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When you see this screen, follow steps 1–3. If the screen does not appear, follow step 4.

1 Choose a language from the drop-down list and click Go. The practice test will be in English. All other web pages will appear in the language you select here.

2 Click on the Register now button and fill in the details. Give an e-mail address and make up a password to use every time you log in.

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**Extra Materials** p. 149  **Irregular Verbs and Verb Patterns** p. 155
TEST YOUR GRAMMAR

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

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

When I was born never in the 1970s
Tonight frequently for years years ago
The other day in two weeks recently
during a snowstorm for a year
Since I was a child later sometimes

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

AWAY FROM HOME
Tense review and informal language

1 Read "Tyler's Tweets." What kind of text is this? Where is Tyler from? What does he find strange in London? What kind of person do you think Tyler is?

2 Complete the questions. Then ask and answer them with a partner.

1. "Where ________ Tyler ________ his junior year?"
   "In London."
2. "Is this his first trip abroad?"
   "No, it ________ . He _________ abroad once before. Last year he _________ to Mexico."
3. "Where _________ Dave _________?"
   "In north London."
4. "How long ________ Tyler ________ to stay with Dave?"
   "A few days."
5. "Why ________ the guy say 'cheers' to Tyler?"
   "Because he ________ the door open for him."
6. "_______ he like his host family?"
   "Yes, he ________ . They ________ very nice."
7. "What ________ they ________ on Sunday?"
   "They ________ ________ Shakespeare's hometown."

3 Listen and check your answers.

CD 2

Unit 1 • No place like home
Hi, Mom! Hi, Dad!

Thanks for your messages - always love news from home. It's getting hotter and hotter here. Wish we had air conditioning and not just two jumpy fans. Since I arrived last September the heat's been getting worse and worse. Thank goodness I start work early, 7:00. It's the only cool (no - less hot) time of day in Tanzania. But hey, I have some cool news. I just bought a bike - well, not exactly a bike, a "piki-piki." It's a kind of little motorcycle. Everyone has one. Great for getting around. Don't freak, Mom! I'm really careful, especially on the bumpy road up to the school.

Last Sunday a group of us teachers (on our piki-pikis of course!) headed up the coast to a really awesome beach, Pangani Beach. Incredible white sand covered with fabulous shells. Did I tell you? Shelling is a real popular pastime here. I've already collected hundreds - some are huge and all shades of pink and orange. I'm going to bring them home. Anyway, we took a bunch of picnic stuff and barbecued fish and swam until the sun went down. The sunsets here are unbelievable - very quick but spectacular. I'm sending you a photo with this e-mail.

So that's it for now. Missing you tons. Can't wait to see you.

Love,
Teresa

PS Hey - I think I hear raindrops on the roof!
PRACTICE

Identifying the tenses

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

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<td>we are working</td>
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<tr>
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<td>she</td>
<td>I</td>
</tr>
<tr>
<td>Future</td>
<td>they</td>
<td>you</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>we</td>
<td>she</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>I had worked</td>
<td>you</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>they</td>
<td>he will have been working</td>
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<tr>
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<td>it</td>
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2. **CD1 4** Listen to the lines of conversation and discuss what the context might be. Listen again and identify the tenses. Which lines have contractions?

3. Discussing grammar

   **He’s been working such long hours recently. He never sees the children.**
   - Could be a wife talking about her husband.
   - Present Perfect Continuous, Present Simple.
   - He’s (He has) been working …

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

   1. Bianca *comes* from Rio.
      Bianca is *coming* from Rio.
   2. You’re very kind. Thank you.
      You’re being very kind. What do you want?
   3. What *were* you doing when the accident happened?
      What did you do when the accident happened?
   4. I’ve *lived* in Singapore for five years.
      I *lived* in Singapore for five years.
   5. When we arrived, he *made* lunch.
      When we arrived, he’d *made* lunch.
   6. We’ll *have* dinner at 8:00, right?
      Don’t call at 8:00. We’ll *be having* dinner.
   7. How much *are* you paying to have the house painted?
      How much *are* you being paid to paint the house?
   8. How *do* you do?
      How *are* you doing?

4. **Unit 1 • No place like home**

4. Complete these sentences with your ideas.

   1. On weekends I often …
   2. My parents have never …
   3. I don’t think I’ll ever …
   4. I was saying to a friend just the other day that …
   5. I hate Mondays because …
   6. I’d just returned home last night when …
   7. I was just getting ready to go out today when …
   8. I’ve been told that our teacher …
   9. In my very first English class I was taught …
   10. The reason I’m studying English is because …

5. **CD1 5** Listen and compare. What are the responses?

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

**SPOKEN ENGLISH Missing words**

Which words are missing in these lines from conversations?

1. Heard about Jane and John splitting up?
   *Have you heard about Jane and John splitting up?*

2. Leaving already? What’s wrong?

3. Failed again? How many times is that?

4. Sorry I’m late. Been waiting long?

5. Doing anything interesting this weekend?

6. Like the car! When did you get it?

7. Bye, Joe! See you tonight.

8. Just coming! Hang on!


10. Seen Jim lately?

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

**CD1 6** Listen and compare.
A long-distance phone call

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

D ...
C Dad! It's me, Cara.
D ...
C I'm fine but still a bit jet-lagged.
D ...
C It's 16 hours ahead. I just can't get used to it. Last night I lay awake all night, and then today I nearly fell asleep at work in the middle of a meeting.
D ...
C It's early, but I think it's going to be really good. It's a big company, but everybody's being so kind and helpful. I've been trying to find out how everything works.
D ...
C I've seen a bit. It just seems like such a big, busy city. I don't see how I'll ever find my way around it.
D ...
C No, it's nothing like Denver. It's like nowhere else I've ever been—huge buildings, underground shopping centers, lots of buses, taxis, and people—so many people—but it's so clean. No litter on the streets or anything.
D ...
C Well, for the time being I've been given a tiny apartment, but it's in a great part of town.
D ...
C That's right. I won't be living here for long. I'll be offered a bigger place as soon as one becomes available, which is good 'cause this one really is tiny. But at least it's near where I'm working.
D ...
C Walk! You're kidding! It's not that close. It's a short bus ride away. And the buses and trains come so regularly—it's a really easy commute, which is good 'cause I start work very early in the morning.
D ...
C Again, it's too early to say. I think I really will be enjoying it all soon. I'm sure it's going to be a great experience. It's just that I miss everyone at home so much.
D ...
C I will. I promise. And you e-mail me back with all your news. I just love hearing from home. Give everyone my love. Bye.
D ...

CDI 7 Listen and compare. Identify some of the tenses used in the conversation.

WRITING Applying for a job p. 106
READING AND SPEAKING

A home away from home

1. Why do people go to live abroad? Make a list of reasons and discuss with your class.

2. You are going to read about Ian Walker-Smith, who moved to Chile, and Daniel Allum, who moved to Kansas, in the U.S.

Which of these lines from the articles do you think are about Chile (✓) and which are about Kansas (✗)?

1. As we’re 2,600 meters above sea level, I easily get out of breath when I’m exercising.
2. When we first arrived it was 106°F—so hot the road melted—and now it’s freezing.
3. ... we converse in what we call “Espanglish” ...
4. We live in the middle of nowhere off Highway 54.
5. Its surrounding mines are said to make more money than any other city.
6. Our house has a basement for shelter from tornadoes.
7. I wish football (they call it “soccer”) was more popular here.
8. We now have a pleasant walkway along the seashore.

3. Divide into two groups.
   Group A: Read about Ian on this page.
   Group B: Read about Daniel on page 8.

Check your answers to Exercise 2.

4. Answer the questions about Ian or Daniel.
   1. Where did he go to live abroad? Why?
   2. How long has he been there?
   3. What does he do there?
   4. What do you learn about his family?
   5. What is the new hometown like?
   6. Have there been any difficulties?
   7. In what ways is he “in the middle of nowhere”?
   8. Does he feel at home in his new home?
   9. What does he like and dislike about his new life?
   10. What does he miss?

5. Find a partner from the other group. Compare your answers. Who do you think is happier about the move? Which new home would you prefer?

Unit 1 • No place like home
Why he moved

I decided to move to Chile four years ago when I was a 25-year-old with itchy feet (and wanted to get out of the way of an ex-girlfriend!). I was working for Littlewoods Home Shopping Group, and one day a colleague pointed out this job in Chile. We both thought it would be a good idea, but I was the one who put a CV together.

Life in Chile

Landing at Santiago airport was my first experience of language being such a barrier. I couldn’t speak more than a handful of words in Spanish, and would you believe that my baggage had gotten lost! So my first couple of hours in Chile were spent trying to locate my missing possessions. Today I can order food in restaurants and argue with mechanics about my car, but I can’t really make myself understood on any deeper level. I can’t get my thoughts across as a native speaker could. Andrea speaks pretty good English, and we converse in what we call “Espanglish”—at least we can understand each other.

Antofagasta, the town where we have made our home, was once described in a Chilean advertising campaign as the “Pearl of the North.” Let’s just say that it's hardly a tourist destination (which is pretty much what you’d say about my hometown, Crewe!). Antofagasta and its surrounding mines are said to make more money for Chile than any other city. During my time here, some money has been put back into the city. The municipal beach has been much improved. We now have a pleasant walkway along the seashore.

What he misses

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

Language work

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

Ian in Chile

1. *... it takes a real toll...* L10
   What takes a toll? On what or who?

2. *... the computers run 24/7.* L16
   How long do the computers operate?

3. *... I easily get out of breath...* L18
   When and why does he get out of breath?

4. *... itchy feet...* L22
   Why did he get itchy feet?

5. *... winter gloves...* L46
   What still fits him like winter gloves?

Daniel in Kansas

1. *... we’ll probably mess around inside...* L13
   What will Daniel probably do inside?

2. *... Dad got sick of leaving for work so early...* L26
   I don’t get car sick anymore. L62
   Who was actually sick, Daniel or his father?

3. *... who’s six and whinges...* L37
   Does Daniel like it when she whinges?

4. *... Everyone laughs when I say “lorry” instead of “truck.”* L44
   Why do they think this is funny?

5. *... American football stinks.* L61
   Does he like American football?

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

What do you think?

Work in groups.

- Close your eyes and think about your country. What would you miss most if you went to live abroad? Compare ideas.

- Make a list of the disadvantages of moving abroad. Then for every disadvantage (−) try to find an advantage (+).

○ The language barrier—maybe you don’t speak the language.

○ But this is an opportunity to learn a new language.

- Have any of your friends or family gone to live in a foreign country? Why?

- Do you know anyone who has come to live in your country from another country? Why? Do they have any problems?

- Which other countries would you like to live in for a while? Why?
“Christmas is exciting when you’re 12 - and even more so when it’s your first abroad and your first with a guaranteed blanket of snow,” says Daniel Allum from Oakley, England.

Daniel says: “I am excited about having a white Christmas—it’ll be fun. When we first arrived in the U.S. it was 106°F—so hot the road melted—and now it’s freezing with the grass covered in snow and ice. We’ve built a snowman outside, and there’s a big hill for sledding. On Christmas Day we’ll probably mess around inside as there’s meant to be eight inches of snow. In some ways the snow makes it feel more like Christmas, but I’m used to having relatives around, and they won’t take the 12-hour flight here just for one day.

Why they moved
My family and I—four kids and two adults—lived in a little town called Oakley in Bedfordshire, and now we live in a smaller one in Kansas called Hugoton. Hugoton is flat with no trees and just tumbleweed everywhere. We live in the middle of nowhere off Highway 54. It’s one of those towns that you can just drive through in two minutes. We moved here because Dad, who worked for a farming company, got sick of leaving for work so early and getting home so late. Last November he called us all down from our rooms and said he’d started job interviews to move to another country, and in June we packed up and left. We spend more time together now. Dad gets home from work much earlier, and Mum can’t work because of the visa she’s on, so she tidies the house and messes around on the Internet. I’ve got a sister called Rebecca—she’s 10—who loves animals, a little sister called Scarlet who’s six and whinges, and an older brother called Andrew. He annoys me sometimes.

Life in Kansas
Life’s different here. Our house has a basement for shelter from tornados—we don’t have basements in England or tornados. Tornados are not uncommon in Kansas. And I think there’s a language barrier because everyone laughs when I say “lorry” instead of “truck” or “petrol” instead of “gas.” My friends try to talk like me, but they just sound like the Queen. School is better than in England, but I hate saying the pledge of allegiance. Every day before school we have to say it. In England we don’t sing “God Save the Queen” every morning. And everyone here likes country music. I like Eminem and Jay-Z, but if I went to school singing them, I’d probably get suspended.

What he misses
What I miss most is fish and chips. Mum really misses being close to a main town—when she sees three shops in a row she gets all excited. Also I wish football (they call it “soccer”) was more popular here. No one knows what I’m talking about. Last week there was meant to be an Arsenal game on TV, but instead it got changed to Oklahoma football. American football stinks. But I really like living here. The people are really nice, and I don’t get car sick anymore as the roads are so long and straight.”
VOCABULARY AND PRONUNCIATION
House and home

COMPOUND NOUNS AND ADJECTIVES

Words can combine to make new words.
1. Look at the examples. Which are nouns and which are adjectives?
   - life * lifestyle  lifelong  life-size
   - life expectancy  life insurance
   Your dictionary can tell you when to use hyphens and spaces.
2. Read the compounds aloud. Which words are stressed?
3. Look at the texts on pages 6–8 and find some compound nouns and adjectives.

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

home
- work
- made
- maker
- sick
- page
- plant
- town
- coming
- sit
- less
- grown
- bound
- warming

2. CD1 8. Listen to the conversations. After each one, discuss these questions. Who is talking to whom? What about? Which compounds from Exercise 1 are used?

3. Complete these lines from the conversations.
   1. I'm going away for two weeks. Do you think you could possibly water my plants for me?
   2. I'll make sure everything stays clean and tidy. I don't mind doing the washing.
   3. Let's give her a surprise party when she gets back from Hong Kong.
   4. Me? I'm just a housewife. Four kids, and vegetables!
   5. We're having a party on the 12th. Can you come? I'll give you our new address.
   6. The problem is, with the place being much bigger, there's much more to do!
   7. Her grandmother's sick and they have to go and help.

4. CD1 9. Practice saying the lines in Exercise 3 with the correct stress and intonation. Listen and check. Try to remember more of each conversation. Act some of them out with a partner.

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>tea</td>
</tr>
<tr>
<td>computer</td>
<td>sleeping</td>
</tr>
<tr>
<td>air</td>
<td>door</td>
</tr>
<tr>
<td>junk</td>
<td>open</td>
</tr>
<tr>
<td>food</td>
<td>fire</td>
</tr>
<tr>
<td>word</td>
<td>head</td>
</tr>
<tr>
<td>pill line mail</td>
<td>way case</td>
</tr>
<tr>
<td>light air</td>
<td>house bag</td>
</tr>
<tr>
<td>software escape</td>
<td>office</td>
</tr>
<tr>
<td>food poisoning</td>
<td>pot step</td>
</tr>
<tr>
<td>rest alarm</td>
<td>shelf program</td>
</tr>
</tbody>
</table>

Share your words with a different group and explain the meanings.
LISTENING AND SPEAKING
Things I miss from home

1 When have you spent time away from home? Where did you go? Why? Did you have a good time? What did you miss from home?

2 Write down one thing that you missed on a piece of paper and give it to your teacher. You will use this later.

3 Listen to people talking about things they miss when they are away. What do they miss? What do they do about it? Complete the chart.

<table>
<thead>
<tr>
<th>What do they miss?</th>
<th>What do they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew</td>
<td></td>
</tr>
<tr>
<td>Gabriele</td>
<td></td>
</tr>
<tr>
<td>Paul</td>
<td></td>
</tr>
<tr>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>Sylvia</td>
<td></td>
</tr>
<tr>
<td>Chris</td>
<td></td>
</tr>
</tbody>
</table>

4 Read the lines below. Then listen again. Who is speaking? What do the words in italics refer to?

1. That sounds very silly, but I like to see them every once in a while.
2. I don't eat much of it at home.
3. It doesn't happen with newspapers.
4. As soon as I'm checked in, I go straight there.
5. I know it sounds crazy, but this one I take is just the way I like it.
6. When I'm away on business it's not like that.

5 Read aloud the things the class wrote down in Exercise 2. Guess who wrote them. Whose is the funniest? The most interesting? What do the most people miss?
EVERYDAY ENGLISH
Social expressions and the music of English

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Great to see you. Come on in.</td>
<td>a. Let me see. No, actually, I think I’ll pass on dessert.</td>
</tr>
<tr>
<td>2. Excuse me, don’t I know you from somewhere?</td>
<td>b. Thanks. I was just passing through and thought I’d drop by.</td>
</tr>
<tr>
<td>3. What do you mean you’re not coming to my party?</td>
<td>c. Really? That’s too bad. I was hoping to meet her.</td>
</tr>
<tr>
<td>4. I think I’ll have the chocolate cake. What about you?</td>
<td>d. No, I don’t think so.</td>
</tr>
<tr>
<td>5. My roommate can’t make it to your party.</td>
<td>e. Well, I’m just not up for going out tonight.</td>
</tr>
<tr>
<td>6. How come you’re not going on vacation this year?</td>
<td>f. Fantastic! I knew you’d come through for us.</td>
</tr>
<tr>
<td>7. You’ll get yourself sick if you keep working at that pace.</td>
<td>g. Because we just can’t afford it.</td>
</tr>
<tr>
<td>8. I got you the last two tickets for the show.</td>
<td>h. That may be, but I have to get this finished by Friday.</td>
</tr>
</tbody>
</table>

CD1 11 Listen and check. Pay particular attention to the stress and intonation. Practice the lines with your partner.

Music of English

CD1 12 The “music” of a language is made up of three things.

1 **Intonation**—the up and down of the voice:
   - Excuse me!
   - Really?

2 **Stress**—the accented syllables in individual words:
   - chocolate
   - fantastic
   - dessert

3 **Rhythm**—the stressed syllables over a group of words:
   - What do you mean you’re not coming?

CD1 13 Listen to the conversation and concentrate on the “music.” Who are the people? Do they know each other? Where are they?

CD1 13 Work with a partner. Look at the conversation on page 149. Take the roles of A and B and read the conversation aloud. Use the stress shading to help you.

CD1 13 Listen again and repeat the lines one by one. Practice the conversation again with your partner.

CD1 14 Complete these conversations. The stressed words are already given. Practice saying the lines as you go.

1.

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

2.

A Tony! Hi! Great ..... see .... !  
B Well, .... just passing through, .... drop by .... “hello.”  
A .... in! Tell .... new!  
B .... sure? .... too busy?  
A Never .... busy .... talk .... you.  
B Thanks .... really nice .... chat.  
A Fantasti! Let .... coat.
TEST YOUR GRAMMAR

1. What is strange about these sentences? What should they be?
   1. Columbus has discovered America.
   2. Man first walked on the moon.
   3. I traveled all my life. I went everywhere.
   4. I’ve learned English.
   5. I’ve been losing my passport.

2. Which of these verb forms can change from simple to continuous or vice versa? What is the change in meaning?
   1. What do you do in New York?
   2. I know you don’t like my boyfriend.
   3. I had a cup of tea at 8:00.
   4. Someone’s eaten my sandwich.
   5. I’m hot because I’ve been running.

EXPLORERS AND TRAVELERS

Present Perfect

1. Look at the pictures. Why did people go exploring hundreds of years ago? Why do young people go traveling these days?

2. Read the first and last paragraphs of two articles about Marco Polo and Tommy Willis. Then match the sentences with the correct person. Put MP or TW in the boxes.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MP</td>
<td>TW</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   1. He was born in Venice, the son of a merchant. When he was 17, he set off for China. The journey took four years.
   2. He’s visited royal palaces and national parks in South Korea and climbed to the summit of Mount Fuji in Japan.
   3. He’s been staying in cheap hostels along with a lot of other young people.
   4. His route led him through Persia and Afghanistan.
   5. He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he traveled extensively.
   6. I’ve had diarrhea a few times.” Apart from that, his only worry is the insects. He’s been stung all over his body.
   7. He stayed in China for 17 years. When he left, he took back a fortune in gold and jewelry.
   8. He’s been traveling mainly by public transportation.

3. Listen and check. What other information do you learn about the two travelers?

MARCO POLO 1254-1324

Marco Polo was the first European to travel the entire 5,000-mile length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years.

He wrote a book called The Travels of Marco Polo, which gave Europeans their first information about China and the Far East.
4 Match a line in A with a line in B. Practice saying them. Pay attention to contracted forms and weak forms.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's been stung</td>
<td>in cheap hostels.</td>
</tr>
<tr>
<td>He's visited</td>
<td>all over his body.</td>
</tr>
<tr>
<td>He's been staying</td>
<td>a lot of really great people.&quot;</td>
</tr>
<tr>
<td>&quot;I've been</td>
<td>to Vietnam and Japan.</td>
</tr>
<tr>
<td>&quot;I've met</td>
<td>pickpocketed and mugged.&quot;</td>
</tr>
<tr>
<td>He's been</td>
<td>royal palaces.</td>
</tr>
</tbody>
</table>

CD | 16 Listen and check.

---

**GRAMMAR SPOT**

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

---

**PRACTICE**

**Questions and answers**

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

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

**About Marco Polo**
1. In 1254 in Venice.
2. Four years.
3. For 17 years.
4. Gold and jewelry.
5. *The Travels of Marco Polo*.

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

CD | 17 Listen and check your answers.

---

**TOMMY WILLIS** backpacker in Asia

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

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

Unit 2 • Been there, done that! 13
Discussing grammar

3 Put the verb in the correct tense.
1. Charles Dickens ______(write) *Oliver Twist* in 1837.
   I ______(write) two best-selling crime stories.
   She ______(write) her autobiography for the past 18 months.
2. ______ you ever ______(try) Mexican food?
   ______ you ______(try) *chiles rellenos* when you were in Mexico?
3. How many times ______ you ______(marry)?
   How many times ______ Henry VIII ______(marry)?
4. I ______(live) in the same house since I was born.
   He ______(live) with his brother for the past week.
5. Cindy ______ finally ______(get) her driver's license. She ______(try) to pass the test for years.

Simple and continuous

**GRAMMAR SPOT**

1 Simple verb forms see actions as a complete whole.
*He works for IBM. It rained all day yesterday. I've lost my passport.*

2 Continuous verb forms see actions in progress, with a beginning and an end.
*I'm working with Jim for a couple of days.
It was raining when I woke up.
The company has been losing money for years.*

3 Stative verbs don't tend to be used in the continuous.
*I know Peter well. I've always liked him.
I don't understand what you're saying.*

Do you know more verbs like these?

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peter comes</td>
<td>a. from Switzerland.</td>
</tr>
<tr>
<td>2. Peter is coming by</td>
<td>b. at 8:00 tonight.</td>
</tr>
<tr>
<td>3. I wrote a report this morning</td>
<td>a. I'll finish it this afternoon.</td>
</tr>
<tr>
<td>4. I was writing a report this morning</td>
<td>b. I sent it off this afternoon.</td>
</tr>
<tr>
<td>5. I heard her scream</td>
<td>a. when she saw a mouse.</td>
</tr>
<tr>
<td>6. I heard the baby screaming</td>
<td>b. all night long.</td>
</tr>
<tr>
<td>7. What have you done</td>
<td>a. since I last saw you?</td>
</tr>
<tr>
<td>8. What have you been doing</td>
<td>b. with my dictionary? I can't find it</td>
</tr>
<tr>
<td>9. I've had</td>
<td>a. a headache all day.</td>
</tr>
<tr>
<td>10. I've been having</td>
<td>b. second thoughts about the new job.</td>
</tr>
<tr>
<td>11. I've known</td>
<td>a. my new neighbors.</td>
</tr>
<tr>
<td>12. I've been getting to know</td>
<td>b. Anna for over ten years.</td>
</tr>
<tr>
<td>13. I just cut</td>
<td>a. my finger. It hurts!</td>
</tr>
<tr>
<td>14. I've been cutting</td>
<td>b. wood all morning.</td>
</tr>
</tbody>
</table>

**WRITING** Informal letters—Correcting mistakes  *p. 108*
6 Work in groups to prepare an interview with Tony Wheeler. One half of the class will be the interviewers (look at the ideas below) and the other half Tony Wheeler (look at the ideas on page 151).

**Interviewers**

**BACKGROUND**
Where ... grew up?
What ... father do?

**EDUCATION**
Where ... school?
Which college ...?

**WORK**
What work ... after college?

**FAMILY**
How many children ...?

**VACATIONS**
What ... like doing ...?

**LONELY PLANET GUIDES**
When ... the first guidebook came out?
Where ... idea come from?
What ... the best and worst moment?
What ... secret of your success?
What advice ... people who want to get into travel writing?

**FUTURE**
Where would you like ...?

---

**READING AND SPEAKING**

**Paradise Lost**

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

2 Think about the most important tourist spots in your country. Does tourism cause any problems there?

3 What are the main problems associated with the tourist industry in the world?

Turn to page 17.
On the sun-soaked Mediterranean island of Majorca, the locals are angry. Too late. In the last quarter of the 20th century, they cashed in on foreign nationals, mainly Germans, wanting to buy up property on their idyllic island. Suddenly, it occurred to Majorcans that the island no longer belonged to them. They don’t deny tourism’s vital contribution to the local economy. The industry has transformed Majorca from one of Spain’s poorest parts to the richest in per capita income. But the island’s 800,000 inhabitants are increasingly convinced that the 24 million foreign visitors a year are far too much of a good thing. Water is rationed, pollution is worsening, and there is no affordable housing left for them to buy.

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

A growth industry
Tourism is the world’s largest and fastest-growing industry. In 1950, 25 million people traveled abroad; last year it was 922 million. The World Tourism Organization estimates that by 2020 1.6 billion people will travel each year, spending over two trillion U.S. dollars.

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

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

The problem is that tourists demand so much water. It has been calculated that a tourist in Spain uses 880 liters of water a day, compared with 250 liters by a local. An 18-hole golf course in a dry country can consume as much water as a town of 10,000 people. In the Caribbean, hundreds of thousands of people go without piped water during the high tourist season as springs are piped to hotels.
Winners and losers
The host country may not see many benefits. In Thailand, 60% of the $4 billion in annual tourism revenue leaves the country. Low-end package tourists tend to stay at big foreign-owned hotels, cooped up in the hotel compound, buying few local products. They have no contact with the local community beyond the waiters and chambermaids employed by the hotel. “Mass tourism usually leaves little money inside the country,” says Tricia Barnett. “Most of the money ends up with the airlines, the tour operators, and the foreign hotel owners.”

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

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

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

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

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

Reading
4 Read the title and the quotes in the article. What do you think the article will be about?

5 Read the article. Answer the questions.
   1. Which of the places in the pictures on page 15 are mentioned?
   2. What is said about them?
   3. What other places are mentioned?
   4. Does the article talk about any of the problems you discussed in Exercises 2 and 3?
   5. The author asks, “What can be done to stop tourism from destroying the object of its affection?” What would Steve McGuire’s answer be?

6 In groups, discuss these questions.
   1. How is tourism destroying the object of its affection in Majorca and the Philippines?
   2. What are the statistics of the global tourist industry?
   3. What are the effects of tourism?
   4. Who are the winners and losers?
   5. What are possible future developments?

What do you think?
1 Give your personal reactions to the text, using these phrases.
   I didn’t know/I already knew that … What surprised me was …
   It must be really difficult for … It’s hard to believe that …
   I wonder what can be done to … It’s a shame that …

2 In groups, think of questions to ask the other groups about the text. Use the prompts below for help.
   Who …? Why …? In what way …?
   What is meant by …? How many …?
   What exactly …? What are some of the problems …?

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

Vocabulary work
1 Work with a partner. Discuss the meaning of the words highlighted in the article.

2 Match a line in A with a line in B. Can you remember where these phrases appeared in the text?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>the boom</td>
<td>destinations</td>
</tr>
<tr>
<td>tourism’s vital</td>
<td>venture</td>
</tr>
<tr>
<td>per capita</td>
<td>for development</td>
</tr>
<tr>
<td>a major business</td>
<td>income</td>
</tr>
<tr>
<td>foreign</td>
<td>example</td>
</tr>
<tr>
<td>consume</td>
<td>in world travel</td>
</tr>
<tr>
<td>a prime</td>
<td>as much water</td>
</tr>
<tr>
<td>the best hope</td>
<td>contribution to the economy</td>
</tr>
</tbody>
</table>
SPEAKING AND LISTENING
Dreams come true

1. 20,000 Americans were asked what they most wanted to do before they die. Here are the top 15 activities.

   What are your top five? Number them 1–5. Which ones don’t interest you at all? Put an X.
   - go whale-watching
   - see the Northern Lights
   - visit Machu Picchu
   - get away to a paradise island
   - go white-water rafting
   - fly in a fighter plane
   - fly in a hot-air balloon
   - climb Sydney Harbor Bridge
   - swim with dolphins
   - walk the Great Wall of China
   - go on safari
   - go skydiving
   - dive with sharks
   - drive a Formula 1 car
   - go scuba diving on the Great Barrier Reef

   Compare your lists in groups.

2. You can read the actual results of the poll on page 150. Does anything surprise you? What do you think is missing from the list?

3. Do you know anyone who has done any of these things? What was it like?

4. Listen to three people describing their experience of one of these activities. Which one are they talking about? What do they say about it?

Unit 2  •  Been there, done that!
VOCAULARY

Hot verbs—make, do

1. There are many expressions with make and do. Look at these examples from the text on pp. 16–17.

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

2. Put the words in the right box.

<table>
<thead>
<tr>
<th>MAKE</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a good impression</td>
<td>business arrangements</td>
</tr>
<tr>
<td>a decision</td>
<td>a profit</td>
</tr>
<tr>
<td>a good job</td>
<td>your best progress</td>
</tr>
<tr>
<td>an effort</td>
<td>sb a favor</td>
</tr>
<tr>
<td>a suggestion</td>
<td>sth clear</td>
</tr>
</tbody>
</table>

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

1. When you go on a job interview, it’s important to _______.
2. I think we’re all getting tired. Can I _______? Let’s take a break.
3. A lot of _______ has been _______ into the causes of cancer.
4. I think the CEO is basically _______. He’s reliable, he’s honest, and he gets results.
5. I’d like to _______ right now that I am totally opposed to this idea.
6. We can’t _______ in this business unless we raise prices.
7. I don’t mind if we go now or later. It _______ no _______ to me.
8. Could you _______ me _______ and lend me some money till tomorrow?

CD1 19 Listen and check.

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. She’s made it big as an actress.</td>
<td>“She’s an accountant.”</td>
</tr>
<tr>
<td>2. We’ll never make it there in time.</td>
<td>“I can make myself understood.”</td>
</tr>
<tr>
<td>3. “What does she do for a living?”</td>
<td>“Yeah. It really made my day.”</td>
</tr>
<tr>
<td>4. “You’ll all have to work weekends from now on.”</td>
<td>The traffic’s too bad. She can command $20 million a movie.</td>
</tr>
<tr>
<td>5. “How much do you want to borrow? $20?”</td>
<td>“Yes, that’ll do.”</td>
</tr>
<tr>
<td>6. “How much Spanish do you speak?”</td>
<td>“That does it! I’m going to look for another job!”</td>
</tr>
</tbody>
</table>

CD1 20 Listen and check.

Phrasal verbs

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

<table>
<thead>
<tr>
<th>do away with sth</th>
<th>do without sth</th>
<th>could do with sth</th>
<th>do sth over</th>
</tr>
</thead>
</table>

“I’m tired of wondering what I’d do without you. I want to find out for sure.”

1. I’m so thirsty. I _______ a glass of tea.
2. Your homework was full of mistakes. You’ll have to _______ it _______.
3. I think we should _______ pennies. You can’t buy anything with them anymore.
4. I could never _______ my assistant. She organizes everything for me.

CD1 20 Listen and check.

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

<table>
<thead>
<tr>
<th>make sth up</th>
<th>make up for sth</th>
<th>make (sth) of sth</th>
<th>make off with sth</th>
</tr>
</thead>
</table>

1. Thieves broke into the mansion and _______ jewelry and antique paintings.
2. Jake’s parents buy him lots of toys. They’re trying to _______ always being at work.
3. What did you _______ the lecture? I didn’t understand a word.
4. You didn’t believe his story, did you? He _______ the whole thing _______.

CD1 21 Listen and check.
LISTENING AND SPEAKING
Tashi Wheeler—girl on the move

1. What are some of your earliest memories of vacations as a child? Tell the class.

2. Look at the photos of Tashi Wheeler, the daughter of Tony and Maureen (p. 14). In each photo ...
   - How old is she?
   - Where do you think she is—Mexico, Singapore, Kenya (x2), the U.S. (Arizona), or Peru?
   - What is she doing?

3. Tashi began traveling when she was eight months old. What questions would you like to ask her?
   What was the first foreign country you went to? Which countries have you been to?

4. CD1 22 Listen to part one of an interview with Tashi. Does she answer any of your questions?
   What memories does she have of ...?
   - the transportation
   - her mother
   - being on safari
   - trekking in Nepal

5. CD1 23 Listen to part two. Correct the wrong information.
   On vacation, the Wheeler family is very relaxed. They get up late and go to bed early. They spend a lot of time on the beach. Tony Wheeler reads the paper. They go to the same restaurant every day. Tashi and her brother spend a lot of time watching movies. She doesn’t feel that travel broadens the mind.

6. CD1 24 Listen to part three and answer the questions.
   1. How did her attitude to travel change as she got older?
   2. What did she find difficult socially?
   3. Why was “adjusting back and forth” difficult?
   4. What did the kids at school have that she didn’t? What did she have that they didn’t?
   5. Where does she feel comfortable? Where does she feel uncomfortable?
   6. What are Tashi’s final words of advice for future travelers?
   7. “I get very itchy-footed.” Which phrase with a similar meaning did Tommy Willis use on page 13?

SPOKEN ENGLISH Fillers

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

<table>
<thead>
<tr>
<th>Tashi</th>
<th>And the Galapagos Islands, Philippines, and stuff like that. ... monkeys swinging off the, um, rearview mirrors, and things. The getting up at like four in the morning ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer</td>
<td>And when you were on these travels, I mean, did your dad sort of have a notebook, and he’d be sort of stopping everywhere ...?</td>
</tr>
</tbody>
</table>

Look at the audio script on page 122. Find more examples of imprecise language and fillers.
EVERYDAY ENGLISH
Exclamations

1. Look at these examples of exclamations. When do we use
   *What a(n) ... !, What ... !, and How... !?
   - What an exciting experience!  What nonsense!  How horrible!

2. Match an exclamation in B with a line in C.

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mmm!</td>
<td>How interesting!</td>
</tr>
<tr>
<td>2</td>
<td>Wow!</td>
<td>That's disgusting!</td>
</tr>
<tr>
<td>3</td>
<td>Hey, Peter!</td>
<td>That's unbelievable! How amazing!</td>
</tr>
<tr>
<td>4</td>
<td>Oh, really?</td>
<td>Sorry about that! I dropped it!</td>
</tr>
<tr>
<td>5</td>
<td>Ah!</td>
<td>It's absolutely delicious!</td>
</tr>
<tr>
<td>6</td>
<td>Ouch!</td>
<td>That's nonsense! What a weird thing to say!</td>
</tr>
<tr>
<td>7</td>
<td>Yuck!</td>
<td>What a shame!</td>
</tr>
<tr>
<td>8</td>
<td>Huh?</td>
<td>That really hurt!</td>
</tr>
<tr>
<td>9</td>
<td>Phew!</td>
<td>Come over here and sit with us.</td>
</tr>
<tr>
<td>10</td>
<td>Whoops!</td>
<td>What a relief! Thank goodness for that!</td>
</tr>
</tbody>
</table>

3. **CD1 25** Listen to ten lines of conversation. Reply to each one using an exclamation in B and its matching line in C. Write the number of the conversation 1–10 in column A.

4. What is the next line in each conversation? Put a number 1–10 next to the correct line.

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

      - Don't worry. I'll get you a new one.
      - Triplets! That'll keep them busy!
      - You must be so disappointed!
      - Just the way I like it.
      - I hadn't done any studying for it all.
      - You wouldn't catch me eating that!
      - I've got to watch where I'm going!
      - Tell us what's new!
      - You know it's not true.
      - I haven't seen her for weeks. How is she?

   **CD1 26** Listen and check. Practice the conversations, paying special attention to intonation. You could act some of them out and make them longer!

5. Put *What ...*, *What a ...*, or *How ...* to complete the exclamations.
   1. _______ silly mistake!
   2. _______ brilliant idea!
   3. _______ ridiculous!
   4. _______ terrible weather!
   5. _______ nonsense!
   6. _______ mess!
   7. _______ awful!
   8. _______ wonderful!
   9. _______ relief!
   10. _______ terrible thing to happen!

   Which are positive reactions? Which are negative?

6. **CD1 28** Listen to these statements. Respond to them using one of the exclamations in Exercise 5.

7. Write a dialogue with a partner. Use some of the exclamations on this page. You could ask about a party, a meal, a vacation, or a sports event.

   Begin with a question.

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

   Act out your conversations for the class.
What a story!

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

Burglar arrested
LAST SATURDAY night a couple came home at midnight to find their house had been robbed. Dave and Janet Jones had left home at 6:00 pm to go to have dinner with friends. When they got home, the back door had been smashed, and money and jewelry had been stolen. Mrs. Jones told police she had seen a man who had been acting suspiciously in the area days before the robbery. A man answering her description was later arrested.

WHAT'S IN THE NEWS?
Narrative tenses

1. Look at the newspaper headlines. What do you think is the whole story?
2. What would you like to know? Write some more questions.
   Did he mean to fall over?
   Where was she climbing?
   How did he manage to hack into their computers?
3. CD 29 Listen to three conversations about the stories. Which of your questions were answered?
4. Here are the answers to some questions. What are the questions?
   1. Just ordinary clothes.
   2. For a dare.
   3. Three hours.
   4. In a shelter.
   5. His own software program.
   6. To download from the Internet.
5. Match lines in A and B. Practice saying them with contracted and weak forms.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was wearing</td>
<td>with a partner.</td>
</tr>
<tr>
<td>He'd been talking</td>
<td>he wouldn't do it.</td>
</tr>
<tr>
<td>His friends had bet him</td>
<td>the next night.</td>
</tr>
<tr>
<td>She was climbing</td>
<td>about doing it for years.</td>
</tr>
<tr>
<td>They were rescued</td>
<td>ordinary clothes.</td>
</tr>
</tbody>
</table>

CD 30 Listen and check.

Unit 3 · What a story!
The nerd who hacked into U.S. military computers

GRAMMAR SPOT

1. Complete the chart using the verb in parentheses.

<table>
<thead>
<tr>
<th>Past Simple</th>
<th>Past Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>(fall)</td>
<td>(read)</td>
</tr>
<tr>
<td>(hear)</td>
<td>(act)</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>Past Perfect Continuous</td>
</tr>
<tr>
<td>(arrest)</td>
<td>(rob)</td>
</tr>
</tbody>
</table>

Look at audio script [CD] 29 on page 123. Find an example of each tense. When do we use the Past Perfect? When do we use continuous tenses?

2. Why are different tenses used in these paragraphs?

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

Just after midnight John was looking at the mess. His guests had just left. He'd cooked a delicious meal, and everyone had had a good time.

Grammar Reference 3.1–3.5 pp. 138–139

PRACTICE

Discussing grammar

1. Compare the use of tenses in these sentences. How do the tenses change the meanings?

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

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

3. The movie started
   The movie had started
   when we got to the theater.

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

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

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

She won $2,000 in a contest. **Last night Sally was celebrating.**

**Last night Sally was celebrating because she'd won $2,000 in a contest.**

1. He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**
   2. I parked my car in a no-parking zone. It was towed away. I went to get my car, but it wasn't there. **(When ...)**
   3. He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**
   4. They were shopping all day. They spent all their money on clothes. **Jane and Peter arrived home. They were broke.** **(When ...)**
   5. He saw a house in Maine. He first saw it while he was driving on vacation. **Last week John moved to the house.**

The news

3 **CD1 31** Listen to the first story. Correct the mistakes in the sentences.

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

4 **CD1 32** Listen to the second news story. Here are the answers to some questions. Write the questions.

1. For two days.
2. After school on Wednesday.
3. Their photographs.
4. Nearby houses.
5. A neighbor.
6. In a garden shed.
7. No, they hadn't. (**realized ...**)
1. **Who wrote it?**
   Charles Dickens/Agatha Christie.

2. **What genre?**
   It's a romantic novel/a crime thriller/a biography.

3. **Subject?**
   It's about a relationship that goes wrong/war and peace.

4. **Where and when?**
   In India in the 1800s/In New York in the '80s.

5. **Who?**
   A lawyer named Potts and his client, Lady Jane/A detective named Blunket.

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

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

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

9. **Opinion?**
   Yes, I would. It's great if you like a good love story/It's great beach reading.

2. Which questions could also be asked about a movie? Some might have to change. What extra questions can be asked about a movie?

3. **CDI 33** Listen to two people, one talking about a movie and the other about a book. Take notes under these headings.

<table>
<thead>
<tr>
<th>Title</th>
<th>Setting</th>
<th>Characters</th>
<th>Plot</th>
<th>Personal opinion</th>
</tr>
</thead>
</table>

4. Work with a partner. Ask and answer the questions in Exercise 1 about your favorite book or movie.

5. Look at the front and back covers of *The Fallen Curtain*, a collection of short stories. Which of the questions in Exercise 1 can you answer?
READING AND SPEAKING

The Clinging Woman

1. Look at the picture. What can you see? What is the woman doing? What is the man doing? What is she thinking? What is he thinking? What do you think happens next?

2. Here is the opening of the story “The Clinging Woman.” Read Part 1 and answer the questions. Then do the same for Parts 2–4.

Part 1
1. A lot of facts are established in the first paragraph. What are they?
   - It's 6:30 in the morning.
   - There are two characters.
   - He lives …

Part 2
1. What is the man's initial interpretation of what he sees?
2. What is his second interpretation?
3. If this was a "stunt," what would there be on the ground?
4. How does he know this second interpretation is wrong?
5. What is his third interpretation?
6. What does he do?

Part 3
1. How do the neighbors react?
2. How does the man react to this attention?
3. What happened two weeks later?
4. Why doesn't he recognize the person at the door?

Part 4
1. How does the man feel as she talks? What does he say?
2. What does he want her to do?
3. What doesn't he want to happen?
4. How does he feel as she goes? How does she appear?

What do you think?
1. Why doesn't the writer give the characters' names at first? (In fact, we never actually learn the man's name.)
2. What do you think happens at the bus stop?
3. Do they get to know each other? Go out together? Get married? Have children?
4. What worrying character traits are mentioned on the back cover?
   - "My life has been yours ever since you saved it."
   - "We don't need children to bring us together. You're my husband and my child and my friend all in one."
   - The first thing he noticed when he let himself in at his front door at six was the stench of gas.
   - "How long," she asked dully, "will you be gone?"
   - "Three months."
   - She paled. She fell back as if physically ill.
   - … she had been lying there, the empty bottle of pills still clutched feebly in her hand.

5. Here are some lines from the rest of the story.

What do you think happens?

Look at page 153 and read a synopsis of the story.

Discussing a book or movie

- Work in groups. Talk about a movie you have seen recently, or a book you're reading at the moment.
- Use the expressions on page 25. Here are some more lines that might help.

It is set in …
It's a thriller/a romance/a true story …
It describes how …
It's about a man who …
We watch the characters as they …
There's a moment in the film/book when …
In the end …

Language work

Match a word from lines 1–49 of the text with a synonym or near synonym.

<table>
<thead>
<tr>
<th>Word in the text</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>clinging</td>
<td>look</td>
</tr>
<tr>
<td>awakened</td>
<td>holding tightly</td>
</tr>
<tr>
<td>gaze</td>
<td>courage</td>
</tr>
<tr>
<td>vanishing</td>
<td>woken up</td>
</tr>
<tr>
<td>deserted</td>
<td>disappearing</td>
</tr>
<tr>
<td>obviously</td>
<td>final</td>
</tr>
<tr>
<td>nerve</td>
<td>center</td>
</tr>
<tr>
<td>ultimate</td>
<td>empty</td>
</tr>
<tr>
<td>focus</td>
<td>warned</td>
</tr>
<tr>
<td>alerted</td>
<td>clearly</td>
</tr>
</tbody>
</table>

26  Unit 3  ·  What a story!
The CLINGING WOMAN

Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise building next to his. His apartment was on the ninth floor, and he had to look up to see her. It was half-past six in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead and had gotten out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted—at first with disbelief—on the hanging figure.

Part 2

He really thought he must be dreaming, for this sunrise time was the hour for dreams. Then, when he knew he wasn't, he decided it must be a stunt. This was to be a scene in a film. There were cameramen down there, a whole film unit, and all the correct safety precautions had been taken. Probably the girl wasn’t even a real girl but a dummy. He opened the window and looked down. The parking lot, paved courts, grass spaces between the blocks, all were deserted. On the balcony railing one of the dummy’s hands moved, clutching its anchorage more tightly, more desperately. He had to believe then what was obviously happening—unbelievable only because melodrama, though a frequent constituent of real life, always is. The girl was trying to kill herself. She had lost her nerve and now was trying to stay alive. All these thoughts and conclusions of his occupied about thirty seconds. Then he acted. He picked up the phone and dialed the emergency number for the police.

Part 3

The arrival of the police cars and the ultimate rescue of the girl became the focus of gossip and speculation for the tenants of the two buildings. Someone found out that it was he who had alerted the police, and he became an unwilling hero. He was a modest, quiet young man and, disliking this limelight, was relieved when the talk began to die away, when the novelty of it wore off, and he was able to enter and leave his apartment without being pointed at as a kind of St. George* and sometimes even congratulated.

About a fortnight after that morning of melodrama, he was getting ready to go to the theater, just putting on his overcoat, when the doorbell rang. He didn't recognize the girl who stood outside. He had never seen her face. She said, “I’m Lydia Simpson. You saved my life. I’ve come to thank you.”

Part 4

His embarrassment was acute. “You shouldn’t have,” he said with a nervous smile. “You really shouldn’t. That’s not necessary. I only did what anyone would have done.”

She was calm and tranquil, not at all his idea of a failed suicide. “But no one else did,” she said.

“Won’t you come in? Have a drink or something?”

“Oh, no, I couldn’t think of it. I can see you’re just going out. I only wanted to say thank you very, very much.”

“It was nothing.”

“Nothing to save someone’s life? I’ll always be grateful to you.”

He wished she would either come in or go away. If this went on much longer the people in the other two apartments on his floor would hear, would come out, and another of those bravest-deeds-of-the-year committee meetings would be convened. “Nothing at all,” he said desperately. “Really, I’ve almost forgotten it.”

“I shall never forget, never.”

Her manner, calm yet intense, made him feel uncomfortable, and he watched her retreat into the elevator—smiling pensively with profound relief. Luckily, they weren’t likely to meet again. The curious thing was that they did, the next morning at the bus stop.

*St. George: A hero who, according to legend, killed a dragon that was terrorizing a town.
LISTENING AND SPEAKING
The money jigsaw

1 Look at the headlines and photographs. What story are they telling? Use the prompts to invent the story.
- going to school / ripped-up cash / flying all over / a trash can / a plastic bag / jammed full / torn-up bills / had to go to school
- after school playing / police / told them where / police took away / U.S. Treasury / long time / gave back / stick together

Our $2,000 jigsaw

Stick-up job on torn money leaves schoolgirls $1,200 richer

What do you think?
Why do you think someone tore up the money? Rachel and her friend have two theories.
- Maybe an old lady decided she wasn't going to leave it to anyone.
- It could have been a divorce—one person didn't want the other to have it.

Do you agree? Do you have any better explanations?

SPOKEN ENGLISH like
Rachel uses the word like a lot.
Yeah, it was, um, like really bizarre.
... we followed it to, like, a garbage can.

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

Look at the audio script on p. 123. Find more examples of like. Which example shows the correct use of like as a preposition?

2 CD1 Track 34 Listen to one of the girls, Rachel Aumann, being interviewed. Compare your story with hers.

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

28 Unit 3 • What a story!
EVERYDAY ENGLISH
Showing interest and surprise

1. **CD|35** Listen to the conversation. Write in B’s answers. How does she show interest and surprise?

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

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

3. **CD|37** Listen and compare. Practice them with a partner.

4. Work with a partner. Take turns saying surprising things (they don’t have to be true!) and responding with a reply question or an echo.

---

**Music of English**

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

*She has? He does? She did? You are?*

**CD|36** Listen and repeat.

If you use these short questions without any intonation, you will sound bored and uninterested!
Nothing but the truth

TEST YOUR GRAMMAR

1. Make the sentences negative. Sometimes there is more than one possibility.
   - I disagree/don't agree with you.
   - 1. I agree with you.
   - 2. I think you're right.
   - 3. I told her to go home.
   - 4. "Is John coming?" "I hope so."
   - 5. I knew everybody at the party.
   - 6. I've already done my homework.
   - 7. You must get a visa.

2. Write in the missing word in each question.
   - 1. "What of music do you like?" "Jazz."
   - 2. "How do you wash your hair?" "Every other day."
   - 4. "How does it take you to get to school?" "Nearly an hour."
   - 5. "What are you talking to the teacher?" "Oh, this and that."
   - 6. "Do you know what the time?" "Just after three."

Ask and answer the questions with a partner.

TELLING LIES

Questions and negatives

1. Think of some lies that these people might tell.
   - a teenage girl to her parents
   - a car salesman
   - a student to the teacher
   - a politician
   - a husband to his wife

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

3. CD1 38 Listen to what the people are really thinking. What is the truth? Why did they lie? Do you think any of the people have good reasons to lie?

4. Which question was each person asked before they lied? Put a–f in the boxes.
   - 1. □ What did you make that face for? Doesn't it look good?
   - 2. □ Can I speak to Sue Jones, please? It's urgent.
   - 3. □ How come you're sick today? You looked just fine yesterday!
   - 4. □ Who gave you that black eye? Haven't I told you not to get into fights?
   - 5. □ Where are you going? How long will you be? I hope you won't be late.
   - 6. □ I want to know if you'll marry me. I don't think you will.

30 Unit 4 · Nothing but the truth
GRAMMAR SPOT

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

Questions
- questions with auxiliary verbs.
- questions without auxiliary verbs.
- two ways of asking Why?
- a question with a preposition at the end.
- a question word + an adverb.
- an indirect question.

Negatives
- negative questions.
- a future negative.
- negatives with think and hope.

2. Indirect questions
Make these direct questions indirect using the expressions.

Where does he work? I don't know . . .
What's her name? Do you have any idea . . .?
Did she buy the blue one? I wonder . . .

Grammar Reference 4.1–4.2 pp. 139–140

PRACTICE

Quiz time!

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

Group A Look at the information on p. 150.
Group B Look at the information on p. 152.

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

2. Look at the other group’s information. How did your group do? Discuss with your group, using indirect questions.

- We weren't sure . . .
- We didn't have a clue . . .
- We had no idea . . .
- None of us knew . . .
- We guessed . . .
- Did you all know . . .?
- ... which theory Charles Darwin developed.
- ... how many legs a butterfly has.
Asking for more information

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

| I went out for dinner last night. | Who with? |
| My aunt sent me a postcard. | Where from? |

Write short questions with a preposition to ask for more information about these statements.

1. She gave away all her money.
2. We need to have a talk.
3. I danced all night.
4. I need $5,000 urgently.
5. I got a great present today.
6. I bought a birthday card today.
7. Shh! I’m thinking!
8. Do you think you could give me a ride?

4 Make the short questions into longer ones.

| Who did you go out for dinner with? | Where did she send it from? |

CDI 39 Listen and check your answers. Notice that all the questions end with a preposition.

Negative questions and pronunciation

5 CDI 40 Listen and compare the negative questions in 1 and 2. Which expresses surprise? Which is just checking the information?

1. A Don’t you like pizza?
   B I know most people do, but I don’t.

2. A Haven’t we met somewhere before?
   B Yes, we have. Wasn’t it at Maria’s party?

Listen again and repeat. Practice the stress and intonation.

6 Ask and answer about these things with a partner using negative questions.

I’m surprised!
like/ice cream have/a computer can/swim

I’m just checking.
is/hot today is/this your pen live/in New York

CDI 41 Listen and compare.

How come you don’t eat meat?

7 Make a negative sentence about these people. Use your dictionary.

Vegetarians don’t eat meat.

| vegetarians | insomniacs | atheists | dyslexics | pacifists |

8 CDI 42 Listen to the first part of a description of a man named Norman. Which words in Exercise 7 describe him?

SPOKEN ENGLISH How come?

How come? can be used in informal spoken English instead of Why? They do not have exactly the same meaning. Read the questions. Which express surprise?

Why are you studying English?
How come you speak English so well?
Why did you go to Japan?
How come you’ve never been abroad?

9 CDI 43 Listen to the second part. There are lots of contradictions. Complete the sentences about Norman below with a question using How come?

My friend Norman
He lives in a tiny studio apartment, so how come
he came downstairs to the living room?
He’s an insomniac, so how come he slept so long?
He’s single, so ...
He doesn’t have any pets, so ...
He’s an atheist, so ...
He’s dyslexic, so ...
He’s unemployed, so ...
He’s a vegetarian, so ...

Who is it?

10 Write three sentences about yourself using only negative sentences. Distribute them among the students in the class. Read them aloud and guess who it is.

I can’t cook. I’m not wearing jeans. I don’t sit next to Maria.
LISTENING AND SPEAKING
My most memorable lie

Work in small groups.

1. Did you ever tell lies as a child? Can you remember any? Talk about them in your groups. Decide which is the most interesting lie in your group and tell the class.

2. **CD1 44** Listen to six people talking about their most memorable lie. Correct the statements.
   1. Andrew’s boss fired him for lying about where he was.
   2. Paul only lied once as a child because he swore and stole cookies.
   3. Carolyn went to London for her sister’s wedding.
   4. Kiki finally told her grandmother the truth.
   5. Sean took karate lessons at school.
   6. Kate’s mother never discovered the truth.

3. Listen again and answer the questions.
   1. Andrew says, *like an idiot, I put pictures of it online*. Pictures of what? Why was it stupid of Andrew to do this?
   2. Paul says, *strangely what you end up doing is lying ... so that you’ve got something to say*. Lying to who? When? Why is it strange?
   3. Carolyn says, *I had to tell a white lie*. What was it? Why was it a white lie? What did nothing for whose figure?
   4. Kiki says, *I know where I lost it*. What did she lose? Where did she lose it? What was her lie?
   5. Sean says, *somebody’s mom called my mom to get all the details*. To get details of what? Why did he lie in the first place?
   6. Kate says, *I put him in the box and forgot about him*. Who did she put in the box? Which box? How does she excuse her behavior?

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

- confession
- frumpy
- toy box
- bugging
- a robbery
- cookies
- page
- necklace
- the playground
- pictures
- vacation
- hungry
- and scared
- sins

What do you think?

- Which of the six lies do you think are “good” reasons to lie? Which are “bad?” Which are “white lies?”
- Work alone. List other occasions when you think it might be good to lie and occasions when it is definitely not.
- Discuss your ideas with your group. Do you all agree about what are “good” and “bad” lies?
READING AND SPEAKING
Diana and Elvis shot JFK!

1. What do you know about the following events? Discuss in groups and share information.
   - The deaths of President John F. Kennedy, John Lennon, Elvis Presley, Princess Diana.
   - The Apollo moon landings.

2. There are many conspiracy theories about these events. What are conspiracy theories? How are they usually circulated nowadays? Do you know any theories about the events in Exercise 1?

3. Read the introduction to three of the world's most popular conspiracy theories. Which events are mentioned? Why do people like these theories? What is a "juicy" theory?

4. Work in groups of three.
   - **Student A**: Read the article on page 35.
   - **Student B**: Read the article on page 36.
   - **Student C**: Read the article on page 37.

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

Compare your answers with the others in your group.

Vocabulary work

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

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

**Moon landing**
1. Rumors have been going around for many years.
2. The U.S. flag is seen blowing, but there is no wind on the moon.
3. A fantastic exhibition of stars.
4. Scientists have all agreed that the theorists don't have any argument at all.
5. NASA has been desperately trying to hide evidence of life.

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

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

쇼우드 NOTING Linking ideas—Conjunctions p. 110
THE WORLD’S TOP CONSPIRACY THEORIES

CONSPIRACY THEORY 1

THE DEATH OF DIANA

The first Diana conspiracy site appeared on the Internet in Australia only hours after her death on August 31, 1997. Since then an estimated 36,000 Diana conspiracy websites have been set up—breathtaking by anyone’s standards. Hypotheses range from pure James Bond (“it was all a government plot to protect the monarchy”) to farce (“it was a fiendish murder plot thought up by the world’s florists to sell lots of flowers”). And the most popular theory of all is that Diana, Princess of Wales, isn’t dead after all—that car crash in Paris was an elaborate hoax to enable the Princess and her boyfriend, Dodi Fayed, to fake their own deaths so that they could live in blissful isolation for the rest of their lives. Subscribers to this theory say that Diana was fed up with the intrusions into her private life and used the wealth and resources of the Fayed family to fake her death. Now she and Dodi are living on a small tropical island, communicating with her sons by satellite video conferencing. Think about it, they say. We never actually saw her body, did we?

“We never actually saw her body, did we?”

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

These theories multiply because it is so hard for us to believe that a princess, with all her wealth and bodyguards, could be killed by something as arbitrary and mundane as a traffic accident. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.
For over 30 years rumors have been circulating that the Apollo Moon landings were faked. They say astronaut Neil Armstrong made no "giant leap for mankind." They assert that the 1969 Moon mission was a hoax to prove America won the space race, that the astronauts were "astro-nuts." The high point in the great Moon landing conspiracy came when the Fox television network broadcast a program entitled Did We Land on the Moon? This program alleged that the whole Moon landing had been staged inside a movie studio on a U.S. military base somewhere in the Mojave desert.

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

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

Finally there are the UFO "nuts." They actually do believe that astronauts went to the Moon and found not only a lot of rocks but also widespread evidence of an ancient alien civilization—a discovery so terrifying that NASA has been desperately seeking to conceal it from the public ever since.
CONSPIRACY THEORY 3
THE DEATH OF JOHN F. KENNEDY, JR.

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

One of the wildest theories claims that Kennedy, Jr., known as “John John,” was murdered by Clinton supporters because he planned to run against Hillary Clinton in the New York Senate race.

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

“Some of the explanations for the plane crash are patently ridiculous.”

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

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

Unit 4 • Nothing but the truth
VOCABULARY
Saying the opposite

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>fake adj</td>
<td>genuine, real, authentic</td>
</tr>
<tr>
<td>like vb</td>
<td>dislike, hate, can’t stand</td>
</tr>
<tr>
<td>happiness</td>
<td></td>
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<tr>
<td>guilty</td>
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<td>safe</td>
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<td>admit</td>
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<td>encourage</td>
<td></td>
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<tr>
<td>kind</td>
<td></td>
</tr>
<tr>
<td>appear</td>
<td></td>
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</tbody>
</table>

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

```plaintext```
| Improve safety | success | criticize generosity | fail stingy encourage get worse danger |
```

1. A Gary’s a really **successful** businessman.
   B Yeah, but he’s a complete ________ as a family man. He never sees his children.

2. A My grandpa’s so ________ he gives me $20 every time I see him.
   B Lucky you. My grandpa’s famous for his ________. A quarter every birthday, if he remembers.

3. A Well, Henry, I’m pleased there’s been some ________ in your behavior this semester, but sadly your work has ________.
   B So I didn’t do OK on the test?

4. A You’re not going bungee jumping! It sounds really ________.
   B No, honestly, it’s perfectly ________ as long as you’re careful.

5. A Our teacher is always ________ us. I feel useless.
   B I know. It’s not fair—he should give us more ________ if he wants us to work hard.
```

3. What is the effect of using antonyms in these conversations?
   A What **lousy** weather!
   B Yes, it’s not exactly **tropical**, is it?

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

   Write similar conversations with a partner about these topics.
   How could you describe the following both honestly and tactfully?
   • a boring party   • an awful vacation   • a stingy friend   • a hard test

4. What’s the opposite of ... ?
   1. a tough question
   2. a tough meat
   3. fair hair
   4. a fair decision
   5. a live animal
   6. a light color
   7. a clear sky
   8. a clear conscience
   9. a hard mattress
   10. a hard test
   11. a light sleeper

5. Match the words and their meanings.

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

38 Unit 4 • Nothing but the truth
EVERYDAY ENGLISH

Being polite

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

   CDI 45 Now listen and compare your answers.

2. CDI 46 Listen to the pairs of lines and conversations. Which one is more polite?

3. Make these requests and offers more polite. Use the expressions below.
   1. Give me a ride.
   2. Help me find my glasses!
   3. Come over for dinner tomorrow!
   4. Lend me your dictionary.
   5. Can I help you with this exercise?
   6. Stop whistling!

   Could you possibly ... ?
   Would you mind (not) ... ?
   I wonder if you could ... ?
   Do you happen to know ... ?

4. Work with a partner. Take turns making the requests and offers in Exercise 3 and refusing them politely, using one of these expressions.
   I'd love to, but ...
   That's really nice of you, but ...
   I'm really sorry ...
   I would if I could, but ...
   I'm afraid I ...
   Sorry! I've got to ...

   CDI 48 Listen and compare your answers.

Role play

5. Anna and Ben have invited friends for dinner. Look at the conversation on page 152. Work in groups of four to complete the conversation.

   B Kim! Hello! Great to see you. Come on in. Let me take your coat.
   Kim Thanks so much. Oh, these are for you.

   CDI 49 Listen and compare. Act your role play out for the class.

Music of English

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

Could you possibly close the window, please?

CDI 47 Listen and repeat. If you use flat intonation, it sounds very aggressive in English!
TEST YOUR GRAMMAR

1 Which future form expresses...?

<table>
<thead>
<tr>
<th>an intention</th>
<th>a prediction</th>
<th>a future fact based on a timetable</th>
<th>an arrangement between people</th>
<th>a spontaneous decision</th>
</tr>
</thead>
</table>

1. Tomorrow's weather will be warm and sunny.
2. The train to Denver leaves at ten past ten.
3. I'm going to be a race-car driver when I grow up.
4. We're seeing Sue for lunch on Thursday.
5. I'll make some coffee.

2 Name the different future forms.

HOW DO YOU SEE YOUR FUTURE?

Future forms

1 Listen to these people talking about the future. Who says what? Put a number 1-6 next to the names.

a. Tony
b. Mickey

CD2
2 Answer the questions.
   1. What is Katie going to study?
      When do the classes start?
   2. What is Mickey doing tomorrow?
      What time does the game start?
   3. Why are Tony and Marie excited?
      When is the baby due?
   4. What's happening tomorrow?
      What will they do together?
   5. Why is Janine packing?
      How's she getting to the airport?
   6. What are Marco's ambitions?
      What will he have done before he's 25?
   CD2 3 Listen and check.

3 Here are the answers to some questions.
Write the questions.
   1. New York University. (Which ...?)
   2. His son.
      Chicago and St. Louis.
   3. Jamie or Heather.
   4. Some cookies.
   5. It leaves at 10:30.
   6. In much bigger places.
   CD2 4 Listen and check.

---

GRAMMAR SPOT

1 Do these sentences refer to the present or the future?
   Marie's having a baby soon ...
   Right now I'm packing ...
   I play guitar.
   The plane leaves at 10:30.

2 What's the difference between these sentences?
   What do you do in the evenings?
   What are you doing this evening?
   Get in the car, I'll give you a ride.
   I'm going to give Dave a ride to the airport tomorrow.
   We'll have dinner at 8:00.
   We'll be having dinner at 8:00.
   I'll write the report tonight.
   I'll have written the report by tonight.

 Grammar Reference 5.1–5.8
 pp. 140–142
PRACTICE
Discussing grammar

1. I'll see / I'm going to see
   I'm very excited. I'm going to see my whole family this weekend.
   I don't know if I have time to come this evening.
   I'll see.

2. are you going to do / will you do
   So you're off to Canada for a year! What there?
   I'm sure you will pass your exams, but what if you don't?

3. I'll come / I'm coming
   I you if you like.
   I whether you like it or not.

4. are you doing / are you going to do
   Your latest grades are terrible. What about it?
   What this evening?

5. I'm giving / I'm going to give
   I've had enough of her lazy attitude. I her a good talking-to.
   I a presentation at 3:00 this afternoon.
   I'm scared stiff.

6. leaves / is leaving
   John! Peter now. Come and say good-bye.
   The bus at 8:00, so don't be late.

7. I'll see / I'll be seeing
   I you outside the theater at 8:00.
   I Peter this afternoon, so I'll tell him the news.

8. I'll see / I'll have seen
   You enough of me by the end of this visit.
   I'm going to be a star one day. You.

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

   "This is your captain speaking..."

Good morning, ladies and gentlemen. Welcome on board this United Airlines flight to Tokyo. In a very short time we (1) (take) off. When we (2) (reach) our cruising speed of 550 miles per hour, we (3) (fly) at 35,000 feet. Our flight time today is about 12 hours, so we (4) (be) in Tokyo in time for breakfast tomorrow! The cabin crew (5) (serve) refreshments during the flight. If you (6) (need) any assistance, just press the button, and a flight attendant (7) (come) to help you.

[Near the end of the flight]
In just a few minutes, the crew (8) (come) around with duty-free goods. We (9) (also) (give out) landing cards. When you (10) (fill) them in, place them in your passport. They (11) (collect) as you (12) (go) through passport control.

In 20 minutes we (13) (land) at Narita Airport. Please put your seats in the upright position. You are requested to remain seated until the plane (14) (come) to a complete stop.

We hope you (15) (fly) again soon with United Airlines.

CD 5 Listen and check.

CD 6 Listen and check.
Complete the sentences with the correct form of the verb. Use will, the Future Continuous, or the Future Perfect.

1. I can get the tickets. I ________ past the theater on my way home.
2. I’ll say good-bye now. You ________ by the time I get back.
3. He ________ crazy when I tell him I crashed his car.

4. “Should we have some tea? “Good idea. I ________ it.”
5. Dave is so ambitious. I bet he ________ a fortune by the time he’s 30.
6. You’ll know where the party is. We ________ so much noise!

7. I’ll lend you this book next time I see you. I ________ it by then.
8. We’re studying Shakespeare next year, so I ________ his plays over the summer.
9. I just got an e-mail from Megan. I ________ it to you.

Talking about you

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

1. Where ________ (you go) on vacation this year?
2. How ________ (you get) there?
3. How long ________ (you be) away for?
4. Which hotel ________ (you stay) in?
5. What time ________ (your flight arrive)?
6. What ________ (you do) while you’re on vacation?

In pairs, ask and answer the questions about your next vacation. If you don’t have a vacation planned, make one up!

I hope so/I don’t think so

Listen to the conversations and complete them.

1. “Do you think you’ll ever be rich?”
   “I ________ so.”
   “I ________ one day.”
   “It’s possible, but I ________ it.”
   “I’m sure I ________.”
   “I’m sure I ________.”

2. “Are you going out tonight?”
   “Yes, I am.”
   “I think ________, but I’m not sure.”
   “I ________ be.”

3. “Do you think the world’s climate will change dramatically in the next 50 years?”
   “I ________ so.”
   “I hope ________.”
   “Who ________? Maybe.”

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

1. be famous
go to Florida
marry a millionaire
speak perfect English
have grandchildren

2. go to the movies soon
meet friends this weekend
eat out in the next few days

3. we discover life on another planet
people live for 150 years
find a cure for cancer
READING AND SPEAKING

Today's teenagers are just fine!

1. In your country, what do
   • old people think of young people?
   • young people think of old people?
   • parents think of teenagers?
   • teenagers think of their parents?

2. Look at the photos. Read the headings and the introduction. Why do you think young people “get a bad rap”? What does this mean?

3. Work with a partner and answer these questions about each person.
   1. What is their particular talent?
   2. What do you learn about their family or childhood?
   3. Who has influenced their life and career?
   4. What have they achieved in life so far?
   5. What is their ambition?
   6. Do they spend time with friends?

4. Compare Sarah’s life with the three boys.

5. Which person might have said …?
   1. “She won’t be able to walk at all soon.”
   2. “By the time I’m 20 I’ll be giving concerts all over the world.”
   3. “I’m going to take my grandmother on a world cruise.”
   4. “I’m playing in a major tournament in China next month.”

What do you think?
• Who do you think is the most successful now?
• Who will be most successful in the future?
• Which two teenagers do you most admire? Why?

Language work

Complete the chart of adjectives and nouns. Mark the stress. The missing words are all in the articles.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambitious</td>
<td>ambition</td>
</tr>
<tr>
<td>poor</td>
<td></td>
</tr>
<tr>
<td>competitive</td>
<td></td>
</tr>
<tr>
<td>memorable</td>
<td>success</td>
</tr>
<tr>
<td>influential</td>
<td>pride</td>
</tr>
<tr>
<td>responsible</td>
<td>health</td>
</tr>
<tr>
<td></td>
<td>necessity</td>
</tr>
</tbody>
</table>

Darius grew up in poverty, but discovering table tennis turned his life around. He is now a youth champion and has set his sights on the Olympics.

“My childhood was tough. It was an everyday thing for me to get into fights. Then, when I was ten I took up table tennis and joined an after-school group. The teacher, Gideon Ashison, made me see that it was up to me if I wanted to be successful. I started to enter competitions and trained from the age of 12. When I was 17 I was accepted to the Institute of Sport, where I now live and train full-time. My goal is to become the world’s number one table tennis player. I still see my friends, but table tennis isn’t their kind of thing.”

Fraser Doherty, 19

The entrepreneur
Harry Byart, 15
The recording artist

Harry Byart (AKA Fugative) released his first album, *Prince of the Playground*, last September, and his single *Summertime* is available to download from MySpace and has been played on British radio.

"My family has always encouraged me and my music. I play the keyboard and I sing. I've co-written all the songs with my producer Darren Martyn, who has worked with many well-known musicians. He's been a big influence on me. I write about things that matter to me, such as my friends, school, and real life. I plan to make music my career, but at this stage my ambition is just to make my mom proud of me."

Sarah Thomas, 14
The caregiver

Sarah cares for her mother Carol, 51, who has multiple sclerosis (MS).

"I'll never forget my first day at school. I saw the other children being dropped off by their parents, and I suddenly realized that not all mothers were in a wheelchair. The thing is, my mom has had MS for 26 years, so I have no memory of her being anything other than sick.

As an only child, I've had to grow up quickly to cope with the responsibilities of Mom's condition. Although she's relatively mobile, she falls over daily, suffers from fatigue, and can't do much. In the mornings I make sure Mom has taken her pills, and I give her an injection. After school I cook dinner. I don't have much time for friends. Then someone told me about a project that gives young caregivers the chance to meet each other. That helps a lot. Caring for my mom isn't a burden. I'm going to keep doing it as long as it's necessary."

Fraser set up the healthy jam brand SuperJamb when he was just 16. Today it is sold in 1,000 stores, and he's about to launch it in Europe.

"When I was 14 my grandma told me her secret recipe for jam. I made a batch and sold it locally for $3.00 a jar. It was really popular, and within 18 months I was making 1,000 jars a week.

My story made the local newspaper, and I was spotted by a businessman. Thanks to his advice I began researching jam companies and I developed the line to include blueberries and cranberries, and, because I was using these so-called "superfoods," I called it SuperJam.

Today I make more money than both my parents combined. People ask if I feel I've missed out on being a "normal teenager," but I still do all the things with my friends that the average teenager does—I just get to do unusual stuff as well, like having dinner with famous politicians. My ambition is to sell my jam worldwide."
SPEAKING
A career quiz

1. Who do you know that is rich and successful? Think of people you know personally and famous people. What have they done? Share ideas with the class.

2. Are you ambitious? Do you want to be rich and successful, or do you think there's more to life than work?

3. Do the quiz. Circle an answer a, b, or c. Compare your answers with a partner.

4. Turn to page 150 and find out how ambitious you are. Do you agree? Discuss as a class. Who are the most ambitious? What do they want to do? Who are the least ambitious? Why?

How ambitious are you?

1. It's 8.30am on Monday morning. Are you …?
   a. already working at your desk
   b. just walking through the door
   c. just walking out of the shower

2. You've been asked to present your team's findings at a meeting with your boss. Do you …?
   a. take credit yourself for most of the findings
   b. present a balanced report, taking care to give credit to colleagues where it's due
   c. forget your notes for the meeting

3. Your boss is really pleased with your team's work and takes you all out to a restaurant to celebrate. Do you …?
   a. make sure that you are sitting next to your boss to explain why the project was so successful
   b. chat to your boss for a while and then talk to your colleagues
   c. enjoy the meal and chat to anyone and everyone

4. You are at a conference, and your name badge has your name but your boss's job title. Do you …?
   a. just leave it because you hope to have the title yourself one day
   b. ask politely for it to be changed
   c. fail to notice? You never bother to put name badges on anyway.

5. If your colleagues chose an adjective to describe you, which would it be?
   a. Highly-motivated
   b. Supportive
   c. Lazy

6. You and a colleague are both put up for a promotion, but you don't get it. Do you …?
   a. find it very difficult to congratulate him or her
   b. congratulate him or her warmly but feel very disappointed
   c. feel relieved that you won't have any extra work

7. The head office sends an e-mail asking staff for suggestions to cut costs in the workplace. Do you …?
   a. already have a list of suggestions
   b. refuse to take part because you believe they are trying to cut jobs
   c. delete the e-mail

8. Your boss is going away on a training course, and you are going to take over his or her job for that period. Are you going to …?
   a. work hard and make sure your colleagues work hard
   b. discuss your plans with your colleagues to get their support
   c. enjoy the freedom of your boss being away

9. What is your motto at work?
   a. Work hard and make sure the boss notices what you do.
   b. Make sure you work well with your team.
   c. Work to live, don't live to work.
**VOCABULARY**

Hot verbs—*take, put*

1. There are many expressions with *take* and *put*. Look at these examples from the text on pages 44–45 and the quizzes on pages 46 and 150.

   I make sure Mom has **taken** her pills.
   Do you **take** credit for most of the findings?
   You and a colleague are both **put** up for a promotion.
   You will have to **put yourself** first sometimes.

2. Put the words in the right box.

   off end a stop to sth place words in sb's mouth (no) notice part sb in charge of sth sb/sth for granted your advice your best foot forward a risk your work first responsibility for sth pressure on sb forever

   **TAKE**
   **PUT**

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

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

   **CD2|8** Listen and check.

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

   **A**
   1. Take your time.
   2. The party's on the 21st.
   3. Their relationship will never last.
   4. "I told her a joke about the French, and it turned out she was French."
   5. Take it easy.
   6. Put yourself in my shoes.
   7. You always take things too personally.

   **B**
   1. Put it on your calendar.
   2. What would you do?
   3. Calm down. There's no need to panic.
   4. There's no need to hurry.
   5. No one's out to get you.
   6. Take my word for it. I know these things.
   7. "Whoops! You really put your foot in your mouth, didn't you?"

---

**Phrasal verbs**

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

   | take sth back | take sth in |
   | take off | take on sb |

   1. The store _____________ extra workers every Christmas.
   2. The lecture was too complicated, and the students couldn't _____________ it all.
   3. My business really _____________ after I picked up six new clients.
   4. You called me a liar, but I'm not. _____________ it _____________ and apologize!

   **CD2|9** Listen and check.

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

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

   1. _____________ some music ___!
      Whatever you want.
   2. That article about factory farming has really _____________ me _____________ eating chicken.
   3. Could you _____________ your toys, please? Your room's a mess.
   4. The kitchen fire was scary, but luckily I _____________ it _____________.

   **CD2|10** Listen and check.

---

"Well, I wouldn't eat it. But don't let that put you off."
LISTENING AND SPEAKING

The reunion

1 Three friends, Jack, Amy, and Gabe, were all in college together in Boston. Now, ten years later, they are planning a reunion. Divide into two groups.

Group A
CD 11 Listen to Jack calling Amy.

Group B
CD 12 Listen to Amy calling Gabe.

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

<table>
<thead>
<tr>
<th>Washington Street</th>
<th>Bombay House</th>
<th>New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park Plaza</td>
<td>Back Bay Hotel</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Curry Cafe</td>
<td>Newbury Street</td>
<td>Newton</td>
</tr>
</tbody>
</table>

2 Check your answers with people in your group.

<table>
<thead>
<tr>
<th></th>
<th>Jack</th>
<th>Amy</th>
<th>Gabe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Traveling from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Leaving at what time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Arrival time in Boston?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Staying where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Going to which restaurant?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Where is it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Where are they going to meet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>What time?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Find a partner from the other group. Exchange information to complete the chart.

4 What might go wrong with their plans? Will everything work out all right? Who’s meeting who where?

**WRITING** E-mailing friends *p. 111*
EVERYDAY ENGLISH
Beginning a telephone conversation

1 **CD2 13** Listen to the beginning of three phone calls. What’s the difference between them?
   - When and why do we make small talk? Who with? What about?
   - Why do some places have recorded menus?
   - Why do people find them frustrating?

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

   **1** A Hello. TVS Computer Services. Samantha speaking. How can I help you?
   **A** Thank you. One moment, please.
   **C** Hello. Customer service.
   **B** Yes, could I speak to your customer service manager, please?
   **A** Certainly. May I ask who’s calling?
   **B** This is Keith Jones.
   **7** B Hello. I was wondering if you could help me . . .

**CD2 14** Listen and check your answers.

Ending a telephone conversation

3 Here is the end of a telephone conversation between Irene and her daughter Lily, a student. Put it in the right order.

   **1** A So that’s about all that’s new here, Mom. It was good to talk to you.
   **B** I know, we should do it more often. By the way, are you still seeing that nice guy from Boston? Brian, wasn’t it?
   **B** OK, don’t want to keep you. Oh, one more thing, you’re coming home for Thanksgiving, right?
   **A** Mom. I told you, Brian’s just a friend, not a boyfriend. I really don’t have time to date right now. Anyway, Mom...
   **A** I know, Mom, I know. Look, I’ll book a flight right after dinner, I promise. All right. Love you, Mom. Love to Dad!
   **A** Of course.
   **A** Don’t worry, I get out pretty often, just not with Brian. Listen, Mom, I’ve got to run. I’ve got dinner on the stove.
   **B** But have you booked your flight yet? You know it’s a very busy time of year.
   **B** What a shame! You know you should get out more, Lily. It’s not good to...
   **B** Love you, too, honey! Thanks for calling! Bye now.

**CD2 15** Listen and check your answers.

4 Discuss the questions.
   - Who’s trying to end the conversation? Who wants to chat?
   - How does Lily try to signal that she wants to end the conversation?
   - How do they confirm their arrangements?
TEST YOUR GRAMMAR

1 Circle the words that can complete the expressions of quantity.
   a few ... cars/traffic/delays/pollution
   not many ... crimes/criminals/violence/accidents
   very little ... time/room/hope/spaces
   a bit of ... luck/opportunity/fun/help
   a lot of ... enthusiasm/energy/people/ingredients
   plenty of ... fresh air/fluids/sleep/walks
   hardly any ... money/experience/clothes/friends

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

THE NAKED CHEF
Expressions of quantity

1 Jamie Oliver is a famous British chef. Read the article. Why is he famous? Why is he known as “The Naked Chef”?
2 Answer the questions.
   1. How many restaurants does he have?
   2. How many books has he written?
   3. How many TV series has he made?
   4. How much money did he earn cooking at his parents’ pub?
   5. How much time did he spend in France?
   6. How many chefs did he work with in London?
   7. How much experience did he have when he was first on TV?
   8. What is his recipe for success?

Jamie Oliver became an extremely successful and well-known chef at a very young age. He has several restaurants in different parts of the world. He has written eleven books and made over 20 TV series. He doesn’t have much free time anymore. How did he make it big?

His rise to fame came early and swiftly. By the age of eight he had already started cooking at his parents’ pub, earning a little money. After two years in cooking school and a few months in France, he started working in restaurants. He worked with three famous chefs in London before he was spotted by a TV producer at 21, and his life changed.

Even though he had very little experience, he had a great deal of enthusiasm for cooking and was very natural in front of the camera. His first TV program featured him zipping around London on his scooter buying ingredients and cooking for his friends. His recipes were simple—they didn’t involve complicated cooking techniques and used plenty of fresh ingredients. That’s why he is known as “The Naked Chef.”

He opened a restaurant called Fifteen, where he trained a group of unemployed young people to work in the business. There are now similar restaurants in Holland and Australia. He also started a campaign to improve the meals children eat at school, trying to replace junk food with fresh, nutritious dishes.

So what is his recipe for success? “A little bit of luck and a lot of passion!” he says.
3 CD 16 Listen to a similar text about Jamie Oliver. Write down the differences you hear.

GRAMMAR SPOT

1 Why do we say . . . ?
   a few restaurants but a little money
   not much free time but not many free days

2 CD 16 Read and listen to the texts again. Complete the chart with the expressions of quantity.

<table>
<thead>
<tr>
<th>Reading text</th>
<th>Listening text</th>
</tr>
</thead>
<tbody>
<tr>
<td>several restaurants</td>
<td>quite a few restaurants</td>
</tr>
<tr>
<td>_______ books</td>
<td>a lot of books</td>
</tr>
<tr>
<td>over 20 TV series</td>
<td>_______ TV series</td>
</tr>
<tr>
<td>_______ in France</td>
<td>a little time in France</td>
</tr>
<tr>
<td>three famous chefs</td>
<td>_______ famous chefs</td>
</tr>
<tr>
<td>_______ experience</td>
<td>hardly any experience</td>
</tr>
<tr>
<td>a great deal of enthusiasm</td>
<td>_______ enthusiasm</td>
</tr>
<tr>
<td>_______ of fresh ingredients</td>
<td>lots of fresh ingredients</td>
</tr>
</tbody>
</table>

Grammar Reference 6.1 pp. 142–143

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

PRACTICE

Countable or uncountable?

1 With a partner, ask and answer questions.

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

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

CD 17 Listen and compare your answers.

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

Fish is good for you. U
I caught a fish today. C

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

Complete the sentences with a or nothing.

1. I’d like ______ single room for the night.
   Is there ______ room for me to sit down?

2. You shouldn’t let children play with ______ fire.
   Can we light ______ fire? It’s getting cold.

3. Canada is a land of ______ great beauty.
   You should see my new car. It’s ______ beauty.

4. There was ______ youth standing in front of me.
   ______ youth is wasted on the young.

3 Find pairs of words with similar meanings. Write them in the correct column.

<table>
<thead>
<tr>
<th>dollar</th>
<th>truck</th>
<th>suitcase</th>
<th>job</th>
<th>furniture</th>
<th>advice</th>
<th>apple</th>
<th>fact</th>
<th>money</th>
<th>suggestion</th>
<th>fruit</th>
<th>trip</th>
<th>chair</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td>traffic</td>
<td>information</td>
<td>luggage</td>
<td>travel</td>
<td></td>
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</tr>
</tbody>
</table>

Countable nouns                      Uncountable nouns

| dollar     | money     |

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

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

4 Rephrase the sentences. Use the prompts.

She earns a dollar a day.
much / very little / hardly any
She doesn’t earn much money.
She earns very little money.
She earns hardly any money.

1. She has two friends.
much / very few / hardly any

2. There are six eggs in the fridge.
some / a few / enough

3. There are two eggs in the fridge.
much / only a couple of

4. There aren’t any tomatoes.
no / not a single

5. Did you spend many weeks in France?
much / a lot of

6. I have five days of vacation a year.
much / hardly any

7. I must lose weight. I’ve put on 20 pounds!
a huge amount of / far too much / lots of

8. Ninety percent of my friends have a car.
amost all / most / the majority

9. Ten percent of them still live at home.
very few / hardly any / not many

10. There isn’t one of my friends who’s married.
none / not one

11. Ken was at work 100 percent of the time.
all / the whole

12. Yesterday I ate hardly anything at all.
not much / very little / almost nothing

5 Choose the correct alternative.

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

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

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

4. Less / fewer people buy CDs these days.

5. All people / Everyone came to my party.

6. My house was robbed last month. All / Everything was stolen.

7. Everyone / All the people was watching the World Cup final.

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

SPOKEN ENGLISH  Expressing quantity

There are many ways of expressing quantity in spoken English.
She’s got lots of clothes.

CD2 18  Listen and write the expression of quantity you hear.

_____ of time  _____ of food  _____ of things
_____ of money  _____ of laundry  _____ of people

What do your friends have a lot of?
Tania’s got millions of shoes.

A lifestyle survey

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

Most of us like shopping.

- like shopping
- spend a lot of money on sneakers
- go out with friends
- buy designer clothes
- like The Simpsons
- go to coffee shops
- go clubbing regularly
- do a lot of exercise

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

WRITING Report writing—A consumer survey  p. 112
LISTENING AND SPEAKING
Advertisements

1. What's your favorite advertisement at the moment? What's it for? Does it have a story?

2. Listen to six radio advertisements and answer the questions. Write a number 1–6.

Which ad:

... is advertising a football game?

... is selling a chocolate bar?

... is selling laundry detergent?

... is for a new car with free gasoline?

... is for car insurance for women?

... is advertising a store's opening hours?

3. Complete the chart.

<table>
<thead>
<tr>
<th>Name of the product</th>
<th>Characters involved</th>
<th>Setting/place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What is the selling point for each ad?

5. Answer the questions about each ad.

1. Describe Sarah's T-shirt.
   What's special about this laundry detergent?
   Why and how do they change their minds?
2. What do the men think of the woman driver?
   Why is her father so horrible to her?
3. What has the daughter done that she's so proud of?
   In what ways does she make fun of her father?
4. How can the daughter afford a new car?
   What does the man want to invite Sue to do?
   In what ways does he say the wrong thing?
5. How does the priest try to hurry up the wedding?
   Why is he in a hurry?

Writing an ad

Write a radio or television ad. Choose a product or service of your own, or one of the following.

- a BMW sports car
- Bonzo dog food
- Dazzle dishwashing liquid
- Green Mountain coffee
- a bank for students
- a restaurant in town
- a computer

Unit 6 · Making it big 53
1. What do you know about these brands? What is their reputation? Are they popular among your friends and family? Who are their rivals?

2. Work in two groups.
   - **Group A**: Read about Starbucks on this page.
   - **Group B**: Read about Apple Computers on p. 55.

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

3. Find a partner from the other group. Exchange information.

4. Here are eight answers. Decide which four are about your article. Then write the questions.
   - In Silicon Valley.
   - About 600.
   - $5 billion.
   - In 1997. (When... launched?)
   - Ten years. (How long... take...?)
   - Because he argued with his partner. (Why... resign?)
   - Because they can't compete. (Why... out of business?)
   - By selling some of their possessions. (How...?)

---

**STARBUCKS COFFEE**

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

Starbucks serves over 25 million customers a week in 15,000 stores in 44 countries around the world. And this figure is increasing rapidly. So how did a company currently worth $5 billion get started?

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

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

"15,000 stores in 44 countries."

But global success comes at a price. Facing competition from lower-priced coffee offered by McDonald's, Starbucks recently closed about 600 stores in the U.S. And although Starbucks has a company policy of fair trade and employee welfare, it has been the recent target of antiglobalization protests. Many people feel that big corporations, even responsible ones, are never a good thing, as small, independent companies can't compete and go out of business. However, Starbucks's continued success in the face of opposition shows that its blend of commercialism and comfy sofas is still proving an irresistible recipe for world domination.
Apple Computers

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

Steven Jobs and Steven Wozniak dropped out of college and got jobs in Silicon Valley, where they founded the Apple Computer company in 1976, the name based on Jobs’s favorite fruit. They designed the Apple I computer in Jobs’s bedroom, having raised the capital by selling their most valued possessions—an old Volkswagen bus and a scientific calculator. The later model, the Apple Macintosh, introduced the public to point and click graphics. It was the first home computer to be truly user friendly, or as their advertisements put it, “the computer for the rest of us.” When IBM released its first PC in 1981, Jobs realized that Apple would have to become a more grown-up company to compete effectively. He brought in John Sculley, the president of Pepsi-Cola, to do the job, asking him, “Do you want to just sell sugared water, or do you want to change the world?” Sculley and Jobs began to argue bitterly, however, and after a power struggle, Jobs was reluctantly forced to resign.

"The computer for the rest of us."

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

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

Apple’s fortunes were transformed again with the development of the iPod in 2003 and the iPhone in 2007, which soon became must-have gadgets that brought about a boom in Internet music sales and transformed the cell phone industry. And, of course, they were beautifully stylish.

Vocabulary work

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

**Starbucks**

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

**Apple Macintosh**

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

What do you think?

- What arguments do the antiglobalization protesters make against Starbucks and other multinational corporations? Do you agree?
- Do you have a computer? What kind?

What are your favorite websites?
VOCABULARY AND PRONUNCIATION

export: /'eksɔːpt/ or /ɪkˈspɔːrt/?
1 CD2 20 Listen and repeat these words, first as nouns and then as verbs. How does the word stress change?
   a. export  c. decrease  e. progress  g. produce  i. insult
   b. import  d. increase  f. record  h. permit  j. protest
2 Practice the words with a partner. Give instructions like this.
   c as a noun! decrease  g as a verb! produce
3 Complete the sentences with one of the words in its correct form. Read the sentences aloud.
   1. Japan ________ a lot of its oil from other countries. Its ________ include cars and electronics.
   2. I'm very pleased with my French. I'm making a lot of ________.
   3. Government officials are worried. There has been an ________ in the unemployment rate.
   4. But the number of crimes has ________, so that's good news.
   5. How dare you call me a liar and a cheat! What an ________!
   6. There was a demonstration yesterday. People were ________ about the price of gasoline.
   7. He ran 100 meters in 9.45 seconds and broke the world ________.
   8. Don't touch the DVD player! I'm ________ a movie.
   9. Britain ________ about 50% of its own oil.

CD2 21 Listen and check.

refuse: /'refjuːs/ or /rɪˈfjuːs/?
1 CD2 22 These words have different meanings according to the stress. Check the meaning, part of speech, and the pronunciation in your dictionary. Listen and repeat.
   a. refuse  c. minute  e. content  g. invalid
   b. present  d. desert  f. object  h. contract
2 Practice saying the words in Exercise 1 with a partner.
3 Answer the questions using the words in Exercise 1.
   1. What's another name for garbage?
   2. What's a UFO?
   3. What's the Sahara?
   4. What do you get lots of on your birthday?
   5. What are pages ii–v of this book?
   6. What's another way of saying …?
      • happy  • very small
      • a written agreement  • you won't do something
      • incorrect (PIN number)

CD2 23 Listen and check.

SPEAKING

Starting a restaurant

1 Think of some restaurants that are popular where you live. What makes them successful?

2 Work in small groups. You are going to start your own restaurant. You have to make many important decisions. Discuss these questions.
   1. What kind of restaurant will you open?
   2. How will you raise money to start the restaurant?
   3. Where will the restaurant be located?
   4. What kind of customers do you want to attract?
   5. How will you advertise your restaurant to attract these customers?
   6. How many workers will you hire, and how much will you pay them?

Your restaurant is now successful! Discuss these questions.
   1. Should you raise prices?
   2. Should you expand?
   3. The economy enters a recession and business slows. What do you do to stay profitable?

What do you think?
- Appoint a spokesperson from each group. Tell the rest of the class what decisions you made and why you think those decisions would make your restaurant successful.
- As a class, vote on the group whose restaurant is most likely to continue to succeed.
EVERYDAY ENGLISH
Business expressions and numbers

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

   A
   1. Mike! Good to see you again! How’s business?
   2. I’m afraid something’s come up, and I can’t make our meeting on the 6th.
   3. What are your travel arrangements?
   4. Could you confirm the details in writing?
   5. They want a deposit of $2,500, which is $7,500 and we have... get it?
   6. I’ll give you $5,250 for your car. That’s my final offer.
   7. I don’t know their number offhand. Bear with me while I look it up.
   8. OK. Here’s their number. Are you ready? It’s 708-555-2200.
   9. I got a pay raise, but I didn’t get a better office.
   10. Did you apply for that job?

   B
   a. Sorry, you’re breaking up. Can you repeat that last part?
   b. Sure. I’ll e-mail them to you as an attachment.
   c. You win some, you lose some.
   d. No. There’s no point. I’m not qualified for it. I wouldn’t stand a chance.
   e. I’m on flight UA 2762 at 6:45.
   f. Good, thanks, Jeff. Sales are up again. How about yourself?
   g. Great! It’s a deal. It’s yours.
   h. That’s OK. Let’s try for the following week. Is Wednesday the 13th good for you?
   i. No problem. I’ll hold.
   j. I’ll read that back to you. Seven oh eight, five five five, twenty-two hundred.

   CD2 24 Listen and check.

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

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

   “No. Thursday’s out. How about never—is never good for you?”

3. Practice the numbers in the conversations. How is the phone number said in two different ways?

4. Practice saying these numbers.

   375, 1,250, 13,962, 23,806, 150,000, 5,378,212
   1/2, 3/4, 1/3, 1/4, 2/3
   4.3, 7.08, 10.5, 3.142, 0.05
   Sept. 17, Feb. 3, Nov. 22, Aug. 14
   19th century, 21st century, 1960s
   2007, 1980, 1786, 1902
   12:00 P.M., 12:00 A.M., 2:05 P.M., 10:30 P.M.
   1-773-360-7220, 800-667-7433, 917-220-4500
   (baseball) 2-0, (tennis) 30-0

   CD2 25 Listen and check.

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

Unit 6 • Making it big 57
TEST YOUR GRAMMAR

1 Read the sentences 1–10 and underline the modal verbs. Rewrite them with a correct expression a–j.
   1. You shouldn’t wear red. It doesn’t suit you.
   2. May I make a suggestion?
   3. You can smoke in the designated area only.
   4. I can take you to the airport, after all.
   5. You must obtain a visa to work in Australia.
   6. You should always make an appointment.
   7. You’ll pass. Don’t worry.
   8. You can’t walk on the grass.
   9. I couldn’t get through. The line was busy.
  10. I won’t discuss the matter any further.

a. I’ll be able to . . .
b. I didn’t manage to . . .
c. You’re sure to . . .
d. You are required to . . .
e. Is it OK if . . .?
f. You’re allowed to . . .
g. If I were you . . .
h. I refuse to . . .
i. It’s always a good idea to . . .
j. You aren’t permitted to . . .

2 CD 26 Listen and check.

3 Complete the lines a–j with your own ideas and compare with a partner.
   I’ll be able to come on Saturday, after all.

WE CAN WORK IT OUT

Modals and related verbs

1 CD 27 Read and listen to the two conversations. Who are the speakers? What are they talking about? Find all the examples of modal verbs.

1. A What the . . . where do you think you’re going?
   B What do you mean?
   A Well, you can’t turn right here.
   B Who says I can’t?
   A That sign does. “Do Not Enter.” Can’t you read?
   B Hey, I couldn’t see it, all right?
   A You should get your eyes tested. You’re not fit to be on the roads.

2 CD 28 Listen to two similar conversations. What expressions are used instead of modal verbs?

3 Choose one of the conversations. Learn it by heart and act it out for the class with your partner.
***GRAMMAR SPOT***

1 Modal verbs have many meanings. Match a sentence in A with a meaning in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He can ski.</td>
<td>ability</td>
</tr>
<tr>
<td>2. Can I go to the party?</td>
<td>advice</td>
</tr>
<tr>
<td>3. You must stop at the intersection.</td>
<td>obligation</td>
</tr>
<tr>
<td>4. You must see the movie.</td>
<td>permission</td>
</tr>
<tr>
<td>5. He must be rich.</td>
<td>probability</td>
</tr>
<tr>
<td>6. I'll help you.</td>
<td>(un)willingness</td>
</tr>
<tr>
<td>7. I won't help you.</td>
<td></td>
</tr>
<tr>
<td>8. You should exercise more.</td>
<td></td>
</tr>
<tr>
<td>9. It will be a good party.</td>
<td></td>
</tr>
<tr>
<td>10. It might rain.</td>
<td></td>
</tr>
</tbody>
</table>

2 Which meanings in B do these related verbs express?

be able to  manage to  be allowed to  be sure to
be supposed to  promise to  refuse to  have to
be required to  be likely to  had better  Why don’t you…?

3 What are the question, negative, and third person singular forms of these sentences?

- I can speak Japanese.  I'm able to speak three languages.
- I must go.  I have to go.  I've got to go.

Put the sentences into the past and future.

**Grammar Reference 7.1–7.3 pp. 143–145**

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***PRACTICE***

**Negotiating**

1 Read the conversation. What is it about?

**A** If I were you, I'd swallow my pride and forgive and forget.

**B** Never! I refuse to.

**A** You'll have no choice in the end. You won't be able to ignore each other forever.

**B** Maybe I'll forgive him, but I'll never be able to forget.

**A** It has to be possible to talk it over and work something out. You have to for the sake of the children.

**B** Oh, I just don't know what to do!

2 **CD2 29** Replace the words in italics with suitable modal verbs. Listen and compare.

3 **CD2 30** Do the same with this conversation. Listen and compare.

**A** I don't know if I'll be able to come tonight.

**B** But you have to. You promised to.

**A** Yeah, but I'm not supposed to go out on weeknights. My parents won't let me.

**B** Why don't you tell your parents that you're going over to the library to study?

**A** Not possible. Somebody's sure to see me and tell them.

**B** We have no choice but to cancel the party then. Lots of kids aren't able to go out during final exams.

4 Practice the conversations with a partner.

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Unit 7 • Getting along 59
Discussing grammar

5 Work with a partner. Which verbs or phrases can fill in the blank correctly? Cross out those which cannot.

1. I ________ be able to help you.
   a. won't  b. can't  c. might  d. may

2. Did you ________ keep it secret?
   a. could  b. manage to  c. able to  d. have to

3. You ________ be exhausted after such a long trip.
   a. must  b. can  c. had better  d. are sure to

4. The book is optional. Our teacher said that we ________ read it if we don't want to.
   a. can't  b. don't have to  c. don't need to  d. aren't supposed to

5. I absolutely ________ work late again tonight.
   a. will not  b. should not  c. might not  d. refuse to

6. ________ hold your breath for more than a minute?
   a. Are you able to  b. Can you  c. May you  d. Could you

7. ________ tell me where the station is?
   a. May you  b. Could you  c. Are you able to  d. Can you

8. ________ I have some more dessert?

9. Will you ________ go on the trip with us?
   a. can  b. be able to  c. be allowed to  d. may

10. You ________ go to England to learn English.
    a. should  b. don't have to  c. shouldn't  d. could

11. You ________ worry so much. Everything will be OK.
    a. couldn't  b. shouldn't  c. don't have to  d. can't

12. I ________ call home.
    a. 'd better  b. ought to  c. am likely to  d. had to

6 Rewrite the sentences using the words in parentheses.

1. I just know it'll rain this weekend. (sure)
2. He passed his driver's test after three tries. (manage), (succeed)
3. Can you tell which twin is which? (able)
4. My parents say I can't have a cat. (allow), (let)
5. You should take it back and complain. (If), (better)
6. I should wear a suit for work, but I often don't. (supposed)
7. You can't tell anyone about it. (better), (promise)
8. He said he wouldn't turn down the volume. (refuse)

Exciting news

7 Read one side of a telephone conversation between Maria and Rebecca.

R Hello?
M ... ...
R Maria, hi! Why all the excitement?
M ... ...
R Yes, I can. I remember you doing it in the coffee shop. It was the one in the Post, wasn't it? Didn't you have to name a bunch of capital cities?
M ... ...
R No way! I don't believe it. What's the prize?
M ... ...
R You must be kidding! That's great! For how long?
M ... ...
R Well, you should be able to do a lot in three days. And the Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?
M ... ...
R I thought so. Can't say I've been there, of course.
M ... ...
R What do you mean? How would I ever be able to?
M ... ...
R You can't be serious! You know I'd love to! But why me? Surely you should be taking David.
M ... ...
R Oh, I'm sorry! I didn't know. When did this happen?
M ... ...
R Well, what can I say? How could I possibly refuse an offer like that?
M ... ...
R I definitely will!

Can you work out the answers to these questions?
- Why is Maria so excited?
- Where is she going?
- What is the relationship between Maria and David?

8 What do you think Maria's exact words were in the conversation? Practice it with a partner.

9 Listen to the actual conversation between Maria and Rebecca. Compare your ideas.
LISTENING AND SPEAKING
Getting married

1 Look at the photos of three weddings and describe them.

2 What do you think are good reasons to get married? What do you think are bad reasons? Discuss ideas with the class.

3 This is Pratima Kejriwal, an Indian woman who had an arranged marriage. What would you like to know about her marriage? Write questions with a partner.

Who arranged the marriage?
How old was she when she got married?

4 [CD2 32] Listen to Pratima. Answer the questions.
   1. Which of the questions you wrote were answered? What are the answers?
   2. How did Pratima’s father find the two men?
   3. What did he want to know about them?
   4. What were the similarities and differences between the two men?
   5. Why did her father choose Shyam and not the first man?
   6. Why did Shyam dress badly?
   7. What happened between the time of the interview and the wedding?
   8. How do you know that Pratima believes in arranged marriages?

SPOKEN ENGLISH Other question forms

1 What is unusual about these questions from the interview?
   And your father arranged your marriage?
   And this one your father chose?
   He had to?

These are declarative questions and are used when the speaker thinks he/she has understood something but wants to make sure or express surprise. Find more examples in the audio script on page 128.

2 Look at this question from the interview.
   For my sister, my elder sister, he saw over one hundred men before ...
   He saw how many?

What emotion does this question form express? Make similar questions in reply to these statements.
1. My friends went to Alaska on vacation. They went ...?  
2. I got home at 5:00 this morning. 
3. I paid $300 for a pair of jeans.
4. I met the president while I was out shopping.
5. He invited me to the White House for lunch.

[CD2 33] Listen and check.

What do you think?

- Do you think arranged marriages are a good or bad thing? Work in groups and make a list of all the advantages and disadvantages that you can think of.
- What other ways do people meet marriage partners? Do you believe some ways are better than others? If so, which?

Discuss your ideas with the class.

WRITING Arguing your case—For and against p. 114

Unit 7 • Getting along 61
READING AND SPEAKING

Meet the kippers

1. When do young people usually leave home in your country? Why do they leave? Work in two groups. List reasons for and against leaving home when you grow up.
   - **Group A** Make a list from the children's point of view.
   - **Group B** Make a list from the parents' point of view.
   - Share ideas with the class.

2. Read the introduction to the article and answer the questions.
   1. Who are the kippers? What do they refuse to do?
   2. What do the letters stand for?
   3. What exactly does "eroding retirement savings" mean?
   4. What does "leave the nest" mean?

3. Read about two kipper children and answer the questions in your groups.
   - **Group A** Read about Vicki.
   - **Group B** Read about Martin.
   1. Who does she/he live with? Do they get along?
   2. Why does she/he still live at home?
   3. Has she/he ever lived away from home?
   4. What advantages and disadvantages are mentioned?
   5. What do her/his friends say?

   Work with someone from the other group and compare the two children. Who do you think is more spoiled?

4. Read about two parents of kippers, Bill and Sandra. Compare their views.
   1. Who is happy with the arrangement? Why? Who is not? Why not?
   2. Who is at their "wits' end?"
   3. What do they say about foreign travel?
   4. What do they say about money?

Vocabulary work

Complete the sentences with words from the text. Who does each sentence refer to?

1. She isn't able to r_______ an apartment.
2. He couldn't a_______ to pay o_______ his d_______.
3. Her friends are always s_______ for c_______ because they have to pay h_______ rents.
4. She c_______ to the phone b_______.
5. She doesn't c_______ him r_______, because he wouldn't pay it.
6. He r_______ u_______ $8,000 in debt.
7. They're tired of their kids s_______ o_______ them.
8. He can s_______ all his s_______ on enjoying himself.
9. He believes that m_______ isn't e_______.

What do you think?

- Check your list of reasons from Exercise 1. Which were mentioned?
- What's your opinion of Vicki and Martin?
- Do you sympathize more with Bill's views or Sandra's? Why?
- Is it possible to "grow up" while still living at home?
- Do you know any kippers?
THE PARENTS

BILL KENNEDY tells why his children, Anna, Simon, and Andrew, can stay as long as they like!

NO ONE TOLD ME, but it seems I was the father of kippers for years without knowing it. My three children all lived at home well into their late 20s. I know there’ll be some parents at their wits’ end with their “lazy kids sponging off them.” Actually, we don’t want an empty nest. What puzzles me is why parents would ever want their children to leave home at 18. My wife, Judy, and I made it very easy for them to stay with us. It allowed them to postpone growing up. And it helped us postpone getting old. Honestly, I would happily forfeit any number of retirement perks—golfing, snorkeling, trips to Paris, Peru, or wherever—for just a few more years with our children at home. And why? Because money isn’t everything. Family is.

SANDRA LANE, 49, says it’s domestic hell with her son, Alan, 27.

THE FRIDGE IS the main issue. He’s always helping himself to some tidbit that I’ve been saving for dinner. And he puts the empty milk cartons back! The phone is another cause for complaint—he’s always getting calls from his buddies, but when I get angry he just says I should get a cell phone. And he borrows the car without asking, so I suddenly find myself unable to go out. He’s been living at home since he graduated from college five years ago. By the time he finished school he had racked up $8,000 in debt. I can’t charge him rent. There’s no point. He couldn’t and wouldn’t pay it. But he’s always got money for clothes and nights out. I’m at my wits’ end with it all. I had been planning to go on a dream cruise as soon as Alan left home. Now that’s all it can be—a dream.

MARTIN GIBBS, 28, lives with his parents Kathy, 52, and Robert, 54.

I HAVE TO admit that I’m spoiled at home, so it’s hard to imagine moving out. My mom always has my breakfast on the table when I get up in the morning. We all get along really well together, although my parents can get on my nerves when they tell me what to do. But I’m sure I get on their nerves too sometimes.

At 23 I moved out for two years. I lived with a friend for a short time then went traveling in Asia. It was an amazing experience, but I got into debt, about $5,000, and I had to come back and live at home again so that I could afford to pay it off. My parents don’t charge me rent, so I can spend all of my salary on enjoying myself. Sometimes girls call me a “mama’s boy,” but I think they like it. It’s a nice, cozy place to bring girls back to because there is always an open fire and something cooking in the oven.
VOCABULARY AND SPEAKING

Hot verb get

1 The verb get is very common in English. It has many different uses. Here are some examples from the texts on pp. 62–63.

1. My dad and I get along well.
2. My friends don’t get it.
3. ... my parents can get on my nerves ...
4. ... it helped us postpone getting old.
5. ... he’s always getting calls from his buddies ...
6. ... when I get angry ...
7. ... he just says I should get a cell phone.
8. ... he’s always got money for clothes ...

Replace the words in **bold** with one of the expressions from the box.

<table>
<thead>
<tr>
<th>annoy/irritate</th>
<th>me</th>
<th>buy</th>
<th>become</th>
<th>receiving</th>
<th>growing</th>
<th>understand</th>
<th>have a good relationship</th>
<th>has</th>
</tr>
</thead>
</table>

**Talking about you**

2 Ask and answer these questions with a partner.

1. Do you get along with your parents?
2. What have you got to do when you get home tonight?
3. How do you get to school?
4. What time do you usually get to school?
5. When did you last get angry? Why?
6. Name three things you’ve got in your bag.
7. If you have a problem with your computer, who do you get to help you?
8. How often do you get your hair cut?
9. In what ways is your English getting better?
10. What are two things that always get on your nerves?

Work together to rewrite the questions without using get. Is get generally more formal or informal?

---

Phrasal verbs with get

3 Get can combine with many particles to make phrasal verbs. Complete each group of sentences with the same particle from the box below. (Careful, only six of the particles are used.)

<table>
<thead>
<tr>
<th>to</th>
<th>away</th>
<th>into</th>
<th>off</th>
<th>out</th>
<th>over</th>
<th>around</th>
<th>through</th>
<th>up</th>
</tr>
</thead>
</table>

1. You always get of doing the dishes. It’s not fair.
   How did our secret get ? Everyone knows now!
   I got a great book of the library. You can borrow it after me.

2. The police finally got the truth about the robbery.
   Just to get work I have to take three buses.
   All his teasing got me. It really hurt my feelings.

3. It took forever to get the flu.
   He still can’t get the death of his pet cat.
   I can’t get how much your children have grown!

4. He got to 300 pounds before he went on a diet.
   We got to page 56 in the last class.
   I had to get at 5 A.M. to catch the plane.

5. I couldn’t get to Joe. His phone was busy.
   I tried to get to her, but she ignored my advice.
   Sue got the test quickly, but I took forever.

6. You can always get to replying to your invitation yet.
   I’m sorry. I haven’t gotten the rules if you hire a good lawyer.
   I can’t see how we can get this problem. It’s a difficult one.

---

DID YOU MAKE ANY SALES?

I GOT TWO ORDERS: GET OUT AND STAY OUT!!!
EVERYDAY ENGLISH
Exaggeration and understatement

1. Do you know anyone you would describe as being passionate, spontaneous, or temperamental? Why? Do you know anyone very controlled and reserved?

2. Which of these remarks about a wealthy man are exaggerated? Which are understated?
   - He's absolutely rolling in it.
   - He's not short a few pennies.
   - He hasn't done too badly for himself.
   - He's got a dollar or two.
   - He's stinking rich.

3. Match a line in A with a line in B. Use your dictionary to look up new words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. □ I'm dying for a cup of coffee.</td>
<td>a. Yes, it was a nice little break, but all good things must come to an end.</td>
</tr>
<tr>
<td>2. □ His parents are pretty well off, aren't they?</td>
<td>b. That's for sure. He's as dumb as dirt.</td>
</tr>
<tr>
<td>3. □ You must have hit the roof when she told you she'd crashed your car.</td>
<td>c. I wouldn't mind one myself.</td>
</tr>
<tr>
<td>4. □ I think Tony was a little rude last night.</td>
<td>d. No kidding! He was completely out of line!</td>
</tr>
<tr>
<td>5. □ I can't stand the sight of him!</td>
<td>e. I guess it is a little chilly.</td>
</tr>
<tr>
<td>6. □ He isn't very smart, is he?</td>
<td>f. Yeah, they do seem to get along well.</td>
</tr>
<tr>
<td>7. □ I'm fed up with this weather! It's freezing.</td>
<td>g. Yeah, I'm a little tired, too.</td>
</tr>
<tr>
<td>8. □ Well, that was a fantastic trip!</td>
<td>h. Well, yeah, I was a little upset.</td>
</tr>
<tr>
<td>9. □ I'm wiped out. I've got to go to bed.</td>
<td>i. You can say that again! They're totally loaded!</td>
</tr>
<tr>
<td>10. □ They're obviously madly in love.</td>
<td>j. I have to say I'm not too big on him, either.</td>
</tr>
</tbody>
</table>

4. ○ CD2 34 Listen and check your answers. Which words are examples of exaggeration? Which are understatements? Practice the conversations with a partner.

Music of English

With exaggerations the adverb and the adjective both have strong stress.

I'm **totally** exhausted. Aren't you?

With understatements the main stress is on the qualifier.

Well, I am a **little** tired.

CD2 35 Listen and repeat.

5. Work with a partner. Read aloud these understated remarks and give exaggerated replies.

I'm pretty tired. Can we finish this tomorrow?

"Yeah, let's stop now. I'm completely exhausted."

1. Is that a new watch? I bet that cost something.
2. It's a little chilly in here, don't you think?
3. These shoes aren't bad, are they?
4. Can we pull over at the next rest stop? I could use something to eat.

CD2 36 Listen and compare.
TEST YOUR GRAMMAR

1. Complete the sentences with one of the words below.
   who  which  where  what  when  whose
   1. The man _________ you met was my brother.
   2. My other brother, _________ lives in London, is a teacher.
   3. He suddenly quit his job, _________ came as a shock.
   4. He says that _________ he wants to do is move to Australia.
   5. His girlfriend, _________ parents live in Melbourne, is delighted.
   6. They’re not sure exactly _________ or _________ they’re going.
   7. Their house, _________ they bought last year, is up for sale.
   8. The house _________ I want to buy is on Acacia Avenue.

2. In which sentences can the relative pronoun be replaced by that?

3. Underline the present and past participles in these sentences.
   Rewrite them with relative pronouns.
   1. The woman standing next to him is his wife.
   2. Most TVs sold in the U.S. are imported models.

PILOT SUPERSTAR
Relative clauses and participles

1. What do you know about John Travolta? Look at the photos and read the text quickly. What do you learn about his lifestyle? What is his passion?

2. Read the text again and complete it with the clauses a–j.
   a. which is built
   b. who lives
   c. who isn’t full of himself
   d. where the super-rich can commute
   e. including a Gulfstream executive jet
   f. whose $3.5 million mansion
   g. Walking out of his door
   h. which means
   i. previously owned by Frank Sinatra
   j. most of whom share

CD2 37 Listen and check your answers.
3 Answer the questions.
1. What kind of people live in Jumbolair?
2. Does John Travolta own three planes or more than three?
3. Who owned the Boeing 707 before Travolta?
4. What is Travolta’s home like?
5. Why is it called “the ultimate boys’ fantasy house?”
6. Why don’t the neighbors complain about the noise?
7. Does Travolta behave like a typical movie star?

Welcome to JUMBOLAIR, Florida—the world’s only housing development (1) ________ to work by jet plane from their own front doors.

Jumbolair’s most famous resident is Hollywood movie star John Travolta, (2) ________ is big enough to park a row of airplanes, (3) ________ , a two-seater jet fighter, and a four-engine Boeing 707, (4) ________ . Travolta holds a commercial pilot’s license, (5) ________ he’s qualified to fly passenger jets. He can land his planes and taxi them up to his front gates. His sumptuous Florida home, (6) ________ in the style of an airport terminal building, is the ultimate boys’ fantasy house made real. As well as the parking lots for the jets, there is a heliport, swimming pool and gym, stables for 75 horses, and of course a 1.4-mile runway. Family man Travolta, (7) ________ with wife Kelly and daughter Ella Bleu, flies daily from his home when filming (8) ________ and into the cockpit, he is airborne in minutes. His neighbors, (9) ________ his love of aviation, don’t seem to mind the roar of his jets. They say it’s nice to meet a superstar (10) ________ “He’s just a regular guy, very friendly,” says one neighbor.

GRAMMAR SPOT

Relative clauses
Relative clauses are like adjectives. They give more information about nouns.
We have a Korean neighbor who comes from Seoul.
1 Read these sentences aloud, paying attention to the punctuation. Underline the relative clauses.
I met a man who’s a pilot.
My friend Adam, who lives in Chicago, is a pilot.
The house which you walked past is my aunt’s.
My aunt’s house, which I don’t like, is very modern.
2 In each pair of sentences, which relative clause . . .
. . . tells us exactly who or what is being talked about?
(A defining relative clause)
. . . gives us an extra piece of information?
(A nondefining relative clause)
Explain the use of commas. How do they affect the pronunciation?
3 In which sentence in Exercise 1 can the relative pronoun be omitted? Why?

Present and past participles
Underline the participles in these sentences. Which are adjectives? Which are present and which are past?
Who is that boring man standing at the bar?
The curtains and carpets included in the sale were old and worn.
They own four houses, including a ruined castle in Scotland. Having lost all his money, he was a broken man.

Grammar Reference 8.1–8.2 pp. 145–146

PRACTICE

Pronunciation and punctuation

1 Work with a partner. Read the sentences aloud, then write in the correct punctuation where necessary.
1. The area of New York I like best is Soho.
2. My father who’s a doctor plays the drums.
3. The book that I’m reading now is fascinating.
4. Paul passed his driver’s test on the first try which surprised everybody.
5. People who smoke risk getting all sorts of illnesses.
6. I met a man whose main aim in life was to visit every capital city in the world.
7. The Channel Tunnel which opened in 1995 is a great way to get from England to France.
8. What I like best about work are the vacation days.
9. A short bald man seen running away from the scene of the crime is being sought by the police.

CD2 38 Listen and compare your pronunciation. Repeat the sentences.
Discussing grammar

2 Read these sentences and decide which need more information to make sense.
1. People ________ live longer.
2. The apple tree in our garden ________ needs to be cut down.
3. She married a man ________.
4. The Great Barrier Reef ________ is the largest coral reef in the world.
5. Did I show you the photos ________?
6. Let me introduce you to Kim Lee ________.
7. I'm looking for a book ________.
8. I was speaking to someone ________.

3 Add these sentences to the ones in Exercise 2, using relative clauses. Leave out the pronoun if possible.

People who do regular exercise live longer.
a. She works in our Paris office.
b. You know this person.
c. We took them in Barbados.
d. She met him on vacation in Turkey.
e. It teaches German grammar.
f. They do regular exercise.
g. My grandfather planted it 60 years ago.
h. It is situated off the coast of Australia.

Depress -ed or depress -ing?

4 Which words in B go with the topics in A?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. test results</td>
<td>challenging/challenged</td>
</tr>
<tr>
<td>2. a vacation</td>
<td>shocking/shocked</td>
</tr>
<tr>
<td>3. gossip</td>
<td>disappointing/disappointed</td>
</tr>
<tr>
<td>4. a trip</td>
<td>boring/bored</td>
</tr>
<tr>
<td>5. a job</td>
<td>relaxing/relaxed</td>
</tr>
<tr>
<td>6. a hard luck story</td>
<td>exhausting/exhausted</td>
</tr>
<tr>
<td>7. a TV documentary</td>
<td>amusing/amused</td>
</tr>
<tr>
<td>8. a social situation</td>
<td>embarrassing/embarrassed</td>
</tr>
</tbody>
</table>

5 Complete each pair of sentences with the correct form of the same verb, once as a present participle (-ing) and once as a past participle.
1. I hurt my leg ________ football.
   Bridge is a card game ________ by four people.
2. It says ________ in Korea on my camera.
   I have a job in a cafe ________ sandwiches.
3. I've spent the whole morning ________ an essay.
   On the wall was some graffiti ________ in big letters.
4. Items ________ on sale cannot be returned.
   I've spent all my money ________ Christmas presents.
5. The police caught the burglar ________ into a house.
   Careful! There's a lot of ________ glass on the floor.

Making descriptions longer

6 Add all the words and phrases from the box to this short sentence to make one long sentence.

A man walked along a street.

on a cold and rainy night carrying a briefcase wearing a rumpled suit mysterious deserted nervously full of $100 bills young

7 Work with a partner. Choose two sentences and make them longer. Read them aloud to the class. Who has the longest sentence?

1. A woman was sitting in her garden.
2. Peter has a farmhouse in the country.
3. Ann Croft, the actress, was seen having lunch in a restaurant.
4. The trip to Hawaii was a disaster.
5. A boy found a wallet on Main Street.

CD2 41 Listen and compare your ideas.
LISTENING AND SPEAKING
Extreme experiences

1. What's the coldest, hottest, or wettest you've ever been? Where were you? What were you doing? Work in groups and then tell the class.

2. You are going to listen to Simone and Anna recalling their extreme experiences of heat and cold. Look at the words and discuss what you think happened.

<table>
<thead>
<tr>
<th>Simone</th>
<th>Anna</th>
</tr>
</thead>
<tbody>
<tr>
<td>a night club</td>
<td>a tram</td>
</tr>
<tr>
<td>the pyramids</td>
<td>scarves</td>
</tr>
<tr>
<td>sunrise</td>
<td>frozen nostrils</td>
</tr>
<tr>
<td>a taxi</td>
<td>huge apartment</td>
</tr>
<tr>
<td>a motorcycle</td>
<td>blocks</td>
</tr>
<tr>
<td>heat exhaustion</td>
<td>bonfires</td>
</tr>
</tbody>
</table>

3. CD 42 Listen to Simone and answer the questions.
1. Where was she?
2. What was the temperature?
3. What did she do that was stupid or silly?
4. What kind(s) of transportation did she use?
5. Where was she going to? Why?
6. What did she see when she arrived?
7. Who did she meet? Was this person helpful?
8. How did the temperature affect her?
9. What happened in the end?

4. Guess the answers to the same questions about Anna's story. Use the words in Exercise 2 to help.

5. CD 43 Listen and answer the questions in Exercise 3 about Anna. Compare your ideas.

Language work

6. Complete the sentences with the adverbs used by Simone and Anna.

<table>
<thead>
<tr>
<th>completely</th>
<th>dramatically</th>
<th>exactly</th>
<th>extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>profusely</td>
<td>properly</td>
<td>really</td>
<td>seriously</td>
</tr>
<tr>
<td>stupidly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. It was _______ hot, and _______ we decided to go dancing.
2. We were sweating _______.
3. The temperature rises _______.
4. My brain wasn't working _______.
5. It was _______ anonymous, this landscape.
6. They all looked _______ the same.
7. I was beginning to _______, _______ panic.

SPOKEN ENGLISH adding a comment

In conversation we can add a comment with which as an afterthought. This often expresses our reaction to what we have said. He gave me a ride home, which was nice.

1. Add a suitable comment from B to Simone’s and Anna’s comments in A. Sometimes more than one is correct.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We went dancing in temperatures of over 104°F, which is hard to believe.</td>
<td>which was just amazing.</td>
</tr>
<tr>
<td>2. My friends were worried I'd get lost, which was a pretty stupid thing to do.</td>
<td>which was no joke.</td>
</tr>
<tr>
<td>3. We visited the pyramids at sunrise, which was no laughing matter.</td>
<td>which was understandable.</td>
</tr>
<tr>
<td>4. My nostrils actually froze, which is hardly surprising since my</td>
<td>Russian’s lousy.</td>
</tr>
<tr>
<td>5. This motorcycle broke down,</td>
<td></td>
</tr>
<tr>
<td>6. The old lady didn't understand a word I said,</td>
<td></td>
</tr>
</tbody>
</table>

CD 44 Listen and check. Practice saying the comments with a partner.

2. Write sentences ending with a comment from B. Tell the class.
I missed the last bus home, which was no laughing matter.
READING AND SPEAKING
New York's Grand Central Station

1. What do you want from an airport or train station? Put these features in order for you. (1 = the most important)
   - a beautiful building
   - a convenient location near the city center
   - good shops and restaurants
   - modern and efficient service
   - a wide variety of destinations

   Compare your answers with a partner then with the class.

2. Look at the photos of Grand Central Terminal. What can you see?

   Does it look like ...?
   - a museum
   - a cathedral
   - a train station

3. Read the article and answer the questions.

PART 1
1. What can't you see when you go into Grand Central Station?
2. How do people react when they enter the main hall?
3. Find three adjectives in the second paragraph that mean very big.
4. Find the information booth in the photos.
5. In what ways does Grand Central look like a cathedral?
6. What do people do there that they usually do in a cathedral?

PART 2
Use these prompts to summarize the paragraphs.

original north steam inadequate
demolished electrified 1913
start 20th century French influence
public architecture white and classical
Beaux-Arts station facade
arches and columns sculptures

PART 3
1. Where could you travel to from Grand Central before the 1950s?
2. When and why did train travel lose its popularity?
3. How was the building saved?
4. What was wrong with the building in the 1976?
5. What did the station symbolize in the early 20th century?

THE WONDER
THAT'S NEW YORK'S GRAND CENTRAL

Don't go to Grand Central Terminal just to catch a train, says MAURICE STANOVIC. Go for the experience.

PART 1 OVERVIEW
When the light shines through the arched windows on all sides of the main hall, New York's Grand Central Terminal looks like a cathedral. It certainly doesn't resemble anything as ordinary as a train station. To start with, there aren't any trains to be seen (its 44 platforms are all underground). The hall is an awe-inspiring sight. Visitors stop, stand, and stare. They gaze open-mouthed and speechless and marvel at its size. They experience the kind of silent wonder more often found in an historic church or monument.

The hall is enormous—470 feet long and 125 feet wide. At both ends there are marble steps, modeled after the staircase in the Paris Opera House. In the middle there is a four-sided brass clock on top of an information booth, a popular meeting point. Balconies with huge, square columns run on either side. But it is the height of the ceiling, as high as a 12-story building, which takes your breath away. Visitors feel small and insignificant (as they do in a cathedral). The vast, blue-green ceiling is decorated with lights that depict all the stars of the zodiac with the heavens behind.
**early history**

The current Grand Central Terminal was not the first train station at 42nd Street and Park Avenue. The original station was built in 1871 at a cost of $6.4 million. At that time this was north of the main city, not yet central to anything. Trains were steam-powered, noisy, smelly, and dirty. As New York City grew in size and importance it soon became obvious that this station was inadequate, and it was demolished. The trains were electrified, and a new station was built. This opened in 1913 and cost $80 million.

At the start of the 20th century, there was a strong French influence in public architecture in America. Dark brownstone was no longer popular. Shining white and classical was the new fashion. This style was called Beaux-Arts. Grand Central’s facade on 42nd Street has a true beaux-arts design. Large arches with columns are topped by a sculpture of Mercury, the god of commerce, next to Minerva and Hercules, representing wisdom and strength.

**later history**

For many years Grand Central Terminal was the busiest railway station in America. Trains crossed the continent on their way to Los Angeles, New Orleans, and the Rocky Mountains via Chicago. This was the golden age of American train travel, and the trains were elegant and luxurious. One famous line, the 20th Century Limited from Grand Central to Chicago, actually rolled out a red carpet for passengers boarding and leaving the train! But by the early 1950’s, post-war America was becoming a nation of suburbs and automobiles, with less demand for long-distance train travel. The station faced the threat of destruction yet again, and city leaders fought to save it. In 1976, it was declared a National Historic Landmark. The building had been saved, but it was old and in bad condition. The roof leaked, and the steel was rusty. There was pollution and dirt everywhere. Huge renovations began. In 1998, at a cost of $200 million, the station was reborn. In the early 20th century it symbolized the growth and energy of industrial America. Now, in the 21st century, it excites and enthralls a new generation.

**the station today**

Today the terminal serves only as a station for the local subway and for commuter trains to the suburbs, bringing 125,000 people per day down to the city from Connecticut and New York State. Destination boards announce trains to places with exotic names like Poughkeepsie, Breakneck Ridge, Cold Spring, Peekskill, Chappaqua, Tuckahoe, and Cos Cob. Grand Central has also become a tourist destination. Half a million visitors per day come to admire the building, to eat in one of more than 25 restaurants, to shop, or to visit an exhibition. Others come just to watch the hurly-burly of the fast-circling crowds in a great city space, the modern equivalent of an ancient town square. And, if you want, you can even catch a train.

**part 4**

1. Where can you travel to now from Grand Central?
2. What do people do when they visit?
3. Here are some numbers from the article. What do they refer to?

<table>
<thead>
<tr>
<th>44</th>
<th>470</th>
<th>42nd</th>
<th>125,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6.4 million</td>
<td>$80 million</td>
<td>$200 million</td>
<td>500,000</td>
</tr>
</tbody>
</table>

CD2 | 45 | Listen and check.

**what do you think?**

- What does the writer think is best about Grand Central Station?
- How does Grand Central rate according to the features in Exercise 1?
- What buildings is your town or capital city famous for? When were they built? Why are they famous?
- What's your favorite building? What building would you like to knock down?
VOCABULARY AND PRONUNCIATION

Adverb collocations

Extreme adjectives

Work with a partner.

1. Look at the adjectives in the box. Find some with similar meanings.
   
   good bad marvelous huge nice
   wet clever enormous fabulous
   excited surprised valuable small silly
   funny interesting thrilled delighted
   priceless amazed tiny hilarious
   wonderful fantastic ridiculous awful
   brilliant pleased fascinating gorgeous
   big soaking excellent beautiful

   Which adjectives go with which of these adverbs? Why?

   very absolutely

2. Complete the conversations with suitable adverbs and adjectives from Exercise 1. Practice them with your partner.

   1. A: Did you get very cold in that snowstorm?
      B: Snowstorm! It was a blizzard! We were . . . !

   2. A: I bet you were pretty excited when your team won.
      B: Excited! We were . . . !

   3. A: I thought she looked kind of silly in that flowery hat, didn’t you?
      B: Silly! She looked . . . !

   4. A: Come on, nobody’ll notice that tiny pimple on your nose.
      B: They will, I just know they will! It’s . . . !

   5. A: I thought that movie was absolutely hilarious.
      B: Mmm. I wouldn’t say that. It was . . . but not hilarious.

   6. A: Len left early. He wasn’t feeling well.
      B: I’m not surprised. When I saw him this morning he looked . . . !

3. CD2 46 Listen and check. Practice again. Make similar conversations with your partner. You could talk about movies, people you know, the weather . . .

Pretty

4. CD2 47 The adverb pretty has different meanings. Listen and repeat these sentences. Which in each pair is more positive?

   1. a. She’s pretty smart.  b. She’s pretty smart.
   2. a. He’s pretty nice.  b. He’s pretty nice.

5. Read these sentences aloud according to the meaning.

   1. The movie was pretty interesting. You really should go and see it.
   2. The movie was pretty interesting, but I wouldn’t recommend it.
   3. I’m pretty tired after that last game. Should we call it a day?
   4. I’m pretty tired, but I’m up for another game if you are.

6. CD2 48 Listen, check, and repeat.

A Night at the Oscars

6. Read the speech. Who is speaking? Why? Rewrite the speech and make it sound more extreme by changing and adding adjectives and adverbs.

   "I am very surprised and pleased to receive this award. I am grateful to all those nice people who voted for me. Red Hot in the Snow was a good movie to act in, not only because of all the smart people involved in the making of it but also because of the beautiful, exciting, and often pretty dangerous locations in Alaska. None of us could have predicted that it would be such a big success. My special thanks go to Marius Aherne, my director; Lulu Lovelace, my costar; Roger Sims, for writing a script that was both interesting and funny; and last but not least to my wife, Glynis, for her valuable support. I love you all."

7. CD2 49 Listen and compare your choices.
EVERYDAY ENGLISH
The world around you

1 Look at the signs. Where could you …?
   - ... borrow money to buy a house?
   - ... buy a hammer, a screwdriver, and some glue?
   - ... go to exercise?
   - ... get rid of your newspapers and bottles?
   - ... get an inexpensive bed for the night?
   - ... get help if you have car trouble?
   - ... get your driver's license?
   - ... have your car repaired?

2 CD2 50 Listen to five conversations. Where are they taking place?

3 In pairs, write similar conversations that take place in two or three of the other places. Read them out to the rest of the class. Where are they taking place?

►► WRITING Describing places—My favorite part of town p. 115
Changing times

TEST YOUR GRAMMAR

1 Match a line in A with a line in B. Underline the words that express habit. Which are past and which are present?

2 Choose the correct ending for these sentences.

He used to work hard, because he’s a mover. He’s used to hard work but now he’s retired.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A reliable friend</td>
<td>a. my dad would read me a story at bedtime.</td>
</tr>
<tr>
<td>2. In the 1960s, hippies</td>
<td>b. are always talking about themselves.</td>
</tr>
<tr>
<td>3. I think my sister’s in love.</td>
<td>c. will never let you down.</td>
</tr>
<tr>
<td>4. When I was a kid</td>
<td>d. She’ll spend hours staring into space.</td>
</tr>
<tr>
<td>5. My first girlfriend was Alice.</td>
<td>e. used to wear flowers in their hair.</td>
</tr>
<tr>
<td>6. Bigheaded people</td>
<td>f. We used to go to the movies on a Friday, and then we’d go for a pizza afterwards.</td>
</tr>
</tbody>
</table>

FRIENDS REUNITED

Expressing habit—used to do/doing

1 Read the e-mail from Alison to an old friend from school. Complete it with the lines a–l.

a. used to sit   g. went
b. ’d get   h. was
c. got   i. used to call
d. ’s always talking   j. used to calling
e. used to go   k. were always giggling
f. ’d go   l. ’ll always end up

CD3 | 2 Listen and check.

2 Which actions in the e-mail happened again and again? Which only happened once?

From: Alison Wright <AliWright72@yoohoo.com>
Subject: Springfield East
Date: Mon, Sep 17 6:36 PM
To: sallydavis@yoohoo.com

Dear Sally,

Do you remember me? We 1 e to Springfield East together. You were the first person I 2 k to know when I started there.

We 3 n next to each other in class, but then the teachers made us sit apart because we 4 s much.

I remember we 5 b back to your house after school every day and listen to music for hours on end. We 6 a all the Beatles records as soon as they came out. Once we ate all the food in your fridge, and your mother 7 f furious.

Do you remember that time we nearly blew up the science lab? The teacher 8 c crazy, but it wasn’t our fault. We 9 h “Mickey Mouse” because he had sticky-out ears.

I still see Penny, and she’s still as wild as ever. We meet up every now and then, and we 10 c about old times together. She 11 a about a class reunion. So if you’re interested, drop me a line.

Looking forward to hearing from you.

Your old friend,

Alison Wright

PS I’m not 12 y you Sally Davis! To me, you’re still Sally Wilkinson!
3 Look at these two sentences.

We used to go to school together...
We'd go back to your house...

Which sentence is more factual? Which is more nostalgic?

4 Match a line in A with a line in B. Practice saying them. Pay attention to contracted forms and weak forms.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>we used to go</td>
<td>him &quot;Mickey Mouse&quot;</td>
</tr>
<tr>
<td>we used to sit</td>
<td>to school together</td>
</tr>
<tr>
<td>we were always giggling</td>
<td>you Sally Davis</td>
</tr>
<tr>
<td>we'd go back</td>
<td>so much</td>
</tr>
<tr>
<td>we used to call</td>
<td>to your house</td>
</tr>
<tr>
<td>I'm not used to calling</td>
<td>next to each other</td>
</tr>
</tbody>
</table>

CD3 3 Listen and check.

---

**GRAMMAR SPOT**

1 Look at the sentences that express present habit.
   a. My sister **works** in a bank.
   b. She's **always borrowing** my clothes without asking me.
   c. She'll **go out** on a Friday night and **won't be back** till morning.
   Which sentence expresses . . .
   • my attitude to this habit of hers? (I find it annoying.)
   • a simple fact about her?
   • characteristic behavior? (This is typical of her.)

2 Put sentences a–c into the past. Express sentence a in two ways.

3 Look at these sentences.
   a. I've **lived next to the airport for years**, so I'm **used to the noise**.
   b. I **used to live in Rome**, but now I **live in Paris**.
   c. I'm **getting used to** traveling on the Metro.
   In which sentence is **used** a verb? In which is **used** an adjective?
   Which sentence expresses . . .
   • a past habit now finished?
   • a situation which is familiar and no longer strange?
   • a situation which is still strange but becoming easier?

---

**PRACTICE**

**What's she like?**

1 Choose an adjective from the box to describe the people in the sentences.

- easygoing
- clumsy
- stingy
- absentminded
- argumentative
- sensitive
- sensible
- stubborn

1. He's always losing things or forgetting where he's put things.
2. She'll always cry at the end of a sad movie.
3. Nothing ever upsets her or annoys her or worries her.
4. I'm always dropping things or bumping into things.
5. She's ruled by her head not her heart. She'll always think things through before she acts.
6. He just won't listen to anyone else's suggestions.
7. I remember Dave. He never tipped at restaurants.
8. And he'd pick a fight with anyone about anything.

2 Add similar sentences to support these statements.

1. My roommate is the messiest person in the whole world. He'll leave his dirty clothes everywhere.
2. My boyfriend is insanely jealous.
3. Marc is just the coolest guy I know.
4. My mother really gets on my nerves.
5. But my grandma was so sweet.
6. My dog Bruno was my best friend.
7. Your problem is you're self-centered.
8. My sister's so nosy.

---

Unit 9 • Changing times 75
Discussing grammar

3 In pairs, decide which line in B best continues the line in A.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My friend Joe buys and sells cars.</td>
<td>He's a real techno-geek.</td>
</tr>
<tr>
<td>2. He's always buying new things for</td>
<td>Don't you think that's wasteful of him?</td>
</tr>
<tr>
<td>himself—an iPhone, a laptop.</td>
<td>He makes tons of money.</td>
</tr>
<tr>
<td>3. He'll buy a shirt and only wear it</td>
<td></td>
</tr>
<tr>
<td>once.</td>
<td></td>
</tr>
<tr>
<td>4. When I was young, we used to</td>
<td>What an adventure that was!</td>
</tr>
<tr>
<td>take vacations by the seaside.</td>
<td>We'd go to the same place year after</td>
</tr>
<tr>
<td>5. My dad and I would build</td>
<td>year. I remember those days with such</td>
</tr>
<tr>
<td>sandcastles and go swimming together.</td>
<td>fondness!</td>
</tr>
<tr>
<td>6. One year we went to East Africa.</td>
<td></td>
</tr>
<tr>
<td>7. John usually does the cooking.</td>
<td>because he's been doing it for years.</td>
</tr>
<tr>
<td>8. He used to do the cooking.</td>
<td>but he still burns things. Maybe one day</td>
</tr>
<tr>
<td>9. He's used to doing the cooking</td>
<td>he'll get it.</td>
</tr>
<tr>
<td>10. He's getting used to doing the</td>
<td>but then he stopped.</td>
</tr>
<tr>
<td>cooking.</td>
<td>but he isn't tonight. I am.</td>
</tr>
</tbody>
</table>

Parents

4 Listen to four people talking about their relationship with their parents. Is it a good relationship?

5 Listen again. These lines are similar to what they say. What are their actual words?

1. . . . she talked to me very openly . . .
   . . . we used to go out shopping . . .

2. My wife always asks me questions . . .
   . . . we didn't talk very much . . .
   . . . every week he took me to the barber.

3. . . . she always tells me to pick things up . . .
   She goes on for hours . . .

4. We did a lot together as a family.
   . . . he brought us each a treat . . .

6 Write a few sentences about the relationship between you and your parents. Tell your partner about it.

Answering questions

7 Answer the questions with a form of used to.

1. A You don't like your new teacher, do you?
   B Not a lot, but ______. we're getting used to her.

2. A How can you get up at five o'clock in the morning?
   B No problem. I ______ used to it.

3. A How come you know Mexico City so well?
   B I ______ live there.

4. A How are you finding your new job?
   B Difficult, but I ______ it bit by bit.

5. A Do you read comics?
   B I ______ when I was young but not anymore.

6. A You two argue so much. How can you live together?
   B After 20 years of marriage we ______ each other.

CD3 | 5 Listen and check.
LISTENING AND SPEAKING

A teacher I'll never forget

1 Look at the pictures. What are the teachers doing? What are the students doing? How have teaching styles changed over the years?

2 Listen to four people talking about a teacher they'll never forget. What characteristics of a good and a bad teacher do they mention?

3 Discuss the questions.
   1. Why did Alan like his teacher? What are some of the things he'd do?
   2. Why didn't John like his teacher? What are some of the things he used to do?
   3. What does Liz say about her teacher? What will she never forget?
   4. Why does Kate have two opposing views of Mr. Brown?
   5. What comments do they all make about their teacher's name?

What do you think?

Who is a teacher you'll never forget? Why? What was/is she/he like?

SPOKEN ENGLISH Adjective intensifiers

Look at these lines from the audio script.

All the kids were scared stiff of him.

... your answer was dead wrong.

These are compounds that intensify the meaning of the adjective. Complete the sentences with a word from the box.

brand stiff freezing tiny wide great boiling fast

1. They live in this _______ big house in the center of Philadelphia.
2. I made one _______ little mistake on my driver's test, but I still failed.
3. Careful with the soup—it's _______ hot. Don't burn yourself.
4. It's _______ cold in here. Can't we turn up the heat?
5. Do you like my car? It's _______ new.
6. Don't worry. You won't wake the children. They're _______ asleep.
7. I take a cold shower every morning. After that I feel _______ awake.
8. "I'm fed up with this class." "Me, too. I'm bored _______"
READING AND SPEAKING
The man who planted trees

Work in small groups.

1 Read the following quotation. What does it mean?
"Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realize that we can’t eat money."

2 Who do you think said it? (The answer is on page 153.)
1 A political leader.
2 An African fisherman.
3 A French farmer.
4 An ancient Chinese philosopher.
5 A Native American.

3 The extracts are from a story called “The Man Who Planted Trees,” by the French writer Jean Giono (1895–1971). In the story, Giono describes his meetings with a solitary shepherd who plants trees while the rest of the world is at war.

Read the extracts and answer the questions after each one.

Part 1
About 40 years ago I was taking a long trip on foot over mountain heights unknown to tourists. All around was bare and colorless land. Nothing grew there but wild lavender.

After five hours walking I had still not found water. All around me was the same dry grass. Suddenly, in the distance I saw a small black silhouette. It was a shepherd. Thirty sheep were lying about him on the baking earth. He gave me a drink and took me to his cottage in the plain.

I felt peace in the presence of this man. I asked if I could rest here for a day. He found the question quite natural. He gave me the impression that nothing could surprise him. I didn’t actually need to rest, but I was interested in this man and wished to know more about him.

1. Jean Giono wrote the story in 1953. In which year is the story set? What was happening in the world then?
2. What was Giono doing when he met the shepherd?
3. The story takes place in the south of France. What is the countryside like?
4. Why is the writer interested in the shepherd? What do you think he likes about the man and his lifestyle?

Before going to bed, the shepherd puts a large sack onto the table. From it he carefully removes a hundred perfect acorns. The writer is curious. The next day, when he goes out with the shepherd into the hills, he discovers what the acorns are for. What do you think the acorns are for?

Part 2
I noticed that he carried for a stick an iron rod as thick as my thumb and about a meter and a half long. He began thrusting his iron rod into the earth, making a hole in which he planted an acorn; then he would refill the hole. He was planting oak trees.

5 I was insistent in my questions; he answered every one. For three years he had been planting trees in this wilderness. He had planted one hundred thousand. Of the hundred thousand, twenty thousand had sprouted. Of the twenty thousand, he still expected to lose half. There remained ten thousand oak trees to grow where nothing had grown before.

10 That was when I began to wonder about the age of this man. He was obviously over 50. Fifty-five he told me. His name was Elzéard Bouffier. I told him that in 30 years his ten thousand oaks would be a magnificent forest. The next day we parted.

5. What did Elzéard do with the acorns? What did he use as a tool?
6. How many had he already planted? How many were growing?
7. How old was Elzéard at the time? How old do you think the writer was?
8. What do you think Elzéard’s ambition is? What is his vision of the future?
9. Draw a sketch of the landscape around his home at the time of Parts 1 and 2. Draw a sketch of how you think it will look in 30 years.
For the next five years the writer is a soldier and fights in World War I. The war ends in 1918, and his thoughts turn again to the tree-planter in the mountains. He returns to look for him.

Part 3

I had seen too many men die during those five years not to imagine that Elzéard Bouffier was dead. He was not dead. As a matter of fact, he was extremely well. He had changed jobs. He had gotten rid of the sheep because they threatened his young trees. He told me that the war had not disturbed him at all. He had continued to plant.

The oaks were then ten years old and taller than both of us. It was an impressive spectacle. I was literally speechless, and, as he did not talk, we spent the whole day walking in silence through his forest. It measured eleven kilometers in length and three kilometers at its greatest width. When you remembered that all this had come from the hands of this one man, you understood that men could be effective in other ways than destruction.

10. Why did the writer think that Elzéard might have died?
11. How had the war affected Elzéard?
12. Why is the writer speechless?
13. What thoughts about human behavior does he have in the last sentence?

The writer returns for a final visit in 1945 after World War II. Elzéard is still alive. The writer is amazed at what he sees. Not only is there the forest, but houses and even villages have been rebuilt.

Part 4

The bus put me down in Vergons. Thirty-two years ago this village of ten or twelve abandoned houses had three inhabitants. Now everything had changed. Even the air. It was filled with scents from flowers. Where there used to be harsh dry winds, a gentle breeze was blowing. A fountain had been built. Five houses had been restored. Now there were 28 inhabitants, four of them young married couples. It was a village where one would like to live. A sound like water came from the mountains: it was the wind in the forest.

When I think that one man was able to cause this to grow from wasteland, I am convinced that in spite of everything, humanity is good.

Elzéard Bouffier died peacefully in his sleep in 1947.

14. What did the village use to be like? How had it changed?
15. Is the writer an optimist or pessimist at the end of the story? Why? What has happened in the writer’s life that could have made him pessimistic?
16. How old was Elzéard when he died? Why was it important that he had a long life?

What do you think?

- How would you describe the personality of Elzéard Bouffier? Do you know any people like him?
- How does the context of two world wars help strengthen the author’s message of the importance of nature and individual human beings?
VOCABULARY AND PRONUNCIATION
Homonyms and homophones

1. Work on your own. What do these words mean?
   
   fine  match  park  book  cross  mean

2. Write down the words you hear.

3. Work with a partner. Compare your answers to Exercises 1 and 2. Do you have any differences? What are they?

Homophones

4. Homophones are words with the same spelling and more than one meaning.

   a bank on Main Street
   the bank of a river
   I've supported you up till now, but don't bank on it forever.

   Complete the pairs of sentences with the same word used twice.
   
   1. You'll like Paul. He's a really ________ guy. Easygoing and very good looking.
      There was a lovely ________ breeze coming off the sea.
   
   2. "What's today's ________?" "The third."
      I've got a ________ tonight. I'm going out with Carol.
   
   3. The movie was ________ in New York.
      My wife bought me a chess ________ for my birthday.
   
   4. He goes to the gym every day. He's very ________
      The pants are too small. They don't ________ you.
   
   5. I can't ________ people who never stop talking about themselves.
      My four-year-old son won't go anywhere without his teddy ________
   
5. Think of two meanings for these words.

   wave  suit  fan  miss  type
   point  train  right  mind  fair

Homophones

6. Homophones are words with the same pronunciation, but different spellings and different meanings.

   the road to the town center
   She rode a horse.
   I rowed across the river.

   Write in the correct word.
   
   1. hole/whole  the ________ world
      a ________ in the ground
   2. piece/peace  a ________ of cake
      war and ________
   3. flour/flower  a rose is a ________
      ________ to make bread
   4. sale/sail  a yacht has a ________
      buy clothes on ________
   5. sell/cell  salespeople ________ things
      a prisoner lives in a ________

7. Think of a homophone for these words.

   bored  war  hire  pair  plain  waist  seas  aloud

8. A lot of children's jokes are made with homonyms and homophones. Here are two! Which word makes the joke?

   A How do you keep cool at a football game?
   B I don't know.
   A Sit next to a fan.

   A Why did the teacher wear sunglasses?
   B I don't know.
   A Because her students were so bright.

CD 8 Listen to some more jokes. Which word makes the joke? Practice telling them to each other.
EVERYDAY ENGLISH
Making your point

1 Listen to Al, Vicky, and Brian talking about whether people should pay more tax on fast food. Who is for it, who is against it, and who is undecided?

2 Match a line in A with a line in B as they appear in the audio script on page 131.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What really</td>
<td>ask me ...</td>
</tr>
<tr>
<td>But the main</td>
<td>I'm concerned ...</td>
</tr>
<tr>
<td>If you</td>
<td>is that ...</td>
</tr>
<tr>
<td>Another thing</td>
<td>the point</td>
</tr>
<tr>
<td>If you want</td>
<td>the problem is that</td>
</tr>
<tr>
<td>As</td>
<td>was saying ...</td>
</tr>
<tr>
<td>To tell</td>
<td>my opinion ...</td>
</tr>
<tr>
<td>That's not</td>
<td>I understand it ...</td>
</tr>
<tr>
<td>The point</td>
<td>you the truth ...</td>
</tr>
<tr>
<td>Anyway, as I</td>
<td>point is that ...</td>
</tr>
<tr>
<td>As far as I</td>
<td>I'm trying to make</td>
</tr>
<tr>
<td>I suppose</td>
<td>worries me is that</td>
</tr>
</tbody>
</table>

3 Write the adverbs that end in -ly in

firstly secondly personally

4 Match a line in A with a line in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First of all,</td>
<td>there are problems with the cost.</td>
</tr>
<tr>
<td>2. In addition to this,</td>
<td>I’d like to give my conclusion.</td>
</tr>
<tr>
<td>3. Finally,</td>
<td>I’d like to look at the general problem.</td>
</tr>
<tr>
<td>4. In my opinion,</td>
<td>how do you educate people to have a better diet?</td>
</tr>
<tr>
<td>5. Generally speaking,</td>
<td>fast food should be totally banned.</td>
</tr>
<tr>
<td>6. The problem is,</td>
<td>as a nation we don’t get enough exercise.</td>
</tr>
<tr>
<td>7. As far as I know,</td>
<td>I don’t know the answer to this problem.</td>
</tr>
<tr>
<td>8. To be exact,</td>
<td>there are five others like this.</td>
</tr>
<tr>
<td>9. To be honest,</td>
<td>this problem is quite common.</td>
</tr>
</tbody>
</table>

5 Have a class debate. Choose a topic you feel strongly about, something important to your community or one from this list.

- Being vegetarian
- Diets for children
- The effects of tourism
- Experiments on animals

Divide into groups to prepare your ideas. When you’re ready, conduct the debate.

Music of English

Notice the stress patterns in the expressions for making your point. It's important that you get the stress pattern right if you want to make your point effectively.

CD3 Listen to Al, Vicky, and Brian talking about whether people should pay more tax on fast food. Who is for it, who is against it, and who is undecided?

CD3 Match a line in A with a line in B as they appear in the audio script.

CD3 Write the adverbs that end in -ly in firstly secondly personally.

CD3 Match a line in A with a line in B.

CD3 Have a class debate. Choose a topic you feel strongly about, something important to your community or one from this list.

- Being vegetarian
- Diets for children
- The effects of tourism
- Experiments on animals

Divide into groups to prepare your ideas. When you're ready, conduct the debate.

WRITING Writing for talking—What I want to talk about is... p. 116

Unit 9 • Changing times 81
1 All modal verbs can be used to express degrees of probability. Which of these sentences do this? Put a (√). Which don’t? Put a (X).
1. She must be very rich.  √
2. I must do my homework.  X
3. I can’t sleep because of the noise.
4. They can’t be in. There are no lights on.
5. I think that’s Jane, but I might be wrong.
6. You should see a doctor.
7. I could swim when I was five.
8. Cheer up! Things could be worse.
9. The train may be late due to bad weather.
10. May I make a suggestion?

2 Put sentences 1–6 in the past.

ÖTZI THE ICEMAN
Modal auxiliary verbs in the past

1 A 5,300-year-old body was discovered in the Italian Alps in 1991. It had been preserved in ice. The man was named Ötzi after the Ötz Valley, where he was found. Look at the pictures.

What do you think...
... he was?
... he wore?
... he ate?

Where did he live?
How did he die?
How old was he when he died?

2 CD3 II Listen to two people, Ann and Bill, discussing the questions in Exercise 1. Give one of their answers to each question.
3. Answer these questions about Ötzi using the words in italics.
   1. What was he?
      a hunter/shepherd could
   2. What was he doing in the mountains?
      looking after his sheep/gotten lost might
   3. Where did he live? What did he wear?
      a cave animal skins must
   4. How did he die?
      asleep/cold and starvation may
   5. Was it a good idea to go so high?
      so high on his own shouldn’t
      protective clothing should
   6. What did he eat?
      a lot of meat and berries must
      crops like grains to make bread might can’t
      meat ’d have thought
   7. Did they travel much?
      (not) much at all wouldn’t have thought
      stayed in the same area must
   8. How old was he when he died?
      between 40 and 45 could
      pretty old in those days must

4. Listen and check. Practice the sentences, paying attention to contracted forms and weak forms.

5. Here are some more things found on or near Ötzi’s body. How can you explain them?

6. Read the results of recent tests done on Ötzi on page 154.
   Were Ann and Bill right or wrong in their assumptions? Were you right in your assumptions?

---

**Grammar Spot**

1. Write certain or possible next to these modal auxiliary verbs according to the degree of probability they express.

<table>
<thead>
<tr>
<th>They must have</th>
<th>They might have</th>
<th>They could have</th>
<th>They may have</th>
<th>They can't have</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrived.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What concept do these modal verbs express? Choose a definition on the right.

   You shouldn't have told a lie.  This was possible, but it didn't happen.
   You idiot! You could have killed yourself!  You did this, but it was wrong.

   Grammar Reference 10.1 pp. 146–147
Discussing grammar

1. Circle the correct answer.
   1. Sorry I'm late. I should have gone/had to go to the post office.
   2. I looked for Pearl, but I couldn't find/couldn't have found her.
   3. I don't know where Paul is. He had to go/must have gone home early.
   4. I had to work/must have worked hard when I was in school.
   5. You can't have said/shouldn't have said anything to Pam about her birthday party. It was going to be a surprise.
   6. You shouldn't have bought/couldn't have bought a new vacuum cleaner. I managed to fix the old one.
   7. You should have asked/must have asked me earlier. I might have given/would have given you a ride.
   8. You can't have done/shouldn't have done your homework already! You only started five minutes ago.
   9. You could have told/must have told me class had been cancelled! If you had, I shouldn't have gotten/wouldn't have gotten up so early.
   10. You were lucky to get out of the car unhurt. You would have been/could have been badly injured.

2. Complete the sentences with a modal verb in the past.
   1. I did tell you about Joe's party. You must not have been listening.
   2. Thanks so much for all your help. I managed without you.
   3. Flowers, for me! Oh, that's so nice, but you really
   4. Come on! We're only five minutes late. The movie started yet.
   5. I don't believe that Kathy's going out with Mark. She told me, I know she would.
   6. We raced to get to the airport on time, but we worried. The flight was delayed.
   7. We've got a letter here that isn't for us. The mailman delivered it by mistake.
   8. You gone swimming in such rough seas. You drowned!

Making assumptions

3. You will hear one half of a telephone conversation. Who are the people? What are they talking about? Make assumptions.
   They must be divorced. They might just be separated.

4. Work with a partner. Look at the audio script on page 132. Write what you think is the other half of the conversation. Compare with other students.
SPOKEN ENGLISH  Expressions with modals

There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in A with a line in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
</table>
| 1. "That exam was totally impossible!"                           | a. "Sorry! I thought you knew."
| 2. "You might as well apply for the job, even though you’re too young." | b. "You can say that again!"
| 3. I know I shouldn’t have eaten a whole tub of ice cream, . . .  | c. but I just couldn’t help it.
| 4. "I’m going to tell her exactly what I think of her."          | d. "Yes, why not! After all, I’ve got nothing to lose."
| 5. "You should have told me that Jackie and Dave broke up!"      | e. "I wouldn’t do that if I were you."
| 6. "I think you should forget all about her and move on."        | f. "Me, too. I’m dying for some coffee."
| 7. "You should have been here yesterday! You’d have died laughing!" | g. "Believe me, I would if I could."
| 8. "Then I found out that Annie’s been going out with . . . guess who? Dave!" | h. "Why? What was so funny?"
| 9. I’d known this guy for five minutes when he asked me to marry him! | i. "Duh! I could have told you that."
| 10. "I could use a break."                                       | j. I just couldn’t believe it!                                   

CD3 15  | Listen and check. What extra lines do you hear? What are the contexts? Practice the conversations with a partner.

READING AND SPEAKING

A story from New York

1  Write down three things you know about New York City. Share ideas with the class.

2  You are going to read about a young man, Bob Redman, who lives in New York City. Read the final paragraph of his story.

This story just goes to prove that the U.S. is still a land of opportunity, where dreams can become reality. And, in the hectic, competitive world of New York, it is comforting to know that a man like Bob Redman exists.

What do you think?

- Is the U.S. "a land of opportunity?" What does this mean?
- Why is New York called "hectic and competitive?"
- Could Bob Redman be a successful businessman?
- Can you guess why his story might be comforting?

3  Now turn to page 86 to read Bob Redman’s story.

It all went wrong!

6  Write some notes about an occasion in your life when everything went wrong. Tell the class. They can comment and ask questions.

WRITING  Formal and informal letters and e-mails—Do’s and don’ts  p. 117

Unit 10  •  Dangerous living  85
Reading

4 Work with a partner. Read the title and the first paragraph. Answer these questions.
1. Who was Tarzan?
2. What advice is given about where to stay in New York? Why should you stay there?
3. What are the “enormous cliffs of stone and cement”?

5 Read the paragraph headings. What can you guess about Bob Redman? Is he a businessman? Where does he live?

6 Read the article. Are these statements true (✔) or false (✘)? Correct the false ones.

1. People near the park thought that someone might be living among the treetops.
2. Bob Redman was raised among trees in the countryside.
3. He built 14 tree houses altogether.
5. Bob felt lonely sometimes, especially at night.
6. He rented his final house to some friends.
7. He was pleased to see friends as long as they behaved well.
8. Bob’s tree houses were usually detected very quickly.
9. The Park Director was very impressed with Bob’s workmanship.
10. Unfortunately, Bob had to go to jail.

7 Read again about his final tree house. Try to draw it on a piece of paper. Comment on each other’s pictures. Ask the student with the “best” one to draw it on the board.

Role play

Work in pairs. One of you is Bob Redman. The other is a journalist from the New York Times. Conduct an interview about Bob’s past and present life. Begin like this.

Journalist: Tell me about yourself, Bob. When and why did you build your first tree house?

Bob: Well, I was just 14 and my mother and I ...

What do you think?

• Why is it comforting to read about a man like Bob Redman in New York?
• Look at this saying: “Find a job you love to do and you’ll never have to work again in your life.” What does it mean? Do you agree? How does it relate to Bob Redman’s story?
A five-room split level home

His final house was the grandest of them all. Constructed at the top of a huge beech tree, it was what a real estate agent would describe as a “five-room split level home commanding spectacular views of the city skyline and Central Park.” It included ladders and rope bridges leading to an adjacent tree as well as wooden benches and tables. Who can imagine what the rent might be for such a house?

Friends came to visit

Redman went to great pains to hide his tree houses, building them in neglected corners of the park and camouflaging them with branches and green paint. Friends used to come to visit him, sometimes as many as 12 people at a time, bringing sandwiches and radios and books and flashlights. Certain rules had to be obeyed: no breaking branches, no litter, no fires, and no loud noise—except his brother Bill, who sometimes brought a set of conga drums to the tree houses and played them very late at night, giving rise to rumors of a tree-dwelling tribe.

The party’s over!

The park authorities quickly became aware of his activities. However, the houses were often not detected for long periods of time. Some lasted as long as a whole year before they were found and destroyed by officials with a mournful Bob Redman watching from a distance. His magnificent final house went unnoticed for four months before Bob was awoken one morning with the words: “Come down! The party’s over!” He climbed down and was met by Frank Serpe, Park Director, and 10 officers of the Parks Enforcement Patrol. Mr. Serpe had been hunting Redman for years. But he was generous in his praise for the houses. “We marveled at the spectacular workmanship,” he said. “The floors were strong enough to hold a truck, and not one nail was hammered into the tree.”

The perfect job!

Mr. Serpe concluded that rather than lock him up in jail, perhaps they should offer Redman a job. He is now a professional pruner and tree climber for the Central Park Conservancy. However, he has had to promise not to build any more tree houses. He says he cannot believe that a job so perfect for him could possibly exist.

I suppose this story just goes to prove that the U.S. is still a land of opportunity, where dreams can become reality. And, in our hectic, competitive world, it is comforting to know that a man like Bob Redman exists.
LISTENING AND VOCABULARY
Synonyms—the story of Jim and the lion

In 1907 Hilaire Belloc published Cautionary Tales for Children. They are humorous verses with a moral.

1 Look at the title of the poem and the pictures. Guess the answers to these questions.
   1. Where did his nurse* take him?
   2. Was Jim a well-behaved little boy who always did what he was told, or was he naughty?
   3. How far did he get when he ran away?
   4. How did the lion go about eating him?
   5. Who tried to help Jim? Did this work?
   6. How did his parents react?
   *Nowadays we would say nanny, not nurse.

2 CDJ 16 Listen and check.

3 Complete the lines with a word on the right. Think of style, rhythm, and rhyme. It might help to say the poem out loud. Do the first verse.

4 CDJ 16 Listen and check your answers to the first verse. Then do the same for the rest of the poem.

5 What is the moral of this poem? What is the tone?
Jim’s parents, we are told, were “concerned” about their son. Why is this funny?

What do you think?
• What were your favorite stories as a child?
Tell the class about one of them.
• Were they scary? Funny?
• Who were the main characters? Were the stories based on real life or fantasy?
• Did they have a moral? A happy ending?

There was a boy whose name was Jim;
His _______ were very good to him.
They gave him tea, and cakes, and jam,
And slices of ______ ham,
And read him ______ through
and through,
And even took him to the zoo—
But there it was the _______ fate
Befell him, I now _______

You know—at least you ought to know,
For I have _______ told you so—
That children never are _______
To leave their nurses in a crowd;
Now this was Jim’s especial foible,
He ran away when he was able,
And on this ______ day
He slipped his hand and _______ away!

He hadn’t gone a yard when—bang!
With open jaws, a lion _______,
And hungrily began to eat
The boy: _______ at his feet.
Now just _______ how it feels
When _______, your toes and then your heels,
And then by gradual degrees,
Your shins and ankles, calves and knees,
Are _______ eaten, bit by bit.

No wonder Jim _______ it!
No wonder that he _______ “Hi!”
The honest keeper heard his cry,
Though very _______, he almost ran
To help the little gentleman.
“Ponto!” he cried, with _______ frown
“Let go, sir! Down, sir! Put it down!”
The lion having reached his head.
The _______ boy was dead!

When nurse _______ his parents they
Were more _______ than I can say.
His mother, as she dried her eyes,
Said, “Well—it gives me no _______,
He would not do as he was told!”
His father, who was ______,
Bade all the ______ round attend
To James’ miserable _______
And always keep a hold of nurse
For fear of finding something worse.
EVERYDAY ENGLISH
Metaphors and idioms—the body

1. Complete the sentences with a part of the body.
   Your ________ is associated with intelligence.
   Your ________ are associated with manual skills.
   Your ________ is associated with emotions.

2. In which one of these sentences is the word in italics used literally? Rephrase the words used metaphorically.
   1. Can you give me a hand with this sofa? It’s so heavy.
   2. She’s so smart. She’s heading for great things in life.
   3. But she’s not at all bigheaded.
   4. We shook hands and introduced ourselves.
   5. My daughter has a very good head for business.
   6. I’d offer to help, but I’ve got my hands full at the moment.
   7. I know she shouts a lot, but she’s really got a heart of gold.
   8. We had a heart-to-heart talk, and things are much clearer now.
   9. My parents wanted me to be a lawyer, but my heart wasn’t in it. Now I’m a journalist.

3. Complete the sentences with one of these expressions.
   face the fact  putting a brave face on its last legs  goes to their head
   pulling your leg  getting back on his feet  a sharp tongue

   1. My car’s been driven over 200,000 miles. It’s ________ now.
      I’ll have to buy a new one.
   2. With so many celebrities success ________, and they start to believe they’re really special.
   3. She’s being very courageous and ________ on it, but I know she’s in a lot of pain.
   4. He lost everything when his business failed, but he’s got a new job now and he’s ________.
   5. I’m almost 75. I simply have to ________ that I’m not as young as I was.
   6. “Oh no! I forwarded your e-mail complaining about work to the boss!” “Are you serious?” “No, I’m just ________”
   7. “Sue says some really cruel things.” “Yes, she’s got ________.”

4. Look up another part of the body in your dictionary. Find one or two useful idioms or metaphorical uses. Explain them to the rest of the class.
In your dreams

TEST YOUR GRAMMAR

1 Helen is feeling very sorry for herself. Read column A. What are her problems?
2 Join a line in A with a wish in B.
3 Write down one thing you’re not happy about. Tell the class what you wish.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It’s raining again.</td>
<td>I wish</td>
</tr>
<tr>
<td>2. I’m not going out tonight.</td>
<td></td>
</tr>
<tr>
<td>3. There’s nothing good on TV.</td>
<td></td>
</tr>
<tr>
<td>4. I don’t like my job.</td>
<td></td>
</tr>
<tr>
<td>5. My girlfriend and I broke up last week.</td>
<td></td>
</tr>
<tr>
<td>6. I know he won’t call me.</td>
<td></td>
</tr>
<tr>
<td>7. I feel really depressed.</td>
<td></td>
</tr>
<tr>
<td>8. I can’t talk to anyone about it.</td>
<td></td>
</tr>
<tr>
<td>I was.</td>
<td></td>
</tr>
<tr>
<td>I did.</td>
<td></td>
</tr>
<tr>
<td>I didn’t.</td>
<td></td>
</tr>
<tr>
<td>I could.</td>
<td></td>
</tr>
<tr>
<td>he would.</td>
<td></td>
</tr>
<tr>
<td>there was.</td>
<td></td>
</tr>
<tr>
<td>it wasn’t.</td>
<td></td>
</tr>
<tr>
<td>we hadn’t.</td>
<td></td>
</tr>
</tbody>
</table>

IF ONLY...

Hypothesizing about the past and present

1 Look at the photos. Each one illustrates someone’s regret or wish. What do you think the regret or wish is?
2 CD 17 Listen to the people talking. Who says what? Number the pictures in the order you hear.
Listen again and complete the lines.
Who is speaking?

1. I shouldn't have ...
   If only I hadn't ...
   I wouldn't worry ...

2. If only we could ...
   That would ...
   I'd just ...
   Sometimes I wish ...

3. What would you give ...?
   Which one would you choose if ...?
   . . . if I won the lottery, I'd ...
   I wouldn't—I'd ...

4. Don't you wish you ...
   But you could have ...

5. I shouldn't have ...
   Come on, couldn't you ...?
   Supposing you ...

Work with a partner. Use the lines in Exercise 3 to help you remember the conversations. Practice them.

What are the facts behind some of the wishes and regrets?
I shouldn't have gone out last night.
She did go out last night. She went to a party.

Hypothesizing—past and present

All of these sentences are hypothetical. That is, they imagine changing certain facts. What are the facts?

a. I wish I knew the answer. I don't know the answer.
b. If only I could come to the party.
c. If only I'd told the truth.
d. If I didn't get so nervous, I'd get better results.
e. If you'd helped us, we'd have finished by now.
f. I should have listened to your advice.
g. I wish I spoke French well.
h. I wish you would speak to him.

Which of the sentences are about present time? Which are about past time?

Look at sentences a, d, and e. What are the full forms of the contractions I'd, you'd, and we'd?

Other expressions are also used to hypothesize. Complete the sentences with the facts.

It's time you knew the truth. The fact is that you . . .
I'd rather you didn't eat candy. The fact is that you . . .
I'd rather they hadn't come. The fact is that they . . .
Supposing you'd fallen and hurt yourself! Fortunately, you . . .

Grammar Reference 11.1 p. 147

**PRACTICE**

Express a wish or regret about these facts. Use the words in parentheses.

1. I don't speak English fluently. (wish)
   I wish I spoke English fluently.

2. You speak very fast. I don't understand. (if)

3. I'm an only child. (wish)

4. We don't have enough money to go on vacation. (if only)

5. I get up at six o'clock every morning. I have to go to work. (wouldn't if)

6. I didn't learn to ski until I was 40. I'm not very good. (if)

7. My 13-year-old sister wants to be older. (she wishes)

8. My best friend always borrows my things without asking. (I'd rather)

9. I don't know anything about computers. I can't help you. (if)

10. We want to take a break. (it's time)

Unit 11 • In your dreams 91
Broken dreams

Read Marty and Carrie's sad story. Explain the title.

If only they'd known!

CARRIE AND I were on vacation in Vanuatu in the South Pacific. It's really beautiful there, and one day we went for a walk and saw this house for sale. It was on a cliff overlooking a bay, and you can imagine, the views were absolutely fantastic. We just fell in love with it. We had to have it—so we bought it then and there, and the next day we hired an architect to redesign our dream vacation home. That evening we celebrated, and in the middle of the night, we were fast asleep when suddenly we were thrown from our beds. The room was shaking—it was the biggest earthquake that had ever hit the region. But the worst was still to come, because the next morning when we drove out to check our newly bought house, we found that the whole cliff had fallen into the sea. We lost every cent we had.

3 Use these words to form sentences about Marty and Carrie's story.
1. Marty and Carrie shouldn't buy the house/that day.
2. If they/their life/very different.
3. If they/contact the owner of the house/they might/give them money back.
4. What/happens/they wait a few days more?
5. Supposing they/not go on vacation/ to Vanuatu?

4 Work with a partner and complete these sentences about Marty and Carrie.
1. If they'd known that...
2. They should have...
3. They shouldn't have...
4. If they hadn't...
5. They wish they...

Compare your answers with the class.

5 Form the question and answer it.
What/happen/they/not be/earthquake?

Talking about you

6 What do you wish was different about your life? Make a wish list about some of these things and discuss it with other students.

My wish list
- home
- social life
- money
- family
- work
- relationships
- friends
- vacations

SPOKEN ENGLISH Expressions with if

There are many fixed expressions with if often found in spoken English. Match a line in A with one in B.

CDJ 18 Listen to the conversations and check. What extra lines do you hear? What are the contexts? Practice with a partner.
VOCABULARY AND PRONUNCIATION

Word pairs

There are many pairs of words joined by a conjunction. The order of the words is fixed.

1. Read these sentences aloud.
   - Each and every week he bought a ticket.
   - To his shock and horror he saw her on TV.

2. Complete these well-known ones.
   - Life's full of ups and __________.
   - There are always pros and __________ in any argument.
   - We'll find out the truth sooner or __________.

1. Match a word pair with a definition.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. off and on</td>
<td>a. compromise/be flexible</td>
</tr>
<tr>
<td>2. wait and see</td>
<td>b. occasionally</td>
</tr>
<tr>
<td>3. ins and outs</td>
<td>c. be patient and find out later</td>
</tr>
<tr>
<td>4. give and take</td>
<td>d. generally speaking</td>
</tr>
<tr>
<td>5. by and large</td>
<td>e. exact details</td>
</tr>
<tr>
<td>6. grin and bear it</td>
<td>f. accept it or refuse, I don't care.</td>
</tr>
<tr>
<td>7. odds and ends</td>
<td>g. tolerate it as best you can</td>
</tr>
<tr>
<td>8. take it or leave it</td>
<td>h. things</td>
</tr>
</tbody>
</table>

2. Complete the sentences with a word pair from above.

1. In any relationship you have to be prepared to __________.
   - You can't have your own way all the time.

2. I didn't buy much at the mall. Just a few ________ for the kids.
   - Socks for Ben and hairbands for Jane.

3. I'd been visiting Florida __________ for years before I finally moved there.

4. It's difficult to explain the ________ of the rules of baseball. It's so complicated.

5. "What did you get me for my birthday?" "You'll have to __________."

6. "Oh, no! The Burtons are coming for lunch! I hate their kids!"
   - "I'm sorry, but you'll just have to __________. It's only for an hour or so."

7. OK, you can have it for $90. That's my final offer, __________.

8. California has lots of faults, of course, but __________, it's a nice place to live.

CD3 19 Listen and check.

3. Work with a partner. Match a word in A with a word in B and a word in C. Look for synonyms and antonyms.

   A
   - now
   - touch
   - slowly

   B
   - sick
   - peace
   - tired

   C
   - more
   - and
   - quiet

   - safe
   - but
   - sound

   - then
   - surely
   - there

   - go
   - or
   - less

Try to put each pair into a sentence. Read the sentences aloud to the class.

4. CD1 20 Listen to a conversation between two friends. What are they talking about? Write down all the word pairs you hear.

5. Look at the conversation on page 153. Practice it with your partner.

READING AND SPEAKING

Have you ever wondered?

1. Why do we dream?
2. Why are some people left-handed?
3. Where do the oceans come from?
4. Is time travel possible?
5. What would happen if there was no dust?
6. What is the origin of the @ symbol?
Have you ever wondered?
Answers to some important questions in life

1 Why do we dream?
Two different schools of thought exist on why we dream. The physiological school and the psychological school. Both, however, agree that we dream during the REM, or rapid eye movement, phase of sleep. During this phase of sleep, our closed eyes dart rapidly around and our brain activity peaks.

The physiological theory centers upon how our brains function during the REM phase. Those who believe this theory say that we dream to exercise the brain cells. When awake, our brains constantly transmit and receive messages and keep our bodies in perpetual motion. Dreams replace this function.

Psychological theorists of dreams focus on our thoughts and emotions and say that dreams deal with immediate concerns in our lives, such as unfinished business from the day. Dreams can, in fact, be a way of processing the day’s events.

Connections between dreams and the human psyche have been made for thousands of years. The Greek philosopher Aristotle wrote in his *Parva Naturalia*, over 2,200 years ago, of a connection between dreams and emotional needs. Sweet dreams!

2 Why are some people left handed?
About 10% of the population is left-handed, and it seems to run in families. The cause, therefore, seems obvious: genetics. However, identical twins, who have identical genetic blueprints, aren’t necessarily both left-handed or right-handed. This would appear to disprove the theory that being left-handed is inherited.

Even at birth, most babies tend to move one arm, usually the right, more than the other. Some scientists believe that the use of the left hand or the right hand is a result of the baby’s environment. Most children write with the right hand for any activity. However, the wisdom of this training is questionable.

3 Where do the oceans come from?
While the world’s seas and oceans have been home to life for over 3 billion years, the origin of the 1.4 billion tons of water that they contain remains a mystery. It seems to have condensed out of the earth’s atmosphere.

One possible theory is that it was dropped on our planet by comets. These gigantic chunks of frozen vapor and dust are rich in water. According to some scientists, satellite pictures have shown that tiny comets continue to hit the earth, filling up our oceans all the time.
Is time travel possible?

Amazingly, there is nothing in the known laws of physics to prevent us from zooming off into the past or future. Exactly how one would build a time machine is anyone’s guess, but many scientists have a bigger worry—paradoxes such as killing your mother before she gave birth to you. Maybe Nature has a clever way (4), but just think! If at any time in the future time travel becomes possible, then time travelers are with us now! And if this is the case, then they’ve always been with us!

What would happen if there was no dust?

Most of us who have ever cleaned a house would be much happier if there was less dust. However, without dust there would be less rainfall, and sunsets would be less beautiful. Rain is formed when water molecules in the air collect around particles of dust. When the collected water becomes heavy enough (5), thus water vapor would be much less likely to turn to rain without the dust particles.

The water vapor and dust particles also reflect the rays of the sun. At sunrise and sunset, when the sun is below the horizon, the dust and water vapor molecules reflect the longer, red rays of light in such a way that we can see them for more time. The more dust particles in the air, the more colorful the sunrise or sunset.

What is the origin of the @ symbol?

The most common theory that the little @ in e-mail addresses, commonly referred to as the "at sign," stemmed from the tired hands of medieval monks. During the Middle Ages, before the invention of printing presses, every letter of a word had to be painstakingly transcribed by hand in Latin for each copy of a book. The monks that performed these tedious copying duties looked for ways to reduce the number of individual strokes for common words. Although ad, a Latin word for at, is quite short, it was so common that the monks thought it would be quicker and easier to shorten it even more. As a result, they looped the "d" around the "a" and eliminated two strokes of the pen.

With the introduction of e-mail the popularity of the @ symbol grew. (6). For instance, joe@uselessknowledge.com. There is no one universal name for the sign, but countries have found different ways to describe it. Several languages use words that associate the shape with some type of animal. These include:

- snabel—Danish for "elephant’s trunk"
- klammeraffe—German for "hanging monkey"
- papaki—Greek for "little duck"
- kukac—Hungarian for "worm"
- dalphaengi—Korean for "snail"
- grisehale—Norwegian for "pig’s tail"
- sobachka—Russian for "little dog"

Reading

3 Read the texts again. These lines have been removed from them. Which text does each come from?

a. but how it got there in the first place isn’t known
b. It separates a person’s online user name from their mail server address.
c. can be trained to use and prefer
d. the water droplets fall to the earth as rain
e. teach us things about ourselves that we are unaware of
f. of getting around these

4 Answer the questions.

1. What does REM stand for?
2. What kind of things do dreams deal with?
3. Why could genetics explain left-handedness? What is the reason against this explanation?
4. What do comets consist of?
5. According to the laws of physics, is it possible to travel in time?
6. What worries many scientists about time travel?
7. What would happen to rain and sunsets if there was no dust?
8. Why did the monks invent the @ symbol?
9. What is the @ symbol called in different languages?

Vocabulary work

Find the highlighted words in the texts. Try to figure out their meaning from the contexts.

What do you think?

• Which questions did you find most interesting?
• Which facts were new to you? Which did you already know? Use some of these phrases to express your reactions.

I already knew that . . . . Did you know that . . . ?
What surprised me was . . . . Everyone knows that . . .
I don’t believe that . . . . I had no idea that . . .

• What do you call the @ sign? Which language’s animal words do you think best describe it?

• Small children often ask lots of “Why” questions. Why is the grass green? Why doesn’t our cat talk to me?

Think of some good “Why” questions about the world. In pairs, try to answer them as if you were talking to a child. (Kids will often answer with another “Why?” question!)

Why doesn’t our cat talk to me? Because cats can’t talk.

Why can’t cats talk? Because . . .

Unit 11 • In your dreams 95
LISTENING AND SPEAKING
The interpretation of dreams

1 Everybody dreams, but some people remember their dreams better than others. Discuss these questions in groups.
   1. Did you dream last night? Can you remember anything about it?
   2. What often happens when you wake up from a dream and try to describe it to someone?
   3. What do you think are common themes in dreams?

2 Read these descriptions of dreams. Discuss what you think each dream might mean.

1. **Fall guy**
   Many times, as I'm going to sleep, I dream that I am walking alone on the road and suddenly trip and fall towards the pavement. I always wake up before I hit the ground. Why do I dream this?
   J.H., SEATTLE, WASHINGTON

2. **Underneath it all**
   My dreams are often set in a small decaying cellar. I always wake up feeling bad about life when this happens. What does this dream mean?
   D. J., WINNIPEG, CANADA

3. **Hidden treasure**
   I am digging in the garden of my childhood home and uncover a box of treasure. My life has been pretty bad lately. Does my dream indicate a change for the better?
   P.T., SWINDON, UK

3 Read the interpretations of the dreams on page 154. Which do you think goes with each dream? Why? Compare them with your ideas.

4 **CD 2**
   Listen to Paul describing a dream. What is really strange about the dream? Are these statements true or false? Correct the false ones.
   1. Paul describes himself as a sensible, rational person.
   2. The dream took place in his hometown.
   3. In the dream, he and his girlfriend had arranged to meet in front of the station.
   4. His girlfriend had a similar dream.
   5. His girlfriend had never visited his hometown.
   6. He believes their dreams were the result of a TV program they'd been watching.

Language work
Read the audio script on page 133.
1. Find four things in the story that Paul describes as strange.
2. Find other words which are similar in meaning to strange.

What do you think?
- Discuss Paul's dream in your groups and try to interpret it. Share your ideas with the class.
- Describe any memorable dreams that you have had.
- Do you ever have the same dream or dreams with common features?

WRITING Narrative writing 2—Linking words and expressions p. 118
EVERYDAY ENGLISH
Moans and groans

1 Read the complaints in A. Match them with a response in B. Which of the items in the box do they refer to?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a leather jacket e-mail boots ordering by phone a bookcase a TV program a package a test</td>
</tr>
<tr>
<td>2.</td>
<td>a test</td>
</tr>
<tr>
<td>3.</td>
<td>a test</td>
</tr>
<tr>
<td>4.</td>
<td>a test</td>
</tr>
<tr>
<td>5.</td>
<td>a test</td>
</tr>
<tr>
<td>6.</td>
<td>a test</td>
</tr>
<tr>
<td>7.</td>
<td>a test</td>
</tr>
<tr>
<td>8.</td>
<td>a test</td>
</tr>
</tbody>
</table>

2 CD3 22 Listen and check your answers. Read them aloud with a partner and add another line.

A I could kick myself. As soon as I'd handed it in, I remembered what the answer was.
B Oh, I hate it when that happens! But do you think you still passed?
A Who knows? I'll just have to wait and see.

Music of English
When people moan about something, there is an exaggeration on the rise and fall of the word with the main stress.

I don't believe it! It's not fair!

CD3 23 Listen and repeat.

3 What are some of the events in a typical day in your life? For each event think of something to moan about. What a pain! I got up and had to wait forever before the shower was free. But worse still, the water was freezing cold!

4 Do you have any moans and groans about anything that's happened recently in your country or in the world?

"Press 1 for classical, press 2 for easy listening, press 3 for jazz."

Unit 11 • In your dreams 97
TEST YOUR GRAMMAR

1. Tell the story of Mary's grandfather, matching a line from A with a line from C. Use the correct article from B to connect the lines. Tell the story to a partner.

   My grandfather used to be a judge. He retired ...

2. Listen and check. What extra information do you hear?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My grandfather used to be</td>
<td>a/an</td>
<td>dinner with him</td>
</tr>
<tr>
<td>2. He retired</td>
<td>one</td>
<td>captain of the ship</td>
</tr>
<tr>
<td>3. He decided to go on</td>
<td>the</td>
<td>ocean cruise</td>
</tr>
<tr>
<td>4. He enjoyed</td>
<td></td>
<td>cruise very much</td>
</tr>
<tr>
<td>5. He sailed all around</td>
<td>no article</td>
<td>year before last</td>
</tr>
<tr>
<td>6. He met</td>
<td></td>
<td>judge</td>
</tr>
<tr>
<td>7. He invited her to have</td>
<td></td>
<td>love at any age</td>
</tr>
<tr>
<td>8. They got along really well with</td>
<td></td>
<td>another</td>
</tr>
<tr>
<td>9. My grandfather says you can find</td>
<td></td>
<td>world</td>
</tr>
<tr>
<td>10. They were married by</td>
<td></td>
<td>attractive widow</td>
</tr>
</tbody>
</table>

THE PACE OF LIFE
Articles and determiners

1. Take the quiz about your pace of life. Discuss your answers with a partner. Turn to page 154 and find out what kind of person you are. Do you agree?

2. Find these highlighted words in the quiz. Underline the nouns that follow. Which are followed by of?

   enough the whole all each plenty a great deal hardly any several none no (a) few (a) little most every

3. These lines are similar to those in the quiz, but not the same. Find them in the quiz. What are the differences?

   1. I leave sufficient time for relaxation.
   2. Nonstop all of the time.
   3. More than enough things.
   4. Lots of enthusiasm.
   5. Very few, just a couple of minor things.
   6. There aren't any uncompleted projects.
   7. I see every one of my projects through to the end.
   8. I don't have any patience.
   9. I have hardly any hobbies or leisure time.
   10. In quite a few ways.
   11. In all kinds of ways.
   12. Nearly all of the time by e-mail.

   How well do you

   1. How would you describe the pace of your life?
      a. Easygoing, I just take life as it comes.
      b. Pretty fast, but I leave enough time for relaxation.
      c. At times frantic, at times relaxed.
      d. Nonstop the whole time, but I like it that way.

   2. How do you tackle all the things you have to do each day?
      a. I do the things I feel like doing, but there aren't many of those.
      b. I prioritize. I do the important things and put off all the other stuff.
      c. There's either not enough time to do every little thing or too much time with nothing to do. I find this difficult.
      d. I have a daily "to do" list that I check off after each item is completed.

   3. How many things have you begun and not finished in the last few years?
      a. Plenty of things. I begin with a great deal of enthusiasm but then get bored.
      b. Hardly any, just one or two minor things.
      c. Several things. Sometimes I get distracted and move from one thing to another.
      d. None. There are no uncompleted projects in my life. I see each of my projects through to the end before I start the next.
4 When do you switch off your cell phone?
   a. Do most people have cell phones these days?
      I haven't gotten around to getting one yet.
   b. In some public places and when I need some peace and quiet.
   c. Not as often as I should.
   d. Only if I have to.

5 How punctual are you?
   a. I don't waste time worrying about it.
   b. Being late is impolite and inefficient, so I try to be punctual.
   c. I like to be on time in theory, but in practice I'm often late.
   d. I'm always on time. I have no patience with people who are late.

6 How do you spend your leisure time?
   a. Doing a little of this and a little of that. I don't know where my time goes.
   b. I recharge my batteries with a few hobbies and by being with friends.
   c. I keep trying different things that people suggest, but nothing really grabs me.
   d. I have few hobbies and little leisure time. I try to put all of my time to good use.

7 How do you keep in touch with friends?
   a. I wait for them to get in touch with me.
   b. In several ways—e-mails, text messages—but I also like to call them for a nice chat.
   c. In any way I can—but it can be difficult. I think, "I must contact X," but time passes, and I realize I haven't.
   d. Most of the time by e-mail. It's quick and efficient.

8 Which of these is closest to your philosophy on life?
   a. Whatever will be will be.
   b. Life is not a dress rehearsal.
   c. There is a season for everything.
   d. Seize the day.

4 What is the difference between these pairs of sentences?
   I have a few hobbies. I have a little leisure time.
   I have few hobbies. I have little leisure time.

5 Is there a difference in meaning between these sentences?
   I completed each project. I completed every project.

Which can mean you had only two projects? Which can't mean you had only two projects? Which can mean you had lots of projects?

**GRAMMAR SPOT**

**Determiners**

Determiners help identify nouns and express quantity.

1 Look at the examples. Which determiners go with which nouns? Which group expresses quantity?

<table>
<thead>
<tr>
<th>Determiner</th>
<th>Noun</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>the other</td>
<td>book</td>
<td>both</td>
</tr>
<tr>
<td>another</td>
<td>books</td>
<td>both</td>
</tr>
<tr>
<td>many other</td>
<td>good book</td>
<td>both</td>
</tr>
<tr>
<td>his only</td>
<td>book</td>
<td>both</td>
</tr>
<tr>
<td>such a</td>
<td>books</td>
<td>both</td>
</tr>
<tr>
<td>a</td>
<td>book</td>
<td>both</td>
</tr>
<tr>
<td>what a</td>
<td>books</td>
<td>both</td>
</tr>
</tbody>
</table>

2 Determiners can join a noun using of + the/my/our/this/that, etc. What expressions can you make from these examples?

<table>
<thead>
<tr>
<th>Determiner</th>
<th>Noun</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>both</td>
<td>the</td>
<td>book</td>
</tr>
<tr>
<td>neither</td>
<td>my</td>
<td>books</td>
</tr>
<tr>
<td>each</td>
<td>those</td>
<td>time</td>
</tr>
<tr>
<td>all</td>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE**

Talking about you

1. I have ________ time to relax.
2. ________ my friends think I work too hard.
3. ________ my teachers think I work hard.
4. I spent ________ weekend relaxing.
5. I have ________ interests and hobbies.
6. ________ my hobbies are sports.
7. ________ my parents look like me.
8. ________ my relatives have fair hair.
10. My grandparents watch TV ________ time.

Unit 12 • It's never too late 99
Discussing grammar

2 Work with a partner. What is the difference in meaning between these pairs of sentences?
   1. I spoke to all the students in the class.
      I spoke to each student in the class.
   2. None of them knew the answer.
      Neither of them knew the answer.
   3. The doctor’s here.
      A doctor’s here.
   4. There’s a man at the door.
      There’s some man at the door.
   5. There’s a pair of socks missing.
      There’s a couple of socks missing.
   6. Whole families were evacuated from their homes.
      All the families were evacuated from their homes.

3 Match a line in A with a line in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like</td>
<td>eggs?</td>
</tr>
<tr>
<td>Do all birds</td>
<td>the egg?</td>
</tr>
<tr>
<td>lay</td>
<td>an egg?</td>
</tr>
<tr>
<td>Where did I put</td>
<td>each one.</td>
</tr>
<tr>
<td>I have two cars</td>
<td>everyone.</td>
</tr>
<tr>
<td>Borrow</td>
<td>either one.</td>
</tr>
<tr>
<td>It was great to see</td>
<td></td>
</tr>
<tr>
<td>I have five</td>
<td></td>
</tr>
<tr>
<td>nies. I gave $10</td>
<td></td>
</tr>
</tbody>
</table>

4 CD3 25 Listen and respond to the lines with a sentence from Exercise 3.

Do any of your friends like dancing?

What do you mean, “any?”

All my friends like dancing!

5 Demonstratives—this / that / these / those

Complete the sentences with the correct demonstrative.

1. What’s ________ song you’re singing?
2. Look at ________ ladybug on my hand!
3. Did you hear ________ storm in the middle of the night?
4. MMM! ________ strawberries are delicious!
5. Take ________ dirty shoes off! I’ve just cleaned in here.
6. I can’t stand ________ weather. It’s really getting me down.
7. Who was ________ man you were talking to ________ morning?
8. Do you remember when we were young? ________ were the days!
9. Children have no respect for authority ________ days, do they?

CD3 27 Listen and check.

6 Determiners—each, every, or all

CD3 28 Listen to some short conversations. What is each about?

Complete the replies. They all contain expressions with each, every, or all. Practice the conversations with a partner.

1. A What was the meal like?
   B ________

   A Did you apologize to all the guests?
   B ________

   A They didn’t all pass, did they?
   B ________

   A Sorry, I only have 50 cents on me.
   B ________

   A When do you think you’ll get there?
   B ________

   A Want to grab a bite to eat?
   B ________

CD3 26 Listen and check. Pay particular attention to stress and intonation. Look at the audio script on page 134 and practice the conversations with a partner.

WRITE Adding emphasis in writing—People of influence p. 179
LISTENING AND SPEAKING
Happy days

1. Work in small groups. What is the average life expectancy in your country? Suggest ages for these stages of life. What is typical behavior for each stage? Give examples and discuss with the whole class.

   0 - infancy
   - childhood
   - teenage years
   - young adulthood
   - middle age
   - old age

2. You are going to listen to Bernie, Hayley, Tony, and Tommy talking about themselves. Here are some of the things they said (two for each person). Which stage of life do you think they are at?
   1. I want to see the world, meet lots of people, get a good career before I settle down.
   2. This time though, after the operation I knew right away it would be OK.
   3. We have buckets and shovels.
   4. Lizzie and I are content just to putter in the vegetable garden, or cut the grass, or weed the flower beds.
   5. Most of us just go for the dancing.
   6. I think the world has gone to pot.
   7. It's got big, big wheels, biggest wheels ever.
   8. These days the only thing that makes me unhappy is meeting people who don't realize what a gift life is.

3. CD 29. Listen to the four people. After each one discuss these questions.
   1. At which stage of life is the person?
   2. Which lines in Exercise 2 did he or she say?
   3. What does the person do or say that is typical or not typical for their age?
   4. What makes the person happy or unhappy?

What do you think?

- Which stage of life do you think is the best or worst? Why?
- Are there advantages and disadvantages for each stage? Discuss.
- Do you know people who you think are typical or not typical for their age? Are you?
A life in the day

Mary Hobson, 77, gained a degree in Russian in her sixties and a PhD at 74. A mother of four, she lives in south London.

I’ve started to learn ancient Greek. It doesn’t urge you to communicate, only to learn, and I find the early hours of the morning the perfect time for that. I love ritual and routine. I wait until 6 a.m. to have tea; at 7 a.m. I phone my youngest daughter, and we start the day with a chat. At 7:30 I make breakfast—All-Bran, wholewheat toast, and a pot of black coffee—and I take it back to bed along with the Roman emperor Marcus Aurelius.

I am a dedicated atheist. I regard religion as complete lunacy. You’ve got only one opportunity to be alive: for goodness’ sake don’t waste it waiting for an afterlife. I read Marcus Aurelius every day; it was his philosophy that got me through my son Matthew’s death four years ago in a motorcycle accident. Aurelius said: “What we cannot bear removes us from life.” Matthew’s death was such a waste. At first I would rather have been dead too, but then I thought: “No. I mustn’t do less. I must do more!”

After a bath I spend the morning translating. A special committee was convened to organize the translation of the works of Pushkin for his centenary. Unpaid, of course. I’m an expert at working for nothing. Poor old Pushkin: some of his letters were scandalous. Really very rude indeed. How was he to know that, 200 years later, some old bat would be poring over every line?

I am what you might call a late developer. I was 40 before I wrote my first novel, 62 when I went to college. My husband, Neil, was a talented jazz musician, but at 25 he developed a cerebral abscess, losing his speech and the use of the right side of his body. It was hell for him and a nightmare for us. We were so broke we lived on government assistance for ages. When things got really bad, I’d collect up old china and give it to the children to smash out their frustrations on the wall outside.

I wrote my first novel while Neil had his weekly music therapy.

That 50-minute session was all I had. I used to sit in the ABC cafe in Earls Court and write and write while couples had life-and-death quarrels around me. Neil was terribly difficult. None of it was his fault, of course, but after 28 years I thought: “It’s not my fault either.” I was going down with him. I left, and Matthew stayed with him to stop me from going back—I was very grateful for that.

Having snatchèd a bit of life back, I had to do something with it. My daughter Emma gave me War and Peace, and I loved it so much. Then it hit me: I hadn’t read it at all, I’d only read a translation, and I so longed to read the actual words. A marvelous elderly Russian lady taught me the basics, and I enrolled in the Russian-
Language work

There is one mistake in each of these sentences. Find it and discuss why it is wrong with a partner. Check your answers in the text.

1. I make breakfast and I take it back to the bed.
2. I am a dedicated atheist. My husband was talented a jazz musician.
3. You've got only an opportunity to be alive.
4. I enrolled in the Russian-language degree course at University of London.
5. I try to go to Moscow every year in coldest weather.
6. Having snatched a bit of the life back, I had to do something with it.
7. Give me the town over a country.
8. I make supper and get into bed, simply because the feet are awful.

What do you think?

- It's easy to think of all the advantages of being young and the disadvantages of being old. But try it the other way around. Work in two groups.

Group A List all the disadvantages of being young.

Group B List all the advantages of being old.

- Find a partner from the other group and discuss your lists.
- Discuss as a class. What do you think is the best age to be in life?
VOCABULARY AND LISTENING
Hot words—*life* and *time*

1. Work with a partner. Complete the expressions below with either the word *life* or *time*. Use a dictionary to help.

<table>
<thead>
<tr>
<th>Having the <strong>time</strong> of your <strong>life</strong>!</th>
</tr>
</thead>
<tbody>
<tr>
<td>not on your _____</td>
</tr>
<tr>
<td>take your _____</td>
</tr>
<tr>
<td>get a _____</td>
</tr>
<tr>
<td>kill _____</td>
</tr>
<tr>
<td>it’s high _____</td>
</tr>
<tr>
<td>no _____ to lose</td>
</tr>
<tr>
<td>that’s _____</td>
</tr>
<tr>
<td>on _____</td>
</tr>
<tr>
<td>any old _____</td>
</tr>
<tr>
<td>a cushy _____</td>
</tr>
</tbody>
</table>

2. Complete these lines with an expression from Exercise 1.

1. No need to hurry. Take ...
2. For goodness’ sake hurry up. There’s no ...
3. The operation was so successful that Grandpa got a new ...
4. Shakespeare’s writing is still relevant today. It’s really stood ...
5. I got to the bank in the ... It was just about to close.
6. You can give them back any ... I’m not going skiing again until next year.

3. **CD3 30** Listen to the conversations. What are the people talking about? Which of the expressions from Exercise 1 do you hear? Turn to page 135 and practice the conversations with your partner.

A song

4. **CD3 31** Close your books and listen to a song called “That’s Life,” by Robbie Williams. Then read the words on this page. There are many differences. Listen again and note them all.

5. **CD3 31** Listen again and sing along!

---

**THAT’S LIFE**

That’s life, that’s what they all say.
You’re full of life in April,
Shot down in May.
But you bet I’m gonna play that tune,
When I’ve got a new lease on life in June.

That’s life, strange as it seems.
Some people get their kicks
Jumpin’ on dreams;
But I don’t allow it to get me down,
‘Cause this ol’ world continues turning around.

I’ve been a puppet, a pauper, a pilot,
A policeman, a pawn and a king.
I’ve been up and over and in and out
And I know a few things:
Every time I find myself down on my face,
I pull myself up and get back in the race.

**THAT’S LIFE**

That’s life, I can’t deny it,
I thought of giving up,
But my head just won’t buy it,
If I didn’t think it was worth a try,
I’d roll up in a corner and cry.
EVENDAY ENGLISH
Linking and commenting

1. Look at these lines from [CD3 29] The expressions in bold link or comment on what has been said or what is going to be said. They are mainly adverbs.
   
   **Personally,** I'm just happy to be alive. **Anyway,** I had some tests...
   **You see,** I'd recently gotten married... **In fact,** my body rejected...

   Find other examples from the audio scripts on pages 134–135.

2. Read these conversations. Choose the correct linking or commenting expression.

   1. A Did you see the game last night?
      B No, but apparently / obviously it was a good one. We won, didn't we?
      A Probably / Actually, it was a tie, but it was really exciting.

   2. A What do you think of Claire's new boyfriend?
      B Personally / Certainly, I can't stand him. I think he'll dump her like all the rest. Ideally / However, that's her problem, not mine.
      A Poor old Claire! She always picks the wrong ones, doesn't she?
      **Anyway** / **Honestly,** we'll find out soon enough.

   3. A I don't know how you can afford to buy all those fabulous clothes!
      B **Still** / **Hopefully,** I'm going to get a bonus this month. My boss promised.
      **After all** / **Presumably,** I did earn the company over $100,000 last year.
      **Basically** / **Absolutely,** I deserve it.

   4. A She said some terrible things to me. I hate her!
      B **Generally speaking** / **All the same,** I think you should apologize to her.
      **If you ask me** / **Apparently,** you lose your temper too easily. You're being very childish. It's time you both grew up!
      A **What?** I never thought I'd hear you speak to me like that.
      B **Still** / **Honestly,** I'm not taking sides. I just think you should make up.

   5. A So, Billy. You say that this is the last record you're ever going to make?
      B **Surely** / **Definitely.**
      A **But surely** / **actually** you realize how upset your fans are going to be?
      B **Obviously** / **Hopefully,** I don't want to hurt anyone, but **certainly** / **basically,** I'm fed up with pop music. I'd like to do something else.
      **After all** / **Ideally,** I'd like to get into movies.

3. Complete these with a suitable line.

   1. They had a dreadful vacation. **Apparently,**...
   2. It should have been a happy marriage. **After all,**...
   3. I know you don't want to go to Harry's party. **All the same,**...
   4. I had the interview yesterday. **Hopefully,**...
   5. I'd rather you didn't let this go any further. **Obviously,**...
   6. I couldn't believe it, he just walked out and left her. **Presumably,**...
   7. I don't like flying very much. **As a matter of fact,**...
   8. So that's that. All's well that ends well. **Anyway,**...
UNIT 1 APPLYING FOR A JOB — A resume and a cover letter

1. What is a resume? What is the aim of one? Have you ever written one? What information did/would you include?

2. What is the purpose of a cover letter?

3. Write the headings from A in the correct spaces in the resume in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievements</td>
<td>Kate Henderson</td>
</tr>
<tr>
<td>Education</td>
<td>132 Williams Street</td>
</tr>
<tr>
<td>References</td>
<td>Jamaica Plain, MA 02130</td>
</tr>
<tr>
<td>Objective</td>
<td>(617) 858-5366</td>
</tr>
<tr>
<td>Objective</td>
<td>katehenderson@yahoocom</td>
</tr>
<tr>
<td>Skills</td>
<td>Objective</td>
</tr>
<tr>
<td>Work experience</td>
<td>A position at a school or camp that combines my experience working with children, my love of travel, and my degree in education and psychology.</td>
</tr>
<tr>
<td>Interests</td>
<td>Boston University</td>
</tr>
<tr>
<td></td>
<td>BA, Psychology and Education</td>
</tr>
<tr>
<td></td>
<td>Summa cum laude</td>
</tr>
<tr>
<td></td>
<td>March—June 2010</td>
</tr>
<tr>
<td></td>
<td>Teaching assistant, East Boston High School</td>
</tr>
<tr>
<td></td>
<td>June—August 2008</td>
</tr>
<tr>
<td></td>
<td>Swimming coach, KLC Swim Center, Boston</td>
</tr>
<tr>
<td></td>
<td>June—August 2007</td>
</tr>
<tr>
<td></td>
<td>Lifeguard, KLC Swim Center</td>
</tr>
<tr>
<td></td>
<td>Dance, cooking, volleyball, travel, movies</td>
</tr>
<tr>
<td></td>
<td>Boston University Honor Roll, 2007–2010</td>
</tr>
<tr>
<td></td>
<td>KLC Employee of the Month, 2007</td>
</tr>
<tr>
<td></td>
<td>Performed in regional dance festival, 2006</td>
</tr>
<tr>
<td></td>
<td>Work well with children</td>
</tr>
<tr>
<td></td>
<td>Fluent written and spoken Spanish</td>
</tr>
<tr>
<td></td>
<td>Can use basic office software</td>
</tr>
<tr>
<td></td>
<td>Able to adapt to foreign cultures</td>
</tr>
<tr>
<td></td>
<td>Prof. Jane Curtis</td>
</tr>
<tr>
<td></td>
<td>Dept of Education</td>
</tr>
<tr>
<td></td>
<td>Boston University</td>
</tr>
<tr>
<td></td>
<td>(617) 879-6875</td>
</tr>
<tr>
<td></td>
<td>Mike Benson</td>
</tr>
<tr>
<td></td>
<td>Manager</td>
</tr>
<tr>
<td></td>
<td>KLC Swim Center</td>
</tr>
<tr>
<td></td>
<td>(617) 355-7028</td>
</tr>
</tbody>
</table>

4. Answer the questions.
   1. Where did Kate go to school?
   2. What did she study in college?
   3. Who is Prof. Jane Curtis?
   4. Does she have a lot of work experience?

5. How is a resume different in your country?
6 This is the job that Kate is applying for. Is she well qualified for it?

<table>
<thead>
<tr>
<th>SPORTS CAMP COUNSELOR IN THE CANARY ISLANDS, SPAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you ...</td>
</tr>
<tr>
<td>• age 18–30?</td>
</tr>
<tr>
<td>• energetic?</td>
</tr>
<tr>
<td>• good at organizing people?</td>
</tr>
</tbody>
</table>

Then come and join us as a camp counselor for a spring break of fun, supervising groups of kids at sports camp!

Send your resume to Mark Smith at 106 Broadway, New York, NY 10005

---

7 Read Kate’s cover letter. Which parts sound too informal? Replace them with the words on the right.

132 Williams Street
Jamaica Plain, MA 02130

Mark Smith
106 Broadway
New York, NY 10005

June 17, 2010

Dear Mark,

I am applying for the position of camp leader which I saw advertised somewhere recently. Here’s my resume.

I guess I have just about everything needed for this job. I have worked lots with kids, doing all kinds of stuff. They generally do what I tell them, and we manage to have a great time together. Having studied psychology and education in college, I know quite a bit about the behavior of kids.

I am really into sports and have lots of experience organizing sporting events. I am a very practical person, easygoing, and it’s no problem for me to make friends. I’ve been all over the place and enjoy meeting new people.

I can’t wait to hear from you.

Your friend,

Kate Henderson

---

extensively with young adults
respect my leadership abilities
I find it easy
very interested in
have a strong understanding of
Enclosed please find
look forward to hearing
considerable
many of the relevant qualifications
have traveled widely
Mr. Smith
Sincerely,
in this Sunday’s Boston Globe feel
organizing a variety of activities establish a good working relationship

Is this how a formal letter is laid out in your country? What are the differences?

8 Write your resume and a cover letter for a job that you would really like to do and are well qualified for.
UNIT 2 INFORMAL LETTERS – Correcting mistakes

1 Teachers sometimes use these symbols when correcting written work.
Correct the mistakes in these sentences.
1. I was born in 1971 in a small town in Mexico.
2. My father is a diplomat, so my all life I live in different countries.
3. After the school, I went for four years in a business college.
4. I'm married since five years. I knew my wife while I was a student.
5. My town isn't as exciting than Miami. Is very quite at the evening.
6. I study English for five years. I started when I had seven years.
7. My father wants that I work in a bank because it is a good work.
8. I do a evening course in English. I enjoy very much to learn languages.

2 Read the letter. Answer the questions.
1. Where was the letter written?
2. Who is the guest? Who is the host?
3. Which city is described? What is it like?
4. What season is it?

3 Work with a partner. Find the mistakes and put the symbols on the letter. Then correct the mistakes. The first line has been done to help you.

4 Write a letter (about 250 words).
Either …
You are going to stay with a family in an English-speaking country.
Or …
An English-speaking guest is coming to stay with you.
Give some information about yourself—your family, interests, school, town.
Check your work carefully for mistakes!

---

Dear James,

Thank you for your letter. I receive it the last week. Sorry I no reply you before, but I've been very busy. It's Christmas soon, and everyone are very exciting!

In two weeks I am with you in California. I can not believe it! I looking forward meet you and your family very much. I'm sure we will like us very well.

My city, São Paulo, is biggest and noisiest city in Brazil. Is not really for tourist. It a center commercial. Also, it have very much pollution and traffic. But there is lot of things to do. I like very much listen music. There are clubs who stay open all night!

My friend went in Los Angeles last year, and he has seen a baseball game at Dodger Stadium. He said me was wonderful. I like to do that also.

My plane arrive to LAX at 6:30 a.m. in January 3. Is very kind you meet me so early morning.

I hope very much improve my English during I am with you!

See you soon and happy New Year!

Fernando
UNIT 3 NARRATIVE WRITING 1  – Using adverbs in narratives

1 Have you ever been in a dangerous situation? Write some notes about when, where, who you were with, and what happened. Discuss your notes with a partner and compare the situations.

2 Put the adverbs or adverbial phrases in the correct place in these sentences. Sometimes more than one place is possible.

| 1. I used to go skiing. | in the winter, frequently |
| 2. I enjoyed going to Colorado. | with my family, especially |
| 3. I had a bad accident. | two years ago, then, really |
| 4. I skied into a tree. | headfirst |
| 5. I broke my leg. | in three places, unfortunately, |
| 6. I'd like to go skiing again. | definitely, one day |
| 7. But I don't feel confident. | yet, enough |
| 8. My family goes skiing. | however, still, every February |

Read the completed story aloud with your partner.

3 Read through the story of two British mountain climbers, Rachel Kelsey and Jeremy Colenso. Where were they? What went wrong? How were they saved? What does the text message mean?

TEXTING TO THE RESCUE

On a mid-September day, British climbers Rachel Kelsey and Jeremy Colenso were climbing in the Swiss Alps.

They were both experienced climbers, and when they left their base the weather was good. They reached the summit, but as they started the climb down a severe storm struck the mountain. Snow began to fall, making it difficult to see where they could put their hands and feet on the rock. After several frightening minutes they found a narrow ledge and climbed onto it, hoping the snow would stop and they could continue their descent.

The snow did not stop and the temperature dropped to 14°F. “We had to stay awake,” said Rachel, “because it was so cold that we would have died. So we told stories and rubbed our fingers and toes to keep them warm.”

They decided that they had to get help. But what could they do? Rachel had brought her cell phone with her, but the only phone numbers she knew were in London. She sent a text message at 1:30 A.M. to get help. She sent the same message to five friends in the UK. It read: “Need help rescue off north ridge of Piz Badile, Switzerland!” They were all asleep, so nothing happened. At 5:00 A.M., one friend, Avery Culiffle, got the message. He jumped into action, called the rescue services in Switzerland, and called Rachel to tell her that help was coming.

The weather was too bad for the helicopters to operate, but Avery kept sending text messages to the climbers. At about 10:00 p.m. they were lifted off the mountain. “We owe our lives to Avery,” they said when they were back at the base.

4 Place the adverbs on the right of the story in the correct place in the same line (sometimes more than one place is possible). Add punctuation where necessary.

5 What background information are you given in the article? When does the actual story of what happened start?

6 Using the notes you made earlier, write the story of your dangerous experience (about 250 words).

- Begin with background information.
- Describe the events in the order they happened.
- Make sure you use plenty of adverbs to describe people’s feelings and actions.

Share your stories as a class, reading some of them aloud.
UNIT 4 LINKING IDEAS – Conjunctions

1 Use the conjunctions but, although, and however to join these two sentences.
   He’s rich and famous. He’s unhappy.

2 Conjunctions can join sentences to express contrast, reason and result, time, and condition. In each group complete the sentences with suitable conjunctions.

   **Contrast** however although despite even though
   1. ______ I can’t speak much Spanish, I can understand a lot.
   2. I can’t speak Spanish well, ______, I can understand most things.
   3. He can’t speak Spanish well, ______ he lives in Mexico.
   4. ______ living in Mexico, he can’t speak Spanish.

   **Reason and Result** such... that so... as since because so... that
   1. I didn’t sleep well last night, ______ I’m tired.
   2. I’m tired ______ I didn’t sleep well last night.
   3. I wanted to go, but ______ it was late I decided not to.
   4. ______ John can’t be here today I’ve been asked to chair the meeting.
   5. He always looks ______ innocent ______ he gets away with murder.
   6. He’s ______ a terrible liar ______ no one believes him.

   **Time** when(ever) while as (soon as) until after since
   1. I called you ______ I could.
   2. He refused to talk to the police ______ his lawyer arrived.
   3. I feel sad ______ I hear that song.
   4. Their house was robbed ______ they were on vacation.
   5. I’ve known her ______ I was a small child.
   6. I’ll help you with this exercise ______ I’ve had dinner.

   **Condition** if as long as unless in case
   1. ______ I’m going to be late, I’ll call you.
   2. You won’t pass ______ you work harder.
   3. Take an umbrella ______ it rains.
   4. You can borrow my car ______ you drive carefully.

3 Discuss what you know about the politician John F. Kennedy.

4 Read about Kennedy’s life and death. Choose the correct conjunctions to join the sentences.

5 Research and write about someone famous who interests you. Use the plan below to help you.
   Paragraph 1: Introduction and your interest in this person
   Paragraph 2: Early life
   Paragraph 3: Career
   Paragraph 4: Later life (and death)
UNIT 5 WRITING E-MAILS – E-mailing friends

1 How does writing an e-mail differ from writing letters? List some differences.

2 E-mails to friends are usually very informal, and grammar words are often left out. How could you express these typical e-mail phrases more formally?

Glad you’re OK.
Great news—got the job!
Sorry, can’t make next Sat.
You still OK for Friday?
Sounds fantastic.
Can’t wait to see you.

3 Read the e-mail and note features that are typical of e-mails. What changes would you make if it were a letter? Go through and discuss with your partner.

4 Read the letter from Jane to a friend. What is her main reason for writing? What parts of the letter give extra information?

Work with a partner and discuss how to make it more like an e-mail.

5 Write an e-mail in reply to Jane (about 250 words).

- Begin by reacting to her news
- Reply positively to her invitation
- Suggest arrangements for meeting her
- End by giving some news about yourself

July 8th

Dear Rob,

It was so good to see you and Jenny a few weeks ago. We really must get together more often—we always have so much to talk about.

On the subject of get-togethers, I just got a postcard from—guess who? Graham Pellowe. Do you remember “gorgeous” Graham who was studying zoology? Well, he’s in town. Apparently he’s a real big shot these days. He works for an international environmental agency, believe it or not. Anyway, he’s coming to Cleveland next Thursday, and he really wants to meet up and discuss old times. He’s staying with friends downtown, close to where I used to live. I know a great restaurant there called the Green Olive, or else there’s the Red Pepper—both are excellent. Anyway, I am assuming and desperately hoping that you can come that evening— I’m not up for a whole evening with old Graham on my own. I finish work at about six, and he can’t make it to the restaurant until 8:30, which gives us some time to catch up. Let me know if any of this is possible.

Please call me or e-mail when you can, and I’ll book a table.
It could be a fun evening.

Love,
Jane
1. What does the term “fast food” mean to you? What fast food outlets are popular in your country? What does the term “organic food” mean to you? Do you ever buy it?

2. A company called The Organic Burger Company has commissioned a consumer survey to find out who their customers could be in the future. The results of the survey are presented to them as a report. Here are some headings from the report.

   **TO:**
   **RE:**
   **Background and objectives**
   **Research and findings**
   **Summary and recommendations**
   **Action points**

Match these expressions with the headings.

   a. In conclusion,
   b. CEO
   c. The purpose of this report
   d. two main findings
   e. The history of this issue
   f. Survey into potential demand for organic burgers
   g. We recommend that
   h. The results
   i. We propose that
   j. were asked to say what they thought
   k. within the next six months
   l. We were asked to investigate
   m. not enough evidence

3. Read the report based on the consumer survey conducted for The Organic Burger Company and complete it with the expressions from Exercise 2.

### Background and objectives
(3)_________ is that there has recently been a drop in customers at traditional fast food outlets such as McDonald’s. The Organic Burger Company wants to fill the growing gap in the market.

(4)_________ is to survey consumer attitudes by doing preliminary research with the young people of Cincinnati, a medium-sized American city.

(5)_________ what the customers would want from the experience of buying and eating a high-quality organic burger.

### Research and findings
We surveyed 120 people. The age range was:

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-19</td>
<td>31%</td>
</tr>
<tr>
<td>20-24</td>
<td>34%</td>
</tr>
<tr>
<td>25-35</td>
<td>19%</td>
</tr>
<tr>
<td>36-50</td>
<td>12%</td>
</tr>
<tr>
<td>51+</td>
<td>4%</td>
</tr>
</tbody>
</table>

They (6)_________ about the following statements:

1. I prefer to eat organic meat in my burger. (SA A DK D SD)

2. I prefer to have a restaurant interior that is tasteful and modern. (SA A DK D SD)

3. I prefer my food to be grown with respect for the environment. (SA A DK D SD)

4. I prefer all the other ingredients to be fresh and organic. (SA A DK D SD)

5. I am prepared to pay more than I pay now. (SA A DK D SD)

(SA = Strongly Agree, A = Agree, DK = Don’t Know, D = Disagree, SD = Strongly Disagree)
WRITING A SURVEY AND A REPORT

4 You work for a marketing firm. Your client is a supermarket chain. Your job is to find out if shoppers in your town would be prepared to buy more “fair trade” products in the local supermarket. Fair trade products cost more because producers in developing countries are paid a better price for their products.

- Think of four or five statements like the ones used in the survey for The Organic Burger Company.
  I want to know where the things I buy come from.
  SA A DK D SD
- Ask at least 20 people, either in your class or outside your class.
- Take data about age. Possibly also male / female.
- Add up the statistics.

5 Write the report (about 250 words). Use expressions from Exercises 2 and 3, and use the structure of the report as a model.

(7)______________ are as follows:
1. 46% agreed or strongly agreed
2. 47% agreed or strongly agreed
3. 77% agreed or strongly agreed
4. 39% agreed or strongly agreed
5. 22% agreed or strongly agreed

The (8)______________ are:
1. There is a growing preference for organic food.
2. There is (9)__________ that there is a large market yet.

Summary and recommendations
(10)__________ we believe that our survey showed that:
- the tastes of young people in a typical midwestern city are changing.
- demand exists for more stylish fast food and this demand is growing.
(11)__________ the company loses no time in preparing for a push into all midwestern markets.

Action points
(12)__________ further research be carried out on a larger scale and in other regions. This should be completed (13)__________.
UNIT 7 ARGUING YOUR CASE – For and against

1. Think of one good experience and one bad experience you've had with e-mail. What happened? Who sent the e-mails to whom? Discuss with a partner, then with the class.

2. Almost everyone uses e-mail, but has it truly improved our lives? Is it a good or bad thing? Brainstorm ideas as a class. Divide the blackboard into two. Appoint two students to take notes, one for each column.

<table>
<thead>
<tr>
<th>PROS (+)</th>
<th>CONS (-)</th>
</tr>
</thead>
</table>

Discuss your results. On balance, which side wins? What's your opinion?

3. Read through the article quickly. How many of the points you made are mentioned?

4. Study the article more carefully.
   1. How is the topic introduced?
   2. What personal examples does the writer include?
   3. For each point on the plus side, underline the words and expressions used to connect the ideas.

First of all, e-mail is easy.

4. Compare the words and expressions used to connect the ideas on the minus side. Which are similar?

5. How is the article concluded? How does the writer express his opinion?

5. Brainstorm the arguments for and against one of the topics below. Then write an introduction, the pros, the cons, and your conclusion (about 250 words).
   - The cell phone
   - Traveling the world in your 20s
   - Adult children living at home

---

Subject: E-mail—a good thing or a bad thing?

In recent years e-mail has become an increasingly important means of communication. However, in my opinion, like most things it has both advantages and disadvantages.

On the plus side:
- First of all, e-mail is easy. All you need is the appropriate software on your computer. There are no stamps to stick and no trips in the freezing cold to mailboxes.
- A second point is that e-mail is fast. No matter where you're sending your message, whether it's to the next street or to the other side of the planet, it takes only seconds to reach its destination. Nowadays, whenever I send regular mail (or "snail mail," as e-mail users call it), I can't believe that it's actually going to take days to reach its destination. How primitive!
- E-mail is not only fast, it is also cheap. Unlike long distance telephone calls, you pay no more for messages sent from the U.S. to London, Ohio, or London, Ontario, or London, England.
- Also, e-mail messages are easily stored. Because they're electronic, saving an e-mail message you've received (and calling it back up again later) is a breeze.
- In addition to this, e-mail is environmentally friendly because, being electronic, it saves natural resources such as paper.
- Last but not least, e-mail is practically universal. Even my great-aunt in rural Canada is using it these days.

On the minus side:
- Firstly, e-mail is impersonal. Unlike when face to face or in telephone conversations, it's difficult to get across subtle meanings in e-mail prose with no visual or voice clues.
- Secondly, it can be argued that e-mail is in fact too easy. You can write a message in a few seconds and send it off with one click. And once it's sent, you can't get back a message that may have been written in a fit of irritation or anger.
- Another point is that e-mail security is lax. As your e-mail message makes its way to its destination, it has to pass through other, public, systems. Anyone with the right technical know-how can intercept it without your knowing.
- Although, as stated above, it is an advantage that e-mail messages are easily stored, this can also be a disadvantage. If you say nasty things about your boss in a message, a saved copy can come back to haunt you in the future.
- A final and very important point is that e-mail can take over your life. Because it is so easy, you start getting more and more correspondence, and you end up spending most of your day reading and responding to floods of messages.

Overall, however, in my mind the pros of e-mail easily outweigh the cons, and e-mail is a good thing. It has transformed the world of communication in largely beneficial ways, and alongside text messaging, is now a major way of keeping in touch.
UNIT 8 DESCRIBING PLACES – My favorite part of town

1 What’s your favorite town or city? Why do you like it? Which parts of it do you particularly like? Work with a partner and tell them about it.

2 Do the words in the box describe something positive, negative, or neutral? Do they refer to a person, a place, or food? Or more than one?

   - picturesque
   - intellectual
   - brand-new
   - snoring
   - a down-and-out
   - a haven
   - twisting boutiques
   - mouth-watering aromas
   - a magnet
   - flock (v)

3 Read the description of Greenwich Village in New York City. Which parts of the Village do the pictures show?

4 Work with your partner and decide where you could divide the text into four paragraphs. What is the purpose of each paragraph? Think of a heading for each one and compare them with others in the class.

5 The description is part fact and part opinion. Find examples of both.

6 Underline examples of relative clauses and participles.

7 Write a description of your favorite part of town (about 250 words). Use the paragraph plan to help you.

   Paragraph 1: General / personal impressions
   Paragraph 2: Its history
   Paragraph 3: Its character
   Paragraph 4: Conclusion and/or final anecdote

---

I’m a New Yorker, and proud of it.

I live in Manhattan, in Greenwich Village, which is in the “downtown” (southern) part of the island and includes Washington Square Park, New York University, and a maze of picturesque little streets. It’s my favorite part of town. So why do I like it so much? It’s an artistic and intellectual neighborhood with people playing chess in the park, artists selling paintings on the sidewalk, and students discussing life in coffee shops. Life in “the Village” is never dull. There’s a surprise around every corner—maybe a brand-new restaurant that wasn’t there last week, a snoring down-and-out sleeping in a doorway, or a celebrity being pursued by paparazzi and fans. A sense of history pervades Greenwich Village. It was first inhabited by native Americans, then Dutch settlers, and then the British, who in 1713 named it “Greenwich” after a town in England. The Village really was a small, rural village until the 1800s, when people escaping outbreaks of disease began moving there. Ever since the Village has been a haven for artists, writers, poets, and musicians. Many famous people have lived in Greenwich Village, including the writer Jack Kerouac, the singer Bob Dylan, and the actress Uma Thurman. The popular sitcom Friends is set here, and busloads of tourists looking for places mentioned in the show come here every weekend. The heart of the Village is an area of pretty, twisting streets west of Sixth Avenue, where there are endless theaters, used bookstores, coffee shops, trendy boutiques, and of course, restaurants. A large part of the Village experience has to do with food. The Village is packed with food shops and restaurants from every region of the world. Mouth-watering aromas are everywhere from first thing in the morning until late at night. The Village is a genuine 24/7 part of town. Washington Square Park is like a magnet for young people. They flock from every corner of the world to sit on the benches or beside the fountain, talking, playing musical instruments, and celebrating the freedom and friendship of youth. My mother, who grew up in New York City, used to say that Times Square is for tourists, but the Village is the real New York.
UNIT 9  WRITING FOR TALKING – What I want to talk about is ...

1. Think of any aspect of your life that you would like to tell other people about. It could be your job, a hobby, a person, a place, a special occasion, a news event. Write some notes about it. Ask and answer questions about it with a partner.

2. Read and listen to someone talking about a man named Christopher and answer the questions.
   1. What is the speaker’s relationship to Christopher?
   2. Why is he called “Cheap Christopher”? What does “stingy” mean?
   3. What do you learn about Christopher’s work and family?
   4. Name some of the stingy things Christopher does.
   5. What’s the stingiest thing he has ever done?
   6. What did he use to give his mother on Mother’s Day?
   7. What is the speaker’s opinion of Christopher?
   8. What does his wife say?

3. Now read the talk carefully and answer the questions.
   1. Underline the phrases that introduce each paragraph. Why are these words used?
   2. Underline all the questions in the text. These are rhetorical questions. What does this mean? Why are they used?
   3. Find examples of the speaker giving her personal opinion.
   4. Practice reading aloud the first paragraph with a partner.

The title of my talk is “Cheap Christopher.” That’s what everyone calls my cousin. Why do they call him that? Well, simply because he’s so stingy. He gets everything on the cheap. He’s the stingiest person I’ve ever met, and that’s why I want to talk about him today.

Let’s start with some background. Christopher is intelligent. He’s a part-time journalist, and he’s not poor at all. I think he makes about $50,000 a year. He’s married with two children, and his wife has a good job, too. So why is Christopher so stingy?

First, let me tell you just how stingy he is. He never spends money on himself. He never buys new clothes. He gets them secondhand from thrift stores for about $5 an item. He never eats out in restaurants. When his work colleagues invite him out to lunch, he stays in his office and says he’s expecting a phone call. He hardly ever uses his car. He says he can live on $10 a week. Can you believe that?

Another thing, Christopher never ever invites friends to dinner, but he doesn’t feel guilty about accepting their invitations. Do you know what he says? He says that they invite him to dinner just to have someone interesting to talk to. All these things are pretty bad, but in my opinion, the stingiest thing he’s ever done is this. He went to a friend’s wedding without a present. He just took some wrapping paper and a card saying “Love from Christopher” and put it on the table with the other presents. Afterwards he got a thank-you letter from the bride. She obviously thought she’d misplaced the present.

The obvious question is, “Why is he so stingy?” I asked him about it. He said, “I’ve always been stingy.” When he was a child, he’d never buy his mother flowers on Mother’s Day. He’d give her a bouquet from her own garden.

Finally, I’d like to say that Christopher may be the world’s stingiest guy, but I still like him. Why, you may ask. Well, he’s my cousin, and besides, he’s got a lot of other good qualities like his sense of humor. His wife doesn’t seem to mind that he’s so cheap. She says he’s just “being careful with his money.”

Preparing your talk

4. Think of a title for the notes you made about your topic. Write a talk using these guidelines. Try to include some rhetorical questions.
   1. Give the title:
      The title of my talk is ...
   2. Introduce your topic:
      I want to talk about X because ...
      Today I’ll be talking about X because ...
   3. Give some background:
      Let’s start with some background. ...
      I’ve always been interested in ...
      As you all probably know, ...
   4. Hit your first point:
      First, ...
      What happened was this, ...
   5. Move to new points:
      I’d now like to turn to ...
      Moving on, ...
      Another thing is ...
   6. Conclude:
      Finally, I’d like to say ...
      Thank you all very much for listening to me.
      Are there any questions?

5. Mark pauses and words you want to stress. Practice reading it aloud to a partner. Give your talk to the class. Answer any questions.
1. You have looked at letters and e-mails in Units 1, 2, and 5. Are the following statements about informal letters and e-mails true or false? (Some are partly true.)

1. You can begin with Dear Rob, Hi Rob, or just Rob.
2. Use contracted forms such as won't, I've, and couldn't.
3. The way you end the letter depends on how well you know the person.
4. You can end with Good-bye, Bye for now, All the best, Best wishes, Take care, Yours, or Love.
5. Sign or write your full name, and print it out underneath.
6. If you have forgotten to write something important, you can add it at the bottom with PS, for example, PS Say Hi to Ellie! Tell her I'll be in touch.

2. Are these statements about formal letters and e-mails true or false? (Some are partly true.)

1. If you know the person's name, you can begin with Dear Mr. Brown, Dear Robert Brown, Dear Brown, Dear Mr. Robert Brown, or just Brown.
2. If you're writing to a woman, begin with Dear Mrs. Black.
3. If you don't know the person's name, you can begin with Dear Sir or Madam.
4. Avoid contracted forms except doesn't, don't, or didn't.
5. If you begin with Dear Sir or Madam, end with Yours faithfully or just Yours. If you begin with the person's name, end with Sincerely yours.
6. Sign or write your full name.

3. Read the letter from Keiko to her friend Amber Jones. Which parts sound too formal? Replace them with words on the right.

4. Write an informal letter to another student in the class (about 250 words). Ask a few questions about the other person's life, and then give some news about yourself. Invite the other person out, and give some suggestions for a time and place to meet.

4-2 Nagayama 3-chome
Tama-shi, Tokyo 206

Dear Ms. Jones,

How are things with you? I trust you and your family are in good health, and that you benefited from an enjoyable holiday in France. I recently went on a school trip for a few days. Please find enclosed a photo of me and several acquaintances at an ancient temple. Hope you like it.

I was most delighted to hear that you are coming to Japan in the near future! You didn't specify the exact dates. I would be grateful if you could supply them to me. I will do my utmost to ensure I have some time free in order to be able to accompany you around Tokyo. I can assure you that there is a lot to see and do here. We'll have lots of fun! The shops here are of a very high standard too, so we'll no doubt end up buying excessive quantities of clothes!

In conclusion, I'm obliged to finish now. It's time for bed! Please contact me soon. I look forward to hearing from you.

Sincerely yours,
Keiko

PS Please give my sincere regards to your parents. Tell them I miss them!
1. Think of something that you looked forward to for a long time that finally happened.
   - What was the occasion or event? Why did you want it so much?
   - Did you have to make preparations for it? If so, what were they?
   - What actually happened?
   - Did it live up to your expectations or not?

Write some notes and then tell your partner about it.

2. Read these lines from Larry's story and reconstruct it with a partner.

Larry's dream to fly airplanes / bought 20 balloons / a lawn chair / packed a few sandwiches and a BB gun / cut the rope / floated around / the winds were blowing / an American Airlines pilot at 11,000 feet / a helicopter / a TV reporter

3. Read the full story and compare it with yours. Match these five headings with the correct paragraphs.

- Serious problems
- Preparing for takeoff
- Down to earth with a bump
- Larry and his dream
- Flying high

4. Read the story again and complete it with a correct linking word or expression from the box.

- first of all
- Finally
- Eventually
- Next
- However
- All day long
- Then, one day
- By this time
- until
- As soon as
- Right away
- Fortunately
- just at that moment
- Unfortunately
- in order to
- so
- because

5. Use your notes from Exercise 1 and write your story (about 250 words).

6. Read each other's stories and ask and answer questions about them.
UNIT 12 ADDING EMPHASIS IN WRITING – People of influence

1. Who are the most influential people in the world today? And in the past? Share ideas as a class.

2. Compare the two texts about Michelangelo. Work with a partner and find differences in the way the same information is presented.

Find examples of how emphasis is added by:

1. Changes of word order.
2. Changes of words.
3. Sentences that begin with *It was* ... and *What* ...
4. The use of *this* to refer back.

Which text sounds better? Why?

3. Rephrase these sentences in different ways to make them more emphatic.

1. I love my grandfather’s kind, wrinkly smile.
   *What I love about ...* The thing I love about ... *What I love about my grandfather is his kind, wrinkly smile.*
   *The thing I love about my grandfather is his kind, wrinkly smile.*

2. They don’t understand the president’s policies.
   *It’s the president’s policies ...* What they ...

3. The softness of Norah Jones’s voice makes it special.
   *What makes ...* It’s the ...

4. I admired Mother Teresa’s courage.
   *What I admired about ...* It was ...

5. The way Pele could head a soccer ball was amazing.
   *What was ...* What amazed me ...

4. Research the career of someone you consider influential, e.g., an athlete, artist, singer, actor, writer, or businessperson.

Using some of the structures for adding emphasis, write (about 250 words) about:

- their early life
- how their career grew
- why he/she is/was a person of influence
- the high points of their professional life

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MICHELANGELO (1475–1564)

**TEXT A**

1. Michelangelo had a great influence on the world of art. He was a sculptor, an architect, a painter, and a poet.
2. He was born near Arezzo, but he considered Florence to be his hometown. He loved the city’s art, architecture, and culture.
3. He concentrated on sculpture initially. He began to carve a figure of David from a huge block of marble in 1501. He finished it in 1504, when he was 29.
4. Pope Julius II asked him to paint the ceiling of the Sistine Chapel later. He worked at this every day for four years from 1508 until 1512. He lay on his back at the top of high scaffolding.
5. He designed many buildings. His greatest achievement as an architect was his work at St Peter’s Basilica. Its revolutionary design is difficult to appreciate nowadays.
6. Michelangelo belongs to a small group of artists, such as Shakespeare and Beethoven, who have been able to express humanity’s deepest experiences through their work.

**TEXT B**

1. Michelangelo, sculptor, architect, painter, and poet, had a tremendous influence on the world of art.
2. Although he was born near Arezzo, it was Florence that he considered to be his hometown. What he loved above all about the city was its art, architecture, and culture.
3. Initially, he concentrated on sculpture. In 1501 he began to carve a figure of David from a huge block of marble. This he finished in 1504, when he was 29.
4. Later, he was asked by Pope Julius II to paint the ceiling of the Sistine Chapel. To do this, every day for four years, from 1508 until 1512, he worked lying on his back at the top of high scaffolding.
5. He designed many buildings, but it was his work at St Peter’s Basilica that was his greatest achievement as an architect. What is difficult to appreciate nowadays is its revolutionary design.
6. There is a small group of artists, such as Shakespeare and Beethoven, who, through their work, have been able to express the deepest experiences of humanity. Michelangelo belongs to this group.
UNIT 1

1. Where is Tyler spending his junior year? In London.
2. Is this his first trip abroad? No, it isn't. He's been abroad once before. Last year he went to Mexico.
4. How long is Tyler going to stay with Dave? A few days.
5. Why did the guy say "cheers" to Tyler? Because he held the door open for him.
6. Does he like his host family? Yes, he does. They seem very nice.
7. What are they doing on Sunday? They're visiting Shakespeare's hometown.

CDI 2

1. How long has Teresa been in Africa? Since last September.
2. What time does she start work? Early, by seven o'clock.
3. What did she just buy? "A piki-piki! It's a little motorcycle."
4. Where did she go last Sunday? To a really awesome beach.
5. What is she going to bring home? Her collection of shells.
6. How many shells has she collected already? Hundreds.
7. What did they do at the beach? They barbecued fish and swam until the sun went down.
8. What is she sending to her parents? A photo of the sunset.

CDI 4

1. A. Are you being helped, sir? B. Just looking. Thank you.
2. I heard she'd been seeing a lot of Patrick recently.
3. I. I'll be thanking Bill this afternoon—I'll tell him the good news then.
4. Apparently, he was doing 70 miles per hour around a curve when they stopped him.
5. I didn't see her since she was a little girl, and she's completely changed.
6. Nobody will listen to him. He's kind of guy who isn't believed by anyone.
7. I have been told to tell him. If I tell her, she'll be told in writing sometime next week.
8. Do you have any idea which address it was sent to?

CDI 5

1. A. On weekends I don't bother getting up till lunchtime. B. Absolutely! Why bother if you don't have to?
2. A. My parents have never ever had an argument. B. Really? Mine are at all the time.
3. A. I don't think I'll ever master this DVD player. B. Well, don't ask me. I can't even find the on/off button.
4. A. I was saying to a friend just the other day that I hadn't seen you for ages. B. I know. How long has it been?
5. A. I hate Mondays because nothing ever goes right on a Monday. B. Just Mondays, eh? Aren't you the lucky one!
6. A. I'd just returned home last night when I realized I'd left my briefcase on the bus. B. Well, you won't see that again.
7. A. I was just getting ready to go out today when my grandmother called to chat. It's so frustrating! B. I know, and you feel really bad if you say it's not a good time.
8. A. I've been told that our teacher wears purple pajamas in bed! B. Who on earth told you that?
9. A. In my very first English class I was taught to introduce myself and say "hello." B. I was taught to say "the cat runs after the mouse" and stuff like that—useful, huh?
10. A. The reason I'm studying English is because it's spoken all over the world. B. True, but isn't Chinese spoken by more people?

CDI 6

2. A. Apparently not. John's been seeing his ex-girlfriend.
3. A. Leaving already? That's wrong? B. I just have a headache, that's all.
4. A. I have to go again? How many times is that? B. OK, OK. You don't have to rub it in! They say the best drivers fail three times.
6. A. Doing anything interesting this weekend? B. Yeah, if you call housework interesting. I've just got to clean my apartment this weekend.
7. A. Like the car? When did you get it? B. Had it a while, actually. Runs pretty good.
8. A. Bye, see you tonight. B. OK. I'll come over about eight!
9. A. Just coming? Hang on! B. Get a move on, or we'll go without you.
10. A. Want a ride? Hop in. B. Great. Can you drop me off downtown?
11. A. Seen Jim lately? B. No, I haven't. I wonder what he's up to these days.

CDI 7

1. A. Hello? B. Hello?
2. A. What you need? B. I want to talk to you.
3. A. I'm not sure if I have time. B. I understand.
4. A. I'm busy right now. B. I see.
5. A. Can we talk later? B. Sure.

CDI 8

1. A. I'm going away for two weeks. Do you think you could possibly water my houseplants for me? B. No problem. I'd be glad to. I'll keep an eye on your whole house if you like.
2. A. That would be great. You're sure it's not too much work for you? B. Don't worry, I'll make sure everything stays clean and tidy. I don't mind doing housework. In fact, I sort of like it!
3. A. I'll do the same for you any time, you know. B. Thanks.
4. A. Julie, have you heard? Anna's just been made manager of the New York branch of her firm, so she's coming back to the US!
5. B. Oh, that's great news. Let's give her a spectacular homecoming party when she gets back from Hong Kong. Hmmm. She's certainly the career girl of the family.
6. A. Doing really well, isn't she? B. I know, and I'm happy for her. Me? I'm just a homemaker. Four kids, homemade pies, and homegrown vegetables.
7. A. And how are your wonderful grandchildren? B. We're having a houseworking party on the 12th. Can you come? I'll give you our new address.
8. A. Yes, yes. But we're going to be in Mexico for a couple of weeks.
9. B. Sounds great. A. Yeah. The problem is, with the place being much bigger, there's much more housework to do!
10. B. That's a pain!
UNIT 2

CD 15 Marco Polo

Marco Polo was the first European to travel the entire 5,000-mile length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years. He was born in Venice, the son of a merchant. In 1271, when he was 17, he set off for China. The journey took him four years. His route led him through Persia, Afghanistan, and Mongolia. He traveled by boat, but mainly on horseback, and he frequently got lost. He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he traveled extensively. He went over mountain ranges, down rivers, and across deserts. He stayed in China for 17 years. When he left, he took back a fortune in gold and jewelry. He arrived back home in 1295. He wrote a book called The Travels of Marco Polo, which gave Europeans their first information about China and the Orient.

Tommy Willis

Tommy Willis is in Fiji. He's on a nine-month backpacking trip around Asia. He flew into Bangkok five months ago. Since then, he's been to Vietnam, Hong Kong, South Korea, and Japan. He's visited royal palaces and national parks in South Korea and climbed to the summit of Mount Fuji in Japan. He's been staying in cheap hostels along with a lot of other young people. "I've met a lot of really great people, but it hasn't all been easy," said Tommy. "I've had diarrhea a few times, and I've been pickpocketed once. I've also been mugged, which was really scary." Apart from that, his only worry is the insects. He's been stung all over his body. He's been traveling mainly by public transportation—bus, train, and ferry—but when he's been able to afford it, he's taken the occasional plane. He's looking forward to taking things easy for another week then setting off again for Australia. "Once you've got the travel bug, it becomes very hard to stay in the same place for too long," he said.

CD 16

He's been stung all over his body. He's been staying in cheap hostels. "I've been pickpocketed and mugged." "I've met a lot of really great people." He's been to Vietnam and Japan.
1. Alan
They are one of the most eerie and strange experiences you can have. The first time I saw them, they appeared as a kind of shimmering curtain over the top of a ridge of mountains, and they went from a greenish color to a kind of purplish red. And they just stayed there. The second time I saw them, it was the most amazing sight because they were right above our heads, and they covered the whole sky. The other interesting thing is that not everybody hears it, but they sometimes make a sound, a kind of buzzing noise. It was a real sense of wonder and awe. I just know of one there with my mouth hanging open, just feeling kind of small.

2. James
You start at the bottom of the valley and slowly make your way up the hill, about a seven-hour hike until you get to a camp. Then you get up very early the next morning, about four o’clock, to get there for the sunrise. You walk for an hour or so, and suddenly you are in a place where you’re looking down on this ancient city, just as the sun is breaking through the clouds. It’s the most amazing sight. And you walk around in the total silence of a city that’s more than five hundred years old. At that point it’s invaded by thousands of tourists, and it’s time to go.

3. Willow
We got up about five o’clock in the morning. We went to the site and set off. Because you’re floating with the wind, there is no breeze on you, and it really was like flying like a bird. You could look down on everyone, and they were all small, like ants. It was just amazing, and so silent. And we landed about seven o’clock, and suddenly we were back with the rest of civilization. It was just the most beautiful experience.

1. When you go on a job interview it’s important to make a good impression.
2. I think we’re all getting tired. Can I make a break?
3. A lot of research has been done into the causes of cancer.
4. I think the CEO is basically doing a good job. He’s reliable, he’s honest, and he gets results.
5. I’d like to make it clear right now that I am totally opposed to this idea.
6. We can’t make a profit in this business unless we can.
7. I don’t mind if we go now or later. It makes no difference to me.
8. Could you do me a favor and lend me some money till tomorrow?

1. I’m so thirsty. I could do with a glass of tea.
2. Your homework was full of mistakes. You’ll have to do it over.
3. I think we should do away with pennies. You can’t buy anything with them anymore.
4. I could never do without my assistant. She organizes everything for me.

1. Thieves broke into the mansion and made off with jewelry and antique paintings.
2. Jake’s parents buy him lots of toys. They’re trying to make up for always being at work.
3. What did make of the lecture? I didn’t understand a word.
4. You didn’t believe his story, did you? He made the whole thing up.

1. Tashi Wheeler - girl on the move
Part one
I was traveling. Um... when did you start traveling? I was traveling. Um... when did you start traveling? When I was eight months old. And where did you go? Um, I think we did a lot of south... yeah, we did a lot of southeast Asia when I was younger. And the Galapagos Islands, Philippines, and stuff like that.
And your first memories... OK, eight months, you started, but you presumably don’t... I don’t remember.
What are your first memories of traveling?
Um... airports. Um... what else? Beaches. It was a lot in Asia at the time, so it was always hot. Big fruit drinks, and... I don’t know, lots of buses rides.
Was there a time at which you sort of felt, “Yeah, I quite enjoy this traveling,” or was it...? It sounds almost a bit of a chore, the way you describe it at the moment.
No, it was never a chore. I always really enjoyed it. I think... I was quite comfortable. Mum used to say that when I was two years old she just put me down, and I just ran off. And she wouldn’t see me, and then someone would pick me up and bring me back. I was quite happy fitting in everywhere.
What do you think were your best memories of traveling? I mean, what can you actually remember that still stands out years on? From when I was much younger?
Yes.
Um... Africa, when I think I was around eight or nine. We had... we went on safari there and got chased by an elephant, had lions cub jumping around the... um... safari bus, monkeys swinging off the... um... reeview mirrors, and things. So that was... and trekking in Nepal is something I’ll always remember. The getting up at like four in the morning and looking over all the mountains, and then just walking all day, talking to porters, and coming into villages, and all the kids running out and seeing you, and things. There’s lots of amazing experiences.

1. And when you were on these travels, I mean, did your dad sort of have a notebook, and held be sort of stopping everywhere...?
Constantly.
1. and writing detailed notes of everywhere?
Yes, he’s always got pen and paper and three or four guidebooks and other people’s guidebooks and so on.
And that must have made travel a lot slower for you as a family.
Oh, no. He’s hectic, Dad, He’s... we land in a country, his feet hit the ground, and he takes off. We don’t stop for two seconds. He gets up and goes out before we get up, comes back, gets us up, takes us to breakfast, we rush around all the sights, see everything, stop for one drink here, lunch somewhere else, dinner somewhere else, after-dinner drink somewhere else, takes us back to the hotel, then he goes out again, and goes on all night.
I’m amazing! Exhausting!
Ah, it is. It’s really exhausting! It got to a point where me and my brother... what we really liked about traveling for a while was sitting at home watching movies and getting room service. That was quite exciting and different for us.
This raises the question, of course, travel broadening the mind, as... as... as often said. Do you think it does?

1. Yeah, definitely. I don’t think you can travel and not have your mind broadened. We saw everything, we ran around, and it was hectic, but at the same time, you knew it was an experience while you were doing it, especially as you get older. And you value it. And still do.

1. Different in that way, in that you’d travelled sort of more than anyone, really, hadn’t you?
I think it had its pros and cons. I think for a number of years, especially around probably 13 to 16, I felt quite backward, I think, cause I didn’t really know how to get along with kids my own age and my own culture and country and stuff. Um... just from traveling for so long in places, countries, cultures or whatever, where you can’t talk to boys, or you can’t look at people in a certain way, or you don’t wear certain clothing, or something. And I think... I don’t know... just the adjusting back and forth constantly did make it a little awkward. The kids at school seemed to be cool, and they had things going on, watch TV, and this program was good, and I was never up to date with all that stuff, so I was constantly being pulled out of it and brought back. But at the same time, I did have that, like I’d seen things, I knew things, and stuff—a broader view of life, I guess.

1. There is a view of traveling that you become a kind of world citizen, and the world is your home.
Melbourne’s definitely my home. But I do feel comfortable anywhere, particularly in Asia. I don’t know... I think I’m a real... I just feel like I’m coming home when I go back to Asia. And after living for a year in Paris, I love going back there, but it’s not really my home, I guess. No, Melbourne is definitely my home.
Is there anywhere you feel... don’t feel comfortable?
Um... I haven’t found that place yet. But you never know, I might. I haven’t been everywhere.
Your mother’s not so long ago written a book about traveling with children, hasn’t she? Is traveling... would is that, is that something you’d sort of advocate, traveling with children? Would you travel with... will you travel with your own children?
Tom, definitely. I think... I mean... it’s a time where your ideas, your personality, is being formed, and I think... it can only benefit you. Really, I think it’s something... and you don’t have as much time to do these things when you’re older, so try to fit as much of it in as you can when you’re younger. Definitely.
So you’ll continue traveling yourself, will you, do you think?
I hope so. I really can’t handle being in one place for too long. I get very itchy-footed.
1. How's your steak? Is it OK?
B. Mmm! It's absolutely delicious! Just the way I like it.
2. We were all going to go on vacation to Mexico next week. We were really looking forward to it, but my father's been sick, so we had to cancel the trip.
3. A Has Ann had the baby yet? It must be due any time now.
B. Oh, yes. Haven't you heard? She didn't have one baby. She had three! Tom's the father of triplets!
4. Watch your head as you come through this door. It's very low.
5. Do be careful. That bowl's really heavy.
6. You know what my favorite snack is? A peanut butter and mustard sandwich.
7. Look! Isn't that Peter over there, sitting by himself?
8. Sarah told me that you hated me. She said that you never wanted to see me ever again!
9. I saw Julie yesterday.
10. Tomorrow's test has been canceled.

UNIT 3

1. A Did you read that story about the guy who jumped off Niagara Falls?
B. No. What happened to him? Did he die?
A. No, he survived, amazingly enough.
B. Really? I guess he was wearing some kind of protective clothing.
A. That's incredible. He was just wearing ordinary clothes. He just jumped in, fell down 180 feet, and somehow managed to avoid hitting the rocks.
B. That's amazing! What did he do it for?
A. Apparently he just did it for a dare. He'd been talking about doing it for years. His friends had bet him he wouldn't do it.
B. What a crazy guy!
2. A There was a story the other day about this mountain climber. He was stuck on top of a mountain, and she only managed to escape by sending text messages.
B. No! Where did this happen?
A. In the Swiss Alps, I think. She was climbing with a partner, and they'd been climbing for three hours when they got trapped in a terrible storm.
B. You're kidding!
A. No. They built a shelter or something, and they hid in that.
B. Then what happened?
A. She started sending text messages to friends in London, and one of them sent a message back saying that the mountain rescue team in Switzerland had been contacted.
B. Amazing.
A. I know. Anyway, they were rescued the next night, and now they're safe and sound.
B. Unbelievable.

3. I was reading in the paper the other day about this kid who hacked into those top-secret U.S. military computers. Incredible, isn't it?
B. Yeah. How old was he? 17? 18?
A. Actually, he was only 14.
B. Why did he do it?
A. Well, he'd developed his own software program, and he'd been using this to download movies and music from the Internet.
B. I don't get it. What's that got to do with the U.S. military?
A. Well, he'd figured that if he broke into those powerful military computers, he could use them to download stuff even faster.
B. Oh, so he wasn't a spy or anything.
A. No. But he still got in trouble. I think the military got in touch with the FBI, and this boy was tracked down to his house somewhere in Kansas or something.
B. And he's only 14? They should give him a job!
I Now this is wild. You saw these bits of dollar bills just blowing in the wind?
R Yeah, I was um, like really bizarre. We were just walking to school, and there's ripped-up notes flying all over the street. And then we followed it to, like, a garbage can, and that's where the big bag was full of them.
I I how big a bag?
R Um...
I Like a big garbage bag or something?
R No, actually not that big. Um, it's about— I think it was like a grocery store shopping bag, like one of those.
I And it was just jammed full of torn-up dollar bills—what, just fives and tens and that sort of thing?
R Yeah, just fives, tens, twenties.
I And how little were the pieces?
R Some were bigger than a postage stamp.
I That small?
R Yeah, some were smaller.
I And so what did you do? Did you take the money to the police or something?
R Um, we had to go to school, so we went to school and then after school we were playing outside around on like the same road. And, um, when the police arrived we went over and then started talking to them and telling them when we found it.
I And they took them away at that stage, right?
R Yeah.
I And then what happened?
R They kept them for like a long time cause there's a certain number of months that they have to keep them before they can give them back.
I Right.
R And I think they went to the U.S. Treasury and to the Secret Service, and, um, when they said, "Yeah, it's real money, give it back and we put it together."
I You say you put it together—but tiny bits of dollar bills! It must have taken you forever to do that! What a jigsaw puzzle!
R Yeah, it's taking forever. It's been about a year, and we still haven't finished.
I So, how many have you got left now then?
R We have all the fives to do and just a few twenties, but the tens are all finished.
I Amazing! How much time do you spend doing this?
R Well, when we first got it we did like half an hour, an hour a day, but then as, like, time passed we just slowly, like, died down and didn't do as much.
I But I am trying to picture you doing this. What would you do? Do you sit down, stick them to bits of tape or stick them to a piece of paper or what?
R Well, you get the two serial numbers, and then you have to get, like, a little bit from the middle of the bill. And so once you've got that you put a little bit of tape on the back of them so they all stay together, and put it in a bag.
I Good heaven! And you're going to keep doing it, huh?
R Yeah, hopefully.
I $1200 so far?
R Um, yeah.
I And how much do you think you'll make in the end?
R I think if we stick to it, we will probably get about $2000.
I Well, I think you've earned every penny of it, Rachel. Thank you very much for talking with us today.
R Thanks you.
I And now here's this week's number-one smash hit...

UNIT 4

CDI 35
1. A Jade's got a new boyfriend.
   B A new boyfriend? Good for her!
   C Apparently she lives in a castle.
   D He does? How amazing!
2. A I know. She met him in Slovenia.
   B In Slovenia? That's interesting.
   C Unfortunately, he can't speak much English.
   D He can't? I thought everyone could speak these days!

CDI 36
1. A Sam wants to apologize.
   B He does?
   C Yes. He's broken your mother's Chinese vase.
   D My mother's Chinese vase? Oh, no!
2. A We had a terrible vacation.
   B You did?
   C Yes. It rained all the time.
   D It did?
   E Yes. And the food was disgusting!
   F It was? What a drag!
3. A I'm broke.
   B You are? How come?
   C Because I just got a phone bill for $500.
   D $500? Why so much?
   E Because I have a girlfriend in Korea.
   F You do? How interesting!
4. A It took me three hours to get here.
   B It did?
   C Yes. There was traffic jam ten miles long.
   D Ten miles long! That's awful!
   E Now I've got a headache!
   F You do? Poor thing, I'll get you something for it.
5. A I'm watching the sun set over the ocean.
   B You are?
   C Yes. And I've got something very important to ask you.
   D You do? What is it? I can't wait!
   E You'd better sit down. I'd like to marry you.
   F Marry me! Wow!

CDI 37
1. A Don't you like ice cream?
   B No. I know it's weird, but I never have. Not even vanilla.
   C Don't you have a computer?
   B No, actually. I don't. I use one all day at work, and that's enough for me.
   D Can't you swim?
   B No, I can't. I never learned when I was a kid.
   E But I'm starting lessons soon.
2. A Isn't it hot today?
   B Yeah, I know. It's usually much cooler this time of year.
   C Don't you have a pen?
   B Actually, it isn't. Mine's blue. That one's black.
   D Don't you live in New York?
   B Yes, that's right. I have a tiny little apartment in Brooklyn.

CDI 38

Part one

My friend Norman

My friend Norman is a funny guy. He's an insomniac, he's dyslexic, and he's an atheist. He's single, unemployed, and lives all alone in a tiny studio apartment without even a pet for company. He's also a vegetarian.

Part two

I dropped by to see Norman last Sunday. As I walked up the driveway his dog started barking. His wife answered the door, and she called for Norman to come downstairs and join us in the living room. He was in a bad mood because he'd overslept that morning, and he'd been late for church. He said they'd had a wild party at his house the night before. All of his friends from his office were there. They'd had a barbecue in the backyard with steaks and burgers. One of his favorite pastimes is doing crosswords, and while he was talking to me, he was doing one of those big puzzles from the newspaper. "So how are you, Norman?" I asked him.

"OK, my friend, OK. How about you?"

Anyway, as I said, Norman's an insomniac, dyslexic atheist. So the joke is that he lies awake all night wondering about the existence of God. Get it?

CDI 39
1. Andrew

Oh, man, my most embarrassing lie was just last year. All my friends were bugging me to go to the beach with them, but it was a Tuesday and I had to work. So, uh, I called my boss and pretended to be sick, you know. And then I was hanging out at the beach all day, which was awesome, but, uh, like an idiot, I put pictures of it online on my Facebook page. So the next day my boss called me into his office and he's like,"Hey, Andrew, you look pretty tan for someone who was home sick all day. You weren't at the beach, were you?" So of course I started denying everything, but then he shows me my own page on the Internet with the beach pictures. Ouch. I was totally busted. I had no idea my boss used Facebook— he's like 40 years old! Luckily, he didn't fire me. I just lost a vacation day. Oh, and I had to come in on a Saturday to make up the time I missed.
2. Paul
I have one memory of lying regularly as a child—
actually, it was to a priest. Uh, I was brought up
Catholic, and from the age of seven you had to go
to confession every week and confess your sins. And
when you're that age, uh, first of all you're not quite
sure what a sin really is, you know? So you just make
things up—like, you say, "I swore," or, "I stole some
cookies from the cookie jar." And strangely, what you
end up doing is lying to the priest so that you've got
something to say in your confession.

3. Carolyn
Uh, I can think of a time recently when I had to
tell a white lie which was, uh, basically when a
friend of mine got married. Um, it, they actually got
married in London because her husband's British,
so I didn't go to the wedding. But they—they were
showing me the photos and, well, basically she
looked awful. She had a really frumpy dress on. It
did nothing for her figure. But, you know, obviously
you can't just say that when you see someone's wedding
pictures. So I was like, "Hey, that's really pretty, you
look really great."

4. Kiki
One lie I can remember telling was when I lost a
necklace that my grandmother had given to me. And
I know where I lost it. I lost it at a party because, uh,
I was having a very good time and wasn't taking care
of it, and I lied and told her it had been stolen in a
robbery we had at our house. And to this day I've
ever told her what happened to it. But sometimes
when she mentions things like, "Oh, I should get you
another one," you know, it comes back to me.

5. Sean
One lie I can remember, uh, is when I was about
five or six years old, and I was in the playground
and I was just about to get into a fight and, uh, the
only way I could think of to escape was to say, "You
can't hit me, I know karate." I don't know where
that came from. I'd never done karate in my life.
But people left me alone because of it. Oh, but then
the other kids wanted to take karate, too, and eventually
someone's mom called my mom to get all the
details—which, uh, which was when I had to admit
that it was all a lie.

6. Kate
I remember once, I was maybe five or six years old,
and I had been playing with my toys in my room,
and our pet cat was there, by the toy box, and for
some reason I put him in the box and forgot about him.
I was just a kid, you know! I just forgot! And hours
later, uh, my mother asked me where the cat was,
and suddenly I remembered. I felt awful, uh, so I
lied and said that I hadn't seen him, hadn't played
with him—and I probably said, "and I didn't put him
in the toy box," because my mother went there
and found him. Luckily, he was all right. Just a little
hungry and scared.

UNIT 5

CD 4

1. A Well, Barnaby, how do you like the liver and
onions?  
B They're, uh, very nice, thanks.  
A Here. You must have some more!  
B Uh, no thanks. Mrs. Wilson. They're really
delicious, but I think I'm full now.

2. A And here he is! Little baby Alfred!  
B Oh! Uh, yes, there he is.  
A What do you think? Isn't he gorgeous!  
B Well, uh, of course he is. He has his father's
eyes.

3. A So, Emily, did you get my e-mail about going
to the lake house?  
B Uh, well, actually—  
A Wouldn't it be great! Just you and me for two
whole weeks! No TV, no DVDs, no e-mail, no
other people!

CD 48

1. I'm sorry to bother you, but could you possibly
carry a ten-dollar bill?  
A Do you have change for a ten-dollar bill?  
B Where's the station?  
C Could you tell me where the station is, please?  
D This is a present for you.  
E For me! Oh, how nice! You shouldn't have,
really. Thank you so much.

2. A Can you come to a party on Saturday?  
B No, I can't.  
C Can you come to a party on Saturday?  
D Oh, what a shame! I'd love to, but I've already
made plans.  
E That's too bad!  
F But thanks for the invitation, anyway.

3. A Excuse me. Do you mind if I sit down here?  
B No, not at all.  
C Is anyone sitting here?  
D No.

4. A Can you give me a hand? I need to carry this
box upstairs.  
B All right, if you want.  
C I wonder if you could possibly do me a favor.
Would you mind helping me with this box?  
D No, not at all.

CD 49

1. A Do you think you could give me a ride to the
station?  
B I'm really sorry, but I can't. I have to be at work
by 8:30. I'll call you a taxi, though.  
C Could you possibly help me find my glasses? I
can't find them anywhere.  
D Sorry! I've got to run, or I'll miss my bus. I'm
no good at finding things anyway.

3. A If I listen, would you like to come over
dinner tomorrow evening? I'm cooking
Chinese.  
B Oh, I'd love to, but I've already got plans.
C That's too bad. Maybe next time.

4. A Would you mind lending me your dictionary?  
B I would if I could, but I forgot to bring it with
me today. Sorry.  
C Would you like me to help you with this
course? I think I know the answers.  
D That's really nice of you, but I want to try and
work it out for myself. Thanks anyway.

5. A Excuse me. Would you mind not whistling?  
B I'm sorry, I didn't realize I was.
C That's OK.

UNIT 5

CD 2

1. A What university is she going to?  
B I'm going to see her with whom? Who's playing?  
C I'm not going to name the baby.  
D What is she going to bake?  
E What time does her plane leave?  
F Where will he be performing?

2. A I'm very excited. I'm going to see my whole family
this weekend.  
B So you're off to Canada for a year? What are you
going to do there?  
C I'm sure you will pass your exams, but what will
you do if you don't?  
D I'm coming with you whether you like it or not.

4. Your latest grades are terrible. What are you
going to do about it?  
What are you doing this evening?  
I've had enough of her lazy attitude. I'm going to
give her a good talking-to.  
I'm giving a presentation at 3:00 this afternoon.
I'm scared stiff.  
I'm leaving now. Come and say goodbye.  
The bus leaves at 8:00, so don't be late.  
I'll see you outside the theater at 8:00.  
I'll see Peter this afternoon, so I'll tell him the
news.  
You'll have seen enough of me by the end of this
visit.  
I'm going to be a star one day. You'll see.
This is your captain speaking. Good morning, ladies and gentlemen. Welcome on board this United Airlines flight to Tokyo. In a very short time we'll be taking off. When we have reached our cruising speed of 550 miles per hour, we'll be flying at 35,000 feet. Our flight time today is about 12 hours, so we'll be in Tokyo in time for breakfast tomorrow! The cabin crew will be serving refreshments during the flight. If you need any assistance, just press the button, and a flight attendant will come to help you.

In just a few minutes the crew will be coming around with duty-free goods. We will also be giving out landing cards. When you have filled them in, place them in your passport. They will be collected as you go through passport control. In 20 minutes we will be landing at Narita Airport. Please put your seats in the upright position. You are requested to remain seated until the plane has come to a complete stop. We hope you will fly again soon with United Airlines.

**CD2 10**

1. Put some music on! Whatever you want.
2. That article about factory farming has really put me off eating chicken.
3. Could you put away your toys, please? Your room's a mess.
4. The kitchen fire was scary, but luckily I put it out.

**CD2 11**

J = Jack  A = Amy

A Hello!
A Jack! Hi! How are you? How are things?
J OK, not too bad. And you? How's the family?
A Oh, we're surviving. Busy, busy, busy, but what's new?
J Tell me about it! Listen, I'm calling about the class reunion. You're still going, right?
A Yeah, I'm actually going this time. I just hope I don't bump into anybody I don't want to see, you know what I mean?
J Don't worry. I'll be fun, I promise. Why don't we meet up somewhere beforehand?
A That's a great idea. Let's definitely do that.
J Cool. So, maybe you, me, and Gabe? Gabe's coming too this time.
A Great! Do you have any ideas where we can meet?
J A restaurant somewhere?
A A restaurant sounds good. What are you into?
Chinese? Mexican?
J Hmm, oh, there's that really good Indian restaurant we used to go to on Washington Street. Remember?
A Oh, yeah, What's it called again?
J Uh, it's Bombay House, right?
A That's it. Now, I'm driving up from New York, so I'll be coming into the city from I-90. Where can I park?
A There's a parking lot right across from the restaurant.
J Right. I remember now. I'll be leaving about one, so I should be in Boston about 5, 6 o'clock, depending on the traffic.
A Where are you staying?
J At the Boston Park Plaza.
A Wow! Big spender?
J I know, I know, but I got a really great deal online. What about you?
A I'm at The Back Bay Hotel. I think that's just around the corner from yours. We can meet up for coffee.
J Sounds great! When are you getting in?
A Well, I've got a direct flight from San Francisco, luckily. I think my plane takes off around 4 o'clock Boston time, and then I've got to get my bags and check in at the hotel. Why don't I come to the Park Plaza around 6:30? I'll meet you in the lobby.
A All right. That sounds great. Will you call Gabe, or should I?
A Uh ... No, don't worry. I'll call him.
J OK. So I'll see you in the lobby of the Park Plaza on the fourteenth.
J Got it. Bye.
A Bye-bye. Take care.

**CD2 12**

A = Amy  G = Gabe

G Good afternoon, CompuCom Industries. Gabe speaking.
A Hello, Gabe. This is Amy Stevens. How are you?
G Amy! Hello! How's it going and how are you?
A Oh, fine. Are you keeping busy these days?
G Too busy! But I can't complain.

A That's right. Business is business! Anyway, Gabe, I spoke to Jack yesterday, you know, about all of us meeting up before the reunion on the fourteenth, and I'm just calling to let you know what's happening.
G Great!
A We were thinking of meeting at Bombay House, the, uh ... Indian restaurant ...
G You mean the one that used to be on Washington Street?
A Yes. But "used to be?" What do you mean?
G It closed about three years ago.
A Oh, boy. Are you sure?
G Uh huh. Absolutely. But it doesn't matter. There's that other one, Curry Cafe.
A Now where is that? I've forgotten.
G It's over on Newbury Street.
A Oh, great. OK. Now, how are you coming in?
G You're coming from the suburbs, right?
A Right, from Newton. So I'll just take the train. I get off work at 6:30, and I'll go straight to the train station.
A So you'll be in Boston at about ... what? Seven?
G Yeah, something like that.
A Well, OK. I'm meeting Jack at the Park Plaza before that because we both get in earlier than you. So why don't we all meet up at Curry Cafe between seven and seven-thirty?
G Fine. That should give me enough time. I'll call Jack and work it all out. Oh, and should I call and make a reservation?
A A good idea. By the way, where are you staying that night?
G I'm going to call a friend of mine to see if he can put me up for the night.
A Oh, good idea! Well, we'll see you at the restaurant on the fourteenth, then, around 7:15.
G At the restaurant, right. And you know where it is, don't you?
G Bye, Amy. Great talking to you!

**CD2 13**

Helo. I was wondering if I could book a room ...
2. A Hello?
Helo, Pat. It's me, Dave.
A Dave! Hi! How are things?
B Not bad. Busy, busy, busy, but life's like that. How's everything with you?
A Oh, you know, we've all got the flu, and Mike's away on business, so I've got to do everything—cooking, cleaning, shopping ...
3. Welcome to First Bank of America. To continue in English, press 1 now. To help us serve you better, please listen carefully, and select from the following options. For account information, press 1 now. If you have questions about your bank statement, press 2 now. For all other inquiries, press 3 now, or stay on the line.

**CD2 14**

A Hello. TVS Computer Services. Samantha speaking. How can I help you?
B Yes, could I speak to your customer service manager, please?
A Certainly. May I ask who's calling?
B This is Keith Jones.
A Thank you. One moment, please.
C Hello. Customer service.
B Hello, I was wondering if you could help me ...
UNIT 6

CD2 15

A So that's all about that's new here, Mom. It was good to talk to you.
B I know, we should do it more often. By the way, are you still seeing that nice guy from Boston? Brian, isn't it?
A Mom. I told you, Brian's just a friend, not a boyfriend. I really don't have time to date right now. Anyway, Mom...
B What a shame! You know you should get out more. Lily, it's not good to...
A Don't worry, I get out pretty often, just not with Brian. Listen, Mom, I've got to run. I've got dinner on the stove.
B OK, don't want to keep you. Oh, one more thing, you're coming home for Thanksgiving, right?
A Of course.
B But have you booked your flight yet? You know it's a very busy time of year.
A I know, Mom. I know. Look, I'll book a flight right after dinner. I promise. All right, Love you, Mom. Love to Dad!
B Love you, too, honey! Thanks for calling! Bye now.

CD2 18

1. There's no need to rush. We've got tons of time.
2. We've got mountains of food for the party. Don't buy any more.
3. I can't see you today, I've got millions of things to do.
4. She's got piles of money. I think she inherited it.
5. When my daughter comes back from college, she always brings heaps of laundry.
6. There were bountiful of people at the sale. I decided not to fight my way through them.

CD2 19

1. Sarah is five, and this is her favorite T-shirt. It's pink with fluffy yellow ducks. Sarah loves her shirt.
2. It's my favorite. And she wears it to play in the garden.
3. Look what I found, Mommy! And you wash it at low temperature. And she wears it to play in the garden.
4. Mommy! Look what I made! And you wash it. And she wears it to play in the garden.
5. Sarah! What on earth?... And after a while, the dirt builds up so the pink isn't quite as pink, and the yellow ducks aren't as fluffy. New System Studio Automatic can help. Its advanced formula can remove ground-in dirt even at low temperatures. So the pink stays very pink, and the fluffy yellow ducks are happy again. Wash...
6. Mommy! Look what I made!... after wash...
7. Look what I found, Mommy!... after wash...
8. Sarah! Don't you dare bring that in here! New System Studio Automatic. It's all you could want from a powder.
9. Yes, Tony. C'mere! Get a load of this. Look! Look at that car trying to park!
10. Oh! You gotta be kidding me! Uh-oh! That's just gotta be a woman driver. You know it's gotta be.
11. Aha! Yes, need some help; sweetie? Hey, look! Look at her now! Look! Look!

CD2 17

2. How many cups of coffee do you drink a day? It depends. I have a cup for breakfast, sometimes another around mid-morning, then maybe one or two, black, after lunch and dinner.
3. How many times have you been on a plane? About five or six.
4. How much time do you spend watching TV? A couple of hours a night, just before I go to bed. I guess.
5. How much sugar do you have in your coffee? Just half a spoonful.

CD2 20

- export
- import
- decrease
- increase
- progress
- record
- produce
- permit
- inspect
- protest

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UNIT 7

CD2 26

1. If I were you, I wouldn’t wear red. It doesn’t suit you.
2. Is it OK if I make a suggestion?
3. You’re allowed to smoke in the designated area only.
4. I’ll be able to take you to the airport, after all.
5. You are required to obtain a visa to work in Australia.
6. It’s always a good idea to make an appointment.
7. You’re sure to pass. Don’t worry.
8. You aren’t permitted to walk on the grass.
9. I didn’t manage to get through. The line was busy.
10. I refuse to discuss the matter any further.

CD2 27

See p. 58

CD2 28

1. A What is the ... where do you think you’re going?
B What do you mean?
A Well, you’re not allowed to turn right here.
B Who says it’s not allowed?
A That sign does. "Do Not Enter." You ought to be able to read that.
B Hey, it’s impossible to see.
A You’d better get your eyes tested. You’re not fit to be on the road.
B Promise not to tell anyone?
A I promise.
B It’s really important not to tell a soul.
B Trust me. I won’t say a word.
A But I know you. You’re sure to tell someone.
B Look, I really am able to keep a secret, you know.
A Oh, but is it OK if I tell David?
A That’s fine. He’s invited too, of course. It’s just that Ben and I want a really quiet affair, this being the second time around for both of us.

CD2 29

A I think you should swallow your pride and forgive and forget.
B Never! I will not.
A You’ll have to in the end. You can’t ignore each other forever.
B I might forgive him, but I can never forget.
A It must be possible to talk it over and work something out. You must for the sake of the children.
B Oh, I just don’t know what to do!

CD2 30

A I don’t know if I can come tonight.
B But you must. You said you would.
A Yeah, but I can’t go out on weeknights. My parents won’t let me.
B You could tell your parents that you’re going over to the library to study.
A I can’t. Somebody will see me and tell them.
B We’ll have to cancel the party then. Lots of kids can’t go out during final exams.

CD2 31

R Hello!
M Rebecca, Rebecca, is that you? I’ve got to talk to you.
R Maria, hi! Why all the excitement?
M Well, can you remember that quiz contest I entered, just for fun, a few weeks ago?
R Yes, I can. I remember you doing it in the coffee shop. It was the one in the Post, wasn’t it? Didn’t you have to name a bunch of capital cities?
M Yes, that’s it. You’ve got it. Well, get this, I won! I came in first!

CD2 32

1 = Interviewer P = Pratima
I How old were you when you met your husband, Pratima?
P Mmm ... I was just sixteen.
I Were you still at school?
P No, I’d left school, but I was having private tuition at home to prepare me for some exams.
I And your father arranged your marriage, is that right?
P That’s right.
I Could you tell me how he did that?
P Well, he looked around for a suitable husband. He asked friends and relatives if they knew anyone and found out about their education, their background, and, um, most importantly the family’s background. He managed to get a lot of information about them, you know.
I And how long did this take?
P Not too long in my case, but, you know, sometimes a father can see up to a hundred men before he chooses one. For my sister, my elder sister, he saw over one hundred men before ...
I He saw how many? Goodness. It must take a lot of time.
P Yes, it can be difficult to decide, but for me he saw only two, um ... one in the morning and one in the afternoon and, um, he chose the second one.
I What a day! Can you tell me about it?
P Yes ... well, in the morning the first man was very wealthy, and he was well-dressed and had good manners, but he hadn’t had a good education.
I Ah. And the other one?
P Well, he wasn’t terribly wealthy, but he was well-educated, and he came from a good background. His family owned a village and were like princes. He was 22 and studying law.
I And this one your father chose?
P That’s right. I think he thought money wasn’t everything—for my father education was more important and anyway, if a man is well-educated, he will earn in the end. Actually, Shyam, that’s my husband’s name, Shyam didn’t want to get married at all, but his father had told him he must, so when he came to my house to meet my father, he was very badly-dressed because he hoped my father would refuse him. But luckily for me my father did like him, and, uh, he had to say yes.
I. He had to go.

P Oh, yes, he had promised his father.

I And what about you? Did you meet both men?

Yes, I met them that day. First my family spoke to them, and then they called me in and we spoke for four … four or five minutes.

I And did you prefer the second?

P Well, actually, I wasn't sure. I left it to my father.

I You must trust him a lot.

P Oh, yes.

I So what happened next?

P Well, after a while, there was a special day when I went to meet his family, and his family came to meet mine. It was kind of an engagement party. But we—you know—Shyam and me, we used to be on the phone every day and we met regularly, but we always had to have a chaperone. And after ten months we got married.

I And how long have you been married?

P Nearly twenty-five years now.

I And … it's been a successful marriage? Your father made a good choice?

P Oh… yes, of course, and we have two beautiful sons. They're twenty-two and seventeen now.

I And will you arrange their marriages?

P Oh, yes. My husband is planning them now. He's been asking families for some time already and …

I And your sons want it?

P Well, Krishna, he's the eldest, he's OK about it—he's studying hard and hasn't got the time to meet girls …

I Yes, what about the youngest? Ravi? Isn't it?

P Yes, um, well actually, Ravi's not so keen. It might be difficult to persuade …

I But you still believe that the system of arranged marriages is a good one?

P Oh, yes, I do, of course I do—but you know it depends on a lot, uh, especially on the family choosing the right person. But one main reason I think it works, is that the couple enter the marriage not expecting too much, if you see what I mean. Actually, you know, there are many more divorces between couples who thought they were marrying for love. You know my mother, um, she had to marry at thirteen, but she's so happily married nearly fifty years later. Of course, nowadays thirteen is considered too young but you know … times change.

I Yeah, that's very true. Thank you very much indeed, Pratima.

UNIT 8

CD2 33

1. A My friends went to Alaska on vacation.

B They went where?

2. A I got home at 5:00 this morning.

B You got home when?

3. A I paid $300 for a pair of jeans.

B You paid how much?

4. A I met the president while I was out shopping.

B You met who?

5. A He invited me to the White House for lunch.

B He invited you where?

CD2 34

1. A I'm dying for a cup of coffee.

B I wouldn't mind one myself.

2. A His parents are pretty well off, aren't they?

B You can say that again! They're totally loaded!

3. A You must have hit the roof when she told you she crashed your car.

B Well, yeah, I was a little upset.

4. A I think Tony was a little rude last night.

B No kidding! He was completely out of line!

5. A I can't stand the sight of him!

B I have to say I'm not too bad on him, either.

6. A He isn't very smart, is he?

B That's for sure. He's as dumb as dirt.
4. The trip to Hawaii, which we had looked forward to so much, was a complete and utter disaster from start to finish.

5. A ten-year-old boy, walking home from school, found an old, battered, wallet filled with $5,000 in $50 bills on Main Street.

**CD2** 42 Simone

Well, it was when I was living in Cairo. And it was the middle of the summer, so it was extremely hot, between 104 and 113 degrees Fahrenheit, and, um, stupidly we decided to go dancing. And, um, we went to this nightclub, and we must have danced for hours and hours. It was very hot inside, and we were sweating profusely, and by the time we came out it was about 5 o'clock in the morning, and we decided, "Oh, wouldn't it be a great idea to go to the pyramids and see the sunrise?"

So we jumped in a taxi and the taxi was quite stuffy and hot, and we must have been starting to dehydrate at that point. Anyway, we got to the pyramids, and the sun was just starting to come up. And in Egypt, as soon as the sun comes up the temperature rises dramatically. But we were so excited at seeing the pyramids that we decided just to, um, go and walk and see.

At this point, um, a man approached us and said if we wanted to borrow his motorcycle, or rent his motorcycle, and we said yes. So my friend and I, which I jumped onto the motorcycle and raced out into the desert, only to find after about ten, fifteen minutes, that the motorcycle was pretty old and suddenly it broke down! So we were miles from anywhere and had to push this motorcycle to get back. I was the one at the back pushing the motorcycle, and of course I was using lots of energy. I was losing a lot of fluid. And it was getting hotter and hotter. Anyway, by the time we got home, um, I did start to feel a bit strange. I had a slight headache and, um, I decided to go straight to bed. Anyway, I woke up about half an hour later, feeling pretty confused and sick, a little nauseous. And I realized that my brain wasn't working properly, and that in fact I probably had heat exhaustion. Anyway, it wasn't very pleasant and, uh, it was a lesson in what not to do in temperatures like that. I've never done that again. And I always carry my salt tablets with me now.

**CD2** 43 Anna

The time that I was very, very cold, um, was a time when I was working in Russia, in a small town in central Russia, and I was going to see some friends who lived on the outskirts of the town. And they were worried about me getting lost, and they said that they'd come to the tram stop to meet me. But I wanted to be independent, so I told them, "Don't be silly, of course I'll find it." And on the day of the visit, um, it was very, very cold. It might have been minus 30, but it might have been colder than that. And, um, it was, it was so cold that at some of the tram stops and bus stops there were borders sitting—special street fires, um, to keep people warm. And I think it was a day when the schools were closed, and the children didn't go to school because it was so cold. So I put on all the clothes that I had, all the scarves and sweaters, and I took the tram to the outskirts of the town where my friends lived. And I got off the tram, which was heated into this cold white world. And, um, it was so cold that when you breathed in, little balls of ice formed in your nostrils. You had to keep your scarf over your mouth and nose. About a minute, two minutes after getting off the tram my feet and hands were already hurting they were so cold. So I was walking around, trying to find the house, but it was completely anonymous this, this landscape. There were these huge snow-covered white blocks, these buildings, fifteen or sixteen floors, but they all looked exactly the same. And I couldn't find the name of the street either, and it was very quiet, and the tram had gone. Um... and I began, actually, to get very frightened because I was feeling so, so cold. Um, my feet and hands had gone beyond hurting almost. I couldn't feel them anymore. Um, it was pretty difficult to breathe because of the icy scarf over my mouth and nose. And I just couldn't find where they lived! And I asked an old lady the way, but my Russian wasn't good enough. She didn't understand me. And I was beginning to really, seriously panic when suddenly, in the distance, I saw my friends. They came to find me, and they took me home.

**CD2** 44

1. We went dancing in temperatures of over 104°F, which was a pretty stupid thing to do.
2. My friends were worried I'd get lost, which was understandable.
3. We visited the pyramids at sunrise, which was just amazing.
4. My nostrils actually froze, which is hard to believe.
5. This motorcycle broke down, which was no joke.
6. The old lady didn't understand a word I said, which is hardly surprising since my Russian's lousy.

**CD2** 45

1. There are forty-four platforms at Grand Central Terminal.
2. The main hall is four hundred and seventy feet long.
3. The clock on top of the information booth has four sides.
4. The ceiling of the main hall is as high as a twelve-story building.
5. The station is located at 42nd Street and Park Avenue.
6. The original station built in 1871 cost $6.4 million.
7. The station that opened in 1913 cost $80 million.
8. The renovations in the 1990s cost $200 million.
9. One hundred and twenty-five thousand commuters use the station every day.
10. There are half a million visitors every day.

**CD2** 46

1. A Did you get very cold in that snowstorm?
2. Snowstorm! It was a blizzard! We were absolutely freezing!
3. A I bet you were pretty excited when your team won.
4. B Excited! We were absolutely thrilled!
5. A I thought she looked kind of silly in that flowery hat, didn't you?
6. B Silly! She looked absolutely ridiculous!
7. A Come on, nobody'll notice that tiny pimple on your nose.
8. B They will, I just know they will! It's absolutely enormous!
9. A I thought that movie was absolutely hilarious.
10. B Yeah, I'd say that was pretty funny but not hilarious.
11. A Len left early. He wasn't feeling well.
12. B I'm not surprised. When I saw him this morning he looked absolutely awful!

**CD2** See p. 72

**CD2** See p. 72

**CD2** 49 I am absolutely amazed and delighted to receive this award. I'm truly grateful to all those wonderful people who voted for me. Red Hot in the Snow was an absolutely fantastic movie to act in, not only because of all the fun, but also because of the fabulous, thrilling, and often extremely dangerous locations in Alaska. None of us could have predicted that it would be such a huge success. My special thanks go to Marius Abern, my excellent director; Lulu Loveace, my gorgeous costar; Roger Sims, for writing a script that was both fascinating and hilarious; and last but not least to my marvelous wife, Glynda, for her priceless support. I absolutely adore you all.

**CD2** 50

1. A Hello. Could I make an appointment for our golden retriever, Molly?
2. B Sure. What seems to be the problem?
3. A Well, she's stopped eating her food, which is very unusual for her, and she has no interest in going out for walks. She just lies around all day long...
4. A What have we got here?
5. B All these old bottles, a washing machine that doesn't work anymore, and a whole bunch of cardboard.
6. A All right, well, the bottles can go in there with the glass. And the washing machine—that would be metal, so it goes over there...
7. A Hello. I'd like to open an account, please.
8. B Are you a student?
9. A Yes, I am.
10. B Well, we have a couple of special accounts for students. One gives you free checking and ATM access with a minimum balance of $100. Another gives you up to ten transactions per month with no minimum balance and a monthly fee of...
11. A Yes, please. How can I help you?
12. B Yeah, I'm driving cross-country this summer to help my grandma move, and I want some kind of coverage in case the car breaks down.
13. A I see. Well, you could get a year's membership, and that includes free towing anywhere in the U.S. Just call this number if you have car trouble, and we'll send someone to tow you to the nearest garage.
14. B Sounds good. How much does that cost?
15. A It's $65 for a year, and your membership card can get you discounts on hotels, airline, restaurants...

**UNIT 9**

**CD2** Dear Sally,

Do you remember me? We used to go to Springfield East together. You were the first person I got to know when I started there.
3. A. How come you know Mexico City so well?  
B. I used to live there.

4. A. How are you finding your new job?  
B. Difficult. I'm still getting used to it bit by bit.

5. A. Do you read comics?  
B. I used to, when I was young but not anymore.

6. A. You two argue so much. How can you live together?  
B. After 20 years of marriage we're used to each other.

---

3. **CD3**

4. we used to go to school together  
we used to sit next to each other  
and we were always giggling so much  
we'd go back to her house  
we used to call him "Mickey Mouse"  
I'm not used to calling you Sally Davis

---

5. I got along very well with my mother. She was  
my best friend, still is. We had to get along, really.  
Dad left when I was three. I used to tell her  
everything, well, nearly everything. And she'd talk  
to me very openly, too. Sometimes she'd say to me,  
"Don't go to school today. Stay with me."  
And we'd go out shopping or something like that. It's a wonder  
I had any education at all, the number of days  
I missed from school.

2. I don't remember much about my childhood.  
My wife always asking me questions like, "When were you a boy, did you use to ...", and I reply,  
"I don't know. I can't remember." We didn't ...  
... really, we didn't use to talk very much.  
We weren't very close, or if we were, we didn't show it.  
I remember I used to have my hair cut every  
Friday. My father was in the Army, and he had  
and a thing about short hair, so every week he'd take me  
to the barber. I had the shortest hair in the school.  
I used to hate it. And him.

3. I'm not a very neat person, but my mother's a  
real clean freak, so she's always telling me to  
pick things up and put them away and do this  
and do that. She'll go on for hours about  
"Cleanliness is next to godliness," and that just  
make me want to scream. My father isn't like that  
all. He's much more laid back. I think he's just  
learnt why to turn out my mother.

4. I have very fond memories of my childhood.  
To me it represented security. We used to do a  
lot together as a family. I remember walks, and  
picnics, and going for car rides on a Sunday  
afternoon. Every Friday when my Dad came  
home, he'd bring us each a treat, just something  
little. My mother used to say he was spoiling us,  
but why not? It didn't do us any harm.

---

3. **CD3**

4. **CD4**

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but why not? It didn't do us any harm.
UNIT 10

CD3 10

What really worries me is that...
But the main point is that...
If you ask me...
Another thing is that...
If you want my opinion...
As I understand it...
To tell you the truth...
That's not the point.
The point I'm trying to make is that...
Anyway, as I was saying...
As far as I'm concerned...
I suppose the problem is that...

See p. 116

CD3 11

A You know that prehistoric man, the one they discovered in Italy years ago...
B You mean that guy in the Alps?
A Yeah, that's the one. He's supposed to be about 5,000 years old. They've done all sorts of tests on him, you know DNA tests and stuff, to find out about his life.
B What was he? Some sort of hunter?
A Well, they aren't sure. He could have been a hunter, or he could have been some kind of shepherd, you know, looking after his sheep up in the mountains. The mystery is, what was he doing up there? He might just have gotten lost for all we know.
B It must have been cold up there. How did he keep warm?

CD3 12

1. What was he?
He could have been a hunter, or he could have been a shepherd.
2. What was he doing in the mountains?
He might have been looking after his sheep, or he might have gotten lost.
3. Where did he live?
He must have lived in a cave. He must have worn animal skins.
4. How did he die?
He may have fallen asleep. He may have died of cold and starvation.
5. Was it a good idea to go so high?
He shouldn't have gone so high on his own.
He should have worn protective clothing.
6. What did he eat?
He must have eaten a lot of meat and berries. They might have grown crops like grains to make bread. They can't have grown crops. He had to eat meat, or he would have gotten lost.
7. Did they travel much?
I wouldn't have thought they traveled as much as they did.
8. How old was he when he died?
He could have been between 40 and 45.
That must have been pretty old in those days.

CD3 13

1. I did tell you about Joe's party. You must not have been listening.
2. Thanks so much for all your help. I couldn't have managed without you.
3. Flowers! For me! Oh, that's so nice, but you really shouldn't have.
4. Come on! We're only five minutes late. The movie may not have started yet.
5. I don't believe that Kathy's going out with Mark. She would have told me, I know she would.
6. We raced to get to the airport on time, but we shouldn't have worried. The flight was delayed.
7. We've got a letter here that isn't for us. The mailman must have delivered it by mistake.
8. You shouldn't have gone swimming in such rough seas. You could have drowned!
UNIT 11

CD3 17

1. A. No, I can’t possibly go out tonight. I shouldn’t have gone out last night.
B. Come on—we had a great time. It was a wild party!
A. I know it was.
B. So, when’s your exam?
A. Tomorrow, 9 o’clock. If only I hadn’t left all my studying till the last minute!
B. I wouldn’t worry if I were you. You know you always do OK.
A. There’s always a first time.
B. Good luck anyway.
2. A. If only we could just fly off to that island.
B. That would be fantastic. I’d sit on a beach and read all day.
A. I’d just sleep forever. I can’t remember the last time I got a full night’s sleep.
B. Sometimes I wish I’d never had kids. I mean, not really, but—
A. I know what you mean. No—you can’t have an ice cream cone. I said no!
3. A. Oh, man! What would you give to drive one of those?
B. Which one would you choose if you had the money?
A. That’s a big “if”! But ... mm ... if I won the lottery, I’d buy the Aston Martin.
B. I wouldn’t—let’s go for the Ferrari.
A. In your dreams.
4. A. Great shot, Charlie! Way to go!
B. Don’t you wish you still played soccer?
A. Oh! No. I was never any good. But you could have been a great player if you’d wanted.

CD3 18

1. A. Would it be OK if I left a little early today? I have a dental appointment.
B. No problem. Just tell Janet to cover for you.
2. A. Win? What do you mean? If you ask me, they don’t stand a chance.
B. But they’ve been playing much better lately, don’t you think?
A. Come on. They haven’t won a game in months.
3. A. If you know what I know, you’d never go out with him again.
B. You’re just jealous.
4. A. Could I have a word with you if you’ve got a minute?
B. Yeah, of course, but I’m in a bit of a rush.
A. It’s about that pay raise I was promised.
5. A. Aren’t you helping Jackie plan her wedding?
B. I am. It’s a nightmare. If anything went wrong, I’d never forgive myself.
6. A. How’s it going?
B. OK. If all goes well, we should be finished by Friday. We’ve just got to put the finishing touches on the doors and windows.
7. A. We arrived on a Tuesday and—
B. It was a Thursday, not a Tuesday, if I remember correctly.
A. Oh, Tuesday, Thursday—the day doesn’t matter. I’ll just forget the blue of the water and the white of the sand.
8. A. Well, if worse comes to worst, we can always postpone it.
B. I’d rather not. I’ve got a little headache. The sea air will do me good.
A. OK, if you’re sure.
9. A. You haven’t made much progress, have you?
B. What do you mean? I’ve written 500 words.
A. Yeah, but you have to write 10,000.
10. A. I don’t know why, but I think I’m her new boyfriend.
B. He’s really cold and arrogant.
A. Actually, I don’t think he’s cold or arrogant. If anything, he’s a little shy.
B. Shy? You wouldn’t say that if you’d seen him at Nevis party!

CD3 19

1. In any relationship you have to be prepared to give and take. You can’t have your own way all the time.
2. I didn’t buy much at the mall. Just a few odds and ends for the kids. Socks for Ben and hairbands for Jane.
3. I’d been visiting Florida off and on for years before I finally moved there.
4. It’s difficult to explain the ins and outs of the rules of baseball. It’s so complicated.
5. A. What did you get me for my birthday?
B. You’ll have to wait and see.
A. Oh, no! TheBurtons are coming for lunch! I hate their kids!

CD3 20 See p. 153

CD3 21

Well, my story, I guess it’s in the supernatural category—which is—which is strange for me because I am a very down-to-earth person. I am basically pretty skeptical when people tell weird and wonderful stories. But there is just one time when something very weird and inexplicable happened to me.

Um, it was when I was in college, a long time ago, and I had a girlfriend, and the first time I stayed at her house I had this incredibly vivid dream. You know sometimes when you wake up and you’re not sure what’s more real, the dream or what’s around you! It was like that. Nothing very momentous happened in the dream, but in the main part of it I was walking along a street in my hometown, and I bumped into my girlfriend unexpectedly, and we stood in the street and we kissed and everyone was looking, and it was just a really strange atmosphere. Right!

And I was just lying there, in bed, and I was just thinking how incredibly vivid this dream was. I could just remember every detail of the scene. And then my girlfriend came in with a cup of coffee for me. And she walked in the door and said, “Wow, I had this really strange dream last night.” I just knew what she was going to say, it felt like that, and she went on to describe the dream she had and it was exactly the same as the dream I’d had. And then she looked at me and she said, “What’s wrong?” Because I must have looked very, very shocked. And I asked her to describe the street where we were.

And she described the shop that we were standing in front of, and she said it was a stationery store. She remembered that, selling pens and paper, and stuff like that, which is exactly right. And I was feeling pretty cold and shivery by this time. Well, the really spooky part is that I knew it was the town that I had grown up in, but at this point she’d never been there, so she didn’t know the town at all, and yet she was describing it very accurately. And I was... I was kind of obsessed by this point, and I wanted to make sure that it was not just a similar street and drew this little map of the street and asked her to describe things, and she put tons of details into it—like she could say exactly where the traffic lights and the crosswalk were—she didn’t know, it must have been my dream in a way because only I knew the town, but somehow I must have transmitted it to her. It’s just inexplicable. Well, I saw a TV show last year where they said it’s called “dream telepathy,” and they say that it’s not that unusual in dreams.

Well, it’s never happened to me since, and to be honest, I can’t say that I’d want it to because it was actually, strangely, very disturbing.
I just sent my nephew $10 for his birthday.
B Well, I have five nieces. I gave $10 to each one for Christmas. And then I had nephews, cousins, in-laws, godchildren... It cost me a fortune.
A I only have the one nephew for now. Thank goodness.
4. A Did you know Bob's training to be a vet, and he doesn't even like animals?
B That's strange. Don't you think a love of animals is ideal for a vet?
A Of course. I guess Bob wanted to be a doctor, but he failed the exams.
5. A Isn't your mother Canadian?
B Actually, both my parents are Canadian. My father was born in Montreal, but he moved to New York when he was eighteen.
6. A What do you think the most important thing in life is?
B I think love is everything. If you can find true love, you'll be happy forever.
7. A I bet you've told lots of girls that you love them.
B This time it's different. The love I have for you is forever. I've never felt like this before.
8. A It's very kind of you to offer, but I can't take your car. You might have to use it this afternoon.
B Look, I have two cars. Borrow either one. I don't mind. I probably won't be using either anyway.
9. A There was quite a crowd at your birthday party, wasn't there?
B Yeah, it was great to see everyone, and I think they all had a good time.

I. What's that song you're singing?
2. Look at this ladybug on my hand!
3. Did you hear that storm in the middle of the night?
4. Mmm! These strawberries are delicious!
5. Take those dirty shoes off! I've just cleaned in here.
6. I can't stand this weather. It's really getting me down.
7. Who was that man you were talking to this morning?
8. Do you remember when we were young? Those were the days!
9. Children have no respect for authority these days, do they?

1. A What was the meal like?
B It was disgusting, every bit as bad as you said it would be.
2. A Did you apologize to all the guests?
B Each and every one of them. I felt like I had to.
3. A They didn't all pass, did they?
B All but three did. Three out of twenty, that's not bad.
4. A Sorry, I only have 50 cents on me.
B Don't worry. Every little bit helps, you know.
5. A When do you think you'll get there?
B If all goes well, we should be there by six.
6. A Want to grab a bite to eat?
B If it's all the same to you, I'd rather not.

Bernie
Personally, I'm just happy to be alive. I have this enormous appetite to get everything I can out of life. I know it sounds corny, but after all that I've been through I just appreciate each day. Uh—every single day I have with my wife and kids is much more than I thought I'd have a few years ago.

It all started in my 20s—I began to feel very rundown, and, being a pretty athletic person, it was clear something wasn't quite right. Anyway, I had some tests, and when the results came back, the doctor walked into the room and I just knew from his face that it was something awful. Uh, I'd been diagnosed with a rare liver disease, and he told me that if I didn't have a transplant, I'd be dead in three months. I went into denial. You see, I'd recently gotten married and our baby son had just been born, and I couldn't stand the thought of him not having a father.

Anyway, I had the transplant and at first everyone was very optimistic, but in fact... my body rejected the transplant and... uh... from relief I fell back into despair. I had to wait for an exact match, a matching donor, to buy a new liver. It was torture not only for me but for my whole family. This time though, after the operation I knew right away it would be OK. It felt different. Eventually I started working again. These days things are much better. I'm unhappily married, meeting people who don't realize what a gift life is—they just take all they have for granted. I could never do that. The birth of our daughter a year ago was just the icing on the cake for me.
The best thing I ever did was take early retirement. Honestly! It was like buying my life back. Suddenly I could do what I wanted. The first thing we did, Lizzie and me, was move to the country. We have a fantastic cottage by the sea, and we love taking our dog, Bonnie, for walks on the beach, or the cliffs, or the harbours. We have a big backyard, and there is no better feeling for me than spending the whole day outside. I like to walk around in the early morning, listening to the birds and smelling the fresh, early-morning air. I planted some fruit trees a year or so ago, and that's coming along well, and Lizzie and I are content just to putter in the vegetable garden, or cut the grass, or weed the flower beds. Having said that, we go out for lunch with friends pretty often or we have friends come and stay with us for the weekend. One of my favorite things to do is to sit out on the porch in the evening and watch the sunset with a good book.

4. Tommy
   I: Interviewer  T = Tommy
   I: So, what makes you happy, Tommy?
   T: Mmmm ... my best thing is to go to Bignbury Beach.
   I: Where's that?
   T: It's where the ocean is.
   I: Nice. What do you do there?
   T: I play ... I play with my brother in the tide pools and we have buckets and shovels and when the tide's in we go on the sea tractor and —
   I: A sea tractor? What's that?
   T: You know, it's when the tide comes in and you can't get to the island, so you go on the sea tractor. It's got big, big wheels, huge wheels ever.
   I: Bigger than you?
   T: Yeah. This big. You have to climb up the steps at the back to get on it.
   I: Wow! And it goes through the water to the island?
   T: Yeah. I like it. It costs 60 cents.
   I: Is that right? It sounds great, Tommy, and going on the sea tractor makes you happy. So, what makes you unhappy?
   T: Uh ... uh, I think it's — it's — I think it's when birds die.
   I: When birds die?
   T: Yeah, I don't like it.
   I: Have you seen birds die?
   T: Yeah, our cat got one in the backyard, and it was dead and it made me sad.
   I: Ah, I see. That is sad when a cat catches a bird.
   T: Yeah, and I saw it lying on our porch. I didn't like it.

CD3: 31 That's Life

That's life, that's what people say. You're ridin' high in April, Shot down in May.
But I know I'm gonna change that tune, When I'm back on top in June.
That's life, funny as it seems.
Some folks get their kicks Steppin' on dreams;
But I don't let it get me down,
'Cause this ol' world keeps spinnin' around.
I've been a puppet, a pauper, a pirate,
A poet, a pawn, and a king.
I've been up and down and over and out
And I know one thing:
Each time I find myself flat on my face,
I pick myself up and get back in the race.
That's life, I can't deny it,
I thought of quitting,
But my heart just won't buy it.
If I didn't think it was worth a try,
I'd roll myself up in a big ball and die.

CD3: 32

1. A Did you see the game last night?
   B No, but apparently it was a good one. We won, didn't we?
   A Actually, it was a tie, but it was really exciting.
2. A What do you think of Claire's new boyfriend?
   B Personally, I can't stand him. I think he'll dump her like all the rest. However, that's her problem, not mine.
3. A Poor old Claire! She always picks the wrong ones, doesn't she? Anyway, we'll find out soon enough.
4. A I can't believe it. I failed again.
   B Don't worry. You'll have better luck next time.
   A But that was the second time.
   B Well, maybe you'll pass next time. You know what they say — third time's the charm!
5. A Come on. Get up! Get a life!
   B What do you mean?
   A Well, it's high time you did something other than watch soap operas all day.
   B Like what?
   A I dunno. Travel, see the world. Live life.
   B Boring.
   A I give up. Be a couch potato if that's what you want.
6. A Oh no! We missed it. It must have left right on time.
   B I thought we'd just make it.
   A What do we do now? There isn't another until 1 o'clock.
   B That's nearly two hours to kill!
   A More shopping?
   B Not on your life. I'm stumped-out! Let's just get a cup of coffee. There's a café on platform 1.
1.1 The tense system

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

1 Auxiliary verbs

The auxiliary verbs are be, do, and have.

**be**
1. Be is used with verb + -ing to make continuous verb forms.
   - You're lying. (present)
   - They were reading. (past)
   - I've been swimming. (present perfect)
   - We'll be having dinner at 8 o'clock. (future)
   - You must be joking! (infinitive)

2. Be is used with the past participle to make the passive.
   - These books are printed in Hong Kong. (present)
   - Where were you born? (past)
   - The car has been serviced. (present perfect)
   - The city had been destroyed. (past perfect)

   This work should be done soon. (infinitive)

**do**
1. Do/does/did are used in the Present Simple and the Past Simple.
   - Do you live near here? (question)
   - She doesn't understand. (negative)
   - When did they arrive? (question)

2. Do/does/did are used to express emphasis when there is no other auxiliary.
   - I'm not interested in sports, but I do like tennis.
   - "If only she had a car!" "She does have a car!"
   - "Why didn't you tell me?" "I did tell you!"

**have**

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

- Have you ever tried sushi? (present)
- My car had broken down before. (past)
- I'll have finished soon. (future)
- I'd like to have met Napoleon. (infinitive)

**Having had lunch, we cleaned up.** (participle)

Other uses of auxiliary verbs

1. In question tags.
   - It's cold today, isn't it?
   - You don't understand, do you?
   - You haven't been to China, have you?

2. In short answers. Yes or No alone can sound abrupt.
   - "Are you hungry?" "No, I'm not.
   - "Do you like jazz?" "Yes, I do.
   - "Did you have a nice meal?" "Yes, we did.
   - "Has she seen the mess?" "No, she hasn't.

3. In reply questions. These are not real questions. They are used to show that the listener is paying attention and is interested. They are practiced on p. 29 of the Student Book.
   - "The party was awful." "Was it? What a pity.
   - "I love hamburgers." "Do you? I hate them.
   - "I've bought you a present." "Have you? How kind!"

2 Modal auxiliary verbs

These are the modal auxiliary verbs.

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<thead>
<tr>
<th>can</th>
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<th>may</th>
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<td>should</td>
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They are auxiliary verbs because they "help" other verbs. They are different from be, do, and have because they have their own meanings.

- **He must be at least 70.** (= probability)
- **You must try harder.** (= obligation)
- **Can you help me?** (= request)
- **She can't have gotten my letter.** (= probability)
- **I'll help you.** (= willingness)

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

3 Full verbs

Full verbs are all the other verbs in the language. For example:

- run, walk, eat, go, talk, write

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

- Have you gone to school today?
- I want to be an engineer.
- I do a lot of business in Russia.
- The vacation did us a lot of good.
- They're having a fight.
- Have you had enough to eat?

1.2 English tense usage

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

**Time**

1. The time referred to is usually obvious.
   - English people drink tea. (all time)
   - Shh! I'm watching this program! (now)
   - I'll see you later. (future)
   - I went out with Jenny last night. (past)

2. Sometimes a present tense form can refer to the future.
   - I'm going out tonight. (Present Continuous for near future)
   - The train leaves at 10:00 tomorrow. (Present Simple for a timetable)

3. Sometimes a past tense form can refer to the present.
   - I wish I could help you, but I can't.
   - This use of unreal tense usage is dealt with in Unit 11.

**The simple aspect**

1. The simple aspect describes an action that is seen to be complete.
   - The action is viewed as a whole unit.
   - The sun rises in the east. (= all time)
   - When I've read the book, I'll lend it to you. (= complete)
   - She has red hair. (= permanent)
   - He always wore a suit. (= a habit)

2. Remember the verbs that rarely take the continuous. This is because they express states that are seen to be permanent and not subject to frequent change.
Verbs of the mind: know, understand, believe, think, mean.
Verbs of emotions: love, hate, like, prefer, care.
Verbs of possession: own, belong.
Certain other verbs: cost, need, contain, depend.

3. The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to "things done."
   She's written three letters this morning.
   I drink ten cups of tea a day.
   He read five books while he was on vacation.
   Simple tenses are dealt with further in Units 2, 3, and 5.

**The continuous aspect**

1. The continuous aspect focuses on the duration of an activity. We are aware of the passing of time between the beginning and the end of the activity. The activity is not permanent.
   I'm staying with friends until I find a house. (= temporary)
   What are you doing on your hands and knees? (= in progress)
   I've been studying English for years. (And I still am.)
   Don't call at 8.00. We'll be eating. (= in progress)

2. Because the activity is seen in progress, it can be interrupted.
   We were walking across a field when we were attacked by a bull.
   "Am I disturbing you?" "No. I'm just doing the ironing."

3. The activity may not be complete.
   I was writing a report on the flight home. (I didn't finish it.)
   He was drowning, but we saved him. (He didn't die.)
   Who's been drinking my coffee? (There's some left.)

4. The action of some verbs, by definition, lasts a long time, for example, live, work, play. The continuous gives these actions limited duration and makes them temporary.
   Hans is living in London while he's learning English.
   I'm working as a waiter until I go to college.
   Murray has been playing well recently. Maybe he'll win Wimbledon.

5. The action of some other verbs lasts a short time, for example, lose, break, cut, hit, crash. They are often found in the simple.
   I lost all my money. I've crashed your car. Sorry.
   She's cut her finger. He hit me.
   In the continuous, the action of these verbs seems longer or habitual.
   I've been cutting the grass. (= for hours)
   He was hitting me. (= again and again)

**Note**

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

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

**The perfect aspect**

The perfect aspect expresses two ideas:

1. The action is completed before another time.
   Have you ever been to the U.S.? (= some time before now)
   When I arrived, Peter had left. (= some time before I arrived)
   I'll have finished the report by 10:00. (= some time before then)

2. The exact time of the verb action is not important. The perfect aspect refers to indefinite time.
   Have you seen my wallet anywhere? I've lost it. (= before now)
   We'll have arrived by this evening. (= before this evening)

   The exception to this is the Past Perfect, which can refer to definite time.
   I recognized him immediately. I had met him in 1992 at college.

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

**Active and passive**

1. Passive sentences move the focus of attention from the subject of an active sentence to the object.
   Shakespeare wrote Hamlet in 1599.
   Hamlet, one of the great tragedies, was written in 1599.

2. In most cases, by and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.
   My car was stolen yesterday.
   This house was built in the 17th century.
   She was arrested for shoplifting.

3. Sometimes we prefer to begin a sentence with what is known and end a sentence with what is "new." In the passive, the "new" can be the agent of the active sentence.
   "What a lovely painting!" "Yes. It was painted by Canaletto."

4. In informal language, we often use you or they to refer to people in general or to no person in particular. In this way we can avoid using the passive.
   You can buy anything in Macy's.
   They're building a new airport soon.

5. There are many past participles that are used more like adjectives.
   I'm very impressed by your work.
   You must be disappointed with your exam results.
   I'm exhausted! I've been on my feet all day.

   Passive sentences are dealt with further in Unit 3.

**UNIT 2**

**Introduction to the Present Perfect**

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

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

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

4. Compare these sentences.
   I lived in Rome. (But not anymore.)
   I've lived in Rome, Paris, and New York. (I know all these cities now.)
   I've been living in New York for ten years. (And I'm living there now.)
   She's been married three times. (She's still alive.)
   She was married three times. (She's dead.)

**Did you see the Renoir exhibition?** (It's finished now.)
**Have you seen the Renoir exhibition?** (It's still on.)

**Did you see that program on TV?** (I'm thinking of the one that was on last night.)
**Did you enjoy the movie?** (Said as we're leaving the theater.)
**Have you enjoyed the vacation?** (Said near the end of the vacation.)
**Where have I put my glasses?** (I want them now.)
**Where did I put my glasses?** (I had them a minute ago.)
**It rained yesterday.** (= past time)
**It's been snowing.** (There's snow still on the ground.)

2.1 Present Perfect Simple and Continuous

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

**Unfinished past**

The verb action began in the past and continues to the present. It possibly goes on into the future, as well.
We’ve lived in this house for 20 years.
Sorry I’m late. Have you been waiting long?
I’ve been a teacher for five years.
I’ve been working at the same school all that time.

Notes
- There is sometimes little or no difference between the simple and the continuous.
  - I’ve played tennis since I was a kid.
- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.
  - I’ve been living with a host family for six weeks.
  - The castle has stood on the hill overlooking the sea for centuries.
- Certain verbs, by definition, suggest duration, for example, wait, rain, snow, learn, sit, lie, play, stay. They are often found in the continuous.
  - It’s been raining all day.
  - She’s been sitting reading for hours.
- Remember that state verbs rarely take the continuous.
  - I’ve known Joan for years. I’ve been knowing how long have you had that car? I’ve been having I’ve never understood why she likes him. I’ve never been understanding

Present result
The verb action happened in the past, usually the recent past, and the results of the action are felt now.
You’ve changed. Have you done to yourself? You’ve lost some weight.
I’ve been doing some exercise.
I’m covered in mud because I’ve been gardening.
In this use, the simple emphasizes the completed action. The continuous emphasizes the repeated activities over a period of time.

Notes
- Certain verbs, by definition, suggest a short action, for example, start, find, lose, begin, stop, break, die, decide, cut. They are more often found in the simple.
  - We’ve decided to get married.
  - We’ve broken a tooth.
  - I’ve cut my finger.
- In the continuous, these verbs suggest a repeated activity.
  - I’ve been eating junk food for years.
  - You’ve been losing everything lately. What’s wrong with you?
  - I’ve been cutting wood.
- The use of the simple suggests a completed action.
  - I’ve painted the bathroom.
  - The use of the continuous suggests a possibly incomplete action.
  - I’m tired because I’ve been working. (Finished? Not finished?) Someone’s been drinking my tea. (There’s some left.)
- The continuous can be found unqualified by any further information.
  - My hair’s wet because I’ve been swimming.
  - We’re tired because we’ve been working.
  - “Why are you face red?” “I’ve been running.”
  - The simple sounds wrong in this use.
  - I’ve swum. We’ve worked. I’ve run.
- Sometimes there is little difference between the Past Simple and the Present Perfect.

Where did you put my keys?

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

Have you ever had a serious illness?
She’s never been abroad.
Have you ever been flying in a plane when it’s hit an air pocket?

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

UNIT 3

Narrative tenses

Past Simple and Present Perfect
See the introduction to the perfect aspect and the simple aspect on pp. 136–137. The Past Simple differs from all three uses of the Present Perfect.

1. The Past Simple refers to finished past.
   Shakespeare wrote plays. (He’s dead.)
   I’ve written short stories. (I’m alive.)

2. There is no present result.
   I hurt my back. (But it’s better now.)
   I’ve hurt my back. (And it hurts now.)

3. It refers to definite past.
   I saw him last night.
   I saw him two weeks ago.
   I saw him on Monday.
   I saw him at 8:00.

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

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

Note
Even when there is no past time adverbial, we can “build” a past time in our head.
Did you have a good trip? (The trip’s over. You’re here now.)
Thank you for dinner. It was lovely. (The meal is finished.)
Where did you buy that shirt? (When you were out shopping the other day.)

3.1 Past Simple
The Past Simple is used:
1. to express a finished action in the past.
   Columbus discovered America in 1492.

2. to express actions that follow each other in a story.
   I heard voices coming from downstairs, so I put on my nightgown and went to investigate.
3. to express a past state or habit.
   When I was a child, we lived in a small house by the sea. Every day I walked for miles on the beach.
   This use is often expressed with used to.
   We used to live ...
   I used to walk ...
   See Unit 9 for more information on used to.
   See Unit 11 for information on the Past Simple used for hypothesis.

3.2 Past Continuous
See the introduction to the continuous aspect on p. 137.
The Past Continuous is used:
1. to express an activity in progress before and probably after a time in the past.
   I called at 4:00, but there was no reply. What were you doing?
2. to describe a past situation or activity.
   The cottage was looking so cozy. A fire was burning in the fireplace, music was playing, and the most delicious smells were coming from the kitchen.
3. to express an interrupted past activity.
   I was taking a bath when the phone rang.
4. to express an incomplete activity in the past.
   I was reading a book during the flight. (But I didn’t finish it.)
   I watched a movie during the flight. (the whole film)
5. to express an activity that was in progress at every moment during a period of time.
   I was working all day yesterday.
   They were fighting for the whole vacation.

Notes
- The Past Simple expresses past actions as simple, complete facts.
- The Past Continuous gives past activities time and duration.
   "What did you do last night?"
   "I stayed at home and watched football."
   "I called you last night, but there was no answer."
   "Oh, I was watching football and I didn’t hear the phone. Sorry."
- Notice how the questions in the Past Continuous and Past Simple refer to different times.
   When we arrived, Jan was ironing. She stopped ironing and made some coffee.
   What was she doing when we arrived? She was ironing.
   What did she do when we arrived? She made some coffee.

3.3 Past Perfect
See the introduction to the perfect aspect and the continuous aspect on p. 137.
The Past Perfect is used to look back to a time in the past and refer to an action that happened before then.
   She was crying because her cat had died.
   I arrived to pick up Dave, but he had already left.
   Keith was fed up. He’d been looking for a job for months, but he’d found nothing.

Notes
- The continuous refers to longer actions or repeated activities. The simple refers to shorter, complete facts.
  He’d lost his job and his wife had left him. Since then he’d been sleeping badly, and he hadn’t been eating properly.
- The Past Perfect can refer to definite as well as indefinite time.
  I knew his face immediately. I’d first met him in October 1993 (= definite)
  I recognized her face. I’d seen her somewhere before (= indefinite)

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

Note
For reasons of style, it is not necessary to have every verb in the Past Perfect.
... Andy upset Peter ... Peter left ...
Once the time of “past in the past” has been established, the Past Simple can be used as long as there is no ambiguity.

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

UNIT 4

4.1 Questions

Question forms
Notice these question forms.
- Subject questions with no auxiliary verb
  Who broke the window?
  What happens at the end of the book?
- Questions with prepositions at the end
  Who is your letter from?
  What are you talking about?
- Question words + noun/adjective/adverb
  What sort of music do you like?
3. Infinitives and -ing forms can be negative.
   We decided not to do anything.
   I like not working. It suits me.

4. Not can go with other parts of a sentence.
   Ask him, not me.
   Buy me anything, but not perfume.

5. When we introduce negative ideas with verbs such as think, believe, suppose, and imagine, we make the first verb negative, not the second.
   I don't think you're right. *I think you aren't.*
   I don't suppose you want a game of tennis?

6. In short answers, the following forms are possible.
   "I think so."
   "I believe so."
   "I hope so."
   "I don't think so."
   "I hope not."

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

**Negative questions**

1. Negative questions can express various ideas.
   **Haven't you finished school yet?** (surprise)
   **Don't you think we should wait for them?** (suggestion)
   **Wouldn't it be better to go tomorrow?** (persuasion)
   **Can't you see I'm busy? Go away!** (criticism)
   **Isn't it a lovely day?** (exclamation)

2. In the main use of negative questions, the speaker would normally expect a positive situation, but now expresses a negative situation. The speaker therefore is surprised.
   **Don't you like ice cream? Everyone likes ice cream!**
   **Haven't you done your homework yet?** What have you been doing?

3. Negative questions can also be used to mean *Conform what I think is true.* In this use it refers to a positive situation.
   **Haven't I met you somewhere before?** (I'm sure I have.)
   **Didn't we speak about this yesterday?** (I'm sure we did.)

4. The difference between the two uses can be seen clearly if we change them into sentences with question tags.
   You haven't done your homework yet, have you? (negative sentence, positive tag)
   We've met before, haven't we? (positive sentence, negative tag)

**UNIT 5**

**Introduction to future forms**

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

**5.1 will for prediction**

1. The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction – *at some time in the future this event will happen.* This use is uncolored by ideas such as intention, decision, arrangement, willingness, etc.
   *I'll be 30 in a few days.*
   It will be cold and wet tomorrow. *I'm afraid.*

2. Will for a prediction can be based more on an opinion than a fact or evidence. It is often found with expressions such as *I think ..., I hope ..., I'm sure ... . I think the Democrats will win the next election. I hope you'll come and visit me. I'm sure you'll pass your exams.*
3. Will is common in the main clause when there is a subordinate clause with if, when, before, etc. Note that we don’t use will in the subordinate clause.

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

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

I won’t go until you arrive.

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

5.2 going to for prediction

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

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

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

Notes
- Sometimes there is little or no difference between will and going to.

We’ll run out of money if we aren’t careful.

We’re going to use physical evidence to support our prediction.

She’s going to have a baby. (Look at her stomach.)

Chicago is going to win. (It’s 14-0, and there are only five minutes left.)

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

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

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

I think Chicago will win. (Said the day before the game.)

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

Compare the sentences.

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

(= my opinion)

John’s going to be home late. He left a message on the answering machine. (= a fact)

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

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

5.3 Decisions and intentions – will and going to

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

I’ll call you back in a minute.

Give me a call some time. We’ll go out together.

“The phone’s ringing.” I’ll get it.

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

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

We’re going to get married in the spring.

5.4 Other uses of will

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

Tomorrow will be cold and windy.

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

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

Will you marry me? (= willingness)

Will you open the window? (= request)

My car won’t start. (= refusal)

I’ll love you forever. (= promise)

5.5 Present Continuous for arrangements

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

I’m having lunch with Brian tomorrow.

What time are you meeting him?

Where are you having lunch?

What are you doing tonight?

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

Are you coming to the dance tonight?

I’m meeting the director tomorrow.

We’re playing tennis this afternoon.

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

It’s going to rain this afternoon. “It’s raining this afternoon.

The sun rises at 5:30 tomorrow. “The sun is rising...

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

We’re seeing Hamlet at the theater tonight.

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

I’m seeing my girlfriend tonight.

I’m going to ask her to marry me. “I’m asking...

What are you doing this weekend?

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

5.6 Present Simple for timetables

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

My flight leaves at 10:00.

Classes start on April 4.

What time does the movie start?

It’s my birthday tomorrow.

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

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

When I get home, I’ll cook dinner.

I’ll leave as soon as it stops raining.

5.7 Future Continuous

1. The Future Continuous expresses an activity that will be in progress before and after a time in the future.

Don’t call at 8:00. We’ll be having dinner.

This time tomorrow I’ll be flying to New York.

2. The Future Continuous is used to refer to a future event that will happen in the natural course of events. This use is uncolored by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.

Don’t worry about our guests. They’ll be arriving any minute now.

We’ll be going right back to the game after the break. (said on television)
5.8 Future Perfect

The Future Perfect refers to an action that will be completed before a definite time in the future. It is not a very common verb form. I'll have done all my work by this evening.

UNIT 6

Expressing quantity

6.1 Quantifiers

1. The following can be used before a noun.

<table>
<thead>
<tr>
<th>With countable nouns only</th>
<th>With uncountable nouns only</th>
<th>With both</th>
</tr>
</thead>
<tbody>
<tr>
<td>(not) many cigarettes</td>
<td>(not) much luck</td>
<td>some money</td>
</tr>
<tr>
<td>a few cars</td>
<td>a little cheese</td>
<td>some eggs</td>
</tr>
<tr>
<td>very few trees</td>
<td>very little experience</td>
<td>(not) any water</td>
</tr>
<tr>
<td>fewer books</td>
<td>less time</td>
<td>(not) any friends</td>
</tr>
<tr>
<td>several answers</td>
<td></td>
<td>more/most wine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>more/most people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all/no work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all/no children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enough food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enough apples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>With singular count nouns only</th>
<th>With plural count nouns only</th>
</tr>
</thead>
<tbody>
<tr>
<td>each boy</td>
<td>both parents</td>
</tr>
<tr>
<td>every time</td>
<td></td>
</tr>
</tbody>
</table>

2. Most of the quantifiers can be used without a noun. No, all, every, and each cannot.

- Do you have any money?
- Are there any eggs?
- Have some wine.
- How many people came?
- Have some more tea.
- Did Ann or Sam get?

- Not much of/little/enough.
- A few/not many.
- Very few.
- I've got some.
- Both.

3. Most of the quantifiers can be used with of + the/my/those, etc. + noun. No and every cannot.

- They took all of my money.
- Take a few of these tablets.
- Some of the people at the party started dancing.
- Were any of my friends at the party?
- Very few of my friends live at home.
- Not much of the food was left.
- I've missed too many of my French classes.
- I couldn't answer several of the questions.
- I'll have a little of the strawberry cake, please.
- Both of my children are smart.
- I feel tired most of the time.
- I've had enough of your jokes.

4. For no and every, we use none and every one or all.

- None of the audience was listening.
- All of the hotels were booked.
- In formal written English, none is followed by a singular form of the verb.
- None of the guests has arrived yet.
- But in informal English, a plural verb is possible.
- None of my friends exercise.
- None of the lights are working.

Note

When we use none with a plural noun or pronoun, the verb can be singular or plural. Grammatically, it should be singular, but people often use the plural when they speak.

None of my friends is coming.
None of my friends are coming.

some, any, somebody, anything

1. The basic rule is that some and its compounds are used in affirmative sentences, and any and its compounds in negatives and questions.

- I need some help.
- I need somebody to help me.
- Give me something for my headache.
- I don't need any shopping.
- We can't go anywhere without being recognized.
- Is there any sugar left?
- Did anyone call me last night?

2. Some and its compounds are used in requests or invitations, or when we expect the answer "yes."

- Do you have some money you could lend me?
- Would you like something to eat?
- Did someone call me last night?
- Can we go somewhere quiet to talk?

3. Any and its compounds are used in affirmative sentences that have a negative meaning.

- He never has any money.
- You made hardly any mistakes.
- I made the cake myself without any help.

4. Any and its compounds are used to express it doesn't matter which/where.

- Take any book you like. I don't mind.
- Anyone will tell you 2 plus 2 is 4.
- Sit anywhere you like.
- I eat anything. I'm not fussy.

nobody, no one, nowhere, nothing

1. These are more emphatic forms.

- I saw nobody all weekend.
- I've eaten nothing all day.

2. They can be used at the beginning of sentences.

- No one was saved.
- Nobody understands me.
- Nowhere is safe any more.

much, many, a lot of, lots of, a great deal of, a large number of, plenty of

1. Much and many are usually used in questions and negatives.

- How much does it cost?
- How many people came to the party?
- Is there much unemployment in your country?
- I don't have much money.
- Will there be many people there?
- You don't see many snakes in England.

2. We find much and many in affirmative sentences after so, as, and too.

- He has so much money that he doesn't know what to do with it.
- She doesn't have as many friends as I have.
- You make too many mistakes. Be careful.

3. In affirmative sentences, the following forms are found.

Spoken/informal

- There'll be plenty of food/people. (uncount and count)
- We've got lots of time/friends. (uncount and count)
- I lost a lot of my furniture/things. (uncount and count)

Written/more formal

- A great deal of money was lost during the strike. (uncount)
- A large number of strikes are caused by bad management. (count)
Many world leaders are quite young. (count)

Much time is wasted in trivial pursuits. (uncount)

4. These forms are found without a noun.

"Do you have any socks?" "Yeah. Lots."
"How many people were there?" "A lot."
Don't worry about food. We've got plenty.

little/few/less/fewer

1. A little and a few express a small amount or number in a positive way. Although there is only a little, it is probably enough.

Can you lend me a little sugar?

A few friends are coming around tonight.

2. Little and few express a small amount in a negative way. There is not enough.

Very few people passed the exam.

There's very little milk left.

3. Fewer is the comparative of few; less is the comparative of little.

Fewer people use surface mail these days. (= count noun)

I spend less and less time doing what I want to. (= uncount noun)

It is becoming more common to find less with a count noun. Many people think that this is incorrect and sounds terrible.

Less people use surface mail.

*You should invite less people next time.

all

1. We do not usually use all to mean everybody/everyone/anything.

Everybody had a good time.

I said hello to everyone.

But if all is followed by a relative clause, it can mean everything.

All (that) I own is yours.

I spend all I earn.

This structure can have a negative meaning, expressing ideas such as nothing more or only this.

All I want is a place to sleep.

All I had was a cup of coffee and some toast.

All that happened was that he pushed her a bit, and she fell over.

2. Before a noun with a determiner (for example the, my, this) both all and all of are possible.

You eat all (of) the time.

All (of) my friends are coming tonight.

Before a noun with no determiner, we use all.

All people are born equal.

3. With personal pronouns, we use all of.

All of you passed. Well done!

I don't need these books. You can have all of them.

UNIT 7

7.1 Introduction to modal auxiliary verbs

1. These are the modal auxiliary verbs.

<table>
<thead>
<tr>
<th>could</th>
<th>may</th>
<th>might</th>
<th>should</th>
</tr>
</thead>
<tbody>
<tr>
<td>would</td>
<td>must</td>
<td>ought</td>
<td>shall</td>
</tr>
</tbody>
</table>

They are used with great frequency and with a wide range of meanings. They express ideas such as willingness and ability, permission and refusal, obligation and prohibition, suggestion, necessity, promise and intention. All modal auxiliary verbs can express degrees of certainty, probability, or possibility.

2. They have several characteristics.

- There is no -s in the third person.

He can swim.

She must go.

- There is no do/does in the question.

May I ask a question?

May we go?

There is no don't/doesn't in the negative.

You shouldn't tell lies.

You won't believe this.

- They are followed by an infinitive without to. The exception is ought:

It might rain.

Could you help?

We ought to be on our way.

- They don't really have past forms or infinitives or -ing forms. Other verbs are used instead.

I had to work hard when I was young.

I'd love to be able to ski.

I hate having to get up in the morning.

- They can be used with perfect infinitives to refer to the past. For more information, see Grammar Reference Unit 10 on p. 146.

You should have told me that you can't swim.

You might have drowned.

She must have been crazy to marry him.

7.2 Modal auxiliary verbs of probability, present and future

The main modal auxiliary verbs that express probability are described here in order of certainty. Will is the most certain, and might/could are the least certain.

will

Will and won't are used to predict a future action. The truth or certainty of what is asserted is more or less taken for granted.

I'll see you later.

His latest book will be out next month.

must and can't

1. Must is used to assert what we infer or conclude to be the most logical or rational interpretation of a situation. We do not have all the facts, so it is less certain than will.

You say he walked across the Sahara Desert? He must be crazy!

You must be joking! I simply don't believe you.

2. The negative of this use is can't.

She can't have a ten-year-old daughter! She's only 21 herself.

"Whose coat is this?" "It can't be Mary's. It's too small."

should

1. Should expresses what may reasonably be expected to happen.

Expectation means believing that things are or will be as we want them to be. This use of should has the idea of if everything has gone according to plan.

Our guests should be here soon (if they haven't gotten lost).

This homework shouldn't take you too long (if you've understood what you have to do).

We should be moving into our new house soon (as long as nothing goes wrong).

2. Should in this use has the idea that we want the action to happen. It is not used to express negative or unpleasant ideas.

You should pass the exam. You've worked hard.
may and might
1. May expresses the possibility that an event will happen or is happening.
   "We may go to Greece this year. We haven't decided yet."
   "Where's Ann? 'She may be taking a bath, I don't know.""
2. Might is more tentative and slightly less certain than may.
   "It might rain. Take your umbrella."
   "Where's Peter? 'He might be upstairs. There's a light on."
3. Learners of English often express these concepts of future possibility with perhaps or maybe ... will and so avoid using may and might.
   However, these are widely used by native speakers, and you should try to use them.

could
1. Could has a similar meaning to might.
   "You could be right, I'm not sure."
   "That movie could be worth seeing. It got good reviews."
2. Couldn't is not used to express a future possibility. The negative of could in this use is might not.
   "You might not be right."
   "That movie might not be any good."
3. Couldn't has a similar meaning to can't above, only slightly weaker.
   "She couldn't have a ten-year-old daughter! She's only 21 herself."

Related verbs
Here are some related verb forms that express probability.
William's so brainy. He's sure to pass the exam.
We're having a picnic tomorrow, so it's sure to rain.
You're likely to find life very different when you live in China.
Are you likely to come across Judith while you're in Oxford?

7.3 Other uses of modal auxiliary verbs and related verbs
Here is some further information about modal auxiliary verbs, but it is by no means complete. See a grammar book for more details.

Ability
1. Can expresses ability. The past is expressed by could.
   "I can speak three languages."
   "I could swim when I was three."
2. Other forms are provided by be able to.
   "I've never been able to understand her."
   "I'd love to be able to drive."
   "Being able to drive has transformed my life."
   "You'll be able to walk again soon."
3. To express a fulfilled ability on one particular occasion in the past, could is not used. Instead, we use was able to or managed to.
   "She was able to survive by clinging onto the wrecked boat."
   The prisoner was able to escape by climbing onto the roof.

Advice
1. Should and ought express mild obligation or advice. Should is much more common.
   "You should go to bed. You look very tired."
   "You ought to take things easier."
2. We use had better to give strong advice, or to tell people what to do.
   There can be an element of threat - "If you don't do this, something bad will happen."
   "You'd better get a haircut before the interview."
   "I'm late. I'd better get a move on."

Note
The form is always past (had), but it refers to the immediate future.
She'll better start revising. The exams are next week.

Obligation
1. Must expresses strong obligation. Other verb forms are provided by have to.
   "You must try harder!"
   "What time do you have to start work?"
   "I had to work hard to pass my exams."
   "You'll have to do this exercise again."
   "We might have to spend less money."
   "She's never had to do a single day's work in her life."
   "I hate having to get up early."
2. Must expresses the opinion of the speaker.
   "I must get my hair cut."
   "I must do this again."
   "Must is associated with a more formal, written style.
   "candidates must answer three questions."
   "Books must be returned by the end of the week."
3. Have to expresses a general obligation based on a law or rule, or based on the authority of another person.
   "Children have to go to school until they're 16."
   "It's the law."
   "Mom says you have to clean your room."
4. Can't expresses negative obligation. Don't have to expresses the absence of obligation.
   "You can't steal. It isn't right."
   "You don't have to go to England if you want to learn English."
5. Have to is more informal than have to.
   "I've got to go now."
   "Don't stay out late. We've got to get up early tomorrow."
6. Here are some related verb forms that express obligation.
   "Visitors are required to have a visa."
   "You're supposed to take responsibility for yourself."
   "You aren't supposed to park on double yellow lines."
   "You need to think carefully before you make a decision."
   "He doesn't need to work. He's a millionaire."

Permission
1. May, can, and could are used to ask for permission.
   "May I ask you a question?"
   "May I use your phone?"
   "Can I go home? I don't feel well."
   "Can I borrow your car tonight?"
2. May is used to give permission, but it sounds very formal. Can and can't are more common.
   "You can use a dictionary in this exam."
   "You can't stay up till midnight."
   "You can use cell phones during the flight. It's forbidden."
3. To talk about permission generally, or permission in the past, we use can, could, or be allowed to.
   "Children can be allowed to do what they want these days."
   "I couldn't be allowed to go out on my own until I was 16."
4. Here are some related verb forms that express permission.
   "Passengers are not permitted to use cell phones."
   "My parents don't allow me to use cell phones."
   "I'm not allowed to stay out late."
   "My parents don't let me..."
Willingness and refusal
1. Will expresses willingness. Won’t expresses a refusal by either people or things. Shall is used in questions.
   I'll help you.
   She says she won’t get up until she’s had breakfast in bed.
   The car won’t start.
   Shall I give you a hand?
2. The past is expressed by wouldn’t.
   My mom said she wouldn’t give me any more money. Isn’t she mean?

Requests
Several modal verbs express a request.
Can/could/will/would you do me a favor?
Can/could I open the window?
Modal verbs are also dealt with in Units 9, 10, and 11.

UNIT 8

8.1 Introduction to relative clauses
It is important to understand the difference between two kinds of relative clauses.
1. Defining relative (DR) clauses qualify a noun, and tell us exactly which person or thing is being referred to.
   She likes people who are fun to be with.
   Politicians who tell lies are odious.
   A corkscrew is a thing you use to open a bottle of wine.
   She likes people on its own doesn’t mean very much; we need to know which people she likes.
   who tell lies tells us exactly which politicians are odious. Without it, the speaker is saying that all politicians are odious.
   A corkscrew is a thing doesn’t make sense on its own.
2. Non-defining relative (NDR) clauses add secondary information to a sentence, almost as an afterthought.
   My friend Andrew, who is Scottish, plays the bagpipes.
   Politicians, who tell lies, are odious.
   My favorite building is Durham Cathedral, which took over 200 years to build.
   My friend Andrew is clearly defined. We don’t need to know which Andrew is being discussed. The clause who is Scottish gives us extra information about him.
   The clause who tell lies suggests that all politicians tell lies. It isn’t necessary to identify only those that deceive – they all do!
   My favorite building is clearly defined. The following clause simply tells us something extra.
3. DR clauses are much more common in the spoken language, and NDR clauses are more common in the written language. In the spoken language, we can avoid a NDR clause.
   My friend Andrew plays the bagpipes. He’s Scottish, by the way.
4. When we speak, there is no pause before or after a DR clause, and no commas when we write. With NDR clauses, there are commas before and after, and pauses when we speak.
   I like the things you say to me. (No commas, no pauses)
   My aunt (pause), who has been a widow for twenty years (pause), loves traveling.

Defining relative clauses
1. Notice how we can leave out the relative pronoun if it is the object of the relative clause. This is very common.
   Pronoun left out
   Did you like the present ( ) I gave you?
   Who was that man ( ) you were talking to?
   The thing ( ) I like about Dave is his sense of humor.
2. We cannot leave out the pronoun if it is the subject of the clause.
   Pronoun not left out
   I met a man who works in advertising.
   I'll lend you the book that changed my life.
   The thing that helped me most was knowing I wasn’t alone.
3. Here are the possible pronouns. The words in brackets are possible, but not as common. (that) means "nothing."

<table>
<thead>
<tr>
<th>Subject</th>
<th>Person</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>who (that)</td>
<td>(that)</td>
<td>(that)</td>
</tr>
</tbody>
</table>

Notes
- That is preferred to which after superlatives, and words such as all, every(thing), some(thing), any(thing), and only.
- That's the funniest movie that was ever made.
- All that's left is a few slices of cheese.
- Give me something that'll take away the pain.
- He's good at any sport that is played with a ball.
- The only thing that'll help you is rest.
- That is also preferred after it is ...
- It is a movie that will be very popular.
- Prepositions usually come at the end of the relative clause.
- Come and meet the people I work with.
- This is the book I was telling you about.
- She's a friend I can always rely on.

Non-defining relative clauses
1. Relative pronouns cannot be left out of NDR clauses.
   Relative pronoun as subject
   Paul Jennings, who has written several books, addressed the meeting.
   His last book, which received a lot of praise, has been a great success.
   Relative pronoun as object
   Paul Jennings, who I knew in college, addressed the meeting.
   His last book, which I couldn't understand at all, has been a great success.
2. Look at the possible pronouns. Whom is possible, but not as common.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Person</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>... , who ...</td>
<td>... , which ...</td>
<td></td>
</tr>
<tr>
<td>Object</td>
<td>... , who (whom) ...</td>
<td>... , which ...</td>
</tr>
</tbody>
</table>

Note
Prepositions can come at the end of the clause.
He talked about theories of market forces, which I'd never even heard of.
In a more formal written style, prepositions come before the pronoun.
The privatization of railways, to which the present government is committed, is not universally popular.

which
Which can be used in NDR clauses to refer to the whole of the sentence before.
She arrived on time, which amazed everybody.
He gambled away all his money, which I thought was ridiculous.
The coffee machine isn't working, which means we can't have any coffee.

whose
Whose can be used in both DR clauses and NDR clauses.
That's the woman whose son was killed recently.
My parents, whose only interest is gardening, never go away on vacation.

what
What is used in DR clauses to mean the thing that.
Has she told you what's worrying her?
What I need to know is where we're meeting.
why, when, where

1. Why can be used in DR clauses to mean the reason why.
   I don’t know why we’re arguing.
2. When and where can be used in DR clauses and NDR clauses.
   Tell me when you expect to arrive.
   The hotel where we stayed was excellent.
   We go walking on Mondays, when the rest of the world is working.
   He works in Baltimore, where my sister lives.

8.2 Participles

1. When present participles (-ing) are used like adjectives or adverbs, they are active in meaning.
   Modern art is interesting.
   Pour boiling water onto the pasta.
   She sat in the corner crying.
2. When past participles (-ed) are used like adjectives or adverbs, they are passive in meaning.
   I’m interested in modern art.
   Look at that broken doll.
   He sat in his chair filled with horror at what he had just seen.
3. Participles after a noun define and identify in the same way as relative clauses.
   I met a woman riding a donkey. (= who was riding ...)  
   The car stolen in the night was later found abandoned. (= that was stolen ...)
4. Participles can be used as adverbs. They can describe:
   • two actions happening at the same time.
     She sat by the fire reading a book.
   • two actions that happen one after another.
     Opening his case, he took out a gun.
     If it is important to show that the first action is completed before the second action begins, we use the perfect participle.
     Having finished lunch, we set off on our journey.
     Having had a shower, she got dressed.
   • two actions that happen one because of another.
     Being stingy, he never bought anyone a Christmas present.
     Not knowing what to do, I waited patiently.
5. Many verbs are followed by -ing forms.
   I spent the vacation reading.
   Don’t waste time thinking about the past.
   Let’s go swimming.
   He keeps on asking me to go out with him.

UNIT 9

9.1 Expressing habit

Present Simple

1. Adverbs of frequency come before the main verb, but after the verb to be.
   We hardly ever go out.
   She frequently forgets what she’s doing.
   We don’t usually eat fish.
   I rarely see Peter these days.
   We are seldom at home in the evening.
   Is he normally so bad-tempered?
2. Sometimes, usually, and occasionally can come at the beginning or the end of a sentence.
   Sometimes we play cards.
   We go to the movies occasionally.
   The other adverbs of frequency don’t usually move in this way.
   *Always I have tea in the morning.

Present Continuous

1. The Present Continuous can be used with always to express a habit which happens often and perhaps unexpectedly. It happens more than is usual.
   I like Peter. He’s always smiling.
   She’s always giving people presents.
2. However, there is often an element of criticism with this structure. Compare these sentences said by a teacher.
   Pedro always asks questions in class. (This is a fact.)
   Pedro is always asking questions in class. (This annoys the teacher.)
3. There is usually an adverb of frequency with this use.
   I’m always losing my keys.
   She’s forever leaving the water running.

will and would

1. Will and would express typical behavior. They describe both pleasant and unpleasant habits.
   He’ll sit in his chair for hours on end.
   She’d spend all day long gossiping with the neighbors.
   Would cannot be used to express a state.
   *He’d live in a large house.
2. Will and would, when decontracted and stressed, express an annoying habit.
   She WOULD make us wash in ice-cold water.

used to + infinitive

1. This structure expresses a past action and/or a state. It has no present equivalent.
   When I was a child, we used to go on vacation to Florida. (action)
   He used to live in a large house. (state)
2. Notice the negative and the question.
   Where did you used to go?
   We didn’t use to do anything interesting.
3. We cannot use used to with a time reference + a number.
   *We used to go there for vacation 10 years/times.
   But ...
   We used to go there every year.

be/get used to + noun + -ing form

1. This is totally different from used to + infinitive. It expresses an action that was difficult, strange, or unusual before, but is no longer so. Here, used is an adjective, and it means familiar with.
   I found it difficult to get around New York when I first came, but I’m used to it now.
   I’m used to getting around New York by subway.
2. Notice the use of get to express the process of change.
   I’m getting used to the climate.
   Don’t worry. You’ll get used to eating with chopsticks.

UNIT 10

10.1 Modal auxiliary verbs 2

Modal auxiliary verbs of probability in the past

1. All modal auxiliary verbs can be used with the perfect infinitive.
   They express the same varying degrees of certainty as explained on p. 143. Again, must have is the most certain, and might/may/should have is the least certain.
   It must have been a good party. Everyone stayed till dawn.
   The music can’t have been any good. Nobody danced.
   Where’s Pete? He should have been here ages ago.
   He may have gotten lost.
   He might have decided not to come.
   He could have been in an accident.
2. Would have thought is common to express an assumption or supposition.
   I'd have thought they'd be here by now. Where are they?
   You'd have thought she'd remember my birthday, wouldn't you?
   Wouldn't you have thought they'd call if there was a problem?

Other uses of modal verbs in the past

should have

1. Should have can express advice or criticism about a past event. The sentence expresses what is contrary to the facts.
   You should have listened to my advice. (You didn't listen.)
   I shouldn't have lied to you. I'm sorry. (I did lie.)
   You shouldn't have told her you hated her. (You did tell her.)
2. Look at these sentences.
   You should have been here yesterday!
   You should have seen his face!
   Should have is used here for comic effect. The suggestion is because it was so funny!
3. Shouldn't have also expresses an action that was done, but it wasn't necessary. It was a waste of time.
   I shouldn't have gotten up so early. The train was delayed.
   "I've bought you a new pen, because I lost yours." You shouldn't have bothered. I've got hundreds.

could have

1. Could have is used to express an unrealized past ability. Someone was able to do something in the past but didn't do it.
   I could have gone to college, but I didn't want to.
   We could have won the game. We didn't try hard enough.
   I could have told you that Chris wouldn't come. He hates parties.
   I was so angry with her, I could have killed her!
2. It is used to express a past possibility that didn't happen.
   You fool! You could have killed yourself!
   We were lucky. We could have been caught in that traffic jam.
   When I took the burned meal out of the oven, I could have cried!
3. It is used to criticize people for not doing things.
   You could have told me that Sue and Jim had split up!
   I've been cleaning the house for hours. You could at least have cleaned your bedroom!

might have

1. The above use of should have can also be expressed with might have.
   You might have helped instead of just sitting on your backside!
2. I might have known/guessed that ... is used to introduce a typical action of someone or something.
   I might have known that Peter would be late. He's always late.
   The car won't start. I might have guessed that would happen.

UNIT 11

11.1 Hypothesizing

First and second conditionals

1. First conditional sentences are based on fact in real time. They express a possible condition and its probable result in the present or future.
   If you pass your exams, I'll buy you a car.
2. Second conditional sentences are not based on fact. They express a situation which is contrary to reality in the present and future. This unreality is shown by a tense shift from present to past. They express a hypothetical condition and its probable result.
   If I were taller, I'd join the police force.
   What would you do if you won the lottery?

Notes

- The difference between first and second conditional sentences is not about time. Both can refer to the present and future. By using past tense forms in the second conditional, the speaker suggests the situation is less probable, or impossible, or imaginary.
   Compare the pairs of sentences.
   If it rains this weekend, we'll ... (said in England where it often rains)
   If it rained in the Sahara, it would ... (this would be most unusual)
   If global warming continues, we'll ... (I'm a pessimist.)
   If global warming continued, we'd ... (I'm an optimist.)
   If you come to my country, you'll have a good time. (possible)
   If you came from my country, you'd understand us better. (impossible)
   If I am elected as a member of Congress, I'll ... (said by a candidate)
   If I ruled the world, I'd ... (imaginary)
- We can use were instead of was, especially in a formal style.
   If the situation were the opposite, would you feel obliged to help?
   I'd willingly help if it were possible.

Third conditional

1. Third conditional sentences are not based on fact. They express a situation which is contrary to reality in the past. This unreality is shown by a tense shift from past to Past Perfect.
   If you'd come to the party, you'd have had a great time.
   I wouldn't have met my wife if I hadn't gone to France.
2. It is possible for each of the clauses in a conditional sentence to have a different time reference, and the result is a mixed conditional.
   If we had brought a map (we didn't), we would know where we are (we don't).
   I wouldn't have married her (I did) if I didn't love her (I do).

Other structures that express hypothesis

1. The tenses usage with wish, if only, and I'd rather is similar to the second and third conditionals. Unreality is expressed by a tense shift.
   I wish I were taller. (But I'm not.)
   If only you hadn't said that! (But you did.)
   I'd rather you didn't wear lots of make-up. (But you do.)
   I'd rather you ... is often used as a polite way to tell someone to do something differently. The negative form I'd rather you didn't ... is especially useful as a polite way to say "no."
   "I'll come in with you." "I'd rather you waited outside."
   "Can open the window?" "I'd rather you didn't."

Notes

- wish ... would can express regret, dissatisfaction, impatience, or irritation because someone will keep doing something.
  I wish you'd stop criticizing me.
  I wish you'd do more to help in the house.
  I wish it would stop raining.
- If we are not talking about willingness, wish ... would is not used.
  I wish my birthday wasn't in December. (I wish it would be...)
  I wish I could stop eating junk food. (I wish I would be...)
  This is correct because it means I wish he were willing to ...
UNIT 12

12.1 Determiners

There are two kinds of determiners.
1. The first kind identifies things.
   articles – a/an, the
   possessives – my, your, our...
   demonstratives – this, that, these, those
2. The second kind are quantifiers, expressing how much or how many.
   some, any, no
   each, every, either, neither
   much, many, more, most
   (a) little, less, least
   (a) few, fewer, fewest
   enough, several
   all, both, half
   another, other

Determiners that express quantity are dealt with in Unit 6.

Each and every
1. Each and every are used with singular nouns. Each can be used to talk about two or more people or things. Every is used to talk about three or more.
   Every/each time I come to your house it looks different.
   Each/every bedroom in our hotel is decorated differently.
2. In many cases, each and every can both be used with little difference in meaning.
   We prefer each if we are thinking of people or things separately, one at a time. We use every if we are thinking of the things or people all together as a group.
   Each student gave the teacher a present.
   Every policeman in the state is looking for the killer.

Enough
1. When enough is used as a determiner, it comes before the noun.
   We don’t have enough food.
2. When it is used as an adverb, it comes after the adjective, adverb, or verb.
   Your homework isn’t good enough.
   I couldn’t run fast enough.
   You don’t exercise enough.

Articles

The use of articles is complex as there are a lot of “small” rules and exceptions. Here are the basic rules.

a/an
1. We use a/an to refer to a singular countable noun which is indefinite.
   Either we don’t know which one, or it doesn’t matter which one.
   They live in a lovely house.
   I’m reading a good book.
   She’s expecting a baby.
2. We use a/an with professions.
   She’s a lawyer.

the
1. We use the before a singular or plural noun, when both the speaker and the listener know which noun is being referred to.
   They live in the green house across from the library.
   The book was recommended by a friend.
   Watch the baby! She’s near the fireplace.
   I’m going to the mall. Do you want anything?
   I’ll see you at the gym later.
   “Where’s Dad?” “In the yard.”

2. We use the when there is only one.
   the world the Mississippi River the Atlantic Ocean
3. We use the for certain places which are institutions. Which particular place isn’t important.
   We went to the movies/theater last night.
   We’re going to the beach.

A followed by the

We use a to introduce something for the first time. When we refer to it again, we use the.
I saw a man walking a dog in the park today. The man was tiny and the dog was huge!

Zero article

1. We use no article with plural and uncountable nouns when talking about things in general.
   Computers have changed our lives.
   Love is eternal.
   Dogs need a lot of exercise.
   I hate hamburgers.
2. We use no article with meals.
   Have you had lunch yet?
   Come around for dinner tonight.
   But … We had a lovely lunch in an Italian restaurant.
EVERYDAY ENGLISH

Social expressions and the music of English

CD | B

UNIT 1 p. 11

UNIT 2 p. 14

PRACTICE

Exchanging information

Student A
Ask and answer questions to complete the information about Tony and Maureen Wheeler.

A: Excuse me, is this yours?
B: Let me see. Yes, it is. Thank you. I must have dropped it.
A: Is Chicago your final destination?
B: Yeah, I'll be home soon. What about you?
A: I have a connecting flight to L.A.
B: Oh, do you live there?
A: Actually, no. I'm going there for work. I live in New York, in Soho.
B: Lucky you! I just love shopping there!
A: Yeah, you and thousands of others!
B: What do you mean?
A: Well, you know, the tourists. There are just so many, all year round.
B: Right, that's too bad. You don't like tourists, huh?
A: Well, I shouldn't really complain.
B: Why not? You can complain if you want.
A: Not really—you see, I work in the travel industry, so I make a living from tourists.

lonely Planet

Lonely Planet is one of the outstanding publishing successes of the past three decades. It employs more than people (How many?) and has offices in the U.S., England, and Australia. Its headquarters are in Melbourne.

Tony and Maureen Wheeler have been writing Lonely Planet guidebooks for . . . (How long?). They have written more than 650 guides. They sell . . . copies a year (How many?) in 118 countries.

The books have been translated into 17 languages.

Tony lived . . . (Where?) when he was young. He lived all over the world because of his father's job. He studied . . . at Warwick University (What?). Then he studied business at the London Business School.

Maureen was born in . . . (Where?). She went to London at the age of 20 because she wanted to see the world. Three days later she met Tony . . . (Where?). In 1972 they traveled overland across Europe, through Asia, and on to Australia. The trip took six months.

They wrote their first book, called . . . (What?), on their kitchen table in Melbourne. They have lived in Melbourne off and on for over 30 years.

Together they have been to . . . countries (How many?). Tony says that the most amazing place he has ever visited is a remote hilltop city called Tsaparang in the Himalayan mountains.

They are currently in . . . (Where?). On this trip, they are researching a new edition of their guide to the country.

In 2007, he sold his shares in the company to . . . (Who . . . to?). He says, "I've had a wonderful time, it's been terrific, but it has now gotten too much like a business."
UNIT 2 p. 18

SPEAKING AND LISTENING

Dreams come true

These are the top 15 things that people most wanted to do before they die.

1. swim with dolphins
2. go scuba diving on the Great Barrier Reef
3. go whale-watching
4. dive with sharks
5. go skydiving
6. fly in a hot-air balloon
7. fly in a fighter plane
8. go on safari
9. see the Northern Lights
10. visit Machu Picchu
11. climb Sydney Harbor Bridge
12. get away to a paradise island
13. drive a Formula 1 car
14. go white-water rafting
15. walk the Great Wall of China

UNIT 3 p. 24

PRACTICE

News and responses

Student A
Read the newspaper story. Then tell the story to your partner.

WOMAN BARRED FROM TOP STORE

As fashion-conscious GILLY WOODWARD left Harrods, the famous London department store, last Friday, she felt proud of the $200 designer jeans that she had just bought. But when Gilly, 31, came back the next day for more shopping, she was barred from entry for wearing the same jeans.

Gilly, now back home in Toronto, had been staying with friends in London for a few days. She explained what had happened.

“I was walking through the doors when I was stopped by a security guard. He pointed at my knees and said that my jeans were torn, and I couldn’t enter. I tried to tell him that I had bought them in Harrods the day before and that the torn parts were fashionable. But he didn’t listen. He told me to get out. By this time, a crowd of people had gathered. I left immediately. I had never felt so embarrassed.”

A spokesperson from Harrods said that the dress code had been introduced in 1989, and it states: no beachwear, no backpacks, no torn jeans.

UNIT 5 p. 46

SPEAKING

Career Quiz: How ambitious are you?

Mainly A answers
You are ambitious and competitive. You may be talented and hardworking, but your success is often due to your own self-promotion. This approach will probably earn you success and riches, but be careful never to turn your back on anyone.

Mainly B answers
You are ambitious but too sensitive to others’ feelings to be hugely successful. You are always looking for approval. You will have to put yourself first sometimes. Take a few tips from your ambitious colleagues, and you’ll have more success.

Mainly C answers
You have very little ambition. Clearly work is not the most important thing in life for you. This is by no means a bad decision, but try to act as if you have a bit of ambition before your colleagues tell the boss about you.

UNIT 4 p. 31

PRACTICE

Quiz time!

Group A

Music
1. Louis Armstrong played jazz music. (What kind?)
2. A violin has four strings. (How many?)

Sports
3. A bronze medal is given to the person who comes in third in the Olympic Games. (What?)
4. Golf was first played in Scotland. (Where?)

Science
5. The Sun is the nearest star to the earth. (Which?)
6. Albert Einstein developed the theory of relativity. (Who?)

Geography
7. The capital of New Zealand is Wellington. (Which country?)
8. The Richter scale measures earthquakes. (What?)

History
9. President John F. Kennedy was assassinated in 1963. (Which year?)
10. Nelson Mandela was in prison for twenty-eight years. (How long ... for?)
PRACTICE
Exchanging information

Student B
Ask and answer questions to complete the information about Tony and Maureen Wheeler.

**BACKGROUND**
- Father worked for British Airways
- Lived in Pakistan, the Bahamas, the U.S.
- Lived overseas for most of my school days

**EDUCATION**
- Educated mainly in Britain and the U.S. Most of my secondary education was in the U.S.
- Came back to England to do my college entrance exams when I was 16
- Went to Warwick University to study engineering

**WORK**
- Started a career in engineering, did this for a couple of years in Coventry, England
- Went to do an MBA in business studies in London

**LONELY PLANET GUIDES**
- First one came out in 1973
- Idea came because a lot of people were asking us questions about our trip across Asia
- Worst moment was when we first started the business. We didn't have enough money.
- Best moment was doing something that no one had done before. Our guides were the first of their kind.
- The secret of our success is that people can rely on us, so they keep coming back to us.
- If you want to get into travel writing, you have to have traveled a lot. You have to be able to write well. You have to believe in what you're doing. Wanting to do it is far more important than wanting to make money.

**FAMILY**
- Two children, a girl and a boy

**VACATIONS**
- Like walking and diving

**FUTURE**
- Would like to go back to Nepal
- Am looking forward to spending a long time in Australia. In my opinion, there's no better place in the world to be alone.

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Lonely Planet is one of the outstanding publishing successes of the past three decades. It employs more than 500 people and has offices in... (Where?). Its headquarters are in Melbourne.

Tony and Maureen Wheeler have been writing Lonely Planet guidebooks for over 30 years. They have written... guides (How many?). They sell around 5.5 million copies a year in 118 countries. The books have been translated into... languages (How many?).

Tony lived in many different countries when he was young. He lived all over the world because... (Why?). He studied engineering at Warwick University, then he studied business at... (Where?).

Maureen was born in Belfast. She went to London at the age of 20 because... (Why?). Three days later she met Tony on a bench in Regent's Park. In 1972 they traveled overland across Europe, through Asia, and on to Australia. The trip took... (How long?). They wrote their first book, called Across Asia on the Cheap, on their kitchen table in Melbourne. They have lived in Melbourne off and on for over... (How long?).

Together they have been to more than 100 countries. Tony says that the most amazing place he has ever visited is... (What?). They are currently in India. On this trip, they are... (What... doing...?).

In 2007, he sold his shares in the company to BBC Worldwide. He says, "..." (What?).

---

**Rajasthan**
Includes Delhi and Agra

---

Extra Materials
**PRACTICE**

**News and responses**

Student B

Read the newspaper story. Then tell the story to your partner. Show him/her the photo.

---

**Man fined for keeping tiger in apartment**

A MAN WHO kept a 400-pound tiger in his apartment in Harlem, New York has been fined $2,500 and forbidden from owning animals for ten years.

Brian Jackson, 31, had bought the Bengal tiger, named Ming, when it was just a three-month-old cub. It had been living in his fourth-floor apartment for three years, eating raw meat provided by Jackson, who worked as a butcher. Neighbors had often complained of strange smells and loud noises.

Jackson's unusual pet came to light because he had had to go to the hospital with cuts and bites to his arm. The tiger had attacked him in an apparent attempt to capture and kill a cat that he also kept in the apartment.

Police officers scaled down the outside of the building and fired tranquilizer darts through an open fourth-floor window. They removed the tiger, and also an alligator, to a New York animal shelter.

A neighbor said, "We liked having Ming here. He was cool. My worry is that he won't like the country. He's a city cat, and he likes jazz and hip-hop."

---

**EVERYDAY ENGLISH**

**Role play**

- **A** = Anna  **B** = Ben  **H** = Henry  **K** = Kim

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

**K** Thanks so much. Oh, these are for you.

**A** What lovely flowers! How nice of you! Thank you so much. Now, I don't think you know Henry. Let me introduce you. Henry, this is Kim.

**H** Hello, Kim. Nice to meet you. I've heard a lot about you.

**K** ...

**H** Where exactly are you from, Kim?

**K** ...

**H** That's interesting. And what are you doing in Seattle?

**K** ...

**H** And how do you find Seattle, Kim? Is it like home, or is it very different?

**K** ...

**B** Now, Kim. What would you like to drink?

**K** ...

**B** Sure. I'll just get that for you.

**K** ...

**A** OK, everybody. Dinner's ready. Come and sit down. Kim, can you sit next to Henry?

**K** ...

**B** Does everybody have a glass? Cheers, everybody!

**K** ...

**A** Kim, help yourself. Would you like some Parmesan parsnips?

**K** ...

**A** Well, they're parsnips coated in Parmesan cheese and roasted. Would you like to try some?

**K** ...

**A** Hey, no problem. Well, bon appétit everyone!
UNIT 3 p. 26

The Clinging Woman

A man (whose name we never learn) wakes up early one morning to see a woman hanging from her balcony. He calls the police, who come to rescue her. His neighbors treat him as a hero. He thinks he did nothing that was brave and wants to forget the whole episode. Two weeks later the woman comes to his door to thank him. She introduces herself as Lydia Simpson.

They get to know each other and have meals together. One evening he asks her why she tried to kill herself. She replies that she had been engaged to be married, but the man had left her for someone else.

He is attracted to her because she is neat, feminine, and self-reliant. In time they get married. She is the perfect wife and homemaker. They have a close, intense relationship, with very few outside people coming into their lives.

The man is promoted at work. He needs to find a secretary. Lydia proposes herself. He tries to explain that it wouldn’t be a good idea for his wife to be his secretary as well, but she takes this as a rebuff of his love. The next day she tries to commit suicide again by gassing herself in the oven. She is rushed to the hospital, where she confesses to him that she had also tried to kill herself when she was 17 because a boy had let her down.

The man is determined to devote the rest of his life to looking after his wife. He refuses to go on a business trip to Canada in order to stay with her. They decide not to have children. Their own company is enough for them. He gets sick and does some work from home with Lydia acting as his secretary. He becomes depressed and even contemplates suicide himself. As he approaches forty he sees himself trapped.

His company is opening an office in Australia, and he is offered the opportunity of going there for three months. But he is worried because this will take him away from home. He tries to put off telling Lydia, but she eventually finds out. She reacts very badly but helps him to prepare for the trip. He knows that she will probably try to kill herself again. He also thinks about suicide as a way out of this suffocating relationship.

He discovers Lydia has taken an overdose of sleeping pills. She is still alive. He is about to call for an ambulance when he makes a big decision. He goes out of the house and doesn’t come back until several hours later when he knows his wife will have died.

UNIT 11 p. 93

VOCABULARY AND PRONUNCIATION

Word pairs

CDJ 20

A Are you going to take a vacation this year?
B I’d love to—but we’ll have to wait and see. We’re kind of broke at the moment.
A We’re hoping to rent that farmhouse in Vermont, but it’s touch and go whether we will.
B Why’s that?
A Well, I don’t know if I can get the time off work.
B But I thought they were good about giving you time off.
A Yeah, they are, by and large, but we’re a small company and we have to cover for each other, so there’s a lot of give and take.
B Yeah, I can see that. At least you got away last year. I’m sick and tired of not being able to go anywhere.
A You get away now and then, don’t you?
B More “then” than “now.” We used to spend the occasional weekend in the country, but since the kids came along it’s more difficult. Oh, for the peace and quiet of the countryside—uh, but I don’t suppose we’d get much peace or quiet, even if we could afford to go, what with three kids and two dogs.
A Is Chris fed up too?
B You know Chris. Never complains, just grins and bears it.
A I tell you what. If we do manage to get that farmhouse, why don’t you all join us? It’s huge.
B Oh, that’s so nice! Uh, but I don’t know. Wouldn’t we be spoiling your vacation? What would Pat think? What if …
A Oh, just come along! The offer’s there—you can take it or leave it!
B I can’t tell you how much I appreciate it. It would be great, but can I talk to Chris about it first?
A Of course. I’m sure you’ll want to go through all the pros and cons together.
B I can’t think of many cons. It’s just too good to be true. Thank you so much.
A Well, as I said, the offer’s there. Let’s hope I get the time off work—we’ll have a great time together.
LISTENING AND SPEAKING

The interpretation of dreams

a. Buildings and houses are symbols of yourself. The upstairs represents your conscious mind and the lower floors and cellar your hidden self. The cramped feeling of the cellar indicates frustration and a need to expand your activities or thinking. Decayed or crumbling buildings indicate that your self-image has suffered. Treat yourself to a few activities that make you feel good about yourself.

b. This dream symbolizes rediscovering a part of yourself. There may be something that you have neglected or repressed. It could be that you had an ambition in life and only now have found the opportunity to try again.

The dream may also have a literal interpretation. If you’re worried about finances, now may be the time to start a new venture.

c. This dream highlights a loss of self-control. It may represent your insecurity, a lack of self-confidence, a fear of failure, or an inability to cope with a situation. There could also be a literal interpretation. You may have noticed something unsafe—a loose stair rail, wobbly ladder, or insecure window. Check it out. The dream may be a warning.

UNIT 10 p. 83

ÖTZI THE ICEMAN

He died 5,300 years ago. He was 46 years old and 5 feet 2 inches tall. He had a beard.

His last meal was goat steak and bread baked in charcoal.

He wore goatskin leggings, a deerskin jacket, a thick grass cape, and a bearskin hat.

He stuffed his leather shoes with grass to keep out the cold.

He lived his entire life in a world just 50 kilometers across.

He knew how to look after himself. He had over 70 items in his possession, including flints for skinning animals and sharpening tools. In his backpack he carried herds with pharmaceutical properties, dried fruit, and flint and tinder for starting fires.

He was probably a herdsman or hunter, but on this day he was a warrior. He had an axe and a longbow and arrows tipped with a flint.

No one knows how the battle started. Perhaps Ötzi and his companions deliberately entered enemy territory, or perhaps they were ambushed or attacked one another.

From the DNA on his clothing and weapons and the injuries to his body, Ötzi's last and fatal fight can be reconstructed with some precision.

Ötzi stabbed one of his enemies with his flint dagger. He shot an arrow into another and managed to retrieve the valuable weapon before shooting it again. He killed or wounded at least three men, but the hand-to-hand fighting was ferocious. Ötzi tried to hold off one assailant and suffered a deep wound in one hand that left three fingers useless.

Ötzi put up a fierce fight until an arrow, fired from behind, entered his shoulder and penetrated close to his lung. Ötzi retreated into the mountains but not before lifting a wounded companion onto his back. The blood of the injured man mixed with Ötzi's, soaking into his jacket.

Finally, high in the Ötzi Alps, Ötzi staggered into a small ravine and collapsed. It took two more days before he died, and the ice closed over him.

UNIT 12 p. 98

THE PACE OF LIFE

How well do you use your time?

Answers to quiz

Mostly a answers
You’re a daydreamer. Did you actually manage to finish the quiz? You have little control over your life. Chaos surrounds you. Perhaps you tell yourself that you are being creative, but the truth is that you are frightened of failure, so you don’t try. Your abilities remain untested and your dreams unfulfilled.

Mostly b answers
You represent balance and common sense. Your ability to manage your life is impressive, and you know when to relax. You understand that the best decisions are never made in an atmosphere of pressure. You are able to meet deadlines and look ahead to make sure crises don’t happen.

Mostly c answers
You live in hope that something or somebody will make everything in life work out for you. “I’ll get around to it,” you tell yourself. What you don’t tell yourself is that you alone can manage your life. You are expert at putting things off until later and finding excuses when you do so. Forget these excuses. The right time is now.

Mostly d answers
You are certainly an achiever. Superman or superwoman. You know how to get a job done, and you are proud of the way you manage your life. You are obsessive about putting every second of the day to the best use and get irritated by people who are not like you and prefer to take life at a slower pace. Learn to relax a little. Remember, stress kills.
### Irregular Verbs

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### Verb Patterns

#### Verb + -ing

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<th>Action</th>
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<tbody>
<tr>
<td>like</td>
<td>swimming</td>
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<td>love</td>
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#### Verb + to + infinitive

<table>
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<th>Action</th>
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<td>choose</td>
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<td>would like</td>
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<td>would love</td>
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#### Verb + -ing or to + infinitive

<table>
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<tbody>
<tr>
<td>begin</td>
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<td>start</td>
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#### Modal auxiliary verbs

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<td>can</td>
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<td>will</td>
<td>arrive</td>
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The new *American Headway* Student Audio Download Center allows students to access and download audio files for the listening activities in the Student Book. To find this content, visit the *American Headway* Student Audio Download Center at [www.oup.com/elt/americanheadway2e](http://www.oup.com/elt/americanheadway2e). Then navigate the files by searching for the unit, page number, and exercise.

**Student Practice Multi-ROM tracks**

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<th>Track</th>
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<th>Topic</th>
<th>Speakers</th>
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<tr>
<td>1</td>
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<td>What would you miss if you went to live abroad?</td>
<td>Patrick, Kizzi, Jonathan, Joshua</td>
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<tr>
<td>2</td>
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<td>What do you most want to do before you die?</td>
<td>Bryan, Kasey, Blake, Robert, Emily</td>
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<td>3</td>
<td>3</td>
<td>Describe a book you recently read.</td>
<td>Joshua, Victor, Mary-Liz, Patrick</td>
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<td>4</td>
<td>4</td>
<td>When is it OK to lie?</td>
<td>Victor, Rebecca, Bryan, Joshua</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Talk about your next vacation.</td>
<td>Mary-Liz, Rebecca, Lyle, Joe, Bryan, Patrick</td>
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<tr>
<td>6</td>
<td>6</td>
<td>Talk about a successful restaurant.</td>
<td>Rodrigo, Paul, Su, Blake, Mohamed</td>
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<tr>
<td>7</td>
<td>7</td>
<td>Do you think arranged marriages are good or bad?</td>
<td>Blake, Mohamed, Kim, Rebecca, Robert</td>
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<tr>
<td>8</td>
<td>8</td>
<td>What's the coldest, hottest, or wettest you've ever been?</td>
<td>Grace, Nick, Rodrigo, Aimee, Lyle</td>
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<tr>
<td>9</td>
<td>9</td>
<td>Who is a teacher you'll never forget?</td>
<td>Danny, Paul, Rebecca, Blake</td>
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<tr>
<td>10</td>
<td>10</td>
<td>What were your favorite stories as a child?</td>
<td>Victor, Danny, Vangile, Linnea</td>
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<tr>
<td>11</td>
<td>11</td>
<td>Describe a memorable dream.</td>
<td>Rebecca, Erin, Joshua, Linnea, Joye</td>
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<tr>
<td>12</td>
<td>12</td>
<td>Which stage of life do you think is the best or worst?</td>
<td>Mary-Liz, Joe, Maria, Rodrigo</td>
</tr>
</tbody>
</table>
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NEW Student Practice Multi-ROM
Variety of interactive exercises offer grammar, vocabulary, writing, and listening practice

Video — Talk about a successful restaurant.
Watch the video. Click on six words or phrases that you hear.

Rodrigo

vegetarian
inexpensive
ethnic food
off the same plate
silverware
live music
ambience
spectacular view
customer service
celebrity chef
all you can eat buffet

Check answers

UNIT MENU ◀SCOREBOARD EXIT

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