

Part 1

Speaking

English and French
satirical images

Vocabulary &
Pronunciation

Stereotypes

Listening

The relationship
between the English
and French

Grammar

Verb patterns: verbs
followed by -ing &
infinitive with to

These paintings come from an art exhibition called *Vive la Différence! The English and French stereotype in satirical prints, 1720–1815*.

Speaking

1 Work in pairs. Look at the paintings and compare and contrast them.

2 Read the information about the paintings. Then work in pairs and discuss the questions.

- What stereotypes do these images show?
- What do they say about the relationship between the English and French during this period of history?



The French Lady in London



The English Family in Paris

Vocabulary and Pronunciation

1 Complete the table with the correct form of the words. Use a dictionary to help you.

noun	verb	adjective
assumption		–
	generalise	general
judgement	judge	
	misconceive	–
satire		satirical
	stereotype	stereotypical
tolerance	tolerate	

2 2.35 Listen and check your answers. Which syllables are stressed in each word? Listen again and repeat.

3 Complete the sentences with the words in the box.

assume generalise judge
misconception satirical stereotypical
tolerate

- 1 I enjoy reading _____ cartoons in the newspaper.
 - 2 Many people _____ that the English and French people don't want to be friends.
 - 3 We shouldn't let _____ ideas influence our opinions of people we haven't met.
 - 4 The belief that young people are less respectful these days is a _____.
 - 5 It's natural to _____ about people from other countries – I don't think it's a problem.
 - 6 It's impossible not to _____ people to some extent, based on their nationality.
 - 7 All stereotyping is wrong – I won't _____ it.
- 4 Work in pairs. Do you agree with the statements in exercise 3?

Listening

1  **2.36** You are going to listen to a lecture about the English and the French. Read the introduction. Then listen and put the topics in the order you hear them.

The Sweet Enemy

The English and French have always had a love-hate relationship. For about a thousand years the relationship between these two countries has been hot and cold, and each has affected the other in numerous ways.

- a English borrows words from French _____
- b 1066 Norman Conquest of England _____
- c More love than hate _____
- d Both make fun of each other's cooking _____
- e Allies and enemies in wars _____
- f French borrows words from English _____

2 Listen again and correct the information in the sentences.

- 1 After the Norman Conquest, France was ruled by England.
- 2 France and England were enemies in the 20th century.
- 3 The English use French words from cooking, technology and the arts.
- 4 The French use English words from food, art and pop culture.
- 5 The French make jokes that English cooking is interesting and strange.
- 6 The English make jokes that French cooking is expensive.

3 Work in small groups. Choose two questions and discuss them.

- Do you think it's normal for neighbouring countries to have a love-hate relationship?
- Can you think of other similar relationships between countries?
- What factors can help countries have a better relationship?

Grammar

They continue serving together in the United Nations.

They managed to conquer England.

They enjoy making fun of each other's food.

- some verbs can be followed by the infinitive with *to* or the *-ing* form of the verb and there is little or no difference in meaning, for example *like, love, start, hate, continue, prefer*
- some verbs can only be followed by the infinitive with *to*, for example *afford, ask, choose, decide, expect, help, refuse, want, manage*
- some verbs can only be followed by an *-ing* form of the verb, for example *enjoy, can't stand, fancy*

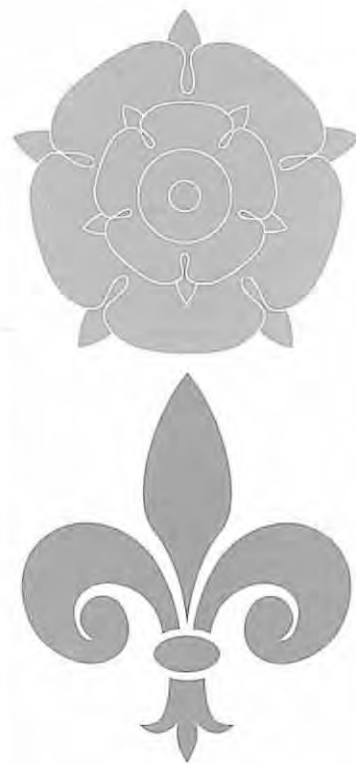
1 Rewrite each sentence so that the meaning stays the same. Use the word in brackets.

- 1 I've made up my mind to go to France. _____ (*decided*)
- 2 I'm sure I'll have a better life there. _____ (*expect*)
- 3 I like to eat French food. _____ (*enjoy*)
- 4 I started learning French last year _____ (*begin*)
- 5 I passed my first exam. _____ (*manage*)
- 6 Do you want to come with me? _____ (*fancy*)
- 7 I can't go because I don't have enough money. _____ (*afford*)

2 Complete the text with the correct form of the verbs in brackets.

Over the past fifty years many English people have decided _____ (*live*) in France and vice versa. The French choose _____ (*go*) to England for work reasons and because they can get a better-paid job in the UK. For the English, France is a popular place especially for retired people. For many years they have managed _____ (*live*) better in France than in England as it is cheaper. People also fancy _____ (*move*) there for cultural reasons, the food and the sunshine, especially in the south of France.

 **Grammar focus** – explanation & more practice of verbs followed by *-ing* or infinitive with *to* on page 148



Part 2

Reading & Speaking

A Short History of Tractors in Ukrainian

Grammar

Comparatives & superlatives

Vocabulary

Love

Reading and Speaking

1 Look at the English sayings about love. Do you agree with them? Do you have any similar sayings in your language?

Love is blind.
Love knows no reason.
All is fair in love and war.

2  **2.37** Read and listen to an extract from *A Short History of Tractors in Ukrainian* and answer the questions.

- 1 What is the situation?
- 2 Which two adjectives in the box do you think best describe the narrator's feelings?

angry astonished delighted
miserable

3 Read the text again and answer the questions. Underline the part of the text which gives you each answer.

- 1 What is Nadezhda's first reaction to her father's news?
 - a She hopes it's not true.
 - b She thinks she is going crazy.
 - c She thinks it's nice.
- 2 Why is she angry at him?
 - a Because the woman is from Ukraine.
 - b Because he is too old to get married.
 - c Because her mother has been dead for only two years.
- 3 Does the father want his daughter to meet Valentina?
 - a No he doesn't.
 - b Yes, as soon as possible.
 - c Yes, but after he is married to her.
- 4 What does Nadezhda say about his decision?
 - a He is making it too quickly.
 - b He is making the wrong decision.
 - c He is making a decision her mother wouldn't approve of.
- 5 Is English her father's first language?
 - a Yes.
 - b No.
 - c We don't know.

4 Work in pairs and discuss these questions.

- Nadezhda says 'there could be problems'. What problems do you think she means?
- How would you feel in Nadezhda's position?
- How do you think her father feels?

Grammar

*The daughter is **more worried than** the father.*

*He is **less concerned about this than** his children.*

*The father is **older than** the other woman.*

*She is **much younger than** him.*

*His first wife was **a little younger than** him.*

*She was **the prettiest and most intelligent** girl in the village.*

*The father is **as stubborn as** the daughter.*

1 Work in pairs. Read the sentences above and answer the questions.

- 1 What are the rules for using different adjectives to make comparisons?
- 2 What words can you use to modify a comparison?
- 3 How can you compare something to a whole group?
- 4 How can you say that two things are the same?

2 Make as many different sentences as you can comparing these characters from the reading text. Use the adjectives in the box.

angry impulsive old worried young

the father Nadezhda Valentina

 **Grammar focus** – explanation & more practice of comparatives & superlatives on page 148



A Short History of Tractors in Ukrainian

Extend your vocabulary – I mean

The words *I mean* are very common in English. We use them when we want to expand on or clarify something.

It seems very sudden. I mean, she must be a lot younger than you.

Complete the sentences.

- 1 I don't know him very well. I mean ...
- 2 She's very friendly. I mean ...
- 3 We get on well. I mean ...
- 4 They have so much in common. I mean ...
- 5 My family doesn't approve of him. I mean ...

Vocabulary

1 Complete the sentences with the words in the box. Use a dictionary to help you.

adores crazy fancies fond
keen spot

- 1 That boy is looking at you. I think he _____ you!
- 2 It's odd. He used to be very _____ on football but now he doesn't watch it at all.
- 3 I've always been very _____ of Charles, but I would never marry him.
- 4 She's a great teacher. She's intelligent, witty and she _____ children.
- 5 She has a soft _____ for Yuri, even though he is thoughtless sometimes.
- 6 I'm absolutely _____ about this author. I have all her books.

2  2.38 Listen and check.

3 Write four sentences about things or people you like. Three of your sentences should be true and one false. Use the expressions in exercise 1.

4 Work in pairs. Read your sentences to your partner. Your partner guesses which sentence is false.

It all started with a phone call.

My father's voice, quavery with excitement, crackles down the line. 'Good news Nadezhda. I'm getting married!'

I remember the rush of blood to my head. Please let it be a joke! Oh, he's gone bonkers! Oh, you foolish old man! But I don't say any of those things.

'Oh, that's nice, Pappa,' I say.

'Yes, yes. She is coming with her son from Ukraine. Ternopil in Ukraine.'

Ukraina: he sighs. Her name is Valentina, he tells me. But she is more like Venus. 'Botticelli's Venus rising from waves. Golden hair. Charming eyes. Superior breasts. When you see her you will understand.'

The grown-up me is indulgent. How sweet – this last late flowering of love. The daughter me is outraged. The traitor! And our mother barely two years dead. I am angry and curious. I can't wait to see her – this woman who is usurping my mother.

'She sounds gorgeous. When can I meet her?'

'After marriage you can meet.'

'I think it might be better if we could meet her first, don't you?'

'Why you want to meet? You not marrying her.' (He knows something's not quite right, but he thinks he can get away with it.)

'But Pappa, have you really thought this through? It seems very sudden. I mean, she must be a lot younger than you.'

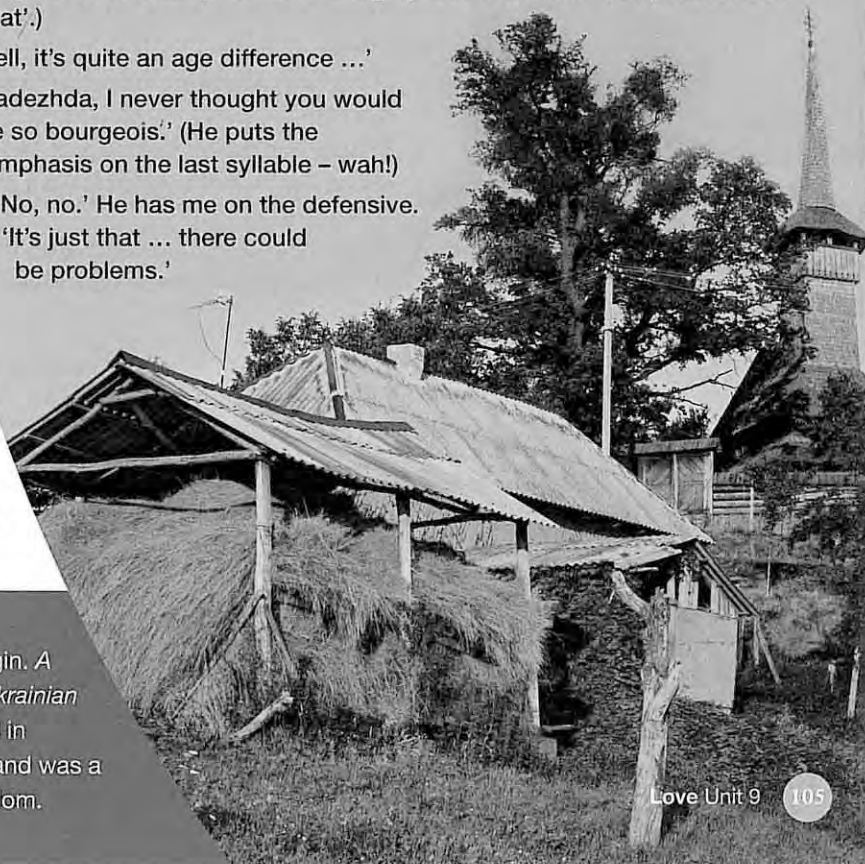
'Thirty-six. She's thirty-six and I'm eighty-four. So what?' (He pronounces it 'vat'.)

'Well, it's quite an age difference ...'

'Nadezhda, I never thought you would be so bourgeois!' (He puts the emphasis on the last syllable – wah!)

'No, no.' He has me on the defensive.

'It's just that ... there could be problems.'



Marina Lewycka is a British writer of Ukrainian origin. A *Short History of Tractors in Ukrainian* was her first novel. Published in 2005, it won several awards and was a bestseller in the United Kingdom.

Part 3

Pronunciation

Word stress & meaning

Reading

Room 101

Grammar

Verb patterns:
verbs followed by
prepositions

Speaking

Categories

Pronunciation

1  2.39 Listen to five people say this sentence. Which word is stressed each time?

I hated rats when I was a child.

2 Listen again and match speakers 1–5 to meanings a–e.

- a I'm not talking about you. I'm talking about me. I hated rats. _____
- b Why would you think I liked rats? I hated them. _____
- c I don't mind rats so much now. It was only when I was a child. _____
- d Not when you were a child, when I was a child. _____
- e I didn't say cats, I said rats. _____

3 Work in pairs. Practise saying the sentence in exercise 1 in different ways. Can your partner guess the meaning?

Reading

1  2.40 Read and listen to *Room 101*. What is special about the room?

2 Read the text again and answer the questions.

- 1 What does Winston hate most in the world?
- 2 Where was the fictional Room 101?
- 3 What was Orwell's inspiration for the fictional Room 101?
- 4 Who chose to call his office Room 101?
- 5 What happens in the radio and television show *Room 101*?

3 Have you heard of this room before? What would you put in Room 101?

Grammar

They **rely on** Room 101 to scare prisoners.
Orwell **named** this room **after** a real place.
Room 101 **reminded** him of the headmaster's study.

- some verbs are followed by a preposition, for example *rely on*, *name after*, *remind of*

1 Put the verbs in the box into six categories: verbs followed by *on*, *of*, *in*, *for*, *about* and *at*.

apologise apply believe depend
dream know remind (somebody)
rely shout spy stare succeed
talk taste wait

2 Read the sentences about what different people would put in Room 101. Add the missing preposition in each sentence.

- 1 I'd put computers in there! I rely them for work, and they always go wrong!
- 2 My brother. He always takes my things and never apologises anything.
- 3 My co-workers. They are so boring, there's nothing to talk at work.
- 4 I'd put people who shout other people while they are driving. So rude!
- 5 Snakes. I dream snakes and it's horrible. I'd put snakes in there.
- 6 I would put cynics in Room 101. I believe positive thinking.
- 7 People who stare me on the train. It makes me feel really uncomfortable!
- 8 My next door neighbour. She's very curious and I think she spies me.
- 9 I'd put the job I applied and didn't get last summer.
- 10 Frozen pizzas! They always taste cardboard, I can't stand them.

 **Grammar focus** – explanation & more practice of verbs followed by prepositions on page 148



Room 101

"You asked me once," said O'Brien, "what was in Room 101. I told you that you knew the answer already. Everyone knows it. The thing that is in Room 101 is the worst thing in the world."

The door opened again. A guard came in, carrying something made of wire, a box or basket of some kind. He set it down on the further table. Because of the position in which O'Brien was standing, Winston could not see what the thing was.

"The worst thing in the world," said O'Brien, "varies from individual to individual. It may be burial alive, or death by fire, or by drowning, or by impalement, or fifty other deaths. There are cases where it is some quite trivial thing, not even fatal."



"In your case," said O'Brien, "the worst thing in the world happens to be rats."

Glossary

fatal (adjective) – causing someone to die

GDR (abbreviation) – German Democratic Republic: the name given to East Germany when it was separate from West Germany

regime (noun) – a system or form of government

trivial (adjective) – not very important, serious, or valuable

wire (noun) – a long thin piece of metal

This novel extract comes from George Orwell's famous *Nineteen Eighty-Four*. In the book, Room 101 is in the Ministry of Love, a building that belongs to the secret police of a future society. The police use Room 101 to scare prisoners and make them into followers of the regime.

Orwell named this terrible room after a real place. During the 1940s he worked for BBC Radio. Room 101 was an office in the BBC where political decisions were made during long boring meetings that Orwell hated. There is also a story that Room 101 reminded Orwell of the headmaster's study in his childhood school.

Since then, Room 101 has succeeded in becoming a popular cultural reference. It now stands for a place where unpleasant things are kept. Erich Mielke, the head of the Stasi in the GDR, knew about Orwell's book *Nineteen Eighty-Four* and was a fan. He renamed the offices of his headquarters so he could have the office 101. The BBC itself has turned the term into a successful radio and television show. During the show guests are invited to suggest what they would put into 'Room 101' – things that annoy them most in the world.

George Orwell

(1903–1950) was an English author and journalist. His dystopian novel *Nineteen Eighty-Four* is one of the most famous English novels of the 20th century.



Speaking

1 Choose five categories and write one or two words for each. Don't write what the category is.

- something you'd like to succeed in
- a job you would never apply for
- something you used to believe in as a child
- somebody you can depend on
- something you hate waiting for
- something you are afraid of

2 Work in pairs. Show one of your words to your partner. Your partner guesses the category. Then swap roles and repeat. When you guess correctly, ask your partner to explain why they wrote the word.

A: *Learning English. Is that something you'd like to succeed in?*

B: *Yes, it is.*

A: *Why?*

B: *Because I really need English for my job, and my boss gave me two years to learn it!*

Part 4

Listening & Speaking

Sports

Reading

Classic sporting rivalries

Writing

Expanding sentences

Listening and Speaking

1  **2.41** Listen to four sports. Which sports are they? Work in pairs and discuss your ideas.

Useful phrases

- It must be ...
- It could be ...
- It sounds (a lot) like ...

2 Work in pairs. Choose three questions and discuss them.

- Have you ever been in a sports team? What kind?
- If you could be very good at any sport, what sport would you choose?
- Have you ever seen a major sports event live? What was it like?
- What sports do you watch on television?
- Imagine your child wanted to become a famous sportsperson. What would you say?
- What is the most popular sport where you live?

Reading

1 Read the saying about competitive sports. Then work in pairs and answer the questions.

It's not whether you win or lose, it's how you play the game.

- Do you agree with the saying?
- Are you a competitive person? Is winning very important for you?
- Do you have a favourite team or sports player? Is it important for you that they win?

2 Read *Classic sporting rivalries*. Which rivalry ...

- also involved international politics?
- is about sport, religion and politics?
- led to violence?
- is about two cities that are close to each other?

3 Read the text again and complete it with sentences 1–7. There are two sentences you do not need.

- 1 The football World Cup is every four years.
- 2 After the sale they did not win a major championship for the next 86 years.
- 3 Every time the two played each other in a final, it was always an amazing show.
- 4 Some estimate the numbers can reach one billion.
- 5 When the teams play the atmosphere is hard to imagine, with loud chanting and often many police arrests (between 150 and 200) after each match.
- 6 He never played his rival again.
- 7 In 1972 he became the first non-Soviet player to challenge the title of world champion.



Classic sporting rivalries

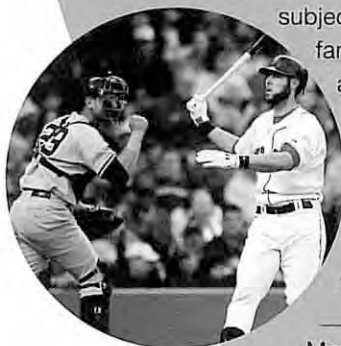
Celtic VS Rangers

There are many famous football rivalries in Europe and around the world: Barcelona vs Real Madrid, Lazio vs Roma and Liverpool vs Manchester United are some examples. But perhaps one of the greatest football enmities centres around the two Scottish teams Rangers and Celtic. These teams are known together as the Old Firm, and are both in the city of Glasgow. The rivalry is about more than just football. Going back to 1888, it involves religion (Catholic and Protestant), politics and social attitudes.



New York Yankees VS Boston Red Sox

More than 100 years old, the rivalry between the New York Yankees and the Boston Red Sox is one of the greatest in American baseball. According to some, it is almost a taboo subject of conversation for many American fans in the region (New York and Boston are close to each other), like religion or politics. The rivalry was at its worst when the Red Sox sold player Babe Ruth, one of the greatest in American baseball history, to the Yankees in 1920. The Red Sox had been one of the best teams in the US.



Meanwhile, the Yankees went on to become the most commercially successful enterprise in North American sports.



Writing

1 Work in small groups. Take turns to make the sentence in the box longer. You can add between one and three words each time.

The player won.

The team lost.

The team lost **the match**.

The **football** team lost the match.

The football team lost the match **against ...**

2 Compare your final sentence with other groups. Who made the best / longest / most interesting sentence?

Monica Seles VS Steffi Graf

The world of women's tennis was dominated by this rivalry during the 1990s. German-born Steffi Graf had won eight Grand Slam tournaments before Monica Seles won her first. When she was beaten in the 1992 Wimbledon final by Graf, a furious Seles said 'I am still the best women's tennis player in the world. Steffi will never be number one again.'



Everything changed in 1993 when during a tennis match in Hamburg, Seles was attacked on the tennis court by a crazy fan of Steffi Graf.

India VS Pakistan

In the world of cricket, probably the most intense rivalry is between the countries of India and Pakistan. Political disputes between the two countries have existed since the independence of Pakistan in 1947. Some commentators say that when these two countries play cricket it is like war, but without the shooting.

Television audiences for an India-Pakistan cricket match can reach amazingly high numbers.

In the past losing one of these matches was considered a national scandal. And although things have quietened down in recent years there is still fear of an outbreak of violence during these matches.



Bobby Fischer VS Boris Spassky

One sports writer has called this the ultimate sporting metaphor. It was the 1970s, the time of the Cold War between the United States and the Soviet Union. In the world of chess, the Soviets were dominant. But this dominance came under threat from an eccentric 29-year-old man named Bobby Fischer.

The current world champion at the time was Boris Spassky. Fischer almost refused to travel to Iceland for the game, but the American Secretary of State Henry Kissinger begged him to go. 'I have been chosen to teach the Russians some humility', said Fischer. He beat Spassky 12 games to 8 and then disappeared mysteriously from the world of chess and never defended his title.

Glossary

dominate (verb) – to be the most important issue or activity etc in a particular situation

eccentric (adjective) someone who is eccentric often behaves in slightly strange or unusual ways

enmity (noun) a feeling of strong dislike or opposition between people

scandal (noun) – a situation that shocks you and makes you angry

taboo (adjective) – if something is taboo people do not do it or talk about it because it is offensive or shocking



Warm up

1 Work in pairs. Choose two pictures and compare and contrast them. Then answer the questions.

- What do you think the people are talking about?
- Which party would you prefer to be at? Why?

2 Work in pairs and discuss these questions.

- Do you often go to parties?
- What type of parties do you go to?
- Do you enjoy talking to people you don't know?

Useful language

- compliment
- dinner / drinks party
- formal / informal
- greet
- guest
- host
- offer
- reception

Listening

1 2.42–2.45 Listen and match the conversations to the pictures.

2 Listen again and tick the things the speakers give compliments about. There are two extra things.

- garden
- dancing
- food
- appearance/clothes
- drinks
- children

Language focus

Match compliments 1–4 to answers a–d. For some compliments there is more than one possible answer. Then work in pairs and compare your answers.

- This chicken is delicious. _____
 - What a lovely dress. You look wonderful. _____
 - You have a lovely garden. _____
 - You're a good dancer. _____
- a Thanks. You're not so bad yourself!
- b Thanks, I'm glad you like it.
- c Do you think so? Thank you.
- d Thank you, we love it.

Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

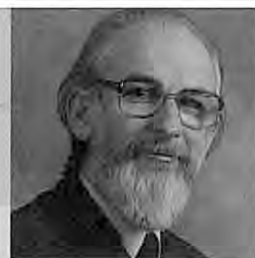
A Role play a conversation at a party.

A: you are at a party. Talk to the host, and compliment them on their appearance and on the party itself.

B: you are the host of a party. Talk to one of your guests.

Thank them for their compliments and compliment them in return.

B Compliment your partner. Find as many nice things as you can to say to them. Accept your partner's compliments.



Language is a topic that brings out a huge range of emotions in people, and many talk about it using the strongest possible terms. They don't simply say they 'like' or 'dislike' a particular use of language, such as a regional accent or a piece of slang. Rather, they admit to 'loving' it or 'hating' it.

I once made an analysis of the letters of complaint about language that listeners were sending in to the BBC. Some disapproved of the way a particular word was being pronounced, such as *controversy* with the stress on *trov* instead of *con*. Some objected to a particular grammatical construction, such as the use of an adverb inside the infinitive form of a verb, as in *to really know* (the 'split infinitive'). Some criticised the way word-meanings were being muddled, as when *I'm uninterested* ('I'm not interested') is confused with *I'm disinterested* ('I'm interested, but without taking sides').

Hundreds of such letters arrived at the BBC each month. Few were mild in tone.

Among the most frequently used verbs were *appalled*, *horrified*, and *outraged*. 'Dear Sir', one would begin: 'I was appalled to hear on Radio 4 today ...' Among the most frequently used adjectives were *ugly*, *revolting*, and *loathsome*. These are among the most forceful snarl-words in English, useful for talking about rape, murder, and acts of terrorism, and here they were being used to talk about usage issues in pronunciation, grammar, and vocabulary.

My study was carried out in the 1980s, but I'm sure things are not much different today. Variations in language, whether local or global, always give rise to strong emotions, despite the fact that language change is a reflection of life in society, and as natural as the movement of the tide. Yet it remains a fact of linguistic life that many people are disturbed by such things, and express their anxiety in public ways. English learners will probably have met with similar feelings in relation to their own mother-tongues, but they can sometimes be taken aback when they encounter such ferocity in relation to English.



Glossary

appalled (adjective) – offended or shocked very much by something

ferocity (noun) – violence or extreme force

loathsome (adjective) – very bad or unpleasant

muddle (verb) – to think something is another thing as a result of a mistake

slang (noun) – words or expressions that are very informal and are not considered suitable for more formal situations

snarl (verb) – to speak in an unpleasant angry way

Warm up

Read these examples of 'bad English'. Can you identify the problem in each one?

- 1 He was six years old when his parents seperated.
- 2 We didn't know nothing about it.
- 3 No chewing gum. No juice. No ice cream. No coffee's.
- 4 He's most happiest when he's watching TV.
- 5 They have less holidays than us.

Reading

1 Read *Strong language*. Which sentence best summarises the main idea?

- 1 People love or hate language.
- 2 People can get very angry about changes in language if they see these as mistakes.
- 3 People who listen to the BBC are very concerned about language.

2 Read the text again and find examples of the kinds of things that people complained about to the BBC.

3 Choose the correct meaning for these phrases from the text.

- 1 *always give rise to*
a always change b always cause
- 2 *it remains a fact*
a it's true b it isn't true
- 3 *they can sometimes be taken aback*
a they can sometimes be angry
b they can sometimes be surprised

Speaking

Work in pairs and discuss these questions.

- Do people get angry when they see or hear mistakes in your language?
- What kinds of mistakes do people make (for example grammar, pronunciation, mixing up words)?
- Do you think your language is changing? How?

Reading

1 Read Jina's email. Is she enjoying life at the moment? Why / Why not?

Hi Sophie

How are you? I'm fine, I hope you're OK as well. I'm having a really good time here. I'm living in a really cosy house with people from different countries. My best friend is called Izabela. She's Polish and she's been here for five years. She's a really nice person, whenever I have a problem she's always willing to help me. From time to time we go out to the cinema or watch a DVD together. At first, there was a bit of friction over cleaning the house. It was my fault, I really hate doing housework! Anyway, we've sorted that out now and we get along fine. I really enjoy spending time with her, she's such a warm-hearted person.

I've made a lot of friends here. In the evenings I often have people round for a meal and I like to cook them Korean food. Last night I cooked Korean noodles for some Italian friends. It was so spicy for them that they almost cried, it was really funny! I've also met a lovely South African man called Munyani. We sometimes go out to a museum or an art gallery, we have a great time together. Some of my friends have already gone back to their countries, but hopefully we can keep in touch by email.

Next month I'm going on holiday to Italy with a Japanese friend. I'll tell you all about it when I'm back in Korea. I can't wait to see you, I miss you so much.

All for now – write back soon!
Love Jina

2 Read the email again. Are these sentences about Jina true (T) or false (F)?

- 1 She is living in Korea.
- 2 She and Izabela often have arguments.
- 3 She is keen on doing housework.
- 4 She enjoys cooking for other people.
- 5 She has friends from different countries.
- 6 She is fond of Sophie.

Writing skills: using dashes

In informal writing it is common to join sentences with a dash (-). A dash is often used to add emphasis or to give a reason or explanation.

I can't stand doing housework – I'll do anything to avoid it.
I had a great time at the exhibition – it was really interesting.

1 Find six places in Jina's email where she has joined sentences with a comma instead of a dash, and change the commas to dashes.

2 Match the sentence beginnings to the endings.

- 1 I had a wonderful time on holiday –
- 2 I think Leo's great –
- 3 She's such a kind person –
- 4 I don't get on well with Amy –
- a there's often friction between us.
- b she always tries to help other people.
- c everything went smoothly.
- d he's the most interesting person I've ever met.

Language focus: expressing affection and enthusiasm

1 Complete each expression with a word from the box.

dying miss so special to wait

- 1 I miss you _____ much.
- 2 I can't _____ to see you.
- 3 I'm _____ to see your new baby.
- 4 I really _____ spending time with you.
- 5 I'm looking forward _____ going to the concert.
- 6 You're so _____ to me.

2 Write true sentences about yourself using the expressions from exercise 1. Then work in pairs and compare your sentences.

Preparing to write

Work in pairs. Ask each other the questions.

- What do you like about your life at the moment? Why?
- What activities are you doing at the moment?
- Which friends do you spend time with?
- What have you done recently?
- What are you going to do soon?

Writing

Write an email to a close friend telling them your news. Use the questions in the Preparing to write section and the useful phrases to help you.

Giving your news

- At the moment I'm ...
- I'm hoping to ...
- I'm having a good / difficult time.
- At first ...
- I sometimes have people round to / for...
- From time to time ...

Grammar

1 Match the sentence beginnings to the endings.

- | | |
|----------------------|--------------------------------|
| 1 Can we afford | a to win the championship. |
| 2 Do you fancy | b about living in the country. |
| 3 You remind me | c on you to help me. |
| 4 Some people choose | d in solving the problem. |
| 5 I've often dreamt | e going out this evening? |
| 6 He managed | f for making fun of me. |
| 7 I'm relying | g playing chess. |
| 8 She succeeded | h of my sister-in-law. |
| 9 I really enjoy | i to buy a new car? |
| 10 She apologised | j to live with their parents. |

2 Find four incorrect sentences and correct them.

- 1 Tennis isn't as interesting than football.
- 2 English is more difficult that Spanish
- 3 You are much more friendlier than your sister.
- 4 Cricket is less popular than baseball.
- 5 I like them all, but this is the prettier.
- 6 The bus is a little cheaper than the train.

Vocabulary

1 Complete the sentences with the correct form of the word in brackets.

- 1 Don't make _____ (generalise) about people!
- 2 I like TV programmes that _____ (satire) politicians.
- 3 Travelling can make people more _____ (tolerate).
- 4 She isn't a _____ (stereotype) grandmother.
- 5 It's a common _____ (misconceive) that all English people drink tea.
- 6 I dislike people who are _____ (judge).

2 Complete the missing words.

- 1 I'm absolutely c_____ about cats.
- 2 My grandmother has a s_____ s_____ for me.
- 3 I'm not very k_____ on sports.
- 4 Albert is very f_____ of his daughter.

Speaking and Writing

1 Write down the name of a sport, an animal and a well-known person. Then work in pairs and compare your sports, animals and people in as many ways as possible.

2 Write true sentences about yourself using the verbs in Grammar exercise 1. Then work in pairs and read your sentences to your partner.

Improving your listening skills

It is usually a good idea to have a reason for listening, without trying to understand every word. You can practise listening ...

- * to understand the general meaning
- * to hear specific information
- * to understand speakers' feelings or opinions

1 How have the listening exercises in class helped you improve your listening? Work in pairs and discuss your ideas.

2 Read the different ways of improving your listening skills. Tick any that you have already tried.

- * Read a graded reader and if possible listen to the CD as you read.
- * Speak as often as possible with a native speaker or someone whose English is as good as, or better than yours.
- * Watch a film or TV programme in English with subtitles.
- * Prepare interview questions for a native speaker and record your interview. Play the recording several times and try to understand more each time.
- * Listen to songs in English and read the words. Then play them again and sing as you listen.
- * Practise listening to the recordings in the workbook and following the audioscript. Then listen again without the audioscript and see if you can understand more.
- * Spend as much time as possible in an English speaking environment and try to understand the main ideas of what people are talking about.
- * Find a recording in English on the internet (a radio programme, TV programme, or video). Play it several times and try to write down key words or whole sentences.
- * Listen to any recording in English and try to write it down as a dictation. Then if possible check your ideas with the audioscript.

3 Which of the ideas do you like best? Why? Can you think of any other ways to improve?

UNIT 10 Beginnings & Endings

Part 1

Listening & Reading

Great opening lines

Pronunciation

Silent letters

Vocabulary

Books & reading

Speaking

Reading

questionnaire

Listening and Reading

1 Look at the book covers. Have you read any of these novels or seen a film version?

2 **2.46** Listen to descriptions of the novels. Match each novel to a topic in the box.

adventure family secrets marriage
money Native American culture war

3 Listen again. Then work in pairs and try to retell the description of each novel.

4 **2.47** Read and listen to *Famous opening lines*. Guess which novel each opening line comes from.

5 Work in pairs and discuss these questions.

- Which opening do you like best?
- Which novel would you most like to read? Why?
- Which novel would you least like to read? Why?

6 Two of the openings were numbers 1 and 2 in the *American Book Review's 100 best opening lines*. Which ones do you think they were? Why?

7 How important for you are the first pages of a book? Do you always finish books that you start reading?

Extend your vocabulary beginnings & endings

To talk about an earlier or a later situation use *in the beginning* and *in the end*.

In the beginning Moby Dick got mixed reviews, but in the end it became an English classic.

To talk about the first or last part of something use *at the beginning of* or *at the end of*.

At the beginning of A City of Glass Quinn is a successful writer. At the end of the story he has no home and no money.

Complete the sentences with the correct phrase.

- 1 I won't tell you what happened _____ the book – I don't want to spoil the surprise.
- 2 _____ I liked the story but then I got bored after about ten pages.
- 3 There are some wonderful parts _____ the book but then it becomes a bit boring.
- 4 At first I found the book quite hard to read, but _____ I couldn't put it down.

Pronunciation

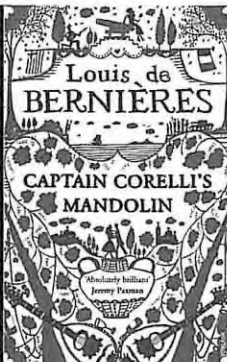
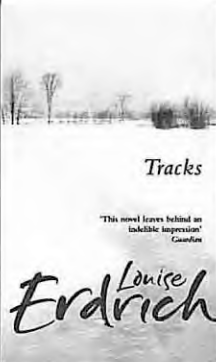
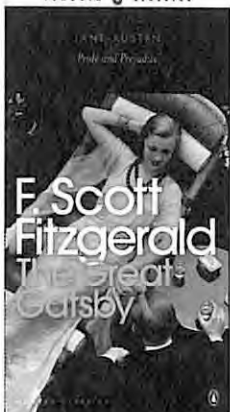
1 Look at the words from the openings of the novels. What do they all have in common?

acknowledge could iron wrong

2 Underline the silent letters in these words.

answer	doubt	light
autumn	high	sandwich
ballet	hour	scissors
castle	island	though
climb	knife	Wednesday
column	know	comb

3 Work in pairs. Write two sentences, each with at least three of the words in exercise 2. They can be nonsense sentences! Then read your sentences to the class.



Great opening lines

“Dr Iannis had enjoyed a satisfactory day in which none of his patients had died or got any worse.”

“We started dying before the snow, and like the snow, we continued to fall. It was surprising that there were so many of us left to die.”

“It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.”

“In my younger and more vulnerable years my father gave me some advice that I’ve been turning over in my mind ever since. ‘Whenever you feel like criticising anyone,’ he told me, ‘just remember that all the people in this world haven’t had the advantages that you’ve had.’”

“Call me Ishmael. Some years ago – never mind how long precisely – having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world.”

“Last night I went to Manderley again. It seemed to me I stood by the iron gate leading to the drive, and for a while I could not enter for the way was barred to me.”

Vocabulary

1 Work in pairs. Explain the difference between ...

- a novel and a biography.
- a guidebook and an atlas.
- a self-help book and an instruction manual.
- a magazine and a journal.
- a textbook and a notebook.
- a hardback and a paperback.
- an audio book and an ebook.
- a bookshop and a library.

2 Complete the text with words from exercise 1.

The British Library has been a copyright library since 1911. That means that a copy of every British book, magazine or _____ has to be kept there – whether it is a footballer’s _____, a _____ on dealing with a phobia, a _____ for first year biology or an important work of literature. Between 60,000 and 100,000 books alone are published each year which is causing space problems. The library also stores hard copies of some websites and _____ in order to save material published online for future generations. But the library does not store copies of _____ or other listening material.



3 Which of the verbs in the box can you use about books or magazines? Cross out the ones you can’t use.

borrow buy enjoy join lend
listen to order publish play
subscribe to watch write

Speaking

1 Work in pairs. Guess whether the statements are true (T) or false (F) for your partner.

Your partner ...

- has a lot of books at home.
- has never borrowed a book from a library.
- is reading a book at the moment
- subscribes to a magazine or journal.
- reads the news online.
- reads more for work than pleasure.
- never reads instruction manuals.
- has listened to an audio book.

2 Ask your partner questions to check your answers. Start with *Do you ...?* and then ask for more information.

3 Tell the class what you found out about your partner.

Glossary

bar (verb) – to prevent someone from going somewhere

drive (noun) – a wide path for a car that joins someone’s house to a street

fortune (noun) – a very large amount of money

shore (noun) – the land that is on the edge of a lake, river or sea

Part 2

Vocabulary

Celebrations

Reading & Speaking

Birthday customs

Grammar & Speaking

Verb form review

Writing

A thank-you note

Vocabulary

1 Match the verbs and nouns to make phrases.

- | | |
|-------------|-------------------------|
| 1 celebrate | a (somebody) a present |
| 2 blow out | b a party |
| 3 send | c a toast (to somebody) |
| 4 make | d (somebody) a card |
| 5 give | e your birthday |
| 6 drink | f Happy Birthday |
| 7 sing | g candles |
| 8 throw | h a speech |

2  2.48–2.52 Listen to five situations. Describe what is happening in each one. Use the phrases in exercise 1.

Reading and Speaking

1 Read *Birthdays: the beginning of a new year of life*. When did ordinary people start celebrating birthdays?

2 Work in groups of three. A: read *Birthday cards* on page 127. B: read *Birthday song* on page 129. C: read *Birthday cake and candles* on page 117. Answer the questions.

- What is the custom today?
- Where and when did this custom start?
- Tell your group about the custom you read about.

4 Work in pairs. Choose **one** of the tasks below.

A Talk about birthday customs in your country. Answer these questions.

- What food do you eat?
- Do you sing *Happy Birthday*? Do you cheer?
- Is it normal to give presents and cards?
- Are there any other special customs?
- Are certain birthdays more important than others? What happens?
- Is it rude to ask somebody how old they have become on their birthday?

B Talk about another important celebration in your country. Answer these questions.

- What is the celebration?
- What do people do?
- What food do you eat?
- Do you wear special clothes?
- Do you give presents?
- Do people sing songs or give speeches?
- Is there dancing?

Birthdays: the beginning of a new year of life

The first known birthday celebrations were those of the kings in ancient Egypt who celebrated with huge feasts. The birthdays of gods were also celebrated but those of ordinary people were not marked in any way.

The Romans celebrated personal birthdays but their celebrations were different from our modern customs: adults celebrated their own birthday by giving thanks to the gods for the last year and asking for protection for the next year.

For centuries after the Romans there were no birthday celebrations at all because early Christians thought that birthday celebrations were pagan customs. It wasn't until the twelfth century that birthday celebrations became common for everyone. Today some people do not celebrate birthdays for religious reasons and in some countries 'name days' are celebrated instead.



Grammar and Speaking

1 Look at the three reading texts and find examples of ...

- present tenses
- past tenses
- future forms
- passives
- conditionals
- reported speech

2 Work in pairs. Can you remember when we use the structures in exercise 1?

3 Choose the correct verb forms to complete the text below about national holidays. Then answer the question in the last line.

NATIONAL HOLIDAYS

The Romans *introduce / introduced* the custom of making the birthday of an important person into a national holiday; after the death of Julius Caesar, his birthday *marked / was marked* by a parade, a circus, gladiator fights and a play.

Today some countries *have / will have* national holidays on the anniversary of the birthday of important political figures. The US for example, *is going to honour / honours* the birthday of George Washington, the first president of the US and Martin Luther King, the civil rights leader who *killed / was killed* in 1968. In India the birthday of Mahatma Gandhi, the political and spiritual leader known as the 'Father of the Nation', *was celebrated / is celebrated* as a national holiday on 2nd October. In 2007 the United Nations decided that Gandhi's birthday *will / would* be an international celebration. Since then 2nd October *was / has been* the International Day of Non-Violence.

Whose birthday would you celebrate in your country if you *have / had* the choice?

4 Work in pairs. A: turn to page 127.
B: turn to page 129. Follow the instructions.

5 Work in pairs. Tell your partner about ...

- a special celebration you have attended, and what happened.
- your plans for future celebrations, either for yourself or others.

 **Grammar focus** – explanation & more practice of verb forms on page 150

Birthday cake and candles

Many countries celebrate birthdays with a cake or a pastry of some kind. The origins of birthday cakes are unclear. Some think that the custom started with the ancient Greeks nearly three thousand years ago. They celebrated the birthday of the moon goddess Artemis on the sixth day of every month and baked round honey cakes which represented the full moon. Candles were put on the cakes to signify moonlight.

Others think that birthday cakes originated in Germany in the Middle Ages when people made sweet bread to celebrate the birth of Jesus. Later this 'birthday cake' was made for children's birthday parties. A candle was put on the cake and people said that it symbolised 'the light of life'. Some people baked lucky and unlucky objects into a cake: if somebody found a gold coin, for example, they believed that person would become wealthy.

Today there are often several candles on a birthday cake to show how old somebody is. Some people make a silent wish when they blow out the candles. If they blow the candles out in one go, they believe their birthday wish will come true.

Writing

1 You have received a hand-knitted sweater from an aunt as a present. Write a letter and thank her.

Useful phrases

- What a lovely surprise!
- You shouldn't have ... but ...
- It's a little ... but ...
- It will be great for ...

2 Read your partner's letter. Does it sound as if they were pleased with the present?

UNIT 10 Beginnings & Endings

Part 3

Vocabulary & Listening

Death

Reading

Unhappy endings:
the wives of Henry
VIII

Grammar

Reflexive pronouns

Speaking

A mini-project



Vocabulary and Listening

1 Work in pairs. Match the words in the box to the definitions.

a body a funeral a grave grief
a widow/widower a will

- 1 the place where somebody is buried
- 2 the ceremony after somebody dies
- 3 a person whose husband or wife has died
- 4 a document that says what will happen to somebody's possessions after death
- 5 a dead person
- 6 a strong feeling of sadness, usually because somebody has died

2 Match these verbs to the words in the box in exercise 1 to make phrases.

- | | |
|-------------------|---------------|
| 1 attend _____ | 4 view _____ |
| 2 become/be _____ | 5 visit _____ |
| 3 show _____ | 6 write _____ |

3 Read the text. Can you guess any of the missing information?

Death in sixteenth century England

In sixteenth century England, life expectancy was low. People usually died at home and _____ was common. People believed that the more people who followed the funeral procession to _____, the better the dead person's chances of _____, so people were often paid _____. After the death of a close relative or friend, people were expected to _____. This was called *mourning*. A widow was expected to wear black clothes to mourn her husband and not show herself in society. _____ often wore a black hat and gloves and could continue with their work and daily lives as usual. In 1540 a law was passed so that _____ and choose who should receive their property. Married women, however, _____ at this time.

4 2.53 Listen and complete the text. Then work in pairs and compare your texts.

Reading

1 Look at the pictures and rhyme on page 119. What do you know about King Henry VIII and his wives?

2 Read *Unhappy endings: the wives of Henry VIII*. When and how did each marriage end?

3 Read the text again. Which wife ...

- 1 gave Henry a male heir?
- 2 had already been married?
- 3 was pregnant when she married Henry?
- 4 led to the creation of the Church of England?
- 5 was married for political reasons?
- 6 made Henry angry because of other relationships?

4 Choose two sentence beginnings and complete them with your own ideas. Then work in pairs and compare your sentences.

Henry treated his wives ...

Henry saw marriage as ...

Five words to describe Henry are ...

For a woman in the sixteenth century ...

Grammar

Catherine and her lovers were unable to save themselves.

Henry and Jane fell in love with each other.

- use *themselves* when the subject and the object are the same
- use *each other* when the people who do the action (the subjects) and the objects are different

Complete the text with *themselves* or *each other*.

Mary Stuart was Queen of Scotland. At that time Scotland and England had a long history of war with _____. In 1567 the Scottish lords put _____ in power and made Mary's son James king. Mary and James never saw _____ again.

Mary's cousin, Queen Elizabeth, and the English lords thought Mary wanted to be queen of England. To protect _____ against her they put her in prison for 19 years. In this time Mary and Elizabeth never met _____.

In 1586 Elizabeth heard that Mary and her supporters had tried to kill her. They declared _____ innocent but Mary was found guilty and beheaded in 1587.

Grammar focus - explanation & more practice of reflexive pronouns on page 150



Henry the Eighth
To six wives was wedded.
One died, one survived
Two divorced, two beheaded.

Unhappy endings: the wives of Henry VIII

Catherine of Aragon

Catherine of Aragon was a Spanish princess who Henry married in 1509. Catherine couldn't give Henry a son and heir, so Henry asked the church in Rome for a divorce. The church refused, so Henry broke with the Roman Catholic church and named himself head of the English (Protestant) church. In 1533 he was divorced from Catherine who died three years later.



Anne Boleyn

Henry married Anne Boleyn secretly in 1533 after she became pregnant – four months before the end of his marriage to Catherine of Aragon. Anne gave birth to a girl called Elizabeth. When she didn't produce a boy, Henry lost interest in Anne. Although innocent, Anne was found guilty of treason. She was beheaded in May 1536.



Jane Seymour

Henry and Jane Seymour fell in love with each other while he was married to Anne Boleyn. He married her 11 days after Anne's death. In 1537 when Jane gave birth to a boy, Edward, Henry was delighted. Sadly, Jane died twelve days after the birth. Henry's body was later buried with Jane's.



Anne of Cleves

Henry's chief minister arranged the marriage with Anne of Cleves in order to build a friendly relationship with Anne's brother, a powerful Protestant prince. Anne and Henry were married in 1540, five days after their first meeting. However, Henry and his new wife didn't like each other and the marriage didn't help Henry politically. They got divorced six months later.



Catherine Howard

Henry married Catherine Howard in 1540. Catherine was over thirty years younger than Henry and the king adored his young wife. However, she found him less attractive and had other relationships during the marriage. When Henry found out about this, Catherine and her lovers were unable to save themselves. Catherine was beheaded in 1542.



Catherine Parr

Catherine Parr was a widow when the king decided in 1543 that she should be his next wife. Although it wasn't a love match, Henry and Catherine respected each other and it was a successful marriage. Catherine survived her husband who died in 1547.



Speaking

1 You are going to give a presentation about a historical person who came to a tragic end. Choose **one** of the options below.

A Choose one of these people. Find out information about them.

Marie Antoinette
 Cleopatra
 Mahatma Gandhi

B Choose a well-known person from your country. Find out information about them.

2 Make notes about the person you've chosen. Think about these questions.

- Who was this person? When were they born and where were they from?
- What did they do?
- When and how did they die?
- What do you think is most interesting about their lives?

3 Give your presentation to the class. Answer any questions.

Useful phrases

- Can you all hear?
- I'd like to talk about ...
- You might (not) know that ...
- He/She died in ... when ...
- Thanks for listening. Do you have any questions?

Glossary

behead (verb) – to cut off someone's head, especially as a punishment
heir (noun) – someone who will receive a title when another person dies
treason (noun) – the crime of helping your country's enemies

UNIT 10 Beginnings & Endings

Part 4

Reading

Famous farewells

Vocabulary

Leaving

Writing

A farewell email or speech

Reading

1 Read the quote and look at the picture. Where was Captain Oates? What do you think he meant? What was he going to do? Why?

2 Turn to page 131 and check your ideas.

3 Read *Famous farewells*. Do you know anything about any of the speakers?

4 Read the text again. Which farewells are ...

- said by real people?
- said by characters from a book or film?
- the person's last words before dying?
- said to a group of people?
- written down?

5 Find words or phrases in the text to match these definitions.

- 1 dangers _____
- 2 a problem or serious responsibility _____
- 3 give up _____
- 4 leaving _____
- 5 sadness _____

6 Which farewell do you think is the ...

- saddest? • bravest?
- funniest? • most serious?
- most down-to-earth? • most patriotic?
- most poetic?

7 Which farewell do you like the best? Why?

Extend your vocabulary farewell

When you leave a place, a job or a class you can *have a farewell party*, *give a farewell speech*, *have a farewell dinner* or *give somebody a farewell present*.

1 Work in small groups. Plan a farewell party for your last English class. Decide ...

- what sort of party you want to have.
- where it will be.
- what you will eat.
- who could give a farewell speech.

2 Tell the class about your party. Which group has the best ideas?

'I am just going outside and may be some time.'

Captain Lawrence Oates, explorer, 1912



Captain Oates (far left) and his companions

Vocabulary

1 Read the sentences. Then work in pairs and take it in turns to explain the meaning of the words in bold. Use a dictionary to help you.

- 1 When he **retired**, his colleagues of forty years arranged a huge party.
- 2 I'm sorry to hear your father has **passed away**. Give your mother our best wishes.
- 3 She's **moved away** – she got a new job in London, I think.
- 4 I'm afraid they've **split up** and she has left with the children.
- 5 Their son has **moved out** and gone to college.
- 6 She was so unhappy with the working conditions that she **handed in her notice**.
- 7 I **graduated** from university last year.
- 8 He **was fired** from another job last week and now he's unemployed again.



Famous farewells

'Please know I am quite aware of the hazards. I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others.'

American aviator Amelia Earhart, in a farewell letter written to her husband in case something should happen to her. She disappeared in an attempt to fly around the world in 1937.

'I have found it impossible to carry the heavy burden of responsibility [...] without the help and support of the woman I love. [...] I now quit altogether public affairs and I lay down my burden. It may be some time before I return to my native land.'

King Edward VIII of the United Kingdom on his abdication of the throne in 1936 in order to marry Wallis Simpson, an American divorced woman.

'And so to bed.'

Samuel Pepys, famous London diarist, as the closing line in many of his famous diary entries from 1660–1669.

'My friends, we have achieved much since 1945, when the United Nations was established. But much remains to be done [...] All civilisation is at stake, and we can save it only if all peoples join together in the task.'

Kofi Annan in his final speech as United Nations Secretary General in 2006.

'We'll always have Paris ... Here's looking at you kid.'

Rick, saying goodbye to Ilsa, the love of his life, in the film *Casablanca*.

'Good night, good night! Parting is such sweet sorrow, That I shall say good night till it be morrow.'

Juliet, speaking to her lover Romeo in *Romeo and Juliet* by William Shakespeare.

'Either that wallpaper goes or I do.'

The writer Oscar Wilde, speaking shortly before his death in 1900.

'I have sacrificed all of my interests to those of the country. I go, but you, my friends, will continue to serve France. Her happiness was my only thought. It will still be the object of my wishes.'

Napoleon Bonaparte, talking to his soldiers in 1814 before he was sent into exile on the island of Elba.



2 Match the sentence halves.

- | | |
|----------------------------|---|
| 1 She moved out | — |
| 2 They split up | — |
| 3 She graduated | — |
| 4 He retired | — |
| 5 She was fired | — |
| 6 He moved away | — |
| 7 She handed in her notice | — |
| 8 She passed away | — |
- a because she didn't like her boss.
 b from his job when he was sixty-five.
 c because he hated living in the country.
 d in her sleep when she was ninety-one.
 e with a first class degree.
 f because she refused to wear a uniform.
 g and got her own flat when she was 18.
 h because they were always arguing.

3 Work in pairs. Choose **one** set of questions and discuss them.

A In your country, when do people usually ...

- move out from their parents' house?
- graduate?
- retire?
- pass away in old age?

B For what reasons do people generally ...

- split up?
- get fired?
- hand in their notice?
- move away from their home town?

Writing

1 Choose **one** of the tasks below.

A You have given in your notice and it's your last day in your job. Your boss is away on a business trip. Write a farewell email to him/her.

B You are retiring after twenty-five years in the same job and it's your last day at work. Write a short speech for your retirement party.

C You have moved out of your parents' house and are living alone for the first time. Write an email to your brother or sister and tell them how you are finding it.

2 Work in pairs. Read your partner's writing. Which task did they choose? Decide if you think they completed the task successfully.

- Is the email or speech well organised?
- Is there a good beginning and ending?
- Is it written in an appropriate style (formal or informal, spoken or written)?





Warm up

1 Work in pairs. Look at the pictures and compare and contrast them.

Useful language

- shake hands
- hug
- kiss (on the cheek)

2 How would you say goodbye to ...

- a friend's mother?
- a friend?
- a business colleague?
- a young child?
- someone you've just met?

Listening

1 2.54–2.57 Listen to four conversations. In which conversations do the people know each other well?

2 Listen again. In which conversations does someone ...

- compliment the other person?
- thank the other person?
- talk about another meeting?
- send a message to somebody else?
- talk about the trip back?

Language focus

1 Match the beginnings of the phrases to the endings.

- | | |
|--------------------|-----------------------------|
| 1 Keep | a to meet you. |
| 2 See you | b in touch. |
| 3 All | c working with you. |
| 4 Give my love | d for all your hospitality. |
| 5 It was very nice | e safely. |
| 6 I look forward | f my regards to your wife. |
| 7 Have | g to the family. |
| 8 Thank you again | h the best. |
| 9 Thanks | i to seeing you again. |
| 10 I've enjoyed | j a good trip. |
| 11 Drive | k for everything. |
| 12 Please give | l soon. |

2 Which phrases in exercise 1 are more formal? Match the phrases to the functions in Listening exercise 2.

Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

A You are colleagues at a conference. The conference has just ended, but you will see each other in a couple of months at another conference. Say goodbye to each other.

B Role play a conversation between a foreign student and host family. Then swap roles and repeat.

A: it's the last day of your English course in England. Say goodbye to your host family.

B: you are a member of the host family. Say goodbye to the student who is leaving.

Warm up

Look at the types of film in the box. Which do you prefer and why? Are there any types you don't like? Work in pairs and tell your partner.

comedy disaster film horror film musical
romantic drama science fiction film

Listening

1 You are going to listen to four people describing the films below. Have you seen any of them, or do you know anything about them?

Titanic *Breakfast at Tiffany's*
The Lord of the Rings *Mamma Mia*

2 Before you listen, check you understand the words in the box.

curse father Fifth Avenue hobbit island love
night out ring sea ship shop window wedding

3  **2.58–2.61** Listen to four people talk about the beginning of their favourite film. Match the words in exercise 2 to the films.

4 Listen again. Then work in pairs and discuss these questions.

- How does each film begin?
- Do you know how the films end? If not, how do you think they end?
- Which film do you like best or would you like to see? Why?

Language focus: tenses to talk about films

Look at the sentences from the listening and answer the questions.

He wants to get rid of his ring and he gives it to his nephew.

You see the character Holly Golightly, she is standing on Fifth Avenue in front of Tiffany's.

The film starts with a girl who is singing and she's throwing a letter in a box.

Which tenses do the speakers use to ...

- describe events in a film?
- describe a particular scene?

Speaking

Tell your partner about the beginning of one of your favourite films. Give general information about the film and describe the first scene. Don't say the name of the film – ask your partner if they know it.

Useful phrases

- The film is about ...
- The film starts with / in / at ...
- At the beginning of the film ... / In the first scene ...
- The main character ...
- The beginning / ending is sad / mysterious / full of action.
- It's romantic / exciting / funny.



María Pilar, Spain



Marc, France



Mireille, US



Nicole, Switzerland

Reading

1 Read Maria Jose's speech. What is the reason for the speech? Who are the audience?

1 Welcome to this special party to say goodbye to Alex. Alex is leaving us to start his retirement. This is a sad occasion for all of us, but hopefully a happy one for him.

2 I'd like to thank Alex for all his hard work and dedication over the years. The great success of the newspaper is largely due to Alex. He has also been an inspiring and supportive colleague, and in my opinion the office will feel very empty without him.

3 I remember meeting Alex on my first day in the office and he told me that his ambition was to become a top-class reporter. Your dream has come true. You have written some brilliant and original articles. Last year you won the prize for Investigative Report of the Year in the national press. Congratulations!

4 Although you are leaving the newspaper, I hope you don't abandon us completely – we need your bad jokes and funny stories to remind us why we come into work every morning. And we'll miss your eye for detail. I hope you can come and visit us often and give us advice on how to improve our reports.

5 I'd like to wish you a very happy retirement and I hope you have time to follow your many interests. I'm sure the best part of your life is just beginning!

2 Match topics a–e to paragraphs 1–5 in the speech.

- | | |
|------------------------|----------------|
| a Hopes for the future | d Thanks |
| b Conclusion | e Achievements |
| c Introduction | |

Writing skills: writing a speech

1 Read the speech again. Add the discourse markers in the box to the speech where indicated, to make it easier to follow.

As you know, First of all, Indeed,
Ladies and Gentlemen, On top of that,
So, on behalf of everybody here, Well,

2 Read the advice on writing a speech. Which points has Maria Jose followed?

- Have a clear introduction and conclusion.
- Use logically-organised paragraphs.
- Use discourse markers to make the speech easier to follow.
- Address the audience directly.
- Include personal examples and opinions.
- Include humour.

Language focus: wishes and hopes

To express possible desires for the future we often use ...

- *hope* + present tense
- *wish* + indirect object + noun

I hope you have time to follow your many interests.

I wish you a very happy retirement.

Complete the sentences with *hope* or *wish*.

- 1 I _____ you have a long and happy marriage.
- 2 I _____ you a quick recovery from your illness
- 3 I _____ Gemma succeeds in her new job.
- 4 I _____ Tom a safe journey.
- 5 I _____ we meet again soon.

Preparing to write

1 You are going to write a short speech. Choose **one** of the reasons below.

- to say goodbye to someone who is leaving your school, college, place of work or other organisation
- to welcome someone who is joining your school, college, place of work or other organisation

2 Work in pairs and ask each other these questions.

- Where are you giving the speech? Who are the audience?
- Who is the person you are speaking about and what are they going to do?
- Why are they special? What have they achieved?
- What personal memories or knowledge of the person do you have?

Writing

1 Write your speech, following the structure of Maria Jose's speech. Use the advice from the Writing skills section and use the useful phrases to help you.

2 Work in pairs and read your speech to your partner.

Making a speech

- Welcome to this party / gathering / celebration.
- This is a sad / happy / very special occasion.
- I'd like to thank ... for ...
- I'd like to congratulate ... on ...
- I wish you all the best.

Grammar

1 Complete the text with the correct form of the verbs in brackets.

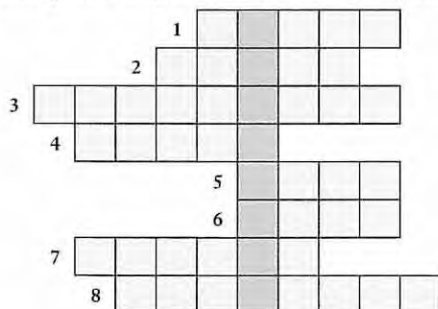
An e-book is an electronic book which _____ (*read*) on a computer or an e-reader. The first e-books _____ (*produce*) in the 1970s. Since then, more e-books _____ (*write*), but many people _____ (*never / see*) an e-book and most people _____ (*still / prefer*) to read paper books. A great argument in favour of e-books is that if everyone _____ (*use*) them, we _____ (*save*) a lot of trees. However, not all books will be available as e-books in the future; the author JK Rowling _____ (*say*) a few years ago that the Harry Potter series _____ (*not / publish*) in electronic form.

2 Complete the text with *themselves* or *each other*.

Jess and Steve were always arguing with _____ so they decided to split up. But soon they realised that they didn't like looking after _____ and that they still loved _____, so they decided to get back together again.

Vocabulary

Complete the puzzle and find the mystery word.



- 1 If it's your birthday, you might _____ a party.
- 2 If someone dies, you might visit their _____.
- 3 If you like reading, you might _____ to a magazine.
- 4 If you don't do your job well, you could get _____.
- 5 You _____ out the candles on a birthday cake.
- 6 If people die, we sometimes say they pass _____.
- 7 If you don't like your job, you can hand in your _____.
- 8 You can buy books in a _____.

Speaking and Writing

Work in pairs. Look back at the topics you have studied in *Global Intermediate* and write five questions to ask another pair. Then work with another pair and ask each other your questions.

Using your dictionary: exploring synonyms

1 Work in pairs. Think of other verbs with the same meaning as *leave* and *arrive*. Which prepositions can you use with *arrive*?

Words that have the same meaning as another word are called **synonyms**. In a dictionary they are sometimes given in the entry for the word with the symbol = or →, and sometimes in a separate box.

2 Read the dictionary entries and check your ideas from exercise 1.

Other ways of saying **leave**

- * **depart** (*formal*) to leave a place: used mainly about planes, trains, and other types of transport
- * **go away** to leave a place: Often used for ordering someone to leave
- * **set off** to leave a place at the beginning of a journey
- * **storm out** to leave a place in an angry way

* You **arrive in** a town or country, and you **arrive at** a building or place. *What time will she arrive in New York? He arrived at the airport early.*

* You can also say that you **reach** or **get to** a town, country or building. **Reach** is more formal than **get to**: *The ambulance took 30 minutes to reach the hospital. I'll call you when I get to my hotel.*

3 Work in pairs. Complete the sentences using a correct form of a synonym for *arrive* or *leave*.

- 1 The 4.00 train to Leeds will _____ from platform 9.
- 2 What time do you think you'll _____ to the party?
- 3 After the argument, she just _____.
- 4 Our flight is at 8am so we'll need to _____ early.
- 5 _____! Can't you see I'm busy?
- 6 They finally _____ the top of the mountain at 6pm.

Study tips

- * When you look up a word in a dictionary notice any synonyms in the entry
- * Make lists of synonyms in your vocabulary notebook.

Communication activities: Student A

Unit 2, Reading (page 24)



ATLANTIS – the city beneath the sea

The Ancient Greeks used to talk about Atlantis – a legendary city beneath the sea. They described it as a large island in the Atlantic ocean. The story says that Atlantis used to be a perfect society, until one day its government became dishonest and corrupt. There was a giant earthquake and the whole island disappeared under the sea.

The legend of Atlantis has remained popular for hundreds of years. Atlantis still inspires literature today, as its name can mean any ancient, advanced and lost civilisation.

Glossary

ancient (*adjective*) – very old

corrupt (*adjective*) – doing dishonest, illegal, or immoral things in order to gain money or power

inspire (*verb*) – to give someone the idea for a piece of work

Unit 4, Speaking (page 45)

1 You and your partner are friends. You are having a very bad day, and several bad things have happened to you. Think of three or four things, and make some notes.

2 Start a conversation with your partner. Tell them your news, and then ask them about their news.

A: Hi.

B: Hi, how's it going?

A: Not too well.

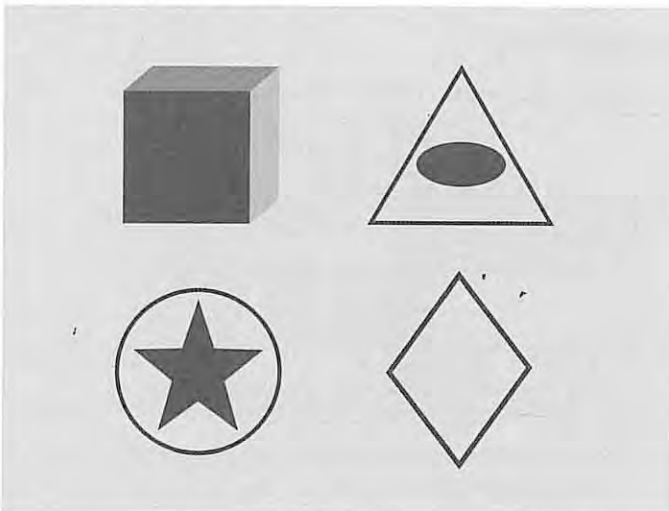
B: What's the matter?

A: Well, I've ...

Unit 6, Vocabulary and Speaking (page 69)

Work with your partner and follow the instructions. Do not show your partner the picture.

1 Give your partner an overview of this picture, using the phrase below.



My picture has a ..., a ... and a ...

- 2 Give instructions for your partner to draw the picture. When they have finished show them the picture. Are the pictures the same?
- 3 Listen to your partner's instructions and try to draw their picture. When you have finished look at their picture. Are they the same?

Useful phrases

- Draw the ... next to the / to the right of the ...
- Then draw the ... underneath / above / inside the ...



Unit 10, Reading and Speaking (page 116)

Birthday cards

People send birthday greetings using cards and postcards in many cultures. It is not known when and where exactly the tradition of sending birthday cards began, however it is believed that it was in England in the early nineteenth century. In those days people sent birthday cards because they couldn't wish somebody a happy birthday in person.

In 1840 the first postage stamp was issued in Britain and sending birthday cards became easier, cheaper and therefore more popular. The development of colour printing processes in the 1930s also helped to increase sales of cards.

Today cards are often given with a present, even when the person delivers their wishes in person. In recent times e-cards have also become popular: many people are starting to use these instead of traditional cards as they are free, environmentally friendly and arrive more quickly. So will e-cards replace paper cards completely in ten or twenty years? Probably not. For young children and the elderly or for very formal occasions, e-cards are not appropriate and many other people simply don't have internet access.



Unit 10, Grammar and Speaking (page 117)

Look at the picture above. Your partner has a similar picture. Describe what the people are doing, what they are going to do and what they have done. Try to find five differences.

Useful phrases

- In my picture the man is going to ...
- The man has already ...
- The woman is ...
- The woman isn't ..., she's ...

Communication activities: Student B

Unit 2, Reading (page 24)

EL DORADO – the city of gold



The words El Dorado mean **The Golden One** in Spanish. The legend of a golden city in South America started in the 1530s. It probably comes from a tradition of the Muisca people in the highlands of Colombia. The king of this tribe would cover his body in gold and go to the middle of a lake in the mountains. There he would offer treasures to the gods. He was the original Dorado, or Golden Man. The story soon changed to a golden city, or even kingdom. Many European explorers, excited by the legend, went in search of El Dorado but never found it.

Today, the name El Dorado can represent any place where you can make lots of money, quickly.

Glossary

explorer (noun) – someone who travels to a place that other people do not know much about in order to find out what is there

kingdom (noun) – a country or area ruled by a king or queen

Unit 4, Speaking (page 45)

1 You and your partner are friends. You are having a great day, and several good things have happened to you. Think of three or four things, and make some notes.

2 Start a conversation with your partner. Ask your partner about their news, and then tell them your news.

A: Hi.

B: Hi, how's it going?

A: Not too well.

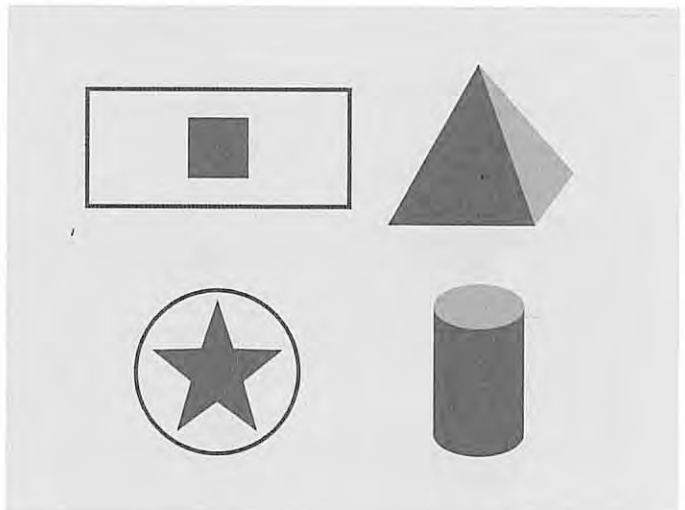
B: What's the matter?

A: Well, I've...

Unit 6, Vocabulary and Speaking (page 69)

Work with your partner and follow the instructions. Do not show your partner the picture.

- 1 Listen to your partner's instructions and try to draw their picture. When you have finished look at their picture. Are they the same?
- 2 Give your partner an overview of this picture, using the phrase below.



My picture has a ..., a ... and a ...

- 3 Give instructions for your partner to draw the picture. When they have finished show them the picture. Are they the same?

Useful phrases

- Draw the ... next to the / to the right of the ...
- Then draw the ... underneath / above / inside the ...



Unit 8, Global voices (page 99)

All of these are things that have been lost on public transport in London.

Unit 10, Reading and Speaking (page 116)

Birthday song

If it's your birthday soon, then at least one person will probably congratulate you with a song. Many different birthday songs are sung around the world but *Happy Birthday to You* is one of the most popular (and the most recognised song in the English language). It has been translated into several other languages and it was also the first song that was sung in space – by the Apollo 9 crew in March 1969.

Strangely, it is a copyrighted song. The music for the song was written by two schoolteachers in the US, sisters Patty and Mildred Hill in 1893. They had originally written a song called *Good Morning to All* to welcome children to class at the beginning of the day. However, the words *happy birthday to you* later replaced the original lyrics and the song became known as 'the birthday song'. The story would have ended there if Jessica Hill, Patty and Mildred's sister, hadn't gone to court: in 1935 she won copyright of the song. Today the copyright is owned by an American media company and will expire in 2030.



Unit 10, Grammar and Speaking (page 117)

Look at the picture above. Your partner has a similar picture. Describe what the people are doing, what they are going to do and what they have done. Try to find five differences.

Useful phrases

- In my picture the man is going to ...
- The man has already ...
- The woman is ...
- The woman isn't ..., she's ...

Additional material

Unit 1 (page 9)

- | | |
|-----------|--------------|
| 1 Chinese | 6 Bengali |
| 2 Spanish | 7 Portuguese |
| 3 English | 8 Russian |
| 4 Arabic | 9 Japanese |
| 5 Hindi | 10 German |

Unit 1 (page 12)

Work in pairs. Read the answers to the questions about Australia on page 12. Can you remember the questions?

- 1 It comes from the Latin word *australis*, which means 'southern'.
- 2 Now known as Anzac Day, this was the date when the Australian and New Zealand forces landed at Gallipoli in Turkey to fight in the First World War. This led to an important battle when many Australian soldiers died.
- 3 Captain James Cook, in the 18th century.
- 4 Common leisure time activities include playing sports and other outdoor activities as well as television watching and socialising with friends.
- 5 Blue, white and red.
- 6 Jørn Utson, a Danish architect.
- 7 Shaking hands is more common, although close female friends and men and women friends may kiss.
- 8 England and Ireland.
- 9 A large sandstone rock formation in the middle of Australia.

Unit 3, Writing (page 37)

Use your list to write a list poem. Follow the instructions.

- 1 Choose the most interesting things in your list and write some adjectives to describe them.
- 2 Put your words into six to eight lines. Use *hot* or *cold* as your first and last line. Your poem doesn't have to rhyme but it should sound good. Move the words and lines around and practise saying them until your poem sounds right.
- 3 When you're happy with your poem, read it to the class.

Unit 6, Study skills (page 77)

Mostly As: You are doing the right things. These will help you become fluent and confident.

Mostly Bs: You are doing some of the right things but you could benefit from trying some of the ideas on page 77.

Mostly Cs: In order to improve your speaking you need to change your habits. Try some of the ideas on page 77.

Unit 8, Speaking (page 93)

1 Work in small groups. You are going to play a guessing game. Follow the instructions.

- 1 Student A leaves the group.
- 2 The rest of the group choose one of the questions below. Each person thinks of an answer. Try to answer with more than one word, but not a whole sentence. Use Grammar exercise 3 on page 93 to help you.
- 3 Student A joins the group again. The group tell student A their answers to the question.
- 4 Student A tries to guess the complete question.
- 5 Repeat with other students leaving the group.

- If you could visit any country, where would you go?
- If you met the President of the United States, what would you say?
- If you could eat anything now, what would you eat?
- If you were an animal, what would you be?
- If you weren't in English class right now, where would you be?
- If you could travel in time, where would you go?
- If you met the Queen of England, what would you say?
- If you found a suitcase with \$100,000 in it, what would you do?
- If you were the leader of your country, what would you change?
- If you were a fruit or vegetable, what would you be?



Unit 8, Speaking (page 97)

Picture a

The silver boar was a badge which was worn on a hat.

Picture b

This gold object was the buckle of a belt.

Picture c

This is the lid of a purse. It was used to cover a leather bag containing gold coins.

Picture d

This is a gold bracelet. The hollow spaces contained glass or semi-precious stones.

Picture e

This is a piece of gold clothing. It was worn for special ceremonies.

Picture f

This object is a pepper pot. It has holes in the bottom for sprinkling pepper.

Unit 10, Reading (page 120)

Captain Oates was a member of Captain Robert Falcon Scott's Antarctic expedition in 1911–1912. They left their base camp in Ross Island in November 1911 and despite severe weather, Scott and his team reached the South Pole on 18th January 1912. They found that Roald Amundsen had planted the Norwegian flag there 34 days earlier. On the return journey to base camp temperatures fell to minus 47 degrees and the party had little food and water. Oates had frostbitten feet and could only walk very slowly. He asked the rest of the team to leave him so that the others could survive – one man had already died of the cold. They refused so on 17th March Oates left the others and walked to his death. Scott and the other two remaining members died on 29th March.

Unit 4, Reading (page 46)

Bruno: Want me to tell you one of my ideas for murdering my father?

Guy: [*indicating the detective novels*]

You've been reading too many of these.

Bruno: You want to hear about the busted light socket in the bathroom, or the carbon monoxide in the garage?

Guy: No. I may be old fashioned, but I thought murder was against the law.

Bruno: But not against the law of nature. My theory is that everybody is a potential murderer. Didn't you ever want to kill somebody? Say one of those useless fellows Miriam was running around with?

Guy: You can't go around killing people just because you think they're useless.

Bruno: Oh, what's a life or two? Some people are better off dead, Guy. Take your wife and my father, for instance. It reminds me of a wonderful idea I had once. I used to put myself to sleep at night figuring it out. Now, let's say you want to get rid of your wife.

Guy: Why?

Bruno: Let's say she refuses to give you a divorce. [*raises a finger and stops Guy's protest*] Let's say. You'd be afraid to kill her because you'd get caught. And what would trip you up? Motive. Now here's the plan ...

Guy: I'm afraid I haven't time to listen.

Bruno: It's so simple, too. A couple of fellows meet accidentally, like you and me. No connection between them at all. Never saw each other before. Each of them has somebody he'd like to get rid of, but he can't murder the person he wants to get rid of. He'll get caught. So they swap murders.

Guy: Swap murders?

Bruno: Each fellow does the other fellow's murder. Then there is nothing to connect them. The one who had

the motive isn't there. Each fellow murders a total stranger. Like you do my murder and I do yours.

Guy: We're coming into my station.

Bruno: For example, your wife, my father. Criss-cross.

Glossary

better off (*adjective*) – in a better situation

busted (*adjective*) – broken

fellow (*noun*) – a man

figure out (*phrasal verb*) – to be able to understand something or solve a problem

old fashioned (*adjective*) – not modern or fashionable

put sb to sleep (*phrase*) – to cause someone to begin sleeping

trip up (*phrasal verb*) – to make a mistake

Grammar focus

Unit 1

State and action verbs

We use action verbs to describe things that happen. Action verbs are used in the present simple or the present continuous.

*The sun **shines** there every day. The sun **is shining** today.*

We use state verbs to describe states like being, possessing, feeling and thinking. State verbs aren't usually used with the present continuous.

*~~What are you meaning?~~ What do you **mean**?*

Some common state verbs are: *agree, appear, be, believe, belong, contain, feel, fit, forget, hate, have, last, like, love, matter, mean, need, own, prefer, realise, remember, seem, understand, want*

Some of these verbs can be state or action verbs, although the meaning changes.

*These clothes **feel** lovely and soft.* (The state of the clothes)

*She's **feeling** the clothes to see if she likes them.* (The action of touching and feeling)

Some state verbs are used as action verbs in informal contexts, for example *like* and *love*.

*I'm **loving** it.*

Present simple and present continuous

	Affirmative	Negative	Question
Present simple	I/You/We/They speak Russian. He/She/It speaks Russian.	I/You/We/They do not (don't) speak Russian. He/She/It does not (doesn't) speak Russian.	Do I/you/we/they speak Russian? Does he/she/it speak Russian?
Present continuous	I am ('m) speaking French. You/We/They are ('re) speaking French. He/She/It is ('s) speaking French.	I am ('m) not speaking French. You/We/They are not (aren't) speaking French. He/She/It is not (isn't) speaking French.	Am I speaking French? Are you/we/they speaking French? Is he/she/it speaking French?

Use the present continuous to talk about things that are happening now and about temporary and changing situations.

Use the present simple to talk about habits and routines and about things that are always true.

We don't usually use the present continuous with state verbs.

Questions

In questions with *be* the verb goes before the subject.

Is she a famous composer?

In questions with modals, questions in the present or past continuous and present or past perfect the subject goes between the auxiliary verb (*can, will, is, was, has etc*) and the main verb.

*Where **can** you **study** art or music in the city?*

*Have you **taken** a citizenship test?*

In present simple or past simple questions, the auxiliary verb *do/did* goes before the subject.

*When **does** the country **have** elections?*

*Where **did** the first president **come** from?*

Subject / Object questions

When a question word is the object of a present simple or past simple question, use *do/does* or *did*.

object subject
*Which authors **do** you like best?*

When a question word is the subject of a present simple or past simple question, we don't use *do/does* or *did*.

subject object
*Who **painted** the Mona Lisa?*

Unit 1 Exercises

State and action verbs

1 Choose the correct option.

- 1 What *are you meaning* / *do you mean*?
- 2 I'm sorry, *I'm not understanding* / *I don't understand*.
- 3 As a result of the internet, languages around the world *change* / *are changing* more these days than in the past.
- 4 Some English words *are appearing* / *appear* very difficult to pronounce.
- 5 His English *is sounding* / *sounds* perfect.
- 6 I *am never forgetting* / *never forget* new words or phrases.

Present simple and present continuous

2 Complete the sentences with the present simple or present continuous form of the verb in bold.

- 1 **drive**
 - a He _____ a motorbike every day.
 - b He _____ to and from work this week.
- 2 **speak**
 - a She _____ three languages.
 - b She _____ to her doctor at the moment.
- 3 **work**
 - a I _____ in Belgium for the rest of the year.
 - b I enjoy my job – I _____ as a chemist.
- 4 **translate**
 - a They _____ documents and offer other services.
 - b They _____ some documents for an important case.

3 Complete the sentences with the present simple or present continuous form of the verb in brackets. Use the present continuous when possible.

- 1 I _____ (*understand*) you very well.
- 2 We _____ (*study*) business at a college in Ireland.
- 3 He _____ (*take*) flying lessons every Wednesday evening.
- 4 Where _____ you _____ (*go*)?
- 5 I'm sorry, I _____ (*not remember*) your name.
- 6 We _____ (*live*) in Morocco at the moment.
- 7 She _____ (*learn*) Spanish for her new job.
- 8 We _____ (*not want*) to leave yet.

Questions

4 Complete the questions with the correct form of *do* or *be*.

- 1 Which city _____ the capital of your country?
- 2 What kind of place _____ the capital of your country?
- 3 _____ your city belong to a Capital of Culture programme?
- 4 _____ lots of tourists visit the capital of your country?
- 5 What _____ the most interesting parts of the city to visit?

5 Complete the questions.

- 1 _____ to Istanbul?
We probably go once or twice a year.
- 2 _____ there for the first time?
I think we went there about eight years ago.
- 3 _____ Istanbul for a holiday?
Well, we didn't really choose it. We went to a wedding.
- 4 _____ about Istanbul?
Well, we like everything about it – the people, the culture.

Subject / Object questions

6 Complete the questions with the words in the box.

do most people live do the people speak live there
make up the government

- 1 How many people _____ ?
- 2 In which cities _____ ?
- 3 What languages _____ ?
- 4 Which political parties _____ ?

7 Use these words to make questions.

- 1 Who / write / *Frankenstein*?
- 2 What time / Americans / usually / eat lunch?
- 3 How many / famous authors / come from / Dublin?
- 4 What / Brazilians / celebrate / on 7th September?
- 5 Which 20th century world leader / spend / 27 years / in prison?
- 6 How often / India / have / a national election?

Unit 2

Past simple and past continuous

Use the past simple to talk about completed actions in the past.
He met his wife in 1988.

Use the past continuous for actions in progress in the past or temporary situations in the past.
He was working at a restaurant.

The past continuous can be used as a background or context to another event in the past simple.
He was working at a restaurant when he met his wife.

We also often use the past continuous for activities that are interrupted by a completed action. It is used in contrast with the past simple.

He was watching TV when the phone rang.

We often use *when* before the past simple and *while* before the past continuous.

I was reading a book when I fell asleep.

I fell asleep while I was reading a book.

To form negatives and questions in the past simple, use the auxiliary verb *did*.

She didn't notice him.

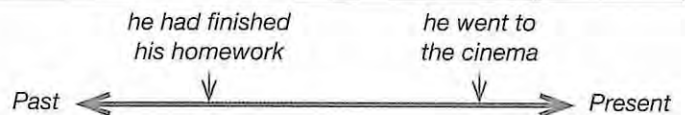
Did she know he would be an important part of her life?

Past perfect and past simple

Affirmative	Negative	Question
I/You/He/She/It/We/They had ('d) read the book.	I/You/He/She/It/We/They had not (hadn't) read the book.	Had I/you/he/she/it/we/they read the book?

Use the past perfect to talk about an event in the past that happened before another event or a specific time in the past.

He went to the cinema when he had finished his homework.



Modifiers

Weaker	Stronger
a bit fairly a little quite rather	extremely really terribly very

Use modifiers like *very* and *quite* to make adjectives and adverbs stronger or weaker. The modifier goes before the adjective or adverb.

The woodcutter was terribly sad.

The children were quite tired.

The modifiers *quite*, *fairly*, and *really* are more common in spoken language.

Modifiers can be used to soften a statement, making it less direct.

He's boring. → He's not very interesting.

Used to and would

Affirmative	Negative	Question
<i>I used to play tennis.</i>	<i>I didn't use to play tennis.</i>	<i>Did you use to play tennis?</i>
<i>I would play tennis.</i>	<i>I wouldn't play tennis.</i>	—

Used to and *would* can both be used to talk about habitual actions in the past.

I used to live in the countryside. I would go for long walks

Would is not very common in questions with this use.

Used to is also used to talk about habitual states in the past. We don't use *would* to talk about states.

~~*I would have long hair.*~~ *I used to have long hair.*

Unit 2 Exercises

Past simple and past continuous

1 Complete the text with the correct form of the verbs in brackets.

I (1) _____ (have) the best and worst experiences of my life while I (2) _____ (live) in India. I (3) _____ (travel) round the country, when I (4) _____ (hear) about a project for street children in Jaipur. I (5) _____ (join) the team of volunteers and every day I (6) _____ (prepare) food for homeless children who (7) _____ (live) on the streets. While I (8) _____ (work) there, I also (9) _____ (help) an Indian colleague to teach English.

2 Combine the sentences. Use the past simple and past continuous. She walked to work from 9.00–9.30am. She saw an accident at 9.15am.

She was walking to work when she saw an accident.

- 1 He lived in Russia from 1992 to 2004. He met his wife in 1999.
He was living in Russia when he met his wife.
- 2 I worked all morning. The fire alarm went off at ten o'clock.
- 3 She listened to the teacher for the whole class. Her phone rang in the middle of class.
- 4 I had a meal in a restaurant. Someone took my bag.
- 5 The boy played on the roof. He fell down and broke his leg.

Past perfect and past simple

3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple for one verb and the past perfect for the other.

- 1 She _____ (move out) of the house because she _____ (argue) with her parents.
- 2 When the son _____ (finish) his studies the family _____ (go) to another country.

- 3 The two brothers _____ (stop) talking to each other because they _____ (fall out) over some money.
- 4 The children _____ (visit) their grandmother when she _____ (return) from hospital.
- 5 She _____ (refuse) to answer his calls because he (lie) _____ to her.

Modifiers

4 Add the modifiers *very* or *quite* to five places in the text. Sometimes either modifier can be used. You may need to make the sentence negative.

When Josh was young, around six years old, his father read him books at bedtime. They were usually simple stories about animals or spacemen. However, one day Josh's father brought home a book of old fairy tales. While Josh listened to these stories, he sometimes got frightened and hid under the blankets. However, he preferred the fairy tales to the other stories, which he found boring.

5 Rewrite each sentence to make it less direct. Use *very* and an adjective in the box.

clean clever friendly nice pretty warm

It's cold in here. It isn't very warm in here.

- 1 This place is ugly.
- 2 Her son is unfriendly.
- 3 Those curtains are a horrible colour.
- 4 That restaurant is really dirty.
- 5 He's stupid.

Used to and would

6 Cross out the forms that are not possible. Sometimes both forms are possible.

- 1 When I was a child, we *used to* / *would* go to the same place on holiday.
- 2 We *used to* / *would* go camping on a Swedish island.
- 3 There *didn't use to* / *wouldn't* be any electricity.
- 4 We *used to* / *would* cook meals over a campfire.
- 5 I *used to* / *would* love it.

7 Rewrite the text in the past tense, using *would* and *used to*.

Many people believe that there is a city somewhere in England called Camelot. They think that forests and plains surround it and that the famous King Arthur lives there. In the castle of Camelot there is the famous Round Table. The king holds meetings with his knights around this table. Outside the castle there is a large green field where the king and his knights participate in fairs and jousts.

Many people used to believe ...

Unit 3

Future forms: plans and intentions

We can use *be going to*, the present continuous and *will* to talk about future plans, decisions and arrangements.

What are you going to do this weekend?

When are you meeting your friend?

You don't need to fetch us, we'll take the bus.

We often use the present continuous when a plan is more fixed, for example arrangements with other people or travel arrangements.

He's leaving tomorrow. (He has bought his tickets.)

He's visiting his aunt next week. (This is his plan.)

We use *will* to talk about plans which are made spontaneously, at the time of speaking.

'Do you want to go out tonight?' 'OK, I'll meet you at seven.'

will and be going to for predictions

Use *will* and *be going to* for future predictions.

We usually use *be going to* when a prediction is based on strong evidence, for example when we can see that something will happen.

Look at those dark clouds. It's going to rain.

He hasn't studied very much. He's going to fail the exam.

Use *perhaps*, *probably* and *definitely* to say how likely a prediction is. Use *perhaps* at the beginning of a sentence. Use *probably* and *definitely* before the main verb.

They'll probably win the match.

He looks very confident. He's definitely going to pass the exam.

Perhaps she'll phone me tonight.

so and such

So and *such* have a similar meaning to *very*.

Use *so* before an adjective.

It was so hot that it was impossible to work.

Use *such* before a noun phrase.

It was such a nice day that we decided to eat outside.

After the adjective or noun phrase we use a *that* clause to talk about a result. *That* can sometimes be omitted.

I was so happy that I cried.

I was so excited I couldn't sleep.

Be careful not to confuse *so* and *such*.

~~*It was so cold weather that we stayed inside.*~~ *It was such cold weather that we stayed inside.*

Real conditionals

Zero conditional

if clause		Main clause
If / When	+ present simple	I/you, etc + present simple or imperative

Use the zero conditional to talk about things that always happen in certain conditions.

If the temperature drops to zero degrees or below, water freezes.

First conditional

if clause		Main clause
If	+ present simple	I/you, etc will/can/should/might (not) + verb or imperative

Use the first conditional to talk about a possible future situation.

If you buy one of these, we'll give you the second one for half price.

Unit 3 Exercises

Future forms: plans and intentions

1 Complete the text with the correct form of the verb in brackets to express future plans. Use the present continuous when possible.

At GreenSpeed we are committed to the planet. We (1) _____ (*launch*) our new environmentally-friendly car next year. We (2) _____ (*offer*) drivers a new experience, combining the excitement of driving with the knowledge that they are protecting the environment. We (3) _____ (*begin*) the production of these new cars next month, and the testing phase

(4) _____ (*start*) in three months' time. However we (5) _____ (*not stop*) stop there. Once these cars are on the market we (6) _____ (*continue*) with our plans for a new range of green motorbikes. That's why our slogan at GreenSpeed is 'innovation in motion'.

will and going to for predictions

2 Complete the conversations with *will* or *going to*. Sometimes both are possible.

- 1 A: It said on the news that there _____ be a shortage of oil this month.
B: That means that the price of petrol _____ definitely go up again. I'm glad we sold our car!
- 2 A: Look, our flight's delayed. We _____ be late for the meeting.
B: That's OK, they _____ probably rearrange it for another time.

- 3 A: The sky's really clear tonight – I think it _____ be a hot day tomorrow.
B: I hope so – perhaps we _____ be able to have a barbecue.
- 4 A: I think she _____ get the job.
B: I'm not so sure. I've seen the other applications. She _____ have lots of competition.

so and such

3 Use these words to make sentences about the past with *so* or *such*.

last night / it / be / cold / the windows / freeze.

Last night it was so cold that the windows froze.

- 1 This morning I / be / tired / fall asleep / at my desk.
2 Yesterday / be / hot day / we / spend / the day in the park.
3 It / be / late / the shops / be / closed.

- 4 He / work / hard / his back / hurt.
5 It / be / a bad storm / the airport / be closed.
6 The roads / be / icy / it / be impossible to drive.

Real conditionals

4 Is the speaker *certain* or *not certain* about the event in the second clause?

- 1 If you touch that, you'll burn yourself.
2 If we have time, we might see the pyramids.
3 If you burn something, the smoke alarm goes off.
4 If he comes to Alaska, he always visits.
5 If it works, I may buy another one.
6 If it doesn't snow, we should be able to leave tonight.
7 If you pack the right clothes, we could go skiing.
8 If your cold gets worse, we'll stay at home.

5 Complete the conversation with the correct words.

- A: Now, if you come over here I / I'll show you how it works. What model were you interested in?
B: The Z-100. How much is it? If it's / it will be more than 50 euros then I can't really can't afford it.
A: Now, don't worry about that. Let me show you how it works first, and if you're interested we'll / we discuss our special offer.
B: Special offer?
A: Yes, we can give you up to six months completely interest-free if you buy / will buy anything over a hundred euros – but only this week.
B: Well, my limit was fifty euros. Will / Do you hold it for me if I leave a deposit?
A: Of course! And you haven't seen how this amazing machine works yet. Here, let me show you ...

Present perfect and past simple

Affirmative	Negative	Question
I/You/We/They have ('ve) finished .	I/You/We/They have not (haven't) finished .	Have I/You/We/They finished ?
He/She/It has ('s) finished .	He/She/It has not (hasn't) finished .	Has he/she/it finished ?

The present perfect is formed with the verb *have* + past participle.

Use the present perfect ...

- to talk about an unspecified time in the past.

*People **have bought** his paintings for millions of dollars.*

- to talk about experiences up to the present.

*He **has lived** in France for years. (He still lives there now.)*

- to talk about finished actions that are relevant now.

*I've **forgotten** her name. (I don't remember it now.)*

We often use the present perfect with *ever* and *never*.

*Have you **ever been** to Arizona? (at any time in your life)*

*I've **never seen** a desert. (up to now)*

Be careful not to confuse *be* and *go* in the present perfect.

*They've **been** to France. (They went to France and came back.)*

*They've **gone** to France. (They are still in France.)*

The present perfect is not used with a specific time reference.

*~~The two artists **have met** in 1906.~~ The two artists **met** in 1906.*

Present perfect with *yet* and *already*

The present perfect is often used with (*not*) *yet* and *already*.

We use *yet* at the end of a clause. It is used in questions to ask if something we expected has happened.

*Have you **done** the washing up **yet**?*

We use *not yet* to talk about something that hasn't happened, but that we expect to happen in the future.

*The letter **hasn't arrived yet**.*

We use *already* to say that something has happened earlier than expected. It is usually used in the middle of a clause, but can also be used at the end of a clause for emphasis.

*I've **already had** lunch.*

*Have you **finished already**?*

Modals of deduction

These verbs can be used to express how certain or uncertain you are about something.

Certain it is It **must** be ...



Certain it isn't It **can't** be ...

It **may / could / might** be ...

*It **must** be John's wallet – there's a photo of his wife in it.*

*I'm not sure who sent the flowers. They **might** be from Dominic.*

*That **can't** be George at the door; he's on holiday at the moment.*

Language note: the opposite of *must be* is *can't be*.

Somebody, anybody, nobody, everybody

We use the pronouns *somebody*, *anybody*, *nobody* and *everybody* when we don't want to refer to a specific person or when we don't know who the person is.

Somebody is usually used in affirmative sentences and in questions where we expect a particular answer.

*If **somebody** had all those characteristics they would be a natural ideal.*

*Will **somebody** help me? (We expect the answer to be yes.)*

Anybody is usually used in negatives and in questions when we don't know what the answer will be.

Anybody also means 'it doesn't matter who' in affirmative sentences.

*Is **anybody** going to help me? (We don't expect the answer to be yes.)*

***Anybody** can come to the meeting. (It doesn't matter who.)*

Nobody means 'no people' and *everybody* means 'every person' in affirmative sentences.

***Nobody** answered her request for help.*

***Everybody** must attend the meeting.*

We use these pronouns with a singular verb. However we can use *they* to refer back to them.

***Somebody** sent me some flowers, and **they** left this note.*

The same rules apply for words ending with *-thing* or *-where*.

*She knows **something**. We're going **nowhere**. Please don't buy me **anything**.*

Language note: we can also use *someone*, *anyone*, *no-one* and *everyone*.

Unit 4 Exercises

Present perfect and past simple

1 Choose the correct words to complete the text.

Critics (1) *called / have called* Picasso's picture *La Vie* (Life) one of his most important works. Picasso (2) *painted / has painted* the picture in 1903. In 1901 his good friend Casagemas (3) *killed / has killed* himself. Picasso (4) *gave / has given* the man in *La Vie* Casagemas's face. People (5) *found / have found* it difficult to interpret this picture. But it is clear that Picasso (6) *used / has used* the picture to deal with the pain of his friend's death.

2 Complete the questions with the present perfect or past simple form of the verbs in brackets.

- Where _____ you _____ (*meet*) your best friend?
- How long _____ you _____ (*know*) each other?
- _____ you _____ (*go*) to school together when you were children?
- _____ you ever _____ (*lose touch*)?
- _____ you ever _____ (*have*) an argument?

Present perfect with *yet* and *already*

3 Complete the conversations with *yet* or *already*.

- A: Have you seen the new art exhibition at the town hall?
B: No, I haven't been _____. Is it any good?
- A: Have you heard any news from your friend in Spain?
B: No, I haven't heard from him _____.
- A: Your friend Jacob called. He wanted you to call him.
B: It's OK, I've _____ called him back.
- A: Have you started _____?
B: No, I'll start tomorrow.
- A: Don't forget you need to talk to Sue this morning.
B: It's OK, I've spoken to her. Hasn't she told you _____?
- A: Do you still see any friends from school?
B: Oh yes. We've _____ had quite a few reunions.

4 Look at the list. Write sentences about what the guard has already done and what he hasn't done yet.

Guard's checklist

walk up the wall ✓
walk down the wall ✗
look to the right ✓
look to the left ✓
eat lunch ✗
polish helmet ✗

- He has already _____
- _____
- _____
- _____
- _____

Modals of deduction

5 Complete the dialogue with *might*, *must*, *can't* or *may*.

- A: Now, Mr Jones. I have some questions for you.
B: Yes, Inspector. But I (1) _____ not remember everything. I'll try.
A: That's fine. I know it (2) _____ be very difficult for you, Mr Jones. First of all, did your wife have any enemies?
B: No, not at all. Everybody loves her.
A: Well that (3) _____ be true, sir. You see, we found several threatening emails on her computer.
B: Threatening emails? Impossible! There (4) _____ be a mistake.

- A: I'm afraid not, sir.
B: Well, they (5) _____ be for me. Or for someone else.
A: When was the last time you saw your wife Mr Jones?
B: Yesterday. No. Sorry. The day before. Look, why are you wasting time? She (6) _____ be in trouble!
A: Mr Jones. I think you (7) _____ be lying. We're going to continue this conversation at the station.
B: I ... I ... I need my lawyer!

Somebody, anybody, nobody, everybody

6 Complete the sentences with *somebody*, *anybody*, *nobody* or *everybody*.

- I don't know what to get her for her birthday. Does _____ have any ideas?
- It's a very quiet restaurant. _____ I know goes there.
- Make sure you send the email to _____ – it's important that they all hear the news.
- Will _____ clean up this mess, please?
- I've rung the doorbell three times. I don't think _____ is there.
- He's the most popular person I know. _____ wants to be his friend.

Unit 5

Modals of obligation and permission

Use the modal verbs *must* and *have to* to talk about obligation.

*You **must** obey these laws.*

*They **have to** wear a uniform to work.*

Use *not have to* to say that something isn't necessary.

*You **don't have to** come to work tomorrow. (You can stay at home.)*

Language note: we use *mustn't* to talk about prohibition.

*You **mustn't** go there. (Don't go there.)*

We use *need to* and *needn't* in the same way as *have to* and *not have to*.

*You **need to** wear a uniform to work.*

*You **don't need to** come to work tomorrow.*

Use *can (not)* and *may (not)* and *be (not) allowed to* to talk about permission.

*You **can't** leave work early today.*

*You **may** go now.*

*We **aren't allowed to** use the lift today.*

Language note: remember to use the infinitive without *to* after modal verbs like *must*, *can*, *may* and *could*.

*~~I **must to** speak with her.~~ I **must speak** with her.*

Past modals of obligation

Use *had to* to talk about obligation in the past. *Had to* is the past form of *have to* and *must*.

*I **had to** work late last night..*

Use *didn't have to* to talk about lack of obligation in the past.

*I **didn't have to** get up early this morning.*

Use *was/were (not) allowed to* or *could (not)* to talk about permission in the past.

*I **could** use my laptop on the plane, but I **wasn't allowed to** use my phone.*

Present perfect simple and continuous, for and since

Affirmative	Negative
I/You/We/They have ('ve) been behaving well. He/She/It has ('s) been hearing things about this class that I don't like.	I/You/We/They have not (haven't) been behaving well. He/She/It has not (hasn't) been behaving well.

Use the present perfect continuous to describe an action that started in the past and continues now, and to emphasise how long it has happened for.

Use the present perfect simple to talk about finished actions which happened recently and are relevant now.

*The teacher **has lost control of** the class.*

The present perfect simple and present perfect continuous can often be used in the same way, with little difference in meaning.

*I've **taught** here for ten years.*

*I've **been teaching** here for ten years.*

Language note: we usually use the present perfect simple with state verbs.

*~~She's **always been loving** him.~~ She's **always loved** him.*

We often use the time expressions *for* and *since* with the present perfect simple and present perfect continuous to talk about unfinished actions or states.

Use **for** to talk about a period of time

*I've **been learning Spanish for five years.***

Use **since** to talk about a point in time.

*I've **worked here since 2008.***

Separable phrasal verbs

A phrasal verb is a two-word verb consisting of a verb and a particle, for example *tidy up*, and *try on*.

Most phrasal verbs are separable. This means the verb and the particle can be separated by an object. Some common separable phrasal verbs are: *bring up*, *keep up*, *look up*, *put on*, *take up*, *tell off* and *try on*.

If the object is a pronoun it goes between the verb and particle.
*Please **tidy it up.***

If the object is a noun, it can go after the verb and particle, or between the verb and particle.

*Please **tidy up** that mess.*

*Please **tidy** that mess **up.***

Unit 5 Exercises

Modals of obligation and permission

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

- 1 You _____ use that computer. It's got a virus.
- 2 You _____ use that computer – It's slow. Why don't you use my computer instead?
- 3 Passengers _____ use their mobile phones when the plane is taking off.
- 4 Passengers _____ use their mobile phones to call home, they can use the free phones in the lounge.
- 5 The children _____ stay up too late. They have school tomorrow.
- 6 The children _____ go to bed now. They don't have school tomorrow.
- 7 I _____ go to work today, I can take the day off.
- 8 I _____ go to work today, the doctor told me to rest.
- 9 You _____ wear a suit to the meeting, it's very informal.
- 10 You _____ wear jeans to the meeting; you need to look smart.

Past modals of obligation

2 Complete the text with *could*, *couldn't*, *didn't have to*, *had to* or *was/were allowed to*.

One of the first and largest bureaucracies in the world was the Chinese bureaucracy. It lasted for more than 1300 years, from the Sui Dynasty in 605 to the end of the Qing Dynasty in 1912. To become a bureaucrat, individuals (1) _____ take a series of tests, called The Imperial Examination. In theory, any male adult (2) _____ take the test, but women (3) _____ participate.

The Imperial Examination lasted three days. Each student (4) _____ bring in pens, ink, food and something to sleep on. There were no interruptions, and students (5) _____ communicate with the outside world. They (6) _____ stay for the full three days, but if they left early then they automatically failed.

Present perfect simple and continuous, for and since

3 Complete the second sentence so that it has a similar meaning to the first, using the word in brackets.

- 1 I started at this school five years ago.
I _____ here for five years. (*teaching*)
- 2 I was born in this town and I've never left.
I _____ here all my life. (*lived*)
- 3 They started running at six o'clock and haven't stopped since!
It's nine o'clock now.
They _____ three hours. (*been*)
- 4 She's started her homework at two o'clock.
She _____ since two o'clock. (*doing*)
- 5 I ate pasta when I was a child and I still eat it now.
I _____ I was a child. (*eaten*)

Separable phrasal verbs

4 Complete each conversation in two different ways, as in the example.

A: I'm going to try out my new saucepan.

B: Sorry? What did you say?

A: I'm going to try my new saucepan out. / I'm going to try it out.

- 1 A: Can you pick up some tomatoes when you go out to the shop?
B: What did you say?
A: _____
- 2 A: If you put together chocolate and chilli the taste is amazing.
B: What did you say?
A: _____

3 A: I've mixed up the cake ingredients.

B: What did you say?

A: _____

4 A: I'll wash up the dishes later.

B: Sorry, what did you say?

A: _____

5 A: Remember to turn off the oven.

B: What did you say?

A: _____

Unit 6

Passive voice

We form the passive with be and a past participle.

present simple	Photos are taken for the newspaper.
past simple	Photos were taken for the newspaper.
present perfect	Photos have been taken for the newspaper.
past perfect	Photos had been taken for the newspaper.
present continuous	Photos are being taken for the newspaper.
past continuous	Photos were being taken for the newspaper.
future	Photos will be taken for the newspaper.

Use the active voice to focus on the agent (the person or thing who does the action).

agent active verb object

My mother took this photo in Germany.

Use the passive voice to focus on the action. The object of the active verb becomes the subject of the passive verb.

subject passive verb

This photo was taken in Germany.

If we want to say who did the action we can use *by* + agent.

This photo was taken by my mother.

We use the passive when it isn't important who did the action, we don't know who did the action or the action is more important than the person or thing that did it (the agent).

This photo was taken in 1862. Parts of the photo have been changed.

Language note: the passive is more frequent in formal speech and writing

Articles

Use *a/an* to talk about something for the first time, to talk about things in general and to refer to one of a group of things.

Use *the* when there is only one of this person or thing, when the person or thing has been referred to before, in superlative phrases and when we define which one we are referring to.

We don't use articles with plural or uncountable nouns.

Reported statements and questions

We use reported speech to say what someone said. In reported speech the verb usually goes one tense 'back'.

Present simple → past simple	Past simple → past perfect	<i>Am/is/are going to</i> → <i>was/were going to</i>
Present continuous → past continuous	Past perfect → past perfect	<i>Would/could</i> → <i>would/could</i>
Present perfect → past perfect	<i>Will/can</i> → <i>would/could</i>	

If something is reported which is always true, the tense usually stays the same.

To report statements we usually use *say* and *tell*. These verbs are often followed by *that*, however *that* can be omitted.

The doctor told me [that] I was stressed.

I said I knew that.

To report questions we usually use *ask* with a question word. For *yes/no* questions we use *if* or *whether*. The word order is the same as in statements.

'Where are you from?' → She asked me where I was from.

'Do you want to dance?' → I asked her if she wanted to dance.

In reported statements other words can also change, such as pronouns, places and time references.

I/we → *I/he/she/they*

here → *there*

last week → *the week before*

tomorrow → *the next day*

yesterday → *the day before/the previous day*

Reported requests and commands

To report requests we use *ask* + object + *to* infinitive.

They asked me to observe my neighbours.

We report commands with *tell* + object + *to* infinitive

They told me to leave immediately.

Pronouns, places and time references can also change (see reported statements and questions).

Unit 6 Exercises

Passive voice

1 Choose the correct words to complete the text.

Alfred Eisenstaedt is one of America's most famous photojournalists. He was born in 1868 in Germany and his career as a photographer (1) *started / was started* in the 1920s. In 1933 he (2) *took / was taken* a famous photograph of a meeting between Adolf Hitler and Benito Mussolini.

At the beginning of World War II Eisenstaedt moved to the US because of oppression in Germany. His work (3) *was recognised / recognised* and he (4) *was become / became* a photographer for the American magazine *Life*. Some of the most famous politicians and actors of the time (5) *photographed / were photographed* by Eisenstaedt, including Winston Churchill, Sophia Loren, Ernest Hemingway and Albert Einstein.

His most famous photograph (6) *was taken / took* in New York's Times Square on V-J day, celebrating the end of World War II. Eisenstaedt (7) *did not get / was not got* the names of the people in the photograph, and since then many different claims (8) *have been made / have made* about their identities.

2 Rewrite these notices in the passive to make them more formal. The location of each sign is shown in brackets.

- 1 We are not currently accepting job applications. (On a company website)
- 2 The owners of the shop will not give refunds on purchases. (In a shop)
- 3 Warning. People have seen bears in the area. (In a park)
- 4 We have cut all our prices. (In a shop window)
- 5 We are using security cameras in this area. (At a train station)
- 6 We will not tolerate bad behaviour towards airport staff. (In an airport)
- 7 We require part-time staff for general duties. (In a cafe)
- 8 We don't keep cash in the kiosk overnight. (In a kiosk window)

Articles

3 Complete the conversation with *a/an* or *the*.

A: What's this?

B: It's (1) _____ optical illusion. What do you see, (2) _____ old woman or (3) _____ young girl?

A: (4) _____ young girl.

B: OK, if you look at (5) _____ picture for some time, you can see (6) _____ image change.

A: Hm. (7) _____ image isn't changing.

B: Look, (8) _____ face of (9) _____ young woman becomes (10) _____ nose of (11) _____ old woman. Give it (12) _____ minute and you'll see it.

4 Complete the text with the correct articles. Which picture in Unit 6 does the text describe?

It's (1) _____ illusion that uses colour. It looks like (2) _____ big circle. But (3) _____ circle is actually (4) _____ big square. Inside (5) _____ square are lots of blue and yellow rectangles. (6) _____ rectangles are arranged in (7) _____ circle. In the middle of (8) _____ picture is (9) _____ blue circle. It's (10) _____ smallest circle in (11) _____ picture.

Reported statements and questions

5 Complete the text with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

I was at the hospital. A girl was there with her friend who was ill, and she asked the doctor if her friend (1) _____ (be) OK. The doctor said he (2) _____ (do) some tests. Then he asked the girl what her friend's date of birth (3) _____ (be). She said she (4) _____ (not know) because she (5) _____ (meet) him a month ago. She said she (6) _____ (call) his mother to find out.

6 Rewrite the direct speech beginning with the words in italics.

- 1 'We don't speak English.' *They said ...*
- 2 'I really want that coat' *He said ...*
- 3 'The capital of Peru is Lima.' *The teacher told us that ...*
- 4 'Where are your boots?' *She asked me ...*
- 5 'I phoned him yesterday' *She said she ...*
- 6 'What are you doing here?' *He asked me ...*
- 7 'Listen to me and do as I say.' *She told them ...*
- 8 'Do you work here?' *We asked them ...*

Reported requests and commands

7 Rewrite the requests and commands as reported speech, beginning with the words in italics.

- 1 Please sit down. *She asked me* _____
- 2 Can you show me your exam number? *She asked* _____
- 3 Listen carefully. *She told* _____
- 4 Can you tell me about yourself? _____
- 5 Look at me, don't look at your feet! _____

Defining relative clauses

We use defining relative clauses to explain exactly who or what we are talking about.

Relative clauses are formed with a relative pronoun and a clause:

- *who* (for people)

*Here's the man **who** can help you.*

- *which* (for things)

*The money **which** isn't used goes back into the account.*

- *that* (for people or things)

*I know a woman **that** works in a bank. It's a job **that** takes up a lot of time.*

- *where* (places)

*This is a shop **where** bartering is allowed.*

- *whose* (belonging to a person or thing)

*I don't know **whose** things these are.*

- *when* (times)

*Sunday is the day **when** my family get together.*

In clauses where the pronoun is the object, the pronoun can be left out.

*They charge a fee for each swap (**that**) they organise.*

*It's a cheap way to get something (**that**) you want.*

Non-defining relative clauses

Use non-defining relative clauses to add extra information about a person or thing. We use commas before and after the clause.

*My friend, **who** lives in Paris, is visiting me this weekend.*

*They gave her a present for her birthday, **which** was a real surprise.*

Use *which* and *who* with non-defining relative clauses. *That* is not used in this kind of clause.

*My office, **that** is very small, is on the tenth floor.*

*My office, **which** is very small, is on the tenth floor.*

Compare non-defining and defining relative clauses:

*I own shares in a company **which** makes cars.*

(The clause is necessary.)

*My company, **which** makes cars, gives its employees shares.*

(The sentence makes sense without the clause.)

Countable and uncountable nouns

Nouns can be countable, uncountable or both.

Countable nouns are the largest group of nouns. They can be singular or can have a plural form. We can use them with the articles *a/an* or *the*.

A car is an expensive thing to buy.

Cars are expensive to buy.

Uncountable nouns refer to things which cannot be divided into units. We can use them with the article *the*, but not *a/an*. They do not have a plural form and we use them with a singular verb and with *some* and *any*.

*My luggage ~~are~~ over there. My luggage **is** over there.*

*I need to buy a furniture. I need to buy **some** furniture.*

Some common uncountable nouns are: *accommodation, advice, baggage, cash, clothing, equipment, furniture, hair, health, homework, information, knowledge, luggage, money, rubbish, shopping, traffic, weather and work.*

Some uncountable nouns can be used as countable nouns, if the speaker views them as units. This is the case with many food and drink words.

I'd like a tea and two coffees please. (The speaker is thinking of a cup of tea and two cups of coffee.)

Sometimes countable nouns are used as uncountable nouns, often with food words. This happens when we refer to something as a substance rather than a single unit.

I dropped the plate and now I have egg all over my shirt.

Nouns that can be both countable and uncountable sometimes change meaning.

The teacher has long, black hair. (Uncountable, talking about hair in general)

You have a long, black hair on your jacket. (Countable, talking about a single hair)

wish

We use the verb *wish* to talk about unreal situations. To talk about the present, use the past tense after *wish*.

I wish they were back on the island.

We can also use *If only* instead of *I wish*.

If only they were back on the island.

When we use *be* with *wish* we can say *I wish I was* or *I wish I were*. *I wish I were* is more formal than *I wish I was*.

I wish I was a good singer.

I wish I were taller.

Unit 7 Exercises

Defining relative clauses

1 Cross out the pronouns that are not possible in these sentences.

- 1 An employee is a person *who / that / which* works for a person or a company.
- 2 The pound is a currency *where / that / which* has lost much of its value recently.
- 3 That's the customer *who / that / whose* left without paying his bill.
- 4 The interest *who / that / which* you gain on a regular bank account is really quite small.
- 5 The building on the corner is the bank *who / that / where* we got our first loan.
- 6 The fee *who / that / which* they are asking for is ridiculous.

Non-defining relative clauses

2 Combine the sentences using non-defining relative clauses.

The company has become a huge success. It's based in Tokyo.

The company, which is based in Tokyo, has become a huge success.

- 1 Smith's bank was the centre of an enormous scandal last year. It is one of the oldest banks in the country.
- 2 Many of the bank's accounts were empty. The accounts belonged to old age pensioners.
- 3 It seems the bank managers used the money to make investments in the property market. The property market crashed soon after.
- 4 When they lost all the money the managers tried to hide the evidence. The managers knew they were in trouble.
- 5 The bank managers have been arrested. They were trying to leave the country.

Countable and uncountable nouns

3 Underline the uncountable noun in each group.

- | | | | |
|------------|---------------|---------|----------|
| 1 flat | accommodation | house | home |
| 2 coin | cash | dollar | banknote |
| 3 clothes | shirt | sock | jacket |
| 4 notice | information | message | report |
| 5 need | demand | respect | wish |
| 6 car | motorbike | bus | traffic |
| 7 suitcase | luggage | bag | box |
| 8 job | profession | work | career |

cheese a cheese

- 2 This is _____ from France. It's very special. It's a dish made with eggs, milk and _____.

long hair a long hair

- 3 1 There's _____ in my soup!
2 I used to have _____ but now it's short.

salad a salad

coffee a coffee

- 1 Can I have _____ and the bill please? Do you want milk in your _____?

- 4 He doesn't eat _____ if it has tomatoes in it. I'll have a burger, some fries and _____ please.

wish

5 Complete the sentences using the phrases in the box. Change the verb forms as necessary.

be a bit warmer can be there can see better
be bigger have something to eat have more energy
not like it so much speak Arabic

I have a good friend from Iraq. I wish I spoke Arabic.

- 1 I can't stop eating chocolate. I wish ...
- 2 I'm sorry I'm not at your party. I wish ...
- 3 I'm really tired. I wish ...
- 4 It's so cold in here. I wish ...
- 5 I always have to wear glasses. I wish ...
- 6 Our house is too small. I wish ...
- 7 I'm hungry. I wish ...

Unit 8

would

We use *would* ...

- to talk about hypothetical situations in the future
*What **would** you do? **Would** you jump into the water or stay on the boat? I **would** jump into the water.*
- to talk about habitual actions in the past. (See page 134 for more on this use.)
*When we were children we **would** often go swimming on Saturdays.*
- to make offers

Would you like a cup of tea?

- to make polite requests
***Would** you turn the light on please?*
- to give advice
*You sound really ill. I **would** stay in bed today.*

Language note: 'd can mean *would* or *had*.

Second conditional

if clause		Main clause
If	+ past simple	I / you, etc <i>would / might / could (not)</i> + infinitive

Use the second conditional to talk about an unreal future situation. It is unlikely or almost impossible that the situation will happen.

*If I **didn't** have to work, I'd go to the beach today.* (But I have to work so I won't go to the beach.)

Use the past tense in the *if* (conditional) clause to refer to an unreal situation in the present or future.

*If I **had** time ...* (I don't/won't have time)

Use *would* + infinitive in the main clause to talk about the consequence or result of the unreal situation.

*If I **had** time, I **would** study more.*

*I **would** study more if I **had** time.*

Language note: we sometimes say *If I were* instead of *If I was*. Both verbs are correct. *Were* is especially common in the expression *If I were you ...* when giving somebody advice.

Third conditional

if clause		Main clause
If	+ past perfect (<i>had</i> + past participle)	I / you, etc <i>would / may / might / could (not)</i> have + past participle

Use the third conditional to talk about unreal situations in the past.

*If he **hadn't** invented this machine, our lives **would have been** very different.*

*If you **had** arrived earlier, you **might have seen** him.*

Use the past perfect in the *if* (conditional) clause to talk about an unreal situation in the past.

*If they **had found** the cure ...* (They didn't find the cure)

Use *would have* + past participle in the main clause to talk about the consequence or result of the unreal situation.

*If they **had found** the cure earlier, many lives **would have been** saved.* (Lives were not saved)

*Many lives **would have been** saved if they **had found** the cure earlier.*

Past modals of deduction

Past modals can be used to express how certain or uncertain you are about what happened in the past.

Certain it was	<i>It must have been + past participle</i>
↓	<i>It may / could / might have + past participle</i>
Certain it wasn't	<i>It can't have + past participle</i>

Use *must have* when you are sure that something happened, based on evidence.

*This **must have been** the queen's tomb.* (There is proof that it is.)

Use *can't have* when you are sure that something didn't happen.
*The treasure **can't have come** from here.* (There is proof that it is from somewhere else.)

Use *might / may / could have* when you are unsure whether something happened.

*The objects **could have been used** for religious purposes.*

Language note: the opposite of *must have* is *can't have*.

Unit 8 Exercises

would

1 Match questions 1–5 to answers a–e.

- 1 Do you know this place?
- 2 Do you think he owns the restaurant?
- 3 Would you show me where the changing room is?
- 4 Should I tell her?
- 5 Would you like a cup of tea?

- a Yes, of course, it's over there.
- b That would be great.
- c No, she wouldn't understand.
- d It wouldn't surprise me. He's very rich.
- e Yes, when we were children we would come here every day after school.

Second conditional

2 Complete the text using the words in brackets.

If I (1) _____ (*include*) something on the Golden Record, it (2) _____ (*not be*) something you can see or hear. If it (3) _____ (*be*) possible, I (4) _____ (*put*) smells on the disc. So if anybody (5) _____ (*find*) it, they (6) _____ (*smell*) fresh grass, pollution, food, fear and other smells. I think it (7) _____ (*give*) other life forms a very strong picture of life on earth if we (8) _____ (*do*) this.

3 Write a hypothetical sentence beginning with *If* about each situation.

He doesn't work here so he doesn't know the answer.

If he worked here he would know the answer.

- 1 You don't answer my calls, so I don't call you.
- 2 I don't speak Chinese so I don't understand this.
- 3 It's not a nice day so we can't go to the beach.
- 4 It's a secret, so I won't tell you about it.
- 5 I have a lot of work to do so I can't go out tonight.

Third conditional

4 Read the text and complete the sentences using the third conditional.

It was a hot day, so the scientists decided to open the window. Suddenly a bird flew into the laboratory. The bird couldn't escape, so it flew around and knocked over some containers. Two liquids came into contact with each other and mixed together. The result was the cure the scientists had been looking for all along.

- 1 If _____ a hot day, the scientists _____ to open the window.
- 2 If _____ the window, a bird _____ into the laboratory.
- 3 If _____ into the laboratory, it _____ around and _____ over the containers.
- 4 If it _____ over the containers, the liquids _____ into contact.
- 5 If the liquids _____ into contact, they _____ together.
- 6 If they _____ together, the scientists _____ found the cure they had been looking for.

Past modals of deduction

5 Read the conversations and choose the correct meaning of B's response.

1 A: My keys aren't here.

B: You must have left them on the table.

I think you left them on the table / I'm sure you left them on the table.

2 A: Did you see John at the party?

B: It was quite crowded. He might have been there.

I'm not sure if he was there / I'm certain he was there.

3 A: Who ate the last biscuit?

B: It can't have been Sue, she doesn't like biscuits.

I'm sure it wasn't Sue. / Maybe it was Sue.

4 A: I don't believe she failed.

B: She failed? She can't have failed!

I don't believe she failed either. / It's possible she failed.

5 A: Why are the children in the park?

B: I don't know. School could have finished early today.

I'm sure school finished early. / It's possible that school finished early, but I'm not sure.

Verbs followed by -ing and infinitive with to

Some verbs can be followed by the infinitive with *to* or the -ing form of the verb and there is little or no difference in meaning.

These include *begin, continue, hate, like, love, prefer* and *start*.

I don't like travelling, I prefer to stay at home.

I don't like travelling, I prefer staying at home.

Some verbs can only be followed by the infinitive with *to*. These include: *afford, agree, appear, arrange, ask, choose, decide, expect, help, hope, manage, offer, plan, promise, refuse, seem, want* and *would like*.

The French managed conquering England. The French managed to conquer England.

Some verbs can only be followed by an -ing form. These include *carry on, fancy, finish, give up, imagine, keep (on), mind* and *suggest*.

They enjoy to cook. They enjoy cooking.

Many expressions with *can't* are followed by an -ing form. These include: *can't stand, can't help, can't resist* and *can't face*.

They can't resist making jokes about each other.

Comparatives and superlatives

	Adjective	Comparative	Superlative
One syllable adjectives: add -er / -est	fast	faster	the fastest
One syllable adjectives ending with one consonant, double the final consonant and add -er / -est	hot big	hotter bigger	the hottest the biggest
Adjectives ending in -e: add -r / -st	nice	nicer	the nicest
Adjectives ending in -y: change the -y to -i and add -er / -est	dry	drier	the driest
Two or more syllable adjectives: more / most + adjective	important	more important	the most important
Irregular adjectives	good bad far	better worse further	the best the worst the furthest

Language note: some two syllable adjectives, especially adjectives ending in -y can be used in either form (*more* + adjective or add -er / -est) eg quiet – quieter / the quietest.

Use comparative adjectives to compare two things or people.

*People in warm countries are **happier than** people in cold countries.*

The opposite of *more* is *less*.

*She's **less intelligent than** her sister.* (Her sister is more intelligent.)

We can modify comparative adjectives with *a bit, a little* and *slightly* (these mean *quite*) and *a lot, much* and *far* (these mean *very*).

*That DVD player is **a bit** cheaper than this one.*

*This TV is **much** more expensive than the one I bought.*

To say that two things or people are the same, we often use *as ... as ...*. We can use *not as ... as ...* to make a negative comparison.

*My job is **as** exciting **as** yours.* (Both our jobs are equally exciting.)

*My job is **isn't as** exciting **as** yours.* (Your job is more exciting than mine.)

Use superlatives to compare someone or something in a group with all the other things in that group.

*This computer is **the cheapest** in the shop.*

The opposite of *the most* is *the least*.

*He was **the least** enthusiastic student in the class.*

We often use superlatives with the present perfect and with phrases beginning with *in the ...*

*My girlfriend is **the most interesting** person I've ever met.*

*The internet is **the best** invention in the world.*

Verbs followed by prepositions

Some verbs are followed by a preposition. These include:

apologise for, apply for, believe in, depend on, dream of/about, know about/of, know of, rely on, remind (somebody) of, succeed in, wait for

*They **rely on** Room 101 to scare prisoners.*

*Orwell **named** this terrible room **after** a real place.*

*Room 101 **reminded** him **of** the headmaster's study.*

The preposition usually goes at the end of a question.

*What are you waiting **for**?*

Unit 9 Exercises

Verbs followed by -ing and infinitive with to

1 Complete the conversations with the correct form of the verbs in brackets.

- A: Oh good, you're here. Did you manage (1) _____ (*find*) your way OK?
B: Yes, it wasn't very difficult. Your directions were very helpful.
A: Excellent. Well, you can leave your things over there. I suggest (2) _____ (*get started*) in around 15 minutes. OK?
B: That's fine, thanks.
A: Are you ready?
B: No, I haven't finished (3) _____ (*set up*) yet.
A: That's OK. People appear (4) _____ (*be*) a bit late, so take your time.
B: I expected (5) _____ (*be*) earlier, but the traffic was terrible.
A: When would you like (6) _____ (*start*)?
B: Is 9.30 OK?
A: That's fine.

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

do notice sit try

- 1 Sorry, I couldn't resist _____ a piece of that cake. It's delicious.
2 We can't waste time _____ around and waiting like this all day.
3 Excuse me, I couldn't help _____ your handbag. Is it made of wool?
4 I can't face _____ the housework today. I'll do it tomorrow.

Comparatives and superlatives

3 Underline the adjective with the different comparative form in each group.

- 1 intelligent interesting smart sensible
2 hot big fat cold
3 dirty easy cheap silly
4 careful helpful useless small
5 good bad sad far
6 nice brave large lovely

4 Rewrite the sentences using the word(s) in brackets, so the meaning stays the same.

- 1 She isn't as old as he is. _____ (*older*)
2 He is much older than she is. _____ (*younger*)
3 He is a lot less lonely now than he was before. _____ (*not as*)
4 She was not as happy in England as she was in Ukraine. _____ (*happier*)
5 Things are not as bad as they seem. _____ (*better*)

Verbs followed by prepositions

5 Choose the correct words to complete the text.

There are many unusual phobias which people know nothing (1) *on / about*. For example, people who have xanthophobia are afraid (2) *for / of* the colour yellow, people with genophobia hate knees and while many people can't wait (3) *for / on* mealtimes, people with phagophobia fear swallowing food. Usually these things remind the person (4) *on / of* a bad experience in the past. Some sufferers depend (5) *about / on* others to do particular tasks for them, or feel unable to apply (6) *for / about* a job or be in social situations. Phobias can sometimes be so extreme that people have to rely (7) *for / on* medication. Most people with a phobia dream (8) *on / of* beating it. With the right treatment, they can succeed (9) *in / on* doing this.

6 Match the sentence beginnings to the endings.

- | | |
|----------------------------|-------------------------|
| 1 I apologise _____ | a about something else. |
| 2 I believe _____ | b of nothing. |
| 3 Please don't stare _____ | c at the radio or TV. |
| 4 This tastes _____ | d for my behaviour. |
| 5 Let's talk _____ | e at me. |
| 6 I often shout _____ | f in positive thinking. |

Verb form review

Present tenses

We use the **present simple** to talk about habits and routines, and about things that are always true.

We use the **present continuous** to talk about things that are happening now, and about temporary and changing situations.

We don't usually use the present continuous with state verbs.

For further explanation of present tenses turn to page 132.

Past tenses

We use the **past simple** for completed actions in the past.

We use the **past continuous** for actions in progress or temporary situations in the past.

We use the **past perfect** to talk about an event in the past that happened before another event or a specific time in the past.

We use the **present perfect** for an unspecific time in the past.

The exact time is not important. We also use the present perfect to talk about experiences up to the present time or to talk about finished actions that are important or relevant now.

We use the **present perfect continuous** to emphasise a length of time up to the present and to answer the question *How long?*

For further explanation of past tenses turn to pages 134, 135, 138, and 140.

Future forms

We use **will** for future predictions.

Be going to is used to talk about future plans and intentions. We can also use **be going to** for predictions based on strong evidence, for example when we can see that something will happen.

We use the **present continuous** for fixed future plans and arrangements, for example travel arrangements or arrangements with other people.

For further explanation of future forms turn to page 136.

Active and passive

We use the passive when it isn't important who did the action, when we don't know who did the action or when the action is more important than the person or thing that did it (the agent). For further explanation of the passive turn to page 142.

Conditionals

We use the **zero conditional** to talk about things that always happen under certain conditions. We use the **first conditional** to talk about a possible future situation.

We use the **second conditional** to talk about things that are unlikely to happen in the present or future and the **third conditional** to describe an unreal situation in the past.

For further explanation of conditionals turn to pages 136 and 146.

Reported speech

We use reported speech to say what another person said. In reported speech the verb usually goes one tense 'back'. But if something is reported which is always true, then the tense usually stays the same.

In reported questions we use a question word or *if* instead of the auxiliary verb. The word order is the same as in statements.

We report requests with *ask* + object + *to* infinitive. We report commands with *tell* + object + *to* infinitive.

In reported speech references to people, places and things can change.

For further explanation of reported speech turn to page 142.

Reflexive pronouns

We use reflexive pronouns when the people who do the action (the subject) and the object are the same.

I blamed myself for the accident.

Subject	Reflexive pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Common verbs which are used with reflexive pronouns include *blame*, *embarrass*, *enjoy*, *hurt*, *kill* and *scratch*.

Reflexive pronouns are often used after prepositions.

He sent a Valentine's card to himself.

She looked at herself in the mirror.

Language note: many verbs which are reflexive in other languages are not reflexive in English, for example *remember*, *get dressed*, *shower* and *feel*.

Use *each other* when the people who do the action (the subjects) and the objects are different.

Henry and Jane Seymour fell in love with each other. (Henry fell in love with Jane and Jane fell in love with Henry.)

Unit 10 Exercises

Verb review

1 Complete the text with the correct form of the verbs in brackets. The verbs may be active or passive. Sometimes more than one answer is possible.

Tomorrow Mingmei (1) _____ (have) a party; she (2) _____ (be) one year old. Her family (3) _____ (wait) for this day since she was born. In China, a baby's first birthday (4) _____ (represent) the beginning of life. In the past many Chinese children (5) _____ (die) as small babies, but if a baby (6) _____ (reach) its first birthday, it (7) _____ (probably survive). So for centuries a child's first birthday (8) _____ (consider) the most important birthday of all. The tradition of 'zhua zhou', the 'first birthday grab', (9) _____ (exist) for hundreds of years. The child (10) _____ (give) a basket of objects and the thing that the child chooses (11) _____ (be) a sign of his or her future career. For example, if the child (12) _____ (pick) a pen, they (13) _____ (become) a writer or journalist.

2 Choose the correct words to complete the conversation.

- A: Guess what! At the weekend Enrique asked Blanca (1) *to marry him / she would marry him!*
 B: No! What did she say?
 A: Well, at first she said she (2) *badn't thought / didn't think* it was a good idea.
 B: Why?
 A: She thought they (3) *wouldn't know / hadn't known* each other long enough, so she said she (4) *not rush / wasn't going to rush* into anything.
 B: What did he say?
 A: Well, he was upset, of course. He told her (5) *she thought / to think* about it again.
 B: Really? And?
 A: Yesterday she said she (6) *had married / would marry* him. The wedding's in July!

Reflexive pronouns

3 Complete the table.

Subject	Object	Reflexive
I	me	myself
you	_____	yourself
_____	him	_____
she	_____	_____
we	_____	ourselves
_____	them	_____

4 Complete the sentences with *each other* or *themselves*.

- She is looking at him and he is looking at her. They are looking at _____.
- She is looking in the mirror and he is looking in the mirror. They are looking at _____.
- She is painting a self portrait and he is painting a self-portrait. They are painting _____.
- She is painting him and he is painting her. They are painting _____.

5 Read the text and cross out the reflexive pronouns that are incorrect or unnecessary.

He (1) *got himself up* and (2) *showered himself*. He (3) *sang to himself* in the shower and then (4) *shaved himself*. As usual he (5) *cut himself* shaving but he didn't really (6) *hurt himself*. He (7) *got himself dressed* and had breakfast. He (8) *remembered himself* to feed the cat. Then he went to work. He didn't (9) *enjoy himself* but he didn't have a bad day. He had to (10) *introduce himself* to another department and give a presentation. It went OK and he didn't (11) *embarrass himself*. After work he (12) *felt himself tired*. He (13) *treated himself* to dinner at a pizza restaurant. Then he went home, (14) *lay himself down* on the sofa and fell asleep. The end of another day.

Unit 1

1.01

- 1 A: Hey.
B: Oh, hiya! How's it going? What are you doing here?
A: I finished work early, so...
B: Great, well sit down then. Would you like something to drink?
- 2 A: Good evening.
B: Ah, hello Mr Sim. Mr Sim, this is Ms Parker.
A: Nice to meet you, Ms ...?
C: Parker. Nice to meet you too.
- 3 A: Morning!
B: Hi there, Jane. How are things?
A: Oh, good. Phew. I can't believe how hot it is today.
B: I know. Wonderful, isn't it?
- 4 Good morning. I'm happy so many of you could make it this morning. We're already a little bit late, so I would like to start right now if possible.

1.05

- A: MAYDAY, MAYDAY, MAYDAY. Tango Juliet Bravo [TJB]*.
B: TJB. Pass your message.
A: MAYDAY, MAYDAY, MAYDAY. We're lost.
B: TJB. Say last known position.
A: Last known position was 15 miles south-east of CELRA VOR. TJB.
B: TJB. Roger, last known position 15 miles south-east of CELRA VOR. Remain straight and level.
A: I'm straight and level right now. We're in total IMC. I can't see the ground.
B: TJB. Squawk 7700 on your transponder sir.
A: Squawking 7700. TJB.
B: TJB. I don't have you on my screen. Can you confirm your aircraft type, altitude and speed?
A: We're in a Beech Baron. Altitude 3,000. Speed 110. TJB.
B: TJB. Please state fuel on board and persons on board.
A: I have 780 lb of fuel, and eight persons on board. Endurance is approximately one hour and 30 minutes ... I can see the ground now. I can see trees, and I can make out ... high ground on each side of the aircraft.

*TJB = Tango Juliet Bravo (aircraft call sign)

1.06

- A: Henry Emery, you teach aviation English and at the moment you're writing a new course for pilots and air traffic control officers. Could you start by telling us what aviation English is?
- B: Well, there are many types of aviation English. Because aviation is international, people who work in lots of different areas in the aviation industry have to communicate in English. Since 2008 all international pilots and air traffic control officers must have a minimum level of English so that they can communicate with each other clearly and quickly. Many more aviation professionals are taking special aviation English courses now, and this will certainly improve the safety of communications in the future.
- A: What are the differences between aviation English and normal English?
- B: There are many differences. Perhaps the

biggest difference is that pilots and air traffic control officers can't see each other because they communicate on the radio. So the words and the grammar they use must be simple and easy to understand. Most of the time, pilots and air traffic control officers use a set of simple phrases. For example, when an air traffic control officer wants a pilot to fly higher, they say something like *Fastair 345. Climb flight level 320.*

- A: So pilots and air traffic control officers don't use normal English at all?
- B: Well, they also need to have a good level of plain English too. This is so they can communicate when something unusual happens, for example when there is a medical emergency on board or if there is an engine fire. One very important area for pilots and air traffic control officers is good pronunciation. If people don't understand you, then you could be in trouble! This is true for both native and non-native English speakers. I once heard an English pilot ask an American air traffic controller to repeat his message three times!
- A: Why is a single language for aviation important?
- B: Pilots need to talk to air traffic control officers from different countries. For example, when you are flying into a busy international airport, there are many other pilots of different nationalities who are flying in too. Pilots and air traffic control officers have to understand all of the communications on the radio so they know exactly what is happening at any time.

1.07

Interview 1

- A: Costin, you're from Sibiu. Can you tell us about the city?
- B: Yes ... er, Sibiu is in Romania, in the centre of Romania, and it's a small city ... about 150,000 inhabitants.
- A: And your city was Capital of Culture in 2007. What was that year like?
- B: It was an amazing year for Sibiu. There were three important cultural events in the city every day.
- A: So, how did the year change the city?
- B: Well, Sibiu is a medieval city. When the communists were in power, they didn't look after the town so it was in a bad state. To prepare for 2007, the government restored many of the ancient monuments. They also improved the roads and invested money in the airport. We already had an international airport but it needed modernising.
- A: What about visitors? How many visitors does Sibiu have in a normal year?
- B: Before 2007, we had about 100,000 tourists a year. Sibiu has a long history – it was built by German settlers from Saxony in the twelfth century and has also belonged to Turkey and Austria – and er ... it's always been a city of art and culture. But not many tourists knew about the city until it became a capital of culture.
- A: Has the number of tourists increased since 2007?
- B: Yes, a lot. In 2007 we had about a million visitors and now more and more people are coming here.

1.08

Interview 2

- A: Marina, you're from Brasilia ...
- B: Yes, that's right.
- A: Can you tell us why Brasilia was chosen to be

an American Capital of Culture?

- B: Well, firstly, because of its wonderful modern architecture. Brasilia was a planned city – if you look at it from the air, you'll see it has the shape of a flying bird or a plane. The most important buildings are in the middle and there are lots of flats and hotels on the wings.
- A: How long did it take to build?
- B: Well, the planning started in 1956 and Brasilia officially became the capital in 1960 although it wasn't finished then, of course.
- A: Still, that's very impressive ... Who designed the buildings?
- B: Well, Oscar Niemeyer designed most of the important buildings. He was a Brazilian architect – um ... a student of Le Corbusier. Today Niemeyer's buildings are the most popular tourist attractions.
- A: What about cultural events in Brasilia? What sort of things can people experience here?
- B: Well, Brasilia is a very cosmopolitan city – lots of people come to Brasilia on business from around the world or just for shopping in the designer boutiques ... So there are lots of different cultural events, from, er ... traditional festivals to exhibitions of contemporary art and fashion shows.

1.10

Conversation 1

- A: We'd like to get a feel for the area, you know, on our first afternoon. Can you recommend anything to see nearby?
- B: Well, if you don't want to go far, I'd suggest walking down to the harbour. It's very pretty and it's a nice little walk.
- C: That sounds good, thanks. Erm, perhaps you can help us with something else. We were thinking of looking at the caves tomorrow. Are they worth seeing?
- B: Oh, yes, you shouldn't miss the caves, they're one of the most popular tourist attractions. ... I can really recommend the organised tour. It's very good.
- A: Mmm, I think we'll do that tomorrow then. Thanks.
- B: You're welcome. Enjoy your day.

1.11

Conversation 2

- A: So, did you have a good day?
- B: Yes, thank you, I think I learned lots of new things. Juliette and I want to go out on Friday evening. Can you suggest anything? Juliette really likes music.
- A: Well, what about a concert? They have lots of famous bands on at the Arena. I can look if there's anything on this Friday ...
- C: That's a good idea but ... er ... it might be too expensive.
- A: Yes, I suppose tickets for big bands are quite expensive ... Umm, well, there are lots of good pubs with live music. Or you could try the student union on Chambers Street. You can dance there and it's quite cheap.
- B: That sounds great.

Unit 2

1.12

- A: Andrew, what exactly does a ghostwriter do?
- B: A ghostwriter helps someone who has a story or an expertise that they want to put into book form but doesn't actually have the right skill to produce the book themselves. So they have the

story in their head, or in their filing cabinets, or in their memory in some way, and a ghostwriter will listen to what they have to say and then will create a book from that.

1.13

- A:** What were you doing before you became a ghostwriter?
- B:** Well I discovered it by accident. I was interviewing a man for a business magazine, who was uh... a thing called a business guru, who used to hold seminars for people and teach them how to improve their profits and things, and he ... at the end of the interview, he said to me 'I've been asked to produce a series of books, which I want to do for publicity reasons, but I don't have the time to actually do it myself'. He said 'If I give you the material, uh... will you write the books, and I'll have the glory, and you can have the money'.

1.14

- A:** You've written many successful books as a ghostwriter. Have you been tempted to stop ghostwriting and write books under your own name?
- B:** I have written books under my own name as well, but if I ... I'm just a sucker for a story and if somebody rings me up, particularly if they have an interesting foreign accent and I think, you know, I'm going to travel somewhere and meet somebody that's had a life I've ... is going to be new and interesting to me, I just can't resist.
- A:** What have you learned from your experiences as a ghostwriter, as a writer and as an individual?
- B:** I think as a writer it is the capturing other people's voices ... erm, and learning how to structure a story so that it works in a book form. As an individual it has taught me a huge amount about how the rest of the world lives. Otherwise ... like most writers I don't go out that much and I wouldn't go out at all if I could sit at home and write novels just from my imagination. So it has forced me to go out and meet a far more diverse ... erm, number of people than I would ever otherwise have come across. But at greater depth, than I would have done in journalism which is the other option. As a journalist you get to do that, you get to meet a huge range of people, but as a journalist you're there for ten minutes interviewing a film star before you're shuffled out of the hotel room, or you're there for an hour or two with somebody ... erm and then you move onto the next story, which suits a lot of people. But I do actually quite like the intense couple ... two or three months of being in one person's skin and, um, I've found that ... I've learnt a lot about other people.

1.20

Hansel and Gretel

A woodcutter lived in a big forest with his second wife and his two children, Hansel and Gretel. The woodcutter was extremely poor and the family was always hungry. The stepmother wanted to get rid of the children, but the woodcutter refused to listen to her. However, one evening, when the children were in bed, the woodcutter said to his wife: 'Our food is nearly all gone. How are we to feed the poor children?' She answered, 'Early tomorrow morning we will take the children out into the forest and leave them there.' The woodcutter was terribly sad but he finally agreed.

The two children were awake and they heard what their stepmother had said. The next day, the woman gave the children some bread and they all walked to

the forest. While they were walking, Hansel threw little pieces of bread onto the ground, so that he could find the way home.

After a while, they came to the middle of the forest and the father lit a fire. The woman said: 'Stay by the fire, children, we will go into the forest and cut some wood.' Hansel and Gretel were quite tired and soon they fell asleep. When they woke up, it was night. Hansel looked for the pieces of bread but they had gone – the birds had eaten them. The children walked all night and all day but the forest was enormous and they couldn't find the way home. At last, they reached a little cottage made of bread and cakes. The children were very hungry and they started to eat pieces from the house. Suddenly, the door opened, and an old woman came out. Hansel and Gretel were rather frightened but the old woman was kind to them and gave them food.

However, the old woman was actually a wicked witch. When a child came to her house, she killed it, cooked it and ate it. In the morning she locked Hansel in a small room. Then she said to Gretel, 'Cook something good for your brother, he needs to get fat. When he is fat, I will eat him.'

Every morning the witch felt Hansel's finger to see if he was fat enough. But she had bad eyes and Hansel tricked her: he held out a little bone instead of his finger. However, after four weeks the old woman could not wait any longer. 'Tomorrow I will kill him and cook him,' she said to Gretel.

Early in the morning, the witch heated the oven. 'Get in,' said the witch to Gretel, 'and see if it is hot enough.' She planned to close the oven, cook Gretel and eat her too. But Gretel said: 'How do I get in?' The witch put her head and shoulders into the oven to show Gretel. Then Gretel pushed the witch into the oven and she burned to death. Gretel ran to Hansel, and cried: 'Hansel, the old witch is dead!' They searched the witch's house, and they found lots of jewels.

The children walked through the forest until they saw their house and ran inside to their father. Their father was delighted to see them. He had been miserable since he had left the children in the forest. Hansel and Gretel gave their father the jewels and they lived very happily together.

1.24

As we have already seen, Confucius felt that people should live moral lives. Generally speaking he believed that people have obligations rather than rights, for example to one's family and one's elders. Confucius had many followers and he expected them to change their lives to reflect his teaching. On the whole, his students were young men from good families, such as the sons of bankers or officials. They were intelligent and skilled in communicating their ideas. Most of the time, however, these students found it difficult to live in the way that Confucius expected. For instance, Confucius thought people should always think of the interests of other people before thinking of their own personal interests. This was of course very difficult for young men who wanted to become wealthy and make a career for themselves ... So perhaps it's not surprising that his favourite disciple was from a more simple background, a peasant called Yan Hui. From your reading last week, what can you tell me about Yan Hui? ... The young man in the second row ... yes?

1.25

Martin, Czech Republic

I'm going to talk about my parents who really influenced me a lot in my career, in my goals for all this stuff, what I intend to do, because they always pushed me and helped me if I had some problem

or stuff. Also because they reached, I guess, really, really high goals and they are really important people in my, my country. So ... I feel like, I wanna be as them, you know ...

1.26

Eva, Switzerland

Erm, my aunt I think, had an importance influence on my life because ... erm, we're in some way very similar and it's very interesting to talk to her how it was to ... to grow up, to go through these kind of difficult years you have growing up and it's very interesting to have a perspective of a person that's 20 years older than you, not only your friends that go through the same experience at the same time. We spent a lot of time together, just doing anything, just going out and see exhibitions and just stuff like that.

1.27

Abdul, Saudi Arabia

Er, I can remember one of my teachers at university. He pushes me to do the practical part of computer science, because my major is computer science, er, rather than focusing just on the theoretical part of this knowledge, so I started to program or to practise the real environment of programming.

1.28

Erica, Italy

One of the person that most influenced my life I can say was a friend of mine that I met many years ago when I was at university. And er ... she's never been my best friend and definitely she's not at the moment because I haven't heard from her for ages, but she was very influential for ... on my life because I think she taught me the best way to study at university.

Unit 3

1.29

Well, our company is called Ancient Pathways and every year we run between twenty and twenty-five courses. Around two courses a month.

Next week I'm taking a group on one of our most popular courses. It's a knife-only survival course. We're going to be in the desert for three days, and we're taking the following things: a hat, sunscreen, a water bottle, a T shirt and pants, but not cotton, better a mix of materials, a wool sweater for the night, it gets really cold, a knife, and that's it. We're going to learn the three things that are most important to know if you want to survive in the desert: how to find shelter, how to find water and how to signal for help. We're also going to learn other survival techniques, like how to start a fire with only one match. We'll probably have six people on the course, but we are still waiting for more.

For this trip, we're going to the Painted Desert. It's around 30 minutes away. It's a beautiful area, but it's common for people to get lost there. People get lost in the deserts around here every month. They think they're going for a walk for just an hour or so and then they can't find their way back. The idea behind this course is to give people the tools to survive for 24 to 72 hours if they're lost in the desert.

I haven't decided yet where to take the next group. I think I'll take the next group to the Mojave Desert, as this is also a fascinating place.

1.32

The most important energy sources today are non-

renewable energy sources – that is, sources which we won't be able to use at some point in the future. Non-renewable energy sources include all fossil fuels – that's coal, natural gas and, of course, oil. From oil we get petrol and diesel which most of the world's cars run on. When we burn fossil fuels they produce carbon dioxide which many people believe contributes to global warming.

Non-renewable energy sources also include nuclear energy which is produced using the metal uranium. Nuclear energy is a clean source of energy that does not cause global warming but can be very dangerous.

Renewable energy sources include all energy sources that are produced more quickly than we use them. For example, solar energy from the sun, wind power, hydropower using water, waves and tides, and geothermal power which uses underground heat. These energy sources are clean sources of energy which do not cause wide-scale global warming. At the moment they do not supply a large amount of energy but in the future renewable sources will definitely play a much bigger role.

1.37

- 1 A: Everybody's wearing these now. They look fantastic with a casual jacket or coat. And the wool is lovely and soft. Let me show you ... If you look in the mirror, you'll see what I mean.
B: Hmm, I don't know ... I don't usually wear hats ... but it is nice and warm. Er ... if I change my mind, can I get my money back?
A: Yes, of course. Just keep your receipt.

1.38

- 2 A: ... So if you want to program it to make coffee for when you wake up, just do this ... It's so simple, and it's extremely energy efficient. I have one of these machines myself and I'm delighted with it – it's great when you have to get up early on a cold, dark morning at this time of year. What do you think? I know it's a bit more expensive than the others but if you take it, you won't regret it, I promise. In fact, you'll wonder what you did without it!
B: OK, OK, you've convinced me. I'll take it.

1.39

- 3 A: Can I help you?
B: Oh, thanks, I'm just looking at these ...
A: Yes, terrible weather at the moment, isn't it? I have to scrape the ice off my car every morning before I come to work. Those are very good, the plastic doesn't break as easily as some of them. ... And er ... we have a special offer in the store today – if you buy anything over 5 dollars, we'll put your name in a prize draw. If you're one of the ten winners, you'll get six bottles of wine.
B: Oh, OK, that sounds good. I think I'll take two of these, then.

1.40

- 1 A: I'd like to try this on, please.
B: The changing room is just over there.
A: Erm ... where?
B: At the back of the shop ... Shall I show you where it is?

1.41

- 2 A: Could you tell me how much these jeans are?
B: Erm, I think that's the last pair in that style ... I'll let you have them for £25.

A: OK, great. I'll take them.

1.42

- 3 A: I can't find my size in these jeans. Would you mind helping me find a size 8?
B: Sure, let me have a look. I think I've got a pair at the back of the stall ... Here you go.
A: Thanks.

1.43

- 4 A: Could I try these shoes in black please? I'm not so keen on the brown.
B: In black?
A: Yes, please.
B: OK, I'll get them from the storeroom.

1.44

- 5 A: Hi, I bought this leather jacket last week and I don't think it suits me. I wonder if I could get a refund?
B: Do you have your receipt?
A: No, sorry.
B: Erm ... Usually you need your receipt. I'll ask the manager.

Unit 4

1.45

In the first picture the woman looks quite old, but in the second picture the woman looks quite young. In the first picture the woman has one nose, but in the second picture, the woman has two noses.

1.50

In the 1951 film *Strangers on a Train*, Bruno Anthony meets Guy Haines on a train. Bruno suggests to Guy that Guy should kill his father and he himself will kill Guy's wife.

Guy forgets the conversation but Bruno thinks that the two have made a deal. Bruno kills Guy's wife Miriam while she is at an amusement park. The police think that Guy is the murderer because he had a motive and no alibi.

Bruno finds Guy and tells him it is now his turn to kill Bruno's father. Guy refuses and Bruno gets angry. Bruno has Guy's gold lighter which Guy left on the train. He threatens to plant the lighter as evidence at the murder scene.

Guy and Bruno get into a fight on a carousel at the amusement park. The police come to arrest Guy but there is an accident and Bruno is thrown to the ground. He dies holding the lighter and the police realise that Bruno was the murderer. Guy and Anne are free to start a new life together.

1.51

Who is Average Man?

Adolphe Quetelet was a Belgian mathematician in the 19th century who was especially interested in statistics and the human population. His work was very influential in the world of statistics.

In 1835 Quetelet invented *l'homme moyen*, which is French for the Average Man. Average man is very boring: he has exactly average height and weight, an average life, an average chance of being a criminal and an average number of children.

However, Quetelet believed that Average Man symbolised a perfect individual. If somebody had all those characteristics they would be ideal. Anybody who didn't have all those average characteristics was an error, according to his theory.

Of course, Average Man doesn't really exist. But, this hasn't stopped people from looking for the 'perfectly average' person though – in 2007, a television programme in the UK looked for the average Briton, and they put together

the characteristics of what was, at the time, the perfectly average British man.

1.52

- 1 A: Sorry, but, er ... do I know you from somewhere?
B: Erm ... I don't think ...
A: Oh, I know. You work at the supermarket, don't you? Quick Shop?
B: Yes, that's right.
A: Sorry, I'm sure you can't remember all your customers, I just thought you looked familiar. It's always very busy in there, isn't it?
B: It certainly is. Always a queue at the till.
A: Well ... I hope *this* queue goes a bit quicker.
B: Umm, yes, slow, aren't they?

1.53

- 2 A: So, how was your meeting?
B: It was fine. I've just come out. Have you heard that they're going to reorganise our office?
A: Yes, I've ... er ... Well I've heard something about it.
B: Mmm, I wonder when the boss is going to tell us what's happening.
A: Well, you know what it's like here. They always tell us after they've decided.
B: I just hope they don't move me to a different department.
A: Yes ... I think we all work well together ... Oh, I wanted to ask you about your father ... How is he now?
B: Oh much better, thanks. He's coming out of hospital soon.
A: Well, that's good news ... I'm glad about that. Now, do you want to go and get some lunch? We could try that new sandwich shop round the corner.
B: Mm, good idea.

1.55

Anna, Russia

A good friend is a person who can help you in any situation you have in your life, who can understand you. And a good friend for me is my mother because I can tell her everything and she will understand me even if I will not be right.

1.56

Sofia, Argentina

I don't know, you feel a friend. I don't know how to explain how you have a relationship with a friend. You feel is your friend or not.

1.57

Elodie, Switzerland

So, a good friend for me is somebody that you can trust in – uh, somebody who is nice with you, somebody who makes you laugh. And with um, yeah, and if you can have fun with this person I think it will be a friend.

1.58

Sara, Italy

You have to divide friends and people you meet because friends you can really count them on your fingers. For me two or three friends, good, good friends you really count them because it is not easy to find.

1.59

Alena, Czech Republic

OK, so, a good friend is, well is a person, uh, who is kind to me and who, who behaves, uh, in a good

way, I mean, who will take care of me if I need and if I need any help he will, he will, or she will, provide it for me and will be like my second hand.

1.60

Matt, US

A good friend is someone who I can trust and someone who's honest with me and someone who will be there despite hard times.

Unit 5

1.62

Conversation 1

A: Next please!

B: Hi. Yes, I'm here for a copy of my birth certificate.

A: Have you completed the form?

B: Which form?

A: Form number BC 342. This one, here.

B: Oh, yes that one. That one. Yes, here it is.

A: OK. Two weeks.

B: Two weeks? I need it now.

A: Sorry. You should have come earlier. We can't give it to you for another two weeks.

1.63

Conversation 2

A: Hello.

B: Good morning.

A: Yes, I have a meeting with Mr ... Mr Green.

B: Hold on a minute, please. Sorry, your name?

A: Mr Patel.

B: Ah yes, Mr Patel. Your meeting was yesterday.

A: Yes, I know. But yesterday was impossible. I wasn't allowed to leave work, you see.

B: Well, I'm sorry ...

A: That's OK, I can see Mr Green over there, he doesn't look busy.

B: I know, but you need an appointment.

A: But I only need to talk to him for two minutes!

B: Well ... OK then. Mr Green?

1.64

Conversation 3

A: Ah, finally.

B: Yes, is there a problem?

A: Yes, there is a problem. A big problem.

B: Please calm down.

A: Calm down? I had to write three letters to three different departments. I couldn't send emails - I had to write letters. Then I had to come down here. Then I had to wait for four hours in the queue with all these people. And now somebody has told me to come back next week!

B: I'm sorry, we have a lot of work. And this is the busiest time - you should have phoned first.

A: I pay my taxes!

B: Listen! I didn't have to come over here to talk to you, but I did. I'm trying to help you, so please, calm down.

1.65

Conversation 4

A: And it's been terrible. Really just terrible.

B: Why?

A: Well, Graham was a great colleague. He really knew everything about the system and was fun to work with.

B: So, what happened?

A: Two months ago Graham got a new job as a

manager. He didn't want to leave our office, but he had to go.

B: But that sounds great. What's the matter?

A: He's not a good manager! The whole department is disorganised now. And I don't think Graham's very happy in the new job.

B: Maybe he shouldn't have taken the job.

A: I know. You're right.

1.68

1 A: I'm sorry, Sir.

B: Yeah, sorry.

C: Well, OK, boys, I think you know you shouldn't have done it. But if I hear that you've been doing it again, you'll be in trouble. Is that clear?

1.69

2 Thank you, Julia, that sounded amazing... absolutely fantastic ... well done.

1.70

3 Right, put your pens down everybody ... OK, I'll come round and collect your papers now.

1.71

4 A: You won't tell, will you?

B: Of course not.

A: If my mum finds out that I've been meeting him, she'll go mad.

B: Well, I won't say anything about him.

A: Thanks, Kate.

1.72

Tiffin is an Indian home-cooked lunch which is eaten at work or school. Wives, mothers or servants cook the food at home each morning and pack it in metal tiffin boxes. The boxes have different parts and have a handle to carry it with. Each part contains a different food: rice, stew, bread, vegetable dishes and a sweet dish. Messenger boys called tiffin wallahs pick up the lunches and take them to offices or schools by bicycle, by cart or on their heads in baskets. After lunch, the tiffin wallahs pick the tiffin boxes up again and take them back to their owners. People don't take their own boxes in the morning because they are too big and on crowded trains there isn't enough space.

The city of Mumbai has a famous tiffin delivery system. 4,000 tiffin wallahs collect up to 160,000 lunch boxes and transport them on local trains to office workers. Many tiffin wallahs can't read so the boxes have codes made up of different colours. Business schools around the world have studied the system because of its efficient organisation - on average only one tiffin box in six million doesn't arrive.

Bento is a Japanese packed lunch. It consists of two parts: rice and side dishes such as meat, fish and vegetables. Bento is a good way to use up leftovers, so families often make up their lunch from dinner the night before. It is very important that the food looks attractive. People who prepare bento often spend a long time forming rice into special shapes like bears or hearts and chopping up vegetables or sausages so that they look like flowers, stars or fish. The food is arranged carefully in a bento box. This is made of wood, metal or plastic. Today many people prefer plastic so that they can heat up food at work. The different parts of the meal are kept in order in the different parts of the box. Parts of the meal can also be wrapped up in paper or salad leaves. In the past Japanese housewives packed bento lunch boxes as a symbol of love - for their husband or children. Today as many women work in Japan, bento boxes can also be bought

ready-made. Bento is now also popular in Western countries where bread sometimes replaces the rice.

1.75

Conversation 1

A: Excuse me, could you tell me how I get to Oxford Street? Should I take a taxi?

B: No, not at this time of day, the traffic is terrible. The best thing is to go on the underground - you should take the Victoria Line to Oxford Circus.

A: OK, thank you.

B: Watch out for pickpockets on the underground, though - be careful with your bag.

A: Oh, right, thank you.

B: You're welcome.

1.76

Conversation 2

A: Good afternoon. How can I help you, sir?

B: I'd like to report a mugging... they took my mobile and ... oh dear ...

A: I think you ought to sit down, here ... Is that better? ... Right, who mugged you?

B: Two kids ... well teenagers, I suppose, a boy and a girl. I was just walking down the street, talking to my wife on the phone, and ... the boy pushed me and the girl took my mobile.

A: All right, you'd better fill out a report form. If you'd come this way, sir ... just mind your head there - and take care on the steps.

Unit 6

2.03

1 This is one of the most interesting illusions. It is an example of an oscillating, or moving, illusion. The mind at first sees an object one way, and after a certain amount of time has passed, it will change its point of view. In this illusion the staircase will appear to turn upside down.

2 If you look at the two parts of this illusion separately they look completely normal. The top part is an image of three towers, and the bottom part is a picture of a rod in the shape of a U. If, however, the lines are connected an impossible object appears.

3 This optical illusion was discovered in 1860 by a German astrophysicist. It is a series of parallel lines, criss-crossed by short lines. This makes the parallel lines look as if they are moving away from each other.

4 This grid was discovered in 1870 by a physiologist. It's a series of white lines on a black background. If you look at the image, you will notice light grey spots at the intersections of the white lines.

2.06

1 No, not more bad news... Oh, no ... what next?

2 I heard something really interesting today but you mustn't tell anybody else ...

3 Turn that music down! I said, turn that music down

4 A: What's the matter?

B: I'm tired.

A: What? Can you speak more clearly?

5 Yes. Well. At our age, what can you expect? ...

2.07

1 Good morning. I'd like two loaves of bread - brown bread, please.

2 It's so nice to see you again! It's been such a

long time – it must be over a year.

- 3 Oh, hello. I'm a bit lost. Is Jack's cafe near here? I just can't find it.
- 4 This is really nice, how much is it? The silver ring there ... yes, that one.
- 5 And so I went jogging last week and what happened? I fell over and broke my stupid ankle!
- 6 So, just think, this time next week, we'll be on holiday! I can't wait!

2.08

- A: Dr Maddrell, can you tell us more about the Stasi's surveillance methods?
- B: An enormous amount of information was collected on East Germans, using many different methods. The Stasi intercepted post, recorded telephone conversations, listened in to radio transmissions and took photos of people using hidden cameras. But the most important source of information was the human informer. The Stasi asked informers to report on particular people or groups, or the places in which they worked.
- A: Why were human informers so important?
- B: The Stasi's aim was to watch and listen to the whole of GDR society: that means the activities of East Germans and their contacts with the outside world. The human informer was the most important source of information because the Stasi needed to know what people thought.
- A: Can you give us some other examples of the surveillance methods used by the Stasi?
- B: Stasi officers listened in to telephone conversations between the GDR and foreign countries, and listened in to many telephone calls in the GDR as well. In Leipzig, in the 1980s, 1,000 phones were tapped every day. The Stasi also intercepted telecommunications in West Germany and Western Europe.
- A: You mentioned that the Stasi intercepted post. Can you tell us more about that?
- B: Post control helped the Stasi to find spies. Western secret services told their spies to send their information to the West using invisible ink in letters, postcards and magazines. The Stasi's post control found many of these secret messages. Officers were told to look for addresses which were written very clearly: the spies wanted their letters to be delivered to the right address and so they wrote the address very neatly and clearly – but most people do not do that.

2.09

Picture 1

- A: So, what do you think of this one?
- B: Mmm, I can't decide. I like the shape. And it's clever, using those tools ... But I find it ... well, a bit industrial, if you know what I mean. Hmmm, I'm not sure, really.
- A: Well, personally, I think it's amazing. It's so dynamic, you can almost see the movement, like those tools are going to fly out and hit you any second ... fantastic!
- B: Mmm ...

2.10

Picture 2

- A: I really love this one. Look at those beautiful pale colours. And the expression on her face – so calm ... lovely.

- B: To be quite honest, I'm not that keen on it. I'm not very fond of portraits. And in my opinion this type of painting is rather bland. It just shows a pretty woman sitting down ... you don't get any impression of her personality ... How do you feel about it, Maria?

- C: I can't make up my mind. I agree with you in a way ... it's a real chocolate box picture but it's well painted ... and interestingly it's a female painter, there weren't many of those in the eighteenth century, you know ...

2.11

Yordanka, Bulgaria

Well, the last piece of good news I heard was only yesterday, and um it was some news about our baby, who is due in three or four weeks' time. And we heard that the baby is doing fine, he's growing well, and he's moving about happily. And we also found out that he's got a full head of hair, which is really funny.

2.12

Maura, Ireland

Um, the last piece of good news that I heard was when somebody at my work told me that I was paying too much tax, and suggested that I contact the tax office. So, I did um... and I discovered that I'd been paying too much tax for about five years. So I was really happy and it was very, very good news indeed.

2.13

Patricia, Brazil

Um, the last piece of good news I heard was that this weekend is going to be great weather, so I'm very excited about it because I come from Brazil and where I come from in the north east it's really hot, and we always have lovely sunny weather, and it's not like that here in England at all. So I'm very excited to know that this weekend I'll be able to go out and to enjoy a sunny, lovely day, and um... I'll probably go for a picnic with my friends and um... I'm going to wear my lovely, summery dress, so... I think it's great.

2.14

Alison, England

Well I think I would have to say when I heard about the birth of my new niece, um.... who, it was decided, would be called Sylvie. Um... It was especially exciting because we didn't know if it was going to be a boy or a girl um... and I knew that her... her older sister Martha would be really excited to get a new baby sister. Um, and of course everybody was delighted to have a new member of the family.

Unit 7

2.16

In the early 17th century, Holland was in its Golden Age. Many Dutch traders had become wealthy through trade with the East Indies. Tulips, which had been introduced to the Netherlands in the 1590s, were a popular way for people to show their wealth. Rare bulbs could be sold for hundreds or even thousands of guilders – at a time when the average income was 150 guilders a year.

In the early 1630s tulips started to sell for higher and higher prices as demand for the flowers outstripped supply. A tulip bulb, which only flowers for a few years, takes five to ten years to grow from seed. This meant that the supply of bulbs was limited. In 1636 a special traders' market was

created to sell tulips: traders signed contracts in the winter to buy tulips in the summer when the bulbs had flowered. They hoped that the bulbs would be more valuable in the summer, so that they could make a profit. More and more traders bought tulips at higher and higher prices.

By February 1637 tulips cost twenty times more than in November 1636. One rare tulip was sold for 6,700 guilders, which was enough to buy a big house in Amsterdam. But suddenly buyers refused to pay the prices which the traders asked – and the market crashed. Prices for tulips fell as dramatically as they had risen. The tulip bubble had burst.

Today there is disagreement among economists about how strongly Tulipmania actually affected the Dutch economy. But for many, the story of Tulipmania remains a popular warning about the dangers of trying to make a quick profit.

2.20

OK, there's a desert island and there are three men. They have been there, alone, for a long time. One day, they are walking along the beach and they see a glass bottle. When they open the bottle, there is a loud crash and a genie appears. 'You have three wishes,' says the genie. The men look at each other, and decide to have one wish each.

The first man says to the genie: 'I wish I were back in London with my wife and three children. I haven't seen them for ten years.'

The genie snaps his fingers and 'bang!' the man is back in London in his family home.

It is the second man's turn. He looks at the genie and says 'I've always wanted to see Hollywood. I wish I could be in Los Angeles right now.'

The genie snaps his fingers again and 'bang!' The man is standing on Sunset Boulevard.

Now there is only one man left on the island with the genie. The genie looks at the man. The man looks at the genie.

'Well?' asks the genie. The third man looks around, sighs and says 'I wish my friends were here.'

2.21

Phone call 1

- A: Hello, I'd like to make an appointment with Dr Singh.
- B: Just a moment, please ... Erm... He's free this Wednesday at 8.30.
- A: 8.30 ... Um, yes, that's fine.
- B: Right ... and your name?
- A: David Styles – that's S-T-Y-L-E-S.
- B: That's 8.30 on Wednesday, then.
- A: Thank you
- B: Goodbye.

2.22

Phone call 2

- A: Good morning, Tyson's Engineering. How may I help you?
- B: Hello, this is Miguel Hernández. Could I speak to Mike Jones, please?
- A: I'm afraid he's in a meeting for the next hour or so. Can I take a message?
- B: Could you ask him to call me back, please? He has my number.
- A: Of course, what was your name again?
- B: Miguel Hernández.
- A: Miguel Hernández ... Certainly, I'll do that. Thank you for calling.
- B: Goodbye.

2.23

Phone call 3

- A: Hello, this is GLB Bank. If you would like information about a new account, please press one. If you have a query about an existing account, please press two. Thank you. We are now processing your call. Please hold the line ... Please hold the line ...
- B: Oh, come on ...
- C: Hello, Customer Services, David speaking. Sorry to keep you waiting. How can I help you?
- B: Hello, I've lost my credit card and I'd like to cancel it.
- C: Sorry, I'm afraid I'll have to put you through to another department for that ... Please hold the line ...

Unit 8

2.24

- 1 Me? I'd include a picture of a table. A big table covered in food.
- 2 If I could send something into space, I'd send a video of traffic. Lots of cars and how we are polluting our planet.
- 3 I'd include a photo of a group of people together ... a group of people from different races. I'd include that if they asked me.
- 4 I would include the sound of a computer starting up - it's probably one of the most popular sounds on the planet now.
- 5 If I could put one song into space, it would be *Imagine* by John Lennon.
- 6 Some good photos of ... the planet Earth from space.
- 7 I'd include some images of accidents, like nuclear accidents, so that they don't think it's all good.
- 8 If I could send something into space, I'd send Einstein's famous formula.
- 9 I'd send my old red sock into space, so it can find the other one, which has been missing for years.
- 10 Art by Michelangelo and by Leonardo da Vinci. That's what I'd put.
- 11 If they asked me, I'd send a big note that says 'Sorry, we made a mess of this world, can we come to yours?'

2.26

Treasure collection 1

In 1924 two brothers found this treasure when they were working in their field. They found thirteen gold objects: cups and dishes with lids and an object with three almond-shaped dishes. At first the farmers didn't know what they had found and tried to use them as farm tools. Present day experts think that the objects could have been used for religious purposes.

Treasure collection 2

This treasure was found in 1949 when workers were digging to find clay. They discovered a set of gold tableware including four drinking cups shaped like the heads of animals. Archaeologists think that the set was made about the beginning of the third century BC and may have belonged to the Thracian king Seuthes III.

Treasure collection 3

This treasure was discovered in 2004. One day two archaeologists went into a shop and noticed a woman wearing an old gold necklace. Her husband, a farmer, had found it in his field. Over the next three years archaeologists found more than 20,000 pieces of gold jewellery including

thousands of small gold rings. The jewellery dates back to the third millennium BC. It is thought that the Thracians must have buried the jewellery as offerings to the gods.

These are only some of the many collections of treasure which have been found in Bulgaria. Unfortunately today many of Bulgaria's valuable treasures are being taken illegally from archaeological sites. They are then taken out of the country or sold quietly to private collectors.

2.27

Conversation 1

- A: What's the matter? Are you all right?
- B: Yes, fine. My computer's just crashed again.
- A: Oh, that's a pain ... That's always happening to me.
- B: It's just so annoying ... I've lost an hour's work.
- A: Well, come on, cheer up, it's Friday. Why don't we go for a drink after work?
- B: Um ... why not? Thanks. I'll ring computer support now. Perhaps they can find my document.

2.28

Conversation 2

- A: What's wrong?
- B: I've just had a phone call from my sister-in-law. My brother has just been taken to hospital.
- A: Oh, no. I'm really sorry to hear that. What happened?
- B: He was in a car accident on the motorway. Luckily they think he'll be all right.
- A: Oh, that's good. It must have been a terrible shock. Look, can I make you a cup of coffee? Or perhaps you should go home?
- B: No, I'm fine now. A coffee would be good - thanks.
- A: OK, I won't be a minute.

2.29

Christina, Germany

So one evening I went out with my friends and suddenly I saw something blinking on the ground and I was looking after it, but at first I thought it was like the head of a beer bottle but it was a ring, a finger ring with many stones on it.

2.30

Muneer, Saudi Arabia

Actually I remember when I was a child I found, in my country of course, I found an amount of money, a big amount of money inside a wallet and it was in the street and I got it and took it to my mom and told her about it. She said that we shouldn't take something which doesn't belong to us, and yeah, we told ... er we got it to the police and they found the owner of this money.

2.31

Dorothy, Scotland

It was my very last day at work before I left to have a family. When I got home that evening I discovered that a ring which was very precious to me, had lost its stone. I went back to the office to look for it but to this day I was never able to find the stone. I still have the setting for it. One day perhaps someone will buy me a diamond.

2.32

Richard, England

I regularly lose money out my back pocket which is usually sort of £10 or £20 in one hit ... but, er, and I usually only ever find 2p or 5p on the floor. That's all I ever find I'm afraid.

2.33

Leslie, Switzerland

Umm, I think the most valuable thing I have ever lost was a bracelet and yeah, it was out of silver and I lost it when I was in Disneyland with my friends in Paris and it was absolutely impossible to find it again.

Unit 9

2.36

The date 1066 is a very well-known year for English people. It is the year that the Normans, under William the Conqueror, invaded and managed to conquer England. For several decades, England was ruled by the French.

Since then the English and French have fought in many wars. They were enemies in the 14th, 18th and 19th centuries. But they were also allies in the Crimean war in the 19th century, in both World Wars of the 20th century and in recent conflicts. The French and English military continue serving together in the United Nations.

In terms of language, each country has borrowed many words from the other. The English use French words such as *chef*, *café* or *fiancé*, as well as others from cooking, music or the arts. And contemporary French uses words like *weekend*, *hotdog*, *hamburger* and *parking*, as well as other modern English expressions from technology and pop culture. Both countries enjoy making fun of the other's food. For the French, English cooking is boring and bland. The English have a higher opinion of French cooking but many English people still like to make jokes that French food is inedible (for example, snails or frogs' legs).

Despite this, the relationship between the two countries today is a good one. French is still among the most popular foreign languages for English students to learn, and English is the most common foreign language studied in France. There have been no wars between the countries in almost two hundred years. It is thought that there are more than 300,000 French people living in Britain, and more than 600,000 British people living in France. While the French still call the English 'rosbif' and the English call the French 'frogs' the realities of today's Europe mean that there will probably be more love than hate between the two countries in years to come.

2.42

Conversation 1

- A: Would you like something to eat?
- B: Yes, please ... This is a great party ... You have a lovely garden.
- A: Thank you, we love it.

2.43

Conversation 2

- A: This is great food.
- B: Thanks, I'm glad you like it.

2.44

Conversation 3

- A: Nice to see you again.
- B: Nice to see you too ... thank you for the invitation.
- A: What a lovely dress. You look wonderful.
- B: Do you think so? Thank you.

2.45

Conversation 4

- A: Are you enjoying the party?

- B:** Yes, thanks. Good music.
A: Umm, yes ... You're a good dancer.
B: Thanks. You're not so bad yourself!

Unit 10

2.46

The Great Gatsby by F Scott Fitzgerald is set in the twenties in New York. It is narrated by Nick Carraway, who rents a house next door to the extremely wealthy Jay Gatsby, a man who uses his money to get what he wants. Gatsby is in love with Nick's cousin Daisy, who is unhappily married. He persuades Nick to help him to arrange a meeting with Daisy, leading to a series of tragic events.

Rebecca by Daphne du Maurier is a romantic mystery. After knowing Maxim de Winter for only a week, the narrator (whose name we don't know) marries him and moves with him to his house in Cornwall. Her husband's servants and friends make it clear she can never take the place of Maxim's first wife, Rebecca. In the end the narrator learns the surprising truth about Rebecca's death.

Captain Corelli's Mandolin by Louis de Bernieres begins in 1940. The novel follows the daily life of Pelagia, who lives on the Greek island of Cephalonia. The Italian army has just invaded Greece and Pelagia's fiancé has left to fight against the Italians. While he is away Pelagia begins a secret relationship with Antonio Corelli, an Italian captain who is sent to live with Pelagia and her father, and whose greatest passion is music.

Tracks by Louise Erdrich is the story of Fleur Pillager, a member of a Native American tribe who is said to be a witch. Through Fleur's story we hear about the problems facing Native American tribes in the early twentieth century: their fight to save their lands, the long winters and lack of food and disease brought by the white man.

Pride and Prejudice by Jane Austen was published in 1813 when women were expected to behave in a certain way and their parents decided who they should marry. Elizabeth is the second of five sisters and her mother wants to find good husbands for all of them. The novel follows Elizabeth's up and down relationship with Mr Darcy.

Moby Dick by Herman Melville is a dramatic tale of adventure at sea. Moby Dick is a huge white whale who is being hunted by Captain Ahab. Ahab lost one of his legs to Moby Dick and is determined to kill the whale. A sailor called Ishmael joins the crew on Captain Ahab's boat. In Ishmael's voice, the book tells the story of the whale hunt which ends in tragedy.

2.48

- 1 A:** Now, er, I'd like to ask you to lift your glasses and join me in wishing Ryan a happy 40th birthday ... to Ryan.
B: To Ryan!

2.49

- 2 A:** Happy birthday. Here's a little something from us all – I hope you like it.
B: Oh, thank you. Can I open it now?

2.50

- 3 A:** Right, go on then. Remember to make a wish.
B: Yeah, I did it!

2.51

- 4 A:** I'm just going to put this in the post. I nearly forgot, it's my brother's birthday tomorrow.
B: Oh, can you take that other letter if you're going? You know, the one about the telephone bill. Thanks.

2.52

- 5** Can I have your attention please? Thank you. Well, I'd like to start by saying a huge thanks to everyone who's here today. It's been a fantastic day so far and a lot of that is down to my parents, of course. Mum and Dad: thanks for everything today and ... well, for always really ... A big clap for them please ...

2.54

Conversation 1

- A:** Time to go. Take care of yourself.
B: You too. Thanks for everything.
A: Bye! Keep in touch.
B: Yes, will do. Bye bye.

2.55

Conversation 2

- A:** I'm afraid I have to go now.
B: Well, it was very nice to meet you.
A: Yes, you too. I've enjoyed working with you. Have a good trip.
B: Thanks. I look forward to seeing you again sometime.

2.56

Conversation 3

- A:** It's been nice seeing you again. ... Please give my regards to your wife.
B: Thank you. And thanks again for all your hospitality.
A: Goodbye.

2.57

Conversation 4

- A:** Bye then, all the best.
B: And to you. Give my love to the family.
A: Drive safely!
B: We will ... see you soon.

2.58

Maria Pilar, Spain

My favourite film is *Titanic* and the beginning is in a very big ship on the sea and is the principal idea, or the main character is a handsome man, Leonardo di Caprio, and I think that the history is about the love in a sea and the love is very bad because suddenly the ship broke in the middle of the sea and all the people in the ship died.

2.59

Marc, France

One of my favourite films is *The Lord of the Rings* which is a film that has been – which is ... founded on the book of Tolkien – *The Lord of the Rings* and the beginning of the story is about a small hobbit, Bilbo ... that wants to get rid of his ring, a ring he has found years before and he gives it to his nephew. And, in fact, the ring is a kind of cursed ring and the idea – the quest that his nephew has to deal with is to get rid of the ring and to destroy it.

2.60

Mireille, US

One of my favourite films is *Breakfast at Tiffany's* and it starts off – you see the character Holly Golightly, she is standing in front of the – on Fifth Avenue in front of Tiffany's, looking in the shop window, eating a croissant. It's very early in the morning, she had been out all night and she just sits there eating her croissant and drinking her coffee. That's how the movie starts.

2.61

Nicole, Switzerland

So, my favourite film is called *Mamma Mia* and the beginning of the film, the film starts with a girl who is singing, or is singing, yeah, a song of Abba, and she's throwing in a letter in a box. And, er ... we know then that she ask her three possible fathers to come to her wedding and then you can see the ... what the fathers are doing, or what the men are doing and how they get to the airport ... to the harbour to come to the wedding. So they meet another – the other ... so the three meet together and come together to the island.

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