

Booklet

Pre-Intermediate Level ESCCP

Course: 17 (Thursdays 15:00 to 17:00)

Student:

Teacher: Ana Laura Ciurca

5

Looking forward

Verb patterns • Future forms • Phrasal verbs • Expressing doubt and certainty

STARTER

Complete these sentences with ideas about you. Tell the class.

- One day I want to ...
- Tonight I'm ...
- Right now, I'd like to ...
- This weekend I'm going to ...

I'D LIKE TO ...

Verb patterns

- 1 Read what the people say. What do they do? What are their problems? What do you think they want to do?
- 2 Work with a partner. Which sentences go with which person.
 - 1 'I'm going to study hard for my exams because I hope to get a well-paid job.' **Abby**
 - 2 'I'd like to leave now and get a job, any job. I want to earn some money.'
 - 3 'I'm thinking of applying for another job with a company in New York.'
 - 4 'Now I like sleeping late and planning holidays on the Internet for me and my wife.'
 - 5 'I'm looking forward to having a good break. We're going to Spain this summer.'
 - 6 'I enjoy looking after the kids, but I'd love to travel, too.'

T5.1 Listen and check. What else does each person say?

3 T5.1 Listen again. Complete the lines. Who says them?

- 1 I'd love to work there for a couple of years.
- 2 I'm planning _____ nothing but read on the beach.
- 3 I _____ owing so much money.
- 4 I get fed up with _____ at home all day. I'm looking forward to _____ back to work.
- 5 I'm pretty good at _____ a computer.
- 6 My mum and dad say that I _____ leave school.

TOM

I'm 16 and I'm fed up with school and exams ...

ABBY

I'm a student in my last year at university. I've got debts of nearly £25,000 ...

KELLY

I'm a paramedic. I love my job but it's very stressful ...

ALISON

I've got three kids under seven and my husband works abroad a lot of the time ...

GRAMMAR SPOT

- Find examples in exercises 2 and 3 of:
verb + infinitive verb + -ing
prepositions *at, of, with* and *to* + -ing
- What's the difference between these sentences?
I like working in New York.
I'd like to work in New York.
- Complete the sentences with the phrase *work in New York*.
Put the verb *work* in the correct form.
I want ... *to work in New York*.
I'd love ...
I enjoy ...
I'm fed up with ...
I hope ...
I'm thinking of ...
I'm looking forward to ...

►► Grammar Reference 5.1 p140 ►► Verb patterns p158

PRACTICE

Discussing grammar

- In these sentences, one or two verbs are correct, but not all three. Work with a partner. Tick (✓) the correct verbs.
 - I ☐ to work in Paris.
a ☒ want b ☐ enjoy c ☒ 'd like
 - We ☐ going to Italy for our holidays.
a ☐ are hoping b ☐ like c ☐ 're thinking of
 - She ☐ leave work early tonight.
a ☐ wants b ☐ 'd like c ☐ can't
 - I ☐ to see you again soon.
a ☐ hope b ☐ 'd like c ☐ 'm looking forward
 - He ☐ playing sports games on the Wii.
a ☐ wants b ☐ 's good at c ☐ enjoys
 - Are you ☐ learning foreign languages?
a ☐ want b ☐ like c ☐ good at
 - We ☐ having a few days off soon.
a ☐ 're going b ☐ 'd love c ☐ 're looking forward to
 - I ☐ doing housework.
a ☐ 'm fed up with b ☐ hate c ☐ don't want

T 5.2 Listen and check.

- Make sentences with the verbs which *weren't* correct in exercise 1. Read them aloud.

T 5.3 Listen and check.

I enjoy working in Paris.

Making questions

- Write the questions.
 - I hope to go to university. (*What/want/study?*)
 - One of my favourite hobbies is cooking. (*What/like/make?*)
 - I'm bored. (*What would/like/do?*)
 - I'm looking forward to the party. (*Who/hoping/see/there?*)
 - We're planning our summer holidays. (*Where/think/go?*)

T 5.4 Listen and check. How do the conversations continue? Practise some of them with a partner.

Talking about you

- Ask and answer the questions with a partner.
 - Where would you like to be right now?
 - Do you like learning English?
 - Would you like to learn any other languages? Which?
 - Would you like to have a break now?

►► **WRITING T 5.5** Writing for talking p109

MARTIN

I work in IT. There's nothing I don't know about computers but I need a change ...

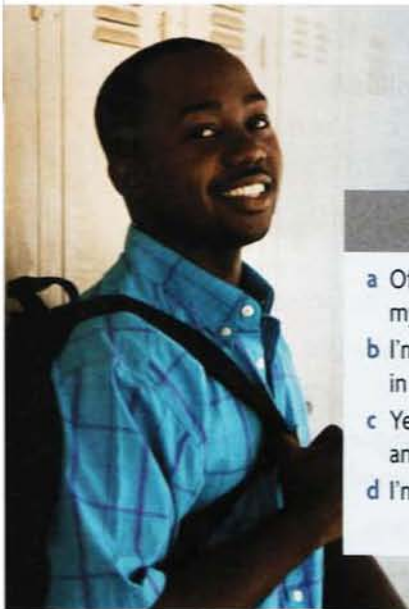
BILL

I'm a retired newsagent and I didn't have a day off for 40 years ...

HAVE YOU GOT ANY PLANS?

will, going to, and Present Continuous for future

- 1 Match questions 1–4 with an answer from Pete and an answer from Debbie.
Who has got definite future plans? Who hasn't?



- 1 What are you doing this evening?
- 2 Are you doing anything interesting this weekend?
- 3 Are you going to have a party for your birthday?
- 4 Where are you going on holiday?

Pete

- a Of course! I'm going to invite all my friends.
- b I'm going surfing for two weeks in Costa Rica.
- c Yes, I am. I'm going to stay with an old school friend.
- d I'm meeting my brother for a drink.

Debbie

- e I haven't thought about it. Maybe I'll just celebrate at home with a few friends.
- f I can't decide. Perhaps I'll go cycling in France.
- g No, I'm not. I'll give you a ring and maybe we can do something together.
- h Nothing much. I think I'll just watch a DVD and order a pizza.



T 5.6 Listen and check.

- 2 Pete is talking to his friend, Ben. Debbie is talking to Ella. Answer the questions.
- 1 Why can't Ben go out with Pete and his brother?
 - 2 Why is Pete going to visit his old school friend?
 - 3 Where's Ben going on holiday?
 - 4 Where's Ella going on holiday?
 - 5 When's Debbie's birthday?
 - 6 Why won't Ella stay late?

Talking about you

- 3 With your partner ask and answer the four questions in exercise 1 about you.

GRAMMAR SPOT

Will, going to and the Present Continuous can all refer to future time.

- 1 **Will** can express an intention decided *at* the time of speaking.
I'll give you a ring.
- 2 **Going to** can express a plan decided *before* the time of speaking.
I'm going to stay with a friend.
- 3 The **Present Continuous** can express an arrangement.
I'm working late this evening.

► Grammar Reference 5.2 p140

PRACTICE

Discussing grammar

- 1 Work with a partner. Choose the correct verb form.
- 1 A Have you decided which university to apply for?
B Oh yes, *I'll* / *I'm going to* apply for Oxford.
 - 2 A I haven't got your mobile number.
B Really? *I'll* / *I'm going to* text it to you right now.
 - 3 A We don't have any fruit in the house.
B *I'll go* / *I'm going* shopping this afternoon.
I'll / *I'm going to* get some apples.
 - 4 A My bag is really heavy.
B Give it to me. *I'll* / *I'm going to* carry it for you.
 - 5 A Tony's back from holiday.
B Is he? *I'll* / *I'm going to* give him a ring.
 - 6 A What *will we have* / *are we having* for supper?
B *I'm going to* / *I'll* make spaghetti bolognese.

T 5.7 Listen, check, and practise. What's the extra line?

What can you say?

- 2 **T 5.8** Close your books. Listen to the first line of six conversations. Respond to each one.

Why are you looking forward to the weekend?

Because I'm going to the theatre ...

- 3 **T 5.9** Listen and compare.

When can we meet?

- 4 Work with a partner. Arrange a time to meet in the next week.
Student A Look at your diary on p151.
Student B Look at your diary on p153.

What are you doing on Monday afternoon?

I'm ...

Will you, won't you?

- 5 Use the words in A and make sentences with *I think ... will ...*. Match them with a line in B.

I think you'll pass your driving test. You won't fail again.



A

- 1 you/pass your driving test
- 2 my team/win
- 3 it/warm today
- 4 I/join a gym
- 5 they/get divorced
- 6 I/go by train

B

- I won't go on a diet.
- You won't fail again.
- You won't need your jumper.
- I won't fly.
- They won't stay together.
- They won't lose this time.

- 6 **T 5.10** Listen and check. What is the extra line?

LISTENING AND SPEAKING

How does it feel to be 20-something?

- 1 Think of someone you know in their twenties. Tell a partner about them.
 name • age • relationship to you • job • interests • ambitions
- 2 The Times newspaper ran an 'iGeneration' poll to find out how it feels to be a 20-something in the 21st century. What is a 20-something?
- 3 **T 5.11** Listen to three 20-somethings, Leo, Elsa, and Dan. Who is happy? Who feels grown-up? Who knows what they want to do in the future?

I still can't believe I'm a grown-up!



Leo 28



Elsa 26



Dan 24

- 4 Complete the questions with the correct name.

- 1 How old is Leo's nephew?
- 2 How much did _____ owe when he left university?
- 3 Why did _____ give up studying law?
- 4 How much does _____ earn as a junior reporter?
- 5 How long did _____ go travelling?
- 6 What question did _____'s nephew ask?

Ask and answer the questions with a partner.

- 5 **T 5.11** Listen again. After each 20-something, answer the questions.

Leo

- 1 Why was he shocked by his nephew's question?
- 2 Why is he happy?
- 3 What's he going to do next year?
- 4 When does he think he'll marry?

Elsa

- 5 Where did she go travelling?
- 6 What is she doing at the moment?
- 7 What question does her father ask?
- 8 How is her life different from her mother's at the same age?

Dan

- 9 Why is he a boomerang kid?
- 10 Does he think that his situation is unusual?
- 11 When does he think he'll marry his girlfriend?
- 12 Why is he fed up?

What do you think?

- When do you think is the best time for children to leave home?
- What are the pros and cons for parents if their children move back home?
- What are the pros and cons for the children?

VOCABULARY AND SPEAKING

Phrasal verbs – literal

Phrasal verbs consist of a verb + adverb/preposition. Some phrasal verbs are literal. Look at these examples.

- I wanted to **move back** home. (move + back)*
*It **took away** all hope for the future. (take + away)*
*She **grew up** in a small village. (grow + up)*

1 Complete the sentences with a word from the box.

out at down on back off

- Come in and **take** _____ your coat!
 - Put** _____ something warm. It's cold today.
 - There's some ice-cream in the freezer. Can you **get** it _____?
 - If you don't feel well, go and **lie** _____.
 - Look** _____ the countryside. Isn't it beautiful?
 - I'll lend you £20. **Pay** me _____ when you can.
- 2 Work with a partner. Take turns to mime one of these phrasal verbs. Can you guess what your partner is doing?



3 Complete the sentences with a phrasal verb from exercise 2. Read them aloud.

- I'm _____ my glasses. I can't find them anywhere.
- I like these jeans. Can I _____ them _____?
- Those jeans look great. _____ so I can see the back!
- Don't drop litter on the floor! _____ it _____!
- Don't _____ that newspaper. I want to read it.
- Why are all these lights on? _____ them _____.

Phrasal verbs – idiomatic

Some phrasal verbs are idiomatic.

- I **gave up** my job because I was bored. (= stopped)*
*She **picked up** English from the children. (= learnt bit by bit)*
*The plane **took off** late. (= left the ground)*

4 Match the phrases with the pictures.

look up a word look after a baby run out of milk
 fall out with someone get on well with somebody



5 Complete the sentences with a phrasal verb from exercise 4. Read them aloud.

- 'What does this word mean?' 'I don't know. I'll _____ it _____.'
- My boss is a great guy. I _____ very well _____ him.
- Leave little Emma with me. I'll _____ her while you're out.
- It was a terrible journey – traffic jams all the way, and we nearly _____ petrol.
- I feel miserable because I _____ my best friend at the weekend.

Talking about you

Complete the sentences with one of the phrasal verbs on this page in the correct form.

- Where did you _____? Do you still live in the same house?
- How do you _____ your parents?
- Do you ever _____ your friends and stop speaking to them?
- Would you like to be a doctor or nurse and _____ people?
- Are you good at _____ foreign languages?
- Do you _____ lots of words in your dictionary?

T 5.13 Listen and check. Ask and answer the questions about you with a partner.

EVERYDAY ENGLISH

Expressing doubt and certainty



- 1 Read the questions and the possible answers. Which are ...?

• 100% certain • 75% certain • 50% certain

- 1 Q Do you think Tom will pass his exams?

A – Of course he will.
– He might do.
– Mmm ... maybe.
– I doubt it.
– No chance.

- 2 Q Does Martin earn a lot of money?

A – Yes, absolutely.
– I think so.
– Mmm ... I'm not sure.
– I don't think so.
– Definitely not.

- 3 Q Are England going to win the World Cup?

A – Definitely!
– Perhaps.
– They might do.
– Anything's possible.
– Not a chance.

- 2 T 5.14 Listen to the conversations. Underline the answers the two people give. Do they agree with each other?

- 3 T 5.14 Listen again. Pay attention to the stress and intonation. Practise in groups of three. Choose your own replies.

- 4 Complete these conversations with a word or phrase from exercise 1.

- 1 A Kelly's job is really stressful, isn't it?

B _____. She's a paramedic.

A Is she having a holiday soon?

B I _____ so. She says she _____ go to Spain.

- 2 A Isn't it Rob's birthday next week?

B Yes, _____. It's on the 21st.

A So he's a Capricorn.

B No, I _____. I think he's an Aquarius.

- 3 A Do you think Anita and Paul are in love?

B _____. They're going to get married next June in Hawaii.

A Hawaii! Are you going to the wedding?

B _____. I can't afford it.

T 5.15 Listen and compare.

- 5 Work in groups. Ask everyone in the group for their opinion.

- 1 Did Leo Tolstoy write *War and Peace*?
- 2 Is Nicole Kidman American?
- 3 Was Sherlock Holmes a real person?
- 4 Is the population of China more than 2 billion?
- 5 Do some vegetarians eat fish?
- 6 Is the weather going to be nice next weekend?
- 7 Are you going to be rich and famous one day?
- 8 Is your school the best in town?

T 5.16 Listen and compare.

7

Living history

Present Perfect • *for and since* • *ever and never*
Word formation • *Agree with me!*

STARTER

What's the Past Simple and the past participle of these verbs?
Which are regular? Which irregular?

live	have	be	give	go	eat
know	meet	move	work	write	

A HOUSE WITH HISTORY

Present Perfect, *for and since*

1 **T71** Look at the pictures. Listen and read about John.
Answer the questions.

- | | |
|-----------------------|-------------------------------|
| 1 Where does he live? | 3 Where did he meet his wife? |
| 2 What's his job? | 4 Does he have any children? |

2 Read about John's flat. Why is it famous? Who lived there?
When? What tense are the verbs in **bold**? Why?

3 Work with a partner. Read the questions.
Are they about **John (J)** or **Karl Marx (KM)**?

- | | |
|--------------------------------------|----------|
| 1 How long has he lived in the flat? | J |
| 2 How long did he live in the flat? | _____ |
| 3 Where does he work? | _____ |
| 4 How long has he worked there? | _____ |
| 5 What was his job in London? | _____ |
| 6 Which newspaper did he write for? | _____ |
| 7 How long has he been married? | _____ |
| 8 How long was he married? | _____ |

John

"Hi! I'm John. I live in London. I have a flat in Dean Street, Soho. **I've lived** here for three years. I'm a press photographer. **I've worked** for *The London Gazette* since 2010. My wife's name is Fay. **We've been** married for two years. We met at university. Fay's a receptionist at the Ritz Hotel. I get around town on a motorbike. **I've had** it since I was 25. Fay goes by bus. We don't have any children yet."

John's flat today

- 4 Ask and answer the questions in exercise 3 with your partner.

T 7.2 Listen and check. Practise again.

GRAMMAR SPOT

- 1 What are the tenses in these sentences?

Why are they used?

Karl Marx **lived** there for five years.

John **has lived** there for three years.

Find more examples in the texts.

- 2 How do we form the Present Perfect?

- 3 Look at the examples. When do we use *for*?

When do we use *since*?

for three years/two hours/a long time

since six o'clock/Monday/2009/July

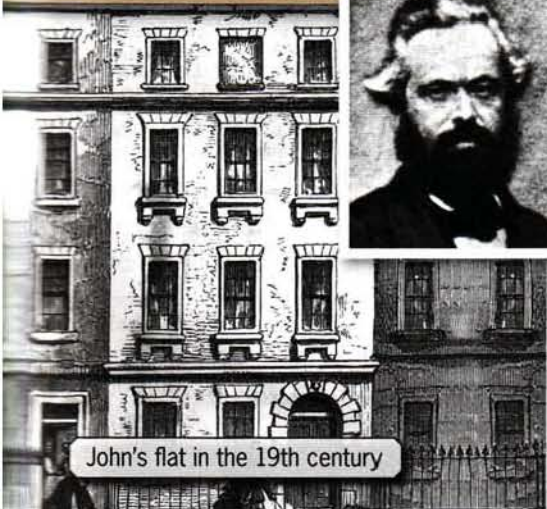
► Grammar Reference 7.1 p141

- 5 Read the texts again. What differences and similarities are there between John and Karl Marx?



John's flat

John's flat is famous. Karl Marx, the German philosopher and historian, **lived** there for five years in the 19th century. He **moved** to London in 1849 and **worked** as a foreign correspondent for an American newspaper. He **wrote** for *The New York Daily Tribune*. He **was** married to Jenny von Westphalen for 38 years. They **had** seven children.



John's flat in the 19th century

PRACTICE

for or since?

- 1 Complete the time expressions with *for* or *since*.

_____ half an hour

_____ a long time

_____ October

_____ 2001

_____ ten o'clock

_____ last Tuesday

_____ I was 14

_____ three months

_____ a couple of weeks

- 2 Match the lines in A and B with a sentence in C. There is more than one possible answer. Read them aloud to a partner.

A

- 1 I've known John
- 2 I last went to the cinema
- 3 I've had this watch
- 4 I lived in New York
- 5 I've lived in this house
- 6 We last had a holiday
- 7 I haven't seen you
- 8 We haven't had a break

B

- from 2005 to 2007.
- for over an hour.
- two weeks ago.
- since 2008.
- since I was a child.
- for ages.
- for three years.
- two years ago.

C

- We went to Spain.
- We met at university.
- I really need a coffee.
- My Grandpa gave it to me.
- I had a great time there.
- What have you been up to?
- The film was really boring.
- It's got a beautiful garden.

T 7.3 Listen, compare, and practise. Make similar sentences about you.

Asking questions

- 3 Complete the conversations. What tense is used in each question?

A Where do you live, Susan?

B In a flat near the town centre.

A How long _____ there?

B For three years.

A Why _____ move there?

B Because we wanted to be in a nicer area.

T 7.4 Listen and check. Practise the conversation with a partner.

- 4 With your partner, make more conversations using these prompts.

1

- A What ... do?
- B I work ...
- A How long ...?
- B For ...
- A What ... do before that?
- B I worked ...

2

- A ... know Dave Brown?
- B Yes, I ...
- A How long ...?
- B For ...
- A Where ... meet him?
- B We ...

T 7.5 Listen and compare.

- 5 Work with a partner. Ask and answer questions with *How long ...?* Then ask for more information.

How long have you lived/worked/had/known ...?

Where did you ...? What ...? Why ...?

AN ARCHAEOLOGIST

Present Perfect – *ever* and *never*

1 Look at the photos of Frieda Hoffmann and read the introduction. What's her nationality? Which countries has she been to? What are her passions?

2 Read the interview with Frieda and write the questions on the correct line.

Have you always been interested ...?

When did you first go abroad?

Why did you move there?

Have you ever discovered anything?

How many times have you been to Egypt?

Which countries have you been to?

How many books have you written?

... have you ever been in any dangerous situations?

How did you travel?

T 7.6 Listen and check.

3 Work with a partner. Ask and answer questions about Frieda.

- Which countries ... been to?

Which countries has she been to?

She's been to Egypt, Algeria, Kenya, South Africa, China, ...

- ... ever / South America?
- When / move / England?
- Where / her father get a job?
- When / see / the Tutankhamun Exhibition?
- How many times / to Egypt?
- How many books ...?

GRAMMAR SPOT

1 What are the tenses in these sentences?

You've **travelled** a lot in your lifetime.

Which countries **have** you **been** to?

When I **was** six, my family **moved** to England.

Which tense refers to a definite time in the past?

Which tense refers to an experience some time in your life?

2 The adverbs *ever* and *never* are often used with the Present Perfect.

Have you **ever** been in danger?

I've **never** been to South America.

► Grammar Reference 7.2 p142



Frieda Hoffmann –
archaeologist and writer

Frieda Hoffmann was born in Germany, but she has lived most of her life abroad. She has a passion for history and ancient civilizations. Her greatest love is Africa, and she has written several books about ancient Egypt.



Driving in South Africa



Walking the Great Wall of China



Crossing the Sahara, Algeria



The River Nile, Kenya



Archaeological site, Egypt

I Frieda, you've travelled a lot in your lifetime.

¹ Which countries have you been to?

F Well, I've been to a lot of countries in Africa and Asia, but I've never been to South America.

I ² When did you first go abroad?

F When I was six, my family moved to England.

I ³ ?

F Because my father got a job as Professor of History at Cambridge University.

I ⁴ ? in archaeology?

F Yes, I have. When I was ten, there was an exhibition of Tutankhamun, the Egyptian king, in London. My father took me to see it, and I was fascinated! After that I knew that I wanted to go to Egypt and be an archaeologist.

I ⁵ ?

F Twenty times at least! I go as often as I can.

I ⁶ ?

F Yes, I've made some very important discoveries. I was the leader of a team that discovered some ancient tombs near Cairo.

I You've written books about Egypt, haven't you?

⁷ ?

F I've written three about the pharaohs. And I've written a book about a journey I made from Cairo to Cape Town.

I ⁸ ? By train? By car?

F In a Land Rover, of course!

I In all your travels, ⁹ ?

F Oh, goodness, yes! I've often been in danger. But in situations like that you learn so much about yourself.

PRACTICE

Present Perfect or Past Simple?

- 1 **T7.7** Listen and complete some lines from an interview with Frieda.

- Do you go back to Germany much?
"No, I don't. I _____ back a few times, but I've _____ there again."
- What _____ you _____ at university?
"I _____ Ancient History at Cambridge."
- _____ you _____ an ordinary job?
"Of course I _____! I _____ all sorts of things! After university I _____ any money."
So what _____ you _____?
"I _____ in a restaurant! I _____ it!"
- What's the most dangerous situation you _____ in?
"Well, I _____ a very bad car crash in Cairo. I _____ seriously injured, and _____ several bones."

What extra information did you hear? With a partner, practise the questions and answers.

- 2 Ask and answer more questions about Frieda. When did she do these things?

Has she ever ...

Yes, she has.

When did she do that?

- ... cross/the Sahara? (in her early thirties)
- ... walk/the Great Wall of China? (in 1995)
- ... travel/up the Nile? (a student)
- ... work/in a restaurant? (left university)

Talking about you

- 3 Choose one of the questions in the box. Stand up and ask everyone in the class.

Have you ever ...?

done anything dangerous?	slept in a tent?
broken your arm or your leg?	worked in a restaurant?
lost something important?	been to hospital?
been to Africa?	written a story?

When you find someone who says Yes, ask more questions.

Have you ever done anything dangerous?

Yes, I have.

What / When / How / Why ...?

VOCABULARY AND PRONUNCIATION

Word endings and word stress

- 1 What are the endings of the nouns in *italics*?

Karl Marx was a *philosopher*, *historian*, and an *economist*.

- 2 Use these endings to make jobs from words in the box.

-er -or -ist -ian -ant

'photograph	re'ception	'science	farm	art
'politics	'music	ac'count	'decorate	act
in'terpret	'library	e'lectric	law	

- T7.8** Listen, check, and repeat the jobs. Pay attention to changes in word stress.

- 3 Suffixes show the part of speech. Look at the suffixes in the box and complete the chart.

nouns	-tion -sion -ment -ness -ence/-ance -ility
adjectives	-y -ly -ous -ful -less -al

Noun	Verb	Noun	Adjective
_____	com'pete	fame	_____
_____	ex'plain	_____	'different
be'haviour	_____	'critic	_____
_____	in'vite	_____	am'bitious
'visitor	_____	suc'cess	_____
'student	_____	help	_____
_____	de'cide	_____	kind
dis'cussion	_____	friend	_____
_____	em'ploy	'danger	_____
_____	in'herit	health	_____
col'lection	_____	_____	res'ponsible

Word stress

- 4 **T7.9** Listen and repeat the words. Where is the stress?

Two-syllabled nouns and adjectives

nouns	danger kindness critic artist difference
adjectives	dangerous healthy friendly famous different

Two-syllabled verbs

invite explain discuss employ decide compete
--

Nouns ending in -tion and -sion

invitation explanation competition ambition decision
--

EVERYDAY ENGLISH

Agree with me!

- 1 **T 7.12** Read and listen to the sentences.
Does the intonation go up or down at the end?

The underlined words are question tags.

They aren't the same as questions.

When we use these tags, they mean ... *I want you to agree with me.*

It's really wonderful, isn't it?

You come from Scotland, don't you?

Life wasn't easy then, was it?

You've lived in England for years, haven't you?

- 2 **T 7.13** Read these conversations. How are the question tags formed?
Listen and note the intonation. Practise with a partner after each one.

- 1 A It's a lovely day, isn't it?
B Yes, it is! Beautiful!
A We all love days like this, don't we?
B We certainly do!

- 3 A We had such a good holiday, didn't we?
B We did. We had a great time.
A And it wasn't too expensive, was it?
B No, it wasn't. It wasn't expensive at all.

- 2 A Mummy! Our cat isn't very big, is she?
B No, she isn't. She's just a kitten.
A And she loves fish, doesn't she?
B She does! It's her favourite food.

- 4 A The baby looks just like her mother, doesn't she?
B Uh huh. Same blue eyes, same nose.
A But she's got her father's blonde hair, hasn't she?
B Yes, she's very fair.

- 3 Complete the sentences with a question tag.

- 1 It was a great party last night, _____?
2 Dave knows everything about computers, _____?
3 You went to school with my brother, _____?
4 Learning a language isn't easy, _____?
5 Our English has improved a lot, _____?
6 We haven't had a break for ages, _____?

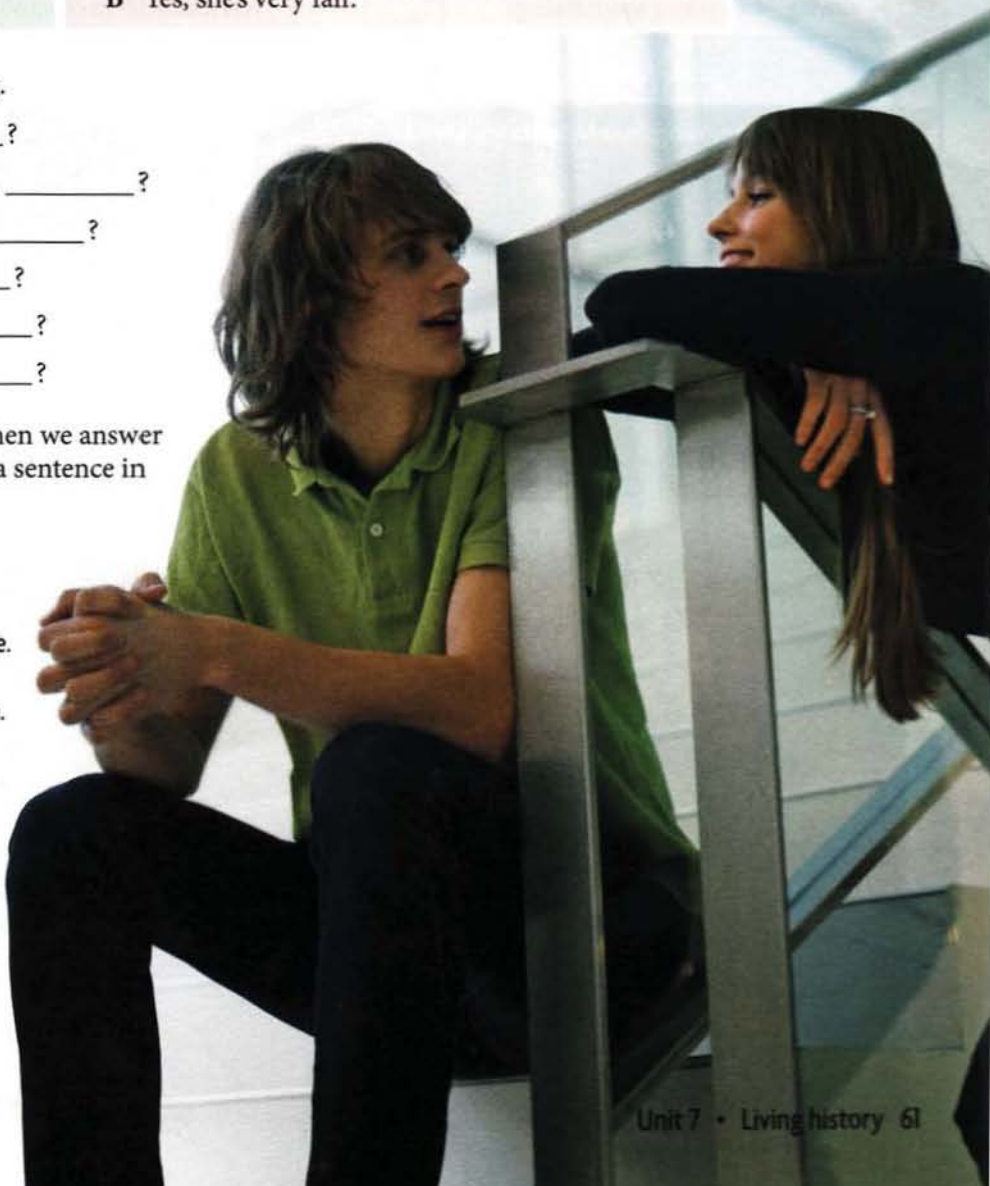
- 4 We need to say more than just *Yes* or *No* when we answer these questions. Match these answers with a sentence in exercise 3.

- a Yes, I did. We were really good friends.
b Yes, it was. I really enjoyed it.
c No, we haven't. It's time for one right now.
d No, it isn't. It needs a lot of practice and patience.
e Yes, it has. We're all much better now.
f Yes, he does. He can fix them *and* program them.

T 7.14 Listen and check. Practise the conversations with your partner.

- 5 With your partner look at p156.
Choose two of the conversations and decide where question tags can be added.
Act them to the class.

T 7.15 Listen and compare.



8

Girls and boys

have to/don't have to • should/must • Things to wear • At the doctor's

STARTER

Which of these things do you think boys do better than girls, and vice versa?

I think boys are better at ... than girls.

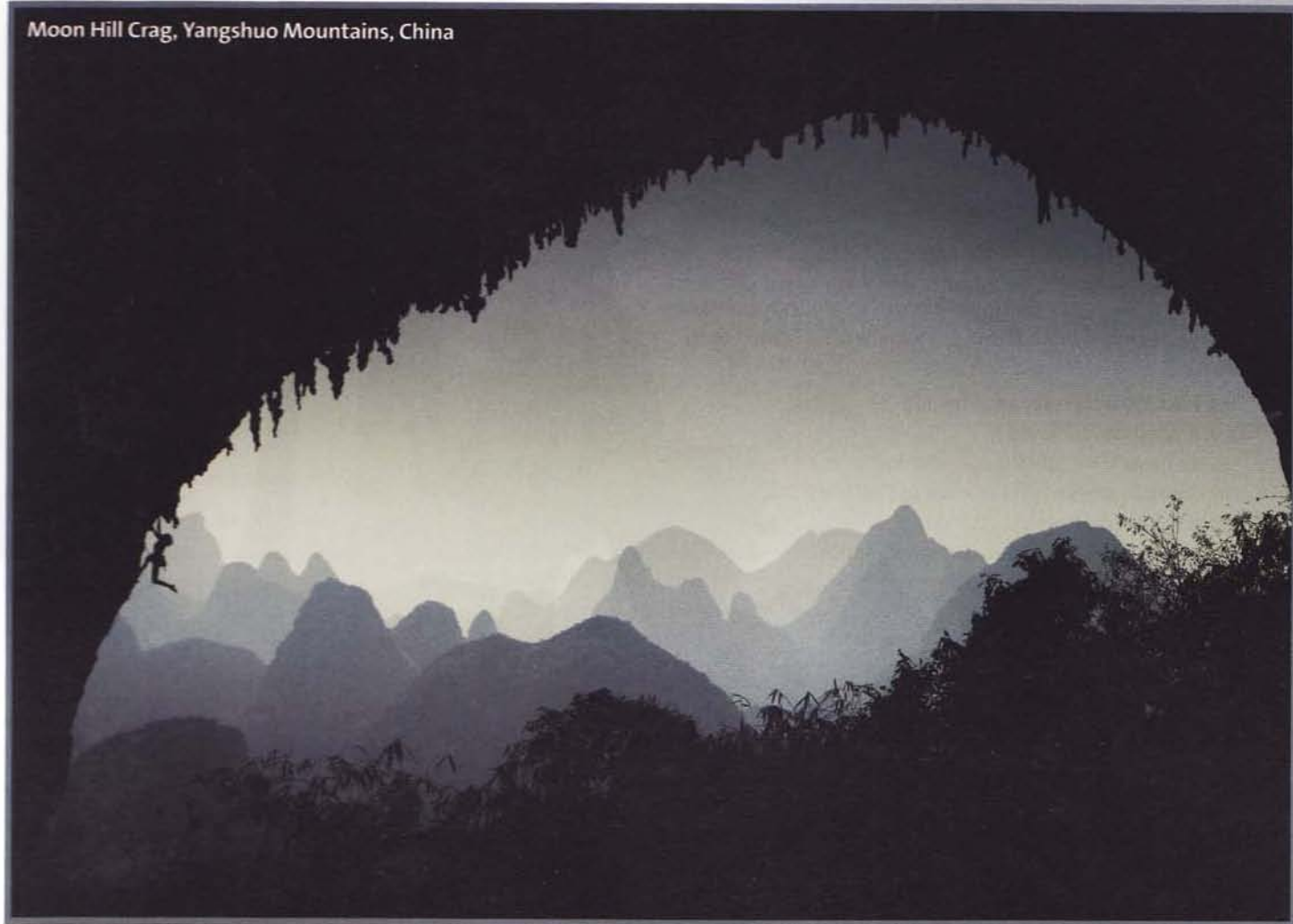
- cooking
- maths
- sports
- driving
- making conversation
- learning foreign languages
- playing computer games
- talking about feelings

YOU HAVE TO CLING ON!

have to/don't have to

- 1 Look at the photo. Can you find a tiny figure? Is it a man or a woman? What's happening?
- 2 **T 8.1** The tiny figure is **Tilly Parkins** from Sydney, Australia. She's one of the world's greatest climbers. Listen to the interview and answer the questions.
 - Where does Tilly train in the week?
 - What's her job?
 - Was it difficult to climb Moon Hill Crag?
 - Who is Adam Pretty?
 - Why does Tilly go rock climbing?

Moon Hill Crag, Yangshuo Mountains, China



- 3 Work with a partner. Complete the lines from the interview with words in the box.

have to don't have to do you have to had to didn't have to can't

- 1 'I'm sure you have to be very fit and strong to go climbing.'
- 2 'How often _____ train?'
- 3 'I _____ train every day, just two or three times a week, that's enough.'
- 4 'Sometimes I _____ work at the hospital at the weekend.'
- 5 'I _____ climb very early in the morning.'
- 6 'You _____ climb later in the day, it's too hot.'
- 7 'He _____ climb with me. He took the photo from a nearby tourist spot.'



T 8.1 Listen again and check.

- 4 Complete the questions and answers about Tilly.

- 1 'How often does she have to _____?'
'Two or three times a week.'
- 2 _____ she _____ work at weekends?'
'Yes, she does sometimes.'
- 3 'Why _____ she _____ climb Moon Hill Crag just after dawn?'
'Because later it gets too hot and you _____ climb in the heat.'
- 4 _____ Adam have to _____ the rock?'
'No, he _____. He took the photo from a tourist spot.'

T 8.2 Listen and check. Practise the questions and answers with your partner.

GRAMMAR SPOT

- 1 *have to* + infinitive expresses obligation.
She **has to** train hard.
Do you **have to** work at weekends?
- 2 Write the question, negative, and past tense of *have to*.
_____ you _____ work late in your job?
No, I _____ work late usually.
But I _____ work late yesterday.
- 3 Write *have to*, *don't have to*, *can*, or *can't*.
possible can not possible _____
necessary _____ not necessary _____

► Grammar Reference 8.1–8.2 p142

PRACTICE

Pronunciation

- 1 **T 8.3** Listen to these sentences. What are the different pronunciations of *have/has/had*?

- 1 I have /hæv/ a good job.
I have /hæf/ to work hard.
- 2 He has /hæz/ a nice camera.
She has /hæs/ to train a lot.
- 3 We had /hæd/ a good time.
We had /hæt/ to get up early.

T 8.3 Listen again and repeat.

Talking about sports

- 2 Work with a partner. Choose a sport from the box, but don't tell your partner. Ask and answer *Yes/No* questions to find out what it is. Use these questions to help you.

sailing
golf
squash
baseball
surfing
athletics
swimming
boxing
car racing
football
tennis
gymnastics
cycling
skiing
skydiving

Do you ...?

- do it inside/outside
- play it with a ball
- play in a team
- do it on water

Do you have to ...?

- wear special clothes
- use special equipment
- train hard for it
- be very strong
- run fast
- have a special place to do it

Can you ...?

- do it anywhere
- do it with friends
- do it on your own
- earn a lot of money



Do you have to wear special clothes?

Yes, you do.

Can you ...?

- 3 Which sports do both boys and girls do?
Are there any sports where girls and boys compete against each other?
- 4 Which sports do you do?
Describe one to a partner.
Use the ideas in exercise 2.



WHAT'S YOUR ADVICE?

should/must

- 1 Do you ever read problem pages in newspapers? What sort of things do people ask about?
- 2 Work with a partner. Read the problems in *Dear Annie*. Explain the headings. What advice would you give?
- 3 Read *Advice from Annie*. Match her advice with a problem. Write in the names.

GRAMMAR SPOT

- 1 Look at these sentences. Which sentence expresses stronger advice?

He **must** get professional help.
You **should** show him this letter.

- 2 *Should* and *must* are modal verbs. Read the examples.

What **should** I do?
You **shouldn't** worry about this.
He **must** get help.

- How do we make the question and negative?
- Do we add -s with *he/she/it*?

►► Grammar Reference 8.3–8.4 p143

- 4 Complete the sentences using the words in the box. Who is the advice to?

shouldn't should must don't think you should

- 1 You _____ explain how you feel to your coach and your mother. However, in the end, the decision is yours and yours alone. You _____ decide your own future.

- 2 Tell him firmly that he _____ change his ways or he'll lose his wife and family. Talk to all your friends and family about the problem – you _____ suffer alone.

- 3 You _____ write your speech down but I _____ read it aloud to the group. Just make notes to help you remember it. For more help, you _____ visit speechtips.com.

- 4 You _____ talk to your parents about how you feel. And you _____ feel jealous of your brother! He's older than you, that's all!

T 8.4 Listen and check.

Problems

Dear Annie!

annie@problemforum.com



1 No time for fun!

I'm 14 and I do gymnastics. I have to train 30 hours a week because my mum and my coach want me to try for the next Olympics. I like gymnastics but I have no time for anything else in my life. My school friends tell me that I am missing all the fun. What should I do? **Tracy**

2 I've lost my husband to a game

My husband started playing online computer games last year. Since then he has lost all interest in everything else, even me and our baby. He starts playing as soon as he gets up, and begins again when he gets back from work. He gets angry if I talk to him about it. What should I do? **Paula**

3 I get so nervous

I'm in the army, and in my job I have to give talks to large groups of people. The last time was a disaster because I was so nervous. My hands shook and I spoke too fast. How can I control my nerves? What should I do? **Mark**

4 I hate him!

I'm 11 and my brother is 15. I think my mum and dad love him more than me. They've just bought him the best computer – they say he has to have it for his exams. I don't even have my own mobile phone, AND I have to wear all his old clothes! **Billy**

Advice from Annie!

- a Dear _____**
Good preparation is the answer. You must prepare well and practise a lot. The first 30 seconds are the most important. You should begin with a personal story. It will relax you and the audience.

- b Dear _____**
More and more people worldwide have become addicted to this. He must get professional help, but this is difficult because he won't accept that he has a problem. I think you should show him this letter, and visit the website olganon.org.

- c Dear _____**
These feelings are very common between brothers and sisters. I'm sure your parents love you and your brother just the same, so you shouldn't worry about this. When you're older, you'll get your own phone – and your own clothes!

- d Dear _____**
The fact is, that to get to the top in sport you have to train very hard indeed. You should talk to someone else about your doubts. I don't think you should listen to just your friends.

PRACTICE

Giving advice

- 1 Work in small groups. Give advice to people with these problems.

1 I can't sleep at night.

You must do more exercise.

You shouldn't drink so much coffee.

2 I don't like my brother's new girlfriend.

3 I've got an important exam tomorrow, and I'm really nervous.

4 A boy in my class is bullying me.

5 I'm hopeless at all sports.

6 I fell over and I think I've twisted my ankle.

7 My computer's behaving very strangely.

8 My car's making a funny noise.

T 8.5 Listen and compare your answers.

What do you think?

- 2 Make sentences from the chart to express your opinion.

If you want to ...

... learn English,
... be successful,
... keep fit,

you have to
you don't have to
you should
you shouldn't
you must

... work hard.
... do some sport.
... learn the grammar.
... go to university.
... buy a dictionary.
... smoke.
... translate every word.

Tell a partner.

►► **WRITING** Letters and emails p112

LISTENING AND SPEAKING

Heptathlon champion

- 1 The word *Heptathlon* comes from the Greek *hepta* (seven) and *athlon* (contest). It is an athletic competition where there are seven events over two days. These are ...

- 100 m hurdles
- 800 metres
- high jump
- shot put
- 200 metres
- long jump
- javelin throw

Match the events with the pictures.



Jessica Ennis –

Britain's first world heptathlon champion!

- 2 **T 8.6** Listen to an interview with Jessica Ennis. She is Britain's first women's heptathlon champion. Underline the correct answer.

- 1 The World Athletic Championships were in *Brighton* / *Berlin* / *Brussels*.
- 2 Jessica missed the Olympics because she injured her *ankle* / *knee* / *wrist*.
- 3 She had to work with physiotherapists for *five* / *nine* / *ten* months to recover.
- 4 Her mum works for a *chemist's* / *a charity* / *a painter*.
- 5 Jessica's coach says that she must be more *patient* / *determined* / *aggressive*.
- 6 He told her that she shouldn't *eat chocolate* / *get a dog* / *see her boyfriend*.
- 7 Her boyfriend is *always* / *sometimes* / *never* with her when she competes.
- 8 She keeps her *gold medal* / *dog* / *javelin* by her bed.

- 3 **T 8.6** Listen again. Answer the questions.

- 1 Why did Jessica miss the Olympics in China?
- 2 Why does her mum have to have a lot of patience?
- 3 What nationality is her dad? What does he do?
- 4 What do Jessica and her coach fight about?
- 5 What are Jessica's interests other than athletics?
- 6 Which sports does she have to improve?

What do you think?

Work in groups. Think of some successful people. What do they do? How and why did they become successful? Tell the class.

READING AND SPEAKING

Families with all boys or all girls

- 1 Do a class survey. Which girls have sisters and no brothers? Which boys have brothers and no sisters? How does this affect their family?
- 2 Look at the adjectives in the box. Which do you think usually describe boys, and which girls? Use your dictionary if necessary.

sporty	gentle	boisterous	loud	quiet
chatty	untidy	competitive	sensitive	polite

- 3 Read the introduction to *Sons and Daughters*. What was the aim of the TV programme? Who were the two families? What did they have to do?
- 4 Work in two groups. Answer the questions.

Group A Read about the Cafearo family and the swap.

Group B Read about the Tibbett family and the swap.

THE FAMILY

- 1 What jobs do the parents do?
- 2 How long have they been married?
- 3 Why did they want a big family?
- 4 Why are the husbands happy with their families?
- 5 How do the children behave? Do they get on well?

THE SWAP

- 6 What were the parents' first impressions when they swapped families?
 - 7 What differences did they find?
 - 8 Do they think boys or girls are harder to bring up?
- 5 Find a partner from the other group. Go through the questions together and compare your families.

What do you think?

- What are the pros and cons of all-girl or all-boy families?
- What is the ideal family? How many children is the ideal? Why?
- Are/Were there many house rules in your family? What do/did you have to do? Write a list of house rules for the ideal family.

Listening – Brothers and sisters

- 6 **T8.7** Listen to three people talking about their families. After each one answer these questions. Who do you think is the happiest?
 - 1 How many brothers and sisters do they have?
 - 2 Where do they come in the family? First? Second? etc.
 - 3 What do they like about their situation?
 - 4 What don't they like?
 - 5 Do they think their parents have a favourite child?
 - 6 How many children do they want?

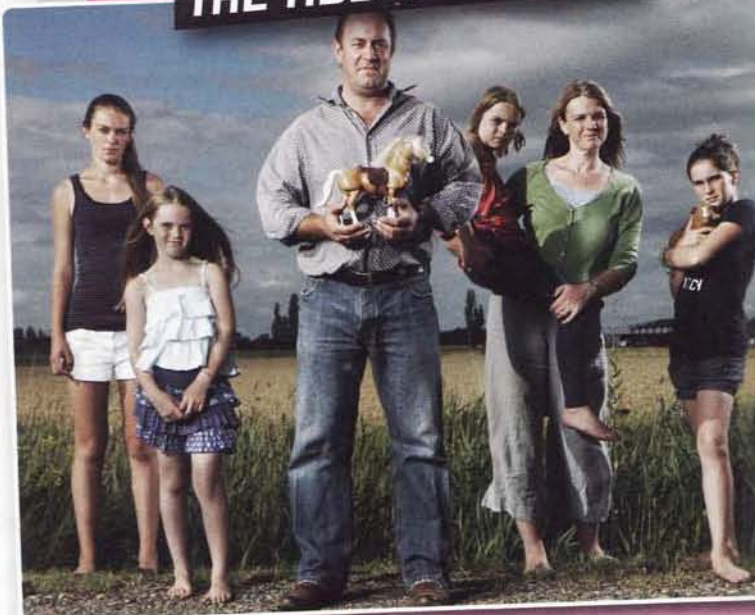


SONS

THE CAFEARO FAMILY



THE TIBBETT FAMILY



AND DAUGHTERS

Is an all-boy family very different from having an all-girl family? What is it like to be totally outnumbered by the opposite sex in your own home? To find the answer, TV's Channel 4 asked **Marianne and Jon Tibbett**, the parents of four daughters to swap homes with **Karen and Steve Cafearo**, who have four sons.



Karen talks about her family

Karen Cafearo, 43, lives with husband, Steve, 49, a manager at Jaguar Cars, and their sons Francis (17), Alex (15), Joseph (11), and Samuel (9). Karen is an accountant. She says:

'I married Steve when I was 21. I'm the oldest of four children and I always wanted a big family. Also, I wanted a son for Steve, he's very sporty, loves his football, so he's delighted to have four sons. The boys love kicking balls and racing around on their bikes. They don't see danger. Steve says I mustn't worry. He says boys will be boys. Sometimes I feel left out of all their sport, but I'm pleased that I don't have to watch football in the pouring rain. The boys see everything in black and white. I should learn not to ask them about their lives and feelings. 'Dunno' is their usual answer. I have often wondered what a family of girls would be like.'



THE SWAP

Karen and Steve Cafearo go to the TIBBETT HOME

When Karen and Steve arrived at the Tibbett family home, she had to laugh. There were piles of pink ballet shoes and riding boots all over the floor. Karen says:

'The four girls are as passionate about dancing and horse-riding as my boys are about football and rugby, but I was shocked by the mess. I have strict rules for my boys. They can't wear their shoes upstairs and they have to tidy their rooms. The girls were so excited to see us, they wanted to chat and ask us questions. It was fantastic, but exhausting. They came to help me cook in the kitchen, they didn't want to play in the garden. I think girls need more attention than boys. Another shock for me was how nice the girls were to each other. The boys love each other but they fight and fall out endlessly.

The thing I loved most was shopping with the girls. We had great fun. I miss that with boys. Poor Steve had to carry the bags. I saw a big change in him. With girls he was so sensitive and gentle.

I loved the chats with the girls, but I also like my own space. I think girls are harder work.'



Marianne talks about her family

Marianne Tibbett, 38, lives with husband, Jon, 45, and their daughters Annabelle (14), Francesca (11), Genevieve (9), and Catherine (8). They run a haulage business together. Marianne says:

'Jon and I met and married within sixteen months. He was 29. People often ask us if we have so many children because we were trying for a boy. But this isn't true. I'm an only child and it was my dream to have a big family. We were delighted when Annabelle arrived and equally delighted when Francesca arrived three years later, followed by Genevieve and Catherine. Jon loves having four girls, he is their superhero dad!

Our daughters are fabulous.

Most of the time they get on really well together.

They're a chatty group! But we were fascinated to try living with boys.'



THE SWAP

Marianne and Jon Tibbett go to the CAFEARO HOME

Marianne expected the Cafearo boys to be loud and boisterous. In fact on the first day they were very quiet and polite. Marianne says:

'They even took their shoes off before going upstairs. However, I soon realised why Karen and Steve had to have such strict house rules. The boys were constantly on the go and wildly competitive. They raced around the garden and dived into the pool. There was a fight between one of the little boys and his big brother. I tried to make them apologize, which is what I do with my girls, but it just made them more angry. The little one went away by himself, cried, then forgot all about it.

But the biggest shock for me was the change in my gentle husband. He became more and more competitive. We all went go-karting. We've never done this with our family. Jon joined in with the boys and it was clear he wanted to win as much as they did. He had great fun and I loved seeing him so happy. I know he would love to have had a son to continue the business. But now we've seen the reality of having boys! They're exhausting. I honestly think they are much harder work than girls.'

VOCABULARY AND SPEAKING

Things to wear

- 1 What things to wear can you see on this page?
- 2 Work with a partner. Read the words in **Things to wear**. Where do they go on Person X? Label the parts of the body you mention as you work.

Things to wear

a belt a jumper shorts
a cap make-up a skirt
boots pyjamas socks
a blouse a ring a suit a watch
a dress aftershave sunglasses
earrings sandals tights
a jacket a scarf trainers
jeans a shirt and tie bikini
a T-shirt

- 3 Answer the questions about the **Things to wear**.
 - 1 Which are usually for boys? Which for girls? Which both?
 - 2 Which are *not* clothes?
 - 3 Which are for casual wear? Which for smart? Which both?
 - 4 Which do you usually wear in winter? Which in summer?
 - 5 What can the things be made of? Match these materials with them.

leather wool denim cotton silk gold silver

Dress Person X

- 4 Choose the clothes to dress Person X for one of the situations below. Describe the outfit to the class. Can they guess the sex and the situation?

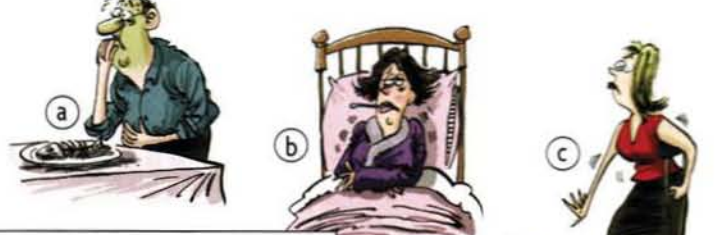
- a job interview
- a beach holiday
- a party
- going to school
- a skiing holiday



EVERYDAY ENGLISH

At the doctor's

1 Match the pictures with an illness from the box.



a sore throat diarrhoea /daɪə'riə/ flu an allergy a twisted ankle food poisoning a cold

2 Read the symptoms and complete the diagnosis with an illness.

Patient's symptoms

- 1 I can't stop coughing and blowing my nose.
- 2 I've got a fever and my whole body aches.
- 3 It hurts when I walk on it.
- 4 I keep going to the toilet.
- 5 My glands are swollen, and it hurts when I swallow.
- 6 I keep being sick, and I've got terrible diarrhoea.
- 7 I start sneezing and itching when I'm near a cat.

Doctor's diagnosis

- You've got _____.
- You've got _____.
- You've got _____.
- You've got _____.
- You've got _____.
- You've got _____.
- You've got _____.



T 8.8 Listen and check. Practise saying the lines with a partner.

3 **T 8.9** Listen to a conversation between a doctor (D) and Edsom (E), a student from Brazil. Answer the questions.



Seeing the doctor

- D What seems to be the _____?
- E Well, I haven't felt _____ for a few days. I've had a bad _____ and now I've got a _____.
- D Any sickness or diarrhoea?
- E Well, I haven't been _____.
- D Do you feel hot?
- E Yes, especially at night. I feel hot and I start _____ when I lie down.
- D OK, I'll just _____ your temperature. Ah, yes. You do have a bit of a _____. Now, let me see your throat. Open your _____ wide, please.
- E Can you see anything?
- D Yes, your throat looks very red. Does this _____?
- E Ow!
- D And your glands are _____. You just have a bit of an infection. You need antibiotics. Are you allergic to penicillin?
- E No, I'm not.
- D Good. Now, you _____ take things easy for a couple of days and you _____ drink plenty of liquids. I'll write you a prescription.
- E Thank you. Do I have to pay you?
- D No, no. But you'll have to pay for the _____. It's £7.20.
- E Right. Thanks very much. Goodbye.

- 1 What are Edsom's symptoms?
- 2 What questions does the doctor ask?
- 3 What does the doctor think is the matter with Edsom?
- 4 What does she prescribe?
- 5 What advice does she give him?
- 6 Does he have to pay for anything?

4 Read and complete Edsom's conversation with the doctor.

T 8.9 Listen again and check.

5 Act the scene with your partner. Make similar conversations with other symptoms.

9

Time for a story

Past Perfect and narrative tenses • Joining sentences • Feelings • Exclamations

STARTER

- 1 Work in small groups.
Who are these characters
from English literature?



- 2 What do you know
about the stories
they are from?

AESOP'S FABLES

Past Perfect and narrative tenses

- 1 Aesop was a story teller who lived in Greece in around 600 BC. Look at the picture of one of his fables, *The Bear and the Travellers*. What can you see?
- 2 Read the story. What is the moral?

TRUE FRIENDS ARE HARD TO FIND.

CHOOSE YOUR FRIENDS CAREFULLY.

DON'T RUN AWAY FROM DANGER.

The Bear and the Travellers

Two travellers were walking slowly along a country road. They were going to the city because they were looking for work. They were tired (...) and they were hungry (...)

Suddenly, in the woods in front of them, they saw a huge bear. The men were terrified. One of them ran away, climbed a tree, and hid.

The other man fell to the ground and pretended to be dead. (...) The bear came towards him. It bent down, sniffed him, and whispered something in his ear. Then it wandered away.

(...) The other man came down from his tree and went to see how his friend was. (...)

"The bear gave me some advice," said his companion. "He said, 'Next time you go on a journey, travel with someone who won't leave you at the first sign of danger.'"

THE MORAL OF THIS STORY IS ...



The bear whispered in his ear

3 Complete the questions and the answers.

- Where _____ the travellers _____?
Along a country road.
- Why _____ to the city?
Because they were looking for work.
- What _____ in the woods?
They saw a huge bear.
- What _____ the men do?
One _____ in a tree, the other _____ to be dead.
- What _____ the bear _____?
It bent down, sniffed, then wandered away.

T 9.1 Listen and check.

4 Put these lines in one of the places (...) in the story.

- ... because **they had** walked twenty miles.
- He wanted to know what the bear **had said** to him.
- ... because **they hadn't** eaten all day.
- After the bear **had gone**, ...
- He **had heard** that bears don't like eating dead meat.

T 9.2 Listen to the complete story and check your answers. Do you agree with the moral?

GRAMMAR SPOT

- What tense are the verbs in **bold**?
They **were looking** for work.
They **saw** a bear.
They **had walked** twenty miles.
- They didn't eat all day. They were hungry.* How is this expressed in the story?
- The Past Perfect expresses an action before another time in the past. How do we form this tense?
had + the _____

► Grammar Reference 9.1 p144

5 Ask and answer the questions with a partner. Use the Past Perfect.

- Why were the travellers tired?
- Why were they hungry?
- Why did one of them pretend to be dead?
- When did the other man come down from the tree?
- What did he want to know?



T 9.3 Listen and check. Practise them again.

PRACTICE

Pronunciation

1 T 9.4 The contraction 'd can be difficult to hear. Listen to the sentences. Put a tick (✓) if you hear 'd = **had**.

- _____
- _____
- _____
- _____
- _____

Discussing grammar

2 What is the difference in meaning between these sentences?

- When I arrived,
... she cooked dinner.
... she was cooking dinner.
... she'd cooked dinner.
- She spoke good French because
... she lived in France.
... she had lived in France.
- I listened to music
... while I did my homework.
... when I'd done my homework.
- When I got home,
... the children went to bed.
... the children had gone to bed.
- She gave me a book,
... so I read it.
... but I'd read it.

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

- A**
- I was nervous on the plane because
 - When I'd had breakfast,
 - I met a girl at a party. Her face was familiar.
 - I felt tired all day yesterday because
 - My wife was angry with me because
 - The little girl was crying because

- B**
- I was sure I'd seen her somewhere before.
 - I'd never flown before.
 - I'd forgotten our anniversary.
 - she'd fallen over and hurt herself.
 - I went to work.
 - I hadn't slept the night before.

T 9.5 Listen and check.

THE SHEPHERD BOY

Joining sentences

- Here is another of Aesop's fables. Work with a partner. Tell the story from the pictures.
- Read the story. Choose the correct word or phrase to join the sentences.

What do you think is the moral of this story?

T 9.6 Listen and check.

- Answer the questions.

When did the boy have his idea? *While ...*

When did the villagers race to the hills? *As soon as ...*

When did the shepherd boy smile? *After ...*

When did the wolf appear? *As ...*

GRAMMAR SPOT

- Conjunctions are used to join sentences.

He wanted to have some fun **because** he was bored.

Although they were all busy, they stopped work.

No one believed the boy, **so** he climbed back up the hill.

- When, while, before, after, as, until, and as soon as* are conjunctions of time.

As soon as the villagers heard the boy, they went to help.

While the boy was in the village, the wolf killed all the sheep.

► Grammar Reference 9.2 p144

- Complete the sentences with *although, so, or because*.

1 They didn't find the wolf, _____ they went back to work.

2 They helped the boy _____ they were worried about their sheep.

3 _____ they heard his cries, they didn't do anything to help.

- Look at the pictures, not the text. Tell the story again. Use these prompts.

Once ... there was ... shepherd boy who ...

One day ... bored ... idea.

... ran ... village ... shouted ...

As soon as the men ... but ... nothing.

... smiled ...

A few days later ... again.

The men ... angry ... laughed.

Next day ... wolf ...

... raced ... shouted ...

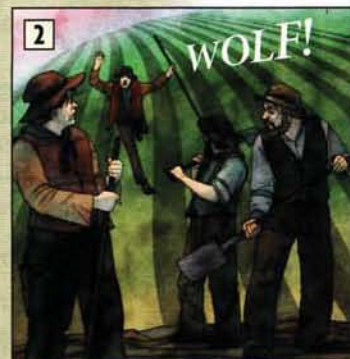
This time ... didn't believe ...

... climbed back ... wolf ... killed ...

... ashamed ... cried.



The boy who cried wolf



ONCE upon a time there was a shepherd boy who looked after the sheep in the hills near his village. He thought his job was very boring. One day, ⁽¹⁾*while / because* he was sitting under a tree, he had an idea. He decided to have some fun, ⁽²⁾*so / but* he went down to the village and shouted 'Wolf! Wolf!' at the top of his voice. ⁽³⁾*As soon as / Until* the villagers heard the boy, they stopped work and raced to the hills to help him. But ⁽⁴⁾*when / while* they got there, they saw nothing. They returned to their work. ⁽⁵⁾*Before / After* they'd gone, the shepherd boy smiled to himself.

A few days later, the boy did the same thing again. He ran into the village and shouted 'Wolf! Wolf!' The villagers didn't know whether to believe him or not, but they were worried about their sheep ⁽⁶⁾*because / so* they had to help him. They went back to the hills. Again, there was no wolf. They were angry ⁽⁷⁾*because / so* the shepherd boy had lied again, but he just laughed.

THEN, the next day, just ⁽⁸⁾*as / before* the sun was setting, a wolf really did appear, and it began attacking the sheep. In terror, the boy raced down the hill to the village, shouting 'Wolf! Wolf!' ⁽⁹⁾*But / Although* the villagers heard his cries, they did nothing to help. This time they really didn't believe him.

THE shepherd boy climbed back up the hill to look for the sheep, but the wolf had killed them all. He was so ashamed of himself that he sat down in the moonlight and cried.

PRACTICE

Discussing grammar

- 1 Join the sentences using the conjunction. Put one verb in the Past Perfect.

1 I did my homework. I went to bed.	WHEN
2 I drove two hundred miles. I stopped for a coffee.	AFTER
3 She passed her driving test. She bought a car.	AS SOON AS
4 I didn't go to Italy. I learned Italian.	UNTIL
5 I read the book. I didn't understand the film.	ALTHOUGH
6 His mother sent him to bed. He was naughty.	BECAUSE
7 She burnt the food. We went out to eat.	SO
8 She cooked a lovely supper. Unfortunately I ate a large lunch.	BUT

T 9.7 Listen and compare your answers.

- 2 Choose the correct words to join the sentences.

- When / While I got home, I checked my emails.
- I cut myself *before* / *while* I was shaving.
- He worked for the same company *until* / *as* he retired.
- I got out of bed *before* / *as soon as* I woke up.
- She was thinking about her father *as* / *until* she was going to work.
- After* / *Before* I went to bed, I locked all the doors.
- After* / *Before* I left school, I lived abroad for a year.

Your ideas

- 3 Complete the sentences with your own ideas.

- We enjoyed the holiday although ...
- As I sat on the plane, I felt nervous because ...
- I lived in Sweden for a year, but I ...
- I met my wife while I ...
- I wanted to get fit, so I ...
- My phone rang just as I ...
- Although I didn't feel well, I ...
- We watched TV until ...

Compare your sentences with a partner.

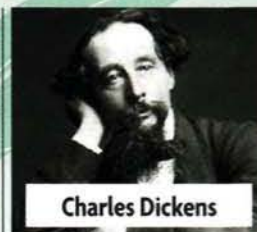
LISTENING AND SPEAKING

My favourite writer

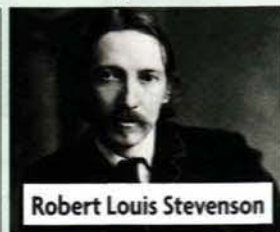
- 1 What do you know about the writer Charles Dickens?

- He was *American* / *Scottish* / *English*.
- He wrote in the *18th* / *19th* / *20th* century.
- He wrote about *the aristocracy* / *adventurers* / *ordinary people*.

- 2 **T 9.8** Listen to *Part one* of a radio programme. Check your answers to exercise 1 and read the information about Dickens in the chart. Some of it is wrong. Correct it.



Charles Dickens



Robert Louis Stevenson

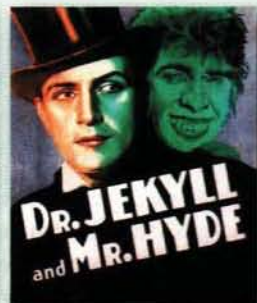
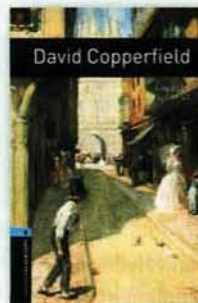
When?	twentieth century	
Kind of books	novels and poetry	
Reasons for success	wrote about rich and famous people	
Best-known books	<i>Peter Copperfield</i> <i>Oliver Twist</i> <i>A Summer Carol</i>	
Best-known character	Scrooge – a happy man who becomes miserable	
Personal life	married and divorced six children – happy life	

- 3 Work with a partner. Compare your answers.

- 4 **T 9.9** Listen to *Part two* of the radio programme. Fill in some information about Robert Louis Stevenson. Compare your answers.

Speaking

What was the last book you read? What was it about?



READING AND SPEAKING

Good and evil

1 Look at the pictures in the story of *The Strange Case of Dr Jekyll and Mr Hyde*.

- 1 When and where is it set?
- 2 Is it a romance, a horror story, or a crime story?
- 3 Is it fact or fiction?

2 Read the story quickly. Label these characters.



3 **T 9.10** Read and listen to the story. Answer the questions.

Frames 1-3

- 1 Describe the attack and the attacker.
- 2 How did Mr Hyde react when he was caught?
- 3 What was strange about the cheque?
- 4 Why was Dr Jekyll angry? Why was Utterson confused?

Frames 4-7

- 1 Describe the murder.
- 2 What did Utterson suspect?
- 3 What did Dr Jekyll say about Mr Hyde?
- 4 Why were the servants worried?
- 5 What did they see when they broke down the door?

Frames 8-12

- 1 What was Jekyll's theory about personality?
- 2 What happened when he took the first potion?
- 3 Why did Dr Jekyll like being Mr Hyde?
- 4 How was Mr Hyde cruel?
- 5 In what way did Dr Jekyll lose control?
- 6 Why did Dr Jekyll have to die?

4 With a partner look at the pictures and retell the story.

What do you think?

- *The Strange Case of Dr Jekyll and Mr Hyde* was published in 1886. It was an immediate best-seller. Why, do you think?
- We sometimes describe a person as being 'a Jekyll and Hyde character'. What do you think this means? Is it a compliment?
- What stories can you remember from your childhood? Who are the good characters? Who are the bad ones? Who usually wins?

The Strange Case

LONDON 1886



1 Late one night, a lawyer, Gabriel Utterson, was walking home through dark, silent streets when he saw a man attacking a woman. Utterson ran after him and caught him. The man's name was Mr Hyde, and he looked ugly and evil.



4 A year passed. One night an old man was murdered as he was walking home. A maid witnessed the crime and recognized the killer. Mr Hyde had struck again! The police went looking for Hyde, but he had disappeared.



7 Utterson and the servants broke down the door. Mr Hyde was lying dead on the floor. He had taken poison. But why was he wearing Dr Jekyll's clothes? And where was the doctor? Were Dr Jekyll and Mr Hyde one and the same person?



10 But after a time Jekyll found that he liked changing into Mr Hyde. He enjoyed being bad. He became more and more violent and cruel. He took pleasure in hurting innocent people.

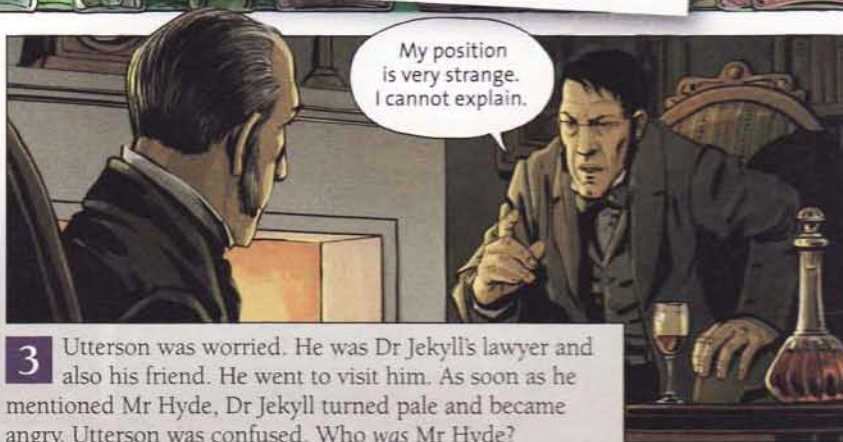
of Dr Jekyll and Mr Hyde

by Robert Louis Stevenson



Give this to the wretch!

2 Mr Hyde showed no regret for what he had done. To buy the woman's silence, he wrote her a cheque. Utterson noticed that the cheque was signed in the name of Dr Jekyll, a well-known and well-respected man.



My position is very strange. I cannot explain.

3 Utterson was worried. He was Dr Jekyll's lawyer and also his friend. He went to visit him. As soon as he mentioned Mr Hyde, Dr Jekyll turned pale and became angry. Utterson was confused. Who was Mr Hyde?



Hyde will never return!

5 Again, Utterson went to visit his friend Dr Jekyll. He suspected that Dr Jekyll had helped Mr Hyde to escape. When questioned, the doctor replied in a strange, wild voice that Mr Hyde had gone forever.



Go away and leave me alone!

Was that my master's voice?

6 Over the next few weeks Dr Jekyll's behaviour became more and more unusual. He locked himself in his laboratory and refused to open the door. His servants were worried. When they heard his voice, it sounded different. They asked Utterson for help.



8 On the desk was a letter addressed to Mr Utterson. In it, Dr Jekyll tried to explain himself. He said he believed that inside every human being there was a good side and an evil side.



God help me! I'm changing!

9 Jekyll had created a potion. When he drank it, his whole body changed. The good, kind doctor became cruel, ugly, and evil. He called this other man Mr Hyde. To change back, he had to drink another potion.



God help me!



11 Finally Dr Jekyll couldn't control Mr Hyde anymore. He began to change into this monster even without taking the potion. Jekyll hoped and prayed that Hyde would disappear. But Hyde always returned.



I can live in this world no more!

12 The potion to turn Hyde back into Dr Jekyll no longer worked. It had lost its strength. Dr Jekyll could no longer get rid of the evil Mr Hyde. He had to kill this monster. But to kill Mr Hyde, Dr Jekyll also had to die.

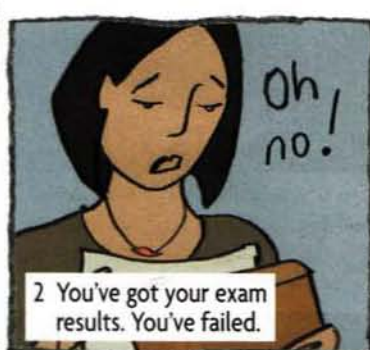
VOCABULARY AND SPEAKING

Feelings

1 Look at the adjectives in the box that describe feelings. Which are positive? Which are negative?

angry nervous delighted stressed upset homesick jealous proud scared amazed — lonely disappointed

2 How would you feel in these situations?



3 Complete the sentences with your own ideas. Tell a partner.

- I was delighted because I'd won £1,000 in a competition.
- I was stressed because _____.
- I was proud because _____.
- I was amazed because _____.
- I was upset because _____.

T 9.11 Listen and compare.



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

A

- Sometimes I feel really lonely.
- I've got so much to do! And the baby's crying! Help!
- Guess what? I've just won £10,000!
- When I watch the news on TV, I get scared.
- I get upset when people are so horrible.

B

- Yes, but people can be really nice as well.
- Cheer up! You've got me! I'm your best friend!
- Calm down! You're so stressed! Chill out!
- I know what you mean. The world's a scary place.
- That's fabulous! I'm delighted for you! Can I have some?

T 9.12 Listen and check. Work with a partner. Practise the conversations. Continue one or two.

EVERYDAY ENGLISH

Exclamations with *so* and *such*

- 1 **T 9.13** Read and listen to the sentences.

What an amazing film!

I was scared!

I was really scared!

I was **SO** scared!

Do you think this use of *so* is more spoken or written?

- 2 Look at the sentences. When do we use *so*, *such*, *so many* ...?

I was **so** surprised! It was **such** a shock!

It was **such** an awful day! You have **such** crazy ideas!

We had **such** terrible weather!

There were **so many** problems! I've got **so much** work!

► Grammar Reference 9.3 p144

- T 9.14** Listen and practise the sentences. Copy the stress and intonation.

- 3 Complete the sentences with words from the box.

so such such a(n) so many so much

- 1 That was _____ good book! You must read it!
- 2 The film was _____ scary that I couldn't watch it!
- 3 Jane and Pete are _____ nice people!
- 4 But their children are _____ badly-behaved!
- 5 There were _____ people at the party!
- 6 They made _____ mess!
- 7 I've spent _____ money this week!
- 8 I've had _____ awful day!

- 4 Match these sentences with lines in exercise 3.

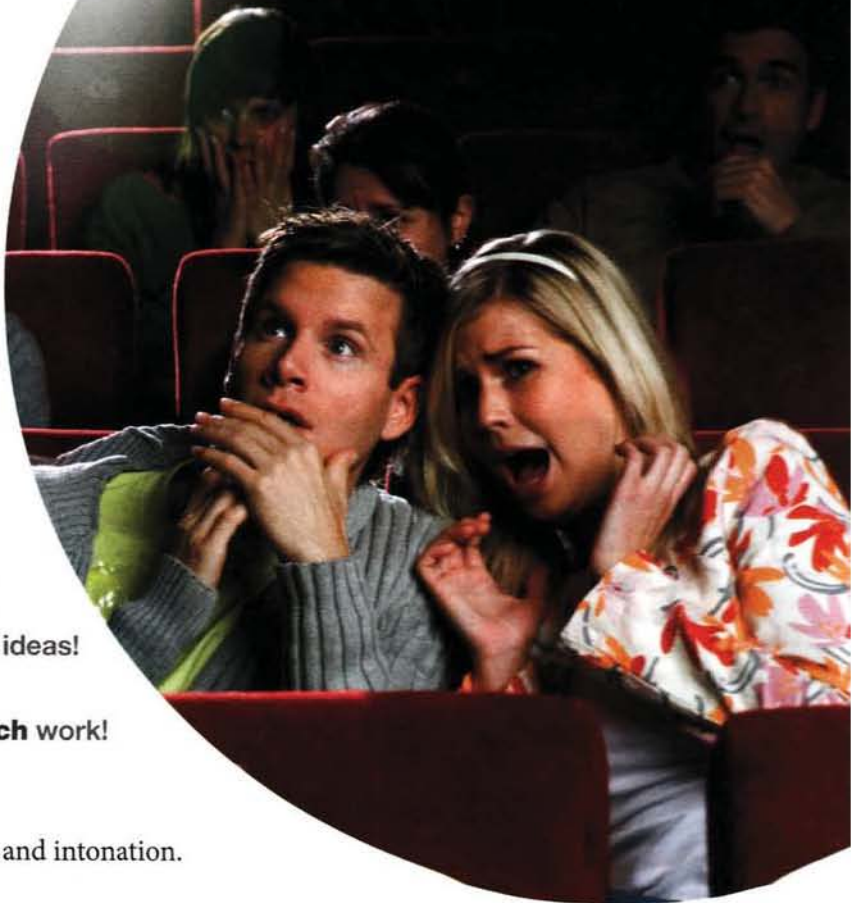
- I'm glad I didn't have to tidy up.
- I'll lend it to you. You'll really like it.
- They're always so welcoming and pleased to see you.
- I hate the sight of blood and people killing each other.
- The parents have no control at all!
- I haven't got a penny left!
- I didn't manage to talk to everyone.
- I need a drink to cheer me up!

- T 9.15** Listen and check. Cover exercise 3. Try to remember the lines. Then cover exercise 4 and do the same.

- 5 Work with a partner. Write a conversation on one or two of these topics. Include some exclamations.

- a great party
- a disgusting meal
- a tiring journey
- an amazing flat
- a lot of problems
- an annoying girlfriend/boyfriend
- a scary experience

► WRITING Writing about a book or a film p114



10 Our interactive world

Passives • Compound nouns • Words that go together • On the phone

STARTER

- 1 Look at the public notices. Where might you find them?

**English
is spoken
here**

**Mobile phones
must be
switched off**

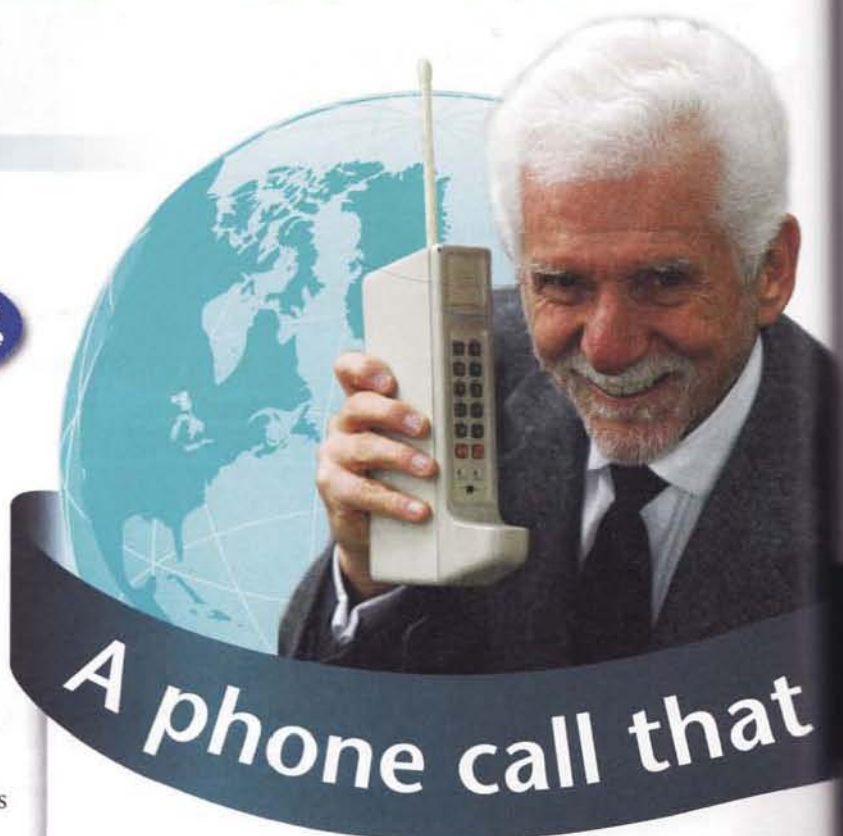
**Travel cards
are sold here**

- 2 Underline the past participles in the notices.
Which is regular? Which are irregular?

THE MOBILE PHONE

Passives

- 1 What is the mobile phone called in your country? What is it called in American English? Do you always have yours with you? When do you switch it off?
- 2 Read the introduction to *A phone call that changed the world*. Answer the questions.
 - 1 Who made the first mobile phone call?
 - 2 When and where did he make it?
 - 3 How was the phone different from mobiles today?
- 3 **T 10.1** Read and listen to the *Fact File*. Correct the false information in these sentences.
 - 1 30 million phones are sold worldwide every year.
 - 2 The first text message was sent in the 1990s.
 - 3 Smartphones have been sold since 2002.
 - 4 Apple's iPhone now has over a million apps.
 - 5 The most expensive phone costs £6,000.
 - 6 We throw away nearly a million mobile phones a year.



Once the mobile phone was an oversized luxury item, now it's a pocket-sized mini-computer.

The first mobile phone call **was made** on April 3, 1973, by Martin Cooper, an American engineer, while he was walking along a street in New York City. People stopped and stared in amazement. Martin's phone was like a brick. It was over 20 cm long and weighed 1.3 kilograms. The battery lasted only thirty-six minutes.



GRAMMAR SPOT

- 1 Many of the verb forms in the text are in the passive.
Mobile phones **are owned** by almost 6 billion people.
The first mobile phone call **was made** in 1973.

How do we make passive forms?

- 2 Read the text again. Write the passive verb forms in the chart.

Present Simple	Past Simple	Present Perfect	will future
are sold		have been sold	

►► Grammar Reference 10.1 p144

Active to passive

- 4 Read the text again. How are these verbs expressed in the passive?

- 1 Martin Cooper **made** the first mobile phone call in 1973.
- 2 Almost six billion people worldwide **own** mobile phones.
- 3 Shops in the UK **sell** 30 million phones every year.
- 4 They **have sold** camera phones since 2002.
- 5 Engineers **have added** a lot of amazing features.
- 6 They **decorate** the Goldstriker phone with over 550 diamonds.
- 7 We **throw away** 100 million mobile phones every year.
- 8 Some people believe that mobile phones **will** eventually **replace** all landline phones.

T 10.2 Listen and check.

- 5 What can you do on *your* mobile phone? What do you think they will be used for in the future?

I can play Scrabble on mine!

Maybe they'll be used as credit cards.

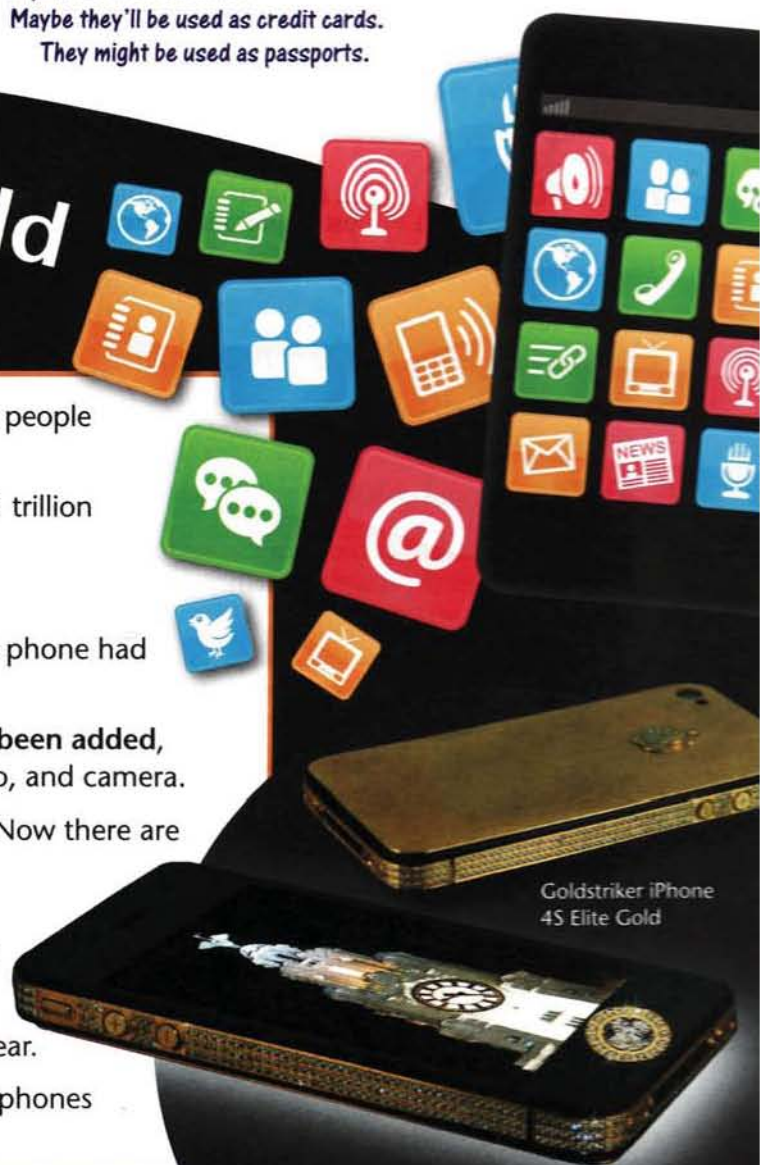
They might be used as passports.

changed the world



FACT FILE

- Today, mobile phones **are owned** by almost six billion people worldwide. In the UK, 30 million **are sold** every year.
- The first text message **was sent** in 1989. Last year 6.1 trillion texts **were sent** worldwide.
- Camera phones **have been sold** since 2002.
- 'Smartphones' **were introduced** in 2007. The mobile phone had become a multimedia gadget.
- Over the years a multitude of amazing features **have been added**, including Internet browsing, email, MP3 players, video, and camera.
- In 2008 Apple's iPhone had 500 applications (apps). Now there are over 500,000 apps.
- The most expensive mobile is the Goldstriker iPhone 4S Elite Gold. It **is made** of 24ct gold and **decorated** with over 550 diamonds. It costs £6 million.
- 100 million mobile phones **are thrown** away every year.
- Some people believe that before long all landline telephones **will be replaced** by mobile phones.



Goldstriker iPhone 4S Elite Gold

PRACTICE

Inventions that changed the world

- 1 Work with a partner. Look at the list of inventions. Which is the oldest? Which is the newest? Match them with the dates.

I think the telephone was invented in 1901. What do you think?

I'm not sure. I think it was invented in...

the telephone
the printing press
paper
the ballpoint pen
the personal computer (PC)
television
radio

105 AD
1440
1876
1901
1924
1938
1976

- T 10.3** Listen and check. What nationality were the inventors? What were their jobs?

Speaking

- 2 Which inventions do you think are most important? Why? Order them 1-7 (1 = most important). Discuss your ideas as a class.

Passive forms

- 3 Read *All things online!* Complete the sentences with the correct passive form. Which numbers and dates do you think are correct?

- T 10.4** Listen and check.

- 4 Make questions about the information in exercise 3. Ask and answer them with a partner.

- 1 How many emails/every year?

How many emails are sent every year?

Over 90 ...

- 2 How many questions/by Google/every day?
3 When/eBay? Who/by?
4 How many items/on eBay/it began?
5 How many films/YouTube every week?
6 When/the first Twitter message/sent? Who/by?
7 How many languages/Facebook/translated into?
8 When/Amazon.com/founded? Who/by?

- T 10.5** Listen and check.



All things online!

- Over 90 billion / 90 trillion emails are sent (send) every year.
- Nearly 5.5 million / 5.5 billion questions _____ (answer) by Google every day.
- eBay _____ (invent) in 1985/1995 by Pierre Omidyar, a French scientist.
- Nearly 5 / 10 billion items _____ (sell) on eBay since it began.
- 30,000 / 60,000 new video films _____ (post) on YouTube every week.
- The first Twitter message _____ (send) by American businessman, Jack Dorsey, in 2006/2009.
- Facebook _____ (translate) into 26 / 76 languages since it began.
- The online store, Amazon.com, _____ (found) by Jeff Besoz, in his garage in 1989/1994.

VOCABULARY AND SPEAKING

Words that go together

Noun + noun

Two nouns can go together to make a compound noun.

text + message = **text message**

business + man = **businessman**

news + agent = **newsagent**

cell + phone = **cellphone**

- 1 **T 10.6** Listen to the compound nouns. Which word is stressed? Practise them.
- 2 Work with a partner. How many compound nouns can you make from these lists? Use your dictionary to help.

business
computer
lap
phone
radio
web

+

call number
card site
deal top games
waves man
virus news
program(me)

T 10.7 Listen and check. Read the words aloud.

Verb + noun

- 3 In each box below, *one* noun does not go with the verb. Which one?

1 send

a text message an email
a phone call a present a postcard

2 start

a business a car a family
work an idea

3 make

a complaint a discovery a phone call
the housework a lot of money

4 do

research the shopping a photo
exercises the housework

5 take

notes a photo a coffee
a long time size 41

6 play

games the piano yoga
a part baseball

- 4 Choose a noun from each group and write a sentence using the verb. Read your sentences to the class.

I've just sent you a text message.

Are you taking notes in this lesson?

Adverb + adjective

The adverbs *well-* and *badly-* can combine with past participles to form adjectives.

well-known **badly-behaved**

- 5 Complete the sentences with an adjective formed with *well-* or *badly-* and a past participle from the box.

done	paid	written	equipped
behaved	dressed	known	

- She has a wonderful job. She's very _____.
- I didn't enjoy that novel. It was really _____.
- You don't need to spend a lot of money on clothes to look _____.
- Our office is really _____. We have all the latest machines.
- I hope their children don't come. They're so _____.



- Can I have my steak very _____, please? I don't like it rare.
- Surely you've heard of Elizabeth Taylor? She was really _____.

T 10.8 Listen and check. Practise the sentences.

Talking about you

- 6 Ask and answer these questions with your partner.
- Do you ever play computer games? Which ones?
 - Which websites do you visit most often?
 - Do you send a lot of text messages? How many per day?
 - Who does the most housework in your home?
 - What size shoes do you take?
 - How do you like your steak?
 - Is your school well-equipped?

T 10.9 Listen and compare.

READING AND SPEAKING

There's a first time for everything

- 1 Work in groups. What do you use the Internet for? Make a list. Read the introduction and compare your ideas.
- 2 Match the headings in *Five Internet firsts* with these lines.
 - A He built a single, easily searchable database for students to access information.
 - B But soon his main topic became his personal life. He wrote openly about his relationships, his passions, his plans and fears.
 - C They are simply computer programs that replicate themselves again and again.
 - D It quickly became the place for fashionable people to be seen.
 - E People loved exchanging life stories with old schoolmates, and school romances were reignited.
- 3 You're going to read some of the articles. Divide them amongst your group. Read and take notes about ...
 - names and nationalities of the people
 - what and where was the first
 - important dates and events in its history
- 4 Use your notes to report back to your group. Do any of the *Five Internet Firsts* play a part in your life? How?
- 5 Read *all* the articles. Answer the questions.
 - 1 What is there less need for these days? Why?
 - 2 What is PCBang?
 - 3 What was 'Archie'? How did it get its name?
 - 4 How did 'blogging' get its name? Who named it?
 - 5 Which virus broke hearts? How?
 - 6 Which has more users, *MySpace* or *Facebook*? How many do they have?

Listening

- 6 **T 10.10** Listen to five people. Which of the Internet firsts are they talking about? What do they say that helped you work it out?



- 7 All these words are connected with the Internet. What do you understand by them? Discuss in your groups.

bookmark download inbox mouse log in spam

WRITING Discussing pros and cons p115

http://www...

No technology has evolved so much in so little time as the Internet. We not only shop, bank, work, and meet people online, but we share what we are doing at any given moment with such sites as Facebook and Twitter. So how did all this begin?

The first Internet café

1



A café with full Internet access (sometimes called a Cybercafé) was designed in early 1994 by Ivan Pope. He was asked to develop an Internet event for an arts weekend in London. Pope created a café with Internet access from the tables.

Inspired by this, the first commercial Internet café, called *Cyberia*, was opened later that year in central London. It quickly became the fashionable place to be seen.

Internet cafés soon extended across the world under a variety of names, for example, the *Binary Café* in Canada, *CompuCafé* in Finland, *PCBang* in South Korea, and the *@Café* in New York.

Cafés have always been places to exchange information, chat to friends, read newspapers, and play games. Internet cafés were a natural evolution of this. Now, people can connect to the Internet in any café using their own laptops and iPhones. There is less need for the Internet café.

Five Internet firsts

The first search engine

2

For many people, using search engines has become a routine part of their lives. But how did they begin?

In 1989 a young computer scientist from Barbados, Alan Emtage, was studying at Montreal's McGill University in Canada. He built a single, easily searchable database for students to access information. This created a lot of interest and Alan was joined by two colleagues, Mike Parker and Bill Heelan, who helped develop the system. They called it 'Archie'. Why was it named Archie? Simply the word 'archive' without the 'v'.

Emtage found himself at the heart of an Internet revolution. It didn't take long for search engines to become big business. Many more followed such as *Excite* in 1993, created by six Stanford University students, *Yahoo* in 1994, and *Lycos* also in 1994. With 60 million documents this was the largest of its time until *Google* was launched in 1997. *Google* now has 620 million visitors every day.

Search



The first blog

3

The first ever blogger may never be identified, but the most likely candidate is an American journalist, Justin Hall. He began blogging in 1994 (before the word 'blog' existed) with a website called 'Justin's Links from the Underground'. At first his website just gave rather boring information about the Internet. But soon his main topic became his personal life. He wrote openly about his relationships, his passions, his plans and fears. More and more readers were attracted to his site, fascinated by his daily blogs. They began to share their lives with his.

The word 'blog' wasn't used until 1997. It is short for 'WebLog' (web log), a name invented by Jorn Barger in December of that year. Now the number of active bloggers is estimated to be about 100 million worldwide, and Justin Hall has been named 'the founding father of personal blogging' by the *New York Times*.



The first virus

4

What exactly are computer viruses? They are simply computer programs that replicate themselves again and again. This ability was predicted as early as 1949 by a German mathematician, John von Neumann. It is generally believed that the very first was a virus called *Creeper*. It was detected on ARPANET (the forerunner of the Internet) in the early 1970s. It was written by an engineer called Bob Thomas from Cambridge, Massachusetts in 1971. However, the *Creeper* was not a bad virus, it did not damage computers. When a machine was infected a message simply appeared on the screen saying 'I'm the Creeper, catch me if you can!' More damaging viruses appeared in the 1980s with the spread of personal computers.

In 1986, *Brain* was the first virus to infect PCs; in 1991, *Michelangelo* was the first to make international news; in 2000, *Love Letter* broke hearts by sending emails saying 'I love you' to tens of millions of computers, and in 2007, *Storm Worm* spread with a message saying '230 dead as storm batters Europe!'



The first social networking site

5

In the 1990s more and more homes had Internet access. People could connect easily with each other. Would they also like to reconnect with old friends? In 1995 *Classmates.com*, the first social networking site, began life in the basement of Randy Conrads, a Boeing employee in the US. It was immediately popular. People loved exchanging life stories with old schoolmates and school romances were reignited. In one year this led to 100 marriages.

The idea was copied in many countries, including *Friends Reunited* in the UK. In 2003 the business networking site *LinkedIn* began. This has over 60 million members. In the same year and with three times that number is *MySpace*. However, one name leads all other global social networking sites, *Facebook*. Created in 2004 by students at Harvard University, it went worldwide in 2006 and has more than 750 million users. There has even been a film, *The Social Network*, made about it.

It seems people love talking about themselves. On the micro-blogging site, *Twitter*, users inform their followers about tiny details of their lives: 'I'm having honey with my toast this morning!'



LISTENING AND SPEAKING

Modern life drives me crazy!

- 1 What things annoy you in a typical day? Write down one or two and give them to your teacher.

Jack's stressful day

- 2 Look at the photos of Jack. What do you think is annoying him?
- 3 **T 10.11** Alan is meeting Jack at the railway station. Jack has not had a good journey. Listen and tick (✓) what he complains about.

- | | |
|----------------------------|--------------------|
| • the train is late | • booking a ticket |
| • the girl behind him | • the food |
| • the train is overcrowded | • traffic |
| • the little boy | • coffee bars |
| • parking | |

- 4 **T 10.11** Work in small groups. Listen again. What exactly are his complaints?
- 5 Have you ever had similar complaints to Jack's? Tell the class.

What do you think?

- 6 What do the different generations complain about? Think of typical complaints for these people. Share ideas as a class.

• very young children	• the middle-aged
• teenagers	• old people
• parents	
- 7 Your teacher will read out some of the things that annoy you. Can you guess who wrote it?

Roleplay

It's the end of a difficult day and you've just arrived home to your flatmate/husband/wife/parents. Work with a partner and write a conversation about all the problems you've had that day. Begin like this:

- A I've had a really terrible day!
 B Why? What happened?
 A Well, I...

Act your conversations to the class.



EVERYDAY ENGLISH

On the phone

- 1 **T 10.12** Listen and practise saying these telephone numbers.

07700 900333
0049 021 37474
0115 496 0499
0800 142 2466

How were these numbers expressed?
0 00 99 0800

- 2 **T 10.13** Listen and write the numbers.
Compare your answers with a partner.

- 3 In your country what are the telephone numbers for ...?
• your house • your mobile • the emergency services • directory enquiries

How many telephone numbers do you know by heart? Give examples.
Whose are they?

- 4 **T 10.14** Listen to four phone conversations. Answer these questions after each one.

- | | |
|---------------------------------------|-------------------------------------|
| 1 Who is speaking to who? | 3 Where are they? |
| 2 Are they on a landline or a mobile? | 4 What are they talking about? |
| | 5 How well do they know each other? |

- 5 **T 10.14** Listen again and complete the expressions from the telephone conversations.

- 1 A Sorry Brian, you're _____ up. I couldn't hear that.
B I know Adam, it's not a good _____. But, listen, I'm calling because I can't _____ it on Thursday. Are you free on Friday?
A Friday? I'm not sure. Can I get _____ to you?
B Sure. That's fine. Text me. Speak _____!
- 2 A Hello, Carol? It's Adam. I'm trying to get _____ of Brian.
C I'm afraid he's not in. Have you _____ his mobile?
A Yeah. I tried that first but he's not _____.
C It's probably _____ off.
A Oh, OK. Can you give him a _____ then?
C Of course.
- 3 D I'm afraid Brian's line's _____. Would you like to _____?
E Yes, please.
D It's _____ for you now.
E Thank you.
F Hello. Brian Doyle's office. Flora _____.
E _____ is Emma Smith from Digby and Moss Associates.
F Oh, good morning Ms Smith. I'll put you _____ immediately.
- 4 C Hi Flora. Can I speak to Brian, please?
F Oh, I'm _____, he has _____ with him at the moment. Is it _____?
C Just tell him Carol _____ and I'll see him this evening.
F Will _____. I hope there isn't a problem.

T 10.14 Listen again and check.

- 6 Work with a partner. Learn one of the conversations by heart.
Act it to the class.

Roleplay

Work in pairs. You are going to have three telephone conversations.

Student A Look at p152.

Student B Look at p154.

Hi, Maria. I'm calling because
I can't make it on Tuesday.

Sorry, you're breaking up ...