<table>
<thead>
<tr>
<th>Episode 1</th>
<th>Julia’s boyfriend</th>
<th>page 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in use</td>
<td>Dialogues, <em>here is / there is</em>, Useful expressions, Culture note: charities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode 2</th>
<th>A star is born</th>
<th>page 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in use</td>
<td>Useful expressions, <em>just</em>, Informal language – <em>boys, girls</em> and <em>guys, this / some</em></td>
<td></td>
</tr>
<tr>
<td>Grammar summary</td>
<td>The Past simple tense of <em>to be</em>, The Past simple tense, The Future with <em>will</em>, The First conditional</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode 3</th>
<th>Meeting the parents</th>
<th>page 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in use</td>
<td><em>something to ... / nothing to ...</em>, Talking of ..., Responses</td>
<td></td>
</tr>
<tr>
<td>Grammar summary</td>
<td>The Past continuous tense, the Past continuous tense and the Past simple tense, <em>when / while</em>, Comparative and superlative adjectives, <em>as ... as</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode 4</th>
<th>Martha takes a break</th>
<th>page 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in use</td>
<td>Useful expressions, A telephone conversation, <em>I don’t think ...</em>, Problems, Culture note: French fries and chips</td>
<td></td>
</tr>
<tr>
<td>Grammar summary</td>
<td>The Present perfect tense, The Present perfect tense and The Past simple tense, <em>some / any, a few / a bit of, used to</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode 5</th>
<th>Waiting for Tim</th>
<th>page 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in use</td>
<td>Going out, <em>Would you mind ...?</em>, Excuses</td>
<td></td>
</tr>
<tr>
<td>Grammar summary</td>
<td>First and Second conditionals, Gerunds, The Future with <em>going to</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode 6</th>
<th>I threw it all away</th>
<th>page 44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in use</td>
<td><em>What on earth ...?</em>, Phrasal verbs, Dialogues</td>
<td></td>
</tr>
<tr>
<td>Grammar summary</td>
<td>The Passive voice, <em>must / have to, can / be able to</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode 7</th>
<th>The visitor</th>
<th>page 52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in use</td>
<td>Useful expressions, <em>a bit (of)</em>, Contradicting</td>
<td></td>
</tr>
<tr>
<td>Grammar summary</td>
<td>The Past perfect tense, <em>want (someone) to do (something)</em>, Tense revision</td>
<td></td>
</tr>
</tbody>
</table>

| Transcripts | | page 60 |
EPISODE 1

Julia's boyfriend

While you watch

1a

Look at the pictures. These are the main characters in Lifetime Level 2.

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnes</td>
<td></td>
</tr>
<tr>
<td>Drake</td>
<td></td>
</tr>
<tr>
<td>Bond</td>
<td></td>
</tr>
<tr>
<td>Casey</td>
<td></td>
</tr>
<tr>
<td>Martha McKay</td>
<td>producer</td>
</tr>
</tbody>
</table>

Answer the questions.

1. Do you know their names? Choose from this list.
   - Cindy
   - Rebecca
   - Charlie
   - Gary
   - Tim

2. Where do they work?
   - a cameraman
   - a personal assistant
   - a trainee
   - a newsreader
   - a reporter

3. What are their jobs? Choose from this list.
   - Molly
   - Sean
   - Jason
   - Kylie
   - Fenton

1b

Do you recognize any of the other names from the list in 1a?

1c

Do sections B and C. As you watch, check your ideas and complete the information under the pictures.
1 Watch to JULIA: Well, what do you think? Answer the questions.
1 What day is it?
2 What’s the time?
3 Where is Rebecca going?
4 Why does she switch on the TV?
5 Who is Cindy?

2 Watch again. Complete the sentences with the correct names.
1 is tidying the flat. Mickey and Dolly Haddock.
2 is coming to collect Rebecca. Chuck and Millie Faggott.
3 are going to their parents’ place. Charlie and Molly Craddock.
4 is going to have a birthday party. 
5 is getting her breakfast.
6 is falling in love.
7 is reading the news on TV.

Discuss the questions.
1 Why does Rebecca say that Julia sounds happy?
2 Who does she think Julia is falling in love with?
3 Why does she think this?
4 How does she feel about it?
5 Why won’t Rebecca and Julia see each other again before Monday?

3b Watch again. Check your answers.

Watch without the sound until you see Rebecca. Answer the questions.
1 What are these people doing?
2 Where are they?
3 What happens during the interview?
4 Who arrives after the interview?

2a Watch again with the sound this time. Check the names and jobs of the people on page 4.

2b Who are Jason and Kylie?

3a Tick the correct endings.
1 The two walkers’ names are … 
   □ Mickey and Dolly Haddock.
   □ Chuck and Millie Faggott.
   □ Charlie and Molly Craddock.
2 On Saturday mornings they usually …
   □ go to work. □ go shopping. □ stay in bed.
3 They are walking round the park to …
   □ raise money for local charities.
   □ break the international record.
   □ train for a race.
4 They practise …
   □ in their garden. □ in the street.
   □ in the park.
5 They practise for …
   □ an hour every evening.
   □ two hours every day.
   □ four hours each week.
6 The man says …
   □ it’s great fun. □ it’s very easy.
   □ it’s good exercise.
7 This afternoon Sean is having a visit from …
   □ the police. □ the headteacher.
   □ his neighbours.
8 His children …
   □ kicked a ball through the neighbours’ window.
   □ shaved the neighbours’ cat.
   □ put soap powder in the neighbours’ fish pond.
9 Tim and Julia are going …
   □ into town. □ shopping. □ for a meal.

3b Watch again. Check your answers.
1
Discuss the questions.
1 Who does Rebecca think Julia is going out with?
2 Who is she really going out with?
3 What do you think will happen?

2a
What is happening in these pictures?

2b 🎥
Watch to the end of Episode 1.
Number the pictures in the correct order.

Rewind the tape to Sean: Have a nice weekend. Watch to Gary: Julia, are you doing anything this evening? Tick the correct answers.
1 How do Abigail and Martha react to Rebecca’s news?
   - Rubbish!
   - No!
   - Nonsense!
   - Never!
   - Really?
   - How nice!

2 Where is Frederick?
   - at the White House
   - at the Kremlin
   - at the House of Commons

3 What does Martha have to do?
   - arrange a teleconference with him
   - send him an e-mail
   - call him on his mobile

2a
Complete the sentences.
1 She’s going _______ with someone.
2 What’s she giggling _______?
3 You’ll _______ guess.
4 Julia’s got _______ sense than that.
5 It’s _______. She told me on Saturday.
6 Well, _______ mind that.
7 He phoned to say that he can’t _______ it.
8 Look _______! She’s coming.

2b
Who says each thing?

2c 🎥
Watch again. Check your answers.
Watch to Gary:

Don’t you? What is Julia doing this week?

Watch to the end of Episode 1.

Complete what Rebecca says.

1b

Which word does she stress? Why?

2a

Number the dialogue in the correct order.

1. Secret? What secret?
2. Look. What is this, Gary? What do you want?
3. Oh, come on, you know. Don’t you?
4. Are you going out tomorrow, too?
5. Julia, are you doing anything this evening?
6. No, I’m not. I’m staying in and watching a video with Rebecca.
7. What do I know?
8. Oh, come on, Julia. Don’t be shy. I know your little secret.
9. Yes, I am. I’m going out.
10. What about Wednesday?
11. You know.

2b

Watch again. Check your answers.

1b

In Episode 1, what do you learn about the characters’

• personalities?
• relationships?

1b

Discuss your ideas with other members of the class.

Watch the whole of Episode 1 again.
Exercises

1
Look at the pictures on pages 5 to 7. What are the people doing?
Example
In the first picture on page 5, Rebecca is switching on the television.

2a
Two people are watching the scene in the park. Complete their dialogue. Put the verbs in brackets into the correct tense.
A: Who are those two people?
B: That's Charlie and Molly Craddock.
A: What (do) they (walk)?
B: They (walk) round the park backwards.
A: Why (do) they (raise)?
B: They (do) money for local charities.
A: Really? How (practise) they (walk) round their garden for two hours every day?
B: They (practise) very fast.
A: Look at those two men. What (do) the man in the green jacket (walk)?
B: He (interview) Molly and Charlie for the local television news. (Interview) The other man (film) them. (Film)
A: (do) Molly and Charlie (practise) this every Saturday morning?
B: No, they don't. They usually (go) shopping.
A: Oh, look. The reporter (fall over)

2b
Read the dialogue with a partner.

3a
Gary isn't reading the news this week. Here is his diary. What is he doing?
Example
At ten o'clock on Monday morning he's meeting some visitors from the USA.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>10 meet visitors from the USA</td>
</tr>
<tr>
<td></td>
<td>1 lunch with visitors</td>
</tr>
<tr>
<td></td>
<td>3 plan next week with Martha</td>
</tr>
<tr>
<td>Tuesday</td>
<td>11 fly to Brussels</td>
</tr>
<tr>
<td></td>
<td>1 meet EU President</td>
</tr>
<tr>
<td></td>
<td>pm return to London</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12 hairdresser's</td>
</tr>
<tr>
<td></td>
<td>pm golf</td>
</tr>
<tr>
<td>Thursday</td>
<td>11 open a new supermarket</td>
</tr>
<tr>
<td></td>
<td>pm interview with Vogue magazine</td>
</tr>
<tr>
<td></td>
<td>7.30 theatre</td>
</tr>
<tr>
<td>Friday</td>
<td>am free</td>
</tr>
<tr>
<td></td>
<td>pm teleconference with Frederick</td>
</tr>
<tr>
<td></td>
<td>9.30 Susan's party</td>
</tr>
<tr>
<td>Saturday</td>
<td>8.30 Rebecca, Julia and Tim to</td>
</tr>
<tr>
<td></td>
<td>dinner</td>
</tr>
<tr>
<td>Sunday</td>
<td>6 am read the news</td>
</tr>
</tbody>
</table>
3b
Some people want to meet Gary. Look at his diary. Give his replies.

Example
1 Can we meet on Monday morning?
   I'm sorry. I'm meeting some visitors from the USA.
2 Are you doing anything on Tuesday?
3 Can we arrange a meeting this week? How about Wednesday afternoon?
4 Are you free on Thursday morning?
5 Can we interview you on Friday afternoon?
6 Would you like to go to the cinema on Friday evening?
7 Can you make a game of golf on Saturday morning?

5
Complete the dialogues. Use the phrasal verbs in the Present continuous tense.

<table>
<thead>
<tr>
<th>go out together</th>
<th>go out</th>
</tr>
</thead>
<tbody>
<tr>
<td>stay in</td>
<td>go away</td>
</tr>
<tr>
<td>get back</td>
<td>pick up</td>
</tr>
<tr>
<td>go out with</td>
<td></td>
</tr>
</tbody>
</table>

1
A: I'm going away for the weekend.
B: When are you going?
A: On Sunday.

2
A: What are you doing this evening?
B: No, I'm not. I am going to the cinema with Peter. He is picking me up at eight.

3
A: Are you free on Wednesday?
B: Yes, she and Tim are going to anyone.

Role play
Work in a group of three. Write and act a play to fit this scenario.

A and B are doing something unusual. C is a reporter from the local radio station. He/she interviews A and B. Use these cues.

What / do?
Why / do?
Easy?
How / practise?
What / normally do?

Culture note: charities
In Britain, people often do unusual things to raise money for charity. They tell people what they are going to do and ask people to sponsor them. For example, when Molly and Charlie walk round the park backwards, someone might promise to give them £10 for every circuit. Then if they go round twenty times, the person will give them £20. If lots of people sponsor them they can raise a lot of money for charity.
1 Dialogues
Make dialogues. Use the questions and responses. Give a reason for the response.
Example
A: How was your holiday?
B: Don't ask. Everything went wrong and the weather was terrible.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>your holiday?</td>
<td>It was great fun!</td>
</tr>
<tr>
<td>your day?</td>
<td>Not bad, I suppose.</td>
</tr>
<tr>
<td>the party?</td>
<td>Don't ask.</td>
</tr>
<tr>
<td>your weekend?</td>
<td></td>
</tr>
<tr>
<td>the job interview?</td>
<td></td>
</tr>
</tbody>
</table>

2a here is / there is
Look at the tables. What's the difference between a noun and a pronoun?

<table>
<thead>
<tr>
<th>Here</th>
<th>There</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here</td>
<td>There</td>
<td>he</td>
</tr>
<tr>
<td>Shea</td>
<td>it</td>
<td>is</td>
</tr>
</tbody>
</table>

2b Complete the dialogues for these situations. Use the tables in 2a.
Example
1 You're looking for your pen. You find it in your pocket.
   Where's my pen? Ah, here it is.
   A: Where's my pen?
   B: Ah, here it is.

2 You're talking, not working. Martha comes out of her office.
   Look out!
   A: Look out!
   B: Martha!

3 You're waiting for Tim. He comes into the room.
   Tim's late. Ah, there he is.
   A: Tim's late. Ah, there he is.
   B: Tim's late. Ah, there he is.

4 You want to talk to Sean. You see him on the other side of the room.
   Oh, good. I want a word with him.
   A: Oh, good. I want a word with him.
   B: Oh, good. I want a word with him.

5 You're waiting for Cindy. A car stops outside the house.
   Cindy should be here soon. Ah, she is.
   A: Cindy should be here soon. Ah, she is.
   B: Cindy should be here soon. Ah, she is.

6 You're in a restaurant. Gary comes in. You don't want to talk to him.
   A: Oh no! I don't want to talk to him.
   B: I don't want to talk to him.

7 You can't find your mobile. You see it on the other side of the room.
   Where's my mobile?
   A: Where's my mobile?
   B: Ah, on that desk.

3 Useful expressions
Complete the dialogues with these expressions.

<table>
<thead>
<tr>
<th>Good luck</th>
<th>I can't stay here all day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come on</td>
<td>Here they are</td>
</tr>
<tr>
<td>Have a nice weekend</td>
<td>What's he like</td>
</tr>
<tr>
<td>Never mind that</td>
<td>It seems</td>
</tr>
<tr>
<td>You'll never guess me, too</td>
<td>You sound happy</td>
</tr>
<tr>
<td>I think so</td>
<td>You sound happy</td>
</tr>
</tbody>
</table>

1 A: Is the meeting here?
   B: Yes, here it is.

2 A: Here he is.
   B: Well, here he is, but I met this great guy at the party last night.
   A: Really?
   B: Oh, he's very good-looking.
   A: Well, here he is! Tell me more.

3 A: Hank's got a new job.
   B: Wow, that's great!
   A: Yes, he had an interview last week.
   B: Well, now. Have you got those letters for me?
   A: Yes, here they are.

4 A: I'm playing in a tennis tournament on Sunday.
   B: Good luck!
   A: Thanks. Well, I've got work to do.
   B: I've got work to do.

5 A: See you then.
   B: And you. Bye.
The Present simple tense
Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>like</td>
<td>swimming, Gary, parties.</td>
<td></td>
</tr>
</tbody>
</table>

Negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>don't</td>
<td>(do not)</td>
<td>like swimming, Gary, parties.</td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Do</th>
<th>I</th>
<th>we</th>
<th>you</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I do.</td>
<td>we</td>
<td>you</td>
<td>they</td>
</tr>
</tbody>
</table>

Short answers

Yes, I do. He does. They do.
No, I don't. He doesn't. They don't.

The Present simple tense and the Present continuous tense
The Present simple tense is used to describe habits and routines.

Charlie and Molly Craddock usually go shopping on Saturday.

The Present continuous tense is used to talk about temporary activities and actions taking place at the time of speaking.

Today they are walking backwards around the park.

The Present simple tense describes permanent states.

Frederick works for Apex TV.

The Present continuous tense describes temporary actions.

At the moment he's travelling abroad.

Stative verbs
Some verbs are not usually used in the Present continuous tense, even when they refer to the time of speaking or temporary states. These verbs express feelings and opinions rather than describing actions.

It seems Gary and Julia are going out.
You sound happy.
Do I know him?
I think he's nice.

The Present continuous tense with future meaning
The Present continuous tense is often used with a future time expression to talk about plans and arrangements.

Are you doing anything tomorrow?
I'm staying in and watching a video with Rebecca.
The police are coming to see us this afternoon.
EPISODE 2

A star is born

While you watch

1

Watch until the meeting with Martha starts.
What do the children in the picture want? What is Gary doing?

2

Watch again. Tick the correct answers.

1 What are Gary and Tim talking about?
   - a new series
   - the news
   - an interview

2 When will the meeting be?
   - next week
   - on Friday
   - tomorrow

3 What does Rebecca call the children?
   - kids
   - friends
   - fans

4 What does Gary use?
   - his own pen
   - Tim’s pen
   - the boy’s pen

5 Who does the boy want the autograph for?
   - himself
   - his mother
   - his grandmother

3a

How do Gary, Tim, Julia and Rebecca feel about the children?
Complete the speech bubbles.

3b

Why do Gary’s feelings change?

3c

Watch again. Check your answers.
1  Watch to the end of the meeting with Martha. Are these statements true (T) or false (F)?

1 They’re talking about Tim’s new series.  [ ]
2 The series will be called *People’s Lives*. [ ]
3 It will be about famous people.  [ ]
4 They will interview people about their life stories. [ ]
5 The interviews will be in the studio.  [ ]
6 Tim will be the interviewer. [ ]
7 Julia will direct it. [ ]
8 Tim wants to try something new. [ ]

2a Answer the questions.
1 What do people use these words to describe? new ______ simple ______
   ordinary ______ excellent ______
   extraordinary ______ exciting ______
2 Which of these jobs does Tim mention?
   - nurses
   - waitresses
   - bank managers
   - secretaries
   - shop assistants
   - hairdressers
   - housewives
   - lorry drivers

2b Watch again. Check your answers.

2b Why does Gary’s attitude change?

3a Watch again. Gary’s attitude to the series changes during the meeting. How can we see and hear the change?

3b Why does Gary’s attitude change?

3a Watch again. Check your answers.

3a This is the file card on the woman. Some of the information is wrong. Watch again and correct it.

*Name:* Mandy Richmond

*Job:* Secretary

*Story:* She got married when she was 17. She and her boyfriend ran away to France, because her boyfriend’s parents didn’t approve.

*Present situation:* Divorced, 4 children

3b Watch again. Check your answers.
While you watch

1 🎥
Look at the picture. Watch until Gary starts the interview. Answer the questions.
1 Why is Tim annoyed?
2 What news does Rebecca bring?
3 Where is Frederick?
4 What do they decide to do?

2a 🎥
Watch again. Complete the speech bubbles.

2b 🎥
Watch again. Check your answers.

3
Discuss the questions.
1 How do Tim, Julia and Gary react to Rebecca's news?
2 What do their reactions show about their personalities?
1
Watch to the end of the interview without the sound. Watch Gary’s reactions. Do you think Sean’s story is...
- boring?
- exciting?
- interesting?
- embarrassing?

2
Watch again with the sound. Tick what Sean did before he became a cameraman.
- He was Madonna’s chauffeur for two years.
- He was an actor in Hollywood for a year.
- He was a DJ in a London club.
- He played the bass guitar in a rock band.
- He worked in a casino in Las Vegas.
- He was a professional boxer.
- He worked in a furniture factory.

3a
Tick the correct answers.
1 Which of these things does Sean talk about?
- his parents
- his school
- his grandparents
- his first job
- his brothers and sisters
- his wife
2 Which of these places does he mention?
- Scotland
- Liverpool
- New York
- Ireland
- London
- Las Vegas
- England
- Los Angeles
3 Which of these bands does he mention?
- Deep Purple
- REM
- Dire Straits
- Nightmare
- ZZ Top
- UB40
- Aerosmith
- U2
- Guns n’ Roses

3b
What does Sean say about each of the things he mentions?

3c
Watch again. Check your answers.

4
Watch again. What words does Sean use for these things?
- children
- travelled around
- lots of
- concerts
- interesting people

1b
Watch to the end of Episode 2. Check your ideas.

2a
Watch again. Complete what Tim and Gary say.

1 What time of day is it?
2 Who watched Sean on TV last night?
3 Who didn’t watch him?
4 What did they watch instead?

1a
Look at the picture. What is Gary doing? What do you think happens next?
1
Complete Sean’s life story. Put the verbs in brackets into the Past simple tense.

Sean Casey (grow up) in London, but he (not be) born there. He (be) born in Ireland. His parents (move) to England when he was a baby. He (not like) school very much and he (not do) very well there. He (leave) when he (be) sixteen and he (start) work in a furniture factory. Sean (like) music and in his free time he (play) the bass guitar with a band called Nightmare. They (have) a few good gigs and so he (give up) his job and (go) on the road with the band. They (be) on the road for about six years. They (not become) famous and they (not make) any records, but they (travel) all over the world and they (work) with a lot of famous rock stars.

Sean also (meet) some people from TV companies. When the band finally (break up), he (decide) to become a cameraman. He (get) a job as an assistant cameraman in a small company and after a few years he (become) a cameraman. The company (do) very well and a few years later Apex TV (buy) it. So Sean (come) to work at Apex.

2
Write Martha’s life story. Use the cues.
born / Wales
move to Birmingham / six years old
grow up / Birmingham / do well / school
go / London University / study Politics
then / get / job / reporter on a local newspaper
one day / interview / Frederick / offer / job at Apex
start / as reporter / become / foreign correspondent
tavel / to other countries / report / on several wars
love the job
meet / Lawrence McKay in Africa / get married
not last long / get divorced
five years ago / father die
not want to work in an office / but need to look after mother
become / producer

3
Work with a partner. Interview Martha about her life. Use the cues.
Where / born? What / first job?
Where / grow up? How / get job at Apex?
enjoy school? What / do at Apex?
What / do after school? enjoy job?
What / study? Why / give up?
4
Complete the summary of Tim's new series. Use these verbs with will. Some are used more than once.

be  
direct  
not do  
start  
not be  
tell  
find  
interview

The title of Tim's new series is People. It is about people's lives. The programmes are very simple. Gary will tell people and they will find their life story. Tim will direct the interviews, because he will start the series. Julia will find people for the programmes. They are famous people, but ordinary people with an extraordinary story to tell. The series will be in a month's time.

5
Here are some notes about another new series. Work in a group of three.

A: You are Martha and you are telling Gary and Julia about the series. You can add some more details, if you wish.

B and C: You are Gary and Julia. Ask questions about the series.

New series: Eating Out

About unusual restaurants
Presenter / go to different restaurants / talk to the chef / try the food

Programmes: 15 minutes each

Producer: Martha
Presenter: Gary
Assistant Producer: Julia
First programme: Wild Things Restaurant, Soho
Series start: next March

6a
Tim, Gary, Julia and Sean are talking about Sean's interview. Complete the sentences. Use the verbs in brackets.

Example
1 If Sean has nothing to say, the programme will be a disaster. (have / be)
2 If we interview Sean, we need another cameraman. (interview / need)
3 If it isn't any more in this series, (not work / not do)
4 If you ask the right questions, Sean will have plenty to say. (ask / have)
5 Anyway, if we use Sean, we won't use a programme. (not use / not have)
6 If Samantha's child is better, we will use her for the next programme. (be / use)
7 Jason and Kylie will be happy, if they see their dad on the TV. (be / see)
8 No, they won't watch it, if there is something else on. (not watch / be)

6b
Who do you think says each thing?

Role play

Work with a partner. Write and act a play to fit this scenario.

A: You are one of the people on Tim's series.
B: You are Gary. Interview A about his / her life story.
Language in use

1 Useful expressions

Complete the dialogues with these expressions.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a gig</td>
<td>What does he know?</td>
</tr>
<tr>
<td>on the road</td>
<td>I promise</td>
</tr>
<tr>
<td>you can't be serious</td>
<td>What was it like</td>
</tr>
<tr>
<td>loads of fun</td>
<td></td>
</tr>
</tbody>
</table>

1. A: This guy in the newspaper didn't like your new programme.
   B: __________________________

2. A: Is the Videocom report ready yet?
   B: No, but __________ I'll finish it this afternoon.

3. A: No, it's no good. We'll have to do it again.
   B: What? _______________________.

4. A: I went to __________ at the Warehouse last night.
   B: __________________________?
   A: It was great.

5. A: How long were you __________?
   B: About six years. We had __________.

2a just

Just is often used with the will future. It has no real meaning, but gives a sense of It's only a small thing and it won't take long.

Example
A: Can I have your autograph, please?
B: I'll just get my pen out.

2b Put just into these dialogues. Read them with a partner.

1. A: Shall we go out this evening?
   B: OK. I'll phone for a taxi.

2. A: Are you ready to go?
   B: Yes. I'll get my coat.

3. A: The meeting starts in five minutes.
   B: OK. I'll go to the loo first.

3a Informal language – boys, girls and guys

Boy(s) is often used informally to mean a young man (young men).

Example Some of your fans, boys.

Guy is an informal word for a man of any age.

Girl(s) is often used informally to mean a young woman (young women).

Example Girls just wanna have fun.

But be careful with girl(s). Some women don't like it and prefer young woman or young women.

3b Informal language – this / some

In informal English we can use this and some to show something indefinite.

Example
I remember one night we were in this bar and some guy came in...

This means: I don't know the name of the bar / man. or It isn't important.

This and some are often used with informal words like kid, guy, boy or girl.

3c Say the sentences. Use the cues.

<table>
<thead>
<tr>
<th>Cues</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>this some kid guy boy girl</td>
<td></td>
</tr>
</tbody>
</table>

Example
1 I was in a cafe yesterday and a man came in with an enormous dog.

I was in this cafe yesterday and some guy came in with this enormous dog.

2 I met a gorgeous young man at a party yesterday.

3 I put my glasses on a desk and a young woman sat on them.

4 A child is walking backwards round the park to raise money for a charity.

5 A man phoned yesterday. He works for a computer company.
The Past simple tense of to be
Where we use am, is, are in the Present simple tense we use was, were in the Past simple tense.

Positive and negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>He</th>
<th>She (it)</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>wasn’t</td>
<td>(was not)</td>
<td>were</td>
<td>weren’t</td>
<td>(were not)</td>
</tr>
</tbody>
</table>

To make questions we put was or were in front of the subject.
Was Julia in love with Gary?
Were Sean’s children in trouble?

The Past simple tense
We use the Past simple tense to talk about completed actions or states in the past.

Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>He</th>
<th>She (it)</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>watched the new series.</td>
<td>saw Sean on TV.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To make the regular form of the Past simple tense:
- add -ed to verbs ending in a consonant and -d to verbs ending in -e.
- add an extra consonant to verbs ending in consonant + vowel + consonant.

Gary stopped playing jokes.

Tim tried to call Julia.

There are a lot of verbs with an irregular Past simple tense form.

become became
grow up grew up
give up
grow

Negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>He</th>
<th>She (it)</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>didn’t</td>
<td>didn’t (did not)</td>
<td>watch the new series.</td>
<td>didn’t see Sean on TV.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The future with will
We use will to talk about:
- future facts
What will the new series be about?
It will be about people’s lives.
- spontaneous decisions or offers at the time of speaking
I’ll use my own pen.
That’s the door. I’ll answer it.

Positive and negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>He</th>
<th>She (it)</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>will (will)</td>
<td>won’t</td>
<td>(will not)</td>
<td>do it.</td>
<td></td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>I</th>
<th>he</th>
<th>(it)</th>
<th>we</th>
<th>you</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will</td>
<td>will</td>
<td>won’t</td>
<td>(will not)</td>
<td>do it?</td>
<td></td>
</tr>
</tbody>
</table>

Short answers

Yes, I will.
No, I won’t.
He will.
She won’t.

The First conditional
We use the First conditional to talk about the result of a real or probable action or event.

We use these tenses:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + Present simple tense</td>
<td>will (‘ll) + verb stem.</td>
</tr>
</tbody>
</table>

If you come to the meeting, you’ll find out.
If she can’t do the job, we’ll have to find someone from here.

We also often use the First conditional when we are threatening or warning someone.
If you do that again, I’ll go back to my desk.

The order can be reversed without changing the meaning.
If you hurry, you’ll catch the train.
You’ll catch the train if you hurry.
1a
Look at the pictures. Who are the people? What do you think is happening in each picture?

1b
Watch the whole of Episode 3. Number the pictures in the correct order.

2
Look at the pictures again. Tell the story.

B
1 Rewind the tape to the beginning of Episode 3. Watch to Tim: ... organizer. Answer the questions.
1 Where is the letter from?
2 When is Tim working?
3 What arrangement do Tim and Julia make?

2a Complete the sentences.
1 _______ for me?
2 I'm going to put _______.
3 It's been a _______ day.
4 This'll _______ from my _______.
5 _______ of families, are you working _______ weekend?
6 _______ Saturday.

2b Who says each thing?

2c Watch again. Check your answers.

3 How do you think Julia and Tim feel about Sunday? What do you think Julia says to her parents?
1 Watch to Tim: Got it. Answer the questions.
1 What does Julia mention?
- Kingston Road
- a roundabout
- a post office
- London Road
- the Black Bull
- a newsagent’s

- a park
- the Blue Bell
- a bridge
- traffic lights
- Asda
- a BP petrol station

2 Where do Julia’s parents live?
- Worcester Road
- Windsor Drive
- Gloucester Avenue
- Dover Street
- Gosport Close
- Sandy Lane

3 What’s the number of their house?

2 Watch again. Where is Julia’s house on the map? Mark the route.

3a Complete Julia’s instructions.
Take the to .
There’s a big just before you get to the centre of . You go past and take the turning on the . There’s a on the . Go down there till you come to the set of traffic lights. Turn there and you’ll see a called on the . Turn and is the . Number .

3b Watch again. Check your answers.

1a Look at the picture. Answer the questions.
1 What time of day is it?
2 What is Colin doing?
3 How does Sandra feel about it?

1b Watch to Sandra: ... back in time. Check your ideas.

2 Watch again. Tick the correct endings.
1 They’re going shopping ...
- today.
- this evening.
- tomorrow morning.

2 Sandra is taking an old lady to ...
- her daughter’s house.
- the shops.
- the station.

3 The lady’s name is ...
- Mrs Barnes.
- Mrs Burns.
- Mrs Bean.

4 The house is near ...
- King George Square.
- Victoria Avenue.
- Queen Anne Place.

5 Sandra thinks shopping on Sunday is ...
- more convenient.
- quicker.
- more relaxed.

6 She says that ...
- it’s easier to park.
- there’s less traffic.
- there aren’t so many people.
1 Watch until Tim and Sean leave the newsroom. Are these statements true (T) or false (F)?
1 Sean is talking about something that happened on his way to work.
2 The kids were running out of a jeweller's shop.
3 A policeman was chasing them.
4 The kids ran in front of Sean's car.
5 He hit one of the kids.
6 The phone call is about a robbery.
7 Tim and Sean are going home.

2a Watch again. Why does Sean look puzzled?

2b Complete what Tim says.

A _______ at a _______.

2c Who says each thing?

2d Watch again. Check your answers.

3 Discuss the questions.
1 What do you think of what Tim and Sandra do?
2 What would you do in their situation?
1. Watch to SANDRA: ... somewhere before. Answer the questions.
   1. What is Colin doing?
   2. What is Sandra talking about?
   3. How does Julia react?
   4. Where do you think Sandra has seen 'the young man' before?

2a. Read Sandra's story. Choose the correct verb form. Delete the incorrect one.

Well, when we got / were getting there, I couldn't find anywhere to park, so I stopped / was stopping in the middle of the street. While I helped / was helping Mrs Burns out of the car, another car pulled up / was pulling up behind me and the driver of the car beeped / was beeping his horn at me. Poor old Mrs Burns can't move very fast. So while we walked / were walking to her door, the young man started / was starting shouting at us. And then he grabbed / was grabbing the suitcases from the car and he just dumped / was dumping them on the pavement.

2b. Watch again. Check your answers.


Some
That's

How

Pleased

What do you think happens next?

1a. Watch to the end of Episode 3. How do Julia's emotions change? Number the words in the correct order.

   happy
   embarrassed
   surprised
   impatient

1b. What causes each emotion?

2a. Complete the expressions.

1. Tim will be
2. I'll take these
3. That's
4. Excuse me. I'd like
5. Do you two know
6. This is

2b. Watch again. Check your answers.

2. This is the man that I was telling you about.
Tim is writing to his sister. Put the verbs in brackets into the Past continuous or the Past simple tense.

I met Julia’s parents last week, but it was a bit embarrassing. Julia invited me to her parents’ place, because she was staying there for the weekend.

Well, on Saturday I was at work with Sean. We sat in the newsroom and Sean told me about the latest problem with his kids, when the telephone rang. It was about a robbery in King George Square. So we got our things and we rushed off to do a report on the robbery. As we drove to King George Square, we decided to take a short cut. I turned into this small street, but a car blocked the road. A woman helped an old lady to one of the houses.

I stopped and I beeped my horn at them, because they move so slowly. The woman came back to her car for some suitcases, but I grabbed the suitcases and put them on the pavement. The woman was a bit annoyed, but she moved the car and we went to do our report.

The next day I drove to Julia’s parents’ place. When I arrived, they took the shopping out of the car. I parked on the other side of the street, and as I crossed the road, Julia’s mother started shouting at me.

Then I recognized her. She was the woman in the car that blocked the street. Julia was very embarrassed.

2

Compare these things. Write two sentences about each pair. Use comparatives or as ... as.

Example

1 Saturday and Sunday
   Sunday is quieter than Saturday
   or
   Sunday isn’t as interesting as Saturday

2 a supermarket and a local shop
3 TV and radio
4 a video and a film at the cinema
5 golf and football
6 Hong Kong and your country
7 travelling by train and by car
8 Julia’s mother and her father
What do you think about these things? Write down your ideas.

1. the best programme on TV
2. the most famous sportsperson from your country
3. the most important thing in your life
4. the nicest person that you know
5. the most embarrassing thing that ever happened to you
6. the best place in the world
7. the worst kind of weather
8. the greatest person from history
9. the most important invention
10. the most interesting person you have ever met

Compare your ideas with a partner. Give your reasons for your choice.

Role play

Work in a group of four. Write and act a play to fit this scenario.

A and B are delivering some furniture to a house. There is nowhere to park, so they stop in the middle of the road. C arrives behind them. He / she is in a hurry and wants to get past. It is a one-way street, so C can’t reverse. While C is arguing with A and B, D arrives behind C. A and B finally agree to move, but then C’s car won’t start.

Look at the map. Julia meets someone outside her parents’ house. Complete the dialogue.

MAN:  [me]. How do I  to Asda?

JULIA:  the end of Gloucester Avenue and turn . Then the turning on the . That’s Road. Go there till you come to a of lights. right into Kingston. Go right to the of that road and turn . Then Asda is the .

Give directions for these.

1. You’re at the entrance to the park. Somebody wants to get to the Black Bull.
2. You’re at the Black Bull. Somebody wants to get to Barratt Square.
3. You’re at the railway station. Somebody wants to get to the Blue Bell restaurant.
4. You’re at the petrol station. Somebody wants to get to Park Close.
**Language in use**

1. **something to .../nothing to ...**

   Complete the sentences. Use the table.

<table>
<thead>
<tr>
<th>something</th>
<th>somewhere</th>
<th>nothing</th>
<th>nowhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>sit</td>
<td>do</td>
<td>park</td>
</tr>
<tr>
<td>go</td>
<td>eat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   1. I'm bored. I've got **nothing**.
   2. I'll have to stop in the street. There's **nothing**.
   3. I'm thirsty. I need **something**.
   4. I'll have to go to the supermarket. There's **nothing** in the fridge.
   5. The train was full, so there was **nothing**.
   6. I'm hungry. Let's find **something**.
   7. I can't go out tonight. I've got **nothing**.
   8. I'm tired. Let's find **nothing**.

2a. **Talking of ...**

   This expression means While we are talking about that subject, it reminds me of something.

   **Example**

   **Talking of families, would you like to come and meet my parents?**

   **This is a letter from my sister.**

2b. **Complete the dialogues. Use talking of ...**

   1. A: I think I'll have a sandwich.
      B: **Excuse me. I'd like a word with you.**
   2. A: I must go to the bank.
      B: **Why? What's wrong?**

3. **Responses**

   Work with a partner. Make dialogues. Match the sentences in column A to appropriate responses from column B. Some can go with more than one.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Anything for me?</td>
<td>a How rude!</td>
</tr>
<tr>
<td>2 I'm going to put my feet up.</td>
<td>b Why? What's wrong?</td>
</tr>
<tr>
<td>3 Don't forget we're going out.</td>
<td>c I won't.</td>
</tr>
<tr>
<td>4 Can you hear all that noise outside?</td>
<td>d Well, really!</td>
</tr>
<tr>
<td>5 That man shouted at me.</td>
<td>e Yes, it's been a long day.</td>
</tr>
<tr>
<td>6 Are you still on the phone?</td>
<td>f Yes, how do I get there?</td>
</tr>
<tr>
<td>7 Can you take this to Apex TV?</td>
<td>g Yes, I wonder what's happening.</td>
</tr>
<tr>
<td>8 Excuse me. I'd like a word with you.</td>
<td>h Don't worry. We'll be back in time.</td>
</tr>
<tr>
<td>9 I want to watch a programme at 8 o'clock.</td>
<td>i Yes, here you are.</td>
</tr>
<tr>
<td>10 Do you have to make that noise? I'm trying to read.</td>
<td>j It's all right. I won't be long.</td>
</tr>
<tr>
<td></td>
<td>k I won't be a minute.</td>
</tr>
<tr>
<td></td>
<td>l Some people!</td>
</tr>
<tr>
<td></td>
<td>m Me, too. I'm really tired.</td>
</tr>
<tr>
<td></td>
<td>n No, nothing. I'm afraid.</td>
</tr>
<tr>
<td></td>
<td>o Me? Why? What have I done?</td>
</tr>
</tbody>
</table>
The Past continuous tense
The Past continuous tense is used to describe incomplete background activities in the past.
The children were running out of a newsagent’s and the owner was running after them.

Positive and negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>He / She</th>
<th>It</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>wasn’t</td>
<td>(was not)</td>
</tr>
</tbody>
</table>

- carrying the bags.

<table>
<thead>
<tr>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>were</td>
<td>weren’t</td>
<td>(were not)</td>
</tr>
</tbody>
</table>

- talking about the series.

Questions

Was I / he / she / it carrying the bags?
Was we / you / they talking about the series?

Short answers

Yes, I was. He was. She was. It was.
No, I wasn’t. He wasn’t. She wasn’t. It wasn’t.

The Past continuous tense and the Past simple tense
The Past continuous tense is often used together with the Past simple tense. The Past continuous tense sets the scene – the Past simple tense says what happened.

When I was helping Mrs. Burns out of the car another car stopped behind me and the driver got out.

These two actions happened at the same time.
I was helping Mrs. Burns and another car stopped.

But when one action happened after the other, two Past simple tense verbs are used:
First the car stopped, then the driver got out.

when / while
When and while are often used with the Past continuous tense.

While is used to introduce the Past continuous tense.

While we were walking to the door the young man started shouting at us.

When can be used to introduce the Past continuous tense or the Past simple tense.

When I was driving along I saw two kids.
I was driving along when I saw two kids.

Comparative and superlative adjectives
To make comparatives we add -er to the adjective.
To make superlatives we add -est.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
<td>quicker</td>
<td>the quickest</td>
</tr>
<tr>
<td>slow</td>
<td>slower</td>
<td>the slowest</td>
</tr>
</tbody>
</table>

For adjectives ending in -e we add -er or -est.

| nice      | nicer       | the nicest  |

For adjectives with a short vowel + consonant we double the consonant.

| big       | bigger      | the biggest |

For adjectives ending in -y we take away -y and add -ier or -iest.

| easy      | easier      | the easiest |

For most adjectives with two or more syllables we put more or most in front of the adjective.

| famous    | more famous | the most famous |
| important | more important | the most important |

Some comparatives and superlatives are irregular.

| good | better | the best |
| bad  | worse  | the worst |
| far  | further | the furthest |

When comparing two things we use comparative adjective + than.

Driving is quicker than walking.
Shopping on Saturday is more convenient than on Sunday.

as ... as
As + adjective + as is another way of comparing things. It means they are the same.

Julia is as hard-working as Rebecca.

Not as + adjective + as is used to describe differences between things.

Tim isn’t as well-dressed as Gary.
**EPISODE 4**

**Martha takes a break**

**While you watch**

1 Watch to **Martha**: ... agree with that...
Answer the questions.

---

1 **Who is Martha talking to?**
- Ted, the security officer
- her sister
- the telephone engineer
- a viewer
- a hotel receptionist
- her mother

2 **How does she feel about the conversations?**

---

2a **Read the expressions.**

- I know you don't like them.
- Well, go and look.
- I'm afraid I can't agree with that.

2b **Watch again. What is Martha talking about?**

---

3a **Complete the sentences.**

1 If I have ..., I'll try to go at ...
2 Well, go and look and then ... me ...
3 I'm sorry. I was another ...
4 No, I don't ... the programmes are ...

3b **Watch again. Check your answers.**

---

**B**

1 Watch until Martha comes out of her office. Answer the questions.

1 What does Tim want to make a programme about?
2 Why hasn't he done it?
3 Why does Rebecca ask him about it?
4 Why can't Rebecca do it?

---

2 **Watch again. Which of these words and expressions does Tim use? Who is he talking about?**

- overweight
- unhealthy
- relaxed
- under the weather
- unfit
- healthy
- stressed out
- young
- depressed
Watch until you see Tim’s car. Complete the sentences with the correct subjects.
1 _______ needs some tapes.
2 _______ won’t be here till next week.
3 _______ is in Rio.
4 _______ won’t be back till Monday.
5 _______ phones Martha.
6 _______ has lost her glasses.
7 _______ needs a break.

1a Look at the picture. Answer the questions.
1 What do you think is happening? Why?
2 Who is in the car?
3 Where are they?

1b Watch to WOMAN: ... follow me. Check your ideas.

2 Watch again. Tick the correct endings.
1 The place is called …
   Neston Palace. □ Westland Manor. □ Hexham Hall.
2 It’s a …
   health and fitness centre. □ spa and health club. □ personal fitness hotel.
3 This woman’s name is …
   Celine. □ Samantha. □ Sabrina.
4 She is a …
   fitness trainer. □ beauty therapist. □ personal consultant.
5 Martha will be there for …
   a few days. □ about a week. □ just a couple of days.
6 First they’ll do …
   some fitness checks. □ a health assessment. □ some regular tests.
7 Then they will work out …
   a personal fitness programme. □ a health and happiness schedule. □ a beauty and relaxation course.

2c Watch again. Check your answers.

Who says each thing?

2b Match the halves of the sentences.

1 Stupid a strength.
2 Have those tapes b a break.
3 That’s c you want, Tim?
4 Get me d your mother again.
5 Give me e arrived?
6 What do f come home.
7 Rebecca Bond g speaking.
8 It’s h man!
9 No, I can’t i Frederick!
10 I need j too late!

2c Watch again. Check your answers.

What does Martha do to Tim and Sean at the end of the scene? Why?
1a
Watch without the sound until Tim and Sean get up to leave. Answer the questions and give your reasons.
1 Where are they?
2 What is Martha doing?
3 What are Tim and Sean doing?
4 What are they talking about?
5 How does Martha feel about it?
6 What do you think Tim and Sean are going to do next?

1b
Watch again with the sound. Check your ideas.

2a
Watch again. Tick the types of food and drink which are mentioned.

<table>
<thead>
<tr>
<th>Food</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>carrots</td>
<td>wine</td>
</tr>
<tr>
<td>steak</td>
<td>beer</td>
</tr>
<tr>
<td>chips</td>
<td>tea</td>
</tr>
<tr>
<td>lettuce</td>
<td>cafe</td>
</tr>
<tr>
<td>nuts</td>
<td>coffee</td>
</tr>
<tr>
<td>cakes</td>
<td>orange juice</td>
</tr>
<tr>
<td></td>
<td>water</td>
</tr>
</tbody>
</table>

2b
What do they say about each thing?

3a
Complete the speech bubbles.
1

3b
Watch again. Check your answers.

4
Read the speech bubble. What does Martha mean?
1a
Look at the pictures. What is Martha doing in each picture? Do you think she is enjoying herself?

1b
Watch to MARTHA: ... talk me into this, Tim?
Number the pictures in the correct order.

2
Watch again. Are these statements true (T) or false (F)?

1 Martha is in the gym.  
2 She starts her exercise programme at quarter past nine.  
3 Celine tells her to smile.  
4 Celine speeds up the machine.  
5 Martha has another fifteen minutes on the cycle.  
6 She goes jogging after lunch.  
7 Lunch is at half past two.  
8 Martha often goes jogging.

3a
Match the halves of the sentences.

Watch to MARTHA: Can I borrow your mobile? Answer the questions.

1 Who is Tim talking to on the phone?  
2 Why are Tim and Sean in the car?  
3 What are they eating?  
4 Why does Sean turn the music up?  
5 Where has Martha been?  
6 How does she feel?  
7 What is she going to do next?

Watch again. Tick the correct answers.

1 Where does Martha say she has slept?

- in a cave  
- on stations  
- in fields  
- on a beach  
- in the street  
- in airports

2 What has she travelled on?

- a donkey  
- a horse  
- a camel  
- an elephant

3 Which of these has she eaten?

- frogs  
- spiders  
- snakes  
- bats  
- worms  
- insects

Who says each thing?

Watch again. Check your answers.

Why does Tim turn away when he is ending the phone call? How does Sean react?

Who do you think Martha phones? What will she do next?

Watch to the end of Episode 4. Check your ideas.

Watch the whole of Episode 4 again.
1a
Who do you think used to do these things?
Example
Sean used to play the guitar in a band.
- play the guitar in a band
- work in Italy
- Julia: play football for a local club
- Martha: smoke
- Sean: live in Kingston
- Tim: be a war correspondent
- make furniture
- have a girlfriend called Ellie

1b
Tell your partner about three things that you used to do.

2a
Complete what Martha says about her meal.
You call this a meal? ___________ lettuce, ___________ nuts and some fruit.

2b
Complete the sentences with a few or a bit of.
1  Can I have ___________ paper, please?
2  I've got ___________ chips left. Do you want them?
3  Can you get ___________ sandwiches for the meeting?
4  Oh, please let me have ___________ chocolate.
5  There were only ___________ people in the gym.
6  I've just heard ___________ news about Julia.
7  For breakfast I just have ___________ slices of toast with ___________ marmalade on.
8  I've only got ___________ money, so I'll just have a sandwich.

3a
Look at the picture of Martha's shopping. Did she buy these things? Write sentences.
Example
apples: She bought some apples.
pears: She didn't buy any pears.
bread: She bought some bread.
wine: She bought some wine.
tomatoes: She bought some tomatoes.
coffee: She bought some coffee.
bananas: She didn't buy any bananas.
toothpaste: She bought some toothpaste.
cheese: She didn't buy any cheese.
sausages: She bought some sausages.

3b
Test your memory. Work in pairs.
A: Close your book.
B: Ask A what Martha bought.
Example
B: Did she buy any bread?
A: Yes, she did. / No, she didn't.

4a
What has Martha done in her career? Look at the pictures and use the cues.
Example
1  She's slept in an airport
2  She hasn't read the news
meet the US president: read the news
sleep in an airport: ride a camel
fly a plane: be skiing
try scuba-diving: eat a snake
play football: drive a sports car

4b
Have you ever done any of these things? Ask and answer with a partner.
Example
A: Have you ever slept in an airport?
B: Yes, I have. / No, I haven't.
Complete the information about Tim. Put the verbs in brackets into the Present perfect or the Past simple tense.


A couple of weeks ago he [talk] Martha into doing a programme about a health farm, because she [need] a break. For the past two days they [be] at the health farm. So far Tim and Sean [film] Martha in the gym and in the restaurant. But they can't film any more, because Martha [drive off] in Tim's car.

What ambitions do you have? Tell your partner. Use this expression. I've always wanted to...

Work in a group of four. Write and act a play to fit this scenario.

A is having a very bad day. Everything seems to go wrong. B, C and D phone A with problems and / or bring bad news. At first A tries to be patient, but eventually loses his / her temper. B suggests a rest.
1 Useful expressions
Replace the underlined words and expressions with items from the table.

<table>
<thead>
<tr>
<th>starved</th>
<th>down the road</th>
<th>you’ll see</th>
</tr>
</thead>
<tbody>
<tr>
<td>that’s it for today</td>
<td>time for dinner</td>
<td>would you like to follow</td>
</tr>
<tr>
<td>on the phone</td>
<td>here he comes</td>
<td>let’s try</td>
</tr>
<tr>
<td>fancy</td>
<td>won’t be back</td>
<td></td>
</tr>
</tbody>
</table>

1 A: I need some stamps.
   B: There’s a post office near here.
2 I’m tired. I’d like to have a nice quiet evening.
3 Is it dinner time? I’m very hungry.
4 OK, we’ve finished now. See you tomorrow.
5 I’ll be away till next Thursday.
6 Come with me. I’ll show you your room.
7 Why don’t we go to that new Indian restaurant?
8 A: Is Gary here yet?
   B: Yes, he’s coming now.
9 A: Is Martha in?
   B: Yes, but she’s making a phone call.
10 A: What’s in that box?
   B: I’m not going to tell you now, but you’ll soon find out.

2 A telephone conversation
Complete the dialogue with these expressions.

can I ring you back what can I do for you
have a word speaking
can I speak to I’m expecting a call
on my mobile just a minute

REBECCA: Hello, Rebecca Bond.

JIM: Hello. My name’s Baker, Martha, please?

REBECCA: Mr Baker. Martha, it’s Jim Baker.

MARThA: Thank you, Rebecca. Hello, Jim.

JIM: I wanted to talk about the meeting tomorrow.

MARThA: Oh, well, I’m coming from the States. So I’ll be here in about an hour.

JIM: Yes, OK. You can get me.

MARThA: OK. Bye for now.

3a I don’t think ...
When we express a negative opinion with the verb think, we put the negative on think, not on the opinion itself.
Example
The programmes aren’t too violent.
I don’t think the programmes are too violent.

3b Express these opinions with think.
1 The film doesn’t start at eight o’clock.
2 The food here isn’t very good.
3 It won’t rain tomorrow.
4 Martha didn’t enjoy jogging.
5 She doesn’t like exercise.
6 You shouldn’t do that.

4 Problems
Look at the transcript on page 62. Find appropriate expressions to complete the speech bubbles.

Culture note: French fries and chips
French fries is the American term and chips is the British term for chipped potatoes. However, in Britain nowadays we usually use chips for the traditional thick chips that go with fish in fish and chips. We often use French fries for the thin chips that you get in fast food restaurants with hamburgers, etc.

American English chips are the British English crisps.
The Present perfect tense

The Present perfect tense is used to talk about past events connected to the present:

- experiences
  
  Martha has eaten snakes.
  She has never been to a health farm before.

- actions that started in the past and still continue in the present
  
  Tim has worked at Apex TV for three years.
  I have worked in London since 1998.

- things that have an effect on the present
  
  Have you done the programme about the health farm yet?
  She's lost her glasses.

Positive and negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
<th>has (have)</th>
<th>haven't (have not)</th>
<th>lived abroad</th>
<th>slept in an airport.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>We you they</td>
<td></td>
<td></td>
<td>swore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has</td>
<td>He she it</td>
<td></td>
<td></td>
<td>swore</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Have</th>
<th>I we you they</th>
<th>lived abroad? slept at an airport?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short answers

<table>
<thead>
<tr>
<th>Yes,</th>
<th>I have. he has. we have.</th>
<th>No,</th>
<th>I haven't. he hasn't. we haven't.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regular and irregular past participles

Verbs that are regular in the Past simple tense are also regular in the Present perfect tense.

Verbs that are irregular in the Past simple tense also have an irregular past participle.

Present perfect: I've seen that film.
Past simple: I saw it yesterday.

gone and been

Frederick's gone to Rio.
He is in Rio now.

Martha's been to Rio.
She went to Rio at some time in the past but she isn't there now.
EPISODE 5

Waiting for Tim

While you watch

1
Watch until you see Rebecca. What are Julia and Tim talking about?

2a
Tick the correct endings.

1 Tim and Julia are going to ...
   - the cinema.
   - the opera.
   - the theatre.

2 They're going to see ...
   - Waiting for Godot.
   - Romeo and Juliet.
   - The Phantom of the Opera.

3 They're going ...
   - tomorrow.
   - on Wednesday.
   - on Thursday.

4 Tim is working on ...
   - Monday and Tuesday.
   - Tuesday and Wednesday.
   - Wednesday and Thursday.

5 Julia's going to get the tickets because ...
   - Tim forgot them last time.
   - she's going to be near the theatre this afternoon.
   - Tim hasn't got time.

2b
Watch again. Check your answers.

3a
Watch again. Complete the speech bubbles.

1
Anything _______?

2
What's _______?

3
How about _______ to the _______?

4
Are you going to _______ the _______?

5
I couldn't _______ it. A job _______ at the last minute.

3b
Read Julia's last remark. What does she mean?
1 Watch to Tim: Is Julia there? What are Rebecca and Julia doing?

1a What do you think Tim is phoning about? What do you think happens next?

1b Watch to Julia: ... waiting for Tim. Check your ideas.

2a Are these statements true (T) or false (F)?
   1 Rebecca is going out.
   2 She usually goes to an aerobics class today.
   3 Her instructor has hurt her ankle.
   4 The time is ten to seven.
   5 Tim is coming to pick Julia up.
   6 Julia thinks she's going to be late.

2b Watch again. Check your answers.

JULIA: I'm sorry, Tim. I'll be there in fifteen minutes.
TIM: Well, um, I'm not at the theatre in fact. I'm afraid something's happened and I've got to see to it.
JULIA: Oh, that's marvellous! So what am I going to do this evening?
TIM: I don't know. I'm sorry, but I must go. Bye.

REBECCA: What's wrong?
JULIA: He can't make it ... again! This is the third time he's done the same thing. Last time he didn't get the tickets. The time before that his jeep had a puncture. Do you want to go to the theatre?
REBECCA: Ooh, yes. I've always wanted to go to Waiting for Godot.
JULIA: Well, it'll be more interesting than waiting for Tim!

2b Correct the dialogue.

3a Watch again. Complete what Gary says.

Oh, here comes every time, eh, Tim?

3b What does he mean?

3c How does Gary react at the end? Why?

4 Watch again. What do you think happens next?
Look at the picture. What has happened? How does Julia feel about it?

Watch to Tim: I promise. Check your ideas.
What reason does Tim give for what happened?

Watch again. What do Tim and Julia use these words to describe?

What does Rebecca do? Why?

Match the halves of the sentences.

Complete the sentences.

Discuss the questions.

Watch until the phone rings. Which of these things plays a part in what happens?

Watch again. Answer the questions.
Watch to COLIN: Shall we eat? Who is Julia talking to? What has happened?

Watch again. Tick the things that Julia mentions.
1  speeding
2  dangerous driving
3  not wearing a seat belt
4  going through a red light
5  failing to stop for a police car
6  assaulting a police officer
7  arguing with a police officer
8  resisting arrest

Complete what Julia says.

Discuss the questions.
1  What do you think Sean says?
2  How do you think Julia feels?
3  What do her parents think?
4  What will Julia do now?

Watch to GARY: ... if I asked you to come with me? Answer the questions.
1  Who is Gary talking about?
2  Where has Tim been?
3  What does Julia tell Tim?
4  What does Gary suggest?

Watch again. Complete the expressions.
1  Blimey. Where did you _____ the night?
2  Don’t _____, Tim.
3  I don’t want anything more. _____
4  I’ve had _____.
5  We’re _____.
6  What are you _____?
7  I’ve got two _____ Romeo and Juliet _____.

Who says each thing?

How do you think each person feels now?

How do you think Julia will answer Gary’s question?

Watch to the end of Episode 5. Complete what Julia says.

What would I say, Gary?
I’d say _____

Watch again. Discuss the questions.
1  What does Julia do before she answers Gary?
2  How do you think this affects her decision?
3  What do you think will happen now?
1a
Look at the pictures. How do you feel about these things? Use the expressions in the table.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>hate</td>
<td>I hate skiing.</td>
</tr>
<tr>
<td>don't like</td>
<td>I don't like cycling.</td>
</tr>
<tr>
<td>don't mind</td>
<td>I don't mind flying.</td>
</tr>
<tr>
<td>like</td>
<td>I like writing letters.</td>
</tr>
<tr>
<td>love</td>
<td>I love cooking.</td>
</tr>
<tr>
<td>'ve never tried</td>
<td>I've never tried talking on the phone.</td>
</tr>
</tbody>
</table>

1b
Ask your partner.

Example
1  A: Do you like skiing?
    B: Yes, I love it. / No, I don't. / I don't know. I've never tried it.

1c
Tell your partner about three more things that you like doing and three that you don't like doing.

2a
What are these people going to do?

Example
1  They're going to watch a video.
2b
Ask your partner whether he / she is going to do the things in the pictures this evening.
Example
A: Are you going to watch a video this evening?
B: Yes, I am. No, I'm not.

3
Tim has just gone through the red light. Complete the dialogue. Put the verbs in brackets into the correct tense.

Example


(not hurry up / get back)

SEAN: Calm down, Tim. If you , the officer's questions, it all right.

(answer / be)

POLICEMAN: I'm afraid it's too late for that, sir. You're under arrest. And if you quietly, I you with resisting arrest.

(not come / charge)

TIM: Charge me, then. Because I'm going to the Southgate factory.

POLICEMAN: Right. That's it. Into the police car.

4
What would you do? Make sentences. Use the cues in column A and column B.
Example

If the police stopped me, I wouldn't argue with them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>police / stop / me</td>
<td>like it</td>
</tr>
<tr>
<td>win / the lottery</td>
<td>be happy</td>
</tr>
<tr>
<td>lose / some money</td>
<td>go to the police</td>
</tr>
<tr>
<td>find / some money</td>
<td>argue with</td>
</tr>
<tr>
<td>somebody / stand / me up</td>
<td>tell someone / anyone</td>
</tr>
<tr>
<td>lose / my job</td>
<td>buy a fast car</td>
</tr>
<tr>
<td>somebody / steal / my car</td>
<td>run away</td>
</tr>
<tr>
<td>somebody / try / to rob me</td>
<td>put up with it</td>
</tr>
<tr>
<td>see / a police car in my mirror</td>
<td></td>
</tr>
<tr>
<td>somebody / shout / at me</td>
<td></td>
</tr>
</tbody>
</table>

Role play

Work with a partner. Write and act a play to fit this scenario.

A and B arrange to go out somewhere. A doesn't turn up. B is annoyed but they arrange another time. At the last minute, A phones to say he / she can't make it and gives an excuse. B is very annoyed and it leads to a big argument.
Language in use

1a Going out
Write these expressions in the correct places in the table.

<table>
<thead>
<tr>
<th>Would you like to go</th>
<th>Suggesting</th>
<th>Responding</th>
<th>Asking for more information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you fancy a drink?</td>
<td>going to see a film?</td>
<td>Yes, I'd love to.</td>
<td>What's on?</td>
</tr>
<tr>
<td></td>
<td>going swimming?</td>
<td>Mmm. That would be nice.</td>
<td>OK.</td>
</tr>
<tr>
<td></td>
<td>going bowling? for a drink? for a meal?</td>
<td>No, not today, thanks. I'm sorry. I have to...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>going to the theatre. clubbing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b Work with a partner. Make dialogues to arrange going out. Use the tables.

2a Would you mind ...? Complete this expression with go or going.

2b Work with a partner. Make dialogues.
A: Ask B to do the things below.
B: Respond. Use the expressions in the table.

Example
1 A: Would you mind turning the TV down?
   B: Sure.

   1 turn the TV down
   2 go to the post office for some stamps
   3 switch the light off
   4 get the theatre tickets
   5 wait for me
   6 phone the cinema to see what time the film starts
   7 work late this evening
   8 send a fax for me

   Responses Sure. No problem. OK. Just a minute.

3 Excuses
Complete the dialogues with the expressions in the tables.

<table>
<thead>
<tr>
<th>No problem</th>
<th>what it's like</th>
<th>I can't make it</th>
</tr>
</thead>
<tbody>
<tr>
<td>something's come up</td>
<td>I won't be free</td>
<td></td>
</tr>
</tbody>
</table>

A: Hi. It's Ken. I'm afraid ______ to the meeting this morning.
B: ______. We can meet this afternoon instead.

A: OK, but ______ till about two o'clock.
B: Fine. We'll make it 2.30 then.

A: Thanks. I'm sorry about this, but you know ______
B: ______. I promise I hope not I couldn't help it it won't happen again I've heard that story before

A: You were late again this morning.
B: I know, but ______. There was an accident on the motorway.

A: Hmmm, ______
B: I'm sorry. ______

A: Well, ______, because the boss is getting ______
B: It'll be all right. ______

what's up I'm going to be a bit late
what am I going to do with I'll be with you
by now I have to deal with it

A: Hello, it's Zoe.
B: Where are you? You should be here ______

A: Well, I'm afraid ______
B: Why? ______

A: Oh we've got a problem and ______
B: But ______ the visitors? They're already here.

A: I'm sure you'll think of something. Anyway, ______ in about half an hour.
First and Second conditionals
We use the First conditional to predict the result of a real or probable action or event.
We use these tenses:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + Present simple tense</td>
<td>will (‘ll) + verb stem</td>
</tr>
</tbody>
</table>

If it rains, I’ll take an umbrella.
If you work for Apex TV, you won’t have much free time.
If he arrives late, we’ll start without him.
Not: If he will arrive late, we’ll start without him.

We use the Second conditional to talk about the result of an imaginary or improbable action or event.
We use these tenses:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + Past simple tense</td>
<td>would (‘d) + verb stem</td>
</tr>
</tbody>
</table>

If something important came up you would miss your own wedding.
If I had a lot of money, I’d buy a big house.
If I worked in TV, I’d be a newscaster.
Not: If I would work in TV, I’d be a newscaster.

In all conditional sentences the if clause can come before or after the result clause.
If he comes to work, I’ll tell him.
I’ll tell him if he comes to work.
If I won a million pounds, I’d travel the world.
I’d travel the world if I won a million pounds.

Gerunds
A gerund is the -ing form of a verb. It acts as a noun.
We use gerunds
- after verbs which express our feelings or attitudes
  He enjoys watching sport on TV.
  I fancy going to the theatre.
- after certain other verbs
  We finished filming the programme.
  They began working in the morning.
- after prepositions
  I was stopped for speeding.
  I’m looking forward to meeting him.
  I’m interested in working there.
- as the subject of a sentence
  Playing tennis is my favourite hobby.
  Speeding is against the law.
  Working for a TV company is great fun.

The Future with going to
We use going to when we want to talk about
- intentions or plans we have made for the future
  I’m going to study in America.
  Are you going to get the tickets?
  He’s going to be in China.
- events that we can see are going to happen
  The traffic lights are going to turn red.
  I’m going to be late.

Positive and negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>He (She)</th>
<th>We You They</th>
</tr>
</thead>
<tbody>
<tr>
<td>’m (am)</td>
<td>’s (is)</td>
<td>’re (are)</td>
</tr>
<tr>
<td>’m not (am not)</td>
<td>’s not (is not)</td>
<td>’re not (are not)</td>
</tr>
</tbody>
</table>

going to | get the tickets, be late.

good to | get the tickets? be late?

Questions

<table>
<thead>
<tr>
<th>Am</th>
<th>Is</th>
<th>Are</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>he</td>
<td>we</td>
</tr>
<tr>
<td>I’m</td>
<td>she</td>
<td>you</td>
</tr>
</tbody>
</table>

Are going to | get the tickets? be late?

Short answers

Yes, I am. No, I’m not.
he is. he’s not.
we are. we aren’t.
Discuss the questions.
1. What does the title of the episode mean?
2. What do you think happens next?

How much rubbish is produced every day?
- thousands of tons
- millions of tons
- billions of tons

Where do we throw our rubbish?
- into the dustbin in the street
- on a rubbish dump

What does Tim use as an example of rubbish?
- a plastic bottle
- a paper bag
- a can

Which of these does Tim mention?
- food
- metal
- bottles
- cans
- plastic
- paper

Where are they?
- at a landfill site
- at an incinerator
- at a recycling plant

What is the name of the place?
- Penrith
- Eastcliff
- Westbridge

When was it first used?
- last year
- five years ago
- ten years ago

How long was it expected to last?
- twenty to thirty years
- thirty to forty years
- forty to fifty years
2b Watch again. Check your answers.

3a Match the halves of the sentences.

| 1. Oh                  | a. be done properly. |
| 2. It's OK. I think we'll | b. be able to edit that out. |
| 3. No. This is going to  | c. use one of these. |
| 4. We'll have to        | d. damn. |
| 5. We haven't got      | e. start again from the beginning. |
| 6. Then I'll just have to| f. any more cans. |

3b Watch again. Check your answers.

1 Watch until you see Julia and Rebecca in the cafe. Are these statements true (T) or false (F)?

1. Martha has got an appointment with Frederick now.  
2. Frederick has gone to Russia.  
3. Martha wants to talk to Frederick.  
4. Martha had to tell Julia something ten times.  
5. Martha doesn't know that Julia and Tim have split up.  
6. Sean and Tim are still at the landfill site.  
7. Tim had to do his report ten times.  
8. Tim often forgets his lines.  
10. Martha thinks Julia and Tim should sort their own problem out.

2a Complete the sentences.

1. I can ______ him on his mobile, if you ______ .
2. I ______ to tell her something three ______ .
3. Haven't you ______ ?
4. What do you ______ ?
5. That's not ______ Tim.
6. Well, you can't ______ with people like ______ .
7. We'll ______ to do ______ about it.

2b Who or what are they talking about?

2c Watch again. Check your answers.

3a Look at the picture. What is Rebecca doing? Explain her expression.

3b Watch again. Check your answers.
While you watch

1a Look at the pictures. What is happening in each one?

1b Watch until you see Tim watching television. Number the pictures in the correct order.

1c What does Gary do at the end?

2a Watch again. Delete the incorrect words.

1 I've tried to explain, but he/she just won't listen.
2 He/She's going to have to make the first move.
3 He/she broke it off.
4 He/She'll have to come past here when he/she leaves.
5 Why don't you just say hello to him/her?
6 Why should I make the first move? It was all his/her fault.
7 He/she's over there.
8 Just say hello to him/her when you leave.

2b What similarities are there ... • between what Tim and Julia say? • between what Rebecca and Sean say?

2c What is the first move?

3 Watch again. Discuss the questions.

4a Complete the sentences.
1 I'm about this morning, Sean.
2 I'm you'll be able to things out.
3 again?
4 Anyway, I'm now.
5 Are you still OK for Romeo and Juliet?
6 I so.
7 See you , then.

4b Who says each thing?

4c Watch again. Check your answers.

1a Look at the picture. Answer the questions.

1 Where is Tim?
2 What is he looking at?
3 What was he doing before this?
4 What does he do next?
5 What do you think he is going to do?

1b Watch until Tim leaves the flat. Check your ideas.

2 Discuss the questions.

1 Is Tim interested in the football match? How do you know?
2 What is he thinking about? What do you think he is saying to himself?

3 Watch again. Answer the questions.

1 When will the match end?
2 What is the score at the start of the scene?
3 What is the score when Tim switches off?
4 Who scores the goal?
1a
Look at these pictures. What is happening in each one? What is the relationship between the two pictures?

1b
Watch until Gary gets out of the car. Check your ideas.

2a
Match the halves of the sentences.

2b
Who says each thing?

2c
Watch again. Check your answers.

1a
Watch to the end of Episode 6. Answer the questions.
1 What is Gary doing in the picture?
2 What does Julia do?
3 What happens to Gary?
4 What happens while Julia is helping Gary?

1b
Watch again. Check your answers.

2a
Read the dialogue. Some things are not what the people actually say. Watch again. Underline the incorrect parts.

Julia: Thank you for tonight, Gary. I liked the play.
Gary: Aren’t you going to ask me in for a drink?
Julia: No, Gary. It’s midnight and I won’t be able to get up tomorrow...
Gary: Just a goodnight kiss, perhaps?
Julia: No, Gary. Not tonight.
Gary: Oh, lovely Julia. Just one kiss for your dear Romeo.
Julia: Don’t be stupid.
Gary: Oo... ow! My foot.
Julia: Oh, Gary. How is it?
Gary: I’m sure it’s all right.
Julia: Will you be able to get home?
Gary: Yes, I’ll be all right. Goodnight.

2b
Correct the dialogue.

2c
Watch again. Check your answers.

3
Watch again. How do you think Gary, Julia and Tim feel at the end of Episode 6?
Exercises

1
Apex TV is going to make a new series. Say what will happen. Use the cues and the Passive voice.

Example
1 The series will be produced by Martha.

2 series / produce
3 research / do
4 series / present
5 arrangements / make
6 programmes / film
7 make-up / do / Joan Long
8 sets / design / Hamish McDonald
9 series / shoot
10 programmes / edit
11 series / show / on BBC2
12 series / sell / on video / next year

2
Read the situations. Then choose expressions from the table. Say what you had to / could / couldn't do.

Example
1 My car had a flat tyre.
   my car had a flat tyre. I had to wait for the mechanic, so I couldn't go to the party.

2 Something important came up.

3 I was ill yesterday.

4 I was very tired this morning.

5 I was invited to a party.

6 My mobile wasn't working.

7 The traffic was very bad.

8 I didn't have any money.
3a
Write down five things that you will have to do next week.
Example
I'll have to go to work.
I'll have to buy a birthday present for my mother.

3b
Go round the class. Ask people whether they will have to do the same things.
Example
A: will you have to go to work?
B: Yes, I will
A: will you have to buy a birthday present for your mother?
B: No, I won't, but I'll have to buy something for my friend.

4
The next day Gary's ankle is very swollen. Will he or won't he be able to do these things?

Example
1 He won't be able to drive.

Role play
Work in a group of four. Write and act a play to fit this scenario.
A and B were going out together, but they have had an argument. C and D try to get them back together.
1a What on earth ...?
On earth makes a question stronger. It means that you are surprised and / or you don’t understand something.

1b Say these expressions with on earth.
1 What are you doing?
2 Who’s that man over there?
3 Where are they going?
4 Why was he driving so fast?
5 Where have you been?
6 How are we going to afford it?
7 Why do I have to make the first move?
8 When are those people going to arrive?

2 Phrasal verbs
Complete the dialogue with these phrasal verbs in the correct tense.

<table>
<thead>
<tr>
<th>come up</th>
<th>turn up</th>
<th>call up</th>
<th>stand up</th>
<th>break off</th>
</tr>
</thead>
<tbody>
<tr>
<td>sort out</td>
<td>split up</td>
<td>deal with</td>
<td>pick up</td>
<td>put up with</td>
</tr>
</tbody>
</table>

A: Have you heard? Mick and Emily have ___ ___.
B: Again? Why?

A: Well, it seems that Mick arranged to ___ Emily ___ at half past seven, but he didn’t ___ till nine.
B: Oh dear. I bet she was annoyed.
A: Yes, but then he ___ her ___ again – twice!

3a Dialogues
Match the sentences in column A to appropriate responses from column B. Some can go with more than one.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Same again?</td>
<td>a Don’t mention it.</td>
</tr>
<tr>
<td>2 Would you like to come in for a cup of coffee?</td>
<td>b Oh, damn.</td>
</tr>
<tr>
<td>3 Are you still OK for tomorrow?</td>
<td>c Yes. No problem.</td>
</tr>
<tr>
<td>4 Thank you for a lovely evening.</td>
<td>d Oh, haven’t you heard?</td>
</tr>
<tr>
<td>5 What’s the matter with Carlos?</td>
<td>e Yes, please.</td>
</tr>
<tr>
<td>6 I’m sorry about yesterday.</td>
<td>f It’s all right.</td>
</tr>
<tr>
<td>7 You’ll have to sort things out, you know.</td>
<td>g No, thanks. I have to be up early.</td>
</tr>
<tr>
<td>8 We’ll have to start again from the beginning.</td>
<td>h I’m sorry. Something’s come up.</td>
</tr>
<tr>
<td>9 Why should I make the first move?</td>
<td>i</td>
</tr>
<tr>
<td>10 Sorry, I was miles away.</td>
<td>j</td>
</tr>
<tr>
<td>11 Maybe.</td>
<td>k</td>
</tr>
</tbody>
</table>

3b Work with a partner. Choose five pairs of expressions and write dialogues.
The Passive voice
We use the Passive voice when we are more interested in an action than the person who does it. Rubbish is collected. It is not important who collects the rubbish. We often use the Passive voice to describe processes. First the series is designed then the guests are chosen. Next the series is filmed and finally it is broadcast on TV. When we know the person who has done the action we use by The series was designed by Tim. The passive is formed with the verb to be + the past participle. To change tenses we change the tense of the verb to be. Present simple tense Rubbish is thrown into the dustbin. Millions of tons of rubbish are produced every day. Past simple tense The series was filmed in the studio. The bottles were recycled at the recycling plant. Future tenses The new series will be presented by Gary. Julia is going to be picked up at 6.45.

must / have to
We use must / have to + verb stem to talk about obligation. Must and have to are similar in meaning, but usually we use must when the obligation comes from the speaker himself / herself. I must go to the bank. I haven’t got any money. I must stop smoking. We use have to when the obligation comes from someone other than the speaker. I have to type this report for Martha. Frederick has to go to the New York conference. We can only use must in the Present tense. For all other tenses we use have to. Past simple tense Tim had to do his report ten times. Future tenses Julia will have to speak to Tim. They’ll have to sort things out soon. Julia’s going to have to make the first move.

can / be able to
When we talk about ability or possibility we use can / be able to + verb stem. Sean can play the bass guitar. Julia isn’t able to concentrate on her work. To talk about ability or possibility in the past we use could or was able to. We use could / couldn’t to talk about general ability in the past. I could swim when I was six years old. I couldn’t ride a bike. To talk about specific events we can use was / wasn’t able to or couldn’t. We don’t usually use could for specific events. I couldn’t go to the party, because I had a cold. I wasn’t able to go to the party, because I had a cold. I was able to go to the party, but I had to leave early. but not (I could go to the party, but I had to leave early.) Could is also the conditional form of can. I could go to the theatre if I didn’t have so much work. For the future we have to use be able to. Gary won’t be able to drive. He’ll be able to cook. Will you be able to come to Romeo and Juliet?
EPISODE 7

The visitor

While you watch

A

1 What can you remember from the last episode? Look at this picture from Episode 6. What is the situation between Tim and Julia?

2 Watch the whole of Episode 7. Who is the visitor? What do you know about her?

B

1 Rewind the tape to the beginning of Episode 7. Watch to Tim: Cheers. Tick the correct answers.

1 What's the time?  
- 7:04  
- 7:14  
- 7:34

2 Who is in the photograph?  
- Julia  
- Tim  
- Julia and Tim

3 Where is Denise phoning from?  
- Frankfurt  
- Paris  
- Amsterdam

4 Where does she want to meet Tim?  
- Manchester  
- London  
- Birmingham

5 What time will she get there?  
- 10.45  
- 11.25  
- 10.15

6 Who does Tim phone?  
- Steve  
- Pete  
- Sean

2a Answer the questions.

1 At first Tim says he can't meet Denise. What reason does he give?

2 Why do you think he changes his mind?

3 What does he do so that he is free to meet Denise?

2b Watch again. Check your answers.

3a Watch again. Complete what Tim says.

Hi, ________? It's Tim. Sorry to ________ you so ________, but I've got a ________ of a ________. Can you ________ for me ________? ... ________.

3b Who do you think he is talking to? What will the person have to do?
Watch until you see Tim at the airport. Answer the questions.

1 Watch to Denise: I don't know really. I'm a bit tired.... Are these statements true (T) or false (F)?

1 Denise has got an interview for a new job. 
2 She found out about the interview last week. 
3 Denise lives in England. 
4 It was difficult for her to get a flight. 
5 She didn't tell Tim because she didn't have time.

2 Watch again. How do Tim and Denise greet each other? Complete the speech bubbles.

2a Watch again. Complete what Julia says.

2b Watch again. Listen carefully to how Julia says it. What do her tone and stress show?

3 Watch again. What does Tim ask Denise? Tick the correct questions.

1 What are you doing here? Why are you here? What are you going to do here?
2 Why didn't you phone me sooner? Why didn't you tell me you were coming? Why didn't you let me know before?
3 What would you like to do today? Where are you going to stay? How long are you going to stay?
1a
Look at the picture. Answer the questions.

1 What is Julia doing?
2 What happens?
3 What does she decide to do?

1b
Watch to JULIA: ...a few days off. Check your ideas.

2a
Match the halves of the sentences.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
<th>k</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Where</td>
<td>a</td>
<td>talk to him?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I put it</td>
<td>b</td>
<td>OK.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I know</td>
<td>c</td>
<td>here yesterday.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Julia, Julia. Come</td>
<td>d</td>
<td>sort things out with him, you know.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It's</td>
<td>e</td>
<td>see him when we get home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I'll be</td>
<td>f</td>
<td>taking a few days off.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>You'll have to</td>
<td>g</td>
<td>go on like this.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You can't</td>
<td>h</td>
<td>is it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Do you want me to</td>
<td>i</td>
<td>on now.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>No, I'll go and</td>
<td>j</td>
<td>I did.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>... if he's</td>
<td>k</td>
<td>all right.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Martha said he's</td>
<td>l</td>
<td>there.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2b
Watch again. Check your answers.

3
Discuss the questions.

1 What's wrong with Julia?
2 How does she feel about going to see Tim?
3 What do you think she will say to him?

---

1 Watch to TIM: ...they'll be there. Why doesn't Julia go to see Tim? Why doesn't Tim go to see Julia?

2a
Some parts of this dialogue are not what the people actually say. Watch again. Underline the incorrect parts.

REBECCA: What's up?
DENISE: I've had a lovely day.
TIM: Just a moment, Denise. Let me introduce you to my friends.
DENISE: Can we do it tomorrow? I feel rather tired now – jet lag.
TIM: All right. We can call in at the cafe tomorrow night. I know they'll be there.

2b
Correct the dialogue.

2c
Watch again. Check your answers.

3
What does Julia think? What would you do if you were Julia?
Watch to MARTHA: ... to lose you.

Answer the questions.

1. What does Julia want?
2. What reason does she give?
3. How does Martha feel about it?
4. What is Martha going to do?
5. Where is Frederick?

Watch again. Complete the dialogue.

JULIA: Can I have a _______, please?
MARTHA: Of course, Julia. What's the _______?
JULIA: Can I _______ to another _______?
MARTHA: A transfer? But _______? You're _______ so well here.
JULIA: It's ... It's _______.
MARTHA: Tim, I _______. Haven't you _______ made it _______ yet? But you _______ were _______ for each other. When you get _______ to my _______ you can see these _______. Well, if you _______ want a _______, I'll _______ to Frederick when _______ he gets back from _______. But I'll be _______ to lose you.

Watch again. Complete the dialogue.

JULIA: Can I have a _______, please?
MARTHA: Of course, Julia. What's the _______?
JULIA: Can I _______ to another _______?
MARTHA: A transfer? But _______? You're _______ so well here.
JULIA: It's ... It's _______.
MARTHA: Tim, I _______. Haven't you _______ made it _______ yet? But you _______ were _______ for each other. When you get _______ to my _______ you can see these _______. Well, if you _______ want a _______, I'll _______ to Frederick when _______ he gets back from _______. But I'll be _______ to lose you.

It didn't take you long to find one.

It didn't take me long! What about you?

Look at the pictures. What do you think Julia and Tim are talking about? Why are they both wrong?

Complete what Tim and Julia say.

Use these verbs.

Tim: Last night you _______ and _______ him in the street.
JULIA: I _______.
Tim: You _______ to _______ a pizza and when I _______ I _______ you.
JULIA: I _______ Gary. He _______ and _______ his ankle. I _______ him. _______ that right, Gary?
Tim: Well, I _______.

Watch again. Check your answers.

What do you think happens next?
Exercises

1a
Here is Denise’s part of the telephone conversation with Tim. Write the numbers in the correct spaces.

1 Are you sure? I can get the train if it’s a problem.
2 Yes, I’m on my way to London. Can you meet me there?
3 Great! Bye.
4 Denise.
5 Hi, Tim. It’s Denise.
6 Oh, well. Never mind.
7 I’m at Frankfurt airport.
8 Quarter to eleven.

TIM: Tim Barnes.
DENISE: _______________________

TIM: What?
DENISE: _______________________

TIM: Where are you?
DENISE: _______________________

TIM: Frankfurt?
DENISE: _______________________

TIM: Oh, I’m sorry. I’m working today.
DENISE: _______________________

TIM: No, it’s all right. I can change that.
DENISE: _______________________

TIM: No, really. What time do you get to London?
DENISE: _______________________

TIM: Ten forty-five. OK, I’ll be there.
DENISE: _______________________

TIM: See you later.

1b
Work with a partner. Read the dialogue.

2
What do people want Rebecca to do?
Example

1 MARTHA: Rebecca.
Can you get the Ashcroft file, please?

MARTHA wants her to get the Ashcroft file.

2 GARY: Can you make me an appointment with Martha, please?

3 JULIA: Can you answer the phone? I’m in the bath.

4 TIM: Can you give this tape to Martha, please?

5 SEAN: Can you hold that door open for me, please, Rebecca?

6 ABIGAIL: Can you play tennis this weekend?

7 TED: Can you take this package for Martha, please?

8 DARREN: Can you cover for me tomorrow morning, please, Rebecca?

3
Complete the sentences. In each sentence one verb should be in the Past simple tense and one should be in the Past perfect tense.

1 Tim ___________________ surprised at the phone call, because Denise ___________________ him she was coming. (be / not tell)

2 Pete ___________________ to cover for Tim, because Tim ___________________ for him the week before. (agree / cover)

3 Tim ___________________ the house in a hurry, because he ___________________ to meet Denise at the airport. (leave / arrange)

4 He ___________________ any breakfast, so he ___________________ hungry when he got to the airport. (not have / be)

5 Julia ___________________ Martha for a transfer, because she ___________________ Tim with another woman. (ask / see)

6 Martha ___________________ surprised that Julia and Tim ___________________ it up. (be / not make)

7 Frederick ___________________ to Russia, so Martha ___________________ speak to him. (go / not be able to)

8 When Julia and the others ___________________ into the bar, Denise ___________________ to the loo. (come / go)

9 Tim ___________________ annoyed with Julia, because he ___________________ her with Gary. (be / see)
4
Put the verbs in brackets into the Past simple or the Past continuous tense.

1 Last night Tim (go out) to get a pizza. When he (come) back, he (see) Julia and Gary. He (think) that she (cuddle) Gary. In fact, she (help) him, because he had twisted his ankle.

2 When Rebecca (come) out of Martha's office, Julia (look) for something in a file. While she (look) for it, the files (fall) on the floor. Julia (sit) down and (put) her head in her hands.

3 While Julia and Rebecca (walk) home, Julia (see) Tim and Denise. They (go) into the house. When she (see) them, she (stop) suddenly.

5a
Gary is talking to Denise. Make Gary's questions. Use the cues and put the verbs into the appropriate tense.

GARY: (live / in England)
DENISE: No, I live in Hong Kong.
GARY: Really? (like / it there)
DENISE: Yes, it's great.
GARY: (How long / live / there)
DENISE: Oh, I've been there for about four years now.
GARY: (What / do / there)
DENISE: I work for a computer company.
GARY: (What / do / in England)
DENISE: I've got an interview for a job.
GARY: (stay / with Tim)
DENISE: Yes, I am.
GARY: (When / arrive)
DENISE: I got here yesterday morning.
GARY: (Tim / meet / you at the airport)
DENISE: Yes, he did.
GARY: (How long / be / here)
DENISE: About a week, then I'll have to go back to Hong Kong.
GARY: (do / anything / this weekend)
DENISE: Erm, I don't know... I...
GARY: Well, (like / to go to the theatre) I've got two tickets for...
REBECCA: Gary. Leave Denise alone. Now tell us all about this new job, Denise.

5b
Work with a partner. Read the dialogue.

Role play
Work in a group of four. Write and act a play to fit this scenario.

A and B have known each other for a long time, but they haven't seen each other for about two years. C is B's boyfriend / girlfriend. D is C's best friend.

A arrives unexpectedly. B meets him / her at the station / airport. B takes A for a drink. While they are there, C and D arrive unexpectedly.
1 Useful expressions
Complete the dialogues with the expressions in the tables.

1
<table>
<thead>
<tr>
<th>can it wait</th>
<th>can I have a word</th>
<th>sorry to bother you</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll be there</td>
<td>I suppose so</td>
<td></td>
</tr>
</tbody>
</table>

A: ________________________, but
B: ________________________ about tomorrow's visit?
I'm a bit busy at the moment.
A: ________________________, Can you come to my office at, say, two?
B: OK. ________________________

2
<table>
<thead>
<tr>
<th>it's good to see you</th>
<th>what are you doing here</th>
</tr>
</thead>
<tbody>
<tr>
<td>you were taking a few days off</td>
<td>I had to sort things out</td>
</tr>
<tr>
<td>there's a free table over there</td>
<td></td>
</tr>
</tbody>
</table>

A: Hi, Dave. ________________________ I thought ________________________,
B: ________________________, There was a problem with the new computer, so
A: ________________________, Would you like a drink?
B: Thanks. I'll just have an orange juice, please.
A: ________________________, I'll bring the drinks over.
B: OK.

3
<table>
<thead>
<tr>
<th>I'm going in early</th>
<th>I haven't had a chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>why didn't you say before</td>
<td>are you in a hurry</td>
</tr>
<tr>
<td>I'll just go to the loo</td>
<td></td>
</tr>
</tbody>
</table>

A: Are you ready?
B: Why ________________________ today? It's only half past seven.
A: ________________________,
B: Well, ________________________?
A: ________________________,
B: OK. Well, ________________________, then I'll be with you.

2a a bit (of)
We often use a bit or a bit of to make something sound less dramatic or less threatening.

Examples
I've got a bit of a problem.
I feel a bit tired.

2b
Say these sentences with a bit or a bit of.

1 She says she's got a headache.
2 Can I have a glass of water? I feel thirsty.
3 I'm sorry I can't talk now. I'm in a hurry.
4 Rebecca was annoyed with Gary.
5 Is your eye OK? It looks red.
6 What's wrong with Tim? He seems to be in a bad mood.
7 Did you like the film? I thought it was too long.
8 It was a shock when Julia first saw Tim with Denise.

3a Contradicting
To contradict something we usually use the short answer form with stress on the verb.

Examples
TIM: You were cuddling him in the street.
JULIA: I wasn't.
TIM: You were.

3b
Work with a partner.
A: Read the statement.
B: Contradict the statement.
A: Contradict B.

1 The meeting's in Room 7.
2 Rebecca's got brown eyes.
3 You're sitting in my seat.
4 We went to the cinema last Tuesday.
5 Denise doesn't live in England.
6 You'll miss the train, if you don't hurry.
7 Those tapes haven't arrived yet.
8 You wouldn't really like to be a teenager again.
The Past perfect tense
We use the Past perfect tense to talk about an action or event that took place before events that are told in the Past tense.

They'd finished eating when I arrived at the restaurant.

Tim and Julia had broken up when Gary asked Julia for a date.

Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>He</th>
<th>She (it)</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>'d</td>
<td>(had)</td>
<td>seen Julia with Gary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>He</th>
<th>She (it)</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>hadn't</td>
<td>(had not)</td>
<td>seen Julia with Gary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

Had I | he | she | (it) | we | you | they | seen Julia with Gary?

Short answers

Yes, I had. | No, I hadn't.

want (someone) to do (something)
We use want + object + to + verb stem.

Martha wants her to phone Frederick.
Martha wants she to phone Frederick.
Martha wants that she phones Frederick.
EPISODE 1

REBECCA: Morning, Julia.
JULIA: Hi, Rebecca. Are you going away?
REBECCA: I'm going to my parents' for the weekend. My sister's picking me up at quarter past nine.
JULIA: When are you getting back?
REBECCA: We're having a big family dinner on Sunday evening. It's my father's birthday. So I'm going straight into work on Monday.
REBECCA: You sound happy.
JULIA: Do I? Perhaps I'm falling in love.
REBECCA: What? Are you serious?
JULIA: Yes, I think so.
REBECCA: Who is it? What's he like?
JULIA: Well, he's very good-looking and he's got lovely eyes.
REBECCA: What does he do? Come on, Julia. Who is it?
JULIA: He works for a TV company.
REBECCA: Really? Do I know him?
JULIA: In fact, he's probably on TV right now.
GARY: You're watching the local weekend news on Apex TV. I'm Gary Fenton. It's nine fifteen.
REBECCA: Gary? Oh, there's Cindy. Bye, Julia. See you on Monday, Gary?
JULIA: Well, what do you think? Oh.
TIM: On Saturday mornings Charlie and Molly Craddock usually go shopping, but they aren't going shopping today. They're doing something completely different. They're walking round the local park. And they're doing it backwards.
MOLLY: We're collecting money for local charities.
TIM: Is it difficult, Charlie?
CHARLIE: Not for us, because we practise.
MOLLY: We walk round our garden for two hours every day.
TIM: Backwards?
CHARLIE: Of course!
MOLLY: It's very easy, you know.
CHARLIE: And it's fun. Oh! Oops!
SEAN: Are you waiting for someone, Tim?
TIM: What? ... oh ... yes. Ah, here she is.
JULIA: Hi.
TIM: Hi, Julia.
JULIA: Hi, Sean. How are you?
SEAN: Not too bad, I suppose. The police are coming to see us this afternoon. Jason and Kyle put soap powder in the neighbours' fish pond yesterday.
TIM: Well, good luck. We're going into town.
JULIA: Bye.
SEAN: Have a nice weekend.
REBECCA: She's going out with someone and he works here.
ABIGAIL: Ooh, who is it?
REBECCA: Gary.
ABIGAIL: No!
REBECCA: Yes.
MARTHA: What's she giggling about?
REBECCA: It's Julia. You'll never guess, but she's going out with Gary.
MARTHA: Nonsense! Julia's got more sense than that.
REBECCA: It's true. She told me on Saturday.
MARTHA: Well, never mind that. What time am I meeting Frederick today?
REBECCA: Oh, he phoned to say that he can't make it. Could you call him on his mobile? He's at the House of Commons.
DARREN: Look out! She's coming.
ABIGAIL: Hello, Julia.
JULIA: Oh, um, hi.
DARREN: Oh, Gary. Gary ... GARY: Julia, are you doing anything this evening?
JULIA: Yes, I am. I'm going out.
GARY: Are you going out tomorrow, too?
JULIA: No, I'm not. I'm staying in and watching a video with Rebecca.
GARY: What about Wednesday?
JULIA: Look. What is this, Gary? What do you want?
GARY: Oh, come on, Julia. Don't be shy. I know your little secret.
JULIA: Secret? What secret?
GARY: You know.
JULIA: What do I know?
GARY: Oh, come on, you know. Don't you?
SEAN: Thanks. How was your weekend at your parents?
REBECCA: Don't ask. They argued all the time and I got the usual lecture. Why don't you get a proper job like Cindy? She's doing so well. What about your weekend?
SEAN: Well, on Saturday morning I was with Tim in Wrigley Park. People do some funny things ...
REBECCA: Yes, they do. Well, I can't stay here all day.
SEAN: And then Julia arrived and she and Tim ...
REBECCA: Julia?
SEAN: Yeah, it seems they're going out together. I didn't know anything about it.
REBECCA: Julia is going out with Tim? But ...
JULIA: Rebecca!

EPISODE 2

GARY: So what will this new series of yours be about?
TIM: If you come to the meeting tomorrow, you'll find out.
REBECCA: Some of your young fans, boys.
SALLY: Can we have your autographs, please?
GARY: I'll use my own pen.
JULIA: What's it like to be a star?
GARY: These kids can recognize real talent.
TIM: That's right.
ANDY: Well, actually, this is for my grandma.
MARTHA: And the next item is ...
Tim: Nothing serious? We haven't got an interview. That's serious, isn't it?
Julia: I meant the child.
Tim: Well, if she can't do it, we'll just have to find someone from here.
Gary: Well, it can't be me, because I'm the interviewer. How about Frederick?
Rebecca: He's in Bangkok.
Julia: Anyway, it needs to be someone ordinary.
Gary: You can't be serious.
Gary: Our guest this evening is Sean Casey - a cameraman here at Apex TV. Tell me something about your early life, Sean.
Tim: Well, I was born in Ireland, but my parents moved to England when I was still a baby and I grew up in London. We were quite a big family - seven kids. I didn't do very well at school and I left when I was sixteen.
Gary: What did you do after school?
Sean: I got a job in a furniture factory.
Tim: Sounds interesting. Are they still married?
Julia: Yes, they are. They've got five children now. Here's a photo of the family. If you do that again, I'll go back to my desk.
Tim: OK. OK. I promise I'll behave.
Julia: Good. Now there's a lot more about Samantha Richmond. She's a very interesting woman.
Tim: What time will this woman be here, Julia? It's already twenty past two.
Julia: I'm sure she'll be here soon.
Rebecca: Excuse me. There's a message on my answerphone for Julia from Samantha Richmond.
Tim: When? Just now?
Rebecca: This morning.
Tim: What?
Rebecca: I was out of the office all morning at a meeting. Anyway, she says she's very sorry, but she can't come this afternoon because one of her children is ill.
Julia: Oh dear, I hope it's nothing serious.
SEAN: When I was driving home yesterday, I saw these two kids. They were running out of a newsagent's and the owner was running after them. The kids ran right in front of my car and I nearly hit them. But that wasn't the worst thing. When they turned round, do you know what?

TIM: It was Jason and Kylie? Tim Barnes ... What? ... When? ... Where? ... Thank you. A robbery at a jeweller's shop in King George Square.

SANDRA: Here we are, Mrs Burns. Oh, there's another police car. I wonder what's happening. Oh dear, there's nowhere to park. Well, I'll just stop here. We won't be long.

SEAN: Turn right here. That'll be the quickest way.

TIM: Oh no! Come on! You're blocking the street.

SANDRA: We won't be a minute.

TIM: Can't you move any faster? Allow me. It'll be quicker.

SANDRA: Well, really!

JULIA: There you are, Mum. So what happened?

SANDRA: Well, when we got there, I couldn't find anywhere to park, so I stopped in the middle of the street. While I was helping Mrs Burns out of the car, another car pulled up behind me and the driver of the car beeped his horn at me.

JULIA: Some people!

SANDRA: Poor old Mrs Burns can't move very fast. So while we were walking to her door, the young man started shouting at us.

JULIA: That's terrible!

SANDRA: And then he grabbed the suitcases from the car and he just dumped them on the pavement.

JULIA: How rude!

SANDRA: But, you know, I'm sure I've seen him somewhere before.

JULIA: Tim will be here soon.

COLIN: Uh, huh.

SANDRA: It isn't usually as busy as that on a Sunday, is it, dear?

COLIN: No, dear.

JULIA: I'll take these in.

SANDRA: That's him! That's his car!

COLIN: What, dear?

SANDRA: Excuse me. I'd like a word with you!

JULIA: Hi.

SANDRA: Do you two know each other? Well ... This is the rude young man that I was telling you about.

JULIA: Oh dear. Mum, Dad. This is Tim.

TIM: Pleased to meet you.

EPISODE 4

MARTHA: Yes, Mother, if I have time I'll try to go shopping at lunchtime ... Yes, I'll buy some apples ... No, I won't buy any pears ... I know you don't want them. Now, have we got any coffee? ... Well, go and look and then ring me back. Yes, Mother? ... Oh, I'm sorry. I was expecting another call. What can I do for you? ... Yes, I have seen the programme. I saw it last night ... No. No, I don't think the programmes are too violent ... I'm afraid I can't agree with that ...

REBECCA: She's on the phone ... Tim, have you done that programme about the health farm yet?

TIM: No, we haven't. We're still looking for someone to go there, so that we can film their experiences.

REBECCA: I've always wanted to go to a health farm.

TIM: But you're already fit and healthy, and we need someone who's unfit and stressed out.

MARTHA: Stupid man! Rebecca, have those tapes arrived?

REBECCA: I'm afraid they won't be here till next week.

MARTHA: Next week? That's too late! Get me Frederick!

REBECCA: He's gone to Rio and he won't be back till Monday.

MARTHA: Oh, give me strength ... What do you want, Tim?

REBECCA: Hello. Rebecca Bond speaking. ... Just a minute, please ... It's your mother again.

MARTHA: Yes, all right, Mother. Yes, I'll get some coffee ... What? ... No, Mother, I haven't hidden your glasses ... No, I can't come home and look for them. Goodbye. I need a break.

CELINE: Welcome to Westland Manor Health and Fitness Centre, Mrs McKay. My name's Celine, and I'm your personal consultant. Have you ever stayed here before?

MARTHA: No, I haven't.

CELINE: And how long will you be with us?

MARTHA: About a week.

CELINE: I see. Well, first we'll do some of our regular tests and then we can work out your personal fitness programme. So would you like to follow me?

TIM: So, you've finished your tests and Celine has worked out a programme for you. Now it's time for your evening meal.

MARTHA: Meal? You call this a meal? ... A bit of lettuce, a few nuts and some fruit. They won't let me have any biscuits or ice cream or chocolate.

TIM: Can you have any wine or beer?

MARTHA: I can't even have a cup of tea or coffee. This is my drink.

TIM: A glass of water?

MARTHA: I used to be a war correspondent, you know, and I had some hard times, but I always had a good meal at the end of the day with meat and cheese - not this ... this rabbit food.

TIM: And cut ... That was great, Martha. That's it for today, Sean.

SEAN: Right. Where shall we go for a meal? I'm starving.

TIM: Let's try that pub down the road. I fancy a nice big steak and a plateful of chips.

MARTHA: Tim, I won't forget this.

TIM: It's nine-thirty and Martha is starting her exercise programme in the gym.

CELINE: That's it. Swing those arms. Swing those arms. Good!

CELINE: OK, another ten minutes and it's time for lunch, and then at half past two we're going jogging.

MARTHA: Jogging? I've never been jogging in my life! Oh, how did you talk me into this, Tim?

TIM: Yes ... OK. Bye, then ... Yes, love you, too.

SEAN: I used to play with this band, you know.

TIM: Oh, yes? Do you want some more French fries? I've had enough.

SEAN: Sure.

TIM: Quick. Here they come.

TIM: So, Martha. How do you feel?

MARTHA: I have never felt worse. I have done some difficult things in my life. I've slept in airports, in fields, even in the street. I've travelled for three days on a camel. I've eaten snakes and insects. But this ... this is just too much.

TIM: And what's the next thing on your programme?

MARTHA: The next thing on my programme? You'll see. First, I think I'll make a phone call. Can I borrow your mobile?

TIM: Sure.

MARTHA: Mother, I'm coming home.
SEAN: Hey! Stop!
TIM: Martha!

EPISODE 5
TIM: Anything interesting?
JULIA: How about going to the theatre?
TIM: What's on?
JULIA: Waiting for Godot. I'd like to see that.
TIM: OK. When?
JULIA: How about tomorrow?
TIM: No, I'm working on Tuesday and Wednesday evening this week.
JULIA: Let's go on Thursday then.
TIM: All right. Are you going to get the tickets?
JULIA: Yes. You forgot them last time.
TIM: I couldn't help it. A job came up at the last minute.
JULIA: Hmm. I've heard that story before.
JULIA: Aren't you going to your aerobics class?
REBECCA: Not this week. The instructor's hurt her knee. Are you going out?
JULIA: Yes, we're going to the theatre to see Waiting for Godot. What's the time?
REBECCA: Ten past seven.
JULIA: Oh no. I'm going to be late. Tim'll already be at the theatre by now.
REBECCA: Hello, 823846.
TIM: Rebecca? It's Tim. Is Julia there?
REBECCA: It's Tim.
JULIA: I'm sorry, Tim. I'll be with you in ten minutes.
TIM: Well, um, I'm not at the theatre actually. I'm afraid something's come up and I've got to deal with it.
JULIA: Oh, that's wonderful! So what am I going to do with the tickets?
TIM: I don't know. I'm sorry but I have to go. Bye.
REBECCA: What's up?
JULIA: He can't make it ... again! This is the third time he's done something like this. Last time he forgot to get the tickets. The time before that his jeep had a flat tyre. Do you fancy going to the theatre?
REBECCA: Ooh, yes. I've always wanted to see Waiting for Godot.
JULIA: Well, it'll be better than waiting for Tim!
GARY: Hi. Do you mind if I join you? ... Oh, here comes the worker.
TIM: Did you go to see that play?
JULIA: Yes, thanks. It was very good, wasn't it, Rebecca?
REBECCA: Excellent! I really enjoyed it.
TIM: Look, I'm sorry I couldn't make it.
GARY: Work comes first every time, eh, Tim?
JULIA: I hope you're not going to do anything like this tomorrow night. It's my friend Charlotte's party.
TIM: Except ... um ... I've agreed to stand in for Pete Riley tomorrow, so I probably won't be free till about nine thirty. Would you mind going on your own and I'll meet you there?
JULIA: Oh, all right. But don't be too late.
JULIA: I was so embarrassed.
TIM: But there was nobody else to do the interview.
JULIA: Everybody asked about you. 'I hear you've got a new bloke, Julia?' 'Where's your new boyfriend, Julia? Is he here?' It was so ...
TIM: Embarrassing?
JULIA: It's not funny. You wouldn't like it if I stood you up.
TIM: But it's my job. You know what it's like. I can't help it if something important comes up.
JULIA: Something important? So I'm not important?
TIM: I didn't mean that ...
JULIA: There are other things in life besides work, you know. I've got a job, too, but I'm not a slave to it. But you ... you'd miss your own wedding if 'something important' came up.
JULIA: Where's your new boyfriend, Julia? Is he here?
of these. Every day, millions of tons of rubbish are produced. We throw our rubbish into the dustbin ...

MARSHA: Have I got an appointment with Frederick now?

REBECCA: He's in Moscow. I can get him on his mobile, if you want.

MARSHA: No, it's all right. What on earth is the matter with Julia? I had to tell her something three times.

REBECCA: Haven't you heard? She and Tim have split up. And Sean says that Tim's just the same.

MARSHA: What do you mean?

REBECCA: They had to film something ten times this morning, because Tim couldn't remember his lines.

MARSHA: That's not like Tim.

REBECCA: I know. And Julia hasn't smiled for days.

MARSHA: Well, you can't work with people like that. I've seen it too many times and it always causes problems. We'll have to do something about it.

TIM: I'm sorry about this morning, Sean.

SEAN: It's all right. Is it Julia?

TIM: I've tried to explain, but she just won't listen.

SEAN: I'm sure you'll be able to sort things out.

TIM: Maybe. But she's going to have to make the first move. She broke it off.

SEAN: Look. She'll have to come past here when she leaves. Why don't you just say hello to her? That isn't too difficult, is it? Same again?

JULIA: Why should I make the first move? It was all his fault.

REBECCA: You don't have to do anything really. He's over there. Just say hello to him when you leave.


REBECCA: Bye.

GARY: Are you still OK for Romeo and Juliet tonight?

JULIA: What? Oh ... er ... I suppose so.

GARY: Great. I'll pick you up about quarter to seven?

JULIA: Yes, OK, Gary.

GARY: See you later, then.

ANNOUNCER: Just two minutes to go and it's still one-one. Legrand. Anderson. Panini. Can he do anything? Anderson again, and here's Legrand. What a goal! It's 2-1 with less than a minute on the clock.

TIM: Julia. I'm sorry. Please forgive me.

JULIA: Oh, Tim. I love you.

GARY: Julia! Julia!

GARY: Julia! What? Oh, sorry.

JULIA: What are you OK? You were miles away.

GARY: I was just thinking about something. Nothing important.

JULIA: Thank you for this evening. Gary. I enjoyed the play.

GARY: Aren't you going to ask me in for a cup of coffee?

JULIA: No. Gary. It's late and I won't be able to get up in the morning ...

GARY: Just a goodnight kiss, then?


GARY: Oh, sweet Julia. Just one kiss for your poor Romeo.

JULIA: Don't be silly.

GARY: Oo ... Ow! My ankle.

JULIA: Oh, Gary. How's your ankle?

GARY: I think it's all right.

JULIA: Will you be able to drive?

GARY: Yes. I'll be fine. Goodnight.

EPISODE 7

TIM: Tim Barnes. What? ... Where are you? ... Frankfurt? ... Oh, I'm sorry. I'm working today. No, it's all right. I can change that ...

JULIA: No. Gary. Do you have a goal? It's 2-1 with less than a minute on the clock.

TIM: But what are you doing here?

REBECCA: I've just seen Tim. I thought he was going in late today, but he seemed to be in a hurry.

JULIA: I suppose 'something important' has come up.

REBECCA: How was your date with Gary?

JULIA: Oh, don't ask.

TIM: It's great to see you.

DENISE: Lovely to see you, too, Tim.

TIM: But what are you doing here?

DENISE: I've got an interview next week for a new job.

TIM: Why didn't you let me know before?

DENISE: I didn't know myself until yesterday, and all the flights were fully booked. I was lucky to get this one. Anyway, I wanted to give you a surprise.

TIM: Well, you certainly did that. Now, what would you like to do today?

DENISE: Oh, I don't know really. I'm a bit tired ...

JULIA: Where is it? Oh, I put it here yesterday. I know I did. Oh no!

REBECCA: Julia, Julia. Come on now.

JULIA: It's OK. I'll be all right.

REBECCA: You'll have to sort things out with him, you know. You can't go on like this. Do you want me to talk to him?

JULIA: No, I'll go and see him when we get home ... if he's there. Martha said he's taking a few days off.

REBECCA: The man phoned again later on. So I said, if I were you, I'd write a letter to the Managing Director, but he said ... What's the matter?

DENISE: I've had a really nice day.

TIM: Just a minute. Denise. I'll introduce you to my neighbours.

DENISE: Can it wait till tomorrow? I feel a bit tired now - jet lag.

TIM: OK. We can call in at the wine bar tomorrow evening. I'm sure they'll be there.

JULIA: Can I have a word, please?

MARSHA: Of course. Julia. What's the problem?

JULIA: Can I move to another department?

MARSHA: A transfer? But why?

JULIA: You're doing so well here.

MARSHA: It's ... It's personal.

MARSHA: Tim, I suppose. Haven't you two made it up yet? But you were made for each other. When you get to my age you can see these things. Well, if you really want a transfer, I'll talk to Frederick when he gets back from Russia. But I'll be sorry to lose you.

DENISE: I'll just go to the loo.

TIM: Hi.

JULIA: Where's your girlfriend?

TIM: What?

JULIA: It didn't take you long to find one.

TIM: It didn't take me long? What about you? Last night you were kissing and cuddling him in the street.

JULIA: I wasn't.

TIM: You were. I went out to get a pizza and when I was coming back I saw you.

JULIA: I wasn't cuddling Gary. He had fallen over and twisted his ankle. I was helping him. Isn't that right, Gary?

TIM: Well. I didn't know.

DENISE: I'm back. Are these your friends?

TIM: Yes. Let me introduce everyone. This is, um, Gary, Sean, Rebecca and Julia. This is Denise ... my sister.

GARY: Hello.

REBECCA: Hi!

JULIA: Your sister? Your sister? Why didn't you say?

TIM: You didn't give me a chance.

REBECCA: There's a free table over there. So, what are you doing here? ...
Lifetime Level 2 is the second stage of a three-level English language teaching video series designed for elementary to intermediate learners.

Lifetime is an entertaining story about friends and colleagues working for a TV news company, with the central characters appearing in all three levels. Each level consists of seven stand-alone episodes with a clear language focus, and an emphasis on communication.

Lifetime Level 2 can be used in conjunction with any course at pre-intermediate level. The Student's Book contains video-based activities, and is supported by a Teacher's Book which gives guidance on using the video in the classroom.