Fourth edition

# New Headway

## Intermediate Student's Book

Liz and John Soars



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OXFORD

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# 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.

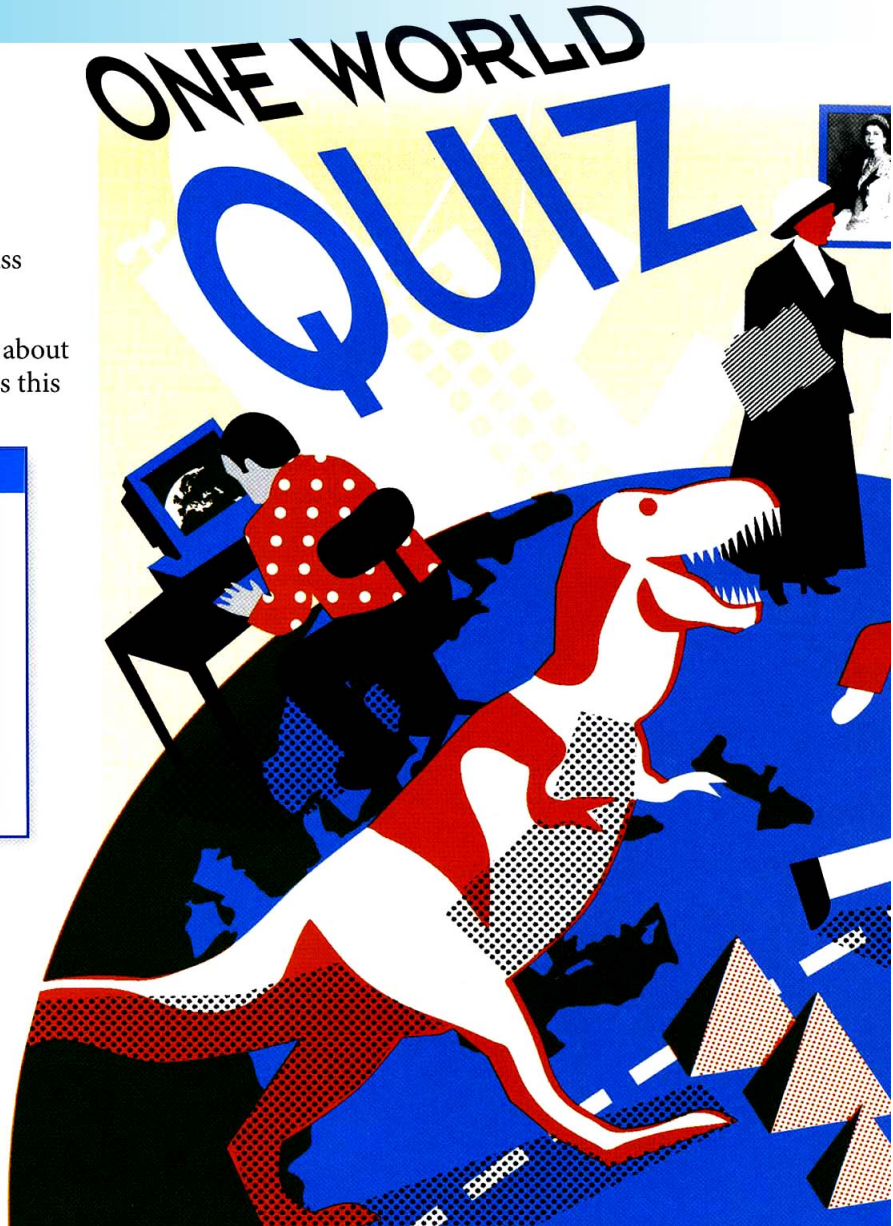
*Zuzana comes from Slovakia. She's studying English because...*

## 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** T 1.1 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?

**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** T 1.2 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** T 1.3 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.

# MAKING CONVERSATION

## Short answers



**1** **T 1.4** Ruth is collecting her children, Nick and Lily, from school. Listen and complete the conversation. Which child is more polite? In what way?

**Ruth** So kids, _____ you have a good day at school?

**Nick** No.

**Lily** Yes, I _____. We _____ practising for the school concert.

**Ruth** Oh, lovely. _____ you have much homework?

**Lily** Ugh! Yes, I _____. Loads. I've got Geography, French, and Maths! _____ you got a lot Nick?

**Nick** Yeah.

**Ruth** Nick, _____ you remembered your football kit?

**Nick** Er …

**Lily** No, he _____. He's forgotten it again.

**Ruth** Oh, Nick you know it needs washing. _____ you playing football tomorrow?

**Nick** No.

**Ruth** Lily, _____ you need *your* sports kit tomorrow?

**Lily** Yes, I _____. I've got a hockey match after school. We're playing the High School.

**Ruth** _____ they beat you last time?

**Lily** Yes, they _____. But we'll beat them tomorrow.

**Nick** No, you _____! Your team's rubbish.

**Ruth** Ok, that's enough children. Do up your seatbelts! Let's go!

### SPOKEN ENGLISH Sounding polite

1 In English conversation it can sound impolite to reply with just *yes* or *no*. We use short answers with auxiliaries.

*'Did you have a good day?' 'Yes, I did/No, I didn't.'*

2 It also helps if you add some more information.

*'Do you have much homework?' 'Yes, I do. Loads. I've got Geography, French, and Maths.'*

3 Reply to these questions. Use short answers and add some information.

1 Did you have a good day?
2 Do you like pizza?
3 Did you enjoy the film?
4 Has it stopped raining?

▶▶ Grammar Reference 1.6 p133

**2** Rewrite Nick's lines in exercise 1 to make him sound more polite.
**T 1.5** Listen and compare the conversations.

**3** Work in groups of three. Look at T1.4 and T1.5 on p118. Practise them, sounding polite and impolite.

# PRACTICE

**1** Match a line in **A** with a short answer in **B** and a line in **C**.

| A | B | C |
|---|---|---|
| 1 Did you hear that noise? | No, I haven't. | They didn't have my size. |
| 2 Are you doing anything tonight? | No, I'm not. | I think it was thunder. |
| 3 Have you seen my mobile phone anywhere? | Yes, it is. | Thank goodness! |
| 4 Did you get those shoes you liked? | Yes, I did. | Do you want to come round? |
| 5 Is it time for a break? | No, I didn't. | Have you lost it again? |

**T 1.6** Listen and check. Practise with a partner. Pay attention to stress and intonation.

## A class survey

Find out about the students in your class.

**2** Read the class survey and answer the questions about you. Add two more questions.

**3** Work with a partner. Ask and answer the questions in the survey. Give short answers in your replies and add some information.

*Are you interested in any sports?*

*Yes, I am. I often go skiing in winter and I like playing tennis.*

**4** Tell the class about each other.

*Milo's interested in two sports – skiing and tennis. He often ...*

**5** What can you say about your class?

*Nearly everyone is interested in at least one sport. Most of the boys love football. Some of us like skiing.*

## Check it

**6** There is one mistake in each sentence. Find it and correct it.

1 Rae comes from Canada and he speak French and English.
2 Which subjects Susan is studying at university?
3 'Do you like football?' 'Yes, I like.'
4 Did you watched the match last night?
5 What does your parents do at the weekend?
6 I think is going to rain.
7 What was you talking to the teacher about?
8 I don't think John's arrive yet.

### CLASS SURVEY

1 ARE YOU INTERESTED IN ANY SPORTS?
2 HAVE YOU GOT A PET?
3 DOES MUSIC PLAY AN IMPORTANT PART IN YOUR LIFE?
4 DO YOU USE THE INTERNET MUCH?
5 DOES ANYONE IN YOUR FAMILY SMOKE?
6 DID YOU STUDY ENGLISH IN PRIMARY SCHOOL?
7 HAVE YOU EVER BEEN TO ENGLAND?
8 ARE YOU STUDYING ANY OTHER FOREIGN LANGUAGES?
9 .....
10 .....



## 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 Wanjiru, 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.

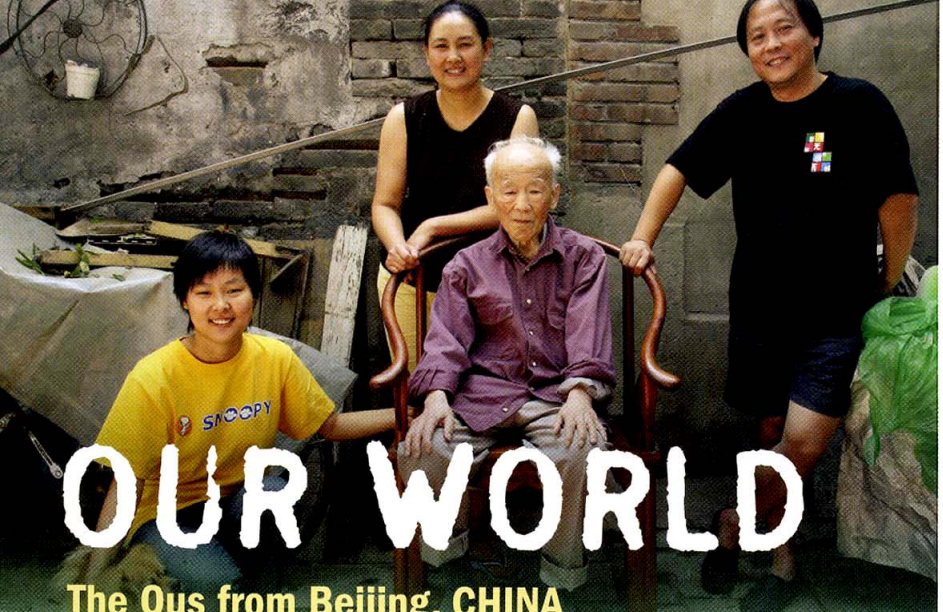
His salary doesn't go far. Rent is £30 a month, and he gives the same amount to his parents, who don't work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families too. He says, 'I am always so stressed about money.' Joyce's school fees cost another £25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

PROFILE

**FATHER:** Qu Wansheng, 44
**MOTHER:** Liu Guifang, 43
**DAUGHTER:** Chen, 17
**GRANDFATHER:** (Qu's father) Huanjun, 84

**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.

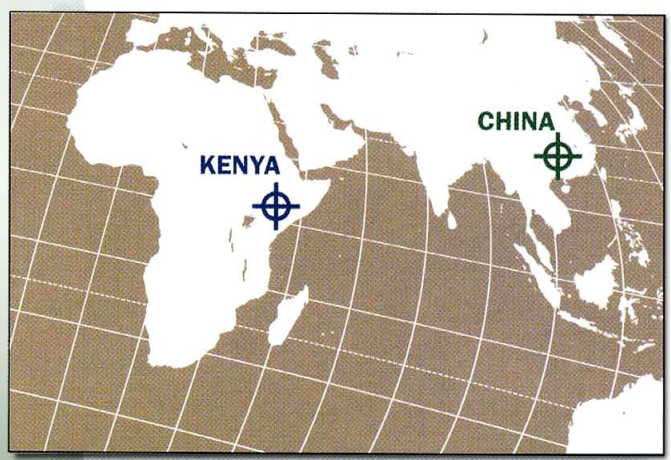
Match the words to the meanings in the chart.

| The Kamaus | The Qus |
|---|---|
| 1 someone who makes clothes | 1 loved and treasured |
| 2 with only one floor | 2 weak and unhealthy |
| 3 an old house in bad condition | 3 narrow lanes between buildings |
| 4 shared by a group of people | 4 knocking down buildings |
| 5 broken | 5 close and caring |
| 6 worried | 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?



# LISTENING AND SPEAKING

## A world in one family



**1** Do you know anyone who has married someone of another nationality? Do they have any children? Tell the class.

**2** Look at the photo of the family. There are *three* nationalities in the family. How can this be?




**3** **T 1.7** Listen to Xabier talking about his family. Read and answer the questions. Underline any you cannot answer.

1 What nationality are Xabier and his parents, Ana and Teo? Which city do they live in?
2 How did Xabier's parents meet? Give details. Why did they decide to live in England?
3 When and why did Xabier first notice his nationality?
4 Why weren't Xabier and James bilingual as children?
5 How many times has Xabier been to Bolivia? How old was he? How many times has James been?
6 What contact does he have with his mother's family? How long did they stay in Spain every summer?
7 What is Xabier studying? What is James going to study?
8 What is Xabier hoping to do in the future? Where is he planning to live?
9 What is James doing at the moment? What's he going to do?
10 What does Ana think are the pros and cons of bringing up a family in another country?

**4** **T 1.8** Now listen to Xabier's mother, Ana. Answer the questions that you underlined in exercise 3.

### What do you think?

- What are the pros and cons of bringing up a family in another country? Make two lists.

*+ You get the best from two cultures*

*– You don't feel completely at home in either of them*

- Discuss your lists as a class.

# VOCABULARY

## What's in a word?

These exercises will help you to think about how you learn vocabulary.

### Meaning

**1** These sentences all contain the nonsense word *uggy*. Is *uggy* used as a **verb**, an **adjective**, a **noun**, or an **adverb**?

1 My grandmother's very old and *uggy* now so she can't get out much.
2 She gave me my grandfather's gold watch. I'll *uggy* it forever.
3 The poor people lived crowded together in *uggies* in the old part of the city.
4 They can't afford to buy meat and fish. They live very *uggily* on rice and potatoes.

Can you guess what *uggy* means in the four sentences?

Which real English word goes into each sentence?

• cherish • frail • slums • frugally

### Pronunciation

**2** Say these words aloud. Underline the word with the different vowel sound.

1 /əʊ/ or /ʌ/ rose goes does toes
2 /iː/ or /eɪ/ meat beat great street
3 /eɪ/ or /e/ paid made played said
4 /ʌ/ or /əʊ/ done phone son won

**T 1.9** Listen and check.

▶▶ **Phonetic symbols p159**

**3** Say these words aloud. Which syllable is stressed?

**mother** enjoy apartment holiday **population**

**T 1.10** Listen and check.

## Word formation

**4** Complete the word *act* in the sentences using the suffixes from the box.

| -ress | -ion | -ing | -ive | -ivities |
|---|---|---|---|---|

1 My grandfather is 84, but he's still very act*ive*.
2 My sister's an act_____. She's often on TV.
3 Act_____ is not always a well-paid job.
4 This is not a time to do nothing. It is a time for act_____.
5 We do a lot of act_____ in class to learn English.

## Words that go together

**5** Match a word in **A** with a line in **B**.

| A | B |
|---|---|
| cosmopolitan | carelessly |
| well-paid | city |
| close-knit | in love |
| drive | a race |
| fall | family |
| win | job |

## Keeping vocabulary records

**6** Discuss how you can keep vocabulary records.

- Do you have a special notebook or do you record your vocabulary electronically?
- Do you write a sentence with the new word?
- Do you write the translation? What about pronunciation?

**My notes**

**records** /'rekɔ:dz/ *noun*
a written note of something
- *I keep vocabulary records.*

Translation = apuntes Remove note

**record** /rɪ'kɔ:d/ *verb*
to write down or keep information electronically
- *I record my vocabulary electronically.*

Translation = apuntar Remove note

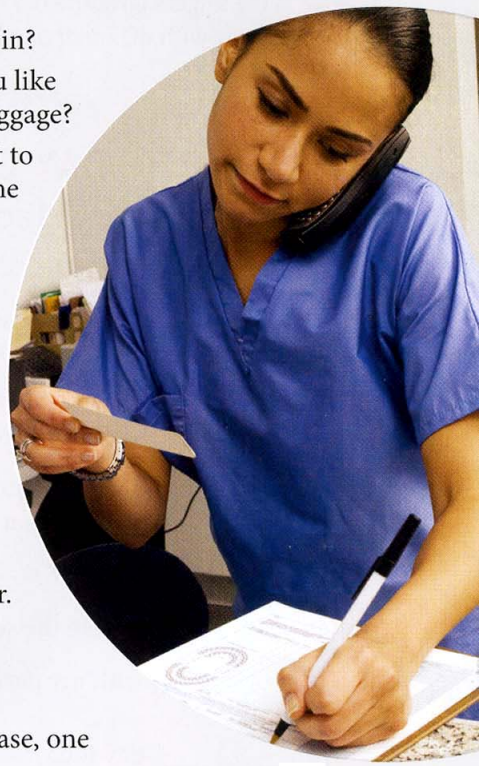
WRITING AN INFORMAL LETTER *p103*

# EVERYDAY ENGLISH

## Everyday situations

**1** Work with a partner. Where could you hear the following lines of conversation? Who is talking to who?

1 I need to make an appointment. It's quite urgent. I've lost a filling.
2 A medium latte and a muffin, please.
3 I can't make the meeting. I'm stuck in traffic.
4 Can you put in your PIN number and press 'Enter'?
5 Sparkling or still? And do you want ice and lemon in it?
6 I don't think you've met Greg. He's joining us from our New York office.
7 How many bags are you checking in?
8 The lift's on your right. Would you like someone to help you with your luggage?
9 Please hold. Your call *is* important to us. All our operators are busy at the moment, but one of them will be with you shortly *(music)* …
10 There are still tickets for the 5.45 performance but the 8.45 performance is sold out, I'm afraid.



**2** Match a line from exercise 1 with a reply.

a [7] Just the one.
b [ ] Never mind. We'll start without you and brief you later.
c [ ] Hello. Good to meet you. I've heard a lot about you.
d [ ] No, thank you. I'll manage.
e [ ] That's fine. We'll have two, please, one adult, one child.
f [ ] Have here or take away?
g [ ] Oh no! I can't remember my number for this card. Oh what is it?
h [ ] If I have to listen to that again, I'll go mad!
i [ ] Sparkling, please. Ice but no lemon.
j [ ] We have a cancellation this afternoon. 2.45 if that's OK?

**T 1.11** Listen and check. How does each conversation end?

**3** Listen again. Pay attention to the stress and intonation. Practise some of the conversations with your partner.

## Roleplay

**4** Work with a partner. Turn to p147 and act out the situations.

**T 1.12** Listen and compare.



# 2 The working week

**Present tenses • Passive • Free time activities • Making small talk**

*Blue Monday, how I hate Blue Monday*

## STARTER

**T 2.1** Listen to a song called ***Blue Monday***.

- What is the singer's favourite day of the week?
- What's wrong with the other days?
- Which days are OK?

## MY FAVOURITE DAY OF THE WEEK

### Present tenses – states and activities

**1** Look at the photos.
What do the people do? What are they doing?
In pairs, ask and answer questions.

*What does Vicky do?* *She's a schoolgirl.*
*What's she doing?* *She's doing her homework.*

**2** **T 2.2** Listen to them talking about their favourite day of the week. What is it? Why?

*Vicky's favourite day of the week is . . . because she . . .*

**3** Listen again and complete the sentences.

1 I _____ with my parents during term-time.
2 I _____ day today.
3 … it _____ work at all. Time _____ by.
4 The restaurant _____ redecorated at the moment …
5 I _____ because it's challenging, but I _____ surfing.
6 The boards _____ in South Africa.
7 We rarely _____ at the weekend or Christmas Day …
8 Now we're lambing, so we _____, either.

What else can you remember about each person?

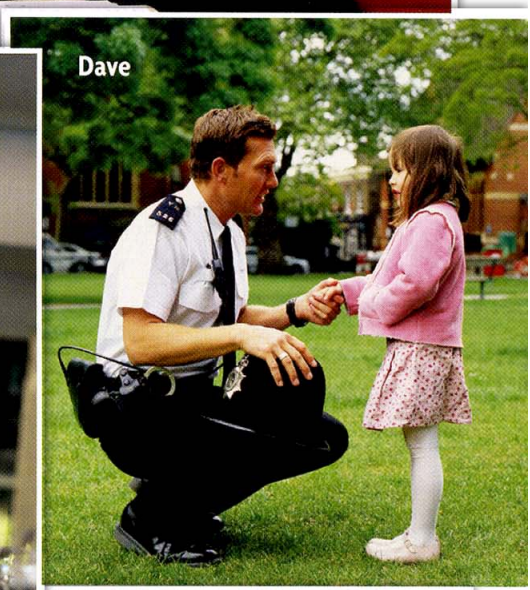
*Vicky likes being with her friends all the time.*

**4** Work with a partner. What is your favourite and least favourite day of the week? Why?












## GRAMMAR SPOT

1 What are the tenses in these sentences? Why are they used?

I **have** two lessons on a Monday.
I'**m having** a bad day today.

Find more examples, active and passive, in T2.2 on p119.

2 Which of these verb forms is right? Why is the other wrong?

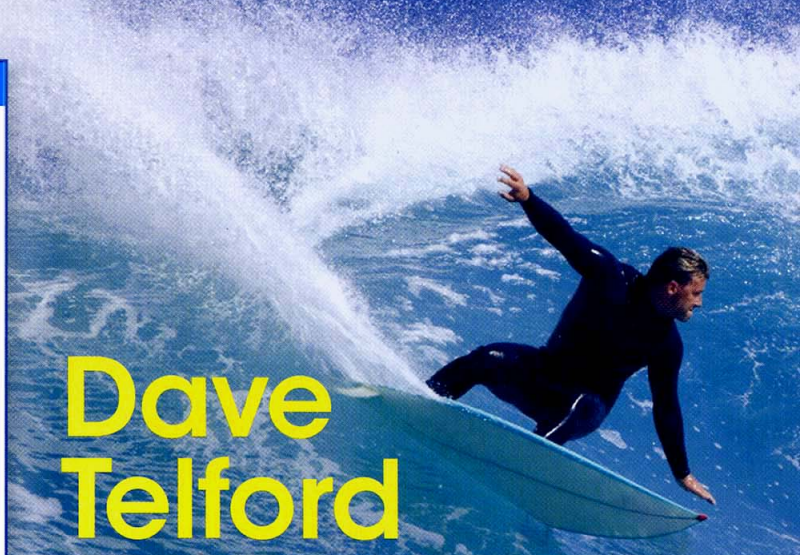
| | | | |
|---|---|---|---|
| I **like** / I'**m liking** | my job. | I **know** / I'**m knowing** | we're very lucky. |

Some verbs are rarely used in continuous tenses. These are called state verbs. Underline the five state verbs in the box.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| love | understand | work | want | enjoy | cost | need | learn |

3 Adverbs of frequency (*always*, *never*) answer the question *How often?* Find examples in T2.2 on p119.

▶▶ **Grammar Reference 2.1–2.4 p134–5**



# Dave Telford police officer and surfer

## PRACTICE

### Questions and answers

1 Read about Dave, the police officer from p14. Which question goes with which paragraph?

**How often do you go surfing?** **What do you think of your job?**
~~**What's your background?**~~ **Do you have a business?**
**Why do you like surfing?** **What hours do you work?**
**What's your favourite day of the week?**

**T 2.3** Listen and check.

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

***Has he got any children?*** ***Yes, two.***

1 Has . . . any children?
2 How often . . . them?
3 Why . . . morning shift?
4 How many hours . . .?
5 What . . . like about his job?
6 What . . . think . . . while . . . surfing?
7 Where . . . next month?
8 . . . business doing well?
9 What . . . on Sunday evenings?

**T 2.4** Listen and check.

### Talking about you

3 Make sentences about *you* using the prompts in the box.

***I visit friends as often as I can.***

| | |
|---|---|
| . . . as often as I can. | . . . once a fortnight. |
| . . . eight hours a day. | . . . one evening a week. |
| . . . when I'm on holiday. | . . . twice a year. |
| . . . on a Sunday. | I hardly ever . . . |
| I always . . . | . . . whenever I'm not working. |

4 Talk to a partner about you. Tell the class about your partner.

**1** ***What's your background?***
I'm 46, and I'm divorced. I have two kids, who I see once a fortnight. I live in Devon, in the south-west of England. I'm a police officer. I've been in the police force for over twenty years. I love my job, but my passion is surfing.

**2**
I work different shifts. The morning shift starts at 5.00, and I can't stand that because I have to get up at 4.30. My favourite shift is 2.00 in the afternoon till midnight because I get home about 12.30. What's good is that I work ten hours a day for four days, then have three days off.

**3**
My job is extremely busy and very hard. But I like it because it's challenging, and I never know what's going to happen. I like working in a team. We look after each other and work together.

**4**
My work is very stressful, so I surf to get away from it all. It's just me and the sea, and my mind switches off. I concentrate so hard on what I'm doing that I don't think about anything else.

**5**
I go surfing whenever I'm not working. Sometimes I'm on the beach before 7.00 in the morning. I go all over the world surfing. Next month I'm going to Costa Rica, and in the autumn I'm going to Thailand.

**6**
I've got a surf school. I teach all ages, from kids to pensioners. The business is doing well. I'm also opening two shops that sell surfboards. The boards are made in South Africa. They're the best.

**7**
I like Sundays best of all. I work as a lifeguard all day, then around 6.00 me and my mates barbecue some fish and have a few beers. Fantastic! I've been all round the world, but when I look around me, I think there's nowhere else I'd rather be.

## Simple and continuous

**1** T 2.5 Listen to two people talking about who's who in *The Office*. What are their names? What are their jobs?

| | |
|---|---|
| d Simon | **Accountant** |
| Edward | ***Human Resources (HR) Manager*** |
| Anna | Managing Director (MD) |
| Jenny | **Personal Assistant (PA)** |
| Matthew | Information Technology (IT) Manager |
| Christina | ***Sales Director*** |

**2** What are the people doing? What are they wearing?

*Simon's sitting at the top of the table reading something. He's wearing a jumper.*

T 2.5 Listen again. What comment is made about each person?

*Simon shouts a lot, but he listens as well.*

**3** Match a job from exercise 1 with a job description and a current project.

*The MD is responsible for running the whole company. Currently, he is . . .*

| Job description | Current project |
|---|---|
| is responsible for running the whole company | buying new hardware |
| makes appointments and arrangements | *making bookings for a conference* |
| negotiates prices and contracts | **visiting new customers in China** |
| runs an IT support team | recruiting new staff |
| is in charge of budget and cash flow | ***discussing plans and targets with the Board*** |
| looks after employees | preparing a financial report |

**4** Work with a partner. Read the conversation aloud.

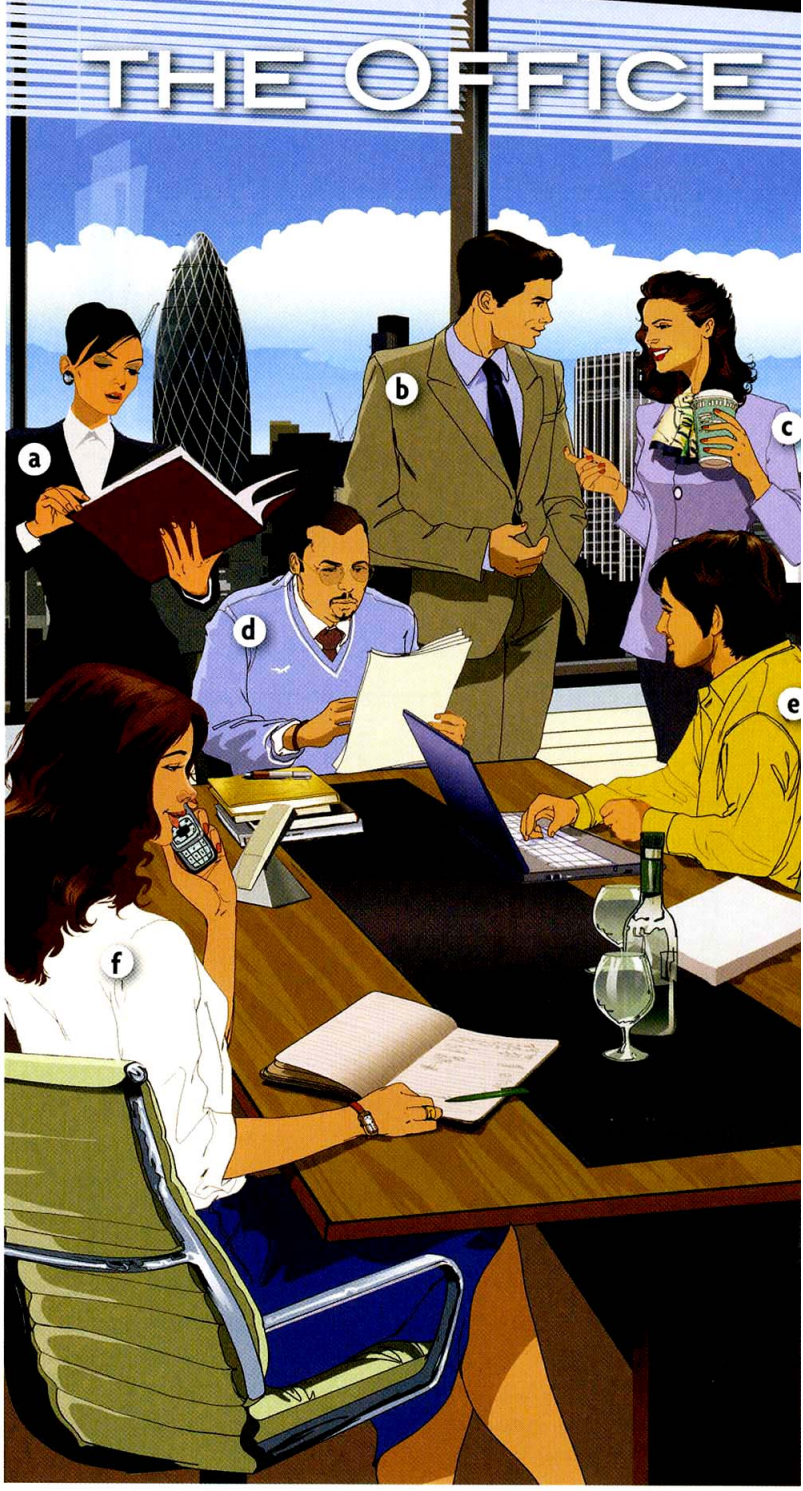
A What's your job?
B I'm a Human Resources Manager.
A So what do you do exactly?
B I look after the employees and their training.
A And what are you working on at the moment?
B I'm recruiting and interviewing. We're trying to find new staff for our office in Paris.

**5** Make similar conversations using the jobs in exercise 1. Choose another job, for example, film director, journalist …

### Project

Interview someone you know about his/her job. Tell the class about this person.

*I talked to …, who's a … He …, and he starts work at … He has to … He likes his job because … On his days off he …*




### State and activity verbs

**6** Are these sentences right (✓) or wrong (✗)? Correct the wrong sentences.

1 I'm not wanting an ice-cream.
2 Are you understanding what I'm saying?
3 I'm enjoying the course. It's great.
4 I'm thinking you're really nice.
5 What are you thinking about?
6 I'm not believing you. You're telling lies.
7 I'm knowing you're not agreeing with me.
8 She's having a lot of money.

## Active and passive

**7** Read the statistics. Choose the correct form, active or passive. Do any of the statistics surprise you?

### STATISTICS ABOUT JOBS AND MONEY IN THE UK

1 Nearly half the population (29m) **involve / are involved** in some form of employment.

2 20% of the workforce **employed / are employed** by the state.

3 The average worker **pays / is paid** £27,000 a year.

4 The average worker **pays / is paid** £250,000 in tax in his or her lifetime.

5 Women **earn / are earned** on average 17% less than men for full-time work.

6 Children **give / are given** on average £9 a week pocket money.

7 The average household **spends / is spent** £70 per week on transport.

8 75% of British households **own / are owned** a car.

▶▶ Grammar Reference 2.5–2.6 p135

**8** Put the verbs in the present passive, simple or continuous.

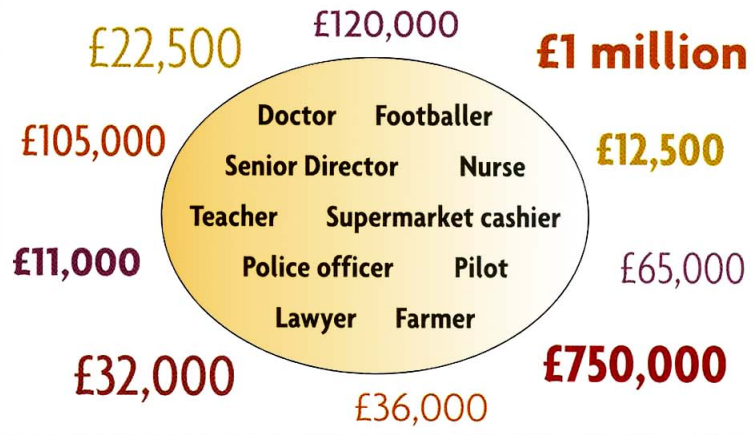
1 'Can I help you?' 'I'*m being served* (serve), thank you.'
2 A lot of manufactured goods _____ (make) in Asia.
3 'Why are you getting the bus?' 'My car _____ (service).'
4 Nearly 50% of the food we buy _____ (import).
5 The banking industry in the UK _____ (situate) in London.
6 _____ service _____ (include) in the bill?
7 The hotel is closed while the bedrooms _____ (modernize).
8 Footballers _____ (pay) far too much money.

# LISTENING AND SPEAKING

## Who earns how much?

**1** Work with a partner. Look at the chart. Discuss which job you think goes with which salary.

**Who earns how much in Britain? ***




* The average annual salary is £27,000.

**2** You are going to hear two people discussing the chart.
**T 2.6** Listen to **Part 1**. Answer the questions.

1 Which jobs do they discuss?
Which salaries do they agree on?
2 Complete the sentences.
They think a doctor earns either £_____ or £_____.
They think either a _____ or a _____ earns £750,000.
They think a _____ earns about £65,000.
3 What comment do they make about … ?
• doctors • footballers • senior directors • pilots

**3** **T 2.7** Listen to **Part 2**. Answer the questions.

1 Who do they think are the lowest earners?
2 How much do they think farmers earn?
3 Do they agree about a teacher's and a police officer's salary?
4 What is the woman's final point?

**SPOKEN ENGLISH Giving opinions**

**1** Notice the ways of expressing an opinion.
*I reckon . . .* *I'd say . . .* *I suppose . . .*
Find three more in T2.6 and T2.7 on p120.

**2** Are these ways of agreeing or disagreeing?
*I think so too.* *Definitely.* *I know what you mean, but . . .*
*I'm not so sure.* *Actually, . . .* *Absolutely.*

**3** What do we mean when we say . . . ?
*Could be.* *Maybe, maybe not.* *Possibly.*

**4** Discuss the salary chart again using some of these expressions.

**4** Work in small groups. Turn to p147. Which salaries do you think are unfair? Are any surprising?

## READING AND SPEAKING

### Charles, Prince of Wales

**1** What are the names of the people on the balcony? What is the relationship between them?

**2** Work with a partner. Write down what you know about Prince Charles. Compare your ideas as a class.

*He's about 60.*
*He's heir to the British throne.*

**3** What do you think occupies most of his time? Write a number 0–5 next to each activity, 0 = not at all, 5 = a lot.

- ☐ earning a living
- ☐ hunting
- ☐ entertaining
- ☐ travelling
- ☐ skiing
- ☐ performing royal duties
- ☐ being with his family

**4** Read the article. Answer the questions after each part.

*Part 1*

1 What gives you the impression that Charles is extremely wealthy?
2 What happens to his staff if they do well? What happens if they don't?

*Part 2*

3 What is the routine when he entertains at Highgrove and Sandringham?
4 What is the private side of Prince Charles?

*Part 3*

5 What are some of his public duties?
6 What good deeds does he do?

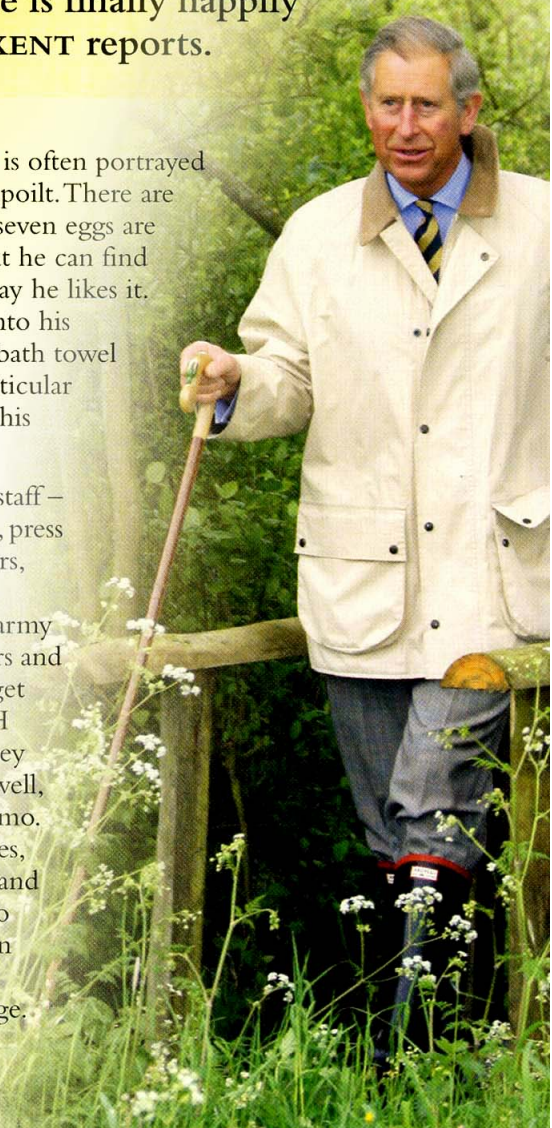
*Part 4*

7 'Prince Charles has everything'. What does he have? What doesn't he have?
8 What is Duchy Originals? What is happening to it? What does it sell?
9 What title will Camilla have when Charles is King?
10 In what different ways is Charles referred to?
*future King* *Prince of Wales . . .*



# *The life of a hard-working future King*

**His eccentric habits are known to the world, but the Prince of Wales has every reason to feel content. A man with wide interests and deep passions, he is finally happily married.** DANIELLA KENT reports.



1 **PRINCE CHARLES** is often portrayed as bad-tempered and spoilt. There are stories that every day seven eggs are boiled for his breakfast so that he can find one that is cooked just the way he likes it. His toothpaste is squeezed onto his toothbrush for him. And his bath towel is folded over a chair in a particular way for when he gets out of his royal bath.

He has an enormous private staff – secretaries, deputy secretaries, press officers, four valets, two butlers, housekeepers, two chefs, two chauffeurs, ten gardeners, an army of porters, handymen, cleaners and maids. They are expected to get everything right. When HRH (His Royal Highness) feels they have performed their duties well, they are praised in a royal memo. But if they have made mistakes, they are called into his study and told off. The Prince can get so angry that he has been known to have tantrums, throwing things and screaming with rage.

## The private and public man

2 Charles is eccentric, and he admits it. He talks to trees and plants. He wants to save wildlife, but enjoys hunting, shooting, and fishing. He dresses for dinner, even if he's eating alone. He's a great socializer. Poets, artists, writers, broadcasters, politicians, actors and singers all eat at his table. Arriving at Highgrove, his family home, on a Saturday afternoon in time for a stiff Martini, guests are entertained in the height of luxury. They are then sent on their way before lunch on Sunday, having been shown round his beautifully-kept gardens.

The Prince also entertains extravagantly at Sandringham, one of the Queen's homes, at least twice a year. There are picnic lunches on the beach, expeditions to local churches, and lavish dinners with organic food from Highgrove. Conversation is lively, but the heir to the throne has to be careful what he says, because he knows only too well that anything he says in private may be repeated in public.

The future monarch that we don't see is a man of great humour, who cares passionately about the state of the British nation, and is devoted to his two children, William and Harry. He is madly in love with 'his darling wife', which is how he refers to Camilla in public.

## A dutiful life

3 Together Charles and Camilla perform royal duties, both at home and abroad. He attends over 500 public engagements a year. He visits hospitals, youth groups, performing artists, charities, and business conferences. He hosts receptions to welcome visiting heads of state and VIPs. He travels abroad extensively, as an ambassador to the United Kingdom, representing trade and industry. He works hard to promote greater understanding between different religions. He is also President of the Prince's Charities, which are active in promoting education, business, the environment, the arts, and opportunities for young people. The group raises over £110 million annually.

Camilla shares Charles' passion for hunting, and also his interest in conservation of towns and countryside. The one thing she leaves to Charles is skiing. She prefers to stay at home when he makes his annual trip to Klosters in Switzerland.

## Everything except the top job

4 Since his second marriage, Prince Charles has everything he wants except, as Diana (who was killed in a car accident in 1997) used to call it, 'the top job'. Yet despite not being on the throne, he has worked hard to accomplish so much. He is concerned about the state of the country he loves, and shows his frustration that governments do little to tackle those problems about which he feels so strongly.

The Prince of Wales has his own food company, Duchy Originals. It originally sold biscuits, but is now expanding to become one of Britain's best-known and most successful organic brands, with over 200 different products, including food, drinks, and hair and body care products.

Charles, well-intentioned, hard-working, conservative and old-fashioned, continues to do his duty as he sees it. But he is no longer alone. One day he will be King, and his darling Camilla will be HRH The Princess Consort.





**5** Now you have read the article, have you changed your mind about any of your answers in exercise 3?

### Vocabulary work

Which of these adjectives are positive and which are negative?

*hard-working – positive*

| | | |
|---|---|---|
| ~~hard-working~~ | bad-tempered | |
| spoilt | eccentric | old-fashioned |
| sociable | cautious | passionate |
| frustrated | successful | well-intentioned |

Give an example of Charles' life or behaviour that illustrates each adjective.

*hard-working – He performs a lot of royal duties, and does charity work.*

### Discussion

- What do you know about the attitude of the British people to their royal family?
- What countries do you know that have a royal family? Are the members of the family popular? What do they do?

# VOCABULARY AND SPEAKING

## Free time activities

**1** What do you do when you aren't working? Make a list of what you do in your free time.

*go on the Net* *play golf* *go for a run*

Who do you do it with? Where? Tell the class.

**2** What activities can you see in the photos? Which of them …?

- do you do alone, or with another person
- do you do at home, or in a special place
- needs special clothes or equipment

**3** Which of these things go with the activities?

| | |
|---|---|
| a drill | a recipe |
| planting | serving an ace |
| the sales | a sleeping bag |
| a racket | a screwdriver |
| a concert | a bargain |
| zoom | keeping fit |
| sweating | meditating |
| wearing a helmet | a torch |
| sketching | weeding |

**4** Complete the diagram about cooking with words from the box.

| | |
|---|---|
| boiling | to chop |
| to mix | a casserole dish |
| herbs and spices | minced meat |
| an oven | baking |
| roasting | a food processor |
| olive oil | to weigh |

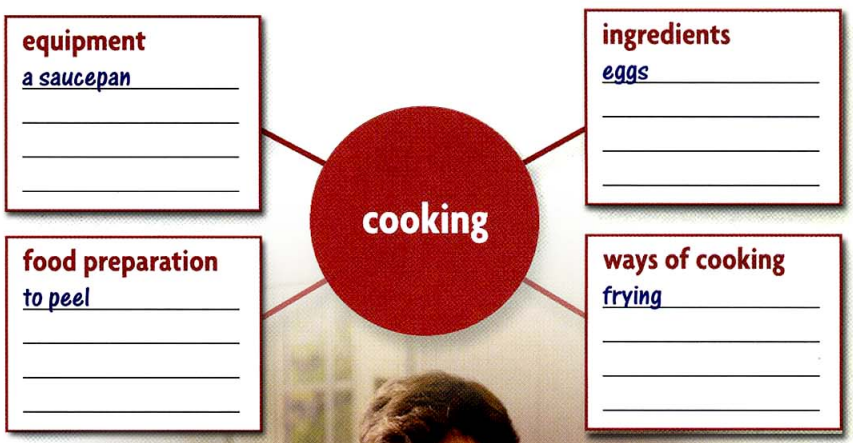
**5** Choose an activity that you are interested in. Draw a similar diagram and choose the categories. Fill it in.

**6** **T 2.8** Listen to John talking about his hobby. Make notes under these headings.

- Favourite hobby
- Where and when he does it
- Clothes and equipment
- What he likes about it
- The best bit

**7** Work in small groups. Use the headings from exercise 6 and your diagram to talk about what you like doing in your free time.






# EVERYDAY ENGLISH

## Making small talk



**1** When do we make small talk? Who with? What about?

**2** **T 2.9** Read and listen to the conversation between Ann and Lars. Where are they? What is Lars doing there?

**Ann** So what do you think of Liverpool, Lars?

**Lars** *really interesting/old city/lovely buildings/people so friendly*
**It's really interesting. Liverpool's such an old city, isn't it? There are some lovely buildings, and the people are so friendly!**

**Ann** Yes, they are, aren't they? When did you get here?

**Lars** *... ago/plane from Oslo/a bit late/didn't matter*

**Ann** Oh, good. Where are you staying in Liverpool?

**Lars** *... Grand Hotel/convenient for the office/room not very big/OK*

**Ann** What a pity! Never mind. Where are you from?

**Lars** *Norway/born in Bergen/live in a suburb of Oslo/pretty/sea*

**Ann** Really? It sounds beautiful. Your English is very good. Where did you learn it?

**Lars** *... very kind/a lot of mistakes/school for years/been to England quite a few times*

**Ann** Oh, have you? How interesting! And what are you doing here in Liverpool, Lars?

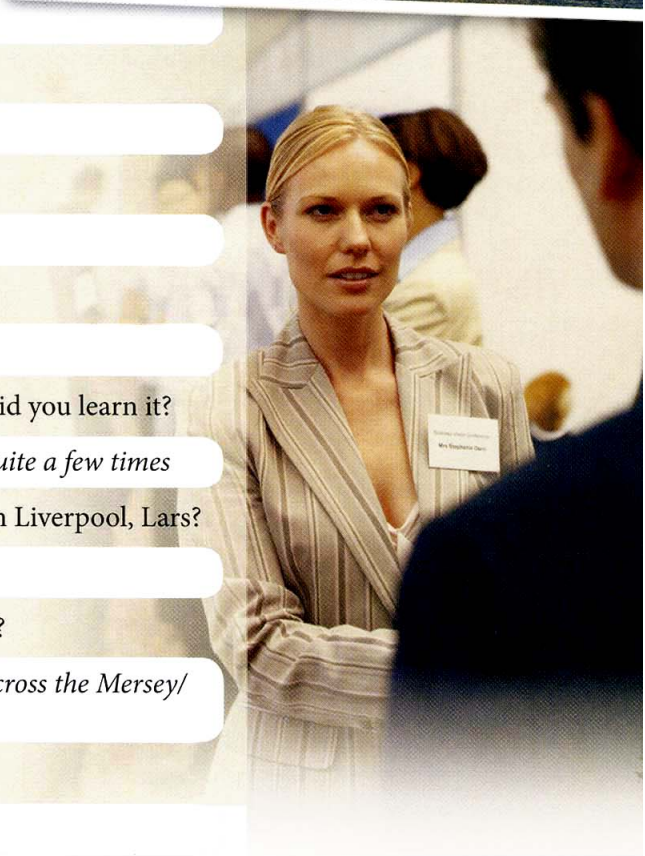
**Lars** *... attending a conference/here for five days/home on the 17th*

**Ann** Oh, so soon! And have you managed to get around our city yet?

**Lars** *... not seen very much/a walk along the riverside/taken a ferry across the Mersey/not seen the Beatles' Exhibition yet*

**Ann** Well, I hope you enjoy it. Don't work too hard!

**Lars** *... try to enjoy myself/bye/nice to talk*



**3** What information does Lars add to keep the conversation going? How does Ann show she's interested? Find examples.

**4** Work with a partner. Use the prompts to practise the conversation. **T 2.9** Listen again. How well did you do?

### SPOKEN ENGLISH Softening a negative comment

**1** In conversation, we sometimes don't want to sound too negative. We soften negative comments.

We were late landing. — *We were **a bit** late landing.*
My room is tiny. — *My room **isn't very big**, but it's OK.*

**2** Make these comments softer. Use the words in brackets.

1 It's expensive. *(bit)*
2 It's hard. *(quite)*
3 It's cold. *(warm)*
4 They're rude. *(friendly)*
5 I earn very little. *(much)*
6 There's nothing to do. *(very much)*

**5** **T 2.10** Listen to the questions and answer them. Make a comment and add some information. Add a question if you can.

**Who do you work for?**

**Siemens. I've been with them for four years. They're a good company. How about you?**

**T 2.11** Listen and compare.

**6** You are abroad on a business trip. Invent a name and a background for yourself.

You are at a social event. Stand up and socialize! Ask and answer questions.

**WRITING** LETTERS AND EMAILS *p104*

# 3 Good times, bad times

**Past tenses • Spelling and pronunciation • Giving opinions**

## STARTER

Play the *Fortunately, Unfortunately* game around the class.

Start: *I woke up very early this morning.*

Student A *Fortunately, it was a lovely day.*
Student B *Unfortunately, I had to go to school.*

## VINCENT VAN GOGH

### Past tenses and *used to*

**1** Look at the pictures by the painter, Vincent Van Gogh. What do you know about him? Was he happy? Was he successful?

**2** Read the notes below about Vincent Van Gogh. Complete the questions about his life.

*Vincent Van Gogh*
*1853–1890*

*Vincent Van Gogh was born in 1853. When he was a young man he worked in London and Paris, but he was dismissed.*

*He tried to commit suicide.*

*In Paris, Vincent met many famous artists while he was* [redacted].

*In 1888 he moved to Arles in the south of France. Another famous painter came to live with him. He was an old friend.*

*One evening Van Gogh left the house carrying a* [redacted]. *He cut off part of his ear.*

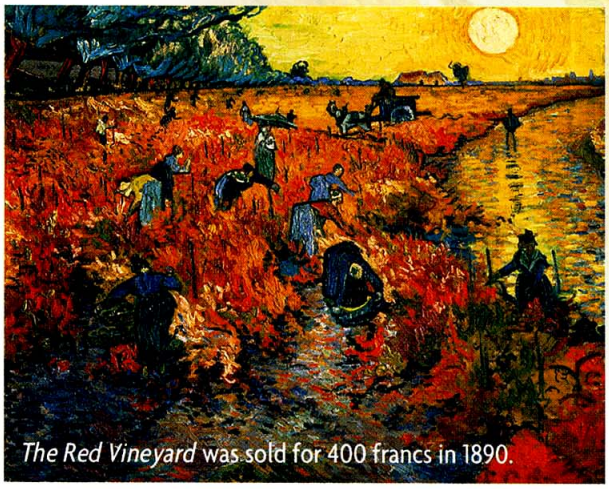
*After this, he moved into an asylum. Many of his most famous paintings were completed here.*

*In 1890, while he was* [redacted], *he shot himself in the chest. Two days later he died. He was buried.*

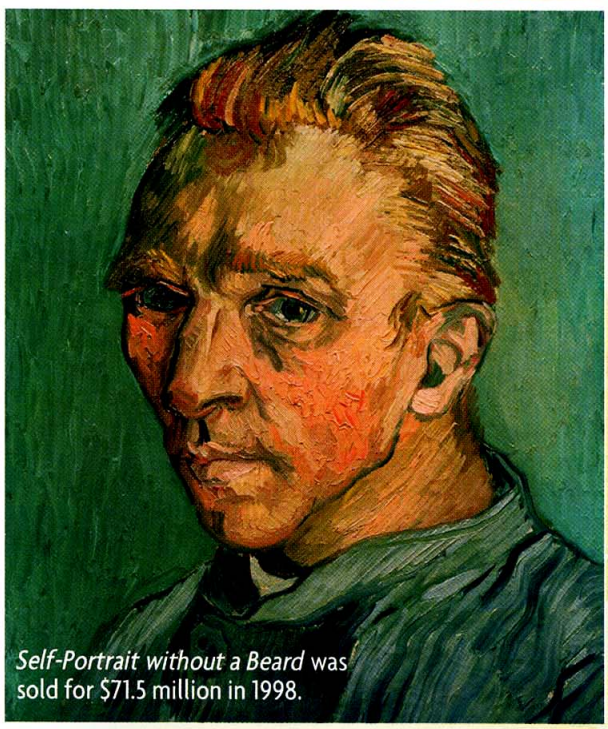
*When he died, he had no money.*

1 Where **was he born**?
2 What . . . job?
3 Why . . . ?
4 Why . . . ?
5 Which . . . ?
6 What . . . when he met them?
7 Who . . . ?
8 Where . . . first meet?
9 What . . . ?
10 Why . . . ?
11 Which . . .
12 What . . . doing . . . ?
13 Why . . . ?
14 Where . . . ?
15 Why didn't . . . ?

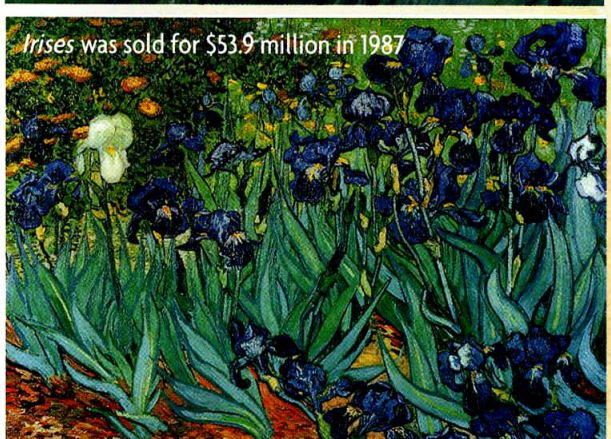
**T 3.1** Listen and check the questions.



*The Red Vineyard* was sold for 400 francs in 1890.



*Self-Portrait without a Beard* was sold for $71.5 million in 1998.



*Irises* was sold for $53.9 million in 1987

3 Read the full text about Vincent Van Gogh. With a partner ask and answer the questions from exercise 2.

T 3.2 Listen and check.

# Vincent

## Vincent Van Gogh, the genius unrecognized in his own lifetime

Vincent Van Gogh was born in Brabant in the Netherlands in 1853. As a young man he worked as an art dealer in London and Paris. He was dismissed from this job because he had argued with customers about art.

In 1881 he tried to commit suicide. He was depressed because he had fallen in love with his cousin, but she had rejected him.

In 1886 he went to Paris to study art, and it was while he was studying that he met Degas, Pissarro, Seurat, Toulouse-Lautrec, Monet, and Renoir.

After two years in Paris, Van Gogh went to live in Arles in the south of France. His friend and fellow painter, Gauguin, who he had met in Paris, came to join him. The two men settled down in Arles, but there was a lot of tension between them. Vincent used to drink heavily, and they quarrelled fiercely, mainly about the nature of art.

One evening in December 1888, Van Gogh left the house carrying a razor blade. He'd been drinking, and he'd had an argument with Gauguin. He cut off part of his ear.

After this, he moved voluntarily into an asylum for the insane at St-Rémy-de-Provence. He used to wake up at six in the morning and go out to paint. It was here, in the last two years of his life, that many of his most famous paintings were completed. These included *Starry Night*, *Irises*, and *Self-Portrait without a Beard*.

In 1890 he left the warm south and moved to Auvers-sur-Oise. Here he continued working despite his growing depression. It was while he was painting outside that Vincent shot himself in the chest. Two days later, he died. He was buried in the cemetery in Auvers.

When Van Gogh died, he had no money because he'd only sold one of his paintings, *The Red Vineyard*, in his entire life. His sister-in-law took his collection to Holland, where his work was published. He was instantly recognized as a genius.

### GRAMMAR SPOT

1 In these sentences, which verb form is . . . ?
Past Simple Past Continuous Past Simple passive

He **worked** as an art dealer.
He **was dismissed**.
He **was studying** art.

Find more examples of the three verb forms in the text.

2 In this sentence, what happened first?

He **was dismissed** because he **had argued** with customers.

*had argued* is an example of the Past Perfect tense. How is this tense formed? Find more examples in the text.

3 Look at the sentence.

Vincent **used to** drink heavily.

Do you think this happened once or many times? Find another example of *used to* in the text.

▶▶ Grammar Reference 3.1–3.7 p135–7

### Pronunciation

4 T 3.3 Listen and repeat the weak forms and contracted forms.

/wəz/ **What was he doing?**
/wəz/ **He was studying.**
/wə/ **They were working ...**
/hɪd/ **He'd had an argument.**
/ðeɪd/ **They'd met in Paris.**
/hɪd bɪn/ **He'd been drinking.**

5 Write the verbs from the box in the chart according to the pronunciation of *-ed*.

~~worked~~ dismissed tried rejected quarrelled moved completed continued died published recognized

| /t/ | /d/ | /ɪd/ |
|---|---|---|
| worked | | |

T 3.4 Listen and check.

# PRACTICE

## *I didn't do much*

**1** T 3.5 Listen to four people saying what they did last night. Who said these lines? Write a number 1–4.

- ☐ I went for a drink with a couple of friends.
- ☐ We talked for a bit.
- ☐ I didn't do much.
- ☐ I got home about nine.
- ☐ I had an early night.
- ☐ I didn't get home till about midnight.
- ☐ I did some stuff on the computer.
- ☐ Quite a late night for me!

**2** What did *you* do last night? Discuss in small groups.

## Discussing grammar

**3** Compare the use of tenses in these sentences. Say which tense is used and why.

1 It | *rained* all day yesterday. / *was raining* when I woke up.

2 I *wore* a suit for my interview. She looked great. She *was wearing* a black top and tight jeans.

3 'What *were* you *doing* when you lost your phone?' 'Shopping.' 'What *did* you *do* when you lost your phone?' 'Bought a new one.'

4 When Bill arrived, | we *were having* lunch. / we *had* lunch. / we*'d had* lunch.

5 I got to the cinema. The film | *started.* / *had started.*

6 When I was a kid I *used to play* football with my dad. I *played* football with my kids last Saturday.

## A newspaper story

**4** Read the newspaper article. Put the verbs in brackets in the correct past tense, active or passive.

T 3.6 Listen and check.

**5** T 3.7 Listen to a radio news item on the subject of the same accident. What do you learn that wasn't in the newspaper article?

## Dictation

**6** T 3.8 You will hear a summary of the interview at dictation speed. Write it down. Compare with a partner.

# SMASH!

## Clumsy visitor destroys priceless vases

By Tom Ball

**A CLUMSY visitor to a British museum has destroyed a set of priceless 300-year-old Chinese vases after slipping on the stairs.**



The three vases, which (1)_____ (produce) during the Qing dynasty in the 17th century, (2)_____ (stand) on the windowsill at the Fitzwilliam Museum in Cambridge for forty years. Last Thursday they (3)_____ (smash) into a million pieces. The vases, which (4)_____ (donate) in 1948, (5)_____ (be) the museum's best-known pieces.

The Fitzwilliam (6)_____ (decide) not to identify the man who (7)_____ (cause) the disaster. 'It was a most unfortunate and regrettable accident,' museum director Duncan Robinson said, 'but we are glad that the visitor (8)_____ seriously _____ (not injure).'

The photograph of the accident (9)_____ (take) by another visitor, Steve Baxter. 'We (10)_____ (watch) the man fall as if in slow motion. He (11)_____ (fly) through the air. The vases (12)_____ (explode) as though they (13)_____ (hit) by a bomb. The man (14)_____ (sit) there stunned in the middle of a pile of porcelain when the staff (15)_____ (arrive).'

The museum declined to say what the vases were worth.



# VOCABULARY

## Spelling and pronunciation

**1** **T 3.9** Listen and repeat these words. What do they tell you about English spelling and pronunciation?

| | | |
|---|---|---|
| good /gʊd/ | food /fu:d/ | blood /blʌd/ |
| road /rəʊd/ | rode /rəʊd/ | rowed /rəʊd/ |

### Words that sound the same

**2** **T 3.10** Listen and write the words you hear. What do they have in common? Compare with a partner. Did you write the same words?

**3** Read these words aloud. Write another word with the same pronunciation.

| | | | |
|---|---|---|---|
| 1 male | mail | 6 week | _____ |
| 2 blew | _____ | 7 hole | _____ |
| 3 piece | _____ | 8 pair | _____ |
| 4 where | _____ | 9 allowed | _____ |
| 5 caught | _____ | 10 weight | _____ |

**4** Write the correct spelling of the words in phonemic script.

1 /pi:s/ Peace is the opposite of /wɔ:/_____.
2 I'm not /əlaʊd/_____ to /weə/_____ make-up.
3 I'd like a /peə/_____ of /blu:/_____ jeans, please.
4 I /wɔ:/_____ the same socks for a /həʊl/_____ /wi:k/_____.
5 I had to /weɪt/_____ in the rain and I /kɔ:t/_____ the /flu:/_____.

### Spelling

**5** Read these words aloud. Which two words rhyme?

| | | | |
|---|---|---|---|
| 1 | love | move | glove |
| 2 | some | home | come |
| 3 | dear | fear | pear |
| 4 | lost | most | post |
| 5 | meat | cheat | great |
| 6 | boot | shoot | foot |
| 7 | eight | weight | height |
| 8 | blood | wood | flood |
| 9 | flower | power | lower |

**T 3.11** Listen and check.

**6** These words have the same vowel sound but different spellings. Spell the words.

| | | | |
|---|---|---|---|
| /u:/ t_oo_th | tr_u_th | j____ce | thr____ |
| /ɔ:/ c____t | d____n | w____ | fl____ |
| /ɜ:/ ____th | w____ld | b____n | f____ |
| /eə/ t____ | f____ | squ____ | th____ |

### Lost sounds

**7** In some words we lose sounds.

chocolate /tʃɒklət/ has two syllables, not three.
comfortable /kʌmftəbl/ has three syllables, not four.

Read these words aloud. Cross out the lost sounds.

different several
business restaurant
marriage interesting
vegetable temperature
secretary

**T 3.12** Listen and check.

**8** Some words have silent letters. Cross out the silent letters in these pairs of words.

| | | |
|---|---|---|
| 1 | foreign | sign |
| 2 | climb | bomb |
| 3 | neighbour | weigh |
| 4 | honest | hour |
| 5 | knee | knock |
| 6 | psychology | psychiatrist |

**T 3.13** Listen and check.



## READING

### A Shakespearean tragedy

**1** What do you know about William Shakespeare?

**2** Look at the list of characters in the story of *Romeo and Juliet*. What do you know about the story? How did people at that time decide who to marry? Who made the decision?

**3** Read 1–6 in the story. Answer the questions.

1 Why did the Montagues and the Capulets hate each other?
2 Why wasn't it a good idea for Romeo to go to the Capulet's party?
3 What happened when Romeo and Juliet first met?
4 'Wherefore art thou Romeo?' *(= Why are you Romeo?)* Why was Juliet upset about Romeo's name?
5 How long had they known each other when they decided to get married?
6 Why did Friar Laurence agree to marry them?
7 Why did Romeo try to stop the fight?
8 Why was Juliet desperate?

**4** Read 7–12 in the story. Answer the questions.

1 What couldn't Juliet tell her father?
2 What was the Friar's plan?
3 Which part of the plan worked?
4 What went wrong with the plan?
5 Why did Romeo kill himself?
6 Why did Juliet kill herself?
7 How did their families feel at the end?

**5** T 3.14 Listen to actors speaking Shakespeare's lines, and follow them in the story. Read the lines in more modern English on p148.

**6** Retell the story using the pictures.

### What do you think?

- Whose fault was the tragedy?
- In the play, Juliet was just thirteen. Do you think this is too young to fall in love?
- Shakespeare wrote comedies, tragedies, and history plays. What titles do you know? Do you know any of the stories?

WRITING TELLING A STORY (1) *p105*

# Romeo

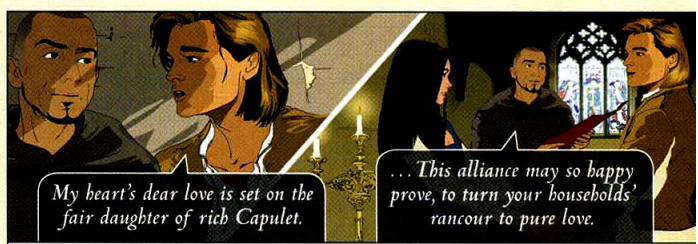
## The Montagues



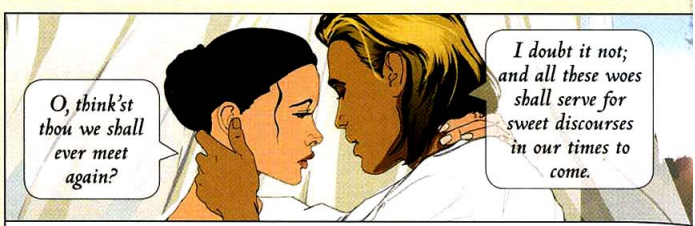
*Lord Montague* | *Romeo, son of Montague* | *Mercutio, Romeo's best friend*




**1** Many years ago, in the ancient Italian city of Verona, there were two very rich but warring families, the Montagues and the Capulets. They had hated each other for so long that no one could remember how the feud had started. Fights often used to break out in the streets.




**4** As dawn broke, Romeo raced to Friar Laurence and begged him to marry them. The Friar agreed, hoping this would unite the families. That afternoon, Juliet joined Romeo, and the lovers were wed. They parted, but planned to spend that night together.




**7** Next morning the lovers could hardly bear to part. When would they meet again?
More disaster was to come. Juliet learned that her father had agreed to give her in marriage to a nobleman, Paris. How could she tell her father she had already married Romeo?




**10** But Romeo never received the Friar's letter. Thinking that his beloved Juliet had died, he bought poison and went to the tomb. He saw his beautiful, lifeless Juliet. He would never leave her side. He kissed her, and drank the poison.

# and Juliet by William Shakespeare



*Benvolio, Romeo's cousin* — *Friar Laurence, a priest* — *The Prince* — *Paris, a nobleman suitor of Juliet* — *Juliet's nurse* — *Tybalt, Juliet's cousin* — *Juliet, daughter of Capulet* — *Lord Capulet*

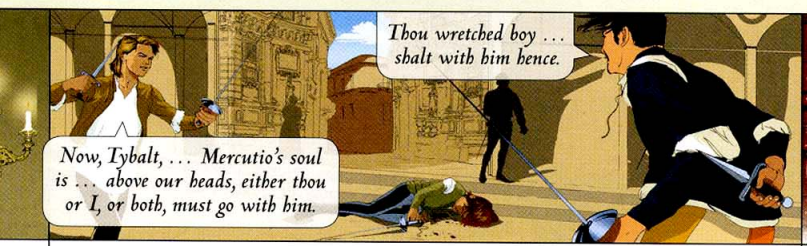
## The Capulets




2 Lord Capulet was planning a celebration for his daughter, Juliet. Romeo, Lord Montague's son, went to the party uninvited. He saw Juliet and fell instantly in love! They touched hands. They talked. They kissed. Only then did they discover their families were enemies!



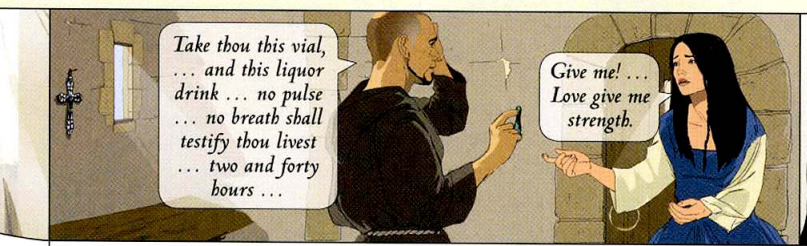

3 That night Juliet stood on her balcony and declared her love for Romeo. Romeo had climbed up a wall and was listening. They swore eternal love to each other, and promised to marry in secret the next day.




5 Returning to Verona, Romeo found his friends, Benvolio and Mercutio being attacked by Tybalt, Juliet's cousin. Romeo tried to stop the fight. He failed, and Mercutio was killed. Romeo had to take revenge! He fought Tybalt and killed him.




6 The Prince, hearing of the deaths, banished Romeo from Verona. Poor Juliet! Her husband had killed her cousin, and now he was exiled. She was desperate. Her nurse brought Romeo to Juliet so they could be together one last time.




8 Juliet ran to Friar Laurence for help. The Friar gave her a sleeping potion to make her appear dead for forty-two hours, so she couldn't marry Paris. The Friar would tell Romeo the plan, and he would arrive as she was waking up. They could then escape together.




9 Juliet returned home and pretended to agree to the marriage. She took the drug. The next day, everyone thought she was dead. She was carried to the family tomb, from where, according to the Friar's plan, Romeo would rescue her.




11 Juliet woke up to see Romeo lying dead beside her. She wept and kissed him again and again, hoping that the poison on his lips would kill her too. Finally she took his dagger and, stabbing herself, fell dead upon her husband's body.




12 The families of the Montagues and the Capulets arrived at the tragic scene. They were overwhelmed with grief, and horrified at the pain that their families' hatred had caused. Thus they buried their feud, along with their precious children, Romeo and his sweet Juliet.

# LISTENING AND SPEAKING

## The first time I fell in love

**1** What do you understand by these quotations?

*'People ask what love is. If you have to ask, you don't know.'*

*'Love is a kind of madness.'*

*'Love is blind.'*

*'When you're in love, 1 + 1 = everything, and 2 – 1 = nothing.'*

*'Love is what is left when being in love has burned away.'*

*'Love is the most beautiful of dreams and the worst of nightmares.'*

**2** **T 3.15** Listen to three people talking about the first time they fell in love. Take notes and complete the chart.

| | Sarah | Tommy | James |
|---|---|---|---|
| 1 How old was he/she? | | | |
| 2 Who did he/she fall in love with? | | | |
| 3 Was it a pleasurable experience? | | | |
| 4 Was the love reciprocated? | | | |
| 5 How did it end? | | | |

**3** In groups, compare your answers. Listen again to check.

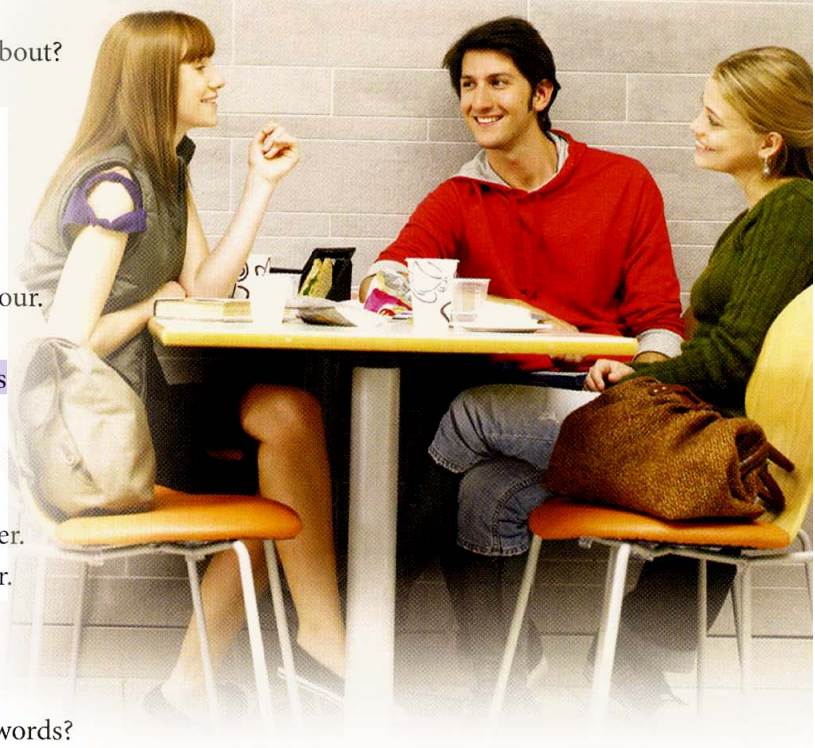
**4** What are some of the effects of being in love that the people describe?
*'He made me go all weak at the knees.'*

### What do you think?

- Psychologists say we fall in love with a person with whom we can form a whole, like *yin* and *yang* in Chinese philosophy. Do you agree?
- Who do we fall in love with? Someone like ourselves, or someone different? Do opposites attract?
- 'The course of true love never did run smooth.' (Shakespeare – *A Midsummer Night's Dream*)
  Think of couples, perhaps famous, perhaps not, who didn't have or haven't had an easy romance. What happened to them?
- What couples do you know who are well-suited? Why do they go well together?

# EVERYDAY ENGLISH

## Giving opinions



**1** **T 3.16** Read and listen to the conversation. What is it about? Which two people agree with each other?

A So, what do you think of Meg's new boyfriend? He's really great, isn't he?
B Definitely! I think he's absolutely fantastic!
A Mmm. Me too. I just love the stories he tells.
B So do I. He's very funny. I really like his sense of humour.
A They get on so well together, don't they?
C Well, maybe. He's quite nice, but I don't think that he's the one for her.
B That's rubbish! They absolutely adore each other!
C Mmm. I'm not so sure.
B Come on! You're just jealous. You've always fancied her.
C Actually, that's not true at all. But I quite like her sister.

In groups of three, practise the conversation.

**2** Listen again to the conversation. Answer the questions.

1 A and B agree with each other. What are their actual words?
2 A uses two question tags. Practise them.

He's really great, isn't he?
They get on so well together, don't they?

Is A *really* asking for information, or does she just want the others to agree with her?

**3** Complete these question tags.

1 We had a great time in Paris, *didn't we*?
2 The weather was lovely, _____?
3 The French really love their food, _____?
4 It's a lovely day today, _____?
5 Alice and Tom are a really lovely couple, _____?
6 Tom earns so much money, _____?
7 They want to get married, _____?

**T 3.17** Listen and check.

**SPOKEN ENGLISH Making an opinion stronger**

1 Adverbs like *very*, *really*, *just*, and *absolutely* help make an opinion stronger.
*It's good.* → *It's* ***very*** *good.* → *It's* ***really*** *good.*
*It's bad!* → *It's* ***just*** *awful!* → *It's* ***absolutely*** *awful!*
2 We can use an adverb to qualify an adjective or a verb.
*He's* ***really great****, isn't he?*
*I* ***really don't like*** *his sense of humour.*
Find more examples in the conversation in exercise 1.

**4** Work in pairs to make these opinions stronger. Use a wide voice range to sound enthusiastic.

1 She's quite nice. *She's absolutely wonderful!*
2 The film was good. *just brilliant*
3 The hotel's all right. *really fabulous*
4 I like dark chocolate. *absolutely adore*
5 I quite like Peter. *really love*
6 The book wasn't very good. *absolutely awful*
7 I don't like noisy bars. *just can't stand*

**T 3.18** Listen and repeat.

**5** Write down some opinions on …

- the last film you saw
- something in today's news
- the weather
- the clothes that someone is wearing today
- what a celebrity is doing at the moment
- a programme on TV

**6** In pairs, ask for and give opinions.

I saw that new film last week.
Oh! What did you think of it?
Great! I really enjoyed it. The acting was just amazing!



# 4 Getting it right

**Modal and related verbs • Phrasal verbs (1) • Polite requests and offers**

## STARTER

Look at the sentences.
Say them aloud as a class.

| | | |
|---|---|---|
| You | can<br>must<br>should<br>have to | go. |

1 Say the negative.
2 Say the question.
3 Say the 3rd person singular with *he*.
4 Which verb is different in form?

## MODERN DILEMMAS

*should/must/have to/be allowed to*

**1** Work in groups. *The Times* newspaper has a section called *Modern morals* where readers help other readers with problems. Read the problems in *Readers ask*. What advice would you give? Use these phrases:

*I think they should ...* *I don't think she should ...* *He must ...*

**2** Read the lines from *Readers reply* on p31. Which lines do you think go with which problems?

Read the full replies on p149. Do you agree with the advice?

**3** Look again at *Readers ask* 1–7. Find the questions used to *ask for* advice. Find the verbs used in *Readers reply* a–g to *give* advice.

# Modern morals



## Readers ask

**1** How should I deal with my difficult and disagreeable neighbour? He is in the habit of dumping his garden waste along the public footpath between our two houses.

*Jim T. via email*

**2** Is it OK to greet people you don't know with a 'How are you?' In California (my home) it's considered friendly, but here in London some people react with a cold look. Should I be less friendly in my greetings?

*Erica Fleckberg, London*

**3** My new PC automatically picks up wireless networks to gain access to the Internet. This includes the one belonging to my neighbour. Is it right for me to use it?

*Richard Dalton, via email*

**4** My stepfather was disqualified for two years for drink-driving, but we have learnt that he still drives while under the influence of alcohol. Should we keep quiet or inform the police?

*Stella Milne, Newcastle*

**5** I am a medical student. After I qualify in June, I have one month before my first job starts. My fiancée says that I am not allowed to claim unemployment benefit for this. I disagree, because I'll be unemployed. The dole is for all those who are out of work, isn't it? What do you think?

*J. R. Collin, via email*

**6** Is it wrong for me to record CDs borrowed from my local library? I am not denying anyone the money, as I wouldn't buy the CD anyway.

*Pete Rodriguez, via email*

**7** Is it ever permissible to lie to children? I lied to my two-year-old granddaughter to remove her from a fairground ride without a tantrum. I said: 'You must get off now because the man is going for his dinner.' She got down without a fuss. But I'm worried that if she remembers this, she won't trust me in future.

*Barbara Hope, Perth, Australia*

## GRAMMAR SPOT

1 These sentences give advice. Which is the stronger advice?

You **should** check online.
You **must** tell your neighbour.

2 Which sentences express permission? Which express obligation?

I | **can** / **am allowed to** / **must** / **have to** | go.

3 Complete the sentences with *have to*, *don't have to*, or *mustn't*.

Children _____ go to school.
You _____ ride your bike on the footpath.
People over 65 _____ go to work.

4 The past of these sentences is the same. What is it?

I must go. I have to go.

▶▶ **Grammar Reference 4.1–4.5 p137–8**

# Readers reply

**a** You must ring 'Crimestoppers' and report him. You don't have to give your name.

**b** I think you are allowed other benefits. You should check online.

**c** You don't have to be like the English just because you're in England.

**d** You've got to act with self-control. I don't think you should confront him.

**e** It's not only wrong, it's illegal. You are not allowed to do this.

**f** Not only should you lie sometimes, you often have to.

**g** You must tell your neighbour this. It's the only fair thing to do.



# PRACTICE

## Discussing grammar

**1** Choose the correct verb to complete the sentences.

1 I don't get on with my boss. Do you think I *should* / *must* look for another job?
2 We're giving Tom a surprise birthday party. You *shouldn't* / *mustn't* tell him about it.
3 Please Dad, *can* / *must* I go to Tom's party? It'll be great.
4 You *should* / *have to* drive on the left in Britain.
5 Do you *must* / *have to* wear a uniform in your job?
6 Are you *can* / *allowed to* take mobile phones to school?
7 I *must* / *had to* go to bed early when I was a child.
8 You *mustn't* / *don't have to* go to England to learn English, but it's a good idea.

**T 4.1** Listen and check.

## Giving advice




**2** **T 4.2** Listen to three conversations. After each one discuss these questions.

1 What is the problem?
2 What is the advice?
3 Do you agree with it? Give *your* advice if it's different.

**3** Listen again and complete the lines with the exact words.

1 I don't know if I _____ go or not.
2 They told her she _____ to have friends over while they were away.
3 Come on! You _____ come. It's a party.
4 Look. You _____ tell your mum and dad.
5 You _____ to smoke in here.
6 Do you think I _____ tell her to stop?
7 No, no, you _____ say anything.
8 I _____ say something.
9 I _____ go to the shops for my dad.
10 I think he _____ pay the fine.

Practise the conversations in T.4.2 on p122.

## Rules present

**1** Work with a partner. Read these British laws. Compare them with laws in your country. Are they the same?

**In Britain . . .**

1 you can get married when you're 16.
2 you can't buy cigarettes until you're 18.
3 you're not allowed to buy alcohol until you're 18.
4 you have to wear seat belts in the front and back of a car.
5 you mustn't use a mobile phone while driving.
6 young people don't have to do military service.
7 there are lots of public places where you aren't allowed to smoke.
8 many school children have to wear uniforms.

**2** What other laws are there in your country? Think of places such as: motorways, parks, town centres, libraries, churches and schools. Tell the class.

## Rules past

**3** Read *Education in Victorian England*. Discuss with a partner which statements below are correct.

1 In 1870 all children *had to / didn't have to* go to school.
2 In 1880 children *had to / weren't allowed to* go to school until they were 10.
3 In 1899 children *weren't allowed to / didn't have to* leave school until they were 12.

**4** Read the *School Rules*. What do you think was true for Victorian schools? Complete them with *had to/didn't have to/weren't allowed to.*

**5** T 4.3 Listen to Jess talking about her great-grandmother's schooldays. What was the problem? Retell the story in your own words.

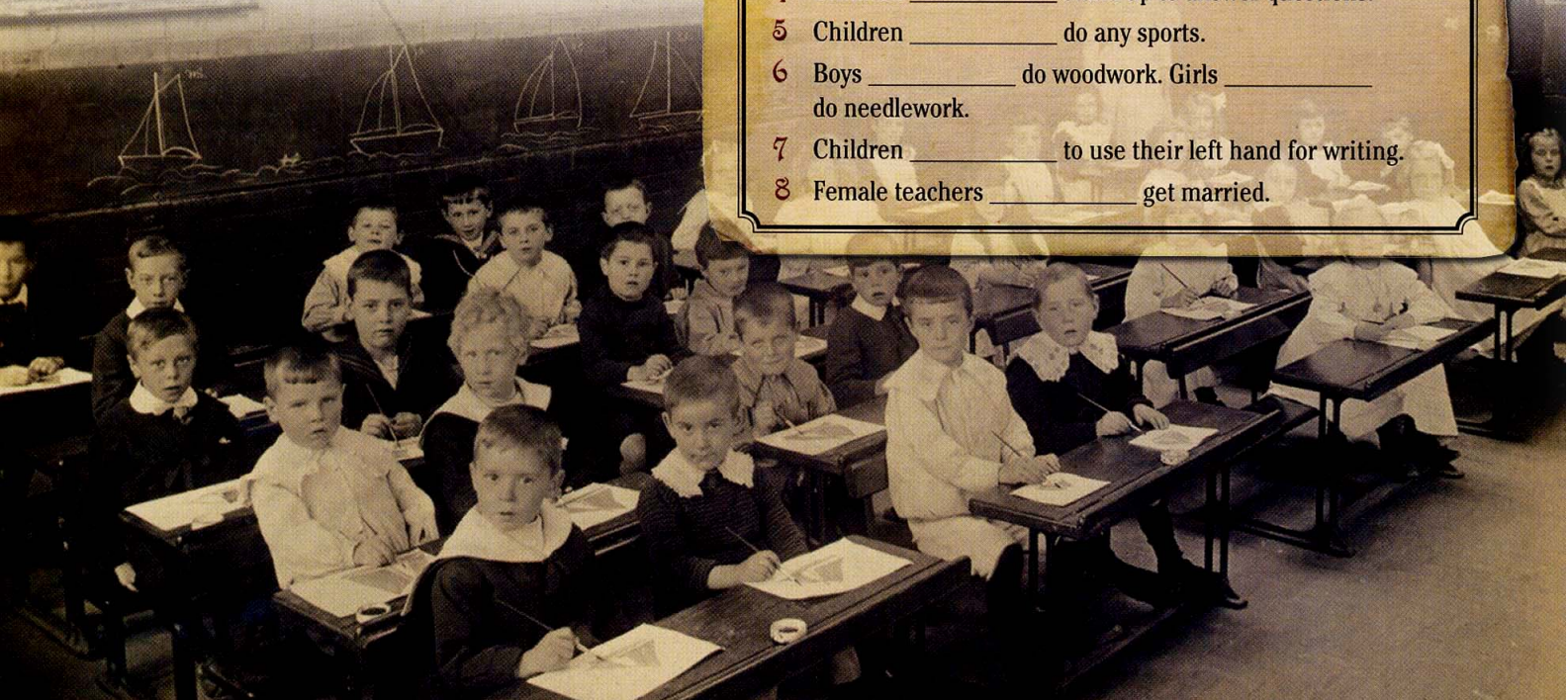
Do you know anything about your parents' or grandparents' schooldays? Tell the class.

### Education in Victorian England 1832–1901

In Victorian England education played a very small role in most children's lives. In 1840 only 20% of children had any schooling at all. Then, in 1870 an Education Act was passed which said that children aged 5–10 should attend school. However, many parents preferred their children to work and earn money for their families. It was not until 1880 that all children had to attend school until the age of 10. Then, in 1899 the school leaving age was raised to 12.

### School Rules 1880

1 Boys and girls ___had to___ enter school through different doors.
2 Children _____ call teachers "Sir" or "Ma'am".
3 Children _____ ask questions.
4 Children _____ stand up to answer questions.
5 Children _____ do any sports.
6 Boys _____ do woodwork. Girls _____ do needlework.
7 Children _____ to use their left hand for writing.
8 Female teachers _____ get married.



# LISTENING AND SPEAKING

## Rules for life

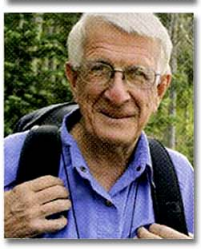
**1** **T 4.4** Listen to three people talking about their rules for life and make notes after each one.



Millie, 15



Richard, 33



Frank, 65

**2** Discuss their ideas. Are they optimists or pessimists? Do you agree or disagree?

### SPOKEN ENGLISH *have got to*

**1** *Have got to* means the same as *have to* but is used more in spoken English. Look at these examples from Millie, Richard, and Frank.

*They'**ve got to** employ bodyguards.*
*You'**ve got to** give meaning to life by what you do.*
*You'**ve got to** look for the good in people.*

**2** Complete the conversations with *'ve got to/'s got to.*

1 'Isn't your mum away at the moment?'
'Yeah, so Dad *'s got to* do all the cooking.'

2 'Where's my briefcase? I _____ go to work.'
'It's where you left it. In the hall.'

3 'Mum, why can't I go out now?'
'You _____ tidy your room first.'

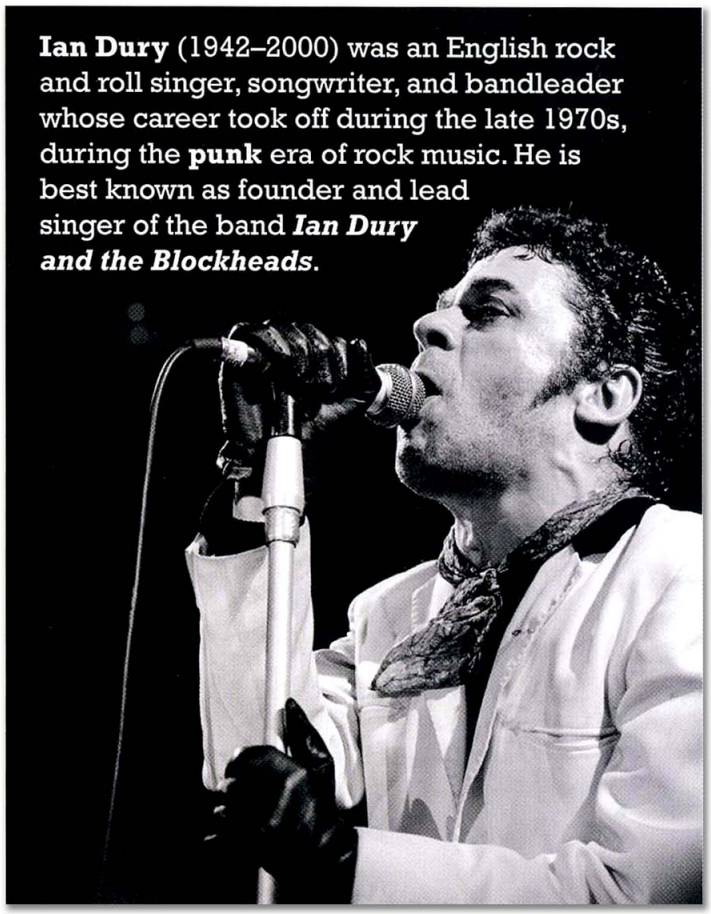
4 'Won't you be late for work?'
'Oh, goodness. Look at the time I _____ go now. Bye!'

**T 4.5** Listen and check. What extra information do you hear in the answers? Practise the conversations.

▶▶ Grammar Reference 4.2 p146

### Song – *I believe*

**3** Look at the photo and read about Ian Dury. Who was he?




**4** **T 4.6** Listen to one of his songs – *I believe*. It expresses Ian's philosophy on life. Is he an optimist or a pessimist?

**5** Work with a partner. Turn to p150. Read the song. Discuss which word best completes the lines.

**6** **T 4.6** Listen again and check your answers. Which of the things 1–8 does he believe in?

1 Recycling rubbish.
2 Healthy outdoor activities.
3 Having lots to eat and drink.
4 Being truthful and kind.
5 Having strong opinions about everything.
6 Good manners.
7 Putting yourself first.
8 Peace not war is possible.

**7** Which of the things in exercise 6 are important to you? Discuss as a class.

▶▶ **WRITING** A BIOGRAPHY *p106*

# READING AND SPEAKING

## Kids then and now

**1** Close your eyes and imagine your bedroom when you were 10. What was in it? Were there many electronic items? Tell the class about your room.

**2** Read the introduction to the newspaper article on p35. Answer the questions.

1 What did a child's bedroom use to be like?
2 Why is the bedroom of today's child like a space station?
3 Why is it sometimes the most expensive room in the house?
4 What question is asked at the end of the introduction? What is your opinion?

**3** The main part of the article describes a modern-day family in an experiment done by a TV company. Look at the photo and the heading. Who are the people? What do you think the experiment was?

**4** Here are some words from the article. Use them to predict each paragraph. Check new words in a dictionary.

Paragraph 1:
21st century family  Jon made a fortune
large house  huge bedrooms  hi-tech toys

Paragraph 2:
Jon's childhood  small council house
mother died  five kids  share household chores

Paragraph 3:
back to the 70s  house stripped of all gadgets
wash own clothes  battered old van  £39 a week

Paragraph 4:
tears and rows  Hannah's wardrobe emptied
Josh – piano, no TV

Paragraph 5:
learnt to appreciate small treats
baked cookies  started to save

**5** Read paragraphs 1–5 quickly. Were your ideas correct?

**6** Read to the end of the article. Answer the questions.

1 How did Jon make a fortune?
2 How was Jon's childhood different from his children's?
3 In what ways was his father strict?
4 How did the TV company transform their lives?
5 What did Hannah and Josh have to do that they didn't have to do before?
6 How did the kids react to the changes at first? How did their attitude change?
7 How did the kids make extra money?
8 What is Jon's advice to other parents?



### Vocabulary work

Read the sentences below. Find the phrasal verbs in the text which mean the same as the words in **bold**.

1 Electronic items **increase** the value of the rooms.
2 The father, Jon, **founded** his own business.
3 He was one of five children **raised** by his father, when his mother died.
4 Josh had to **stop** watching his wide-screen television and **start** piano lessons.
5 They enjoyed the vegetables they'd **taken** from the garden.
6 We shouldn't **surrender** to our kids' demands.

### What do you think?

Discuss in groups.

- Do you think a lot of children are spoiled these days?
- What household rules do you think are a good idea for families?

*You must always make your bed.*
*Everyone has to help at meal times.*

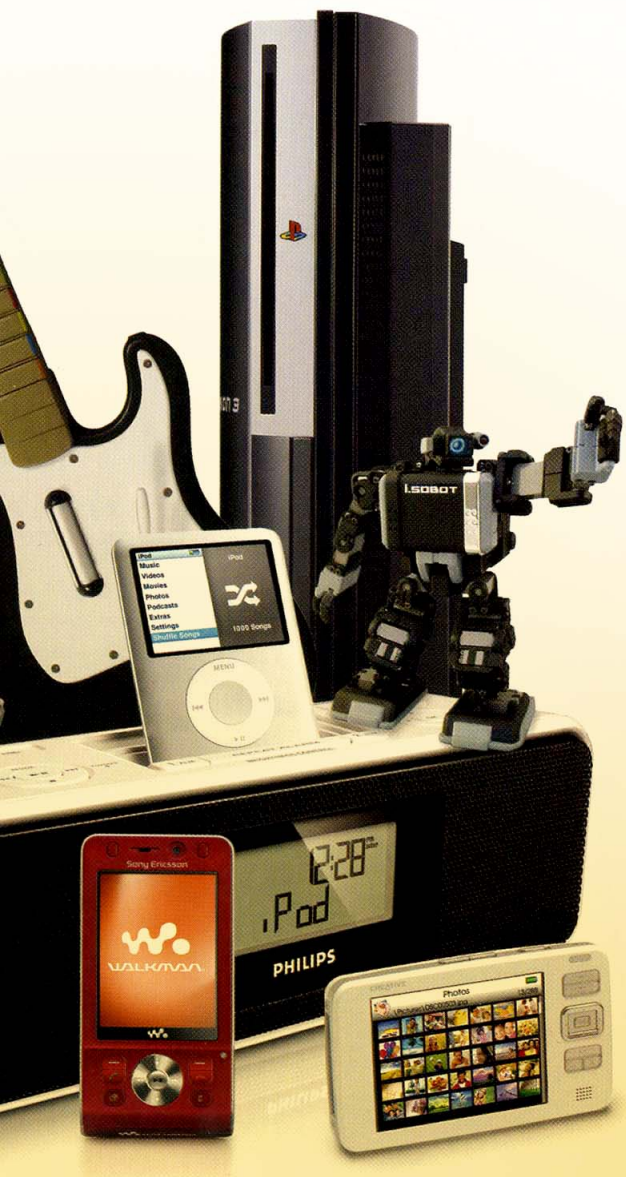
Write a list of rules and read them to the class.



# Kids who have it all

**GO BACK JUST THIRTY YEARS and look inside a child's bedroom. What do you see? Some books, a few dolls or toy cars, some cuddly animals, and perhaps a desk. Look inside the bedroom of today's kids and it's a 21st century space station.**

**Computers and other hi-tech toys can make a youngster's bedroom the most expensive room in the house. But it's not only electronic items that push up the value. Today's children also have sports equipment, designer clothes, and accessories such as sunglasses, watches and jewellery. Do they have everything and appreciate nothing? A TV channel tried an experiment.** TANYA BOWERS REPORTS







## Back to the 1970s

1 The TV company, Channel 4, transported a typical 21st century family back in time to the 1970s. The Gregory family live in a large house in Milton Keynes. Fifteen years ago the father, Jon, set up his own business and made a fortune. The children, Hannah, 12, and Josh, 10, have huge bedrooms full of expensive hi-tech toys and clothes. They don't have to help at all with the running of the house.

2 This is all very different from Jon's childhood in the 70s. He grew up in a small council house in Leeds, one of five children brought up by their father after his mother died. Discipline, order and thrift ruled his life. "We ate what we were given. We walked to school and we had to share all the household chores. We had to do what we were told. Dad was very strict."

3 The TV company transformed the Gregorys' house and their lives. For two weeks the family had to go back to the 70s and live Jon's childhood. The house was stripped of all modern gadgets and equipment. Hannah and Josh had to wash and iron their own clothes, do all the washing-up, and help dig the vegetable garden. The family car was exchanged for a battered, old VW van and they had to live on just £39 a week.




4 At first there were tears and furious rows as the children tried to adjust. Hannah couldn't believe that she wasn't allowed to buy hair mousse and was horrified to find her wardrobe emptied, leaving her with just jeans, two tops and a 'Sunday Best'. Josh had to give up watching his wide-screen television and take up the piano. They didn't have to walk to school but were filled with embarrassment when their dad drove them to the school in their 'new' van.

5 However, gradually Hannah and Josh learnt to appreciate small treats. They enjoyed eating the vegetables they'd dug up from the garden. They made some extra money by selling cookies they'd baked to their neighbours. They started to save rather than spend and understand the value of a £90 pair of trainers.

### What should today's parents do?

It's difficult to get things right as a parent. Jon says: "We shouldn't give in to our kids' demands. There's no feeling like getting something you've worked really hard for." Hannah now has £30 in the bank, all earned by doing extra jobs round the house. She has learnt some valuable lessons about life and she doesn't buy hair mousse any more!

# VOCABULARY AND SPEAKING

## Phrasal verbs (1)

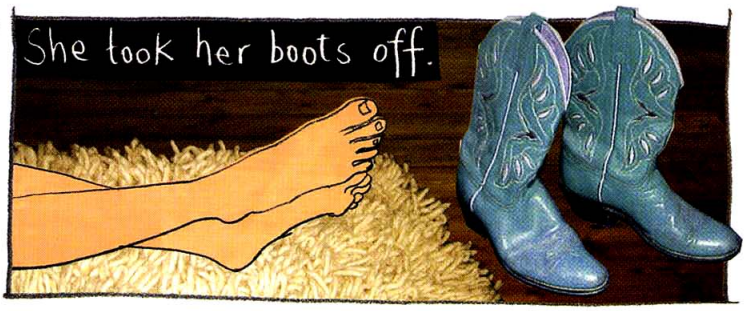
### Literal or idiomatic meanings?

**1** Look at the cartoons. Which two meanings of *take off* are idiomatic? Which is literal?

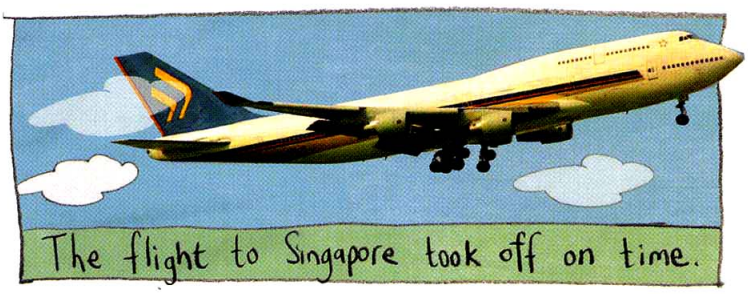
a




b




c




**2** In these groups of sentences which two phrasal verbs are idiomatic? Which is literal?

1 a He *brought up* five children on his own.
  b The porter will *bring* your bags *up* to your room.
  c She *brought up* the subject of money.

2 a Do you think you'll *get through* your final exam?
  b I tried to ring you but I couldn't *get through*.
  c His van couldn't *get through* that narrow gate.

3 a The village was *cut off* by the floods.
  b Hello, hello? I can't hear you. I think we've been *cut off*.
  c She *cut off* a big piece of meat and gave it to the dog.

4 a Her health has really *picked up* since she moved to a sunny climate.
  b Can you *pick up* my pen for me? It's under your chair.
  c I *picked up* some Spanish when I was travelling in Peru.

### Separable or inseparable?

**3** These sentences all contain **separable** phrasal verbs. Replace the words in *italics* with a pronoun.

1 He turned on *the light.* He turned it on.
2 She's taken off *her boots.* She's taken them off.
3 He took up *golf* when he retired.
4 We picked up *Spanish* very quickly.
5 I looked up *the words* in my dictionary.
6 They brought up *five children* really well.
7 I've given up *smoking* at last.

**4** These sentences all contain **inseparable** phrasal verbs. Replace the words in *italics* with a pronoun.

1 She takes after *her father.* She takes after him.
2 Nearly everyone got through *the exam.*
3 We looked after *their cats.*
4 He gets on well with *his sister.*
5 I'm looking for *my glasses.*
6 They're looking forward to *the holiday.*
7 We couldn't put up with *the noise* any longer.

### Talking about you

**5** Complete the phrasal verbs in the questions with **one** of the words in the box. Then ask and answer the questions with a partner.

| with | up | to | after |
|---|---|---|---|

1 Who do you take _____ in your family?
2 Do you get on well _____ both your parents?
3 Have you recently taken _____ any new sports or hobbies?
4 Do you often look _____ words in your dictionary?
5 Are you looking forward _____ going on holiday soon?
6 Do you pick _____ foreign languages easily?
7 Have you got any bad habits that you want to give _____ ?

**T 4.7** Listen and compare your answers.

# EVERYDAY ENGLISH

## Polite requests and offers

**1** Match a line in **A** with a line in **B**. Who is talking to who? Where are the conversations taking place?

| A | B |
|---|---|
| 1 _g_ I'll give you a lift into town if you like. | a Diet or regular? |
| 2 ___ It's a present. Do you think you could gift-wrap it for me? | b Go ahead. It's very stuffy in here. |
| 3 ___ Pump number 5. And could you give me a token for the car wash? | c One moment. I'll have to look it up. |
| 4 ___ Two large Cokes, please. | d I'm sorry, it's not working today. |
| 5 ___ Can you tell me the code for Tokyo, please? | e Oh, sorry, I didn't realize that you couldn't get through. |
| 6 ___ Could you show me how you did that? | f Yes, of course. I'll just take the price off. |
| 7 ___ Would you mind moving your car? | g That would be great. Could you drop me at the library? |
| 8 ___ Would you mind if I opened the window? | h Certainly. Just go to 'Systems Preferences' and click on 'Displays'. |

**T 4.8** Listen and check your answers.

### Music *of* English

English voice range is very wide, especially in polite requests.

**1** **T 4.9** Listen and repeat.

*Could you show me how you did that?*

*Would you mind moving your car?*

**2** **T 4.8** Listen again to the lines in exercise 1. Practise the conversations.

▶▶ Grammar Reference 4.6–4.7 p138



**2** **T 4.10** Listen to four more conversations. What is each one about?

1 _____ 3 _____

2 _____ 4 _____

**3** Listen again. What are the exact words of the request or offer? Try to remember the conversations with your partner.

## Roleplay

Work with a partner. Choose a situation and act it out to the class.

**In a restaurant**

**Student A** you are a vegetarian customer
**Student B** you are a waiter

table by the window
menu, wine list
ready to order
vegetarian
eat fish
dessert
coffee
the bill

**In a clothes shop**

**Student A** you want to buy a jumper
**Student B** you are the sales assistant

help
jumper in the window
only colour
try on – my size
really suits
in the sale
70% discount
bargain – take it

**At home**

**Student A** you are having a party
**Student B** you are a friend, offer to help

come over and help
buy drinks, etc. on your way
while preparing food
decorate the room, blow up balloons
set up the music system
choose some CDs
doorbell! – let the guests in

# 5 Our changing world

**Future forms • *may, might, could* • Word building • Arranging to meet**





## STARTER

Scientists predict that global warming will change our world forever. Look at the photos. What do you think will happen?

*I think/don't think that … will …*



## THINGS OUR GRANDCHILDREN MAY NEVER SEE

### Making predictions

**1** T 5.1 Hannah and Dan are expecting their first baby. They're looking at the photos in the newspaper. Listen to their conversation. Answer the questions.

1 What is Hannah worried about?
2 Why is Dan surprised?
3 What do the scientists say about the future?
4 What examples of global warming does Hannah mention?
5 How does Dan try to reassure Hannah? What does he say?

**2** Listen again and complete the lines with the *exact* words from the conversation.

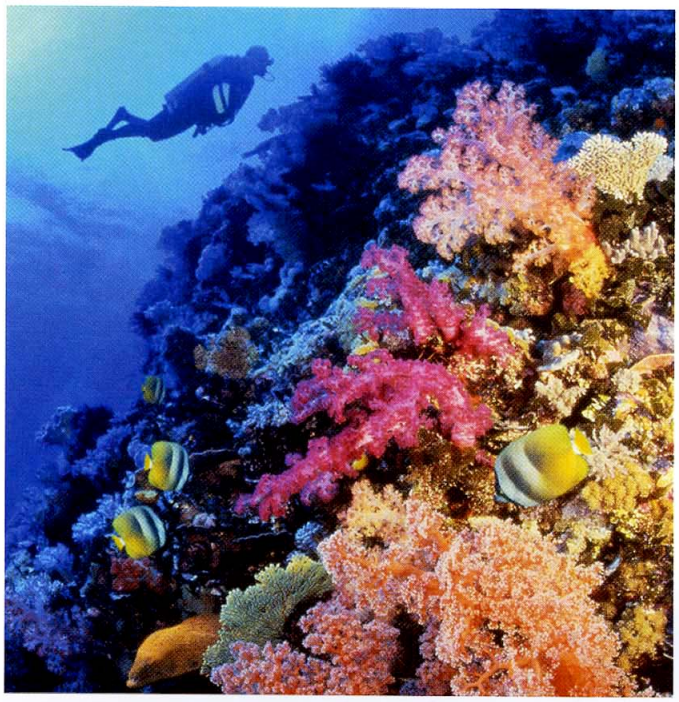
1 What _____ the world _____ like when he or she grows up?
2 Don't they make you worry about what _____ happen in the future?
3 Of course, things _____ change a lot in the next hundred years, …
4 No one says it _____ get warmer or it _____ get warmer any more.
5 Scientists say that it definitely _____ warmer.
6 They say temperatures _____ rise by up to 4°C.
7 You _____ a baby soon.
8 We _____ do our bit.
9 OK, but maybe it _____ help. It _____ too late already.











## GRAMMAR SPOT

**1** Which predictions are most sure? Which are less sure?

It **might/may/could** change.
It **is going to/will** change.

**2** Which *two* answers to the question are correct? Which is not? Why?

'Can you come on Sunday?'

Sorry, I can't. | **I'm seeing** / **I'm going to see** / **I'll see** | my grandmother.

**3** Which of these future forms expresses . . . ?

• an intention • a prediction • an arrangement

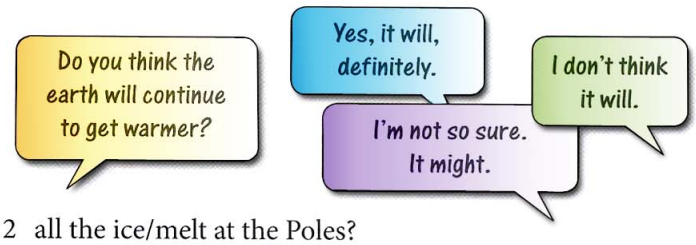
Our love **will last** forever.
**I'm going to** stop smoking next year.
We'**re meeting** James at 11.00 in the conference room.

▶▶ **Grammar Reference 5.1–5.3 p139**

### *What do you think will happen?*

**3** Work in groups. Ask questions about the future with *Do you think … will …?* Answer with *may, might, could* or *will.*

1 the earth/continue to get warmer?




2 all the ice/melt at the Poles?
3 polar bears/become extinct?
4 more people/travel by train?
5 air travel/banned to reduce $CO_2$ emissions?
6 new sources of energy/found?
7 there/be more droughts or more floods in the world?
8 lifestyles/have to change?

**T 5.2** Listen and compare your ideas.

# PRACTICE

## Discussing grammar

**1** Work with a partner. Decide which is the correct verb form.

1 **A** Have you decided about your holiday yet?
**B** No, not yet. We've never been to Prague so we *will / might* go there.

2 **A** *Will you / Are you going to* take an umbrella?
**B** No, I'm not. The forecast says it *'ll / might* be fine all day.

3 **A** Why are you making a list?
**B** Because *I'll go / I'm going* shopping. Is there anything you want?

4 **A** Would you like to go out for a drink tonight?
**B** Sorry, I *'ll work / 'm working* late. How about tomorrow night? *I'll call / I'm calling* you.

5 **A** What *are you doing / will you do* Saturday night?
**B** I'm not sure yet. I *will / may* go to friends' or they *will / may* come to me.

6 **A** Are you enjoying your job more now?
**B** No, I'm not. I *'m going to / will* look for another one.

7 **A** Your team's rubbish! It's 2–0 to United!
**B** Come on. It's only half-time. I think they *are going to / could* still win.

8 **A** You *won't pass / aren't passing* your exams next month if you go out every night.
**B** I know, I *might / 'll* work harder nearer the time. I promise.

**T 5.3** Listen and check. Practise the conversations, paying attention to stress and intonation.

## World weather warnings

**2** What are these extreme types of weather?

thunderstorms floods hurricane heatwave snowstorms

**3** **T 5.4** Listen to five short weather forecasts from around the world. Number the countries in the order you hear them.

| Hungary ☐ | The British Isles [1] | Mexico ☐ | South Africa ☐ | Canada ☐ |
|---|---|---|---|---|
| | | | | |

**4** Listen again to the forecasts. Make notes about the weather in each country.

**5** Work with a partner. Use your notes to describe the weather in each country. What's the weather forecast for where *you* are for the next few days?

## *I think/don't think . . .*

**6** Make sentences with *I think . . . will* and the prompts in **A**. Match them with a sentence in **B**.

*I think it'll be a cold night tonight. Wrap up warm if you go out.*

| A | B |
|---|---|
| 1 it/a cold night tonight | ___ But we'd better get a move on. |
| 2 I/get a new computer | 1 Wrap up warm if you go out. |
| 3 I/do a cookery course | ___ I want a laptop this time. |
| 4 you/like the film | ___ You've got all the right qualifications. |
| 5 we/get to the airport in time | ___ It's a great story, and really well cast. |
| 6 you/get the job | ___ I can't even boil an egg. |

**T 5.5** Listen and check. Practise the lines.

**7** Make sentences with *I don't think . . . will* and the words in **A** in exercise 6. Match them with a sentence in **C**.

*I don't think it'll be a cold night tonight. You won't need to take a jacket.*

| C |
|---|
| ___ There's too much traffic. |
| ___ I'll get lessons from my mum. |
| ___ It may seem old-fashioned to you but it's OK for me. |
| 1 You won't need to take a jacket. |
| ___ You're too young, and you've got no experience. |
| ___ It's not really your kind of thing. |

**T 5.6** Listen and check. Practise the lines and continue some of them.

## Talking about you

**8** Make true sentences about *you*. Say them aloud in small groups.

1 I/go for a coffee after class
2 I/go shopping this afternoon
3 I/eat out tonight
4 our teacher/tell us that our English/improving
5 it/rain tomorrow
6 my grandchildren/have holidays on the moon

*I might go for a coffee.*

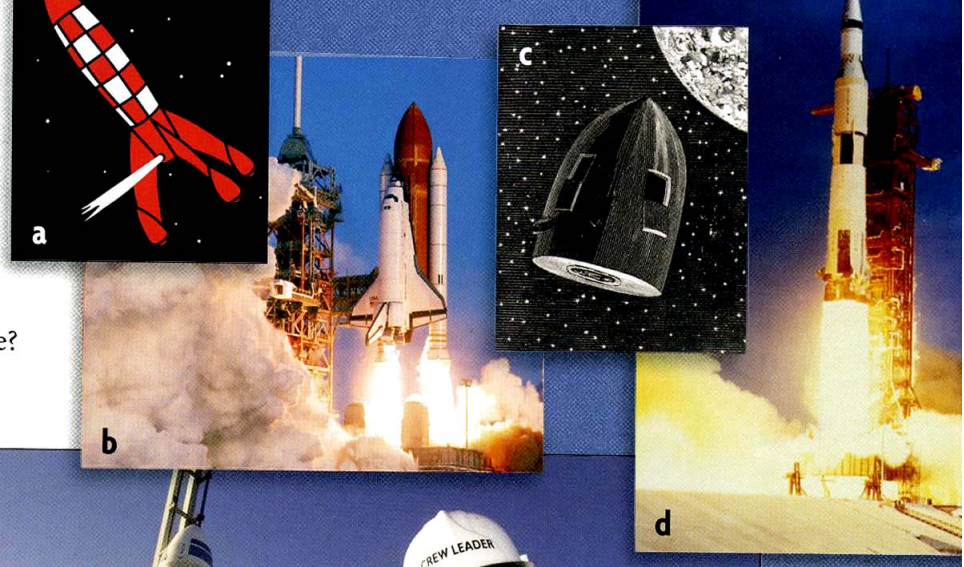
*I think/don't think I'll go for a coffee.*

## LISTENING AND SPEAKING

### Rocket man

1 Look at the pictures. Which rockets do you recognize?

2 Read about Steve Bennett. Who is he? What was his dream? How is it coming true? What do you understand by *space tourism*?




## Rocket Man
## Steve Bennett

As a little boy, like lots of little boys, Steve Bennett dreamed of becoming a spaceman, but *un*like most little boys, Steve's dream is coming true. Steve is Britain's leading rocket scientist and he's now building his own rocket. In a few years' time he's going to travel into space with two other passengers. He believes the age of mass space tourism is on the horizon.




3 **T 5.7** Steve was interviewed for a BBC Radio programme called *Saturday Live*. Close your books. Listen to the interview.

- What's your impression of Steve? Would you describe him as 'a realist' or 'a dreamer'? Professional or amateur?
- Would you like to travel with him into space?

4 Work with a partner. Read the questions below. Which can you answer?

1 Why is Steve so sure space tourism will happen? Why are Richard Branson and Jeff Bezos called 'big names'?
2 In what way does he compare space travel with the Internet?
3 How will the passengers be like the early American astronauts? What are they *not* going to do?
4 What influenced Steve as a small child? Why is his rocket called *Thunderstar*? What was he not allowed to watch?
5 What was his parents' attitude to space travel?
6 Why does he think it is necessary for humans to be in space?
7 Why is skydiving good training for space tourists? How much have the couple paid?
8 What does Steve think about every day?

**T 5.7** Listen again and check your ideas.

### What do you think?

- Is space tourism a good idea?
- Is space travel important to the world? Why/Why not?
- Should the money be spent on other things? Give examples.

### SPOKEN ENGLISH *pretty*

1 Look at how Steve uses *pretty* in the interview.

*I kept it **pretty** quiet . . .*
*That's **pretty** much where the human race needs to be.*

2 The adverb *pretty* is often used in informal, spoken English. It means 'not a lot' but 'more than a little'.

*She's **pretty** nice.*
*The weather was **pretty** bad.*

3 Work with a partner. Ask the questions and reply including *pretty* in the answer.

1 A Did your team win?
B No, but they played well, all the same.
2 A You haven't lost your mobile phone again!
B No, no. I'm sure it's in my bag somewhere.
3 A Do you enjoy skiing?
B I do, but I'm hopeless at it.
4 A What do you think of my English?
B I think it's good.

**T 5.8** Listen and check. Practise again.

WRITING WRITING FOR TALKING **T 5.9** *p107*

## READING AND SPEAKING

### Life fifty years from now

**1** The future is difficult to predict. What things in our lives today do you think scientists fifty years ago did NOT predict?

**2** Look at the text *Life in 2060*. Read the introduction and paragraph headings 1–7 only. What do *you* predict about the topics?

**3** Which sentences a–g do you think go with which topic?

a Lost limbs will regrow, hearts will regenerate.
b This knowledge will help reduce suicide rates, one of the major causes of death worldwide.
c ... the most sensational discovery ever, that is, confirmation that life really does exist on Mars.
d It is now routine to extend the lives of laboratory animals by 40%.
e ... your fridge will 'know' when you are low on milk or any other item, ...
f Soon their existence will be no more controversial than the existence of other galaxies 100 years ago.
g It could cause a global revulsion against eating meat ...

**4** Read the article and put sentences a–g in the right place.

**5** Are these statements true (✓) or false (✗)?

1 Women will be able to give birth aged 100.
2 It will be possible to replace all the parts of the body.
3 Animal parts will be used for transplantation.
4 Scientists think that computers won't ever do the work of the human brain.
5 Scientists believe that if we can talk to animals, we won't want to eat them.
6 Alien life has already been found on Mars.
7 There could be an infinite number of other universes.
8 The walls in your house will change colour to suit your mood.
9 Your armchair will help you do your housework.
10 Pills will replace food.

### What do you think?

- Read the article again and underline the predictions that most surprise you.
  Which do you believe will definitely happen?
  Which might happen?
  Which do you believe won't happen?
- What predictions can you make? Choose from these topics:

| | | | |
|---|---|---|---|
| transport | jobs | television | communication |
| the home | food | clothes | sport |

# Life in

**An international group of forty scientists have made some very surprising predictions about the future. They say that in the next fifty years the way we live will change beyond our wildest dreams. Here are some of their predictions. You may find some of them surprising.**
**BEA ROSENTHAL reports.**

## 1 Life expectancy

Within 50 years, living to a 100 while still enjoying active, healthy lives will be the norm. Professor Richard Miller of the University of Michigan says: '[ ] We will be able to do the same for humans.' So with regular injections, centenarians will be as vigorous as today's sixty-year-olds. Women will be able to give birth well into old age; their biological clocks could be extended by ten years.

## 2 Growing body parts

Professor Ellen Heber-Katz says: 'People will take for granted that injured or diseased organs can be repaired in much the same way as we fix a car. [ ] Damaged parts will be replaced. Within 50 years whole-body replacement will be routine.' But doctors will need huge supplies of organs for transplant. Where will they come from? Scientists say these could be grown inside animals from human cells.

## 3 Understanding the brain

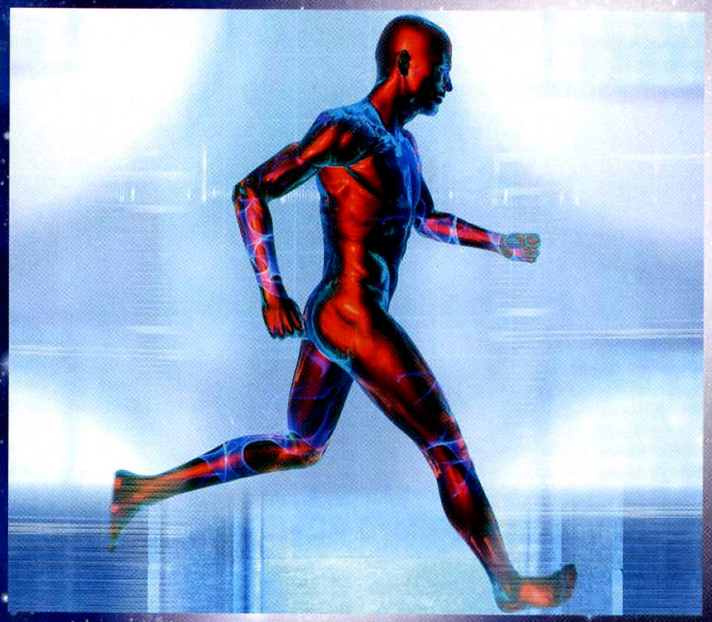
We don't yet know how the brain gives us our awareness of being alive. 'But,' says Professor Susan Greenfield of Oxford University, 'in 50 years' time we may have a clearer idea of how the brain generates consciousness.' Studies of the brain and the nature of consciousness will bring much greater understanding of disorders such as schizophrenia and depression. [ ] Other scientists go further than Professor Greenfield. They believe that by 2060 computers will develop their own consciousness and emotions. Human beings may eventually be replaced by computers in some areas of life.

# 2060

## 4 Understanding animals

Thanks to a device which can 'read' emotions, feelings, and thoughts, we will be able to 'talk' to animals. The story of *Dr Dolittle will be fact, not fiction. 'This could first work with primates, then mammals, then other vertebrates, including fish,' says Professor Daniel Pauly from Canada. '[ ], so we might all become vegetarian.'

* fictional character for children



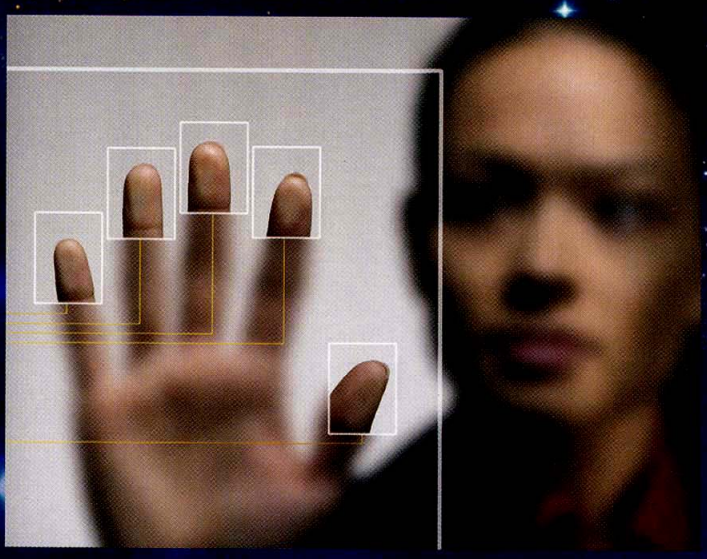
## 5 Discovering aliens

A number of scientists predict that the biggest breakthrough in the next 50 years will be the discovery of extra-terrestrial beings. Dr Chris McKay of NASA says: 'We may find evidence of alien life frozen in the ancient permafrost on Mars.' Scientists hope that the current interest in space missions to this planet means that there is every chance of making [ ] Dr McKay also believes that evidence of alien life forms may even be found here on Earth.



## 6 Parallel universes

Advances in quantum physics will prove that there are parallel universes. In fact there may be an infinite number of them. These universes will contain space, time, and some of them may even contain you in a slightly different form. For years parallel universes only existed in the works of science fiction, but now Professor Max Tegmark says: '[ ]'



## 7 Our homes

What might our houses be like in the second half of the 21st century? This is Professor Greenfield's prediction:

As you enter the living room, sensors will detect your presence and the walls will start to glow. Talk to the walls and, activated by your voice, they will change to a colour of your choice, 'pink' to 'green' to 'blue', whatever suits your mood.

Sink into your glowing cyber-armchair, relax in the knowledge that the house computer will perform all your everyday household tasks. The voice system in the chair will address you by name and advise a change in position that will be better for your spine.

In the kitchen, [ ] and it will automatically send orders to the supermarket. However, it is in the kitchen where 'new' meets 'old'. Food remains in its old-fashioned form. Pills, so confidently predicted in the 20th-century to replace food, exist, but nobody wants them. There is too much pleasure in cooking, chewing and tasting all kinds of food.

## Finally

**Predicting the future has occupied mankind for generations. However, not always successfully. The huge influence of many of today's technical marvels, such as the Internet or mobile phones, was never predicted.**

# VOCABULARY AND PRONUNCIATION

## Word building – suffixes and prefixes

**1** Work with a partner. Look at the information on suffixes.

**SUFFIXES** are used to form different parts of speech.
What endings do you notice on these words?
What part of speech are they?

act **action** act**ive** act**ively**

What part of speech are the words in the box?
What are the different word endings?

| | | | |
|---|---|---|---|
| prediction | colourful | excitement | suitable |
| shorten | confidently | creative | business |
| automatically | imagination | qualify | careless |

**2** Look at the information on prefixes.

**PREFIXES** are used to change the meaning of words. Look at these words with prefixes.

**pre**dict **re**grow **extra**-terrestrial **dis**order

Which means . . . ?

*before* *outside* *again*

Which is a negative prefix?

Choose a prefix from the box to make the words mean the opposite.

| | | | | | |
|---|---|---|---|---|---|
| un- | in- | im- | il- | dis- | ir- |

1 possible ***impossible***
2 patient
3 lucky
4 legal
5 appear
6 regular
7 formal
8 conscious

**3** Work in two groups. Make new words with the base words using the suffixes and/or the prefixes.
Which group can make the most words?

| PREFIX | BASE WORD | SUFFIX |
|---|---|---|
| **un-** | agree | **-ness** |
| im- **re-** | arrange | -ment -ion |
| dis- | conscious | **-ful** |
| **mis-** in- | expense | **-less** **-able** |
| | happy | -ive |
| | help | |
| | kind | |
| | polite | |
| | react | |
| | success | |
| | understand | |
| | use | |




**4** Complete the sentences with a word from exercise 3.

1 Bob and Jan don't get on at all. They dis_____ about everything.
2 Money doesn't always lead to h_____ness.
3 My aunt says today's kids are all rude and im_____.
4 Thanks for your advice, it was really h_____ful. I really appreciate your k_____ness.
5 My dad is u_____less at fixing his computer. I always have to help him.
6 Please don't mis_____ me. I didn't mean to be un_____. I'm really sorry.
7 Timmy fell off his bike and hit his head. He was un_____ for a few hours.
8 What was your wife's re_____ion when she heard you'd won the lottery?

**T 5.10** Listen and check.

### Changing word stress

**5** In some words the stressed syllable changes in the different forms. Read aloud these pairs of words.

advertise advertisement | prefer preference
imagine imagination | employer employee

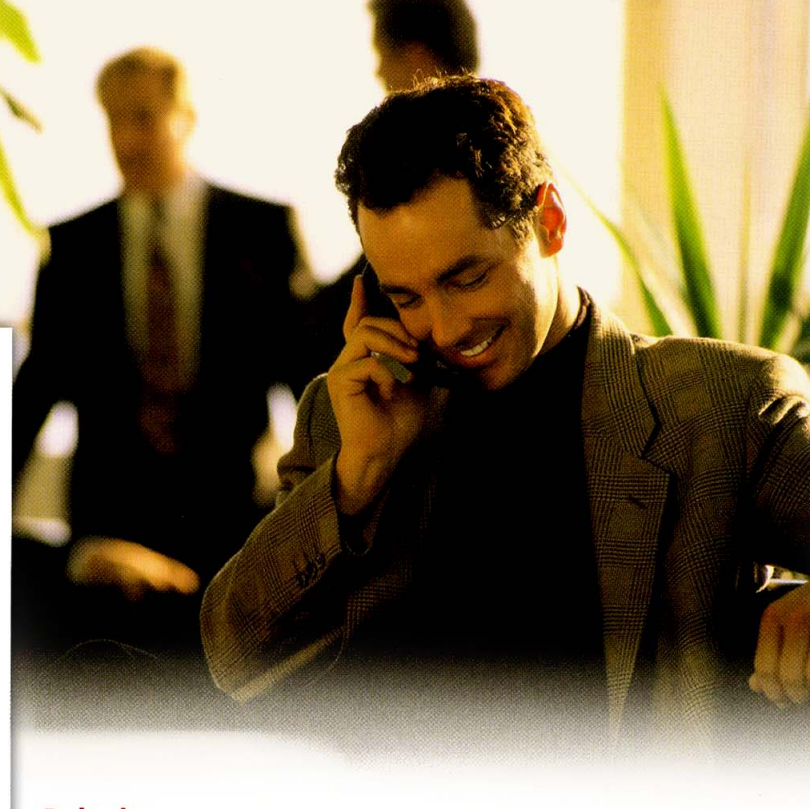
**T 5.11** Listen and check. Practise again.

**6** **T 5.12** Listen to four short conversations. Write down the pairs of words with stress changes. Practise the conversations.

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____

# EVERYDAY ENGLISH

## Arranging to meet



**1** T 5.13 Listen to two friends, Gary and Mike, arranging to meet over the weekend. Complete the diaries.

| Gary | Mike |
|---|---|
| **22** FRIDAY | **22 Friday** |
| Morning | Morning |
| Afternoon | Afternoon *finish work early* |
| Evening | Evening |
| **23** SATURDAY | **23 Saturday** |
| Morning | Morning |
| Afternoon | Afternoon |
| Evening | Evening |
| **24** SUNDAY | **24 Sunday** |
| Morning | Morning |

Why is it difficult to find a time? Where and when do they finally agree to meet?

### Making suggestions

**2** T 5.13 Listen again to the conversation. Complete the suggestions with the exact words Gary and Mike say.

1 I was _____ if we _____ meet?
2 I _____ meet you in the afternoon.
3 What _____ Saturday afternoon?
4 Is Saturday evening _____?
5 Why _____ we meet at the station?
_____ meet there for breakfast.
6 _____ we say about 10 o'clock?
7 Can you _____ it 10.30?

### Music of English

**1** T 5.14 Listen and repeat the suggestions in exercise 2. Pay attention to the stress and intonation.

**2** Work with a partner. Take turns to read aloud the suggestions and answer with a suitable reply from below.

*Oh dear, I'd love to – but . . .*
*I'm afraid that's no good . . .*
*Er, let me see.*
*I can't, I've got an appointment with . . .*
*Sorry, the evening's out for me.*
*Sounds good to me.*
*Fine. 10.30 it is.*

### Roleplay

**3** It is Saturday morning. You want to meet a friend over the weekend. Fill in your diary. What are you doing this weekend? When are you free?

| 23 Saturday |
|---|
| Morning |
| Afternoon |
| Evening |
| **24 Sunday** |
| Morning |
| Afternoon |
| Evening |

**4** Find a partner. Make suggestions and arrange to meet.

*Are you doing anything on Saturday morning?*
*I'm afraid I'm going . . .*
*What about the afternoon?*
*Let me see . . .*
*I was wondering if you'd like to . . .*

When you have finished, tell the class when and where you're meeting.

*We're meeting on Saturday afternoon. We're going . . .*



# 6 What matters to me

**Information questions • Adjectives and adverbs • In a department store**

## STARTER

**1** Think of someone in the room. Don't say who it is.
The other students must ask questions to find out who it is.

*Is it a boy or a girl?* *What colour is her hair?*
*Has she got blue eyes?* *What sort of clothes does she wear?*

**2** Do the same about someone famous.

## DESCRIPTIONS

### Information questions

**1** Match a question with an answer.

**DESCRIBING PEOPLE**

| | | | |
|---|---|---|---|
| 1 | e | What's she like? | a She's in her twenties. |
| 2 | | What does she look like? | b She likes dancing and shopping. |
| 3 | | What does she like doing? | c Five foot eight. |
| 4 | | How tall is she? | d She's quite tall and pretty. |
| 5 | | What colour eyes has she got? | e She's really nice. Very easy-going. |
| 6 | | How old is she? | f She's fine. |
| 7 | | What kind of clothes does she wear? | g Brown. |
| 8 | | What's her hair like? | h It's sort of long, fair, and wavy. |
| 9 | | How is she? | i Not smart. Casual. She has a lot of style. |

**T 6.1** Listen and check. Work with a partner. Practise the questions and answers. Cover one column, then the other.

**2** Ask and answer the questions about a relative.

*What's your brother like?*

*He's a great guy, very kind. You'd like him.*

You can use the ideas in the box to help.

| | | | |
|---|---|---|---|
| good fun | a bit quiet | very sociable | good-looking |
| quite dark | attractive | medium height | about 1 metre 70 |
| in his mid-twenties | straight | short | curly |

**3** Underline the correct answer.

**DESCRIBING PLACES**

1 What's your flat like?
*It's quite modern, but it's cosy. / I like it.*
2 How big is it?
*Yes, it is pretty big. / About 75 sq m.*
3 How many rooms are there?
*Two bedrooms. / A kitchen-diner, a living room, and a bedroom.*
4 What size is the kitchen?
*It's square. / Four metres by two.*
5 Which floor is it on?
*Wooden. / The fourth.*
6 Which part of town is it in?
*It's south of the river. / I get the 79 bus.*
7 How far is it to the shops?
*Just a five-minute walk. / It takes half an hour.*

**T 6.2** Listen and check. With your partner, practise the questions and answers.

**4** Ask and answer questions about where you live. You can use the ideas in the box to help.

in an old block noisy has a view of . . .
a terrace where we can sit outside
ground floor enormous tiny

What's your flat like?
It's quite small, but it's comfortable.

**5** Look at the questions for describing things. Put a word from the box into each question.

much How make of long for size

**DESCRIBING THINGS**

1 What _____ is it? *Sony.*
2 How _____ does it weigh? *1.3 kg.*
3 What's it made _____? *Carbon and titanium.*
4 What's this button _____? *It turns it on.*
5 _____ big is the screen? *13.2 inches.*
6 How _____ is the battery life? *Eight hours.*
7 What _____ is the hard disk? *80 gigabytes.*

**T 6.3** Listen and check. With your partner, practise the questions and answers.

**6** Ask and answer similar questions about your laptop/mobile/camera/MP3 player.

What make is it?
It's a Dell.

**GRAMMAR SPOT**

1 *What* and *which* can be followed by a noun.
**What** colour/**Which** floor . . . ?
Find examples on these pages.
2 *How* can be followed by an adjective or an adverb.
**How** tall/far . . . ?
Find examples.
3 Match a question and an answer.

| | |
|---|---|
| What's she like? | Very well, thanks. |
| How is she? | Very nice. Quite pretty. |

▶▶ **Grammar Reference 6.1–6.2 p140**

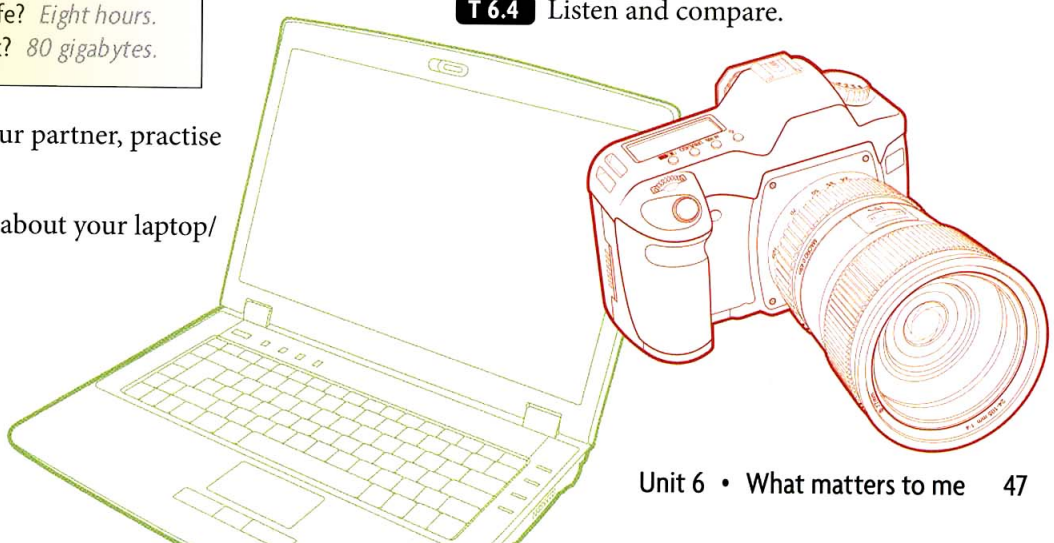
# PRACTICE

## Getting information

Ask questions for these situations.

1 Do you have brown bread? White bread?
***What sort of bread do you have?***
2 Would you like vanilla ice-cream? Strawberry? Chocolate?
3 Do we go left or right at the traffic lights? Or straight on?
4 Is your camera a Canon? A Samsung? An Olympus?
5 Do you like pasta? Hamburgers? Spicy food?
6 Is that your sister's top you're wearing? Suzie's? Or your own?
7 Does it take 30 minutes to get to the airport? An hour?
8 Is your house 100 metres from the beach? One kilometre?
9 Do you go to the cinema once a week? Once a fortnight?
10 Do two of you want coffee? Four of you? All of you?
11 Do you take size 40 shoes? 42? 44?

**T 6.4** Listen and compare.



# VOCABULARY

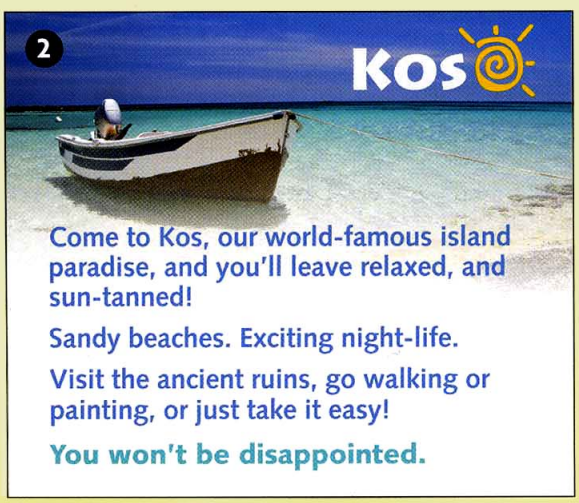
## Adjectives

**1** Work in pairs. Look at the advertisements 1–3. Which advert is for …?

a date  something to eat  a holiday destination

**2** Find some adjectives in the adverts.







### *-ed* and *-ing* adjectives

**3** How do these words end in the adverts?

amaz-  relax-  excit-  disappoint-  tir-  charm-

Complete the sentences with one of these adjectives ending in *-ed* or *-ing*.

1 Having a massage is very *relaxing* .
2 I was _____ when they offered me the job. I was sure I'd failed the interview.
3 Our holiday was _____ . It rained every day.
4 My kids are so _____ on Christmas Eve, they can't sleep.
5 The journey was very _____ . I was exhausted.
6 He says such lovely things. He is _____ . He makes you feel so special.

### Adjectives and nouns that go together

**4** Some adjectives and nouns often go together.

*sandy beach*  *ancient ruins*

Match an adjective and a noun. Sometimes there is more than one possibility.

| adjective | noun |
|---|---|
| fresh  latest  pretty<br>clear  fast  crowded<br>casual  close  handsome<br>straight  cosy  challenging | friend  fruit  clothes<br>fashions  hair  job<br>restaurant  food  woman<br>man  room  sky |

T 6.5 Listen and check.

### Compound adjectives

**5** Find some compound adjectives in the adverts.

*much-loved*  *old-fashioned*

Match a word from **A** and **B** to make compound adjectives.

| A | B |
|---|---|
| well- (×2)  full-  hard-  good-<br>second-  hand-  brand- | new  dressed  hand  behaved<br>time  looking  working  made |

Think of a noun that goes with each adjective. What's the opposite?

*well-behaved children*  *badly-behaved children*

**6** Test each other on the compound adjectives in exercise 5.



## Adverbs

**1** Look at advertisements 4–6. Which advert is for …?

a pain killer  a watch  a house to rent

**2** Find adverbs that end in *-ly* in adverts 4 and 5.

*simply*  *beautifully*

Find some adverbs that don't end in *-ly* in advert 6.

*just*  *too*

**4**

*LOG FIRES IN DEVON*

*£750 pw*



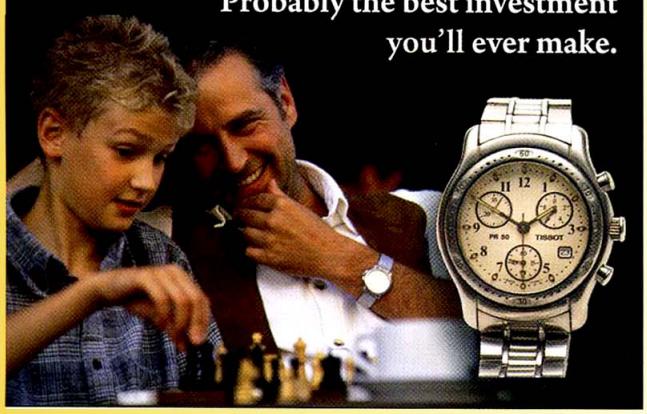
*Live simply in this beautifully restored 16th century country cottage. Sit peacefully in front of the fire. Situated in a charming village, sleeps 6, fully equipped.*

*andycurran@fastnetuk.com*

**5**

**You don't actually own one of our hand-made instruments. You merely look after it for the next generation.**

**Probably the best investment you'll ever make.**



**6** Painful headaches that just won't go? Backache, too?

***Relieve aches and pains fast with Cuprodil! Cuprodil goes straight to the pain.***

You'll soon feel good again!



CUPRODIL

## Adverbs and verbs that go together

**3** Some verbs and adverbs often go together.

*drive carefully*  *walk slowly*  *explain clearly*

Match a verb and an adverb. Sometimes there is more than one possibility.

| verb | abverb |
|---|---|
| wait love behave<br>shine fight leave<br>whisper die rain<br>dress speak breathe | badly peacefully heavily<br>smartly patiently fluently<br>suddenly deeply brightly<br>passionately softly bravely |

**4** Mime some of the verbs and adverbs to the class.

*You're driving carefully!*

*You're waiting patiently!*

## Adverbs that don't end in *-ly*

**5** Complete the sentences with an adverb from the box.

| | | | | |
|---|---|---|---|---|
| again | fast | hard | loud | wrong |
| even | right | straight | together | almost |

1 Peter and I lived _____ at university.
2 He's a good student. He tries _____ .
3 'Where's the town hall?' 'Go _____ on.'
4 Say that _____. I didn't hear you.
5 Don't talk so _____ ! Everyone can hear you.
6 Why do you drive so _____ ? Slow down!
7 His wife's name is Sue, not Sally! Get it _____ .
8 The holiday was a disaster. Everything went _____ .
9 This room is cool, _____ in summer.
10 'Are you ready?' '_____ . Give me another five minutes.'

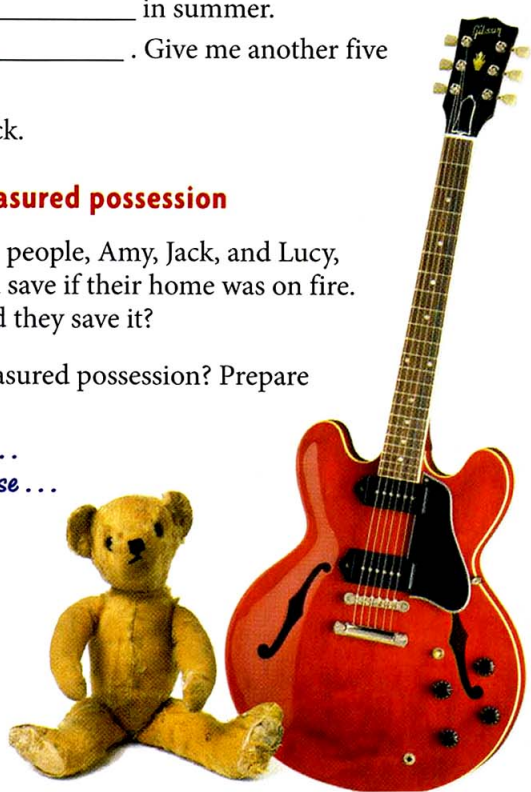
**T 6.6** Listen and check.

## Project – My most treasured possession

**1** **T 6.7** Listen to three people, Amy, Jack, and Lucy, describing what they'd save if their home was on fire. What is it? Why would they save it?

**2** What is *your* most treasured possession? Prepare to talk about it.

*I couldn't live without my . . .*
*It's important to me because . . .*
*It was given to me by . . .*
*I've had it for . . .*
*It reminds me of . . .*



## READING AND SPEAKING

### The heart of the home

**1** Close your eyes and think of your kitchen at home.

- Who's in it?
- What's happening?
- What are they doing?
- What can you smell?

**2** Read the introduction to ***My kitchen*** at the top of p51. Do you agree that the kitchen is the heart of the home? Is it where *your* family get together?

**3** Work in three groups.

**Group A** Read about **Santina**, from Italy.
**Group B** Read about **Elizabeth**, from the United States.
**Group C** Read about **Lakshmamma**, from India.

Answer the questions.

1 What does she do?
2 What does her husband do?
3 Where does she live?
4 What's her house like?
5 How does she feel about her kitchen?
6 Is her life easy or difficult?
7 What does her family eat?
8 Does she seem to be happy?
9 What do you think she worries about?

**4** Find a partner from the other groups. Compare and swap information.

**5** Which person is most likely to say …?

1 *'I can never decide where to go swimming.'*
2 *'We have found you a very nice girl. Why won't you marry her?'*
3 *'If anyone wants me, I'm weeding and watering.'*
4 *'I'm too busy to play tennis today.'*
5 *'I live my life in tune with nature.'*
6 *'I'd love to have a new kitchen.'*

### What do you think?

In your opinion, who …?

- is the wealthiest materially
- is the happiest spiritually
- is the most creative cook
- has the hardest life

Give reasons for your answers.

### Speaking

1 What food do you most associate with home? Is there a particular day of the week or time of year when you eat it?

2 Talk about your kitchen. Answer questions 1–12 from the text.

►► **WRITING** DESCRIBING A PLACE *p108*

# My Kitchen

## Italy

Housewife Santina Corvaglia, 61, lives in an old two bedroom farmhouse in south-east Italy with her husband, Carlo, 56, who's a mechanic. They have a 31-year-old daughter, Francesca.



**1 Q How much is your house worth?**
**A** About £50,000.

**2 Q What is your kitchen like?**
**A** It's not very big. It's my little corner of the house. It's where I belong, and where I'm happiest.

**3 Q How big is it?**
**A** 12 sq m

**4 Q What's your favourite thing?**
**A** My cupboard full of different Italian herbs.

**5 Q How much time do you spend in the kitchen?**
**A** About four hours every day. And the same in the garden.

**6 Q How many meals do you cook a day?**
**A** Three. For the three of us, and whoever comes by – friends, relatives. My family is the most important thing to me. I want grandchildren!

**7 Q What's in your fridge and cupboards?**
**A** Vegetables, water, wine, eggs, cheese, ham, sausages, lemonade, butter, pasta, tinned tomatoes, beans, honey, and home-made jam.

**8 Q What would make your life easier in the kitchen?**
**A** Nothing. I have all I need.

**9 Q Who helps you?**
**A** My daughter helps sometimes. My husband wouldn't dream of it, and I wouldn't want him to.

**10 Q How often do you sit down and eat together as a family?**
**A** Twice a day.

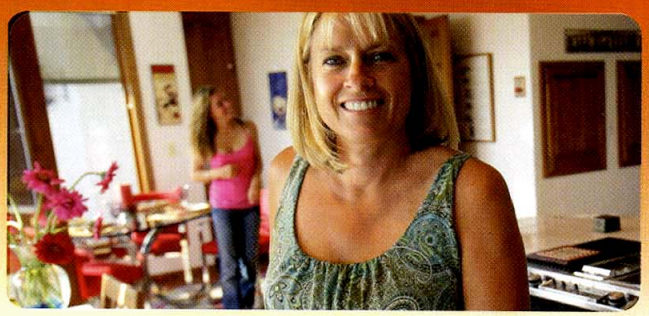
**11 Q How much do you spend on groceries every week?**
**A** I grow my own vegetables, and we have chickens and rabbits, so I only spend about £30 a week. But there is a drought this year.

**12 Q What can you see from your kitchen windows?**
**A** My garden, my orchard, and my olive trees.

The kitchen is the **heart of the home**. It's where the family gets together for the important things in life – food, conversation, and celebration. Three women from around the world invite us into their kitchens. PENNY ROGERS reports.

# California, US

Elizabeth Anne Hogan, 45, is a lifestyle coach living in a 30-roomed house on the beach in California. It has ten bathrooms, seven bedrooms, an astronomy dome, a tennis court, a swimming pool, and a bomb shelter. Her husband, Mike, 47, is a businessman. They have two children, Hailey, 14, and Hanna, nine.



1 **Q How much is your house worth?**
**A** About £6 million.

2 **Q What is your kitchen like?**
**A** There are two. The beach kitchen is simple. The house kitchen is futuristic. I don't know how everything works, so it's all a bit 'alien' to me.

3 **Q How big is it?**
**A** 45 sq m

4 **Q What's your favourite thing?**
**A** The three ovens, but they take up too much space. The lift that brings the groceries from the five-car garage is handy.

5 **Q How much time do you spend in the kitchen?**
**A** About seven to eight hours a day. But not cooking. It's the room we live in.

6 **Q How many meals do you cook a day?**
**A** Two to three, if you count cereal and bagels. But only one, if you mean actually doing things with real food.

7 **Q What's in your fridge and cupboards?**
**A** Fruit, vegetables, champagne, milk, yoghurt, pâté, cheeses, crisps, and cereal. Lots of take-away food. And dog food.

8 **Q What would make your life easier in the kitchen?**
**A** A chef. We do everything for the kids ourselves. No nannies, housekeepers, or cooks for them.

9 **Q Who helps you?**
**A** My husband and kids take food out of take-away containers and put it on plates. Does that count as helping?

10 **Q How often do you sit down and eat together as a family?**
**A** Every morning and evening.

11 **Q How much do you spend on groceries every week?**
**A** £300. Everything is low-fat and organic, pre-packed and prepared. It's all delivered.

12 **Q What can you see from your kitchen windows?**
**A** A panoramic, 180-degree view of the Pacific Ocean.

# India

Lakshmamma, 50, is a housewife living in a three-roomed mud hut near Bangalore. Her husband, Adaviyappa, 55, works on a cattle farm. They have two sons, Gangaraju, 30 and Ravi, 25, who both live at home.



1 **Q How much is your house worth?**
**A** To rebuild it would cost about £1,250.

2 **Q What is your kitchen like?**
**A** It's small, dark, and crumbling. I dislike just about everything about it. It's so old.

3 **Q How big is it?**
**A** 5 sq m

4 **Q What's your favourite thing?**
**A** The stone where I grind my spices.

5 **Q How much time do you spend in the kitchen?**
**A** Six to seven hours a day – sometimes more. I'm always cooking or washing.

6 **Q How many meals do you cook a day?**
**A** Two or three.

7 **Q What's in your fridge and cupboards?**
**A** We don't have a fridge. On shelves I have lentils, rice, spices such as chillies, turmeric powder, some vegetables, and salt.

8 **Q What would make your life easier in the kitchen?**
**A** Running water. A daughter-in-law would be good as well! But God has given me life and I am grateful.

9 **Q Who helps you?**
**A** My eldest son helps when he has time. My younger son isn't well and needs constant care. My husband doesn't help.

10 **Q How often do you sit down and eat together as a family?**
**A** Men eat before women in our community. We don't eat together.

11 **Q How much do you spend on groceries every week?**
**A** £4. Sometimes less. It depends how much money we have.

12 **Q What can you see from your kitchen windows?**
**A** I have no windows in my kitchen.

# LISTENING AND SPEAKING

## My closest relative

**1** Discuss the statements in small groups. Are they true for your family?

- Mothers feel closer to their sons.
  Fathers feel closer to their daughters.
- The first-born child is ambitious, responsible, dominant, and insecure.
  The second child is free, independent, creative, and easy-going.
  The last-born child is the baby – spoilt, happy, confident, and secure.

**2** **T 6.8** Listen to five people talking about who they feel closest to in their family. Complete the chart.

| | Ellie | Simon | Julia | Tessa | Chris |
|---|---|---|---|---|---|
| I feel closest to . . . | my mum | | | | |
| He/she is easy to talk to. | ✓ | | | | |
| We do things together. | | | | | |
| We have a similar character. | | | | | |
| I like the way he/she thinks. | | | | | |
| We are different. | | | | | |

**3** Who said these expressions? What do you understand by them?

1 *'We have our ups and downs, of course …'*
2 *'We don't really see to eye to eye about anything.'*
3 *'In many ways she drives me crazy.'*
4 *'We're like chalk and cheese.'*
5 *'They fight like cat and dog.'*

### SPOKEN ENGLISH Adding emphasis

**1** We can change the order of words in a sentence to add emphasis. What is the more usual word order for these sentences?

1 *She's very open, my mother.*
2 *My father I don't really get on with.*
3 *My mother I hardly ever see.*
4 *He's pretty cool, my dad.*
5 *Me, I'm a lot quieter.*

**2** Notice how these sentences add emphasis.

***What I like about her is*** *her attitude.*
***What I like about him is that*** *he's interesting and interested.*
***The thing I love about her is the way*** *everyone knows her.*

**3** What could people say about . . .?

1 Joe: his sense of humour
   the way he makes everyone laugh
2 Tina: her kindness
   the way she makes everyone feel good
3 Beth: her attitude to life
   the fact she doesn't care what other people think

### Discussion

- Work in pairs. Discuss who you feel closest to in your family, and why.
- Work in groups of four. Who has a similar family relationship to yours?
- Discuss as a class. Which family member are most people closest to?



# EVERYDAY ENGLISH

## In a department store

**1** What are the big department stores in your town? What are they famous for? Do you like shopping in them?

**2** Look at the board showing where the various departments are in a store.

Where would you find ...?

- a tie *in menswear, on the ground floor*
- a wallet
- earrings
- a saucepan
- a hairdryer
- shower gel
- a doll
- a DVD player
- women's boots
- the Ladies'
- a birthday card
- a shaving mirror
- a lipstick
- a vase
- trainers
- a sofa
- sheets
- a suitcase
- a pair of tights
- a light snack




**3** In which department could you see these signs?

a



b



c



d



e



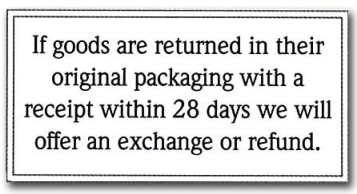
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**4** Which of these two signs …?

- is telling you how to take things back
- is inviting you to save as you spend




**5** T 6.9 Listen to some conversations in a department store. Which department are they in? What are they trying to buy?

**6** Listen again and complete the lines.

1 **A** _____ do you take?
**B** Nine. That's 41, isn't it?
**A** _____ 43 would be more comfortable, sir.

2 **B** I'm afraid _____. We've _____ that size.
**A** Will you _____ any more _____?
**B** We should _____ by the end of the week.

3 **A** Do you have _____?
**B** No, Madam. They all _____.

4 **A** Would you like me _____?
**B** Ooh, _____! Thank you so much!

5 **A** It _____. It's too tight.
**B** Shame. It _____. What _____ of?
**A** Cashmere. Its so soft!

6 **A** Keep your _____. That's your guarantee.
**B** _____ is it _____ for?
**A** For a year.

With a partner, practise the conversations.

**7** Practise having conversations in other departments. Act them out to the class.