

1

A world of difference

Tenses • Auxiliary verbs • What's in a word? • Everyday situations

STARTER

1 Each question has one word missing. Write it in.

- 1 Where do you ^{come} from?
- 2 When and where you born?
- 3 You live in a house or a flat?
- 4 Why you studying English?
- 5 Which foreign countries have you been?
- 6 What you do yesterday evening?
- 7 What are you going do after this lesson?

2 Ask and answer the questions with a partner.

Where do you come from?

Slovakia.

3 Tell the class about your partner.

Zuzana comes from Slovakia. She's studying English because...

I DIDN'T KNOW THAT!

Tenses and auxiliary verbs

- 1 Answer the questions in the *One World Quiz*. Discuss your answers with a partner.
- 2 **T1.1** Listen and check your answers. Make notes about the extra information you hear for each one. Discuss this as a class.

GRAMMAR SPOT

- 1 Read the questions in the quiz again. Identify the tense in each one. Which two are passive?
- 2 Answer these questions. Give examples from the quiz.
Which tenses use the auxiliary verbs *do/does/did* to form questions and negatives?
Which tenses use the verb *to be (is/are/was/were)*?
Which use *have/has*?

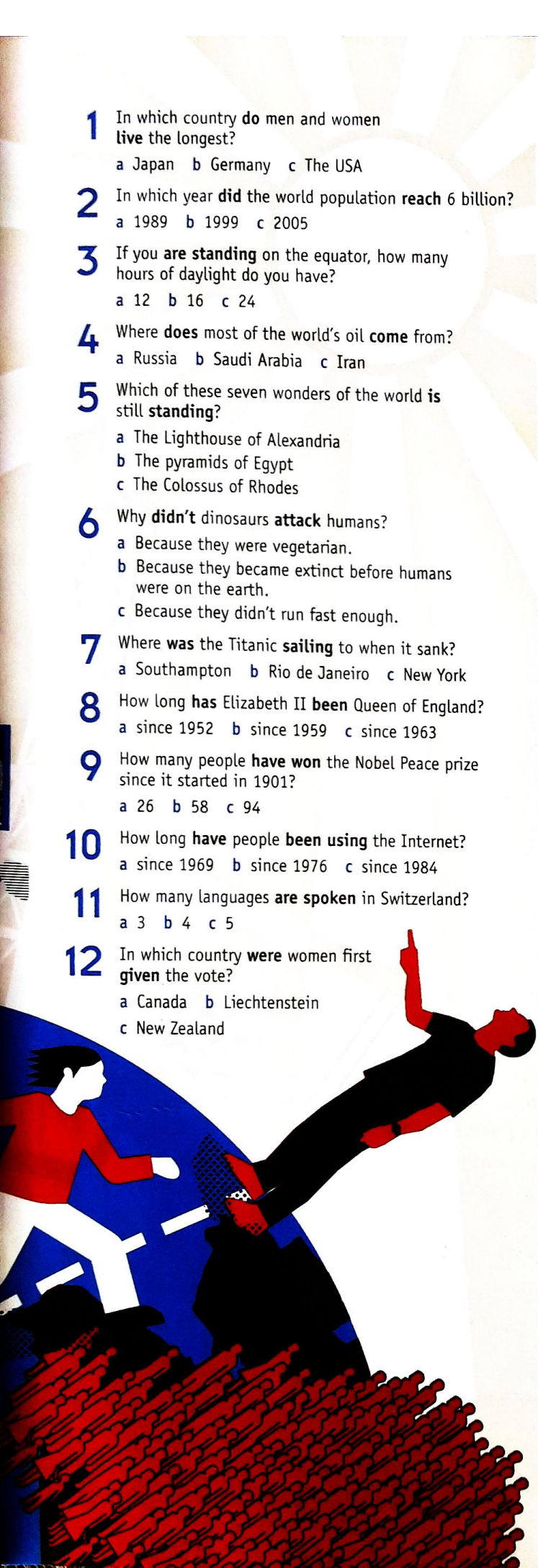
► Grammar Reference 1.1–1.5 p133

Write your own quiz

- 3 Work in two groups.
 - Do some research and write six questions about the world, past and present.
 - Ask and answer the questions with the other group. Which group are the winners?

ONE WORLD QUIZ



- 
- 1 In which country **do** men and women **live** the longest?
a Japan b Germany c The USA
 - 2 In which year **did** the world population **reach** 6 billion?
a 1989 b 1999 c 2005
 - 3 If you **are standing** on the equator, how many hours of daylight do you have?
a 12 b 16 c 24
 - 4 Where **does** most of the world's oil **come** from?
a Russia b Saudi Arabia c Iran
 - 5 Which of these seven wonders of the world **is** still **standing**?
a The Lighthouse of Alexandria
b The pyramids of Egypt
c The Colossus of Rhodes
 - 6 Why **didn't** dinosaurs **attack** humans?
a Because they were vegetarian.
b Because they became extinct before humans were on the earth.
c Because they didn't run fast enough.
 - 7 Where **was** the Titanic **sailing** to when it sank?
a Southampton b Rio de Janeiro c New York
 - 8 How long **has** Elizabeth II **been** Queen of England?
a since 1952 b since 1959 c since 1963
 - 9 How many people **have won** the Nobel Peace prize since it started in 1901?
a 26 b 58 c 94
 - 10 How long **have** people **been using** the Internet?
a since 1969 b since 1976 c since 1984
 - 11 How many languages **are spoken** in Switzerland?
a 3 b 4 c 5
 - 12 In which country **were** women first **given** the vote?
a Canada b Liechtenstein
c New Zealand

PRACTICE

You're so wrong!

- 1 Correct the information in the sentences.
 - 1 The Pope lives in Madrid.
He doesn't live in Madrid! He lives in Rome!
 - 2 Shakespeare didn't write poems.
You're wrong! He wrote hundreds of poems.
 - 3 Vegetarians eat meat.
 - 4 The Internet doesn't provide much information.
 - 5 The world is getting colder.
 - 6 Princess Diana was travelling by plane when she was killed.
 - 7 England has never won the World Cup.
 - 8 The 2008 Olympics were held in Tokyo.
- 2 **T1.2** Listen and check. Notice the stress and intonation. Practise making the corrections with a partner.

's = is or has?

- 3 Is 's in these sentences the auxiliary *is* or *has*?
 - 1 Who's making that noise? **is**
 - 2 She's done really well.
 - 3 Champagne's made in France.
 - 4 Who's been to America?
 - 5 He's leaving early.
 - 6 What's produced in your country?
- 4 **T1.3** Listen to some more sentences with 's. After each one say if it is *is* or *has*.

Talking about you

- 5 Complete the questions with the correct auxiliary verb and name the tense.
 - 1 What time _____ you usually get up at weekends?
 - 2 What time _____ you get up this morning?
 - 3 How long _____ it usually take you to get from home to school?
 - 4 Who _____ sitting next to you? What _____ he/she wearing?
 - 5 How long _____ you known the teacher?
 - 6 What _____ you doing when your teacher came into the room?
 - 7 What _____ (not) you like doing in English lessons?
 - 8 Which school subjects _____ (not) you like when you were younger?
 - 9 Which other foreign languages _____ you studied?
 - 10 What presents _____ you given on your last birthday?
- Ask and answer the questions with a partner.

Grammar Reference

UNIT 1

1.1 Tenses

Unit 1 aims to review what you know. It has examples of the Present Simple and Continuous, the Past Simple and Continuous, and the Present Perfect. There are also examples of the passive voice. All these forms are covered again in later units.

Present tenses	Unit 2
Past tenses	Unit 3
Present Perfect	Unit 7
Passive	Units 2, 3, 7

1.2 Verbs

- 1 There are three classes of verbs in English.

Auxiliary verbs *do, be, and have*

These are used to form tenses, and to show forms such as questions and negatives.

Modal auxiliary verbs

Must, can, should, might, will, and would are examples of modal auxiliary verbs. They 'help' other verbs, but unlike *do, be, and have*, they have their own meanings. For example, *must* expresses obligation; *can* expresses ability. (See Units 4, 5, 9, 11.)

Full verbs

These are **all** the other verbs in the language, for example, *play, run, help, think, want, go, see, eat, enjoy, live, die, swim*, etc.

- 2 *Do, be, and have* can also be used as full verbs with their own meanings.

do

I do my washing on Saturdays.

She does a lot of business in Eastern Europe.

be

We are in class at the moment.

They were at home yesterday.

have

He has a lot of problems.

They have three children.

- 3 There are two forms of *have* in the present.

have as a full verb

I have a job.

Do you have a flat?

He doesn't have a car.

have + got

I've got a job.

Have you got a flat?

She hasn't got a car.

1.3 Auxiliary verbs and tenses

- 1 ***be* and the continuous forms**

Be + verb + -ing is used to make continuous verb forms which describe activities in progress and temporary activities.

He's washing his hair. (Present Continuous)

They were going to work. (Past Continuous)

I've been learning English for two years. (Present Perfect Continuous)

I'd like to be lying on the beach right now. (Continuous infinitive)

- 2 ***be* and the passive voice**

Be + past participle is used to form the passive.

Paper is made from wood. (Present Simple passive)

My car was stolen yesterday. (Past Simple passive)

The house has been redecorated. (Present Perfect passive)

This homework needs to be done tonight. (Passive infinitive)

There is an introduction to the passive on p135.

- 3 ***have* and the perfect forms**

Have + past participle is used to make perfect verb forms.

He has worked in seven different countries. (Present Perfect)

She was crying because she had had some bad news. (Past Perfect)

I'd like to have met Napoleon. (Perfect infinitive)

Perfect means 'completed before', so Present Perfect means 'completed before now'. Past Perfect means 'completed before a time in the past'.

1.4 Auxiliary verbs and negatives

- 1 To make a negative, add *-n't* to the auxiliary verb. If there is no auxiliary verb, use *don't/doesn't/didn't*.

Positive

He's working.

I was thinking.

We've seen the play.

She works in a bank.

They like skiing.

He went on holiday.

Negative

He isn't working.

I wasn't thinking.

We haven't seen the play.

She doesn't work in a bank.

They don't like skiing.

He didn't go on holiday.

- 2 It is possible to contract the auxiliaries *be* and *have* and use the uncontracted *not*.

He's not playing today. (= *He isn't playing today.*)

We're not going to Italy after all. (= *We aren't going to Italy ...*)

I've not read that book yet. (= *I haven't read that book yet.*)

BUT *I'm not working.* NOT *I amn't working.*

1.5 Auxiliary verbs and questions

- 1 To make a question, invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does/did*.

Question

She's wearing jeans.

You were born in Paris.

Peter's been to China.

I know you.

He wants ice-cream.

They didn't go out.

What is she wearing?

Where were you born?

Has Peter been to China?

Do I know you?

What does he want?

Why didn't they go out?

- 2 There is usually no *do/does/did* in subject questions.

Who wants ice-cream?

What happened to your eye?

Who broke the window?

What flavour ice-cream do you want?

What did you do to your eye?

How did you break the window?

1.6 Auxiliary verbs and short answers

Short answers are very common in spoken English. If you just say *Yes* or *No*, it can sound rude. To make a short answer, repeat the auxiliary verb. In the Present and Past Simple, use *do/does/did*.

Short answer

Are you coming with us?

Have you had breakfast?

Does she like walking?

Did Mary phone?

Yes, I am.

No, I haven't.

No, she doesn't.

Yes, she did.

READING AND SPEAKING

Worlds apart

- 1 Discuss these questions about your family.
 - Who is in your immediate family?
 - Name some of your extended family.
 - Who are you close to?
 - Who do you live with now?
 - Who did you grow up with?
- 2 Read the **PROFILES** of two families from very different parts of the world. Who is in the family? Where do they come from? What do you know about their countries?
- 3 Divide into two groups.

Group A Read about the **Kamau family** from Kenya.

Group B Read about the **Qu family** from China.
- 4 In your groups answer these questions about the Kamaus or the Qus.
 - 1 Where do they live? What are their homes like?
 - 2 How long have they lived there?
 - 3 What jobs do the parents do? Do they earn much money?
 - 4 What do they spend their money on?
 - 5 What do you learn about the children? What do they do?
 - 6 How long have the parents known each other?
 - 7 What do you learn about other members of the family?
 - 8 What hopes and ambitions do the parents have for themselves and their children?
- 5 Work with a partner from the other group. Compare and swap information about the families and their mottos.
 - 1 What similarities and differences can you find?
 - 2 How have their lives changed over the years?
 - 3 What regrets or worries do they have now?



WELCOME TO

The Kamaus from KENYA

PROFILE

FATHER: Boniface Kigotho Kamau, 35

MOTHER: Pauline Wanjiku, approximately 29 (exact age unknown)

DAUGHTER: Joyce Muthoni, 8

DAUGHTER: Sharon Wanjiku, 16 months

Boniface and his wife, Pauline, live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a single-storey block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4.30am in his white Toyota – cracked windscreen, 200,000 miles on the clock – and is back by 10pm. On a good day he finds two clients. In a typical month he takes home about £140.

'It's a hard job but I like it,' he says. 'I meet new people, so I get some experience of the world – even though I have never been outside Kenya.'

Pauline is a dressmaker but isn't working at the moment. She stays at home to look after the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met in 1994: 'We liked each other immediately,' says Boniface. 'I didn't want a woman from the city so when I learned that Pauline was from the country, I was pleased.'

They married in 1995 and at first they lived in a slum, and often didn't have a lot to eat, just sukuma wiki (a green vegetable). Then, in 1996, Boniface won £60 in a cycle race. The money helped them move house to a better area and paid for driving lessons so that Boniface could become a taxi driver.

His salary doesn't go far. Rent is £30 a month, and he gives the same amount to his parents, who don't work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families too. He says, 'I am always so stressed about money.' Joyce's school fees cost another £25 a month.

'We are trying to give our children the best education,' says Pauline, who, like her husband, never finished school. 'Joyce wants to be a doctor.'

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home. 'This apartment is not a good place to raise a family,' says Boniface. 'The toilets are communal – one for every four families.' Boniface plans to build a three-bedroom house in the suburbs of Nairobi.

THE FAMILY ARE HAPPIEST WHEN they have a bit of spare money: Boniface takes them to see the wild animals at Nairobi National Park.

FAMILY MOTTO Try to do your best at all times.

OUR WORLD

The Qus from Beijing, CHINA

FATHER: Qu Wansheng, 44

MOTHER: Liu Guifang, 43

DAUGHTER: Chen, 17

GRANDFATHER: (Qu's father) Huanjun, 84

PROFILE

Qu and Liu have known each other since childhood. The most noticeable change in China since then is the size of families. Qu was the youngest of six. Liu grew up as one of five children. But they have only one daughter.

Unlike many Chinese parents, Qu and Liu are happy to have a girl. However, like most parents in China, they put the needs of their only child, Chen, first. She is trying for a place at the prestigious Beijing University. Qu, a propaganda officer at the municipal services bureau, and Liu, who works at the No. 3 computer factory, are saving every last yuan for their daughter's education.

The family have lived in their house in central Beijing for 70 years. It is in one of the capital's ancient Hutong alleyways. These are known for their close-knit families and warm hospitality. The elderly sit outside and chat. People wander to the shops in their pyjamas. It is a way of life cherished by Qu, but he can see that this relaxed routine is increasingly out of step with a nation experiencing one of the most amazingly quick changes in human history.

'We are not in a hurry to get rich,' says Qu. 'I don't want to rush around trying to make money – I am not a machine. I put my family first.'

Tens of thousands of alleyways have been knocked down in the past few years, and their house is said to be next for demolition. And when the old communities go, the traditional family structure, in which children look after their elderly parents at home, goes too.

But for now, the Qus keep the old ways. The grandfather, Qu Huanjun, 84 and frail, is the centre of the family. 'My father lives here so this is the headquarters of the family,' says his son. 'My brothers and their families come to visit most weekends. We are very close.'

They are sad that their daughter has grown up alone because the one-child policy forbids them from having any more. 'Our daughter is lonely,' says Liu. 'I always wanted to have two children.'

Qu and Liu are proud of their daughter. Chen is bright and well-balanced. She wants to study archaeology. 'University will cost a great deal of money,' says her father. 'So we try to live frugally and save for our daughter.'

THE FAMILY ARE HAPPIEST WHEN they are all together in the evening.
FAMILY MOTTO Save money, live simply, care for your friends, tell the truth.

Vocabulary work

6 Find the six highlighted words in your text. Work out the meanings from the contexts.

Match the words to the meanings in the chart.

The Kamaus

- 1 someone who makes clothes
- 2 with only one floor
- 3 an old house in bad condition
- 4 shared by a group of people
- 5 broken
- 6 worried

The Qus

- 1 loved and treasured
- 2 weak and unhealthy
- 3 narrow lanes between buildings
- 4 knocking down buildings
- 5 close and caring
- 6 economically

7 Work with a partner from the other group. Teach them your words.

What do you think?

- In what ways are these families typical of their country?
- What is a typical family in your country? Is there such a thing?
- Is your family typical? Why/Why not?

