

REWARD



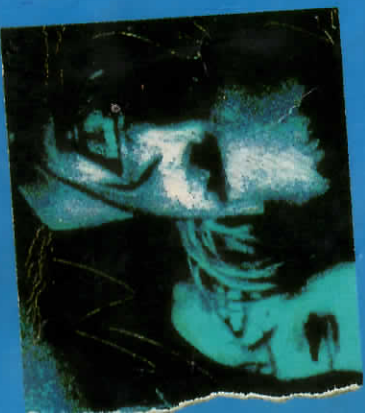
Pre-intermediate



Student's Book



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MACMILLAN
HEINEMANN
English Language Teaching



Map of the book

Lesson	Grammar and functions	Vocabulary	Skills and sounds
1 Welcome! Hospitality customs in different countries	Present simple (1) for customs and habits Questions Adverbs of frequency	Hospitality: verbs	Listening: listening for main ideas Speaking: talking about suitable questions to ask people Reading: reading for main ideas Writing: writing simple sentences with adverbs of frequency
2 A day in the life of the USA Typical daily routines	Present simple (2) for routines: third person singular Expressions of time	Routine activities Meals Times of the day Matching verbs and nouns	Reading: reading for main ideas Listening: listening for main ideas; listening for specific information Sounds: third person singular present simple endings: /s/, /z/, /vz/ Writing: writing connected sentences about daily routines using <i>and</i> and <i>then</i>
3 Home rules Different ideas of 'home' in different cultures	Articles Plurals	Types of housing Rooms Furniture and equipment	Reading: reacting to a passage and comparing information in a passage with personal opinion Speaking: talking about typical homes and ideas of 'home'
4 First impressions Impressions of Britain and the USA	Verb patterns (1): <i>-ing</i> form verbs Talking about likes and dislikes	Positive and negative adjectives Matching nouns and adjectives	Reading: reading for main ideas; inferring Sounds: strong intonation for likes and dislikes Speaking: talking about likes and dislikes
5 Take a closer look Describing a situation	Present simple and present continuous	Words for everyday transactions, such as shopping Identifying verbs and nouns; grouping words according to subject	Speaking: talking about people's lifestyles; describing a situation Sounds: /n/ and /ŋ/ Listening: listening for main ideas; listening for context
Progress check lessons 1 – 5	Revision	Words with more than one part of speech Choosing useful words Starting a <i>Wordbank</i>	Sounds: third person singular present simple endings: /s/, /z/, /vz/; /t/ and /d/; interested intonation Speaking: talking about customs and traditions of hospitality Writing: punctuation of sentences; writing about customs of hospitality
6 Surprising behaviour An extract from <i>The Kingdom by the Sea</i> , by Paul Theroux	Past simple (1): regular and irregular verbs	New words from a passage by Paul Theroux Adjectives and nouns which go together	Reading: reading for main ideas; inferring Sounds: past simple endings: /t/, /d/ and /ɪd/ Speaking: talking about surprising behaviour
7 The world's first package tours The life of Thomas Cook	Past simple (2): questions and short answers	Travel and tourism Nouns, adjectives and verbs which go together	Reading: reading for main ideas; reading for specific information Speaking: talking about important events in Thomas Cook's life; talking about experiences as a tourist
8 Something went wrong Travel situations when things went wrong	Expressions of past time <i>So, because</i>	Journeys by train, boat and plane Hotel accommodation	Listening: predicting, listening for specific information Speaking: talking about a situation where something went wrong Writing: writing a story about something that went wrong using <i>and, but, so</i> and <i>because</i>
9 Family life Portrait of a French family; typical families from different countries	Possessive 's Possessive adjectives	Members of the family	Listening: listening for specific information Sounds: weak syllables /ə/; contrastive stress Reading: reading for main ideas Speaking: giving general and/or specific information about families in your country
10 The town where I live Venice; talking about the advantages and disadvantages of life in your home town	<i>Have got</i>	Town features and facilities Adjectives to describe towns	Listening: listening for specific information; listening for main ideas Writing: writing a description of the town where you live using <i>and</i> and <i>but</i>

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<i>Progress check</i> lessons 6 – 10	Revision	Word chains Compound nouns Categorising vocabulary	Sounds: syllable stress in words; /ð/ and /θ/; /v/ and /əv/; friendly intonation Writing: predicting a story from questions Speaking: talking about past events; families
11 <i>How ambitious are you?</i> Talking about ambitions	Verb patterns (2): <i>to</i> + infinitive; <i>going to</i> for intentions, <i>would like to</i> for ambitions	Ambitions Verbs and nouns which go together	Reading: reading and answering a questionnaire Writing: writing a paragraph describing your ambitions using <i>because</i> and <i>so</i>
12 <i>English in the future</i> The role of the English language in the future of your country	<i>Will</i> for predictions	Jobs School subjects	Listening: listening for main ideas Sounds: syllable stress in words; /e/ and /eɪ/ Speaking: talking about the future of English Writing: writing a paragraph about what people think about the future of English
13 <i>Foreign travels</i> Planning a trip to South America	<i>Going to</i> for plans and <i>will</i> for decisions Expressions of future time	Equipment for travellers	Listening: listening for specific information Speaking: planning a trip
14 <i>In Dublin's fair city</i> Finding your way around town	Prepositions of place Asking for and giving directions	Town features Adjectives to describe bars	Reading: reacting to a passage Listening: listening for specific information Sounds: /ɑ:/, /æ/ and /ʌ/ Speaking: giving directions around town
15 <i>An apple a day</i> Typical meals in different countries	Expressions of quantity (1): countable and uncountable nouns, <i>some</i> and <i>any</i> , <i>much</i> and <i>many</i>	Food and drink Meals	Listening: listening for specific information Speaking: talking about typical meals and food in different countries
<i>Progress check</i> lessons 11 – 15	Revision	Word maps Nouns from verbs and nouns from other nouns Noun suffixes for jobs	Sounds: weak syllables /ə/; /tʃ/ and /ʃ/; contrastive stress; polite intonation in questions Speaking: planning a lunch party for friends
16 <i>What's on?</i> Typical entertainment in different countries	Prepositions of time and place Making invitations and suggestions	Types and places of entertainment and related words	Listening: listening for specific information Speaking: talking about typical entertainment Writing: writing and replying to invitations
17 <i>Famous faces</i> Describing people	Describing appearance and character: <i>look like</i> , <i>be like</i>	Words to describe height, age, looks, build and character	Listening: listening for main ideas Speaking: describing people Writing: writing a letter describing your appearance
18 <i>Average age</i> Personal qualities at different ages	Making comparisons (1): comparative and superlative adjectives	Adjectives of character	Reading: reacting to a passage and comparing information in a passage with your own experience Speaking: talking about exceptional people Writing: writing sentences describing exceptional people
19 <i>Dressing up</i> Typical clothes in different countries	Making comparisons (2): <i>more than</i> , <i>less than</i> , <i>as...as</i>	Clothes Colours Personal categories for organising new vocabulary	Reading: reading for specific information Sounds: weak syllables /ə/ and /ɪ/; weak forms /ðən/, /əz/ and /frəm/; stress for disagreement Listening: listening for main ideas Speaking: talking about clothing
20 <i>Memorable journeys</i> A car journey across the USA	Talking about journey time, distance, speed and prices	Numbers Words to describe a long-distance journey by car	Listening: listening for specific information Sounds: syllable stress in numbers Speaking: talking about a memorable journey
<i>Progress check</i> lessons 16 – 20	Revision	International words Adjective suffixes Male and female words	Sounds: /v/ and /u:/; /dʒ/; polite and friendly intonation Speaking: mutual dictation Writing: mutual dictation to recreate a story

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21 How are you keeping? Your body and your health	Present perfect simple (1) for experiences	Parts of the body	Reading: reading and answering a questionnaire Speaking: talking about experiences
22 What's new with you? Talking about changes in your life	Present perfect simple (2) for past actions with present results	Political and social conditions	Listening: predicting; listening for specific information Sounds: linking of /v/ and /s/ endings before certain verbs Writing: writing a letter describing recent changes in your life
23 It's a holiday Important national or local events and festivals	Present perfect simple (3): <i>for</i> and <i>since</i>	Words to describe important events and festivals	Listening: listening for specific information Sounds: weak form /fə/ Writing: writing a paragraph describing an important national occasion
24 Divided by a common language? A comparison of British and American English	Defining relative clauses: <i>who</i> , <i>which/that</i> and <i>where</i>	American English words with different meanings in British English	Speaking: talking about useful types of English Reading: inferring Sounds: comparing American and British standard pronunciation; difference in specific phonemes Listening: listening for specific information
25 What's it called in English? Describing objects	Describing things when you don't know the word	Adjectives for shape, material, size etc. Words to describe something if you don't know the English word Everyday objects	Listening: listening for main ideas Sounds: consonant clusters; word linking in sentences Speaking: describing everyday objects
<i>Progress check lessons 21 – 25</i>	Revision	Verbs from nouns and nouns from verbs Noun suffixes Meanings of <i>get</i>	Sounds: /z:/ and /ə:/; /ɔ:/ and /ʌ/ Speaking: Talking about your travel experiences Writing: writing a paragraph about other students' travel experiences.
26 Safety first Safety instructions and rules	Modal verbs <i>Must</i> for obligation; <i>mustn't</i> for prohibition	Words to describe situations where safety instructions apply: on a motorway, in a train, at the border, in the street	Speaking: talking about safety instructions Sounds: linking of /mast/ and /masnt/; insistent intonation Reading: reading about safety instructions Listening: listening for main ideas
27 The Skylight A short story by Penelope Mortimer	<i>Can</i> , <i>could</i> (1) for ability	New words from a story <i>The Skylight</i>	Speaking: talking about what you can or can't do; predicting what happens next in a story Listening: listening for main ideas; listening for specific information
28 Breaking the rules? Rules and customs in everyday situations in different countries	<i>Can</i> , <i>can't</i> (2) for permission and prohibition	Words to describe rules in everyday situations	Reading: reading and answering a questionnaire Sounds: strong and weak forms of <i>can</i> ; American English <i>can</i> and <i>can't</i> Listening: listening for main ideas Speaking: talking about rules
29 Warning: flying is bad for your health Advice on staying healthy	<i>Should</i> and <i>shouldn't</i> for advice	Medical complaints Parts of the body	Reading: reading for specific information Listening: listening for specific information Speaking: talking about advice for staying healthy
30 Doing things the right way Behaviour and manners in different social situations	Asking for permission Asking people to do things Offering	Words from a questionnaire about behaviour in social situations	Reading: reading and answering a questionnaire Sounds: polite intonation in questions Listening: listening for specific information
<i>Progress check lessons 26 – 30</i>	Revision	Adjectives and nouns which go together Words with more than one meaning and part of speech Techniques for dealing with words you don't understand Word association	Sounds: /əʊ/ and /ɔ:/; /j/, /tʃ/ and /dʒ/; polite and friendly intonation Speaking: talking about advice and rules for foreign visitors to your country Writing: writing some advice and rules for foreign visitors

Lesson	Grammar and functions	Vocabulary	Skills and sounds
31 My strangest dream An English woman talks about her dream in which the Queen came to tea	Past continuous (1) for interrupted actions <i>When</i>	Verbs and prepositions which go together Adjective and noun or noun and noun combinations Words for story telling	Speaking: predicting what happens next in a story Listening: listening for specific information Writing: writing a story using <i>suddenly, fortunately, unfortunately, to my surprise, finally</i>
32 Time travellers A true story about two women who travelled back in time	Past continuous (2): <i>while</i> and <i>when</i>	New words from a passage called <i>Time travellers</i>	Reading: predicting; reading for main ideas Speaking: talking about travelling in time
33 Is there a future for us? Two children give their views on the environment in the future	Expressions of quantity (2): <i>too much/many, not enough, fewer, less</i> and <i>more</i>	Geographical features and location	Reading: reading for specific information; inferring Speaking: talking about the geography of your country; talking about the environment
34 The Day of the Dead An article about Mexico's Day of the Dead	Present simple passive	Religion Rituals and festivals	Reading: predicting; reading for main ideas; reacting to a passage Speaking: talking about a ritual or festival in your country Writing: writing about a ritual or festival
35 Mind your manners! Table manners and behaviour in social situations	Making comparisons (3): <i>but, however, although</i>	Food Plates, cutlery etc. Cooking utensils	Reading: reading and answering a questionnaire Listening: listening for specific information Sounds: stress and intonation in sentences with <i>but, however, although</i> Speaking: talking and writing about table manners and social occasions in your country
Progress check lessons 31 – 35	Revision	Multi-part verbs	Sounds: /v/ and /w/; /h/; stress in multi-part verbs Writing: punctuating a story; inserting words into a story
36 Lovely weather The best times to visit different countries	<i>Might</i> and <i>may</i> for possibility	Weather	Reading: reading for specific information Writing: writing a letter giving advice about the best time to visit your country
37 Help! Emergency situations	First conditional	Words to describe emergency situations	Speaking: talking about emergency situations; predicting the end of a story Sounds: /l/; word linking in sentences Listening: listening for main ideas, listening for specific information
38 My perfect weekend Two people describe their perfect weekend	<i>Would</i> for imaginary situations	Luxuries and necessities New vocabulary from a passage called <i>My perfect weekend</i>	Speaking: talking about luxuries and necessities; talking about your perfect weekend Reading: reacting to a passage Sounds: linking of /d/ ending before verbs beginning in /l/ or /d/ Listening: listening for main ideas
39 The umbrella man A short story by Roald Dahl	Second conditional	New vocabulary from a story called <i>The umbrella man</i>	Reading: predicting; reading for main ideas; reading for specific information Listening: listening for specific information Writing: rewriting a story from a different point of view
40 How unlucky can you get? Unlucky experiences	Past perfect: <i>after, when</i> and <i>because</i>	New vocabulary from a story called <i>How unlucky can you get?</i>	Listening: listening for specific information Sounds: linking of /d/ in past perfect sentences Speaking: predicting the end of a story Writing: writing sentences using <i>after, because</i> and <i>when</i>
Progress check lessons 36 – 40	Revision	<i>Make</i> and <i>do</i> Formation of adverbs	Sounds: /w/, /t/, /ɔ:/, /aʊ/; stressed words Speaking: talking about difficult situations; preparing and acting out a dialogue
Communication activities Grammar section Irregular verbs Phonetic alphabet			

1

Welcome!

Present simple (1) for customs and habits: questions; adverbs of frequency

SPEAKING AND LISTENING

1 Work in pairs. Where do you hear these words and phrases?

– in a bar – in a shop – in a hotel – at home – in class

Hello. Goodbye. Come in. How do you do. Pleased to meet you.


Can I help you? How much is this? Thank you. Fine, thanks.

Sorry! I'd like a Coca Cola. I don't understand. How are you?

Could you repeat that? This is my friend, Rosario.

Which ones go together?

Hello. How are you?

2  What are the situations? Listen and find out.

3 Put the words in the right order and make questions. Then underline the stressed words.

- | | |
|--------------------------|--|
| 1 first your what's name | 5 are married you |
| 2 are old you how | 6 do do you what |
| 3 much earn how you do | 7 and you brothers sisters do any have |
| 4 do live you where | 8 from where come do you |

What's your first name?

 Now listen and check. Say the sentences aloud.

4 Look at the questions in 3. Which ones are suitable questions for:

– someone you know well – someone you don't know well?

5 Go round the class greeting people and asking suitable questions.

READING

1 *Make yourself at home* is about hospitality in Germany, Saudi Arabia, Britain and Japan. Read it and match these headings with the paragraphs.

- a type of clothes b length of stay c refreshments d special customs
e gifts f topics of conversation g time of arrival

2 Work in pairs. Match the countries and the paragraphs.

I think paragraph 1 is Japan because they sit on the floor in Japan.

3 Which paragraphs are true for your country?

Make yourself at home

1 'In my country, men usually go to restaurants on their own. They always take their shoes off before they go in. Then they usually sit on the floor around a small, low table. In the evening they often sing songs.'

2 'You usually take chocolates or flowers. But you always take an odd number of flowers, and you remove the paper before you give them to the hostess. You can also send flowers before you arrive. You don't usually take wine except when you visit very close friends.'

3 'We always offer our guests something to drink when they arrive, tea, coffee or perhaps water or soft drinks. We think it is polite to accept a drink even if you're not thirsty. If you visit someone you always stay for a few drinks. When you have had enough to drink, you tap your cup or put your hand over it. If you say no, your host will insist that you have more to drink.'



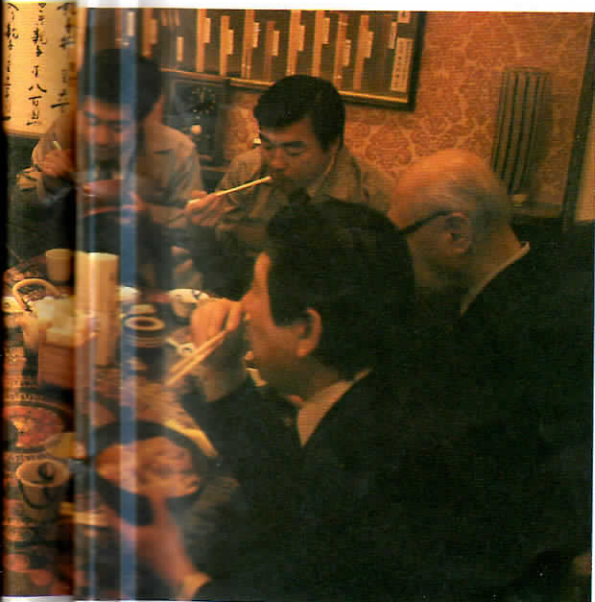


4 'People's private lives are very important so they never ask you personal questions about your family or where you live or your job. They never talk about religion or matters of finance, education or politics, but usually stay with safe subjects like the weather, films, plays, books and restaurants.'

5 'It's difficult to know when to leave, but an evening meal usually lasts about three or four hours. When the host serves coffee, this is sometimes a sign that the evening is nearly over, but you can have as much coffee as you want.'

6 'If the invitation says eight o'clock then we arrive exactly at eight. With friends we know well, we sometimes arrive about fifteen minutes before.'

7 'Obviously it depends on the occasion, but most dinner parties are informal. The men don't usually wear a suit, but they may wear a jacket and tie. Women are usually smart but casual.'



GRAMMAR

Present simple (1) for customs and habits

You use the present simple to talk about customs and habits.

*In my country men **go** to restaurants on their own. They **take** their shoes off.*

Negatives

*He **doesn't** live here. You **don't** take wine. We **don't** ask personal questions.*

Questions

There are two types of questions:

– **with question words: who, what, etc.**

What's your first name? How are you?

– **without a question word**

*Are you married? Do you **have** any brothers and sisters?*

You can answer this type of question with yes or no.

Adverbs of frequency

You can use adverbs of frequency to say how often things happen.

*They **always** take their shoes off.*

*We **sometimes** arrive early.*

*We **usually** take chocolates or flowers.*

*We **never** ask personal questions.*

*We **often** wear jeans and sweaters.*

1 Complete these sentences with verbs from the passage.

1 In my country we ___ at a table for our meals.

2 We usually ___ ten or fifteen minutes after the time on the invitation.

3 People ___ coffee at the end of the dinner party and then they ___ .

4 Men often ___ a suit when they ___ to a restaurant.

2 Write a question for each heading in Reading activity 1.

a type of clothes: What do you wear to a dinner party?

3 Look at Make yourself at home again. Underline the verbs which are with an adverb of frequency.

WRITING AND VOCABULARY

1 Choose seven or eight verbs from the box and write sentences about hospitality in your country.

accept arrive ask answer come from drink earn give go know live
offer put say send sing sit stay take take off talk about think visit
want wear

We offer a cup of tea when guests arrive.

2 Now add a suitable adverb of frequency to each sentence.

We usually offer a cup of tea when guests arrive.

3 Look back at the questions you wrote in Grammar activity 2, and write answers for your country.

2

A day in the life of the USA

Present simple (2) for routines: third person singular; expressions of time

READING AND VOCABULARY

- 1 Read *A day in the life of the USA* and decide who you can see in the photos.
- 2 Work in pairs. Say what you usually do at the times mentioned in the passage.
*At 6.30am I'm still asleep.
I also have lunch at 12.45pm.*
- 3 Are there any differences from life in your country?
In my country we usually have lunch at 3pm.
- 4 Match the verbs with suitable nouns in the box.

start television come dinner
leave have stop lunch watch
breakfast home get school
finish work

start school, start work...

- 5 Say what time you do these things.

get up get dressed go shopping
go to sleep have a shower/bath
wake up wash wash up

I get up at seven thirty.

A day in the life of the USA



12.45pm, Evanston, Illinois. Thirty-four-year-old Amelia Noriega, head of public relations for a major car manufacturer, stops work and goes shopping. Then she has lunch with a friend. 'There aren't many women at my job level,' she says. 'But there are more every day.'

4.30pm, Tampa, Florida. George Markopoulos, 65, comes home after his daily swim. Then he joins his wife at the community centre, where she teaches physical education. 'I feel twenty years younger than I am.'

6.15pm, Seattle, Washington. Jo-Ann Rosenthal leaves work after a long day as a telephonist at a downtown bank. It's Friday night so she walks to her local bar and meets her friends.

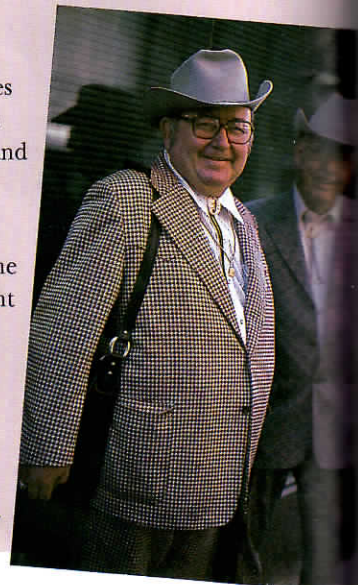
7.45pm, Lubbock, Texas. Cliff Renton III, 61, meets Walter Avery, 62, to have dinner and to talk about the local Ranch Handlers' Ball, the most important event in the Lubbock social calendar. Cliff is president of the Social Committee, so he's responsible for the success of the evening.

11pm, Athens, Georgia. Shirlee Lewis finishes dinner, washes up and watches the TV news. Her five children are asleep, so she tries to be very quiet.

6.30am, Poughkeepsie, New York. Norman Davies, 37, gets up and washes. After breakfast, he goes to the station. He works in New York City and the journey takes an hour, so he hurries to catch his train.

7.15am, Roanoke, Virginia. A tired Annie Laurence, 10, wakes up and gets ready for school. An hour later she leaves home. She has lunch at school, usually sandwiches and an apple. It's a long day for Annie. She doesn't get home again until 5pm at the end of the afternoon.

10.30am, Long Beach, California. Tony de Valera takes a coffee break between meetings. He works for the Disney corporation as an imagineer, a job that is somewhere between an artist, an engineer and a science-fiction writer.



GRAMMAR

Present simple (2) for routines: third person singular
You use the present simple to talk about routines.
He gets up at 6.30. She works in Seattle.
You form the third person singular (he/she/it) of most verbs in the present simple by adding -s.
He gets up at 6.30. She works in Seattle.
You add -es to do, go and verbs which end in -ch, -ss, -sh and -x.
He washes. She goes to school.
Verbs which end in a consonant + -y change to -ies.
carries flies
The third person singular of be is is. You often use the contracted form 's.
It's a long day for Annie.
The third person singular of have is has.
She has lunch at school.

Expressions of time
in the morning in the afternoon in the evening
at night
before lunch after dinner at about seven o'clock

- Write down the third person singular of these verbs. (You can find them in the passage.)
 come join finish get go hurry leave meet
 say stop take teach try wake walk wash
 watch work
- Put the verbs in three columns.

-s	-es	-ies
gets	goes	hurries

 Now add these verbs to the correct column.
 do dress fly live make carry
- Say what time of day you do the things in *Reading and vocabulary* activities 4 and 5. Use the expressions of time in the box above.

LISTENING

- Listen and decide which people in *A day in the life of the USA* are speaking.

- Listen again and find out what they do at these times:

Speaker 1: 8.00am 1.00pm 6.30pm 11.30pm
 Speaker 2: 8.15am 12.30pm 5.30pm 7.00pm

- Work in pairs and check your answers.
At 8.00am.....leaves home and goes to work.

SOUNDS

- There are three different ways of pronouncing the final -s in the third person singular present simple.
 Listen to these verbs. Is the final sound /s/, /z/ or /tʒ/? Put them in three columns.
 takes goes finishes sits sings arrives refuses
 offers has asks talks serves washes watches
 does

- Now say the words aloud.
 Listen and check.

SPEAKING AND WRITING

- Work in pairs and find out about your morning routines. What time does your partner do these things?
 – wake up – get up – get dressed
 – have breakfast – go to work
Cecile, what time do you wake up?
I wake up at seven o'clock.
What time do you get up?
At a quarter past seven.
 Make notes about your partner's routine.
Cecile – wake up: 7am, get up: 7.15am.

- Write sentences about your partner's morning routine.
Cecile wakes up at seven o'clock.
She gets up at seven fifteen.

- Now write a paragraph about your partner's morning routine. Link the sentences you wrote in 2 with *and* and *then*.
Cecile wakes up at seven o'clock and gets up at seven fifteen. Then she...

3

Home rules

Articles; plurals

What does the word 'home' mean to you? How do you say the word in French? In Spanish? In your language? Although people usually know what the word means, it often has no exact translation. It's not surprising really, because the idea of home varies from country to country, and from person to person. A home is more than a roof and four walls. It's the cooking, eating, talking, playing and family living that go on inside which are important as well. And at home you usually feel safe and relaxed.

Home rules

But it's not just that homes look different in different countries, they also contain different things and reveal different attitudes and needs. For example, in cold northern Europe, there's a fire in the living room or kitchen and all the chairs face it. In the south, where the sun shines a lot and it's more important to keep the heat out, there are small windows, cool stone floors and often no carpets. We asked some people about their homes.

What's the main room in your home?

'The kitchen, because it's warm and we have breakfast, lunch and dinner there seven days a week.' **Jackie, Cork, Ireland**

Do you have a television? If so, where?

'In the bedroom. We like to watch it in bed.' **Maurice, Bruges, Belgium**

Do you lock your door when you go out?

'In cities we do. Although when I was a child in the Tatra mountains, we left the door open with bread and dishes of food and something to drink, such as a glass of milk, on a table inside, so that visitors and travellers could stop and refresh themselves.' **Grazyna, Katowice, Poland**

How often do people move home in your country?

'In the USA many people move every ten years or more.' **Cheryl, Boston, USA**



If you live in a town, do you stay there at weekends?

'Well, we live in the town, but only because I'm an architect and I work there. I really wouldn't call it home – that's what I call our house in the country where we go every weekend.'

Elizabeth, Sao Paulo, Brazil

What are typical features of homes in your country?

'In Britain, even in the town there's always a garden and sometimes a cellar. We have separate bedrooms and living rooms. But we don't often have balconies or terraces. The weather isn't warm enough!' **Pat, Exeter, England**

So *home* means different things to different people. What does it mean to you?

VOCABULARY

- 1 Look at the words in the box and find *two types of housing* and *six rooms*.

basin bath bathroom bed
 bedroom carpet chair cooker
 cupboard curtains dining room
 dishwasher door flat fridge
 garden house kitchen lamp
 living room shower sink sofa
 table toilet video
 washing machine window

- 2 Work in pairs. In which rooms do you find the furniture and equipment in the box above? Which word is left?

- 3 Work in pairs. Ask and say what rooms there are in your homes.

Is there a living room?

Yes, there is.

Is there a dining room?

No, there isn't.

Now ask and say what furniture and household equipment there is in your home and where it is. Add words to the lists if you can.

There's a table and some chairs in the kitchen.

Is there a video? No, there isn't.

READING

- 1 Read the first two paragraphs of *Home rules*. What does *home* mean to the writer? Do you agree?

- 2 Read the rest of the passage and think about answers to the questions for your country.

GRAMMAR

Articles

You use the indefinite article *a/an*:

- to talk about something for the first time: *There's a kitchen and a dining room.*
- with jobs: *I'm a teacher. She's an engineer.*
- with certain expressions of quantity: *a little food, a few beds, a couple of friends*

You use the definite article *the*:

- to talk about something again: *In the kitchen there's a table, and on the table there's a cat.*
- with certain places and place names: *The Alps, The West, The USA*
- when there is only one: *the president, the government, the weather*

You don't use an article:

- with plural and uncountable nouns when you talk about things in general: *It's got carpets and curtains. There's lots of food.*
- with certain expressions: *at home, at work, in bed, by car*
- with meals, languages, most countries and most towns: *Let's have lunch. Speak English. We live in France. I lived in Paris.*

Plurals

You form the plurals of most nouns with *-s*: *chair - chairs cupboard - cupboards*

You add *-ies* to nouns of two or more syllables which end in *-y*:

balcony - balconies

You add *-es* to nouns which end in *-ch, -ss, -sh, and -x*: *church - churches*

There are some irregular plurals: *man - men woman - women child - children*

- 1 Look at the nine articles and phrases underlined in the passage. Which of the rules about articles in the grammar box do they illustrate?

- 2 Complete the sentences with *a/an, the* or *put -* if there's no article.

- | | |
|---|--------------------------------------|
| 1 Last year we moved to ___ London. | 4 There isn't ___ table in ___ |
| 2 ___ kitchen is ___ door on your left. | kitchen. |
| 3 ___ weather is very hot in August. | 5 Would you like ___ drink? |
| | 6 I'm sorry, he's still at ___ work. |

- 3 Write the plural of these nouns.

parent house city family dish party bush country table fax feature

SPEAKING

- 1 Work in pairs and look at the photo. What room do you think it is? Does it look like a room in a house in your country?

- 2 Work in pairs and talk about your answers to the questions in *Home rules*.

- 3 What does the word 'home' mean to you? Write five words or phrases which you associate with the idea. Find out what other students in your class wrote.

4

First impressions

Verb patterns (1): -ing form verbs; talking about likes and dislikes

The British and the Americans speak the same language. But life in the two nations can be very different. We asked some Americans what they like or don't like about Britain...



'The police. They're very friendly and they don't carry guns.' Claude, Trenton

'The weather is awful. You don't seem to get any summer here. It's winter all year round.' Toni, San Francisco

'The tourists! The streets are so crowded. I think you should do something about them. And I can't stand the litter everywhere. It's a very dirty place.' José, Washington

'Walking and sitting on the grass in the parks, especially on a hot summer's day. Oh, and the green countryside. But why is the beer warm?' Max, Houston

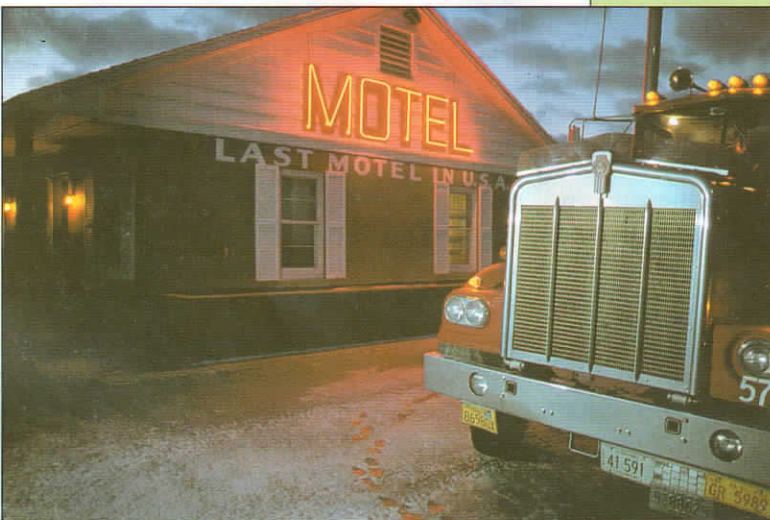
'Well, they certainly seem rather unfriendly. Nobody ever talks on the buses. But maybe we haven't met any real English people yet.' Eva, Niagara Falls

'Feeling safe when you walk the streets. Oh, and the polite drivers who stop at a street crossing if they see someone waiting there.' Moon, Los Angeles

'Driving on the left. It's very confusing. I keep looking the wrong way.' Paula, San Diego

First impressions

So then we asked some British people what they like or don't like about America...



'Arriving at the airport. Immigration is so slow, it takes hours to get through!' Geoff, London

'The waste of electricity. I just can't understand why their homes are extremely hot in winter and very cold in summer.' Louise, Southampton

'The people, they're so generous. If they invite you home, you're sure of a big welcome.' Amin, Bath

'Going shopping. I love it. It's so cheap everywhere – food, clothes, hotels, petrol.' Paul, Oxford

'I hate the insects. They're so big. In Texas the mosquitoes are enormous. But I suppose in Texas they would be!' Maria, Glasgow

'Lying on the beach in the sunshine. In California the sun shines all day, every day. It's great.' Rose, Cardiff

'Driving on the right. It's very confusing. I keep looking the wrong way.' Paula, St Albans

READING AND VOCABULARY

1 Read *First impressions*, which is about people's impressions of Britain and America. Put a tick (✓) by the positive impressions and a cross (✗) by the negative impressions. Which is the most surprising impression?

2 Underline the adjectives in the box.

awful beach cheap cold confusing countryside crowded dirty driving
 food friendly generous grass great gun hot insect park police polite
 shopping slow summer sunshine tourist unfriendly walking weather winter

Now write them in two columns, *positive* and *negative*, according to their meaning in the passage.

Can you remember which nouns they went with in the passage?

3 Look at the other words in the box. Put a tick (✓) by anything you particularly like and a cross (✗) by anything you dislike.

Think of two or three things that people like and dislike about your country.

GRAMMAR AND FUNCTIONS

Verb patterns (1): *-ing* form verbs

You can put an *-ing* form verb after certain verbs.

I love walking. She likes swimming. They hate lying on a beach.

Talking about likes and dislikes

Questions

Do you like the weather?

Does he like the police?

Do you like walking in the park?

Does she like the weather?

Short answers

Yes, I do.

Yes, he does.

No, I don't.

No, she doesn't.

Negatives

I don't like the weather. He doesn't like arriving at the airport.

We don't like insects. She doesn't like driving on the right.

Expressing likes

I love it.

A lot.

A little.

Expressing dislikes

I hate it. I can't stand it.

Not at all. I don't like it at all.

Not very much.

Expressing neutrality

It's all right. I don't mind.

Expressing the same likes and dislikes

I like rock music. So do I.

I don't like jazz. Neither/Nor do I.

Expressing different likes and dislikes

I like rock music. I don't.

I don't like jazz. I do.

1 Do you like or dislike these things? Respond to the statements.

1 I like going to parties.

2 I don't like cooking.

3 They like walking.

4 I don't like insects.

5 He doesn't like tennis.

6 She likes shopping.

1 *I don't.*

2 Look back at the passage and say what the people like or dislike and why.

Claude likes the British police because they're friendly and don't carry guns.

SOUNDS



Listen to the way these people use a strong intonation to express strong likes or dislikes.

1 I hate the insects.

2 I can't stand the litter.

3 He loves shopping.

4 I like walking very much.

5 She doesn't like the weather at all.

6 He hates the warm beer.

Now say the sentences aloud.

SPEAKING

1 Write down four or five things you like and dislike about your town or country, or the town where you are now.

2 Find people in the class who like the same things. Now talk about things you don't like.

3 Tell the rest of the class about your likes and dislikes. Make two class lists: the *Top five likes* and the *Top five dislikes* about your town or country, or the town where you are now.

5

Take a closer look

Present simple and present continuous



SPEAKING

- 1 Work in pairs. Take a closer look at your partner! How much do you know about each other? Guess the answers to these questions.

Does he or she...

- play a musical instrument?
- paint or draw?
- travel by bus often?
- smoke?
- work hard?
- speak any foreign languages?
- listen to music?
- earn a lot of money?

I think she plays the piano.

- 2 Now ask and answer the questions about each other.
Did you guess correctly in 1?

Do you play a musical instrument? No, I don't.

- 3 Look at the yes answers. Is your partner doing these things at the moment?

Is he working hard? Yes, he is.

Is she smoking? No, she isn't.

- 4 Look at the photos. Choose one person in each photo and take a closer look. Imagine what their life is like and guess the answers to the questions in 1.

I think he plays a musical instrument.

GRAMMAR

Present simple

You use the present simple to talk about:

- a habit *He smokes twenty cigarettes a day.*
- a personal characteristic *She plays the piano.*
- a general truth *You change money in a bank.*

There is an idea that the action or state is permanent.

Present continuous

You use the present continuous to say what is happening now or around now.

It's raining. He's drawing a picture. I'm learning English.

There is an idea that the action or state is temporary.

You form the present continuous with *is/are* + present participle (verb + *-ing*).

I'm looking at the photos. She's waiting for a bus.

Questions

Is he drawing?

Are you going home?

Short answers

Yes, he is. No, he isn't.

Yes, I am. No, I'm not.

Negatives

He isn't drawing.

I'm not going home.

You don't usually use these verbs in the continuous tenses:

believe feel hear know like see smell sound taste think understand want

- 1 Work in pairs and point at the people in the photos. Ask and say what they're doing at the moment and why.

What's the man in front doing? He's playing the accordion.

Why is he playing the accordion? Maybe he doesn't have any money.

Use these words and phrases to help you.

*cross the street draw do the shopping go home hold an umbrella
listen to music paint a picture play the accordion rain
shelter his instrument sit on a suitcase stand by the road talk to someone
wait for a bus*

- 2 Look at these verbs in the present continuous and write their infinitives.

*drawing getting having making playing shopping putting staying
draw get ...*

What happens to infinitives ending in *-e, -t, -p* and *-y* when you form their present participle?

- 3 Complete these sentences with *and* or *but*.

- 1 I often go shopping at the supermarket — I'm going there now.
- 2 They usually eat at home — today they're having dinner in a restaurant.
- 3 She walks to work — this week she's taking the bus.
- 4 He smokes ten cigarettes a day — he's smoking a cigar at the moment.

SOUNDS



Listen and tick the phrase you hear. Is the underlined sound /n/ or /ŋ/?

- 1 carry in/carrying an umbrella
- 2 sitting/sit in there
- 3 sing in/singing tune
- 4 arrive in/arriving time
- 5 take in/taking money
- 6 stand in/standing there

Now say the phrases aloud.

LISTENING AND VOCABULARY

- 1 Say where you do these things.

*buy train tickets have dinner
change money
get some medicine buy food*

Choose from these places.

*bank chemist post office
supermarket railway station
restaurant*

- 2 Listen to four conversations and decide where the people are. Choose from the places in 1. Now work in pairs. Say where the people are and what they're doing.

- 3 Look at the words in the box. Are they nouns, verbs or both?

*bank bus buy change chemist
close cross draw food get
hold look at medicine money
paint play post office put
queue railway station rain road
shelter shop sit stand stay
street suitcase supermarket take
think ticket town umbrella
wait for walk*

- 4 Group any words which go together.

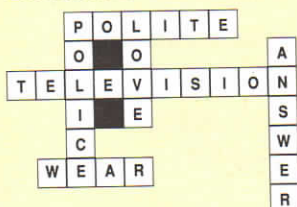
bank, money...

Progress check

1-5

VOCABULARY

1 Look at this crossword.



Work in pairs. Choose words in the vocabulary boxes from Lessons 1 - 5 and put them in a crossword. How many words can you find?

2 Some words can be more than one part of speech. For example:

*cook: A **cook** (noun) is someone who **cooks** (verb) food.*

*orange: An **orange** (noun) is an **orange** (adjective) fruit.*

Use your dictionary to find out what parts of speech these words can be.

talk head drink flat start
rent slice heat

Write sentences showing their different parts of speech.

He talks all the time.

There's a talk on insects tonight.

3 Not every new word is useful to you. Look at the vocabulary boxes in Lessons 1 - 5 again and choose ten words which are useful to you.

Start a *Wordbank* in your Practice Book for useful words and phrases. Write the ten words in your *Wordbank*.

GRAMMAR

1 You meet Tanya, from Russia, at a party in London. Here is some information about her. What are the questions?

- I live in Moscow.
- Yes, I am and we have three children.
- I'm a scientist.
- I start work at eight in the morning.
- I finish at six in the evening.
- In the evenings we have dinner.
- At weekends we go to the country.
- We usually go to a beach on the Black Sea.

1 *Where do you live?*

2 Put an adverb of frequency in each sentence so that it is true for you or your country.

always (not) usually (not) often sometimes never

- We take off our shoes before we go into a house.
- We offer guests something to eat.
- We talk about politics and our families.
- We have dinner at seven o'clock.
- We give the hosts some wine or flowers.
- We sit on the floor.
- We wear smart clothes.
- We arrive ten or fifteen minutes late.

3 Answer the questions with one of these expressions:

Yes, I do. No, I don't. I love it. I hate it.
Not very much. It's all right. Not at all.

- Do you like living in a town?
- Do you like shopping?
- Do you like walking?
- Do you like hot weather?
- Do you like warm beer?
- Do you like fast food?

4 Write the *-ing* form of these verbs.

close visit fly wear like sing get throw cross go stay cut



5 Choose the correct verb form.

- 1 Tanya *comes/is coming* from Russia.
- 2 She *visits/is visiting* London.
- 3 She *has/is having* a holiday.
- 4 She *speaks/is speaking* English quite well.
- 5 She *stays/is staying* with friends in London.
- 6 She *enjoys/is enjoying* her visit.
- 7 She *goes/is going* shopping most days.
- 8 She *says/is saying* she wants to come back soon.

6 Complete these sentences with *a/an, the*, or *put* – if there's no article.

- 1 There's ___ radio in ___ living room.
- 2 Would you like ___ cup of ___ tea?
- 3 They've got ___ large house in ___ centre of town.
- 4 We've got ___ son and ___ two daughters.
- 5 ___ children are outside in ___ garden.
- 6 What's ___ main room in your flat?
- 7 She spoke ___ very good French at ___ home.
- 8 I flew to ___ Lyon and spent ___ two weeks in ___ Alps.

SOUNDS


1 Say these words aloud.

does finishes gets goes leaves looks refuses
sings smokes wants

Do they end in /s/ , /z/ or /ɪz/? Put them in three columns.




Now listen and check.

2  Listen and say these words aloud.

eat it fifteen fifty live leave sit seat

Is the underlined sound /t/ or /i:/? Put the words in two columns.

3  Listen to these questions. Put a tick (✓) if you think the speaker sounds interested.

- | | |
|----------------------------------|-------------------------|
| 1 What's your name? | 5 Are you married? |
| 2 How old are you? | 6 Is that your brother? |
| 3 Where do you live? | 7 Is that your husband? |
| 4 Do you live with your parents? | 8 Do you have a sister? |

Now say the sentences aloud. Try to sound interested.

SPEAKING AND WRITING

1 Look at some rules for punctuation in English.

- 1 You use a capital letter:
 - at the beginning of a sentence: *I like cakes.*
 - for names: *Sue Jim Fiona*
 - for the first person singular pronoun: *I*
 - for nationalities: *She's British the French*
- 2 You put a full stop at the end of a sentence: *I don't speak Japanese.*
- 3 You put a question mark at the end of a question: *Do you speak English?*
- 4 You put inverted commas and a comma around someone's actual words: *'I'm French,' he said.*
- 5 You put an apostrophe for contractions: *I'm English. He doesn't live here.*

Now punctuate these sentences.

- 1 we dont usually visit people without an invitation
- 2 when we meet people for the first time we say how do you do
- 3 when do you use first names in your country
- 4 your friend is called james smith do you call him james or mr smith
- 5 its usual to use first names with people when you get to know them

2 Work in groups of three or four. Talk about customs and traditions of hospitality in your country. Talk about the following:

Invitations	Do you ever visit people without an invitation?
Greetings	How do you greet people when you meet them for the first time?
Names	When do you use first names, family names or titles?
Punctuality	When do you arrive for an appointment?
Clothing	What do you wear for a lunch or a dinner engagement?
Food and drink	What food or drink do you expect?
Conversation	What do you talk about? What don't you talk about?
Compliments	Do you make compliments about the food, the host's house or personal objects?
Leaving	When do you leave a dinner party?

3 Write some advice for visitors to your country about customs and traditions of hospitality and entertainment. Write about the points in 2 and say what people do or don't do.

6

Surprising behaviour

Past simple (1): regular and irregular verbs

VOCABULARY AND READING

- 1 Look at the photo, which shows a scene from the passage you are going to read. Where do you think the passage takes place?
- 2 Look at the words in the box. Decide which are nouns and which are adjectives. Look up words you don't know in the dictionary.

bag smile broken cloud
 bunch coat people flat flower
 heavy low scarf shoes big
 sky warm

- 3 Group the words which can go together.
heavy bag, heavy cloud...
- 4 The passage is by Paul Theroux, an American travel writer. Read it and find out what country he is describing.
- 5 Are these statements about the passage true or false?
 - 1 The woman had a friend with her.
 - 2 She didn't have a dog.
 - 3 The weather wasn't very good.
 - 4 He didn't know her name.
 - 5 He expected her to greet him.
 - 6 She didn't say 'Good morning'.

Which statement describes what surprised him?

As soon as I left Deal, I saw a low flat cloud, iron-grey and then blue across the Channel. The closer I got to Dover, the more clearly it was defined. I walked on and saw it was a series of headlands.

It was France.

Ahead on the path was a person, down a hill four hundred yards away; but whether it was a man or a woman I could not tell. Some minutes later I saw her scarf and her skirt, and for more minutes on those long slopes we walked toward each other under the big sky. We were the only people visible in the landscape – there was no one behind either of us. She was a real walker – arms swinging, flat shoes, no dog, no map. It was lovely, too: blue sky above, the sun in the southeast, and a cloudburst hanging like a broken bag in the west. I watched this woman, this fairly old woman, in her warm scarf and heavy coat, a bunch of flowers in her hand – I watched her come on, and thought I am not going to say hello until she does.

She did not look at me. She drew level and didn't notice me. There was no other human-being in sight on the coast, only a fishing boat. Hetta Pouphey – I imagined that was the woman's name – walked past me, and still stony-faced.

'Morning!' I said.

'Oh.' She turned her head to me.
 'Good morning!'

She gave me a good smile, because I had spoken first. But if I hadn't, we would have passed each other, Hetta and I, in that clifftop meadow – not another soul around – five feet apart without a word.

Adapted from *The Kingdom by the Sea*,
 by Paul Theroux



GRAMMAR

Past simple (1): regular and irregular verbs
You use the past simple to talk about a past action or event that is finished.
*We **walked** toward each other.*
*She **turned** her head to me.*

You form the past simple of most regular verbs by adding -ed.
*walk – **walked** I walked on.*
*watch – **watched** I watched this woman.*

Many verbs have an irregular past simple form.
leave – left see – saw be – was/were

For a full list of irregular verbs, see Grammar review.

Negatives
*She **did not** look at me. She **didn't** notice me.*

1 Look at the passage again. Find the past simple of these verbs.

be get give imagine leave see think walk watch

Which verbs are regular? Which ones are irregular?



2 Look at the past simple form of these regular verbs and write their infinitive form.

carried closed continued danced decided liked lived stopped travelled tried

What's the rule for forming the past simple of regular verbs ending in -e, -y, -p, -l?

3 Look at the past simple form of these irregular verbs and write their infinitive form.

became came chose cost cut did hit had heard knew made met put ran read said shut took told understood went wrote

4 Which verbs in 3 have the same form in the present and the past simple? Which verb has the same form but sounds different?

SOUNDS

1 Listen to the pronunciation of the past-tense endings of these verbs.

/t/	/d/	/ɪd/
<i>liked</i>	<i>lived</i>	<i>decided</i>
<i>washed</i>	<i>stayed</i>	<i>visited</i>

Put these verbs in the correct column.

continued finished enjoyed started walked danced called wanted expected

2 Listen and check. What's the rule? Now say the verbs aloud.

SPEAKING

1 Work in pairs. Why didn't the woman in the passage say hello to the writer first? Why did he find this behaviour surprising?

Perhaps she was... Maybe she didn't...

2 Talk about a situation at home or in a foreign country when you found someone's behaviour surprising.

In England no one talks on the buses and underground. In my country we talk all the time!

The world's first package tours

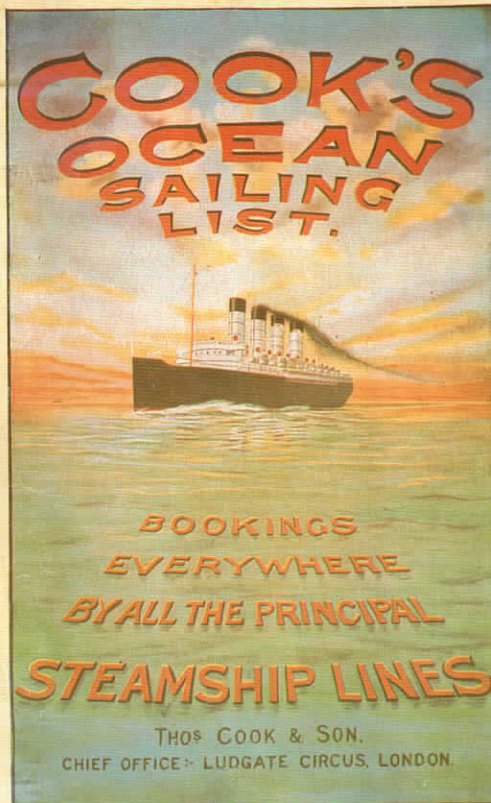
Past simple (2): questions and short answers

When was the last time you had a holiday? And did you organise the trip or did you take a package tour? These days, most people choose a package tour, especially when they go abroad on holiday. They pay for their travel and accommodation in their own country, and they take traveller's cheques which they exchange for local money when they arrive in the foreign country. But in the past it was very different. In fact, before the middle of the nineteenth century, travelling for pleasure was rare and very expensive, and only a few rich people travelled abroad. The man who changed all this and brought in the age of mass tourism was Thomas Cook.

Thomas Cook was a printer in Leicester, England and the secretary of a local church organisation. In 1841 it was his job to arrange rail travel for members of his church to a meeting in Loughborough, a round trip of twenty-two miles. This was the world's first package trip. After this first success, he organised many more for his church. Then in 1845 he advertised a package tour to Liverpool for the general public, and before it took place he went to Liverpool to meet the hotel staff, and check the accommodation and restaurants.

He then started to organise trips all over Britain, including the Great Exhibition in London. In 1851 he published the world's first travel magazine which had details of trips, advice to travellers and articles and reports about the places to visit.

The world's first package tours



In 1854 he gave up his job as a printer. In 1855 he took his first group of tourists to Paris and later that year led a tour of Belgium, Germany and France. In 1863 he went to Switzerland and in 1864 to Italy. By then he had a million clients. The following year he opened an office in London, which his son John Mason managed. They introduced a circular ticket which gave the traveller a single ticket to cover one journey instead of a number of tickets from all the railway companies involved, and they organised a system of coupons which people bought at home and exchanged in the foreign country for a hotel room and meals.

In 1866 the first group of European tourists visited New York and the Civil War battlefields of Virginia. In 1868 the Cooks went to the Holy Land with tents because there were no hotels there at that time. After the Suez canal opened in 1869, Cook created his own fleet of luxury boats to travel up the river Nile.

It was dangerous to carry large amounts of cash, so in 1874 Cook introduced an early form of traveller's cheque, which travellers could cash at a number of hotels and banks around the world.

Thomas Cook died in 1892 at the age of 84, and his son John Mason seven years later. But the age of the package tour and mass tourism was born.

READING

1 What do these words and phrases mean?

mass tourism package tour traveller's cheque coupon cash

Now read *The world's first package tours* and find out what the words and phrases have to do with Thomas Cook.

2 Read these statements about the passage. Are they true or false?

- 1 Travel was very expensive before the middle of the nineteenth century.
- 2 Thomas Cook was a travel agent in 1841.
- 3 The first public trip was in 1845.
- 4 The Great Exhibition was in Liverpool.
- 5 The first trip outside Britain went to France.
- 6 In 1866 he opened an office in London.
- 7 Some tourists wanted to visit the Civil War battlefields.
- 8 The Cooks stayed in hotels in the Holy Land.
- 9 The traveller's cheque allowed people to travel without large amounts of cash.
- 10 Thomas Cook died in 1891.

GRAMMAR

Past simple (2): questions and short answers

Questions	Short answers
<i>Was the first package trip in 1841?</i>	Yes, it was . No, it wasn't .
<i>Did Cook live in Leicester?</i>	Yes, he did . No, he didn't .

You can use **who, what or which** to ask about the subject of the sentence. You don't use **did**.

Who organised the first package trip? Thomas Cook.

You can use **who, what or which** and other question words to ask about the object of the sentence. You use **did**.

Who did he take on the first package trip? 500 workers.

Compare:

Subject	<i>Who introduced traveller's cheques?</i> Thomas Cook.
Object	<i>What did Thomas Cook introduce?</i> Traveller's cheques.

1 Work in pairs and check your answers to Reading activity 2.

1 Was travel very expensive before the middle of the nineteenth century?
Yes, it was.

2 Here are some answers about the passage. Write suitable questions.

- | | |
|--------------------------------------|---|
| 1 A few rich people. | 6 New York, and the battlefields of Virginia. |
| 2 He was a printer. | 7 Because it was dangerous to carry lots of cash. |
| 3 Hotel staff. | 8 In 1899. |
| 4 The world's first travel magazine. | |
| 5 In 1854. | |

1 Who travelled abroad before the middle of the nineteenth century?

VOCABULARY AND SPEAKING

1 Underline the verbs from this lesson in the box.

abroad advertise allow boat
bring buy carry cash change
check choose country create
die exchange foreign give up
holiday hotel introduce lead
leave luxury meet open
organise pay publish travel
traveller's cheque want

What is the past simple tense of the verbs?

2 Look at the other words in the box. Try to remember which nouns, verbs or adjectives they go with in the passage.

Now look back and check.

3 Work in pairs. Choose the two most important events in Thomas Cook's career.

I think one was when he gave up his job as a printer.

4 Work in pairs. When was the last time you were a tourist? Where did you go? What did you do? Did you take a package tour?





Something went wrong

Expressions of past time; so, because

VOCABULARY

- 1 Work in pairs. Put the words and phrases in the vocabulary box with the following travel situations. Some words can go with more than one situation.
- a train journey a boat journey a plane flight
hotel accommodation

airport bed and breakfast boarding pass book
business class cabin check in check out connection
delay departure double room fare ferry harbour
land lift luggage passenger platform reservation
return single single room terminal ticket take off
timetable


- 2 Think of two or three more words which go with each situation.

LISTENING AND SPEAKING

- 1 You are going to hear Ann, an English woman, telling a story about a travel situation when things went wrong. Look at how the story begins.

A few years ago, I was going from London to Paris to join my husband and children. I checked in early and...

What do you think the travel situation is? Which words in the vocabulary box do you expect to hear?

- 2  Listen to Ann's story. As you listen, look at the vocabulary box again and tick (✓) the words you hear.

- 3 Work in pairs. Did you guess correctly in 1? Describe what happened.

 Listen again and check.

- 4 Look at these phrases taken from another story about a situation where something went wrong. Decide which travel situation the speaker, Bob, is describing. What do you think happened?

sat down on the tiny single bed
knocked on the door
slept in the car that night
didn't have a reservation
wanted to check out
asked if he had a room
left my suitcase in my car
picked up a key from behind the desk
was frightened by the man downstairs
showed me a very dusty room

- 5  Listen to Bob's story. Did you guess correctly in 4?

- 6 Number the phrases in 4 in the order you heard them.

 Now listen to Bob's story again and check.

- 7 Have you ever been in a situation where something went wrong? Tell the class about it.



GRAMMAR

Expressions of past time

You can use these expressions of past time to say when something happened.

*last night last Sunday last week last month last year
yesterday yesterday morning yesterday afternoon
the day before yesterday
two days ago three weeks ago years ago ages ago
in 1985 from 1987 to 1993*

So, because

You can join two sentences with so to describe a consequence.

She often took the plane, so she didn't look at the safety instructions.

You can join the same two sentences with because to describe a reason.

She didn't look at the safety instructions because she often took the plane.

- 1 Complete the sentences with these verbs in the past simple. There are some extra verbs, and there may be more than one possible answer.

ask enjoy finish listen look open play start stay walk visit wash watch

- 1 I _____ television last night.
 - 2 She _____ to the news on the radio yesterday.
 - 3 He _____ football the day before yesterday.
 - 4 We _____ my parents last Sunday.
 - 5 I _____ at home last weekend.
- 2 Look at the sentences in 1 and underline the expressions of past time.
- 3 Write sentences saying what you did, using the expressions of past time you underlined in 2.
- 4 Think of four or five important or memorable events in your life. Write down when they happened. Don't write down what happened.
five years ago last year three months ago...
- 5 Work in pairs. Show each other what you wrote in 4. Ask and say what happened.
What happened five years ago? I went to America.

- 6 Join the two parts of each sentence with *because*.

- 1 The flight was on time
 - 2 They had to make an emergency landing
 - 3 He didn't have a hotel reservation
 - 4 He decided to leave
- a there wasn't much air traffic.
 - b the room was dirty and unpleasant.
 - c he didn't expect to stay there long.
 - d they thought there was a bomb on the plane.

1 *The flight was on time because there wasn't much air traffic.*

- 7 Rewrite the sentences in 6 using *so*.

1 *There wasn't much air traffic so the flight was on time.*

WRITING

- 1 Write an opening sentence about what happened to Bob.

Bob arrived in a town at ten o'clock.

- 2 When you are ready, give your sentence to another student and you will receive an opening sentence from someone else. Read it, then write another sentence to continue the story.

Bob arrived in a town at ten o'clock.

He looked for a hotel.

He didn't have a reservation.

The main hotel was full.

He went down the road to a small guest house.

The lights weren't on.

He walked past it.

Continue writing and receiving sentences until the story is finished.

- 3 Now write the story in full by joining the sentences with *and*, *but*, *so* and *because*.

Bob arrived in a town at ten o'clock and looked for a hotel. But he didn't have a reservation and the main hotel was full. So he went down the road to a small guest house. Because the lights weren't on, he walked past it...

- 4 Write Ann's story in full.

9

Family life


Possessive 's; possessive adjectives

VOCABULARY AND LISTENING

1 Look at the words in the vocabulary box. Put the words in pairs. Two words have no pairs. Which ones are they?

aunt boy boyfriend brother child cousin daughter father friend girl
girlfriend grandfather grandmother husband man mother nephew niece
parent sister son uncle wife woman

aunt – uncle...

2  Listen to Corinne, who is French, talking about her family. Draw a line to show each person's relationship to her.

Jacqueline Raymond Chantal Christine Tony Georges Vincent Marie
mother sister father grandmother brother aunt husband uncle

GRAMMAR

Possessive 's

You add 's to singular nouns to show possession.

Corinne's father = her father Vincent's wife = his wife

You add s' to regular plural nouns.

the parents' house = their house the boys' mother = their mother

You add 's to irregular plural nouns.

the children's aunt = their aunt the men's room = their room

Possessive adjectives

I – my you – your he – his she – her it – its we – our they – their

Vincent is **my** husband.

1 Work in pairs. Use the information in Vocabulary and listening activity 2 and say who these people are. Use the possessive 's.

- | | |
|---------------------|---------------------|
| 1 Corinne (Raymond) | 4 Georges (Marie) |
| 2 Raymond (Chantal) | 5 Marie (Corinne) |
| 3 Chantal (Georges) | 6 Corinne (Vincent) |

1 Corinne is Raymond's sister.

2 Rewrite the sentences in 1 using possessive adjectives.

1 Corinne is his sister.

Family life


How close are you as a family? We

talked to Corinne Mathieu, from Montpellier, France about her family life.

1 'We usually see each other at least once a month, maybe more often. We have lunch together on Sunday if we haven't got anything special to do. We live in Montpellier, which is about an hour and a half away, but we always come to Marseilles where my mother and father live. It's not so far. Usually my grandmother and my uncle and aunt are there too – we're quite a large family! Sometimes my brother and his girlfriend come over – they live nearby. The meal takes about four hours, we spend a lot of time chatting and there's always lots to eat.

2 'There's no one we call the head of the family, although my father's advice and opinion are very important in any decisions we take. My uncle Tony is in fact older than my father, so I suppose he's the real head of the family. When my grandfather was alive he liked to think that the whole family organised itself around him, but these days it's different. But we all try to discuss things together when we meet.


SOUNDS

- 1  Listen and underline the /ə/ sound.
 brother daughter father husband mother
 parent sister woman

Now say the words aloud.

- 2 Look at this true sentence.

Vincent is Corinne's husband.

 Listen and correct the statements below with the true sentence. Change the stressed word each time.

- 1 Vincent is Corinne's uncle.
- 2 Tony is Corinne's husband.
- 3 Vincent is Marie's husband.
- 4 Vincent is Corinne's brother.
- 5 Vincent is Chantal's husband.
- 6 Georges is Corinne's husband.

1 No, Vincent is Corinne's **husband**.

READING AND SPEAKING

- 1 Read *Family life* and match the questions with each paragraph. There is one extra question.

- a Who's the head of the family?
- b How often does the family get together?
- c How many people live in your house?
- d How long do people live with their parents?
- e How many people live in the same house?

- 2 Which paragraphs give specific information about Corinne's family? Which paragraphs give more general information?

- 3 Work in pairs. In your country, do you talk about your family to people you don't know? If so, answer the questions above with specific information about your family. If not, answer the questions above with general information about family life in your country.



3 'In most families, it's a small family group who live in the same house, mother, father and the children before they get married. But if one of the grandparents dies, the other usually sells their home and goes to live with their children. So it's quite common to have one grandparent living with you, but not more.'

4 'In France most children leave home when they get married, and not before. I lived in Marseilles with my mother and father until I got married. But there are some people who want to lead independent lives and they find a flat as soon as they start their first job, even before they get married. Of course, the main problem is that flats are so expensive to rent here, and we simply have to live with our parents.'

10


The town where I live

Have got

VOCABULARY AND LISTENING

- 1 Look at the words in the box. Underline any features or facilities your town has got.

art gallery beach cathedral
cafe sports stadium museum
nightclub park swimming pool
university port cinema theatre
factory restaurant

- 2  Listen to Catherine, an English woman who lives in Mestre near Venice. Tick (✓) the features or facilities in the box which she mentions.

- 3 Write down what Catherine considers to be the advantages and disadvantages of living in Mestre.


 Listen again and check.

- 4 Work in pairs. Underline the adjectives in the box.

architecture bad beautiful
boring busy cheap climate
cold crowded dangerous dirty
entertainment excellent
expensive food good
interesting large medium-sized
modern old safe safety
shops size small traffic

Which adjectives can you use to describe the features and facilities of your town? Can you think of other adjectives to describe them?



- 5  Listen to six people talking about their home towns. Each one is talking about a different aspect of their town. Put the number of the speaker by the aspect they are talking about.

architecture	<input type="checkbox"/>	climate	<input type="checkbox"/>	cost of living	<input type="checkbox"/>
entertainment	<input type="checkbox"/>	food	<input type="checkbox"/>	public transport	<input type="checkbox"/>
safety	<input type="checkbox"/>	traffic	<input type="checkbox"/>	size	<input type="checkbox"/>

GRAMMAR

Have got

You use *have* or *have got* when you talk about facilities, possessions or relationships. You can use the contracted form with *have got*, but this is not common with *have*.

I have a new car. or *I've got/have got a new car.*
My town has a museum. or *My town's got/has got a museum.*

In spoken English it is much more common to use the contracted form if possible.

Negative

I don't have any cigarettes. or *I haven't got any cigarettes.*

You don't usually use *have got* in the past.

When you talk about facilities, you can also use *there is/are*.

It's got an art gallery. or *There's an art gallery.*



1 Rewrite these sentences with contractions.

- 1 The university has got a park.
- 2 It has got a modern tram system.
- 3 He has got a swimming pool.
- 4 I have got tickets for the theatre.
- 5 Rio has got some beautiful beaches.
- 6 She has got a good view from the window.

2 Work in pairs. Say what features and facilities your town has and hasn't got.

It's got a cathedral, but it hasn't got a theatre.

WRITING

1 Read this description of Venice by Anna, a student. Which aspects in *Listening* activity 5 does she mention?

2 Read the passage again and write down all the advantages and disadvantages of living in Venice.

Advantages: small city, full of history...

Disadvantages: lots of tourists, expensive...

3 Join two advantages or two disadvantages together using *and*.

It's quite a small city and it's full of history.

Then join an advantage and a disadvantage together with *but*. Make sure they are all features which can go together.

*There are no cars and lorries **but** there are lots of tourists.*

4 Make a list of the advantages and disadvantages of living in your town.

<i>Advantages</i>	<i>Disadvantages</i>
<i>good public transport</i>	<i>too much traffic</i>
<i>excellent shops</i>	<i>very expensive</i>

5 Write sentences joining advantages or disadvantages using *and*. Then write sentences joining an advantage with a disadvantage using *but*.

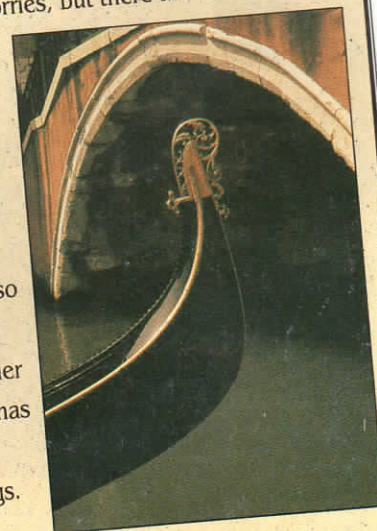
It's got good public transport and the shops are excellent.

There's too much traffic but the public transport is good.

6 Write a short description of your town. Use Anna's description and the sentences you wrote in 5 to help you.

The town where I live

I love living in Venice, it's full of history. I like it because it's quite a small city. I think it's got a population of about 200,000 people, but there are lots of tourists, especially in the summer, and there's not enough room for them all. Of course, there are no cars or lorries, but there are water buses on the main canals all day and night, and it's not far to walk anywhere in the city. But you need lots of money to live here. Flats are very expensive and everything comes from the mainland, so the prices of everyday supermarket items are rather high. And apart from cinemas and theatres, there's not much to do in the evenings. But I still love it here.



Progress check

6-10

VOCABULARY

- 1 Work in pairs and make a *word chain*. Each word must be associated with the word immediately before it. Start like this:

hotel reception reservation double room
bed breakfast

- 2 Some nouns go together to make a new word. Sometimes you write them as two words: *double room*, and sometimes as one word: *timetable*.

Put a noun from list A with a noun from list B and make at least 12 new words.

A package travel round return train first
booking boarding air suit

B journey pass terminal class case tour trip
agent ticket office

- 3 It is useful to write down new vocabulary under headings, such as *travel*, *towns*, *family* etc. You can also use more personal or impressionistic categories, such as words that sound nice, or words that look like words in your own language. Look at the vocabulary boxes in Lessons 6 - 10 again. Choose words which are useful to you and group them under headings of your choice in your *Wordbank*.

GRAMMAR

- 1 Write these regular verbs in the past simple tense.
ask carry change continue decide enjoy finish
happen like listen live look open play start
stay stop talk test try travel visit walk watch
- 2 Write these irregular verbs in the past simple tense.
be become do go get have know leave
make put run see sit sleep take tell

- 3 Complete this conversation with *did*, *didn't*, *was*, *wasn't*, *were* or *weren't*.

1 '___ you enjoy your holiday?' 'Yes, I ___.'

2 '___ the weather good?' 'Yes, it ___.'

3 '___ you go to the local museums?' 'Yes, we ___.
They ___ very interesting.'

4 '___ you send any postcards?' 'No, we ___.'

5 '___ you buy anything?' 'No, we ___ have any money.'

6 '___ you pleased with the hotel?' 'Yes, we ___.'

- 4 Write short answers to these questions about Thomas Cook. Give the correct information.

1 Did he live in Nottingham?
2 Was his first trip to Loughborough?
3 Did he take people to Manchester in 1845?
4 Did he open an office in London?
5 Were tourists interested in the Civil War battlefields?
6 Was it dangerous to carry large amounts of cash?

- 5 Write questions about Thomas Cook using the prompts below.

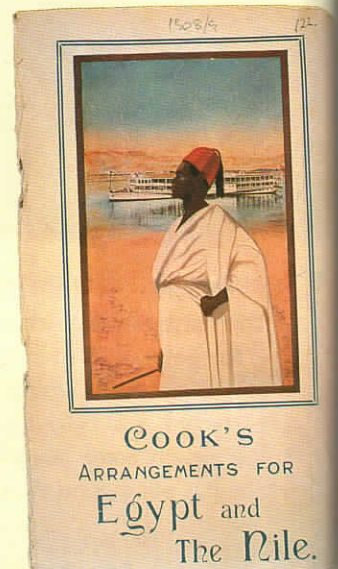
1 what/do?
2 what/be son's name?
3 where/go on first trip abroad?
4 when/publish the first travel magazine?
5 what/take to the Holy Land?
6 when/die?

- 6 Look back at the passage on page 16 and write answers to the questions in 5.


He was a printer.

- 7 Complete these sentences with *I*, *my*, *you*, *your*, *he*, *his*, *she*, *her*, *we*, *our*, *they* or *their*.

1 I know ___ face. Is she famous?
2 We know them quite well. ___ children go to the same school as ours.
3 Philip, this is ___ friend, Mary.
4 What do you do, Peter? What's ___ job?
5 I'll call you later. What's ___ telephone number?
6 That belongs to me. It's got ___ name on it.'




SOUNDS

- 1  Listen and say these words aloud.


this theatre cathedral think thank you they

Is the underlined sound /ð/ or /θ/? Put the words in two columns.

- 2  Listen and say these words aloud.

not know lots boat photo video shop don't go
what disco opera opening

Is the underlined sound /b/ or /əv/? Put the words in two columns.

- 3  Listen to the sentences. Put a tick (✓) if you think speaker B sounds friendly.

- 1 A Did you arrive late this morning? B No, I didn't.
 2 A She didn't say hello. B Yes, she did.
 3 A Did you give me your passport? B Yes, I did.
 4 A Did they pay you for the tickets? B No, they didn't.

Now work in pairs and say the sentences aloud. Try to sound friendly.

WRITING

- 1 You are going to write a story called *The least successful annual conference*. Look at the questions below and try to guess the answers. Write full answers to the questions. Leave a blank when there is any information that you don't know.

THE LEAST SUCCESSFUL ANNUAL CONFERENCE

- 1 Where did the Association of British Travel Agents go for their annual conference in 1985?
- 2 Why was the flight from Gatwick to Naples delayed?
- 3 Why were many people ill?
- 4 Who did the organisers ask to give a speech to the delegates in the forum at Pompeii?
- 5 What did a local travel agent decide to do as a gesture of friendship?
- 6 What happened as the Minister began his speech?
- 7 Where did the flowers land?
- 8 Why did no one hear the speech?
- 9 How many times did the plane pass over Pompeii?
- 10 Where did the roses land each time?
- 11 What happened the last time it flew over the delegates?

1 In 1985 the Association of British Travel Agents went to ___ for their annual conference.

- 2 Now turn to Communication activity 10 on page 99 and read the story. Fill in the blanks in your version.

SPEAKING

- 1 Find someone in your class who:

- left home early this morning
- travelled by plane last month
- had a holiday three months ago
- went on a bus yesterday
- walked to school/work ten days ago
- took a train last week
- stayed in a hotel last year
- went abroad in 1993

- 2 Draw your family tree, but include two 'false' relatives who don't exist. Think of some interesting or unusual information about the homes of each relative and invent information for the two relatives who don't exist.

- 3 Work in pairs. Ask and answer questions about your families. Try and guess who the 'false' relatives are.



11

How ambitious are you?

Verb patterns (2): to + infinitive; going to for intentions, would like to for ambitions

READING

1 How ambitious are you? Put a tick (✓) by the ambitions you have. Have you any other ambitions?

- | | | |
|-------------------------|-----------------------|----------------------------|
| - stop work | - move house | - change your job |
| - learn to fly | - run a marathon | - learn a foreign language |
| - learn to ski | - work abroad | - be healthy and happy |
| - have children | - write a novel | - travel around the world |
| - go back to university | - earn a lot of money | - become famous |
| - live in the country | - go to Disneyland | |

2 Read *How ambitious are you?* and answer the questions.

3 Turn to Communication activity 9 on page 99 and find out how ambitious you are.

How ambitious are you?

1 Your neighbour buys a new Porsche. What do you say?

- a I don't need an expensive car.
- b One day I'm going to buy one, too.
- c I'd like to let the air out of its tyres.

2 Your boss leaves very suddenly. What do you think?

- a They're going to give me his/her job.
- b They're going to appoint someone else.
- c They're going to say it's my fault.

3 Which ambition do you have?

- a I'd like to be rich.
- b I'd like to be famous.
- c I'd like a drink.

4 You aren't happy with your job. What would you like?

- a More responsibility.
- b More money.
- c More weekend.

5 Your best friend is writing a novel. What do you say?

- a I'm going to write a best-selling novel.
- b I'm going to write a postcard.
- c What a coincidence! You're writing a novel and I'm reading one.

6 What does your future hold for you?

- a I'm going to be president.
- b I'm going to be happy.
- c I'm going to be late.

7 There's a marathon race on television. What do you say?

- a I'm going to do that next year.
- b I'd like to do that but I'm not very fit.
- c What's on the other channel?

8 Which of these statements do you agree with?

- a Every day, in every way, I'm getting better and better.
- b Tomorrow is the start of the rest of my life.
- c If you don't succeed, try again. Then give up.



GRAMMAR

Verb patterns (2): to + infinitive

You can put to + infinitive after many verbs.

I want to leave now. He decided to drive to work. She's learning to fly. She needs to pass her exam.

Going to, would like to

You can use going to + infinitive to talk about future intentions or plans which are fairly certain.

I'm studying medicine. I'm going to be a doctor. I'm not going to be an accountant.

You can use would like to + infinitive to talk about ambitions, hopes or preferences.

I'd like to speak English fluently. I wouldn't like to run a marathon.

Remember that like + -ing means enjoy.

I like learning English. = I enjoy learning English.

For more information see Verb patterns (1) on page 9.

1 Choose the correct verb pattern.

- 1 He's got a place at Essex University. *He would like to/He is going to* study there.
- 2 She's got her plane ticket and *she'd like to/she's going to* go to Canada.
- 3 *He'd like to/He is going to* buy a new car, but it's too expensive.
- 4 *I'd like to/I'm going to* work in television but there aren't many jobs.
- 5 She enjoys her job. *She wouldn't like to/She isn't going to* change it.
- 6 He's got a new job with a foreign company. *He'd like to/He is going to* work abroad.

2 Work in pairs and talk about the ambitions you ticked in Reading activity 1.

I'd like to run a marathon.

VOCABULARY AND WRITING

1 Match the verbs with the nouns in the box below.

abroad change earn jobs house a foreign language learn a marathon money move a novel read stop run study work write

Can you think of other nouns which can go with the verbs?

2 Look at this passage about Hanna's ambition. Find out:

- what she'd like to do
- what she needs to do to achieve it
- why she'd like to do it
- what she's going to do

Hanna is forty-five years old and is a technician in Ludwigshafen, Germany. She wants to learn to fly a light airplane because she loves flying. 'I'm always a passenger and I'd really like to know what it feels like to be in control,' she says. So she's taking flying lessons at her nearest private airport, and she's going to take her pilot's test in three weeks' time. 'It's not going to be easy, but I love it. It's going to change my life.'

3 Think about your ambitions.

Make a list of what you'd like to do.

earn a lot of money, write a novel...

4 Choose one ambition, and make notes about why you'd like to do it.

earn a lot of money - buy a big house...

5 Now make notes about what you need to do to achieve it.

change my job, learn a foreign language...

6 Finally, make notes about what you're going to do to achieve your ambition.

look at job advertisements, go to evening class...

7 Work in pairs. Ask questions about your partner's ambition and take notes. Answer questions about your ambition.

8 From your notes, join what your partner wants to do and why with because.

Imogen would like to change her job because she wants to work abroad.

Join what your partner needs to do and what he/she's going to do with so.

She needs to decide where she wants to live, so she's going to travel round Europe.

9 Write a paragraph about your partner's ambition. Use the prompts and passage in 2 to help you.

12

English in the future

Will for predictions

VOCABULARY

- 1 Look at the words in the box and put them under two headings: *jobs* and *subjects*.



accountant actor arithmetic banker biology chemistry computer science
 dancer doctor economics engineer geography history journalist languages
 maths nurse physics physical education politician secretary

- 2 Work in pairs and look at the lists you made in 1. Which jobs do you need English for? Which subjects do you need English in order to study? Are there any other jobs and subjects you need English for?

LISTENING

- 1 Think about learning English in the future in your country. Which of these predictions do you agree with? Put a tick (✓) if you agree and a cross (✗) if you disagree.

	You	Lynne	Greg	Your partner
Children will learn English from the age of six.				
There will be few adults who don't speak English.				
More lessons at school will be in English.				
Everyone will need to learn about British and American culture.				
Everyone will need English for their jobs.				
Everyone will learn English at home by television and computers.				
It will be more important to speak English than your own language.				

- 2  Listen to two English teachers talking about the statements. Put a tick (✓) if the speaker agrees with the statements, a cross (✗) if he or she disagrees and put ? if it's not clear.
- 3 Work in pairs. Can you remember what Lynne and Greg said?
 Listen again and check.



GRAMMAR

Will

You use **will** to make a prediction or express an opinion about the future.

Children **will learn** English from the age of six.
I think most people **will need** English for their jobs.
I'm sure everyone **will speak** some English.

You form the future simple with **will + infinitive**. You often use the contracted form **'ll**.

At the end of the course I'**ll speak** English fluently.

Negatives

There **won't be** traditional language classes in school.
There definitely **won't be** many teachers.

Questions

Will we use English at work?

Short answers

Yes, we **will**.

No, we **won't**.

1 Think about the end of your course. Make predictions about your level of English. Use *I will* or *I won't*.

- 1 speak English fluently
- 2 be able to read an English newspaper
- 3 be able to understand radio broadcasts
- 4 be able to write reports in English
- 5 speak with a perfect English accent
- 6 be able to understand English songs
- 7 know a lot of vocabulary
- 8 use English for my work

2 Look at these predictions about jobs and studying in the future. Do you agree or disagree? Write questions to ask another student.

- 1 computers – replace secretaries, accountants
- 2 journalists – disappear – because no newspapers
- 3 economics – the most important school subject
- 4 teaching by television – very common
- 5 people – no need to study maths – because computers can do calculations
- 6 few people – need geography, history

1 Do you think computers will replace secretaries and accountants?

3 Now work in pairs and find out what your partner thinks.

Do you think computers will replace secretaries and accountants? No, I don't.

SOUNDS

1 Say these words aloud. Which words are stressed on the first syllable? Which words are stressed on the second syllable? Which words are stressed on the third syllable? Put them in three columns.

accountant actor arithmetic banker biology
chemistry computer economics education
engineer geography politician secretary

□□	□□□	□□□□
actor	accountant	economics

 Listen and check.

2  Listen and say these words.

age lesson chemistry education secretary railway
station friend holiday

Is the underlined sound /e/ or /ei/? Put the words in two columns.

SPEAKING AND WRITING

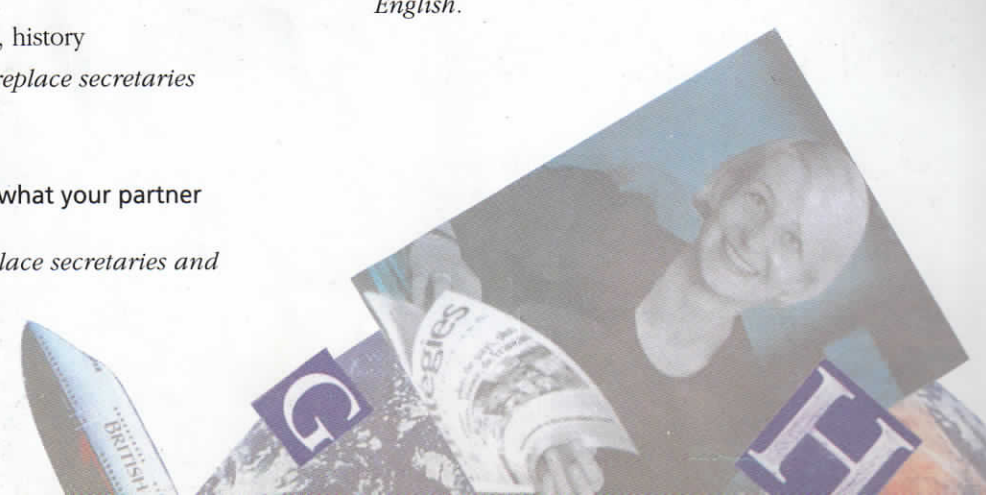
1 In pairs, check your answers to *Listening* activity 2. Find out what your partner thinks and complete the *Your partner* column in the chart.

2 Find out what other people in your class think about the future of English and make notes.

3 Write a paragraph saying what people in your class think.

All of us think that children will learn English from the age of six. Most of us think that we'll use English for our jobs. Some of us think that learning English will be more important than our own language. Nobody thinks that all lessons at school will be in English.

H



Foreign travels

Going to for plans and will for decisions; expressions of future time


LISTENING

1 You're going to hear Duncan, an English student, talking to a friend, Cathy, about a visit he's going to make to South America. He's going to visit some of these places. Do you know which countries the places are in?

Places


The Amazon	<input type="checkbox"/>	Lake Titicaca	<input type="checkbox"/>	Rio	<input type="checkbox"/>
Belo Horizonte	<input type="checkbox"/>	Lima	<input type="checkbox"/>	Santiago	<input type="checkbox"/>
Buenos Aires	<input type="checkbox"/>	Machu Picchu	<input type="checkbox"/>	São Paulo	<input type="checkbox"/>
Caracas	<input type="checkbox"/>	Montevideo	<input type="checkbox"/>	Valparaíso	<input type="checkbox"/>
Cordoba	<input type="checkbox"/>	Patagonia	<input type="checkbox"/>		


2 Look at the map in Communication activity 21 on page 101 and check your answers. (No prizes if you live in South America!)

3  Listen to the conversation and number the places in 1 as Duncan mentions them.

4 Work in pairs. Try to remember what Duncan plans to do in each place. Put the number of the place by what he's going to do there.

lie on the beach	<input type="checkbox"/>	spend a week in the jungle	<input type="checkbox"/>
visit the ruins	<input type="checkbox"/>	go round the museum	<input type="checkbox"/>
do some sightseeing	<input type="checkbox"/>	take the cable car up the mountain	<input type="checkbox"/>
stay in a hotel	<input type="checkbox"/>	buy some souvenirs	<input type="checkbox"/>
meet his girlfriend	<input type="checkbox"/>	hire a car	<input type="checkbox"/>
travel by coach	<input type="checkbox"/>	learn to dance the samba	<input type="checkbox"/>

 Now listen again and check.

5  Listen to the rest of the conversation. Underline the verb used.

CATHY Well, have a nice time! Have you got a good guide book?

DUNCAN No, I haven't. But I'll get/I'm going to get one. It's on my shopping list of things to buy before I go.

CATHY Well, they say the best one is the South American handbook.

DUNCAN Really? Well, I'll get/I'm going to get it when I go into town.

CATHY Look, I'll go/I'm going into town right now because I need to do some shopping. I'll buy/I'm going to buy it for you at the bookshop, if you like.

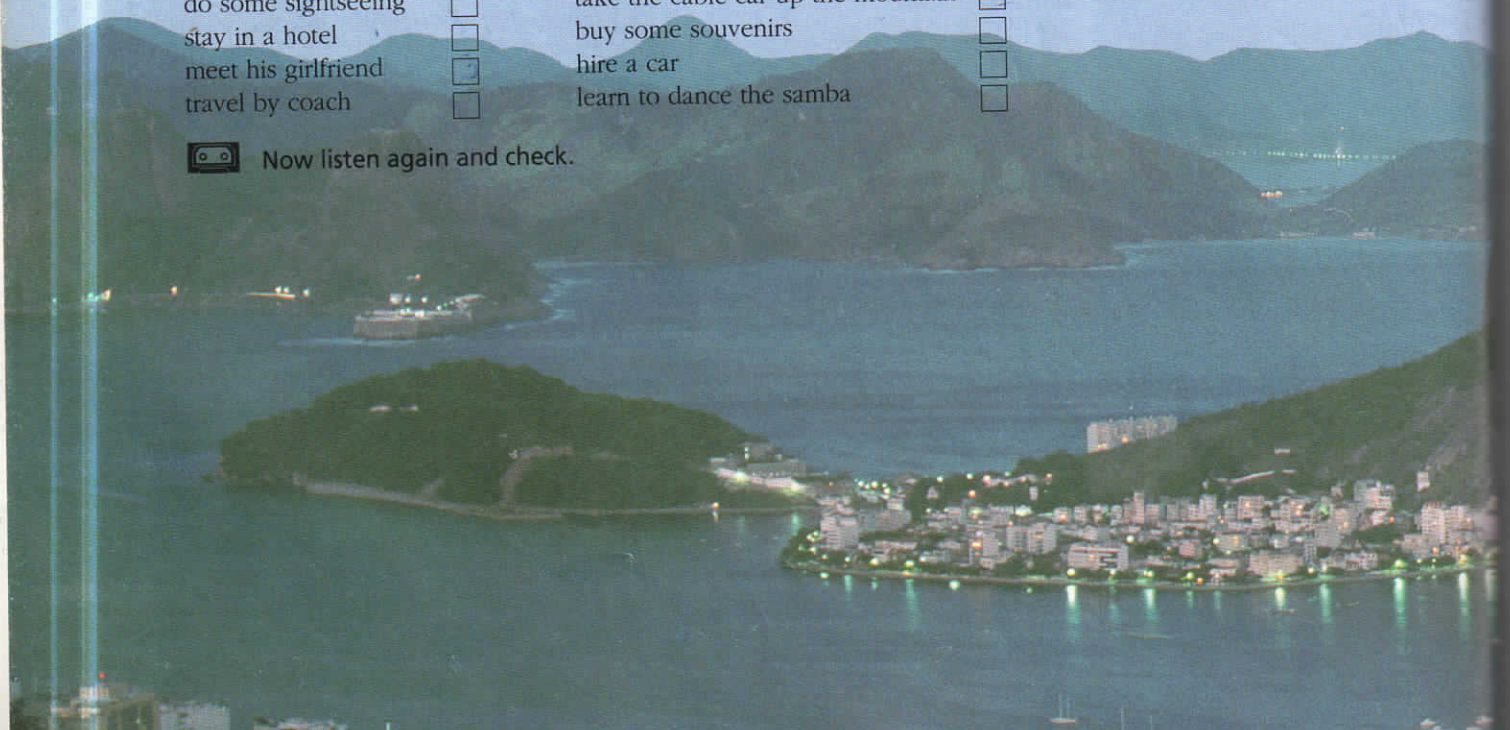
DUNCAN Really?

CATHY Yes, of course.

DUNCAN Well, I'll give/I'm going to give you the money for it right now.

CATHY OK, and I'll bring/I'm going to bring it round tonight. Who knows, perhaps I'll borrow/I'm going to borrow it from you one day.

DUNCAN OK. Thanks very much.



GRAMMAR

Going to for plans

You use **going to** to talk about things which are arranged or sure to happen.

I'm going to visit South America. I'm going to visit Buenos Aires.

You use **going to** for decisions you made before the moment of speaking.

I'm going to buy a guide book.

Will for decisions

You use **will** for decisions you make at the moment of speaking.

I'll give you the money right now.

You often use **will** for offers. (For more information about offering, see Lesson 30.)

You usually use the present continuous with **go** and **come**.

He's going to South America. not *He's going to go to South America.*

She's coming with us. not *She's going to come with us.*

Expressions of future time

You can use these expressions of future time to say when you are going to do things.

tomorrow morning afternoon evening

next week month year

in two days' time three months' time five years' time

- Does Duncan make his decisions before or at the moment of speaking to Cathy? Which verb form do you use to talk about decisions? Which one do you use to talk about plans?
- Work in pairs and check your answers to *Listening* activity 4. Which things is Duncan sure he is going to do, and which things is he not sure will happen?
He's going to fly to Rio. He'll probably take the cable car up the mountain.
- Choose the correct verb form.
 - 'I need a strong bag.' *I'm going to/I will* get you one.'
 - I bought a good map, because *I'm going to/I will* go to South America
 - 'Where *will you /are you going to* stay?' *We'll /We're going to* stay with friends, probably.'
 - I need some fresh air. Perhaps *I'm going to/I'll* have a walk in the park.

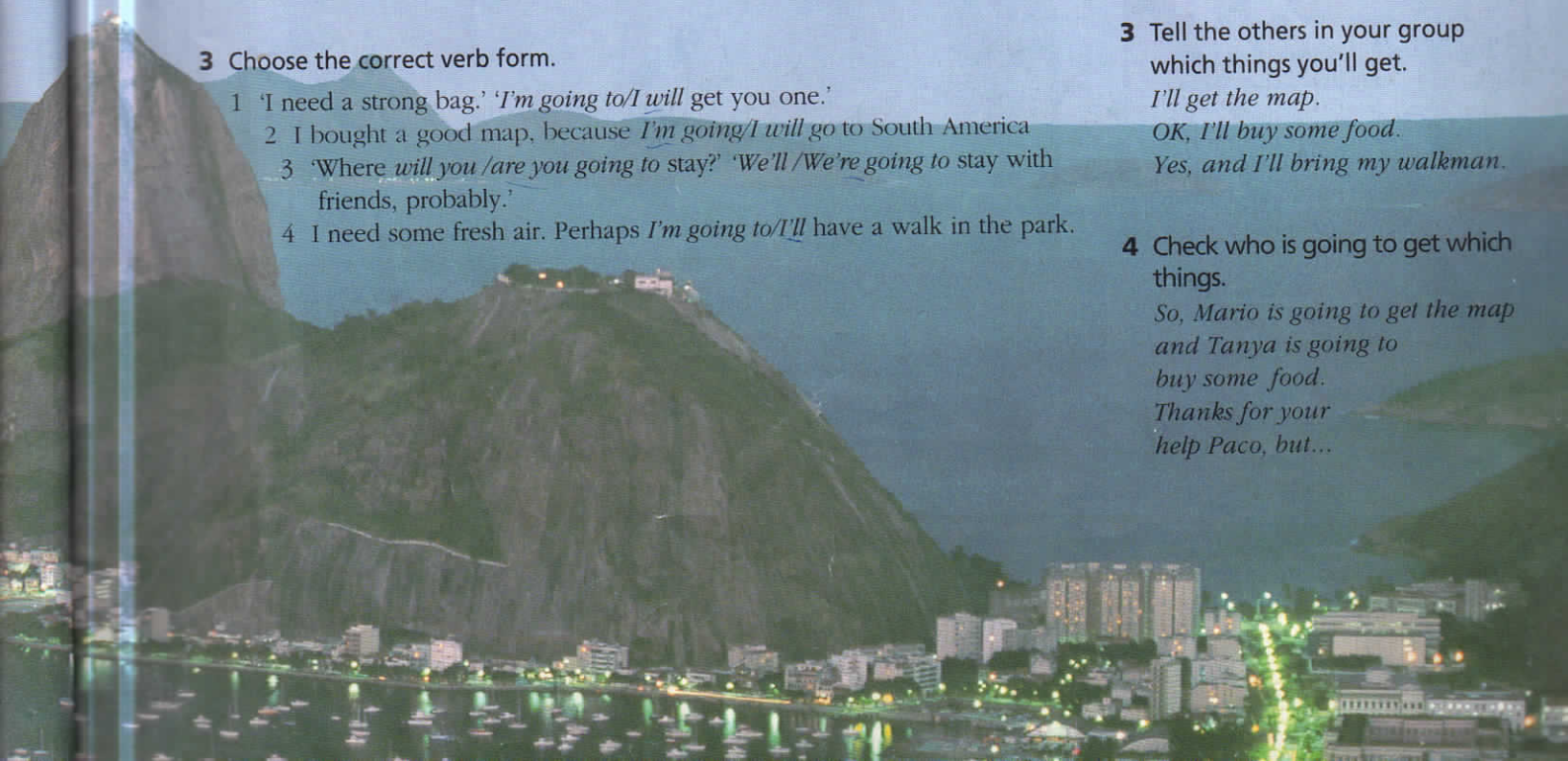
- Choose six expressions of future time and write three sentences about things you're sure you're going to do, and three things you're not sure will happen.
I'm going to have a holiday next month.
I'll probably move abroad in five years' time.

SPEAKING AND VOCABULARY

- Work in groups of two or three. You're planning a trip somewhere. Decide where you'd like to go.
- In your groups, look at the words in the box and decide which things you will need for the trip. Add three or four more things.

aspirin backpack map camera
currency food guide book
handbag medical kit passport
penknife razor scissors tent
sleeping bag suitcase wallet
toothbrush toothpaste watch
traveller's cheques walkman

- Tell the others in your group which things you'll get.
I'll get the map.
OK, I'll buy some food.
Yes, and I'll bring my walkman.
- Check who is going to get which things.
So, Mario is going to get the map and Tanya is going to buy some food.
Thanks for your help Paco, but...



14

In Dublin's fair city

Prepositions of place; asking for and giving directions



VOCABULARY AND READING

- 1 Work in pairs. Look at the map of Dublin, the capital city of Ireland. Can you see any of these town features on the map? What are the places called?

bank bus station college
hospital law courts library
parliament pub railway station
river square town hall

The Bank of Ireland...

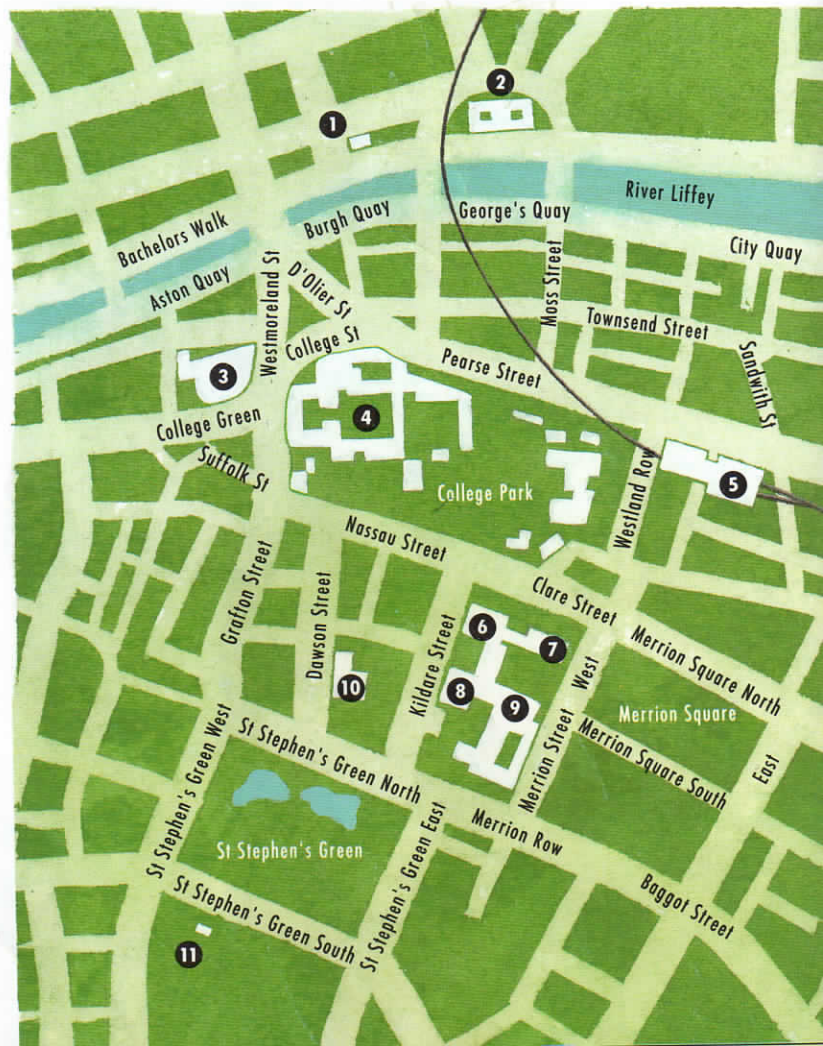
- 2 The article you are going to read is about the pubs in Dublin. Which of these words can you use to talk about pubs or bars in your country?

traditional conversation jokes
old-fashioned welcome private
charm modern beautiful local
famous thirsty lively literary
sophisticated elegant left-wing

- 3 Read *In Dublin's fair city* and decide which pub(s) you'd like to visit and why.

LISTENING

- 1 Listen to a tour guide at the start of a tour. Where is he standing?
- 2 Listen to the guide explaining the route of the tour. Draw the route on the map.



- 1 Abbey Theatre
- 2 Custom House
- 3 The Bank of Ireland
- 4 Trinity College
- 5 Pearse Station
- 6 National Library
- 7 National Gallery
- 8 National Museum
- 9 Irish Parliament
- 10 Mansion House
- 11 University Church

IN DUBLIN'S FAIR CITY

'I went into a pub one morning and asked for a Guinness. The barman said, "Sorry, we're closed. We open in fifteen minutes." Then he paused. "But would you like a drink while you're waiting?"

— *An English visitor to Dublin*

Dublin means many things to many people. To some it is a city of writers, the city of Jonathan Swift, Oliver Goldsmith, James Joyce and W B Yeats. For others, it is the city of talkers, its pubs full of Guinness and jokes, and the source of the writers' inspiration.

You can still find many traditional pubs in Dublin and they're open all day from 10.30am on Mondays to Saturdays and most of the day on Sunday. You're sure of a warm welcome, especially if you offer to buy the locals a drink. Here are a few to visit in the centre.

Doheny and Nesbitt's in Baggott Street is a lively, old-fashioned pub, long and narrow, with a small private bar at each end. Government ministers, civil servants and journalists use it for meetings.

The Horseshoe Bar of the elegant Shelbourne Hotel on St Stephen's Green keeps its charm and intimacy in its modern, sophisticated surroundings.

Mulligan's in Poolbeg Street opened in 1872 and has a number of sections: students in the entrance on the left, journalists and TV people on the right, and left-wing politicians in the far bar.

Neary's, in Chatham Street, is a beautiful, old-style pub visited by actors from the Gaiety Theatre.

The Bailey, in Duke Street, is a very traditional pub, and famous for its literary connections. It was in James Joyce's *Ulysses*, where it is known as Burton's.

There are hundreds of other pubs as well, where visitors can enjoy something of the real Dublin. You don't need to be thirsty to enjoy the pub; just enjoy the conversation!

GRAMMAR AND FUNCTIONS

Prepositions of place

The Bank of Ireland is **opposite** Trinity College.

Pearse Station is **next to** Trinity College.

College Park is **in** Trinity College.

Dawson Street is **between** St Stephen's Green and Nassau Street.

The National Library is **behind** the National Museum.

The National Museum is **on the corner of** College Green and Westmoreland Street.

The National Museum is **in front of** the National Library.

Asking for and giving directions

How do I get to ...? Go straight ahead/on.

Go down/along... Go to the end of...

Cross over... Turn left/right into...


It's on the left/right. It's at the crossroads.

Take the first/second turning on the left/right.

- 1 Look at the map and say where these places are. Use the prepositions in the grammar box.

The Irish Parliament the Mansion House
Merrion Square Kildare Street The National Gallery

- 2 Write directions for the tour you heard in *Listening* activity 2. Use the prepositions in the grammar box and the map to help you.

 Listen again and check.

SOUNDS

- 1 Say these words aloud.


bank pub map article Dublin number others
charm far bar actor bus national

Is the underlined sound /ɑ:/, /æ/ or /ʌ/? Put the words in three columns.

 Listen and check.

- 2 Underline the stressed words in these questions.

- 1 Excuse me, how do I get to the post office?
- 2 Excuse me, is there a bank near here?
- 3 Excuse me, could you tell me the way to the station, please?
- 4 Excuse me, where's the nearest pub?

 Listen and check. Ask the questions aloud.

SPEAKING

- 1 Work in pairs.

Student A: Think of a well-known place in the town where you are now. Imagine you are looking at it and describe where you are to *Student B*. Don't say what the place is.

Student B: Listen to *Student A* describing a well-known place in the town where you are now. Guess what the place is.

Change round when you're ready.

- 2 Work in pairs.

Student A: Turn to Communication activity 7 on page 99.

Student B: Turn to Communication activity 15 on page 100.

15

An apple a day

Expressions of quantity (1): countable and uncountable nouns, *some* and *any*, *much* and *many*



VOCABULARY

- 1 What sort of things do you eat, drink or use in your cooking? Look at the words in the box and put them in lists under these headings: *every day*, *twice a week*, *every week*, *on special occasions*, *never*.

apples bananas beef beer biscuits bread butter cabbage carrots cheese
chicken coffee eggs fish fruit grapes ham juice lamb lettuce meat
milk oil onions oranges pasta peaches peas pork potatoes rice salad
strawberries tea tomatoes vegetables water wine

Can you think of two or three more things to add to each list?

- 2 Work in pairs and compare your lists. Which of the things can you see in the photo?

3 Look at these words.

bottle cup glass kilo loaf packet piece slice tin

a **bottle** of beer a **cup** of tea a **glass** of water
 a **kilo** of potatoes a **loaf** of bread
 a **packet** of biscuits a **piece** of cheese
 a **slice** of bread a **tin** of peaches

Which other items in the vocabulary box can you use with these words?

GRAMMAR

Expressions of quantity (1): countable and uncountable nouns

Countable nouns have both a singular and a plural form.

an apple – two apples a peach – two peaches

Uncountable nouns do not usually have a plural form.

bread, beef, butter, coffee, water

Some and any

You usually use *some* in affirmative sentences.

*I'd like an orange, two apples, **some** peaches and **some** water.*

You usually use *any* in negative sentences and questions.

*We haven't got **any** butter. Are there **any** eggs?*

Much and many

You usually use *much* and *many* in negative sentences and questions. You use *many* with countable nouns.

*We haven't got **many** carrots.*

*How **many** eggs would you like?*

You use *much* with uncountable nouns.

*There isn't **much** cheese. How **much** butter do you need?*

1 Look at the words in the vocabulary box again. Write C (countable) or U (uncountable) by them.

2 Complete the dialogue with *some*, *any*, *much* or *many*.

A We need ___ water. How ___ bottles do we need?

B Two. And we haven't got ___ fruit. Shall we get ___ peaches?

A OK. Have we got ___ tea?

B No, how ___ do we need?

A Just a packet.



Now listen and check.

LISTENING AND SPEAKING

1 Work in groups of three. You are going to hear Karen, who lives in Hong Kong, and Pat, who lives in San Francisco, talking about a typical breakfast, lunch and dinner. First, make sure you understand these food items they mention:

cereal pie steamed dumplings toast sandwich chowder

2 Student A: Turn to Communication activity 1 on page 98.

Student B: Turn to Communication activity 12 on page 100.

Student C: Turn to Communication activity 20 on page 101.

3 Now work together and complete the columns *Karen* and *Pat*.

	Karen	Pat	You
Typical breakfast	rice		
Typical lunch	potato		
Typical dinner			

4 What do you have for a typical breakfast, lunch and dinner? Complete the *You* column in the chart.

5 Compare the speakers' typical meals with your typical meals. Use these expressions.

a lot of/lots of quite a lot of a few/a little
 not much/many hardly any not any

Karen eats a lot of meat, and so do I. Pat drinks hardly any coffee but I drink lots.

6 Find out what sort of things other people in your class eat, drink or use in their cooking.

Fadia, do you drink tea? Yes, I do.

Then find out how much they eat, drink or use.

How much tea do you drink every day? How many cups a day do you drink?

Progress check 11-15

VOCABULARY

- 1 Word maps are a good way of remembering and organising new vocabulary. Make a word map of your town or city.



- 2 Look at these words for jobs. Which come from verbs? Write the verb.

actor banker dancer footballer journalist
manager musician politician teacher writer
actor - to act

Which ones come from other nouns? Write the nouns.

banker - a bank

You can make other words using a suffix. Look at these suffixes.

actor banker

Underline all the suffixes in the words above. Words with these suffixes are often jobs.

- 3 Look at the vocabulary boxes in Lessons 11 - 15 again. Choose words which are useful to you and group them under headings of your choice in your *Wordbank*.

GRAMMAR

- 1 Write questions about Jane with *going to*.

- | | |
|-------------------------|-----------------------|
| 1 be an accountant | 4 learn Italian |
| 2 live in the USA | 5 visit South America |
| 3 start her own company | 6 start a new life |

1 *Is she going to be an accountant?*

- 2 Write answers to the questions you wrote in 1.

- | | |
|----------------------|--|
| 1 be a doctor | 5 travel round Spain and Portugal |
| 2 move to Spain | 6 stay in contact with her old friends |
| 3 work in a hospital | |
| 4 learn Spanish | |

1 *Is she going to be an accountant?*

No, she isn't. She's going to be a doctor.

- 3 You're going to start a new, exciting job tomorrow. Say what you are or aren't going to do.

- | | | |
|----------------|----------------|---------------------|
| - walk to work | - arrive early | - drink less coffee |
| - work hard | - be friendly | - stay late |

- 4 Complete these sentences with *(be) going to* or *would like to*.

- He's got his ticket and he _____ fly to Madrid.
- I _____ buy a car, but I haven't got any money.
- It _____ rain today.
- We _____ go on holiday but we're too busy.
- He's got his coat on and he _____ leave now.
- We sold our flat last week and we _____ live abroad.

- 5 Complete the sentences with *will* or *(be) going to*.

- It's very early. Maybe I _____ go back to bed.
- He _____ fly to Belo Horizonte next week.
- She _____ have a baby next July.
- 'I'm so tired.' 'I _____ take you home by car.'
- He works in Lisbon, so he _____ move there.
- Maybe we _____ have dinner in a restaurant.

- 6 Make predictions about the following. Use *I think/perhaps/maybe + will*.

- | | |
|-----------------|----------------|
| 1 next weekend | 4 your family |
| 2 your job | 5 next year |
| 3 next holidays | 6 your friends |

- 7 Write sentences saying where these places are in your town. Use these prepositions:

at on opposite next to in between behind
on the corner of in front of

- | | |
|-------------------|------------------------|
| 1 the post office | 5 the swimming pool |
| 2 the bank | 6 the cinema |
| 3 the library | 7 the football stadium |
| 4 the supermarket | 8 the park |

8 Write directions from where you are now to the following places.

- 1 the railway station
- 2 the bus station
- 3 a petrol station
- 4 the cinema

9 Are these things countable or uncountable? Write C or U.

egg money orange juice apple
sugar potato butter rice
strawberry cheese



10 Write sentences using *How much ... have you got?* or *How many ... have you got?* and the words in 9.
How many eggs have you got?
How much money have you got?

11 Complete these sentences with *some* or *any*.

- 1 Have you got ___ oranges?
- 2 I'd like ___ wine please.
- 3 I don't have ___ money with me.
- 4 Is there ___ water?
- 5 We've got ___ chicken but we haven't got ___ salad.
- 6 I'll get you ___ bread, if you like.

SOUNDS

1 Say these words aloud. Underline the /ə/ sound.

pizza polite police theatre
cinema opera performance
dinner weather



Now listen and check.

2 Say these words aloud.

charm chicken politician
traditional chese she
old-fashioned peach fish

Is the underlined sound /tʃ/ or /ʃ/?
Put the words in two columns.



Listen and check.

3 Look at this true sentence.

Joe is going to study maths at university.



Listen and answer the questions below with the true sentence. Change the stressed word each time.

- 1 Is Tim going to study maths at university?
- 2 Is Joe going to study physics at university?
- 3 Is Joe going to study maths at school?
- 4 Did Joe study maths at university?

1 No, Joe is going to study maths at university.



4 Listen to these questions. Put a tick (✓) if the speaker sounds polite.

- 1 How do I get to the station?
- 2 How do I get to the hospital?
- 3 Could you tell me where the town hall is?
- 4 Could you tell me where the bus station is?
- 5 Where's the post office?
- 6 Where's the river?

Now say the questions aloud. Try to sound polite.

SPEAKING

1 Work in pairs. One of the other pairs is coming for lunch. Decide:
– what dish you'll make
– where you'll have lunch.

2 Write a note to another pair. Say:
– where you're going to have lunch
– how to get there.

3 You need to buy the ingredients for the dish you chose in 1. Write each ingredient on a piece of paper. With your partner, discuss which ingredients you'll get.

A I'll get the tomatoes.

B And I'll buy some onions.

A OK. You're going to buy some onions and I'm going to buy the tomatoes.

4 Give the pieces of paper with ingredients to your teacher, and you will receive some different ingredients. Go round asking other people if they have got the ingredients that you're going to get, and saying what you've got.

Have you got any tomatoes?

Yes, I have./No, I haven't.

Give your ingredients to anyone who asks for them, even if you need them! The first pair to get all their ingredients is the winner.



16

What's on?

Prepositions of time and place; making invitations and suggestions



VOCABULARY

Look at the words in the box. Which words go under these headings: *What's on?* *Where?*

ballet cinema closing time club concert disco
 exhibition film gallery interval match musical
 museum opening hours opera opera house painting
 performance play row sculpture seat stadium
 theatre ticket

What's on?	Where?
ballet	theatre
film	cinema

Now put the remaining words in a third column:
Related words.

What's on?	Where?	Related words
ballet	theatre	ticket, row, seat

LISTENING AND SPEAKING

1 Work in groups of three. You are going to hear people talking about typical entertainment in Japan and Argentina. Ken talks about *karaoke* in Japan, and Philippa talks about *tango* in Argentina.

Student A: Turn to Communication activity 2 on page 98.
Student B: Turn to Communication activity 19 on page 101.
Student C: Turn to Communication activity 11 on page 100.

2 How much do you know about karaoke and tango now? Work together and complete the chart.

	karaoke	tango
Type of entertainment		
Place of entertainment		
Performers		
Type of music		
Reasons why people enjoy it		

3 Talk about a typical type of entertainment in your country. Use the chart to help you.

GRAMMAR AND FUNCTIONS

Prepositions of time and place

at the Dominion Theatre 8pm the football match
on Monday 31st July
in June 1996 London England
to go to work go to the cinema go to a party

Making invitations and suggestions

Would you like to come to the cinema?
How about coming to the cinema?
Let's go to the cinema.

Accepting

I'd love to.

Refusing

I'm sorry, I can't. I'm busy.

1 Look at the prepositions of time and place in the grammar box. Write the phrases in two columns: *time* and *place*.

2 Complete the rules about when we use *at*, *on* or *in* to talk about time.

- 1 You use ___ to talk about months and years.
- 2 You use ___ to talk about days of the week and dates.
- 3 You use ___ to talk about a point of time in the day (eg *eight o'clock*).

3 Complete these sentences with *at*, *in*, *on* or *to*. Sometimes you can use more than one preposition. Is there a difference in meaning?

- 1 The match starts ___ 3pm ___ Saturday.
- 2 ___ the National Gallery ___ June and July there's a Van Gogh exhibition.
- 3 I'd like to go ___ the opera when we're ___ Moscow.
- 4 ___ Paris there's a World Cup football match ___ Saturday.
- 5 I'm going ___ a party ___ 20th June.
- 6 Would you like to come ___ the theatre ___ London ___ Sunday?

4 Make a list of what's on in your town at the moment. Go round the class inviting people to go out with you on different days. Accept or refuse their invitations, and try to fill up your diary.

Would you like to come to the match on Friday?

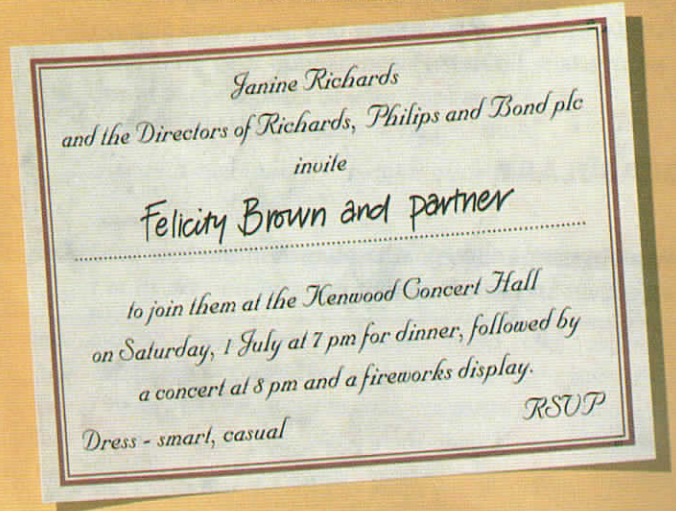
Yes, I'd love to!

How about coming to the cinema on Saturday?

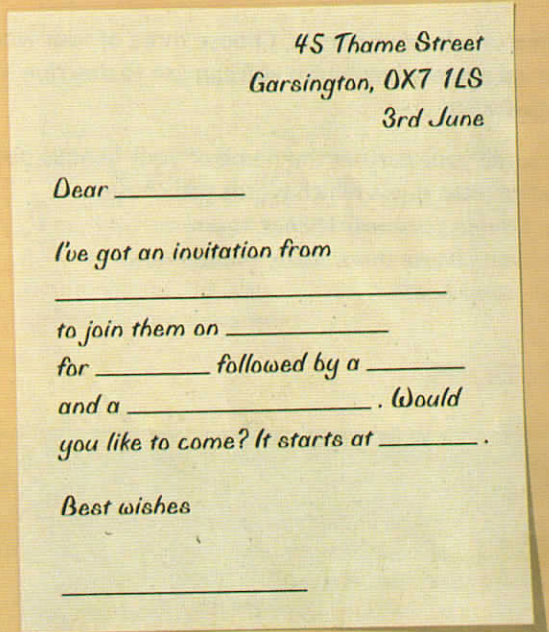
I'm sorry, I'm busy. How about Sunday?

WRITING

1 Look at the formal invitation below.



Work in pairs. Invite your partner to go with you. Complete the letter.



2 Give your partner your invitation. Now reply to his/her invitation. Use these phrases to help you.
Thank you for the invitation to ... I'd love to come.
Shall we meet at... I'm afraid I'm busy.

17

Famous faces

Describing people

VOCABULARY

- 1 Work in pairs and look at the words in the box. Which are adjectives and which are nouns?

attractive bald beard beautiful black blonde brown curly
 dark face fair fat glasses good-looking hair head kind
 long man middle-aged moustache nice old pretty
 medium-height round short shy slim square straight tall
 teenager thin ugly woman young

Group any nouns and adjectives which often go together.
attractive face...

Which adjectives can you use to talk about the following?
 - height - age - looks - build - character

- 2 Think of a famous person. Choose three or four words from the vocabulary box which you can use to describe his/her appearance.

Now tell your partner the name of your famous person.
 He/she must guess which words you chose.

*My famous person is Mickey Mouse.
 Did you choose short, dark, middle-aged?
 Yes... and bald!*

FUNCTIONS

Describing people

Appearance

You use **look like** to describe people's appearance.

What does she look like? She's tall and she's got fair hair.

She looks like a banker.

Who does he look like? He looks like his father.

Character

You use **be like** to describe people's character.

What's he like? He's nice.

Who's he like? He's like his father.

She's quite nice. He's about twenty. She's about one metre sixty.

He's very tall. He's in his mid-twenties. She's in her mid-thirties.

He's really handsome. She's about thirty, with dark hair.





WRITING

- 1 You are going to the station to meet someone who doesn't know you, and you're going to write a letter describing your appearance. First of all, make notes about these aspects of your appearance:
 – age – height – looks – hair – build
age: mid-twenties height: quite tall
- 2 Now write sentences describing your appearance.
I'm in my mid-twenties. I'm quite tall.
- 3 Then join the sentences using *and*.
I'm in my mid-twenties and I'm quite tall.
- 4 Write a letter describing what you look like.

- 1 Complete the sentences with *like* if necessary.
 - 1 What does she look ___? She looks ___ very kind.
 - 2 Who's she ___? She's ___ her mother.
 - 3 What's he ___? He's ___ lovely!
 - 4 Who does he look ___? He looks ___ his brother.

- 2 Match the questions and the answers.

1 How old is he?	a One metre seventy-eight.
2 How tall is he?	b Blonde.
3 What colour is his hair?	c He's quite young, good-looking and slim.
4 What does he look like?	d Twenty-one.

- 3 Look at the sentences in the grammar box above. Write four sentences describing people you know with *quite*, *very* and *really*.
My father is very old and really intelligent.

SPEAKING

- 1 Work in pairs. Choose someone in the paintings and describe him/her to your partner. Can they guess who you're describing?
- 2 Talk about what you imagine the people in the paintings are like. You can use the words in *Vocabulary* activity 1 to describe them. Which person do you think you'd like to meet? Explain why.

(Write your address here)

(Write the date here)

Dear Mr. Freeman,

I am looking forward to meeting you at the station next Monday. I will be there at ten o'clock and will wait for you on the platform.

(Describe your appearance)

Yours sincerely,

(Write your full name here)

- 5 Write five true pieces of information about your appearance and two false pieces. Show them to another student. Can he/she find the false information?

18

Average age

**Making comparisons (1):
comparative and
superlative adjectives**

VOCABULARY

- 1** Work in pairs. Choose five words to describe yourself. Use a dictionary if necessary.

careful interesting clever cold
confident fit funny imaginative
intelligent kind lazy nervous
optimistic patient pessimistic
polite quiet calm rude sad
sensitive nice serious tidy
thoughtful

Think of other words you can use.

honest, friendly...

Discuss your choice of words with your partner.

I think I'm usually optimistic.

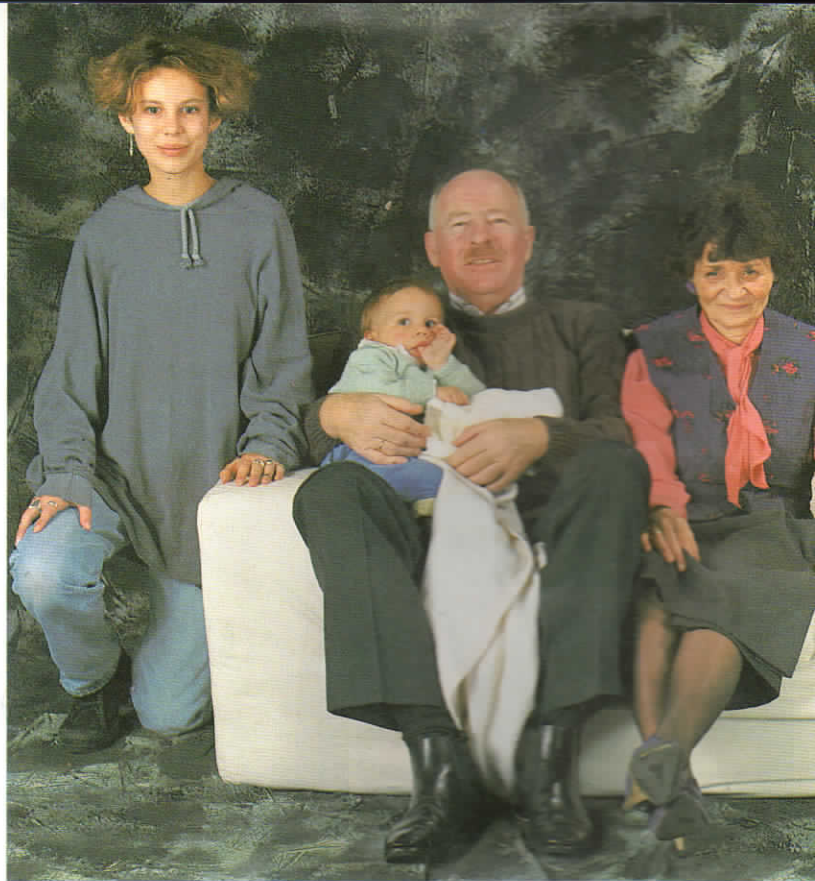
And I'm always polite!

Does he/she agree with you?

- 2** Think of three people you admire very much. They can be politicians, musicians, sports personalities etc. or people you know personally. Choose the person you admire most and think of three adjectives to describe this person.

Then choose the second and third person you admire and think of three more adjectives for each person to explain why.

Now turn to Communication activity 13 on page 100.



READING

- 1** Read *Average age* and find things which are different from your experience or from the experience of people you know.

Average age

10

Ten is the year of the closest friendships – though not with the opposite sex. It is also the year when relationships with particular people or groups is strongest. The ten-year-old usually gets on well with parents but needs more time alone. Personal talents begin to show.

20

In the United States twenty is the average age for the first marriage for women, although probably only a third marry at this age because they want to; the others marry because of social pressure. The human brain is at its finest at twenty. It is the age when people can vote in Denmark, Japan, Norway and Switzerland. And in Japan it is the minimum age for buying alcohol.

30

For optimists thirty is one of the happiest ages, for pessimists it marks the end of feeling young. At this age you need to take a little more care with your body than when you were younger. Young people who enjoyed an all-night party at twenty will feel much worse the next day at thirty. In Britain it is the youngest you can become a bishop.

40

Forty is the year of the 'middle-aged', although nobody who is forty wants to admit the fact. Bob Hope said that you are middle-aged when your age starts to show around your middle. In fact, the body starts to get smaller at forty and continues to do so until you die.

50

Fifty is an age when old friendships get closer and relationships with colleagues and relatives warmer. According to old proverbs, fifty is the age when you should be rich. George Orwell said, 'At fifty everyone has the face he deserves.' People need to wear glasses and some food loses its strong taste.

Adapted from *The Book of Ages*, by Desmond Morris



- 2 Work in pairs. Which is the most surprising piece of information in the passage?

GRAMMAR AND FUNCTIONS

Making comparisons (1)

Comparative adjectives

You form the comparative of most adjectives by adding **-er, -r, -ier or more + adjective.**

*kinder nicer lazier sadder more careful
Fifty is an age when old friendships get closer.*

Superlative adjectives

You form the superlative of adjectives with **-est, -st, -iest or most + adjective.**

*kindest nicest laziest saddest most careful
For optimists thirty is one of the happiest ages.*

There are some irregular comparative and superlative forms.

good better best bad worse worst

- 1 Look at the comparative and superlative adjectives in the box above. Write down the adjectives they come from and the comparative and superlative forms.

kind kinder kindest

What's the rule for forming the comparative and superlative forms of short adjectives ending in -e, -y, a vowel + consonant?

What's the rule for forming the comparative and superlative forms of longer adjectives?

- 2 Make comparative and superlative adjectives from the following.

cold imaginative intelligent fit tidy beautiful
polite patient young funny nervous warm old

- 3 Work in pairs and compare the information in **Average age** with your own experience.

In my country, I think that many women are older when they get married.

- 4 Work in groups of two or three. Talk about the best age for doing the following things.

- getting married
- buying a home
- having children
- leaving your parents' home
- going to university
- learning to drive
- leaving school
- learning a foreign language

I think it's best to get married at twenty-five.

Now write sentences comparing your opinions.

We all think it's best to leave school at sixteen.

Jerome thinks it's best to learn a foreign language at six, but we think it's best when you're older.

SPEAKING AND WRITING

- 1 Choose a superlative adjective you made in *Grammar and functions* activity 2 to complete these questions about exceptional people, places and things.

- Who is the _____ person you know?
- What is the _____ thing you own?
- What is the _____ time of the year?
- Where is the _____ place you know?
- What is the _____ country for a holiday?
- Who is the _____ person to be with at a party?

Who is the funniest person you know?

- 2 Work in groups of three or four. Ask and answer the questions you wrote in 1 about exceptional people, places and things.

I think the funniest person I know is Dietrich.

- 3 Write sentences comparing your partners' answers to your questions.

Hans thinks the funniest person he knows is Dietrich.

19 Dressing up

Making comparisons (2): more than, less than, as...as

VOCABULARY

- 1 Look at these words for clothes. Which do you wear? Put the words in four lists under these headings: *always, often, sometimes, never.*

blouse coat dress hat jacket jeans shirt shoes
skirt socks suit sweater swimsuit tie tights —T-shirt
trainers trousers T-shirt underwear

always: trousers often: jeans sometimes...

Think of other clothes you wear in winter, in summer, for work and at home and add them to your lists.

- 2 Choose suitable adjectives from the list below to describe your own clothes. Add them to the four lists you made in 1.

black blue brown casual formal green grey
orange pink red smart white yellow

*always: dark trousers often: smart jeans
sometimes...*

- 3 Work in pairs. Ask and say what you always, often, sometimes and never wear.

*Do you often wear trousers, Erina?
Yes. I usually wear dark trousers.*

READING

- 1 Read *Dressing up*, which is about clothing in Kuwait, Sweden and India, and find out if it says anything about:

- clothes for work
- traditional dress
- young people's fashions

Check your answers with another student.

In Kuwait, men and women wear their traditional dress most of the time. For men, it is a long robe and a cloth covering the head. For women it's similar and they wear a veil. Foreign male visitors usually wear lightweight cotton trousers and white shirts with short or long sleeves. Men often wear sandals during the day but never in the office. They wear a jacket and a tie for social occasions, but when it's really hot, it's usual to take off the jacket. Foreign women visitors usually wear long, loose clothes which cover their neck and arms.



The Swedish are very interested in clothes and are less formal than they were. People usually dress well in public and wear bright colours. In Sweden the winters are very cold, so overcoats and ski jackets are very common. Men wear business suits for work, with a

shirt and a tie and women often wear trousers. People often carry a spare pair of shoes because you need boots outside. Children and teenagers are more casual than their parents. For school, they wear blue jeans and T-shirts.

Traditional dress in India for women is the sari and for men the achkan suit. The sari has its own distinctive style depending on which part of India it comes from - every region has its own special colours, decoration and style. The men wear their heavy and expensive achkan suits on formal occasions but for less formal occasions they wear the kurtha suit, a long shirt and loose trousers, which is not as heavy as the achkan. Indian people wear lighter colours as they grow older, and at funerals, white is the usual colour to wear.

Many people wear western-style clothes. For work they wear smart clothes, but not suits and ties. Women usually wear trousers and blouses but not dresses. Young people are as casual as young people all over the world with their jeans and T-shirts.

Dressing up

- 2 Work in pairs. Ask and say what clothes people in your country wear. Talk about clothes for work, clothes at home, traditional dress, young people's fashions.

Men wear suits for work. What do you wear?

- 3 Are the conventions for clothing in the passage different from conventions in your country?

In my country men don't usually wear sandals.



GRAMMAR AND FUNCTIONS

Making comparisons (2): more than, less than, as...as

Children wear **more** casual clothes **than** their parents.

They're **less** formal **than** they were.

My father wears **cheaper** clothes **than** my mother.

They're **as** casual **as** teenagers are all over the world.

Dresses are **not as** popular **as** in Western countries.

It's the same as my country.

It's different from my country.

1 Complete these sentences with as, than or from.

- 1 He's much smarter I am.
- 2 She's intelligent he is.
- 3 Her clothes are different mine.
- 4 She's got the same shoes I have.
- 5 Sandals are less common here in Kuwait.
- 6 Children are more casual their parents.

2 Agree with these statements using more or less and the adjective in brackets.

- 1 He's less casual than she is. (formal)
- 2 It's more noisy now than it was. (quiet)
- 3 Clothes are cheaper here than at home. (expensive)
- 4 He's less optimistic than she is. (pessimistic)
- 5 It's easier to get good clothes here. (difficult)
- 6 He's less confident than she is. (nervous)

1 Yes, he's more formal than she is.

3 Write four sentences comparing what you wear and your appearance with other people. Use comparative adjectives.

I wear more colourful clothes than my father.

SOUNDS

1 Say these words aloud. Is the underlined sound /ə/ or /ɪ/?

smaller smallest bigger biggest closer closest
happier happiest funnier funniest

Listen and check.

2 Listen to the sentences in Grammar and functions activity 1. Notice that than is pronounced /ðən/, as is pronounced /əz/ and from is pronounced /frəm/.

Now say the sentences aloud.

3 Listen to someone disagreeing with the statements in Grammar activity 2.

Now work in pairs and disagree with the statements. Stress more or less.

LISTENING AND SPEAKING

1 Read these statements. Decide if they are true or false for your country.

- 1 The weather is usually rather cold.
- 2 It's difficult to buy good clothes.
- 3 Good clothes are very expensive.
- 4 People are quite formal.
- 5 Many people are quite small.
- 6 The quality of clothes design is good.

My Country	Britain

2 Listen to Graham, from Britain, talking about clothing. Does he think the statements in 1 are true or false?

3 Work in pairs and answer the questions.

In your country...

- is the weather hotter or colder than in Britain?
- is it easier or more difficult to buy good clothes?
- are clothes cheaper or more expensive?
- are people more formal or more casual?
- are people smaller or larger than the British?
- is the quality of clothes design better or worse?

We have cold weather too. In my country it's more difficult to buy good clothes.

20

Memorable journeys

Talking about journey time, distance, speed and prices

VOCABULARY AND LISTENING

1 How do you say these numbers?

- 505 a five hundred five
b five hundred and five
- 478 a four hundred and seventy-eight
b four hundred seventy-eight
- 3,563 a three thousand and five hundred sixty-three
b three thousand, five hundred and sixty-three
- 45,781 a forty-five thousand, seven hundred and eighty-one
b forty-five thousand, seven hundred eighty and one

 Now listen and check.

2 Say these numbers aloud.

346 678 2,345 18,664
24,589 123,456 202 54,566
3,481 407 10,020


 Now listen and check.

3 Work in pairs and look at the photo. Use these words to describe what you can see.

arrive border cost desert distance
drive driver gallon gas station get
highway hill leave mile motel
mountain move home passenger
petrol police patrol reach set off
speed limit take ticket truck turn off

Would you like to be one of the passengers?



4  Listen to Sarah, an English woman, talking about a memorable journey she made in the USA. As you listen, look at the vocabulary box again and tick (✓) the words you hear.

5 Tick (✓) the information you heard.


Journey time	9 days	19 days	90 days
Distance	250 miles	2,050 miles	2,500 miles
Price of petrol	25 cents a litre	50 cents a litre	55 cents a litre
Speed limit	50 miles an hour	55 miles an hour	70 miles an hour
Price of hotel rooms	\$20 to \$35 per person	\$25 to \$40 per person	\$30 to \$50 per person

 Now listen again and check.

SOUNDS

1 Say these words aloud. Underline the stressed syllable.

thirty thirteen fourteen forty seventeen seventy
nineteen ninety thirteen dollars fourteen kilometres
seventeen hours nineteen miles

 Listen and check. Which words are stressed on the first syllable? Which words are stressed on the second syllable?

2  Listen and write down the numbers you hear.

Now say the numbers aloud.

FUNCTIONS

Talking about journey time, distance, speed and prices

Journey time

How long does it take by car? (It takes) nine days.

How long does it take by train? Five hours.

How long does it take on foot? It's a five-minute walk/drive/flight/journey.

Distance

How far is it? It's 2,500 miles away.

How far is your school from your home? Ten kilometres.

Speed

*How fast can you drive? Fifty-five miles per hour. (mph)
Ninety kilometres an hour. (km/h)*

Prices

How much is petrol? (It's) \$2 a gallon.

How much does petrol cost? (It costs) 25 cents a litre.

How much are hotel rooms? \$25 per person per night.

How much do hotel rooms cost?

1 Work in pairs and check your answers to Vocabulary and listening activity 5.

2 Imagine these are the correct answers to questions about your country. Write the questions, using *How long* or *How far*.

- | | |
|-------------------|-------------------------------|
| 1 An hour. | 5 Two weeks. |
| 2 500 kilometres. | 6 It's three kilometres away. |
| 3 Half an hour. | 7 Ten hours. |
| 4 20 kilometres. | 8 It's a ten-minute drive. |

- 1 An hour. *How long does it take to get from Buenos Aires to Cordoba by plane?*
- 2 500 kilometres. *How far is it from Istanbul to Izmir?*

3 Think of a town in your country. Write sentences saying how far it is from where you are now and how long it takes to get there by different means of transport or on foot.

4 Write six questions about speed and prices in your country.

How fast can you drive in town?

How much does it cost to fly from Buenos Aires to Cordoba?

Now ask and answer the questions in pairs.

SPEAKING

1 Compare the information about America in Vocabulary and listening activity 5 with your country.
*It takes less time to cross my country.
Petrol is more expensive in my country.*

2 Think about a memorable journey by car across your country. What is the best route to take?

Now work in pairs and talk about your journeys.

3 Look at some more information about America.

Tallest building	Sears Tower, Chicago, 443 m
Highest mountain	Mount McKinley, Alaska, 6 194 m
Longest river	Mississippi River, 6 020 km
Largest lake	Lake Superior, 82 260 sq km
Biggest city	New York City, population 7.5 million
Hottest place	Death Valley, average temperature 50°C in July
Coldest region	Alaska, average temperatures -12°C in January.

Write two questions for each piece of information.
What's the tallest building? How tall is it?

4 Think about answers to the questions in 3 about your country. It doesn't matter if you don't know the exact figures.

Now work in pairs and ask and answer questions about your country.

Monique, what's the tallest building in France?

It's the Eiffel Tower.

How tall is it?

It's over three hundred metres high.

Progress check

16-20

VOCABULARY

1 Look at these international words.

pizza rioja sushi disco rock television football
restaurant concert cinema tennis theatre film
ballet opera jazz stadium museum video

Put them in these groups: *food, sport, places, types of entertainment, music.*

If you know any more international words, add them to your groups of words.

2 Look at the endings used for these adjectives.

friendly generous active dynamic confident
thoughtful temperamental noisy capable

Now look at the adjectives in Lesson 18 again. Are there any with similar endings? Words with these endings are often adjectives.

3 Some words are used either for men or for women, but not both. Put a cross (X) by the sentences which sound odd.

- 1 He's got a really pretty face.
- 2 She bought some patterned tights yesterday.
- 3 He wears a white blouse in the office.
- 4 She's a very handsome little girl.
- 5 He's got a warm night-dress for winter nights.
- 6 She has two pairs of blue jeans.

4 Decide if these items of clothing are usually worn by men or women, or both.

skirt bikini bra knickers underpants tights
boots swimsuit shirt shorts jacket sandals
pyjamas

5 Look at the vocabulary boxes in Lessons 16 - 20 again. Choose words which are useful to you and group them under headings of your choice in your *Wordbank*.

GRAMMAR

1 Complete these sentences with *in, at or on*.

- 1 The football season starts ___ August and finishes ___ May.
- 2 The ballet is ___ the Apollo Theatre.
- 3 It's ___ Monday 22 June ___ 7.30pm.
- 4 The match is ___ 7.15pm ___ Saturday.
- 5 The Olympic games ___ 1996 were ___ Atlanta ___ the USA.
- 6 The film starts ___ 3pm ___ Saturday.

2 Complete these sentences with *to or at*.

- 1 I like going ___ the theatre.
- 2 I'm working ___ home tomorrow.
- 3 Shall we meet ___ the cinema?
- 4 The football match is ___ the main stadium.
- 5 Would you like to take us ___ the museum?
- 6 Let's walk ___ the swimming pool.

3 Write questions about Frank.

Ask about:

family likeness age height colour of hair
colour of eyes looks

4 Write sentences saying what Frank looks like.

Family likeness:
father
Age: 24
Height: 1m 78



5 Write sentences about what you look like. Use the questions you wrote in 3 to help you.

6 Choose the best words and complete the sentences.

- 1 She's got a very ___ face.
a curly b tall c pleasant
- 2 He's got no hair. He's quite _____.
a bald b fair c grey
- 3 He has a ___ grey beard.
a round b long c square
- 4 He's over two metres. He's quite _____.
a short b honest c tall
- 5 He works as a model. He's very _____.
a good-looking b careless c bossy
- 6 It's cold today. I'll wear a _____.
a swimsuit b T-shirt c coat

7 Write the comparative and superlative forms of these adjectives.

big calm careful clever confident friendly
generous imaginative informal lazy nervous
quiet small smart thoughtful tidy warm

8 Disagree with these statements using the adjective in brackets.

- 1 Clothes are cheaper than food. (expensive)
 - 2 Mike is taller than Philip. (short)
 - 3 Britain is hotter than Brazil. (cold)
 - 4 It's easier to buy nice clothes in the winter. (difficult)
 - 5 Kate is younger than Penny. (old)
 - 6 The British are more formal than the Germans. (casual)
 - 7 Peter is more polite than Jack. (rude)
 - 8 Graham is lazier than Joe. (hard-working)
- 1 No they aren't. They're more expensive.

9 Agree with these statements using the superlative form of the adjective.

- 1 She's very kind.
 - 2 It's a very beautiful town.
 - 3 He's very polite.
 - 4 She's very short.
 - 5 This dress is very expensive.
 - 6 It's a very powerful car.
 - 7 He's extremely handsome.
 - 8 She's very sensitive.
- 1 Yes, she's the kindest person I know.

10 Complete the dialogue.

A How ___ is it to the nearest station?
B It's two kilometres ____.

A How ___ does it take ___ car?
B It's ___ five-minute drive.

A How long does it ___ to walk?
B It's thirty minutes ___ foot.

A How ___ is a ticket to London?
B It ___ £5.50.

SOUNDS

1 Say these words aloud.

blue good book shoe boot suit
pullover took cook

Is the underlined sound /ɔ/ or /u:/? Put the words in two columns.



Listen and check.

2 Say these words aloud. Underline the /dʒ/ sound.

geography journalist soldier engineer teenager
job manager



Now listen and check.

3 Put these sentences in the correct order and make a dialogue.

- a Well, I think I'll leave it. Thank you.
- b I'm sorry. This is the largest size we've got.
- c Can I help you?
- d It's too small. Have you got it in a bigger size?
- e Yes, I'm looking for a sweater.
- f How about this one? It suits you.



Listen and check. Do you think the speakers sound polite and friendly?

Now work in pairs and say the sentences aloud. Try to sound polite and friendly.

SPEAKING AND WRITING

Work in pairs. You're going to recreate a story called *The Phantom of the Opera and the empty seat*.

Student A: Turn to Communication activity 16 on page 100.

Student B: Turn to Communication activity 3 on page 98.

21

How are you keeping?

Present perfect simple (1) for experiences

How are you keeping?

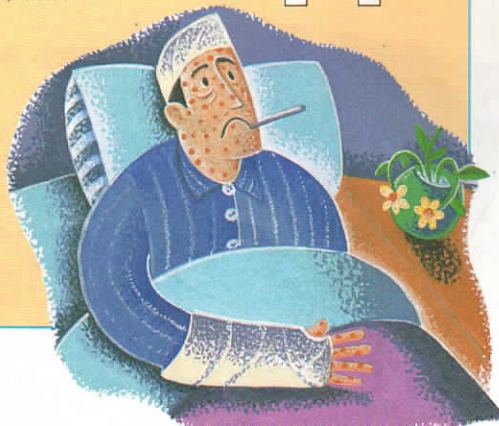
When someone says 'How are you?' do you reply 'Fine thanks, how are you?' or do you say 'I'm not feeling very well. I've had a bad cold, I've been off work, and now I've got a dreadful cough.'? Some people never seem to be ill, others have always got something wrong with them... or think they have.

Try the questionnaire and find out how you're keeping.

		Yes	No
1	Have you ever broken an arm or a leg?	<input type="checkbox"/>	<input type="checkbox"/>
2	Have you ever stayed at home because of illness?	<input type="checkbox"/>	<input type="checkbox"/>
3	Have you ever taken vitamin pills?	<input type="checkbox"/>	<input type="checkbox"/>
4	Have you ever given up any of the following because of your health?		
	smoking	<input type="checkbox"/>	<input type="checkbox"/>
	drinking	<input type="checkbox"/>	<input type="checkbox"/>
	coffee	<input type="checkbox"/>	<input type="checkbox"/>
	meat	<input type="checkbox"/>	<input type="checkbox"/>
	sunbathing	<input type="checkbox"/>	<input type="checkbox"/>
5	Have you ever taken up any of the following because of your health?		
	running	<input type="checkbox"/>	<input type="checkbox"/>
	swimming	<input type="checkbox"/>	<input type="checkbox"/>
	regular exercise	<input type="checkbox"/>	<input type="checkbox"/>
6	Have you ever had an accident while watching a sport?	<input type="checkbox"/>	<input type="checkbox"/>
7	Have you ever had an accident while playing a sport?	<input type="checkbox"/>	<input type="checkbox"/>
8	Have you ever had...?		
	a heart attack	<input type="checkbox"/>	<input type="checkbox"/>
	high blood pressure	<input type="checkbox"/>	<input type="checkbox"/>
	malaria	<input type="checkbox"/>	<input type="checkbox"/>
9	Have you ever had...?		
	flu	<input type="checkbox"/>	<input type="checkbox"/>
	a headache	<input type="checkbox"/>	<input type="checkbox"/>
	food poisoning	<input type="checkbox"/>	<input type="checkbox"/>
10	Have you ever become ill on holiday?	<input type="checkbox"/>	<input type="checkbox"/>
11	Have you ever worried about getting ill?	<input type="checkbox"/>	<input type="checkbox"/>
12	Have you ever stayed in hospital?	<input type="checkbox"/>	<input type="checkbox"/>
13	Have you ever looked up an illness in a medical dictionary?	<input type="checkbox"/>	<input type="checkbox"/>
14	How are you keeping?		
	Not so good.	<input type="checkbox"/>	<input type="checkbox"/>
	I've never felt better!	<input type="checkbox"/>	<input type="checkbox"/>

Mostly **Yes**: Either you've been unlucky with your health or you've become a hypochondriac. Relax! Life's too short to worry so much about your health.

Mostly **No**: You're very lucky ... so far. You're healthy and you don't worry much. But maybe you need to take better care of yourself - just in case.



READING

- 1 Work in pairs. When was the last time you were ill? Do you worry about staying well? Do you think you're fairly healthy?
- 2 How are you keeping? Read the questionnaire and find out.

VOCABULARY

- 1 Complete the diagrams with words for parts of the body.

tooth mouth eye shoulder
finger waist knee ankle
toe foot throat neck
wrist thumb elbow back

- 2 Can you name the other parts of the body?
- 3 Look at this list of parts of the body. Which part doesn't belong?
finger ankle thumb
wrist elbow

'Ankle' is a part of the leg, the others are parts of the arm.

Write some more lists of parts of the body with one part which doesn't belong.

- 4 Group all the words under four headings: *head, body, arm, and leg.*

GRAMMAR

Present perfect simple (1) for experiences

You use the present perfect simple to talk about an action which happened at an indefinite time in the past. You often use it to talk about experiences with *ever* and *never*.

Have you ever stayed in hospital? (= Do you have any experience of staying in hospitals?)

Yes, I have. (= Yes, at some time in my life, but it's not important when.)

No, I haven't. I've never stayed in hospital.

Remember that if you ask for and give more information about these experiences, such as *when*, *how*, *why* and *how long*, you use the past simple.

When did you stay in hospital? In 1975.

You form the present perfect simple with *has/have* + past participle. You usually use the contracted form *'ve* or *'s*.

I've been ill. He's broken his leg.

Negative

I haven't had malaria. I've never had malaria.

Question

Have you ever broken your leg?

1 Rewrite these questions with the present perfect or the past simple of the verb in brackets.

- 1 (be) you ever in an ambulance?
- 2 When (be) the last time you (be) ill?
- 3 (eat) you ever *sauerkraut*?
- 4 (meet) you ever a famous person?
- 5 (play) you ever tennis?
- 6 What (have) you for dinner last night?

2 Write the past participle of these verbs.

- be have say eat play teach visit live see
work love know pay break meet make try
win wear sell

3 Work in pairs. Ask and answer the questions in *How are you keeping?* If you or your partner answer yes, ask for or give extra information.

- Have you ever broken your arm or leg?* No.
Have you ever been ill on holiday? Yes.
When was that? When we went to India in 1987.

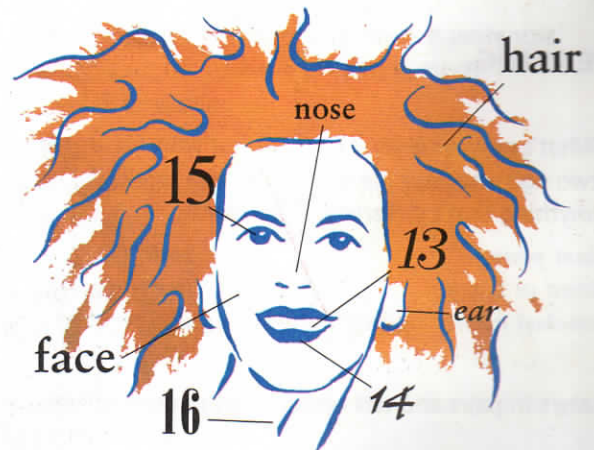
SPEAKING

1 Look at the verbs in *Grammar* activity 2 and think of questions to ask people about their experiences. Write down seven or eight questions.

Have you ever met anyone famous?

2 Find out about the experiences of other people in your class using the questions you wrote in 1. Ask for and give extra information.

- Have you ever met anyone famous?*
Yes, I have. I've met the President.
Really? When did you meet her?
In 1987.



22

What's new with you?

Present perfect simple (2) for past actions with present results



SPEAKING

- 1 What's new with you? Think about your life a year or two ago and your life today. Can you think of anything that's different? Make notes.

last year

lived in London

smoked twenty cigarettes a day

today

live in Bristol

don't smoke

- 2 Work in pairs and talk about what's new with you.

VOCABULARY AND LISTENING

- 1 You are going to hear Heide Meyer, a teacher in Berlin talking about what's new with her. She's talking about changes in Germany and in her life since 1989. Which of these words do you expect to hear?

election war government standard of living
employment inflation finance police law and order
freedom rights minister housing tourism education

- 2 Look at these questions about changes in Germany. Do you think Heide will answer *yes* or *no*?

- 1 Has there been a change of government?
- 2 Has the standard of living got better?
- 3 Have more people got jobs?
- 4 Has inflation gone down?
- 5 Have more tourists visited the country?



Now listen to Heide. Did you guess correctly?



- 3 Listen to Heide talking about changes in her own life. Tick (✓) the things that she mentions.

- | | | | |
|--------------------|--------------------------|----------------|--------------------------|
| move to a new flat | <input type="checkbox"/> | learn French | <input type="checkbox"/> |
| finish her studies | <input type="checkbox"/> | find a new job | <input type="checkbox"/> |
| buy a new car | <input type="checkbox"/> | lose weight | <input type="checkbox"/> |
| have a baby | <input type="checkbox"/> | stop smoking | <input type="checkbox"/> |
| learn to cook | <input type="checkbox"/> | get married | <input type="checkbox"/> |

- 4 Match the pairs of sentences about Heide.

- | | |
|--------------------------------|---|
| 1 She's had a baby. | a She drives a Volkswagen now. |
| 2 She's got married. | b It's in a very new building in Potsdam. |
| 3 They've moved to a new flat. | c She starts on Monday. |
| 4 She's found a new job. | d She feels much healthier. |
| 5 She's bought a new car. | e She lives with her husband now. |
| 6 She's given up smoking. | f Their son is one month old. |





Listen again and check.

GRAMMAR

Present perfect simple (2) for past actions with present results
You use the present perfect simple to talk about a past action which has a result in the present. It is not important when the action happened. You often use it to describe changes.
She's got married.
 (She wasn't married before. We don't know when she got married. She's married now.)
You often use *just* to emphasise that something has happened very recently.
She's just had a baby.
They've just moved to a new flat.

- Look at these past participles.
 moved changed left finished
 found got voted bought had
 drunk read rung written
 Write down their infinitive and past simple forms.
move moved moved
 Which past participle forms are the same as their past simple forms?
- Write the verb in brackets in the present perfect form.
 - I (buy) a new car and now I drive to work.
 - He (move) house and now lives in London.
 - She (finish) her book and is now watching TV.
 - We (drink) the whole bottle. It's empty.
 - I (found) my bag. It's here.
 - She (write) me a letter and I'm reading it now.
- Work in pairs. Check your answers to *Vocabulary and listening* activity 3. Ask and answer questions about Heide.
Has she moved to a new flat?
Yes, she has.

SOUNDS

-  Listen to these sentences. Notice how you don't always hear 've or 's.
 - She's stayed late. She stayed late.
 - They've finished their work. They finished their work.
 - We've visited America. We visited America.
 - He's studied French. He studied French.
- Now look at the sentences in context and underline the correct verb form.
 - She's stayed/She stayed* late last Friday.
 - They've finished/They finished* their work and now they're going home.
 - We've visited/We visited* America in 1983.
 - He's studied/He studied* French five years ago.
-  Listen and check. Say the sentences aloud.

WRITING

- Read this letter from Heide to her friend in America and underline any verbs which you can use to describe changes in your life during the last year.



1 December

Dear Stacey,

How are you? I've got a lot of news for you. Things have changed quite a lot since I last wrote to you. I've got married, and I now live with my husband. We've moved to a different part of Berlin and we now live in Potsdam. I've stopped smoking and I feel much healthier now. I've found a new job and I can work from home - which is good because the most important news is I've just had a baby. He's one month old and very beautiful.

Here are some recent photos. It would be nice to hear from you.

Best wishes,
Heide

- Look at the notes you made in *Speaking* activity 1. Write full sentences which describe the changes in your life. Use the present perfect.
I've moved to Bristol. I've stopped smoking.
- Write down some extra information about how your life is now.
I've moved to Bristol. I like it here.
- Join the two sentences with *and*.
I've moved to Bristol and I like it here very much.
- Now write a letter to a friend describing how things have changed for you in the last year. Use Heide's letter to help you.

It's a holiday

Present perfect simple (3): *for* and *since*

VOCABULARY AND LISTENING

1 Work in pairs. Make a list of important events or festivals in your town or country. (Try not to choose religious occasions.)

Carnival, the Palio, April Fool's Day

2 Look at the words in the box. Which of these words can you use to describe what happens?

barbecue celebrate dancing
fair fireworks flag holiday
king meal parade party
picnic president prime minister
queen race soldier speech

Are there any other words you can use?

music, bands...

3 Work in two groups. You are going to hear Barry, who is Australian, talking about an important event in Australia.


Group A: Turn to Communication activity 5 on page 98.

Group B: Turn to Communication activity 18 on page 101.



4 Now work with someone from another group and answer the questions in the *Australia* column.

	Australia	Your country
What's it called?		
When does it take place?		
Where does it take place?		
When did it first take place?		
What happens?		
Is it a public holiday?		
Are there any other interesting features?		

5  Listen again and check your answers to 4. Can you add any extra information?

6 Choose an important day in your country and complete the column *Your country*.



GRAMMAR

Present perfect simple (3): *for* and *since*

You use the present perfect to talk about an action or state which began in the past and continues to the present.

You use *for* to talk about the length of time.

The 1st October **has been** our national day **for a hundred years**.

You use *since* to say when the action or state began.

We've **had** a President **since 1888**.

1 Complete these sentences with *for* or *since*.

- 1 They've had a parade ___ 1988.
- 2 There have been fireworks ___ ten years.
- 3 It's been a national holiday ___ 1993.
- 4 The president has given a speech every year ___ five years.
- 5 She's been Queen ___ March.
- 6 We've celebrated Independence Day ___ ten years.

2 On a piece of paper, write down something or someone you:

- know - like - want - need
- hate - own - believe

know - Karen, like - sport...

3 Work in pairs and show the list of people and things you wrote in 2. Ask and say how long.

How long have you known Karen?

Since January.

How long have you liked sport?

For ten years.

4 Look at the list of important days or occasions you made in *Vocabulary and Listening* activity 1. Say how long they have been important days or occasions. Use *for*.

Independence Day has been an important occasion for 20 years.

Now say since when your country has celebrated them. Use *since*.

We've celebrated Independence Day since 1864.

SOUNDS



Listen and repeat these sentences.

Pronounce *for* /fɔː/.

- 1 They've celebrated it for seventy years.
- 2 She's lived here for six months.
- 3 They've had fireworks on Bastille Day for many years.
- 4 He's worked at the bank for ten years.

WRITING

1 Read this description of an important occasion in Britain, Guy Fawkes Night. Find the answers to these questions.

- a How long has it been important?
- b What event does it celebrate?
- c What happens during the celebration these days?
- d What do people have to eat or drink?

We've celebrated Guy Fawkes Night on November 5th every year since 1605. Guy Fawkes was an English Catholic who wanted to kill the Protestant King James I. He tried to destroy the Houses of Parliament in London with a bomb. The plan failed when one of the Catholics warned a relative not to go to Parliament that day. Soldiers arrested Guy Fawkes and he was executed. These days we celebrate Guy Fawkes night with fireworks and a large fire in gardens or in parks. The celebration starts when it's dark. On the fire we put a 'guy', which is made with old clothes and straw and looks like Guy Fawkes. Then the fireworks begin and we burn the guy on the fire. There's usually warm food like sausages and potatoes baked in the fire. I don't know if we celebrate Guy Fawkes because he failed or because he very nearly succeeded.

2 Write sentences describing an important national occasion in your country. Use the questions above and your notes in the chart in *Vocabulary and listening* activity 6 to help you.

We've celebrated Bastille Day since 1789...

Divided by a common language?

Defining relative clauses: *who, which/that* and *where*



Divided by a common language?

George Bernard Shaw said that America and Britain were two nations divided by a common language. But how different is British English from American English? Some British and American people gave their definitions for some common words.

'Something that you burn for heating and cooking.'

gas

'Something you put in your car to make it go.'

'A school which is private.'

public school

'A school that is open to everyone.'

'A path which passes under a road.'

subway

'A railway which runs under the ground.'

'Something that you wear under your trousers.'

pants

'Something which you wear to cover your legs, over your underpants.'

'Clothing which you wear under your shirt.'

vest

'Clothing that you wear over your shirt and under your jacket.'

'A list of things that you have bought or eaten in a restaurant and which tells you how much to pay.'

bill

'Money which is made of paper.'

'Long sticks of potato which you cook in deep oil and eat hot with a meal.'

chips

'Very thin slices of fried potato which you eat cold before a meal or as a snack.'

Confused? British and American English have lots of words which look the same but have different meanings. Nobody ever gets into serious trouble if they make a mistake, although you may get a strange look if you ask for the wrong clothes. But things get even more complicated! Here are some American English words which the British don't use at all.

druggist

someone who sells medicine in a shop.

parking lot

a place where you park the car.

drugstore

a shop where you can buy medicine, beauty products, school supplies, small things to eat.

main street

the street in a town where all the shops are.

stop lights

lights which control the traffic.

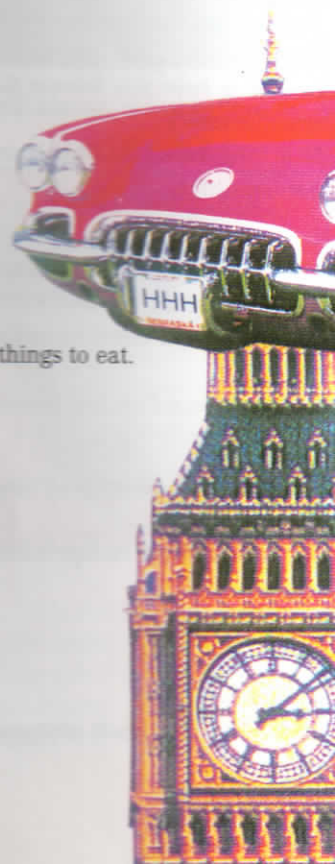
faucet

something you turn on and off to control water in a bath or a basin.

elevator

a device which carries people from one floor to another in a building.

But most of the differences between British English and American English are minor and are only concerned with vocabulary, spelling and pronunciation. You can usually understand what words mean from the context. Good luck (British English) or break a leg (American English)!



SPEAKING AND READING

- 1 Which is more useful to you – British English, American English or another type of English? Work in pairs and say why.
- 2 Read *Divided by a common language* and decide if these statements are true or false according to the passage.
 - 1 British English and American English are two very different languages.
 - 2 Some words have different meanings in British and American English.
 - 3 Some words are used in one type of English but not in the other.
 - 4 If you don't understand a word, you can usually guess the meaning.
- 3 Which of the words in the passage did you recognise or know already?

GRAMMAR

Defining relative clauses: *who, which/that* and *where*
 You use a defining relative clause to define people, things and places.

You use *who* for people.

*A druggist is someone **who** sells medicine in a shop.*

You use *which* for things.

*A subway is a railway **which** runs under the ground.*

You often use *that* instead of *who* or *which*.

*A druggist is someone **that** sells medicine in a shop.*

*A subway is a railway **that** runs under the ground.*

You use *where* for places.


*A parking lot is a place **where** you park your car.*

- 1 Complete the sentences with *who, which/that* or *where*.
 - 1 A hat is something ___ you wear on your head.
 - 2 A post office is a place ___ you can buy stamps and post letters.
 - 3 A journalist is someone ___ writes for a newspaper.
 - 4 A swimsuit is something ___ you wear when you go swimming.
 - 5 A disco is a place ___ you go to dance.
 - 6 A hairbrush is something ___ you use to brush your hair.

- 2 Write definitions for these words.


kitchen supermarket language teacher fridge pilot shoes restaurant pub

SOUNDS

- 1  Listen to the first paragraph from the passage, spoken first by an American and then by a British person.

Now listen to the second paragraph. Is the speaker American or British?

- 2 The sound of some words in American English is different from British English.

 Look at the underlined sound and listen to some of the main differences.

father mother grandfather sister
 opera cost concert fog
 bottle thirty dirty butter
 dance bath can't plant
 new Tuesday nuclear tune


VOCABULARY AND LISTENING

- 1 Match the American English words with the British English words in the boxes below.

bill chips druggist faucet french fries gas
 main street vest pants stop lights parking lot
 subway public school

trousers car park state school traffic lights
 underground waistcoat chemist chips crisps
 high street bank note petrol tap

Check the passage to remind yourself which American English words in the box have different meanings in British English.

- 2  Listen to a British person and an American talking about the words and check your answers to 1.
- 3 Put the words in 1 into categories of your choice. Use a dictionary to find out if there are any other British and American words which can go in each category.

Progress check 21-25



VOCABULARY

- 1 Write the verbs which come from these nouns. Underline the suffixes for each noun.

government employment election education information reading writing

govern government

Now write nouns which come from these verbs, using the suffixes you underlined.

entertain refresh teach greet exhibit connect manage

When you write new nouns in your *Wordbank* you may like to group them according to their suffix.

- 2 *Get* is a common verb in spoken English. Here are some of its meanings.

1 *get* + past participle = *become*

They've got married.

2 *get* + adjective = *become*

I'm getting angry.

3 *get* + object = *fetch, obtain*

Could I get you a drink?

4 *get* + object = *catch, take*

I get a train at 7.15.

5 *get* + object = *receive*

We got the news yesterday.

6 *get* + *to* + object = arrive in/at

I got to work at 8am.

7 *get* + preposition has the idea of movement, sometimes with difficulty.

We get up at 7.30.

He got in through the window.

Look at these sentences and decide which meaning of *get* they show. Rewrite them replacing *get* with another verb.

a It's getting dark.

e The child got down from the table.

b We got a call from her.

f She gets worried very easily.

c The train gets to London at 6 o'clock.

g The bus to get is the number 39.

d He got the tickets at the box office.

It's a good idea to note the different meanings of *get* as you come across them.

- 3 Look at the vocabulary boxes in Lessons 21 - 25 again. Choose words which are useful to you and group them under headings of your choice in your *Wordbank*.

GRAMMAR

- 1 Write the past participles of these verbs.

be become break bring
come do find get go have
learn lose put read say sit
sleep take think understand
write

- 2 Write short answers to these questions.

Have you ever...

- 1 ...visited the USA?
- 2 ...learnt a musical instrument?
- 3 ...been on TV?
- 4 ...met a rock star?
- 5 ...tasted English beer?
- 6 ...eaten English cheese?
- 7 ...heard Beethoven's Fifth Symphony?
- 8 ...written a letter to a newspaper?

- 3 You haven't seen your friend Jenny for five years. Ask her questions using the words below.

- 1 find a new job
- 2 get married
- 3 stop smoking
- 4 buy a motorcycle
- 5 visit the USA
- 6 write a book
- 7 travel around Europe
- 8 learn to cook

1 *Have you found a new job?*



4 Here are Jenny's answers to the questions in 3. Write full answers.

- 1 Yes. 2 No. 3 Yes. 4 No.
5 Yes. 6 No. 7 Yes. 8 No.

1 Yes. *She's found a new job.*

5 Complete these sentences with the present perfect or the past simple form of the verb in brackets.

- I never (drive) a car in my life.
- I (leave) my secondary school in 1989.
- We not (meet) before. My name's John.
- Where you (buy) your coat?
- What you (pay) for it?
- How long you (be) here now?
- Last Sunday I (get up) at eleven.
- You (see) the latest Harrison Ford film?

6 Answer the questions. Use *for* and *since* in turn.

How long have you...

- ...been a student of English?
- ...lived in your home?
- ...known your best friend?
- ...liked your favourite food?
- ...been in class?
- ...had the clothes you're wearing?

7 Say what you use these things to do.

- | | |
|---------------|---------------|
| 1 an umbrella | 4 an overcoat |
| 2 sunglasses | 5 a saw |
| 3 sticky tape | 6 water |

8 Say what these things are for.

- | | |
|--------------|-----------------|
| 1 a garage | 4 a toothbrush |
| 2 a bath | 5 a door handle |
| 3 a wardrobe | 6 a kettle |

SOUNDS

1 Say these words aloud.

surfing fireworks primary learnt economics
lecture heard university chosen word

Is the underlined sound /ɜ:/ or /ə/? Put the words in two columns.

 Listen and check.

2 Say these words aloud.

sport up awful walking summer bus pub
sunny performance four

Is the underlined sound /ɔ:/ or /ʌ/? Put the words in two columns.

 Now listen and check.

SPEAKING AND WRITING

1 Look at these experiences.

- visit the Great Wall of China
- play tennis
- drive a Porsche
- cook dinner for six friends
- swim in a river
- see a play by Shakespeare
- write a diary
- read *Time* magazine

Think of two more experiences and add them to the list.

2 Now find people in the class who have done the things in 1. Ask two extra questions about these experiences.

*Have you ever visited the Great Wall of China?
Yes, I have.*

*Really! When was that? In 1989, when I was twelve.
What was it like? Fantastic!*

3 Write a paragraph describing what you have learnt about the other students.

Two people have visited the Great Wall of China. Paco went in 1989, when he was twelve...

26

Safety first

Modal verbs; *must* for obligation; *mustn't* for prohibition

SPEAKING

Work in pairs and look at these safety instructions. Who do you think is speaking and where?

- 1 'You must fasten your seat belt.'
- 2 'You mustn't lean out of the window.'
- 3 'You must put out your cigarette.'
- 4 'You mustn't leave them on their own.'
- 5 'You must wear strong shoes.'
- 6 'You mustn't play with matches.'
- 7 'You must stay in your seat until we stop.'
- 8 'You must wear a helmet.'

GRAMMAR

Modal verbs

Modal verbs:

- have the same form for all persons
- don't take the auxiliary *do*
- take an infinitive without *to*.

Must for obligation, *mustn't* for prohibition

Must is a modal verb. You use **must** to talk about something you're obliged or strongly advised to do. You often use it when you talk about safety instructions.

You **must** fasten your seat belt.

You use **mustn't** to talk about something you aren't allowed to do or you're strongly advised not to do.

You **mustn't** lean out of the window.

For strong prohibition you use **must never**.

You **must never** walk on the railway line.

Must and **have to** have almost the same meaning.

You usually use **must** when the obligation comes from one of the speakers.

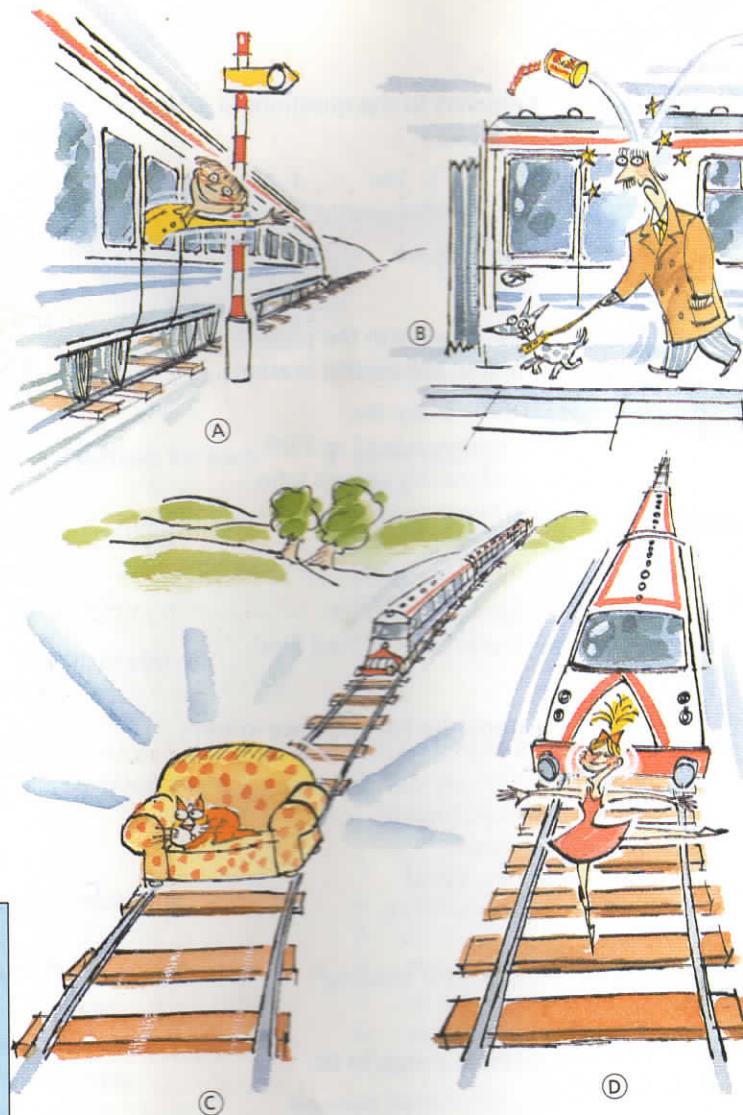
I usually forget her birthday. I **must** remember this year.

The baby's asleep. You **must** be quiet.

You usually use **have to** when the obligation comes from a third person. You often use it when you talk about rules.

The government says you **have to** do military service.

You **have to** show a cheque card when you pay by cheque.



- 1 Think of five or six things which will make your life safer and write sentences using **must**.

I must stop smoking.

I must mend the brakes on my car.

- 2 Complete these sentences with **must** or **mustn't**.

1 You ___ eat less to lose weight.

2 You ___ wear a seat belt while the plane is taking off.

3 You ___ travel on a train without a ticket.

4 You ___ ride a bicycle on a motorway.

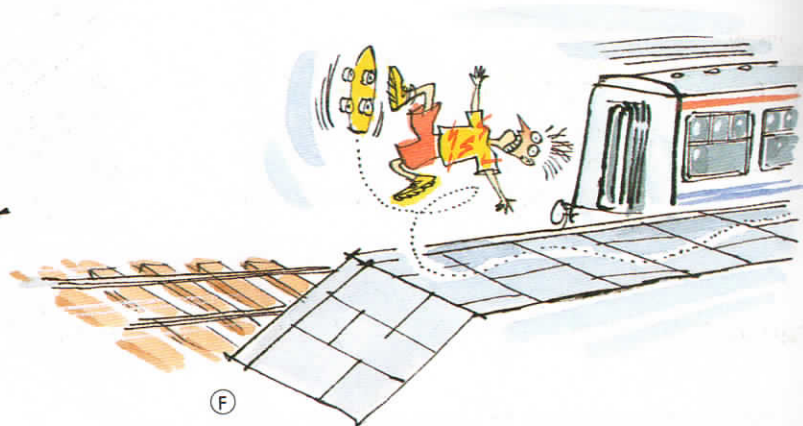
5 You ___ always lock your car.

6 You ___ drive at more than 55 km/h in town.

- 3 Think of other rules or safety instructions for these situations.

- in a plane - in a car - in the street - on a boat
- in the mountains - in the desert

You mustn't smoke during take-off and landing.



READING

1 Look at the drawings for a guide to railway safety. Match them with the rules below.

- 1 Do not ride a bicycle on a station platform. Do not use a skateboard there either.
- 2 Never, never, never stick your head out of a window of a moving train.
- 3 Do not throw anything out of the windows.
- 4 Never open a door before the train has stopped.
- 5 Never go onto a railway line or walk along it.
- 6 Never put anything on the railway line.

2 Work in pairs and say which drawing you like best.

3 Rewrite the sentences in 1 saying what you *mustn't* do.

1 *You mustn't ride a bicycle on a station platform.*

SOUNDS

1 Say these words.

a /mʌs/ b /mʌst/ c /mʌsn/ d /mʌsnt/



Listen to these sentences and decide if you hear *a, b, c* or *d*.

- | | |
|------------------------|-------------------------|
| 1 You must go now. | 5 You must visit us. |
| 2 You mustn't be late. | 6 We must have lunch. |
| 3 Yes, you must. | 7 He mustn't say that. |
| 4 No, you mustn't. | 8 You mustn't eat much. |

Now say the sentences aloud.



2 Listen to the way speaker *B* uses a strong stress and intonation to sound insistent.

- | | |
|-----------------------------------|------------------------|
| A I don't want to go to school. | B You must go. |
| A Must I really go? | B Yes, you must. |
| A I'll be late. | B You mustn't be late. |
| A Well, I'm going to leave early. | B No, you mustn't. |

Now work in pairs and say the sentences aloud. Try to sound insistent.

VOCABULARY AND LISTENING

1 Match the words in the vocabulary box with the situations below.

- on a motorway
- in a train
- at the border
- in the street

bicycle carriage customs drive
duty-free fast first class guard
lane pavement police officer
ride second class speed
ticket inspector traffic

2 Work in pairs and say what you have to or *mustn't* do in the situations in 1.



3 Listen to three conversations and decide what each situation is. Choose from the situations in 1.

4 Work in pairs and say what the people in the conversations have to or *mustn't* do.

He mustn't drive so fast.



Listen again and check.

5 Talk about rules or safety instructions you have at your language class or school. How many can you think of?

You mustn't drop litter.

You have to do your homework.

Can, could (1) for ability

SPEAKING

1 Find someone in the class who can:

- swim a hundred metres
- speak a foreign language (not English)
- drive a car
- stay awake all day
- stay up all night
- write with their left hand
- ride a bicycle
- use a computer
- cook
- play a musical instrument

Can you swim a hundred metres? Yes, I can. No, I can't.

2 Choose the last person you spoke to and find two things you can both do, and two things neither of you can do.

GRAMMAR

Can, could (1) for ability

Can is a modal verb. It has the same form for all persons and you don't use the auxiliary **do** in questions and negatives. You use **can** to express general ability, something you are able to do on most occasions.

I can swim a hundred metres.

Negative

I can't ride a bicycle.

Questions

Can you swim?

Short answers

Yes, I can.

No, I can't.

You can also use **be able to** to express general ability. It is more formal than **can** and is mostly used in the future or the past tense.

You use **could** and **couldn't** or **wasn't/weren't able to** in the past to express general ability.

When I was five, I could swim, but I couldn't write my own name.

1 Think about when you were five years old. Which things in *Speaking* activity 1 could you do? Write sentences.


I could swim, but I couldn't cook.

2 Find out what other people could or couldn't do when they were five years old.

LISTENING AND SPEAKING


1 Work in pairs. You are going to hear a story in four parts, adapted from *The Skylight* by Penelope Mortimer. Here are some key words from the first part. What do you think the story is about? (The words are in the right order.)

taxi woman five-year-old boy
sleep house summer
mountains hot afraid suitcases
shutters doors closed locked

2  Listen to part 1 of the story and check your answers to 1.

3 Here are some questions about part 2 of the story. Try and guess the answers.

- 1 Why didn't they go in the house?
- 2 What did she see on the roof?
- 3 How did she get up there?
- 4 Did she get through the skylight?
- 5 Who climbed through the skylight?
- 6 What did she ask him to do when he was in the house?
- 7 Did he do it?

4  Listen to part 2 of the story and check your answers to the questions in 3.



- 5 Here's part 3 of the story with some words and phrases missing. Can you guess what they are?

It was now dark. She went down again and ran round the house, shouting his _____. Something had happened to him, I must go for _____. She ran to the road and when she saw the lights of a _____, she waved her arms to _____ it. She started to _____. It was a long time before the three men understood.

'But how can we get in? We have no tools,' they said.

'There's a _____ back there. Will you take me?'

They let her into the car.

'Turn _____. It's back there on the left. There it is!'


They turned off the _____. She got out of the car and ran to the front _____.

A small woman in trousers opened the door. 'My dear, what's _____?'

'You're English?'

She told her the story. Another woman appeared. 'Yvonne,' Miss Jardine said, 'Get some tools, a hammer and an axe.'

They all got into the _____ and went back to the _____. They drove up the _____ and stopped. She ran to the house, calling 'Johnny? Johnny?'

- 6  Listen to part 3 of the story and check your answers to 5.

- 7 Work in pairs. What do you think happens at the end of the story?

- 8 Before you listen to part 4 of the story, check you understand these words.

axe hammer toys smash thumb

- 9  Now listen to part 4 of the story and find out what happens.

VOCABULARY

- 1 Here are some words from the story. Check you know what they mean. (You can use a dictionary.) Try to remember where they came in the story.

hill sleep asleep narrow stones grass suitcase
square skylight roof shutter door lock knock
ladder lower climb shout hurry wave farm tools
axe hammer toys smash thumb whisper

- 2 Can you think of categories to group the words? Think of other words which go with them.

28

Breaking the rules?

Can, can't (2) for permission and prohibition

READING

1 Work in pairs. Look at the signs in the photos. Do you understand what they mean? Where do you think the signs are? Choose from these situations.

- in the street
- in a bar
- in a park
- in a shop
- in a church
- in a cinema
- in a restaurant

2 Read *Breaking the rules?* and answer the questions with *yes* or *no* for your country.

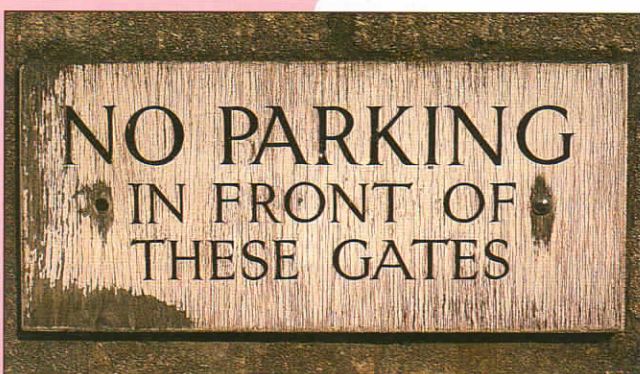


Breaking the rules?

These days there are rules everywhere we go and it's hard to obey them all. But what about the rules and customs we don't know about when we're visitors to a town or a country? Are you breaking the rules?

No Bicycles Please

- 1 You're waiting to cross the street at a pedestrian crossing. The lights are red for pedestrians, but there are no cars. Can you cross?
- 2 You're in a large city park which has lots of trees and grass. It's a beautiful summer's day and the sun is shining. Can you walk on the grass?
- 3 It's half past three on a Sunday afternoon, and you're thirsty. Can you buy a nice, cold glass of beer?
- 4 You're with some very young children and you'd like to have a drink in a bar. Can they go in with you?
- 5 You're in a restaurant but you don't know what the food is like. Can you walk into the kitchen and have a look?
- 6 You want to buy a postcard in the newsagent's or tobacconist's shop. Can you also get stamps there?
- 7 You're in the cinema and you'd like a cigarette. There are no signs which say 'no smoking'. So can you smoke?
- 8 You're in a cafe and you'd like a drink. Can you get it at the bar and pay for it there?
- 9 You feel quite ill, but you don't have any medical insurance or much money. Can you make an appointment to see the doctor?
- 10 You want to take the bus. Can you buy a single ticket before you get on?



GRAMMAR

Can, can't (2) for permission and prohibition
Can is a modal verb. It has the same form for all persons and you don't use the auxiliary *do* in questions and negatives. You use *can* + infinitive to talk about what you're allowed to do or what it is possible to do.

You **can** cross when the light is green.

You use **can't** to talk about what you're not allowed to do or what it is not possible to do.

You **can't** cross when the light is red.

Questions

Can you cross when the light is green?

Can you cross when the light is red?

Short answers

Yes, you **can**.

No, you **can't**.

Can't and **mustn't** mean the same.

You **mustn't** drive a car if you're only sixteen.

You **can't** drive a car if you're only sixteen.

1 Complete these sentences with *can* or *can't* and make true statements about your country.

- 1 You ___ drive a car when you're sixteen.
- 2 You ___ go into a bar when you're fourteen.
- 3 You ___ get married when you're sixteen.
- 4 You ___ wash your car on Sundays.
- 5 You ___ visit the USA without a visa.
- 6 You ___ get cheap housing.

2 Work in pairs and check your answers to the questions in *Breaking the rules?*.

In my country you can't walk on the grass in parks.

SOUNDS

1 Work in pairs. Say these sentences aloud.

'Can I come in?'

'Yes, you can. You can sit down here.'


'Can I smoke?'

'You can't smoke in here but you can smoke outside.'

Is the underlined sound /æ/, /ə/ or /ɑ:/ ?


 Listen and check.

2 In American English it is sometimes difficult to hear the difference between *can* and *can't*.

 Listen and tick (✓) the word you hear.

- 1 You *can/can't* smoke.
- 2 You *can/can't* walk on the grass.
- 3 You *can/can't* cross now.
- 4 You *can/can't* go.

LISTENING

1  Listen to Jane, a British woman, answering the questions in *Breaking the rules?*. Put a tick (✓) if the answer is yes and a cross (✗) if the answer is no.

2 Work in pairs and check your answers. Are the rules and customs the same as in your country?

 Listen again and check.

VOCABULARY AND SPEAKING

1 Look at the words in the box. Which of the following things can you and can't you do in the situations?

- read a newspaper
- wear shoes
- wear a hat
- go swimming
- sunbathe
- watch TV
- go for a walk
- cross the road
- ride a motorbike
- wear jeans
- listen to music
- smoke
- eat
- drink
- go to sleep
- talk
- sing
- take your dog
- feed the animals

escalator lift hotel bar petrol station church mosque
 hospital level crossing office shop beach mountain
 canal library stadium traffic lights pedestrian crossing
 park museum prison aeroplane bus train zoo

2 Talk about other rules or customs in your country.

In my country, children can go into a bar but they can't drink alcohol.

Warning: flying is bad for your health

Should and shouldn't for advice

- READING**
- 1 Look at the title of the passage. Why do you think flying may be bad for your health?
 - 2 Read *Warning: flying is bad for your health* and find out if it is safe for you to fly.
 - 3 Write down the reasons why flying is bad for people's health.
Less oxygen, changes of pressure...

Flying is the safest way to travel ... or is it? Some doctors think the aeroplane is a dangerous place, especially for the old or the unhealthy.

Although the aeroplane is pressurised, there is less oxygen than on the ground. Anyone with heart disease or a lung problem notices the difference much sooner. Even healthy people find it difficult to concentrate after hours of breathing less oxygen than usual. So anyone who has had a heart attack should not fly for at least two weeks after the attack. After an operation, you should stay on the ground for at least ten days.

Because of changes of pressure, pregnant women shouldn't take a flight lasting more than four hours after their thirty-fifth week or a shorter flight after 36 weeks. People with bad colds will probably get earache during take-off and landing.

Even if you feel well when you get on the plane, you will possibly feel ill when you get off. Sitting on a plane for many hours – especially in economy class where there isn't very much leg room – gives everyone aches and pains, so you should take some exercise, especially on long flights.

Most of the air you breathe is recycled so you will possibly catch a cold or flu from one of the other passengers.

Flying also causes dehydration. If you drink or eat too much, you'll wake up feeling ill. Everyone needs to drink more in the air, but you shouldn't drink alcohol because it makes you even more thirsty.

The most common problem is jet lag. But there isn't much you can do to prevent it. You should change to your new time zone as soon as possible and you shouldn't sleep if it's still daylight.

Crowded airports, long queues and delays cause stress and high blood pressure. So, be careful! Flying is the safest way to travel, but is it the healthiest?

Adapted from *The Independent on Sunday*



GRAMMAR

Should and *shouldn't* for advice

Should is a modal verb. It has the same form for all persons and you don't use the auxiliary *do* in questions and negatives. You use *should* + infinitive to give advice.

You *should* take some exercise on long flights.

You *shouldn't* drink alcohol.

Questions

Should I take some exercise?

Should I drink alcohol?

Short answers

Yes, you *should*.

No, you *shouldn't*.

Should(n't) and ought(n't) to mean the same.

You *ought to* take some exercise on long flights.

You *oughtn't to* drink alcohol.

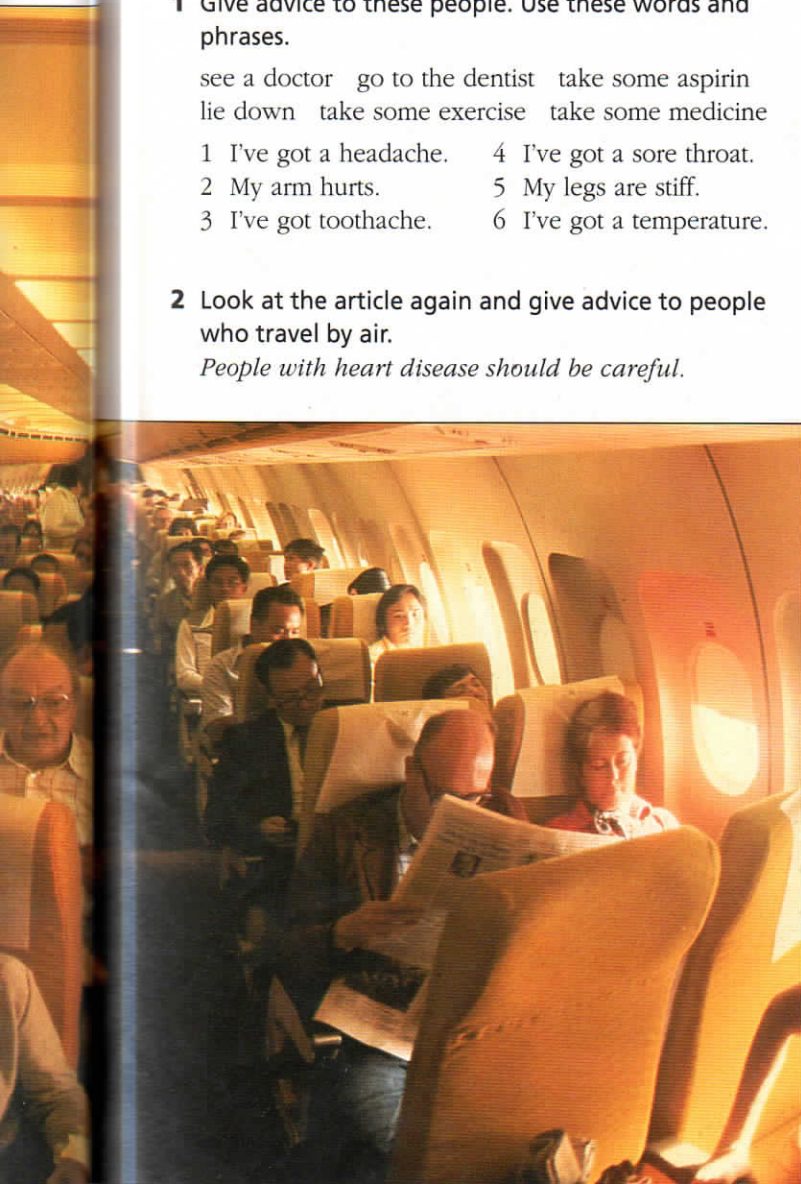
- 1 Give advice to these people. Use these words and phrases.

see a doctor go to the dentist take some aspirin
lie down take some exercise take some medicine

- 1 I've got a headache. 4 I've got a sore throat.
2 My arm hurts. 5 My legs are stiff.
3 I've got toothache. 6 I've got a temperature.

- 2 Look at the article again and give advice to people who travel by air.

People with heart disease should be careful.



VOCABULARY

- 1 Work in pairs. Say what you should do if you are:

- ill - sick - sore - thirsty - tired

- 2 Look at the words and expressions in the box and write them under two headings: *parts of the body* and *complaints*.

ache arm high blood pressure cold disease ear flu
hangover head heart insect bite jet lag leg lung
nose pain stomach sunstroke temperature throat

Which words go together to make a complaint?
headache...

LISTENING


- 1 You are going to hear a doctor talk about what you should and shouldn't do to stay healthy when you travel. Match the complaints with the advice.

complaint


- jet lag
stomach upsets
insect bites
sunstroke

advice

- Drink lots of water.
Don't spend all day in the sun.
Take an insect repellent.
Cover your arms and legs.
Wear a hat.
Drink only bottled or boiled water.
Don't eat uncooked food.
Try to stay awake.

- 2  Listen to the doctor and check if you were right.

- 3 Try and remember any other advice the doctor gives.

 Listen again and check.

SPEAKING

Work in pairs. Talk about possible dangers to your health in your country. Think about the following and say what you should or shouldn't do to stay healthy.

- the environment - the climate - animals
- the lifestyle - dangerous sports

You shouldn't go skiing on your own when it's snowing heavily.

Doing things the right way



Asking for permission; asking people to do things; offering

Doing things the right way

- 1 **You're a guest in someone's home. You'd like a cigarette. What do you say?**
 - a 'Is it all right if I smoke?'
 - b 'Would you like a cigarette?'
 - c Nothing and light up.
- 2 **A friend suggests you have dinner together in a certain restaurant. At the end of the meal, the waiter brings the check. What do you say?**
 - a 'I'll pay this.'
 - b 'Shall we share this?'
 - c Nothing. Your friend suggested dinner, and you expect him to pay.
- 3 **You're visiting a friend when the phone rings. What do you expect her to say to the caller?**
 - a 'It's great to hear from you. Hold on while I get a chair.'
 - b 'Would you mind if I called you back? I've got a visitor here at the moment.'
 - c Nothing. It's rude to pick up the phone when you've got guests.
- 4 **It's late and your neighbours are playing very loud music. What do you say to them?**
 - a 'Turn down the music!'
 - b 'Could you turn the music down, please?'
 - c Nothing. You call the police.
- 5 **You meet a Ms Esther Craig for the first time. You don't know how to address her. What do you say?**
 - a 'What do I call you?'
 - b 'Can I call you Esther?'
 - c 'Would you mind telling me what to call you?'
- 6 **You meet someone at a party and get on very well. As she leaves, she says, 'Nice meeting you. We must do lunch sometime.' What do you say to her?**
 - a 'Great! Shall we make a date?'
 - b 'Would you mind giving me your phone number?'
 - c 'That's a great idea. Bye!'
- 7 **You'd like your friend to lend you a book. What do you say?**
 - a 'Lend it to me, will you?'
 - b 'It's much too expensive for me to buy.'
 - c 'Would you mind lending it to me?'
- 8 **You're at the information office at the railway station and you want to know some train times. What do you say?**
 - a 'When's the next train to New York?'
 - b 'Tell me when the next train to New York is!'
 - c 'I wonder if you could tell me when the next train to New York is.'
- 9 **Your host serves you food you don't like. You eat it, but then the host offers you more. What do you say?**
 - a 'It was very nice, but no thank you. I've had enough.'
 - b 'Yes, would you mind if I only had a little?'
 - c 'No way. What was that, anyway?'
- 10 **As you're leaving a shop the assistant says, 'Have a nice day!' What do you say?**
 - a 'Thank you. Same to you. Bye.'
 - b 'Have a nice day yourself!'
 - c 'No, thanks. I've made other arrangements.'



READING AND LISTENING

- 1 Read the questionnaire *Doing things the right way*. What do you do or say in your country?
- 2  Listen to two Americans talking about the questionnaire and tick (✓) their answers.
- 3 Work in pairs. Try to remember what the speakers said about each possible answer.
 -  Listen again and check.
- 4 Compare your answers to the questionnaire with the speakers' answers. Do you do things the same way?

FUNCTIONS

<p>Asking for permission</p> <p><i>Can I smoke?</i> <i>Could I leave now?</i> <i>May I call you Esther?</i> <i>Is it all right if I smoke?</i> <i>Would you mind if I borrowed it?</i></p> <p>Could is a little more formal than can. May is very formal.</p> <p>Agreeing</p> <p><i>Yes, of course. Yes, go ahead.</i> <i>By all means.</i></p> <p>In response to <i>Would you mind...?</i></p> <p><i>No, of course not. No, go ahead.</i> <i>(I'm sorry,) I'm afraid I do (mind).</i></p> <p>Offering</p>	<p>Asking people to do things</p> <p><i>Can you speak louder, please?</i> <i>Could you help me?</i> <i>Could you tell me where the station is?</i> <i>I wonder if you could help me.</i> <i>Would you mind lending it to me?</i></p> <p>Refusing</p> <p><i>(I'm sorry,) I'm afraid I can't/ you can't.</i> <i>(I'm sorry,) I'm afraid not.</i></p>
<p>Accepting</p> <p><i>That's very kind of you.</i> <i>Thank you.</i></p>	<p>Refusing</p> <p><i>No, it's all right, thank you.</i> <i>No, I'll do it.</i></p>


1 Rewrite these questions using the phrase in brackets.

- 1 Can I leave early. (Would you mind...?)
 - 2 Can you help me? (Would you mind...?)
 - 3 Where's the station? (I wonder if...?)
 - 4 What's your phone number? (Could you tell me...?)
 - 5 Can I open the window? (Is it all right if...?)
- 1 *Would you mind if I left early?*

2 Write suitable responses to the questions in 2.

- 1 Agree. 2 Agree. 3 Refuse. 4 Agree. 5 Refuse.
 1 *Yes, of course.*

SOUNDS

 Listen to these sentences. Does the speaker sound rude or polite?

- 1 Is it all right if I smoke?
- 2 Could you turn the music down, please?
- 3 Would you mind if I called you back?
- 4 Would you mind telling me what to call you?
- 5 Would you mind giving me your phone number?

Now say the sentences aloud. Try to sound polite.

VOCABULARY AND SPEAKING

1 Here are some new words from this lesson. Check you know what they mean. (You can use a dictionary.) Can you remember the sentence where you saw them?

share hold on neighbour
 turn down get on with someone
 date phone number lend
 borrow rude polite formal
 informal manners

2 Go round the class asking for permission to do things or asking people to do things. Be polite.

Is it all right if I open the window?
Yes, of course.

Progress check

26-30

VOCABULARY

1 Some adjectives and nouns often go together. For example:

high temperature red light sore throat

Match the adjectives in box A with the nouns in box B. Some adjectives can go with more than one noun.

A alcoholic bad duty-free first-class heavy
high-speed narrow next-door steep

B cigarettes cold drink hill manners
neighbour path suitcase ticket train

Think of other nouns which the adjectives often go with, and other adjectives which the nouns often go with.

2 Look at these words and find out:

- how many meanings they have
- how many parts of speech they can be.

head complaint cold back neck ache sore arm

3 Complete these sentences with the words in 2. There are some extra words.

- 1 He held the bottle by the ____.
- 2 I'm very angry. I'd like to make a ____.
- 3 I'm tired. Let's go ____ home.
- 4 I feel ____ . Put the heating on.
- 5 She was the ____ of the department.
- 6 My legs ____ .

4 Here are some strategies you can use when you are reading and you come across a word you don't understand.

- Decide what part of speech the word is.
- Decide if the word is important to the general sense of the passage.
- Try and guess the general sense of the word.
- Read on and confirm or revise your guess.

5 It is useful to learn new words by associating them with other words. For example:

sunstroke - temperature, headache, lie down

thirsty - drink, water, hungry

Look at the vocabulary boxes in Lessons 26 - 30 again. Choose words which are useful to you and group them under headings of your choice in your *Wordbank*. Then think of two or three words that you associate with each one.

GRAMMAR

1 Complete these sentences with *must* or *mustn't*.

- 1 You ____ wear a warm coat, because it's cold.
- 2 You ____ be rude to your teacher.
- 3 You ____ stand too close to the edge of the platform.
- 4 You ____ be late for an important meeting.
- 5 You ____ drive slowly, as I'm very nervous.
- 6 You ____ make too much noise in a library.
- 7 You ____ do your homework every day.
- 8 You ____ feed the animals in the zoo.

2 Write sentences describing three things you must do in your English classes and three things you mustn't do.

You must speak English.

3 Write five things you couldn't do when you were ten years old but you can do now.

I couldn't speak English, but I can now.

4 Say if you can or can't do these things when you fly.

Can you...

- 1 ...arrive at the airport just before the plane leaves?
 - 2 ...stand up during take-off?
 - 3 ...smoke during landing?
 - 4 ...have a drink during the flight?
 - 5 ...visit the pilot?
 - 6 ...listen to your personal stereo?
 - 7 ...use a mobile phone?
 - 8 ...buy a ticket at the airport?
- 1 *No, you can't.*

5 Reply to these people and give advice. Use *should(n't)* and *ought(n't) to* in turn.

- 1 I feel so tired.
 - 2 I don't get much exercise.
 - 3 I stay in bed all day on Sundays.
 - 4 I've hurt my leg playing football.
 - 5 My wife doesn't understand me.
 - 6 I need to learn English quickly.
 - 7 I don't have many friends.
 - 8 I spend twelve hours a day at work.
- 1 *You should go to bed early tonight.*

6 Rewrite these sentences with *can*, *should*, *have to* or *can't*.

- 1 You aren't allowed to park a car on the pavement.
 - 2 You are allowed to cross the road at traffic lights.
 - 3 He ought to wear a tie.
 - 4 You are obliged to pass your driving test.
 - 5 You aren't allowed to drink and drive.
 - 6 She ought to see a doctor.
 - 7 Men are obliged to do military service in many countries.
 - 8 You are allowed to go to night-clubs when you're sixteen.
- 1 *You can't park a car on the pavement.*

7 Rewrite these requests more politely.

- 1 Turn it off!
- 2 I want to smoke.
- 3 Help!
- 4 Where's the police station?
- 5 I want to borrow your book.
- 6 Lend it to me!
- 7 What's the date?
- 8 Speak up!

SOUNDS

1 Say these words aloud.

wrote vote know boy only telephone
home noise royal photo unemployment

Is the underlined sound /əʊ/ or /ɔɪ/? Put the words in two columns.



Listen and check.

2 Say these words aloud.

shoe station teacher pressure oxygen passengers temperature
situation stranger

Is the underlined sound /ʃ/, /tʃ/ or /dʒ/? Put the words in three columns.



Listen and check.

3 Say these sentences aloud. Try to sound polite and friendly.

- 1 Could you turn down the music, please?
- 2 Could you be quiet please?
- 3 You must fasten your seat belt.
- 4 I'm sorry, but you can't smoke in here.
- 5 Can I come in?
- 6 Where's the nearest bank?



Listen and check.

SPEAKING AND WRITING

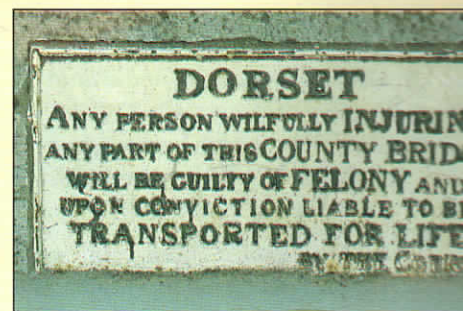
1 Work in groups of two or three. Write some advice for foreign visitors to your country. Think about the following:

- where to go
- where not to go
- what to see
- what to buy
- what to do
- what to wear
- what to drink
- what to eat

2 Write some rules for foreign visitors to your country. Think about the following.

- what you must be careful of
- what you mustn't bring into the country
- what you must wear in certain places
- what you mustn't photograph
- what you must do when you enter someone's home
- what you mustn't do in the streets

3 Compare your advice and rules with those of other groups. Choose the five most useful pieces of advice and the five most important rules.



31 My strangest dream

Past continuous (1) for interrupted actions: *when*




LISTENING AND SPEAKING

1 Work in pairs. You're going to hear an English woman talking about her strangest dream, which she called *The day the Queen came to tea*. First of all, think about these questions.

- How does the Queen of England usually travel?
- Do you think she does her own shopping?
- Do you think she ever visits people in their own homes?
- Does she ever do anything which is unexpected?


2 Look at the words below which come from the first part of the dream. What do you think it's about? (The words are in the right order.)

sit fire knock front door surprised Queen crown
bag shops come in front room shopping tired
cup tea chocolate biscuits curtain material castle
redecorate burn down

3  Listen to the first part of the dream and tick (✓) the words as you hear them. Did you guess correctly in 2?

4 Here are some extracts from the second part of the dream. (They are in the wrong order.) What do you think happens next in the dream?

- a '... and now she's going home.'
- b ...waved to me like she does on television.
- c It was Prince Philip.
- d Suddenly the phone rang.
- e 'Would you like a lift home?'
- f ... my husband arrived home from work.
- g '...I'll get the bus.'
- h and we carried on talking just as if we were old friends...
- i 'I'll be back at about five o'clock...'
- j 'Hello, Queen, pleased to meet you.'

5  Listen to the second part and number the extracts as you hear them. Did you guess correctly in 4?

GRAMMAR

Past continuous (1) for interrupted actions: *when*
You form the past continuous with *was/were* + present participle (verb + *-ing*).

I was watching television.

We were talking about the weather.

You use the past continuous to talk about something that was in progress at a specific time in the past.

What were you doing at nine o'clock yesterday morning?

I was going to work.

You also use the past continuous tense to talk about something that was in progress at the time something else happened or interrupted it. You join the two parts of the sentence with *when*. The verb in the *when* clause is usually in the past simple.

I was watching television when there was a knock at the door.

We were talking about the weather when the phone rang.

Remember that you don't usually use these verbs in the continuous tenses:

believe feel hear know like see smell sound taste think understand want

1 Join the two parts of the sentences from the dream with *when*.

- | | |
|---|----------------------------------|
| 1 I was sitting in front of the fire... | a my husband arrived home from |
| 2 I was getting the tea ready... | work. |
| 3 She was looking for some curtains... | b she stopped and waved. |
| 4 She was finishing her tea... | c she called out to me. |
| 5 She was going down the garden path... | d there was a knock at the door. |
| | e she saw this lovely material. |

2 Work in pairs. Ask and say what you were doing at these times yesterday.

- 1 7.15am 2 8.35am 3 9.30am 4 1pm 5 5.15am 6 7.45pm

What were you doing at seven fifteen yesterday morning?

I was getting up. What were you doing?

I was having breakfast.

3 Choose the best verb.

- 1 I *understood/was understanding* what she said.
- 2 She *had/was having* dinner when the phone *rang/was ringing*.
- 3 It *rained/was raining* when he *got/was getting* into his car.
- 4 He *made/was making* me a sandwich because I was hungry.

VOCABULARY AND WRITING

1 In the dream you heard there were a number of verbs followed by a preposition. Match the verbs and the prepositions you heard. Try to remember the sentence you heard them in.

Verbs be call come get go look pick put show stand
turn wave

Prepositions to on in in front of at for into out up

Are there other verb + preposition combinations above? Choose four or five and use them in sentences.

2 The dream also included some two-word nouns (compound nouns) or an adjective and a noun combination.

tea cup, front door

How many combinations did you hear with these words?

biscuit chocolate cup door front garden path room tea

Are there any other combinations you can make with the words in the box?



3 You often use these words and expressions in stories.

suddenly fortunately
unfortunately finally
to my surprise

Complete the sentences with the words or expressions.

- 1 We had a wonderful holiday. ___ we had to go back to work.
 - 2 It was late at night and I was asleep. ___ I heard a strange noise.
 - 3 The guests stayed very late. ___ they said goodbye and left.
 - 4 There was a car accident. ___ no one was hurt.
 - 5 I lost my wallet. ___ someone found it and gave it back.
- 4 Rewrite the dream of *The day the Queen came to tea*. Use the words and extracts in *Listening and speaking activities 2 and 4*, and some of the words and expressions in 3 above.

I was at home, watching television. Suddenly there was a knock at the front door.

5 Many dreams belong to one of the following common types.

- flying
- taking a test
- meeting someone important
- missing a train or plane
- giving a speech in public

Have you ever had one of these types of dream? Can you remember your strangest dream? Talk or write about it, using the past simple and past continuous tenses and some of the words or expressions in 3.

32

Time travellers

Past continuous (2) : *while* and *when*

VOCABULARY AND READING

- 1 You're going to read a story called *Time travellers*. Here are some of the words from the story. Check you understand what they mean. What do you expect the story to be about?

sightseeing grounds palace crowd favourite atmosphere strange shiver
discover eighteenth century lose one's way cottage sculpture uneasy path
evil angry disappear bridge lawn grass anniversary prison invade
messenger warn guard

- 2 Read the story and find out why it's called *Time travellers*.
- 3 Work in pairs. What do you think happened to the two women?
- 4 Read the story again and decide where these sentences go. The sentences are in the order in which they appear in the story.
- While they were visiting the Palace, one of the women had an idea.
 - While they were walking through the Palace grounds, the atmosphere suddenly changed.
 - While they were wondering which way to go, they saw a wooden hut under some trees.
 - While they were walking past, she stared at them in a very royal way.
 - While she was relaxing at the Petit Trianon, an angry crowd of people from Paris invaded the Palace.

GRAMMAR

Past continuous (2): *while* and *when*

You can use *while* + past continuous to talk about something that was in progress at the time something else happened or interrupted it. You need a comma at the end of the *while* clause.

While they were visiting the Palace, one of the women had an idea.

You can also put the *while* clause at the end of the sentence. You don't need a comma.

One of the women had an idea while they were visiting the Palace.

You can also use *when* in the past simple clause.

They were visiting the Palace when one of the women had an idea.

You use *when* + past simple to describe two things which happened one after the other. The second verb is often in the past simple.

When the women got closer, they saw some people in eighteenth-century clothes.

You can also say:

The women saw some people in eighteenth-century clothes when they got closer.

- 1 Write full answers to these questions.

- Who did they notice while they were walking to the Petit Trianon?
- What happened while the evil-looking man was staring at the two women?
- Who did they see while they were crossing the lawn in front of the Petit Trianon.

- 2 Rewrite your answers in 1 using *when* + past simple.

- 3 Write full answers to these questions.

- What did the two men do when they asked them the way?
- How did Miss Jourdain feel when she saw the woman and the young girl?
- What did they see when they crossed the bridge?
- What did they do when the tour was over?

SPEAKING

- Work in pairs. Would you like to travel in time? What time would you like to travel to? Talk about the people you'd like to meet and things you'd like to do.
- Talk about your time travelling with the rest of your class. Find someone who'd like to travel with you. Decide who has got the strangest reasons for travelling.

Time travellers

On a hot August day in 1901, two young English women were sightseeing at the Palace of Versailles near Paris. It was extremely hot, and there were crowds of people. 'Why don't we walk to the Petit Trianon?' suggested Miss Anne Moberly. Her friend, Miss Eleanor Jourdain agreed. The Petit Trianon was one of Queen Marie-Antoinette's favourite places. Suddenly everything felt strange. The sun was still shining but Miss Moberly shivered. In the distance they noticed some people. But when the women got closer they saw the people were wearing clothes from the eighteenth century.

They went up to two men wearing long green coats and red three-cornered hats, who were talking to each other. 'Excuse me, gentlemen, but we have lost our way. Could you tell us how to get to the Petit Trianon?' The men turned and looked at the two women in surprise. One of them said, 'Go straight down this path, madam,' and carried on talking.

Down the path was a small cottage. While they were passing it, they looked in through an open door. Inside there was a woman and a young girl. Both were wearing eighteenth-century clothes and were standing very still, like sculptures. Miss Jourdain felt uneasy because she knew she wasn't dreaming.

They came to a point where the path branched left and right. An evil-looking man was sitting on the grass in front, staring angrily at the two women. Suddenly a second man ran up to them and called out to them, 'Don't go that way. Return to the house.' He looked over his shoulder and disappeared again.

The two women took the path the man suggested and crossed a little bridge. Beyond the trees, they could see the Petit Trianon. While they were crossing the lawn in front of the house, they saw a beautiful woman wearing a summer dress, sitting alone on the grass. They went up the steps onto the terrace and joined a group of tourists who were visiting the building. When the tour was over, they returned to Versailles for tea.

While they were walking round the palace, neither lady talked about the strange event. Then a week later, Miss Jourdain suddenly said, 'Do you think the lady in the summer dress was Marie-Antoinette?'

The day they were there was 10 August, the anniversary of the day in 1789 when Marie-Antoinette went to prison. Perhaps the man running to tell them to return to the house was a messenger who was coming to warn the Queen about the danger. The two men in green coats and red hats were probably members of the Swiss guard who looked after the Queen while she was staying at the Petit Trianon, and the woman and young girl were possibly the wife and daughter of one of the royal gardeners. And was the evil-looking man the Count de Vaudreuil, who told the crowd where Marie-Antoinette was?

On a second visit to Versailles, Miss Jourdain discovered that the wooden hut was no longer there, nor was the bridge, although old maps showed they were once there.

So what really happened on that hot August day in 1901? Both Miss Jourdain and Miss Moberly believed that, somehow, they travelled back to the Court of Versailles in August 1789. Or was it just a dream caused by the heat of the day?



33

Is there a future for us?

Expressions of quantity (2): too much/many, not enough, fewer, less and more

READING

1 Read *Is there a future for us?* and underline anything you think is a good suggestion and correct anything you think is wrong.

2 Match the words from the passage in list A with their meanings in list B.

- A** fumes
muck up
squashed
tandem
greedy

- B** wanting more than it needs
damage
flat
unpleasant smoke or gas
bike with two seats

3 Which of these statements about the environment do you think Henrietta and Eryn agree with?

- 1 There's too much noise.
- 2 The air in the cities isn't clean enough.
- 3 There isn't enough farmland.
- 4 There aren't enough clean rivers.
- 5 We should use less fuel.
- 6 There are too many people.
- 7 The sea is too polluted.
- 8 We should give more money to poor people.
- 9 We should cut down fewer trees.
- 10 We should build more houses.

4 Put a tick (✓) by the statements you agree with.

Is there a future for us?

Henrietta (aged 8): The biggest problem with the environment is the ozone layer; there's a hole, and it's getting bigger. It's made by cars and aeroplanes – things which give off fumes. There should be a law that you aren't allowed to go to school by car because the fumes go up into the ozone layer and muck it up.



Eryn (also aged 8): The ozone layer's like a piece of paper covering a rock. It's meant to protect us. I'm scared the hole will get bigger and move around the world and people will get cancer. I think about it sometimes in bed. That could happen in our time. We should stop using aerosols, because they get squashed and all the poisons come out. And we could use horses instead of cars.

Henrietta: We could get tandems, and longer bikes, so children could ride on the back. Cars should be

very, very

expensive. I heard a woman on the radio saying she didn't care about the ozone layer because she wouldn't be alive, but it's our family who will die.

Eryn: You also get bad pollution from burning down the rainforest. People should leave things alone if they don't own them. There should be fines for destroying the rainforest. And we should give money to poor people in Africa and places.

Henrietta: We should spread out the people evenly. We could say, 'Put your hands up all those who want to live in Africa.' And then we could spread out the food. There's enough to go round. We could easily grow it. England's a very rich and greedy country.

Eryn: We use up far more of the earth than people in Africa, so it's a good idea for the whole world to discuss the environment, but not prime ministers, because they always vote for their own side. The Queen should go instead.

Adapted from *The Independent on Sunday*



GRAMMAR

Expressions of quantity (2)

Too much/many + noun

There's **too much** noise.
There are **too many** people.

Too + adjective

The sea is **too polluted**.

Not enough + noun

There **isn't enough** farmland.
There **aren't enough** clean rivers.

Not + adjective + enough

The air **isn't clean enough**.

Fewer, less and more

You use **fewer** and **more** with countable nouns.

In Britain there are **fewer** men than women. There are **more** women than men.

You use **less** and **more** with uncountable nouns.

There's **more** pollution these days. There's **less** clean air.

1 Complete these sentences with *too*, *much*, *many* and *enough*.

- 1 It's ___ quiet for me in the countryside.
- 2 There aren't ___ forests in the world.
- 3 The centre of my country is ___ flat. I prefer the mountains.
- 4 There are too ___ factories.
- 5 It isn't peaceful ___ in the city.
- 6 There's ___ much pollution in the sea.

2 Give your opinion about these issues. Write sentences with *fewer*, *less* and *more* beginning *We need...*

cars industry clean water pollution factories farmland fields forests
We need fewer cars.

3 Work in pairs. Find out if your partner agrees with the statements in *Reading activity 3*.

4 Write sentences saying what you don't like about the environment near your home.

There's too much noise.

VOCABULARY AND SPEAKING

1 Work in pairs and look at the words in the box below. Which adjectives and nouns go together?

beach city cliff coast countryside desert factory farmland field flat forest hill hilly industrial industry island jungle lake mountain mountainous noisy ocean peaceful poor quiet region rich river rural sea town village

a quiet beach, a flat field

Which words in the box can you use to talk about your country? Can you think of other words to describe your country?

2 Describe different regions of your country using the words in 1 and the words below.



There's a desert in the centre of the country. It's quite rural in the north.

3 Work in pairs. In your opinion, where is the ideal place to live in your country?

I think it's probably somewhere on the West coast, not far from the mountains.

4 Work in groups of three or four and talk about what will happen to our environment in the future. Think about the following:

- the population
- the sea
- the sea level
- the countryside
- towns
- the climate
- the air

Choose from these phrases:

- grow bigger grow smaller
- become dirtier become cleaner
- warm up cool down
- improve deteriorate rise fall
- get more crowded get more deserted

The population will grow bigger.

5 Find five predictions about the environment which most people in the class agree with.

34

The Day of the Dead

Present simple passive



The dead person is not usually seen when they return, but their spirit is felt by the family. After the festival, the food is given to the community, and the gifts are arranged around a wooden frame which is decorated with coloured papers, flowers and fruit.

The island of Janitzio is famous for its Day of the Dead celebrations, and has become a major tourist attraction. Just before midnight on 1 November, the lake which surrounds Janitzio is lit up by hundreds of torches. These show the route of the *lanchas* (small boats) which carry the families to the island. They go with their gifts to the cemetery where they will spend the night.

The cemetery is crowded not only with family and friends, but with tourists, photographers and even film crews. But later in the night, the tourists leave, and the families remain until morning. Through the night, attracted by the light of the candles and perfume of incense and flowers, the souls of the dead return once more to their families.

Adapted from *BBC World magazine*



The Day of the Dead

It's the end of October, and Mexico is preparing to celebrate the Day of the Dead on 1 November. In cities throughout the country for several weeks before the festival begins, street markets and shops are filled with symbols of death.

It's the highlight of the year for all Mexicans: the day when dead spirits return to the land of the living. But there's nothing sad about this festival. It simply reflects the Indian belief that death is a natural part of life.

November 1 is known as the feast of All Saints and All Souls. The Day of the Dead is called *todos santos* or *día de muertos* by the Mexicans and the festival usually involves two days of celebration on 31 October and 1 November. Mexicans believe that on the Day of the Dead the souls of dead relatives will return. The Indian festival became a Catholic one when the Spanish brought their religion to Mexico.

A feast is prepared for the dead with their favourite food and drink, cigarettes, sweets and fruit. A special kind of bread, known as *pan de muertos* ('bread of the dead') is baked, traditionally by the men – either the head of the family or the closest relative of the dead person. Today, however, the *pan de muertos* is often bought in markets. A bowl of water and a cloth is put on the table so that the spirits can wash their hands, and sometimes a favourite possession of the dead person is left.



READING AND VOCABULARY

- 1 You are going to read about Mexico's Day of the Dead celebrations. Which of the words in the box do you expect to see?

belief Buddhist candle Catholic celebration
cemetery dead highlight mosque Muslim perfume
saint soul symbol temple torch tourist

- 2 Read *The Day of the Dead* and decide what is the most surprising or interesting piece of information in the passage.
- 3 Work in pairs. Read the passage again. Decide what the photos show and write a caption for each one.

GRAMMAR

Present simple passive

You form the present simple passive with *am/is/are* + past participle.

A splendid feast is prepared.

Shops are filled with symbols of death.

Questions

What is November 1 called?

You use the passive when you are more interested in the object of the sentence or you don't know who or what does something.

A bowl of water is put on the table.

(You aren't interested in who put it there.)

Shops are filled with symbols of death.

(You don't know who filled the shops.)

If you are more interested in the object, but you know who or what does something, you use *by*.

A special kind of bread is baked by the men.

If you are more interested in the subject, you use an active sentence.

The men bake a special kind of bread.

- 1 Here are some answers to questions about the passage. Write the questions using the passive.
- | | |
|--------------------------------|----------------------------------|
| 1 The Day of the Dead. | 5 The dead person's spirit. |
| 2 A feast. | 6 The food. |
| 3 A special kind of bread. | 7 The gifts for the dead. |
| 4 A bowl of water and a cloth. | 8 The lake surrounding Janitzio. |

What is November 1 called?

- 2 Rewrite these sentences in the passive.

- They celebrate All Souls' Day on November 1.
- The Mexicans call it the Day of the Dead.
- They prepare a feast.
- They often buy the bread in markets.
- The family feels the spirit.
- They arrange the gifts around a wooden frame.
- Boats carry the families to the island.
- The lights of the candles attract the souls of the dead.

All Souls' Day is celebrated on November 1.

- 3 Look at these pairs of active and passive sentences. In each pair, which do you think is the better sentence?

- They make Fiat cars in Italy.
 - Fiat cars are made in Italy.
- They sell Macdonalds hamburgers in many countries.
 - Macdonalds hamburgers are sold all over the world.
- My mother does a lot of cooking.
 - A lot of cooking is done by my mother.
- My brother writes poetry.
 - Poetry is written by my brother.
- Coffee is drunk in most countries.
 - They drink coffee in most countries.
- Cats like warm beds.
 - Warm beds are liked by cats.

SPEAKING AND WRITING

- 1 Think about an important ritual or festival in your country. Make notes on:

- | | |
|------------------------------|------------------------|
| - what it's called | - what is celebrated |
| - what preparations are made | - what food is cooked |
| - what is drunk | - what gifts are given |

- 2 Find someone in your class who has chosen a different ritual or festival. Ask questions about it and make notes, and answer questions about the one you chose.

What is it called?

The Palio.

When does it take place?

On two days in July and August.

- 3 Write a passage describing the ritual or festival your partner chose.
- The highlight of the year for people from Siena is called the Palio. It takes place on...*

Mind your manners!

Making comparisons (3): *but, however, although*

VOCABULARY AND READING

- 1 Look at the words in the vocabulary box. Group the words under these headings: *things to eat, things on the table, things to cook with, parts of the body and things to say when eating or drinking.*

bowl cheers chips chin cup
dish elbow fork hand
ice cream jam knife lap
melon napkin neck pasta
plate pot saucepan saucer
sausage spoon steak
table cloth teaspoon toast

things to eat: chips...

- 2 Work in pairs and check your answers. Think of two or three other words which you can add to each group. (You can use a dictionary if necessary.)
- 3 Read the questions in *Mind your manners!* and think about your answers.
- 4 Work in pairs and discuss your answers.
In my family we have dinner at ten o'clock.
- 5 Tell the rest of the class what your answers are. Use these expressions.

Both of us think that...
Neither of us thinks that...
I think ... but Elena thinks...

Mind your manners!

- 1 What do you say at the start of a meal?
- 2 What time do you have lunch and dinner?
- 3 How long does a typical lunch or dinner last?
- 4 Do you usually use a knife and fork? If so, which hands do you hold them in?
- 5 Do you use a napkin? If so, where do you put it?
- 6 At which meals do you eat the following food?
melon pasta fish steak
- 7 Where do you put your knife and fork when you have finished your meal?
- 8 Where do you put your hands when you're at the table but not eating?
- 9 Do you eat cake with a fork or a spoon?
- 10 What food do you often eat with your fingers at the dining table?
- 11 When do you usually drink coffee and tea?
- 12 When can you smoke during a meal?
- 13 What do you say and do when someone raises their glass?
- 14 Do you have soup in the summer?
- 15 Do you eat salad in the winter?



LISTENING AND SPEAKING

- 1 Work in groups of three. You're going to hear Stephen, who is English, talking about table manners.

Student A: Turn to Communication activity 6 on page 99.

Student B: Turn to Communication activity 4 on page 98.

Student C: Turn to Communication activity 14 on page 100.

- 2 Now work together and talk about Stephen's answers to the questions in *Mind your manners!*



Listen again and check.

GRAMMAR

Making comparisons (3): *but, however, although*

You use **but, however** and **although** to make a comparison which focuses on a difference. You put **but** at the beginning of a sentence or to join two sentences.

*We drink coffee in the morning. **But** we don't drink it in the afternoon.*

*We drink coffee in the morning **but** we don't drink it in the afternoon.*

You use **although** at the beginning of a subordinate clause. You need to separate the subordinate and the main clause with a comma.

*We usually have dinner at six, **although** some people have dinner later.*

You can put the subordinate clause at the beginning or at the end of the sentence.

***Although** we usually have dinner at six, some people have dinner later.*

You use **however** at the beginning of a sentence. It is followed by a comma.

*We drink coffee in the morning. **However**, we don't drink it in the afternoon.*

- 1 Complete these sentences with *but, however* or *although*.
- Many people have dinner quite early, ___ we eat quite late, at about nine.
 - Most people have milk in their tea, ___ I prefer lemon.
 - I hold my fork in my left hand to cut food, ___ I change to my right hand to eat.
 - I usually drink coffee in the morning, ___ I sometimes have a cup after dinner.
 - We eat melon at the start of a meal. ___, some people have it at the end.
 - You don't usually smoke while you're eating. ___, it's OK to smoke after the meal.
- 2 Write sentences making comparisons between table customs in your family and Stephen's.

SOUNDS



Listen to the sentences in *Grammar* activity 1. Notice the stress and intonation of sentences with *however* and *although*.

Now say the sentences aloud.

SPEAKING AND WRITING

- 1 Work in groups of three or four and write down three examples of table manners - two false and one true. *You should always eat thick soup with a knife and fork. In a restaurant, you can attract the waiter's attention by whistling. After a meal, say goodbye and shake hands with all the other people.*
- 2 Present your three examples of table manners to the rest of the class. Try to add as much information and context as possible.
- The rest of the class must guess which are the false ones.

Progress check

31-35

VOCABULARY

- 1** Some verbs are followed by a particle (an adverb or a preposition). These are called multi-part verbs.

take out She took out a pen.

listen to He's listening to the radio programme.

Use your dictionary to find out how many multi-part verbs you can make with the verbs and the adverbs or prepositions below.

Verbs come fall look pick stand take turn throw

Particles at away down in off round up

- 2** Now complete these sentences with a suitable particle from the list above.

- | | |
|----------------------------|------------------------------------|
| 1 He took ___ his coat. | 4 I threw the wrapping ___ . |
| 2 I picked ___ my wallet. | 5 He turned ___ and looked ___ me. |
| 3 She fell ___ the stairs. | 6 She stood ___ when we came ___ . |

- 3** With some multi-part verbs, you can put the noun object after or before the particle.

take out She took out a pen. She took a pen out.

put on He put on his hat. He put his hat on.

But you must put the pronoun object between the verb and the particle.

She took it out. He put it on.

Rewrite these sentences, replacing the noun with a pronoun.

- | | |
|-----------------------------------|----------------------------|
| 1 Don't throw the newspaper away. | 4 He washed the dishes up. |
| 2 He turned the radio down. | 5 He gave up smoking. |
| 3 He took his hat off. | 6 I'll find out her name. |

- 4** With other multi-part verbs you always put the object after the particle.

listen to She's listening to the radio programme. She's listening to it.

look at He looked at the old woman. He looked at her.

Rewrite these sentences with pronouns.

- | | |
|--------------------------------|------------------------------|
| 1 She thought about John. | 4 He looked at the picture. |
| 2 We voted for the socialists. | 5 She listened to the radio. |
| 3 I waited for my mother. | 6 We looked after their cat. |

- 5** Look at the vocabulary boxes in Lessons 31 – 35 again. Choose words which are useful to you and write them in your *Wordbank*.

GRAMMAR

- 1** Join the two parts of the sentence with *when*.

- 1 I/play tennis/hurt my leg.
- 2 He/walk to work/see his friend.
- 3 They/watch television/fall asleep.
- 4 She/talk to me/start to cry.
- 5 We/sit in garden/hear a loud noise.
- 6 I/look for a pen/find some money.

1 *I was playing tennis when I hurt my leg.*

- 2** Rewrite the sentences in 1 using *while*.

1 *While I was playing tennis, I hurt my leg.*

- 3** Write questions.

- 1 What/do/8am yesterday?
- 2 Who/talk to/last night?
- 3 Why/work so hard/last week?
- 4 What/talk about/this morning?
- 5 Where/have dinner/last Sunday?
- 6 Why/laugh/just now?

1 *What were you doing at 8am yesterday?*

- 4** Rewrite the sentences with *too + adjective* or *not + (adjective) enough*.

- 1 It's too noisy in here. (quiet)
- 2 It wasn't dark enough to sleep. (light)
- 3 I was too cold. (warm)
- 4 The region is too industrial. (rural)
- 5 The hotel room was too dirty. (clean)
- 6 The jacket wasn't big enough. (small)

1 *It isn't quiet enough in here.*

5 Write correct answers to these sentences.

- 1 Is champagne made in Britain?
 - 2 Are shops closed during the weekend?
 - 3 Is leather used for making clothes?
 - 4 Is tea drunk at night?
 - 5 Are grapes eaten at breakfast?
 - 6 Is the housework done by men?
- 1 No, it's made in France.

6 Rewrite these sentences in the passive. Use *by* if necessary.

- 1 They drink a lot of tea in Britain.
 - 2 They eat a lot of meat in Argentina.
 - 3 The Spanish eat dinner at 10pm.
 - 4 You buy medicine at the chemist's.
 - 5 The dentist examines your teeth.
 - 6 You use newspapers for wrapping things.
- 1 A lot of tea is drunk in Britain.

7 Join these sentences about Catherine, an English woman, by rewriting them with *although*.


- 1 She likes coffee. She prefers tea.
- 2 She doesn't usually have time to eat in the mornings. At weekends she has a large breakfast.
- 3 She usually has a sandwich for lunch. She sometimes has a salad when she goes out with friends.
- 4 She doesn't smoke. She doesn't mind other people smoking in her home.


8 Rewrite the sentences in 7 with *however*.

SOUNDS

1 Complete these words with *v* or *w*.


_ait _allet mo_e _isit _ant _ork sand_ich
dri_e in_ite _omen _ear shi_er _alk beha_e

 Listen and check. Say the words aloud.

2  Listen and tick (✓) the word you hear.

- 1 ear hear 2 air hair 3 eye high 4 at hat
5 eight hate 6 eat heat 7 art heart 8 as has

Now say the words aloud.

3  Listen to the answers to *Vocabulary* activity 3. Notice how the speaker stresses the verb and the particle.

- | | |
|------------------------|----------------------|
| 1 Don't throw it away. | 4 He washed them up. |
| 2 He turned it down. | 5 He gave it up. |
| 3 He took it off. | 6 I'll find it out. |

Now say the sentences aloud.

WRITING

1 Look at some rules for punctuation in English.

You use commas:

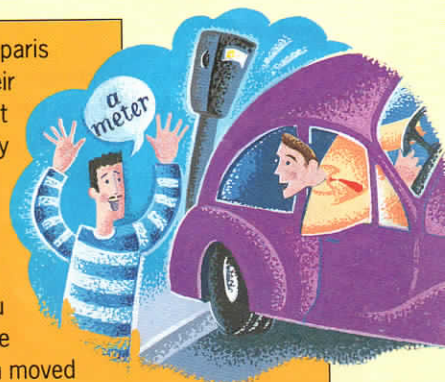
– to separate main and subordinate clauses.
While they were waiting, it started to rain.

– to separate signpost words and phrases, such as *however, as a result, in fact, first, next, after that* from the rest of the sentence.

I like coffee. However, I prefer tea.

Rewrite this passage with the correct punctuation. (You may like to look at *Progress check Lessons 1 - 5, Reading and writing* before you begin.)

an english couple drove to paris for a holiday they found their way to the hotel but couldnt find anywhere to park finally they found a space but by now it was dark while they were trying to park a parisian saw their british car and offered to help you have a meter behind you he shouted so the englishman moved back a little the man shouted again you have a meter behind you the driver moved a little more the frenchman waved and shouted you have a meter behind you the englishman who was getting a little angry by now reversed the car rather quickly there was a crash the parisian pointed at a post which was lying under the car i said you had a meter behind you



2 Read the story again and decide where these words can go. Some words can go in more than one position.

short back parking friendly loud metal

3 Think of six more words which could go into the story and write them down. Now work in pairs. Show your words to your partner and ask him/her to decide where they can go in the story.

36

Lovely weather

Might and may for possibility

READING

- 1 Read *When's the best time to visit your country?* and make a list of the best times to visit each country.
- 2 Work in pairs. Is your country mentioned? Do you agree on the best time to visit? If it isn't mentioned, say when the best time to visit is and add it to your list.

VOCABULARY

- 1 Look at the box and underline the words for seasons. Which of the other words in the box go with each season in your country?

autumn dry hurricane flood
sun freezing storm humid
rain changeable ice lightning
wind mist spring snow frost
summer fog thunder wet
mild winter

winter: freezing, fog, ice

Which words don't you use to talk about your weather?

- 2 Which of the nouns in the vocabulary box can you turn into adjectives?

fog – foggy



When's the best time to visit your country?

'May or October is best because it's not too humid, although there may be a few showers.' *Wang Wei, Hong Kong*

'We live in New England, so the best time is late August and September when the weather starts to get cooler and the leaves on the trees change colour.' *Norman, USA*

'July and August are fabulous. It might be quite cool but it'll be very pleasant. But don't come in the winter, it'll be dark all day and freezing cold.' *Ingrid, Sweden*

'We say the spring is the best time to visit us. But it may rain and there's quite a lot of wind, so you may miss the cherry blossom. Come in the autumn, the autumn leaves will be beautiful.' *Reiko, Japan*

'Come to Prague in winter and you'll see how beautiful the city is. There may be snow and there are fewer tourists.' *Frantisek, Czech Republic*

'Have you ever had Christmas dinner on the beach? Come in December, and you won't see a cloud in the sky.' *Kevin, Australia*

'In the summer, it's very hot and humid on the coast, although you might find it a little cooler in Mexico City because it's high up.' *Miguel, Mexico*

'Spring and autumn are the best, the climate is perfect on the Aegean and Mediterranean coasts, although it may be cooler in central Anatolia. You won't get much rain between May and October.' *Yildiz, Turkey*

'In December you'll find it a bit like England in July, not too hot. And it'll be rainy and cold in the winter. But it depends where you want to go. It's a big country and very mountainous.' *Maria Sara, Chile*

GRAMMAR

Might and may for possibility

Might and may are modal verbs. Remember that they have the same form for all persons and you don't use the auxiliary do in questions and negatives. You can use might or might not + infinitive to talk about possible future events.

It might rain tomorrow. There might not be much sun.

You can also use may or may not.

May is a little more sure than might.

It may rain tomorrow. There may not be much sun.

Remember you use will or won't to make predictions.

It'll be dry and sunny tomorrow over the whole country.

There won't be much wind.

1 Imagine you're talking to a friend who wants to visit your country. Give the following advice and explain why. Use *because + might*.

- 1 bring an umbrella 4 get some sun-tan lotion
- 2 wear warm clothes 5 buy a good map
- 3 bring your camera 6 bring a swimsuit

You should bring an umbrella because it might rain.

2 Choose the correct form of the verb.

- 1 *I'm going/I might go* to Kenya next week. I've got my ticket.
- 2 *I've booked/I may book* into a hotel. I've got a room at the Ambassador.
- 3 *I'm going /I might go* to Lake Victoria or perhaps to the beach near Mombasa.
- 4 *I won't/I might not* spend more than a week on the coast, because I want to see the National Park.
- 5 *I'm going/I might go* on safari if there's room for me.
- 6 *I'm coming/I might come* home on the sixteenth. It's the day before I get married.

3 Say what the weather might or might not be like:

- tomorrow - next week
- next month - in ten years' time

4 Think about next weekend. Say what you might or might not do if...

- 1 ...it's raining 4 ...it's sunny
- 2 ...it's snowing 5 ...you have work to do
- 3 ...it's cold 6 ...you feel tired

1 *I might stay at home and watch TV.*

WRITING

1 Delphine wrote to her friend Benita asking for some advice. Read Delphine's letter and Benita's reply, and find the answers to these questions.

- a What type of accommodation might Delphine like?
- b What type of clothes should Delphine bring and why?
- c When might be the best time to come?
- d What might Delphine like to do?
- e What might the weather be like?

Dear Benita,

At last I'm thinking of coming to Britain. When's the best time to come? Thanks for your help!

Love, Delphine

Dear Delphine,

It's good to hear you may want to visit Britain. I think October is the best time to come. It's usually quite warm, although there may be some rain, and it might be a bit cold in the evening, so bring a sweater. Best of all, there won't be so many tourists. Make sure you bring an umbrella. You may like to stay in a bed and breakfast, which is a private house with a guest bedroom. You won't have to pay much for this type of accommodation. When you arrive in London you may like to buy a railcard to travel around the rest of the country.

I hope this is useful.

Best Wishes, Benita

2 Number the questions in the order that Benita answers them.

3 Imagine an English friend wants to visit your country and has asked you when the best time is to visit. Make notes answering the questions in 1.

Accommodation: stay in a bed and breakfast...

4 Write a letter to an English friend who wants to visit your country. Use the letter in 1 to help you and your notes. Make sure you answer the questions in full sentences, and in the order you numbered them in 2.

37

Help!

First conditional

VOCABULARY AND SPEAKING

- 1 Look at the words in the box. Which can you use to describe the incident in the picture?

accident electricity steal break victim kill button
 catch fire consulate dangerous passport shock
 ambulance wallet fire flood injured package gas
 ground floor gun burn mugger plug plug in press
 rescue drown driving licence bomb switch on
 switch off explode witness unplug burglar

- 2 Put the words in the box with the following incidents. Many can go with more than one situation.

- a an emergency at home
- b a road accident
- c a bomb alert
- d a mugging
- e a flood

Check your answers with another student.

- 3 Look at these sentences. Decide in which incident you might hear them. Can you guess what the underlined pronouns refer to?

- 1 'If you touch it, you'll get a shock.'
- 2 'If you don't give it back, I'll call the police!'
- 3 'If it doesn't stop rising, we won't be able to escape.'
- 4 'If you go to the consulate, they'll give you another one.'
- 5 'If you lose them, they'll replace them in a couple of days.'
- 6 'If you light a match, it'll cause an explosion.'
- 7 'If we call an ambulance, they'll take her to hospital.'
- 8 'If no one picks it up, I'll call the guard.'

GRAMMAR

First conditional

You use the first conditional to talk about a likely situation and to describe its result. You talk about the likely situation with *if* + present simple. You describe the result with *will* or *won't*.

You separate the two clauses with a comma.

If you give it to me, I'll let you go.

If you don't give it back, I'll call the police.

If it doesn't stop rising, we won't be able to escape.

You often use the first conditional for promises, threats or warnings.

- 1 Match the two parts of the sentences.

- 1 If you unplug the machine,
 - 2 If you give me the money,
 - 3 If we don't escape,
 - 4 If they give you another passport,
 - 5 If they replace your traveller's cheques,
 - 6 If there's an explosion,
 - 7 If she goes to hospital,
 - 8 If the guard thinks it's a bomb,
- a ...there won't be any trouble when you leave the country.
 - b ...you'll be able to carry on with your holiday.
 - c ...I'll let you go.
 - d ...we'll drown.
 - e ...you won't get a shock.
 - f ...they'll mend her broken leg.
 - g ...he'll ask everyone to leave the train.
 - h ...there'll be a lot of damage.


- 2 Complete the sentences.

- 1 If I have enough money next summer,...
- 2 If I have time this week,...
- 3 If my friends are doing nothing tonight,...
- 4 If I work hard next week,...
- 5 If I finish this book,...
- 6 If I learn English,...

SOUNDS

1  Listen and repeat these phrases.


I'll I'll do that she'll she'll show you
 you'll you'll like it we'll we'll love it
 he'll he'll call you they'll they'll learn it

2  Listen and mark the words the speaker links.

- 1 If you touch that, it'll explode.
- 2 If no one picks it up, I'll do it.
- 3 If you don't stop eating, you'll be ill.
- 4 If you don't let go, I'll scream.
- 5 If you don't give it to me, I'll tell your uncle.
- 6 If you ask her, she'll answer.

Now say the sentences aloud.


LISTENING AND SPEAKING

1  You're going to hear Kate, an Australian woman, describing an incident in three parts. Listen to the first part and decide what the incident is. Choose from the list in *Vocabulary and speaking* activity 2.

2 Work in pairs and check you understood what happened.

3 Work in pairs. Look at these extracts from the second part and try and guess what happens next. (The extracts are in the wrong order.)


- ...they had got some good news
- ...now it was me who was feeling sorry
- ...the young man wasn't Australian
- ...admitted he was guilty
- ...the bank clerk called the police
- ...was unemployed and had a family to look after
- ...a young man was trying to change some Australian money
- ...'I'm sorry, I'm really sorry.'

 Now listen to the second part of the story and number the extracts as you hear them.

4 Work in pairs. Predict the possible results of these situations. There may be more than one result.

- 1 If the police let the man go,...
- 2 If the man gets a fine,...
- 3 If the magistrate sends the man to prison,...

5 Work in pairs. How do you think the story finishes?

 Listen to the third part and find out. Do you think Kate made the right decision?

6 Have you ever been involved in an incident like Kate? Tell your partner about it.



Would for imaginary situations

My perfect weekend

We asked Stephen from Leeds, and Paula from Nottingham about their perfect weekend. Here are the questions and their answers.

- 1 Where would you go?
- 2 How would you travel?
- 3 Where would you stay?
- 4 Would you take a companion?
- 5 What essential piece of clothing or kit would you take?
- 6 What would you have to eat and drink?
- 7 Would you take anything to read?
- 8 Who would be your least welcome guest?
- 9 What luxury would you take?
- 10 What three things would you most like to do?



Stephen

- a My lap-top computer.
- b My swimming trunks, because I love the sea.
- c Well, I'd like to take my dog, but I wouldn't be allowed to bring him back to England. So I'd go on my own.
- d Sit on the beach, have a good lunch and read a good book.
- e To a small town I know in France, by the sea. But I won't say where!
- f Yes, 'The Kingdom by the Sea', by Paul Theroux.
- g In a friend's house right by the beach. It's very quiet, a great place to relax.
- h The local wine, bread, cheese and those enormous tomatoes you can get there.
- i The Prime Minister. He would only make me angry.
- j By train. I wouldn't go by plane – I hate it.



Paula

- a Good shoes. I expect to be on my feet most of the day.
- b At the Waldorf Hotel. It's quite an old-fashioned place, but the service is very good.
- c Go shopping, have something to eat ... and then go shopping again.
- d Probably not. Maybe I'd pick up a book at the airport, something by Jackie Collins.
- e Pastrami on rye, bagels, in fact anything from those amazing delicatessens they have in New York. Oh, and champagne, of course.
- f New York. I love the place. The shops are just wonderful.
- g My ex-husband.
- h By Concorde. More time for shopping!
- i Yes, my best friend Shirley. We do everything together. She's the only person who likes shopping more than I do.
- j My credit cards. But they're more of a necessity, actually.

VOCABULARY AND SPEAKING

1 Look at the words in the box. Are the things *luxuries* or *necessities*?

cassette recorder cat central heating champagne comb
 companion computer credit card dog insurance jewellery
 novel orange juice pen religion rice salt seafood soap
 swimming trunks telephone washing machine water

2 Work in pairs and discuss your answers to 1. Now talk about other things that are necessities and luxuries for you.

READING

1 Read *My perfect weekend* and match the questions with Stephen and Paula's answers.

2 Think about your answers to the questions. Would you do the same things as Stephen and Paula?

GRAMMAR

Would for imaginary situations

***Would* is a modal verb. Remember that modal verbs have the same form for all persons and you don't use the auxiliary *do* in questions and negatives.**

You use *would* to talk about the consequence of an imaginary situation. You often use the contracted form *'d* or *wouldn't*.

Where **would** you go? *I'd go to a small town in France.*

How **would** you travel? *I wouldn't go by plane.*

Questions

Would you take a companion?

Would you take anything to read?

Short answers

Yes, **I would**.


No, **I wouldn't**.

1 Here are some more answers from *My perfect weekend*. Write the questions.

- 'I'd play tennis and maybe go for a swim.'
- 'Gone with the Wind. I've seen it five times already.'
- 'Verdi's *Requiem*. It makes me cry.'
- 'Yes, I'd have dinner in a small restaurant in the countryside.'
- 'No, I don't like to read a newspaper when I'm on holiday.'
- 'Sunday night, or if possible, Monday morning.'

2 Write your answers to the questions in *My perfect weekend*. Write full sentences.


SOUNDS

 Listen to these sentences. Notice how you don't always hear the /d/ in 'd before a verb beginning with /t/ or /d/.

- I'd take my friend.
- He'd do some work.
- I'd tell you a story.
- She'd talk to her friends.
- We'd drink champagne.
- They'd travel by plane.

Now say the sentences aloud.

LISTENING

1  Listen to six people answering a question about their perfect weekend. Put the number of the question they answer by the name of the speaker.

Alex Barbara Alan
 Daniel Emma Jane

2 Work in pairs. Say what their answers were.

Alex would drink coconut milk.

 Listen again and check.

SPEAKING

1 Work in pairs. Ask and answer the questions about your perfect weekend. Ask for extra information about each question, using *would*.

Where would you go?

I'd go to my grandmother's house.

Why would you like to go there?

Because she would be pleased to see me.

2 Choose two or three of the people in your class and imagine how they would answer the questions.

I think Marco might go to the beach.

Yes, and he might go by motorbike.

3 Now ask the people you chose in 2 and find out if you guessed correctly.

39

The umbrella man

Second conditional

GRAMMAR

Second conditional

You use the second conditional to talk about an imaginary or unlikely situation and to describe its result. You talk about the imaginary or unlikely situation with *if* + past simple. You describe the result with *would* or *wouldn't*.

If I had a lot of money, I would give some away.

If a stranger asked me for money, I wouldn't give him any.

You form the second conditional with *if* + past tense, *would* + infinitive. You separate the two clauses with a comma.

If I found some money in the street, I'd keep it.

1 Match the two parts of the sentences.

- | | |
|--------------------------------|-------------------------|
| 1 If I was extremely rich, | a I'd go to Jamaica. |
| 2 If I won a free holiday, | b I'd give up my job. |
| 3 If I lost my wallet, | c I'd live in New York. |
| 4 If I spoke English fluently, | d I'd go to the police. |
| 5 If I changed my job, | e I'd get a better job. |
| 6 If I could live anywhere, | f I'd be much happier. |

2 Write sentences saying what you would do if...

- a stranger asked you for money
- you didn't have any money
- someone lied to you
- someone offered you an expensive gift

READING AND LISTENING

1 Work in pairs. You're going to read a story called *The umbrella man* by Roald Dahl. Here are some words from part 1. What do you think is going to happen?

mother London dentist raining taxi
passengers small man seventy umbrella favour
suspicious help

Now read part 1 and check.

The umbrella man

Part 1

I'm going to tell you about a funny thing that happened to my mother and me yesterday evening. Yesterday afternoon, my mother took me to London to see the dentist. After that, we went to a cafe. When we came out of the cafe it was raining. 'We must get a taxi,' my mother said. Lots of them came by, but they all had passengers inside them.

Just then a man came up to us. He was a small man and he was probably seventy or more. He said to my mother politely, 'Excuse me.' He was under an umbrella which he held high over his head.

'Yes?' my mother said, very cool and distant.

'I wonder if I could ask a small favour of you,' he said. I saw my mother looking at him suspiciously. She is a suspicious person, my mother. The little man was saying, 'I need some help.'



- 2 Work in pairs. What would you say and do in these circumstances? Would you be suspicious?
- 3 Work in pairs. Here are some phrases from part 2 of the story. Who do you think is speaking? What do you think is going to happen? Put the phrases in the right order.
- a 'Why don't you walk home?'
 - b 'He's in some sort of trouble.'
 - c 'Thank you, madam, thank you.'
 - d 'I've never forgotten it before.'
 - e 'I think I'd better just give you the taxi-fare.'
 - f 'I would never accept money from you like that!'
 - g 'I'm offering you this umbrella to protect you.'
 - h 'Are you asking me to give you money?'



Now listen to part 2 of the story and check.

- 4 Work in pairs. Talk about what you would do in the circumstances if you were:

– the narrator – the narrator's mother – the old man

What do you think happens next? Read part 3 of the story and find out.

Part 3

'Come under here and keep dry, darling,' my mother said. 'Aren't we lucky! I've never had a silk umbrella before.'

'Why were you so unpleasant to him?' I asked.

'I wanted to be sure he was a gentleman. I'm very pleased I was able to help him.'

'There he goes,' I said. 'Over there. He's crossing the street. He's in a hurry.'

We watched the little man. When he reached the other side of the street, he turned left, walking very fast.

'He doesn't look very tired, does he, Mummy? He doesn't look as if he's trying to get a taxi, either.'

My mother was standing very still. 'He's up to something. Come with me.' We crossed the street together. It was raining very hard now, but we were under the silk umbrella.

'He said he was too tired to walk and now he's almost running.'

'He's disappeared!' I cried. 'Where's he gone?'

- 5 Work in pairs and answer these questions.

- 1 Where has the old man gone?
- 2 Do you think they will see him again?
- 3 How do you think the narrator and her mother feel?
- 4 How do you think the story finishes?



Now listen to the last part of the story.

VOCABULARY

Here are some useful words and expressions from the story. Check you know what they mean.

cafe dentist exchange
excuse me expect favour
gentleman happen pleased
pound put on run silk stand
still suspicious take out taxi
trouble umbrella unpleasant

Are there any other words or expressions you would like to add to this list?

WRITING

- 1 Think about the old man's behaviour. Why do you think he behaved like this? Write a sentence describing what happened from his point of view. Think about what happened before he met the narrator and her mother.

It was a fine day when I went out, but soon it started raining, which was good, because I was feeling rather thirsty.

- 2 When you are ready, give your sentence to another student and you will receive an opening sentence from someone else. Read it, then write another sentence to continue the story, with as many details as possible. Change stories like this every time you write a sentence, until you finish the story. Write at least six sentences.

40

How unlucky can you get?

Past perfect: *after, when and because*



VOCABULARY AND LISTENING


1 You are going to listen to a story about an unlucky traveller. Here are some words from the story. What do you think is going to happen?

accident arrest break down capital cost crash exhaust pipe fall off guard
journey mend musician nightmare pack police queue rusty set off spend

2  Now listen to the story. Did you guess correctly in 1?

3 Work in pairs. Look at these extracts from the story and number them in the correct order.

- | | |
|---|--|
| <input type="checkbox"/> He didn't have very much money left. | <input type="checkbox"/> He had to queue all day at the border. |
| <input type="checkbox"/> He decided to go to Britain. | <input type="checkbox"/> At Calais the car broke down. |
| <input type="checkbox"/> He bought his ferry ticket. | <input type="checkbox"/> He drove all night through Hungary. |
| <input type="checkbox"/> The police stopped him. | <input type="checkbox"/> He drove off the boat. |
| <input type="checkbox"/> He drove for a hundred miles. | <input type="checkbox"/> In France he crashed the car. |
| <input type="checkbox"/> They let him through. | <input type="checkbox"/> The exhaust pipe fell off. |
| <input type="checkbox"/> He packed his bags and set off in his car. | <input type="checkbox"/> The border guards looked carefully at his passport. |

 Listen again and check.

GRAMMAR

Past perfect: *after, when and because*

You use the past perfect to talk about one past action that happened before another past action. You often use *after, when and because*, and you use the past simple for the second action.

After he had decided to go to Britain, he packed his bags.

When he had packed his bags into his car, he set off.

Because he had spent so much, he had very little money.

You form the past perfect with **had + past participle.**

The car's exhaust pipe had fallen off.

You often use the contracted form **'d**.

He'd wanted to be a rock musician for years.

1 Look at these sentences and explain the difference between them.

- a He left the boat when he heard a loud noise.
- b He had left the boat when he heard a loud noise.

2 Choose the best tense.

- 1 The people at the border *decided/had decided* to leave their homes.
- 2 He felt nervous but the guards *let/had let* him through.
- 3 He entered the West and he *drove/had driven* across Southern Europe.
- 4 At Calais the car broke down and it *cost/had cost* a lot of money to mend it.
- 5 He *spent/had spent* most of his money by the time he got to England.
- 6 He heard a loud noise. He saw that the exhaust pipe *fell/had fallen* off.


3 Answer these questions using the past simple.

- 1 What did the man do after he'd packed his bags?
- 2 What did he do after he'd driven all night through Hungary?
- 3 What did he do after he'd entered the West?
- 4 What happened after he had left the boat?

4 Answer these questions using the past perfect. Start your answer with the word in brackets.

- 1 When did he set off for Liverpool? (After...)
- 2 Why did he decide to go to Britain? (Because...)
- 3 When did he have to queue all day at the border? (After...)
- 4 Why did he have to queue? (Because...)
- 5 When did he have a crash? (After...)
- 6 Why did the car make more noise? (Because...)
- 7 Why did he stop the car? (Because...)
- 8 When did the police see him? (After...)

SOUNDS

 Listen and tick (✓) the sentences you hear.

- 1 He decided to go to Britain. He'd decided to go to Britain.
- 2 He packed his bags. He'd packed his bags.
- 3 He got to the Austrian border. He'd got to the Austrian border.
- 4 He entered the West. He'd entered the West.
- 5 He arrived in France. He'd arrived in France.
- 6 He had very little money. He'd had very little money.

Now say the sentences aloud.

SPEAKING AND WRITING

1 Work in pairs. How do you think the story finishes?

2 Rewrite the story joining the events in *Vocabulary and listening* activity 3 with *after*, *when* or *because* + past participle.

After he'd decided to go to Britain, he packed his bags and set off in his car.

3 Turn to Communication activity 17 on page 100 to find out how the story finishes.

4 Have you ever had an unlucky experience? Make a list of everything that happened, but don't write the events in the order they happened.

- missed my bus
- had an argument with my boss
- got to work late
- forgot my briefcase
- went home

5 Work in pairs. Show each other the list of events. Ask and say the order in which they happened.

*Did you miss your bus after you had forgotten your briefcase?
Yes, I did.*

6 Take your partner's notes and write a paragraph describing what happened to him/her. Use the past perfect and *after*, *when* and *because*.

Progress check

36-40



VOCABULARY

1 Look at these phrases with *make* and *do*.

make make the bed make the coffee make a phone call
make a mistake make a noise

do do well do harm do business do the washing up
do the housework do your homework do the shopping

You can put many words and phrases with *make* and *do*. *Make* often suggests creating something, and *do* often suggests work, but there are many exceptions.

Use your dictionary and find out if these words and phrases go with *make* or *do*.

an appointment an arrangement a cake notes friends the cleaning
damage your best the ironing a decision a cup of tea someone a favour

2 You use adverbs to describe verbs. You form an adverb by adding *-ly* to the adjective.

peaceful – peacefully even – evenly appropriate – appropriately

Adjectives ending in *-y* drop the *-y* and add *-ily*.

noisy – noisily tidy – tidily

Adjectives ending in *-le* drop the *-e* and add *-ly*.

comfortable – comfortably sensible – sensibly

The adverb of *good* is *well*.

She speaks good Italian. She speaks Italian well.

Fast, hard, late and *early* are both adjectives and adverbs.

Make adverbs from these adjectives.

cultural local slow quick heavy quiet expensive beautiful
interesting formal fashionable tidy healthy nervous polite happy

3 Complete these sentences with an adverb from 2.

- 1 The rain fell very ____.
- 2 She was singing very ____.
- 3 He dressed very ____.
- 4 He spoke rather ____.
- 5 It was raining so we drove very ____.
- 6 We live ____, not far from here.

4 Look at the vocabulary boxes for Lessons 36 - 40 again. Choose words which are useful to you and write them in your *Wordbank*.

GRAMMAR

1 Rewrite these sentences with *might* (*not*).

- 1 It will possibly rain today.
 - 2 It is possible that I will stay a week.
 - 3 She possibly won't ring me tonight.
 - 4 It is possible that the plane won't leave on time.
 - 5 He will possibly arrive soon.
 - 6 It will possibly be less noisy.
- 1 *It might rain today.*

2 Write six things you may or may not do this weekend.

3 Make sentences with *if*.

- 1 leave now/catch your train
 - 2 stay in bed/feel better
 - 3 work hard/get a good job
 - 4 eat carrots/be able to see in the dark
 - 5 go shopping/spend a lot of money
 - 6 ride a bike/save energy
- 1 *If you leave now, you'll catch your train.*

4 Write questions about your perfect day.

- 1 Where/go?
 - 2 What/do in the morning?
 - 3 Where/go in the afternoon?
 - 4 How/get there?
 - 5 What/do in the evening?
 - 6 When/go home?
- 1 *Where would you go?*

5 Write answers to the questions in 4 about your perfect day.

6 Match the two parts of the sentences.

- 1 If you took the train,
 - 2 If he left now,
 - 3 If they bought a house in France,
 - 4 If I learned English,
 - 5 If you visited my parents,
 - 6 If we moved house,
- a ...they'd be pleased to see you.
 - b ...he'd be home by seven.
 - c ...we wouldn't be able to buy a new car.
 - d ...we'd spend our holidays with them there.
 - e ...I'd go round the world.
 - f ...you'd get there in three hours.
- 1 If you took the train, you'd get there in three hours.

7 Write sentences saying what you would do if...

- 1 you found £50 in the street.
- 2 someone asked you to lend them £50.
- 3 you spoke several languages.
- 4 your car broke down on the motorway.
- 5 you met an old friend on the way to work/school.
- 6 you had an important exam to take.

8 Rewrite these sentences with the past simple or the past perfect form of the verbs in brackets.

- 1 After I (leave) the office, I (go) straight home.
- 2 When they (arrive) at the station, they (miss) the train.
- 3 She (walk) slowly because she (hurt) her ankle.
- 4 He (write) to me after he (have) the accident.
- 5 She (come) downstairs when she (change) her clothes.
- 6 She (be) late because she (get) lost.

9 Answer the questions with *because* or *after* and the words in brackets.

- 1 Why did he feel ill? (eat too much)
 - 2 When did she leave? (pay the bill)
 - 3 When did he buy the book? (read the reviews)
 - 4 When did she learn French? (learn English)
 - 5 Why did he get lost? (forget the way)
 - 6 When did she give the newspaper back? (read it)
- 1 Because he had eaten too much.

SOUNDS


1 Say these words aloud. Is the underlined sound /w/ or /r/? Put the words in two columns.


world return weeks religion wash relative
water repair washing wrapping wear remind

 Listen and check.

2 Say these words aloud. Is the underlined sound /ɔ:/ or /aʊ/? Put the words in two columns.

poor power law tower sour hour more moor
roar saw bore flower sure pour four war

 Listen and check.

3  Listen and underline the stressed words in this passage.

A man from Leipzig in Germany, who had wanted to be a rock musician for many years, decided to go to England. When he had packed his bags into his old Trabant car, he set off for Liverpool, home of the Beatles, to make his name as a musician.

4 Write the stressed words on a separate piece of paper. Now turn to Communication activity 8 on page 99.

SPEAKING

1 Work in groups of two or three. In what situations would you...?

- ask someone how long they are going to stay
- tell a friend the truth if it would hurt them
- ask someone to leave
- tell someone a lie
- lose your temper with a friend
- ask someone to be quiet

2 Work in groups and discuss your answers to 1. Choose a situation which amuses, surprises or shocks you and write a dialogue.

A: Hello, lovely to see you! When are you leaving?


B: Well, if it's all right with you, I'll stay for about six months.

A: What? Er, I mean, how nice...!

3 Act out your dialogues to the rest of the class.


Communication activities

1 Lesson 15 Listening and speaking, activity 2

Student A:  Listen and find out what Karen has for breakfast and what Pat has for lunch.

When the recording stops, turn back to page 35.

2 Lesson 16 Listening and speaking, activity 1

Student A:  Listen and find out what type of entertainment karaoke is, and what type of music they play. Find out where they perform tango and the reasons why people enjoy it.


When the recording stops, turn back to page 38.

3 Progress check 16 – 20 Speaking and writing

Student B: Dictate these sentences to *Student A* in turn. Write down the sentences *Student A* dictates.

- 1 _____
- 2 So when a man finally got tickets he was surprised to find an empty seat between him and the next person, a woman dressed in black.
- 3 _____
- 4 The woman replied, 'Yes, we bought them some months ago but then my husband died.'
- 5 _____
- 6 The woman said, 'Well, they're all at the funeral.'

4 Lesson 35 Listening and speaking, activity 1

Student B:  Listen and put a tick (✓) by Stephen's answers to these questions.

- What time does he have lunch and dinner?
midday and 5pm 12.30pm and 6pm
1pm and 7pm
- Does he use a napkin? If so, where does he put it?
tucked under his chin tied round his neck
on his lap
- Where does he put his hands when he's at the table but not eating?
on the table he puts his elbows on the table
on his lap
- When does he usually drink coffee and tea?

	morning	afternoon	any time
coffee			
tea			

- Does he have soup in the summer?
often sometimes never

When the recording stops, turn back to page 83.

5 Lesson 23 Vocabulary and listening, activity 3

Group A:  Listen to Barry and find the answers to these questions.

- 1 When is Australia Day?
- 2 What does the Melbourne Cup celebrate?
- 3 In what month is the Melbourne Cup?
- 4 What do people do before the race?
- 5 Who takes the day off work?

When the recording stops, check you have all got the same answers. Then turn back to page 54.

6 Lesson 35
Listening and speaking, activity 1

Student A: Listen and put a tick (✓) by Stephen's answers to these questions.

- What does he say at the start of a meal?
'Enjoy your meal!' 'Cheers!' nothing
- Does he usually use a knife and fork? If so, which hands does he hold them in?
fork in the left hand, knife in the right
he cuts with the fork in his left hand and the knife in his right, then puts the fork in his right hand to eat
he doesn't use a knife, he holds the fork in his left hand
- Where does he put his knife and fork when he has finished a meal?
together in the centre of the plate, with the handles pointing towards him
together on the plate, slightly sideways
on the plate in a V-shape
- What food does he often eat with his fingers at the dining table?
chicken bread cheese cake
chocolate fruit pie lettuce chips
- What does he say when someone raises their glass?
'Cheers!' 'Health!' nothing

When the recording stops, turn back to page 83.

7 Lesson 14
Speaking, activity 2

Student A: Give **Student B** directions from places in column 1 to places in column 2. Tell them where you start from but not where you're going to.

1	2
Trinity College	Abbey Theatre
the Custom House	the Bank of Ireland
the Irish Parliament	Pearse Station

Change round when you're ready.

8 Progress check 36 – 40
Sounds, activity 4

Without looking at the passage, write it out in full. Use the stressed words to help you.

Now look back at the passage and check your version.

9 Lesson 11
Reading, activity 3

Mostly 'a'

You're extremely ambitious. You're never satisfied with your life and you're always trying to improve things. Try to relax and take things easy!

Mostly 'b'

You're fairly ambitious. You are very aware that life has much to offer, but you don't feel you can achieve very much. Keep trying but don't make yourself unhappy.

Mostly 'c'

You're so unambitious, you don't even know the meaning of the word. Look it up in a dictionary, if you can be bothered.


10 Progress check 6 – 10
Writing, activity 2

Read the passage and complete your version of the story.

The least successful annual conference was in 1985 when the Association of British Travel Agents went to Sorrento. The flight from Gatwick Airport to Naples was delayed because of fog. Many people were ill because of something they ate. The organisers asked the Minister of Development to give a speech to the delegates in the forum at Pompeii, so a local travel agent decided to drop 3,500 roses as a gesture of friendship. As the Minister began his speech, a plane flew low over the audience and dropped the roses, but the flowers landed outside the forum. No one heard the speech because the engine noise was so loud. Minutes later it returned with some more roses, and missed again. Five times it passed over Pompeii, and each time the roses landed on Mount Vesuvius. The last time it flew over the delegates so low that it forced them to lie on the ground.


Adapted from *The return of heroic failures*, by Stephen Pile

11 Lesson 16
Listening and speaking, activity 1

Student C:  Listen and find out who performs karaoke. Find out what type of entertainment tango is and what type of music they play.

When the recording stops, turn back to page 38.

12 Lesson 15
Listening and speaking, activity 2


Student B:  Listen and find out what Karen has for lunch and what Pat has for dinner.

When the recording stops, turn back to page 35.

13 Lesson 18
Vocabulary, activity 2

The words you chose to describe the first person show the kind of person you'd like to be. The words you chose for the second person show how you think other people see you. The words you use to describe the third person show the real you, your true character!

14 Lesson 35
Listening and speaking, activity 1

Student C:  Listen and put a tick (✓) by Stephen's answers to these questions.

– How long does a typical lunch or dinner last?
15 minutes 30 minutes 45 minutes

– At which meals does he eat the following food?

	melon	pasta	fish	steak
breakfast				
lunch or dinner				
never				

– Does he eat cake with a fork or a spoon?
fork spoon fork or spoon neither

– When can he smoke during a meal?
before, during and after
before and after never

– Does he eat salad in the winter?
often sometimes never

When the recording stops, turn back to page 83.

15 Lesson 14
Speaking, activity 2

Student B: Give **Student A** directions from places in column 1 to places in column 2. Tell them where you start from but not where you're going to.

1	2
St Stephen's Green	the National Library
Merrion Square	the Custom House
Lower Baggott Street	Trinity College

Change round when you're ready.

16 Progress check 16–20
Speaking and writing

Student A: Dictate these sentences to **Student B** in turn. Write down the sentences **Student B** dictates.

1 *The Phantom of the Opera* was one of London's most popular musicals and it was difficult to reserve seats.

2 _____

3 He said, 'It took me a long time to get tickets for this show.'

4 _____

5 The man said, 'I'm so sorry. But why didn't you ask a friend or a relative to come with you?'

6 _____

17 Lesson 40
Speaking and writing, activity 3

The police stopped him and asked him where he had come from and what was wrong with the car. Unfortunately, he had learnt his English from Beatles songs, so he couldn't understand the police.

The police couldn't understand him either, and when they discovered that he had no money, they arrested him and sent him back to Germany. You can still see the rusty Trabant in the bushes, next to the M25.

18 Lesson 23
Vocabulary and listening, activity 3

Group B: Listen to Barry and find the answers to these questions.

- 1 What does Australia Day celebrate?
- 2 On what day of the week is the Melbourne Cup and at what time of day?
- 3 How old is the race?
- 4 How long does it last?
- 5 Who is interested in the race?

When the recording stops, check you have all got the same answers. Then turn back to page 54.

19 Lesson 16
Listening and speaking, activity 1

Student B: Listen and find out where they perform karaoke and the reasons why people enjoy it. Find out who performs tango.

When the recording stops, turn back to page 38.

20 Lesson 15
Listening and speaking, activity 2

Student C: Listen and find out what Pat has for breakfast and what Karen has for dinner.

When the recording stops, turn back to page 35.

21 Lesson 13
Listening, activity 2



Grammar review

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Present simple

Form

You use the contracted form in spoken and informal written English.

Be

Affirmative	Negative
I'm (I am)	I'm not (am not)
you	you
we 're (are)	we aren't (are not)
they	they
he	he
she 's (is)	she isn't (is not)
it	it

Questions	Short answers
Am I?	Yes, I am. No, I'm not.
Are you/we/they?	Yes, you/we/they are. No, you/we/they're not.
Is he/she/it?	Yes, he/she/it is. No, he/she/it isn't.

Have

Affirmative	Negative
I	I
you have	you haven't (have not)
we	we
they	they
he	he
she has	she hasn't (has not)
it	it

Questions	Short answers
Have I/you/we/they?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it?	Yes, he/she/it has. No, he/she/it hasn't.

Regular verbs

Affirmative	Negative
I	I
you work	you don't (do not) work
we	we
they	they
he	he
she works	she doesn't (does not) work
it	it

Questions	Short answers
Do I/you/we/they work?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does he/she/it work?	Yes, he/she/it does. No, he/she/it doesn't.

Question words with *is/are*

What's your name? Where are your parents?

Question words with *does/do*

What do you do? Where does he live?

Present simple: third person singular

(See Lesson 2)

You add *-s* to most verbs.

takes, gets

You add *-es* to *do, go* and verbs ending in *-ch, -ss, -sh* and *-x*.

goes, does, watches, finishes

You add *-ies* to verbs ending in *-y*.

carries, tries

Use

You use the present simple:

- to talk about customs and habits. (See Lesson 1)
In my country men go to restaurants on their own.
- to talk about routine activities. (See Lesson 2)
He gets up at 6.30.
- to talk about a habit. (See Lesson 5)
He smokes twenty cigarettes a day.
- to talk about a personal characteristic. (See Lesson 5)
She plays the piano.
- to talk about a general truth. (See Lesson 5)
You change money in a bank.

Present continuous

Form

You form the present continuous with *be* + present participle (*-ing*). You use the contracted form in spoken and informal written English.

Affirmative	Negative
I'm (am) working	I'm not (am not) working
you	you
we 're (are) working	we aren't (are not) working
they	they
he	he
she 's (is) working	she isn't (is not) working
it	it

Questions	Short answers
Am I working?	Yes, I am. No, I'm not.
Are you/we/they working?	Yes, you/we/they are. No, you/we/they aren't.
Is he/she/it working?	Yes, he/she/it is. No, he/she/it isn't.

Question words

What are you doing? Why are you laughing?

Present participle (*-ing*) endings

You form the present participle of most verbs by adding *-ing*.

go – going, visit – visiting

You add *-ing* to verbs ending in *-e*.

make – making, have – having

You double the final consonant of verbs of one syllable ending in a vowel and a consonant, and add *-ing*.

get – getting, shop – shopping

You add *-ing* to verbs ending in a vowel and *-y* or *-w*.

draw – drawing, play – playing

You don't usually use these verbs in the continuous form.

believe feel hear know like see smell sound taste think understand want

Use

You use the present continuous to say what is happening now or around now. There is an idea that the action or state is temporary. (See Lesson 5)

It's raining. I'm learning English.

Past simple

Form

You use the contracted form in spoken and informal written English.

Be

Affirmative	Negative
I	I
he was	he wasn't (was not)
she	she
it	it
you	you
we were	we weren't (were not)
they	they

Have

Affirmative	Negative
I	I
you	you
we	we
they had	they didn't (did not) have
he	he
she	she
it	it

Regular verbs

Affirmative	Negative
I	I
you	you
we	we
they worked	they didn't work
he	he
she	she
it	it

Questions	Short answers
Did I/you/we/they work? he/she/it	Yes, I/you/we/they did. he/she/it
	No, I/you/we/they didn't. he/she/it

Question words

What did you do? Why did you leave?

Past simple endings

You add *-ed* to most regular verbs.
walk – walked, watch – watched

You add *-d* to verbs ending in *-e*.
close – closed, continue – continued

You double the consonant and add *-ed* to verbs ending in a vowel and a consonant.
stop – stopped, plan – planned

You drop the *-y* and add *-ied* to verbs ending in *-y*.
study – studied, try – tried

You add *-ed* to verbs ending in a vowel + *-y*.
play – played, annoy – annoyed

Irregular verbs

There are many verbs which have an irregular past simple. For a list of the irregular verbs which appear in **Reward Pre-intermediate**, see page 112.

Pronunciation of past simple endings

/t/ *finished, liked, walked*
/d/ *continued, lived, stayed*
/ɪd/ *decided, started, visited*

Expressions of past time

(See Lesson 8)

yesterday, the day before yesterday, last weekend, last night, last month, last year

Use

You use the past simple:

- to talk about a past action or event that is finished.
(See Lessons 6, 7 and 8)
We walked towards each other.

Future simple (will)

Form

You form the future simple with *will* + infinitive. You use the contracted form in spoken and informal written English.

Affirmative	Negative
I	I
you	you
we	you
they 'll (will) work	they won't (will not) work
he	he
she	she
it	it

Questions	Short answers
Will I/you/we/they work? he/she/it/	Yes, I/you/we/they will. he/she/it/
	No, I/you/we/they won't. he/she/it/

Question words

What will you do? Where will you go?

Expressions of future time

tomorrow, tomorrow morning, tomorrow afternoon, next week, next month, next year, in two days, in three months, in five years

Use

You use the future simple:

- to make a prediction or express an opinion about the future. (See Lesson 12)
I think most people will need English for their jobs.
- to talk about decisions you make at the moment of speaking. (See Lesson 13)
I'll give you the money right now.
- to talk about things you are not sure will happen with probably and perhaps. (See Lesson 13)
He'll probably spend three weeks there.
Perhaps he'll stay two days in Rio.
- to offer to do something. (See Lessons 13 and 30)
OK, I'll buy some food.

Present perfect simple

Form

You form the present perfect with *has/have* + past participle. You use the contracted form in spoken and informal written English.

Affirmative	Negative
I	I
you 've (have) worked	you haven't (have not) worked
we	we
they	they
he	he
she 's (has) worked	she hasn't (has not) worked
it	it

Questions	Short answers
Have I/you/we/they worked?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it worked?	Yes, he/she/it have. No, he/she/it hasn't.

Past participles

All regular and some irregular verbs have past participles which are the same as their past simple form.
Regular: *move – moved, finish – finished, visit – visited*
Irregular: *leave – left, find – found, buy – bought*

Some irregular verbs have past participles which are not the same as the past simple form.

go – went – gone be – was/were – been
drink – drank – drunk ring – rang – rung

For a list of the past participles of the irregular verbs which appear in **Reward Pre-intermediate**, see page 112.

Been and gone

He's been to America = He's been there and he's back here now.

He's gone to America = He's still there.

Use

You use the present perfect:

- to talk about past experiences. You often use it with *ever* and *never*. (See Lesson 21)
Have you ever stayed in hospital?
I've had food poisoning several times.
I've never broken my leg.
- to talk about a past action which has a result in the present. It is not important when the action happened. You often use it to describe changes. (See Lesson 22)
She's got married.
I've moved to a new flat.
Have you found a new job?
You often use *just* to emphasise that something has happened very recently.
She's just had a baby.
- to talk about an action or state which began in the past and continues to the present. You use *for* to talk about the length of time. (See Lesson 23)
I've been here for two hours.
You use *since* to say when the action or state began.
I've been here since 8 o'clock.

8 o'clock **Now – 10 o'clock**
I arrived. *I am still here.*

Remember that if you ask for and give more information about these experiences, actions or states, such as *when, how, why* and *how long*, you use the past simple.

When did you stay in hospital? In 1975.
How long did you stay there? A week.

Past continuous

Form

You form the past continuous with *was/were* + present participle. You use the contracted form in spoken and informal written English.

Affirmative	Negative
I	I
he was working	he wasn't (was not) working
she	she
it	it
you	you
we were working	we weren't (were not) working
they	they

Questions	Short answers
Was I/he/she/it working?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were you/we/they working?	Yes, you/we/they were. No, you/we/they weren't.

You don't usually use these verbs in the continuous form.
believe feel hear know like see smell sound taste think understand want

Use

You use the past continuous:

- to talk about something that was in progress at a specific time in the past. (See Lesson 31)

What were you doing at nine o'clock yesterday morning? I was going to work.

8.30am 9am 9.30am
I left home. —————→ I arrived at work.

- to talk about something that was in progress at the time something else happened or interrupted it. You join the parts of the sentences with *when* and *while*. The verb in the *when* clause is usually in the past simple. (See Lessons 31 and 32)

I was watching television when there was a knock at the door.

The verb in the *while* clause is usually in the past continuous.

While they were visiting the Palace, one of the women had an idea.

Remember that you use *when* + past simple to describe two things which happened one after the other.

When the two women got closer, they saw some people in eighteenth-century clothes.

Past perfect

Form

You form the past perfect with *had* + past participle. You use the contracted form in spoken and informal written English.

Affirmative	Negative
I	I
you	you
we	we
they 'd (had) worked	they hadn't (had not) worked
he	he
she	she
it	it

Questions	Short answers
Had I/you/we/they worked?	Yes, I/you/we/they had. he/she/it/ No, I/you/we/they hadn't. he/she/it/

Use

You use the past perfect:

- to talk about one past action that happened before another past action. You often use *after*, *when* and *because*, and you use the past simple for the second action. (See Lesson 40)

After he had decided to go to Britain, he packed his bags.

Earlier past Past Now
He decided to go to Britain. He packed his bags. →

When he had packed his bags into his car, he set off. Because he had spent so much, he had very little money.

Verb patterns

There are several possible patterns after certain verbs which involve *-ing* form verbs and infinitive constructions with or without *to*.

-ing form verbs

You can put an *-ing* form verb after certain verbs. (See Lesson 4)

I love walking. She likes swimming. They hate lying on a beach.

Remember that *would like to do something* refers to an activity at a specific time in the future.

I'd like to go to the cinema next Saturday.

Try not to confuse it with *like doing something* which refers to an activity you enjoy all the time.

I like going to the cinema. I go most weekends.

Use

You use an *-ing* form verb:

- to describe the purpose of something after *to be for*. (See Lesson 25)
A cassette player is for playing cassettes.
- to ask people to do things after *would you mind*. (See Lesson 30)
Would you mind lending it to me?

To + infinitive

You can put *to* + infinitive after many verbs. Here are some of them:

*agree decide go have hope learn leave like
need offer start try want*

Use

You use *to* + infinitive:

- with *(be) going to* and *would like to*. (See below)
- to describe the purpose of something. (See Lesson 25)
You use a cassette player to play cassettes.

Going to

You use *(be) going to*:

- to talk about future intentions or plans. (See Lessons 11 and 25)
I'm going to be a doctor. (I'm studying medicine.)
- to talk about things which are arranged and sure to happen with *(be) going to*. (See Lesson 13)
I'm going to visit South America. I've got my ticket.

You often use the present continuous and not *going to* with *come* and *go*.

Are you coming tonight?

NOT *Are you going to come tonight?*

He's going to South America.

NOT *He's going to go to South America.*

Would like to

You use *would like to*:

- to talk about ambitions, hopes or preferences. (See Lesson 11)
I'd like to speak English fluently.

Modal verbs

The following verbs are modal verbs.

can could may might must should will would

Form

Modal verbs:

- have the same form for all persons.
I must leave. He must be quiet.

- don't take the auxiliary *do* in questions and negatives.
Can you drive? You mustn't lean out of the window.
- take an infinitive without *to*.
I can type. You should see a doctor.

Use

You use *can*:

- to express general ability, something you are able to do on most occasions. (See Lesson 27)
I can swim a hundred metres.
 - to say what you're allowed to do or what it is possible to do. (See Lesson 28)
You can cross when the light is green.
 - to ask for permission. (See Lesson 30)
Can I smoke?
 - to ask people to do things. (See Lesson 30)
Can you speak louder, please?
- Can* is a little less formal than *could*.

You use *can't*:

- to say what you're not allowed to do or what it is not possible to do. (See Lesson 28)
You can't cross when the light is red.
- You can also use *mustn't*. (See Lesson 26)
You mustn't cross when the light is red.

You use *could*:

- to express general ability in the past. (See Lesson 27)
When I was five, I could swim but I couldn't write my own name.
 - to ask for permission. (See Lesson 30)
Could I leave now?
 - to ask people to do things. (See Lesson 30)
Could you help me?
- Could* is a little more formal than *can*.

You use *may*:

- to ask for permission. (See Lesson 30)
May I call you Esther?
 - to talk about possible future events. (See Lesson 36)
It may rain tomorrow.
- May* has almost the same meaning as *might*.

You use *might*:

- to talk about possible future events. (See Lesson 36)
It might rain tomorrow.
- You don't usually use *might* in questions.

You use *must*:

- to talk about something you are obliged to do. The obligation usually comes from the speaker and it can express a moral obligation, necessity, strong advice or a strong suggestion. (See Lesson 26)
It's late. I must go now. You really must stop smoking.

You often use *must* to talk about safety instructions.

You must fasten your seatbelt.

Have to has almost the same meaning as *must* but the obligation comes from a third person. You often use it to talk about rules.

The government says you have to do military service.

You use *mustn't*:

- To talk about something you're not allowed to do. (See Lesson 26)

You mustn't smoke here.

You can also use *can't*.

You can't smoke here.

You use *should*:

- to give advice. It can also express a mild obligation or the opinion of the speaker. (See Lesson 29)

You should take some exercise. You shouldn't smoke.

- *Ought(n't)* to has the same meaning as *should(n't)*.

You ought to take some exercise.

For the uses of *will* see *Future simple (will)*

You use *would*:

- to ask for permission with *mind if*. (See Lesson 30)

Would you mind if I borrowed it?

- to ask people to do things with *mind + -ing* form verbs. (See Lesson 30)

Would you mind lending it to me?

- to talk about the consequences of an imaginary situation. (See Lesson 38)

I'd go to a small town in France.

Conditionals

First conditional

Form

You form the first conditional with *if* + present simple, *will* + infinitive.

If you touch it, you'll get a shock.

Use

You use the first conditional to talk about a likely situation and to describe its result. You talk about the likely situation with *if* + present simple. You describe the result with *will* or *won't*. (See Lesson 37)

If you give it to me, I'll let you go.

If it doesn't stop rising, we won't be able to escape.

You often use the contracted form in speech and informal writing. The *if* clause can come at the beginning or at the end of the sentence.

Second conditional

Form

You form the second conditional with *if* + past simple, *would* + infinitive.

If I found some money in the street, I'd take it to the police.

You can also use the past continuous in the *if* clause.

If it was raining, I'd take an umbrella.

Use

You use the second conditional to talk about an imaginary or unlikely situation and its result. You talk about the imaginary or unlikely situation with *if* + past tense. You describe the result with *would* or *wouldn't*. (See Lesson 39)

If I had a lot of money, I would give some away.

If a stranger asked me for money, I wouldn't give him any.

You often use the contracted form in speech and informal writing. The *if* clause can come at the beginning or at the end of the sentence. It is still common to see *were* and not *was* in the *if* clause.

If I were you, I'd go home

Present simple passive

Form

You form the present simple passive with *am/is/are* + past participle.

A splendid feast is prepared.

Shops are filled with symbols of death.

Use

You use the passive to focus on the object of the sentence. You can use it when you don't know who or what does something. The object of an active sentence becomes the subject of a passive sentence. (See Lesson 33)

A bowl of water is placed on the table.

If you are more interested in the object but you know who or what does something, you use *by*.

A special kind of bread is baked by the men.

Have got

Form

You use the contracted form in spoken and informal written English.

Affirmative	Negative
I	I
you 've (have) got	you haven't (have not) got
we	we
they	they
he	he
she 's (has) got	she hasn't (has not) got
it	it

Questions	Short answers
Have I/you/we/they got?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got?	Yes, he/she/it has. No, he/she/it hasn't.

Use

You use *have got* to talk about facilities, possession or relationship. (See Lesson 10)

I've got a new car.

You don't use *have got* to talk about a habit or routine.

I often have lunch out. NOT I often have got lunch out.

You don't usually use *have got* in the past. You use the past simple of *have*.

I had a headache yesterday. NOT I had got a headache.

Questions

You can form questions in two ways:

- with a question word such as *who, what, which, where, how, why*.

What's your name?

- without a question word.

Are you English?

You can put a noun after *what* and *which*. (See Lesson 1)

What time is it? Which road will you take?

You often say *what* to give the idea that there is more choice.

What books have you read lately?

You can put an adjective or an adverb after *how*.

(See Lessons 15 and 20)

How much is it? How long does it take by car?

How fast can you drive?

You can use *who, what* or *which* as pronouns to ask about the subject of the sentence. You don't use *do* or *did*.

(See Lessons 1 and 7)

What's your first name?

Who organised the first package trip?

You can use *who, what* or *which* and other question words to ask about the object of the sentence. You use *do* or *did*.

(See Lessons 1 and 7)

Who did he take on the first package trip?

Defining relative clauses

- You use a defining relative clause to define people, things and places. The information in the defining relative clause is important for the sense of the sentence. (See Lesson 24)

You use *who* for people.

A druggist is someone who sells medicine in a shop.

You use *which* for things.

A subway is a railway which runs under the ground.

You often use *that* instead of *who* or *which*.

A druggist is someone that sells medicine in a shop.

A subway is a railway that runs under the ground.

You use *where* for places.

A parking lot is a place where you park your car.

You can use *that* after a superlative adjective instead of *who, which* or *where*. (See Lesson 19)

Who is the nicest person that you know?

What is the most expensive thing that you own?

Remember that there is no comma before a defining relative clause. In speech there is no pause.

Articles

You can find the main uses of articles in Lesson 3. Here are some extra details.

You use *an* for nouns which begin with a vowel.
an armchair

You use *one* if you want to emphasise the number.
One hundred and twenty-two.

Before vowels, you pronounce *the* /ði:/

You do not use the definite article with parts of the body.

You use a possessive adjective.

I'm washing my hair.

Plurals

You can find the main rules for forming plurals in Lesson 3.

Possessives

You can find the main uses of the possessive 's in Lesson 9.

You can find a list of possessive adjectives in Lesson 9.

Expressions of quantity**Countable and uncountable nouns**

Countable nouns have both a singular and a plural form. (See Lesson 15)

*an apple – some apples, a melon – some melons,
a potato – some potatoes, a cup – (not) many cups,
a biscuit – a few biscuits*

Uncountable nouns do not usually have a plural form.

*some wine, some cheese, some fruit, (not) much meat,
a little coffee*

If you talk about different kinds of uncountable nouns, they become countable.

Beaujolais and Bordeaux are both French wines.

Expressions with countable or uncountable nouns

You can put countable or uncountable nouns with these expressions of quantity.

*lots of apples, lots of cheese, hardly any apples,
hardly any cheese, quite a lot of fruit,
quite a lot of potatoes*

Some and any

(See Lesson 15)

Affirmative *There's some milk in the fridge.
There are some apples on the table.*

Negative *I haven't got any brothers.
There isn't any cheese.*

Questions

You usually use *any* for questions.

Is there any sugar?

You can use *some* in questions when you are making an offer or a request, and you expect the answer to be *yes*.

Would you like some tea?

Can I have some sugar, please?

Much and many

You use *many* with countable nouns and *much* with uncountable nouns. (See Lesson 15)

How many eggs would you like?

How much butter do you need?

Too much/many, not enough, fewer, less and more

You can put a countable noun in the plural after *too many*, *not enough* and *fewer*.

There are too many people.

There aren't enough clean rivers.

In Britain there are fewer men than women.

You can put an uncountable noun after *too much*, *not enough*, *more* and *less*.

There's too much noise. There isn't enough farmland.

There's more pollution.

You can put an adjective after *too* or between *not* and *enough*.

The sea is too polluted. The air isn't clean enough.

Making comparisons

Comparative and superlative adjectives

Form

You add *-er* to most adjectives for the comparative form, and *-est* for the superlative form. (See Lesson 18)

cold colder coldest cheap cheaper cheapest

You add *-r* to adjectives ending in *-e* for the comparative form, and *-st* for the superlative form.

large larger largest fine finer finest

You add *-ier* to adjectives ending in *-y* for the comparative form, and *-iest* for the superlative form.

happy happier happiest

friendly friendlier friendliest

You double the last letter of adjectives ending in *-g*, *-t*, or *-n*.

hot hotter hottest thin thinner thinnest

You use *more* for the comparative form and *most* for the superlative form of longer adjectives.

expensive more expensive most expensive

important more important most important

Some adjectives have irregular comparative and superlative forms.

good better best bad worse worst

More than, less than, as ... as

● You put *than* before the object of the comparison. (See Lesson 19)

Children wear more casual clothes than their parents.

● You use *less ... than* to change the focus of the comparison.

Parents wear less casual clothes than their children.

● You can put *much* before the comparative adjective, *more* or *less* to emphasise it.

They're much less formal than they were.

● You use *as ... as* to show something is the same.

They're as casual as teenagers are all over the world.

● You use *not as ... as* to show something is different.

Dresses are not as popular as in Western countries.

But, however, although

You use *but*, *however*, and *although* to make a comparison which focuses on a difference. (See Lesson 35)

You put *but* at the beginning of a sentence or to join two sentences.

We drink coffee in the morning. But we don't drink it in the afternoon.

We drink coffee in the morning but we don't drink it in the afternoon.

You use *although* at the beginning of a subordinate clause.

You need to separate the subordinate and the main clause with a comma.

We usually have dinner at six, although some people have dinner later.

You can put the subordinate clause at the beginning or at the end of the sentence.

Although we usually have dinner at six, some people have dinner later.

You put *however* at the beginning of a sentence. You put a comma after it.

We drink coffee in the morning. However, we don't drink it in the afternoon.

So, because

- You can join two sentences with *so* to describe a consequence.
She often took the plane so she didn't look at the safety instructions.
- You can join the same two sentences with *because* to describe a reason.
She didn't look at the safety instructions because she often took the plane.

Prepositions of place

(See Lesson 14)

Prepositions of time and place:***in, at, on, to***

(See Lesson 16)

UseYou use *in*:

- with times of the day: *in the morning, in the afternoon*
- with months of the year: *in March, in September*
- with years: *in 1996, in 1872*
- with places: *in London, in France, in the cinema*

You use *at*:

- with times of the day: *at night, at seven o'clock*
- with certain expressions of time: *at the weekend*
- with places: *at the theatre, at the stadium*

You use *on*:

- with days, dates: *on Friday, on 15th July*

You use *to*:

- with places: *Let's go to London.*

Adverbs of frequency**Use**

You use an adverb of frequency to say how often things happen. (See Lesson 1)

*They always take their shoes off.**We usually take chocolates or flowers.**We often wear jeans and sweaters.**We sometimes arrive about fifteen minutes before.**We never ask personal questions.***Pronunciation guide**

/ɑː/	park	/b/	buy
/æ/	hat	/d/	day
/aɪ/	my	/f/	free
/aʊ/	how	/g/	give
/e/	ten	/h/	house
/eɪ/	bay	/j/	you
/eə/	there	/k/	cat
/ɪ/	sit	/l/	look
/iː/	me	/m/	mean
/ɪə/	beer	/n/	nice
/ɒ/	what	/p/	paper
/əʊ/	no	/r/	rain
/ɔː/	more	/s/	sad
/ɔɪ/	toy	/t/	time
/ʊ/	took	/v/	verb
/uː/	soon	/w/	wine
/ʊə/	tour	/z/	zoo
/ɜː/	sir	/ʃ/	shirt
/ʌ/	sun	/ʒ/	leisure
/ə/	better	/ŋ/	sing
		/tʃ/	church
		/θ/	thank
		/ð/	then
		/dʒ/	jacket

Irregular verbs

Verbs with the same infinitive, past simple and past participle

cost	cost	cost
cut	cut	cut
hit	hit	hit
let	let	let
put	put	put
read /ri:d/	read /red/	read /red/
set	set	set
shut	shut	shut

Verbs with the same past simple and past participle, but a different infinitive

bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
feel	felt	felt
find	found	found
get	got	got
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
say	said	said
sell	sold	sold
send	sent	sent
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
spell	spelt/spelled	spelt/spelled
spend	spent	spent
stand	stood	stood
teach	taught	taught
understand	understood	understood
win	won	won

Verbs with same infinitive and past participle but a different past simple

become	became	become
come	came	come
run	ran	run

Verbs with a different infinitive, past simple and past participle

be	was/were	been
begin	began	begun
break	broke	broken
choose	chose	chosen
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forget	forgot	forgotten
give	gave	given
go	went	gone
grow	grew	grown
know	knew	known
lie	lay	lain
ring	rang	rung
rise	rose	risen
see	saw	seen
show	showed	shown
sing	sang	sung
speak	spoke	spoken
swim	swam	swum
take	took	taken
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written

REWARD

Pre-intermediate

Reward is a multi-level course designed to take students from their first introduction to English up to a fully proficient use of the language.

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