

1A | Consuming passions



SPEAKING & VOCABULARY: leisure interests

- 1 Work in pairs. Look at the photos A-D and answer the questions.
 - What are the hobbies of the people in the photos?
 - Do you think these are strange or normal hobbies?
 - What do you think they do on a typical day devoted to their hobby?
- 2 Read the texts. Match the descriptions 1-4 to the photos A-D.

1

Matthew Gibbon has been a supporter of the Scottish national rugby team for as long as he can remember. As a schoolboy, he was crazy about the sport, but he became more and more obsessed with it. He now reckons that he devotes about 30 hours a week to training, playing or watching games.

2

It was a colleague at work who first suggested that Charlotte Pullman should give paintballing a try. Charlotte quickly got a taste for it and now spends every weekend running around with a paint gun in her hand. 'It's a great way of meeting people,' she says, 'and it also takes my mind off work.'

3

As a teenager Greg Schutz and his friends were all big fans of *Star Trek*, but Greg's interest turned into a passion. Greg got the 'Trekkie' bug in a big way and became a real aficionado, setting up his own website and organizing annual conventions.

4

Tony O'Neill was always keen on ghost stories, but decided to take up ghost hunting after watching a TV documentary about it. 'Once you're into it, there's no turning back,' says Tony, who has spent over £30,000 on the specialized equipment he needs. 'I wouldn't call it a hobby,' he says, 'it's more a way of life.'

- 3 Work in pairs. Look at the highlighted words and phrases in the descriptions 1-4 in exercise 2 and put them into three groups of meaning. Use a dictionary if necessary.
- 4 Think of two people that you know and talk about their interests using the phrases in exercise 3.

READING

- 1 Read the article and choose the best title 1-3.

- 1 Great ways to lose your job
- 2 The truth can be dangerous
- 3 What not to put on your CV

- People write such strange things on their CVs that it's tempting to believe that they don't want the job at all. What, for example, was going through the mind of the applicant who wrote that his previous contract had been terminated because 'they insisted that we get to work by 8.45 every morning and I couldn't work under those conditions'? Or the candidate who described himself as 'married, eight children, would prefer frequent travel'. And let's not forget the typos – people who are proud of their 'rabid typing' or who announce that they were responsible for 'ruining their company's sales department'.
- 5 But the most revealing part of a CV is often the 'personal interests' section. Job seekers need to make their application stand out, so there's little point in saying that you're into pop music, that you like going to the cinema or that you've been a supporter of your local football club for ten years. And if you're thinking of putting down something more original, think carefully. The fact that you have a passion for rock climbing and have been training for the World Championships may be of central importance in your life, but prospective employers are more likely to think 'Uh-oh, dangerous, injuries, absences ...'. Most bosses would rather their employees didn't risk their lives every weekend.

30 A recent survey has shown that one in four CVs contain a lie of some kind, but resist the temptation to
 35 invent an interesting background for yourself. If, at the interview, you are asked questions about your voluntary
 40 work with those with special needs, you could find yourself in deep water if you made it all up. Even the truth, however well-meaning, can be dangerous. One
 45 job applicant who was obviously trying to make a good impression wrote that she had taken up blood-donating (fourteen gallons so far!). Weird.



The simple rule to remember is that you are applying for a job, so only include personal interests that are
 50 relevant to the application. Do your research carefully and identify what personal qualities are being looked for. Only decide what to write when you have found out what the job involves. And if you can think of nothing relevant to say, just say nothing at all!

2 Read the article again and find examples of ...

- 1 an unfortunate typing mistake.
- 2 dishonest information.
- 3 completely uninteresting information.
- 4 information which says too much about the candidate's personal life.
- 5 information which shows that the candidate is not a reliable employee.
- 6 information which will worry an employer.

In your opinion, which was the most foolish thing to include on a CV?

- 3 What would you put in the personal interests section on your own CV? Compare your answer with other students.

GRAMMAR: verb forms review

- 1 Match the underlined verbs in the text to the labels in the box.

present simple present continuous
 present perfect present perfect continuous
 past simple past continuous past perfect

Which verbs are a) active b) passive?

- 2 Complete the question tags with the auxiliary verbs in the box.

are (x2) do have were did

- 1 You don't have any strange hobbies, _____ you?
 - 2 You've never been obsessed with anything, _____ you?
 - 3 You're not thinking of taking up a new sport, _____ you?
 - 4 You're not a football supporter, _____ you?
 - 5 As a child, you weren't a fan of Britney Spears, _____ you?
 - 6 You never got into stamp collecting, _____ you?
- 3 Work in pairs. Discuss the questions in exercise 2.

Simple tenses: present and past

Simple tenses do not normally have an auxiliary in affirmative sentences.

	simple verb form	
People	write	<i>such strange things.</i>
He	became	<i>more and more obsessed.</i>

Use *do/does/did* if an auxiliary is needed.
I had a great time. Did you?

Perfect verb forms

Make perfect verb forms with *have* + past participle.

	<i>have</i>	past participle	
She	had	taken	<i>up blood-donating.</i>
Tony	has	spent	<i>over £30,000.</i>

Continuous verb forms

Make continuous verb forms with *be* + verb + *-ing*.

	<i>be</i>	verb + -ing	
She	was	trying	<i>to make a good impression.</i>
You	have been	training	<i>for the World Championships.</i>

Passive verb forms

Make passive verbs with *be* + past participle.

	<i>be</i>	past participle
His contract	had been	terminated.

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1B | Paintballing

LISTENING

- 1 Look at the poster and answer the questions below.



Paintballing


What is it?
It's one of the fastest growing sports in Europe.

Where can you do it?
In woodlands, industrial wastelands or specially-built parks.

How does it work?
It's a game of elimination. If a paintball hits you, you're out of the game. Players work in teams and try to eliminate as many members of the rival team as they can.

Why do it?
It helps relieve the stresses of a hard-working week. It encourages team work and strategic thinking. It gives you a good physical workout. **And it's great fun!**

- Is paintballing popular in your country?
- Have you ever tried it? If not, would you like to? Why or why not?

- 2  1.1 Listen to three workmates (Dave, Jayne and Harry) discussing paintballing and decide if the sentences below are true or false.

- 1 Dave knows a lot about paintballing.
- 2 Jayne thinks paintballing is dangerous but would be happy to try it.
- 3 Harry tries to keep the peace between Jayne and Dave.

- 3  1.1 Listen again and complete the information.

- 1 Dave has won _____ paintballing championships.
- 2 Jayne calls paintballing a type of _____ game.
- 3 Dave compares paintballing to _____.
- 4 Jayne says paintballing was designed to be used for _____.
- 5 According to Dave its original use was for _____.
- 6 Jayne says that paint guns are _____.
- 7 Dave suggests that _____ bats can also be used to hurt people.
- 8 Harry suggests that Jayne should _____.

- 4 Do you think that paintballing should be banned?

GRAMMAR: negatives & questions

- 1 Make the verbs in bold negative.

- 1 Jayne's a big fan of paintballing.
- 2 Dave's **been training** very hard recently.
- 3 Harry **knows** a lot about the sport.
- 4 Jayne'd **like** to see paintballing banned.
- 5 Dave'd **heard** people criticizing paintballing before.
- 6 Jayne'll **be going** paintballing with Dave some time soon.

- 2 Complete the questions with the correct form of the auxiliary verbs in the box. Leave a blank if an auxiliary is not needed.

be do have

- 1 When _____ you going? Tomorrow, isn't it?
 - 2 National champion? How long _____ you been doing that, then?
 - 3 _____ I touched a raw nerve there?
 - 4 Who _____ started it off? _____ n't it designed for training soldiers?
 - 5 What _____ happened? _____ anyone get hurt?
 - 6 What _____ you saying? _____ you suggesting the sport should be banned?
- 3 Check your answers in tapescript 1.1 on page 150. Why do two questions not need an auxiliary?

- 4 Write questions from the prompts.

- 1 How long / do it?
- 2 When / usually do it?
- 3 Who / with?
- 4 How / get into it?
- 5 Who / start you off?
- 6 What aspect / interest you / the most?
- 7 What / best way / to get started?
- 8 You / recommend it to a friend?

- 5 Work in pairs. Use the questions in exercise 4 to interview your partner about one of his/her hobbies.

Questions & negatives

The word order in normal statements is ...

subject	(auxiliary verb)	verb	object
Everybody	has		the same reaction.

Make negatives by putting *not* after the first auxiliary verb.

I haven't been doing it for that long.

If there is no auxiliary verb (ie present simple and past simple) add *do/does/did*.

I didn't know such a thing existed.

Make questions by putting the subject between the auxiliary verb and the main verb.

	(auxiliary verb)	subject	verb
What	was	it	used for in the first place?

If there is no auxiliary verb (ie present simple and past simple) add *do/does/did*.

Did he hurt anybody?

In questions with *be* put the subject after the verb.

Are you a bit sensitive about it?

If the question word *who* is the subject of the verb, do not use *do/does/did* with the present or past simple. Put the verb after the subject as in a normal statement.

What happens if someone gets killed one day?

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FUNCTIONAL LANGUAGE: saying no

1 Choose the correct phrase to complete the responses.

- 1 A: Are you coming tonight?
B: *Not really* / *I'm afraid not* / *You must be joking. I'd love to, but I can't, it's my turn to babysit!*
- 2 A: Is there something special you'd like to do for your birthday?
B: *Not to my knowledge* / *Certainly not* / *Not really, I'd be happy to stay at home.*
- 3 A: So, your brother's a chess champion, is he?
B: *Not exactly* / *No way* / *Possibly not, I mean, he's won a few matches, but I wouldn't describe him as a champion yet!*
- 4 A: Do you think you'll pass?
B: *Not to my knowledge* / *Possibly not* / *Not exactly, but I'm going to try my best.*
- 5 A: Has Mr Smith checked out of his hotel yet?
B: *Not to my knowledge* / *Not really* / *Not exactly, but you'd better check with reception.*
- 6 A: Can I stay up and watch the film?
B: *Possibly not* / *Certainly not* / *Not really, it's time you were in bed, you've got to go to school tomorrow.*
- 7 A: Are you going to apologize to them?
B: *Not exactly* / *Not really* / *No way! I don't see why I should, it's all their fault.*
- 8 A: Are you coming up the mountain with us then?
B: *You must be joking* / *Not to my knowledge* / *I'm afraid not! You lot are mad. I'm not climbing up there today.*

1.2 Listen and check.

2 Match the expressions a-h to the correct answers in exercise 1. More than one answer is possible.

- | | |
|--------------------|--------------------|
| a Are you kidding? | e Not likely! |
| b Definitely not! | f Not quite. |
| c I wish I could! | g Not that I know. |
| d Not especially. | h Probably not. |

3 Work in pairs, A and B. Prepare eight *yes/no* questions which ask for personal information.

Do you live near here?

Have you ever been to New York?

A: Ask Student B *yes/no* questions. Stop your partner if you think he/she is not telling the truth.

B: Answer Student A's questions. You must always answer in the negative, no matter what the true answer is!

Exchange roles and repeat.

SPEAKING

1 Work in pairs. Discuss these questions.

- Do you enjoy playing video games?
- If yes, what kind of games do you enjoy most? What do you like about them? If not, why not?

2 Work in two groups, A and B.

Group A: Your teenage son/daughter wants to buy a violent video game. Think of three reasons you could give for not buying the game.

Group B: Your parents don't want you to buy a video game that they think is violent. Think of three reasons you could give in defence of the game.

3 Work in pairs, one student from Group A and one student from Group B. Compare your lists of reasons and discuss these questions.

- Who do you think has the strongest case?
- Do you think video games encourage violence?

1c | Autograph hunters

DREAM JOBS • 27

SPEAKING

- 1 Work in pairs. Show your partner your signature.
 - Turn to page 138 and give your partner an analysis of her/his signature.
 - How accurate is your partner's analysis of your signature?
- 2 Look at the autographs. What can you say about the writers' personalities?



- 3 Discuss these questions.
 - Have you ever got the autograph of someone famous? If so, who and how?
 - Whose autograph would you like to have? Why?
 - Why do so many people want the autographs of famous people?
 - If you were famous, would you be happy to sign your autograph for fans?

READING

- 1 Read the article about someone who buys and sells autographs. Match the questions 1-5 to the answers A-E.
- 1 What's the attraction? Why are people so keen to pay money for a simple signature?
- 2 How do you work out the prices?
- 3 How did you start out, James?
- 4 What's the most valuable autograph you've handled?
- 5 What kind of autographs do you collect?

- 2 Read the article again and put the phrases 1-7 in the gaps a-g.

- 1 It took some finding -
- 2 He had a really rough time making the film
- 3 like all the other autograph hunters
- 4 with all the other fans
- 5 He's famous for being a non-signer and
- 6 she kept coming back for more
- 7 (especially in her later years)

- 3 Work in pairs. Discuss these questions.

- What kinds of jobs are connected to your interests or hobbies?
- Would you like to do one of these jobs?

The Autograph Man

James Morton is an autograph dealer who runs his own agency, The Hall of Fame, and makes more than £50,000 a year indulging himself in what was once his favourite hobby.

- A** Well, initially I was just an autograph hunter (a) _____. I went backstage at concerts to get my tour T-shirt signed like everybody else. I used to go to movie premieres too and queue in the rain (b) _____. Until one day someone tapped me on the shoulder and asked if he could buy the photo that Sean Connery had just signed for me. At first, I said no, but then he offered me ten pounds, then twenty-five, and finally fifty. It was my first deal, but later on, I found out that it was worth five times what he'd paid for it!
- B** I don't collect anymore. At the beginning, I found it really difficult to draw a line between collecting and trading. I found it hard to decide between keeping an autograph I liked or selling it for a lot of money. But after a while I realized that you can't mix up your job with your personal interests. The autographs I trade are still the same kind of thing - mainly current TV, film and music stars - but if someone asks me to track down one of the old names I'm quite happy to do it. Once, a woman asked me to get a John Wayne autograph for her father's 70th birthday. She wanted a signed photo from his favourite film, *True Grit*. (c) _____ I had to use contacts in the US to help me, but I got it in the end. She was so pleased (d) _____ - now she's hooked and she's started her own collection.

- C** It's simple really. The rarer an autograph is, the more I can ask for it. Some stars love signing and they'll sign practically anything you put in front of them but others refuse point-blank. Obviously the latter are worth much more money. Greta Garbo hardly ever signed autographs. (e) _____. Now if you can get hold of one of her autographs - even a bad one - it can be worth up to £5,000. But I've never traded a Garbo. And of course - sadly - deaths are good for business too. If you've got something in stock and the person subsequently dies, well, the value literally doubles over night, especially with someone young - obviously because they've had less time to leave lots of autographs.





D Probably a Harrison Ford – and not only for financial reasons. He's one of my favourites from when I used to collect. (f) _____ to begin with. I thought I'd never get it. But I followed him for months and eventually he signed a photo for me. It's valuable because it's a picture from the film *Blade Runner*. (g) _____ so he won't usually sign *Blade Runner* memorabilia. But before you ask how much I got for it, I'll have to confess that I made an exception with this one – it's not for sale! It's up on the wall in my office and it's staying there – no matter how much they offer me for it!

E I don't know really. It's like you're buying a part of the person I suppose. A tiny piece of fame, a share of the glamour. You know that that person touched that piece of paper, took the time, however short, to dedicate themselves to that particular task and now you can own the result. I don't know. I suppose it sounds a bit crazy, but then why does anyone collect anything? To own it, I suppose. It's a basic human instinct. And you can always sell it afterwards.

VOCABULARY: time adverbials

- 1 Complete the table with the time adverbials in the box to show how they are used.

eventually finally initially subsequently
afterwards after a while at first at the beginning
in the end later on to begin with

to show the
first in a series
of actions

to show that
one action
happens after
another

to show the
last in a
series of actions

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 2 In which position, A, B or C in the sentence below can you place the words and phrases in exercise 1? Look at the highlighted words in the article to help you.

I said no.
↑ ↑ ↑
A B C

What do you notice about the words *eventually*, *finally*, *initially* and *subsequently*?

- 3 Choose the best time adverbials to complete the text.

We arrived outside the cinema two hours before the stars were due to arrive.

(1) *At the beginning* / *Eventually*, there were only about a hundred other fans, but (2) *at first* / *later on* hundreds of others began arriving. (3) *Subsequently* / *To begin with*, the atmosphere was calm and friendly, but (4) *afterwards* / *to begin with*, people began to push and shout. It became quite scary and we (5) *after a while* / *subsequently* learnt that there were more than six thousand people. (6) *At the beginning* / *Finally*, the first limousine pulled up. (7) *Afterwards* / *Initially*, we thought it was Penelope Cruz, but nobody seemed very excited, so we (8) *eventually* / *in the end* decided that we had been mistaken. But soon we began to recognize some famous faces. Some of the stars signed a few autographs but (9) *after a while* / *at the beginning* it became too dangerous for them. The crowd was getting out of control and, (10) *at first* / *in the end*, the police pushed everybody back.

- 4 Work in pairs. Choose a famous film, music or sports personality. Imagine that you have four weeks to obtain this person's autograph. How will you do it?

Brainstorm as many ideas as possible. Then decide on the order in which you will attempt them.

Report your ideas to the class using the time adverbials in exercise 1.

1D | Collectors

SPEAKING

1 Work in pairs. Match the phrases 1–10 to the photos A–J.

- 1 Barbie dolls
- 2 button badges
- 3 garden gnomes
- 4 model frogs
- 5 Panini stickers
- 6 postage stamps
- 7 model cars
- 8 dead butterflies
- 9 movie memorabilia
- 10 antique postcards

- How many more things can you think of that people collect?
- What kind of things are the most interesting to collect? Why?

2 Discuss these questions.

- Do you know anyone who has a collection? What do they collect?
- Do you (or have you ever) collected anything?
- Do you have any things at home that a collector would be interested in?

LISTENING

1 1.3–1.7 Listen to five people talking about their collections. Match each speaker 1–5 to one of the photos A–J.

2 1.3–1.7 Listen again. Which speaker 1–5 ...

- a began their collection at university?
- b connects their career to their collection?
- c has a thousand items in their collection?
- d is proud of their collection?
- e started collecting as a joke?
- f talks about good places to add to their collection?
- g talks about the cost of adding to their collection?
- h thinks that their children will find their collection interesting?

3 Work in pairs. Discuss the questions.

- Why do so many people enjoy collecting things?
- Why do you think that collectors are more often men than women?



GRAMMAR: *what* clauses

We can make statements more emphatic by beginning with a *what* clause.

I wanted something to liven up the garden.

What I wanted was something to liven up the garden.

I prefer stuff from the 1970s.

What I prefer is stuff from the 1970s.

➤ SEE LANGUAGE REFERENCE PAGE 14

1 Look at tapescripts 1.3–1.7 on page 150 and find five more examples of this kind of sentence.

2 Rewrite the sentences beginning with *what*.

- 1 I would never sell my wedding ring.
- 2 I love the way that you sign your name.
- 3 I can't understand why adults enjoy collecting things.
- 4 I think that some people never grow up.
- 5 I haven't forgotten the wonderful day we spent together.
- 6 I really want to get a better-paid job.

3 Rearrange the words to make *what* clauses.

- 1 What anything else enjoy I more than ...
- 2 What gets my nerves on really ...
- 3 What about classes English I like my ...
- 4 What difficult find I to understand ...
- 5 What do I love next to would year ...
- 6 What about best childhood I my remember ...

4 How many different ways can you complete the sentences in exercise 3? Compare your ideas with a partner.



PRONUNCIATION: emphatic stress

1 Read the sentences and mark the words which are heavily stressed.

- 1 I can understand why people collect books. But stamps?
- 2 I wouldn't call it a hobby. It's more of an obsession.
- 3 He doesn't do it for fun. He does it to make money.
- 4 I don't think his collection is interesting. I think it's sad.
- 5 She talks about it all the time. In fact, she talks about nothing else.
- 6 What the attraction is for adults is beyond me. Children maybe.

1.8 Listen to the recording to check your answers.

2 Correct the factual mistakes in the sentences.

A: A gnome is the spirit of a dead person.

B: It's a **ghost**, not a gnome.

- 1 An automobile is the signature of a famous person.
- 2 A hobbit is something we do in our spare time.
- 3 *Blade Runner* was a film that starred Michael Douglas.
- 4 Kermit was a pig in *The Muppet Show*.
- 5 Giorgio Armani is a famous Japanese designer.

VOCABULARY: expressions with *thing*

1 Choose the best word or phrase to complete the sentences.

- 1 A / One thing led to another.
- 2 I've always had a / the thing about football.
- 3 I don't know why really, it's just one of those things / one thing.
- 4 It's a / the good thing we've got quite a big house.
- 5 It's a / one thing of the past.
- 6 Bratz are one / the in-thing these days.
- 7 They're just plain ugly, for a / one thing.

Check your answers in tapescripts 1.3–1.7 on page 150.

2 Match the expressions with *thing* 1–7 in exercise 1 to the definitions a–g.

- a be very interested in
- b events happened, but I won't explain why
- c fashionable or popular
- d I can't explain
- e it no longer exists
- f it's fortunate
- g this is one reason

3 Complete the sentences with one of the expressions from exercise 1.

- 1 It's _____ I can take time off work because it means I can travel to away matches.
- 2 I really don't like travelling by train. There's no real reason, I guess it's just _____.
- 3 To start with I just worked 9 to 5, but then _____ and now I'm doing more than ten hours overtime a week.
- 4 I really can't understand how 1970s fashion got to be _____ again. It's horrible!
- 5 I never go jogging. I think it's really boring, _____, and it's supposed to be really bad for you knees.
- 6 I've always _____ butterflies – I've loved them since I was a child.
- 7 When I was younger I used to love rugby, but I completely lost interest and now it's _____.

DID YOU KNOW?

1 Work in pairs. Read the text and discuss these questions.



ONE OF THE MOST POPULAR WEEKEND leisure activities in Britain is attending car boot sales. Hundreds of people park their cars in fields or large car parks. They set up tables at the back of their car to display the items they want to trade. Anything and everything is bought and sold, from unwanted household items to collectable items to stolen goods. Most of it is junk, but people occasionally find incredible bargains.

- Where do people buy and sell second-hand goods in your town?
- Are there any special areas or markets for collectors?
- Do you enjoy going to places like these? Why or why not?

1 | Language reference

GRAMMAR

Verb forms

A Simple tenses

1 Present simple (see units 2 & 7)

Affirmative	<i>I write/she writes</i>
Negative	<i>I don't write/she doesn't write</i>
Question	<i>Do you write?/Does she write?</i>

2 Past simple (see units 2 & 5)

Affirmative	<i>I wrote/she wrote</i>
Negative	<i>I/she didn't write</i>
Question	<i>Did you/she write?</i>

B Perfect verb forms

We make perfect verb forms with subject + *have* + past participle.

3 Present perfect (see unit 4)

Affirmative	<i>I have/she has written</i>
Negative	<i>I haven't/she hasn't written</i>
Question	<i>Have you/Has she written?</i>

4 Past perfect (see units 5 & 6)

Affirmative	<i>I/she had written</i>
Negative	<i>I/she hadn't written</i>
Question	<i>Had she/you written?</i>

5 Future perfect (see unit 7)

Affirmative	<i>I/she will have written</i>
Negative	<i>I/she won't have written</i>
Question	<i>Will she/you have written?</i>

C Continuous (progressive) verb forms

We make continuous verb forms with subject + *be* + verb + *-ing*.

6 Present continuous (see units 2 & 7)

Affirmative	<i>I am/she is writing</i>
Negative	<i>I am not/she isn't writing</i>
Question	<i>Are you/is she writing?</i>

7 Present perfect continuous (see unit 4)

Affirmative	<i>I have/she has been writing</i>
Negative	<i>I haven't/she hasn't been writing</i>
Question	<i>Have you/has she been writing?</i>

8 Past continuous (see unit 5)

Affirmative	<i>I/she was writing</i>
Negative	<i>I/she wasn't writing</i>
Question	<i>Were you/was she writing?</i>

9 Past perfect continuous (see unit 5)

Affirmative	<i>I/she had been writing</i>
Negative	<i>I/she hadn't been writing</i>
Question	<i>Had you/she been writing?</i>

10 Future continuous (see unit 7)

Affirmative	<i>I/she will be writing</i>
Negative	<i>I/she won't be writing</i>
Question	<i>Will you / she be writing?</i>

D Passive verb forms (see unit 12)

We make passive verbs with *be* + past participle.

	<i>is</i>		<i>here.</i>
	<i>is being</i>		<i>now.</i>
<i>It</i>	<i>was</i>	<i>written</i>	<i>ages ago.</i>
	<i>hasn't been</i>		<i>yet.</i>
	<i>will be</i>		<i>soon.</i>

E Modal verbs (see units 2, 6, 7 & 8)

There are nine modal auxiliaries (*will, would, can, could, shall, should, may, might, must*). They are followed by an infinitive without *to*. In addition, some other verbs (semi-modals) work in a similar way to these modal verbs. These include: *have to, need to, ought to*.

Subject questions

We make **questions** by putting the subject between the auxiliary verb and the main verb:

(auxiliary verb)	subject	verb
<i>Have</i>	<i>you</i>	<i>finished?</i>

If there is no auxiliary verb in the affirmative (ie present simple and past simple) add *do/does/did*.

Do you drive?

We put the subject after the verb in questions with *be*.

Are you sure?

If the question word (*who, what* or *which*) is the subject of the verb, we put the verb after the subject, as in a normal statement. We do not use *do/does/did* with the present simple or past simple.

Who gave you that?

What happened to you?

What clauses

We can make statements more emphatic by beginning with a *what* clause.

I don't understand why they do it.

What I don't understand **is** why they do it.

FUNCTIONAL LANGUAGE

Saying no

I'm afraid not

= A polite way of saying no.

Not really

= You don't care very much about something.

I don't think so/Not as far as

I know/Not to my knowledge/

Possibly not/Probably not

= You think you know something but are not completely sure.

Certainly not/Definitely not

= To emphasize that your answer to a question or request is definitely no.

Of course not

= You think an idea is stupid or insulting.

No way/Not likely

= Informal: very definite way of saying no.

You must be joking/Are you kidding?

= Shows that you think somebody's suggestion or request is crazy.

Not exactly/Not quite

= You think that something is almost (but not) correct or true.

I wish I could

= Used to express regret that something is not possible.

Not especially/Not very (much)

= Used to say no to a question about your opinion of something.

be obsessed with	/bi: ob'sest wið/
passion <i>n</i> C **	/pæʃn/
supporter <i>n</i> C ***	/sə'pɔ:tə/
take (sth) up	/teik 'ʌp/

Time adverbials

after a while	/ɑ:ftə'waɪl/
afterwards ***	/ɑ:ftəwɔ:dz/
at first	/ət 'fɜ:st/
at the beginning	/æt ðə brɪ'ɡɪnɪŋ/
eventually ***	/ɪ'ventʃuəli/
finally ***	/fainəli/
in the end	/ɪn ði: 'end/
initially ***	/ɪnɪʃli/
later on	/leɪtə 'ɒn/
subsequently **	/səbsɪkwəntli/
to begin with	/tə brɪ'ɡɪn wið/

Expressions with *thing*

in-thing	/ɪnθɪŋ/
it's just one of those things	/ɪts dʒʌst ,wʌn əv ðəʊz θɪŋz/
one thing led to another	/wʌn θɪŋ led tu: ə'nʌðə/
the good thing is	/ðə 'ɡʊd θɪŋ ɪz/
the thing about	/ðə θɪŋ ə'baʊt/

Other words & phrases

antique <i>adj</i> *	/æntɪk/
attend <i>v</i> ***	/ə'tend/
autograph <i>n</i> C	/ɔ:tə'grɑ:f/
babysit <i>v</i> *	/beɪbɪ'sɪt/
background <i>n</i> C ***	/bækgraʊnd/
backstage <i>adv</i>	/bæk'steɪdʒ/
badge <i>n</i> C *	/bædʒ/
bargain <i>n</i> C **	/bɑ:ɡɪn/
bat <i>n</i> C **	/bæt/
bear (sth) <i>v</i> ***	/beə/
bloke <i>n</i> C **	/bləʊk/
blood-crazed <i>adj</i>	/blʌd'kreɪzd/
blood-donating <i>n</i> U	/blʌd'dɒnɪtɪŋ/
brand <i>v</i>	/brænd/
bulging <i>adj</i>	/bʌldʒɪŋ/
car boot sale <i>n</i> C	/kɑ: 'bu:t ,seɪl/
cattle <i>n</i> pl	/kætl/
chess <i>n</i> U *	/tʃes/
clay <i>adj</i> **	/kleɪ/
collectable <i>adj</i>	/kə'lektəbl/
convention <i>n</i> C	/kən'venʃn/
dark horse <i>n</i> C	/dɑ:k 'hɔ:s/
deal <i>v/n</i> C ***	/di:l/
dedicate <i>v</i> **	/dedɪ'keɪt/
defensive <i>adj</i> **	/drɪ'fensɪv/
devote <i>v</i> **	/drɪ'vəʊt/
draughts <i>n</i> pl	/draʊfts/
draw a line between	/drɔ: ə'ləɪn bɪ'twɪn/
dress up <i>v</i>	/dres 'ʌp/
eliminate <i>v</i> **	/ɪ'lɪmɪ'neɪt/
enamel <i>n</i> C/U	/ɪ'næml/
exception <i>n</i> C ***	/ɪk'sepʃn/

get carried away <i>v</i>	/get ,kærɪd ə'weɪ/
get hold of <i>v</i>	/get 'həʊld əv/
glamour <i>n</i> U	/glæmə/
glorify <i>v</i>	/glɔ:ri'faɪ/
gnome <i>n</i> C	/nəʊm/
goods <i>n</i> pl ***	/ɡʊdz/
handle <i>v</i> ***	/hændl/
hang around <i>v</i>	/hæŋ ə'raʊnd/
have a tendency to	/hæv ə'tendənsi ,tə/
household <i>adj/n</i> C	/haʊshəʊld/
hunter <i>n</i> C *	/hʌntə/
impatient <i>adj</i> *	/ɪm'peɪʃnt/
in deep water	/ɪn ,di:p 'wɔ:tə/
instinct <i>n</i> C **	/ɪnstɪŋkt/
in stock	/ɪn 'stɒk/
introverted <i>adj</i>	/ɪntroʊvɜ:tɪd/
job seeker <i>n</i> C	/dʒɒb ,si:kə/
junk <i>n</i> C *	/dʒʌŋk/
kid <i>n</i> C ***	/kɪd/
lacking <i>adj</i> **	/læknɪ/
latter <i>adj</i> ***	/lætə/
lawn <i>n</i> C **	/lɔ:n/
let off steam	/let ɒf 'sti:m/
liven up <i>v</i>	/lɑ:vɪn 'ʌp/
looped <i>adj</i>	/lu:p/
make (sth) up <i>v</i>	/meɪk 'ʌp/
maniac <i>n</i> C	/meɪniæk/
memorabilia <i>n</i> pl	/memə'reɪbɪliə/
nasty <i>adj</i>	/næsti/
nutter <i>n</i> C	/nʌtə/
outgoing <i>adj</i>	/aʊt'ɡəʊɪŋ/
overreact <i>v</i>	/əʊvə'ri:ækt/
paintball <i>n</i> C	/peɪntbɔ:l/
paintballing <i>n</i> U	/peɪntbɔ:lɪŋ/
pellet <i>n</i> C	/pelɪt/
point-blank <i>adv</i>	/pɔɪnt'blæŋk/
prospective <i>adj</i> **	/prə'spektɪv/
rabid <i>adj</i>	/ræbɪd/
re-enact <i>v</i>	/ri:ɪn'ækt/
relieve <i>v</i> **	/rɪ'lɪv/
resist <i>v</i> ***	/rɪ'zɪst/
reveal <i>v</i> ***	/rɪ'vi:l/
rival <i>adj</i> **	/raɪv/
ruin <i>v</i> **/n C *	/ru:ɪn/
selfish <i>adj</i> *	/selfɪʃ/
set up <i>v</i>	/set 'ʌp/
stall <i>n</i> C **	/stɔ:l/
stand out <i>v</i>	/stænd aʊt/
sticker <i>n</i> C	/stɪkə/
strategy <i>n</i> C ***	/strætədʒɪ/
survey <i>n</i> C ***	/sʊ:veɪ/
swap <i>v</i> *	/swɒp/
swap <i>n</i> C	/swɒp/
tempt <i>v</i> **	/tempt/
terminate <i>v</i>	/tɜ:mɪ'neɪt/
trade <i>v/n</i> U ***	/treɪd/
typo <i>n</i> C	/taɪpəʊ/
voluntary <i>adj</i> **	/vɒlənt(ə)rɪ/
weapon <i>n</i> C ***	/wepən/
weird <i>adj</i> *	/wɪəd/
workout <i>n</i> C	/wɜ:k'aʊt/

WORD LIST

Leisure interests

aficionado <i>n</i> C	/ə'fɪʃiə'nɔ:dəʊ/
be crazy about	/bi 'kreɪzi ə'baʊt/
fan <i>n</i> C **	/fæn/
get a taste for	/get ə'teɪst fə/
get the bug for	/get ðə 'bʌɡ fə/
give (sth) a try	/ɡɪv ə 'traɪ/
be into	/bi: 'ɪntə/
be keen on	/bi 'ki:n ɒn/