Clockwise
intermediate
Classbook
Will Forsyth
OXFORD
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01 ALL IN THE MIND

In this Unit
- Practise starting conversations.
- Look at different question forms.
- Learn to record new words in sentences.

Find your personal learning style with ...

The Mind Quiz

1 Occasions
Think of an occasion when you got a number of presents, e.g. your birthday. What presents did you get? Who gave them to you?

2 People
Think of ten people you've talked to in the last seven days.

Speaking
Know your mind

1 Find out the name of everyone in the group. Pronounce it correctly.
   1 Think of four things you'd like other people to know about you. Tell the group.
   2 Change groups. Talk about people in the first group.

2 In pairs, do the Mind Quiz. Keep to the time limits. Compare your results in each section, 1 to 10.

3 Words
   a What did Neil Armstrong say when he stepped onto the moon?
   b How many words can you think of for describing people?

4 Music
   a Sing, whistle, or hum a tune you know.
   b What tunes go with these words?
      ‘I’m singin’ in the rain,
      just singin’ in the rain.’
      ‘But more, much more than this. I did it my way.’

5 Numbers
How many telephone numbers can you remember? Whose are they?

6 Concepts
   a What's the difference between these words: *know, think, remember, forget, recall, learn, memorize*?
   b What is an 'auxiliary verb'?

7 Spaces and places
What's your favourite place like, indoors or outdoors? Describe it.

8 Feelings
How does it feel to be very happy? Describe the feeling.

9 Future arrangements
What plans have you got? Say the day, date, time, and place of three arrangements you have.

10 Recent events
What presents did your partner say he/she got in Question 1? How many presents can you remember? Who gave them?

3 Identify your strengths.
1 Which three types of memory did you find easiest?
2 Does your partner agree? How similar are you?
Question types

1 Look at two different types of question.

Questions with be
a Are you from South America?
b What are your plans for this evening?

Object questions
c What sort of things do you enjoy doing?
d Did you do anything interesting at the weekend?

1 Find more examples in the Mind Quiz.
2 How do we make questions with be?
3 Make a list of the auxiliaries we can use to make object questions.
4 Why are they called 'object' questions?

2 In groups, find out about your teacher.
1 Write as many questions of each type as you can.
2 Take turns to ask your questions. Don't repeat questions from other groups.

3 Look at the pattern of these questions.

Subject questions
e Who wants to go out this evening?
f How many people want to come?

1 Find two more examples of this type in the Mind Quiz.
2 Divide them into two parts. Underline the question forms.
3 How are they different from object questions?

4 Look at these examples of reporting questions.

Reporting questions
g Do you know where the restaurant is?
h What time do you think we should meet?

1 Find another example in the Mind Quiz.
2 Divide them into two parts. Underline the question forms.
3 Correct these reporting questions.
   1 Why you think we forget things?
   2 You know how we remember things?
   3 You can remember what you learned in your first English lesson?
   4 What methods you think most people use to remember things?

5 Listen to example questions a to h.
1 Underline the stressed words.
2 Listen again and repeat. Copy the intonation.

Against the clock!

6 Set a time limit
In pairs, make complete questions.

Learning English How do you do it?
1 (why / you / decide) to learn English?
   Why did you decide to learn English?
2 (what / your best) subject at school?
3 (you / think) (you / better at) learning now than you were ten years ago?
4 (what / your most successful) learning experience?
5 (how / you learn) new words?
6 (rules / help) you learn to use a language? How?
7 (what / 'learn' / mean)?
8 (what / make) learning fun?
9 (you / think) (you / remember) things better when you're having fun?
10 (what / make) people successful learners?

7 Now relax. Change partners. Ask and answer the questions.

Questions with be

What's your name?
Are you good at learning languages?

To make a question with be, we invert (→) the subject and verb.

Object questions
What does Jill study at college? (Jill studies) economics
Did you see Sergio yesterday? No, I didn't. (see him)

These questions ask about the object of a sentence (economics / Sergio). They need an auxiliary, e.g. am / are, does / did, have / has, modals can / will, etc.

Subject questions
Who told you? Hiroshi (told me)
What happens after lunch? Nothing (happens)

These questions ask about the subject (Hiroshi / Nothing). They don't take an auxiliary. They nearly always begin with who or what. They are in the same order as the statement (subject / verb / object).

Reporting questions
Where do you think he went?
Do you agree that we should talk in English?

There are two verbs in reporting questions. Only the first one has a question form, e.g. Do you think / agree ...?
If you want to learn a language, get a dog

When I arrived in Moscow, all my friends and colleagues gave different advice about the best way to learn Russian. It is easy to find a teacher: Russia is full of underpaid (or unpaid) academics who will explain every word and tense for a dollar or two. No one, however, suggested getting a dog but that is what we did. And Rupert, as he is called, has introduced me to a large number of acquaintances. I can now stand around chatting to local dog owners while our animals run and play.

It may not sound much, but it is a real achievement in a city where getting to talk to people is not easy. Russians are just as reserved as the British when it comes to meeting people. Like the British, they have forgotten what to do. Some shake hands. Some don’t. They just say ‘davaj stoxutye’ (‘hello’) and most Russians will reply ‘normalno’ (‘all right’), which is not exactly cheerful. And there the conversation usually ends.

Not so with the dog owners. ‘Look at that,’ Andrei, a complete stranger, said to me without a moment’s awkwardness: he was looking at his dog. ‘He brought back 24 ducks last year. That’s what I call a good hunting dog.’ And before long, we were deep in conversation about his shockingly low and delayed wages, politics, and books; and all without one ‘normalno’ or awkward handshake to make us feel uncomfortable.

The Independent

3 What does the article say about ...?
  1 finding a language teacher
  2 meeting people
  3 what to do and say when you meet people
  4 what acquaintances talk about

4 Tell a partner two ways to meet foreigners in your country.
**Listening**

**Greetings**

1. Listen to five conversations. Make notes like this for each one.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- Where are they?
- What's happening?
- Formal/informal?

2. Listen again. Tick the expressions you hear.

- Excuse me
- How are things?
- What've you been up to?
- Hello
- Good to see you
- How are you?
- Hi
- Hi there
- Hiya
- Pleased to meet you

3. Which expressions are the most formal? Which are the least formal?

---

**Starting phrases**

These four phrases are very useful for starting conversations.

- Can you tell me (where/what/who/when ...)?
- How're things?
- I hear you (I've been to Spain).
- What've you been up to?

Notice that we often use incomplete sentences/questions in speech.

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**Speak out**

**Improvise**

1. In pairs, choose one of the photos. What are they talking about?

- Where are they? Have they met before?
- What are they talking about?

2. Make up their conversation. Don’t write it down - just do it.

3. Now be yourself. Talk to one or two people.

- Say hello and ask how they are. Find out what they've been up to.
- Continue chatting, e.g. ask them if they'd like ... a cup of coffee/to meet later ...

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**Remember**

- Use a variety of ways of starting conversations.
- Try to include different kinds of questions.
- Practise chatting to find out about your partner's recent activities.
Speaking
Change
1. What has changed in the last year? Write two changes for each circle.

   - you
   - your family
   - your country
   - the world

2. In pairs, compare your answers. How do you hope that these things will change over the next two to ten years?

Reading
Picking out important points
1. Turn to p.99. Find Taiwan and Afghanistan. Describe where they are (near/next to/north of... etc.). What do you know about them?

2. Quickly read about Taiwan.

   1. With a highlighter, mark what you understand. For the moment, ignore what you don’t understand.

   2. Read again. Make notes about...
      - the most surprising thing in the article
      - similarities between your country and Taiwan
      - differences between your country and Taiwan
      - how Taiwan is changing

   In Business
   - Professor Lu, from Kaohsiung Medical School, is that here, in the West, we keep work and family life separate. But in Taiwan there is no difference. So, for example, they have the ground floor of a building as a shop or office, and the family lives on the second floor.
   - Also, in Taiwan, family businesses stay in the family. But as family firms get big, they need more people (i.e. sons) to run them. So where do all the sons come from? In the words of Professor Lu, ‘from wives without a title’: a rich man decides how many sons he will need to run his business, and then he finds a number of wives to provide them. And the wives all live in the same house, calling each other sisters. ‘There is only one official wife, recognized by the law,’ says Professor Lu, ‘but the others don’t mind.’
   - This is still true today and there will be conflict when more multi-national companies come into Taiwan to invest. And it is changing, but very very slowly, and these Taiwanese businesses will survive because they have survived for thousands of years.

3. Compare your notes in pairs.

4. Look at words/expressions you didn’t understand. Explain them to each other or use a dictionary.

5. Choose up to ten words/expressions to learn. Make a note of them.
Listening

Afghanistan

1 In groups, read about Afghanistan. Guess the missing words.

2 Listen to a news item about Afghanistan. Complete the text.

3 Look at the words in italics. Are they verbs or nouns?
   1 How is Afghanistan changing?
   2 What social movement happened in Europe and North America in the 1960s?
   3 How does the USA influence your country?
   4 Are there any bans in your country that you disagree with?

4 Find a form of the italic words from ex.3 in the Fact File. Which three words can be used as either verbs or nouns?

5 Ask and answer the four questions from ex.3 in pairs.

6 Do these kinds of reports help us to understand other countries?

Vocabulary

Describing the world

1 Look at these ‘world’ words. How do you pronounce them?

2 Match each word with one part of the world. Explain your match in pairs.

3 What are the nationalities and languages of these countries?

4 Pronounce them correctly. Use the table below.

Vocabulary tip

Mentally, put new words and phrases ...
The present

When you are talking about the present you can:
1. describe the status quo.
   All life needs water.
The Earth goes round once every 24 hours.
2. describe changes to the status quo.
   a. Changes happening now:
      The Earth is getting warmer.
   b. Changes up to now:
      The Earth has got warmer in the last 100 years.

1. Do the Quiz in pairs. Circle a, b, or c each time.

THE TURNING WORLD QUIZ

1. The Earth goes round the sun once a ______.
   a. day  b. month  c. year
2. The moon goes round the Earth once every ______ days.
   a. 12  b. 28  c. 35
3. There are about ______ independent countries in the world.
   a. 75  b. 200  c. 400
4. People grow crops on ______ of the Earth’s land surface.
   a. 1%  b. 10%  c. 50%
5. About ______ of the world’s population lives in cities.
   a. 10%  b. 40%  c. 80%
6. The biggest continent is ______ (43,608,000 sq km).
   a. Africa  b. Asia  c. South America
7. The world spends about ______ billion a year on ‘defence’.
   a. $25  b. $300  c. $800

1. Check your answers on p.99.
2. In pairs, say the answers. Remember the sentences.
2. Answer questions 1 to 8.

The Changing State of the Nation
Write True (T) or False (F) for your country.  T/F

1. Life is getting better for most people.
   T/F
2. Everything in my country is changing too fast.
   T/F
3. We’re forgetting our traditions.
   T/F
4. Families are becoming less important.
   T/F

In your opinion...

5. Has your country changed for the better in the last ten years?
   T/F
6. Has marriage gone out of fashion?
   T/F
7. Have people in the towns forgotten simple things – like where their food comes from?
   T/F
8. Has life become less fun in the last ten years or so?
   T/F

1. Which questions ask about changes happening now?
2. Which questions ask about changes up to now?
3. Look at the True/False sentences (1 to 4) again.
   Make them all true for your country.
   Life is getting better for a few people, and worse for most people.

Against the clock!

4. Set a time limit ______
   In pairs, make sentences/questions.

How do you feel about ______

Are these sentences True (T) or False (F) for you personally?

1. I (not change) ______ much since I was a child.
   T/F
2. I can stop learning now because I (learn) ______ everything I need.
   T/F
3. My closest friends are people I (meet) ______ in the last two years.
   T/F
4. Sometimes I (not know) ______ where (life take) ______ me.
   T/F
5. I (still look) ______ for the right job or career.
   T/F
6. Things (usually happen) ______ to me by chance.
   T/F
7. I (not usually enjoy) ______ change.
   T/F
8. I (not look) ______ for change at the moment: I’m happy as I am.
   T/F

Answer these questions.
9. (you think) ______ of changing jobs in the near future?
10. (you stop) ______ changing?
11. (your interests be) ______ different now from two years ago?
12. (what improve) ______ in your life so far?
13. (there be) ______ something in the future that (you try) ______ to achieve in life?
14. (you think) ______ it’s important for people to change?
15. (you decide) ______ what your next change is going to be?
16. (you currently wait) ______ for something to happen to you?

5. Now relax. Choose ten of the questions or T/F sentences. Interview someone.

6. Write an example for each tense in the chart.
   Translate the examples. What tense do you use in your language?

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Present continuous</th>
<th>Present perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>describing now</td>
<td>current changes</td>
<td>changes up to now</td>
</tr>
<tr>
<td>NOW</td>
<td>NOW</td>
<td>NOW</td>
</tr>
</tbody>
</table>
English in use

**Being vague**

1. True or false? Decide in pairs.
   1. The population of Hong Kong is six million.
   2. Hong Kong consists of two islands.
   3. Part of Hong Kong is on the mainland of China.
   4. Hong Kong is very densely populated – there are no open spaces.
   5. In summer, the temperature reaches 45 degrees and humidity can be 100%.
   6. There are 19,000 restaurants in Hong Kong.
   7. There is a social security system.

2. **Listen to Steve. Were you right?**

3. **Listen again.**
   1. Notice the first four expressions from the *Vague expressions* box.
   2. Complete the ‘Did you know?’ text. Use each expression twice.

**Vague expressions**

Steve uses these expressions when he doesn’t want to be precise.

*about*
   ... the population of Hong Kong is, it’s about six million

*a large number of*
   ... there are a large number of islands

*tend to*
   ... there tend to be, open spaces and then very densely populated areas

*up to*
   ... The humidity can be sometimes up to about 100%.

Steve also uses these expressions.

*as far as ... is concerned*
   ... As far as the climate’s concerned, in the summer, it reaches 34°...

*the sort of place where*
   ... It’s the sort of place where everybody has to be responsible for themselves financially.

**DID YOU KNOW...?**

1. There are about 200 independent countries in the world.
2. Afghans watch satellite channels on TV.
3. 50% of people in the world have never seen a telephone.
4. People in Iceland have two jobs because life is so expensive.
5. Human beings are 1 million years old.
6. There be an ice age every 100 million years.
7. Earthquakes occur in a ring around the Pacific Ocean, called ‘The Ring of Fire’.
8. Cities have 10% less snow and 10% more cloud than the countryside.

4. Find expressions from the *Vague expressions* box which ...
   - describe a place by giving an example
   - introduce a new topic

5. **Listen. Which country do you think this is?**

6. **Listen and copy the intonation.**

7. Use the expressions. Say three things about your country.
   - something you are proud of
   - something you don’t like very much
   - what you like best

**Speak out**

**Talking about your country**

1. What should people know about your country? What would you like to know about other countries, e.g. people, politics ...?

2. Choose a topic(s). In pairs, make notes about your country. Say ...
   - what it’s like now
   - how it’s changing
   - how it has changed
   - what you think of it

3. Take turns to talk about your country.

**Remember**

- Use present tenses to describe status quo and change.
- Include the vocabulary you’ve studied to describe people, politics, geography, etc.
- Try to use ‘vague’ phrases when you can’t/don’t want to be precise.
Speaking and vocabulary

Stages of life

1. Find these life stages in the photos. Which is the best? Why?
   - a child
   - a married couple with young children
   - a young adult (17 – 30)
   - a middle-aged couple

2. Think about life events. In pairs, A turn to p.99, B to p.103.

3. Choose ten life events. Choose an order for them which means something to you. Then remember your lists in pairs.

Reading

Nomad

1. What qualities does someone need to become successful from nothing? Think of four.

2. Read about Waris Dirie. In pairs, decide on:
   1. the four most important events in her life
   2. three pieces of luck
   3. two examples of strength and determination

3. Tell a partner about someone you admire.

'Three times I was worth 5 camels

...now I can earn £5,000 a day!’

The story of Waris Dirie

'When I was a girl, in the deserts of Somalia, my family was nomadic, moving around with our animals. We were happy, and I loved my mother more than anything.

I was about 13 when my father called me at the end of a hot day. ‘Come and sit here,’ he said. 'I’ve found you a husband! We have arranged that he will give me five camels.' That night I ran away. I was frightened. For almost three weeks, I walked through the desert, but finally I got to my auntie’s house in Mogadishu. Auntie’s husband was an ambassador and in a few months I flew to Britain to work at his London house.

One day, a photographer called Michael Goss saw me in the street. He took my picture and the photographs were beautiful. ‘You should try and do modelling,’ he told me. When my aunt and uncle returned to Africa, I stayed in London. I found a place to stay and got a job at McDonald’s. Then one day I took Michael Goss’s photographs to an agency. They sent me to a studio, and my picture appeared on the cover of the Pirelli calendar. Soon after that, the agency got me a part in the James Bond film The Living Daylights.

That was seven years ago. Since then I’ve done modelling all over the world and I’ve appeared in magazines such as Vogue and Elle. I have even hosted the US music programme Soul Train. Once, I was worth five camels. Now I can earn up to £5,000 for one day’s work. I have gone from the bottom to the top.'
## The past simple and the present perfect

### The story of the first woman doctor

| a | Elizabeth Blackwell was the first woman doctor. |
| b | but really, she wanted to be a doctor. |
| c | but she qualified as a doctor in 1849. |
| d | After that, she worked in Europe for a few years, and then went back to New York and opened an all-women hospital in 1857. |
| e | She died in London in 1910 when she was 89. |
| f | but she **finally** got a place at medical school. Her fellow students refused to talk to her, |
| g | She was born in Bristol, England, in 1821 and the family lived there **until** she was 11, **but then** they moved to New York. |
| h | The medical schools in New York City refused to take her because she was a woman, |
| i | Her father died **when** she was 17, so she left school and became a teacher to support the family. |

1. Read about Elizabeth Blackwell. Number the sentences in order.
   1. What tense are all the verbs in? Do they describe finished periods or unfinished periods?
   2. What 'jobs' do the linking words / phrases in **bold** do?
      'After that' - describes the order of events

### The 'closed' past

The past simple is the usual tense for talking about the past. We use it to describe events and periods which finished in the past.

- I **left** school early because I hated it. **NOW**
- We **moved** house three times when I was young.
- We **stayed** in Montreal for five years.

We use it to say:
- **that** something happened, or was true.
  - I **had** a dog once.
- **when** things happened.
  - We **got** married five years ago / in 1996.
- **what order** things happened in.
  - We **got** married and then **moved** here.

We use it to tell stories:
- I **walked** for three weeks. Finally, I **got to** the city ...

2. Read the sentences. Who is it?
   a. He's been married twice and has five children.
   b. He's been to college and has a teaching qualification.
   c. He's worked as a primary school teacher.
   d. He's been unemployed.
   e. He's played with a band called The Police and he's been a solo artist for many years.
   f. He's written a lot of best-selling songs. They've made him a pop superstar.
   g. He's helped to raise money for 'The Rainforest Foundation' which works with Amazonian Indians.

3. Look at sentences a to g in ex.2 again.
   1. What tense are the verbs in?
   2. Do the sentences tell you ...?
      - what he does now (schoolteacher, married, etc.)
      - when he did these things

### The 'collective' past

Think of the present perfect as a kind of net in which you collect past experiences. We use the present perfect:
- to talk about our collection of life-time experiences. **He's had** three jobs and **been married** twice.
- to describe the present result of past events. **His songs have made** him a pop superstar.

**BUT NOT** to say **when** events happened, **OR** what order they happened in, **OR** to tell **a story** about them.

### Against the clock!

4. **Set a time limit**
   In pairs, choose the correct verb forms.
   1. Waris Dirie's photograph **was / has been** on the Pirelli calendar in 1988.
   2. Waris Dirie **was / has been** very lucky in her life.
   3. Waris Dirie **worked / has worked** first as a model, then as an actress.
   4. Sting **became / has been** a solo artist ever since he left The Police.
   5. Sting **wrote / has written** 'Every Breath You Take' in half an hour one night.
   6. The Rainforest Foundation **made / has made** more than £2 million in the period up to '93.

5. **Now relax.** Make six sentences about your parents.
   - their childhood
   - work
   - meeting / marriage
   - where they've lived
   - the last few years
   - their schooldays / education

   **They met when they were at school.**
   **My dad's been a teacher and an engineer.**
   **They've lived in Madrid since 1974.**
Listening
Determination

1. Read the beginning of the story. What do you think it's about?

Rainforest man’s long journey to Oxford

Indian goes from hunting monkeys in the jungle to studying politics at university. Miguel Hilario left his simple village life in the Amazon jungle for the academic life as a student at Oxford.

2. Listen to a radio interview with Miguel.

1. Put these phrases in the order they happened.
   - four or five days in a canoe to the closest city, Pucallpa
   - my dad trained me to survive in the jungle/fishing, hunting, canoeing
   - I was on the street for two months/leftover food from the Chinese restaurant
   - a Peruvian family gave me food in exchange for work
   - a scholarship to study in Texas, then Oxford
   - worked during the day/went to school at night / taught myself Spanish
   - some missionaries offered me a place to stay and a job
   - further education in Lima
   - I studied theology and linguistics

2. What kind of person do you think he is?

3. Listen again.

1. What were Miguel's answers to these questions?
   1. What was your life like when you were growing up there?
   2. How did you get to your first school, then, to get your education?
   3. You were taken in by a Peruvian family, there, weren't you?
   4. How did you live when you were in Lima?
   5. And you then got a scholarship to study in Texas, didn't you?

2. Check your answers with the Tapescript on p. 106.

4. What do you think of Miguel and Waris Dirie, and their lives so far?

1. Compare them using these words/phrases.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are ...</td>
<td>They've needed ...</td>
</tr>
<tr>
<td>determined</td>
<td>determination</td>
</tr>
<tr>
<td>ambitious</td>
<td>good luck/bad luck</td>
</tr>
<tr>
<td>similar</td>
<td>strength</td>
</tr>
<tr>
<td>strong</td>
<td>luck</td>
</tr>
<tr>
<td>different</td>
<td>imagination</td>
</tr>
<tr>
<td>successful</td>
<td>ambition</td>
</tr>
</tbody>
</table>

2. What are the five essentials for success?

5. Imagine you made a big change in your life. Where would you go and what would you do?
English in use

Telling true stories in conversation

1. Match the events in Miguel’s story to stages 1 to 5 in the box.

- and he went to school, first of all in a rainforest town, and then to college in Lima, and then he went to study in the United States.
- This is a heart-warming story of real determination.
- which shows the remarkable lengths people will go to to avoid Sting!
- It’s about this young man from Peru, born in the rainforest, but he had a dream that he would be educated.
- and then finally he’s now ended up as a postgraduate student at Oxford University.

2. Listen to someone telling the story. Check your answers.

3. Underline some of the expressions from the box below in Miguel’s story. Use them to quickly tell the true story of Waris Dirie, Sting, or someone else.

Expressions for telling true stories

Stage 1: This is a (funny/sad/terrible, etc.) story
Stage 2: It’s about (my father/someone I met at college)
Stage 3: First, and, (and) then, next, after that, etc. (+ simple past)
Stage 4: and so/finally/in the end (he got what he wanted)
and so now (he’s very happy/she’s become very rich)
Stage 5: which (I think is awful/great)

4. Look back at the interviewer’s questions to Miguel (Listening ex.3). Which questions did she already know the answers to?

5. Write the question tags for these questions.
   1. You went to school in Rome, ____________ ?
   2. You were the second daughter, ____________ ?
   3. You were an only child, ____________ ?
   4. And then you went to university, ____________ ?
   5. You started playing volleyball when you were 16, ____________ ?


Speak out

Your life story

1. Make a diagram like this of your life so far.

   childhood 0-5
   __________________________
   birth
   __________________________
   met Sylvia
   __________________________
   got job with IBM
   __________________________
   university 18-21

   1. Divide it into four or five stages. Add approximate ages.
   2. Add notes about the most important events, e.g. university – met Sylvia.

2. In pairs, swap diagrams and interview each other.
Speaking
A good time
1 Can you remember two recent occasions which you really enjoyed?
2 Look at the photos. Describe what's happening.

Reading
Things to do
1 In groups, think of things to do in a free weekend ...
   - with friends
   - by yourself
2 Read the article. Write the numbers of the activities in each column.

<table>
<thead>
<tr>
<th>Things I've done</th>
<th>Things I'd like to do</th>
<th>Things I wouldn't like to do</th>
</tr>
</thead>
</table>

3 Has the article given you any other ideas? Make more suggestions in groups. Vote for the two best.

15 ways to enjoy the weekend

Next weekend, why not do something different? Here are some suggestions to get you going!

1 Go skiing Get some friends together and find a dry ski slope near you.
2 Kick a football around All you need is some space and a few friends.
3 Second-hand shops You might even find something valuable. Or try and sell some of your own old stuff!
4 Can't afford the Caribbean? Then give yourself a mini beach holiday – in the garden. Get yourself a long cold drink and spend the day with a best-seller from your favourite author. Heaven!
5 Go window shopping It's free!
6 Lazy entertaining Ask your friends round for dinner. Ask each one to bring a different course, so there's less work for you!
7 Surprise an old friend Telephone someone you haven't spoken to for ages and have a good long chat.
8 Be a tourist Go on a guided tour of your nearest city. You'll be surprised how much you never noticed before!
9 Make a splash Go down to the swimming pool and jump off the diving board.
10 Go flying Many companies these days can take you up in a two-seater plane or hot-air balloon, or glider. And most offer an introductory lesson at half price.
11 Discover history Wherever you live, your local tourist office will give you details of a castle, Stone Age camp, or ancient monument near you.
12 Have a picnic And if it rains, just have it on the floor at home!
13 Get away If you live in the city, rent a country cottage with some friends for the weekend, or go camping.
14 Learn something new It's never too late to take up a new interest: Flamenco dancing, African drumming, literature, or car mechanics.
15 Relax Rent a few of your favourite films on video. Make it into a real cinema event: buy some popcorn, turn the lights down low, and invite some friends round.
Listening
A full life

1 Magnus Collins is a musician and he’s blind.
   1 Which of the activities on the left do you think he probably enjoys?
   2 Listen. Tick the ones he mentions.

2 Listen again. What else does he say about ...
   • why he enjoys these things
   • how often he does them
   Compare in pairs. Then check with the Tapescript on p.106.

3 Which of Magnus’s leisure activities do you think would be difficult for a blind person? Why? What sort of person do you think he is?

Vocabulary
Having fun

1 Tick the things in the circle you enjoy regularly.
2 Tick the sentences you agree with.

<table>
<thead>
<tr>
<th>SAYING HOW YOU FEEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really enjoy dancing.</td>
</tr>
<tr>
<td>I love jumping off the diving board in the swimming pool.</td>
</tr>
<tr>
<td>Science museums these days are great.</td>
</tr>
<tr>
<td>Golf is a great way to relax.</td>
</tr>
<tr>
<td>The Beatles are still one of my favourite groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINGS I LIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I really enjoy dancing.</td>
</tr>
<tr>
<td>2 I love jumping off the diving board in the swimming pool.</td>
</tr>
<tr>
<td>3 Science museums these days are great.</td>
</tr>
<tr>
<td>4 Golf is a great way to relax.</td>
</tr>
<tr>
<td>5 The Beatles are still one of my favourite groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINGS I DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I occasionally like to go to a classical concert.</td>
</tr>
<tr>
<td>2 I go to the pub whenever I get a chance.</td>
</tr>
<tr>
<td>3 I like to go camping whenever I get the time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINGS I DON’T DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 I don’t really like the Beatles.</td>
</tr>
<tr>
<td>7 I’m not very keen on sport.</td>
</tr>
<tr>
<td>8 I’d quite really like to go up in a hot-air balloon.</td>
</tr>
</tbody>
</table>

3 Use the phrases in bold. In pairs, how many interests do you share?
   I really enjoy playing the guitar.

4 What do you think of these six suggestions? In pairs, take turns to read out the suggestions. Reply from the Yes/No box below.

1 — There’s a dry-ski slope near here. Why don’t we go skiing?

2 — Let’s go into London for the day.

3 — I think we should hire a car and go into the country.

4 — We could always go away somewhere for the weekend.

5 — What about just going out for a meal together?

6 — How about cooking something ourselves, together?

**YES**

- That’s a nice idea.
- That’s a great idea.
- Yeah. Let’s do that.

**NO**

- It’s a nice idea, but ... (I can’t drive).
- Oh, it’s too ... (far / complicated / expensive).
- Mmm, I don’t really like ... (skiing).
- I don’t really feel like it.

5 What can you do where you are now? Agree on what to do together.
Infinitive and gerund

1 What are infinitives and gerunds? Match the items.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can</td>
<td>a</td>
<td>to</td>
</tr>
<tr>
<td>2</td>
<td>I really enjoy</td>
<td>b</td>
<td>drive.</td>
</tr>
<tr>
<td>3</td>
<td>I'd like</td>
<td>c</td>
<td>driving.</td>
</tr>
</tbody>
</table>

i = gerund
ii = infinitive with to
iii = infinitive without to

2 Translate sentences 1, 2, and 3. Do you use all three forms in your language?

Infinitives and gerunds are ways of using verbs. We usually use a verb to describe that an activity or event happens: I live in Barcelona. We play tennis every weekend. Pieter drives to work. But sometimes we want to make a comment about the activity/event so we use the infinitive or gerund. I don't like living in Barcelona. I'd like to play tennis more often. I can't drive.

3 Complete these phrases.

A 1 go (ski) skiing ___
2 go (shop) ___
3 go (fly) ___
4 go (camp) __________

B 5 You might even (find) _______ something valuable.
6 Many companies can (take) _______ you up in a two-seater plane.
7 Your local tour office will (give) _______ you details.
8 I think we should (hire) _______ a car.

C 9 I really enjoy (dance) _______.
10 I love (jump) _______ off the diving board.

D 11 I occasionally like (go) _______ to a classical concert.
12 I like (go) _______ camping whenever I get the time.

E 13 I'd quite like (go) _______ up in a hot-air balloon.
14 I'd really hate (go) _______ rock climbing.

F 15 Why don't we (go) _______ skiing?
16 Let's (go) _______ into London for the day.

G 17 What about (go) _______ out for a meal together?
18 I'm not keen on (cook) _______ for other people.

4 Look again at groups A to G. Match them to the descriptions below.

[A] go ...
[B] prepositions (about/on...)
[C] some verbs of feeling (like/love/enjoy/hate...)
[D] would + like/love/hate...
[E] Let's.../Why don't we...?/Why not?...
[F] modal verbs: can/could/will/would/may/might, etc.

5 Against the clock!

Set a time limit
Finish the sentences with a verb in the infinitive or gerund.

1 I'm not interested in ...
2 I wouldn't like ...
3 I don't want to go ...
4 I hate ...
5 I occasionally like ...
6 I'm not really very keen on ...
7 I shouldn't ...
8 Let's ...
9 This evening, why don't we ...
10 This weekend, I think I'll ...

6 Now relax. Compare with a partner.

Learn grammar through vocabulary
When you are trying to learn grammar rules, collect and learn phrases which contain the grammar.
- Make a note of phrases which say things you want to say.
- Write them in groups according to their grammar. If you can remember which group they are in, you will remember the grammar rule.
English in use

Getting information

1. Gilly is phoning the tourist office in Boston. Look at her notes. Make questions.
   What's the weather like in late August?

2. Listen to her conversation.
   1. What four things does she ask about?
   2. Listen again. What information does the clerk give her?
   3. What would you do in Boston?

3. Listen to Gilly again.
   1. Complete these phrases.
      1. I'm thinking of coming over to ...
      2. I was wondering if you could give me some general information about ...
      3. I was wondering if you could tell me ...
      4. With regard to swimming, do you ...
      5. Regarding hotels, should I ...
   2. Listen again and repeat. Copy the intonation.
   3. Test each other in pairs. Give your partner the first word. If they can't remember the whole phrase, give them the second word and so on.
   4. In pairs, practise with your own endings.

4. Look at Tapescript (p. 106).
   1. Complete the list of expressions in the Active listening box.
   2. What words and phrases do you use in your language?

5. Roleplay conversations between a tourist and a clerk.
   CLERK Decide where you want to give information about, e.g. your own city/area, or somewhere you have been.
   TOURIST Decide what questions you are going to ask. Make notes like Gilly's.

Speak out

Travel agents

1. In groups, choose a holiday destination. Plan a holiday. Use these ideas.

Remember:
- Use the vocabulary for leisure activities you've practised.
- Remember to use infinitive and gerund forms correctly.
- Try to use expressions for getting information.
- Practise including phrases to say I'm listening and I understand.

2. Find a partner from another group.
   1. Tell your partner the location of your holiday.
   2. Find out as much as you can about your partner's holiday. Would you like to go there?
Speaking

Lifestyle

1. In one minute, tick things from the circle that are important in your life.
2. What's missing? Add one or two words that describe your lifestyle.
3. In pairs, ask questions about your partner's choices.
   What do you mean by 'fun'?
   Why is 'work' important to you?

Reading

The biological clock

1. When do you do the things on this 'time line'? Write the times. Compare in groups.

<table>
<thead>
<tr>
<th>sleep</th>
<th>8 hours' work/school</th>
<th>free time</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to bed</td>
<td>get up</td>
<td>finish work/school</td>
</tr>
</tbody>
</table>

2. True (✓) or false (✗)? Complete the 'You' column.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>You</th>
<th>The article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young children like getting up early.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenagers have trouble getting up in the morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenagers are lazy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenagers don't function well if they get up early.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School should start later for teenagers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Read the article.
   1. What opinions does it give? Complete the chart in ex.2 above for 'The article'.
   2. What reason do the researchers give for their ideas?
   3. Underline five new words or phrases in the article to remember. Then cover the article. Use the words and phrases to explain your own opinion.
Listening

Vox pop*

* A lot of ordinary people's comments recorded in a list.

1 What advice have you heard about these things?
   1 What time should people go to bed?
   2 What's the best amount of sleep to have?
   3 What causes insomnia?
   4 What should you do if you can't sleep?

2 Listen to people answering the four questions.
   1 How many answers can you hear?
   2 In pairs, how many answers can you remember? Listen again and check.

3 Listen again and complete.
   1 An early night is ... better for you.
   2 It's better to sleep ... rather than ...
   3 Just sleep when ...
   4 I would like to have about ...
   5 ... would be nice.
   6 They say, for old people, it's about ...
   7 The best amount of sleep to have is ...
   8 I think you function better on ...
   9 The more you sleep, the more ...
   10 I can't go to sleep if I'm ...
   11 I get up and ...

4 Complete the phrases with your own opinions. Do you all agree?

Vocabulary

Routines and health

1 * Against the clock! In groups, make a list like this of everyday activities. The first group to reach 20 shouts ‘Stop!’! Read out the list.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening / night</th>
</tr>
</thead>
<tbody>
<tr>
<td>wake up</td>
<td>have a cup of tea / coffee</td>
<td></td>
</tr>
</tbody>
</table>

2 Group the phrases from the box in a spidergram like this.

3 Close your book. How many phrases can you remember?

4 Do a Health Questionnaire. In pairs, turn to p.99.
Comparatives of adjectives and adverbs

1 In pairs, compare yourselves.
   1 Which of you is ...?
   taller/shorter older/younger
   fitter/less fit darker/fairer
   2 And which of you is ...?
   more/less ... | active careful about food serious interested in health

3 What is the difference between the adjectives in 1 and the adjectives in 2 above?

2 Think of some more differences between you.
   1 Put the adjectives in the correct column below.

<table>
<thead>
<tr>
<th>Comparative adjectives</th>
<th>more ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>...-er</td>
<td>tall</td>
</tr>
<tr>
<td>short</td>
<td>more</td>
</tr>
<tr>
<td>fit</td>
<td>short</td>
</tr>
<tr>
<td>old</td>
<td>fit</td>
</tr>
<tr>
<td>young</td>
<td>old</td>
</tr>
<tr>
<td>dark</td>
<td>youn</td>
</tr>
<tr>
<td>fair</td>
<td>dark</td>
</tr>
<tr>
<td>active</td>
<td>serious</td>
</tr>
<tr>
<td>careful about food</td>
<td>interested</td>
</tr>
<tr>
<td>serious</td>
<td>interesting</td>
</tr>
<tr>
<td>interested</td>
<td>serious</td>
</tr>
<tr>
<td>in health</td>
<td>serious</td>
</tr>
</tbody>
</table>

2 Tell another partner about the differences you have discussed.
   Juan is taller than me.

3 Compare the lives of people today / 150 years ago.

1 Tick the sentences that you think are true.

<table>
<thead>
<tr>
<th></th>
<th>T/F</th>
<th>Adj/Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Life is harder these days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b People work harder these days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Most people lived longer than than they do now.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Most people are healthier than they were then.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Most people had better food then, but less of it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f These days, everyone tries to do better all the time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Change the false sentences to make them true.

3 Which sentences have adjectives and which have adverbs? Write Adj or Adv.

Comparative adverbs
Many comparatives can be used with verbs or with nouns, i.e. the adjective and adverb form is the same.
+ verb I can work better in the evenings.
+ noun My concentration is better in the evenings.

The most common are:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Adjective</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>hard</td>
<td>harder</td>
</tr>
<tr>
<td>soon</td>
<td>sooner</td>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
<td>a lot/much</td>
<td>more</td>
</tr>
<tr>
<td>slow</td>
<td>slower</td>
<td>early</td>
<td>earlier</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>fast</td>
<td>faster</td>
</tr>
<tr>
<td>far</td>
<td>further</td>
<td>little</td>
<td>less</td>
</tr>
</tbody>
</table>

Other adverbs take more or less:
more/less... | easily | carefully | cheerfully |
|            | efficiently | strongly |

I can work more easily in the evenings.

Against the clock!

4 Set a time limit
   Complete these sentences.

1 Everything is (fast) faster and (efficient) ______ these days.
2 We do everything (fast) ______ and (efficient) ______ these days.
3 People were (happy) ______ then because they accepted things (easy) ______.
4 People enjoyed life (a lot) ______ in those days.
5 People had (bad) ______ housing, (bad) ______ medicine, and (little) ______ fun a hundred years ago.
6 Things are getting (good) ______ all the time, but people think they're getting (bad) ______!
7 In the past, people started work (early) ______ and finished (late) ______ than we do.
8 These days, we can travel (far) ______ and (quick) ______.

5 Now relax. Think of three more differences. Use a comparative in each one.

6 Who do you think live longer – tall people or short people?

1 In pairs, A turn to p.100, B to p.103. Read your article. Remember what it says. Don't make notes!
2 Compare what you have read. What is the truth, do you think?
3 What changes can we make to our lifestyles to live longer? List your suggestions. Then compare your ideas with the class.
English in use
Being indirect

1 Add three more things in each column. Compare in pairs.

<table>
<thead>
<tr>
<th>Things I should do more</th>
<th>Things I should do less / I shouldn’t do</th>
</tr>
</thead>
<tbody>
<tr>
<td>exercise</td>
<td>eat chocolate</td>
</tr>
<tr>
<td>read</td>
<td>watch TV/videos</td>
</tr>
<tr>
<td>fruit and vegetables</td>
<td>smoke</td>
</tr>
</tbody>
</table>

2 Listen to Will having a health check. Complete the chart.

<table>
<thead>
<tr>
<th>How much?</th>
<th>OK / not OK?</th>
<th>Do you believe him?</th>
</tr>
</thead>
<tbody>
<tr>
<td>smoking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Complete these extracts from the conversation.

Nurse: Are you a smoker?

Will: Not really, no, um, I do occasionally smoke a cigar and it comes to one a month.

Nurse: Are you tempted to smoke more, sometimes?

Will: Um, probably not really occasionally probably.

Nurse: Do you drink any alcohol on a regular basis?

Will: An awful lot. Um, at the moment I’m probably having a drink every day.

Nurse: Just one?

Will: Seven glasses of wine.

4 Listen again and check. Translate phrases 1 to 7.

5 Listen and repeat the phrases. Copy the intonation.

6 Practise being indirect.

1 Make questions. Complete the answers so they are true for you.

   1 ... ? Not really.
   2 ... ? It probably comes to about ...
   3 ... ? Occasionally, I suppose.
   4 ... ? It varies a lot.
   5 ... ? I’m probably having ...
   6 ... ? A couple of ...

2 In pairs, ask about alcohol, smoking, and diet. Answer with indirect expressions.

Speak out
Make a vox pop

1 In groups, make a vox pop on one of these topics.

   1 Choose a topic. Think of three questions to ask about it, e.g.
     • What do you do to ... (stay healthy / get on with people)?
     • What’s the best way to ... (have fun / relax)?
     • What advice would you give about ... (being healthy / having fun)?
   2 Interview three or four people each. Note their answers. Collect similar answers together.

2 Perform your vox pop. Read out the answers your group collected.
Speaking
Someone similar

Who, in your family, is most similar to you and who is most different from you? Tell your partner. Think about the kind of...

Vocabulary
Similarities and differences

1 Complete the sentences to describe people in photos A to D.

- (no word) as between from in that to too very

1 He's completely different from her.
2 They're quite similar between each other in age.
3 I think she's young for him. She'll get bored with him.
4 They've got a lot common.
5 I think they're quite a good couple: they look similar.
6 The single woman looks quite like the older man - except she's a woman of course!
7 There are so many differences them: they'll split up before long!
8 She looks about the same height him.

2 Write these words under the correct sound. Listen and check.

<table>
<thead>
<tr>
<th>bored</th>
<th>couple</th>
<th>height</th>
<th>before</th>
<th>young</th>
<th>between</th>
<th>like</th>
<th>quite</th>
<th>completely</th>
<th>each</th>
<th>shorter</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>why</td>
<td>door</td>
<td>bored</td>
<td>up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Look at the /ə/ sound (schwa) in these words.

| similar = /ˈsɪmələ/ | common = /ˈkɒmən/ | different = /ˈdɪfrənt/ |

1 Is /ə/ stressed or unstressed?
2 Which words from ex.2 have a schwa? Listen and check.

4 Compare the couples in the photos.
1 Which couple is most similar and which is most different? In what ways?
2 Is it better for couples to be similar or different?
A world apart, together

'It's difficult here. I find I am living in the 1940s, not '90s. It's too quiet, not like Singapore.'

Eunice Jackson, 37, moved from Singapore to England 18 months ago with her husband, John. They have been married for four years.

'If the family came to stay, it was absolutely not allowed to ask when they were leaving.'

Ann Phiri, 57, moved to Lusaka with her Zambian husband, David. They were together for 24 years but have recently split up.

Talking about ‘usually’ in the past

1 Which sentences describe a one event, b more than one event, c a period, ? not clear?

1. I met my husband in Singapore.
2. We lived there for two years.
3. We moved to England 18 months ago.
4. When my sister was here, I told her to keep quiet!
5. When I was in England, we went shopping in London.
6. We went shopping in London on Saturdays.
7. We rarely went out.
8. I loved chocolate as a child.

2 Read the Past simple box. Check your answers.

Past simple

The past simple can describe:

1 a single event I met my husband in Singapore.
2 more than one event We rarely went out.
3 a period We lived there for two years.

It is usually obvious which you mean, but sometimes you need to use an expression of frequency:

What did you do in England?
We went shopping in London.
What, once?
No, we went every Saturday morning.

3 Think of a long holiday you’ve had.

1 Remember some things that you did ...
   - once  three times or more
   - every day  often

2 In pairs, ask questions about your holidays.
4 Read Gemma’s memories of when she was a child.

I’d get up first and wake up Sam, my brother. We’d have to keep quiet because our Dad would be asleep at that time and we were frightened of him. We’d get dressed and go outside and play, and then when it was time, we’d walk to school.

Dad worked nights, so the evenings were wonderful. Mum and Sam and I would have dinner in front of the fire and then we’d play and talk until bedtime. Mum would tell us stories and she’d stay with us until we fell asleep.

1 What word is ‘it’? Write the full form.
2 Describe the beginning and end of your day when you were a child.

would
We use would to describe frequent routines and actions in a previous period of life/times gone by. It is usually used with actions: get up, wake up, get dressed, etc.

I’d get up first and wake Sam.

It can be used with states (be asleep, be tired, know, understand) if they are part of a routine.

Dad would be asleep at that time.

5 Look at these statements.

1 Which are true for you?
   As a child ...
   1 I used to be shyer than I am now.
   2 I didn’t use to eat much.
   3 I used to have much longer hair.
   4 I used to hate going to bed.
   5 I didn’t use to like school very much.

2 Listen and repeat.
3 Make five questions to ask your partner.

Did you use to be shyer than you are now?

used to
We use used to to say that something was normal in a previous period of life/times gone by.

- actions I didn’t use to eat much.
- states I used to have longer hair.
- situations We used to live in a flat (but now we live in a house).

In questions and negatives it is pronounced the same, but spelt: used.

I didn’t use to eat much. Did you use to be shyer?
Remember, the to is pronounced with a schwa /jʊə/.

6 Think of an example of any of these things that you particularly remember. Add any that are missing. Tell a partner about them.

- games you used to play
- Saturday or Sunday mornings
- things you’d do with friends
- things you were afraid of
- food
- going to school
- things that adults used to say
- grandparents

Listening
Friday nights 1950 to 1990

1 Look at the photos of going out on Friday night. What differences are there between the 90s and the 50s? Think about ...
   - the kind of people
   - clothes
   - what people did/do
   - the atmosphere
   - music

2 Tick things which are true for young people in your country.

☐ Most people go to clubs to listen to the music.
☐ A lot of young people go to the cinema.
☐ People go out to be with friends and talk.
☐ The big attraction is the opposite sex. Boys go to pick up girls and girls pick up boys.
☐ People spend most of the time on the dance floor just dancing.
☐ The point is to enjoy a lot of different experiences; not to go just to one club, but a couple.
☐ People go for the atmosphere on the streets: the music, the colours ...
☐ Clothes are very important. People’s outfits are like a kind of uniform.
3 Listen to a radio programme about Friday nights in Birmingham.
   1 Which bits are about the '90s and which bits are about the '50s? Tell your
     partner each time it changes.
   2 Listen again. Which topic don't they talk about?
     - music                   - the Friday night routine                   - the atmosphere
     - clothes                 - food                                    - picking up a partner
   3 Check with the Tapescript (p. 107). Find one thing they say about each topic.

4 Which would you prefer, Friday nights in the 1950s or the 1990s?

**English in use**

**Vague expressions of time and quantity**

1. Listen and complete these phrases from 2.4.
   1 You'd go out about five o'clock.
   2 and then ______ five-thirty six ______, the road would fill up with people.
   3 You'd ______ get home ______ midnight.
   4 The evening starts about ______ o'clock.
   5 We ______ just spend ______ on the dance floor.
   6 The whole point of going out ... is to enjoy ______ different experiences.
   7 You go to ______ of clubs, and maybe ______ different bars.
   8 I used to ______ wear circular skirts.

2. Listen and repeat. Copy the intonation.

3. What about you? Ask in pairs. How different are you?
   1 About what time do you usually go out on a Friday or Saturday night?
   2 What do you normally do round about eight-thirty nine-ish on a weekday?
   3 When you go out for the evening, what do you spend most of the time doing?
   4 Do you normally get home by midnight?
   5 What sort of clothes do you mainly wear when you go out?
   6 When you go out, how many places do you normally go to?

4. Which topic gives you the strongest emotional memories?
   - differences: between couples/foreigners/countries
   - childhood experiences
   - a night out in the city
   1 List all the new words or phrases from this Unit about that topic.
   2 Put them in the order you would use to describe your experience.
   3 Describe the experience vividly to your partner.

**Speak out**

**Making a radio programme**

In groups, plan a radio programme about differences between the past and now.

1. Choose one question to ask everyone in the class.
2. Ask your question round in the class. Note the answers.
3. Return to your group. Put the answers into a logical order.
4. Prepare an introduction and a conclusion. Perform your programme.
In this Unit

- Practise expressions for agreeing with someone.
- Focus on linking ideas to explain ‘why’.
- Extend your vocabulary for describing activities and feelings.

Speaking

Dangerous activities

1 Which of these activities have you done/would you like to do?

| driving | motor-racing | playing rugby | smoking |
| fishing | mountain climbing | scuba-diving | skiing /skiɪŋ/ |
| hang-gliding | parachuting |

2 What is your current number one favourite activity? Why?

Reading

Finding information

1 Look at these words. Find ...

- four health issues
- two things in the home
- one sport

| injuries | badminton | cancer |
| toothpaste | curtains | heart disease | car accident |

2 ✷ Against the clock! Write as many activities as you can in each group in one minute. Which of the groups do you think is riskiest?

- ADVENTURE SPORTS
- ORDINARY SPORTS
- EVERYDAY ACTIVITIES

3 Read the article. What do you find most surprising?

HOW RISKY IS YOUR LIFESTYLE?

What are the riskiest sports you can do? Well, if you thought of ‘dangerous sports’ like hang-gliding, parachuting, or scuba-diving, you’d be wrong, because they’re not, in fact, that dangerous.

According to recent statistics, the sport that causes most injuries is rugby, and football is a close second. Despite the popularity of these games, and although we teach school children to play them, they injure more people per 1,000 than motor-racing, skiing, or scuba-diving.

Of course, people do get hurt in ‘adventure sports’ and the most dangerous is climbing, which kills eight people a year. But it is not always obvious which activities are dangerous. For instance, two people die every year in hang-gliding accidents, but the same number are killed by badminton, whereas six people a year die in fishing accidents! So ‘exciting’ isn’t always the same as ‘dangerous’.

This is even more true when you consider the activities of everyday life. Many more people die due to accidents in the home than from sports of any kind. Did you know that 160 people per year are killed by toothpaste and 3,600 are killed by curtains (although how this happens is a mystery)! And if you really want to live dangerously, then have a cigarette, or get in a car, because the three biggest killers in the UK are heart disease, cancer, and car accidents, in that order. So to live longer, stop smoking, sell the car, and start jumping out of aeroplanes!
4 According to the article, which is the most dangerous in each group?

| A football  
motor-racing  
rugby  
scuba-diving  
skiing | B badminton  
climbing  
fishing  
hang-gliding | C cancer  
car accidents  
curtains  
heart disease  
toothpaste |

5 Ask a partner about their activities. Mark their lifestyle on a diagram like this. How would they like to change it?

**Linking**

**because / although / despite, etc.**

1. Make eight correct sentences.
   1. Adventure sports are popular because they offer excitement.
   2. A lot of people smoke although they know it's bad for them.
   3. Some people get injured despite knowing the risks.
   4. Some people get injured in spite of inadequate training.
   5. They haven't been trained because they are very experienced.
   6. They are being trained even though they are very experienced.

2. Put these expressions into two groups.
   - despite / even though
   - although / because of / in spite of / due to

3. Complete with seven different linking expressions.
   1. **Because** hang-gliding is dangerous, you need to learn how to do it properly.
   2. Rugby is still a popular game **although** it's dangerous, and **despite** a lot of people get injured.
   3. **In spite of** needing lots of expensive equipment, **even though** the many accidents, more and more people are going climbing.
   4. People do dangerous sports **despite** the excitement; the enjoyment is **in spite of** the risks involved.

**Against the clock!**

4. **Set a time limit**
   In pairs, make true sentences. Use as many linking expressions as you can.
   1. I enjoy / I don't enjoy team games ...
   2. I think / I don't think adventure sports are good ...
   3. I drive / I don't drive fast ...
   4. I've had / I've never had an accident ...
   5. I smoke / I don't smoke ...
   6. I have / I don't have an active lifestyle ...

---

Using linking expressions

because / although / even though are followed by a clause.

I love climbing **because** it's exciting / although it's dangerous.

**because of** / **due to** / **despite** / **in spite of** are followed by a noun or -ing form.

I love climbing **because of** the excitement / **in spite of** knowing the risks.

Notice that the clause / phrase with the linking expression can come first.

Although it's dangerous, I love climbing.

**In spite of** knowing the risks, a lot of people smoke.
Vocabulary
Describing emotional reactions

1 Complete the gaps with -ed or -ing adjectives.

1 embarrass- Everyone feels embarrassed about something.
   English people find wages very ________ to talk about.

2 excit- It's the most ________ thing I've ever done.
   I felt so ________.

3 exhaust- I've never been so ________.
   It looks really ________.

4 frighten- It's the most ________ film I've ever seen.
   There was a time when I was really ________.

5 relax- I've never been so ________.
   It's the most ________ thing I do.

6 involv- It's the most ________ activity I can think of.
   You get totally ________ in it.

2 Why are these wrong? What should you say?

1 I was very boring.
2 I was so embarrassing.
3 Are you exciting?
4 You look totally exhausting.
5 I feel frightening.

3 Talk about how you feel.

1 Put these adjectives into groups in the chart. Mark the stress.

<table>
<thead>
<tr>
<th>confused</th>
<th>excited</th>
<th>surprised</th>
<th>embarrassed</th>
</tr>
</thead>
<tbody>
<tr>
<td>exhausted</td>
<td>frightened</td>
<td>involved</td>
<td>miserable</td>
</tr>
<tr>
<td>relaxed</td>
<td>interested</td>
<td>happy</td>
<td>bored</td>
</tr>
<tr>
<td>emotional</td>
<td>violent</td>
<td>confident</td>
<td>attracted (to someone)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good feelings</th>
<th>Bad feelings</th>
<th>Neither good nor bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often feel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't often feel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Find out when your partner has those feelings and why.

Speak out
The dream experience

1 Write on a piece of paper an experience which you think everyone should have in their life. Change papers with another group.

2 Imagine you own the company 'Real Dreams'. Choose one or two experiences. Plan trips to give people those experiences. Make notes under these headings.

| DESTINATION | DURATION | THE EXPERIENCE | FEELINGS | BENEFITS |

3 Describe your trips to other groups. Which trip sounds the best?
08
GETTING THROUGH?

In this Unit
• Practise using ‘telephone English’.
• Make future arrangements with will, going to, present continuous.
• Talk about the effects of the phone on our lives.

Speaking
Making contact
1 How do you most like 😊/least like 😞 to contact people?
1 Tick the chart.

<table>
<thead>
<tr>
<th></th>
<th>a stranger</th>
<th>a friend</th>
<th>your parents</th>
<th>someone special</th>
</tr>
</thead>
<tbody>
<tr>
<td>send an e-mail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>send a post card</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write a letter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet face to face</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Compare in groups. Explain your choices.

2 🕒 Against the clock! In pairs, A turn to p.100, B to p.103. Explain your phrases. Which pair can finish first?

Listening
A busy social life
1 In pairs, what do photos A to D tell you about Tom’s social life?
2 Tom calls two friends, Gareth and Nick. Listen.
   1 Which two pictures go with Call 1? ☐ and ☐
   2 Which two pictures go with Call 2? ☐ and ☐

3 Listen again. Complete Tom’s notes about the two calls.

Gareth - football
Gareth → pub with _________
Will call me back around _______.

Nick - camping
Meet in the _________ at ______ p.m.
Bring _____________.

4 What do they say about these? Check with the Tapescript on p.108.
   • Mike
   • Laura
   • cycling

5 List five things that you’ve done with friends. Talk about your lists.
When did you last go (camping)?
   • Where did you go?
   • Who with?
   • What happened?
   • What was it like?
**Future arrangements**

1. Look at these sentences from Tom’s phone calls.
   Match them with their uses (a to d) from the
   **Making arrangements** box below.
   1. Are you watching the game tonight?  
   2. Are you going to watch the football tonight?  
   3. (Mike) is finishing work at five and then he’s going to give me a call.  
   4. I’ll call you back later, shall I?  
   5. I’m just about to go home now.  
   6. Well, I’ll give you a call there then.

**Making arrangements**

- We use several different tenses to talk about the future.
  - arrangements you already have = present continuous going to
  - suggestions = will and shall! ...?  
  - guarantees = will
  - the very next thing you’re going to do = (be) about to

2. Look at this sentence.
   *Do you.* **you’re gonna**
   Do you know where you are going to go?
   1. Listen and repeat three sentences.
   2. Contract these sentences in the same way.
      1. Are you going to go out this evening?
      2. What are you going to do?
      3. I will meet you there, shall I?
      4. Do you know where you are meeting them?
      5. I am just about to have dinner.
   3. Listen, check, and repeat.

---

**Against the clock!**

3. **Set a time limit**
   In pairs, imagine and complete this conversation.
   A. __________________________ this evening?
   B. Well, yes, in fact. _______________. Would you like to come?
   A. Oh, yes, that would be great. Where ________________?
   B. Well, ____________________.
   A. Uh huh. And what sort of time ________________?
   B. __________________________
   A. Right. So, I’ll ____________________?
   B. __________________________
   A. __________________________


5. Practise making arrangements.
   1. Make a diary like this. Write down three things you’re doing over the next seven days.
   8 Monday
   9 Tuesday
   10 Wednesday
   11 Thursday
   12 Friday
   13 Saturday
   14 Sunday
   2. Think of four or five other things you would like to do with people in the class.
   3. Now make arrangements with as many people as you can. Fill your diary.

---

**Vocabulary**

**Telephone phrases**

1. Match these phrases.
   1. make / have
   2. call / phone / ring
   3. speak
   4. hold
   5. answer / get
   6. Give me
   7. make a phone
   8. she’s on the
   9. Who’s

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
</tr>
<tr>
<td>on</td>
<td>arrangement</td>
<td>to someone</td>
<td>someone</td>
</tr>
<tr>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>calling?</td>
<td>call</td>
<td>phone</td>
<td>a ring / a call</td>
</tr>
<tr>
<td>i</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the phone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Cover each side. Say the whole phrase. Test a partner.
3 Look at these phrases.
1 Which ones are said... a by a person b by a machine?
   a If you know the extension number you require, please dial it now.
   b If you need assistance from the operator, please hold.
   c For credit card bookings, please press one.
   d Can you hold, please?
   e I'm putting you through now.
   f Hello, you're through to Credit Card Bookings, can I help you?

2 Translate the phrases in bold.

---

**English in use**

**Guiding a phone call**

1 ⚠️ *Against the clock!* In groups, what phrases do people use on the phone? Which group can write the most phrases in five minutes?

2 In pairs, look at the Expressions and responses box.

1 What do the phrases in bold mean? Write them in the Expressions column.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Who's that?</td>
<td>Hello. Hi, It's...</td>
</tr>
<tr>
<td>b What did you say?</td>
<td>=</td>
</tr>
<tr>
<td>c Let's finish talking about that.</td>
<td>=</td>
</tr>
<tr>
<td>d I'm ready to end the phone call.</td>
<td>=</td>
</tr>
<tr>
<td>e Say goodbye.</td>
<td>=</td>
</tr>
</tbody>
</table>

2 Now write the response which comes after each expression.

3 Complete the gaps in Tom's next call. Then check with the Transcript on p.108.

**Answer the phone**

<table>
<thead>
<tr>
<th>Nick's mother</th>
<th>Double five three six four oh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>Hi, can I speak to Nick, please?</td>
</tr>
<tr>
<td>Nick's mother</td>
<td>Yes, who's calling?</td>
</tr>
<tr>
<td>Tom</td>
<td>Tom. How</td>
</tr>
</tbody>
</table>

**Getting Nick**

<table>
<thead>
<tr>
<th>Nick's mother</th>
<th>I'll hold. Hold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>Thank you very much.</td>
</tr>
</tbody>
</table>

**End the call**

<table>
<thead>
<tr>
<th>Tom</th>
<th>OK. See you later.</th>
</tr>
</thead>
</table>

**Say goodbye**

<table>
<thead>
<tr>
<th>Nick</th>
<th>See you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>Bye.</td>
</tr>
</tbody>
</table>

**Listen and repeat. Copy the intonation.**

---

**Expressions and responses**

We use standard expressions and responses to guide the stages of an informal phone call.

1 Answer the phone

   **Gareth** Hello.

   **Say hello**

   **Tom** Hi, Gareth. It's Tom.
   **Gareth** Hello, Tom.
   **Tom** How are you doing?

2 Discuss arrangements

   **Tom** Are you watching the game tonight?

   **Gareth** Sorry?

   **Tom** Are you going to watch the football tonight?

   **Finish arrangements**

   **Gareth** All right then.
   **Tom** Fine.

3 General chat (about Laura)

4 End the phone call

   **Gareth** Anyway, I'll give you a call later, yeah?

   **Tom** Excellent.

   **Say goodbye**

   **Gareth** All right then, see you later.
   **Tom** See you. Bye.
   **Gareth** Bye.
Telephone Power

When I asked my daughter which item she would keep: the phone, the car, the cooker, the computer, the TV, or her boyfriend, she said 'the phone'. Personally, I could do without the phone entirely. Which makes me unusual. Because the telephone is changing our lives more than any other piece of technology.

Point 1 The telephone creates the need to communicate, in the same way that more roads create more traffic. My daughter comes home from school at 4.00 pm and then spends an hour on the phone talking to the very people she has been at school with all day. If the phone did not exist, would she have anything to talk about?

Point 2 The mobile phone means that we are never alone. 'The mobile saved my life,' says Crystal Johnstone. She had an accident in her Volvo on the A45 between Otley and Skipton. Trapped inside, she managed to make the call that brought the ambulance to her rescue.

Point 3 The mobile removes our privacy. It allows Marketing Manager of Haba Deutsch, Carl Nicolaisen, to ring his sales staff all round the world at any time of day to ask where they are, where they are going, and how their last meeting went.

Point 4 The telephone separates us. Antonella Bramante in Rome says, 'We worked in separate offices but I could see him through the window. It was easy to get his number. It was a very passionate seduction – but we didn’t meet for the first two weeks!'

Point 5 The telephone allows us to reach out beyond our own lives. Today we can talk to several complete strangers simultaneously on chat lines (at least my daughter does. I wouldn’t know what to talk about). We can talk across the world. We can even talk to astronauts (if you know any) while they’re space-walking. And, with the phone line hooked up to the computer, we can access the Internet, the biggest library on Earth.

Speak out
Making phone calls

1 In groups, look at the mobile phone pictures.
   1 Who could be speaking to whom? What are they talking about?
   2 Suggest five or six phrases or sentences they might be saying.

2 In pairs, make up a phone conversation.
   1 Choose two of the photos.
   2 Make up the conversation between them and practise it.
   3 Perform it or record it for the class.
In this Unit
- Practise expressions for responding to good/bad news.
- Look at present continuous, going to, will, and present simple for planning the future.
- Learn vocabulary for special occasions.

Season's Greetings?
Oh no! Christmas again. More than birthday parties, more even than wedding receptions, Christmas is, above all, the occasion I hate the most. And why? It's hard to say which is worse: sending cards to people you never see; visiting relatives you can't stand; eating and drinking more than you want; presents for children who would be nicer people if they had less; obliged to spend money you don't have; and the weather is always dreadful. The list of complaints against Christmas is endless — so why do we do it?

3 Are there any occasions you particularly like or hate? Explain why.

Vocabulary
Special occasions
1 What types of occasion are Groups A and B?
   1 How many can you add to Group A? Say what they celebrate.
   2 In Group B, order the occasions. Explain your order.

2 On which occasions do you do these things? Add to the lists.

<table>
<thead>
<tr>
<th>have a funeral</th>
<th>invite relatives</th>
<th>go to church</th>
</tr>
</thead>
<tbody>
<tr>
<td>a party</td>
<td>a few close friends</td>
<td>send cards</td>
</tr>
<tr>
<td>a procession</td>
<td>all your friends</td>
<td>give presents</td>
</tr>
<tr>
<td>a reception</td>
<td>neighbours</td>
<td>let off fireworks</td>
</tr>
<tr>
<td>a naming ceremony</td>
<td>colleagues</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary tip
We often remember what sound a word begins with.
- Try listing new words and phrases in alphabetical order.
- Put the list on the wall next to your bed, in the bathroom ...
- Read the list every time you pass it.

3 Make phrases.
1 enter/win/lose  b an arm/leg
2 take/pass/fail  b a competition/race
3 break           c an accident/a job interview
4 get             d job
5 get a           e an exam
6 have            f engaged/married/divorced

1 Which ones have you done? How did you mark the occasion?
2 Which ones do you think you will do?

4 Choose up to ten words/phrases to learn from this section. List them in alphabetical order. In pairs, try and say them all.
Listening
Incidents and accidents

1 How do these people feel?
I've passed.          I've won.          I've failed.
I've lost.           I've got an interview. I've had an accident.

2 When these happen to a friend, what do you say in your language?

3 Listen to six conversations.
1 What is the occasion each time? Number 1 to 6.
   job interview    wedding    accident
   exam             birthday   thank you
2 Listen again. Say what's happening / has happened.
3 In pairs, what details can you remember? Check with the Tapescript on p. 108.

4 Choose a similar occasion that has happened to you. Say what happened, what you did, and how you felt.

English in use
Phrases for special occasions

1 Match situations 1 to 8 with 'Occasion expressions' a to h.
   1 It's Christmas!
   2 I'm going to my brother's birthday party.
   3 It's been lovely having you to stay.
   4 I'm going for a job interview tomorrow.
   5 I didn't get the job.
   6 I've got the job.
   7 I've broken my arm.
   8 I've just got engaged.

2 Listen and check. Then repeat. Copy the intonation.

3 When can you answer with these expressions? Practise in pairs.

<table>
<thead>
<tr>
<th>And a Happy New Year!</th>
<th>Have a good time.</th>
<th>What a shame!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really enjoyed it.</td>
<td>That's great!</td>
<td>Bad luck.</td>
</tr>
<tr>
<td>I hope it goes well.</td>
<td>Brilliant!</td>
<td>How awful!</td>
</tr>
</tbody>
</table>

4 **Against the clock!** In pairs, cover all the expressions. Remember what to say in each situation. Say and respond as many times as you can in two minutes.

5 Practise exchanging news.
1 Complete the sentences. Imagine one of them has happened to you.
   It's my ____________________ today.
   I've just heard my ____________________ 's sick.
   I've got an exam ____________________
   I've just been offered a ____________________
   I've ____________________ all my exams.
   I'm getting married ____________________

2 Walk around. Say hello to everyone, and pass on your news. When someone gives you their news, respond, then ask one or two questions about it.
Planning the future

YOU ARE INVITED TO A BALL AT THE CHALFONT HOTEL
TO CELEBRATE THE 21ST BIRTHDAY OF SARAH DIXON

- four course dinner - live jazz band & dancing
7:30 PM - 2:00 AM
DRESS FORMAL

RSVP

1. Look at the invitation.
   1. What's the party going to be like? Make four predictions.
   2. Would you like to go to a party like this?

2. Are these people going? Say 'Yes', 'No', or 'Maybe'.

   Matt: Not really my style, is it? I mean, it's going to be very posh: look at the invite.

   Sarah: I'm going with Rajit. He's going to get two days off work for it.

   Helen: Why not stay at my place? I'll pick you up at the station.

   Mike: Really? Well I'll come then. Thanks Helen.

   Robin: I don't think I'll be able to. I think I'll be in the States, at a conference. I hope not, but I'll just have to see.

   Finn: Oh, we won't miss it. Maria and I will be there, no question!

   Maria: I'm in Thailand the day before, but I'm going to get there all right - believe me, I'll be there!

Present simple
We use the present simple to express the future if it's part of a written/formal plan or timetable.
My plane leaves at 6.00 a.m.

4. Which person comments using the present simple for future? Why?

5. [2] Listen and repeat the comments. Copy the intonation.

Note
We write I am going to ... but we say I'm gonna ...

Against the clock!

6. Set a time limit
In pairs, complete the conversations. Compare your answers with another pair. Correct any mistakes.

1. A: What (you do) are you doing this evening?
   B: (I go)出来的. Would you like to come?

   A: Where (you go)?
   B: Don't know - I'd like to go to the theatre - but (I probably / end up) in the pub!

2. A: What (you do) for Christmas?
   B: Don't know.

   A: (you stay) here?
   B: Yes, I'm afraid so. It's too far to go home.

   A: Well, why don't you come and stay with us?
   B: What? For Christmas?

   A: Yes. (There / only / be) me, my sister, and my Dad. (you be) welcome.
   B: All right. Then (I come). Thank you very much.

3. A: Oh no! Look at all this traffic. (We / be) late.
   B: Why don't we go round the other way?

   A: I don't think (it / help).
   B: Well, (I / ring) them - I've got my mobile here.

   A: Oh, good idea.

7. Now relax. Listen to your teacher and check.

Present continuous, going to, will

This chart shows how to express different types of future.

<table>
<thead>
<tr>
<th>Names</th>
<th>Types of future</th>
<th>will / won't</th>
<th>going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sarah</td>
<td>already arranged</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>I know from present evidence</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>I intend to do this</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>promises / guarantees / offers / requests</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>sudden decisions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>uncertainty: hopes / fears / possibilities with think / probably</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

3. Look at the people's comments in ex.2 again. Write their names in the chart.
1. Find out about your partner’s future. Choose from 1 to 4.
   A. What are you doing? What are you going to do for Christmas?
   B. I’m going to stay with my family. I’m staying with my family.
      I don’t know, but I think I’ll stay with my family.

2. Ask about ambitions and intentions in life.
   travel
   live abroad
   try and get rich
   get married
   have kids
   retire

3. Ask for predictions about what’s going to happen.
   to you
   to your English in your country in the world

4. Make plans to meet up in the future.
   A. Invite your partner to a celebration or a festival next year.
   B. Think of problems: nowhere to stay, travel, cost, wife/husband/girlfriend/boyfriend
   A. Offer to help with the problems.
   B. Decide to go.

Speak out
A class reunion

1. Imagine that it is one year from now. You are attending a class reunion. By yourself...
   1. Think of two or three things that have happened to you over the past year.
   2. Think of one or two special occasions you have been to.
   3. Think of a reason why you have to leave the reunion early.
   4. Also imagine that one of these things has happened to you.

You are getting married (or re-married!). You are thinking of moving.
You’ve had a baby (or another one). You are thinking about what kind of future it will have.
You’ve broken your leg. You’ll be able to run again in about five weeks.
You’ve won £10m. You are thinking about what to do now.
The company you work for has closed and everyone has lost their jobs, including you.
You are not sure what’s going to happen.
You’ve won a trip to a space station. If you don’t want to go, you can choose someone else to go instead.
You have failed an important exam. You don’t know what to do now.

2. Now get up and join the party. Say hello to everyone, and find out what’s happening in their lives. Try to talk to everyone.
Speaking

Rules

1 Answer this questionnaire by yourself.

**A QUESTION OF ATTITUDE**

- Rules aren't important — nobody follows them anyway.
- Rules are necessary, even if they're sometimes inconvenient.
- Many of our national heroes are rebels.
- It's important to follow the rules because it shows respect.
- It's often exciting to break the rules.
- We only have rules because some people love having authority.
- People like rules — that’s why we have them.

2 In groups, compare your answers. If you disagree, find out why.

Vocabulary

Time for an argument

1 Think of situations in your life when there are a lot of arguments.

2 **Against the clock!**

   1 In pairs, define these words. A turn to p. 100 and help B, B turn to p. 104 and help A. Which pair can finish first?

   - **Annoying**
   - **Interrupted**
   - **Puddings**
   - **Dinnertime**
   - **Mealtimes**
   - **Unfair**
   - **Got upset**
   - **On time**

   2 Finish each sentence with one word/phrase.

   1 In my family, nobody liked mealtimes.
   2 The whole family met at ...
   3 I didn’t often like ...
   4 but I always loved Mum’s ...
   5 Nobody helped Mum with ...
   6 which I think was very ...
   7 Nobody got to the table ... 8 And everyone always ...
   9 which caused terrible ...
   10 and someone always ...
   11 Mum said we were very ...
   12 So talking at dinner is now ...

3 Complete the sentences with these phrases.

   - **argue**
   - **to argue**
   - **us to argue**
   - **us arguing**
   - **arguing**

   1 We mustn’t ...
   2 They don’t let ... 3 We’re never allowed ...
   4 They spend all their time ...
   5 They always stop ...

4 Use the expressions to talk about your family/work/school, etc.

*My boss lets me / doesn’t let me.*
Listening

Home rules

1 Alice and Colin have six children aged two to 16. What sort of rules do you expect them to have? Think of four or five examples.

2 Listen to the family talking about the rules in their house.

1 Number the topics in Column A in the order they talk about them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>helping with the washing-up</td>
<td>a If you’re not here when we’re ready to start, then you don’t get pudding</td>
</tr>
<tr>
<td>arriving on time for meals</td>
<td>b You mustn’t interrupt when somebody’s talking – you’ve got to wait till they’ve finished</td>
</tr>
<tr>
<td>rules in friends’ houses</td>
<td>c After dinner, we’ve got to help with the washing-up, ‘cause with eight of us, there’s a lot to do</td>
</tr>
<tr>
<td>talking at mealtimes</td>
<td>d Television is banned in the week and they’re only allowed to watch it at weekends</td>
</tr>
<tr>
<td>watching the news on TV</td>
<td>e You don’t let us watch the news, even at weekends</td>
</tr>
<tr>
<td>when they can watch television</td>
<td>f The trouble is, they’re reaching an age where nobody else ever has to do the washing-up ...</td>
</tr>
</tbody>
</table>

2 Match Column A with Column B. Listen again and check.

3 Remember anything else they said. Check with the Tapescript on p.108.

In groups, how similar are your answers?

1 What was it/is it like in your house?

2 If you had six children, would you have the same rules?

English in use

Sentence patterns with because / otherwise

1 Read the ‘Rules for behaviour’, and ‘Reasons’. One reason is generally positive and one is generally negative. Write + or – each time.

<table>
<thead>
<tr>
<th>Rules for behaviour</th>
<th>Reasons</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Everyone has to work</td>
<td>because everyone needs money. otherwise you don't have any money.</td>
<td></td>
</tr>
<tr>
<td>2 You’ve got to have some fun</td>
<td>because that’s what life’s all about. otherwise life’s miserable.</td>
<td></td>
</tr>
<tr>
<td>3 You mustn’t steal</td>
<td>because it’s dishonest. otherwise you might get caught.</td>
<td></td>
</tr>
<tr>
<td>4 Don’t spend more than you earn</td>
<td>because that’s basic good sense! otherwise you’ll get into debt.</td>
<td></td>
</tr>
</tbody>
</table>

2 Which word do we use for, a negative, b positive reasons?

Note
You can also put otherwise at the end of a sentence.
Don’t spend more than you earn because you’ll get into debt otherwise.
Recognizing patterns
We often use sentences in patterns.
1 the occasion After dinner,
2 the rule we've got to help with
the washing-up,
3 the reason because with eight of
us, there's a lot to do,
4 comment but it's a bit annoying if
you've got things to do.

Other common words introducing
patterns are when if so and.

When you're studying for an exam/
you should go to bed early so you
feel fresh the next morning and
you'll be able to concentrate better.

If you're going to travel
by tube, you have to buy a
ticket before
you get on a train. You
can be arrested and
fined. You need a
ticket to get through the
gates anyway. It's
quite hard to forget!

3 Think of positive and negative reasons for these rules.
1 You have to do exercise sometimes ...
2 You should wash regularly ...
3 You've got to make friends ...

4 Number the phrases in order using the sentence pattern in the box.
1 otherwise it causes arguments
   and it's quite annoying when someone keeps interrupting you
   the rules at the table are that
   you mustn't interrupt when someone's talking
2 they're only allowed to watch TV at weekends
our biggest arguments are about television
because they're lucky to live in the countryside
and if you send them outside, they quickly find something to do

5 Read the 'Rules for travelling on the tube'.
1 Complete the text with the following words.
   and because but if otherwise so when
2 Listen and check your answers. Is Rule 3 an official rule?
3 Listen and repeat. Copy the intonation.

   You first go into a tube station, you need to ask for directions, then you have to go to the ticket office, buy your tickets from the machines, it's much quicker, look at the adverts and maps!

6 Think of the rules for two situations in your life. Tell a partner.

At what age can I ...?

5 You have to go to school!
You have to pay to go on trains, buses, etc.
You can drink alcohol in private – for example at home.

10 You can be convicted of a criminal offence.

12 You can buy a pet.

13 You can get a part-time job, but you can't work for more than two hours on a school day or on a Sunday.

14 You can go into a pub but you can't buy or drink alcohol there.

16 You can leave school.
You can marry but you must have your parents' consent.
A boy can join the armed forces with his parents' consent.
You can buy cigarettes and tobacco.
You can have beer, cider, or wine with a meal in a restaurant.

17 You can have a licence to drive most vehicles.
You can go to prison.

18 You reach the 'age of majority' – you are an adult in the eyes of the law.
You can vote in elections.
You can open a bank account.
You can buy alcohol in a pub.

21 You can become a Member of Parliament.

Reading
Finding specific information

1 How old do you have to be to do these things in your country?

   go to school
   marry
   pay on public transport

   drink alcohol
   drive
   buy cigarettes

   leave school
   vote
   work for money

2 Against the clock! In pairs, read the text in five minutes. Find out when you can do the things in ex.1 in England and Wales.

3 Which age restrictions are unfair? Why? Compare in pairs.

   You can leave school.
   You can marry but you must have your parents' consent.
   A boy can join the armed forces with his parents' consent.
   You can buy cigarettes and tobacco.
   You can have beer, cider, or wine with a meal in a restaurant.

   You can have a licence to drive most vehicles.
   You can go to prison.

   You reach the 'age of majority' – you are an adult in the eyes of the law.
   You can vote in elections.
   You can open a bank account.
   You can buy alcohol in a pub.

   You can become a Member of Parliament.

The Guardian / Children's Legal Centre

42 10 OTHER HOUSES, OTHER RULES
Obligation and permission

1. Complete from ‘At what age can I ...?’
   1. You can have a driving licence when you are 17.
   2. You can go to prison when you are ______.
   3. You can’t vote until you are ______.
   4. You have to go to school between the ages of ______ and ______.
   5. You’re allowed to leave school when you are ______.
   6. You can get married at ______, but your parents must ______.
   7. Children mustn’t go into pubs under the age of ______.

2. Translate the words in bold. Are they the same in your language?

3. Look at these expressions.

   I can ...  
   I can’t ...  
   I have to ...

   a. I must ...
   b. I’m allowed to ...
   c. I mustn’t ...

4. Read the text.

   Of all the ages you can be, I like mine the best. And why?

   Firstly, because I don’t have to work. I don’t even have to get up in the morning if I don’t want to.
   And secondly, nobody asks me stupid questions like ‘How are you getting on with Margery?’ or ‘How’s the job?’ Nobody ever listens to the answers anyway – they only ask because they think they should.
   And yes, I do have a job – I am a writer. A night writer. I write from 10.00 pm until 4.00 am, every night. You don’t need much sleep at my age but people don’t like it: they seem to think that people of my age shouldn’t stay up after eleven o’clock!
   What do I write about? Why, the silly social rules that people have to follow between 10 and 65, I shouldn’t laugh. But it does make excellent material for books.

5. Describe some of the advantages of being your age. Use all the verbs in the Language box on the left.

Speak out

Write the rules

1. In groups, read the article. Why do people join clubs?
2. Choose a club. Write the Club Code.
   1. Explain briefly who the club is for and what it does.
   2. Write up to seven rules for the members.
   3. Explain your Club Code to the class.

Remember
- Include some vocabulary for rules and restrictions.
- Use sentence patterns to describe a rule, what it’s for, and what you think of it.
- Try to use can, have to, must, should, etc. correctly.

CLUBS – WHY?

Martin Frankl wonders about clubs and societies

Why do people join clubs? Is it the sense of belonging that it gives? Do the clubs organize competitions and conferences? Can they even provide a career in your hobby? Does membership offer reduced prices for equipment and activities? Is organization necessary to get people to change the world? Or is it just because people love rules? Because, where there is a club or society, there is a Rule Book.

Apathy Society (The)
Computer Games Workshop
Conversation Club (The)
Cosmetics Club (The)
Credit Card Group (The)
Dangerous Sports International

Fine Wines and Foods
Fun Club (The)
Gardening Association (The)
Guns & Firearms Club (The)
Islamic Society (The)
Letter Writers’ Circle (The)
Mongolian Society (The)

New World Group (The)
Philosophy Circle
Shoppers’ Society (The)
Star Trek International
Teenage Action on Rights
Under 30’s Club (The)
Vegetarian Society (The)
Volleyball Society (The)
Women’s Group (The)
11
TEMPER AND TEARS

In this Unit
- Learn how to make simple complaints and deal with more difficult situations.
- Use narrative tenses to tell a story.
- Practise saying how you feel about something.

Speaking
Feelings

1 In groups, how many emotions can you think of?
Write a list of feelings and how they affect you.
anger  you shout and scream, you shake, you go red, ...
fear  you ...

2 Talk about when you felt one of the emotions. What happened?

English in use
Complaining

1 Where are these problems likely to happen?

<table>
<thead>
<tr>
<th>a bar / pub / café</th>
<th>a hotel</th>
<th>a restaurant</th>
<th>a shop</th>
<th>a station</th>
</tr>
</thead>
</table>

Problems
the wrong change  in a shop / bar, etc.
the wrong size dress / shirt
the wrong ticket
a dirty room / a noisy night
a delayed journey

| a dirty cup / spoon | a cracked glass / plate | a damaged CD / cassette / book | horrible coffee / beer / food | a faulty cassette recorder / camera |

2 What do you do if you have a problem like this? Tick the chart.

What do you do? | How do you do it?
complain to the staff | get upset and look unhappy
ask the staff to put it right | get angry
ask to see the manager | be friendly and cheerful
do nothing – forget it | be polite but serious

3 Which of these solutions would you accept for the problems above?
the wrong change – an apology

an apology | a refund | change it

4 Listen to two conversations. Complete the chart.

<table>
<thead>
<tr>
<th>where</th>
<th>the problem</th>
<th>the solution</th>
<th>helpful staff?</th>
<th>calm customer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a café</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5 Read Simple complaints.
1 Find the three parts in Conversation 1.

A Um, excuse me. A I’d like another one, please.
B Yes? B Yes, of course.
A I’m afraid this coffee’s cold. A Thank you.
B Oh, I’m sorry.

2 How else could you say I’d like another one? Use the phrases in the box.
3 Listen and repeat. Copy the intonation.

6 Read Difficult complaints. Complete these two conversations.
1 A Excuse me, I bought this yesterday, and _______ it’s too big.
   _______ to change it, please.
   B Have you got your receipt?
   A _______ not, no, but I’ve got the bag and everything.
   B I’m sorry but we don’t change things without a receipt.
   A Well, I _______ that, _______ I want to change it, _______ I
   haven’t got the receipt.

2 C I’d like a refund, please.
   D I’m sorry, it’s not our policy to give a refund.
   C I _______ that, _______ I want a refund, _______ it’s not your
   policy.
   D I’m sorry, I can’t do that. We’re not allowed to.
   C Well, _______ speak to the manager, please.

7 Practise the conversations from memory with a partner.

Listening
Losing your temper

1 Look at the article about Jacqui.
1 What’s happening in the cartoons?
2 What do you think Jacqui would do in these situations?

2 Listen to Jacqui talking about ‘one of those days’.
1 Explain how these things come into her story.
   - a puddle of water  six o’clock  the pavement
   - a borrowed dress  door keys  a drain
2 Did Jacqui go to the party in the end?

3 Read about something else that happened to Jacqui.
1 In pairs, A turn to p.100, B to p.104. Work out what happened.
2 Listen and check. Were you right? What do you think of Jacqui’s behaviour?

4 Describe something similar that has happened to you or to someone you know. Use some of these words and phrases.

lose my temper  explode  irritate me  get fed up  have a tantrum
lose control  go mad  get irritated  stay calm  be angry
Narrative tenses

1 Look again at extracts from Jacqui’s stories.

1—I woke up to find a huge puddle of water on the floor.
So I cleared it up and was late for work.

2—The friend I was meeting irritated me because she’d
forgotten to bring back a dress she’d borrowed, which
I’d planned to wear to a party that night.

3—I was in a queue and the assistant was going through
some papers and ignored us. A pregnant woman was
obviously having difficulty standing for so long.

1 Look at the phrases in bold. Write the extract numbers
by each tense, a to c.

a the past simple
b the past continuous
c the past perfect

2 Match the tenses a, b, c, with their uses i, ii, and iii.

i being in the middle of an action
ii things that happened earlier
iii the main events of the story

Compare three past tenses for stages in a narrative.

Past simple
One event after another
He drove up to the house and jumped out.
Activities together
We had breakfast and talked about it.

Past continuous
One activity ‘containing’ a shorter one
I was working in Berlin when we met.
A ‘long’ activity leading up to an event
It was raining. A car slowed down and stopped.

Past perfect
Earlier events
I hadn’t seen him for years but I recognized him immediately.
When I got to the door, I realized I’d forgotten my keys.

2 In pairs, match each sentence with a or b.

1 It was a cloudy morning.
   a The sun was shining through the window.
   b Then the sun shone through the window.

2 It was a beautiful day.
   a The sun was shining through the window.
   b Then the sun shone through the window.

3 James had breakfast.

4 James had had breakfast.
   a His dirty dishes were still on the table.
   b Then he cleared the table.

5 I knew he was leaving
   a because the house was silent.
   b because I could hear the door opening.

7 I got to work late.

8 When I got to work
   a he’d called, and left a message.
   b Then he called me and explained.

9 He said he was doing a job for the police

10 He said he’d done a job for the police
   a a few years before but not any more.
   b and he had to go abroad for a few weeks.

11 When I got home, the police had called

12 When I got home, the police called
   a and asked me where he was.
   b and left a note asking me to call them.

13 That night, James was saying goodbye

14 That night, James said goodbye
   a and left.
   b when the police arrived and took him away.

3 Decide on a title for the story. Read the sentences
again and choose one from each section. Then
cover and tell a different partner your story.

Against the clock!

4 Set a time limit

In pairs, read this true story and complete with
the past simple, past perfect, and past continuous.

There’s an axeman in my bedroom!

Sinead woke up. A man (stand) 1 was standing, at the end of
the bed. She (think) 2 that her boyfriend,
Richard, (get up) 3 for a drink. But then she (realize) 4
that Richard (lie) 5 next to her. ‘My God’,
she (scream) 6 . Richard (wake) 7 up. The
man (come) 8 closer. He (hold) 9 something:
an axe. ‘He’s going to kill us!’ Richard shouted and threw himself
at the man. Sinead heard the two men hit the floor. Then she
(bear) 10 a scream in the next room: her
nine-year-old daughter, Jenna. ‘Get her out, Sinead,’
Richard shouted. Sinead (shake) 11 with fear. She (move) 12 to the
door, but the axeman (stand) 13 in her path. Richard went for the axe and
Sinead ran. In Jenna’s room, she heard the
men crash down the stairs, then silence.

5 Now relax. What happened next? Try to complete
the story. Then turn to p.100. Find out what
happened!
Vocabulary

Occasions and feelings

1. Which have you experienced?
   - a funeral
   - a religious ceremony
   - a riot or revolution
   - a festival or celebration
   - a wedding

2. These sentences all describe the same colour.

The Ashantis in Ghana, in West Africa, use it at funerals. It has a feeling of loss and sadness. It means 'a passing away.'

In China, it's the colour of luck and happiness. It's the colour people wear at wedding ceremonies and at celebrations in the New Year.

In Kathmandu in Nepal, it's associated with bravery. People also wear it in religious ceremonies.

In Russia, in the first years of the Revolution, people wore it proudly for their achievements.

In Hungary, traditionally, it was the colour of fire and enthusiasm and of everything that was exciting. But after 1948, after the Communist revolution, it was regarded less favourably because it was the official colour of revolution, which was not very popular.

1. Which colour? What do you associate with that colour?
2. How many words can you find for a events, b feelings?

3. What do you associate with these colours? Think about occasions, feelings, and meanings.
   - We use it at ...
   - Traditionally, it ...
   - It's the colour people wear at ...
   - It means ...
   - It's the colour of ...
   - It's associated with ...

4. Make a spidergram about an event which was important to you.
   Write words/phrases which you associate with it. Include:

   people
   places
   activities
   objects
   feelings

   grandmother
   enthusiasm
   wedding
   objects
   places

5. Cover your spidergram. Remember as many words/phrases as you can.

Speak out

Describing memorable events

1. In groups, choose one of the pictures above, or one of these events:
   - Complaint!
   - A fantastic night out
   - The end of the war
   - Winning a game

1. Imagine you were there. Describe what happened and what it was like.

2. Together, look up and write the words/phrases you need. Include:
   - events: things that happened
   - places, sights, sounds, and smells
   - feelings

2. In pairs, with someone from another group, describe the event.
Speaking
Saying no

1 In groups, think of a time when ...
   1 someone invited you somewhere.
   2 someone asked you a favour.

2 Did you do any of these?
   [ ] go even though you didn’t want to
   [ ] say ‘yes’ and then not go
   [ ] say no and explain why honestly

   [ ] just say ‘no’
   [ ] make up an excuse not to go

3 Which of these comments do you agree with? Why?

   • It depends who you’re talking to, I mean, I can’t say no to my parents, but I can say no to people who don’t know me very well. Turkey
   • I’d just say no. If they’re your friends, then they’ll understand. If they’re not, then it doesn’t matter anyway. Spain
   • I would say no, if I don’t want to go, and I would explain why honestly, because otherwise, it is impolite, I think. Japan
   • I think it’s important to make an excuse, because otherwise it’s too direct. It’s impolite just to say, ‘No, I won’t come.’ Switzerland

4 There are different social ‘rules’ in different countries for refusing invitations and requests. What can happen if you get it ‘wrong’?

Reading
Reading for the main points

1 In pairs, read the beginning of a magazine article.
   1 How do the British feel about saying ‘no’?
   2 What kind of ‘tips’ do you think the article might suggest?

2 In pairs, read the rest of the article.
   1 A turn to p.101, B to p.104. Count the tips. Underline the main words in each.
   2 Tell your partner what tips you can remember.

3 Explain these words from the article.

   effective firmly explanations
   sweetener made-up body language
   ‘broken record’ straighten calmly reasonable

4 What tips would you give to people visiting your country?
Vocabulary
Double your vocabulary

1. Split these words into two parts - the base word and the affix.

<table>
<thead>
<tr>
<th>shortest</th>
<th>asking</th>
<th>guilty</th>
<th>reasonable</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective</td>
<td>hardest</td>
<td>kindness</td>
<td>straighten</td>
</tr>
<tr>
<td>firmly</td>
<td>impossible</td>
<td>kinder</td>
<td>sweetener</td>
</tr>
</tbody>
</table>

2. Now split these, but add letters to make the complete base word.

<table>
<thead>
<tr>
<th>refusal</th>
<th>easier</th>
<th>happily</th>
<th>refusing</th>
</tr>
</thead>
<tbody>
<tr>
<td>psychologist</td>
<td>explanation</td>
<td>politest</td>
<td></td>
</tr>
</tbody>
</table>

3. **Against the clock!** In groups, make more words using these affixes in **five minutes**. Which group can make the most?

<table>
<thead>
<tr>
<th>-ful</th>
<th>-ity</th>
<th>-ly</th>
<th>-nce</th>
<th>-ness</th>
<th>-tion</th>
<th>im-</th>
<th>in-</th>
<th>un-</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>happy</td>
<td>important</td>
<td>invite</td>
<td>possible</td>
<td>sensitive</td>
<td>use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Change the words on the left to complete the sentences.

1. It's very rude to change an arrangement just because a better one comes up.
2. It's rude to say 'no' without giving an ________.
3. It's not your politeness that matters, it's your ________.
4. In my country, politeness isn't ________.
5. One thing everybody likes in other people is ________.
6. It's OK to refuse an ________ without giving a reason.
7. It's ________ to learn to be polite in English.
8. You have to use the right phrases, otherwise people can think you're very ________.
9. Learning another language perfectly is completely ________.

5. Look only at the words. Remember the sentences.

Listening
Invitations

1. Look at six things you could be invited to do. What would you expect in your country?

   - Are they invitations to someone's home / to go out ...?
   - Will it be during the day / in the evening / for a whole day ...?
   - Will you eat / drink anything?
   - Will you have to pay for anything?
   - Can you take someone with you?
   - Will you take something (food / wine / flowers ...)?
Looking at 'social' rules

Grammar rules tell you how to make sentences. Social rules tell you what sentences to make, and with whom. Imagine, for example, you really like someone and you say, 'I don’t know if I'll go to the party tonight.' They might laugh at the grammar, but there’s a good chance they’ll say 'yes.' But if you say, 'You come to a party with me tonight,' they may think you are aggressive and arrogant, and say 'no.'

Invitations tend to be simple ...
- if you are talking to good friends
- if you expect the answer 'yes'; or if it’s for something small and simple (e.g. having a cup of coffee)
- if you are equal in age and status, and especially if you are both young

Invitations tend to be more elaborate ...
- if you don’t know each other well
- if you expect the answer 'no' or if it’s for something large (e.g. going away on holiday) or unexpected
- if you are being formal because you are unequal in age or status, or because you are at a formal occasion, or if you have a naturally formal style

Vocabulary tip
Remember complicated phrases by counting the words.
- Find the longest phrase in the Elaborate invitations box. Count the words. Close your book and remember the phrase.

2 Listen to five invitations. Make notes like this.

<table>
<thead>
<tr>
<th>Invitation to ...?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Listen again. In pairs, note more details. Check with the Tapescript on p.109.

4 What’s the situation and the relationship in each conversation?

English in use

Invitations and replies

1 Read the text about different styles of invitations.
2 Do you think this information is true in your country?
3 What examples of ‘elaborate’ invitations do you have in your language?

Simple invitations

A simple invitation is usually one short phrase, e.g. Do you want ...? (informal), or Would you like ...? (informal or formal).

<table>
<thead>
<tr>
<th>Invitation</th>
<th>Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want ...?</td>
<td>I’d love to but I’ve got to ...</td>
</tr>
<tr>
<td>Would you like to ... afterwards?</td>
<td>That would be ...</td>
</tr>
</tbody>
</table>

2 Listen to two extracts from 1 again.
1 Complete the phrases in the box for simple invitations and replies.
2 Who do you know that you could say these phrases to?
3 Listen and repeat. Copy the intonation.

Elaborate invitations

Elaborate invitations can include an introduction, an invitation phrase, e.g. Would you like ...?, and often a comment, e.g. a description of the event.

3 Introduce Look, I was wondering ...
Suggest Would you like to ...? Show appreciation That’s very ...
Accept I’d ...
Thank Thank you.

4 Introduce Hi, Joanna. Look, ...
Situation We’re going to ...
Invite Would you like to ...? Show appreciation Oh, that’s ...
Refuse I’m afraid I ...
Reason I’ve got something ...
Sweetener Maybe another ...

5 Introduce Listen, ...
Situation We’re having a ...
Invite I was wondering if you’d ...? Show appreciation Oh that would be ...
and accept Thank Thank you.

3 Listen to three more extracts from 1 again.
1 Complete the phrases for more elaborate invitations and replies.
2 Listen and repeat. Copy the intonation.

4 Make invitations and replies.
- go for a drink
- go for a coffee
- come and see a film
- go out for a meal
- come for dinner
- go on holiday with you
- come round for a barbecue
- go camping for the weekend
## Infinitives

1. Think of one thing that...
   1. you think is **hard** to do.
   2. is **important** for everyone to do.
   3. at some time in the past, you made an **excuse** not to do.
   4. you think everyone has the **right** to do, or not to do.
   5. you **have** to do this week.
   6. you **should** do more often.
   7. you **must** do while you’re young, before it’s too late!
   8. you’re **going** to do in the next few days.
   9. makes you feel good.
10. you’ve **asked** or **told** someone to do in the past.

2. In pairs, look again at sentences 1 to 10.
   1. Compare your answers. How similar are you?
   2. Underline the infinitive. Does it follow an adjective, a noun, an auxiliary verb, or a full verb?

### Using infinitives

The infinitive is the simplest form of a verb, e.g. use, go, remember, come, etc. We use it to attach a verb to other words. It is often used with the word to, e.g. to use, to go, etc.

- **adjective + infinitive** It’s important to use the right words.
- **noun + infinitive** I don’t have an excuse not to go.
- **auxiliary + infinitive** I should do exercise more often.
- **verb + infinitive** She asked me to come.

The infinitive has many uses. Here are three common ones.

1. In phrases beginning with wh- words (where, when, who, what) and how.
   I don’t know **what** to say.

2. With too and (not) enough.
   My pasta’s **too** hot to eat. / My pasta’s **not** cool enough to eat.

3. To say why you do something (infinitive of purpose).
   I exercise to **keep** fit.

3. Underline examples of each use in these sentences. Are they 1, 2, or 3?
   1. My English isn’t good enough to talk to English people.
   2. I know what to say but I don’t know how to say it.
   3. She talks too quickly for me to understand.
   4. When I’m reading, I use a dictionary to look up nearly every word.
   5. I don’t know how to get more speaking practice.
   6. I listen to tapes to get listening practice, but they’re too difficult to understand.

4. Complete the sentences.
   1. They’ve invited me to dinner but I don’t know what **time** to arrive. (time/arrive).
   2. I want to go out and have some fun but I don’t know **what** (where/go) or **what** (what/do).
   3. I’m getting fat and I’m just **busy** (busy/do) any exercise.
   4. I need to find some **people** (people/practise) my English with.
   5. I’m staying with a host family but I can’t use the **kitchen** (kitchen/cook) in.
   6. We haven’t been together **long** (long/get married) yet.

### Against the clock!

5. Set a time limit
   1. In pairs, find examples of these from ‘How to say no nicely’ (pp. 48/101/104) and ‘Looking at social rules’ (p. 50).

<table>
<thead>
<tr>
<th><strong>wh-/how</strong> + infinitive</th>
<th><strong>main verb</strong> + infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>infinitive of purpose</td>
<td>adjective + infinitive</td>
</tr>
<tr>
<td>noun + infinitive</td>
<td>auxiliary + infinitive</td>
</tr>
</tbody>
</table>

2. Make true sentences with each of the patterns.

---

### Speak out

#### Preparing and giving a talk

1. Look at the titles of four ‘How to ...’ articles. What do you think they will say? Suggest as many ideas for each as you can around the class.
2. In pairs, prepare a talk on one of the topics, either seriously or humorously. Use the plan on the right if you like.
3. Work in different groups. Give your talk.

---

### Remember

- Use ideas from this Unit in your talk.
- Make sure you use the right word form (noun, verb, adjective, etc.)
- Use infinitives correctly to link the words. Check in your dictionary.

### 12 SAYING NO

#### 1 Introduction

Explain the importance of doing it well. Give examples of what can happen if you do it badly.

#### 2 Tips

Think of five to ten useful tips. Think of an example for each one. Explain why each is useful.

#### 3 Conclusion

End with a general point.
13 BRAINPOWER

In this Unit
- Learn some communication repair strategies.
- Look at defining relative clauses for giving more information.
- Practise developing your brainpower.

DID YOU KNOW ...?
* People have an average vocabulary of 30,000 words in their own language.
* 'Intermediate' level learners of a foreign language usually have a vocabulary of around 3-4,000 words.
* Before they start speaking at the age of 10-15 months, children already have a passive vocabulary of at least 200 words.
* Between the ages of 1 and 5, a normal child learns, on average, between 8 and 20 new words a day.
* For learners of a foreign language, learning lists of words can be a powerful technique: in one study, Russian learners successfully learned 108 new English words in one go.

Speaking
Test your memory
1 Test how good your memory is. In pairs, A turn to p.101 and give the test. B close your book and answer A's questions.
2 In groups, decide ...
   1 What types of question are there in the test? Which were the hardest for you?
   2 Is this kind test useful?

Vocabulary
Word associations
1 Read the 'Did you know ...?' facts.
   1 Do any of them surprise you?
   2 How many ways of learning new words can you think of in three minutes?
2 Look at how words are related.
   1 What is the relation? Tick the correct columns each time.

<table>
<thead>
<tr>
<th>have related meanings</th>
<th>often occur together</th>
<th>sound or look similar</th>
<th>same topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 short term</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2 short, medium, long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 a major event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 disk, file, memory, store, erase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 store, restore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 older, forget, confused, brain cells</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 permanent, constant, all the time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 communication, connections, interconnections</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Explain the meaning of the words in each group.
3 Can you add words/phrases to any of the groups short term memory

3 Learn five new words/phrases from this section using word association. Try to remember them at the end of the lesson.
Listening
Types of memory

1 What kinds of memory are these? Put them in the chart.

<table>
<thead>
<tr>
<th>major events, e.g. your wedding</th>
<th>remembering to buy bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading sentences</td>
<td>the faces of friends and family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of memory</th>
<th>Examples of memories</th>
<th>How long it lasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short term memory</td>
<td></td>
<td>a few seconds</td>
</tr>
<tr>
<td>Medium term memory</td>
<td></td>
<td>as long as you need it</td>
</tr>
<tr>
<td>Long term memory</td>
<td></td>
<td>permanent</td>
</tr>
</tbody>
</table>

2 Listen to Lynn and Mick. Check if you were right.

3 What happens to your memory as you get older? Listen and check what Lynn says about these things.

<table>
<thead>
<tr>
<th>forget things</th>
<th>learn new things</th>
<th>get confused</th>
</tr>
</thead>
<tbody>
<tr>
<td>brain cells dying</td>
<td>stop communicating</td>
<td></td>
</tr>
</tbody>
</table>

4 In pairs, describe one short, one medium, and one long term memory.

English in use
Repair strategies

Communication problems

Communication problems occur even when speaking your own language, caused by:
- noise or distance: making it difficult to hear or understand
- time pressure or anxiety: making it difficult to organize your thoughts
- memory failure: forgetting the right word or not concentrating
- complexity: what you want to say is difficult to say

You can repair these problems.

1 Listen again to Lynn and Mick. What communication problems do they have? Number them 1 to 4.

   can't remember the right word(s) [ ]
   accidentally uses the wrong word [ ]
   has trouble forming the sentence [ ]
   doesn't hear/understand [ ]

1 Lynn So some time later you buy bread, and when you've done it you don't need to restore, er to store that memory any longer ...

2 Mick Are there any ..., are ..., are any memories really permanent?

3 Lynn ... you start to get confused.

   Mick Sorry?

   Lynn You get confused.

4 Mick Interconnections?

   Lynn Yeah, I can't remember the right word, but that's the problem.

2 When do we use these repair strategies?

   1 Say 'Sorry?'
   2 Say 'I can't remember/I don't know the right word', then suggest some possible words
   3 Say er/um, then say the right word
   4 Just stop, pause, and start again

3 Describe one of these. Can your partner guess what you are talking about? Use the repair strategies when you have problems.

   a job       a machine       a musical instrument       a sport
Reading

Communication problems

1 Look at the quote and the pictures.
   1 What makes a good marriage?
   2 What are the most common problems that husbands and wives have?

2 This is an extract from a novel about a husband and wife.
   1 Explain these phrases to your partner.
      my birthday       challenging and triumphant
      have an affair    an expression (on your face)

2 Read the extract. What exactly is the position with Mike, do you think?

When Philippa came in, Patrick was looking at the TV. It was a game show.
'Hi. I'm back.'
'Oh, Hi', he said.
'So aren't you going to ask me where I've been?' said Philippa.
'Sorry?'
'I've just been out. Don't you want to know where I've been?'
'Oh sorry love. Yes, of course. Where have you been?'
'I saw Mike.'
'Mike?'

'You don't remember, do you?'
'Well, I'm sorry.'
'The trouble is,' said Philippa, 'that you're just not interested in anything I do.'
'I am.'
'You've met Mike.'
'Well, I can't be expected to remember all your friends.'
'All my friends! I've been working with Mike for the last year. He's the one I went to Munich with.'
'Oh yes.'
'And the one who remembered my birthday.'

Oh that. Look, I've said I'm sorry ...
'In fact, as far as you know, I might be having an affair with him.'
Silence. Then, 'Are you?' he said.
She looked at him in a challenging and triumphant sort of way. He looked at her with a strangely empty expression which very slowly removed all the colour and angles from his face until it looked like an over-boiled potato.
'Well, I think that's the question you have to decide.'
'Sorry? he said. And turned off the television.

3 What advice would you give to Patrick/to Philippa?

Defining relative clauses

1 Complete these sentences so they are true for you.
   1 When I was younger, I wanted to marry someone who ...
   2 I didn't want to marry anyone who ...
   3 I know a lot of people that ...
   4 I like stories which ...
   5 I don't like films which ...
   6 The best kind of relationship is one that ...

2 Compare in pairs. Underline the relative clauses in your sentences.

3 Complete the rules and examples.

   For people, use ______ or ______.
   Isn't that the guy ______ works in the Joyce café?

   For things/feelings/events, etc. use ______ or ______.
   Is there anything ______ would make her happy?
   I saw something ______ looked like a small elephant.

Recognizing relative clauses

Relative clauses give you information ...  
- about nouns. They're major events that happen in your life.
- about pronouns. It's something that I don't want to remember.

They usually begin with a relative pronoun (who/that/which, etc.).
- who is only used for people.
   I like people who do unusual things.
- that is used for things, events, feelings, animals, and sometimes people.
   It's something that I don't want to remember.
- which is used for things, events, feelings, animals, etc., but not for people.
   It's something which I don't want to remember.
4 Look at how we use relative pronouns.
   1 Find the two parts of the sentence. Underline the relative clauses.
   2 Long-term memory is like a file which stores your most important memories.
   3 It's a story about a woman who wanted to divorce her husband.
   4 There's a road that goes up the hill and behind the wood.
   5 The problems that they're having are very common.
   6 Can you tell me the three words which I gave you earlier?
   7 There's a particular smell I always associate with my grandmother's house.
   8 I can remember his voice, but I can't remember anything he's said!
   9 I've forgotten a lot about the event, and the things I do remember are all confused.

2 Look at relative clauses 1 to 8 again. Which ...?
   • have a relative pronoun?
   • don't have a relative pronoun?
   • need a relative pronoun to make sense?
   • don't need a relative pronoun?

Using relative clauses
Relative clauses always follow a main clause. They both need a subject.

Main clause          Relative clause
I remember people    ... who talk to me.
I remember things    ... which are important to me.
I remember people    ... (who) I enjoy.

if the relative clause doesn't have its own subject, you must use a relative pronoun.
I remember people ... who talk to me.
NOT ... I remember people talk to me.

BUT if the relative clause already has its own subject (pronoun or noun), you don't need to use a relative pronoun.
I remember things I enjoy. / which I enjoy.

5 Against the clock!

5 Set a time limit
In pairs, complete with who, that, or which. If the relative pronoun is not necessary, put it in (brackets).
   1 Remember everything (that) you can about your first class at school as a child: the people, the room, the event.
   2 Draw a picture of something small ________ you use regularly, for example, a bank note or a key. How many details can you put on it?
   3 Think of a place ________ you constantly go to. Remember five different details about it.
   4 Remember the face of someone ________ you've only known for a short time. How many details can you describe (e.g. eyes / hair, etc.)?
   5 Think of three problems ________ happen to most married people at some time.
   6 Describe something personal ________ is constantly in your memory, such as one of your parents' faces.
   7 Name something everyday ________ you can always remember.
   8 Remember someone ________ has talked to you today. What do you remember about their voice?

6 Now relax. Write two more tasks. Use a relative clause in each one.

7 Close your books. In new pairs, ask your partner to do as many tasks as you can remember.

8 Remember a scene from early childhood. Think about where it was/when it happened/who was there/what happened/how you felt, and why.
   1 Plan your description. Try to use at least five relative clauses.
   2 Describe it to your partner.

Speak out
Memory competition

1 Work in fours: Pair A and Pair B.
   Pair A turn to p.101. Look at the picture for two minutes.
   Pair B turn to p.104. Look at the story for two minutes.

2 Exchange information.
   Pair A describe the picture to Pair B for three minutes. Pair B draw the picture.
   Pair B tell the story to Pair A for three minutes. Pair A write the events in order.

3 How many details did you remember? Write the number at the top of your paper. Which team remembered most?
14
GIVING IMPRESSIONS

In this Unit
• Learn about words for things in general (thing/stuff/people like that).
• Look at that clauses for expressing opinions and feelings.
• Practise using words with dependent prepositions.

Speaking
Admirable people
1 Think of someone you admire. Tell your partner why.
2 What kind of people do you most admire? Explain your top three.
   • entrepreneurs: people who start out poor and make themselves rich
   • people who help other people: e.g. nurses, aid workers, teachers
   • great sports people: who push back the limits of what is humanly possible
   • people who make a difference: politically, to national success, to world peace
   • people who revolutionize science and thought
   • rebels who fight against the system (who are often only recognized later)

Listening
Listening for information
1 Put these words into three groups: School, Science, People. Underline the stress.

<table>
<thead>
<tr>
<th>lazy</th>
<th>(rather) slow</th>
<th>fascinated (by)</th>
<th>the school system</th>
</tr>
</thead>
<tbody>
<tr>
<td>a compass</td>
<td>a patent office</td>
<td>theories</td>
<td>revolutionize</td>
</tr>
<tr>
<td>learn by rote</td>
<td>go to lectures</td>
<td></td>
<td>punish</td>
</tr>
</tbody>
</table>

2 In groups, look at the pictures and text.
1 What different sides of Albert Einstein's character do they show?
2 Which group can answer the most questions in three minutes?
   a What was Einstein famous for?
   b Where was Einstein from?
   c What was he like as a child?
   d Where did he study?
   e Was he a successful student?
   f Where did he work?

3 Listen to an extract from a radio programme about Einstein.
1 Tick the questions it answers from ex. 2 above.
2 Listen again with the Tapescript (p. 110). Check your answers to questions a to f. Underline more details for each.

4 Look at the phrases. Guess four things about Einstein's personal life. Listen and check.

pregnant  marry  give birth to  have an affair

5 In groups, what do you think?
1 What's your opinion of Einstein now?
2 What standards of behaviour do you expect from the people you admire?
English in use
Giving general impressions

1 Look again at these expressions from [a].
   1 Give examples for the words in bold.
      1 He was lazy at things he wasn't interested in, ... 
      2 children were punished for giving the wrong answer and things like that
      3 he was fascinated by the way the compass always pointed north - he was deeply interested in all that stuff
      4 but then he had to go to school and learn things by rote

   things = school subjects
   things like that =
   all that stuff =
   things =

2 [b] Listen and repeat. Copy the intonation.

Talking about 'things in general'

Use things / stuff / people (like that), etc. to give a general impression.

- When you can't be specific, or don't want to be.

   He was lazy at things he wasn't interested in.

- To talk about a group of similar things. We usually add these expressions onto the end of sentences.

   They were punished for giving the wrong answer and things like that.
   I'm not really interested in art and all that stuff / and stuff like that.

We can also use other general 'group names', e.g. people / animals / sports / music, etc.

   She didn't like visiting people she didn't know.
   I'm not keen on small dogs; I like St Bernards and dogs like that.

2 Finish the statements using the words in the box.
   1 I like scientists, and artists, ... and people like that.
   2 I hate football, and rugby, ...
   3 I like visiting churches, and art galleries, ...
   4 I'm not really interested in imports and exports, and banking, ...
   5 I like music and clothes, but I haven't got time for pop stars, and models, ...
   6 What I like about Christmas is the family, and food, and presents, ...

3 Tell your partner three things you like and three things you dislike.

4 Which word comes next, and or or? Explain why.
   1 I've got some really old music: Motown, rock and roll, ... and ...
   2 I haven't got any furniture, saucepans, ...
   3 I've got some really nice party clothes: short skirts, silk tops, ...
   4 I haven't got any furs, expensive jewellery, ...
   5 I've still got some of my old toys: trains, a teddy bear, ...
   6 I've got a word processing programme, but I haven't got any games ...

5 Finish sentences 1 to 6 in ex.4. Use general expressions.

6 Say two or three things you have/haven't got in these categories.

   music clothes technology photographs household stuff
   videos books ornaments jewellery things from your past

14 GIVING IMPRESSIONS 57
Vocabulary

Dependent prepositions

1. Choose the correct ending, a or b.
   1 a My brother is married  b My brother married
   2 a He met  b He was introduced
   3 a He was very interested  b He was fascinated
   4 a A friend gave  b A friend gave her number
   5 a And he talked  b And he phoned
   6 a A couple of weeks later, he proposed  b A couple of weeks later, he asked
   7 a They visited  b They went
   8 a But when they arrived  b But when they got
   9 a She fell in love  b She was attracted
   10 a And two days later, she ran  b And two days later, she went off
   11 a a woman called Jenny  b to a woman called Jenny
   12 a her at a party  b to her at a party
   13 a by her  b in her
   14 a him  b her number
   15 a her a few days later  b to her a few days later
   16 a to marry him  b to her
   17 a to Rome for their honeymoon  b Rome for their honeymoon
   18 a to their hotel  b at their hotel
   19 a with one of the waiters  b to one of the waiters
   20 a away with him  b with him

2. Against the clock! Use the phrases in bold from ex.1. Make as many true sentences as you can in five minutes.

Reading

Winning personalities

1. What personal characteristics are necessary to be successful ...?
   - as a ... salesman/judge/scientist/teacher in your occupation

2. In pairs, read the newspaper article. What was Charles Cornell like ...?
   - before the accident  after the accident

CAR CRASH MADE SALESMAN 'TOO NICE' FOR JOB

By Luke Harding

A talented and aggressive insurance salesman lost his job because a road accident left him with a much nicer personality, the High Court heard yesterday.

Charles Cornell, 31, was a backseat passenger when the driver fell asleep and crashed on the M11 near Theydon Bois in Essex. Cornell suffered head and arm injuries.

His employers told the court that, previously, he had had the 'talent, stamina, capacity for hard work, and aggressiveness which are necessary for a good salesman.' Since the accident, he had become 'a much nicer personality'. But while his family and friends found that he was kinder, less aggressive, more generous, and 'nicer to be around', to his employers he was 'too nice' and had lost the aggression needed for the job.

3. What do you think?
   1. What kind of job could Charles Cornell do now?
   2. If your personality became the opposite of what it is now, what occupation would you do?
Using *that* clauses

1 Do you agree? Tick or cross the boxes.
   1 You can’t be both successful and nice.
   2 People usually have to choose between professional success and their personal life.
   3 There are many different kinds of success—not all of them are professional.
   4 In the end, only money and power really matter.
   5 It isn’t possible to be rich and still have real friends.
   6 Your family is the most important thing in life.
   7 Every successful person stands on their family’s shoulders.
   8 Power corrupts and absolute power corrupts absolutely.

2 In pairs, choose three statements. Use these sentence starters to compare your opinions.
   I agree that … OR I don’t agree that …
   I think that … OR I don’t think that …

Expressing opinions

Using *think*

<table>
<thead>
<tr>
<th>I think …</th>
<th>I think you can be both successful and nice, but it’s very difficult.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t think …</td>
<td>I don’t think you can be both successful and nice.</td>
</tr>
</tbody>
</table>

We usually use an affirmative sentence after I think/I don’t think NOT think you can’t be …

Other verbs

| I strongly believe (that) | I admit (that) …, but |
| Adjectives | I’m sure (that) |
| Adjectives | It’s obvious that |
| Adjectives | It’s not true that |
| Adjectives | It’s ridiculous to say that |

| Nouns | It’s a fact that |
| Nouns | The idea that … is simply wrong. I don’t like the idea that |

3 Listen and repeat. Copy the intonation.

4 Say something about opinions 1 to 8 from ex.1. Use phrases from the Expressing opinions box.
   I don’t think it’s possible to be rich and still have friends.

<table>
<thead>
<tr>
<th><em>that</em> clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting sentences contain two clauses.</td>
</tr>
<tr>
<td>Comment clause</td>
</tr>
<tr>
<td>I don’t think</td>
</tr>
<tr>
<td>I was really shocked</td>
</tr>
<tr>
<td>There’s this idea</td>
</tr>
</tbody>
</table>

Many verbs, adjectives, and nouns can take a that clause.

| Verb | I don’t think (that) |
| Adjective | I was really shocked (that) |
| Noun | There’s this idea (that) |

| that is optional with many adjectives and verbs (e.g. admit/believe/think/be sure/be obvious/decide/promise/realize). |
| It’s obvious that |
| It’s obvious |

rich people have lots of friends.

5 Against the clock!

In pairs, finish all the comments in the box below.
I hope that my English will improve.

More expressions with *that*

| Verbs | My parents always said (that) |
| Teachers often suggested (that) |
| Adjectives | I’m disappointed (that) |
| Most people are afraid (that) |
| Nouns | It’s an unpleasant fact (that) |

| It’s a shame (that) |
| There’s a common belief (that) |

Speak out

Talking about people who matter

1 Add two people to the Hall of Heroes. They can be alive or dead, famous or unknown, special to the world or just to you. Think about why you chose them:
   - their achievements
   - the difference they made to other people
   - their personal qualities

2 In groups, describe your two people. Persuade the group to vote for them. Compare how you voted with the class.
Speaking

Adventure

1 What happens in this article?
2 In pairs, imagine someone calls you and says, 'Meet me in ....' Where would you most like to go? Why?

In April I felt the urge to clear my head among the mountains. From Sydney, I called my wife and told her, firmly, to meet me in Nepal. I can't,' Elizabeth said in a dispirited voice. Her favourite aunt was having her ninetieth birthday party in Boston. 'The offer's open,' I said. 'Call me if you change your mind.' I've changed it. — Bruce Chatwin

Vocabulary

Word combinations

1 ✭ Against the clock! In groups, continue these lists for five minutes. Who has the most?

<table>
<thead>
<tr>
<th>Places</th>
<th>Things</th>
<th>Events</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>airport</td>
<td>suitcases</td>
<td>you check in</td>
<td>passengers</td>
</tr>
</tbody>
</table>

2 Read Megan's postcard. Where is she? What happened?
3 What travel problems do these words refer to?
   1 delayed = flight  2 appalling 3 diverted 4 closed 5 lack 6 late

4 Read about Megan's return flight.
   1 Complete sentences 1 to 10. Using these words:

   down of off on onto to

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 We checked</td>
<td>onto</td>
<td>the flight in good time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 But we were delayed due</td>
<td></td>
<td>engine trouble.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 We got</td>
<td></td>
<td>the plane two hours late.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 And we eventually took</td>
<td></td>
<td>at 2.00 p.m.: five hours late.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 But then we were diverted</td>
<td></td>
<td>Delhi.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 There was a severe lack</td>
<td></td>
<td>information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 When we landed, we all got</td>
<td></td>
<td>the plane.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 They made sure that no one was</td>
<td></td>
<td>board ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 because</td>
<td></td>
<td>the danger of fire.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 We eventually touched</td>
<td></td>
<td>in London seven hours late.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Cover the endings of sentences 1 to 10. Explain the problems on the flight.
Listening
Complaining

1 Dean travelled home from Tel Aviv, Israel, to Gatwick, UK. Look at his notes. Say what happened.

2 1 Listen to Dean.
   1 On his notes, tick the events of the journey as you hear them.
   2 Listen again. What are the main things he complains about?

3 Have you experienced travel delays? Describe a trip that you remember well.

English in use
Controlling conversations

1 2 Listen to an extract from the interview. Notice the phrases in bold.
   Interviewer 1 Well, eventually, Dean, you took off 17 hours late, which is quite a delay, 2 isn't it?
   Dean That's right, 17 hours late, and then we were told that we'd have to divert to Athens.
   Interviewer 3 So you touched down in Athens. 4 What happened then?
   Dean We were then told that we weren't allowed to leave the plane ... we were given really no information at all for about 40 minutes.
   Interviewer 5 Now, 6 is it right that at one point the passengers actually refused to get back on the flight?

2 What jobs do the phrases in bold do in the interview? Complete the chart.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Job in the interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>isn't it?</td>
<td>asks Dean to say more about something obvious</td>
</tr>
<tr>
<td></td>
<td>starts the interview</td>
</tr>
<tr>
<td></td>
<td>'picks up' on what Dean is saying</td>
</tr>
<tr>
<td></td>
<td>stops Dean talking about one topic and starts a new one</td>
</tr>
<tr>
<td></td>
<td>asks an open question</td>
</tr>
<tr>
<td></td>
<td>asks if something is true</td>
</tr>
</tbody>
</table>

3 3 Listen and repeat the 'controlling phrases'. Copy the intonation.

4 How well do you know your partner? Ask about these topics. Use 'controlling phrases' from the box.

live/stay at the moment work/study
think of this town/city likes/dislikes
family/friends places you've been to
do in your spare time

15 JOURNEYS
Reading

Journey of discovery

1. Which of these opinions about travel do you agree/disagree with?
2. Complete these phrases.

<table>
<thead>
<tr>
<th>opinion arranged</th>
<th>up responsibility</th>
<th>parents shy</th>
<th>sweating make</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 respect my parents</td>
<td>5 travel _________ the coast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 express an _________</td>
<td>6 __________ a choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 an _________ marriage</td>
<td>7 accept __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 a __________ girl</td>
<td>8 __________ in the heat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Now read about a Hindu girl called Sumita. Decide in pairs ...

1. What was Sumita like at the beginning? How did she change?
2. Think of a good title for the story.

My name is Sumita. I was brought up in Bhor, near Bombay. I was taught to respect my parents and to do what I was told. When I was 12, we were sent to Cambridge by my father’s computer company. I was made to feel very different from the other children at my school and I became very shy. Everyone seemed to be more independent than I was. I had never expressed an opinion contrary to my mother’s or father’s. I had never even said ‘no’ to them – I did not know how to.

But when I was 17, I fell in love with Dave. He was 19 and we talked about getting married. It had always been understood that my marriage would be arranged for me when I finished school at 18, so when Dave and I were found out, my father said that I had to return to Bhor to marry Prakash Kumar, the man who had been chosen for me.

Dave and I ran away. He had some money and we spent two weeks travelling up the coast from town to town. The weather was hot. We lay sweating on soft beds with the windows wide open. We ate fish and chips, and drank beer. I made choices.

One morning, Dave telephoned his family and he became quiet. The next day, he said we had to go back. We argued. He said he could not accept the responsibility. I had no money of my own so I telephoned my parents and we both returned. My father was angry but polite. ‘Do you love Dave?’ he asked me. ‘No,’ I replied. It was the excitement I had loved. My father asked me to return to Bhor and marry Prakash Kumar. I said no.

4. Look again at the opinions about travel above. Which ones are true for Sumita?

The passive

1. Compare two versions of Sumita’s story.

--- Version 1 ---

My name is Sumita. I was brought up in Bhor, near Bombay. I was taught to respect my parents and to do what I was told. When I was 12, we were sent to Cambridge by my father’s computer company. It had always been understood that my marriage would be arranged for me when I finished school at 18, so when Dave and I were found out, my father said that I had to return to Bhor to marry Prakash Kumar, the man who had been chosen for me.

--- Version 2 ---

My name is Sumita. I grew up in Bhor, near Bombay. I learned to respect my parents and to do what they told me. When I was 12, we moved to Cambridge for my father’s work.

My family had always wanted to arrange my marriage for me when I finished school at 18, so when my father found out about Dave and me, he said that I had to return to Bhor to marry Prakash Kumar, the man they had chosen for me.
Do you need to know what caused these events?
1. I was made to feel different from the other children.
2. Dave and I were found out.
3. Prakash Kumar [was] the man who had been chosen for me.

Tick experiences/opinions which are true for you.

1. I've been delayed several times by public transport.
2. I've been robbed in the past.
3. I've been injured and gone to hospital.
4. I was taught really well at school: I found most subjects really interesting.
5. I want to be corrected every time I make a mistake with my English.
6. I was born in a hospital.
7. I'd like my marriage to be arranged by people who care about us.
8. In my family, we always had to do what we were told.
9. I was punished quite a lot as a child because I was very naughty!
10. Women aren't given the same rights and opportunities as men in my country.

4. In 1 to 10 above, highlight the passive phrase. Underline the past participle. Circle the be part. When I was at school, I was considered to be a genius.

Active v. passive
There are often two ways of describing an experience.
- The active voice describes what you do to the world and to yourself. It suggests that you make a choice.
  
  I grew up in Bhor. I learned to respect my parents and to do what they told me.

- The passive voice describes what the world does to you. It suggests lack of choice.
  
  I was brought up in Bhor. I was taught to respect my parents and to do what I was told.

Using the passive
The passive is a way to avoid saying the cause of events, when we don't need to know/want to say. We use it:
- when it is not relevant or when we don't know who did it.
  
  Our bags were inspected before we went in.
- to be tactful.
  
  Mistakes have been made.

Recognizing the passive
The passive has two parts.

<table>
<thead>
<tr>
<th>Verb be</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>considered</td>
</tr>
<tr>
<td>My marriage would be</td>
<td>arranged for me.</td>
</tr>
<tr>
<td>Have you ever been</td>
<td>robbed in the past?</td>
</tr>
</tbody>
</table>

5. Practise asking with the passive.
1. Make questions from experiences/opinions 1 to 10.

   Have you ever been delayed by public transport?
   Were you taught well when you were at school?

2. Ask your questions round the class. Find one person who says 'yes' for each.

6. In pairs, choose two sentences which are true for your partner, and interesting to you. Find out as much as you can about them.

---

**Speak out**

Interviews

1. What has changed you?
   1. Think of an adventure or a journey or an important stage of your life.
   2. Remember the main events. Make notes for five minutes.

2. In pairs or groups, talk about your experiences.
   1. Take turns to describe. Try not to read from your notes.
   2. Ask questions. Find out if people changed. How do they feel about it?

---

3. Remember
   - Use a variety of expressions for describing travel.
   - Use the passive to describe things that happened to you.
   - Try to practise techniques for controlling conversations.
In this Unit
- Practise recognizing and using expressions for speculating, explaining, and disagreeing.
- Look at how we use non-identifying relative clauses for adding comments and explanations.
- Learn vocabulary for describing belief and chance.

Speaking
Dreams
1 The picture shows a scene from a dream. Think of a good explanation for the dream.
2 Do dreams have meanings? Why do you think so?

Vocabulary
Belief and chance
1 Read the text. What is he talking about?
2 Match words/phrases 1 to 6 from the text with the definitions a to f.
   a by coincidence
   b with no system or method
   c is happening
   d it's impossible to understand
   e mysterious
   f powers
3 What are the chances of these events happening?
   There's a good chance of it happening.
   It might happen but it's not very likely.
   I've heard of something like this happening.
   It's happened to me.
   No chance!

Vocabulary tip
After each stage of a lesson/a conversation/reading an article, write down all the vocabulary you didn't know. Include:
- new words
- new phrases
- word combinations

Challenge!
Remember key words as you go through each section of this Unit. At the end, recall the vocabulary from each section.

4 Say these words aloud.

<table>
<thead>
<tr>
<th>accident</th>
<th>happen</th>
<th>power</th>
<th>believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>impossible</td>
<td>random</td>
<td>coincidence</td>
<td>likely</td>
</tr>
<tr>
<td>terrible</td>
<td>forces</td>
<td>mysterious</td>
<td>understand</td>
</tr>
</tbody>
</table>

1 Choose the correct stress pattern: 000 000 000000
2 Listen, check, and repeat.
Listening

Explanations

1. Listen. Complete the definitions.
   1. the Guinín Mountains: a place in ________________
   2. residents: people who ________________
   3. yell: to shout very ________________
   4. a pool: a small area of ________________

2. Listen again. Can you explain the strange phenomenon?

3. Listen to Clare and Andy.
   1. What strange event are they arguing about?
   2. Who is the sceptic? Who is the believer?

4. Listen again. Who says these? Write Andy (A) or Clare (C).
   1. It's not just coincidence
   2. I just don't think that there's anything strange going on
   3. How do they know it was 'at the very same moment'
   4. It could be pure chance
   5. It may be that there's some force that connects people
   6. Strange things happen by chance sometimes anyway

5. In pairs, look at the Tapescript on p.110.
   2. Whose point of view do you agree with most? Why?

English in use

Speculating, explaining, disagreeing

1. Clare and Andy use these phrases. Translate them.
   It could be pure chance ...
   It may be that there's some force that connects people ...

2. Practise speculating. How do you think this story originated?
   Use the 'speculating' phrases in the box.

   Two girls who come from the Yunnan province of China are said to be able to make tree branches break and flowers bloom by their 'mental telepathy'.

   Woman magazine

3. Listen again to Clare and Andy. Complete the gaps.

   Andy 1. Well ________, I mean, it is very unusual, but you 2. ________ I just don't think that there's anything strange going on.

   Andy 3. ________, if we do have these powers, then ...

   Clare 4. ________, I understand it but it may be that there's some force that connects people ...

   Andy 5. ________ saying that it's not very likely.
Disagreeing
You can hear when someone is going to disagree by recognizing expressions like \textit{But ...}, \textit{Look ...}, \textit{I'm sorry ...}, \textit{It's just that ...}, and \textit{I just don't (see/understand)}.

But why can't it be something else?
Look, I'm sorry. It's just that I don't believe that we have strange powers
I just don't see why we need to invent mysterious powers

4 Listen to how Andy and Clare disagree. Notice the expressions in bold in the \textbf{Disagreeing} box.

5 Listen and repeat. Copy the intonation.

6 What do you say to someone who says this?

I've won £7.50 and £10 on the National Lottery so far. It was raining both times. Obviously, there's a connection. Rain brings good luck to the fields and the plants and so on, so it probably brings good luck to me too. So now I'm only going to play when it's raining and I'm sure I'll win a lot more.

1 Think of three things you could say. Use the expressions from this section.
2 In pairs, roleplay a conversation with this person. Then swap.

\section*{Reading}
\subsection*{Difficult situations}

1 How suspicious are you?

1 Put yourself in this situation. Answer Yes or No each time.

- rings to say s/he can't meet you. Are you suspicious?
- says s/he has to have dinner with his / her parents. Do you believe him/her?
- is seen in a restaurant with someone else. Are you suspicious?
- isn't at home when you ring at midnight. Are you suspicious?

- calls you at 12.30 a.m. to say s/he loves you. Do you believe him/her?
- says the 'someone else' was a cousin: his/her parents were talking to friends at another table. Do you believe him/her?
- says you can't come round now because s/he has a headache. Do you believe him/her?

2 Compare in groups. Who is the most suspicious? Who is the most trusting?

2 Look at a true story from a magazine.

1 Where would you expect to find these?

\begin{itemize}
\item a fax machine
\item a phone box
\item a notice board
\item an employee number
\end{itemize}

2 Read 'Wrong number'. Underline the strange events.

3 Cover the text. From memory, explain what was strange.

3 What would Jason say to Helen? What would Helen say to Jason? Roleplay their conversation.

\textbf{Wrong number?}

When Jason's wife, Helen, saw him in a phone box talking to a woman called Sue, she was suspicious. Would you be? Read what happened.

Sue Hamilton was working alone in her office when the fax machine broke down. Unable to fix it, she decided to call her colleague, Jason Pegler, who had set off home a little earlier. Finding his home number on the notice board, she called him and began to explain the problem. But Jason quickly stopped her. 'I'm not at home', he explained. 'I just happened to be walking past this phone box when it rang, and I answered it!'

The number Sue found on the notice board was not Jason's phone number at all. It was his employee number, which was the same as the number of the phone box he was walking past when she called.
Non-identifying relative clauses are a way of adding to sentences. They usually begin with which, who, or where.

- They add opinions.
  * She thinks it's some kind of mysterious power, which I think is stupid.
- They add more detail.
  * She called her colleague, Jason, who had set off home a little earlier.
  * ...a group of pools called the Mysterious Lakes, where the air is hot and wet

In everyday speech, they often come at the end of sentences. They are a way of 'adding on' extra bits and pieces as you think of them. In writing, and in organized/prepared speech, they often come in the middle of sentences.

1. Look at 'Wrong number' on p.66 again.
   1. Underline the two non-identifying relative clauses.
   2. Complete this version with non-identifying relative clauses.

Sue was working late one evening. There was a problem with the fax machine, ____________, so she decided to ring Jason, who had already gone home. She rang his home number, ____________, and Jason answered it ...

2. These words come from two newspaper articles.
   1. What are they about, do you think?

   **A** Jim Fitzgerald of Kilburn, London
   National Lottery birthplace in Ireland
   
   **B** Loch Ness
   myth
   whales and dolphins

2. In pairs, A turn to p.101, B to p.104. Read and memorize your text.
3. Close your books. A dictate your text to B from memory. Then swap.
4. Now check with the texts. Find four non-identifying relative clauses.

3. In pairs, read these situations. Think of possible explanations. Use a relative clause in each one.
   1. After a family meal, everyone is very sick and has to go to hospital — except the person who cooked it.
   2. Pedro's waiting for the lift. It arrives, the door opens, and his wife is inside, in the arms of another man.
   3. You have just left the office. The security alarm goes off. You go back in to turn it off. The boss is sitting on his desk wearing only his underwear.

4. Which pair has the best explanations?

---

**Speak out**

**Difficult explanations**

1. In pairs, A turn to p.102, B to p.104.

   Situation 1  A is the parent / B is the child. Roleplay an explanation.
   Situation 2  A is the wife / B is the husband. Roleplay a coincidence.

2. In situations like this ...
   1. Are you more often a sceptic or a believer?
   2. Who in the group is the most / least sceptical?

---

**Vocabulary challenge**

Can you remember? In each section, write all the new words, phrases, and word combinations that you can remember from this Unit.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Listening</th>
<th>English in use</th>
<th>Reading</th>
<th>Grammar</th>
<th>Speak out</th>
</tr>
</thead>
<tbody>
<tr>
<td>at random</td>
<td>yell</td>
<td>It could be ...</td>
<td>fax machine</td>
<td>myth</td>
<td>jealous</td>
</tr>
</tbody>
</table>
Speaking

Enjoyment

1. Finish this sentence: Right now, I’d really like to be ...(-ing).

- **at home**
  - doing homework
  - cooking
  - sleeping
  - repairing the car

- **out and about**
  - shopping for food
  - taking children to school
  - taking the dog for a walk
  - going to evening classes

- **free time**
  - reading
  - playing football
  - going for walks
  - visiting friends

- **in your occupation**
  - working at a computer
  - writing
  - having meetings
  - doing accounts

- **general life**
  - talking to strangers
  - talking to family
  - smoking / drinking
  - travelling
  - hurrying / waiting

1. Cross out the things you *don’t* do or *hardly* ever do.
2. In five minutes, for each heading, list all the activities that you *often* do.
3. Now choose the ten activities you spend *most* of your time doing. Put ten dots to represent them on a ‘Life enjoyment’ chart like this.
4. In pairs, look at your charts. Who has the most enjoyable life, and why?

Reading

Getting what we want

1. In pairs, read the beginning of a magazine feature.
   1. What is the feature about this week?
   2. What answers do you expect from the readers? Make five suggestions.
2. In pairs, A turn to p.102, B to p.105. Read the Readers’ Replies. Complete the table.
3. Remember the information in the table.
   1. Tell your partner about the Replies you read.
   2. Read your partner’s Replies. Do you agree with them? If not, why not?
Using -ing

1. Do you agree with these comments?
   1. Cooking is a really relaxing thing to do in the evening.
   2. I don’t want to have a baby – I couldn’t stand the crying.
   3. I believe in doing what you want.
   4. If you don’t like something, avoid doing it.

2. Look at the Language box below. Underline examples in comments 1 to 4 above. Then in pairs, make your own comments about cooking, babies, and making decisions.

Four uses of the -ing form
1. As an adjective (usually describing the effect something has on you)
   What’s the most frightening experience you’ve had?
2. As the subject or object of a verb
   Standing ten feet away from a white rhino is scary.
   I don’t like visiting people much.
3. After prepositions
   Going with someone is very different from travelling on your own.
4. After some verbs, e.g. avoid, mind, recommend, risk, spend, suggest, believe
   I think you’ll be happy if you can avoid arguing.
   I spent three days repairing the car.

-ing forms as adjectives and subjects
3. Complete sentences 1 to 8. Use adjectives from the box.
   amusing   entertaining   irritating   terrifying
   boring    exciting     understanding
   comforting exhausting frightening
   confusing  frightening  worrying
   embarrassing frustrating interesting

1. Everyday activities like cooking and washing are ...
2. Monster films like ‘Godzilla’ are ...
3. Learning a new language can be ...
4. My girlfriend/boyfriend/wife/husband is ...
5. Not having enough money can be ...
6. I find work very ...
7. Travelling abroad is usually ...
8. Visiting people is often ...
4. Make sentences with two adjectives you didn’t use.

-ing forms after prepositions
5. Match these sentences with a or b. Explain the difference.
   1. I dream of being rich.
      a. My husband and me.
      b. Just me.
   2. I dream of us being rich.
      a. I don’t like driving.
      b. He drives so fast.
   3. I worry about driving.
      a. I work late.
      b. She works late.
   4. I worry about him driving.
   5. I often complain about working late.
      a. I'm fed up with smoking.
      b. I smoke too much.
   6. I often complain about her working late.
     I'm fed up with him smoking.
     He smokes too much.

6. Finish these sentences so they are true for you.
   Use an -ing form.
   1. I often dream of ...
   2. I sometimes worry about ...
   3. I get a lot of pleasure from ...
   4. I'm bored with ...
   5. I do sometimes get fed up with ...
   6. I'm really looking forward to ...
   7. I think I'm capable of ...

-ing forms after verbs
7. Are these good/bad advice for you at the moment?
   1. At all times, avoid doing things you don't enjoy.
   2. Consider changing your career.
   3. You must risk losing some things you enjoy in order to get other things.
   4. Spend more time having fun.
   5. I recommend prioritizing: decide which things are most important to you.

In English, these verbs are often followed by ...

- a noun
  We avoided the discussion.
- an -ing form
  We avoided talking about it.

... avoid  consider  delay  imagine
keep (on) mind  recommend  risk
spend suggest

8. What follows these verbs in your language?
9. In groups, practise giving advice.
   1. On your own, write on a piece of paper three things you want from life that you haven’t already got. Give the papers to another group.
   2. Read the papers and agree on what advice you would give. Use at least two -ing forms.
English in use

Making requests

1. Do the Questionnaire. Compare answers.

**Questionnaire: Hospitality rules**

Imagine you’re visiting acquaintances. What do you do in these situations?
- You need a cigarette but no one else is smoking.
- Your glass is empty and you want another drink.
- You want to go to the loo.
- You’re still hungry and there’s more food on the table.
- You realize you need to make a phone call.
- You’re cold. You’re not sitting near the fire.
- You don’t drink. Everyone’s having wine. There’s no juice or water on the table.
- You suddenly feel dizzy, and a bit sick.
- You didn’t hear what someone said.

2. Imagine you are visiting someone in Britain.
   1. What would you say in the situations above? Use Can/Could I ...? and Could you ...?
   2. What answers would you expect?

3. Listen to some requests.
   1. How do they pronounce Can I ...? and Could I ...?
   2. Listen again and repeat. Copy the intonation.

4. Imagine you are staying with a British family. Make requests.
   - You want someone to phone the station for you to ask about trains to ...
   - You don’t want to have breakfast anymore.
   - You want to understand a strange British custom or phrase (think of one).
   - You want to have a friend from home to stay for a weekend.

Listening

Asking a favour

1. **Against the clock!** In pairs, skim the extract from a TV magazine in five minutes.
   1. What channels are listed?
   2. How many fiction programmes are listed, e.g. films, dramas ...
   3. Why is there a number at the end of each programme listing?
   4. Find one programme you would like to watch.
   5. Find one programme that would be good for your English.

**BBC 1**

6.35pm Antiques Roadshow
   From Highclere Castle in Berkshire, where the experts value a cabinet and an art deco pendant. 261920

7.20pm Holiday Guide to ... The Holiday Team offer an in-depth guide to the world’s top travel destinations. This week, the Caribbean. 885659

8.00pm **FILM** Chinatown

**BBC 2**

5.55pm Animal Minds
   Are dolphins intelligent? The first of a three-part documentary series about the intelligence of animals. 144974

6.45pm Star Trek: Voyager
   US sci-fi drama series. The Voyager responds to a distress call from an alien ship. 265746

7.30pm The Money Programme
   Business and finance magazine. 307

8.00pm A History of Alternative Comedy
   Tonight, the new wave of British comedians in the ‘80s. 7611

**Channel 4**

8.00pm The Real Albert Einstein
   A profile of the famous scientist. 2697

9.00pm Hostage
   Second in a three-part documentary series looking at the Beirut hostage crisis. This week, the Iran Contra deal. 1291920

10.15pm Johnny meets Madonna
   Johnny Vaughan interviews superstar Madonna. 2720

**Channel 5**

7.00pm From Jesus to Christ
   Last in the series about the rise of Christianity. 5386920

Followed by 5 News Update

8.00pm African Safari
   Wildlife series. Tonight, the lion population of Etosha in Namibia. (Rpt.) 5362340

9.00pm **FILM** Bird on a Wire
   Comedy thriller (105 mins, 1990) 972069

**SPORT**

SKY SPORTS 1

3.00pm Football – Live
   Cup Final: Kick-off 4.00pm 7927777

6.30pm Football – Live
   Coverage of one of the weekend’s matches in Spain’s Primera Liga. 80185

8.30pm Unbelievable Sports
   5833

9.00pm American Football – Live
   Coverage of the second NFL Championship match. 52291
2 Lynn and Mick are visiting friends. Listen to Part 1. Number the things Lynn says in order.
- asks someone to video something
- asks to look at the TV information
- asks to use the phone

3 Listen to Part 2.
1 Circle the TV programmes which Lynn asks Sean to record.
2 What tape does she ask Sean to use?

4 Listen to the whole thing again. Can you hear these phrases?
1 Can I borrow the phone? 6 Could you do me a favour?
2 Can I phone home? 7 Could you video the Final?
3 Yes, of course. 8 Could you not use the tape that's in there?
4 Sure, go ahead. 9 If you could just find a blank tape ...
5 Can I borrow a TV mag? 10 And then, if you could record 'Hostage'?

5 Listen and repeat. Copy the intonation.

6 Choose five phrases to learn. In pairs, A turn to p.102, B to p.105.
Roleplay telephone conversations. Use the five phrases.

Vocabulary

do the -ing, go -ing

1 Put these activities into two groups in a chart like this.

<table>
<thead>
<tr>
<th>Jobs/duties</th>
<th>Free time activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooking</td>
<td>cooking</td>
</tr>
<tr>
<td>camping</td>
<td>dancing</td>
</tr>
<tr>
<td>sailing</td>
<td>dancing</td>
</tr>
<tr>
<td>shopping</td>
<td>washing</td>
</tr>
<tr>
<td>walking</td>
<td>travelling</td>
</tr>
<tr>
<td>travelling</td>
<td>cleaning</td>
</tr>
<tr>
<td>cleaning</td>
<td>washing</td>
</tr>
</tbody>
</table>

2 Which group of words can we use after ...?
- I'd like to do the ...?
- I'm going to do the ...?

3 Right or wrong? Correct the wrong ones.
1 I'd like to go reading in the library but it isn't very comfortable there.
2 I went to watch satellite TV at Pedro's house.
3 I'm going playing music this evening at Mick's house.
4 I went to fish when I was in Cambridge, but there's nowhere to go here.
5 I want to go climbing but there are no facilities here at all.
6 We went footballing and the pitch was awful.
7 I'm going to play tennis tomorrow at the gym.
8 My family goes picnicking in the woods every weekend.

Speak out

Improving life for everyone

In groups, think about activities and facilities in your area. How can they be improved? Make a list of suggestions. Choose the best three. Present your ideas to the class. Explain the reason for each.
18 FUTURE NOT GUARANTEED

In this Unit

- Learn words for talking about the future.
- Practise speculating about the future with going to, will, might, may, and if.
- Use phrases for expressing uncertainty about your plans.

Speaking

Predictions

1 In pairs, write four things about you or about the world.

<table>
<thead>
<tr>
<th>Something that will ...</th>
<th>definitely happen</th>
<th>might happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>unfortunately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hopefully</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Compare with another pair.

Vocabulary

Words for talking about the future

1 Read the newsletter. Underline what you agree/disagree with.

2 What comes next?

1 Choose one word from the box.

- for
- to
- that

1 We’re not likely to _____ ...
2 There’s no doubt _____ ...
3 There’s a good chance _____ ...
4 It’s a good idea to prepare _____ ...

2 Choose two or three words from the box.

- for
- to
- that

5 We hope _______ ...
6 We’re sure/certain _______ ...
7 We expect _______ ...

3 How do we use these adjectives?

1 Tick the chart.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>sure</th>
<th>certain</th>
<th>likely</th>
<th>possible</th>
<th>probable</th>
</tr>
</thead>
<tbody>
<tr>
<td>describing certain events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The end of civilization is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describing your certainty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m ... there’ll be a recession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ infinitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Species are ... to become extinct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Make the five adjectives negative. Use un- or im-.

3 Find two places in this sentence to put definitely / possibly / probably / certainly.

The world is getting warmer, and we’re causing it.
5 What's the possibility of these events affecting you in the future?

<table>
<thead>
<tr>
<th>Losing your way</th>
<th>Economic recession</th>
<th>Losing your job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pollution</td>
<td>Getting ill</td>
<td>The extinction of edible fish</td>
</tr>
<tr>
<td>Nuclear war</td>
<td>An earthquake</td>
<td>Being in a house fire</td>
</tr>
<tr>
<td>An asteroid strike</td>
<td>Getting old</td>
<td>Being in a car accident</td>
</tr>
</tbody>
</table>

I'll certainly lose my way at some point.
An earthquake is unlikely where I come from.

Listening
Getting information

1 In groups, think of five news stories you've heard recently.
2 Write questions you can ask yourself when you hear a news item.
   1 I understood it?
   2 Is it true?
   3 Is it important?
   4 How do I feel about it?
   5 How does it affect me?

3 Listen to this item of TV news.
   1 What's it about?
   2 What pictures do you think they showed on the TV?

4 True or false? Listen again and check.
   1 Asteroid XF11 is half a mile in diameter.
   2 It is certain to pass close to the Earth.
   3 There's a one in a thousand chance that it will hit us.
   4 Deep Impact is a film by Stephen Spielberg about asteroids hitting the Earth.
   5 If Asteroid XF11 hits us, it could kill a billion people and wipe out civilization.
   6 You're more likely to be killed in a car accident than hit by Asteroid XF11.

5 Answer the five questions in ex. 2. Explain your answers in groups.

Speculating about the future

1 Look at opinions 1 to 3.
   1 What are they talking about in each text?
   2 Do you agree with them?

2 Look at expressions they use to refer to the future.
   1 Highlight these future forms in the texts.

   - going to
   - may/might/could
   - might well
   - won't
   - will
   - will definitely
   - will probably

2 Put them in the chart below.

   - to suggest absolute certainty / inevitability
     going to
   - to suggest possibility and to speculate
     more possible

1 You can't be absolutely certain what's going to happen in the future. No one would ever dare to say, 'This is going to happen', or 'This is sure to happen', because there could be a nuclear war tomorrow. We might get hit by an asteroid next week.

2 I think the way we live may change but we won't. I think we will probably stay the same. Some of us may be living on Mars, but we'll still be the same kind of people.

3 There are some things that we can predict with absolute certainty and others that we can't. For example, all of us will die one day. You will definitely be ill or have an accident some time in your life. You might well have a car accident (especially if you are a male driver). And if you smoke, you will get ill, which is why we always ask that question on life insurance policies.
Against the clock!

3 Set a time limit

Make as many true sentences as you can from the chart.

I’m going to live until I’m 100.

<table>
<thead>
<tr>
<th></th>
<th>will</th>
<th>may / might / could</th>
<th>going</th>
<th>certain / sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will</td>
<td>may / might / could</td>
<td>going</td>
<td>certain / sure</td>
</tr>
<tr>
<td>I’m</td>
<td>going</td>
<td>certain / sure</td>
<td>might well</td>
<td>could</td>
</tr>
</tbody>
</table>

4 Now relax. Look at these opinions about smoking. Which sentence do you agree with most? Why?

1. If you smoke, you will get ill.
2. If you smoke, you will probably get ill.
3. If you smoke, you might well get ill.
4. You won’t get ill just because of smoking.

5 Listen and repeat the sentences.

6 Which of these events might happen to you?

- fall in love
- get angry
- get a new job
- pass an exam
- not come to class
- get wet

Use these words and phrases.

I ... will won’t might well could + if I

I might go abroad if I get a new job.

7 What’s the possibility of these events happening to you? How might they happen?

- get married (again)
- have an accident
- lose your way
- get a medal
- lose all your money
- become a millionaire
- live in another country
- catch a cold
- be on TV
- keep your health well into old age

Reading

Making decisions

1 In pairs, do the Questionnaire. How similar are you?

3 a Deep inside, you know what you really want, so if you have any doubts, don’t do it!
   b Don’t be controlled by your fears. Take a risk! You always regret the things you don’t do.

4 a If you are unsure, get someone else’s opinion: someone who knows you well.
   b Don’t let other people persuade you: you are the one who will have to live with the consequences.

5 a If you have two choices, predict what the consequences might be, then choose the one that is most likely to lead to happiness.
   b Life is too complicated to predict the consequences of any action. If you have two choices, imagine yourself doing them, and choose the one that makes you feel happiest.

The more a answers you have, the more careful and ‘cerebral’ you are.
The more b answers you have, the more impulsive and emotional you are.

2 Compare how you make these decisions.

- deciding which flat or house to move into
- deciding whether to marry someone or not
- deciding whether to have a child or not
- deciding how to vote
- choosing between two jobs
- deciding where to go on holiday

3 In fours, A turn to p.102, B to p.103, C to p.105, and D to p.105.

1 Read and memorize your e-mail message like this:

- Find six key words in the message and write them down.
- Try to remember the message from the key words.
- Test yourself until you can say the whole message correctly.

2 Say your messages aloud to the group. Decide what’s happened / what is happening.

3 What would you advise Monica to do? Why?
English in use
Saying you're uncertain

1 Listen to Steve asking Daniel out for a drink.
   1. Does Daniel go?
   2. What does Daniel do this evening, and why?
   3. What do you think of the decision he's made?

2 Listen again for these phrases. Is Daniel sure or unsure each time?
   What about?
   1. I'm not sure if I can.
   2. Oh, I don't think so.
   3. Not sure what time we finish.
   4. Don't think so.
   5. Hope not.
   6. Oh, I'm sure I'll find a computer company over there.
   7. I hope so.
   8. I know it won't be easy.

3 Listen and repeat. Copy the intonation.

Using sure and know

Positive
I'm sure (that) I'll find a job.
I know (that) we'll be happy.

Negative
I'm not sure if I can (come out).
I'm not sure what time we finish.
I don't know if I should.
I don't know what to do.

Using think and hope

Positive  Negative
I think so.  I don't think so.
I hope so.  I hope not.

4 Read the Using sure and know box.
   1. When do we use a that clause? When do we use if or a wh- word (what / when, etc.)?
   2. Say what you are sure about and not sure about.

<table>
<thead>
<tr>
<th>this evening</th>
<th>the weather</th>
<th>next weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>your career/job</td>
<td>your English studies</td>
<td>your next holiday</td>
</tr>
</tbody>
</table>

5 Read the Using think and hope box.
   1. Which is the odd one out? Why?
   2. Reply using think and hope.
      1. Are you in love? I don't think so. I hope not!
      2. Is it going to rain tomorrow?
      3. Is there a party this weekend?
      4. Shouldn't you be in an exam right now?
      5. Wasn't that you on the TV last night?
      6. Didn't the teacher say she'd take everyone out this evening?

Speak out
Making arrangements

In pairs, practise persuading your partner.
   1. Ask your partner to do something ...
      - this evening / sometime this weekend
      - next week
      - any other time in the future
   2. B has decided to leave. A tries to persuade him/her not to. Choose one of these.
      EITHER  A is B's boss.
      OR    A and B are lovers.
      OR    A is B's teacher.
Speaking
What did you say?
1 In pairs, ask and answer as quickly as you can.
   1 Who was the first person you talked to today? What did you both say?
   2 Who was the last person you spoke to before class? What did you both say?
   3 Can you remember one useful thing that a teacher or parent has told you?
   4 What phrases does the teacher typically say? How many can you think of?
   5 Can you remember a joke?

2 How much did you remember? Compare with the class.

Listening
Listening for gist and attitude
1 Answer the Questionnaire for you. Compare in pairs. Say why.

2 Listen to a radio interview with two sisters.
   1 Listen to Part 1. Write Liz or Kate.
      ______ is extremely secretive.
      ______ can’t keep secrets.

   2 Listen to Part 2. What is the connection between these things?

   secret  France  boyfriend  tell  parents

3 Listen to Part 3. Finish these statements.
   • Kate decided, later, to tell ...
   • Her mother ...
   • Kate was ...

3 What do you think of Kate and Liz’s relationship ...?
   • with each other  • with their mother

4 Ask in pairs. How similar are you?
   1 What sorts of things do you (and don’t you) tell your parents? Why?
   2 Do your parents tell you what they’re thinking or how they feel?
   3 Do you pay any attention to the things that they tell you?
   4 Are grandparents important in your family life?
   5 What sort of relationship would you like to have with your children?
**Vocabulary**

**Reporting verbs**

1. **Against the clock!** Which group can finish first?
   1. Take turns to explain the meanings of the reporting verbs in the box. The others guess which one you’re talking about.
   2. One verb from the box goes in all these phrases. Which one?
      - They ______ me yesterday.
      - They ______ me to go abroad last week.
      - Then they ______ me if I had ... (a pen).

2. Correct the use of ask, say, and tell in these sentences.
   1. I didn't say my parents anything when I was young.
   2. Once I asked to them if I could visit a friend. They told yes.
   3. Then my friend and I went off camping. I didn't tell my parents what we were doing.
   4. And I said my friend not to say them anything either.
   5. I did say them about it later, and they told that they knew.
   6. They asked me that they had followed us and made sure that we were all right.

3. Number Kate’s story about her sister Liz in order.
   1. Unfortunately, Liz told my parents but she asked them not to tell me that she had told them.
   2. Terry asked me if I'd go to Toulouse with him for the weekend. I said, ‘Oh, I'd love to.’
   3. So I asked her why, and she told me that my sister had already told her!
   4. I told my sister, Liz, what I was doing, but not my parents. Liz said that I should tell them.
   5. A few months later, I told my mother about it. She wasn’t as shocked as I thought she'd be.

4. Think of a family occasion. Can you remember what was said?
   - an occasion that shows what sort of family you are
   - an occasion that became a family joke or part of family history
   - a significant occasion (e.g. when someone left home / an anniversary ...)

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**Vocabulary tip**

As you make a list of words to learn (e.g. from a lesson), list them under the names of the people who used them in the order they occurred. Go through the conversation in your head, using the words.

---

**Reporting**

**Direct speech**

We usually use say in direct speech ...

- when we are reporting conversations.
  - I said, ‘Do you live round here?’ and he said, ‘No’, and I said, ‘But I always see you round here’, and he said, ‘Yes, I work just round the corner’.
- when the exact words are important.
  - What Neil Armstrong actually said was, ‘That’s one small step for man, one giant leap for mankind’, but he probably meant to say, ‘one small step for a man’.

1. Practise direct speech. Choose from these activities.
2 Which of these are true for you?
- When I was young, I didn’t know that Father Christmas wasn’t real.
- I remember a time when I thought that the moon was the size of my hand.
- I found out that you needed money in shops when I was six.

Think of more examples around the class.

3 Match the pictures to sentences 1 to 4.
1. I told them that Jane was in France.
2. I told them that Jane had been to France.
3. I said she was going to have a baby.
4. I said she had a baby.

4 Against the clock!

Do a and b probably mean the same (S) or different (D)?

D 1 a Ann told Joe that she had bought two tickets to Wimbledon for his birthday.
   b Ann told Joe that she was going to buy two tickets to Wimbledon for his birthday.

D 2 a He told her he had taken the day off work.
   b He told her he would take the day off work.

D 3 a His boss said that they were really busy.
   b His boss said that they were going to be really busy.

4 a He asked Joe if he would do a few hours’ extra work that day.
   b He asked Joe if he had done a few hours’ extra work that day.

5 a Joe rang work that morning and said that he was sick and wouldn’t come in.
   b Joe rang work that morning and said that he had been sick and wouldn’t come in.

6 a She asked him if he was enjoying the game.
   b She asked him if he had enjoyed the game.

7 a He said it had been the best day of his life.
   b He said it was the best day of his life.

8 a At work the next day, his boss asked him if he had enjoyed the game.
   b At work the next day, his boss asked him if he enjoyed the game.

9 a He said that he also took the day off – and saw Joe on TV!
   b He said that he had also taken the day off – and had seen Joe on TV!

5 Now relax. In pairs, choose sentences. Tell the story.

Reading
Comparing and assessing information

1 Read the extract. Explain the highlighted words.
2 Cover the extract. What facts do you know about Bel and Paolo?
3 Now read these comments. Whose side are you on?

Bel
- she went wild
- who can blame her?
- friends came out in her defence
- she’s had a hard time
- she just couldn’t let go

Paolo
- having an affair with (someone)
- carrying on with (someone)
- he dropped her
- he had to finish it
- he was never unfaithful

4 Read more about Bel and Paolo. Pair A turn to p.102, Pair B to p.105.
English in use

Saying how reliable information is

1. How many famous names can you put on the board in one minute? They must be alive today.
2. Read the newspaper extracts. Explain these words.
   - love nest
   - dodgy business
   - love-child
   - give it up
   - quarrel
   - divorce
3. Listen. Which story don't they talk about?
4. Listen again to the expressions they use. Complete the gaps.
   1. I understand that he does have links with the casino business.
   2. He _________ me yesterday morning.
   3. He _________, 'I've never really loved her.'
   4. _________ it was Mick Jagger ...
   5. I can't _________ who told me.
   6. But _________, I don't believe it.
   7. _________, this has been his life's dream.
   8. He _________ reporters that he intends to create ...
   9. Some people _________ it's the Catholic Church.
   10. I also _________ that he's been involved with the Christian Scientists.

Talking about what you've heard

We use different phrases to show how reliable the information is that we've heard.
- He told me./He said that
  = this is first-hand information (I know it's true)
- I understand that./I heard that
  Some people say (that)/I apparently/I can't remember who told me, but ...
  = I got this from someone else
- Personally I don't believe it./I reckon ...
  = this is just my opinion

5. Listen and repeat. Copy the intonation.
6. In pairs, practise gossiping about Bel Hansson and Paolo Rossi. Use phrases from the box above.

Speak out

Start a rumour

1. In groups, think of stories to talk about.
   1. Look again at the headlines in English in use. Complete with the names of anyone you like.
   2. Think of one more story, about someone famous or someone you know.
2. Talk to everyone in the class. Pass on your information to as many people as you can. Pass on any rumours you hear.
In this Unit
- Use would and could to discuss suggestions and possibilities.
- Practise making if/ I wish sentences to describe imaginary situations.
- Build compound nouns.

**Vocabulary tip**
Plug in to global culture – because most of it is in English.
- watch satellite TV
- buy your favourite English speaking music and translate the song
- log on to the Internet
- get an international magazine or newspaper (e.g. _Guardian Weekly, New Internationalist, Time_)

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**Speaking**

**Global culture**

1. What similarities/differences can you think of between Australia and Canada?
2. Put the countries in the box into cultural groups. Add one more to each group.

<table>
<thead>
<tr>
<th>the USA</th>
<th>Afghanistan</th>
<th>Ethiopia</th>
<th>Indonesia</th>
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</thead>
<tbody>
<tr>
<td>Spain</td>
<td>Germany</td>
<td>Brazil</td>
<td>Japan</td>
</tr>
<tr>
<td>Sweden</td>
<td>New Zealand</td>
<td>Saudi Arabia</td>
<td>Morocco</td>
</tr>
</tbody>
</table>

3. If you could live in another country for a year, where would you go?
4. Explain the word ‘globalization’. Is it positive or negative?

**Listening**

**Listening for opinions**

1. Look at the photos.
   1. Which show ...?
      - is a dating game ☐ ☐
      - is a quiz game ☐ ☐
      - has huge prizes ☐

2. Explain the following phrases.

| game shows | celebrities | educational value | consumer interest |

3. Do you have similar TV shows in your country? Which do you like / dislike?

2. Listen to a programme about game shows around the world.
   1. Listen to Part 1. Which shows do they talk about?
   2. Listen again. Tick these opinions when you hear them.
      - ☐ Game shows would sell best into ‘western cultures’.
      - ☐ The world is a lot more diverse than people think.
      - ☐ In many places, there isn't the consumer interest for prize shows.
      - ☐ Dating games would not do well in religious societies.
      - ☐ Quiz shows are thought to have some educational value.

3. Listen to Part 2. Complete the gaps.
   1. In many countries, they like to see _______ on TV, not ordinary people.
   2. In many countries, they don't like people to win _______ prizes.

3. In groups, decide on five TV programmes you would put on a satellite channel. Who in the class would watch your channel?
Vocabulary

Compound nouns

1 Make compound nouns which came up in the radio programme.

<table>
<thead>
<tr>
<th>game show</th>
<th>consumer prize</th>
<th>quiz television</th>
</tr>
</thead>
<tbody>
<tr>
<td>dating</td>
<td>interest winner</td>
<td></td>
</tr>
</tbody>
</table>


3 [3] Against the clock! In pairs, make as many compound nouns as you can in three minutes. Be prepared to explain what they mean.

<table>
<thead>
<tr>
<th>programmes issues</th>
<th>magazines change</th>
<th>news food</th>
<th>films clothes</th>
<th>stories events</th>
<th>technology life</th>
</tr>
</thead>
<tbody>
<tr>
<td>human interest</td>
<td>family</td>
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<td>health</td>
<td>food</td>
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<td>communications</td>
<td>detective</td>
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<tr>
<td>fashion</td>
<td>designer</td>
<td></td>
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<td></td>
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<tr>
<td>computer</td>
<td>climate</td>
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</tbody>
</table>

4 These are all part of ‘global’ culture.

1 Where did they originate?
2 How many more can you list in one minute?
3 What is your country’s most famous export to the world?

Reading

Making inferences

1 Read the poems quickly. What sort of people wrote them?

If I could change

I’d be free, if I could change
If I could take my past off like handcuffs
And walk into a new life beyond the prison gates
If I could have Dad back, and not fight with Mum
And if no one knew me or knew where I’ve been
And asked no questions
I’d be free.
So if one night they left the doors open, and a new suit of clothes,
And a new name, I could walk out into the night, unseen,
And be free.

Jimmy Tyler

If I ruled the world

If I ruled the world
Everyone would have the same amount of money,
We would be safe in traffic,
No one would go hungry
And everyone would be happy.
There would be more sport in school
And less crime in the country.
Telephone calls would be free
So that we could always talk to each other and be more friendly
And there would be no rubbish in the streets.

Sylvie Aerts

2 Describe what the writers are probably like. Include these words.

depressed serious sensible idealistic naive confused worried
3 Complete this description of Sylvie Aerts. Describe Nadine and Jimmy’s lives in the same way.

Sylvie Aerts is at school, obviously. She’s worried about ______, so maybe she lives in a town. She likes ______. She’s more worried about the ______ than about her own life, so she probably has quite a secure life. She’s very ______.

The second conditional

1 Look at sentences a to c.

   These sentences describe ...
   • situations which aren’t real.
   • the results if they were real.

a If I had my life over again, I’d dare to make more mistakes next time. I’d relax.
b If I ruled the world, everyone would have the same amount of money.
c I’d be free if I could change. If no one knew where I’ve been and asked no questions, I’d be free.

1 Underline the unreal situations. Circle the results.
2 What word is ‘if’ in the sentences?
3 Check your answers in the Language box below.

Talking about unreal situations

When we describe an imaginary situation in the present or future, we use a past tense. We also often use wish or if ...

I wish I didn’t have so much to do. (= I have got a lot to do and I don’t like it.)

When we talk about the results of the imaginary situation, we use would.

Would you be any happier with less to do?
If I could just spend one week getting things organized, I’d feel a lot better.
I’d be happier if I had more time to myself.

Remember, we use could both as the past of can AND to mean would be able.

If I could afford it, I’d go to Thailand — and you could come with me.

Against the clock!

2 Set a time limit

Look at Anita and Yvonne’s ‘wish lists’. Describe their lives now.

Anita doesn’t have a car. It’s difficult for her to get into college.

<table>
<thead>
<tr>
<th>Anita’s wish list</th>
<th>Yvonne’s wish list</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a car — get into college more easily</td>
<td></td>
</tr>
<tr>
<td>2 a summer job in TV — help get a job when I finish college</td>
<td></td>
</tr>
<tr>
<td>3 brilliant tennis player — Ali notice me</td>
<td></td>
</tr>
<tr>
<td>4 more independent — a flat of my own</td>
<td></td>
</tr>
<tr>
<td>1 more free time — play with the children more</td>
<td></td>
</tr>
<tr>
<td>2 an extra room — Bianca’s bedroom</td>
<td></td>
</tr>
<tr>
<td>3 live closer to parents — babysitters</td>
<td></td>
</tr>
<tr>
<td>4 a pay rise — go away on holiday</td>
<td></td>
</tr>
</tbody>
</table>

3 Complete what Anita says to a friend.

1 It ______ great to have a car. If I ______ a car I ______ no trouble getting into college, or coming home late.
2 If I ______ a summer job at the TV station, I’m sure it ______ me get a job as a journalist when I finish college.
3 All’s only interested in tennis. If I ______ a brilliant tennis player, then he ______ me. But I can dream!
4 I wish I ______ more independent. If I ______ a flat of my own, I ______ be with my parents all the time! And then you ______ come and stay with me!

4 Now relax! Write four sentences that Yvonne might say.

5 Finish these sentences. Compare in pairs.

If I didn’t have to work/go to college ...
If I had more time ...
My life would be just that little bit better if ...

English in use

Considering possibilities

1 Listen to Anita and Yvonne talking about these adverts. Do they decide to buy anything?

For Sale  Ford Escort; 5 years old; Excellent condition; £2,500
Phone Leslie 01423-883527

Bike for sale  Yamaha 250; 6 years old; £150 - Bargain!
Call Dave 883494
2 Listen again to Yvonne’s suggestions. Write what she actually says.
- a car / Ali / look at it
- a bike
- take lessons
- sell it when you go home

3 Look at this extract again.
1 Underline the imaginary situations.
   Anita   Trouble is, we couldn’t go to the seaside together on it, could we?
   Yvonne  Well, I don’t know.
   Anita   Plus it wouldn’t be very nice in winter when it’s raining and cold.
   Yvonne  No.
   Anita   And anyway, I don’t really see myself on a bike.
   Yvonne  No, I suppose not. But it would be good fun turning up on a bike.

2 What does Anita use the phrases in bold for?
3 Listen and repeat. Copy the intonation.

4 Complete this conversation with would (or ‘d) and could.
   1 A I’d really like to change my job but I don’t know what I could do instead.
   2 B You _____ go and have a test, to see what you _____ be good at.
   3 A I _____ like to write a travel book. Trouble is, I _____ have to give up my job, and how _____ I live without money?
   4 B You _____ start by doing it in your free time, _____ n’t you? Then you _____ get time off work to travel. Where _____ you most like to go?
   5 A Peru, I suppose.
   6 B Then you _____ go to Peru, take lots of photographs, then you _____ come home and write a book about it!

Speak out
Wish list

1 Tick any of these that you agree with. Think of one or two others.
   I’d really like to ...
   - start my own business.
   - live in a cottage in the country.
   - get married and have children.
   - go to South Africa.
   - work in television.
   - go into space and look down at the Earth.
   - work just three days a week.
   - live in a village in Ghana for a year.

2 Write a wish list of up to five wishes. Decide how you would say them using the phrases in bold from ex.1 above.

3 In pairs, A and B, play ‘Optimist and pessimist’. 
   A tell your partner the things you would like to do.
   B You are an optimist. Suggest ways for A to do what they want.
   A You are a pessimist. Point out all the problems to B.
01 ALL IN THE MIND

Vocabulary

1. Put these words into three groups. Add two more words to each group.

<table>
<thead>
<tr>
<th>auxiliary</th>
<th>learn</th>
<th>conversation</th>
<th>shake hands</th>
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<tbody>
<tr>
<td>know</td>
<td>question</td>
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<table>
<thead>
<tr>
<th>Mental activities</th>
<th>Language words</th>
<th>Social activities</th>
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2. Write synonyms for:
1. happy ________ 4. work friend ________
2. talk ________   5. pay (n.) ________
3. shy ________    6. uncomfortable ________

3. Match six sentences.
1. I was talking ________ a. me feel happy.
2. I explained ________ b. to see her.
3. I said I wanted ________ c. that I loved her.
4. She suggested ________ d. to her one day.
5. She makes ________ e. her often now.
6. I meet ________ f. visiting her.

Questions

4. Make complete questions.
1. (you/think) Do you think ________ your language/be ________ easy for foreigners to learn?
2. (it/be/easy) ________ to meet people in your country?
3. (where/young people/go) ________ in the evenings?
4. (how/you/think) ________ (you/can/meet) ________ English people of your age?
5. (why/be/good grammar) ________ important?
6. In your country, everyone/speak ________ 'correctly' all the time?
7. (who/not/speak) ________ correctly – and why not?
8. (what/make) ________ a good language learner, (you/think) ________?

Starting conversations

5. Complete the conversations.

In the shopping centre

A 1. Excuse ________.
B Yes?
A 2. ________ ________ ________ where the bus station is?
B Sure, it's just over there.

A 3. Oh, hi Pete. 4. ________ ________ ________ for ages. ________ 're things?
C 5. ________ Jane. Fine. And you?
A 6. ________ ________ you've got a new job.
C Yeah, that's right.
A 7. ________ 's it going?
C I'm really enjoying it. And you? What've you 8. ________ ________ to?
A Nothing much. Same job. Same boyfriend. You know.

02 CHANGING WORLD

Vocabulary

1. Match the beginnings and endings.

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<th>main</th>
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2. Are they nouns, adjectives, or verbs?

3. Put in the missing letter/s.

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</table>
Present tenses
4 Which sentence describes:
   a changes happening now
   b past events with present results
   c a current state beginning in the past
   d the status quo
   1 Life has existed on Earth for 4,000 million years. □
   2 Asteroids have hit Earth many times in its history. □
   3 Earth's five continents are still moving apart. □
   4 One million tons of material from space lands on Earth every day. □

5 Translate sentences 1 to 4 for ex 4.

6 Change the verb to complete the sentences.
   1 I (live) in Sydney ...
      a I've lived in Sydney ... all my life.
      b ... because it's so beautiful.
      c ... while I decide where to go.
   2 I (read) 'Secrets' ...
      a ... every summer: it's brilliant.
      b ... I'm about halfway through.
      c ... but I didn't enjoy it.
   3 Betty (have) ...
      a ... the same boyfriend for ten years.
      b ... a crisis at the moment.
      c ... an awful memory.

Being vague
7 Complete this text for your country.
   Switzerland is in Europe. It consists of 26 cantons, or regions ...

   1 ... is in 2 ... .
   It consists of about 3 ... , or regions. Its population is about 4 ... . There is a big difference between the 5 ... and the 6 ... . The 7 ... tends to be richer and more densely populated, and the 8 ... is poorer. As far as the climate is concerned, the temperature can go from 9 ... in winter up to 10 ... in summer. The local food is 11 ... . In the cities there are a large number of 12 ... , which are very popular. It's the kind of place where ...

03 LIFE STORY
Vocabulary
1 Make phrases with the verbs below.
   get    leave     have    go      move     take
   1 get ... a job  6 ... divorced
   2 ... a baby  7 ... school
   3 ... home  8 ... college
   4 ... house  9 ... out with s.o.
   5 ... married  10 ... an exam

2 In what order do they usually happen?

Present perfect and simple past
3 Match sentences 1 to 6 with meanings a to f.
   a finished event (no present connection)
   b a finished period in the past
   c past events in order
   d past event → present result
   e events in a period up to now
   f a present period which started in the past
   1 I've won the lottery: I'm rich! □
   2 I've had this car for years. □
   3 I've seen it three times. □
   4 I got married in 1996. □
   5 I went to school until 1994. □
   6 First I had a bath, then I had dinner, then I watched TV. □

4 Correct these sentences.
   1 Computers had an enormous effect on the world.
      = have had
   2 I'm only 30 and I was married three times!
   3 I'm married since 1995.
   4 We've lived there until I've been 16.
   5 We lived here for three years now.
   6 Elizabeth Blackwell has been the first woman doctor.
   7 Have you had a good time last weekend?
   8 I've been to the pub and have met some friends, then I've gone dancing till 3.00 am.
   9 I'm so happy – look, I won the lottery.

Telling true stories
5 Complete this story about Waris Dirie.
   1 This ... is a story of good luck, 2 ...
      a girl from Somalia, born in the desert, and she ran away from her family, 3 ... to Mogadishu, 4 ...
      to London. And 5 ... she's ended up as a model, 6 ...
      shows what a job in McDonald's can do for you!
6 Make question tags.
1 You were born in Rome, weren't you?
2 You married a Frenchman, ...
3 He was a painter, ...
4 You moved to Provence, ...
5 They had two children, ...
6 She lived in America, ...

04 SOMETHING TO DO

Vocabulary
1 How many activities from Unit 4 can you list?

<table>
<thead>
<tr>
<th>Sport</th>
<th>Leisure</th>
<th>Culture</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>climbing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Which activities can you use with these phrases?
go ...-ing      go for a ...  go to ...  play ...
go climbing

3 Write the next word or phrase.
1 I really enjoy .............................................
2 I'm not very keen ..........................................
3 It's a great way ............................................
4 I go whenever I ............................................
5 I'd really like .............................................
6 I don't really .............................................
7 It's one of my .............................................

Infinitive and gerund
4 Match.
1 I often go ............................................. to run.
2 Let's ............................................. to run.
3 I'd love ............................................. running.
4 Why don't we ............................................. to fly?
5 What about ............................................. to fly?
6 Would you like ............................................. flying?
7 She loves ............................................. drive.
8 She'd love ............................................. to drive.
9 She can't ............................................. driving.
10 I'm not keen on ............................................. to cook.
11 I often like ............................................. cooking.
12 We could .............................................

5 Complete the rules.
go + -ing ............................................. like/love/hate +
preposition + ............................................. would like/love/hate +
modal verb + ............................................. like/love/hate = 'I sometimes
why don't we/let + ............................................. do it' +

Getting information
6 Put one word in each space.
1 I'm thinking of coming over Rome.
2 Do you give me some information museums?
3 I was wondering you could me what the hotels are like.
4 regard sightseeing, could you things to see?
5 hotels, I book in advance?

05 A QUESTION OF LIFESTYLE

Vocabulary
1 Fill in the missing letters. Write the opposites.

| a a e a e a e a o u or w |

<table>
<thead>
<tr>
<th>Opposites</th>
</tr>
</thead>
<tbody>
<tr>
<td>fit</td>
</tr>
<tr>
<td>wake</td>
</tr>
<tr>
<td>go to bad</td>
</tr>
<tr>
<td>lat</td>
</tr>
<tr>
<td>week pop</td>
</tr>
<tr>
<td>st tre nk</td>
</tr>
<tr>
<td>h lazy</td>
</tr>
<tr>
<td>order</td>
</tr>
</tbody>
</table>

2 Put these words into a spidergram.

active    sport    cheerful    have trouble stressed teenagers relax old people avoid exercise guilty diet lazy tired

Comparatives
3 Complete the comparatives in the chart.

<table>
<thead>
<tr>
<th>Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of syllables</td>
</tr>
<tr>
<td>short shorter serious more more</td>
</tr>
<tr>
<td>hard    harder active more and</td>
</tr>
</tbody>
</table>

| Spelling |
| fit    big jar sad no |
| lazy   easy yes funny yes |

| Irregular |
| good better bad worst far with |

| Quantity |
| much more little less |

| Adverbs |
| fast faster hard easier easily sooner carefully worse |

86 PRACTICE
Talking about usually in the past
3 Match the past forms with possible meanings a to d.
1 past simple: We sang in the church.
2 would: We'd sing in the church.
3 used to: We used to sing in the church.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>once</td>
<td>two or three times</td>
<td>often/regularly/routinely</td>
<td>but we don't any more</td>
</tr>
</tbody>
</table>

4 Complete the gaps using one past form each time.
1 I've changed a lot. I ______ long hair and a beard.
   I also ______ the guitar and sing folk songs very badly!
2 When I ______ at school I ______ maths because it ______ so difficult. But then I ______ to college and ______ economics.
3 Life was very difficult with Simon. He ______ home and I ______, 'Let's go out', and he ______, 'I'm tired', so I ______ out by myself.

Vague expressions
5 Write the missing letters in these vague expressions.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab o ut</td>
<td>m st f</td>
<td>th t m</td>
<td>r _ nd ab _ t</td>
<td>a c _ pl _ f</td>
<td>a f _ w</td>
<td>m _ nly</td>
</tr>
<tr>
<td>n _ m _ lly</td>
<td>i ts f</td>
<td></td>
<td></td>
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</tbody>
</table>

|   _ sh |

6 Which expressions can make these sentences `vague`?
a We have dinner at eight. OR at about eight, ...
b On Fridays, I always go out. OR ...
c I always see four friends on Saturday night. OR ...

Vocabulary
1 Move the words in bold to the correct sentences.
1 She's the same height from my sister. - as
2 She's only 15 - she's to young to marry.
3 He's completely different in her.
4 They're a good couple: they look as similar.
5 They haven't got much between common.
6 They're quite similar very each other.
7 There are lots of differences too them.

2 Make phrases.
1 each a like him
2 just b height / length
3 hardly c other
4 the same d ever
5 apartment a door
6 move b block
7 next c country
8 foreign d in

Vocabulary
1 Read 1 to 8. Make sentences with a to h.

<table>
<thead>
<tr>
<th>He was</th>
<th>a terrified.</th>
<th>e so embarrassed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b terrifying.</td>
<td>f so embarrassing.</td>
<td></td>
</tr>
<tr>
<td>c so bored.</td>
<td>g very relaxing.</td>
<td></td>
</tr>
<tr>
<td>d so boring.</td>
<td>h very relaxed.</td>
<td></td>
</tr>
</tbody>
</table>

1 He was happy lying in the warm sunshine by the pool. h
2 His gentle voice calmed me.
3 His parachute didn't open.
4 The robber had a gun.
5 He didn't stop talking about it.
6 He didn't understand one word of the whole lecture.
7 But it was the women's showers!
8 He got completely drunk.
2 Find the opposites.

HAPPY  LIFE  EXCITED  CONFIDENT
SAFE  DIE  DEATH  MISERABLE
RISKY  BORED  LIVE  OBVIOUS

Linking
3 Correct the mistakes.
1 People need adventure because of life is too safe these days. = because
2 People live longer because better housing and diet.
3 Most accidents are due carelessness.
4 People are not happy despite of having more money.
5 People are no happier in spite of they have safer lives.
6 Even there are advantages to a technological society, people need more from life.

Finding agreement
4 Write ‘Yes’ or ‘No’ to agree with these statements.
1 That’s not right. No
2 That’s OK. Yes
3 We can’t turn left here, can we? Yes
4 We can turn left here, can’t we? No
5 In that situation, there’s no time to think. Yes
6 I don’t think you’ve met Hari. No
7 It’s not far, is it? Yes

5 Complete the replies.

Yes/dangerous nor do no/hard yes/same so do

1 ‘I enjoy a bit of danger.’ ‘_________ I.’
2 ‘I don’t like many team games.’ ‘_________ really.’
3 ‘Climbing can be very risky.’ ‘_________ really.’
4 ‘Hang-gliding is the only way to spend a weekend.’ ‘_________ I feel the ________ about scuba diving.’
5 ‘Parachuting isn’t easy.’ ‘_________ it’s really ________.’

08 GETTING THROUGH?

Vocabulary
1 Cross out the wrong item.
1 Can I speak to Maria?
2 I have to call/phone/speak/ring someone.
3 Can I make/do a phone call?
4 You make/have a chat.
5 Can you get/answer/reply the phone, please?
6 Give me a ring/call/phone.
7 Who’s it/calling/this?

2 Complete the crossword.

If you know the ______ number you require, please ______ it now.
If you need ______ from the ______, please ______ zero.
Can you ______ please?
Hello, you’re ______ to the operator, can I ______ you?
Yes, I’m trying to ______ someone in Italy.

Future arrangements
3 True or false?
1 I’m meeting John I’m going to meet John = I already have an arrangement with John.
2 What are you doing this evening? What are you going to do this evening? = What arrangements have you got this evening?
3 Shall I meet you at seven? = a suggestion. You can answer how about seven-thirty?
4 I’ll be there at seven = you might be there.
5 I’m about to have dinner = in the next two or three minutes.

Guiding a phone call
4 Complete three exchanges.

1 A (picks up the phone) Hello ______.
   B Hi, Peter. ______ Simona.

2 C So we’ll meet (you can’t hear what he says).
   D ________?
   C We’ll meet at the White Swan pub in town.
   D Oh, yes, fine.
   C ________ right then, see you later.

3 E Anyway, ________ you later then.
   F Yeah, ________.
   E ________

5 How many ways of saying ‘Yes’ and ‘No’ can you remember?
09 INCIDENTS AND ACCIDENTS

Vocabulary

1 Write the words in the diagram.

- lose  - divorced  - an accident  - married  - fall  - a party  - pass  - win

- exam  - you have  - you get  - pass  - competition

2 Match formal and informal phrases.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 my house</td>
<td>a I'll pick you up</td>
</tr>
<tr>
<td>2 enjoy yourself</td>
<td>b have a good time</td>
</tr>
<tr>
<td>3 I'll collect you</td>
<td>c can't stand</td>
</tr>
<tr>
<td>4 formal</td>
<td>d turn up</td>
</tr>
<tr>
<td>5 hate</td>
<td>e my place</td>
</tr>
<tr>
<td>6 arrive</td>
<td>f posh</td>
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</tbody>
</table>

Planning the future

3 Complete the answers.

1 Have you got anything planned for this evening?
   Yes, I'm meeting _______ Patrick at 8.30.
2 Why's that lady so fat, Mum?
   She _______ a baby.
3 Do you have any ambitions?
   Yes, I _______ around the world one day.
4 Can you come on Saturday?
   Oh yes, I _______ don't you worry!
5 I don't know what to get for Jim's birthday. I know!
   I _______ Kate – she _______ what to get him.
6 Shall we go to the beach tomorrow?
   I don't think the weather _______ very nice.
7 My plane _______ at 10.00 tomorrow.

4 Tick the columns for the forms we use.

<table>
<thead>
<tr>
<th>Type of future</th>
<th>Present continuous</th>
<th>going to</th>
<th>will / won't</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's already arranged</td>
<td></td>
<td></td>
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<tr>
<td>I know from present evidence</td>
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<tr>
<td>I intend to do this</td>
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<tr>
<td>Promises / guarantees / offers / requests</td>
<td></td>
<td></td>
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<tr>
<td>Sudden decisions</td>
<td></td>
<td></td>
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<tr>
<td>Uncertainty: hopes / fears / possibilities with think / probably</td>
<td></td>
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5 When do we use the present simple to express the future?

Phrases for special occasions

6 Complete the crossword. Find the mystery word.

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10 OTHER HOUSES ...

Vocabulary

1 Complete with a form of watch TV. Add us if necessary.

- We mustn't watch TV.
- They don't let...
- We're never allowed...
- They spend all their time...
- They never stop...

2 Write in the vowels (a e i o u).

- m_e_g_l_t_m_s th_w_sh_ng p
- p_dd_ng th_m_n_c_rs
- _rg_m_nts rg_b_n
- g_t_ps_t nt_rr_pt t lk_ng

3 Think of a title for the two word groups in ex.2.

Obligation and permission

4 Correct the mistakes.

- In my country, we can drive at seventeen.
  - we can drive
- In my country, children under sixteen haven't to smoke.
- In Finland, parents must to talk to their children about family decisions.
- We don't can get married until we're seventeen.
- Parents don't have to let their children drink alcohol in pubs.
- It's allowed smoking in nearly all restaurants in Italy.
- Ignorance is no excuse -- people should to know the law.
- In my country, you mustn't vote if you don't want to -- it's completely voluntary.
Sentence patterns
5 Number the sentences in order, 1 to 4.
☐ and find the smell of smoke in the house annoying
☐ if you want to smoke
☐ because people don’t like you smoking indoors
☐ it’s normal to go outside

6 Complete the gaps.

In the lunch hour, most people go into the town centre, 1 because it’s very close, and 2 (underline), you spend the whole day in the office 3 (underline) it’s much nicer to get out 4 (underline) there is a canteen 5 (underline) you prefer.

11 TEMPER AND TEARS
Vocabulary
1 How many words match? Write all the letters for each.

| 1 lose | 6. | a irritated |
| 2 feel |    | b angry |
| 3 get |     | c your temper |
| 4 stay |    | d control |
| 5 am/is/are | | e fed up |
|          |     | f calm |
|          |     | g sad |

2 Write the noun of these words.

angry ➔ anger
weak ➔ weakness
lose ➔ loss
sad ➔ sadness
lucky ➔ luck
happy ➔ happiness
enthusiastic ➔ enthusiasm

Narrative tenses
3 Which tense? Write 1, 2, or 3.
☐ past simple ☐ past perfect ☐ past continuous
1 It _______ so I was wet through when I arrived at work but I was so happy that I _______ like a bird.
2 The boss asked me why I _______ late and __________ me into his office. We _______ and _______.
3 And I told him that I _______ the lottery and that I _______ to leave.
4 Complete 1 to 3 above with these verbs.

be, decide, rain, sing, sit, take, talk, win

5 Find a sentence from ex.3 which describes ...
1 earlier events
2 being ‘in the middle’ of one activity when another one happened
3 events happening one after another
4 events of the same length happening together

Complaining
6 Complete the conversation.

I’d like to but Excuse me I’m afraid
I’d like a thank you appreciate that please

In the self-service restaurant

A 1 Excuse me _______.
B Yes?
A 2 (underline) this meal isn’t very nice.
B Would you like another one?
A No 3 (underline). 4 (underline) refund.
B I’m sorry, we don’t give refunds.
A 5 (underline), 6 (underline) I still want a refund.
B 7 (underline) see the manager, 8 (underline).

12 SAYING NO
Vocabulary
1 Write the base words. Add letters if necessary. List the affixes in the box.
a useful | use _______ -ful
b straighten | _______ c sensitivity | _______
d invitation | _______ e arrangement | _______
f significance | _______ g impolite | _______
h unpolite | _______ i unhappiness | _______

2 Use the affixes to make new words from these.

1 friendly _______ 5 explain _______
2 move _______ 6 possible _______
3 beauty _______ 7 sweet _______
4 important _______

Using infinitives
3 Finish each sentence so it means the same as the sentence before it.
1 I said, ‘Please tell me.’ I asked him to tell me.
2 I didn’t tell him because I forgot. I forgot ...
3 It’s important that I tell you. I have ...
4 I ought to go home. I really must ...
I'm so busy that I can't do it. I'm too busy...
I'll wait if you like. Do you want me...
Don't change it; there's not enough time. There isn't enough time...
Is saying no difficult? Do you find it hard...
Should I tell Jane or Frank? I don't know who...
I went to the bank for some money. I went to the bank...

Invitations and replies

Complete these invitations and replies.

A: /fancy/drink?
   Do you fancy

B: Sorry/I love to/but/afraid/got to get back.

C: We (have) a party/Saturday/wondering/like/come.

D: /very nice /you.

Bracket ( ) who or that where it isn't necessary.

You always remember...
1. the major events that happen in your life.
2. the things that you see or use every day.
3. the people who you're close to.
4. the people who are important to you.

Make relative clauses. Use you if necessary. Then do it.

Close your eyes and describe...
1. a place/know well
2. a person/has helped you
3. an object/use every day
4. an animal/liked as a child
5. someone/admire
6. a song/brings back memories
7. a book/changed you
8. a person/makes you laugh

Repair strategies

What can you do in a conversation if...
- you can't hear / understand what someone has said?
- you're not sure of the right word/phrase?
- you use the wrong word/phrase by mistake?
- you have trouble forming a sentence?

BRAINPOWER

Vocabulary

1. Among these words and phrases, find...
   a. one pair with similar meanings
   b. one pair of opposites
   c. two that often go together
   d. three from the topic ‘computers’

2. Match eight phrases.
   a. of 3,000 words
   b. average
   c. cells
   d. ages of 2 and 4
   e. go
   f. seconds
   g. memory
   h. of a foreign language

Defining relative clauses

3. How many phrases match? Write a, b, and c.
   a. This is the letter ....
   b. This is the person ....
   c. That was the occasion ....
   a. that changed her life.
   b. who changed her life.
   c. which changed her life.

GIVING IMPRESSIONS

Vocabulary

1. What comes next: a, b, or a/b?
   a. Michael
   b. to Michael

2. Write the next word. Finish the sentences.
   a. He's interested in ....
   b. I'm fascinated ....
   a. I was lazy maths but I was quite good ....
   b. Last weekend I went ....
   a. He was very attracted ....
   b. You should give flowers ....
Using *that* clauses

3 Make complete sentences with this phrase.

‘success is mostly luck’

1 realize

2 believe

3 ridiculous to say

4 not true

5 not think

6 afraid

7 this idea

8 obvious

4 Make complete sentences.

1 Jana agreed *I should do it.* Jana agreed that I should do it.

2 Petra decided *it/too late.*

3 Alessandro promised *I would ask me.*

4 Sung realized *it/important.*

5 Ricardo *not/think/it/important.*

Giving general impressions

5 Complete the sentences. Include these words.

<table>
<thead>
<tr>
<th>stuff</th>
<th>anything</th>
<th>things</th>
<th>places</th>
<th>activities</th>
</tr>
</thead>
</table>

1 I enjoy tennis, swimming, and activities like that.

2 I like busy streets, markets ...

3 I like reggae, salsa ...

4 I haven’t got a pension or any investments ...

5 I’m interested in music, poetry, drama ...

6 Write the last word.

1 It’s important to know about engines, computers, and so ________.

2 I hate business, money, banking, and all that ________.

3 I haven’t got a calculator or computer or anything like ________.

15 JOURNEYS

Vocabulary

1 Complete the puzzle.

<table>
<thead>
<tr>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

We eventually got_1_ the plane. We checked_2_ the flight late. There was a real lack_3_ space on the plane. The flight was delayed due_4_ snow. Too many people had got_5_ board. Half way into the flight, we were diverted_6_ Kazan. We couldn’t land because_7_ the bad weather. But we eventually touched_8_ in Moscow. We got_9_ the plane exhausted.

The passive

2 Correct the mistakes.

We were spies but *we were employed.* (we employed) as diplomats in the Embassy. The international situation was getting worse all the time and on Friday 27th we_2_ (were realized) we had to leave the country. We had to avoid_3_ (catching) or we would be shot. We_4_ (were stopping) three times on our way to the airport by army patrols. I can remember that_5_ (was being shaken) with fear. At the airport, we_6_ (were questioning) for fifteen minutes before our interrogators_7_ (have called) away. They told us to wait until they_8_ (were come back) but we could see our plane through the window ...

3 Look at the text again. Translate phrases 1 to 8. Compare the use of the passive with your language.

Controlling conversations

4 Complete the interview.

And_aren’t you?_ didn’t you?_ And is it_5e_ Well_ Right, now

A... and we decided to run for it.

B_1So_ didn’t you stay in the room?

A Oh no. We got through the window, jumped on the plane and escaped.

B_2_ you left the service soon after_3_.

A Yes. Six, seven months later.

B_4_ you left because of your experiences?

A No, not really. For other reasons.

B I see_5_ that’s fascinating. _6_ , um, you’re currently writing a book, _7_.

A Yes, that’s right.

B_8_ about your experiences as a spy?

16 HARD TO EXPLAIN

Vocabulary

1 Complete the crossword.

Across

1 I knew that he’d had a terrible ________.

5 Something strange is ________ and I can’t explain it.

6 Something is definitely ________ on.

11 There are ________ forces in the universe which influence our lives.
A  No, something simpler, I mean _______ intuition ...
B  Well, no. I'm _______ I can't believe in intuition. _______ how you can believe that.

17 WHAT WE WANT

Vocabulary
1 Choose the best form (a, b, c, or d) each time.
   a  do the ___-ing (I did the shopping)
   b  go ___-ing (I went shopping)
   c  ___ (I shopped)
   d  play + sport (I played handball)
   1  I can't come yet: I've got to (wash up).
   2  I (sail) yesterday.
   3  It's the secretary's job to (file).
   4  Last Saturday we all (tennis).
   5  I bought a good book and (read) all day.
   6  Last winter, we (ski) in the mountains.
   7  Does anyone want to (listen) to some music?
   8  Did you (dance) yesterday?
   9  Has anyone offered to (clear up)?

Using -ing
2 How do you say these in your language?
   1  it was a fascinating film.
   2  The acting was good but I didn't like the singing.
   3  I'm tired of working here.
   4  I can't imagine having lots of money.

3 Rewrite these sentences using an -ing form.
   1  I said, why not buy a car? I suggested buying a car.
   2  I think I might go to India. I'm thinking of ...
   3  Don't get caught in the traffic. Try to avoid ...
   4  Is it possible to swim there? Is there any chance of ...
   5  Why not buy one? Have you considered ...
   6  She really annoys me. She's ...
   7  I'd quite like to see the city. I'm interested in ...
   8  I planned it for ages. I spent ages ...
   9  That place is full of excitement. It's ...
   10  It's not good to shout at children. I don't believe in ...
   11  All the time, I thought, 'There's no one here.' I kept ...
   12  The house is difficult to find. The problem is ...

Making requests
4 March.
   1  Can I
   2  Could you
   3  Could I
   4  Could you
   5  Could I
   6  Could you not
   a  get me a drink?
   b  have a drink?
   a  borrow it?
   b  say that again?
   a  smoke in here?
   b  make so much noise?

Speculating, explaining, disagreeing
3 Complete the conversation.

Look  but  it could be
Well  I mean  I just don't see
sad  can't be coincidence.

A  Something like that can't be ______ coincidence.
B  Why not?
A  it's just too much of a coincidence, isn't it?  that sort of thing can't happen
by coincidence.  it's impossible, but it's very unlikely. There's got to be a real
connection.
B  What, like time going backwards - the plane crashes so he misses the flight?
Complete the conversations.

A I'm 1 sorry, 2 ______. I just close the window? 3 ______ feeling 4 ______ cold.
B Sure. Go 5 ______.
C 6 ______ you help me move this sofa, please?
D Yes, of 7 ______.
C Thanks, and 8 ______ we could 9 ______ put it over there ... And could you 10 ______ put it on my foot?
D Sorry!

---

18 FUTURE NOT GUARANTEED

Vocabulary
1 Put the words in order.
1 definitely get. I'll think promotion 1
2 probably the miss will us asteroid 3
3 going is the party Helen certainly to

2 Which words can go next? Write the letters.
1 A disaster is a______. a sure d certain
2 Are you ____?
b possible e probable
3 Yes, it's ____ to happen. c likely

3 Write the next word(s).
1 We're unlikely to______ ...
2 There's no doubt _____ ...
3 There's a good chance _____ ...
4 We should prepare ____ / ____ ...
5 I'm sure ____ / ____ ...
6 I expect ____ / ____ ...

4 Finish sentences 1 to 6 so they are true for you.

Speculating about the future
5 Which words are followed by to?
1 will/won't 2 could 3 be certain 4 may/might 5 be going 6 be sure

6 Write the missing letters.
I've applied for a new job. I'm well qualified for it, so ...
1 I'll ______o____a____y get an interview,
2 I might ______e____ get the job, but even if I don't,
3 I'll ______e_i_i_e_l know by the end of the month.

7 Make sentences.
1 Some things are certain. For example, all of us ______ die one day.
2 Summer ______ be warmer next year than this year, or maybe not – who knows?
3 I love being really hungry and knowing I ______ eat soon.
4 I'm sure you ______ have any trouble at the airport. It's always really quick.
5 I ______ get stopped at customs. I always do.
6 I think Dana's in town at the moment; if you ______ to the party tonight, you ______ meet her – you never know!
7 If there ______ a war, I don't know what we ______.

Saying you're uncertain
8 Complete the gaps.
I'd like to meet him at the station but ...
1 I don't know what ______ his train arrives.
2 I don't know ______ train he'll be on.
3 I'm not even sure ______ he's coming today.
4 And I'm not sure ______ his telephone number is.

9 Tick the possible replies.
Does he love you?
1 I think so. 4 I don't hope so. 2 I hope so. 5 I hope not. 3 I don't think so.

---

19 ALL TALK

Vocabulary
1 Write asked, said, talked, or told.
1 I ______ that I played jazz.
2 I ______ (to her) about jazz.
3 I ______ (her) about jazz / (her) if she liked jazz.
4 I ______ her about jazz.

2 Complete each question with say, ask, tell, or talk.
1 How long did you ______ for?
2 What did you ______ about?
3 What did she ______?
4 Did she ______ you if you're married?
5 Did you ______ her we're married?
6 Did you ______ her about her plans for the weekend?

3 Match with a to f.

1 She talked (to me) C
2 She told me
3 She said
4 She asked (me)

a I'm from Mali.
(b) that she comes
c about world music.
d what 'Salsa' is, and
e if I had my guitar with me.
f to play something.
Reporting
4 Here is some information about Karin.
   a 1990–95 maths teacher  b 1995–now TV producer
When did she say these? Write a or b.
1 She said, 'I teach maths'.
2 She said she taught maths.
3 She said she'd taught maths.
4 She said she wasn't enjoying teaching.
5 She said she hadn't enjoyed teaching.
6 She said she was going to become a TV producer.

5 Make sentences about Marcello. Change the verb form if necessary.
   a 1984–92 musician  b 1998–now politician
   1 1985 He said, 'I'm a musician'.
   2 1986 He said he's a musician.
   3 1996 He said he's gone into politics.
   4 1997 He said he'd try to change jobs.
   5 1998 He said he'd give a final performance in Rome.
   6 1999 He said, 'I'm a musician'.
   7 1999 He said he'd enjoy life as a musician.
   8 1999 He said he'd always want to be a politician.

Saying how reliable information is
6 Complete the crossword.

PIA MONTE
QUIT NEW
BOND FILM
So, why has the film star Pia Monte walked out of the new Bond film? I need a lot of money and a house, she is selling two of her houses. But Pia tells her that she doesn't want to talk about it any more. Some say she's tired and needs a rest. A mystery! I now use

that she doesn't want to talk about it any more. Some p.s.s. she's ill. But p.s. I think she's just had another argument with the director.

The second conditional
2 Put the verbs in the right spaces.

| 'd get/got could/could | 'd be/were would/would | 'd have/had
|------------------------|------------------------|------------------------
| 1 if I were rich, I would be happier. |
| 2 if I didn't have trouble getting to work, I wouldn't need a car. |
| 3 if I was interested in more interests, I would have more time. |
| 4 if I wasn't tired of my job, I wouldn't need another one! |
| 5 if I didn't talk to her, I wouldn't need to speak Italian! |

3 Answer the questions.
Talking about unreal situations
1 When do we use the past tense?
2 When do we use would?
3 When do we use could?

4 Complete these sentences.
1 Where I live it's quiet, wet, and cold. I wish I moved to Spain or Greece. (be/live)
2 I'm sure my brother told me if he had a new girlfriend. (tell/have)
3 I hate being poor. If I had a better job, we would.
4 If I had gone to bed earlier, I would have been better in the morning, but I always feel up in the evenings! (go/feel/wake)
5 In 1922, when Alexander Bell died, all the telephones in North America went silent for one minute. There was a disaster if anything like that happened today. The world financial system died.
6 If there's a nuclear war now, there's no warning. (be/be)

Considering possibilities
5 Complete this conversation.

A I wish I had another qualification.
B What would you like to do?
A Computing, I think.
B Oh yes, that's great. You're able to get another job then.
A Well, yes, I hope so.
B Well why not? You're doing a course.
A Trouble is, I can't afford to take that long off work.
B Well, you could go to evening classes.
A If I took the time I wanted.
B It's too much time, only twelve weeks or so.
Denise did a course like that. She's earning 30,000 now.

Vocabulary
1 Make as many compound nouns as you can.
   1 computer  2 quiz  3 love  4 health
   5 designer  6 world  7 climate  8 fast
   change clothes food music
   problem programme show story

20 ALL CHANGE
01 An introductory letter

1. Complete this letter with words from the box.

boyfriend  
never  
south of  
pronunciation and vocabulary  

studying law  
single  
two years  
letters in an office  

25 years  
big flat  
in an office  

daving to be in a small  
in the  
England, I work  
during the day, and in the evenings I'm  . I'm  
but I have a  called .

I live in a  
in the centre of town.

I have  
studied Italian before, but I lived in Italy for  
when I was a teenager. My  
are OK but my  
is awful!

I'd like to practice  
and writing  .

Best wishes,  

2. Write an introductory letter to your teacher (150 words).

02 A fact file

Write a Fact File about your country (200 words).
- Look at ... the Afghanistan Fact File (p.9)
  the information about Hong Kong (p.11)
- Write information under the following headings:

FACT FILE

GEOGRAPHY

PEOPLE / CULTURE

POLITICS / ECONOMICS

CHANGES

03 Your life story

1. Number these paragraphs in order for you. Add dates.

- the period after school
- pre-school days
- other
- late school days
- now and the future
- the big change
- early school days

2. Write your life story (250 words).
   a. Choose a beginning (a or b).
   b. Organize your story into paragraphs. Include the main events and changes in your life.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>My life has been</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. quite / very / completely uneventful.</td>
<td></td>
</tr>
<tr>
<td>b. quite / very / extremely eventful.</td>
<td></td>
</tr>
</tbody>
</table>

Paragraph 1, etc. I was born in ...

04 Notes for a phone call

Imagine you are going on holiday to Beijing, China. Write notes for a phone call to a travel agency.
- Look at Gilly's notes and Speak out (p.19).
- Think of everything that would really help you to make enquiries.

05 Letter to a newspaper

Write a reply to this letter from a newspaper (150 words).

Dear Sir,

Contrary to the article by Jill Cox, not everyone welcomes technological progress. I believe we should return to a simpler way of living.

Cars, factories, computers, fast food, aeroplanes, washing machines, TV, offices, superstores, antibiotics — all these things have made life worse for all of us.

We are no longer the same people as our parents and our grandparents. We are less healthy, less respectful and less happy than any generation before us. And it must stop — now.

Yours,  
Eli Weiss (Elkhart County, USA)
06 Your childhood

1. Compare yourself now and as a child. Make notes under two headings:

- **short brown hair** appearance
- **longer, grey hair** appearance
- shy
- **more confident**
- routine/things you enjoyed used to get up early
- work in an office
- still go swimming regularly

2. Write a comparison of yourself now and as a child (200 words). Say how you've changed and how you haven't changed.

07 A memorable experience

1. Complete this letter to a magazine. Use the six phrases in the box.

- I thought I was going to
- had always been
- I've never been so

- since then
- up till then
- now I feel as if

Dear **Soul Magazine**

My girlfriend and I were on a flight to Delhi when we were hijacked. They shot two of the passengers and forced the plane to go to Tripoli. We waited on the runway for 36 hours.

1. ______ frightened in my life
2. ______ die
3. ______ we ______ real workaholics – desperate to earn money and pay into our pension schemes.
4. ______, we've given up our jobs and we're about to travel round the world. We've just happy to be alive.
5. ______ I understand what life is for. And I love it!

R. Tyler, Middletown, Yorks

2. Write a letter about a memorable experience. Use the six phrases again.

08 A message

You find this message from your flatmate on the kitchen table. Write a reply. Use the information from your diary.

**Thursday, 2.30 p.m.**

Hiya

What are you doing this evening? How about dinner? 7.00-ish? (you, me, Tom) - ask Laura too? Bring wine! Hope to see you later.

**Thursday**

5.00 - 6.30 language class

p.m. do shopping for weekend

09 Messages in cards

1. Match the messages with the occasions in the box.

<table>
<thead>
<tr>
<th>ill</th>
<th>taking exams</th>
<th>thanks</th>
<th>wedding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. - Congratulations! Wishing you both the very best for now and always. Yours, Tim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. - Thank you very much. I'll never forget your kindness. You're always welcome if you're ever in England. With best wishes, Vicky</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. - Good luck! We'll be thinking of you! With lots of love, Pat &amp; Simon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. - Sorry to hear about your leg. Hope you get well soon. Cindy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Write card messages for three people you know. Use phrases from p.37 to help you.

10 Explaining directions

A friend is visiting you from abroad. Describe how to use public transport to get to your house. Explain in an informal letter, like this.

**Dear (friend's name)**,

I'm so glad you're coming to (town name). I'm sorry, I can't collect you from the airport because I'll be at work, but here's how to get to our house.

The best way is by (train / bus / coach / taxi) ... First / next / then ... etc.

You have to / can't (pay on the bus) It takes / costs about ... / ... go every [20 minutes]

Looking forward to seeing you on [date].

Love from (your name)

11 A description of an occasion

Write a vivid description of an occasion that was important to you (50 words). Use vocabulary from p.47.

12 'How to …' advice

Write a short 'How to...' article (200 words).
- Choose a topic from Speak out Unit 12 (p.51) or Speak out Unit 5 (p.23).
- Read ... the 'How to say no' article (both parts) in the Extra activities section, Unit 12 (pp.101/104). the advice in Unit 5 Listening 1 (p.107).
- Set out your article like this:

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice (in a list)</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
</tbody>
</table>

**WRITING** 97
13 Describing in detail
Write a description of one of the following. Remember as many details as you can (150 words).
- the way home from school / work
- your room when you were a child
- the person you spend most time with

14 A role-model
Answer this question: ‘Who makes a good role-model?’ (150 words).

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Paragraph 1</th>
<th>Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a role-model?</td>
<td>Look at the results of this survey, and say what you think.</td>
<td>Say who you would choose, and why.</td>
</tr>
</tbody>
</table>

‘Who demonstrates the moral values which you would like to follow?’
In a recent survey, 1,000 adults in the UK answered this question as follows:

- own parents: 63%
- doctors: 79%
- teachers: 73%
- sports personalities: 46%
- business leaders: 41%
- politicians: 39%
- film/TV personalities: 28%
- pop stars: 20%
- none of these: 2%

15 A letter of complaint
Write a letter of complaint about a journey.
- Use Dean’s notes about his plane journey on p.61.
- Explain what happened. Comment on technical problems, lack of information, and poor customer service. Organize your letter into paragraphs.
- Look at Megan’s travel problems on p.60 for vocabulary.
- Set out your letter like this.

The Manager
Summer Holiday Ltd.
PO Box 104
London
W23 1RL

Dear Sir/Madam,
I am writing to complain about Flight 301 on Direct Airlines from Tel Aviv to Gatwick on 23 August this year, which I booked through your company on 15 April.

As compensation for the inconvenience, I look forward to receiving a refund of the single fare from Tel Aviv to Gatwick.

Yours faithfully,
(your name)

16 An explanation
1 Read this extract from a friend’s letter. Decide what you think happened.
... and he said he couldn’t see me tonight because he was meeting some of his family – his parents, and a cousin – but then Teresa was walking past the restaurant and she saw him with a blonde girl, and she couldn’t see his parents anywhere ... I don’t know what to do.

2 Write an informal reply (100 words). Use vocabulary from p.64.

17 Notes for a talk
Write notes for a five-minute talk on ‘Improving local leisure facilities’.
- Think of different types of leisure facilities. Note ideas for your area.
- Think about who will benefit (children / teenagers / families, etc.; tourists / local people, etc.), and why.
- Set your notes out like this. Don’t write sentences!

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Reasons / Who will benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18 E-mail
Reply to this e-mail from a friend.

08/10/2000 10:56am
From: Lovelik@unilne.es
To: McIntosh@ndot.co.uk
Message: Hi Jen,
Nice to hear from you. Excitement this end – Eurocom want me to go to the States for FOUR YEARS. Big promotion, lots of money. But they won’t go (job, friends, etc.). What do I do? Anyway, how’s life with you? Got any plans? How about coming over? What about next weekend, or the one after? Mail me soon. K

19 A newspaper report
Write a newspaper report (150 words).
- Listen to a news report on the radio/TV. Make notes.
- Look at the articles on pp.58, 66, and 78.
- Write a report for an English newspaper.

20 I wish ...
Look at Reading p.81. Write a poem called ‘If’ (75 words).
02 CHANGING WORLD

Reading ex.1

Grammar ex.1
Answers to The Turning World Quiz
1c 2b 3b 4b 5b 6b 7c

03 LIFE STORY

Speaking and vocabulary ex.2 Student A
1 When do these life events usually happen? Decide with Student B.

| go to school | take exams | ? |
| get married | grow up |  |
| have a baby | leave home | support a family |
| train for a job |  |  |

2 In pairs, add more life events to the list.

05 A QUESTION OF LIFESTYLE

Vocabulary ex.4

1 In pairs, read and check that you understand the questions. Use a dictionary.

<table>
<thead>
<tr>
<th>HEALTH TARGETS</th>
<th>Delivering health today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How important are these for good health? Number them 1–6 (1=most important).</td>
<td>3 Which are most dangerous for health? Number them 1–8 (1 = most dangerous).</td>
</tr>
<tr>
<td>a good diet</td>
<td>alcohol</td>
</tr>
<tr>
<td>exercise</td>
<td>getting older</td>
</tr>
<tr>
<td>freedom</td>
<td>not enough</td>
</tr>
<tr>
<td>doing things</td>
<td>problems at home</td>
</tr>
<tr>
<td>from stress</td>
<td>smoking</td>
</tr>
<tr>
<td>that make you</td>
<td>a bad diet</td>
</tr>
<tr>
<td>happy</td>
<td>not enough</td>
</tr>
<tr>
<td>regular health</td>
<td>exercise</td>
</tr>
<tr>
<td>checks</td>
<td>work/school</td>
</tr>
<tr>
<td>good sleep</td>
<td></td>
</tr>
<tr>
<td>2 How should you live? Tick the one you agree with most.</td>
<td></td>
</tr>
<tr>
<td>Do everything in moderation.</td>
<td>4 How often have you seen your doctor in the last three years? Tick one.</td>
</tr>
<tr>
<td>Do what you want and don’t worry.</td>
<td>3–6 times</td>
</tr>
<tr>
<td>Be strict: exercise every day, avoid sugar, don’t smoke / drink, etc. …</td>
<td>not at all</td>
</tr>
<tr>
<td>2 Interview each other with the questionnaire.</td>
<td>once or twice</td>
</tr>
<tr>
<td>once a year</td>
<td>more than</td>
</tr>
<tr>
<td>6 times</td>
<td></td>
</tr>
</tbody>
</table>
Grammar ex.6 Student A
Read and remember the information.

In short, a longer life
The Chinese believe that short people live longer. They say that the taller you are, the more stress is put on your heart. Researchers explain that if you are 5% taller, then you will have 10% more skin and 16% more weight. China's oldest man, who was 131 before he died, was less than 1m 20cm. Top Santé

06 CHANGE OF STATE
Reading ex.4 Student A
Read the article about Eunice. Make notes.

met John

have been married for

first lived in

have lived in England for

main problems

Marrying someone from a foreign country is seldom easy. Annie Youngman reports

A world apart, together
'It's difficult here. I feel I am living in the 1940s, not '90s. It's too quiet, not like Singapore.'

Eunice Jackson, 37, moved from Singapore to England 18 months ago with her husband, John. They have been married for 4 years.

I met my husband in Singapore at a party. We were married after a year and a half, and lived there for two and a half years. But when my husband retired about 18 months ago, we came back to England.

It's difficult here. I feel I am living in the 1940s, not the '90s. I live in a village now, so it is entirely different from Singapore. It's too quiet. I am used to the noise. In Singapore, we lived in an apartment in a big block. Here, we have neighbours but we hardly ever see them.

The friends I have here are mainly from the tennis club. They are older than me and they all have children. Usually we only meet for tennis. They hardly ever go out with each other. People only seem to go out with their families. If at all. After six o'clock, there aren't many people on the roads. It's very strange. Maybe in London it might be different. I could go to the disco every night. But my husband enjoys being at home. I've hardly socialised at all.

I'm very different to my husband. For a start, I'm very noisy and he is very quiet. Sometimes he tells me to be quiet or I'll disturb the neighbours. When my sister was here, I started telling her, 'Shhh, you'll disturb the neighbours.' Perhaps I'm becoming more like the English. I hope not.

Before I left, my father said: 'Nothing is better than Singapore.'

The Guardian

08 GETTING THROUGH?
Speaking ex.2 Student A
Get Student B to say these words and phrases. Use any method you like, e.g. explain their meaning, mime, draw, ask questions, etc. The first pair to finish wins.

phone me all right have a chat I'm not sure I think so

10 OTHER HOUSES ...
Vocabulary ex.2 Student A
1 Help Student B. Here are definitions of their words.

• at precisely the right moment
• became sad or angry
• not allowed, forbidden
• makes you angry; irritating
• talked when someone else was talking
• when people disagree and shout

2 Now turn back to p.40 and remember all the meanings. Which pair can finish first?

11 TEMPER AND TEARS
Listening ex.3 Student A
These sentences come from Jacqui's story. Student B has the others. They are all mixed up. Work with Student B to find out what happened. Note the correct order in these boxes.

a Recently I lost my temper in a clothes shop.
   'Can't you see I'm busy!' she said.
   c The assistant was going through some papers and ignoring us.
   d Well, that was it! I went completely mad.
   e I pointed out a pregnant woman ...
   f At which point, the pregnant lady turned to me and said ...

Grammar ex.5
Sinceal put Jenna down and moved silently down the stairs. A man was standing in the dark at the bottom. He was holding an axe, and then: 'Richard, thank God!' she cried, and threw her arms around him. And they heard a car start up, and drive away. Richard had managed to get the axe out of the man's hands, but the robber had escaped.

They turned on the lights and found that the TV and the video had gone. But they couldn't understand why the man had come into their bedroom - until they remembered Richard's Ferrari. The robber had probably come to look for the keys, which were in Richard's pocket.
12 SAYING NO

Reading ex.2  Student A

How to say 'no' nicely
An effective refusal should have three simple steps: acknowledge what the person wants from you, make your refusal politely but firmly, and then add a sweetener, such as “Thanks for asking me”, or “I'm pleased you thought of me”. Avoid explanations if possible - they just give the other person something to argue against. You want to send the message that you have the right to refuse and you're choosing to do so.

Woman's Weekly

13 BRAINPOWER

Speaking ex.1  Student A

Give your partner this memory test. Tell them to close the book and NOT look at the test.

MEMORY TEST
Read out the following tasks.

1. I'm going to tell you a short story. After the story I'd like you to repeat it to me. Then, at the end of this test, I'll ask you to say it again. This is the story:

   A train carrying 405 passengers left London for Edinburgh. During the journey the driver became ill. However, the trainee driver with him took over the controls and completed the journey safely.

   Now, can you repeat the story?

   SCORE one point each: train, 405 passengers, London to Edinburgh, driver became ill, trainee driver, completed the journey.

   TOTAL 6

2. I'm going to say three words and I want you to repeat them straight after me. Then I'll ask you the words again in a few minutes. Here are the words:
   - box
   - table
   - lamp

   Now, can you repeat the words?

   SCORE one point for each word: box, table, lamp.

   TOTAL 3

3. I'm going to give you a word and I would like you to spell it for me backwards. For example, sap backwards is D-A-S. Here is the word:

   WORLD

   Can you spell it backwards?

   SCORE one point for each letter in the correct place: D, L, R, O, W.

   TOTAL 5

Reading the score

- 35 TOTAL POSSIBLE SCORE: excellent memory
- 20-34 NORMAL RANGE: good memory
- 15-19 BELOW AVERAGE: some memory problems
- 0-14 POOR: your memory problems probably affect your life

Please note that the test is for native English speakers: you will score less if you are doing the test in a foreign language!

Speak out ex.1  Pair A

Look closely at this picture for two minutes. Prepare to describe it in detail.

16 HARD TO EXPLAIN

Grammar ex.2  Student A

A homeless man, who won £25,000 on the National Lottery, has used the money to return to his birthplace in Ireland. Jim Fitzgerald of Kilburn bought his lottery ticket with his last pound coin, which was given to him by a passer-by.

The Big Issue
Speak out ex.1 Student A

Situation 1
You are Student B’s Mum / Dad. You told your son / daughter that they could borrow the car this evening for an important date. But now you need it because you’ve got an important meeting this evening. Apologize and explain the situation to them.

Situation 2
You are Student B’s wife. You got married six months ago. You know your husband has received at least two letters from his last girlfriend, but you haven’t said anything. You feel a bit jealous and a bit suspicious because he hasn’t said anything either. You are now on holiday in Tunisia with your husband. You are in a restaurant together when his ex-girlfriend walks in and sits down at another table. It can’t be a coincidence!

Listening ex.6 Student A

1. You are Student B’s English host. You are at home. Student B is at school. She telephones you. You start: answer the phone.

2. You are in hospital. Student B visits you. Ask Student B to get you three things that you want from home. Explain how to get them, where to find them, or who Student B can ask. Student B will start.

17 WHAT WE WANT

Reading ex. 2 Student A

lifestyle: what makes you happy?

Reader’s replies

1. I don’t do my favourite things any more (because of work and family). I love sleeping under the stars, seeing the sun come up, going out in the woods in thick fog or the pouring rain, playing in the snow, swimming in rivers (nude, of course), and sailing around the Mediterranean. Beauty, activity, health, and poetry! Oh, for another life!

2. There’s only one thing that matters – people. Give me my family and closest friends, and I’ll be happy.

3. I don’t think you can be happier than you are. I think some people are born with a smile on their face and some aren’t. I’m not a particularly happy person but I can get satisfaction – mostly out of my marriage and my work.

4. Dancing, music and dancing is what life’s all about. I’d spend my whole life going to clubs, seeing friends, dancing, just having fun. That’s what life’s for, isn’t it?

5. Fast cars, champagne, chocolate biscuits, long hot baths, roses, and sex.

Make notes about Replies 1 to 5 in the table.

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19 ALL TALK

Reading ex.4 Pair A

Read these articles. Decide what really happened.

‘RAT’ ROSSI

It seems that footballer Paolo Rossi, currently playing for Manchester United, has been having an affair with glamorous Russian model Cat (Ekaterina Skavronskaya).

‘A REAL RAT’

‘Paolo’s a real rat’ said Greta Shaw, friend and colleague of Bel Hansson. ‘Everyone knew that Paolo was carrying on with Cat and we all thought that Bel knew about it. But obviously not.’

‘WILD’

‘When she saw them together that night in the Groucho Club she just went wild. And who can blame her?’

Bel cancer scare

Friends of Bel Hansson yesterday came out in her defence following accusations that she was making life difficult for former boyfriend Paolo Rossi. ‘She’s had a hard time recently,’ said Baker Tee. ‘Her current record isn’t selling too well and she’s been in hospital two or three times over the last few months for tests for cancer.

‘It’s at times like these that you need the support of your friends – and you’d expect Paolo to support her too. But no. All he thinks about is himself. He couldn’t take it, so he dropped her. Who needs enemies when you’ve got friends like that?’

HE SOUND OF BEL

NEW ALBUM
03 LIFE STORY

Speaking and vocabulary ex.2 Student B
1 When do these life events usually happen? Decide with Student A.

- get divorced
- get a job
- work hardest
- go out with someone
- bring up children
- qualify (as a teacher, doctor etc.)

2 In pairs, add more life events to the list.

05 A QUESTION OF LIFESTYLE

Grammar ex.6 Student B
Read and remember the information.

The taller, the better

Taller people live longer, says Dr Bernard Harris at the University of Southampton. He says that a Norwegian study has found that women under 1m 45cm died younger than taller women. ‘It may be genetic,’ he says ‘but people who have a healthy diet and lifestyle are also likely to grow taller.’

Top Santé

18 FUTURE NOT GUARANTEED

Reading ex.3 Student B

Mon

yours back home. I don’t know what to do. English and I love them. But things look so different when I come here. I need a wonderful time in

Wed

Thu

Fri

Sat

Sun

Message

From: p3009232@peace.com
To: Lusaka@peace.com
Date: 21.2.99

Marrying someone from a foreign country is seldom easy. Annie Youngman reports

A world apart, together

‘If the family came to stay, it was absolutely not allowed to ask when they were leaving.’

Ann Phiri, 57, moved to Lusaka with her Zambian husband, David. They were together for 24 years but have recently split up.

David and I met on his second day in England. He had been to school in Zambia then came to university in England. We met at Bristol and five years later we moved to Zambia. I got a job teaching in a school near Lusaka; he got a job with Anglo-American.

For a lot of women in mixed marriages; and even in Zambian marriages, the family are a problem. If the family came to stay, it was absolutely not allowed to ask when they were leaving. Sometimes they would stay for a year and the wife would have to wait on them hand and foot*. I was very lucky, though, because I had few in-laws, and David’s father was lovely. The only thing I didn’t like about living in Zambia was being a long way from my family. The longest I went without going home was five years.

On the whole, Zambia was a remarkably British place. At my school they used to learn English country dancing. I never saw village life much though. That’s where the real cultural differences are.

Both my sons now live in Zambia because that is their home. Now I see them twice a year; they come over here once and I go over there once.

David says that cultural problems played a part in the breakdown of our marriage. But I am very clear in my mind that they didn’t. it was never difficult for me living in Zambia. Where it went wrong was typical of any Western marriage.

*to wait on someone hand and foot to serve s.o. to be like a servant or slave

08 GETTING THROUGH?

Speaking ex.2 Student B
Get Student A to say these words and phrases. Use any method you like, e.g. explain their meaning, mime, draw, ask questions, etc. The first pair to finish wins.

answer the phone

see you later

talk to each other

I don’t think so

OK

EXTRA ACTIVITIES 103
10 OTHER HOUSES ...

Vocabulary ex.2 Student B

1. Help Student A. Here are definitions of their words.
   - breakfast, lunch, and dinner
   - not right, not following the rules
   - the biggest part of the meal
   - the sweet part of the meal
   - time for the main meal of the day
   - cleaning the dishes and pans

2. Now turn back to p.40 and remember all the meanings. Which pair can finish first?

11 TEMPER AND TEARS

Listening ex.3 Student B

These sentences come from Jacqui’s story. Student A has the others. They are all mixed up. Work with Student A to find out what happened. Note the correct order in these boxes.

g. I told her exactly what I thought of her, getting louder every second.
h. After ten minutes I got fed up and asked for the assistant’s help.
i. ‘Aren’t you a bit old to be having temper tantrums?’
j. who was obviously having difficulty standing for so long.
k. I was in a queue at the cash desk.
l. ‘She’ll just have to wait a bit longer.’

12 SAYING NO

Reading ex.2 Student B

How to say ‘no’ nicely

If you’re not sure whether you want to say yes or not, then say you’ll give an answer later, and refuse to discuss it further. This gives you time to decide and to prepare yourself to say no if necessary. Use body language to give your words more authority: stand up straight, straighten your shoulders and look at the person. If you’re talking on the phone, stand up – it makes you feel, and therefore sound, more confident.

If a request is reasonable but you don’t want to do it, then offer an alternative, for example, “I don’t have time on Saturday, but I could do it one night next week.”

Psychologist Gail Lindenfield recommends the ‘broken record’ technique, where you refuse to discuss your reasons: you simply repeat your refusal calmly again and again. For example: “Thank you for the offer, but no, I’m staying at home this weekend ... I appreciate that you’re disappointed but I’m staying at home this weekend ... Yes, but I’ve decided to stay at home this weekend.”

13 BRAINPOWER

Speak out ex.1 Pair B

Read this story carefully for two minutes. Prepare to retell it.

Wei Ku lived in Xinjiang and worked for the Governor of the province. But he wanted a wife. Early one morning, he went for a walk and he passed the temple. On the temple steps, he saw an old man who was sitting on the steps, reading.

‘Tell me what you are reading,’ he said. The old man told him that he was a spirit and that his job was to arrange marriages on earth.

‘Then you can tell me when I shall marry,’ he said. The old man looked through his book.

‘Your future wife is three years old at this moment. You will marry her when she is seventeen.’ Fourteen years to wait!

‘And who is she?’ Wei Ku asked. The old man took him to the market and showed him an old woman. She had only one eye and she was poor and dirty. On her back was a small child. Wei Ku did not want to marry such a girl. So he arranged for a servant to kill her.

The servant went to the market with a knife to kill the child, but he could not kill her. His knife only cut her above her left eye, and he ran away.

Many years later, the Governor of Xinjiang was very pleased with Wei Ku’s work and gave him his own daughter to marry. Wei Ku was very happy. His new wife was very beautiful, but her hair always covered her face above her left eye and she never moved it.

When Wei Ku asked her why, she replied, ‘When I was very small, a servant took me to the market one day and a madman tried to kill me.’

16 HARD TO EXPLAIN

Grammar ex.2 Student B

Strange noises have been heard from deep beneath the surface of Loch Ness, which suggests that the legendary sea monster may be more than a myth. The noises, which are similar to those of whales and dolphins, were picked up on radars by a submarine in the Loch.

The Big Issue

Speak out ex.1 Student B

Situation 1

You are Student A’s child. Your Mum/Dad said you could borrow the car this evening to go to an important date. But you borrowed it this morning, while they were out, just for ten minutes, and you had a crash. It was your fault because you weren’t looking carefully. The car is still at the garage. Explain the situation.

Situation 2

You are Student A’s husband. You got married six months ago. You still write to your last girlfriend but you haven’t seen her since your wedding. You have received three letters from her but you haven’t told your wife – it was never the right time to say anything. You are now on holiday in Tunisia with your wife. You are in a restaurant together when your ex-girlfriend walks in and sits down at another table. What a coincidence!
17 WHAT WE WANT

Reading ex.2 Student B

lifestyle: what makes you happy?

Reader’s replies

6 I’m happy, but I’ve got to achieve. And I’ve got to give 100 per cent or I get bored. I’m the sales director of a small and growing company and I aim to be a millionaire by the time I’m 30. I play rugby, I wanted to go professional but I had to prioritize so rugby comes after work now. I go climbing and one day I’ll climb Everest. I like to look after my family and knowing they’re secure feels good – and that I’m supporting them.

7 Playing the piano.

8 Being at peace with God is all that matters. With God in your heart, the world is a beautiful place. Without God, life would not be worth living.

9 I don’t know what you mean. It’s a luxury and I haven’t got the time for it, what with looking after the kids, feeding them, earning a bit of money. I’ll think about happiness when I’m old. And maybe my kids will look after me.

Make notes about Replies 6 to 9 in the table.

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Listening ex.6 Student B

1 Student A is your English host. You phone him/her from the school. Ask him/her to record something for you from the television while you are at school. Say what time, channel, and which video cassette they should use. Student A will start by answering the phone.

2 You are visiting Student B in hospital. You start: say hello.
01 ALL IN THE MIND

Excuse me, sorry. Can you tell me where the International Department is, please?
Yes, sure, it's on the first floor of C Block.
Hello, hi.
Hi, all right?
How're things?
Hear you been to Spain.
Yeah, yeah, it was great.
Good. How long for?
Just for a week.
Not long enough, eh?
No!
Hi.
Hi there.
Kevin ...
Barber.
Hello, hi. Come in. Pleased to meet you.
This is Brian.
Hello there.
Hello Brian. My name's Will. Please come in.
Er, first of all, would you like a cup of tea or coffee?
Love one. Thought you'd never ask.
No, it's alright.
Hi ...
Hi! Oh hi! Haven't seen you for ages.
What've you been up to?
Oh not much, been quite busy you know ...
And you?
Yeah, me too, anyway, nice to see you, ...

02 CHANGING WORLD

Changes in Afghanistan
Presenter Afghanistan's Taliban movement took power in Kabul in 1996. It has already banned television, music, and cinemas, because, it says, they are un-Islamic. James Foreman reports.
Reporter This is just one of the many attempts by the Taliban to free Afghanistan from the influence of film and music. In the past, they have smashed and even publicly hanged television sets, and they have burnt cinema films. But up till now they've allowed people to keep TV sets and video machines as long as they weren't using them. These changes do not have public support. Large numbers of people, particularly the young, are still watching videos and satellite channels. Shop owners and private citizens have been ordered to throw out their TVs, videos, and satellite receivers within fifteen days.

Talking about Hong Kong
Um, the population of Hong Kong is, um, it's about six million. Um and there are a large number of islands, the New Territories and Kouloons are actually part of the mainland of China but Hong Kong Island is actually separate from that, um, the population, there tend to be well, open spaces and then very densely populated areas. As far as the climate's concerned, in the summer, um, it reaches 34 degrees but the humidity can be sometimes up to about 100 per cent so it, it's very very sticky ...
Um, as far as the food is concerned, it's a wonderful place, I mean, I think there are something like 19 thousand restaurants for a population of six million, which is incredible - it's the most incredible place ...
Um it's the sort of place where everybody has to be responsible for themselves financially, there's no social security network so people try to make their fortunes and there is an emphasis on money ...

... but most people are really friendly. I think anyway. Umm, then, as far as the food's concerned, it's very, very mixed, it's the kind of place where you can find Japanese, Chinese, Thai, French, and Italian restaurants all in the same street - and everyone's eating in the Burger King round the corner!

03 LIFE STORY

An interview with Miguel
Interviewer What was your life like when you were growing up there?
Miguel Well, when I was growing up in the jungle from six, seven years old, my dad trained me, took me fishing, hunting, canoeing and that kind of thing, so basically, I was trained to survive in the jungle.
Interviewer So how did you get to your first school, then, to get your education?
Miguel Well, I didn't speak Spanish at the time, so I travelled for four or five days in a canoe from my village to the closest city, which is called Pucalla.
Interviewer And there you were taken in by a Peruvian family, there, weren't you?
Miguel Yes, that's right, yes, they gave me a place to stay and food in exchange for work, so I worked during the day and went to school at night.
Interviewer And you taught yourself Spanish and you then went on to further education in Lima.
Miguel That's right.
Interviewer How did you live when you were in Lima?
Miguel When I was in Lima I was seventeen years old and I couldn't find work 'cause I didn't have any skills and also because I was an Indian. That didn't help at all. So, I went on the street for two months, you know, eating leftover food from the Chinese restaurant you know, around three in the morning, they used to throw the food away, you know, so that's how I survived for a couple of months, but later on I found some missionaries and I think they felt sorry for me and they offered me a place to stay and a job, so from '87 to '89 I studied theology and linguistics for three years, and I finished in 1990 - and that's how my life started.

Interviewer And you then got a scholarship to study in Texas, didn't you, and then a scholarship to study in Oxford ...
Miguel Right.

04 SOMETHING TO DO

Magnus says what he enjoys
We've just bought a car and it's just so easy to jump in the car and go wherever we want to go, you don't have to walk on buses or trains or, um, I do enjoy other things as well, er, I enjoy swimming whenever I get a chance to, in the swimming pool, and jumping off the diving board, I think it's a great way to relax, or I really enjoy swimming, it's just great to be in the water and just, just let yourself go free, it's a world of your own.
The reason why I enjoy music so much, es, especially dance music, is because I've got this, er, great sense of rhythm and I love drumming, so it's great when I get a chance to get behind a drum kit and, and know.
My friend Ted owns a music shop, er, selling all sorts of, er, musical instruments, so if I ever I do have the time, I occasionally like to go down there, to Ted's shop and he's always got a drum kit there and a few guitars so we, we enjoy a session now and again, whenever I get the time.

Phoning the tourist office
Visitor information, can I help you?
Oh, yes, hello, I wonder if you can. Um, I'm thinking of coming over to Boston in August and I was wondering if you could give me some, um, general information about sightseeing, etc.
Visitor OK.
Visitor I was wondering if you could tell me, late August, er, what's the weather like at that time?
Visitor It's almost impossible to tell but, you know, it could be humid, and hot - into the nineties and above.
Visitor Oh fine. OK, so, um, with regard to swimming, er, do you have many beaches or ...?
Visitor Oh, I wouldn't go into the city to swim.
Visitor You can walk on the beaches here, but er, to swim, I would go north or south of Boston about an hour or so.
Visitor I see, OK, that's fine. OK. Regarding hotels, should I book in advance or can we just sort of arrive and book once we arrive?
A: And said see you in two days, and do it was a nightmare.
B: Were you sometimes to do confidence?
A: I do occasionally. It sounds like you're going to move sometimes?
B: Yes, I do. I want to keep up to one a month, but that's probably OK. But...
A: Do you drink any alcohol on a regular basis?
B: Yes, I do, you want to know what I do? I have to know how.
Nurse: Every day.
A: But Real Dreams arranged this trip for me to
A QUESTION OF LIFESTYLE

What time should people go to bed?
- Early to bed, early to rise.
- An early night is better for you.
- It's better to sleep before midnight.

What's the best amount of sleep to have?
- Just sleep when you want to sleep, so if you want to sleep in the afternoon, then sleep. Like a cat. Just like a cat. I would like to have about eleven hours.
- Nine or ten hours would be nice.
- I like eight hours. My husband says I don't need eight hours but I reckon I do.
- They say for old people, it's about four hours.
- The best amount of sleep to have is the least. I think you function better on six hours rather than ten.
- The more you sleep, the more tired you get, I reckon.

What causes insomnia, do you think?
- I can't go to sleep if I'm too tired. I feel as though I'm absolutely exhausted and I just can't sleep.

What should you do if you can't sleep?
- Hot milk.
- I drink tea.
- It's full of caffeine surely isn't it, tea? I'm from Sri Lanka so we have the best tea only in Sri Lanka.
- Whisky.
- How much?
- A couple of doubles. That'll soon put you to sleep.

TAKING CHANCES

Conversation 1
A We're so safe these days and life is so easy.
B Yeah, that's true, it's easy.
A And I don't think it's good for us.
B No, nor do I.
A 'cause danger and risk are, natural.
B - normal
A - aren't they? But we need the chance to, to face our fear and develop confidence.
B Yeah, I agree.
A I remember I used to be terrified of water, and then I got a, a friend of mine found this company called Real Dreams who arrange holidays, experiences to help people to achieve their dream, whatever it is, it's their kind of dream, you know.
B Oh, that's.
A And mine was, I had a, I had a, I had a dream to swim with dolphins, but I was terrified of water so you know there was no chance.
B No.
A But Real Dreams arranged this trip for me to Miami, to a place called, er, Dolphin Plus in Miami, this dolphin reserve, and there they were. Two dolphins. This beautiful blue sea.
B Oh, lovely.
A And of course I was nervous but I was just so excited I just walked into the sea and those dolphins came up to me and they, they helped me.
B Really?
A Yeah, they helped me to swim, they supported me in the water, and they played. And I just spent hours and hours just playing with these dolphins, and all my fears went. I was swimming and I wasn't frightened anymore. I felt so relaxed, and, and the fear just went away and now I feel like a completely different person. It was wonderful.
B That's great.

Conversation 2
A Everything was really peaceful at first.
B Yeah?
A We were going down this river and there were hills and woods on both sides, and then I heard the sound of water rushing and it got louder and louder and we got faster and faster and then for a split second I was suddenly terrified.
B I can imagine.
A But there was no time to think. There was water everywhere and and we were going really really fast and you just had to concentrate on getting that boat to go the right way between the rocks. It was the most exciting, involving experience I've ever had.
B Wow.
A You just can't get that sort of experience in everyday life.
B No, No, that's right.
A And then we entered a quiet pool, and it all just stopped and I, I felt completely ... you know, totally satisfied. I'd been completely involved the whole time.
B Yeah.
A I think everyone needs to have that sort of experience.
B Yes, so do I. 'Cause I get the same sort of thing from skiing.
A Really?
B Yes, 'cause when you're going really fast...

Conversation 3
A I don't like the cold, I don't like the wet and I don't much like walking really.
B No, nor do I. Especially up mountains in bad weather.
A And carrying enormous packs on your back. I hate it.
B Yeah, me too.
A We had to do all of that stuff at my school.
B Did you?
A I can remember one particularly awful time. We went up to, some mountains somewhere, and they left us there with a map and a tent and enough food for an afternoon.
B Oh God.
A And said see you in two days, and oh it was a nightmare.
B And did you?
A What, meet them in two days? No, we got lost, and we were completely exhausted, wet, cold and miserable.
B Oh dear.
A And I felt, I felt relieved when they found us cause we were frightened by that, and — hungry.
B Well yeah.
A But they were so, you know they thought it was funny, and I just felt embarrassed and humiliated.
B God, that sounds awful.
Call 1 Tom calls Gareth
Gareth Hello.
Tom Hello, Gareth. It's Tom.
Gareth Hello Tom.
Tom How are you doing?
Gareth Oh not so bad. And you?
Tom Yeah, not too bad. Listen, are you watching the game tonight?
Gareth Sorry?
Tom Are you going to watch the football tonight?
Gareth Um, yeah, I think so.
Tom At home?
Gareth No, I'll probably go and watch it in the pub, with Mike probably.
Tom Oh, great. So do you know where you're gonna go?
Gareth I'm not sure. Um, Mike's ringing me later. But we'll probably go into town.
Tom Right.
Gareth Yeah, Mike's finishing work at five and then he's gonna give me a call. So I'll call you back later, shall I?
Tom Sorry?
Gareth I'll call you back later, shall I?
Tom Well, I'm not at home - I'm just about to go home now.
Gareth Right, well, I'll give you a call there then, probably around six.
Tom OK.
Gareth OK.
Tom Fine.
Gareth Is Laura coming out?
Tom Um, I expect so, yes.
Gareth So things are going well with you and her then, are they?
Tom Um, I guess so.
Gareth Excellent. Good, err, anyway, I'll give you a call later, yeah?
Tom Excellent.
Gareth All right then.
Tom Fine.
Gareth Let me know if you need anything.
Tom Yeah, thanks.
Gareth Anytime.
Tom Yeah, I'll call him. Hold on.
Gareth Bye.
Tom Bye.

INCIDENTS AND ACCIDENTS

1 Claire ... Let's have a look
Paul Fantastic socks
Jem Wow, they're wicked man
Rosa They're birthday socks.
Paul They're cool.
Claire I didn't know it was your birthday.
Jem When was it?
Rosa Hey, you're celebrating.
Claire Really? Well Happy Birthday.
Paul Yeah. Happy Birthday Rosa
Jem So what did you do? Have you been out on the town yet?
Rosa No, no, nothing yet; we're going out tomorrow night.
Claire Where are you going?
Rosa Donatello's, then on to a club.
Claire Oh well, have a really good time.
Rosa Thanks, yeah, we will.

2 Helen Hello Peter ...
Peter Hi.
Peter ... what's happened? Is it broken?
Peter ... yeah, well ...
Helen On dear. How did it happen?
Peter ... ya, well, it was really stupid. Like, I was coming down the stairs with a box yeah?
Helen Peter, you idiot.
Peter Yeah, with this box right, like this, so I couldn't see where I was going. But ...
Helen Oh no ...
Peter ... Jenny'd left one of her bails
Helen ... one of her bails
Peter and I just fell.
Helen Oh how awful. I am sorry. Is it, I mean, how bad is it?
Peter Broken in three places.
Helen Oh God. That's terrible ...
Peter Yes
Helen Well I hope you get better soon.

3 Sarah No, that's all right. Oh, hello Stuart.
Stuart Hello Sarah
Sarah How are you getting on?
Stuart All right.
Sarah I hear your exams didn't go well too.
Stuart No, I failed two of them.
Sarah Oh, good luck. What a shame. I am sorry. What does it mean, though, I mean, what do you do next?
Stuart Well, decide if I want to re-take them.
Sarah And do you?
Alice Our biggest arguments are about television, because television is banned in the week and they're only allowed to watch it at weekends. 'Cause, um, they, they're very lucky to live in the countryside, and if you send them outside, it only takes them five minutes to find something to do, something that makes them feel much better than watching TV.

Child (13) But you don’t let us watch the news, even at weekends.

Alice No, because I think there's a lot of very horrific images...

Child (13) But I'm thirteen and I'm not allowed to watch the news. I want to know what's going on in the world.

Alice I've never stopped you seeing newspapers or listening to the radio but I do stop you seeing horrific images...

Alice The trouble is, they're reaching an age where nobody else ever has to do the washing-up, everybody else is allowed to stay up till midnight, everybody else is allowed to watch TV, and you just have to say, 'Well, that's very interesting, but 'other houses, other rules'.

11 TEMPER AND TEARS

Conversation 1
A Um, excuse me.
B Yes?
A I'm afraid this coffee's cold.
B Oh, I'm sorry.
A I'd like another one, please.
B Yes, of course.
A Thank you.

Conversation 2
C Um, I bought this er, yesterday, and I'm afraid it's too small. I'd like to change it, please.
D Have you got your receipt?
C I'm afraid not, no, but I've got the bag and everything.
D Well, I'm sorry but we don't change things without a receipt.
C Well, I understand that, but I want to change it, even though I haven't got the receipt.
D I'll have to see the manager.
C That's fine.
E Er, good morning, I understand you'd like to change this pullower.
C Yes, that's right.
E Have we got the right size in stock, do you know?
C Yes, you have.
E Well, I don't see any problem with that... I'm sorry about the...

One of those days
I don't lose my temper very often but when I do, I really explode.

Just a couple of months ago, I had 'one of those days': I'd cleared the fridge the night before and woke up to find a huge puddle of water on the floor. So I cleared it up and was late for work – which made me late for a lunch date.

The friend I was meeting irritated me because she'd forgotten to bring back a dress she'd borrowed, which I'd planned to wear to a party that night.

So I went home at six o'clock to find something else to wear. But when I got back to my flat I couldn't find my door keys!

After looking through my bag several times, I tipped everything out on to the pavement and my keys fell straight down a drain. I went mad then, shouting and screaming at the top of my voice.

I didn't go to the party that night. By the time I got to bed, I was exhausted.

Recently I lost my temper in a clothes shop. I was in a queue at the cash desk, and the assistant was going through some papers and ignoring us. After ten minutes I got fed up and asked for the assistant's help. I pointed out a pregnant woman who was obviously having difficulty standing for so long.

'Can't you see I'm busy?' she said, 'She'll just have to wait a bit longer.' Well, that was it! I went completely mad and told her exactly what I thought of her, getting louder every second.

At which point the pregnant lady turned to me and said, 'Aren't you a bit old to be having temper tantrums?'

12 SAYING NO

1 M Hi Mike.
S Oh hi, Sebastian. M Busy, isn't it?
S Hell.
M Do you fancy a drink?
S Sorry. I'd love to but I've got to get home.
M Stuff to do.
M Stuff to do, yeah.
M Shumar.
S Yeah well, see you tomorrow, anyway.
M Yeah, see you.

2 M I think I'm going to get out now.
F Yeah. Me too.
M Would you like to go for a coffee afterwards?
F That would be nice. But not in here.
M No?
F Coffee's dreadful. There's an Italian bar not far though. We could go there.
M Oh yes. Oh yes. That's a good idea.
F Right. I'll see you in the foyer then. About ten minutes? Got to dry my hair.
M OK. In the hall. Where we came in.

3 M It was the same in Monogilia.
S Yes. Quite an experience.
M Mmm. Um, look, Simona. I was wondering, Er, would you like to come round for dinner? You know. You could meet Hilary.
S Oh. Really? That's very nice of you. I'd love to. Thank you.
M OK, how about, um, Friday night? Or Saturday?
S Which is preferable for you?
M Well, it's, I don't know really. It doesn't really matter. Well let's say Friday.
S That would be great.
M OK. Round about half past seven?

4 C Oh, hi, Joanna!
J Yes? Oh Clare, hi.
C Hi, look, um, Diana and me, we're going to the seaside tomorrow. Would you like to come?
J Oh, that's kind of you. I'm afraid I can't. I'm sorry. I've got something on tomorrow.
C Oh, well never mind.
J It's a shame. Maybe another weekend?
C Well, yes, why not? Perhaps we could arrange something.
J Yes that would be nice.
C OK, well um, I'll see you later then.
J Yes see you. Bye.

5 F Listen, John, I was wondering, we're having a barbecue on Saturday, just having you know a few friends over. I was wondering if you'd like to come.
J Oh that would be very nice. Thank you.
F Oh good. Well we're starting about six thirty, seven, so, any time after that really.
J Well, smashing, thank you very much. I'll really... um...
F Was there someone you'd like to er...
J Well, if I...
F Certainly, very welcome, what's the er?
J Rachel.
F Oh, right, well by all means, sure.
J Oh, right, then I'll um, thank you very much.
F We'll see you on Saturday then.
J Yes.

13 BRAINPOWER

Talking about memory

Mick What's the article about?
Lynn It's basically about memory and it says that you've got three memories: short term, medium term, long term.
Mick Mmm. Um, they say that short term memory lasts only a few seconds, thirty seconds I think they said, so you just sort of read something, I suppose and you, you remember the beginning of the sentence just until you get to the end of the sentence.
Lynn Mmm.
Mick And then um, medium term memory, the example they give is something like trying to remember that you've got to buy bread.
Lynn Like a sort of a shopping list of things to do so some time later you buy bread, and then when you've done it you don't want to restore, or to store that memory any longer and so it's erased.
Mick Mmm.
Lynn Just, sort of a day-to-day management, yes, but they don't say how long, how long it lasts but I suppose you remember it as long as you need it, and then you forget it.
Mick Mm.
Lynn Er, then long term memory, um, they're talking about major events that happen in your life such as your wedding, um, that you remember, and then things that are there all the time, like, er, the faces of your, your friends and family and things that are constantly around you.
Mick And you never forget them.
Lynn Yes, I suppose so, permanent memory.
Mick And you never forget them.
Lynn Yes, I suppose so, permanent memory.
Mick Are there any... are... are any memories really permanent?
Lynn Well, they talk about what happens when you get older. You don't actually forget things, you just find it harder to learn new things, and you start to get confused.
Mick Sorry.
Lynn You get confused.
Mick Ah, so, it's... brain cells dying and so on.
Lynn Well, not exactly, they say that cells do die as you get older, but that's not the problem, because you've still got more cells than you need to remember.
Mick Mmm, mm, mm.
Lynn Um but the problem is the the, I can't quite remember the right word, the
communication between the cells? the connections between the cells?
Mick
Interconnections?
Lynn Yeah, I can't remember the right word, but that's the problem, it's not the fact that the cells are dying, um, because you've got enough cells to remember, it's that they stop communicating.
Mick Mm
Lynn It's the connections between the cells that's the problem.

14 GIVING IMPRESSIONS
Discussing Einstein
Interviewer So how did Einstein first get interested in science?
Dr James Well, in those days, there was a tradition that Jewish families would take in a poor Jewish student for a meal once a week, and they had a student who was studying science and he would talk to Albert about science and what was going on. And it went on from there. But there's this idea that Einstein was a lazy, rather slow child. Is that true?
Dr James Yes and no. I mean, he was lazy at things he wasn't interested in, and he hated the school system in Germany in that time, where children were punished for giving the wrong answer and things like that, but he was interested in things that interested him. There's a famous story about him being given a compass when he was a small boy, and how he was fascinated by the way the compass always pointed north – he was deeply interested in all that stuff, but then he had to go to school and learn things by rote and he just lost interest. He just hated the system and this applied when he went to university in Zurich. I mean he just didn't go to any lectures. He spent all the time in the library reading about things that he was interested in, and then when the exams came along, he had to borrow a friend's notes and he only just passed the exams as a result.

Interviewer With his poor exam results, it's not surprising that Einstein found it hard to get a job, but some friends helped him find work at the Swiss patent office in Bern. In the mornings, Einstein worked on patents, but in the afternoons, he began working on the theories that would revolutionize science. And his greatest contributions to science, the special theory of relativity, and the general theory of relativity, came from ideas he had while sitting at his desk in the patent office.

Interviewer But last year some of Einstein's letters were sold in New York and they tell a different story about Einstein. Einstein met a Hungarian woman called Mileva Marjii at the University of Zurich, where they were students. But Mileva did not complete her studies. She became pregnant with Einstein's child while they were still at university and before they were married. She returned to Hungary to give birth to a daughter, Lisa. Einstein never saw the child: she simply disappeared from their lives.

15 JOURNEYS
Problems on the plane
Presenter Well, eventually, Dean, you took off seventeen hours late which is quite a delay, isn't it?
Dean That's right, fourteen hours late, and then about two hours into the flight, we were told we'd have to divert to Athens due to a problem with the engines.
Presenter So you touched down in Athens. What happened then?
Dean We were told that we weren't allowed to leave the plane, and we were finally taken off the plane probably about thirty minutes later, into the Athens terminal, where we were given no information at all for about forty minutes.
Presenter Now is it right that at one point the passengers actually refused to get back on the flight because there'd been so many problems with it?
Dean Yeah, the, the majority of passengers were refusing to get on the plane because you don't really want to get back in the same aircraft when you were delayed in the first place due to a technical fault and had to land due to a technical fault.
Presenter So what's the latest now, Dean?
Dean We're at the airport now, people are checking onto a flight from an airline called Peach Airlines. That's supposedly taking off at about three o'clock Athens time, and should be flying straight to Gatwick, so, I mean, by the time we land in England, if we land on time, this flight will have been delayed forty hours.
Presenter What do you think of the service, then, so far?
Dean I think it's appalling, it's the only word I can think to describe it, severe, severe lack of information I don't think any one of the passengers has seen anyone or spoken to anyone from the airline, and I think the most disgusting event is to see the crew of the plane being taken off to hotels before any of the passengers...
Presenter It's ridiculous isn't it?
Dean I think it's their duty to make sure all the passengers, especially when there's a lot of children on this flight, a lot of young children, a lot of families you know, and the crew are just going off. I do think that's wrong.

16 HARD TO EXPLAIN
In the Guilin Mountains of China, residents simply yell for rain when they need it. At the foot of the mountains are a group of pools called The Mysterious Lakes, where the air is hot and wet, and whenever anyone stands by them and speaks in a loud voice, rain immediately follows. The louder the yell, the heavier the rain; the longer the yell, the longer it lasts.

Something strange
Clare ... and she was having dinner when she suddenly felt really sick and she knew something was wrong, and at that very moment, her husband, who was thousands of miles away, had that awful accident. Which I think is amazing. I mean it's not, it's not just coincidence.
Hhm Well I mean, it is very unusual but ... you see I just don't think that there's anything strange going on. I mean, it is strange. But it doesn't mean that there are strange forces at work, does it? I mean, how do they know it wasn't just the very same moment – it could be pure chance and ... But why? Why can't it be something else? I mean, I'm not saying I understand it, but it may be that there's some, I don't know, some force that connects people ...
Andy But, yes, maybe, but I'm just saying that it's not very likely, is it?
Clare Hhm ... And look, I'm sorry. It's just that I can't believe that we have strange powers, I mean, if we do have these powers, then surely we'd know about them - we'd use them all the time.
Clare I'm not saying that we can just use it, this power, any time we want to, but it could be that, I don't know, that some people can use it and some people can't.
Andy I just don't see why we need to invent mysterious powers and so on, when strange things happen by chance sometimes anyway, it just doesn't make any sense to me.

17 WHAT WE WANT
Part 1
Mick Damn, I forgot to set the video to record. Oh, Oh, Andy? Can I borrow the phone? Can I phone home? I want to ask ...
Lynn Andy, Yes, of course.
Andy ... somebody to video a couple of things. Sure, go ahead.
Lynn Andy Lynn Lynn Oh, and have you got, can I borrow a TV mag? Or today's paper or something? Here's the paper.
Andy That's great. Thanks. Hi, is that Sean? Um, Sean, could you do me a favour, could you video a couple of things for me?

Part 2
Lynn Hi, is that Sean? Um, Sean, could you do me a favour, could you video a couple of things for me?
Mick Three things. Three things ... Yeah, ... OK. Um, One, could you video the Final, this afternoon. I think it's um, it's on Sky Sports 1 from three till six thirty. Actually, you could just put the VideoPlus number in, it's, er, seven nine two, seven seven two seven. Um, could you not use the, the tape that's in there – I want to watch that. Um, but, if you could just find a blank tape and use that? ... Yeah. There should be some new ones on top of the video. ... OK, and then, um, you could also record Star Trek, that's, or six six six, seven six six six on BBC 2. ... Yeah, it can go on the same tape. And then, um, on Channel Four, if you could record Hostage? That's at 900, um, number one two nine, nine nine two, nine nine two ninety. Oh, that's it ... Great. Thanks. Bye. ... Ya, he's fine, he's he'll record all those. Honestly.
18 FUTURE NOT GUARANTEED

Presenter If you look out into the night sky, imagine a giant asteroid, a mile in diameter, orbiting the Earth. It is out there and according to scientists, it could have a very nasty landing on Earth in thirty years’ time. Known as asteroid XFI1, it is certain to pass close to the Earth but there’s only one in a thousand chance that it will hit us, releasing energy equal to thousands of atomic bombs. If you really want to be scared, you can book a seat to see Hollywood blockbuster Deep Impact. In a moment I’ll be speaking to the director, but first, the story.

Reporter Stephen Spielberg’s uncannily caught the public mood again. His film, Deep Impact, tells of a world about to be hit by giant asteroids. It’s been relaunched just as scientists say a giant asteroid called XFI1 might hit us in two thousand and twenty-eight. At worst, scientists say, it could kill a billion people and wipe out civilization. There’s no doubt the Earth is in the danger zone, though the asteroid could just miss, but if you’re alive in two thousand and twenty-eight, statisticians reckon you’re more likely to be hit by the asteroid than killed in a car accident.

Daniel ...just can’t concentrate somehow. Long day today anyway.
Steve Are you coming out this evening?
Daniel Eh, not sure if I can. Where are you going?
Steve Don’t know. The pub I expect.
Daniel Oh, I don’t think so. Got my first language class this evening. Not sure what time we finish.
Steve What’s that?
Daniel Portuguese. For beginners.
Steve It’s really difficult, isn’t it, Portuguese?
Daniel Don’t think so. Hope not; I’ve only got eight weeks to learn it. Then I’m off to Brazil.
Steve How long for?
Daniel Well, forever. Hopefully.
Steve Really? What, with, er, what’s her name?
Daniel Monica. Yeah, that’s right.
Steve Well, good luck. What, are you going to do out there?
Daniel Oh, I’m sure I’ll find a computer company over there, or... at least I hope so. And anyway Monica will help. But who cares? I’m in love.
Steve I don’t know if you’re lucky or just stupid.
Daniel Both, I should think, mean, I mean I know it won’t be easy. But it’s exciting.
Steve Yeah. I bet.

19 ALL TALK

Part 1

Interviewer On the subject of family secrets, we received an e-mail from Liz Davison. Liz says that she can’t keep secrets from her mother about anything, but that her sister, Kate, is extremely secretive. So Liz, have you got any examples of your extreme honesty?

Liz Well I suppose the, er, most interesting times are when I’ve been very very honest about Kate.

Interviewer I see. So, what sort of things have you told your mother about Kate, then?

Part 2

Interviewer So, what sort of things have you told your mother about Kate, then?
Liz Oh, there was the occasion when she was away from university when she went to France for the weekend to see her boyfriend and you know, without telling our parents or anything.
Interviewer And you thought that this was, er...
Liz That’s right. I thought they should know. So I, you know, told them where Kate was and what she was doing, and then I asked them not to tell Kate that I had told them.

Part 3

Interviewer So when did you find out, then, Kate, that your parents knew all about it?
Kate Well, it was a little embarrassing really cause I, I decided a few months later, when it was all finished.
Interviewer You weren’t with the boyfriend any more.
Kate That’s right, and I decided that I could probably tell my mother what had happened, and so I told her, but of course, she knew already, and it, it was quite disappointing not to shock her as much as I thought I would.
Interviewer Yes, I can see that. So, Liz, what...

20 ALL CHANGE

Part 1

A So Annette, Simpson Television has bought up more than sixty game shows, including Going for Gold: The Price is Right, What’s My Line and Britain’s favourite, Blind Date, and they want to sell them around the world. So, is this another example of globalization? Do you think that one day, everyone in the world will be watching Blind Date? And would we want to?

B Well, I think the answers are no and no.1...

A Well, that’s good news.

B I think that you can divide the world into four cultural continents, and I think Simpson would have the best luck in the western cultural continent, which includes not just the West, but also Australia and New Zealand.

A And why is that?

B Well, the world is still a lot more diverse than most people think. There are a lot of places where people don’t have the consumer interest for big prize shows, like The Price is Right. And dating games like Blind Date would not do well in more, er, conservative, religious societies like the Islamic world. But I think quiz shows like Going for Gold would probably be the most successful.

A Because they are thought to be more intelligent, with some educational value?

B Yes.

Part 2

B But I think quiz shows like Going for Gold would probably be the most successful.
A Because they are thought to be more intelligent, with some educational value?

B Yes. And there are other differences, for example, in Japan, and many other countries, they don’t like to see ordinary people on television programmes – they like to see celebrities on television. And in a lot of countries, they think that prize winners are getting too much for doing too little. They don’t like to see people winning such enormous prizes.

A So you don’t think that the game show is finally bringing us to the globalization that everyone talks about?
B Well, no, and I wouldn’t want to see it either.

Yvonne You said you’ve always wanted a car.
And you could ask Ali to look at it for you, check that it’s all right before you buy it.
Anita Yeah, but I couldn’t afford that. It’s a lot of money.
Yvonne Then how about a bike? That would get you into college on time.
Anita I suppose so. I’ve never ridden a bike before.

Yvonne You could take lessons. Why don’t you?
Anita And what would I do when I get home?
Yvonne You could sell it.
Anita Mmm. Trouble is, we couldn’t go to the seaside together on it, could we?

Yvonne Well, I don’t know. Anita
Anita Plus it wouldn’t be very nice in winter when it’s raining and cold.

Yvonne No.
Anita And anyway, I don’t really see myself on a bike.

Yvonne No, I suppose not. But it would be good fun turning up on a bike – watch out, here comes Anita the Hell’s Angel.

Anita On a two-fifty. Yeah.
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Clockwise
A multi-level short course in general English

This energetic course develops fluency, refreshes key grammar areas, and extends active vocabulary. Clear communicative pay-offs in every lesson provide measurable, focused progress, and a sense of achievement. Dynamic materials include controlled oral practice, timed activities, and performance tips/checklists to build confidence and provide personal challenge. Each level offers a coherent course of study, but is structured so that lessons can be used in any order.

Clockwise is available at elementary, pre-intermediate, intermediate, upper-intermediate, and advanced. Components at each level are Classbook, Teacher's Book, Class Cassettes/Audio CDs, and Teacher's Resource Pack.
Each Classbook contains:
• around 40 classroom hours
• further Practice exercises and writing for use in class or at home

The Teacher's Resource Pack provides photocopiable activities appropriate for any students at the relevant level, but which complement each Clockwise lesson.

Clockwise intermediate
• 20 units, each structured around key fluency activities
• an emphasis on vocabulary memorization at word and phrase level
• clear ‘language’ sections developing students' awareness of form and use
• a focus on simple features of spoken English as well as functional/transactional language
• a mixture of practical and human-interest contexts
• short reading texts to stimulate personal response activities
• end-of-lesson checklists
• a writing task for each unit

Student's Site www.oup.com/elt/clockwise

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