some people iron their socks, but you don't have to. I think it's a waste of time.
When you go into a shop, you don't have to buy anything. You can just look.
Mustn't expresses negative obligation – it is very important not to do something.
You mustn't steal other people's things. It's wrong.
You mustn't drive if you're tired. You could kill someone!

▶▶ **Workbook p28** Further practice of *must* and *have to*

UNIT 5

4.3 Making requests: can, could, will, and would

- 1 There are many ways of making requests in English.

Can	you	help me, please?
Could		pass the salt, please?
Will		
Would		

Would you mind helping me, please?

Can	I	ask you a question?
Could		speak to you, please?

Do you mind if I open the window?

Would you mind if I opened the window?

Can, could, will, and would are all modal verbs.

- 2 *Could* is a little more formal; *can* is a little more familiar. *Could I ... ?* and *Could you ... ?* are very useful because they can be used in many different situations.
- 3 Here are some ways of responding to requests:
- A *Excuse me! Could you help me?*
 B *Sure.*
Of course.
Well, I'm afraid I'm a little busy right now.
- A *Would you mind if I opened the window?*
 B *No, not at all.*
No, that's fine.
Well, I'm a little cold, actually.

4.4 Making offers: will and shall/should

- 1 *Will* and *shall/should* are used to express offers. They are both modal verbs.
- 2 The contracted form of *will* is used to express an intention, decision, or offer made at the moment of speaking.
Come over after work. I'll cook dinner for you.
'It's Jane's birthday today.' 'Is it? I'll buy her some flowers.'
Give him your suitcase. He'll carry it for you.
Don't worry about catching the bus. Dave'll give you a lift.
Give it back or we'll call the police!
- In many languages, this idea is often expressed by a present tense, but in English this is wrong.
~~*I'll give you my number.*~~ NOT ~~*I give you my number.*~~
~~*I'll carry your suitcase.*~~ NOT ~~*I carry your suitcase.*~~
- Other uses of *will* are dealt with in Unit 5.
- 3 *Shall/Should ... ?* is used in questions with the first person, *I* and *we*. It expresses an offer, a suggestion, or a request for advice.
'Shall I carry your bag for you?' 'That's very kind. Thank you.'
'Shall we go out for a meal tonight?' 'Mmm. I'd love to.'
'What shall we do? We haven't got any money.' 'We could ask Dad.'
- We use **should** to make an informal suggestion.
What should we have for dinner?
What should we do tonight?

Introduction to future forms

There is no future tense in English as there is in many European languages. However, English has several forms that can refer to the future. Three of these are *will*, *going to*, and the Present Continuous.

I'll see you later. (will)

We're going to see a film tonight. Do you want to come? (going to)

I'm seeing the doctor tomorrow evening. (Present Continuous)

The difference between them is *not* about near or distant future, or about certainty. The speaker chooses a future form depending on how the speaker sees the future event. Is it a plan, a decision, an intention, an offer, a prediction, or an arrangement? This is the important question to ask when choosing a future form. There is more about this in Use below.

5.1 will/going to and the Present Continuous

Form

Positive and negative

I He They	'll won't	help you. watch TV tonight.
I'm/I'm not She's/She isn't We're/We aren't	going to	
I'm/I'm not He's/He isn't You're/You aren't		catching the 10 o'clock flight.

Question

What time	will you are you going to	arrive?
	are you meeting the manager?	

Note

We avoid saying *going to come* or *going to go*.

We're coming tomorrow.

When are you going home?

Use

Plans, decisions, and intentions (*will* and *going to*)

will

Will is used as a modal auxiliary verb to express a decision, intention, or offer made at the moment of speaking. We saw this use in Unit 4. (See 4.4.) Remember that you can't use the present tense for this use.

~~*I'll have the steak, please.*~~ NOT ~~*I have the steak.*~~

~~*I'll see you tomorrow. Bye!*~~ NOT ~~*I see you tomorrow.*~~

Give me a call sometime. We'll go out for coffee.

'Jeff, there's someone at the door!' 'OK, I'll get it.'

UNIT 6

going to

Going to is used to express a future plan, decision, or intention made before the moment of speaking.

When I grow up, I'm going to be a doctor.
Jane and Peter are going to get married next month.
We're going to paint this room blue.

Facts and predictions (will and going to)

will

The most common use of will is as an auxiliary verb to show future time. It expresses a future fact or prediction. It is called the pure future or the Future Simple.

We'll be away for two weeks.
Those flowers won't grow under the tree. It's too dark.
Our friendship will last forever.
You'll be sick if you eat all those sweets!

Will for a prediction can be based more on an opinion than a fact.

I don't think Laura will do very well in her exam. She doesn't do any work.

I am convinced that inflation will fall to three per cent next year.

going to

Going to can also express a prediction, especially when it is based on a present fact. There is evidence now that something is certain to happen.

She's going to have a baby. (We can see she's pregnant.)
Our team is going to win the match. (It's four-nil, and there are only five minutes left to play.)
It isn't going to rain today. (Look at that beautiful blue sky.)

Note

Sometimes there is no difference between will and going to.

In September he	will start is going to start	his course at university.
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Arrangements (Present Continuous)

The Present Continuous can be used to express a future arrangement between people. It usually refers to the near future.

We're going out with Jeremy tonight.
I'm having my hair cut tomorrow.
What are we having for lunch?

Think of the things you might put in your diary to remind you of what you are doing over the next few days and weeks. These are the kinds of events that are often expressed by the Present Continuous for the future. The verbs express some kind of activity or movement.

I'm meeting Peter tonight.
The Taylors are coming for dinner.
I'm seeing the doctor in the morning.

Remember that you can't use the present tense for this use.

We're going to the cinema on Saturday evening.
NOT We go to the cinema on Saturday evening.

We're catching the 10 o'clock flight.
NOT We catch the 10 o'clock flight.

What are you doing this evening?
NOT What do you do this evening?

NOT What do you do this evening?

Sometimes there is no difference between an agreed arrangement

(Present Continuous) and an intention (going to).

We're going to get We're getting	married in the spring.
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Introduction to like

Like can be a verb or a preposition.

Like as a verb can be followed by -ing or to, sometimes with a change in meaning.

I like going out at the weekend. (general enjoyment)

I like to sit in a hot bath and read. (habits and preferences)

Like as a verb has a person as the subject:

I like modern art.

I don't like the way he looks at me.

Do you like fish?

Would you like a coffee?

Like as a preposition has an object after it:

She's wearing a hat like mine.

He's nothing like his father.

That sounds like a plane.

You're behaving like children.

That new English teacher of his – what's he like?

6.1 What ... like?

What is/are/was/were ... like? is used to ask about the permanent nature of people and things. It asks for a description or an impression or a comparison.

What's the health service like in your country?

What are the new students like?

Be careful!

- With a description or an impression, we do not use like in the answer.

What's London like? It's quite big, and it's very interesting.
NOT It's like quite big ...

What's Amanda like? She's tall, attractive, and very funny.
NOT She's like tall ...

- With a comparison, we can use like in the answer. Here, like means similar to / the same as.

What's London like? It's like New York, but without the tall buildings. (= It's similar to ...)

What's Amanda's daughter like? She's just like Amanda.
(= She's the same as ...)

Workbook p39 Like and as

6.2 How ... ?

- How ... ? is used to ask about the present condition of something that can change.

How's work these days? It's better than last year.

How was the traffic this morning? It was worse than usual.

To ask about the weather, we can use both questions.

How's the weather	where you are?
What's the weather like	

- How ... ? is also used to ask about people's health and happiness. Compare:

How's Peter? He's fine.

What's Peter like? He's a nice guy. He's quite tall, has dark hair ...

- How ... ? is also used to ask about people's reactions and feelings.

How's your meal?

How's your new job?

6.3 How ... ? or What ... like?

Sometimes we can use *What ... like?* or *How ... ?*, but they aren't the same. *What ... like?* asks for an objective description. *How ... ?* asks for personal feelings. Compare:

How was the film? It was great!
What was the film like? It was very funny and had lots of good actors in it.

6.4 Verb + -ing or infinitive

Verb patterns p158

6.5 Relative clauses

1 Relative clauses are used to tell us which person or thing we are talking about. They make it possible to give more information about the person or thing being spoken about.

The boy has gone to the beach. (Which boy?)
The boy who lives next door has gone to the beach.
The book is very good. (Which book?)
The book that I bought yesterday is very good.
This is a photo of the hotel. (Which hotel?)
This is a photo of the hotel where we stayed.

2 We use *who* to refer to people (and we can also use *that*).

The book is about a girl who marries a millionaire.

We use *that* to refer to things (and we can also use *which*).

What was the name of the horse that won the race?

3 When *who* or *that* is the object of a relative clause, it can be left out.

The person you need to talk to is on holiday.
The book I bought yesterday is very good.

But when *who* or *that* is the subject of a relative clause, it must be included.

I like people who are kind and considerate.
I want a computer that is easy to use.

4 *Which* can be used to refer to the whole previous sentence or idea.

I passed my driving test on my first attempt, which surprised everyone.
Jane can't come with us, which is a shame.

5 We use *whose* to refer to someone's possessions.

That's the woman whose bag was lost.
That's the man whose son won the race.

6 We can use *where* to refer to places.

The hotel where we stayed was right on the beach.
We went back to the place where we first met.

6.6 Participles

Participles after a noun define and identify in the same way as relative clauses.

That person driving the red Porsche is my cousin.
The men seen outside were probably the thieves.

UNIT 7

Introduction to the Present Perfect

The same form (*have* + past participle) exists in many European languages, but the uses in English are different. In English, the Present Perfect is essentially a present tense, but it also expresses the effect of past actions and activities on the present.



Present Perfect means 'before now'. The Present Perfect does not express when an action happened. If we say the exact time, we have to use the Past Simple.

In my life, I have travelled to all seven continents.
I travelled around Africa in 1998.

7.1 The Present Perfect

Form

Positive and negative

I	've	lived in Rome.
We	haven't	
You	haven't	
They		
He	's	
She	hasn't	

Question

How long have	I we you	known Peter?
How long has	she he	

Short answer

Have you always lived in Budapest?	Yes, I have. No, I haven't.
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Use

The Present Perfect expresses:

1 an action that began in the past and still continues (unfinished past).

We've lived in the same house for 25 years.

Peter's worked as a teacher since 2000.

How long have you known each other?

They've been married for 20 years.

Note

Many languages express this idea with a present tense, but in English this is wrong.

Peter has been a teacher for ten years. NOT ~~*Peter is a teacher for ten years.*~~

These time expressions are common with this use.

for	two years	since	1970
	a month		the end of the class
	a few minutes		August
	half an hour		8 o'clock
	ages		New Year

We use *for* with a period of time and *since* with a point in time.

- 2 an experience that happened at some time in one's life. The action is in the past and finished, but the effects of the action are still felt. When the action happened is not important.

I've been to the United States. (I still remember.)
She's written poetry and children's stories. (in her writing career)
Have you ever had an operation? (at any time in your life up to now)
How many times has he been married? (in his life)
 The adverbs *ever*, *never*, and *before* are common with this use.
Have you ever been to Australia?
I've never tried bungee jumping.
I haven't tried sushi before.

Questions and answers about definite times are expressed in the Past Simple.

When did you go to the United States?
Was her poetry published while she was alive?
I broke my leg once, but I didn't have to stay in the hospital.
He met his best friend when they were at school.

- 3 a past action that has a present result. The action is usually in the recent past.

The taxi hasn't arrived yet. (We're still waiting for it.)
What have you done to your lip? (It's bleeding.)

We often announce news in the Present Perfect because the speaker is emphasizing the event as a present fact.

Have you heard? Tomorrow's exam has been cancelled.
Susan's had her baby!
I've ruined the meal.

Details about definite time will be in the Past Simple.

She resigned because she got a better job offer.
She had a baby boy this morning. It was a difficult birth.
I didn't watch it carefully enough.

The adverbs *yet*, *already*, and *just* are common with this use.

I haven't done my homework yet. (Negative)
Has the taxi arrived yet? (Question)
I've already done my homework.
She's just had some good news.

- ! Be careful with *been* and *gone*.

He's been to the United States. (experience – he isn't there now)
She's gone to the United States. (present result – she's there now)

▶▶ Workbook p45 Further practice of *been* and *gone*

▶ 7.2 Present Perfect or Past Simple?

- 1 The Present Perfect is for unfinished actions. The Past Simple is for completed actions. Compare:

Present Perfect	Past Simple
<i>I've lived in Texas for six years.</i> (I still live there.)	<i>I lived in Texas for six years.</i> (Now I live somewhere else.)
<i>I've written several books.</i> (I can still write some more.)	<i>Shakespeare wrote 30 plays.</i> (He can't write any more.)

- 2 We can see that the Present Perfect refers to indefinite time and the Past Simple refers to definite time by looking at the time expressions used with the different tenses.

Present Perfect – indefinite	Past Simple – definite
I've done it	I did it
for a long time.	yesterday.
since July.	last week.
before.	two days ago.
recently.	at 8 o'clock.
I've already done it.	in 1987.
I haven't done it yet.	when I was young.
	for a long time.

- ! Be careful with *this morning/afternoon*, etc.

Have you seen Amy this morning? (It's still morning.)
Did you see Amy this morning? (It's the afternoon or evening.)

▶ 7.3 Present Perfect Simple passive

Form

has/have been + past participle

It	has been	sold.
They	have been	

Use

The uses are the same in the passive as in the active.

Two million cars have been produced so far this year. (unfinished past)
Has she ever been made redundant? (past experience)
'Have you heard? Two hundred homes have been washed away by a tidal wave!' (present importance)

▶ 7.4 Phrasal verbs

There are four types of phrasal verbs. Types 1, 2, and 3 can be literal or idiomatic. Type 4 are nearly always idiomatic.

Type 1

Verb + particle (no object)

- a *He put on his coat and went out.*
 b *I didn't put enough wood on the fire and it went out.*

In a, the verb and particle are used literally. In b, they are used idiomatically. *Go out* means stop burning.

Examples with literal meaning:

Sit down.
She stood up and walked out.
Please go away.
She walked right past the store without noticing it.

Examples with idiomatic meaning:

The marriage didn't work out. (= succeed)
Our plans fell through. (= fail)

Type 2

Verb + particle + object (separable)

- a *I put up the picture.*
 b *I put up my sister for the night.*

In a, the verb and particle are used literally. In b, they are used idiomatically. *Put up* means give someone food and a place to sleep, usually for the night or a few days.

Type 2 phrasal verbs are separable. The object (noun or pronoun) can come between the verb and the particle.

I put up the picture. *I put up my sister.*
I put the picture up. *I put my sister up.*

UNIT 8

If the object is a pronoun, it *always* comes between the verb and the particle.

I put it up. NOT ~~*I put up it.*~~
I put her up. NOT ~~*I put up her.*~~

Examples with a literal meaning:

The waiter took away the plates.
Don't throw it away.
They're pulling that old building down.

Examples with an idiomatic meaning:

I put off the meeting. (= postpone)
Don't let me down. (= disappoint)

Type 3

Verb + particle + object (inseparable)

- a *She came across the room.*
b *She came across an old friend while she was out shopping.*

In a, the verb and particle are used literally. In b, they are used idiomatically. *Come across* means find by accident.

Type 3 phrasal verbs are inseparable. The object (noun or pronoun) always comes after the particle.

NOT ~~*She came an old friend across.*~~ or ~~*She came her across.*~~

Examples with a literal meaning:

I'm looking for Jane.
They ran across the park.
We drove past them.

Examples with an idiomatic meaning:

I'll look after it for you. (= care for)
She takes after her father. (= resemble in features, build, character, or disposition)
He never got over the death of his wife. (= recover from)

Type 4

Verb + particle + particle

I get along very well with my boss.
I'm looking forward to it.
How can you put up with that noise?

Type 4 phrasal verbs are nearly always idiomatic. The object cannot change position. It cannot come before the particles or between the particles.

NOT ~~*I'm looking forward it to.*~~

Introduction to conditionals

There are many different ways of making sentences with *if*. It is important to understand the difference between sentences that express real possibilities, and those that express unreal situations.

Real possibilities

If it rains, we'll stay home.
(*if* + Present Simple + *will*)
If you've finished your work, you can go home.
(*if* + Present Perfect + modal auxiliary verb)
If you're feeling ill, go home and get into bed.
(*if* + Present Continuous + imperative)

Unreal situations

You would understand me better if you came from my country.
(*would* + *if* + Past Simple)
If I were rich, I wouldn't have any problems.
(*if* + *were* + *would*)
If I stopped smoking, I could run faster.
(*if* + Past Simple + modal auxiliary verb)

There are several patterns that you need to know to understand the variations. Note that a comma is usual when the *if* clause comes first.

8.1 First conditional

Form

if + Present Simple + *will*

Positive

If I find your wallet, I'll let you know.
We'll come and see you on Sunday if the weather's good.

Negative

You won't pass the test if you don't study.
If you lose your ticket, you won't be able to go.

Question

What will you do if you don't find a job?
If there isn't a hotel, where will you stay?

Note that we do not usually use *will* in the *if* clause.

NOT ~~*If you will leave now, you'll catch the train.*~~
~~*If I'll go out tonight, I'll give you a call.*~~

If can be replaced by *unless* (= *if ... not*) or *in case* (= because of the possibility ...).

Unless I hear from you, I'll come at 8.00.
I'll take my umbrella in case it rains.

Use

- 1 First conditional sentences express a possible condition and its probable result in the future.

Condition (if clause)

If I find a sweater in your size,
If you can't do the homework,
If you can find my purse,
If you've never been to Wales,

Result (result clause)

I'll buy it for you.
give me a call.
I might buy you an ice-cream.
you should try to go there one day.

- 2 We can use the first conditional to express different functions (all of which express a possible condition and a probable result).

If you don't stop the noise, I'll phone the police! (a threat)
Careful! If you touch that, you'll burn yourself! (a warning)
I'll post the letter if you like. (an offer)
If you lend me £100, I'll pay you back tomorrow. (a promise)