

1

No place like home

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

TEST YOUR GRAMMAR

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

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

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

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

WRITING HOME

Tense revision and informal language

- Read the letter. Who is writing? Who to? Where is he? What is he complaining about? How old do you think the writer is?
- Complete the questions. Then ask and answer them with a partner.
 - 'How long has Max been at summer camp?'
'Just two days'
 - 'Is he having a good time?'
'No, not really. He's feeling very homesick.'
 - 'Is this his first time at summer camp?'
'No, it's not. He has been once before. Last year he went to Pine Trees.'
 - 'Did he like it at Pine Trees?'
'Oh, yes, he did, very much.'
 - 'Why was that?'
'Because they did. thing is like archery'
 - 'What's he doing tomorrow?'
'He's making pancakes.'
 - 'Why does she have his cell phone?'
'Because all the other kids have theirs'
- TT1** Listen and check your answers.



Tuesday, 9:00pm

Hi Mom, Hi Dad!

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

Love you lots, Max xxxxxx

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

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

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

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

LANGUAGE FOCUS

1 Which tenses can you identify in the questions and answers in exercises 2 and 4? Why are they used?

2 **Informal writing** often has lots of colloquial language and words missed out.

kind of boring	= quite boring
Been here two days but seems like FOREVER	= I've been here two days but it seems like forever.
'cause (US), 'cos (UK)	= because

3 Work with a partner. Read the letter and email again.

- 1 What do 'stuff' and 'hanging in there' mean in Max's letter? Find colloquial words in Sophie's email and express them less colloquially.
- 2 Find examples where words are missing. Which words?

▶▶ Grammar Reference pp140-141

From: Sophie Beasley <sophie.beas@yooohoo.com>
Date: Wed 16 March, 10.36 am
To: Robert Elliman
Subject: New Zealand and missing you.

Hello again Rob!

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

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

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

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

Sophie xxxxx (Catherine sends love too)



PRACTICE

Identifying the tenses

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

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

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

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



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

- Could be a wife talking about her husband.

- Present Perfect Continuous, Present Simple.

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

Discussing grammar

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

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

Talking about you

4 Complete these sentences with your ideas.

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

T 1.4 Listen and compare. What are the responses?

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

SPOKEN ENGLISH Missing words out

Which words are missing in these lines from conversations?

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

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

T 1.5 Listen and compare.



A long-distance phone call

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

D ...

K Dad! It's me, Kirsty.

D ...

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

D ...

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

D ...

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

D ...

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

D ...

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

D ...

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

D ...

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

D ...

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

D ...

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

D ...

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

D ...

T1.6 Listen and compare. Identify some of the tenses used in the conversation.

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

READING AND SPEAKING

A home from home

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

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

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

- 3 Divide into two groups.

Group A Read about Ian on this page.

Group B Read about Thomas on p12.

Check your answers to exercise 2.

- 4 Answer the questions about Ian or Thomas.

- 1 Where did he go to live abroad? Why?
 - 2 How long has he been there?
 - 3 What does he do there?
 - 4 What do you learn about his family?
 - 5 What is the new home town like?
 - 6 Have there been any difficulties?
 - 7 In what ways is he 'in the middle of nowhere'?
 - 8 Does he feel at home in his new home?
 - 9 What does he like and dislike about his new life?
 - 10 What does he miss?
- 5 Find a partner from the other group. Compare your answers. Who do you think is happier about the move? Which new home would you prefer?

Expatriate tales

IAN WALKER-SMITH IN CHILE

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

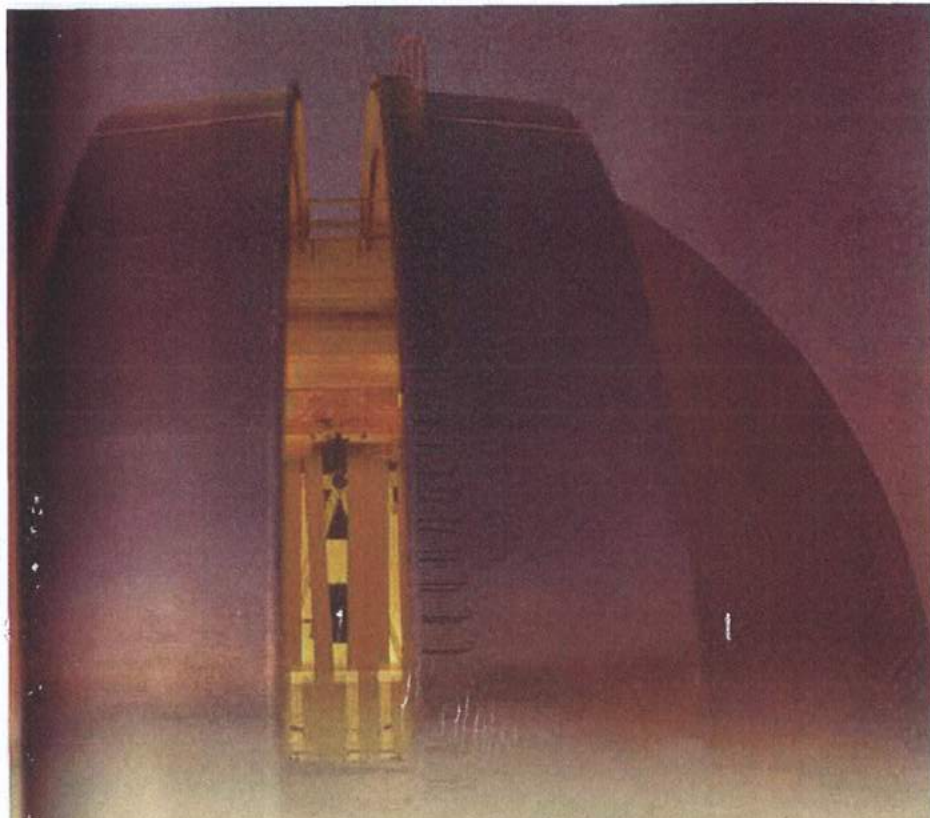


Ian says: I work shifts of eight days in Paranal, and get six to rest at home – in my case, the mining town of Antofagasta, a harrowing two-hour drive away on the coast. It takes a real toll, being so far from Andrea. I miss her when I'm away.

Where he works

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





Why he moved

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

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

Life in Chile

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

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

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

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

What he misses

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

Language work

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

Ian in Chile

- 1 *It takes a real toll, ...* 1.10
What takes a toll? On what or who?
- 2 **... the computers run 24/7.* 1.16
How long do the computers operate?
- 3 **I easily get puffed ...* 1.18
When and why does he get puffed?
- 4 **... itchy feet ...* 1.24
Why did he get itchy feet?
- 5 *... winter gloves ...* 1.48
What still fits him like winter gloves?

Thomas in Korea

- 1 **... I'm really into soccer.* 1.07
Is he a soccer fan?
- 2 **... a really big deal ...* 1.08
What is a really big deal? Why?
- 3 **... doesn't get it.* 1.09
Who doesn't get what? Why not?
- 4 **... a big shot.* 1.17
Who is a big shot? What makes him a big shot?
- 5 **... the bad guy is beating him up.* 1.53
Who is the bad guy beating up?

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

What do you think?

Work in groups.

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

Expat tales

THOMAS CREED IN KOREA



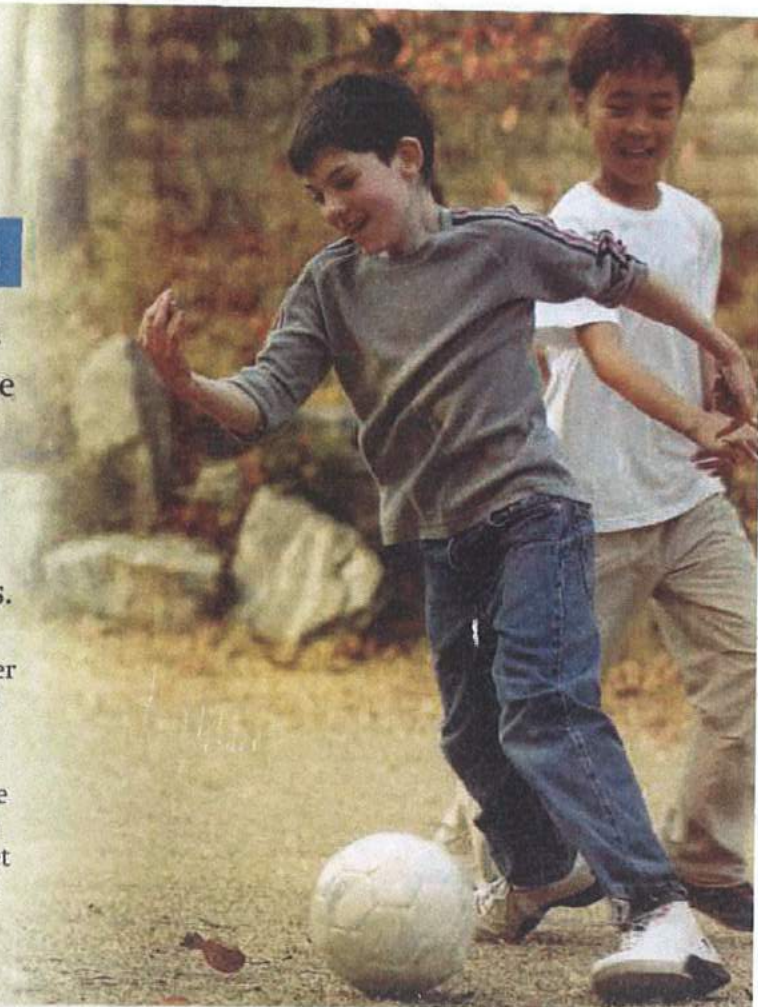
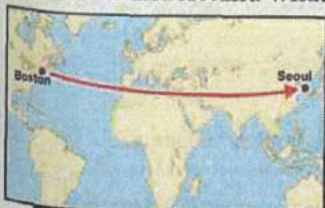
'I'm part of the group now. The only difference is I have brown hair and blue eyes,' says Thomas Creed, an eleven-year-old originally from Boston, Massachusetts.

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

Why he moved

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

people here don't always smile at strangers like they do back in the US. I felt lonely, like I was in the middle of nowhere.



Life in Korea

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

What he misses

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

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

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

VOCABULARY AND PRONUNCIATION

House and home

Compound nouns and adjectives

Words can combine to make new words.

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

life lifestyle lifelong life-size
life expectancy life insurance

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

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

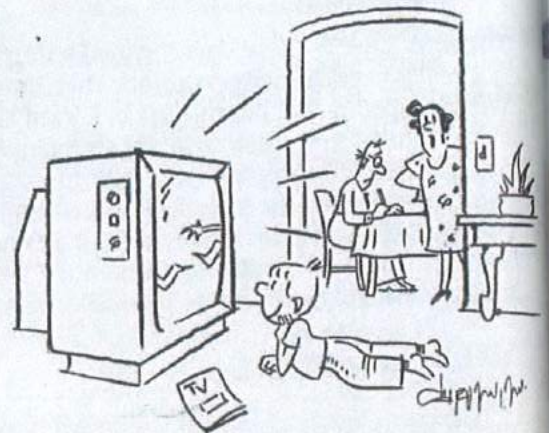
- 1 How many new words can you make by combining a word on the left with a word on the right? Which are nouns and which are adjectives?

home house	work	made	wife	sick	proud
	page	plant	town	coming	
	less	grown	bound	warming	

- 2 **T1.7** Listen to the conversations. After each one, discuss these questions. Who is talking to who? What about? Which compounds from exercise 1 are used?

- 3 Complete these lines from the conversations.

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



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

- 4 **T1.8** Practise saying the lines in exercise 3 with correct stress and intonation. Listen and check. Try to remember more of each conversation and act some of them out with a partner.

- 5 Work in groups. Make compounds by combining words from one of the boxes in A with as many words as possible from B. Use your dictionary to help.

A

book
computer
air
junk
food
word

tea
sleeping
door
open
fire
head

B

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

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

▶▶ SONG Don't leave home Teacher's Book p14

LISTENING AND SPEAKING

Things I miss from home



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

	What they miss	Other information
Andrew		
Helen		
Gabriele		
Paul		
Sylvia		
Chris		

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

EVERYDAY ENGLISH

Social expressions and the music of English

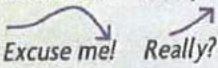
1 Work with a partner. Match a line in A with a line in B.

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

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

Music of English

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

- Intonation – the up and down of the voice:

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

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

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

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

- 1
- A Excuse ..., ... know you ... somewhere?
 B Actually, ... think so.
 A ... Gavin's party last week?
 B Not me, ... don't know anyone ... Gavin.
 A Well, someone ... looked just like
 you ... there.
 B Well, that's ... maybe ... certainly
 wasn't me.
 A ... am sorry!

- 2
- A Tony! Hi! Great ... see ...!
 B Well, ... just passing ... drop
 in ... 'hello'.
 A ... in! Have ... drink!
 B ... sure? ... too busy?
 A Never ... busy ... talk ... you.
 B Thanks, Jo ... really nice ...
 chat.
 A Fantastic! Let ... coat.

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



2 Been there, done that!

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

TEST YOUR GRAMMAR

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

EXPLORERS AND TRAVELLERS

Present Perfect

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

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

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



MARCO POLO 1254-1324

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



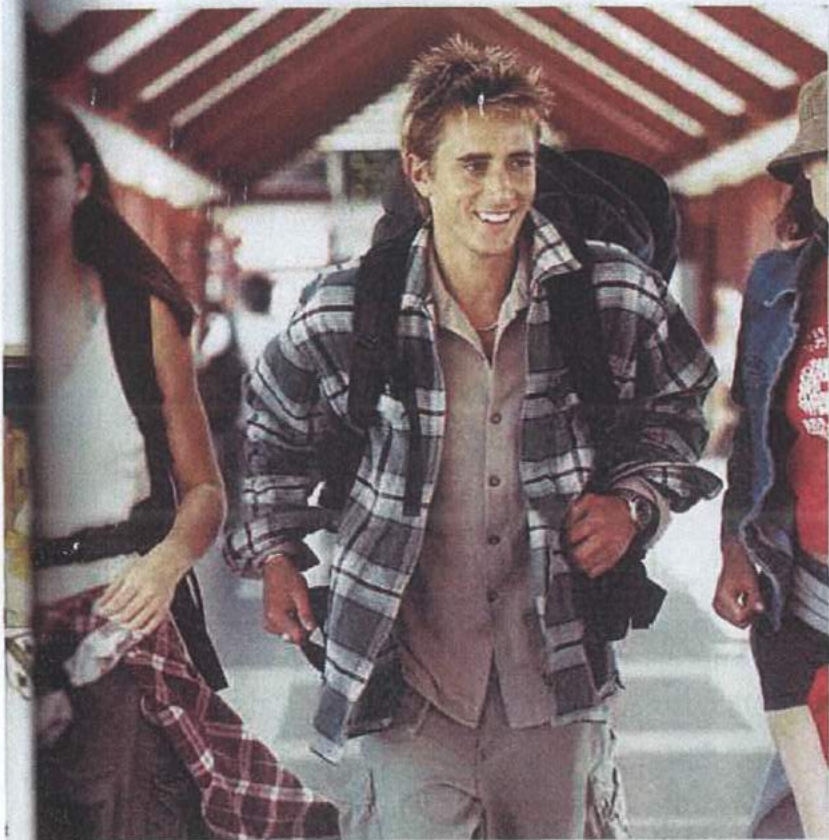
He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.



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

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

T 2.2 Listen and check.



TOMMY WILLIS backpacker in Asia

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



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

LANGUAGE FOCUS

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

▶ Grammar Reference pp141-142

PRACTICE

Questions and answers

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

About Marco Polo

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

About Tommy Willis

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

T 2.3 Listen and check your answers.

Discussing grammar

3 Put the verb in the correct tense.

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

Simple and continuous

LANGUAGE FOCUS

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

Do you know more verbs like these?

▶▶ Grammar Reference pp140-141

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

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

▶▶ WRITING Informal letters – Correcting mistakes p112

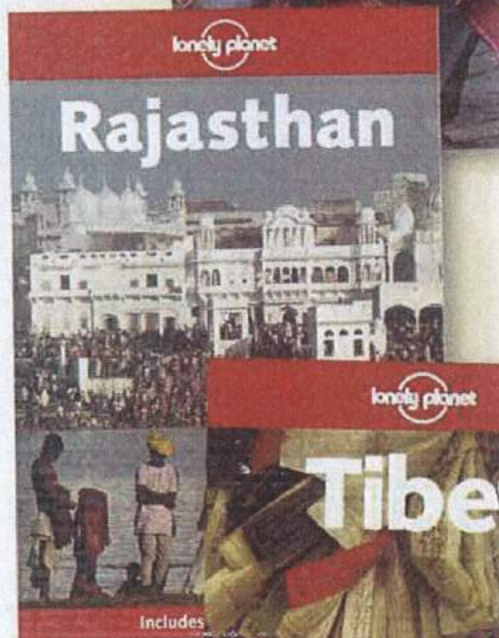
Exchanging information

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

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

Student A Look at p153.

Student B Look at p154.

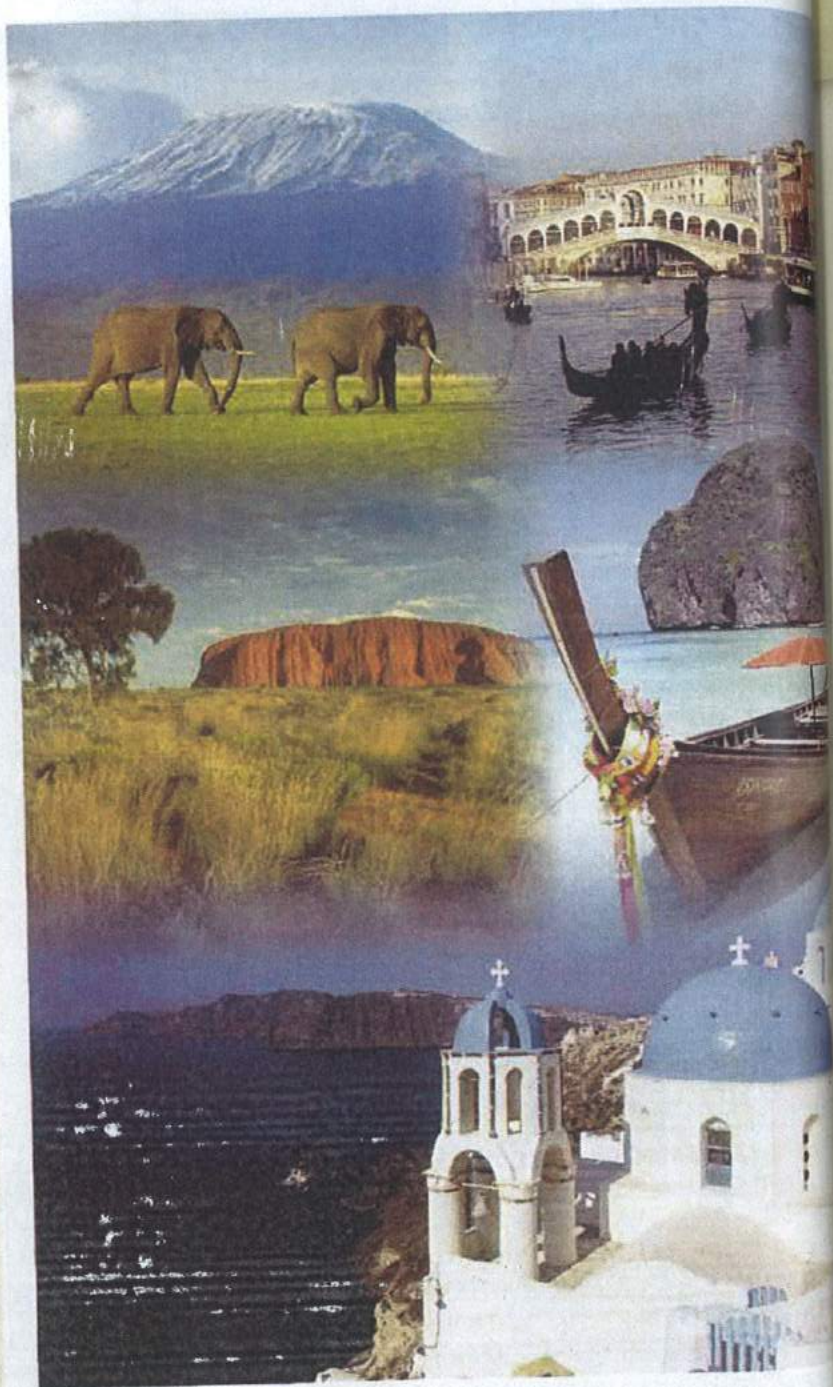


Venture to a higher place

READING AND SPEAKING

Paradise Lost

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



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

Interviewers

BACKGROUND

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

EDUCATION

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

WORK

What work ... after university?

FAMILY

How many children ...?

HOLIDAYS

What ... like doing ...?

LONELY PLANET GUIDES

When ... the first guide book
... come out?

Where ... idea come from?
What ... the best and worst
moment?

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

FUTURE

Where would you like ...?

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

Turn to p21.

Paradise lost

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

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

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

A growth industry

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

The effects of tourism

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

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

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



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

Winners and losers

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

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

The future

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

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

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

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

Reading

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

What do you think?

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

I didn't know/I already knew that ...	What surprised me was ...
It must be really difficult for ...	It's hard to believe that ...
I wonder what can be done to ...	It's a shame that ...
- 2 In groups, think of more questions to ask the other groups. Use the prompts if you want.

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

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

Vocabulary work

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

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

SPEAKING AND LISTENING

Dreams come true

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

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

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

Compare your lists in groups.



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



VOCABULARY

Hot verbs - make, do

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

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

2 Put the words in the right box.

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

MAKE	DO
a good impression a suggestion it clear start / move a difference a profit / a loss an effort decision arrangement	research good job a favour your best business a degree

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

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

T 2.5 Listen and check.

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

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

Phrasal verbs

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

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



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

- 1 I'm so thirsty. I can do with a cup of tea.
- 2 We've bought an old flat. We're going to do it up over the next few years.
- 3 I think we should do away the monarchy. They're all useless. And expensive.
- 4 I could never do without my personal assistant. She organizes everything for me!

T 2.6 Listen and check.

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

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

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

T 2.7 Listen and check.

LISTENING AND SPEAKING

Tashi Wheeler – girl on the move

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



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

What was the first foreign country you went to?
 What are your earliest memories?
 Which countries have you been to?

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

What memories does she have of ...?

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

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

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

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

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

SPOKEN ENGLISH Fillers

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

Tashi And Galapagos Islands, Philippines, and stuff like that. ... monkeys swinging off the rear-view mirrors, and things. The getting up at like four in the morning ...
Interviewer And when you were on these travels, I mean, did your dad sort of have a notebook, and he'd be sort of stopping everywhere ...?

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

EVERYDAY ENGLISH

Exclamations

- Look at these examples of exclamations. When do we use *What a(n) ...!*, *What ...!*, and *How...!*?
What an exciting experience! What nonsense! How horrible!
- Match an exclamation in B with a line in C.

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

- T 2.11** Listen to ten lines of conversation. Reply to each one using an exclamation in B and its matching line in C. Write the number of the conversation 1–10 in column A.
- What is the next line in each conversation? Put a number 1–10 next to the correct line.

A How's your steak? Is it OK?
B Mmm! It's absolutely delicious! *Just the way I like it.*

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

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

Music of English

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

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

T 2.13 Listen and repeat.



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

- _____ silly mistake!
- _____ brilliant idea!
- _____ utterly ridiculous!
- _____ dreadful weather!
- _____ rubbish!
- _____ mess!
- _____ awful!
- _____ wonderful!
- _____ relief!
- _____ terrible thing to happen!

Which are positive reactions? Which are negative?

- T 2.14** Listen to some situations. Respond to them, using one of the exclamations in exercise 5.
- Write a dialogue with a partner. Use some of the exclamations on this page. You could ask about a party, a meal, a holiday, or a sports event.

Begin with a question.

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

Act out your conversations to the class.

3 What a story!

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

*5

TEST YOUR GRAMMAR

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

Burglar arrested

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

TSTG

WHAT'S IN THE NEWS?

Narrative tenses

1 Look at the newspaper headlines. What do you think is the whole story?

2 What would you like to know? Write some more questions.

Did he mean to fall over?

Where was she climbing?

How did he manage to hack into their systems?

3 **T 3.1** Listen to three conversations about the stories. Which of your questions were answered?

4 Here are the answers to some questions. What are the questions?

1 Just ordinary clothes.

2 For a dare.

3 Three hours.

4 In a shelter.

5 His own software program.

6 To download from the Internet.

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

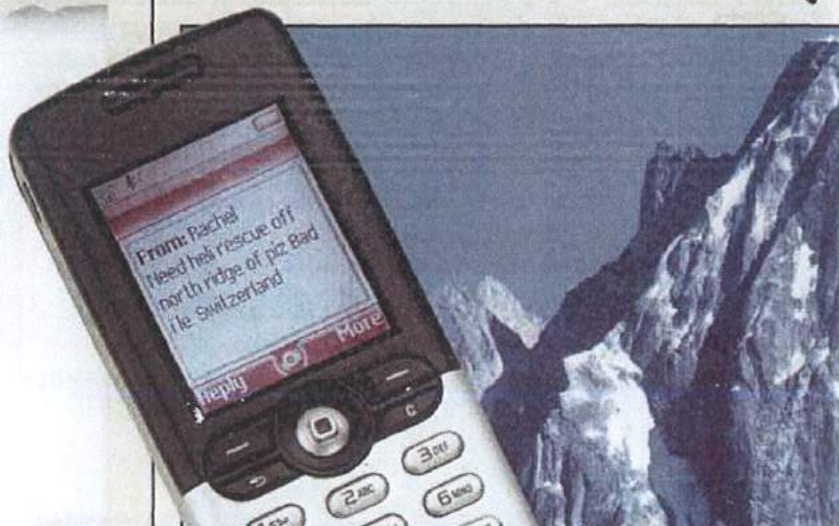
A	B
He was wearing	with a partner.
He'd been talking	he wouldn't do it.
His friends had bet him	the next night.
She was climbing	about doing it for ages.
They were rescued	ordinary clothes.

T 3.2 Listen and check.

Man survives plunge over Niagara Falls



Climber saved by



The nerd who hacked into US Defence systems



text plea to friend



LANGUAGE FOCUS

1 Complete the chart using the verb in brackets.

Past Simple (fall)	Past Continuous (read)
Past Perfect (hear)	Past Perfect Continuous (act)
Past Simple passive (arrest)	Past Perfect passive (burgle)

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

2 Why are different tenses used in these paragraphs?

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

Just after midnight, John was looking at the mess.

His guests had just left. He'd cooked a lovely meal, and everyone had had a good time.

▶▶ Grammar Reference pp142–143

PRACTICE

Discussing grammar

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

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

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

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

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

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

Writing narratives

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

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

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

The news

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

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

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

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

SPOKEN ENGLISH News and responses

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

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

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

Student A Read the story on p155.

Student B Read the story on p156.

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

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



VOCABULARY AND SPEAKING

Books and films

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

1 Who wrote it _____?
Charles Dickens/Jane Austen.

2 _____?
It's a romantic novel/It's a thriller/It's a biography.

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

4 Where and _____?
In India in the last century/In New York in the 80s.

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

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

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

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

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

- 2 Which questions could also be asked about a film? Some might have to change. What extra questions can be asked about a film?
- 3 **T 3.5** Listen to two people, one talking about a film and the other a book. Take notes under these headings.

Title	Setting	Characters	Plot	Personal opinion

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

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



FICTION/LITERATURE

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

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

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

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

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

\$14.95

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READING GROUP GUIDE AND

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READING AND SPEAKING

The Blind Assassin

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

Language work

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

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

What do you think?

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

The BLIND ASSASSIN

CHAPTER I

The bridge

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



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

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

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

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

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

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

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

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

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

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

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

But some people can't tell where it hurts. They can't calm down. They can never stop howling.

LISTENING AND SPEAKING

The money jigsaw

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

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

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

Our £2,000 jigsaw



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

What do you think?

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

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

Do you agree? Do you have any better explanations?

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

3 Answer the questions.

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

SPOKEN ENGLISH *like*

Rachel uses the word *like* a lot.

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

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

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

EVERYDAY ENGLISH

Showing interest and surprise

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



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

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

Music of English

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

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

T 3.8 Listen and repeat.

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

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

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

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

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

4 Nothing but the truth

Questions and negatives • Prefixes and antonyms • Being polite

TEST YOUR GRAMMAR

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

I disagree/don't agree with you.

- | | |
|---|---|
| 1 I agree with you. <i>don't</i> | 5 I knew everybody at the party. <i>didn't</i> |
| 2 I think you're right. <i>don't</i> | 6 I've already done my homework. <i>haven't</i> |
| 3 I told her to go home. <i>didn't</i> | 7 You must get a visa. <i>must not</i> |
| 4 'Is John coming?' 'I hope so.' <i>Isn't</i> | 8 My sister likes hip-hop, too. <i>doesn't</i> |

2 Write in the missing word in each question.

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

Ask and answer the questions with a partner.

TELLING LIES

Questions and negatives

1 Think of some lies that these people might tell.

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

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

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

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

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





LANGUAGE FOCUS

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

Questions

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

Negatives

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

2 Indirect questions

Make these direct questions indirect using the expressions.

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

▶▶ Grammar Reference p144

PRACTICE

Quiztime!

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

Group A Look at the information on p155.

Group B Look at the information on p156.

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

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

We weren't sure ...

We didn't have a clue ...

We had no idea ...

None of us knew ...

We guessed ...

Did you all know ...?

... how many legs a butterfly has.

... which theory Charles Darwin developed.

Asking for more information

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

I went out for a meal last night.

Who with?

My aunt sent me a postcard.

Where from?

Write short questions with a preposition to answer these statements.

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

- 4 Make the short questions into longer ones.

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

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

Negative questions

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

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

In which group ...?

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

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

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

- 6 Give answers to the negative questions in exercise 5.

- 1 a No, I've never liked pizza. Can't stand it, I'm afraid.
- 2 a Yes, that's right. It was at the sales conference in La Défense.

- 7 Ask and answer about these things using negative questions.

Expressing surprise

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

Asking for confirmation

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

T 4.4 Listen and compare.

Making negatives

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

Vegans don't eat any animal products.

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

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

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

SPOKEN ENGLISH How come?

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

Why are you learning English?

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

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

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

My mate Norman

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

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

He's single, so ...

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

He's an atheist, so ...

He's dyslexic, so ...

He's unemployed, so ...

He's teetotal, so ...

He's vegetarian, so ...

He's anti-social, so ...



Who is it?

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

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

I didn't pass the test last week.

LISTENING AND SPEAKING

My most memorable lie!

Work in small groups.

- 1 Did you ever tell lies as a child? Can you remember any? Talk about them in your groups. Decide which is the most interesting lie in your group and tell the class.
- 2 **T 4.6** Listen to six people talking about their most memorable lie. Correct the statements.
 - 1 **Andrew** was playing in the swimming pool when his father came home.
 - 2 **Paul** only lied once as a child because he swore and stole biscuits.
 - 3 **Carolyn** went to America for her girlfriend's wedding.
 - 4 **Kiki** finally told her grandmother the truth.
 - 5 **Sean** learnt Judo at school.
 - 6 **Kate** was not punished for lying.

3 Listen again and answer the questions.

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

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

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

What do you think?

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



READING AND SPEAKING

Diana and Elvis shot JFK!

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

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



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

CLASSIFIED

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

4 Work in groups of three.

Student A Read the article on p39.

Student B Read the article on p40.

Student C Read the article on p41.

Answer the questions.

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

Compare your answers with the others in your group.

Vocabulary work

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

Diana

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

Moon landing

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

JFK Junior

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

What do you think?

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

▶▶ WRITING Linking ideas – Conjunctions p114

THE WORLD'S TOP CONSPIRACY THEORIES

CONSPIRACY THEORY 1

THE DEATH OF DIANA

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

We never actually saw her body, did we?

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

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

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



CONSPIRACY THEORY 2

THE APOLLO MOON LANDING

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



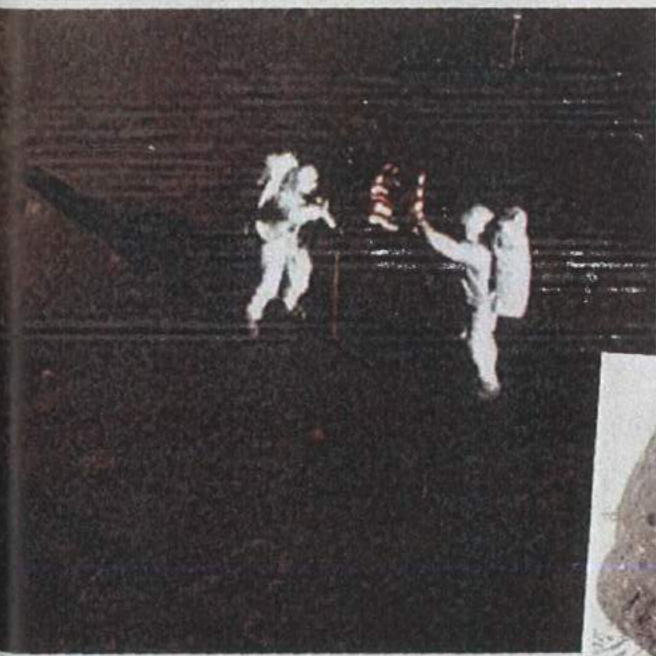
The programme claimed:

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

Was the whole moon landing staged inside a film studio?

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

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



CONSPIRACY THEORY 3

THE DEATH OF JOHN F KENNEDY JR.

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



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

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

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

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

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

VOCABULARY

Saying the opposite

Antonyms

- Compare these sentences. Which antonyms are used? Which sounds better in context?
Some theories are plausible but others are implausible.
Some theories are plausible but others are ridiculous.
- Antonyms can sometimes be formed with a negative prefix. What is the negative prefix for these words?
believable honest responsible
legal credible probable

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

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



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

improve safety success criticize generosity
fail mean encourage get worse danger

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

T 4.7 Listen and check.

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

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

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

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

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

T 4.8 Listen and compare.

- What's the opposite of ... ?

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

- Match the words and their meanings.

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

EVERYDAY ENGLISH

Being polite

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

- 1 You're having a meal with your host family. You've just forced yourself to eat something you don't like, when your host says, 'You must have some more!' What do you say?
- 2 A friend has just had a baby who you think looks like any other newborn baby. 'Isn't he gorgeous?' she coos. What do you say?
- 3 Your aunt invites you to go on holiday with her for two weeks. You love her, but know it would be a disaster and it would be no holiday for you. What do you say?

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

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

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

Could you possibly ... ?

Would you mind (not) ... ?

I wonder if you could ... ?

Do you think you could ... ?

Would you like (me) to ... ?

Do you happen to know ... ?

Music of English

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

Could you possibly close the window, please?

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

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

I'd love to, but ...

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

I'm terribly sorry ...

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

I'm afraid I ...

T 4.11 Listen and compare your answers.

Roleplay

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



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

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

T 4.12 Listen and compare.

5 An eye to the future

Future forms • Hot verbs – take, put • Telephoning

TEST YOUR GRAMMAR

1 Which future form expresses ...?

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

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

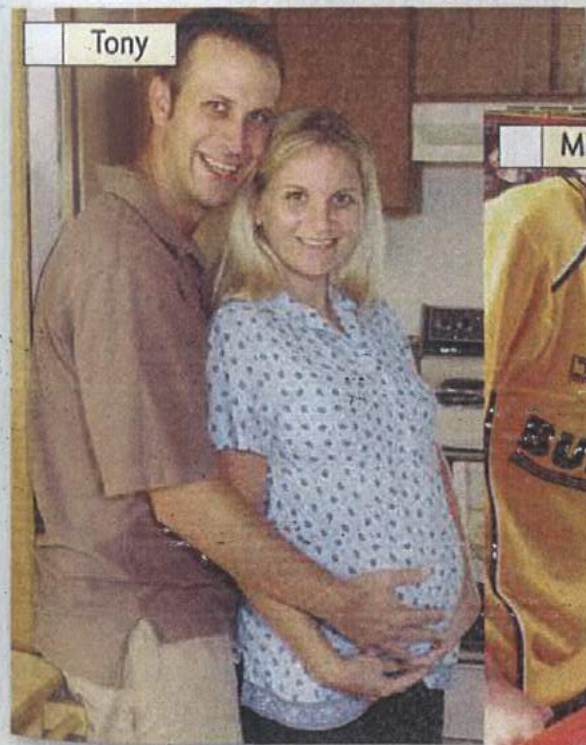
2 Name the different future forms.

HOW DO YOU SEE YOUR FUTURE?

Future forms

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

Tony



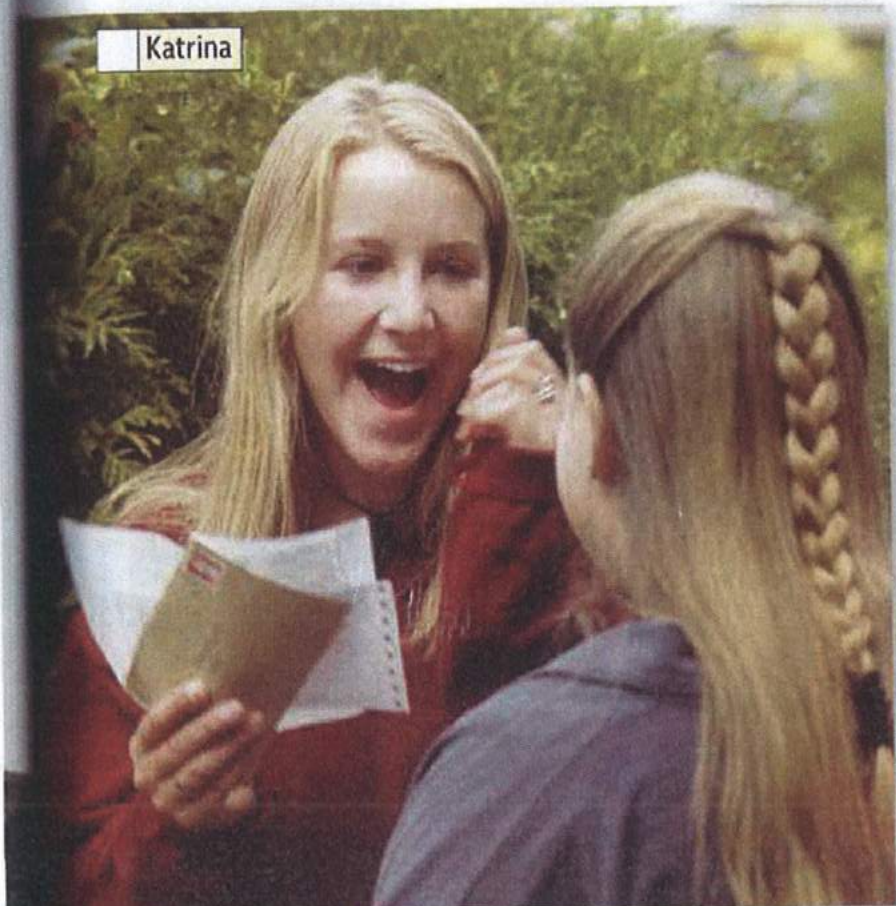
Mickey



Elsie



Katrina



Janine



Gavin



2 Answer the questions.

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

T 5.2 Listen and check.

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

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

T 5.3 Listen and check.

LANGUAGE FOCUS

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

Marie's having a baby soon ...

At the moment I'm packing ...

I work in the City.

The plane leaves at 10.30.

- 2 What's the difference between these sentences?

*What **do** you do in the evenings?*

*What **are** you **doing** this evening?*

*Get in the car. I'll **give** you a lift.*

*I'm **going to give** Dave a lift to the airport tomorrow.*

*We'll **have** supper at 8.00.*

*We'll **be having** supper at 8.00.*

*I'll **write** the report tonight.*

*I'll **have written** the report by tonight.*

▶▶ Grammar Reference pp144-146

PRACTICE

Discussing grammar

1 Choose the correct form in the pairs of sentences.

1 'll see / 'm going to see

I'm very excited. I 'm going to see all my family this weekend.

I don't know if I have time to come this evening.
I 'll see.

2 are you going to do / will you do

So you're off to the States for a year! What are you going to do there?

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

3 'll come / 'm coming

I 'll come with you if you like.

I 'm coming with you whether you like it or not.

4 are you doing / are you going to do

Your school report is terrible. What are you going to do about it?

What are you doing this evening?

5 'm giving / 'm going to give

I've had enough of her lazy attitude. I 'm going to give her a good talking to.

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

6 leaves / is leaving

John! Peter is leaving now. Come and say goodbye.

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

7 'll see / 'll be seeing

I 'll see you outside the cinema at 8.00.

I 'll be seeing Peter this afternoon, so I'll tell him your news.

8 'll see / 'll have seen

You 'll have seen enough of me by the end of this holiday.

I'm going to make a success of my life. You 'll see.

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



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

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

[Near the end of the flight]

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

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

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

T 5.4 Listen and check.

T 5.5 Listen and check.

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

go

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

make

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

read

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

Talking about you

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

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

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

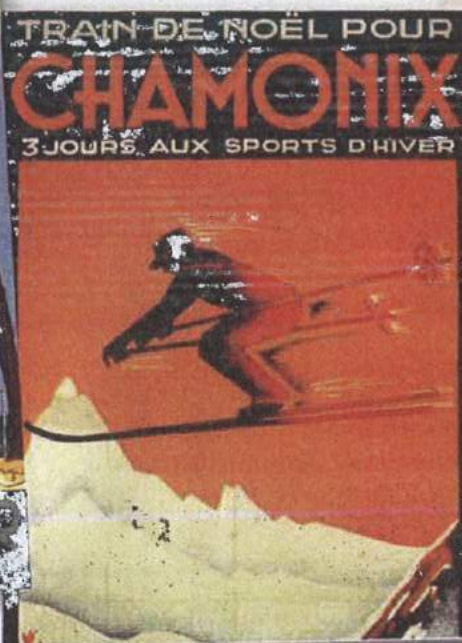
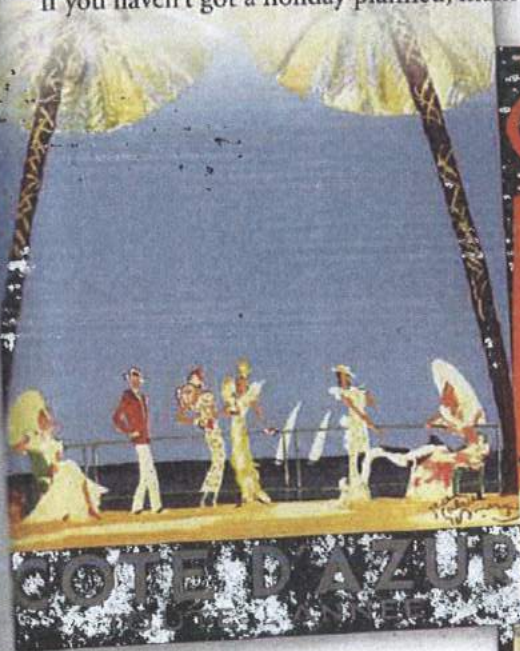
I hope so/I don't think so

5 T 5.6 Listen to the conversations and complete them.

- 'Do you think you'll ever be rich?'
'I hope so.'
'I might one day.'
'It's possible, but I doubt it.'
'I'm sure I _____.'
'I'm sure I _____.'
- 'Are you going out tonight?'
'Yes, I am.'
'I think _____, but I'm not sure.'
'I _____ be.'
- 'Do you think the world's climate will change dramatically in the next fifty years?'
'I _____ so.'
'I hope _____.'
'Who _____? Maybe.'

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

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



READING AND SPEAKING

Nobody listens to us

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

In your country, what do ...

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

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

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

Look at the correct order on p157.

Would your personal order be different?

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

WE WORK, WE VOTE, WE CARE ...

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

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

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

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

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

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

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

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

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

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

BUT NOBODY LISTENS TO US



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

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

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

What do you think?

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

Language work

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

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

SPOKEN ENGLISH *thing*

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

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

Politics just isn't my kind of thing.

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

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



Listen to us!

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

AMBER HONESS, 21
Student at Bristol University

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

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

ELLIE GREEN, 24
Corporate lawyer

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

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

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

PETER JAMIESON, 24
Trainee manager from Belfast

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

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

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

BOB WEST, 25
Plumber, London

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

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

KYLIE WILLIAMSON, 24
Loans department in a bank

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

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

JOE CASWELL, 20
Engineering student at Edinburgh

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

ALEX WILLIAMS, 24
Marketing account manager

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

VOCABULARY

Hot verbs - take, put

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

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

2 Put the words in the right box.

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

TAKE	PUT

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

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

T 5.7 Listen and check.

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

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

Phrasal verbs

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

take sth back take sth in
 take off take sb on

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

T 5.8 Listen and check.

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

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

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

T 5.9 Listen and check.



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

LISTENING AND SPEAKING

The reunion

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

Group A

T 5.10 Listen to Alan phoning Sarah.

Group B

T 5.11 Listen to Sarah phoning James.

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

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

- 2 Check your answers with people in your group.

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

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

▶▶ WRITING Emailing friends p115



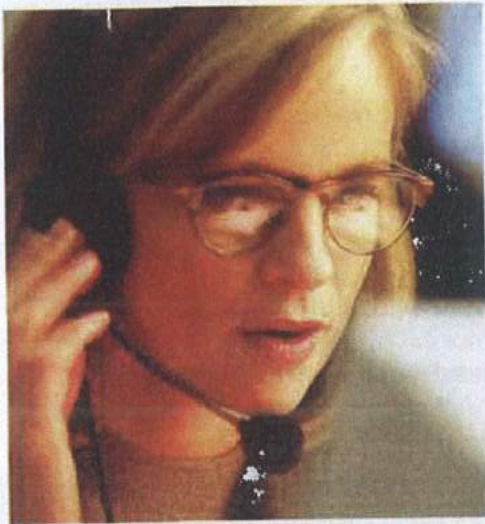
EVERYDAY ENGLISH

Beginning a telephone conversation

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

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

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



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

T 5.13 Listen and check your answers.

Ending a telephone conversation

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



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

T 5.14 Listen and check your answers.

4 Discuss the questions.

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

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

6 Making it big

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

TEST YOUR GRAMMAR

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

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

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

several ... times/letters/paper/rooms

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

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

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

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

enough ... chairs/food/herbs/cutlery

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

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

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

THE NAKED CHEF

Expressions of quantity

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

Jamie Oliver



At only 28, JAMIE OLIVER is now an extremely successful and well-known chef, with his own acclaimed restaurant in the centre of London. He has made five TV series, written several books, and still does around twenty live shows a year. He doesn't have much free time any more. How did he make it big?

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

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

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

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

LANGUAGE FOCUS

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

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

▶▶ Grammar Reference pp146-147

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



PRACTICE

Countable or uncountable?

- 1 With a partner, ask and answer questions.

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

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

T 6.2 Listen and compare your answers.

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

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

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

Complete the sentences with *a* or nothing.

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

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

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

Count nouns	Uncount nouns
dollar	money

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

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

Expressing quantity

4 Rephrase the sentences. Use the prompts.

She earns five euros an hour.

much / very little / hardly any

She doesn't earn much money.

She earns very little money.

She earns hardly any money.

1 She's got two friends.

many / very few / hardly any

2 There are six eggs in the fridge.

some / a few / enough

3 There are two eggs in the fridge.

many / only a couple of

4 There aren't any tomatoes.

no / not a single / none

5 Did you spend many weeks in France?

much / a lot of

6 I have five days' holiday a year.

much / hardly any

7 I have put on 20 kilos!

a huge amount of / far too much / loads of

8 Ninety per cent of my friends have a car.

almost all / most / the majority

9 Ten percent of them smoke.

very few / hardly any / not many

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

none / not one

11 Ken works 100 per cent of the time.

all / the whole

12 Yesterday I ate hardly anything at all.

not much / very little / almost nothing

5 Choose the correct alternative.

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

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

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

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

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

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

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

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

SPOKEN ENGLISH Expressing quantity

There are many ways of expressing quantity in spoken English.

She's got loads of clothes.

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

_____ of time _____ of food _____ of things
_____ of money _____ of washing _____ of people

What have your friends got a lot of?

Tania's got millions of boyfriends.

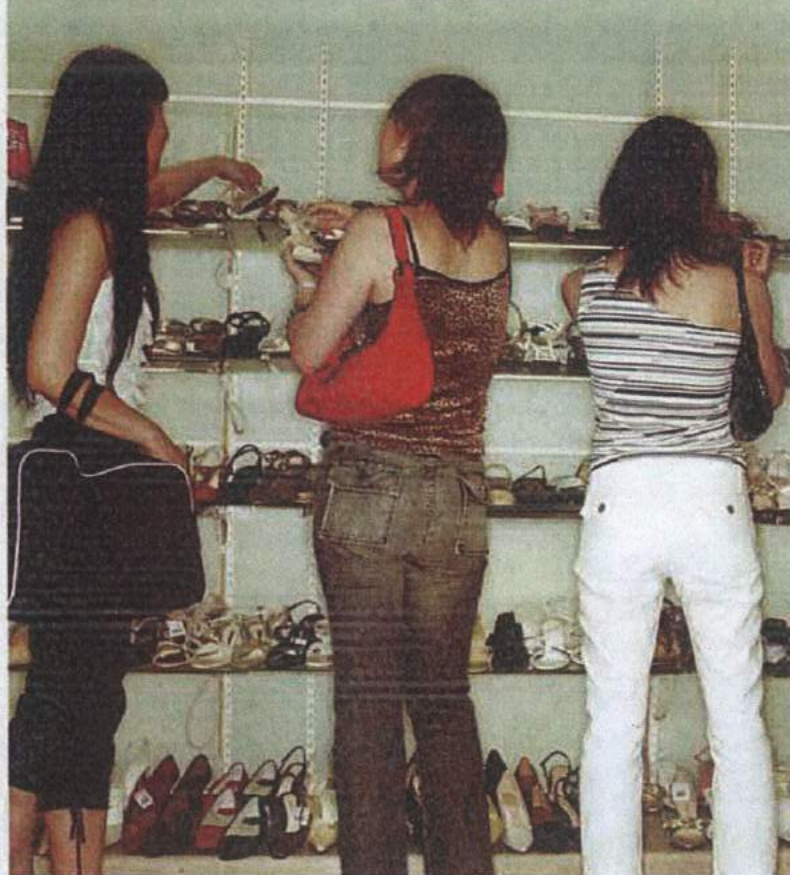
A lifestyle survey

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

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

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

Most of us like shopping.



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

LISTENING AND SPEAKING

Advertisements



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

Which advert ...

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

- 4 Complete the chart.

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

- 5 What is the selling point for each advert?

- 6 Answer the questions about each advert.

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

Writing an advert

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

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

READING AND SPEAKING

Two famous brands



- 1 What do you know about these brands? What is their reputation? Are they popular among your friends and family? Who are their rivals?
- 2 Work in two groups.

Group A Read about Starbucks on this page.
Group B Read about Apple Macintosh on p59.

Read your article and answer the questions.

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

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

- 4 Here are eight answers. Decide which four are about your article. Then write the questions.
 - In Silicon Valley.
 - Three or four.
 - \$5 billion.
 - In 1997. (*When ... launched?*)
 - Ten years. (*How long ... take ... ?*)
 - Because he argued with his partner. (*Why ... resign?*)
 - Because they can't compete. (*Why ... out of business?*)
 - By selling some of their possessions. (*How ... ?*)

STARBUCKS COFFEE

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

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

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

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

3 or 4 new stores open every day.

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

Apple Macintosh

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

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

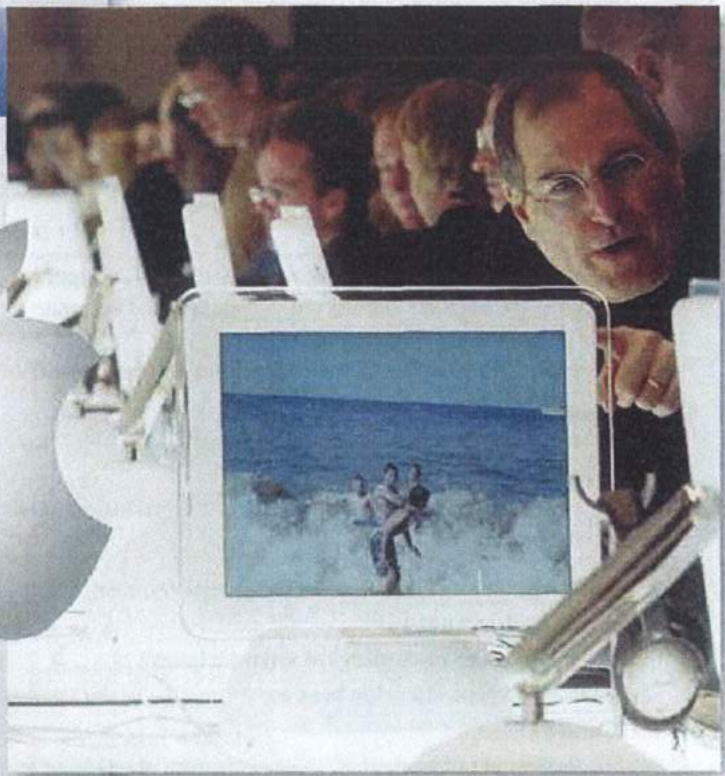
When IBM released its first PC in 1981, Jobs realized that Apple would have to become a more grown-up company in order to compete effectively. He brought in John Sculley, the president of Pepsi-Cola, to do the job, asking him 'Do you want to just sell sugared water for the rest of your life, or do you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

"The computer for the rest of us."

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

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

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



Vocabulary work

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

Starbucks

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

Apple Macintosh

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

What do you think?

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

VOCABULARY AND PRONUNCIATION

export: /'ekspɔ:t/ or /ɪk'spɔ:t/

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

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

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

c as a noun!

'decrease

g as a verb!

re'fund

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

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

T 6.6 Listen and check.

refuse: /'refju:z/ or /rɪ'fju:z/

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

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

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

g as an adjective!

in'valid

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

T 6.8 Listen and check.

SPEAKING

A business maze

Work in small groups.

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

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

1

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

Approach the bank for the extra funding to your plans under

GO TO 8

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

GO TO 22



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

What do you think?

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

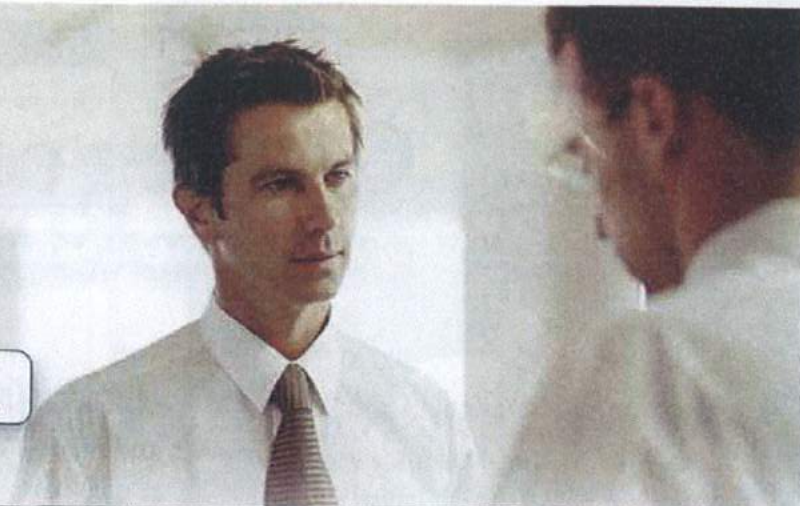
EVERYDAY ENGLISH

Business expressions and numbers

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

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

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



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

T 6.9 Listen and check.

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

Music of English

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



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

- 4 Practise saying these numbers.

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

$\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{3}$

4.3 7.08 10.5 3.142 0.05

17 Sept Feb 3 22 Nov Aug 14

19th century 21st century 1960s

2007 1980 1786 1902

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

07775 360722 0800 664733 0990 21 22 23

(football) 2 – 0 (tennis) 30 – 0

T 6.10 Listen and check.

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

Grammar Reference

UNIT 1

1.1 The tense system

There are three classes of verbs in English: auxiliary verbs, modal verbs, and full verbs.

1 Auxiliary verbs

The auxiliary verbs are *be*, *do*, and *have*.

be

1 *Be* is used with verb + *-ing* to make continuous verb forms.

You're lying. (present)

They were reading. (past)

I've been swimming. (present perfect)

We'll be having dinner at 8 o'clock. (future)

You must be joking! (infinitive)

2 *Be* is used with the past participle to make the passive.

These books are printed in Hong Kong. (present)

Where were you born? (past)

The car's been serviced. (present perfect)

The city had been destroyed. (past perfect)

This work should be done soon. (infinitive)

do

1 *Do/does/did* are used in the Present Simple and the Past Simple.

Do you smoke? (question)

She doesn't understand. (negative)

When did they arrive? (question)

2 *Do/does/did* are used to express emphasis when there is no other auxiliary.

I'm not interested in sport, but I do like tennis.

'If only she had a car!' 'She does have a car!'

'Why didn't you tell me?' 'I did tell you!'

have

Have is used with the past participle to make perfect verb forms.

Have you ever tried sushi? (present)

My car had broken down before. (past)

I'll have finished soon. (future)

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

Having had lunch, we tidied up. (participle)

have and have got

1 *Have* and *have got* are both used to express present possession.

Do you have any brothers or sisters?
Have you got any brothers or sisters?

Yes, I do. I have two brothers.
I have. I've got

2 *Have to* can be replaced with *have got to* for present obligation.

Do you have to go now?
Have you got to go now?

Yes, I do. I have to catch the bus.
I have. I've got to

3 Only forms of *have* (not *have got*) are used in all other tenses.

I had my first car when I was nineteen.

I've had this car for two years.

I'll have a strawberry ice-cream, please.

I'd had three cars by the time I was twenty.

I'd like to have a dog.

He loves having a sports car.

4 *Have* (not *have got*) is used in many expressions.

<i>have breakfast</i>	<i>have a bath</i>
<i>have a party</i>	<i>have a good time</i>
<i>have fun</i>	<i>have a word with someone</i>

5 *Have got* is generally more informal. It is used more in spoken English than in written English. However, they are often interchangeable.

Have with the *do/does* forms is more common in American English.

Other uses of auxiliary verbs

1 In question tags.

It's cold today, isn't it?

You don't understand, do you?

You haven't been to China, have you?

2 In short answers. *Yes* or *No* alone can sound abrupt.

'Are you hungry?' 'No, I'm not.'

'Do you like jazz?' 'Yes, I do.'

'Did you have a nice meal?' 'Yes, we did.'

'Has she seen the mess?' 'No, she hasn't.'

3 In reply questions. These are not real questions. They are used to show that the listener is paying attention and is interested. They are practised on p33 of the Student's Book.

'The party was awful.' 'Was it? What a pity!'

'I love hamburgers.' 'Do you? I hate them.'

'I've bought you a present.' 'Have you? How kind!'

2 Modal auxiliary verbs

These are the modal auxiliary verbs.

can	could	may	might	will	would
shall	should	must	ought to	need	

They are auxiliary verbs because they 'help' other verbs. They are different from *be*, *do*, and *have* because they have their own meanings.

He must be at least 70. (= probability)

You must try harder. (= obligation)

Can you help me? (= request)

She can't have got my letter. (= probability)

I'll help you. (= willingness)

(Ring) That'll be the postman. (= probability)

Modal auxiliary verbs are dealt with in Units 5, 7, 9, 10, and 11.

3 Full verbs

Full verbs are all the other verbs in the language.

run	walk	eat	love	go	talk	write
-----	------	-----	------	----	------	-------

The verbs *be*, *do*, and *have* can also be used as full verbs with their own meanings.

Have you been to school today?

I want to be an engineer.

I do a lot of business in Russia.

The holiday did us a lot of good.

They're having a row.

Have you had enough to eat?

1.2 English tense usage

English tenses have two elements of meaning: time and aspect.

Time

1 The time referred to is usually obvious.

English people drink tea. (all time)

Shh! I'm watching this programme! (now)

I'll see you later. (future)

I went out with Jenny last night. (past)

- 2 Sometimes a present tense form can refer to the future.

I'm going out tonight. (Present Continuous for near future)

The train leaves at 10.00 tomorrow. (Present Simple for a timetable)

If you see Peter, say hello from me. (Present Simple in a subordinate clause)

- 3 Sometimes a past tense form can refer to the present.

I wish I could help you, but I can't.

This use of unreal tense usage is dealt with in Unit 11.

The simple aspect

- 1 The simple aspect describes an action that is seen to be complete. The action is viewed as a whole unit.

The sun rises in the east. (= all time)

When I've read the book, I'll lend it to you. (= complete)

She has red hair. (= permanent)

He always wore a suit. (= a habit)

It rained every day of our holiday. (= the whole two weeks)

This shop will close at 7.00 this evening. (= a fact)

- 2 Remember the verbs that rarely take the continuous. This is because they express states that are seen to be permanent and not subject to frequent change.

Verbs of the mind	know	understand	believe	think	mean
Verbs of emotions	love	hate	like	prefer	care
Verbs of possession	have	own	belong		
Certain other verbs	cost	need	contain	depend	

- 3 The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to 'things done'.

She's written three letters this morning.

I drink ten cups of tea a day.

He read five books while he was on holiday.

Simple tenses are dealt with further in Units 2, 3, and 5.

The continuous aspect

- 1 The continuous aspect focuses on the duration of an activity. We are aware of the passing of time between the beginning and the end of the activity. The activity is not permanent.

I'm staying with friends until I find a flat. (= temporary)

What are you doing on your hands and knees? (= in progress)

I've been learning English for years. (And I still am.)

Don't phone at 8.00. We'll be eating. (= in progress)

- 2 Because the activity is seen in progress, it can be interrupted.

We were walking across a field when we were attacked by a bull.

'Am I disturbing you?' 'No, I'm just doing the ironing.'

- 3 The activity may not be complete.

I was writing a report on the flight home. (I didn't finish it.)

He was drowning, but we saved him. (He didn't die.)

Who's been drinking my beer? (There's some left.)

- 4 The action of some verbs, by definition, lasts a long time, for example, live, work, play. The continuous gives these actions limited duration and makes them temporary.

Hans is living in London while he's learning English.

I'm working as a waiter until I go to university.

Henman has been playing well recently. Maybe he'll win Wimbledon.

- 5 The action of some other verbs lasts a short time, for example, lose, break, cut, hit, crash. They are often found in the simple.

I lost all my money. I've crashed your car. Sorry.

She's cut her finger. He hit me.

In the continuous, the action of these verbs seems longer or habitual.

I've been cutting the grass. (= for hours)

He was hitting me. (= again and again)

Note

We cannot say a sentence such as *I've been crashing your ear because it suggests an activity that was done deliberately and often.

Continuous tenses are dealt with further in Units 2, 3, and 5.

The perfect aspect

The perfect aspect expresses two ideas.

- 1 The action is completed before another time.

— Have you ever been to America? (= some time before now)

When I arrived, Peter had left. (= some time before I arrived)

I'll have finished the report by 10.00. (= some time before then)

- 2 The exact time of the verb action is not important. The perfect aspect refers to indefinite time.

Have you seen my wallet anywhere? I've lost it. (= before now)

We'll have arrived by this evening. (= before this evening)

The exception to this is the Past Perfect, which can refer to definite time.

I recognized him immediately. I had met him in 1992 at university.

Perfect tenses are dealt with further in Units 2, 3, and 5.

Active and passive

- 1 Passive sentences move the focus of attention from the subject of an active sentence to the object.

Shakespeare wrote Hamlet in 1599.

Hamlet, one of the great tragedies, was written in 1599.

- 2 In most cases, by and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.

My car was stolen yesterday.

This house was built in the seventeenth century.

She was arrested for shoplifting.

- 3 Sometimes we prefer to begin a sentence with what is known, and end a sentence with what is 'new'. In the passive, the 'new' can be the agent of the active sentence.

'What a lovely painting!' 'Yes. It was painted by Canaletto.'

- 4 In informal language, we often use you or 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 anything in Harrods.

They're building a new airport soon.

- 5 There are many past participles that are used more like adjectives.

I'm very impressed by your work.

You must be disappointed with your exam results.

I'm exhausted! I've been on my feet all day.

Passive sentences are dealt with further in Unit 3.

UNIT 2

Introduction to the Present Perfect

- 1 Many languages have a past tense to refer to past time, and a present tense to refer to present time. English has these, too, but it also has the Present Perfect, which relates past actions to the present.

- 2 The use of the Past Simple roots an action in the past, with no explicit connection to the present. When we come across a verb in the Past Simple, we want to know When?

- 3 The use of the Present Perfect always has a link with the present. When we come across a verb in the Present Perfect, we want to know how this affects the situation now.

- 4 Compare these sentences.

I lived in Rome. (But not any more.)

I've lived in Rome, Paris, and New York. (I know all these cities now.)

I've been living in New York for ten years. (And I'm living there now.)

لقد كنت في روما وباريس ونيويورك
اعيش في نيويورك منذ عشر سنوات

لقد تزوجت ثلاث مرات

- She's **been married** three times. (She's still alive.) تزوجت ثلاث مرات
- She **was married** three times. (She's dead.) دخلت في زواج ثلاث مرات
- Did you **see** the Renoir exhibition? (It's finished now.) هل رأيت معرض رينوار
- Have you **seen** the Renoir exhibition? (It's still on.) هل شاهدت معرض رينوار
- Did you **see** that programme on TV? (I'm thinking of the one that was on last night.) هل استمعت بالتحية
- Did you **enjoy** the film? (Said as we're leaving the cinema.)
- Have you **enjoyed** the holiday? (Said near the end of the holiday.)
- Where **have I put** my glasses? (I want them now.)
- Where **did I put** my glasses? (I had them a minute ago.)
- It **rained** yesterday. (= past time)
- It's **been snowing**. (There's snow still on the ground.)

Present Perfect Simple and Continuous

See the introduction to the perfect aspect and the continuous aspect in Unit 1. These tenses have three main uses.

1 Unfinished past

The verb action began in the past and continues to the present. It possibly goes on into the future, as well.

- We've **lived** in this house for twenty years.
- Sorry I'm late. **Have you been waiting** long?
- I've **been** a teacher for five years.
- I've **been working** at the same school all that time.

Notes

- There is sometimes little or no difference between the simple and the continuous.

I've played	tennis since I was a kid.
I've been playing	
- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.
 - I've **been living** with a host family for six weeks.
 - The castle **has stood** on the hill overlooking the sea for centuries.
- Certain verbs, by definition, suggest duration, for example, *wait, rain, snow, learn, sit, lie, play, stay*. They are often found in the continuous.
 - It's **been raining** all day.
 - She's **been sitting** reading for hours.
- Remember that state verbs rarely take the continuous.
 - I've **known** Joan for years. *I've **been knowing**
 - How long **have you had** that car? *have you **been having**
 - I've **never understood** why she likes him. *I've **never been understanding**

2 Present result

The verb action happened in the past, usually the recent past, and the results of the action are felt now.

- You've **changed**. What **have you done** to yourself?
- I've **lost** some weight.
- I've **been doing** some exercise.
- I'm covered in mud because I've **been gardening**.

In this use, the simple emphasizes the completed action. The continuous emphasizes the repeated activities over a period of time.

Notes

- Certain verbs, by definition, suggest a short action, for example, *start, find, lose, begin, stop, break, die, decide, cut*. They are more often found in the simple.
 - We've **decided** to get married.
 - I've **broken** a tooth.
 - I've **cut** my finger.
- In the continuous, these verbs suggest a repeated activity.
 - I've **been stopping** smoking for years.
 - You've **been losing** everything lately. What's the matter with you?
 - I've **been cutting** wood.
- The use of the simple suggests a completed action.
 - I've **painted** the bathroom.

The use of the continuous suggests a possibly incomplete action.

- I'm **tired** because I've **been working**. (Finished? Not finished?)
- Someone's **been drinking** my beer. (There's some left.)
- The continuous can be found unqualified by any further information.
 - I'm **wet** because I've **been swimming**.
 - We're **tired** because we've **been working**.
 - 'Why are you red?' 'I've **been running**.'
- The simple sounds quite wrong in this use.
 - *I've **swum**. *We've **worked**. *I've **run**.
- Sometimes there is little difference between the Past Simple and the Present Perfect.

Where	did you put	my keys?
	have you put	
- American English is different from British English. In American English, these sentences are correct.
 - Did you **hear** the news? The President **resigned**!
 - Did you **do** your homework yet?
 - Your father **just called** you.
 - I **had** breakfast already.

3 Indefinite past

The verb action happened at an unspecified time in the past. The actual time isn't important. We are focusing on the experience at some time in our life.

- Have you **ever taken** any illegal drugs?
- She's **never been** abroad.
- Have you **ever been flying** in a plane when it's hit an air pocket?

Note

- Notice these two sentences.
 - She's **been** to Spain. (At some time in her life.)
 - She's **gone** to Spain. (And she's there now.)
- The first is an example of indefinite past.
- The second is an example of present result.

UNIT 3

Narrative tenses

Past Simple and Present Perfect

See the introduction to the perfect aspect and the simple aspect on p141. The Past Simple differs from all three uses of the Present Perfect.

- The Past Simple refers to **finished past**.
 - Shakespeare **wrote** plays. (He's dead.)
 - I've **written** short stories. (I'm alive.)
- There is **no present result**.
 - I **hurt** my back. (But it's better now.)
 - I've **hurt** my back. (And it hurts now.)
- It refers to **definite past**.

I saw him	last night.
	two weeks ago.
	on Monday.
	at 8.00.

Compare this with the indefinite adverbials found with the Present Perfect.

I've seen him	recently.
	before.
I haven't seen him	since January.
	yet.
	for months.
I've	never
	just
	seen him.

Note

Even when our head...
Did you...
Thank you...
Where did...
other day.

Past Simple

The Past S

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 - to expr
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See Unit 9
See Unit 11

Past Contin

See the intr

The Past C

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Notes

- The Past
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'Oh, I wa
- Notice he
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What was
What did

Past Perfect

See the intro

on p141.

The Past Perf

an action tha

She was cryin

Note

Even when there is no past time adverbial, we can 'build' a past time in our head.

Did you have a good journey? (The journey's over. You're here now.)

Thank you for supper. It was lovely. (The meal is finished.)

Where did you buy that shirt? (when you were out shopping the other day.)

Past Simple

The Past Simple is used:

- 1 to express a finished action in the past.
Columbus discovered America in 1492.
- 2 to express actions which follow each other in a story.
I heard voices coming from downstairs, so I put on my dressing-gown and went to investigate.
- 3 to express a past state or habit.
When I was a child, we lived in a small house by the sea. Every day I walked for miles on the beach with my dog.

This use is often expressed with *used to*.

We used to live ...

I used to walk ...

See Unit 9 for more information on *used to*.

See Unit 11 for information on the Past Simple used for hypothesis.

Past Continuous

See the introduction to the continuous aspect on p141.

The Past Continuous is used:

- 1 to express an activity in progress before and probably after a time in the past.
I phoned at 4.00, but there was no reply. What were you doing?
- 2 to describe a past situation or activity.
The cottage was looking so cosy. A fire was burning in the grate, music was playing, and from the kitchen were coming the most delicious smells.
- 3 to express an interrupted past activity.
I was having a bath when the phone rang.
- 4 to express an incomplete activity in the past.
I was reading a book during the flight. (But I didn't finish it.)
I watched a film during the flight. (the whole film)
- 5 to express an activity that was in progress at every moment during a period of time.
I was working all day yesterday.
They were fighting for the whole of the holiday.

Notes

- The Past Simple expresses past actions as simple, complete facts. The Past Continuous gives past activities time and duration.

'What did you do last night?'

'I stayed at home and watched the football.'

'I phoned you last night, but there was no reply.'

'Oh, I was watching the football and I didn't hear the phone. Sorry.'

- Notice how the questions in the Past Continuous and Past Simple refer to different times.

When we arrived, Jan was ironing. She stopped ironing and made some coffee.

What was she doing when we arrived? She was ironing.

What did she do when we arrived? She made some coffee.

Past Perfect

See the introduction to the perfect aspect and the continuous aspect on p141.

The Past Perfect is used to look back to a time in the past and refer to an action that happened before then.

She was crying because her dog had died.

I arrived to pick up Dave, but he had already left.

Keith was fed up. He'd been looking for a job for months, but he'd found nothing.

Notes

- The continuous refers to longer actions or repeated activities. The simple refers to shorter, complete facts.

He'd lost his job and his wife had left him. Since then he'd been sleeping rough, and he hadn't been eating properly.

- The Past Perfect can refer to definite as well as indefinite time.
I knew his face immediately. I'd first met him in October 1993. (= definite)

I recognized her face. I'd seen her somewhere before. (= indefinite)

Past Perfect and Past Simple

- 1 Verbs in the Past Simple tell a story in chronological order.
John worked hard all day to prepare for the party. Everyone had a good time. Even the food was all right. Unfortunately, Andy upset Peter, so Peter left early. Pat came looking for Peter, but he wasn't there.
It was a great party. John sat and looked at all the mess. He felt tired. It was time for bed.
- 2 By using the Past Perfect, the speaker or writer can tell a story in a different order.
John sat and looked at all the mess. It had been a great party, and everyone had had a good time. Even the food had been all right. Unfortunately, Andy upset Peter, so Peter left early. Pat came looking for Peter, but he'd already gone.
John felt tired. He'd been working all day to prepare for the party. It was time for bed.

Note

For reasons of style, it is not necessary to have every verb in the Past Perfect.

... Andy upset Peter ... Peter left ...

Once the time of 'past in the past' has been established, the Past Simple can be used as long as there is no ambiguity.

Time clauses

- 1 We can use time conjunctions to talk about two actions that happen one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used.
After I'd had/had a bath, I went to bed.
As soon as the guests left/had left, I started tidying up.
I sat outside until the sun had gone/went down.
 - 2 The Past Perfect can help to make the first action seem separate, independent of the second, or completed before the second action started.
When I had read the paper, I threw it away.
We stayed up until all the beer had gone.
 - 3 Two verbs in the Past Simple can suggest that the first action led into the other, or that one caused the other to happen.
When I heard the news, I burst out crying.
As soon as the alarm went off, I got up.
 - 4 The Past Perfect is more common with *when* because it is ambiguous. The other conjunctions are more specific, so the Past Perfect is not so essential.
As soon as all the guests left, I tidied the house.
Before I met you, I didn't know the meaning of happiness.
When I opened the door, the cat jumped out.
When I'd opened the mail, I made another cup of tea.
- See Unit 11 for information on the Past Perfect used for hypothesis.

UNIT 4

4.1 Questions

Question forms

Notice these question forms.

- Subject questions with no auxiliary verb
Who broke the window?
What happens at the end of the book?
- Questions with prepositions at the end
Who is your letter from?
What are you talking about?
- Question words + noun/adjective/adverb
What sort of music do you like?
How big is their new house?
How fast does your car go?
- Other ways of asking Why?
What did you do that for?
How come you got here before us?
How come ...? expresses surprise. Notice that there is no inversion in this question form.

what and which

- 1 *What* and *which* are used with nouns to make questions.
What size shoes do you take?
Which of these curries is the hottest?
- 2 Sometimes there is no difference between questions with *what* and *which*.
What/which is the biggest city in your country?
What/which channel is the match on?
- 3 We use *which* when the speaker has a limited number of choices in mind.
There's a blue one and a red one. Which do you want?
We use *what* when the speaker is not thinking of a limited number of choices.
What car do you drive?

Asking for descriptions

- 1 *What is X like?* means Give me some information about X because I don't know anything about it.
What's your capital city like?
What are your parents like?
- 2 *How is X?* asks about a person's health and happiness.
How's your mother these days?
Sometimes both questions are possible. *What ... like?* asks for objective information. *How ... ?* asks for a more personal reaction.
'What was the party like?' 'Noisy. Lots of people. It went on till 3.'
'How was the party?' 'Brilliant. I danced all night. Met loads of great people.'
How was your journey?
How's your new job going?
How's your meal?

Indirect questions

There is no inversion and no *do/does/did* in indirect questions.
I wonder what she's doing. *I wonder **what is she doing.**
I don't know where he lives. *I don't know **where does he live.**
Tell me when the train leaves.
Do you remember how she made the salad?
I didn't understand what she was saying.
I've no idea why he went to India.
I'm not sure where they live.
He doesn't know whether he's coming or going.

4.2 Negatives

Forming negatives

- 1 We make negatives by adding *not* after the auxiliary verb. If there is no auxiliary verb, we add *do/does/did*.
I haven't seen her for ages.
It wasn't raining.
You shouldn't have gone to so much trouble.
We don't like big dogs.
They didn't want to go out.
- 2 The verb *have* has two forms in the present.
I don't have any money.
I haven't got
But ... *I didn't have any money.*
- 3 Infinitives and *-ing* forms can be negative.
We decided not to do anything.
I like not working. It suits me.
- 4 *Not* can go with other parts of a sentence.
Ask him, not me.
Buy me anything, but not perfume.
- 5 When we introduce negative ideas with verbs such as *think, believe, suppose*, and *imagine*, we make the first verb negative, not the second.
I don't think you're right. *I think you aren't ...
I don't suppose you want a game of tennis?
- 6 In short answers, the following forms are possible.

Are you coming?	'I think so.'
	'I believe so.'
	'I hope so.'
	'I don't think so.'

I think not is possible. **I don't hope so* is not possible.

Negative questions

- 1 Negative questions can express various ideas.
Haven't you finished school yet? (surprise)
Don't you think we should wait for them? (suggestion)
Wouldn't it be better to go tomorrow? (persuasion)
Can't you see I'm busy? Go away! (criticism)
Isn't it a lovely day! (exclamation)
- 2 In the main use of negative questions, the speaker would normally expect a positive situation, but now expresses a negative situation. The speaker therefore is surprised.
Don't you like ice-cream? Everyone likes ice-cream!
Haven't you done your homework yet? What have you been doing?
- 3 Negative questions can also be used to mean *Confirm what I think is true*. In this use it refers to a positive situation.
Haven't I met you somewhere before? (I'm sure I have.)
Didn't we speak about this yesterday? (I'm sure we did.)
- 4 The difference between the two uses can be seen clearly if we change them into sentences with question tags.
You haven't done your homework yet, have you? (negative sentence, positive tag)
We've met before, haven't we? (positive sentence, negative tag)

UNIT 5

Introduction to future forms

There is no one future tense in English. Instead, there are several verb forms that can refer to future time. Sometimes, several forms are possible to express a similar meaning, but not always.

will for prediction

- 1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction – *at some time in the*

future this event will happen. This use is uncoloured by ideas such as intention, decision, arrangement, willingness, etc.

I'll be thirty in a few days' time.

It will be cold and wet tomorrow, I'm afraid.

Who do you think will win the match?

You'll feel better if you take this medicine.

I'll see you later.

This is the nearest English has to a neutral, pure future tense.

- 2 Will for a prediction can be based more on an opinion than a fact or evidence. It is often found with expressions such as *I think ...*, *I hope ...*, *I'm sure ...*.

I think Labour will win the next election.

I hope you'll come and visit me.

I'm sure you'll pass your exams.

- 3 Will is common in the main clause when there is a subordinate clause with *if*, *when*, *before*, etc. Note that we don't use *will* in the subordinate clause.

You'll break the glass if you aren't careful.

When you're ready, we'll start the meeting.

I won't go until you arrive.

As soon as Peter comes, we'll have lunch.

going to for prediction

Going to can express a prediction based on a present fact. There is evidence now that something is sure to happen. We can see the future from the present.

Careful! That glass is going to fall over. Too late!

Look at that blue sky! It's going to be a lovely day.

Notes

- Sometimes there is little or no difference between *will* and *going to*.
We'll run out of money if we aren't careful.
We're going to run out of money if we aren't careful.

- We use *going to* when we have physical evidence to support our prediction.

She's going to have a baby. (Look at her bump.) ✕

Liverpool are going to win. (It's 4-0, and there are only five minutes left.)

That glass is going to fall. (It's rolling to the edge of the table.)

- We can use *will* when there is no such outside evidence. Our prediction is based on our own personal opinion. It can be more theoretical and abstract.

I'm sure you'll have a good time at the party. (This is my opinion.)

I reckon Liverpool will win. (Said the day before the match.)

The glass will break if it falls. (This is what happens to glasses that fall.)

- Compare the sentences.

I bet John will be late home. The traffic is always bad at this time.

(= my opinion)

John's going to be late home. He left a message on the answerphone.

(= a fact)

Don't lend Keith your car. He'll crash it. (= a theoretical prediction)

Look out! We're going to crash! (= a prediction based on evidence)

Decisions and intentions - will and going to

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

I'll phone you back in a minute.

Give me a ring some time. We'll go out together.

'The phone's ringing.' 'I'll get it.' ✕

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

When she grows up, she's going to be a ballet dancer.

We're going to get married in the spring.

Other uses of will and shall

- 1 Will as a prediction is an auxiliary verb that simply shows future time. It has no real meaning.

Tomorrow will be cold and windy.

- 2 Will is also a modal auxiliary verb, and so it can express a variety of meanings. The meaning often depends on the meaning of the main verb.

I'll help you carry those bags. (= offer)

Will you marry me? (= willingness)

Will you open the window? (= request)

My car won't start. (= refusal)

I'll love you for ever. (= promise)

'The phone's ringing.'

'It'll be for me.' (= prediction about the present)

- ✕ 3 Shall is found mainly in questions. It is used with *I* and *we*.

Where shall I put your tea? (I'm asking for instructions.)

What shall we do tonight? (I'm asking for a decision.)

Shall I cook supper tonight? (I'm offering to help.)

Shall we eat out tonight? (I'm making a suggestion.)

Present Continuous for arrangements

- 1 The Present Continuous is used to express personal arrangements and fixed plans, especially when the time and place have been decided. A present tense is used because there is some reality in the present. The event is planned or decided, and we can see it coming. The event is usually in the near future.

I'm having lunch with Brian tomorrow.

What time are you meeting him?

Where are you having lunch?

What are you doing tonight?

- 2 The Present Continuous for future is often used with verbs of movement and activity.

Are you coming to the dance tonight?

I'm meeting the director tomorrow.

I'm just taking the dog for a walk.

We're playing tennis this afternoon.

- 3 The Present Continuous is used to refer to arrangements between people. It is not used to refer to events that people can't control.

It's going to rain this afternoon. *It's raining this afternoon.

The sun rises at 5.30 tomorrow. *The sun is rising ...

Notes

- Sometimes there is little or no difference between the Present Continuous and *going to* to refer to the future.

We're seeing

We're going to see | *Hamlet at the theatre tonight.*

- When there is a difference, the Present Continuous emphasizes an arrangement with some reality in the present; *going to* expresses a person's intentions.

I'm seeing my girlfriend tonight.

I'm going to ask her to marry me. *I'm asking ...

What are you doing this weekend?

What are you going to do about the broken toilet? (= What have you decided to do?)

Present Simple for timetables

- 1 The Present Simple refers to a future event that is seen as unalterable because it is based on a timetable or calendar.

My flight leaves at 10.00.

Term starts on 4 April.

What time does the film start?

It's my birthday tomorrow.

- 2 It is used in subordinate clauses introduced by conjunctions such as *if*, *when*, *before*, *as soon as*, *unless*, etc.

We'll have a picnic if the weather stays fine.

When I get home, I'll cook the dinner.

I'll leave as soon as it stops raining.

Future Continuous

- The Future Continuous expresses an activity that will be in progress before and after a time in the future.
Don't phone at 8.00. We'll be having supper.
This time tomorrow I'll be flying to New York.
- The Future Continuous is used to refer to a future event that will happen in the natural course of events. This use is uncoloured by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.
Don't worry about our guests. They'll be arriving any minute now.
We'll be going right back to the football after the break. (said on television)

Future Perfect

The Future Perfect refers to an action that will be completed before a definite time in the future. It is not a very common verb form.
I'll have done all my work by this evening.

UNIT 6

Expressing quantity

Quantifiers

- The following can be used before a noun.

some/any	much/many	each/every	more/most
a little/little	a few/few	both	fewer/less
all/no	enough		several

With count nouns only	With uncount nouns only	With both count and uncount nouns
(not) many cigarettes a few cars very few trees fewer books several answers	(not) much luck a little cheese very little experience less time	some money some eggs (not) any water (not) any friends more/most wine more/most people all/no work all/no children enough food enough apples
With singular count nouns only	With plural count nouns only	
each boy every time	both parents	

- Most of the quantifiers can be used without a noun. *No, all, every, and each* cannot.
Have you got any money? **Not much/a little/enough.**
Are there any eggs? **A few/not many.**
Have some wine. **I don't want any.**
How many people came? **Very few.**
Have some more tea. **I've got some.**
Did Ann or Sam go? **Both.**
- Most of the quantifiers can be used with *of + the/my/those, etc.* + noun. *No* and *every* cannot.
They took all of my money.
Take a few of these tablets.
Some of the people at the party started dancing.
Were any of my friends at the party?
Very few of my friends smoke.
Not much of the food was left.
I've missed too many of my French lessons.
I couldn't answer several of the questions.
I'll have a little of the strawberry cake, please.

Both of my children are clever.
I feel tired most of the time.
I've had enough of your jokes.

- For *no* and *every*, we use *none* and *every one* or *all*.
None of the audience was listening.
All of the hotels were booked.
In formal, written English, *none* is followed by a singular form of the verb.
None of the guests has arrived yet.
But in informal English, a plural verb is possible.
None of my friends smoke.
None of the lights are working.

Note

When we use *none* with a plural noun or pronoun, the verb can be singular or plural. Grammatically, it should be singular, but people often use the plural when they speak.

None of my friends is coming.
None of my friends are coming.

some, any, somebody, anything

- The basic rule is that *some* and its compounds are used in affirmative sentences, and *any* and its compounds in negatives and questions.
I need some help.
I need somebody to help me.
Give me something for my headache.
I don't need any shopping.
We can't go anywhere without being recognized.
Is there any sugar left?
Did anyone phone me last night?
- Some* and its compounds are used in requests or invitations, or when we expect the answer 'yes'.
Have you got some money you could lend me?
Would you like something to eat?
Did someone phone me last night?
Can we go somewhere quiet to talk?
- Any* and its compounds are used in affirmative sentences that have a negative meaning.
He never has any money.
You made hardly any mistakes.
I made the cake myself without any help.
- Any* and its compounds are used to express *It doesn't matter which/who/where*.
Take any book you like. I don't mind.
Anyone will tell you 2 and 2 makes 4.
Sit anywhere you like.
I eat anything. I'm not fussy.

nobody, no one, nowhere, nothing

- These are more emphatic forms.
I saw nobody all weekend.
I've eaten nothing all day.
- They can be used at the beginning of sentences.
No one was saved.
Nobody understands me.
Nowhere is safe any more.

much, many, a lot of, lots of, a great deal of, a large number of, plenty of

- Much* and *many* are usually used in questions and negatives.
How much does it cost?
How many people came to the party?
Is there much unemployment in your country?
I don't have much money.
Will there be many people there?
You don't see many snakes in England.

- 2 We find *much* and *many* in affirmative sentences after *so*, *as*, and *too*.
He has so much money that he doesn't know what to do with it.
She hasn't got as many friends as I have.
You make too many mistakes. Be careful.

- 3 In affirmative sentences, the following forms are found.

Spoken/informal

There'll be plenty of food/people. (uncount and count)
We've got lots of time/friends. (uncount and count)
I lost a lot of my furniture/things. (uncount and count)

Written/more formal

A great deal of money was lost during the strike. (uncount)
A large number of strikes are caused by bad management. (count)
Many world leaders are quite young. (count)
Much time is wasted in trivial pursuits. (uncount)

- 4 These forms are found without nouns.

'Have you got enough socks?' 'Lots.'
'How many people were there?' 'A lot.'
Don't worry about food. We've got plenty.

little/few/less/fewer

- 1 *A little* and *a few* express a small amount or number in a positive way. Although there is only a little, it is probably enough.
Can you lend me a little sugar?
A few friends are coming round tonight.
- 2 *Little* and *few* express a small amount in a negative way. There is not enough.
Very few people passed the exam.
There's very little milk left.
- 3 *Fewer* is the comparative of *few*; *less* is the comparative of *little*.
Fewer people go to church these days. (= count noun)
I spend less and less time doing what I want to. (= uncount noun)
 It is becoming more common to find *less* with a count noun. Many people think that this is incorrect and sounds terrible.
 **Less people go to church.*
 **You should smoke less cigarettes.*

all

- 1 We do not usually use *all* to mean *everybody/everyone/everything*.
Everybody had a good time.
Everything was ruined in the fire.
I said hello to everyone.
 But if *all* is followed by a relative clause, it can mean *everything*.
All (that) I own is yours.
I spend all I earn.
 This structure can have a negative meaning, expressing ideas such as *nothing more* or *only this*.
All I want is a place to sleep.
All I had was a couple of beers.
All that happened was that he pushed her a bit, and she fell over.
- 2 Before a noun with a determiner (for example *the*, *my*, *this*) both *all* and *all of* are possible.
You eat all (of) the time.
All (of) my friends are coming tonight.
 Before a noun with no determiner, we use *all*.
All people are born equal.
- 3 With personal pronouns, we use *all of*.
All of you passed. Well done!
I don't need these books. You can have all of them.

UNIT 7

Introduction to modal auxiliary verbs

- 1 These are the modal auxiliary verbs.

can	could	may	might	shall	should
will	would	must	ought to		

They are used with great frequency and with a wide range of meanings. They express ideas such as willingness and ability, permission and refusal, obligation and prohibition, suggestion, necessity, promise and intention. All modal auxiliary verbs can express degrees of certainty, probability, or possibility.

- 2 They have several characteristics.

- There is no *-s* in the third person.
He can swim.
She must go.
- There is no *do/does* in the question.
May I ask a question?
Shall we go?
- There is no *don't/doesn't* in the negative.
You shouldn't tell lies.
You won't believe this.
- They are followed by an infinitive without *to*. The exception is *ought to*.
It might rain.
Could you help?
We ought to be on our way.
- They don't really have past forms or infinitives or *-ing* forms. Other verbs are used instead.
I had to work hard when I was young.
I'd love to be able to ski.
I hate having to get up in the morning.
- They can be used with perfect infinitives to refer to the past. For more information, see Grammar Reference Unit 10 on p151.
You should have told me that you can't swim.
You might have drowned!
She must have been crazy to marry him.

Modal auxiliary verbs of probability, present and future

The main modal auxiliary verbs that express probability are described here in order of certainty. *Will* is the most certain, and *might/could* are the least certain.

will

- 1 *Will* and *won't* are used to predict a future action. The truth or certainty of what is asserted is more or less taken for granted.
I'll see you later.
His latest book will be out next month.
- 2 *Will* and *won't* are also used to express what we believe or guess to be true about the present. They indicate an assumption based on our knowledge of people and things, their routines, character, and qualities.
'You've got a letter from Canada.' 'It'll be from my aunt Freda.'
Leave the meat in the oven. It won't be cooked yet.
'I wonder what Sarah's doing.' 'Well, it's Monday morning, so I guess that right now she'll be taking the children to school.'

must and can't

- 1 *Must* is used to assert what we infer or conclude to be the most logical or rational interpretation of a situation. We do not have all the facts, so it is less certain than *will*.
You say he walked across the Sahara Desert! He must be mad!
You must be joking! I simply don't believe you.

- 2 The negative of this use is *can't*.
She can't have a ten-year-old daughter! She's only twenty-one herself.
'Whose is this coat?' 'It can't be Mary's. It's too small.'

should

- 1 *Should* expresses what may reasonably be expected to happen. Expectation means believing that things are or will be as we want them to be. This use of *should* has the idea of *if everything has gone according to plan*.
Our guests should be here soon (if they haven't got lost).
This homework shouldn't take you too long (if you've understood what you have to do).
We should be moving into our new house soon (as long as nothing goes wrong).
- 2 *Should* in this use has the idea that we want the action to happen. It is not used to express negative or unpleasant ideas.
You should pass the exam. You've worked hard.
**You should fail the exam. You haven't done any work at all.*
We would say ... I don't think you'll pass the exam.

may and might

- 1 *May* expresses the possibility that an event will happen or is happening.
We may go to Greece this year. We haven't decided yet.
'Where's Ann?' 'She may be having a bath, I don't know.'
- 2 *Might* is more tentative and slightly less certain than *may*.
It might rain. Take your umbrella.
'Where's Peter?' 'He might be upstairs. There's a light on.'
- 3 Learners of English often express these concepts of future possibility with *perhaps* or *maybe ... will* and so avoid using *may* and *might*. However, these are widely used by native speakers, and you should try to use them.

could

- 1 *Could* has a similar meaning to *might*.
You could be right. I'm not sure.
That film could be worth seeing. It had a good review.
- 2 *Couldn't* is not used to express a future possibility. The negative of *could* in this use is *might not*.
You might not be right.
That film might not be any good.
- 3 *Couldn't* has a similar meaning to *can't* above, only slightly weaker.
She couldn't have a ten-year-old daughter! She's only 21 herself.

Related verbs

Here are some related verb forms that express probability.
William's so brainy. He's bound to pass the exam.
We're having a picnic tomorrow, so it's bound to rain.
You're likely to find life very different when you live in China.
Are you likely to come across Judith while you're in Oxford?

Other uses of modal auxiliary verbs and related verbs

Here is some further information about modal auxiliary verbs, but it is by no means complete. See a grammar book for more details.

Ability

- 1 *Can* expresses ability. The past is expressed by *could*.
I can speak three languages.
I could swim when I was three.
- 2 Other forms are provided by *be able to*.
I've never been able to understand her. (Present Perfect)
I'd love to be able to drive. (infinitive)
Being able to drive has transformed my life. (-ing form)
You'll be able to walk again soon. (future)

- 3 To express a fulfilled ability on one particular occasion in the past, *could* is not used. Instead, we use *was able to* or *managed to*.
She was able to survive by clinging onto the wrecked boat.
The prisoner managed to escape by climbing onto the roof.

Advice

- 1 *Should* and *ought* express mild obligation or advice. *Should* is much more common.
You should go to bed. You look very tired.
You ought to take things easier.
- 2 We use *had better* to give strong advice, or to tell people what to do. There can be an element of threat – 'If you don't do this, something bad will happen.'
You'd better get a haircut before the interview. (If you don't, you won't get the job.)
I'm late. I'd better get a move on. (If I don't, I'll be in trouble.)

Note

The form is always past (*had*), but it refers to the immediate future.
She'd better start revising. The exams are next week.

Obligation

- 1 *Must* expresses strong obligation. Other verb forms are provided by *have to*.
You must try harder!
You mustn't hit your baby brother.
What time do you have to start work?
I had to work hard to pass my exams. (Past Simple)
You'll have to do this exercise again. (future)
We might have to make some economies. (infinitive)
She's never had to do a single day's work in her life. (Present Perfect)
I hate having to get up early. (-ing form)
- 2 *Must* expresses the opinion of the speaker.
I must get my hair cut. (I am telling myself.)
You must do this again. (Teacher to student)
Must is associated with a more formal, written style.
Candidates must answer three questions. (On an exam paper)
Books must be returned by the end of the week. (Instructions in a library)
- 3 *Have to* expresses a general obligation based on a law or rule, or based on the authority of another person.
Children have to go to school until they're sixteen. (It's the law.)
Mum says you have to tidy your room.
- 4 *Mustn't* expresses negative obligation. *Don't have to* expresses the absence of obligation.
You mustn't steal. It's very naughty.
You don't have to go to England if you want to learn English.
- 5 *Have got to* is common in British English. It is more informal than *have to*.
I've got to go now. Cheerio!
Don't have a late night. We've got to get up early tomorrow.
- 6 Here are some related verb forms that express obligation.
Visitors are required to have a visa.
When you're 18, you're supposed to take responsibility for yourself.
You aren't supposed to park on double yellow lines.
You need to think carefully before you make a decision.
He doesn't need to work. He's a millionaire.

Permission

- 1 *May*, *can*, and *could* are used to ask for permission.
May I ask you a question?
May I use your phone?
Can/Could I go home? I don't feel well.
Can/Could I borrow your car tonight?

2 *May* is used to give permission, but it sounds very formal. *Can* and *can't* are more common.

You **can** use a dictionary in this exam.
You **can't** stay up till midnight. You're only five.
You **can't** smoke in here. It's forbidden.

3 To talk about permission generally, or permission in the past, we use *can*, *could*, or *be allowed to*.

Children **can/are allowed to** do what they want these days.
I **couldn't** go out on my own until I was sixteen.
I **wasn't allowed to**

4 Here are some related verb forms that express permission.

Passengers **are not permitted to** use mobile phones.
My parents **don't allow me to**
I'm **not allowed to** stay out late.
My parents **don't let me**

Note that this sentence with *let* is not possible in the passive.
*I'm-not-let ...

Willingness and refusal

1 *Will* expresses willingness. *Won't* expresses a refusal by either people or things. *Shall* is used in questions.

I'll help you.
She says she **won't** get up until she's had breakfast in bed.
The car **won't** start.
Shall I give you a hand?

2 The past is expressed by *wouldn't*.

My mum said she **wouldn't** give me any more money. Isn't she mean?

Requests

Several modal verbs express a request.

Can/could/will/would you do me a favour?
Can/could I open the window?

Modal verbs are also dealt with in Units 9, 10, and 11.

UNIT 8

8.1 Introduction to relative clauses

It is important to understand the difference between two kinds of relative clauses.

1 Defining relative (DR) clauses qualify a noun, and tell us exactly which person or thing is being referred to.

She likes people **who are good fun to be with**.
Politicians **who tell lies** are odious.

A corkscrew is a thing **you use to open a bottle of wine**.

She likes people on its own doesn't mean very much; we need to know which people she likes.

who tell lies tells us exactly which politicians are odious. Without it,

the speaker is saying that all politicians are odious.

A corkscrew is a thing doesn't make sense on its own.

2 Non-defining relative (NDR) clauses add secondary information to a sentence, almost as an afterthought.

My friend Andrew, **who is Scottish**, plays the bagpipes.
Politicians, **who tell lies**, are odious.

My favourite building is Durham Cathedral, **which took over 200 years to build**.

My friend Andrew is clearly defined. We don't need to know which Andrew is being discussed. The clause *who is Scottish* gives us extra information about him.

The clause *who tell lies* suggests that all politicians tell lies. It isn't necessary to identify only those that deceive – they all do!

My favourite building is clearly defined. The following clause simply tells us something extra.

3 DR clauses are much more common in the spoken language, and NDR clauses are more common in the written language. In the spoken language, we can avoid a NDR clause.

My friend Andrew plays the bagpipes. He's Scottish, by the way.

4 When we speak, there is no pause before or after a DR clause, and no commas when we write. With NDR clauses, there are commas before and after, and pauses when we speak.

I like the things you say to me. (No commas, no pauses)

My aunt (pause), who has been a widow for twenty years (pause), loves travelling.

Defining relative clauses

1 Notice how we can leave out the relative pronoun if it is the object of the relative clause. This is very common.

Pronoun left out

Did you like the present () I gave you?

Who was that man () you were talking to?

The thing () I like about Dave is his sense of humour.

2 We cannot leave out the pronoun if it is the subject of the clause.

Pronoun not left out

I met a man **who** works in advertising.

I'll lend you the book **that** changed my life.

The thing **that** helped me most was knowing I wasn't alone.

3 Here are the possible pronouns. The words in brackets are possible, but not as common. ___ means 'nothing'.

	Person	Thing
Subject	who (that)	that (which)
Object	___ (that)	___ (that)

Notes

- That* is preferred to *which* after superlatives, and words such as *all*, *every(thing)*, *some(thing)*, *any(thing)*, and *only*.

That's the **funniest** film **that** was ever made.

All **that's** left is a few slices of ham.

Give me **something that'll** take away the pain.

He's good at any sport **that** is played with a ball.

The **only** thing **that'll** help you is rest.

- That* is also preferred after *it is ...*

It is a film **that** will be very popular.

- Prepositions usually come at the end of the relative clause.

Come and meet the people I work **with**.

This is the book I was telling you **about**.

She's a friend I can always rely **on**.

Non-defining relative clauses

1 Relative pronouns *cannot* be left out of NDR clauses.

Relative pronoun as subject

Paul Jennings, **who** has written several books, addressed the meeting.

His last book, **which** received a lot of praise, has been a great success.

Relative pronoun as object

Paul Jennings, **who** I knew at university, addressed the meeting.

His last book, **which** I couldn't understand at all, has been a great success.

2 Look at the possible pronouns. *Whom* is possible, but not as common.

	Person	Thing
Subject	... , who ... ,	... , which ... ,
Object	... , who (whom) ... ,	... , which ... ,

Notes

Prepositions can come at the end of the clause.

He talked about theories of market forces, **which** I'd never even heard of.