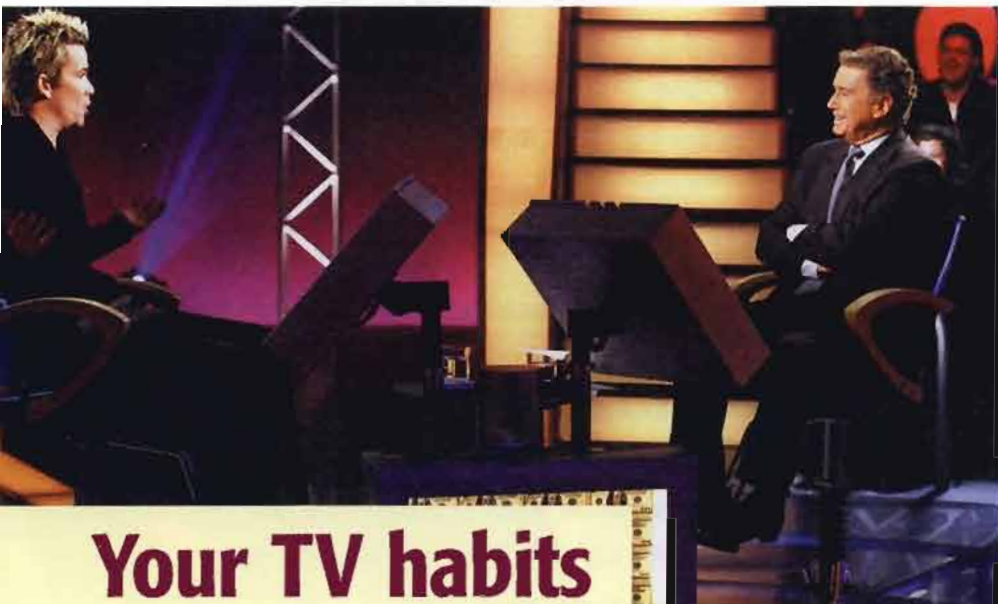


Switch it off

1 VOCABULARY & SPEAKING television

- a Look at the bold words in the TV survey below. What do they mean? How do you pronounce them?
- b In pairs, ask and answer the questions.



Your TV habits

- How many TVs are there in your house? Where are they?
- Do you know anybody who doesn't have a TV?
- How many **channels** do you have?
- Do you have **satellite** or **cable TV**?
- Which channels do you watch the most?
- Do you watch any foreign channels? Which one(s)?
- How much TV do you watch during the week / at weekends?
- Who watches most / least TV in your family?
- What kind of TV programmes do you like? What kind do you hate? Write L (like), H (hate), or DM (don't mind) in the boxes.

- | | |
|--|--|
| <input type="checkbox"/> quiz shows | <input type="checkbox"/> cartoons |
| <input type="checkbox"/> reality shows | <input type="checkbox"/> documentaries |
| <input type="checkbox"/> comedy shows | <input type="checkbox"/> drama series |
| <input type="checkbox"/> chat shows | <input type="checkbox"/> films |
| <input type="checkbox"/> soap operas | <input type="checkbox"/> sports programmes |
| <input type="checkbox"/> the news | |

- Do you think there are too many **adverts** on TV in your country?
- Do you think TV programmes in your country are getting better or worse? Why?



2 GRAMMAR phrasal verbs

- a How many phrasal verbs can you think of connected with television?
- b Read the three stories on p.109 and complete them with phrasal verbs A–H.

- A look out
 B sold out
 C picked up
 D switch off
 E looking forward to
 F turn off
 G find out
 H passed away

- c Read the texts again, then cover them and look at the pictures. In pairs, tell the stories from memory.
- d Now look at how *look forward to* and *turn off* appear in a dictionary. How does the dictionary show you if the verb and the particle (e.g. *off*, *on*, etc.) can be separated or not?

- look forward to sth** to wait with pleasure for something to happen
- turn sth off** to stop the flow of electricity, water, etc. by moving a switch, tap, etc.

- e p.142 Grammar Bank 7C. Read the rules and do the exercises.

TV-B-Gone

An American, Mitch Altman, went to a restaurant with some friends. He was ¹ _____ some lively conversation. But instead of talking, his friends spent the whole time watching a TV in the corner. Mitch wished he could ² _____ it _____, and this suddenly gave him the idea for a new gadget. He invented TV-B-Gone, a remote control which allows you to ³ _____ any TV within 17 metres of where you are. When the gadgets were first marketed on the Internet, they ⁴ _____ after the first two days.



Dead or alive?

The BBC were planning to make a programme about the Bob Marley hit song *No Woman No Cry*. A researcher from BBC3 contacted the Bob Marley Foundation to ⁵ _____ if they could interview him over the summer. The researcher added that filming was scheduled for June, July, and August but 'our schedule is flexible'. Unfortunately, Marley's schedule is not: he died in 1981. A friend of the Marley family told the *Daily Mirror*: 'We didn't think there was anyone on the planet who didn't realize Bob ⁶ _____ years ago.' A BBC spokesman admitted: 'We're very embarrassed.'



Furious football fan forgiven

Two people were nearly killed when a Romanian football fan threw his TV out of the window. Ghita Axinte said he was so angry with the national side when they lost their World Cup qualifier against the Czech Republic 1-0 that he ⁷ _____ the TV _____ and threw it out of the window.

Radu Demergiu, his neighbour, was discussing the match on the balcony below with his brother. Suddenly his brother shouted, '⁸ _____!' and the TV set crashed onto the balcony, almost hitting the two of them. But Radu is not going to take any action against his neighbour. 'At first I was angry with him, he could have killed us. But when he told me he had been watching the football, I completely understood. We had also been watching it and I was furious with the Romanian team too.'



3 PRONUNCIATION revision of sounds, linking

a Look at the **pink** letters in each sentence. What's the sound? Write the sound word and symbol.

	Sound word	Symbol
1 We can't go . They've so ld out.	<u>phone</u>	<u>əʊ</u>
2 I'd like to find out about train times.	_____	_____
3 I'm looking for ward to Aug ust.	_____	_____
4 I was talking to my mo ther but we were cu t off.	_____	_____
5 In fu ture, remember to swi ch off the kit chen lights.	_____	_____
6 Phi lip's not old enou gh to look af ter a fi ve-year-old.	_____	_____
7 We pu t on our seat belts before the fligh t to ok off.	_____	_____
8 The y don't get on with each oth er.	_____	_____

b **p.157 Sound Bank**. Check your answers.

c **7.14** Listen and repeat sentences 1–8.

d **7.15** You're going to hear some phrases where three words are linked together. Listen and write down the missing words.

- | | |
|---------------------------------------|--------------------------------|
| 1 There's a towel on the floor. _____ | 4 You don't need a coat. _____ |
| 2 I hate this music. _____ | 5 I can't hear the TV. _____ |
| 3 Your jacket's on the chair. _____ | 6 Coffee is bad for you. _____ |

4 VOCABULARY & SPEAKING

a **p.155 Vocabulary Bank Phrasal verbs**.

b Choose and tick (✓) six questions to ask your partner.

- Is there anything you're trying to **give up** at the moment?
- How do you feel when a plane **takes off**?
- Are you going to **carry on** studying English next year?
- What are you most **looking forward to** at the moment?
- Have you ever tried to go to a concert but it was **sold out**?



- Where and when do you **switch off** your mobile?
- Have you ever **thrown away** something really important by mistake?
- Do you like **looking after** small children?
- How often do you **go away** for the weekend?
- Would you like to **set up** your own business?
- Are people in your country trying to **slow down** and work less?

c Ask and answer the questions. Ask for more information and try to keep each 'mini-conversation' going for as long as possible.



Couple switch on after 37 years without power

An elderly couple are going to swap candles for light bulbs after 37 years without electricity at their Suffolk home. Pat Payne, 74, and his wife Margaret, 72, brought up their large family in their farmhouse in Whepstead, near Bury St Edmunds, without any modern appliances.

Their children left home years ago but now one of them has moved back and is paying £19,000 to have electricity put in the 200-year-old house next month. Mrs Payne said that she was looking forward to 'being modernized' but does not feel that she has missed much by not having electricity.

'It would have been nice to have been able to do the ironing or to have a vacuum cleaner instead of having to sweep the floor, but we got by,' she said. 'I think our children are more excited about us getting electricity than we are.'

The couple have mostly lived off the land. Mr Payne, a former farm labourer, grows vegetables in the garden. Without a fridge or freezer in the three-bedroom house, milk is delivered every other day and fresh meat is bought as needed. Water comes from a well.

Mrs Payne used to wash clothes by hand, and with nine children that was a lot of clothes, but she believes that not having electricity may have been a good thing for her children while they were growing up. 'Instead of watching television, they played together and used to make up games or read books,' she said.

The life also suited her and her husband. 'Neither of us has ever been seriously ill and we rarely get a cough or cold,' Mrs Payne said. 'With our fresh vegetables and not having central heating it's been a very healthy way to live.' The couple have 24 grandchildren and eight great-grandchildren.

5 READING

a You're going to read an article about a couple who lived without electricity for 37 years. Which two of these things do you think they missed most?

- | | |
|-----------------|-------------------|
| central heating | an iron |
| electric light | a TV |
| a freezer | a vacuum cleaner |
| a fridge | a washing machine |

b Read the article once. Were you right? Do they regret living without electricity for so long?

c Read the article again. Then cover the text and say what the following numbers refer to.

37 74 and 72 19,000 200 3 9 24 8

d Answer the questions in pairs.

- Do any of their children still live with them?
- How does Mrs Payne feel about the house being modernized?
- Was it a really big problem for her not having an iron or a vacuum cleaner?
- Where did they get most of their food from?
- Why does Mrs Payne think that not having electricity was good for the children?
- How was it good for her and her husband?

e Match the highlighted phrasal verbs with their definitions. Write the infinitives in the chart.

Phrasal verbs	Meaning
1 _____	to develop into an adult
2 _____	to manage to live or do something with difficulty
3 _____ sth _____	to install something in your house, e.g. central heating
4 _____	to return to live in a place where you lived before
5 _____ sth _____	to invent
6 _____ sb / sth _____	to depend on sb or sth in order to live
7 _____ sb _____	look after a child until he / she is an adult

6 LISTENING

a **7.16** Listen to four people answering the question 'If you had to live without electricity for a week, what two things would you miss most?' Write the two answers for each person.

Claire	1 _____	2 _____
	Why? _____	
Andy	1 _____	2 _____
	Why? _____	
Julia	1 _____	2 _____
	Why? _____	
Tyler	1 _____	2 _____
	Why? _____	

b Listen again and write their reasons.

c In pairs, say what two things you would miss and why.

APOLOGIZING, GIVING EXCUSES

- a 7.17 Cover the dialogue. Who does Allie apologize to? Why?
- b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.

Mark Mark Ryder.
Allie Mark, can you come in?
Mark Sure.
Allie Thanks for the sales report.
Mark I think there's something more important to talk about right now.
Allie What do you mean?
Mark That message you sent me. You hit 'reply to all'. You sent it to everyone in the office.
Allie Oh no. You're joking. Oh, Mark. I'm _____ sorry. I did it without _____.
Mark It's _____, Allie. It's an easy mistake to make.
Allie How could I be so _____? I just wasn't _____.
Mark Allie...
Allie I'm _____ sorry.
Mark Don't _____ about it. It doesn't _____. But I think we should talk to the others.
Allie Yes, you're right. I'll do it. It was my _____.
Allie Listen everybody. I just want to say that I'm _____ sorry. I haven't been honest with you. Erm, we... Mark and I...
Nicole That's OK, Allie. We had already guessed. It wasn't really a surprise.



- c Listen again and complete the dialogue.
- d 7.18 Listen and repeat the highlighted phrases from the dialogue. Copy the rhythm.
- e Look at the highlighted phrases in the dialogue. Put them in the right place in the chart.

Apologizing	Admitting responsibility/ Explaining	Responding to an apology
	<i>I did it without thinking.</i>	

f **Communication** *I'm so sorry!* A p.118 B p.121.

SOCIAL ENGLISH A walk by the Seine

- a 7.19 Listen. How does the story end?
- b Listen again and answer the questions.
 - 1 According to Allie, how did the people in the office discover their secret?
 - 2 Does Mark agree with her?
 - 3 Is Mark sorry everybody knows? Why (not)?
 - 4 Why doesn't Allie hear what Mark's saying?
 - 5 What's the last thing Mark asks Allie to do?

USEFUL PHRASES

So if it w _____ me, it must have been you.
 You're h _____ (at keeping secrets)!
 Don't b _____ me.
 But it's now or n _____.
 I didn't hear a w _____ you said.
 Can you c _____ that (in an email)?

- c 7.20 Complete the USEFUL PHRASES. Listen and check.
- d Listen again and repeat the phrases. How do you say them in your language?



- a Read an article for a student magazine about the advantages and disadvantages of living without a TV. The computer has found ten mistakes (grammar, punctuation, or spelling). Can you correct them?

Living without a TV

ALMOST every family today ¹have a TV, in fact probably more than one, and people everywhere spend hours watching it. But a few families choose to live without a TV because they think there are advantages.

The first advantage is that families spend more time ²talk to each other. Secondly, they spend more time doing more creative things like reading or painting. Thirdly, they spend more time outdoors, and are usually ³more fit.

On the other hand, there are also disadvantages. For example, children who don't have a TV may feel ⁴different from ⁵there school friends, and often won't know what they are talking about. Also it is not true that all TV ⁶programes are bad. There are also good ones, like ⁷documentarys, and people who live without a TV may know less about ⁸whats happening in the world.

In conclusion, ⁹althought living without a TV has some advantages, I think today it's unrealistic and that we should just try to turn the TV ¹⁰out when there's nothing good on.



Useful language: writing about advantages and disadvantages

Listing advantages

First, / Firstly,... Secondly,... Thirdly,...

Listing disadvantages

On the other hand, there are also (some) disadvantages.

For instance,... / For example,...

Also,...

Conclusion

In conclusion / To sum up, I think...

WRITE an article called *Mobile phones – a great invention?*

Begin the article with this introduction:

Almost everybody has a mobile phone. But is it a great invention? I think there are both advantages and disadvantages.

Write three more paragraphs.

PLAN what you're going to write. Use the paragraph summaries below and the **Useful language** box to help you.

Paragraph 2 Write two or three advantages.

Paragraph 3 Write two or three disadvantages.

Paragraph 4 Conclusion – decide if you think mobiles are a great invention or not.

CHECK the article for mistakes (**grammar** , **punctuation** , and **spelling**).

- b Read the article again. Then cover it and in pairs answer the questions from memory.

- 1 What are the three advantages of life without a TV?
- 2 What are the two disadvantages?
- 3 Is the writer for or against having a TV?

- c You are going to write a similar article about mobile phones. First, with a partner, make a list of the advantages and disadvantages.

- d Now decide which are the three biggest advantages and number them 1–3 (1 = the biggest). Do the same with the disadvantages.

GRAMMAR

a Choose a, b, or c.

1 If we hadn't gone to that meeting, we _____ each other.

- a wouldn't meet
b hadn't met
c wouldn't have met

2 Could you tell me what _____?

- a is your name
b your name is
c your name

3 Do you know _____ after lunch?

- a if the shop does open
b if opens the shop
c if the shop opens

4 You aren't coming tonight, _____?

- a are you
b aren't you
c you aren't

5 If you've finished watching TV, _____.

- a turn off it
b turn it off
c turn off

b Complete the second sentence with two words so that it means the same as the first.

1 We were late because we got lost.

If we _____ lost, we wouldn't have been late.

2 What time did you arrive home last night?

Could you tell me what time _____ home last night?

3 Does this train stop in Norwich?

Do you know _____ this train _____ in Norwich?

4 I think the film finishes at 8.00.

The film finishes at 8.00, _____?

5 I'm excited about our holiday.

I'm looking _____ our holiday.

10

VOCABULARY

a Complete with an adjective or adverb from the bold noun.

- 1 He's very intelligent but _____ he's not very good-looking. **fortune**
2 He hates waiting. He's very _____. **patience**
3 Let's buy this sofa. It's definitely the most _____. **comfort**
4 I was very _____ in the exam. The questions were all on things I'd studied the night before. **luck**
5 He writes very _____ and makes a lot of spelling mistakes. **care**

b Complete the compound nouns.

- 1 Excuse me? Where's the nearest **police** _____?
2 A Do you like _____ **films**?
B No. I don't enjoy feeling frightened!
3 My three-year-old has just started at _____ **school**.
4 Yesterday I had to pay a £50 **parking** _____.
5 When the banks are closed you can get money from a _____ **machine**.






c Complete the phrasal verbs.

- 1 He has to _____ **after** his father, as he's in his 90s.
2 Could you **turn** the music _____? It's really quiet.
3 Could you **give** me _____ my book, please!
4 My uncle has **set** _____ a small company.
5 I always feel nervous when planes _____ **off**.
6 _____ **down**, you're walking much too fast.
7 Do you _____ **on well with** your boss?
8 If you **carry** _____ watching TV, you'll get square eyes.
9 My grandmother **brought** _____ eight children without any help.
10 They _____ **up** last month, and now she's got a new boyfriend.

20

PRONUNCIATION

a Underline the word with a different sound.

1		l <u>u</u> cky	com <u>o</u> fortable	pl <u>u</u> g in	put on
2		pa <u>t</u> ient	traff <u>i</u> c jam	ad <u>u</u> verts	reality
3		do <u>w</u> n	sh <u>o</u> w	soa <u>p</u> s	sl <u>o</u> w
4		mu <u>r</u> der	bir <u>t</u> hday	ca <u>r</u> eful	tu <u>r</u> n
5		ch <u>a</u> nnel	ma <u>c</u> hine	ch <u>a</u> t	sw <u>i</u> tch

b Underline the stressed syllable.

impatient comofortable documentary cartoons detective

10

CAN YOU UNDERSTAND THIS TEXT?

The man who missed the lottery bus



YESTERDAY bus driver Dennis Hassall was behind the wheel as usual, reflecting on his fate as one of the unluckiest men in Britain. Just six months earlier, he decided to **give up** playing the lottery with his 11 workmates after four years of paying every week but winning almost nothing.

But last Saturday night, his workmates, who had **carried on** playing, each received a cheque for £744,126. While they toasted their success with champagne, Mr Hassall worked his morning shift, driving a number 7 bus between Plymouth and Plymstock in Devon. He refused to talk to journalists.

The winners said they were very sorry for Dennis, but they were not going to share the money with him. 'He hasn't paid his contribution since last summer,' winner Chris Robinson said. 'He must be feeling pretty bad. But as far as I know, he has wished us all the best of luck.' All the winners are now planning to retire. For Les Read, aged 53, the win couldn't have come at a better time. Two weeks ago he failed an eyesight test and is no longer able to drive. 'If I hadn't won the lottery, I'd have been unemployed.' Fellow winner Ian Crampton, 46, the man who **picked out** the six winning numbers, has been off work for several weeks and is having chemotherapy and radiotherapy for a cancer-related illness. 'Now I don't have to worry about **going back** to work,' he said.

The leader of the lottery syndicate, Dave Mallet, said, 'We all feel very sorry for Dennis, but he knew the rules. It's OK if you don't pay for two weeks, but any more than that and you're out. It wouldn't be fair on the others. I haven't spoken to Dennis yet, but we will be inviting him to the party we're going to have at the social club. But I don't know if he'll **turn up**.'

Adapted from the British press

a Read the article and mark the sentences T (true), F (false), or DS (doesn't say).

- 1 Dennis stopped playing the lottery four years ago.
- 2 Dennis didn't drink champagne with the lottery winners.
- 3 He gave an interview to journalists.
- 4 He stopped playing the lottery because he was short of money.
- 5 Dennis is the only person who will continue working.
- 6 Two of the winners had health problems.
- 7 Dave Mallet feels bad about what has happened to Dennis.
- 8 Dennis doesn't want to go to the party.

b Look at the **highlighted** phrasal verbs. What do they mean?

CAN YOU UNDERSTAND THESE PEOPLE?

a **7.21** Listen and circle the correct answer, a, b, or c.

- 1 Had the man saved his article (on his computer)?
a Yes. b No. c Some of it.
- 2 Why didn't the man wear his lucky T-shirt?
a Because he didn't need it.
b Because he had lost it.
c Because he couldn't.
- 3 What kind of books does the woman usually read?
a Several kinds. b Science fiction. c Detective novels.
- 4 Where does Gerald say he was last night?
a At home and at the pub. b At home and at a shop.
c At home and at a football match.
- 5 What time do the children normally go to bed?
a 10.00 b 9.15 c 9.30

b **7.22** Listen and complete the missing information.

Time	Channel	Programme
8.00	BBC 2	<i>Eight-legged Wonders</i> . A documentary film about ¹ _____
8.00	ITV	<i>The Silent</i> ² _____, a new crime series
³ _____	ITV	<i>Who wants to be a millionaire?</i> Quiz show
10.05	⁴ _____	Cinema: All-time greats: <i>Fanny and Alexander</i>
10.30	ITV	⁵ _____ A tribute to John Miller

CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)

- complete these three sentences in a logical way
If I hadn't gone to bed so late, ...
If I had known it was your birthday, ...
I would have arrived on time if...
- ask your partner three polite questions and check three things you think you know about him / her
- talk about how much TV you watch and what kind of programmes

Communication

2B Are you hungry? Yes, I'm starving! Student A

a Say your sentences to B. He / she must respond with the phrase in brackets.

- 1 Is the water cold? (*Yes, it's freezing.*)
- 2 Was the film good? (*Yes, it was great.*)
- 3 Were you tired after the exam? (*Yes, I was exhausted.*)
- 4 Is the kitchen dirty? (*Yes, it's filthy.*)
- 5 Is it a big house? (*Yes, it's enormous.*)
- 6 Was the weather bad? (*Yes, it was awful.*)

b Respond to B's questions. Say *Yes, it's / I'm*, etc. + the strong form of the adjective which B used in the question. Remember to stress the strong adjective.

c Repeat the exercise. Try to respond as quickly as possible.

3B Who do you think they are? Students A + B

a In pairs, look at the people. You will have to match them with one of the jobs in the list below.

politician boxer violinist university professor comedian

b Discuss person A with your partner.

- Eliminate the jobs you think are impossible for that person. Use *He / She can't be a...* Say why.
- Now say which jobs you think are possible. Use *He / She might be...*
- Now make a final choice for person A. Use *He / She must be...* Say why.

c Now do the same for B–E.

d Finally, your teacher will tell you if you are right.



3C Guess the sentence Student A

a Look at sentences 1–5 and complete them with the correct form of *be able to* + a verb.

- 1 I've never _____ the guitar well.
- 2 I'm sorry I won't _____ to your party next weekend.
- 3 I used to _____ a little Japanese but I can't now.
- 4 I love _____ in bed late at the weekend.
- 5 Will you _____ all the work before Saturday?

b Read your sentence 1 to B. If it's not the same, try again until B tells you 'That's right'. Continue with 2–5.

c Now listen to B say sentence 6. If it's the same as your sentence 6 below, say 'That's right'. If not, say 'Try again' until B gets it right. Continue with 7–10.

- 6 I won't **be able to** see you tonight. I'm too busy.
- 7 It was the rush hour but luckily I was **able to** park near the cinema.
- 8 They haven't **been able to** find a flat yet. They're still looking.
- 9 It must be fantastic **to be able to** speak a lot of languages.
- 10 You must **be able to** do this exercise! It's very easy.

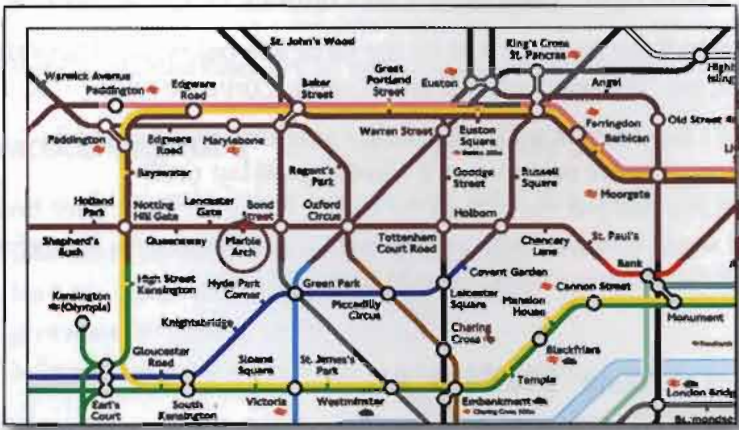
Practical English 3 How do I get there? Student A

a You are a tourist. You are near Marble Arch tube station. Ask B how to get to the following places. B will explain how to get to the nearest tube station. Draw the route on the map and write the name of the place next to the tube station.

- The Science Museum
- Madame Tussauds
- The National Gallery
- The British Museum

Excuse me. What's the best way to get to The Science Museum?

The best way is by tube.
The nearest station is...



b Swap roles. You are a Londoner. B is a tourist. He / she is near Marble Arch tube station. B is going to ask you how to get to the four tourist attractions below. Look at the map to find the best route to the nearest tube station, and give B directions.

- London Zoo (nearest tube station Regent's Park)
- Harrods department store (nearest tube station Knightsbridge)
- The Royal Opera House (nearest tube station Covent Garden)
- The Tower of London (nearest tube station Monument)

4B What would you do if...? Student A

a Ask B your questions. Put the verbs in brackets in the past simple.

What would you do if you...?

- (meet) your English teacher at a party
- (find) a lot of extra money in your bank account
- (get) a present from your partner that you really didn't like
- (hit) somebody's car in a car park
- (have) to sing at a karaoke evening
- (be) invited to a really good concert by somebody you didn't like
- (see) your best friend's personal diary open on a table

b Answer B's questions. Ask *What about you?*

5C Test your memory Student A

a Ask B these questions. See if he / she can remember the answers.

- 1 What's the programme called? (*The Pretenders.*)
- 2 How many judges are there? (*Three.*)
- 3 What do the judges have to decide? (*Who is pretending to be a professional.*)
- 4 Where does Jessica work? (*In her local library.*)
- 5 How did Jessica react when the TV company phoned her? (*She thought it was a joke and she said no.*)
- 6 What job did she have to learn to do? (*A political reporter.*)
- 7 What did she have to do in her final test? (*A live TV interview with the Minister of Education.*)
- 8 What did she have to learn to do? (*How to interview people / look more confident / speak clearly.*)
- 9 How was she feeling before she started? (*Nervous and terrified of being on TV.*)

b Answer B's questions. Who has the best memory?

Practical English 5 What do you think? Student A

a Ask B question number 1. Then say if you agree or disagree. If you disagree, say why. Use *I don't agree, ..., Personally, I think, ..., etc.*

b Now answer B's first question. Use *Personally, I think* or *In my opinion*. Say why.

c Continue taking turns to ask questions and give your opinions.

- 1 What do you think is easier, to speak English or to write it?
- 2 Do you think that school holidays are too long?
- 3 Which do you think is the best sport for a young person to take up?
- 4 Do you think that people in your country are eating better or worse than they used to?
- 5 Who do you think are safer drivers, women or men?

Communication

6A I want to speak to the manager Student A

- a Look at the situations and roleplay the conversations. Spend a few minutes preparing what you are going to say.

1 You're a **customer**. You bought something in a clothes shop in the sales yesterday (decide what) and there's a problem (decide what). Go back to the shop. **B** is the shop assistant. You'd like to change it for another identical one. If you can't, you'd like a refund. If you aren't satisfied, ask the shop assistant to call the manager.

You start. *Excuse me. I bought...*

2 You're the **manager** of a restaurant. Your normal chef is off this week, and you have a temporary chef who is not very good. One of the waiters has had a problem with a customer, who would like to speak to you. When customers complain you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on their bill, but you would prefer not to. **B** is the customer.

B will start.

6C Relatives quiz Student A

- a Complete the questions to describe the bold word. Begin with *who, which, that, whose, where* (or no relative pronoun when there is a new subject).

- 1 **selfish**
What do you call a person...?
- 2 **neighbours**
What do you call the people...?
- 3 **a boarding school**
What do you call a place...?
- 4 **a helmet**
What do you call the thing...?
- 5 **a boss**
What do you call the person...?
- 6 **traffic lights**
What do you call the things...?
- 7 **the butcher's**
What do you call the place...?
- 8 **a shop assistant**
What do you call a person...?

- b Ask B the questions.
c Answer B's questions.

7A Guess the conditional Student A

- a Look at sentences 1–5 and think of the missing verb. Remember \oplus = positive verb, \ominus = negative verb.

- 1 If it had been cheaper, I _____ it. \oplus
- 2 If I _____ that it was your birthday, I would have made a cake. \oplus
- 3 I _____ so angry if you had told me the truth. \ominus
- 4 I would have written to you if I _____ your email address. \ominus
- 5 If you _____ to me, you wouldn't have married him. \oplus

- b Read your sentence 1 to B. If it's not the same, try again until B tells you 'That's right'. Then write it in. Continue with 2–5.

- c Listen to B say sentence 6. If it's the same as 6 below, say 'That's right'. If not, say 'Try again' until B gets it right. Continue with 7–10.

- 6 If I had listened to that CD first, I **wouldn't have bought** it.
- 7 I would have paid for her if I **hadn't paid** last time!
- 8 If you **had put** the milk in the fridge, it wouldn't have gone bad.
- 9 I would have gone with you last night if I **hadn't seen** the film before.
- 10 If I'd recognized him, I **would have said** hello.

7B Just checking Student A

- a You are a police inspector. B is a suspect. Ask B the questions below but **don't write anything down**. Try to remember B's answers.

- | | |
|----------------------|---------------------------------------|
| What's your name? | Do you smoke? |
| Where do you live? | What car do you drive? |
| How old are you? | How long have you lived in this town? |
| Where were you born? | What did you do last night? |
| Are you married? | Where were you this morning at 7.00? |
| What do you do? | |

- b Now check the information with B using a question tag.

Your name's Angela, isn't it? You live in Berlin, don't you?

- c Change roles. Now you are the suspect and B is the detective. Answer his / her questions. You can invent the information if you want to.

- d A will now check the information he / she has. Just say, 'Yes, that's right' or 'No, that's wrong.' Correct the wrong information.

Practical English 7 I'm so sorry! Student A

- a B has done some very irritating things! You are going to tell B what he / she has done. B will apologize and make an excuse.

You forgot my birthday!	You took my dictionary home last night!
You've broken my glasses!	You didn't answer your mobile when I called you last night!
You've just eaten the last biscuit!	

- b Now B is going to tell you about some things you've done. Apologize and make an excuse.

2B Are you hungry? Yes, I'm starving! Student B

- a Respond to A's questions. Say *Yes, it's / I'm* etc. + the strong form of the adjective which A used in the question. Remember to stress the strong adjective.
- b Say your sentences to A. He / she must respond with the phrase in brackets.
- 1 Are you afraid of flying? (*Yes, I'm terrified.*)
 - 2 Is the soup hot? (*Yes, it's boiling.*)
 - 3 Was the teacher angry? (*Yes, he / she was furious.*)
 - 4 Is the bedroom small? (*Yes, it's tiny.*)
 - 5 Are the children hungry? (*Yes, they're starving.*)
 - 6 Is the chocolate cake nice? (*Yes, it's delicious.*)
- c Repeat the exercise. Try to respond as quickly as possible.

Practical English 2 Requests Students A + B

- a Look at the verbs below. Choose one thing you would like someone to do for you.
- look after (my children, my dog, my cat, etc.)
lend me (some money, your car, a book, etc.)
give me a lift (home, to the centre, etc.)
help me (with my homework, to paint my flat, etc.)
- b Ask as many other students as possible. Be polite, and explain why you want the favour. How many people agree to help you?

3C Guess the sentence Student B

- a Look at sentences 6–10 and complete them with the correct form of *be able to* + a verb.
- 6 I won't _____ you tonight. I'm too busy.
 - 7 It was the rush hour but luckily I _____ near the cinema.
 - 8 They haven't _____ a flat yet. They're still looking.
 - 9 It must be fantastic _____ a lot of languages.
 - 10 You must _____ this exercise! It's very easy.
- b Listen to A say sentence 1. If it's the same as your sentence 1 below, say 'That's right'. If not, say 'Try again' until A gets it right. Continue with 2–5.
- 1 I've never **been able to play** the guitar well.
 - 2 I'm sorry I won't **be able to go** to your party next weekend.
 - 3 I used to **be able to understand** a little Japanese but I can't now.
 - 4 I love **being able to stay** in bed late at the weekend.
 - 5 Will you **be able to finish** all the work before Saturday?
- c Now read your sentence 6 to A. If it's not the same, try again until A tells you 'That's right'. Continue with 7–10.

Communication

Practical English 3 How do I get there? Student B

- a You are a Londoner. A is a tourist. He / she is near Marble Arch tube station. A is going to ask you how to get to the four tourist attractions below. Look at the map to find the best route to the nearest tube station, and give A directions.

The Science Museum (nearest tube station South Kensington)

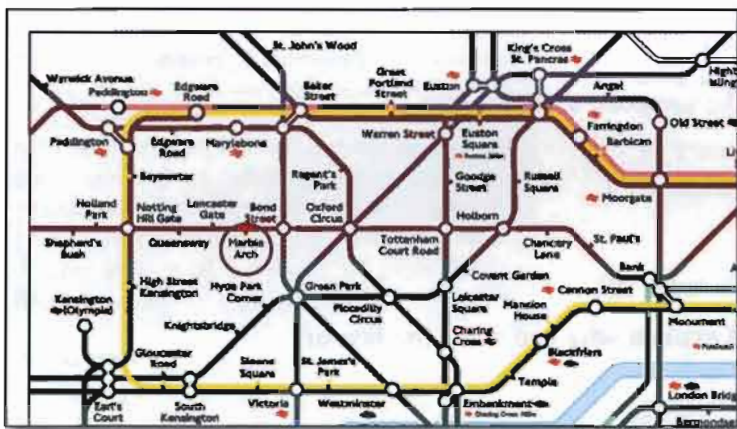
Madame Tussauds (nearest tube station Baker Street)

The National Gallery (nearest tube station Charing Cross)

The British Museum (nearest tube station Russell Square)

Excuse me. What's the best way to get to The Science Museum?

The best way is by tube. The nearest station is...



- b Swap roles. You are a tourist. You are near Marble Arch tube station. Ask A how to get to the following places. A will explain how to get to the nearest tube station. Draw the route on the map and write the name of the place next to the tube station.

London Zoo

Harrods department store

The Royal Opera House

The Tower of London

4B What would you do if...? Student B

- a Answer A's questions. Ask *What about you?*
- b Ask A your questions. Put the verbs in the brackets in the past simple.

What would you do if you...?

(have) an exam the next day and somebody offered to sell you the answers

(be) offered a job in Australia

(wake up) and (see) a snake in your bedroom

(meet) your partner in the street with an ex-boyfriend / girlfriend

(get) too much change from a shop assistant

(see) somebody stealing something in a shop

(borrow) a friend's car and broke one of the lights

5C Test your memory Student B

- a Answer A's questions.
- b Now ask A these questions. See if he / she can remember the answers. Who has the best memory?
- 1 How long do the contestants have to learn to do the new job? (One month.)
 - 2 What does the contestant have to do at the end of the month? (A test – they do the new job with three real professionals.)
 - 3 How old is Jessica? (26.)
 - 4 What did Jessica study at university? (English Literature.)
 - 5 Why did she agree to be on the programme? (Her friends and family persuaded her.)
 - 7 What was Jessica like before the programme? (Quiet and shy.)
 - 8 Who were her teachers? (A political journalist and an ex-MP.)
 - 9 What did she have to learn about? (The world of politics.)

Practical English 5 What do you think? Student B

- a Answer A's first question. Use *Personally, I think* or *In my opinion*. Say why.
- b Ask A your question number 1. Then say if you agree or disagree with A. If you disagree, Use *I don't agree, ..., Personally, I think, ..., etc.*
- c Continue taking turns to ask questions and give your opinions.
- 1 Do you think it is easier to learn to drive or to learn to swim?
 - 2 Do you think it's better to be an only child or have brothers or sisters?
 - 3 Do you think that men are better cooks than women?
 - 4 Which do you think is more dangerous, travelling by plane or travelling by car?
 - 5 Do you think that it is a waste of money to buy designer clothes?

6A I want to speak to the manager Student B

- a Look at the situations and roleplay the conversations. Spend a few minutes preparing what you are going to say.

1 You're a **shop assistant** in a clothes shop. **A** is going to come to you with a problem with something he / she bought in the sales yesterday. You can't change it for an identical one because there are no more in his / her size. Try to persuade **A** to change it for something else, because you don't usually give refunds during the sales.

A will start.

2 You're a **customer** in a restaurant. You have just finished your meal and you didn't enjoy it at all (what was wrong with it?). You complained to the waiter but the waiter didn't solve the problems. You have asked the waiter to call the manager. Try to get at least a 50% discount on your meal. **A** is the manager.

You start. Good evening. Are you the manager?

6C Relatives quiz Student B

- a Complete the questions to describe the bold word. Begin with *who*, *which*, *that*, *whose*, *where* (or no relative pronoun when there is a new subject).

- 1 **shy**
What do you call a person...?
- 2 **a referee**
What do you call the person...?
- 3 **a classroom**
What's the name of the place...?
- 4 **a trolley**
What do you call the thing...?
- 5 **a dentist**
What do you call a person...?
- 6 **a receipt**
What do you call the piece of paper...?
- 7 **a taxi rank**
What do you call the place...?
- 8 **a close friend**
What do you call a person...?

- b Answer **A**'s questions.
c Ask **A** your questions.

7A Guess the conditional Student B

- a Look at sentences 6–10 and think of the missing verb. Remember \oplus = positive verb, \ominus = negative verb.

- 6 If I had listened to that CD first, I _____ it. \oplus
- 7 I would have paid for her if I _____ last time! \ominus
- 8 If you _____ the milk in the fridge, it wouldn't have gone bad. \oplus
- 9 I would have gone with you last night if I _____ the film before. \ominus
- 10 If I'd recognized him, I _____ hello. \oplus

- b Listen to **A** say sentence 1. If it's the same as 1 below, say 'That's right.' If not, say 'Try again' until **A** gets it right. Continue with 2–5.

- 1 If it had been cheaper, I **would have bought** it.
- 2 If I **had known** that it was your birthday, I would have made a cake.
- 3 I **wouldn't have been** so angry if you had told me the truth.
- 4 I would have written to you if I **hadn't lost** your email address.
- 5 If you **had listened** to me, you wouldn't have married him.

- c Read your sentence 6 to **A**. If it's not the same, try again until **A** tells you 'That's right.' Then write it in. Continue with 7–10.

7B Just checking Student B

- a You are a suspect. **A** is a police inspector. Answer **A**'s questions. You can invent the information if you want to.
- b **A** will now check the information he / she has. Just say, 'Yes, that's right' or 'No, that's wrong.' Correct the wrong information.
- c Change roles. Now you are a police inspector and **A** is a suspect. Ask **A** the questions below but don't write anything down. Try to remember **A**'s answers.

- | | |
|----------------------|---------------------------------------|
| What's your name? | Do you smoke? |
| Where do you live? | What car do you drive? |
| How old are you? | How long have you lived in this town? |
| Where were you born? | What did you do last night? |
| Are you married? | Where were you this morning at 7.00? |
| What do you do? | |

- d Now check the information with **A** using a question tag.

Your name's Angela, isn't it?

You live in Berlin, don't you?

Practical English 7 I'm so sorry! Student B

- a **A** is going to tell you about some things you've done. Apologize and make an excuse.
- b **A** has done some very irritating things! Tell **A** what he / she has done. **A** will apologize and make an excuse.

You didn't pay me back the money I lent you!
You haven't introduced me to your friend!
You're sitting in my seat!
You finished all the milk in the fridge!
You didn't reply to my email yesterday!

Listening

1.1

Interviewer Rumiko, what do you eat in a typical day?

Rumiko I don't usually have breakfast because I can't get up early enough to eat! I normally just buy a coffee and drink it in the office.

I usually have lunch in a restaurant near the office with people from work. When I was younger, I used to go to fast food restaurants and have pizza, or fried chicken and chips, but now I prefer eating something healthier, so I go to sushi restaurants or restaurants which serve organic food. And for dinner I eat out a lot too.

Interviewer Do you ever cook?

Rumiko Well, I like cooking, but I work very late every day and also my kitchen's too small. My boyfriend's a better cook anyway.

Interviewer Do you ever eat unhealthy food?

Rumiko Well, I don't eat a lot of sweet things but I drink a lot of coffee every day. I think I'm addicted to caffeine.

Interviewer Are you trying to cut down on anything at the moment?

Rumiko No. I eat healthily and I do exercise regularly, so I don't think I need to cut down on food.

Interviewer Are people's diets in your country getting better or worse?

Rumiko Oh, probably worse. I think the diet in Japan today is much more westernized than before and that's why some people are getting fatter. But personally I like the fact that there are more different kinds of food and restaurants now. I enjoy the variety, it makes eating out much more fun.

1.5

Interviewer Kevin, why did you decide to open a restaurant in Chile?

Kevin I'd always wanted to have my own restaurant and it would have been very expensive to do that in England. I'd visited Chile as a tourist and loved it, and I thought it would be a good place because Chileans are very pro-European, and are quite open to new things, new ideas. So I opened *Frederick's*.

Interviewer Right. Why did you call the restaurant *Frederick's*?

Kevin Because Frederick's my father's name. It's my second name too.

Interviewer What kind of food do you serve?

Kevin Mainly international dishes like pasta, steak and fries, risotto – but we also do several English dishes as well.

Interviewer Were Chilean people surprised when they heard that an English chef was going to open a restaurant here?

Kevin Yes, they were – very! I think people don't usually expect the English to be good cooks.

Interviewer Is your chef English?

Kevin No, he's Chilean – but I've taught him to make some English dishes.

Interviewer What kind of English dishes do you have on your menu?

Kevin Well, we're open in the morning, and we serve traditional English breakfasts, and then we have a lot of English desserts at lunchtime, for example trifle – that's a typical English dessert made with fruit and cake and cream. And we do proper English teas in the afternoon – tea with cakes or sandwiches.

Interviewer Are the English dishes popular?

Kevin Yes, especially the desserts and cakes. I think people here in Chile have a very sweet tooth.

Interviewer People who visit England always say that the food isn't very good, or that you have to spend a lot of money to eat well. Do you agree?

Kevin I think eating good food's never cheap. But I think that today, the best place for a tourist to eat in England is in a pub, especially the ones called gastropubs – pubs which are also restaurants. These pubs are beginning to serve really good food that's not too expensive.

Interviewer I see. You said earlier that your chef was a man. Do you have any women working in your kitchen?

Kevin Yes, one, but the rest are all men. In fact, I think that's typical all over the world – there are far more men than women in restaurant kitchens.

Interviewer Why do you think that is?

Kevin I think there are a lot of reasons. The most important reason is probably the unsocial hours. Most women don't want a job where you have to work until late at night. Then there's the atmosphere. Women don't like being shouted at, and there's a lot of shouting in restaurant kitchens. It's also usually incredibly hot and I think women don't like that either.

Interviewer And finally is there any English food that you really miss here?

Kevin The thing I miss most living in Chile is English cheese. I really miss Stilton – which is a wonderful English blue cheese. It's not as famous as some of the French cheeses like Roquefort but I think it should be. You should try it!

Interviewer I will! Kevin, thank you very much.

Kevin Thank you.

1.6

Interviewer What was the most exciting match you refereed?

Juan Antonio It's difficult to choose *one* match as the most exciting. I remember some of the Real Madrid-Barcelona matches, for example the first one I ever refereed. The atmosphere was incredible in the stadium. But really it's impossible to pick just one – there have been so many.

Interviewer Who was the best player you ever saw?

Juan Antonio During my career there have been many great players, like Johan Cruyff and Diego Maradona. It's very difficult to say who was the best but there's one player who stands out for me, not just for being a great footballer but also for being a great human being and that was the Brazilian international Mauro Silva, who used to play here in Spain, for Deportivo La Coruña.

Interviewer What was the worst experience you ever had as a referee?

Juan Antonio The worst? Well, that was something that happened very early in my career. I was only 16 and I was refereeing a match in a town in Spain and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

Interviewer Do you think that there's more cheating in football than in the past?

Juan Antonio Yes, I think so.

Interviewer Why?

Juan Antonio I think it's because there's so much money in football today that it has become much more important to win. Also football is much faster than it used to be so it's more difficult for referees to detect cheating.

Interviewer How do footballers cheat?

Juan Antonio Oh, there are many ways, but for me the worst thing in football today is what we call 'simulation'. Simulation is when players pretend to have been fouled when they haven't been. For

example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest.

Interviewer What's the most difficult thing about being a referee?

Juan Antonio Ah, the most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. Also important decisions often depend on the referee's *interpretation* of the rules. Things aren't black and white. And of course making decisions would be much easier if players didn't cheat.

Interviewer So, in your opinion, fair play doesn't exist any more.

Juan Antonio Not at all. I think fair play does exist – the players who cheat are still the exceptions.

1.9

- A** So what are you going to do next year, dear? Are you going to go to university?

B No, Gran. I've already told you three times. I'm not going to university. I'm going to look for a job. I want to earn some money.

A Oh, all right dear, you don't need to shout. I'm not deaf. What's the time now?

B Ten past five. Shall I make you a cup of tea?

A Oh yes, dear, that'd be lovely.
- A** See you tomorrow, then.

B Hold on a minute – where are you going?

A Out. It's Friday night, remember?

B What time are you coming back?

A I'm not coming back. I'm staying at Mum's tonight.

B I think you need a coat. It's going to be cold tonight.

A Dad – nobody wears coats any more! Bye!
- A** Can I use your car tonight?

B No.

A Why not?

B You'll crash it again.

A I won't. I'll be really careful. I'll drive slowly. I promise.

B OK. Here you are. But be careful.

A Thanks. See you later.

1.11

Continuity announcer It's eight o'clock and time for *Breakfast Time*.

Presenter Good morning, everyone. Our guest this morning is the American writer Norah Levy. Norah's here in Britain this week promoting her new book '*We are family*', which is all about how our position in the family affects our personality. Welcome Norah.

Norah Thank you.

Presenter Now is this really true, Norah? That our position in the family affects our personality?

Norah Sure. OK, other factors can influence your personality too, but your position in the family is definitely one of the strongest.

Presenter So tell us a bit about the oldest children in a family – the first born.

Norah Well, the oldest children get maximum attention from their parents and the result is that they're usually quite self-confident people. They make good leaders. The famous Prime Minister, Winston Churchill, was a firstborn child. They're often ambitious and they're more likely to go to university than their brothers or sisters. They often get the top jobs too. Oldest

children are also responsible people, because they often have to look after their younger brothers or sisters. The downside of this is that sometimes this means that when they're older they worry a lot about things. They can also be quite bossy, and even aggressive, especially when they don't get what they want.

Presenter What about the middle child?

Norah Well, middle children are usually independent and competitive.

Presenter Competitive?

Norah Yes, because they have to fight with their brothers and sisters for their parents' attention. And they're usually sociable, they like being with people, probably because they have always had other children to play with. However, on the negative side middle children are often jealous of their brothers and sisters and they can be moody.

Presenter And youngest children?

Norah If you're the youngest in a family, you'll probably be very charming, very affectionate, and probably quite a relaxed person. This is because parents are usually more relaxed when they have their last child. On the other hand, youngest children are often quite lazy. This is because they always have their older brothers and sisters to help them. And they can be quite manipulative – they use their charm to get what they want.

Presenter OK, that's all very interesting. Now, I'm an only child. People often have the idea that only children like me are spoilt. Is that true?

Norah Well, of course it's true! Only children are the only ones – they don't have to share with anyone – so they're often spoilt by their parents and their grandparents. As a result they can be quite selfish. They think of themselves more than of other people.

Presenter OK. Well, that sounds like a good description of me! Is there any good news?

Norah Yes, there is. On the positive side, only children are usually very organized and responsible, and they can be very imaginative too.

Presenter Well, thank you, Norah, and good luck with the book. And now it's time for the news headlines...

1.13

My name's Allie Gray and I'm from Cambridge in England. I met Mark about a year ago. He's from San Francisco. We both work for MTC, a music company. I was working in the London office and he came there on business. We got on really well and we really liked each other.

Anyway, at the end of his trip, he invited me to go to a conference in San Francisco. We had a great time again. And then something amazing happened. When I was in San Francisco, I was offered a job in our new office in Paris.

When I told Mark, he told me that he was going to work in the Paris office too!

There's just one little thing. His job is marketing director – but mine is managing director – so I'm going to be his boss. I've been in Paris for three weeks now, and I love it. Mark arrived from San Francisco yesterday. He's coming into the office this morning.

1.16

Allie What a lovely view! The river's beautiful, isn't it?

Mark Paris is so romantic. I can't believe we're here together at last.

Allie Yes, it's weird.

Mark Weird? It's wonderful. I really missed you.

Allie Me too.

Mark Why don't we sit down?

Allie So did you like the office?

Mark Yes, it's great. How do you get on with everyone?

Allie OK. But we'll see. I've only been here three weeks. What did you think of them?

Mark I thought Jacques was very nice, and Nicole

...

Allie What about Nicole?

Mark She was very friendly.

Allie You know we have to keep things a secret.

Mark What things?

Allie You know, us. Our relationship. I don't want the people in the office to know we're together.

Mark No, of course not. But it isn't going to be easy.

Allie No, it isn't. How's the hotel?

Mark It's OK, I guess, but it's not like having my own place. I have to find an apartment.

Allie Don't worry. It won't take you long. What are you thinking?

Mark Do you really want to know? I was wondering what kind of a boss you'll be.

Allie Well, you'll find out tomorrow.

2.5

Good evening. I'm Peter Crane with the six o'clock news.

At least 17 people have been injured in the road accident that took place on the M1 near Leeds last night. The police said that the lorry which caused the accident was travelling at about 85 miles an hour, well over the 60 mile an hour speed limit for heavy goods vehicles.

2600 workers have walked out of the Peugeot car factory in Coventry in protest against the company's pay offer. The unions have asked for a rise of 8.5%. There'll be a meeting between their leaders and management later today.

The latest unemployment figures have been released for this year. They show an increase of 150,263 on last year's figures. This brings the total number of unemployed to approximately 1,490,000. The Employment Minister says this increase has been caused by the relocation of several factories from Britain to the Far East.

Estate agents are predicting that house prices will continue to rise this year, making it extremely difficult for first-time buyers to get onto the property ladder. It's estimated that house prices have increased by a third in the last five years. The average price of a three-bedroom house in south-east England is now £255,900.

And, the weather for the weekend...

2.6

Interviewer So, how long have you been living here?

Karen For about six months now.

Interviewer Why did you choose Beirut?

Karen Because, Mike – my husband – and I have always loved Arab culture and the language. Mike's an English teacher and he got a job here in a language school.

Interviewer Why did you want to take a year off?

Karen Basically I wanted a break from teaching. I love teaching children but I needed a change. Also I've been drawing and painting since I was little but I've never really had the chance to study drawing. So this seemed like the perfect opportunity to have a change and learn to draw properly.

Interviewer What have you been doing here since you arrived?

Karen Well, I found a fantastic art teacher, called Omayma, and I've been having classes with her since October. She's great and she speaks English, which is lucky because I don't know

much Arabic yet. But I am learning the language as quickly as I can.

Interviewer Is Arabic a difficult language to learn?

Karen Incredibly difficult! Especially the pronunciation. You have to learn to make a lot of new sounds. Also it takes a long time to learn to read and write in Arabic.

Interviewer You also teach belly dancing here.

Karen That's right.

Interviewer How did that happen?

Karen Well, I've been teaching belly dancing for about six years, and I love it so I wanted to continue doing it here. A lot of Lebanese women don't know how to belly dance and they want to learn. I give classes here in my living room. We have a lot of fun!

Interviewer Are your students surprised that an English person is teaching them belly dancing?

Karen Yes, very, but they're also really happy to find that a foreigner loves Arabic music and understands something from their culture.

Interviewer What's the best thing about living in Lebanon so far?

Karen The people. The hospitality of the people here is absolutely amazing.

2.11

1

A Hello?

B Hi Sharon. It's me... Kylie.

A Oh. Hi Kylie.

B Hey, you sound awful – what's been happening?

A Oh, nothing. Well, OK... Kenny and I have been arguing.

B What about? What's he been doing this time?

A He's been sending text messages to his ex-girlfriend again.

B No!

A I knew this holiday was a mistake. I shouldn't have come.

2

Wife You are so red! How long have you been sunbathing? All morning?

Husband I haven't been sunbathing. I've been reading.

Wife Yes, but in the sun! Didn't you put any sunscreen on?

Husband No.

Wife You'd better go and put some aftersun cream on now. You're going to feel terrible tonight...

3

Woman 1 You two look exhausted. What have you been doing?

Man We've been sightseeing in the town. We've been walking all afternoon.

Woman 2 Yes, my feet are killing me.

Woman 1 Well, come and sit down in the bar and have a nice cup of tea.

2.12

I set off at six. It was still dark when I put my suitcase in the car and drove off. I had a good journey through London because it was Saturday so there was no rush hour traffic.

Soon I was on the M20 motorway heading towards Folkestone on the south coast. I stopped at a service station for a cup of coffee and a sandwich. I didn't buy any petrol because it's much cheaper in France.

I arrived in Folkestone at 8.10. The problem with travelling by car from England to France is that Britain is an island. There are 35 kilometres of water between England and France. You can get across it by ferry, but there's a much better and quicker way – the Channel Tunnel!

The Channel Tunnel's only a train tunnel, not a road tunnel and so you have to put your car on a train. The journey takes an hour and a half, and drivers have

Listening

to sit in their cars because there are no seats on the train for passengers. I arrived at the terminal and joined the queue of cars waiting for the next train.

At 10.30 the train arrived in Calais and I drove my car off the train and onto the road – a French road. I had to remember to drive on the right, not on the left!

The traffic in Calais was quite bad. Finally I got out of Calais and onto the motorway to the South of France. The speed limit on French motorways is 130 kilometres an hour and the road was clear so now I could travel quickly. But first I stopped at a service station to fill up with petrol.

Petrol's cheaper in France than in Britain but on the other hand you have to pay to travel on French motorways. In Britain they're free.

It's 960 kilometres from Calais to Avignon, and the journey on the motorway was boring. I listened to my favourite music to pass the time and I stopped again for lunch.

At eight o'clock I finally arrived in Avignon. I found my hotel and I was looking forward to a lovely French meal.

2.15

TV host And this evening on *Behind the wheel* we talk to Brian Delaney, who's an expert on road safety. Brian, you did some tests to find out how dangerous it is to do other things when we're driving. According to your tests, what's the most dangerous thing to do?

Expert Well, the first thing I have to say is that doing any other things when you're driving is dangerous and can cause an accident. Because when you're driving you should concentrate 100% on controlling the car and anything else you do is a distraction.

The tests we did in a simulator showed that the most difficult and most dangerous thing is to try and open a packet of crisps or to open a can of drink. The reason is that most people actually need two hands to open a packet of crisps or a can of drink so they take both hands off the wheel for a second or two. And, of course, that's the most dangerous thing you can possibly do. In fact, one of the drivers in the simulator actually crashed when he did this.

TV host And which is the next most dangerous?

Expert The next most dangerous thing is to select a specific CD from the passenger seat. This is extremely dangerous too because to do this you have to take your eyes off the road for one or two seconds.

TV host And number three?

Expert Number three was making a phone call on a mobile. What we found in the tests was that drivers drove more slowly when they did this, but that their control of the car got worse.

TV host Yes, I can believe that. And number 4?

Expert Number four was listening to our favourite music. In the tests most drivers drove more quickly and less safely when they were listening to music they already knew. If the music was fast and heavy, some drivers even drove more aggressively.

TV host So no heavy metal when you're driving.

Expert Absolutely not.

TV host And in fifth place?

Expert In fifth place was talking to other passengers. The problem when we talk to other people in the car is that we pay too much attention to what we're saying or what we're hearing and not enough attention to what's happening on the road.

TV host So the least dangerous is listening to music you don't know.

Expert That's right. The least dangerous of all these activities is listening to unfamiliar music on the radio or on a CD player. It seems that if we don't know the music then we're less distracted by it. In this part of the tests, all drivers drove safely and well.

2.18

Nicole Have you started looking for an apartment?

Mark No, I haven't had time yet.

Ben Anyway, it's best to get to know Paris first.

Mark Yeah – it's a big city.

Nicole Merçi.

Ben Merçi.

Mark Merçi beaucoup.

Nicole Very good, Mark!

Mark Thanks. That's nearly all the French I know!

Ben Hi, Beatrice. ... Yeah ... just a minute. Sorry.

Nicole How do you like the office?

Mark Oh, it's great.

Nicole And the people?

Mark Really friendly! I like Ben a lot. He's amazing with computers. And Jacques's a really nice guy!

Nicole Oh, Jacques, he's very charming. Everybody likes him. And he has a lovely wife. She used to be a pop star when she was young. Have you heard of Isabelle?

Mark No, I'm sorry, I haven't.

Nicole She's very pretty. Allie is very attractive, too.

Mark Allie? Yeah, I guess.

Nicole Although her clothes are very English. And she's very formal. You know, today, I asked if I could have a day off, and she wanted me to send her an email!

Mark Well, the English have their funny ways.

Nicole Oh yeah. Oh, hello, Allie.

Allie Hi.

Mark Allie! Hi, let me get you a drink.

Allie Thanks. I'll have a Diet Coke.

3.2

1

I'm a shop assistant and I work in a clothes shop and what really makes me angry is when I'm serving somebody and suddenly their mobile rings and they answer the phone and start having a conversation. It's really annoying. I think that if you're in a shop and talking to a shop assistant, then you shouldn't answer the phone.

2

What most annoys me is people who use their phones on a plane. I mean everybody knows that you have to switch off your mobile on a plane and that you mustn't use it until you get off the plane. But some people switch on their phones the moment the plane lands and they start making calls. Why can't they wait another fifteen minutes?

3

I hate it when people talk very loudly on their mobile phone in a public place. The other day I was in the waiting room at the doctor's and there was a man there whose mobile rang about every two minutes and we all had to listen to him talking loudly to his wife, then to his boss, then to a garage mechanic... I think that if you're in a public place and someone calls you, you should talk really quietly or go somewhere else. And you don't have to shout – the other person can hear you perfectly well.

4

What really annoys me are people who use their phones a lot when they're with other people – like when you're out having a drink or a meal with someone and they spend the whole time talking on their mobiles or texting other people to arrange what they're doing the next day. I think it's really rude.

5

I hate people who use their mobiles in the car, even if they're hands free. Whenever you see someone driving badly, nine times out of ten they're on the phone.

3.4

László Well, I think sometimes yes. English people can be so polite that you don't really understand them. For example, I went to London with some other teachers from Hungary to do a training course for teachers of English. It was a special course for foreign teachers. During the course the tutors, the people who were teaching us, talked to us a lot about our progress – and we thought we were all doing really well. So we were very very surprised when some of us failed the course! What had happened was that the English tutors were so polite when they gave their opinion about our teaching that we didn't realize we were doing things badly. I think that's typically English. I think sometimes they need to say what they think, to be more direct.

Paula I think English people are so polite that it makes us Latin people think that they're cold. I mean we're very noisy and extrovert and so when they're quiet and polite we think that they don't like us, that they're being unfriendly. So maybe yes, they can be too polite. I think they need to relax more.

Melik I think the English are very polite, but I don't think they are too polite – I mean I don't think it's a bad thing, I think it's a good thing. In my job, I have met a lot of English people and I think they're much more polite than we are, both in the way they talk and also in the way they respect other people's opinions. And their manners in general are much better. OK, this isn't true about all English people. The football hooligans and some of the tourists that come here to Turkey and drink too much – they're not polite – but the majority are and I like it.

Renata Well, I went to London a few years ago and one day, surprise surprise, it was raining and I was walking along the street and everybody had an umbrella and every time someone went past me they hit me with their umbrella and then said, 'Oh sorry, or 'I'm awfully sorry, or 'I'm terribly sorry'. And after the tenth time this happened, I just said to the person who hit me, 'Please stop saying sorry and just be more careful!' So in answer to your question, I don't think English people are too polite. They say 'sorry' and 'thank you' a lot, but it doesn't really mean anything.

3.5

Policeman OK, ladies, now can you describe the man you saw in the bank?

Woman 1 Well, he was, er, sort of medium height, you know, not short – but not tall either. And quite skinny, you know thin.

Woman 2 Yes. And he had a beard and a little moustache.

Woman 1 No, he didn't. He had a moustache but not a beard. It's just that I think he hadn't shaved.

Woman 2 No, it was a beard, I'm sure.

Woman 1 And anyway, Doris, you weren't wearing your glasses so you can't have seen him very well.

Woman 2 I could see perfectly well.

Policeman Ladies, ladies, please. So, no moustache then.

Woman 1 No, he had a moustache but he didn't have a beard.

Policeman And what about his hair?

Woman 2 Dark.

Woman 1 Yes, short, dark hair.
Policeman Straight?
Woman 1 No, curly, I'd say. Wouldn't you say, Doris?
Woman 2 Yes, very curly.
Policeman So, dark, curly, hair?
Woman 1 Yes. That's what we said. Are you deaf or something?
Policeman And what time was it when...

3.8

Interviewer Rafael Lloyd. A Spanish first name and a British surname?
Rafael Yes. My mother was Spanish and my father's English.
Interviewer Is Rafael your real name then or your stage name?
Rafael It's my real name: my mother was from Cordoba in Spain and Rafael's the patron saint of Cordoba. But it's also my stage name.
Interviewer What nationality are you?
Rafael I'm British and Spanish. I was born in Spain and I was brought up there. I've spent a lot of time in Britain too. I've been living in Oxford for the last ten years.
Interviewer Oh, nice. Are you bilingual?
Rafael Yes, I am.
Interviewer And, it's a strange question, do you feel more Spanish than British or vice versa?
Rafael Well, I think I feel more Spanish in most respects, especially as a big part of my life revolves around Spanish culture. But I do like individuality, eccentricity, and tea. I must feel a little British too, I suppose!
Interviewer Do you think you look more Spanish than English?
Rafael Well, I think I look Spanish, but when I travel, people always think I'm from their country and people have stopped me in the street, for example in Cairo and in Rome, to ask me for help, so I must have an international face... maybe I should be a spy!
Interviewer When did you start learning to play the guitar?
Rafael I started when I was nine when my family lived in Madrid. A teacher used to come to our flat and give me lessons.
Interviewer I see, so how long have you been working professionally as a flamenco guitarist?
Rafael I started when I was 17, I mean that's when I started to get paid for my first concerts. I'm now 39, so that's, erm, 22 years.

3.9

Interviewer As a flamenco guitarist living in Britain, is it easy to make a living?
Rafael I think life as a musician is never easy. But I think it's easier here than in Spain, because there are fewer flamenco guitarists here.
Interviewer And where's flamenco popular, apart from in Spain?
Rafael Well, the biggest markets for flamenco outside Spain are really the USA, Germany, and Japan, but I've found that it's popular all over the world. It has a strong identity that people relate to in every corner of the planet.
Interviewer Now, you don't look like the stereotype of a flamenco guitarist. People imagine flamenco guitarists as having long dark hair...
Rafael That's true. I used to have really long hair, but I decided to cut my hair short.
Interviewer Are people in Britain surprised when they find out that you're a flamenco guitarist?
Rafael No, not really. That's one of the things I like about Britain: no one judges you on appearance.
Interviewer And what about in Spain?
Rafael Well, actually, in Spain people find it much harder to believe that I'm a flamenco guitarist. I

think Spanish people believe in stereotypes more than in Britain. And they judge you more on your appearance. But as soon as people hear me playing the guitar, then they know that I'm the real thing.
Interviewer Could you play something for us?
Rafael Of course.

3.13

Interviewer Hello and welcome to this week's edition of *All about you*. Today's programme's about taking up new activities, and how to succeed at them. With us is psychologist Dr Maggie Prior. Good afternoon.
Psychologist Good afternoon.
Interviewer Dr Prior, what tips can you give our listeners who are thinking of learning to do something new?
Psychologist Well, first of all I would say choose wisely. On the one hand, don't choose something completely unrealistic. For example, don't decide to take up sailing if you can't swim, or parachute jumping if you're afraid of heights. But, on the other hand, don't generalize and think that just because you aren't very good at one sport, you won't be able to do any sports at all. I mean, just because you were bad at gymnastics at school, doesn't mean that you might not love playing tennis.
Interviewer So think positive?
Psychologist Definitely. And never think you'll be bad at something before you've even tried it.
Interviewer OK, so, let's imagine I've started to learn to play tennis and I'm finding it very hard work.
Psychologist Well, first don't give up too quickly, carry on for at least a few months. It often takes time to begin to enjoy learning something new. Another thing that can help, if you're having problems learning something, is to give it a break and then try again, perhaps a month or two later.
Interviewer But what if I carry on and I find I really really don't have a talent for tennis?
Psychologist I think the important thing is not to be too ambitious. I mean if you've never done much sport and you decide to learn to play tennis, don't expect to become the next Wimbledon champion. Just aim to enjoy what you're doing, not to be the best in the world at it.
Interviewer But if, even after all this, I still feel I'm not getting anywhere?
Psychologist Well, sometimes you do have to accept it and say, 'OK, this really isn't my thing,' and you need to give it up. But why not try something else?

There are lots of other things you can learn to do. But remember that if you take up an activity that you're really interested in, even if you aren't very good at it, you'll make new friends, because you'll be meeting other people who have similar interests to you.
Interviewer So it might be good for my love life.
Psychologist Exactly.
Interviewer Dr Maggie Prior, thank you very much.

3.17

Landlady This is the apartment. *Je vous laissez visiter. Je serai en bas.*
Mark Merci, madame. Sorry, Nicole. What did she say?
Nicole She said that we can have a look at the flat. She's going to wait downstairs.
Mark Thanks. So, what do you think?
Nicole Well, it's a long way from the station. And it's on the fourth floor. It's a pity there isn't a lift.
Mark Who needs one? The stairs are good exercise. Look, there's a great view from here.
Nicole It's also very noisy.
Mark Sure, but it has character. It's just how I

imagined an apartment in Paris.
Nicole Everything's old, including the heating. It will be very cold in the winter.
Mark Oh, hi.
Allie Well, what's it like?
Mark Nice – really Parisian.
Allie Are you going to take it?
Mark I think so, yeah...
Allie I can't wait to see it!
Mark Yeah...
Allie Are you OK? Are you on your own?
Mark No, I'm with the woman who owns the apartment. I'll call you back.
Allie OK, speak later. Love you.
Mark Love you too, bye. Sorry about that. That was... that was my... my daughter.
Nicole Calling from America?
Mark You know. She's just taking an interest.
Nicole Taking an interest. That's nice.

4.3

Journalist What subjects did you take?
Charlotte Physics, chemistry, maths, and biology.
Journalist Do you think you've passed?
Charlotte I'm sure I've passed, but I'm worried about what grades I'll get.
Journalist Why?
Charlotte Because I want to study medicine at university – at Cambridge, and they won't give me a place unless I get three As and a B.
Journalist Do you think you'll get them?
Charlotte I don't know. I think I did OK, but I'm a bit worried about maths.
Journalist When will you get your results?
Charlotte Tomorrow, by post. I'm *really* nervous – and so are my parents!
As soon as the post comes, I'll take the letter upstairs and open it.
Journalist And how will you celebrate if you pass?
Charlotte I don't want to plan any celebrations, until I get the results.
Journalist And what will you do if you don't get the grades you need?
Charlotte I don't want to think about it. If I don't get into Cambridge, my parents will kill me. No, I'm joking. I suppose I'll do another year at school and take the exams again.
Journalist Well, good luck!
Charlotte Thanks.

4.4

Journalist What exam did you take?
Viktor FCE. First Certificate in English.
Journalist Do you think you've passed?
Viktor I think so. I'm quite optimistic. I think I did the exam quite well.
Journalist When will you get your result?
Viktor Tomorrow morning. I study at a language school and when I go to class tomorrow the grades will be on the notice board. My name will be the first on the list because my surname begins with A.
Journalist How will you celebrate if you pass?
Viktor I'll go and have a drink with the other people in my class. Well, with the people who have passed.
Journalist And what will you do if you pass? Will you carry on studying English?
Viktor Yes, I'd like to take the CAE exam next year.
Journalist And if you don't pass?
Viktor I'll take the exam again in June.

4.6

Journalist Charlotte – I can see from your face that the results, er, weren't exactly what you wanted – am I right?

Listening

Charlotte Yeah. I got an A in chemistry and biology but only a B in physics and a C in maths.

Journalist So what are you going to do now?

Charlotte Well, first I'll get in touch with the university. Perhaps they'll still accept me – but I don't think they will, so... I'll probably take my A levels again next year.

Journalist Were your parents angry?

Charlotte No, my Mum and Dad have been really nice – they know how disappointed I am.

Journalist Well, Viktor did you pass your FCE exam?

Viktor Yes, I passed – and I got a B. I'm very pleased. I didn't think I'd get a B. I thought I'd get a C.

Journalist And your friends?

Viktor They all passed except one. But he didn't expect to pass – he didn't do any work.

Journalist So are you going out to celebrate?

Viktor Oh yes. We're going to have champagne in a bar and then we're going to have dinner together.

4.7

Presenter Hello and welcome to our review of the week's TV. With me today is the television critic Michael Stein... Michael, what did you think was the best programme of the week?

Michael Well, I've chosen the last programme in the Channel 4 series *That'll Teach 'Em*. I must say I found the whole series absolutely fascinating. For those of you who didn't see it, what the programme did was to take a group of 30 16-year-old children and send them – as an experiment – to a boarding school for one month. But it wasn't a modern boarding school, it was a 1950s boarding school. They recreated exactly the same conditions as in the 1950s – the same food, the same discipline, the same exams. The idea was to compare education today with education in the 1950s.

Presenter I bet it was a shock for today's schoolchildren.

Michael Well, it was, of course. It wasn't just the classes – it was the whole atmosphere – I mean they had to wear the uniform from the 50s – horrible uncomfortable clothes – they hated them and they weren't allowed to leave the school once for the whole month, or watch TV, or use mobiles. And they had to have cold showers every morning, and go for cross country runs!

Presenter What was the worst thing for them?

Michael The food, definitely! Most of them hated it. They said it was cold and tasteless. And the girls didn't like the cold showers much either...

Presenter What about the classes?

Michael Well, of course the biggest difference for the kids was the discipline. It was silence all the time during the lessons – only the teacher spoke. And anyone who misbehaved had to go to the headmaster and was either caned – hit on the hand – or had to stay behind after class and do extra work. And of course they couldn't use computers or calculators, but curiously the kids didn't really mind that, and in fact most of them found the lessons interesting – some of them said they were more interesting than their normal lessons. They had to work very hard though.

Presenter So what happened in the end? Did they pass the 1950s exams?

Michael No. Most of them failed – although they were all really bright children. There was only one child who actually passed all the subjects.

Presenter So, do you think that means exams really used to be harder in the 1950s?

Michael No, I think the kids failed because exams in the 1950s were very different. The children in the programme will probably do very well in their own exams. On the other hand, 1950s

children would probably find today's exams very difficult.

Presenter How did the kids themselves feel about the experiment?

Michael They were really positive. In general they had a good time and they all felt they learned a lot. I think it made them appreciate their own lifestyle more. Some of them actually said it was the best month of their lives. It was an interesting experiment and the programme was really well made. I very much enjoyed watching it.

4.9

1 When I retire, if I can afford it, I'd love to live in a cottage in a picturesque village somewhere in the country, not too remote. The most important thing for me would be the garden – I'd like a traditional English garden, with fruit trees and lots of flowers – not too big, though. I'd spend my life in the garden, especially in the spring and summer.

2 My dream house would be on the coast, by the sea, on a beautiful unspoilt beach. It'd be modern and quite simple, with wooden floors and big windows, and from every window you'd be able to see the sea. It'd be quite isolated, with no neighbours for miles and miles. Can you imagine – just the sound of the wind and the sea?

3 I'd love to have a big old town house in the centre of London, maybe one of those beautiful terraced houses with big rooms and high ceilings, and a lovely staircase going down to the hall. But the bathrooms and kitchens would have to be modern, because old ones are cold and a bit impractical. I'd need some help looking after it though, so...

4 If I won the lottery, which of course I won't, I'd buy a big penthouse flat near the river with a great view, a really hi-tech flat, you know, with one of those intelligent fridges which orders food from the supermarket all by itself when you're running out and a huge TV and music system – but all very stylish and minimalist.

4.11

Carol When Robert replied to my email I got really excited. He didn't actually say very much about himself. He just told me that he was now a teacher, which surprised me because he always used to say he would hate to teach. He also told me that he'd been married but was now divorced.

Anyway, I answered his email and we agreed to meet for lunch at a restaurant I like – it's a place where I often go at weekends.

When I got there I looked around to see if I could see him, but I couldn't, and I thought, 'Typical! Same old Robert,' because he always used to be late. So I sat down and ordered a drink. I was just sipping my wine when a man came over to my table and said, 'Carol, how are you?' I could hardly believe it – I mean I know neither of us is young any more, but I think I look good for my age. People usually say I look five years younger than I am. But Robert looked like an old man. His lovely long hair was all gone – in fact he was bald, with a few strands of hair sort of combed over his head – and he was wearing the most hideous jacket. Well, I know you shouldn't judge by appearances, so I smiled at him and we started talking, and well, I quite enjoyed the lunch and we talked a lot about the past – but I knew as soon as I saw him that we didn't have anything in common any more. And I was right. Instead of the rebel he used to be, he was, well, now much more conventional than me. In fact, he seemed just like the sort of teachers we used to hate when we were young.

4.12

Alex I got to the pub late because I couldn't find it, but when I walked in I saw a whole group of young people at a table and I thought that must be them, though I didn't really recognize anybody. So I went up and they all said hello. They all recognized me, which was great though it felt a bit strange. I must admit I was feeling quite nervous. Anyway, I sat down and we started talking. They told me lots of things that I used to do when I was at school, like play in the school football team – they said I used to be really good – and they told me about all sorts of other things: places we used to go to, things like that. Some of my friends had even brought photos and we looked at them. I'd completely forgotten that I used to wear these really awful big glasses – and I sort of relaxed and I felt that I was getting to know them again, and getting to know more about myself and my past. Anyway, since we met that evening, we've all been emailing each other and I've started going out with Anna – one of the girls who was at the pub that night. She says she used to really like me at school, but that I didn't use to take any notice of her then! I can't remember any of that, but I know I like her a lot now!

4.14

1 I don't agree at all. I think it's much easier. Today you can text, you can email, you can chat online on Messenger and things like that. I'm still in touch with some friends who I met on holiday last year even though they live miles away.

2 Actually, I think it's probably true. Because I know a lot of men who are still friends with people they went to primary school with, but I don't know many women who are. For example, my brother has a friend called Tim who he's known since they were three years old. But I think the reason why is because men's friendships are less intense, sort of less intimate than women's friendships. As men only ever talk about sport or superficial things, it doesn't matter if they've completely changed and don't have much in common any more – they can still talk about football.

3 You definitely shouldn't. I mean that's the quickest way to lose a friendship. If you don't like a friend's girlfriend, you should just keep quiet. You have to wait until they break up, and of course then you can say how awful you thought she was and your friend will agree and think you're being supportive. But if you say anything bad while they're still madly in love, it's a disaster. I know because it happened to me once with a friend of mine. I said something negative about his girlfriend. And now we're not friends any more.

4.17

Mark So ... Scarlett. What would you like?

Scarlett Nothing.

Mark Aren't you hungry?

Scarlett Sure. But this food's really horrible.

Mark This is one of the finest restaurants in Paris.

Scarlett I can't eat this stuff. I never touch meat.

Allie The seafood looks good –

Scarlett Hey, fish have feelings, too.

Mark What about the mushroom risotto?

Scarlett Mushrooms? No way! Didn't they tell you guys about my allergies? I'm allergic to mushrooms, strawberries, nuts...

Mark Shall we go some place else?

Scarlett Whatever. I'm going to the restroom.

Allie Well, that was a disastrous morning. The boat trip made her feel sick and she wouldn't go up the Eiffel Tower. 'I can't stand heights.'

Mark It's a pity we didn't just take her shopping. Allie She's so spoilt.

Mark Oh, come on, she's just a kid really.

Allie So, what are we going to do about lunch?

Shall we leave now?

Mark No, hang on. I have an idea. Let me talk to the waiter.

Waiter Monsieur?

Mark Do you think you could possibly do me a favour?

Waiter Yes, of course, sir. What would you like?

Mark Well, I think this place is great. More wine, Allie?

Allie No, thanks.

Waiter Mademoiselle...

Scarlett What's this?

Mark It's your lunch, Scarlett.

Scarlett But I didn't order anything.

Waiter Voilà!

Scarlett Hey, pizza margherita! Cool!

5.3

Tip number 1. Eat breakfast sitting down. Most people stay in bed until the last minute and then have a coffee and a piece of toast standing up. This is really bad for you, because it means that you start the day in a hurry. Your body and mind are already moving too fast. So do yourself a favour. Get up ten minutes earlier every day and have breakfast – nice and slowly.

Tip number 2. Forget the gym, and do yoga instead. Many people go to the gym after work to do exercise because they think that this relaxes them, but it doesn't, believe me. I really think that a gym is a very stressful place. Exercising hard, for example doing aerobics, makes your heart beat more quickly, so it doesn't relax your body at all. In fact, it does the opposite. So, forget the gym and try doing yoga. Yoga will not only help you to get fit, but it will also slow your body down and help you to think more clearly.

Tip number 3. Go for a long walk. Walking is the most traditional form of exercise but many people have just forgotten how to do it. These days we all just get into our cars. The great thing about walking is that you can't walk very fast, so walking actually slows you down. And when we walk, we look around us at the birds, the trees, the shops, other people. It reminds us of the world we live in and it helps us to stop, and think, and relax.

Tip number 4. Spend 10 minutes each day in silence. Meditation isn't new. People have been doing it for thousands of years and now it is becoming really popular again. In the United States now you can find meditation rooms in companies, schools, airports, and even hospitals. Meditation is a fantastic way to teach your mind to slow down and to think more clearly. And spending time in silence every day will also benefit your general health.

And finally, tip number 5. Have a bath, not a shower. Having a shower is very quick and convenient but it is another part of our fast-living culture. When you come home from work, instead of having a shower, have a bath and spend half an hour there. A bath is one of the most relaxing things you can do and it will really help to slow you down at the end of a hard day.

5.8

Voice-over 1 The body polish

Joanna So? What did you think?

Stephen It was just horrible! Horrible. Fruit's for

eating, not for putting on your body. It was hot and sticky and incredibly uncomfortable. And I felt so stupid. I'd never have that again. I give it zero out of ten.

Joanna Sticky? It was fruit for goodness sake! I thought it was wonderful. It smells so good and it was incredibly relaxing. I mean how could anybody not like it? And the head massage was divine! That was one of my favourite spa treatments ever. Ten out of ten. OK, so now, the facial

Stephen Hmm. How long is this one?

Joanna One hour 40 minutes.

Stephen Oh you're joking? That's too long.

Joanna Too long? It'll be heaven. See you later.

5.9

Voice-over 2 The facial

Stephen Oh that was so boring. It went on forever.

Joanna I loved it.

Stephen Well, I must admit my face feels different – much smoother. But I'm not sure I really want a smooth face. And it was nearly two hours and she used about 12 different creams and things. It normally only takes me a minute to wash my face – and I just use soap and water – the therapist said I ought to buy five different products!

Joanna Well, I enjoyed every second. My skin feels great – really healthy. I give it nine out of ten.

Stephen Hmm... I give it four.

Joanna Your problem was that you were hungry so you couldn't relax. We could have a fruit juice before the last treatment...

Stephen A fruit juice? Oh, OK then.

5.10

Voice-over 3 The foot treatment

Stephen Wow!

Joanna Don't tell me you liked it!

Stephen It was wonderful!

Joanna I must say, your feet look... well, better. Clean anyway.

Stephen Well, I've never liked my feet much to be honest, but now they look great. That was definitely worth the time and money. Nine out of ten. What do you think?

Joanna Yes, it was great. A real luxury. And I love the colour they painted my nails. I agree – nine out of ten. You see...

5.14

Voice-over Week one.

Jessica When I got to the studio on the first day, I was really nervous. I met my teachers, Adam and Sally, and they were very nice to me but I could see that they thought it was going to be impossible to teach me to be a reporter in just a month.

Adam The problem with Jessica at the beginning was that she was too shy and too nice. Political reporters need to be hard – almost aggressive sometimes – and I've never met anyone less aggressive than Jessica. And also she knew nothing about politics – she knew who the Prime Minister was but not much else!

Jessica I spent the first week watching lots of political interviews on TV, and Adam and Sally taught me how to speak more clearly and more confidently. In the evenings they made me read the political sections of all the newspapers. It was very boring. At the end of the week I was exhausted.

5.15

Voice-over Week two

Jessica Adam and Sally said I had to change my image for TV, so I had my hair cut and coloured,

and I got new, smarter clothes. I must say I liked my new look.

I spent the week learning how to interview someone in front of a camera.

Adam Then came Jessica's first big challenge. The Prime Minister was arriving home after a visit to the USA. She had to wait outside number 10 Downing Street with the other journalists and try to ask him a question.

Jessica It was a disaster. I was so nervous I was shaking. There were a lot of other journalists pushing and shouting. They didn't let me get near the Prime Minister. I tried to ask my question, but he didn't hear me. I felt really stupid.

5.16

Voice-over Week three.

Adam Jessica was finally making some progress.

She was more relaxed. This week she had to interview a politician from the Conservative party in the studio.

Jessica In the beginning it was fine. But then I made a stupid mistake.

Jessica So could you tell us what the Labour party are going to do about... sorry, I mean the Conservative party

I said the 'Labour party' instead of the 'Conservative party'. And after that I was really nervous again.

Adam We all make mistakes sometimes. Jessica just has to learn to carry on, and not lose her confidence.

5.17

Voice-over Week four.

Jessica I spent the last week preparing for the test.

It was going to be a live interview with the Minister of Education. There would be three professional reporters and me, all asking him questions. I'd done lots of research so although I was nervous, I felt well prepared.

Jessica Minister, many people think that the real reason why there aren't enough teachers is because their salaries are so low. Are you proposing to increase teachers' salaries?

Minister Well, let's not forget that salaries are much higher today than they were under the previous government.

Jessica Yes, but you haven't answered my question. Are you going to increase them?

Minister Well, we're planning to spend a lot more money on education in the next two years.

Jessica Is that a yes or a no?

Minister There are no immediate plans to increase teachers' salaries.

Jessica So it's a no then. Thank you Minister.

Jessica When it was all over came the worst part. I had to wait while the judges decided which of us they thought wasn't a professional reporter.

Adam The judges gave their verdict – and incredibly none of the three realized that Jessica wasn't a professional! She did very very well.

Who knows, maybe one day soon you'll be seeing her on TV... and this time she'll be a real reporter, not pretending!

Jessica It was a great experience and I was pleased how I did, but actually I wouldn't like to change jobs. I'm much happier working in the library.

5.20

Allie It's great to be on our own again.

Mark Yeah.

Allie Is this the first time you've been to the Louvre?

Mark Uh huh.

Listening

Allie What's the matter? Is this about the meeting?

Because I agreed with Jacques and not with you?

Mark Yeah, well, we knew it wouldn't be easy.

Working together, I mean.

Allie It's difficult for me as well. But if I don't agree with you...

Mark I know, I know, you're the boss.

Allie And I have to do my job. I really thought that

Jacques' idea was better. And so did Scarlett.

Mark It's not a big deal, Allie. I'm fine, really. So who exactly was the Mona Lisa?

Allie I'm not sure. I think she was the wife of a banker...

Mark Is that why she's smiling? Because her husband has a good salary?

Allie I also read somewhere that she was a self-portrait of Leonardo.

Mark A self-portrait? You're kidding. Now I don't know much about art, but Leonardo da Vinci was a man, right?

Allie Well, it's just a theory. Why do you think she's smiling?

Mark Well, in my opinion, she's the managing director of a music company.

Allie What?

Mark She lives in Paris, she's in love with her marketing director, and she has a lot of fun telling him what to do.

Allie That's really unfair!

Mark Hey, we're not in the office now – you can't tell me I'm wrong! Let's get a coffee.

Allie Good idea.

Mark Don't turn round!

Allie What is it?

Mark I've just seen Ben from the office.

Allie Where?

Mark I said don't look! I don't think he's seen us. Let's get out of here. Come on.

6.4

- 1 I was in a taxi in Greece, in Athens, and I was going into the centre to do some shopping and the taxi driver started chatting to me. He asked me where I was from. When I said I was English, he started getting really aggressive. He said that he didn't like the English and that all English people were football hooligans. He went on and on – he just wouldn't stop. I got really annoyed. I mean I thought, 'Why do I have to listen to all of this?' So I asked him to stop the taxi and let me get out. Luckily, he stopped and I got out – and of course, I didn't pay him anything.
- 2 This happened to me recently when I was travelling around France on business. I was really tired because I'd been working and travelling all day. Anyway, when I got to the hotel in Toulouse – it was the evening – I checked in and the receptionist gave me the key to my room. So I went up to my room and opened the door, but it was a complete mess! The bed wasn't made, there were dirty towels on the floor and the bathroom was filthy. I went downstairs and told the receptionist and he said that I would have to wait for half an hour while they prepared the room. But I was exhausted and needed to rest, so I told him to give me another room straightaway. Luckily he did.
- 3 This happened to me last week. I went to a restaurant in London with my family to celebrate my dad's birthday. Anyway, my dad ordered ravioli and when his dish arrived he saw that it had a long, black hair in it. So he asked the waitress to take it back and bring him another one. She brought him another plate of ravioli and it was fine, and we finished our meal. But when my dad asked for the bill, he saw that they had charged us for the ravioli. He didn't think that was right. He thought the ravioli

should be free because he had found a hair in it. So he asked the waitress to take it off the bill.

She went away and spoke to the manager, and he came and apologized and he took the ravioli off the bill.

6.6

Interviewer So how did you get involved in the film, Dagmara?

Dagmara Well, as you probably know, a lot of the film *Schindler's List* was shot in Krakow, in Poland, which is where I live. And before the actual shooting of the film started, the film company had an office in Krakow and I got a job there translating documents and parts of the script – things like that – I was a university student at the time.

Interviewer But how did you get the job as Spielberg's interpreter in the film?

Dagmara It's a funny story. I didn't think I would ever get to meet Spielberg or any of the actors. But then, just before the shooting started, there was a big party in one of the hotels in Krakow and I was invited.

At first, I wasn't going to go – I was tired after working all day, and I didn't think I had anything suitable to wear. But in the end, I borrowed a jacket from a friend and I went. But when I arrived at the party, the producer – who was Polish – came up to me and said, 'Dagmara, you're going to interpret for Steven Spielberg. You have to translate his opening speech, because the girl who was going to do it couldn't come.'

Interviewer How did you feel about that?

Dagmara I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to have to speak in front of hundreds of people. I was nervous so I drank a couple glasses of champagne to give myself courage. But when I started speaking, I was so nervous that I confused the dates of the Second World War – but luckily I managed to get to the end without making any more mistakes.

And afterwards, during the party, Spielberg came up to speak to me to say thank you – he was really nice to me and said he was impressed by the way I had interpreted. And then he said, 'I'd like you to be my interpreter for the whole film.' I couldn't believe it. I had to pinch myself to believe that this was happening to me.

6.7

Interviewer So what exactly did you have to do?

Dagmara I had to go to the film set every day. A car came every day to pick me up from my house – I felt really important! And then what I had to do was to translate Spielberg's instructions to the Polish actors, as well as the extras. I had to make them understand what he wanted. It was really exciting – sometimes I felt as if I was a director myself.

Interviewer Was it a difficult job?

Dagmara Sometimes it was really difficult. The worst thing was when we kept having to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene where we just couldn't get it right and Spielberg started shouting at me because he was stressed. But in the end we got it right and then he apologized, and I cried a little, because I was also very stressed – and after that it was all right again.

Interviewer So, was Spielberg difficult to work with?

Dagmara Not at all. I mean he was very demanding – I had to do my best every day – but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure I had a warm coat and gloves and things. It was hard work but it was fascinating – an amazing experience.

Interviewer What did you think of the finished film?

Dagmara I believe that *Schindler's List* is truly a great movie, a masterpiece. I think the actors were brilliant, especially Liam Neeson and Ben Kingsley – and I love the way it was shot in black and white, with colour in just one scene.

But, as you can imagine, I can't be very objective about it – I mean, I lived through nearly every scene. And when I watch it – and I've seen it a lot of times – I always remember exactly where I was at that moment. I can't help thinking, 'Oh there I am, hiding under the bed, or standing behind that door.'

6.8

It's 12.00 noon and so it's time for today's competition. Today the topic is 'Heroes and Icons'. As usual, the rules are very simple. I'm going to give you eight clues and you have to identify the people. If you know all the answers send them to me straightaway by email. The first person who sends me the correct answers wins a prize. Today's prize is two plane tickets to ... the Big Apple, New York!

OK, so let's get started with those clues. I'll say each one twice only. And remember, I always give you the first letter or letters of the word I'm looking for. Today they are all people's names.

Let's start with an easy one. Two letters, B and G. It's a man who's probably the richest man in the world, the founder of Microsoft. That's BG, the man who started Microsoft.

Number 2. Two letters again, J and P, although this isn't the name he was born with. A man whose humanity made him an icon for millions of people all over the world. This religious leader was born in Poland but he died in Rome in 2005.

Number 3 begins with M, just one word. It's the name of a woman who has had a lot of different jobs. She's been an actress, she's even written children's books, but she's most famous as a singer. One word beginning with M.

And number 4. This time it's a man, and the letters are G and A, though many people just know him by his surname. He's an Italian designer whose clothes are considered among the most elegant in the world, and whose name is also on perfume bottles everywhere. G and A, for an Italian fashion designer.

On to number 5. Two letters, J and O. It's the name of a famous American woman, whose first husband was president of the USA and whose second husband was a Greek millionaire. Although she died in 1994, she is still admired for her style all over the world. Two letters, J and O.

And number 6. It's a woman again and the letters are M and N. She's the woman who changed the shape of women's tennis, and is possibly the greatest female player of all time. She was born in Prague but later became a US citizen. M and N for the greatest ever woman tennis player.

Number 7 is an American actor. He was born in Kentucky in 1961 and he is often called the most attractive male actor in Hollywood today. He first became famous in a TV hospital drama in which he played the part of a doctor. His first name

begins with G and his surname with C. So that's a Hollywood actor, G and C.

And finally, number 8. Two letters. M and C. She was born in Greece and died in Paris, and she is the woman whose voice is familiar to lovers of opera all over the world. Nicknamed 'La Divina' her life was tragic, but her voice will never be forgotten. MC, la Divina.

So, if you think you've got the eight correct answers, email them to me now at this address, Guessthenames@BT.com, that's Guessthenames@BT.com. And the first person with the correct answers will win those two tickets to New York. Time for some music.

6.13

Mark Dear all

Please find attached a copy of the latest sales report from the USA.

Mark

Mark So, did you guys have a good weekend?

Ben Yes, fine.

Jacques Not bad. Very quiet.

Ben What about you, Mark?

Mark Oh, I spent most of the time at home... just being domestic, you know. The apartment's looking pretty nice, now. You must come round for a meal one evening.

Jacques That would be very nice.

Ben So didn't you go out at all?

Mark Oh sure. I went to the Louvre on Saturday. I felt like getting a bit of culture.

Jacques On your own?

Mark Yeah. I kind of prefer going to museums and galleries on my own. You can look at everything at your own pace.

Ben That's funny. I went to the Louvre on Saturday, too.

Mark Really? I didn't see you.

Ben Well, it's a big place. I didn't see you either.

Nicole I've just had an email from Allie.

Jacques So have I.

Mark Me, too...

Nicole Dear Mark, Thank you for the information.

And thank you, darling, for a wonderful weekend. Allie.

7.1

Narrator Ian thought Amy had gone out for the evening and sat down to wait for her to come back. Tired after his long journey, he fell asleep. When he woke up, the phone was ringing. Ian answered the phone. It was Amy.

Ian I said, 'Where are you?' She said, 'Ian, I'm sitting in your flat in Australia.' At first I didn't believe her but then she gave the phone to Eddie, who lives in my flat in Sydney, and he told me it was true. I was so shocked I couldn't speak.

Narrator Amy had had the same idea as Ian. She had flown from London to Sydney via Singapore at exactly the same time Ian was flying in the opposite direction. Incredibly, both their planes stopped in Singapore at the same time. Ian and Amy were sitting in the same airport lounge but they didn't see each other.

Amy I had saved all my money to buy a ticket to Sydney. I wanted it to be a fantastic surprise for Ian. I couldn't wait to see his face when I arrived. You can't imagine how I felt when I arrived at his flat and his friend Eddie told me he had gone to England! I just couldn't believe it! When I spoke to Ian on the phone, he told me that he had flown back to England for a special reason and then he asked me to marry him. I didn't know whether to laugh or cry but I said 'yes'.

Ian It was just bad luck. If one of us had stayed at home, we would have met. It's as simple as that.

7.2

Narrator The cabin crew put out a desperate call to the passengers: 'If there's a doctor on the plane, could you please press your call bell.'

The cabin crew were hoping to hear this, but they didn't. They heard this. Incredibly, there were fifteen doctors on the plane, and all of them were cardiologists. They were from different countries and they were travelling to Florida for a medical conference.

Four of the doctors rushed to give emergency treatment to Mrs Fletcher. At one point, they thought she had died, but finally they managed to save her life.

The plane made an emergency landing in North Carolina and Mrs Fletcher was taken to hospital. After being in hospital for four days, she was able to go to her daughter's wedding.

Mrs Fletcher I was very lucky. If those doctors hadn't been on the plane, I would have died. I can't thank them enough.

Narrator But now that she's back in England, Mrs Fletcher has been less lucky with British hospitals.

Mrs Fletcher I had fifteen heart specialists on that plane, but I'll have to wait three months until I can see one in this country!

7.6

Interviewer Good morning and thank you for coming, Mr Morton – or should it be Inspector Morton – you were a detective with Scotland Yard, weren't you?

Ken Yes, that's right. For twenty-five years. I retired last year.

Interviewer People today are still fascinated by the identity of Jack the Ripper, more than a hundred years after the crimes were committed. It's incredible, isn't it?

Ken Well, it's not really that surprising. People are always interested in unsolved murders – and Jack the Ripper has become a sort of cult horror figure.

Interviewer Who are the main suspects?

Ken Well, there are a lot of them. But probably the best known are Prince Albert, Queen Victoria's grandson, the artist Walter Sickert, and a Liverpool cotton merchant called James Maybrick.

Interviewer Patricia Cornwell in her book 'Jack the Ripper – case closed?' says that she has identified the murderer. Who does she think it was?

Ken Well, she's convinced that Jack the Ripper was Walter Sickert, the painter.

7.7

Interviewer What evidence did she discover?

Ken Well, she mainly used DNA analysis. She actually bought a painting by Sickert at great expense and she cut it up to get the DNA from it – people in the art world were furious.

Interviewer I can imagine.

Ken And then she compared the DNA from the painting with DNA taken from the letters that Jack the Ripper sent to the police. Patricia Cornwell says that she's 99% certain that Walter Sickert was Jack the Ripper.

Interviewer But you don't think she's right, do you?

Ken No, I don't. I don't think her scientific evidence is completely reliable and there's a lot of evidence which says that Sickert was in France not London when some of the women were killed.

Interviewer There's been another recent theory, hasn't there? About James Maybrick? Do you think he was the murderer?

Ken Well, somebody found a diary which is supposed to be his, where he admits to being Jack the Ripper. But nobody has been able to prove

that the diary is genuine and, personally, I don't think he was the murderer.

Interviewer And Prince Albert, the Queen's grandson?

Ken This for me is the most ridiculous theory. I can't seriously believe that a member of the royal family could be a serial murderer. In any case, Prince Albert was in Scotland when at least two of the murders were committed.

Interviewer So, who do you think the murderer was?

Ken I can't tell you because I don't know.

Interviewer So you don't think we'll ever solve the mystery?

Ken No, I wouldn't say that. I think one day the mystery will be solved. Some new evidence will appear and we'll be able to say that the case of Jack the Ripper is finally closed. But at the moment it's still a mystery, and people like a good mystery.

7.16

Claire Well, it wouldn't be electric light because I love candles. And I could live without a washing machine for a week – I often do when I'm on holiday. I think I would miss a fridge though – I'd hate not to have cold drinks, and it would mean having to go shopping every day for food or it would go off. So a fridge would be one thing, and then probably my laptop. It has a battery, but I could only use it for three hours or so without charging it. So I wouldn't be able to do much work.

Andy Er well, it depends. I'd quite miss the TV, but I suppose I could live without it for a week if I had to. And, er, what else – oh no, my mobile. I wouldn't be able to charge it. I couldn't live without my mobile. I mean that's how I keep in touch with all my friends. And my MP3 player. I need my music. Yes, definitely those two.

Julia I think for me it would have to be first and foremost the dishwasher. Because with a family and so much washing up, I would just be over the sink for ever. It would be a nightmare for me to have no dishwasher and I've got so used to it. So that would be the first thing. And the second thing, probably again because of having a family, a young family, would be an iron, because there's so much ironing and if I had to go without that, everyone would look terrible. Nobody would look smart. So those would be my two things.

Tyler Well, I suppose the first thing I'd miss most would be my mobile phone, because I couldn't charge it up, so I couldn't use it, and I'd get very upset about that. There are some people's numbers that are only stored in the phone. I haven't got them written down, and I wouldn't be able to get in touch with those people. So mobile phone. And the other thing I'd miss would be, electricity, em if the electricity had gone, would be the lights, at this time of year especially, when the days are short, the mornings are dark, early afternoon, late afternoon's dark too. I'd miss lights as well. So mobile phone and lights.

1A present simple and continuous, action and non-action verbs

present simple: *I live, he works, etc.*

They work in a bank.
Where do you live?
He doesn't wear glasses.
She usually has cereal for breakfast.
I'm never late for work.

- Use the present simple for things that are always true or happen regularly.
- Remember the spelling rules, e.g. *lives, studies, watches*.
- Use ASI (auxiliary, subject, infinitive) or QUASI (question word, auxiliary, subject, infinitive) to help you with word order in questions.
- Put adverbs of frequency, e.g. *usually*, before the main verb and after *be*.

present continuous:
be + verb + -ing

A Who are you waiting for?
B I'm waiting for a friend.
A What are you doing after class?
B I'm going to the café.

- Use the present continuous (not present simple) for actions in progress at the time of speaking or for future arrangements.
- Remember the spelling rules, e.g. *living, studying, getting*.

action and non-action verbs

A What are you cooking tonight?
B I'm making pasta.
A Great! I really like pasta.

- Verbs which describe actions, e.g. *make, cook*, can be used in the present simple or continuous.
- Verbs which describe states or feelings (not actions), e.g. *like, want, be*, are not normally used in the present continuous.
- Common non-action verbs are **agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, seem, suppose**.

⚠ A few verbs have an action and a non-action meaning. The most common is *have*.
I have a big flat. = possession (non-action)
I can't talk now. I'm having lunch.
= an activity (action)

1B past tenses

past simple: *worked, stopped, went, had, etc.*

They got married last year.
What time did you wake up this morning?
I didn't have time to do my homework.

- Use the past simple for finished past actions.

past continuous: *was / were + verb + -ing*

A What were you doing at six o'clock last night?
B I was watching TV. It was a cold night and it was raining.

- Use the past continuous to describe an action in progress at a specific time in the past.

past perfect: *had + past participle*

When they turned on the TV, the match had finished.
I felt nervous because I hadn't flown before.

- Use the past perfect when you are talking about the past and you want to talk about an earlier past action.

using narrative tenses together

When John arrived, they had dinner.
(first John arrived, then they had dinner)

When John arrived, they were having dinner.

(when John arrived they were in the middle of dinner)

When John arrived, they had had dinner.
(they had dinner before John arrived).

- Remember Irregular verbs p.156.

1C future forms

be going to + infinitive

future plans and intentions

My sister's going to adopt a child.
Are you going to buy a new car?
I'm not going to go to New York next week.

predictions

I think they're going to win. (They're playing very well.)
It's going to rain. (The sky is very dark.)

- Use *going to* NOT *will / won't* when you have already decided to do something.
- With the verb *go* you can leave out the infinitive.
I'm not going (to go) to New York.

present continuous: *be + verb + -ing*

future arrangements

We're getting married in October.
They're meeting at 10.00.
She's leaving on Friday.

- You can usually use present continuous or *going to* for future plans / arrangements.
 - *going to* shows that you have made a decision.
We're going to get married in the summer.
 - Present continuous emphasizes that you have made the arrangements.
We're getting married on July 12th (e.g. we've booked the church).

will / shall + infinitive

I'll have the steak. (instant decision)
I won't tell anybody where you are. (promise)
I'll carry that bag for you. (offer)
Shall I help you with your homework? (offer)
Shall we eat out tonight? (suggestion)
You'll love the film! (prediction)

- Use *will / won't* (NOT the present simple) for instant decisions, promises, offers, and suggestions.
- Use *shall* (NOT *will*) with *I* and *we* for offers and suggestions when they are questions.
- Use *will* or *going to* for predictions.

1A

a Correct the mistakes in the **highlighted** phrases.

- Ouch! You **stand** on my foot! You're standing
- They **have always breakfast** in bed on a Sunday morning.
 - She can't come to the phone now. She **has a shower**.
 - We **are needing an answer** from you before Wednesday.
 - I'm **studing a lot now** because I have exams next week.
 - She **don't eat** meat at all.
 - They **always are late**.
 - Do you **go out tonight**?
 - He **never replys** to my emails!
 - A Are you going to the park this afternoon?
B I don't know. **It's depending on the weather**.

b Write questions in the present continuous or present simple.

- A What **are you eating**? (you / eat) B A cheese sandwich.
- A Where _____ lunch today? (you / have)
B At home. My mum's making pasta.
 - A What _____? (he / do)
B He's an accountant.
 - A _____ this weekend? (you / go away)
B No, we're staying here.
 - A _____ to eat out tonight? (you / want)
B Yes, that would be nice. Where shall we go?
 - A What _____? (she / cook)
B I don't know, but it smells good.

1B

a Combine the two sentences. Use the verb in **bold** in the past continuous or past perfect.

Sarah **had** a siesta from 3.00 to 5.00. Peter picked up the tickets at 4.00.
Peter picked up the tickets when Sarah was having a siesta.

- They **watched** TV from 7.00 until 9.00. I arrived at 7.30.
When I arrived, they _____ TV.
- He **left** the office at 7.00. She phoned him at 8.00.
When she phoned him, he _____ the office.
- I **studied** for the exam the night before. The exam didn't go well.
The exam didn't go well although I _____ the night before.
- He **cycled** to work this morning. In the middle of his journey, he had an accident.
When he _____ to work this morning, he had an accident.
- He only **had** five lessons. He passed his driving test.
When he passed his driving test, he _____ (only) five lessons.

b Complete with the past simple, past continuous, or past perfect.

We didn't realize that we had been there before.
(not realize, be)

- A How _____? (the accident / happen)
B He _____ back from Manchester when he _____ a tree. (drive, hit)
- I _____ cooking the meal when they _____ me to say they couldn't come.
(already / start, call)
- When I got home I was really tired, so I _____ a shower and _____ to bed. (have, go)
- I arrived too late. The concert _____ and my friends _____ home. (finish, go)
- The driver _____ control of his car because he _____ on his mobile. (lose, talk)

1C

a Circle the correct form. Tick (✓) the sentence if both are possible.

I'm not going / I won't go to work tomorrow because it's Saturday.

- I'm going to study / I'll study English here next year.
- A Shall we / Will we eat out tonight?
B Good idea.
- We'll go / We're going to Brazil next week. I can't wait.
- What are you going to wear / are you wearing to the party?
- Do you think it will rain / it's going to rain tomorrow?
- A This is heavy. B I'll help / I help you.
- I'm meeting / I meet a friend this evening.
- I'm really sorry. I promise I won't do / I'm not going to do it again.
- They're getting / They're going to get married in May.

b Complete B's replies with a correct future form.

A Sorry, Ann's not in.
B OK. I'll call back later. (call back)

- A There's no milk.
B Don't worry, I _____ some. (get)
- A Can we meet on Tuesday?
B Sorry, I can't. I _____ to Brighton on Tuesday. (go)
- A Can we have pizza for lunch?
B No, we _____ chicken. I've already put it in the oven. (have)
- A Is that the phone?
B Yes, but don't get up. I _____ it. (answer)
- A Jane's put on a lot of weight!
B She's pregnant. She _____ a baby in August. (have)

2A present perfect and past simple

present perfect simple: *have / has + past participle (worked, seen, etc.)*

past experiences	recent past actions	with <i>yet</i> and <i>already</i> (for emphasis)
I've been to London, but I haven't been to Oxford. She's never met his ex-wife. Have you ever lost your credit card?	I've cut my finger! He's just arrived at the airport.	I've already done my homework. Can I watch TV? Have you finished yet ? My brother hasn't found a new job yet .

- We often use *ever* and *never* when we ask or talk about past experiences. They go before the main verb.
- *just* and *already* go before the main verb in \oplus sentences, *yet* goes at the end of the phrase in \ominus sentences and ? .
- For irregular past participles see Irregular verbs p.156.

unfinished states (non-action verbs) which start in the past and are still true now

- A They've **known** each other **for** 10 years.
B How long **have** they **been** married?
A **Since** 2004.

- Use *How long...?* + present perfect to ask about an unfinished period of time (from the past until now).
- Use *for* + a period of time, e.g. *for two weeks*, or *since* with a point of time, e.g. *since 1990*.

present perfect or past simple?

I've been to Madrid twice. (= in my life up to now) How long have you been married to Alan? (= you are married to Alan now)	I went there in 1998 and 2002. (= on two specific occasions) How long were you married to Jake? (= you are not married to Jake now)
I've (just) bought a new computer. (= I don't say exactly when)	I bought it on Saturday. (= I say when)

- Use the present perfect when there is a connection between the past and the present.
- Use the past simple to ask or talk about **finished** actions in the past, when the time is mentioned or understood. We often use a past time expression, e.g. *January*, *last week*, etc.

2B present perfect continuous

present perfect continuous for unfinished actions

How long **have** you **been learning** English?
He's **been working** here since April.
They've **been going out** together for three years.

- *have / has been + verb + -ing*
- Use the present perfect continuous with *for* and *since* with **action verbs** (e.g. *learn*, *go*, etc.).

A With non-action verbs (e.g. *know*, *be*, etc.) use the present perfect simple NOT the present perfect continuous with *for* and *since*.

I've known her for ages. NOT *I've been knowing her for ages.*

With *live* and *work* you can use the present perfect simple or continuous with *for* and *since*.

I've been living here for six months.
I've lived here for six months.

present perfect continuous for recent continuous actions

- A Your eyes are red. **Have** you **been crying**?
B No, I've **been cutting** onions.

- Use the present perfect continuous for actions which have been going on very recently. They have usually just stopped.

2C comparatives and superlatives

comparing two things (or actions)

My sister is a bit **taller** than me.
London is **more expensive** than Edinburgh.
This test is **less difficult** than the last one.

Olive oil is **better** for you **than** butter.
You drive **more slowly** than me.
Liverpool played **worse** today **than** last week.

Flying isn't as **comfortable** as going by train.
He doesn't smoke as **much** as she does.
Her new car looks the **same** as the old one.

- Regular comparative adjectives / adverbs:
hard > *harder*, *big* > *bigger*, *easy* > *easier*, *modern* > *more modern*, *difficult* > *more difficult*, *carefully* > *more carefully*
- Irregular comparative adjectives / adverbs: *good / well* > *better*, *bad / badly* > *worse*, *far* > *further*
- After *than* or *as* we can use an object pronoun *me*, *him*, *her*, etc. or a subject pronoun (*I*, *he*, *she*) + auxiliary verb, e.g. *She's taller than me* OR *She's taller than I am* but NOT *She's taller than I*.

superlatives

He's the **tallest** player in the team.
Oslo is the **most expensive** capital city in Europe.
This book is the **least difficult** to understand.
She's the **best** student in the class.

Who drives the **most carefully** in your family?
That's the **worst** they've ever played.

- Form superlatives like comparatives but use *-est* instead or *-er* and *most / least* instead of *more / less*.
- You normally use *the* before superlatives, but you can also use possessive adjectives, e.g. *my best friend*, *their most famous song*.

2A

a Correct the mistakes in the highlighted phrases.

I've never saw *Star Wars*. *I've never seen*

- 1 He left quite early but he yet hasn't arrived.
- 2 We don't see each other since we left school.
- 3 Have you ever wrote a poem?
- 4 She have never been to Istanbul.
- 5 I've lent him €50 last week, but he hasn't paid me back yet.
- 6 I don't see them often but I've known them since ten years.
- 7 What year have you left school?
- 8 We're lost. We already have been down this road twice.
- 9 I sent her an email last week, but she doesn't reply yet.
- 10 They live in that house since 1980.

b Complete the dialogues with the past simple or present perfect. *I've already seen* that film twice. (already / see)

- 1 A How long _____ at university? (you / be)
B I _____ two years ago. I'm in my third year now. (start)
- A Do you live with your parents?
B I _____ with them for the first two years but then I _____ into a student hostel last September and I _____ there since then. (live, move, live)
- 2 A _____ a job yet? (your brother / find)
B Yes, he _____ work in a hotel. (just / start)
- 3 A _____ to Nobu – that new Japanese restaurant? (you / ever / be)
B Yes, we _____ there for my birthday. (go)
A What was it like?
B The food _____ fantastic but it _____ a fortune! (be, cost)

2B

a Make sentences with the present perfect continuous (and *for* / *since* if necessary).

she / work there / 2003 (+)

She's been working there since 2003.

- 1 how long / they / go out together (?)
- 2 I / study English / two years (+)
- 3 he / feel very well recently (-)
- 4 you / read that book / months! (+)
- 5 you / wait / a long time (?)
- 6 we / spend much time together (-)
- 7 how long / she / live there (?)
- 8 I / rent this flat / three years. (+)
- 9 the lift / work / 10 o'clock (-)
- 10 she / work here / a long time (?)

b Complete with a verb from the list in the present perfect continuous.

bark cry do eat play shop not sleep watch

A Your sister's lost a lot of weight!

B Yes. She *'s been eating* a lot less recently.

1 A Your eyes are red. _____ you _____?

B Yes. I _____ a sad film.

2 A It's very late. Why aren't you in bed?

B I can't sleep. That dog _____ for the last two hours.

3 A You look tired.

B I know. I _____ well recently.

4 A Wow! You've bought a lot of things!

B Yes, we _____ all day.

5 A You look hot! What _____ you _____?

B I _____ in the garden with the children.

2C

a Complete with one word.

She's much *more* intelligent than her brother.

- 1 He's not as clever _____ he thinks he is.
- 2 It's _____ best book I've read for a long time.
- 3 The journey took longer _____ we expected.
- 4 I think it was the saddest film I've _____ seen.
- 5 Is Texas the biggest state _____ the USA?
- 6 He's the _____ selfish person I've ever met.
- 7 Your watch is the same _____ mine.
- 8 My father speaks _____ quickly than I do.
- 9 We don't go swimming _____ often as we did before.
- 10 Her brother's about 10 and she's a year younger than _____.

b Complete with the comparative or superlative of the bold word.

Mexican food is much *spicier* than American food. **spicy**

1 It's _____ than it was this time last year. **hot**

2 Jan's _____ of all my sisters. **competitive**

3 He's _____ person in the office. **lazy**

4 He looks much _____ with shorter hair. **good**

5 I sat next to _____ person at the party! **boring**

6 Could we meet a bit _____ tomorrow? **early**

7 It was _____ film I've seen this year. **bad**

8 Sue is _____ member of my family. **ambitious**

9 The _____ way to travel is by train. **safe**

10 The beach was _____ from the hotel than we expected. **far**

3A *must, have to, should* (obligation)

obligation / necessity: *have to / must* (+ infinitive)

You **have to** wear a seatbelt in a car.
Do you **have to** work on Saturdays?
I **had to** wear a uniform at my primary school.
I'll **have to** get up early tomorrow. My interview is at 9.00.

I **must** remember to phone Emily tonight – it's her birthday.
You **must** be on time for class tomorrow – there's a test.

- *Must* and *have to* have a very similar meaning. *Have to* is more common for **general, external** obligations, for example rules and laws. *Must* is more common for **specific** (i.e. on one occasion) or **personal** obligations.
Compare:
I have to wear a shirt and tie at work (It's the rule in this company).
I must buy a new shirt – this one is too old now (It's my own decision).
- *Have to* is a normal verb and it exists in all tenses.
- *Must* is a modal verb. The only forms are *must* and *mustn't*.
- You can also use *have to* or *must* for strong recommendations, e.g. *You have to / must see that film – it's fantastic.*

advice or opinion: *should / shouldn't* (+ infinitive)

You **should** take warm clothes with you to Dublin. It might be cold at night.
I think the government **should** do something about unemployment.

- *Should* is not as strong as *must / have to*. We use it to say if we think something is the right or wrong thing to do.
- *Should* is a modal verb. The only forms are *should* and *shouldn't*.
- You can also use *ought to* and *ought not to* instead of *should / shouldn't*.
You should take an umbrella with you. You ought to take an umbrella with you.

3B *must, may, might, can't* (deduction)

when you are sure something is true: *must*

They **must** be out. There aren't any lights on.
She **must** have a lot of money. She drives a Porsche.

when you think something is possibly true: *may / might*

His phone's switched off. He **might** be on the plane now.
She **might not** like that skirt. It's not her style.
She's not at home. She **may** be working.
He hasn't written. He **may not** have my address.

when you are sure something is impossible / not true: *can't*

He **can't** be ill. I saw him at the gym.
They **can't** be Italian. They're speaking to each other in Spanish.

- We often use *must, may / might, and can't* to say how sure or certain we are about something (based on the information we have).
- In this context, the opposite of *must* is *can't* NOT *mustn't*.

3C *can, could, be able to* (ability and possibility)

can / could

I **can** speak Spanish very well.
She **could** play the violin when she was three.
She **can't** come tonight. She's ill.
They **couldn't** wait because they were in a hurry.
Could you open that door, please?

- *Can* is a modal verb. It only has a present, past, and conditional form (but can also be used with a future meaning).
- For other tenses and forms use *be able to*.

be able to + infinitive

I **am able to** accept your invitation.
They **weren't able to** come.
I'll **be able to** practise my English in London.
She **has been able to** speak French since she was a child.
I'd like **to be able to** ski.
I'd love **being able to** sleep late at weekends.

- You can use *be able to* in the present, past, future, present perfect, and as a gerund or infinitive.
- *be able to* in the present and past is more formal than *can / could*.

3A

a Circle the correct form.

You *shouldn't* / *mustn't* drink that water. It's not safe.

- 1 We *mustn't* / *don't have to* hurry. We have plenty of time.
- 2 You *must* / *should* remember to write the report. The boss will be furious if you forget.
- 3 The exhibition was free so I *hadn't to* / *didn't have to* pay.
- 4 *Do you have to* / *Should you* wear a uniform at your school?
- 5 We *must* / *had* to wait two hours at security and nearly missed our flight.
- 6 *Had you to* / *Did you have to* do a lot of homework when you were at school?
- 7 I think people who live in flats *mustn't* / *shouldn't* have dogs.
- 8 She's allergic to dairy products so she *mustn't* / *doesn't have to* eat anything made from milk.

b Complete the second sentence with two or three words so it means the same as the first.

Smoking is prohibited here. You *mustn't smoke* here.

- 1 It isn't a good idea to go swimming after a big meal.
You _____ swimming after a big meal.
- 2 Was it necessary for them to pay cash?
Did _____ pay cash?
- 3 The meeting isn't obligatory.
You _____ go to the meeting.
- 4 It's bad manners to talk loudly on a mobile on a train.
People _____ quietly on their mobile on a train.
- 5 Lorries are not allowed to go on this road.
Lorries _____ on this road.

3B

a Match the sentences.

- | | |
|--|---------------------------------|
| 1 He must be over 70. <input type="checkbox"/> | A He hasn't seen me for ages. |
| 2 He can't be at university. <input type="checkbox"/> | B He sometimes sends me emails. |
| 3 He may not remember me. <input type="checkbox"/> | C He must be joking. |
| 4 He might like this book. <input type="checkbox"/> | D He's interested in history. |
| 5 He must be very shy. <input type="checkbox"/> | E He sometimes works late. |
| 6 He can't be serious. <input type="checkbox"/> | F He gets up very early. |
| 7 He may be in bed already. <input type="checkbox"/> | G He's only 16. |
| 8 He might not be at home yet. <input type="checkbox"/> | H He's not fit enough. |
| 9 He must have a computer. <input type="checkbox"/> | I He retired 10 years ago. |
| 10 He can't be a good footballer. <input type="checkbox"/> | J He never opens his mouth. |

b Complete with *might* (not), *must*, or *can't*.

This sauce is really spicy. It must have chilli in it.

- 1 A What music is this?
B I'm not sure but it _____ be Mozart.
- 2 She looks very young. She _____ be more than 16.
- 3 I'm not sure why she hasn't phoned. She _____ have my new number.
- 4 They _____ have a lot of money. They live in an enormous house.
- 5 He _____ be away. His car is outside his house.
- 6 I _____ be a size 44! I'm usually a 40 or 42.
- 7 It _____ be true! I saw it on the news.

3C

a Complete with the correct form of *be able to*.

I ve never been able to learn to swim.

- 1 I _____ send any emails since lunchtime.
- 2 She used to _____ speak German really well.
- 3 I _____ do my homework until tomorrow.
- 4 I'd really like _____ dance well.
- 5 _____ you _____ come to our wedding?
It's on May 10th.
- 6 If I spoke better English, I _____ get a job in a hotel.
- 7 When I've saved another €1000, I _____ buy a new car.
- 8 She hates _____ do what she wants.

b Complete with *can* / *can't*, or *could* / *couldn't* where possible. If not, use a form of *be able to*.

They told me that they couldn't do anything about the noise.

- 1 I _____ talk to you now. I'm too busy.
- 2 When I lived in Rome I _____ speak Italian quite well.
- 3 I would love _____ play tennis very well.
- 4 If we don't hurry up, we _____ catch the last train.
- 5 My mother _____ see much better now with her new glasses.
- 6 To do this job you need _____ speak at least two languages.
- 7 I _____ help you tonight if you want.
- 8 They _____ find a flat yet. They're still looking.

4A first conditional and future time clauses + *when, until, etc.*

first conditional sentences: *if* (or *unless*) + present simple, *will / won't* + infinitive

If you **don't do** more work, you'll fail the exam.
He'll be late for work **if** he **doesn't hurry up**.
She won't get into university **unless** she **gets** good grades.

- Use the present tense (NOT the future) after *if* in first conditional sentences.
- *unless* = *if...not*
I won't go unless she invites me. = I won't go if she doesn't invite me.
- You can also use an imperative instead of the *will* clause, e.g. *Come and see us next week **if** you have time.*

future time clauses

As soon as you **get** your exam results, **call** me.
We'll have dinner **when** your father **gets** home.
I **won't go** to bed **until** you **come** home.
I'll have lunch **before** I **leave**.
After I **finish** university, I'll probably **take** a year off and travel.

- Use the present simple (NOT the future) after *when, as soon as, until, before, and after* to talk about the future.
- *as soon as* = at the moment when, e.g. *I'll call you as soon as I arrive.*

4B second conditional

second conditional sentences: *if* + past simple, *would / wouldn't* + infinitive

If I **had** more money, I'd **buy** a bigger house.
If he **spoke** English, he **could get** a job in a hotel.
I **would get** on better with my parents if I **didn't live** with them.
I **wouldn't do** that job unless they **paid** me a really good salary.
If I **were** you, I'd **buy** a new computer.

- Use the second conditional to talk about a hypothetical / imaginary situation in the present or future and its consequence. Compare:
I don't have much money, so I can't buy a bigger house (real situation).
If I had more money, I'd buy a bigger house (hypothetical / imaginary situation).
- Use second conditionals beginning *If I were you, I'd...* to give advice. Here you can't use *If I was you*.

would / wouldn't + infinitive

My ideal holiday **would be** a week in the Bahamas.
I'd **never buy** a car as big as yours.

- You can also use *would / wouldn't* + infinitive (without an *if* clause) when you talk about imaginary situations.
- The contraction of *would* is 'd.

▲ Remember the difference between first and second conditionals.

If I have time, I'll help you.
= a possible situation. I may have time.
If I had time, I'd help you.
= an imaginary / hypothetical situation.
I don't / won't have time.

4C usually and used to

present habits and states

I **usually get up** at 8.00 on school days.
I **don't usually go out** during the week.
Houses in the suburbs **usually have** gardens.
Do you **usually walk** to work?

past habits and states

We **used to be** close friends but we **don't see** each other **any more**.
I **used to go out** with that girl when I was at school.
Did you **use to wear** glasses?
She **didn't use to have** fair hair. She had dark hair before.

- For present habits use *usually* or *normally* + present simple.
- For past habits use *used to / didn't use to* + infinitive. *Used to* does not exist in the present tense.
- We use *used to* for things that were true over a period of time in the past. It usually refers to something which is not true now.
I used to smoke. = I smoked for a period time in the past but now I don't.
- *Used to / didn't use to* can be used with action verbs (e.g. *wear, go out*) and non-action verbs (e.g. *be, have*).
- We often use *not...any more / any longer* (= not now) with the present simple to contrast with *used to*.
I used to go to the gym but I don't any more / any longer.

4A

a Complete with a word or expression from the list.

after as soon as before if unless until when

After we have dinner, we could go for a drink.

- I must write the date in my diary _____ I forget it.
- Let's wait under the tree _____ it stops raining.
- This job is very urgent so please do it _____ you can.
- We won't get a table in the restaurant _____ we don't book.
- I'll pay you back _____ I get my first salary.
- I can't go _____ you pay for my ticket. I'm broke.
- They'll be really happy _____ they hear your news.
- I want to go on working _____ I'm 60. Then I'll retire.
- I must renew my passport _____ I go to New York.
- _____ you work harder, you won't pass the final exam.

b Complete with the present simple or *will*.

I'll give him your message when I see him. (see)

- Don't forget to turn off the lights before you _____. (leave)
- Go to bed when the film _____. (finish)
- They _____ married until they find a place to live. (not get)
- If I see Emma, I _____ her you are looking for her. (tell)
- I'll call you as soon as I _____ at the hotel. (arrive)
- You won't be able to park unless you _____ there early. (get)
- As soon it stops raining, we _____ out. (go)
- She won't like curry if she _____ spicy food. (not like)
- Don't write anything until I _____ you. (tell)
- When she finds out what he's done, she _____ furious. (be)

4B

a Write second conditional sentences.

If you / speak to your boss, I'm sure he / understand.

If you spoke to your boss, I'm sure he would understand.

- It / be better for me if we / meet tomorrow.
- She / not treat him like that if she really / love him.
- If I / can live anywhere in the world, I / live in New Zealand.
- The kitchen / look bigger if we / paint it white.
- I / not buy that house if I / be you.
- He / be more attractive if he / wear nicer clothes.
- If we / not have children, we / travel more.
- What / you do in this situation if you / be me?

b First or second conditional? Complete the sentences.

If you tell her anything, she 'll tell everybody in the office. (tell)

We'd have a dog if we had a garden. (have)

- It'll be quicker if we _____ a taxi to the airport. (get)
- If you stopped smoking, you _____ better. (feel)
- What would you do if you _____ your job? (lose)
- If you buy the food, I _____ tonight. (cook)
- I think he'd be happier if he _____ alone. (not live)
- I'll be very surprised if Marina _____ coming here. (not get lost)
- Where will he live if he _____ the job in Moscow? (get)
- If she didn't have to look after her mother, she _____ life more. (enjoy)

4C

a Correct the mistakes in the **highlighted** phrases.

She **wasn't use to be** so shy. *She didn't use to be*

- I **use to get up** at 6.30, but I don't any more.
- Did she always used to** have long hair?
- Do you use to have breakfast** before you go to work?
- They didn't used to have** a car, they used to cycle everywhere.
- He doesn't like coffee, so **he use to drink tea** in the morning.
- He used be a teacher**, but now he works for Greenpeace.
- Do usually you wear** trousers or skirts?
- Last year **we used to go** to Prague in August.
- Does she use to live** near you when you were children?
- At school **we don't use to wear** a uniform. We wore what we liked.

b Complete with *used to* in \oplus , \ominus , or ? and a verb from the list.

argue be (x2) go have (x2) like live play work

\ominus I **didn't use to go** to the theatre much but now I go twice a month.

- \oplus Kirsty _____ in Bristol but she moved to London last year.
- ? _____ you _____ a moustache? You look different.
- \ominus I _____ my boss but now we get on quite well.
- \oplus We _____ really close but now we hardly ever meet.
- ? Where _____ you _____ before you started with this company?
- \oplus She _____ tennis professionally but she retired last year.
- \oplus When I lived in Paris, I always _____ breakfast in a café.
- ? _____ you _____ with your parents when you were a teenager?
- \ominus He _____ so slim. In fact, he was quite overweight before.

5A quantifiers

large quantities

They have a **lot of** money.
She has **lots of** friends.
He eats a **lot**.
There aren't **many** cafés near here.
Do you watch **much** TV?
Don't run. We have **plenty of** time.

- Use *a lot of / lots of* in \oplus sentences.
- Use *a lot* when there is no noun, e.g. *He talks a lot*.
- *Much / many* are normally used in \ominus sentences and ? , but *a lot of* can also be used.
- Use *plenty of* in \oplus sentences to mean *as much as we need or more*.

small quantities

A Do you want some ice cream? B Just **a little**.
The town only has **a few** cinemas.
Hurry up. We have **very little** time.
I have **very few** close friends.

- Use *little* + uncountable nouns, *few* + plural countable nouns.
- *a little* and *a few* = some, but not a lot,
- *very little* and *very few* = not much / many.

zero quantity

There **isn't any** room in the car.
There's **no** room in the car.
A How much money do you have?
B **None**.

- Use *any* for zero quantity with a \ominus verb. Use *no* with a \oplus verb.
- Use *none* (without a noun) in short answers.

more than you need or want

I don't like this city. It's **too big**.
There's **too much** traffic.
There are **too many** tourists.

- Use *too* + adjective, *too much* + uncountable noun, *too many* + plural countable nouns.
- Use *enough* before a noun but after an adjective.

less than you need

There aren't **enough** parks.
The buses aren't **frequent enough**.

5B articles: a / an, the, no article

Use a / an with singular countable nouns

- the first time you mention a thing / person. I saw **an old man** with **a dog**.
- when you say what something is. It's **a nice house**.
- when you say what somebody does. She's **a lawyer**.
- in exclamations with *What...!* What **an awful day!**
- in expressions like ... three times a week

Use the

- when we talk about something we've already mentioned. I saw an old man with a dog, and **the dog** was barking.
- when there's only one of something. **The moon** goes round **the sun**.
- when it's clear what you're referring to. He opened **the door**.
- with places in a town, e.g. *cinema* and *theatre*. I'm going to **the cinema**.
- with superlatives. It's **the best** restaurant in town.

Don't use the

- when you are speaking in general (with plural and uncountable nouns). **Women** talk more than **men**. **Love** is more important than **money**.
- with some nouns (e.g. *home*, *work*, *school*, *church*) after *at / to / from*. She's not **at home** today. I get back **from work** at 5.30.
- before meals, days, and months. I never have **breakfast** on **Sunday**.
- before *next / last* + days, week, etc. See you **next Friday**.

5C gerunds and infinitives

Use the gerund (verb + -ing)

- 1 after prepositions and phrasal verbs. I'm very good **at remembering** names. She's **given up smoking**.
- 2 as the subject of a sentence. **Eating out** is quite cheap here.
- 3 after some verbs, e.g. *hate*, *spend*, *don't mind*. I **don't mind getting up** early.

Common verbs which take the gerund include: **enjoy**, **hate**, **finish**, **like**, **love**, **mind**, **practise**, **spend**, **stop**, **suggest** and phrasal verbs, e.g. **give up**, **go on**, etc.

Use the infinitive (+ to)

- 1 after adjectives. My flat is **easy to find**.
- 2 to express a reason or purpose. He's saving money **to buy** a new car.
- 3 after some verbs, e.g. *want*, *need*, *learn*. She's never **learnt to drive**. **Try not to make** a noise.

Common verbs which take the infinitive (with *to*) include: (**can't**) **afford**, **agree**, **decide**, **expect**, **forget**, **help**, **hope**, **learn**, **need**, **offer**, **plan**, **pretend**, **promise**, **refuse**, **remember**, **seem**, **try**, **want**, **would like**

Use the infinitive (without to)

- 1 after most modal and auxiliary verbs. I **can't** drive. We **must** hurry.
- 2 after *make* and *let*. My parents don't let me **go out** much. She always **makes me laugh**.

- Gerunds and infinitives form the negative with *not*, e.g. *not to be*, *not being*.
- More verbs take the infinitive than the gerund.
- These common verbs can take either the gerund or infinitive with no difference in meaning: **begin**, **continue**, **prefer**, **start**.

⚠ These verbs can take a gerund or an infinitive but the meaning is different.

Try to be on time.

= make an effort to be on time.

Try doing yoga.

= do it to see if you like it.

Remember to phone him.

= Don't forget to do it.

I remember meeting him years ago.

= I have a memory of it.

5A

a Circle the correct answer. Tick (✓) if both are possible.

I think this restaurant is too / *too much* expensive.

- 1 There are *too much* / *too many* people in my salsa class.
- 2 Nobody likes him. He has *very little* / *very few* friends.
- 3 We've had *a lot of* / *lots of* rain recently.
- 4 There aren't *enough car parks* / *car parks enough* in the city centre.
- 5 *I have no* / *I don't have any* time.
- 6 He works *a lot* / *much*. At least ten hours a day.
- 7 A Do you speak French? B Yes, *a little* / *a few*.
- 8 I don't have *no time* / *any time* for myself.

b Right (✓) or wrong (✗). Correct the wrong sentences.

She drives too much fast . *too fast*

- 1 Slow down! We have plenty time .
- 2 We have too many work at the moment.
- 3 I think I made a few mistakes in the letter.
- 4 He isn't enough old to understand.
- 5 We can't go tomorrow. We're too busy .
- 6 We have very little time to do this.
- 7 A How many eggs are there? B Any .
- 8 He's retired so he has much free time .

5B

a Circle the correct answer.

Did you see *news* / the news on TV last night?

- 1 Did you lock *door* / *the door* when you left *a house* / *the house*?
- 2 My brother is married to *Russian* / *a Russian*. She's *lawyer* / *a lawyer*.
- 3 We go to *theatre* / *the theatre* about once *a month* / *the month*.
- 4 What *beautiful* / *a beautiful day*! Let's have breakfast on *a terrace* / *the terrace*.
- 5 I love *classical music* / *the classical music* and *Italian food* / *the Italian food*.
- 6 Who is *a girl* / *the girl* by *a window* / *the window*?
- 7 I leave *home* / *the home* at 8.00 and get to *work* / *the work* at 9.00.
- 8 *Men* / *The men* aren't normally as sensitive as *women* / *the women*.
- 9 We usually have *dinner* / *the dinner* at 8.00 and go to *bed* / *the bed* at about 11.30.
- 10 She has *a lovely face* / *the lovely face* and *the attractive eyes* / *attractive eyes*.

b Complete with *a* / *an*, *the*, or *-* (= no article).

Can you give me a lift to the station?
I want to catch the 6.00 train.

- 1 We went to _____ cinema _____ last night.
We saw _____ great film.
- 2 A Do you like _____ sport? B It depends.
I hate _____ football. I think _____ footballers
earn too much money.
- 3 He always wears _____ expensive clothes and
drives _____ expensive car.
- 4 Jake's _____ musician and _____ artist.
- 5 They've changed _____ date of _____ meeting.
It's _____ next Tuesday now.
- 6 We walked to _____ city centre but we got
_____ taxi back to _____ hotel.

5C

a Complete with the gerund or infinitive.

Smoking is banned in all public places. (smoke)

- 1 It's very expensive _____ a flat in the centre. (rent)
- 2 Are you afraid of _____? (fly)
- 3 I called the restaurant _____ a table for tonight. (book)
- 4 Be careful _____ a noise when you come home
tonight. (not make)
- 5 She's worried about _____ the exam. (fail)
- 6 Everybody went on _____ until after midnight. (dance)
- 7 _____ an only child is a bit boring. (be)
- 8 It's easy _____ the way if you look at the map. (find)
- 9 He's terrible at _____ languages. (learn)
- 10 A Why are you learning Spanish?
B _____ talk to my in-laws. They're Argentinian,
and they don't speak English. (be able to)

b Complete the sentences with *work*, *to work*, or *working*.

I regret not working harder when I was at school.

- 1 I spent all weekend _____ on the computer.
- 2 I've decided _____ abroad next year.
- 3 You must _____ harder if you want to get promoted.
- 4 My boss often makes me _____ late.
- 5 He isn't very good at _____ in a team.
- 6 I don't mind _____ on Saturdays if I can have a day
off during the week.
- 7 He's gone to the UK _____ in his uncle's shop.
- 8 _____ with members of your family can be quite
difficult.
- 9 My husband promised not _____ on my birthday.
- 10 I used _____ in a restaurant when I was a student.

6A reported speech: statements and questions

direct statements	reported statements
'I like shopping.'	She said (that) she liked shopping.
'I'm going tomorrow.'	He told her he was going the next day.
'I'll always love you.'	He said he would always love me.
'I passed the exam!'	She told him she had passed the exam.
'I've forgotten my keys.'	He said he had forgotten his keys.
'I can't come.'	She said she couldn't come.
'I may be late.'	He said he might be late.
'I must go.'	She said she had to go.

- Tenses usually change like this: **present**>**past**; **will**>**would**; **past simple** / **present perfect**>**past perfect**
- Some modal verbs change, e.g. **can**>**could**, **may**>**might**, **must**>**had to**. Other modal verbs stay the same, e.g. *could*, *might*, *should*, etc.

direct questions	reported questions
'Are you married?'	She asked him if he was married.
'Did she phone?'	He asked me whether she had phoned.
'What's your name?'	I asked him what his name was.
'Where do you live?'	They asked me where I lived.

reported speech: commands

direct speech	reported speech
'Go away.'	She told him to go away .
'Don't worry.'	The doctor told me not to worry .
'Can / Could you help me?'	I asked the shop assistant to help me .

- To report an imperative or request, use *told* or *asked* + person + the infinitive with *to*.
- To report a negative imperative, use a negative infinitive (e.g. **not to do**).

6B the passive: *be* + past participle

A lot of films are shot on location.	My bike has been stolen .
My car is being repaired today.	You'll be picked up at the airport.
<i>Death in Venice</i> was directed by Visconti.	This bill has to be paid tomorrow.
She died when the film was being made .	

- We often use the passive when it's not clear or important who does an action, e.g. *My bike has been stolen* (= Somebody has stolen my bike. I don't know who.)
- If you want to say who did the action, use *by*.

6C relative clauses

defining relative clauses

Julia's the woman **who / that** works with me.
 It's a book **which / that** tells you how to relax.
 That's the house **where** I was born.
 That's the boy **whose** father plays for Real Madrid.
 He's the man (**who / that**) I met on the plane.

- To give important information about a person, place, or thing use a relative clause (= a relative pronoun + subject + verb).
- Use the relative pronouns *who* for people, *which* for things, and *where* for places. Use *whose* to mean 'of who / of which'.
- You can use *that* instead of *who* or *which*.
- *Who*, *which*, and *that* can be omitted when the verbs in the main clause and the relative clause **have a different subject**, e.g. *He's the man I met on the plane.* (The subject of *met* is *I*, so it's not necessary to put *who*.)

non-defining relative clauses

This painting, **which** was painted in 1860, is worth £2 million.
 Last week I visited my aunt, **who's** nearly 90 years old.
 Burford, **where** my mother was born, is a beautiful town.
 My neighbour, **whose** son goes to my son's school, has just re-married.

- If a relative clause gives extra, non-essential information (the sentence makes sense without it), you must put it between commas (or a comma and a full stop).
- In these clauses, you can't leave out the relative pronoun (*who*, *which*, etc.).
- In these clauses, you can't use *that* instead of *who* / *which*.

⚠ *Must* changes to *had to* BUT *mustn't* stays the same.
'You mustn't touch it.' She said I *mustn't* touch it.

- You usually have to change the pronouns. 'I like... '>She said **she** liked...
- Using **that** after *said* and *told* is optional.
- If you report what someone said on a different day or in a different place, some time and place words can change, e.g. **tomorrow**>**the next day**, **here**>**there**, **this**>**that**, etc.
'I'll meet you here tomorrow.'>He said *he'd meet me there the next day.*

⚠ After *said* **don't** use a person or pronoun.
He said he was tired NOT *He said me...*
 After *told* you **must** use a person or pronoun.
He told me he was tired. NOT *He told he was...*

- When you report a question, the tenses change as in reported statements.
- When a question begins with a verb (not a question word), add *if* (or *whether*).
- You also have to change the word order to subject + verb, and not use *do* / *did*.

⚠ You can't use *said* in these sentences.
 NOT *She said him to go away.*

6A

a Complete the sentences using reported speech.

'The hotel is full.' The receptionist told me the hotel was full.

- 'I'll call the manager.' The waiter said _____.
- 'I've passed all my exams.' Jack said _____.
- 'You should get to the airport early.' They said that we _____.
- 'I may be late.' Jack said _____.
- 'I didn't tell anybody!' Mary said _____.
- 'Can you help me?' She asked us _____.
- 'Do you want to dance?' He asked me _____.
- 'Have you been here before?' I asked her _____.
- 'What music do you like?' She asked me _____.
- 'Where's the nearest bank?' I asked her _____.

b Complete the reported imperatives and requests.

'Don't stop here.' The traffic warden told us not to stop there.

- 'Be quiet!' The teacher told us _____.
- 'Please don't smoke!' I asked the taxi driver _____.
- 'Open your mouth.' The dentist told me _____.
- 'Don't tell anyone!' Melinda told us _____.
- 'Could you show me your driving licence?' The policeman asked me _____.
- 'Please switch off your mobiles.' The flight attendant told us _____.
- 'Don't eat with your mouth open!' I told my daughter _____.
- 'Can you bring me the bill, please?' He asked the waiter _____.
- 'Get off at the next stop.' The bus driver told me _____.
- 'Don't wait.' Our friends told us _____.

6B

a Correct the mistakes in the highlighted phrases.

Lada cars made in Russia. are made in Russia.

- A new motorway is being build at the moment.
- The film based on a famous novel.
- This programme were watched by millions of people.
- My bag was stole when I was in Florida.
- The Harry Potter books were written for JK Rowling.
- I couldn't send you an email because my computer was repairing.
- You will taken to your hotel by taxi.
- Oh no! Our flight has being cancelled.
- English is spoke in this restaurant.
- Seat belts must wear at all times.

b Rewrite the sentences with the passive.

They sell cold drinks here. Cold drinks are sold here.

- They subtitle a lot of foreign films.
A lot of foreign films _____.
- Someone threw the letters away by mistake.
The letters _____.
- Some people are painting my house.
My house _____.
- They have sold all the tickets for the concert.
All the tickets for the concert _____.
- They will play the match tomorrow.
The match _____.
- Somebody must pay this bill tomorrow.
This bill _____.

6C

a Complete with *who*, *which*, *where*, or *whose*.

The man whose car I crashed into is taking me to court.

- We drove past the house _____ we used to live.
- The girl _____ was talking to you is the boss's daughter.
- Look! That's the man _____ son plays for Chelsea.
- The car was an invention _____ changed the world.
- That's the restaurant _____ I told you about.
- Is this the shop _____ you bought your camera?
- What was the name of your friend _____ wife is an actress?
- The woman _____ called this morning didn't leave a message.
- It's the film _____ won all the Oscars last year.
- This is the book _____ everybody is reading at the moment.

b Tick (✓) the sentences in a where you could leave out the relative pronoun.

c Are the highlighted phrases right (✓) or wrong (✗)? Correct the wrong ones.

After Rome we went to Venice, that we loved. ✗
which we loved

- Is that the girl you used to go out with?
- My brother, that you met at my wedding, is getting divorced.
- It's a machine that makes sweets.
- He lives in Valencia, that is on the east coast of Spain.
- Our neighbour, who garden is smaller than ours, has an enormous dog.
- Jerry, who I work with, is completely bilingual.
- The film I saw last night was fantastic.
- I met some people who they come from the same village as me.

7A third conditional

third conditional sentences: *if + had + past participle, would + have + past participle.*

If I'd known about the meeting, I would have gone.
If I hadn't gone to that party, I wouldn't have met my wife.
You wouldn't have been late if you'd got up earlier.
We would have arrived at 6.00 if we hadn't got lost.

- The contraction of *had* is 'd.

- Use third conditional sentences to talk about a hypothetical / imaginary situation in the past (which didn't happen) and its consequence. Compare:
Yesterday I got up late and missed my train (= the real situation).
If I hadn't got up late yesterday, I wouldn't have missed my train (= the hypothetical / imaginary situation).
- To make a third conditional, use *if + past perfect* and *would have + past participle*.

7B question tags, indirect questions

question tags

positive verb, negative tag	negative verb, positive tag
It's cold today, isn't it?	She isn't here today, is she?
You're Polish, aren't you?	You aren't happy, are you?
They live in Ankara, don't they?	They don't smoke, do they?
The match finishes at 8.00, doesn't it?	She doesn't eat meat, does she?
She worked in a bank, didn't she?	You didn't like the film, did you?
We've met before, haven't we?	She hasn't been to Rome before, has she?
You'll be OK, won't you?	You won't tell anyone, will you?

- Question tags are often used to check something you already think is true.
Your name's Maria, isn't it?
- To form a question tag use:
 - the correct auxiliary verb, e.g. *do / does* for the present, *will / won't* for the future, etc.
 - a pronoun, e.g. *he, it, they*, etc.
 - a negative tag if the sentence is positive, and a positive tag if the sentence is negative.

indirect questions

direct question	indirect question
Where's the bank?	Could you tell me where the bank is?
What time do the shops close?	Do you know what time the shops close?
Is there a bus stop near here?	Do you know if there's a bus stop near here?
Does this train go to Victoria?	Could you tell me if this train goes to Victoria?

- If the question begins with an auxiliary verb, add *if (or whether)* after *Could you tell me...? / Do you know...?*
- We also use this structure after *Can you remember...?*, e.g. *Can you remember where he lives?*

- To make a question more polite we often begin *Could you tell me...?* or *Do you know...?* The word order changes to subject + verb, e.g. *Do you know where the post office is?* NOT *Do you know where is, the post office?*

7C phrasal verbs

group 1: no object – verb and *up, on, etc.* can't be separated.

Come on! Hurry up! We're late.
The plane took off two hours late.
Go away and never come back!

group 2: with object – verb and *up, on, etc.* can't be separated.

I'm looking for my keys. NOT *I'm looking my keys for.*
I asked for chicken, not steak.
Please look after the baby.
I don't get on with my sister.
I'm looking forward to the party.

group 3: with object – verb and *up, on, etc.* can be separated.

Please switch off your phone. / Please switch your phone off.
Can you fill in this form, please? / Can you fill this form in, please?
They've set up a new company. / They've set a new company up.
Don't throw away those papers. / Don't throw those papers away.

- A phrasal verb is a verb combined with a particle (= an adverb or preposition).
- Sometimes the meaning of the phrasal verb is obvious from the verb and the particle, e.g. *sit down, come back*.
- Sometimes the meaning is not obvious, e.g. *give up smoking* (= stop smoking), *carry on talking* (= continue talking).
- In group 3, where the verb and particle can be separated, if the object is a pronoun, it must go between the verb and particle.
Switch it off. NOT *Switch off it.*
Throw them away. NOT *Throw away them.*

⚠ Sometimes a phrasal verb has more than one meaning, e.g. *The plane took off. He took off his shoes.*

7A

a Match the phrases.

- | | |
|---|---|
| 1 If you hadn't reminded me, I | A if you'd seen what happened. |
| 2 This wouldn't have happened | B we wouldn't have got lost. |
| 3 If they hadn't worn their seat belts, | C if it hadn't rained. |
| 4 We wouldn't have been late | D you would have seen them. |
| 5 We would have gone to the beach | E if I'd known you didn't like it. |
| 6 If you hadn't told me it was him, | F if we'd bought tickets on the Internet. |
| 7 You would have laughed | G if you'd been more careful. |
| 8 I wouldn't have bought it | H they would have been killed. |
| 9 If you'd arrived two minutes earlier, | I I would have forgotten. |
| 10 If you hadn't forgotten the map, | J I wouldn't have recognized him. |
| 11 It would have been cheaper | K if we hadn't missed the bus. |

b Cover A–K. Look at 1–9 and try to remember the end of the sentence.

c Complete the third conditional sentences with the correct form of the verbs.

If you *hadn't helped* me, I *wouldn't have finished* on time. (not help, not finish)

- We _____ if our best player _____ injured. (win, not be)
- If she _____ he was so mean, she _____ him. (know, not marry)
- I _____ you some money if you _____ me. (lend, ask)
- If we _____ more time, we _____ another day in London. (have, spend)
- I _____ to help you if you _____ me about it earlier. (be able, tell)
- If you _____ me yesterday, I _____ my plans. (ask, change)
- You _____ the weekend if you _____ with us. (enjoy, come)

7B

a Complete with a question tag (*are you?*, *isn't it?*, etc.)

Your name's Mark, *isn't it?*

- You don't take sugar in your coffee, _____?
- They're on holiday this week, _____?
- He can't be serious, _____?
- She eats meat, _____?
- You won't be late, _____?
- She was married to Tom Cruise, _____?
- We've seen this film before, _____?
- You didn't tell anybody, _____?
- You would like to come, _____?
- It's hot today, _____?

b Make indirect questions.

Where's the station? Could you tell me *where the station is?*

- | | |
|-----------------------------------|--------------------------|
| 1 Where do they live? | Do you know _____? |
| 2 Is there a bank near here? | Can you tell me _____? |
| 3 Where can I buy some stamps? | Do you know _____? |
| 4 Does this bus go to the castle? | Could you tell me _____? |
| 5 What time do the shops open? | Do you know _____? |
| 6 Where are the toilets? | Could you tell me _____? |
| 7 Is Susan at work today? | Do you know _____? |
| 8 Did Milan win last night? | Do you know _____? |
| 9 Where did we park the car? | Can you remember _____? |
| 10 What's the time? | Could you tell me _____? |

7C

a Complete with the right particle (*in*, *on*, etc.).

What time did you get *up* this morning?

- Could you turn _____ the radio? I can't hear it.
- I'm in a meeting. Could you call _____ later, say in half an hour?
- Hurry _____! We'll be late.
- The match is _____! Brazil have won.
- How long has she been going _____ with him?
- Are we having dinner at home or are we eating _____?
- Athletes always warm _____ before a race.
- I didn't wake _____ until 8.30 this morning.
- If you don't know the word, look it _____ in a dictionary.
- I went online to find _____ what time the trains were.

b Rewrite the sentences. Replace the *object* with a pronoun. Change the word order where necessary.

Turn on *the TV*. *Turn it on.*

- Take off *your shoes*.
- Could you look after *the children?*
- Do you get on with *your sister?*
- Switch off *your mobiles*.
- I'm looking for *my glasses*.
- Please pick up *that towel*.
- Turn down *the music!*
- I'm really looking forward to *the trip*.
- Can I try on *this dress?*
- Don't throw away *that letter!*

Food and restaurants

1 Food

a Put two food words in each column. Use your dictionary to help you.

beans duck lettuce /'letɪs/
peaches prawns /prɔ:nz/ salmon /'sæmən/
sausages /'sɔ:sɪdʒɪz/ strawberries /'strɔ:bərɪz/

meat	fish / seafood	fruit	vegetables

b Add three more words to each column.

2 Food adjectives

Complete the adjective column with a word from the box.

fresh frozen home-made low-fat raw /rɔ:/ spicy /'spɪsi/ sweet takeaway

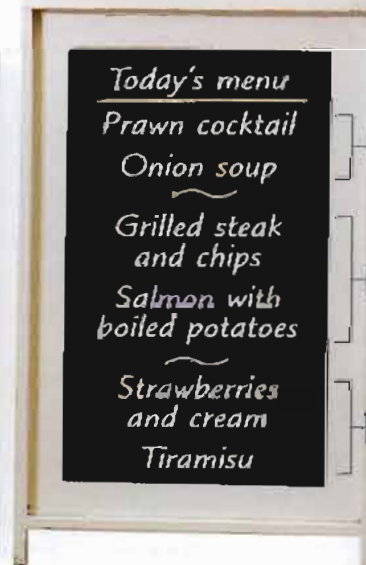
- I love my mum's cooking. food is always the best.
- Indian food like curry is very .
- Sushi is made with fish.
- Food which is kept very cold is .
- food is food you buy at a restaurant and take home to eat.
- People on a diet often try to eat food.
- These eggs are , I bought them today.
- This tea's very . You've put too much sugar in it!

Adjective

3 Restaurants and cooking

a Match the words and pictures.

- knife /naɪf/ pl /nɑ:vz/
- fork
- desserts /dɪ'zɜ:tɪz/
- spoon
- plate
- glass
- main courses /meɪn kɔ:sɪz/
- napkin (serviette)
- salt and pepper
- starters



b Match the words and pictures.

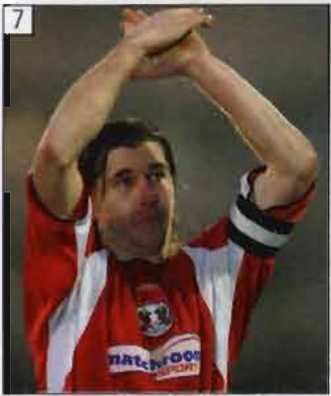
- boiled rice
- roast chicken
- baked potatoes
- grilled sausages
- fried eggs
- steamed vegetables



1 People and places

a Match the words and pictures.

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> captain /'kæptɪn/ | <input type="checkbox"/> spectators |
| <input type="checkbox"/> coach | <input type="checkbox"/> team |
| <input type="checkbox"/> fans | <input type="checkbox"/> stadium |
| <input type="checkbox"/> players | <input type="checkbox"/> sports hall |
| <input type="checkbox"/> referee | |



b Match the places and sports.

- circuit /'sɜ:kɪt/ court /kɔ:t/ course
pitch pool slope track

- 1 tennis / basketball _____
- 2 football / rugby / hockey _____
- 3 swimming / diving _____
- 4 athletics _____
- 5 Formula 1 / motorcycling _____
- 6 golf _____
- 7 ski _____

2 Verbs

a Complete with the past tense and past participles.

- beat _____
win _____
lose _____
draw /drɔ:/ _____

b Complete the Verb column with the past tense of a verb from a.

- | | Verb |
|--|-------|
| 1 Milan <input type="checkbox"/> Chelsea 3-0. | _____ |
| 2 The Chicago Bulls <input type="checkbox"/> 78-91 (to Celtics). | _____ |
| 3 Spain <input type="checkbox"/> (with Brazil) 2-2. | _____ |
| 4 Milan <input type="checkbox"/> (the match) 3-0. | _____ |

⚠ You *win* a match, competition, medal, or trophy. You *beat* another team or person **NOT** Milan-won-Chelsea.

c Complete the Verb column.

- do get fit get injured /'ɪndʒəd/ go play
score train warm up

- | | Verb |
|--|-------|
| 1 Players usually <input type="checkbox"/> before a match starts. | _____ |
| 2 Professional sportspeople have to <input type="checkbox"/> every day. | _____ |
| 3 It's dangerous to play tennis on a wet court. You might <input type="checkbox"/> . | _____ |
| 4 I've started going to the gym, because I want to <input type="checkbox"/> . | _____ |
| 5 He's a good player. I think he's going to <input type="checkbox"/> a lot of goals. | _____ |
| 6 Would you like to <input type="checkbox"/> swimming this afternoon? | _____ |
| 7 I <input type="checkbox"/> basketball twice a week. | _____ |
| 8 My brothers <input type="checkbox"/> yoga and tai-chi. | _____ |

**Can you remember the words on this page?
Test yourself or a partner.**

p.10

Personality

1 What are they like?

a Complete the sentences with the personality adjectives.

affectionate /ə'fekʃənət/ aggressive ambitious bossy charming competitive independent jealous /'dʒeləs/
manipulative moody reliable /ri'laɪəbl/ selfish sensible sensitive sociable /'səʊʃəbl/ spoilt

- 1 Spoilt children behave badly because they are given everything they want.
- 2 _____ people always want to win.
- 3 _____ people think about themselves and not about other people.
- 4 _____ people get angry quickly and like fighting and arguing.
- 5 _____ people have an attractive personality that makes people like them.
- 6 _____ people have common sense and are practical.
- 7 _____ people are friendly and enjoy being with other people.
- 8 _____ people are good at influencing other people to do what they want.
- 9 _____ people are happy one minute and sad the next, and are often bad-tempered.
- 10 _____ people like doing things on their own, without help.
- 11 _____ people like giving orders to other people.
- 12 _____ people show that they love or like people very much.
- 13 _____ people are people you can trust or depend on.
- 14 _____ people understand other people's feelings or are easily hurt or offended.
- 15 _____ people want to be successful in life.
- 16 _____ people think that someone loves another person more than them, or wants what other people have.



b With a partner, look at the adjectives again. Are they positive, negative, or neutral characteristics?

2 Opposite adjectives

Match the adjectives and their opposites.

extrovert hard-working mean
self-confident stupid talkative

clever _____ lazy _____
generous _____ quiet _____
insecure _____ shy _____

3 Negative prefixes

Which negative prefix do you use with these adjectives?
Put them in the correct column.

ambitious friendly honest /'ɒnɪst/ imaginative
kind organized patient /'peɪʃnt/ reliable
responsible selfish sensitive sociable tidy /'tɑɪdi/

un-	dis-	in- / im- / ir-
unambitious		



'Are we there yet? Are we there yet? Are we there yet?'

Can you remember the words on this page?
Test yourself or a partner.

1 Verbs

Complete with a verb in the correct tense.

be worth /wɜ:θ/ borrow can't afford /ə'fɔ:d/ charge cost earn
inherit invest lend owe /əʊ/ save take out waste /weɪst/

- | | |
|--|-------------------------------------|
| 1 My uncle died and left me £2000. | I _____ £2000 from my uncle. |
| 2 I put some money aside every week for my next holiday. | I _____ money every week. |
| 3 I asked my brother to give me €10 until next week. | I _____ €10 from him. |
| 4 My brother gave me €10 until next week. | He _____ me €10. |
| 5 I often spend money on stupid things. | I often _____ money. |
| 6 I don't have enough money to buy that car. | I _____ to buy that car. |
| 7 I had to pay the mechanic £100 to repair my car. | The mechanic _____ me £100. |
| 8 I went to the cash machine and got €200. | I _____ €200 from the cash machine. |
| 9 I bought a book. It was \$25. | The book _____ (me) \$25. |
| 10 Jim gave me £100. I haven't paid it back yet. | I _____ Jim £100. |
| 11 I bought some shares in British Telecom. | I _____ some money. |
| 12 I work in a supermarket. They pay me €2000 a month. | I _____ €2000 a month. |
| 13 I could sell my house for about €200,000. | My house _____ about €200,000. |

2 Prepositions

Complete the Preposition column.

- | | |
|--|--------------|
| 1 I paid _____ the dinner last night. | Preposition |
| 2 When can you pay me _____ the money I lent you? | _____ |
| 3 Would you like to pay _____ cash or _____ credit card? | _____, _____ |
| 4 I spent €50 _____ books yesterday. | _____ |
| 5 I don't like lending money _____ friends. | _____ |
| 6 I borrowed a lot of money _____ the bank. | _____ |
| 7 They charged us €60 _____ a bottle of wine. | _____ |

3 Nouns

Match the words and definitions.

cash machine /'kæʃ məʃi:n/ coin loan
mortgage /'mɔ:ɡɪdʒ/ note salary tax

- | | |
|---------|---|
| 1 _____ | A piece of paper money. |
| 2 _____ | A piece of money made of metal. |
| 3 _____ | Money a person gets for the work he / she does. |
| 4 _____ | Money that you pay to the government. |
| 5 _____ | Money that somebody (or a bank) lends you. |
| 6 _____ | Money that you borrow from a bank to buy a house. |
| 7 _____ | A machine inside or outside a bank where you can get money. |

**Can you remember the words on this page?
Test yourself or a partner.**

↩ p.21

Transport and travel

1 Plane

Match the words and pictures.

- | | |
|---|--|
| <input type="checkbox"/> land (vb) | <input type="checkbox"/> take off (vb) |
| <input type="checkbox"/> check-in desk | <input type="checkbox"/> gate |
| <input type="checkbox"/> luggage /'lʌɡɪdʒ/ | <input type="checkbox"/> (suit)case |
| <input type="checkbox"/> boarding card pass | <input type="checkbox"/> aisle /aɪl/ |
| <input type="checkbox"/> baggage reclaim | |



2 Train

Match the words and pictures.

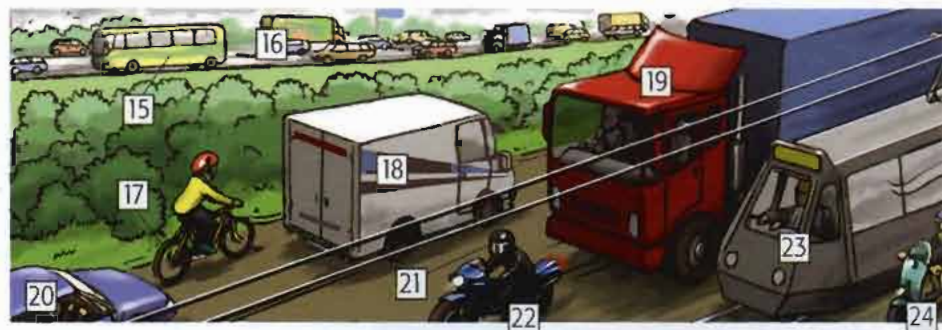
- | |
|---|
| <input type="checkbox"/> railway station |
| <input type="checkbox"/> platform |
| <input type="checkbox"/> carriage /'kærɪdʒ/ |
| <input type="checkbox"/> ticket office |
| <input type="checkbox"/> the underground |



3 Road

a Match the words and pictures.

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> coach | <input type="checkbox"/> bike |
| <input type="checkbox"/> lorry | <input type="checkbox"/> car |
| <input type="checkbox"/> van | <input type="checkbox"/> scooter |
| <input type="checkbox"/> motorbike | <input type="checkbox"/> tram |
| <input type="checkbox"/> helmet | <input type="checkbox"/> motorway |



b Complete the compound nouns.

area belt crash fine hour jam lane lights
limit park rank station transport works

- | | |
|---------------------|---|
| 1 petrol _____ | a place where you can get petrol, often with a shop or café |
| 2 traffic _____ | |
| 3 seat _____ | |
| 4 rush _____ | the time of day when there is a lot of traffic |
| 5 car _____ | when two or more cars hit each other |
| 6 parking _____ | money you have to pay for parking illegally |
| 7 traffic _____ | when there is so much traffic that cars can't move |
| 8 speed _____ | |
| 9 public _____ | buses, trams, trains, etc. |
| 10 pedestrian _____ | a place where you can't drive |
| 11 cycle _____ | a narrow part of the road for bicycles only |
| 12 road _____ | |
| 13 taxi _____ | where taxis park when they are waiting for customers |
| 14 car _____ | a place where you can leave your car |

4 Travel

flight journey /'dʒɜːni/
trip travel

- A _____ is when you travel from one place to another by car, train, plane, etc.
- _____ is normally used as a verb, e.g. I _____ a lot.
- A _____ is when you go somewhere by plane.
- A _____ is when you go somewhere, either for a holiday or on business, stay there, and come back again.

Can you remember the words on this page? Test yourself or a partner

p.30

1 Age

Complete the phrases.

mid- early about late forties

- 1 He's _____ 20. = 19, 20, or 21
- 2 He's in his _____ . = between 41 and 49
- 3 She's in her _____ thirties. = between 34 and 36
- 4 She's in her _____ sixties. = between 67 and 69
- 5 He is his _____ seventies. = between 71 and 73



2 Height and build

Match the sentences and pictures A–C.

- 1 He's **tall** and **slim**.
- 2 He's **short** and a bit **overweight** /əʊvə'weɪt/.
- 3 He's **medium height** /'mi:diəm 'haɪt/ and **well built**.

▲ *Thin* and *slim* are both the opposite of *fat*, but *slim* = thin in an attractive way.

3 Hair

Match the sentences and pictures.

- 1 She has **fair** (or **blonde**) hair and a **ponytail**.
- 2 She has **long wavy** hair.
- 3 He has **grey** hair and a **beard** /biəd/.
- 4 She has **short brown curly** hair.
- 5 She has **red shoulder-length** hair.
- 6 He's **bald** /bɔ:ld/ and has a **moustache** /mə'sta:ʃ/.
- 7 She has **straight dark** hair and a **fringe**.



4 General adjectives

a Are these adjectives or ? Are they used for men, women, or both? Write M, W, or B.

	<input type="checkbox"/> or <input type="checkbox"/>	M, W, or B
attractive	<input type="checkbox"/>	<input type="checkbox"/>
beautiful	<input type="checkbox"/>	<input type="checkbox"/>
good-looking	<input type="checkbox"/>	<input type="checkbox"/>
handsome /'hændsəm/	<input type="checkbox"/>	<input type="checkbox"/>
plain	<input type="checkbox"/>	<input type="checkbox"/>
pretty /'prɪti/	<input type="checkbox"/>	<input type="checkbox"/>
ugly	<input type="checkbox"/>	<input type="checkbox"/>

▲ *What does he / she look like?* = Can you describe his / her appearance?
What is he / she like? = Can you describe his / her personality?

Can you remember the words on this page? Test yourself or a partner.

🔄 p.41

Education

1 Verbs

Complete the Verb column.

behave cheat do fail learn leave pass revise start study take

- 1 When she was at school, she used to _____ for hours every evening.
- 2 I must _____ tonight. I have an exam tomorrow.
- 3 Our history teacher was terrible. We didn't _____ anything.
- 4 If you don't _____ your homework, you can't watch TV later.
- 5 The teacher was angry because some of the pupils had tried to _____ in the exam.
- 6 If you want to be a doctor, you have to _____ a lot of exams.
- 7 In the UK children _____ school when they are four and can't _____ before they are 16.
- 8 I hope I'm going to _____ my exams. My parents will be furious if I _____.
- 9 He was a rebel at school. He used to _____ very badly.

Verb

study

_____ (or do)

2 Places and people

Match the words and definitions.

boarding school /'bɔ:diŋ/ graduate /'grædʒuət/ head teacher nursery school primary school private school
pupil /'pjʊ:pl/ professor religious school /rɪ'lɪdʒəs/ secondary school state school student

- 1 _____ A school paid for by the government which gives free education.
- 2 _____ A non-government school where you have to pay.
- 3 _____ A school for very young children, e.g. 1-4.
- 4 _____ A school for young children, e.g. from 4-11.
- 5 _____ A school for older children, e.g. 11-18.
- 6 _____ A school where pupils live, eat, and sleep.
- 7 _____ A school where the teachers are often priests or nuns.
- 8 _____ The 'boss' of a school.
- 9 _____ A senior university teacher.
- 10 _____ A person who is studying at a college or university.
- 11 _____ A child who is at school.
- 12 _____ A person who has finished university and has a degree (e.g. in economics).

3 School life

Match the sentences and pictures.

- 1 We have to wear a horrible uniform!
- 2 The discipline here is very strict.
- 3 My timetable's terrible this term!
- 4 I love maths. It's my favourite subject.
- 5 Look! The exam results are on the notice board.



⚠ Exam results can be given as marks (usually out of 10 or 100) or as grades (A, B, C, etc.).

Can you remember the words on this page?
Test yourself or a partner.

1 Types of houses

Match the words and pictures.

- block of flats
(US apartment building)
- cottage /'kɒtɪdʒ/
- detached house
- terraced house



2 Where people live

Match the sentences.

- 1 I live in the country.
- 2 I live in the city centre.
- 3 I live in the suburbs.
- 4 I live in a village /'vɪlɪdʒ/.
- 5 I live in a small town.
- 6 I live in a residential area.
- 7 I live on the second floor.

- a It has 20,000 inhabitants.
- b It's very small, with only 800 inhabitants.
- c There are a lot of houses but no offices or big shops.
- d It's right in the middle of the city.
- e It's the area outside the central part of town.
- f There are two floors below me.
- g There are fields and trees all around me.

3 Parts of a house

Match the words and pictures.

- balcony
- chimney
- garage /'gærɑ:ʒ/
- garden
- gate
- path
- roof
- steps
- terrace /'terəs/
- wall



4 Furniture

- a Put two words in each column.
Use your dictionary to help you.

washbasin sink shower
bedside table dishwasher
coffee table armchair
chest of drawers

bathroom	kitchen	living room	bedroom

- b Add two more words to each column.

Can you remember the words on this page? Test yourself or a partner.

🔄 p.58

1 Describing your job

a Read the texts and match them to the pictures. What are the jobs?



1 I only work **part-time** – four mornings a week, and I sometimes do overtime on a Saturday morning. I don't earn a big salary. It's a **temporary** job and I only have a six-month **contract** at the moment. But the **working hours** suit me as I have very young children. When they go to school I would like to find a **permanent** job and work **full-time**. What I like most about my job is working in complete silence! The only noise you can hear is of people turning pages and whispering.

2 I did a six-month **training course** at Technical College to get my **qualifications** and then I worked for a local company to get some **experience**. I worked long hours for a low salary and so I **resigned** last year and became **self-employed**. I prefer working for myself. I don't work regular hours (sometimes people call me in the middle of the night) but you can earn a lot of money in this job, especially in the winter. If I'm lucky, I'll be able to **retire** when I'm 60!

b Match the **highlighted** words in the texts to definitions.

- | | |
|---|------------------------|
| 1 a written legal agreement | <u>contract</u> |
| 2 the knowledge you get from doing a job | _____ |
| 3 a series of lessons to learn to do a job | _____ |
| 4 the time you spend doing a job | _____ |
| 5 working for yourself, not for a company | _____ |
| 6 to stop working when you reach a certain age, e.g. 65 | _____ |
| 7 left a job because you wanted to | _____ |
| 8 lasting for a short time | _____ (opposite _____) |
| 9 for only a part of the day or the week | _____ (opposite _____) |
| 10 exams you've passed or courses you've done | _____ |

2 Saying what you do

Complete the Prepositions column.

- | | Prepositions |
|--|--------------|
| 1 I work _____ a multinational company. | _____ |
| 2 I work _____ a manager. | _____ |
| 3 I'm _____ charge _____ the marketing department. | _____, _____ |
| 4 I work _____ a factory. | _____ |
| 5 I'm responsible _____ customer loans. | _____ |
| 6 I'm _____ school / university. | _____ |
| 7 I'm _____ my third year. | _____ |

3 People

Write two more jobs in each column.

-er	-or	-ist	-ian	others
lawyer /'lɔːjə/ plumber	actor conductor	psychologist scientist	electrician librarian	accountant chef /ʃef/

! An **employer** is a person or company that employs other people. An **employee** is a person who works for somebody.

Can you remember the words on this page? Test yourself or a partner.

🔄 p.76

1 Places

a Match the words and pictures.

- department store
- supermarket
- street market
- shopping centre (US mall)



b Match the shops and pictures of what you can buy there.

- baker's
- bookshop
- butcher's /'bʊtʃəz/
- chemist's / pharmacy
- newsagent's
- stationer's
- travel agent's
- shoe shop






2 In the shop

Match the words and definitions or pictures.

bargain /'bɑ:ɡən/ basket customer discount manager receipt /rɪ'si:t/
refund salés shop assistant trolley /'trɒli/ shop window till

- 1 _____ a time when shops sell things at lower prices than usual
- 2 _____ something that you buy for what you think is a good price
- 3 _____ a place at the front of a shop where you can see the products
- 4 _____ a piece of paper which shows you have paid for something
- 5 _____ a reduction in the price
- 6 _____ a person who works in a shop

- 7 _____ 
- 8 _____ money that is paid back to you when you are unhappy with something you buy
- 9 _____ 
- 10 _____ a person who buys things in a shop
- 11 _____ the person who is in charge of a shop, hotel, etc.
- 12 _____ 

3 Verbs and phrases

Match the sentences.

- | | |
|--|--|
| 1 I often buy books online . | a I had to wait behind lots of other people. |
| 2 This shop sells books. | b I don't need any help at the moment. |
| 3 I'm going to buy the dishwasher on credit . | c I buy books on the Internet. |
| 4 I went back to the shop to complain . | d I'm going to pay for it over 12 months. |
| 5 I had to queue /kju:/ for ages in the bank. | e I want to see what I look like in it. |
| 6 I want to try on this dress. | f I had to pay tax on it. |
| 7 I'm just looking . | g You can buy books in this shop. |
| 8 I had to pay 16% VAT . | h I went there to tell them I wasn't happy. |

Cinema

1 Kinds of film

Match the films and film types.

- action film
- comedy
- horror film
- musical
- science fiction
- thriller
- western

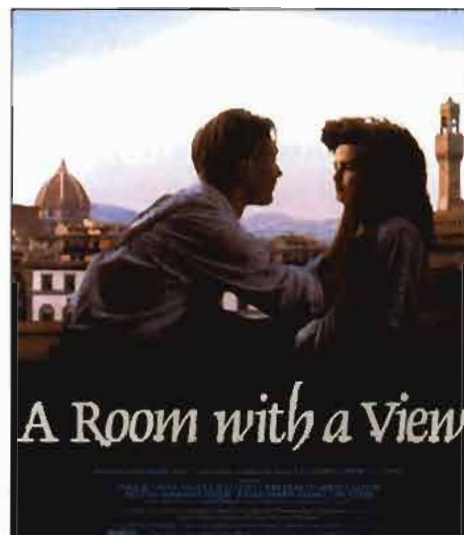


2 People and things

Match the words and definitions.

audience /'ɔ:diəns/
sequel /'si:kwəl/
cast
soundtrack
director
extra
plot
special effects
star
scene /si:n/
subtitles
script

- 1 cast all the people who act in a film
- 2 _____ the most important actor or actress in a film
- 3 director the person who makes a film
- 4 soundtrack the music of a film
- 5 _____ the story of a film
- 6 _____ a part of a film happening in one place
- 7 _____ the people who watch a film in a cinema
- 8 _____ a film which continues the story of an earlier film
- 9 _____ images, often created by a computer
- 10 _____ the words of the film
- 11 _____ person in a film who has a small, unimportant part, e.g. in a crowd scene
- 12 _____ translation of the dialogue of a film into another language



3 Verbs and phrases

Match the sentences 1–6 with the sentences a–f.

- 1 The film was set in 19th century Italy and England.
- 2 It was based on a novel by EM Forster.
- 3 It was filmed / shot on location in Florence.
- 4 It was directed by James Ivory.
- 5 Helena Bonham-Carter played the part of Lucy.
- 6 It was dubbed into other languages.

- a He was the director.
- b It was situated in that place at that time.
- c This was her role in the film.
- d The actors originally spoke in English.
- e It was an adaptation of the book.
- f It was filmed in the real place, not in a studio.

Can you remember the words on this page? Test yourself or a partner.

p.90

a The phrasal verbs below are all from Files 1–7. Cover the Particle column and look at sentence 1. Try to remember the phrasal verb.

b Uncover to check. Then do the same for the other sentences.

- 1 When I go to a restaurant I always **ask** [] something low fat.
- 2 I often **eat** [] with friends at local restaurants.
- 3 Players usually **warm** [] before a match starts.
- 4 When we have an argument we always **make** [] quickly.
- 5 How do you **get** [] [] your brothers and sisters?
- 6 **Take** the camera [] to the shop and **get** your money [] .
- 7 I **took** some money [] of a cash machine.
- 8 A German woman **gave** [] all her money to charity.
- 9 I organized a school reunion but nobody **turned** [] .
- 10 She works in an animal sanctuary. She **looks** [] apes.
- 11 We **set** [] early and caught the 6.00 a.m. train.
- 12 The plane **took** [] and soon I was looking down on London.
- 13 I **picked** [] my suitcase and followed the 'Exit' signs.
- 14 A taxi **picked me** [] and took me to the airport.
- 15 I **checked** [] at the airport and got my boarding pass.
- 16 We were talking on the phone but suddenly she **hung** [] .
- 17 If he's not at home, I'll **call** [] later.
- 18 I think people should **switch** [] their mobiles in restaurants.
- 19 I tried to learn to dance salsa but I **gave** [] . I was terrible at it.
- 20 I want to **take** [] a water sport like scuba-diving.
- 21 If I like this course, I'll **carry** [] next year.
- 22 Bethany has written a book which is going to be **made** [] a film.
- 23 *The Sunday Times* decided to **find** [] if school is easier than it used to be.
- 24 The teacher told me to **do** [] the button of my shirt.
- 25 Carol's parents didn't like her boyfriend so they **went** [] together in secret.
- 26 After a year she **broke** [] with her boyfriend.
- 27 If you have something you never use, **throw it** [] .
- 28 **Slow** [] ! You're driving too fast.
- 29 I complained and the company tried to **sort** [] the problem.
- 30 Aung San Suu-kyi didn't see her sons **grow** [] . She was under house arrest.
- 31 Bill and Melinda Gates **set** [] a foundation to provide vaccinations.
- 32 You're very nervous. You need to **calm** [] .
- 33 I **bumped** [] an old friend in the street yesterday.
- 34 He was **looking** [] [] having dinner with his friends.
- 35 **Look** [] ! There's a car coming!
- 36 Her grandmother **passed** [] last year at the age of 93.
- 37 We can't go to the concert. It's **sold** [] .
- 38 **Turn** [] the TV. There's a programme I want to watch.
- 39 **Turn** [] the radio. It's too loud.
- 40 Where can I **plug** [] my computer?

Particle

for
out
up
up
on with
back, back
out
away
up
after
off
off
up
up
in
up
back
off
up
up
on
into
out
up
out
up
away
down
out
up
up
down
into
forward to
out
away
out
on
down
in



Nobody turned up.



Do it up!



Look out!

▲ Some phrasal verbs have more than one meaning:
I was hot so I took off my jacket. The plane took off.

Irregular verbs

Infinitive **Past simple** **Past participle**

be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew /blu:/	blown
break	broke	broken
bring	brought /brɔ:t/	brought
build	built /brɪt/	built
buy	bought /bɔ:t/	bought

can	could /cud/	–
catch	caught /kɔ:t/	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven

eat	ate	eaten
-----	-----	-------

fall	fell	fallen
feel	felt	felt
fight	fought /fɔ:t/	fought
find	found	found
fly	flew /flu:/	flown
forget	forgot	forgotten

get	got	got
give	gave	given
go	went	gone
grow	grew /gru:/	grown

hang	hung	hung
have	had	had
hear	heard /hɜ:d/	heard
hide	hid /hɪd/	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt

keep	kept	kept
know	knew /nju:/	known

learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay /leɪ/	lain /leɪn/
lose	lost	lost

make	made	made
mean	meant /ment/	meant
meet	met	met

pay	paid	paid
put	put /pʊt/	put

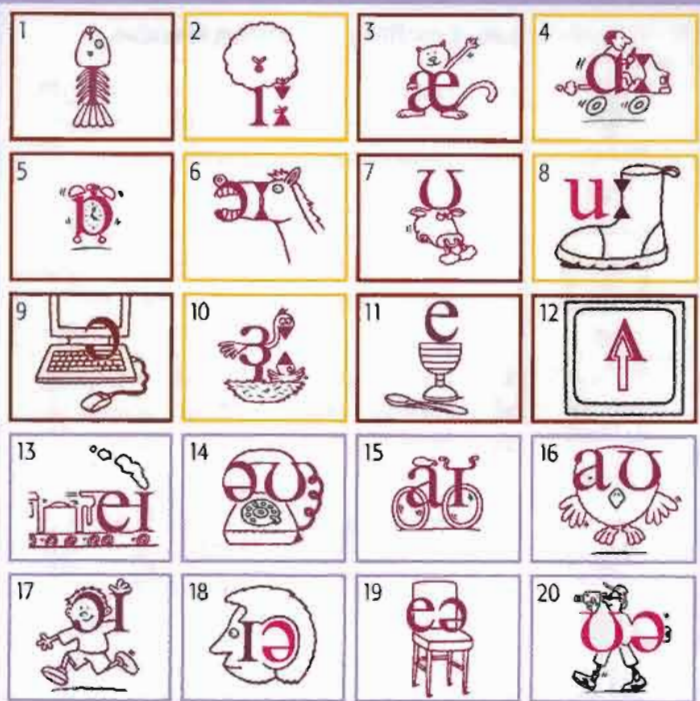
read	read /red/	read /red/
ride	rode /rəʊd/	ridden
ring	rang	rung
run	ran	run

say	said /sed/	said
see	saw /sɔ:/	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone /ʃɒn/	shone
show	showed	shown /ʃəʊn/
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood /stʊd/	stood
steal	stole	stolen
swim	swam	swum

take	took /tu:k/	taken
teach	taught	taught
tell	told	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θrəʊn/

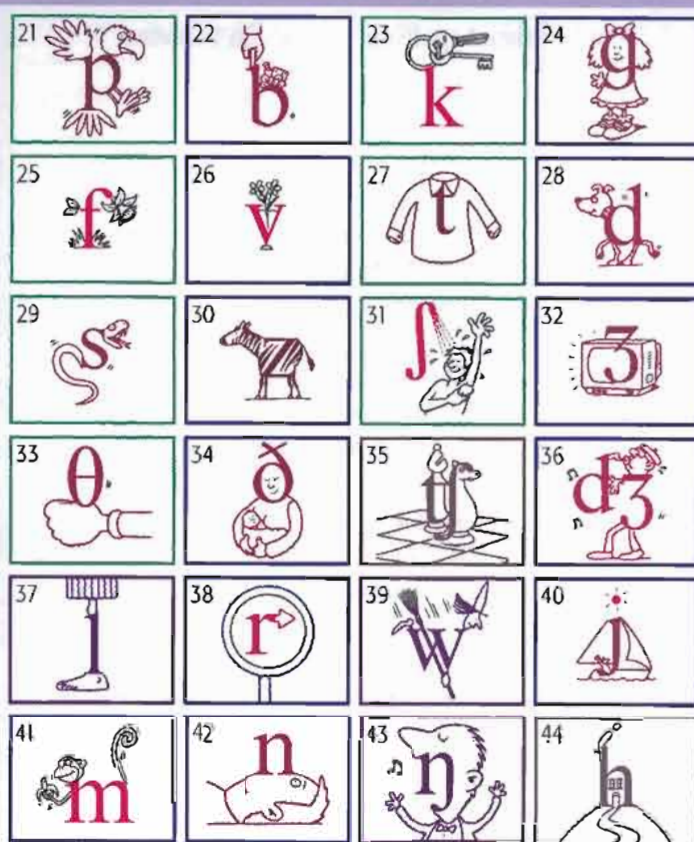
understand	understood	understood
------------	------------	------------

wake	woke	woken
wear	wore	worn
win	won /wɒn/	won
write	wrote	written



- short vowels
- long vowels
- diphthongs











- | | |
|-------------------------|-----------------------|
| 1 fish /fɪʃ/ | 11 egg /eg/ |
| 2 tree /tri:/ | 12 up /ʌp/ |
| 3 cat /kæt/ | 13 train /treɪn/ |
| 4 car /kɑ:/ | 14 phone /fəʊn/ |
| 5 clock /klɒk/ | 15 bike /baɪk/ |
| 6 horse /hɔ:s/ | 16 owl /aʊl/ |
| 7 bull /bʊl/ | 17 boy /bɔɪ/ |
| 8 boot /bu:t/ | 18 ear /ɪə/ |
| 9 computer /kəm'pjʊ:tə/ | 19 chair /tʃeə/ |
| 10 bird /bɜ:d/ | 20 tourist /'tʊərɪst/ |













- voiced
- unvoiced

- | | |
|---------------------------|--------------------|
| 21 parrot /'pærət/ | 33 thumb /θʌm/ |
| 22 bag /bæg/ | 34 mother /'mʌðə/ |
| 23 key /ki:/ | 35 chess /tʃes/ |
| 24 girl /gɜ:l/ | 36 jazz /dʒæz/ |
| 25 flower /'flaʊə/ | 37 leg /leg/ |
| 26 vase /vɑ:z/ | 38 right /raɪt/ |
| 27 tie /taɪ/ | 39 witch /wɪtʃ/ |
| 28 dog /dɒg/ | 40 yacht /jɒt/ |
| 29 snake /sneɪk/ | 41 monkey /'mʌŋki/ |
| 30 zebra /'zebrə/ | 42 nose /nəʊz/ |
| 31 shower /'ʃaʊə/ | 43 singer /'sɪŋə/ |
| 32 television /'telɪvɪʒn/ | 44 house /haʊs/ |













Sounds and spelling – vowels













	usual spelling	▲ but also
 fish	i dish bill pitch fit ticket since	pretty women busy decided village physics
 tree	ee speed sweet ea peach team e refund medium	people magazine key niece receipt
 cat	a fan tram crash tax carry land	
 car	ar garden charge starter a path glass cast	aunt laugh heart
 clock	o lorry cost plot bossy off on	watch want sausage because
 horse	or score floor al bald wall aw prawns draw	warm course thought caught audience board
 bull	u full butcher's oo cook book look good	could should would woman
 boot	oo pool moody u* true student ew few interview	suitcase juice shoe move soup through queue
 bird	er term prefer ir dirty third ur curly turn	learn work world worse journey
 computer	Many different spellings, always unstressed. other nervous about complain director information	

* especially before consonant + e

	usual spelling	▲ but also
 egg	e menu lend text spend plenty cent	friendly already healthy many said
 up	u public subject ugly duck hurry cup	money worried someone enough country tough
 train	a* save gate ai railway plain ay may say	break steak great weight they grey
 phone	o* broke stone frozen mobile oa roast coach	owe slow although shoulders
 bike	i* fine resign y shy cycle igh flight frightened	buy eyes height
 owl	ou hour lounge proud ground ow town brown	
 boy	oi boiled noisy spoilt coin oy enjoy employer	
 ear	eer beer engineer ere here we're ear beard appearance	really idea serious
 chair	air airport upstairs fair hair are rare careful	their there wear pear area
 tourist	A very unusual sound. euro furious sure plural	
/i/	A sound between /ɪ/ and /i:/. Consonant + y at the end of words is pronounced /i/. happy angry thirsty	
/u/	An unusual sound. education usually situation	

Sounds and spelling – consonants

	usual spelling	▲ but also
 parrot	p plate pupil transport trip pp shopping apply	
 bag	b beans bill probably job bb rabbit dubbed	
 keys	c court script k kind basket ck track lucky	chemist's school mechanic queue
 girl	g golf grilled burger forget gg aggressive luggage	
 flower	f food roof ph photo nephew ff traffic affectionate	enough laugh
 vase	v van vegetables travel invest private behave	of
 tie	t try tidy stupid strict tt attractive cottage	worked passed
 dog	d director afford comedy confident dd address middle	failed bored
 snake	s steps likes ss boss assistant ce/ci twice city	science scene
 zebra	z lazy freezing s lose cosy loves trousers	
 shower	sh short dishwasher selfish cash ti ambitious station (+ vowel) ci special sociable (+ vowel)	sugar sure chef moustache
 television	An unusual sound. revision decision confusion usually garage	

	usual spelling	▲ but also
 thumb	th thin thriller healthy path maths both	
 mother	th the that with further whether	
 chess	ch change cheat tch pitch match t (+ure) picture future	
 jazz	j jealous just g generous manager dge fridge judge	
 leg	l lettuce salary until reliable ll sell trolley	
 right	r result referee primary fried rr borrow carriage	written wrong
 witch	w wear waste western motorway wh white which	one once
 yacht	y yet year yoghurt yourself before u university argue	
 monkey	m mean slim mm romantic charming summer swimming	lamb
 nose	n napkin honest nn none spoon tennis thinner	knife knew
 singer	ng cooking going spring bring	think bank
 house	h handsome helmet hard inherit unhappy perhaps	who whose whole

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in Oxford New York

Auckland Cape Town Dar es Salaam
Hong Kong Karachi Kuala Lumpur Madrid
Melbourne Mexico City Nairobi New Delhi
Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic
France Greece Guatemala Hungary Italy Japan
Poland Portugal Singapore South Korea
Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered
trade marks of Oxford University Press in the UK
and in certain other countries

© Oxford University Press 2006

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2006

2010 2009 2008 2007 2006

10 9 8 7 6 5 4 3

No unauthorized photocopying

All rights reserved. No part of this publication
may be reproduced, stored in a retrieval system, or
transmitted, in any form or by any means, without
the prior permission in writing of Oxford University
Press, or as expressly permitted by law, or under
terms agreed with the appropriate reprographics
rights organization. Enquiries concerning
reproduction outside the scope of the above should
be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this book in any other
binding or cover and you must impose this same
condition on any acquirer

Any websites referred to in this publication are in
the public domain and their addresses are provided
by Oxford University Press for information only.
Oxford University Press disclaims any responsibility
for the content.

ISBN-13: 978 0 19 451800 0

ISBN-10: 0 19 451800 0

Printed by Grafiasa S.A. in Portugal

ACKNOWLEDGEMENTS

Design and composition by: Stephen Strong

*The authors would like to thank all the teachers and students
round the world whose feedback has helped us to shape New
English File. We would also like to thank:* Kevin Poulter,
Juan Antonio Fernandez Marín, Karen Wade, Rafael
Lloyd, and Dagmara Walkowicz, for agreeing to be
interviewed, and Qarie and Victoria (Mark and Allie).
The authors would also like to thank all those at Oxford
University Press (both in Oxford and around the world),
and the design team.

Finally, very special thanks from Clive to Maria Angeles,
Lucia, and Eric, and from Christina to Cristina, for all
their help and encouragement. Christina would also
like to thank her children Joaquin, Marco, and Krysia
for their constant inspiration.

The authors would like to dedicate this book to
Krzysztof Dabrowski.

*The publisher and authors would also like to thank the following
for their invaluable feedback on the materials:* Beatriz Martin,
Wendy Armstrong, Tim Banks, Brian Brennan, Jane
Hudson, Elena Ruiz, Maria Sonsoles de Haro Brito, and
Gaye Wilkinson.

*The authors and publisher are grateful to those who have given
permission to reproduce the following extracts and adaptations
of copyright material:* p.19 adapted extracts from 'Jam
today...tomorrow...yesterday...the day before that...
the 11 years before that' by Sam Coates from *The Times*
23rd June 2004 © The Times 2004, p.20 lyrics from
'Ka-ching!' words and music by Shania Twain and
Robert John Lange © 2002 Loon Echo Incorporated/
Out of Pocket Productions Limited. Universal Music
Publishing Limited (50%) Zomba Music Publishers
Limited (50%). All Rights Reserved. International
Copyright Secured, p.22 translated and abridged
extracts from 'Pobre por vocacion' by Ana Alonso
Montes from *El Mundo* 24th March 2002. Reproduced
by kind permission of El Mundo, p.26 adapted extracts
from 'A holiday can change your life' by Mark Hodson
from *The Sunday Times* 27th April 2003 © The Times
2003, p.35 adapted extracts from 'Why I didn't want to
be a millionaire' by Kira Cochrane from *The Sunday Times*
11th January 2004. Reproduced by kind permission of
the author, p.38 adapted extracts from 'Grin and bear it'
by Miranda Ingram from *The Times* 16th June 2004 © The
Times 2004, p.40 adapted extracts from 'A passport to
embarrassment' by John Crowley from *The Daily
Telegraph* 8th August 2003 © Daily Telegraph 2003, p.43
abridged extracts from 'Match the woman to the life'
from *Marie Claire* June 2003 © Fanny Johnstone/Charlie
Gray/Neil Cooper/Marie Claire/IPC+ Syndication, p.51
adapted extracts from 'The best day of my life!' by Ray
Connolly from *The Daily Mail* Weekend Magazine 8th
December 2001 © The Daily Mail 2001, p.53 abridged
extracts from 'Homework...old habits die hard so I
decide to forget' by Damian Whitworth from *The Times*
30th November 2004 © The Times 2004, p.56 adapted
extracts from 'Getting personal - Joaquin Cortes' by
Carolyn Acome from *The Times* 16th September 2004
© The Times 2004, p.56 adapted extracts from 'Getting
personal - Isabella Rossellini' by Carolyn Acome from
The Times 11th November 2004 © The Times 2004, p.62
adapted extracts from 'Is it time to edit your friends?'
by Julie Myerson from *Red Magazine* November 2001.
Reproduced by kind permission of the author, p.73
adapted extracts from 'A gossip with the girls?' by Peter
Markham from *The Daily Mail* 18th October 2001 © The
Daily Mail 2001, p.100 adapted extracts from 'Missed
you!' from *The Daily Mail* 26th July 2001 © The Daily Mail
2001, p.102 adapted extracts from 'Cheat your way to
luck' by Richard Wiseman from *The Daily Mail* 13th
January 2003. Reproduced by kind permission of the
author, p.106 extract from 'A Venetian Reckoning' by
Donna Leon. Reproduced by kind permission of
Macmillan, London, UK.

*The publisher would like to thank the following for their kind
permission to reproduce photographs and other copyright
material:* AKG pp.15 (Archie Miles Collection), 154
(Lucasfilm/20th Century Fox/Star Wars), Alamy pp.7
(Food Features/Cheese, trifle), Albanpix p.19 (Rob
Howarth), Allstar pp.97 (Miramax), Anthony Blake
Photo Library pp.7 (pub exterior), 144 (chicken),
Apex p.115; Aviation Picture Library p.101; Bubbles
p.73 (Chris Rout/ girls); Camera Press pp.51 (Charles
Hopkinson), 56 (Gamma/Rossellini), 93 (Chris Ashford/
Gael Garcia Bernal); Catherine Blackie pp.38, 60
(graduation) 61; Geoff Cloake p.89 (landscape); Cjittislow
Ludlow p.71 (logo); Corbis pp.17 (Zefa/A Inden), 33
(Alexandra Winkler), 52 (Tom Wagner), 54 (Zefa/K
Mitchell/girl, John-Francis Bourke/man), 56 (Reuters/
Andrea Comas/Cortes), 65 (Zefa/Theo Alofs/house)
70-71 (Bo Zanders/street), 88 (Sygma/ Leonardo Di
Caprio), 93 (Howard Yanes/Aleidita Guevara), 94 (Elvis
Barukic/Bernard Koucher, Stephanie Cardinale/ Queen
Rania) 95 (Emmanuel Dunand/Aung Sang Suu-Kyi), 104
(Hulton-Deutsch Collection/misty scene), 105 (Bettmann/
D of Clarence, Hulton/Walter Sickert); Daily Telegraph
pp.40/41 (Michael Winner/ Eddie Mulholland, Toby
Young/John Taylor); Dorling Kindersly p.144 (potatoes,
veg); David Elkington p.60 (hockey); Easyjet p.28;
Empics pp.7 (AP/Bebeto Matthews kitchen), 8 (Lorz,
Onischenko), 9 (DPA/Fred Lorz, Sports Photo Agency/

Boris Onischenko), 11 (Bertil Ericson/ Beckenbauer,
Maddalona Minto/Jordan, Gary Jones/ Ali, Dubreul
Corinne Abaca/McEnroe), 20 (AP/Susannah Ireland/Sale),
28 (Eurostar), 47 (Lucy Pemani/ Hamilton), 54 (PA/Martin
Rickett/ results), 92 (PA/flag), 93 (Adam Davy), 116 (PA/
David Cheskin/Glenda Jackson, PA/Mathew Fearn/Rik
Mayall, Abaca/Olivier Doulier/ Laila Ali), 145 (PA/ Sean
Dempsey/few players, PA/Phil Noble/fans, Sean
Dempsey/spectators, Matthew Ashton/team, Adam
Davy/captain, Nick Potts/Stadium, John Giustina/
Sportshall), 147 (AP/Mark Lennihan/visa cards, Reporter
Press Agency/coins); Alison Findlay p.116 (Professor);
For Life Charity p.35; Getty Images pp.4 (Image Bank),
14 (Time Life/Wilson children), 20 (Andreas Rentz/till),
28 (car), 50 (Cheese Images), 55, 60 (Image Bank/Jason
Homa/two women), 65 (Photonica/ flats), 69 (Taxi/David
Oliver/tennis, Jasper James/man), 73 (Taxi/John Booth/
men), 81 (David Sacks), 102 (Stone/clover, Iconica/Angelo
Cavelli/horseshoe), 106 (Sean Gallup/Donna Leon), 153
AFP/Sinead Lynch); *The Guardian* p.79 (Dan Chung/
journalists); Sally Guke p.26 (Sunday Times Travel/
S Guke); Robert Harding Picture Library p.28 (Avignon),
88 (Thailand); Nigel Hillier p.74; Hunter House
Publishers p.83; Icon Photo Media p.67 (Robin
Hammond); *The Independent* p.36 (Mark Chilvers, IPC
pp.42, 58; Kobal Collection pp.88 (Universal/Meryl
Streep), 89 (New Line/Saul Zaentz/ Wing Nut/Elijah
Woods, 154 Stanley Kramer/United /High Noon,
Lucasfilm Ltd/Paramount/Indian Jones, Miramax/
Chicago, Hammer/Dracula, Warner Brothers/ Dial M for
Murder, Ha) Roach/Laurel & Hardy; Ben Lack p.100 (Ian
and Amy); Rafael Lloyd p.43; Juan Antonio Marin p.145;
Masons News Service p.111 (Duncan Miner); Museo
Anahuacalli p.59 (Museum); NHPA p.26 (Andy Rouse/
orang-utan), 88 (giraffes); Network pp.75, 153 (Focus/
Peter Dammann); Pompidou Centre p.59 (The Frame);
Kevin Poulter p.7 (Kevin Poulter and Frederick's);
Punchstock pp.5 (sushi/Digital Vision), 49, 90, 144
(rice, sausages, eggs), 153 (Harrods); Rex Features pp.8
(Maradona), 14 (Wilson adults), 22 (Action Press), 24
(Beirut/Mika Minetti), 40 (Ruth England), 92 (C.Focus/
Everett/motorbike), 93 (Angelo Vavalli/ Alberto Korda),
94 (Sipa/Bono, Ken McKay/Thierry Henri), 99 (Sipa),
104 (20th C. Fox/Everett/Johnny Depp), 105 (James
Maybrick, letter), 108 (ABC Inc/Everett/Who wants to
be a Millionaire and All My Children, 20th C. Fox/
Futurama), 116 (Karl Schoendorfer/Nigel Kennedy),
145 (coach), 151 (Ilpo Musto/terraced houses, Clive
Postlewaite/cottage, Rick Colls/flats, Andrew Drysdale/
detached house, 153 (Stuart Clarke/Shopping centre),
154 (Everett/ A Room with a View); Slow Food/Fiona
Richmond p.70 (Logo, Maurizio Milanese/market);
Victoria Smith p.26 (Sunday Times Travel/V Smith); Solo
Syndication, p.100 (Danny Howell/Dorothy Fletcher);
Take 3 Management p.41 (Ruth England passport);
Throckmorton Fine Art p.59 (Diego and Frida); *The Times*
p.47 (Gill Allen/Natalie du Toit); Transport for London
pp.117, 120 (copyright TFL); Karen Wade p.24 (Painting
lessons); Dagmara Walkowicz p.91, Matt Writtle pp.53.
The painting on page 59 is *The Frame* © 2006 Banco de
México Diego Rivera & Frida Kahlo Museums Trust, Av.
Cinco de Mayo No. 2, CoL Centro, Del. Cuauhtémoc
06059, México, D.F.

Commissioned Photography by: Gareth Boden: pp. 23, 78,
79 (Jessica), 144 (table), Rob Judges: 16, 32, 48, 52
(whiteboard), 64, 80 (meeting), 96, 112, Mark Mason:
pp.41, 68, 85, 102 (cat), 106 (book)

Illustrations by: Cartoonstock p.63 (Jerry King), 146 (Mark
Guthrie); Stephen Conlin p.58; Bob Dewar pp.18, 34, 66,
82, 98, 113, 152; Phil Disley pp.6, 7, 10, 12, 21, 25, 29, 30,
31, 37, 46, 62, 76, 107, 109, 110, 149; Ellis Nadler
pronunciation symbols; Leo Hartas pp.148, 151; Neil
Gower pp.28, 100, 153; LPG/Martyn Ford p.38; Andy
Parker pp.41, 84, Kath Walker pp.9, 27, 39, 44, 54, 61,
72, 86, 87, 146, 150, 155; Annabel Wright p.56, 57, 103.
Thanks to Paul Seligson and Carmen Dolz for the
English Sounds chart.

Student's Book

'Absolutely right for
Intermediate level'

Motivating, real-world texts
p.88

Grammar Bank with
rules and exercises **p.130**

Illustrated
Vocabulary Bank **p.144**
and Sound Bank **p.157**

Practical English focus
on everyday language **p.32**

New ENGLISH FILE

The course that gets students talking

Fun, motivating lessons that work

The perfect balance of grammar, vocabulary, pronunciation, and skills to get your students speaking English with confidence.

A complete package for teachers and students

The Teacher's Book gives you the support you need, and all the components work together for more effective learning.

Common European Framework of Reference B1–B2

Teacher's Book

- Every lesson has:
 - full notes, with extras highlighted in colour.
 - ideas to help you teach classes of different abilities.
 - photocopiable Grammar, Communicative, and Vocabulary activities.
- Plus a song in every File.

Video

- A unique teaching video / DVD.
- Brings the Practical English lessons to life.

MultiROM

- Home-study CD-ROM and audio CD in one.
- Grammar, vocabulary, pronunciation, video, and dictation activities.
- Extra listening.

Workbook

- Lesson by lesson revision and practice.
- Available with or without Key Booklet.

Class audio

- CDs or cassettes.

Website

- Interactive exercises, games, and downloadable material at:
www.oup.com/elt/englishfile/intermediate

Study Link

Look out for the Study Link logo throughout the course. This shows links between components to make teaching and learning more effective.

OXFORD
UNIVERSITY PRESS

www.oup.com/elt



OXFORD ENGLISH
ISBN 0-19-451800-0



9 780194 518000