Booklet Intermediate Level ESCCP

Course: 7 (Fridays from 10.00 to 12:00)

Student:

Teacher: Ana Laura Ciurca

Year: 2026

7 Passions and fashions

Present Perfect – simple, continuous, passive • Making the right noises



STARTER

Talk about three things you have **NEVER** done.

I've NEVER been to a football match.
Me neither. I hate football.
I've NEVER had body piercing or a tattoo.
I have. I've got a tattoo of a rose on my ankle.
I've NEVER read a Harry Potter book.
Really? I've read them all.



300 MILLION BOOKS SOLD!

Present Perfect – simple, continuous, passive

1 Look at the book titles. Have you read any of them or seen the films? Do you know anything about the author, J.K. Rowling /rəʊlɪŋ/?

HARRY POTTER and the Philosopher's Stone (1997)
HARRY POTTER and the Chamber of Secrets (1998)
HARRY POTTER and the Prisoner of Azkaban (1999)
HARRY POTTER and the Goblet of Fire (2000)
HARRY POTTER and the Order of the Phoenix (2003)
HARRY POTTER and the Half-blood Prince (2005)
HARRY POTTER and the Deathly Hallows (2007)

2 Complete the questions about J.K. Rowling. Use *did*, *was*, *has*, or *have*.

1 Where and when _____ she born?
2 When _____ she write her first story? What _____ it about?
3 What _____ she doing when she had the idea for Harry Potter?
4 Where _____ she teach English?
5 When _____ the first Harry Potter book published?
6 How long _____ she been writing the books?
7 How many _____ she written?
8 How many children _____ she had?
9 How many books _____ been sold?
10 Which books _____ been made into films?
11 How much money _____ she made?
12 How many authors _____ become billionaires?

3 **T 7.1** Read and listen about J.K. Rowling. What does J.K. stand for?

4 Work with a partner. Ask and answer the questions in exercise 2.
T 7.2 Listen and check.

JK Rowling
Author and billionaire

THE EARLY YEARS

Joanne Kathleen Rowling, author of the best-selling Harry Potter series of books, was born in 1965, near Bristol, England. Her birthday, July 31, is the same as her famous hero, Harry Potter.

School days

Joanne did well in school. Her favourite subjects were English and foreign languages and she studied French at university. She graduated in 1986 and over the next few years had a variety of jobs. However, her passion was writing. She had written her first story, *Rabbit*, about a rabbit with measles, aged six.

Harry Potter is born

She started writing the first Harry Potter book in 1990. The idea for Harry – a lonely, 11-year-old orphan who is actually a wizard – came to Rowling while she was travelling by train between Manchester and London. Although she left England a short time after that to teach English in Portugal, she continued to write Harry's story.

She returned to Britain in 1993, and settled in Scotland. After a brief marriage in Portugal, she was now divorced, with a baby, Jessica. It was a difficult time – she was out of work and depressed – but finally completed her first book, *Harry Potter and the Philosopher's Stone*. It was published in Britain in 1997 and quickly became a hit with both children and adults.

JK ROWLING TODAY

JKR has been writing Harry Potter books for nearly 20 years. She writes in longhand, and each book takes one year to complete. She has now completed the series of seven Harry Potter books. The last book, *Harry Potter and the Deathly Hallows*, came out in July, 2007. Her books have won numerous awards including 'Children's Book of the Year.'

She married her second husband, Dr Neil Murray, in 2001 and has since had two more children, a boy, David, born in 2003, and a girl, Mackenzie, born in 2005.

Fans all over the world

The books have been translated into over 60 languages, and over 300 million copies have been sold worldwide. The first six books have been made into films. She has become the highest-earning woman in Britain, richer than the Queen! She has made over £600 million, more than one billion dollars. This makes her the first person ever to have become a billionaire from writing books.

GRAMMAR SPOT

1 Name the three tenses. Why are they used?

She **lives** in Scotland.
She **lived** in Portugal for three years.
She's **lived** in Scotland since 1993.
She's **lived** in England, Portugal and Scotland.

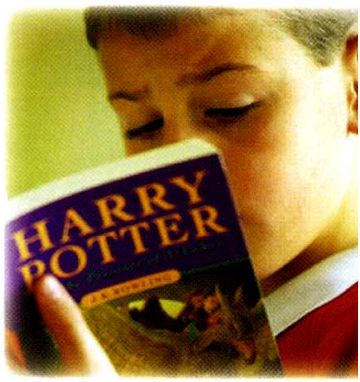
2 Which question asks about the activity? Which asks about the quantity?

How long **has** she **been writing** Harry Potter books?
How many **has** she **written**?

3 These sentences sound unnatural in the active. Make them passive. Find them in the text.

People have translated her books into 60 languages.
People have sold 300 million copies of her books.
People have made six of the books into films.

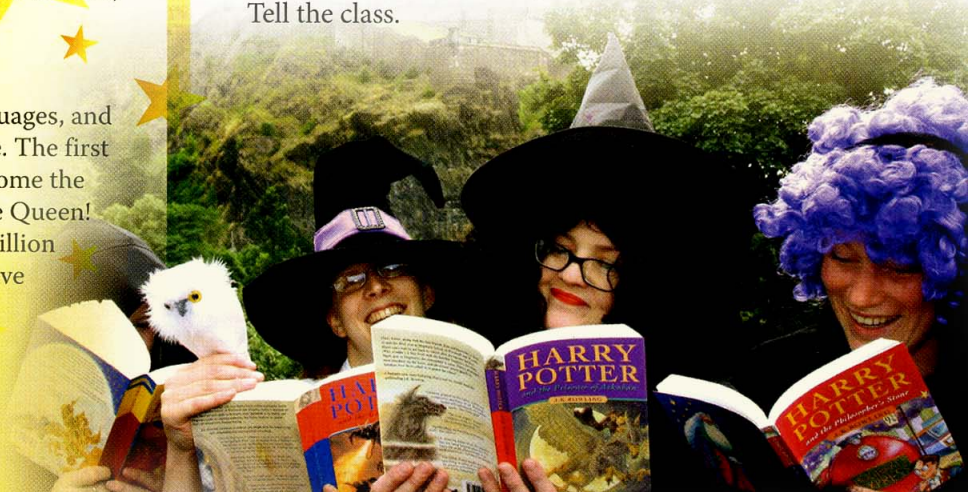
▶▶ Grammar Reference 7.1–7.6 p140–2



5 T 7.3 Jack, aged 10, is a big fan of Harry Potter books. Listen and complete the questions he was asked. What are his answers?

1 How long *have you been* a fan of the books?
2 How many of the books _____?
3 Which _____ like best?
4 _____ any of the Harry Potter films? _____ like them all?
5 Have you any idea how many Harry Potter books _____ in the world?
6 What _____ about the author?
7 _____ a lot of your friends _____ the books?
8 I know as well as Harry Potter you have another passion. How long _____ football?
9 What would you rather do this afternoon? Read a Harry Potter or play football?

6 What books and films are you a fan of? Talk to a partner. Ask and answer similar questions to exercise 5. Tell the class.



PRACTICE

Discussing grammar

Work with a partner.

1 Look at the pairs of sentences. Which tenses are used? Why? Discuss the differences in meaning.

1 I lived in Sydney for two years.
I've lived in Sydney for two years.
2 I work for an international company.
I've worked for them since 2006.
3 How long have you been working in Tokyo?
How many countries have you worked in?
4 Have you ever met anyone famous?
Did you meet anyone famous at the party?
5 I've already finished.
I haven't finished yet.
6 Who's been eating my chocolates?
Who's eaten my chocolates?
7 The President was shot in 1963.
Have you heard? The President's been shot.
8 How long are you here for?
How long have you been here for?

2 Underline the correct verb form.

1 His plane *took off / has taken off* a few minutes ago.
2 The president *has resigned / has been resigned* and a new president *has elected / has been elected.*
3 I *work / 've been working* in Dubai since last March. When *did you arrive / have you arrived*?
4 How many emails *have you sent / have you been sending*?
5 What *did you do / have you been doing* in the bathroom? You *were / 've been* in there for ages.
6 A huge snowstorm *has hit / has been hit* New York. Over 40 cms of snow *has fallen / has been falling* in the past 12 hours. People *have advised / have been advised* to stay at home.

T 7.4 Listen and check.

3 Where can the words in the box go in these sentences? Sometimes several words are possible.

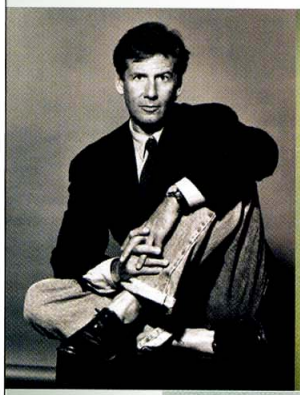
just	yet	already	ever	never

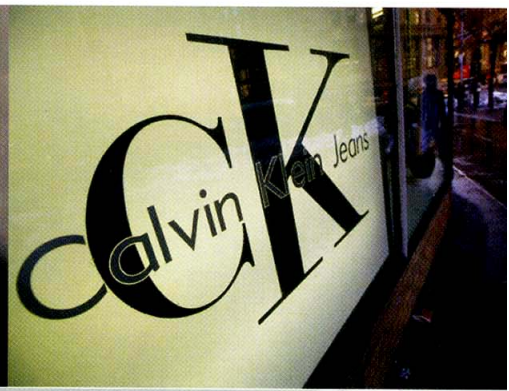
1 I've read that book.
2 I've been reading an interesting book.
3 Has it been made into a film?
4 He's learned to drive.
5 The match hasn't finished.
6 Have you been to Morocco?

Compare answers with the class.

CALVIN KLEIN

4 **Calvin Klein** is a famous fashion designer. He has had a very interesting life so far. Look quickly through the chart of events in his life. What different things has he designed?





Age	Life event
0	Born on **November 19, 1942**, in the Bronx, New York
14	Developed a passion for fashion and drawing
18	Graduated from the **High School of Art and Design**
20	Studied at Manhattan's Fashion Institute of Technology where he met first wife, **Jayne Centre**
22	Married Jayne in **September 1964**
26	Launched his own clothing company with childhood friend Barry Schwartz. Daughter, **Marci, born**
28	Started designing **sportswear**
30	Introduced his trademark Calvin Klein **jeans**
31	Won the **Coty Award** – the youngest designer ever to win it. He won this three times from **1973–1975**.
32	Divorced Jayne
40	Started selling his own **CK brand underwear**
40–44	Won **Fashion Designers of America award** three times
44	Remarried – **Kelly Rector**, a wealthy New York socialite
45	Started making his own **perfumes**, called Obsession and Eternity. His most recent perfume, Euphoria, was introduced in **2007**.
50–now	Works with Kate Moss. Designs for Julia Roberts, Gwyneth Paltrow and Helen Hunt
51	Won **America's Best Designer award** in **1993**. Divorced Kelly
55	Launched his own CK brand **cosmetics** and **make-up**
Now	He's still designing. His company makes $6 billion every year.

a passion for fashion

5 With a partner study the chart. Ask and answer these questions about Calvin Klein's life.

1 How long has Calvin Klein been interested in fashion?
Since he was 14.
2 What different kinds of clothes has he designed in his career?
3 How many times has he been married and divorced?
4 How many children does he have?
5 How many awards has he won?
6 How long has he been making his own perfumes? What are they called?
7 Which famous people has he worked with and designed for?
8 How long has he been selling cosmetics?

T 7.5 Listen and check your answers. What extra information do you learn about Calvin Klein's life?

Time expressions

6 Complete the sentences with phrases from the box.

while he was studying at the Fashion Institute	four years after he got married
when he was 14	since the 1970s
in 1972	Between 1982 and 1986
for ten years	until he was 44

1 His interest in fashion began _____ .
2 He met his first wife, Jayne, _____ .
3 The first Calvin Klein jeans were introduced _____.
4 His daughter was born _____.
5 His marriage to Jayne lasted _____ .
6 He didn't marry again _____.
7 He's been designing sportswear _____ .
8 _____ he won the same award three times.

Roleplay

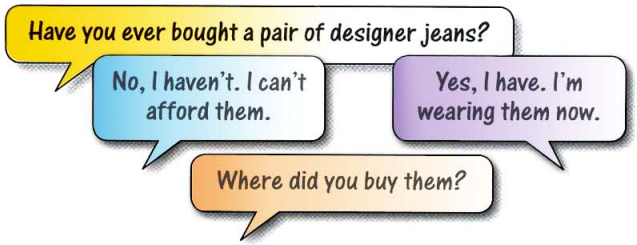
Imagine you are a journalist. You are going to interview Calvin Klein about his life. Write questions to ask him with your partner. Then roleplay the interview.

Interviewer *Where were you born?*
CK *In New York. In the Bronx.*
Interviewer *Have you always been interested in fashion?*
CK *Yes, I have. Well, most of my life, since I was 14.*

WRITING DESCRIBING A PERSON *p109*

Have you ever ...?

7 Work with a partner. Choose from the list below and have conversations.



- buy/a pair of designer jeans?
- read/a book in English?
- drink/champagne?
- make/a cake?
- meet/someone on the Internet?
- sleep/in a tent?
- lose/your mobile phone?
- go/fancy dress party?
- ride/a motorbike?
- win/a competition?
- write/a love letter?
- be/given a present you didn't like?

Tell the class about your partner.

Maria's never bought a pair of designer jeans because ...



SPOKEN ENGLISH *How long ...?*

1 Read the two conversations. What are the two questions with *How long*?

1 **A** ***How long*** *are you here for?*
B *Just three days. I arrived yesterday and I leave tomorrow.*

2 **A** ***How long*** *have you been here?*
B *I've been here a week already. I arrived last Saturday.*

Which question refers to past up to the present?
Which question refers to a period around now (past and future)?

2 What is the correct question for these answers?

1 Four more days. We came two days ago.
2 Since Monday.
3 Until Friday. We're leaving Friday morning.
4 Over half an hour! Where have you been?
5 We're staying a month altogether.

T 7.6 Listen and check. Practise with a partner.

VOCABULARY AND LISTENING

Things I'm passionate about

1 Work with a partner. Look at the words and expressions in the box. Which are positive, which are negative? Which are neutral?

quite like	crazy about
adore	can't stand
loathe	don't mind
keen on	can't bear
not that keen on	fond of

2 Rewrite the sentences using the words in brackets.

1 She likes ice-cream very much. (*absolutely adore*)
She absolutely adores ice-cream.
2 He likes all water sports. (*very keen*)
3 I hate opera. (*can't bear*)
4 My brother loves playing video games. (*crazy about*)
5 My sister doesn't really like any sports. (*not that keen*)
6 I don't like people who always talk about themselves. (*can't stand*)
7 My mum likes going to musicals. (*very fond*)
8 I quite like green tea but I prefer English breakfast tea. (*don't mind*)
9 The thing I hate most is tidying my room. (*loathe*)
10 I don't hate my job but it's time I applied for another one. (*quite like*)

3 Look at the photos of the people. Read what they say about their passion. Can you work out what their passion is?

4 T 7.7 Listen to the people. Were you right? What are their passions?

5 Listen again. Answer the questions about each person.

1 How long have they had their passion?
2 What first created their interest?
3 Why do they like it so much?

6 Use some of the expressions from the box in exercise 1 to talk about the people.

What do you think?

- Which of the people's passions most interest you? Why? Which interest you least?
- Is there anything in your life that you feel passionate about? Tell the class about it.



Julia

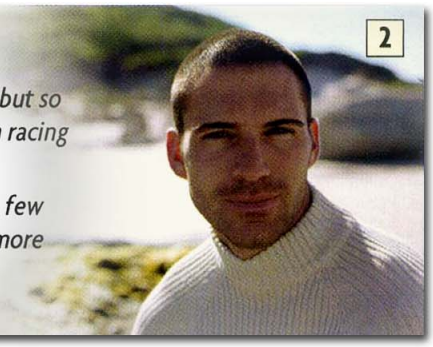
'I enjoy it, I think, because it's a very psychological game, I mean, if you're playing badly, you have to push yourself to continue.'

'. . . there's only about 3 months that you can't play.'

Paul

'They're so big and powerful but so beautiful when you see them racing round a field or on a track.'

'Of course, I have fallen off a few times, but it seems that the more you fall, the less it hurts.'





Andrew

'I felt the power of the words – the thing I like so much about it is that you can say so much with just a few words.'

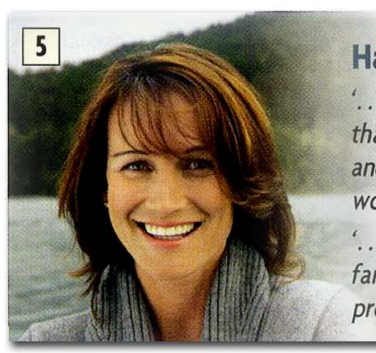
'It's all about saying what often goes unsaid, and with passion.'

James

'. . . they complain about it all the time but I love it.'

'Here, you really appreciate the sunshine, and you notice the seasons.'





Harriet

'. . . the thing I love best about it, is that you are away from everything and everyone up in the hills, and you work together with horses and dogs.'

'. . . it's a sheep farming area, so the farmers contact us if they have a problem.'

EVERYDAY ENGLISH

Making the right noises



1 Look at the words in the boxes. They are all possible responses in conversation. What do they express? Write in the correct heading.

• Agreement • Sympathy • Pleasure • Surprise

_____	_____	_____	_____
How fantastic! That's great! Lovely! Congratulations! Brilliant! Good for you!	Absolutely. Definitely. Of course. Fair enough. Fine. OK.	Did you? You didn't! That's amazing! You're kidding! You did what? Really?	What a pity! That's a shame. Oh dear. That's too bad. How awful! Bad luck.

Music *of* English

1 **T 7.8** Listen and repeat these expressions with a wide voice range.

How fantastic! *Absolutely.* *Did you?* *What a pity!*

2 **T 7.9** Listen and practise.

2 **T 7.10** Listen and complete B's responses. Practise the conversation with a partner.

A My grandfather hasn't been too well lately.

B

A He's 79. Don't you think at his age he should slow down a bit?

B

A But he won't listen to me. He says he wants to enjoy his life to the full.

B

A Last summer he went on a two-week cycling holiday in France.

B

A We're going to give him a big party for his 80th birthday.

B

A But before that I'm going to have a word with him and tell him to take things more easy.

B

What other responses from exercise 1 are suitable in exercise 2?

3 Read the lines of conversation. Write in a suitable response. There are sometimes several possibilities.

1 **A** My boyfriend's just asked me to marry him.
B _____ *(surprise)* _____ *(pleasure)*

2 **A** Will spaghetti bolognese be OK for dinner?
B _____ *(agreement)* _____ *(pleasure)*

3 **A** There's a strike at the airport so my holiday's been cancelled.
B _____ *(sympathy)* _____ *(sympathy)*

4 **A** I failed my driving test again.
B _____ *(surprise)* _____ *(sympathy)*

5 **A** We're expecting a baby.
B _____ *(surprise)* _____ *(pleasure)*

6 **A** So you think I should save to buy a car, not borrow the money?
B _____ *(agreement)*

7 **A** I told him I never wanted to see him again.
B _____ *(surprise)* _____ *(sympathy)*

T 7.11 Listen and compare. What is B's further comment?

4 Practise the conversations with a partner. Continue them if you can.

5 Work with a partner. Have a conversation about a good or bad day you have had recently. React as you listen and talk.





8 No fear!

Verb patterns • Body language • Travel and numbers

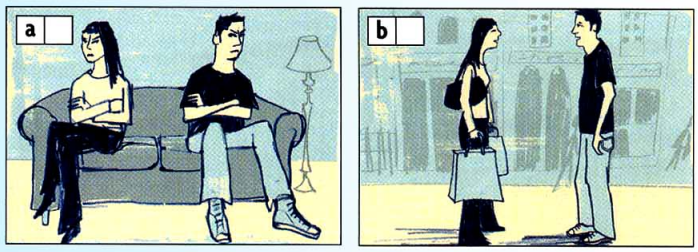
STARTER

Match a sentence with a cartoon.

1 They stopped to talk to each other.

2 They stopped talking to each other.

What's the difference in meaning between sentences 1 and 2?



DON'T WORRY MUM!

Verb patterns



1 **T 8.1** Read and listen to the emails sent home to parents by young travellers. Where are the travellers? What has happened that gives their parents reasons to worry?

1

From: kate@oneworldmail.net
Subject: **I'm fine**

Hey there! Just a quick email to say Mum, please don't freak out about the photos. It looks much worse than it was!! I don't remember anyone taking the pics, and I've no idea who posted them on my Facebook website! I know you'll hate to hear this – but yes, I'd had a drink or two, but it was pitch-black dark and I was trying to climb up to the top bunk bed. Unfortunately my head hit the corner of the bed before I did (a METAL bunk bed!). Anyway, a scream of pain and lots of blood later, ooh, and I forgot to mention the ambulance ride to hospital – but now I'm fine. It's impossible to see the scar on my head!! I didn't want to say anything at the time for obvious reasons. Sorry if it shocked you!!!

Speak soon – lots of love from hot, sweaty, rainy Cairns.

miss you and love you SO MUCH
Kate x x x x x x x





New Message 2

From: Dan [dantheman@fastwebmail.co.uk]
Subject: **Hey Ma**

Hey Ma,

Must be quick 'cos late.

Just feel I need to warn you, I met some awesome Aussies last night. They're planning to go to London next month. I said I was sure you'd like to meet them so I gave them your number. Hope you don't mind putting them up for a few nights. They're all good guys. Can't remember their names but I know you'll make them feel at home. They're looking forward to meeting you. Hope to speak to you soon.

XXX Dan



William Reply 3

Hello Mum, Dad and Izzy,

Had a great time yesterday. We went piranha-fishing on the Amazon in a canoe. Victor told us to throw bits of meat into the water to attract the fish but we didn't manage to catch anything. We stopped to camp on the banks in the evening and really enjoyed watching the sunset and swimming in the dark. Unfortunately, we'd forgotten to bring a torch so were lucky to escape from the crocodile.

Love to all

William



4

From: sally88@adps.mail.net
Subject: **Hi from Peru!**

Dear parents,

Last night we arrived at the most fantastic hotel in Arequipa, Peru. It's great to be in a room with an en-suite bathroom. We expected to have a good night's sleep but woke when an earthquake struck about 2 a.m. Panic not mother! You'll be pleased to hear that no one was hurt. We fell asleep again shortly after, and everyone felt fine in the morning despite the holes in the walls and ceilings. We're thinking of staying here two more days. I'll let you know our plans.

Lots of love, Sally x





Glossary

(to) **freak** (out) (*informal*) to have a completely shocked reaction to something
awesome (*informal*) very good; excellent
Aussies (*informal*) people from Australia

2 Read these sentences. Which verbs or phrases can fill the gaps?

1 **Kate** didn't _____ anyone taking the photos.
(a) see b ask (c) remember
2 She _____ to climb up to the top bunk bed.
a wanted b tried c remembered
3 She forgot _____ the hospital.
a mentioning b to mention c mention

4 **Dan** asked his mum _____ his Australian friends.
a put up b putting up c to put up
5 His Australian friends _____ to go to London.
a want b are hoping c are looking forward
6 He thinks his mum will make them _____ at home.
a feel b to feel c feeling

7 **William** _____ to catch piranha fish.
a didn't succeed in b didn't manage c tried
8 They stopped _____ on the river bank.
a camping b to camp c to spend the night

9 **Sally** _____ having an en-suite bathroom.
a loved b wanted c hoped
10 She is _____ staying two more days.
a planning b looking forward to c thinking of

3 **T 8.2** Listen and complete the lines. Who is speaking?

1 When we saw the photos we _____ feeling worried.
2 The photos _____ look worse than it really was.
3 Your friends must _____ keep their room tidy.
4 It's really kind of you _____ them stay.
5 Did Victor _____ escape from the crocodile?
6 He warned us not _____ swimming.
7 We couldn't _____ a bit scared.
8 Have you _____ come home yet?

GRAMMAR SPOT

1 Match a pattern in **A** with a sentence from the emails in **B**.

A	B
verb + *-ing*	I **need to warn** you.
verb + *to*	Victor **told us to throw** meat.
verb + sb + *to*	You'll **make them feel** at home.
verb + sb + infinitive (without *to*)	He **enjoyed swimming**.
adjective + *to*	We're **thinking of staying** two more days.
preposition + *-ing*	It's **impossible to see** the scar.

2 What is the difference in meaning between these sentences?

She remembered to email her mum. ***She remembered emailing her mum.***

▶▶ **Grammar Reference 8 p142** **Verb patterns p158**

PRACTICE

Phoning home



1 Work with a partner. Complete Kate's phone conversation with her mother.

M Kate! It's so good ___to hear___ (*hear*) from you. Are you OK?

K Oh Mum, I'm really sorry for _____ (*worry*) you so much. I really didn't mean to.

M We opened our emails and we were so delighted _____ (*see*) all your photos and then we saw that one.

K I didn't want my friends _____ (*post*) it on *Facebook*. I asked them not to.

M But Kate, all that blood, and you went to hospital. We couldn't help _____ (*feel*) worried.

K I know, but honestly Mum, my friends made me _____ (*go*) to the hospital, I really didn't need to.

M How is your head now?

K Absolutely fine. Honestly. I'll email you some more photos and you can see for yourself.

M OK. Don't forget to.

K I'll call again soon and I promise _____ (*text*) regularly. Bye.

M Bye. Take care!

2 T 8.3 Listen and check. Practise the conversation.

SPOKEN ENGLISH *Don't forget to!* – the reduced infinitive

1 In conversation it isn't necessary to use the full infinitive if it is understood from the context.

A *I'll email some more photos.*
B *OK. Don't* ***forget to*** ~~*email*~~.
A *Can you and Mary come to lunch next Sunday?*
B *Oh yes, we'd* ***love to*** ~~*come*~~.

Find three more examples in Kate's conversation with her mother.

2 Reply to **A**, using the verb in brackets and a reduced infinitive.

1 **A** Did you post my letter?
B Oh sorry, I _____. (*forget*)

2 **A** I can't go out with you this evening. Sorry.
B Oh, but you _____. (*promise*)

3 **A** Why did you email your mother again?
B Because she _____. (*ask me*)

4 **A** Do you think you'll apply for that job?
B Yes, I've definitely _____. (*decide*)

5 **A** Are you taking your brother to the airport?
B Well, I _____ (*offer*) but he said he _____ me _____. (*not want*)

T 8.4 Listen and check your answers. Practise with a partner.

Talking about you

3 Complete the sentences so that they are true for you BUT make two of them false.

1 I really enjoy …
2 I'm no good at …
3 I mustn't forget …
4 I will always remember …
5 I've just finished …
6 I sometimes find it difficult …
7 My parents made me … when I was young.
8 I'm looking forward to …
9 I'd love …

4 Work in small groups. Read some true and some false sentences aloud to each other. Make comments and ask questions to find the false ones.

I really enjoy cycling.

Do you? Do you cycle to work?

I don't believe you. You don't even have a bike!

LISTENING AND SPEAKING

Fears and phobias

1 What are typical phobias that people have? Make a list. Are you afraid of anything?

2 Work with a partner. Match the phobias in the chart with their definitions. Compare answers as a class.

Autophobia Ablutophobia Aviophobia Frigophobia	is a fear of	washing. the colour blue. flying. **birds.** feeling cold. fridges. being alone. **cars.**

We think autophobia is fear of ...

It might be ...

We've no idea what ... is.

3 **T 8.5** Some people have strange phobias. Listen to Jodie, Gavin, and Melissa talking about theirs. After each one discuss these questions as a class.

1 Which part of the cartoon would make them panic?
2 How did their phobia start?
3 How does it affect their lives?
4 What caused their panic attack?
5 Have they tried to cure their phobia?

4 Work in small groups to retell the stories. Use the prompts to help.



Jodie

When she was a little girl ... grandmother asked her ... opened the cupboard ... dark green cardigan ... started screaming ... her grandmother managed to ... now it's difficult to ... tries to find ... a year ago ... a colleague's jacket ... has decided to ... embarrassed ...



Gavin

His dad used to ... he didn't like watching him ... when seven started feeling ... his dad had to stop ... problem got worse ... supermarkets ... asked his wife never to ... daren't go to restaurants ... oyster ... only hamburger bars ... started to see ... hasn't succeeded in ...



Melissa

Since she was five ... trying to blow up ... popped in her face ... can remember ... her friends enjoy ... think it's fun to ... last time ... a panic attack ... they refused to ... difficulty in ... worst thing ... parties ... can't imagine ever ... even on TV ... starts to shake ...



What do you think?

5 Discuss these questions in your groups.

1 Which of the three people do you think has the most difficult phobia to live with? Why?
2 Why do people get phobias?
3 Why do some people and not others get them?
4 How do you think they can be cured? Suggest ideas.

The psychologist's view

6 **T 8.6** Listen to psychologist Dr Lucy Atcheson talking about phobias. How does she answer questions 2–4 in exercise 5?

Language work

Look at T8.5 on p127. Choose a story and underline examples of different kinds of verb patterns.

VOCABULARY AND IDIOM

Body language

1 As a class, brainstorm all the parts of the body. Fill the board with all that you can think of.

2 Work in small groups. Which parts of the body do you use to do the following things?

bite	blow	clap	climb	hit	hug	kick	kneel
lick	march	point	scratch	stare	whistle		

3 Which verbs in exercise 2 go with these nouns and phrases?

_____ a ladder	_____ your nails
_____ out of the window	_____ up a balloon
_____ a tune	_____ an insect bite
_____ someone tight	_____ your hands to the music
_____ a football	_____ at a place on the map
_____ an ice-cream	_____ a nail with a hammer
_____ down to pray	_____ like a soldier

T 8.7 Listen and check. What is the situation for each expression?

4 The sentences all contain idioms to do with parts of the body. Work out the meanings from context.

1 I don't get on with my brother. We don't **see eye to eye** about anything.
2 I saw a programme on TV about quantum physics but I'm afraid **it went straight over my head.**
3 **Don't waste your breath** trying to explain it to me. I'll never understand.
4 Did you hear about Millie's party? People drank too much and the whole thing **got out of hand.**
5 The house was such a mess and when her parents came back they **kicked up** such **a fuss.** I don't blame them.
6 Can you help me? I'**ve hit a problem** installing this program on my computer.
7 My dad keeps a stack of chocolate in his desk for while he's working. He's **got** such **a sweet tooth.**
8 I feel silly. I got so excited when he said I'd won the lottery but he was only **pulling my leg.**

5 Replace each idiom in exercise 4 with a literal meaning from the box. Read the sentences aloud with both expressions.

loves sweet things	I didn't understand a word	
agree	were furious	I'm having trouble with
got out of control	it's not worth	joking

6 Look these words up in a dictionary. Choose *one* idiomatic expression for each. Share them with the class.

heart	head	hand	foot	hair



9 It depends how you look at it

Conditionals • Words with similar meaning • Dealing with money

STARTER

Ideas can be looked at in different ways.
Work in groups. Think of some pros and cons of being a teenager.

+ *You aren't a kid any more.*
  You are becoming more independent.
− *You aren't a child, but you aren't an adult.*
  You don't have any money.

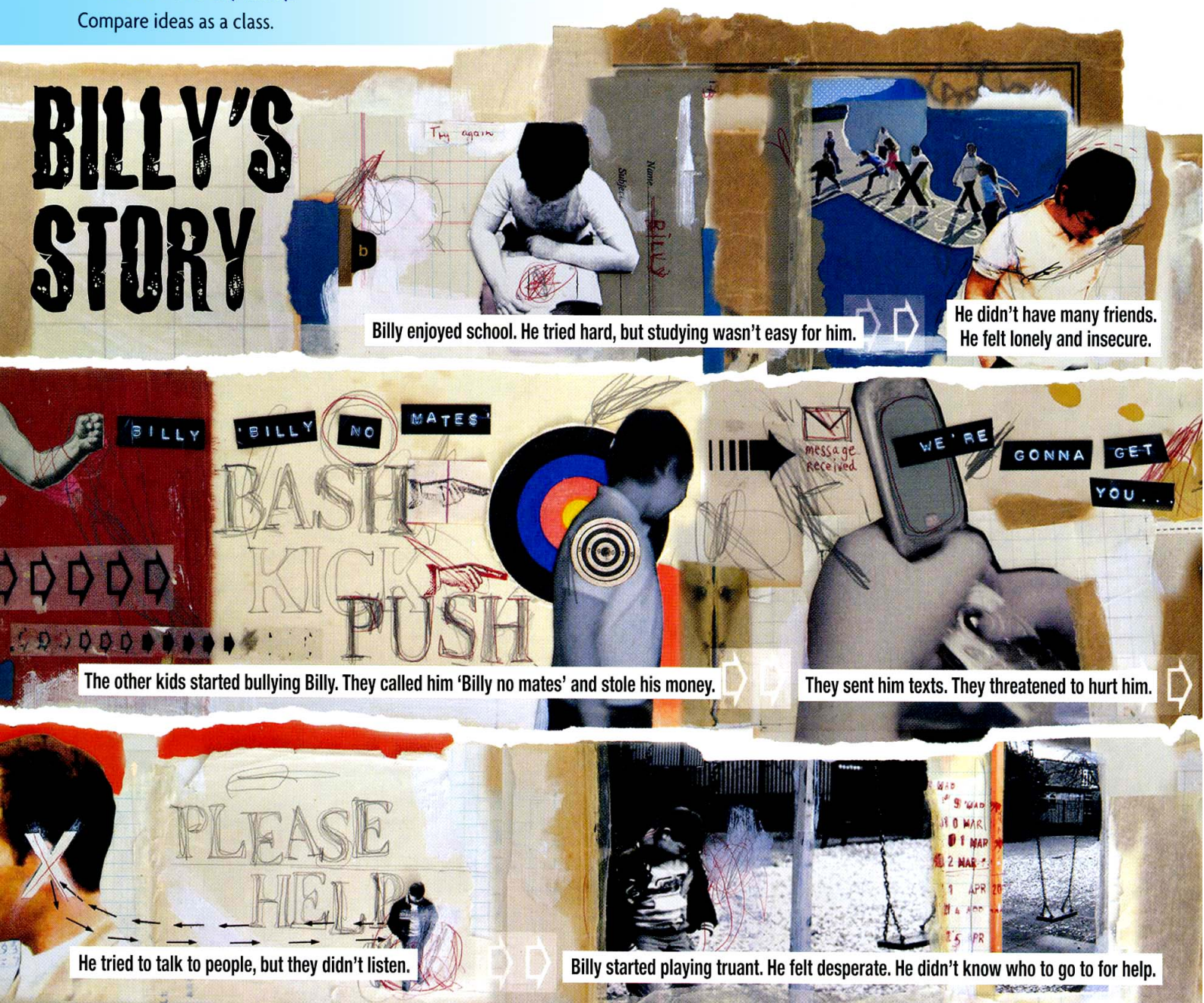
Compare ideas as a class.

BILLY'S STORY

Conditionals

1 Why are some kids bullied? Why do some kids become bullies?

2 Read about Billy. What are his problems?



3 What would *you* do if you were …?

Billy's mum	Billy's sister	Billy's dad
Billy's head teacher	a counsellor from Kidcare	Billy

If I were Billy's mum, I'd go to the head teacher, and explain what was happening.

I wouldn't. I'd talk to Billy and . . .

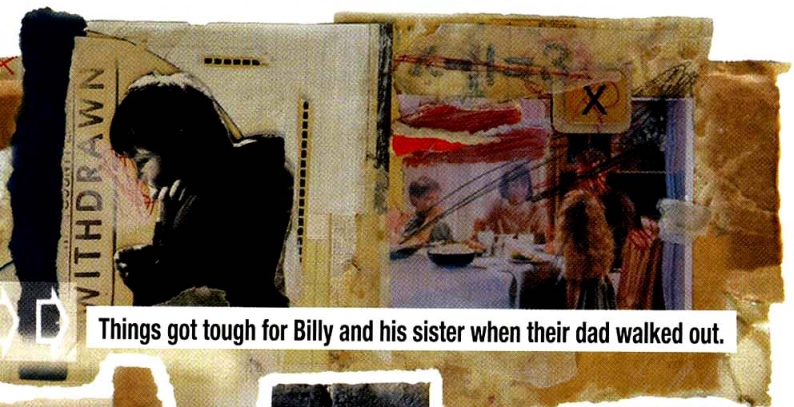
4 T 9.1 Listen. Who are the six speakers imagining they are?

I'd organize a school day which tried to educate everyone about bullying, and I'd invite social workers, police and psychologists. – **The head teacher.**

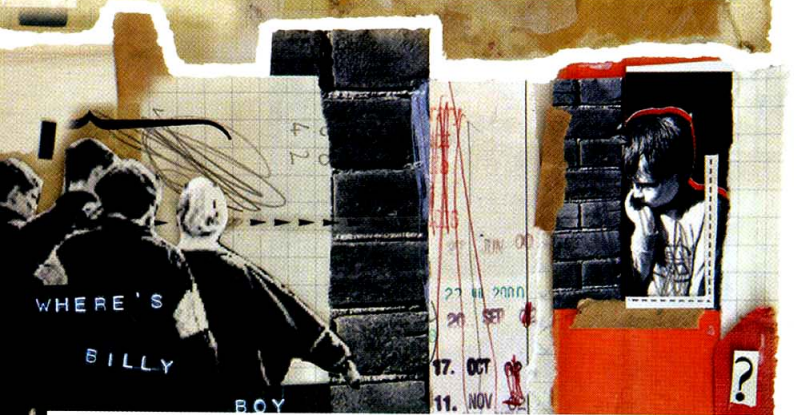
5 Look at the *Kidcare Report*. Read what the counsellor wrote about Billy. What *did* Billy do?
Answer the questions.

- Did people listen to Billy?
- Did his father stay?
- Did he talk to Kidcare?

Look at the sentences in **bold** in the *Kidcare Report*.
T 9.2 Listen and repeat.



Things got tough for Billy and his sister when their dad walked out.



Then the attacks started. Every day after school the bullies waited for him.

So what would you do . . . ?

If you're being bullied, contact KIDCARE.
We're on your side. Phone 0879 364 8888.

KIDCARE REPORT



Client: Billy Simmons
Age: 14
Counsellor: Carmen Delanie

Billy ran away from home because he was being bullied at school. He has now been missing for six months. He had tried to talk to his mother and his teachers. **If they'd listened to him, they'd have understood** how he was feeling.

Billy's father walked out on the family. **If his father had stayed, Billy might have felt happier** and less insecure.

If he'd talked to us, we could have helped him. He should have come to us a long time ago.

We are doing all we can to locate Billy. We suspect that he is somewhere in London

6 Make a sentence using *If* and the prompts.

1 People didn't understand what Billy was going through.
understood . . . wouldn't . . . run away
If they'd understood, he wouldn't have run away.

2 He didn't go to Kidcare.
gone . . . could . . . talked . . . problems

3 His father left.
left . . . Billy might . . . felt more secure

4 The bullies threatened him.
threatened . . . he wouldn't . . . run away

T 9.3 Listen and check.

GRAMMAR SPOT

1 Second conditional sentences express an unreal situation about the present.

If I **was** in trouble, I'**d** (= would) **come** to you for help. (*But I'm not in trouble.*)

Third conditional sentences express an unreal situation about the past.

If you'**d** (=had) **told** me about your problems, I'**d** (= would) **have helped**. (*But you didn't tell me, so I didn't help.*)

How do we form second and third conditional sentences?

2 Which two of these modal verbs express a possibility?

I **would** / **might** / **could** have helped you.

3 Look at this sentence.

Pete **shouldn't have stolen** the money.

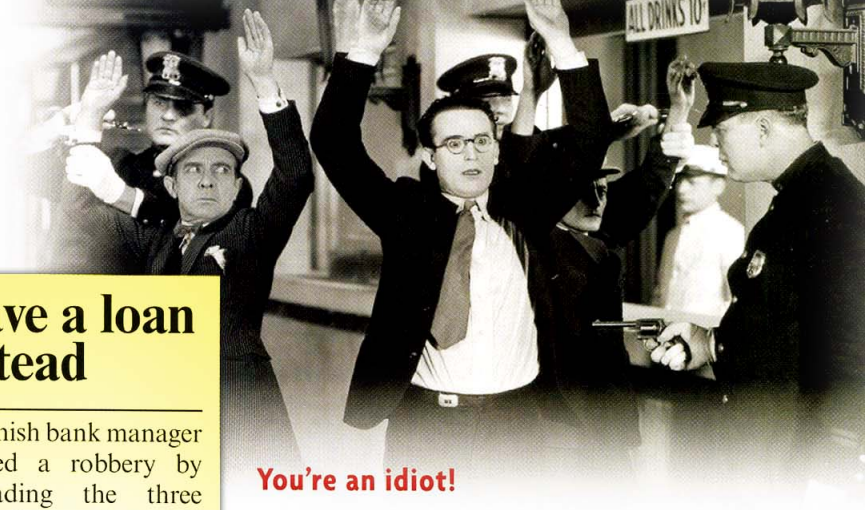
Is this good advice? Did Pete steal the money?

▶▶ **Grammar Reference 9.1–9.6 p142–3**

PRACTICE

It all went wrong

1 Work in pairs. Read about three robberies that went wrong. What were the robbers' mistakes?



Easy arrest

A bank robber in Marseille, France, held up a sign which said 'Give me all the money.' The cashier handed over the money, and the bank robber fled, leaving the note behind. Unfortunately, he had written the note on the back of an envelope. On the other side was his address. He was arrested later the same day.

Smile!

Car thief Lee Hoskins took pictures of himself stealing a Vauxhall Astra with a camera he found in the glove department. Lee and his girlfriend took turns posing before crashing the car and fleeing the scene, leaving the camera on the back seat of the car. 'It's amazing just how stupid some criminals can be,' said a spokesman for Somerset police.

Have a loan instead

A Finnish bank manager stopped a robbery by persuading the three criminals to take out a loan instead. The robbers burst into the bank near Helsinki, and demanded €50,000. The manager put the money on the table, but suggested that a loan would be more sensible. He offered them a €10 cash advance and told them to return in ten minutes to sign the loan papers. Police were waiting for them.

2 Rewrite the sentences about the robberies using the words in brackets.

1 It was a mistake to write his note on an envelope. *(shouldn't)*
He shouldn't have written his note on an envelope.

2 It would have been better to take the note with him. *(should)*
_____

3 He left his address. The police found him. *(if)*
_____

4 It was stupid to take his photo. *(shouldn't)*
_____

5 They crashed the car. They didn't escape. *(if, could)*
_____

6 He left photos of himself. He could have got away with it. *(if, might)*
_____

7 They were so stupid. They didn't escape with the money. *(if)*
_____

8 They listened to the manager. They didn't steal the money. *(if, could)*
_____

9 It was silly to go back to the bank. *(shouldn't)*
_____

10 It would have been better to just run away. *(should)*
_____

You're an idiot!

3 Your friend did some really stupid things.

I drove home even though I was falling asleep at the wheel.

You're an idiot! You might have had an accident! You could have killed someone!

How do you react when he tells you these things? Use *might have* or *could have*.

1 I went walking in the mountains for three days with no food or equipment.
2 I didn't feel like going to work, so I phoned in sick. I went shopping instead.
3 I had a temperature of 102, but I went out dancing all night.
4 I told Sally I couldn't see her, then went out to the pub with Danielle.
5 I used to be really good at tennis, I was an under-14 champion, but then I gave it all up.

T 9.4 Listen and compare.

Speaking

4 Think of a time in your life when things went wrong.

I went to a party with my boyfriend.
I kissed another boy.
I had a row with my boyfriend.
We broke up.

Make sentences like these.

I shouldn't have kissed the other boy.

If I hadn't kissed him, I wouldn't have had a row with my boyfriend.

I should have just said sorry to my boyfriend. Then we wouldn't have broken up.

SPEAKING AND LISTENING

A social conscience

1 Work in small groups. Do you have a social conscience? Discuss the situations 1–5 and decide what you would do.

I'd . . . *I wouldn't . . .* *I might . . .*

Tell the class.

2 **T 9.5** Listen to five people describing a situation they were in. Answer the questions.

1 Where was he/she?
2 Who were the other people involved?
3 What was the problem?
4 Did he/she do anything? Say anything?
5 What was the other person's reaction?
6 What was the result?

Talking about you

3 What would *you* have done in the same situations? Discuss in your groups, then tell the rest of the class.

I wouldn't have done what she did.
I'd have told him . . .

SPOKEN ENGLISH *just*

1 Look at the use of *just* in these sentences.

*I'd **just** reached the front of the queue . . .*
*I **just** need to ask a quick question.*
*. . . I was **just** furious!*

In which sentences does *just* mean . . .?

really a short time before only/simply

2 Find other examples of *just* in T9.5 on p128.

3 Write the word *just* where you think it goes best in these sentences.

1 Alice isn't here. She's just gone.
2 I'm sorry I'm in a bad mood. I'm tired, that's all.
3 I love your new coat!
4 I've finished the most wonderful book. You must read it!
5 I don't want any wine. A glass of water, please.
6 John's so generous. I think he's amazing!
7 'Who's coming tonight?' 'Me.'
8 Hold on a minute. I'm going to the loo.

T 9.6 Listen, check, and repeat.

Do you have a social conscience?

What would YOU do?

1 You are in the street. A man who says he's penniless and homeless is asking for money, so you give him some. As you're walking away, his phone starts ringing. He pulls out a really nice mobile phone and starts chatting to a friend.

2 You're in a shop. You see a woman shop-lifting some food. She's got three small children, who look hungry.

3 You're in a place where smoking is forbidden. Two men light a cigarette in front of you.

4 Your best friend is cheating on her boyfriend, Bill. She's been going out with him for ages, but she's also seeing a guy called Mark.

5 You see some kids in the street dropping litter. There is a litter bin five metres away.



READING AND SPEAKING

The victim meets the burglar

1 Have you or anyone you know ever been the victim of a crime? Discuss the questions.

- What happened?
- Were the police involved?
- Was the criminal arrested?

2 There is an organization called the *Restorative Justice Consortium*. It brings together criminals and their victims.

- What do you think it hopes to achieve by this?
- What might the victim of a crime have to say?
- What might the criminal learn?

3 Read the headlines and the introduction to the newspaper article. How do you think the burglar and the victim became friends?

4 Work in two groups.

Group A Read about the victim.
Group B Read about the robber.

Answer the questions.

1 What personal details do you learn? (*name, age, background …*)
2 What was he doing in the moments before their first encounter?
3 What was his first reaction? How did he feel? What did he think?
4 How does he describe the act of violence?
5 How did he feel after the crime took place?
6 What was his reaction when asked to meet the other person?
7 What made Will so angry?
8 What did this outburst of anger make him realize?
9 What does he think of the experience of restorative justice?

5 Find a partner from the other group. Compare your answers to the questions in exercise 4.

What do you think?

1 Is bringing together the criminal and the victim a good idea? Could it help with all crimes? Could it help with bullying?
2 60% of people released after serving one year in prison are convicted of another crime. What does this statistic suggest?
3 The purposes of imprisonment are …

- to punish the criminal.
- to protect society from the criminal.
- to rehabilitate the criminal.

Do you think these aims are achieved?
What other forms of punishment might be more effective?

WRITING PROS AND CONS *p112*

I'M SORRY

How a burglar and his victim became the best of friends

THE VICTIM

BUSINESSMAN Will Riley, 50, lives in Islington, north London, with his wife and daughter …

I WAS getting ready to go to the gym when I walked into my hall and stopped dead. There, standing on the stairs, was a man about the same age as me, dressed in a scruffy leather jacket.

"What are you doing here?" I asked in shock. He said he was a neighbour who'd got lost. But it was obvious who he was.

I was suddenly scared. I thought, "If he's got a knife, he could kill me." We kind of fought with each other. A passer-by saw us and phoned the police. Somehow I managed to hold him until the police arrived. It was only after they arrested him and took him away that a policeman asked if I was OK. I put my hand to my head and felt blood. I hadn't realized what he'd done to me. It's incredible, but I just didn't register that he'd hit me really hard. He'd smashed a flower pot on my head, and all the bits were on the ground. I went to hospital and needed stitches.

After the burglary, my whole life changed. I've always lived in big cities, and I've never been afraid of urban crime, but suddenly I became too frightened to open my front door. All I could think was "What if my daughter had been at home? Would he have attacked her?"

PETER WOOLF, a life-long criminal, broke into Will Riley's home one March evening. Will found Peter standing in his hall, his pockets stuffed with money and jewellery.

Peter was jailed for three years for the burglary. So it's hard to think of them becoming friends.

Here, Will and Peter describe their first encounter, and why meeting each other again was the best thing for both of them ...

By VICTORIA KENNEDY



CLOSE FRIENDS: Peter Woolf and Will Riley

I was asked to meet the burglar in prison. I wasn't sure what the purpose was, but I went anyway. I was curious.

We sat in the prison library, and he explained how he'd come from a dysfunctional family, was a heroin addict and spent his life in and out of jail. He spoke without any emotion. But it was when he suddenly said "Last time we met ..." that I exploded.

I screamed at him, 'Why me? Why did you ruin my life?'

"We didn't meet in a bar, you little ...! You broke into my house!" I was so angry. I screamed at him, "Why me? Why did you do this to me? Why did you ruin my life?"

I could see from his face that I had got through to him. He looked stunned. It was then I realized he was just an ordinary guy. And I wanted to help him ...

When I got home, I felt relieved. All my fears disappeared. Because I could see Peter was just a normal human being, he became less frightening.

When he was finally released, we stayed in touch. I've met him dozens of times since and the change in him is amazing. It's hard to believe he's the same person who broke into my home. He's totally different.

I'm delighted that I've done something to help Peter get his life back.

THE ROBBER

PETER WOOLF, 50, is married to Louise, and works as a counsellor to rehabilitate criminals ...

IT WAS easy to break into Will's house. Just one push and the lock broke. I quickly took some gold jewellery and some money from upstairs. I was feeling lucky.

But when I was coming downstairs and I bumped into Will in the hall, I suddenly felt frightened. I thought, "He's a big guy. If he wanted to, he could hurt me."

I tried to escape. I didn't want to hit him, but I did. I'm not a violent guy, but I just did what I had to do. There was a flower pot, and I smashed it on his head.

After I was arrested, all I felt was a big sense of relief. I was going back to a place I knew well. I'd been in and out of prison for 18 years, for theft, burglary, and fraud.

I started using drugs when I was 10 and became an addict at 14. I'd hit rock bottom. I stole because it was the only thing I knew how to do. I knew it would only lead me back to prison.

I was given a three-year sentence. It was while I was in jail someone mentioned Restorative Justice. I couldn't see the point, but I agreed to do it because I was bored.

It wasn't until I started walking down the corridor towards the library that I got scared.

When I got there I sat down and just looked at the floor. I said the same rubbish I always used to say to the police. But Will was furious, and I was shocked. I thought, "My God, I did all this."

I felt angry with myself, and ashamed. I was determined to make things better.

I suddenly realized that I was responsible for this man's pain. He wasn't just a faceless nobody that I'd stolen from. I felt angry with myself, and ashamed. I was determined to make things better.

I did a course of rehab to get off drugs. I also started a course to be a counsellor.

It was at the counselling class that I met Louise. I was over the moon. And my life changed completely ...

I was released early after 18 months, and Louise and I got married. Life hasn't been easy, but I've worked hard to get things together.

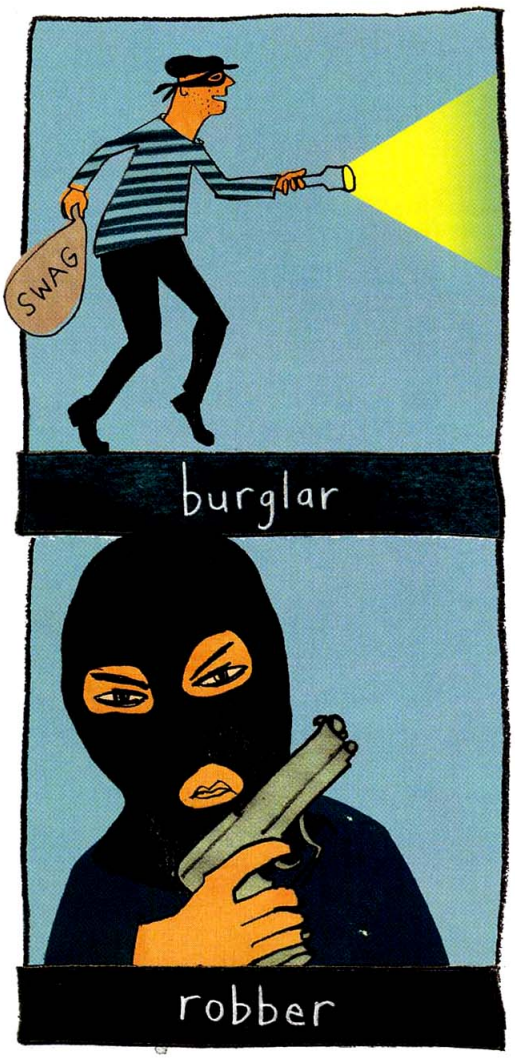
I'm now helping others. I'm clean of drugs and haven't committed another crime. I feel proud of myself. These days, I consider myself lucky that I broke into Will's house that day. If I hadn't – and if we hadn't become friends – I don't know what I would have done. I guess I'd be dead by now.

VOCABULARY

Words with similar meaning

1 Match the words in **A** with their similar meanings in **B**. They all appeared in the newspaper article on p74–5.

A	B
prison	frightened
burglar	bump into
scared	stunned
purpose	completely
meet	furious
angry	normal
shocked	jail
ordinary	point
delighted	over the moon
totally	robber



2 Complete the sentences with pairs of words from exercise 1. The first word is from **A**, the second word is from **B**.

1 'Did you _____ anyone you know in town?'
'Yes, I _____ Alice as I was coming out of a shop.'

2 'Aren't you _____ with your exam results?'
'You bet. I'm _____ . It's great!'

3 'The _____ of this meeting is to brainstorm ideas.'
'Sorry, but I don't see the _____ . Why bother?'

4 'You must be _____ with Tim for crashing your car.'
'I'm absolutely _____ with him.'

5 'I was _____ when I heard that Joe had died. Weren't you?'
'I was _____ . He was only 48.'

6 'I'm _____ of dogs. I was bitten once.'
'I'm not _____ of them. They're usually really friendly.'

3 These words are similar but not the same. Choose the correct word.

1 **alone / lonely**
live _____ happily
feel _____ and unhappy

2 **big / great**
_____ house/mistake/feet
_____ artist/Wall of China/party

3 **tall / high**
_____ person/building/trees
_____ mountain/wall/ceiling

4 **small / little**
_____ old lady/boy/finger
_____ room/glass of wine/dress size

5 **quick / fast**
_____ car/train/food
_____ drink/worker/thinking



4 Which verb goes with which phrase?

win beat	Arsenal the championship
clean wash	my hair the flat
make do	a mess your best
listen hear	a noise to music
talk speak	to my mates for hours to my bank manager
rob steal	a bank some jewellery
buy pay	someone a present at the cash desk
borrow lend	money from someone money to someone

EVERYDAY ENGLISH

Dealing with money





1 **T 9.7** Listen to the beginnings of five conversations. Match each conversation with a photo.

- Who are the people?
- What are they talking about?
- What questions are asked?

2 **T 9.8** Listen to the whole conversations. Check your answers to the questions in exercise 1.







3 Work with a partner. Look at 1–5. Try to remember the full conversations. The words in **blue** will help.

1 A Here's … bill.
B Thank … Is service …?
A No … hope … enjoyed …
B … lovely, …
A Can … put in … number? And then … ENTER. … card … receipt.
B Thanks. … for you.
A … kind. … hope … again soon.
B Bye!

included
PIN

2 A How … standard …?
B £55 …
A … everything?
B That … two people, but it … breakfast.
A …, is it?
B Yes, … afraid … But … £55 does … VAT.

per night
extra

3 A … tickets … MasterCard.
B Can you … number?
A 5484 6922 3171 2435.
B … date?
A 09/12.
B And the three … security number …?
A 721.

expiry
digit

4 A … give me … my account?
B Sure. … number?
A 4033 2614 7900.
B Bear … one moment. The … cleared balance … is £542.53 …

balance
credit

5 A … gin … glasses … wine, please?
B … £14.50.
A Thank you.
B And here's your change. 50p.
A Thanks. Er …? How much …? I think … mistake!
B Sorry?
A I think you must … I … £20, but … given me … £15.
B No, I …
A Well, I … pretty … I gave you …
B Oh, …? Er … Here …
A Thanks.

change
made a mistake

4 **T 9.8** Listen again to the conversations. Check your answers in T9.8 on p128.

5 Discuss the questions.

- What's the exchange rate between your currency and the US dollar? Between your currency and sterling?
- Are you overdrawn at the end of the month? Can you economize if you have to?
- What credit cards do you have? Do you have any store cards? Do you keep within your credit limit?



11 Seeing is believing

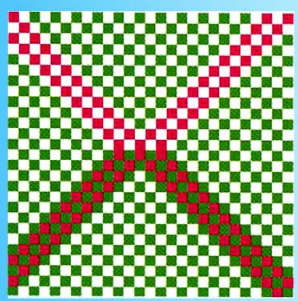
Modals of probability • Phrasal verbs (2) • Expressing attitude

STARTER

Work with a partner. Look at the optical illusions. Can you find . . . ?

eight people three animals an old lady five young ladies
a word the colour red parallel lines a musical instrument

1



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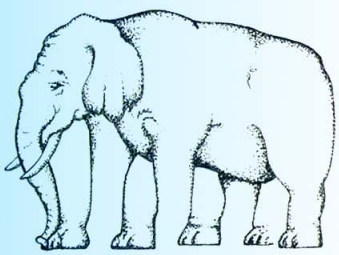

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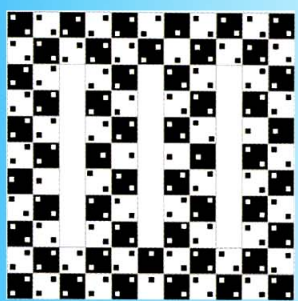

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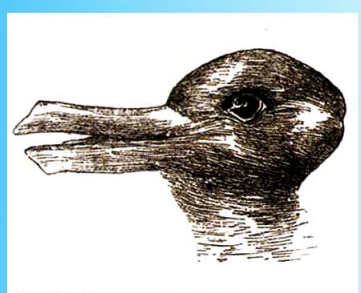
5



6



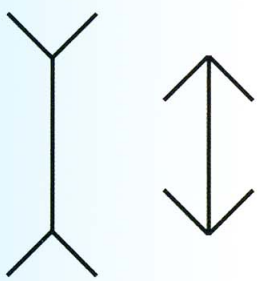
7



8



9



OPTICAL ILLUSIONS

must be/can't be/looks like

1 Two people are discussing the optical illusions on this page. Here are some lines from their conversation. Which optical illusion does each line refer to?

a It **looks like** a man playing the saxophone.
b That **must be** a candlestick in front of her face.
c They **can't be** the same colour.
d She **might be wearing** a feather in her hat.
e It **can't have** five legs.
f It **could be** a duck or a rabbit.
g The one on the left **must be** longer.
h It **looks like** someone wearing glasses.
i It **looks wobbly, like a jelly.**
j The dots **must be creating** the illusion.

2 T 11.1 Listen to the full conversation. As you listen, point to the picture they are talking about.

- What is the truth about each one?
- Which *two* optical illusions can the woman *not* see?

GRAMMAR SPOT

1 Which of these sentences is the most sure? Which two sentences are less sure?

It **must be** a duck.
It **could be** a duck.
It **might be** a duck.

2 The above sentences all mean *I think it's possible that it is a duck.*
What does *It can't be a duck* mean?

3 Compare the sentences. When do we use *like*?

It **looks like a man** playing the saxophone.
It **looks red** to me.
You **look like your mother.**
You **look hot and tired.**

4 Look at the example of the continuous infinitive (*be* + *-ing*).

She **might be wearing** a feather.

Find another example in exercise 1.

▶▶ **Grammar Reference 11.1–11.2 p145**

PRACTICE

Fact or fiction?

1 Work with a partner. Do you believe these statements are true or false? Use modal verbs in your comments. Discuss ideas as a class.

1 Lightning never strikes in the same place twice.

That must be true. I've often heard this.

It could be true but I'm not so sure.

2 Hurricanes always have ladies' names.
3 Women have a higher pain threshold than men.
4 The sea is blue because it reflects the sky.
5 A penny dropped from a skyscraper can kill a person.
6 Hair and nails continue to grow after death.
7 Birds are bird-brained and stupid.
8 No two snowflakes are the same.
9 Bats are blind.

2 T 11.2 Listen and check your ideas. Do you learn anything that surprises you?

Grammar and speaking

3 Work with a partner. Take turns to read aloud the statements and respond using the words in brackets.

1 I think I've lost my passport (*must, worried*)
You must be very worried.
2 Your phone's ringing! (*might, Jane*)
3 Paul's taking his umbrella. (*must, rain*)
4 Harry and Sally never go on holiday. (*can't, much money*)
5 Hannah's not in class. (*could, coffee bar*)
6 Look! Three fire engines! (*must, somewhere*)
7 Tom hasn't seen Zoë for ages. (*can't, go out together any more*)
8 Whose jacket is this? (*might, John's*)
9 You got top marks in the test! (*must, joke!*)

T 11.3 Listen and check your answers. Practise again.

What are they talking about?

4 T 11.4 Listen to five short conversations. With a partner, guess the answer to the questions. Give reasons for your conclusions.

1 A A glass of white wine and a mineral water, please.
B Still or sparkling?
A Sparkling, please.
B Do you want ice and lemon with that?
A Just ice, thanks. How much is that?

Where do you think the people are? *At home? In a restaurant? In a pub?*

They can't be at home because they're paying for the drink. They could be in a restaurant but... They must be in ...

2 What are they talking about? *A TV? A mobile phone? A computer?*
3 What do you think she's talking about? *An exam? A job interview? Her driving test?*
4 Who are the people? *Two friends? Husband and wife? Brother and sister?*
What are they talking about? *A birthday present? A wedding present? An anniversary present?*
5 What do you think they are doing? *Watching a film? Drinking at a bar? Dancing?*

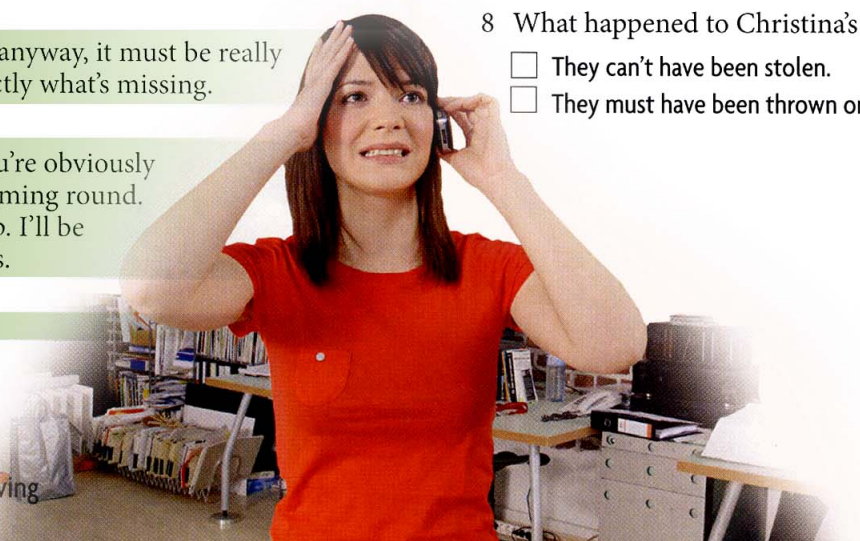
WHAT ON EARTH HAS HAPPENED?

must have been/can't have been



1 **T 11.5** Christina is calling Rachel. Read and listen to Rachel's side of the conversation. What do you think has happened?

R Hello.
C …
R Hi, Christina, what on earth's wrong? Tell me.
C …
R Oh, no! That's terrible. When?
C …
R They must have known no one was at home. What did they take?
C …
R Had you saved everything?
C …
R Thank goodness. What else is missing?
C …
R Not your camera! Well at least you still have your photos. Oh, and Ella's expensive leather jacket! Does she know?
C …
R She's going to get such a shock when she gets back – and she's got her final exams soon.
C …
R Yeah, that's good. I know she always takes it with her to lectures. Have you called the police?
C …
R Good. Have they any idea who might have done it?
C …
R So it wasn't just *your* flat then? Is there much mess? Did they ransack the place?
C …
R Oh, how awful! Your lovely clothes. Did they take any of them?
C …
R Yes, of course, and anyway, it must be really difficult to see exactly what's missing.
C …
R Look, Christina you're obviously really upset. I'm coming round. I'll help you tidy up. I'll be there in 15 minutes.
C …



2 What can you work out from Rachel's side of the conversation? Read the questions. Discuss and tick (✓) the most likely answer.

1 What is the relationship between Rachel and Christina?
- ☐ They must be friends.
- ☐ They could be sisters.

2 What do you think has happened?
- ☐ Christina's flat must have been burgled.
- ☐ Christina's flat might have been burgled.

3 When did it happen?
- ☐ It could have happened during the night.
- ☐ It may have happened while she was at work.

4 Who is Ella?
- ☐ She must be Christina's flatmate.
- ☐ She can't be a student.

5 What was taken from the flat?
- ☐ Christina's laptop computer could have been taken.
- ☐ Ella's laptop may have been taken.

6 Has Christina told Ella about her jacket?
- ☐ She might have told her.
- ☐ She can't have told her.

7 Has she called the police?
- ☐ She can't have done.
- ☐ She must have done.

8 What happened to Christina's clothes?
- ☐ They can't have been stolen.
- ☐ They must have been thrown onto the floor.

VOCABULARY

Phrasal verbs (2) with *out* and *up*

1 Read the dictionary entries for two phrasal verbs. Answer the questions.

1 What are the verbs?
2 What do *sth* and *sb* stand for?
3 Which groups of phrasal verbs are separable? Which are inseparable?

PHR V **work sth out** **1** to find the answer; to solve sth: *I can't work out how to do this.* **2** to calculate sth: *I worked out the total cost.*

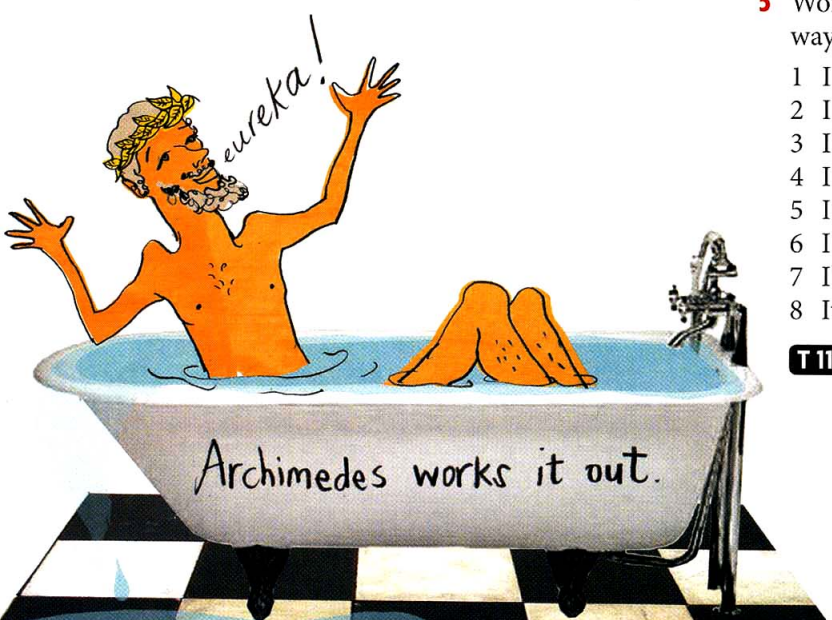
work out **1** to progress in a good way: *I hope things work out for you.* **2** to do physical exercise to keep your body fit: *We work out to music at my exercise class.*

PHR V **make sth up** **1** to invent sth, often sth that is not true: *to make up an excuse.* **2** to form sth: *the different groups that make up society.*

make up (with sb) to become friends again after an argument: *Has she made up with him yet?*

2 Complete the sentences with the correct form of one of the phrasal verbs in exercise 1.

1 Sherlock Holmes _____ who commited the crime.
2 That's a lie. You _____ that _____, didn't you?
3 I know we argue a lot, but we always kiss and _____ afterwards.
4 Don't worry, things will _____ in the end. They always do.
5 He's determined to lose weight. He _____ at the gym every day.
6 Women _____ 56 per cent of the students in this university.
7 Can you _____ this bill for me? I don't understand all those figures.
8 You must have _____ the answers by now.



3 Many more phrasal verbs are formed with *out* and *up*. Match a verb in **A** with a line in **B**.

A	B
1 find out	all my CDs
2 break up	in a Chinese restaurant
3 break out of	golf
4 eat up	with a boyfriend/girlfriend
5 eat out	all your greens and you'll be healthy
6 save up	what time the train leaves
7 sort out	with a friend after a row about money
8 take up	a good idea
9 fall out	to buy a new car
10 come up with	jail

4 Replace the words in *italics* with one of the phrasal verbs from exercise 3 in the correct form.

1 You need to learn to relax. Why don't you *start doing* yoga?
2 He's just *thought of* a brilliant plan to save the business.
3 There's no dessert until you've *finished* all your meat and vegetables.
4 Anne and Tony aren't talking to each other. They must have *had an argument.* They may even have *ended their relationship.*
5 Did you hear the news? Three dangerous prisoners have *escaped from* the local prison.
6 You must learn to *organize* your washing into coloureds and whites.
7 We *aren't spending much money* so we can buy a house.
8 Have you *discovered* why you didn't get the job?

T 11.13 Listen and check.

5 Work with a partner. Complete these sentences in any suitable way. Read them aloud to the class and compare ideas.

1 I've just found out …
2 I never eat out …
3 I don't ever fall out with …
4 I can't work out …
5 I'm saving up …
6 I need to sort out …
7 I've just come up with …
8 It's important to make up …

T 11.14 Listen and compare. What are the responses?

EVERYDAY ENGLISH

Expressing attitude

1 **T 11.15** Read and listen to the conversation. Who are they talking about? What has happened?



A Have you heard about Sam?

B No, I haven't.

A Well, I haven't spoken to him myself but, apparently, he was caught cheating in his Maths exam.

B **No kidding!** I can't believe that. Does he have a problem with Maths?

A No. **Actually,** Maths is his best subject.

B **Really?** So why would he cheat? He doesn't need to.

A **Exactly.** And **anyway**, Sam's not the type to cheat.

B He must be very upset. **Presumably,** he's going to complain.

A Yeah, he's seeing the principal this afternoon. **Obviously**, he's going to deny it completely.

B Well, **hopefully**, the principal will believe him. Let me know what happens.

A I will. **Personally,** I think he'll be OK.

B I hope you're right. Cheers. See you later.

A Yeah. Fingers crossed for Sam. Bye.

2 **T 11.16** Read and listen to the conversation again. The words in **bold** express the attitude of the speaker.

3 Choose the correct word or phrase to complete the lines.

> Did you hear about Marcus? You know, the guy who works in my office. Well **apparently / obviously**, he's going to be promoted. **Of course / To be honest**, I don't understand why. **Exactly / Personally**, I think he's hopeless at his job. He never does any work. **In fact / Naturally**, all he does all day is chat to his friends on the phone and drink coffee. **Unfortunately / Really**, his desk is next to mine. **Generally / Presumably**, he'll move to another office now, so **hopefully / really** I won't have to work with him any more. **Anyway / Apparently**, enough about me. How's your work going? Are you still enjoying it?

T 11.16 Listen and check. Read the lines aloud with a partner.

4 Complete the sentences with your own ideas.

1 A Hi! You're Pete, aren't you?
B **Actually,** _____ .

2 A What did you think of the film? Great wasn't it?
B **Personally,** _____ .

3 A What's the latest gossip about Clara and her boyfriend?
B **Apparently,** _____ .

4 A What's the weather like in spring?
B **Generally,** _____ .

5 A What time will we arrive?
B **Hopefully,** _____ .

6 A I've phoned and left messages for them but no reply.
B **Presumably,** _____ .

7 A What did you do when you saw the accident?
B **Obviously,** _____ .

8 A How did you feel when they offered you the job?
B **To be honest,** _____ .

T 11.17 Listen and compare your answers. Practise with your partner and continue the conversations.

WRITING EXPRESSING ATTITUDE *p116*



12 Telling it how it is

Reported speech • Ways of speaking • *You know what they say*

STARTER

1 Look at the reported speech. What were the girl's words?

She said she was a student.
She asked me what I was doing in London.
She told me she'd arrived on Monday.

2 Here are some reported thoughts. What were my thoughts?

I thought she worked in an office.
I knew I'd seen her somewhere before.
I wondered if she'd phone me.

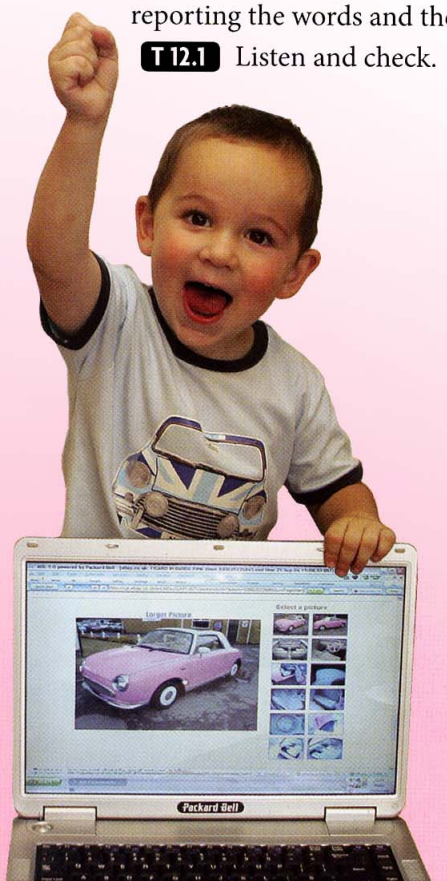
I READ IT IN THE PAPERS . . .

Reported speech

1 Read the newspaper article. Who is Jack Neal? What did he do? What happened in the end?

2 Work with a partner. Complete the article by reporting the words and thoughts 1–10.

T 12.1 Listen and check.



Look, Mum! I've bought a car on eBay for £9,000

By a Daily Telegraph Correspondent



A three-year-old boy used his mother's computer to buy a £9,000 car on the Internet auction site *eBay*.

Jack Neal's parents only discovered their son's successful bid when they received a message from the website.

The message said they (1) *had bought* a pink Nissan Figaro.

Mrs Neal, 36, said that they (2) _____ it. She explained that she (3) _____ on the Net the day before, but she (4) _____ anything.

'Jack kept telling us that he (5) _____ so happy, and that we (6) _____ soon get a big surprise.'

Mrs Neal, from Sleaford, Lincs, thought Jack (7) _____. He often used the computer, and she was pretty sure that he (8) _____ her password .

Her husband, John, 37, phoned the seller of the car, and explained that there (9) _____ a mistake.

'Fortunately he saw the funny side and said he (10) _____ the car again.'

Mr Neal has told Jack to be more careful, and he has asked his wife to change her password.

1 You have bought a pink Nissan Figaro.

2 We can't understand it.

3 I was on the Net yesterday.

4 I didn't buy anything.

5 I'm so happy!

6 You'll soon get a big surprise!

7 He's joking.

8 I'm pretty sure he knows my password.

9 There has been a mistake.

10 I'll advertise the car again.

3 Here are Mr Neal's words to Jack and his wife.

You've got to be more careful, son.
Do you think you could change your password, dear?

How are these words reported in the article?

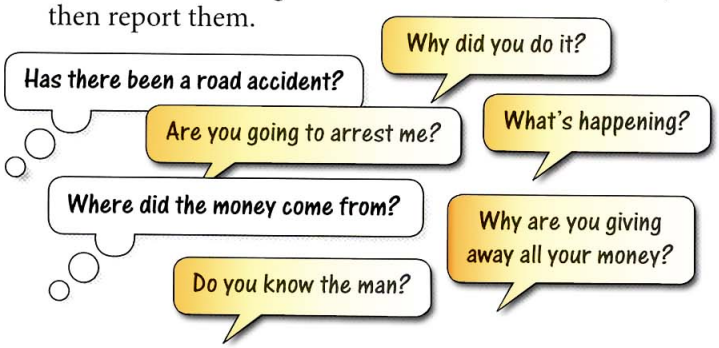
4 Report these sentences.

1 'My Jack is very clever,' his mother said.
Mrs Neal said her son was very clever.
2 'He usually plays computer games,' she told me.
3 'I bought the computer for my work,' his father explained.
4 'I won't use *eBay* anymore,' Mrs Neal decided.
5 'I don't know how it happened,' said Jack.
6 'I've always liked computers,' he told reporters.
7 'Please tidy your room,' his mother asked Jack.
8 'Go and play football,' his father told him.

T 12.2 Listen and check.

Reported questions

5 Read the newspaper article below. Match the direct questions and thoughts to numbers 1–7 in the article, then report them.



T 12.3 Listen and check. Repeat the reported questions.

GRAMMAR SPOT

1 When we report words or thoughts, we usually move the tense back.

'I**'m** tired.' She said she **was** tired.

Complete the reported speech.

'I've seen the film before.' She told me _____.
'You'll like it.' She was sure I _____.

2 What does *tell* mean in these two sentences?

She **told me that** she loved me.
She **told me to** go away.

3 When we report questions, there is no inversion, and no *do/does/did*.

'Where do you live?' **He asked me where I lived.**

Report these questions.

'How long are you staying?' **She asked me . . .**
'Do you know Mike?' **She wanted to know if . . .**

▶▶ **Grammar Reference 12.1–12.3 p146**

6 Imagine you were stopped by the police and asked these questions. Report them.

'Where are you going?' (*ask*)
They asked me where I was going.
'Where have you been?' (*ask*)
'Do you live in the area? (*want to know*)
'How old are you?' (*wonder*)
'Were you with friends?' (*want to know*)
'Have you been drinking?' (*demand to know*)
'What time did you leave home?' (*ask if I could remember*)

T 12.4 Listen and compare. Look at T12.4 on p131 and practise the conversation with a partner.

Man throws away £20,000 in town centre

Daily Mail Reporter

A mystery man started a riot in a busy town centre yesterday by hurling £20,000 in banknotes into the air.

Traffic was stopped at 11.00 a.m. in Alexandra Road, Aberystwyth, mid-Wales, as money rained down from the sky.

Local shopkeeper Anthony Jones, 55, said 'I couldn't understand it, so I asked my neighbour (1) **what was happening**.' They saw people on their hands and knees grabbing money. 'No one knew (2)_____,' he said. 'They were just stuffing it in their pockets.'

Passer-by Eleanor Morris said, 'I wondered (3) _____, because the traffic was at a complete standstill.'

Flower seller Cadwyn Thomas saw the man, who was wearing a red Welsh rugby shirt. 'I asked him (4)_____ all his money, but he didn't answer. He just laughed.'

Police asked Cadwyn if she (5) _____. 'I told them I'd never seen him before. He certainly wasn't from around here.'

Dyfed-Powys police later confirmed that a forty-year-old man from Aberystwyth had been questioned. 'He refused to tell us (6) _____,' a spokesman said, 'so it's a complete mystery. He wanted to know if we (7) _____ arrest him, but giving away money isn't against the law.'



PRACTICE

But you said . . . !

1 Complete the conversations with an idea of your own.

1 A Bill's coming to the party tonight.
B Really? I thought you said *he wasn't feeling well*.

2 A Have you got a cigarette?
B I didn't know you _____!

3 A Oh, no! I've spilt tomato ketchup on my white shirt!
B I told you to be careful. I knew _____.

4 A Did you get me a drink?
B Sorry. I didn't realize _____. What would you like?

5 A I'm 25 today!
B Are you? I didn't know _____. Many happy returns!

6 A Oh, no! It's raining!
B Really? But the weather forecast said _____.

7 A You left the doors and windows of the flat open this morning.
B I'm sorry. I was pretty sure I _____ everything.

8 A Where did Tom go last night?
B I've no idea _____.

T 12.5 Listen and compare. Practise the conversations.

The interview

2 Work with a partner. Think of questions you are asked when you have a job interview.

How old are you?
Where have you worked before?
Do you like working in a team?

Full-time RECEPTIONIST required in ★★★★ London Hotel
Experience and foreign language preferred
Annual salary £19k
Please send CVs to:
info@hotelcharlesIII.com

3 Julia has just been for a job interview as a receptionist. She's telling her friend about it.

They asked me why I wanted the job.
They asked me if I had any experience.
They wanted to know if I could do word processing.

What other questions do you think they asked? Use ideas from exercise 2.

T 12.6 Listen and compare.

Reporting verbs

4 Match the reporting verbs in the box with the direct speech.

a invite	b persuade	c explain	d promise
e ask	f remind	g offer	h encourage

1 *e* 'Can you help me?' she said to me.
2 __ 'Don't forget to post the letter,' he said to her.
3 __ 'I really will work hard for my exams,' she said.
4 __ 'Come to my party,' he said to me.
5 __ 'You really must go travelling. You'd love it,' she said to me.
6 __ 'I'll give you a lift to the airport,' he said to me.
7 __ 'I'm not sure about this job.' 'Go on! Apply for it! You'd be good at it,' he said. 'OK, I will,' I replied.
8 __ 'I've been very busy,' she said.

5 Report the sentences using the reporting verbs.

She asked me to help her.

T 12.7 Listen and check.

She didn't say that!

6 **T 12.8** Listen to the conversations. What mistakes do the people make when they report the conversations?

1 Merinda rang from work. She said she'd phone you again later.

She didn't say she'd phone later. She asked Jenny to phone her.

2 I've got a job as manager! I'm going to earn £30,000 a year!

3 My mum said you couldn't have a turn.

4 James - Sally rang. Meet her outside the cinema at 6.45.

5 Tom offered to mend my computer. He said he was sure he could do it. He wanted £75!

WRITING A THANK-YOU EMAIL *p117*

READING AND SPEAKING

People who changed the world

1 Do you have a hero or heroine? Is he/she in the world of …?

art	politics	entertainment
style	science	sport

Tell the class.

2 Read the introduction to *Movers and shakers*. Look at the pictures of the five people. Write down what you know about each person.

Compare your lists as a class.

3 Work with a partner. Discuss these questions. How many can you answer?

1 Who is known simply as 'The King'?
2 Who is seen as 'the principal fighter for women's equality in the UK'?
3 Who is referred to as the 'father of modern science'?
4 Whose book has been called 'the book that shook the world'?
5 Who is referred to as 'the father of psychoanalysis'?

Read about the five people *quickly* to check.

4 With a partner, choose one of the people and answer the questions.

1 What was their area of activity (politics, science …)?
2 What was an important year for them? Why?
3 Why were their ideas opposed?
4 What did they say themselves? What did other people say?

Compare and exchange information with other students.

5 Discuss the questions.

1 How did each of the people change the world?
2 What prevailing ideas did they challenge?
3 What happened as a result?

What do you think?

- Think of someone from your country who changed people's ideas.
- What did he/she do?
- How did other people react?

Movers and shakers

It's hard to imagine that what we now believe to be true wasn't always so. There was a time when people believed the earth was flat . . .

Every now and again, someone comes along and breathes new ideas. ANN WILSON profiles five people who left the world a different place.

Charles Darwin 1809–82

His book, *On the Origin of Species by Means of Natural Selection*, published in 1859, has been called 'the book that shook the world'.

Today, most scientists and ordinary people, with the exception of creationists, accept the theories put forward in this book. Darwin believed that all species (plants, animals, and human beings) were not created individually, but evolved over millions of years through a process of natural selection. The struggle for existence meant that the species that could adapt best were those that survived.

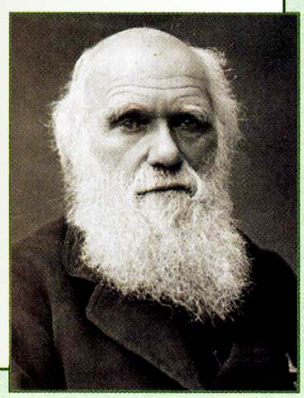
These ideas contradicted religious beliefs. People thought that God had created Adam and Eve and all the animals as they were then. It was also believed that the Earth was just 4,000 years old.

HE SAID

'The mystery of the beginning of all things is insoluble by us; and I for one must be content to remain an agnostic.'

THEY SAID

'Mankind is not descended from monkeys. There is no point in a world without God.'

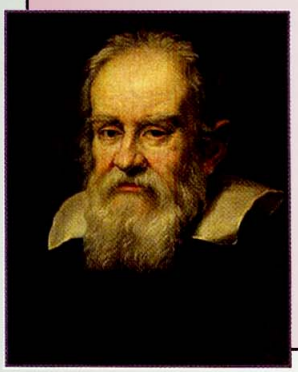


Galileo Galilei 1564–1642

Galileo was born in Pisa, Italy. He spent years observing the movements of the planets through a telescope. At the time it was generally thought that the earth was the centre of the universe. Galileo believed, as Copernicus had done seventy years before, that the earth rotated on its axis once daily and travelled round the sun once every year. At the time, this was a fantastic concept, and considered dangerous by the Church.

In 1633 he was found guilty of heresy, and spent the final years of his life imprisoned in his own home.

Galileo is referred to as the 'father of modern science'. He paved the way for the separation of science and religion.



HE SAID

'All truths are easy to understand once they are discovered; the point is to discover them.'

THEY SAID

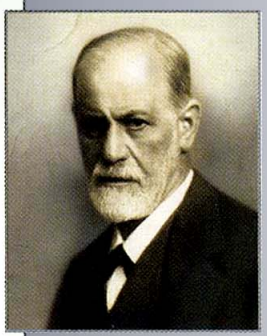
'The proposition that the sun is in the centre of the world is absurd, philosophically false, and heretical; it is contrary to Holy Scriptures.'

Sigmund Freud 1856–1939

Sigmund Freud was born in Austria. He developed the technique of psychoanalysis in his treatment of patients with mental disorders. His most famous book, *The Interpretation of Dreams*, was published in 1900.

Freud argued that we all have an unconscious mind as well as a conscious one. The unconscious is where our motivations originate and our fears are buried. Memories, especially from childhood, have a huge influence on the way we are now, but we are largely unaware of their significance. We deny or resist becoming conscious of these motives.

Freud's proposals came at a time when strict scientific methods were seen as the only way to discover truth. By introducing the notion of the unconscious, Freud undermined the belief that we are in control of our actions, thoughts, and behaviours at all times.



He is commonly referred to as 'the father of psychoanalysis' and his work has been highly influential.

HE SAID

'The mind is like an iceberg, it floats with one-seventh of its bulk above water.'

THEY SAID

'His ideas are unverifiable. His attitude to scientific research is irresponsible.'

Emmeline Pankhurst 1858–1928

Emmeline Pankhurst is seen as 'the principal fighter for women's equality in the UK'. Women were not given the vote because they were considered to be incapable of rational thought. Their place was in the home.

In her twenties Emmeline Pankhurst belonged to the suffragists, who wanted to achieve equal voting rights for women by peaceful means. She later led the suffragettes, who had a more militant approach. Their tactics for attracting attention included smashing shop windows, burning down buildings, slashing paintings in art galleries, organizing marches, and chaining themselves to railings.

In 1908–09 Pankhurst was sent to prison three times. She experienced force-feeding after going on hunger strike.

The British government changed the law on voting rights for women in 1918. In 1928, women finally achieved equal voting rights to men.



SHE SAID

'We are here, not because we are law-breakers; we are here in our efforts to become law-makers.'

THEY SAID

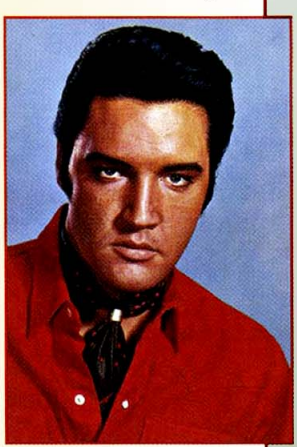
'These women are hysterical and unreasonable. Heaven help us if they had the vote. They have abandoned their duties as wives and mothers.'

Elvis Presley 1935–77

Elvis Presley is known simply as 'The King'. When he arrived on the pop scene in 1956, he introduced a new rhythm to music, sex, language and fashion. Before his arrival, adolescent kids dressed like their parents. Then Elvis shook his hips and changed everything. This new sex symbol mesmerized one generation, and at the same time alienated another. Boys wanted to be him, girls fell instantly in love with him and – most importantly – their parents all hated him. The teenager was born.

He did more than anyone else to invent youth culture, and as such he was considered a dangerous threat to society.

John Lennon said, 'Nothing really affected me until I heard Elvis. If there hadn't been an Elvis, there wouldn't have been a Beatles.'



HE SAID

'If you like rock 'n' roll, if you feel it, you can't help but move to it. That's what happens to me. I can't help it.'

THEY SAID

'He was an indifferent singer, a mediocre musician, and a totally uninteresting person. In five years' time, he will be totally forgotten.' (Obituary 1977)

LISTENING AND SPEAKING

What the papers say

1 Which newspaper in your country …?

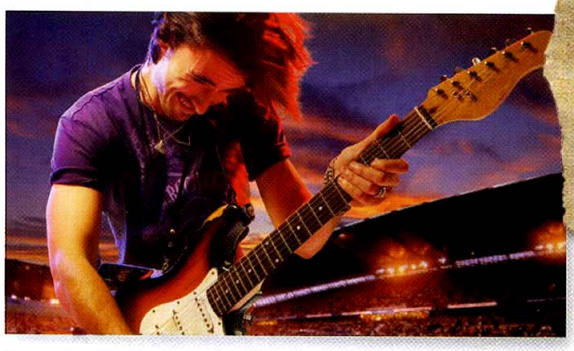
- has the best reputation
- is the most popular
- is the best for sport
- is the best for scandal

2 Do you believe everything you read in the newspapers? Do you think some stories are made more sensational?

3 T 12.9 Listen to an interview with the singer, Jamie Seabrook. Answer the questions after each part.

Part 1

1 What are some of the highs and lows of Jamie's career?
2 What was he doing in Texas?
3 What does he like about all the press attention? What doesn't he like about it?
4 What does he think of reporters?



BOY SUES BURGER CHAIN
'Eating burgers made me fat'

ALIENS EXIST SAYS POPE

DOG WITH TWO HEADS BITES POSTMAN – TWICE!

Football boss leaves wife for bimbo

JAMIE CHECKS INTO PRIVATE CLINIC
Last chance to save my marriage, says pop star Jamie Seabrook

Part 2

5 Complete the chart.

	What did they say about him?	What did *he* say?
reporters		
ex-friends		
people in clubs		
police officers		
Barbara James		

6 Why did he go into the clinic?

Part 3

7 How has Jamie's life changed?
8 Why has he changed his attitude to life?
9 What did the news presenter refuse to do? Why?
10 How does he reply? What does he say about himself?

SPOKEN ENGLISH ***don't mind / don't care***

1 Look at these sentences from the interview.

I don't mind *the press attention.*
I don't care *what people think.*

I don't mind = I'm easy. I have no strong opinions.
I don't care = Other people's opinions aren't important to me. (Careful! This can sound rude.)

2 Reply to these sentences with *I don't mind* or *I don't care*.

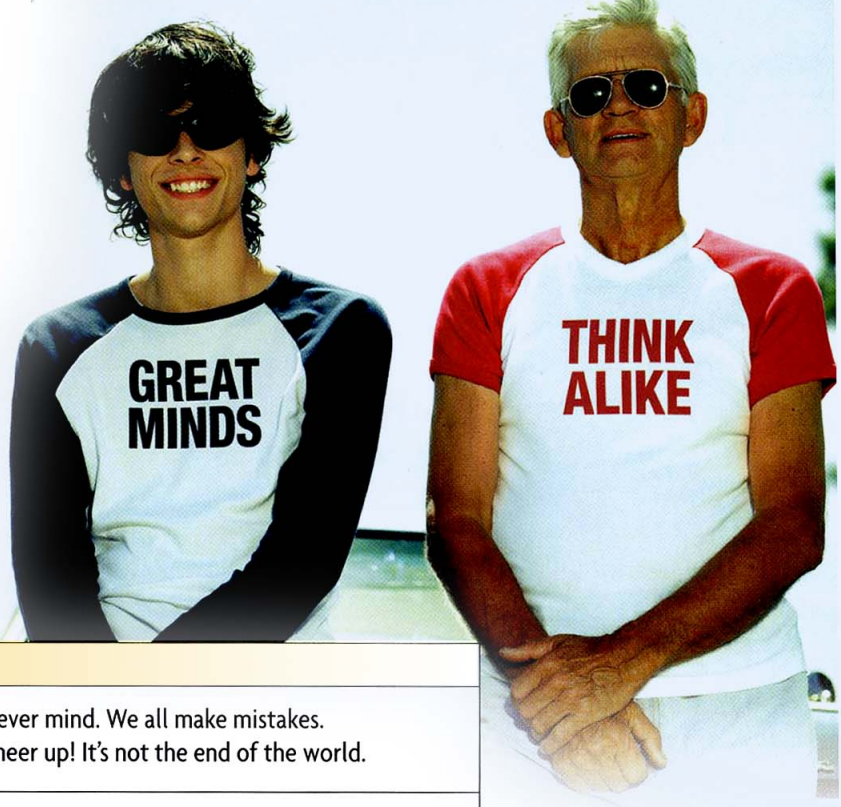
1 'Tea or coffee?' '_____. Whatever you're making.'
2 'I hate your tattoo!' '_____. *I* like it.'
3 'What shall we do today?' '_____. I'm happy whatever.'
4 She's so upset!' '_____. That's *her* problem.'

What do you think?

- Who do you believe – Jamie, or all the other people in his life?
- When you read a story in the news, how do you know whether to believe it?
- What are the big stories (political, environmental, sports, scandal) in the news at the moment?
  What are the different angles on the story?
  Do people agree on the basic facts, or are there different opinions?

EVERYDAY ENGLISH

You know what they say . . .



1 Some people like to bring a conversation to an end with a cliché. Nothing else needs to be said, the cliché says it all! Underline the clichés in these conversations.

'I didn't get that job I applied for. They said I need more experience.'
'Oh, well! You win some, you lose some.'

'Did you know 25% of the world speaks English?'
'Well I never! You learn something new every day!'

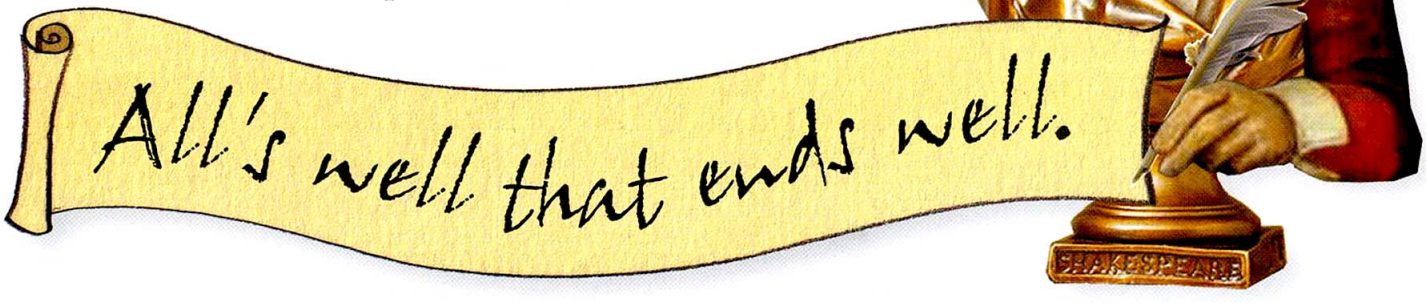
2 Match the lines in **A** with the clichés in **B**.

	A	B
1	I'm so fed up! I lost my mobile yesterday! I got the time wrong, and I missed my plane.	Never mind. We all make mistakes. Cheer up! It's not the end of the world.
2	I forgot her birthday, so I sent her a text. So you like Russian novels, do you? So do I!	Well done. Better late than never. Great minds think alike.
3	Tim's strange. He's not like me at all. I worked so hard for that exam, and I still failed.	You did your best. You can't do any more. It takes all sorts to make a world.
4	I've got ten exams in the next two weeks. I've got three months' holiday!	Rather you than me. It's all right for some.
5	I'm going to pack some anti-malaria tablets. I haven't heard from my kids for weeks!	No news is good news. Good idea. Better safe than sorry.
6	That party was awful. I hated it. I reversed into a wall and broke a tail light.	It could be worse. You could have hurt someone. You can say that again. I couldn't stand it.
7	She's been so sad since her husband died. I wonder if their marriage will last.	I'm sure it's tough, but time's a great healer. Only time will tell.
8	Our neighbours are extreme right-wing. I trusted Peter, and he stole all my money!	Oh, well. You live and learn. Live and let live. That's what I say.

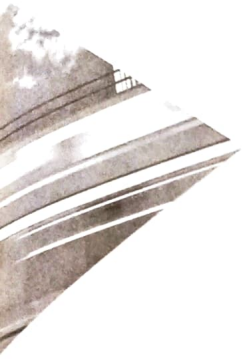
3 **T 12.10** Listen and check.

And finally . . .

In the words of William Shakespeare …



Excercises from the workbook



7

Present Perfect Simple and Continuous
Active and passive • Vocabulary – *be* and *have*
Prepositions – noun + preposition • Pronunciation – sentence stress

Fashions and Passions

Present Perfect or Past Simple?

1 Who's who?

1 Match the sentences with the people.

1 [b] He only sold one painting while he was alive.

2 [ ] She married and divorced three times. She committed suicide when she was 36.

3 [ ] She's been divorced twice and has adopted three children.

4 [ ] He's been living in Los Angeles for over thirty years. He prefers the light there.

5 [ ] She's written seven Harry Potter books. She's been writing stories since 1971.

6 [ ] She wrote *Pride and Prejudice* when she was in her twenties.

7 [ ] He's had a successful solo career since leaving the boy band, *Take That*. In 2007 he had a month in rehab for drug addiction.

8 [ ] His band was called *The Wailers*. He died of a brain tumour aged 36.

2 Complete the questions about the people using the Present Perfect or the Past Simple.

3 Write the answers to the questions in the boxes a–h.

a 

J. K. ROWLING 1965–

Q How many Harry Potter books / write? **A** _____

b 

VINCENT VAN GOGH 1853–1890

Q How many pictures / sell / when / alive? **A** 1

c 

ANGELINA JOLIE 1975–

Q How many children / adopt? **A** _____

d 

MARILYN MONROE 1926–1962

Q How many times / married? **A** _____

e 

BOB MARLEY 1945–1981

Q Whose band / called *The Wailers*? **A** _____

f 

ROBBIE WILLIAMS 1974–

Q he ever / take drugs? **A** _____

g 

DAVID HOCKNEY 1937–

Q How long / live / Los Angeles? **A** _____

h 

JANE AUSTEN 1775–1817

Q When / write *Pride and Prejudice*? **A** _____

2 Choosing the correct tense

Read more about the life of David Hockney.
Tick (✓) the correct form of the verb.

A Bigger Splash





1 David Hockney _____ in 1937 in Bradford, a town in the north of England.
- ◯ born
- ◯ is born
- ◯ was born

2 He _____ interested in painting and design all his life.
- ◯ is
- ◯ was
- ◯ has been

3 Hockney _____ stage sets and books.
- ◯ has also designed
- ◯ is also designed
- ◯ was also designed

4 He _____ at the Royal College of Art from 1959–62.
- ◯ studies
- ◯ has studied
- ◯ studied

5 He first _____ to America when he was twenty-five.
- ◯ went
- ◯ has gone
- ◯ has been

6 He _____ to Los Angeles in 1976.
- ◯ moved
- ◯ has moved
- ◯ was moved

7 Over the past forty years, he _____ to most parts of the world.
- ◯ has travelled
- ◯ travels
- ◯ travelled

8 His most famous work is called *A Bigger Splash*. It _____ for £2.6 million in 2006.
- ◯ has sold
- ◯ has been sold
- ◯ was sold

9 An exhibition of his portraits _____ at the National Portrait Gallery in London.
- ◯ has recently held
- ◯ is recently held
- ◯ has recently been held

10 He currently _____ with friends in a villa in the mountains above Los Angeles.
- ◯ lives
- ◯ has lived
- ◯ lived

3 *been* or *gone*?

Complete the sentences with *been* or *gone*.

1 **A** Where's Mum?
B She's _____ to the post office.
2 Where have you _____ ? You're home so late!
3 **A** Are you going to the library today?
B No, I've already _____ . I went yesterday.
4 If anyone phones, tell them I've _____ to lunch. I'll be back at two.
5 We've never _____ to Japan, but we'd like to go.
6 **A** When are you going on holiday?
B We've already _____ . We went to Florida.
7 **A** What happened to your neighbours?
B Didn't I tell you? They've _____ to live in the south of France.

Present Perfect Continuous

6 Simple or Continuous?



Choose the correct form of the verb.

1 I don't believe it! Somebody has *eaten / been eating* my chocolates! They've nearly all gone!
2 How many biscuits have you *eaten / been eating* today?
3 I have never *met / been meeting* a nicer person in my life.
4 How long have you *known / been knowing* Charles and Lisa?
5 He's *written / been writing* a book for nearly a year. It'll be finished soon.
6 He's *written / been writing* a book. I saw it in the bookshop.
7 The children are very quiet. They've *watched / been watching* videos all morning.
8 They've *watched / been watching* five already.

7 Producing Simple or Continuous

Complete the sentences with the correct form of the verb in brackets, Present Perfect Simple or Continuous.

1 Someone _____ (move) my car keys.
I _____ (look) for them for ages, but
I _____ (not find) them yet.
2 I _____ (shop) all morning,
but I _____ (not buy) anything.
3 That's one of the best jokes I _____ ever _____ . (hear)
4 I _____ (listen) to you for the past half an hour, but I'm afraid I _____ (not understand) a single word.
5 **A** Are you all right? You look terrible!
B No, I _____ (work) on the computer for hours, and I've got a headache.
6 I _____ (try) to lose weight for ages.
I _____ (lose) five kilos so far.

8 Replying with questions

Complete the questions with either the Present Perfect Simple or Continuous.

1 **A** Esteban is a singer in a band.
B *How long has he been singing in the band?*
How many records has he made?
2 **A** I'm having driving lessons.
B How long _____ ?
How many _____ ?
3 **A** Jiri is a teacher.
B How long _____ ?
How many schools _____ ?
4 **A** At last! You said you'd be here ages ago.
B I'm sorry. How long _____ ?
5 **A** Anna is getting married to Ian next week.
B How many _____ to the wedding?
How long _____ Ian?
6 **A** What a surprise! I haven't seen you for years. What _____ all this time?
B I've been abroad, actually.
A Where _____ been?

9 Correcting mistakes

Correct the mistakes in these sentences.

1 How long do you know the teacher?
_____
2 This is the first time I eat Thai food.
_____
3 I learn English for four years now.
_____
4 What have you done last night at around 8 p.m.?
_____
5 How long you been working here?
_____
6 The World Cup has won by Brazil five times.
_____

Vocabulary

11 *be* and *have*

1 There are many expressions formed with the verbs *be* and *have*. Match *be* and *have* with their expressions

crazy about	about to	a lot in common	fun
a problem (with)	sure of	time off work	into
off (work)	a word with	keen on	
in touch (with)	away on business	a great time	

be	have

2 Read conversations 1–3 and complete them with the correct form of the expressions from Exercise 1.

1 **A** Do you like Sally?
B Like her! I'm _____ her.
A I didn't think she was your type.
B What do you mean? We _____ great times together. We have a lot _____ .
A Really?
B Well, yes. She's _____ opera and so am I.
A What? Since when have you been _____ opera?
B Well, I am now.

2 **A** Can I have _____ with you?
B What about?
A Well, you've had a lot of time _____ work lately.
B I'm sorry.
A You _____ off four times last month.
B I know, I've _____ a lot of family problems.
A What kind of problems?
B Er – I'd rather not say.

3 **A** I'll miss you.
B I'll miss you too.
A You're _____ on business so much.
B Don't worry. I'll be in _____ as soon as I get there.
A Look, you have to go. Your flight's _____ to board.
B Bye. Don't _____ too much fun while I'm away.
A You can be _____ of that! Bye, _____ a good time!

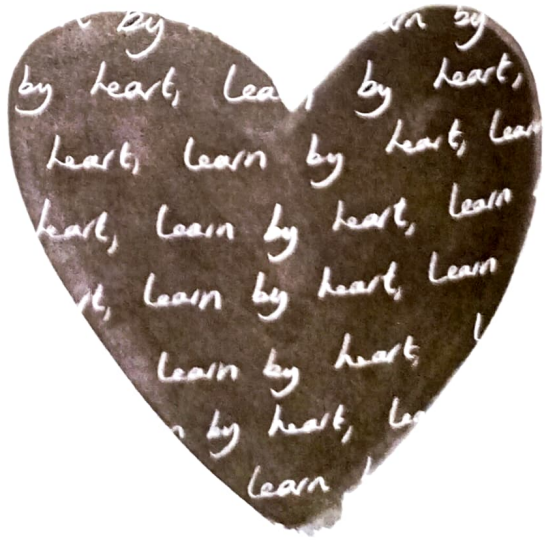
Prepositions

12 Noun + preposition

Complete the sentences with a preposition from the box.

on (x 3)	to (x 3)	in (x 3)
with	by	between

1 What's the difference _____ *lend* and *borrow*?
2 There's been a big change _____ the weather recently.
3 I think you need to improve your attitude _____ work. Just be more positive!
4 How much do you spend on food every week _____ average?
5 The trouble _____ you is that you don't listen to anybody.
6 I can't get access _____ my Internet bank account at the moment.
7 Sally didn't break your camera _____ purpose. It was an accident!
8 Congratulations _____ your engagement! When's the wedding?
9 Be careful what you say to Adam, he's _____ a bad mood today.
10 There's been a huge increase _____ gun crime recently.
11 I don't think there's really an alternative _____ travelling by air sometimes.
12 There are no rules for prepositions – you just have to learn them _____ heart.



8

Verb patterns
Phrasal verb without a noun
Pronunciation – weak sounds / sentence stress

No fear!

Verb patterns

1 Going to work in Africa

I Read the conversation between Alan and Betty. Underline the correct verb pattern.



GOING TO WORK IN AFRICA

Alan I'm thinking of (1) *apply / applying* for a job in East Africa, in Tanzania.

Betty Really? I used (2) *living / to live* there.

A I know, I remember you (3) *saying / to say*. I'd like (4) *asking / to ask* you about it, if that's OK.

B Go ahead. I'll do my best (5) *remembering / to remember*. I was there for two years but that was ten years ago.

A So, what was it like?

B It was a great experience. I liked everything except the climate. I didn't enjoy (6) *working / to work* in the heat.

A Ah, I can't help (7) *worrying / to worry* about the heat. Was it really difficult (8) *keep / to keep* cool?

B Not if you are lucky enough (9) *having / to have* air-conditioning, but we just had fans. And we were on the coast, near Dar es Salaam and it's really hot and humid there. Where is your job based?

A A town called Arusha.

B Oh, very nice. That's much cooler, inland, near Mt Kilimanjaro. I'll never forget (10) *climbing / to climb* Kilimanjaro.

A Oh, I'd love (11) *doing / to do* that and go on safari. Did you manage (12) *travel / to travel* round much?

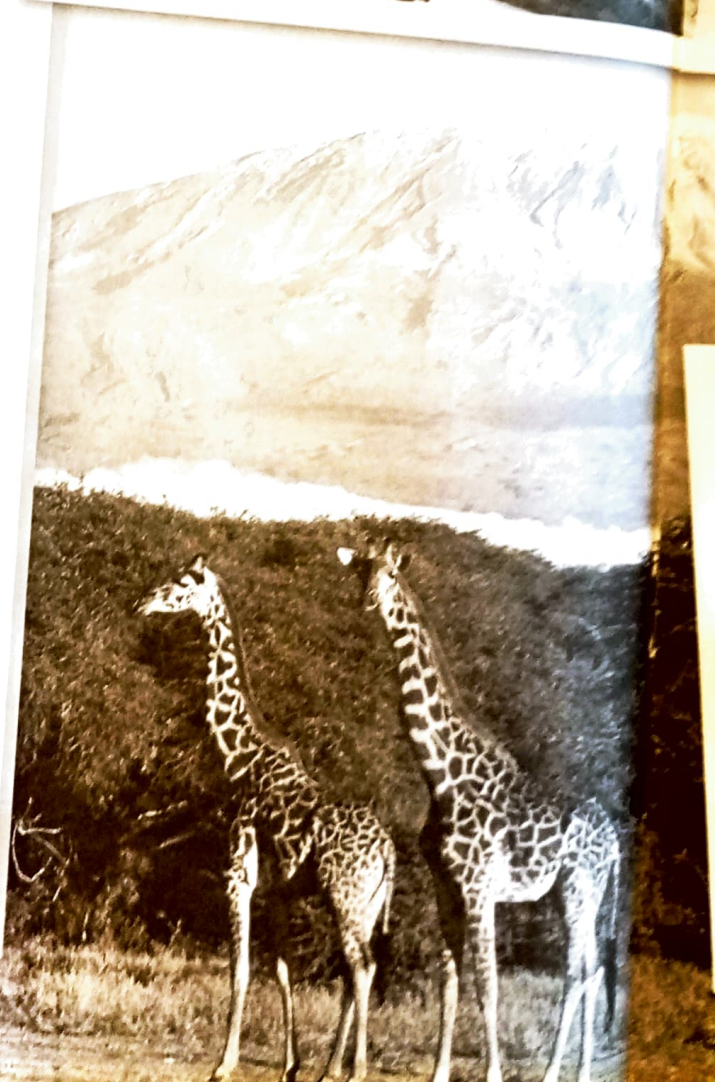
B Oh yes, we went to most of the big game parks – you know, like the Serengeti Plain and the Ngorongoro Crater – that was so huge it made me (13) *feel / to feel* very small and the wildlife was fantastic. Once, on the Serengeti, a whole family of monkeys decided (14) *playing / to play* on the roof of our car. We didn't dare (15) *moving / move*.

A Which animals did you like best?

B Actually, I think it was the giraffes, I loved (16) *watching / watch* the way they raise their long necks to eat. Oh, and the lions, of course. Do you know that in Lake Manyara National Park the lions actually climb trees?

A Really? It all sounds so exciting. I'm definitely going to apply for the job. It's been great (17) *talk / talking* to you.

B Give me a ring and let me (18) *know / to know* how you get on.

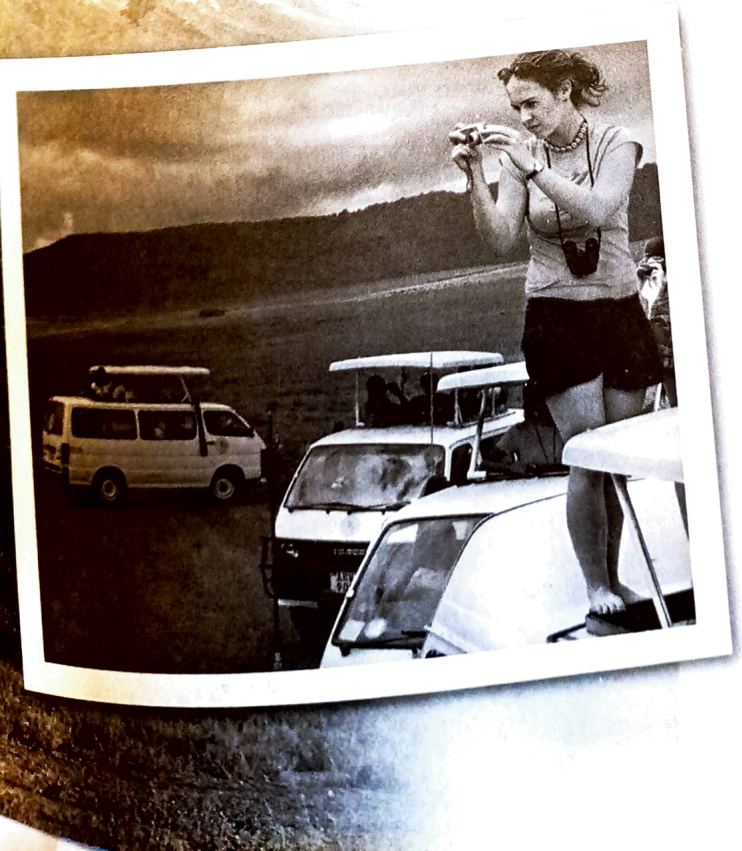


2 T 8.1 Listen and check.

3 Complete this résumé of the conversation with the verb in brackets in the correct form.

Alan is thinking of (1) ___applying___ (apply) for a job in Tanzania. He asks Betty (2) _____ (tell) him about it because she used (3) _____ (live) there. She tries (4) _____ (remember) what it was like. She says she found it difficult (5) _____ (work) in the heat and the problem with (6) _____ (live) on the coast was that it was very hot and humid. However, she really enjoyed (7) _____ (go) on safari and loved (8) _____ (visit) the game parks. She saw lions (9) _____ (sleep) in trees and once lots of monkeys started (10) _____ (play) on the roof of her car. Betty helped Alan (11) _____ (make) up his mind about the job and he's decided (12) _____ (apply) for it. He's promised (13) _____ (ring) Betty and let her (14) _____ (know) if he gets it.

▶▶ Verb patterns p92



2 *-ing* forms

Complete the sentences with the *-ing* form of the verbs in the box.

walk	give up	~~wonder~~	mend	work
help	wake up	find	watch	live

1 I can't help ___wondering___ what life in Africa will be like.
2 _____ too much TV is bad for your eyes.
3 I'll repair your watch for you. I'm good at _____ things.
4 _____ a really good job these days is really difficult.
5 My children are afraid of _____ in the dark, so we keep a light on at night.
6 Did you know that _____ is one of the best forms of exercise?
7 Thank you for _____ me. I really appreciate it.
8 _____ in a big city can be very stressful.
9 _____ smoking is easy. I've done it hundreds of times!
10 I earned a lot of money by _____ overtime.

3 Infinitives with or without *to*

Complete the sentences with the infinitive form of the verbs in the box.

buy	~~pay~~	follow	join	stay
be	carry	learn	hurt	show

1 We can't afford ___to pay___ all our monthly bills.
2 It's impossible _____ these instructions.
3 Let me _____ you how to do it.
4 I'm so sorry, I didn't mean _____ your feelings.
5 The teacher made the children _____ after school.
6 I want my children _____ to play a musical instrument.
7 My son persuaded me _____ the latest mobile phone.
8 Can you help me _____ this box upstairs?
9 I've invited Mr Smith _____ us after the meeting.
10 My parents have always encouraged me _____ independent.

Phrasal verbs

8 Phrasal verb without a noun

1 Complete the groups of sentences with the correct form of a phrasal verb from the box.

a **up** can mean *more*

speak hurry save ~~fill~~	up



1 We're going on a long drive. I'll ***fill up*** with petrol.
2 If we want to have a holiday this year, we'll have to _____.
3 We're late! If you don't _____, we'll miss the plane.
4 I can't hear you! Can you _____?

b **down** can mean *less*

calm slow go cut	down



1 I want to lose weight, so I've _____ the amount I eat.
2 You're driving much too fast! Please _____!
3 My temperature was 42°, now it's 39°, so it's _____.
4 Stop getting so upset about things that don't matter. _____!

c **out** can mean *end*

drop die go fall	out



1 I've _____ with my flatmate because she's so messy and never tidies up.
2 Tim _____ of university because he found it too difficult.
3 The fire _____ because we didn't put enough wood on.
4 Tigers are killed for their skins. They're _____ in the wild.

2 Complete the sentences with the correct form of the phrasal verbs in the box.

hold on	~~go on~~	look out	show off
turn up	go off	shop around	check in

1 Don't stop talking! ***Go on*** ! I'm listening.
2 I thought they weren't coming, then they _____ at 10.00 p.m.
3 I'm looking for a cheap flight, so I'll have to _____.
4 He's always talking about how wonderful he is. He's always _____.
5 This meat smells awful. I thinks it's _____.
6 _____! The glass is going to fall! Oops! Too late.
7 You want his phone number? _____ a second. I'll get it for you.
8 The first thing to do when you arrive at an airport is _____.

9

Conditionals • *should / could / might have done*
Pronunciation – linking in connected speech (1)
Vocabulary – *make* and *do*

It depends how you look at it

Conditionals

1 Recognizing conditionals

1 Do the quiz. What kind of friend are you?

2 Find examples of these conditional forms from the quiz to complete the chart.

1 *-if* + Present + Present (x2)	*If I promise to do something, I do it.*
2 *-if* + Present + *will* (x2)	
3 *-if* + Past + *would* (x2)	
4 *-if* + Past Perfect + *would have* (x2)	

What kind of friend are you?

1 You say to a friend 'I'll give you a ring tomorrow.' But do you?
a Yes. If I promise to do something, I do it.
b No. I didn't mean it. It was just a way of saying goodbye.

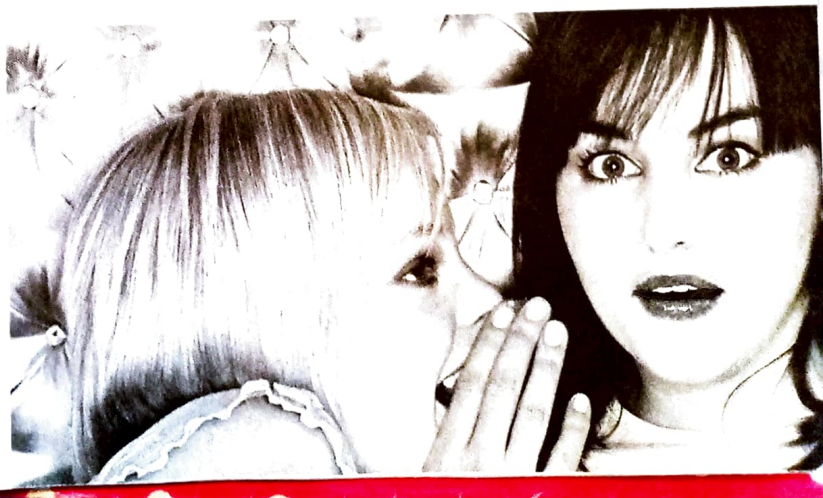
2 You get a text from a friend. Do you reply immediately?
a Yes. If a friend gets in touch with me, I always reply.
b It depends. If I have something to say, I'll text back.

3 Your friend has bought a dress which she really likes, but you think is awful. What do you say?
a If she likes it, I'll tell her it looks good. It doesn't matter what I think.
b I tell her the truth. That's what friends are for.

4 A friend says to you 'If anyone asks where I was last night, say I was with you.' Would you lie for your friend?
a If it was really important, I'd lie. But I'd want to know what it was all about.
b This sounds like it could be something nasty or illegal. No, I wouldn't.

5 Your friend tells you a secret, and makes you swear not to tell anyone. Do you?
a Of course not. A promise is a promise.
b If it was really juicy, of course I'd tell other people! How could I keep it to myself?

6 Your friend left her mobile phone at your house, so you read her messages and found that she'd been saying horrible things about you. What would you have done?
a If she'd left her phone anywhere, I wouldn't have looked at her messages. They're private.
b If she hadn't wanted me to read her messages, she wouldn't have left her phone. You can't blame me for being nosy!



QUIZ ANSWERS

Mainly **A**s: You're a true, loyal friend. You really believe that a friend in need is a friend indeed. You would do anything for your friends.

Mainly **B**s: You put yourself before your friends. You're a bit of a fair-weather friend. Who would want to have you as their best friend?

2 Types of conditional

Match the lines in the charts to make conditional sentences.

No condition (zero conditionals)

present	+	present
Jenny never says thank you	if	you don't keep it in a fridge?
Henry always gets angry		you criticize him.
Does meat go off		you do something for her.

Possible conditions (first conditional)

will	+	present
I'll help you	if	I go grey and get wrinkles?
Things will get better		you just wait and are patient.
Will you still love me		I have time.

Improbable conditions (second conditional)

would	+	past
I wouldn't do that	if	people smiled more.
The world would be a happier place		I were you.
What would you do		you saw a fight in the street?

Impossible conditions (third conditional)

would have	+	past perfect
I wouldn't have cooked meat	if	you hadn't had enough money?
Arsenal would have won		you'd told me you were vegetarian.
Would you have gone to university		Chelsea hadn't scored in the last minute.

Possible conditions

3 *if + will / might / must / should*

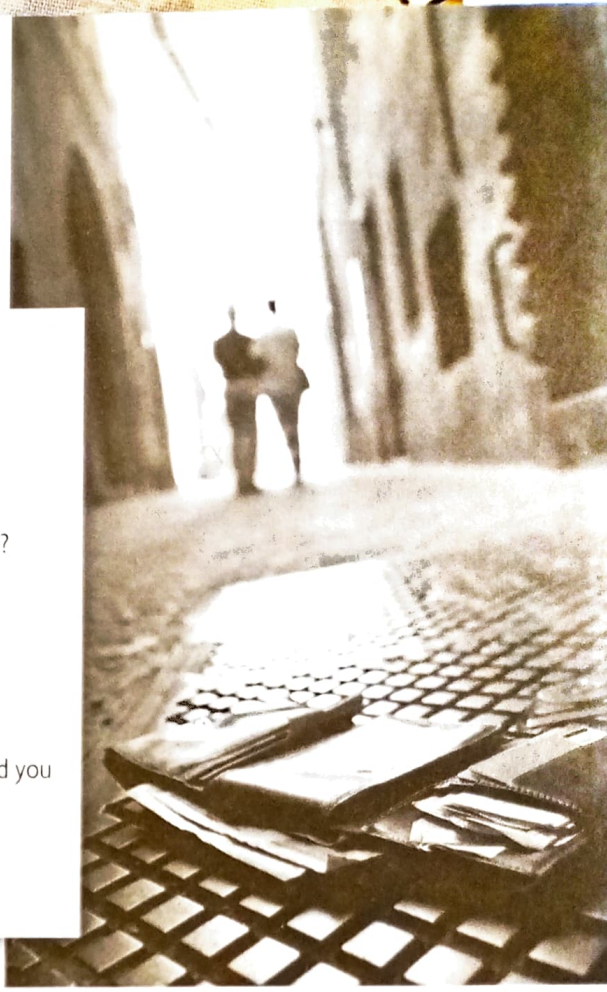
Match a line in **A** with a line in **B**.

A		B
1	If I'm going to be late,	a we might go skiing this winter. We'll see.
2	If Tony phones,	b I'll give you a ring and let you know.
3	If you don't feel well,	c you'll have to do some exercise.
4	If ever you're in London,	d tell him I'm out and I'll ring him later.
5	If we can afford it,	e turn everything off and start again.
6	If you want to keep fit,	f you should go to bed and get some rest.
7	If your computer doesn't work,	g they won't grow, they'll die.
8	If you don't water your flowers,	h you must come and visit me.

Improbable conditions

4 What would you do?

1 Read Social Dilemmas 1–7. Put the verbs in brackets in the correct form.



What would you do if …

1 you *found* (find) a wallet with £10 in it and no name inside?

2 you _____ (find) a wallet with $10,000 in it and the name of a well-known millionaire?

3 a friend _____ (cheat) in a school exam, and got better marks than you?

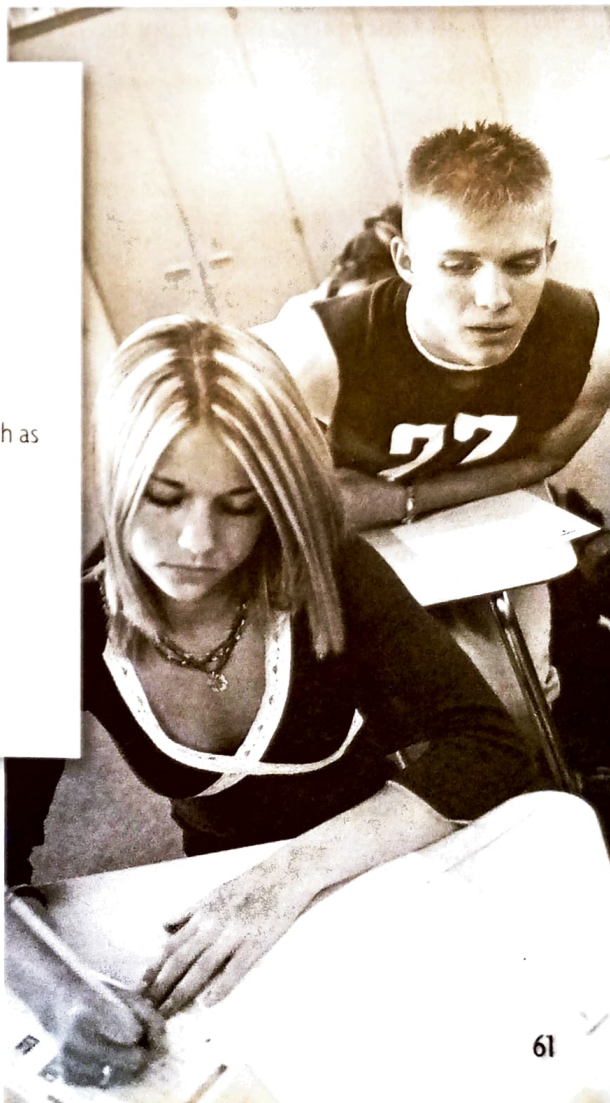
4 a work colleague, who was poor, _____ (claim) expenses that you knew were false?

5 a teenage girl you know _____ (get) too involved in an online relationship?

6 you _____ (take) a photo of a celebrity doing something she shouldn't, and she asked you not to give it to the papers?

7 your friend _____ (ask) you to lie to her parents so she could go out with a boy?

2 Read the responses. Put the verbs in brackets in the correct form.



a *I'd tell* (tell) her to stop all contact with him. If she _____ (not be) careful, she _____ (can) get into a lot of trouble.

b I _____ (ignore) it. Everyone fiddles their expenses.

c I _____ (tell) her that I wasn't happy, but if she _____ (be) my best friend, I _____ (lie) for her.

d I _____ (keep) it. It's not that much money. How _____ (can) I find the owner?

e I _____ (get) in touch with a newspaper and I _____ (sell) the photo for as much as possible. I _____ (not care) what she thought.

f I _____ (not give) it back, even if I _____ (know) the owner. He's rich. He _____ (not miss) $10,000. For him, that's nothing.

g I don't know what I _____ (do). I _____ (not like) to tell the teachers, but if they _____ (be) important exams, I _____ (be) really angry.

3 Match people's responses to the social dilemmas.

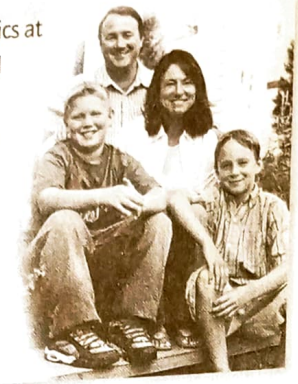
1 [d] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ]

Impossible conditions

5 Life-changing decisions

Read the texts. Write sentences in the third conditional, using the prompts.

Laura's life Laura studied economics at university in England. She couldn't find work in London, so she accepted a job working in a bank in Sydney, Australia. She went out with a boy called Mike, who loved her very much, but she knew he wasn't the boy for her. Then she met Bruce, fell in love, got married, and had two kids, Bill and Maddox.



1 If / Laura / not study / economics / not get / job.
If Laura hadn't studied economics, she wouldn't have got the job.

2 If / find / job / England / not go / Australia.
_____

3 If / marry / Mike / not meet / Bruce.
_____

4 If / not marry / Bruce / not have / Bill and Maddox.
_____

Alf and Betty's life When Alf and Betty's children left home, they decided to move to London, so they sold their house in a small village in the country. They couldn't retire because they didn't have much money. They met another couple, May and Lionel. They all got on so well that they decided to go away together. Usually Alf and Betty visited their relatives when they had a holiday, but with their friends they went to Egypt, which they thought was marvellous.



5 If / children / not leave home / they / stay / in the country.
_____

6 If / have / more money / retire.
_____

7 If / not move / London / not meet May and Lionel.
_____

8 If / not go / Egypt / they visit / relatives.
_____

6 Questions and answers

Write questions and answers about what people didn't do!

1 **A** It's a shame. I never went to university.
B *What would you have studied?*
A *I'd have studied psychology*. (psychology)

2 **A** I didn't travel much in my life. I didn't have the chance.
B Where _____?
A _____. (Africa)

3 **A** I didn't win the lottery, so I didn't buy a new car.
B What kind _____?
A _____. (a Mercedes)

4 **A** I saw Tom Hanks in a restaurant. I wish I'd spoken to him.
B _____ said to him?
A _____ told _____. (he was a great actor)

5 **A** Oof! I'm too full to eat a dessert.
B _____ had?
A _____. (rhubarb crumble)

6 **A** We had daughters. We never had a son.
B _____ called him?
A We _____. (Alfie)

7 **A** I always wanted a large family.
B How many children _____ liked?
A _____. (six)

8 **A** I don't think you should have taken the M5. Big mistake!
B Which road _____?
A _____. (A203)

should / might / could have done

7 Past possibilities

Complete the sentences with a phrase from the box and the correct form of the verb in brackets.

could have	should have	shouldn't have	wouldn't have

1 James **could have been** (be) a top league football player, but he broke his leg.

2 You _____ (tell) me the truth. I hate it when people lie to me.

3 They didn't invite me to their wedding, but I _____ (go) even if they had. He's all right, but I don't like her at all.

4 Stop using your mobile while you're driving. You nearly hit that car! You _____ (kill) us all!

5 Sorry, I've forgotten your address. I _____ (write) it down. What was it again?

6 A present! For me! That's so kind! You _____ (bother), really!



8 Advice about the past

Give advice using *should have* or *shouldn't have*.

1 I told her I thought she was weak and selfish.
You shouldn't have said that. You know she's very sensitive.

2 I drove past your house last night.
_____ come in and said hello! I was in on my own.

3 I stole some money from my mother's purse.
_____ . That's so bad!

4 I'm absolutely broke. I haven't got a penny!
_____ so many clothes. You didn't need them.

5 There's a police car behind me.
_____ through those red lights. That was really silly.

Pronunciation

9 Linking in connected speech (1)

Word-linking is very important if you want to speak fluently.

Any word that begins with a vowel sound links with the word before it.

you'd‿asked	about‿it
/jədɑ:skt/	/əbaʊtɪt/
she'd‿have	explained‿it
/ʃi:dəv/	/ɪkspleɪndɪt/

Two vowel sounds link using the sounds /w/ or /j/.

to‿us	she‿asked
/tʊwəs/	/ʃi:jɑ:skt/

T 9.1 Listen and repeat.

▶▶ **Phonetic symbols p95**

3 There are many links in the whole sentence.

If you'd‿asked‿her‿about‿it,
she'd‿have‿explained‿it‿all to‿us.

T 9.2 Listen and repeat the parts of the sentence you hear, until you can say the whole sentence.

Read these sentences aloud marking the linking between groups of words.

1 He could have gone home.

2 She might have left early.

3 I should have written it down.

4 We shouldn't have spent all our money.

5 If they'd seen him, they'd have told him.

6 She wouldn't have got the job if she hadn't passed her exams.

T 9.3 Listen and check.

Verbs forms for unreal situations

10 What a mistake!

Rewrite the sentences using the words in brackets.

■ You've got that wrong

A man who robbed a convenience store in Iowa came back to retrieve his wallet, which he'd accidentally left behind. He found the shopkeeper on the phone describing him to the police, and started correcting the facts. 'He's about 5ft 10,' the shopkeeper was saying. 'I'm 6ft 2,' the suspect complained. 'And about 38 years old,' the shopkeeper continued. 'I'm 34,' protested the suspect. A deputy sheriff arrived moments later to arrest him.

1 He forgot his wallet. He went back to the store. (if)

_____

2 He went back to the store. He didn't escape. (if / might)

_____

3 He started correcting the shopkeeper. (should)

_____

■ Bigbang

Thieves in Kuala Lumpur broke into an office and found the safe, which was holding $50,000. They used dynamite to blow the safe, but only succeeded in destroying the whole seven-storey building. The safe was left intact. Fortunately, no one was injured.

4 They didn't open the safe. They didn't escape with $50,000. (if)

_____

5 They used too much dynamite. (should)

_____

6 It was possible that they killed themselves. (could)

_____

■ Take me to Detroit

A court in Michigan recently heard evidence from the world's worst hijacker. He was on an internal flight from New York when he leapt to his feet, pulled a gun out of his pocket, fired it twice, and screamed, 'Take me to Detroit or you're all going to die!' When an air steward pointed out that the plane was in fact going to Detroit, he put his gun away, sat down, and remained silent for the remainder of the flight. He was arrested as he got off the plane.

7 Security officers didn't detect his gun while he was checking in. (should)

_____

8 He didn't check where the plane was going. He tried to hijack it. (if)

_____

9 It was possible that he caused the plane to decompress. (could)

_____

■ A robber with problems

An unfortunate bank robber in Miami had just finished filling his case with cash when he put his gun in his pocket too hastily and shot himself in the leg. As he staggered towards his getaway car, he tripped on the pavement and knocked out two of his gold teeth. After struggling to his feet, he crossed the road and was run down by a van. Police are looking for a man with a bullet in his leg, two missing teeth, and serious head wounds.

10 It was possible that he killed a passer-by. (could)

_____

11 He tripped. He knocked out two teeth. (if)

_____

12 He didn't look where he was going. (should)

_____

Vocabulary

11 *make* and *do*

1 Which expressions go with *make*, and which go with *do*? Write them in the correct columns.

a mistake	up your mind	the shopping
a decision	a mess	someone a favour
sure (that)	the housework	nothing
my best	a speech	a profit
exercises	a noise	a phone call
friends with	the washing-up	progress

make	do

2 Complete the sentences using the correct form of the expressions from Exercise 1.

1 First she said yes, then she said no, but in the end she _____ to marry him.

2 I like to keep fit, so I _____ every day.

3 I love Sundays! I can lie on the sofa all day and _____.

4 Ssh! You mustn't _____. The baby's asleep.

5 My teacher says I must work harder, but I can't work any harder, I'm _____.

6 We have an agreement in our house. I cook dinner every evening and afterwards James _____.

7 Could you _____ please? Could you give me a lift to the airport?

8 We have some lovely new neighbours. We've already _____ them.

9 Is there a public phone box near here? I have to _____.

10 Before you go on holiday you should _____ all the doors and windows are locked.

Listening

12 Scams

1 'Scams' or 'cons' are ways of tricking people to get money out of them. Read the leaflet warning people about common scams.

SCAM WATCH!

Watch out for these common scams

1 Your phone rings. When you answer it, the caller checks your name and then tells you that you've won a prize. They ask you to ring another number to claim the prize. When you dial the number, they say you will have to pay £30 to get the prize.

2 You receive a fake email, which looks like it's come from your bank, telling you that your security details need to be updated. The email sends you to a website that looks just like your bank's. The website gives you some new security details for your account.

3 A thief steals your credit card without you knowing. He/She then rings you and pretends to be from the police, saying that they've just stopped someone trying to use your card. They ask you for your PIN number.

T 9.4 Listen to Peter and Elaine, talking about the scams. Correct any details that are wrong in the leaflet.

2 **T 9.4** Listen again and complete the lines from the conversation.

1 Apparently if you _____ back, the prizes _____ worthless, but they _____ you as much as £30 for the call.

2 Mmm, I must admit, I _____ for that.

3 It's obvious a bank _____ for his PIN number, but you _____ that at the time, _____ you?

4 I mean, if they _____ that one on me now, at least I _____ about it.

5 But honestly, if _____ not careful, we _____ being suspicious of everyone.

11

Modal verbs of probability
Pronunciation – linking in connected speech (2)
Continuous infinitive • Vocabulary – word formation
Prepositions – verb + preposition

Seeing is believing

Modal verbs of probability – present

1 *must / could / might / can't*

1 *Ask Bella* is a problem page in a magazine. Read Bella's reply to Luke Basset. What is his problem?

2 Complete the deductions about Luke with the modal verb of probability from the box.

must have (x 2)	~~must be~~	can't have
might not know	may get annoyed	could be jealous
may be studying		

1 Luke ***must be*** the eldest child in the family.
2 He _____ a younger brother called Callum.
3 Luke's friends _____ with Callum.
4 Luke's parents _____ very demanding jobs.
5 Luke _____ for some exams.
6 The parents _____ that Callum has problems at school.
7 Luke _____ of Callum.
8 Callum _____ many friends.

3 Read about Jane Iverson. What is her problem?

4 Circle the correct modal verb of probability in the sentences about Jane and the Fletchers.

1 The Fletchers *must be / can't be* Jane's neighbours.
2 Jane *must have / may have* three sons.
3 The Fletchers *can't be / could be* a retired couple.
4 Jane *must know / might know* about the new law.
5 Jane *may be / can't be* thinking of consulting a lawyer.
6 The Fletchers *must have / can't have* children of their own living at home.

Read the original letters on p90



Ask Bella

Dear Bella,
We fight all the time. I hate him! ...
Luke Basset

BELLA SAYS:
Dear Luke,

It is very difficult not to get angry with your brother in your situation. At your age you need time on your own and some privacy when you are with your friends. Ask your parents to find time in their busy lives to sit down and talk to you about what is happening. Tell them how Callum is stopping you from doing your schoolwork. The youngest child in a family is often the favourite and gets very spoilt. Also, you should tell them about the problems Callum is having at school. He won't leave you alone until he has more friends of his own.

Yours Bella

Dear Bella,
We live in the house of our dreams.
We don't want to move but we're going crazy. ...
Jane Iverson

BELLA SAYS:
Dear Jane

When people live side by side they need to be tolerant of each other's way of life. Your children need their sleep and you have every right to enjoy your lovely garden. Try talking to the Fletchers again, promise that your sons will make less noise during the day if they make less noise in the evenings. Also, you are quite right, there is a new UK law controlling the height of garden hedges. However, going to court is expensive. It can cost up to £550. It's in both your interests to sort out the problem yourselves.

Yours Bella

Continuous Infinitive

5 Conversations

T 11.3 Complete the conversations with a suitable verb in the Continuous Infinitive.

1 **A** Do you know where Ben is?
B I'm not sure. He *may be playing* games on the computer.

2 **A** Where's Birgit?
B She's upstairs. She must _____ to music in her room.
A She's not in her room.
B Try the bathroom. She might _____ a shower.

3 **A** I can't find the thing that changes the TV channel.
B The remote control? Stand up. You could _____ on it.

4 **A** Have you seen the newspaper?
B I think James may _____ it.

5 **A** What's that noise?
B It sounds like an ambulance. It must _____ someone to hospital.

6 **A** Look over there! It's Kate and Alex.
B She can't _____ his hand. She doesn't like him.
A They must _____ out together. I don't believe it!

7 **A** What's happening outside?
B It sounds like workmen. They must _____ up the road outside.
A What for?
B I don't know. They could _____ a broken water pipe.

Modal verbs of probability – past

6 *must have / might have / may have / can't have*

Look at the pictures. Make deductions about what has probably happened. Write sentences.

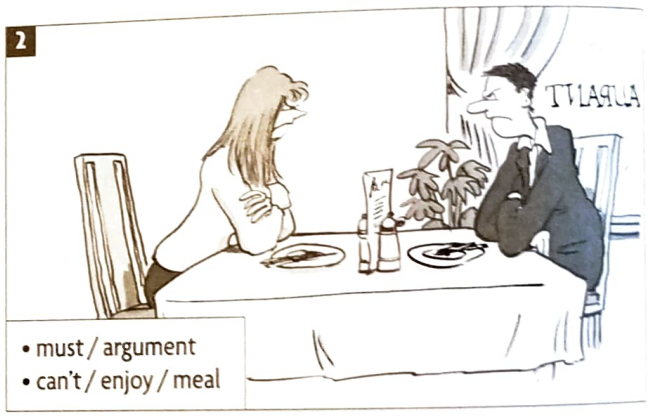
1



- must / accident.
- might / snow-boarding

_____
_____

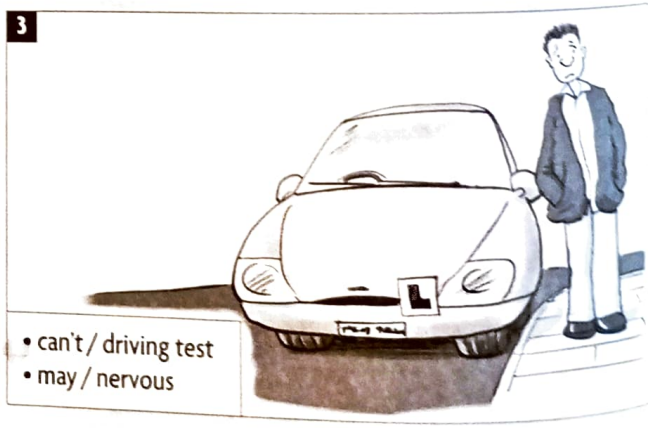
2



- must / argument
- can't / enjoy / meal

_____
_____

3



- can't / driving test
- may / nervous

_____
_____

4



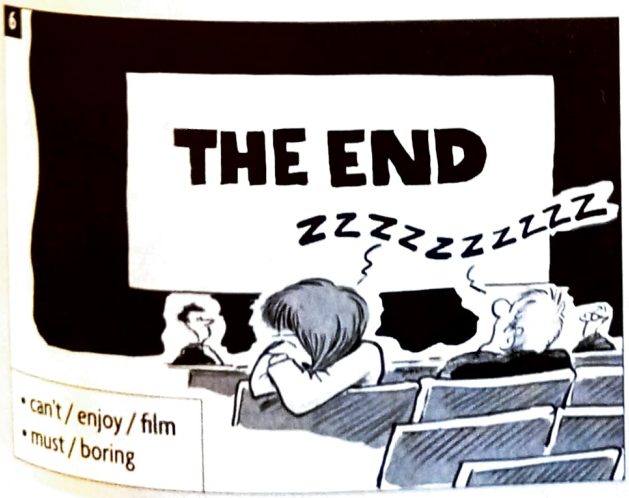
• could / eat / bird
• bird / might / escape

5



• must / miss / plane
• plane / could / delayed

6



• can't / enjoy / film
• must / boring

7



• must / mobile phone
• might / stolen

8



• must / receive / good news
• may / lottery

7 Rewriting sentences

Rewrite these sentences using the modal verb in brackets.

1 I'm sure they've arrived. I can hear a car. (must)
They must have arrived. I can hear a car.

2 I'm sure you didn't work hard for your exams. (can't)

3 Perhaps I left my mobile in the Internet café. (might)

4 He has probably been on a diet. (must)

5 It's possible that they got married in secret. (could)

6 Perhaps he called while we were out. (may)

Tense review

8 It's hard to believe

1 Read the first newspaper article. Answer the questions.

1 How did Jan lose consciousness?
2 How was Gertruda rewarded for her care and love?
3 How had Poland changed when Jan awoke?

2 Here are some sentences about Jan and Gertruda's story. Rewrite them using the words in brackets.

1 It sounds like it was a terrible accident. (must)
It must have been a terrible accident.

2 Perhaps Jan had worked for the railway for many years. (might)
_____

3 Gertruda was probably amazed when he opened his eyes. (must)
_____

4 I think the doctors didn't expect Jan to wake up. (may)
_____

5 I don't think Jan had ever seen a mobile phone before. (can't)
_____

6 I'm sure they are really enjoying life together now. (must)
_____

3 Read the second newspaper article on page 65. Answer the questions.

1 What was Arnie doing when he disappeared?
2 When did the family get Arnie back?
3 What was Arnie like when he returned?

4 Here are some sentences about Arnie's story. Rewrite them using the words in brackets.

1 Perhaps Arnie was stolen by a dog-breeder. (might)
_____

2 Arnie is probably a pedigree dog. (could)
_____

3 I don't think the family expected Arnie to return. (can't)
_____

4 I'm sure the family were surprised to hear from the neighbour. (must)
_____

5 Lucky is possibly a mongrel dog. (may)
_____

6 Arnie was undoubtedly treated very badly. (must)
_____

Man wakes up after being in a coma for 19 years

A man has woken up after being in a coma for 19 years to find that his world had changed beyond all recognition.

Polish railway worker Jan Grzebski lost consciousness nearly 20 years ago after being struck by a train. Last Sunday he opened his eyes to see his devoted wife, Gertruda, looking at him. She had cared for him all through his coma.

She fed and washed him every day and moved him every hour to prevent bedsores. Jan's doctor said, "She has done the job of an entire intensive care team."

Her devotion was rewarded when, at 65 years of age, Jan came out of his coma. But he woke up to an entirely different Poland from the one he remembered.

"When I went into a coma there was only tea and vinegar in the shops," Jan said. "Meat was rationed and there were huge petrol queues everywhere. Now I see people on the streets with mobile phones and there are so many goods in the shops." He is amazed at all he sees, and says "The world is a much prettier place now."

The wife who never gave up on him said she cried and prayed a lot during the long and lonely coma years. She says, "This is my reward for all the care and love."

_____

Arnie the terrier finds his way home after two years



A Tibetan terrier named Arnie, who went missing for nearly two years, has made his way home to his delighted family.

Eleven-year-old Arnie disappeared from the garden of his home in Bantry, County Cork, Ireland, 21 months ago. His owner, Gillian Singleton, believes he was probably stolen for breeding purposes. "One minute he was playing in the garden, the next minute he was gone."

Her children David, 9, and Emily, 6, were very upset. The family immediately began a full-scale search for him, but he was nowhere to be found.

As the months passed they thought Arnie had gone forever. They took in a stray dog, named Lucky, and cared for him.

Then, while the family were on holiday in Portugal, they got a call from a neighbour saying a dog that looked like Arnie was sitting outside their house. It was Arnie, he had returned after nearly two years. The family were delighted but poor Arnie was in bad shape and had lost a lot of weight.

Arnie is now fit and well and has been introduced to Lucky. The two of them are getting on really well.

Vocabulary

9 Word formation – adjectives to nouns

1 Make nouns from the adjectives in the box using the suffixes to complete the chart.

ill	curious	conscious	free	disappointed
lazy	bored	stupid	strong	exciting
long	wise	moody	generous	

illness	-ness
	-ment
	-dom
	-ity
	-th

2 Complete the sentences using the nouns from Exercise 1.

1 Jan regained consciousness after 21 years in a coma but it'll be a long time before he has the s_____ to walk again.

2 He died peacefully after a long i_____.

3 In a democratic country f_____ of speech is very important.

4 Look at the fabulous present Ricardo gave me. I can't believe his g_____!

5 I've measured the height, width and l_____ of the box, and it fits.

6 His advice is always so good. I really appreciate the w_____ of his words.

7 She can't get over the d_____ of not getting that job in the bank, but I can't get over the s_____ of going for the interview in torn jeans.

8 Karen's difficult to live with because of her m_____. You never know if she's going to be cheerful or bad-tempered.

9 Don't keep asking questions. You know what they say: 'c_____ killed the cat.'

10 You say everything's boring and you never want to do anything or go anywhere. Your problem is l_____ not b_____. I want some e_____ in my life!

12

Reported speech • Phrasal verbs in context (2)
Vocabulary – ways of talking
Pronunciation – ways of pronouncing *ou*

Telling it how it is

Reported speech

1 Reported speech to direct speech

TB1 Read the first part of the newspaper article. Look at the lines in *italics*. Write what Christine Small actually says.

1 'Felix belongs to me.'
2 '_____ with my address.'
3 '_____ a breeder in 2005.'
4 '_____ more a member of the family than a pet.'
5 '_____ for days on end.'
6 'When he comes home, he _____.'
7 'Paul Flashman _____.'
8 '_____ of his own.'
9 '_____ dreadfully.'
10 '_____ to get him back.'

2 Direct speech to reported speech

Read the rest of the article. Report the lines in *italics*.

1 Mr Flashman said that Felix didn't belong to Mrs Small.
2 He said that the cat _____ _____.
3 He told reporters that _____ his.
4 He claimed that Mrs Small _____ _____ complete lies.
5 He insisted that Mrs Small _____ _____.
6 He explained that _____ _____.
7 He thought that _____ _____ because she didn't like him.
8 The police said they _____ _____ the situation.

Fighting like cat and dog

Two neighbours are fighting a legal battle over who owns Felix, a seven-year-old male tabby cat.

The row began last month after Felix disappeared from the home of Christine Small, in Barnstaple, North Devon. She said that (1) *Felix belonged to her*, and (2) *he had a collar with her address*. She explained that (3) *she had bought the cat from a breeder in 2005*, and (4) *Felix was 'more a member of the family than a pet'*.

She told the police that (5) *Felix had been disappearing for days on end*, and (6) *when he came home, he was not eating his food*. She claims that her neighbour, (7) *Paul Flashman, was feeding Felix*, because (8) *he had always wanted a cat of his own*. She said that (9) *she missed her cat dreadfully*, and (10) *would do anything to get him back*.



Mrs Small at home with Felix

Mr Flashman said, (1) *'Felix doesn't belong to Mrs Small.* (2) *He's been living wild for years.'* Mr Flashman has lived in the area for twenty years, and is a respected member of the community. He told reporters yesterday (3) *'Felix is mine.* (4) *Mrs Small told the police complete lies.* (5) *She has never loved Felix like I do'*.

He said (6) *'I have always had a good relationship with my other neighbours.* (7) *'I think that Mrs Small is complaining because she doesn't like me.'*

A police spokesman said (8) *'We will investigate the situation and try to resolve it.'*

3 Reporting words and thoughts

1 Report the statements.

1 'I'll miss you very much,' he said to her.
He told her he would miss her very much.

2 'I'm going to Berlin soon.'
She said _____.

3 'This film will be interesting.'
I thought _____.

4 'I can't help you because I have too much to do.'
She said _____.

5 'Daniel has bought the tickets.'
I was told _____.

6 'It's a stupid idea, and it won't work.'
She thought _____.

7 'We had terrible weather on holiday.'
He complained _____.

8 'We've never been to Croatia,' they said to me.
They told _____.

9 'But we want to go some day,' they said.
They added that _____.

2 Report the questions.

1 'What are you doing?'
She asked me what I was doing.

2 'Do you want to go out for a walk?'
She asked me if I wanted to go for a walk.

3 'Why are you crying?' he asked her.
He wondered _____.

4 'Can I borrow your car?'
He asked me _____.

5 'Where have you come from?'
The customs officer asked me _____.

6 'How long are you going to be at the gym?'
She wanted to know _____.

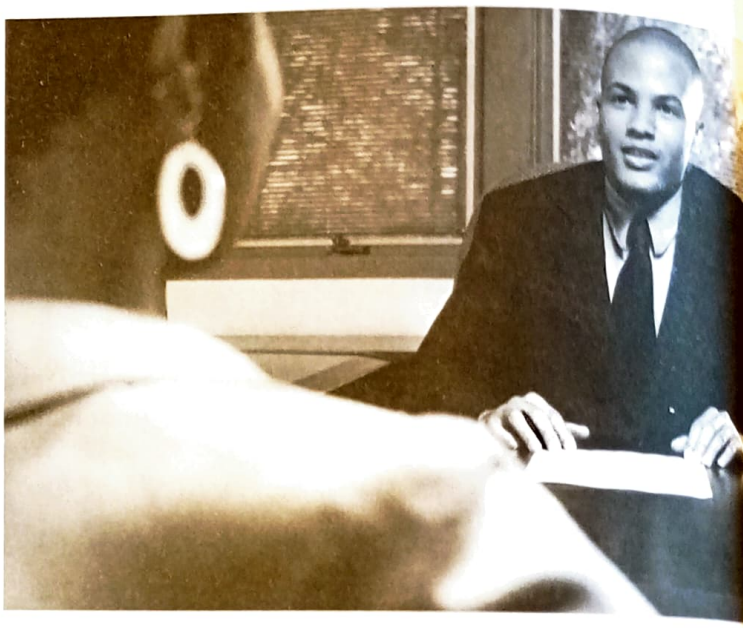
7 'Will you be back early?'
She asked us _____.

8 'When do you have to go to work?'
She asked me _____.

9 'How much does it cost to fly to New York?'
She wanted to know _____.

4 Interview with a bank manager

1 T 12.2 Write the bank manager's questions.



A Come and sit down, Mr Smith. Now, you want to borrow some money. (1) *How much do you want to borrow?*

B Five thousand pounds.

A (2) _____?

B Because I want to buy a car.

A I see. Could you give me some personal details? (3) _____?

B I'm a graphic designer.

A And (4) _____?

B Thirty thousand pounds a year.

A (5) _____?

B Yes, I am. I've been married for six years.

A (6) _____?

B Yes, we've got two children.

A I see you live in a flat. (7) _____?

B We've lived there for three years.

A Well, that seems fine. I don't think there'll be any problems. (8) _____?

B I'd like it as soon as possible, actually.

A All right. Let's see what we can do.

2 Report the bank manager's questions.

1 First she asked Mr Smith how much he wanted to borrow.
2 Then she wanted to know _____
_____.
3 She needed to know _____.
4 He had to tell her _____.
5 Then she asked _____.
6 For some reason, she wanted to know _____
_____.
7 She asked him _____.
8 Finally, she wondered _____.

Reporting verbs

5 Verb + infinitive

Rewrite the sentences in reported speech. Use the verbs in the box.

persuade	order	ask	~~advise~~	tell
encourage	invite	beg	remind	

1 'If I were you, I'd go to Casualty,' he said to me.
He advised me to go to Casualty.
2 'Could you cook dinner?' he asked Sue.
_____
3 'Hand in your homework on Monday,' the teacher told the class.
_____
4 'Don't forget to post the letter,' my wife said to me.
_____
5 'Come over and have dinner with us,' Marta said to Paul.
_____
6 'You must pay a fine of two hundred pounds,' the judge said to Stanley Fox.
_____
7 'Buy the black shoes, not the brown ones,' Flora said. 'They're much, much nicer.'
'OK,' said Emily.
_____
8 'You should sing professionally,' Marco said to Anthony. 'You're really good at it.'
_____
9 'Please, please don't tell my father,' she said to me.
_____

6 *ask* and *tell*

Remember that *ask* can be used to report questions and commands, and *tell* can be used to report statements and commands, but the form is different.

Questions
She asked me where I lived.
She asked me if I wanted a lift.

Statements
He told me he was very unhappy.
He told his wife that he loved her.

Commands
He asked me to turn the music down.
She told him to go away.

Notice the negative command.
They asked me not to tell anyone.
She told her son not to worry.

Rewrite the questions, statements, and commands in reported speech using *ask* or *tell*.

1 'Leave me alone!' she said to him.
She told him to leave her alone.
2 'Please don't go,' he asked her.
_____
3 'I'm going to bed now,' he said to Debra.
_____
4 'How much do you earn, Dad?' asked Jeremy.
_____
5 'Turn to page 34,' the teacher said to the class.
_____
6 'Can you call back later, Miss Fulton?' asked the secretary.
_____
7 'You did very well in the test class,' said the teacher.
_____
8 'Don't run across the road!' the police officer told the children.
_____
9 'Are you going to the concert?' Pam asked Roy.
_____
10 'It's time to get up!' Harry said to his daughters.
_____

Phrasal verbs

Phrasal verbs in context (2)

Complete the conversations with the correct form of phrasal verb from the boxes. The definition in brackets will help you.

1 A break-in

~~break into~~ turn up get by get away go off

A Someone broke into (enter by force) my flat last night.

B Oh, no! What was stolen? Did they _____ (escape) with much?

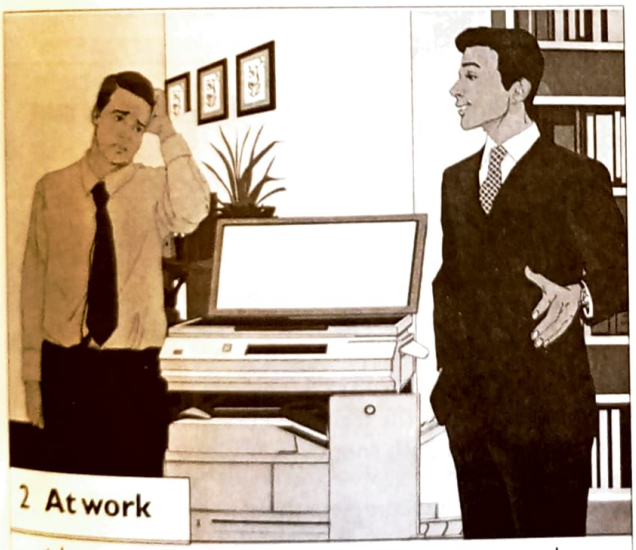
A Television, stereo, and my laptop. I don't know how I'm going to _____ (manage to survive) without my laptop.

B Did anyone see or hear anything?

A The alarm _____ (start ringing), but that didn't stop them.

B Did you call the police?

A Yes. They _____ (arrive) about an hour later, but there was nothing really they could do.



2 At work

take on get on get down end up

A How's your job these days?

B To be honest, it's _____ me _____ (make me unhappy). I'm overworked. James left a few weeks ago, and I've _____ (come to a situation I didn't want) doing his job as well as mine.

A Don't you need more people?

B We _____ (employ) more staff last month, but they're new. We'll just have to see how they _____ (progress).

3 Settling in



pop in do up settle into look forward to

A Are you _____ (become used to living in) your new flat?

B Yes. You must _____ (come for a short time) and visit.

A I'd love to. Is there a lot to do to it?

B Oh, yes. We're _____ it _____ (decorate and repair) room by room, so it's a bit of a mess. I'm _____ (want and wait for something good to happen) the time when it's all finished!

A Be patient! You'll get there.

4 Bad luck

knock down beat up give up go on

A I'm having a lot of bad luck at the moment.

B Why? What's _____ (happen)?

A My sister was _____ (hit by a car) outside her house the other day.

B Oh, no! Is she OK?

A Yes, fortunately. But then my brother was _____ (attack and badly hurt) by someone who tried to mug him. He had to go to hospital.

B How is he now?

A Well, he's _____ (stop doing) his job for the time being. He'll go back to work when he feels better.