Lifetime
Level 1
Student’s Book

Tom Hutchinson
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**EPISODE 1**

*Juliet's first day*

**While you watch**

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary</td>
<td>Drake the Managing Director</td>
</tr>
<tr>
<td>Colin</td>
<td>Bond a reporter</td>
</tr>
<tr>
<td>Sandra</td>
<td>Barnes a producer</td>
</tr>
<tr>
<td>Julia</td>
<td>Fenton a trainee</td>
</tr>
<tr>
<td>Martha</td>
<td>McKay a newreader</td>
</tr>
<tr>
<td>Rebecca</td>
<td></td>
</tr>
<tr>
<td>Ted</td>
<td></td>
</tr>
<tr>
<td>Tim</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horris</td>
<td>Security Officer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry</td>
<td>Security Officer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fredrick</td>
<td>Security Officer</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sean Case</td>
<td>Cameraman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Mills</td>
<td>Security Officer</td>
</tr>
</tbody>
</table>
Rewind to the beginning. Watch to JULIA: Here you are. Number the pictures in the correct order.

Watch again. Which times do you hear?

Watch again. Who says each thing? Match them to the names.

Good morning.  Here is the news.  Look at the time.  Coming.  Is this OK?  Lovely, dear.  Thanks, Mum.  Bye, Dad.  It’s her first day today.  What?

Sandra  Colin  Julia  Gary
Rewind to the beginning and watch to JULIA: Thank you. Tick the correct answers.

1. How much is the taxi fare?
   - £4.50
   - £5.00
   - £5.50

2. Who is talking on a mobile phone?
   - Rebecca
   - Gary
   - Tim

3. Who does Julia ask for?
   - Martha
   - Frederick
   - Rebecca

4. What is the extension number?
   - 4985
   - 5894
   - 5498

5. Where does Ted say Julia is?
   - at the entrance
   - at the Front Desk
   - at Reception

6. What is the room number?
   - 12
   - 20
   - 27

7. Which floor is it on?
   - the first floor
   - the second floor
   - the third floor

Watch again. Rebecca makes a file card for Ms Fossett. Complete it.

Name: Ms Angela Fossett

Address: ............................................
   ................................................................
   ..................................................................
   ...................................................
   Watlington

Postcode: .............................................................................

Tel. No.: ........................................... 3

Watch again. Match the halves of the expressions.

1. And what's a then, Julia.
2. How do you b meet you.
3. Can you c personal assistant, Rebecca Bond.
4. Welcome to d spell Tindolf?
5. No, don't e see.
6. This is my f in?
7. Pleased to g Apex TV.
8. Come and meet h your address?
9. Is Frederick i come in.
10. Oh, I j repeat that, please?
11. Come on k some of the people in the newsroom.
Watch to GARY: She's very pretty. Complete what Julia says.

Watch again. Complete the dialogues.

1

MARTHA: Tim Barnes is a reporter.

2

MARTHA: Tim, is Julia our new trainee.

3

TIM: is a very interesting story, Martha. Look at it.

MARTHA: Tell about it afternoon. OK?

4

GARY: Who's young woman with Martha and Sean?

TIM: name's Julia. She's a new trainee.

GARY: very pretty.

Watch again. Put the dialogue in the correct order.

Oh, right.

What?

Right. Thank you.

Don't mention it.

Sorry?

Julia.

My name isn't Julie. It's Julia.

See you around, Julie.

And address has got two Ds.

Address is A, double D.

Watch to MARTHA: Yes. Which buttons does Martha press for Julia's drink?

Watch again. Look at the picture and answer the questions.

What is Gary saying?

a You're Julia, aren't you?

b Pleased to meet you. I'm Gary.

c I'm a newsreader.

d I must be off.

What do his gesture and facial expression mean?

Why does his smile suddenly disappear?

What does the scene tell us about Gary's personality?

Watch to the end. Answer the questions.

1 Where is Julia?

2 Who is she talking to?

3 Who is on the TV?

4 Where is the person?

Watch again. What does Julia say about the person on the TV?

He's great.

He's very friendly.

He isn't very friendly.

He isn't very nice.

He's very nice.
Exercises

1
Look at the pictures on page 4. Introduce the people.
Example
This is Julia Drake.
She's a trainee.

This is Tim Barnes.
He's...

2
Say these prices.
Example
four pounds fifty
twenty-three pence (twenty-three p)
four pounds
£4.50
23p
£12.30
£6.99
60p
12p
75p
£3.80

3a
Complete the dialogue.
A: morning. I help you?
B: Yes, Martha McKay.
A: Mrs McKay is on the floor. lifts are there.
B: you.

3b
Make dialogues for these cues. (See Culture note, p10.)
1 Jack Hall / Mr / 32 / third floor
2 Olivia West / Miss / 17 / first floor
3 Tom Summers / Mr / 20 / second floor
4 Judy Byng / Ms / 38 / third floor
5 Sally Hamm / Mrs / 11 / first floor

4a
Put the conversation in the correct order.
I'm fine, thanks. And you?
Good morning, Tim. How are you?
Fine, thanks.
Morning, Ted.

4b
Go round and greet some people in your class.

5a
Complete the dialogue with the expressions.
And your telephone number?
Thank you. And what’s the postcode?
How do you spell Tindall, please?
Thank you, Ms Fossett. Goodbye.
What’s your name, please?
Can you repeat that, please?
And what’s your address?

REBECCA:
MS FOSSETT: It’s Angela Fossett.
REBECCA:
MS FOSSETT: 94 Tindall Street.
REBECCA:
MS FOSSETT: It’s T - I - N - D - A double L.
REBECCA:
MS FOSSETT: KT9 8NB.
REBECCA:
MS FOSSETT: Yes, of course. It’s KT9 8NB.
REBECCA:
MS FOSSETT: 01372 89531.
REBECCA:
MS FOSSETT: Goodbye.
Make new dialogues for this information.

Mr Paul Collins
59 Arron Road
Oxford
OX5 7JD
01865 446092

Mrs Helen Box
22 Beecham Street
Cambridge
CB2 4KT
01223 298431

Complete the dialogues with the words.

woman he's she's his man her

A: Who's that over there?
B: name's Ted. the Security Officer.

A: Who's that over there?
B: name's Martha. a producer.

Ask people in the class what they would like to drink.

Examples

1
A
Tea or coffee?
B
Tea, please.

Milk and sugar?
B
Just milk, please. No sugar.

Here you are.

2
A
Tea or coffee?
B
Coffee, please.

Black or white?
B
Black with sugar, please.

Here you are.

Role play

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

Student A: You are a new trainee at Apex TV. Go to Reception and ask for Martha.

Student B: You are the Security Officer. Deal with Student A.

Student C: You are Martha. Welcome Student A. Offer him / her a drink. Take him / her into the newsroom to introduce him / her to Student D.

Student D: Martha introduces Student A to you. Ask Student A some questions.

Student E: You see Student A on his / her own. Introduce yourself to Student A.
1 Responses
Match the items in A with the items in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How do you do?</td>
<td>a Don’t mention it.</td>
</tr>
<tr>
<td>2 Come on. It’s seven</td>
<td>b I’m fine, thanks. And you?</td>
</tr>
<tr>
<td>o’clock.</td>
<td>c I’m a reporter.</td>
</tr>
<tr>
<td>3 That’s two pounds</td>
<td>d Here you are.</td>
</tr>
<tr>
<td>ninety, please.</td>
<td>e Thank you very much.</td>
</tr>
<tr>
<td>4 It’s my first day</td>
<td>f Sorry.</td>
</tr>
<tr>
<td>today.</td>
<td>g Yes. Bye.</td>
</tr>
<tr>
<td>5 Excuse me.</td>
<td>h Coming.</td>
</tr>
<tr>
<td>6 How are you?</td>
<td>i Well, good luck.</td>
</tr>
<tr>
<td>7 Hello, I’m Julia.</td>
<td>j Welcome to Apex TV, Julia.</td>
</tr>
<tr>
<td>8 See you.</td>
<td>k Oh, I see.</td>
</tr>
<tr>
<td>9 What do you do?</td>
<td>l Pleased to meet you.</td>
</tr>
<tr>
<td>10 Thank you.</td>
<td></td>
</tr>
<tr>
<td>11 Frederick isn’t here.</td>
<td></td>
</tr>
<tr>
<td>12 Here you are.</td>
<td></td>
</tr>
</tbody>
</table>

2 Meeting people
Number the dialogue in the correct order.

I’m a cameraman. I Hello. My name’s Peter.
Well, I must be off. Nice to meet you, Karen. What do you do?
See you around. I’m a secretary. And you?
Pleased to meet you, Peter. I’m Karen.
Yes. Bye.

3 Useful expressions
Delete the incorrect expression.

| 1 Here is the news.   | 4 Hi. I’m at home. |
| Here are the news.    | Hi. I’m home.     |
| 2 See the time.       | 5 Tell all about it. |
| Look at the time.     | Tell me all about it. |
| 3 Can I help you?     | 6 How’s your new job? |
| I can help you?       | How’s your new work? |

4 Agreeing
Which expressions are appropriate ways of agreeing? Delete the inappropriate ways.

Tell me about it this afternoon. I’m sure.
OK. All right.
Oh, I see. Right.
Yes. Sure.
It’s all right.

5 Greeting and leaving
Write these expressions in the correct column.

Hi. See you around. Good evening. Goodbye.
Good afternoon. Good night. See you later.

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning.</td>
<td>Bye.</td>
</tr>
<tr>
<td>Bye.</td>
<td>Morning.</td>
</tr>
<tr>
<td>See you.</td>
<td>See you.</td>
</tr>
<tr>
<td>Hello.</td>
<td>Morning.</td>
</tr>
<tr>
<td>Hi.</td>
<td>See you around.</td>
</tr>
<tr>
<td>See you around.</td>
<td>Good evening.</td>
</tr>
<tr>
<td>Good evening.</td>
<td>Goodbye.</td>
</tr>
<tr>
<td>Good afternoon.</td>
<td>Good night.</td>
</tr>
<tr>
<td>Good night.</td>
<td>See you later.</td>
</tr>
</tbody>
</table>

Culture note: titles

MALE
We use Mr /məər/ for men.
We use Master for boys.

FEMALE
We can use Ms for any woman.
We use Mrs /mərs/ for a married woman.
We use Miss for an unmarried woman of any age or for a girl.

Note: In work situations, people normally use first names: Martha, Tim, etc.
**Grammar summary**

### to be

**Positive statements**

<table>
<thead>
<tr>
<th>I</th>
<th>am (is)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She</td>
<td>is (are)</td>
</tr>
<tr>
<td>It</td>
<td>is (are)</td>
</tr>
<tr>
<td>You/We</td>
<td>are</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a new trainee.</th>
</tr>
</thead>
</table>

**Negative statements**

<table>
<thead>
<tr>
<th>I</th>
<th>am not (is not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She</td>
<td>isn't (is not)</td>
</tr>
<tr>
<td>It</td>
<td>isn't (is not)</td>
</tr>
<tr>
<td>You/We</td>
<td>aren't (are not)</td>
</tr>
<tr>
<td>They</td>
<td>aren't (are not)</td>
</tr>
</tbody>
</table>

**Questions**

<table>
<thead>
<tr>
<th>Am/Is</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/she/it</td>
<td>a newsreader?</td>
</tr>
<tr>
<td>we/they</td>
<td>in the newsroom?</td>
</tr>
</tbody>
</table>

**Short answers**

<table>
<thead>
<tr>
<th>Yes,</th>
<th>No,</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am.</td>
<td>I'm not.</td>
</tr>
<tr>
<td>he.</td>
<td>he isn't.</td>
</tr>
<tr>
<td>she.</td>
<td>she isn't.</td>
</tr>
</tbody>
</table>

### Numbers 1 – 100

| 1 | one | 18 | eighteen |
| 2 | two | 19 | nineteen |
| 3 | three | 20 | twenty |
| 4 | four | 21 | twenty-one |
| 5 | five | 22 | twenty-two |
| 6 | six | 23 | twenty-three |
| 7 | seven | 30 | thirty |
| 8 | eight | 40 | forty |
| 9 | nine | 50 | fifty |
| 10 | ten | 60 | sixty |
| 11 | eleven | 70 | seventy |
| 12 | twelve | 80 | eighty |
| 13 | thirteen | 90 | ninety |
| 14 | fourteen | 100 | a hundred |

### this / that, these / those

**Singular**

- This is Rebecca.
- That's Gary.

**Plural**

- These letters are important.
- Those computers are new.

We use this and these for people and things close to us.

We use that and those for people and things that are further away.

### Imperatives

We make the imperative using the stem form of the verb. We use don't + the stem form for negatives.

- Come in.  Don't come in.
- Look.  Don't look.

### a / an, the

We use a or an with jobs.

She's a new trainee.

I'm an accountant.

If there is only one position in a company we use the.

He's the Managing Director.

### Possessive adjectives

The possessive adjectives his and her agree with the possessor, not the thing that is possessed.

This is Tim at his desk.

This is Rebecca at her desk.
While you watch

1a
Before you watch, read this greeting. Who do you think says it?

Good morning, Julia. How nice to see you.

1b
Watch to: How nice to see you. Check your idea. Why does he / she say it?

Watch again. Answer the questions.
1 Tim is talking to someone on the phone. What is his / her name?
2 Who do you think he / she is?
3 What is the problem?
4 How does Tim feel about the conversation?

Watch to Tim: Martha, Can I have a word? Answer the questions.
1 What are Rebecca and Martha doing?
2 What day is it?
3 Where does Frederick have to go?

Watch again. What does Martha have to do?

✓ read the News
finish the Videocom report
have a meeting with Floyd and Hank
meet some visitors from Spain
go to the Birmingham conference
have a meeting with Frederick
go to Paris with Frederick
do the food programme
go to the dentist's

Complete Martha's diary. Write the correct times.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Watch to MARTHA: See you later. Answer the questions.
1 What is Tim's problem?
2 What does Julia suggest?
3 How does Tim feel about it?
4 What does Martha think about it?
5 What is the result?

Watch to TIM: ... sharp. Tick the correct endings.
1 The company's name is ...
   - Western Windows.
   - Wonderful Windows.
   - Walker's Windows.
2 The windows cost ...
   - £400.
   - £500.
   - £600.
3 The man's name is ...
   - Bill Walker.
   - Harry Horton.
   - Carl Stalker.
4 He's ...
   - the Managing Director.
   - the manager.
   - one of the directors.
5 The problem is ...
   - the windows are no good.
   - the company hasn't got any money.
   - the customers haven't got their windows.
6 They have to leave at ...
   - 12.40.
   - 1.20.
   - 1.30.

Watch again. Complete the advertisement.
3 What is Tim giving Julia?

Don't delay! Ring today!
01486 237981
Watch to TIM: *When you see him, call me.*
Answer the questions.
1  Where do you think Tim, Sean and Julia are?
2  How does Tim react to Sean's news about Jason?
3  What do Julia and Sean talk about?
4  What does Tim give to Julia?
5  What does she have to do?

Watch again. Are these statements true (T) or false (F)?
1  Sean has got three children.
2  His son's name is Jason.
3  He has got a daughter called Kylie.
4  She's fifteen.
5  Jason is sixteen.
6  Kylie is in trouble at school.
7  Sean's wife's name is Karen.
8  Stalker's car is a white Mercedes.
9  He isn't very tall.
10  Stalker's got short, dark hair.

Watch to JULIA: *Are you all right, Sean?*
Number the pictures in the correct order.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
Watch again. Match Stalker's responses to Tim's questions.

1. *I'm from Apex TV. Can I ask you some questions?*

2. *Where is your customers' money, Mr Stalker?*

3. *You and your wife have got a very big house and an expensive car, but your customers have got nothing. Where is their money, Mr Stalker?*

4. *Where's the money, Mr Stalker?*

---

Watch to the end of Episode 2. Answer the questions.

1. What's the time?
2. Why does Tim make a phone call?
3. Who does he speak to?
4. Where do Sean, Tim and Julia go?

---

Look at this picture. Answer the questions.

1. What is the woman's name?
2. Who is she?
3. What is she saying? Write it in the speech bubble.

---

How observant are you? What are the colours and registration numbers of these cars?

1. Stalker's car
2. The first car that Julia reported
3. Sean's car
4. Tim's car

---

Watch the whole of Episode 2 again. Check your ideas.
1a
Say these times.
Example
It's half past seven.

1b
Now give the times in digital form.
Example
It's seven thirty.

2
Write in, on, at or / if there is no preposition.
1 in the morning
2 10.20
3 tomorrow
4 Monday
5 Saturday afternoon
6 this afternoon
7 half past nine
8 the afternoon
9 Wednesday
10 this morning
11 the evening
12 evening
13 quarter to three
14 today
15 this evening

3
Write in the prepositions.
1 You've got a meeting Frederick.
2 I have to go London.
3 New windows just £500.
4 I've got an appointment the dentist's.
5 Frederick is the Managing Director Apex TV.
6 Is Chloe holiday?
7 This story is a guy called Stalker.
8 Tim hasn't got an assistant his report.
9 Martha's a conference Wednesday.
10 Can I take a look the diary for today?

4a
Look at Martha's diary on page 12. What does she have to do this week?
Example
On Monday morning she has to do the food programme.

4b
Look at Julia's list of jobs for Monday. What does she say?
Example
I have to read the letters from Stalker's customers.

1 Read the letters from Stalker's customers.
2 Help Martha on the food programme.
3 Go to the bank.
4 Get a sandwich for lunch.
5 Phone Hank's secretary.
6 Meet Tim at 1.30.

5
Look at Sean's family tree and describe the relationships.
Example
Jason / Sean and Sharon
Jason is Sean and Sharon's son.
6 Complete the sentences with have got, has got, haven't got or hasn't got.

1 Stalker ______ a big car.
2 Sean and Sharon ______ two children.
3 Julia ______ a car.
4 Stalker's customers ______ their windows.
5 Stalker and his wife ______ an expensive house.
6 Tim ______ a girlfriend.
7 Martha ______ a personal assistant.
8 Rebecca and Ellie ______ a flat.

7 Put the words in brackets into the correct order to complete the dialogues.

1 MR PARKER: ______ Mrs McKay, please?
   (see / can / I)
   REBECCA: ______ an appointment?
   (got / you / have)
   MR PARKER: ______ . (haven't / I / no)
   REBECCA: I'm sorry, but ______ you today.
   (can't / she / see)
   MR PARKER: Oh, I see. Well, ______ an appointment for tomorrow, then?
   (I / can / make)
   REBECCA: ______ at 10.30? (come / you / can)
   MR PARKER: Yes, that's fine.
   REBECCA: ______ me your name then, please?
   (you / can / give)
   MR PARKER: Yes, it's John Parker.

2 FLOYD: ______ an assistant for tomorrow.
   (haven't / I / got)
   MARTHA: What about Julia? ______ anything to do tomorrow. (got / she / hasn't)
   FLOYD: ______ the experience?
   (got / she / has)
   MARTHA: No, but I'm sure ______ it.
   (she / do / can)
   FLOYD: ______ ? (drive / can / she)
   MARTHA: ______ . (can / yes / she)
   FLOYD: ______ a car? (has / she / got)
   MARTHA: ______ . (hasn't / she / no)
   FLOYD: Oh, that's OK. ______ my car.
   (she / use / can)

8a Complete the description of Stalker.
A: What does Stalker look like?
B: He's ______ tall.
   He's got ______ hair and brown ______.

8b Describe these people.

Role play

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

Student A is a politician, Student B is his / her personal assistant, Student C is a reporter.

Some money has disappeared. The politician is discussing his / her diary for the week with his / her personal assistant. The reporter arrives. He / she wants to interview the politician about the money. The politician doesn't want to answer any questions.
1 Describing people

Put the words in the correct places.

<table>
<thead>
<tr>
<th>blue</th>
<th>look</th>
<th>hair</th>
<th>beard</th>
<th>slim</th>
<th>very</th>
<th>fair</th>
<th>long</th>
</tr>
</thead>
</table>

1. What does she look like?

2. He's got short, fat, bald.

3. What colour has she got?

4. He's got blond, brown, medium length, black.

5. He's got a moustache.

2 Requests and suggestions

Match the halves of the sentences.

- Can we take a look at the diary?
- Can I have some questions?
- Can I ask you the programme for me, please?
- Can you video at the diary?
- How about the usual place?
- See you at a word, please?

3 Responses

Make dialogues. Choose appropriate responses from the list below to the requests and suggestions in Exercise 2.

Example

A: Can we take a look at the diary?
B: Yes, OK. or I'm sorry. I haven't got time.

Yes. What is it?
Yes, OK.
OK. Let's go.
That's an idea.
Yes. See you there.
I'm sorry. I haven't got time.
I've got nothing to say.
Just a minute. I have to make a phone call.

4 Useful expressions

Look at the transcript for Episode 2. Find suitable expressions to fill the speech bubbles.
Grammar summary

**have got**

Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'ve got (have got)</td>
<td>a blue car.</td>
<td>short dark hair.</td>
</tr>
<tr>
<td>He</td>
<td>She</td>
<td>'s got (has got)</td>
<td>a meeting.</td>
</tr>
</tbody>
</table>

Negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>They</th>
<th>He</th>
<th>She</th>
<th>It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>haven't got (have not got)</td>
<td>time.</td>
<td>a car.</td>
<td>an assistant.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hasn't got (has not got)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Have</th>
<th>I you we they</th>
<th>got</th>
<th>an appointment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>have</td>
<td>he</td>
<td>she</td>
</tr>
<tr>
<td>Has</td>
<td>he</td>
<td>she</td>
<td>it</td>
</tr>
</tbody>
</table>

Short answers

Yes, I have. he has. she has. No, I haven't. he hasn't. she hasn't.

can / can’t

We use can to talk about ability.

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He</th>
<th>She</th>
<th>It</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>can</td>
<td>can't (cannot)</td>
<td>drive a car.</td>
<td>use a computer.</td>
<td>speak German.</td>
<td></td>
</tr>
</tbody>
</table>

We use can / can’t to make requests.

Can I take tomorrow off?
Can you video the football match for me?
We also use can / can’t to make offers.
Can I help you?
Can I do it for you?

**have to**

We use have to to talk about obligation.

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>We</th>
<th>They</th>
<th>He</th>
<th>She</th>
<th>It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>have to</td>
<td>finish this report, learn English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>has to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: have / has to is always used in the full form. There is no short answer.

**Days of the week**

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

**Telling the time**

- It's twelve o'clock, or it's twelve o'clock.
- It's five past nine, or it's nine ten.
- It's quarter past four, or it's four fifteen.
- It's twenty-five to eleven, or it's ten to seven.
- It's twenty-five past six, or it's six twenty-five.
- It's half past two, or it's two-thirty.
- It's five to three, or it's two fifty-five.
- It's twenty-five to eleven, or it's ten forty-five.
- It's ten thirty-five, or it's three forty.

**Prepositions – in, at, on**

We use in for
- parts of the day
in the morning, in the evening
- years, months and seasons
in 1998, in September, in summer
We use at for
- exact times
at 10 o'clock, at 12.30
- weekends and public holidays
at the weekend, at Christmas
We use on for
- particular days
on Saturday, on 21 January, on Christmas day
While you watch

A

Watch until the telephone rings. Look at the picture and answer the questions.

1. What is Gary reading?
2. Whose desk is it?
3. What does the desk tell us about his/her personality?

B

Watch again. Number the events in the correct order.

1. Rebecca comes in with the morning post.
2. The phone rings.
3. She goes to get a cup of coffee.
5. She puts the magazine on her desk.
6. She picks up the magazine and looks at it.
7. She sits down.

Watch to Rebecca: Well, yes, of course. Answer the questions.

1. Who is Angus Moon?
2. Why is he phoning Rebecca?
3. How does he know about her?
4. What is a PA?
5. What does Angus Moon want to do now?
6. How does Rebecca feel about the interview?
1. What is the programme?
2. What does Martha always do?
3. Why does Rebecca come in?
4. Where is Frederick?
5. How long is the break?
6. Where is Gary?
7. What do you think Gary is going to do?

Watch to REBECCA: Well, I don't think it's funny. Why does she say this?

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

1. Rebecca gets up at quarter past seven.
2. She has her breakfast before she gets dressed.
3. She has a glass of grapefruit juice for breakfast.
4. She always has the same things for breakfast.
5. She drinks coffee in the morning.
6. She doesn't go to the gym on Wednesdays.
7. She doesn't like cooking.

Tick the things that Rebecca mentions.

1. In the morning she ... gets up. has breakfast. cleans her teeth. has a shower. washes her hair. listens to the radio.
2. For breakfast she has ... a glass of orange juice. bacon and eggs. a grapefruit. toast. cereal. coffee. jam. marmalade. butter. cheese.
3. In her free time she ... goes to the gym. plays badminton. sings. goes to a dance class. rides a horse. goes swimming.
4. She likes ... skiing. dancing. painting. cooking. going to parties. shopping.

Write Rebecca's replies in the speech bubbles.

Complete what Gary says.

1. What is the programme?
2. What does Martha always do?
3. Why does Rebecca come in?
4. Where is Frederick?
5. How long is the break?
6. Where is Gary?
7. What do you think Gary is going to do?
1 Watch to **MARThA**: *It's time to try it.* Which of these does Gary use? Tick the correct items. What does he do with them?
- pepper
- salt
- whisky
- vinegar
- chilli powder
- an insect
- sugar

2a What do you think happens next?

2b Watch to **MARThA**: *...Bye.* Check your ideas.

3 Watch from **MARThA**: *It's time to try it.* to **MARThA**: *...Bye.* again. Label the things in the pictures.

4 Watch again. Match the halves of the sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Is everything</td>
<td>a to try it.</td>
</tr>
<tr>
<td>2 <em>Yes, I think</em></td>
<td>b for this week.</td>
</tr>
<tr>
<td>3 Do you want</td>
<td>c want to.</td>
</tr>
<tr>
<td>4 <em>But, um, can I</em></td>
<td>d make a change today?</td>
</tr>
<tr>
<td>5 <em>If you</em></td>
<td>e wait to taste it.</td>
</tr>
<tr>
<td>6 <em>It's time</em></td>
<td>f wonderful, Gary?</td>
</tr>
<tr>
<td>7 <em>Why don't we</em></td>
<td>g ready?</td>
</tr>
<tr>
<td>8 <em>Would you like to</em></td>
<td>h as much as Gary.</td>
</tr>
<tr>
<td>9 <em>I bet you can't</em></td>
<td>i watch?</td>
</tr>
<tr>
<td>10 <em>Here, try the</em></td>
<td>j try this delicious meal, Gary?</td>
</tr>
<tr>
<td>11 <em>Isn't that</em></td>
<td>k about this soup?</td>
</tr>
<tr>
<td>12 <em>Now what</em></td>
<td>l home-made lemonade first.</td>
</tr>
<tr>
<td>13 <em>Come on,</em></td>
<td>m so.</td>
</tr>
<tr>
<td>14 <em>Well, that's it</em></td>
<td>n try it?</td>
</tr>
<tr>
<td>15 <em>I hope you enjoy your</em></td>
<td>o a big spoonful.</td>
</tr>
</tbody>
</table>

5 Watch again. Answer the questions.

1 Why did Gary think his joke would work?
2 How do you think Martha realized?
Watch to JULIA: Who's Ellie? Tick the drinks that people ask for.

- tea
- white wine
- beer
- coffee
- mineral water
- lemonade

Watch to the end. Who is this?

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

1. Rebecca and Julia are talking about Martha.
2. Julia thinks Rebecca is Tim's girlfriend.
3. Ellie is Tim's sister.
4. Ellie is Rebecca's flatmate.
5. Tim lives next door to Rebecca.
6. Ellie works for an airline.
7. She travels a lot.
8. She doesn't work normal hours.

Watch again. Complete the dialogue.

OK. What would you ?
I'll have a , please.
, too.
Home-made for , please, Gary.
Very
Just a , Gary. Just a
I'll have a . I have to
Ice and ?
Yes, please. Oh, I must give a

Who says each thing?
1

Martin, the editor of the Apex TV staff magazine wants to write an article about Julia, so that people will know something about her. Here he is interviewing Julia. Write Martin's questions. Use the cues.

Example

**Martin:** What do you do? (What / do)

**Julia:** I'm a trainee.

**Martin:** (Who / work / with)

**Julia:** I work with Martha McKay, on the food programme mostly.

**Martin:** (like / cooking)

**Julia:** No. I like food, but I don't really like cooking.

**Martin:** (Where / live)

**Julia:** I live with my parents.

**Martin:** (How / travel / to work)

**Julia:** I come by train.

**Martin:** (What time / have to / get up?)

**Julia:** At half past six.

**Martin:** (like / getting up early)

**Julia:** No, I don't.

**Martin:** (What / do / in your free time)

**Julia:** I go to the theatre and the cinema. I watch television and I read a lot, too.

**Martin:** (What / read)

**Julia:** Mostly novels.

**Martin:** (play / any sports)

**Julia:** No, I don't.

**Martin:** (What / enjoy / most)

**Julia:** Oh, going to parties, I think.

2

Complete Martin's article about Julia.

Julia Drake is a new trainee at Apex TV. She with Martha McKay, mostly on the food programme. Julia says that she food, but she cooking. Julia with her parents and she to work by train. She to get up at half past six, but she getting up early. In her free time she the theatre and the cinema, she television and she a lot, too. She any sports. Most of all she going to parties.

3

Interview a partner and write an article about him / her for the staff magazine.

4

Say whether you like doing these things or not.

Example

I like playing football. / I don't like playing football.

1 playing football
2 getting up early
3 travelling by train
4 watching sports programmes on TV
5 cooking
6 going to parties
7 trying new kinds of food
8 reading novels
9 playing jokes on people
10 waiting
Rewrite these sentences about Gary using the words in brackets.

Example
Gary drinks tea in the morning. (always)
Gary always drinks tea in the morning.

1 He doesn’t have any breakfast. (usually)
2 He gets up very early. (sometimes)
3 He’s friendly. (always)
4 He plays jokes on people. (often)
5 He drives to work. (normally)
6 He works in the studio. (always)
7 He doesn’t read magazines. (often)
8 He’s quite organized. (normally)
9 He wears smart clothes. (always)
10 He’s on TV every day. (usually)
11 He goes to the gym. (never)

Describe the things in the pictures. Use these words.
spoonful cup glass bowl packet bottle box slice

Example
two cups of tea

Tim wants to do a report on a man called Jack Hinchcliffe. Here he’s talking about him to Kate, a researcher at Apex TV. Use these verbs to complete Tim’s questions. Some of the verbs are used more than once.

come go out drive go live work look

Example
TIM: What does he look like?
KATE: He’s quite short and bald.

TIM: Where
KATE: He lives in a big house in Newlands Road.
TIM: on his own?
KATE: No. He lives with his wife.
TIM: What kind of car
KATE: A green BMW.
TIM: Where
KATE: He works somewhere in London.
TIM: What time
KATE: At half past seven.
TIM: to work?
KATE: No, he doesn’t. He goes by train.
TIM: into London?
KATE: Yes, he always gets the 5.45 train.
TIM: home at the same time every day?
KATE: No. He usually stays at home.
TIM: in the evening?
KATE: Thanks, Kate.

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

Students A, B and C work together. They go to the pub for a drink.
Student A offers to buy the drinks.
Students B and C tell him / her what they want. While Student A orders the drinks, Student B goes to make a phone call.
Students A and C sit down with their drinks. Student B phones Student C to try and play a joke on him / her. After a while Student C realizes who it is. Students A and C then play a joke on Student B.
1 Suggesting and accepting / refusing
Make dialogues with the expressions.

<table>
<thead>
<tr>
<th>Why don't we</th>
<th>Would you like to</th>
<th>Do you want to</th>
<th>Shall we</th>
</tr>
</thead>
<tbody>
<tr>
<td>go for a drink?</td>
<td>try this food?</td>
<td>watch the news?</td>
<td>go swimming?</td>
</tr>
</tbody>
</table>

Yes, please.
No, thank you.

2 Useful expressions
Look at the transcript on page 61. Find expressions which mean the same as these.

Example
1. This is Rebecca Bond.
   Rebecca Bond speaking.
2. I know Martha very well.
3. Have you got time to do something now?
4. I'm sure you want to taste it.
5. That's the end.
6. I must phone Ellie.
7. Nobody is answering the phone.

3 Responses
Make dialogues with the sentences below. Choose suitable responses from this list.

I think so. Me, too. If you want to.

Example
1. Can I watch the News?
   If you want to.
2. Are you ready?
3. I'll have an orange juice, please.
4. I'd like to take a holiday.
5. Can I use your phone?
6. Is Martha in her office?
7. Why don't we go for a drink?
8. Has Sean got two children?
9. I like skiing.
10. Is that it for today?

4 In a pub
Number this dialogue in the correct order.

Yes, please.
Me, too.
I'll have a glass of wine, please.
Ice and lemon?
So that's two glasses of wine, a mineral water with ice and lemon and a pint of lager, please.
What would you like?
And I'll have a mineral water, please.

Culture note: drinks
The normal places to drink in Britain are pubs, wine bars and cafes. Most of them serve tea and coffee and food as well as alcoholic drinks.

Normally, one person offers to buy a drink for everyone in the group. This is called buying a round. The next time, another member of the group buys the round.

In pubs and wine bars you have to go to the bar to order your drinks and you pay for them immediately. In cafes there is usually a waiter or waitress to bring your drinks.

Most places have several kinds of beer, so you can't just order beer, you have to say what kind of beer you want. You can get beer in bottles or on draught (i.e. from a barrel). You normally buy a pint of draught beer. The two most popular kinds of beer are bitter, a traditional British beer, and lager, which is similar to the beer in many other countries.
The Present simple tense
We use the Present simple tense to talk about
- routines and habits
  * I **get up** at seven every day.
  * She **goes** to her dance class on Thursday.
- things that are always true
  * He **comes** from England.

Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
<th>work</th>
<th>live</th>
<th>here.</th>
<th>in London.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>She</td>
<td>It</td>
<td></td>
<td>works</td>
<td>lives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
<th>don’t</th>
<th>work in London.</th>
<th>live here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>She</td>
<td>It</td>
<td></td>
<td>doesn’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Do I</th>
<th>Do you</th>
<th>Do they</th>
<th>work in London?</th>
<th>live here?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does he</td>
<td>does she</td>
<td></td>
<td>live here?</td>
<td></td>
</tr>
</tbody>
</table>

Short answers

| Yes, I do. | No, he doesn’t. | I don’t, she doesn’t. |

Wh– questions
To make Wh– questions, we use the normal question form and a question word.

* What do you have for breakfast?
* Where does she work?
* How do you travel to work?

like + – ing
Like and other verbs which describe feelings are usually followed by -ing.

<table>
<thead>
<tr>
<th>I like</th>
<th>dancing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He enjoys</td>
<td>going to parties.</td>
</tr>
<tr>
<td>She dislikes</td>
<td>cooking.</td>
</tr>
</tbody>
</table>

Adverbs of frequency
We use adverbs of frequency with the Present simple tense to say how often we do something.

<table>
<thead>
<tr>
<th>100%</th>
<th>always</th>
<th>often</th>
<th>sometimes</th>
<th>hardly ever</th>
<th>never</th>
</tr>
</thead>
</table>

The adverb of frequency usually goes
- before a normal verb
  * Rebecca **always** gets up at seven o’clock.
- after the verb to be or an auxiliary verb
  * She’s **often** late.
  * We can usually find a taxi.

some / any
We use some in positive statements.

* We need **some** oranges.
  * I always have **some** bread with the soup.
We use any with negative statements and questions.
  * There isn’t **any** ice in the lemonade.
  * Is there **any** salt?

Countable and uncountable nouns
Some nouns are countable. They have got a plural form.

* a grapefruit | two grapefruits
* an egg | three eggs
* a tomato | some tomatoes

Some nouns are uncountable. They haven’t got a plural form.

* salt | salts
* water | waters
* beef | beefes

With uncountable nouns we can’t use a or an – we use **some** or **any**.
We also use the following expressions with uncountable nouns.

* a slice of | a cup of
* a bowl of | a glass of
EPISODE 4

While you watch

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

2
Watch the whole of Episode 4. Number the pictures in the correct order.
Watch to JULIA: ... a flat in town. Are these statements true (T) or false (F)?

1. Tim was in bed at five o'clock this morning.  
2. There was an accident at the station.  
3. There weren't any trains for six hours.  
4. It's the third of October.  
5. It's Ellie's birthday.  
6. Tim has got her a card and a present.  
7. Julia is late for work.  
8. She isn't often late.

2

Answer the questions.

1. Where does Tim go?  
2. What does Julia decide to do?  

3a

Watch again. Complete the expressions.

1. __________: And what do you know about the fourth of October?  

TIM: It's __________.  

2. __________: Good.  

JULIA: I know. I'm sorry.

3. JULIA: Is Martha annoyed?  

__________: Well, she __________.

3b

Who says each thing?

3c

Match the meanings to the expressions in the dialogues.

You're late.  
Yes, she is.  
Nothing important.

3d

Why do they use the expressions?
1 📽 Watch to JULIA: OK. Answer the questions.
   1. Does Julia find a place to live?
   2. Who is Mr Jackson?
   3. What do the people upstairs do?
   4. Where does Julia go with Rebecca? Why?
   5. Who else goes?

2a 📽 Watch again. Number the places in the correct order.

2b 📽 What does Julia say about the places?
   - too far away
   - too small
   - too expensive
   - very strange
   - too noisy
   - just grotty
   - too dark

2c 📽 Which descriptions could you use for the places in the pictures?

3 📽 Watch again. Complete Julia’s conversation with Mr Jackson.

   JULIA: So, let ____________ see. There’s the ____________, and the ____________, and the ____________ are in the ____________.

   MR JACKSON: Yes, that’s right. You ____________ them with the people _____________. They’re very ____________ people.

   JULIA: And how ____________ is it, Mr Jackson?

   MR JACKSON: It’s only ____________ a ____________.

4a 📽 Watch again. Who says each thing?

   ____________: So are you interested?
   ____________: Any luck?
   ____________: Never mind.

4b 📽 What do they mean?
Watch to REBECCA: Sssh, everybody. It's Ellie.
What is Gary saying?

Watch again. Choose the correct endings.
1. The bathroom in Rebecca's flat is ...
next to Rebecca's bedroom.
exto Ellie's room.
upstairs.
2. Gary lives ...
next door.
about a mile away.
just round the corner.
3. His flat is ...
on the top floor.
on the sixth floor.
on the ground floor.
4. Rebecca offers everyone ...
tea.
wine.
coffee.
5. The first message on the answerphone ...
is from Ellie.
Rebecca's sister.
Tim.
6. Gary calls Tim ...
 a romantic fool.
very sweet.
an old romantic.

Watch again. Tick the correct answers.
1. Which rooms does Rebecca mention?
living room
bedroom
dining room
bathroom
kitchen
toilet
hall
2. What does she say about Gary's flat?
It's a lovely place.
It's very nice.
It's got a great view.
It's very big.
It's very expensive.

What does Gary say?

Watch to the end of Episode 4. Answer the questions.
1. Who says each thing?

: I'm really sorry about this.

: Oh dear. Poor Tim.

: Well, it was very strange.

: Look on the bright side.

: Gary!

: Gary's right.

: That's great! Wonderful!

: Oh, Tim. I'm sorry.

2. Why do they say them?
3. What does Tim say?

Watch again. Complete Ellie's message.

Hi, Tim. It's me, Ellie. This is to say I'm really about this, but I've got a in a hotel in well ... er ... The for this is on the in my room. There's a for Tim there, too. Can you it to him, please? So, er ... that's . Bye. 

Care.
1a
Go round the class. Talk to ten people and find out when their birthdays are.
Example

When's your birthday?
It's the second of May.

1b
Write down the birthdays.
Example
Pedro: 2 May

2
Work with a partner. Look at the information board. Ask where the places are.
Example

Excuse me. Where can I find the gym?
It's on the fifth floor.
Thank you.

THE TOWER CONFERENCE CENTRE
Floor
10 The Oasis Restaurant
9 Managing Director's office
8 Library
7 Communications Centre
6 Meeting rooms
5 Gym and swimming pool
4 Shops, telephones, toilets
3 Conference Rooms C and D
2 Coffee shop and bar
1 Reception
Ground Car park

3
Complete the conversations with was, wasn’t, were or weren’t.

1
MARTHA: You late again this morning, Julia.
JULIA: But it my fault. There an accident at the station and there any trains for five hours.
MARTHA: I know, but nobody else late. And you late on Monday and last Thursday, too.
JULIA: Yes, I'm sorry.

2
GARY: What the houses like?
JULIA: Oh, they terrible. One of them a houseboat, so it very small. And another one really grotty.
GARY: there any good places?
JULIA: Well, three of them were OK, but the first one too far away and the second one too expensive.
GARY: I see. What the third one like?
JULIA: That bad at all. There a room and a kitchen. The bathroom and the toilet in the hall.
GARY: How much the rent?
JULIA: It only £65 a week.
GARY: So what the problem?
JULIA: It too noisy. There some people upstairs and they play rock music.
GARY: Oh dear.

4
Here are some of the things that Julia and the people at the houses said. Complete them with the correct form of there is / are.

1 How many rooms two bedrooms?
7 How many chairs in the kitchen?
2 How many chairs? two bedrooms?
8 How many chairs in the kitchen?
3 a bathroom? a television in the living room?
9 a bathroom? a toilet downstairs?
4 a toilet downstairs? a houseboat?
10 a bathroom? a garden behind the house?
5 a bathroom? a bus stop at the end of the road?
11 a bathroom? some students in the next flat?
6 some students in the next flat? How many flats in the house?
5
Look at page 31.
Describe Rebecca's flat. Use there's / are or there isn't / aren't.
Examples
There are two bedrooms.
There isn't a balcony.
There's a table in the living room.

6a
Work with a partner. Student A cover picture B. Student B cover picture A. Ask questions about your partner's place. Use
Is there a ...?
How many ... are there?
Where is the ...?

6b
One of the flats above is your new flat. Write ten sentences to describe it.

Role play
Work in pairs. Write and act a play to fit this scenario.
Student A is looking for a place to live.
Student B takes the role of three people who own or share the flats.
Student A goes to see three flats. He / she asks Student B about the flats. There are problems with the first two. Student A makes his / her excuses and leaves.
The third flat is fine. Student A asks about it and agrees to take it.
1 Useful expressions
Complete the dialogues with the expressions.

A: I was in a race yesterday.
B: ?
A: No, I was last.
B: You can't win them all.
A: Yes.
B: You can only get better.

A: I was in a race yesterday.
B: ?
A: No, I was last.
B: The last report was late.
A: Yes, but this morning. The computers were down.
B: Ok. You can take two hours off.
A: ? Oh, thank you.

A: Yes, that's right.
B: So there's the room and I share the kitchen and the bathroom?
A: Yes, that's right.
B: Yes, definitely.
A: Well, the room is yours.
B: ?
A: Its £100.
B: Oh dear.

2 Responses
Match the expressions in the two columns to make dialogues. Some can go with more than one.

1 Come to my place for a drink.
2 There was an accident here yesterday.
3 I was up at five o'clock this morning.
4 Is our meeting at ten o'clock?
5 Tea, everyone?
6 Back in a minute.
7 I can't make it for lunch today.
8 You're late.
9 What's the date today?
10 It's the tenth of July.
11 I'm sorry, I don't know.
12 OK. Thanks.
13 Never mind.
14 Yes, that's right.
15 Yes, you look tired.
16 OK.
17 Oh dear!
18 Really?
19 Let me see.

Culture note: living away from home
It is unusual in Britain for young adults to live with their parents. Most young people move out to a place of their own as soon as they can afford it.

Young people often share a flat with one or two other people. Each person normally has their own bedroom and they share the other rooms like the kitchen, living room and bathroom. This is cheaper and provides some company.

Instead of a flat, a lot of young people live in a bedsit. This is a room that serves as both a bedroom and a living room. The bedsit may have its own kitchen and/or bathroom, but very often you have to share these with people in other bedsits in the house. A bedsit is usually a lot cheaper than a flat.
Grammar summary

The Past simple tense of to be

Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>He/She</th>
<th>It</th>
<th>was</th>
<th>here</th>
<th>on Monday, last night, yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>You</td>
<td>It</td>
<td>were</td>
<td>at home late</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>He/She</th>
<th>It</th>
<th>wasn’t (was not)</th>
<th>here</th>
<th>on Monday, last night, yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>We</td>
<td>They</td>
<td>weren’t (were not)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Was I/He/She/It</th>
<th>here</th>
<th>on Monday? last night? yesterday?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you/We/They</td>
<td>at home late</td>
<td></td>
</tr>
</tbody>
</table>

Short answers

Yes, I was. You were. No, I wasn’t. You weren’t.

there is / there are

We use there is for singular countable nouns and uncountable nouns.

We use there are for plural countable nouns.

<table>
<thead>
<tr>
<th>Present simple</th>
<th>There is</th>
<th>There are</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past simple</td>
<td>There was</td>
<td>There were</td>
</tr>
<tr>
<td>Negative</td>
<td>There isn’t</td>
<td>There aren’t</td>
</tr>
<tr>
<td></td>
<td>There wasn’t</td>
<td>There weren’t</td>
</tr>
<tr>
<td>Question</td>
<td>Is there ...?</td>
<td>Are there ...?</td>
</tr>
<tr>
<td></td>
<td>Was there ...?</td>
<td>Were there ...?</td>
</tr>
</tbody>
</table>

Ordinals

1st first 11th eleventh
2nd second 12th twelfth
3rd third 13th thirteenth
4th fourth 14th fourteenth
5th fifth 15th fifteenth
6th sixth 20th twentieth
7th seventh 21st twenty-first
8th eighth 30th thirtieth
9th ninth 32nd thirty-second
10th tenth 100th hundredth

My room’s on the sixth floor.

Her birthday is on the thirty-first of May.

She was third in the exam.

Dates

When we write dates we usually use the short form.

It was on December 6.

The date is 12 July.

We can say dates in two different ways. We put in the and of.

December 6

The sixth of December, or December the sixth.

12 July

The twelfth of July, or July the twelfth.

There’s a letter here for Tim.

There was an accident at the station.

Are there any places in there?
Watch to REBECCA: Have a nice day.
Number the pictures in the correct order.

1. Who is late? Why?
2. Who is in a bad mood? Why?
3. Who is happy? Why?

Watch again. Match the halves of the sentences.

1. I'm sorry
2. Not
3. We need to
4. What's the
5. It's
6. She's
7. We didn't know
8. No wonder
9. But it's not
10. Come
11. We haven't got
12. Have

Who says each thing?
Watch again. Rebecca hesitates after she says She left yesterday. Why?

Read what Rebecca says. Some of it is wrong. Watch again and correct it.

**Rebecca:** You see, it was Ellie's birthday. Tim, Gary, Julia and I went back to my flat for a birthday meal for Ellie. She wasn't there, but there was a message from her on the answerphone. She said that she had a job in New York and well ... that's it.

**Sean:** What did Tim do?

**Rebecca:** He just left the flat. He didn't say anything.

It was all very sad and, well, difficult. We didn't know what to say.

---

1a
Look at the picture and answer the questions.
1 What is happening?
2 Who is helping?

1b
Watch to **Julia:** So who can we invite? Check your ideas.

2 Watch again. Tick the correct endings.
1 Rebecca offers Mr Drake ...
   - a cup of coffee.
   - a glass of beer.
   - a cup of tea.
2 The flat is in ...
   - Wellington Gardens.
   - Western Avenue.
   - Garden Road.
3 Rebecca and Julia decide to ...
   - have a party.
   - go to meet the neighbours.
   - invite the neighbours for a drink.
4 Rebecca calls it ...
   - a Hello Julia event.
   - a sort of Welcome to Julia thing.
   - something to say Welcome Julia.

3a
Watch again. Complete the expressions.
1 ( ) : That's...
2 ( ) : I'd better...
3 ( ) : Don't mention...
4 ( ) : Welcome...
5 ( ) : I still can't...
6 ( ) : Why don't we...
7 ( ) : Everyone? Even...
8 ( ) : Don't...

3b
Who says each thing?
Watch to Tim: ... I think we can take a look at that now. Number the pictures in the correct order.

Write the expressions in the speech bubbles.

We've got that programme to finish.
We can't come.
I think we can take a look at that now.
Can't we do it another time?
Tim, here.
It's an invitation to our party.
It's party time!
No!
No, it isn't.
What's this?

What do you think of Tim's behaviour?

What would you do if you were Sean or Julia?

Watch to TIM: Why did you give up your job ... ? Answer the questions.
1 What are Tim and Sean doing?
2 Who is the man on the TV screens?

Watch again. Complete Tim's commentary.

Last year gave up his job in a and decided to to the .

What questions do you think Tim will ask the man?
1 Did Richard succeed? Watch to RICHARD: ... ten metres deep, and find out.

Watch again. Tick the correct answers.

1 When did he leave England?
   - August
   - October
   - September

2 Where did he go first?
   - Argentina
   - Chile
   - Brazil

3 Why did he have to wait for a few weeks?
   - Someone stole his money.
   - He was ill.
   - The weather was bad.

4 When did he set off?
   - August
   - October
   - September

5 Did he go ...
   - with two friends?
   - on his own?
   - with his brother?

6 How far did he walk before his accident?
   - 200 kilometres
   - 300 kilometres
   - 350 kilometres

7 What happened to him?
   - He lost his map.
   - There was an avalanche.
   - He fell into a crevasse.

3a Tick the reasons he gives for making the journey.

1 His wife left him.
2 He didn't like his job.
3 He had a lot of problems at home.
4 He wanted to do something different.
5 He wanted to get away from it all.
6 He wanted to write a book.
7 He wanted to find himself.

3b Watch again. Check your answers.

3c What do you think of his reasons?

1a What do you think happened to Richard? How did he get back to England?

1b Watch to SEAN: Yes, that's fine. Check your ideas.

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

1 Richard broke his leg.
2 He climbed out of the hole.
3 He lost his sledge.
4 He didn't have any food.
5 He called for help on his radio.
6 He was in the hole for six days.
7 People couldn't rescue him because there was a storm.
8 The rescuers had some dogs with them.
9 Richard thought about his family and friends when he was in the crevasse.
10 Tim wants to watch the last part again.

3a Watch again. Complete what Richard says.

I thought about my back in. And the thing was that all my at home and at weren't any more.

I just to be with my and again. Life's very , you know. You have to it while you.

3b Do you agree with Richard? How do his ideas apply to Tim?

1 Look at the picture. Watch to the end and answer the questions.

How does Tim react to Sean's offer?
2 Why?
3 Do Tim and Sean have a cup of coffee?
1

Write a summary of this episode. Use these cues.

Example

1 Sean / be / late for work
   Sean was late for work.

2 Tim / shout / at him

3 Tim / be / in a bad mood about Ellie

4 Rebecca / tell / Sean about Ellie

5 Julia / move / into the flat

6 Her father / help / her

7 Rebecca and Julia / decide / to have a party

8 Julia / give / invitations to Sean and Tim

9 Tim / not want / to go

10 Sean and Julia / not know / what to do

11 Tim / not go / to the party

12 He / go / to finish a programme with Sean

13 The programme / make / Tim think about his own life

14 Tim and Sean / go / to the party

2

Complete Richard Bennett's story.
Use the verbs in brackets in the Past simple tense.

Until last year Richard Bennett (be) just another office worker. Every day he (travel) to London by train and (work) from nine till five in a bank. But he (not like) his job and he also (have) a lot of problems with his family. Richard (want) to get away from it all. So he (decide) to walk to the South Pole.

Last August he (give up) his job at the bank and (fly) to Buenos Aires. From there he (take) a boat to the Antarctic. He (arrive) there at the end of August, but he (not leave) the base until the end of September because the weather (not be) very good.

Finially the weather (change) and he (set off) to the South Pole, but he (not reach) it. He (walk) for about three hundred kilometres and then he (fall) into a crevasse and he (break) his arm. The crevasse (be) ten metres deep, so he (can't) climb out. Luckily his sledge (fall) into the crevasse, too, so he (have) food and a radio. He (call) for help, but a bad storm (start). So the rescuers (can't) look for him. Richard (stay) in the crevasse for five days. He (think) it was the end for him, but suddenly he (hear) voices and dogs. He (shout) and the rescuers (find) him.
3

Tim is interviewing someone else.

Complete Tim’s questions. Use these verbs.

feel    leave    reach    go    think (2)    learn

decide    sail    fall    do    have    be (2)

Example

Tim: Rita Lee is sixty years old, but last year she decided to sail around the world. When did you learn to sail a boat, Rita?

Rita: I learnt to sail when I was a child. My father loved boats.

Tim: Why to sail around the world?

Rita: I just wanted to do something different.

Tim: your husband with you?

Rita: No, he didn’t. I went on my own.

Tim: What he of the idea?

Rita: He thought I was mad, but he helped me a lot.

Tim: When England?

Rita: I left at the end of May.

Tim: And where to first?

Rita: I sailed to Brazil and then round South America and on to Australia.

Tim: Australia?

Rita: No, I didn’t. There was a bad storm and my boat turned over.

Tim: out of the boat?

Rita: Yes, I did, but I swam under the boat and stayed there. It was upside down, but there was air inside it. So it wasn’t too bad.

Tim: a radio?

Rita: Yes, fortunately, I had a radio and some water.

Tim: there any food in the boat?

Rita: No, there wasn’t, so I was very hungry.

Tim: How inside the boat?

Rita: I was there for three days and then suddenly I heard voices.

Tim: What when you heard the voices?

Rita: I swam out and I saw a small boat and a big ship there.

Tim: How about while you were in the boat?

Rita: I thought about my life and my family, but I didn’t worry about things. I believe that when it’s your time to go, you have to go. So it’s silly to worry.

Tim: Thank you very much, Rita.

4

Correct these statements about Rita’s adventure.

Example

1 She wanted to get away from it all.

She didn’t want to get away from it all. She just wanted to do something different.

2 Her husband went with her.

3 She sailed to Florida first.

4 Her boat sank.

5 She stayed on top of the boat.

6 She had some food.

7 She was in the boat for five days.

8 When she heard voices she shouted.

Role play

Work in pairs. Write and act a play to fit this scenario.

Last year Student A did something unusual. It went wrong, but it taught him / her an important lesson about life. Student B interviews Student A about his / her experience.
1a Useful expressions
Match the expressions to their meanings.

1. Not now.*
   a. That’s all right.
2. He didn’t say a word.
   b. Goodbye.
3. Come on. I haven’t got all day.*
   c. I want to leave all my problems.
4. Have a nice day.
   d. He said nothing.
5. That’s the lot.
   e. I have to go.
6. I’d better be off.
   f. I haven’t got time now.
7. Don’t mention it.
   g. Hurry up.
8. Don’t worry.
   h. I can express it like this.
9. I want to get away from it all.
   i. There isn’t any more.
10. ...if you like.
    j. It’s not a problem.

*Note: these expressions show impatience and are not very polite.

1b
How do you say these things in your language?

2 Responses
Give appropriate responses to the statements. Use the table.

Example
1. Tim’s girlfriend left him.
   No wonder he’s annoyed.

   No wonder he/she

   ‘s annoyed.
   ‘s in a bad mood.
   ‘s late.
   ‘s annoyed.
   isn’t here today.
   looks tired.
   looks pleased.

2. Julia’s got a flat.
3. Gary was up at three o’clock this morning.
4. Rebecca’s ill.
5. Martha lost her bag yesterday.
6. Sean had to go to the police station.

3 Dialogues
Make dialogues. Use the tables.

Example
A: Can we meet for lunch today?
B: I’m sorry. I’ve got some shopping to do.

<table>
<thead>
<tr>
<th>Can</th>
<th>1 you</th>
<th>we</th>
<th>come to our party?</th>
<th>work late tonight?</th>
<th>have a word?</th>
<th>meet for lunch?</th>
<th>talk about the conference?</th>
<th>make a meeting at two?</th>
<th>play tennis on Saturday?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sorry. Not now.*</td>
<td>I’ve got</td>
<td>a party</td>
<td>a conference</td>
<td>some letters</td>
<td>a report</td>
<td>some people</td>
<td>a meeting</td>
<td>a programme</td>
<td>some work</td>
</tr>
</tbody>
</table>

4 Decisions
What would you say in these situations? Use I’d better ...

Example
1. Someone offers you a drink, but you haven’t got time.
   No thanks. I’d better be off.
2. You have to get up at 7 o’clock. It’s now 7.05.
3. You have to go to meet some people at the station at 9.30. It’s now 9.15.
4. There isn’t any food in the fridge.
5. It’s late and you are very tired.
6. There isn’t much petrol in your car.
7. It’s your boyfriend’s / girlfriend’s birthday tomorrow.

Culture note: parties
It is traditional to have a party when someone moves into a new house. It is called a housewarming party.
People usually take a bottle of wine to a party. You can also take a bunch of flowers or a box of chocolates, but normally only if the person giving the party is a woman.
Grammars

The Past simple tense - regular verbs
We use the Past simple tense to talk about completed actions or states in the past.
To make the regular form of the Past simple tense we add -ed or -d.

Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He</th>
<th>She</th>
<th>It</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>walk</td>
<td>sailed</td>
<td>to the Antarctic, to the North Pole, around the world.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Past simple tense - spelling
We add -ed to verbs ending in a consonant.

<table>
<thead>
<tr>
<th>Wait</th>
<th>happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love</td>
<td>loved</td>
</tr>
<tr>
<td>Change</td>
<td>changed</td>
</tr>
<tr>
<td>Worry</td>
<td>worried</td>
</tr>
<tr>
<td>Try</td>
<td>tried</td>
</tr>
</tbody>
</table>

We add -d to verbs ending in e.

<table>
<thead>
<tr>
<th>Love</th>
<th>loved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>changed</td>
</tr>
</tbody>
</table>

We take away the y and add -ied to verbs ending in consonant + y.

<table>
<thead>
<tr>
<th>Worry</th>
<th>worried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try</td>
<td>tried</td>
</tr>
</tbody>
</table>

We add an extra consonant to verbs ending in consonant + vowel + consonant.

<table>
<thead>
<tr>
<th>Travel</th>
<th>travelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop</td>
<td>stopped</td>
</tr>
</tbody>
</table>

The Past simple tense - pronunciation
After voiced sounds we pronounce the final d as /d/.

<table>
<thead>
<tr>
<th>/d/</th>
<th>travelled</th>
<th>called</th>
<th>appeared</th>
</tr>
</thead>
</table>

After unvoiced sounds we pronounce the final d as /t/.

<table>
<thead>
<tr>
<th>/t/</th>
<th>helped</th>
<th>worked</th>
<th>walked</th>
</tr>
</thead>
</table>

When a verb ends in t or d we pronounce the final syllable /d/.

<table>
<thead>
<tr>
<th>/d/</th>
<th>decided</th>
<th>shouted</th>
<th>wanted</th>
</tr>
</thead>
</table>

The Past simple tense – irregular verbs
A lot of common verbs have an irregular past form.

<table>
<thead>
<tr>
<th>Go</th>
<th>went</th>
<th>have</th>
<th>had</th>
<th>learn</th>
<th>learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give</td>
<td>gave</td>
<td>think</td>
<td>thought</td>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>Swim</td>
<td>swam</td>
<td>hear</td>
<td>heard</td>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>Fall</td>
<td>fell</td>
<td>teach</td>
<td>taught</td>
<td>break</td>
<td>broke</td>
</tr>
<tr>
<td>Help</td>
<td>helped</td>
<td>break</td>
<td>broke</td>
<td>sink</td>
<td>sank</td>
</tr>
<tr>
<td>Work</td>
<td>worked</td>
<td>see</td>
<td>saw</td>
<td>feel</td>
<td>felt</td>
</tr>
</tbody>
</table>

Negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He</th>
<th>She</th>
<th>It</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>didn’t</td>
<td>reach</td>
<td>Australia.</td>
<td>like</td>
<td>the</td>
<td>job.</td>
</tr>
<tr>
<td>He</td>
<td>didn’t</td>
<td>go</td>
<td>abroad.</td>
<td>fall</td>
<td>out</td>
<td>of</td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Did</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaching</td>
<td>Australia?</td>
<td>like</td>
<td>the</td>
<td>job?</td>
<td>go</td>
<td>abroad?</td>
<td>fall</td>
</tr>
</tbody>
</table>

In questions and negatives we use the stem form of the verb, not the Past tense form.

She didn’t reach Australia.

Short answers

<table>
<thead>
<tr>
<th>Yes,</th>
<th>I</th>
<th>he</th>
<th>did</th>
<th>she</th>
<th>did</th>
</tr>
</thead>
<tbody>
<tr>
<td>No,</td>
<td>I</td>
<td>didn’t.</td>
<td>he</td>
<td>didn’t.</td>
<td>she</td>
</tr>
</tbody>
</table>

Questions, negative statements and short answers are the same for both regular and irregular verbs.

Wh - questions
When did you give up your job?
What did they think of the programme?
How long did you stay inside the boat?

Time expressions
Time expressions are often used with the Past simple tense.

<table>
<thead>
<tr>
<th>Last year</th>
<th>yesterday</th>
<th>in May</th>
<th>last month</th>
<th>this morning</th>
<th>in 1963</th>
<th>last night</th>
<th>on Monday</th>
<th>a year ago</th>
</tr>
</thead>
</table>

Time expressions usually come at the beginning or end of the sentence.

Last year she travelled to New York.
or
She travelled to New York last year.
EPISODE 6

While you watch

1 🎥
Watch to JULIA: Let's see what he's buying.
Answer the questions.
1 Where are Julia and Rebecca going?
2 Who comes in while they are there?
3 Why is he / she there?
4 Where does he / she go?
5 What do Julia and Rebecca do when they see him / her?

2a
Complete what Julia says. Who is she quoting?

Oh yes. What did he say? The of and Style voted me the on .

2b 🎥
Watch again. Check your answers.

3a
What is Julia looking at? Tick the correct things.

3b
Match the things to the correct price tags.

3c 🎥
Watch again. Check your answers.
1 Watch to GARY: Hi, Tim. Answer the questions.
1 What is Gary looking for?
2 What does he ask the assistant?
2a Watch again. Complete
what Gary says.

2b How do Julia and Rebecca react?

2a Watch again. Who says each thing?
How do they say them? Why?
1 : Hi, Tim.
2 : OK, Gary. What's in the bags?
3 : Oh, these?
4 : ... the best-dressed newsreader.
5 : Yes, we know.

2b At the end Tim, Julia and Rebecca all
look at each other. What do you think
they're going to do?

3 Watch again. Complete the
expressions.
TIM: , eh? Bet that cost a
GARY: Well, if it's , the
doesn't matter.
TIM: Did you that?
JULIA: Yes, he's even than usual.
TIM: should do about
him. When is this interview?
REBECCA: after the six o'clock news.
Watch again. Answer the questions.
1 Why does Tim go into the dressing room twice?
2 Why doesn't Gary see him?
3 What does Gary do with Sean's trousers?
Rewind the tape to

**MARThA:** Gary. Your visitors. **Watch to**

**JULIa:** What's happening?

What's this woman's name?
- Charlie Morgan
- Charlotte Mortimer
- Sharon Morris

**Watch again. Answer the questions.**
1. What does the reporter want to do first?
2. Where does Gary want to sit?
3. Why does he say he wants to sit there?
4. What does the reporter think the readers want to see?

**Watch again. Match the halves of the sentences.**

1. ... may I take some photographs first?
2. ... can we be more comfortable here.
3. We always see you at your desk.
4. Well, I feel I'd really prefer to be at my desk.
5. Come on now, Gary. Don't call you Gary?
6. ... perhaps at the desk you are there.
7. ... he enjoys the interview.

**Watch again. Underline the word that the reporter stresses. What does she imply?**

**Watch to GARY: Photograph? Are these statements true (T) or false (F)?**

1. Rebecca, Tim and Julia are in the control room.
2. They're watching Gary's interview.
3. Gary is enjoying the interview.
4. Julia says they should give Gary his trousers back.
5. Tim tells Gary that he took the trousers.
6. Gary goes to the dressing room to change his trousers.
7. He throws the old trousers away.
8. Gary sits on his desk for the photographs.

**Watch again. Choose the correct form of the verb. Delete the incorrect one.**

1. What happens?
   a. what's happening?
2. The reporter interviews Gary.
   b. interviewing Gary.
3. And Gary always enjoys interviews.
   c. always enjoying interviews.
4. Well, he doesn't enjoy this one.
   d. isn't enjoying this one.
5. I think we should give his trousers back now.
   e. I'm thinking we should give his trousers back now.

**Watch to the end. Where are Gary, Julia, Tim and Rebecca? Where is Sean?**

**Watch again. Complete the expressions.**

1. **Come**, Gary. Cheer of you in your new in the . The magazine got of you in your new in the .
2. **But you looked so** in those old trousers.
3. **did you get** anyway?
4. **were Sean's. Oh, Sean!**

**Who says each thing?**
1a
Look at the photographs. What are the people wearing?

1b
Are they carrying anything?

2a
Complete what Julia says. What do you notice about trousers?

The skirt £28.50. The trousers a bit more expensive.

2b
Complete the dialogues. Use these words.

it's is this it
A: Do you like shirt?
B: Yes. fine. How much?
A: £23.
B: Why don't you try on?

Later
A: How is ?
B: too big, but they haven't got in a smaller size.
A: Oh well, never mind.

2c
Change shirt to shorts and write the dialogue again.

2d
Work with a partner. Read your dialogues.

3a
Compare Julia and Rebecca. Use these words.

long short dark fair relaxed attractive organized
Example
Julia has got longer hair than Rebecca.

3b
Compare Tim and Gary. Write six sentences.
4a
What do you think of the characters in Lifetime?
Use the superlatives of these words and write down your ideas.
nice interesting good funny good-looking annoying attractive serious well-dressed

Example
I think Rebecca is the nicest person.

4b
Compare your opinions with a partner.

5
Complete the texts. Put the verbs in brackets into the Present simple tense or the Present continuous.

In this photograph Gary (read) the news. He (read) the news every day. Here he (read) the evening news, but sometimes he (read) the breakfast news.

Sean is a cameraman. He always (work) with Tim. They often (do) reports on people. In this picture Tim (try) to interview a man called Carl Stalker. Sean (film) them. Stalker (run) a company called Wonderful Windows. He (take) his customers' money, but he (not deliver) the windows.

In this photograph Julia (go) to work. She (say) goodbye to her parents. Her father, Colin, (have) his breakfast. He (not pay) any attention to Julia, because he (read) his newspaper. Julia (not live) with her parents any more. She (live) with Rebecca. They (share) a flat in town. Julia (go) to see her parents every couple of weeks and she often (talk) to them on the phone.

Role play
Work in a group of three. Write and act a play to fit this scenario.
Student A and Student B are friends. They go into a clothes shop. Student C is the shop assistant.
Student A tries on lots of different clothes, but doesn't like anything. He / she asks for something bigger, smaller, darker, lighter, etc. In the end Student A decides not to buy anything. The assistant by now is very annoyed.
3 Useful expressions
Complete the dialogues with the expressions.

- it doesn't go with that shirt
- Let's see what's happening
- do something about
- Cheer up
- there you are
- What do you think
- I bet
- Sorry to interrupt
- Look

1
A: Oh, __________. Why are you late?

2
A: __________, but the Managing Director's on the phone.

3
A: You look a bit sad.

4
A: I like this tie. __________?
B: It's all right, but __________.

5
A: __________. They're making a film over there.
B: Come on. __________.

6
A: Tim decided to __________ Gary, so he took his trousers.
B: __________ Gary was annoyed.

4a Dialogues
Look at the table. Add two more expressions.

I think we should

- have a party,
- buy a new car,
- wash up now,
- go home,
- get back to work.

4b
Make dialogues. Use the table and the expressions below.

Oh, all right.
I suppose you're right.
That's a good idea.
The Present continuous tense
We use the Present continuous tense to talk about
- actions taking place at the time of speaking
  He's going into the men's department.
- temporary activities around the time of speaking
  He's staying in London.
We make the Present continuous tense using the present of to be + ... ing.

Positive statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verbs (am/is/are)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am</td>
<td>looking for a shirt.</td>
</tr>
<tr>
<td>He</td>
<td>Is (am)</td>
<td>buying a new car.</td>
</tr>
<tr>
<td>She/It</td>
<td>'s (is)</td>
<td>interviewing Gary.</td>
</tr>
<tr>
<td>We/You</td>
<td>'re (are)</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Negative statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Negations (am not/is not/are not)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I'm not (am not)</td>
<td>wearing a tie.</td>
</tr>
<tr>
<td>He</td>
<td>Isn't (is not)</td>
<td>coming to the meeting.</td>
</tr>
<tr>
<td>She/It</td>
<td>Don't (is not)</td>
<td>working today.</td>
</tr>
<tr>
<td>We/You</td>
<td>Aren't (are not)</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verbs (am/is/are)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>buying some clothes?</td>
</tr>
<tr>
<td>Is</td>
<td>He, she, it</td>
<td>enjoying the party?</td>
</tr>
<tr>
<td>Are</td>
<td>You, they</td>
<td>watching the news?</td>
</tr>
</tbody>
</table>

Short answers

Yes, I am. Yes, he is. Yes, she is.
No, I'm not. No, he isn't. No, she isn't.

Comparatives and superlatives
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>small</td>
<td>smaller</td>
<td>the smallest</td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
<td>the longest</td>
</tr>
</tbody>
</table>

For adjectives ending in -e we add -r or -st.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>nicer</td>
<td>the nicest</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>the biggest</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>lazy</td>
<td>lazier</td>
<td>the laziest</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>important</td>
<td>more important</td>
<td>the most important</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
<td>the most expensive</td>
</tr>
</tbody>
</table>

Some comparatives and superlatives are irregular.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>better</td>
<td>the best</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>worse</td>
<td>the worst</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>further</td>
<td>the furthest</td>
</tr>
<tr>
<td>further</td>
<td>the furthest</td>
<td></td>
</tr>
</tbody>
</table>

a bit / much / a lot / + comparative
We use a bit, much, a lot to say if the difference between two items is small or big.

If there is a small difference.

£29.99  £28.99
These trousers are a bit more expensive than those.

If there is a big difference.

£35.00  £19.00
This tie is a lot more expensive than that one.
or
This tie is much more expensive than that one.

Clothes
Some clothes are always plural.
trousers, tights, shorts, jeans
We use plural articles and verbs with these words.
I like these trousers.
How much are they?
To give quantities of plural words we use pair(s) of.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a pair of</td>
<td>jeans, trousers, shorts, socks, shoes</td>
</tr>
<tr>
<td>two pairs of</td>
<td></td>
</tr>
</tbody>
</table>

51
While you watch

1a
Look at the picture. What do you think is happening?

1b
Watch to JULIA: ... doctor. Answer the questions.
1 Where are they getting ready to go to?
2 Where do they actually go? Why?

2a
Are these statements true (T) or false (F)?
1 Tim's going to interview the headteacher.
2 She's won the lottery twice.
3 Sean has won the lottery.
4 Tim says he's got stomach-ache.
5 Julia thinks he should be in hospital.
6 Tim has often missed work because he's been ill.
7 Julia has done several interviews before.
8 Julia takes Tim to the doctor.
9 They go in Sean's car.

2b
Watch again. Check your answers.

3a
Read the dialogue, some parts of it are missing. Watch again. Put a mark (/) where something is missing.

TIM
JULIA: Are you all right?
TIM: Yes, I've just got stomach-ache.
JULIA: You can't work. You should be at home.
TIM: I've never missed work in my life and I'm not going to start. Anyway, who's going to do the interview if I'm not?
JULIA: Me.
TIM: Have you ever done an interview?
JULIA: No, I haven't, but I've watched you, and Sean's here. He's filmed interviews.
TIM: No, I can ... Ow ah!
JULIA: Give me your keys. I'm going to take you to the doctor.

3b
Write in the missing parts.

3c
Watch again. Check your answers.

4
What do you think is going to happen to Tim?
Watch to GARY: ... twenty years ago.
Answer the questions.
1 Where is Tim?
2 Who comes to see him?
3 What does each person bring?
4 Where does each person sit?

Tick the correct endings.
1 Tim had ...
gastro-enteritis.
tonsillitis.
appendicitis.
2 He had his operation ... 
this morning.
yesterday afternoon.
two hours ago.
3 Julia came to see him before, but ...
he was asleep.
he couldn't have any visitors.
he was still in the operating theatre.
4 Julia came ...
on her own.
with Rebecca.
with Martha and Gary.
5 Tim has ...
never been in hospital before.
been in hospital once before.
been in hospital twice before.
6 He's going to be in hospital until ...
tomorrow.
Friday.
next week.

Gary had appendicitis ...
at university.
at school.
on holiday.
He describes it as very ...
annoying.
dangerous.
painful.

Watch again. Check your answers.

Watch again. Discuss the questions.
1 Who talks mostly about ...
... work?
... himself / herself?
... Tim?
2 Complete the speech bubble.

Who says it? What's the answer?
3 What do Tim's visitors do while they are talking to him?
4 What do the characters' words and actions tell us about their personalities?

Why do you think Julia says this?
While you watch

1
Watch to Tim: ... Er, Julia. Answer the questions.
1 What did the doctor say to Tim?
2 Why is Tim pleased?

2a
What do you think Tim is going to say to Julia?

2b
Watch to Tim: Hi, Pete ... . Check your ideas.

2c
What is Julia’s response?

3
Watch again. Number the dialogue in the correct order.

I'm going to be in town anyway. So can we meet at the restaurant at say half past seven?

Is this evening any good for you?

Shall we try that new Italian place near the museum?

Great. Shall I call for you about eight?

OK.

Mmm. That would be nice. When?

... would you like to go out for a meal sometime?

Yes, I'd love to.

Yes, it's fine.

4a
Watch again. Complete what Tim says with these expressions.

Julia ... I, wanted to say thank you for all your help when, just um or well you know ... and would you like to go out for a meal sometime, to, say thank you ...

4b
What do the expressions show?

5
Watch again without the sound. Watch Tim’s and Julia’s expressions. What do they show about their feelings?

1
Watch to Julia: I can do it. Complete the sentences with the correct names.
1 thinks the food is good.
2 loves Italian food.
3 lived in Italy.
4 worked in a travel company.
5 likes travelling.
6 has travelled around Asia and South America.
7 hasn’t lived in another country.
8 has got sauce on his / her cheek.
9 is meeting some friends at the restaurant.
10 takes Tim’s drink.

2
Watch again. Answer the questions.
1 What does Julia do when Tim tells her about the sauce?
2 What does Julia do when Gary tells her about the sauce?
3 What does she say to each one?
4 What do the different reactions show?
1a
Look at the pictures. What do you think happens?

1b
Watch to the end of Episode 7. Check your ideas.

2a
Watch again. Are these statements true (T) or false (F)?
1 Julia offers Tim a cup of coffee.
2 Tim has to be at work early tomorrow.
3 Tim says Goodnight to Julia.
4 Julia can't find her keys.
5 Rebecca isn't in.
6 Rebecca is just going to see her sister.
7 Julia is locked out.

3a
Complete the speech bubbles with Tim’s and Julia’s last words.

3b
Julia isn’t really locked out. So what do Tim and Julia mean?
1 Julia doesn’t want to be in the flat while Rebecca is talking to her sister.
2 Tim and Julia want to spend a bit more time together, before Julia goes in.
3 Rebecca doesn’t want Julia to come in while she is on the phone.
4 Rebecca is annoyed because Julia has lost her key.

4a
Some of the words and expressions in these sentences are not what the people actually say. Correct them.
1 That was a really good dinner. I liked it.
2 I did, too, until Gary arrived.
3 Well, I’ve got an early job tomorrow.
4 Goodnight. See you in the morning.
5 I can’t find my keys. I think I’ve left them at the restaurant.
6 Isn’t Rebecca at home?
7 I’m not sure. Probably not.
8 I’m just phoning my sister. So I’ll see you later.

4b
Watch again. Check your answers.

5
Look at the title of Episode 7 and watch the last scene again. Answer the questions
1 What does the title mean?
2 Which is it – the beginning or the end?
3 What’s going to happen next?
Complete the sentences. Use these phrasal verbs in the Past simple tense.

| travel around | go back |
| try on | call for |
| look after | go out for |
| take out | ask out |

1. Tim and Julia . They a meal at an Italian restaurant.
2. Gary several shirts and ties in the shop.
3. The doctor Tim's appendix yesterday.
4. Tim to work after only five days.
5. Yesterday a group of visitors arrived and Rebecca them.
6. When she was in Italy Julia a lot.
7. The next day Tim Julia at seven o'clock, but she wasn't in.

Here are some more people that Tim is going to interview. What have they done? Use these expressions.

- live in a tree for a year
- climb Mount Everest
- visit every country in the world
- win the lottery
- walk to the North Pole
- build their own house
- fly across Africa in a balloon
- sail round Australia

Example

He has walked to the North Pole.
4a
Have you ever done these things?
1 live in another country
2 be to another country for a holiday
3 have appendicitis
4 be in hospital
5 appear on TV
6 do anything unusual
7 win anything
8 play a joke on someone
9 want to get away from it all
10 have a strange dream
Example
I have / haven't lived in another country.

4b
Work with a partner. Interview him / her. If he / she has done it, find out some more details.
Example
A: So, shall we try, you know, that new restaurant near the station?
B: Well, I've heard it isn't very good. In fact Ted said it was pretty awful. And it was a bit expensive, too.
A: Oh, I see.

6a
Look at the underlined words and expressions. These are fillers. They don't add a lot to the meaning, but they make the conversation smoother and more informal. What fillers do you have in your own language?
1 A: Are you all right?
B: Yes, I've just got a bit of a headache, that's all.
A: Well, I think you should be in bed.

6b
Work with a partner. Read these dialogues. Add fillers where possible.
1 A: What shall we do this evening?
B: Why don't we go to the cinema? We can see that new Spielberg film.
A: No, I'd prefer to get a video.
B: Why?
A: I don't want to go out. I feel tired.
2 A: Did you enjoy the conference?
B: Yes, it was good. Some of the sessions were great.
A: That's good.
B: Why didn't Martha go?
A: She was too busy.

Role play
Work in a group of three. Write and act a play to fit this scenario.
Student A, Student B and Student C all work in the same office. Student A fancies Student B and thinks that Student B feels the same way about him / her.
Student A wants to ask Student B out, but every time he / she tries Student C interrupts. Eventually Student A asks Student B, but when they go out together, they meet Student C and he / she wants to go with them.
### 1a Making arrangements

**Match the halves of the sentences.**

1. Would you like to __________?
2. Yes, I'd __________.
3. Shall we try __________?
4. That would __________?
5. Is this evening __________?
6. Yes, it's __________.
7. Shall I __________?
8. Can we __________?
9. OK, see you __________.
10. Yes, see __________.

**A:** meet at the restaurant?
**B:** that new restaurant?
**A:** any good for you?
**B:** call for you at about seven?
**A:** you.
**B:** be nice.
**A:** love to.
**B:** go out for a meal sometime?
**A:** there at, say, 7.30.
**B:** fine.

### 1b

**Make new dialogues for these situations.**

1. A: Suggest __________.
   B: Accept. Ask when.
   A: Suggest tomorrow.
   B: Accept. Ask what time.
   A: You can call for B at __________.
   B: You'd prefer to meet at the cinema at __________.
   A: Agree.

2. A: Suggest __________.
   B: Accept. Suggest the café in the Square.
   A: Accept. Suggest Thursday evening.
   B: Thursday's no good for you. You're going to be away on Thursday and Friday.
   A: Suggest Saturday.
   B: Accept. Suggest that you meet at the café at __________.
   A: You can call for B at __________.
   B: Accept.

### 2 the

Some of the expressions in these sentences don't need **the**. Delete it where necessary.

**Example**

1. The doctor says I can go back to the work next week.
2. Tim was in the hospital for three days.
3. Julia took him to the doctor.
4. I can go the home tomorrow.
5. Gary had the appendicitis when he was at the school.

6. Tim and Julia met Gary at the restaurant.
7. I have to go to the work early tomorrow.
8. What time do you usually start the work?
9. Shall we go to that restaurant near the hospital?
10. I must go to the bank.
11. I travelled around a bit after I left the university.
12. Is Rebecca at the home?
**Grammar summary**

**going to**
To talk about future plans we use the Present simple tense of to be + going to + the stem form of the verb.

### Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>'m (am)</th>
<th>going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>'s (is)</td>
<td></td>
</tr>
<tr>
<td>We/You/They</td>
<td>'ve (are)</td>
<td></td>
</tr>
</tbody>
</table>

- *catch a train*
- *interview a teacher*
- *start work*

**Negative statements**

<table>
<thead>
<tr>
<th>I</th>
<th>'m not (am not)</th>
<th>going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>isn't (is not)</td>
<td></td>
</tr>
<tr>
<td>We/You/They</td>
<td>aren't (are not)</td>
<td></td>
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</tbody>
</table>

- *start now*
- *work tomorrow*
- *finish in time*

**Questions**

<table>
<thead>
<tr>
<th>Am</th>
<th>I</th>
<th>going to</th>
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<tbody>
<tr>
<td>Is</td>
<td>he/she/it</td>
<td></td>
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<tr>
<td>Are</td>
<td>we/you/they</td>
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</table>

- *have dinner with Julia?*
- *visit Tim in hospital?*

**Short answers**

- *Yes, I am.*
- *No, I'm not.*
- *Yes, he is.*
- *No, he isn't.*

### The Present perfect tense – regular and irregular verbs

We make the Present perfect with the verb have and a past participle. Verbs that are regular in the Past simple tense are also regular in the Present perfect. The spelling rules for past participles are the same as for the Past simple tense (see p43). 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.

### Positive statements

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
<th>He</th>
<th>She</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I'm worked in advertising.</td>
<td>have lived in Italy.</td>
<td>won the lottery.</td>
<td>hasn't had appendicitis.</td>
<td>lived abroad.</td>
<td>been to Paris.</td>
<td></td>
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### Negative statements

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<th>You</th>
<th>They</th>
<th>He</th>
<th>She</th>
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</thead>
<tbody>
<tr>
<td>I haven't had appendicitis.</td>
<td>have lived abroad.</td>
<td>been to Paris.</td>
<td>hasn't</td>
<td>has not</td>
<td></td>
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</table>

### Questions

<table>
<thead>
<tr>
<th>Have</th>
<th>I</th>
<th>we</th>
<th>you</th>
<th>they</th>
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</thead>
<tbody>
<tr>
<td>Has</td>
<td>he/you/it</td>
<td>lived abroad?</td>
<td>been to Paris?</td>
<td></td>
</tr>
</tbody>
</table>

### Short answers

- *Yes, I have.*
- *No, I haven't.*
- *Yes, you have.*
- *No, you haven't.*

### The Present perfect tense and the Past simple tense

We use the Present perfect to talk about our experiences, and when the time is either not known or not important. We use the Past simple tense when the time is given and / or it is important.

- *I've done some scuba-diving. (We don't know when.)*
- *I did it in 1998. (The time is important.)*

### Phrasal verbs

When people are speaking they often use phrasal verbs in place of more formal verbs.

- *The doctor removed his appendix.*
- *The doctor took out his appendix.*
- *He returned to work last Tuesday.*
- *He went back to work last Tuesday.*

Some phrasal verbs can be separated by the object.

- *Tim switched off the TV.*
- *Tim switched the TV off.*

Some phrasal verbs cannot be separated.

- *She is looking after the visitors.*
- *Would you like to go out for dinner?*
**EPISODE 1**

**GARY:** Good morning. It's seven thirty. I'm Gary Fenton. Here is the news. The Prime Minister is in the United States today for talks with the American president at the Whitehouse. The talks are very important for British and American...

**SANDRA:** Look at the time, Julia! It's half past seven. Your train's at quarter to eight.

**JULIA:** Coming. Is this OK?

**SANDRA:** Lovely, dear. Well, good luck.

**JULIA:** Thanks, Mum. Bye, Dad.

**COLIN:** Bye, love.

**SANDRA:** Colin. It's her first day today.

**COLIN:** What? Oh yes.

**JULIA:** Thanks, Dad. Bye.

**DRIVER:** That's £4.50, please.

**JULIA:** Here you are.

**DRIVER:** Thank you very much, thank you.

**TIM:** OK, bye. Bye. Excuse me.

**JULIA:** Sorry.

**TIM:** Morning, Ted.

**TED:** Good morning, Tim. How are you?

**TIM:** I'm fine, thanks. And you?

**TED:** Good morning. Can I help you?

**JULIA:** Yes, Martha McKay, please.

*She's the producer.*

**TED:** That's 5894 ... What's your name, please?

**JULIA:** Julia Drake.

**TED:** Hello. Miss Drake is at Reception ... Yes, all right.

**DOORMAN:** Mrs McKay is in Room 12. That's on the second floor. The lift is over there.

**JULIA:** Thank you.

**REBECCA:** And what's your address? ... 94 Tindall Street. How do you spell Tindall, please? ... T I N D A double L. Thank you. And your postcode? ... Can you repeat that, please?

**JULIA:** KT9 8NB. And your telephone number? 01372 89531. Thank you, Ms Fossett. Goodbye.

**JULIA:** Hello. I'm ... 

**MARThA:** Julia! Welcome to Apex TV. Come in ... No, don't come in. This is my personal assistant, Rebecca Bond.

**JULIA:** How do you do, Rebecca.

**REBECCA:** Pleased to meet you.

**MARThA:** Come and meet some of the people in the newsroom. Is Frederick in? He's the Managing Director.

**REBECCA:** No. He's in London.

**MARThA:** Oh, I see. Right. Well, come on then. Julia. That's Tim Barnes over there. He's a reporter. Tim, this is Julia. She's our new trainee.

**TIM:** Hi.

**JULIA:** Hi.

**TIM:** This is a very interesting story, Martha. Look at this.

**MARThA:** Tell me about it this afternoon. OK?

**TIM:** Sure. See you around, Julie.

**JULIA:** Julia.

**TIM:** Sorry?

**JULIA:** My name isn't Julie. It's Julia.

**TIM:** Oh, right.

**JULIA:** And address has got two Ds.

**TIM:** What?

**JULIA:** Address is A, double D. 

**TIM:** Right. Thank you.

**JULIA:** Don't mention it.

**GARY:** Who's that young woman with Martha and Sean?

**TIM:** Her name's Julia. She's a new trainee.

**GARY:** Mmm. She's very pretty.

**MARThA:** Well, that's everyone, I think. Tea or coffee?

**JULIA:** Coffee, please.

**MARThA:** Black or white?

**JULIA:** Oh, white with no sugar, please.

**GARY:** Hello. You're Julia, aren't you?

**JULIA:** Yes, and ...

**GARY:** Pleased to meet you. I'm Gary.

**JULIA:** Nice to meet you, Gary. What do you do?

**GARY:** I'm a newsreader.

**JULIA:** Oh yes! You're Gary Fenton. You're my Mum's favourite newsreader.

**MARThA:** Here you are. Hello, Gary. This is Julia.

**GARY:** Er, yes, I know. Anyway, I must be off.

**JULIA:** He's very nice.

**MARThA:** Yes.

**JULIA:** Hi. I'm home.

**SANDRA:** Hello, dear. How's your new job? Tell me all about it.

**JULIA:** It's great. Everyone's very friendly. Well, almost everyone.

**EPISODE 2**

**TIM:** No, I can't make it today. Ellie ... I haven't got time. I have to finish this programme and ... Ellie? Ellie!

**JULIA:** Hi, Tim. Good morning, Julia. How nice to see you.

**REBECCA:** Martha, can we take a look at the diary for this week?

**MARThA:** Now? Oh, yes, all right.

**REBECCA:** Well, this morning you're on the food programme. Then this afternoon you've got a meeting with Floyd and Hank. That's at quarter to two. Then tomorrow you've got an appointment at the dentist's in the morning at quarter past ten.

**MARThA:** Marvellous!

**REBECCA:** Then in the afternoon you've got a meeting with Frederick. Oh no, sorry. He can't make it. He had to go to Paris.

**MARThA:** So is Tuesday afternoon free now?

**REBECCA:** No, you have to finish the Videocom report -- oh, hi, Julia -- then on Wednesday morning you're at the Birmingham conference.

**TIM:** Martha. Can I have a word?

**MARThA:** Yes, Tim. What is it?

**TIM:** I haven't got an assistant for this afternoon for the story about Carl Stalker. You know -- the windows guy.

**MARThA:** Oh yes. Well who have we got? Ah, Chloe's away. Gita's on holiday ...

**TIM:** And everybody else is busy. But I have to have an assistant. Julia? Can I do it? Can I be your assistant, Tim?
MARSHA: That's an idea.
TIM: She hasn't got the experience, Martha.
MARSHA: She has to learn.
JULIA: And there's nobody else.
TIM: OK.
MARSHA: See you later.
JULIA: So what's this job about?
'My wife Sharon ... When you see him, have you got? My name? Oh no. It isn't a man. Did he have a big house and an expensive car, but your customers have got nothing. Have a glass of orange juice, a grapefruit, two slices of toast ... and try the food and drinks. That's the next thing. Is everything ready?
JULIA: Yes, I think so.
REBECCA: Frederick's on the phone, Martha. He's in New York.
MARSHA: OK. Five minutes then, Julia.
JULIA: Five minutes, Neil.
GARY: Some salt in the lemonade. And some chilli powder in the soup.
JULIA: Hello, Gary. Do you want to try it?
GARY: Oh no. Martha always tries the food and drinks. But, um, can I watch?
MARSHA: If you want to.
JULIA: Ready, Martha? OK.
MARSHA: So, this is our lunch for a warm summer’s day – a green salad, cheese with French bread, cold tomato and onion soup, and home-made lemonade. It’s time to try it. No. Why don’t we make a change today? Here in the studio today is everybody’s favourite newsreader, Gary Fenton. Would you like to try this delicious meal, Gary? I bet you can’t wait to taste it. Here. Try the home-made lemonade first. Isn’t that wonderful, Gary? Very nice.
MARSHA: Now, what about this soup? A nice cold soup, eh Gary? Come on, a big spoonful. Well, that’s it for this week. I hope you enjoy your summer lunch as much as Gary. Bye.
GARY: OK. What would you like?
REBECCA: I'll have a glass of white wine, please.
JULIA: Me, too.
EPISODE 4

TED: Morning, Tim.
TIM: Morning, Ted.
TED: Oh dear. You look tired.
What time were you up this morning?
TIM: About four o'clock. There was an accident at the station. There weren't any trains for five hours.
TED: Terrible.
TIM: Oh hi, Rebecca.
REBECCA: Hi, Thanks Ted. What's the date today, Tim?
TIM: Today's date. What is it?
TED: Er, it's the fourth of October.
REBECCA: And what do you know about the fourth of October?
TIM: It's the day after the third of October.
REBECCA: Try again, Tim. Think of your girlfriend.
TIM: Oh no! It's Ellie's birthday. But I haven't got her a card or a present or anything. Excuse me...
REBECCA: Oh, sorry!
REBECCA: Good afternoon, Julia.
JULIA: I know. I'm sorry. The trains were all late.
TED: There was an accident at the station.
JULIA: Is Martha annoyed?
REBECCA: Well, she isn't pleased. This is the second time this week.
JULIA: Yes, but it wasn't my fault today.
REBECCA: And you were late last Thursday, too.
JULIA: Well, that's it. I must find a flat in town.
REBECCA: Are there any places in there?
JULIA: No, there aren't.
REBECCA: What about this?
JULIA: Yes, but it's £600 a month. I can't afford that.
REBECCA: No, I suppose not. You could try an agency.
JULIA: I haven't got time.
REBECCA: Ask Martha for some time off this afternoon.
JULIA: Oh come on, Rebecca. I was late this morning, remember?
REBECCA: Well, try it. Martha's got a teleconference with Frederick all afternoon.
JULIA: A teleconference?
REBECCA: Yes, Frederick's in Tokyo.
JULIA: Oh, so Martha doesn't need me.
JULIA: So let me see. There's the room and the kitchen, and the bathroom and the toilet are in the hall.
Mr Jackson: Yes, that's right. You share them with the people upstairs. They're very nice people.
JULIA: And how much is it, Mr Jackson?
Mr Jackson: It's only £65 a week. So are you interested?
JULIA: Yes, definitely. The people upstairs?
Mr Jackson: Uh, yes.
TED: Reception.
GARY: Any luck?
JULIA: No. There isn't anything. Everything's too far away, too expensive, too noisy, or just grotty.
JULIA: OK.
TIM: Back in a minute.
JULIA: This is a nice place, Rebecca.
REBECCA: Yes, I like it. This is Ellie's room. We've got this living room, a kitchen, and the bathroom's down the hall, next to my bedroom.
JULIA: Where do you live, Gary?
GARY: I've got a flat just round the corner.
REBECCA: Gary's got a lovely place. It's on the sixth floor and it's got a great view. Tea, everyone?
JULIA: Well, I think it's very sweet, Tim.
ELLIE: Hi, Rebecca. It's me...
REBECCA: Shh, everybody. It's Ellie.
ELLIE: Hi, Rebecca. It's me, Ellie. This is just to say goodbye. I'm really sorry about this, but I've got a job in a hotel in San Francisco, and so... well... er... The rent for this month is on the dressing table in my room. There's a letter for Tim there, too. Can you give it to him, please? So, er... that's it. Bye. Take care.
JULIA: Oh dear. Poor Tim.
REBECCA: Well, it was very strange. I mean she wasn't here last night and then she wasn't here this morning and... GARY: Look on the bright side. You need a new flatmate now. Julia needs a room, so...
JULIA: Gary!
REBECCA: It's all right, Julia. Gary's right. The room is yours, if you want it.
JULIA: What? Really?
REBECCA: Yes, really.
JULIA: Oh, thank you! That's great. Wonderful! Oh, Tim. I'm sorry.

EPISODE 5

SEAN: I'm sorry I'm late, Tim. I had to go to the police station about Kylie and Jason. They...
TIM: Not now, Sean. We need to go in five minutes.
SEAN: What's the matter with him today?
REBECCA: It's Ellie.
SEAN: Ellie?
REBECCA: She's gone.
SEAN: Gone?
REBECCA: To the States.
SEAN: To the States?
REBECCA: She left yesterday. You see, yesterday was Ellie's birthday. Tim, Gary, Julia and I went back to my place for a birthday drink for Ellie. Ellie wasn't there, but there was a
message from her on the answerphone. She said that she had a new job in San Francisco and well... goodbye.

SEAN: What did Tim do?
REBECCA: He just walked out of the flat. He didn’t say a word. It was all very sad and, well, embarrassing. We didn’t know what to do.

SEAN: No wonder he’s in a bad mood.
REBECCA: But it’s not all bad news, because Julia’s my new flatmate now.

TIM: Come on, Sean. We haven’t got all day.
REBECCA: Have a nice day.

COLIN: There, that’s the lot.
REBECCA: Cup of tea, Mr Drake?
COLIN: Um, no, thank you, Rebecca. I’d better be off now.

JULIA: Thanks, Dad.
COLIN: Don’t mention it, love.
JULIA: Bye.
COLIN: Bye.
REBECCA: Bye.
COLIN: Bye Rebecca.
REBECCA: Welcome to Wellington Gardens.
JULIA: I still can’t believe it.
REBECCA: Why don’t we have a party – a sort of ‘Welcome to Julia’ thing?
JULIA: Oh, yes. Great idea. When?
REBECCA: Next Friday? We can invite some of the neighbours and everyone from work.
JULIA: Everyone? Even Frederick?
REBECCA: Don’t worry. He’s in South Africa for the rest of the week.
JULIA: So who can we invite?
SEAN: Oh, what’s this?
JULIA: It’s an invitation to our party.
SEAN: A party, eh? When is it?
JULIA: It’s next Friday. The eighteenth, Tim, here.
SEAN: Great! I like parties.
TIM: We can’t come.
SEAN: But...
TIM: We’ve got that programme to finish.
SEAN: Can’t we do it another time? It’s Julia’s ...
TIM: No!
JULIA: Oh, well ...

GARY: Hi, Tim. It’s party time.
TIM: No, it isn’t. OK, I think we can take a look at that now. Last year Richard Bennett gave up his job in a London bank and decided to walk to the South Pole. Why did you give up your job, Richard?
RICHARD: Well, I didn’t like my job and I had a lot of problems at home. I just wanted to get away from it all. I wanted to find myself, if you like.
TIM: So you left England in August. What did you do first?
RICHARD: I flew to Buenos Aires in Argentina. From there I travelled to the Antarctic by boat.
TIM: When did you actually start your journey to the Pole?
RICHARD: Well, I had to wait for a few weeks, because the weather was very bad, so I didn’t set off until the end of September.
TIM: Did anyone go with you?
RICHARD: No, I was on my own.
TIM: And did you reach the South Pole?
RICHARD: No, I didn’t. After about three hundred kilometres I fell into a huge crevasse – you know – a big hole – about ten metres deep.
TIM: Were you hurt?
RICHARD: Yes, I broke my arm. I couldn’t climb out.
TIM: What did you do?
RICHARD: Well, fortunately, my sledge fell into the hole with me, so I had food, and I had my radio, too. And I called for help.
TIM: How long were you there before they found you?
RICHARD: Five days. There was a bad storm, you see. I thought it was the end, but then suddenly I heard voices and dogs. I shouted and shouted and faces appeared above me.
TIM: What did you think about, while you were in the crevasse?
RICHARD: I thought about my life back in England. And the funny thing was that all my problems at home and at work weren’t important any more. I just wanted to be with my family and friends again. Life’s very short, you know. You have to enjoy it while you can.
TIM: Thank you very much.
SEAN: Can I just look at that last part again?
RICHARD: I thought about my life back in England. And the funny thing was that all my problems at home and at work weren’t important any more. I just wanted to be with my family and friends again. Life’s very short, you know. You have to enjoy it while you can.
TIM: Thank you very much.
SEAN: Yes, that’s fine. Do you want a cup of coffee?
TIM: Sorry. What did you say?
SEAN: Would you like a coffee?
TIM: No thanks, Sean. We’ve got a party to go to.

EPISODE 6

JULIA: What do you think, Rebecca? The skirt or the trousers? I can’t afford both.
REBECCA: Hmm. I don’t know. How much are they?
JULIA: The skirt’s £28.50. The trousers are a bit more expensive, but not much ...

JULIA: Look. There’s Gary.
REBECCA: Where?
JULIA: There. He’s going into the Men’s department.
REBECCA: Oh, I suppose he’s buying some new clothes for his interview with that magazine.
JULIA: Oh yes. What did he say? The readers of Stars and Style magazine voted me the best-dressed newreader on TV. Let’s see what he’s buying.

JULIA: Hi, Gary. What are you doing?
GARY: I’m looking for a shirt and a tie to go with my new suit.
JULIA: Are they for your interview?
GARY: Oh, do you know about that?
JULIA: Oh, come on, Gary. Everybody knows. You mention it at least ten times a day.
GARY: Excuse me. Can I try these on, please?
ASSISTANT: Sure. The changing rooms are over there.
GARY: Thank you.
REBECCA: How many shirts are you taking?
GARY: Only the best is good enough for the best-dressed newreader.
GARY: Hi, Tim.
TIM: OK, Gary. What’s in the bags?
GARY: Oh, these? It’s my new suit and things for my interview about ...
TIM AND GARY: ... the best dressed newreader.
TIM: Yes, we know. Armani, eh? Bet that cost a bit.
GARY: Well, if it’s good, the price doesn’t matter.
TIM: Did you hear that?
JULIA: Yes, he’s even worse than usual.
TIM: Somebody should do something about him. When is this interview anyway?
SEAN: So what are we going to do at this school?
JULIA: Tim’s going to interview one of the teachers. She’s won the lottery twice.
SEAN: I’ve never won the lottery.

In fact, I’ve never won anything!
JULIA: Is everything OK?
TIM: Sure. Let’s go. Oh!
JULIA: Tim! Are you all right?
TIM: Yes, I’m fine. I’ve just got stomach-ache, that’s all.
JULIA: You can’t work like this. You should be at home in bed.
TIM: Look. I’ve never missed a day’s work in my life and I’m not going to start now. Anyway, who’s going to do the interview if I’m not there?
JULIA: Me.
TIM: Have you ever done an interview before?
JULIA: No, I haven’t, but I’ve watched you several times and Sean’s here. He’s filmed hundreds of interviews.
TIM: No, it’s OK, I can … Ow ah!
JULIA: Give me your car keys. I’m going to take you straight to the doctor.
JULIA: Hi, how are you?
TIM: Hi, Julia. Did you get the interview all right?
JULIA: Yes, everything was fine. But what about you?
TIM: I feel a bit sore. They took my appendix out yesterday afternoon.
JULIA: I know. I came to see you, but you were asleep … I was with Rebecca.
TIM: Uh-huh. I’ve never been in hospital before.
JULIA: How long are you going to be in here?
TIM: I can go home tomorrow and the doctor says I can go back to work next week, if I want to.
JULIA: Tim. Don’t you ever stop?
TIM: Hi, Gary.
GARY: Tim … Oh, hello, Julia. Appendicitis, eh? Ah no, I suppose you can’t eat anything at the moment. Julia?
JULIA: No thanks.
GARY: I’ve had appendicitis, you know. Have you, Julia? Very painful. Now when did I have it? Oh yes. I was at school. It must be oh, twenty years ago.
MARThA: Hello Tim. What did the doctor say?
TIM: All clear. And the best thing is I can eat normally again.
MARThA: Good.
TIM: Er, Julia … I, em, wanted to say thank you for all your help when, you know … and well, erm, would you like to go out for a meal sometime, just to, you know, say thank you …
JULIA: Yes, I’d love to.
TIM: Shall we try that new Italian place near the museum?
JULIA: Mmm. That would be nice. When?
TIM: Is this evening any good for you?
JULIA: Yes, it’s fine.
TIM: Great. Shall I call for you about eight?
JULIA: I’m going to be in town anyway. So can we meet at the restaurant at say half past seven?
TIM: OK. Tim Barnes. Hi Pete …
JULIA: Mmm. This is good. I love Italian food.
TIM: Have you ever been to Italy?
JULIA: I lived there for a couple of years.
TIM: Really?
JULIA: It was after I left university.
I worked in a travel company.
You know, looking after groups of British tourists.
TIM: Did you enjoy it?
JULIA: Yes, it was great fun. I like travelling. What about you?
TIM: I’ve travelled around a bit – mostly in Asia and South America, but I’ve never actually lived in another country. Em … You’ve got some sauce on your cheek.
JULIA: Have I? Where?
GARY: Hi, you two.
JULIA: Oh, hello, Gary.
GARY: Can I join you? I’m having dinner here, too, but my friends aren’t here yet … You’ve got a bit of sauce on your cheek, Julia.
JULIA: Thank you, Gary. I can do it.
TIM: That was a really good meal. I enjoyed it.
JULIA: Yes, me too. Until Gary arrived.
TIM: Yes...
JULIA: Yes. Goodnight.
TIM: Goodnight. See you tomorrow.
JULIA: Tim!
TIM: Yes?
JULIA: I can’t find my keys, I think I’ve left them at work.
TIM: Oh. Isn’t Rebecca in?
JULIA: I don’t know. Probably not.
TIM: Oh dear.
REBECCA: Oh hi, hi Tim. I heard voices. I’m just on the phone to my sister so I’ll see you in a minute.
TIM: Still locked out?
JULIA: Yes.
Lifetime Level 1 is the first stage of a three-level English language teaching video series designed for elementary to intermediate level 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 1 can be used in conjunction with any course at elementary 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.