

Clive Oxenden
Christina Latham-Koenig

SPECIAL



EDITION

New
ENGLISH FILE

Intermediate Plus
Student's Book



OXFORD



Student's Book
Mathematics 10

© 2010 Pearson Education, Inc. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of Pearson Education, Inc.

Clive Oxenden
Christina Latham-Koenig

SPECIAL



EDITION

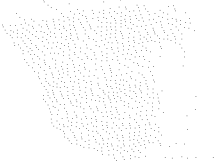
New
ENGLISH FILE

Intermediate Plus
Student's Book



OXFORD

NOTICE



NOTICE

Information for

Students' Book

NOTICE

Contents

	Grammar	Vocabulary	Pronunciation
1			
4	A What's in a name?	phrasal verbs: separable or not?	learning words from a text, phrasal verbs
8	B The winner takes it all	question formation	music, the media
12	C Funny ha-ha?	position of adverbs	humour, adverbs
16	PRACTICAL ENGLISH	Hello and goodbye	
18	WRITING	An interview	
19	REVISE & CHECK		
2			
20	A I told you I was ill!	conditionals: zero, first and second future time clauses	health and medicine
24	B Do you want to be young for ever?	future perfect, future continuous	science and computers
28	C Hooked on caffeine	usually, used to, be used to	adjectives + prepositions
32	PRACTICAL ENGLISH	Checking and apologizing question tags	
34	WRITING	A 'for and against' composition	
35	REVISE & CHECK		
3			
36	A Car stories	narrative tenses; past perfect continuous	cars and driving
40	B I will survive	third conditional	strong adjectives: <i>exhausted</i> , <i>petrified</i> , etc.
44	C Divorced, beheaded, died ...	must have, might have, can't have	history and politics
48	PRACTICAL ENGLISH	Could you do me a favour?	
50	WRITING	A story	
51	REVISE & CHECK		
4			
52	A Clothes to die for	adjectives + adjective order, the ... the + comparative, the definite article	fashion
56	B Why men don't iron	wish + past simple / past perfect / would + infinitive	men and women
60	C A question of taste	have something done	houses and decoration
64	PRACTICAL ENGLISH	Getting what you want	
66	WRITING	An informal letter / email	
67	REVISE & CHECK		

5		Grammar	Vocabulary	Pronunciation
68	A Animals or people?	present perfect simple or continuous?	animals	strong and weak syllables
72	B Can you remember?	quantifiers: <i>all, any, every(body etc.), no, none</i>	word-building	<i>ei / ie</i>
76	C It's all in the mind	relative clauses	words with more than one meaning	silent letters
80	PRACTICAL ENGLISH	Finding your way indirect questions		
82	WRITING	An opinion composition		
83	REVISE & CHECK			

6		Grammar	Vocabulary	Pronunciation
84	A Caught in the act	gerunds and infinitives	crime and punishment	<i>ough / augh</i>
88	B Economical with the truth	reporting verbs	truth and lies reporting verbs	consonant sounds: /d/, /t/, /θ/, /ð/
92	C Secret stories	clauses of contrast: <i>despite, although, etc.</i>	compound nouns	stress on compound nouns
96	PRACTICAL ENGLISH	Going out		
98	WRITING	A biography		
99	REVISE & CHECK			

7		Grammar	Vocabulary	Pronunciation
100	A Made in the USA	the passive	British and American English	changing stress
104	B Shakespeare in business?	<i>so / such ... that</i>	abstract nouns	long v. short vowel sounds
108	PRACTICAL ENGLISH	Any complaints?		
110	GRAMMAR	Quick grammar check for each file		
112	VOCABULARY, PRONUNCIATION	Quick check of vocabulary, sounds, and stress		

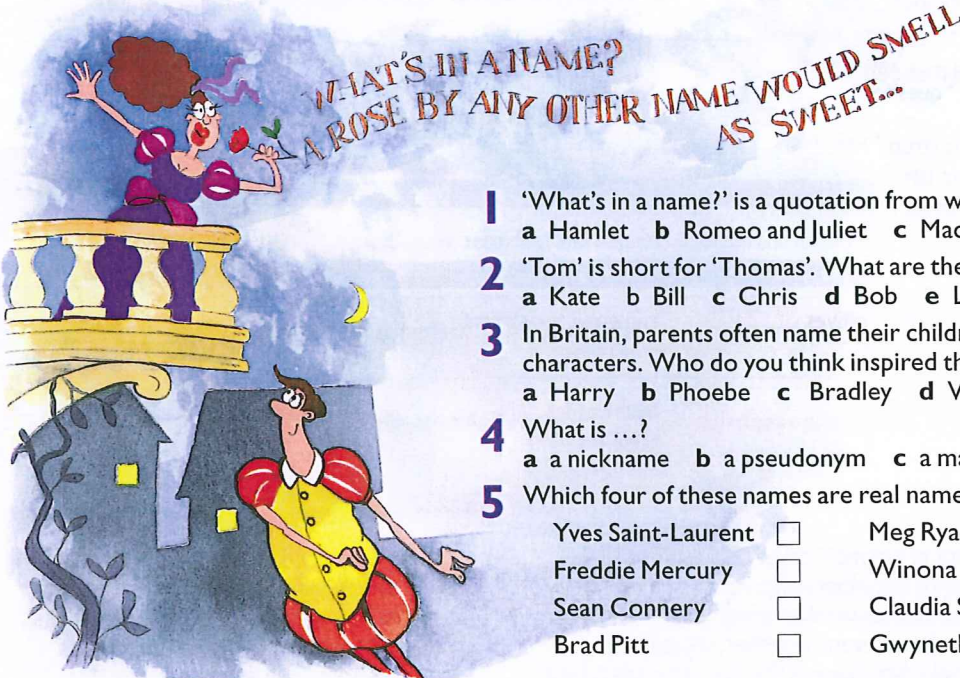
114	Communication			
123	Listening			
130	Grammar Bank			
144	Vocabulary Bank			
156	Writing Bank			
158	Irregular verbs			
159	Sound Bank			

1 A

G phrasal verbs: separable or not?
V learning words from a text, phrasal verbs
P phonetic symbols

What's in a name?

1 LISTENING & SPEAKING



- 1** 'What's in a name?' is a quotation from which Shakespeare play?
a Hamlet **b** Romeo and Juliet **c** Macbeth
- 2** 'Tom' is short for 'Thomas'. What are these names short for?
a Kate **b** Bill **c** Chris **d** Bob **e** Liz
- 3** In Britain, parents often name their children after famous people or TV / film characters. Who do you think inspired these recently popular names?
a Harry **b** Phoebe **c** Bradley **d** Victoria
- 4** What is ...?
a a nickname **b** a pseudonym **c** a maiden name **d** a stage name
- 5** Which four of these names are real names?
 Yves Saint-Laurent Meg Ryan
 Freddie Mercury Winona Ryder
 Sean Connery Claudia Schiffer
 Brad Pitt Gwyneth Paltrow

- a** Do the 'Names' quiz with a partner.
- b** What do you think are the three most common names for boys and girls in your country? Does anyone in the class have these names?
- c** **1.1** Listen to four people talking about their first names. Write brief notes in the chart.

Speaker	1	2	3	4
name? spell?				
why?				
happy?				
change?				

- d** Ask your partner the questions.

2 PRONUNCIATION phonetic symbols

Learning to recognize phonetic symbols will help you to improve your pronunciation, especially when you look up new words in a dictionary.

- a** **1.1** **p.159 Sound Bank** Look at the typical spellings for the sounds. Practise pronouncing the example words.
- b** **1.2** Match these names to the phonetics. Practise saying them correctly. Remember to stress the syllable after the stress mark ('). Listen and check.

1 Hugh	<input checked="" type="checkbox"/>	a /'mælkəm/
2 Malcolm	<input type="checkbox"/>	b /'seərə/
3 Sean	<input type="checkbox"/>	c /'li:əm/
4 Keira	<input type="checkbox"/>	d /ʃɔ:n/
5 Matthew	<input type="checkbox"/>	e /'lɔ:rə/
6 Sarah	<input type="checkbox"/>	f /'ʃɑ:lət/
7 Charlotte	<input type="checkbox"/>	g /hju:/
8 Liam	<input type="checkbox"/>	h /'ki:rə/
9 Humphrey	<input type="checkbox"/>	i /'hʌmfri/
10 Laura	<input type="checkbox"/>	j /'mæθju:/

3 READING

When you read a text in English, follow these rules.

- Read it quite quickly once to find out what it's about and how the information is organized.
- Read it again slowly to understand it in detail. Guess new words from the context, or ignore them.
- Use a dictionary to check the meaning and pronunciation of any words you can't guess, or that you think may be useful to remember.

a Read the text quite quickly. Which sentence (1–3) best describes what it's about?

- 1 How parents choose names for their children.
- 2 The effect your name can have on your life.
- 3 Why some names are more attractive than others.

b Read paragraph 1 again more slowly. Try to understand the main point. Then write T (true) or F (false) after sentence 1. Do the same with paragraphs 2–6.

- 1 Your name doesn't have any influence on how happy you are.
- 2 Your name could stop you getting a job.
- 3 People with unattractive names don't normally work as hard as people with attractive ones.
- 4 An actress called Agnes might want to change her name.
- 5 British parents today tend to call their children after film or TV characters.
- 6 Parents shouldn't give children two names.

The 'name game' winners

'What's in a name?', asked Shakespeare's Juliet. 'A rose by any other name would smell as sweet,' she concluded; in other words that the name of a person is irrelevant. However, research by psychologists suggests that our name can have a direct effect on our personal happiness.

Having a popular name, it seems, can make other people think you are intelligent and attractive even before they have met you. This is because, according to psychologist Dr Philip Erwin, people associate a particular name with a stereotyped image. However, having an unpopular name can have the opposite effect. 'It can even affect your employment prospects,' says Dr Erwin. 'Employers usually make up their mind within two minutes of a job interview. Part of that process is reading an applicant's name on the CV, which may immediately create a negative stereotype in the employer's mind.'

As a result, according to Dr Erwin, people with less attractive names tend to work harder to get on in life. As part of his research, he rated the first names of 68 psychology students for attractiveness, and then compared their exam marks. He found that students with unpopular, old-fashioned names did significantly better (an average of more than 3% higher marks). This suggested that they were aware that they had an unattractive name, and were working harder to overcome negative attitudes towards their name.

Names considered to be 'less attractive' were, for example, Norman, Ronald, and Albert for men, and Gillian, Pauline, and Agnes for women. 'More attractive' names were Stephen, David, Emma, and Charlotte. Actors and pop stars

certainly seem to take this into account and it is quite common for them to change the name they were born with to a more 'glamorous' one, for example, Whoopi Goldberg (born Caryn Johnson), and Bono (born Paul Hewson).

For many years now there has been a definite tendency among British parents to choose unusual or famous names. In the 1990s, Phoebe became popular for a while, almost certainly as a result of the hit US TV series *Friends*, and Jack, which had previously been considered an unattractive, old-fashioned name, became dramatically more popular because of Leonardo DiCaprio's *Titanic* hero, Jack Dawson. Recently Keira has become a popular girl's name (after the actress Keira Knightly), and William and Harry (after the princes) are invariably in the top ten names chosen for boys.

But the question is, will these names still be considered attractive when their owners grow up? 'When I was at school there was no one in my class with the same name as me,' says 34-year-old Farrah Stephens, who was named after the TV actress Farrah Fawcett, one of the stars of the 1970s' TV series *Charlie's Angels*. 'By the time I was 15 everybody had forgotten about her, and I was left with this really stupid name. In the end I decided to use my middle name, Diane.' Clearly, the choice of a name for a child is a difficult decision to take. Dr Erwin gives some practical advice: 'Choose names for your children which they will be happy with in twenty years' time, and choose a second name in case your child doesn't like the first one.'



1 VOCABULARY learning words from a text

- Look at the **highlighted** words/phrases in the text on p.5. Decide what part of speech they are (noun, verb, etc.). Try to guess their meaning.
- Complete the glossary with the words and phrases. Practise saying them.

Glossary

1	_____	decide
2	_____	often do
3	_____	not important or connected
4	_____	make progress
5	_____	the noun from <i>tend</i>
6	_____	the noun from <i>choose</i>
7	_____	say how good or bad you think something is
8	_____	know, be conscious of
9	_____	control or beat
10	_____	consider something, especially when making a decision

- Look only at the definitions. Remember the words.
- Write down **five** useful words / phrases to remember from the article. Compare with a partner.

5 SPEAKING

GET IT RIGHT using the right word

Look at the **bold** words in the questionnaire. Check you know how to pronounce them. Try to use them in your answers about names.

In small groups, do the questionnaire.

What's in a name?

Your name

- Do you think your name has **had an effect** on your life?
- Is your name usually considered **old-fashioned / traditional / glamorous**?
- Do people have a **stereotype** which they **associate with** your name?
- Have you got a **nickname**, or have you ever had one?

My name's Brian
so people think
I'm boring



Names in your country

- Which names have **become popular** in recent years? Is this **because of** TV / films / sport, etc.?
- Have any names **become unpopular**? Why?
- Do parents **tend to** name their children after family members?
- Do you have a **negative attitude** towards any particular names?
- What kind of things do you think parents should **take into account** when they choose names for their children?

6 CHECK WHAT YOU KNOW

phrasal verbs

Phrasal verbs are verbs + prepositions or adverbs (*go away, turn off*). They are often used in conversation instead of more formal verbs, e.g. *go on* instead of *continue*.

- Some phrasal verbs have a literal meaning. Complete with a preposition or adverb.
 - Prices have **gone** _____ a lot. Everything's very expensive.
 - Can you **fill** _____ this form please?
 - We loved Venice. We want to **go** _____ again soon.
 - He **got** _____ the bus and walked home.
- Many phrasal verbs have an idiomatic or non-literal meaning. Explain the meaning of these phrasal verbs.
 - Hurry up** or we'll be late.
 - Did you **find out** what time the film starts?
 - We **set off** early, at 6.00 in the morning.
Name two things ...
 - you can **look forward to**
 - you can **try on** in a shop
- The same verb with a different preposition has a different meaning. What's the difference between ...?
 - I'm **looking after** my sister. / I'm **looking for** my sister.
 - He's **gone out**. / He's **gone away**.
 - Turn** the radio **off**! / **Turn** the radio **down**!
 - The film **is on** now. / The film **is over** now.
- Some phrasal verbs have more than one meaning. Give two different meanings of ...
 - get on
 - take off
 - pick up

7 GRAMMAR phrasal verbs: separable or not?

- Use your instinct. Circle the right answer. Sometimes both are possible.
 - Could you *look after the baby?* / *look the baby after?*
 - Take off your coat!* / *Take your coat off!*
 - I'm *looking forward to the holidays.* / *looking forward the holidays to.*
 - Shall we *go this evening out?* / *go out this evening?*
- p.130 Grammar Bank 1A.** Read the rules and do the exercise.
- p.144 Vocabulary Bank Phrasal verbs.**

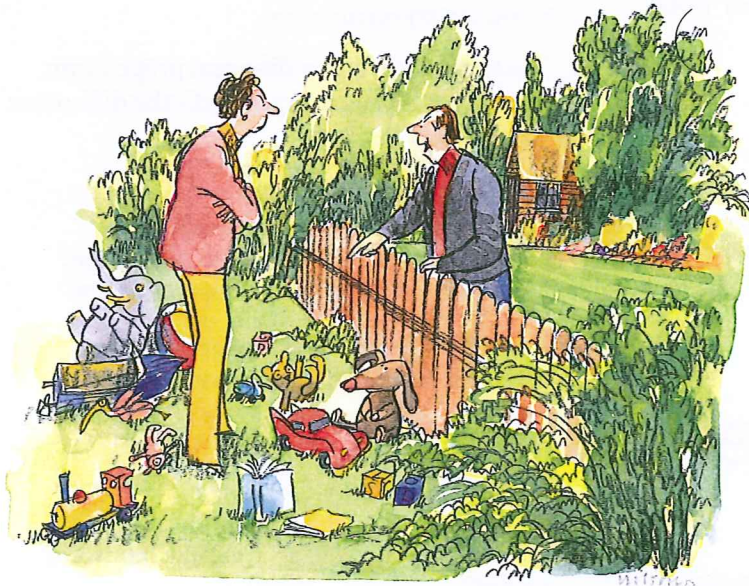
8 LISTENING

When you listen to people speaking English, follow these rules.

- Use verbal clues (words / phrases you recognize) to help you understand what they're talking about.
- Use your own knowledge of the subject to predict what they're going to say or are saying.

- a **1.3** You're going to listen to someone talking about the stereotype of people from his country. Listen to the beginning of the conversation. Which nationality do you think he is talking about? Why?
- b **1.4** Before you listen to the rest of the conversation, think about the nationality. In pairs, underline words and phrases in the list *you think* are true about the nationality. Then listen and check.

insecure	efficient
bossy	well educated
hard-working	ecology conscious
have a good sense of humour	eat and drink a lot
look down on other nationalities	hypochondriacs



- c Look at questions 1–6. In pairs, write down what you remember of the speaker's answers. Listen to the whole interview again for more detail.

- 1 What is the stereotype of people from your country?
- 2 How much of the stereotype is true?
- 3 What aspects aren't true?
- 4 Do you look up to any other nationalities?
- 5 What do you think are your strengths?
- 6 What do you think are your weaknesses?

9 SPEAKING

GET IT RIGHT talking about different nationalities

When you are talking about different nationalities you can use:

- 1 adjective + **people** (French **people**)
- 2 **the** + adjective (**the French**)

⚠ If the adjective ends in -an, add an s (**the Hungarians**)

You can also use a special word for the people if it exists (**the Poles, the Spaniards**)

In pairs, discuss your own nationality using the questions in 8c.

10 WRITING

- a You are going to write an informal article about people from your country called *The (Italians): What we're really like*. p.156 **Writing Bank Planning A / B**
- b For the first paragraph, answer question 1 in 8c. Write about 50 words. Compare with a partner. Do you agree?
- c Plan the rest of the article. Answer the other questions in three paragraphs. Write the rest of the article in 100–120 words.


The winner takes it all

1 SPEAKING

In small groups, talk about the topics below. Try to use the words and phrases in **bold**.

- Do you prefer listening to songs in **your own language** or in English? Why?
- Do you know what **single** or **album** is at number one **in the Top 20**? Are you interested?
- What do you think is more important for a pop song to be a **hit**: a catchy **tune** or good **lyrics**?
- Who do you think has written the best tunes / lyrics?
- What's the best **live performance** you've ever been to?
- Are you a big **fan** of any particular pop group or artist?

2 READING

- a Look at the photos of Abba. How do you pronounce their names? What do you know about them?
- b In pairs, **A** read **Part 1** of *Abba: their story*, **B** read **Part 2**. As you read, highlight anything you think is interesting or important. Guess the meaning of any words you don't know.
- c  **Communication** *Abba questions*
A p.114, B p.119. Find out about what your partner read.
- d A quickly read **Part 2**, **B** read **Part 1**. Choose **five** words or expressions to remember from the article. Compare your words.
- e What other famous pop groups do you know that have split up? Do you know why? Do you think it's a good idea for old groups to make a comeback?



Part 1

THEIR STORY

How did it all start?

In November 1970 an unknown Swedish group called 'Festfolket' played their first concert in front of five embarrassed couples in a restaurant in Gothenburg in Sweden. Their 'live' performance was not a great success, and by the end of the week only three people turned up to hear them. Incredibly, just a few years later they would be the most successful pop group in the world. In 1977 when they played at London's Royal Albert Hall, the box office received three and a half million requests for tickets! 'Festfolket' consisted of two engaged couples, Agnetha and Björn, who had fallen in love at first sight in 1968 (they married in 1971) and Benny and Anni-Frid (who married in 1978). When the group's manager sent them messages he used to write to ABBA (using their initials) to save time and this became their new name. Their fortunes immediately improved. In 1974 Abba, singing in English, won the Eurovision Song Contest with *Waterloo*, which became an instant hit all over the world. For the next decade they dominated the pop music scene with hit records such as *Fernando*, *Dancing queen*, and *The winner takes it all*.

Why were Abba so successful?

First there were the songs themselves, which in the early years were catchy tunes with simple pop lyrics. Also, because Abba were Swedish, their English pronunciation was very clear and easy to understand and this definitely helped their worldwide appeal. Another attraction was their outrageous clothes. 'For Eurovision I wore a black jacket with pearls and satin trousers with silver boots,' says Björn. 'I looked like a fat Christmas tree!' But on stage and on record the magic ingredient was probably the two girls' voices and the contrast between them. Although Abba broke up in 1981 there was a big revival in their popularity in the 90s, mainly because of two films: *Priscilla*, *Queen of the Desert* and *Muriel's Wedding*, both partly inspired by the group and their music. In 1999 the London musical, *Mamma Mia*, based on the group's songs, sold out night after night, and twenty-five years after their first hit, Abba's album *Greatest Hits* was back at number one in the Top 20.

Björn, Agnetha, Anni-Frid, Benny





Part 2

Why did they break up?

The problems started when Abba went on their first world tour in 1976 to coincide with their new album *Dancing queen*. Anni-Frid enjoyed touring but Agnetha didn't. By this time she had a young baby. 'Agnetha didn't really want to go anywhere,' says Björn, 'so it made things difficult. For her the family came first, and Abba second. I thought we could have both.'

In 1978 Björn and Agnetha separated. With the separation, the mood of Abba's songs darkened and the lyrics became, it seemed, painfully autobiographical. 'They came from the heart,' says Björn. 'I wrote about a divorce in *Knowing me, knowing you* and *The winner takes it all*. Not necessarily our divorce, but I always wrote what I felt. When I asked Agnetha to sing *The winner takes it all*, it was strange to hear her when we recorded it. Afterwards there were tears, because there were

no winners in our divorce.' In 1980 Benny left Anni-Frid, and relations in the studio between the members of the group became increasingly tense. In 1981 the group split up. In Björn's words, 'We'd all run out of energy.'

Where are they now?

After the break-up Benny and Björn carried on writing music together, including the musical *Chess*. The women both had reasonably successful solo careers. All the members of the group remarried. After the break-up of her second marriage, Agnetha lived alone on a Swedish island and almost became a recluse. In a recent documentary for British TV, she was the only member of Abba who wouldn't be interviewed. Although the four members of Abba have been offered huge amounts of money to make a comeback and play together again, they have always refused.



Adapted from *Mojo* magazine

3 LISTENING

Learning the vocabulary of a specific topic, e.g. music or the media, will not only help you to speak better, it will also help you to understand better when you hear people talking about these subjects.

a **p.145 Vocabulary Bank** *The media 1.*

b **1.5** You're going to hear an interview with a journalist from a music magazine talking about Abba. First listen and write down the seven questions the interviewer asks.

- 1 _____?
- 2 _____?
- 3 _____?
- 4 _____?
- 5 _____?
- 6 _____?
- 7 _____?

c **1.6** Now listen to the whole interview. In pairs, tell each other anything you remember from the journalist's answers.

d Listen again for more detail. What exactly does the journalist say about ...?

- 1 the song titles and lyrics
- 2 Agnetha's attitude to touring
- 3 stories the tabloid press made up
- 4 Anni-Frid's father
- 5 Björn and Agnetha's divorce
- 6 Agnetha after Abba split up
- 7 how often they still meet

e Do you think that famous people's private lives should be respected by the press?

4 PRONUNCIATION intonation in questions

Using the right intonation helps you to sound friendly and interested when you ask questions.

a **1.7** Listen again to questions 1–7. Tick (✓) the questions where the intonation goes up at the end.

b Listen and repeat the questions. Copy the intonation.

c What kind of questions have a rising (↗) intonation? What kind of questions have a falling (↘) intonation?

5 1.8 SONG 🎵 *The winner takes it all*

a You're going to listen to a song by Abba. Before you listen, make eight phrases by matching a verb and a word / phrase.

- | | |
|---------|------------------------|
| 1 call | your hand |
| 2 feel | a dice |
| 3 throw | all my cards |
| 4 play | rules |
| 5 go | sense |
| 6 obey | your name |
| 7 make | sad |
| 8 shake | through (= experience) |

b Listen to the song. Complete the gaps with a phrase from a. Change the form of the verb if necessary.

THE **WINNER** TAKES IT ALL

I don't want to talk about things we've 1 _____.
 Though it's hurting me, now it's history
 I've 2 _____, and that's what you've done too
 Nothing more to say, no more ace to play
 The winner takes it all, the loser's standing small
 Beside the victory, that's our destiny

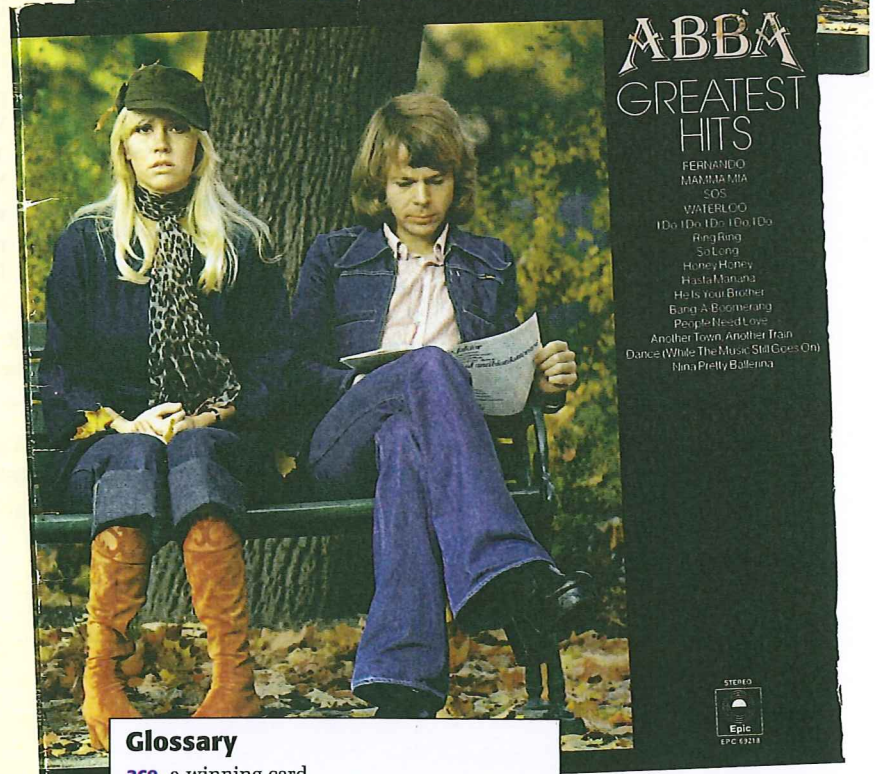
I was in your arms, thinking I belonged there
 I figured it 3 _____, building me a fence
 Building me a home, thinking I'd be strong there
 But I was a fool, playing by the rules
 The Gods may 4 _____, their minds as cold as ice
 And someone way down here loses someone dear

The winner takes it all, the loser has to fall
 It's simple and it's plain – why should I complain?

But tell me, does she kiss like I used to kiss you?
 Does it feel the same when she 5 _____?
 Somewhere deep inside, you must know I miss you
 But what can I say? 6 _____
 The judges will decide, the likes of me abide
 Spectators of the show, always staying low

The game is on again. A lover or a friend?
 A big thing or a small? The winner takes it all

I don't want to talk if it makes you 7 _____
 And I understand you've come to 8 _____
 I apologize if it makes you feel bad
 Seeing me so tense, no self-confidence
 But you see, the winner takes it all



Glossary

ace a winning card
figure think
way down here down on earth
someone dear someone you love
plain clear
the likes of me people like me
abide (by the rules) accept / obey (the rules)

c Listen again and check. Read the song with the glossary. What is the song about? Who is the winner and who is the loser?

6 GRAMMAR question formation

- a Correct the mistakes.
- 1 Is Swedish her second husband?
 - 2 How long they've been writing songs?
 - 3 What means 'paparazzi'?
 - 4 About what was the programme?
 - 5 Who did play the piano in the group?
 - 6 Why they didn't play together again?
 - 7 How many records they usually sell a year?
- b **p.130 Grammar Bank 1B.** Read the rules and do the exercise.
- c **1.9** Listen to the sentences and write a–h in the boxes. Cover the box and listen again. Respond with a short question.

<input type="checkbox"/> How long for?	<input type="checkbox"/> Who to?
<input checked="" type="checkbox"/> What about?	<input type="checkbox"/> Who from?
<input type="checkbox"/> What for?	<input type="checkbox"/> Who by?
<input type="checkbox"/> Where to?	<input type="checkbox"/> Who with?

- d Listen again. This time, respond with a full question with the preposition at the end, e.g. *What are you thinking about?*
- e **Communication Interview with a star A p.114, B p.119.** Roleplay an interview.

7 VOCABULARY TV and radio

- a **p.145 Vocabulary Bank The media 2.**
- b Interview other students with the TV and radio survey.

TV and radio

How many TV channels do you watch?
 Do you have cable / satellite TV?
 What kind of programmes do you enjoy / hate?
 What do you think of the standard of programmes generally?
 Do you think state TV is better or worse than the independent channels?
 What about radio?

Do you ...?

follow at least one soap opera
 have a favourite radio station
 channel-hop
 change channels when the adverts come on
 always watch the same news bulletin and weather forecast
 plan carefully what you watch

Have you got a favourite (or least favourite) ...?

- newsreader
- TV presenter
- radio DJ
- sports commentator
- interviewer

8 LISTENING

- a **1.10** Quickly read the six statements a–f below. Then listen to speakers 1–6. Which topics are they discussing? Write 1–6 in the boxes. What words or phrases helped you?
- More TV channels means more variety and better programmes.
 - TV companies shouldn't interrupt films with commercials.
 - The media can make mediocre people famous.
 - TV should show less football and more minority sports.
 - TV, radio, and the Internet have made newspapers irrelevant.
 - We shouldn't blame TV for children's bad behaviour.
- b Listen again. Tick (✓) if the speaker agrees with the statement, cross (X) if they disagree. Give their reasons.

9 SPEAKING

GET IT RIGHT using auxiliary verbs to agree and disagree

- a Complete with the right auxiliary verbs.

	Agreeing	Disagreeing
1 I agree with that.	So _____ I.	I _____.
2 I'm not sure about that.	Neither _____ I.	I _____.
3 I wouldn't say that papers were irrelevant.	Nor _____ I.	I _____.
4 We've got over 50 TV channels.	So _____ we.	We _____.
5 My children never watch violent programmes.	Neither _____ mine.	Mine _____.
6 I think they should show more rugby.	So _____ I.	I _____.

- b Cover the **Agreeing** and **Disagreeing** columns. Remember the expressions.

In groups of four, exchange opinions about statements a–f in 8a. Agree and disagree with each other.

1 C

G position of adverbs
V humour, adverbs
P consonant sounds: /dʒ/ and /tʃ/

Funny ha-ha?



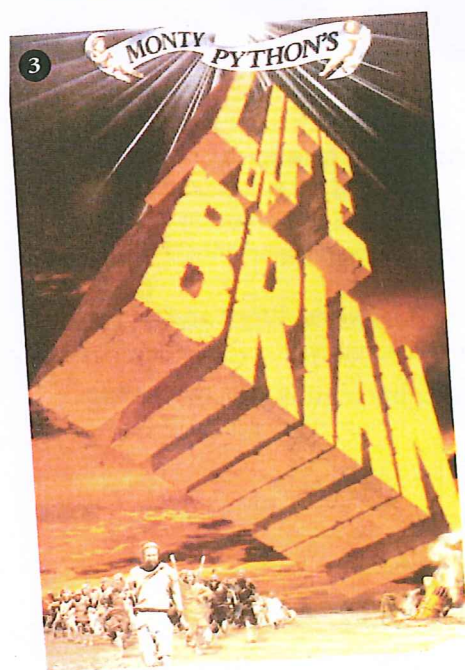
1 VOCABULARY humour

a Look at the pictures and speech bubbles. Which one is ...?

a joke a cartoon a comedy a comedian

Do they make you laugh?

When you use a dictionary to check the meaning of a word, make sure you look at all the different meanings before choosing which one you need. Use the phonetics to help you pronounce the word correctly.



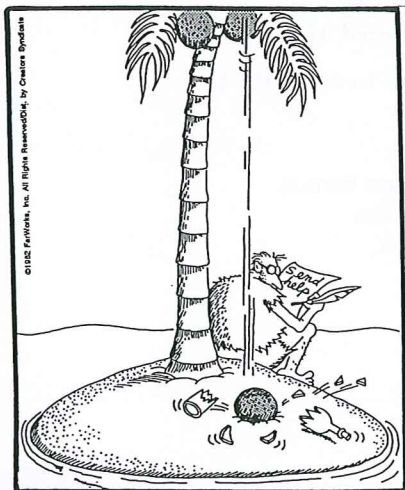
b Match the words and definitions. Look at the phonetics. Say the words.

cartoon fun funny joke laugh make fun of irony
 pull sb's leg sense of humour witty

- 1 (1) *noun* a funny story, which makes you laugh _____ /dʒəʊk/
 (2) *verb* say things which are not meant to be serious: *Are you joking?*
- 2 to make sounds which show you are amused _____ /lɑ:f/
- 3 (1) a funny drawing that makes a joke, often about a current event _____ /kɑ:'tu:n/
 (2) a film using moving drawings, e.g. *Donald Duck*
- 4 activity or person who gives enjoyment: *Skiing is great fun!* _____ /fʌn/
- 5 (1) that makes you laugh or smile _____ /'fʌni/
 (2) strange or peculiar
- 6 laugh at sb / sth in an unkind way _____
- 7 the ability to see that something is funny _____ /sens əv 'hju:mə/
- 8 clever and amusing with words _____ /'wɪti/
- 9 a way of speaking that shows you are joking or that you mean the opposite of what you say: *English food is fantastic.* _____ /'aɪrəni/

- 10 try to make sb believe sth that is not true, usually as a joke _____

THE FAR SIDE By GARY LARSON



c Test your memory.

Explain the difference.

- 1 a comedy / a comedian
- 2 a cartoon on TV / a cartoon in the newspaper
- 3 funny / fun / make fun of

Explain the words in *italics*.

- 4 Oscar Wilde was famous for being extremely *witty*.
- 5 *You must be joking!*
- 6 Are you *pulling my leg*, or is it really your birthday?

7 British people often use *irony* when they want to be funny.

8 Nobody in the audience laughed. They obviously had *no sense of humour*.

Explain the conversation.

- 9 A I met a really funny man last night.
 B Funny ha-ha or funny peculiar?

The Far Side by Gary Larson 1992. Far Works, Inc. Used with permission. All Rights Reserved. ©1992 Far Works, Inc. All Rights Reserved. By Creative Syndicate

2 SPEAKING

GET IT RIGHT showing interest

In conversation we normally try to show interest or surprise in what the other person is saying by using:

- one- or two-word expressions:



- a In pairs, answer the questions. Try to use the words in **bold**. Ask more questions and show interest or surprise.

Have you got a sense of humour?

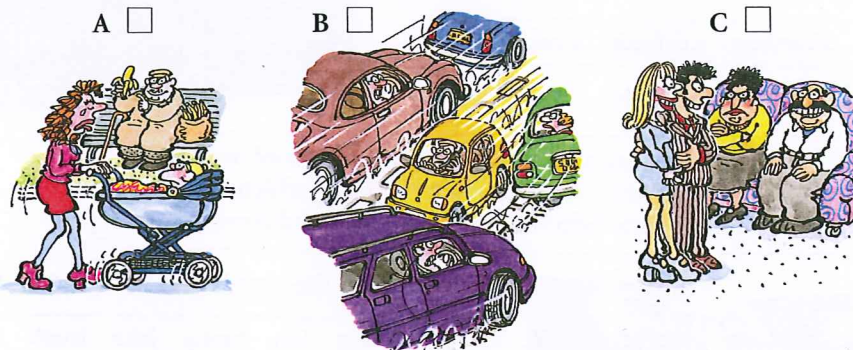


- Tell your partner about ...
 - a **comedian** who really **makes you laugh**
 - a **comedy programme** on TV that you **find really funny**
 - a film (or book) that you thought was **really funny**
- What's your favourite comedy series ...?
 - from your country
 - from another country
- Are you good at **telling jokes**? Why (not)?
- If you don't **get** (= understand) a **joke** do you tend to ...?
 - laugh and pretend you understood it
 - admit that you didn't get it
- Do you ever ...?
 - laugh** at the wrong moment
 - laugh** until you cry
 - laugh at** people if they do something stupid
- Do people in your country have a **good sense of humour**? Do you **laugh at** yourselves?

3 LISTENING

Trying to understand a joke in a foreign language is a very good test of listening ability. But don't be demotivated if you don't always 'get' the punchline (= the end of the joke).

- a **1.11** Listen to three jokes. Just try to match each joke to a picture A–C below.
- b Listen again. In pairs, try to understand the jokes.
- c Give each joke a score between 0 and 3 (3 = very funny, 2 = quite funny, 1 = not funny at all, 0 = I didn't get it).



4 PRONUNCIATION consonant sounds: /dʒ/ and /tʃ/

Some English consonant sounds are very similar. It's important to try to pronounce them clearly, so that people don't misunderstand you.

- a **1.12** Listen to the two sentences. Can you hear the difference? What do they mean? Practise saying them correctly.
- b **1.13** Listen and write the words in the right column. Practise saying them.



joking



choking

- c In pairs, think of other words ...
- ... with the letter *j*. Is *j* always pronounced /dʒ/?
 - ... with the letter *g*. Is *g* always pronounced /dʒ/?
 - ... with the letters *ch*. Is *ch* usually pronounced /tʃ/?
- d Practise using /dʒ/ and /tʃ/ together. Listen to each other. Be as accurate as you can.
- I enjoy **chatting** and telling **jokes**.
 - Actually**, **Gill** and **Charlie** speak **German**, not **French**.
 - I've **just** made the **children** some orange juice.
 - If I could **choose** my **job**, I'd be a **researcher**.

- b Have you and your partner got a similar sense of humour?



Glossary

tip	a piece of useful advice
approach	go near sb / sth
misjudge	form a wrong opinion of sb / sth
enquire	ask for information
respectful	polite
stranded	not able to get home
such as	for example
would rather	would prefer
charge	ask for money for sth
hug	put your arms around sb to show love / affection

Danger!

Sense of humour failure

Bill Bryson is a best-selling American travel writer who has lived in both the US and the UK. He has written several humorous books and many articles about British and American life.

1 Here's my tip of the week. Don't make jokes in America. Even in experienced hands, a joke can be a dangerous thing. I came to this conclusion **recently** while passing through Customs and Immigration at Logan airport in Boston. As I approached the last immigration official, he said to me, 'Any fruit or vegetables?'

What does this question mean? Why does he ask it?

2 I considered for a moment. 'Sure, why not?' I said. 'I'll have four pounds of potatoes and some mangoes, if they're fresh.'

Instantly, I could see that I had misjudged my audience. He looked at me with one of those slow, dark expressions that you **never** want to see in a uniformed official, but especially in a US Customs and Immigration officer.

Why did the customs official begin to get angry?

3 **Luckily** he appeared to conclude that I was just incredibly stupid. 'Sir,' he enquired more **specifically**, 'are you carrying any items of fruit or vegetable?' 'No, sir, I am not,' I answered at once, and gave him the most respectful look I believe I have ever given anybody in my life. I left him shaking his head. I am sure that for the rest of his career he will **always** be telling people about the idiot who thought he was a greengrocer.

Why do you think he gave the official a very respectful look?

4 The same thing happened another time when I was talking to my neighbour about a disastrous airline trip which had left me stranded overnight in Denver. 'Who did you fly with?' he asked.

What does this question really mean?

5 'I don't know,' I replied. 'They were all strangers.' He looked at me with an expression of panic.

'No, I meant which airline did you fly with,' he said. Soon after this my wife ordered me to stop making jokes with him, as our conversations were giving him a migraine.

Why didn't his neighbour understand his answer?

6 'Irony' of course is the key word here. Americans don't use it **very much**. (I'm being ironic; they don't use it at all.) The English writer Howard Jacobson says that Americans don't have a sense of humour. **Actually** he is wrong. Many of the funniest people who ever lived were or are Americans, such as the Marx brothers or Woody Allen. But it is certainly true that wit and sense of humour are not valued as much in America as they are in Britain. The comedian John Cleese once said: 'An Englishman would rather be told that he was a bad lover than that he had no sense of humour.'

What's the difference between British and American humour?

7 It isn't that there are no people with an active sense of humour in America, it's just that there are fewer of them. When you meet one it's like I imagine it must be when two Masons recognize each other across a crowded room. The last time I experienced this was a few weeks ago when I arrived at our local airport and approached a cab for a ride home. 'Are you free?' I **innocently** asked the driver.

What does the question mean in this context? What's another meaning of 'free'?

8 He looked at me with an expression I recognized **at once** – the look of someone who can see the chance of a joke. 'No,' he said, 'I charge like everyone else.' I could **almost** have hugged him.

Why did he feel like hugging the cab driver?

Adapted from *Notes From A Big Country*, Bill Bryson

5 READING

It can be difficult to understand humorous texts in English because they often depend on double meanings and word play. You need to read them carefully.

- a Before you read the article on p.14, talk to a partner.
- Do you think there's a difference between British and American humour? What?
 - Explain what these people are.

a cab driver	a customs official
a greengrocer	a (Free)Mason
- b Read the article carefully with the glossary. After each section, stop and answer the question in pairs.

6 GRAMMAR position of adverbs

- a Look back at the **highlighted** adverbs in the text. Match them to each of the adverb types below.

manner (how somebody does something)

frequency (how often something happens)

time (when things happen)

degree (how much something is done)

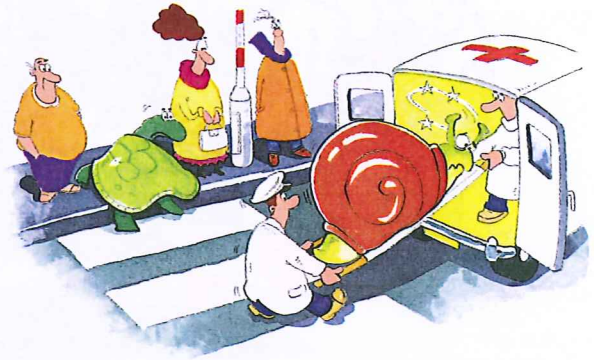
sentence adverbs (a comment about the situation)

- b **p.130 Grammar Bank 1C.** Read the rules and do the exercises.
- c **p.146 Vocabulary Bank Adverbs.**
- d Play three in a row. One team is X and one is O. Choose a square in turn. Make a correct sentence using the adverb in the square in the correct position. If it's right put your X or O in the square. The first team to get three in a row is the winner.

at once	fairly	slightly
eventually	actually	even
hardly	just	especially

7 WRITING

- a Read the joke. Complete the last line with the missing adverb.



One day

A tortoise was walking along the middle of the road. It was raining. He wasn't looking where he was going and he crashed into a snail which was crossing the road. The tortoise disappeared into the crowd but the snail was injured. An ambulance arrived and took him to hospital, where he was operated on. It was a difficult operation but it was a success.

After three days the snail felt better and was sitting up in bed reading.

The police came to interview him and showed him photos of different tortoises to see if he could identify the one who had hit him. After seeing fifty photos of identical tortoises, the snail started crying and said,

'I'm sorry. I can't remember. Everything happened so _____.'

- b **p.156 Writing Bank Writing A.** Read about making your language more vivid.
- c Add eight adverbs to the joke to make it more vivid.

1 Hello and goodbye

UNDERSTANDING INFORMATION

Read this information from a language school brochure. Write T (true) or F (false).

- You will receive more information before you leave your country.
- The best way to get from London to Cambridge is by train.
- The school will pay for a taxi from the bus station to the family.
- There are special arrangements for people doing summer courses.
- On the summer course you will be taken back to the airport on the Saturday after the course ends.
- Your family will take you to the school on the first day.
- The Director of Studies will meet you at the school.

Guess the meaning of the **highlighted** words in the text. Match them to the definitions.

- | | |
|--|-------|
| 1 exists for you to use if you want | _____ |
| 2 a person who receives someone as a guest | _____ |
| 3 included inside something | _____ |
| 4 given to you and you don't have to pay | _____ |
| 5 go with you | _____ |
| 6 show you all the different parts of | _____ |
| 7 pay to use for a short time | _____ |
| 8 a kind of bus which takes you from an airport to another place | _____ |
| 9 people who work for an organization | _____ |
| 10 an exam to decide your level | _____ |

What happens when I arrive?

- Clear instructions sent to you before departure
- Airport pick-up service **available**
- Guided tour of school
- Level **placement test**

From the airport to your host family

There is an excellent **coach transfer** to Cambridge city centre from all the London airports. You will then find taxis waiting at Cambridge bus station which you can **hire** to reach your **host family**. However if you prefer, we can order a taxi straight from the airport to your host family. Prices for this are listed on the **enclosed** sheet.

Summer Courses If you are coming on any summer courses and you arrive at Heathrow or Gatwick airports between 09:00 and 18:00 on the Sunday before the beginning of your course, **staff** from the school will be waiting for you at the airport and will **escort you** on the transfer coach to Cambridge where a school minibus will take you on to the host family. Transport is **provided free of charge** to the airport on the Saturday after the end of your course.

Your first day at the school

You will need to arrive at the school by 09:15 on your first day (your host family will tell you how to get to us from their house). Here you will be met by our Director of Studies, who will give you all the information you need and **show you round** the school.

2 MEETING PEOPLE

- a **1.14** Listen to Claudia, a foreign student, meeting her host family. Who are the people in the family?
- b Listen again. Complete the chart.

Meeting people for the first time

Usual	More formal
Hi! / _____	Good morning / afternoon.
_____ to meet you.	Pleased to meet you. / How do you _____?
_____ is (my husband).	
Did you have a _____?	
Yes, _____ thanks.	

- c **Communication** *Introductions A p.114, B p.119.* Roleplay arriving at the host family's house.



3 LISTENING

a **1.15** Listen to a Director of Studies welcoming new language students on their first day. Explain why the following are important:

- 1 David Hudson
- 2 Sharon Black
- 3 from 1.00 till 5.00 p.m.
- 4 9.30 a.m.
- 5 10.30 a.m.
- 6 11.00 a.m.
- 7 1.30 p.m.
- 8 2.45 p.m.
- 9 3.00 p.m.
- 10 the first floor

b Listen again. Then tell a partner as much as you can about the school. Use the names and times in a.

4 UNDERSTANDING SIGNS

Read the signs. Explain where you could see them and what they mean.

1 **OUT OF ORDER**

2 **BEWARE OF THE DOG**

3 **KEEP OFF THE GRASS**

4 **PLEASE QUEUE THIS SIDE**

5 SAYING GOODBYE

1.16 Listen to Claudia leaving for the Cambridge Language School. Tick (✓) the expressions you hear.

- I have to go.
- See you (this evening).
- Have a nice day.
- Bye.
- Goodbye.

6 VOCABULARY common expressions



a Match the responses with the expressions.

Bless you! Congratulations! Cheers! Good luck!
 Happy Birthday! Help yourself. Yes please. / No thanks, I'm full.
 The same to you. See you (tomorrow / later).
 Never mind. / It doesn't matter.

- 1 Have a good weekend. _____
- 2 I've got an exam tomorrow. _____
- 3 I've left my book at home. _____
- 4 Atchoo! _____
- 5 I've got a new job! _____
- 6 It's my birthday today. _____
- 7 Would you like some more cake? _____
- 8 Cheers! _____
- 9 Could I have another biscuit? _____
- 10 I must go now. _____

b **1.17** Listen and check. Repeat and copy the intonation.

c **1.18** Cover the expressions. Listen and respond with the correct expression.

HAPPY BIRTHDAY!



Read the interview. Decide what the questions are.

An interview with Annie Lennox

I interviewed Annie at her home in North London. She was wearing casual clothes and was very friendly, which helped me to relax, as I'd been feeling a bit nervous.

Q1 _____

A Because I wanted to spend more time with my children. When I was in the studios I was always missing them, and I decided that they were more important than my music. Also I didn't enjoy all the press attention. So I became a mother and a housewife – a different world.

Q2 _____

A Yes, I loved it. I made lots of friends with other mothers and neighbours, and could live a completely normal life.

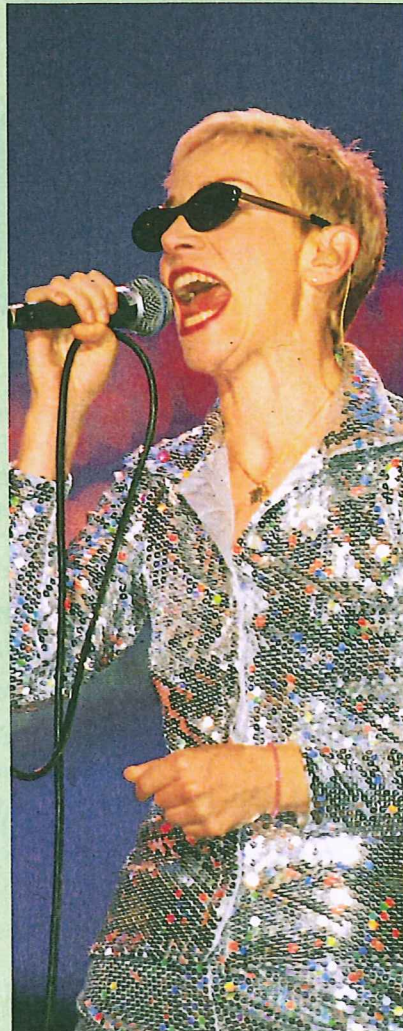
Q3 _____

A He supported my decision and in fact our roles reversed, as before when I was with the Eurythmics he was at home a lot, but while I was at home he started his own production company for documentary films.

Q4 _____

A Who knows? Maybe one day I will. When I'm ready.

A year after this interview Annie Lennox made a comeback and has continued to make albums and tour ever since.



Tips for writing an interview

- 1 Write an introductory paragraph by briefly describing where the interview took place, and describe the person.
- 2 Write the questions first. Four or five will probably be enough. Try to make them lead on from each other. Make the last question something about the future.
- 3 Make a clear separation (by leaving space or using a different typeface) between the questions and the answers.

WRITE an interview for a magazine with a celebrity (real or invented) or with another pop singer you know about, called *Interview with* (name of the celebrity).

PLAN the interview in pairs. Decide who the person will be, and where / when you interviewed him / her. Write four or five questions you're going to ask (you could ask for biographical information, future plans, etc.). Write the interview in about 150 words.

CHECK the interview for mistakes (grammar , punctuation , and spelling).

GRAMMAR

- a Complete with the phrasal verbs in brackets and a pronoun (*it, you, etc.*).
- I can't find my driving licence. Can you help me _____? (look for)
 - If your car isn't working I can _____ after work. (pick up)
 - If you don't know a word _____ in the dictionary. (look up)
 - Is that your sister? You don't _____. (look like)
 - The TV's too loud. Can you _____? (turn down)
 - My father's very quiet too. I _____. (take after)
 - It's an important word, so _____. (write down)
 - Your clothes are on the floor. _____! (put away)

8

- b Reorder the words to make correct questions.

- the you did holiday enjoy _____?
- they about what talking are _____?
- like you abroad didn't why living _____?
- read books many have month you how this _____?
- last won the who year marathon _____?

5

- c Complete the questions.

- Where did you go* _____ on holiday last summer? I went to Brazil.
- _____ there before? No, I hadn't. It was my first time.
- _____ with? I went by myself.
- _____ Robert go with you? Because he hates flying, and anyway he had to work.
- _____ stay? For three weeks.

4

- d Put one adverb in each sentence in the right position.

almost fluently eventually immediately hardly
often carefully very much

- Drive because its raining very hard.
- My seat at the cinema was awful. I could see the screen.
- We missed the concert. We arrived just in time.
- She speaks French and Spanish, and a little German.
- We don't see each other – only about twice a year.
- I enjoyed the holiday. It was wonderful.
- It was an awful journey but we got there.
- The ambulance arrived.

8

VOCABULARY

- a Replace the expression in **bold** with a phrasal verb.

- I told him to **stop talking**. _____
- The shop **stopped trading** last week. _____
- The meeting **continued** for two hours. _____
- Could you **connect** the heater? It's cold in here. _____
- Prices have **increased** a lot recently. _____
- The plane **went into the air** on time. _____
- Please **distribute** the photocopies to everyone. _____
- The police are **investigating** the crime. _____

8

- b Write the words for the definitions.

- a TV programme where people win prizes g _____ s _____
- the title of an article or main item of news on TV h _____
- a TV station c _____
- not objective b _____
- the number of people watching a TV programme a _____ f _____

5

- c Complete with the correct word.

- You're pulling my _____. You can't be serious.
- She's got a very good _____ of humour.
- It was a very _____ film. It made me laugh.
- I don't believe it. You must be _____.
- Walt Disney is famous for his _____ (films made with drawings).
- I'm not very good at _____ jokes. I always forget how they end.
- My elder brother is always making _____ of my English pronunciation.

7

- d Circle the correct adverb.

- I think my English is *basically* / *gradually* improving month by month.
- I cried *in the end* / *at the end* of the film.
- It's very hot in the summer. *Luckily* / *Ideally* you should go in the spring.
- I'll do it later. *Actually* / *At the moment* I'm too busy.
- She's working too *hard* / *hardly*. She needs a rest.

5

TOTAL MARKS 50

I told you I was ill!

1 VOCABULARY health and medicine



One of the people in this room is a hypochondriac. To find out, switch off the light.

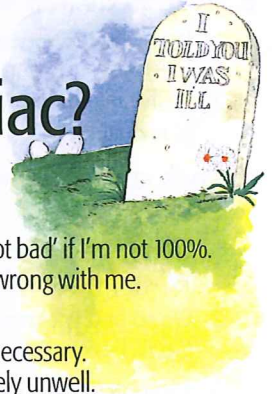
- In pairs, explain the cartoon.
- p.147 Vocabulary Bank Health and medicine.**
- Communication The hypochondriac's guide**
A p.114, B p.119.
- Use these cartoons to tell each other what you read.



2 SPEAKING

- Do the questionnaire with a partner. Give more details.


Are you a hypochondriac?



- If people ask me 'How are you?'
 - I always answer 'fine'.
 - I say 'fine' when I'm fine, and 'not bad' if I'm not 100%.
 - I give them full details of what's wrong with me.
- My attitude to my doctor is
 - I don't go unless it's absolutely necessary.
 - I go whenever I think I'm definitely unwell.
 - We call each other by our first names.
- If I have a headache
 - I don't take anything.
 - I take painkillers until it goes away.
 - I look up brain illnesses in the encyclopaedia.
- If I have a medical check-up
 - I don't expect to find anything wrong with me.
 - I am relieved if there's nothing wrong.
 - I am very disappointed if there's nothing wrong.
- My attitude to hospital soap operas on TV is
 - I never watch them.
 - I quite enjoy the drama of hospital life.
 - I learn very useful tips for the treatment of illnesses.
- My attitude to vitamins is
 - I only take them if the doctor says I need them.
 - I take vitamin C in the winter to prevent colds.
 - I take daily multi-vitamins, an iron supplement, ginseng ...

- Look at your answers. Are they mostly a, b, or c? Your teacher will tell you what this means.
- Talk to a partner.
 - Do you think hypochondriacs are more often men or more often women? Why?
 - Do you think people in your country tend to be hypochondriacs?
 - Do you know any hypochondriacs? What sort of things do they complain about? What are their symptoms?

3 GRAMMAR conditionals: zero, first; future time clauses

- a Which of the following sentences do you think a hypochondriac would say?
- 'I'm going to have a day off if my back isn't better.'
 - 'If I go to the doctor, I always ask him to take my blood pressure.'
 - 'I'll only call the doctor if I'm still feeling awful tomorrow.'
 - 'If my temperature hasn't gone down in half an hour, call an ambulance!'
- b Look at the four sentences in a.
- What different verb forms are used ...?
i after *if* ii in the other part of the sentence
 - One sentence is a 'zero conditional'. Which one? Why is it different?
- c Look at the pairs of sentences. What's the difference in meaning?
- If my boss phones, tell her I'm ill.
When my boss phones, tell her I'm ill.
 - Go to bed when you get home!
Go to bed as soon as you get home!
 - I'll see a doctor if it's serious.
I'll see a doctor in case it's serious.
 - I won't stop until I get tired.
I won't stop unless I get tired.
- d  p.132 Grammar Bank 2A. Read the rules and do the exercises.
- e In pairs, do the competition.

Win a weekend for two in a health farm!

In this month's competition we're asking readers to help our family doctors help us to keep healthy. Complete the eight sentences and send them to Good Health magazine at goodhealth@linkup.com. The winning sentences will be used as part of a national publicity campaign.

Help us help you keep well

- As soon as you think you're getting a cold ...
- If you're taking antibiotics, don't stop until ...
- Please don't ask a doctor to visit you at home unless ...
- Never leave medicines in the bathroom in case ...
- If you think someone has taken an overdose ...
- Read instructions on medicine very carefully in case ...
- It's better not to drive when you ...
- If you have problems with insomnia ...


4 CHECK WHAT YOU KNOW first or second conditionals?

- a Look at these conditional sentences.
- First If you rest for a couple of days, you'll feel better.
Second If you rested for a couple of days, you'd feel better.
- First If I'm not working tomorrow, I'll come with you.
Second If I weren't working tomorrow, I'd come with you.
- What's the difference ...? a in form b in meaning
 - Which conditional (first or second) do we use for ...?
likely (= probable) or possible situations _____
unlikely or impossible situations _____
 - What happens to the verb *be* after *If I ...* or *If he ...* in second conditional sentences?
- b Do you think these are likely or unlikely to happen to you? Compare with your partner. Write L or U. Say why.
- feel tired when I get home tonight
 - not pass my English exam
 - snow at the weekend
 - have more free time
 - be given the chance to do a parachute jump
 - my computer break down

- c Make a first or second conditional sentence for each one.

5 PRONUNCIATION sentence stress

The 'music' of English comes mainly from the rhythm and intonation of a sentence. The rhythm is determined by which words are stressed or unstressed. We usually stress 'information' words, e.g. nouns, verbs, adjectives, or phrases which give important information.

- a  2.1 Listen to four conditional sentences. Write the stressed words in the boxes. Can you understand the sentence with just those words?
- _____ take these pills _____
_____, _____.
 - _____, _____
_____.
 - _____, _____
_____.
 - _____, _____
_____.
- b Listen again. Write the unstressed words in the spaces. Practise saying the sentences.

6 READING

a Talk to a partner.

- 1 How often do you get colds?
What do you do when you have one?
- 2 Tick (✓) which of these are normal symptoms of a cold.
you feel dizzy
you sneeze
you have a headache
you have a blocked nose
you cough
your nose runs
you have a sore throat
you feel sick
your back aches

b Before you read, do you know the answers to any of these questions?

- A Are colds caused by being cold?
- B How do we catch colds?
- C How often do we get colds?
- D Why do we sneeze?
- E What causes colds?
- F What can you do to relieve the symptoms?
- G Why do we cough?
- H Why does our voice deepen when we have a cold?
- I Will there ever be a cure?
- J Is there anything we can do when our nose is blocked?

c Read the text quickly. Match questions A–J with the answers.

d Choose four questions that you find interesting. Read the answers in more detail. Underline the words you don't know. Try and guess the meaning from context or check in the glossary.

e Tell a partner which questions you chose and what the answers were. Was there any information you found interesting or difficult to believe?

f Choose five words or phrases to remember from this text. Compare with a partner.

10 things you probably never knew about the common cold and how a tennis ball can unblock your nose...

1

Any one of more than 200 types of virus. One, called rhinovirus, is the most active. Under a microscope, the virus looks like a 20-sided golf ball, but it is tiny. 50,000 of them could be put on the head of a pin.

2

During the average lifetime (75 years) we'll suffer about 210 colds, each lasting five or six days. On any one day, 50 million people worldwide have a cold, and on average we each spend three years of our lives coughing and sneezing. Children have more colds than adults, as many as eight a year.

3

People traditionally link colds with cool temperatures, but although colds are more common in winter than in summer, it's really because in the winter we spend more time together indoors, making cross-infection more likely. Or it may be because we are more depressed in winter and this affects the performance of the immune system. However one thing that definitely does make us catch more colds is being stressed.

4

No one is sure. It may be directly from people coughing or sneezing, or by picking a virus up on your hand from a contaminated surface, e.g. a door handle, and then wiping your nose or touching your eye.

5

Inflammation of the throat makes the vocal chords thicker and, like the strings on a guitar, the thicker they are, the deeper the sound.

6

When we have a cold, one side of the nose is normally more blocked than the other. When we fall asleep, our body always makes sure that one nostril stays open. Apparently it does this by a sophisticated reflex system activated by pressure on our arm as we lie on our side, keeping the nostril on the upper side open. If you squeeze a tennis ball under your arm, you can trick the brain into thinking you're asleep, so opening up the other nostril.

7

It's a reaction to the irritation in the throat caused by colds, and is affected by personality. People who are obsessive cough much more than others.

8

It is a reflex action controlled by sensitive nerves which detect the 'invaders' (the viruses) and get the lungs to blow air through the nose and mouth. When the weather is cold we sneeze more often. We close our eyes when we sneeze, in fact it's almost impossible to keep them open. This means that if you sneeze while you're driving at 80kph, you'll be driving blind for 50m.

9

There already is one: our immune system. If it wasn't working, a cold would kill us. There is unlikely to be a vaccine, because there are so many different viruses and each vaccination would work only against one type.

10

Reduce your daily consumption of dairy products such as milk and cheese and drink plenty of hot drinks. Eat spicy food such as curry because it makes your nose run and helps to clean out the virus. For headaches you can take painkillers. Above all, be positive and don't worry as this tends to make your symptoms worse.

Adapted from the *Daily Mail*



7 LISTENING

- a **2.2** You are going to hear four people giving their opinion about alternative medicine. Listen once. Just try to identify the speakers. Write 1–4 in the boxes.
- an ex-smoker a professional sportsperson
 a traditional doctor a homeopathic doctor
- b Listen to each speaker again. Is he / she for or against alternative medicine? What is his / her main argument? Compare what you understood with a partner.
- c Talk to a partner.
- 1 Have you tried any form of alternative medicine? What for? Was it successful?
 - 2 Would you use traditional or alternative medicine in these situations? Say why (not).
 - if you had problems with your back
 - if you felt very stressed
 - if you were depressed
 - if you couldn't sleep
 - if you were seriously ill

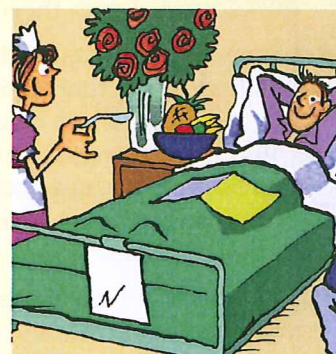
8 SPEAKING

In groups of four, each spend a few minutes thinking about the discussion topic below. Make a few notes to support your opinion. Check with the **Vocabulary Bank** on p.147 for words and expressions you might need. When you're all ready, start the discussion.

PRIVATE or PUBLIC medicine?

Many countries in the world have two parallel health services: a state health service (which is mainly free) and a system of private doctors and hospitals.

- Which offers a better service, public or private medicine?
- Should private medicine exist?



9 **2.3** SONG 🎵 *It's my party*

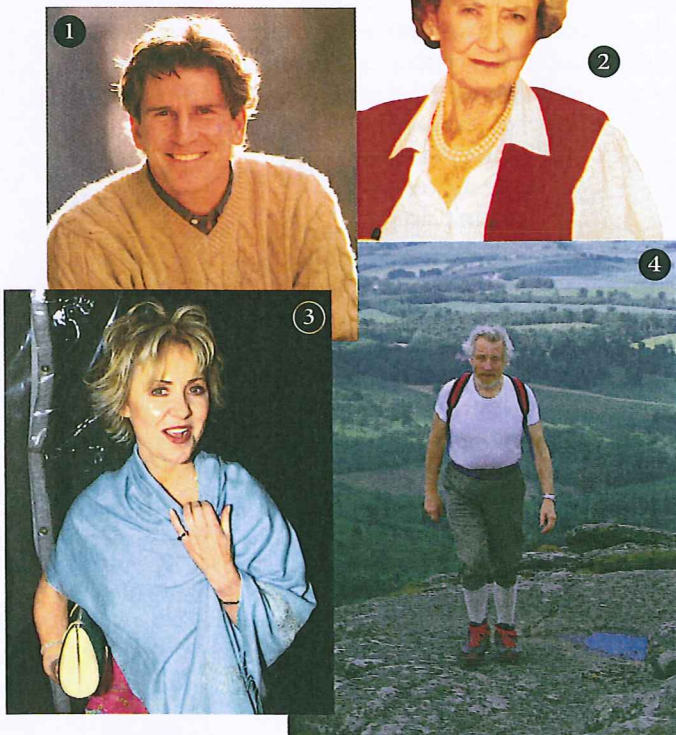
Glossary

- pin** a short, very thin piece of metal with a round head
wipe to clean or dry something, e.g. with a cloth
thick the opposite of *thin* (for objects): *a thick book*
nostril one of the two openings at the end of the nose
reflex a sudden automatic movement or action
squeeze to press something hard, e.g. an orange

B Do you want to be young for ever?

1 LISTENING

a Look at the photos. Guess the ages of the people.



b Do you know anybody over 40 who looks or behaves much younger than their real age? Tell your partner about them.

When you're listening for a long time (e.g. to a radio programme) you may lose concentration and get 'lost'. Try not to 'disconnect' completely – 'reconnect' again by listening for key words / phrases.

c 2.4 You're going to listen to an interview with Dr David Weeks, who calls people like the ones in the photos 'superyoung'. Decide which two factors in the list you think are **not** important in the phenomenon of 'superyoung' people. Listen and check.

genes	reading / watching TV
love life / friendships	sport
number of children	personality
lifestyle	diet
blood pressure	smoking
travel	plastic surgery

d Listen again for more details about each factor.

e 2.5 Now listen to some extracts. Write the exact words.

- There are many other factors _____.
- They often have friendships and relationships with people _____.
- They're _____ people who wake up refreshed in the morning.
- _____ they are also people who read more and watch less TV.
- They tend to prefer individual sports _____ or walking.
- We also discovered that they _____ honest.
- Non-smokers outnumbered smokers _____.
- No, in fact _____.

f Think again about any 'superyoung' people you know. Is what Dr Weeks said true about them?

2 SPEAKING

GET IT RIGHT abstract nouns

Make nouns from the adjectives. Underline the stress.

energetic	_____	insecure	_____
free	_____	intelligent	_____
responsible	_____	independent	_____
healthy	_____	confident	_____

Use these nouns in the conversation in b.

a Write a possible age for each expression. Compare with a partner.

a child	_____	in your mid-forties	_____
a teenager	_____	middle-aged	_____
in your early twenties	_____	old	_____
in your late thirties	_____		

b Complete the circles with notes or different ages. Compare with a partner. Explain your answers.

Best/worst
 your best age
 your worst age

Your present age
 main advantages
 and
 disadvantages

At what age is someone old enough to ...
 be able to vote?
 be responsible for a crime?
 have children?
 retire?

3 READING

- a Which will be possible in the future?

live until we're 150
cure diseases of old age like arthritis
grow new organs

Read the article. See if it agrees with you.

- b The article is written in quite a formal, scientific style. Focus on the **highlighted** formal words / expressions. Match them to more colloquial ones below.

- 1 _____ in the shops
- 2 _____ stop working
- 3 _____ slow down
- 4 _____ getting old
- 5 _____ looking for
- 6 _____ stop
- 7 _____ getting near
- 8 _____ show
- 9 _____ is about
- 10 _____ we'll probably see

- c Read the text again with the glossary. Choose a, b, or c.

- 1 When all humans reach a certain age
 - a they get arthritis or Alzheimer's.
 - b their organs start to fail.
 - c they suffer the effects of bad diet and lifestyle.
 - 2 Some animals and fish
 - a may be able to live for ever.
 - b can live for 500 years in the wild.
 - c have lived for 500 years in zoos.
 - 3 Scientists researching the lifespan of animals believe
 - a there is a gene which controls ageing.
 - b the 'age gene' damages the body.
 - c they have found the 'age gene'.
 - 4 Scientists researching the oxidation theory have
 - a made all animals live longer.
 - b made mice live longer.
 - c made people live longer.
 - 5 By the year 2050 we will be able to
 - a use organs from lizards and alligators.
 - b get a new brain.
 - c get new bones and organs.
- d How do you feel about the future described in the last line of the article? Would you like to stay young forever? What problems can you imagine?

Eternal youth:

new developments in anti-ageing research

Even if we have an extremely healthy diet and lifestyle, the human body is programmed to wear out at a maximum of about 120 years, and usually less. We all have a biological clock inside us which determines the moment when our organs **cease to function** properly. This is because our cells have stopped renewing themselves and our body can no longer repair itself. This is also the moment when we are more likely to begin to suffer from the diseases of old age such as arthritis and Alzheimer's. However, rapid advances in DNA research are beginning to throw light on the secrets of **the ageing process**. By the end of this century we could literally have the power of life over death.

Although it has long been accepted that humans have a fixed lifespan, it is also a fact that certain other organisms, such as reptiles and amphibians, appear to live indefinitely. The only reason we do not see 500-year-old alligators is because in the wild their lives are always in danger, from man, from pollution and from other animals. When they are kept in zoos they do not seem to age at all after they are fully grown. The same is true of some species of fish, which grow indefinitely and show no signs of ageing. The existence of animals with no fixed lifespan seems to **indicate** that an age gene really does exist. It is this gene which scientists are **searching for**, which may **retard** or repair damage to the body caused by ageing.

Another new area of research **involves** the oxidation theory, which says that ageing is caused by the same process that makes iron rust. In controlled experiments, the lifespans of certain animals were shown to be lengthened with anti-oxidants; for example, the lifespan of mice can be increased by 30%. Anti-oxidants are already being used in face creams and other cosmetics, and they are likely to play an important part in keeping people physically young.

Perhaps the most immediate advance **we are likely to see** in the battle to **halt** the ageing process will be organ replacement. By the year 2020 it is likely that we will be replacing injured bones or even organs like livers and kidneys with ones 'grown' in laboratories. By 2050 perhaps every organ in the body, except the brain, will have become **commercially available**. Recent experiments also show that it may one day be possible to 'grow' new organs inside our body to replace worn-out ones, something which lizards and alligators already do.

Suddenly immortality seems **within reach**. We can begin to imagine a future where we are born, we grow to maturity, but we never grow old and die. But do we really want to live for ever?

Glossary

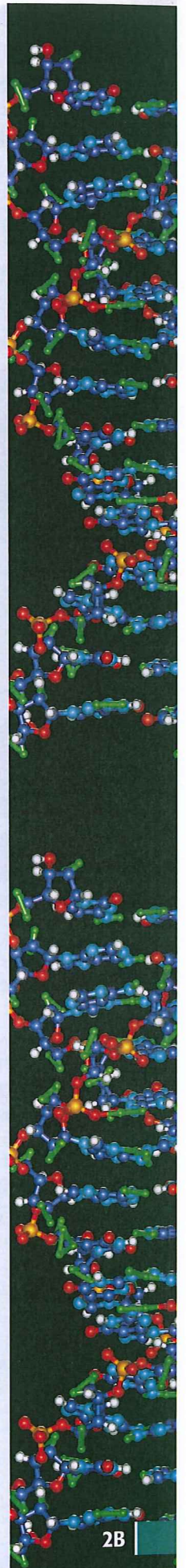
wear out become too old to use

lifespan the number of years sb / sth lives

the wild natural areas, not on farms or in zoos

rust the action of air and water on metal, making it go brown

mice plural of *mouse*



4 GRAMMAR future perfect, future continuous

a Match each picture with a sentence 1–3. What's the difference in meaning?

- 1 In two years' time I'll write my novel.
- 2 In three years' time I'll be writing my novel.
- 3 In four years' time I'll have written my novel.



c True or false? Look at these predictions and say what you think.

IN TWENTY YEARS' TIME



people will be marrying less

scientists will be cloning people

women in their 70s will be having children

people will have stopped reading newspapers

left-wing political parties will have disappeared

people will be using more alternative medicine

people will be using public transport more and driving less

patients will be treated by virtual doctors

children will have stopped learning to write by hand and to spell

b p.132 Grammar Bank 2B. Read the rules and do the exercise.

the birth rate in Europe will have gone up

nobody will be sending letters by post any more

5 WRITING

- a In the following e-mail, underline ten more spelling mistakes.

Hello!

From: maria.vernon
To: jack80

Dear Jack,

Hope you're well. I'm just writting to tell you what's been happening recently. As you know, I've been studing here at Liverpool University for the last few years, and last month they offered me a grant to stay on for another three years as a research student! I'm working in a team with eight other people and we're developping a technique to isolate the gene which controls the aging process. It's fascinating, and we're beginning to make real progress now.

That's enough about work! I've also traveled quite a bit this year. At Christmas I went skiing in the Alps, and at Easter I went to Seville. This summer I'm hopping to go to Brazil, if I can save enough money!

I have to go now, but I'm dieing to hear from you, so do write soon.

Love, Maria

PS Did I tell you my father's retiring next month?

- b p.157 Writing Bank Checking A.

- c Look again at the spelling mistakes in a. Can you explain them?

6 VOCABULARY science and computers

- a p.148 Vocabulary Bank Science and computers.

- b In pairs, do the 'Science and computers' quiz. Compare your answers with another pair.

Science & Computers

1 What kind of scientist ...?

- studies animals, plants, and other living things
- studies the structure of substances
- studies natural forces such as light, sound, etc.

2 Why do scientists do experiments? Where do they do them?

3 What do you call the people that scientists use in experiments?

4 Explain what these are.

a mouse a keyboard a printer a laptop

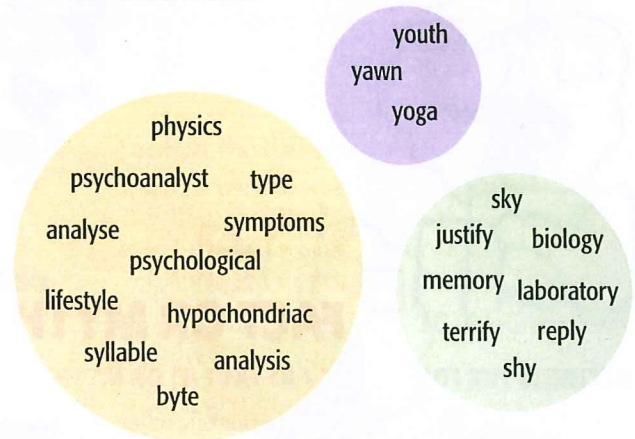
5 What's the difference between ...?

- hardware and software a file and a folder
a website and an email address
download a document and save a document

7 PRONUNCIATION predicting pronunciation from spelling

Certain letters or combinations of letters cause problems as they can be pronounced in different ways. Although sometimes there are rules to help you, use your instinct to predict the pronunciation of new words. Check with a dictionary if necessary.

- a Decide how you pronounce the letter *y* in these words. Underline the stress. Check with the rules below.



The letter *y*

- y* at the beginning of a word**
 - Always pronounced /j/ (*young, yesterday*).
 - y* at the end of a word**
 - Pronounced /i/ in most words of two or more syllables (*healthy, easy*).
 - Pronounced /aɪ/ in one-syllable words (*my, try*), words where the stress is on the last syllable (*reply, deny*), and words ending in *-ify* (*clarify, terrify*).
 - y* in the middle of a word**
 - Pronounced /ɪ/ when it is between consonants (*symptom, physics*).
 - Pronounced /aɪ/ when the *y* is followed by a consonant + *e* (*tyre*) or with words (of Greek origin) beginning *psy-* or *hyp-* (*psychiatrist*).
- hypnotist* /'hɪpnətɪst/ and *hypocrite* /'hɪpəkraɪt/ are exceptions.

- b In pairs, practise words with *y* sounds. Listen to each other. Be as accurate as you can.

- I'm a hypochondriac. I always worry about my symptoms.
- The shy psychoanalyst analysed his own personality.
- Study and classify vocabulary. Try to recycle it.
- The physicist does yoga in the biology laboratory.

- c 2.6 Listen, check, and repeat.

Hooked on caffeine

1 READING & SPEAKING

- a Talk to a partner about caffeine.
- 1 What food and drink contains caffeine?
 - 2 How much caffeine do you have a day?
 - 3 Does caffeine have a positive effect on you?
 - 4 Are you addicted to caffeine? Have you ever tried to give up or cut down? How did you feel?
- b Do the 'Caffeine' quiz.

Caffeine
FACT OR MYTH?

DECIDE IF THE FOLLOWING ARE FACT (F) OR MYTH (M).

1 Caffeine wakes you up in the morning. <input type="checkbox"/>	6 Drinking coffee, cola, or tea in the evening will always affect your sleep. <input type="checkbox"/>
2 A glass of cola contains more caffeine than a cup of coffee. <input type="checkbox"/>	7 Caffeine can improve your performance in sport. <input type="checkbox"/>
3 Decaffeinated coffee or cola, and white chocolate don't contain any caffeine at all. <input type="checkbox"/>	8 Caffeine is an addictive drug. <input type="checkbox"/>
4 Many painkillers contain caffeine. <input type="checkbox"/>	9 If you give up drinking tea or coffee you will get withdrawal symptoms. <input type="checkbox"/>
5 The effects of caffeine last only for about two hours. <input type="checkbox"/>	10 Caffeine is bad for you. <input type="checkbox"/>



- c **Communication Caffeine – fact or myth?** A p.114, B p.119. Read the information. Then together, check your answers from memory. Were you surprised by anything?

2 VOCABULARY adjectives + prepositions

- a Look at the bold adjectives. What do they mean?
- 1 She's **addicted** coffee. (she drinks ten cups a day) _____
 - 2 I'm completely **hooked** that programme. (I never miss it) _____
 - 3 My sister's **obsessed** her new boyfriend. (she thinks about him all the time) _____
 - 4 He's very **interested** astrology. (it's his hobby) _____
 - 5 We were **fascinated** the exhibition. (we stayed for hours) _____
 - 6 She's very **fond** her cousin. (she really likes him) _____
 - 7 I'm not very **keen** sport. (I don't really like it) _____
 - 8 He's **mad** cars. (he loves them) _____
 - 9 I'm **tired** cooking every night. (let's eat out for a change) _____
 - 10 I'm absolutely **fed up** my job. (I've had enough of it) _____
- b Complete the missing preposition in the column on the right. Check with the teacher.
- c Cover the prepositions. Test your memory.

3 PRONUNCIATION recognizing emphasis

In English we normally stress the important 'information' words (nouns, verbs, and adjectives). But we sometimes put extra emphasis on words or syllables to show how we feel, or that we feel strongly, e.g. *I'd **LOVE** to come but I'm **EXHAUSTED**.*

- a Underline the stressed words and syllables in each sentence in 2a.
She's addicted to coffee.
I'm completely hooked on that programme.
- b **2.7** Listen and check. Tick the adjectives which had 'extra' stress. Practise saying the sentences. Copy the stress and intonation.
- c In three minutes, take turns to make personal sentences with as many adjectives as possible.

I'm addicted to coffee – I drink about nine cups a day.

4 GRAMMAR *usually, used to, be used to*

a Read an article about the singer, Toyah Wilcox.

- 1 How much caffeine did she use to have?
- 2 What made her give it up?
- 3 How did her life change after giving up caffeine?

CONFESSIONS OF A COFFEE ADDICT



I looked old and tired until I gave up caffeine ...

BEFORE

I used to be completely hooked on caffeine. In a normal day I used to drink 15 to 20 cups of coffee, as well as at least one can of diet cola. If I was lucky I managed to get to sleep at bedtime, but I used to wake up at about 4.00 a.m. and get up and do some work. After an hour or so I normally went back to bed and slept until 8.00 a.m. To be honest, I didn't use to feel 100%, but I didn't connect my poor health with the caffeine I was drinking. In fact, I was absolutely convinced I needed it, because of my incredibly busy lifestyle as a singer.

However, earlier this year I got ill when I was working abroad. I couldn't eat anything, and the only thing I could drink was water. My appetite returned after two days, but suddenly the idea of drinking coffee or cola still made me feel sick, and I haven't drunk a cup since then.

AFTER

Although I thought it was going to be really hard, after the first few weeks I started to feel much better than I ever had before. I found that I was beginning to sleep better, and that I had much more energy. But the most dramatic change I noticed was what happened to my skin. The tension lines relaxed, and my face began to look like it looked when I was a teenager. Everybody started to tell me how much younger I looked! When I realized that chocolate also contains caffeine, I decided I had to give that up too. That was difficult as I've always been really keen on sweet things, but now I'm used to it – I usually have a piece of fruit instead of chocolate.

And there was another really unexpected benefit from giving up caffeine – my memory, which used to be embarrassingly bad, has improved considerably, so I never miss appointments any more!

b Find phrases in the text which mean ...

- 1 In the past I drank a lot of coffee.
I used to drink 15 to 20 cups of coffee.
- 2 I habitually woke up during the night.

3 I normally never felt totally healthy.

4 Now, not eating chocolate isn't a problem for me.

5 Now I normally eat healthier snacks.

c Explain the difference between a and b.

- 1 a She used to wake up in the night.
b She usually wakes up in the night.
- 2 a I used to work 12 hours a day.
b I'm used to working 12 hours a day.

d p.132 Grammar Bank 2C. Read the rules and do the exercises.

e Tell a partner about ...

- three things you usually do as soon as you wake up
- a singer you used to like when you were younger (and are now embarrassed about)
- something that you used to do as a child that your family still talk about
- a food you didn't use to like but you do now
- a change at work/school/university that was a problem at first but now you are used to.
- a piece of technology that you found difficult to use at first but are now used to using.

SPEAKING

In groups of three or four, look at the things below and answer the questions.

- Are you 'addicted' to them?
- Do you know anyone who is?
- How long do they usually spend on the activity?
- What effect does it have on their family?
- Have they ever tried to give up or do less? Why?
- Were they successful?



the Internet / chat rooms

watching TV (or a particular programme)

listening to music

doing a job (a 'workaholic')

computer games

shopping

gambling / playing on fruit machines

playing a sport / watching sport

cleaning the house

doing a hobby



5 LISTENING

When native speakers talk they often use colloquial words and expressions, e.g. *I'm hooked on* instead of *I'm addicted to*. Try to guess the meaning from the context.

- 1 **2.8** Listen to four people talking about friends or family who are 'addicted' to something. Who are they talking about? What are they addicted to?

- b Listen again for detail.

- 1 What exactly does the 'addict' do?
- 2 Is this a problem for other people? Why (not)?

- c **2.9** Listen to some extracts. Complete the sentences with a colloquial word or phrase. How would you say the same thing in more formal English?

- 1 At the _____ of the _____ she isn't bothering anyone else.
- 2 They just think she's a bit _____.
- 3 He's a real _____.
- 4 He just keeps accepting _____ and _____ of work.
- 5 I want him to spend more time with me and the _____.
- 6 ... instead of just _____ and watching _____ with us ...
- 7 She just stays there for _____.
- 8 I've got this _____ who's absolutely obsessed with football.
- 9 It really _____ her _____.

- d Who would you find most difficult to live with?

7 READING

In English tests and exams you may be asked to guess the missing words in a text. It's important to read the text first and understand what it is about. Then you need to decide what kind of word is missing, (a verb, adjective, or noun, etc.).

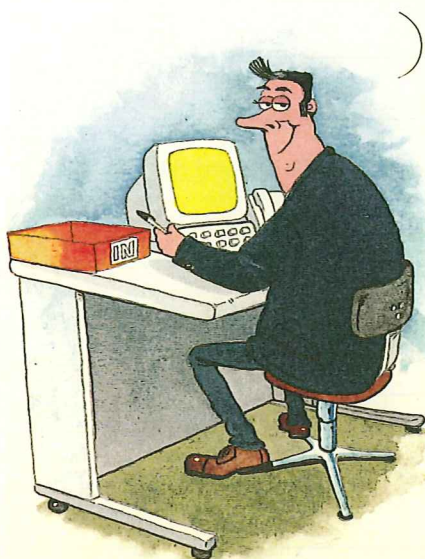
- a Are you a perfectionist? Do you think the adjective 'perfect' is positive or negative? Why?
- b Read the text on p.31 about three kinds of 'perfect' people and match the three headings to the descriptions. Don't try to fill in the missing words yet.

- A The perfect partner
B The perfect employee
C The perfect mother

- c In pairs, read the text again more slowly. Try to guess the missing words.
- d Underline words in the text which are new and try to guess their meaning. Choose five words or expressions to remember and compare with your partner.
- e Which of the three kinds of people do you find most annoying? Do you know anybody like this? Do you agree with Pauline Yardley that most people don't admire perfectionism in normal life?

Are you a perfectionist?

If so, it might be time to take things a little bit easier, for your own good – and everyone else's!



We live in an imperfect world, yet we are constantly given the message that everything should be p_____¹: our homes, our gardens, our children and ourselves. 'This obsession with perfection,' says Pauline Yardley from the Association of Stress Management, 'is one of the main c_____² of stress and depression nowadays – nobody ever thinks they are good e_____³'. But is doing things perfectly a positive thing? Some experts are not so sure. Consider these three examples of 'perfection':

1

They are always smartly dressed, completely reliable and efficient, and n_____⁴ moody or stressed. They are intelligent, well educated, and express themselves clearly at all times. All the work which leaves their desk is 100% perfect. So what could be b_____⁵? Well, according to Sir John Harvey-Jones, a management specialist, this kind of worker can be bad news for a company. He says, 'Business is always a r_____⁶ against the competition and speed is everything. Perfectionists take longer over their work and can delay things too much. If workers are obsessed with doing their work perfectly, they may never f_____⁷ it in time.'

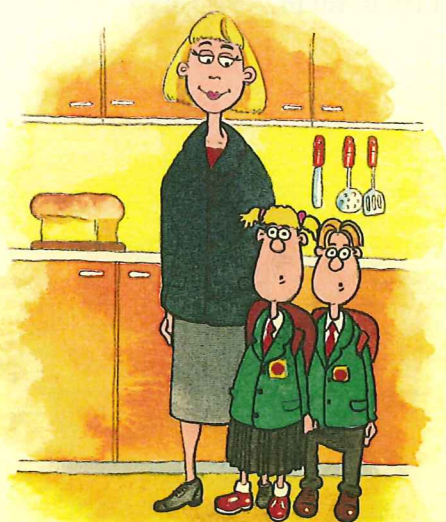
2

They keep their h_____⁸ in perfect order, think about everything their partner might want and make an enormous effort to keep themselves fit and fashionable. They are always busy and are admired by everyone w_____⁹ knows them. But, according to Pauline Yardley, the reality is that their partner is probably wishing they lived with s_____¹⁰ who was more relaxed and would let them put their feet up on the s_____¹¹ in the evening.



3

It's hard to stop them early in the morning as they rush out of the beautifully clean k_____¹² where they have been baking bread, to take the children to school and then go off to do a part-time j_____¹³. They don't look stressed, in fact they smile more than most people do. Their car has always just been washed and they b_____¹⁴ to the school Parent Teacher Association. But, according to Tim Kahn, who works for a parent support group called Parent Network, they aren't the ideal m_____¹⁵ they think they are. 'Perfection has no place in parenting,' he says. 'It puts too m_____¹⁶ pressure on you and your family, and makes you irritable and resentful. It also means you start sacrificing y_____¹⁷ for your children – which isn't a good idea. It's important for parents to relax and make an effort to appreciate what their children can do, and not expect them to do m_____¹⁸.'



'The problem w_____¹⁹ perfectionists,' says Pauline Yardley, 'is that it is very difficult to relax around them. Although we applaud perfectionism in sportsmen and women and scientists, it has little place in everyday life. In the end most people don't really admire it. Human life with all i_____²⁰ imperfections is much more interesting.'

2 Checking and apologizing

CHECKING INFORMATION

2.10 Listen to Meltem, a Turkish student staying with a British family.

- Where's she from in Turkey?
- Has she been to Oxford before?
- Does she like Oxford?
- Does she smoke? Does she mind if other people smoke?

Listen again. Complete the gaps.

Question tags	Short answers
You're from Ankara, _____ you?	Yes, _____.
That's the capital, _____ it?	Yes, it is.
You haven't been to Oxford before, _____ you?	No, _____.
You don't smoke, _____ you?	No, I _____.

Checking if information is correct

When we want to check if information is correct, we often use a question tag at the end of a sentence (*do you? isn't it? have you?* etc.).

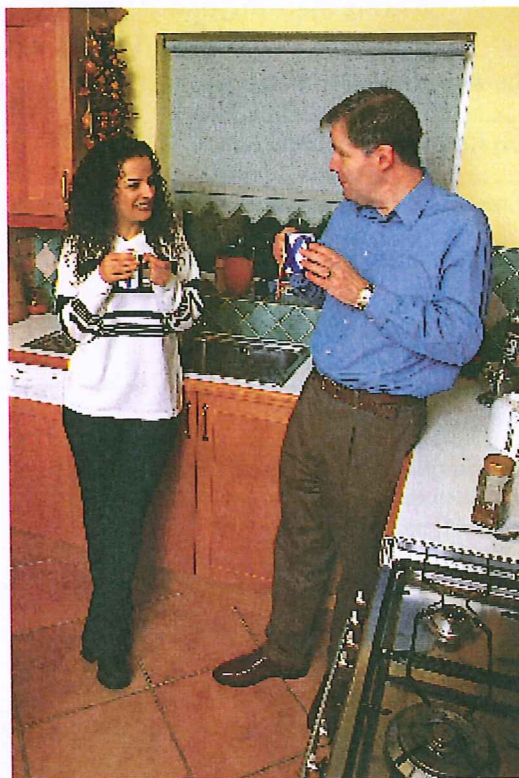
- The auxiliary you use depends on the tense of the verb in the sentence, e.g. *do you? doesn't he?* for the present simple, *did she?* for the past simple.
- If the sentence is (+), the question tag is (-).
You're from Ankara, aren't you?
If the sentence is (-), the question tag is (+).
You don't smoke, do you?

Short answers

We often use short answers (*Yes / No + an auxiliary verb*) when we answer *yes / no* questions or tag questions.

Have you been here before? *Yes, I have. / No, I haven't.*
You don't smoke, do you? *Yes, I do. / No, I don't.*

⚠ You can answer only *Yes / No*, but this often sounds abrupt or unfriendly.



2.11 Listen to ten questions. Answer with a short answer.

2 PRONUNCIATION intonation

When you check information that you're certain about, the intonation in the question tag *doesn't* go up.

a 2.12 Complete the sentence with a question tag. Listen and check.

- He's French, _____?
- This is the train to London, _____?
- Banks don't open on Saturdays, _____?
- You've been to London before, _____?
- You're in my class, _____?
- She doesn't eat meat, _____?
- You went on the excursion, _____?
- He's got a car, _____?
- You aren't coming tonight, _____?
- You didn't come to class yesterday, _____?

b Listen again and repeat. Copy the intonation.

c **Communication** *I know you, don't I?* A p.115, B p.120.

Roleplay two students in the coffee bar.



3 APOLOGIZING

a What do you say in these situations? Write *Excuse me*, *Sorry*, or *Sorry?*

- 1 You want to ask somebody you don't know for some information.

- 2 You step on somebody's foot.

- 3 You want to pass and somebody is standing in your way.

- 4 You don't hear or understand what somebody says to you.

- 5 You're late for class.

● Use:

Excuse me before you ask / do something.

Sorry after you've done something wrong.

Sorry? when you don't hear or understand something.

b 2.13 Listen. Match the dialogues 1–4 with pictures A–D.



c Listen again. Complete the gaps.

Apologizing		
Usual	Stronger	Responses
Sorry.	I'm very sorry.	_____ OK / all right.
I'm sorry.	I'm _____ sorry.	_____ mind.
I'm _____ (I've broken a glass).	I'm _____ sorry.	It doesn't _____.
		Don't _____.

d In pairs, practise the dialogues.

4 UNDERSTANDING INFORMATION

a Read the signs. In pairs, explain where you could see them and what they mean.

1

LONDON TRANSPORT
APOLOGIZES FOR DELAYS ON THE
NORTHERN LINE. THIS IS DUE TO
URGENT REPAIRS. WE REGRET
THE INCONVENIENCE CAUSED.

2

We regret that we only
repair computers which
were bought here.

3

We regret to announce that
tonight's performance has
been cancelled.

b Which two verbs are formal ways of saying *sorry*?

What are the advantages and disadvantages of being famous?

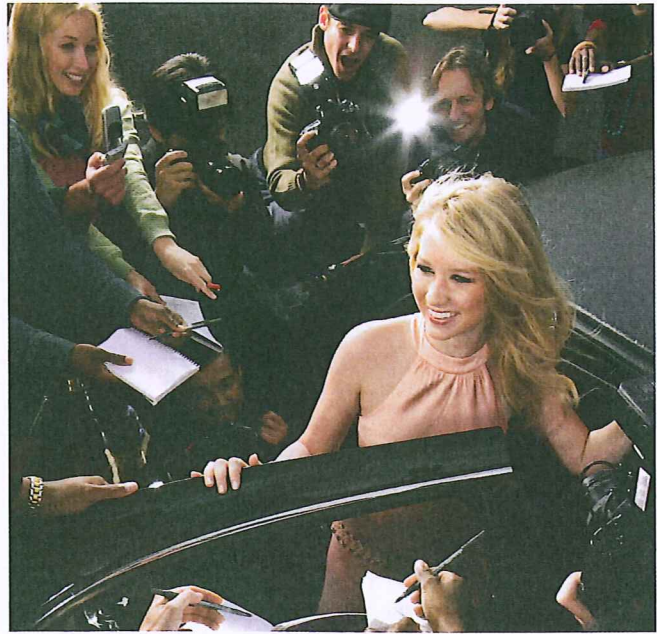
Nowadays the magazines that sell the most are ones like *Hello* magazine, which tell us about the lives of famous people. It seems that everybody is interested in them, and that most people would really like to be famous. ¹ _____, there are advantages and disadvantages.

² _____ of being famous is probably the lifestyle it gives you. Most famous people are very rich and can afford big houses with swimming pools, and expensive cars. ³ _____, they spend a lot of time travelling, visiting different countries, and staying in luxurious hotels.

⁴ _____, there are disadvantages. Every time famous people go out they are surrounded by fans and photographers.

⁵ _____, it is very difficult for them to have a normal private life. ⁶ _____, they often can't spend much time at home as they have to travel so much, ⁷ _____ if they are making a film or doing a concert tour.

⁸ _____, I think it is probably easier to be happy if you are not famous, in spite of all the money famous people have.



- a Read the composition. Complete it with the connectors from the list.

As a result Besides However for example In conclusion
The main advantage On the other hand What is more

- b Put the connectors in the **Useful language** box.

Useful language: connectors

To list advantages and disadvantages

Another (dis)advantage is ...

To add more points to the same topic

Also

As well as this ...

To make contrasting points

Although ...

To explain a consequence

So ...

To introduce the conclusion

To sum up ...

To introduce an example

for instance ...

Tips for writing a 'for and against' composition

- Write four paragraphs: an introduction (e.g. what the situation is now in your country), points for, points against, and a conclusion (your opinion, e.g. if there are more points for than against).
- Use a **formal** style (i.e. don't use contractions or very colloquial expressions).
- List the points for and against before you start writing (two points for and two points against is probably enough).
- Back up your points with reasons or examples.
- Learn and use connectors to link your ideas.

WRITE a 'for and against' composition. Choose one of these titles:

- 'What are the advantages and disadvantages of the public health service in your country?'
- 'What are the advantages and disadvantages of alternative medicine?'

PLAN and write the first paragraph. Swap your paragraph with your partner. Suggest corrections or improvements. Write the other three paragraphs in about 150 words. Use the **Useful language** box, and **Vocabulary Bank Health and medicine p.147**.

CHECK the composition for mistakes (grammar , punctuation , and spelling).

GRAMMAR

a Complete with a verb from the list in the correct tense.

be not buy have rain not finish get say win
come not get

- 1 If she goes on playing this well, she _____ the match.
- 2 You must start running as soon as I _____ 'go'.
- 3 We'll carry on walking until it _____ dark.
- 4 _____ it unless you're sure you like it.
- 5 I'll tell you when it _____ time to go.
- 6 Will you be disappointed if you _____ the job?
- 7 He _____ his university course until he's 23.
- 8 Take an umbrella in case it _____.
- 9 If she _____ her mobile on her, we could phone her.
- 10 I _____ with you if I weren't so busy.

10

b Put the verbs into the correct form of the future perfect or future continuous.

- 1 Don't phone them between 2.00 and 3.00. They _____ lunch then. (have)
- 2 A Can I borrow the book tomorrow?
B Sorry, I _____ it until Monday. (not finish)
- 3 At the end of this year we _____ together for 20 years! (be)
- 4 A Will Kevin be able to come?
B I don't think so. The concert's at 7.00 and he _____ then. (work)
- 5 If I start now I _____ the report by about 4.00 this afternoon. (write)
- 6 When you arrive at the station, I _____ by the information desk. (wait)

6

c Right (✓) or wrong (✗)? Correct the wrong sentences.

- 1 I use to get up at 7.00. Then I have breakfast in a bar.
- 2 There used to be a park here, but now it's a supermarket.
- 3 I'm used to work at night. I've always done it.
- 4 She didn't used to like vegetables but now she does.

8

d Complete with *usually*, *used to*, or *be used to*, and the verb in brackets.

- 1 I've given up smoking but I _____ two packets a day (smoke)
- 2 I'm finding it difficult to share a flat. I _____ by myself. (live)
- 3 We _____ to the supermarket twice a week. This week we only went once. (go)

6

VOCABULARY

a Write the words for the definitions.

- 1 the paper a doctor gives you with the name of a medicine
p _____
- 2 a general medical examination
c _____
- 3 wider than usual, e.g. of an ankle after a fall
s _____
- 4 too much of a drug or medicine
o _____
- 5 expecting a baby
p _____
- 6 Chinese medicine which treats people with needles
a _____
- 7 a sudden illness that attacks the brain
s _____
- 8 feeling as if everything is going round in circles
d _____

8

b Which one is different? Why?

- 1 chemist, scientific, physicist, engineer
- 2 guinea pig, experiment, website, laboratory
- 3 mouse, keyboard, laptop, program
- 4 save, document, search, print
- 5 a modem, a screen, a hacker, a memory stick

5

c Complete with an adjective.

- 1 I'm f_____ u_____ with the neighbours. I've had enough of them.
- 2 She was f_____ by the dancers. They moved so beautifully.
- 3 He's o_____ with his appearance. He's always looking in the mirror.
- 4 My sister's m_____ about Johnny Depp. She adores him.
- 5 He's h_____ on that new TV programme. He just has to watch it every day.
- 6 I've heard you're quite k_____ on horse racing. I like it too.
- 7 She's very f_____ of her nephew. He's her favourite relative.

7

TOTAL MARKS 50

Car stories

1 VOCABULARY cars and driving

a  p.149 Vocabulary Bank Cars and driving.

b Do the 'Car' quiz.

- 1 What can you put in the **boot** of a car?
- 2 How many **gears** do cars usually have?
- 3 What do you have to do if you get a **puncture**?
- 4 What two things protect the driver in an accident?
- 5 How many **wheels** does a car have?
- 6 What are three problems you can have on a car journey?
- 7 When do you use the **brakes**?
- 8 When mustn't you **overtake**?
- 9 What's the **steering wheel** for?
- 10 What do you have to turn on before you can drive?

c Ask a partner these questions.

- 1 What's your 'dream' car? Why do you like it?
- 2 Are there any cars you really don't like? Why?

2 READING

a Read two mixed-up stories on p.37 about bad car journeys: *The Wedding* and *The Interview*. Which four paragraphs belong to each story? Write the correct order 1-4.

The Wedding 1 E 2 _____ 3 _____ 4 _____

The Interview 1 _____ 2 _____ 3 _____ 4 _____

b Underline any words or expressions you don't know. Check the meaning.

3 GRAMMAR narrative tenses; past perfect continuous

a Put the verbs in paragraphs G and F on p.37 in the chart.

- | | |
|---------------------------|---------------------------------|
| 1 past simple | <u>happened</u> , _____ , _____ |
| | _____ , _____ , _____ |
| | _____ , _____ , _____ |
| 2 past continuous | _____ |
| 3 past perfect | _____ , _____ |
| 4 past perfect continuous | _____ |

b  p.134 Grammar Bank 3A. Read the rules and do the exercise.

c Look at the different ways of continuing this sentence. Explain how the meaning changes.

When he came home ...

- | | |
|----------------------------|-----------------------------------|
| 1 she made the dinner. | 3 she was making the dinner. |
| 2 she had made the dinner. | 4 she had been making the dinner. |



A After a few agonizing minutes of indecision I decided to abandon the car and take a taxi. But even the taxi took ages to get there because there was a terrible traffic jam. I eventually arrived, ten minutes late, hot, sweaty and really stressed. When I walked into the manager's office, the first thing she asked me was, 'Did you have a good journey?' 'Oh, yes,' I said. 'It was fine.' But at least the story has a happy ending, because I got the job!

B Finally, with my car repaired, I reached the village at two o'clock in the afternoon, but the wedding had already finished. My friend was furious because I'd missed one of the most important moments in his life. 'Why don't you buy a *normal* car,' he said, 'which doesn't *always* break down when you really need it?'

C I started to change the wheel myself, but I was wearing a very tight white skirt and jacket and was afraid of getting dirty. Time was running out, and I knew that being late for the interview would be disastrous. They might not even believe what had really happened.

D But when I arrived at the first crossroads, I took the wrong turning and I soon found myself completely lost. The engine was beginning to get very hot and suddenly black smoke began coming out. Five minutes later the car broke down. In my elegant suit I began walking towards the nearest village to find a mechanic. Luckily, a passing car stopped and gave me a lift to the garage.

E The worst journey I've ever had was three years ago when I was going to my friend's wedding at a small village in Scotland. I was the best man so it was very important for me to arrive early.

F First of all, I saw that I'd almost run out of petrol, so I stopped at a garage. Then, as I was driving towards the centre, another car hooted at me and I realized that I had a puncture!

G My nightmare journey happened last year. I'd been looking for work for about six months but I had just been called for an interview for a job. The interview was at 4.15 in the centre of town. But as soon as I got into the car, everything started to go wrong.




H The ceremony was at 1 p.m., but my car, an old sports car which I loved, was eighteen years old and sometimes used to break down. Although it was only an hour's journey from my home in Aberdeen, I'd decided to set off at 11.00 in the morning.



4 PRONUNCIATION regular / irregular past

Even high-level students can make mistakes with the pronunciation of regular past tense endings, and with some irregular past simple and past participle forms. Although some very common verbs are irregular, most English verbs are regular in the past tense.

- a **3.1 Regular verbs** Listen to nine sentences with past tense regular verbs. Focus on the pronunciation of the *-ed* ending and write the verb in the chart.

/d/ verbs ending in voiced sounds 	/t/ verbs ending in unvoiced sounds 	/ɪd/ verbs ending with a /t/ or /d/ sound 
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

- b Listen again and repeat the sentences. Practise saying them quickly. Try to link the *-ed* ending to the next word.
- c **Irregular past and participle forms** Add two more verbs to each column according to the pronunciation of the vowel sound.

driven grown hurt lay meant paid said bought sunk told
weren't won wore written

/e/						
ate	built	chosen	caught	done	dreamt	heard

- d Write the phonetic symbol for the vowel sound above each column. Use the **Sound Bank** on p.159 to help you. Practise saying the three parts of each verb, e.g. *drive-drove-driven*.

5 LISTENING

- a **3.2** Listen twice to Andy telling Liz a story. Focus on the events. Then, in pairs, remember and 'reconstruct' the story.
- b Look at some typical expressions below that people use to respond when they're listening. Then listen again to the story. Focus on what Liz says. Write her expressions in the chart.

Showing surprise	Reacting to bad news	Reacting to good news	Agreeing	Asking for more info
<i>No! Did you? Really?</i> <hr/>	<i>How annoying! What a pity!</i> <hr/>	<i>That's great. Wow!</i> <hr/>	<i>Me too! So do I!</i> <hr/>	<hr/> <hr/> <hr/>

- c What kind of intonation does Liz use? Practise saying all the expressions. Then respond to what your teacher says.

6 SPEAKING

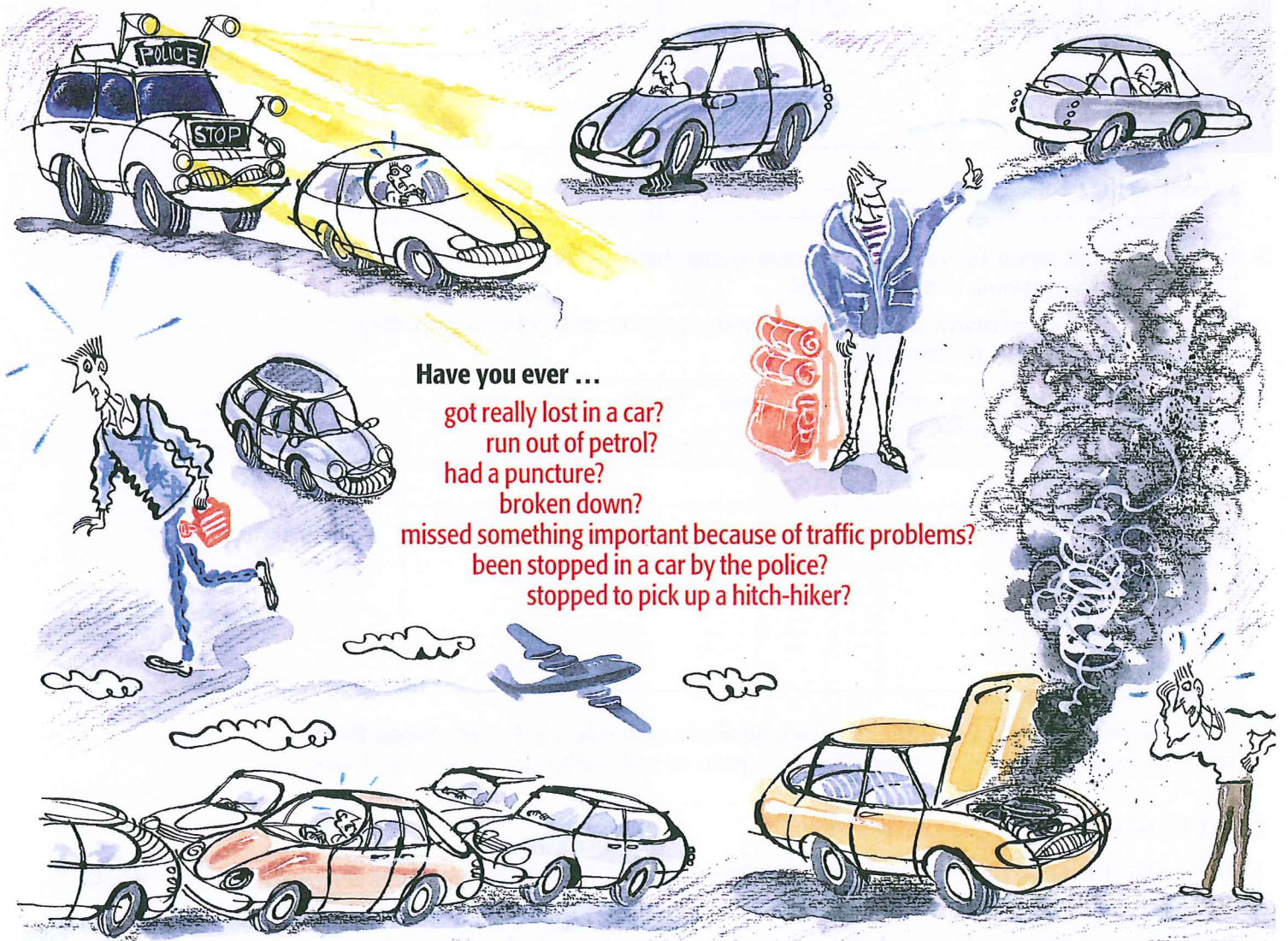
GET IT RIGHT retelling a story

You are going to read and retell a story. As you read:

- focus on how the different tenses are used in the story.
- focus on the regular and irregular verbs. Check you know how to pronounce them. Try to say them correctly when you retell the story.
- remember to contract *had* to 'd when you use the past perfect (simple or continuous).

a  **Communication** *I've just read this story about... A p.115, B p.120.*

b In groups of three or four, talk about your experiences of car journeys.



If someone has had one of the experiences, ask him / her more questions.

When? Where were you going? What did you do? What happened in the end?

I will survive

1 READING & SPEAKING



- a Look at the photo.
- 1 What do you think attracts people to climb mountains?
 - 2 If you were going climbing with someone, what kind of person would you want him / her to be?
- b Read Joe and Simon's story paragraph by paragraph. Answer the question after each paragraph. Explain why.

I cut the rope

Joe and I got to know each other in 1984 in Chamonix in the French Alps. We got on well together, and that was when we first got the idea of making a trip to Peru the following year, as we both wanted to climb bigger mountains. We were thinking of doing the previously unclimbed West Face of Siula Grande in the Andes. We were experienced climbers, but we knew that it was a very difficult route, where lots of people had failed, and that if anything went wrong nobody would be able to rescue us.

What would you have done?

- a I would have tried to climb the mountain.
- b I wouldn't have taken the risk.

We succeeded in reaching the top of Siula Grande but we were suffering from frostbite and absolutely exhausted. We took some photos and then immediately started going down. We spent the first night in a snow hole on the North Ridge. The next day we carried on, but climbing down was difficult, and we were making slow progress. We were tied together with a rope, and Joe was ahead, when suddenly I felt a pull on the rope. When I reached him, I was horrified to discover that he'd fallen and broken his leg. We were still at 6,000 metres, and I thought that it was all over for us. We'd never both get down alive.

What would you have done?

- a I would have tried to take my friend down the mountain.
- b I would have left him and gone to get help.

I knew I had to try to save him, so I started lowering him down the mountain on the rope. By early afternoon the weather conditions had got much worse, but we decided to keep going as it was getting dark and we wanted to find somewhere safe to sleep. If it had been daylight, we'd have seen that there was a vertical cliff of ice directly in front of us, but in the darkness, I accidentally lowered Joe over the cliff. Suddenly, I had all of Joe's weight on the rope and it was pulling me towards the edge of the cliff too. I only had two choices. If I cut the rope Joe would die – if I didn't, I'd die too.

**What would you have done?**

- a I would have cut the rope to save myself.
- b I wouldn't have cut the rope.

After I'd cut the rope I was in a state of shock and exhaustion. I spent the night in another snow hole, waiting for morning. The following day I looked over the cliff and saw the enormous crevasse below, and realized that was the deep hole into which Joe had fallen to his death. I made my way sadly back to base camp, where I spent three days recovering. Then I packed all my things ready to go home the next day and went to bed. I was deeply asleep in my tent when suddenly I heard Joe's voice calling my name ...

Adapted from the Independent on Sunday

How would you have felt if you'd been Simon?

- a I would have thought I was dreaming.
- b I would have felt frightened.
- c I would have felt guilty.

Glossary

- frostbite** injury to fingers or feet caused by extreme cold
lower move down
edge border, end of
crevasse a deep crack in thick ice
base camp climbers' camp at the bottom of a mountain

2 LISTENING



- a How do you think the story ended? What do you think had happened to Joe?
- b **3.3** Listen once to Simon and Joe talking about their experience.
- How did Joe survive?
 - Did Joe blame Simon for cutting the rope?
 - Do you think Simon blamed himself?
- c Now listen again to Joe and Simon. Write T (true) or F (false). Check in pairs. Give reasons.
- When Simon saw Joe coming towards him, he felt shocked.
 - When Joe broke his leg, Simon didn't think that the situation was desperate.
 - Joe thinks most people would have left him on the mountain.
 - When Joe fell, he landed at the bottom of the crevasse.
 - It took Joe several hours to get to base camp.
 - Joe was worried that Simon would have already left.
 - Some people have accused Simon of being selfish.
 - Simon worries about what other people think.
 - Joe thinks that Simon made the wrong decision.
 - Their friendship was affected by the incident.
- d If you had been Joe, would you have blamed Simon?

3 GRAMMAR third conditional

- a Match the sentence halves.
- | | |
|-----------------------------------|--|
| 1 Joe wouldn't have fallen | a they would have got down the mountain safely. |
| 2 If Simon hadn't cut the rope, | b it would have been too late to save Joe. |
| 3 They could have called for help | c if it hadn't been so dark. |
| 4 If Simon had gone for help, | d they would both have fallen down the crevasse. |
| 5 If Joe hadn't fallen, | e if they'd had a mobile phone. |
- b What verb forms are used ...?
- after *if*
 - in the other part
- c **p.134 Grammar Bank 3B.** Read the rules and do the exercise.
- d **Communication** *Guess the sentence A p.115, B p.120.* Guess third conditional sentences.

4 VOCABULARY strong adjectives

When you speak or write you can make a story more dramatic by using strong adjectives (*exhausted* instead of *tired*, *horrified* instead of *shocked*).

You can also make adjectives even stronger by adding an adverb (*absolutely, very, really*), e.g. *We were absolutely exhausted.*

- a Make pairs of adjectives with one from each circle. *tired – exhausted*



- b Use your instinct. Try saying *really / very / absolutely* with the normal and strong adjectives above. Which one ...?
- can't** you use with normal adjectives _____
 - can't** you use with strong adjectives _____

5 PRONUNCIATION expressive intonation

When you use strong adjectives remember to give extra stress to the stressed syllable and try to use expressive intonation.

- a **3.4** Listen to three dialogues. Notice the stress and intonation used with the strong adjectives.
- b **3.5** Respond to the CD using a strong adjective. Copy the intonation.

Is your new house big?

Big? It's enormous.

5 READING

- 1 Look at the photo. Who are the people? Where do you think they are? Read the introductory text and find out.

On January 3, 1912 Captain Robert Scott set out with four other men, Oates, Wilson, Evans, and Bowers, on the last stage of an 800-mile journey that he hoped would make them the first people to reach the South Pole. Scott knew that a Norwegian explorer, Amundsen, was also trying to be the first man there, but he was determined to get there before him. Scott kept a diary during his journey.

- b Now carefully read some extracts from Scott's diary. It was written in 1912 and contains some old-fashioned words so use the glossary to help you. What happened to Scott and his men?



From left to right: Oates, Bowers, Scott, Wilson, Evans

January 6 We are now further south than I believe any man has been before us. There appears to be no sign of the Norwegians...

January 10 Yesterday we stayed in our sleeping bags all day, as the weather was so bad – a blizzard – that we could not go out. Today we continued our march, and covered six miles. We cannot be more than about 97 miles from the Pole. But can we keep this up for seven days more? We are dragging our own sledges, and none of us ever had such hard work before.

January 13 I am sure we shall do it now.

January 16 This afternoon Bowers saw something ahead which we thought looked like a pile of stones. When we got nearer we saw that it was a flag tied to a sledge, together with tracks made by sledges and dogs, many dogs. We fear the Norwegians have forestalled us and are first at the Pole.

January 17 –54° Oates, Evans, and Bowers all with severe frostbite. Great God! This is an awful place, and it is terrible for us to have laboured to get to it without the reward of being the first.

January 18 We have found the Norwegians' camp. They have taken 21 days less than us to reach the Pole. We have planted our poor sad flags. We now face 800 miles of solid dragging, and goodbye to our dreams. It will be a wearisome return.

February 17 Yesterday Evans collapsed and we had to make camp. This morning he said he felt better and could go on. But he marched for a while, then stopped to tie his boots while we went on. When we went back we found him kneeling in the snow with a wild look in his eyes. He died soon after midnight.

March 5 Temperature now –40°. Oates in constant pain. His toes are black and gangrene is setting in. God help us, we can't keep on with this pulling, that is certain. Among ourselves we are unendingly cheerful, but what each man feels in his heart I can only guess.

March 16 Yesterday Oates said that he could not go on, and wanted to be left in his sleeping bag. We refused, so he struggled on. This morning there was a blizzard blowing, and Oates said, 'I am just going out and I may be some time.' We knew that he was walking to his death, but though we tried to dissuade him, we knew it was the act of a brave man and an English gentleman. We never saw him again.

March 20 We cannot leave the tent, the blizzard is too strong. My foot is a problem. Amputation is a certainty.

March 29 It seems a pity, but I do not think that I can write more. R. Scott.

Last entry For God's sake, look after our people.

Glossary

Old-fashioned words

These are usually referenced as *formal* in dictionaries, or may not appear at all.

forestall do sth before sb else

labour to work

wearisome tiring

unendingly never stopping

- c Read the diary again. Why were the following dates important?


January 16 January 18 February 17 March 16 March 29

- d Read the end of the story and Scott's last letter to his wife. Do you think he was a hero? Why (not)?


In November 1912 a search party found their tent almost buried in the snow. Scott, Wilson, and Bowers were in their sleeping bags. They had all died of the cold. Captain Scott's diaries were found, along with his last letters.

I had looked forward to helping you to bring up our son, but it is a satisfaction to know that he will be safe with you. Make the boy interested in natural history if you can. It is better than games. You know how I feel about remarriage. When the right man comes to help you in life, you ought to be your happy self again. I wasn't a very good husband, but I hope I shall be a good memory ...

7 WRITING

- a  **p.156 Writing Bank Planning C.**
- b Imagine that you keep a diary every day. You have ten minutes to write your entry for last Saturday or Sunday. It should all be true except for one detail. Plan what you're going to write. Decide on the invented detail.
- c Write your diary entry in about 100 words. When you've finished, check it for mistakes, especially the tenses.
- d Swap diaries with a partner. Read his / her entry. Which detail do you think is invented?

8 SPEAKING

- a Have you (or someone you know) ever felt that you were in real danger? Tell a partner what happened.
- b  **Communication How dangerous are they? p.116.** Talk about the activities.

9 3.6 SONG Stand by me



Divorced, beheaded, died ...

1 VOCABULARY *history and politics*

a Do the 'History and politics' quiz.

1 **What famous historical event or person do you associate with ...?**

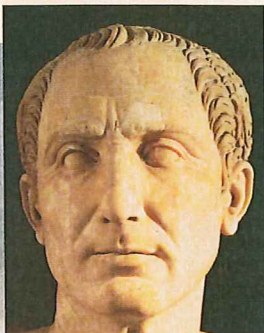
- a 1917
- b Veni, vidi, vici
- c *Gone with the wind*
- d Waterloo

2 **Name ...**

- a one country where the heir to the throne is a woman
- b two former American Presidents
- c three countries in the EU which are monarchies
- d four countries which used to have dictatorships

3 **What's the difference between ...?**

- a history, a story, a legend
- b a republic and a dictatorship
- c a politician and a policy
- d an MP and the PM



b  **p.150 Vocabulary Bank**
History and politics.



2 SPEAKING

GET IT RIGHT *shifting stress*

Remember that in many 'word families', the stressed syllable is not the same in all forms (**pho**tograph, pho**to**grapher, pho**to**graphic).

Underline the stress in these word families.

history historian historical
politics political political

a Choose three questions and write the answers. Tell a partner what you've written and why.

What is your favourite historical film or novel?

Which period of history would you have liked to live in?

Which historical character would you have liked to meet?

What was the most significant historical event of the last century for your country?

What do you think about how you were / are taught history at school?

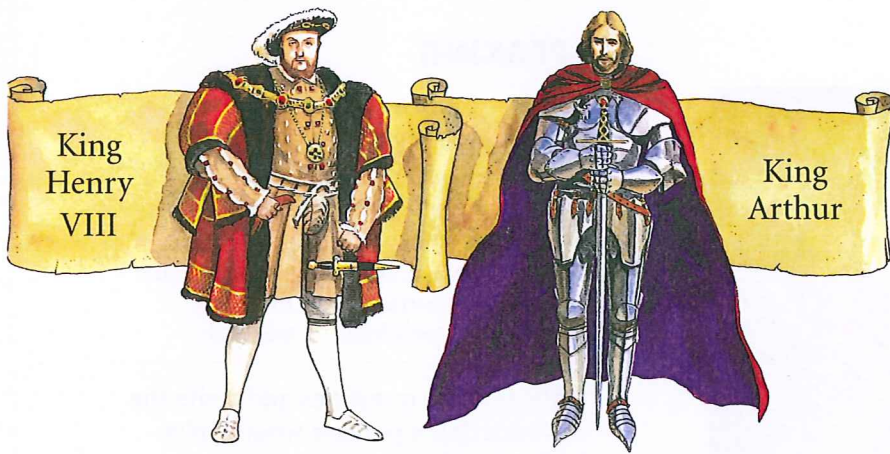
b Do you agree or disagree? Say why.

- Young people today are not interested in politics.
- In a general election, it should be compulsory for everyone to vote.
- Nowadays there are no charismatic politicians.
- Political parties today aren't left-wing or right-wing. They're all in the centre.
- Women make better political leaders than men.

3 GRAMMAR *must have, might have, can't have*

a Discuss what / who the following are. Which of the kings in the picture do you associate them with?

Excalibur Anne Boleyn the Knights of the Round Table
Lancelot Guinevere the Pope Thomas More Camelot



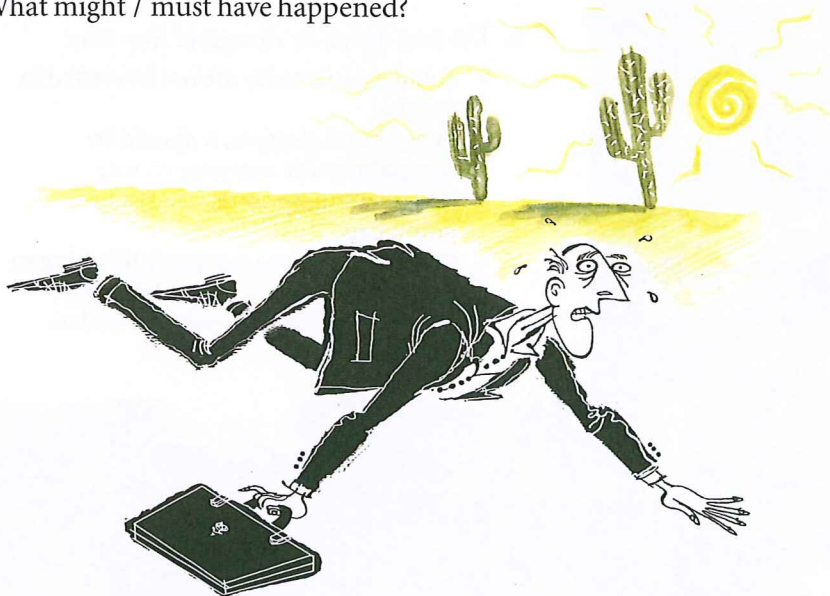
b Who do you think these phrases refer to? Write H (King Henry) or A (King Arthur).

- He might not have existed at all.
- He might have been born in the 6th century.
- He was born in 1491.
- He might have been Scottish or Welsh.
- He must have been a good musician – he wrote several songs.
- He can't have been an easy person to be married to.
- He might not have had a wife.
- He must have been very unattractive when he was old.

c **Communication** *Two English kings A p.116, B p.121.*

d **p.134 Grammar Bank 3C.** Read the rules and do the exercises.

e Look at the picture. Imagine the story behind it. Who do you think he is? Where might he be? How do you think he's feeling? Why do you think he's there? What might / must have happened?



4 PRONUNCIATION *silent letters*

Many English words have 'silent' letters (*knight* – the *k* is silent) or 'silent' syllables (*comfortable* – the *or* is not pronounced). Your dictionary will give you the right pronunciation, and it's worth making a special effort to learn how to say these tricky words correctly.

a Try saying these frequently mispronounced words.

foreign marriage cupboard
answer building should
island half suit vegetable
sword guitar science
parliament interesting

b **3.7** Now check with the phonetics. Then listen to the words. In pairs, practise saying them.

- 1 /'fɒrən/
- 2 /'mæɪrɪdʒ/
- 3 /'kʌbəd/
- 4 /'ɑːnsə/
- 5 /'bɪldrɪŋ/
- 6 /ʃʊd/
- 7 /'aɪlənd/
- 8 /hɑːf/
- 9 /sʊrt/
- 10 /'vedʒtəbl/
- 11 /sɔːd/
- 12 /grɪ'taː/
- 13 /'særəns/
- 14 /'pɑːləmənt/
- 15 /'ɪntrəstɪŋ/

A rose without a thorn

Katherine Howard, an apparently naive teenage girl, became Henry VIII's fifth wife. But despite being so young the new queen already had 'a past', which would soon destroy her ...

In 1540 Henry VIII was forty-nine and unhappy. Although in his youth he had been a handsome, athletic, and charismatic man, he could now hardly walk because of painful abscesses on his leg. He was grotesquely fat (135cm round the waist) and his mood alternated between depression and moments of terrible anger. ¹

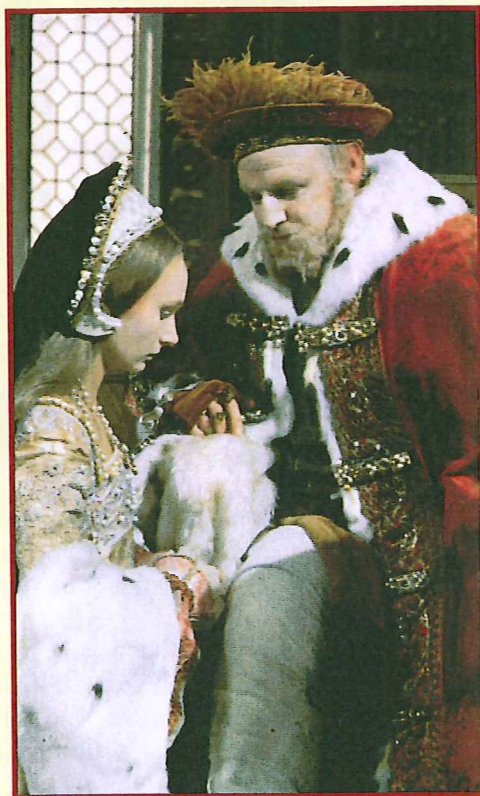
His only consolation was the company of a young girl called Katherine Howard, with whom he was fast falling in love. There is some doubt about her age but she can't have been much more than fifteen.

A cousin of Henry's second wife Anne Boleyn, Katherine was a pretty, vivacious, and graceful girl and the King was captivated by her. He called her his 'jewel', his 'rose without a thorn'. In spite of his physical problems, Henry could still be charming when he wanted to be. ² What is certain is that Katherine was ambitious, though rather naive and empty-headed, and like most girls of her age, mainly interested in clothes and dancing.

On 28th July, after managing to get rid of Queen Anne (by divorcing her), Henry married Katherine in secret and he was soon showing off his attractive young wife at court. ³

Katherine appeared to love every moment of her new life with her infatuated husband, who was far more generous than he had been with his previous wives, buying her diamonds, pearls, and furs with rubies.

⁴ Francis Dereham, who had been her lover when she was 13 or 14, came to court and asked Katherine for work. Perhaps in order to buy his silence she employed him as her secretary. This was a fatal mistake. In September, while the King was away, a man came to see Archbishop Cranmer, the King's adviser, saying that he knew 'things' about the Queen's past and suggesting that she had had several sexual partners before she married the King. Cranmer started to investigate, and soon discovered that the boy now working as her secretary had previously been her lover.



While King Henry was in church giving thanks to God for his new young wife, Archbishop Cranmer left a letter for him to read, in which he accused Katherine of immoral behaviour before her marriage.

⁵ She was at the Royal palace dancing when the King's guards arrived to arrest her. 'It is not the time for dancing any more,' said one of the guards. Katherine was taken away and locked in her room.

⁶ Katherine spent the following days in hysterics, neither eating nor drinking and crying uncontrollably. At one point she tried to run past the guards to try to talk to her husband to beg his forgiveness, but she was dragged back screaming to her room.

If Katherine had only been guilty of having had a relationship before her marriage Henry might have forgiven her. But she had been hiding another, even worse, secret.

Katherine had been having secret meetings with a boy called Thomas Culpeper, one of the handsome young men at court. One of her ladies-in-waiting betrayed her. Thomas Culpeper's room was immediately searched and a passionate love letter from Katherine was found.

*... It makes my heart die when I think that I cannot always be in your company... I have never wished for anything so much as to see you.
Yours as long as life endures
Katherine*

The evidence was conclusive. Katherine had been having an affair right under King Henry's nose.

Katherine and her lovers were doomed.

⁷ Resigned to her own destiny, Katherine's only wish now was to make a good impression at her execution. She asked for the executioner's block to be brought to her room and spent her last night practising putting her head on it. The next day, on 13th February 1542, almost too weak to walk, she was taken to Tower Hill and beheaded. She was buried next to her cousin Anne Boleyn in the Tower of London.



5 READING

When you are reading a story, focus on the pronouns (*him, its*, etc.) to make sure you know who is being referred to, and linking expressions (*although*, etc.) to help you follow the development of the story.

- a In 1540 Henry VIII, aged 49, obese and ill, married his fifth wife, Katherine Howard, a beautiful 15-year-old girl. In pairs, speculate about the questions.
- 1 Why did they get married?
 - 2 How do you think the marriage went?
 - 3 What do you think happened in the end?
- b Now read as much of the text on p.46 as you can in three minutes to see if your speculations were correct. Don't worry about the gaps or unknown words.
- c Read the text again slowly. Complete the gaps with sentences A–G. Focus on the linking expressions and pronouns to help you. In pairs, compare and explain your choices.

- A Although she didn't know it then, she would never see Henry again.
 B But the 'honeymoon' period lasted only until the following summer, when she came face to face with someone from her past.
 C Dereham and Culpeper were both tortured and executed, and Katherine was taken to the Tower of London.
 D Henry had never been happier.
 E He was also bitterly regretting his marriage to his fourth wife, Anne of Cleves, whom he found totally unattractive.
 F The King was devastated, and didn't want to believe the accusations about his wife, but told Cranmer to arrest Katherine and to investigate further.
 G What Katherine felt for him is not known.

- d Look at the **highlighted** words in the text. Try to guess their meaning.
- e Which of these adjectives would you use to describe Katherine Howard? Why?

unlucky brave immature stupid
 sensible self-confident

6 LISTENING



Sometimes when you listen, you only want to find out some specific information. Just concentrate on listening for that and don't worry about the rest.

- a **3.8** Listen once to a recorded guide for tourists to Madame Tussaud's, about Henry VIII's other wives. Fill in as much as you can of the chart. In the last column, write *died*, *beheaded*, *divorced*, or *survived*.
- b Listen again. Check and complete what you've written.

	Description	Children	How long the marriage lasted	What happened to her
1 Catherine of Aragon				
2 Anne Boleyn				
3 Jane Seymour				
4 Anne of Cleves				
5 Katherine Howard	<i>pretty, naive, empty-headed</i>	<i>none</i>	<i>about a year and a half</i>	<i>beheaded</i>
6 Katherine Parr				

- c Choose one of the wives. Listen again. Tell a partner everything you remember about her life.

1 UNDERSTANDING INFORMATION

In pairs, explain what the hotel signs mean.

1 *Visitors are requested to vacate their room before 12.00 on the day of their departure*

2 **NO VACANCIES**

3 **The Management does not accept responsibility for any valuables left in the room. All valuables should be given to the hotel receptionist to be placed in the safe.**

2 VOCABULARY common verb phrases

a Complete the sentences with a verb from the list.

book check into / out of do fill in make leave sign send

- | | |
|----------------------|----------------------|
| 1 _____ me a favour | 6 _____ a table in a |
| 2 _____ a form | _____ restaurant |
| 3 _____ a phone call | 7 _____ a message |
| 4 _____ a fax | 8 _____ a hotel |
| 5 _____ your name | |

b Cover the verbs. Remember the phrases.

3 READING

Read about four Edinburgh hotels.  **Communication** *Choosing a hotel p.116.*

Choose the best hotel for the people.



1 **** BARTON LODGE**

This Edwardian mansion is situated in a quiet residential area in the south-west of the city, and is convenient for transport to the city centre. Bedrooms offer good facilities for both the business guest and tourists.

10 rooms, all no smoking. CTV in all bedrooms. No dogs (except guide dogs). Weekly live entertainment. No smoking in restaurants. Last dinner 8.30 p.m.

ROOMS (incl. breakfast) s £55 d £85

2 ****** CEDARS**

This quiet hotel consists of five beautiful Victorian houses with a comfortable, elegant atmosphere. The restaurant serves Scottish and French cuisine.

48 rooms. No dogs. No smoking in restaurant. Last dinner 9.30 p.m.

ROOMS (incl. breakfast) s £105 d £130

3 **** MORGANS HOTEL**

Friendly and informal service is provided at this family-run hotel on the south side of the city. Small bar and dining room serving mainly British food for residents and their guests only. There are 6 cheerful modern bedrooms in the hotel itself and 8 magnificent period rooms in the next-door house, 5 of which are family rooms.

14 rooms. Last dinner 8.30 p.m.

ROOMS (incl. breakfast) s £50 d £70

4 ***** HIGHLANDS**

This stylish hotel offers a French-influenced brasserie where traditional Mediterranean cuisine can be enjoyed until late in the evening. The hotel is medium-sized and very comfortable, well connected by public transport.

60 rooms (6 family). No coaches. Last dinner 10.30 p.m.

ROOMS s £85 d £105

4 MAKING REQUESTS

- a **3.9** Listen to a guest checking into a hotel. Write his four requests. Which is the most polite?
 b Listen again and complete the expressions in the chart. R = receptionist G = guest

Asking somebody to do something

Usual	Very polite	Responses
R Could I have _____?	R Would you mind _____?	Yes, of course.
R Could you _____?	G Do you think you could _____?	Sure. / No problem.
G Can you _____?		I'm sorry but ...
		No, of course not.

• When you ask somebody to do something which is not a normal part of their job, or you ask a friend for a special favour, you often use a very polite expression.

- c Look at the pairs of gapped requests below. Who would you say them to? For which one (a or b) do you think you should be very polite?
- 1 a _____ (ask) the chef to cook this a bit more?
 b _____ (have) another bottle of mineral water?
- 2 a _____ (keep) this sweater for me until 4.30?
 b _____ (take) the price off? It's a present.
- 3 a _____ (take) me to Piccadilly?
 b _____ (hurry)? I need to be there in fifteen minutes.
- 4 a _____ (change) my room for one with a balcony?
 b _____ (order) me a taxi for 8.30?
- d **3.10** Listen and complete the gaps.
 e Cover the requests. Can you remember them?

5 ASKING PERMISSION

- a Complete the chart on the right with:
Could I...? Can I...? May I...?
Do you think I could...?
- b Look at the pictures of people asking permission. Imagine what they're saying.

Asking permission		
Normal	Very polite	Responses
_____	_____	Sure. Go ahead. ✓
_____	_____	Of course. ✓
_____	_____	I'm sorry but ... X
_____	Do you mind if I ...?	No, not at all. ✓
_____	_____	I'd rather you didn't. X ('d = would)



- c **3.11** Listen and check. Copy the polite intonation.

Bernie woke up suddenly and looked at the bedside clock...

Bernie woke up suddenly and looked at the bedside clock. It was 3.00 in the morning. 'Much too early,' he said to himself, and went ¹ _____ back to sleep. He was a light sleeper when he knew he had to get up early, and today he was feeling ² _____ responsible as he had the plane tickets for the football team, and they had agreed to meet at the airport at 7.00.

Suddenly Bernie woke up again and looked at the bedside clock. It still said 3.00. He was just falling asleep when he noticed that sunlight was coming in through the curtains. 'Oh no!' Bernie thought, ³ _____ looking for his watch on the table. It said 7.05.

⁴ _____ the phone started to ring. 'What's happened to you?' a voice asked. 'It's 7.05. The plane leaves at 7.45.' 'I'll be there as soon as I can,' Bernie promised.

⁵ _____, he put on the first clothes he could find, picked up his bag, which ⁶ _____ he'd packed the night before, ⁷ _____ took his car keys and ran out of the door ...

Bernie woke up ⁸ _____ and looked at the bedside clock. It was 3.00 in the morning. A nurse came over. 'Where am I?' said Bernie. 'You're in hospital – you've had a car accident ... driving too fast, I'm afraid. Were you trying to catch a plane?'



a Read the story. Answer the questions.

- 1 What was Bernie going to do that day?
- 2 What did he realize when he noticed the sun coming through the window?
- 3 Who do you think phoned him?
- 4 Where was he at the end of the story? Why?

b Make the story more vivid using expressions from the list.

at that moment desperately especially fortunately
in a panic quickly straight suddenly

Tips for writing a story

- 1 Always invent your plot before you start writing (*A man wakes up late and drives to the airport. He has an accident and wakes up in hospital.*).
- 2 Divide your story into three parts:
 - Opening paragraph**
Set the scene, describe the situation.
 - Body of the story**
Two or more paragraphs describing the events in the story.
 - Closing paragraph**
How the story ends, what happens to the characters.
- 3 Try to use a mixture of narrative tenses (past simple, past continuous, past perfect).
- 4 Use time expressions to link events (*when, at that moment, suddenly, etc.*)
- 5 Use adverbs (*desperately, fortunately*) to make your story more vivid.

WRITE a story which begins 'When Chris saw the car parked outside his / her house, his / her heart started beating faster ...'.

PLAN your story in pairs. List the main events, and decide how many paragraphs to use. Decide on an ending. Write your story in about 150 words. Remember to use adverbs and adjectives to make the story more vivid.

CHECK the story for mistakes (grammar, punctuation, and spelling).

GRAMMAR

a Complete with a verb from the list in the correct narrative tense.

not hear listen realize arrive steal talk wait

- When she looked in her bag she _____ that her wallet _____.
- The radio was on but nobody _____ to it. Everybody _____ loudly.
- We were surprised to get their email because we _____ anything from them for ages.
- When she finally _____ he was furious because he _____ for an hour.

7

b Put the verbs into the correct tense to make third conditional sentences.

- If I _____ your mobile number, I _____ you. (know, phone)
- She _____ him if she _____ he was so mean. (not marry, realize)
- If he _____ so friendly, I _____ him. (not seem, not trust)
- If they _____ you, you _____? (invite, go)

8

c Rewrite the sentences using *must / might (not) / can't + have + verb*.

- I'm certain I left my jacket at the restaurant. I _____.
- Perhaps they've got lost. They _____.
- I'm sure you haven't forgotten it's our anniversary. You _____.
- You saw Simon? That's impossible – he's in Africa. You _____.
- Maybe she didn't see you if she didn't have her glasses on. She _____.

5

VOCABULARY

a Put the words into the correct columns.

boot brake crash gearstick handbrake
overtake reverse seat belt steering wheel
tyres wheels windscreen

inside the car	outside / body of car	verbs
_____	_____	_____
_____	_____	_____
_____	_____	_____

12

b Write the strong adjective.

- pleased d _____
- angry f _____
- frightened t _____
- cold f _____
- clever b _____
- dirty f _____

6

c Write the words for the definitions.

- when people from the same country fight each other _____
- the opposite of a victory _____
- to rule as king or queen _____
- stop fighting and admit you have lost _____
- when people vote to choose a new government _____
- the most important political job in the UK _____

6

d Complete with a form of the word in brackets.

- Spain was a _____ for forty years. (dictator)
- Henry VIII's third _____ was his happiest. (marry)
- Do you think _____ ever tell the truth? (politics)
- I love reading _____ novels. (history)
- Simon _____ lowered his friend over the cliff. (accident)
- It was an _____ coincidence. (amaze)

6

TOTAL MARKS 50

G adjective order, *the ... the + comparative*

V fashion

P consonant sounds: /s/, /z/, /ʃ/

Clothes to die for

1 LISTENING

Sometimes you may have difficulty understanding someone, perhaps because of their accent or the speed they speak. If this happens, don't 'switch off'. Just relax and try to 'tune in', i.e. get used to the voice.



Princess Mary Sapielha is from Poland. Now in her 90s, she was a well-known society beauty when she was young.

Tito Lombardo is half English-half Italian. He has been living and working in Catania in Sicily since 1998.



- a **4.1** Guess which of the two people in the photos said the sentences below. Write **PM** or **TL**. Listen and check. Try to 'tune in' to the two voices.

- 1 My favourite fashion period is definitely the 60s.
- 2 I think that fashion today is awful.
- 3 I once spent a fortune on a Versace coat.
- 4 I've never been a fashion victim.
- 5 Women simply don't seem to care what they look like.
- 6 The only thing I have really suffered with is my hair.
- 7 I've always been awfully vain.
- 8 These days I'm more concerned about being healthy.

- b Listen again. What do they say about ...?

Princess Mary	Tito
women's dresses	today's designers
platform shoes	what he loves about today's fashion
high-heeled shoes	a coat
her hair	wearing uncomfortable clothes

In pairs, answer the two questions they were asked.

2 VOCABULARY fashion

a **p.151 Vocabulary Bank Fashion.**

- b In pairs, A interview B with the first part of the questionnaire. B (books closed) answer the questions. Swap roles for the second part.

YOU AND YOUR CLOTHES

BUYING THEM

Where do you prefer buying clothes from, department stores, chain stores, or boutiques?

Do you ever buy clothes on-line or by mail order?

Do you often shop in the sales?

Do you enjoy window-shopping?

Do you always try things before you buy them?

Do you like any of the latest fashions?

Have you ever bought something that you later decided didn't look good on you?

Is there any item of clothing you hate shopping for?

WEARING THEM

If something was out of fashion, would you wear it?

How often do you normally get changed during the day?

Do you like dressing up?

What materials do you most like wearing?

What kind of clothes do you prefer, patterned or plain?

Do you normally put clothes away when you take them off, or just leave them lying around?

When do people usually wear ...?

- a gloves b slippers c a cap
d a dressing-gown e a tracksuit
f high-heeled shoes

3 PRONUNCIATION

consonant sounds: /s/, /z/, /ʃ/

Some sounds may be difficult for you to pronounce. Make a special effort when you say words with these sounds, but remember, your pronunciation doesn't have to be perfect, just intelligible.

a **4.2** Focus on /s/, /z/, and /ʃ/. Listen to the pairs of words. Can you hear the difference?

- | | |
|------------|----------|
| 1 a socks | b shocks |
| 2 a loose | b lose |
| 3 a see | b she |
| 4 a sell | b shell |
| 5 a eyes | b ice |
| 6 a price | b prize |
| 7 a suits | b shoots |
| 8 a short | b sort |
| 9 a advice | b advise |
| 10 a place | b plays |

b Practise saying the words. Try to make the difference clear.

c **4.3** Listen to just one word from each pair. Circle the word you hear.

d Say the words in each group. Complete the spelling rules with /s/, /ʃ/, or /z/.

- fashion, passion (*sh / ssi + vowel*), invitation, (*ti + vowel*), official (*ci + vowel*)
always pronounced _____
- dress, price
always pronounced _____
- size, zip
always pronounced _____
- sell, skirt, lots, looks
sometimes pronounced _____
- music, lose, hears, eyes
sometimes pronounced _____
- sugar, sure
occasionally pronounced _____

e In pairs, practise saying the sentences. Listen to each other.

- She's got a passion for fashion.
- She sells shoes and socks.
- Guess the price and win the prize.
- It's easy to lose loose shoes.

4 GRAMMAR adjective order

a Correct the mistakes. Explain why they're wrong.

- I think it's a jacket very attractive.
- There are a lot of differents ways of wearing scarves.
- My trousers are much more longer than yours.
- They're the beautifullest boots I've ever seen.
- The skirt isn't as nice than the dress.
- This skirt is too much tight. Can you get me a bigger size?
- Jeans are the more practical things to wear.
- Do you think these sandals are enough big?
- Which of these dresses is the most pretty?
- Your tie's the same than mine.

b Complete the descriptions with adjectives from the list. Use your instinct to decide the order.

checked cotton long new



a _____
dressing-gown



a _____
T-shirt

c **p.136 Grammar Bank 4A.** Read the rules and do exercise a.

d **Communication Fashion show A p.117, B p.121.** Describe the models.

5 WRITING

a **p.156 Writing Bank Writing B.**

b Write a 50-word description of someone in the class, without naming the person. Describe their physical appearance and what they're wearing. Swap your descriptions with other students. Identify the people.

c Think of two people you know well, one male and one female. Plan how to describe them physically in as much detail as possible, and how they normally dress. Write 50–75 words.

6 READING

When you are reading to find specific information, don't read the whole text. Just look through it quickly, and only underline what's relevant to what you want to know.

a Look at the photos and the title of the article. What do you think the article will be about? The title is a 'play on words'. What are the two possible meanings?

b In pairs, find different information in one minute.

A underline information about:

1 **clothes** which

a couldn't be worn near open fires

b caused serious digestive problems

2 two **items of clothing** normally associated with women but which used to be worn by men

3 a type of **make-up** which destroyed people's faces

4 a **famous woman** who was killed by an article of clothing

B underline information about:

1 an **illness** that was caused by clothes made of a certain material

2 **something** which all men used to wear and are still worn by people in a certain profession

3 **clothes** which

a were extremely dangerous for cyclists

b were banned in a UK school

4 a **year** which was crucial in the development of comfortable shoes

c Read again only the parts you've underlined. Tell your partner.

Clothes to die for

1 'Put fashion second and your health first, because your legs have got to last you all your life, whereas a fashion will disappear in five minutes.' This was said by an orthopaedic specialist, after a British headmaster banned his pupils from wearing platform trainers. He was worried that they would break their ankles.

2 The problem is that in many cases, the more fashionable something is, the more uncomfortable or even dangerous it is to wear. Perhaps the earliest fashions 'to die for' (literally) were conceived in post-revolutionary France. Women then wore thin linen dresses which they had to wet to make them take on the shape of their bodies. They then went out in all kinds of weather with the wet clothes on. The result of this fashion was a new illness, linen flu, which led to many premature deaths. In Victorian times women's clothes could also prove fatal. Their corsets were so tight that most women had severe digestive problems, while the incredibly wide dresses regularly caused the death of fashionable young women. As they walked past open fireplaces, their dresses frequently caught fire, and nobody could get close enough to them to put the fire out.

3 It is not just women who have suffered for fashion. Men have had to put up with their share of discomfort too. Think of the 17th century men in Europe with their heavy wigs (still worn by lawyers today), tight corsets (yes, men too) and high-heeled shoes walking, or trying to walk, around St James's Palace and Versailles. But little can compare with the heavy ruffs worn at the time; moving the neck needed serious planning if you didn't want it to be cut to pieces.

4 In the 18th century the zinc-based make-up used to whiten the faces of both men and women left their skin destroyed by the time they were 30. And at this time women wore their hair so dangerously high that they had to kneel down to get into a coach or carriage.

5 In the 1920s men's trousers, called 'Oxford bags', were so wide that men frequently tripped over in them, just like hippies in their flares 50 years later. To try to cycle in them was to risk serious injury. But cyclists didn't usually suffer as much as the dancer, Isadora Duncan, whose beautiful long scarf, high fashion at the time, caught in the wheel of her sports car and strangled her.

6 Probably the part of the body that has suffered most through history are the feet. For centuries nobody knew how to shape shoes to the foot. Shoes were straight, and to be worn on either foot. They were agony. It was not until 1865 that shoes were designed for right and left feet!

7 So the discomforts and dangers we put up with today are nothing compared to some of the killers from the past. And anyway, as a famous French designer once said: 'Real fashion – it's agony, ma chérie, but it's always worth it.'

Adapted from the *Sunday Times*





d Read the text again carefully. Find words or phrases which mean:

Paragraph 1
on the other hand _____
didn't allow _____

Paragraph 2
caused _____
extinguish _____

Paragraph 3
endure / tolerate _____
cut many times _____

Paragraph 4
go down on one or both knees _____

Paragraph 5
catch your foot and fall _____
kill by squeezing the neck _____

Paragraph 7
good to do even if it means extra effort _____

e Which of the clothes mentioned ...?
1 have you worn yourself
2 do you think must have been the most uncomfortable

7 GRAMMAR *the ... the + comparative*

a Look at this sentence from the text.
The more fashionable something is, **the more uncomfortable** it is to wear.
Does it mean ...?
1 Being fashionable is more important than being comfortable.
2 There is a direct relation between something being fashionable and being uncomfortable.
b **p.136 Grammar Bank 4A.** Read the rules and do exercise b.

8 SPEAKING

GET IT RIGHT the definite article

- a Complete these sentences with the definite article *the*, only where necessary.
- _____ men usually dress worse than _____ women.
 - I normally love buying _____ clothes but _____ clothes in fashion at _____ moment are hideous.
 - Today _____ people are obsessed with fashion.
 - The most important thing about _____ shoes is that they should be comfortable.
 - Did you see _____ shoes she was wearing yesterday?
 - I don't like men with _____ long hair, in fact I hate _____ hairstyles of the 60s.
- b Tick (✓) or cross (X) the box. Do you use *the* ...?
- when you're talking about something in general
 - when you're talking about something specific

Take turns to choose a topic to discuss. Try to talk about each topic for at least two minutes. Do you agree?

Do men take as much care over their appearance as women?

'The richer people are, the better they dress.'

Do you think people should be allowed to wear casual clothes to work?

Do you prefer men / women with long hair or short hair?


'The more expensive clothes are, the longer they last.'

'Most designer clothes are created by men, which is why normal women can't wear them.'

Do you think it's worth paying more for a well-known make of clothes?

Why men don't iron

1 VOCABULARY men and women

- a Look at the cartoon. Why do you think these are men's and women's favourite songs?
- b  p.152 Vocabulary Bank *Men and women.*

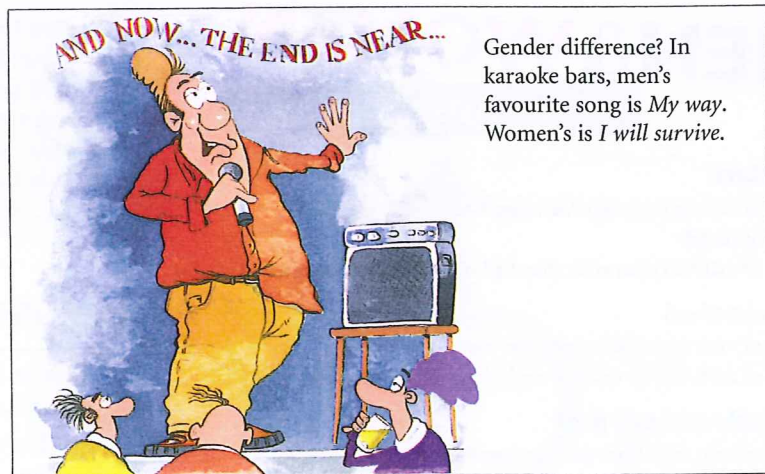
2 SPEAKING

GET IT RIGHT generalizing

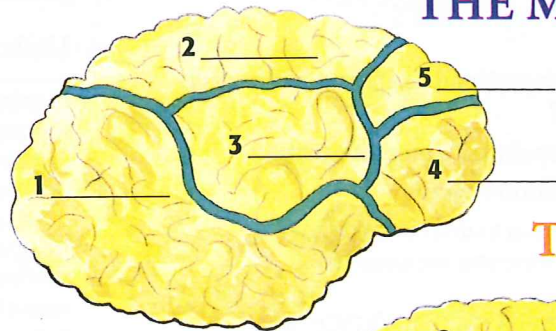
Circle the correct word / expression.

- 1 *Generally speaking* / *Speaking generally* men are more selfish than women.
- 2 *In general* / *On general* nobody enjoys doing housework.
- 3 *Actually* / *Nowadays* many women work outside the house.
- 4 *Most* / *Most of* women wish their husbands helped more.
- 5 *All* / *All the* men like sport.
- 6 *The average* / *The medium* man can't iron well.

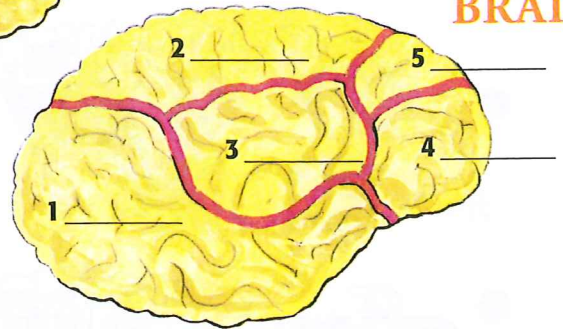
Try to use these expressions when you're discussing men and women in d.



THE MALE BRAIN



THE FEMALE BRAIN



- a Label the male brain and the female brain with words from the box. The bigger the part of the brain is, the more important the thing is for men / women. You can use the same words with both brains.

sport housework chocolate
feelings work gossip
shopping cars clothes

- b Compare with a partner. Explain your choices.

- c Read the sentences and mark them CT (completely true), PT (partly true), or NT (not true at all).

- 1 Men and women can do most jobs equally well.
- 2 Women are safer drivers than men.
- 3 Men have a better sense of direction than women.
- 4 Men and women have different standards about housework: a man never does it to a woman's satisfaction.
- 5 Women need to talk more than men do.
- 6 All men like giving advice; none of them like getting it.
- 7 When something is missing, it tends to be a woman who finds it.

- d In groups of three or four (preferably with a mixture of sexes) compare what you think.

3 GRAMMAR *wish* + past simple / past perfect / *would* + infinitive

a Read the statistics. Complete with a percentage from the list. Check your answers with the teacher.

23% 50% 67% 70% 80% 87%

MEN & WOMEN

the statistics don't lie

Too late

- of married women wish they hadn't married their husband.
- of married men wish they had married someone else.

Dissatisfied

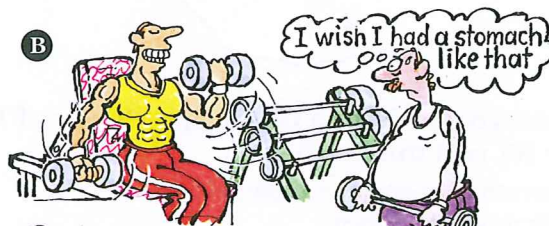
- of men wish their stomachs were smaller.
- of dark-haired women wish they had blonde hair.

It really annoys me!

- of men wish their partner wouldn't spend so long in the bathroom.
- of women wish their partner would do more in the house.

b Look at the three cartoons and sentences with *wish*. Which one means...?

- 1 you regret (= are sorry about) a present situation
- 2 you regret a past situation or action
- 3 you want another person to do (or not to do) something, often because you are annoyed



- c **p.136 Grammar Bank 4B.** Read the rules and do the exercise.
- d **4.4** Listen to five conversations. Explain the situation.
- e Listen again. Write the sentences with *wish* that you hear.
- f Tell your partner about:
 - two things you wish you had / hadn't done when you were younger
 - two possessions you wish you had which would improve your life
 - two things you wish you could do but you can't
 - two things you wish your partner / brother / mother, etc. would / wouldn't do (because they annoy you).

4 PRONUNCIATION word stress

There are some rules to help you pronounce long words, e.g.

- Don't stress a prefix.
- Words ending in *-ion* have the stress on the penultimate syllable.

a Underline the stress on these long words.

discrimination	relationships
unimaginative	interpreter
engineering	communication
uncommunicative	prehistoric
consequently	repetitive
irresponsible	architecture
fundamental	predominant
opportunity	immature

b **4.5** Listen and check. Practise saying them in pairs.

5 WRITING

- a The subject of a radio programme is 'Men should do 50% of the housework'. You are going to send an email giving your opinion. **p.156 Writing Bank Planning D.**
- b Write the email in about 75 words.
- c Swap emails with a partner. Do you agree?

6 READING

- a In pairs, discuss the two questions below.
- 1 Do you think men and women behave differently because they have been conditioned by society to do so, or because they are biologically different?
 - 2 Do men and women have the same kind of brain?
- b Read **Part 1** quickly. Find the answers to the two questions. Try the experiment.

Why men don't iron

Part 1

During the last fifty years psychologists have made us believe that differences between men and women are mainly the result of traditional social 'conditioning', i.e. the way we are brought up. According to this theory women can be trained to do jobs that men traditionally do, and men can and should become more domesticated. This so-called 'new man' should be in touch with his 'feminine side', more communicative and emotional, and should do the ironing.

But two new books* say that, according to recent scientific research, gender differences exist because men's and women's brains work completely differently and their biological differences mean that they can never think or behave in the same way.

Try this experiment: read a passage aloud from a book or magazine. At the same time, tap on the table with one finger, and try to maintain a constant speed. Do this first with your right hand and then with your left hand. If you are a woman, you will be able to maintain a constant speed with either hand. Men however, when tapping with their left hand, will slow down. This is one of the many experiments which proves that men's brains are in compartments, with verbal abilities on the left side and spatial abilities on the right. For women, however, verbal and spatial problems are dealt with on both the left and right sides of the brain.



Glossary

- skill** ability to do sth well
spatial ability ability to understand space, direction, and distance
compartmentalized organized into separate parts
task a job
lack of not having (enough)
in a mess very untidy
peripheral vision the ability to see around you
testosterone male hormone

- c Read the following paragraph headings. Think to yourself what each paragraph will be about. Then quickly read **Part 2** of the text. Match the headings to the paragraphs.

Why men can't find things

Why men don't iron

Why women don't fly planes

Why men and women are so different

Why women are better with words

Why women get lost but are safer drivers

- d Read the text again slowly with the glossary. In pairs, underline any words or expressions you don't understand.
- e Look back at the six paragraph headings. In pairs, explain them from memory. Say if you agree with the writer.

7 4.6 **SONG** ♪ *That don't impress me much*

Part 2

1

In prehistoric times men hunted for food, often alone, and women looked after the children, usually with other women. Men needed to be able to find and kill animals (and find their way home again!). Women needed the ability to protect the home, to do several things simultaneously, and have good communication skills to get on with the other women. As a result, men's brains developed better spatial ability and became compartmentalized: programmed to focus on one specific task and to solve one particular problem at a time. Women developed more connections between the two sides of the brain, which led to them being more fluent in speech, and better at doing several things at once.

2

Because the two sides of a woman's brain are better connected, women are generally more talkative and more fluent than men. On average women speak 6,800 words a day, and men only 2,400! Women solve problems by talking about them, and in a crisis will usually want to discuss the situation and their feelings, while men tend to interrupt and offer solutions, which isn't what women want at all. Men themselves don't like asking for advice or discussing their problems – they try to solve their problems themselves by thinking about them silently. This fundamental difference is one of the main causes of conflict in male / female relationships.

3

A man sees driving as a test of his spatial abilities – he enjoys driving fast and showing off and consequently has more accidents than women. On the other hand, generally speaking, men are much less likely to get lost when driving because of their well-developed sense of direction. For women driving is mainly about getting safely from A to B. However because of their lack of spatial ability, women generally get lost more often, and they have more difficulty in reading maps. They also find parking a car in a small space more difficult, and have more trouble distinguishing left from right.



4

Organizing a house involves doing several things at the same time, and women's brains make them generally better at it than men. In an experiment for British TV six men and six women had to make coffee, wash up, make toast, take a phone message, and pack a briefcase in ten minutes. With one exception the men were all worse than the women. They are worse at seeing details which means they usually don't even notice that the house is dirty or in a mess, and they also have lower tolerance for repetitive jobs such as ironing. Of course men should do their share of the housework, but they will always do it in a different, and perhaps less efficient way than women.

5

Men have inherited their ancestors' long distance 'tunnel' vision, which was vital for hunting. They can see very well and far in one direction, but they don't see things on either side, and they don't see as well as women close up. This explains why men can never find things in fridges, cupboards and drawers. Women have much wider peripheral vision than men which explains why a woman always seems to find what a man just cannot see!



6

Although some jobs today are still dominated by one or other sex it is not because of sexual discrimination, but basically because men and women are attracted to different jobs. It is logical that men are attracted to careers where spatial skills are vital, such as engineering, architecture, construction, rocket science and flying (only 1% of airline pilots are women). Also the greater amount of testosterone in men's brains means that, in general, they are far more attracted than women to jobs which involve risk, such as the stock market, or Formula One racing. On the other hand, women's superior verbal skills explain why interpreters and foreign language teachers are predominantly women. Generally speaking, they are attracted to professions that require verbal ability, e.g. writing, acting, journalism, and counselling. They also excel in jobs that require good organizational skills.

* *Why men don't iron*, Ann and Bill Moir; *Why men don't listen and women can't read maps*, Allan and Barbara Pease.

A question of taste

1 VOCABULARY houses and decoration

a In pairs, say which things in the list you prefer and why.



modern furniture
 modern houses
 wooden floors
 central heating
 blinds
 a shower



antique furniture
 old houses
 carpets
 an open fire
 curtains
 a bath

b p.153 Vocabulary Bank Houses and decoration.

c Do the 'House' quiz in five minutes.

1 What do you call ...?

- a tall building which has a lot of people living there
- a house which is not joined to any other house
- a house which is joined to other houses on either side

2 Name something in the house which ...

- you put your hands in to wash them
- can make a room warmer
- you use when you wash up by hand

3 What's the difference between ...?

- a fireplace and a chimney
- a roof and a ceiling
- a door and a front door
- a hedge and a fence
- antique furniture and old-fashioned furniture

4 Which adjectives could you use to describe ...?

- a living room with an open fire
- a Louis XV table
- a bathroom with a jacuzzi
- Scandinavian furniture

2 PRONUNCIATION the /ə/ sound

The sound /ə/ is the most common vowel sound in English. Making it correctly will improve your pronunciation enormously. It can be produced by almost any vowel or combination of vowels (*cooker, picture, mirror, sofa*). Check in your dictionary if a new word has this sound. It often comes before or after a stressed syllable, so getting the stress right will help you to get the sound right.

a Look at the phonetics of some words with /ə/. Write the words. Practise saying them.

- 'kʌbəd/ _____
- 'aɪən/ _____
- ə'reɪndʒ/ _____
- ə'pɪərəns/ _____
- 'kʌmfəbl/ _____
- 'terəs/ _____
- 'mɒdən/ _____
- 'əʊvə/ _____
- 'fæʃnəbl/ _____
- 'leðə/ _____



b Underline the stress in these words. Circle the /ə/ sound.

furniture attractive radiator catalogue effort
 pavement balcony dishwasher fireplace
 luxurious

c 4.7 Listen and check. Practise making the /ə/ sound.

Unstressed short words also have the /ə/ sound in weak forms (*to, can, the, a, was, etc.*).

d Underline the stressed words. Then look at the unstressed words. Circle the ones with the /ə/ sound.

- I was going to change the bulb but I forgot.
- I can take the rug to the cleaner's in the morning.
- The chest of drawers needs to be moved to the right.
- There were lots of glasses on a table over there.
- There are two chairs and a lamp in the hall.

e 4.8 Listen and check. Practise saying the sentences quite quickly.

Guess which room they decorated...

It might be easy to fall in love with someone, but falling in love with their taste? That's another thing. How long have you been waiting to throw away your partner's awful old armchair and replace it with a more modern one?



A British newspaper asked a couple, Charles (a radio producer) and Lucy (an English teacher), each to completely redesign their living room with a limited budget, keeping only three pieces of furniture which they already had. Then they asked a design specialist to comment on their tastes.

- a Read the introduction. What was the newspaper's idea? Describe the two photos. Which room do you think was decorated by Charles? Which by Lucy? Why?
- b **4.9** Listen to **Part 1**. Lucy and Charles talk about each other's rooms. What do they like / dislike?
- c Listen again for more details. Make notes. What are their general criticisms?
- d Can you remember who said these things? What exactly were they talking about? Listen again if necessary.
 - 1 **It doesn't go with** the rest of the room.
 - 2 It's **completely impractical**.
 - 3 I just **don't see the point** of them.
 - 4 **They remind me of** a dentist's.
 - 5 **I wouldn't have put them** on the coffee table.
 - 6 **I would never have** long ones.
- e **4.10** Now listen to **Part 2**, the designer's comments. Which room does he prefer? Do you agree?

- f Listen again for more detail. What didn't the designer like about...?

Charles's room

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Lucy's room

- 1 _____
- 2 _____

- g Talk to a partner.

- 1 Do you think women have better taste than men?
- 2 Who takes decisions in your house about decorating?
- 3 What piece(s) of furniture are you especially fond of in your house?
- 4 Is there anything you really don't like about ...?
 - a your own house
 - b furniture and decoration in general in your country

4 READING


- a Do you know anything about the philosophy of *feng shui*, e.g. where it's from, what it's about?
- b In pairs, read how you can put *feng shui* ideas into practice. **A** read about the **living room**. **B** read about the **bedroom**. Then cover the text.
- A** tell **B** about:
- arranging the furniture
 - light
 - bookcases
 - plants and flowers
 - mirrors
 - family harmony
 - finding a partner
 - being tidy
- B** tell **A** about:
- where to put your bed
 - where not to put pictures / lights / mirrors
 - lighting
 - paintings
 - plants and TV
 - studying in your bedroom
 - being tidy
- c Read your partner's text. Choose five new words / expressions from the whole text to learn. Do you think *feng shui* is sensible, impractical, or ridiculous?

5 SPEAKING

GET IT RIGHT position

The same (S) or different (D)? Explain the difference.

- 1 There's a bus stop *opposite* / *in front of* my house.
- 2 There's a lamp *over* / *on* the table.
- 3 Our house is *by* / *near* the park.
- 4 There's a cupboard *downstairs* / *under the stairs*.
- 5 The photo is *on* / *in* the chest of drawers.
- 6 Did I leave my glasses *beside* / *next to* the TV?
- 7 I've got a big picture *above* / *over* my bed.
- 8 There's a bookcase *beside* / *behind* the sofa.

- a Draw a diagram of your bedroom or living room. Use the diagram to explain to a partner what the room is like. Decide between you if it has good or bad *feng shui*.
- b  **Communication** *Sell your house A p.117, B p.121.*
Roleplay buying and selling a house or flat.

Feng

Change your room to
change your life!

Your living room

Feng shui is all about balance. Try to arrange sofas and chairs in a square around a circular table. Avoid an L-shaped arrangement as this leaves a missing corner. The centre of the living room should be left clear. Make sure there is a lot of light, which will promote good energy.

A bookcase is bad feng shui, as its sharp corners generate negative 'arrows', and if you have one you ought to put a climbing plant on it to combat this effect.

Put plants in the corners of the room, as they attract good energy and will energize your wealth, but not ones with sharp leaves such as yuccas or cactus. Fresh flowers also bring good energy, but throw them away as soon as they begin to die, and don't have dried flowers.

Mirrors are vital because they reflect energy. Round or oval ones are best, but they should not be opposite each other, nor should they reflect a door, otherwise your good fortune will go out of it.

To promote harmony between the members of your family, have photos of them around the room, preferably smiling. If you want to find a partner, energize the south-west corner of your living room or bedroom by placing a floor light at least 1.75m high there, and turn it on every evening. Surround yourself with ornaments and objects in pairs, such as ducks or birds.

To avoid blocking the positive energy in the room, keep everything tidy. Don't accumulate too many unnecessary things. Take a look at every object, and ask yourself, 'Do I really need it? Do I really like it?' If the answer is no, get rid of it.



shui

According to this Chinese philosophy, if you reorganize your home to allow positive energy to flow, good health, wealth and happiness will be yours.

Your bedroom

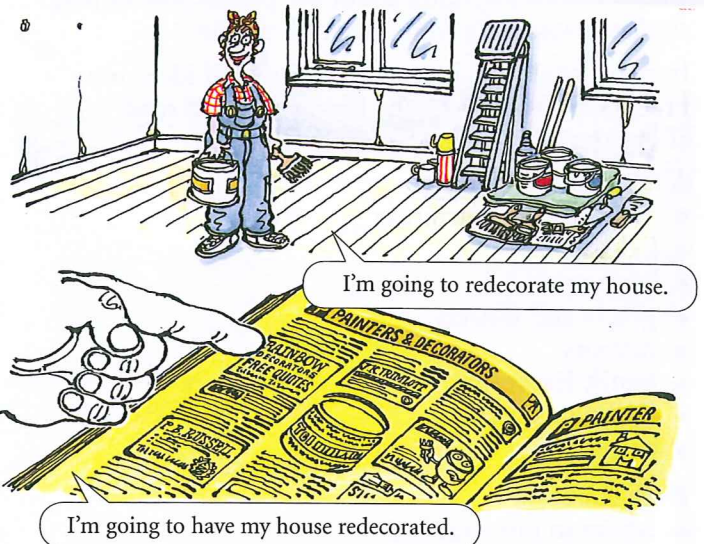
You should have the head of your bed placed against a wall, as this gives you a sense of security. Avoid having a bed under a window, as you are exposed to danger and bad energy from outside. If this is impossible, use blinds or heavy curtains to cover the window. Never sleep in a place where you can't see the door – you should always be able to see someone who's coming in.

Avoid hanging pictures or lights above your bed, as this leads to a subconscious feeling of threat. Don't put mirrors opposite the bed either, as they 'break up' the image, and therefore the relationship reflected in them.

Keep lighting low and soft, and decorate preferably with dark colours. Do not hang paintings of fierce animals, abstract subjects, or water in the bedroom. Water is very good elsewhere, but in the bedroom it suggests financial loss. Make sure you never put plants in the bedroom, and don't have a TV facing the bed, or at least cover it when it is not in use.

Don't use the same room for your bedroom and your study, as the different energies will be in conflict. If you have to do this, try to separate the areas either symbolically with plants, or with a screen. Cupboards are better than open shelves. Put away piles of files or unfinished work – don't leave them on your desk. Being tidy promotes positive energy. Wherever you study make sure your desk is in the north-east corner, especially if you are preparing for exams, as this area symbolizes education.

6 GRAMMAR *have something done*



- Look at the pictures. What's the difference between the two sentences?
- p.136 Grammar Bank 4C.** Read the rules and do the exercise.
- In five minutes, try to think of two things you can have done at each of the following places:

hairdresser's drycleaner's garage
dressmaker's optician's

- Tell a partner one thing you've had done recently, and one thing you're going to have done soon.

7 WRITING

- Imagine that a friend of yours is going to stay in your flat / house for a week while you are away. You are going to leave some instructions for him / her. **p.156 Writing Bank Planning E.** Plan the instructions by choosing four headings that suit your particular flat / house. Compare your headings. Say why you have chosen them.
- Write a paragraph of instructions for one of your headings. Use **Vocabulary Bank Houses and decoration** on p.153 to help you. Keep the instructions as simple and clear as possible (e.g. don't try to explain how a machine works, just say where the instructions are).
- Exchange paragraphs with a partner. Can you understand the instructions? Ask each other about anything that isn't clear. Rewrite if necessary.
- Write the instructions for the other three headings. Check your writing for mistakes.



1 VOCABULARY shops

Match the things with the shops where you can buy them.

baker's butcher's chemist's department store gift shop greengrocer's newsagent's stationer's

- | | | | |
|-------------------------|-------|-----------------------------|-------|
| 1 apples and potatoes | _____ | 5 envelopes and pens | _____ |
| 2 bread and cakes | _____ | 6 medicine and shampoo | _____ |
| 3 chicken and sausages | _____ | 7 newspapers and cigarettes | _____ |
| 4 clothes and furniture | _____ | 8 presents and souvenirs | _____ |

2 EXPLAINING WHAT YOU WANT

a b c d 

a 4.11 Listen to two conversations.

- 1 What do they buy? Tick the correct pictures above.
- 2 What shops are they in?

b Listen again. Complete the gaps in the chart.

Explaining what you want

I don't know what it's called in English but ...

Conversation 1

What's it like? It's a kind of (_____).

It's made of (_____).

What's it for? It's a thing you use to (_____) your hair when you (_____).

Conversation 2

It's a sort of (_____).

It's (_____ and _____).

It's (a thing) for (_____).

c Write a similar dialogue for one of the other objects.

d **Communication** Explaining what you want A p.117, B p.121.

Roleplay asking for things in a shop.

3 UNDERSTANDING INFORMATION

a Read the signs. In pairs, explain what they mean.

1



2

SHOPLIFTERS WILL
BE PROSECUTED

3

ALL PRICES REDUCED
THIS WEEK

4

WE REGRET WE CANNOT
ACCEPT PAYMENT BY CREDIT
CARD FOR SALES UNDER \$20

5

WE WILL ONLY GIVE
A REFUND IF GOODS
ARE FAULTY.

b Quickly read about shopping in London.

- 1 What time do most shops close on Saturdays?
- 2 What days can you go shopping after seven o'clock?
- 3 What kind of shops usually open on Sundays?
- 4 Where should you go if you want to buy, e.g. an old clock or a painting?
- 5 Name one place where you can go if you want to buy:
a camera a dictionary a CD
a scarf
- 6 If you come from Japan, can you get a refund on VAT?

c Read the text again. Underline words or expressions you don't know. Guess their meaning from the context.

4 SHOPPING

a **4.12** Listen to someone shopping.

- 1 What kind of shop is she in?
- 2 What does she ask for first?
- 3 Does she buy one?
- 4 What does she try on?
- 5 Why doesn't she buy the first one?
- 6 How does she pay?

b Listen again. Complete the gaps.

- 1 _____ any lipsticks?
- 2 I'm sorry, we've _____.
- 3 I'm _____ looking, thank you.
- 4 What _____ are you?
- 5 Can I _____ it on?
- 6 The _____ rooms are over there.
- 7 It doesn't _____ very well.
- 8 Have you got it in _____ colour?
- 9 I'll _____ it.
- 10 Your _____'s in the bag.

c In pairs, roleplay a conversation buying clothes. **A** is the customer, **B** the shop assistant. **B** begins *Can I help you?*

5 UNDERSTANDING PRICES

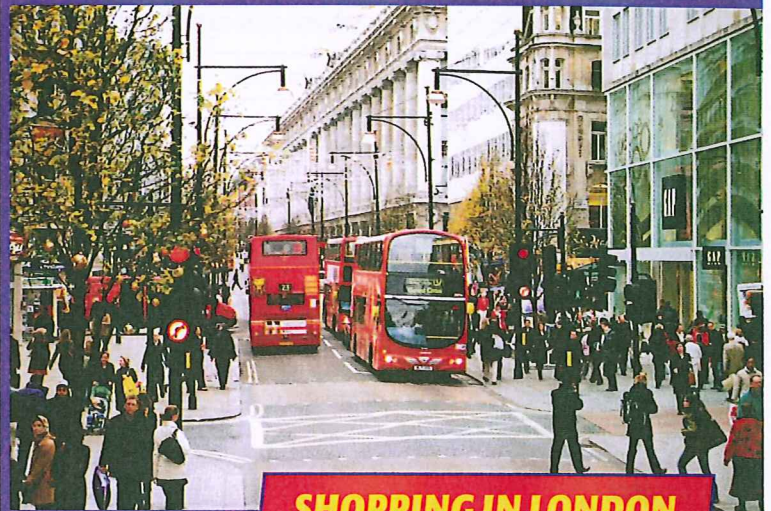
a **4.13** Listen to a man shopping. Write the prices you hear.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

b Listen again and check. How much did he spend altogether?

SHOPPING IN LONDON SHOPPING IN LONDON SHOP

DON SHOPPING IN LONDON SHOPPING IN LONDON SHOPPING IN LONDON SHOPPING IN LONDON SHOP



SHOPPING IN LONDON

London's main shopping areas are Oxford Street / Regent Street / Bond Street, Knightsbridge, Kensington High Street, and Covent Garden. Normal Monday to Saturday shopping hours are 09.00 to 17.30, although some shops are now opening and closing a bit later, i.e. 10.00 to 18.00. Many shops have one day a week when there is late-night closing, usually Wednesday or Thursday, when they don't close until 20.00. Shopping hours are extended in the period before Christmas. Many shops in central London now open on Sundays, including most supermarkets and many department stores.

Shopping in London generally gives good value for money, but certain goods are particularly worth buying if you are a visitor to Britain: antiques (Camden Passage, Bond Street, King's Road), sweaters and other clothes especially made of wool (Marks and Spencer, Scotch House), books (Foyles, Waterstone's), CDs and DVDs (HMV), hi-fi and photographic equipment (Tottenham Court Road).

Visitors to Britain who are not resident in EU countries receive a refund on VAT paid in this country for certain goods. Information on how this is done is available in the stores which operate the scheme.

Glossary

- extend** make longer
- goods** things you can buy
- receive a refund** get money back
- VAT** value added tax

a Read the letter. Guess the missing phrases.

24 Arlington Road
London NW8

28 October 2008

Dear [1] _____,
Thanks for your letter. [2] _____ but I've been really busy. [3] _____ I've managed to persuade my parents to let me spend a year in your country learning the language! So I hope we'll be able to see each other when I'm there. I've applied for courses in several cities, so I don't know exactly where I'll be going yet.

I must admit that now I am starting to get a bit worried. Now that it's definite that I'm going, I've started to wonder how I'll adapt to living there. How easy do you think it is for someone from England to live in your country? As you know, I've only been there on holiday and I'm sure living there is going to be very different. What kind of problems do you think I might have? I'd really like your advice.

[4] _____ as I have to go and pick up my little brother from school. [5] _____, or if it's easier, send me an email. My email address is Renton@tel.uk.

[6] _____ I hope they're both well.

[7] _____

Best wishes

Andy

P.S. Here's a photo of me and my family at a big family lunch we had recently.



Useful language: an informal letter / email

Opening expressions

It was great to hear from you
I'm sorry I haven't written for so long / for ages
I've got some good news!
I was really sorry to hear ...
This is just a quick note to tell you...

Closing expressions

Write soon
Looking forward to hearing from you
Hoping to hear from you soon
(Anyway) I have to finish now
(Well) that's all for now
(Give my) regards / love to your (parents)

b Choose a possible phrase for gaps 2–7 from the Useful language box (1 = your name).

Tips for writing an informal letter

- Put your address and the date in the top right-hand corner (but **NOT** your name).
- Begin *Dear (Jane)* **NOT** *Hello*. Use a comma (,) **NOT** a colon (:).
- Use informal language (contractions, colloquial expressions, etc.).
- Always divide your letter into at least three paragraphs.
- Show that you are going to end the letter by using a 'finishing' sentence (*Well, that's all for now.*) Put *Best wishes / Regards* or (*Lots of*) *love* if it's a close friend.
- If you have forgotten something, add it at the end with PS.

Writing an informal email

Follow the rules for an informal letter but ...

- don't put your address or the date.
- you can begin *Hi* + name, or simply *Hi / Hello*.

WRITE a reply to the model letter, which is from a British friend you met last summer.

PLAN what you're going to write. Think about:

- the typical daily routine for students in your country.
- things a British person may have problems adapting to (the weather, the food / mealtimes, the language, etc.)

Use the **Useful Language** box to help you. Write your letter in about 150 words.

CHECK the letter for mistakes (grammar , punctuation , and spelling).

GRAMMAR

a Right (✓) or wrong (X)? Correct the wrong sentences.

- 1 My sister's got curly dark hair.
- 2 She's wearing a tight cotton T-shirt.
- 3 Whose are those pink hideous gloves?
- 4 I'd like some expensive French perfume.
- 5 They live in a 16th century gorgeous cottage.
- 6 That's a lovely new car!

6

b Rewrite the sentences using *the ... the ...*.

- 1 If you are tired, you make more mistakes.
The _____.
- 2 When she gets angry she shouts more.
The _____.
- 3 If you live near the centre, it's more expensive.
The _____.
- 4 If we start soon, we'll finish soon.
The _____.

8

c Complete with the verb in brackets in the correct form.

- 1 I'm so tired. I wish I _____ to bed so late last night. (not go)
- 2 He hates his job. He wishes he _____ find another one. (can)
- 3 I wish I _____ you my secret. (not tell)
- 4 I'm tired of doing all the ironing. I wish you _____ . (help)
- 5 The children are making a terrible noise. I wish they _____ somewhere else. (play)

5

d Complete with the correct form of *have + it / them* and a verb.

clean cut paint repair

- 1 I don't like the colour of the walls. I'm going to _____.
- 2 A Is that a new fridge or the one that was broken?
B It's the old one. I've _____.
- 3 A Your hair's terribly long.
B Don't worry, Mum. I'm _____ tomorrow.
- 4 My car was filthy, so I _____ yesterday.

8

VOCABULARY

a Which one is different? Why?

- 1 running vest, tracksuit, dressing-gown, sweatshirt
- 2 linen, silk, cap, wool
- 3 slippers, trainers, gloves, sandals
- 4 plain, patterned, checked, striped

4

b Complete the missing words.

- 1 She prefers c_____ clothes to formal ones.
- 2 In the sales you can often find b_____.
- 3 I never buy d_____ clothes like Armani or Chanel – they're much too expensive.
- 4 Is it full price or is there a d_____?

4

c Write the opposite adjective.

- 1 logical _____
- 2 mature _____
- 3 sociable _____
- 4 sensitive _____
- 5 honest _____
- 6 responsible _____
- 7 considerate _____
- 8 selfish _____
- 9 patient _____
- 10 organized _____

10

d Write the words for the definitions.

- 1 warm and comfortable _____
- 2 what you turn on when you need water _____
- 3 the part of a fence that's like a door _____
- 4 a machine that washes plates, cups, etc. _____
- 5 a house that stands on its own _____

5

TOTAL MARKS 50

Animals or people?

1 READING

- a Have you seen chimpanzees in a zoo or in the wild? How 'human' do you think they are? In pairs, mark the following sentences Y (yes), N (no), or ? (don't know).

They can think.	<input type="checkbox"/>
They can smile.	<input type="checkbox"/>
They can write.	<input type="checkbox"/>
They can speak.	<input type="checkbox"/>
They have souls.	<input type="checkbox"/>
They can express emotion.	<input type="checkbox"/>
They can use sign language.	<input type="checkbox"/>
They can understand humans.	<input type="checkbox"/>
They understand time.	<input type="checkbox"/>

- b Quickly read the introduction to a text about Panabisha, the chimpanzee in the photo. Why is she unusual?

In a well-written text the first sentence of each paragraph (called the 'topic sentence') often summarizes what the paragraph is going to be about. Focusing on these sentences will help you understand what comes next.

- c In pairs, look at the 'topic sentences' A-F below. Imagine what the rest of the paragraph will be about.

- A** Humans have been trying for years to find ways of communicating with apes.
B Now Professor Rumbaugh has been given a US government grant for a project to see if apes can really learn to speak.
C Panabisha has gone further than just learning to speak.
D Some scientists believe that the discoveries in Atlanta demand a fundamental change in our attitude to our closest animal relatives.
E Panabisha's linguistic skills are impressive.
F Researchers at the language research centre of Georgia State University in Alabama have, for the first time, taught an ape how to 'speak' to humans.

- d Now read the text paragraph by paragraph. Complete with the topic sentences above.

English as a second language

She looks at me, then presses a brightly coloured symbol on an electric keyboard. From a voice synthesizer attached to the keyboard her words emerge.

'Does the visitor have a surprise?' she asks.

'Yes, it's in the refrigerator,' I answer. 'Do you want me to get it?'

'Yes,' she says. I return with a pot of strawberry jelly.

'Do you know what it is?'

'Jelly,' comes the synthesized reply.

This conversation may seem unremarkable, but it is an example of an astonishing scientific breakthrough. For sitting at the computer keyboard is a 14-year-old chimpanzee called Panabisha.



1

Panabisha talks through a computer that produces a **synthetic voice** as she presses keys on a specially designed keyboard. The keyboard has about 400 keys, each with a symbol. Some symbols have simple meanings such as 'drink' or 'apple', others express more abstract concepts such as 'up', 'give me', 'good', 'bad', or 'help'. The apes have to learn all the symbols and then construct sentences by pressing keys in the right order. The computer 'speaks' the words by **flashing** them on a screen.

2

She has a vocabulary of 250 words and understands 3,000 more – she has been brought up listening to English from birth. She can construct relatively complex sentences, such as 'Please buy me a hamburger'. She knows the difference in meaning between 'go outside and get the ball' and 'take the ball outside'. She can talk about feelings because the symbols board includes concepts like **'regret'**. She remembers 'yesterday' and understands 'tomorrow'. Duane Rumbaugh, the university's professor of psychology and biology, who is director of the centre, says, 'This is exciting research. Panabisha can understand spoken words and responds with **appropriate replies**. It shows that, like us, apes have the power of thought and reasoning. Our tests suggest that the animals have the language and mental skills of a four-year-old child.'

3

She is teaching the same skills to her one-year-old son Nyota, who has developed a vocabulary similar to that of a one-year-old child. He hasn't said any whole sentences yet, but his early start means he may soon **overtake his mother**. Recently Panabisha has even started writing words on the floor using **chalk**, apparently learning letters from the computer screens.

4

In the 1920s scientists tried unsuccessfully to teach them to speak, but in 1979 two American scientists taught a chimpanzee to use the **sign language** which is used by **deaf and dumb** people. The chimpanzee learnt a hundred



signs and was able to construct many short sentences as well as teaching the signs to other chimpanzees. But the recent experiments with apes and the voice synthesizer have shown that these animals are far more capable of learning to communicate with humans than was previously thought.

5

Until recently it had been thought that this was impossible because they couldn't produce the **wide variety** of sounds used by humans. But then the professor's researchers noticed that some apes were successfully copying human words and phrases. The sounds were distorted, but recognizable.

6

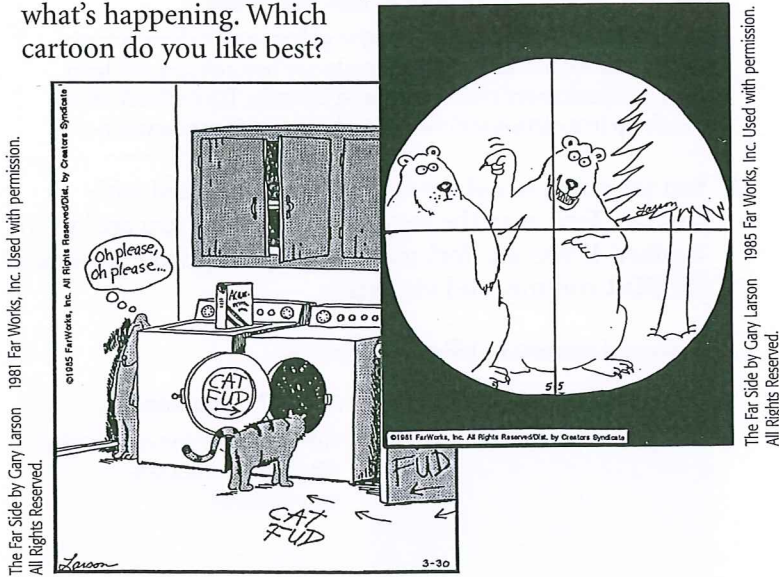
If apes can communicate and reason, do they have souls? Should they be given **'human' rights**, as has already been proposed in the New Zealand parliament? It is a question that medical researchers, who use chimpanzees to study diseases such as Aids and cancer, may find difficult to **reconcile with their work**. As one scientist said, 'It's one thing to look into a cage at a lot of dumb animals. But if they start talking back to you, **it makes you wonder** what gives us the right to put them there.' Visiting a zoo may never be the same again.

Adapted from the *Sunday Times*

- e Read the text again carefully, focusing on the **highlighted** words and phrases. In pairs, guess their meaning from the context. Be ready to explain them to the class in simpler words. What other words are new for you?
- f Look back at a. According to the text what can chimpanzees do? Do you think that apes should be given human rights?

2 VOCABULARY animals

- a Look at the cartoons and explain what's happening. Which cartoon do you like best?



- b **p.154 Vocabulary Bank Animals.**

- c In small groups, write ten quiz questions. The answers or questions must use words / expressions from the **Vocabulary Bank**. Ask your questions to other groups.

Can you name (a bird which has wings and feathers but can't fly)?

What do you call (the insect which makes honey)?

What's the difference between (a cat and a kitten)?

- d In pairs, answer the questions below.

Which wild animal(s) ...?

- are you most afraid of
- do you think are most 'human'

Are you afraid of insects? Which ones? Why?

If you could be an animal, which would you choose to be? Why?

Have you got any pets? How long have you had them for?

What animal do you think makes the best pet ...?

- for children
- for old people
- for working adults

3 GRAMMAR present perfect simple or continuous?

- a Use your instinct. Circle the correct form. If you think **both** are possible tick (✓) the sentence.

- 1 *I've written / I've been writing* emails all morning.
- 2 *I've written / I've been writing* seven emails.
- 3 I think *the dog's broken / the dog's been breaking* its leg.
- 4 How long *have you lived / have you been living* here?
- 5 How long *have you had / have you been having* your cat?
- 6 *We've painted / We've been painting* the house.
- 7 How many films *has he made / has he been making* this year?
- 8 You look hot! *Have you run? / Have you been running?*

- b **p.138 Grammar Bank 5A.** Read the rules and do the exercise.
- c Look at sentences 1 to 8 in a again. Explain why one or both forms are right.

4 PRONUNCIATION strong and weak syllables

Remember the 'music' of English comes from its rhythm and intonation. This depends a lot on the mixture of 'strong' and 'weak' syllables in a sentence. Getting this right will make you sound more fluent.

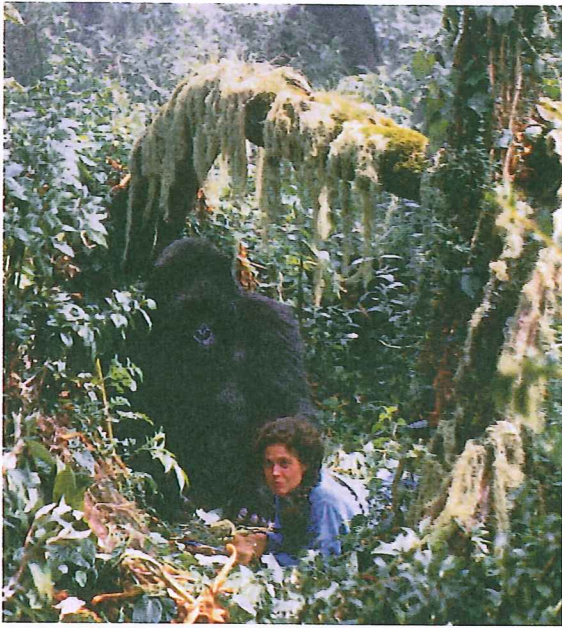
- a **5.1** Listen and write six sentences / questions.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- b Listen again. Underline the stressed words. How are *have* and *has* pronounced? Practise saying them quite quickly with good rhythm and intonation.

- c **Communication** *What does it mean?* **A p.118, B p.122.** Explain your words and numbers.

5 LISTENING



- a **5.2** Listen to two people debating the following topic: 'We worry too much about protecting wild animals and not enough about protecting people.' Decide if the sentences are T (true) or F (false).

The wildlife journalist ...

- 1 says TV documentaries don't influence people at all.
- 2 thinks these documentaries don't tell the whole story.
- 3 says that *Gorillas in the Mist* is about a woman who was killed by gorillas.
- 4 says that the woman conservationist was helping the animals and the people.
- 5 thinks we must solve local people's problems first.

The biologist ...

- 6 says an ecosystem only involves the relationship between animals and plants.
- 7 gives two reasons for the destruction of our ecosystems.
- 8 doesn't think it is a serious problem when a species becomes extinct.
- 9 says that animals becoming extinct will cause world starvation.
- 10 agrees with the journalist about how to save the environment.

- b Listen again. Explain why the sentences are true or false.
- c Who do you agree with? Do you think there are any other arguments for or against?

6 SPEAKING

GET IT RIGHT preparing before you speak

If you know in advance that you're going to talk about a topic, thinking about what you're going to say beforehand will help you to speak more confidently and fluently. Try to think of (or look up in a dictionary) words and phrases that you will need.

- a You are going to debate four topics connected with animals. First read the topics and decide if you are 'for' or 'against'. If you are 'for', make notes giving your reasons in the **FOR** column, and vice versa.

1 Should animals be killed for food?

FOR killing animals

AGAINST killing animals

Animals have the right to live. We should all become vegetarians.

2 Should animals be used in medical experiments?

FOR using animals

AGAINST using animals

3 Should dogs be banned in cities?

FOR banning dogs

AGAINST banning dogs

4 Should hunting as a sport be made illegal?

FOR hunting

AGAINST hunting

- b Form debating groups of four. Take turns to open each debate.

Can you remember?

1 SPEAKING

- a Tick the sentences which apply to you. Compare with a partner. Give examples.

I've got a good memory ...

Where are my glasses? or have I?



- I find it difficult to remember where I've put things.
- I remember people's faces but often forget their names.
- I usually remember how to get to a place when I've been there once.
- I tend to forget phone numbers.
- I quite often forget important dates and appointments.
- I sometimes have a good idea before going to bed but then forget it the following morning.
- I write down things I need to remember in a diary / list.
- I think my memory is getting worse.
- I have my own special system for revising for exams.
- I learn things by heart.
- I have to write down new English words before I can remember them.
- I have some tricks or memory aids that I use to help me remember words.

- b How important is having a good memory for you? Do you think it's possible to improve your memory?

2 VOCABULARY word-building

A very effective way of increasing your vocabulary is to 'make' new words from words you already know. You can often make different words from a 'root' word (*memory*) by adding a suffix (= an ending) to change the noun to a verb (*memorize*), an adjective (*memorable*), or an adverb (*memorably*). Remember, you can also make some words negative by adding a prefix like *un-*, *in-*, *il-*, or a suffix like *-less* (*useless*).

- a Put the words into the correct column.

enjoyable modernize improvement shorten
happiness discussion admiration useful
terrify gradually impersonal apparently
patience unforgettable hopeless possessive

Nouns	Verbs	Adjectives	Adverbs

- b Complete the sentences with a form of the word in brackets.

- 1 I'm very shy. I don't have much _____.
(self-confident)
- 2 _____ tickets for the concert were completely sold out.
(fortunate)
- 3 The waiter _____ for keeping us waiting so long.
(apology)
- 4 He never talks to anybody. He's very _____.
(communicate)
- 5 They get on well and are very _____ married. (happy)
- 6 This restaurant is now under new _____. (manage)
- 7 There are hundreds of _____ people living in the street in big cities. (home)
- 8 The atmosphere at the stadium with 150,000 people was _____.
_____! (believe)
- 9 You shouldn't talk to young children about ghosts – you'll _____ them. (fright)
- 10 When we talk about men and women it's difficult not to _____. (general)

3 READING

a Read the text in **three** minutes. Remember as much as you can about David Thomas by highlighting information about:

- his background
- his present job
- why he's become famous
- who he was inspired by
- his technique for remembering:
 - 1 phone numbers
 - 2 names and places
- what he's doing now

b Cover the text. In pairs, how much can you remember?



Anyone can do it

David Thomas failed all his maths exams and left school with no qualifications, yet this 30-year-old fire-fighter has just gone into the *Guinness Book of Records* by **reciting (1)** from memory 22,500 digits of the mathematical constant, *pi*.

After five months of training, in which he spent ten hours a day memorizing a quarter of a million digits, David Thomas took part in a 16-hour mental battle. Witnesses watched **in awe (2)** as Thomas set a new European record, earning the title 'Most Powerful Memory in the Western Hemisphere'. David says, 'My education was very limited. My father left home when I was six years old, and my mother and **stepfather (3)** didn't open my eyes much. When I was at school I was hopeless. I couldn't remember anything, but now I can remember more facts than anyone in Europe. I think of myself as a mental athlete. If there was a memory Olympics, I'd have a good chance of a gold medal.'

If they are given **random (4)** numbers to learn, **such as (5)** telephone numbers, most people can memorize only between seven and ten digits. So how does Thomas do it?

'One night I was watching a TV programme and there was an interview with a man called Dominic O'Brien, who had been the world memory champion five times. He can remember, among other things, the answers to all 7,500 *Trivial Pursuit* questions! He used to be a gambler, and he wasn't particularly successful until he developed his own mnemonics, or mental memory aid, for each card in order to remember which cards had already been **dealt (6)** and which ones hadn't. Once he had perfected his system he began to win serious money.'

Thomas became fascinated by O'Brien's theory that anyone can improve their memory by using specialized techniques. These techniques involve **linking (7)** everything to familiar people or objects.

'If you want to remember a phone number for example, you have to give the numbers life. Sometimes I associate a number with a person. Number 10 for me is always the Prime Minister (who lives at number 10 Downing Street) and 50 is my uncle John who died at that age. Sometimes if I want to remember a number, e.g. 42, I take the fourth and second letters of the

alphabet (D and B) and then think of somebody, e.g. David Bowie. Or if I'm trying to memorize a pack of cards, the four of hearts would be DH (Dustin Hoffman the actor): **D stands for (8)** 'four' and H stands for 'hearts'. Once you have learned the system you never forget.

If David is trying to remember facts he also links them to an image. 'For instance, if I was trying to memorize the name 'Tom Cruise', I would think of his film *Top Gun*, and that **leads (9)** me to images of guns and cruise missiles. If I was trying to remember a place name, for instance 'Quito', the capital of Ecuador, I might think of a 'key to' open a door.

You might wonder what the point is of being able to remember 22,500 numbers. But David is soon going to appear on TV's *Record Breakers*, and this week he is teaching memory training and speed-writing at Huddersfield University. His **fees (10)** are £600 a day. He is sure that the future holds a lot more for him than a job as a fire-fighter.

'The future is about finding out what our natural capacities are,' he says. 'There is no limit to what our minds can do.'

c Look at the **highlighted** words / phrases in the text. From the context, decide whether they mean **a** or **b**.

- | | |
|--------------------------|--------------------------|
| 1 a learning | b saying |
| 2 a in admiration | b nervously |
| 3 a mother's father | b mother's new husband |
| 4 a long and complicated | b not in a special order |
| 5 a for example | b that is to say |
| 6 a picked up | b given out |
| 7 a connecting | b memorizing |
| 8 a helps | b represents |
| 9 a takes | b follows |
| 10 a the money he pays | b the money he charges |

d Which is the best description of David Thomas? Why?

- 1 A man we should admire.
- 2 A man who has wasted a lot of time.

e Now use David Thomas's system to remember three new pieces of information. Discuss with a partner what images / names you've used.

- | | | |
|---|------------------|---|
| 1 | a phone number | 00354902754661 |
| 2 | an email address | 13141wav@sendanet.es |
| 3 | an idiom | I can't remember but it's on the tip of my tongue.
(= I can almost remember it) |

Adapted from the *Daily Mail*

1 GRAMMAR quantifiers: *all, any, every(body, etc.), no, none*

- Use your instinct. Circle the word or phrase that sounds best.
 - Can you put *all the cases / all cases* in the car?
 - Everybody *was / were* very kind to me.
 - All / Everything* started about five months ago.
 - On Tuesday I worked *all / every* day.
 - In general, *all women / all the women* love children.
 - He has *no / any* money at the moment.
 - How often do you go swimming? *Every / All* Wednesday.
 - None / No* of my friends came to the party.

p.138 Grammar Bank 5B. Read the rules and do the exercises.

Your teacher will ask you the questions in the survey below. Answer by putting your hand up. Count the hands, and complete the column on the right. Choose from the expressions in the box.

CLASS SURVEY

How many people in the class ...?

all of us	most of us	half of us	some of us
a few of us	hardly any of us	none of us	

- enjoy watching football _____
- are vegetarians _____
- have children _____
- have a twin brother or sister _____
- have been to Australia _____
- belong to a club or organization _____
- live in a block of flats _____
- have a dishwasher _____
- have mobile phones _____



5 LISTENING

- What are your earliest childhood memories. How old were you?

When you are listening to someone who is speaking very quickly it is impossible to understand every word they say. Try to listen for clues and key words which help you follow more or less what the person is saying.

- 5.3** Listen to three people talking about incidents they remember from their childhood or teens. Choose an adjective from the list to describe how each person felt.

amazed embarrassed excited depressed
disappointed confused frightened shocked

- _____
- _____
- _____

- Listen again to each story. In pairs try to remember as much as you can. Use the chart to help you.

age
the occasion and background to the story
what happened
what happened in the end
how the person felt

6 PRONUNCIATION *ei / ie*





Some pairs of vowels can be problematic.

- When two vowels follow each other, they often make one sound, but sometimes two. *terrified* (one sound), *experience* (two sounds)
- Two vowels don't always make the same sound, e.g. *field* /fi:ld/ and *die* /dai/.

- Underline the words where *ei* or *ie* is pronounced as two sounds. Practise saying them.

being believe field neighbour scientist
ceiling handkerchief neither quiet society
friend receipt height receive leisure
reinforce weight

- b 5.4 Now look at the words with *ei* / *ie* as one sound. Put them in the right column according to the pronunciation. Listen and check.

- c Look at the completed chart.
- 1 Can you think of any 'memory aids' to remember the pronunciation? How could you remember, e.g. *weight* /weɪt/ and *height* /haɪt/?
 - 2 Which is the most common sound in the chart?
 - 3 Learn this mnemonic to help you remember the spelling of /i:/ words:
i before e except after c when the sound is /i:/.

7 SPEAKING

GET IT RIGHT -ed / -ing adjectives

- a Circle the correct adjective in each sentence.
- 1 It was so *embarrassed* / *embarrassing* that I went bright red.
 - 2 Did you feel *disappointed* / *disappointing* when you opened the present?
 - 3 It was an *exciting* / *excited* film. I loved it.
 - 4 When we got home we were *exhausted* / *exhausting*.
 - 5 This new book looks *fascinated* / *fascinating*.
- b What's the difference between *-ed* and *-ing* adjectives?

- a Look at the experiences below. Spend two or three minutes thinking of examples.

Can you remember ...?

- a time when your parents got absolutely furious with you
- a really embarrassing incident when you were a child / teenager
- a time when you felt absolutely terrified
- a moment when you felt terribly disappointed about something
- a very special birthday / Christmas
- when you first heard a song which now brings back memories
- an age when you felt that nobody really understood you
- a TV programme / film that frightened you a lot
- being very excited because you were going to do something for the first time

- b In groups of three, ask another student to tell you about his / her memories. Use the chart from 5c to help you.

8 WRITING

- a p.157 Writing Bank Checking B.
- b Correct the mistakes in the text. The mistakes are either grammar, vocabulary, or spelling.

The song which brings back more memories for me is *You're so vain* by Carly Simon. It used to be my favourite. I first heard it when I was on my teens – I can't remember how old exactly. I was on holidays with my parents in Brighton on the south coast, where there was a lot of people, and they use to play it every night in the disco. Of course it was the typical story, I knew a girl and fell in love – she was a Brazilian, and was called Claudia, and we were together all the days for three weeks. I can still see her face when I hear the song, even after all this years!

- c Look through your last two pieces of written work. Make a checklist with any mistakes you've made more than once. Memorize the list. Use it to check your writing.

9 5.5 SONG 🎵 *You're so vain*



It's all in the mind

1 SPEAKING

a Read the six newspaper extracts. Match them to the words in the list. Look at the phonetics. Practise saying the words.

a faith -healer /'feɪθhi:lə/	a ghost /gəʊst/
a clairvoyant /kleə'vɔɪjənt/	a coincidence /kəʊ'ɪnsɪdəns/
a UFO /'ju:ɹeɪf'əʊ/	telepathy /te'lepəθi/

- Several more sightings of this object have been reported in the skies over Kentucky. Local police say that it could have been a military plane, though there are no records of one flying over the area at the time. _____
- Mrs Jones insists that since he put his hands on her back, the pain has completely disappeared. _____
- The woman is said to appear during winter nights wearing a long grey dress. Though many people claim to have seen her they have never heard her speak. _____
- John says that at the exact moment his twin James had the accident he saw an image of a car crashing into a tree. _____
- Dame Rosa (not her real name), who uses cards to predict the future, is regularly visited not only by many show-business personalities but also by police and private investigators. _____
- When Mr Barker walked into the hotel he could hardly believe his eyes – standing at Reception was his ex-wife with her new husband. They had booked their holiday in exactly the same place. _____

GET IT RIGHT reacting to strange information

Look at these common ways of responding to strange or unusual information.

For something which sounds 'supernatural':

How spooky! /'spu:ki/

For something which sounds strange:

How strange! **How odd!** **How weird!** /'wiəd/

How bizarre! /br'zɑ:/

b In pairs, discuss the questions. Use the words in **bold**.



- D**o you think that people's **spirits** survive after death? Do you know anyone who has seen a **ghost**?
- D**o you think that there are people who can **cure** you of illnesses just by touch or prayer? Have you had any **first-hand experience** of them?
- H**ave you ever communicated to someone with your **mind**, or had a **premonition** of something that was going to happen which then happened?
- D**o you think that there are people who can **predict the future**? Have you (or a friend) ever been to a **clairvoyant**? What happened?
- H**ave any **strange coincidences** happened to you or to people you know?
- M**any people have reported seeing UFOs. Do you think there is a **rational explanation** for them?
- H**ave you had any other **paranormal** experiences?

2 LISTENING



- a In pairs, describe the two pictures. What do you think the connection between them could be?
- b **5.6** Listen to some extracts from a radio science programme. Can you explain the connection now?
- c **5.7** Read the description of an experiment. Then listen to **Part 1** of the programme. Correct eight mistakes.

The experiment was done at the John Moore University in London. They wanted to see if UFOs really existed. Julie Cohen, a teacher, was one of the guinea pigs. She didn't believe in the experiment. She was in a small room lying on a sofa with half ping-pong balls over her eyes and a green light shining on her face. Doctor Matthew Smith was in the same room. He had an envelope with two pictures in it. He had to communicate one of the pictures to Julie using only his mind. He couldn't hear her but she could hear him.

- d **5.8** Now listen to **Part 2**. Write down the seven images which came into Julie's mind. How successfully did Dr Smith transmit the image?

- e **5.9** Now listen to **Part 3**.
- 1 Was the experiment a success?
 - 2 How did Dr Smith feel after the experiment?
 - 3 How did Julie feel after the experiment? Did it make her change her mind?
 - 4 What does Dr Smith think will happen in the future?
- f Do you believe in telepathy? Have your feelings changed after hearing about this experiment?

3 GRAMMAR relative clauses

- a Use your instinct. Circle the correct word.
- 1 He's the actor to *who / whom* they gave the Oscar.
 - 2 *Which / What* most frightened me about the house were the noises I heard at night.
 - 3 The hotel in *which / that* she stayed was awful.
 - 4 We found out that we were born in the same hospital, *which / that* was an amazing coincidence.
 - 5 I couldn't hear *what / that* they were saying.
- b **Op.138 Grammar Bank 5C.** Read the rules and do the exercises.
- c Say what you think. Complete the sentences in your own words. Tell a partner.
- 1 What I hate most about the winter is ...
 - 2 What I find annoying about my family is ...
 - 3 What I usually do when I get angry is ...
 - 4 What I like best (or least) about this town / city is ...
 - 5 What I really fancy doing this weekend is ...
 - 6 What I would love to eat now is ...


4 READING

- a In groups of three, answer the questions below on your own. Don't show each other what you're writing, but try to 'telepathize' so you all write the same things.

ARE YOU TELEPATHIC?

- 1 Draw any simple drawing on a piece of paper.
- 2 Draw two regular geometric shapes, one inside the other.
- 3 Think of a number between one and ten, but not three. Write it down.
- 4 Think of a number between one and 50 where both digits are odd (e.g. 1, 3, 5, etc.) and not the same. Write it down.
- 5 Think of any two-digit number. Write it down.

- b Compare what you've written. Were any things the same?

 **Communication** *Are you telepathic?* p.118 Read the comments.

- c Read the article and match the topic sentences below to the paragraphs (one of the sentences doesn't fit the text at all).

- A Psychologists say that one reason why so many people still believe in the paranormal is because we are all so bad at judging probability.
- B Recent research has shown that it is almost certain that we will soon be able to communicate with each other using telepathy.
- C Most serious research into telepathy follows a set of rules called the Ganzfeld procedure.
- D Other strange events like premonitions are also more likely than people realize.
- E A major new study into hundreds of experiments in telepathy carried out over the last ten years has found no evidence that it really exists.

- d Read the text again. Decide whether the sentences are **T** (true) or **F** (false). Explain why.

- 1 Very little research has been done into the powers of telepathy.
- 2 Drs Wiseman and Milton carried out experiments.
- 3 The Ganzfeld procedure involves transmitting images using non-verbal communication.
- 4 Experiments show that more than a quarter of people choose the right image.
- 5 If we knew more about probability, we would be less likely to believe in the paranormal.
- 6 If you dream that a relative or friend is going to die, it would just be bad luck if your dream came true.

- e Underline **five** new words or phrases to remember.

Telepathy ... the proof really is all in the mind

1 Researchers claim that while many people have strange, even bizarre experiences in their lives, almost all can be explained by coincidence. Psychologists Dr Richard Wiseman, an expert in the paranormal from the university of Hertfordshire, and Dr Julie Milton, came to their conclusions after looking at 1,200 published scientific investigations into telepathy from all over the world. After going through the results, they found that they were exactly what you would expect from pure chance alone.

2 Under these rules volunteers sit on their own in a room with half ping-pong balls over their eyes and a strong red light to stop visual distractions. In another room a second volunteer is given a picture and is instructed to concentrate on it and transmit the image mentally to the other person. After 20 minutes the first volunteer is shown four pictures and asked to nominate the correct one. Dr Wiseman found that only 27% of the pictures were correctly identified. Although this was slightly more than the 25% you would expect from chance, the difference was not statistically significant.

3 Some strange events which may seem fantastic are actually statistically not so unlikely. For instance, if there are just 24 strangers in a room, there is a 50/50 chance that two people will share the same birthday. If these two meet, it will seem like a coincidence.

4 Dr Wiseman has studied the phenomenon of people who dream about death, and then have a close relative or family member die the next day. If you accept that the average person dreams about the death of a friend or a relative once in their lifetime, it is possible to work out the probability that the person will actually die in the following 24 hours. The odds are millions to one against. But in a UK population of 60 million, two people will have this frightening experience each week. It may seem like a premonition, but in fact they have just been unlucky.

Adapted from the *Daily Mail*

5 VOCABULARY words with more than one meaning

Many words in English have two or more meanings (e.g. *odd*). Sometimes they are grammatically the same, sometimes different. In a dictionary, the most common meaning comes first.

odd /ɒd/ *adj.* 1 strange: *She's a very odd person.*

2 (for numbers) cannot be divided by 2:
5 is an odd number.

odds *pl noun* probability: *The odds are 20 to 1 against it happening.*

- a Think of two or more different meanings for each word. Check with a dictionary or with your teacher.

lie (2 verbs)

match (2 nouns, 1 verb)

tap (1 noun, 1 verb)

blind (1 noun, 1 adj.)

mind (1 noun, 1 verb)

fit (1 adj., 1 verb)

sink (1 noun, 1 verb)

court (2 nouns)

- b Complete the sentences with the right word. Make the word plural if necessary.

1 Nobody ever thought that the ship would _____.

2 A What do you want to do tonight?

B I don't _____. You decide.

3 If you're not feeling well, go and _____ down.

4 The _____ was a disaster. We lost 5–0.

5 If you want to keep _____, go to the gym.

6 Which do you prefer, curtains or _____?

7 Has the hotel got a tennis _____?

8 Turn the _____ off. The bath is full.

- c Can you think of any other words with two meanings?

6 PRONUNCIATION silent letters

When two consonants come one after the other they are often pronounced separately, but sometimes one consonant is 'silent', i.e. not pronounced. Use your instinct to identify 'silent' letters, or check in your dictionary. Memorize 'irregular' words.

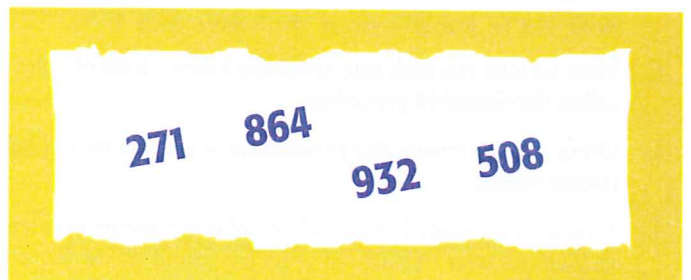
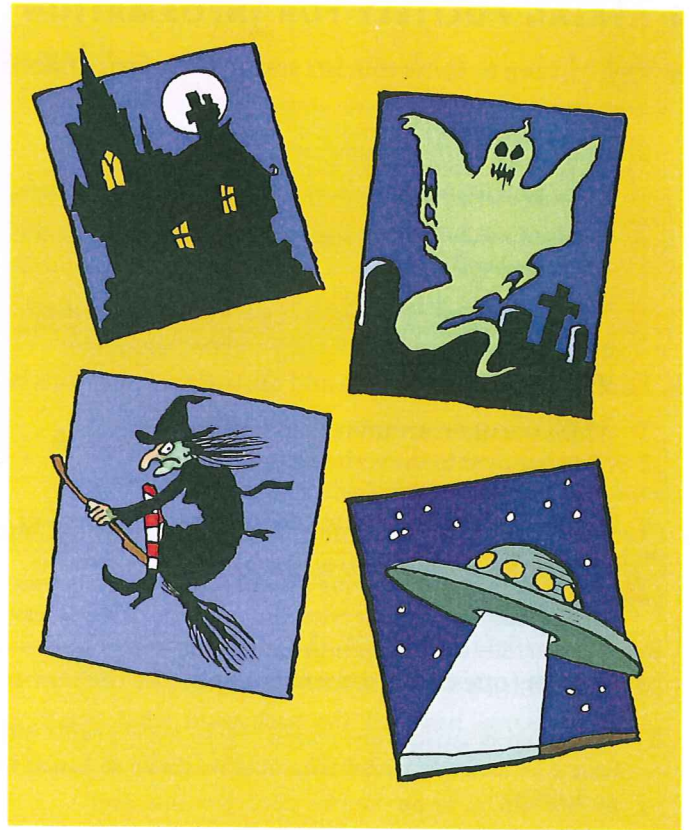
- a In each group circle the word where the two consonants are pronounced separately. Cross out the silent letter in the other two. Practise saying the words.

- | | | |
|---------------------------|---------------------|-------------------------|
| 1 a s ceptical | b s cientist | c s cenery |
| 2 a p psychologist | b c collapse | c p psychiatrist |
| 3 a d esigner | b s ign | c s ignature |
| 4 a d umb | b r remember | c c limber |
| 5 a w weakness | b k nee | c k nife |
| 6 a c astle | b l isten | c m ostly |
| 7 a a isle | b d islike | c i sland |
| 8 a t alk | b m ilk | c w alk |

- b 5.10 Listen and check.

7 GAME

In pairs, try to transmit to each other using your mind one of the four images, and one of the numbers below.



1 ASKING POLITELY FOR INFORMATION

a 5.11 Listen to some tourists asking for information. Complete the questions.

Asking politely for information (indirect questions)

- 1 a Where's the bus station, please?
b Could you tell me _____, please?
- 2 a What time does the bank open?
b Do you know _____?
- 3 a Does this bus go to Piccadilly?
b Could you tell me _____ to Piccadilly?

b Look at questions 1–3 in a and answer the questions below.

- Which questions are more polite, a or b?
- What happens to the verb *be* in sentence 1b?
- What happens to the auxiliary *does* in 2b and 3b?
- Which word do you have to add to the yes / no question in 3b?

⚠ In an indirect question the second verb is not in question form, NOT *Could you tell me what time does the last bus leave?*

c Rewrite the questions in the correct order.

- could is me next tell the time train what you ?

- to bus do if know centre goes the this you ?

- bank do is know nearest the where you ?

- train you to tell could me if this Bristol goes ?

d Look at the picture. Ask questions 1–8 politely.

- Could you tell me *if there's a post office near here* ?
- Do you know _____ ?
- Could you tell me _____ ?
- Do you know _____ ?
- Do you know _____ ?
- Do you know _____ ?
- Could you tell me _____ ?
- Could you tell me _____ ?

e 5.12 Listen and repeat. Copy the polite intonation.



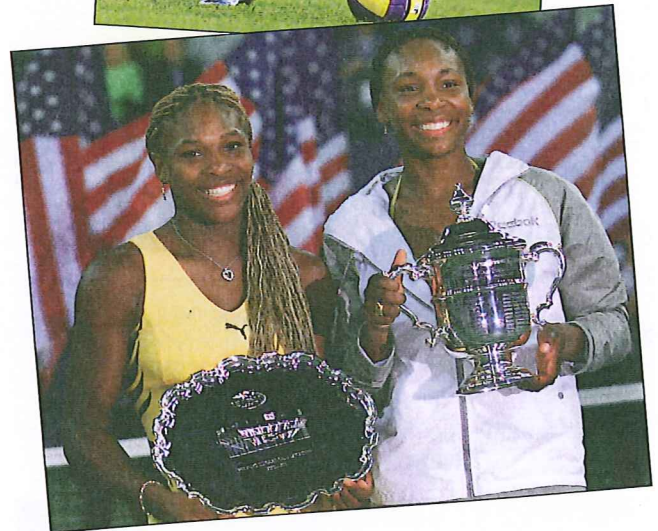
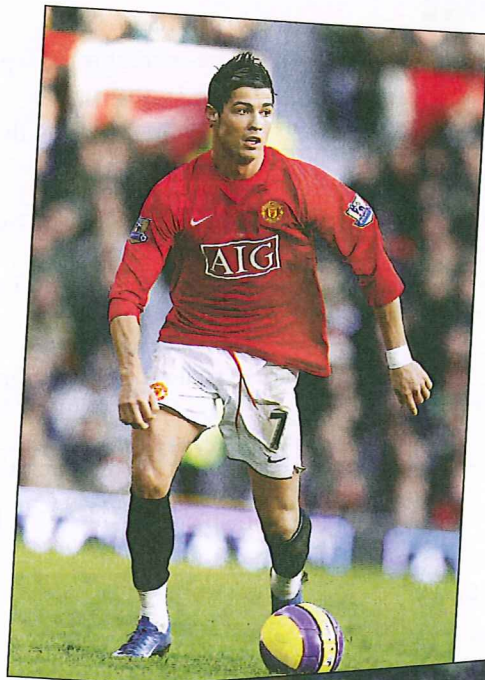
Top sports people earn too much money nowadays

In most countries today top sports people, 1 _____ footballers, tennis players and basketball players, get enormous salaries. What they earn in a week is often more than ordinary people earn in a year. Is this really too much? 2 _____ I don't think so.

3 _____, the active life of a professional sports person is relatively short – they often retire when they're in their mid-thirties. 4 _____, many of them don't even play that long, as they often get injured, which means they have to retire early.

5 _____, although their salaries are very high, they are not much higher than other successful people in the entertainment industry like pop singers, actors or TV personalities, whose professional careers can last for fifty years. Sport today is watched by millions of people, so it should be considered entertainment just like the cinema or TV.

6 _____, I think that top sports people's high salaries are not unfair if you compare them with people doing similar jobs.



Read the composition. Complete with a word / expression from the list.

Besides Firstly such as Personally
Secondly To sum up

WRITE an opinion composition. Choose one of the four questions in exercise 5 on p.71.

PLAN what you are going to write. Decide if you are 'for' or 'against' (e.g. hunting). List three reasons why. Write the composition in 150 words.

CHECK the composition for mistakes (grammar , punctuation , and spelling).

Tips for writing an opinion composition

- 1 Plan four (or five) paragraphs: an introduction (e.g. what the situation is in your country), the main reasons why you agree / disagree, and a conclusion (a summary of your opinion).
- 2 List your reasons ('for' or 'against') before you start writing. Two or three main reasons is enough.
- 3 Start paragraph 2 with your main reason (*Firstly* ...). Use a connector (*besides, what is more*) to add a related reason. Use *Secondly* and *Finally* to introduce your other arguments in new paragraphs.
- 4 Back up your reasons with clear examples.
- 5 Use a formal style (don't use contractions, or very colloquial expressions).
- 6 Learn and use the connectors in the list.

GRAMMAR

a Put the verbs in brackets in the correct form – present perfect simple or present perfect continuous.

- 1 A How many books _____ you _____ this holiday? (read)
B Two. I _____ another one. (start)
- 2 A How long _____ you _____ to work by bike? (go)
B Not long. In fact I _____ only _____ it for about two months. (have)
- 3 I _____ information for hours but I _____ anything useful yet. (look for, find)
- 4 A You're filthy. What _____ you _____? (do)
B I _____ in the garden. I _____ two rose bushes and some tulips. (work, plant)

9

b Circle the correct word.

- 1 You've left *everything* / *all* in a terrible mess.
- 2 There are three bathrooms, *all* / *everyone* with a different colour scheme.
- 3 I used to go jogging *all the* / *every* day, but now I can't.
- 4 I'd like *all* / *every* of you to give me the work now.

4

c Complete with *no*, *none* or *any*.

- 1 A Could you look after Melissa for me tonight?
B _____ problem. I wasn't busy tonight anyway.
- 2 _____ of us could do the exam. It was too difficult.
- 3 I don't have _____ brothers and sisters. I'm an only child.
- 4 A How many chocolates are there left?
B _____. I've eaten all of them.

4

d Rewrite to make one sentence with a relative clause.

- 1 I'm staying with a friend. She's very nice.
The friend _____.
- 2 Mark failed his driving test. It was a pity.
Mark _____.
- 3 We're staying in a hotel. It's very noisy.
The hotel _____.
- 4 She's saying something. I can't hear it.
I can't _____.
- 5 I hate the sales. There are so many people.
What I hate _____.

10

VOCABULARY

a Write the words for the definitions.

- | | |
|--|---------|
| 1 an insect which makes honey | b _____ |
| 2 the largest mammal in the world | w _____ |
| 3 a baby cat | k _____ |
| 4 a young cow | c _____ |
| 5 the foot of dogs, lions, etc. | p _____ |
| 6 the part of a bird that is used to fly | w _____ |

6

b Complete with a form of the word in **bold**.

- 1 I'm sorry but _____ I can't come to your wedding. **fortunate**
- 2 Try to _____ the new vocabulary. **memory**
- 3 There has been a big _____ this century in the way women are treated in society. **improve**
- 4 It was an awful experience. We were absolutely _____! **terror**
- 5 Telepathy is a form of _____ where you use only your mind. **communicate**
- 6 This DVD is _____. It won't play. **use**
- 7 Your puppy is really _____. **adore**

7

c Complete the dialogue with words about the supernatural.

- A I went to see a c _____¹ yesterday. She told me all about my f _____².
- B What did she say?
- A She told me that I was going to change my job. And guess what? This morning I read my h _____³ in the paper and it said exactly the same thing!
- B Wow! How s _____⁴! What an amazing c _____⁵! Maybe it's true.

5

d Write one word for each pair of definitions.

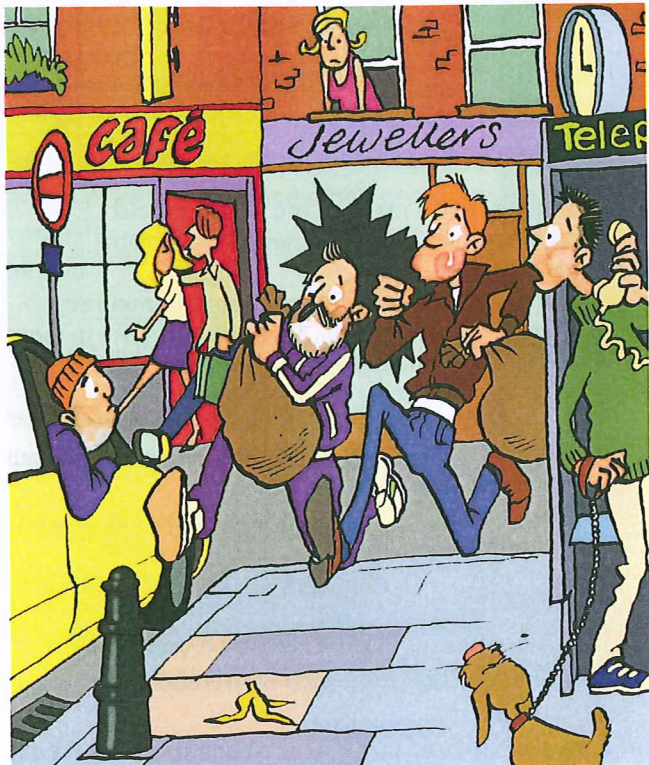
- 1 it's used to keep the sun out of a room / unable to see _____
- 2 an organized sports game / it's used to light a cigarette _____
- 3 in good physical condition / be the right size or shape _____
- 4 be in a horizontal position / say something that's not true _____
- 5 criminal trials take place here / an area for playing tennis _____

5

TOTAL MARKS 50

Caught in the act

1 VOCABULARY crime and punishment



- a Look at the picture carefully for 30 seconds. Close your book and answer your teacher's questions. Were you a good witness?
- b p.155 Vocabulary Bank *Crime and punishment*.
- c Test your memory with this quiz.

1 Explain the difference between ...

- to kidnap and to hijack
- a murder and an assassination
- bribery and blackmail
- a thief, a burglar, a robber, and a shoplifter

2 Which of these crimes have been in the news recently? What happened?

- | | | |
|---------|------------|-----------|
| murder | kidnapping | hijacking |
| robbery | blackmail | terrorism |
| bribery | any others | |

2 SPEAKING

GET IT RIGHT making your point

Use these expressions for giving your opinion and agreeing / disagreeing in discussions.

In my opinion ...	I completely disagree ...
Personally I think ...	I quite agree ...
If you ask me ...	I agree with you up to a point ...

- a Look at the five questions. What is your opinion on each issue?



- Should all trials be with a jury?
- Should taking soft drugs (e.g. cannabis, ecstasy) be legalized?
- Should trials of public interest be televised?
- Is prison the only solution for violent criminals?
- At what age can a child be considered responsible for a crime?

- b Work in groups of three or four. Your teacher will call out a number from 1 to 5. Each person must give their opinion for that question. Keep discussing the topic until the next number is called out.

3 GRAMMAR gerunds and infinitives

- a Circle the correct verb forms.
- He was accused *of murdering* / *to murder* his boss.
 - The thieves managed *escaping* / *to escape*.
 - Kidnap* / *Kidnapping* is a serious crime.
 - It's difficult *to learn* / *learning* a language.
 - I don't mind *to pay* / *paying* for the damage.
 - A Why did she leave the party early?
B *Catching* / *To catch* the last train.
- b p.140 Grammar Bank 6A. Read the rules and do the exercises.

4 LISTENING



- a Look at the photo. Why do you think the man went to jail because of it?
- b 6.1 Now listen to part of a radio programme called *Crimebusters*.
- 1 What was the crime?
 - 2 How was the criminal caught?
- c Listen again. Mark the sentences T (true) or F (false).
- 1 Matt's car was stolen while he was at dinner with friends.
 - 2 The car was found quite a long time after being stolen.
 - 3 The police were not very confident of catching the thief.
 - 4 The car had been slightly damaged.
 - 5 The radio had been stolen.
 - 6 Matt's camera was not very valuable.
 - 7 When Matt looked at his photos, there were some he didn't recognize.
 - 8 The police knew who the man in the photo was.
 - 9 Lee and his girlfriend had taken pictures of each other in the car.
 - 10 The police think Lee can't be a very intelligent man.

When you listen you have to guess the meaning of new words from the context, just as you do when you read. Of course this is much more difficult because you only hear the word once and you do not see how it is written. Try to visualize words you think you hear, and guess their meaning.

- d 6.2 Listen to some extracts from the programme. Focus on the missing word. What does it sound like? What do you think it means?
- 1 It had been just, you know, _____ at the side of the road, a couple of miles away.
 - 2 The thief had crashed it and the back light was _____.
 - 3 When I looked at them a bit more carefully I saw that the _____ was in my car.
 - 4 He even posed with the _____ he'd used to break into the car.
- e Listen again. Try to write the words.

5 WRITING

- a p.157 Writing Bank Checking C.
- b In pairs, correctly punctuate the following witness report of a crime.

on tuesday may 24th i left work at about 6.15 on my way home i was walking down cavendish street when i saw a young man running out of the italian restaurant on the corner the man was wearing jeans a black leather jacket and trainers he was carrying a plastic bag and he ran towards a motorbike which was parked on the corner another man ran after him shouting stop thief but he couldnt catch him i only saw him for a few seconds but if i saw him again i think id recognize him

- c Look back at the picture in 1 at the beginning of the lesson. You were standing on the other side of the road and saw the robbers. Plan exactly what you saw in pairs. Then write a report for the police. Check it for mistakes, including punctuation, before you give it in.

6 READING

- a You are going to read two articles about the same event from different newspapers. In pairs, A read article 1 and B read article 2. Don't worry about new words. Then talk to your partner. Decide exactly what happened.

Article 1

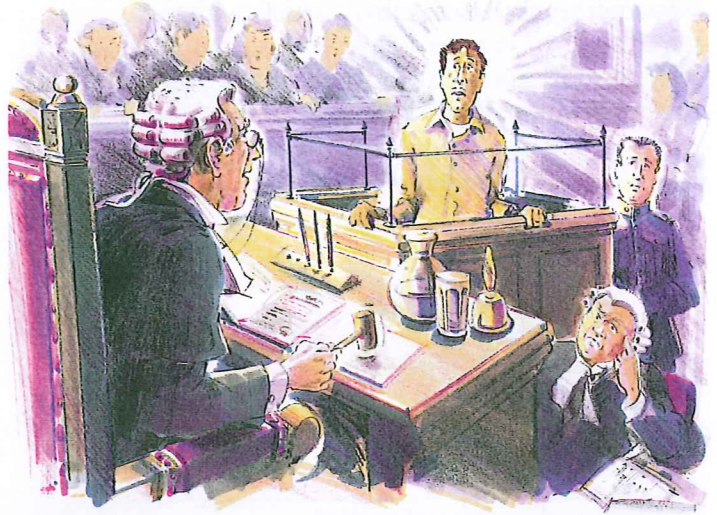
Jailed because of a cough!

As the foreman of the jury got to his feet to deliver his verdict at the climax of the two-day trial, the traditional tense silence descended on the court.

For the defendant Alan Rashid, it was the moment of truth. Unfortunately for him it was also the moment when a member of the jury couldn't control the tickle in the back of his throat any longer. He suddenly coughed just at the moment when the foreman declared Mr Rashid 'not guilty'. Because of the cough nobody heard the word 'not' – so in an instant an innocent man was turned into a convicted criminal!

As 32-year-old Mr Rashid, who is unemployed, stood devastated in the dock – and with the puzzled jury wondering what on earth was going on – Judge Michael Gibbon jailed him for two years on a charge of making a threat to kill. Mr Rashid's lawyer tried to console him as he was taken to the court cells to wait for the van to take him to prison. Judge Gibbon then thanked the jurors at Cardiff Crown Court for their efforts during the trial and let them go.

But as they walked out of court a puzzled member of the jury asked a court official why Mr Rashid had been sentenced for two years after being found not guilty. The official immediately realized there had been a mistake and called everyone back to court. Mr Rashid was taken back into the dock and Judge Gibbon told him he was free to go. Mr Rashid's lawyer said afterwards, 'He was totally confused. One moment he was facing two years in prison and the next he was going home on the bus.'



Article 2

Juror's cough clears throat but jails innocent man

A man found not guilty by a jury was jailed by mistake because somebody coughed as the foreman delivered the verdict.

Judge Michael Gibbon sentenced Alan Rashid to two years' imprisonment believing he had been found guilty of making a threat to kill. But the ill-timed cough drowned out the vital word 'not', leaving the court and defendant convinced that he had been convicted. Judge Gibbon, 68, told Rashid, 'The maximum sentence for making a threat to kill is ten years. Taking everything into consideration, the least sentence I can give you is two years' imprisonment.'

Mr Rashid, 32, of Llanrumney, Cardiff, was led to the cells at Cardiff Crown Court and the judge discharged the jury. But as Mr Rashid

waited for a van to take him to jail, a mystified juror asked a court usher why a man they had acquitted was being imprisoned. The court was hastily reconvened and Mr Rashid was freed.

Nicholas Williamson, the court manager, said, 'It was very bizarre. The jury foreman indicated a guilty verdict and the court proceeded to sentence the defendant. One of the jurors was puzzled why he was jailed after being found not guilty, and the judge was informed. Mr Rashid was a very relieved man when the judge explained what had happened.'

Jurors had not spoken up earlier during the hearing on Wednesday because they believed that Mr Rashid had been convicted of other offences.

Glossary

foreman leader of a jury or a group of workers

convict say sb is guilty

the dock the place in a court where the accused person sits or stands

cell small room, e.g. in a prison

defendant person who is accused of sth in a court of law

acquit say sb is not guilty

- b Now quickly read each other's article with the glossary. Then in pairs answer the questions below, writing short notes. Say in which article you found the information. Write **1**, **2**, or **B** (both).

Which article?

- 1 Where was Mr Rashid from? _____
- 2 How old was he? _____
- 3 What did he do for a living? _____
- 4 What was he accused of? _____
- 5 What was the atmosphere like before the jury gave the verdict? _____
- 6 What was the jury's real verdict? _____
- 7 Why did the judge sentence him? _____
- 8 What was the sentence? _____
- 9 What is the maximum sentence for this crime? _____
- 10 How did Mr Rashid feel when he heard the verdict? _____
- 11 Why was Mr Rashid brought back to the court? _____
- 12 How did Mr Rashid feel when the judge told him he was free? _____

- c Look at the **highlighted** words. Guess their meaning from the context. Then match them to the meanings.

- 1 _____ changed into
- 2 _____ irritation, uncomfortable feeling in the body
- 3 _____ made impossible to hear because of a noise
- 4 _____ pleased because your fear or worry has been taken away
- 5 _____ confused
- 6 _____ a warning that sb may hurt / kill you if you don't do what he / she wants

- d The articles are from two different kinds of newspaper. Which article is more dramatic, and has more about atmosphere and feelings? Which do you think is from a tabloid, and which is from a more serious newspaper?







7 PRONUNCIATION

ough / augh

It can be difficult to know how to pronounce words with *ough* and *ough* because there are several different possibilities. Use your dictionary if you're not sure of the pronunciation. Try to memorize the pronunciation of common *ough* and *ough* words.

- a Look at these common words. How do you pronounce them? Put them under the right vowel-sound picture. They always rhyme with the word in the column.

although bought caught cough daughter
enough laugh naughty nought rough
taught though through tough

 <i>scarf</i>	 <i>off</i>	 <i>stuff</i>
 <i>short</i>	 <i>blue</i>	 <i>snow</i>

- b **6.3** Check with your dictionary or with the teacher. Listen and practise saying the words. Which is the most common pronunciation?
- c Learn these sentences as memory aids to help you remember the pronunciation.
- 1 I'm feeling blue because we're through.
 - 2 Have we got enough stuff?
 - 3 Don't laugh at my scarf!
 - 4 Although I said no, I'll go.
 - 5 I had a cough, so I had the day off.
 - 6 I bought my daughter some shorts.

Economical with the truth

1 VOCABULARY truth and lies

- a Complete the quotations with a word from the list (some words are used more than once). Which quotation do you like best?

liar lies true truth secret deceive
cheating pretend

1

'A _____ is something everybody only tells one person.'

Anonymous

2

'I have not told any _____, but I have been economical with the _____.'

Lord Armstrong, politician

3

'Oh what a tangled web we weave when first we practise to _____.'

Sir Walter Scott, writer

4

'It is always the best policy to tell the _____ – unless, of course, you are an exceptionally good _____.'

Jerome K Jerome, writer

5

'Be careful what you _____ to be, because you are what you _____ to be.'

Kurt Vonnegut, writer

6

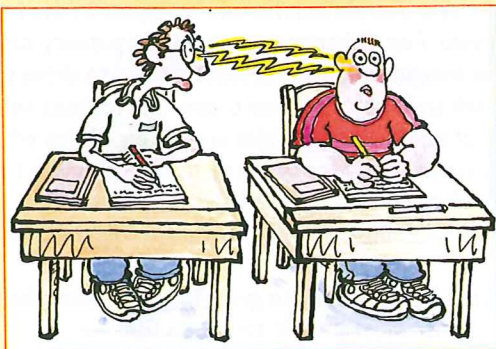
'I don't care what is written about me so long as it isn't _____.'

Dorothy Parker, journalist

7

'I was thrown out of college for _____ in the metaphysics exam. I looked into the soul of the boy sitting next to me.'

Woody Allen



- b In pairs, talk about the questions below. Use the words in **bold**.

- Which of these do people **lie** about most often? Why?
a money b their age c their feelings
- Is it acceptable to **tell a lie** . . . ?
• to **protect your privacy** /'prɪvəsi/
• to **keep a secret**
- Is it sometimes better to tell a **white lie** than to tell **the truth**? When?
- Should doctors always **tell** their patients **the truth**?
- Should parents always answer their children's questions **truthfully**?
- Is 'being economical with the truth' the same as **lying**?
- Who are better at lying, men or women?
- In what jobs is it useful to be good at lying?

2 READING

- a You're going to read a text about lying. Before you read, in pairs, discuss what you think the answers to the questions will be.

- Is it easy to spot if someone is telling a lie?
- Why is it difficult to create lie-detection experiments?
- How many lies do most people tell a day?
- In which jobs are people especially good at spotting liars? Why?
- If a woman is lying, who will spot it first, her husband or a stranger?
- Are women better at detecting lies than men?
- Are educated people better or worse liars? Why?
- What emotions do liars try to hide?
- Do people tend to forget or to remember lies they told in the past?
- What kind of clues does a liar give that he or she is lying?
- What does the expression 'to live a lie' mean?

- b In one minute, **A** read the first two parts, **B** the second two. Tick (✓) the questions which are answered in your paragraphs.

- c Read your paragraphs again more carefully to find the answers to the questions in a. In pairs, explain the answers in your own words.

- d How good are you at spotting liars? Do you know of anybody who has 'lived a lie'?

To tell the truth, it's hard to spot a liar

Not as easy as you think

Ten men are interviewed on video for ten minutes. Each man gives his opinion on important social issues such as capital punishment and anti-smoking laws. All the person watching the video has to do is to decide which of the men are lying. It sounds easy, doesn't it? Most people think it does. They are confident of their ability to detect a liar. After all, we live in a society where lies are commonplace – in one study people confessed to telling at least one lie a day (college students two). Yet psychologists at the University of California have demonstrated that most people perform really badly on the test, even though each liar gave a variety of clues. Even groups who might have been expected to score better – police officers, lawyers, judges, and FBI agents – got low marks, showing little more skill than the man in the street.

What the real experts do – the give-away signs

In fact the only two groups of people who have proved consistently good at spotting liars are US Secret Service agents, and clinical psychologists who are doing research into lying. The reason why they're good is that they don't rely on one single clue, a lack of eye contact for example, but they notice and interpret many different signals that liars often give out. These signals, which are different for each liar, and are virtually undetectable in very skilled liars, can be verbal and non-verbal. They indicate all the emotions which the liar wants to keep hidden; guilt, despair, anger, fear, even pleasure – the intense pleasure some liars feel at deceiving their victims. Verbal clues include using a higher voice, making speech errors, or pausing. Non-verbal signs include things like touching your nose, leaning towards the listener, and playing with small objects such as a pen.

The people who'll deceive you best

One difficulty in studying lie detection is that experiments are rarely able to reproduce the motivations and pressures to succeed that liars experience in real life. 'In the real world,' said Dr Ekman from the University of California, 'if a jury doesn't believe you, you go to jail, and if your wife doesn't believe you she leaves you.' Fortunately for husbands and wives, research suggests that they have a very good chance of getting away with their lies. It appears it is easier to lie to a partner and be believed than it is to lie to a stranger. Women, however, were considerably better than men at detecting lies.



Another clue to spotting liars is how well educated they are. Dr DePaulo, another researcher, also found that the number of lies people tell increases if they have been university-educated. 'Education gives people the vocabulary and confidence to deceive. The lies may not be important (so-called white lies) but they are more sophisticated and plausible than you might find elsewhere in society.'

Is your neighbour really who you think he is?

Dr DePaulo is now investigating people's memory of lies they told in the past, and their guilt feelings. Telling a lie, and especially being caught out, seems to make a very strong impression on us, and some people can still remember lies they told 50 years before. However some people go even further than simply telling a lie, and end up literally 'living a lie'. One very dramatic case which came to light recently was that of a Frenchman who convinced his wife, family, and friends that he was a doctor in the French health service. For eighteen years he got up every day and went to his imaginary office. In fact he used to drive to a free car park and spend the day there. Sometimes he made up stories of medical congresses and foreign trips which allowed him to spend two or three days away from home. The man had started to live his lie when he failed the second year of medical college and didn't want to disappoint his parents.

This case is exceptional but gives further proof that it is very difficult for most people to spot a liar.

Adapted from the New York Times

3 PRONUNCIATION consonant sounds: /d/, /t/, /θ/, /ð/

The /d/, /t/, /θ/, and /ð/ sounds are similar and are often confused. The letter *d* in English is always pronounced /d/ and *t* is always /t/, but *th* can be /θ/ or /ð/.

a **6.4** Listen to the pairs of words. Can you hear the difference?

- | | | | |
|-----------|-----------|-------------|---------|
| 1 a true | b through | 6 a they | b day |
| 2 a dead | b death | 7 a worth | b word |
| 3 a there | b dare | 8 a breathe | b breed |
| 4 a three | b tree | 9 a theme | b team |
| 5 a path | b part | 10 a bet | b bed |

b **6.5** Listen to one word from each pair. Circle the word you hear.

- c A Say words from exercise a for your partner to identify.
B Say which word you hear, a or b.

4 GRAMMAR reporting verbs



- a How do you think a runner could cheat in a marathon?
- b **6.6** Listen to part of the sports news. Find out:
- 1 how Sergio cheated.
 - 2 how he was caught.
 - 3 what happened to him in the end.
- c Listen again. Complete the sentences.
- 1 After the race, another runner, who finished 17th, _____ Sergio of cheating.
 - 2 At first, Sergio _____ doing anything wrong.
 - 3 Sergio _____ changing clothes.
 - 4 Sergio _____ for cheating.
 - 5 The race organizers _____ on him giving back his prize money and medal.
 - 6 Sergio _____ not to do it again.

d Look at the words actually used by Sergio and others. Match them to sentences 1–6 in c. Why are the phrases in *italics* not reported?

- Me?* I haven't done anything wrong.
- I'm terribly sorry* I cheated.
- I won't do it again. *I give you my word.*
- It's not fair.* He cheated.
- Yes, it's true.* I changed clothes with my brother.
- You must* give the money back immediately.

e **p.149 Vocabulary Bank Reporting verbs.**

f **p.140 Grammar Bank 6B.** Read the rules and do the exercise.

5 WRITING

a **p.156 Writing Bank Writing C.**

b Write the following text as a dialogue. What do you think Miriam said at the end? Check the punctuation carefully before you give it in.
'Why weren't you at work yesterday?' James asked ...

James asked Miriam why she hadn't been at work the day before. Miriam said that she had been ill. James accused her of lying. He said that he had seen her in the street the previous afternoon, and threatened to tell her boss. Miriam admitted not being at home, but explained that she had only gone out to get some medicine from the chemist's. James apologized, and suggested going to have a coffee together. Miriam told him ...



6 LISTENING

- a **6.7** Listen once to an interview with a private detective. In general is he positive or negative about his job?
- b Listen again and take notes under these headings:
- 1 What his job involves
 - 2 The worst aspects of his job
 - 3 Tricks he uses
 - 4 Advice for people who are deceiving others

7 **6.8** SONG *Private investigation*

- a Listen to the song. Underline the wrong word in each line.



It's a mystery to me – the game begins	1 _____
For the usual fee – plus extras	2 _____
Confidential information – it's in a letter	3 _____
This is my job – it's not a public inquiry	4 _____
I go checking out the reports – digging up the news	5 _____
You get to meet all sorts in this line of business	6 _____
Treachery and treason – there's never an excuse for it	7 _____
And when I know the reason I still can't get used to it	8 _____
And what have you got at the end of the month?	9 _____
What have you got to take home?	10 _____
A bottle of wine and a new set of lies	11 _____
Curtains on the window and a pain behind the eyes	12 _____
Scarred for life – no compensation	
Private investigation	

- b Listen again. Write the correct words.

8 SPEAKING

GET IT RIGHT **plan before you speak**

If you plan a story in your head before you tell it, it will always come out better. Think for a few minutes about how you're going to answer the questions.

- a In pairs, **A** and **B** read your questions. You have to answer 'yes' to each question. If you have had the experience, tell the truth. If you haven't, invent the details.

A Have you ever ...?

- promised not to tell a secret and then broken your promise
- had to admit that you were lying
- refused to pay the bill in a restaurant
- had to apologize for drinking too much
- persuaded a friend to cheat in an exam

B Have you ever ...?

- agreed to go out with someone you really didn't like
- had to remind someone several times to pay you back money
- been warned not to do something, but then done it
- advised a friend to break up with their partner
- offered to look after someone's dog, and then had a problem

- b **A** ask **B** the questions in Box A. As **B** answers, watch for any clues which tell you that **B** is lying (making mistakes, touching his / her nose, etc.). After each question, say if you think **B** was lying or not. Swap roles.

1 READING

a Talk to a partner.

- 1 What kind of toys did you use to play with?
- 2 What was your favourite toy? Why?
- 3 Which toys were in fashion when you were a child? Are they still in fashion today?

b You are going to read an article called *Barbie: her secret story*. Quickly read up to line 35. According to the text, what is her secret?

It is sometimes a problem to understand a text where there are a lot of names. As you read, stop and make sure you know who or what they refer to.

c Read on. Then see if you can remember who / what the following are.

Barbara and Ken	Lili	Martha Maar
Beuthin	O&M Hausser	Mattel
<i>Bild Zeitung</i>	Rolf Hausser	Lucerne
Kurt	Ruth Handler	Elliot

Barbie her secret story

Barbie, the glamorous blonde doll beloved by little girls around the world, is an icon of American femininity. She is also the most long-lived toy on the market, a fact that was celebrated throughout the world when she had her 50th birthday.

But in a tiny village in Bavaria there was no celebration, only bitterness and regret. In the Hausser home, Rolf and Lili ignored the global celebrations and instead complained bitterly, as they have done so many times over the past five decades, about how badly they have been treated by history, or, to be more accurate, by Barbie's secret history. Like many stars, Barbie is not what she seems. Not only is she older

than her official age, but Barbie is not her real name, and what's more, she isn't even American, she's German.

Barbie's real name is in fact Lili. She is 53, not 50, and was born in a small town near Nuremberg. The secret story of the Barbie doll is about small-town naivety against big business determination. Above all, it is a story of the tragedy of a bitter old man, a man who has been erased from Barbie's history so completely that only a few people in the world know that he was the true creator of the Barbie doll. But instead of making a fortune when she became a worldwide success, Rolf Hausser lost everything he owned.

It was in 1952 that Lili was born, in her first incarnation – as a cartoon character for the daily German newspaper *Bild Zeitung*. Their cartoonist Beuthin had the idea of a girl who was sexy, but essentially innocent, with a snub nose and a face like an angel. She was named Lili, and by 1955 she was so popular that Beuthin suggested that a doll should be made as a present for visitors to the newspaper. After many attempts to find the right toymaker, he finally found Rolf Hausser, the son of a famous toy manufacturer, who together with his brother Kurt had set up a very successful toy company called O&M Hausser. Rolf was fascinated by the idea of making a doll with the shape and curves of a mature woman,

and he agreed to try.

Lili the doll went on the market on August 12 1955, and became an overnight success. Unlike any other dolls of her time, she was not a baby, but a fully grown modern young woman, with flexible limbs. She had all sorts of clothes, beach clothes, ski-wear and formal dresses, all made by Martha Maar, Rolf's mother-in-law. She even had mini-skirts years before they came into fashion. Lili became popular all over Western Europe, and was sold in America and Britain, although in much smaller quantities. Within weeks there were so many orders that O&M Hausser could not keep up with the demand.

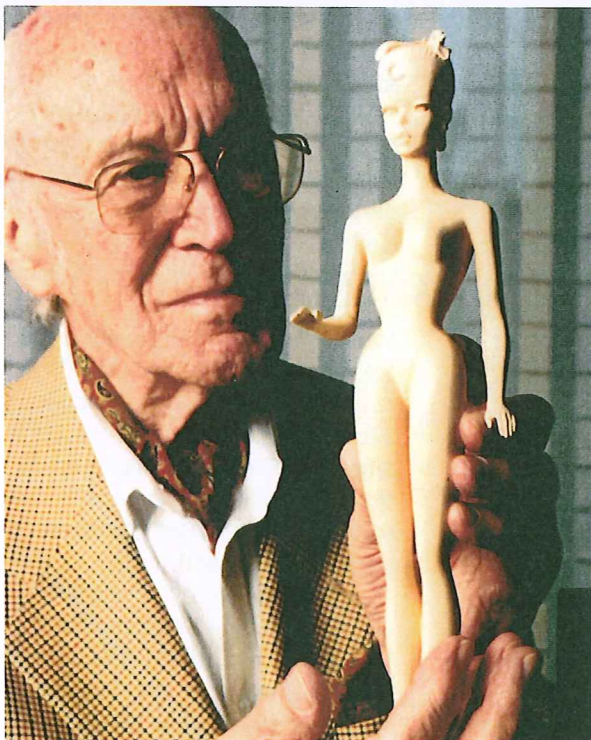
In 1956 a woman called Ruth Handler went to Lucerne, in Switzerland, for a holiday with her husband Elliot, daughter Barbara, and son Ken. Ruth and Elliot Handler were the co-founders of Mattel, a big toy manufacturer in the USA. When Barbara, then 15, pointed out the Lili doll in a shop window, Ruth was intrigued. She had never before seen a doll that was a mature adult figure, and at once saw the potential for the American market. She bought a doll and took it home in her suitcase. Back in the States she sent two of her employees to Japan to find a manufacturer who could make a similar doll. By 1959 the doll had been perfected and was being sold in America, having been renamed Barbie, after Ruth's daughter.



- d Read the whole article again carefully, guessing the new words from context. Say if the following are T (true) or F (false). Explain why.
- 1 The secret about Barbie is that she wasn't invented by an American company.
 - 2 Beuthin decided to have a doll made to give as a present to people.
 - 3 He quickly found the right toymaker.
 - 4 O&M Hausser became a well-known company because of the Lili doll.
 - 5 The Lili doll was named after Rolf Hausser's wife.
 - 6 What made Lili different was that she had so many different clothes.
 - 7 Lili became successful very quickly.
 - 8 Ruth Handler bought a Lili doll as a present.

2 LISTENING

When you are trying to follow a story or sequence of events, listen for when the speaker uses a time connector (*then, later, one day, etc.*). They often tell you that an important part of the story is coming.



- a **6.9** Listen once to a radio interview with Rolf Hausser.
- 1 What happened to O&M Hausser in the end?
 - 2 What is Rolf Hausser most angry about?
 - 3 What does the interviewer say about the two dolls?

- b Listen again. Number the events in the order they happened. Use the time connectors to help you.
- a The company started to make a loss.
 - b He went to Nuremberg.
 - c Rolf Hausser didn't know that Barbie existed.
 - d The Hausser family sold the patent of Lili.
 - e He found out who manufactured Barbie.
 - f Kurt Hausser persuaded his brother not to take Mattel to court.
 - g Rolf Hausser saw some Barbies in a shop.
 - h Rolf Hausser went bankrupt.
- c What is Rolf Hausser referring to when he says 'It was probably the worst thing we could have done'? Do you feel sorry for him?

3 GRAMMAR clauses of contrast

- a Match the sentence halves to make a summary of Barbie's story.
- 1 **Even though** she is known worldwide as Barbie ...
 - 2 Lili began as a cartoon character **though** ...
 - 3 **Although** there were many toy manufacturers in Germany ...
 - 4 Lili's clothes included mini-skirts **even though** ...
 - 5 **In spite of** the fact that Lili was popular all over Europe ...
 - 6 Ruth Handler had never seen a doll like Lili before **despite** ...
 - 7 Rolf Hausser knew nothing about Barbie **though** ...
 - 8 He wanted to take Mattel to court **even though** ...
 - 9 **Despite** the money he received for the patent ...
 - 10 Hausser has now been forgotten **in spite of** ...
- a they were a much bigger company.
 - b they weren't in fashion yet.
 - c having her own toy company.
 - d her original name was in fact Lili.
 - e it was hard to find someone to make the Lili doll.
 - f not many dolls were sold in the USA.
 - g being Barbie's original creator.
 - h she soon became better known as a doll.
 - i O&M Hausser soon went bankrupt.
 - j she had already existed for some years.
- b Cover a–j. Complete the sentences from memory.
- c Look at sentences 1–10. Focus on the words in **bold**.
- 1 Which form is used to express the biggest contrast, *though*, *although*, or *even though*?
 - 2 What are the three grammatical possibilities after *in spite of* and *despite*?
- d **p.140 Grammar Bank 6C.** Read the rules and do the exercises.

4 SPEAKING

GET IT RIGHT pronouncing international brand names

- a How do you pronounce the brand names below ...?
 1 in your language
 2 in English (use the phonetics to help you)
- b **6.10** Listen and check.

Nike /'naɪki/	Kleenex /'kliːneks/
Parker /'pɑːkə/	Cadbury's /'kædbɪrɪz/
Kodak /'kəʊdæk/	Perrier /'perɪə/
Chanel /ʃə'neɪ/	Levi's /'liːvɪz/
Swatch /'swɒtʃ/	Coca-Cola /'kəʊkə 'kəʊlə/
Sony /'səʊni/	Ariel /'eəriəl/
Martini /mɑː'tɪni/	Kellogg's /'kelɒgz/
Nescafé /'neskæfeɪ/	Ericsson /'erɪksən/

In small groups, talk about some of the brands. Try to use the words in **bold**.

- Which country is the **brand** from? What are their products?
- Is this brand the **market leader** in your country?
- Who are their main **competitors**?
- Why do you think this brand is **well known**?
 a because of **marketing**
 b because of the **quality**
 c because of the **price**
 d other reasons
- Have you ever bought any of their **products**?

Where's (Nike) from?

I think it's an American company.

Have you ever bought any Nike products?

Yes, my trainers are Nike.

5 VOCABULARY compound nouns

In English there are many compound nouns (two nouns together) where the first noun (always singular) is used as an adjective to describe the second noun. e.g. *market leader, love story*.

- a Make compound nouns using words from the list. Some words can be used more than once.

bin box business character clothes deal detector
 forecast magazine manufacturer name park
 shopping song thief

- window _____
- brand _____
- business _____
- car _____ / _____
- cartoon _____
- designer _____
- family _____
- letter _____
- lie _____
- love _____
- music _____ / _____
- rubbish _____
- safari _____
- toy _____ / _____
- weather _____

- b Compare in pairs. Have you got different ones? Cover the second nouns. Test yourself.

6 PRONUNCIATION stress on compound nouns

Compound nouns are almost always stressed on the first word.

- a **6.11** Practise saying the compound nouns in 5a. Listen and check.
- b Answer with a compound noun. Stress them correctly.
- Where do you park your car?
 - What can you normally hear at the end of the news?
 - What kind of company was O&M Hausser?
 - Who is Bart Simpson?
 - What kinds of things do top models wear?
 - Where can you see wild animals that are not in zoos?
 - What do you call a person that steals cars?
 - What are Nike, Nescafé, and Ariel?
 - Where does the postman put your mail?
 - Where should you throw sweet papers?

7 LISTENING



- a **6.12** Can you identify any of the people in the photos? Listen once to a radio programme called *The story behind the song*. Write the names of the three songs. What do all three songs have in common?
- b Listen again for more detail about the love triangle and the three songs. Compare what you understood with your partner.

8 **6.13** SONG 🎵 *Wonderful tonight*



1 ARRANGING TO MEET

a 6.14 Listen to Peter and Anna arranging to go out. Answer the questions.

- 1 When are they going to go out?
- 2 What are they going to do?
- 3 Who is going to book the tickets?
- 4 Where are they going to meet?
- 5 What time are they going to meet?



b Listen again. Complete the questions and responses in the box.

Inviting / suggesting

Are you _____ anything (tonight)?
Do you _____ to (come)?
Would you like to (see a show)?
Do you fancy _____ (a play)?
How _____ (a film)?

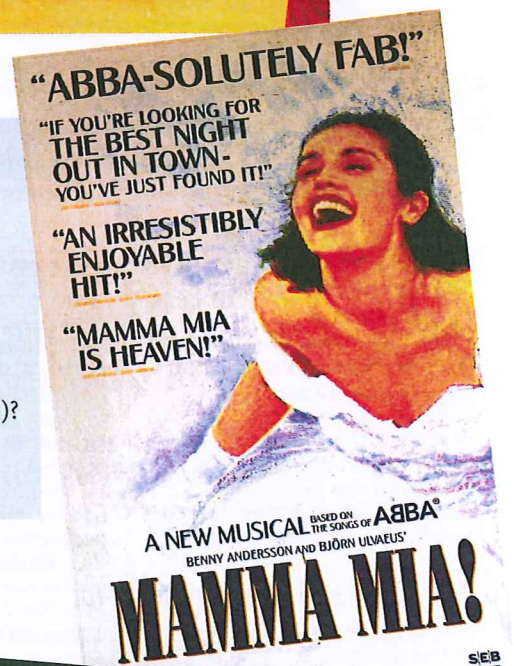
Arranging to meet

Where _____ we meet?
What time shall we meet?
_____ meet (outside the theatre).

Responding

Nothing _____.
Yes, great. / I'd love to.
Sorry, I can't (tonight).
That's a good idea.

_____ about (outside the station)?
How about (7 o'clock)?
OK. Fine.



2 PRONUNCIATION intonation

a 6.15 Listen to the questions in the box above. Underline the stressed words.

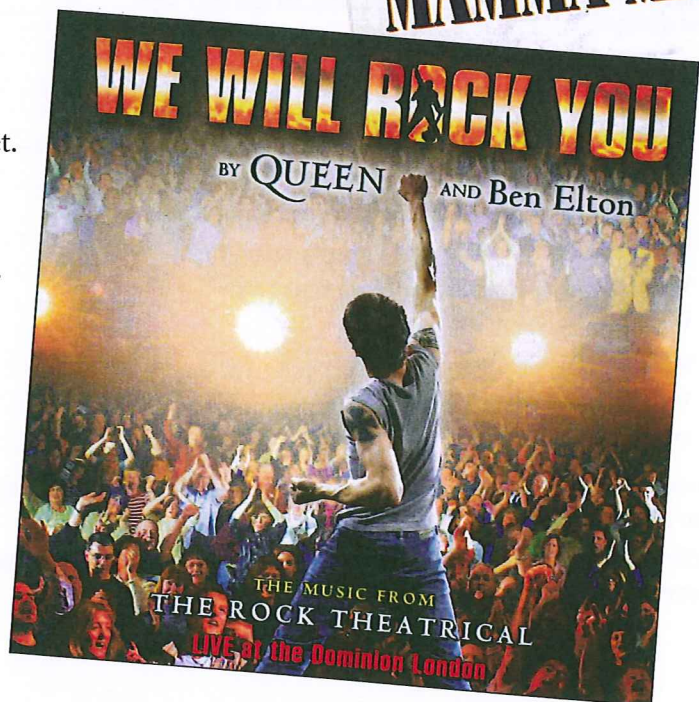
- b Listen again and repeat. Copy the intonation.
c Think of something to do on Saturday night. Invite your partner. Arrange a time and place to meet.

3 LISTENING

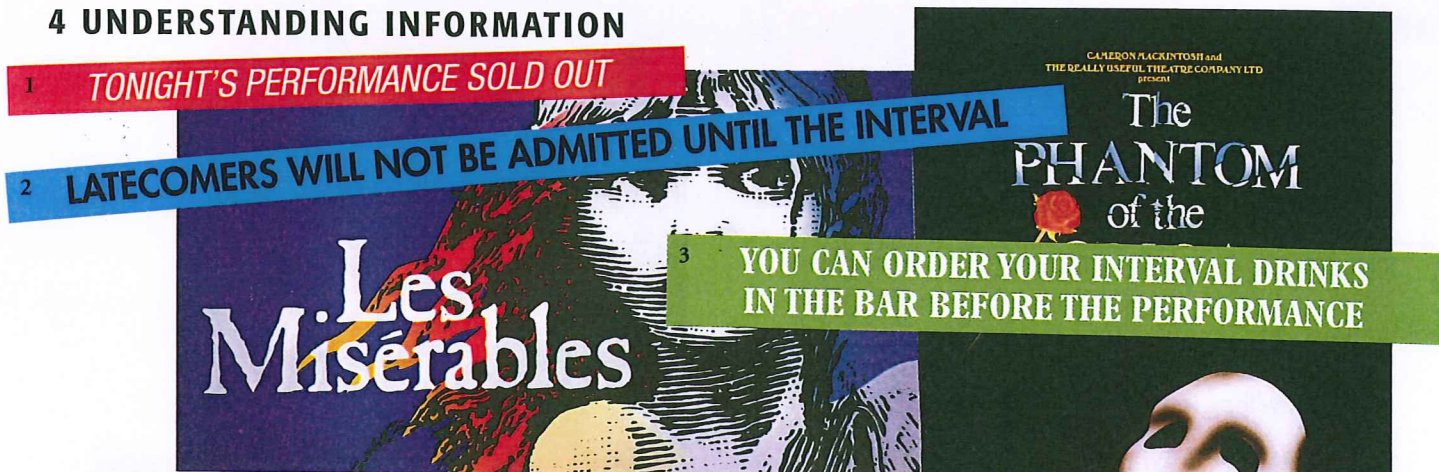
a 6.16 Listen to Peter getting tickets at the box office. Which seats does he choose?

b Listen again and answer the questions.

- 1 What's the difference between *stalls* and *circle*?
- 2 How much do his two seats cost?
- 3 Which seats are the most expensive? Which are the cheapest?
- 4 How does he pay?



4 UNDERSTANDING INFORMATION



- a In pairs, explain what each sign means.
- b Quickly read the information about four musicals on in London. Answer the questions with LM (*Les Misérables*), MM (*Mamma Mia*), WR (*We Will Rock You*) or PO (*Phantom of the Opera*).

Queen's Theatre

Shaftesbury Ave. London W1.

Les Misérables

Victor Hugo's great novel about the French revolution brought to the stage by the outstanding talent of Boublil and Schönberg, sweeps its audience through an epic tale of love, passion and destruction, set against the backdrop of a nation in the grip of revolutionary turmoil. Indisputably the world's most popular musical, *Les Misérables* has earned itself a unique place in musical history. Evenings 7.30pm, Matinéés Wed and Sat at 2.30pm.

Prince of Wales

Coventry St, London W1.

Mamma Mia

The most successful musical in history, *Mamma Mia!* is based on the songs of ABBA composed by Benny Andersson and Bjorn Ulvæus. The story takes place on a Greek island, where a girl on the eve of her wedding decides to find her real father. With terrific performances from all the cast, the timeless songs provide genuine comments on the action. Mon–Thu 7.30pm, Fri 5pm and 8.30pm, Sat 3pm and 7.30pm.

Dominion Theatre

Tottenham Court Rd, London W1.

We Will Rock You

The result of a unique collaboration between legendary band, Queen and writer Ben Elton, this musical features 31 of Queen's greatest songs, all of which are recreated with superb attention to detail. The action takes place in a futuristic world where rock music is banned but resistance is growing. Mon–Sat 7.30pm, Matinée Sat 2.30pm, extra mat. last Wed of every month and in school holidays.

Her Majesty's

Haymarket, London SW1.

Phantom of the Opera

With some of the most spectacular sets, costumes and special effects ever to have been created for the stage, this haunting musical tells the tragic story of a beautiful opera singer and a young composer, shamed by his physical appearance into living a shadowy existence beneath the majestic Paris Opera House. Evenings 7.30pm, Matinéés Tues and Sat at 3.00pm.

- 1 Which two musicals are set in France? ___ ___
- 2 Which two are based on songs by popular groups? ___ ___
- 3 Which one is based on a real historical event? ___
- 4 Which one can you see on a Friday afternoon? ___
- 5 Which one has spectacular costumes? ___
- 6 Which one is set in the future? ___
- 7 Which one is set on an island? ___
- 8 Which has an extra matinée performance at the end of every month? ___

- c Imagine you're in London. Choose the show you would most like to go to. Decide when you'd like to see it.
- d Talk to other students and find someone who'd like to go to the same show on the same day.

5 WRITING

Write a note to a friend suggesting that you go to one of the four shows together. Include the following information:

- which show you'd like to see.
- what day and time you'd like to go.
- suggest a place to meet.

Use expressions from the box in 1b.

⚠ Begin a note just with your friend's name, NOT Dear... Finish with your name, NOT Best wishes

A biography of Oscar Wilde

Oscar Wilde was born ¹ ___ Dublin ² ___ 16th October 1854. He went to school in Enniskillen, and ³ ___ he was 17 he went to Trinity College Dublin. Three years ⁴ ___ he went to Oxford University. He wrote his first poem ⁵ ___ he was travelling in Italy during the summer vacation.

Immediately ⁶ ___ leaving Oxford he moved to London, where he lived ⁷ ___ the next 18 years. He married Constance Lloyd in 1884 and they had two sons. Wilde's first big success came in 1892 with his play *Lady Windermere's Fan*, and he soon became famous for plays like *An Ideal Husband* and *The Importance of Being Earnest*, and his novel *The Picture of Dorian Gray*. However ⁸ ___ 1895 he was arrested for immoral behaviour, because of his intimate friendship with Lord Alfred Douglas, and was sentenced to two years in prison. ⁹ ___ his imprisonment he wrote one of his most beautiful works, *De Profundis*.

¹⁰ ___ he was released from prison he went to live in France, where he died ¹¹ ___ 30th November 1900, a broken man.



Read the biography. Complete with prepositions from the list.

after (x2) during for in (x2) later
on (x2) when while

WRITE a biography of a historical person you find interesting or an older person you know well, e.g. a grandparent.

PLAN the content. Look up information on the Internet or in an encyclopaedia, or talk to the person. Write the biography in about 150 words.

CHECK the biography for mistakes (grammar , punctuation , and spelling).

Tips for writing a biography

- 1 Write at least three paragraphs, one for the birth and early years, one (or two) for the middle years, and one for the last years.
- 2 Link events with time expressions (*Immediately after*).
- 3 Use narrative tenses. If the person you're writing about is still alive, you may want to use *Since* + present perfect in the last paragraph (*Since he retired he's spent a lot of time travelling.*).
- 4 Be careful with prepositions of time.

GRAMMAR

a Put the verbs into the correct form.

- 1 John and Sue are planning _____ soon. (get married)
- 2 Carol left without _____ goodbye. (say)
- 3 _____ by plane is quite expensive. (travel)
- 4 I'm trying _____ a new flatmate. (find)
- 5 It's difficult _____ when you're worried. (sleep)
- 6 I went to the supermarket _____ some vegetables. (get)
- 7 She doesn't mind _____ but she hates _____. (cook, shop)
- 8 Mark's good at _____. He'd like _____ an architect. (draw, be)

10

b Complete the second sentence so that it means the same as the first.

- 1 'I won't eat any more.'
The little boy refused _____.
- 2 'Sorry I'm late.'
The teacher apologized _____.
- 3 'OK. We'll meet there at 3.30.'
They agreed _____.
- 4 'I'm paying for the meal and I don't want any arguments.'
She insisted on _____.
- 5 'I didn't steal their car.'
He denied _____.

5

c Match the sentence halves.

- | | |
|--|--------------------------|
| 1 I'm going to have a dessert in spite of... | <input type="checkbox"/> |
| 2 I'm really hungry though ... | <input type="checkbox"/> |
| 3 I eat a lot of burgers although ... | <input type="checkbox"/> |
| 4 It was an excellent meal despite ... | <input type="checkbox"/> |
| 5 I never eat vegetables even though ... | <input type="checkbox"/> |
- a they're not good for me.
b I know they're healthy.
c the unfriendly waiters.
d being on a diet.
e I had a big breakfast.

10

VOCABULARY

a Which one is different? Why?

- 1 burglar, pickpocket, hijacker, shoplifter
- 2 theft, blackmail, bribery, kidnapper
- 3 verdict, judge, jury, witness
- 4 catch, arrest, guilty, charge
- 5 court, prison, fine, police station

5

b Circle the correct word.

- 1 I promise I'm telling you the *true* / *truth*.
- 2 I wouldn't trust him. He's an awful *lie* / *liar*.
- 3 Have you ever *cheated* / *deceived* at cards?
- 4 She's not really sad. She's just *cheating* / *pretending*.
- 5 I'm not very good at *keeping* / *saving* secrets.

5

c Write the correct reporting verb.

- 1 'I'll love you for ever.' _____
- 2 'If you make a sound, I'll shoot.' _____
- 3 'Don't forget to post the letter.' _____
- 4 'It's very dangerous.' _____
- 5 'I can tell you about a great hotel.' _____

5

d Complete with compound nouns.

- 1 I read a fascinating article about Madonna in a m_____ n_____.
- 2 The company is negotiating an important b_____ d_____.
- 3 Nescafé is a well-known b_____ n_____.
- 4 Asterix and Charlie Brown are both famous c_____.
- 5 A Do you think it'll rain?
B Well, they said it would on the w_____ f_____ this morning.

10

TOTAL MARKS 50

Made in the USA

1 READING

a You are going to read a text about McDonald's. Before you read, in pairs, answer the questions.

- 1 How many McDonald's restaurants are there in your town?
- 2 How **successful** are they? Who's their main competitor?
- 3 How do McDonald's **market their product**?
- 4 What do they use to attract **customers**?
- 5 How often do you go to a McDonald's?
- 6 What do you think of ...
 - the **quality** of the food?
 - the **atmosphere** of the restaurants?
- 7 Do you think they offer **value for money**?
- 8 What do you think are the main reasons for the **company's** success?

Many newspaper articles combine facts with the writer's own opinion. As you read try to separate in your mind what is fact from what is opinion.

b Read the text once focusing on the facts. Find out why the following numbers and dates were mentioned:

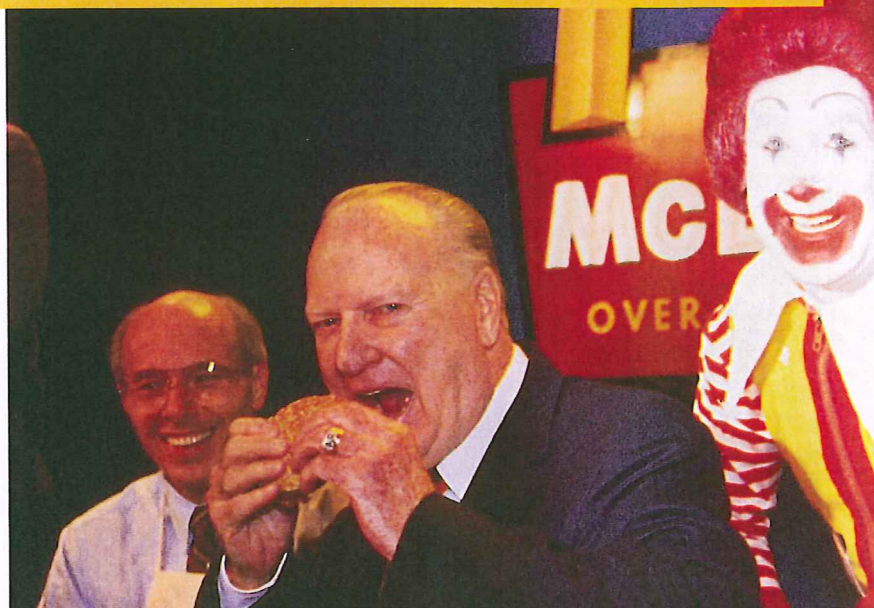
1998 120 the early 1990s three hours
32,000,000 500 1948 1955 25
the 1950s and 1960s

c Read the text again. Underline anything about the company which is clearly just the writer's opinion (not a fact). In pairs, have you underlined the same things? What are the writer's **three** main criticisms of McDonald's? Do you agree with them?

d In pairs, explain the **highlighted** phrases in the text. Underline other new words and guess the meaning from context.

e Talk to a partner.

- 1 Explain the title of the article. Do you think it's a fair description of Richard McDonald?
- 2 Is the traditional family mealtime disappearing in your country? Why?



The man who destroyed mealtimes

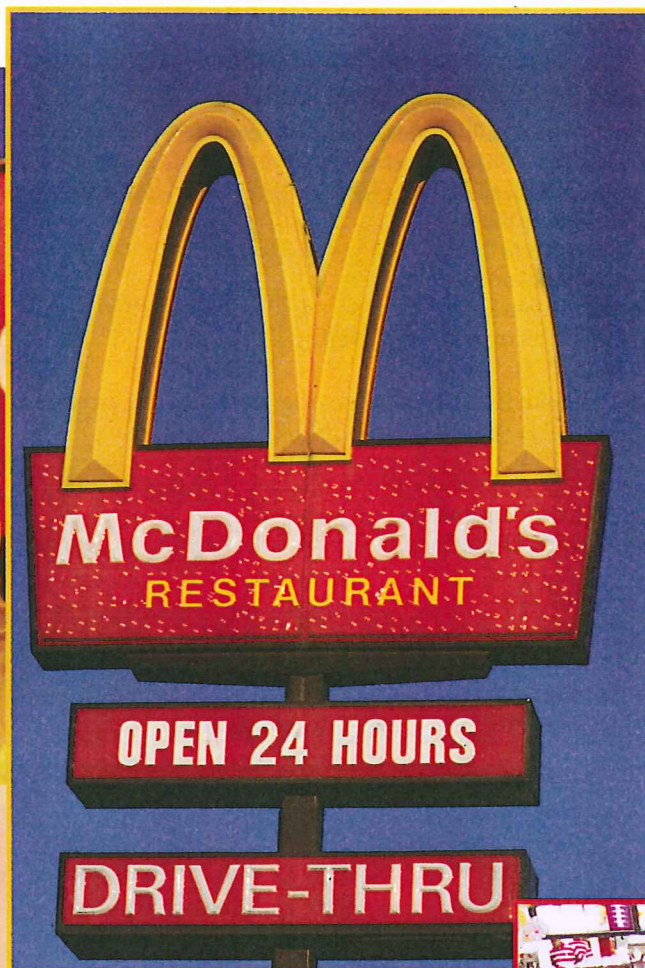
Richard McDonald, who founded the McDonald's restaurant chain, died in 1998 but as long as our civilization survives he will never be forgotten. The golden arches he invented seem to infest the planet like a bright yellow plague. On American highways where once there were spectacular views stretching to the horizon, the landscape is now dominated by fluorescent plastic letter Ms, the height of four-storey buildings.

McDonald's restaurants are impossible to ignore. The company has exported their concept of fast food to 120 countries worldwide, including a vegetarian version in non-beef-eating India. One of the chain's busiest restaurants is the Moscow McDonald's in Pushkin Square. It is widely thought that the restaurant's opening there, in the early 1990s, was largely responsible for introducing capitalism to the old Soviet Union. This year a new McDonald's will be opened somewhere in the world every three hours. The company is obviously aiming for world domination, and is destroying traditional eating habits wherever it goes. In Japan the arrival of McDonald's has even overcome the

traditional taboo about eating with your fingers while standing up, which was always regarded as bad manners.

Richard McDonald has taken his place among the people who have shaped the modern world and lifestyle – every day 32 million people worldwide eat a 'Big Mac'. But he has altered far more than just our eating habits and skyline. His fast-food chain has fundamentally changed human behaviour in every country that has been 'McColonised', and it is argued that it is responsible for causing obesity among millions of its customers through the easy availability of a cheap 500-calorie meal with an above average fat content.

It all began in 1948 in San Bernardino, California. In the post-war 'baby boom', American families were becoming increasingly concerned about value for money. Richard 'Dick' McDonald was a quiet, thoughtful man, who had already earned himself a reputation as a marketing genius – he invented drive-in laundries and was the first person to use neon signs to advertise. Richard and his brother had the idea of feeding people quickly and cheaply from a simple, fixed menu without making them get out of



2 GRAMMAR the passive

- a Read these sentences. In which one are we more interested in the company? In which one are we more interested in the man?
- 1 Richard McDonald founded the company.
 - 2 McDonald's was founded in 1948.
- b **P.142 Grammar Bank 7A.** Read the rules and do the exercises.
- c Ask a partner. Answer using past simple sentences beginning *I ...*

A

- Have you ever been asked to give a speech?
- What were you told about Father Christmas when you were a child?
- Who were you taught to read by?

B

- What were you given on your last birthday?
- Have you been told any good gossip recently about a famous person?
- Have you ever been offered a job which you didn't accept?

their Chevrolets. And so McDonald's, and the concept of 'fast food', was born. The company expanded quickly and in 1955 the McDonald brothers sold their 25 restaurants, although Richard continued as a consultant until the seventies.

In the fifties and sixties, before McDonald's restaurants took over mealtimes, the 'diner', the traditional American restaurant, had been considered king. American families used to go to their local diner to eat freshly made food in a relaxed atmosphere, and to chat to friends and neighbours. This 'golden age' was destroyed by the golden M restaurants and the new concept of fast food, which has helped to create today's society where people don't even know their neighbours and are suspicious of strangers. It is perhaps no coincidence that several of America's worst mass murders have taken place in McDonald's.

The staff at McDonald's are all taught at the McDonald's University, set up by Richard McDonald to maintain high standards in his restaurants. It emphasizes how the company is 'one big family' (but with strict rules – e.g. nobody can 'wear vulgar nail polish'). This model has been borrowed by numerous other companies from Ford to Microsoft, and is said to have spread American values worldwide more effectively than any other US export.

With his system Richard McDonald has given us faster food but this has arguably created a demand for everything else to be faster too. Modern society has become impatient and easily frustrated. Above all Richard McDonald created an unstoppable monster that gave birth to the phrase 'junk food'. The world will never recover the innocence it lost when it first tasted a Big Mac.



Adapted from the *Daily Mail*

3 PRONUNCIATION changing stress

Some words change their stress depending on whether they are verbs or nouns. Nouns often have the stress on the first syllable, and verbs on the second, e.g. record (noun) and record (verb). When you learn a word that can be a noun and a verb, check in your dictionary if the stress changes.

a Read the sentences. Underline the stress on the **highlighted** words.

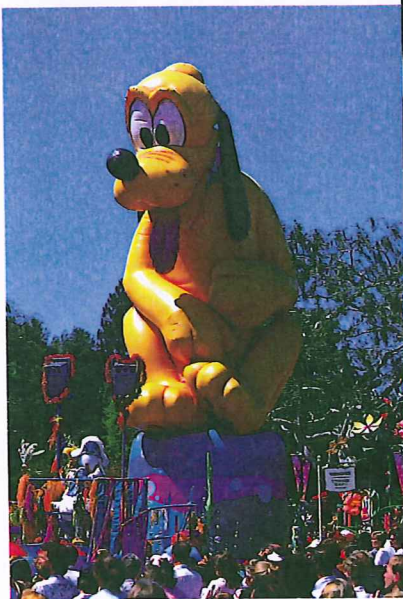
- 1 The company has **exported** their concept of fast food to 120 countries worldwide.
- 2 It has spread American values worldwide more effectively than any other **export**.

b **71** Listen to the following sentences. Underline the stress on the **highlighted** words. Practise saying them.

- 1 We're stopping work for two hours as a **protest**.
- 2 Thousands of people came to **protest** about the new motorway.
- 3 There's been an **increase** in the demand for real coffee.
- 4 Sales have **increased** by 10% this month.
- 5 The new building is **progressing** well.
- 6 Some **progress** has been made since the meeting.

c Practise pronouncing some other common words in this group. Say first the verb, then the noun (decrease *v.*, decrease *n.*).

decrease	import
insult	permit
produce	rebel
refund	record
transport	



4 SPEAKING

GET IT RIGHT talking about lifestyles

When you are talking about the way people live you can talk about:

- their **way of life** (or their **lifestyle**).
- their **standard of living** (the level of comfort that people have in their **daily life**).
- what **affects** them / what has an **effect** on them (the **influences** of other countries / cultures).

Make sure you know how to say these words correctly.

Try to use them in the discussion.

In pairs, take turns to choose one aspect of life from the list below. For each one answer these questions:

How has the American influence affected your country?

Does this influence affect you personally?

Do you think the influence is positive or negative in general?

food shops films music clothes politics
sport technology TV work your language lifestyle
people's attitude to life



5 WRITING & VOCABULARY

British and American English

British and American English have some differences in vocabulary (*lift*, British / *elevator*, American) and spelling (*favourite*, British / *favorite*, American). Try not to mix American and British English when you are writing. Your dictionary will tell you if a word is British (*Br*) or American (*US*).

- a **P.157 Writing Bank Checking D.**
- b Underline eight examples of American vocabulary and three of American spelling in the following email. Rewrite them in British English.

Hello!

From: kay.bonner
To: s.agnes

It's great news that you've decided to come and see us! Why not come in the fall, as the colors are beautiful then, and the kids will be back at high school – their summer vacation ends in the middle of September, thank goodness! Of course you can stay with us; our apartment isn't very big but I'm sure it'll be fine. Do you want to borrow our car? It would be a good way of traveling around, as gas is very cheap, and we live just off the main highway, which is quite far from the center. Of course you could use the subway, but some people say it's dangerous.

So write as soon as you know your plans. I'll find out the schedules for English classes but I'm sure it'll be OK to go in the morning.

Hope to hear from you soon.

Love, Kay

Glossary

- kick off (your shoes)** take off quickly
- dig** like
- broncin' buck** play on words for a 'bucking bronco' (= a wild horse)
- carnation** a flower
- Chevy** Chevrolet (US car)
- levee** an artificial lake
- rye** a kind of whiskey
- sacred** connected with God

6 7.2 SONG 🎵 American pie

Even native speakers find it difficult to hear the lyrics of many pop and rock songs, so don't expect to understand every word. Many songs have lines which rhyme; these can help you predict / understand words which are difficult to hear.

- a Before you listen, read the lyrics of the song with the glossary. Predict the missing words. They all rhyme with the last word of the line before.
- b Listen and check.

AMERICAN PIE

A long, long time ago, I can still remember
How that music used to make me smile
And I knew that if I had my chance
I could make those people d_____ 1
And maybe they'd be happy for a while
Did you write the book of love
And do you have faith in God a_____ 2
If the Bible tells you so?
Now do you believe in rock'n'roll
And can music save your mortal s_____ 3
And can you teach me how to dance real slow?
Well I know that you're in love with him
'Cause I saw you dancing in the g_____ 4
You both kicked off your shoes
Man, I dig those rhythm'n'b_____ 5
I was a lonely teenage broncin' buck
With a pink carnation and a pick-up truck
But I knew that I was out of l_____ 6
The day the music died

I started singing

CHORUS

Bye bye Miss American Pie
Drove my Chevy to the levee but the levee was dry
And good ol' boys were drinking whiskey and rye
Singing, 'This will be the day that I die,
This will be the day that I die.'

I met a girl who sang the blues
And I asked her for some happy n_____ 7
But she just smiled and turned away
Well I went down to the sacred store
Where I'd heard the music years b_____ 8
But the man there said the music wouldn't play
Well now in the streets the children screamed
The lovers cried and the poets d_____ 9
But not a word was spoken
The church bells all were b_____ 10
And the three men I admire the most
The Father, Son, and the Holy G_____ 11
They caught the last train for the c_____ 12
The day the music died

We started singing

CHORUS

American Pie, by Don McLean, was inspired by the death of rock and roll star Buddy Holly, killed in 1959 in a plane crash.



Shakespeare in business?

1 READING & SPEAKING

- a **73** Listen and read the summaries of five famous Shakespeare plays. Write the correct title for each summary.

*Hamlet Henry V King Lear Macbeth
The Merchant of Venice*

1

An English king invades France but his army is so small that the French expect to win the battle easily. The night before the battle the king disguises himself as a common soldier and goes around the camp encouraging his men, who are all exhausted and demoralized. The next day, just before the battle, the king makes an emotional speech. He says he is glad that he has such a small army because if they manage to win the battle, their glory will be greater. The king and his army win, and thousands of French soldiers are killed. The king then marries a French princess, and the two countries make peace.



2

A young nobleman desperately needs money. He manages to borrow it from a money-lender, but promises that if he cannot pay it back, the money-lender can have a pound of his flesh. When it is time for him to repay the money, the nobleman hasn't got it, and the money-lender is so greedy that he takes him to court to get his pound of flesh. But the nobleman's girlfriend disguises herself as a man, and defends him brilliantly in court. She argues that the money-lender has a right to the pound of flesh, but without taking any blood. The judge agrees with her, and so the money-lender loses the case.



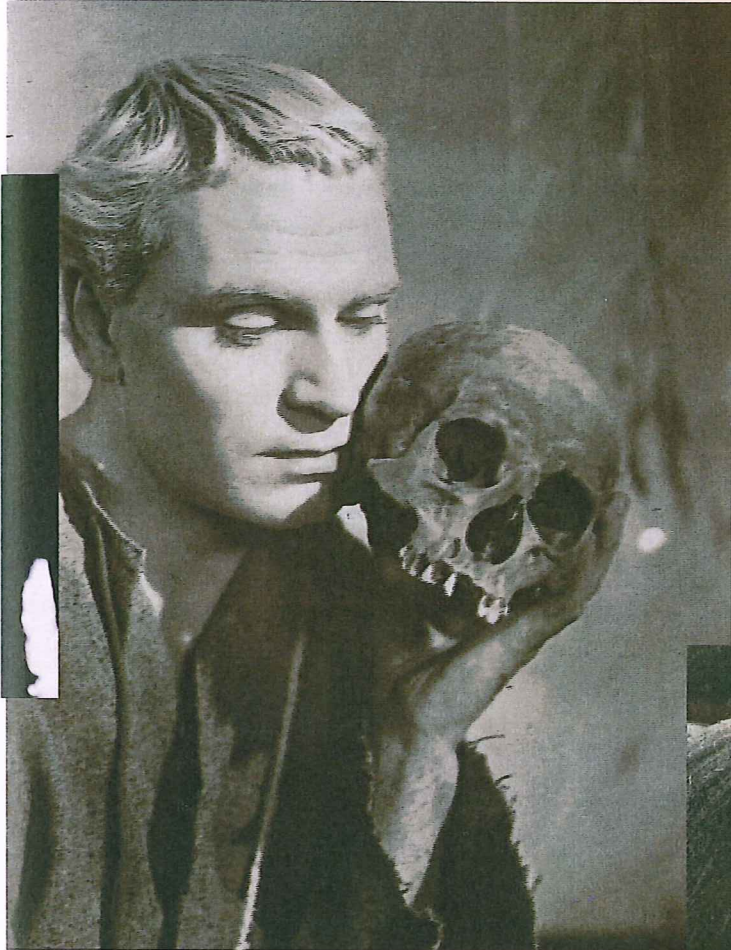
3

A nobleman meets three witches in a forest. They tell him that he will eventually become King of Scotland. He goes home and tells his wife about their prediction. She is such an ambitious woman that she encourages her husband to murder the present king, who is visiting their castle that night, so that the witches' prediction can come true. The nobleman at first doesn't want to, but finally he kills the king, in spite of feeling terribly guilty. When he eventually becomes king himself he enjoys the power, but has to commit more murders to keep his position. His wife, however, goes mad with guilt and dies. Soon after, a huge army comes to attack the king's castle and he is killed.



4

A young prince sees the ghost of his dead father, the old king. The ghost tells him that he did not die a natural death, but was murdered by the prince's mother and his uncle, who is now king. The prince promises to take revenge, but at first he is so indecisive that he can't decide what to do. He gets so angry with himself that he contemplates suicide. When he eventually decides to take revenge, it all ends tragically. First, he kills his girlfriend's father, who was spying on him. She then commits suicide. He manages to kill his uncle, but kills his mother accidentally at the same time. Finally, he himself is killed by his girlfriend's brother.



- b Read the summaries again. Underline new words and guess their meaning from context. What are the themes of the plays? Complete the chart with a noun from the list.

ambition ingratitude justice leadership revenge

Play	Theme
<i>Henry V</i>	_____
<i>The Merchant of Venice</i>	_____
<i>Macbeth</i>	_____
<i>Hamlet</i>	_____
<i>King Lear</i>	_____

- c In pairs, A and B choose a play each. Remember the plot. A (books open) test B (books closed) on his / her play by asking questions. Swap roles.

2 GRAMMAR *so / such ... that*

- a Read sentences 1–4. Which characters from the plays above do they describe?

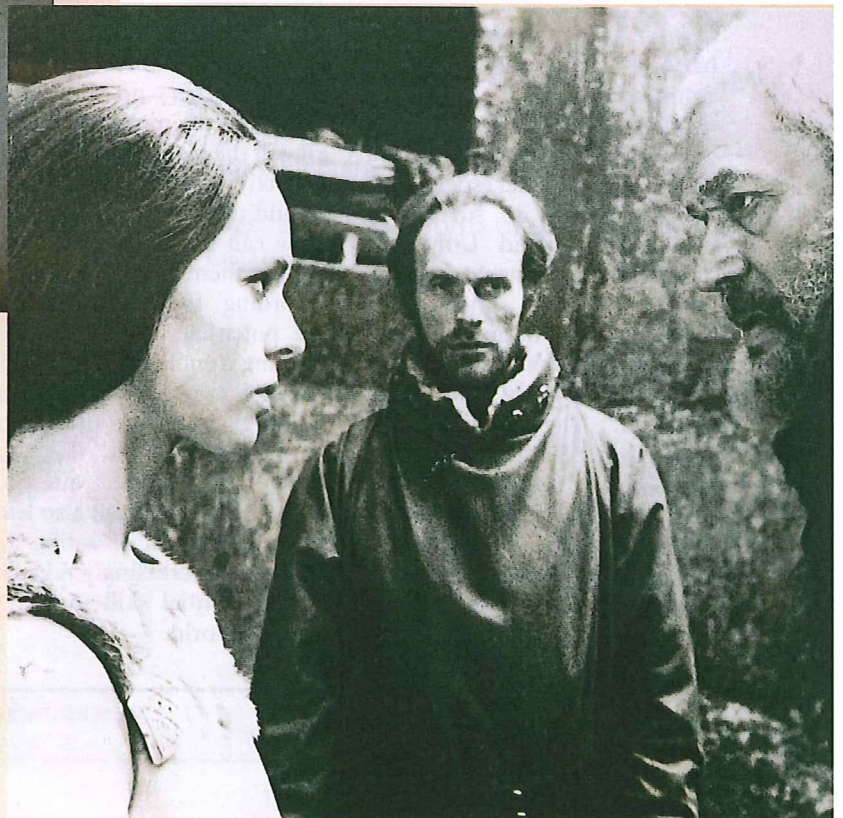
- 1 He was so indecisive that he couldn't do anything.
- 2 He was so inspiring!
- 3 She was such an ambitious woman that she was prepared to commit murder.
- 4 They were such ungrateful children!

- b **p.142 Grammar Bank 7B.** Read the rules and do the exercises.

- c **Communication Guess the sentence A p.118, B p.122.** Guess the missing words.

5

A king decides to divide his kingdom between his three daughters, as he is now old and tired. But first, they must say how much they love him. The two elder daughters, who don't really love him at all, lie to their father. They tell him that he is wonderful, and that they have always adored him. He believes them and they are given a lot of land. The youngest daughter only says that she loves him as a daughter should love a father. The king is so furious that he gives her no land but discovers, too late, that she was the only one who really loved him. His two other daughters and their husbands take over the whole kingdom and drive him out. The youngest daughter is killed and the king dies of a broken heart.



3 READING

Remember that every time you read something in English you can expand your vocabulary by learning a few new words or phrases from it. It's best if you choose not more than five new words to learn each time. By limiting the number and choosing them yourself you will have a much better chance of remembering them.

- a You're going to read an article about Shakespeare and business people. What do you think the connection is between them?
- b Read the article quickly and answer these questions.
- 1 Who is this new course for?
 - 2 Who is it being organized by?
 - 3 Where is it being held?
 - 4 Whose idea was it?
 - 5 How long does the course last?
 - 6 Why is it relevant for business people?
 - 7 What is the most popular play? Why?
 - 8 What else will the course participants study?

Get ahead in business with Shakespeare

DO YOU want to know how to avoid being stabbed in the back by your colleagues at work? Learn from Julius Caesar. Is your wife pushing you too hard to get promoted in the company? Remind her what happened to Lady Macbeth. A business management college has **turned to** Shakespeare for lessons in how to survive in business. Cranfield University School of Management has **joined up** with the Globe Theatre in London to offer courses on what Shakespeare can teach today's business executive. The idea is the inspiration of Richard Olivier, the son of Laurence Olivier, who was probably the most famous Shakespearean actor of all time. 'The people who run today's multinational corporations **face** the same

dilemmas and responsibilities as the kings and dukes of 1600,' he said.

The clear favourite for executives is *Henry V*, a study of leadership. Nicholas Janni, one of the teachers on the course, listed the **dilemmas** facing the king in the play: What right does he have to be leader? How should he **deal with** traitors? How can he inspire his troops and get them to follow him? But according to Richard Olivier the potential for management training is **endless**.

On the two-day management training course at the Globe, business executives not only study the moral questions raised in the plays but also learn basic techniques of acting and roleplay – increasingly **regarded as** an essential skill in today's business world.

Adapted from *The Times*

- c Read some publicity for the course. Complete the gaps with the titles of the Shakespeare plays you read about in 1a.

WHICH PLAYS WILL I STUDY?

Desired quality Knowing how to take difficult decisions in a business environment that is continually changing.

You'll study _____

Desired quality Avoiding becoming so obsessed with power that you can be persuaded by your wife to murder the company director.

You'll study _____

Desired quality Understanding the quality of justice and the danger of being too greedy – useful for bank managers and credit-card company executives.

You'll study _____

Desired quality Knowing how to delegate, how to give up some power without losing control.

You'll study _____

Desired quality Motivating your staff for a life-or-death sales battle with a rival.

You'll study _____



d Read the article and publicity again slowly. Match the **highlighted** words / phrases with their definitions below.

- 1 _____ (*adj.*) without an end
 2 _____ (*n.*) a situation in which you have to make a difficult choice between two or more things
 3 _____ (*v.*) considered to be
 4 _____ (*v.*) meet or unite with sb or sth
 5 _____ (*v.*) go to for help
 6 _____ (*v.*) confront sth unpleasant or difficult
 7 _____ (*v.*) to solve a problem or complete a task

e Choose five words to learn, either from the Shakespeare summaries or from the article. In pairs, explain why you chose them.

f What do you think of the idea of teaching business people Shakespeare? Are there other things that you think business people ought to study but probably don't?

4 VOCABULARY abstract nouns

An abstract noun is used to describe a concept (*danger*) or a particular quality (*friendliness*).

Forming abstract nouns

- They are often formed with a suffix. The most common ones are: *-ion* (*ambition*), *-ment* (*employment*), *-ness* (*happiness*), *-ity* (*stupidity*), and *-ence / -ance* (*intelligence / tolerance*).
- Less common ones are: *-dom* (*kingdom*), *-ship* (*friendship*), *-th* (*length*), *-hood* (*childhood*).
- Some are the same as the verb: *love*, *hate*.
- Some change completely from the verb / adjective: *live – life*, *hot – heat*.

a Complete the chart with abstract nouns.

1 Adjectives	Abstract nouns	2 Verbs	Abstract nouns
bored		appreciate	
free		behave	
guilty		choose	
high		die	
mature		manage	
proud		perform	
responsible		prove	
strong		succeed	
violent		survive	
weak		lead	

b In pairs, A test B on column 1, B test A on column 2. Swap.

5 PRONUNCIATION long v. short vowel sounds

You can improve your pronunciation by making an effort to distinguish between long and short vowel sounds. If you can't decide by instinct if a vowel is long or short, use a dictionary to check. Remember that /:/ = a long sound, e.g. /tri:/.

a Look at the sound pictures. Practise saying the pairs of short and corresponding long sounds.







b Say the words in the list. Decide if the **pink** letters make a long or short vowel sound. Mark them **S** or **L**.

battle business castle childhood
 course exhausted gossip guilty
 heart huge leader manage
 murder plot power proof
 success technique woman world

c **7.4** Match the words to the sound pictures. Listen and check.

1 VOCABULARY complaints

a Look at the pictures and complete problems 1–8 with a word or phrase from the list.

are broken are missing broken button missing
 doesn't work in the sleeve on the collar shrunk



Problems with clothes

- 1 There's a hole _____.
- 2 There's a stain _____.
- 3 The zip's _____.
- 4 There's a _____.
- 5 This sweater has _____.

Problems with machines (e.g. a hi-fi system)

- 6 The (DVD player)/ It _____.
- 7 The headphones _____.
- 8 The instructions _____.

b Cover the sentences. Look at the pictures. Try to remember the problems.

2 COMPLAINING IN A SHOP

a **7.5** Listen to two conversations in shops. Complete the chart.

	Customer 1	Customer 2
What did they buy?		
When?		
What's their complaint?		
What happens?		

b Listen again and complete the expressions in the box.

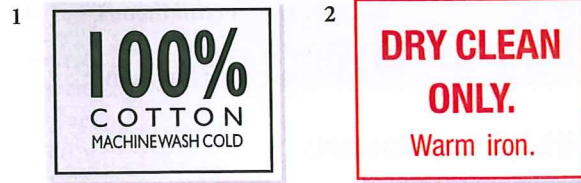
Complaining in a shop

I _____ (this sweater two weeks ago ...)
 Have you got the _____?
 I'm not _____ with it.
 I'd _____ my money _____.
 I'd like to speak to the _____.

c **Communication** Any complaints? A p.118, B p.122.

A is a customer who complains to B, a shop assistant. Swap roles.

3 UNDERSTANDING INFORMATION

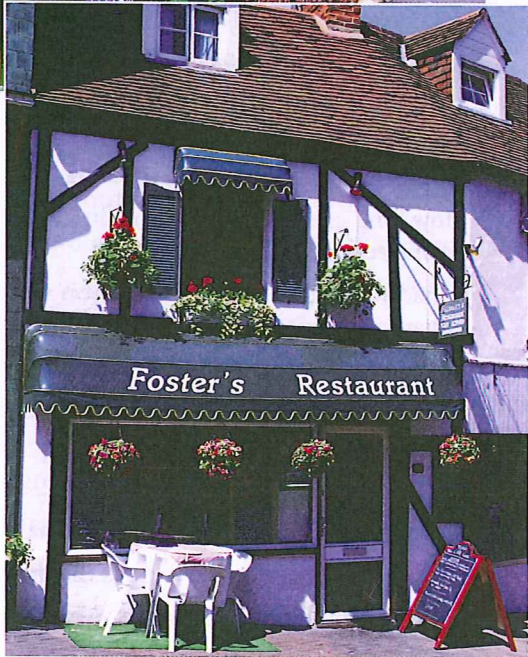
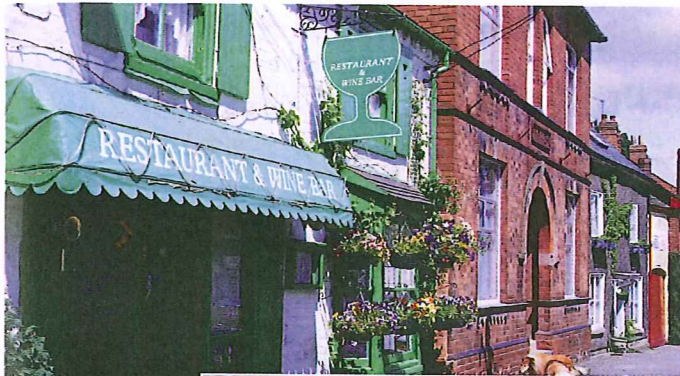


3 10% service included in the bill

4 ***** CHILDREN'S PORTIONS SERVED *****

a Look at the signs. Where might you see this information?

b In pairs, explain what they mean.



4 VOCABULARY restaurants

Do the 'Restaurant' quiz.

- 1 What are the three usual sections on a menu (apart from drinks)?
- 2 What do you normally find on a restaurant table?
- 3 Name three jobs related to a restaurant.
- 4 What do you call the extra money you leave for good service?
- 5 What do you say when
 - a you want a table?
 - b you order your food?
 - c you want to pay?
- 6 If the waiter says, *How would you like your steak / hamburger cooked?* what are the three possible answers?
- 7 What are the two kinds of mineral water?
- 8 What's *dressing*, and what could you eat it with?

5 COMPLAINING IN A RESTAURANT

- a Have you ever complained in a restaurant? What about? What happened? What kinds of things can you complain about in a restaurant?
- b **76** You're going to hear two people complaining in a restaurant. Listen once and answer the questions.
 - 1 What did they order?
 - 2 What did they complain about?
- c Listen again. Complete the sentences in the box below.

Complaining in a restaurant

I'm sorry, but I _____ a chicken burger, not a special burger.

Excuse me. My cheeseburger isn't _____.

I _____ for medium. This is _____.

I ordered _____ mineral water. This is sparkling.

Excuse me. There's a _____ in the _____.

6 PRONUNCIATION intonation, contrastive stress

- a **77** Listen and underline the stressed words in the sentences above.
- b Which words are stressed extra strongly? Why?
- c Listen again and repeat. Copy the stress and intonation.

FILE 1 Grammar Bank p.130

In pairs or small groups, circle a, b or c.

- He _____ his colleagues at work.
a gets on well with b gets well on with
c gets with on well
- She's a politician, like her father. She _____ in every way.
a takes he after b takes him after c takes after him
- What time shall I _____ to go to the cinema?
a pick up you b pick you up c you pick up?
- _____ the football match?
a Who won b Who did win c Who did won
- The car isn't in the garage. _____ it away last night?
a You didn't put b Didn't you put c You did put
- A Tom's going to the cinema tonight.
B Really? _____
a Who's he going with? b Who with is he going?
c With who is he going?
- The doctor was great last night. _____
a She immediately came. b Immediately she came.
c She came immediately.
- _____ for work this morning. The traffic was terrible!
a I almost was late b I was almost late
c Almost I was late

FILE 2 Grammar Bank p.132

In pairs or small groups, circle a, b or c.

- _____ if you don't hurry up.
a You'll be late b You're late c You won't be late
- I don't understand my English teacher unless _____ slowly.
a she'll speak b she speaks c she won't speak
- She'll call as soon as _____ .
a she arrives b she arrive c she'll arrive
- The person meeting you _____ a red jacket.
a will have worn b will be wearing c will wear
- It's only 7 o'clock. They _____ yet.
a won't have got up b will have got up
c won't get up
- He _____ very long hair, but now he keeps it short.
a usually has b used to having c used to have

- We've got three children so we're _____ up early.
a used to get b used to getting c usually get
- My brother's putting on weight. I'm sure he _____ so much!
a didn't use to eat b didn't used to eat
c didn't use to eating

FILE 3 Grammar Bank p.134

In pairs or small groups, circle a, b or c.

- The sun _____ when I got up yesterday morning.
a shone b had shone c was shining
- He cancelled his credit cards because someone _____ his wallet.
a had been stealing b was stealing c had stolen
- How long _____ before you realized you were at the wrong restaurant?
a had you been waiting b had you waited
c have you waited
- He _____ crashed if he hadn't been driving so fast.
a didn't crash b wouldn't have crashed
c hadn't crashed
- You'd have passed your exams if you _____ more.
a had studied b studied c would have studied
- Everybody's cheering. He _____ the match.
a must win b must has won c must have won
- You _____ your mobile phone at home, or maybe it's in the car.
a might not have left b might have left
c might not leave
- She _____ out – her car is in the garage.
a must have gone b might have gone
c can't have gone

FILE 4 Grammar Bank p.136

In pairs or small groups, circle a, b or c.

- Her baby's got _____.
a eyes big and blue b big blue eyes c blue big eyes
- My brother wore _____ at his wedding.
a a white stylish suit b a suit white and stylish
c a stylish white suit
- The more she works, _____ she gets.
a the more stressed b the stressed c more stressed

- 4 I wish my boss _____ such a bad temper.
a hadn't b doesn't have c didn't have
- 5 I wish he _____ me to go out with him.
a hadn't asked b hasn't asked c doesn't ask
- 6 I wish you _____ complaining.
a would stop b did stop c stopped
- 7 Can you take me to work tomorrow? I'm _____.
a repairing my car b having my car repaired
c having repaired my car
- 8 What do you think of the kitchen? We've just _____.
a had it painted b have it painted c had painted it

FILE 5 Grammar Bank p.138

In pairs or small groups, circle a, b or c.

- 1 _____ six candidates for the job so far this morning.
a She's been interviewing b She's interviewed
c She interviews
- 2 How long _____ from home?
a have he been working b has he been working
c is he working
- 3 We had a great holiday. _____ perfect.
a Everything were b All was c Everything was
- 4 My sister goes to yoga _____ Friday.
a all the b every c all
- 5 Did you know _____ public holidays between now
and Christmas?
a there is no b there are none c there are no
- 6 I don't know _____ she wants for her birthday.
a what b which c that
- 7 He's the person _____ I spoke.
a to who b to whom c who to
- 8 This is the object the murderer attacked his victim
_____.
a with b by c on

FILE 6 Grammar Bank p.140

In pairs or small groups, circle a, b or c.

- 1 Before _____ to the dentist's, she cleaned her teeth.
a go b to go c going
- 2 It's impossible _____ in the town centre at night.
a to park b parking c park

- 3 Did you manage _____ to your boss about your
holidays?
a talk b to talk c talking
- 4 He promised _____ a solution to the problem as soon
as possible.
a to find b find c finding
- 5 She asked _____ the shopping.
a that I did b me to do c me to doing
- 6 They denied _____ my car.
a stealing b to steal c steal
- 7 We lost the match despite _____ well.
a we played b playing c we playing
- 8 She enjoyed the film _____ it made her cry.
a even though b despite c in spite of

FILE 7 Grammar Bank p.142

In pairs or small groups, circle a, b or c.

- 1 The soundtrack _____ Elton John.
a was composed by b was composed from
c has composed by
- 2 I've never seen that picture before. When _____?
a did it paint b was it painted c was painted it
- 3 Kimonos _____ in Japan.
a are wear b is worn c are worn
- 4 *The Pillars of the Earth* _____ by J.R.R. Tolkien.
a wasn't written b didn't write c wasn't wrote
- 5 The new hospital _____ yet.
a hasn't been open b has been opened
c hasn't been opened
- 6 We left the cinema because the film was _____.
a so much boring b so boring c such boring
- 7 She's got _____ she doesn't know where to put them all.
a so many clothes b so much clothes
c such many clothes
- 8 It was _____ that they couldn't carry it.
a such big box b so a big box c such a big box

Do the exercises in pairs or small groups.

a Circle the word that is different.

- 1 article headlines channel front page
- 2 documentary soap opera audience cartoon
- 3 engine pavement windscreen gearstick
- 4 filthy devastated big delighted
- 5 cotton tight silk linen
- 6 possessive bossy selfish slim
- 7 fireplace fence rug bookcase
- 8 bat octopus shark whale

b Write words for the definitions.

- 1 A person who watches television.
v _____
- 2 A piece of paper where a doctor writes the medicine you need.
p _____
- 3 An amount of medicine which is too much.
o _____
- 4 A person who is used in an experiment.
g _____ p _____
- 5 The window in the front of the car.
w _____
- 6 A ruler who has total power in a country.
d _____
- 7 A country that is governed by a king or a queen.
m _____
- 8 A person who has seen a crime and tells people about it in court.
w _____

c Complete the sentences with the correct form of a verb in the list.

catch do make enter have go pay pull

- 1 Of course I want you to come to my party! I was only _____ your leg!
- 2 My mother has _____ an appointment to have her hair cut this afternoon.
- 3 My brother is _____ an operation tomorrow, but it's nothing serious.
- 4 When we walked into the laboratory the scientists were _____ an experiment.

- 5 Before he can use his computer he has to _____ his password.
- 6 They often _____ window shopping at lunchtime.
- 7 Police _____ the thieves yesterday.
- 8 The judge ordered him to _____ a fine of £500.

d Complete the sentences with a preposition.




- 1 We're really looking forward _____ our trip to Australia.
- 2 Why don't you throw _____ that old shirt?
- 3 You shouldn't do that. It's _____ the law.
- 4 My brother's really keen _____ skiing.
- 5 I'm really fed up _____ my job. I want to leave.
- 6 Many children are addicted _____ computer games.
- 7 The police officer accused the boys _____ stealing cars.
- 8 He apologized _____ arriving so late.

e Complete the sentence with the correct form of the word in **bold**.

- 1 My sister has always wanted to be a _____.
science
- 2 You leave your things everywhere! I wish you weren't so _____.
tidy
- 3 The teacher told the child's mother about his bad _____.
behave
- 4 I hate talking to answering machines. They're so _____.
person
- 5 She asked her mother to _____ the trousers.
short
- 6 We had a great time last night. The party was really _____.
enjoy
- 7 My father lost his _____ and told us to be quiet.
patient
- 8 The play was really good. The leading actor's _____ was excellent.
perform

Do the exercises in pairs or small groups.

a Circle the word with the different sound.

1		business guilty blinds dizzy
2		sweatshirt media defeat ceiling
3		tabloid channel gradually basic
4		heart wall smart drama
5		wolf comedy cough lorry
6		broadcast naughty laugh warn
7		humour bookcase through suit
8		sport journalist murder reverse
9		engine threaten verdict petrol
10		tough huge butterfly gloves

b Write the words for the phonetics.

- 1 /'fɒrən/ _____
- 2 /rɪ'kʌvə/ _____
- 3 /'fɪzɪks/ _____
- 4 /'aɪlənd/ _____
- 5 /ʃɒkt/ _____
- 6 /'sɪtɪzn/ _____
- 7 /drɪ'zæɪnə/ _____
- 8 /'kʌbəd/ _____
- 9 /'bɪldɪŋ/ _____
- 10 /mə'tʃuəl/ _____

c Underline the stressed syllable.

- 1 advertise
- 2 objective
- 3 biased
- 4 eventually
- 5 unforgettable
- 6 engineer
- 7 experiment
- 8 psychology
- 9 admiration
- 10 policy
- 11 imaginative
- 12 reasonable
- 13 responsible
- 14 radiator
- 15 catalogue
- 16 pyjamas
- 17 terrorist
- 18 assassinate
- 19 appreciation
- 20 organized

1B Abba questions Student A

- a Answer A's questions about **Part 1** of *Abba: their story*. Try to remember as much as you can without looking back at the text.
- b Use the words below to ask **B** questions about **Part 2**.
- 1 When / problems start?
 - 2 What / cause?
 - 3 / the couples separate // the same time?
 - 4 What effect // the separations have // their music?
 - 5 / all continue working // the music business after // break up?
 - 6 Which member // group // became // recluse?
 - 7 Abba // play together again // the future?

1B Interview with a star Student A

The journalist

You are a journalist, and you work for a tabloid newspaper. You're going to interview **B**, a well-known pop singer who doesn't often give interviews. You want to ask about:

- **B's childhood** How he / she started in the music world.
- **B's latest album** You are less interested in this than in his / her private life, but you know that you'll need to talk about it in order to win **B's** confidence.
- **B's private life** Although **B** and his / her partner are a well-known couple, famous for being happy together, you have heard rumours that they have separated and want to find out if this is true. The rumour is that **B's** partner has gone off with another person.

- a Think about the questions you're going to ask, e.g. *Do you remember when you first decided you wanted to be a musician? What inspired your new album?*, etc. Think also about how to get onto the subject of **B's** marriage.
- b Interview **B**.

Practical English 1 Introductions Student A

- a You're going to study in Britain. You have just arrived at your host family's house. **B** is the father // mother of the family. Introduce yourself to **B**. Say *hello* to the people he // she introduces you to. Answer his // her questions. You begin *Hello, I'm ...*
- b Swap roles.

2A The hypochondriac's guide Student A

Read the texts. Remember as much as you can!

The first hypochondriacs

People have always worried about their health, and some people have always been more worried than others. The ancient Greeks invented the term 'hypochondria' to indicate the part of the body under the ribs, which is where most early 'hypochondriacs' imagined their pains.

Hypochondriacs and doctors

Attention from a doctor might make a hypochondriac feel better, but it won't cure him. There is a true case of a man who was convinced that he had a frog in his stomach. Doctors gave him a tablet to make him be sick, and while he was vomiting they quickly put a frog into the basin. The man was really happy – he felt completely justified! The only trouble was that he returned the next day to tell them they had been too late – a dozen baby frogs were now jumping around in his stomach!

2C Caffeine – fact or myth? Student A

Read some of the answers about caffeine:

- 1 **Caffeine wakes you up in the morning. FACT**
Caffeine affects the brain and central nervous system and helps you wake up.
- 3 **Decaffeinated coffee, cola, and white chocolate don't contain any caffeine at all. MYTH**
White chocolate has no caffeine but decaffeinated coffee and cola do contain a small amount!
- 5 **The effects of caffeine last only for about two hours. MYTH**
The effects of caffeine in a cup of tea or coffee last for about five hours.
- 7 **Caffeine can improve your performance in sport. FACT**
Caffeine stimulates the muscles so it can help you run faster, jump higher, etc. For this reason it is considered a 'drug' and athletes are disqualified if they have too much in their body!
- 9 **If you give up drinking tea or coffee you will get withdrawal symptoms. FACT**
In a recent study 52% of people who had given up said they had had headaches, and 10% suffered anxiety. If you want to give up caffeine you should do it gradually.

Practical English 2 I know you, don't I?

Student A

a You're at a language school and you meet **B** in the coffee bar. You met for the first time yesterday. You think (but you aren't completely sure) ...

- his name's Paul / her name's Paula.
- he / she's Swiss.
- he / she's from Zurich.
- he / she speaks German.
- he / she doesn't smoke.
- he / she went to the party last night.
- he / she hasn't been to England before.
- he / she's staying for a month.

b Check the information using question tags.

Your name's Paul(a), isn't it?

You're Swiss, ...?

3A I've just read this story about ... Student A

a Read the newspaper story. Underline the verbs to help you remember it.

Excuse me, there's a car in your roof

Mr and Mrs Hawkins had had two fires recently in their house, so they decided to ask a friend, John Brown, to look after their house while they were on holiday in the south of France. This time they were hoping the house would be safe with him while they were away.

But at 8.30 in the morning, while John was in the kitchen making a cup of coffee, a Landrover suddenly came through the roof and landed right on top of the bed, where John had been sleeping half an hour earlier!

What had happened was that a farmer had been driving round his sheep farm in his Landrover, which was on a hill overlooking the village where Mr and Mrs Hawkins live. Suddenly he lost control of his vehicle. When he realized he couldn't stop it and that it was moving towards the edge of a cliff, he jumped out, just in time. The Landrover 'bounced like a tennis ball' before it finally landed in the roof of the Hawkins's house.

John Brown was incredibly lucky. If he hadn't decided to get up early that morning, he would definitely have been killed. Although he has now recovered from the shock, he still doesn't know how to explain to Mr and Mrs Hawkins, who are still on holiday, what has happened to their house!

Glossary

overlook have a view over something

cliff a high wall of rock, usually near the sea

b Tell your story to **B**. Show him / her the photo.



c Listen to **B**'s story actively.

3B Guess the sentence Student A

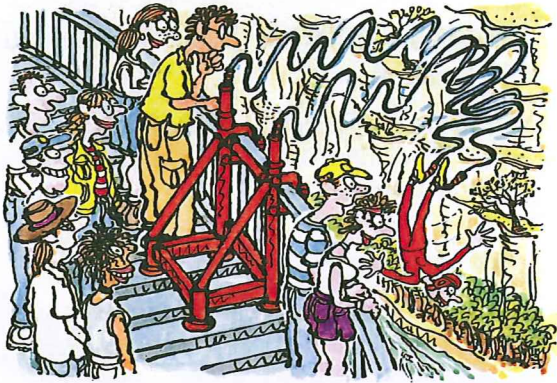
You and **B** both have the same sentences, but where you have words in **bold**, **B** has gaps, and vice versa.

- a Read your sentences and think how you could complete the gaps. Where there is a (+) the verb should be positive, and where there is a (-), negative.
- b **B** will try to complete sentence 1. If he / she says the exact words you have in bold, say *That's right*. If not, say *Try again*. **B** must continue until he / she says the exact words.
- c Now try to complete sentence 2. Continue until **B** says *That's right*. Continue with the other sentences:
- 1 If I'd known it was your birthday, I **would have bought you a present**.
 - 2 I would have bought that jacket if it _____ (≠)
 - 3 If she'd known he was married, she **wouldn't have gone out with him**.
 - 4 If you hadn't reminded me, I _____ (+)
 - 5 If you'd watered the plants, they **wouldn't have died**.
 - 6 We **wouldn't have lost** the match if our best player _____ (-)
 - 7 We **wouldn't have missed** the flight if the train **had arrived on time**.
 - 8 If I'd known the traffic was going to be so bad, I _____ (-)

3B How dangerous are they? Students A + B

a Look at the activities below. For each, mark how dangerous you think it is on a scale of 0–3.

- | | |
|---|---------------------------------------|
| 0 | = I don't think it's dangerous at all |
| 1 | = I think it's quite dangerous |
| 2 | = I think it's very dangerous |
| 3 | = I think it's incredibly dangerous |



- adventure sports like bungee-jumping or rafting
- driving and talking on a mobile phone
- going out with someone you hardly know
- sunbathing
- walking alone in the hills or mountains
- hitchhiking
- travelling in the back of a car without a seat belt
- cooking
- swimming after a heavy meal
- doing home repairs
- travelling in a country where they don't speak your language or English

b In groups of three, compare your marks. Use your own experiences to explain your opinions.

3C Two English kings Student A

a Read and remember the text about King Arthur.

Almost everything we know about **King Arthur** is speculation. We don't even know if he existed at all. However there might have been a leader of that name in the 6th century who perhaps led an army against the Anglo-Saxons. Some historians think he lived in the west of England but others say that he probably came from Wales or Scotland. What is more certain is that the King Arthur that we know about from books and films, with his Knights of the Round Table like Sir Lancelot, his famous sword, and his wife Guinevere, is pure invention. This story was invented by a 15th century writer, Thomas Malory, who in his book *The Death of Arthur* set his story in his own times with knights in armour. But the real Arthur (if he existed) would not have worn armour, as this was not invented until the 10th century.

b Tell B what you remember.

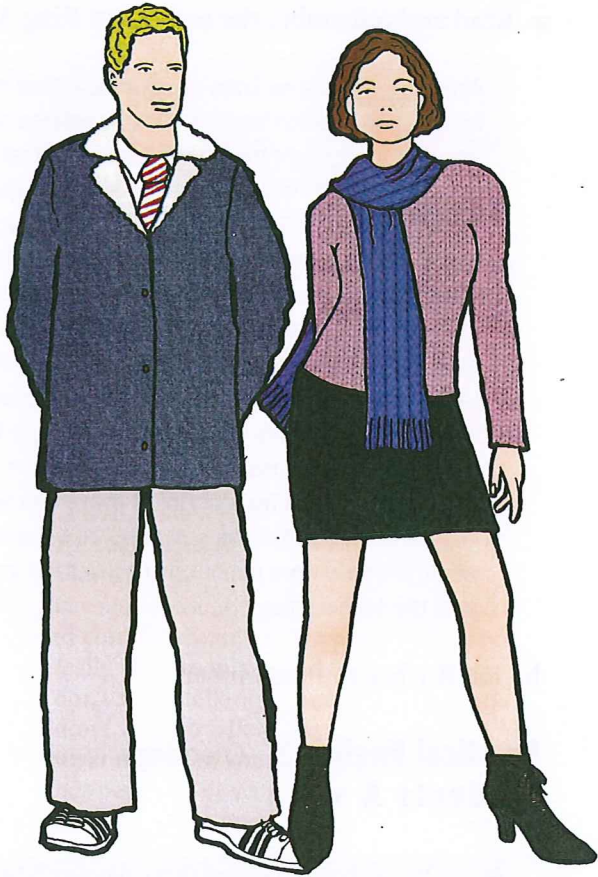
Practical English 3 Choosing a hotel Students A + B

A Mr Wright has to spend three days in Edinburgh on business. He's a non-smoker, and he wants to have dinner at the hotel every night, preferably local food, at about 9.00 p.m. as his meetings may go on until late.

B Mr and Mrs Fenton and their children, Mark and Alice, want to spend a week in Edinburgh. They'd like somewhere that's friendly, reasonably cheap and small. They would prefer to all sleep in the same room.

C Françoise wants to stay somewhere not too expensive (not more than £100 for a single room). She's a smoker, and wants to be able to have dinner at the hotel, but she doesn't like British food.

4A Fashion show Student A



You and B have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the five differences?

4C Sell your house Student A

a You want to buy a house / flat. You saw one advertised in a newspaper and you are going to phone to ask for more information. You want to know:

- where it is
- the age and condition
- the number, the size, and the layout of rooms
- the style and decoration
- the type of heating / air-conditioning
- if there is a garden / garage / balcony, etc.
- what furniture will be left in the house (curtains, kitchen furniture, etc.)
- the price
- anything else you think is important

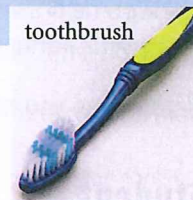
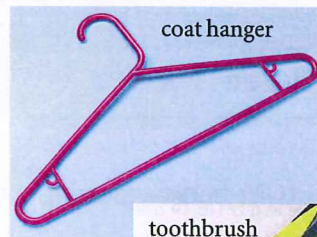
b Plan how you're going to ask the questions and what other information you might want. Begin the conversation:

Hello, I'm phoning about the house (flat) you advertised. I'd like a bit more information ...

c When B has told you all the information you need, decide if you are interested in seeing the house / flat.

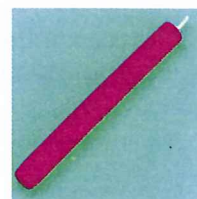
Practical English 4 Explaining what you want Student A

a You're a shop assistant. B is going to describe four things he / she wants to buy. **Wait until B has finished each description**, and then tell him / her what it is in English. Say *Ah, you mean (a) ...*



b Now you are a customer at a department store. You want to buy the following four things. Try to describe them to B, who is the shop assistant.

Begin *Excuse me, I'm looking for something, but I don't know what it's called in English. It's ...*



5A What does it mean? Student A

- a In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with B.
- 1 the name of your oldest friend
 - 2 the name of the film you've seen most times
 - 3 your door number
 - 4 a sport or hobby you really like
 - 5 your favourite possession
 - 6 the name of a pet you have
 - 7 the name of the place where you have your hair cut
- b Ask B to explain what the first word(s) he / she has written refers to. Then ask a question in the present perfect simple or continuous beginning: *How long have you ...?* or *How many times have you ...?* Continue the conversation for at least a minute.
- c B will ask you to explain the first word on your list. Continue until you've explained all the words / numbers.

5C Are you telepathic? Students A + B

- 1 50% of people draw a building, circle, or square. 15% a boat or cat.
- 2 Most people draw a triangle in a circle, or a square in a circle.
- 3 Almost everyone says seven.
- 4 Most people choose 35 or 37.
- 5 One in four people say 22 or 23.

7B Guess the sentence Student A

You and B both have the same sentences, but where you have words in **bold**, B has gaps, and vice versa.

- a Read through your sentences and spend a few minutes thinking about how you could complete the gaps.
- 1 My neighbours are **such** ____ that nobody likes them.
 - 2 There were **so many photographers** outside that the actress could hardly get out of the car.
 - 3 It was **such** ____ that nobody laughed.
 - 4 I had **such a terrible cold** that I was coughing and sneezing all day.
 - 5 My dress was **so** ____ that I could hardly breathe.
 - 6 His hair was **so long** that I almost didn't recognize him.
 - 7 It was **such** ____ that we decided not to go out.
 - 8 Their flat's **so tiny** that there isn't room for all their furniture.
 - 9 Jim's **such a dangerous driver** that he's had three crashes in the last two weeks.
 - 10 She tells **so** ____ that now nobody believes a word she says.

- b Now try to complete sentence 1. If you say the exact words B has in bold, B will say *That's right*. If not, B will say *Try again* or *Almost*.
- c Now B will try to complete sentence 2. If he / she says the exact words you have in bold, say *That's right*. If not, say *Try again*.

Practical English 7 Any complaints? Student A

- a You're a customer. You bought an item of clothing (**decide what**) last week and there's a problem (**decide what**).
- b Go back to the shop. B is the shop assistant. You'd like to change it for another identical one. If you can't, you'd like your money back.

1B Abba questions Student B

a Use the words below to ask A questions about **Part 1** of *Abba: their story*.

- 1 / Abba immediately successful?
- 2 What / happen / Royal Albert Hall / 1977?
- 3 Why / call / Abba?
- 4 When / have / first big hit?
- 5 What / special / Abba's songs?
- 6 What else / help / make Abba so popular?
- 7 Why / their music become popular again / the 90s?

b Answer A's questions about **Part 2**. Try to remember as much as you can without looking back at the text.

1B Interview with a star Student B

The pop singer

You are a well-known pop singer.

- You are suspicious of journalists and don't like giving interviews.
- You have just brought out a new album, and your record company want you to promote it. This is all you really want to talk about.
- You don't mind talking about your childhood.
- You don't want to talk about your marriage. You have just separated from your partner, who left you for another person, but very few people know about it, and you don't want the press to know.

a Take a few minutes to think about what you're going to tell A, and invent any relevant details, e.g. what kind of childhood you had, when you started playing / singing, what your songs are about, etc.

b Give the interview.

Practical English 1 Introductions Student B

a You're the father / mother of an English family. A is a foreign student who has come to stay with you for a month. Say *hello* to A when he / she arrives and introduce yourself. Introduce your wife / husband and the rest of your family. Ask A these questions and have a conversation.

- Did you have a good journey?
- Are you tired?
- Would you like a cup of tea or coffee?
- Where are you from?
- Have you been to Britain before?
- What do you do? (job / studies)
- Do you have any brothers and sisters? What do they do?
- Is there any food that you don't like?

A begins *Hello. I'm ...*

b Swap roles.

2A The hypochondriac's guide Student B

Read the texts. Remember as much as you can.

Famous hypochondriacs

Enrico Caruso, the opera singer, used a dentist's mirror to examine his throat every day, convinced that he had dangerous lumps on his vocal chords. And Marcel Proust, the novelist, was so afraid of catching a cold that he became a recluse, spending all his time in his well-heated bedroom. When his brother asked him to be best man at his wedding, he eventually forced himself to go, but only after putting on three overcoats. As a result he couldn't sit down and had to stand during the whole service.

The greatest hypochondriac of all time

The American poet Sara Teasdale spent the whole of her life convinced that she was going to have a stroke. One day a small blood vessel broke in her hand and she immediately panicked; this was the first symptom of the stroke that she had been expecting all her life. The next day she was found dead in her bath. When doctors examined her she was found to be perfectly healthy except for the overdose of sleeping pills which had killed her, and a small unimportant mark on her hand.

2C Caffeine – fact or myth? Student B

Read some of the answers about caffeine.

2 A glass of cola contains more caffeine than a cup of coffee. **MYTH**

The order of caffeine content is (high to low): 1 real coffee, 2 instant coffee, 3 tea, 4 cola, 5 chocolate.

4 Many painkillers contain caffeine. **FACT**

Some painkillers contain as much caffeine as a cup of instant coffee. This is because caffeine helps to cure headaches.

6 Drinking coffee, cola, or tea in the evening will always affect your sleep. **MYTH**

This depends on each person, as caffeine affects different people differently.

8 Caffeine is an addictive drug. **FACT**

Studies indicate that people who drink more than four or five cups of strong coffee a day become dependent on caffeine.

10 Caffeine is bad for you. **MYTH**

Most doctors and scientists agree that a moderate amount of caffeine a day (two or three cups of coffee) is not harmful, and can have positive effects.

Practical English 2 I know you, don't I?

Student B

- a You're at a language school and you meet A in the coffee bar. You met for the first time yesterday.
- Your name's Paul / Paula.
 - You're Swiss.
 - You're from Geneva.
 - You speak French.
 - You don't smoke.
 - You didn't go to the party last night.
 - You haven't been to England before.
 - You're staying for a month.
- b Listen and respond to A. If what he / she says about you is right, say *That's right* or use a short answer (e.g. *Yes, I am.*). If what A says is wrong, give him / her the right information.

3A I've just read this story about ... Student B

- a Read the newspaper story. Underline the verbs to help you remember it.

Saved by her mobile

Late last night Rebecca Richards, an 18-year-old student, had an argument with her boyfriend, so she left his house at 3.30 in the morning and drove off. She was driving in thick fog along a road in Cornwall when she misjudged a corner and went off the road. Her car fell over a 150m cliff. Rebecca was thrown out, and landed 20m from the sea. When she regained consciousness, she realized that she still had her mobile phone.

She dialled 999 (the emergency number), but she was so confused that she had to make several calls before she could finally make the ambulance people understand her. While she was waiting for help

to come she could see that the sea was coming closer every moment. She lay there feeling terrified, watching and waiting. Suddenly she heard the noise of a helicopter in the sky above.

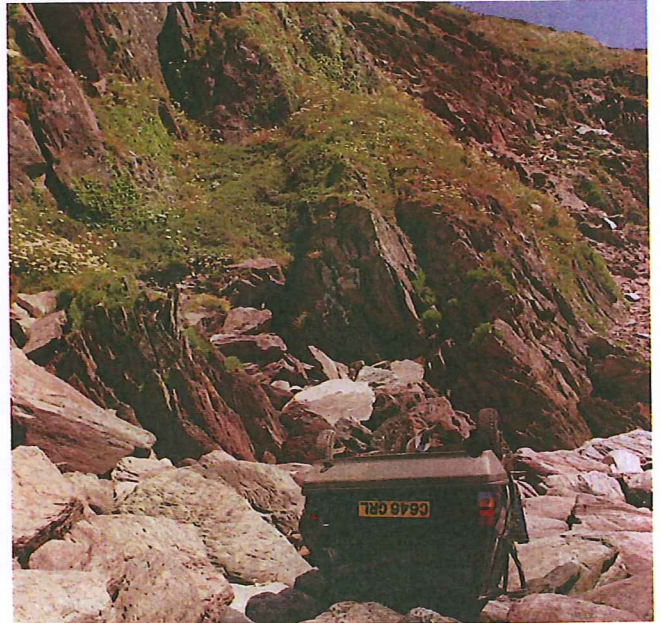
The helicopter took half an hour to see exactly where Rebecca was, but in the end it managed to reach her. By the time the helicopter took off, the waves were just one metre away. Eventually she got to the nearest hospital where she is now recovering. 'It was so lucky that I had my mobile phone with me,' she said to journalists, 'because if I hadn't been able to phone for help I would definitely have died.'

Glossary

cliff a high wall of rock, usually near the sea

- b Listen to A's story actively.

- c Tell your story to A. Show him / her the photo.



3B Guess the sentence Student B

You and A both have the same sentences, but where you have words in **bold**, A has gaps, and vice versa.

- a Read your sentences and think how you could complete the gaps. Where there is a (+), the verb should be positive, and where there is a (-), negative.
- b Now try to complete sentence 1. If you say the exact words A has in bold, A will say *That's right*. If not, A will say *Try again*. Continue until A says *That's right*.
- c Now A will try to complete sentence 2. If he / she says the exact words you have in bold, say *That's right*. If not, say *Try again*. A must continue until he / she says the exact words. Continue with the other sentences.
- 1 If I'd known it was your birthday I _____. (+)
 - 2 I would have bought that jacket if it **had been cheaper**.
 - 3 If she'd known he was married she _____. (-)
 - 4 If you hadn't reminded me, I **would have forgotten**.
 - 5 If you'd watered the plants they _____. (-)
 - 6 We wouldn't have lost the match if our best player **hadn't been injured**.
 - 7 We wouldn't have missed the flight if the train _____ (+)
 - 8 If I'd known the traffic was going to be so bad, I **wouldn't have gone by car**.

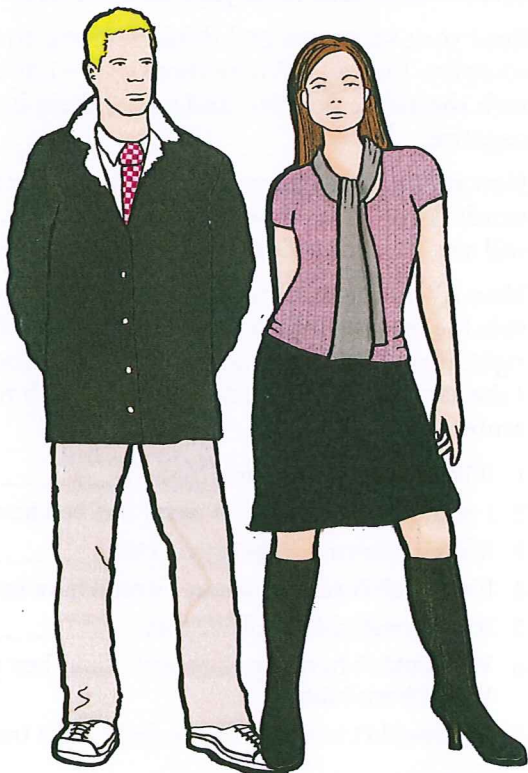
3C Two English kings Student B

a Read and remember the text about Henry VIII.

Henry VIII was born in 1491 and became king of England and Wales in 1509. When he came to the throne he seemed to have everything – he was tall, handsome, good at hunting, and also religious and musical – he composed several songs including the famous Greensleeves. He was also happily married to his new wife Catherine of Aragon. But Henry wanted a son to be his heir, and was prepared to do anything to get what he wanted. He broke with the Catholic Church in order to divorce Catherine, and he married five more times, although his marriages were mostly unsuccessful. He had a very bad temper and he could be extremely cruel to people who opposed him or disagreed with him, as all of his wives discovered. As he grew older he became even more terrifying. He had a painful ulcer on his leg and was so overweight that a machine had to drag him upstairs. He died in 1547, aged 55.

b Tell A what you remember.

4A Fashion show Student B



You and A have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the five differences?

4C Sell your house Student B

a You want to sell your house / flat and have advertised it in the newspaper. The advertisement didn't give any details but gave a phone number. A is going to phone you to ask for more information.

b Take a few minutes to plan what you're going to say. Decide:

- where it is
- the age and condition
- the number, the size, and the layout of rooms
- the style and decoration
- the type of heating / air-conditioning
- if there is a garden / garage / balcony, etc.
- what furniture will be left in the house (curtains, kitchen furniture, etc.)
- the price
- anything else you think is important

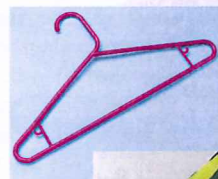
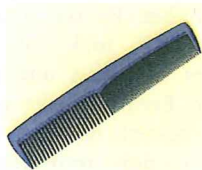
Don't forget that a good salesperson usually exaggerates the positive side and minimizes the negative side of what he / she is selling! A will begin the conversation.

c If A is interested, arrange to show him / her the house / flat.

Practical English 4 Explaining what you want Student B

a You are a customer at a chemist's. You want to buy the following four things, but you don't know how to say them in English. Try to describe them to A, who is the shop assistant.

Begin *Excuse me, I'm looking for something but I don't know what it's called in English. It's ...*



b Now you're a shop assistant at a department store. A is going to describe four things he / she wants to buy. Wait until A has finished each description, and then tell him / her what it is in English. Say *Ah, you mean (a / an) ...*



adaptor

corkscrew

thread

candle

5A What does it mean? Student B

- a In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with A.
- 1 your favourite book
 - 2 the school where you are studying English
 - 3 something you do in your free time to relax
 - 4 your favourite restaurant
 - 5 the most expensive thing in your wardrobe
 - 6 the most beautiful city you've ever been to
 - 7 the make of your / your family's car
- b A will ask you to explain the first word on your list, and ask further questions. Continue the conversation for at least a minute.
- c Ask A to explain what the first word(s) he / she has written refers to. Then ask a question in the present perfect simple or continuous beginning: *How long have you ...?* or *How many times have you ...?* Continue until you've explained all the words / numbers.

Practical English 7 Any complaints? Student B

- a You're a shop assistant in a clothes shop. A is going to come to you with a problem with something he / she bought. You can't change it for an identical one because there are no more in his / her size.
- b Try to persuade A to change it for something else, because your manager doesn't like you to give customers their money back unless it's really necessary.
Begin *Can I help you?*

7B Guess the sentence Student B

You and A both have the same sentences, but where you have words in **bold**, A has gaps, and vice versa.

- a Read through your sentences and spend a few minutes thinking about how you could complete the gaps.
- 1 My neighbours are **such unfriendly people** that nobody likes them.
 - 2 There were **so** _____ outside that the actress could hardly get out of the car.
 - 3 It was **such a bad joke** that nobody laughed.
 - 4 I had **such** _____ that I was coughing and sneezing all day.
 - 5 My dress was **so tight** that I could hardly breathe.
 - 6 His hair was **so** _____ that I almost didn't recognize him.
 - 7 It was **such awful weather** that we decided not to go out.
 - 8 Their flat's **so** _____ that there isn't room for all their furniture.
 - 9 Jim's **such** _____ that he's had three crashes in the last two weeks.
 - 10 She tells **so many lies** that now nobody believes a word she says.
- b A will try to complete sentence 1. If he / she says the exact words you have in bold, say *That's right*. If not, say *Try again* or *Almost*. A must continue until he / she says the exact words.
- c Now try to complete sentence 2, etc.

Listening

13

I = Interviewer, M = Man

I What would you say is the stereotype of people from your country?

M Well, one thing everybody thinks is that our football teams always win – which, of course isn't always true, unfortunately. And people think that we spend all our time drinking beer and eating sausages, and driving fast cars. People always think of us as being very efficient and disciplined, very hard-working. They think that we always tend to obey rules, and that we don't have a sense of humour. They also think that we are very self-confident, even arrogant.

14

I How much of the stereotype is true?

M Well, as regards the food, it's true that we do like beer and sausages, but I would say that nowadays people have started to worry more about their weight, so they don't eat and drink as much as they used to. And it is true that we love our cars almost more than our families, well, maybe I'm exaggerating a bit. Hard working? Yes. Efficient and disciplined – well, this is true, but it's a bit of a simplification. The German's favourite phrase is *Alles in Ordnung*, that is 'everything is in order'. It's very important for us that things work – our washing machines, our cars, our trains, everything must work properly. This is very important to us.

I What about the stereotype of Germans having no sense of humour?

M Ah, yes, well, this I have to say is true. Generally speaking we take life too seriously. We do have some humour but it doesn't translate very well. And we only like jokes at certain times, for example, not at work – and we don't usually make jokes about other nationalities.

I What aspects of the stereotype aren't true?

M Well, I'd say that in spite of what people think, we are not really self-confident. There is a very important word when you talk about the German personality, and that is *Angst*. This means something like 'insecurity' – people don't think of the Germans as being insecure but we are, we're very insecure, and that's why we have this great desire for everything to be regulated and controlled and for everything to work.

I Is it true that the Germans look down on other nationalities?

M No, no, this is not true! For example, we really look up to the Swiss – we admire them because they are even cleaner and more punctual than we are!

I What are the strengths of the Germans in your opinion?

M Well, I think in general we are well educated – we love culture, and we take it very seriously – the more culture, the better. Did you know there are 143 volumes of the works of Goethe, and it would take two weeks to listen to all of Wagner's works! Also we are very green, very ecology conscious. We are very responsible about recycling and things like that.

I What about your weaknesses?

M One thing I'd say is that modern Germans are very obsessed with their health. Never ask a German 'How are you?', or you'll have to listen to him or her for hours, giving you all the details. I would say that we are a nation of hypochondriacs. Another problem for us is that we hate breaking rules and this can make life very difficult, especially as we have so many laws, some of which seem a bit ridiculous to other people. For example, in Germany you can't cross the street if the traffic lights are red, even if there's no traffic – things like that. But maybe our greatest weakness is that we are very bossy. We love criticising other people, and telling them what they are doing wrong. For example, I tell you, if you leave your children's toys outside your house, in the garden where your neighbours can see them, you can be sure they will come and tell you that this is wrong and that you must put them away.

16

J = Journalist

I Who wrote Abba's songs?

J Well, Benny and Björn wrote the music together, Benny on the piano and Björn with his guitar. Stig Andersson, who was their manager, usually thought of the titles, for example, *SOS* or *Fernando* and then it was Björn who wrote the lyrics for that title. At first, it was very hard for Björn to write lyrics in English – it's easy to forget that he was writing in a foreign language – but by their third album, his English had improved, because he was reading a lot and travelling, and he started to feel much more confident.

I Why didn't they do many tours?

J There are several reasons. For one thing they didn't really need to – Abba's records were always number one in the charts without them going anywhere. But perhaps the main reason was that after Agnetha and Björn's children were born, Agnetha wanted to spend more time with them – she hated leaving them. And she also developed a bit of a phobia about flying. She became less and less enthusiastic about appearing in public, especially abroad.

I Did they have a lot of problems with the media?

J Well, I suppose like with so many famous people, the press were always making up stories about them – for example, when they arrived in Sydney at the beginning of their Australian tour the tabloids said that they were just actors who'd come over, not the real singers. There was also a story that they'd made a deal with a Russian record company to get paid in potatoes, because they didn't think the rouble was a stable currency! And then of course the press were always intruding in their private lives.

I Who was this most difficult for?

J Well, Anni-Frid had a hard time about her father. She thought her father had died when she was a baby, but then a German journalist claimed that he was in fact alive and living in Germany – which turned out to be true! But I'd say that Björn and Agnetha suffered most, particularly at the time of their divorce. They tried to make things easier

for themselves by telling journalists that it was 'a happy divorce', but as Agnetha says in her autobiography, 'we all know there are no such things as happy divorces.'

I Why did Agnetha become a recluse?

J I think probably she had got tired of all the media attention and wanted to be left alone. And also she was really shocked by a serious car crash she had in the 80s. Nowadays she spends most of her time alone, especially now that her children have grown up.

I Do the members of the group still keep in touch?

J To a certain extent. Benny and Björn still work together so they see each other a lot, but they don't see the two girls very often. Björn and Agnetha have two children, so they meet occasionally but not very often. Anni-Frid lives abroad but she visits Sweden from time to time and says hello to the boys.

I Do you think Abba will ever play together again?

J No, I don't think they will play again. There was a time once when it seemed possible – they came together once in 1986 to be interviewed on a TV programme, and there was talk of another Abba album, but it never happened. Björn said recently that for Abba to play again it would have to be something 'absolutely extraordinary' – and I can't think what that could be.

110

1 I think it's what people want, isn't it? I mean, if nobody watched the matches, TV companies wouldn't show them. And you can see other sports like skiing and volleyball on the satellite channels. I personally think there should be more, not less. I'd be happy to watch a match every night.

2 I'd say the problem is parents, not TV. People are always complaining that children don't read enough today and are more violent than they used to be, but I don't think it's the TV's fault. I mean, all you have to do is switch it off. The real problem is that parents use the TV as a kind of babysitter because they're too tired to play with their kids.

3 It depends, I mean, it's true you can watch TV in different languages now so I suppose that gives you more choice – if you can speak the language that is. But the programmes themselves are really all the same. Quiz shows, old films, things like that. So they're not really more varied, it's just that there's more of them.

4 Well, I watch the news on TV and I sometimes get sports results on the Internet, but I still get a newspaper every day. I mean, it's not just news, it's opinions. Anyway I like to buy a paper and read it on the train on the way to work.

5 Well, I know a lot of people think that, but personally I don't. Partly because I think the breaks give you a chance to go and make a cup of coffee or go to the toilet or whatever, and partly because nowadays the commercials are often better than the actual films. Have you seen the one about the ...

6 I absolutely hate these programmes where they talk in great detail about people who are only on TV because they're married to or going out with someone famous, or are the son or daughter of

someone who's famous. And most of these people are either completely uninteresting or completely stupid, but because of TV they become celebrities.

1.11

1 An old man called Albert was driving down the M4 motorway, when suddenly his mobile phone rang. It was his wife. She said, 'Albert, listen to me. I've just heard on the news that there's an idiot driving his car the wrong way down the motorway. So, please drive carefully, do you hear me?' 'OK dear,' said Albert. 'I'll try. But it's not just one car. There are hundreds of them!'

2 A young mother was taking her baby for a walk in the park. Some little boys came past, looked at the baby, and started laughing. One of them said, 'Look! What an ugly baby!' The mother was very sad and she started to cry. She passed an old man who was sitting on a park bench eating his lunch. He said to her, 'Come on, cheer up, don't cry. Here, have one of my sandwiches. And here's a banana for your monkey.'

3 There was an Italian boy called Fabio who wanted to get married. He went out with a lovely dark-haired Italian girl and took her home to meet his parents but his mother didn't like her. Two months later he took home a very shy, pretty English girl, but again his mother didn't like her. Then he started going out with a very extrovert, talkative German girl. He took her home, but no, his mother didn't like her. Then he went out with an incredibly attractive and intelligent Swedish girl with long, blonde hair and blue eyes, but his mother hated her. Then one night, at a discotheque, he saw a girl who looked very similar to his mother. He started talking to her and she had a very similar personality too. Perfect! He took her out to the cinema on Saturday night, and then, on Sunday, he took her home to meet his parents but ... his father didn't like her.

2.2

1 Traditional medicine only treats the symptoms of an illness, not the cause. If you've got a headache a traditional doctor will say, 'Take an aspirin.' But if you come and see me I'll try to find out why you're getting these headaches. Is it a problem of diet or stress or what? We treat the whole person, and try to change their lifestyle. We don't just treat the illness.

2 I'd been trying to give up on and off for years. I'd tried everything, nicotine patches, pills, chewing gum – you name it, I tried it. But nothing worked and I was still on twenty a day. It was a friend of mine who said to me to try acupuncture. I must admit I didn't think it would work and I was a bit nervous about the needles, but it did work. I haven't had one now for nearly three months. If anyone asked me now how to stop I'd say acupuncture straight away.

3 I think if it's anything external then that's fine – acupuncture, or osteopathy – I mean, they're called alternative medicine, but they've been well studied – and they use techniques that have been used for thousands of years – that's OK. If I had, for example, a bad back, I'd probably use an osteopath myself. But what I'm really against is

taking any form of medication that hasn't been studied and that applies to most homeopathic medicine, I'm afraid. I think they're dangerous. They're not based on research, they haven't been studied properly, and we doctors see a lot of damage done as a result of them. If one of my patients tells me they're taking homeopathic medicine, well – I try to persuade them not to.

4 I don't have any problems at all with massage and things like that, in fact it's essential for people like me. It's not that I don't believe in homeopathic medicine, but the problem is you don't know exactly what's in a tablet. Obviously I have to be really careful about what I take, as you can imagine, because of all the drug tests. I could be taking a banned substance without realizing, that's the problem.

2.4

P = Presenter, DW = David Weeks

P And now, another edition of *The world of science*, with Jane Marple.

I We've all met them, that irritating woman who turns up at a school reunion 20 years later looking almost the same age as the day she left school. Or the middle-aged man who can beat people half his age on the tennis court. Well, Dr David Weeks, who's with us tonight, has spent years researching into these so-called 'superyoung' people. Dr Weeks, could you start by telling us exactly what you mean by the expression 'superyoung'?

DW Yes, well, I'm referring to a lucky group of people who actually look, behave and feel as much as 18 years younger than they really are.

I In your book, in fact, you conclude that their real age, their birth date, is irrelevant, is that right?

DW Yes, that's right.

I Is looking younger than our age just a question of our genes?

DW Well, of course there is a genetic factor. But there are many other factors to take into account. My research has shown, for example, that your love life is an important factor. The superyoung tend to have more satisfying romantic relationships than the average person. They often have friendships and relationships with people younger than themselves too.

I And do the superyoung tend to have a lot of children?

DW No, in fact the opposite. Our research showed that 15% of the superyoung didn't have children at all and those that have children tend to have very small families, one or two children at most.

I Is lifestyle an important factor?

DW Yes, the superyoung are usually very active, energetic people. They're the sort of people who wake up refreshed in the morning, jump out of bed and are ready to go. The superyoung usually have normal or even low blood pressure and they tend to sleep very well. Our research showed that they tend to travel more often than the average person and when they do travel they often travel more widely – that is, they tend to travel further. Generally speaking, they are also people who read more and watch less TV than the rest of us.

I And do they do a lot of exercise or sport?

DW Yes, in fact we found that they were the kind of people who prefer to do sport than to watch sport. A curious fact we discovered is that they tend to prefer individual sports such as swimming or walking to playing team sports such as football.

I What about their personality?

DW On average the superyoung tend to be more sociable and less neurotic than the rest of us. We also discovered that they tend to be more honest. They are more likely to tell the truth than the average person.

I Is diet an important factor?

DW Well, in fact this was one of the most surprising discoveries of our research. There was no common dietary habit shared by the superyoung. There were vegetarians and red meat addicts, there were people who drank no alcohol and people who regularly drank wine, beer or spirits. So diet does not appear to be an important factor. However smoking was, perhaps not surprisingly. Among the superyoung people we identified, non-smokers outnumbered smokers by about 20 to 1.

I Do you find that people who look much younger than they are had sometimes had a little bit of help from a plastic surgeon?

DW No, in fact, again the opposite was true.

The superyoung rarely use plastic surgery or hair transplants to keep their young looks.

I Why not? Because they don't need to?

DW Exactly.

I Thank you, Dr Weeks.

2.8

W = Woman

1

W One of my colleagues at work is a swimming addict. She has to go swimming every day.

I Where does she swim?

W In the local pool – there's one quite near work.

I How long for?

W About half an hour. She does 40 lengths.

I 40 lengths! Wow! What about weekends?

W Yeah, weekends too – Saturdays and Sundays – and then she does at least an hour, I think, or maybe more. I mean, she's definitely addicted because when she can't go for some reason then she gets really anxious and stressed.

I Does she realize she's got a bit of a problem?

W No, not at all. She doesn't see it like that. I mean, she's happy doing it, and at the end of the day she isn't bothering anyone else. I mean, it's not an antisocial thing like smoking. And her family and friends are all used to it now. They just think she's a bit crazy.

2

W I'd say my husband is addicted to work – he's a real workaholic. It's not just that he loves his job, it's more than that – he doesn't know what to do when he's not working. He just keeps accepting loads and loads of work when he's already got more than he can do. I think he's afraid of having free time because he just doesn't know how to relax.

I Is that a problem for you?

W Well, yes, I get really fed up with it. I want him to spend more time with me and the kids or just spend more time not working. I can understand that when he didn't have much work then he had to say yes to everything but now he's a successful lawyer, then I think he just has to learn to say no. Otherwise he may come home one of these days and find that we're not there anymore.

3

I share a flat with three other people, two boys and this girl called Janice, and in the evening when we've all got home from our various jobs, instead of just chatting and watching the telly with us – that's me and our other two flatmates – in the living room, she locks herself away in her room, where she's got her computer, and she goes straight onto the Internet and into one of these 'chat rooms'. She just stays there for ages, sometimes for hours, having conversations with people she doesn't know. She showed me once, and apparently you don't use your real name, you have to use a nickname, an invented one – and that makes it seem even more sort of unreal. I think she's hooked on chat lines now and she can't stop herself. It's like an addiction. It worries me a bit because I sometimes think she's going to forget what it's like to talk to real people.

4

I've got this mate who's absolutely obsessed with football. He organises his whole life around the matches on the telly. It doesn't make any difference whether it's an important match or not – he watches them all. It's ridiculous – he and his wife can't go anywhere on a Saturday night until he's seen the match. It's like an illness. It's also really embarrassing when they get invited to someone's house when there's a match on and everybody's chatting and suddenly Simon just says, 'Do you mind if I put the telly on? The Manchester United – Liverpool match is on.' He doesn't care what anyone thinks. And if he's somewhere like a wedding and he can't see the game, then he gets really nervous and irritable and he makes an excuse so he can go outside and find out what's happening on the radio. He even made his wife spend one night of their honeymoon in Paris watching the European cup final on the TV in their hotel room and it wasn't even his team who was playing. It really gets her down.

3.2

A = Andy, L = Liz

A I must tell you what happened to a friend of a friend of mine. It's an amazing story.

L What happened?

A Well, he'd been promising for ages to take his kids to the safari park, but he hadn't been able to 'cause he's always so busy – he's a doctor – but anyway he finally decided to take them last Saturday. Well, when they got there everything was fine till they were driving through the bit where the elephants are, and they stopped for a moment to take some photos. His little boy, who's really naughty, pressed the button to open the

windows – and that's strictly forbidden in safari parks – because he wanted to give this elephant a bit of a sandwich he was eating. Anyway this enormous elephant came right up and suddenly put his trunk through the window!

L You're joking!

A No, and it got worse, because then when my friend tried to close the window the elephant's trunk got trapped, so of course it panicked and started kicking the car.

L No! How awful! What did they do?

A Well, luckily one of the guards had seen what was going on on a video monitor or something and they drove to where they were and rescued them, and took them back to the main office. They were pretty shocked, and of course the car looked a bit of a mess – two of the windows were broken and one of the doors ...

L I can imagine.

A So, anyway, the guards gave the kids some lemonade and their mum and dad a glass of brandy to calm them down, and then they set off home, but when they were about halfway back, they saw an accident had happened on the motorway. There were two police cars there, and of course my friend stopped, as he's a doctor, to see if he could help.

L Was anybody hurt?

A Well in fact no, nobody had been injured, but when the police saw my friend's car they were a bit surprised and asked him what had happened to it, so he told them all about the elephant, and the policeman just looked at him and said, 'An elephant? Excuse me sir. Have you been drinking?' and my friend said, 'Of course not.' So the policeman said, 'Then I'm sure you wouldn't mind breathing into this, sir.' And, you know, they gave him the test, the breath test for alcohol. And of course he'd had that huge glass of brandy at the safari park, so he came out positive. Now he's going to get a big fine and he's probably going to lose his driving licence for a year ...

L No!

3.3

Simon

When I first heard the voice I thought I was dreaming. I got up and came out of the tent and then I saw it really was Joe. My first reaction was happiness. I was absolutely delighted. I just couldn't believe that he was still alive. My second reaction was shock, because I could see that he was in a terrible physical state and about to collapse. I just couldn't imagine how he had survived.

Joe

When we were coming down the mountain and I realized that my leg was broken, the first thing I thought was, 'This is it, I'm going to die.' We were at 6,000m and I couldn't think how we could possibly get back down. When I told Simon about my leg I could tell from the way he looked at me that he knew I was in real trouble. He could easily just have said, 'I'll go down the mountain and get some help,' which would really have been a euphemism for, 'I'm sorry, you're finished,'

because when they got back to help me I would have been dead. That's what most people would have done, just left me and saved themselves. Instead, he took the decision to try to save my life by lowering me thousands of metres down. He put his own life in danger. When he lowered me over the edge of the cliff, I could feel myself hanging there for a few awful seconds, and then I felt the rope break when Simon cut it, and I fell. But I was amazingly lucky – I didn't fall to the bottom. I landed on a kind of shelf about halfway down. From there it was possible to get back down the mountain and get back to the base camp. If I hadn't had a broken leg it would only have taken me four or five hours to get there, but I had to drag myself, so it took me four days, and I didn't have any food or water. And all the time I was terrified that when I got there Simon might already have left. In fact, if I'd arrived two hours later he would have already left and I would've died.

Simon

Sometimes people I meet who know the story insult me and say that I was a coward to have cut the rope. They say that I just wanted to save my own life. It is true that the rope between two climbers is symbolic of trust, and to cut it could be seen as a selfish thing to do. But I don't really mind what people who aren't climbers think about it, because they don't understand what was involved. What's important is that Joe didn't think it was selfish. In fact the first thing he did when he saw me was to thank me for trying to save him.

Joe

I can't understand why some people criticize Simon for cutting the rope. I don't blame him at all. He couldn't do anything else. In fact because of his decision, we both survived. The accident didn't change our relationship – we're still good friends.

3.8

Henry's first wife was Catherine of Aragon. She was the daughter of the king and queen of Spain, so it was really a political marriage. They got married in 1509 when she was 24 and he was only 18. Catherine was a very kind and religious woman, and she must have had a very sad and difficult life. King Henry desperately needed a son, a son who would keep his family in power for another generation. But although Catherine got pregnant many times, the babies never survived. Years passed and finally Catherine had a baby daughter called Mary. But Henry wanted a son, and by this time, Catherine was too old to have more children. Henry now fell madly in love with Anne Boleyn, one of Catherine's ladies-in-waiting, and he wanted a divorce from Catherine, but the Pope wouldn't give him one. This situation continued for years. Finally, Anne Boleyn became pregnant and Henry had to act. He broke off relations with the Catholic Church and declared his marriage to Catherine illegal, even though they had been married for 22 years. Now that they were divorced, Henry was free to marry again.

Henry's second wife was Anne Boleyn. She was a woman who men found very attractive, and Henry was no exception. He was soon passionately in love with her, as we know from the love letters he wrote her. Anne was a very clever woman, and an ambitious woman too. She made it clear to Henry that she wanted to be his queen, not just his lover. Anne had to wait for six years, but in the end she got what she wanted, and she and Henry married secretly in 1533. But their marriage only lasted three years. A few months after the wedding Anne gave birth to a daughter, Elizabeth, who would later become queen of England. But though Anne got pregnant again twice, both babies died, and relations between her and Henry began to deteriorate. Henry soon had a new lover, and Anne's days were numbered. She was arrested, accused of adultery, and imprisoned in the Tower of London. Anne was almost certainly innocent, but on May 19th, 1536, she was beheaded outside the Tower of London. Henry was free to marry again.

Jane Seymour was Henry's third wife. They were married just two weeks after Anne's execution, when Jane was 27 years old. She wasn't a beautiful woman, but she was the woman that Henry loved most, and during their short marriage he was a devoted husband. Jane soon became pregnant, and to Henry's great joy, on October 15th, 1537, she gave birth to a son, Prince Edward. After waiting for 27 years, Henry finally had the son he wanted. But Jane got ill after the birth, and just two weeks later she died. Although they had only been married for two years, Henry left instructions that when he died he was to be buried next to her.

Henry's fourth wife was Anne of Cleves. After Jane died, Henry stayed single for a year, but he needed to remarry, both for political reasons, and if possible to have another son. Anne of Cleves, who was a German princess, was considered suitable. Henry wanted to know what she looked like, but of course there were no photographs in those days. So he sent a very famous Dutch painter, Hans Holbein, to paint her portrait. When Henry saw Anne's painting he immediately fell in love with her. But unfortunately Holbein had exaggerated Anne's beauty, and when Henry met her in person for the first time, just before their wedding, he didn't find her at all attractive. In fact he thought she looked like a horse. The King was furious, but it was too late to cancel the wedding, and it went ahead on January 6th, 1540. But Henry and Anne never slept together, and Henry used this as a reason for their divorce after less than six months of marriage. Anne was an intelligent woman and she didn't complain. She knew what had happened to Henry's previous wives. And, as usual, King Henry already had another lover, Katherine Howard, who was only 15 years old.

Henry's sixth and last wife was Katherine Parr. Henry was now 52, a lonely old man, but still with a terrifying personality. When Henry met Katherine Parr she was in love with another man. But of course she could not say no to the king.

Katherine was a mature, intelligent woman of 31, who had already been married twice, and was probably an ideal person to deal with the old king. Katherine must have been more of a nurse than a wife as Henry was now in very bad health. The marriage lasted four years, and ended when Henry died on January 28th, 1547, aged 55. Katherine was now free to marry the man she really loved.

41

Princess Mary

I: What do you think of today's fashions?

PM: To be honest, I find them plain and ugly. I can't see the difference between one person and another. I think that fashion today is awful because there's nothing pleasant on the eye, you know, and women have given up trying to look beautiful, for some reason which I can't understand. Women don't wear dresses any more – dresses used to be a thing which would give more beauty to a woman. It's very strange that women simply don't seem to care what they look like. If you look at the monstrous platform shoes people wear – that must be agony to walk in, because they are heavy, apart from the fact that they look too ugly for words. If you were made to wear them, you would think it was the most terrible punishment! People pay a fortune for these monstrous shoes. I can't believe that people really find beauty in them. They do it because they believe – they're made to believe – that it's fashion. If they really think they look nice, they've lost their minds.

I: Have you ever suffered to look good?

PM: Well, I've always been awfully vain, but even so, I don't think I've ever suffered wearing uncomfortable clothes, you know, clothes that didn't let me breathe. I mean, there are some things that I find uncomfortable today, like high-heeled shoes. But they were never uncomfortable for me then, when I was young. But of course, I didn't use to go for walks in them. They used to ask you, I was told, in the United States, when you used to buy shoes, they used to ask you, 'Do you want sitting shoes or walking shoes, madam?' The only thing I have really suffered with is my hair – it was completely straight and didn't curl. You can't imagine what it was like in the days before the Second World War if you had to curl your hair – it was the most ridiculous operation. You were tied up to electric strings and you sat there and your head burnt and it lasted hours. I mean, the whole thing was terrible. So that was suffering, yes that was suffering. If there's any hope of going to heaven, I hope I'll get the chance of having a good head of hair.

Fito Lombardo

I: What do you think of today's fashions?

TL: Well, it's not my favourite period for fashion. My favourite fashion period is definitely the sixties, but unfortunately I was just a child then! I think fashion today has to a certain point become sort of, er, repetitive. I mean, I think that a lot of today's designers have run out of new ideas – most of today's clothes and accessories are just a repetition of past styles like sixties style platform

shoes or seventies style flared trousers. But there is one thing I love about fashion these days and it's that most people don't really follow any particular trend or look. I mean, they just wear what they feel comfortable with, and I think that's fantastic, feeling good about the way you look, not trying to look the way the media says you should look.

I: Have you ever suffered to look good?

TL: Suffered? No, not really. Well, I haven't suffered too much, but my pocket definitely has, especially when I was younger! I used to spend loads of money on clothes and accessories. No, seriously, I'm not joking – I once spent a fortune on a Versace coat. But I'm totally against wearing something that's uncomfortable or doesn't suit me, just because it's the 'in' thing. I've never been a fashion victim. I like to think of myself as a person with reasonably good taste and I've always worn clothes which I feel comfortable with and which sort of express the way I feel at that moment in my life or how I want to be seen by other people. In any case, these days I'm more concerned about being healthy and enjoying what I do than being in fashion.

49

L = Lucy, C = Charles

Part 1

I: So, Lucy, what do you think of the way Charles has done the room?

L: I hate that sofa! If it was up to me I'd burn it. It reminds me of something in a horror movie. I can't believe Charles has kept it. On top of it all, it doesn't go with the rest of the room. And why have a computer in your living room? It just reminds you of work all the time, and let's face it, a PC and a printer are not the most attractive items of furniture in the world. They make the room look much too practical and technical. I don't like the blinds either. They remind me of a dentist's. I wouldn't mind them in a bathroom or a loo, but I'd never put them in a room where I wanted to relax. The silver photo frames look good, though personally I wouldn't have put them on the coffee table. But in general I find the whole room very cold and impersonal. I think Charles's problem is that he's lazy. He hates shopping and always buys the first thing he sees. The room's just a mixture of cheap modern pieces that don't really go together. He hasn't really thought about it at all. That's his biggest failing. I'm sure it's the same with most men.

C: There's nothing about Lucy's room that I really hate. But I have to say there are certain things that I would never choose myself, for example, the curtains are much too feminine for me. Even if I did choose them I would never have long ones, hanging to the floor; they would look much better shorter, to just below the window. And then those awful branches in the corner, you know those twig things. I think they're a typical woman's thing. I just don't see the point of them. But I love the colour of the walls. And I really like the fireplace. I also think Lucy's shelves are better than mine, and they're more stylish. The sofa is my biggest criticism though. It's completely impractical.

Eating or drinking anything on that would be impossible. I couldn't watch football and drink beer on a sofa like that! On the whole my greatest criticism of the room is that I think Lucy's thought more about style than about practicality, though I must admit I find the whole effect relaxing and generally quite tasteful.

4.10

Part 2

Charles's is a very masculine room, with no personality. He's chosen white walls – very unadventurous. I think a softer cream colour would have been better. The whole room looks more like an office than a living room. A better place for the computer would have been in a corner, in a less obtrusive position; a computer reminds you of work and makes it hard to relax. And then electrical items like the huge TV and video are never attractive – they're always difficult to hide. The wooden blinds are fashionable and practical but they do have quite a clinical appearance. Curtains would have been better. The sofa is also a bit old-fashioned and seems to be out of place in this modern room. It was a bad idea to keep it, I'm afraid, even if it was a present from his mother. I think Lucy has created a more comfortable, more co-ordinated living area. The classic cream curtains go well with the cream sofa; they're both fashionable choices. And she has made the fireplace much more interesting. But it would have looked even better with a large picture or a mirror above it, and would have made it more of a focal point. The large pot with the willow branches is a marvellous idea. I love it. But the rug is too big and rather dark. A smaller, lighter rug would have looked better. On the whole, I have to say I think Lucy seems to have thought more about the decorating than Charles.

5.2

J = Journalist, B = Biologist

P To begin tonight's debate, I'd like to welcome Greg Tyler, who is a well-known wildlife journalist. Greg, what do you think?

J TV channels nowadays are always showing documentaries about wild animals like the tiger becoming extinct, and we see horrible scenes of them being hunted and killed. When people see these programmes they immediately think 'Oh no! How terrible, we must do something.' But the documentaries don't usually tell us why the tiger is being hunted. If they did, we'd probably find that in most cases it's because the local people depend on hunting animals and then selling them to earn a living. Some of you may remember the film *Gorillas in the Mist*. It's a film about a young American woman, a conservationist, who was trying to protect some gorillas in a very poor region of Africa. At the end of the film the local people killed her. Why? Because they depended on hunting and selling the gorillas to foreign zoos and collectors. By protecting the gorillas, the conservationist was destroying the local economy. So I think it's all a question of priorities. We

can't just say 'stop hunting wild animals'; first we have to solve the problem of how people in poor countries can live without hunting. You often see in the newspaper campaigns for 'Save the tiger' or 'Save the gorillas', but it really should be 'Save the people'. If we save the people first and make sure they can survive, then they'll be able to stop killing the animals.

P Thank you, Greg. And now, it's hello and welcome to Nina James, who's a biologist from California. Nina, what's your point of view?

B I'm a biologist and ecologist, and I can tell you that the most serious problem facing this planet today is the destruction of our ecosystems. For those of you who aren't quite sure what ecosystems are, let me just explain. By ecosystems I mean the relationship not only between animals and plants but also between them and their environment. There are many well known reasons why they are being destroyed, for example, air and water pollution and the destruction of the rainforests. But there's another very important reason and that is that thousands of species – birds, fish, and animals – are becoming extinct. They're becoming extinct mostly because of too much hunting. Now, you may ask, why is this a problem? Does it really matter if some species disappear? After all, the dinosaurs became extinct, and that doesn't seem to have been a problem. But what people don't realize is that when one animal species disappears, this has a chain reaction. It makes other animal and plant species disappear too. It will eventually cause a complete collapse of our ecosystem. And if, or rather when, this happens, the results will be catastrophic. The more animals that become extinct, the less food there will be for man, and that will mean starvation on a world-scale, with millions of people dying of hunger. Although I agree that it's a question of priorities, the fact is that we have to protect animals first, not people, because if we don't protect the animals then we haven't got much of a future on this planet.

5.3

I I was about eight or nine years old, and it was December, the week before Christmas, and my mother had taken me to the theatre. It was a special show for children, with songs and clowns and magic and things like that. Anyway at one point the presenter said, 'Any child who's got a birthday today, come up onto the stage and you're going to be the magician's assistants.' My mum gave me a push and said, 'Go on, you go.' And as I really wanted to be on stage I rushed up, with some other children. When I was up there the magician asked me what my name was, and then said, 'So it's your birthday today then?' And I automatically said, 'No, it's on July 23rd.' As soon as I'd said it I realized I'd put my foot in it. My face went bright red, and all the other children called out, 'He's a cheat. It's not his birthday today.' At that moment I wanted the earth to open up and swallow me. The magician said it didn't matter and I could stay up on stage, but I felt awful the whole time. When I

came down from the stage all the other children were looking at me and laughing.

2

It was my birthday and I suppose I was four or five. What I really wanted as a present was a dressing-up costume of a princess. I obviously had visions of myself in a beautiful white dress with a crown, and I'd been dreaming of it for weeks. We used to get our presents in the morning at breakfast, and when I came down I saw there was a big box, which I was convinced was it. When I unwrapped the parcel I could see it was dressing-up clothes and on the box it said 'Indian princess'. But when I opened the box, I found a pair of pink silk trousers and a top – no dress, no crown, not what I wanted at all. I tried not to cry, as we'd been told by our parents time and time again that when we got a present we had to say, 'Thank you, it's just what I wanted.' But I obviously didn't manage very well as my mother realized what had gone wrong, and promised to change it. Which she did the next day!

3

I remember when I was 14, and on one Saturday night I was going to my first 'adult' party – well, adult in the sense that most of the people there were older than me – they were friends of my brother, and most importantly, there were going to be boys at the party. I can remember that the night before I couldn't get to sleep, imagining what the party was going to be like, and wondering which of the boys was going to ask me to dance. And the next day I spent the whole afternoon getting ready. I can even remember what I wore – a very short, dark blue dress with yellow and white flowers. Of course, when I finally got to the party, nobody took any notice of me, because I was much younger than the rest. But suddenly this boy, who was the friend of the boy whose party it was, came up to me and asked me to dance, and said I could choose the record. I remember I chose *All you need is love*, by the Beatles. I didn't like the boy at all – he was called Dave and was really ugly but that didn't matter. I can just remember thinking, 'Wow this is it – I'm an adult!' Whenever I hear that song it reminds me of that first party and it brings back really happy memories of that time in my life.

5.7

JC = Julie Cohen, DS = Dr Smith

Part 1

I Last February, scientists at John Moore University in Liverpool opened a research unit to try to find the answer to two questions: Does telepathy really exist? Will we be able to use extra-sensory perception to communicate in the future? With us today is Julie Cohen, one of the guinea pigs who's been taking part in the experiments. Hello, Julie.

JC Hello.

I First of all, I'd like to ask you why you decided to take part.

JC Well, I'm a journalist. I work for one of the big national newspapers and they asked me to go and then to write about it.

I What did you think about telepathy before you went? Did you believe in it?

JC No, not at all. I was extremely sceptical. I thought it was a load of rubbish, to be quite honest. I didn't think the experiment would work at all.

I Tell us exactly what happened.

JC Well, when I got there I was taken to a small room, room 308. Then I had to lie down on a bed that looked like an operating table and close my eyes, and some things which looked like half ping-pong balls were placed over them. Then a bright red light was switched on which was shining on my face.

I Doctor Matthew Smith, who is also with us today, is one of the people who was running the experiments. Doctor Smith, could you explain exactly where you were and what you were doing?

DS Well, I was sitting in a different room in another part of the building. I had an envelope containing several pictures. I took out one of the pictures, which I had never seen before, and I then tried to communicate this image to Julie, using the power of my mind to transmit my thoughts. I could hear Julie's voice through a microphone, but she couldn't hear anything I said. She had to describe the images which came into her head, and I used what she said to try to send her thoughts that would guide her in the right direction.

5.8

Part 2

I So, tell us what happened.

DS I started staring at the picture and trying to transmit the image to Julie.

JC Yes, I was lying there and feeling pretty nervous, sort of waiting for something to happen. Then strange images started to come into my mind and I began describing them into the microphone. First I saw a house with a red roof. Then an elephant ...

DS When I heard this I tried to transmit to her, 'No, no, it's something human, think human.'

JC At that moment – you might not believe it – but I could feel the image of the elephant being pushed out of my head. It was a really weird sensation. Then I saw flowers. When I said this I started to feel more confident. I had a strong feeling that Doctor Smith was transmitting this image to me. Then I started to get an image of music from an old-fashioned record player. When I said this I could feel sort of waves of enthusiasm. Then I told Doctor Smith that I could see a woman with dark hair.

DS When she said this I was saying, 'That's right, that's right,' although of course Julie couldn't hear me, and I was concentrating even harder on the picture.

JC In my mind I could see a picture of shoes, like ballet shoes. I saw a dancer, a dancer who had one arm in the air. The dancer was holding something red, which looked like a bag. The image in my head was like a polaroid photograph which was becoming clearer and clearer. And then suddenly they told me that that was the end of the test.

5.9

Part 3

JC When the experiment was over one of the members of the research team came into the room and put four postcards on the table. I had to give them a mark from 1 to 5. One meant it was nothing like the image I had seen in my mind, and 5 was definitely the image. When I saw the picture of the dancer, I felt really excited. I mean, there's no doubt that it was the picture that had been developing in my mind. Not everything I saw was accurate. For example, I saw her holding a bag, but in fact it was a vacuum cleaner. Then Doctor Smith came into the room and he was obviously delighted.

I What did you feel then?

JC Well, I felt excited, but also slightly strange to think that another human being had the power to transmit a picture to me only using his mind. When Doctor Smith came in from the other room, when I looked at him, I felt a bit strange.

I So you were convinced?

JC Yes, totally. Before the experiment I would have said telepathy was like science-fiction. Now I'm not so sure.

I And your conclusions, Doctor Smith?

DS Julie is just one of the many people with whom this experiment was successful. I am convinced that in the future it may be possible to make telepathy so reliable that we can use it as a form of communication. Instead of phoning someone you may be able to send them a message telepathically.

I Julie, Doctor Smith, thank you very much for being with us this evening.

6.1

I Right, now to finish on *Crimebusters* today we're going to tell you how not to steal a car. The story began when Mr Matt Holden, who you'll be hearing from in a moment, parked his car in his usual place, in Crescent Road, Ealing, and then went to work. When he came out of his office that evening, he found that his car had disappeared, and phoned the police. What happened next, Matt?

MH Well, I reported it to the police, and only a couple of days later they phoned me and said it had turned up. It had been just, you know, dumped at the side of the road, a couple of miles away. I went to pick it up, and of course the police said they didn't think they would catch the person or people who had stolen it, but anyway I was just glad to have my car back.

I What condition was it in?

MH Well, the thief had crashed it and the back light was smashed, but nothing serious. At least there was nothing missing, I mean, they hadn't taken the radio or anything. And what surprised me most of all was that my camera, which I'd forgotten to take out of the car at the weekend and had left in the glove compartment, was still there. I mean, it's a good camera, it's a Nikon, and it's worth quite a lot of money.

I So then what?

MH Well, then about a week later, I looked at the photos. First there were a lot of photos I'd taken when I was on holiday. But then I saw some of a man I didn't know, and also of a girl. When I looked at them a bit more carefully I saw that the guy was in my car and he had a screwdriver in his hand. So then I realized what had happened.

I Matt took his photos to the police and they recognized the thief, 29-year-old Lee Hosken, straight away. It turned out that when he stole the car he found the camera and decided to take a picture of his girlfriend who was with him, and then he got her to take some pictures of him. He even posed with the screwdriver he'd used to break into the car. But then when he crashed the car, he forgot to take the camera and left it in the car! As the police spokesman said afterwards, 'It's amazing just how stupid some criminals can be.'

6.7

D = Detective

I Is being a private detective like it is in the films?

D No. I mean, in films you only see a small part of what a private detective does, and usually the exciting part. You don't see the hours and hours of waiting, the boring side. It's a much less glamorous job than the films make out.

I What does your job involve? What are the typical cases you have to deal with?

D Most of my jobs are about money. The sort of cases I deal with are mainly divorces, for example, when a man needs evidence that his ex-wife is living with someone else, or working. And I also deal with debts, for example, when people owe money to a company. So it can involve all kinds of things, but it's mainly following people, watching them, seeing where they go, who they meet, and then writing a report for the client. I also do a lot of searching for missing relatives. Perhaps someone comes to me and says, 'I want to find my brother. I haven't seen him for thirty years.' And so I see if I can find him.

I Are your clients mostly men or women?

D Both.

I Does it make a difference?

D Yes, it does. For example, in cases where one partner suspects that the other is being unfaithful – that they've got a lover – and wants me to find out. In these cases the women clients are nearly always right. I mean, if they think their husband is having an affair, he usually is. But on the other hand, if the client is a man, he's usually wrong. He thinks his wife is having an affair, but she isn't – it's just his imagination, or she's taken a job and hasn't told him.

I Do you enjoy catching people out, finding that they've been deceiving someone?

D No. In fact I'd say that's the worst part of the job. If I find out, for example, that someone is being unfaithful, OK, I've done my job, but then I've got to give my client the news, tell them something they probably don't want to hear. For example, sometimes I find out that my client's husband or wife is leading a completely double life. And then the client will say, 'Oh I wish I'd never

employed you! I'd have preferred not to know.' But you'd be amazed how many people there are who are leading double lives!

I What tricks do you use?

D Well, obviously I can't tell you too much or I'd be out of a job. But, for example, I keep a lot of different coloured sweaters in the back of the car. In bright colours: red, blue, yellow. And if I'm following someone or watching their house I keep changing my sweater. Because it's a fact that if someone thinks they're being followed they think it's 'a man in a red sweater'. They focus on the colour much more than on the person. Just changing the colour makes them immediately think you're someone else.

I What advice would you give to someone who is deceiving somebody else and who has something to hide?

D Never throw anything incriminating into the rubbish. It's the first place a private detective will look – in someone's rubbish bin. It's amazing how many people think that just throwing something into the rubbish means it's disappeared. It hasn't, of course. The people in old films who burnt evidence like letters in the fireplace weren't so stupid. It's much safer. And if you suddenly see workmen digging a hole outside your house, you should be suspicious. The workmen may be private detectives.

I Does your job have any effect on your private life?

D Well the trouble with this job is that after a while you just don't trust anybody.

6.9

RH = Rolf Hausser

I So, Mr Hausser, if I understand correctly, you knew nothing of what was happening in the United States, of the fact that a doll called Barbie was being sold there and was also being exported.

RH Yes, that's right. I knew nothing at all. I didn't know that Barbie existed. The first news I had was in 1963, when I went to Nuremberg. One morning when I was going for a walk in the town, I went past a toyshop, and in the shop window I saw a whole display of Barbies, hundreds of them. I was furious! It was a different name, but it was my Lili. These people had stolen my doll.

I What did you do then?

RH First, I found out who the manufacturers were, and it was a big company called Mattel, and of course then I wanted to take them to court. This was my doll, my Lili. At the very least I should receive some of the profits from this Barbie. But my brother Kurt said to me, 'Rolf, don't do it.' He said this Mattel was a huge multinational company and if I took them to court it would be financial ruin for us, ruin. We were just a small company, you know. Kurt said it would be better for us to sell the patent, to sell the patent of the doll.

I So is that what you did?

RH Yes, in the end that's what we did. We sold the patent. But it was probably the worst thing that we could have done. The worst solution. Because although it's true that they paid us quite a lot of

money, it was nothing, nothing compared with what we would have earned if Mattel had paid us a percentage.

I And what happened then?

RH Well, after that things started to go badly. We had lost Lili, and she was our most successful product. Very soon we were making huge losses and had enormous debts. And only nine months after the deal, this agreement, I, Rolf Hausser, was made bankrupt. Bankrupt. It was a tragedy, a tragedy.

I How do you feel today? Have you got over it?

RH No, I will never get over it. What I am really angry about, so angry I can't describe it in words, is that nobody has ever admitted that I am the man who inspired Barbie. My part in her history has simply been wiped out, forgotten, as if I never existed.

I Ruth Handler has always admitted that she took Lili back to America with her, and that Barbie was inspired by the German doll. However in a recent interview she insisted that she had asked the Japanese manufacturers to make a doll that was only 'something like' Lili. But here today, with an original Barbie and a Lili together on the table in front of me, I have to say that they seem practically identical.

6.12

Welcome to another edition of *The story behind the song*. Tonight's programme is a little bit special in that it's the story behind three very well-known pop songs. It's the story about a triangle – two men and one woman – and it's a story about friendship and one man's desperate love for his best friend's wife.

The story started when guitarist George Harrison of the Beatles met Patti Boyd early in the 1960s. Patti was a very beautiful fashion model, in fact she was probably the first 'top model'. Well, George Harrison fell in love with Patti and he wanted to write a song to express his love for her. In fact it was one of the first songs he ever wrote for the Beatles. It was called *Something ... Something in the way she moves attracts me like no other lover*. George and Patti got married on January 21st, 1966. At first they were very happy, but as the years passed their relationship began to deteriorate, mainly because George was unfaithful. Patti began flirting with George's best friend, the guitarist Eric Clapton, so as to make her husband jealous.

George and Eric had been very close friends since they'd met in 1963, and they'd played guitar on each other's albums. Now Eric fell madly in love with his friend's wife. Patti liked Eric but she couldn't decide if she really wanted to leave her husband or not, and the one who suffered was Eric. He got very depressed about it all, and of course he couldn't talk to his friend George about it for obvious reasons. When he was in the middle of this depression he decided to write a song about Patti so that she would realize how desperate he was feeling. But of course he couldn't name Patti in the song. He'd recently read a book about an Arab princess called 'Layla', and he decided to use this name as the title of the song. *Layla* became

Eric Clapton's biggest hit, and at the time Patti Boyd was probably the only person in the world who knew that Layla was really Patti. Finally, one night at a party, Eric confessed to George that he was in love with his wife. George and Patti got divorced in 1977, and two years later, Eric and Patti got married. And that brings us to the third and final song, which is called *Wonderful tonight*. This is a love song which Eric wrote for Patti and it's all about an evening when they go to a party together and he feels very proud because everyone turns to look at his beautiful wife.

So, is there a happy ending to this story? I'm afraid not. Patti and Eric were happily married for a few years, but in the end they broke up, mainly because of Eric's difficult personality, and they got divorced in 1989. So, that's the story, two friends and three songs all written about one woman – all part of pop music history. Goodnight.

1A phrasal verbs

There are four groups of phrasal verbs:

group 1: no object – the verb and *on, off*, etc. can't be separated

The meeting **went on** for hours.

group 2: with object – verb and *on, off*, etc. can be separated

Take off your shoes.
Take your shoes **off**.
Take them **off**.

- If the object is a noun, it can go after both parts of the phrasal verb or between them.
- If the object is a pronoun it must go between the two parts. NOT ~~Take off them.~~

group 3: with object – verb and *on, off*, etc. can't be separated

She **looks after** her younger sister at weekends.

- NOT ~~She looks her younger sister after...~~

group 4: with two prepositions / adverbs. They can't be separated

We're **looking forward to** our holiday.

- NOT ~~We're looking forward our holiday to.~~

1B question formation

normal questions

Has your father phoned? **Did** you enjoy the show?
Where **do** they normally work?

- Use an auxiliary verb (*do / does, did, have*, etc.) to form normal questions.
- The correct order is (question word), auxiliary verb, subject, main verb. NOT ~~Has phoned your father?~~

negative questions

Don't you like chips? (= You aren't eating them.)
Hasn't Mary phoned?

- Use negative questions to check if something is true.
- The word order is the same as in normal questions.

questions without the auxiliary *do / did*

Who wrote *A Brief History of Time*?
Which actor won the Oscar?

- Use these questions when the question word is the subject of the question.
- Don't use *do / did*, i.e. *Who wrote...* NOT ~~Who did write...?~~

questions ending in prepositions

What are they talking **about**?
Where does he come **from**?

- The preposition comes at the end of the question.
NOT ~~About what are they talking?~~

short questions

A I'm going on holiday tomorrow.
B Where **to**? (= Where are you going to?) NOT ~~To where?~~

1C adverbs and adverbial expressions

adverbs of manner say **how somebody does something**

He drives very **badly**.

- These usually go after the verb / verb phrase.

adverbs of frequency say **how often something happens**

I **never** drink alcohol. He's **always** late.
We **usually** go to bed at midnight.

- Put these adverbs before the main verb but after the verb *be*.
- *sometimes, usually, normally* can go at the beginning for emphasis, e.g. *Sometimes I go away at weekends.*

adverbs of time say **when something happens**

He'll be here **soon**.
I had dinner with a friend **last night**.

- These adverbs usually go at the end of a sentence or phrase but can go at the beginning for emphasis.

adverbs of degree say **how much something is done**

He drinks **a lot**. I've **almost** finished. He's **very** late.

- *a bit / little, much*, and *a lot* go after a verb / expression.
- *almost / nearly* go before the main verb.
- Adverbs of degree go before an adjective or adverb.

sentence adverbs **make a comment about a situation**

Ideally we ought to leave at 10.00.
Unfortunately the car broke down.

- These usually go at the beginning of a sentence.

other adverbs (*just, only, also, probably, etc.*)

I **only** have one sister. She can **probably** come.
They've **just** arrived.

- Most other adverbs go before the main verb.

1A

Write a sentence with a separable phrasal verb + pronoun (*it / him, etc.*) to follow on from sentences 1–10. Use a verb from the first box and a word from the second.

- | | |
|--|--|
| take throw give call try
put (x3) wake turn pick | back (x2) away (x2) on (x2)
up (x2) off down out |
|--|--|

The TV is too loud. It's 11.30.

Turn it down!

- It's bad luck to wear a hat in the house.
- Don't drop paper in the street.
- Don't leave your books on the bed.
- Those shoes are too old to wear now.
- Your brother's still in bed and it's 10.00.
- I can't talk to you now. I'm busy.
- You've taken my pen!
- You must wear a seatbelt.
- I'm not sure if that sweater is your size.
- You can't smoke that cigarette here.

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!



1B

Imagine you are a journalist preparing an interview with a famous singer. Write the questions.



- when / write / first song
When did you write your first song?
- how many albums / sell this year
_____?
- / go on tour next summer
_____?
- what / make you sack / manager last week
_____?
- why / cancel / last concert
_____?
- what / work on at the moment
_____?
- who / new boyfriend
_____?
- plan / get married
_____?

1C

a Are the adverbs in the right (✓) or wrong (X) place? Correct the wrong ones.

- I like **very much** chat shows and 'phone-ins'.
- Sometimes** the weather forecast is completely wrong.
- He's **probably** got lost.
- I **rarely** go to the cinema now I've got cable TV.
- I'll get in touch **next week** with him.
- She dances **brilliantly** the tango.
- Fortunately** nobody was injured **seriously** in the accident.
- Almost** she missed the interview because her car broke down.
- I **just** called to say I love you.
- She **even** didn't say goodbye when she left.

b Put the adverbs in brackets into each sentence in the right place.

- We're going to be late. (unfortunately, extremely)
- I get up when the alarm clock goes off. (usually, immediately)
- His French is excellent and he can speak German. (also, fluently)
- Although he likes films he goes to the cinema. (very much, rarely)
- I crashed my new car. (yesterday, almost)
- I'm sorry. I can come on Friday, not Saturday. (terribly, only)

2A first and zero conditionals and future time clauses

first conditional sentences: *if* + a present tense, *will/won't* or *going to*, or imperative + infinitive)

If I **see** her, I'll **tell** her. (NOT ~~If I'll see her...~~)
He **won't** sing if he **isn't** feeling better.

- Use the first conditional to talk about a future possibility and its consequence.
- Use a present tense (simple or continuous), NOT a future form, after *if*.
- Use a future tense (*will*, *going to*, or the present continuous) in the other clause.
- *unless* + positive verb can be used instead of *if...not*.

zero conditional sentences: *if* + a present tense in both parts

If I **have** a headache, I always **take** an aspirin.
If you **heat** water to 100°C, it **boils**. (This is always the consequence.)

- Use the zero conditional to talk about something which always happens.

future time clauses + *when*, *as soon as*, etc.

I'll get up **when** the doctor arrives.
She'll go back to work **as soon as** she feels better.
Don't stop taking the pills **until** you've finished the packet.
She'll probably come **unless** she's studying.
Take a coat **in case** it gets cold later.

- Use a present simple tense (NOT a future tense) after *when*, *as soon as*, *until/till*, *unless*, *in case* to talk about the future.
- *as soon as* = at the moment when.
- *in case* = because there's a possibility something will happen. Don't confuse *if* and *in case*.

2B future perfect and future continuous

future perfect: *will have* + past participle

In two weeks' time, school **will have finished**.
They **won't have come out** of the cinema yet.
I'll **have done** the homework by Monday. (*by* + *Monday* = by Monday at the latest)

- Use the future perfect to say that something will be finished at a particular time in the future.
- This tense is often used with time expressions, e.g. *in* (*three weeks'*) *time*, and *by* (*Saturday / next year*).

future continuous: *will be* + verb + *-ing*

Don't phone at 8. We'll **be having** dinner.
What **will you be doing** tomorrow at 11.00?

- Use the future continuous to say that an action will be in progress at a certain time in the future.
- This tense is very common with an exact time in the future (11.00, etc.).

2C usually, used to / didn't use to, be used to

usually, used to / didn't use to (+ infinitive)

I **usually** get up at 7 o'clock during the week.
Do you **usually** go to work by car?
I **used to go** to the gym every day, but I don't go any more.
He **used to be** a politician (but now he's unemployed).
They **didn't use to be** so mean (but now they are).
Did you use to live in New York?

- Use *usually* + present simple for present habits. NOT *I use to get up*.
- Use *used to* + infinitive for past habits or repeated actions, and past situations or states that have changed.

be used to + verb + *-ing* or noun

I'm **used to living** alone. (= I've lived by myself for a long time.)
I'm **not used to my new job**. (= I've only just started it.)

- Use *be used to* for a situation that was new and is now familiar.

⚠ Don't confuse *be used to* + *-ing* with *used to* + infinitive.

2A

a Complete the sentences with words from the list.

in case when until / till as soon as unless if

- 1 Tell the specialist your symptoms _____ you have your appointment with her next week.
- 2 The surgeons did an emergency operation _____ the patient arrived in the operating theatre.
- 3 Before you go, you should start taking anti-malaria pills _____ you get bitten by a mosquito.
- 4 We won't know what treatment you need _____ we see the X-rays.
- 5 The operation will cost you a fortune _____ you've got private medical insurance.
- 6 _____ you don't have a regular check-up once a year you might be ill and not realize it.

b Put the verbs in the right tenses. Sometimes there are two possibilities.

- 1 Come back if you _____ (not feel) better.
- 2 Take two pills before you _____ (go) to bed.
- 3 You _____ (not get) better unless you _____ (take) a couple of days off and rest.
- 4 Ring 999 if someone _____ (have) an accident.
- 5 I can't prescribe any medicine until I _____ (see) the specialist's report.
- 6 They _____ (give) him a transplant as soon as they _____ (find) a donor.
- 7 We _____ (know) if you need an operation when we _____ (see) the results of the tests.
- 8 I'm just going to take your pulse in case you _____ (have) a problem with your heart.

2B

Complete the sentences with *will* + infinitive, the future continuous (*will be* + verb + *-ing*), or the future perfect (*will have* + past participle).

SEAN What do you think ¹ *we'll be doing* _____ this time next year?

SOPHIE Well, I don't know about you, but I ² _____ in the sun on a Greek island somewhere.

I ³ _____ all my exams, and

I ⁴ _____ enough money on the lottery to pay for my trip. How about you?

SEAN I think I ⁵ _____ in a band, here in Liverpool.

A famous manager ⁶ _____ me play, and

⁷ _____ me to make an album.

Five years from now I ⁸ _____ so many albums that I ⁹ _____. What about you James?

JAMES I'm a bit more of a realist than you two. I think

I ¹⁰ _____ still _____, because I've got a feeling that when our exam results come out next week, I ¹¹ _____ any of them.

do

sit

finish

win

play

hear

ask

sell

retire

study

not pass

2C

a Right (✓) or wrong (✗)? Correct the wrong sentences.

- 1 When I was a child I was playing in the street a lot.
- 2 She used to have short hair but now it's long.
- 3 Nowadays at weekends I use to stay at home.
- 4 You didn't used to smoke, did you?
- 5 Where did you use to live when you were a student?
- 6 There use to be a cinema there but it closed down.
- 7 He doesn't like taking his car abroad because he's not used to drive on the right.
- 8 I had too much lunch. I'm not used to eating so much at midday.

b Complete the sentences with *used to* / *didn't use to*, (*don't*) *use* or *be* / *not be used to*.

- 1 Foreign visitors to Spain _____ having dinner at 9.30
- 2 I _____ like living alone, in fact I hated it. Now I _____ it, and I prefer being on my own.
- 3 I didn't recognize you! You _____ wear glasses, do you?
- 4 I'm a farmer, so I _____ getting up early. I've been doing it for years.
- 5 We _____ go to the cinema every Friday, but we're too busy this week.
- 6 I always _____ drink lots of coffee, but now I only drink herbal teas.
- 7 I _____ work by myself until I joined this company, _____ working in a team. I find it quite difficult.
- 8 I _____ leave the office in my old job. Now, I travel

3A narrative tenses

past simple

He **got up** and **left** the room. (= First he got up and then he left the room.)
They **didn't like** the picture so they **didn't buy** it.

- Use the past simple to talk about consecutive actions in the past / the main events in a story.

past continuous

When I woke up this morning, it **was raining** and my brother **was already having** breakfast.
While I **was trying** to listen to the news, the children started fighting.

- Use the past continuous to describe a longer, continuous past action. This is often an action which was in progress when another action happened.
- It is often used to 'set the scene' at the beginning of a story.

past perfect

When I arrived at the station, the train **had left**.
(= First the train left. Then I arrived at the station.)
She didn't realize that she **hadn't locked** the door.

- Use the past perfect to talk about an action which happened before the specific time in the past when the main events of the story happened.
- *had* is often contracted to 'd.

past perfect continuous

I was exhausted because I **'d been working** all day.
She went to the doctor because she **hadn't been feeling** well.

- Use the past perfect continuous to talk about a longer continuous action that was going on before the specific time in the past when the main events of the story happened.

3B third conditional

third conditional: *if* + past perfect, *would / wouldn't* + *have* + past participle)

If I **'d seen** you, I **would have stopped**. (= but I didn't see you so I didn't stop.)
If we **hadn't been** so tired, we **wouldn't have left** the party so early.

- Use the third conditional to speculate about something that happened in the past and how it could have been different (= a hypothetical possibility).

⚠ Don't use *would have* after *if*. NOT ~~If I would have seen you...~~

- Compare the second and third conditionals:
If we had a mobile, we could call for help.
(= We are lost now. We don't have a phone.)
If we had had a phone, we would have called for help.
(= We were lost. We didn't have a phone.)

3C *must have, might have, can't have* (deduction about the past)

must have + past participle

I got all the answers right. I **must have passed** the exam.
They **must have been** freezing. It was a really cold night.

- Use *must have* + past participle when you are (almost) sure something was true / happened.
- The opposite of *must have* is *can't have*. NOT ~~I mustn't have~~.

might have + past participle

A I **can't find** my wallet.
B You **might have left** it in the café or in the shop.

- Use *might have* + past participle when it's possible that something was true / happened.
- You can use *may / could* instead of *might*.

can't have + past participle

They **can't have left** already. It's only 10.30.
He **can't have seen** us. It was too dark.

- Use *can't have* + past participle to say that you're (almost) sure something wasn't true / didn't happen.
- Remember, *have* is pronounced / (h)əv / after *can't, must, might*, etc.
- You can also use *couldn't have* instead of *can't have*.

3A

Put the verbs in the right narrative tense.

It was 9.30, and Adam ¹ *was sitting* (sit) in the restaurant waiting for Rose to arrive. He ² _____ (be) tired, because he ³ _____ (travel) all afternoon. He ⁴ _____ (feel) nervous too. He ⁵ _____ (not be) sure if she would recognize him after all this time. It was difficult to believe but they ⁶ _____ (not see) each other for ten years now. He wondered if she ⁷ _____ (change) much. Ten years ago she ⁸ _____ (be) attractive, but not beautiful. He

⁹ _____ (look) at his watch again. He ¹⁰ _____ (wait) for half an hour. She ¹¹ _____ (promise) to be there at about 9.00, but she ¹² _____ (never be) a very punctual person. He ¹³ _____ (order) a glass of red wine. Suddenly, he ¹⁴ _____ (see) her. She ¹⁵ _____ (wear) a long coat and ¹⁶ _____ (look) round the other tables, obviously looking for him. He ¹⁷ _____ (stand) up and ¹⁸ _____ (walk) towards her. 'You look fantastic, Mum,' he said. ...

3B

Make sentences using the second or third conditional.

We haven't got a good map. We're lost.

If we had a good map, we wouldn't be lost.

We didn't have any matches. We couldn't light a fire.

If we'd had some matches, we could have lit a fire.

- 1 I didn't wait another minute. I didn't see you.
- 2 You left the door open. The cat got out.
- 3 I don't speak French fluently. I won't apply for the job.
- 4 He fell. He wasn't wearing mountain boots.
- 5 I don't know the answer. I can't tell you.
- 6 He's so obstinate. I argue with him all the time.
- 7 I can't drive. I depend on public transport.
- 8 She didn't shout. People didn't realize she was there.

3C

a Complete the second sentence. Use *must // might (not) // can't + have +* the verb in brackets.

- 1 A: Where's Jim? He's late.
B: He _____ . He's got a terrible sense of direction. ((get lost))
- 2 A: Look at those Chelsea fans. They look miserable.
B: But Chelsea _____ . They were winning 3-0 at half time. ((lose))
- 3 A: I left a message on Sylvia's answerphone but she hasn't called back.
B: She _____ it. She always forgets to listen to her messages. ((hear))
- 4 A: Do you know why she's crying?
B: I've got no idea. She _____ some bad news. ((have))
- 5 A: Oh no! The coat I tried on isn't there any more.
B: I'm sorry sir. Someone _____ it. ((buy))
- 6 A: I can't find my car keys. They're not in my bag.
B: Well, you _____ them at the restaurant. I saw you take them. ((leave))

b Circle the correct form. Explain why it is right.

- 1 I didn't see the show myself, but it *must have been // was* brilliant. Everyone's talking about it.
- 2 I can't find the receipt. I *may throw // may have thrown* it away.
- 3 You *can't see // can't have seen* Gerry yesterday. He was in bed with flu.
- 4 John played really badly yesterday. He *might not be // might not have been* feeling well.
- 5 What a lovely girl your daughter is. You *must be // must have been* very proud of her.

4A adjective order, *the ... the ...*

adjective order

She has **short, fair** hair. NOT ~~fair, short~~ hair
I'll be wearing a **long, red, woollen** scarf.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives must go in a particular order.
- The chart below shows the correct order for most adjectives.

Opinion How good?	Size How big, etc.?	Most other qualities	Age How old?	Colour (then) pattern	Nationality Where from?	Material Made of?
lovely	big	warm	new	pink striped	Spanish	silk

the ... the + comparative adjective / adverb

The faster I speak, **the more** mistakes I make.

The sooner you tell me, **the better**.

- Use *the* + comparative adjective / adverb to show that one thing depends on another.
- *the* + adjective comes before the rest of the phrase.
- Sometimes we just use the two comparatives on their own, e.g. *the sooner the better*.

4B *wish* + past simple / past perfect / *would* + infinitive*wish* + past simple

I **wish** I **had** more money. (= but I haven't got more.)
I **wish** he **wasn't** so untidy.

- Use *wish* + past simple to say that you regret (= are sorry about) a present situation.
- NOT ~~I wish I would have...~~
- You can also say *I wish he weren't...*

wish + past perfect

I **wish** I **hadn't said** that. (= but I said it, and now I'm sorry.)
I **wish** I'd **worked** a bit harder at school.

- Use *wish* + past perfect to say that you regret (= are sorry about) a past situation.

wish + person / *it* + *would* + infinitive

I **wish** he **would** come. (= He's late. I want him to come.)
I **wish** you **wouldn't play** your music so loudly. (= I want you to stop. It's annoying me.)
I **wish** it **would stop** raining.

- Use *wish* + person + *would* to say that you want another person to do (or not to do) something, often because you are annoyed.
- You can also use *wish* + *would* when you want something to happen.

⚠ Don't use *wish* + *would* for a wish about yourself. NOT ~~I wish I would be taller.~~

4C *have something done*

I'm **having** the house **Painted**.
He's **going to have** his eyes **tested**.

- Use *have something done* when you get another person to do something for you, usually for payment; you don't do it yourself.
- The past participle goes after the object, NOT ~~I'm having painted the house.~~
- Compare with *I'm painting the house*. (= I'm doing it myself.)

4A

a Put the groups of words in the right order. Use *a / an* where necessary.

- 1 hair long fair _____
- 2 dark huge eyes _____
- 3 scarf silk Italian gorgeous _____
- 4 shoes suede hideous _____
- 5 old house lovely _____
- 6 skirt short wool _____
- 7 tight sweater purple _____
- 8 laptop Japanese expensive _____
- 9 tie striped black and white _____
- 10 sports car second-hand _____

b Rephrase the sentences using *the ... the + comparative*

- 1 If you start learning young, it will be easier.
The younger you start learning, the easier it will be.
- 2 If we leave soon, we'll get there earlier.
- 3 If I speak fast, I make more mistakes.
- 4 If the weather is cold, you use more electricity.
- 5 If the restaurant is full, the service is worse.
- 6 If the colour is bright, she'll like it more.
- 7 If you have a lot of money, you can dress better.

4B

Write an *I wish ...* sentence for speech bubbles 1 to 6.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

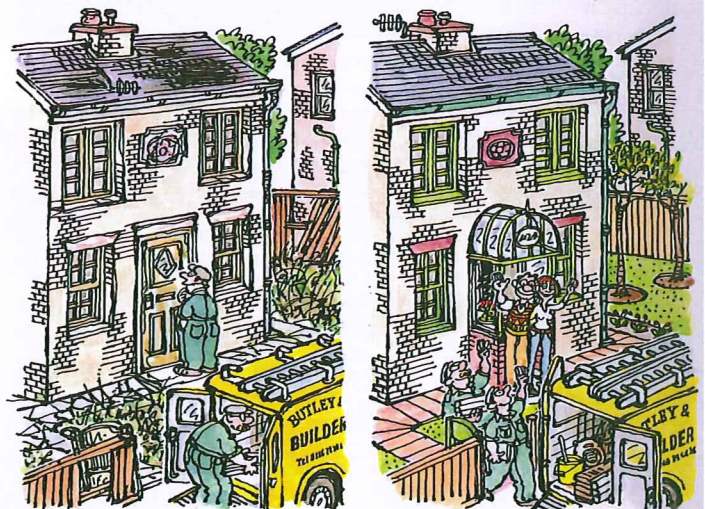


4C

Look at the pictures. Make six sentences to say what the couple have had done to their house and garden. Use these verbs.

cut plant repair (x2) build paint

- 1 They've had the grass cut.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



BEFORE

AFTER

5A present perfect simple / continuous

present perfect simple

I've **known** him for years. (NOT ~~I've been knowing...~~)
 I've **drunk** two litres of water this morning.
 I **haven't written** the letter yet.
 It was **the best meal** I've ever had.

- Use the present perfect simple NOT continuous:
 - for unfinished actions with verbs not usually used in the continuous form (*know, be, have, like, etc.*).
 - for how much / many of something we've done or how many times.
 - with *ever, already, yet, just*, and with superlatives.

present perfect continuous

How long **have you been working** here? (= you work here now)
 I've **been learning** to drive for two years. (= I'm still learning)
 I've **been shopping** all morning. (= I've just finished)

- Use the present perfect continuous for:
 - actions still happening now, especially with *for / since*.
 - actions which have recently finished.

both forms possible, same meaning

I've **lived** / I've **been living** here all my life.
 How long **have you been working** / **have you worked** here?

- Use both forms for unfinished actions with the verbs *live* and *work*.

both forms possible, different meaning

I've **been washing** the car. (= so I'm wet)
 I've **washed** the car. (= so it's really clean now)

- The present perfect continuous emphasizes the activity itself, and the duration. The activity may not have finished.
- The present perfect simple emphasizes that the action is completed, and the result.

5B quantifiers

all / every (+ *body, etc.*)

All men like cars.
All cheese is made from milk.
All (of) the people in my office are married.
Every student who finishes the course gets a certificate.
 I go to class **every Tuesday**.
 Has **everybody** finished?
Everything was incredibly expensive.

- Use *all* + plural or uncountable noun to say the total quantity.
- Use *all (of) the* to refer to specific people or things.
- Don't use *all* on its own e.g. NOT ~~All is OK.~~
- Use *every* + singular noun / verb to say all of a group.

▲ *Every day* = *Monday, Tuesday, etc.* *All day* = from the morning to the night.

- Use *everybody (or everyone) / everything / everywhere* + singular verb to say all people, things or places.

no / none / any

There aren't **any** oranges.
 There are **no** oranges.
A Are there any oranges? **B** No, **none**.
None of the students came to class.

- To talk about zero quantity, use:
 - negative verb + *any* (+ noun / *of* + noun)
 - *no* + noun + positive verb
 - *none* without a noun or + *of* + noun / pronoun + positive verb.

5C relative clauses with *what, which, and whom**what*

I don't know **what** he's talking about.
What I like best about her is her smile.

which

This is the pen with **which** his masterpiece was written.
 Dave hasn't arrived yet, **which** is very worrying.

whom

He's the person with **whom** I get on best.
 The man **whom** you met was a colleague of mine.

- Use *what* as a relative pronoun to mean 'a thing or the thing(s) that'.
- *What* + a relative clause at the beginning of a sentence gives emphasis.

- Use *which* (NOT *that*) after prepositions, or to refer to the whole of a previous clause.

- Use *whom* instead of *who* after prepositions, or in formal English when it refers to the object of the verb.
- Omit *whom* and put the preposition after the verb in informal English, e.g. *He's the person I get on best with.*

5A

Complete the sentences using the present perfect simple or continuous.

- 1 I _____ tennis three times this week. (play)
- 2 Phone Ally urgently. She _____ to speak to you all morning. (try)
- 3 We _____ all day but we _____ everything we need. (shop, not buy)
- 4 The service in this restaurant is terrible. We _____ half an hour. (wait)
- 5 A How long _____ Vicky _____ with Tim? (go out)
B About two months. Do you like him?
A Yes. I _____ him four or five times and he seems OK. (meet)
- 6 My grandmother _____ in the same house all her life. (live)

- 7 A How long _____ you _____ French? (learn)
B Since Christmas, but I _____ much. I keep missing classes. (not learn)
- 8 A Your hands are filthy! What _____ you _____? (do)
B I _____ the brakes on my car. They weren't working properly. (repair)
- 9 They _____ for months but they _____ a flat to rent yet. (look, not find)
- 10 My uncle _____ all over the world and he says that Sri Lanka is the most beautiful place he _____ to. (travel, be)
- 11 They _____ each other for years but they _____ a serious argument. (know, never have)
- 12 We _____ a holiday for ages. We _____ too hard. (not have, work)

5B

a Complete with *all*, *all the*, or *every*(*body / thing / where*).

- 1 At 5.00 in the morning _____ is asleep, the streets are empty, and _____ shops are closed.
- 2 _____ had a fantastic time at the party. They ate _____ food and danced _____ night.
- 3 _____ began when I met Kevin at a concert.
- 4 _____ my problems began when I met Kevin.
- 5 I'm poor but happy. Money isn't _____.
- 6 I was ill yesterday and spent _____ day in bed.
- 7 I've looked _____ but I can't find my passport.
- 8 I've been working late _____ day this week.

b Complete with *no*, *none*, or *any*.

- 1 I don't have _____ money. Can you lend me some?
- 2 There's _____ bread. Can you go and get some?
- 3 Why did _____ of you do the homework?
- 4 I couldn't answer _____ of the questions.
- 5 A Is there any more wine?
B No, _____. It's all finished.
- 6 A Can you pay me today?
B Sorry, I have _____ money.
- 7 A Can you give me a lift?
B Sorry, there isn't _____ room in the car.
- 8 _____ of my friends likes seeing films with subtitles.

5C

a Complete the text with *what*, *which*, or *whom*.

Caroline, a friend who has always wanted to live in the country, has finally decided to move. She wanted a house¹ _____ had at least three bedrooms. The first house she looked at was exactly² _____ she wanted – it was an old house with a lovely garden. But her sister wasn't very enthusiastic, as she thought the house needed a lot doing to it,³ _____ would mean spending a lot more money. Caroline looked at other houses, none of⁴ _____ were as nice as the first one. Eventually she made up her mind to buy it. When she went to the lawyers to sign the contract she saw amongst the documents the personal details of the woman from⁵ _____ she was buying it. The woman was born on 13th June 1963, exactly the same day as her! That coincidence was⁶ _____ finally convinced her that the house was meant for her.

b Rewrite the sentences to make them more informal.

- 1 The friend with whom I'm staying is a nurse.
The friend *I'm staying with* is a nurse
- 2 The magazine for which I work is published weekly.
The magazine _____
- 3 What's the name of the man to whom you spoke?
What's the name _____
- 4 The chair on which you're sitting was my mother's.
The chair _____
- 5 Always look at the person to whom you are speaking.
Always _____

6A gerunds (verb + *-ing*) / *to* + infinitive

gerunds

She left **without saying** goodbye.
I'm thinking **of buying** a flat.
I **love cooking** but I **hate cleaning**.
I don't **mind driving** you to the airport.
Eating in restaurants is expensive.

to + infinitive

A Why did you go to Mexico?
B **To see** my aunt and uncle. NOT ~~For see / For to see ...~~
It's difficult **to learn** a language.
Would you like **to go**?
I'm hoping **to get** a better job soon.

infinitive without *to*

I **can't** swim. We **must** finish now.
We don't **let** our cat go out.
Her films always **make** me cry.

- Use the gerund:
 - after prepositions.
 - after certain verbs. Common verbs followed by the gerund are: *like, love, hate, enjoy, mind, finish, stop, be worth*.
 - as the subject of a sentence.

- Use *to* + infinitive:
 - to answer the question *Why?* (reason/purpose)
 - after adjectives.
 - after certain verbs. Common verbs followed by the infinitive (+ *to*) are: *would like, want, need, decide, hope, expect, plan, forget, seem, try, promise, offer, refuse, learn, manage, afford*.

▲ *begin* and *start* can be followed by either the gerund or the infinitive.

- Use the infinitive without *to*:
 - after most modal and auxiliary verbs.
 - after *make* and *let*.

6B reporting verbs: *offer, invite, apologize, etc.*verb + *to* + infinitive

He **offered to help** me.
She **refused to pay**.
I **agreed not to do** it.

- Use verb + *to* + infinitive with *offer, refuse, threaten, agree, or promise*.
- The negative infinitive form is *not* + *to* + infinitive.

verb + person + *to* + infinitive

He **encouraged me to come**.
She **persuaded him to buy** it.
They **warned her not to go** there.

- Use verb + person + *to* + infinitive with *ask, invite, advise, encourage, remind, warn, tell, convince, or persuade*.
- NOT ~~He encouraged me that I should come.~~

verb (preposition) + gerund

He **denied stealing** the car.
She **apologized for not arriving** on time.
I **insisted on knowing** the truth.

- Use verb (preposition) + gerund with *apologize for, admit, deny, insist on, recommend, regret, or suggest*.
- The negative *-ing* form is *not* + gerund.

6C clauses of contrast

although, even though, though, despite, in spite of (the fact that)

Although she was rich, she was mean.
Even though it's raining we can still go for a walk.
I like Dave **though** he sometimes annoys me.
They enjoyed themselves **despite** the bad weather.
We went to the party **in spite of** feeling tired.
It was cold, **in spite of the fact that** it was July.

- To express a contrasting idea use:
 - *although, even though, though* + clause (subject and verb).
 - *although* and *even though* can go at the beginning or in the middle of a sentence.
 - *even though* is stronger than *though / although*.
 - *though* normally goes in the middle of a sentence.
 - *in spite of* and *despite* + noun or verb + *-ing*.
 - *in spite of / despite + the fact that* is quite formal.

6A

a Here is a list of the most common first verbs. What's the form of the second verb? Put them in the right column.

can choose decide enjoy expect hate let (me)
love make (me) manage may might (don't) mind
must need plan promise refuse should stop
want would like

_____ to go	_____ go	_____ going
	<i>can</i>	

b Put the verbs in the correct form (... -ing or to ...).

- _____ on your own can be dangerous late at night. (walk)
- He can't afford _____ the fine. (pay)
- After _____ in prison for 20 years he found it very hard to adapt to _____ in the real world. (be, live)
- The police accused me of _____ at a red light. (not stop)
- I went to the library _____ a book. (borrow)
- It's definitely worth _____ your bike. (insure)
- It's important _____ your doors and windows before you go on holiday. (lock)
- Psychologists think that _____ violent videos makes some children become interested in _____ crimes. (watch, commit)
- You shouldn't _____ her the truth. (tell)
- He's looking forward to _____ out of prison. (come)

6B

Complete the sentences in reported speech.

- 'I'm terribly sorry. I've broken the vase.'
She apologized _____.
- 'I'll pay for the drinks.'
Harry offered _____.
- 'Sally, I think you should get a new job.'
Sarah advised _____.
- 'Peter, don't forget to take the dog to the vet.'
She reminded _____.
- 'It wasn't me. I didn't shoot him.'
He denied _____.
- 'Please could you open the window, Helen?'
She asked _____.
- 'Shall we get a taxi?' she said.
She suggested _____.
- 'I stole the money.'
She admitted _____.

6C

a Rewrite the sentences so that they mean the same.

- Despite doing no marketing their products sell well.
Although _____
- Even though he had a perfect alibi he was arrested.
In spite of _____
- In spite of being the market leader the company went bankrupt.
Even though _____
- Although they don't have a burglar alarm they've never been burgled.
Despite _____
- Despite the fact that I was late the boss wasn't angry.
Although _____
- In spite of being the managing director he goes to work by bike.
Even though _____

b Complete the sentences in a logical way. Tell the class some of your sentences. Are any of them the same?

- I'm going to see the film again even though ...
- He's very mean despite ...
- Although she spoke really quickly I ...
- We enjoyed our holiday in spite of ...
- I couldn't sleep even though ...
- They won the match despite ...
- It was a great restaurant though ...
- Despite studying all night ...

7A the passive: *be* + past participle

The book **was written** in 2000. (= we are interested in the book, not the writer.)
 Rice **is grown** in Japan.
 In Britain, stamps **are sold** in various shops.
 The new building **was opened by** the Prime Minister.

- Use the passive when you are not especially interested in the person or people who did an action.
- The passive is often used in English where other languages use an impersonal verb.
- Use *by* when you also want to mention the person or people that did the action.

indirect object

Angela **was offered** the job. OR The job **was offered to** Angela.
 Mike **has been given** 60 exams to correct.
 I **was told** the meeting was tomorrow.
 She **hasn't been asked** to come.

- In a passive sentence the focus can also be on the indirect object, i.e. the person to whom something is done.
- This structure is often used with *tell*, *ask*, and *give*.

7B *so* and *such*

The weather's **so** nice!
 She's **such** a good friend!
 They're **such** boring books.
 It's **such** delicious bread.
 The book was **so** exciting (**that**) I couldn't put it down. (*that* is optional.)
 He's **such** a great actor (**that**) I try to see all his films.

- Use *so* and *such* to make an adjective, adverb, or noun more emphatic:
 - *so* + adjective / adverb
 - *such* + *a / an* + adjective + noun NOT ~~She's a so good friend!~~
 - *such* + adjective + plural or uncountable noun
- Use *so / such ... that* to express a consequence.

▲ With *much / many* + noun we use *so* NOT *such*, e.g. *He's got so many books. He doesn't know where to put them.*

7A

a Rewrite the sentences in the passive. Use *by* only where necessary.

- 1 They are opening new restaurants every day.
New restaurants _____
- 2 The concept of 'fast food' has changed human behaviour.
Human behaviour _____
- 3 They teach the staff at the McDonald's University.
Staff _____
- 4 Fast food destroyed the 'golden age' of family mealtimes.
The 'golden age' _____
- 5 In Japan people had regarded eating standing up as bad manners.
In Japan, eating standing up _____
- 6 People will never forget Richard McDonald.
Richard McDonald _____
- 7 We can't ignore the effect of fast food on our lives.
The effect _____
- 8 They've spread the American model around the world.
The American model _____

b Change the focus. Begin with the words given. Use *by* only where necessary.

- 1 They told me the film was good.
I _____
- 2 Her mother taught her how to cook.
She _____
- 3 His boss offered him more money.
He _____
- 4 They promised me they would finish the work today.
I _____
- 5 Someone in the street gave us free tickets for a concert.
We _____
- 6 They asked him to make a speech at the wedding.
He _____

7B

a Complete with *so*, *such*, or *such a / an*.

- 1 I'm worried about Ally. She works _____ hard!
- 2 Why did you buy _____ expensive computer?
- 3 I didn't realize your company was doing _____ well.
- 4 I like this restaurant. They always serve _____ fantastic pizzas.
- 5 I didn't know Alex was _____ good businessman.
- 6 There were _____ many people at the talk! I felt really nervous.
- 7 I'll be sorry to lose him. He's been _____ good client!
- 8 We didn't expect the sales to be _____ good in February.

b Match the sentences. Then write **one** sentence with *so* or *such* (*a / an*).

He ran the company so badly (that) it made huge losses.

- | | |
|-----------------------------------|---|
| 1 He ran the company badly. | a We complained to the manager. |
| 2 It was a boring film. | b It made huge losses. |
| 3 Her French accent is very good. | c No one wants to sit next to him. |
| 4 It's a good advert. | d She must have had a good teacher. |
| 5 He's made a lot of money. | e I went to bed early. |
| 6 I was exhausted. | f We left in the middle. |
| 7 The hotel was awful. | g He doesn't know what to do with it all. |
| 8 He's boring. | h It makes me want to buy the product. |

Phrasal verbs

1 Learn groups of phrasal verbs

It is useful to learn groups of verbs that are used in the same context, e.g. in class: **write (sth) down**, **look up** (a word), **cross out** (a mistake).

a Complete the text with a verb in the right form.

THE FAMILY

be named after look like take after get on with
bring up grow up

When I was born everybody thought I ¹ _____ my grandmother – I had the same fair hair and blue eyes – so I was ² _____ her, Alice. But in character I don't ³ _____ her at all (have the same personality). I'm much more like my father's side of the family; moody and impulsive. I was ⁴ _____ (looked after until an adult) in a small village in Wales. I spent a lot of time with my grandmother because both my parents worked. I didn't ⁵ _____ very well _____ her because we were so different, but when I ⁶ _____ (became an adult) I realized what a wonderful person she was, and now we have a great relationship in spite of our different personalities.

b Use the verbs to talk about yourself / your family.

2 Learn the same verb + different particle

Sometimes it is easier to remember a group of phrasal verbs which all have the same verb, e.g. *look after*, *look forward to*, *look like*, etc.

a Write the definitions of the phrasal verbs.

be careful investigate look at all parts of read quickly
admire

Other phrasal verbs with *look*

- The police are **looking into** the case. _____
- What a lovely house! Can I **look round** it? _____
- He **looked through** the magazine and then threw it away. _____
- I've always **looked up to** my elder brother. He's a wonderful person. _____
- Look out!** You're going to crash. _____

b Cover the sentences. Remember the phrasal verbs.

c How many phrasal verbs do you know with *turn*?

3 Focus on the meaning of the particle

Sometimes the meaning of the particle (preposition or adverb) helps you to understand a phrasal verb, e.g. *back* usually means *return*. Some prepositions can have different meanings:

up	a increase	b completely
down	a put on paper	b decrease c stop completely
on	a continue	b wear c connect
off	a disconnect	b depart
out	a make disappear	b to different people

What does **up** / **down** / **on** / **off** / **out** add to the meaning of each verb? Look at sentences 1–12 and match the particles to their meanings in the chart above, a, b, or c.

- Unemployment has **gone up** a lot this year.
- If you don't **shut up** you'll have to leave the class.
- Can you **turn** the heating **down**? It's very hot.
- I have to **write** words **down** before I can learn them.
- When the factory **closed down**, the workers had to find new jobs.
- Could you **turn** the radio **on**? I want to hear the news.
- I always like to **try** clothes **on** before I buy them.
- The programme **went on** for two hours.
- The plane will be **taking off** in a few minutes.
- Please **switch off** the lights before you go.
- In this exercise you have to **cross out** the wrong words.
- I'm going to **give out** a list of words for you to learn.

4 Separable or non-separable

Often you can tell by instinct if a phrasal verb can be separated or not, but if you're not sure, check it in a dictionary. If it can be separated it will be shown with *sth (something)* or *sb (somebody)* in the middle: **try sth on**, **wake sb up**. If it can't be separated, it will be shown with *sb* or *sth* after the two parts: **look after sb**, **run out of sth**.

Can you remember the words on this page?

Test yourself or a partner.



1 The press

Complete the text with words from the list.

articles biased /'bi:əst/ censorship /'sensəʃɪp/ fake
front page headlines interview intrudes in
make up objective /əb'dʒektɪv/ 'paparazzi'
serious press a story tabloid press

In Britain there are two kinds of newspapers (or papers), the ¹_____ (newspapers which focus mainly on sensational news stories, e.g. the *Sun*, the *Daily Express*) and the ²_____ (newspapers which focus on issues of general importance, e.g. *The Times*, the *Independent*). The tabloid press generally uses bigger, more dramatic ³_____ (especially on the ⁴_____) and shorter ⁵_____.

A good newspaper should be ⁶_____ (based only on facts and not influenced by personal feelings or politics). Unfortunately this is not usually the case, and editors and journalists are often ⁷_____ (unfairly influenced) in favour of a particular political party. Sometimes governments stop a newspaper from publishing a story. This is called ⁸_____.

Recently there has been a lot of controversy about the way the press ⁹_____ the private lives of famous people to get ¹⁰_____. The so-called ¹¹_____ (photographers) wait outside their house for hours to try and ¹²_____ the person. They take photos without the person's knowledge or permission (using telephoto lenses), and pay people for information. If they cannot find any real information they simply ¹³_____ stories about them which are not true. Nowadays they can even ¹⁴_____ photographs, for example by re-touching them.

2 TV and radio

a Complete the text with words from the list.

advertise audience figures broadcast /'brɔ:dkɑ:st/
cable and satellite channels commercials listeners
standard of programmes stations viewers /'vju:əz/

The arrival of ¹_____ TV has meant a huge increase in the number of TV ²_____ which ³_____ can watch.

TV channels compete to have the highest ⁴_____ (the number of people watching a programme). Private TV channels get their income from companies who pay to show ⁵_____ (or adverts) between and during programmes to ⁶_____ their products. While the variety of channels has gone up in recent years, the general ⁷_____ (quality) being shown has definitely gone down.

Radio ⁸_____ can also choose between many different ⁹_____, many of which ¹⁰_____ 24 hours a day.

b Give examples of these TV programmes in your country.

documentaries /dɒkjʊ:'mentrɪz/ game shows chat shows
soap operas dramas /'drɑ:məz/ comedies /'kɒmədɪz/
reality shows the news the weather forecast
sports programmes cartoons phone-ins

**Can you remember the words on this page?
Test yourself or a partner.**

Adverbs

1 Adverbs which are often confused

Certain pairs of adverbs seem similar but have a different meaning and are easily confused.

Complete the sentences.

- late / lately**
I haven't seen Gerry _____. (in the last few weeks)
I was _____ for work this morning. (not on time)
- actually / at the moment**
_____ I'm working with my father. (now)
I thought he was French but _____ he's from Belgium. (the fact is)
- hard / hardly**
We worked _____ all day. (making a big effort)
I _____ remember anything about my childhood. (almost nothing)
- near / nearly**
My brother lives quite _____. (not far)
I _____ died when I saw the phone bill. (almost)



- specially / especially**
This book was _____ written for foreign students. (for a particular reason)
I love Paris, _____ in the spring. (above all)
- in the end / at the end**
_____ I managed to convince him. (finally)
I'll give back the homework _____ of the class. (the last part of)

2 Common sentence adverbs

Match the adverbs and definitions. Cover the adverbs and remember them.

anyway apparently gradually /'grædʒəli/
ideally in fact obviously eventually basically

- _____ looking at what is most important
- _____ in the end, in spite of difficulty
- _____ according to what people say, it seems
- _____ really, actually (used for emphasis or to introduce more detailed information)
- _____ clearly, as can easily be seen
- _____ in any case (used to add an extra point or reason, or to change the subject)
- _____ in a perfect world, in an ideal situation
- _____ little by little

3 Adverbs of degree

We often use an adverb of degree to modify an adjective or another adverb:

He's **a little / quite / very** lazy.

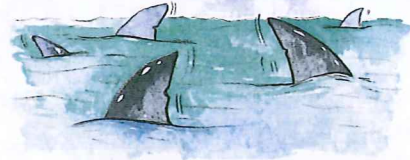
He speaks **a little / quite / very** slowly.

This car's **far / much** better than that one.

Put the adverbs in the correct column.

a bit extremely fairly incredibly rather really slightly

extremely dangerous



●○○○○	●●○○○	●●●●●
a little cold	quite slowly	very difficult
_____	_____	_____
_____	_____	_____

- **rather** is normally used with negative adjectives (**rather** boring, **rather** dangerous).
- **a bit**, **really**, and **incredibly** are more colloquial than the other adverbs.

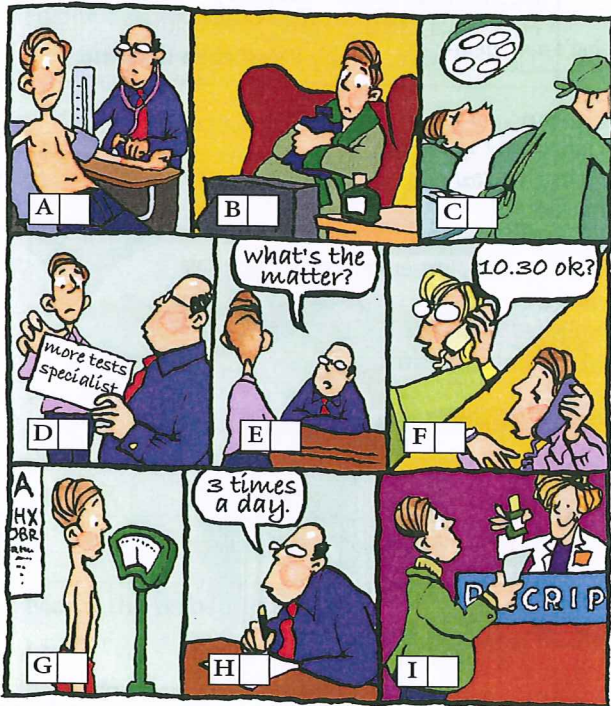
Can you remember the words on this page?
Test yourself or a partner.

📖 p.15

1 At the doctor's

a Read the text. Number the pictures A–I in order 1–9.

If you don't feel well you can make an appointment to see your family doctor (GP) at the local health centre. He will examine you and ask what symptoms you have. He may take your pulse and temperature or take your blood pressure. Then he will usually make a diagnosis and decide how to treat you. He may prescribe you some medicine to cure your illness. You take the prescription to the chemist's or pharmacy, where the chemist will usually give you some tablets / pills. Read the instructions carefully in case there are any side effects. The doctor may also tell you to have one or two days off to rest and recover. With this treatment you will normally get better in a few days. If the doctor is not sure what's wrong with you he may send you to see a specialist or arrange for you to have some more tests, for example X-rays. If you are seriously ill you may need to go to hospital and have an operation. You may need several weeks to get over the operation. It's a good idea to have a medical check-up once a year.



b Cover the text. Explain what's happening in the pictures.

2 Symptoms

a The same or different? Explain.

- 1 What's the matter with Kate? / What's wrong with Kate?
- 2 I feel ill. / I don't feel well.
- 3 He feels sick. / He's being sick.
- 4 I feel sick. / I feel dizzy.
- 5 His ankle is swollen. / 'swɒləʊn / His ankle is broken.
- 6 His knee hurts. / His knee aches.
- 7 She's in hospital. / She's at the hospital.



b Describe the pictures.

3 Medical conditions

a Write M (minor) or S (serious). Explain what they are.

- | | | | |
|----------------------------------|--------------------------|-------------------------------|--------------------------|
| be <u>pregnant</u> | <input type="checkbox"/> | have a <u>heart attack</u> | <input type="checkbox"/> |
| have an <u>allergy</u> /'ælədʒi/ | <input type="checkbox"/> | have a <u>stroke</u> | <input type="checkbox"/> |
| have a <u>chronic illness</u> | <input type="checkbox"/> | have a <u>virus</u> /'vaɪrəs/ | <input type="checkbox"/> |
| have flu /flu:/ | <input type="checkbox"/> | take an <u>overdose</u> | <input type="checkbox"/> |

b Practise saying the words.

4 Alternative medicine

a Match the descriptions and alternative treatments.

touching / pressing the body using plants and herbs
using needles touching / pressing the bones / muscles

- | | | |
|---|---|-------|
| <u>acupuncture</u> /'ækjʊpənktʃə/ | 1 | _____ |
| <u>homeopathic</u> /'həʊmɪ:əʊpəθɪk/
medicine | 2 | _____ |
| <u>massage</u> /'mæsɑ:ʒ/ | 3 | _____ |
| <u>osteopathy</u> /'ɒstɪ:'ɒpəθi/ | 4 | _____ |

b Practise saying the words. Do you know any other kinds of alternative medicine?

**Can you remember the words on this page?
Test yourself or a partner.**

Science and computers

1 Science

a Complete the chart.

Abstract noun	Personal noun	Adjective
genetics	geneticist	genetic
science	_____	_____
physics	_____	_____
chemistry	_____	_____
biology	_____	_____
engineering	_____	_____
research	_____	_____

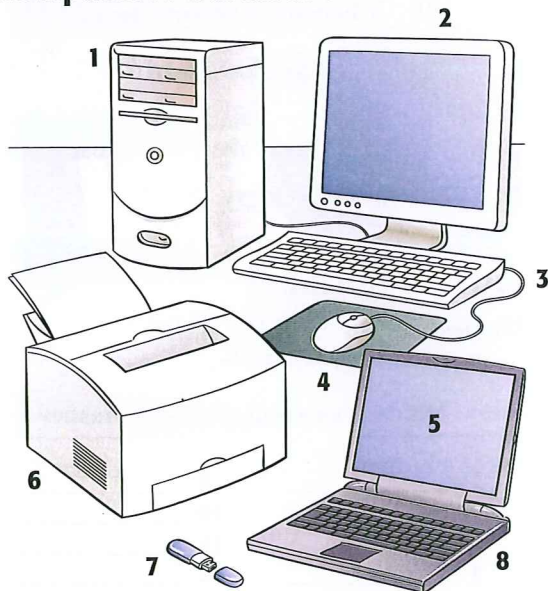
b In which two of the word families in a is the adjective stressed in a different place?

c Complete the text with the words / phrases. Practise saying them.

do an experiment /ɪk'sperɪmənt/ guinea pigs /'ɡni: piɡz/
 be a failure /'feɪljə/ laboratory /lə'bɒrətəri/
 be a success /sək'ses/ test a theory /'θɪəri/

When scientists do research they often ¹ _____
 in a ² _____ to ³ _____. They may use
 animals, or ⁴ _____ (human volunteers). An
 experiment can ⁵ _____ or ⁵ _____.

2 Computers: hardware



Match the words and pictures.

screen	□	hard disk	□
mouse	□	memory stick	□
keyboard	□	monitor	□
printer	□	laptop	□

3 Computers: software

a Write one noun from the list for each verb.

a CD-ROM data a document a file / folder
 information from the Internet a key / button
 a picture / photo a program software your password

download	_____
edit	_____
enter	_____
insert	_____
load	_____
open	_____
press	_____
print	_____
run	_____
save	_____
scan	_____
search (for)	_____

b How do you say these verbs in your language?

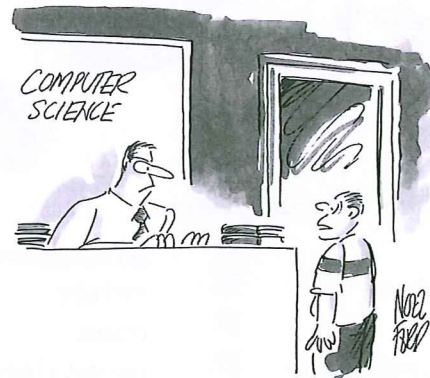
4 The Internet

Try to explain the words / phrases like this:

What's a modem?

It's a (device which) ...

a modem
 a chatroom /'tʃætru:m/
 a virus /'vaɪrəs/
 a hacker
 a blog /blɒg/
 send an email /'i:meɪl/
 attach a document
 a website /'websaɪt/
 bookmark (a website)



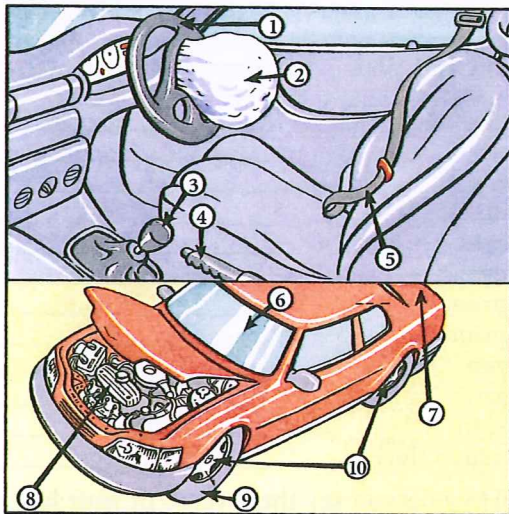
'A virus ate my homework.'

**Can you remember the words on this page?
 Test yourself or a partner.**

p.27

CARS AND DRIVING

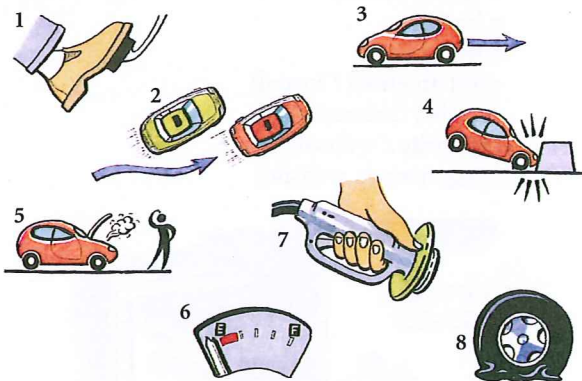
1 Parts of a car



Match the words and pictures.

- | | | | | | |
|------------|--------------------------|----------------|--------------------------|------------|--------------------------|
| airbag | <input type="checkbox"/> | handbrake | <input type="checkbox"/> | wheels | <input type="checkbox"/> |
| boot | <input type="checkbox"/> | seat belt | <input type="checkbox"/> | windscreen | <input type="checkbox"/> |
| engine | <input type="checkbox"/> | steering wheel | <input type="checkbox"/> | | |
| gear stick | <input type="checkbox"/> | tyre | <input type="checkbox"/> | | |

2 Driving



a Match the verbs and pictures.

- | | | | |
|-----------------------|--------------------------|-----------------------|--------------------------|
| brake | <input type="checkbox"/> | get a <u>puncture</u> | <input type="checkbox"/> |
| break down | <input type="checkbox"/> | <u>overtake</u> | <input type="checkbox"/> |
| crash into | <input type="checkbox"/> | <u>reverse</u> | <input type="checkbox"/> |
| fill up (with petrol) | <input type="checkbox"/> | run out of petrol | <input type="checkbox"/> |

b What's the past tense of each verb?

Can you remember these words?

Test yourself or a partner.

REPORTING VERBS

Match the verbs and speech bubbles.

admit advise agree apologize for
encourage /m'kʌrɪdʒ/ insist (on) invite
offer persuade promise recommend
refuse remind /rɪ'maɪnd/ suggest
threaten /'θreɪn/ warn /wɔ:n/

- 1 I'll do it tomorrow, I really will.
- 2 I'm terribly sorry. I've broken your glasses.
- 3 Don't forget to buy the present.
- 4 Yes, OK. It was me. I wrote the letter.
- 5 Please come. You'd really enjoy it and I don't want to go on my own.
- 6 I think you should phone him.
- 7 Be careful! Don't touch it!
- 8 If you don't keep quiet, I'll shoot.
- 9 I'll help you to carry it.
- 10 Why don't we all go out for a drink?
- 11 Would you like to see a film?
- 12 OK, I'll do it.
- 13 No, I won't help you.
- 14 Go on! You can do it!
- 15 It's definitely my case. It's got my name on it.
- 16 It's a really good restaurant.

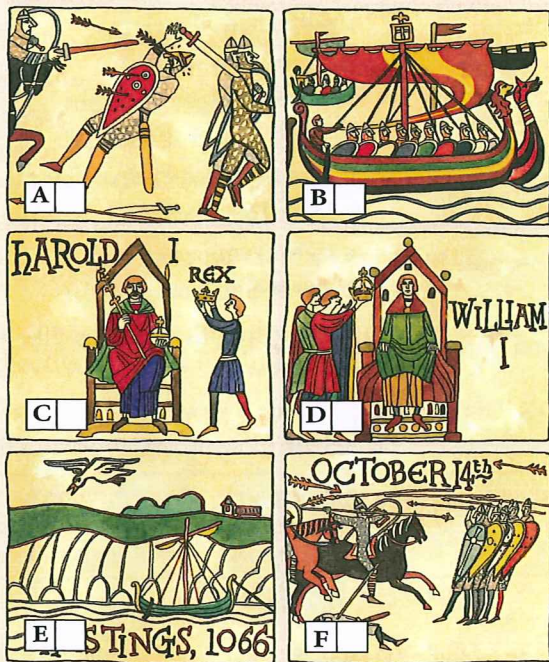
- | | |
|---------|----------|
| 1 _____ | 9 _____ |
| 2 _____ | 10 _____ |
| 3 _____ | 11 _____ |
| 4 _____ | 12 _____ |
| 5 _____ | 13 _____ |
| 6 _____ | 14 _____ |
| 7 _____ | 15 _____ |
| 8 _____ | 16 _____ |

Can you remember these words?

Test yourself or a partner.

1 History

a Read the text. Number the pictures 1–6.



The Battle of Hastings

This battle, which **took place** in 1066, is one of the most **famous events** in British history. The English King, Edward, had died, and Harold had been **crowned** /kraʊnd/ King of England. The real **heir** /eə/ **to the throne**, however, was the Frenchman, William of Normandy. William decided to **invade** England to claim his **kingdom**. He crossed the channel with an **army** of about 5,000 **soldiers** /'səʊldʒəz/ and landed near Hastings on the south coast.

On 14th October the armies **fought** a terrible **battle** which ended when Harold was killed by an **arrow** in his eye and the English soldiers **ran away**. He was the last Anglo-Saxon king of England. William, afterwards known as 'the Conqueror' became the next king and **reigned** /reɪnd/ for 20 years. This explains the large number of 'imported' French words in the English language, such as *government*, *parliament*, and *royalty*.

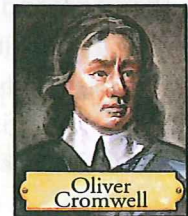
b What do the words in **bold** mean? Practise saying them.

c Read and complete the gaps.

arms Civil War defeat dictator executed leader
monarchy revolution rule surrendered

The English Civil War

In 1642 Charles I was the king of England, but he argued with his parliament, who questioned the absolute power of the ¹ _____. The result was the English ² _____, which divided the country in two. The King's forces had more money and ³ _____, but the Parliamentary army had a better ⁴ _____, Oliver Cromwell. The war lasted four years and ended in victory for parliament and ⁵ _____ for the King, who ⁶ _____ in 1646. King Charles was sentenced to death and ⁷ _____ in January 1649 when his head was cut off with an axe. Cromwell became Lord Protector, a kind of ⁸ _____, and his ⁹ _____ was one of the strictest in English history. Cromwell died in 1658 and the ¹⁰ _____ ended in 1660, when the monarchy was restored and the King's son was crowned Charles II.



2 Politics

a Write USA, UK, Both, or Neither.

- 1 There is a **Prime Minister** (PM) but not a **President**. _____
- 2 There are 659 **Members of Parliament** (MPs). _____
- 3 There are two houses of **Congress**:
the Senate and the House of Representatives. _____
- 4 There are only two main **political parties**. _____
- 5 Government **policy** has to be approved by
the Queen. _____
- 6 The **left-wing** party is called the Labour party. _____
- 7 The **right-wing** party is called the Republican party. _____
- 8 It is a **republic**. _____
- 9 There is a **Royal Family**. _____
- 10 The government is a **dictatorship**. _____
- 11 All **citizens** who are over 18 can vote. _____
- 12 It is a **multi-ethnic** society. _____
- 13 **Elections** are held every three years. _____
- 14 Some regions have **autonomous government**. _____

b Which sentences are true for your country?

Can you remember the words on this page?
Test yourself or a partner.

1 Fashion and shopping

a Complete the text with a word from the list.

bargains /'bɑ:gmz/ casual /'kæʒuəl/ discount latest fashions
department stores designer clothes in and out of fashion mail order
 sales window shopping smart

Nowadays people buy clothes in many different ways, in ¹ _____, chain stores, and smaller shops, or from catalogues, either by ² _____ (buying by post) or on the Internet. In spite of the growth of 'on-line shopping', for many people, especially women, ³ _____ (looking at things in shop windows) and buying the ⁴ _____ are still enjoyable activities. Most larger stores sell a wide range of fashion, from ⁵ _____ clothes (for work or formal occasions) to ⁶ _____ clothes (to wear in your free time). ⁷ _____ (made by well-known fashion companies) are the most expensive.

Clothes are also the items whose prices are most reduced during the ⁸ _____, normally after Christmas and in the summer, when you can often find ⁹ _____ (things which are good value for money). Some shops offer up to a 50% ¹⁰ _____, or even more. This is because they need to change stock rapidly, as clothes quickly go ¹¹ _____.

b Cover the text. Take turns to explain the words in the list above.

2 Items of clothing

a Put the clothes in the right section.

a blouse a cap a dress a dressing-gown gloves
 a handkerchief (hanky) pyjamas a running vest
sandals a shirt a skirt slippers a sweatshirt
 a tie tights a tracksuit trainers a waistcoat

Women's fashions	Menswear	Footwear
Sports clothes	Underwear / nightwear	Accessories

b Add more items to each section.

3 Materials and adjectives describing clothes

a Match the phrases and pictures.

- a **patterned silk** scarf
- a **plain wool** scarf
- a **V-necked cotton** T-shirt
- a **long-sleeved striped** shirt
- a **short-sleeved checked** blouse
- a **loose linen** jacket
- a **tight lycra** jacket
- high-heeled leather** boots

b Cover the phrases. Describe the pictures.



Can you remember the words on this page? Test yourself or a partner.

Men and women

1 The changing roles of men and women



- a Complete the text with words / phrases from the list.

breadwinner discrimination divorce rate
do their share equal rights feminine feminist
macho Ms/məz/ new man partner
'politically correct' roles sexism sexist

- b Say which aspects of the text are true in your country.

In Britain until the last century the ¹_____ of the sexes were clearly defined. Women were supposed to be ²_____ (to dress and behave like a woman) and they were considered inferior to men. The man was the ³_____ (the person who earned the money) while the woman was in charge of the housework and bringing up the children.

Women's demand for ⁴_____ began in the early 20th century, when they won the right to vote, and began to go out to work. The ⁵_____ movement in the 1960s campaigned for equal rights for women and equal opportunities at work and for men to ⁶_____ of the housework and child care. At this time many women started to use the title ⁷_____ instead of Miss or Mrs.

Since the 1980s people have been encouraged to be more ⁸_____, i.e. to avoid ⁹_____ comments and attitudes. In the late 20th century the term ¹⁰_____ was invented to describe a male ¹¹_____ who did his share in the house and looked after the children.

Despite improvements most women consider that we still live in a ¹²_____ (male-dominated) society where ¹³_____ (the unfair treatment of people because of their sex) is common, and that they suffer from ¹⁴_____ (treating one person or group worse than others), especially at work. Another result of the change in women's role has been a rise in the ¹⁵_____ as women are more independent financially.

2 Male and female personalities: negative prefixes

- a Decide if the personality adjectives apply more to men or women.

ambitious bossy communicative considerate faithful honest imaginative jealous logical mature
organized patient possessive reasonable responsible selfish sensitive sociable tidy vain

- b Many adjectives form the opposite by adding a negative prefix. Put the adjectives from a in the chart. Which prefix is the most common? Which four adjectives don't have an exact opposite?

un-	im-	in-	ir-	il-	dis-
uncooperative	impolite	insecure	irregular	illegal	disloyal

- c Cover the chart. Look at the adjectives in a. Say the opposites.

⚠ Negative prefixes don't normally change the stress on words (*happy* – *unhappy*).

Can you remember the words on this page? Test yourself or a partner.

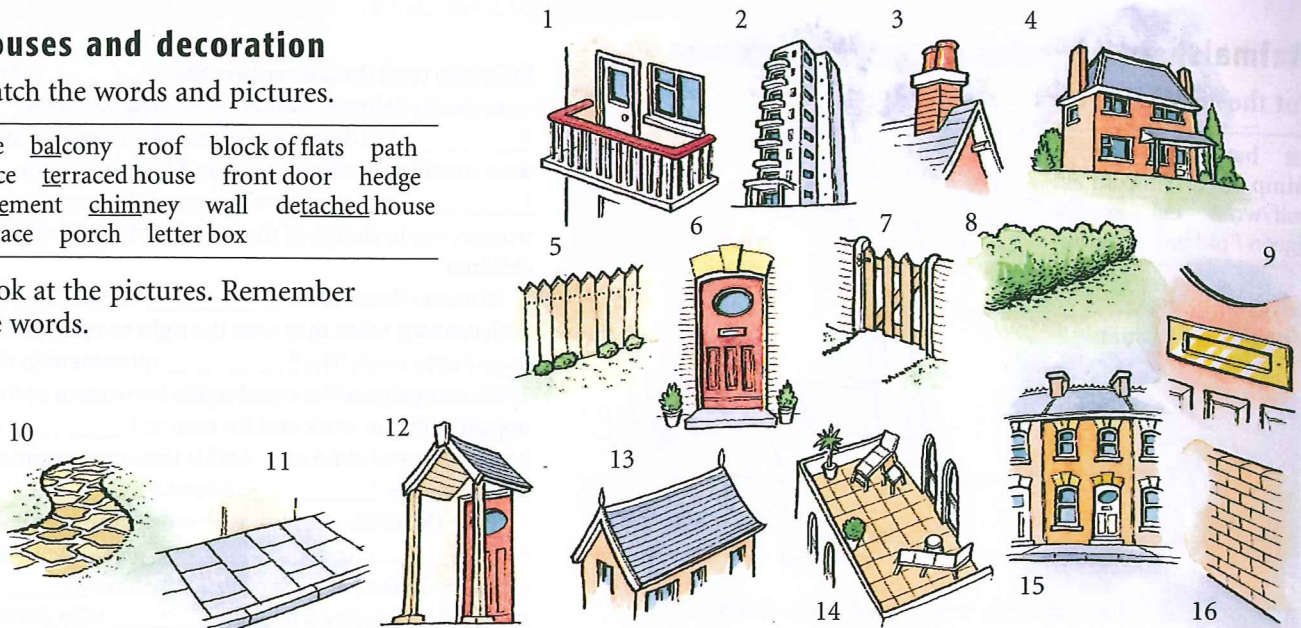
🔄 p.56

1 Houses and decoration

a Match the words and pictures.

gate balcony roof block of flats path
fence terraced house front door hedge
pavement chimney wall detached house
terrace porch letter box

b Look at the pictures. Remember the words.



2 Adjectives

a Complete the adjectives with -y, -que, -able, -ing, -ed, -ish, -ful, -al, or -ous.

Furniture – old or new?

antique (old and valuable)
old-fashion____
modern

Design and decoration

well / badly-design____
styl____
taste____
origin____
practic____
luxuri____

Atmosphere

comfort____
imperson____
relax____
cos____ (warm and comfortable)

b Use the adjectives to describe your house / flat and furniture.

3 Furniture, etc.

a Put the items in the chart (some can be found in more than one room).

bedside table blinds bookcase ceiling /'si:lɪŋ/ chest of drawers curtains /'kɜ:tənz/ dishwasher fireplace
oven /'ʌvən/ rug radiator /'heɪtə/ sink (plant) pot tap toilet /loo wall wardrobe /'wɔ:dɹəʊb/ washbasin

kitchen	bathroom	bedroom	living room	any / all rooms

b Add two more words to each column.

c Which things don't you have?

Can you remember the words on this page?

Test yourself or a partner.

Animals

1 Animals

a Put the animals in the chart.

ant bat bear bee budgerigar /'bʌdʒə'riɡɑː/ butterfly
 chimpanzee /tʃɪmpə'n'eɪz/ cow donkey eagle fly
 wolf/wʊlf/ eel goat goldfish owl octopus
 pigeon /'piːdʒɪn/ rabbit seagull shark sheep whale

Wild animals	Farm animals	Birds	Insects	Pets	Sea creatures

b Add two animals to each column.

2 Baby animals

Complete with words from the list.

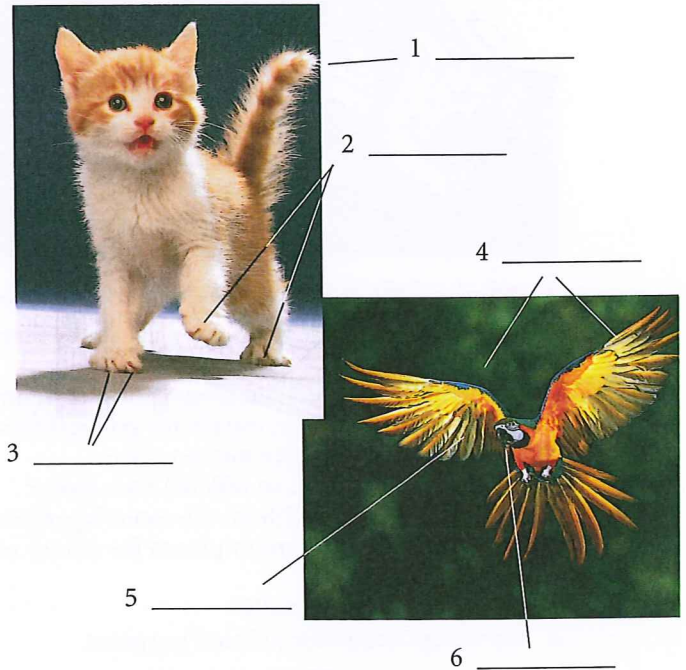
calf /kɑːf/ chick foal /fəʊl/ kitten /'kɪtən/
 lamb /læm/ puppy /'pʌpi/

cat _____ hen _____ sheep _____
 dog _____ horse _____ cow _____

3 Animal parts

Label the pictures with words from the list.

beak claws feathers /'feðəz/ paws tail wings



Can you remember the words on this page? Test yourself or a partner.

🔄 p.70

1 Crimes and criminals



a Match the definitions A–I to the crimes below.

- A force a person to give you money, usually by threatening to expose a secret
- B take sb away and demand money for their return
- C take control of a plane, usually for political reasons
- D damage public property for no reason
- E pay money to sb (e.g. an official) for a favour
- F take sth (e.g. a car) without the owner's permission
- G kill a famous or important person for money or for political reasons
- H kill a person intentionally
- I use violent action for political purposes

Crime	Criminal	Specific verb	Definition
assassination	assassin	assassinate	<input type="checkbox"/>
blackmail	blackmailer	blackmail	<input type="checkbox"/>
bribery	–	bribe	<input type="checkbox"/>
hijacking	hijacker	hijack	<input type="checkbox"/>
kidnapping	kidnapper	kidnap	<input type="checkbox"/>
murder	murderer	murder	<input type="checkbox"/>
terrorism	terrorist	–	<input type="checkbox"/>
theft	thief	steal	<input type="checkbox"/>
vandalism	vandal	vandalize	<input type="checkbox"/>

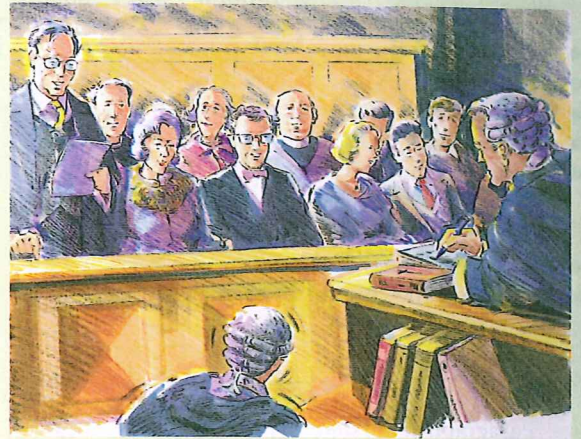
! Words for people who steal are: **thief** (in general), **burglar** (from a house), **shoplifter** (from a shop), **pickpocket** (in the street), **robber** (from a bank, shop, etc.)

b Cover the table. Look at definitions A–I. Remember the words for each crime.

2 Courts and punishment

a Complete the text with words from the list.

arrested caught fine innocent jury
offence trial verdict



In the UK today if you are ¹ _____ doing something **illegal / against the law**, you may be ² _____ by the police and later **charged** (officially accused) **with** the crime. If it is a minor ³ _____, you may have to **pay a** ⁴ _____, or do **community service**.

If the **crime** is serious you will be taken to **court** where you will have a ⁵ _____. Your case will be **tried** by a **judge** and a ⁶ _____ consisting of twelve people. When the **lawyers** have presented all the **evidence** and **witnesses** have been called, the jury will decide if you are ⁷ _____ or **guilty**. If the ⁸ _____ is guilty you will **be sentenced** and go to **prison / jail**.

b What do the words in **bold** mean? Is the legal system the same in your country?

Can you remember the words on this page?
Test yourself or a partner.

⊙ p.84

WRITING SKILLS CHECKLIST

PLANNING

Before you start to write, plan the content, organization, headings, and the kind of language you are going to use.

A Brainstorm the content

- Think about the topic, and, if necessary, research it.
- Remember / revise the topic vocabulary.
- Discuss your ideas with a partner or in groups.
- List the main points before you start writing.
- Think of examples to back up each point.

B Organize the paragraphs

- Decide how many paragraphs you need.
- Decide on the content of each paragraph and list the main points:

An article:

The (Italians): what we are really like

Paragraph 1: the stereotype of people from my country (noisy, like spaghetti, sing opera all the time, etc.)

Paragraph 2: what's true / what's not true about the stereotype (True: noisy, like spaghetti / Not true: not everyone likes opera (or sings it!))

- Use connectors to link your ideas.
Firstly / Secondly, However, Personally I think, etc.

C Use the right tenses

- Before you start writing, decide which tense(s) you need for the text type. What tense(s) would you use to write the following?
 - 1 a story
 - 2 describing the plot of a film / book
 - 3 an article: 'My ideal house'
 - 4 a diary entry

D Use the right style and expressions

- Before you start writing decide what style to use:
Formal: for a letter or email complaining to an airline, for a 'for and against' composition, for a report about customs in your country
Informal: for a letter or email to a friend, for a letter or email to a TV / radio 'chat' programme
- Remember the key aspects of each style:
Formal: no contractions, no colloquial expressions, more formal expressions, e.g. *To sum up*, etc.
Informal: use contractions and colloquial expressions, e.g. *anyway*, *That's all for now*, etc.
- List useful expressions for the kind of text:

An email to a TV show giving your opinion:

Personally I think ... / In my opinion ...,
First(ly) because ..., Second(ly) ...,
For example / For instance ...

E Use clear headings

- Sometimes you need headings to help organize your writing, e.g. a report, an article, for instructions:

Instructions about your house / flat:

Before you leave the flat

Make sure you always lock the door before you go out.

Always put the answerphone on ...

Living room and kitchen

The instructions for the TV and video are in the drawer.

The remote controls are on the coffee table ...

Plants and garden

The indoor plants have to be watered every day ...

WRITING

When you write your text, try to make it clear, vivid and imaginative.

A Make your language more vivid

- Use adverbs and adjectives to make a text 'come alive'. They will make it more enjoyable to read. Why is 2 more vivid than 1?

1 It was raining. A man was walking along the pavement. He looked round and saw that a woman was following him.

2 It was raining heavily. A tall middle-aged man was walking quickly along the wet pavement. Suddenly he looked round and saw that an attractive dark-haired woman was following him.

B Use a wide range of vocabulary

- The more varied vocabulary you use, the more interesting your writing will be. How can you make this sentence more vivid?

She was wearing a nice skirt.

- Use a wide selection of nouns, adjectives, and verbs.

E.g. for physical appearance:

Adjectives: e.g. overweight, medium height, bald, middle-aged

Nouns: e.g. fringe, beard, moustache, eyelashes

Verbs: e.g. looks (younger than his age), looks like (her mother), is wearing / carrying ...

C Writing dialogue

You may want to write dialogue as part of a story.

- Use a variety of speaking verbs:
suggested, insisted, told, asked (not just *said*)
- Use an adverb to show how someone is speaking:
slowly, quietly, angrily, etc.
- Remember the correct punctuation for dialogue is inverted commas around the spoken words, and a comma at the end of the spoken words ('...').

'I'd love to come,' she said, 'but I'm busy.'

CHECKING

When you are happy with the content of your text, check it for mistakes, e.g. spelling, grammar, vocabulary, and punctuation. Make a checklist of your own typical mistakes and memorize it. That way you'll find it easier to spot and correct them.

A Check your spelling

- English spelling is very irregular, so it is very easy to make mistakes. Improve your spelling by:
 - reading in English
 - using a dictionary to check the spelling of words
 - making a list of words that you often misspell
- Sometimes there is a spelling rule that can help you. Look at the spelling rules for the *-ing* / *-ed* forms.

Doubling consonants

The final consonant is doubled before *-ing* and *-ed* in:

- verbs which have one syllable and end in consonant, vowel, consonant (*stop – stopped, get – getting*).

⚠ The rule is the same for comparative and superlative adjectives (*big, bigger*).

- verbs which have more than one syllable but have the stress on the last syllable and end in consonant, vowel, consonant (*permit – permitting, prefer – preferred*).

⚠ Exception: *kidnapped*

- verbs which end in *-l* after one vowel (*cancel – cancelled, travel – travelling*).

Other changes

- verbs which end in *-e* lose the final *-e* before adding *-ing* (*come – coming, bite – biting*).

⚠ Exception: *age – ageing*

- Verbs ending in *-ie* change the *-ie* to a *-y* before adding the *-ing* (*die – dying, lie – lying*).

B Check your grammar and vocabulary

- Typical grammar mistakes:
 - verb agreement (e.g. a plural verb with a plural noun: *people are* NOT *people is*, etc.)
 - word order (with adverbs, adjectives, questions, etc.)
 - use of tenses (present simple instead of present perfect, etc.)
 - irregular verbs (e.g. *He lay down*. NOT *He lied ...*)
 - gerunds and infinitives
- Typical vocabulary mistakes:
 - verbs which are often confused (e.g. *meet* and *know*)
 - using a formal word where the style is informal (e.g. *therefore* instead of *so*, etc.)
 - 'false friends' i.e. words which are similar in your language but have a different meaning
 - using the wrong preposition

C Check your punctuation

- Make sure you know the right punctuation symbols, and when to use them. Complete the rules with the correct names.

brackets capital letters colon comma full stop hyphen inverted commas question mark exclamation mark apostrophe

Symbol Use

- A _____ shows the end of a sentence, and is also used after initials (P.J. Proby) and abbreviations (etc.).
- › A _____ shows a short pause that separates parts of a sentence, e.g. a non-defining relative clause or words in a list.
- “ ” _____ show words that are spoken (direct speech). They are also used around titles of books or films, or a nickname.
- () _____ show extra information or an explanation which is not considered essential.
- › An _____ is used when two words are contracted, and to show possession, e.g. *It's Jane's*.
- A _____ is used when two words are joined together, e.g. some compound nouns.
- ! An _____ is used to show surprise. It comes at the end of a sentence and is often used in dialogue.
- ? A _____ (at the end of the sentence) shows that a direct question is being asked. It is also used in requests, e.g. *Could you bring me ...?*
- : A _____ tells you that something is coming next, for example a list.
- A B C _____ are used for the first letter of a name, a country, nationality or language, days of the week, months.

D Check GB / US English

- Notice the differences between GB and US English. Write the British spelling of the words. What are the differences?

British English

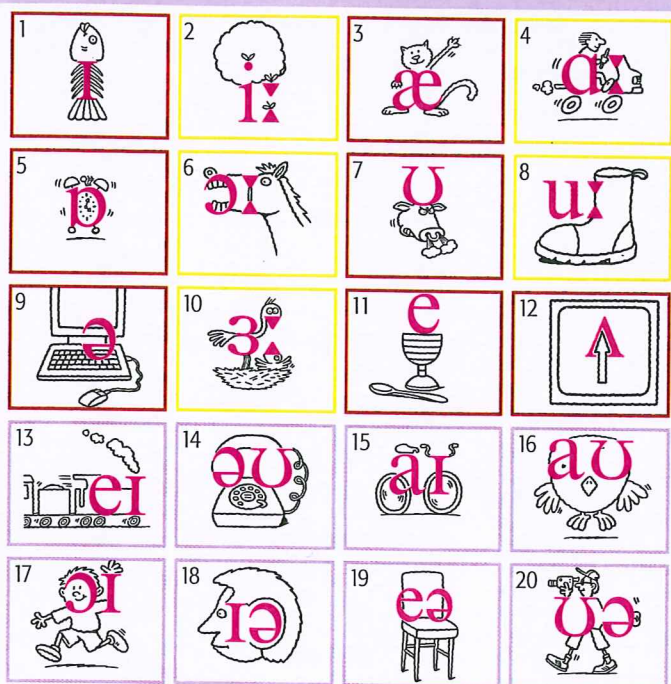
US English

canceled
 meter
 center
 color
 favor
 license
 defense
 catalog

Irregular verbs

Infinitive	Past simple	Past participle
be	was	been
beat	beat	beaten
<u>become</u>	<u>became</u>	<u>become</u>
<u>begin</u>	<u>began</u>	<u>begun</u>
bite	bit	<u>bitten</u>
blow	blew /blu:/	blown
break	broke	<u>broken</u>
bring	brought /brɔ:t/	brought
build	built /bɪlt/	built
buy	bought /bɔ:t/	bought
can	could /cʊd/	–
catch	caught /kɔ:t/	caught
choose	chose	<u>chosen</u>
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	<u>fallen</u>
feel	felt	felt
fight	fought /fɔ:t/	fought
find	found	found
fly	flew /flu:/	flown
<u>forget</u>	<u>forgot</u>	<u>forgotten</u>
get	got	got
give	gave	given
go	went	gone
grow	grew /gru:/	grown
hang	hung	hung
have	had	had
hear	heard /hɜ:d/	heard
hide	hid /hɪd/	<u>hidden</u>
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew /nju:/	known

Infinitive	Past simple	Past participle
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay /leɪ/	lain /leɪn/
lose	lost	lost
make	made	made
mean	meant /ment/	meant
meet	met	met
pay	paid	paid
put	put /pʊt/	put
read	read /red/	read /red/
ride	rode /rəʊd/	<u>ridden</u>
ring	rang	rung
run	ran	run
say	said /sed/	said
see	saw /sɔ:/	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone /ʃɒn/	shone
show	showed	shown /ʃəʊn/
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	<u>spoken</u>
spend	spent	spent
stand	stood /stʊd/	stood
steal	stole	<u>stolen</u>
swim	swam	swum
take	took /tʊk/	<u>taken</u>
teach	taught	taught
tell	told	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θrəʊn/
<u>understand</u>	<u>understood</u>	<u>understood</u>
wake	woke	<u>woken</u>
wear	wore	worn
win	won /wʌn/	won
write	wrote	<u>written</u>

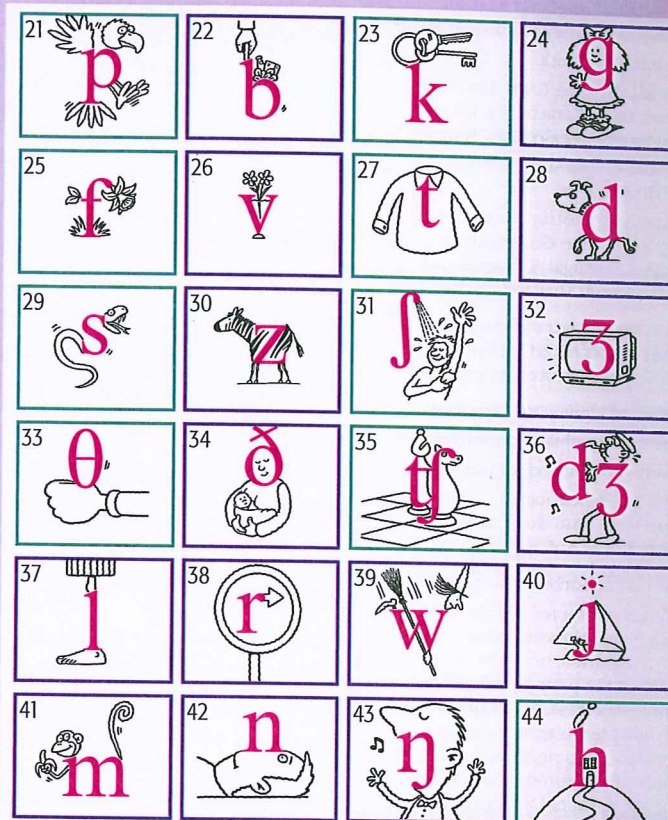


- short vowels
- long vowels
- diphthongs

- | | |
|-------------------------|-----------------------|
| 1 fish /fɪʃ/ | 11 egg /eg/ |
| 2 tree /tri:/ | 12 up /ʌp/ |
| 3 cat /kæt/ | 13 train /treɪn/ |
| 4 car /kɑ:/ | 14 phone /fəʊn/ |
| 5 clock /klɒk/ | 15 bike /baɪk/ |
| 6 horse /hɔ:s/ | 16 owl /aʊl/ |
| 7 bull /bʊl/ | 17 boy /bɔɪ/ |
| 8 boot /bʊ:t/ | 18 ear /ɪə/ |
| 9 computer /kəm'pjʊ:tə/ | 19 chair /tʃeə/ |
| 10 bird /bɜ:d/ | 20 tourist /'tʊərɪst/ |

/i/ A sound between /t/ and /i:/.
 Consonant + y at the end of words is pronounced /i/.
 happy hungry angry thirsty

/u/ An unusual sound.
 education usually situation



- voiced
- unvoiced

- | | |
|---------------------------|--------------------|
| 21 parrot /'pærət/ | 33 thumb /θʌm/ |
| 22 bag /bæg/ | 34 mother /'mʌðə/ |
| 23 key /ki:/ | 35 chess /tʃes/ |
| 24 girl /gɜ:l/ | 36 jazz /dʒæz/ |
| 25 flower /'flaʊə/ | 37 leg /leg/ |
| 26 vase /vɑ:z/ | 38 right /raɪt/ |
| 27 tie /taɪ/ | 39 witch /wɪtʃ/ |
| 28 dog /dɒg/ | 40 yacht /jɒt/ |
| 29 snake /sneɪk/ | 41 monkey /'mʌŋki/ |
| 30 zebra /'zebrə/ | 42 nose /nəʊz/ |
| 31 shower /'ʃaʊə/ | 43 singer /'sɪŋə/ |
| 32 television /'telɪvɪʒn/ | 44 house /haʊs/ |

OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in Oxford New York

Auckland Cape Town Dar es Salaam
Hong Kong Karachi Kuala Lumpur Madrid
Melbourne Mexico City Nairobi New Delhi
Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic
France Greece Guatemala Hungary Italy Japan
Poland Portugal Singapore South Korea
Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2008

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2008

2012 2011 2010 2009 2008

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 451958 8

Printed in Spain

ACKNOWLEDGEMENTS

The authors and publisher would like to thank: the staff at the British Council Valencia for their help and encouragement, especially Beatriz Martin and Mathew Quirke and their students for their invaluable help with trialling the lessons; Gill Hamilton, Tom Stutter, Ros Rice, Michael O'Brien, John Thorp; Lester Vaughan for many useful suggestions; the following readers for their comments on the materials: Brian Brennan, Susie Dobler, Suzanna di Gravio, Jane Hudson, Magdalena Junkieles, Asha Moore Mangin, Louise Williams; Princess Mary Sapieha, Tito Lombardo, and Danny Hall for agreeing to be interviewed.

The authors would like to acknowledge their debt to Oxford Practice Grammar (new edition), John Eastwood, and Oxford Wordpower (new edition).

The authors would also like to thank: all those at Oxford University Press (both in Oxford and around the world), and the design team who have contributed their skills and ideas to producing this course.

Finally, very special thanks from Clive to Maria Angeles, Lucia, and Eric, and from Christina to Cristina for all their help and encouragement. Christina would also like to thank her children Joaquín, Marco, and Krysia for their constant inspiration.

The authors and publisher are grateful to those who have given permission to reproduce the following articles, extracts, and adaptations of copyright material: pp.8-9 'All tomorrow's parties' by Jim Irvin. Mojo May 1999 issue. By permission of Planet Syndication; p.10 *The Winner Takes It All* Words and Music by Andersson/Ulvaeus © Bocu Music Limited. By permission of Bocu Music Limited; p.14 Notes From A Big Country by Bill Bryson © 1998 Bill Bryson. Published by Doubleday, a division of Transworld Publishers. All rights reserved; p.16 Extracts from the Cambridge Academy of English brochure with their permission; pp.22-3 '20 things you never knew about colds'. The Daily Mail 10 November 1998. By permission of Atlantic Syndication Partners; p.24 'Superyoung' by Dr David Weeks. The Daily Mail 16 March 1998. By permission of Atlantic Syndication Partners; p.25 Adapted from 'Visions' by Michio Kaku. © Michio Kaku 1998. Published by Oxford University Press. By permission of Michio Kaku; p.29 'The day that changed my life' by Toyah Wilcox. The Daily Mail 19 April 1999. By permission of Atlantic Syndication Partners; p.31 'Are you a perfect pain?' by Julia Gregson. Good Housekeeping April 1997. Courtesy of Good Housekeeping © National Magazine Company; p.40 'How we met: Joe Simpson and Simon Yates' by Nerys Lloyd-Pierce. The Independent on Sunday 23 February 1997. By permission of The Independent Syndication; p.48 AA Hotel Guide 1999 by permission of AA Publishing; p.54 'Simply to die for' by Colin McDowell. The Sunday Times 10 August 1997 © Times Newspapers Limited, 1997. By permission of News International Syndication. pp.58-9 'Why Men Don't Iron' by Anne and Bill Moir. By permission of HarperCollins Publishers Limited; p.61 'Guess which room he decorated' by Julia Fisher. The Daily Mail 27 May 1998. By permission of Atlantic Syndication Partners; p.65 Blue Guide London by permission of A & C Black; pp.68-9 'So pleased to meet you: the talking chimp' by Jonathan Leake and Julie Cohen. The Sunday Times 25 July 1999 © Times Newspapers Limited, 1999. By permission of News International Syndication; p.73 'This Halifax fireman left school with no A-levels...' by Jane Kelly. The Daily Mail 28 May 1998. By permission of Atlantic Syndication Partners; p.77 'Is this the proof that telepathy really works?' by Julie Cohen. The Daily Mail 3 March 1999, by permission of Atlantic Syndication Partners; p.78 'Telepathy ... the proof it really is all in the mind' by David Derbyshire. The Daily Mail 31 July 1999. By permission of Atlantic Syndication Partners; p.85 'And this is me in the car that I had just stolen' by Tim Woodward. The Daily Mail 22 July 1999. By permission of Atlantic Syndication Partners; p.86 'Man who was jailed because a juror coughed'. The Daily Mail 16 April 1999. By permission of Atlantic Syndication Partners; p.86 'Juror's cough clears throat but jails innocent man' by David Milward. The Daily Telegraph 16 April 1999. By permission of Telegraph Group Limited; p.89 'To tell the truth, it's hard to spot a liar' by Erica Goode. The New York Times 11 May 1999 © 1999 by the New York Times Co. Reprinted by permission; p.90 'Watch out, there's two cheats about' by Chris Logan. The Daily Mail 23 July 1999. By permission of Atlantic Syndication Partners; p.91 *Private Investigation* Words & Music by Mark Knopfler © 1982 Chariscourt Limited. By permission of Music Sales Limited. All Rights Reserved. International Copyright Secured; p.92 'Barbie: her secret story' by Anne Barrowclough. The Times 3 August 1999 © Times Newspapers Limited, 1999. By permission of News International Syndication; p.97 *Classic Musicals* leaflet designed and printed by Dewynters plc London; pp.100-101 'The man who destroyed meal times' by Daniel Jeffreys. The Daily Mail 16 July 1998. By permission of Atlantic Syndication Partners; p.103 *American Pie* by McLean © 1972 by kind permission of Universal/MCA Music Limited; p.106 'The pay's the thing for business Bard' by Alan Hamilton. The Times 7 April 1999 © Times Newspapers Limited, 1999. By permission of News International Syndication; p.115 'House-sitter who has to explain a car on the roof' by Tim Reid. The Times 6 November 1999 © Times Newspapers Limited, 1999. By permission of News International Syndication; p.120 'Survivor dials 999 on mobile after cliff fall' by Simon de Bruxelles. The Times 7 July 1999 © Times Newspapers Limited, 1999. By permission of News International Syndication.

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and if notified, the publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

The publisher would like to thank the following for their kind permission to reproduce photographs and other copyright material: Alamy p.66 (family portrait/David Greggs); Emily Anderson p.145 (newsstand); Atlantic Syndication Partners p.73; Associated Press p.102 (Alastair Grant/Elvis); Bridgeman Art Library pp.44 (The Stapleton Collection/Battle of Waterloo), (Museo e Gallerie Nazionali di Capodimonte, Giraudon/Julius Caesar), 47 (Philip Mould, Historical Portraits Ltd/Catherine of Aragon, Hever Castle Ltd/Anne Boleyn, The Stapleton Collection/Jane Seymour, Peter Willi/Louvre/Anne of Cleves, National Portrait Gallery/Catherine Parr; BBC p.46; Bubbles Photo Library p.23 (Frans Rombout); John Clear Mount Camera p.24 (Mountaineer); Stuart Conway pp.68, 69, 77 (girl with ping pong balls); Corbis p44 (Bill Clinton/Wally McNamee); Corbis/Reuters p.82 (Williams sisters); Curtis Brown p.77, (Degasque dancer); Dewynters p.97 (*The Phantom of the Opera*); Dominic Photography p.104 (Richard Smith/*The Merchant of Venice*); Getty Images pp.24 (Lee Page/portrait of a man), 34 (Michael Greco/Glitterati), 40 (Chris Noble), 44 (Hulton/Russian Army), 48 (TCL), 54 (Hulton/corset, ruff.), 55 (Hulton/Roger Jackson/fashion), 60, 65 (A Errington), 99 (Hulton/George Harrison); Robert Harding Picture Library pp.102 (Walter Rawlings/Disneyland, *Everyone Loves Raymond*/CBS), 154 (Manuel Denver/kitten); Ronald Grant Archive pp.5 (Fox Paramount/Leonardo DiCaprio), 12 (Melissa Mosely/ Mr Bean, poster/Polygram), 54 (Isadora Duncan), 71 (Warner Brothers, US 1988), 103 (Buddy Holly), 104 (*Macbeth*) 105 (*King Lear*); Kobal Collection pp.84 (RKO/*The Secret Fury*), 104 (Renaissance/BBC/Curzon 89/*Henry V*); Lamy p.89 (honest man/Bill Bachman); Tito Lombardo p.52; London Features International p.97 (*Les Misérables*); Morgan Moore Photopoint pp.115, 120; Moviestore Collection pp.5 (Farrah Fawcett-Majors), 91, 105 (*Hamlet*); Natural History Photographic Agency p.154 (Stephen Dalton/macaw); OUP pp.108-9 (DVD player, restaurants/PhotoDisk); PA Photos/Mark Cuthbert/UK Press: pp.5 (Prince Harry, Keira Knightly), 82 (Ronald/Dave Thompson/PA Wire); Photographers Direct p.96 (*Mamma Mia*/Ralph A Ledergerber, *We Will Rock You*/Robert Pivko); Popperfoto pp.24 (Reuters/Lulu), 42, 43; Punchstock/Image Source p.89 (dishonest man); Press Association pp.44, (EPA/Princess Victoria of Sweden), 101 (Fiona Hanson/McDonald's interior), 145 (Michael Crabtree/Paparazzi); Retna pp.8 (Neal Mazel/Abba in blue, Andy Kent/Abba in white), 9 (Neal Preston/Abba/side view), 95 (Michael Putland/Eric Clapton); Rex Features pp.9 (Neal Genower/Benny/Björn) 29, 55 (Naomi Campbell), 100 (Ricki Rosen/Sipa Press/Richard McDonald, 101 McDonald's exterior), 102 (Eugene Adebam/Madonna), 18 (Brian Rasic, 98 (Sipa); The Royal Collection © 2001, Her Majesty Queen Elizabeth II pp.46, 47 (Katherine Howard); Princess Mary Sapieha p.52; Science Photo Library pp. 22-23 (Dr Linda Stannard/JTC), 25(Laguna Design); South West News Service p.85; Bob Stratton/Independent p.41; StockXchang p.36 (cars); Times Newspapers p.93 (Peter Nicholls); Wikimedia Commons p.65 (Oxford Street).

The photographs from the Abba record sleeve on p.10 are reproduced by kind permission of Polydor.

The picture on p.77 'Mrs Degas vacuums the floor' © 1988 was reproduced by kind permission of Sally Swain.

Commissioned photography by: Steve Betts pp.10, 28, 61, 92; Gareth Boden pp.16, 96 (café); Mark Mason pp.108, 117; Rob Judges p.32.

Illustrations by: Rowan Barnes-Murphy pp.26, 39, 45, 59, 60 131; Kathy Baxendale pp.148; Wendy Blundell pp.53, 117, 121, 151; Brett Breckon pp.45, 75, 150; Cartoonstock pp.148 (Noel Ford), 152 (Alan Davies); Creators Syndicate International/Gary Larson pp.12, 70; Richard Coggan pp.86, 155; Mark Draisey pp.23, 79, 84, 147, 155; Martin Fish pp.4, 15, 20, 31, 56, 146; Neil Gower pp.81, 153, 149; David Hopkins p.40; Ed McLachlan pp.6, 13, 20, 57, 63, 88, 106, 116, 131, 137; Ellis Nadler pp.107, 159; Simon Spilsbury pp.17, 80; Kath Walker pp.26, 30, 32, 33, 50, 64, 72, 94, 90, 146; Bob Wilson pp.7, 14, 20, 37, 49; Annabel Wright pp.62-63, 76, 95, 154.

Student's Book

- Motivating, real-world texts p.68
- Grammar Bank with rules and exercises p.130
- Illustrated Vocabulary Bank p.144 and Sound Bank p.159
- Practical English focus on everyday language p.16

New ENGLISH FILE

The course that gets students talking

Fun, motivating lessons that work

The perfect balance of grammar, vocabulary, pronunciation, and skills to get your students speaking English with confidence.

Ideal material for students at a higher intermediate level

Language consolidation and extension and wide-ranging skills work to help your students use English really effectively.

Common European Framework of Reference B1–B2

English Sounds Pronunciation Chart based on an original idea and design by Paul Seligson and Carmen Dolz

Teacher's Book

- Every lesson has:
 - full teaching notes.
 - photocopiable Grammar, Communicative, and Vocabulary activities.
- Photocopiable song activities.
- Photocopiable tests.

Workbook

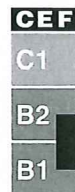
- Lesson by lesson revision and practice.
- Available with or without Key Booklet.

Class audio

- Three CDs of class listening material.

OXFORD
UNIVERSITY PRESS

www.oup.com/elt



OXFORD ENGLISH
ISBN 978-0-19-451958-8

