**BBC natural language**

**1.**

Samina meets another mother at the school gates, but at first it goes wrong.

Discuss these questions with your group:

* How can they have a better conversation?
* What should they say in English?
* Why is Samina so shy?

**Ayesha**Hello.

**Samina**Oh. Hello.

**Ayesha**I'm Ayesha. What’s your name?

**Samina**Samina.

**Ayesha**Nice to meet you. Is that your son?

**Samina**No. Goodbye.

**Ayesha**Oh. Goodbye.

Discuss these questions with your group:

* Do you like meeting new people? (Why/Why not?)
* Do you often invite people to your house? (Why/Why not?)
* Do you have any friends from other countries? (Where are they from? How did you meet?)
* What do you like to do at home?
* **Ayesha**Hello.
* **Samina**Oh. Hello.
* **Ayesha**I’m Ayesha. What's your name?
* **Samina**My name's Samina. Nice to meet you.
* **Ayesha**Nice to meet you, too. Is that your son
* **Samina**No. That's my son His name’s Hasan.
* **Ayesha**He's in the same class as my daughter. Her name's Mariam.
* **Samina**Would you like to come to our house for a cup of tea?
* **Ayesha**That would be very nice. Thank you.

son

daughter

school

playground

tea

coffee

cup

playing

**2.**

Ayesha has a problem with her teeth and has to phone the dentist, but she doesn't know what to say. With your group, watch the video, discuss the questions and then try the activity.

**Muna**Tea?

**Ayesha**Thank you.

**Muna**Sugar?

**Ayesha**My tooth hurts.

**Muna**You need to see the dentist. Hang on. This is the telephone number.

**Ayesha**Thanks.

**Voice**Hello, Hudderford dental surgery. How can I help you?

Discuss these questions with your group:

* Do you make appointments on the phone?
* Is it easy?
* What should Ayesha say in English?

**Voice**Hello, Hudderford dental surgery. How can I help you?

**Ayesha**Hello. I need to make an appointment.

**Voice**OK. The dentist can see you on Monday at 10am.

**Ayesha**Sorry. I'm busy then. Can I have an appointment on Wednesday?

**Voice**Yes, you can have one at 8am.

**Ayesha**At 8am on Wednesday? That will be fine. Thank you.

**Muna**You put too much sugar in your tea. It’s bad for your teeth.

Discuss these questions with your group:

* Do you like talking on the phone? (Why/Why not?)
* Do you make other appointments on the phone? (Why/Why not?)
* How could making an appointment be made easier?
* Do you look after your teeth? (Why/Why not? How?)
* Why are some people scared of the dentist?

Practise saying the words with your group.

These are the words your group needs to do the Learning Circle. Show them the Learning Circle 2 Dentist: Flashcards in the Download Centre when you practise saying the words. The first seven words are on the flashcards.

dentist

tooth

teeth

sugar

hurt

telephone

telephone number

appointment

**3.**

Samina catches a bus, but is it the right one? With your group, watch the video, discuss the questions and then try the activity.

**Samina**Excuse me. I want to go to Westhall. Which bus do I take?

**Woman**Westhall? I think you take the number 9.

**Samina**Thank you.

**Sign and announcement**The next stop is Hanford.

**Samina**Hanford?

**Sign and announcement**The next stop is Hanford.

**Samina**Excuse me. I want to go to Westhall. Is this the right bus?

**Driver**Westhall? No. That’s the other way. You want the 19. This bus goes to Hanford and Brentley.

**Samina**Oh no! What should I do?

**Driver**Get off here. Cross the road and take the number 19 there. That goes to Westhall.

**Samina**Cross the road and take the 19?

**Driver**Yeah, that's right.

**Samina**Thank you very much.

bus

train

bus station

bus stop

get on

get off

cross the road

the number 9

**4.**

**Ayesha**Excuse me. How much is this clock?

**Trader**For you I can do that clock for ten pound.

**Ayesha**Ten pounds?

**Trader**Yeah. That's right.

**Ayesha**Thank you.

Ayesha's clock doesn't work. With your group, watch what she says to the market trader.

**Ayesha**Excuse me. This clock doesn’t work.

**Trader**What's wrong with it?

**Ayesha**Look.

**Trader**Oh yes. I see. Well, I could give you a different one.

**Ayesha**Can I have my money back?

**Trader**Your money back? Well, as it's broken, OK. Here you are.

**Ayesha**Thanks.

Market words

market

market stall

clock

watch

money

five pounds

broken

different

**5.**

**Samina is lost**

Samina is going to see her friend Muna, but she has some trouble. Watch the video and see what is wrong.

**Muna**So, do you have my address?

**Samina**Yes, I have it here. 15 Leonard Street.

**Muna**That's right. See you at three o'clock.

**Samina**See you later.

**Samina**Excuse me. Can you help me? I'm lost.

**Lady**Of course. Where do you want to go?

**Samina**I'm looking for Leonard Street? How do I get there?

**Lady**Leonard Street? Go past the post office. Cross the road. Then turn right.

**Samina**Go past the post office, cross the road and then turn right?

**Lady**Yes. Then you'll be on Leonard Street.

**Samina**Thank you very much.

Address words

address

turn left

turn right

go straight on

go past the school

next to

opposite

lost

**6.**

Muna wants to post a package, but there are too many choices. With your group, discuss the questions and try the activity.

**Desk clerk**Hello. What can I do for you?

**Muna**I'd like to send a package, please.

**Desk clerk**Put it on the scales.

**Muna**Here?

**Desk clerk**Yep. Where do you want to send it?

**Muna**Somalia.

**Desk clerk**How do you want it sent? International? Tracked? Standard? Economy?

**Muna**Err …

**Desk clerk**How do you want it sent? International? Tracked? Standard? Economy?

**Muna**Which one is the cheapest?

**Desk clerk**Economy. It’s £4.50.

**Muna**How long does it take?

**Desk clerk**That will take about a week. Standard takes 3 working days.

**Muna**Is it guaranteed?

**Desk clerk**No. Only International Tracked is guaranteed delivery. Your friend will have to sign for it.

**Muna**I’ll send it International Tracked, please. How much does it cost?

**Desk clerk**That will be £7.50.

**Muna**Here you are.

**Desk clerk**Thanks.

Post office words

post office

send

package

a week

scales

international

cheap

guaranteed

**7.**

Deeqa needs to get help for her brother. With your group, discuss the questions and try the activity.

**Brother**Deeqa!

**Deeqa**Oh no!

**Brother**Ambulance!

**Voice on phone**Hello. Emergency services. Which service do you need?

**Deeqa**…

**Voice on phone**Hello. Emergency services. Which service do you need?

**Deeqa**Sorry. Please can you speak more slowly?

**Voice on phone**Which service do you need? Police, ambulance, fire brigade?

**Brother**Ambulance! Ambulance!

**Deeqa**Oh. I need an ambulance, please.

**Second voice**Ambulance. Where are you?

**Deeqa**My address? It's 15 Leonard Street, Kirkdale, ST9 1XB.

**Second voice**What’s your emergency?

**Deeqa**It's my brother. He has eaten something and his stomach hurts. He is in pain. Listen.

**Second voice**Keep calm. We are sending someone now.

ambulance

police

fire brigade

stomach

emergency

pain

postcode

(keep) calm

emergency services

**8.**

Ayesha gets some medicine, but she can't read the instructions. With your group, discuss the questions and try the activity.

**Chemist**Hello. How can I help you?

**Ayesha**Can you give me some medicine for a cold?

**Chemist**Have you got a high temperature?

**Ayesha**No. I've got a sore throat and a headache.

**Chemist**A sore throat and a headache. You should take these. The instructions are on the back.

**Ayesha**Sorry, I can't read well. Can you help, please?

**Chemist**Of course.

**Ayesha**How many do I take?

**Chemist**For a cold, take two pills three times a day.

**Ayesha**When do I take them?

**Chemist**(Er…) after meals.

**Ayesha**Take three pills after meals?

C**hemist**No. Just two.

**Ayesha**Two pills after meals.

**Chemist**That's right, three times a day.

**Ayesha**Three times a day. Thank you.

medicine

cold

temperature

sore throat

headache

pills

meals

a high temperature

instructions

**9.**

Samina wants to buy a dress, but she can't find the right colour or size. With your group, discuss the questions and try the activity.

**Samina**Hello Deeqa.

**Deeqa**Hello Samina. Can you come to Miski's party tomorrow? She's going to be three years old.

**Samina**Yes, of course. I'll buy her a gift. Maybe a dress.

**Deeqa**That's very kind of you.

**Samina**No, no. What is her favourite colour?

**Deeqa**Red. She loves red.

**Samina**OK. I'll buy her a red dress.

**Samina**Excuse me.

**Shop assistant**Yes madam. What can I do for you?

**Samina**Do you have this dress in a different colour?

**Shop assistant**I think so. I'll just have a look. What colour would you like?

**Samina**I would like red please.

**Shop assistant**Here we are – a lovely red dress.

**Samina**Oh. It's too big. Do you have a smaller one?

**Shop assistant**How old is the girl that it’s for?

**Samina**She's three.

**Shop assistant**OK, give me a moment. Here we are. One red dress for a three-year-old.

**Samina**Perfect. Thank you very much.

shopping centre

dress

colours (red, blue, green, yellow)

birthday party

gift

big

small

perfect

**10.**

Samina wants to pay in the supermarket, but doesn't know how. With your group, discuss the questions and try the activity.

**Samina**Ah. Washing powder.

**Voice**Till number two please.

**Checkout**Welcome. Do you have a points card?

**Checkout**Please touch the screen to make a selection.

**Checkout**Are you using your own bags?

**Checkout**Unidentified object in the bagging area.

**Checkout**Approval needed. Approval needed.

**Checkout**Approval needed. Approval needed.

**Samina**Excuse me. I don't know how to use this. Can you help me?

**Staff**Of course. Press here.

**Checkout**Scan the barcode.

**Samina**What does 'barcode' mean?

**Staff**This is the barcode.

**Checkout**Would you like to pay by cash or card?

**Samina**How do I pay by cash?

**Staff**Put notes in here or coins in here.

**Samina**I see.

**Checkout**Payment accepted.

**Samina**Thank you very much.

**Checkout**Please remove your bags.

supermarket

cash

card

bag

coins

notes

screen

press

till

**11.**

Ayesha answers the phone, but can't understand what the caller wants. With your group, discuss the questions and try the activity.

**Ayesha**Jamal! Jamal!

**Ayesha**Hello.

**Voice**Hello. I'm calling from Parkfield School. Can I speak to Mariam Ahmed's mother or father please?

**Ayesha**Mariam? Err …

**Voice**Yes. I'm phoning about the permission slip for a school trip at the end of term? We need permission from the parent or guardian to let her go on the trip. Would that be you?

**Ayesha**Err …

**Voice**Yes. I'm phoning about the permission slip for a school trip at the end of term? We need permission from the parent or guardian to let her go on the trip. Would that be you?

**Ayesha**Sorry. My English is not so good. What do you want?

**Voice**I'm from the school. I'm phoning about a school trip, for Mariam.

**Ayesha**A school trip? I see.

**Voice**Yes. We're going to the science museum. We need you to sign a permission slip so that Mariam can go to the museum at the end of term …

**Ayesha**Please, slow down. Could you say that again?

**Voice**Can you sign the paper for Mariam?

**Ayesha**You want me to sign the paper?

**Voice**Yes. Then Mariam can go to the museum.

**Ayesha**Oh. OK. I can do that today. Thank you for telling me.

phone

school

trip

paper

teacher

sign

museum

science

**12.**

Ayesha wants to bake a cake, but it's harder than it looks. Watch the video and discuss the questions with your group.

**Ayesha**I'm baking a chocolate cake for Deeqa’s birthday party.

**Samina**Let's have a look.

**Samina**Don’t worry. I'll show you how to make a cake properly. We need sugar, flour, eggs, chocolate and butter.

**Samina**Yes, mix the butter and the sugar.

**Samina**Add the flour slowly.

**Ayesha**Like this?

**Samina**Beat the eggs and mix them in.

**Samina**Now add the chocolate powder.

**Samina**Bake it for one and half hours.

**Ayesha**It's perfect!

**All**Happy birthday Deeqa!

**Deeqa**Chocolate cake! Thank you. It's my favourite.

bake

mix

beat

flour

eggs

chocolate,

butter

recipe

ingredients

**13.**

Shazia has an interview with a careers advisor. Watch the video and discuss the questions with your group.

**Advisor**  
Hello Shazia.

**Shazia**  
 Hello. I'm looking for a job.

**Advisor**  
Well, take a seat and we'll get started. I'm an advisor here. I can help you find a job.

**Shazia**  
OK. Thank you.

**Advisor**  
Right, tell me about yourself.

**Shazia**  
Erm... I'm from Pakistan. I have two children...

**Advisor**  
(confused) Right...

**Advisor**  
Right, tell me about yourself.

**Shazia**  
What do you mean?

**Advisor**  
What jobs can you do? (we see illustrations of the jobs) Cleaner? Shop assistant? Chef? Porter?

**Shazia**  
I can cook. I worked in a restaurant for two years.

**Advisor**  
Great. So are you looking for a job in a restaurant…?

**Shazia**  
Yes, I am.

**Advisor**  
Let's see what we've got…

**Shazia**  
(smiling)

advisor

cleaner

shop assistant

chef

porter

restaurant

job

**14.**

Samina's boss asks her to change her work pattern. With your group, watch and find out what happens.

**Supervisor**  
Hello Samina. What time do you finish work today?

**Samina**  
I finish work at 6 o'clock today.

**Supervisor**  
OK, before you go, I want to ask if you'll be alright to do an extra shift for us next Tuesday?

**Samina**  
Erm…

**Supervisor**  
That's great, Samina. So we'll see you on Tuesday. Ta-ra.

**Supervisor**  
OK, before you go, I want to ask if you'll be alright to do an extra shift for us next Tuesday?

**Samina**  
Sorry, can you say that again?

**Supervisor**  
Can you work next Tuesday? I want you to do an extra shift.

**Samina**  
Sorry, I can't work on Tuesday. I have a hospital appointment.

**Supervisor**  
Not to worry. I'll ask someone else.

start

finish

ta-ra,

shift

appointment

extra

**15. Welcome!**

**Amith**

Hi. Nice to meet you.

**Alice**

Nice to meet you.

**Amith**

Alright?

**Emma**

How's it going?

**Emma**

Hiya!

**Amith**

Afternoon!

**Amith**

Hi there.

**Alice**

Hello.

**Emma**

Hello.

**Alice**

Hey!

**Emma**

Hi, I'm Emma.

**Alice**

Hello, I'm Alice.

**Amith**

Alright? I'm Amith.

**All**

Welcome to BBC Learning English.

**Alice**

Words, words, words. So many to learn. And so many ways to learn them.

We're here to help you develop your vocabulary knowledge and skills with 6 Minute Vocabulary. It's a 6 minute audio programme which looks at a different area of vocabulary in every episode. And there's a new one out each Monday.

Now, what does 'loquacious' mean?

**Finn**Hello and welcome to 6 Minute Vocabulary. I’m Finn...

**Alice**And I’m Alice. Today we’re looking at a very important part of word building – suffixes.

**Finn**Suffixes. We’ll look at what they are, what they mean and how to use them.

**Alice**There’ll be a quiz…

**Finn**And we’ll leave you with a top tip for learning vocabulary.

**Alice**So: to start off, we’re going to listen to Andrea and Steve who work in a bank. They have just interviewed two people who want to work there.

**Finn**And here’s a question to think about while you listen: who did Andrea and Steve like best - the first person or the second person?

**Alice**Who did they like best? Let’s find out.

**INSERT**

**Andrea**What do you think then Steve?

**Steve**Well, the first one was very excitable: he kept laughing and speaking fast.

**Andrea**Perhaps it was just nervousness, but there’s no room for that in this business.

**Steve**No. Now I thought the second interviewee seemed a bit more responsible.

**Andrea**Yes, she did – very important when dealing with money. And she was polite.

**Steve**Politeness is essential in this job.

**Andrea**Absolutely. Well, I think we both know which one is more employable.

**Finn**So, that’s Steve and Andrea. And we asked you: who did they like best?

**Alice**And the answer is: they definitely liked the second person best. The second one was polite and responsible. The first one was a bit too excitable.

**Finn**That’s right, and *excitable* is a key word in the show today because it ends in a suffix.

**Alice**Now in the world of vocabulary, a suffix is a group of letters that you can add to the end of a word to change its form, or meaning, or both.

**Finn**For example, the word *excitable* has the suffix -*able*, spelt *a-b-l-e.*-*able*makes verbs into adjectives, and we use –*able* words to say that a subject can do something – is able to do something - or they behave in a particular way.

**Alice**So if we take the verb *excite*, add the suffix -*able*, we can say that the first interviewee was *excitable*, meaning: he can get very excited.

**Finn**And the second one was *responsible*, that’s *responsible* with*–ible,*spelt*‘i-b-l-e’.*She can be trusted to do the right thing. And that’s why she was more *employable*, now that's -*able* with an *a* again.

Now for another suffix. Andrea and Steve talked about two *interviewees.*The suffix *–ee*, spelt *e-e*, makes a noun which means ‘the person who receives an action’.

**Alice**For example, if you add *–ee* to*interview,*you get the person who receives an interview, an *interviewee*.

**IDENT**You’re listening to BBC Learning English dot com.

**Finn**And we’re talking about suffixes. Our final suffix for today is *–ness*, spelt *n-e-s-s.* Adding *–ness* to an adjective makes a noun.

**Alice**That’s right, and interviewee number one suffered from *nervousness* – the noun form of *nervous*.

**Finn**But number two understood the importance of *politeness* – the noun form of *polite*. Is politeness important to you Alice?

**Alice**Oh yes Finn, politeness is very important to me.

**Finn**I think you’re very polite. Now let’s listen to today’s suffixes and words again.

**Alice**The first one was: -*able*with an*a. a-b-l-e.*

**Finn***excitable, employable*

**Alice**-*ible*withan*i. i-b-l-e.*

**Finn***responsible*

**Alice**-*ee: e-e*

**Finn***interviewee*

**Alice**-*ness: n-e-s-s*

**Finn***nervousness, politeness*

**Alice**And it’s time for a quiz. Choose the correct suffix to complete the final words in these 2 sentences. Ready?

Number 1.The most important thing to me is my family’s… a) happy-ee b) happy-able, c) happiness.

**Finn**This one is the noun form of happy, so it’s c) *happiness.*

**Alice**Number 2. I’m learning how to do this job. I’m a a) trainee b) trainable, c) train-ness.

**Finn**You are receiving training, so you’re a *trainee.*

**Alice**Well done if you got those right.

**Finn**And that brings us almost to the end of today’s programme.

**Alice**But before we go, here’s today’s top tip for learning vocabulary: if you use an online dictionary, type a hyphen or a dash into the search box, and then type in any of today’s suffixes. The dictionary will give you a list of words that end with your suffix.

**Finn**You know, that’s a really good tip: I think I might try that. There’s more about this at BBC learning English dot com. Join us again for more 6 Minute Vocabulary.

**Both**Goodbye!

points to take away

-ee

Creates a noun meaning 'person who receives an action'.

**Example words:**interviewee, trainee, employee, refugee, absentee

**Example sentence:** My company has six thousand employees.

-able

Creates an adjective meaning that the subject can do something OR that something can be done to it.

**Example words:**excitable, employable, pleasurable, enjoyable, loveable, readable, breakable, moveable

**Example sentence:**I didn’t like his last book – it wasn’t very readable.

-ible

A different spelling of **-able.**

**Example words:**responsible, visible, horrible, terrible

**Example sentence:** Stars are only visible at night.

-ness

Creates a noun which describes a quality or state.

**Example words:**happiness, nervousness, politeness, sadness, sickness, kindness, meaninglessness

**Example sentence:**He missed two days of work because of sickness.

**16. Question forms**

**Alice**

Hi, I'm Alice.

**Sophie**

Hey, I'm Sophie.

**Amith**

And I'm Amith. Alright? OK, question one: Who do you love most in the world?

**Alice**

This is a tricky one. I can't pick one person. I'd have to say my family.

**Sophie**

I think like a lot of people I'd probably say my mum. She's my rock and my best friend.

**Alice**

My turn. Question two: What makes you scream?

**Sophie**

Rollercoasters. I'm absolutely terrified of being upside down.

**Amith**

Dentists. I scream like a baby.

**Sophie**

My turn. Question three: How do you take your coffee?

**Amith**

It's never just coffee. I prefer cappuccinos, darling!

**Alice**

I'm more of a typical British tea drinker. If I do have a coffee I usually have an Americano with cold milk. Cold milk is very important.

Can I do another one? Question four: When did you last cry?

**Amith**

When I became an uncle.

**Sophie**

I think mine was the last time I went to see a musical. The show was so beautiful I was moved to tears.

**Amith**

Question five: Are you feeling excited?

**Sophie**

Yes! It's really exciting to be here and I'm quite an excitable person.

**Alice**

Yes, very excited.

**Sophie**

OK, question six. This comes in three parts. Do you speak another language?

**Amith**

Yes, I have attempted to learn several languages.

**Sophie**

Which ones?

**Amith**

Bengali, Hindi and Urdu are my strongest and I'm learning Farsi and French.

**Alice**

I've studied French and Mandarin and Japanese, but I'm not very good at any of them.

**Sophie**

And can you sing a song in French?

**Alice**

How about Frere Jacque? (Sings) Come on Amith - your turn.

**Amith**

OK, a song in Hindi (Sings).

**Sophie**

That was lovely Amith! I think that's all we've got time for with questions. I think we know each other a little better now.

**Alice**

I think we do!

* In English, there are two basic types of question.

1.**Yes/no questions**often begin with the verb **to be**, but can also begin with other **auxiliary verbs**, such as **do**.

We ask these when we want a **yes** or **no** answer.

2.**Wh-questions** start with a question word, such as **who**, **what**, **where**, **when**, **why**or **how**.

We ask this type of question when we want **different kinds of information**. These questions cannot be answered with a yes or no.

**Neil**Hello. Welcome to 6 Minute Grammar with me, Neil.

**Sophie**And me, Sophie. Hello.

**Neil**Today’s programme is all about questions.

**Sophie**Yes: we’ll take a look at different types of yes-no questions…

**Neil**We’ll hear lots of w-h questions…

**Sophie**And we’ll be using the questions to get to know each other a little bit better.

**Neil**So if you want a reminder of English question forms…

**Sophie**Or if you’re studying them for the first time…

**Neil**Keep listening, and join in with the task we’ll be giving you later on.

**Sophie**So let’s get started. In English, there are two basic question types: **yes/no questions** and **w-h questions**.

**Neil**And here’s Finn with our first yes/no question:

**Finn**Can you speak English? Can you speak English?

**Neil**Yes I can, thanks Finn. That’s a useful first question.

**Sophie**Yes, and it’s made with the auxiliary verb **can**, plus the subject **you**and a verb: **speak.** Can you speak? Can you speak English Neil?

**Neil**Yes, I can.Another question please Finn?

**Finn**Do you work every day? Do you work every day?

**Sophie**Auxiliary **do**, subject **you***,* verb **work**. Do you work every day, Neil?

**Neil**I don't, no. I don't work at weekends. Finn?

**Finn**Do you have any brothers or sisters?

**Sophie**Auxiliary **do**, subject **you**, verb: **have**. Neil, do you have any brothers or sisters?

**Neil**Yes I do: I've got one sister. Now another way to make yes-no questions is with the verb **to be** plus a subject. Let’s demonstrate. Sophie: Are you married?

**Sophie**No, Neil, I’m not. Is your boss married?

**Neil**My boss? No, he isn't. Were you in the office yesterday?

**Sophie**Yes, sadly I was in the office yesterday.

**IDENT**You’re listening to BBC Learning English.

**Neil**And we're talking about question forms.

**Sophie**Now, the second main type of question in English starts with either **what**,**where**, **when***,***which***,***why***, who,*or the odd one out:

**Neil**… **how***.*

**Sophie**So let’s try making a question with **where.** We add an auxiliary…

**Neil**… such as **do**

**Sophie**… then we can add a subject plus a verb. For example: Neil, Where do you live? Where do you live?

**Neil**I live in south London. Where do you live, Sophie?

**Sophie**I live in north London. Now let’s change the question word and the verb. Which languages do you speak?

**Neil**And here we add a noun to **which:**Which languages do you speak?

**Sophie**Just English. And with a different auxiliary: Which languages can you speak?

**Neil**We can add nouns to some of the other question words: What time do you start work?

**Sophie**About 9 o'clock in the morning. And if we ask 'What time is it?' we’re making a **w-h** question with the verb**to be***.*I can ask: Where were you born?

**Neil**I was born in England. When is your birthday?

**Sophie**In September. What is your work address?

**Neil**It's W1A. Lots of useful questions with **to be** there. Now for a very personal question with **to be**: Sophie, How old are you?

**Sophie**You should never ask a woman her age! And for questions with **how**, we usually add an extra word. To ask about age it’s:

**Finn**How old…

**Sophie**For price it’s:

**Finn**How much…

**Neil**For size we ask:

**Finn**How big…

**Sophie**And for height it’s

**Finn**How tall.

**Sophie**How tall are you, Neil?

**Neil**About 180cm. And of course, you can’t answer a **w-h** question with **yes** or **no**. How tall are you, Sophie?

**Sophie**I think we're actually the same height.

**Neil**Let me see, back to back… No, I'm taller! Is it time for a practice task Sophie?

**Sophie**Yes, it is. Join in at home if you like. I’m going to give you a topic to ask me about, and you have to make one **yes/no** question and one **w-h** question. And Neil will give some possible answers. Here’s the first topic: Ask me about my age.

**Neil**Ok, so you could ask: How old are you? When were you born?

**Sophie**Now ask me about my home.

**Neil**Do you live with your family? What is your address?

**Sophie**Now ask me about my work.

**Neil**Do you work near here? How much do you earn?

**Sophie**Thanks Neil. And well done to you at home if you joined in with the task.

**Neil**So that’s a look at some basic question types we can use when we’re getting to know people. We had **yes/no** questions,

**Sophie**And we looked at questions starting with **w-h** words.

**Neil**And we found out some interesting information about each other. I didn’t know how tall you were, Sophie!

**Sophie**I know, it's quite incredible really. And there’s lots more about questions forms on our website at bbclearningenglish.com. Join us again for more 6 Minute Grammar.

**All**Bye.

* In English, there are two basic types of question.

1.**Yes/no questions**often begin with the verb **to be**, but can also begin with other **auxiliary verbs**, such as **do**.

We ask these when we want a **yes** or **no** answer.

2.**Wh-questions** start with a question word, such as **who**, **what**, **where**, **when**, **why**or **how**.

We ask this type of question when we want **different kinds of information**. These questions cannot be answered with a yes or no.

**17. Be a journalist**

A dream job!

Keith Wallace is a BBC journalist who works on The Travel Show. He visits lots of interesting places all over the world. For some people it probably sounds like Keith has got 'a dream job'.

On top of the world

Keith's job means that he has to visit many places and he gets to see and do many unusual things. It sounds great but what is his life really like?

As you listen to Keith answer your questions, listen out for these countries and animals. Which ones does Keith not say?

Angola, Brazil, South Africa

Baboons, elephants, lions

**Question**

What do you like about your job?

**Keith**

I like some elements of my job very much. When you're on holiday you tend to only see certain parts of the country that are pretty. But being a travel journalist, you get to see other parts of the country you wouldn't normally get to visit.

**Question**

What's the most interesting place you have ever visited?

**Keith**

I'd say the most interesting place I have ever visited was Angola. It's somewhere I wouldn't normally go, but I found being there very exciting.

**Question**

What's a normal day for you at work?

**Keith**

There is no normal day for me at work. Some days I might be scripting or editing or filming on location. Every day tends to be slightly different.

**Question**

Do you meet interesting people?

**Keith**

I meet some very interesting people. For example, only a month ago I was in South Africa at a town where they'd had problems with baboons inside people's homes. There was one man whose job it was to chase these baboons out of town. And to do this, he'd managed to perfectly imitate a baboon call. It worked very well.

**Question**

Do you ever feel scared?

**Keith**

I very rarely feel scared on location as we're very busy. We're too busy to feel scared. However, there have been some instances when we've been, for example, in the mountains with people we don't know very well who've had a lot to drink and we've had to leave in a hurry.

**Question**

Can you relax when you're working?

**Keith**

I can very rarely relax when I'm working. When other people who have gone on holiday or who are less busy on a film shoot can relax in the evening, they can have a glass of wine and maybe a nice, long meal. I have to go back to the hotel room and make sure everything's ok for the next day and to deal with all the pictures and video we've shot during that previous day.

**Question**

Is there anything bad about your job?

**Keith**

While being on the road can be exciting and exhilarating, I am a new dad and I have a very young baby daughter at home. Not only do I miss her while I'm away a week maybe two weeks at a time but I also feel very guilty that my partner has to take full responsibility for her.

**Question**

Do you have a dream job?

**Keith**

Being a travel journalist isn't like being on holiday. It is a lot of hard work and sometimes we can be working for 14 or 15 hours at a time. However, you will get the odd occasion where you're somewhere very nice, somewhere by a beach or in the mountains with a nice view and you're waiting for a cameraman or interviewee to turn up and you can then have a look around and take in your surroundings and at that time it does feel like you have a dream job, yes.

**18. ’Dear Sir’ or ’Hey, folks’?**

Article: Should e-mails open with Dear, Hi or Hey?

It's time people stopped using the word 'Dear…' to start work e-mails. That's according to Giselle Barry, a woman who works in the United States Congress. She surprised lots of people by starting an email to a group of journalists with the words 'Hey, **folks**.'

Ms Barry thinks 'Dear' is too**intimate** and makes it sound like you have a personal relationship with the person you are writing to.

It seems she's not alone. E-mail and the internet have changed the rules about how to write. In the past, there was no choice, but now you can see e-mails from people starting with 'hello', 'hi' and even '**hey**'.

The American newspaper, the Wall Street Journal, wrote 'Across the internet, the use of 'dear' is going…'

But not everyone is as relaxed about this as Ms Barry. **Etiquette** expert Jean Broke-Smith says, 'I'm **fed up with** people writing 'Hi Jean' when they've never met me.'

'If you're sending a business e-mail you should begin 'Dear...' - like a letter. You are presenting yourself. **Politeness** and etiquette are essential.

How about you? Do you think that the internet has made the language you use less formal? Is that a good or a bad thing? How important is it to be polite?

**Alice**

The BBC Newsroom.

A great way to learn English is through authentic news reports. This course helps you understand BBC News stories – we give you the vocabulary and grammar you need to follow the news, as it happens.

And there’s a new one every Thursday.

To tip or not to tip

Is tipping part of daily life in your country - or do you never leave a tip when you pay for a meal?

Listen to this week's News Report - you'll hear several examples of question forms in action. If you need extra help, there's a transcript to read while you listen - or if you're feeling brave, listen without the transcript.

After you've listened, why not practise your pronunciation by reading the transcript out loud?

Do you leave a **tip** when you pay for a meal? And how much do you tip?

Michael Lynn from Cornell University thinks that tipping is worth about $40bn each year. That's more than twice the **budget** of Nasa.

Indeed, many people say America is the most 'tip-friendly'country on earth. In New York, leaving a tip of around 20% in restaurants is normal. This compares to around 11% in London.

Why is it so much higher? Mainly because the **wages** of restaurant workers in the US are usually lower, so the tip is a very important part of their **income**.

But now some restaurants are trying something different. Sushi Yasuda restaurant in New York has **banned** tips because they say their staff are already well-paid, and because it makes the **dining** experience simpler for customers.

And which countries don't expect tips at all? In Singapore tipping is very rare, and in Fiji, Iceland and Japan, it can cause **embarrassment** and **offence**.

**19. ’The race’ and a quiz**

Dear Diary, it has been an interesting day today.

I have been trying to write my new book but I did not know what to write. I went to the pub for a drink and to meet my friends. They talked about their travel adventures.

I felt bad as I had nothing to say. But then my friend said I could use his yacht to sail around the world in just 80 days! If I do, I can keep the yacht or sell it to make some money. I had to think about it - but then I said 'yes'.

**Phil (speaking to himself) *Hello, I'm Phil****.****I live in London****. My apartment is close to the Houses of Parliament and I can hear the bells of Big Ben chiming every hour. I live on bus route number 88 which is handy because it takes me to my office in Oxford Circus. What do I do? Well, I'm an author –****I write books****– but don't worry if you haven't heard of me, my books never sell – ever. In fact****I want a career change****because I desperately need some money. When I pay all my bills, you see, I only have enough spare money to buy a few drinks at my local pub – The Horse and Groom. That reminds me – I've got to go there now to meet some friends. Excuse me, we'll speak again soon.*

**AT THE PUB**

**John**

Hello Phil. Late again!

**Emily**

Hello Phil. **How is your writing going**?

**Phil**

You know. It's all in my head not on paper.

**Tom**

**Hi Phil, mate, how are you**?We were just talking about travelling – Emily here, says she's climbed up Mount Everest! Rather extreme backpacking, don't you think?!

**Emily**

I did do it. Five years ago. So come on John, **what amazing thing have you done?**

**John**

Oh, I just went cycling across South America!

**Emily**

You didn't!!

**John**

I did. In my gap year. It was such a brilliant time. Four months on the road, although I did get a bit tired.

**Tom**

Sounds great. Did I ever tell you that I sailed across the Atlantic to America in a yacht I built with my own hands? I still have that yacht down at the docks – but I never use it now. How about you Phil – **when did you have your big life adventure?**

**Phil**

Oh me? I haven't done much really. I'm not really one for adventure.

**Emily**

Why not?

**Phil**

Err… I never had any money - and **where would I go?**

**John**

Come on, you need some adventure in your life. **Don't you feel like doing some globetrotting?**

**Tom**

Hey! I've got an idea!

**Phil (speaking to himself)**

*Tom has come up with a crazy idea where I could make some money and have some adventure. He has offered to lend me his yacht to sail around the world! Yeah – mad isn't it?! He thinks I could write about my adventures and make some money from it. But… I'm not someone who takes risks and I can definitely think of some problems…*

**Phil**

Slight problem… I can't sail.

**Tom**

No problem. There's an app you can download. It'll show you everything.

**Phil**

An app? I'll need more than that. I've never sailed a yacht in my life.

**Tom**

It's easy! And how about if I *give*you the boat – I'll never use it again - you can sell it when you get back. It'll earn you a fortune, on top of the money you get from your travel writing.

**Phil**

I couldn't possibly keep your yacht. You might want to use it again one day.

**Tom**

Hmmm yes, that's true.

**John**

I know. **Why don't you make it into a challenge?**

**Tom**

Yes, John! Great idea. I'll tell you what – I'll make you a bet.

**Phil**

A bet – for money – **what is it?**

**Tom**

**Do you remember that story by Jules Verne** – when that guy, Phileas Fogg had to travel around the world in 80 days?

**Phil**

Yes.

**Tom**

Well, you've got to do it in 80 days. I bet you the boat that you won't do it. If you don't do it, I'll keep the boat.*If* you *do* sail around the world in 80 days, then you can keep the boat – and you can sell it if you want. He'll never do it!

**Phil**

Hold on. **How much have you had to drink?** You want me to sail around the world, on my own, in 80 days?! Impossible.

**Tom**

I know. But if you want an adventure – and you want to keep the yacht – then that's the challenge. Exactly 80 days to sail all the way around the world – not a minute longer.

**Emily**

Go on Phil, it'll be brilliant. Here, have another drink…

**John**

Yes, and have my drink too.

**Phil (speaking to himself)**

***What should I do?****It is true I need an adventure but this one is huge. I know, I'll have a few more drinks and think about it…*

**Phil**

*(SLURP OF DRINK)*OK. Yes - I accept the challenge!

**Phil**

One, two. One, two. Is this working? Good.

Hi. I'm Phil. I'm about to sail around the world for the first time in my life. Crazy isn't it?

Now, what's even crazier I have been set the challenge to do it in 80 days. Eight, zero! I've been thinking about some of things I need to take, let me show you.

I have a map. And a compass – north, east, west and south – that's where we're going, south. I also have a satnav. And some food too: non-perishable of course. And some drinking water – very useful! There's plenty of water in the sea but you can't drink it really. Nice and wet.

Speaking of wet, I also have a waterproof jacket. I don't want to get too wet, do I? And, last but not least I have a captain's hat. How do I look?

Now, what other things do you think I might need for such an epic adventure? OK, it's time to set sail. See you later.

**20. What are you wearing?**

Welcome to Unit 2! This unit is all about fashion and clothes. We'll introduce you to different people from the world of fashion - from everyday Londoners to top designers.

You'll pick up some very useful vocabulary for talking about clothes and fashion, and we'll take a good look at the present simple and present continuous tenses.

Later on in the unit you'll get a chance to do some listening and reading practice with our video and magazine articles, and this unit's News Report is all about the business end of the fashion industry.

So - let's get started. Emma's got a problem with her clothes. Watch the video see what's wrong. While you're watching, listen out for the words and phrases that Emma uses to talk about her clothes.

**Emma**

Hi again. I'm Emma.

I had a real problem today deciding what to wear.

I wanted to wear something smart for work but I'm going out with my friends tonight so I wanted to wear something casual as well.

I usually wear a skirt, a shirt and a scarf but today, I chose jeans and a jumper. Hmm... but then I thought I look too scruffy, so I'm wearing this dress instead.

What do you think?

**What do Londoners wear**

Meet Londoners Stuart, Charlotte and Ed. We asked them to tell us about their clothes.

One of them said he (or she) is '**quite scruffy**' - who do you think it is?

Listen out for the verbs our Londoners use. We'll take a closer look at them later.

**Stuart**

My name is Stuart. I am an accountant.

I'm wearing a dark blue suit with a white shirt and black shoes.

I normally wear a suit every day. At the weekends I wear different clothes. Normally shorts, t-shirt, hoodie.

**Charlotte**

Hi, my name's Charlotte. I work in branding.

Right now I'm wearing a grey jumper, some black jeans and some black trainers.

I am quite scruffy but normally I wear smarter clothes.

But at the weekend, I'm smart casual.

**Ed**

My name's Ed. I'm a graphic designer.

I'm wearing a red hoodie, some black jeans and some grey trainers.

For work, I wear casual clothes, occasionally smart clothes. It's alright if I wear scruffy clothes at work, as long as it's not every day.

Yeah - at weekends I wear jeans and a t-shirt as well.

**21. Understanding the Present Simple and Present Continous**

Present Simple and Present Continuous

Present Simple - Positive

**This is made of: subject + infinitive without 'to'**for *I, you, we* and *they*. For *he, she* and *it*, we add**-s**or**-es**to the infinitive.

***I wear****a suit for work.****Sarah wears****a dress.*

Present Continuous - Positive

This is made of**subject + am/is/are + verb-ing.**

***The phone's ringing -****can you answer it?*

Present Simple - Negative

This is made of**subject + don’t (do not)**or**doesn't (does not) + infinitive without 'to'**

***I don't eat****meat.****John doesn't eat****fish.*

Present Continuous - Negative

This is made of **subject + am/is/are not + verb-ing.**

***I'm not wearing****a coat.*

Present Simple Wh- Questions

These are made from **question word + do/does + subject + infinitive without 'to'.**

***Why do you want****a new phone?*

Present Simple Yes/No Questions

The form is **do/does + subject + infinitive without 'to'.**

***Does Mahmood read****the news online every day?*

Present Continuous Wh- Questions

The form is **question word + am/is/are + subject + verb-ing.**

***What are you doing?***

Present Continuous Yes/No Questions

The form is **am/is/are + subject + verb-ing.**

***Is it raining****?*

Meaning and use

We use the **present simple** for:

facts & truths

habits & things that we do regularly

permanent situations

***I check****my email every day.* (regular activity)

***Margaret works****at the bank.* (permanent situation)

We use the **present continuous** for:

things that are happening at the time we are speaking

temporary situations

activities that are in progress

*Just a minute.****I’m checking****my email.* (now)

*Julie usually works in an office, but****she’s working****from home this week.* (temporary situation)

***I'm studying****Economics* (activity in progress)

**Sophie**Hello. Welcome to 6 Minute Grammar with me, Sophie.

**Neil**And me, Neil. Hello.

**Sophie**Today we’re talking about the present simple tense…

**Neil**...and the present continuous tense. Coming up in today’s programme:

**Sophie**We’ll take a look at positives, negatives, and question forms…

**Neil**We’ll find out when to use each tense…

**Sophie**We’ll hear some short forms…

**Neil**And we’ll have a quiz to test what we’ve learnt.

**Sophie**But first: the present simple tense. We use it to talk about things that happen regularly. Here’s Finn with an example:

**Finn**John checks his email every morning.

**Sophie**Thanks Finn. So the verb **to check** is in the present simple – **John checks**- because he checks his email regularly – every morning.

**Neil**We make the present simple with a subject plus a base verb – **I check, you go, we live, they wear***.*

**Sophie**For **he**, **she** and **it**, add an **s** to the verb. Can you demonstrate please Finn?

**Finn**I always wear a coat in the winter. My brother wears a jacket.

**Neil**Now we also use the present simple to talk about facts and permanent situations. So we can say…

**Finn**I work in the fashion industry. My sister lives in China*.*

**Sophie**To make the present simple negative, use **don’t**or **doesn’t**. And there’s no **s**on the end of the verb. Finn?

**Finn**I don’t work in the modelling industry. My brother doesn’t like fashion.

**Neil**For questions, use **do**or **does**.

**Finn**Do your friends live in London? Does John check his email in the morning?

**STING**

**Neil**So that’s present simple. Now: let’s look at the present continuous tense. [SFX: phone rings] Ooh just a minute, let me get that… [to caller] Hello? Sorry, *I’m working* *at the moment.*Can I call you back*?*Sorry about that everyone…

**Sophie**[bemused] No problem…

**Neil**So: I just said *I’m working at the moment.*

**Sophie**Aha! A clever demonstration!

**Neil**That’s right – I said*I’m working at the moment,*because it’s an activity that’s happening now. I can say *I work at the BBC* in the present simple because my job is a permanent situation. But right now at this moment I’m doing the activity of working, so I use present continuous to say *I’m working at the moment.*

**Sophie**Right. As well as activities, we use the present continuous tense for temporary situations like this:

**Finn**My parents are staying with me this week. I’m sleeping on the sofa.

**Sophie**Ok. To make the present continuous, use **am**, **is**or **are**plus an **i-n-g** verb.

**Finn**I’m checking my email at the moment. Emily’s wearing a pink hat today. They’re eating dinner now.

**Neil**And did you hear those short forms? The words **I am**are shortened to **I’m***…*

**Sophie  
Emily is**sounds like**Emily’s**.

**Neil**And **they are**sounds like **they’re**. We’ll have short forms in just a moment.

**IDENT**You’re listening to BBC Learning English.

**Neil**And today we’re talking about the present simple tense…

**Sophie**… and the present continuous.

**Neil**Let’s look at present continuous negatives. We make them with the little word *not*.

**Finn**I’m not wearing a raincoat because it isn’t raining.

**Sophie**And here are those short forms again:

**Neil  
I am not**becomes…

**Sophie**…**I’m not.**

**Neil  
Is not**…

**Sophie**… **isn’t**

**Neil**And for **are not**we get…

**Sophie**… **aren’t***.*

**Finn**I’m not wearing shoes. He isn’t working today. You aren’t watching television.

**[SFX: someone tapping keys on keyboard]**

**Sophie**Umm Neil, are you sending an email?

**Neil**Errr - yes… [slightly bewildered] What are we doing? Are we talking about questions?

**Sophie**Yes, we are.

**Neil**Ooh, sorry – Back to the programme!

**Sophie**Aha! Another clever demonstration! I said: *Are you sending an email?*

**Neil**And I said: *Are we talking about questions?*

**Sophie**And of course, we both asked present continuous yes/no questions.

**Neil**And to make them, you just change the word order. Instead of *You are sending an email*, it’s *Are you sending an email?*

**Sophie**And change *We are talking about questions* to *Are we talking about questions?*

**Neil**It’s fine to put question words like **why**or **what**at the start of the question.

**Finn**What are we doing? Why are you sending an email?

**Neil**So that’s present continuous questions.

**Sophie**So that means: it’s time for a quiz. Join in if you like. I’m going to say a sentence and you need to make it negative. Neil will give the answer. Ready? Number 1. *Paolo speaks Chinese.*

**Neil***Paolo doesn’t speak Chinese.*

**Sophie**Now make this sentence into a yes/no question: *The children are playing a game.*

**Neil***Are the children playing a game?*

**Sophie**And one more: this time, make a present continuous question starting with **why**. *Simon is learning Japanese*.

**Neil***Why is* *Simon learning Japanese*?

**Sophie**And that’s the end of the quiz – well done if you got them all right.

**Neil**And that’s also the end of the programme – but there’s more about these tenses on our website at bbclearningenglish.com.

**Sophie**Join us again for more 6 Minute Grammar.

**All**Bye.

**22. Tom Ford**

Fashion designer Tom Ford was interviewed by the BBC's Talking Business programme at London Fashion Week in 2014.

He talks about the ideas behind his 'collection'. A collection is a group of new clothes made by a designer.

Tom Ford uses the present simple and present continuous in the video. Do the activity to see how much you understand and to test your knowledge of the grammar.

Remember, if you need help you can look at the Session Vocabulary box.

**Linda Yueh**

Tom it's delightful to talk to you. Talk to me a little bit about the inspiration for your collection.

**Tom Ford**

Well last fall I think I went right to the edge really with **beads**, **sequins**, **embroidery**, **over-the-top** colour. And last spring I **pulled back** a little bit but still it was quite over-the-top. And I think the natural thing as a fashion designer, or at least for me, is always to think: what am I tired of, what do I want to see more of, how am I feeling now? And the natural reaction is to kind of pull back to maybe a quieter **luxury** that's really all about the shape, all about the line, all about the **fabrics**, the **workmanship**. And a little bit **modest** luxury. I'm not saying that we're seeing any sort of change in the luxury market because our business is great, but I think that maybe it's time just to be a little less **ostentatious** with it.

**Linda Yueh**

What's special about showing in London at London Fashion Week?

**Tom Ford**

I love London. I've loved London for years. I moved with the Gucci design offices here in the late 90s. My assistants for years have been English. There's such creativity here. I love the British. I like the **formality**. And I also like the crazy, **eccentric** side. I think the people here are the most interesting people in the world. It's where I want to live, it's where I have my life, it's where my son will go to school, so I'm very happy to be here.

**23. Time for practice**

The power of red

It’s London Fashion Week. The worlds’**fashionistas** are blogging, tweeting and instagramming about this season’s looks and trends to a fashion-hungry audience. The colour of the moment is red – bright, bold and brave. In the language of clothing, red makes a statement. For some people, it stands for power; for others, red is meaning danger. But where do these meanings come from – and is the power of the colour red changing?

Nowadays, when it comes to colour, most of us are wear what we choose. But things were very different back in 15th century England, when only the rich and powerful – and their servants - were allowed to wear the colour red – and the English King Henry VIII passed four separate laws to make sure everyone obeyed the rules.

But why the colour red? Professor Lisa Jardine of University College, London, is say that the answer is all about money, power and **status**. The **dyes** that turned cloth red in Henry’s day were expensive – so only rich people could afford to wear red clothing. Henry’s laws were a way of controlling who was able to show their **wealth**, power and social status.

But red had other, more negative meanings - especially for women. The English phrase ‘scarlet woman’ describe a woman who has lots of sexual partners – so perhaps it doesn’t come as a surprise to learn that Queen Elizabeth I (also known as ‘The Virgin Queen’) often wore white as a symbol of her **purity** – and Queen Elizabeth II wore a white dress for her **coronation**.

But times are changing, and these days, in western fashion at least, women can wear their favourite shade of red without fear. Even the Queen is wearing red on public occasions, and red is one of the Duchess of Cambridge's favourite colours.

So, fashionable women definitely wearing red this September. According to Vogue Magazine, "these reds are healthy, warm and **vibrant**, proving fashion's heart beats strong and sure." There are even some red wedding dresses on show – although I’m not expecting to see them in my local church any time soon…

I’m no scarlet woman, but I think about buying a pair of red boots for myself this winter. After all, if Princess Kate is wearing red this season - that’s good enough for me!

**Paragraph 1  
  Wrong:** red **is meaning** danger.  
**Right:** red **means** danger.  
**Reason:** ‘Red means danger’ describes a fact/truth, so present simple is correct here

**Paragraph 2  
  Wrong:** most of us **are wear** what we choose.  
**Right:** most of us **wear** what we choose.  
**Reason:** the present simple is made of subject (most of us) + verb (wear).

**Paragraph 3  
  Wrong:** Professor Lisa Jardine of University College, London, **is say** that the answer is all about money, power and status.  
**Right:** Professor Lisa Jardine of University College, London, **says** that the answer is all about money, power and status.  
**Reason:** the form of present simple is subject (Professor Lisa Jardine of University College, London) + verb-s for he/she and it (says).

**Paragraph 4  
  Wrong:** The English phrase ‘scarlet woman’**describe** a woman  
**Right:** The English phrase ‘scarlet woman’**describes** a woman  
**Reason:** The form of present simple is subject (The English phrase ‘scarlet woman’) + verb-s for he/she/it (describes).

**Paragraph 5  
  Wrong:** Even the Queen**is wearing** red on public occasions  
**Right:** Even the Queen**wears** red on public occasions  
**Reason:** The Queen wears red on public occasions – this is a habit, so we need present simple.

**Paragraph 6**  
**Wrong:** fashionable women**definitely wearing** red this September.  
**Right:** fashionable women**are definitely wearing** red this September.  
**Reason:** The form of present continuous is subject (fashionable women) + am/is/are + verb-ing (are definitely wearing).  
**Note:** Adverbs like ‘definitely’ and ‘probably’ go between ‘am/is/are’ and ‘verb-ing’.

**Paragraph 7**  
**Wrong:** **I think** about buying a pair of red boots  
**Right:** **I’m thinking** about buying a pair of red boots  
**Reason:** Here, ‘I’m thinking’ describes an activity, so we use the present continuous. Note: when we use the verb ‘think’ to give an opinion, we use present simple. When we use the verb think to describe the process of thinking, we use present continuous. For example: ‘I’m thinking about my girlfriend.’ (activity) ‘I think she is beautiful’ (opinion)

For most of us, fashion is all about fun - clothes, catwalks and shopping. But for some, the fashion industry is a very serious business.

This unit's News Report looks at the business side of the fashion industry. Listen to the audio to hear some examples of this unit's grammar in action - and learn some useful vocabulary along the way.

The fashion business is big.

In fact, it's twice the size of the UK car **industry**, according to the British Fashion Council.

Fashion is more than just dresses and handbags; the industry includes **design**, sales and **manufacturing**. It's the largest of the British '**creative** industries'.

During London Fashion Week, buyers from across the world spend around £100m on orders. Many companies are using social media to reach this **global** market. Burberry puts its catwalk show on the internet so customers can watch online wherever they are.

But it's also a very competitive business, where 95% of new companies fail in their first five years, says fashion blogger Imran Amed. He says: "For some of these young designers to succeed, they're **shipping** to 30 or 40 or 50 countries around the world, they're **sourcing** their fabrics and materials from India and from Italy and from France."

It's a '**complex'** business, which needs things like **marketing** as well as creativity and ideas.

And, if you're not a well-known **brand**, it's easy to go out of fashion.

**24. The race and a quiz episode 2**

Dear Diary,

I have accepted this silly challenge to sail around the world in 80 days.

I am on the yacht called Mermaid and I am not alone. My office assistant and good friend, Pete, has joined me. I have given him the nickname 'Passepartout' because he goes everywhere with me! He's a good sailor too.

But there is a problem. I have discovered a leak in the yacht and we must head for port before we sink.

**Phil**

*Hello again. It's Phil here. You may know that I've been set a challenge to sail around the world in80 days -****it's an impossible challenge****especially as I have never sailed a yacht before. But I said 'yes' - so here it goes...*

**Tom**

So, here we at Saint Catherine's Dock and look - here's my yacht *- The Mermaid* - **I know she's a bit scruffy** but I'm sure she'll get you round the world...

**Phil**

Hmm, on my own! That's the bit that worries me. **It's a very small boat**.

**Tom**

It's a yacht - not a boat - look: **it's got a sail**! Anyway, you'll be fine. Just call me on the satellite phone if you have any problems.

**PP**

(Calling from afar) Hello, hi. Phil. Phil! It's me.

**Phil**

Pete, **what are you doing here**?

**Phil**

*Pete is my office assistant:****He makes the tea, he does the photocopying, he sometimes gives me ideas for my books****. He's a great guy - so I'm really pleased to see him now...*

**PP**

Tom posted a message on Facebook that you're going on a trip round the world, or something. I couldn't believe my eyes - so I had to come here and see for myself. Look, I've brought you some books to read... and a map - you'll find that useful.

**Phil**

I will... but what I really need is a travelling companion... someone who can help me on my journey... someone like you?! How about it?

**PP**

No. Absolutely not. I can't. I've got to... errr... feed the cat.

**Tom**

Ill feed your cat. Go on. Can't you see he needs your help!

**PP**

**I get sea-sick**...

**Phil**

Rubbish! I remember when you went sailing with your Dad - you were always fine.

**PP**

That was different. We were sailing on a lake.

**Phil**

Well, **you know about sails and rope and anchors** - you'd be great.  Besides, if you come with me you can have a share of the money.

**Tom**

If you get home in 80 days!

**Phil**

*I'm pleased to report that Pete is joining me. I'm so pleased I have someone to 'show me the ropes', as it were - in other words, show me what to do.****He's a good friend, a loyal assistant and he goes everywhere with me****so****I'm giving him the nickname 'Passepartout'****, just like in the original book, Around the World in Eighty Days - I hope he likes it!*

**Phil**

*We've set sail. Our adventure has begun. Let me describe the yacht to you.****It is 12 metres long. It has a huge mast,****with the mainsail attached.****There is an engine as well****just in case there's no wind.****The wooden deck has seating at the stern - that's the back.****There are some steps down to the galley - that's the kitchen - and there are two berths or beds for us to sleep in. I can't believe we're going to live in this tiny space for 80 days!*

**PP**

Phil, we've got the wind in our sails, **we're making good progress**. I can't even see land any more.

**Phil**

Yes. Thanks to you, it's plain sailing! So,**what does this rope do?**

**PP**

**It moves the jib** - the sail at the front.

**Phil**

And this one?

**PP**

**That moves the boom from side to side**. No, no. But don't pull it until...

**Phil**

Ouch! That hurt.

**Phil**

*Day 5 and****I'm learning how to sail****but my best skills are in the galley, making tea. The weather is good but we seem to have a problem with the yacht...*

**Phil**

Passepartout, is it me or **is it getting a bit wet** down in the galley?

**PP**

Let me have a look. Oh dear! **There's water all over the floor**. I think **the boat is leaking**.

**Phil**

What? What are we going to do?

**PP**

Drown!

**Phil**

What? Really? I'm going to get on the radio and call for help... Mayday! Mayday! Oh no. **The radio isn't working**. We're in big trouble!

**PP**

Be quiet. Calm down Phil. **The radio isn't turned on** - and we don't need to abandon ship just yet. I need to know where this water is coming from. It's only a slow leak but I think we need to fix it quickly. We need to head for dry land.

**Phil**

*According to the map the nearest land is some islands at 16 degrees north, 24 degrees west. Do you know where that is? Let's hope we get there before we sink.*

**Pete**

Hello I'm Pete - but Phil has given me the nickname 'Passepartout'. I know a bit about sailing so I'm here to help Phil learn the ropes.

Here is my guide to the main parts of a yacht, a boat or a ship.

The **bow** is the front. The stern is the back.

The **rudder** is for steering.

The **deck** is the standing area.

The **boom** is the moving support for the sail. The mast is the stick thing for attaching the sail. The mainsail is the big sail.

The **galley** is the kitchen area down below.

The **port** side is the left side, and the starboard is the right side.

There you go.

**25. Like this, like that**

We're going to look at the word **like** and give you some vocabulary tips to help you when describing things.

First, let's join Alice.

How many times does she use the word **like**?

Hello again.

In this unit, we're going to look at the word **like**. And we're going to meet a lot of… cats!

What's this cat *like*?

It's small, grey and soft!

Do you *like* cats? Let's meet a few more.

Chip is a male, short-haired, black and white cat. He's **stubborn**, but also **tolerant**. He likes sleeping and drinking milk.

Rosie is a friendly, female cat. She likes to visit other houses and **hunt** **shrews**. She fights with the cat next door. Rosie spends a lot of time outside in her own garden, and doesn't go much **further**.

Martina is a twelve-year-old white cat. She's very old, but very clever. She likes to eat carrot cake.

Here is this week's 6 Minute Vocabulary, all about prefixes. We can put prefixes at the beginning of some words to change their meaning. They are usually only a few letters long like these:

**un-**(**un**happy)  **in-**(**in**expensive)**dis-** (**dis**agree)

In the show, we hear a man called Dave talking about a meal he ate at a restaurant. But did he enjoy his food? And which prefixes does he use to talk about the experience?

**Finn**Hello and welcome to 6 Minute Vocabulary - if you're serious about vocabulary, we'll show you how to learn it. I'm Finn...

**Alice**And I'm Alice. In today's show we're going to look at a very interesting area of vocabulary - prefixes.

**Finn**We'll look at what they are, what they mean and how to use them.

**Alice**There'll be a quiz...

**Finn**And we'll leave you with a top tip for learning vocabulary.

**Alice**But before all that, we're going to hear from Dave. He's just got back from lunch, but he isn't happy.

**Finn**Now, a question to think about while you listen: what was the problem with Dave's food?

**Alice**What was the problem with Dave's food? Let's find out.

**Example***I just tried the new seafood restaurant, and I wish I hadn't. It was****intolerable****! To start with, my seat was really****uncomfortable****. I had no room to move. And the menu was very****misleading****. The photos looked nothing like the actual food. When my food came it was****uncooked****. I told the waiter, but he****disagreed****. He said it was fine. He said he'd eat it himself! And I looked in the kitchen – it was really****unhygienic****. There was food all over the floor. It was a****disgrace****!*

**Finn**So Dave's pretty unhappy. And what was wrong with his food?

**Alice**Well, he said that it was uncooked. It was cold and raw because it hadn't been cooked.

**Finn**Not very nice! Well done if you got that right at home. Now, *uncooked* is an example of the vocabulary area we're looking at today - prefixes.

**Alice**Yes: prefixes - or as some people say: prefixes. Prefixes, prefixes. A prefix is a small part of a word, usually just a couple of letters, that we put at the front of a base word to change its meaning. For example, the prefix un, spelt u-n, is added to happy, to make unhappy, which means not happy.

**Finn**And Dave was unhappy about the restaurant.

**Alice**Yes. He said the seats were uncomfortable - meaning not comfortable, and the kitchen was unhygienic, meaning unclean - not clean.

**Finn**So that's un, meaning 'not' - and all today's prefixes have the meaning of not. So, Dave said the meal was intolerable. Intolerable. In - spelt i-n - is another prefix that can mean not – and poor Dave couldn't tolerate the meal. Now, let's listen to a bit more of Dave.

**Example***...I told the waiter, but he****disagreed****. He said it was fine.*

**Finn**The waiter disagreed with him about the food. The prefix dis, spelt d-i-s, means not, or 'to do the opposite', like disagree - to not agree.

**Alice**Yes, and Dave said it was a disgrace - they should be ashamed of it.

**Finn**Let's hear today's prefixes again.

**Alice**The first one was: un.

**Finn**Unhappy, uncooked, unhygienic, unclean.

**Alice**In.

**Finn**Intolerable, inexpensive.

**Alice**Dis.

**Finn**Disagree, disgrace.

**26. Giving description**

First we're going to do an activity to make sure you understand what we learned in [Session 1](http://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-3/session-1). Then we'll do some exercises to help you give better descriptions.

So, let us introduce you to Ginger, a cat who's ginger... in colour!

Listen to Ginger's owner and try the activity.

My cat Ginger is 5 years old. He's ginger in colour, of course, and quite big and strong, and very independent.

He likes running in the house and fighting with other cats. He loves catching birds, and sometimes frogs. But he still likes cat food the most.

In fact, he's hungry now. He's always hungry. Ok, Ginger, I'm coming!

Now let's meet those cat lovers! They describe why they love their pets so much. Which words do they use? Later in the session, we'll do some work on the words that they say to help you use **like** for descriptions.

The thing I love about cats is that they're very independent but very loving. You can play with them… they're comforting… they're furry…

When he's out I get lonely, when he's in, fine, I'm alright…

You can see how lovely it is to have him near me and be able to stroke him.

**Finn**Hello. Welcome to 6 Minute Grammar with me, Finn.

**Sophie**And me, Sophie. Hello. Today, we're talking about the word **like**.

**Finn**Yes, the word **like**. We'll be looking at two different ways to use it.

**Sophie**We'll also give you a useful tip about time expressions.

**Finn**And there'll be a quiz to practice what we've studied...

**Sophie**And we'll even get to find out a bit of personal information about Finn!

**Finn**Oh no, not too personal I hope!

**Sophie**Let's wait and see shall we? Now - the word **like**.

**Finn  
Like**. It's an interesting word in English, because when it comes to grammar, we can use it as a verb and we can also use **like**as a preposition.

**Sophie**So let's start with **like**as a verb. And here's Neil with our first example:

**Neil***James likes playing football.*

**Finn**Thank you Neil. So we have the subject 'James', the verb **likes**, and the object **playing football**. Let's hear it again – this time, Neil, as a question.

**Neil**Does James like playing football?

**Sophie**This question is made with **does**plus the subject, plus the base form of the verb **like**.

**Finn**And the verb **like**is asking about preference – things you enjoy.

**Sophie**Yes exactly. For example, I can find out about Finn's sporting preferences by asking: **Do you like playing football?** Do you like playing football, Finn?

**Finn**I love playing football! But sadly, I'm not very good. Now, the second way we can use **like**is when we ask for a description, like this:

**Neil**What's your house like?

**Sophie**So here, **like**is a preposition, not a verb, and it goes at the end of the question.

**Finn**This time, we don't use **do**or **does**. The question is made of **what** plus the verb **to be**, plus the subject plus **like**. What's your house like, Sophie?

**Sophie**My house Finn? It's very beautiful actually! Let's have another example:

**Neil***What was your weekend like?*

**Finn**So – thank you Neil – it's **what**plus **to be**, plus a subject, plus **like**, to ask for a description. And as for the answer – remember to use adjectives in your descriptions. What was your weekend like, Sophie?

**Sophie**It was lovely, thank you Finn. Very relaxing! I had coffee with friends, and then we went for a long walk! What was your weekend like?

**Finn**It was very very busy. I spent the whole weekend tidying my flat.

**Sophie**You poor thing! Now, you can also use **like**to ask someone to describe a person. Finn, what's your dad like?

**Finn**My Dad, my Dad's great. He's very clever.

**Sophie**Clever, eh?

**Finn**Yep. And he's tall... and he's a little bit bald. And he likes writing, too!

**IDENT**You're listening to bbclearningenglish.com.

**Sophie**And in this programme we're finding out a bit about Finn...

**Finn**And we're talking about using **like**in two different ways.

**Sophie**We can use **like**as a verb to show preference, for example: 'My mother likes Italian food' or 'Does your father like reading?'

**Finn**And we can use **like**as a preposition with the verb **to be**to ask for descriptions, starting with **what**and ending with **like**.

**Sophie**Finn, what's your girlfriend like?

**Finn**A good example but I think that's enough personal questions for one programme! It's time for a quiz. I'm going to ask three questions. For each question, first: can you decide whether I'm asking for preference or for a description. Then - answer the question! Here's the first one: *Do you like Chinese food?*

**Sophie**Right, well the question starts with **does**, and **like** isn't at the end, so you're asking for preference. Actually, I really like Chinese food.

**Finn**Me too! Now, the next one. *What's the new shopping centre like?*

**Sophie**This question starts with w**hat**, ends in **like**, and there's no **do, does**or **did**, so you're asking for a description. The new shopping centre is usually very busy!

**Finn**Is it indeed! Now, here's the last question. *What movies do you like?*

**Sophie**This is an interesting one: the question starts with **what**, and ends with **like**, but it has **do**, so **like**is a verb, and you're asking for preference. What movies do I like? I like comedies.

**Finn**Me too. Well done if you got those right.

**Sophie**So, that's **like**as a verb to talk about preference, and **like**as a preposition to ask for a description. Remember to use **do**or **does**for preference and **to be**for a description.

**Finn**Now, there's lots more about this on our website at bbclearningenglish.com. Do join us again for more 6 Minute Grammar.

**All**Bye.

**27. Talking about your home**

Now it's time to join Emma as she meets four people on the streets of London.

Their names are Milly, Paul, Mariska and Katie.

Emma asks them:

* Where are you from?
* What's it like there?
* What do you like about it?

Here we are on the streets of London… It's an international city, full of people from all over the world. So, let's go and meet some of them!

PERSON 1

**Emma**

Hi Milly. Nice to meet you. Whereabouts are you from?

**Milly**

East Grinstead in West Sussex – probably about 50 minutes south of London.

**Emma**

And what's it like there?

**Milly**

I guess it's kind of a **countryside** town, so a lot different than London. Quite green and nice. I like it.

**Emma**

What do you like the most about it?

**Milly**

I think you go down the high street and everyone tends to know one another. It's **homely**, you feel safe there. It's friendly.

PERSON 2

**Emma**

Hello, what's your name?

**Paul**

Hi, I'm Paul.

**Emma**

Hi Paul, nice to meet you. Whereabouts do you come from?

**Paul**

I come from London, just down the river here.

**Emma**

And what is it like?

**Paul**

The best way I can answer that is to tell you what I'm going to do today. I'm going to meet a friend, have a coffee, then we're going to see a play at the Globe Theatre, and afterwards there'll be **plenty** of places open so we'll find somewhere for a late supper.

**Emma**

What is it you like most about London?

**Paul**

I think there are so many things that go on in the city, so many people and types of people who live here, it's just exciting and wonderful.

PERSON 3

**Emma**

Hello, what's your name?

**Mariska**

Hello, my name is Mariska.

**Emma**

Hello Mariska, nice to meet you. Where are you from?

**Mariska**

I'm from Holland.

**Emma**

What's Holland like?

**Mariska**

Holland is a small country, very flat, with beaches.

**Emma**

What do you like about Holland?

**Mariska**

I like the place where I live. It's a little town near the beach. And I like the sun and the quiet. It's really quiet.

PERSON 4

**Katie**

My name is Katie.

**Emma**

Hello, nice to meet you. And where are you from?

**Katie**

I'm from Canada.

**Emma**

Wow, what is it like there?

**Katie**

It's really cold there.

**Emma**

What do you like about it?

**Katie**

I like how big it is.

**Emma**

So, now you've met some of the people in London. See you next time.

Read what Milly and Paul said and look at the words in bold. Try to understand what the words mean from the context - that means the other words around the bold words. Then do the vocabulary quiz to see if you are right.

**Milly**

[I'm from] East Grinstead in West Sussex – probably about 50 minutes south of London. I guess it's kind of a **countryside** town, so a lot different to London. Quite **green** and nice. I like it. You go down **the high street** and everyone **tends to** know one another. It's **homely**, you feel safe there. It's friendly.

**Paul**

Hi, I'm Paul. I come from London, just down the river here. The best way I can answer that is to tell you what I'm going to do today. I'm going to meet a friend, have a coffee, then we're going to see a play at the Globe Theatre, and afterwards there'll be **plenty of** places open so we'll find somewhere for a late **supper**. I think there are so many things that **go on** in the city, so many people and types of people who live here, it's just exciting and wonderful.

**Emma**

Hello! In formal speech or writing, each word in a question may appear separately. For example:

**What is** Tower Bridge like?

However, in informal speech and writing, we usually use contractions. Like this:

**What’s** Tower Bridge like?

**Examples**

We call the second one a short form, or a contraction. Can you make these shorter?

What is London like?

What's London like?

What is Belgian chocolate like?

What's Belgian chocolate like?

What is his address?

What's his address?

**Emma**

That's our pronunciation point. Bye!

**29. Mystery object**

In this unit, we've seen different ways of using the word **like**. Remember that one use is to ask for a description of something.

Now it's time for you to learn a fun game. It will help you practise asking for a description and also give you a chance to use some adjectives to describe something! Listen to Finn and Neil playing the Mystery Object game.

See if you can guess what the object is before Neil gets the answer.

**Finn**Hello Neil.

**Neil**Hello Finn.

**Finn**I'm holding something in my hand and you don't know what it is.

**Neil**I don't know what it is. You're right.

**Finn**Can you ask me some questions to figure out what it is?

**Neil**OK, yep, I'll ask you some questions. First of all, what's it like?

**Finn**Right, it's quite small, it's hard and it's metal and some plastic as well.

**Neil**Right. Small, hard, metal and plastic.

**Finn**Yep.

**Neil**What colour is it?

**Finn**Well it's two colours. It's black and silver.

**Neil**Black and silver? Right. Is it something you use every day?

**Finn**I use it around two times a day, sometimes more.

**Neil**You use it twice a day?

**Finn**Normally I use it twice a day, yes.

**Neil**I think I know what it is. Can I guess?

**Finn**Well are you sure you know?

**Neil**Another question first.

**Finn**OK.

**Neil**Can you open doors with it?

**Finn**You can. Yes, you can open doors with it. Do you know?

**Neil**It's a key isn't it?

**Finn**It is a key but what kind of key is this particular key?

**Neil**Is it a door key?

**Finn**Well you can open doors with it but it's not only a door key. What else can you do with a key besides open doors?

**Neil**Does it start something?

**Finn**It starts an…

**Neil**…does it start an engine?

**Finn**It starts an engine so it's a…

**Neil**…it’s a car key.

**Finn**Very good!

**Neil**Do I win?

**Finn**You win… the keys to my car!

Learn something about English from one of the most famous young radio presenters in the UK - Nick Grimshaw.

So far, we've learned how to use **like** as a preposition and as a verb.

But in spoken English you sometimes hear it used in a completely different way. For example:

It's, **like**, so confusing!

This is a very common way of speaking, especially for young, cool people like Nick Grimshaw.

But what does it mean? Let's take a closer look. And don't worry if you don't understand everything - the way he speaks is very quick and very informal!

I went to karaoke last night. So I, sort of, don't have any voice. At about midnight last night, when I was going home… I was with Caroline, who's my manager. Her job is to, **like**, look after me. At midnight last night I was tapping her on the shoulder, because I couldn't actually say her name, because my voice had gone. And I was **like**: "Caroline, Caroline. I've got no voice. I've got no voice whatsoever." She was **like**: "Ok, ok, ok. Let's figure this out. Let's have a glass of water." It was gone.

Nick says:

* "Her job is to, like, look after me..."

**Here it's used as a filler. Fillers are words or sounds that don't have a specific meaning. Instead, they allow the speaker more time to think.**

Look at these examples:

* That's, like, so unfair!
* He's, like, a really good guy.I wonder if I could, like, borrow your camera?

He also says:

* "She was like: "Ok, ok, ok.""

**Here it's used to mark reported speech. In other words, it's said before you quote somebody. The form is: to be + like.**

Look at these examples:

* When I told him about my new car, he was like: "I don't believe you!"
* She asked if I wanted to go to the pub. I was like: "Yeah, that's cool. When shall we meet?"

**30. The Race episode 3**

Dear Diary, we got to the Cape Verde islands and we didn't sink. Our boat was fixed and we headed out into the Atlantic Ocean. What a big place it is!

We heard a storm warning on the radio and had to change direction towards Sao Tome. The waves were very big and we almost hit the rocks but a woman on the rocks helped us get into the harbour. Her name was Sophia; she was from the UK and she had a very sad story to tell us.

We said we would take her home with us if she helped out on the yacht. Luckily, she's a good sailor. We ate bobofrito and drank delicious hot chocolate. Our trip is getting very exciting.

"We're in the Cape Verde islands and, no, we didn't sink! We have made it to port. There was a small hole in the tanks that store our drinking water and someone is now fixing it.

But I'm glad we stopped here - the islands here are like another world - green, lush, warm and sunny - not like the concrete jungle we left at home. Unfortunately, we can't stay here for long - we are in a race after all, around the world!"

**Phil**

*Day 7 - we're in the Cape Verde islands and, no, we didn't sink! We have made it to port. There was a small hole in the tanks that store our drinking water and someone is now fixing it. But I'm glad we stopped here****-******the islands here are like another world****– green, lush, warm and sunny –****not like the concrete jungle we left at home****. Unfortunately, we can't stay here for long – we are in a race after all, around the world. There's just time to take a 'selfie' to send back to my friends (click) – oh and I must just log on and check my emails…*

**Phil**

So there's an email from John who says… he hopes our trip is going well… and to remind me, that as part of the challenge, I have to bring back some rare, unusual souvenirs – and he wants a recording of some traditional music. Hmmm, what could that be?

**PP**

Phil, everything is fixed. I've filled up with drinking water. It didn't cost much and the chap who fixed it gave me this CD – something for us to listen to on the yacht.

**Phil**

What is it?

**PP**

I don't know. It's just a CD of the local *Morna* music.

**Phil**

**What does it sound like?**

**PP**

He said **it's a bit like blues music**. Have a listen.

**Phil**

That's brilliant Passepartout! What would I do without you?!

**Phil**

*Day 10 – and I'm out in the Atlantic Ocean - and what a big ocean it is when you look at it from our small yacht, The Mermaid. It is miles and miles of blue and grey water with nothing to see on the horizon. But we've got a good tail wind and we seem to be making good progress. Passepartout is at the wheel, steering our yacht to our next destination – St Helena. I'm helping out by making tea…*

**Phil**

Cup of tea Passepartout?

**PP**

More tea! OK then, it will help me concentrate. The sea is getting quite rough and I need your help up here on deck…

**RADIO MESSAGE:**

*Attention all shipping. A deep depression is forming in the South Atlantic, moving north. Severe gale force 11 winds are expected and heavy rain*. *Visibility will be poor.*

**PP**

Strong wind and heavy rain. That sounds nasty. We're going to have to change direction. Get your waterproof clothes on – we're in for a wet and bumpy ride…

**Phil**

*The weather is already getting bad. The wind is very strong and the rain is hammering down and stinging our faces. Not my favourite weather – I prefer the calm, warm, sunny type. But we have no choice - we need to find shelter. Passepartout says we should go to some islands at 0.3 degrees north, 6.6 degrees east. Where could that be? And will we make it before the storm gets us? This was a dream trip – and suddenly****it’s like a nightmare****.*

**PP**

Phil what are you doing? Hold onto that rope. Don't let go or we'll lose the sail.

**Phil**

OK. It's getting very dark. Do you know which way to go?

**PP**

Yes – of course I do – we do have a satellite navigation system. According to this, we're not too far from the coast – but I can't see anything.

**Phil**

Look! I can see lights of Sao Tome. Is that a lighthouse? Is it a harbour?

**PP**

Yes. I think it is… but I don't know how we're going to land in these stormy seas. We're just going to hit the rocks.

**Phil**

Hey look! There's someone on the harbour wall waving their arms. Let's get closer… Is it a mermaid?

**PP**

A mermaid? She has legs.

**Sophia**

Over here. Quick! Throw me the rope.

**Phil**

*Phew. What luck! We're on dry land, safe from the storm and it’s all thanks to the help of a woman who lives on the island. She's invited us into her house to dry off and warm up.  But are we in the right place?*

**Phil**

Thanks so much for helping us – you saved our boat – and our lives.

**Sophia**

My name is Sophia. I'm happy to have helped. Here you are – try some bobofrito and a cup of hot chocolate.

**PP**

Mmm, nice. **They taste like banana**.

**Sophia**

That's what they are – bobofrito is banana fried in coconut oil. Do you like it?

**Phil**

Do I like it?It’s amazing… just… let..me get some more… Mmmm…

**Sophia**

So tell me, what are you doing here?

**PP**

We're sailing round the world but we needed to shelter from the storm. We were heading for St Helena… is that right, Phil?

**Phil**

What? Oh yes, that's right. Sorry, I was enjoying this delicious hot chocolate. It tastes great too.

**Sophia**

It's made with our finest cacao beans. It's what Sao Tome and Principe is famous for.

**Phil**

Cacao beans! That's great because they are one of the things I have to collect as part of my challenge. Can I take some with me?

**Sophia**

Your challenge?

**PP**

Yes, we're sailing around the world from London back to London in 80 days. It's a stupid idea, isn't it?

**Sophia**

Hmm, maybe not. Actually, you can have a bag of these beans if you can do me a favour?

**Phil**

I'm sure we can help you.

**Phil**

*Sophia has told me she was also sailing around the world when she stopped in Sao Tome for a rest and ended up falling in love with a man who she then married.  But her husband has started being cruel to her and she wants to leave the island and go home. Because she's got no money, she wants us to give her a lift back to Britain. The long way round! She is an experienced sailor, so how can we refuse? There is only one problem – we'll need to work out how she can escape without her husband noticing. This is exciting stuff!*

It's not all plain sailing! The yacht may have been fixed but now our adventurous duo have run into a big storm. Let's check out Phil's shipping forecast in his video diary.

Here is my shipping forecast: it's not looking good. We're in the Atlantic and there's *deep depression* heading our way.

In weather terms, a **depression** is an area of low pressure that causes wet and windy conditions.

When the wind gets strong and the sea gets rough, we describe the wind as being **gale force** – so very strong.

What else will this storm throw at us? Ah yes, rain – it's going to **hammer down** – so it'll be heavy and torrential.

Well, time to **batten down the hatches** – I mean, prepare for difficult times. Let's hope we can **weather the storm** – I mean survive the difficult time. Right here goes.