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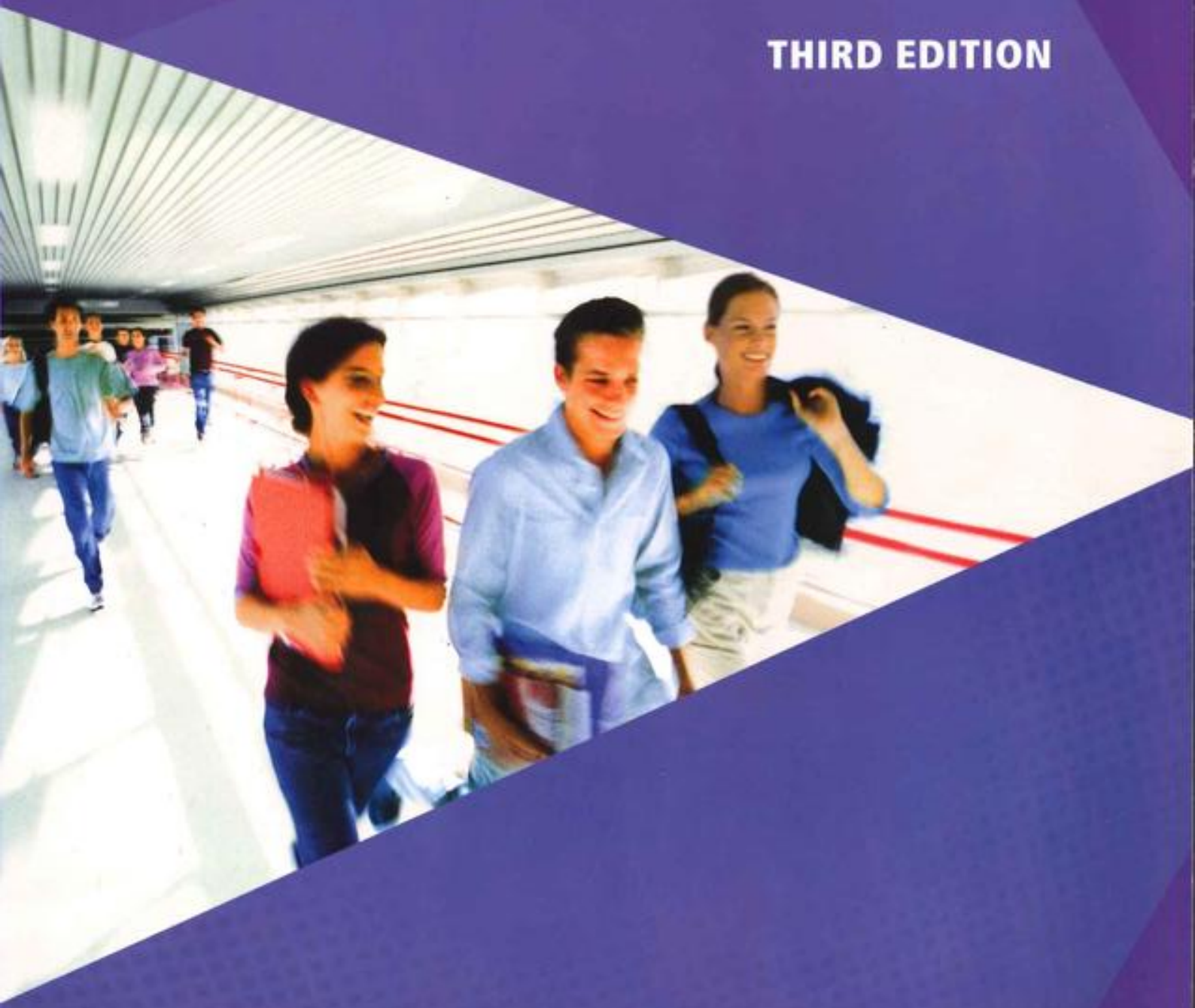
AMERICAN Headway

Proven success beyond the classroom

THIRD EDITION



John and Liz Soars

OXFORD

4

AMERICAN Headway

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THIRD EDITION

Liz and John Soars

OXFORD
UNIVERSITY PRESS

Scope and Sequence LANGUAGE INPUT

UNIT	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH
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Scope and Sequence LANGUAGE INPUT

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1 Home and away!

The tense system • Informal language • Compound words • Casual conversations

STARTER

1 Which time expressions from the box can be used with the sentences below? Make sure the sentences sound natural.

when I was born	never	for years
tonight	frequently	in the 1980s
years ago	the other day	
in two weeks	recently	
during a snowstorm	for a year	
since 1972	later	sometimes

1 My parents met in Paris.
2 They travel abroad.
3 They were working in Canada.
4 I was born in Montreal.
5 My grandparents have lived in Ireland.
6 I wrote to my grandmother.
7 My brother's flying to Brazil on business.
8 He's been learning Portuguese.
9 I'll see you.

2 Talk to a partner about yourself and your family using some of the time expressions.

My parents met at a party thirty years ago.

Tell the class some things about each other.

AWAY FROM HOME

Tense review and informal language

1 CD1 2 Listen and read "Tyler's Tweets." Is the style formal or informal? Where is Tyler from? What does he find strange in London?

I'm spending a year in London!

TYLER'S TWEETS

Tuesday, September 4, 1:42 p.m.
Still sitting in the airport in NYC. Been waiting three hours but seems like FOREVER!

Tuesday, September 4, 3:20 p.m.
Just boarded the plane for London. Haven't been abroad before except for a week in Mexico last year. I'm going to stay with my buddy Dave for a few days in north London before I meet my host family. Dave lives in a place called "Chalk Farm." I don't get it – a farm in London?

Thursday, September 6, 4:35 p.m.
It's fun here, but kind of weird. Dave doesn't live on a farm. His folks have a large apartment in a big old house. They call it a "flat." I asked for the "bathroom" – they thought I wanted a bath. I'm learning fast.

Friday, September 7, 10:30 a.m.
Dave and I are hanging out together today. We're on a bus! Upstairs! Just drove past Buckingham Palace. But they drive on the WRONG side of the road here. Crazy! Also, people say "cheers" all the time. Isn't that for making toasts? A guy just said it to me because I'd let him pass and go through a door ahead of me.

Saturday, September 8, 7:19 p.m.
First night with my host family, the Wilsons. They seem very nice, but their house is a million-mile walk to the subway! (They call it the "Tube" here!)

Saturday, September 8, 11:10 p.m.
Big day tomorrow. We're visiting Shakespeare's hometown. He wrote plays and stuff hundreds of years ago. He's mega famous.

2 Complete the questions and answers. Then ask and answer them with a partner.

1 "Where _is_ Tyler _spending_ the year?"
"In London."

2 "Is this his first trip abroad?"
"No, it _____. He _____ abroad once before.
Last year he _____ to Mexico."

3 "Where _____ Dave _____?"
"In north London."

4 "How long _____ Tyler _____ to stay with Dave?"
"A few days."

5 "Why _____ the guy say 'cheers' to Tyler?"
"Because he _____ him pass."

6 "_____ he like his host family?"
"Yes, he _____. He _____ they're very nice."

7 "What _____ they _____ on Sunday?"
"They _____ Shakespeare's hometown."

3 CD1 3 Listen and check your answers.

4 Read Teresa's email. Where is she? Is she working or on vacation? What are her likes and dislikes about the place?

5 Form the questions. Ask and answer them with a partner.

1 How long/Teresa/Africa?
2 What time/start work?
3 What/just buy?
4 Where/last Sunday?
5 What/take home?
6 How many/collect already?
7 What/do at the beach?
8 What/sending to her parents?

CD1 4 Listen and check your answers.

From: Teresa Sayers <teri.says@yoohoo.com>
To: "mom n dad" <m.b.sayers@chatchat.net>
Subject: Hotter and hotter in Tanga!

Hi Mom! Hi Dad!

Thanks for your messages – always love news from home. Since I arrived here last September, it's been getting hotter and hotter. Wish we had air conditioning and not just two junky fans. Thank goodness I start work early, 7:00. It's the only cool (no – less hot) time of day in Tanzania. But hey, I have some cool news. I just bought a bike – well not exactly a bike, but a "piki-piki." It's a kind of little motorcycle. Everyone has one. Great for getting around. Don't freak, Mom! I'm really careful, especially on the bumpy road to school.

Last Sunday a group of us (on our piki-pikis of course!) headed up the coast to a really awesome beach, Pangani Beach. Incredible white sand covered with fabulous shells. Did I tell you? Shelling is a really popular pastime here. I've already collected hundreds – some are huge and all shades of pink and orange. I'm going to bring a few home. Anyway, we took a bunch of picnic stuff and barbecued fish and swam until the sun went down. The sunsets here are unbelievable – very quick but spectacular. I'm sending you some photos with this email.

So that's it for now. Missing you tons. Can't wait to see you.

Love, Teri

GRAMMAR SPOT

1 Name the tenses used in exercises 2 and 5. Why are they used?

2 Informal writing often has lots of colloquial language and missing words.

Still sitting in the airport. = I'm still sitting in the airport.
kind of weird = fairly strange
guy = man

3 Read the tweets and email again.

1 What do "my buddy," "I don't get it," "hanging out together," "stuff," and "mega famous" mean in Tyler's tweets?

2 Find colloquial words in Teresa's email and express them less colloquially.

3 Find examples in both texts where words are missing. Which words?

▶▶ Grammar Reference p. 135

PRACTICE

Identifying the tenses

1 Complete the tense charts. Use the verb *work* for the active and *make* for the passive.

ACTIVE	Simple	Continuous
Present	he **works**	we **are working**
Past	she	I
Future	they	you
Present Perfect	we	she
Past Perfect	I	you
Future Perfect	they **will have worked**	he **will have been working**

PASSIVE	Simple	Continuous
Present	they **are made**	it **is being made**
Past	it	it
Future	they	
Present Perfect	they	
Past Perfect	it	
Future Perfect	they **will have been made**	

2 CD1 5 Listen to lines from eight conversations and discuss what the contexts might be.

A salesperson talking to a customer.

3 CD1 5 Listen again and identify the tenses.

Present Continuous Passive and Present Continuous.

Discussing grammar

4 Compare the meaning in the pairs of sentences. Which tenses are used? Why? Discuss your answers with a partner.

1 Diego **comes** from Mexico.
Diego **is coming** from Mexico.
2 What **were** you **doing** when the accident happened?
What **did** you **do** when the accident happened?
3 I'**ve lived** in Singapore for five years.
I **lived** in Singapore for five years.
4 When we arrived, he **cleaned** the apartment.
When we arrived, he'**d cleaned** the apartment.
5 We'**ll have** dinner at 8:00, right?
Don't call at 8:00. We'**ll be having** dinner.
6 I **didn't teach** English very well.
I **wasn't taught** English very well.
7 How much **are** you **paying** to have the house painted?
How much **are** you **being paid** to paint the house?
8 You'**re** very kind. Thank you.
You're **being** very kind. What do you want?

Talking about you

5 Complete these sentences with your ideas. Then compare with a partner.

1 On weekends I often …
2 My parents have never …
3 I don't think I'll ever …
4 I was saying to a friend just the other day that …
5 I hate Mondays because …
6 I'd just gotten home last night when …
7 I was just getting ready to go out this morning when …
8 I've been told that our teacher …
9 In my very first English class I was taught …
10 The reason I'm learning English is because …

CD1 6 Listen to the lines in conversations and compare your ideas. What are the responses?

SPOKEN ENGLISH Missing words

Which words are missing in these lines from conversations?

1 Heard about Jane and John? Didn't think so.
2 Leaving already? What's wrong?
3 Failed again? How many times is that?
4 Sorry I'm late. Been waiting long?
5 Doing anything interesting this weekend?
6 Like the car! When did you get it?
7 Bye, Jo! See you later.
8 Coming! Hang on!
9 Want a ride? Hop in.
10 Seen Jim lately?

Read the lines aloud to your partner and think of a suitable response for each one.

CD1 7 Listen and compare.

▶▶ WRITING Informal writing – Correcting mistakes *p. 99*

LISTENING AND SPEAKING

Things I miss from home

1 Have you ever spent time away from home? Where? Did you have a good time? Write down one thing you missed from home on a piece of paper, and give it to your teacher.

2 CD1 8 Listen to people talking about what they miss most when they are away from home. Where are they from? Where are they now?

3 CD1 8 Listen again and complete the chart as you listen.

	What they miss	Other information
Ramon		
Lynda		
Peter		
Joe		
Adem and Leyla		
Shaun		

4 Read some of the lines the people said. Who is speaking? Answer the questions.

1 Over *here* you're kind of expected to be a salesman.
Where is "here"? What is he selling?

2 They're *OK*, but they're not really *the same*.
What's OK but not the same? The same as what?

3 I keep buying *it* when I get the chance, but it's such a disappointment every time I buy *one*.
What is "it"? What else is a disappointment?

4 My mom says I miss *them* more than I miss her.
What does he miss so much and why?

5 … once you've been out of *the country*, you can still do *it*.
Which country? What's "it"?

6 Over *there*, it's some of the best weather in the US.
Where is "there"? How is it different from where she lives now?

5 Your teacher will read aloud the things you wrote in exercise 1. Guess who wrote them. Whose is the funniest? Most interesting?

What do you think?

Work in groups.

- Think about your country. What would you miss most if you lived abroad? Compare ideas.
- Make a list of the disadvantages of moving abroad (–). For each one, try to find an advantage (+).
  – *The language barrier, if you don't speak the language.*
  + *It's an opportunity to learn a new language.*
- Do you know anyone foreign who has come to live in your country? Why? Do they have any problems?
- Which other countries would you like to live in? Why?

READING AND SPEAKING

Saroo's story

1 Look at the pictures and read the title and caption. What do you think happened to Saroo Brierley? How old do you think he is now? Discuss with a partner.

2 CD1 9 Cover the text and listen to some of the things that Saroo says about his story. Answer the questions.

1 Where did Saroo fall asleep?
2 How old was he?
3 Why was he scared? Which city was he in?
4 How do you think he ended up in Australia?
5 What do you think is the significance of 14 hours and 1,200 km?
6 *"I zoomed down and bang – the waterfall where I used to play."* How did he "zoom down"? What did he find?
7 Why didn't he recognize his mother at first?
8 What did his mother do? What couldn't she do?

3 Read Saroo's full story. Are these statements true or false? Correct the false ones.

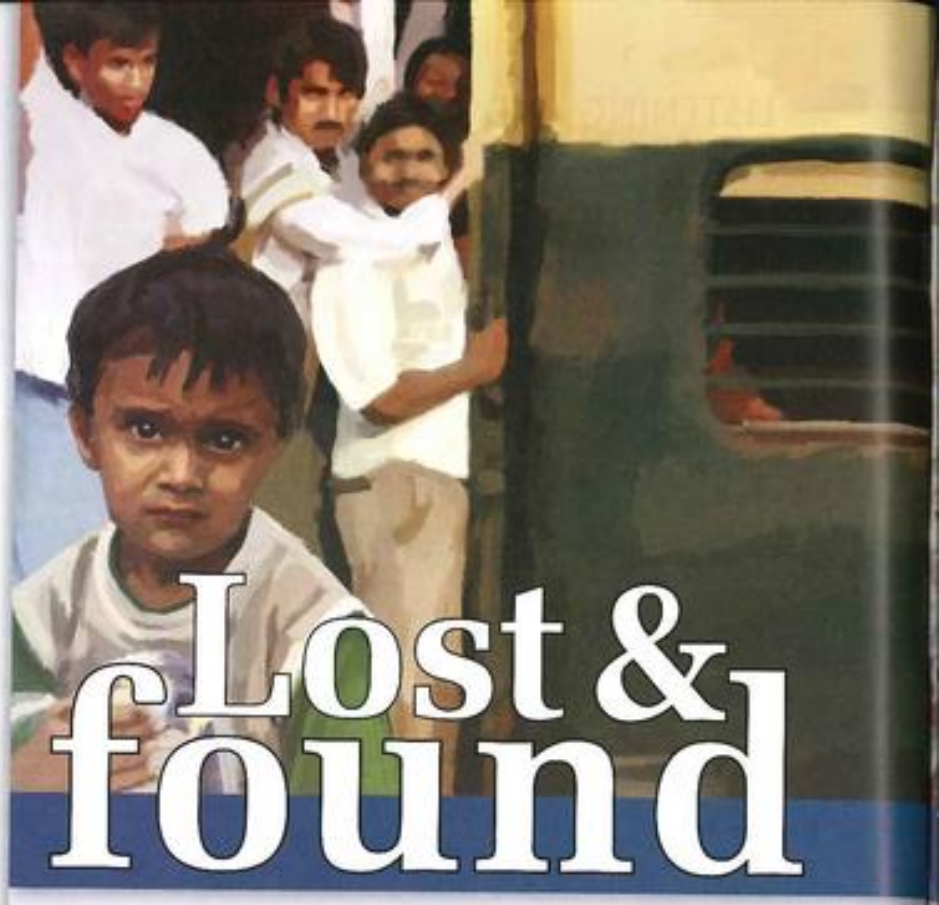
1 Saroo and his brother both had jobs cleaning the trains.
2 Saroo fell asleep at the station in Calcutta.
3 He lived on the streets and continued to work on the trains.
4 He was given food and shelter by a man.
5 He was adopted from an orphanage by an Australian family.
6 He had a happy childhood in Tasmania.
7 When he found his hometown, his mother was still living in the family home.
8 He moved back to live with his birth family.

What do you think?

- Would Saroo be happy living back in his hometown? Why?/Why not?
- Why would his story make a good movie?
- Who in your class has ever used Google Earth? What for?

Vocabulary work

4 Find the highlighted words or phrases in the text. Guess the meanings from the context.



Lost & found

Saroo Brierley was only five years old when he got lost. He was working with his older brother as a sweeper on India's trains. Together they traveled hundreds of miles up and down the vast network.

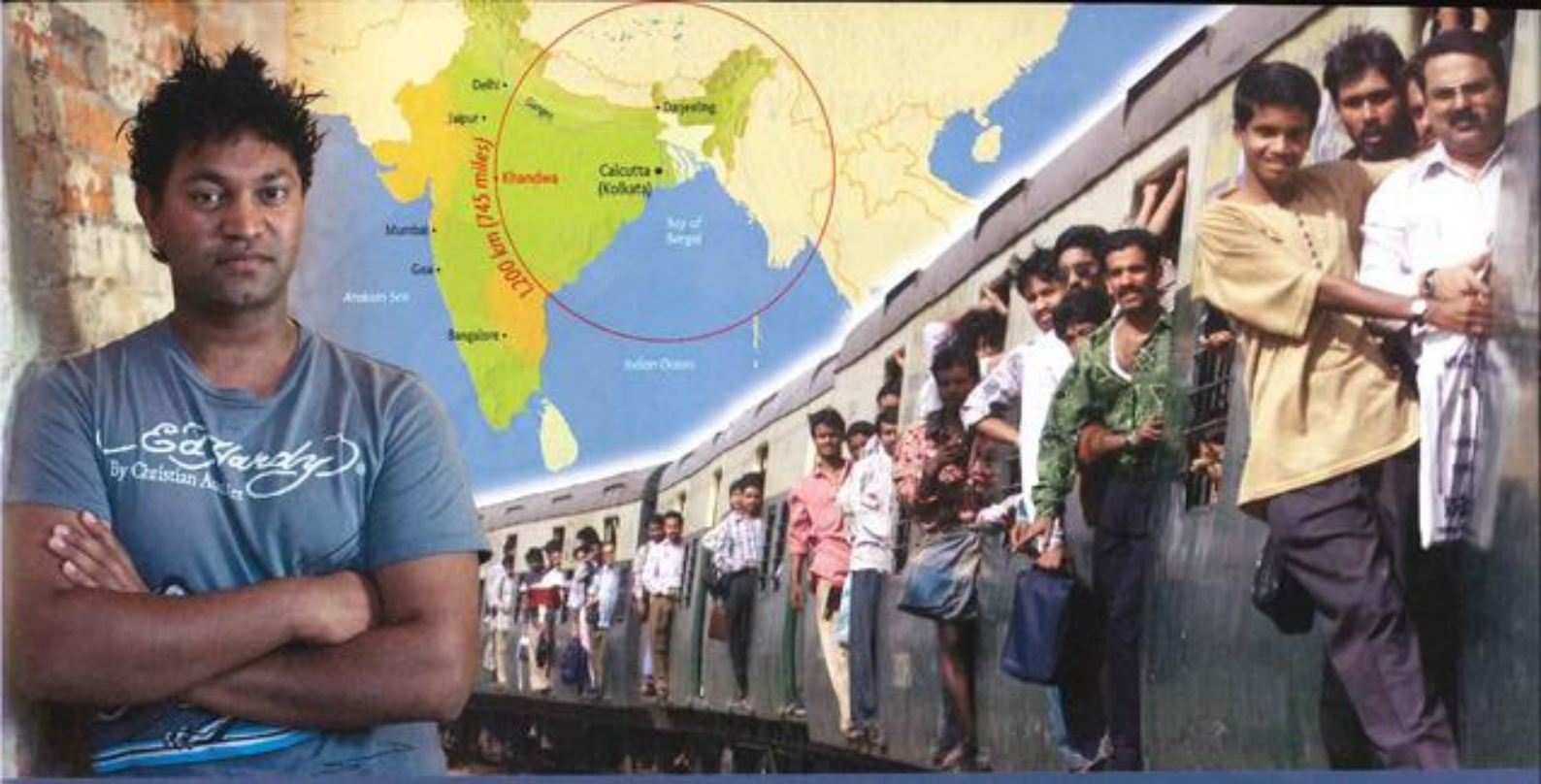
"It was late at night. We got off the train, and I was so tired that I just sat down at the train station, and I ended up falling asleep."

That fateful nap would determine the rest of his life. He thought his brother would come back for him, but when he woke up the brother was nowhere to be seen. There was a train in front of him. Perhaps his brother was on board. He got on it to look for him. However, Saroo did not meet his brother on the train. Instead, he fell asleep again and when he woke up 14 hours later, he had a terrible shock. There were hordes of people pushing, rushing, speaking in an unfamiliar tongue. He had arrived in Calcutta (Kolkata), India's third biggest city and notorious for its slums. He was nearly 1,500 kilometers (930 miles) from his home. Soon he was sleeping in the streets.

"It was a very scary place to be. I don't think any mother or father would like to have their five-year-old wandering around alone in the slums and train stations of Calcutta. I was scared. I didn't know where I was."

The little boy learned to fend for himself. He became a beggar, one of the many children begging on the streets of the city. Once, he was approached by a man who promised him food and shelter. But Saroo had learned to be suspicious of such people and ran away. In the end, he was taken in by an orphanage and put up for adoption. He was adopted by the Brierleys, a couple from Tasmania, Australia.

"I accepted that I was lost and that I couldn't find my way back home, so I thought it was great that I was going to Australia."



Lost Indian boy finds his mother 25 years later!

Saroo settled down well in his new home. But as he got older the desire to find his birth family became increasingly strong. The problem was that as an illiterate five-year-old he had not known the name of his hometown. All he had to go on were his vivid memories. So he began using Google Earth to search for where he might have been born.

It was difficult, but eventually Saroo found an effective strategy.

"I multiplied the time I was on the train, about 14 hours, with the speed of Indian trains and I came up with a rough distance, about 1,200 km."

He drew a circle on a map with its center in Calcutta, with its radius about the distance he thought he had traveled. Incredibly, he soon discovered what he was looking for: the town of Khandwa.

"When I found it, I zoomed down and bang – the waterfall where I used to play."

He journeyed to Khandwa. He found his way around the town with his childhood memories. Eventually he found his home. But it was not what he had hoped for. It looked old and shabby, as if nobody had lived there for a long time. A neighbor said that his family had moved. Then he struck gold. Another neighbor said he knew where his mother lived now. The man guided Saroo to where three women stood waiting. He stared at them blankly. Only the woman in the middle seemed remotely familiar. The man gestured towards her. "This is your mother," he said.

She had been young, in her thirties, the last time he saw her. She looked so much older now. But behind the weathered face, there was something unmistakable, unforgettable, his mother, Fatima.

"The last time I saw her she was 34 years old and a pretty lady. I had forgotten that age would get the better of her. But then I recognized her and I said, "Yes, you are my mother." She grabbed my hand and took me into her house. She couldn't say anything to me. She had a bit of trouble grasping that her son, after 25 years, had returned. She had long feared I was dead."

Fatima had searched the train stations for her missing son, but she had never ventured as far as Calcutta. She couldn't imagine he had gone so far. However, she had never lost hope – a fortune-teller had told her that one day she would see her son again.

And what of the brother with whom Saroo had originally gone traveling? Unfortunately, the news was not good.

"You see, a month after I'd disappeared, my brother was found in two pieces on a railway track. We were extremely close and when I left my mother, I was heartbroken knowing that my older brother had passed away."

His mother had never known whether foul play was involved or whether the boy had simply slipped and fallen under a train.

Saroo Brierley's lifelong wish had been to see his birthmother again. He feels incredibly grateful that this wish was granted. He has kept in touch with his newly found family. And now a Hollywood studio has even made a movie of his amazing story.

Saroo's mother, Fatima

VOCABULARY AND PRONUNCIATION

Compound words

Compound nouns and adjectives

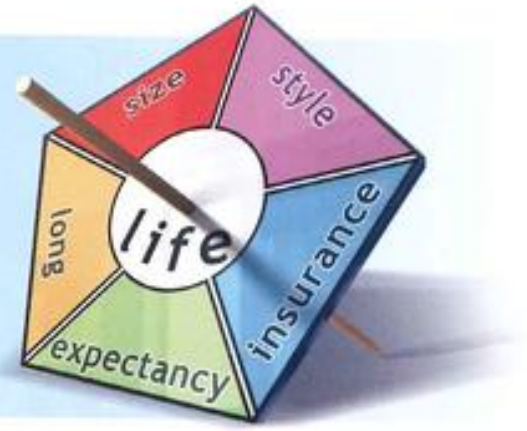
Words can combine to make new words.

1 Look at the examples. Which are nouns and which are adjectives?

life — lifestyle, lifelong, life-size, life expectancy, life insurance

Your dictionary can tell you when to use hyphens and spaces.

2 Read the compounds aloud. Which words are stressed?



1 How many compounds can you make by combining the words in the circle with the words around it?

Which are nouns and which are adjectives? Use your dictionary to help with the meaning and the spelling.

"Under the circumstances, I think we should skip the housewarming party."

2 CD1 10 Listen to five conversations. After each conversation, decide who is talking and what about.

CD1 10 Listen again. Which compounds in exercise 1 are used?

3 Complete these lines with one of the compounds.

1 Do you think you could possibly water my _____ for me?
2 Don't worry, I know how _____ you are. I'll make sure everything stays neat and clean.
3 Let's give her a spectacular _____ party when she gets back.
4 Me? I'm just a _____. Four kids, _____ cakes, and _____ vegetables!
5 We're having a _____ party on the 12th. Can you come? I'll give you our new address.
6 Of course, there's much more _____ to do! More rooms to clean!
7 I never thought you'd be so _____.
8 She's sick and _____, so they have to help.

CD1 11 Listen and check.

4 Practice saying the lines in exercise 3 with correct stress and intonation. Use them to help you remember more of the conversations. Act some of them out with a partner.

5 How many compounds can you make using a word from **A** and a word from **B**? There is sometimes more than one option for each word in **A**.

A	B
book tea	pill line way case bell
computer sleeping	light air house bag software
air door junk	escape office poisoning pot
open food	step rest alarm shelf port
fire head	program food conditioning

Compare your words in groups. Check the meanings.

EVERYDAY ENGLISH

Casual conversations

1 Work with a partner. Match the lines in **A** and **B**.

2 CD1 12 Listen and check. Practice the lines with your partner.

A	B
1 Great to see you! Come on in.	a Actually, I don't think I'll have dessert.
2 Excuse me, don't I know you from somewhere?	b I was just passing through and thought I'd drop by.
3 What do you mean you're not coming?	c Really! That's too bad. I was hoping to meet her.
4 I'll have the chocolate mousse. What about you?	d Actually, I don't think so.
5 My roommate can't make it to your party.	e Well, I just don't feel like going out tonight.
6 How come you're not taking a vacation this year?	f Oh, sweet! I knew you'd come through for us.
7 You really should take it easy. You look stressed out.	g We just can't afford it.
8 I got you the last two tickets for the show.	h That may be. But I have a lot going on at work.

3 CD1 13 Read and listen to the conversation. Who are the people? Do they know each other? Where are they going?

A Excuse me, is this yours?
B Let me see. Yes, it is. Thank you. I must have dropped it.
A Are you going far?
B Yeah, all the way to Yonkers. What about you?
A I'm getting off at Croton.
B Oh, do you live there?
A Actually, no. I work in Croton, but I live in Beacon.
B Lucky you! I think Beacon's a beautiful town!
A Yeah, you and hundreds of others!
B What do you mean?
A Well, you know, the tourists. There are just so many, all year round.
B Ah yes, that's a drag. You don't like tourists?
A Well, I shouldn't really complain.
B How come? You can complain if you want.
A Not really – I'm a travel agent so I make a living from them!

4 Read the conversation aloud in pairs.

5 With a partner, use the words below to help you create new conversations.

1	2
A Excuse ..., ... know you ... somewhere?	**A** Tony! Hi! Great ... see ...!
B Actually, ... think so.	**B** Well, ... passing through ... drop by ... "hello."
A ... Gavin's party last week?	**A** ... in! Tell ... new!
B Not me. ... know anyone ... Gavin.	**B** ... sure? ... too busy?
A Well, someone ... looked just like ... there.	**A** Never ... busy ... talk ... you.
B Well, that's ... maybe ... certainly wasn't me.	**B** Thanks, Jo. ... really nice ... chat.
A ... am sorry!	**A** Fantastic! Let ... coat.

6 CD1 14 Listen and compare your ideas and pronunciation.

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2 Been there, got the T-shirt!

Present Perfect • Simple and continuous • Hot verbs – *make, do* • Talking about places

STARTER

1 Work in pairs. What is strange about these sentences? What should they be?

1 Columbus has discovered America.
2 I traveled all my life. I went everywhere.
3 I've learned English.
4 Ouch! I've been cutting my thumb.

2 Which of these verb forms can change from simple to continuous? What is the change in meaning?

1 What do you do on the weekend?
2 I don't like her boyfriend.
3 I took a shower at 7:00.
4 Someone's eaten my sandwich.

OFF TO SEE THE WORLD

Present Perfect and Continuous

1 Look at the pictures and read about the famous explorer **Marco Polo** and the backpacker **Jake Ellis**. Why did people go exploring in the past? Why do people go traveling today?

2 Which lines below do you think go with each person, Marco Polo (**MP**) or Jake Ellis (**JE**)?

1 ☐ He was born in Venice, the son of a merchant. When he was 17, he set off for China. The journey took four years.

2 ☐ He's learned a lot about history in Vietnam, seen amazing scenery in Laos, and visited ancient temples in Cambodia.

3 ☐ He's been staying in cheap hostels, along with a lot of other travelers.

4 ☐ His route led him through Persia and Afghanistan.

5 ☐ He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he traveled extensively.

6 ☐ "I've had diarrhea a few times." Apart from that, his only worry is the insects. He's been stung all over his body.

7 ☐ He stayed in China for seventeen years. When he left, he took back a fortune in gold and jewelry.

8 ☐ He's been traveling mainly by public transportation.

CD1 15 Listen and check. What other information do you learn about the two travelers?

MARCO POLO
1254–1324

Marco Polo was the first person to travel the entire 8,000 kilometer length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years. ...

He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.

3 Match the lines about Jake in **A** and **B**. Practice saying them. Pay attention to contracted forms and weak forms.

A	**B**
He's been stung	in cheap hostels.
He's visited	all over his body.
He's been staying	a lot of really great people."
"I've been	to Laos and Vietnam.
"I've met	mugged."
He's been	ancient temples.

CD1 16 Listen and check.

Travel Wednesday, March 13

Backpacker raises money for charity

Jake's route around Asia

Jake Ellis is in Singapore. He's on a nine-month backpacking trip around Southeast Asia. He flew into Bangkok five months ago. Since then, he's been to Laos, Vietnam, China, and Cambodia. But Jake hasn't been partying his way around the tourist spots. He's raised thousands of dollars for WaterAid by doing a sponsored bike ride from Saigon to Angkor Wat. ...

He's been taking it easy for a week before setting off again for the Philippines. "Once you've gotten the travel bug, it becomes very hard to stay in the same place for too long," he said.

Sending greetings from the East

A travel blog by Jake Ellis

10 blog entries 1 trip 165 photos

Hi! I'm Jake and I'm a student on a backpacking trip around Southeast Asia. I've been having an awesome time and I've met some fantastic people. But it hasn't all been fun! I've also done a bike ride to raise money for charity.

GRAMMAR SPOT

1 What is the main tense used in the sentences about Marco Polo? Why?

What are the main tenses used in the sentences about Jake Ellis? Why?

2 Compare the use of tenses in these sentences.

1 She's been writing since she was 16.
She's written three novels.

2 I've read that book. It's good.
I've been reading a great book. I've almost finished it.
I've been reading a lot of travel books lately. I've read three about Peru.

3 He's played tennis since he was a kid.
He's been playing tennis since he was a kid.

▶▶ Grammar Reference p. 137

PRACTICE

Questions and answers

1 Read the pairs of questions. First decide who each question is about, Marco Polo or Jake Ellis. Then ask and answer the questions.

1 Where did he go?
Where has he been?
2 How long has he been traveling?
How long did he travel?
3 How did he travel?
How has he been traveling?
4 Who has he met?
Who did he meet?
5 Did he have any problems?
Has he had any problems?

2 Here are the answers to some questions. Write the questions.

Marco Polo

1 In 1254, in Venice. **When and where?**
2 Four years. **How long / journey / China?**
3 For seventeen years. **How long ...?**
4 Gold and jewelry. **What / bring back?**
5 *The Travels of Marco Polo*. **What / title?**

Jake Ellis

6 By public transportation. **How / traveling?**
7 Cambodia, Vietnam, Laos, and China. **Which ...?**
8 In cheap hostels. **Where / staying?**
9 Thousands of dollars. **How much / raise?**
10 Yes, he has, a few times. **Has / sick?**

CD1 17 Listen and check your answers.

Discussing grammar

3 Put the verbs in the correct tense. Discuss the reasons for your answers with your partner.

drive	1 We _____ over 500 miles yesterday. We _____ already _____ 200 miles today. We _____ for hours without a break.
try	2 _____ you ever _____ Korean food? _____ you _____ kimchi when you were in Seoul?
go/be	3 How many times _____ you _____ to America? How many times _____ Christopher Columbus _____ to America?
live	4 My aunt _____ in the same house since she was born. I _____ with her for the past month while I look for a job.

Simple and continuous

GRAMMAR SPOT

1 Simple verb forms see actions as whole and complete.
He works in Vancouver. It rained all night. I've run six miles.

2 Continuous verb forms see actions in progress.
I'm working in Lima for two weeks. It was raining when I got up. I've been running for three hours.

3 State verbs are not usually used in the continuous.
*I **know** Peter well. I've always **liked** him.*
Name some more verbs like these.

▶▶ **Grammar Reference p. 137**

4 Match a line in **A** with a line in **B**. Write *1* or *2* in the boxes.

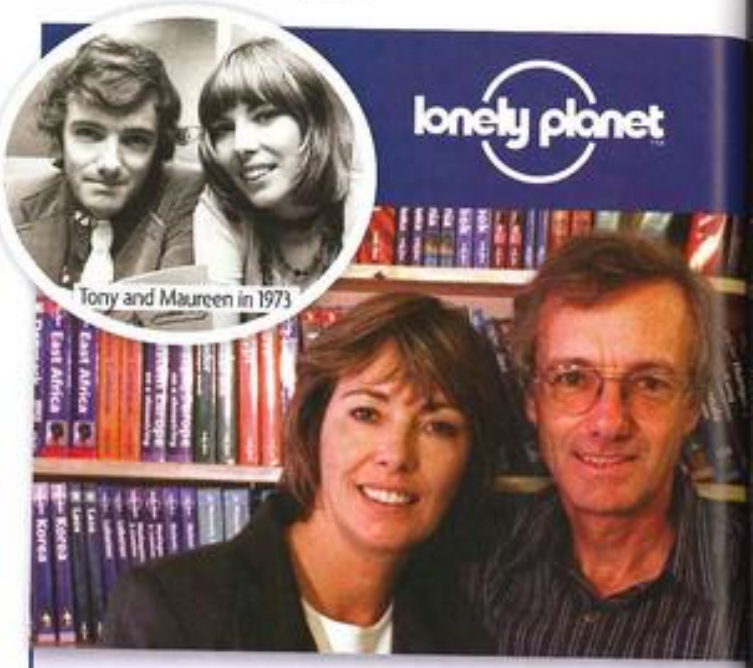
A	B
a ☐ Peter comes b ☐ Peter is coming	1 from Switzerland. 2 at 8:00 tonight.
c ☐ I wrote a report this morning. d ☐ I was writing a report this morning.	1 I sent it off this afternoon. 2 I'll finish it this afternoon.
e ☐ What have you done f ☐ What have you been doing	1 since I last saw you? 2 with my bag? I can't find it.
g ☐ I've had h ☐ I've been having	1 a headache all day. 2 headaches for weeks.
i ☐ I've known j ☐ I've been getting to know	1 my new neighbors. 2 Anna for over ten years.
k ☐ I've cut l ☐ I've been cutting	1 my finger. It hurts. 2 wood all morning.

▶▶ **WRITING A formal letter or email – A letter of complaint** *p. 100*

Destination Lonely Planet

5 How do you plan vacations? Do you use travel guides?

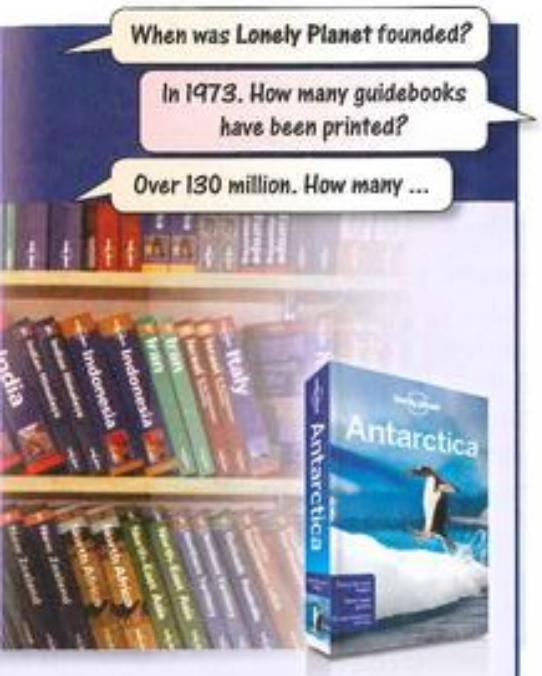
6 Look at the pictures. **Tony and Maureen Wheeler** are the founders of the Lonely Planet travel guides. Work with a partner. **Student A** Look at this page. **Student B** Look at p. 156.



The travel guide company Lonely Planet was founded by **Tony and Maureen Wheeler** … (When?). Lonely Planet is an outstanding publishing success. **Over 130 million guidebooks** have now been printed and it has books for almost every country in the world. They have been translated into … (How many) languages. The Web site www.lonelyplanet.com receives **over 100 million** visitors per year, and there has been in excess of 10 million downloads of its apps. It has offices in the UK, the US, and India, with its headquarters in … (Where?).

Tony Wheeler lived in many different countries when he was young because **his father's job took him all over the world**. He studied … (What?) at Warwick University. Maureen was born in **Belfast**. She went to London at the age of 20 because … (Why?). She met Tony in Regent's Park **three days after arriving**.

Student A Ask and answer questions with **Student B** to complete the information about Tony and Maureen Wheeler.



In 1972, they traveled ... (Where?) The trip took six months. They wrote their first book, called Across Asia on the Cheap, **at their kitchen table in Melbourne**. They have lived in Melbourne on and off ... (How long?). Together they have been to **more than 100 countries**. Tony says that the most amazing place he has ever visited is a remote hilltop city called Tsaparang, in Tibet.

The Wheelers sold Lonely Planet in ... (When?), but Tony still writes for the company. His new book, Dark Lands, recalls his experiences in countries such as Pakistan and Colombia.

SPEAKING AND LISTENING

Dreams come true

1 Twenty thousand people were asked in a poll what they most wanted to do before they die. Here are the top 15 activities.

- ☐ go whale-watching
- ☐ see the Northern Lights
- ☐ visit Machu Picchu
- ☐ escape to a paradise island
- ☐ go white-water rafting
- ☐ fly in a fighter plane
- ☐ fly in a hot-air balloon
- ☐ climb Sydney Harbour Bridge
- ☐ swim with dolphins
- ☐ walk the Great Wall of China
- ☐ go on safari
- ☐ go skydiving
- ☐ dive with sharks
- ☐ drive a Formula 1 car
- ☐ go scuba diving on the Great Barrier Reef

What are your top five? Which don't interest you at all? Discuss in groups.

2 Look at the results of the poll on p. 156. Does anything surprise you?

3 CD1 18 Listen to three people describing the activities in exercise 1. Which one is each of them talking about? How did the experience affect them?

4 Answer the questions with **A** (Alan), **B** (Bernie), or **C** (Carol).

Who ...

1 [B] says their activity was uneventful at first? Why?
2 [ ] didn't finish their activity? Why not?
3 [ ] describes the sound that they heard? What was it like?
4 [ ] was surprised at the size of what they saw? How do they describe it?
5 [ ] has done the activity twice? Which time was best?
6 [ ] had their activity ruined by the weather? How?

5 CD1 18 Listen again and check/complete your answers.

SPOKEN ENGLISH Fillers

When we speak (in any language!), we often use fillers to help give us time to decide what to say next. These are words and phrases such as *like, you know, I mean, kind of*, etc.

Bernie Um ... there was a nervous *kind of* feeling among us.

Carol I was wearing, *like*, only a summer dress and sandals.

Look on page 118 and find more examples of fillers.

READING AND SPEAKING

Our plastic planet

1 The article you are going to read talks about *"the infinite number of plastic products that fill our lives."*

In groups, make a list of all the plastic products you use in a typical day.

Share your list with the whole class.

2 Here are some more lines from the article. What do you think they are talking about?

I realized the sandy beach was being transformed into a plastic beach.

Twice the size of France, the Garbage Patch is like a plastic soup in the ocean.

They are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

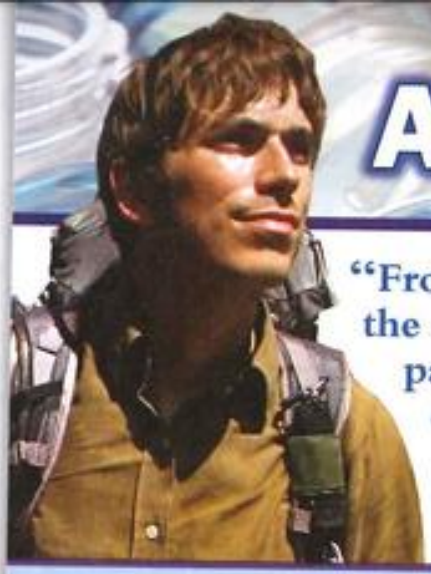
We need to spurn and reject the main culprits.

3 Read through the article quickly. Answer the questions.

1 Who is Simon Reeve?
2 Which products from your list in exercise 1 are mentioned?
3 Which of your ideas about the lines in exercise 2 were correct? Which were not?
4 Which places in the world are mentioned?
5 What are "nurdles"?

4 Read the article again. Are these statements true or false? Correct the false ones.

1 Hawaii is protected from trash because of its position in the Pacific Ocean.
2 Volunteers clear the nurdles from the beaches.
3 The sea makes the nurdles smaller and smaller.
4 Six hundred thousand tons of plastic trash is polluting our oceans.
5 Factories are reducing the amount of plastics they produce.
6 There are three major ways that plastic is ruining our planet.
7 Most of the plastic garbage is made up of plastic bags, bottles, and packaging.
8 Bangladesh and Modbury have something in common.



A planet

"From Hawaiian beaches to the coast of Britain, we're paying a lethal price for our throwaway society."

says TV adventurer

Simon Reeve

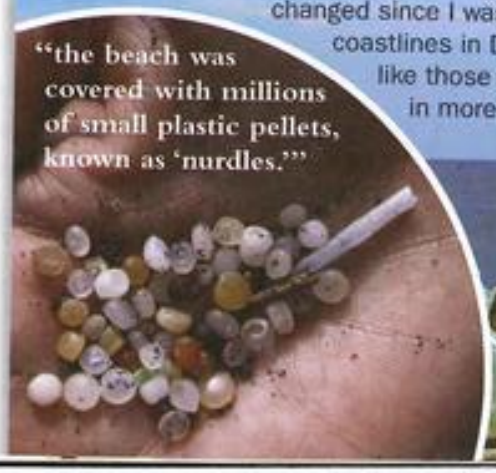
Hawaii is generally considered to be the one place in the world where you should be able to guarantee finding paradise. The beautiful tropical islands have been used as the setting for countless TV series and movies, ranging from *Lost* to *Jurassic Park*. Isolated in the middle of the vast Pacific Ocean, distance alone should protect Hawaii's spectacular landscapes and turquoise water from the environmental problems facing the rest of the planet.

So when I arrived in Hawaii, I was staggered to discover beaches covered in plastic trash washed up from around the world. Pristine sand was covered by old plastic toothbrushes, combs, shoes, belts, and moldings. Sam Gon, a Hawaiian conservationist, took me to one beach where 70 local volunteers were doing their best to remove tons of garbage. But as soon as it was cleaned, the waves dumped another mountain of trash.

The larger pieces of waste can be collected by hand. But when Sam and I dropped to our knees, I could see the surface of the beach was covered with millions of small plastic pellets, known as "nurdles." These are the raw material that factories use to form the infinite number of plastic products that fill our lives. These are dumped out of factories into our oceans in their trillions.

Yet the big shock came when Sam told me to dig into the sand. Plastic doesn't biodegrade. Instead it breaks down into ever smaller pieces. Among the grains of sand were billions of tiny plastic flecks, which the pounding of the ocean was reducing in size. As I dug through the plastic, I realized the sandy beach was being transformed into a plastic beach. A chill went down my spine.

From the beaches of Hawaii to the waters around Britain, we are soiling our own nest. It was a shock to realize how much British beaches have changed since I was a child playing on beautiful coastlines in Dorset and south Wales. Just like those in Hawaii, they are now covered in more litter than ever before.



"the beach was covered with millions of small plastic pellets, known as 'nurdles.'"

poisoned by plastic

Since 1994, plastic litter has increased by an extraordinary 121 percent. The plastic we see on our beaches is just a fraction of the plastic waste that is clogging our oceans. Incredibly all the plastic *ever* created – totaling hundreds of millions of tons – is still out there in the environment in some form.

There are an estimated 600,000 plastic containers dumped overboard by ships every single day. In total, at least 100 million tons of plastic trash is thought to be sloshing around in our oceans. The scale of the problem is extraordinary. The beaches I visited in Hawaii are being swamped by rubbish from the Great Pacific Garbage Patch, a vast accumulation of the world's plastic debris floating in the Pacific Ocean. Twice the size of France, the Garbage Patch is like a plastic soup in the ocean and is doubling in size each decade.

And it is not alone. Scientists believe that water currents have created *five* vast swirling garbage patches in our oceans, including a huge one in the North Atlantic with up to 520,000 pieces of trash per square mile. This is an international scandal and a global problem, for which we are all responsible.

"Factories produced more plastic in the first decade of this 21st century than in the entire 20th century."

From bicycle helmets to food packaging, from water bottles to toothbrushes, plastic makes our lives easier. But its production and use is completely out of control. "Factories produced more plastic in the first decade of this 21st century than in the entire 20th century."

Because tiny fragments of plastic in our oceans are so small and look like food, they are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

So plastic is ruining our beaches, choking the oceans, and poisoning our food chain. The consequences are still not fully understood, but they are likely to be devastating. We need to spurn and reject the main culprits: plastic bags, packaging, and single-use water bottles, a wasteful obscenity. These make up the bulk of plastic garbage.

In Bangladesh, they have done away with plastic bags and replaced them with natural jute bags. If they can do it, so can we. England has recently joined the growing number of countries which impose a tax on plastic bags, and the small town of Modbury in Devon has banned them completely.

At stake is the future of beaches, our seas, and the food chain. It is nothing short of an environmental emergency.

What do you think?

- Give your personal reactions to the text. Use these phrases.

  I didn't know/I already knew that ...
  What surprised me was ...
  It's incredible that ...
  It's a shame that ...
  I wonder what can be done to ...

- Do you believe plastic is causing "an environmental emergency"?
- Are there other things that are more harmful to the environment than plastic? What are they?

Vocabulary work

1 How many words meaning "trash" can you find in the article?

2 Discuss the meaning of the highlighted words.

3 Match the words in **A** and **B**. What are the contexts?

A	B
1 turquoise	a number
2 infinite	b water bottles
3 grains of	c chain
4 food	d society
5 mountain of	e currents
6 water	f water
7 single-use	g trash
8 throwaway	h sand

VOCABULARY

Hot verbs – *make, do*

"Hello, Mom ... the Doc wants to know if I have difficulty making decisions. What do you think?"

1 There are many expressions with *make* and *do*. Look at these examples from the text on pp. 14–15.

- Plastic *makes* our lives easier.
- Bags and bottles *make up* most of the plastic garbage.
- Seventy local volunteers were *doing their best* to remove tons of garbage.
- In Bangladesh they have *done away with* plastic bags.

2 Put the words in the right box.

a good impression	business	arrangements	a decision	a difference
research	a profit	your best	a move	sth clear
a good job	progress	an effort	sb a favor	a suggestion

MAKE	DO
a decision	

3 Complete the sentences with some of the expressions in exercise 2.

1 When you go for a job interview, it's important to _____.
2 I think we're all getting tired. Can I _____? How about a break?
3 A lot of _____ has been _____ about the causes of cancer.
4 I think the CEO is basically _____. He's reliable, he's honest, and he gets results.
5 I'd like to _____ right now that I am totally opposed to this idea.
6 We can't _____ in this business if we don't raise prices.
7 I don't mind if we go now or later. It _____ no _____ to me.
8 Could you _____ me _____ and lend me some money?

CD1 19 Listen and check.

4 Match a line in **A** with a line in **B**. Underline the expression with *make* or *do*.

A	B
1 She's made the big time as an actress.	"She's a corporate lawyer."
2 We'll never make it to the airport in time.	"Well, I can make myself understood."
3 "What does she do for a living?"	"Yeah. It really made my day."
4 "You'll all have to do more overtime and work weekends."	The traffic's really bad.
5 "How much do you want to borrow? $50?"	She can command $20 million a movie.
6 "How much Spanish do you speak?"	"Yes, that'll do."
7 "I hear the boss said that you'd done really well."	"That does it! I'm going to look for another job!"

CD1 20 Listen and check. What extra comment do they make?

Phrasal verbs

5 Complete the sentences with a phrasal verb with *do*.

do away with sth	do without sth
could do with sth	do sth over

1 I'm so thirsty. I _____ a glass of water.
2 Your homework was full of mistakes. You'll have to _____ it _____.
3 I think we should _____ away with pennies. You can't buy anything with them anymore.
4 I could never _____ my assistant. He organizes everything for me.

CD1 21 Listen and check.

6 Do the same with these phrasal verbs with *make*.

make sth up	make up for sth
make of sb	make off with sth

1 Thieves broke into the museum and _____ jewelry and antique paintings.
2 Jake's parents buy him lots of toys. They're trying to _____ always being at work.
3 What do you _____ the new boss? I like him a lot.
4 You didn't believe his story, did you? He _____ the whole thing _____.

CD1 22 Listen and check.

EVERYDAY ENGLISH

Talking about places

Where is it exactly?

1 Look at the ways of describing location. What preposition goes with each set of phrases?

_____	the middle of nowhere the heart of the city the far south of Japan the French quarter of the city
_____	the outskirts of the city the beach by the ocean the bank of the river the edge of the forest
_____	the top of the mountain the corner of the street the back of the hotel the end of the track

2 CD1 23 Listen to four people talking about places they have been to. Where are they talking about?

3 CD1 23 Listen again and complete the lines.

1 "They stand just ..."
"I kind of expected them to be right ..."
2 "There's a viewing deck right ..."
3 "We were staying ..."
4 "It's a magnificent white building, right ..."
"I loved the colorful streets ..."

SPOKEN ENGLISH Adding emphasis

Look at the sentences in exercise 3 again. Notice how *right*, *just*, and *very* add emphasis. Use them to complete the description.

We rented an apartment _____ in the center. The Grand Canal was _____ at the end of the street. It was wonderful to be in the _____ heart of the city.

CD1 24 Listen and check.

What is it like?

4 Read the two texts about the same hotel complex. Where would you find such texts? Complete them with words from the boxes.

50-minute
360-degree
20-square
14-night
four-bedroom

Enjoy a [1] _____ stay in our magnificent hotel complex, set in a [2] _____ mile area of coastal parkland. Our luxury suites give [3] _____ views of the surrounding area and access to our private beach. Also available are [4] _____ efficiency villas. All this just a [5] _____ drive from the airport.

five-star
20-mile-an-hour
100-meter-tall
two-hour
five-minute

I must say I found your brochure somewhat misleading. Sadly our expectations of [6] _____ luxury accommodations were not met. The travel time to and from the airport was affected by roadwork and a [7] _____ speed limit. This meant that it was at least a [8] _____ journey each way. Although the view from our suite was impressive, you failed to mention the [9] _____ wind turbines all along the coast, which spoil the beauty. We expected "access to your private beach" to mean a [10] _____ stroll. Instead we had to walk miles to reach the ocean.

5 Work in groups. Where would be a good place to do these things? Use some of the expressions in exercises 1 and 4, adding your own ideas.

- have a vacation home
- spend a relaxing weekend
- have a picnic on a summer day
- escape from the world for a month

I'd love to have a four-bedroom vacation home by a lake in the middle of nowhere.

How do you get there?

6 CD1 25 Listen to three conversations. What is the problem in each one?

7 CD1 25 Listen to conversations 1 and 2 again, and take notes of the directions. Work with a partner. Take turns giving directions based on your notes.

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3 News and views

Narrative tense • Giving news and responding
Talking about books and movies • Showing interest and surprise

STARTER

Match the tense names with the verbs in the sentences.

Simple Past	Ellen and George **were driving** home.
Past Continuous	**They'd been** on vacation.
Past Perfect	**They'd been driving** for hours.
Simple Past	They **crashed** the car.
Past Perfect Continuous	Fortunately they **weren't injured**.

CAN YOU BELIEVE IT?

Narrative tenses

1 Look at the pictures and read the news headline. What is the story about?

2 What else would you like to know? Write some questions using these question words.

Who ...? *Where ...?* *How ...?*
When ...? *What ...?* *Why ...?*

Share your questions with a partner.

3 Read the newspaper article. Can you find answers to all your questions? Why do you think some experts are skeptical?

4 CD1 26 Listen and compare your questions and answers.

Monday, February 12

Man survives 60 days stuck in snow

A 44-YEAR-OLD SWEDISH MAN survived for 60 days by eating handfuls of snow when his car had become trapped in snowdrifts.

Yesterday he was recovering in a hospital after being pulled out barely alive. Experts think he went into a form of hibernation after temperatures plunged to as low as -30°C.

The emaciated man, whose name was reported as Peter Skyllberg, had been driving on a remote forest road in northern Sweden and had become stuck during a snowstorm. He was finally found last Friday by a passing worker on a snowmobile. The rescuer said: "I was clearing the road when I noticed the car. I stopped to scrape some snow from the windshield and saw movement inside. The man was in a very poor state. He could hardly speak, but I understood that he had eaten nothing but snow for over two months." Skyllberg was wrapped in a sleeping bag but had no other warmth. His fuel had run out weeks earlier because he had kept the engine running to keep warm.

He is now in intensive care, being treated for hypothermia. Police think that perhaps he was a nature lover who had been trying to photograph elk. Tommy Cederholm, a professor of nutrition at Uppsala University, says that humans can survive 60 days without food, but other experts are highly skeptical about the story.

5 CD1 27 Listen to two people discussing the article. Complete the lines from their conversation.

1 _____ he _____ by an avalanche while he _____ skiing?
2 No, he _____ skiing.
3 He _____ his car and he _____ in snowdrifts.
4 How come nobody _____ him?
5 He _____ a sleeping bag and he _____ in that.
6 Why _____ anyone _____ him missing?
7 He said he _____ nothing but snow.
8 I think there's more to this story than _____ the eye.

6 Do you think it's possible to live so long with only snow to eat? Discuss with a partner and the class. Are there any skeptics? Turn to p. 157 to find out the truth about Peter.

7 Match a line in **A** with a line in **B**.

A	B
1 He disappeared	to his family.
2 He'd been living in the forest	like an igloo.
3 The car looked	until February.
4 He hadn't spoken	since May.
5 They hadn't been trying	nine months ago.
6 He wasn't discovered	to find him.

CD1 28 Listen and check. Practice saying the lines.

GRAMMAR SPOT

1 What are the different tenses used in these two paragraphs? Why are they used? Which paragraph sounds more like the beginning of a story?

1 Jayson drove into the forest. It started snowing. His car became stuck in a drift. He sat and watched the falling snow.

2 Jayson was sitting in his car watching the falling snow. It had started to snow soon after he'd driven into the forest, and now his car had become stuck in a drift.

2 Find more examples of narrative tenses in the newspaper article.

3 Find some examples of the Simple Past Passive.

▶▶ Grammar Reference p. 138

▶▶ WRITING Narrative writing 1 – Using adverbs in narratives *p. 102*

PRACTICE

Discussing grammar

1 Compare the use of tenses in these sentences.

1 *I read* / *I was reading* | a book on the plane.

2 When the last guests arrived, | *I served the hors d'oeuvres.* / *I was serving the hors d'oeuvres.* / *I had served the hor d'oeuvres.*

3 *The movie started* / *The movie had started* | when we got to the theater.

4 He was fired because | *he had stolen some money.* / *he had been stealing money for years.*

5 When I got to the garage, my car | *was being repaired.* / *had been repaired.*

Writing narratives

2 Rewrite the sentences as one sentence, beginning with the line in **bold**.

He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**

Mick was a homeless beggar, but he hadn't always been poor as he'd had a successful business, which, unfortunately, had gone bust.

1 He got up at dawn. He was driving for ten hours. **Joel was tired when he arrived home.**
2 I parked my car in a no-parking zone. It was towed away. **I went to get my car, but it wasn't there.** (*When …*)
3 She won $2,000 in a competition. **Last night Sally was celebrating.**
4 They were shopping all day. They spent all their money on clothes. **Jane and Loyd arrived home.** They were broke. (*When …*)
5 He saw a house on a beach. He first saw it while he was driving around on vacation. **Last week John moved into the house.**

Here is the news!

Your news at six o'clock!

3 CD1 29 Listen to the first item on a radio news bulletin. What do the pictures show?

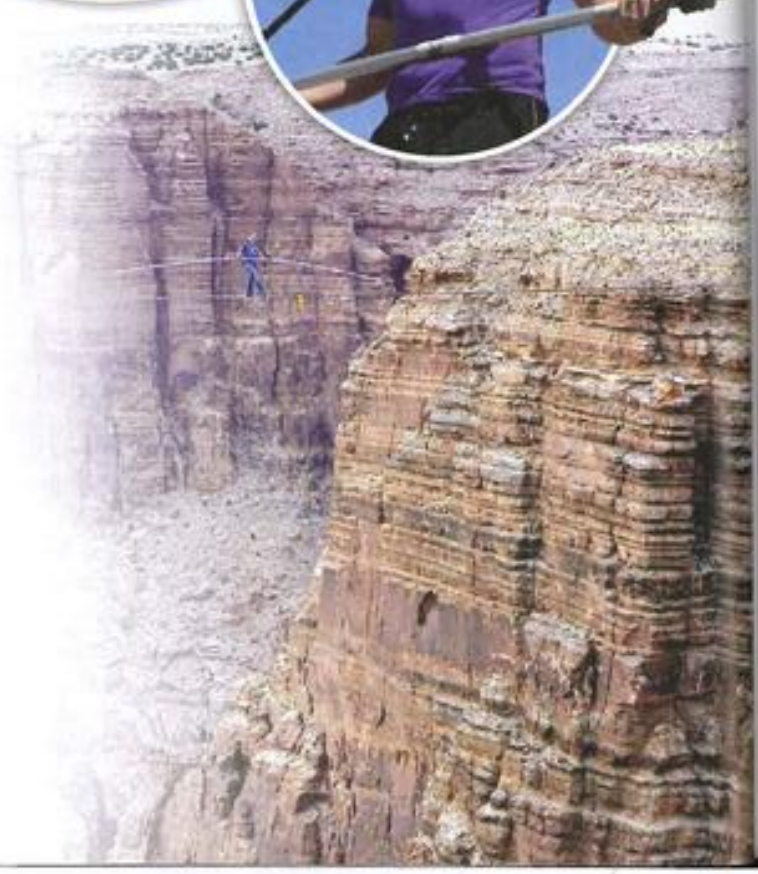
4 Work with a partner and correct these statements about the item.

1 John Caudwell is a millionaire property tycoon.
2 He was badly injured when several men broke into his newly built home.
3 He had just had dinner with his wife in the kitchen when the robbers struck.
4 The robbers escaped in a van with $750,000 in cash.
5 The couple was immediately rushed to a hospital.
6 Three men in their 20s have been arrested in connection with the robbery.

5 CD1 30 Listen to the last item from the bulletin about Nik Wallenda, an American stuntperson. Complete the questions and answer them.

1 What/he do that/so amazing?
2 Has anyone/this before?
3 What/wearing?
4 What/not wearing?
5 How long/take?
6 What/the weather like?
7 How many people?
8 What/do the year before?

CD1 31 Listen and check.



SPOKEN ENGLISH Giving and receiving news

In conversation, when we *tell* or *hear* news we can use certain expressions. Match the expressions with the headings.

Giving news Did you hear about ... ?	You're kidding! It says here that ... The incredible thing was that ...
Reacting to news That's amazing!	What happened next was ... Apparently what happened was ... Where did this happen? Really?
Asking for more information How did it happen?	Who called the police? I don't believe it. That's such a shame. Anyway, in the end ...

6 Work with a partner.

Student A Read the news story on page 157.
Student B Read the news story on page 158.

When you've read your story, tell your partner about it. Use some of the phrases from the SPOKEN ENGLISH box.

▶▶ **WRITING Narrative writing 1 – Using adverbs in narratives** *p. 102*

VOCABULARY AND SPEAKING

Books and movies

1 We usually want to know some things about a book before we start reading it. Here are some answers. Write the questions.

1 Who wrote it _____?
Edgar Allan Poe/John Grisham/Agatha Christie

2 _____?
It's a romance/a biography/a psychological thriller.

3 _____?
It's about two women on a roadtrip/the painter Van Gogh/a man with a strange obsession.

4 Where and _____?
Europe during World War II/Modern America/The Planet Zog in 2250.

5 _____?
A boy named Harry Potter/A killer and his psychiatrist.

6 _____?
Yes, it has. It came out a few years ago and starred Johnny Depp.

7 _____?
Really tragically/It's frustrating because we don't really know/They all live happily ever after.

8 _____?
Yes, I would. I couldn't put it down/It took a while to get into, but then I was hooked.

9 _____?
Most said it was a great read/There was one bad review in the *New York Times*.

10 _____?
Yes, it has. It was awarded the Booker prize for first-time writers.

CD1 32 Listen and check.

2 Which questions could also be asked about a movie? What other questions could you ask?

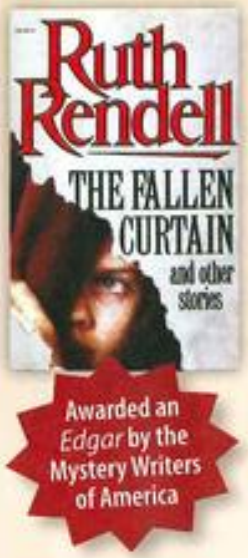
3 Look at the online REVIEW of a book called *The Fallen Curtain*, by Ruth Rendell. What kind of stories does she write? What words are used to describe them? Has she won any awards?

4 Read the SYNOPSES of six of the stories. Match them with the titles.

1 The Vinegar Mother
2 The Double
3 You Can't Be Too Careful
4 People Don't Do Such Things
5 The Fallen Curtain
6 The Clinging Woman

http://www.bookreview.net

REVIEW



The Fallen Curtain
by Ruth Rendell

BOOKSELLER RATING ★★★☆☆
CUSTOMER RATING ★★★★☆

The short stories in *The Fallen Curtain* are from a crime writer at the height of her powers. Ruth Rendell employs all her spine-chilling crafts to produce a page-turner that makes the heart pound. She lays bare the twisted workings of the unbalanced mind in these tales of haunting psychological accuracy.

From the press

- ★ **"Suspense at its best"** *The Times*
- ★ **"One of the best inventors of plots since Agatha Christie"** *Daily Telegraph*
- ★ **"Ruth Rendell is at the top of her class"** *The Observer*
- ★ **"Rendell transcends the mystery genre and achieves something almost sublime"** *Los Angeles Times*

SYNOPSES | READERS' REVIEWS | ORDERING

- Lisa fears for her life when she meets her exact double, the sensuous, manipulative Zoe. But Lisa's fiancé, Peter, becomes obsessed with Zoe, risking his savings and his sanity for her.
- A cautious woman's desire for security within her home is tested to the extreme by a roommate who often leaves the doors unlocked, which leads to sinister consequences.
- A suburban couple has an exciting, charismatic new friend, Reeve, a writer whose behavior toward them soon becomes both violent and sinister.
- Sometimes mothers are not maternal. They reject their children. Here the mother-daughter relationship is disastrously played out.
- A quiet-living, modest man rescues a young woman from suicide and goes on to marry her, only to become a victim of her obsessive possessiveness.
- A stranger lures 8-year-old Richard into his car with the promise of candy. At age 18 he is still haunted by the incident but remembers nothing until he revisits the site and the curtain lifts.

add to cart | add to wish list | tell a friend

READING AND LISTENING

Book at bedtime

1 You are going to listen to *The Clinging Woman* as told on the radio.

Look at the picture and answer the questions.

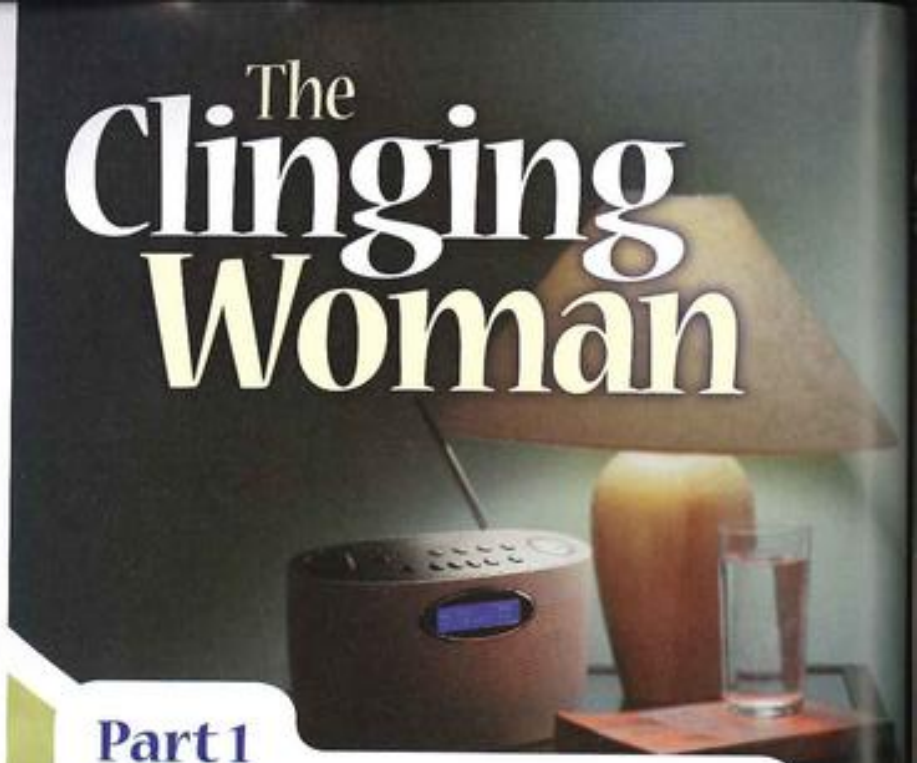
1 What is the woman doing?
2 What is the man in the window doing?
3 What is she thinking?
4 What is he thinking?
5 What do you think happens next?

2 CD1 33 Listen to the introduction to the radio program. Listen and read **Part 1** of the story.

Complete the facts that are established in this part.

- There are two characters: a man and ...
- He lives ...
- She lives ...
- It is ... in the morning.
- The weather ...
- He sees ...

The Clinging Woman



Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise building next to his. His apartment was on the ninth floor and he had to look up to see her. It was six thirty in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and had gotten out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted – at first with disbelief – on the hanging figure.

Part 2

He really thought he must be dreaming, for this sunrise time was the hour for dreams. Then, when he knew he wasn't, he decided it must be a stunt. This was to be a scene in a film. There were cameramen down there, a whole film unit, and all the correct safety precautions had been taken. Probably the girl wasn't even a real girl, but a dummy. He opened the window and looked down. The parking lots, paved courtyards, grass spaces between the buildings, all were deserted. On the balcony rail one of the dummy's hands moved, clutching its anchorage more tightly, more desperately. He had to believe then what was obviously happening – unbelievable only because melodrama, though a frequent constituent of real life, always is. The girl was trying to kill herself. She had lost her nerve and now was trying to stay alive. All these thoughts and conclusions of his occupied about thirty seconds. Then he acted. He picked up the phone and dialed the emergency number for the police.

The arrival of the police cars and the ultimate rescue of the girl became the focus of gossip and speculation for the tenants of the two buildings. Someone found out that it was he who had alerted the police and he became an unwilling hero. He was a modest, quiet young man, and, disliking this limelight, was relieved when the talk began to die away, when the novelty of it wore off, and he was able to enter and leave his apartment without being pointed at as a kind of St. George* and sometimes even congratulated.

About two weeks after that morning of melodrama, he was getting ready to go to the theater, just putting on his overcoat, when the doorbell rang. He didn't recognize the girl who stood outside. He had never seen her face.

She said, "I'm Lydia Simpson. You saved my life. I've come to thank you."

**St. George: A hero who, according to legend, killed a dragon that was terrorizing a town.*

3 CD1 34 Listen and read **Part 2.** Answer the questions.

1 What is the man's initial interpretation of what he sees?
2 What is his second interpretation? How does he know it's wrong?
3 What is his third interpretation? What does he do?
4 How do the neighbors react?
5 How does the man react to this attention? What do you learn about his character?
6 What happens two weeks later?
7 Why doesn't he recognize the person at the door?

4 CD1 35 Listen only to **Part 3** of the story and answer the questions.

1 How does the man feel as she talks? What does he say?
2 What does he want her to do?
3 What doesn't he want to happen?
4 How does he feel as she goes? How does she appear?

What do you think?

1 Why is it "curious" that they meet the next morning?
2 What do you think happens at the bus stop? Do they get to know each other? Go out together?
3 The writer doesn't ever give the man a name. Why not?
4 Read some lines from the rest of the story. What do you think happens?

- "My life has been yours ever since you saved it."
- "We don't need children to bring us together. You're my husband and my child and my friend all in one."
- The first thing he noticed when he let himself in at his front door at six was the stench of gas.
- "How long," she asked dully, "will you be gone?" "Three months." She paled. She fell back as if physically ill.

Look at page 158 and read a synopsis of the story. Were your predictions right?

Vocabulary work

Match the highlighted words in the text with a synonym or near synonym from the box.

notified	courage	woken up	disappearing
clearly	final	center	empty
look	faded	holding tightly	

LISTENING AND SPEAKING

Page to screen

1 What was the last movie that you saw or book that you read? Would you recommend it? Why/Why not?

2 Look at the list of books and movies. Which do you know? Which are both a book *and* a movie?

The Da Vinci Code	Skyfall	Mamma Mia!
The Matrix	Pride and Prejudice	The Dark Knight
The Great Gatsby	The Hunger Games	Les Misérables

3 CD1 36 Listen to four people talking about some of the titles in exercise 2. Which do they talk about? How do you know? Discuss as a class.

4 CD1 37 Listen to **Lucy** and **Rachel** talking about books. What is the relationship between them?

Answer the questions.

- Why is Lucy surprised about Rachel's change of opinion?
- What benefits to the Kindle do they talk about? And what limitations?
- Why isn't Lucy as eager as Rachel to switch to using a Kindle?

5 CD1 38 Now listen to **Greg** and **Eddie** talking about movies and answer the questions.

- What development in movie-making has Eddie found out about?
- What are the pros and cons of going to the movie theater? And of downloading/streaming video?
- Why doesn't Greg like the same type of movies as his girlfriend?
- How does Eddie offer to help Greg?

What do you think?

Work in small groups.

- Who do you agree with most in both conversations? Why?
- What will be the future for printed books and movies in 5 years? 20 years?
- Imagine you are creating an online list of top books and movies. Which three movies and which three books would you choose? Discuss and decide together.
- Tell the class about your choices. Use some of the language below.

It's a "must-see" thriller/romance/true story ...

It's set in ...

The main characters are ...

What we really like about the story is ...

What's unusual about it is ...

What happens in the end is ...

EVERYDAY ENGLISH

Showing interest and surprise

1 CD1 39 Listen to the dialogue. Write in **B**'s answers. How does she show interest and surprise?

A Jade's got a new boyfriend.
B _____? Good for her!
A Apparently, he lives in a huge beach house.
B _____? How amazing!
A Yes. She met him in Mexico.
B _____? That's interesting.
A Unfortunately, he can't speak much English.
B _____? I thought everyone could these days!

2 **B** uses *echo questions* and *reply questions*. Which are which? Practice the conversation with your partner.

3 Complete the conversations with either an echo or a reply question.

1

A Sam wants to apologize.
B _____?
A Yes. He's broken your precious Chinese vase.
B _____? Oh, no!

2

A We had a terrible vacation.
B _____?
A Yes. It rained all the time.
B _____?
A Yes. And the food was disgusting!
B _____? What a drag!

3

A I'm broke.
B _____? How come?
A Because I just got a phone bill for $300.
B _____? Why so much?
A Because I have a girlfriend in Korea.
B _____? How interesting!

4

A It took me three hours to get here.
B _____?
A Yes. There was a traffic jam ten miles long.
B _____? That's awful!
A Now I have a headache!
B _____? Poor thing. I'll get you something for it.

5

A I'm on a mountain, watching the sun set.
B _____?
A Yes. And I have something very important to ask you.
B _____? What is it? I can't wait!
A You'd better sit down. I want to marry you.
B _____? Wow!

CD1 40 Listen and compare. Practice them with a partner.

4 Your teacher will read aloud some sentences about himself/herself. Respond using an echo or a reply question.

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4 The naked truth

Questions and negatives • Saying the opposite • Being polite

STARTER

1 What is the missing word in each question.

1 "What of music do you like?" "Jazz."
2 "How do you wash your hair?" "Every other day."
3 "Who do you look?" "My mother."
4 "What were you talking to the teacher?" "Oh, this and that."
5 "Do you know what the time?" "A little after three."

Ask and answer the questions with a partner.

2 Make the sentences negative. Sometimes there is more than one possibility.

1 I agree with you.
2 I think you're right.
3 I told her to go home.
4 I knew everybody at the party.
5 I've already done my homework.
6 My sister likes jazz, too.

TELLING LIES

Questions and negatives

1 Think of some lies that these people might tell.

a teenage girl to her parents
a car salesperson
a student to the teacher
a politician
a husband to his wife

2 All the people in the pictures are lying. Who to? Why?

3 CD2 2 Listen to what the people are really thinking. What *is* the truth? Why did they lie?

She doesn't love him. She doesn't want to hurt his feelings.

4 Which question was each person asked before they lied?

A ☐ Don't you like my new dress?

B ☐ Can I speak to Harriet Jones, please? It's urgent.

C ☐ How come you're not at work today? You were fine yesterday!

D ☐ Who gave you that black eye? I don't think you fell.

E ☐ Tell me where you are going and who with.

F ☐ Why won't you marry me? I can't believe you don't love me!

GRAMMAR SPOT

Find examples of these in exercise 4:

- questions with auxiliary verbs
- a question without an auxiliary verb
- two ways of asking "*Why*"?
- negative questions
- an indirect question
- a question with a preposition at the end
- negative statements

▶▶ **Grammar Reference p. 139**

PRACTICE

Negatives

1 Write three sentences about yourself using *only* negative sentences. Distribute them among the students in the class. Read them aloud and guess who it is.

I can't cook. I never arrive on time. I don't eat meat.

2 CD2 3 Read and listen to two short conversations. Which expresses surprise? Which is checking information?

1 A Don't you like pizza?
B I can't stand it. I know most people love it, but I don't.

2 A Haven't we met somewhere before?
B Yes, I think we have. Wasn't it at Maria's party?

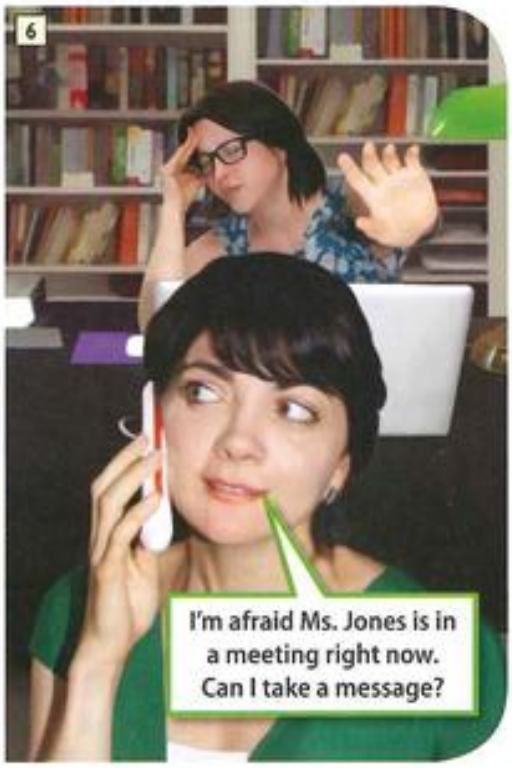
CD2 3 Listen again and repeat. Practice the stress and intonation.

3 Work in pairs. Ask and answer about these things using *negative* questions.

I'm surprised		
like/ice cream	have/a smartphone	can/swim

I'm just checking		
is/birthday today	work/New York for a while	live/on Baker St.

CD2 4 Listen and compare. What are the answers?



My frantic friend, Fred

4 Make a *negative* sentence about these people. Use your dictionary.

vegetarian	atheists	insomniacs	dyslexics	pacifists	naturists

5 CD2 5 Listen to the first part of a description of a man named Fred. Which words in exercise 4 describe him? Make some negative sentences about him.

He can't sleep. *He doesn't have a job.*

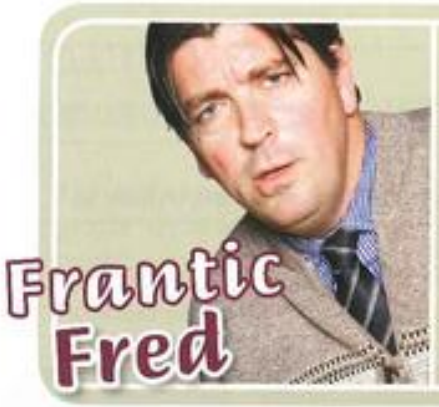
SPOKEN ENGLISH ***How come?* = surprise!**

How come? can be used in informal spoken English instead of *Why?* They do not have exactly the same meaning. Listen to the questions. Which express surprise?

CD2 6

Why can't he sleep? *How come he can't sleep?*
Why did he lose his job? *How come he lost his job? He loved his work.*

6 CD2 7 Listen to the full description of Fred. There are lots of contradictions. Complete the questions about him using *How come?*



He lives in a tiny studio apartment so
how come he came downstairs to the living room?
He's an insomniac, so *how come he overslept?*
He's single, so …
He doesn't have any pets, so …
He's an atheist, so …
He's dyslexic, so …
He's unemployed, so …
He's vegetarian, so …
He's anti-social, so …

Asking for more information

7 We can respond to a statement with a short question to ask for more information.

Fred had a barbecue in the backyard. — *Who with?*

He lies awake all night wondering. — *What about?*

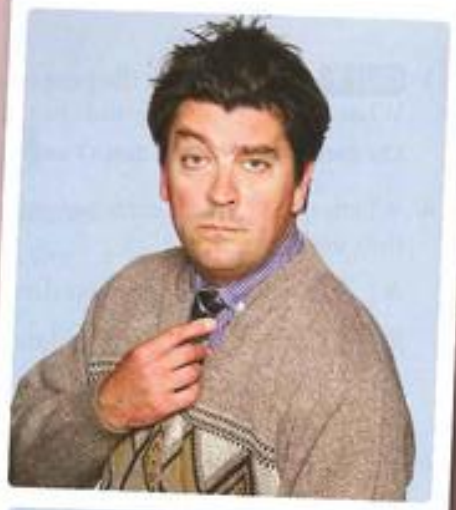
Write short questions with a preposition to respond to these statements.

1 She gave away all her money.
2 Can I have a word with you, please?
3 I danced all night.
4 Do you think you could give me a ride?
5 I got a nice present today.
6 I bought a birthday card today.
7 Shh! I'm thinking!
8 I need $5,000 desperately.

8 Make the short questions into longer ones.

Who did Fred have a barbecue with? *What is he wondering about?*

CD2 8 Listen and check.



LISTENING AND SPEAKING

Secrets and lies

1 Work in small groups. Did you ever tell lies or play practical jokes as a child? Do you have a guilty secret that you have kept hidden? Tell the class.

2 CD2 9 Listen to four people calling in to a radio program called *Confessions*. Match the pictures with the confessions and correct the statements.

1 **Robert**'s actions affected his classmates badly for the rest of their lives.
2 **Kevin**'s daughter liked baseball. She supported the Chicago Cubs.
3 **Jane** burned one of the diners in the restaurant when she served the soup.
4 **Maggie** told the bus driver about the missing man when they got to Paris.

3 CD2 9 Listen again and answer the questions.

1 **Robert** says, *I had never known them to be so silent or attentive.*
Who were *they*? Why were they so attentive?
Why does Robert feel guilty?
2 **Kevin** says, *I realized the full weight of the statement I had just made.*
What was the statement? Why does Kevin feel guilty?
3 **Jane** says, *There was no other option.*
Why was this? What had she done?
What did she do next?
4 **Maggie** says, ... *but I said nothing.*
What about? Why did she say nothing?
Why does she feel guilty?

4 Which expressions go with which extract? What do they refer to?

diehard fan	glistening treasure	scalding hot
waving frantically	made my blood run cold	extra ingredient
eager audience	stretch their legs	scarred for life

What do you think?

- Would you forgive the people? Why/Why not?
- Who was justified in their behavior? Whose was a "white lie"?
- When is it OK to lie or keep a secret? List some occasions individually, and then discuss as a group.

READING AND SPEAKING

Is Flight MH370 flying around the moon?

1 What do you know about the following events? Discuss in groups and share information.

- The disappearance of Malaysia Airlines Flight 370
- The Apollo moon landings

Turn to page 159 and check your ideas with the **FACT FILES**. When and where did the events take place? Who are the people mentioned?

2 These two events generated many conspiracy theories. What are conspiracy theories? How are they usually circulated nowadays? Do you know of any theories about the events?

3 Work with a partner.

Student A Read about Malaysia Airlines Flight 370.
Student B Read about the Apollo Moon landings.

4 Answer the questions about your conspiracy.

1 What are the different conspiracy theories mentioned?
2 What proof is given to support them?
3 How has the Internet or the media played a part?

Use your answers to talk to your partner about your article.

Vocabulary work

Read the sentences below. Find words in the texts which mean the same as those underlined.

Flight MH370

1 The huge number of search engine results is absolutely amazing.
2 Aliens devised a clever but wicked plot to illegally and forcefully take the plane.
3 The flight crew was in a sleeplike state because of the fire.
4 Experts believe it is probably true that the pilot had the qualities necessary to fly the plane well.
5 I don't believe any of these theories.

Moon landings

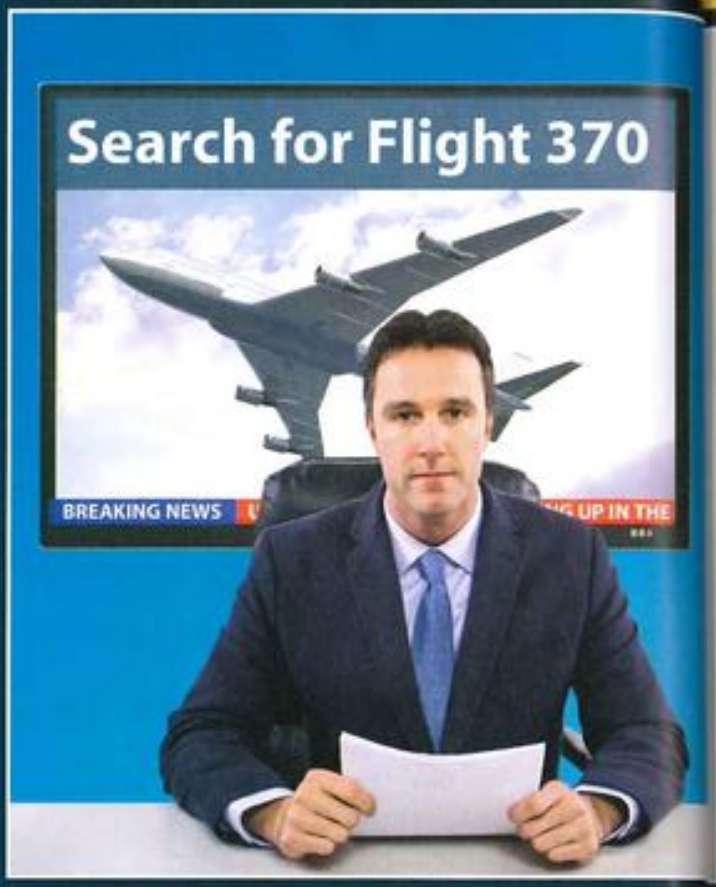
1 Rumors have been going around for many years.
2 The US flag is seen blowing and there is no wind on the moon.
3 A fantastic exhibition of stars.
4 Scientists have all agreed that the theorists don't have an argument.
5 NASA has been desperately trying to hide evidence of life.

What do you think?

- Which theories are the most believable? Which are the most unbelievable?
- What is it about the Internet that breeds such theories?
- Think of a recent news event and work in your groups to devise conspiracy theories about it. Describe the event and your theories to the class.

WRITING Linking ideas – Conjunctions *p. 103*

THE DISAPPEARANCE



OF MALAYSIA AIRLINES FLIGHT 370

Almost as soon as Malaysia Airlines Flight 370 allegedly crashed into the Indian Ocean on March 8, 2014, conspiracy theories about its disappearance began popping up all over the Internet. Typing "missing plane MH370" into a search engine like Google can yield up to 1,000,000 results – breathtaking by anyone's standards. Hypotheses range from military thriller movie plots ("it was shot down during a military operation") to farce ("it was abducted by fiendish aliens"). And most popular of all – that a fire in the cockpit caused the crew to pass out from smoke inhalation, and the plane flew a great distance before it ran out of fuel and crashed.

Subscribers to this theory say that the simplest theory for the missing airplane is probably the best explanation. The senior pilot had 18,000 hours of flying time during his career, so experts presume the plane was in capable hands. The last words spoken by the crew were "good night" implying the flight was running smoothly. Until the plane is found, we'll never really know what happened.

You don't buy into any of these theories? Don't worry. There are plenty more to choose from.

For example, some conspiracy theorists claim that the rapper Pitbull predicted MH370 would go missing in his song "Get it Started," recorded in 2012. The speculation is that lines from Pitbull's song, which go, "Now it's off to Malaysia" and "Two passports, three cities, two countries, one day" refer to specific details in the plane's disappearance. For example, two of the passengers were traveling with stolen passports, the three cities refer to the capital cities of Kuala Lumpur, Beijing, and Hanoi, while the two countries refer to the departure country of Malaysia and the arrival country of China.

These theories multiply because it is so hard for us to believe that a plane with 239 people on board could completely disappear in our technologically advanced world. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.

For over 40 years rumors have been circulating that the Apollo moon landings were faked. They say astronaut Neil Armstrong made no "giant leap for mankind," they assert that the 1969 moon mission was a hoax to prove America won the space race, and that the astronauts were "astro-nots!" The high point in the Great Moon Landing Conspiracy came on February 15, 2001, the date that Fox television broadcast a program entitled "Did We Land on the Moon?" This alleged that the whole moon landing had been staged inside a movie studio on a US military base somewhere in the Mojave desert.

The program claimed:

1 The US flag planted on the moon's surface is seen fluttering, and there is no breeze of any kind on the moon.
2 The photographs taken by the astronauts do not include any of the moon's night sky, where there would have been a stunning array of stars on view.
3 The shadows in the pictures are clearly coming from more than one angle – an impossibility on the moon, where the only light source is the sun, but more than plausible inside a movie studio.
4 One of the famed moon rocks brought back by the Apollo astronauts is marked with a telltale letter "C," suggesting the markings not of some alien life force but of a movie prop.

After the program, the Internet went crazy with theories and counter-theories. However, scientists have unanimously agreed that the conspiracy theorists don't have even the beginnings of a case. Too many things about the Apollo missions were impossible to fake, from the radio signals picked up at listening stations around the world, to the moon rocks, which have been subjected to repeated geological analysis and clearly date back several millennia.

Finally there are the UFO "nuts." They actually do believe that astronauts went to the moon, but that not only did they find a load of rocks but also widespread evidence of an ancient alien civilization – a discovery so terrifying that NASA has been desperately trying to conceal it from the public ever since.

VOCABULARY

Saying the opposite

Antonyms

1 Compare these sentences. Which antonyms are used? Which sounds better in this context?

Some theories are plausible but others are implausible.
Some theories are plausible but others are ridiculous.

2 Antonyms can sometimes be formed with a negative prefix. What is the negative prefix for these words?

believable *credible* *honest*
legal *probable* *responsible*

1 What parts of speech are these words? Write antonyms for them using prefixes where possible.

Word	Antonym(s)
fake adj	genuine, real, authentic
like v	dislike, hate, loathe, can't stand
tiny	
happiness	
guilty	
safe	
admit	
improve	
sincere	
success	
mature	
encourage	
kind/generous	
appear	

2 Complete the conversations with the antonyms from the box. Put the words in the correct form with the correct part of speech.

improve	safety	success	criticize	generosity
fail	stingy	encourage	get worse	danger

1 A Gary's a really _____ businessman.
B Well, he's a complete _____ as a father. He never sees his kids.

2 A My grandpa's so _____, he gives me $20 every time I see him.
B You're lucky! My grandpa is famous for his _____.
I'm happy if he gives me $5 for my birthday, if he even remembers.

3 A Well, Henry, I'm pleased there's been some _____ in your behavior this semester, but unfortunately your work has _____.
B I guess I didn't do well on the test, then.

4 A You're not going bungee jumping! It sounds really _____.
B No, honestly, it's perfectly _____ as long as you're careful.

5 A Our teacher is always _____ us. I feel useless.
B I know. He should give us more _____ if he wants us to work hard.

CD2 10 Listen and check.

3 What is the effect of using antonyms in these conversations?

A What **lousy** weather!
B Yes, it's not exactly **tropical**, is it?

A Jenny's **dense**, isn't she?
B Well, she isn't the **brightest of people**, it's true.

Write similar conversations with a partner about these topics. Be honest but tactful.

- a boring party
- an awful vacation
- a stingy friend
- a hopeless sports team

CD2 11 Listen and compare.

4 What's the opposite of ...?

1 a tough question / tough meat
2 a clear sky / a clear conscience
3 fair hair / a fair decision
4 a hard mattress / a hard exam
5 a live animal / live music
6 a light color / a light sleep

5 Match the words and their meanings.

1 **ab**used	not ever used
2 **dis**used	not used anymore
3 **un**used	used in the wrong way
4 **mis**used	used too much
5 **over**used	not used enough
6 **under**used	used cruelly or badly

EVERYDAY ENGLISH

Being polite

1 CD2 12 Listen and read the pairs of lines. Which lines are more polite?

1 I'm sorry to bother you, but could you possibly change a twenty-dollar bill?

Do you have change for a twenty-dollar bill?

2 Where's the train station?

Could you tell me where the train station is, please?

CD2 12 Listen again and repeat.

2 CD2 13 Listen to some conversations. After each one, say which is more polite. In what ways? Look on page 122 and practice some of the polite conversations with a partner.

3 Make these requests and offers more polite. Use the expressions below them.

1 Give me a ride.
2 Help me find my glasses!
3 Come for dinner tomorrow evening!
4 Lend me your dictionary.
5 Look after my dog while I'm on vacation.
6 Where's the bathroom?
7 Can I help you with this exercise?

Could you possibly ...?

Would you mind (not) ...?

I wonder if you could ...?

Do you think you could ...?

Would you like (me) to ...?

Do you happen to know ...?

4 Work with a partner. Take turns making the requests and offers in exercise 3 and refuse them politely, using one of these expressions.

That's really kind of you, but ...	I'd love to, but ...
I'm really sorry, ...	I'm afraid I ...
Believe me, I would if I could, but ...	

CD2 14 Listen and compare your answers.

Roleplay

5 Ben and Anna have invited Luciana and Henry to their house for dinner. Work in groups of four to complete the conversation and practice it.

Ben Luciana! Hello! Great to see you. Come on in. Let me take your coat.
Luciana ...
Anna Oh what pretty flowers! How kind of you! Thank you so much. Now, I don't think you know Henry? Let me introduce you. Henry, this is Luciana.
Henry Hello, Luciana. Nice to meet you. I've heard a lot about you.
Luciana ...
Henry Where exactly are you from, Luciana?
Luciana ...
Henry That's interesting. And what are you doing in London?
Luciana ...
Henry And how do you find London, Luciana? Is it like home, or is it very different?
Luciana ...
Ben Now, Luciana. What would you like to drink?
Luciana ...
Ben Good choice! I'll get that for you.
Luciana ...
Anna OK, everybody. Dinner's ready. Come and sit down. Luciana, can you sit next to Henry?
Luciana ...
Ben Does everyone have a drink? Great. Cheers, everybody!
Luciana ...
Anna Luciana, help yourself. Would you like some cheesy parsnips?
Luciana ...
Anna Well, they're parsnips coated in parmesan cheese and roasted. Would you like to try some?
Luciana ...
Ben How about another glass of sparkling cider?
Luciana ...
Ben Yes, of course. Sparkling or still?
Luciana ...
Anna Well, bon appetit everyone!

CD2 15 Listen and compare. Act it out for the class.

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5 Looking ahead

Future forms • Hot verbs – *take, put* • Over the phone

STARTER

1 Which future form expresses ...?

an intention	a future fact based on a timetable	a spontaneous decision
a prediction	an arrangement between two people	

1 Tomorrow's weather will be warm and sunny.
2 The train to Chicago leaves at ten after ten.
3 I'm going to be a race-car driver when I grow up.
4 We're seeing Sue on Thursday.
5 I'll make some coffee.

2 Name the different future forms.

HOW DO YOU SEE YOUR FUTURE?

Future forms

1 CD2 16 Look at the people and listen to them talking about the future. Who says what? Put a number 1–6 next to the names.

2 Answer the questions.

1 What is Laura going to study? When do the classes start?
2 What is Mickey doing tomorrow? What time does the game start?
3 Why are Tony and Marie excited?
4 What's Elsie doing tomorrow? What will they do together?
5 Why is Janine packing? How's she getting to the airport?
6 What are Theo's ambitions?

CD2 17 Listen and check.

3 Here are some answers. What are the questions? Ask and answer with a partner.

1 Boston University. (*Which ...?*)
2 His friends. The Red Bulls and the Galaxy.
3 Max or Leah.
4 A chocolate cake.
5 It leaves at 8:00.
6 Twice what he's earning now.

CD2 18 Listen and check.

GRAMMAR SPOT

1 Do these sentences refer to the present or the future?

Marie's having a baby soon ... *I work in the city.*
Right now I'm packing ... *The plane leaves at 8:00.*

2 What's the difference between these sentences?

*What **do** you **do** in the evenings?* *What **are** you **doing** this evening?*
*Get in the car. **I'll give** you a ride.* *I'm **going to give** Dave a ride to the airport tomorrow.*
*We'll **have** dinner at 6:00.* *We'll **be having** dinner at 6:00.*
*I'll **write** the report tonight.* *I'll **have written** the report by tonight.*

▶▶ Grammar Reference p. 140

PRACTICE

Discussing grammar

1 Choose the correct form in the pairs of sentences.

1 'll see / 'm going to see
I'm very excited. I _____ all of my family this weekend.
I don't know if I have time to come this evening. I _____.

2 are you going to do / will you do
So you're off to India for a year! What _____ there?
I'm sure you will pass your exams, but what _____ if you don't?

3 'll come / 'm coming
I _____ with you if you like.
I _____ with you whether you like it or not.

4 are you doing / are you going to do
Your first-quarter grades are is terrible. What _____ about them?
What _____ this evening?

5 'm giving / 'm going to give
I've had enough of her lazy attitude. I _____ her a good talking to.
I _____ a presentation at 3:00 this afternoon. I'm scared stiff.

6 leaves / is leaving
John! Peter _____ now. Come and say goodbye.
The bus _____ at 9:00, so don't be late.

7 'll see / 'll be seeing
I _____ you outside movie theater at 8:00.
I _____ Johnny this afternoon, so I'll tell him your news.

8 'll see / 'll have seen
You _____ enough of me by the end of this vacation.
I'm going to make a success of my life. You _____.

CD2 19 Listen and check.

2 Put the verb in parentheses into the correct tense. Use the Simple Present, the Present Perfect, *will*, or the Future Continuous.

Good afternoon ladies and gentlemen.
Welcome aboard this Virgin Atlantic flight to Boston. In a short time we [1] _____ (take off). When we [2] _____ (reach) our cruising speed of 575 miles per hour, we [3] _____ (fly) at 37,000 feet. Our flight time today is six and a half hours. We [4] _____ (come) in over Newfoundland before heading down the coast to Boston. We [5] _____ (arrive) in Boston at about 5:45 US time. The cabin crew [6] _____ (serve) an evening meal during the flight. If you [7] _____ (need) any assistance, just press the call button and a flight attendant [8] _____ (come) to help you. In case of turbulence, [9] _____ you please _____ (keep) your seat belt fastened when you're in your seat.

(Near the end of flight)

In a few moments the cabin crew [10] _____ (come) around with duty-free shopping. They [11] _____ also _____ (give out) landing cards for those who [12] _____ (need) them. In twenty minutes we [13] _____ (start) our descent into Boston's Logan International Airport, where the temperature is a chilly 37°F – and for the folks from the UK on board that's 3°C – with a chance of snow. Please put your seats in the upright position and remain seated until the plane [14] _____ (come) to a complete standstill. We hope you [15] _____ (fly) again soon with Virgin Atlantic.

CD2 20 Listen and check.

Talking about you

3 Complete the questions with the most natural future form. Sometimes there are several possibilities.

1 Where _____ (you go) on vacation this year?
2 How _____ (you get) there?
3 How long _____ (you be) away for?
4 Which hotel _____ (you stay) in?
5 What time _____ (your flight arrive)?
6 What _____ (you do) while you're on vacation?

In pairs, ask and answer the questions about your next vacation. If you don't have a vacation planned, make one up!

I hope so/I don't think so

4 CD2 21 Listen to the questions and complete the different responses.

1 "Do you think you'll ever get a job?"
"I _____ so."
"I _____ one day."
"It's possible, but I _____ it."
"I'm sure I _____."
"I'm sure I _____."

2 "Are you going out tonight?"
"Yes, I am."
"I think _____, but I'm not sure."
"I _____ be."

3 "Do you think the world's climate will change dramatically in the next 50 years?"
"I _____ so."
"I hope _____."
"Who _____? Maybe."

5 Ask and answer similar *yes/no* questions about future possibilities in your life.

1 be famous
go to London
marry a millionaire
speak perfect English
have grandchildren

2 go to the movies soon
meet friends this weekend
eat out in the next few days

3 we discover life on another planet
people live for 150 years
find a cure for cancer

LISTENING AND SPEAKING

A NEET solution

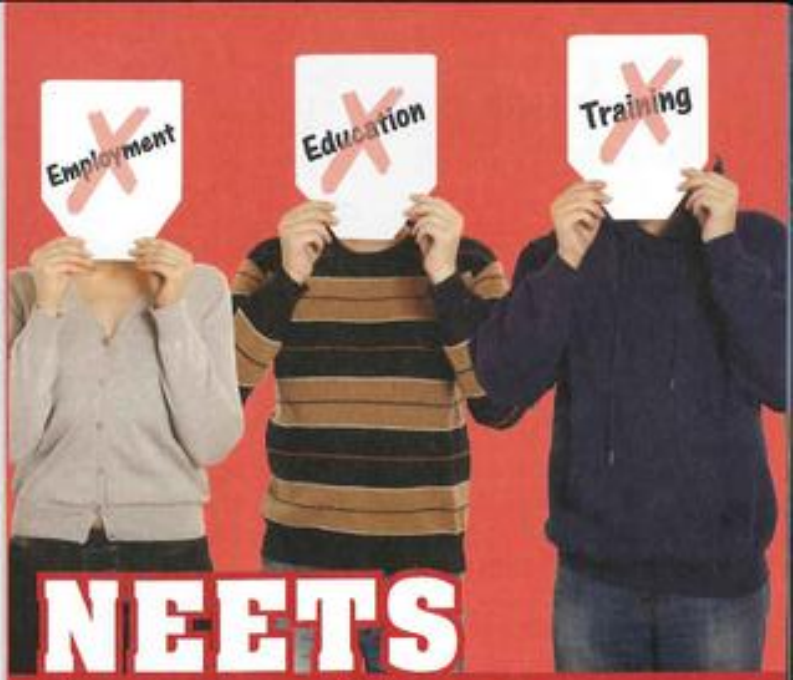
1 Read the text about NEETs. What are they? Choose the correct information about them. Compare your answers with a partner.

2 CD2 22 Listen and check. What surprised you about the figures? Is there a word for NEET in your language? Do you know the figure for NEETs in your country?

3 CD2 23 Listen to three young people talking about being a NEET. Take notes about them under these headings. After each one, discuss your answers.

- past experiences and problems
- the turning point
- immediate plans and hopes for the future

4 What challenges do you think each person will face? How might their new experience benefit them? Do you know anyone who is in a similar situation?



NEETS

the facts and figures

The term **NEET** is used to refer to people who are "**N**ot in **E**mployment, **E**ducation, or **T**raining." In the US, NEETs are usually defined as being between the ages of 16 and 24. The 2013 US figure is estimated at six million, which is approximately (**5%** / **15%** / **18%**) of this age group. In Mexico, for 15–29 year olds, the number is approximately 7.5 million, although there are huge differences across countries. These range from 13% in (**Canada** / **Brazil** / **Peru**) to about 35% in (**Greece** / **Turkey** / **Egypt**). The estimated annual cost to the US per year is about (**$370** / **$3,700** / **$37,000**) per NEET youth.

Figures for the EU reveal similar challenges. In the UK, the 2014 figure stood at 13.1%, 5.5% in (**the Netherlands** / **Italy** / **Sweden**), to about 25% in (**Germany** / **Bulgaria** / **Sweden**). And a university degree is no longer a guarantee to a job. In the UK in 2011, (**a tenth** / **a fifth** / **a quarter**) of graduates aged 21 were unable to find work after leaving school.

SPOKEN ENGLISH *thing*

1 Look at the examples of the word *thing* from CD2 23 in exercise 3.

Sitting at a desk just wasn't my kind of ***thing****.*
Things *are pretty tough here right now.*

Find more examples of *thing(s)* in CD2 23 on SB p. 123.

2 Ask and answer the questions with a partner about you.

- How are things with you right now?
- What's the thing you like most about learning English?
- Do you like doing your own thing?
- Is horse racing your kind of thing?
- Do you ever say the wrong thing in front of friends?
- Do you have a thing about wearing fur?
- If your friend keeps you waiting, do you make a big thing of it?

What do you think?

How can young people get "from NEET to EET" (Educated, Employed, and Trained)? Look at the list of possible solutions from around the world. Which of them would work best? Why?

- military service/volunteer work
- apprenticeships
- one-on-one mentoring from a personal adviser
- free transportation/books/access to IT
- grants for higher education
- help in setting up a small business
- school-based education with in-company training

▶▶ **WRITING Applying for a job – A résumé and a cover letter** *p. 104*

READING AND SPEAKING

Inspirational youth!

1 How do people of different ages see each other? In your country, what do …?
- old people think of young people
- young people think of old people
- parents think of teenagers
- teenagers think of their parents

2 Look at the photos. Read the headings and the introduction. What is the main point of the article? Why do you think young people "get a bad rap"? What does this mean?

3 Work in two groups.

Group A Read about Nick D'Aloisio.
Group B Read about Jake Bugg.

Answer the questions.

1 What is inspirational about him?
2 What do you learn about his family and childhood?
3 Who or what has helped or influenced his life and career?
4 What are the important milestones in his life so far?
5 What is his ambition?
6 What do you learn about his friends?

Find a partner from the other group and exchange information.

4 Read about Caitlin and go through the questions again. Compare her life with Nick's and Jake's.

5 Which person might have said …?

"I know I'll still be writing and playing when I'm an old man."
"Some patients won't be alive in a few weeks."
"By the time I'm 40, I'll have found a way to do it."

What do you think?

- Who do you think is the most successful now?
- Who will be the most successful in the future?
- Which teenager do you most admire? Why?

Inspirational youth

Today's youth often get a bad rap, but they are not all hanging out on street corners or sulking in their bedrooms. The ones featured here – and many others around the world – are ambitious, talented, and making the most of their lives, often against the odds. Judith Woods and Fiona Holloway report.

"We get a bad rap, *but we're all right!*"

Nick D'Aloisio is the founder of *Summly*. He grew up in Perth, Australia. His dad is a banker and his mom is a lawyer. The family moved to London when Nick was 7. At 9 he was given his own computer, which he put to use creating movies. At 12 he got an iPhone and began writing apps. He created Facemood, an app that looked at your friend's Facebook timeline and summarized what mood they were in. Nick wanted to summarize more.

"The thing is, I don't have time to click in and out of every story and article on the Web that interests me. I want to find a way to skim-read content before reading the complete article. The time is right for this; even Google knows that something needs to be done to make sense of the Web overrun by a diarrhea of words."

So, at just 16 he created Summly, which automatically summarizes Web pages and news articles. It had 100,000 downloads in its first month and attracted $250,000 in funding from the Chinese billionaire Li Ka-Shing.

How does Nick reconcile his life as an entrepreneur with his other life as a student and a young adult?

"I like a lot of things. I'm a big fan of rugby and cricket. I enjoy school and being with my friends, and I work hard at school. I'm learning Russian and Mandarin. I don't want to be seen as a kid who created an app. It's an app which happens to have a kid behind it. Steve Jobs is an idol of mine. He had a clear vision of his product. Like him, I'm obsessive about controlling every aspect of my product."

Nick's ambition to summarize the entire Web is still a journey in progress, but the world of technology will be hearing about his exploits for a long time to come. He has recently sold Summly to Yahoo for $30 million.

Jake Bugg grew up in a public housing development in Nottingham, but he has already achieved a lot. He started playing the guitar at the age of 12 when his uncle gave him one as a present. By the time he was 14, he was writing his own songs, and at 17 he took part in the Glastonbury Festival as one of the BBC "Introducing" acts.

"The day before I got the call from the BBC, I had an audition for another festival and they'd turned me down. The next day the BBC called and said, 'Do you want to play at Glastonbury?' It was just so inspiring and has helped quite a lot."

Unlike a lot of his school friends, Jake's musical tastes extend past the Top 40 and latest pop releases. His number one is the Beatles and a lot of older stars such as Donovan, Don McLean, and Jimi Hendrix. Like others at his age, he browses the Web to explore the artists he is into, but there are other influences as well.

"My mom used to play old records around the house. Sometimes the stuff she played was awful, but sometimes they were alright."

Jake's songs have been played on various BBC radio shows and one called *Country Song* was used in a TV advertisement. Jake himself has appeared on TV in a music program called *Later...with Jools Holland*. He still has a lot of aspirations.

"Of course I'd like to have a number one hit – everyone wants that, but the thing I'd like most is to have a jamming session with Noel Gallagher of Oasis. That'd be so cool. And I guess it would be good to work with one of my heroes, Donovan or someone like that."

His debut album includes single *Lightning Bolt* and the song *Trouble Town*, which is an autobiographical look at life in public housing.

Caitlin Crommett grew up in Orange County, California, attending school, hanging out with friends, and playing basketball. At the age of 12, she took it upon herself to do volunteer work for a local hospice, a home that provides care for the terminally ill. When she was 15, Caitlin decided that she wanted to do more for the hospice patients, so she started DreamCatchers, a club that aims to fulfill patients' final dreams and makes their last days happy.

"I had been volunteering with a hospice near me for a few years, helping out around the office and singing at memorial services," Crommett recalls. "I then saw the movie Patch Adams, which inspired me to do something more to make these patients happy at the end of their lives. I wanted to be able to have their last dreams fulfilled and help people believe in happy endings once again."

Ann Klein, the wife of hospice patient Bernard Klein, was Caitlin's first beneficiary. The couple had gone sailing nearly every weekend before Bernard got sick. Ann mentioned that if Bernard could go sailing one more time, he'd be happy. Caitlin made arrangements for the Kleins to sail on an 82-foot double-mast schooner. When the crew lifted Bernard aboard, he laughed. Ann says, "It was the first time we had laughed together in a long time."

Since then, DreamCatchers, has granted dreams to dozens of terminally ill patients including final family reunions with loved ones who live far away, trips to Disneyland, and hot-air balloon rides.

"I love granting dreams. I hope that it will serve as a bridge between generations, as students everywhere can give back to the communities that raised them."

Caitlin is currently a senior at the University of Notre Dame studying film, TV, and acting. In addition, she travels around the country sharing information about DreamCatchers with students, teachers, hospice administrators, and community centers. Her hope for the future is for DreamCatchers to become a nationally recognized foundation.

VOCABULARY

Hot verbs – *take, put*

1 There are many expressions with *take* and *put*.
Look at these examples from the text on p. 39.

He was given his own computer, which he **put to use** creating movies.
He **took part in** the Glastonbury Festival.
She **took it upon herself** to do volunteer work at a local hospice.

2 Put the words in the right box.

sb/sth for granted	my arm around her	my advice	offense	forever
somebody in charge of	pressure on sb	a stop to sth	criticism	part
a plan into practice	his work first	place	no notice	a risk

TAKE	PUT

3 Complete the sentences with an expression with *take* or *put* in the correct form.

1 The wedding _____ _____ in an old country church. It was beautiful, but it was miles away. It _____ _____ to get there.
2 My son's always hanging out at the mall, but I'll _____ _____ _____ to that. I won't give him any more spending money.
3 Please don't _____ _____, but I don't think your work has been up to your usual standards recently.
4 I told you that boy was no good for you. You should have _____ _____ _____ and had nothing to do with him.
5 If you really want to make a change in the world, you'll need to _____ _____ _____ yourself and do it!
6 My boss is _____ _____ _____ me to resign, but I won't go.
7 I tried to get the teacher's attention, but she _____ _____ _____ of me at all.
8 Children never say "Thank you" or "How are you?" to their parents. They just _____ them _____ _____.

CD2 24 Listen and check.

4 Match the lines in **A** and **B**. Underline the expressions with *take* or *put*.

A	B
1 Take your time.	Put it on your calendar.
2 The party's on the 21st.	What would you do?
3 "I told her a joke about the French, and it turned out she was French."	There's no need to panic.
4 Take it easy. Calm down.	We're not in a hurry.
5 Put yourself in my shoes.	Not everything is your fault.
6 You always take things too personally.	"Whoops! You really put your foot in your mouth, didn't you?"

Phrasal verbs

5 Use a dictionary. Complete the sentences with a phrasal verb with *take*.

take sth back take sth in take off take sb on

1 The store _____ _____ a lot of extra workers every holiday season.
2 The lecture was too complicated, and the students couldn't _____ it all _____.
3 My business really _____ _____ after I picked up six new clients.
4 You called me a liar, but I'm not. _____ that _____ and apologize!

Do the same with these phrasal verbs with *put*.

put sth out put sb off put sth away put sth on

5 _____ some music _____. Whatever you want.
6 The disgusting smell of the cheese _____ me _____ eating it.
7 Could you _____ _____ your clothes, please? Your room's a mess.
8 The kitchen fire was scary, but luckily I _____ it _____.

CD2 25 Listen and check.

EVERYDAY ENGLISH

Over the phone

1 CD2 26 Listen to the beginning of three phone calls. What's the difference between them?

- When and why do we make small talk? Who with? What about?
- Why do organizations have recorded menus? Why do people find them frustrating?

2 A caller is trying to get through to customer service at a credit card company. Complete the text with lines a–e.

a All our lines are now closed
b We are currently experiencing unusually heavy call volumes
c and you will be connected to a representative
d Please continue to hold
e to report a lost or stolen card

Thank you for calling Fast Response Credit. Our priorities are service, quality, and customer satisfaction. To help us deal with your call more efficiently, please select one of the following options. To update your account information, press 1; to check your balance, press 2;[1] ____, press 3; to request a statement, press 4; to leave a voice message, press 5. For all other inquiries, please hold [2] ____.

♪ ♪ ♪

[3] ____. You may experience a delay of up to five minutes. Please hold and you'll be connected to a representative shortly.

♪ ♪ ♪

Your call is important to us. [4] ____. Alternatively, please submit your question through.

♪ ♪ ♪

Thank you for calling Fast Response Customer Service Department. [5] ____. To speak to a representative, please call Monday to Friday, 8:30 a.m. to 4:30 p.m.

CD2 27 Listen and check your answers.

Ending a phone call

3 Here is the end of a telephone conversation between two coworkers, Andy and Barry. Put the lines in the correct order.

- [I] A So, Barry. It was good to talk to you. Thanks for calling.
- [ ] A I certainly will. And you'll email me a copy of the report?
- [ ] A That's great, Barry. Have a good weekend!
- [ ] B My pleasure. By the way, how's your golf game these days? Still playing?
- [ ] B Same to you, too! Bye, Andy.
- [ ] B OK. I don't want to keep you. So, you'll give me a call when you're back, right?
- [ ] A No, not much. I just don't seem to find the time these days. Anyway, Barry …
- [ ] B It'll be with you first thing tomorrow.
- [ ] A Very true. So, Barry. I have to run. I'm late for a meeting.
- [ ] B Too bad! You used to enjoy it so much.
- [II] A Bye, Barry.

CD2 28 Listen and check your answers.

4 Discuss the questions.

- Who's trying to end the conversation?
- Who wants to chat?
- How does Andy try to signal that he wants to end the conversation?
- How do they confirm their arrangements?

5 Work with a partner. Look at the role card and list of expressions from your teacher. Plan your phone conversation, including small talk if necessary. Sit back-to-back and have the conversation.

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6 Hitting the big time

Expressions of quantity • *'export* or *ex'port* • Business expressions and numbers

STARTER

1 Underline the words that can complete the expressions of quantity.

a few ... cars/traffic/holdups/pollution
not many ... crimes/criminals/violence/accidents
several ... times/letters/furniture/people

very little ... time/room/hope/ingredients
not much ... jobs/unemployment/work/success
a bit of ... luck/knowledge/fun/herbs

a lot of ... enthusiasm/energy/children/ingredients
enough ... eggs/food/knives/cutlery
plenty of ... fresh air/fluids/sleep/walks
hardly any ... money/experience/photos/friends

2 What do you notice about the three groups of quantifiers?

THE CELEBRITY CHEF

Expressions of quantity

1 Rachael Ray is a famous American chef. Read the article. How did she "hit the big time"?

2 Complete the questions. Ask and answer them with a partner.

1 How _____ cookbooks has she written?
2 How _____ cookbooks has she sold over the years?
3 How _____ time has she spent improving diets for US kids?
4 How _____ did she work at Macy's Marketplace?
5 How _____ time does it take to make one of her recipes?
6 How _____ ingredients did she use to make her meals?
7 How _____ experience did she have when she was first on TV?
8 How _____ children do she and husband have?

Rachael Ray

Rachael Ray has hit the big time in a big way. She's famous as an extremely successful chef, cookbook writer, spokeswoman, and media personality. Her numerous TV shows have been broadcast in more than 10 countries around the world including the US, Australia, Canada, Brazil, and Turkey. In addition, she has written over 20 cookbooks that have sold more than 1 million copies. Since 2006, she has given a great deal of time and energy to improving unhealthy diets for kids in the US.

Her rise to fame and fortune was swift. She began her career working in her parents' restaurants, where it was easy to earn a few dollars. In 1995, with no formal chef training, she landed her first professional job at Macy's Marketplace candy counter in New York City. After two years there, she moved back home to manage restaurants.

In 1998, she came up with the idea of teaching people how to make plenty of tasty, nutritious meals using a few simple supermarket ingredients in 30 minutes or less. Even though she had hardly any TV experience, she had plenty of enthusiasm, and she found herself doing

3 CD2 29 Listen to a similar text about Rachael Ray. Write the differences you hear in the chart.

Reading text	Listening text
numerous TV shows	many
more than 10 countries	several
over 20 cookbooks	
more than 1 million	
a great deal of time	
two years	
plenty of meals	
a few simple supermarket ingredients	
hardly any TV experience	
plenty of enthusiasm	
several TV shows	

GRAMMAR SPOT

1 Why do we say ...?

a few dollars — but *a little* spending money
a great number of countries — but *a great deal/amount of* time
a lot of/plenty of meals — and *a lot of/plenty of* fun

2 Who is happier, A or B?

A I have a few friends and a little money.
B I have few friends and little money.

▶▶ Grammar Reference p. 141

cooking segments on local news shows, and quickly thereafter landed on the Food Network hosting several TV shows. In 2005, she launched her own lifestyle magazine, *Everyday with Rachael Ray*. And in 2006, she debuted in a daily talk show, which is produced in association with Oprah Winfrey.

Rachael is married to lawyer and rock and roll singer John Cusimano. They don't have any children, but they do have one dog named Isaboo.

So what's her recipe for success? Having fun. "I was raised in a household that taught us that everybody has the right to have a lot of fun," she says.

PRACTICE

Count or noncount?

1 Work with a partner. Ask and answer the questions.

How much ...? How many ...?

1 money/in your pocket
2 cups of coffee/day
3 times/been on a plane
4 time/spend watching TV
5 sugar/in your coffee
6 pairs of jeans
7 books/read in one year
8 homework/every day
9 English teachers/had
10 movies/a month

CD2 30 Listen and compare your answers.

2 Some nouns can be both count (C) and noncount (N).

Chocolate is fattening.	N	I do a lot of business in China.	N
Have a chocolate.	C	I've opened a business there.	C

Complete the sentences with *a* or nothing.

1 I'd like _____ single room for the night.
Is there _____ room for me to sit down?
2 You shouldn't let children play with _____ fire.
Can we light _____ fire? It's getting cold.
3 Canada is a land of _____ great beauty.
You should see my new car. It's _____ beauty.
4 There was _____ youth standing in front of me.
_____ youth is wasted on the young.

3 Find word pairs linked according to meaning. Which are usually count nouns, and which noncount? Write them in the correct column.

~~dollar~~	truck	suitcase	job	furniture
advice	apple	trouble	fact	money
suggestion	fruit	journey	chair	problem
work	traffic	information	luggage	travel

Count nouns	Noncount nouns
dollar	money

With a partner, choose a pair of words. Write two sentences to illustrate their use. Use the count nouns in the plural.

We need some new furniture. *We need four more chairs.*

Expressing quantity

4 Rephrase the sentences. Use the prompts.

She earns five dollars an hour.
much / very little / hardly any

She doesn't earn much money.
She earns very little money.
She earns hardly any money.

1 She has two friends.
many / very few / hardly any

2 There are six eggs in the fridge.
some / a few / enough

3 There are two eggs in the fridge.
many / only a couple of

4 There aren't any tomatoes.
no / not a single

5 Did you spend many weeks in Peru?
much / a lot of

6 I have five days of vacation a year.
much / hardly any

7 I have gained 20 pounds!
a huge amount of / far too much / lots of

8 Ninety percent of my friends have a car.
almost all / most / the majority

9 Ten percent of them still live at home.
very few / hardly any / not many

10 There isn't one of my friends who's married.
none / not one

11 Ken works 100 percent of the time.
all / the whole

12 Yesterday I ate hardly anything at all.
not much / very little / almost nothing

5 Choose the correct alternative.

1 I have *a few / few* cousins, but not many.
2 We have *very little / a little* money, I'm afraid.
3 I earn *less / fewer* money than I did in my old job!
4 *Less / Fewer* people buy DVDs these days.
5 *All people / Everyone* came to my party.
6 I was robbed last month. *All / Everything* was stolen.
7 *Everyone / All the people* was watching the World Cup Final.
8 Last week the *all / whole* school had the flu.

A class survey

6 Conduct a lifestyle survey of your class. Ask and answer the questions with other students.

7 Give your feedback using expressions from the box.

all of us	most of us
a few of us	hardly anybody
lots of us	nobody
(nearly) everybody	none of us

Most of us do lots of exercise.

SPOKEN ENGLISH Expressing quantity informally

1 There are many ways of expressing quantity informally in spoken English.

She's got lots of clothes.

CD2 31 Listen and complete with the expressions of quantity.

_____ of time _____ of food _____ of things
_____ of money _____ of laundry _____ of people

2 What do your friends have a lot of?

Tania's got millions of shoes.

WRITING Report writing – A consumer survey *p. 106*

LISTENING AND SPEAKING

Ads all around!

Work in small groups.

1 Do you have any favorite ads? Do some annoy you? Which? Why? Do you sometimes skip ads online or on recorded TV programs?

2 Make a list of all the places where you find advertisements. Share with the class.

3 Look at the pictures.

What is "body advertising"? Which parts of the body listed below do you think are most suitable for this kind of advertising?

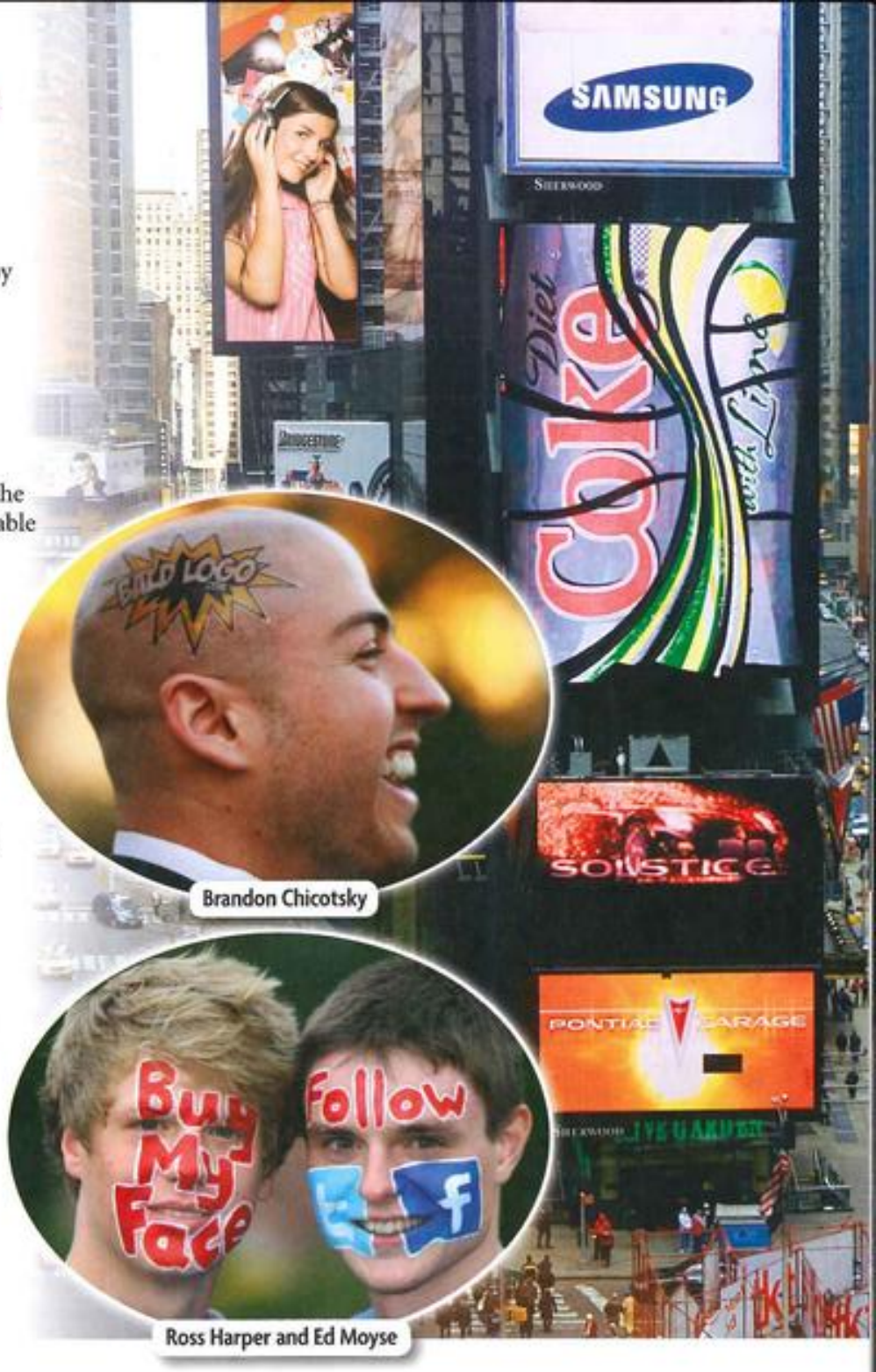
- head
- face
- eyelids
- forehead
- hands
- chest
- thighs
- soles of the feet

4 CD2 32 Listen to a radio program about body advertising. Answer the questions.

1 Is advertising generally more or less effective these days?
2 Who is Brandon Chicotsky? What was his "ingenious idea"?
3 Who are Ross Harper and Ed Moyse? How did they repay their student loans?
4 Which parts of the body are mentioned as advertising spaces?
5 Why did ten men and women go around winking at people?
6 What form does body advertising take in Japan?

5 CD2 32 Listen again. What do these numbers refer to?

- 250–3,000
- 50%
- 7%
- $320
- £50,000
- 6,000
- £100
- 1,000



Brandon Chicotsky

Ross Harper and Ed Moyse

What do you think?

- What do you think about "body advertising"? Is it a good idea or a "step too far"?
- Why are people becoming more immune to advertising?
- Are you influenced by advertising? What have you bought as a direct result of it?

Task

1 Find an advertisement from a newspaper or magazine that appeals to you, and bring it to class. Talk about what the ad is for, and why you like it.

2 Create a radio or television ad. Choose a product or service of your own, or one of the following.

- BW MX-7 sports car
- Dazzled dishwashing liquid
- Superpup dog food
- Blue River coffee
- a restaurant in town
- a bank for students

READING AND SPEAKING

Two famous brands

1 What do you know about these brands? What is their reputation? Are they popular among your friends and family? Who are their rivals?

2 Work in two groups.
Group A Read about Apple.
Group B Read about Starbucks.

Read your article and answer the questions.

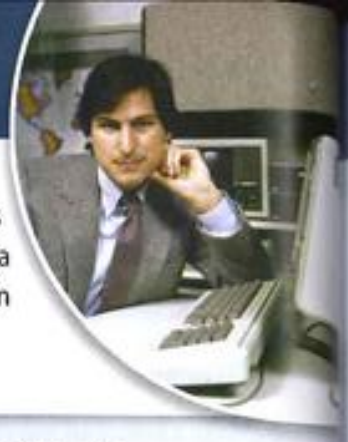
1 When and where did the company begin?
2 Who founded it?
3 Where did the name of the company come from?
4 Why did the brand become a success?
5 Has the company's progress always been easy?
6 What makes the brand special?
7 What features of the product or company do people see as negative?
8 What are some examples of the company's products?

3 Find a partner from the other group. Compare and exchange information.

4 Here are eight answers. Decide which four are about your article. Then write the questions.

- In Silicon Valley.
- About 900.
- $13 billion.
- In 1997. *(When ... launched?)*
- Ten years. *(How long ... take ...?)*
- Because he argued with his partner. *(Why ... resign?)*
- Because they can't compete. *(Why ... out of business?)*
- By selling some of their possessions. *(How ...?)*

Apple



Mac or PC? For many, home computers have become synonymous with Windows and Bill Gates, but there has always been a loyal band of Apple users, whose devotion to the brand and its co-founder, the late Steve Jobs, is almost religious.

Within minutes of his death on October 5, 2011, Twitter was overwhelmed with tributes from shocked fans. In the hours and days that followed, thousands of people made their way to Apple headquarters in California and to Apple Stores right across the world to lay flowers and light candles. In a fitting tribute to this gadget guru, many held up an image of a burning candle on their iPhone or iPad. So how did a company named after a fruit create so many fans?

Steve Jobs and Stephen Wozniak dropped out of college and got jobs in Silicon Valley, where they founded the Apple Computer company in 1976, the name based on Jobs's favorite fruit. They designed the Apple I computer in Jobs's bedroom, having raised the capital by selling their most valued possessions – an old Volkswagen bus and a scientific calculator. The later model, the Apple Macintosh, introduced the public to point-and-click graphics. It was the first home computer to be truly user-friendly, or as the first advertising campaign put it, "the computer for the rest of us."

STARBUCKS

Coffee anyone? What about a Skinny Latte, or perhaps an Iced Caramel Macchiato, or even a Mocha Cookie Crumble Frappuccino? These are just a few of the many speciality coffees for sale at Starbucks, the world's leading coffee roaster and retailer.

Starbucks serves over 60 million customers a week in over 20,000 stores in over 60 countries around the world. And these figures continue to increase. So how did a company currently worth $13 billion get started?

Starbucks Coffee, Tea and Spice, as it was originally known, roasted its first coffee beans in 1971. This tiny coffee house in Seattle, named after a character in the novel *Moby Dick*, was the vision of three men – Baldwin, Siegl, and Bowker – who cared passionately about fine coffee and tea. Their determination to provide the best quality coffee helped their business to succeed, and a decade later, their fourth store in Seattle opened.

Meanwhile, in New York, Howard Schultz, a businessman specializing in kitchen equipment, noticed that a small company in Seattle was ordering a large number of a special type of coffeemaker. Out of curiosity, he made the cross-country trip to Seattle to find out more. As soon as he saw the Starbucks store, he knew that he wanted to be part of it. The three founder members weren't initially very interested, but a persistent Schultz was eventually hired to be head of Starbucks marketing in 1982.

When IBM released its first PC in 1981, Jobs realized that Apple would have to become a more grown-up company in order to compete effectively. He brought in John Sculley, the president of PepsiCo, to do the job, asking him, "Do you want to just sell sugared water for the rest of your life, or do you want to change the world?" Sculley and Jobs began to argue bitterly, however, and after a power struggle, Jobs was reluctantly forced to resign.

By 1996, Apple was in trouble, due to the dominance of Windows software and the increasing number of PC clones that could use it. Jobs was brought back to the ailing firm for an annual salary of $1, and the company gradually returned to profitability.

Apple's computers cost more than most PCs, and have a more limited range of software available for them, but their great appeal has been the attention to design, making Apple the cool computer company. The launch of the stunning multicolored iMac in 1997, followed by the sleek new iMac in 2002, marked the end of the computer as an ugly, utilitarian machine, and brought the home computer out of the study and into the lounge.

Apple's fortunes were transformed again with the development of the iPod in 2003, the iPhone in 2007, the iPad in 2010, and the iCloud data storage service in 2011. These beautifully stylish products and the ease with which they are networked, have changed the way the world reads, watches, listens, and communicates.

"Other companies don't care about design. We think it's vitally important."
the late Steve Jobs

He modeled the Starbucks stores on Italian espresso bars, and made them comfortable places to relax. Within the next ten years, Schultz had already opened 150 new stores and had bought the company! In 2011, a new logo was launched, surprisingly without the words "Starbucks" and "coffee." Despite criticism from branding experts, this was a clever way of allowing the company to extend its product range. The following year saw the introduction of Refreshers – energy-boosting drinks made from real fruit juice and green coffee extract.

"17,000 stores in 58 countries"

But global success comes at a price. Although Starbucks has a company policy of fair trade and employee welfare, it has been the recent target of antiglobalization protests. Many people feel that big corporations, even responsible ones, are never a good thing, as small, independent companies can't compete and so go out of business. Added to this, fierce competition from other chains in the middle of a recession caused Starbucks to close 900 of its 17,000 stores worldwide. And its worries didn't end there. Starbucks UK came under close scrutiny over how much tax it pays to the government, resulting in some people boycotting the chain altogether. But despite these challenges, Starbucks remains one of the world's most recognized brands. Its blend of commercialism and comfy sofas is still proving a recipe for success.

Howard Schultz

Vocabulary work

Find adverbs ending in *-ly* in the texts that have these meanings.

Apple

a slowly over a long period of time
b in an essential way
c doing something when you really don't want to
d in a way that produces a successful result
e really/genuinely
f in a way that shows feelings of sadness or anger

Starbucks

a in the beginning, before a change
b unexpectedly
c after a long time, especially after a delay
d at the present time
e at the beginning
f with strong feeling and enthusiasm

What do you think?

1 What arguments do the antiglobalization protesters make against Starbucks and other multinational corporations? Do you agree?
2 What kind of technology do you regularly use? What are your favorite websites and apps?

VOCABULARY AND PRONUNCIATION

export: /ˈɛkspɔrt/ or /ɪkˈspɔrt/?

1 CD2 33 Listen and repeat these words, first as nouns and then as verbs. How does the word stress change?

a export	c decrease	e progress	g produce	i insult
b import	d increase	f record	h permit	j protest

2 Practice the words with a partner. Give instructions like this.

c as a noun — ˈdecrease

g as a verb — proˈduce

3 Complete the sentences with one of the words in its correct form. Read the sentences aloud.

1 Japan _____ a lot of its oil from other countries. Its _____ include cars and electronics.
2 I'm very happy with my English. I'm making a lot of _____.
3 Government officials are worried. There has been an _____ in the unemployment rate.
4 But the number of crimes has _____, so that's good news.
5 How dare you call me a liar and a cheater! What an _____!
6 There was a demonstration yesterday. People were _____ about equal rights for all.
7 He ran 100 meters in 9.58 seconds and broke the world _____.
8 John's a voice actor who regularly _____ radio commercials.
9 The US _____ about 60% of the oil it uses every year.

CD2 34 Listen and check.

refuse: /ˈrɛfyus/ or /rɪˈfyuz/?

4 CD2 35 These words have different meanings according to the stress. Check the meaning, part of speech, and the pronunciation in your dictionary. Listen and repeat.

a refuse	c minute	e content	g invalid
b present	d desert	f object	h contract

g as an adjective — inˈvalid

5 Practice saying the words in exercise 4 with a partner.

6 Answer the questions using the words in exercise 4.

1 What's another name for garbage?
2 What's a UFO?
3 What's the Sahara?
4 What do you get lots of on your birthday?
5 What are pages ii–v of this book?
6 What's another way of saying ...?
- happy
- incorrect (PIN number)
- you won't do something
- a written agreement
- very small

CD2 36 Listen and check.

SPEAKING

Starting a restaurant

1 Name some popular restaurants where you live. What makes them successful?

2 Work in small groups. You are going to open a restaurant. Make some important decisions.

1 What kind of restaurant will you open?
2 How will you raise money to start it?
3 Where will it be located?
4 What kind of customers do you want to attract?
5 How will you advertise your restaurant to these customers?
6 How many workers will you hire and how much will you pay them?

Business presentation

3 a Appoint a spokesperson from each group. Tell the rest of the class about your plan and why you think your restaurant will be successful.

b As a class, vote on the group whose restaurant is most likely to succeed.

4 Work in your groups again. Your restaurant is now successful. Discuss these questions.

1 Should you raise prices?
2 Should you expand?
3 The economy enters a recession and business slows. What do you do to stay profitable?

EVERYDAY ENGLISH

Business expressions and numbers

1 Match a line in **A** with a reply in **B**.

A	B
1 Mike! Long time no see! How are things?	a Sorry, you're breaking up. Can you repeat the last part?
2 I'm afraid something's come up, and I can't make our meeting on the 6th.	b Sure. I'll email them to you as an attachment.
3 What are your travel arrangements?	c Oh, well. You win some, you lose some.
4 Could you confirm the details in writing?	d There's no point. I'm not qualified for it. I wouldn't stand a chance.
5 They want a deposit of 2½ percent, which is $7,500, and we get ... a ... a 2,000 ...	e I'm on flight UA 2762, at 6:45.
6 I'll give you $5,250 for your car. That's my final offer.	f Good, thanks, Jeff. Business is booming. How about yourself?
7 I don't know their number offhand. Bear with me while I look it up.	g Great! It's a deal. It's yours.
8 OK. Here's their number. Are you ready? It's 708-555-2200.	h That's OK. Let's try for the following week. Is Wednesday the 13th good for you?
9 I got a pay raise, but I didn't get a better office.	i No problem. I'll hold.
10 Did you apply for that job?	j I'll read that back to you. Seven oh eight, five five five, twenty-two hundred.

CD2 37 Listen and check. Practice some of the lines around the class.

2 Work with a partner. Cover the lines in **B**. Try to remember the conversations. Then cover the lines in **A** and do the same.

3 Practice the numbers in the conversations. How is the phone number said in two different ways?

"Yes, I'm still on hold. Are you still in business?"

4 Practice saying these numbers.

375 1,250 13,962 23,806 150,000 5,378,212

½ ¾ ⅓ ¼ ⅔

4.3 7.08 10.5 3.142 0.05

Sept. 17 Feb. 3 Nov. 22 Aug. 14

19th century 21st century 1960s

2007 1980 1786 1902

12:00 p.m. 12:00 a.m. 2:05 10:30

1-773-555-7220 800-555-7433 917-555-4500

(baseball) 2 – 0 (tennis) 30 – 15

CD2 38 Listen and check.

5 Write down some numbers. Dictate them to your partner. Ask your partner to read them back to you.

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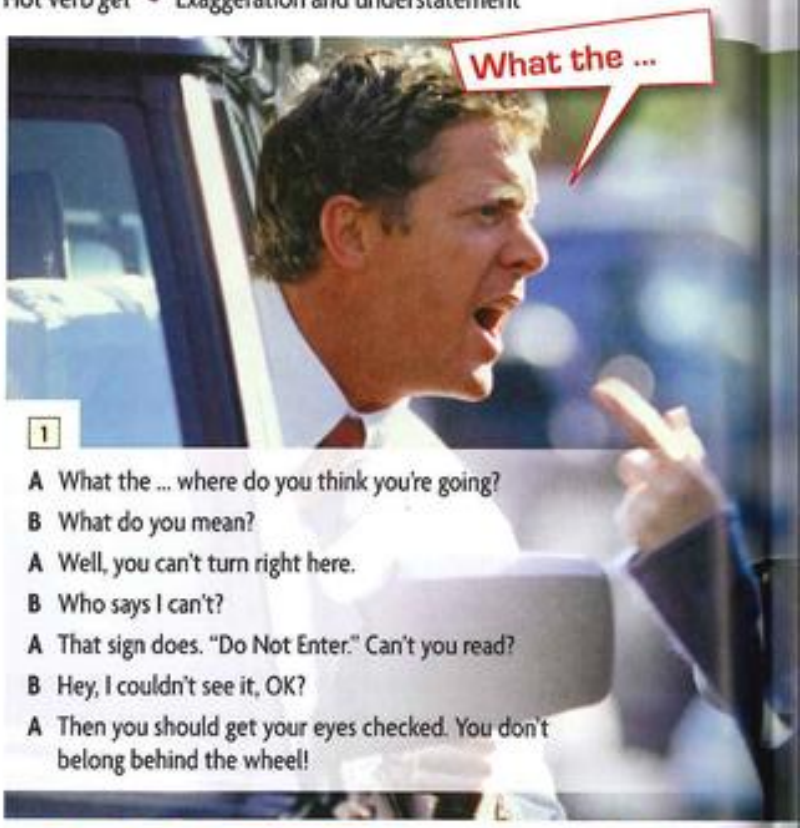
7 Getting along

Modals and related verbs 1 • Hot verb *get* • Exaggeration and understatement



1

A What the ... where do you think you're going?
B What do you mean?
A Well, you can't turn right here.
B Who says I can't?
A That sign does. "Do Not Enter." Can't you read?
B Hey, I couldn't see it, OK?
A Then you should get your eyes checked. You don't belong behind the wheel!

STARTER

Modal verbs have many meanings. Match a sentence in **A** with a meaning in **B**.

A	B
1 ☐ He can ski.	a permisson
2 ☐ You can't pay by check.	b advice
3 ☐ You must stop at the intersection.	c obligation
4 ☐ You must see the movie.	d ability
5 ☐ He must be rich.	e probability
6 ☐ I'll help/I won't help you.	f (un)willingness
7 ☐ You should exercise more.	
8 ☐ It will be a good party.	
9 ☐ It might rain.	

WE CAN WORK IT OUT

Modals and related verbs

1 Look at the pictures. Who are the people? What are they talking about?

2 CD3 2 Read and listen to the two conversations. Underline all the modal verbs. What are their meanings?

3 CD3 3 Listen to two similar conversations. After each one say which expressions are used instead of the modal verbs.

2

A I think you should swallow your pride and forgive and forget.
B Never! I won't.
A You'll have to in the end. You can't ignore each other forever.
B I might forgive him, but I can never forget.
A It must be possible to talk it over, and work something out. Say you will for the sake of the children.
B Oh, I just don't know what the best thing to do is.

GRAMMAR SPOT

1 Match the modals in the box with their related expressions.

should ought to may must won't can will might could

be allowed to *manage to* *be able to* *be bound to*
If I were you, I'd ... *promise to* *refuse to* *have to*
Why don't you ...? *had better* *be likely to*

2 Put the sentences into the past and future.

*She **can** speak Spanish.* *He's **able to** speak three languages.*
*I **must** go.* *I **have to** go.*

▶▶ **Grammar Reference p. 143**

PRACTICE

Discussing grammar

1 Work with a partner. Which of the verbs or phrases can complete the sentences correctly? Cross out the verb or verbs that cannot.

1 I ... be able to help you.
won't / can't / might / may

2 Did you ... keep it secret?
could / manage to / able to / have to

3 You ... be exhausted after such a long journey.
must / can / had better / are bound to

4 The book is optional. Our teacher said that we ... read it if we don't want to.
must not / don't have to / don't need to / aren't supposed to

5 I absolutely ... work late again tonight.
will not / should not / might not / refuse to

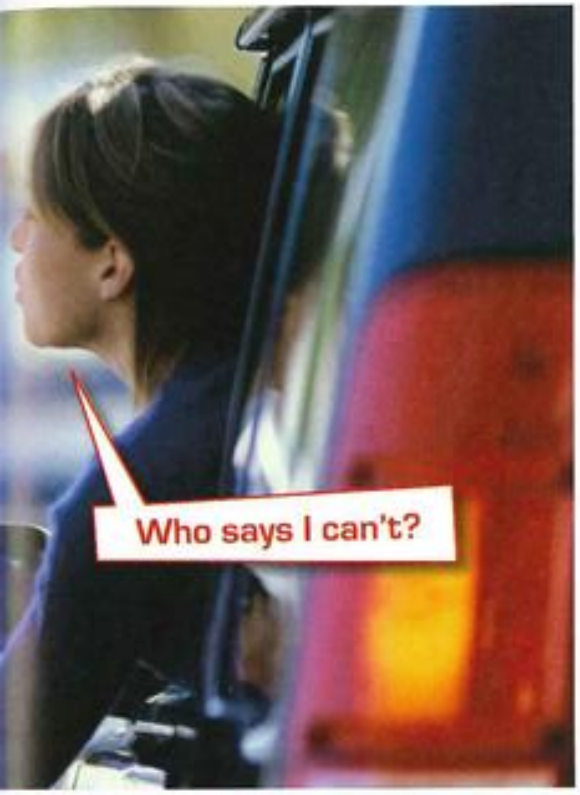
6 ... tell me where the train station is?
May you / Could you / Are you able to / Can you

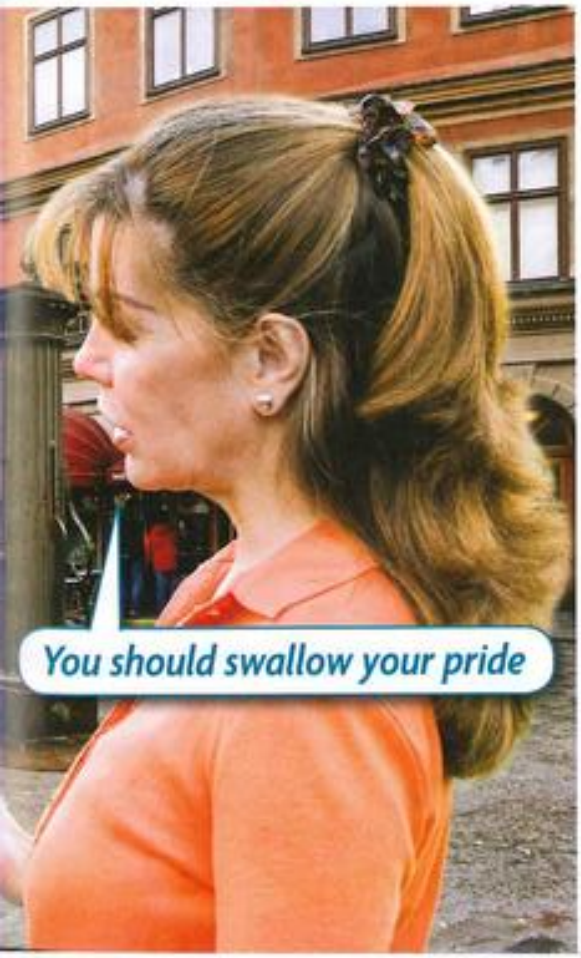
7 Will you ... come on vacation with us?
can / be able to / be allowed to / may

8 You ... go to the US to learn English.
should / don't have to / must not / could

9 You ... worry so much. You'll make yourself sick.
must not / shouldn't / don't have to / can't

10 I ... call home.
'd better / ought to / am likely to / had to





What are they talking about?

2 CD3 4 Listen to two conversations. Answer the questions after each one.

1 Who are the people?
2 What are they talking about?
3 Give examples of sentences with modals or related verbs.

3 Work with a partner. Look on page 125 and choose one of the conversations, memorize it, and act it out for the class.

Related verbs

4 Use the words in parentheses to rephrase the sentences.

1 I just know it'll rain this weekend. (*bound*)
it is bound to rain
2 He passed his driver's test after three attempts. (*manage*) (*succeed in*)
he succeed in passing ...
he managed to pass his...
3 Can you tell which twin is which? (*able*)
are u able to...
4 My parents say I can't have a puppy. (*allowed*) (*won't let*)
...Im not allowed to have...
...They wont let me have...
5 You should bring it back and complain. (*If I were you*) (*had better*)
if i were u i would bring it...
you had better bring...
6 I should wear a suit for work, but I often don't. (*am supposed*)
im supposed to wear a...
7 You can't tell anyone about it. (*had better not*)
u had better not tell...
8 He wouldn't stop texting me. (*refuse*)
he refused to stop...

5 Read the sentences 1–10 and underline the modal verbs.

1 I can take you to the airport, after all.
2 May I make a suggestion?
3 You can use your cell phone during breaks.
4 You shouldn't wear red, it doesn't suit you.
5 You must obtain a visa to work in Australia.
6 You should always make an appointment.
7 You'll pass. Don't worry.
8 You must not walk on the grass.
9 I couldn't get through, the line was busy.
10 I won't discuss the matter any further.

6 Work with a partner. Match the expressions a–j with the modal verbs in exercise 5.

a I didn't manage to ...
b I'll be able to ...
c If I were you I wouldn't ...
d You're bound to ...
e You are required to ...
f Is it OK if ...?
g You're allowed to ...
h I refuse to ...
i It's always a good idea to ...
j You aren't permitted to ...

CD3 5 Say the rephrased sentences aloud. Listen and check.

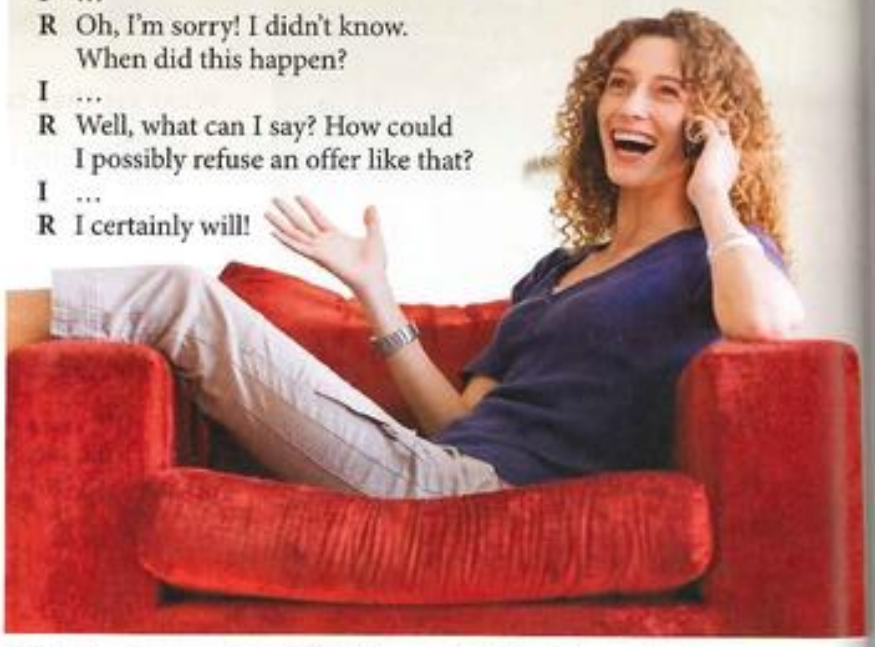
7 Complete the expressions in exercise 6 with your own ideas. Compare with your partner.

I'll be able to come on Saturday after all.

Exciting news

8 CD3 6 Read and listen to one side of a telephone conversation between Isabel and Rick. Why is Isabel so excited? Where is she going? Who with?

R Isabel, hi! What's all the excitement about?
I ...
R Yes, I can. I remember you doing it in the coffee shop. It was the one in the newspaper, wasn't it? Didn't you have to name a lot of capital cities?
I ...
R No way! I don't believe it. What's the prize?
I ...
R You must be kidding! That's amazing. For how long?
I ...
R Well, you should be able to do a lot in three days. And the Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?
I ...
R I thought so. Not that I've been there, of course.
I ...
R What do you mean? How would I ever be able to?
I ...
R You can't be serious? You know I'd love to! But why me? You should be taking David, right?
I ...
R Oh, I'm sorry! I didn't know. When did this happen?
I ...
R Well, what can I say? How could I possibly refuse an offer like that?
I ...
R I certainly will!



9 Work with a partner. What do you think Isabel says in the conversation?

10 CD3 7 Listen to the whole conversation, and compare your ideas.

LISTENING AND SPEAKING

Getting married

1 Look at the photos of four weddings and describe them.

2 What do you think are good reasons to get married? What are bad reasons? Discuss your ideas with the class.

3 This is Pratima Kejriwal, who had an arranged marriage. What would you like to know about her marriage? Write questions with a partner.

Who arranged the marriage? How old was she?

4 CD3 8 Listen to Pratima. Which of your questions are answered? What are the answers?

5 CD3 8 Listen again and answer the questions.

1 How did Pratima's father find the two men?
2 What did he want to know about them?
3 What were the similarities and differences between the two men?
4 Why did her father choose Shyam and not the first man?
5 Why did Shyam dress badly?
6 What happened between the time of the interview and the wedding?
7 How do you know that Pratima believes in arranged marriages?

What do you think?

- Work in groups. Are arranged marriages a good or bad thing? Make a list of advantages and disadvantages.
- How do people meet marriage partners? Which ways are the most common?
- What is the best age to get married?

SPOKEN ENGLISH Other question forms

1 What is unusual about these questions?

Your father arranged your marriage? *He saw how many?*
This one your father chose? *He had to?*

What emotions do these question forms express?

2 Work with a partner. Take turns reading the statements and asking the questions in two different ways.

1 My friends went to Alaska on vacation.

Your friends went to Alaska on vacation? *They went where?*

2 I got home at 5:00 this morning.
3 I paid $300 for a pair of jeans.
4 I met a celebrity while I was out shopping.
5 He invited me to his mansion for dinner.

CD3 9 Listen, check, and practice.

WRITING Arguing your case – For and against *p. 108*

READING AND SPEAKING

The generation that refuses to grow up

1 Who is Peter Pan? Who do you think "the Peter Pan generation" refers to?

2 Work with a partner. Read the first part of the article on this page.

1 What did Marianne's father want to talk to her about?
2 Why has he "miraculously" avoided the topic so far?
3 Why say "downed," and not just "drank" a glass of water?
4 What does "I dunno" mean? Why is it unusual that Marianne says it?

3 Read the rest of the article. Answer the questions.

1 In what ways had Marianne's father "settled down" at her age? How old was he when she was born?
2 How does Marianne's life now differ from his back then?
3 What plans does she have for the future?
4 In what ways is Marianne already a grown up?
5 How is the "Peter Pan generation" described?
6 What does "adultescent" mean? Which two words form it?
7 What comparisons does Professor Furedi make between the 1970s and today?
8 In what ways does the economy affect the behavior of young people? What else is to blame?
9 What choice cannot be postponed forever?
10 What is making Marianne think that it may be time for her to grow up?

Vocabulary work

Complete the sentences with the correct form of words from the text.

1 She s_____ her shoulders and answered "I dunno."
2 Speak up! You're m_____. I can't hear a word.
3 I have no s_____, only debts!
4 When are you going to s_____ down and grow up?
5 You can't c_____ on to your youth forever.
6 It's not the fault of the economy, you can't b_____ that.
7 There's so much to do in New York City. I'm s_____ with too many c_____.
8 I'm 34 and I still live with my parents. I'm in d_____ about my age.

What do you think?

- Do you agree with Marianne's father? Why? Why not?
- Why do more and more young adults still live with their parents? Why more men than women? Is this true in your country?
- Does having lots of life choices make you happy? What choices do you have? What choices did your grandparents have?

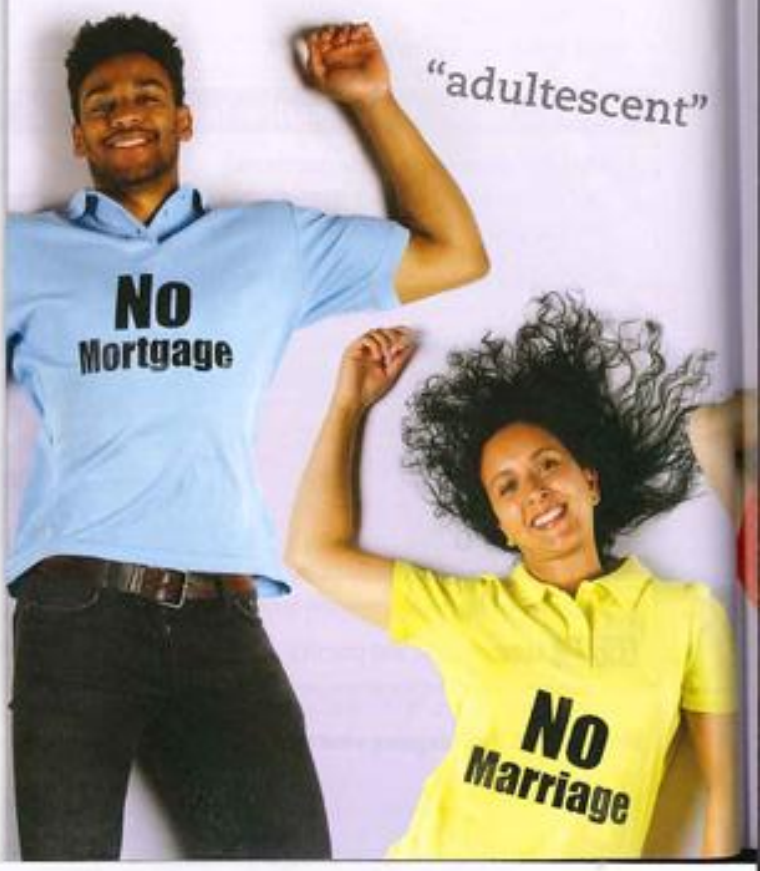
The Peter

NO mortgage.
NO marriage.
NO children.
NO career plan.

Like so many 30-somethings, Marianne Power admits she's one of them ...

The other day I had lunch with my father, who was in town on business. He took me to his favorite restaurant and started a conversation that he has, until now – miraculously – avoided. He coughed nervously, downed a glass of water and got started – asking me about my plans for life: Did I see myself settling down and starting a family? Am I saving up to buy a house? What is the next step in my career?

There was a pause. I looked at him and shrugged, before muttering that immortal phrase, loved by teenagers: "I dunno." Except I'm not a teenager. I am 34!



Pan generation

Life plans then and now

When my father was my age, he was putting my six-year-old sister and eight-year-old me through school, and had another three-year-old daughter at home. He had been running a business for ten years, he owned a house, and had a pension.

I, on the other hand, live in a rented apartment with my youngest sister. I have little to no savings to speak of. I certainly don't have a pension. As for the idea of marriage and children, well, it's exactly that: just an idea – it's no closer to being a reality than it was when I was 23. My "life plan," as my father so sweetly called it, goes as far as this weekend.

"Don't you think you should start thinking about these things?" he asked. "You're not 20 any more."

In many ways I am a full-fledged member of adult society – I pay taxes, cast my vote, and give money to charity – in other ways, I am in denial about my age. I behave in much the same way I did ten years ago. I am not alone. Last week, I read that there is a name for people like me. We are the "Peter Pan generation"; a sizeable group of 25 to 40-year-olds who are avoiding the responsibility of marriage, mortgage, children for as long as possible.

The sociologist

Professor Frank Furedi, at the University of Kent, has been studying this phenomenon. He says:

"A word sometimes used to describe these people is 'adultescent' – someone who refuses to settle down and make commitments, and who would rather go on partying into middle age. These people might live with their parents until they are in their 30s, continuing the life they had in their early 20s. Back in the 1970s, men typically got married at 24 and women at 22. Currently, the average age at which people marry is 32 for men and 30 for women. The average age for starting a family today is 28 for women, up from 24 in 1970."

Why has this come about?

Well, you could blame the economy. Buying or renting a house gets more and more expensive. Every day we see headlines about adults having to move back home with their parents. Three million 20 to 34-year-olds now live with their parents – one in three men and one in six women.

However, Professor Furedi, who is in his 60s, says we cannot blame the economy. He believes that the root of our refusal to grow up is fear. We are scared of getting old because all our cultural values are with youth.

And, young people today are spoiled with too many choices. We can decide whether to get married or not, start a family or not, travel the world or not, stay at a job, or try to find a new one. However, are we happy? So many choices can make us anxious and depressed. And of course, there is one decision that a woman cannot put off for ever, and that is whether to have a child.

I talk about these issues with my "Peter-Pan" friends, but I've noticed, recently, that we are getting fewer in number. I now have many more friends who have found ways to buy a house and start a family.

They are very happy in their new phase of their life, while I am still clinging on to the old one. Perhaps, finally, it is time to grow up.

"I dunno."

"You're not 20 any more."

VOCABULARY AND SPEAKING

Hot verb *get*

1 The verb *get* has many different uses. Here are some examples.

1 He downed a glass of water and **got started**.
2 Renting a house **gets** more and more expensive
3 We are scared of **getting old.**
4 My mother really **gets on my nerves** sometimes.
5 **I get in touch with** my parents every weekend.
6 My dad and I **get along** so **well.**

Replace the words in **bold** with the words in the box.

aging	contact	annoys me	began
becomes	have a good relationship		

Phrasal verbs with *get*

2 *Get* can combine with particles to make phrasal verbs. Complete each group of sentences with one particle from the box below. (Careful, only six of the particles are used.)

around	at	away	into	off	on	out	over	through	to	up

1 You always get How did our secret get I got a great book	_____	of doing the dishes. It's not fair. ? Everyone knows now! of the library. You can borrow it after me.
2 The police finally got Just to get All his teasing got	_____	the truth about the robbery. work, I have to take three buses. me. It really hurt my feelings.
3 It took me a long time to get He still can't get I can't get	_____	the flu. the death of his pet dog. how much your children have grown!
4 He got We got I had to get	_____	to 300 pounds before he went on a diet. to page 56 in the last class. at 5 a.m. to catch my flight.
5 I couldn't get I tried to get Sue got	_____	to Joe. I don't think his phone's working. to her, but she ignored my advice. the exam quickly, but I took forever.
6 You can always get I'm sorry. I just haven't gotten I can't see how we can get	_____	the rules if you hire a good lawyer. to replying to your invitation yet. this problem. It's a difficult one.

CD3 10 Listen and check.

Talking about you

3 Ask and answer these questions with a partner.

1 How do you get along with your parents?
2 How long does it take to get through your homework every night?
3 How do you get to school?
4 How do you usually get in touch with friends and family?
5 When did you last get angry? Why?
6 What are two things that always get on your nerves?
7 How often do you get your hair cut?
8 In what ways is your English getting better?
9 Are you worried about getting old?

Try to rewrite the questions without using *get*. Is *get* generally more formal or informal?

EVERYDAY ENGLISH

Exaggeration and understatement

1 How do you sound when you're excited? How do you sound when you're more reserved? What do you say?

2 Which of these declarations of love are exaggerated? Which are understated?

3 Match a line in **A** with a line in **B**. Use your dictionary to look up new words.

A	B
1 ☐ They're obviously madly in love.	a Yes, it was a nice little break.
2 ☐ His family members are pretty well off, aren't they?	b You're not kidding. He's as dumb as dirt.
3 ☐ You must have hit the roof when she crashed your car!	c I wouldn't mind one myself.
4 ☐ I think Tony was a little bit rude last night.	d You think? He was totally out of order!
5 ☐ I can't stand the sight of him!	e I guess it is a little chilly.
6 ☐ He isn't very bright, is he?	f Yeah, they do seem to get along really well.
7 ☐ I'm fed up with this weather! It's freezing.	g OK. I'm a little out of breath, too.
8 ☐ Well, that was a fantastic vacation!	h Well, yes, I was a little upset.
9 ☐ I'm exhausted. Can we stop for a rest?	i You can say that again! They're absolutely loaded!
10 ☐ I'm absolutely dying for a cup of coffee!	j I have to admit, I'm not too crazy about him either.

4 CD3 11 Listen and check your answers. Pay attention to stress and intonation. Which words are examples of exaggeration? Which are understatements? Practice the conversations with a partner.

5 Work with a partner. Take turns reading aloud these understated remarks and give an exaggerated reply.

1 Is that a new watch? I bet that cost something.
2 It's a little bit chilly in here, don't you think?
3 These shoes aren't bad, are they?
4 Can we pull over at the next rest stop? I could use something to eat.
5 I think those two like each other, don't you?
6 I bet you were a little bit upset when your team lost.

CD3 12 Listen and compare.

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8 How remarkable!

Relative clauses • Participles • Adverb collocations • Exclamations

STARTER

1 Complete the sentences with one of the relative pronouns.

who	which	where	what	when	whose

1 The woman _____ you met was my sister.
2 My other sister, _____ lives in Toronto, is a teacher.
3 She suddenly decided to give up teaching, _____ came as a shock.
4 She says that _____ he wants to do is move to Australia.
5 Her boyfriend, _____ parents live in Melbourne, is delighted.
6 They don't know exactly _____ or _____ they are going.
7 Their apartment, _____ they bought only last year, is up for sale.
8 The apartment _____ I want to buy is on Acacia Avenue.

2 In which sentences can the relative pronoun be replaced by *that*?

3 Underline the present and past participles in these sentences. Rewrite them using relative pronouns.

1 The woman standing next to him is his wife.
2 Most TVs sold in the US are imported models.

SHE'S GOT TALENT!

Relative clauses and participles

1 Look at the photos and read the text quickly. Who is Susan Boyle? What impression do you get of her as a person?

2 Read the text again and complete it with clauses a–j.

a whose father, Patrick, was a miner
b who became internationally famous
c who called her "Simple Susan"
d two of which topped the charts
e most of whom looked skeptically at
f when she was at school
g recognizing her talent
h which she did
i where she sang
j viewed by 66 million people

CD3 13 Listen and check your answers.

She dreamed a dream

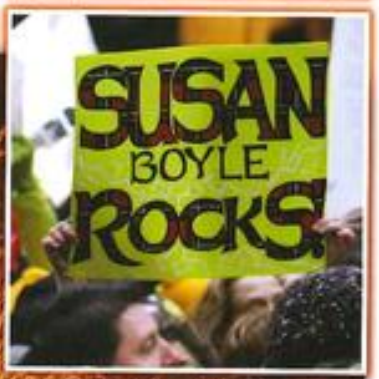
Susan Magdalane Boyle (born 1961) is a singer from a small town in Scotland [1] _____ after appearing on the TV program *Britain's Got Talent*, [2] _____ *I Dreamed a Dream* from the musical *Les Miserables*.

Susan, [3] _____, was the youngest of eight children in a musical family. [4] _____, she was diagnosed with learning difficulties and was often the target of bullies, [5] _____. However, she began singing in school productions and both her teachers and her mother, Bridget, [6] _____, encouraged her to perform in singing competitions, [7] _____ for many years.

3 Answer the questions.

1 How did Susan Boyle become famous?
2 What do you learn about her family?
3 Why was she bullied at school?
4 Who encouraged her to sing?
5 Why did Susan stop singing?
6 Why was most of the audience skeptical when they saw her?
7 What happened to Susan after *Britain's Got Talent*?
8 Which of these adjectives do you think best describe her?

talented	ambitious	adventurous	loyal
conceited	modest	arrogant	ordinary
pretentious	self-important	humble	



In 2007, her beloved mother died and Susan stopped singing. She stayed at home with her cat, Pebbles, for two years, until finally she was persuaded to enter *Britain's Got Talent*. The audience, [8] _____ this plump, 48-year-old woman, was absolutely amazed when she opened her mouth to sing. Susan Boyle singing *I Dreamed a Dream* became a YouTube sensation, [9] _____ worldwide, particularly in the US.

In the years after the show Susan, or "SuBo" as she is now known, went on to make four best-selling albums, [10] _____ in the UK and the US. There is even a stage musical of SuBo's life called, of course, *I Dreamed a Dream*.

She now travels the world singing, but she always returns to the same family home in Scotland.

GRAMMAR SPOT

Relative clauses

Relative clauses are like adjectives. They give more information about nouns.

We have a Korean neighbor ***who comes from Seoul.***

1 Read these sentences aloud, paying attention to the punctuation. Underline the relative clauses.

I met a woman who sings in clubs.
(defining)
My sister, who lives in Toronto, sings in clubs.
(non-defining)
The house which you saw is my aunt's.
(defining)
My aunt's house, which I don't like, is very big.
(non-defining)

Explain the use of commas. How do they affect the pronunciation?

2 In which sentence in 1 can the relative pronoun be omitted? Why?

Present and past participles

Underline the present and past participles in these sentences. Which are adjectives?

Who is that boring man standing by the door?
The carpets included in the sale were old and worn.
They own four houses, including a mansion in Beverly Hills.

▶▶ **Grammar Reference p. 145**

PRACTICE

Punctuation and pronunciation

1 Work with a partner. Read the sentences aloud, then write any necessary punctuation.

1 The area of New York City I like best is Soho.
2 My father who's a doctor plays the drums.
3 The book that I'm reading now is fascinating.
4 Paul passed his driver's test on his first try which surprised everybody.
5 People who eat poorly risk getting all sorts of illnesses.
6 I met a man whose goal in life was to visit every capital city in the world.
7 The Channel Tunnel which opened in 1995 is a great way to get from England to France.
8 What I like best about work are the vacation days.
9 A short bald man seen running away from the scene of the crime is being sought by the police.

CD3 14 Listen and repeat the sentences.

Adding detail

2 Read these sentences and choose the ones that need *more* information to make sense.

1 The apple tree in our yard _____ needs to be cut down.
2 People _____ live longer.
3 She married a man _____.
4 The Great Barrier Reef _____ is the largest coral reef in the world.
5 Did I show you the photographs _____?
6 Let me introduce you to Petra James _____.
7 I'm looking for a book _____.
8 I was speaking to someone _____.

3 Use the sentences below to complete the sentences in exercise 2, rewriting them as relative clauses. Leave out the pronoun if possible.

a She works in our Paris office.
b You know this person.
c We took them in Barbados.
d She met him on vacation in Turkey.
e It practices Spanish grammar.
f They exercise regularly.
g My grandfather planted it sixty years ago.
h It is situated off the northeast coast of Australia.

Depress -ed or depress -ing?

4 Which group of adjectives, **B** or **C**, go with the topics in **A**? Match each adjective with a topic.

A	B	C
1 mistake	challenging	challenged
2 a vacation	shocking	shocked
3 gossip	depressing	depressed
4 a trip	relaxing	relaxed
5 a job	exhausting	exhausted
6 the weather	boring	bored
7 a TV documentary	embarrassing	embarrassed

5 CD3 15 Listen to conversations about the topics. For each, say how the woman feels and why.

"It's raining again!"
"Oh, no! Another miserable day when we're stuck indoors."

6 Complete each pair of sentences with the correct form of the same verb, once as a present participle (*-ing*) and once as a past participle.

1 I hurt my leg _____ soccer.
Bridge is a card game _____ by four people.
2 It says _____ *in Korea* on my camera.
I have a job in a café _____ sandwiches.
3 I've spent the whole morning _____ an essay.
On the wall was some graffiti _____ in big letters.
4 Items _____ on sale cannot be refunded.
I spent all my money _____ Christmas presents.
5 The police caught the robber _____ into a house.
Careful! There's a lot of _____ glass on the floor.

Adding more detail

7 Add all the words and phrases from the box to make this short sentence longer.

A man was walking down the street.

slowly	humming to himself
busy	lost in thought
young	listening to music
cool	

CD3 16 Listen and check.

8 Work with a partner. Choose two sentences and make them longer. Read them aloud to the class. Who has the longest sentence?

1 A girl was sunbathing on the beach.
2 A police officer came into the room.
3 A boy found a wallet on the subway.
4 The actor was seen in a restaurant.
5 The vacation was a success.

CD3 17 Listen and compare your ideas.

9 Find a picture in a magazine, or use the one your teacher gives you. Describe it to a partner, without showing it to him or her. Can your partner draw it?

VOCABULARY AND PRONUNCIATION

Adverb collocations

Extreme adjectives

1 Which group of adjectives goes with which of the adverbs? Why? Match the adjectives in **A** with adjectives with a similar meaning in **B**.

A good bad big wet nice unusual surprised excited valuable silly interesting tired happy smart funny

very **absolutely**

B marvelous huge enormous exhausted hilarious delighted priceless thrilled soaking fantastic ridiculous awful brilliant fascinating gorgeous dreadful extraordinary excellent spectacular amazed

2 Complete these conversations using suitable adjectives.

1 A Did you get wet in that shower?
B Shower! It was a downpour! We're absolutely ...

2 A I bet you were excited when your team won.
B Excited! We were absolutely ...

3 A I'm so happy you're coming on vacation with us.
B Well, I was absolutely ... to be asked!

4 A Come on, nobody will notice that tiny spot on your nose.
B They will, I just know they will! It's absolutely ...

5 A I thought she looked rather silly in that flowery hat.
B Silly! She looked absolutely ...

6 A Oh, dear! Did you have a bad day at work?
B Bad! It was absolutely ...

3 CD3 18 Listen, check, and practice. Make similar conversations with your partner. You could talk about movies, people you know, the weather ...

Pretty

4 CD3 19 The adverb *pretty* has different meanings depending on the tone a speaker says it. Listen and repeat these sentences. Which in each pair is more positive?

1 a She's **pretty** smart.
b She's **pretty** smart.

2 a He's **pretty** nice.
b He's **pretty** nice.

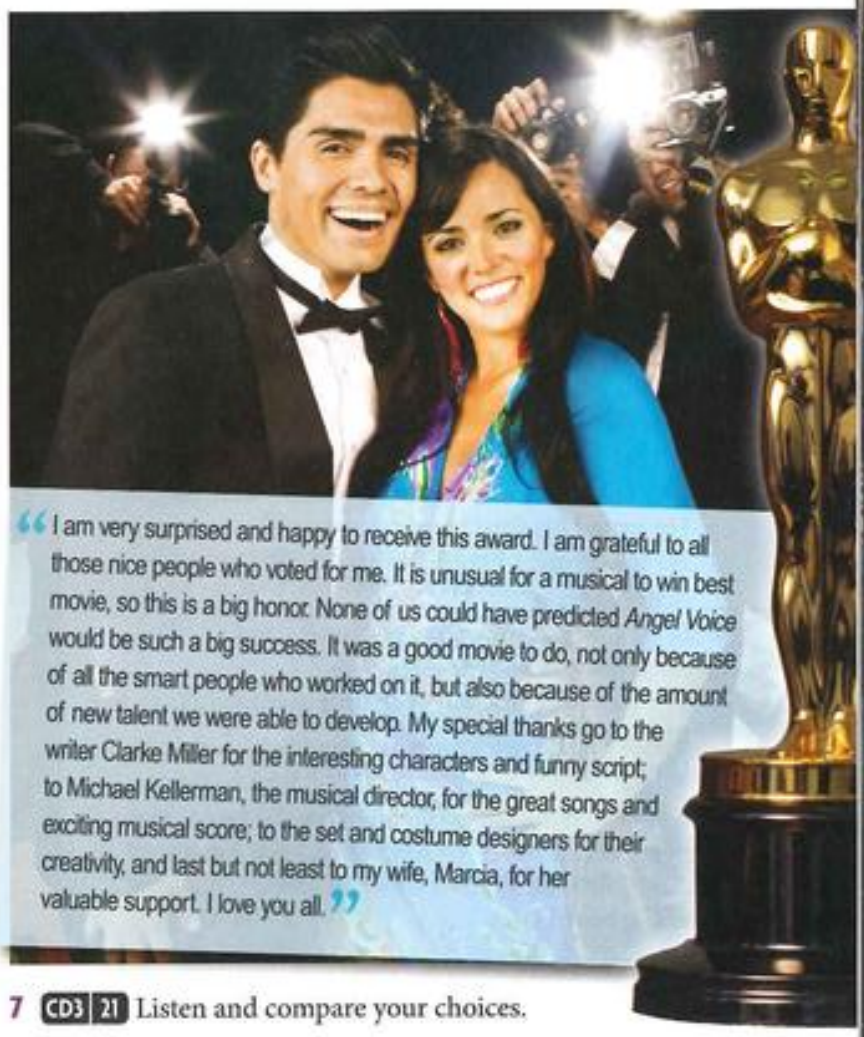
5 Read these sentences aloud according to the meaning.

1 a The movie was pretty interesting; you should go and see it.
b The movie was pretty interesting, but I wouldn't really recommend it.
2 a I'm pretty tired after that last game. Should we call it a day?
b I'm pretty tired, but I'm up for another game if you are.

CD3 20 Listen, check, and repeat.

A night at the Oscars

6 Read the speech. Who is speaking? Why? Rewrite the speech and make it sound more extreme by changing and adding adjectives and adverbs.



"I am very surprised and happy to receive this award. I am grateful to all those nice people who voted for me. It is unusual for a musical to win best movie, so this is a big honor. None of us could have predicted *Angel Voice* would be such a big success. It was a good movie to do, not only because of all the smart people who worked on it, but also because of the amount of new talent we were able to develop. My special thanks go to the writer Clarke Miller for the interesting characters and funny script; to Michael Kellerman, the musical director, for the great songs and exciting musical score; to the set and costume designers for their creativity, and last but not least to my wife, Marcia, for her valuable support. I love you all."

7 CD3 21 Listen and compare your choices.

READING AND SPEAKING

Happy ending in New York

1 Write down three things you know about New York City. Share ideas with the class.

2 You are going to read about a young man, Bob Redman, who lives in New York City. Read the paragraph below, which is the conclusion of his story. Answer the questions.

> This story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in our hectic, competitive world, it is comforting to know that a man like Bob Redman exists.

- Is America "a land of opportunity"? What does this mean?
- Why is New York City called "hectic" and "competitive"?
- Do you think Bob Redman is a successful business person?
- Can you guess why his story might be comforting?

3 Read the title and the introduction. Answer these questions.

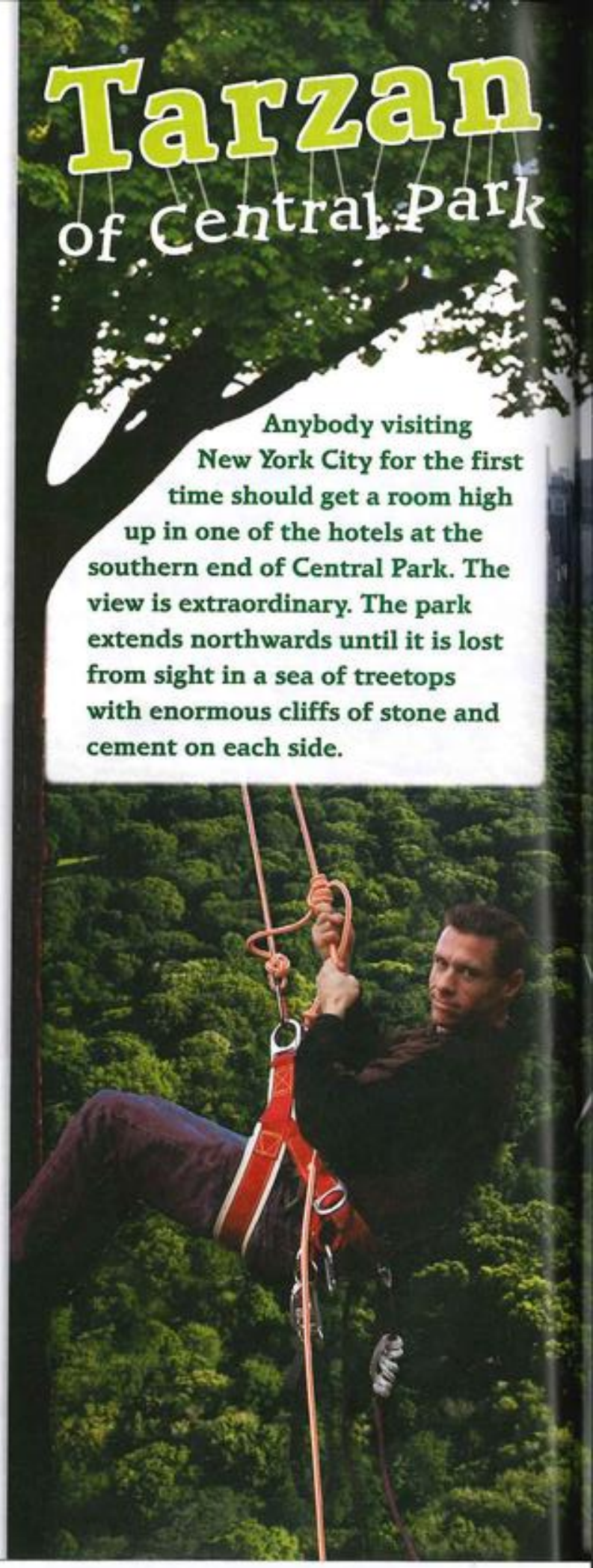
1 Who was Tarzan?
2 What advice is given about where to stay in New York City? Why should you stay there?
3 What are the "enormous cliffs of stone and cement"?

4 Read the paragraph headings only. What can you guess about Bob Redman's story?

5 Now read the article. Were your guesses correct? Are these statements true or false? Correct the false ones.

1 People near the park thought that someone might be living among the treetops.
2 Bob Redman was raised among trees in the countryside.
3 He built 14 tree houses altogether.
4 He gave an interview to the *New York Times*.
5 Bob felt lonely sometimes, especially at night.
6 He rented his final house to some friends.
7 He was happy to see friends as long as they behaved well.
8 Bob's tree houses were usually detected very quickly.
9 The park director was very impressed with Bob's workmanship.
10 Unfortunately Bob had to go to jail.

6 Read again about Bob's final tree house. Try to draw it on a piece of paper. Comment on each other's pictures. Ask the student with the best one to draw it on the board.



Life among the treetops

During recent years legends have grown up among people who live near the park, legends of life among the treetops. One story was of a young, handsome man who had been spotted from time to time among the branches. This rumor turned out to be true. There was a handsome young man who had been living in the treetops for eight years until he was discovered by the city authorities.

"I like the solitude."

It is a touching tale. Bob Redman, brought up by his mother in a tiny Manhattan apartment, had always been addicted to trees. When he was 14, he went into the park and built himself a tree house. It was the first of 13 houses, each one more elaborate than the last. "I like to be in trees," Redman explained to a reporter from the *New York Times*. "I like to be up, away from everything. I like the solitude. I love most of all to look at the stars. The view at night of the city lights and stars is beyond description."

A five-room split-level home

His final house was the grandest of them all. Constructed at the top of a huge beech tree, it was what a real estate agent would describe as a "five-room split-level home commanding spectacular views of the city skyline and Central Park." It included ladders and rope bridges leading to an adjacent tree, as well as wooden benches and tables. Who can imagine what the rent might be for such a house?

Friends came to visit

Redman went to great pains to hide his tree houses, building them in neglected corners of the park and camouflaging them with branches and green paint. Friends used to come to visit him, sometimes as many as 12 people at a time, bringing sandwiches, radios, books, and flashlights. Certain rules had to be obeyed: no breaking branches, no litter, no fires, and no loud noise – except his brother Bill, who sometimes brought a set of conga drums to the tree houses and played them very late at night, giving rise to rumors of a tree-dwelling tribe.

The party's over!

The park authorities quickly became aware of his activities. However, the houses were often not detected for long periods of time. Some lasted as long as a whole year before they were found and destroyed by officials, with a mournful Bob Redman watching from a distance. His magnificent final house went unnoticed for four months before Bob was awoken one morning with the words: "Come down! The party's over!"

He climbed down and was met by Frank Serpe, park director, and ten officers of the Parks Enforcement Patrol. Mr. Serpe had been hunting Redman for years. But he was generous in his praise for the houses. "We marveled at the spectacular workmanship," he said. "The floors were strong enough to hold a truck and not one nail was hammered into the tree."

The perfect job!

Mr. Serpe concluded that, rather than lock him up in jail, perhaps they should offer Redman a job. He is now a professional pruner and tree climber for the Central Park Conservancy. However, he has had to promise not to build any more tree houses. He says he cannot believe that a job so perfect for him could possibly exist.

I suppose, this story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in our hectic, competitive world, it is comforting to know that a man like Bob Redman exists.

Role play

Work with a partner.

Student A You are Bob Redman.
Student B You are a journalist from the *New York Times*, interviewing Bob Redman.

Conduct the interview.

> **Tell me about yourself, Bob. When and why did you build your first tree house?**

> **Well, I was just 14 and my mother and I ...**

What do you think?

- Why is it comforting to read about a man like Bob Redman in New York City?
- Read the quotation. What does it mean? Do you agree? How does it relate to Bob Redman's story?
  "Find a job you love to do and you'll never have to work again in your life."

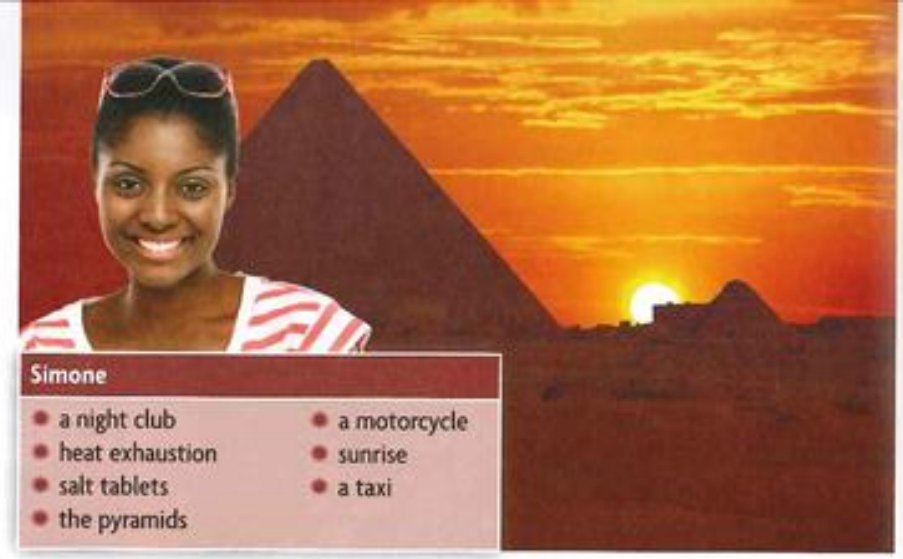
WRITING Describing places – My favorite part of town *p. 109*

LISTENING AND SPEAKING

Extreme temperatures

1 What's the coldest, hottest, or wettest place you've ever been? What were you doing? Work in groups, and then tell the class.

2 You are going to listen to **Simone** and **Anna** recalling their extreme experiences of heat and cold. Look at the words in the boxes and discuss what you think happened.



Simone

- a night club
- heat exhaustion
- salt tablets
- the pyramids
- a motorcycle
- sunrise
- a taxi

Anna

- an anonymous landscape
- huge apartment buildings
- frozen nostrils
- a tram
- scarves
- an old lady
- bonfire

3 CD3 22 Listen to **Simone** and answer the questions.

1 Where was she?
2 What was the temperature?
3 What did she do that was silly?
4 What kind(s) of transportation did she use?
5 Where was she going to? Why?
6 What did she see when she arrived?
7 Who did she meet? Was this person helpful?
8 How did the temperature affect her?
9 What happened in the end?

4 Guess the answers to the same questions about **Anna**'s story.

5 CD3 23 Listen and answer the questions in exercise 3 about **Anna**. Compare your ideas.

Language work

6 Complete the sentences with the adverbs used by **Simone** and **Anna**.

completely	dramatically	exactly
extremely	profusely	properly
really	seriously	stupidly

1 It was _____ hot and _____ we decided to go dancing.
2 We were sweating _____.
3 The temperature rises _____.
4 My brain wasn't working _____.
5 It was _____ anonymous, this landscape.
6 They all looked _____ the same.
7 I was beginning to _____, _____ panic.

SPOKEN ENGLISH Adding a comment

In conversation we can add a comment with *which* as an afterthought. This often expresses our reaction to what we have said.

He gave me a ride home, which was nice.

1 Add a suitable comment from **B** to Simone's and Anna's comments in **A**. Sometimes more than one is correct.

A	B
1 We went dancing in temperatures of over 40°C,	which is hard to believe.
2 My friends were worried I'd get lost,	which was just amazing.
3 We visited the pyramids at sunrise,	which was rather a stupid thing to do.
4 My nostrils actually froze,	which was no joke.
5 This motorcycle broke down in the desert,	which was no laughing matter.
6 The old lady didn't understand a word I said,	which was understandable.
	which is hardly surprising because my Russian's lousy.

CD3 24 Listen and check. Practice saying the comments with a partner.

2 Write sentences ending with a comment from **B**. Tell the class.

I missed the last bus home, which was no laughing matter.

EVERYDAY ENGLISH

Exclamations

Exclamations are often constructed with *How* and *What*. We use:

- *What* + adjective + plural or count noun
  What fabulous shoes! What awful music!
- *What a/an* + (adjective) + singular count noun
  What a (great) surprise! What an idiot!
- *How* + adjective
  How nice! How strange!

1 Write *What* …, *What a* …, or *How* … to complete the exclamations.

1 _____ silly mistake!
2 _____ great idea!
3 _____ utterly ridiculous!
4 _____ dreadful weather!
5 _____ garbage!
6 _____ mess!
7 _____ awful!
8 _____ wonderful!
9 _____ relief!
10 _____ terrible thing to happen!

Which are positive reactions?
Which are negative?

2 CD3 25 Listen to some situations. Respond to them, using one of the exclamations in exercise 1.

3 Write an exclamation from the box on each line.

Whoops!	Phew!	Yuck!	Oh, dear!
Hey, Peter!	Ouch!	Wow!	Mmm!

☐ ___ I dropped it! Sorry about that!
☐ 1 Mmm It's absolutely delicious!
☐ ___ What a relief! Thank goodness for that!
☐ ___ How amazing!
☐ ___ That's disgusting!
☐ ___ What a shame!
☐ ___ That really hurt!
☐ ___ Come over here and sit with us!

4 CD3 26 Listen to the lines of conversation and reply to each one using a line from exercise 3.

5 CD3 27 Listen and check. Complete the extra lines from the conversation.

1 Just the _____ I like it.
2 You _____ be so disappointed!
3 Triplets! That'll _____ them busy!
4 I told you that _____ happen.
5 Don't worry. I'll _____ you a new one.
6 You wouldn't _____ me eating that!
7 We were just talking about _____.
8 I hadn't done any _____ for it at all.

6 Practice the conversations, paying special attention to intonation. You could act some of them out and make them longer!

7 Write a dialogue with a partner. Use some of the exclamations on this page. You could ask about a party, a meal, a vacation, or a sports event. Act out your conversations for the class.

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9 The way we were

Expressing habit • *used to do/be used to doing*
Homonyms and homophones • Making your point

STARTER

1 Match a line in **A** with a line in **B**. Underline the words that express habit. Which are past and which are present?

2 Choose the correct ending for these sentences.

He used to work hard	because he's a farmer.
He's used to working hard	but now he's retired.

A	B
1 A reliable friend	a my dad would read me a story at bedtime.
2 In the 1970s, people	b are always talking about themselves.
3 I think my sister's in love.	c will never let you down.
4 When I was a kid,	d She'll spend hours staring into space.
5 My first girlfriend was Alice.	e used to wear bell bottoms.
6 Big-headed people	f We used to go to the movies on Friday, and then we'd go for a pizza afterwards.

GETTING BACK IN TOUCH
Expressing habit

1 Do you keep in touch with people from your past? Have you lost touch with any really good old friends? How can you get back in touch?

2 Read the message from Alison to an old friend from school. Complete it with the lines a–l.

a used to sit	g went
b 'd get	h was
c got	i used to call
d 's always talking	j used to calling
e used to go	k were always giggling
f 'd go	l 'll always end up

CD3 28 Listen and check.

3 Which actions in the message happened again and again? Which only happened once?

http://www.facebook.com

Search for people, places and things

Alison Wright 7:35pm

Dear Emily,

I hope you don't mind me contacting you out of the blue like this. It's taken me a while to track you down, but now I have, thanks to the wonders of social media!

I don't know if you remember, but we [1]_____ to Springfield High School together. You were the first person I [2]_____ to know when I started there.

We [3]_____ next to each other in math class, but then the teacher made us sit apart because we [4]_____ so much.

I remember we [5]_____ back to your house after school every day and listen to music for hours on end. We [6]_____ all the Guns N' Roses CDs as soon as they came out. Once, we ate all the food in your fridge and your mother [7]_____ furious.

Do you remember that time we nearly blew up the science lab? The teacher [8]_____ crazy, but it wasn't our fault. We [9]_____ him Homer Simpson because he was small, fat, and bald.

I still see Tiffany, and she's still as crazy as ever. We get together every now and then, and we [10]_____ chatting about old times. She [11]_____ about a high-school reunion. So if you're interested, drop me a line.

Looking forward to hearing from you. I'd love to know how you're doing.

Your old friend,

Alison Wright

PS I'm not [12]_____ you Emily Rider! To me, you're still Emily Wilson!

4 Look at these two sentences.

> We used to go to school together ...
> We'd go back to your house ...

Which sentence is more factual?
Which is more nostalgic?

5 Match a line in **A** with a line in **B**. Practice saying them. Pay attention to contracted forms and weak forms.

A	B
We used to go	him Homer Simpson.
We used to sit	to school together.
We were always giggling	you Emily Rider.
We'd go back	so much.
We used to call	to your house.
I'm not used to calling	next to each other.

CD3 29 Listen and check.

This is us in 1994. I can't believe how young we look!

GRAMMAR SPOT

1 Look at the sentences that express present habit.

a *My sister **works** in a bank.*
b *She's **always borrowing** my clothes without asking me.*
c *She'll **go out** on a Friday night and **won't be back** till late.*

Which sentence expresses ...

- my attitude toward this habit of hers? (I find it annoying.)
- a simple fact about her?
- characteristic behavior? (This is typical of her.)

2 Put sentences a–c into the past. Express sentence a in two ways.

3 Look at these sentences.

a *I've lived next to the airport for years, so **I'm used to** the noise.*
b ***I used to** live in Rome, but now I live in Paris.*
c ***I'm getting used to** traveling on the Metro.*

In which sentence is *used* a verb? In which is *used* an adjective?

Which sentence expresses ...

- a past habit now finished?
- a situation that is familiar, and no longer strange?
- a situation that is still strange, but becoming easier?

▶▶ **Grammar Reference p. 146**

PRACTICE

What's she like?

1 Choose an adjective from the box to describe the people in the sentences.

easygoing	clumsy	stingy	absent-minded
argumentative	sensitive	sensible	stubborn

1 He's always losing things or forgetting where he's put things.
2 She'll always cry at the end of a sad movie.
3 Nothing ever upsets her, annoys her, or worries her.
4 I'm always dropping things or bumping into things.
5 She's ruled by her head and not her heart. She'll always think things through before she acts.
6 He just won't listen to anyone else's suggestions.
7 I remember Dave. He'd never leave a tip at restaurants.
8 And he'd pick a fight with anyone about anything.

2 Add similar sentences to support these statements.

1 My roommate is the messiest person in the whole world.
2 My boyfriend is insanely jealous.
3 Marc is just the coolest guy I know.
4 My mother really gets on my nerves.
5 But my grandma was so sweet.
6 My dog Bruno was my best friend.
7 Your problem is that you're self-centered.
8 My sister's so nosy.

Discussing grammar

3 In pairs, decide which line in **B** best continues the line in **A**.

A	B
1 My friend Joe buys and sells cars.	a He's a real techno-geek.
2 He's always buying the latest gadgets.	b Don't you think that's wasteful of him?
3 He'll buy a shirt and only wear it once.	c He makes tons of money.
4 When I was young, we used to take vacations at the beach.	a What an adventure that was!
5 My dad and I would build sandcastles and go swimming together.	b We'd go to the same place year after year.
6 One year we went to East Africa.	c I remember those days with such fondness!
7 John usually does the cooking,	a because he's been doing it for years.
8 He used to do the cooking,	b but he still burns things. Maybe one day he'll get it.
9 He's used to doing the cooking	c but then he stopped.
10 He's getting used to doing the cooking,	d but he isn't tonight. I am.

My parents

4 CD3 30 In which decade do you think the photo was taken? Listen to four people talking about their parents. Is/Was it a good relationship? In what ways?

5 CD3 30 Listen again. These lines are similar to what they say. What are their actual words?

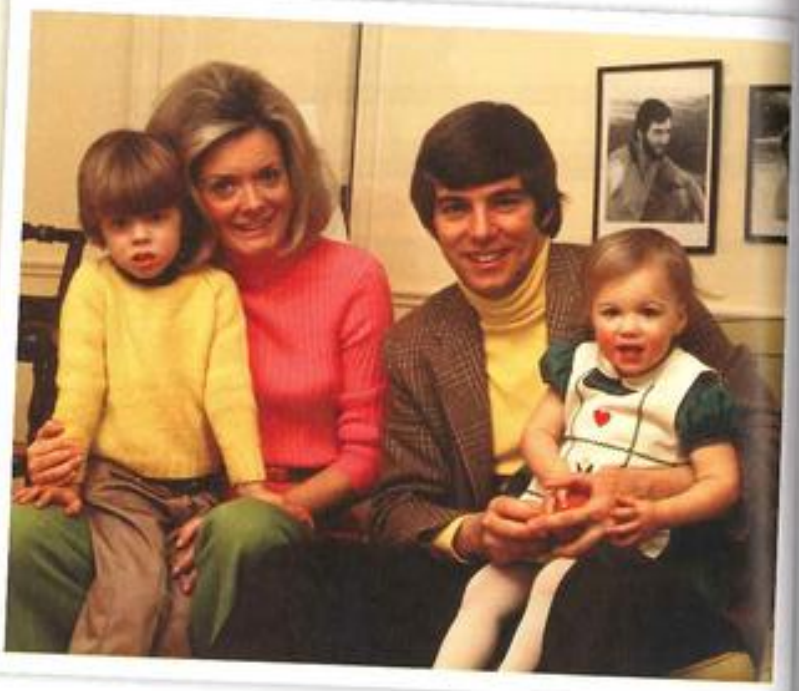
1 … she talked to me very openly …
… we used to go shopping …

2 He kept telling me to get my hair cut …
… she used to get angry when I picked at food …

3 My mom nagged me all the time …
… she used to be all put out …

4 We did a lot together as a family.
… he brought us each a treat …

6 Write a few sentences about the relationship between you and your parents. Tell your partner about it.



Answering questions

7 Answer the questions with a correct form of *used to do, be/get used to doing/sb/sth..*

1 **A** You don't like your new teacher, do you?
B Not a lot, but we're getting used to her.

2 **A** How can you get up at five o'clock in the morning?
B No problem. I _____ it.

3 **A** How come you know Buenos Aires so well?
B I _____ live there.

4 **A** How are you finding your new job?
B Difficult, but I _____ it little by little.

5 **A** Do you read comic books?
B I _____ when I was young but not anymore.

6 **A** You two argue so much. How can you live together?
B After twenty years of marriage we _____ each other.

CD3 31 Listen and check.

LISTENING AND SPEAKING

A teacher to remember

1 Look at the pictures. What are modern classrooms like? What were classrooms like years ago? How have teaching styles changed?

2 CD3 32 Listen to four people, Sean, Samantha, Rupert, and Charlotte talk about a teacher they remember well. Answer these questions after each one.

1 What was the teacher's subject?
2 What did she/he look like?
3 What is said about the age of the teacher?
4 Why is she/he so memorable? Is it for positive or negative reasons?
5 Did he/she influence the speaker in any way? If so, how?

3 CD3 32 Listen again. Which teacher …

- … poked students? With what? Why?
- … taught "dry subjects"? What were they?
- … had to "crouch"? Where? Why?
- … had a "mission in life"? What was this?
- … slammed something down on the desk? What? Why?
- … had a razor-sharp wit? What was hidden in his words?
- … glowed with gratitude? Why?
- … gave crystal clear explanations? About what?

SPOKEN ENGLISH Adjective intensifiers

1 Look at these lines from the audio script. Which words intensify the adjective?
He used to make these dead languages seem ***stone-cold easy****.*
He had a ***razor-sharp*** *wit.*

2 Complete the sentences with a word from the box.

brand	stiff	freezing	tiny	wide	great	boiling	sound

1 They live in this _____ big house in the middle of Boston.
2 I only made one _____ little mistake during my driver's test, but I still failed.
3 Careful with the soup – it's _____ hot. Don't scald yourself.
4 It's _____ cold in here. Can't we turn up the heat?
5 Do you like my car? It's _____ new.
6 Don't worry. You won't wake the kids. They're _____ asleep.
7 I take a cold shower every morning. Then I feel _____ awake.
8 "I'm fed up with this class." "Me too. I'm bored _____."

3 CD3 33 Listen and check. Find more examples in the audio script on p. 129.

What do you think?

Work in small groups.

- What makes a teacher memorable? Think of positive, negative, and funny reasons.
- Who is a teacher you'll never forget? Why? What was/is she/he like?

READING AND SPEAKING

Living in the past

1 What do you know about the time when your grandparents and great-grandparents were young? When was it? What were their houses like? What did they do for entertainment?

2 Look at the pictures. What things can you see that are typical of the 19th century and the 1950s?

3 Divide into two groups.

Group A Read about **Peter Saunders**.
Group B Read about **Joanne Massey**.

Answer the questions.

1 Which era is he/she obsessed with? What started the obsession?
2 What does she/he wear?
3 How does he/she source the things for the house?
4 What does she/he not like about modern life?
5 What does he/she like about the bygone era?
6 Which modern conveniences do they have in their houses? Where do they keep them?
7 How do they entertain friends?
8 What do other people think about their lifestyle?
9 What do you learn about other members of the family?

4 Work with a student from the other group. Use the questions to tell each other about your person. What is your opinion of their lifestyles? Which do you prefer? What do you like/not like about them?

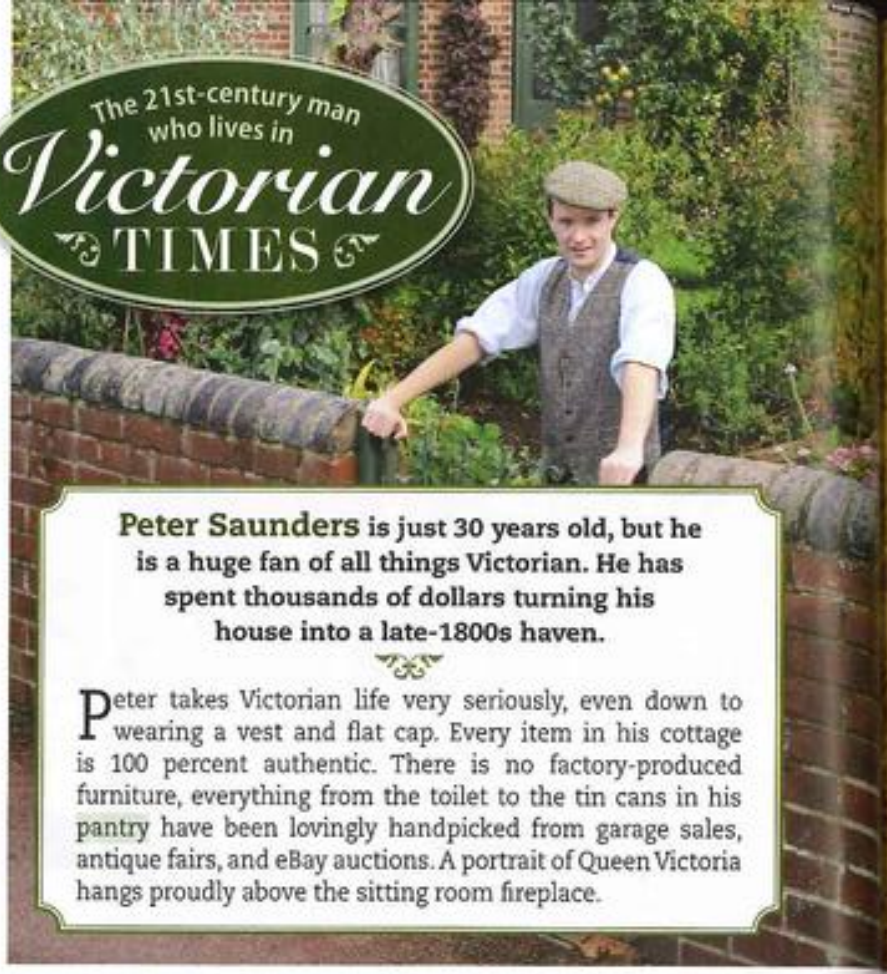
5 With your partner try to guess the meaning of the highlighted words in your text.

What do you think?

- Why do some people like the idea of past times so much?
- Which past era would you like to live in, or do you prefer life today?
- What "modern conveniences" would you find it hard to live without?

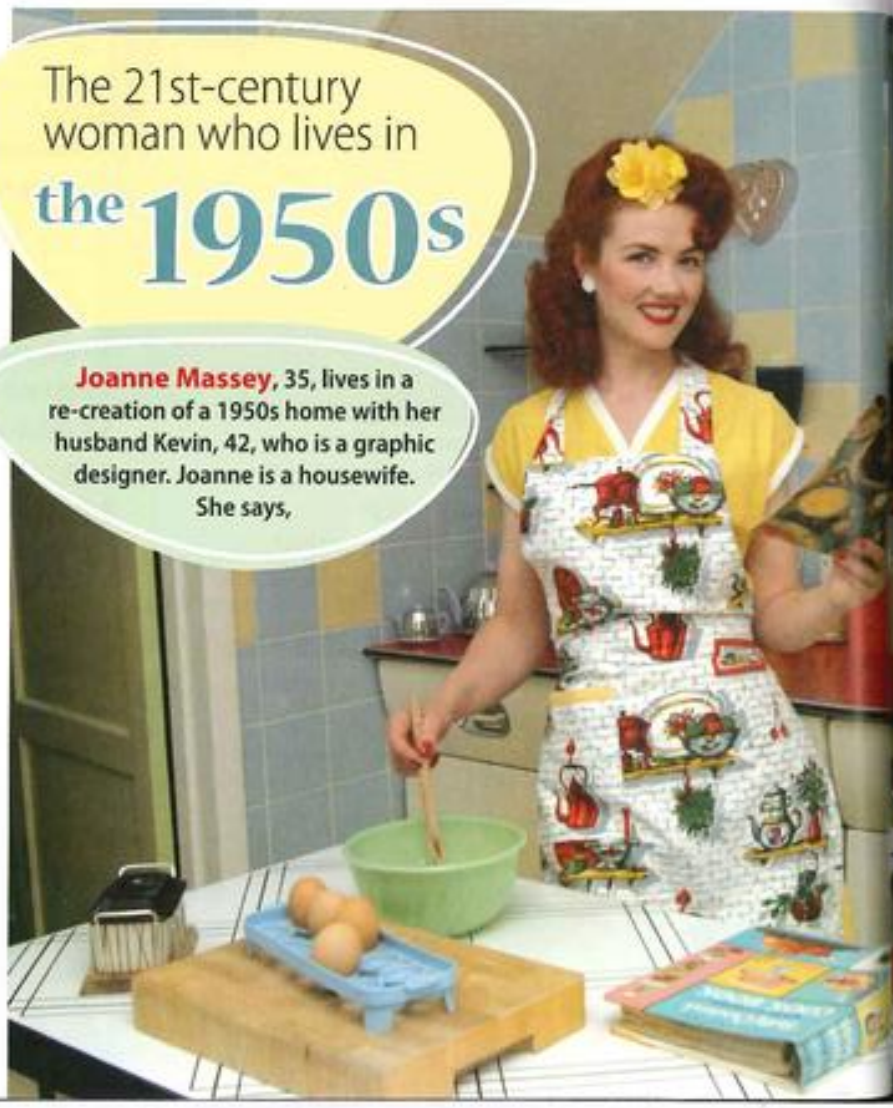
Project

Choose a past time that interests you. Research it and present your findings to the class.



Peter Saunders is just 30 years old, but he is a huge fan of all things Victorian. He has spent thousands of dollars turning his house into a late-1800s haven.

Peter takes Victorian life very seriously, even down to wearing a vest and flat cap. Every item in his cottage is 100 percent authentic. There is no factory-produced furniture, everything from the toilet to the tin cans in his pantry have been lovingly handpicked from garage sales, antique fairs, and eBay auctions. A portrait of Queen Victoria hangs proudly above the sitting room fireplace.



Joanne Massey, 35, lives in a re-creation of a 1950s home with her husband Kevin, 42, who is a graphic designer. Joanne is a housewife. She says,

Peter's four-bedroom house now looks much like it used to look when a real-life Victorian family lived there, and Peter is considering opening its doors to the public.

He says, "I've gone to a lot of trouble, and I would like to share it with people who will appreciate it. The Victorian period was a fascinating time. Both my mom and my sister are interested in it too, so I guess my passion for it started from them. My mom is always picking things up for me from garage sales. I like the idea of the lifestyle that the Victorians had. They would entertain themselves. They used to love a sing-along around the piano. And they were less wasteful than we are today. Things were built to last. I can't stand all that modern stuff made of plastic that all looks the same. Most of my friends are very supportive, and they love coming over for dinner parties, when all the old glasses and cutlery come out."

Peter uses all the original cooking features in his kitchen, but admits to having a microwave. He also has a television, central heat, and a refrigerator freezer but he says:

"All my modern conveniences are hidden around the house in cabinets or behind curtains. And I have running water, as most Victorians had, but they didn't have hot water like I do."

The house has an outhouse, which Peter is restoring. "But I also have a Victorian-style indoor bathroom with antique fittings, so I guess I have the best of both worlds – all the modern conveniences but with the romantic and quaint feel of the Victorian period, and it's very cozy – the Victorians were all about comfort."

Experts agree with Peter that the house genuinely reflects Victorian times. Hilary Silvester, chairman of Nottingham Civic Society, said, "Peter's done it extremely well. It's not sentimental in any way and has been restored in such a genuine fashion."

"I love nothing better than fastening my apron around my waist and baking a cake for Kevin in my 1950s kitchen. I put on some Frank Sinatra music and am completely lost in my own little fantasy world. In our marriage, I am very much a lady and Kevin is the breadwinner. We've been married for 13 years, and we're extremely happy because we both know our roles. I make sure our home is immaculate, there is dinner on the table, and I look pretty to welcome my husband home."

Joanne doesn't even put gas in their Ford Anglia car, which is 43 years old, because she thinks that is unladylike. She asks Kevin to do it. She only ever wears 1950s clothing, such as tight pencil skirts, a white blouse, and a wide belt. Her furniture is all from the 50s. The kitchen is an original "English Rose" design, which used to be very much the "in thing." They advertised for "English Rose" cabinets and appliances in an antiques magazine and bought them from a family who had the items in their garage.

Joanne thinks modern life is too hectic. Shopping in supermarkets is an ordeal, and she doesn't read newspapers – they are just too distressing. She says, "We do have a television set, but we hide it in a retro cabinet. Our social life revolves around visiting like-minded friends for tea and cake."

Her obsession began as a teenager. She loved old movies because they seemed to represent a halcyon time, when women were more feminine and men more protective. She could have gone to college but chose to work in a bank.

She says, "I was marking time until I met the right man. Kevin and I met at a fifties convention, and we had an old-fashioned courtship before he proposed. I was ecstatic because I had found someone with the same passion. Some women I meet ask me if I feel patronized by spending all my time caring for Kevin, but I never would."

At work, Kevin gets teased because he's the only one with homemade treats and even homemade jam in his sandwiches. Joanne thinks his colleagues are jealous that he has a wife who devotes herself solely to his happiness. How many men these days can really say that?

VOCABULARY AND PRONUNCIATION

Homonyms and homophones

1 Work on your own. What do these words mean?

fan	right	glasses	fine	park	face

2 CD3 34 Write down the words you hear.

3 Work with a partner. Compare your answers to exercises 1 and 2. Do you have any differences? What are they?

Homonyms

4 Homonyms are words with the same spelling and more than one meaning.

a **bank** on Main Street
the **bank** of a river
I've supported you until now, but don't **bank** on it forever.

Complete the pairs of sentences with the same word used twice.

1 My brother is crazy about the Lakers. But I'm a Bulls _____ myself.
We don't have air conditioning, just a ceiling _____. It's not enough.

2 Let's take a _____ now. I'm really tired.
If you _____ that vase, Mom will be really upset.

3 "What's today's _____?" "The third."
I have a _____ tonight. I'm going out with Carl.

4 Don't move those heavy boxes. You might hurt your _____.
"Mom, Travis took my cell phone. Tell him to give it _____ to me."

5 It's _____ outside today. Don't forget your jacket.
I don't feel well. I think I'm getting a _____.

CD3 35 Listen and check.

5 Think of two meanings for these words. Make sentences using them.

wave	suit	miss	type	point	train	kind	cool

Homophones

6 Homophones are words with the same pronunciation, but different spellings and different meanings.

/roʊd/ — the **road** to the mall
She **rode** a horse.
I **rowed** across the river.

Write the word in phonetics in the correct spelling.

1 /hoʊl/ — the _____ world
a _____ in the ground

2 /pis/ — a _____ of cake
war and _____

3 /flaʊər/ — a rose is a _____
_____ to make bread

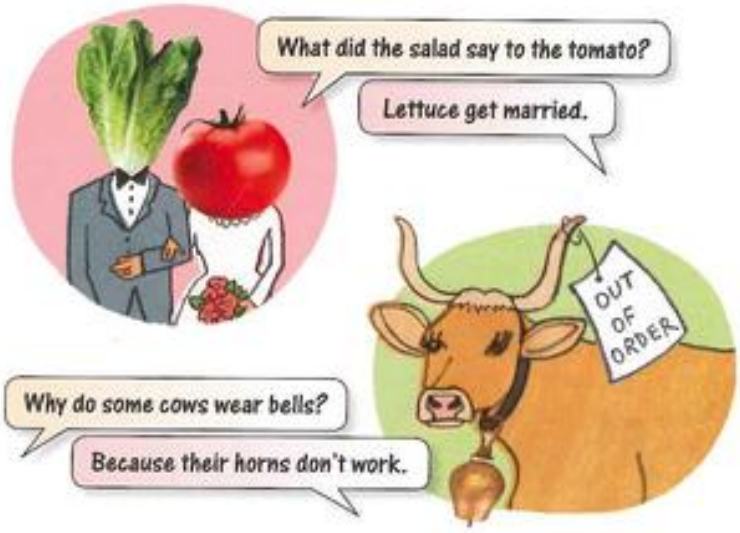
4 /seɪl/ — some boats have a _____
buy clothes on _____

5 /sɛl/ — salespeople _____ things
a prisoner lives in a _____

7 Think of a word with the same pronunciation but a different spelling for these words.

bored	ate	hire	pair	maid
plain	waist	seas	aloud	write

8 CD3 36 A lot of children's jokes are made with homonyms and homophones. Here are two! Which word makes the joke?



CD3 37 Listen to some more jokes. Which word makes the joke? Practice telling them to each other.

EVERYDAY ENGLISH

Making your point

1 Three teachers Pat, Ian, and Helen are talking about the idea of giving lessons on body image in schools. What do you think the lessons are about?

2 CD3 38 Listen to them giving their point of view. Who is for it, who is against it, and who is undecided?

3 CD3 38 Listen again to Pat and Ian only and complete their views.

Pat

1 If you _____ me, this is a terrible idea.
2 _____, good body image isn't something that you can teach.
3 Another _____ is that teachers have enough to do.
4 _____, I've never worried too much about how I look.
5 The _____ I'm trying to make is that young people's education should be about qualifications.

Ian

1 To tell you the _____, I haven't really thought about it.
2 I _____ the problem is that there are lots of images of beautiful models.
3 As _____ as I'm concerned, people come in all shapes and sizes.
4 _____, it would be a pretty boring world if we all looked the same.
5 _____, as I was saying, I don't feel strongly one way or the other.

4 CD3 38 Now listen again to Helen. Which phrases does she use to make her points?

5 Here are some more ways to make your point. Match the lines in A and B. What is the topic being discussed?

A	B
1 First of all,	a there are also problems with diet.
2 The main problem is that,	b I'd like to end with a quote from ...
3 In addition to this,	c I'd like to look at the overall picture.
4 Generally speaking,	d how do you educate people to have a better diet?
5 What I want to know is,	e fast food should be totally banned.
6 To be honest,	f as a nation, we don't exercise enough.
7 It's my firm opinion that	g I don't know the answer to this problem.
8 Finally,	h this is a pretty common problem.

A class debate

6 Have a class debate. Choose a topic you feel strongly about. It could be something local to your situation or one from this list.

- the importance of a healthy lifestyle
- being vegetarian
- saving or spending your money
- experiments on animals

Divide into groups to prepare your ideas. When you are ready, conduct the debate.

WRITING CD3 39 Writing for talking – An early memory *p. 110*

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10 Over my dead body!

Modal auxiliary verbs 2 • Synonyms • Metaphors and idioms – the body

STARTER

1 All modal verbs can be used to express degrees of probability. Which of these sentences do this? Which don't?

1 She must be very rich.
2 I must do my homework.
3 I can't sleep because of the noise.
4 They can't be in. There are no lights on.
5 I think that's Jane, but I might be wrong.
6 You should see a doctor.
7 The train may be late due to bad weather.

2 Put all the sentences in the past.

CD4 2 Listen and check.

MISSING FOR 500 YEARS!

Modal auxiliary verbs in the past

1 Work with a partner. Look at the pictures. Read the introduction and guess the answers to the questions.

- Who was the man?
- How did he die?
- Why was he found in a parking lot?
- How old was he when he died?

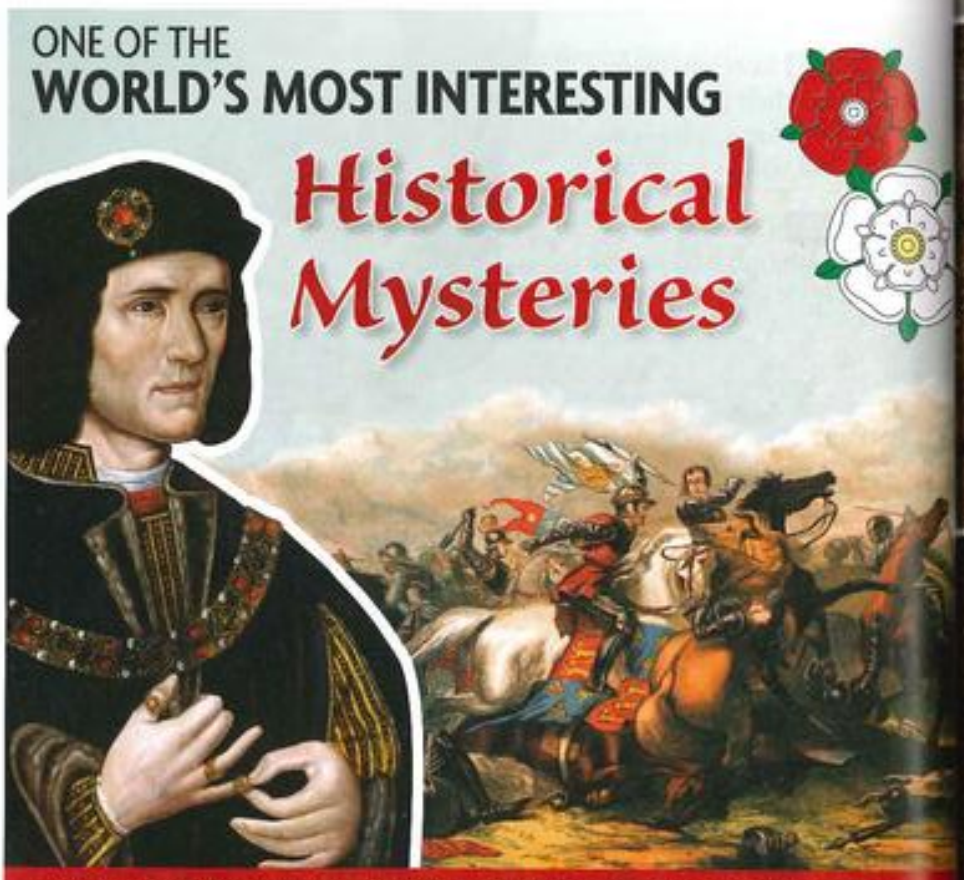
He must have been royal, maybe a king or a prince.

It might have been Shakespeare.

He could have fallen ...

He may have been very young.

2 CD4 3 Listen to two people, Alice and Bill, discussing the skeleton. Were your predictions in exercise 1 correct? How do they know it was Richard III?

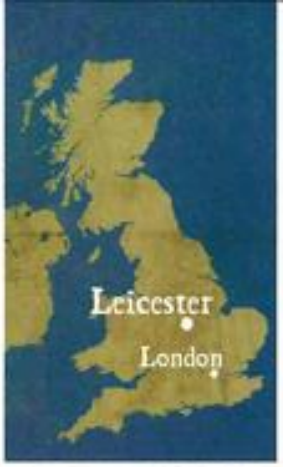


In August 2012, the skeleton of a 500-year-old man was discovered beneath a parking lot in Leicester /'lestər/, England. This find caused great excitement among archaeologists and historians.

3 Answer these questions using the words in *italics*.

1 When did Richard die? in the 15th century *(must)*
2 What was he doing when he died? riding a horse *(could)* fighting *(must)*
3 Was he buried in a parking lot? *(can't)*
4 How old was he when he died? 32 or 33 *(may)* 40 *(can't)*
5 What did they learn from his deformed spine? a hunchback *(would)*
6 Why were his feet missing? builders in the 16th century *(might)*
7 How did the Canadians feel about the discovery? surprised and excited *(must)*
8 Who was Richard fighting in the battle? Henry VIII *(can't)* Henry VII *(would)*

4 CD4 4 Listen and check. Practice the sentences, paying attention to contracted forms and weak forms.



5 Look at the pictures of medieval objects. With your partner discuss what you think they may have been used for.

It might have been used to ...
This must be a ...
That must have / might have / could have been for ...
I suppose / guess / think ...
I'd have thought ...
I wouldn't have thought ...
I bet they used it to ...

6 Read a fuller history of Richard III on page 159. What additional information do you learn about him?

GRAMMAR SPOT

1 Write *certain* or *possible* next to these modal auxiliary verbs according to the degree of probability they express.

They must have	arrived.	
They might have They could have They may have		
They can't have		

2 What concept do these modal verbs express? Choose a definition on the right.

You shouldn't have told a lie.	This was possible, but you didn't do it.
You idiot! You could have killed yourself!	You did this, but it was wrong.

▶▶ **Grammar Reference p. 147**

PRACTICE

Discussing grammar

1 Underline the correct answer.

1 Sorry I'm late. I *should have gone/had to go* to the post office.
2 I looked for Pearl, but I *couldn't find/couldn't have found* her.
3 I don't know where Paul is. He *had to go/must have gone* home early.
4 I *had to work/must have worked* hard when I was in school.
5 You *can't have said/shouldn't have said* anything to Pam about her birthday party. It was going to be a surprise.
6 You *shouldn't have bought/couldn't have bought* a new vacuum cleaner. I managed to fix the old one.
7 You *should have asked/must have asked* me earlier. I *might have given/would have given* you a ride.
8 You *can't have done/shouldn't have done* your homework! You only started five minutes ago.
9 You *could have told/must have told* me that class had been canceled! I *shouldn't have gotten/wouldn't have gotten* up so early.
10 You were lucky to get out of the car unharmed. You *would have been/could have been* badly hurt.

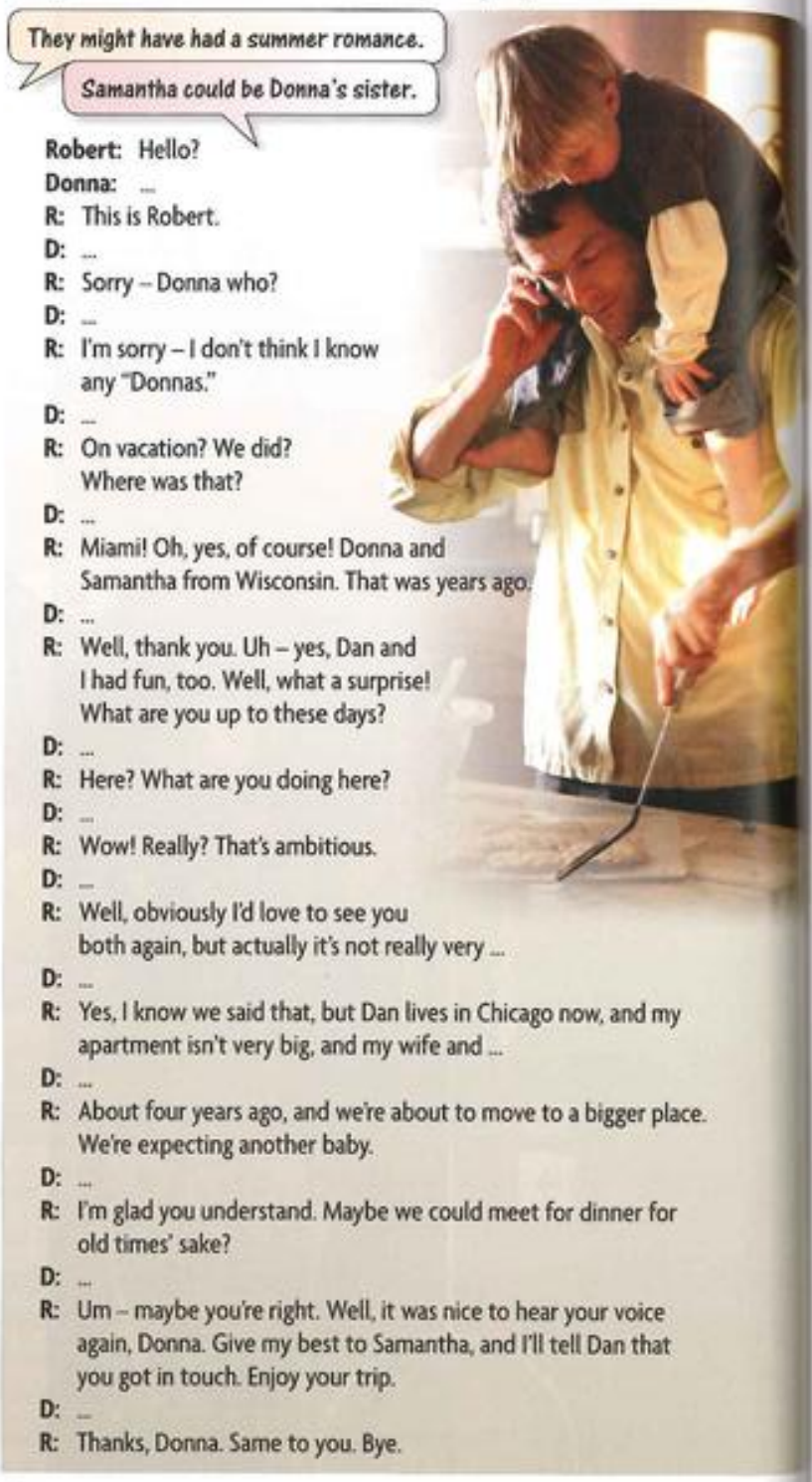
2 Complete the sentences with a modal verb in the past.

1 I *did* tell you about Joe's party. You _____ listening.
2 Thanks so much for all your help. I _____ managed without you.
3 Flowers, for me! Oh, that's so nice, but really you _____.
4 Come on! We're only five minutes late. The movie _____ started yet.
5 I don't believe that Kathy's going out with Mark. She _____ told me, I know she would.
6 We raced to get to the airport on time, but we _____ worried. The flight was delayed.
7 We have a letter here that isn't for us. The mail carrier _____ delivered it by mistake.
8 You _____ gone swimming in such rough waters. You _____ drowned!

CD4 5 Listen and check. Practice the sentences with a partner.

What are they talking about?

3 CD4 6 Read and listen to one half of a telephone conversation. Who is Robert talking to? Work with a partner. Make deductions about the people.



Robert: Hello?
Donna: ...
R: This is Robert.
D: ...
R: Sorry – Donna who?
D: ...
R: I'm sorry – I don't think I know any "Donnas."
D: ...
R: On vacation? We did? Where was that?
D: ...
R: Miami! Oh, yes, of course! Donna and Samantha from Wisconsin. That was years ago.
D: ...
R: Well, thank you. Uh – yes, Dan and I had fun, too. Well, what a surprise! What are you up to these days?
D: ...
R: Here? What are you doing here?
D: ...
R: Wow! Really? That's ambitious.
D: ...
R: Well, obviously I'd love to see you both again, but actually it's not really very ...
D: ...
R: Yes, I know we said that, but Dan lives in Chicago now, and my apartment isn't very big, and my wife and ...
D: ...
R: About four years ago, and we're about to move to a bigger place. We're expecting another baby.
D: ...
R: I'm glad you understand. Maybe we could meet for dinner for old times' sake?
D: ...
R: Um – maybe you're right. Well, it was nice to hear your voice again, Donna. Give my best to Samantha, and I'll tell Dan that you got in touch. Enjoy your trip.
D: ...
R: Thanks, Donna. Same to you. Bye.

4 In pairs, discuss what you think Donna is saying and act out the conversation.

5 CD4 7 Listen and compare.

SPOKEN ENGLISH Expressions with modals

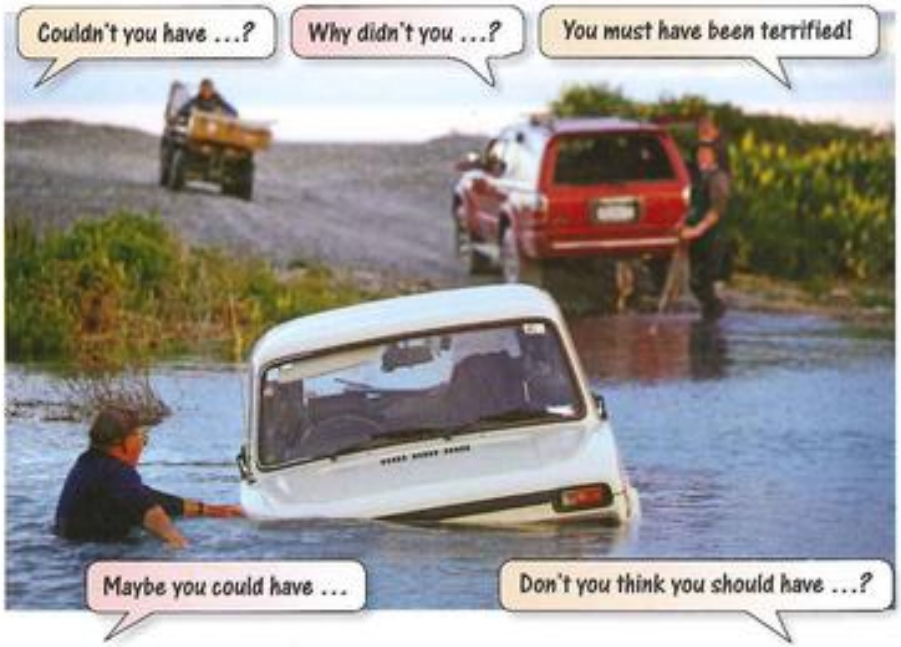
There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in **A** with a line in **B**.

A	B
1 "That exam was ridiculously hard!"	a "Sorry! I thought you knew."
2 "You might as well apply for the job, even though you're too young."	b "You can say that again!"
3 I know I shouldn't have eaten a whole carton of ice cream, ...	c but I just couldn't help it.
4 "I'm going to tell her exactly what I think of her."	d "Yes, why not! After all, there's nothing to lose."
5 "You should have told me that Jackie and Dave had broken up!"	e "I wouldn't do that if I were you."
6 "I think you should forget all about her and move on."	f "Me, too. I'm dying for coffee."
7 "You should have been here yesterday! You would have died laughing!"	g "Believe me, I would if I could."
8 "Then I found out that Annie's been going out with ... guess who? Dave!"	h "Why? What was so funny?"
9 I'd known this guy for five minutes when he asked me to marry him!	i "Huh! I could have told you that."
10 "I could use a break."	j I just couldn't believe it!

CD4 8 Listen and check. What extra lines do you hear? What are the contexts? Practice the conversations with a partner.

It all went wrong!

6 Write some notes about an occasion in your life when everything went wrong. Tell the class. They can comment and ask questions.



WRITING Adding emphasis in writing – People of influence *p. 112*

SPEAKING
Who did it?

Four men are reading in the library of a country house. Suddenly one of the men drops dead. Who did it?

1 Your teacher will give each of you a card with information about the crime. You can't show your card to anyone else, but you can say what's on it.

2 Work as a class to solve the crime. The best way to do this is through organization and cooperation, knowing when to speak and when to listen.

If you work together well, you should solve the crime in about twenty minutes. If you don't work together, you'll never solve it!

3 When you have finished, discuss these questions.

- How did you organize yourselves?
- Was everybody involved, or did one person dominate?
- How could you have solved the crime more quickly?
- What should you have done?
- Games such as these are used in management training courses. Why, do you think?

READING AND SPEAKING

The amazing Vikings

1 Almost everybody has heard of the Vikings. Write down notes on anything you know about them and share with the class.

2 Read the introduction.

- When were the Vikings powerful?
- What three things did they do across the northern world?
- How did we find out about their lives?

3 Look at the pictures about Viking history. Read through the texts quickly. What else other than raiders and pillagers were the Vikings?

4 Work with a partner. Read the texts again and find information about the Vikings in relation to their:

1 work
2 skills
3 appearance
4 religion
5 trade
6 brutality
7 exploration
8 settlements

Vocabulary work

5 What did the Vikings do? Match words in **A** and **B**.

The Vikings ...

A	B
tended	stone
carved	gods
traded	monasteries
raided	money
worshipped	livestock
extorted	far and wide
settled	expeditions
mounted	in many lands
explored	goods

6 Use the pictures and vocabulary in exercise 5 to tell the story of the Vikings to your partner.

What do you think?

7 Discuss in small groups. Then report to the class.

- How and why do you think the power of the Vikings finally ended?
- What can you deduce? Use *must have*, *could have*, and *might have*.

> We think they must have run out of places to raid.

8 Read *The End of the Viking Age* on page 160 and check your ideas.

THE VIKINGS

Raiders, traders, and intrepid explorers

"From the Fury of the Northmen, O Lord, Deliver Us!"

The year is 793 AD, and this was the petrified cry of the ancient Anglo-Saxons, pleading with their god to save them from the Vikings (or Norsemen). For nearly 300 years, from the 8th to the 11th century AD, this warrior race set out from Scandinavia on raids and voyages of discovery and colonization across the northern world. They struck fear in the hearts of the peoples of Europe, but the archaeology of their settlements and the literature of their sagas reveal a complex and fascinating culture. They were not only violent raiders and pillagers, they were a lot else besides.

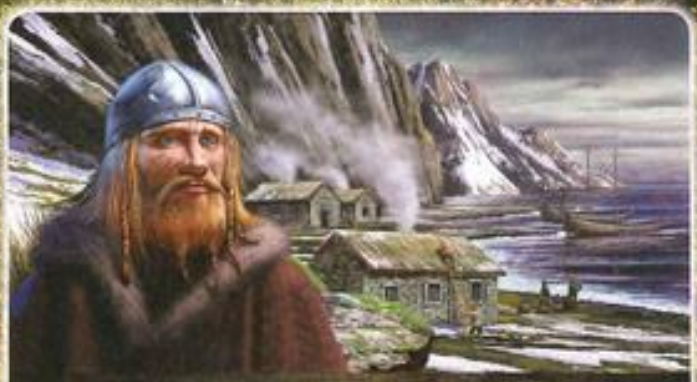
1 This striking-looking race, with their blond hair and blue eyes, were descended from Germanic tribes that settled in what is now Scandinavia. Most Vikings were, at heart, farmers and fishermen, not warriors. They grew vegetables and cereal crops and tended their livestock. Skilled Viking craftsmen included blacksmiths, leather workers, and jewelers.

2 They worshipped a variety of gods. Chief among them were **Odin**, **Thor**, and **Frey**. Today, we recall them as Wednesday, Thursday, and Friday. It is said that Odin created the Runes, the 24 letters of the old Norse alphabet. These were carved on stone tablets with scenes of Norse myths.

3 Above all, the Vikings were skillful shipbuilders and navigators. With their magnificent longships, they embarked on voyages of exploration far and wide, from Britain to Baghdad. They traded their iron, furs, and grindstones for goods that they could not get at home, such as silk, glass, and silver.

4 However, in the late 8th century, trading was replaced by raiding. Having the fastest ships of the day, they sprang surprise attacks on European monasteries, thereafter extorting protection money as a price of peace. This was known as Danegeld. This reign of terror began in 793 with a ferocious attack on England's Lindisfarne monastery.

5 By the mid-9th century, the Vikings were seeking to increase their wealth and power even further. They struck out across the unwelcoming Atlantic and, in 870, reached Iceland. As many as 12,000 Viking immigrants ultimately settled there, setting up the Althing, the oldest parliament in the world.



6 In 982, one of these immigrants, the hot-tempered Erik the Red, banished from his homeland for violent crimes, sailed westward again. He finally settled in a gray, desolate land of fjords and glaciers. Cunningly he named it **Green**land, so as to attract more settlers to join him and his family.

7 Erik's eldest son, Leif Erikson, became intrigued by tales of yet more lands, and in 1003 he mounted an expedition further west. He finally landed in a place that he named Vinland, today known as Newfoundland, thereby discovering North America nearly 500 years before Christopher Columbus.

LISTENING AND VOCABULARY

Synonyms – the story of Sam and his favorite food

Kenn Nesbitt writes thought-provoking poetry for children. He was named a US children's Poet Laureate in 2013.

1 Look at the title of the poem and the pictures. Guess the answers to these questions.

1 What did Sam say when he was offered food?
2 How did Sam act when he was offered food?
3 Why did Sam die?
4 What might have happened if Sam had eaten more than jam?

2 CD4 | 9 Listen and check.

3 Complete the lines with a word on the right. Think of style, rhythm, and rhyme. It might help to say the poem out loud. Do the first verse.

4 CD4 | 9 Listen again and check your answers to the first verse. Then do the same for the rest of the poem.

5 Why is this poem a cautionary tale? What is the tone?

We are told that Sam's life was short and sweet. Why is this funny?

What do you think?

- What were your favorite stories as a child? Tell the class about one of them.
- Were they scary? Funny?
- Who were the main characters? Were the stories based on real life or fantasy?
- Were they cautionary? Did they have a happy ending?

SAM, WHO
A Cautionary Tale

There was a boy whose name was Sam.	
The only thing he ate was jam.	
When ... any other food,	offered / served
he'd ... he wasn't in the mood.	explain / claim
He'd say, "I'm ... full today,"	reasonably / fairly
and push that other food away.	
And so he never ... pie,	ate / tasted
or gave spaghetti sauce a try,	
and even if you asked him, "Please?"	
he wouldn't ... cheddar cheese.	chew on / bite into
He couldn't stand potato chips.	
Bananas never ... his lips.	touched / crossed
And not a bit of beef or lamb	
or deviled egg or candied yam	
would ... on his dinner plate,	end up / wind up
for jam was all he ever ate.	
• • •	
Now, as it ... , late one day	happened / resulted
poor Sam ... . He passed away.	died / expired
We don't know why. It might have been	
some mineral or ...	nourishment / vitamin
was missing from the food he ate	
and caused this clearly ... fate	awful / disgusting
or maybe all that sugar made	
him fall to pieces, start to ... ,	disappear / fade
until the day that eating jam	
at last became the end of Sam.	

ONLY ATE JAM

* * *

We can't be ... why he died — positive / certain
but, maybe, if he'd only ... — tried / attempted
some yogurt or some celery,
a piece of toast, a pear, a pea,
a pizza crust, a ... of rice, — particle / grain
a half an herb, a ... spice, — solitary / single
a spoon of soup with just one clam,
then, maybe, we would still have Sam.

* * *

Alas, he never ... a grape — ate / consumed
or chocolate bar or Belgian crepe
or lobster bisque or Irish stew
or sauerkraut or cheese fondue
or casserole or sloppy joe,
so this is all we'll ever ... : — know / understand
Since jam was all he had to eat,
his life was ... short and sweet. — relatively / rather

EVERYDAY ENGLISH

Metaphors and idioms – the body

1 Which part of the body is associated with ...?

intelligence
manual skills
emotions

2 The phrases in *italics* are metaphors. Rephrase them.

1 I'd offer to help, but I *have my hands full* right now.
2 Can you *give me a hand* with this sofa? It's so heavy.
3 She's so smart. She's *heading for* great things in life.
4 But she's not at all *big-headed*.
5 My daughter has *a* very *good head* for business.
6 She shouts a lot, but she really has *a heart of gold*.
7 We had a *heart-to-heart*, and things are clearer now.
8 My parents wanted me to be a lawyer, but *my heart wasn't in it*. Now I'm a journalist.

3 Complete the sentences with one of these expressions.

putting on a brave face	on its last legs	a sharp tongue
goes to their head	pulling your leg	landed on your feet

1 My car's been driven over 200,000 miles. It's _____ now. I'll have to buy a new one.
2 With so many celebrities – success _____, and they start to believe they're really special.
3 She's being very courageous and _____, but I know she's in a lot of pain.
4 Wow! You really _____ by getting such a great job so quickly after finishing college!
5 "Sue says some really cruel things." "Yes, she has _____."
6 "Did you really tell Sue that I don't like her?" "No, of course not. I'm just _____."

4 CD4 10 Listen to three conversations. Replace some of the phrases used with an expression on this page.

CD4 11 Listen and check.

5 Find useful idioms or metaphorical uses for another part of the body in your dictionary. Explain them to the class.

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11 It's all hypothetical!

Hypothesizing • Expressions with *if* • Word pairs • Moans and groans

STARTER

1 Bridget Smith is feeling very sorry for herself. Read column **A**. What are her problems?

2 CD4 12 Match a line in **A** with a wish in **B**. Listen and check.

3 Write down one thing you're not happy about. Tell the class what you wish.

A		B
1 It's raining again.	I wish	I was.
2 I'm not going out tonight.		I did.
3 There's nothing good on TV.		I didn't.
4 I don't like my job.		I could.
5 My boyfriend and I broke up last week.		he would.
6 I know he won't call me.		there was.
7 I feel really depressed.		it wasn't.
8 I can't talk to anyone about it.		we hadn't.

I WISH THINGS WERE DIFFERENT

Hypothesizing

1 Look at the photos. Each one illustrates someone's regret or wish. What do you think the regret or wish is?

2 CD4 13 Listen to the people talking. Who says what? Number the pictures in the order you hear.

3 CD4 13 Listen again and complete the lines.

1 I shouldn't have _____.
Surely you could _____?
Maybe you _____?

2 I shouldn't have _____.
If only I hadn't _____.
I wouldn't worry _____.

3 If only we could _____.
That would _____.
I'd just _____.
Sometimes I wish _____.

4 Don't you wish you _____?
But you could have _____!

5 What would you give _____?
Which one would you choose if _____?
... if I won the lottery, I'd _____.
I wouldn't – I'd _____.

4 Work with a partner. Use the lines in exercise 3 to help you remember the conversations. Practice them.

5 Look at the facts behind this regret.

I shouldn't have gone out last night.
I did go out last night. I went to a party.

What are the facts behind these statements?

a I wish I *knew* the answer.
b If only I *could come*.
c If I *didn't get* so nervous, I'*d get* better grades.
d If you'*d helped us*, we'*d have finished* by now.
e I *should have listened* to your advice.
f If only I'*d told* the truth.
g I wish I *spoke* French well.
h I wish *you would* speak to him.

GRAMMAR SPOT

1 Which of the sentences in exercise 5 are about present time? Which are about past time?

2 Look at sentences *c*, *d*, and *e*. What are the full forms of the contractions *I'd*, *you'd*, and *we'd*?

3 Other expressions are also used to hypothesize. Complete the sentences with the facts.

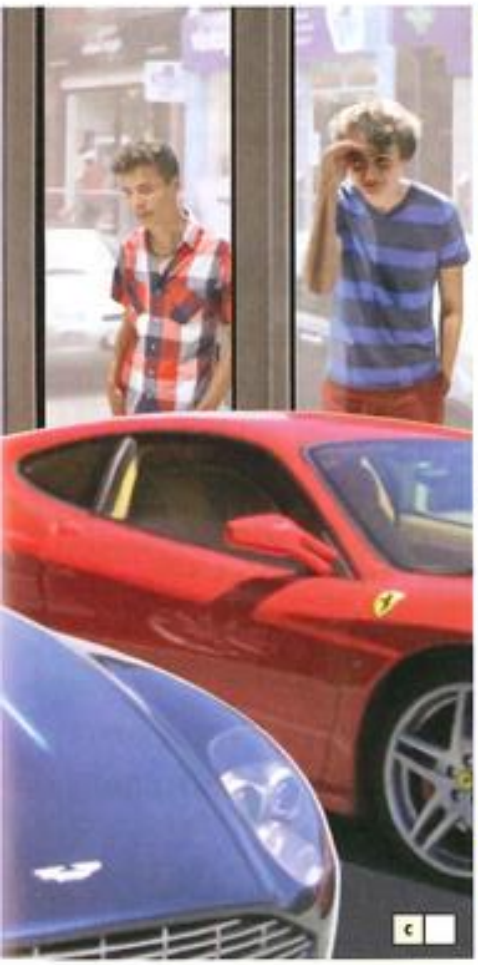
It's time you ***knew*** *the truth.* The fact is that you ...
I'd rather you ***didn't text*** *and* ***drive****.* The fact is that you ...
*Supposing you'****d fallen*** *and* ***hurt*** *yourself?* Fortunately, you ...

▶▶ **Grammar Reference p. 147**

PRACTICE

1 Express a wish or regret about these facts. Use the words in parentheses.

1 I don't speak English fluently. (*wish*)
2 You speak very fast. I don't understand. (*If*)
3 I'm an only child. (*wish*)
4 We don't have enough money for a vacation. (*If only*)
5 I get up at six o'clock every morning. I have to go to work. (*wouldn't/if*)
6 I didn't learn to ski until I was forty. I'm not very good. (*If*)
7 My 13-year-old sister wants to be older. (*She wishes*)
8 My best friend always borrows my things without asking. (*I'd rather*)
9 I don't know anything about computers. I can't help you. (*If*)
10 We want to take a break. (*It's time*)



If only they'd known

2 CD4 14 Read and listen to Marty and Carrie's sad story. Explain the title.

3 Use these words to form sentences about Marty and Carrie's story.

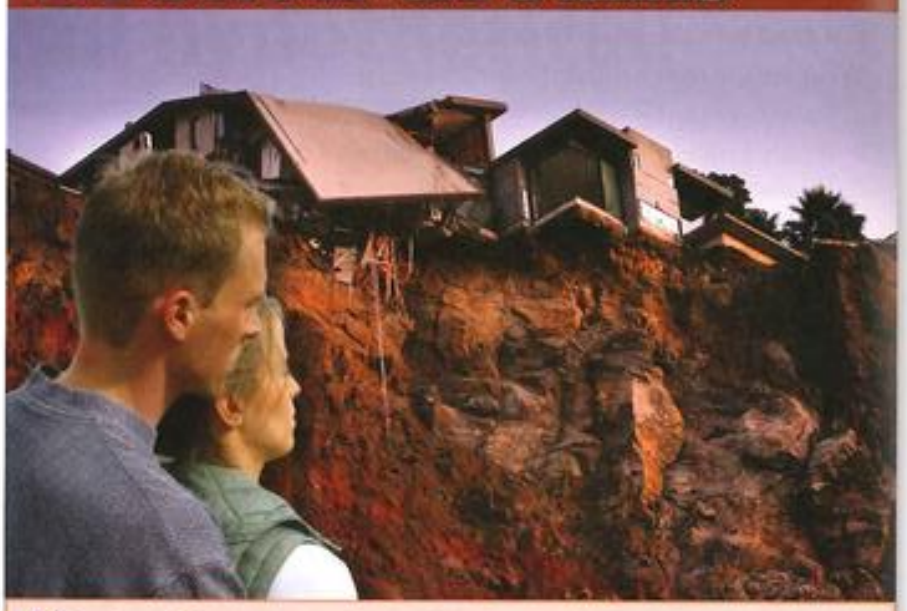
1 If the house/not be/on a cliff/ not fall/into the water.
2 Marty and Carrie wish they/ not buy it.
3 They shouldn't/act/so quickly.
4 They should/hire/a surveyor.
5 If they/hire a surveyor/he or she might/warn them not to buy it.
6 If only they/not lose/all their money.
7 Supposing the earthquake/not happen?
8 They wish/not go/on vacation to Vanuatu.

4 Form the question and answer it.
What/happen/if there/not be/earthquake?

Talking about you

5 What do you wish was different about your life? Make a wish list about some of these things. Discuss your list with other students.

Broken dreams



"Carrie and I were on vacation in Vanuatu in the South Pacific. It's really beautiful there, and one day we went for a walk and saw this house for sale. It was on a cliff overlooking a bay, and you could imagine, the views were absolutely amazing. We just fell in love with it. We had to have it – so we bought it right then and there, and the next day we hired an architect to redesign our dream vacation home. That evening we celebrated, and in the middle of the night, we were sound asleep when suddenly we were thrown from our beds. The room was shaking – it was the biggest earthquake that had ever hit the region. But the worst was still to come, because the next morning when we drove out to check our newly bought house, we found that the whole cliff had fallen into the water. We lost every cent we had."

SPOKEN ENGLISH Expressions with *if*

There are many fixed expressions with *if* often found in spoken English. Match a line in **A** with a line in **B**.

A	B
1 ☐ Would it be OK if	a if you have a minute?
2 ☐ If all goes well,	b I'd never forgive myself.
3 ☐ If you knew what I know,	c If anything, he's a little shy.
4 ☐ Could I have a word with you	d I left a little bit early today?
5 ☐ If anything went wrong,	e we can always postpone it.
6 ☐ Win? What do you mean? If you ask me,	f you'd never go out with him again.
7 ☐ It was a Thursday, not a Tuesday	g if any at all.
8 ☐ Well, if worse comes to worst,	h they don't stand a chance.
9 ☐ You haven't made much progress,	i we should be finished by Friday.
10 ☐ I don't think he's cold or arrogant.	j if I remember correctly.

CD4 15 Listen to the conversations and check. What extra lines do you hear? What are the contexts? Practice with a partner.

VOCABULARY AND PRONUNCIATION

Word pairs

There are many pairs of words connected by a conjunction. The order of the words is fixed.

We had to have the house, so we bought it **then and there**.

Complete these well-known pairs.

Life's full of **ups and** _____. It will happen **sooner or** _____.

There are always **pros and** _____ in any argument.

1 Match a word pair in **A** with a definition in **B**.

A	B
ifs or buts	compromise/be flexible
wait and see	excuses or arguments
ins and outs	be patient and find out later
give and take	generally speaking
by and large	exact details
grin and bear it	accept it or refuse, I don't care
odds and ends	tolerate it as best you can
take it or leave it	a variety of things

CD4 16 Listen and repeat the word pairs. Pay attention to the linking sounds between the words.

2 Complete the sentences with a word pair from exercise 1.

1 In any relationship you have to be prepared to _____. You can't have your own way all the time.
2 I didn't buy much at the mall. Just a few _____ for the kids. Socks for Ben and hairbands for Jane.
3 I don't want to hear any _____. Just finish the job today.
4 It's hard to explain the _____ of the rules of cricket. It's complicated.
5 "What did you get me for my birthday?" "You'll have to _____."
6 "Oh, no! The Burtons are coming for lunch! I hate their kids!" "I'm sorry, but you'll just have to _____. It's only for an hour or so."
7 OK, you can have it for $90. That's my final offer, _____.
8 Los Angeles has lots of problems, but _____, it's a nice place to live.

CD4 17 Listen and check.

3 Work with a partner. Join the words in **A** and **C** using a word in **B**.

A	B	C
now sick more touch	and	tired quiet sound surely
peace safe slowly then	but	then go there less
	or	

Write sentences using each pair. Read them aloud to the class.

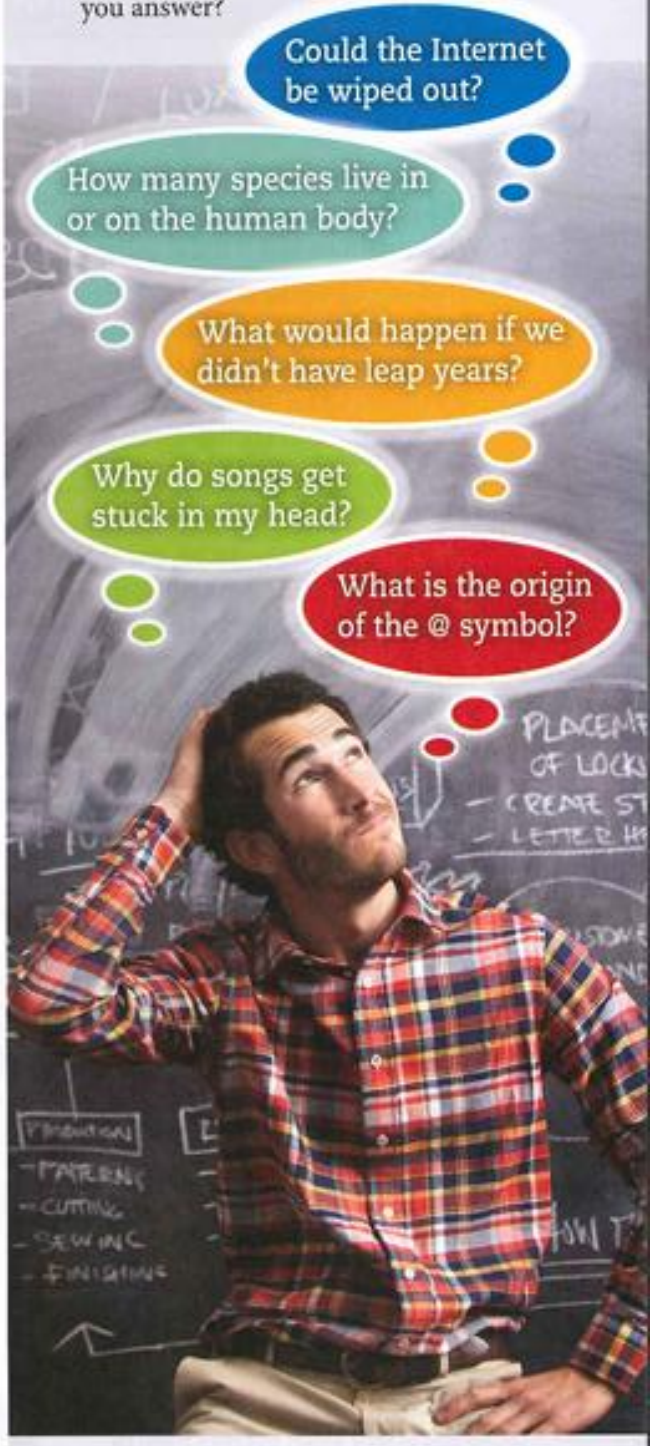
4 **CD4 18** Listen to a conversation between two friends. What are they talking about? Write down all the word pairs you hear.

5 Look at the conversation on page 160. Read the conversations aloud in pairs.

READING AND SPEAKING

Have you ever wondered?

1 As you go through your day, do you ever wonder about things? Have you ever puzzled over these questions? Discuss them in groups. Which can you answer?



2 Read the answers to the questions on pages 86–87. Check your ideas.

Reading

3 Read the texts again. These lines have been removed from them. Which text does each come from?

a It separates a person's online user name from their mail server address.

b Whatever their name, they can be very annoying.

c It connects our computers in many different ways, by land, sea, and space (via satellites).

d After only 100 years, it would be off by approximately 24 days!

e Some 10 million occupy every square centimeter of our flesh.

4 Answer the questions.

1 Why is the Internet so resilient?
2 What might be lost if it did collapse?
3 What would be the size of a pea?
4 How harmful is the follicle mite? What does it do?
5 When did the Gregorian calendar start: 500/1000/1500 years ago?
6 Which of these years will be leap years: 2200/2400?
7 What's an earworm?
8 How can you stop earworms?
9 Why did the monks devise the @ sign?
10 How do different nationalities describe the @ sign?

Vocabulary work

Find the highlighted words in the texts. Work with a partner and try to figure out the meaning from the context.

What do you think?

- Which questions did you find most interesting? Why?
- Which language do you think has the best word for the @ sign? What do you call it in your language?
- Small children often ask lots of "Why" questions about the world.

  Why is the sky blue? Why doesn't our cat talk?

  Think of some good "why" questions about the world. Ask and answer them with a partner as if you were talking to a child.

- What have you ever wondered? List some questions in your group and read them to the class.

1 Could the Internet be wiped out?

The comedian Eddie Izzard joked about technophobia by saying, "I've wiped all my files! ... Oh, no I've wiped the Internet!" Would it really be possible to delete the Internet? Could anything trigger its total collapse? Given our dependence upon it, it's a frightening thought.

Luckily for us, wiping out the entire Internet would be downright impossible. No one machine or cable keeps all of it going. (1) _____. If one connection is damaged, other routes can eventually be found.

But imagine the upheaval across the world if it did collapse, even temporarily. Cable and satellite service would be lost. There would be no access to TV channels, no cell phone service, no email, no texts, no blogs, no social media, and no funny cat videos. The world of business would be in total disarray. Internet giants like Google and Amazon would grind to a halt. A crash that lasted even a short time would lead to chaos and panic in financial markets around the world.

It is incredible to think that in just a couple of decades so many aspects of our lives have become so reliant upon it. And, as much as it is sometimes tempting to contemplate a simpler, less stressful world without it, it's a relief to learn how resilient it actually is.

2 How many species live in or on the human body?

There are about 200 species, including 80 in the mouth alone, that inhabit the human body. However, alongside these our bodies are also host to a mind-boggling number of bacteria. The total excreted by the body every day ranges from 100 billion to 100 trillion. (2) _____. The most densely populated areas of the human body are the teeth, throat, and alimentary canal, where the concentrations are increased times 1,000 compared to on the skin. But although such figures seem huge, it has been calculated that if you stuck together all the bacteria on the skin of the average human, it would only be the size of a pea. And then there are the common parasites found on the human body, for example the follicle mite. Found on every individual, it spends all its days harmlessly munching dead skin cells. However, another parasite, *Naegleria fowleri*, is far from harmless; this invades the brain and multiplies until the host drops dead. Fortunately, only very few humans ever meet this.

Have you ever wondered?

Answers to some important questions in life

3 What would happen if we didn't have leap years?

A leap year consists of 366 days, as opposed to a common year, which has 365 days.

During leap years, we add a leap day, an extra day, on February 29. A leap year is every four years in the modern Gregorian calendar. They are needed to keep our calendar in alignment with the earth's revolutions around the sun. It takes the earth approximately 365 days, 5 hours, 48 minutes, and 46 seconds to circle the sun. However, the Gregorian calendar has only 365 days in a year, so if we didn't add a day on February 29 nearly every four years, we would lose almost six hours off our calendar every year. (3) _____.

Julius Caesar introduced leap years over 2,000 years ago, but the Julian calendar had only one rule: Any year divisible by four would be a leap year. This led to too many leap years, a problem solved over 1,500 years later with the introduction of the Gregorian calendar. In this, further criteria were taken into account:

- The year must be divisible by four.
- However, if the year can also be divided by 100, it is NOT a leap year, unless it is divisible by 400.

This means that 2000 and 2400 are leap years, but 1900 and 2100 are not. The year 2000 was special because it was the first leap year divisible by 400 since the transition from the Julian to the Gregorian calendar.

4 Why do songs get stuck in my head?

You know the experience – you hear a song and it plays, and replays inside your head, in a never-ending loop. These songs have many names: stuck-song syndrome, sticky music, and cognitive itch, but most commonly "earworm" from the German "ohrworm." (4) _____. Nearly everyone gets them on occasion, but some people are much more susceptible than others.

So what causes "earworms"? An unsurprising finding is that if you hear a song recently or repeatedly, you're more likely to get stuck with it. But sometimes songs pop into our heads even when we haven't heard them for a long time. In this case, something in our current environment may trigger the memory. This happens because the brain never stops working, and its auditory areas, where musical information is retained, can process music all day.

Perhaps a more important question than the cause of earworms is "How do we turn them off?" One piece of advice is to start another activity, go for a run, watch a favorite TV program, or think of another song to push out the first one. However, the danger here is that the song that cures you might just end up being the next earworm!

5 What is the origin of the @ symbol?

History tells us that the little @ in email addresses, commonly referred to as the "at sign," stemmed from the tired hands of medieval monks. During the Middle Ages, before the invention of printing presses, every letter of a word had to be painstakingly transcribed by hand for each copy of a book. The monks that performed these tedious copying duties looked for ways to reduce the number of individual strokes for common words. Although the word "at" is very short, it was so common that the monks thought it would be quicker and easier to shorten it even more. As a result, they looped the "t" around the "a" and eliminated two strokes of the pen.

With the introduction of email, the popularity of the @ symbol grew. (5) _____, for instance, joe@uselessknowledge.com. There is no one universal name for the sign, but countries have found different ways to describe it. Several languages use words that associate the shape with some type of animal. These include:

Klammeraffe German for "hanging monkey"
apenstaartje Dutch for "monkey's tail"
sobachka Russian for "little dog"
kukac Hungarian for "worm"
papaki Greek for "little duck"
dalphaengi Korean for "snail"
kissanhäntä Finnish for "cat's tail"
grisehale Norwegian for "pig's tail"
snabel Danish for "elephant's trunk"

LISTENING AND SPEAKING

Dreaming the perfect dream

1 Everybody dreams, but some people remember their dreams better than others. Can you remember any dreams? Are they good or bad ones?

2 What would your perfect dream include? Choose some things from the list and add some of your own. Discuss as a class.

adventure	friends	work	times past
travel	romance	flying	food

3 CD4 19 Listen to a radio program about an app called *Dream:ON*, designed to give you the perfect dream. Are these statements true or false? Correct the false ones.

1 The radio program *Science for Life* will try to explain the meaning of dreams.
2 The app *Dream:ON* will try to make your dreams more enjoyable.
3 A large number of people have been eager to try out the app.
4 The app chooses the right type of dream for you.
5 You put your phone with the app under your pillow.
6 "Soundscape" is a series of sounds that help you dream the perfect dream.
7 When you wake up, you write a song about your dream.
8 Insomnia affected 21% of people surveyed.
9 Everyone on Twitter tweets that the app works well.

4 Read the opinions of the *Dream:ON* app. Match a line in **A** with a line in **B**.

A	B
1 ☐ It didn't seem to make much difference. Everything was more	a heard about this app before.
2 ☐ It worked! Maybe it was just a coincidence, so I guess I'll have to wait	b and see if it has any influence on my dreams in the future.
3 ☐ It didn't work because my battery ran out! I should have	c focus on software that really is useful.
4 ☐ An app to control your dreams sounds weird. I wish developers would	d and quiet, so turn your phone off!
5 ☐ I've suffered from disrupted sleep and nightmares for a long time. I wish I'd	e kept my phone charged all night.
6 ☐ What a bunch of nonsense! All you need for a good night's sleep is peace	f or less the same as before.

CD4 20 Listen and check. What other information do the speakers give?

Language work

5 What do these expressions with "dream" mean?

1 This all might be your *dream come true*.
2 It's thanks and *sweet dreams* to our reporter.
3 It all *went like a dream*.
4 I *wouldn't dream of it*!
5 That's *beyond our wildest dreams*.
6 They're finally *living the dream*.
7 They really are the *dream team*.
8 "One day I'll be rich and famous."
"*Dream on*!"

What do you think?

- Would you like to try the *Dream:ON* app? Why/Why not?
- Do you ever have a recurring dream or dreams with common features? What are they?
- Describe any memorable dreams that you have had.

▶▶ **WRITING Narrative writing 2 – Linking words and expressions** *p. 113*

EVERYDAY ENGLISH

Moans and groans

1 Read the complaints in **A**. Match them with a response in **B**. Which of the items in the box do they refer to?

a leather jacket	email	boots	ordering by phone	a bookcase	~~an exam~~	a TV program	a dishwasher

A

1 [e] I could kick myself. As soon as I'd handed it in, I remembered what the answer was. *an exam*

2 [ ] I don't believe it! I've spent all morning trying to send this, and all I get is "Ooops! Your message wasn't sent. Try again later."

3 [ ] These instructions don't make any sense to me at all. If you can follow them, you're a genius.

4 [ ] It's not fair. I'd been looking forward to watching it all day and then the phone goes and rings!

5 [ ] How many times do I have to tell you? Take them off before you come into the house!

6 [ ] This has gone way beyond a joke. You promised you'd deliver it by Tuesday at the latest. Now you're saying next month!

7 [ ] I went away to think about it, and of course, when I went back it had been sold. I wish I'd just bought it then and there.

8 [ ] What a waste of time! Ten minutes listening to music and "All our lines are busy. Thank you for waiting."

B

a What a pain! Have you tried calling the computer helpline?

b Give me a break! I was in a hurry. Anyway, they're only a little bit muddy.

c I'm awfully sorry, sir. I'm afraid there's nothing I can do about it. It's out of my hands.

d I know, it drives me crazy. But worse still is that you never get to speak to a real person anyway!

e Oh, I hate it when that happens! But do you think you passed?

f Oh, too bad. It would have gone so well with your white jeans.

g Don't ask me! This ready-to-assemble stuff is a nightmare! I had exactly the same trouble trying to put together a bedside table.

h Typical! And who was it? Anyone interesting?

2 CD4 21 Listen and check your answers. Read them aloud with a partner and add another line.

A I could kick myself. As soon as I'd handed it in, I remembered what the answer was.
B Oh, I hate it when that happens! But do you think you passed?
A Who knows? I'll just have to wait and see.

3 What are some of the events in a typical day in your life? For each event think of something to moan about.

I got up and had to wait forever before the shower was free. But worse still, the water was freezing cold!

What a pain!

4 Do you have any moans and groans about anything that's happened recently in your country or in the world?

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12 Time flies

Articles • Determiners • Hot words – *life, time*
Linking and commenting

STARTER

1 Complete the story of the grandfather with the correct article. Tell the story to a partner.

a/an the *no article*

1 My grandfather used to be _____ judge.
2 He retired _____ year before last.
3 He decided to go on _____ cruise.
4 He enjoyed _____ cruise very much.
5 He sailed all around _____ world.
6 He met _____ attractive widow.
7 He invited her to have _____ dinner with him.
8 They got along really well with _____ one another.
9 My grandfather says you can find _____ love at any age.
10 They were married by _____ captain of the ship.

2 CD4 22 Listen and check. What extra information do you hear?

THE PACE OF LIFE

Articles and determiners

1 Take the quiz. Discuss your answers with a partner. Turn to page 161. What kind of person are you? Do you agree?

2 Find these highlighted words in the quiz. Underline the nouns that follow. Which are followed by *of*?

enough	the whole	all	each	plenty	a great deal	every
hardly any	several	no	none	(a) few	(a) little	most

3 Find the lines in the quiz that mean the same as lines 1–12. What are the differences?

1 I leave sufficient time for relaxation.
2 Nonstop all of the time.
3 More than enough things.
4 Lots of enthusiasm.
5 Very few, just a couple of minor things.
6 There aren't any uncompleted projects.
7 I see every one of my projects through to the end.
8 I don't have any patience.
9 I have hardly any hobbies or leisure time.
10 In quite a few ways.
11 In all kinds of ways.
12 Nearly all of the time I text.

How well do you

1 How would you describe your pace of life?

a I'm easygoing. I just take life as it comes.
b Very fast, but I leave enough time for relaxation.
c At times frantic, at times relaxed.
d Nonstop the whole time, but I like it that way.

2 How do you tackle all the things you have to do each day?

a I do those things I feel like doing.
b I prioritize. I do the important things and put off all the rest.
c There's either not enough time to do everything or too much time with nothing to do. I find this difficult.
d I have a daily "to do" list that I check off after each item is completed.

3 How many things have you begun and not finished in the last few years?

a Plenty of things. I begin with a great deal of enthusiasm, but then get bored.
b Hardly any, just one or two minor things.
c Several things. Sometimes I get distracted and move from one thing to another.
d None. There are no uncompleted projects in my life. I see each of my projects through to the end before I start the next.

4 When do you turn off your cell phone?

a Unlike most people these days, my problem is forgetting to turn it on!
b In some public places and when I need some peace and quiet.
c Not as often as I should.
d Only if I have to.

5 What is your attitude to punctuality?

a I don't waste time worrying about it.
b Being late is impolite and inefficient, so I try to be punctual.
c I like to be on time in theory, but in practice I'm often late.
d I'm always on time. I have no patience with people who are late.

6 How do you spend your leisure time?

a Doing a little bit of this and a little bit of that. I don't know where time goes.
b I recharge my batteries with a few hobbies and being with friends.
c I keep trying different things that people suggest, but nothing really grabs me.
d I have few hobbies and little leisure time. I try to put all of my life to good use.

7 How do you keep in touch with friends?

a I wait for them to get in touch with me.
b In several ways – emails, Facebook, texting, but also I like to call them for a nice, long chat.
c In any way I can – but it can be difficult. I think "I have to contact X," but time passes and I find I haven't.
d Most of the time I text. It's quick and efficient.

8 Which of these is closest to your philosophy of life?

a Whatever will be will be.
b Life is not a dress rehearsal.
c There is a season for everything.
d Grasp every moment.

4 What is the difference between these pairs of sentences?

I have a few hobbies. I have few hobbies.	I have a little leisure time. I have little leisure time.

5 Is there a difference in meaning between these sentences?

I completed **each** project.	I completed **every** project.

Which can mean you had only two projects? Which *can't* mean you had only two projects? Which can mean you had lots of projects?

GRAMMAR SPOT

Determiners help identify nouns and express quantity.

1 Look at the examples. Which determiners go with which nouns? Which group expresses quantity?

the other another many other his only such a what a	book books good book		both neither each/every little all the whole no	book books time

2 Determiners can join a noun using *of + the/my/our/this/that*, etc. Which expressions can you make from these examples?

both neither each all some none	of	the my those	book books time

▶▶ Grammar Reference p. 148

PRACTICE

Talking about you

1 Complete the sentences with determiners that make them true for you.

1 I have _____ time to relax.
2 _____ my friends think I work too hard.
3 _____ my teachers think I work hard.
4 I spent _____ weekend relaxing.
5 I have _____ interests and hobbies.
6 _____ my hobbies are sports.
7 _____ my parents look like me.
8 _____ my family has dark hair.
9 My aunt gives _____ us birthday presents.
10 My grandparents watch TV _____ time.

Discussing grammar

2 Work with a partner. What is the difference in meaning between these pairs of sentences?

1 I spoke to all the students in the class.
I spoke to each student in the class.

2 None of them knew the answer.
Neither of them knew the answer.

3 The doctor's here.
A doctor's here.

4 There's a man at the door.
There's some man at the door.

5 There's a pair of socks missing.
There's a couple of socks missing.

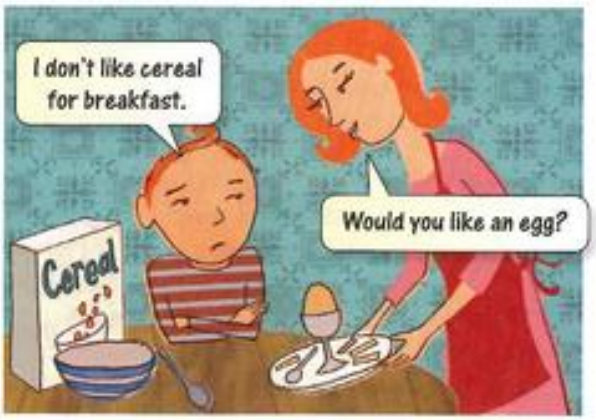
6 Whole families were evacuated from their homes.
All the families were evacuated from their homes.

3 Match lines in **A** with lines in **B**.

A	B
Would you like Do all birds lay Where did I put	eggs? the eggs? an egg?
I have two cars. Borrow It was great to see I have five nieces. I gave $20 to	each one. everyone. either one.

A	B
Love A love The love	I have for you is forever. is everything. of animals is vital for a veterinarian.
Both All Every	my friends like dancing. person in my class is friendly. my parents are Canadian.

4 CD4 23 Listen and respond to the lines you hear with a sentence from exercise 3.



CD4 24 Listen and check. Look at the audio script on page 133. Practice the conversations with a partner.

SPOKEN ENGLISH Demonstratives

This/that/these/those are often found in idiomatic language.

Look at these examples from the quiz on pp. 90–91.

- (I like) doing a little bit of *this and* a little bit of *that*.
- Unlike most people *these days*, my problem is forgetting to turn it on!
- I do *those things* I feel like doing.

Complete the sentences with the correct demonstrative.

1 What's _____ song you're singing?
2 Did you hear _____ storm in the middle of the night?
3 Mmm! _____ strawberries are delicious!
4 Take _____ dirty shoes off! I just washed the floor.
5 I can't stand _____ weather. It's really getting me down.
6 Who was _____ man you were talking to _____ morning?
7 Do you remember when we were young? _____ were the days!
8 Children have no respect for authority _____ days, do they?

CD4 25 Listen and check.

Determiners – *each, every,* or *all*

5 Find examples of the determiners *each, every,* and *all* in the quiz on pages 90–91.

6 CD4 26 Listen to some short conversations. What is each about? Complete the replies. They all contain expressions with *each, every,* or *all*. Practice the conversations with a partner.

1 A What was the meal like?
B ...

2 A Did you apologize to all the guests?
B ...

3 A They didn't all pass, did they?
B ...

4 A Sorry, I only have a dollar on me.
B ...

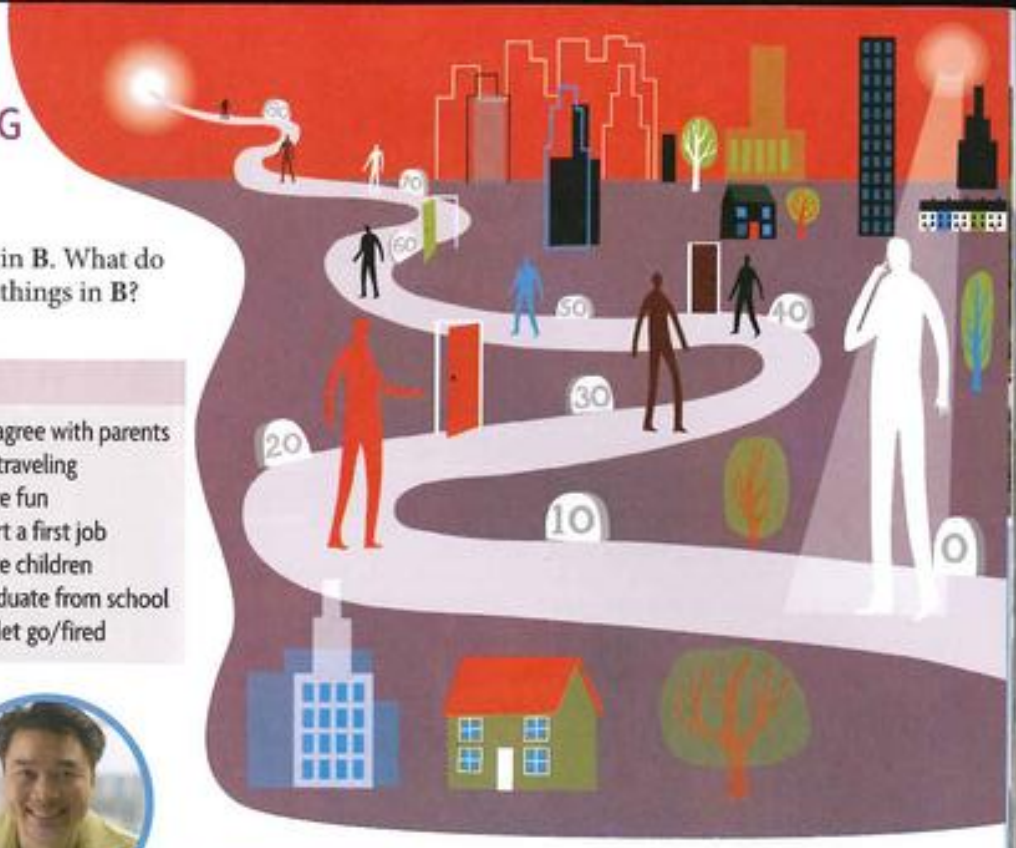
5 A When do you think you'll get there?
B ...

6 A Do you want to stop for an iced coffee?
B ...

▶▶ WRITING Improving style and cohesion p. 114

LISTENING AND SPEAKING

Time of life



1 Match the stages of life in **A** with activities in **B**. What do you think is the best or usual age to do the things in **B**? Compare ideas in groups.

A	B	
infancy	own your own home	disagree with parents
childhood	settle down	go traveling
teenage years	set up a business	have fun
young adult	walk and talk	start a first job
adulthood	start elementary school	have children
middle age	retire	graduate from school
old age	get married	be let go/fired

2 CD4 27 Look at the photos and listen to the people. After each one, say at which stage of life in exercise 1 they are. How do they feel about it? Which things in **B** do they talk about?

3 Who said these things? Read the sentences and answer the questions.

1 … not the easiest thing in your mid-fifties.
What is the speaker talking about? Why isn't it easy?
2 … it isn't really my area, but a job's a job.
What is the job? What is the speaker's area?
3 Charlotte goes there and she likes doing her work.
Where is there*? How does the speaker feel about that place?*
4 Basically, I can't think of anything more awful.
What does the speaker think is awful? Why?
5 They don't really do anything ambitious.
Who are they*? How is the speaker different?*
6 Then she had to downsize when she retired.
Who is she *and what did she "downsize"? How did this affect the speaker?*

CD4 27 Listen and check. What other information do the speakers give?

Language work

Look at some lines the speakers used. What do the phrases in italics mean?

1 My coworkers invited me to join them for lunch, which helped to *break the ice*.
2 They've been so wonderful supporting me, but I need to *stand on my own two feet* now.
3 And then I *got the bug*, and I was off to South America and the Caribbean.
4 Debating details of the law just *doesn't grab me*.
5 We've never been able to get everything in its proper place. It's *such a pain*!
6 When they told me I was on the list to be let go, *it hit me like a ton of bricks*.

What do you think?

Work in groups. Discuss these quotations about age. Which one appeals to you most? Why?

Old age isn't so bad when you consider the alternative.
Maurice Chevalier

Teenagers are people who act like babies if they're not treated like adults!
MAD Magazine

Youth would be an ideal state if it came a little later in life.
Herbert Asquith

Time may be a great healer, but it's a lousy beautician.
Unknown

READING AND SPEAKING

The Isle of Muck

1 Work in small groups. Look at the picture and read the introduction to the Scottish Isle of Muck. Would life there suit you? Make a list of plus (+) and minus (–) points about living on such an island.

2 Look through the text quickly. What or who are these names? What is their role on the island?

- Catherine Murray-John
- Caledonian MacBrayne
- Lawrence MacEwen
- Sandy
- Colin MacEwen
- Dave

3 Read the text again and answer the questions.

1 Why is Catherine leaving the island?
2 In what ways is Muck removed from the 21st century?
3 Why is the arrival of the boat a "great social event"?
4 Why can't anybody choose to move to Muck?
5 What kind of people are *not* wanted?
6 What does this mean: "By 1973, Muck's population had dropped to the teens."
7 What do you learn about the history of the island?
8 What do these numbers refer to?
1970 23 8 (x2) 13 320 1,500
9 Which of these things does the island have?

a post office	a church	a pub
a luxury hotel	a guest house	sharks
whales	an elementary school	TV
a police officer	a high school	

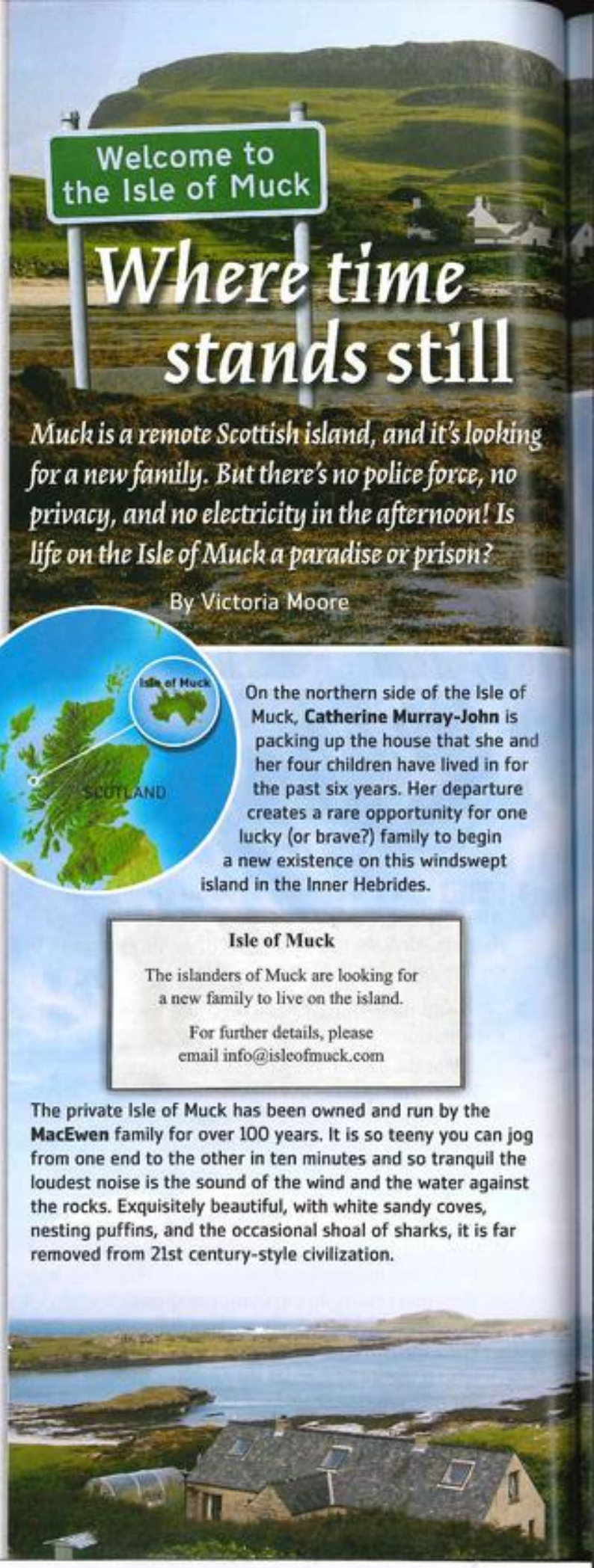
What do you think?

- Why do so many people find the idea of living on Muck so attractive?
- What would you like/not like about living on this island?

Vocabulary work

Rewrite the words in *italics* with synonyms or near synonyms from the text.

1 The island is *very small* and *peaceful*.
2 You can *run* across it in ten minutes.
3 Sandy the mail carrier (who *is also* Muck's fisherman) will put it on the next boat.
4 It all feels *wonderfully far from everything* when you step off the ferry.
5 Catherine warns those with romantic *ideas* of island life to *think twice*.
6 Colin is just 29, a huge *powerfully built* man, *full of life*.
7 You need *courage* to live here.
8 You *meet* the same people over and over again.
9 You may dream of giving up the *busyness* of town life.



Where time stands still

Muck is a remote Scottish island, and it's looking for a new family. But there's no police force, no privacy, and no electricity in the afternoon! Is life on the Isle of Muck a paradise or prison?

By Victoria Moore

On the northern side of the Isle of Muck, **Catherine Murray-John** is packing up the house that she and her four children have lived in for the past six years. Her departure creates a rare opportunity for one lucky (or brave?) family to begin a new existence on this windswept island in the Inner Hebrides.

Isle of Muck

The islanders of Muck are looking for a new family to live on the island.

For further details, please email info@isleofmuck.com

The private Isle of Muck has been owned and run by the **MacEwen** family for over 100 years. It is so teeny you can jog from one end to the other in ten minutes and so tranquil the loudest noise is the sound of the wind and the water against the rocks. Exquisitely beautiful, with white sandy coves, nesting puffins, and the occasional shoal of sharks, it is far removed from 21st century-style civilization.

"You need guts to live here."

"The boat's arrival is a major social event."

It doesn't have a church. There's no police force (the last crime in living memory was in the Sixties). Post office? Forget it! If you have a letter to send, you can drop it into a box in the coast guard's hut, and **Sandy** the mail carrier (who doubles as Muck's fisherman) will put it on the next boat to the mainland. Muck does have electricity – it arrived in 1970 – but the TV works only from 8 a.m. to 11 a.m. and 5 p.m. until midnight.

"It all feels blissfully remote"

It all feels blissfully remote when you step off the **Caledonian MacBrayne** ferry after a two-hour ocean journey from the west coast of Scotland. You are welcomed by grazing sheep and kindly islanders collecting bulging cardboard boxes of provisions. The boat's arrival is a major social event.

Muck has a population of just 35: 23 adults, of whom eight are MacEwens, and 12 children. Since the news broke that Catherine was leaving, her phone hasn't stopped ringing with would-be islanders. But she warns those with romantic notions of island life to beware. *"People think you can come here to escape all your problems. But you can't, they come with you."*

Catherine told the MacEwen family in April that she wanted to leave the island. She explains, *"My second child starts high school in the fall, so we're moving."*

The man charged with deciding who will be allowed to move into one of the island's 13 houses is **Colin MacEwen**. He is just 29, a huge bear of a man, bursting with vitality, glowing skin, and a surprisingly un-Scottish accent. He says,

"We're eager to get a young couple or a family because it's so important to keep the island alive and also for the school. This year we had eight children; next year, if no one new comes, there will be only two. We're looking for practical people who have ideas about how to make a living here."

The MacEwen family has a feudal level of authority over what goes on here. They own and rent out all the houses.

Muck hasn't always been so sparsely populated. In 1821, there were 320 people making a living on its 1,500 acres. But by the time it was sold to the MacEwens in 1896, it was much less crowded. By 1973, Muck's population had dropped to the teens and they made a similar appeal for a young family with children. Colin's father, the impressively bearded **Lawrence MacEwen** says,

"We don't really want people fresh from the south. They tend to be very idealistic. Running away from the towns is one thing, but you need guts to live here. When I was a boy, everyone here except our family spoke Gaelic."

Certainly not everyone has found Muck to be the home of their dreams, but there are plenty of upsides to living in such a small community. The lack of crime, for one.

"We don't lock our doors"

"We don't lock our doors," says **Dave**, who runs the B&B. *"Most of them don't lock. I don't even know whether there's a key for ours."*

But the smallness of the island can magnify problems between its inhabitants. Lawrence says darkly about Catherine's departure, *"There were other reasons, too."*

Island life can feel just a bit claustrophobic. You bump into the same people over and over again and you run out of small talk. In a closed environment like Muck, it's easy for relationships to become sour and disagreeable. You may dream of giving up the hustle and bustle of town life,but there is sometimes something restful about the anonymity of a big city.

VOCABULARY AND LISTENING

Hot words – *life* and *time*

1 Work with a partner. Complete the expressions below with either the word *life* or *time*. Use a dictionary to help.

Having the time of your life!

not on your __life__	you can bet your _____
take your __time__	better luck next _____
get a _____	get a new lease on _____
kill _____	it's high _____
the third _____ 's a charm	for the _____ being
no _____ to lose	stand the test of _____
that's _____	live _____
on _____	in the nick of _____
any old _____	right on _____
a cushy _____	make good _____

2 Complete these lines with an expression from exercise 1.

1 No need to hurry. Take …
2 For goodness sake hurry up. There's no …
3 The operation was so successful that grandpa got a new …
4 Shakespeare's writing is still relevant today. It's really stood …
5 I got to the bank in the … It was just about to close.
6 You can give them back any … I'm not going skiing again until next year.
7 There's no way I'm going skydiving with you. Not on …

3 CD4 28 Listen to the conversations. What are they about? Which expression from exercise 1 do you hear? Turn to page 134 and practice the conversations with your partner.

A poem

4 CD4 29 Close your books and listen to a poem. What is its basic message?

5 Read the poem on this page. It's similar to the one you just heard, but there are many differences. Listen again and note them all. Which poem do you prefer? Why?

6 Work with your partner and write another verse to the poem. Read aloud your verse to the class.

What do you think?

- Do you believe that for many people life today is too busy? In what ways?
- What about your own life? What are your busiest days and times of day?
- Would you change your life in any way?

No Time to Think

No time to think, no time to muse
No time for anything but news
No time to pause, no time to feed,
No time for anything but speed.

No time to wander in the snow,
No time to watch the flowers grow.
But time enough to dash about
And time enough to screech and shout.

Not time enough to love, love, love,
But time enough to shove, shove, shove.
And no time to laugh or have some fun
No time to dawdle in the sun.

No time to rest and take a seat,
No time to chat to folks you meet.
No time to eat, no time to drink
But most of all no time to THINK!

EVERYDAY ENGLISH

Linking and commenting

1 Look at these lines from the audio script from Track 27 on page 133. The expressions in **bold** link or comment on what has been said or what is going to be said. They are mainly adverbs.

I've **finally** gotten used to the idea now ... **Anyway**, all I want to do is ...
You see, what I really want to do ... **Ideally**, I'd like to move out soon.

Find other examples on page 133.

2 Read these conversations. Choose the correct linking or commenting expression.

1 A Did you see the game last night?
B No, but *apparently / obviously* it was a good one. We won, didn't we?
A *Probably / Actually*, it was a tie, but it was really exciting.

2 A What do you think of Claire's new boyfriend?
B *Personally / Certainly*, I can't stand him. I think he'll dump her like all the rest. *Ideally / However*, that's her problem, not mine.
A Poor Claire! She always picks the wrong ones, doesn't she? *Anyway / Honestly*, we'll find out soon enough.

3 A I don't know how you can afford to buy all those fabulous clothes!
B *Still / Hopefully*, I'm going to get a bonus this month. My boss promised. *After all / Presumably*, I did earn more than $100,000 for the company last year. So, *basically / absolutely*, I deserve it.

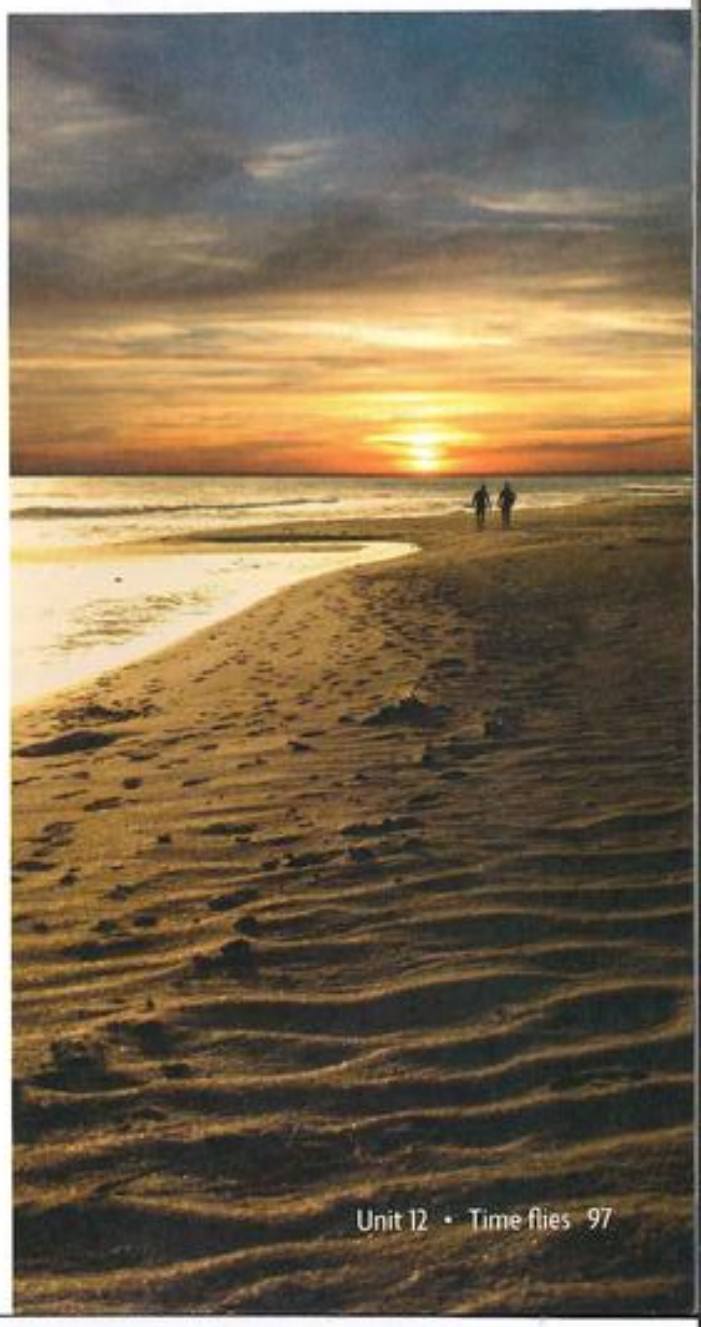
4 A She said some terrible things to me. I hate her!
B *Generally speaking / All the same*, I think you should apologize to her. *If you ask me / Apparently*, you lose your temper too easily. You're being very childish. It's time you both grew up!
A What? I never thought I'd hear you speak to me like that.
B *Still / Honestly*, I'm not taking sides. I just think you should make up.

5 A So, Billy. You say that this is the last album you're ever going to make?
B *Surely / Definitely*.
A But *surely / actually*, you realize how upset your fans are going to be?
B *Obviously / Hopefully*, I don't want to hurt anyone, but *certainly / basically*, I'm fed up with pop music. I'd like to do something else. *After all / Ideally*, I'd like to get into movies.

CD4 30 Listen and check. Practice some of the dialogues.

3 Complete these with a suitable line.

1 They had a horrible vacation. **Apparently, ...**
2 It should have been a happy marriage. **After all, ...**
3 I know you don't want to go to Harry's party. **All the same, ...**
4 I had the interview yesterday. **Hopefully, ...**
5 I'd rather you didn't let this go any further. **Obviously, ...**
6 I couldn't believe it, he just walked out and left her. **Presumably, ...**
7 I don't like flying very much. **As a matter of fact, ...**
8 So that's that. It all worked out in the end. **Anyway, ...**



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1 Teachers sometimes use these symbols when correcting written work. Correct the mistakes in these sentences.

1 I ʎ born in 1991 in one (WW) small town in Mexico.
2 My father is ʎ diplomat, so my all life (WO) I live (T) in differents (Gr) countries.
3 After ~~the~~ school, I went for four years (WO) in (Prep) a busyness (Sp) college.
4 I'm married since (T, Prep) five years. I knew (WW) my wife while I was a student.
5 My town isnt (P) as exciting than (WW) London. ʎ Is very quite at (Sp, Prep) the evening.
6 I learn (T) English for five years. I start (T) when I had (WW) eleven ~~years.~~
7 My father wants that I (Gr) work in a bank becaus (Sp) ʎ is a good work (WW).
8 I do (T) a (Gr) evening course in English. I enjoy very much (WO) to learn (Gr) languages.

WW	Wrong word
Sp	Spelling
T	Tense
Gr	Grammar
ʎ	Word missing
P	Punctuation
Prep	Preposition
WO	Word Order
—	This word isn't necessary

2 Read the letter. Answer the questions.

1 Where was the letter written?
2 Who is the guest? Who is the host?
3 Which city is described? What is it like?
4 What season is it?

3 Work with a partner. Find the mistakes and put the symbols on the letter. Then correct the mistakes. The first line has been done to help you.

4 Write a letter (about 250 words).

Either …
You are going to stay with a family in an English-speaking country.

Or …
An English-speaking guest is coming to stay with you.

Give some information about yourself – your family, interests, school, your town.

Check your work carefully for mistakes!

Avenida Campinas, 361 ap. 45
01238 São Paulo Brasil
December 23

Dear James,

Thank you ʎ your letter. I receive (T) it (Gr) the last week. Sorry (T) I no reply you before, but I've been very busy. The holidays are soon, and everyone are very exciting!

In two weeks I am with you in California. I can no belief it! I looking forward meet you and your familly very much. I'm sure we will like us very well.

My city, São Paulo, is biggest and noisyest city in Brasil. Is not really for tourist. Is a center commercial. Also it have very much pollution and traffic. But there is lot of things to do. I like very much listen music. There are lots of places with music who stay open all night!

My friend went in Los Angeles last year, and he has seen a basketball game at the Staples Center. He said me was wonderfull. I like to do that also.

My plane arrive to LAX at 6:30 a.m. in Janury 3. Is very kind you meet me so early morning.

I hope very much improve my english during I am with you! See you soon and happy New Year!

Fernando

1 In each statement choose what is applicable in FORMAL writing.

1 You can open with: Dear Ben, / Dear Mr. Smith, / Dear Sir/Madam, / Hi Bob, / Dear Ms. Jones,.
2 You can close with: Sincerely, / Sincerely yours, / Take care, / Love, / Best wishes, / Best,.
3 In very formal letters, you shouldn't use: I'm / We cannot / I won't / I would like / they're / we did not.
4 You can sign with: your first name / just your last name / your full name.
5 You can introduce your topic with: Just a note to say ... / I'm writing to express my ...
6 You can make a request with: Can you ...? / I'd be grateful if you could ... / Would it be possible for you to ...
7 In an email: Attached please find ... / I've attached ...
8 In a letter: I've also sent you ... / Enclosed please find ...
9 You can end with: I look forward to hearing from you at your earliest convenience. / Looking forward to seeing you soon.

2 Which of these adjectives would you expect to find in a letter of complaint?

dismayed	delighted	appalled	distressed
thrilled	disappointed	pleased	upset
satisfied	shocked	disgusted	overjoyed

3 Read the letter of complaint to an airline and answer the questions.

1 Where had the family been on vacation?
2 Who wasn't feeling well?
3 Why couldn't the family travel home together?
4 Which members of the family traveled back to O'Hare? Which to Midway? Why?

4 How are the more informal lines below expressed in the letter?

- because your airline didn't do the right thing
- [Tom] felt a little sick
- We adults weren't very worried
- We told her what had happened
- the plane wouldn't leave until we got off
- The news really upset us
- we felt better when they offered
- I want you to tell us exactly why we weren't helped

5 Discuss and make a list as a class of some situations you could complain about. Choose one and write a letter or email of complaint.

990 Madison Street
Oak Park, Illinois
60302

Customer Services
QFly Airways
PO Box 611
Slough
SL5 1NP

March 3

BOOKING REFERENCE: 4YFHTT (Travis and Rebecca Bronson)

Dear Sir or Madam:

I am writing to complain about a most distressing travel experience, which we believe was the direct result of your airline's mishandling of the situation.

Our family group of six were due to return from the vacation of a lifetime, departing Antigua for Chicago O'Hare, on flight QF 5612 at 7:40 p.m. on February 26th. Our son, Tom (7), having spent too long in the sun, was feeling a little unwell in the departure lounge. None of the adults present were overly concerned about his condition. Upon entering the aircraft, a member of the crew asked if our son was all right. We explained the situation and went to take our seats. The crew member returned with a thermometer and took my son's temperature. She said that it was 100.2°F (the normal body range is between 97°F and 100°F.) She left and we settled in our seats. My son was already feeling much better.

A few minutes later, she returned to say that she had contacted paramedics and since my son's temperature was above normal, we would have to leave the aircraft in the event he got sick during the flight. We were incredulous, pointing out that our son now felt fine. However, we were told that a series of events had been set in motion, which meant that the aircraft would not depart until we disembarked. This news caused great distress to my entire family, especially my son, and his four-year-old sister. However, we were reassured by the offer of guaranteed seats on the flight the following evening. In the end we disembarked, leaving our daughter with her grandparents.

We were taken to a hospital, where we spent three hours and $550 to get a letter stating that my son was safe to fly. We were shocked and dismayed to hear the doctor's disbelief that our son had been asked to leave the flight.

To add insult to injury, the next day there were no guaranteed seats. Due to the continuing distress of our children and pressing work engagements, we could not risk waiting for standby seats. Fortunately Delta Airlines came to our rescue, offering us flights to Midway that day via New York, JFK. Flights that cost $3,300.

In conclusion, I would ask you to provide a detailed explanation of your airline's lack of assistance and that you not only refund the expenses incurred, but also pay us compensation for the distress caused.

I enclose a letter from the doctor who examined my son and a detailed breakdown of all our expenses with receipts. I look forward to your swift reply.

Sincerely yours,

Travis Bronson
Travis Bronson

Email: tbronson@ymail.com
Cell phone: 303-555-3445.

1 Have you ever been in a dangerous situation? Write some notes about what happened, where and when it happened, and who you were with. Discuss your notes with a partner and compare the situations.

2 Rewrite the sentences using the adverbs or adverbial phrases in parentheses. Sometimes they can be put in more than one place in the line.

My skiing disaster

1 I used to go skiing. (*in winter, frequently*)
2 I enjoyed going to Colorado. (*with my family, especially*)
3 I had a bad accident. (*two years ago, then, really*)
4 I skied into a tree. (*headfirst*)
5 I broke my leg. (*in three places, unfortunately*)
6 I'd like to go skiing again. (*definitely, one day*)
7 But I don't feel confident. (*yet, enough*)
8 My family goes skiing. (*however, still, every February*)

Read the completed story aloud with your partner.

3 Read through the story of two mountain climbers, Rachel Kelsey and Jeremy Colenso. Where were they? What went wrong? How were they saved? What does the text message mean?

4 Place the adverbs on the right of the story in the correct place in the same line (sometimes more than one place is possible). Add punctuation where necessary.

5 What background information are you given in the article? When does the actual story of what happened start?

6 Using the notes you made earlier, write the story of your dangerous experience (about 250 words).

- Begin with background information.
- Describe the events in the order they happened.
- Make sure you use plenty of adverbs to describe people's feelings and actions.

Share your stories as a class, reading some of them aloud.

Texting to the rescue

On a mid-September day, climbers Rachel Kelsey and Jeremy Colenso were climbing in the Swiss Alps.

They were both experienced climbers. They left their base camp and the weather was good. They reached the summit, but as they started the climb down, an electric storm struck the mountain. Snow began to fall, making it difficult to see where they could put their hands and feet on the rock. After several frightening minutes, they found a narrow ledge and climbed onto it, hoping the snow would stop and they could continue their descent.

The snow did not stop and the temperature dropped to -10°C. "We had to stay awake," said Rachel, "because it was so cold that we would have died. So we told stories and rubbed our fingers and toes to keep them warm."

They decided that they had to get help. But what could they do? Rachel had brought her cell phone with her, but the only contact numbers she had were from her hometown, hours away. She sent a text message at 1:30 a.m. to get help. She sent the same text to five friends from home. It read: "Need heli rescue off north ridge of Piz Badile, Switz." They were all asleep, so nothing happened. At 5:00 a.m., one friend, Avery Cunliffe, got the message. He jumped into action, called the rescue services in Switzerland, and called Rachel to tell her that help was coming.

The weather was too bad for the helicopters to operate, but Avery kept sending text messages to the climbers. At about 10:00 p.m. they were lifted off the mountain. "We owe our lives to Avery," they said when they were back at the base camp.

several years ago
high / with great confidence

relatively
easily
suddenly / heavily / extremely
safely
gratefully / desperately

however / dangerously
afterward / undoubtedly
continuously

eventually / possibly / fortunately
unfortunately
in fact
urgently
for hours / then
immediately
then

for the next 24 hours
finally
safely
exhaustedly

1 Use *but*, *although*, and *however* to connect these two sentences.
She's rich and famous. She's unhappy.

2 In each group complete the sentences with suitable conjunctions.

Contrast | however although despite even though |

1 _____ I can't speak much Spanish, I can understand a lot.
2 I can't speak Spanish well. _____, I can understand most things.
3 He can't speak Spanish well, _____ he lives in Spain.
4 _____ living in Spain, he can't speak Spanish.

Reason and Result | such... that so as since because so... that |

1 I didn't sleep well last night, _____ I'm tired.
2 I'm tired _____ I didn't sleep well last night.
3 I wanted to go, but _____ it was late, I decided not to.
4 _____ John can't be here today, I'm chairing the meeting.
5 He looks _____ innocent _____ he gets away with murder.
6 He's _____ a terrible liar _____ no one believes him.

Time | when(ever) while as (soon as) until after since |

1 I called you _____ I could.
2 He refused to talk to the police _____ his lawyer arrived.
3 I feel sad _____ I hear that song.
4 Their house was robbed _____ they were on vacation.
5 I've known her _____ I was a small child.
6 I'll help you with this exercise _____ I finish preparing dinner.

Condition | if as long as unless in case |

1 _____ I'm going to be late, I'll call you.
2 You won't pass _____ you work harder.
3 Take an umbrella _____ it rains.
4 You can borrow my car _____ you drive carefully.

3 Work in pairs. What do you know about Marilyn Monroe?

4 Read about Marilyn. What are the conspiracy theories surrounding her death? Choose the correct conjunctions.

5 Research and write about someone famous who interests you. Use the plan below to help.

Paragraph 1: Introduction and your interest in this person
Paragraph 2: Early life
Paragraph 3: Career path
Paragraph 4: Period of fame
Paragraph 5: Later life (and death)

Marilyn Monroe
THE DEATH OF A STAR

It is over 40 years (1) *since/after* Marilyn Monroe died, (2) *however/but* theories concerning her death still fascinate the world. (3) *Whenever/While* her name is mentioned, people recall the mystery of her final hours and (4) *although/despite* the official verdict was suicide, many believe that she was murdered by the Mafia or the FBI.

Marilyn had a reputation as a dumb blond who had (5) *so/such* a problem with drinking, drugs, and depression that she could never remember her lines. (6) *However/But*, her beauty and fame brought her into contact with some of the biggest names of the day. She dated Frank Sinatra, (7) *even though/despite* he had alleged connections with the Mafia, and she also had affairs with President John Kennedy and his brother Bobby.

(8) *When/Until* Marilyn was found dead in bed at her home in Los Angeles in the early hours of Sunday, August 5, 1962, police assumed it was suicide (9) *but/as* there was an empty bottle of sleeping pills on the table beside her. (10) *Despite/However*, witnesses, including her psychiatrist and some of her friends, insisted she was not suicidal at the time. Other witnesses said they saw Bobby Kennedy visit her house that night, (11) *as long as/even though* he claimed to be in San Francisco. There were other suspicious events. Marilyn's housekeeper disappeared immediately (12) *after/since* she was found, only to reappear a year later as an employee of the Kennedys. Why would they employ her (13) *unless/if* they wanted her to keep silent? Marilyn's diaries also disappeared. Were they (14) *so/such* revealing that they had to be destroyed?

Marilyn's ex-husband Joe DiMaggio was convinced the Kennedys had her killed. He never spoke about it (15) *while/during* he was alive (16) *in case/unless* he also met an untimely death, but he did in his memoirs, which were published (17) *as soon as/since* he died.

1 What is a résumé? Why do you write one? What information do you include?

2 What is the purpose of a cover letter?

3 Write the headings from **A** in the correct spaces in the résumé in **B**.

A

Education
Achievements
References
Skills
Work experience
Objective
Interests
Personal details

4 Answer the questions.

1 Where did Kate go to school?
2 What did she study in college?
3 Who is Prof. Jane Curtis?
4 Does Kate have a lot of work experience?

B

Personal details **Name** **Kate Henderson**

Address 132 Williams Street
Jamaica Plain, MA 02130

Cell phone (617) 555-5366
Email katehenderson@wooshmail.com

_____ A position at a school or camp that combines my experience working with children, my love of travel, and my degree in education and psychology

_____ **Clifton University 2015**
BA, Psychology and Education
Summa cum laude

_____ **March–June 2014**
Teaching assistant, East Boston High School

June–August 2012
Swimming coach, KLC Swim Center, Boston

June–August 2011
Lifeguard, KLC Swim Center

_____ Dance, cooking, soccer, travel, movies

_____ Clifton University Honor Roll, 2011–2014
KLC Employee of the Month, 2011
Performed in regional dance festival, 2010

_____ Work well with children
Fluent written and spoken Spanish
Can use basic office software
Able to adapt to foreign cultures

_____ **Prof. Jane Curtis**
Dept. of Education
Clifton University
(617) 555-6875

Mike Benson
Manager
KLC Swim Center
(617) 555-7028

5 This is the job that Kate is applying for. Is she well qualified for it?

SPORTS CAMP COUNSELOR IN THE CANARY ISLANDS

Are you ...
- age 18–30?
- energetic?
- a people person?

Do you ...
- like kids?
- like sports?

Then come and join us as a camp counselor for a spring break of fun, supervising groups of kids at sports camp!

Send your résumé to Mark Sullivan at 106 Broadway, New York, NY 10005

6 Read Kate's cover letter. Which parts sound too informal? Replace them with words from the box.

extensively with young adults
respect my leadership abilities
I find it easy
very interested in
have a strong understanding of
Enclosed please find
look forward to hearing
considerable
many of the relevant qualifications
have traveled widely
Mr. Sullivan
Sincerely,
in this Sunday's *Boston Globe*
believe
organizing a variety of activities
establish a good working relationship

132 Williams Street
Jamaica Plain, MA 02130

Mark Sullivan
106 Broadway
New York, NY 10005

January 17

Dear Mark,

I am applying for the position of camp counselor, which I saw advertised somewhere recently. Here's my résumé.

I guess I have just about everything needed for this job. I have worked lots with kids, doing all kinds of stuff. They generally do what I tell them, and we manage to have a great time together. Having studied psychology and education in college, I know quite a bit about the behavior of kids.

I am really into sports, and have lots of experience in organizing sporting events. I am a very practical person, easygoing, and it's no problem for me to make friends. I've been all over the place and enjoy meeting new people.

I can't wait to hear from you.

Your friend,

Kate Henderson

Kate Henderson

7 Write your résumé and a cover letter for a job that you would really like to do and are well qualified for.

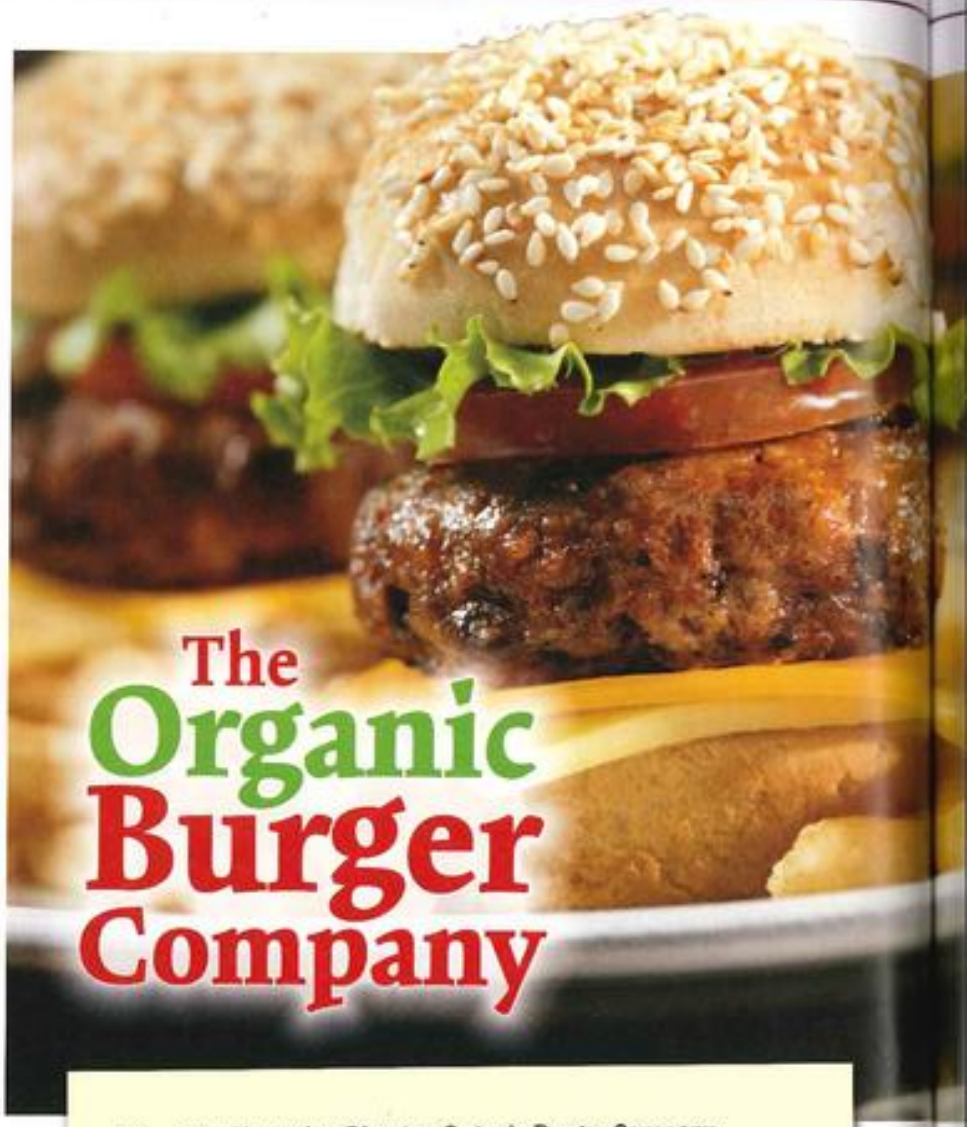
1 What does the term "fast food" mean to you? What fast food outlets are popular in your country? What does the term "organic food" mean to you? Do you ever buy it?

2 A company called The Organic Burger Company has commissioned a consumer survey to find out how they can best increase their market share. Read the report quickly and answer these questions.

1 What does RE stand for?
2 Where was the survey done?
3 Which group of people were surveyed?
4 What are the conclusions?

3 Read the report again and complete it with the expressions below.

a In conclusion,
b The purpose of this report
c two main findings
d The reason behind this survey
e We recommend that
f The results
g We propose that
h were asked to say what they thought
i within the next six months
j We were asked to investigate
k not enough evidence



The Organic Burger Company

TO: **The Managing Director, Organic Burger Company**

RE: **Survey into Potential Market Share Increase!**

Date: **November 30**

Background and objectives

(1) _____ is that there has recently been a drop in customers at traditional fast-food outlets such as McDonalds. The Organic Burger Company wants to fill the growing gap in the market.

(2) _____ is to survey consumer attitudes by doing preliminary research with the young people of Elmview Heights, a medium-sized American town.

(3) _____ what the customers would want from the experience of buying and eating a high-quality organic burger.

Research and findings

They (4) _____ about the following statements:

1 I prefer to eat organic meat in my burger.
SA A DK D SD

2 I prefer to have a restaurant interior that is tasteful and modern.
SA A DK D SD

3 I prefer my food to be grown with respect for the environment.
SA A DK D SD

4 I prefer all the other ingredients to be fresh and organic.
SA A DK D SD

5 I am prepared to pay more than I pay now.
SA A DK D SD

[**SA** = *Strongly Agree*
A = *Agree*
DK = *Don't Know*
D = *Disagree*
SD = *Strongly Disagree*]

(5) _____ are as follows:

1 46% agreed or strongly agreed
2 47% agreed or strongly agreed
3 77% agreed or strongly agreed
4 39% agreed or strongly agreed
5 22% agreed or strongly agreed

The (6) _____ are:

1 there is a growing preference for organic food.
2 there is (7) _____ that there is a large market yet.

Summary and recommendations

(8) _____ we believe that our survey showed that:

- the tastes of young people in a typical midwestern town are changing.
- demand exists for more stylish fast food and that this demand is growing.

(9) _____ the company loses no time in preparing for a push into all midwestern markets.

Action points

(10) _____ further research is now carried out, on a larger scale and in other regions. This should be completed (11) _____.

WRITING A SURVEY AND A REPORT

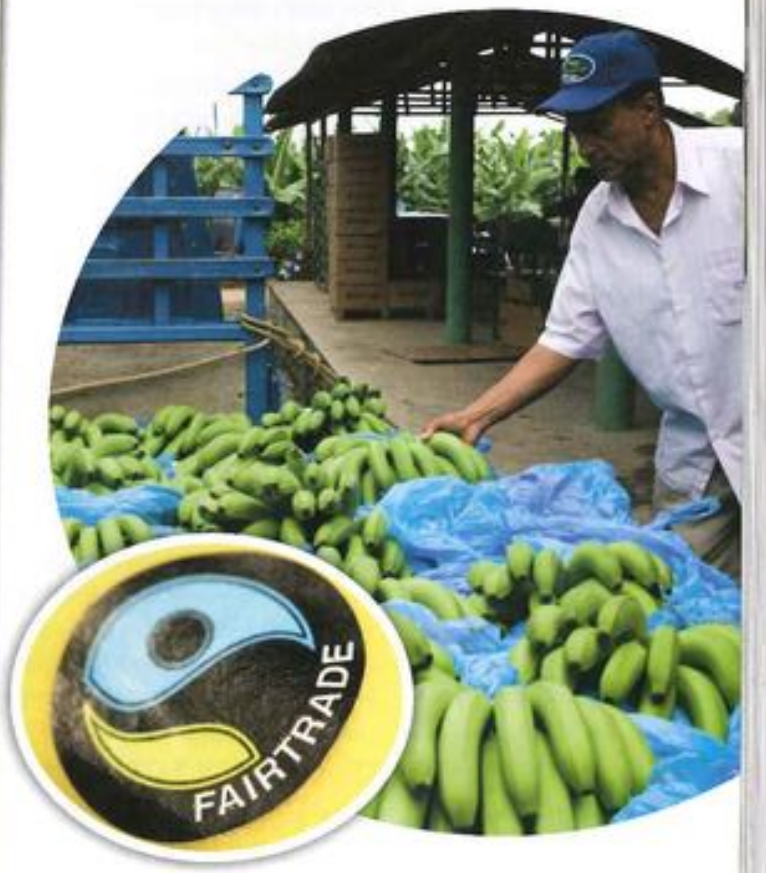
4 You work for a firm of marketing consultants. Your client is a supermarket chain. Your job is to find out if shoppers in your town would be prepared to buy more "fair-trade" products in the local supermarket. "Fair-trade" products cost more, because they pay the producers in developing countries a better price for their products.

- Think of four or five statements like the ones used in the survey for The Organic Burger Company.

  I want to know where the things I buy come from.
  SA A DK D SD

- Ask at least 20 people, either in your class or outside your class.
- Take data about age and gender (male/female).
- Add up the statistics.

5 Write the report (about 250 words). Use expressions from exercise 3, and use the structure of the report as a model.



1 Do you send emails? If so, who to and when? What emails have you received or sent recently? Discuss with a partner and then with the class.

2 Has email improved our lives? Brainstorm ideas about the pros and cons as a class. Divide the board into two columns. Appoint two students to take notes, one for each column.

PROS (+)	CONS (–)

Discuss your results. Overall, which side wins? What's your opinion?

3 Read through the article quickly. How many of the points you made are mentioned? How many other points did you make?

4 Study the article more carefully.

1 How is the topic introduced?
2 What personal examples does the writer include throughout the article?
3 For each point on the plus side underline the words and expressions used to connect the ideas.
First of all, email is easy.
4 Compare the words and expressions used to connect the ideas on the minus side. Which are similar?
5 How is the article concluded? How does the writer express his opinion?

5 Brainstorm the arguments for and against one of the topics below. Then write an introduction, the pros, the cons, and your conclusion (about 250 words).

- Texting
- Social networking
- FaceTime / Skype

Subject: Email – has it really improved our lives?

Email is an important means of communication. However, in my opinion, like most things it has both advantages and disadvantages.

On the plus side:

- First of all, email is easy. All you need is the appropriate software on your computer. There are no stamps to stick and no trips to the mailbox.
- A second point is that email is fast. No matter where you're sending your message, whether it's to the next street or to the other side of the planet, it takes only seconds to reach its destination. Nowadays, whenever I send regular mail (or snail mail as email users call it), I can't believe that it's actually going to take days to reach its destination. How primitive!
- Email is not only fast, it is also cheap. Unlike long-distance telephone calls, you pay no more for messages sent from the US to London in Ohio, London in Ontario, or London in England.
- Also, email messages are easily stored. Because they're electronic, saving an email message you've received (and calling it back up again later) is a breeze.
- In addition to this, email is environmentally friendly because being electronic, it saves natural resources such as paper.
- Last but not least, email is practically universal. Even my great aunt in Spearfish, South Dakota is using it these days.

On the minus side:

- Firstly, email is impersonal. Unlike in face-to-face or telephone conversations, it's difficult to get across subtle meanings in email prose with no visual or voice clues.
- Secondly, it can be argued that email is in fact too easy. You can write a message in a few seconds and send it off with one click. And once sent, you can't get back a message that may have been written in a fit of irritation or anger.
- Another point is that email security is lax. As your email message makes its way to its destination, it has to pass through other, public systems. Anyone with the right technical know-how can intercept it without you knowing.
- Although, as stated above, it is an advantage that email messages are easily stored, this can also be a disadvantage. If you say nasty things about your boss in a message, a saved copy can come back to haunt you in the future.
- A final and very important point is that email can take over your life. Because it is so easy, you start getting more and more correspondence, and you end up spending most of your day reading and responding to floods of messages.

Overall, however, to my mind the pros of email easily outweigh the cons. It has transformed the world of communication in largely beneficial ways, and alongside text messaging and social media, it is now a major way of keeping in touch.

1 What's your favorite town or city? Why do you like it? Which parts of it do you particularly like? Work with a partner and tell them about it.

2 Do the words in the box describe something positive, negative, or neutral?
Do they refer to a person, a place, or food? Or more than one?

picturesque	intellectual	brand-new
snoring	a log	a haven
twisting	boutiques	mouth-watering
aromas	a magnet	flock (v)

3 Read the description of Greenwich Village in New York City. Which aspects of life in the Village do the pictures show?

4 Work with your partner and decide where you could divide the text into paragraphs. What is the purpose of each paragraph? Think of a heading for each one and compare them with others in the class.

5 The description is part fact and part opinion. Find examples of both.

6 Underline examples of relative clauses and participles.

7 Write a description of your favorite part of town (about 250 words). Use the paragraph plan to help you.

Paragraph 1: General / personal impressions
Paragraph 2: Its history
Paragraph 3: Its character
Paragraph 4: Conclusion and /or final anecdote

I live in Greenwich Village, New York, which is in the "downtown" (southern) part of Manhattan and includes Washington Square Park, New York University, and a maze of picturesque little streets. It's my favorite part of town. So why do I like it so much? It's an artistic and intellectual neighborhood with people playing chess in the park, artists selling paintings on the sidewalks, and students discussing life in coffee shops. Life in "the Village" is never dull. There's a surprise around every corner – maybe a brand new restaurant that wasn't there last week, a snoring student sleeping like a log on a park bench, or a celebrity being pursued by paparazzi and fans. A sense of history pervades Greenwich Village. It was first inhabited by Native Americans, then Dutch settlers, and then the British, who in 1713 named it "Greenwich" after a town in England. The Village really was a small, rural village until the 1800s, when people escaping outbreaks of disease began moving there. Ever since, the Village has been a haven for artists, writers, poets, and musicians. Many famous people have lived in Greenwich Village, including the writer Jack Kerouac, the singer Bob Dylan, and the actress Uma Thurman. The popular sitcom *Friends* was set here, and busloads of tourists looking for places mentioned in the show come here every weekend. The heart of the Village is an area of pretty, twisting streets west of Sixth Avenue, where there are endless theaters, used bookstores, coffee shops, trendy boutiques, and of course, restaurants. A large part of the Village experience has to do with food. The Village is packed with food shops and restaurants from every region of the world. Mouth-watering aromas are everywhere from first thing in the morning until late at night. The Village is a genuine 24/7 part of the town. Washington Square Park is like a magnet for young people. They flock from every corner of the world to sit on the benches or beside the fountain, talking, playing musical instruments, and celebrating the freedom of friendship and youth. My mother, who grew up in New York City, used to say that Times Square is for tourists, but the Village is the real New York City.

1 You are going to give a talk to the class about one of your earliest memories. Write some notes under these headings:

How old were you? Where were you? Who were you with?
What happened? Why do you remember it?

2 CD3 39 Read and listen to someone talking about an early memory. Answer the questions.

1 How old was the speaker? What is her topic and name?
2 What was her sister not happy about doing? Why?
3 What did the speaker do to get her sister's attention?
4 How did the weather affect both sisters?
5 Why was the speaker so upset?
6 What wouldn't "hold water" with the teacher?
7 How would you describe the relationship between the two sisters?

3 Now read the talk carefully and answer the questions.

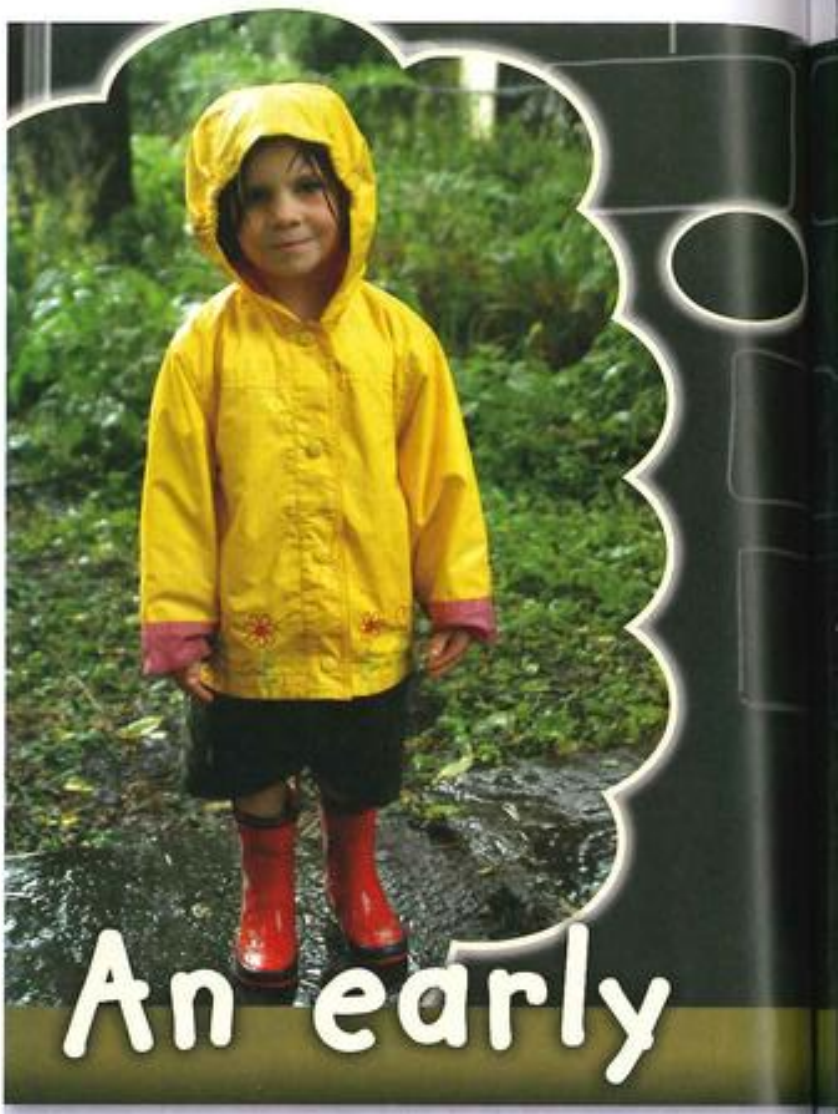
1 There are five paragraphs. What is the aim of each one?
2 What background information is given by the speaker?
3 What are the main events of the particular memory?
4 How does the speaker conclude the tale?
5 Read aloud the first two paragraphs with a partner. Pay attention to pauses, stress, and intonation.

Preparing your talk

4 Write a talk to give your class using these guidelines and your notes.

1 Give the title:
The title of my talk is ...
2 Introduce your topic:
I'd like to share a particular memory about ...
One of my earliest memories was when ...
Today I want to talk about ... because ...
3 Give some background:
As you all probably know, I ...
I was just four years old ...
What's more I ...
4 Introduce your particular memory:
Anyway, one day it was raining and ...
What happened was this, ...
5 Tell your story as it happened:
On that day ... After that I ... Finally, ...
6 Conclude:
To this day I still remember ...
Thank you all very much for listening to me.
Are there any questions?

5 Read your talk aloud to yourself. Think about pauses and the words you want to stress. Time yourself. Give your talk to the class. Answer any questions.

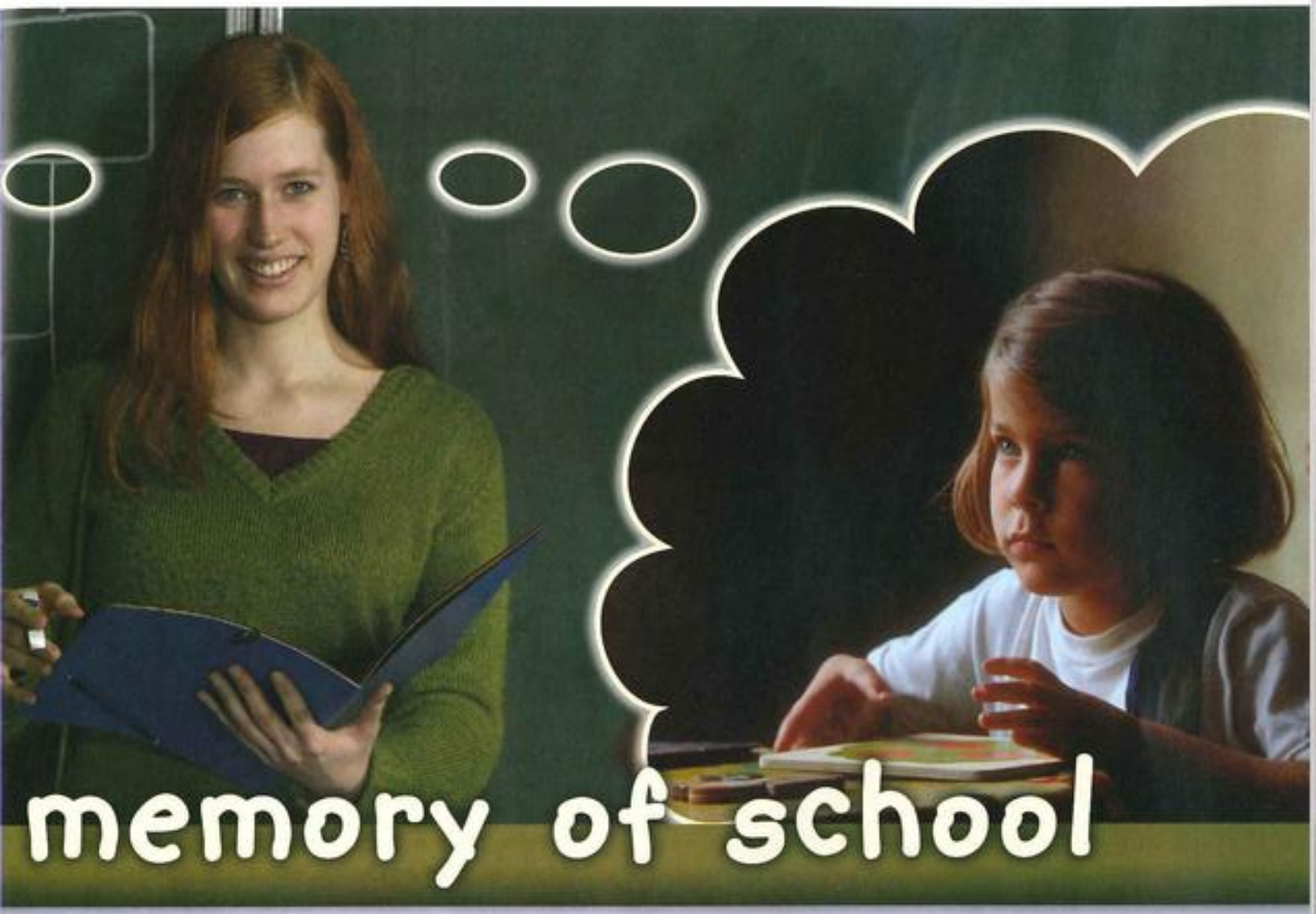


An early

Some of my clearest and earliest memories are of my first school, so I'd like to share a particular memory about that. It's a memory that still upsets me after all these years.

I was four years old and had just started school. It was a long way from my house and there were no school buses, so I had to walk. My sister is eleven years older than me and her "big" school was next to mine, so my mom sometimes asked her to take me to school. She was not very happy about doing this. She didn't have time for a small, irritating sister dragging along behind her. She liked to meet up with her "cool" friends. What's more, because her school day started later than mine, she always wanted to dawdle and chat with her friends and she refused to hurry to get me there on time. I was always an anxious child, and I would tug at her sleeve and worry about being late. She'd just shake me off.

◀◀ p. 73



memory of school

Anyway, one day was particularly bad and it has been burned in my brain ever since. It was pouring rain and we splashed through puddles as we walked. My sister was moaning the whole time about how the rain was ruining her hair because she was hoping to meet a certain boy on the way. On that day he didn't turn up and this put her in a very bad mood. I was wearing my new rain boots, and they were really difficult to pull on and off. I was full of fear – Miss Marks, my teacher, would kill me if I was late again.

Finally, we got there and my sister, suddenly energized, ran off, leaving me to cope with the boots. The locker room was empty and I sat tearfully on the bench tugging at the wretched boots. I put on my indoor shoes and crept into the back of the classroom. I was very late and very scared.

The other kids were making mosaic pictures with lots of different-colored pieces of sticky paper. I had been so looking forward to doing this. Art was my best subject, and I'd planned to do a beautiful portrait of my black and white cat. Miss Marks called across the room, "Elizabeth, late again! Where have you been?" I hung my head. I knew telling tales about my rotten sister wouldn't hold water with Miss Marks. "You'll just have to sit in the corner and do a puzzle." So I did, silently weeping and cursing my sister. I never did make a mosaic picture of my cat.

To this day my sister insists she can't remember anything about this. However, I believe it's the reason why, as an adult, I always make sure to arrive on time.

1 Who are some of the most influential people in the world today? And in the past? Share ideas as a class.

2 Compare the two texts about Michelangelo. Work with a partner and find differences in the way the same information is presented.

Find examples of how emphasis is added by:

1 Changes of word order.
2 Changes of words.
3 Sentences that begin with *It was* ... and *What* ... .
4 The use of *this* to refer back.

Which text sounds better? Why?

3 Rephrase these sentences in different ways to make them more emphatic.

1 I love my grandfather's kind, wrinkly smile.
What I love about ... *The thing I love about ...*
What I love / The thing I love about my grandfather is his kind, wrinkly smile.
2 They don't understand the president's policies.
It's the president's policies ... *What they ...*
3 The softness of Norah Jones's voice makes it special.
What makes ... *It's the ...*
4 I admired Mother Teresa's courage.
What I admired about ... *It was ...*
5 The way Pelé could head a soccer ball was amazing.
What was ... *What amazed me ...*

4 Research the career of someone you consider influential – an athlete, artist, singer, actor, writer, or businessperson. Using structures for adding emphasis, write (about 250 words) about:

- their early life
- how their career grew
- why they are/were a person of influence
- the high points of their professional life

MICHELANGELO

TEXT A

1 Michelangelo had a great influence on the world of art. He was a sculptor, an architect, a painter, and a poet.
2 He was born near Arezzo, but he considered Florence to be his hometown. He loved the city's art, architecture, and culture.
3 He concentrated on sculpture initially. He began to carve a figure of David from a huge block of marble in 1501. He finished it in 1504, when he was 29.
4 Pope Julius II asked him to paint the ceiling of the Sistine Chapel later. He worked at this every day for four years from 1508 until 1512. He lay on his back at the top of high scaffolding.
5 He designed many buildings. His greatest achievement as an architect was his work at St. Peter's Basilica. Its revolutionary design is difficult to appreciate nowadays.
6 Michelangelo belongs to a small group of artists, such as Shakespeare and Beethoven, who have been able to express humanity's deepest experiences through their work.

TEXT B

1 Michelangelo, sculptor, architect, painter, and poet, had a tremendous influence on the world of art.
2 Although he was born near Arezzo, it was Florence that he considered to be his hometown. What he loved above all about the city was its art, architecture, and culture.
3 Initially, he concentrated on sculpture. In 1501, he began to carve a figure of David from a huge block of marble. This he finished in 1504, when he was 29.
4 Later, he was asked by Pope Julius II to paint the ceiling of the Sistine Chapel. To do this, every day for four years, from 1508 until 1512, he worked lying on his back at the top of high scaffolding.
5 He designed many buildings, but it was his work at St. Peter's Basilica – with a revolutionary design we fail to fully appreciate nowadays – that was his greatest achievement.
6 There is a small group of artists, such as Shakespeare and Beethoven, who, through their work, have been able to express the deepest experiences of humanity. Michelangelo belongs to this group.

1 Think of something that you looked forward to for a long time that finally happened.

- What was the occasion or event? Why did you want it so much?
- Did you have to make preparations for it? If so, what were they?
- What actually happened?
- Did it live up to your expectations or not?

Write some notes and then tell your partner about it.

2 Look at the picture and read the main points of Larry's story. Use them to say what happened.

Larry's dream to fly airplanes
bought twenty balloons
a lawn chair
packed a few sandwiches and an air pistol
cut the rope
floated around
the winds were blowing
an airline pilot at 3,500 meters
a helicopter
a TV reporter

3 Read the full story and compare it with yours. Match these five headings with the correct paragraphs.

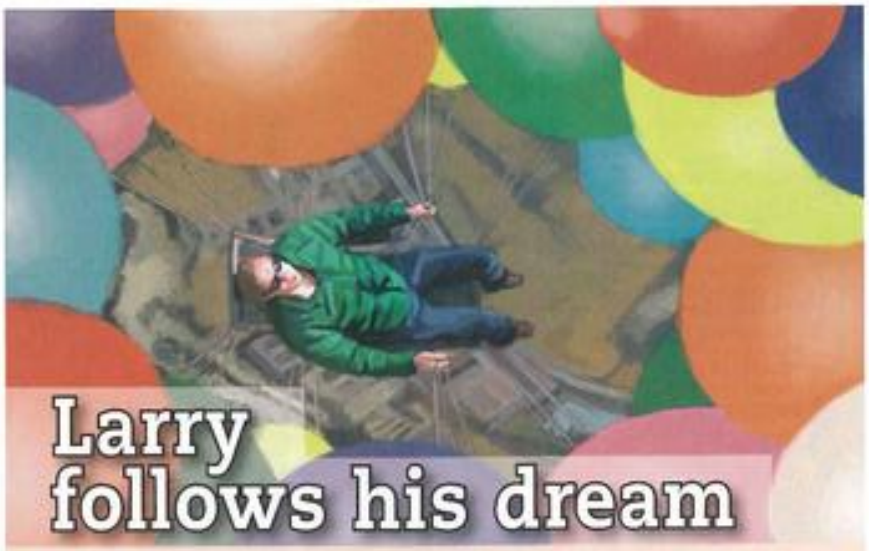
- ☐ Serious problems
- ☐ Preparing for takeoff
- ☐ Down to earth with a bump
- ☐ Larry and his dream
- ☐ Flying high

4 Read the story again and complete it with a correct linking word or expression from the box.

first of all	Finally	Eventually
However	Next	All day long
Then one day	until	By this time
As soon as	Immediately	Unfortunately
in order to	so	because
Fortunately, just at that moment		

5 Use your notes from exercise 1 and write your story (about 250 words).

6 Read each other's stories and ask and answer questions about them.



Larry follows his dream

1 **Larry Walters** was a truck driver, but his lifetime dream was to fly airplanes. (1) _____ he would watch the fighter jets criss-crossing the skies above his backyard and dream about the magic of flying. (2) _____, he had an idea. He drove to the nearest hardware store and bought twenty large balloons and five tanks of helium. (3) _____, they were not the usual brightly-colored party balloons but heavy one-meter weather balloons used by meteorologists.

2 Back in his yard, (4) _____, Larry used a rope to tie a chair to his car door. (5) _____, he tied the balloons to the chair and inflated them, one by one. (6) _____, he packed a few sandwiches and a bottle of soda, loaded an air-pistol, and climbed on to the chair. His plan was to float up lazily into the sky to about sixty meters, and then to pop a few balloons (7) _____ descend to earth again.

3 His preparations complete, Larry cut the rope. (8) _____, he didn't float up, he shot up, as if he had been fired from a cannon! Not to sixty meters, but up and up and up, (9) _____ about 3,500 meters. If he had popped any balloons at this height, he would have plummeted to earth, (10) _____ he just had to stay up there, floating around and wondering what to do.

4 (11) _____, night was falling and things were getting serious. Winds were blowing Larry out to sea. (12) _____ an amazed airline pilot spotted him and radioed the airport saying he'd just seen a man with a gun, sitting on a lawn chair at 3,500 meters. (13) _____ a helicopter was sent to rescue him, but it wasn't easy (14) _____ the wind from their rotor blades kept pushing the homemade airship further away. (15) _____, they managed to drop a line down from above, and pulled him to safety.

5 (16) _____ he was on the ground he was arrested. A TV reporter shouted, "Hey, why did you do it?" Larry looked him in the eye, and said, "A man's got to follow his dreams."

1 Work with a partner. Describe a building you like in your town and one that you don't like. Do you know who the architects were?

2 Read texts A and B about Zaha Hadid, a famous Iraqi-born architect. Which text do you think has the best style? Why?

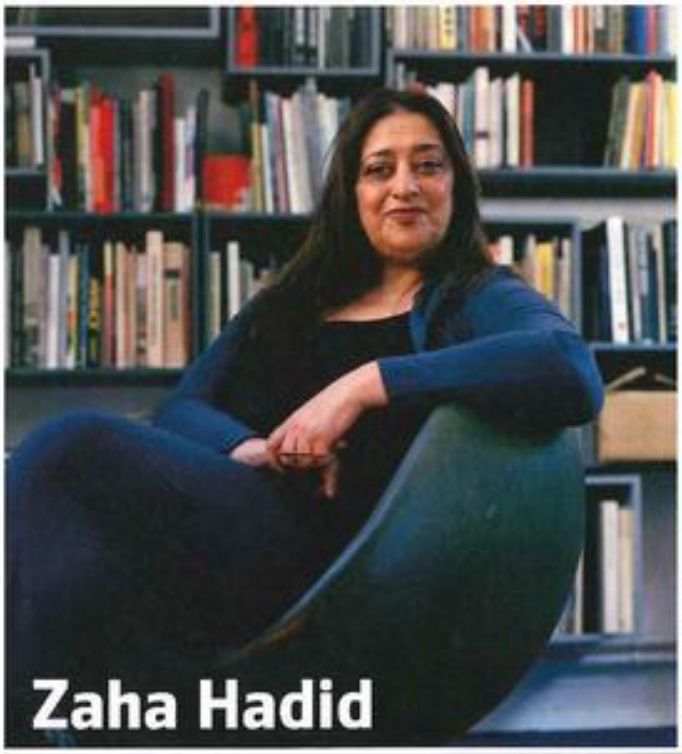
3 Read the texts again. In each paragraph, identify the differences in style. Find examples of:

- paraphrasing using more interesting vocabulary, especially adjectives
- changes in the order information is presented
- avoiding repetition
- joining sentences using:
  a) conjunctions of contrast and purpose
  b) participle clauses

4 Join these sentences using the words in parentheses.

1 I got my degree. I went to work in Toronto. (*after*) (*as soon as*)
2 I'm an architect. I notice a lot about the buildings around me. (*Being*)
3 I went to work yesterday. I wasn't feeling well. (*although*) (*despite*) (*nevertheless*)
4 I bought an apartment closer to my office. I spend less time commuting. (*so that*) (*in order to*)
5 I came to Toronto. I made a lot of friends. (*since*)
6 Sometimes I work in Rome. I like to visit the Colosseum. (*whenever*)
7 I've taken some Italian classes. I can speak Italian with my colleagues now. (*Having*)
8 The Shard was completed in 2012. It's the tallest building in London. (*Completed*)

5 Research a famous building in the world, ancient or modern. Write about the architect or the building. Write notes and use them to make a cohesive and interesting text.



Zaha Hadid

an architect for our time 1950–

A

a Zaha Hadid is a very important modern architect. She was the first woman architect to win the important Pritzker Prize for Architecture.

b Hadid was born in Baghdad, Iraq, in 1950. She lives in London now. She came to London as a student in 1972. She has a design practice in London.

c She studied mathematics at the University of Beirut. She graduated and she moved to London. She studied architecture. She graduated in 1977. Then she worked in Rotterdam and London.

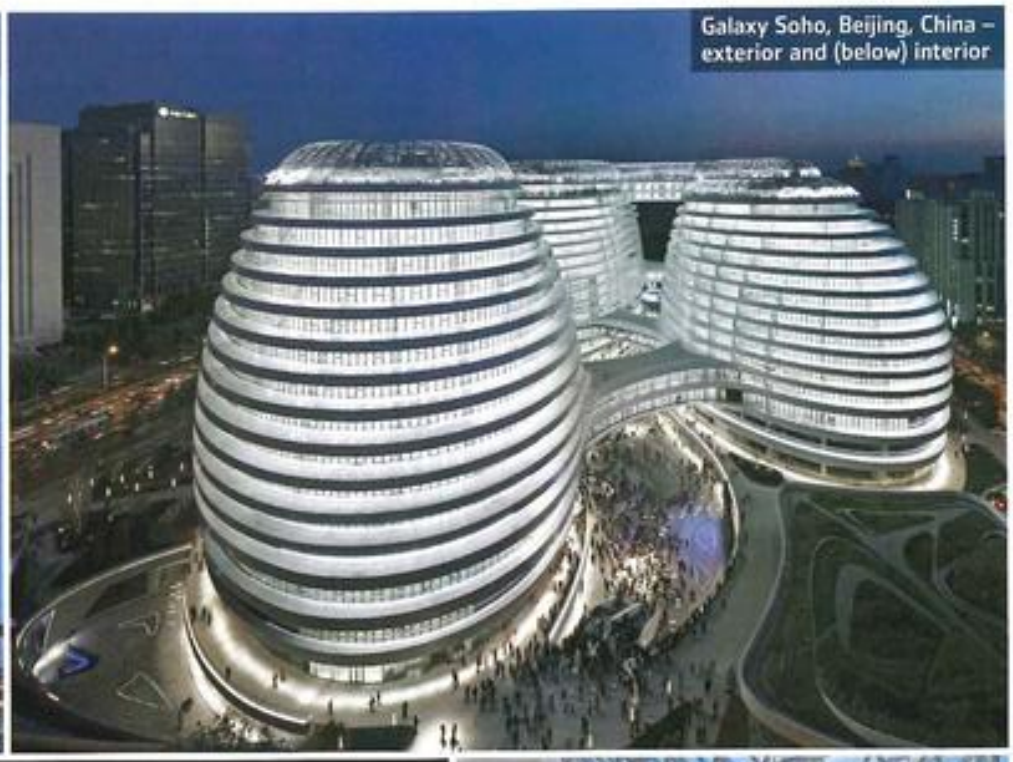
d Hadid became successful in 1994. She won a competition to design Cardiff Bay Opera House. The people said that the building was too modern. The building was never built.

e In 2003, Hadid designed the Center for Contemporary Art in Cincinnatti, in the US. It was her first big achievement. She has designed buildings all over the world. She designed the Guangzhou Opera House in China. She also designed the Aquatics Centre for the 2012 Olympics in London.

f Zaha Hadid is a good modern architect. She designs a lot of nice buildings. Now she is designing her first building in Iraq, where she was born. It is the Central Bank of Iraq. She is also going to work on the main stadium for the Tokyo Olympics in 2020. She won the design competition for it. The competition was between 46 architectural firms.

◀◀ p. 92

Riverside Museum of Transport, Glasgow



Galaxy Soho, Beijing, China – exterior and (below) interior

B

a Zaha Hadid, a hugely important figure in the world of modern architecture, is the first woman to win the prestigious Pritzker Prize.

b Born in Baghdad, Iraq, in 1950, Hadid came to London as a student in 1972. The city is now her home and where she has established her design practice.

c Having first graduated in mathematics from the University of Beirut, she moved to London to study architecture. Completing her degree in 1977, she worked in architectural practices in Rotterdam and London.

d However, it wasn't until 1994 that her career really took off. She won a competition to design the Cardiff Bay Opera House, but her design was considered too modern and daring for the town. It was never built.

e Her first major achievement was the Center for Contemporary Art in Cincinnatti, in the US, in 2003. She has since designed buildings all over the world, including an Opera House in Dubai and the Aquatics Center for the 2012 Olympics in London.

f As one of the most exciting modern architects, Zaha Hadid continues to design extraordinary buildings. Right now she is designing the Central Bank of Iraq, which is her first project in her native country. She will also be working on the main stadium for the 2020 Tokyo Olympics, having won the design competition between 46 architectural firms.

Audio Scripts

UNIT 1

CD1 2 See p. 2

CD1 3

1 Where is Tyler spending the year?
In London.
2 Is this his first trip abroad?
No, it isn't. He's been abroad once before. Last year he went to Mexico.
3 Where does Dave live?
In north London.
4 How long is Tyler going to stay with Dave?
A few days.
5 Why did the guy say "cheers" to Tyler?
Because he had let him pass.
6 Does he like his host family?
Yes, he does. He thinks they're very nice.
7 What are they doing on Sunday?
They're visiting Shakespeare's hometown.

CD1 4

1 How long has Teresa been in Africa?
Since last September.
2 What time does she start work?
Early, at seven o'clock.
3 What has she just bought?
A "piki-piki." It's a little motorcycle.
4 Where did she go last Sunday?
To a really awesome beach.
5 What's she going to take home?
Her collection of shells.
6 How many shells has she collected already?
Hundreds.
7 What did they do at the beach?
They barbecued fish and swam until the sun went down.
8 What's she sending to her parents?
She's sending some photos.

CD1 5

1 A Are you being helped, sir?
B Just looking, thank you.
2 I've heard that she's been seeing a lot of Patrick recently.
3 I'll be seeing Bill this afternoon – I'll tell him the good news then.
4 Apparently, he was driving 70 miles per hour around a curve when they stopped him.
5 I hadn't seen her since she was a little girl, and she'd completely changed.
6 Nobody will listen to him. He's the kind of guy who isn't believed by anyone.
7 I haven't been told yet if I have it. I'll be told in writing sometime next week.
8 He's been working such long hours recently. He never sees the kids.

CD1 6

1 A On weekends I often don't bother getting up 'til lunchtime.
B Me neither! Why bother if you don't have to?
2 A My parents have never ever had an argument.
B Really? Mine are at it all the time.
3 A I don't think I'll ever master this remote control.
B Well, don't ask me. I can't even find the on/off button.
4 A I was saying to a friend just the other day that I hadn't seen you for months.
B I know. How long has it been?
5 A I hate Mondays because nothing ever goes right on a Monday.
B Just Mondays? Aren't you the lucky one!
6 A I'd just gotten home last night when I realized I'd left my backpack on the bus.
B Well, you won't see that again.
7 A I was just getting ready to go out this morning when my grandmother called to chat. It's so frustrating.
B I know, and you feel really bad if you say it's not a good time.
8 A I've been told that our teacher wears purple pajamas in bed!
B Who on earth told you that?
9 A In my very first English class I was taught to introduce myself and say "hello."
B I was taught to say "The cat runs after the mouse," and stuff like that – useful, huh?
10 A The reason I'm learning English is because it's spoken all over the world.
B True. But isn't Chinese spoken by more people?

CD1 7

1 A Heard about Jane and John? Didn't think so.
B I always thought they got along really well.
A Apparently not. John's been seeing his ex-girlfriend.
2 A Leaving already? What's wrong?
B I just have a headache, that's all.
3 A Failed again? How many times is that?
B OK, OK. There's no need to rub it in! They say the best drivers fail three times.
4 A Sorry I'm late. Been waiting long?
B No, I just arrived myself. Got caught in traffic.
5 A Doing anything interesting this weekend?
B Yeah, if you call housework "interesting." I've just got to clean my apartment this weekend.
6 A Like the car! When did you get it?
B Actually, we've had it awhile. Used, you know.
7 A Bye, Jo! See you later.
B Yup. I'll come over about eight!
8 A Coming! Hang on!
B Get a move on or we'll go without you.
9 A Want a ride? Hop in.
B Great. Can you drop me off downtown?
10 A Seen Jim lately?
B No, I haven't. I wonder what he's up to these days.

CD1 8 **Things I miss from home**

Ramon

There's only one thing I really miss about where I come from and that's the Cañon de la Huasteca. I'm originally from Monterrey, Mexico and, although I came to live here in the US about three years ago, I still miss seeing the sharp, gray mountain ridges of la Huasteca. Where I live now, there are mountains, and I sometimes go hiking, or even skiing in the winter. They're OK, but they're not really the same. The thing about la Huasteca is that I spent a lot of time there with my school friends. In fact, my high school was pretty close to la Huasteca, so my friends and I hiked, rock-climbed, and played there almost every day. We had so many good times and I guess that's what makes it so special to me.

Lynda

The thing I miss about Southern California is probably the weather. I mean, over there, it's some of the best weather in the US. It's warm and dry during the day and cool, but not cold, at night. I find where I live now in Washington, DC, it gets so hot and humid in the summer and a little bit uncomfortable, too.

Peter

Yeah, I've been living in London for the last five years or so, and I guess the thing I miss most about the US, my original home, is probably what everyone who lives abroad misses the most … food. For me that means Tex-Mex food, homegrown vegetables from my parents' garden like tomatoes and green beans, peanut butter and jelly sandwiches, and lots of ice in my soft drinks.

So, what else do I miss? This is going to sound weird, but I really miss convenience stores that are open 24 hours a day, 7 days a week. I miss being able to stop in at convenience stores at any time of the day, buying a carton of milk, filling up my car with gas, picking up some groceries, and getting a great cup of coffee all in the same place! I also miss the convenience of drive-thru ATMs.

On a more serious note, I miss being able to vote in person for local and national elections. There's something very humbling about casting your vote at your local polling station, especially when it's for a presidential election. Once you've been out of the country, you can still do it, but you have to vote by mail, and you have to make sure you ask for your absentee ballot about a month ahead of an election. So I still get to vote, but it's not quite as satisfying.

Joe

So things that I miss about the UK, … the first would be bread. The bread here in the States seems to stay too fresh for a long time. And it doesn't actually make particularly good toast. And being British, toast is an important thing. And another important thing is related to work. I've found working in the US surprisingly different from the UK. In the US, it's very important to be very upbeat and positive about what you can do. Which, you know, is true to a certain extent in the UK, but I think in the UK it's kind of OK to be good at what you do, and just get on with it. Over here, you're kind of expected to be a salesman, you know, like you should be selling yourself and your abilities. I guess in a way the Brits are just a bit more modest at work, and I kind of like that modesty. I'm not particularly good at selling myself, I just like to get on with my job, and I don't feel the need to tell everyone how good I am. But that's kind of the way things are over here.

Adem and Leyla

A = Adem, L = Leyla

L One thing I miss, living in the US is the food from back home … and the enjoyment of going to the *pazar* on Fridays to buy fresh fruits and vegetables or to buy fresh pomegranate juice. Not to mention that the fruits and vegetables are much cheaper in Turkey than they are here in the US.

A Yeah, and I miss all the delicious food you can buy on the streets in Turkey, especially the *kofta*, which are like meatballs. And I also miss Turkish coffee. American coffee is OK, but there's nothing more satisfying than a cup of thick, sludgy coffee.

L Oh, yes! I totally agree. It's difficult to find a good cup of Turkish coffee here. I keep buying it when I get the chance, but it's such a disappointment every time I buy one. There's nothing better than Turkish coffee and some friends to share it with.

A Hmm, I agree! So, enough about food. What I miss most is the language. There's nothing quite like walking along a street and feeling like you're part of something bigger than yourself … hearing your own language. I always feel kind of small when I'm abroad and all I hear is a foreign language. It's like I'm kind of insecure and I'm … I'm missing something. It's hard to explain.

L Yes, I know what you mean. I find it's also hard to be away from home on national holidays. Some of our traditions are just impossible to re-create. It's just hard because you don't have the same feeling of people coming together to celebrate familiar traditions.

Shaun

I live with my dad on the east coast, but I visit my mom in Florida many times during the year. The one thing I miss is my drums. So, I'm in a rock band, but I can't travel with my kit, so I have to leave it at home. Dude, it's like torture. I can't wait to get home to my dad's, and sit at my drums, and start playing again. My mom says I miss them more than I miss her.

CD1 9 See pp. 6–7

CD1 10

1 A Do you think you could possibly water my houseplants for me? I'll be away on business for two weeks.
B No problem. I'd be happy to. I'll keep an eye on your whole apartment if you like.
A Oh, that would be great.
B Don't worry, I know how house-proud you are. I'll make sure everything stays neat and clean.
A I'll do the same for you any time, you know.
B Thanks.

2 A Julie, have you heard? Anna's just been promoted to managing director of the US branch of her firm, so she's coming back from the UK!
B Oh, that's great news! Let's give her a spectacular homecoming party when she gets back. Hmmm. She certainly has the best career in our family!
A She's doing really well, isn't she?
B I know, and I'm happy for her. Me? I'm just a housewife. Four kids, homemade cakes, and homegrown vegetables!
A And how are my wonderful grandchildren?

3 A We're having a housewarming party on the 12th. Can you come?
B You bet. We'd love to! But I didn't know you'd moved.
A Yeah, two weeks ago. It's much bigger than the old one. Huge kitchen and three big bedrooms.
B Sounds great!
A Yeah. Of course, there's much more housework to do!
B That's a drag!

4 A Mom? Mom, I want to come home. I don't like it here.
B Oh, Max. Come on. You were looking forward to going to camp.
A But … but Mom, I hate it here. Why won't you and Dad come and get me?
B Max, we can't. I never thought you'd be so homesick, and you'll be home in two days.
A Two more days?! Oh, no!

5 A Hey, you going to Carly's on Saturday?
B I don't know.
A It's an open house. It'll be great.
B Cool. Where are her parents?
A Carly says they're visiting her grandma – she's sick and housebound, so they have to help.
B OK. Count me in. I'll be there.

CD1 11

1 Do you think you could possibly water my house plants for me? I'll be away on business for two weeks.
2 Don't worry, I know how house-proud you are. I'll make sure everything stays neat and clean.
3 Let's give her a spectacular homecoming party when she gets back.
4 Me? I'm just a housewife. Four kids, homemade cakes, and home-grown vegetables!
5 We're having a housewarming party on the 12th. Can you come? I'll give you our new address.
6 The thing is, with it being much bigger, there's much more housework to do! More rooms to clean!
7 Poor little guy. I never thought he'd feel so homesick.
8 Her grandma's sick and housebound, so they have to go and help.

CD1 12

1 A Great to see you! Come on in.
B I was just passing through and thought I'd drop by.

2 A Excuse me, don't I know you from somewhere?
B Actually, I don't think so.

3 A What do you mean you're not coming?
B Well, I just don't feel like going out tonight.

4 A I'll have the chocolate mousse. What about you?
B Actually, I don't think I'll have dessert.

5 A My roommate can't make it to your party.
B Really! That's too bad. I was hoping to meet her.

6 A How come you're not taking a vacation this year?
B We just can't afford it.

7 A You really should take it easy. You look stressed out.
B That may be. But I have a lot going on at work.

8 A I got you the last two tickets for the show.
B Oh, sweet! I knew you'd come through for us.

CD1 13 See p. 9

CD1 14

1
A Excuse me, don't I know you from somewhere?
B Actually, I don't think so.
A Weren't you at Gavin's party last week?
B Not me. I don't know anyone named Gavin.
A Well, someone who looked just like you was there.
B Well, that may be, but it certainly wasn't me.
A I am sorry!

2
A Tony! Hi! Great to see you!
B Well, I was just passing through and I thought I'd drop by and say "hello."
A Come on in! Tell me what's new!
B You sure? You're not too busy?
A Never too busy to talk to you.
B Thanks, Jo. It'd be really nice to have a chat.
A Fantastic. Let me take your coat.

UNIT 2

CD1 15 Marco Polo 1254–1324

Marco Polo was the first person to travel the entire 8,000-kilometer length of the Silk Road, the main trade link between Cathay (China) and the West for over 2,000 years. He was born in Venice, the son of a merchant. In 1271, when he was 17, he set off for China. The journey took four years. His route led him through Persia, Afghanistan, and Mongolia. He traveled by boat, but mainly on horseback, and he frequently got lost. He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he traveled extensively. He went over mountain ranges, down rivers, and across deserts. He stayed in China for 17 years. When he left, he took back a fortune in gold and jewelry. He arrived back home in 1295. He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.

Backpacker raises money for charity

Jake Ellis is in Singapore. He's on a nine-month backpacking trip around Southeast Asia. He flew into Bangkok five months ago. Since then, he's been to Laos, Vietnam, China, and Cambodia. But Jake hasn't been partying his way around the tourist spots. He's raised thousands of dollars for WaterAid by doing a sponsored bike ride from Saigon to Angkor Wat. He's learned a lot about history in Vietnam, seen amazing scenery in Laos, and visited ancient temples in Cambodia. He's been staying in cheap hostels, along with a lot of other travelers. "I've met a lot of really great people, but it hasn't all been easy. I've had diarrhea a few times, and I've been mugged once. That was really scary." Apart from that, his only worry is the insects. He's been stung all over his body. He's been traveling mainly by public transportation – bus, train, and ferry, but when he's been able to afford it, he's also taken the occasional plane.

He's been taking it easy for a week before setting off again for the Philippines. "Once you've gotten the travel bug, it becomes very hard to stay in the same place for too long," he said.

CD1 16

He's been stung all over his body.
He's visited ancient temples.
He's been staying in cheap hostels.
I've been mugged.
I've met a lot of really great people.
He's been to Laos and Vietnam.

CD1 17 Marco Polo

1 When and where was he born?
In 1254, in Venice.

2 How long did the journey to China take?
Four years.
3 How long did he stay in China?
For 17 years.
4 What did he bring back to Venice?
Gold and jewelry.
5 What was the title of his book?
The Travels of Marco Polo.

Jake Ellis
6 How has he been traveling?
Mainly by public transportation.
7 Which countries has he been to?
Cambodia, Vietnam, Laos, and China.
8 Where has he been staying?
In cheap hostels.
9 How much has he raised for charity?
Thousands of dollars.
10 Has he been sick?
Yes, he has, a few times.

CD1 18

Alan
They are … one of the most eerie … and strange experiences you can possibly have. The first time I saw them, they appeared as a kind of shimmering curtain, over the top of a ridge of mountains, and they went from a greeny color to a kind of purply-red color. And they just stayed there. The second time I saw them, it was the most amazing sight because they were right above our heads, and they covered the entire sky. The other interesting thing is that not everybody hears it, but they sometimes make a sound, a kind of buzzing noise. It was a real sense of wonder and awe. I just kind of sat there with my mouth hanging open, just feeling kind of small.

Bernie
It was around midday. About 30 of us set off. The weather was fantastic, not a cloud in the sky. We were all very excited. I don't think we really knew what to expect. There was a nervous kind of feeling among us. But then nothing happened at all for the first 20 minutes or so. We just sailed around, waiting for something to happen. Then all of a sudden the captain came over the loudspeaker and said, "I've spotted something!" So everyone got real excited and we ran to one side of the boat. And after a while, we spotted something in the water, but very far away, so we couldn't really see. And then suddenly, this huge, beautiful creature leapt out of the water, flipped around, and landed back in again with a splash. It was huge, I mean, really big. I don't think anyone was expecting it to be so big. It was really close and it did it again and again. And it was like once one had started, all the rest joined in. So eventually there were about six circling the boat. I think they were just curious about us. And they kept coming closer and closer. It was as if they were showing off, as if they were like putting on a show for us. We felt really emotional because they were such beautiful creatures. It was quite a privilege to see them. So, after about maybe half an hour we had to go back to land and everyone was left feeling really exhilarated. It was a joyful experience.

Carol
I went there with a Taiwanese friend of mine and we were really excited about going. The day before it had been absolutely boiling hot. So on the day we went, I was wearing like only a summer dress and sandals. And actually when we got there after a three-hour journey on a minibus, it was raining and really windy. So, we were freezing. There were these people selling these kind of ponchos for rain, which we bought, and then we climbed up and started walking along. It was amazing, but the section we were on was kind of ruined and really difficult to walk up. And, of course, I didn't have sensible shoes on, you know, because of the rain, and it was slippery. We were … we were on the ridge of a hill and the wind was really gusting. And it was like catching my poncho and I could feel it blowing me along. And I really, really hate heights and we had this big drop right next to us, I was terrified. Of course, the view was spectacular … stunning, you could see it kind of snaking up the hills, but I was just so frightened. I walked along a little bit, but then, you know, I got so scared again I just had to start heading back. And coming down … I mean, with the rain, and the wind, and the slippery stones, and the bad shoes, it was … it was terrifying. I came down some of the steps sitting on my bottom, bumping down one by one. I was paralyzed with fear and at one point I just stopped and then, this old woman, who was selling postcards and stuff, came up, grabbed my arm, and kind of walked me down, and I was so grateful. So, the main thing I felt at the end was huge relief. I think I'd like to go there again but in better weather and with, you know, sneakers or something a little more sensible on.

CD1 19

1 When you go for a job interview, it's important to make a good impression.
2 I think we're all getting tired. Can I make a suggestion? How about a break?
3 A lot of research has been done about the causes of cancer.
4 I think the CEO is basically doing a good job. He's reliable, he's honest, and he gets results.
5 I'd like to make it clear right now that I am totally opposed to this idea.
6 We can't make a profit in this business if we don't raise prices.
7 I don't mind if we go now or later. It makes no difference to me.
8 Could you do me a favor and lend me some money?

CD1 20

1 A She's made the big time as an actress. She can command $20 million a movie.
B $20 million? Nobody's worth that!
2 A We'll never make it to the airport in time. The traffic's really bad.
B Look! I think it's starting to move.
3 A What does she do for a living?
B She's a corporate lawyer.
A That sounds boring.
B Well, it might be boring, but she makes a lot of money!
4 A You'll all have to do more overtime and work weekends.
B That does it! I'm going to look for another job!
A Leave if you like, but it's the only way this business will survive.
5 A How much do you want to borrow? $50?
B Yes, that'll do.
A Just pay it back when you can. No hurry.
6 A How much Spanish do you speak?
B Well, I can make myself understood.
A Really? You sound pretty fluent to me.
7 A I hear the boss said that you'd done really well.
B Yeah. It really made my day.
A But did you get a bonus, too?
B No, just a pat on the back.

CD1 21

1 I'm so thirsty. I could do with a glass of water.
2 Your homework was full of mistakes. You'll have to do it over.
3 I think we should do away with pennies. You can't buy anything with them anymore.
4 I could never do without my assistant. He organizes everything for me.

CD1 22

1 Thieves broke into the museum and made off with jewelry and antique paintings.
2 Jake's parents buy him lots of toys. They're trying to make up for always being at work.
3 What do you make of the new boss? I like him a lot.
4 You didn't believe his story, did you? He made the whole thing up.

CD1 23

1
I'll never forget my first trip to Giza and the sight of those giant stone structures. They stand just on the edge of the desert, taking you back to the time of the pharaohs. But they're surprisingly close to modern buildings, too. I kind of expected them to be right in the middle of nowhere.

2
It's a fantastic city. We took a city tour on the first day to get a feel for the place, starting at the Reichstag. There's a viewing deck right at the very top of the building where you get incredible views of the surrounding area. We stayed on the old east side of the wall. Even though it's been unified since 1989, there is a different feel to the two halves of the city.

3
We were staying on the outskirts of the city, so we only had a day for sightseeing. We began at the Capitol Building and walked the two miles to the Lincoln Memorial at the other end of the mall. It's a kind of national park with gardens and lots of important museums like the National Museum of American History.

4
I wouldn't have missed it for the world. It really is one of India's must-see destinations. It's a magnificent white building, right on the banks of the river, so you get wonderful reflections in the clear water. We also spent some time in Jaipur – I loved the colorful streets in the very heart of the Old City.

CD1 24

We rented an apartment right in the center. The Grand Canal was just at the end of the street. It was wonderful to be in the very heart of the city.

CD1 25

1
A Hello?
B Hi, Leo. We've just stopped for gas. The GPS is programmed and we'll be on our way again soon.
A Great, but I wouldn't rely on the GPS to find us. We really are in the middle of nowhere. Use the GPS until you get to the town of Clinton Hollow. Then head towards the town hall – there's a sign just before the river. Go over the bridge and follow the road around the bend. It's pretty narrow so there's a 20-mile-an-hour speed limit. Then go along that road for about a mile and there's a sharp turn to the left. Uh, that's the driveway down to the house. Drive

right to the end of the driveway and that's where we are.
B Gosh, that sounds kind of complicated.
A You'll be fine. It's only about a 15-minute drive from town. Call again if you get lost.

2
A Excuse me, sorry. How do I get out of here? I'm completely lost.
B Yeah, this place is kind of a maze. So, to get to reception, go along this corridor to the end, and turn right. Go past the photocopiers, then through the design department. There are some stairs on your left, or the elevator is just through the double doors. OK?
A Oh, um, yes, I think so. So go to the end of the corridor and turn left ...
B No, turn right.
A Yes, yes, that's what I meant.
B Good, good, well you can always ask again if you get lost.
A Yes, I will, thank you.

3
A Phil, I think we're going the wrong way. We walked past that statue about ten minutes ago.
B Don't panic, Andrea. I was born here. I know this place like the back of my hand.
A Heard that one before.
B Sorry?
A No, nothing. But I just want to find the diner before they stop serving lunch.
B It's fine. We just go across the square and it's one of the roads on the right.
A Oh, my feet are killing me.
B It's only about a five-minute walk. Just a little bit farther on and then on the right ... Yeah, this is it. ... Oh!
A Phil, this is a hair salon.
B Yes, thank you, Andrea, I can see that. I'm sure it's around here somewhere. Let's go back to the square.
A Or we could just check on my phone. It does have a GPS, you know. Phil? Phil!

UNIT 3

CD1 26

1 A Who was the man?
B A 44-year-old Swedish man named Peter Skyllberg.
2 A Who found him?
B A worker who was clearing the road.
3 A Where was he when the accident happened?
B In northern Sweden.
4 A When was he found?
B Last Friday.
5 A How did the accident happen?
B He'd been driving on a forest road when he was caught in a snowstorm and he got stuck in snowdrifts.
6 A How did he survive?
B By eating snow and keeping warm in a sleeping bag.
7 A How is he now?
B He's recovering from hypothermia in a hospital.
8 A What was the temperature?
B -30°C.
9 A Why wasn't he found for 60 days?
B Because the road where he'd been driving was so remote.

CD1 27

A This is amazing.
B What is?
A Well, it says here that a 44-year-old man in Sweden was buried in snow for 60 days and he survived!
B 60 days! I don't believe it. Was he buried by an avalanche or something while he was skiing?
A No, no, he hadn't been skiing. He was driving his car, and it was snowing hard, and he got stuck in snowdrifts.
B But 60 days is over two months! How come nobody found him?
A Well, apparently he was on a remote road and his car was completely covered in snow.
B Like an igloo?
A Yeah.
B So, was he sitting in his car all that time?
A No, not sitting, lying. Fortunately he'd brought a sleeping bag and when they found him he was lying in that.
B Mmm ... Very fortunate. Why didn't anyone report him missing?
A I don't know. It doesn't say.
B I'm not sure this story's true. Did he have stuff to eat?
A No, he said he'd eaten nothing but snow. He was really thin when they found him, emaciated it says here, and he had hypothermia.
B I'm not surprised. I just don't believe it's possible to live without food for 60 days, and it's strange that nobody missed him. I think there's more to this story than meets the eye.

CD1 28

1 He disappeared nine months ago.
2 He'd been living in the forest since May.
3 The car looked like an igloo.
4 He hadn't spoken to his family.
5 They hadn't been trying to find him.
6 He wasn't discovered until February.

CD1 29 Here is the news!

Good evening. I'm Pete Mitchell, and here's the news at six o'clock.

One of Britain's richest men, the billionaire cell phone tycoon John Caudwell, was left bruised and bloodied after being attacked during a robbery at his 16th-century mansion in Staffordshire. Mr. Caudwell, 57, was beaten with a crowbar, and then tied up by a gang of masked men. The men then turned on his glamorous fiancée, former model Claire Johnson, 41.

Mr. Caudwell and Miss Johnson had been talking in the kitchen when the gang struck at 8:15 p.m. on Monday. The men, wearing dark clothes, stole money and jewels before escaping on foot across fields behind the house.

The couple, who have a six-year-old son, were treated by paramedics at the scene before being taken to a hospital. Mr. Caudwell had suffered a gash to his forehead and bruising to his arms.

Yesterday, about a dozen police officers were using metal detectors to search for clues on the grounds surrounding the property. Today, a 48-year-old man was arrested in connection with the robbery.

CD1 30 And finally – an amazing achievement!

American stuntperson and trapeze artist, Nik Wallenda, is the first person ever to cross a gorge near the Grand Canyon on a tightrope. Nik, 34, wearing shoes especially made by his mother, but without a safety harness, took just 22 minutes to walk from one side of the gorge to the other. With strong winds and dust blowing into his eyes, he seemed to lose his balance twice. He sat down but he got up again and kept going to the end. He was greeted by cheers as he stepped safely back onto land. The walk was watched by a global television audience of several million.

Daredevil Nik already holds seven world records including the longest walk over a waterfall, which he achieved last year when he crossed Niagara Falls.

CD1 31

1 A What did he do that was so amazing?
B He crossed a gorge near the Grand Canyon on a tightrope.
2 A Has anyone done this before?
B No, never. He's the first.
3 A What was he wearing?
B Shoes his mother had especially made for him.
4 A What wasn't he wearing?
B A safety harness.
5 A How long did it take?
B It took him just 22 minutes.
6 A What was the weather like?
B Not good. There were strong winds that created a lot of dust.
7 A How many people watched him?
B There was a global television audience of several million.
8 A What did he do the year before?
B He walked across the Niagara Falls.

CD1 32

1 Who wrote it?
2 What kind of book is it?
3 What's it about?
4 Where and when is it set?
5 Who are the main characters?
6 Has it been made into a movie?
7 How does it end?
8 Would you recommend it?
9 What did the critics say about it?
10 Has it won any awards?

CD1 33 The Clinging woman

Host

It's five to midnight. And tonight, we begin our new bedtime story. It's by a famous crime writer and author of many psychological thrillers, Ruth Rendell – one of her best known short stories ... *The Clinging Woman*!

The Clinging Woman, Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise building next to his. His apartment was on the ninth floor and he had to look up to see her. It was six thirty in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and had gotten out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted – at first with disbelief – on the hanging figure.

CD1 34 See p. 23

CD1 35

Part 3

She said, "I'm Lydia Simpson. You saved my life. I've come to thank you."

His embarrassment was acute. "Uh ... you shouldn't have," he said with a nervous smile.

"You really shouldn't. That's not necessary. I only did what anyone would have done."

She was calm and tranquil, not at all his idea of a failed suicide. "But no one else did," she said.

"Won't you come in? Uh … have a drink or something?"

"Oh, no, no thank you. I can see you're just going out. I only wanted to say thank you very, very much."

"It was nothing."

"Nothing to save someone's life? I'll always be grateful to you."

He wished she would either come in or go away. If this went on much longer, the people in the other two apartments on his floor would hear, would come out, and another of those bravest-deeds-of-the-year committee meetings would be convened. "Nothing at all," he said desperately. "Really, uh, I've almost forgotten it."

"I will never forget, never."

Her manner, calm yet intense, made him feel uncomfortable and he watched her retreat into the elevator – smiling pensively with profound relief. Luckily, they weren't likely to meet again. The curious thing was that they did, the next morning at the bus stop.

Host

And there we leave the story for today. Tune in tomorrow at the same time to find out what happens next. In the meantime, goodnight to you all.

CD1 36

Amy

Basically, it's a love story, but it's also a very funny and witty book. It's really about overcoming prejudice and accepting people for who they are. What I love is the interaction between Elizabeth Bennett and Mr. Darcy – both extremely proud, but secretly in love.

Lucas

It's just a classic superhero story, set in the modern day. The Joker is back and it's up to Batman to save Gotham City from its impending doom. It's a thriller with fast-paced action and great special effects. It's worth watching.

Martina

It's pretty old now, but it's become a classic. It gives a troubling vision of the future and, I guess, it's a kind of a warning about depending too much on technology. It was pioneering movie-making of its day – none of the special effects had ever been done before, and its use of color gave it a really special atmosphere.

Adam

From the moment the professor finds the body of the curator in the Louvre, you just have to find out what happens. The whole mystery of the murder and the clues and the puzzles keep you reading. And most of the chapters end with a cliffhanger, so it's a real page-turner.

CD1 37

L = Lucy, R = Rachel

L Hey, Aunt Rach, here's that book you lent me. I know it's one of your favorites.
R Oh, you can keep it if you like, or pass it on. I have it on my Kindle now for reading.
L What? You have a Kindle?
R Yeah. I'm surprised you don't have one.
L I do have one – at least I have a tablet – it does the same kind of thing.
R Is that right? Well, I love my Kindle.
L But Aunt Rach, you always said you hated the idea of reading books on a screen. You said you liked turning real pages.
R I know, I know, … I was a real skeptic, but your uncle bought me one for my birthday and as soon as I'd downloaded my first book I just fell in love with it. It's like I have a whole library in my bag.
L Well, you were the last person I'd have thought of as a Kindle fan. You were the one who gave me my love of books. I used to love going to the local bookstore and the library with you when I was a kid.
R I know, Lucy. I loved those times, too. And I really don't want the local bookstore or library to close. But you know I travel a lot for my work and my Kindle doesn't weigh down my luggage like my books did. And it's so much cheaper too …
L Yeah, I know … downloads are about half the price of printed books and …
R … and I don't have to plan in advance what I want to read.
L Sure, I can see all that, but I've just always thought of you as my "book auntie," that's all.
R Well, I still am, just in a different way. Anyway, I thought you students were supposed to be permanently plugged in to one gadget or another.
L Yeah, you're right. I spend half my life on my computer at school and the other half on my smartphone or tablet, but I like a break from the screen sometimes.
R Mmmm … I can see that, but …
L Yeah, just curling up in bed with a good novel or sitting reading in the sun – it's my idea of heaven. Screens aren't much good in the sun.
R Well, yes … but my Kindle's great for reading in bed and …
L OK, OK Aunt Rachel. I get it – you're a complete convert.

CD1 38

G = Greg, E = Eddie

G Hi, Eddie. Did you have a good weekend?
E Yeah, Greg. Not bad thanks. I saw a good movie with some friends. There was a trailer for a 4D movie. It looks amazing.
G 4D? I thought most people had given up on 3D. The last 3D movie I saw was *Avatar*. Well, that was pretty impressive, but since then most 3D movies seem like a waste of time. And those silly glasses just drive me crazy.
E Yeah, I know what you mean, but this 4D idea sounds pretty cool. The seats in the theater move and vibrate to match the action on the screen. So you get a more intense experience, especially from an action movie.
G Yeah, I'm not sure about that. You might end up covered in soda or ice cream. To be honest, I can't remember the last time I actually went to the movie theater. It costs a fortune. Give me a download to my laptop any day.
E Oh, come on. You can't beat the group experience of going to the movie theater. What I love is knowing the whole room of people is feeling the same thing.
G Mmm, for me, the people are the problem. I always end up behind someone who talks through the whole thing. Or they eat chips or popcorn. What I like about downloading is watching a movie when it suits me, you know, and in peace and quiet.
E Yeah, streaming a movie to your laptop or TV at home is OK, but you know a lot of movies were created for the big screen – the color, the sound, everything needs to be on a big scale. You can't watch something like that, you know like *Star Wars* on a tablet or a smartphone.
G Yeah, you have a point there. Some movies are better at the theater, but I still don't enjoy the experience much. And my girlfriend, Lisa, and I can never, ever agree on what to watch. So she watches her movies on the TV, and I watch mine on the laptop.
E Oh, you old romantic!
G That sounds awful, I know, but Lisa's into all these black-and-white foreign films. It's all too heavy for me, and I just find those subtitles too distracting.
E Not all foreign films are in black and white, and full of misery, you know. There are some really, really great comedies and thrillers. You know what? I'll lend you a few of my DVDs .
G OK, yeah, fair enough, that's a deal. Maybe I'll surprise Lisa and take her to a foreign film festival.
E One step at a time, Greg, one step at a time.

CD1 39

A Jade's got a new boyfriend.
B A new boyfriend? Good for her!
A Apparently, he lives in a huge beach house.
B Does he? How amazing!
A Yes. She met him in Mexico.
B In Mexico? That's interesting.
A Unfortunately, he can't speak much English.
B He can't? I thought everyone could these days!

CD1 40

1 **A** Sam wants to apologize.
  B He does?
  A Yes. He's broken your precious Chinese vase.
  B My precious Chinese vase? Oh, no!
2 **A** We had a terrible vacation.
  B You did?
  A Yes. It rained all the time.
  B It did?
  A Yes. And the food was disgusting!
  B It was? What a drag!
3 **A** I'm broke.
  B You are? How come?
  A Because I just got a phone bill for $300.
  B $300? Why so much?
  A Because I have a girlfriend in Korea.
  B You do? How interesting!
4 **A** It took me three hours to get here.
  B It did?
  A Yes. There was a traffic jam ten miles long.
  B Ten miles long? That's awful!
  A Now I have a headache!
  B You do? Poor thing. I'll get you something for it.
5 **A** I'm on a mountain, watching the sun set.
  B You are?
  A Yes. And I have something very important to ask you.
  B You do? What is it? I can't wait!
  A You'd better sit down. I want to marry you.
  B Marry me? Wow!

UNIT 4

CD2 2

1 Oh, dear! It's not that I dislike him, I just don't love him. How can I tell him I don't want to marry him without hurting his feelings? Trouble is I actually really like his best friend!

2 There's this group of kids – they're always chasing me, and I don't think it's for fun. But I can't tell my mom and dad – if they find out, they'll go to the principal and complain and that would make everything worse.
3 How do you tell someone when they look awful? That dress doesn't suit her at all. But I don't know how to tell her, she obviously thinks she looks great in it.
4 Emma and I are going out tonight, but I can't tell my dad – he'd kill me. I have an important exam next week and I haven't done a thing for it. I don't have a clue when I'll be back.
5 I know I'm not really sick. But it's a beautiful day, and I don't want to sit in a stuffy office all day. I'm off to play golf. I never have days off.
6 I don't care who it is. I had a late night and I feel awful this morning. I don't want to be disturbed by anybody right now, even if it is urgent.

CD2 3 See p. 27

CD2 4

1 A Don't you like ice cream?
  B I do, but I'm on a diet.
2 A Don't you have a smartphone?
  B Of course I do. Doesn't everyone have one?
3 A Can't you swim?
  B No, I can't. I've always been afraid of water.
4 A Isn't it your birthday today?
  B Yes, it is. I try to keep it quiet these days.
5 A Didn't you work in New York for a while?
  B Yes, I did. It was a great couple of years.
6 A Don't you live on Baker Street?
  B No, we used to, but we moved just around the corner last year.

CD2 5

Part one

My friend Fred is a funny guy. He's an insomniac, he's dyslexic, and he's an atheist. He's single, unemployed, and lives all alone in a tiny studio apartment without even a pet for company. Also, he's vegetarian. He's pretty antisocial, actually.

CD2 6 See p. 28

CD2 7

Part two

I went over to see Fred last Sunday. As I walked up the driveway, his dog started barking. His wife answered the door, and she called for Fred to come downstairs and join us in the living room. He was in a bad mood because he had overslept that morning and had been late for church. They'd had a wild party at his house the night before. They'd had a barbecue in the backyard with steaks and burgers. One of his favorite pastimes is doing crosswords, and he spends every lunch break at work doing them.

"So how are you, Fred?" I asked him.

"OK, my friend, OK. How about you?"

Anyway, as I said, Fred's an insomniac, dyslexic, atheist. So the joke is that he lies awake all night wondering about the existence of dog. Get it?

CD2 8

1 Who did she give it to?
2 What do you want to have a word about?
3 Who did you dance with?
4 Where do you want a ride to?
5 Who did you get it from?
6 Who did you buy it for?
7 What are you thinking about?
8 What do you need it for?

CD2 9 **Secrets and lies**

Host

Now, it's that time again in the show when we hear your guiltiest secrets and your most terrible lies. Yes, it's *Confessions* time. Be prepared for astonishing admissions before you decide who can be forgiven. Our first caller is Robert from New Hampshire. Time to get your secret off your chest, Robert.

Robert

Well, Larry. I'm ashamed to say, but during my final year at school, and it was a long time ago, we had to take a final exam in each of our classes. Our history teacher was a miserable man named Mr. Roper. Now, Mr. Roper was never the most encouraging of teachers, well, he often told us that we were no good and would make sure that our final exam was too difficult to pass so that we couldn't graduate. Anyway, one day, just before our final exam, he excused himself from our history class and, unusually for him, he didn't lock his desk. So, with my fellow classmates watching intently, I took it upon myself to go to the front of the class and look inside his desk. There, like a glistening treasure, were a fresh stack of our final exams. Keeping an eye on the classroom door, I read aloud all the questions to my eager audience. I had never known them to be so silent or attentive! I then quickly replaced the paper and returned to my seat. Mr. Roper came back into the classroom to find the whole class looking quietly studious. Well, you can imagine, the result was that everybody passed the final exam with flying colors. The school had never known such wonderful results, and Mr. Roper was complimented on the high quality of his teaching.

I ask forgiveness, please, for letting 30 students pass a final history exam that they otherwise would not have passed. However, some of them did go on to become industry leaders, and have careers as CEOs and judges.

Host

Oh, Robert, that was a naughty thing to do, but we have all been tempted when it comes to final exams. Now, on to Kevin from Massachusetts.

Kevin

Yeah, alright, Larry, now I am a big Boston Red Sox fan, and a few years ago found myself in the awkward situation of marrying into a family of diehard New York Yankees fans. One Saturday afternoon, I was at home relaxing, watching a sports report, while my then four-year-old daughter was at the other end of the sofa, coloring. She suddenly looked up at me and asked, "Daddy, what baseball team do you root for?" I told her the Boston Red Sox, and her next words made my blood run cold. "Really? I root for the Yankees." I was horrified. The thought of my darling daughter becoming a Yankees fan was just too much, so without really thinking, I replied, "Well, that's a shame because Santa Claus does not visit children who root for the Yankees." My daughter looked at me in horror, and I realized the full weight of the statement I'd just made. The natural thing to do at this point would have been to give her a hug and tell her that Daddy was only joking. But instead I gave her a hug and told her not to worry, as all she needed to do was to become a Red Sox fan, and I would call Santa Claus and she'd be back on his good list.

I would like to beg forgiveness from my lovely daughter for any sleepless nights I may have caused her.

Host

Feel better now, Kevin? I really hope your little girl isn't scarred for life. So, moving on to the ladies. Surely they can't have such a shocking secret. Let's hear from Jane and find out. Jane from San Francisco.

Jane

When I was 15, I tried to earn some extra money by working at a local restaurant. This restaurant was very famous for an incredible fish soup, which was served with secret ingredients. I'd been given a little to try once, and it really was delicious. One night, when a table ordered the special dish, I was called by the chef to pick it up from the kitchen. It smelled absolutely fantastic and my mouth started watering. Between the kitchen and the restaurant, there was a small corridor, not visible from the kitchen or the dining area. The temptation was too great. I balanced the heavy soup dish in one hand, lifted the spoon with the other, and poured the soup into my mouth. What I hadn't considered was that the soup would be scalding hot! There I was in the corridor, unable to scream or make any noise. The boiling liquid began peeling the skin away from the roof of my mouth and I was in agony. Terrified that the chef's wife would catch me, I did the only thing I could – I spat the soup back into the dish. Then I heard footsteps from the kitchen. There was no other option. I put my shoulders back, walked confidently out into the restaurant, and started to serve the soup to the poor unsuspecting diners, who had no idea that there was a little extra ingredient among the mussels and monkfish.

I ask forgiveness for my dreadful deed. I learned my lesson and never did it again!

Host

Yuck! All I can say to you, Jane, is remind me never … ever to order the soup when I'm in San Francisco. And our final caller is Maggie from Oregon. What, dear Maggie, is your guilty secret?

Maggie

Hello, there. When I was an au pair working in France, I used to travel by bus and ferry. It was a long and difficult journey and I preferred to travel at night in the hope of sleeping most of the way. Usually, I was lucky enough to sit next to someone who, like me, just wanted to get some shut-eye. But, on one particular occasion, I found myself squashed into a corner by a large, smelly, talkative man. I politely engaged in conversation, hoping that he would eventually give up, but he didn't. Finally, between Calais and Paris, the bus made a pit stop and many of the passengers got off to stretch their legs. Um, after walking around for ten minutes, I got back on the bus. There was no sign of my neighbor. The driver asked if everyone was back on board, but uh, I couldn't speak. Maybe it was the prospect of some much-needed peace and quiet, but I said nothing. Maybe he'd only been going this far anyway? Then I looked out of the window and saw the man running across the parking lot, waving frantically as we drove off into the night. I never even attempted to get the driver to stop. I couldn't think of a good reason why I hadn't noticed the man was missing in the first place. So, when I got off the bus in the cold light of dawn, I disappeared before the driver realized that the man wasn't there.

I now meekly seek forgiveness for leaving a poor man stranded in a foreign highway service station in the dead of night. I have been haunted by the vision of him running after us ever since.

Host

So, there you have it, dear listeners, today's four fibbers and wrong-doers. Who, if anyone, can we forgive?

CD2 10

1 A Gary's a really successful businessman.
B Well, he's a complete failure as a father. He never sees his kids.
2 A My grandpa's so generous, he gives me $20 every time I see him.
B You're lucky! My grandpa is famous for his stinginess. I'm happy if he gives me $5 for my birthday, if he even remembers.
3 A Well, Henry, I'm pleased there's been some improvement in your behavior this semester, but unfortunately your work has gotten worse.
B I guess I didn't do well on the test, then.
4 A You're not going bungee jumping! It sounds really dangerous.
B No, honestly, it's perfectly safe as long as you're careful.
5 A Our teacher is always criticizing us. I feel useless.
B I know. He should give us more encouragement if he wants us to work hard.

CD2 11

1 A What a boring party!
B You're right, it wasn't exactly an exciting evening.
2 A I don't know about you, but I thought the vacation was awful.
B Well, it wasn't the most fun I've had.
3 A I can't believe how stingy Jane is!
B Mmmm, well, she isn't known for her generosity.
4 A How can you root for the Hillside Hoops? They're a hopeless basketball team!
B Well, they're not the most talented around, that's for sure.

CD2 12 See p. 33

CD2 13

1
A This is a present for you.
B For me! Oh, how nice! You shouldn't have, really. Thank you so much.
C This is a present for you.
D Thanks.
2
A Can you come to a party on Saturday?
B No, I can't.
C Can you come to a party on Saturday?
D Oh, I'm so sorry! I'm already going out, I'm afraid.
C Oh, never mind!
D Thanks for the invitation.
3
A Excuse me! Do you mind if I sit down here?
B No, not at all.
C Is anyone sitting here?
D No.
4
A Can you give me a hand? I need to carry this box upstairs.
B OK, if you like.
C I wonder if I could possibly ask you a favor? Would you mind helping me with this box?
D No, not at all.
5
A So I said ...
B Excuse me? I didn't catch that. What did you say?
C So I said ...
D What? Speak up!
6
A Goodbye. Thanks for a wonderful evening. We had a great time.
B We enjoyed it, too. We're so glad you could make it. Safe trip back. See you soon.
C Bye, thanks again. You have to visit us next time.
D We'd love to. Good night. Take care.
E Goodbye. Thanks for dinner.
F Bye. See you whenever.

CD2 14

1 A Do you think you could give me a ride to the train station?
B I'm really sorry I can't. I have to be at work by 8:30. I'll call a taxi for you though.
2 A Could you possibly help me find my glasses? I can't find them anywhere.
B Sorry! I'm afraid I have to run or I'll miss the bus. I'm hopeless at finding things anyway.
3 A Hi! Listen, would you like to come over for dinner tomorrow evening? I'm making Chinese food.
B Oh, I'd love to, but I'm afraid I'm already going out.
A Oh, too bad! Another time, maybe.
4 A Would you mind lending me your dictionary?
B I would if I could but I'm afraid I forgot to bring it with me today. Sorry.
5 A Hi, it's Susan. Could I ask you a big favor? I wonder if you could take care of my dog next week? I'm going on vacation.
B I'm really sorry, Susan, but I can't. I'd love to have Molly, you know I adore dogs, but I'm going away myself for a few days.
6 A Do you happen to know where the bathroom is?
B Sorry. I'm afraid I have no idea. Ask the guy selling hot dogs. Maybe he'll know.
7 A Would you like me to help you with this exercise? I think I know the answers.
B That's really kind of you but I want to try and figure it out for myself. Thanks anyway.

CD2 15

A = Anna, B = Ben, H = Henry, L = Luciana

B Luciana! Hello! Great to see you. Come on in. Let me take your coat.
L Thanks so much. Oh, these are for you.
A Oh what pretty flowers! How kind of you! Thank you so much. Now, I don't think you know Henry? Let me introduce you. Henry, this is Luciana.
H Hello, Luciana. Nice to meet you. I've heard a lot about you.
L Oh, I hope it was all good!
H Where exactly are you from, Luciana?
L Well, I'm Argentinian. I was born in Buenos Aires, but I've been working in the US for the last couple of years.
H That's interesting. And what are you doing in London?
L Work, I'm afraid. Actually, I'm on my way to Amsterdam for a conference, and I thought I'd stop over in London to see Anna and Ben. We used to work together in New York.
H And how do you find London, Luciana? Is it like home, or is it very different?
L Well, it's very different from Buenos Aires and New York! I know London pretty well, actually. I always love it here.
B Now, Luciana. What would you like to drink?
L Oh, do you have coffee? No, sorry, I'll have a glass of sparkling cider, if that's OK.
B Good choice! I'll get that for you.
L Thanks.
A OK, everybody. Dinner's ready. Come and sit down. Luciana, can you sit next to Henry?
L Yes, of course.
B Does everyone have a drink? Great. Cheers, everybody!
L Cheers! It's great to be here.
A Luciana, help yourself. Would you like some cheesy parsnips?
L Cheesy parsnips? I don't think I've ever heard of them. What are they?
A Well, they're parsnips coated in parmesan cheese and roasted. Would you like to try some?
L Well, I'd love to but I'd better not – cheese doesn't always agree with me.
B How about another glass of sparkling cider?
L No, thanks very much, I still have some. But do you think I could have a glass of water?
B Yes, of course. Sparkling or still?
L Uh, just tap water will do. That's great. Thanks a lot.
A Well, bon appetit everyone!

UNIT 5

CD2 16

1 I took the SATs a few months ago and luckily I got a good score, so I'm going to study psychology at Boston University. Classes start in August.
2 It's sunny tomorrow, so I'm going to see a soccer game with my friends. The Red Bulls are playing the Galaxy. It'll be a great game. It starts at 4 o'clock, so we'll grill some hamburgers and hot dogs in the stadium parking lot before the game.
3 Marie's having a baby soon, so we're both very excited. The baby's due in five weeks. If it's a boy, we're going to name him Max. And if it's a girl, she'll be Leah.
4 What am I doing tomorrow, you ask? Well, it's Thursday tomorrow, so I'll be doing what I always do on a Thursday. My daughter will come to see me, and she'll be bringing the little ones, and we'll all have a cup of tea and a nice, long chat. And I'll bake a cake. A strawberry cake. They like that.
5 Right now I'm packing, because tomorrow I'm going to study in Australia for six months. My plane leaves at 8:00 p.m. My mom and dad are taking me to the airport. I have absolutely no idea how I'm going to carry all this stuff!
6 Well, I work in the city. In the next few years I'm going to be even more successful. I hope I'll be earning twice what I'm making now. I've set myself this goal: before I'm 25 I'll have made a million dollars!

CD2 17

1 She's going to study psychology.
They start in August.
2 He's going to a soccer game.
The game starts at 4:00.
3 Because they're going to have a baby.
4 Her daughter and grandchildren will be visiting.
They'll have a cup of tea and chat.
5 Because she's going to Australia for six months.
Her mother and father are taking her.
6 In the next few years, he's going to be more successful and will be earning more money.
He'll have made a million dollars before he's 25.

CD2 18

1 Which university is she going to?
2 Who's he going to the game with? Who's playing?
3 What are they going to name the baby?
4 What kind of cake is she going to bake?
5 What time does her plane leave?
6 How much will he be earning?

CD2 19

1 I'm very excited. I'm going to see all of my family this weekend.
I don't know if I have time to come this evening. I'll see.
2 So you're off to India for a year! What are you going to do there?
I'm sure you will pass your exams, but what will you do if you don't?
3 I'll come with you if you like.
I'm coming with you whether you like it or not.
4 Your first-quarter grades are terrible. What are you going to do about them?
What are you doing this evening?
5 I've had enough of her lazy attitude. I'm going to give her a good talking to.
I'm giving a presentation at 3:00 this afternoon. I'm scared stiff.
6 John! Peter is leaving now. Come and say goodbye.
The bus leaves at 9:00, so don't be late.
7 I'll see you outside the movie theater at 8:00.
I'll be seeing Johnny this afternoon, so I'll tell him your news.
8 You'll have seen enough of me by the end of this vacation.
I'm going to make a success of my life. You'll see.

CD2 20 This is your captain speaking …

Good afternoon ladies and gentlemen. Welcome aboard this Virgin Atlantic flight to Boston. In a short time we'll be taking off. When we've reached our cruising speed of 575 miles per hour, we'll be flying at 37,000 feet. Our flight time today is six and a half hours. We'll be coming in over Newfoundland before heading down the coast to Boston. We arrive in Boston at about 5:45 US time.

The cabin crew will be serving an evening meal during the flight. If you need any assistance, just press the call button and a flight attendant will come to help you. In case of turbulence, will you please keep your seat belt fastened when you're in your seat.

In a few moments the cabin crew will be coming around with duty-free shopping. They will also be giving out landing cards for those who need them.

In 20 minutes we will be starting our descent into Boston's Logan International Airport where the temperature is a chilly 37°F, and for the folks from the UK on board that's 3°C, with a chance of snow. Please put your seats in the upright position and remain seated until the plane has come to a complete standstill. We hope you will fly again soon with Virgin Atlantic.

CD2 21

1 Do you think you'll ever get a job?
I hope so.
I might one day.
It's possible, but I doubt it.
I'm sure I will.
I'm sure I won't.
2 Are you going out tonight?
Yes, I am.
I think so, but I'm not sure.
I might be.
3 Do you think the world's climate will change dramatically in the next 50 years?
I don't think so.
I hope not.
Who knows? Maybe.

CD2 22 A NEET solution

The term NEET is used to refer to people who are "Not in Employment, Education, or Training." In the US, NEETs are usually defined as being between the ages of 16 and 24. The 2013 US figure is estimated at six million, which is approximately 15% of this age group. In Mexico, for 15–29 year olds, the number is approximately 7.5 million, although there are huge differences across countries. These range from 13% in Canada to about 35% in Turkey. The estimated annual cost to the US per year is about $37,000 per NEET youth.

Figures for the EU reveal similar challenges. In the UK, the 2014 figure stood at 13.1%, 5.5% in the Netherlands, to about 25% in Bulgaria. And a university degree is no longer a guarantee to a job. In the UK in 2011, a quarter of graduates aged 21 were unable to find work after leaving school.

CD2 23

Darrell

Well, to be honest I've never had a job. I left school at 16 because sitting at a desk just wasn't my kind of thing. I couldn't wait to get out there and start work. Only problem was, I didn't have any qualifications and there weren't any jobs! Can't believe how stupid I was, really. I just messed around for a couple of years. But the one thing that did interest me was cars. I used to hang around down at the local garage and the owner showed me some basic mechanics. I got the hang of it right away, but he couldn't give me a job because I didn't take math and English in school. It was the same everywhere I went: no qualifications – no job. Then I got a personal adviser with this new NEET program. This guy, Martin, helped me take things one step at a time. Before starting back into education, we looked at why it went wrong in the first place. I started to take some responsibility for myself and get the help I needed. So here I am two years later with the qualifications I never got at school and an apprenticeship in a car factory. I've never wanted anything so much in my life – there were only 12 places and hundreds of young guys … and girls … applied. It's been tough but I know how lucky I am to get a second chance. It's going to be great. I'll be learning in a really practical way to get a good understanding of the industry. I am not going to mess it up this time. Then what I'd really like to do is continue my training. I'd really like to open my own garage someday and focus on foreign-made cars.

Kara

No one ever thinks of Canada as an unemployment black spot, but things are pretty tough here right now. I've been out of school for almost two years, and I've lost count of the number of applications I've filled out. Half the time you don't even get a reply. And I stopped looking for things in my subject area – journalism and economics – a long time ago. Sure I've had part-time jobs, waitressing, hotel reception work, the usual thing, but it's such a waste of my skills. Sometimes I just feel like I'm going around in circles. I don't have the relevant experience, so I can't get a job. But without getting my foot in the door, how do I get the experience I need? The closest I got to my dream was an internship for a local newspaper. I was happy to take the tiny salary they offered and was all set to start when – can you believe it? – they found someone who was willing to work for nothing! So, all those exams and four years at college to be an unpaid slave! I found that so offensive. Then I started to think a little more creatively about how I could spend the next year. If Canada couldn't offer me anything, where was a place that could? I looked into volunteering programs outside Canada. I figured I might as well be out there taking a risk and doing something worthwhile. So, I'm going to Malawi next month to work on a literacy program, mainly with children. It'll be hard being a long way from home and in a strange place, but I'm going to try and do some reporting on the situation there. Who knows? It might just prove to a newspaper editor that I'm the journalist for the job.

Loukas

When I told my friends that I was going to leave Athens to take classes about farming, they couldn't quite believe it. You see, I'd spent a lot of time and my parents' money getting a business degree and trying to improve my English. Anyway, after leaving school, I didn't have a real, full-time job, just part-time stuff, and so I got close to nothing in unemployment benefits. And after a year the benefits stopped, so that was when I knew I had to make a decision. I thought about a Masters degree, but unemployment has doubled among postgraduates in Greece, so what would be the point of more academic qualifications? The other option was to go abroad, but half of Europe is in the same situation, and I don't want to leave my family because of the financial crisis. So, it's going to be farming for me. You could say that it's in the blood because my grandfather was a farmer, and I'll be taking on a farm on land that the family still owns. But first, I'm taking classes at the American Farm School in Thessaloniki. This is a growing trend apparently – applications are up by more than 100 percent. In the long term, I want to produce the best that Greece has to offer – excellent lamb, cheese, and honey. And maybe look into ecotourism with farm stays, things like that. You see, I'll need my business degree to make it all work. It feels strange to say "I'm going to be a farmer" and my mother is kind of disappointed. She put up with a lot to make sure I had a good education. But I'm trying to see it as an opportunity. And I want to make it a success so that I can pay my parents back for their support.

CD2 24

1 The wedding took place in an old country church. It was beautiful, but it was miles away. It took forever to get there.

2 My son's always hanging out at the mall, but I'll put a stop to that. I won't give him any more spending money.
3 Please don't take offense, but I don't think your work has been up to your usual standards recently.
4 I told you that boy was no good for you. You should have taken my advice and had nothing to do with him.
5 If you really want to make a change in the world, you'll need to take it upon yourself and do it!
6 My boss is putting pressure on me to resign, but I won't go.
7 I tried to get the teacher's attention, but she took no notice of me at all.
8 Children never say "Thank you" or "How are you?" to their parents. They just take them for granted.

CD2 25

1 The store takes on a lot of extra workers every holiday season.
2 The lecture was too complicated, and the students couldn't take it all in.
3 My business really took off after I picked up six new clients.
4 You called me a liar, but I'm not. Take that back and apologize!
5 Put some music on. Whatever you want.
6 The disgusting smell of the cheese put me off eating it.
7 Could you put away your clothes, please? Your room's a mess.
8 The kitchen fire was scary, but luckily I put it out.

CD2 26

1 A Hello. ABC Logistics. Kathy speaking. How may I help you?
B Hello, could I speak to Katya Hantelmann, please?
2 A Hello.
B Hello, Pat. It's me, Dave.
A Dave! Hi! How are things?
B Not bad. Busy, busy, busy, but life's like that. How's everything with you?
A Oh, you know, we all have the flu, and Mike's away on business, so I have to do everything. School, shop, kids, cook, clean. It's great! What are you up to?
B This and that …
A How's your mother, by the way?
B She's a lot better, thanks. She's getting stronger every day.
3 Welcome to National Phones. To help us deal with your call more efficiently, please select one of the following options. For customer service, press 1. To update your account or for questions about billing, press 2. To request a brochure or hear about the latest special offers, press 3.To hear these options again, press the pound key. To speak to a representative, please hold.

CD2 27

Thank you for calling Fast Response Credit. Our priorities are service, quality, and customer satisfaction. To help us deal with your call more efficiently, please select one of the following options. To update your account information, press 1; to check your balance, press 2; to report a lost or stolen card, press 3; to request a statement, press 4; to leave a voice message, press 5. For all other inquiries, please hold and you will be connected to a representative.

We are currently experiencing unusually heavy call volumes. You may experience a delay of up to five minutes. Please hold and you'll be connected to a representative shortly.

Your call is important to us. Please continue to hold. Alternatively, please submit your question through www.fastresponses.com.

Thank you for calling Fast Response Customer Service Department. All our lines are now closed. To speak to a representative, please call Monday to Friday, 8:30 a.m. to 4:30 p.m.

CD2 28

A So, Barry. It was good to talk to you. Thanks for calling.
B My pleasure. By the way, how's your golf game these days? Still playing?
A No, not much. I just don't seem to find the time these days. Anyway, Barry …
B Too bad! You used to enjoy it so much.
A Very true. So, Barry, I have to run. I'm late for a meeting.
B OK. I don't want to keep you. So, you'll give me a call when you're back, right?
A I certainly will. And you'll email me a copy of the report?
B It'll be with you first thing tomorrow.
A That's great, Barry. Have a good weekend!
B Same to you, too! Bye, Andy.
A Bye, Barry.

UNIT 6

CD2 29 The Celebrity Chef

Rachael Ray has hit the big time in a big way. She's famous as an extremely successful chef, cookbook writer, spokeswoman, and media personality. Her many TV shows have been broadcast in several countries around the world including the US, Australia, Canada, Brazil, and Turkey. In addition, she has written a great number of cookbooks that have sold many copies. Since 2006, she has given a lot of time and energy to improving unhealthy diets for kids in the US.

Her rise to fame and fortune was swift. She began her career working in her parents' restaurants, where it was easy to earn a little spending money. In 1995, with no formal chef training, she landed her first professional job at Macy's Marketplace candy counter in New York City. After a couple of years there, she moved back home to manage restaurants.

In 1998, she came up with the idea of teaching people how to make a large amount of tasty, nutritious meals using a small amount of simple supermarket ingredients in 30 minutes or less. Even though she had very little TV experience, she had a lot of enthusiasm, and she found herself doing cooking segments on local news shows, and quickly thereafter landed on the Food Network hosting a small number of TV shows. In 2005, she launched her own lifestyle magazine, *Everyday with Rachel Ray*. And in 2006, she debuted a daily talk show, Rachael Ray, which is produced in association with Oprah Winfrey.

Rachel is married to lawyer and rock and roll singer John Cusimano. They don't have any children, but they do have one dog named Isaboo.

So what's her recipe for success? Having fun. "I was raised in a household that taught us that everybody has the right to have plenty of fun," she says.

CD2 30

1 A How much money do you have in your pocket?
B About 20 dollars.
2 A How many cups of coffee do you drink a day?
B It depends. I have a cup for breakfast, sometimes another around mid-morning, and then maybe one or two after lunch and dinner.
3 A How many times have you been on a plane?
B About five or six.
4 A How much time do you spend watching TV?
B A couple of hours a night, just before I go to bed, I guess.
5 A How much sugar do you put in your coffee?
B Just half a spoonful.
6 A How many pairs of jeans do you have?
B Three. A black pair, a blue pair, and an old pair I wear when I do messy jobs like cleaning the car.
7 A How many books do you read in one year?
B I honestly don't know. Ten? 15? I read most when I'm on vacation.
8 A How much homework do you do every day?
B Too much! About two hours, maybe? It depends.
9 A How many English teachers have you had?
B Uh … let me see … about ten, I guess.
10 A How many movies do you watch a month?
B One or two in the theater, and one or two on TV.

CD2 31

1 There's no need to rush. We've got tons of time.
2 She's got loads of money. I think she inherited it.
3 We've got mountains of food for the party. Don't buy any more.
4 When my daughter comes home from college, she always brings piles of laundry.
5 I can't see you today. I have tons of things to do.
6 There were millions of people at the sale. I decided not to fight my way through them.

CD2 32

G = Gary, S = Sonia

G It's time for *Mad about Ads*, the weekly program for those of you who are mad about ads! This week Sonia looks at advertising that really is in your face or … should I say … on your body. Over to you, Sonia.
S Thanks, Gary. Well, advertisements, whether you like them or not, are everywhere. It's been estimated that the average person is exposed to anything from about 250 to a whopping 3,000 different advertising messages every day. The traditional media of TV, radio, newspapers, and magazines, and street advertising have been supplemented by mobile ads on tablets and smartphones. But there is growing evidence that the general public is becoming immune to more usual forms of advertising. A recent survey of smartphone users found that 50 percent of them didn't even notice ads on their phones, and as few as 7 percent actually buy something as a result of them. And nearly half of respondents in the survey didn't like having ads on any device at all. They found them annoying and distracting.

So in the face of this, some advertisers have been using what might be the ultimate mobile ad space – the human body. American entrepreneur, Brandon Chicotsky, really has been using his head. Totally bald, Chicotsky came up with the ingenious idea of converting bald patches into profit by using them as advertising space. He went on to set up Baldlogo.com, which allows companies to have their logo temporarily tattooed on to the heads of guys without much hair! For just $320 a day, companies really can get a head start. Sorry!

Similar enterprise was shown by two British graduates who charged by the day to paint company logos on their face and forehead. Ross Harper and Ed Moyse raised £50,000, or about $75,000, with this money-making scheme, enough money to pay off all their student debts.

A marketing campaign in the UK for an online beauty products store, FeelUnique.com, also made use of temporary tattoos, but this time on people's eyelids! They paid ten men and women to apply a tattoo with the company's web address and then to wink at strangers. Apparently, an eye-watering 6,000 people applied for the job, and the lucky ten were paid just £100, or about $150, to wink at people 1,000 times.

And last but not least, an example from the home of ingenious advertising, Japan. There's been a growing popularity in "body advertising" with companies across Tokyo. This involves attaching an ad in the form of a sticker or transfer onto different parts of the body – with teenage boys, usually their face, and teenage girls, … their bare thighs. Now, I know advertisers have always used beautiful women to promote products, but this seems to me to be a step too far. Back to you, Gary.

G Fascinating stuff, Sonia, thank you. And I agree with you – putting a sticker on your face is one thing, but putting it on a girl's thigh is quite another. Do you agree with Sonia and me? Tell us what you think! Send us your thoughts and reactions on our website …

CD2 33

a 'export ex'port
b 'import im'port
c 'decrease de'crease
d 'increase in'crease
e 'progress pro'gress
f 'record rec'ord
g 'produce pro'duce
h 'permit per'mit
i 'insult in'sult
j 'protest pro'test

CD2 34

1 Japan imports a lot of its oil from other countries. Its exports include cars and electronics.
2 I'm very happy with my English. I'm making a lot of progress.
3 Government officials are worried. There has been an increase in the unemployment rate.
4 But the number of crimes has decreased, so that's good news.
5 How dare you call me a liar and a cheater! What an insult!
6 There was a demonstration yesterday. People were protesting about equal rights for all.
7 He ran 100 meters in 9.58 seconds and broke the world record.
8 John's a voice actor who regularly records radio commercials.
9 The US produces about 60% of the oil it uses every year.

CD2 35

a 'refuse re'fuse
b 'present pre'sent
c 'minute min'ute
d 'desert de'sert
e 'content con'tent
f 'object ob'ject
g 'invalid in'valid
h 'contract con'tract

CD2 36

1 Refuse.
2 An unidentified flying object.
3 A desert in northern Africa.
4 Presents!
5 The contents pages.
6 con'tent in'valid re'fuse
'contract mi'nute

CD2 37

1 A Mike! Long time no see! How are things?
B Good, thanks, Jeff. Business is booming. How about yourself?
2 A I'm afraid something's come up, and I can't make our meeting on the 6th.
B That's OK. Let's try for the following week. Is Wednesday the 13th good for you?
3 A What are your travel arrangements?
B I'm on flight UA 2762, at 6:45.
4 A Could you confirm the details in writing?
B Sure. I'll email them to you as an attachment.
5 A They want a deposit of 2½ percent, which is $7,500, and we … get … a … a 2,000 …
B Sorry, you're breaking up. Can you repeat the last part?
6 A I'll give you $5,250 for your car. That's my final offer.
B Great! It's a deal. It's yours.
7 A I don't know their number offhand. Bear with me while I look it up.
B No problem. I'll hold.
8 A OK. Here's their number. Are you ready? It's 708-555-2200.
B I'll read that back to you. Seven oh eight, five five five, twenty-two hundred.
9 A I got a pay raise, but I didn't get a better office.
B Oh, well. You win some, you lose some.
10 A Did you apply for that job?
B There's no point. I'm not qualified for it. I wouldn't stand a chance.

CD2 38 See p. 49

UNIT 7

CD3 2 See p. 50

CD3 3

1
A What the … where do you think you're going?
B What do you mean?
A Well, you're not allowed to turn right here.
B Who says it's not allowed?
A That sign does. "Do Not Enter," you ought to be able to read that.
B Hey, it's impossible to see, OK?
A Then you'd better get your eyes tested. You don't belong behind the wheel!

2
A If I were you, I'd swallow my pride and forgive and forget.
B Never! I refuse to.
A You'll have no choice in the end. You won't be able to ignore each other forever.
B Maybe I'll forgive him, but I'll never be able to forget.
A Surely it's possible to talk it over, and work something out. You have to for the sake of the children.
B Oh, I just don't know what the best thing to do is.

CD3 4

1
A You won't tell anyone, will you?
B Of course I won't.
A You really can't tell a soul.
B Trust me. I won't say a word. I promise.
A But I know you. You're bound to tell someone.
B Look. I really can keep a secret, you know. Oh, but is it OK if I tell David?
A That's fine. He's invited, too. It's just that I want it to be a big surprise. What do you think I should wear?
B If I were you I'd buy something new and expensive. I'll go shopping with you if you like.

2
A I don't know if I can play this evening.
B But you have to. You promised to.
A Yeah, but I'm not allowed to go out on school nights. My parents won't let me, not during my final exams.
B Why don't you tell them that you're coming over to my house to do some studying?
A But somebody might see me playing and tell them. You'd better find somebody else.
B There is nobody else. We'll just have to cancel the game.

CD3 5

1 I'll be able to take you to the airport after all.
2 Is it OK if I make a suggestion?
3 You're allowed to use your cell phone during breaks.
4 If I were you, I wouldn't wear red. It doesn't suit you.
5 You are required to obtain a visa to work in Australia.
6 It's always a good idea to make an appointment.
7 You're bound to pass. Don't worry.
8 You aren't permitted to walk on the grass.
9 I didn't manage to get through, the line was busy.
10 I refuse to discuss the matter any further.

CD3 6 See p. 52

CD3 7 **Exciting news**

R Hello?
I Rick, Rick is that you? I have to talk to you.
R Isabel, hi! What's all the excitement about?
I Well, can you remember that competition I entered, just for fun, a few weeks ago?
R Yes, I can. I remember you doing it in the coffee shop. It was the one in the newspaper, wasn't it? Didn't you have to name a lot of capital cities?
I Yeah, that's it. Well, get this, I won! I came in first!
R No way! I don't believe it! What's the prize?

I A trip to New York.
R You must be kidding! That's amazing. For how long?
I Just three days – but it's three days at the Ritz Carlton, of all places!
R Well, you should be able to do a lot in three days. And the Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?
I Yes, it does.
R I thought so. Not that I've been there, of course.
I Well, you can now.
R What do you mean? How would I ever be able to?
I Well, it's a trip for two and I'd really love it if you would come with me. Will you?
R You can't be serious? You know I'd love to! But why me? You should be taking David, right?
I Didn't you hear? David and I broke up.
R Oh, I'm sorry! I didn't know. When did this happen?
I Well, a couple of weeks ago. We hadn't been getting along well for awhile.
R Well, what can I say? How could I possibly refuse an offer like that?
I Then you'll come?
R I certainly will.

CD3 8 An arranged marriage

I = Interviewer, P = Pratima

I How old were you when you met your husband, Pratima?
P Mmm … I was just 16.
I Were you still in school?
P No, I'd left school, but I had a private tutor at home, preparing me for some exams.
I And your father arranged your marriage? Is that right?
P That's right.
I Could you tell me how he did that?
P Well, he looked around for a suitable husband. He asked friends and relatives if they knew anyone, and found out about their education, their background, and most importantly the family's background. He managed to get a lot of information about them, you know.
I And how long did this take?
P Not too long in my case, but you know sometimes a father can see up to 100 men before he chooses one. For my sister and my elder sister he saw over 100 men before …
I He saw how many? Goodness! It must take up a lot of time.
P Yes, it can be difficult to decide, but for me he saw only two, one in the morning and one in the afternoon and he chose the second one.
I What a day! Can you tell me about it?
P Yes … well, in the morning the first man was very wealthy, and he was well-dressed and had good manners, but he hadn't had a good education.
I Ah. And the other one?
P Well, he wasn't terribly wealthy, but he was well-educated and he came from a good background. His family owned a village and were like princes. He was 22 and studying law.
I And this one your father chose?
P That's right. I think he thought money wasn't everything – for my father education was more important and anyway, if a man is well-educated, he will earn in the end. Actually, Shyam, that's my husband's name, Shyam didn't want to get married at all, but his father had told him he must, so when he came to my house to meet my father, he was very badly-dressed because he hoped my father would refuse him. But luckily for me, my father did like him, and he had to say yes.
I He had to?
P Oh yes, he had promised his father.
I And what about you? Did you meet both men?
P Yes, I met them that day. First, my family spoke to them and then they called me in and we spoke for four … four or five minutes.
I And did you prefer the second?
P Well, actually I wasn't sure. I left it to my father.
I You must trust him a lot!
P Oh, yes.
I So what happened next?
P Well, after a while, there was a special day when I went to meet his family and his family came to meet mine. It was kind of an engagement party. But we – you know – Shyam and me, we used to be on the phone every day and we'd meet regularly, but we always had to have a chaperone. And after ten months we got married.
I And how long have you been married?
P Nearly 25 years now.
I And … it's been a successful marriage? Your father made a good choice?
P Oh, yes, of course and we have two beautiful sons. They're 22 and 17 now.
I And will you arrange their marriages?
P Oh, yes. My husband is planning them now. He's been asking families for some time already and …
I And your sons want it?
P Well, Krishna, he's the eldest, he's OK about it – he's studying hard and doesn't have time to meet girls, but …
I Yes, what about the youngest? Ravi, isn't it?
P Yes, well actually, Ravi's not so interested. It might be difficult to persuade …
I But you still believe that the system of arranged marriages is a good one?
P Oh, yes. I do, of course I do – but you know it depends a lot especially on the family choosing the right person. But one main reason, I think it does work, is that the couple enters the marriage not expecting too much – if you see what I mean. Actually, you know, there are many more divorces between couples who thought they were marrying for love. You know, my mother she had to marry at 13, but she's still happily married nearly 50 years later. Of course, nowadays 13 is considered too young, but you know … times change.
I Yeah, that's very true. Thank you very much, Pratima.

CD3 9

1 Your friends went to Alaska on vacation?
They went where?
2 You got home at 5:00 this morning?
You got home when?
3 You paid $300 for a pair of jeans?
You paid how much?
4 You met a celebrity while you were out shopping?
You met who?
5 He invited you to his mansion for dinner?
He did what?

CD3 10

1 You always get out of doing the dishes. It's not fair.
How did our secret get out? Everyone knows now!
I got a great book out of the library. You can borrow it after me.
2 The police finally got to the truth about the robbery.
Just to get to work, I have to take three buses.
All his teasing got to me. It really hurt my feelings.
3 It took me a long time to get over the flu.
He still can't get over the death of his pet dog.
I can't get over how much your children have grown!
4 He got up to 300 pounds before he went on a diet.
We got up to page 56 in the last class.
I had to get up at 5 a.m. to catch my flight.
5 I couldn't get through to Joe. I don't think his phone's working.
I tried to get through to her, but she ignored my advice.
Sue got through the exam quickly, but I took forever.
6 You can always get around the rules if you hire a good lawyer.
I'm sorry. I just haven't gotten around to replying to your invitation yet.
I can't see how we can get around this problem. It's a difficult one.

CD3 11

1 A They're obviously madly in love.
B Yeah, they do seem to get along really well.
2 A His family members are pretty well off, aren't they?
B You can say that again! They're absolutely loaded!
3 A You must have hit the roof when she crashed your car.
B Well, yes, I was a little upset.
4 A I think Tony was a little bit rude last night.
B You think? He was totally out of order!
5 A I can't stand the sight of him!
B I have to admit, I'm not too crazy about him either.
6 A He isn't very bright, is he?
B You're not kidding. He's as dumb as dirt.
7 A I'm fed up with this weather! It's freezing.
B I guess it is a little chilly.
8 A Well, that was a fantastic vacation!
B Yes, it was a nice little break.
9 A I'm exhausted. Can we stop for a rest?
B OK. I'm a little out of breath, too.
10 A I'm absolutely dying for a cup of coffee!
B I wouldn't mind one myself.

CD3 12

1 A Is that a new watch? I bet that cost something.
B Something? It cost a fortune!
2 A It's a little bit chilly in here, don't you think?
B You can say that again! I'm absolutely freezing!
3 A These shoes aren't bad, are they?
B They're gorgeous! I want them!
4 A Can we pull over at the next rest stop? I could use something to eat.
B Me too. I'm starving! I didn't have breakfast this morning.
5 A I think those two like each other, don't you?
B Like's the wrong word. They're obviously crazy about each other.
6 A I bet you were a little bit upset when your team lost.
B Me? Upset? I cried myself to sleep!

UNIT 8

CD3 13 Susan Magdalane Boyle

Susan Magdalane Boyle (born 1961) is a singer from a small town in Scotland who became internationally famous after appearing on the TV program *Britain's Got Talent*, where she sang *I Dreamed a Dream* from the musical *Les Miserables*.

Susan, whose father, Patrick, was a miner, was the youngest of eight children in a musical family. When she was at school, she was diagnosed with learning difficulties and was often the target of bullies, who called her "Simple Susan." However, she began singing in school productions and both her teachers and her mother, Bridget, recognizing her talent, encouraged her to perform in singing competitions, which she did for many years.

In 2007, her beloved mother died and Susan stopped singing. She stayed at home with her cat, Pebbles, for two years, until finally she was persuaded to enter *Britain's Got Talent*. The audience, most of whom looked skeptically at this plump, 48-year-old woman, was absolutely amazed when she opened her mouth to sing. Susan Boyle singing *I Dreamed a Dream* became a YouTube sensation, viewed by 66 million people worldwide, particularly in the US.

In the years after the show Susan, or "SuBo" as she is now known, went on to make four best-selling albums, two of which topped the charts in the UK and the US. There is even a stage musical of SuBo's life called, of course, *I Dreamed a Dream*.

She now travels the world singing, but she always returns to the same family home in Scotland.

CD3 14 See p. 59

CD3 15

1 A It's raining again.
  B Oh, no! Another miserable day when we're stuck indoors.
  A Cheer up! It's good for the plants and trees.
  B I don't care about the plants and trees. I need some sunshine.
2 A How was your vacation?
  B Great, thanks. Just what we needed.
  A Did you do much?
  B Not a lot. We just sat by the pool, read books, and took it easy for two whole weeks. Absolute bliss.
3 A Have you heard about Dave and Maggie?
  B No. Tell me, tell me!
  A Well, last week they went to a party, had this huge argument in front of all these people, and ...
  B Did it get physical?
  A Oh, yeah! Maggie shoved Dave into a flowerpot, told him to get lost, and left with some other guy!
  B What! I just can't believe Maggie would do such a thing. It doesn't sound like her at all.
4 A Come on in. You must be exhausted!
  B Oof, I am. I've been traveling for the past 30 hours and I haven't slept a wink.
  A I know – I can never sleep on a plane, either. Just sit down, take it easy, and I'll get you some tea.
5 A How's the new job going?
  B Good, thanks, very good – but it's difficult. I'm having to deal with so many new things. Still, I'm enjoying it all.
  A Mmm – I know what you mean.
  B It's great to be doing something that's so satisfying, and meeting so many people from abroad.
  A Absolutely.
6 A There is nothing good on TV tonight!
  B What about that wildlife program?
  A Do you mean the one about the life of frogs?
  B Yeah – does it look any good?
  A You're kidding. It looks like absolute garbage.
7 A What's the matter with you?
  B Oh my gosh – I just put my foot in my mouth.
  A What do you mean?
  B Well, I was talking to that lady over there, and I asked her when her baby was due, and she told me she wasn't pregnant.
  A Oh, no! That's awful!

CD3 16

A cool, young man was walking slowly down the busy street lost in thought, listening to music, and humming to himself.

CD3 17

1 A beautiful, long-haired girl was sunbathing drowsily on the wide, white, sandy beach, wearing a fashionable polka-dotted bikini.
2 A huge, bald, angry-looking police officer came running into the crowded room yelling at the top of his lungs.
3 A ten-year-old boy found a black, leather wallet containing $1,000 on a New York City subway.
4 The once-famous, aging actor Kirk Power was seen entertaining a young blond lady in the expensive French restaurant frequented by many glamorous movie stars.
5 The much-longed-for skiing vacation in Colorado was a complete success, enjoyed by every member of the family.

CD3 18

1 A Did you get wet in that shower?
  B Shower! It was a downpour! We're absolutely soaking!
2 A I bet you were excited when your team won.
  B Excited! We were absolutely thrilled!
3 A I'm so happy you are coming on vacation with us.
  B Well, I was absolutely delighted to be asked!
4 A Come on, nobody will notice that tiny spot on your nose.
  B They will, I just know they will! It's absolutely enormous!
5 A I thought she looked rather silly in that flowery hat, didn't you?
  B Silly! She looked absolutely ridiculous!
6 A Oh, dear! Did you have a bad day at work?
  B Bad! It was absolutely awful!

CD3 19 See p. 61

CD3 20 See p. 61

CD3 21 A night at the Oscars

I am absolutely amazed and delighted to receive this award. I am truly grateful to all those wonderful people who voted for me. It is extremely rare for a musical to win best movie, so this is a huge honor. None of us could have predicted *Angel Voice* would be such an enormous success. It was an absolutely fantastic movie to do, not only because of all the intelligent people who worked on it, but also because of the incredible amount of stunning new talent we were able to develop. My special thanks go to the gifted writer Clarke Miller for the fascinating characters and hilarious script; to Michael Kellerman, the excellent musical director, for the marvelous songs and thrilling musical score; to the set and costume designers for their truly amazing creativity, and last but not least to my wife, Marcia, for her priceless support. I absolutely adore you all.

CD3 22 Simone

Well, it was when I was living in Cairo and it was in the middle of the summer, so it was extremely hot – between 40 and 45 degrees Celsius, or about 104 to 113 degrees Fahrenheit, and stupidly we decided to go dancing and we went to this night club and we must have danced for hours and hours, and it was very hot inside the night club and we were sweating profusely, and by the time we came out it was about five o'clock in the morning, and we decided, "Oh wouldn't it be a great idea to go to the pyramids to see the sunrise!" So we jumped in a taxi, and the taxi was also pretty stuffy and hot, and we must have been starting to dehydrate at this point. Anyway, we got to the pyramids – and the sun was just starting to come up. And in, in Egypt, as soon as the sun comes up, the temperature rises dramatically, but we were so excited to see the pyramids that we decided just to, to go and walk and see. At this point, a man approached us and asked us if we wanted to borrow or rent his motorcycle, and so we said yes. So my friend and I, we jumped onto the motorcycle and raced out into the desert – only to find after about ten, 15 minutes, that the motocycle was kind of old and suddenly it broke down. So we were miles from anywhere and had to push this motocycle to, to get back. I was the one at the back pushing the motorcycle and of course I was using lots of energy. I was losing a lot of fluid and it was getting hotter and hotter. Anyway, we ended up having to walk back to the town to give the motorcycle back to the man. And by this time we were really fed up and tired and very hot, so we decided to go home. By the time we got home, I started to feel a little bit strange, I had a bit of a headache and I decided to go straight to bed. Anyway, I woke up about half an hour later, feeling pretty confused, and sick, a little bit nauseous, and I realized that my brain wasn't working properly and that in fact I probably had heat exhaustion. Anyway, it wasn't very pleasant, and it was a lesson in what not to do in such hot temperatures. I've never done that again. I always carry my salt tablets with me.

CD3 23 Anna

The time that I was very, very cold was a time when I was working in a small town in central Russia and I was going to see some friends who lived on the outskirts of town, and they were worried about me getting lost and they said that they'd come to the tram stop to meet me. But I wanted to be independent, so I told them "Don't be silly, of course I'll find it." And on the day of the visit, it was very, very cold, it might have been minus 30 degrees Celsius or minus 22 degrees Fahrenheit, but it might have been colder than that and it was, it was so cold that at some of the tram stops and bus stops there were bonfires lit – special street fires to keep people warm and I think it was a day when the schools were closed,

when the children didn't go to school because it was so cold. So I put on all the clothes that I had – all the scarves and sweaters, and, and I took the tram to the outskirts of the town where my friends lived way out at the end of the line and I got off the tram, which was heated, into this cold white world. And it was, it was so cold that if you … when you breathed in, little balls of ice formed in your nostrils. You had to keep a scarf over your mouth and nose. About a minute, two minutes after getting off the tram my, my feet and hands were already hurting they were so cold. So I was walking around, trying to find the, the apartment, but it was completely anonymous this landscape and there were these huge snow-covered white apartment buildings, these buildings, 15 or 16 floors, but they all looked exactly the same and I couldn't find the name of the, the street either, and it was very, very quiet and the, the tram had gone. And I began, actually, to get very frightened because I was feeling so, so cold. My feet and hands had gone beyond hurting almost, I couldn't feel them any more. It was pretty difficult to breathe because of the icy scarf over my mouth and nose, and I just couldn't find where they lived, and I asked an old lady the way, but my Russian wasn't good enough, she didn't understand me. And I was beginning to really, seriously panic, when suddenly in the distance I saw my friends. They'd come to find me and they took me home.

CD3 24

1 We went dancing in temperatures of over 40°C, which was rather a stupid thing to do.
2 My friends were worried I'd get lost, which was understandable.
3 We visited the pyramids at sunrise, which was just amazing.
4 My nostrils actually froze, which is hard to believe.
5 This motorcycle broke down in the desert, which was no laughing matter.
6 The old lady didn't understand a word I said, which is hardly surprising because my Russian's lousy.

CD3 25

1 My sister has just given birth to twins.
2 Let's go away for the weekend. It's been a long time since we've had a break.
3 I failed my driver's test because of just one thing – I turned left instead of right.
4 More than 50 people were injured in the freeway pileup.
5 Look at this room! There's stuff everywhere!
6 It's been pouring rain for days.
7 The phone operator said I had to call back later, but he wouldn't give me a direct number.
8 Our dog went missing for three days and then she just turned up, as if nothing had happened.
9 The government official said they would reduce unemployment by 10 percent in six months.
10 My mom had a knee operation, but it hasn't really helped her very much.

CD3 26

1 How's your steak? Is it OK?
2 We were all going on vacation to Mexico next week. We were really looking forward to it, but my father's been very sick, so we had to cancel it.
3 A Did Ann have the baby yet? It must be due anytime now.
  B Oh, yes. Didn't you hear? She didn't have one baby. She had three! Tom's the father of triplets!
4 Watch your head as you come through this door. It's very low.
5 Please be careful. That bowl's really heavy.
6 Did you know that they eat sheep stomachs in some countries? And snails.
7 Look! Isn't that Peter over there, sitting by himself?
8 Tomorrow's test has been canceled!

CD3 27

1 A How's your steak? Is it OK?
  B Mmm! It's absolutely delicious! Just the way I like it.
2 A We were all going on vacation to Mexico next week. We were really looking forward to it, but my father's been very sick, so we had to cancel it.
  B Oh, dear! What a shame! You must be so disappointed!
3 A Did Ann have the baby yet? It must be due anytime now.
  B Oh, yes. Didn't you hear? She didn't have one baby. She had three! Tom's the father of triplets!
  A Wow! How amazing! Triplets! That'll keep them busy!
4 A Watch your head as you come through this door. It's very low.
  B Ouch! That really hurt!
  A I told you that would happen.
5 A Please be careful. That bowl's really heavy.
  B Whoops! I dropped it! Sorry about that! Don't worry. I'll get you a new one.
6 A Did you know that they eat sheep stomachs in some countries? And snails?
  B Yuck! That's disgusting! You wouldn't catch me eating that!
7 A Look! Isn't that Peter over there, sitting by himself?
  B Hey, Peter! Come over here and sit with us. We were just talking about the game last night.
8 A Tomorrow's test has been canceled.
  B Phew! What a relief! Thank goodness for that! I hadn't done any studying for it at all.

UNIT 9

CD3 28 Getting back in touch

Dear Emily,

I hope you don't mind me contacting you out of the blue like this. It's taken me a while to track you down, but now I have, thanks to the wonders of social media!

I don't know if you remember, but we used to go to Springfield High School together. You were the first person I got to know when I started there.

We used to sit next to each other in math class, but then the teacher made us sit apart because we were always giggling so much.

I remember we'd go back to your house after school every day and listen to music for hours on end. We'd get all the Guns N' Roses CDs as soon as they came out. Once, we ate all the food in your fridge and your mother was furious.

Do you remember that time we nearly blew up the science lab? The teacher went crazy, but it wasn't our fault. We used to call him Homer Simpson because he was small, fat, and bald.

I still see Tiffany, and she's still as crazy as ever. We get together every now and then, and we'll always end up chatting about old times together. She's always talking about a high-school reunion. So if you're interested, drop me a line.

Looking forward to hearing back from you. I'd love to know how you're doing.

Your old friend,

Alison Wright

P.S. I'm not used to calling you Emily Rider! To me, you're still Emily Wilson!

CD3 29

We used to go to school together.
We used to sit next to each other.
We were always giggling so much.
We'd go back to your house.
We used to call him Homer Simpson.
I'm not used to calling you Emily Rider.

CD3 30

1 I got along very well with my mom. She was my best friend, and she still is. We had to get along, really. My dad left when I was three. I used to tell her everything, well, almost everything. And she'd talk to me very openly, too. Sometimes she'd say to me, "Don't go to school today. Stay with me." And we'd go shopping or, or something like that. It's a wonder I had any education at all, the number of days I missed school.
2 It was my dad who used to drive me crazy. He was always telling me to get my hair cut and dress better. My mom was much more lenient. She never really minded how I dressed. But she would get angry when I picked at food before she'd put it on the table. "Get your hands off!" she'd say. But I was always so hungry. I had such a big appetite for such a small, spindly kid – then at 16 I suddenly shot up – I'm six feet, five inches now!
3 My mom was always nagging me, telling me to get off the computer, turn off the TV, pick up my things, do my homework. She'd go on and on and then she'd be all put out when I'd shut myself in my room. I just needed some peace and quiet each day. She just didn't realize how hard it was for me at school. You see, I wasn't very popular – so I would really need some time to myself when I got home.
4 I have very fond memories of my childhood. To me it represented security. We used to do a lot together as a family. I remember walks and picnics and going for car rides on a Sunday afternoon. Every Friday when my dad came home, he'd bring us each a treat, just something little. My mother used to say he was spoiling us, but why not? It didn't do us any harm.

CD3 31

1 A You don't like your new teacher, do you?
  B Not a lot, but we're getting used to her.
2 A How can you get up at five o'clock in the morning?
  B No problem. I'm used to it.
3 A How come you know Buenos Aires so well?
  B I used to live there.
4 A How are you finding your new job?
  B Difficult, but I'm getting used to it little by little.
5 A Do you read comic books?
  B I used to when I was young but not anymore.
6 A You two argue so much. How can you live together?
  B After 20 years of marriage we're used to each other.

CD3 32 A teacher to remember

1 Sean

Interestingly enough the teacher I'll never forget is my Latin and Ancient Greek teacher – you may think they're dry subjects – uh – dead languages but Mr. Lang, the teacher, somehow used to make these dead languages seem stone-cold easy. He looked the part – he was kind of traditional-looking – very formal and serious. He'd always wear a dark green or dark brown suit, and he had a long black mustache. He'd been at the school for over 20 years, so he must have been in his 50s I guess. You'd think that everything about him was boring and serious because he never smiled or laughed, never, but somehow he was clear, interesting, and entertaining. He had a razor-sharp wit, and there were jokes hidden in his words if you listened carefully – and we all did. I passed my final exams, but I didn't study Latin or Ancient Greek in college. However, I did study philosophy – and that was a direct result of learning about the great philosophers, Aristotle, Socrates, Plato, from Mr. Lang.

2 Samantha

My most memorable teacher, hmm! I think that would be Mrs. Chapman. I was about 13 or 14 and she was our English and drama teacher. She was short and plump, dumpy in fact, with mousy-brown hair. She looked like everybody's kind, middle-aged aunt, but she wasn't very nice. She had a big loud voice, and she used to like to get us to act out the plays we were studying and she'd shout, "Speak up, speak up and think about the meaning of the words." But what I remember most about her is her ruler. She had this wooden ruler and if anyone was looking sleepy or bored, she'd poke them on the shoulder with this ruler and shout, "Wake up girl" or "boy." Then one day she spotted someone asleep, sound asleep and snoring, at the back of the class. Mrs. Chapman was so furious she slammed the ruler down on his desk and it broke in half. We were all scared stiff. She didn't throw the ruler away after that, it was even sharper when she poked you in the back. Maybe her classes helped me though – I'm a lawyer now and when I have to speak in court Mrs. Chapman's words ring in my ear: "Speak up, speak clearly girl!"

3 Rupert

I don't think I ever had a favorite teacher, but I had a least-favorite teacher, and weirdly he was probably the most successful teacher I ever had. You see, when I was in elementary school I was really good at math – I could do it all. But when I went to high school I had a succession of dismal math teachers, and by the time I took my final exams as a junior, I was absolutely hopeless. I failed miserably. And I needed to pass math to graduate from high school, so I had to retake it as a senior. This time with a very different teacher, Mr. Biggs. I have no idea how old he was – just old – but you know when you're 16, 35 seems old. I'd say he was probably in his late 30s and big like his name with a huge booming voice. He was very sarcastic and it seemed to be his mission in life to embarrass his students and me in particular because I was retaking the class as a senior. He was always calling on me to go to the front of the class to do problems on the board, and he'd sneer if I got it wrong, which was most of the time. I hated him with a passion, but actually his explanations were crystal clear, and gradually over the year I improved. I got a really good grade on the final exam and was able to apply to some pretty good colleges.

4 Charlotte

Well, one teacher I'll never forget is Miss Wilkinson. She taught chemistry and biology. I didn't like her subjects much, probably because I wasn't very good at them. She seemed old to me, but she was probably just in her early 30s and kind of tall and gangly. She drove this ancient car, and she always seemed too big for it. She had to crouch over the steering wheel. Anyway, the reason I remember her so well is because I think she fell for my dad. Really! You see he'd sometimes pick me up from school and one day there she was in her car, and she couldn't get it to start, so of course my dad, being the sweet gentleman he was, helped her. Miss Wilkinson was glowing with gratitude. "Oh, thank you, thank you Mr. Gallio. You're so kind, so kind." She went all weak and wobbly, not at all like she was when she was yelling at us in class. And then everytime he came to pick me up after that, somehow Miss Wilkinson would appear, and she was always asking me about him, "How's your father, Charlotte?" "Just fine Miss Wilkinson, he and my mom are going to the beach this weekend." I just made that up to see her reaction. My friends and I used to giggle about it. When I mentioned it to my dad, he just laughed and said, "Don't be silly, Charlotte. Nobody would fall for an old boring guy like me." But my mom knew better!

CD3 33

1 They live in this great big house in the middle of Boston.
2 I only made one tiny little mistake during my driver's test, but I still failed.
3 Careful with the soup – it's boiling hot. Don't scald yourself.
4 It's freezing cold in here. Can't we turn up the heat?
5 Do you like my car? It's brand new.
6 Don't worry. You won't wake the kids. They're sound asleep.
7 I take a cold shower every morning. Then I feel wide awake.
8 A I'm fed up with this class.
  B Me too. I'm bored stiff.

CD3 34

where/wear
nose/knows
wood/would
war/wore
through/threw

CD3 35

1 My brother is crazy about the Lakers. But I'm a Bulls fan myself.
  We don't have air conditioning, just a ceiling fan. It's not enough.
2 Let's take a break now. I'm really tired.
  If you break that vase, Mom will be really upset.
3 "What's today's date?" "The third."
  I have a date tonight. I'm going out with Carl.
4 Don't move those heavy boxes. You might hurt your back.
  "Mom, Travis took my cell phone. Tell him to give it back to me."
5 It's cold outside today. Don't forget your jacket.
  I don't feel well. I think I'm getting a cold.

CD3 36 See p. 72

CD3 37

1 A Why is Sunday the strongest day?
  B Because the others are weak days!
2 A Waiter! I'm in a hurry. Will my pizza be long?
  B No, sir. It'll be round.
3 A Why will you never starve in the desert?
  B Because of the sand which is there.
4 A How do you keep cool at a football game?
  B I don't know.
  A Sit next to a fan.
5 A What do you get when 5,000 strawberries try to go through a door at the same time?
  B I don't know. What do you get?
  A Strawberry jam!
6 A Waiter, this food tastes funny.
  B So, why aren't you laughing?
7 A What do you give to a sick lemon?
  B Lemon aid!
8 A Why did the teacher wear sunglasses?
  B I don't know.
  A Because her students were so bright.
9 A Why can't Cinderella play soccer?
  B Because she's always running away from the ball.

CD3 38

1 Pat

If you ask me, this is a terrible idea. First, good body image isn't something that you can teach. Second, schools don't have time to add another non-academic subject into their packed curriculum. Another thing is that teachers have enough to do and it's really up to the parents to try and develop self-esteem in their children. Personally, I've never worried too much about how I look, but that's not the point. The point I'm trying to make is that young people's education should be about qualifications for their future, not worrying about body image.

2 Ian

To tell you the truth, I haven't really thought about it. I suppose the problem is that there are lots of images of beautiful models out there in the media. But as far as I'm concerned, people come in all shapes and sizes. I don't see what's wrong with that. Actually, it would be a pretty boring world if we all looked the same, wouldn't it? And personality is what counts after all, and just trying to be happy. Anyway, as I was saying, I don't really feel strongly one way or the other about young people and their body image.

3 Helen

If you want my opinion, I think this is a really good idea. Many of today's teenagers are obsessed with the idea of physical perfection. Basically, they feel like an outsider if they look different in any way. As I understand it, this is true of boys as much as girls. But the main point is that the media and celebrity culture sell them an image of beauty that they will never achieve. What really worries me is that cosmetic surgery and eating disorders are going to become the norm for the next generation. In conclusion, I think that schools should play a greater role in developing teenagers' self-esteem.

CD3 39 See p. 110

UNIT 10

CD4 2

1 She must have been very rich.
2 I had to do my homework.
3 I couldn't sleep because of the noise.
4 They can't have been in. There were no lights on.
5 I thought that was Jane, but I might have been wrong.
6 You should have seen a doctor.
7 The train may have been late due to bad weather.

CD4 3 Missing for 500 years!

A = Alice, B = Bill

A How was the theater last night? What did you see?
B We saw a play by Shakespeare – *Richard III*. It was really good! Great acting. You know, "A horse, a horse my kingdom for …"
A You saw *Richard III*! He's all over the news right now!
B Why? He died over 500 years ago.
A Yeah, and nobody knows where he was buried. It's a big mystery – at least it was a mystery because now they're pretty sure they've found his body.
B Really?
A Well, not his body exactly – his skeleton. It was beneath a parking lot in Leicester, England.
B Beneath a parking lot? You're kidding me. So King Richard could have died while parking his horse!
A Ha ha! Not funny! No, seriously, they say the parking lot must have been built on what was once a church graveyard.
B But how do they know the skeleton is Richard III's?
A Well, they know he was killed in 1485 in a battle near Leicester.
B Yeah, the Battle of Bosworth Field.
A Yeah, that's right – and tests showed that the man must have died around that time from battle wounds and that he was in his late 20s or 30s and …
B Yeah, I think Richard was in his early 30s when he died.
A Also, the skeleton has a deformed spine, so he would have been a hunchback.
B Yes, and Richard was a hunchback. Well, at least he was in Shakespeare's play.
A They can tell a lot from the skeleton, and it's in really good condition, except that the feet are missing.
B How come the feet are missing?
A Oh they say builders might have chopped them off in the 16th century. Anyway, the archaeologists found some people in Canada who are descendants, and they've done DNA tests that match.
B I bet those people were surprised.
A Yeah, I bet.
B Who was Richard fighting in the battle? Was it Henry VIII?
A No, it can't have been Henry VIII. I don't think he was born until the end of the 15th century – it must have been his father, Henry VII. My history's a little bit rusty.
B I think you're right. It would have been Henry VII. There've been a lot of Henrys, haven't there?
A Yeah, but none since Henry VIII. Who knows – there might be a Henry IX one day.

CD4 4

1 A When did Richard die?
  B He must have died in the 15th century.
2 A What was he doing when he died?
  B He could have been riding a horse. He must have been fighting.
3 A Was he buried in a parking lot?
  B He can't have been buried in a parking lot.
4 A How old was he when he died?
  B He may have been 32 or 33. He can't have been 40.
5 A What did they learn from his deformed spine?
  B That he would have been a hunchback.
6 A Why were his feet missing?
  B Builders in the 16th century might have chopped them off.
7 A How did the Canadians feel about the discovery?
  B They must have been surprised and excited.
8 A Who was Richard fighting in the battle?
  B He can't have been fighting Henry VIII. He would have been fighting Henry VII.

CD4 5

1 I did tell you about Joe's party. You can't have been listening.
2 Thanks so much for all your help. I couldn't have managed without you.
3 Flowers, for me! That's so nice, but really you shouldn't have.
4 Come on! We're only five minutes late. The movie won't have started yet.
5 I don't believe that Kathy's going out with Mark. She'd have told me, I know she would.
6 We raced to get to the airport on time, but we shouldn't have worried. The flight was delayed.
7 We have a letter here that isn't for us. The mail carrier must have delivered it by mistake.
8 You shouldn't have gone swimming in such rough waters. You could have drowned!

CD4 6 See p. 76

CD4 7

R = Robert, D = Donna

R Hello?
D Hi, can I speak to Robert Johnson, please?
R This is Robert.
D Hi, Bob! It's me, Donna.
R Sorry – Donna who?
D Donna Goldberg.
R I'm sorry – I don't think I know any "Donnas."
D You do, you do! We met on vacation.
R On vacation? We did? Where was that?
D In Miami. My friend Samantha and I were staying in the same hotel.
R Miami! Oh, yes, of course! Donna and Samantha from Wisconsin. That was years ago.
D It was actually almost ten years ago, but Samantha and I still talk about it. We had a great time, didn't we? You and your friend Dan were such great guys.
R Well, thank you. Yeah. Dan and I had fun, too. Well, what a surprise! What are you up to these days?
D Well, I'm here in Seattle right now.
R Here? What are you doing here?
D Well, Samantha and I are on vacation together again and this time we're going to drive down the west coast – from Washington State down to California.
R Wow! Really? That's ambitious.
D Yeah and we're starting right here in Seattle, so we wondered if we could come and visit. Maybe hang out for a couple of days? It'd be great to catch up.
R Well, obviously I'd love to see you both again, but actually it's not really very …
D But you said we could visit if we were ever in Seattle – and here we are!
R Yes, I know we said that, but Dan lives in Chicago now, and my apartment isn't very big, and my wife and …
D Bobby, are you married now? That's so cool. When did you get married?
R About four years ago, and we're about to move to a bigger place. We're expecting another baby.
D Bob, I see, no problem. Samantha and I understand, new baby, new home.
R I'm glad you understand. Maybe we could meet for dinner for old times' sake?
D I'm not sure your wife would be too happy.
R Maybe you're right. Well, it was nice to hear your voice again, Donna. Give my best to Samantha, and I'll tell Dan that you got in touch. Enjoy your trip.
D Thank you, Robert. Have a nice life.
R Thanks, Donna. Same to you. Bye.

CD4 8

1 A That exam was ridiculously hard!
  B You can say that again! I couldn't answer a single question. I'm sure I failed.
2 A You might as well apply for the job, even though you're too young.
  B Yes, why not! After all, there's nothing to lose. You never know, I might be just the person they're looking for.
3 I know I shouldn't have eaten a whole carton of ice cream, but I just couldn't help it. And of course, now my stomach hurts.
4 A I'm going to tell her exactly what I think of her.
  B I wouldn't do that if I were you. You have no idea how she'll react. It could get really nasty.
5 A You should have told me that Jackie and Dave had broken up! I felt really stupid when I asked Jackie where they were going on vacation.
  B Sorry! I thought you knew. Everybody else does.
6 A I think you should forget all about her and move on.
  B Believe me, I would if I could. But I just can't get her out of my mind. I think it must be love.
  A Oh, no.
7 A You should have been here yesterday! You would have died laughing!
  B Why? What was so funny?
  A Well, Pedro was imitating the teacher, and he was so good, and then the teacher walked in!
8 A Then I found out that Annie's been going out with … guess who? Dave!
  B Huh! I could have told you that. It's common knowledge. Where have you been?
9 I'd known this guy for five minutes when he asked me to marry him! I just couldn't believe it! Maybe he proposes marriage to every girl he meets.
10 A I could use a break.
  B Me, too. I'm dying for coffee. It feels like this class has been going on forever.

CD4 9

Sam, Who Only Ate Jam

A Cautionary Tale

There was a boy whose name was Sam.
The only thing he ate was jam.
When offered any other food,
he'd claim he wasn't in the mood.
He'd say, "I'm fairly full today,"
and push that other food away.
And so he never tasted pie,
or gave spaghetti sauce a try,
and even if you asked him, "Please?"
he wouldn't chew on cheddar cheese.
He couldn't stand potato chips.
Bananas never crossed his lips.
And not a bit of beef or lamb
or deviled egg or candied yam
would wind up on his dinner plate,
for jam was all he ever ate.

Now, as it happened, late one day
poor Sam expired. He passed away.
We don't know why. It might have been
some mineral or vitamin
was missing from the food he ate
and caused this clearly awful fate
or maybe all that sugar made
him fall to pieces, start to fade,
until the day that eating jam
at last became the end of Sam.

We can't be certain why he died
but, maybe, if he'd only tried
some yogurt or some celery,
a piece of toast, a pear, a pea,
a pizza crust, a grain of rice,
a half an herb, a single spice,
a spoon of soup with just one clam,
then, maybe, we would still have Sam.

Alas, he never ate a grape
or chocolate bar or Belgian crepe
or lobster bisque or Irish stew
or sauerkraut or cheese fondue
or casserole or sloppy joe,
so this is all we'll ever know:
Since jam was all he had to eat,
his life was rather short and sweet.

CD4 10

1 A How's the new job?
B Great! I really got lucky! My boss seemed very strict at first, but underneath it all she's very kind and generous. She understands the retail business really well, so she knows what she's doing.
2 C Can you help me fix my computer? I can't open any of my files.
D Listen, you'd better accept the fact that your computer is ancient. It's been on the edge of not working for years. You can get a new one for about $500 these days.
C Are you joking?
D No, I'm dead serious.
3 E Pat's been unbearable lately. That promotion has made her feel more important than she is. She's been shouting at everyone. She's always spoken in a harsh and unkind way, but now she's upsetting everyone.
F I know. I'll have to talk to her honestly and openly.

CD4 11

1 A How's the new job?
B Great! I really landed on my feet! My boss seemed very strict at first, but underneath it all she's got a heart of gold. She has a very good head for the retail business, so she knows what she's doing.
2 C Can you give me a hand to fix my computer? I can't open any of my files.
D Listen, you'd better face the fact that your computer is ancient. It's been on its last legs for years. You can get a new one for about $500 these days.
C Are you pulling my leg?
D No, I'm dead serious.
3 E Pat's been unbearable lately. That promotion has gone to her head. She's been shouting at everyone. She's always had a sharp tongue, but now she's upsetting everyone.
F I know. I'll have to have a heart-to-heart talk with her.

UNIT 11

CD4 12

1 It's raining again. I wish it wasn't.
2 I'm not going out tonight. I wish I was.
3 There's nothing good on TV. I wish there was.
4 I don't like my job. I wish I did.
5 My boyfriend and I broke up last week. I wish we hadn't.
6 I know he won't call me. I wish he would.
7 I feel really depressed. I wish I didn't.
8 I can't talk to anyone about it. I wish I could.

CD4 13

1 A Look, I know I shouldn't have parked here, but I was only gone two minutes.
B I've already written the ticket.
A Surely you could rip it up if you wanted? It was literally one minute.
B One minute, two minutes. You can't park here. It's as simple as that.
A But I just had to run into the pharmacy to pick up a prescription for my sick grandmother. Maybe you can rip it up just this once?
B I don't care what you were doing. I can't rip up a ticket – it's against the law. You have two weeks to pay.
2 A No, there's no way I can go out tonight. I shouldn't have gone out last night.
B Come on – we had a great time. It was a crazy party!
A I know it was.
B So, when's your exam?
A Tomorrow, nine o'clock. If only I hadn't left all my studying until the last minute.
B I wouldn't worry if I were you. You know you always do OK.
A There's always a first time.
B Good luck anyway.
3 A If only we could just fly off to that island.
B That would be amazing. I'd sit on a beach and read all day.
A I'd just sleep forever. I can't remember what it's like to sleep all night long.
B Yeah. Sometimes I wish I'd never had kids. I mean, not really, but …
A I know what you mean. No – you can't have ice cream. I said NO!
4 A Nice shot, Charlie! Good job!
B Don't you wish you still played soccer, Dad?
A Me? No. I was never any good. But you could have been a great player if you'd wanted.
B Nah! I wasn't as good as Charlie. Aaah – oh almost! YES!
A Yeah, he'll go far.
5 A Oh, boy! What would you give to drive one of those?
B Which one would you choose if you had the money?
A That's one big 'if'! But if I won the lottery, I'd buy the Aston Martin.
B I wouldn't – I'd go for the Ferrari.
A In your dreams.

CD4 14 See p. 84

CD4 15

1 A Would it be OK if I left a little bit early today? I have a dental appointment.
B No problem. Just tell Janet to cover for you.
2 A How's it going?
B OK. If all goes well, we should be finished by Friday. We just have to put the final touches on the doors and windows.
3 A If you knew what I know, you'd never go out with him again.
B You're just jealous.
4 A Could I have a word with you if you have a minute?
B Yeah, of course but I'm kind of in a rush.
A It's about that pay raise I was promised.
5 A Aren't you helping Jackie organize her wedding?
B I am. It's a nightmare. If anything went wrong, I'd never forgive myself.
6 A Win? What do you mean? If you ask me, they don't stand a chance.
B You don't think so? They've been playing much better recently.
A Come on. They haven't won a game for weeks.
7 A We arrived on Tuesday and …
B It was a Thursday, not a Tuesday if I remember correctly.
A Oh Tuesday, Thursday – the day doesn't matter. I'll just never forget the blue water and the white sand.
8 A Well, if worse comes to worst, we can always postpone it for a day or two.
B I'd rather not. I just have a headache. The fresh air will do me good.
A OK, if you're sure.
9 A You haven't made much progress, if any at all.
B What do you mean? I've written 500 words.
A Yeah, but you have to write 10,000.
10 A I don't think much of Nancy's new boyfriend. He's really cold and arrogant.
B Actually, I don't think he's cold or arrogant. If anything, he's a little shy.
A Shy?! Huh! You wouldn't say that if you'd seen him at Kyle's party!

CD4 16 See p. 85

CD4 17

1 In any relationship you have to be prepared to give and take. You can't have your own way all the time.
2 I didn't buy much at the mall. Just a few odds and ends for the kids. Socks for Ben and hairbands for Jane.
3 I don't want to hear any ifs or buts. Just finish the job today.
4 It's hard to explain the ins and outs of the rules of cricket. It's complicated.

5 A What did you get me for my birthday?
B You'll have to wait and see.
6 A Oh, no! The Burtons are coming for lunch! I hate their kids!
B I'm sorry, but you'll just have to grin and bear it. It's only for an hour or so.
7 OK, you can have it for $90. That's my final offer, take it or leave it.
8 Los Angeles has lots of problems, but by and large, it's a nice place to live.

CD4 18 See p. 160

CD4 19

Host

Hello and welcome to *Science for Life*, your weekly update on what's happening in the world of science. On today's program, we start with dreams, but not the age-old question of what they mean, but how we can influence them, and maybe make them sweeter. Our tech reporter, Grace Miller, investigates.

Reporter

The world of dreams has fascinated people for centuries. We now know that most of us dream several times a night, and of course some remember their dreams more clearly than others. But what if we could influence what we dream about and make them happier and always enjoyable? Is this "science fact" or "science fiction"? Well, it could become fact, thanks to a new app called *Dream:ON*. *Dream:ON* is the brainchild of psychologist, Richard Wiseman. It has already been downloaded by thousands of volunteers eager to find out if they can create the perfect dream.

So how does it work? Well, before going to sleep, you select from the app the type of dream you would like to have. Then you place your phone next to your head on the pillow. This is so that the app can monitor your sleep pattern. It monitors your movements until it senses that you are lying still. This indicates that you're in a period of REM (rapid eye movement) sleep, when dreaming is most likely to occur. It then quietly plays something called a "soundscape." This is a personalized series of sounds designed to help create your desired dream. It can be anything at all from birds singing and waves lapping on the shore, to city noises or the voices of celebrities. While the soundscape is playing, the app continues to monitor your movements and when the dream ends, it wakes you up with a gentle alarm and asks you to write a short description of your dream. The descriptions of the dreams are stored in a database called "Dream Bank" to allow Professor Wiseman to assess the effectiveness of the app and continue his research. The app also allows you to tag the friends who appeared in your dreams via Facebook and Twitter.

This all might be your dream come true, or your worst nightmare, but there is a serious side to it. A national sleep survey found that 21% of respondents had trouble sleeping and 15% suffered from unpleasant dreams. Professor Wiseman said, "Getting a good night's sleep and having pleasant dreams boosts people's productivity, and is essential for their psychological and physical wellbeing. Despite this, we know very little about how to influence dreams. This experiment aims to change that."

From some of the comments on Twitter, it looks like there have been mixed results, as you might expect. I haven't tried *Dream:ON* myself yet, but it's free to download, so I might just give it a try tonight.

Host

Well, it's thanks and sweet dreams to our reporter, Grace. We'll try and get an update on that research later in the year. Now moving away from dreams ...

CD4 20

1

Well, I tried it for a few nights last week, but it didn't seem to make much difference. Everything was more or less the same as before. To be honest, I'm a deep sleeper and I don't have many nightmares. I guess I'm lucky, but I don't tend to remember my dreams very clearly either.

2

What can I say other than, "It worked!" Maybe it was just a coincidence, so I guess I'll have to wait and see if it has any influence on my dreams in the future. The one that worked best was the "Ocean View" soundscape. I had this really vivid dream about swimming in beautiful clear water, really deep in the ocean, but without any breathing equipment. It was such a nice feeling when I woke up.

3

I tried it, but it didn't work because my battery ran out! I should have kept my phone charged all night. But to be honest, I'm not sure I'd bother trying it again. A friend recommended it, but she's really into dream analysis and all that. You know, I don't think there's an app good enough out there to give me my perfect dream!

4

Hmm, not sure about that. An app to control your dreams sounds weird. I wish developers would focus on software that really is useful. Like a map that has the correct streets in the correct place! Thousands of apps and I still have to ask for directions! It's time they stopped making silly software.

5

What an amazing idea! I've suffered from disrupted sleep and nightmares for a long time. I wish I'd heard about this app before. I'll certainly give it a try. Anything that can help redirect my dreams is worth a try. I have a recurring nightmare of being chased through a dark forest. I always wake up just before I'm caught, but I'm left feeling stressed and exhausted.

6

A dream control app? What a bunch of nonsense! All you need for a good night's sleep is peace and quiet, so turn your phone off! So many people are surrounded by technology 24/7, it's no wonder they can't unwind. Don't get me wrong, mobile technology is a useful tool, but you shouldn't let it rule every part of your life.

CD4 21

1 A I could kick myself. As soon as I'd handed it in, I remembered what the answer was.
B Oh, I hate it when that happens! But do you think you passed?
2 A Oh, I don't believe it! I've spent all morning trying to send this, and all I get is "Ooops! Your message wasn't sent. Try again later."
B What a pain! Have you tried calling the computer helpline?
3 A These instructions don't make any sense to me at all. If you can follow them, you're a genius.
B Don't ask me! This ready-to-assemble stuff is a nightmare! I had exactly the same trouble trying to put together a bedside table.
4 A It's not fair. I'd been looking forward to watching it all day and then the phone goes and rings!
B Typical! And who was it? Anyone interesting?
5 A How many times do I have to tell you? Take them off before you come into the house!
B Give me a break! I was in a hurry. Anyway, they're only a little bit muddy.
6 A This has gone way beyond a joke. You promised you'd deliver it by Tuesday at the latest. Now you're saying next month!
B I'm awfully sorry, sir. I'm afraid there's nothing I can do about it. It's out of my hands.
7 A I went away to think about it, and of course, when I went back it had been sold. I wish I'd just bought it then and there.
B Oh, too bad. It would have gone so well with your white jeans.
8 A What a waste of time! Ten minutes listening to music and "All our lines are busy. Thank you for waiting."
B I know, it drives me crazy. But worse still is that you never get to speak to a real person anyway!

UNIT 12

CD4 22

My grandfather, who's a widower, used to be a judge and when he retired the year before last, he decided to go on a cruise. He enjoyed the cruise very much. He sailed all around the world, and it sounded like a great experience. Anyway, the most interesting thing about this cruise was that he met an attractive widow. I think she's pretty rich, too. She comes from California. Well, my grandfather invited her to have dinner with him, and they got along really well with one another. And would you believe it, my grandfather fell in love? No kidding! He says you can find love at any age, and the next thing we knew he'd asked her to marry him. Apparently, they were married by the captain of the ship. It's so romantic. The whole family's amazed, but we're all very happy for him because he's been lonely since my grandmother died. I just hope I find love one day, like Grandpa.

CD4 23

1 I don't like cereal for breakfast.
2 Do any of your friends like dancing?
3 What are the people in your class like?
4 I just sent my nephew $25 for his birthday.
5 Did you know Bob's studying to be a veterinarian and he doesn't even like animals?
6 Isn't your mother Canadian?
7 What do you think the most important thing in life is?
8 I bet you've told lots of girls that you love them.
9 It's very nice of you to offer, but I can't take your car. You might want to use it this afternoon.
10 There was quite a crowd at your birthday party, wasn't there?

CD4 24

1 A I don't like cereal for breakfast.
B Well, would you like an egg? A boiled egg and some toast?
2 A Do any of your friends like dancing?
B What do you mean *any*? *All* my friends like dancing. We go every Saturday night.
3 A What are the people in your class like?
B They're great. Every person in my class is really friendly. We all get along really well together.
4 A I just sent my nephew $25 for his birthday.
B Well, I have five nieces, I gave $20 to each one for Valentine's Day. Cost me a fortune.
A I only have the one nephew right now. Thank goodness.
5 A Did you know Bob's studying to be a veterinarian and he doesn't even like animals?
B That's strange. Don't you think a love of animals is vital for a veterinarian?
A Yes, I do. I think it's because his mother is a veterinarian, and she wants Bob to take over her practice.
6 A Isn't your mother Canadian?
B In fact *both* my parents are Canadian. My father was born in Toronto, but he moved to New York City when he was eighteen.
7 A What do you think the most important thing in life is?
B I think love is everything. If you can find true love, you'll be happy forever.
8 A I bet you've told lots of girls that you love them.
B This time it's different. The love I have for you is forever. I've never felt like this before.
9 A It's very nice of you to offer, but I can't take your car. You might want to use it this afternoon.
B Look, I have two cars. Borrow either one. I don't mind. I probably won't be using either one anyway.
10 A There was quite a crowd at your birthday party, wasn't there?
B Yeah, it was great to see everyone, and I think they all had a good time.

CD4 25

1 What's that song you're singing?
2 Did you hear that storm in the middle of the night?
3 Mmm! These strawberries are delicious!
4 Take those dirty shoes off! I just washed the floor.
5 I can't stand this weather. It's really getting me down.
6 Who was that man you were talking to this morning?
7 Do you remember when we were young? Those were the days!
8 Children have no respect for authority these days, do they?

CD4 26

1 A What was the meal like?
B It was revolting, every bit as bad as you said it would be.
2 A Did you apologize to all the guests?
B Each and every one of them. I felt I had to.
3 A They didn't all pass, did they?
B All but three did. Seventeen out of twenty, that's not bad.
4 A Sorry, I only have a dollar on me.
B Don't worry. Every little bit helps, you know.
5 A When do you think you'll get there?
B If all goes well, we should be there about six.
6 A Do you want to stop for an iced coffee?
B If it's all the same to you, I'd rather not.

CD4 27

Dan

I'm 16 and these are supposed to be the best years of my life, but to be honest I can't wait for them to be over. I can't see the point of spending hours in the classroom finding out about rivers in China or the French Revolution. A friend of my dad's often says to me, "What are you doing with all your free time?" And I think, "What free time?" After school work, then homework, studying for tests and exams, plus my part-time job – I'm absolutely exhausted. I know you need to do all this if you want to get into college, but I'm not even sure that's for me. I haven't told my parents yet – it's their dream that I follow in my dad's footsteps as a lawyer. Basically, I can't think of anything more awful. Years of more studying, and debating details of the law just doesn't grab me. You see, what I really want to do is to be an actor one day. English and drama are my best subjects, and I'm always in the school plays. So, two more years of school, and then I'd need to get into a good college with a good drama department. But first I need to tell my parents I don't want to go into law. Somehow I don't think they're going to like it.

Abby

Mommy says it will be fun because there will be lots of other kids to play with. But I don't want to go. I want to stay at home with Mommy and Grandma.

Charlotte … that's my sister … goes there and she likes doing her work. But she's more older than me. She's seven and I'm only four. And … I got a kitten for my birthday, his name is Fluffy, and he'll miss me because we're always playing and things. I don't want to go at all.

Derek

So, it's my last week in the office. I've finally gotten used to the idea now, but when they told me I was on the list to be let go, it hit me like a ton of bricks. I've been here over 30 years. Still, I'm trying to see it as a new opportunity – not the easiest thing in your mid-fifties. I'm setting up a small business with a friend – furniture design. I've always made chairs, tables, and stuff as a hobby, so why not give it a try? You never know, we could be the next big thing.

Maria

I never thought this day would come. Twenty-three and I've just started my first real job – with my own desk, and phone, and even my name on the door! It's a shared office, of course, but you can't have everything! After being unemployed for two years since I graduated from college, it feels a little bit like a dream. I keep thinking the office manager is going to come over to my desk and say, "What are you doing here? You don't work for us." But it hasn't happened yet.

You know, I was so nervous on the first day that I didn't move from my desk all morning. Then my coworkers invited me to join them for lunch, which helped to break the ice. But it feels like there's so much to learn. My first big challenge is to present some design ideas for an advertising campaign. It's for laundry detergent of all things. I majored in fashion, so it isn't really my area, but a job's a job. I'm hoping that I can move back to the world of fashion once I get some work experience here. Ideally, I'd like to move out from my mom and dad's place soon, too. They've been so wonderful supporting me, but I really need to stand on my own two feet now.

Frances

I always think the word "retired" sounds so negative … like you're sitting passively in your armchair and waiting for someone to bring you a nice cup of tea! Yes, I gave up full-time work years ago, but I didn't give up on life! And since I stopped, I've been busier than ever. I really wanted the extra time I had to count for something. So many ladies of my age somehow … disappear. Oh, they go for lunch, or have their hair done, but they don't really do anything ambitious. Maybe I've been selfish, but I wanted to still have challenges and ambitions. So, my first challenge was to go traveling on my own. I started just in the US, in familiar territory, just around California and … and the Pacific Northwest. And then I got the bug, and I was off to South America and the Caribbean, and then Japan and Indonesia. All my life, I'd planned family vacations and gone on business trips with my ex-husband. I never realized what a chore it was until I went on my own. Oh, it's marvelous to be able to just wander around a city without worrying about other people – oh, heaven.

Nat and Louis

N Well, we picked up the keys yesterday, but we haven't moved all our stuff yet. We have all the basics in, you know, the beds, sofa, and chairs, …
L And the TV.
N Yes, Louis's flat-screen TV is definitely in place. But all our personal stuff is still in boxes. The thing is we've moved around so much since we got married, we've never been able to get things in their proper place. It's such a pain!
L That's right. We rented a tiny apartment when we first got married. Then when we had the twins in our late twenties, we couldn't afford a two-bedroom place, so we went to live with my mom for a while. That was great because she had a big old house with a huge yard, but then she had to downsize when she retired …
N Yeah, we thought about trying to rent again, but everything in our area was so expensive. In the end my parents said, "Just come and stay with us." So that's what we did so we could save to get a mortgage. But it took us a long time to get the deposit together. I never thought I'd have to wait until the age of 35 before I owned my own home.
L Nat, honey, we don't own it, the bank does.
N Yes, well, you know what I mean. Anyway, all I want to do is get all our odds and ends into the new place and make it feel like home. The twins are so excited.

CD4 28

1 A Ugh. I can't believe it. I failed again.
B Don't worry. You'll have better luck next time.
A But that was the second time.
B Well, maybe you'll pass next time. You know what they say – third time's a charm!

2 A Come on! Get up! Get a life!
B What do you mean?
A Well, it's high time you did something other than watch soap operas on TV all day.
B Like what?
A I don't know. Travel, see the world. Live life.
B Boring.
A Oh, I give up. Be a couch potato if that's what you want.

3 A Oh, no! We missed it. It must have left right on time.
B I thought we might just get it.
A What do we do now? There isn't another until 1 o'clock.
B That's nearly two hours to kill!
A More shopping?
B Not on your life. I'm shopped-out! Let's just get a coffee. There's a café near platform 1.

4 A How's it going?
B Well, they've finally finished, but not on time – almost four weeks late.
A And how much is it all going to cost?
B We haven't gotten the final bill yet.
A Well, you can bet your life it'll be more than they estimated.
B I know. We were going to have the kitchen decorated too, but enough's enough for the time being.
A Ahh.

5 A How come Dave has such a cushy life? He never seems to do any work.
B Didn't you know? He created some kind of app for cell phones, and he sold it for millions of dollars!
A You're kidding! I had no idea. I wish I had come up with a cool cell phone app.
B Me too, but that's life.

CD4 29 No Time To Think

by Paul Anthony

No time to think, no time for dreams
No time for anything it seems.
No time to stop, no time to waste,
No time for anything but haste.

No time to wonder at the snow,
No time to watch our children grow.
But time enough to race about
And time enough to scream and shout.

And time enough to rush, rush, rush,
And time enough to push, push, push.
But no time to care or to smile,
No time to ramble for a while.

No time to sit, no time to stand,
No time to shake you by the hand.
No time to stop, no time to blink
But most of all no time to think.

CD4 30

1 A Did you see the game last night?
B No, but apparently it was a good one. We won, didn't we?
A Actually, it was a tie, but it was really exciting.

2 A What do you think of Claire's new boyfriend?
B Personally, I can't stand him. I think he'll dump her like all the rest. However, that's her problem, not mine.
A Poor Claire! She always picks the wrong ones, doesn't she? Anyway, we'll find out soon enough.

3 A I don't know how you can afford to buy all those fabulous clothes!
B Hopefully, I'm going to get a bonus this month. My boss promised. After all, I did earn more than $100,000 for the company last year. So, basically, I deserve it.

4 A She said some terrible things to me. I hate her!
B All the same, I think you should apologize to her. If you ask me, you lose your temper too easily. You're being very childish. It's time you both grew up!
A What? I never thought I'd hear you speak to me like that.
B Honestly, I'm not taking sides. I just think you should make up.

5 A So, Billy. You say that this is the last album you're ever going to make?
B Definitely.
A But surely you realize how upset your fans are going to be?
B Obviously, I don't want to hurt anyone, but basically I'm fed up with pop music. I'd like to do something else. Ideally, I'd like to get into movies.

Grammar Reference

UNIT 1

1.1 The tense system

There are three classes of verbs in English: auxiliary verbs, modal verbs, and full verbs.

1 Auxiliary verbs

The auxiliary verbs are *be*, *do*, and *have*.

be

1 *Be* is used with verb + *-ing* to make continuous verb forms.
*You're **lying**.* (present)
*They **were reading**.* (past)
*I've **been swimming**.* (present perfect)
*We'll **be having** dinner at eight o'clock.* (future)
*You must **be joking**!* (base form)

2 *Be* is used with the past participle to make the passive.
*These books **are printed** in China.* (present)
*Where **were** you **born**?* (past)
*My phone's **been stolen**.* (present perfect)
*The city **had been destroyed**.* (past perfect)
*This work should **be done** soon.* (base form)

do

1 *Do/does/did* are used in the Simple Present and the Simple Past.
***Do** you live near here?* (question)
*She **doesn't** understand.* (negative)
*When **did** they arrive?* (question)

2 *Do/does/did* are used to express emphasis when there is no other auxiliary.
*I'm not interested in sports, but I **do** like tennis.*
*"If only she had a car!" "She **does** have a car!"*
*"Why didn't you tell me?" "I **did** tell you!"*

have

Have is used with the past participle to make Perfect verb forms.

***Have** you ever **tried** sushi?* (present)
*My car **had broken down** before.* (past)
*I'll **have finished** soon.* (future)
*I'd like **to have met** Napoleon.* (base form)
***Having had** lunch, we cleaned up.* (participle)

Other uses of auxiliary verbs

1 In tag questions.
*It's cold today, **isn't** it?*
*You don't know Amelia, **do** you?*
*You haven't been to China, **have** you?*

2 In short answers. *Yes* or *No* alone can sound abrupt.
*"Are you hungry?" "No, I'm **not**."*
*"Do you like jazz?" "Yes, I **do**."*
*"Did you have a nice meal?" "Yes, we **did**."*
*"Has she seen the mess?" "No, she **hasn't**."*

3 In reply questions. These are not real questions. They are used to show that the listener is paying attention and is interested. They are practiced on p. 25.
*"The restaurant was awful." "**Was it**? That's too bad."*
*"I love hamburgers." "**Do you**? I hate them."*
*"I've bought you a present." "**Have you**? How nice!"*

2 Modal auxiliary verbs

These are the modal auxiliary verbs.

can	could	may	might	will	would
should	must	ought to	need		

They are auxiliary verbs because they "help" other verbs. They are different from *be*, *do*, and *have* because they have their own meanings.

*He **must** be at least 70. (= probability)*
*You **must** try harder. (= obligation)*
***Can** you help me? (= request)*
*She **couldn't** have gotten my text. (= probability)*
I'll help you. (= willingness)

Modal auxiliary verbs are dealt with in Units 7 and 10.

3 Full verbs

Full verbs are all the other verbs in the language.

The verbs *be*, *do*, and *have* can also be used as full verbs with their own meanings.

*Have you **been** to school today?*
*I want **to be** an engineer.*
*I **do** a lot of business in Russia.*
*The vacation **did** us a lot of good.*
*They're **having** an argument.*
*Have you **had** enough to eat?*

1.2 English tense usage

English tenses have two elements of meaning: time and aspect.

Time

1 The time referred to is usually obvious from the context.
*English people **drink** tea.* (all time)
*Shh! I'm **watching** this program!* (now)
*I'll **see** you later.* (future)
*I **went** out with Jenny last night.* (past)

2 Sometimes a present tense form can refer to the future.
*I'm **going** out tonight.* (Present Continuous for near future)
*The train **leaves** at 10:00 tomorrow.* (Simple Present for a timetable)
*If you **see** Peter, say hello from me.* (Simple Present in a subordinate clause)

3 Sometimes a past tense form can refer to the present in meaning.
*I wish I **could** help you, but I can't.*

This use of unreal tense usage is dealt with in Unit 11.

The simple aspect

1 The simple aspect describes an action or fact that is seen to be complete or permanent, often an action or event that happens repeatedly and consistently.
*The sun **rises** in the east.* (= repeated)
*When I **finish**, I'll lend the book to you.* (= complete)
*She **has** red hair.* (= permanent)
*He always **wore** a suit.* (= a habit)
*It **rained** every day of our vacation.* (= the whole two weeks)
*This store **will close** at 7:00 this evening.* (= a fact)

2 Remember the verbs that rarely use the continuous aspect. This is because they express states that are seen to be permanent and not subject to frequent change.

Verbs of the mind	*know understand believe think mean*
Verbs of emotions	*love hate like prefer care*
Verbs of possession	*have own belong*
Certain other verbs	*cost need contain depend*

3 The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to "things done."
*She's **written** three letters this morning.*
*I **drink** ten cups of tea a day.*
*He **read** five books while he was on vacation.*

Simple tenses are dealt with further in Units 2, 3, and 5.

The continuous aspect

1 The continuous aspect expresses the ongoing nature of an activity. We are aware of the passing of time between the beginning and the end of the activity. The activity is not permanent.
*I'm **staying** with friends until I find an apartment.* (= temporary)
*What **are** you **doing** on your hands and knees?* (= in progress)
*I've **been learning** English for years.* (And I still am.)
*Don't call at 8:00. We'll **be eating**.* (= in progress)

2 Because the activity is seen in progress, it can be interrupted.
*We **were walking** across a field when we were attacked by a bull.*
*"**Am I disturbing** you?" "No. I'm just **doing** the dishes."*

3 The activity may not be complete.
*I **was writing** a report on the flight home.* (I didn't finish it.)
*He **was drowning**, but we saved him.* (He didn't die.)
*Who's **been drinking** my chai latte?* (There's some left.)

4 The action of some verbs, by definition, lasts a long time, for example, *live, work, play*. The continuous gives these actions limited duration and makes them temporary.
*Sergio **is living** in Seattle while he's **learning** English.*
*I'm **working** as a waiter until I go to college.*
*Italy **has been playing** well recently. Maybe they'll win the World Cup.*

5 The action of some other verbs lasts a short time, for example, *lose, break, cut, hit, crash*. They are often found in the simple aspect.
*I **lost** all my money.* *I've **crashed** your car. Sorry*
*She's **cut** her finger.* *He **hit** me.*
In the continuous, the action of these verbs seems longer or habitual.
*I've **been cutting** the grass.* (= for hours)
*He **was hitting** me.* (= again and again)

Note
We cannot say a sentence such as *~~I've been crashing your car~~ because it suggests an activity that was done deliberately and often.
Continuous tenses are dealt with further in Units 2, 3, and 5.

The perfect aspect

The perfect aspect expresses two ideas.

1 The action is completed before another time.
***Have** you ever **been** to the US?* (= some time before now)
*When I arrived, Peter **had left**.* (= some time before I arrived)
*I'll **have finished** the report by 10:00.* (= some time before then)

2 The exact time of the verb action is not important. The perfect aspect refers to indefinite time.
***Have** you **seen** my wallet anywhere? I've lost it.* (= before now)
*We'll **have arrived** by this evening.* (= before this evening)
The exception to this is the Past Perfect, which can refer to definite time.
*I recognized him immediately. I **had met** him **in 1992** at school.*

Perfect tenses are dealt with further in Units 2, 3, and 5.

Active and passive

1 Passive sentences move the focus of attention from the subject of an active sentence to the object.
***Shakespeare** wrote* Hamlet *in 1599.*
Hamlet, *one of the great tragedies, was written in 1599.*

2 In most cases, *by* and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.
Sushi is made with rice and fish.
This house was built in the 17th century.
The car will be cleaned before it's returned.

3 Sometimes we prefer to begin a sentence with what is known, and end a sentence with what is "new." In the passive, the "new" can be the agent of the active sentence.
*"What a lovely painting!" "Yes. It was painted by **Canaletto**."*

4 In informal language, we often use *you* or *they* to refer to people in general or to no one in particular. In this way we can avoid using the passive.
***You** can buy anything on the Internet.*
***They're** building a new airport soon.*

5 There are many past participles that are used more like adjectives.
*I'm very **impressed** by your work.*
*You must be **disappointed** with your test scores.*
*I'm **exhausted**! I've been on my feet all day.*

Passive sentences are dealt with further in Unit 3.

Introduction to the Present Perfect

1 Many languages have a past tense to refer to past time, and a present tense to refer to present time. English has these, too, but it also has the Present Perfect, which relates past actions to the present.

2 The use of the Simple Past roots an action in the past, with no explicit connection to the present. When we come across a verb in the Simple Past, we want to know *When*?

3 The use of the Present Perfect always has a link with the present. When we come across a verb in the Present Perfect, we want to know how this affects the situation now.

4 Compare these sentences.

*I **lived** in Rome.* (But not anymore.)
*I've **lived** in Rome, Paris, and New York.* (I know all these cities now.)
*I've **been living** in New York for ten years.* (And I'm living there now.)
*She's **been married** three times.* (She's still alive.)
*She **was married** three times.* (She's dead.)
***Did** you **see** the Renoir exhibition?* (It's finished now.)
***Have** you **seen** the Renoir exhibition?* (It's still on.)
***Did** you **see** that program on TV?* (I'm thinking of the one that was on last night.)
***Did** you **enjoy** the movie?* (Said as we're leaving the movie theater.)
***Have** you **enjoyed** the vacation?* (Said near the end of the vacation.)
*Where **have** I **put** my glasses?* (I want them now.)
*Where **did** I **put** my glasses?* (I had them a minute ago.)
*It **rained** yesterday.* (= past time)
*It's **been snowing**.* (There's snow still on the ground.)

Present Perfect and Continuous

See the introduction to the perfect aspect and the continuous aspect in Unit 1.

Present Perfect and Continuous have three main uses.

1 Unfinished past

The verb action began in the past and continues to the present. It possibly goes on into the future, as well.
*We've **lived** in this house for 20 years.*
*Sorry, I'm late. **Have** you **been waiting** long?*
*I've **been** a teacher for five years.*
*I've **been working** at the same school all that time.*

Notes

- There is sometimes little or no difference between the simple and the continuous.
  *I've **played**/I've **been playing** tennis since I was a kid.*
- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.
  *I've **been living** with a host family for six weeks.*
  *The castle **has stood** on the hill overlooking the water for centuries.*
- Certain verbs, by definition, suggest duration, for example, *wait, rain, snow, learn, sit, lie, play, stay*. They are often found in the continuous.
  *It's **been raining** all day.*
  *She's **been sitting** reading for hours.*
- Remember that state verbs rarely take the continuous.
  *I've **known** Joan for years.* ~~*I've been knowing~~
  *How long **have** you **had** that car?* ~~*have you been having~~
  *I've never **understood** why she likes him.* ~~*I've never been understanding~~

2 Present result

The verb action happened in the past, usually the recent past, and the results of the action are relevant now.

*You've **changed**. What **have** you **done** to yourself?*
*I've **lost** some weight.*
*I've **been doing** some exercise.*
*I'm covered in mud because I've **been gardening**.*

In this use, the simple emphasizes the completed action. The continuous emphasizes the repeated or ongoing activities over a period of time.

Notes

- Certain verbs, by definition, suggest a short action, for example, *start, find, lose, begin, stop, break, die, decide, cut*. They are more often found in the simple.
  *We've **decided** to get married.*
  *I've **broken** a tooth.*
  *I've **cut** my finger.*
  In the continuous, these verbs suggest a repeated activity.
  *I've **been cleaning** the house for days.*
  *You've **been losing** everything lately. What's the matter with you?*
  *I've **been chopping** wood.*
- The use of the simple suggests a completed action.
  *I've **painted** the bathroom.*
  The use of the continuous suggests a possibly incomplete action.
  *I'm tired because I've **been working**.* (Finished? Not finished?)
  *Someone's **been eating** my chocolate.* (There is some left.)
- The continuous can be found unqualified by any further information.
  *I'm wet because I've **been swimming**.*
  *We're tired because we've **been working**.*
  *"Why are you red?" "I've **been running**."*
  The simple sounds very wrong in this use.
  ~~*I've swum. *We've worked. *I've run~~
- Sometimes there is little difference between the Simple Past and the Present Perfect.
  *Where **did** you **put** my keys?*
  *Where **have** you **put** my keys?*

3 Indefinite past

The verb action happened at an unspecified time in the past. The actual time isn't important. We are focusing on the experience at some time in our life.

*Have you ever **had** a serious illness?*
*She's never **been** abroad.*

Note

- Notice these two sentences.
  *She's **been** to Spain. (At some time in her life.)*
  *She's **gone** to Spain. (And she's there now.)*
  The first is an example of indefinite past.
  The second is an example of present result.

Narrative tenses

Simple Past and Present Perfect

See the introduction to the perfect aspect and the simple aspect in Grammar Reference Unit 2. The Simple Past differs from all three uses of the Present Perfect.

1 The Simple Past refers to **finished past**.
*Shakespeare **wrote** plays.* (He's dead.)
*I've **written** short stories.* (I'm alive.)

2 There is **no present result**.
*I **hurt** my back.* (But it's better now.)
*I've **hurt** my back.* (And it hurts now.)

3 It refers to definite past.

	last night.
I saw him	***two weeks ago.***
	on Monday.
	at 8:00.

Compare this with the indefinite adverbials found with the Present Perfect.

I've seen him	***recently.***
	before.
	since January.
I haven't seen him	***yet.***
	for months.
I've	***never*** *seen him.*
	just

Note
Even when there is no past time adverbial, we can "build" a past time in our head.

***Did** you **have** a good vacation?* (The vacation's over. You're here now.)
*Thank you for dinner. It **was** delicious.* (The meal is finished.)
*Where **did** you **buy** that shirt?* (when you were out shopping the other day.)

Simple Past

The Simple Past is used:

1 to express a finished action in the past.
*Columbus **discovered** America in 1492.*

2 to express actions that follow each other in a story.
*I **heard** voices coming from downstairs, so I **put on** my bathrobe and **went** to investigate.*

3 to express a past state or habit.
*When I was a child, we **lived** in a small house by the ocean. Every day I **walked** for miles on the beach with my dog.*

This use is often expressed with *used to*.

*We **used to** live ... I **used to** walk ...*

See Unit 9 for more information on *used to*.
See Unit 11 for information on the Simple Past used for hypothesis.

Past Continuous

See the introduction to the continuous aspect in Grammar Reference Unit 2.
The Past Continuous is used:

1 to express an activity in progress before and probably after a time in the past.
*I called at 4:00, but there was no reply. What **were** you **doing**?*

2 to describe a past situation or activity.
*The cottage **was looking** so cozy. A fire **was burning** in the fireplace, music **was playing**, and from the kitchen **were coming** the most delicious smells.*

3 to express an interrupted past activity.
*I **was taking** a bath when the phone rang.*

4 to express an incomplete activity in the past.
*I **was reading** a book during the flight.* (But I didn't finish it.)
*I **watched** a movie during the flight.* (the whole movie)

5 to express an activity that was in progress at every moment during a period of time.
*I **was working** all day yesterday.*
*They **were fighting** throughout the entire vacation.*

Notes

- The Simple Past expresses past actions as simple, complete facts. The Past Continuous gives past activities time and duration.
  "What did you do last night?"
  *"I **stayed** at home and **watched** the basketball game."*
  "I called you last night, but there was no answer."
  *"Oh, I **was watching** the basketball game, and I didn't hear the phone. Sorry."*
- Notice how the questions in the Past Continuous and Simple Past refer to different times.
  When we arrived, Jan was ironing. She stopped ironing and made some coffee.
  *What **was** she **doing** when we arrived? She was ironing.*
  *What **did** she **do** when we arrived? She made some coffee.*

Past Perfect

See the introduction to the perfect aspect and the continuous aspect in Grammar Reference Unit 2.
The Past Perfect is used to look back to a time in the past and refer to an action that happened before then.

*She was crying because her dog **had died**.*
*I arrived to pick up Dave, but he **had** already **left**.*
*Keith was fed up. He'**d been looking** for a job for months, but he **hadn't found** anything.*

Notes

- The continuous refers to longer actions or repeated activities. The simple past tense refers to shorter, complete facts.
  *He'**d lost** his job and his wife **had left** him. Since then he'**d been sleeping** on the streets, and he **hadn't been eating** properly.*
- The Past Perfect can refer to definite as well as indefinite time.
  *I knew his face immediately. I'd first met him **in October 1993**.* (= definite)
  *I recognized her face. I'd seen her somewhere **before**.* (= indefinite)

Past Perfect and Simple Past

1 Verbs in the Simple Past tell a story in chronological order.
*John **worked** hard all day to prepare for the party. Everyone **had** a good time. Even the food **was** all right. Unfortunately, Andy **upset** Peter, so Peter **left** early. Pat **came** looking for Peter, but he **wasn't** there.*
*It **was** a great party. John **sat** and **looked** at all the mess. He **felt** tired. It **was** time for bed.*

2 By using the Past Perfect, the speaker or writer can tell a story in a different order.
*John sat and looked at all the mess. It **had been** a great party, and everyone **had had** a good time. Even the food **had been** all right. Unfortunately, Andy upset Peter, so Peter left early. Pat came looking for Peter, but he'**d** already **gone**.*
*John felt tired. He'**d been working** all day to prepare for the party. It was time for bed.*

Note
For reasons of style, it is not necessary to have every verb in the Past Perfect.
... Andy upset Peter ... Peter ***left*** *...*

Once the time of "past in the past" has been established, the Simple Past can be used as long as there is no ambiguity.

Time clauses

1 We can use time conjunctions to talk about two actions that happen one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used.
After ***I'd taken/took*** *a bath, I went to bed.*
As soon as the guests ***left/had left****, I started cleaning up.*
I sat outside until the sun ***had gone/went*** *down.*

2 The Past Perfect can help make the first action seem separate, independent of the second, or completed before the second action started.
When I ***had read*** *the paper, I threw it away.*
We stayed up until all the guests ***had gone****.*

3 Two verbs in the Simple Past can suggest that the first action led into the other, or that one caused the other to happen.
When I ***heard*** *the news, I* ***burst*** *out crying.*
As soon as the alarm ***went off****, I* ***got up****.*

4 The Past Perfect is more common with *when* because it is ambiguous. The other conjunctions are more specific, so the Past Perfect is not so essential.
As soon as all the guests ***left****, I cleaned up the house.*
Before I ***met*** *you, I didn't know the meaning of happiness.*
When I ***opened*** *the door, the cat jumped out.*
When ***I'd opened*** *the mail, I made another cup of tea.*
See Unit 11 for information on the Past Perfect used for hypothesis.

UNIT 4

4.1 Questions

Question forms

Notice these question forms.

- Subject questions with no auxiliary verb
  Who broke *the window?*
  What happens *at the end of the book?*
- Questions with prepositions at the end
  Who *is your email* ***from****?*
  What *are you talking* ***about****?*
- Question words + noun/adjective/adverb
  What kind *of music do you like?*
  How big *is their new house?*
  How fast *does your car go?*
- Other ways of asking *Why?*
  What *did you do that* ***for****?*
  How come *you got here before us?*
  How come ...? expresses surprise. Notice that there is no inversion and no *do/does/did* in this question form.

what and *which*

1 *What* and *which* are used with nouns to make questions.
What size *shoes do you wear?*
Which of these salsas *is the hottest?*

2 Sometimes there is no difference between questions with *what* and *which*.
What/Which *is the biggest city in your country?*
What/Which *channel is the game on?*

3 We use *which* when the speaker has a limited number of choices in mind.
There's a blue one and a red one. ***Which*** *do you want?*
We use *what* when the speaker is not thinking of a limited number of choices.
What *car do you drive?*

Asking for descriptions

1 *What is X like?* means *Give me some information about X because I don't know anything about it.*
What's *your car* ***like****?*
What *are your parents* ***like****?*

2 *How is X?* asks about a person's health and happiness.
How's *your mother these days?*
Sometimes both questions are possible. *What ... like?* asks for objective information. *How ...?* asks for a more personal reaction.
*"****What*** *was the party* ***like****?" "Noisy. Lots of people. It ended at three."*
*"****How*** *was the party?" "Amazing. I danced all night. Met tons of great people."*
How *was your journey?*
How's *your new job?*
How's *your meal?*

Indirect questions

There is no inversion and no *do/does/did* in indirect questions.

I wonder what she's doing. ~~*I wonder what is she doing.~~
I don't know where he lives. ~~*I don't know where does he live.~~
Tell me when the train leaves.
I didn't understand what she was saying.
I have no idea why he went to India.
I'm not sure where they live.
He doesn't know whether he's coming or going.

4.2 Negatives

Forming negatives

1 We make negatives by adding *not/n't* after the auxiliary verb. If there is no auxiliary verb, we add *do/does/did*.
I ***haven't*** *seen her for years.*
It ***wasn't*** *raining.*
You ***shouldn't*** *have gone to so much trouble.*
We ***don't*** *like big dogs.*
They ***didn't*** *want to go out.*

2 The verb *have*, as a main verb, has one form in the present.
I ***don't have*** *any money.*
And one in the past ...
I didn't have *any money.*

3 Infinitives and *-ing* forms can be negative.
We decided ***not to do*** *anything.*
I like ***not working****. It suits me.*

4 *Not* can go with other parts of a sentence.
Ask him, ***not me****.*
Buy me anything, but ***not perfume****.*

5 When we introduce negative ideas with verbs such as *think, believe, suppose,* and *imagine*, we make the first verb negative, not the second.
I ***don't think*** *you're right.* ~~*I think you aren't ...~~
I ***don't suppose*** *you want to play some tennis?*

6 In short answers, the following forms are possible.

	"I think so."
	"I believe so."
Are you coming?"	*"I hope so."*
	"I don't think so."
	"I hope not."

I think not is possible. ~~*I don't hope so~~ is not possible.

Negative questions

1 Negative questions can express various ideas.
*Haven't you **finished** school yet?* (surprise)
*Don't you **think** we should wait for them?* (suggestion)
*Wouldn't it **be** better to go tomorrow?* (persuasion)
*Can't you **see** I'm busy? Go away!* (criticism)
Isn't it a beautiful day! (exclamation)

2 In the main use of negative questions, the speaker would usually expect a positive situation, but now expresses a negative situation. The speaker therefore is surprised.
*Don't you **like** ice cream? Everyone likes ice cream!*
*Haven't you **done** your homework yet? What have you been doing?*

3 Negative questions can also be used to mean *Confirm what I think is true*. In this use it refers to a positive situation.
*Haven't I **met** you somewhere before?* (I'm sure I have.)
*Didn't we **speak** about this yesterday?* (I'm sure we did.)

4 The difference between the two uses can be seen clearly if we change them into sentences with tag questions.
*You **haven't** done your homework yet, **have you?*** (negative sentence, positive tag)
*We've met before, **haven't we?*** (positive sentence, negative tag)

UNIT 5

Introduction to future forms

There is no one future tense in English. Instead, there are several verb forms that can refer to future time. Sometimes, several forms are possible to express a similar meaning, but not always.

will for prediction

1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction – *at some time in the future this event will happen*. This use is uncolored by ideas such as intention, decision, arrangement, willingness, etc.
*I'll **be** 30 in a few days.*
*It **will be** cold and wet tomorrow, I'm afraid.*
*Who do you think **will win** the game?*
*You'll **feel** better if you take this medicine.*
*I'll **see** you later.*
This is the nearest English has to a neutral, pure future tense.

2 *Will* for a prediction can be based more on an opinion than a fact or evidence. It is often found with expressions such as *I think …, I hope …, I'm sure … .*
*I think the Democrats **will win** the next election.*
*I hope you'll **come** and visit me.*
*I'm sure you'll **pass** your exams.*

3 *Will* is common in the main clause when there is a subordinate clause with *if, when, before*, etc. Note that we don't use *will* in the subordinate clause.
*You'll **break** the glass **if** you aren't careful.*
***When** you're ready, we'll **start** the meeting.*
*I **won't go until** you arrive.*
***As soon as** Peter comes, we'll **have** lunch.*

going to for prediction

Going to can express a prediction based on a present fact. There is evidence now that something is sure to happen. We can see the future from the present.
*Careful! That glass **is going to fall** over. Too late!*
*Look at that blue sky! It's **going to be** a beautiful day.*

Notes

- Sometimes there is little or no difference between *will* and *going to*.
  *We'll **run*** *out of money if we aren't careful.*
  *We're **going to run***
- We use *going to* when we have physical evidence to support our prediction.
  *She's **going to have** a baby.* (Look at her bump.)
  *Dallas **is going to win**.* (It's 14–0, and there are only five minutes left.)
  *That glass **is going to fall**.* (It's rolling to the edge of the table.)
- We can use *will* when there is no such outside evidence. Our prediction is based on our own personal opinion. It can be more theoretical and abstract.
  *I'm sure you'll **have** a good time at the wedding.* (This is my opinion.)
  *I think Dallas **will win**.* (Said the day before the game.)
  *The glass **will break** if it falls.* (This is what happens to glasses that fall.)
- Compare the sentences.
  *I bet John **will be** home late. The traffic is always bad at this time.* (= my opinion)
  *John's **going to be** home late. He left a message on my voicemail.* (= a fact)
  *Don't lend Keith your car. He'll **crash** it.* (= a theoretical prediction)
  *Look out! We're **going to crash**!* (= a prediction based on evidence)

Decisions and intentions – *will* and *going to*

1 *Will* is used to express a decision or intention made at the moment of speaking.
*I'll **call** you back in a minute.*
*Give me a call some time. We'll **go** out together.*
*"The phone's ringing." "I'll **get** it."*

2 *Going to* is used to express a future plan, decision, or intention made before the moment of speaking.
*When she grows up, she's **going to be** a ballet dancer.*
*We're **going to get** married in the spring.*

Other uses of *will*

1 *Will* as a prediction is an auxiliary verb that simply shows future time. The word itself has no real meaning.
*Tomorrow **will be** cold and windy.*

2 *Will* is also a modal auxiliary verb, and so it can express a variety of meanings. The meaning often depends on the meaning of the main verb.
*I'll **help** you carry those bags.* (= offer)
*Will you **marry** me?* (= willingness)
*Will you **open** the window?* (= request)
*My car **won't start**.* (= refusal)
*I'll **love** you for ever.* (= promise)

Present Continuous for arrangements

1 The Present Continuous is used to express personal arrangements and fixed plans, especially when the time and place have been decided. A present tense is used because there is some reality in the present. The event is planned or decided, and we can see it coming. The event is usually in the near future.

*I'm **having** lunch with Brian tomorrow.*
*What time **are** you **meeting** him?*
*Where **are** you **having** lunch?*
*What **are** you **doing** tonight?*

2 The Present Continuous for future is often used with verbs of movement and activity.

*Are you **coming** to the concert tonight?*
*I'm **meeting** the director tomorrow.*
*We're **playing** tennis this afternoon.*

3 The Present Continuous is used to refer to arrangements between people. It is not used to refer to events that people can't control.

*It's going to rain this afternoon. *~~It's raining this afternoon.~~*
*The sun rises at 5:30 tomorrow. *~~The sun is rising ...~~*

Notes

- Sometimes there is little or no difference between the Present Continuous and *going to* to refer to the future.

  *We're **seeing*** Hamlet *at the theater tonight.*
  *We're **going to see***

- When there is a difference, the Present Continuous emphasizes an arrangement with some reality in the present; *going to* expresses a person's intentions.

  *I'm **seeing** my girlfriend tonight.*
  *I'm **going** to ask her to marry me. *~~I'm asking ...~~*
  *What **are** you **doing** this weekend?*
  *What **are** you **going to do** about the broken toilet?* (= What have you decided to do?)

Simple Present for timetables

1 The Simple Present refers to a future event that is seen as unalterable because it is based on a timetable or calendar.

*My flight **leaves** at 10:00.*
*Classes **start** on April 4.*
*What time **does** the movie **start?***
It's my birthday tomorrow.

2 It is used in subordinate clauses introduced by conjunctions such as *if, when, before, as soon as, unless,* etc.

*We'll have a picnic if the weather **stays** nice.*
*When I **get** home, I'll make dinner.*
*I'll leave as soon as it **stops** raining.*

Future Continuous

1 The Future Continuous expresses an activity that will be in progress before and after a time in the future.

*Don't call at 6:00. We'll **be having** dinner.*
*This time tomorrow I'll **be flying** to New York.*

2 The Future Continuous is used to refer to a future event that will happen in the natural course of events. This use is uncolored by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.

*Don't worry about our guests. They'll **be arriving** any minute now.*
*We'll **be going** right back to the game after the break.* (said on TV)

Future Perfect

The Future Perfect refers to an action that will be completed before a definite time in the future. It is not a very common verb form.

*I'll **have done** all my work by this evening.*

UNIT 6

Expressing quantity

Quantifiers

1 The following can be used before a noun.

some/any	much/many	each/every	more/most	a little/little	
a few/few	both	fewer/less	several	all/no	enough

With count nouns only	With noncount nouns only	With singular count nouns only
(not) many cookies a few cars very few trees fewer books several answers	(not) much luck a little cheese very little experience less time	each boy every time
		With plural count nouns only
		both parents
With both count and noncount nouns		
some money some eggs (not) any water (not) any friends	more/most apple cider more/most people all/no work all/no children	enough food enough apples

2 Most of the quantifiers can be used without a noun. *No, all, every,* and *each* cannot.

Do you have any money?	***Not much/a little/enough.***
Are there any eggs?	***A few/not many.***
Have some apple cider.	*I don't want **any**.*
How many people came?	*Very **few**.*
Have some more tea.	*I have **some**.*
Did Ann or Sam go?	***Both**.*

3 Most of the quantifiers can be used with *of + the/my/those,* etc. + noun. *No* and *every* cannot.

*They took **all of my money**.*
*Take **a few of these pills**.*
***Some of the people** at the party started dancing.*
*Were **any of my friends** at the party?*
*Very **few of my friends** live with their parents.*
*Not **much of the food** was left.*
*I've missed too **many of my French classes**.*
*I couldn't answer **several of the questions**.*
*I'll have **a little of the strawberry cake**, please.*
***Both of my children** are smart.*
*I feel tired **most of the time**.*
*I've had **enough of your jokes**.*

4 For *no* and *every,* we use *none* and *every one* or *all.*

***None of the audience** was listening.*
***All of the hotels** were booked.*

In formal, written English, *none* is followed by a singular form of the verb.

***None** of the guests **has** arrived yet.*

But in informal English, a plural verb is possible.

***None** of my friends **live** with their parents.*
***None** of the lights **are** working.*

Note

When we use *none* with a plural noun or pronoun, the verb can be singular or plural. Grammatically, it should be singular, but people often use the plural when they speak.

*None of my friends **is** coming.*
*None of my friends **are** coming.*

some, any, somebody, anything

1 The basic rule is that *some* and its compounds are used in affirmative sentences, and *any* and its compounds in negatives and questions.
*I need **some** help.*
*I need **somebody** to help me.*
*Give me **something** for my headache.*
*I don't need **any** help.*
*We can't go **anywhere** without being recognized.*
*Is there **any** sugar left?*
*Did **anyone** remember to buy milk?*

2 *Some* and its compounds are used in requests or invitations, or when we expect the answer "yes."
*Do you have **some** money you could lend me?*
*Would you like **something** to eat?*
*Can we go **somewhere** quiet to talk?*

3 *Any* and its compounds are used in affirmative sentences that have a negative meaning.
*He **never** has **any** money.*
*You made **hardly any** mistakes.*
*I made the cake myself **without any** help.*

4 *Any* and its compounds are used to express *It doesn't matter which/who/where.*
*Take **any book** you like. I don't mind.*
***Anyone** will tell you 2 plus 2 is 4.*
*Sit **anywhere** you like.*
*I eat **anything**. I'm not picky.*

nobody, no one, nowhere, nothing

1 These are more emphatic forms.
*I saw **nobody** all weekend.*
*I've eaten **nothing** all day.*

2 They can be used at the beginning of sentences.
***No one** was saved.*
***Nobody** understands me.*
***Nowhere** is safe anymore.*

much, many, a lot of, lots of, a great deal of, a large number of, plenty of

1 *Much* and *many* are usually used in questions and negatives.
*How **much** does it cost?*
*How **many** people came to the party?*
*Is there **much** unemployment in your country?*
*I don't have **much** money.*
*Will there be **many** people there?*
*You don't see **many** snakes in this area.*

2 We find *much* and *many* in affirmative sentences after *so, as,* and *too.*
*He has **so much** money that he doesn't know what to do with it.*
*She has almost as **many** Facebook friends as I have.*
*You make **too many** mistakes. Be careful.*

3 In affirmative sentences, the following forms are found.
Spoken/informal
*There'll be **plenty of food/people**.* (noncount and count)
*We have **lots of time/friends**.* (noncount and count)
*I lost **a lot of my furniture/things**.* (noncount and count)
Written/more formal
***A great deal of money** was lost during the strike.* (noncount)
***A large number of strikes** are caused by bad management.* (count)
***Many world leaders** are young.* (count)
***Much time** is wasted in trivial pursuits.* (noncount)

4 These forms are found without nouns.
*"Do you have enough socks?" "**Lots**."*
*"How many people were there?" "**A lot**."*
*Don't worry about food. We have **plenty**.*

little/few/less/fewer

1 *A little* and *a few* express a small amount or number in a positive way. Although there is only a little, it is probably enough.
*Can you lend me **a little sugar**?*
***A few friends** are coming over tonight.*

2 *Little* and *few* express a small amount in a negative way. There is not enough.
***Very few people** passed the exam.*
*There's **very little milk** left.*

3 *Fewer* is the comparative of *few; less* is the comparative of *little.*
***Fewer people** use snail mail these days.* (= count noun)
*I spend **less and less time** doing what I want to.* (= noncount noun)
It is becoming more common to find *less* with a count noun. Many people think that this is incorrect and sounds terrible.
~~*Less people use snail mail.~~
~~*You should invite less people next time.~~

all

1 We do not usually use *all* to mean *everybody/everyone/everything.*
***Everybody** had a good time.*
***Everything** was ruined in the fire.*
*I said hello to **everyone**.*
But if *all* is followed by a relative clause, it can mean *everything.*
***All** (that) I own is yours.*
*I spend **all** I earn.*
This structure can have a negative meaning, expressing ideas such as *nothing more* or *only this.*
***All I want** is a place to sleep.*
***All I had** was a cup of coffee and some toast.*
***All that happened** was that he dropped a glass, and she cleaned it up.*

2 Before a noun with a determiner (for example *the, my, this*) both *all* and *all of* are possible.
*You eat **all (of) the time**.*
***All (of) my friends** are coming tonight.*
Before a noun with no determiner, we use *all.*
***All people** are born equal.*

3 With personal pronouns, we use *all of.*
***All of you** passed. Good job!*
*I don't need these books. You can have **all of them**.*

Introduction to modal auxiliary verbs

1 These are the modal auxiliary verbs.

can	could	may	might	should
will	would	must	ought to	

They are used with great frequency and with a wide range of meanings. They express ideas such as willingness and ability, permission and refusal, obligation and prohibition, suggestion, necessity, promise, and intention. All modal auxiliary verbs can express degrees of certainty, probability, or possibility.

2 They have several characteristics.

- There is no *-s* in the third person.
  He can swim.
  She must go.
- There is no *do/does* in the question.
  May I ask a question?
  Should we go?
- There is no *don't/doesn't* in the negative.
  You shouldn't tell lies.
  You won't believe this.
- They are followed by a verb in the base form. The exception is *ought to*.
  It might ***rain.***
  Could you ***help?***
  We ought ***to be*** *on our way.*
- They don't really have past forms, base forms, or *-ing* forms. Other verbs are used instead.
  I ***had*** *to work hard when I was young.*
  I'd love to ***be able to*** *ski.*
  I hate ***having*** *to get up in the morning.*
- They can be used with perfect verbs in the base form to refer to the past. For more information, see Grammar Reference Unit 10.
  You should ***have told*** *me that you can't swim.*
  You might ***have drowned!***
  She must ***have been*** *crazy to marry him.*

Modal auxiliary verbs of probability, present and future

The main modal auxiliary verbs that express probability are described here in order of certainty. *Will* is the most certain, and *might/could* are the least certain.

will

Will and *won't* are used to predict a future action. The truth or certainty of what is asserted is more or less taken for granted.

I'll see *you later.*
His latest book ***will be*** *out next month.*

must and *can't*

1 *Must* is used to assert what we infer or conclude to be the most logical or rational interpretation of a situation. We do not have all the facts, so it is less certain than *will*.
You say he walked across the Sahara Desert! He ***must be*** *crazy!*
You ***must be*** *tired. That was a long walk!*

2 The negative of this use is *can't*.
She ***can't have*** *a ten-year-old daughter! She's only 21 herself.*
"Whose is this coat?" "It ***can't be*** *Mary's. It's too big."*

should

1 *Should* expresses what may reasonably be expected to happen. Expectation means believing that things are or will be as we want them to be. This use of *should* has the idea of *if everything has gone according to plan*.
Our guests ***should be*** *here soon* (if they haven't gotten lost).
This homework ***shouldn't take*** *you too long* (if you've understood what you have to do).
We ***should be moving*** *into our new house soon* (as long as nothing goes wrong).

2 *Should* in this use has the idea that we want the action to happen. It is not used to express negative or unpleasant ideas.
You ***should pass*** *the exam. You've worked hard.*
*~~*You should fail the exam.~~ You haven't done any work at all.*
We would say … *I don't think you'll pass the exam.*

may and *might*

1 *May* expresses the possibility that an event will happen or is happening.
We ***may go*** *to Greece this year. We haven't decided yet.*
"Where's Ann?" "She ***may be taking*** *a shower, I don't know."*

2 *Might* is more tentative and slightly less certain than *may*.
It ***might rain.*** *Take your umbrella.*
"Where's Peter?" "He ***might be*** *upstairs. There's a light on."*

3 Learners of English often express these concepts of future possibility with *perhaps* or *maybe … will* and so avoid using *may* and *might*. However, these are widely used by native speakers, and you should try to use them.

could

1 *Could* has a similar meaning to *might*.
You ***could be*** *right. I'm not sure.*
That movie ***could be*** *worth seeing. It got good reviews.*

2 *Couldn't* is not used to express a future possibility. The negative of *could* in this use is *might not*.
You ***might not be*** *right.*
That movie ***might not be*** *any good.*

3 *Couldn't* has a similar meaning to *can't* above, only slightly weaker.
She ***couldn't have*** *a ten-year-old daughter! She's only 21 herself.*

Related verbs

Here are some related verb forms that express probability.

William's super smart. He's ***bound to pass*** *the exam.*
We're having a picnic tomorrow, so it's ***bound to rain.***
You're ***likely to find*** *life very different when you live in China.*
Are you likely to come across *Judith while you're in Oxford?*

Other uses of modal auxiliary verbs and related verbs

Here is some further information about modal auxiliary verbs, but it is by no means complete. See a grammar book for more details.

Ability

1 *Can* expresses ability. The past is expressed by *could*.
*I **can** speak three languages.*
*I **could** swim when I was three.*

2 Other forms are provided by *be able to*.
*I've never **been able to** understand her.* (Present Perfect)
*I'd love to **be able to** drive.* (infinitive)
***Being able to** drive has transformed my life.* (*-ing* form)
*You'll **be able to** walk again soon.* (future)

3 To express a fulfilled ability on one particular occasion in the past, *could* is not used. Instead, we use *was able to* or *managed to*.
*She **was able to** survive by clinging onto the wrecked boat.*
*The prisoner **managed to** escape by climbing onto the roof.*

Advice

1 *Should* and *ought to* express mild obligation or advice. *Should* is much more common.
*You **should** go to bed. You look very tired.*
*You **ought to** take things easier.*

2 We use *had better* to give strong advice, or to tell people what to do. There can be an element of threat – "If you don't do this, something bad will happen."
*You'd **better** get a haircut before the interview. (If you don't, you won't get the job.)*
*I'm late. I'd **better** get moving. (If I don't, I'll be in trouble.)*

Note
The form is always past (*had*), but it refers to the immediate future.
*She'd **better** start studying. Final exams are next week.*

Obligation

1 *Must* expresses strong obligation. Other verb forms are provided by *have to*.
*You **must** try harder!*
*You **must not** hit your baby brother.*
*What time **do** you **have to** start work?*
*I **had to** work hard to pass my exams.* (Simple Past)
*You'll **have to** do this exercise again.* (future)
*We might **have to** make some changes to the schedule.* (infinitive)
*She's **never had to** do a single day's work in her life.* (Present Perfect)
*I hate **having to** get up early.* (*-ing* form)

2 *Must* expresses the opinion of the speaker.
*I **must** get my hair cut. (I am telling myself.)*
*You **must** do this again. (Teacher to student)*
Must is associated with a more formal, written style.
*Candidates **must** answer three questions.* (On an exam)
*Books **must** be returned by the end of the week.* (Instructions in a library)

3 *Have to* expresses a general obligation based on a law or rule, or based on the authority of another person.
*Children **have to** go to school until they're 16. (It's the law.)*
*Mom says you **have to** clean your room.*

4 *Must not* expresses negative obligation. *Don't have to* expresses the absence of obligation.
*You **must not** steal. It's against the law.*
*You **don't have to** go to the US in order to learn English.*

5 *Have got to* is more informal than *have to*.
*I've **got to** go now. See you later!*
*Don't stay up late tonight. We've **got to** get up early tomorrow.*

6 Here are some related verb forms that express obligation.
*Visitors **are required to** have a visa.*
*When you're 21, you're **supposed to** take responsibility for yourself.*
*You **aren't supposed to** park in a no-parking zone.*
*You **need to** think carefully before you make a decision.*
*He **doesn't need to** work. He's a millionaire.*

Permission

1 *May*, *can*, and *could* are used to ask for permission.
***May** I ask you a question?*
***May** I use your phone?*
***Can/Could** I go home? I don't feel well.*
***Can/Could** I borrow your car tonight?*

2 *May* is used to give permission, but it sounds very formal. *Can* and *can't* are more common.
*You **can** use a dictionary for this exam.*
*You **can't** stay up till midnight. You're only five.*
*You **can't** text while driving. It's forbidden.*

3 To talk about permission generally, or permission in the past, we use *can*, *could*, or *be allowed to*.
*Children **can/are allowed to** do what they want these days.*
*I **couldn't/wasn't allowed to** go out on my own until I was 18.*

4 Here are some related verb forms that express permission.
*Passengers **are not permitted to** use mobile devices.*
*My parents **don't allow** me **to** ...*
*I'm **not allowed to** stay out late.*
*My parents **don't let** me ...*
Note that this sentence with *let* is not possible in the passive.
~~*I'm not let ...~~

Willingness and refusal

1 *Will* expresses willingness. *Won't* expresses a refusal by either people or things.
I'll help you.
*She says she **won't** get up until she's had breakfast in bed.*
*The car **won't** start.*

2 The past is expressed by *wouldn't*.
*My boss said she **wouldn't** give me a promotion. I'm going to look for another job.*

Requests

Several modal verbs express a request.
***Can/Could/Will/Would** you do me a favor?*
***Can/Could** I open the window?*

Modal verbs are also dealt with in Units 9, 10, and 11.

8.1 Introduction to relative clauses

It is important to understand the difference between two kinds of relative clauses.

1 Defining relative (DR) clauses qualify a noun, and tell us exactly which person or thing is being referred to.
She likes people ***who are fun to be with.***
Politicians ***who tell lies*** *are odious.*
A key fob is a thing ***you use to unlock or start a car.***
She likes people on its own doesn't mean very much; we need to know which people she likes.
Who tell lies tells us exactly which politicians are odious. Without it, the speaker is saying that all politicians are odious.
A key fob is a thing doesn't make sense on its own.

2 Non-defining relative (NDR) clauses add secondary information to a sentence, almost as an afterthought.
My friend Andrew, ***who is Canadian,*** *plays the guitar.*
Politicians, ***who tell lies,*** *are odious.*
My favorite building is Durham Cathedral, ***which took over 200 years to build.***
My friend Andrew is clearly defined. We don't need to know which Andrew is being discussed. The clause *who is Canadian* gives us extra information about him.
The clause *who tell lies* suggests that all politicians tell lies. It isn't necessary to identify only those that deceive – they all do!
My favorite building is clearly defined. The following clause simply tells us something extra.

3 DR clauses are much more common in the spoken language, and NDR clauses are more common in the written language. In the spoken language, we can avoid a NDR clause.
My friend Andrew plays the guitar. He's Canadian, by the way.

4 When we speak, there is no pause before or after a DR clause, and no commas when we write. With NDR clauses, there are commas before and after, and pauses when we speak.
I like the things you say to me. (No commas, no pauses)
My aunt (pause), *who has been a widow for 20 years* (pause), *loves traveling.*

Defining relative clauses

1 Notice how we can leave out the relative pronoun if it is the object of the relative clause. This is very common.
Pronoun left out
Did you like the present ( ) I gave you?
Who was that man ( ) you were talking to?
The thing ( ) I like about Dave is his sense of humor.

2 We cannot leave out the pronoun if it is the subject of the clause.
Pronoun not left out
I met a man ***who*** *works in advertising.*
I'll lend you the book ***that*** *changed my life.*
The thing ***that*** *helped me most was knowing I wasn't alone.*

3 Here are the possible pronouns. The words in parentheses are possible, but not as common. ( ) means "nothing."

	Person	Thing
Subject	who (that)	that (which)
Object	( ) (that)	( ) (that)

Notes

- *That* is preferred to *which* after superlatives, and words such as *all, every(thing), some(thing), any(thing),* and *only.*
That's the ***funniest*** *movie* ***that*** *was ever made.*
All that*'s left is a few slices of pizza.*
Give me ***something that****'ll take away the pain.*
He's good at ***any*** *sport* ***that*** *is played with a ball.*
The ***only*** *thing* ***that****'ll help you is rest.*
- *That* is also preferred after *it is ...*
It is *a movie* ***that*** *will be very popular.*
- Prepositions usually come at the end of the relative clause.
Come and meet the people I work ***with.***
This is the book I was telling you ***about.***
She's a friend I can always rely ***on.***

Non-defining relative clauses

1 Relative pronouns cannot be left out of NDR clauses.
Relative pronoun as subject
Paul Jennings, ***who*** *has written several books, addressed the meeting.*
His last book, ***which*** *received a lot of praise, has been a great success.*
Relative pronoun as object
Paul Jennings, ***who*** *I knew in college, addressed the meeting.*
His last book, ***which*** *I couldn't understand at all, has been a great success.*

2 Look at the possible pronouns. *Whom* is possible, but not as common.

	Person	Thing
Subject	... , who ... ,	... , which ... ,
Object	... , who (whom) ... ,	... , which ... ,

Note
Prepositions can come at the end of the clause.
He talked about theories of market forces, which I'd never even heard ***of.***
In a more formal written style, prepositions come before the pronoun.
The privatization of railways, ***to which*** *the present government is committed, is not universally popular.*

Which

Which can be used in NDR clauses to refer to the whole of the sentence before.
She arrived on time, ***which*** *amazed everybody.*
He spent all his money on expensive shoes, ***which*** *I thought was ridiculous.*
The coffee machine isn't working, ***which*** *means we can't have any coffee.*

Whose

Whose can be used in both DR clauses and NDR clauses.
That's the woman ***whose son was killed recently.***
My parents, ***whose only interest is gardening,*** *never go away on vacation.*

What

What is used in DR clauses to mean *the thing that.*
Did she tell you ***what****'s worrying her?*
What *I need to know is where we're meeting.*

Why, when, where

1 *Why* can be used in DR clauses to mean *the reason why.*
I don't know ***why*** *we're arguing.*

2 *When* and *where* can be used in DR clauses and NDR clauses.
Tell me ***when*** *you expect to arrive.*
The hotel ***where*** *we stayed was excellent.*
We go walking on Mondays, ***when*** *the rest of the world is working.*
He works in Denver, ***where*** *my sister lives.*

8.2 Participles

1 When present participles (*-ing*) are used like adjectives or adverbs, they are active in meaning.
*Modern art is **interesting**.*
*Pour **boiling** water over the oatmeal.*
*She sat in the corner **crying**.*

2 When past participles (usually *-ed*) are used like adjectives or adverbs, they are passive in meaning.
*I'm **interested** in modern art.*
*Look at that **broken** doll.*
*He sat in his chair, **filled** with horror at what he had just seen.*

3 Participles after a noun define and identify in the same way as relative clauses.
*I met a woman **riding** a donkey.* (= who was riding ...)
*The car **stolen** at night was later found abandoned.* (= that was stolen ...)

4 Participles can be used as adverbs. They can describe:

- two actions happening at the same time.
  *She sat by the fire **reading** a book.*
- two actions that happen one after another.
  ***Opening** his briefcase, he took out a tablet.*
  If it is important to show that the first action is completed before the second action begins, we use the perfect participle.
  ***Having finished** lunch, we set off on our walk.*
  ***Having taken** a shower, she got dressed.*
- two actions that happen one because of another.
  ***Being** cheap, he never bought anyone a birthday present.*
  ***Not knowing** what to do, I waited patiently.*

5 Many verbs are followed by *-ing* forms.
*I **spent** my vacation **reading**.*
*Don't **waste** time **thinking** about the past.*
*Let's **go swimming**.*
*He **keeps on asking** me to go out with him.*

UNIT 9

Expressing habit

Simple Present

1 Adverbs of frequency come before the main verb, but after the verb *to be*.
*We **hardly** ever go out.*
*She **frequently** forgets what she's doing.*
*We don't **usually** eat fish.*
*I **rarely** see Peter these days.*
*We are **seldom** at home in the evening.*
*Is he **normally** so bad-tempered?*

2 *Sometimes*, *usually*, and *occasionally* can come at the beginning or the end of a sentence.
***Sometimes** we play cards.*
*We go to the movies **occasionally**.*
The other adverbs of frequency don't usually move in this way.
~~*Always I have tea in the morning.~~

Present Continuous

1 The Present Continuous can be used to express a habit that happens often and perhaps unexpectedly. It happens more than is usual.
*I like Peter. He's always **smiling**.*
*She's always **giving** people presents.*

2 However, there is often an element of criticism with this structure. Compare these sentences said by a teacher.
*Pedro always **asks** questions in class.* (This is a fact.)
*Pedro **is always asking** questions in class.* (This annoys the teacher.)

3 There is usually an adverb of frequency with this use.
***I'm always losing** my keys.*
***She's forever leaving** the front door unlocked.*

will and *would*

1 *Will* and *would* express typical behavior. They describe both pleasant and unpleasant habits.
He'll sit at his computer for hours on end.
She'd spend all day long gossiping with the neighbors.
Would cannot be used to express a state.
~~*He'd live in a large house.~~

2 *Will* and *would*, when decontracted and stressed, express an annoying habit or action.
*He **WILL** eat all the leftover pizza when he comes home. Trust me!*
*She **WOULD** make us wash in ice-cold water.*

used to + base form

1 This structure expresses a past action and/or a state. It has no present equivalent.
*When I was a child, we **used to** go on vacation to the ocean.* (action)
*He **used to** live in a large house.* (state)

2 Notice the negative and the question.
*Where **did** you **use to** go?*
*We **didn't use to** do anything interesting.*

3 We cannot use *used to* with a time reference + a number.
~~*We used to take a vacation there for 10 years/three times.~~
But ...
*We **used to** go there every year.*
In a narrative, when expressing a series of past actions, it is common to begin with *used to*, and then continue with *would*, for reasons of style.
*When I was a child, we **used to** go on vacation to the ocean. We'd **play** on the beach, and then we'd **eat** at a small café for lunch.*

be/get used to + noun + *-ing* form

1 This is totally different from *used to* + base form. It expresses an action that was difficult, strange, or unusual before, but is no longer so. Here, *used* is an adjective, and it means *familiar with*.
*I found it difficult to get around New York City when I first came, but **I'm used to it** now.*
***I'm used to getting** around New York City by subway.*

2 Notice the use of *get* to express the process of change.
***I'm getting used to** the climate.*
*Don't worry. You'll **get used to** eating with chopsticks.*

UNIT 10

Modal auxiliary verbs 2

Modal auxiliary verbs of probability in the past

1 They express varying degrees of certainty. *Must have* is the most certain, and *might/may/could have* is the least certain.
*It **must have been** a good party. Everyone stayed late.*
*The music **can't have been** any good. Nobody danced.*
*Where's Pete? He **should have been** here hours ago!*
*He **may have gotten** lost.*
*He **might have decided** not to come.*
*He **could have had** an accident.*

2 *Would have thought* is common to express an assumption or supposition.
*I'd **have thought** they'd be here by now. Where are they?*
*You'd **have thought** she'd remember my birthday, wouldn't you?*
*Wouldn't you **have thought** they'd call if there was a problem?*

Other uses of modal verbs in the past

should have done

1 *Should have done* can express advice or criticism about a past event. The sentence expresses what is contrary to the facts.
*You **should have listened** to my advice.* (You didn't listen.)
*I **shouldn't have lied** to you. I'm sorry.* (I did lie.)
*You **shouldn't have told** her you hated her.* (You did tell her.)

2 Look at these sentences.
*You **should have been** here yesterday!*
*You **should have seen** his face!*
Should have done is used here for comic effect. The suggestion is because it was so funny!

could have done

1 *Could have done* is used to express an unrealized past ability. Someone was able to do something in the past, but didn't do it.
*I **could have gone** to college, but I didn't want to.*
*We **could have won** the game. We didn't try hard enough.*
*I **could have told** you that Chris wouldn't come. He hates parties.*

2 It is used to express a past possibility that didn't happen.
*You fool! You **could have killed** yourself!*
*We were lucky. We **could have been caught** in that traffic jam.*
*When I took the burnt meal out of the oven, I **could have cried**!*

3 It is used to criticize people for not doing things.
*You **could have told** me that Sue and Jim had broken up!*
*I've been cleaning the house for hours. You **could** at least **have done** your bedroom!*

might have done

1 The above use of *could have done* can also be expressed with *might have done*.
*You **might have helped** instead of just sitting on your backside!*

2 *I might have known/guessed that ...* is used to introduce a typical action of someone or something.
*I **might have known** that Peter would be late. He's always late.*
*The car won't start. I **might have guessed** that would happen.*

UNIT 11

Hypothesizing

First and second conditionals

1 First conditional sentences are based on fact in real time. They express a possible condition and its probable result.
*If you **graduate** from college, I'll **buy** you a car.*

2 Second conditional sentences are not based on fact. They express a situation that is contrary to reality in the present and future. This unreality is shown by a tense shift from present to past. They express a hypothetical condition and its probable result.
*If I **were** taller, I'd **join** the police force.*
*What **would** you **do** if you **won** the lottery?*

Notes

- The difference between first and second conditional sentences is not about time. Both can refer to the present and future. By using past tense forms in the second conditional, the speaker suggests the situation is less probable, impossible, or imaginary.
  Compare the pairs of sentences.
  *If it **rains** this weekend, we'll ...* (said in places where it often rains)
  *If it **rained** in the Sahara, it **would** ...* (this would be most unusual)
  *If global warming **continues**, we'll ...* (I'm a pessimist.)
  *If global warming **continued**, we'd ...* (I'm an optimist.)
  *If you **come** to my country, you'll have a good time.* (possible)
  *If you **came** from my country, you'd understand us better.* (unlikely)
  *If I **am elected** as a member of Congress, I'll ...* (real candidate)
  *If I **ruled** the world, I'd ...* (imaginary)
- We can use *were* instead of *was*, especially in a formal style.
  *If the situation **were** the opposite, would you feel obliged to help?*

Third conditional

1 Third conditional sentences are not based on fact. They express a situation that is contrary to reality in the past. This unreality is shown by a tense shift from Simple Past to Past Perfect.
*If you'd **come** to the party, you'd **have had** a great time.*
*I **wouldn't have met** my wife if I **hadn't gone** to Brazil.*

2 It is possible for each of the clauses in a conditional sentence to have a different time reference, and the result is a mixed conditional.
*If we **had eaten*** (we didn't), *we **wouldn't be*** hungry (we are).
*I **wouldn't have married** her* (I did) *if I **didn't love her*** (I do).

Other structures that express hypothesis

1 The tense usage with *wish, if only,* and *I'd rather* is similar to the second and third conditionals. Unreality is expressed by a tense shift.
*I wish I **were** taller.* (But I'm not.)
*If only you **hadn't said** that!* (But you did.)
*I'd rather you **didn't wear** lots of makeup.* (But you do.)
I'd rather you ... is often used as a polite way to tell someone to do something differently. The negative form *I'd rather you didn't ...* is especially useful as a polite way to say "no."
*"I'll come in with you." "I'd **rather you waited** outside."*
*"Can I open the window?" "I'd **rather you didn't**."*

Notes

- *wish ... would* can express regret, dissatisfaction, impatience, or irritation because someone WILL keep doing something.
  I wish you'd stop criticizing me.
  I wish you'd do more to help around the house.
- If we are not talking about willingness, *wish ... would* is not used.
  I wish my birthday ***wasn't*** *in December. (~~*I wish it would be ...~~)*
  I wish I ***could*** *stop checking my smartphone 50 times a day! (*I wish I would* is strange because you should have control over what you are willing to do.*)*
  I wish he ***would*** *stop throwing his dirty clothes on the floor.*
  This is correct because it means *I wish he were willing to ...*

UNIT 12

Determiners

There are two kinds of determiners.

1 The first kind identifies things.
  articles – *a/an, the*
  possessives – *my, your, our ...*
  demonstratives – *this, that, these, those*

2 The second kind are quantifiers, expressing *how much* or *how many*.
  some, any, no
  each, every, either, neither
  much, many, more, most
  (a) little, less, least
  (a) few, fewer, fewest
  enough, several
  all, both, half
  another, other
  Determiners that express quantity are dealt with in Unit 6.

each and *every*

1 *Each* and *every* are used with singular nouns. *Each* can be used to talk about two or more people or things. *Every* is used to talk about three or more.
  Every/Each *time I come to your house it looks different.*
  Each/Every *bedroom in our hotel is decorated differently.*

2 In many cases, *each* and *every* can both be used with little difference in meaning.
  We prefer *each* if we are thinking of people or things separately, one at a time. We use *every* if we are thinking of the things or people all together as a group.
  Each *student gave the teacher a present.*
  Every *police officer in the country is looking for the suspect.*

enough

1 When *enough* is used as a determiner, it comes before the noun.
  We don't have ***enough food.***

2 When it is used as an adverb, it comes after the adjective, adverb, or verb.
  Your homework isn't ***good enough.***
  I couldn't run ***fast enough.***
  You don't ***exercise enough.***

Articles

The use of articles is complex as there are a lot of "small" rules and exceptions. Here are the basic rules.

a/an

1 We use *a/an* to refer to a singular count noun that is indefinite. Either we don't know which one, or it doesn't matter which one.
  They live in ***a*** *big house.*
  I'm reading ***a*** *good book.*
  She's expecting ***a*** *baby.*

2 We use *a/an* with professions.
  She's ***a*** *lawyer.*

the

1 We use *the* before a singular or plural noun when both the speaker and the listener know which noun is being referred to.
  They live in ***the*** *green house across from* ***the*** *library.*
  The *book was recommended by a friend.*
  Watch out for the baby! She's near ***the*** *fire.*
  I'm going to ***the*** *mall. Do you want anything?*
  I'll see you at ***the*** *office later.*
  "Where's Dad?" "In ***the*** *backyard."*

2 We use *the* when there is only one.
  the *world* ***the*** *Hudson River* ***the*** *Atlantic Ocean*

3 We use *the* for certain places that are institutions. Which particular place isn't important.
  We went to ***the movie theater*** *last night.*
  We're going to ***the beach.***

a followed by *the*

We use *a* to introduce something for the first time. When we refer to it again, we use *the*.

I saw ***a*** *man walking a dog in the park today.* ***The*** *man was tiny and* ***the*** *dog was huge!*

Zero article

1 We use no article with plural and noncount nouns when talking about things in general.
  Computers *have changed our lives.*
  Love *is eternal.*
  Dogs *need a lot of exercise.*
  I hate ***hamburgers.***

2 We use no article with meals.
  Did you have ***lunch*** *yet?*
  Come over for ***dinner*** *tonight.*
  But ... *We had a fantastic* ***lunch*** *in an Italian restaurant.*

Word List

Here is a list of most of the new words in the units of *American Headway Student Book 4, Third Edition.*

adj = adjective
adv = adverb
conj = conjunction
coll = colloquial
n = noun
opp = opposite
pl = plural
prep = preposition
pron = pronoun
pp = past participle
v = verb

UNIT 1

abroad *adv* /ə'brɔd/
accept *v* /ək'sɛpt/
accident *n* /'æksədənt/
adopted *v* /ə'daptəd/
air conditioning *n* /'ɛr ˌkən'dɪʃənɪŋ/
airport *n* /'ɛrpɔrt/
amazing *adj* /ə'meɪzɪŋ/
apartment *n* /ə'pɑrtmənt/
awesome *adj* /'ɔsəm/
bang *coll* /bæŋ/
barbecued *v* /'bɑrbɪkyud/
barrier *n* /'bæriər/
bath *n* /bæθ/
bathroom *n* /'bæθrum/
beggar *n* /'bɛgər/
begging *v* /'bɛgɪŋ/
birth family *n* /'bərθ ˌfæmli/
blog *n* /blɑg/
board *v* /bɔrd/
buddy *n* /'bʌdi/
bumpy *adj* /'bʌmpi/
bunch of (something) /'bʌntʃ əv .../
careful *adj* /'kɛrfl/
cheers *interj* /tʃɪrz/
childhood *n* /'tʃaɪldhʊd/
class *n* /klæs/
cleaning *v* /'klinɪŋ/
coast *n* /koʊst/
come through *idiom* /kʌm 'θru/
complain *v* /kəm'pleɪn/
couple *n* /'kʌpl/
crazy *adj* /'kreɪzi/
dead *adj* /dɛd/
desire *n* /dɪ'zaɪər/
dessert *n* /dɪ'zərt/
determine *v* /dɪ'tərmən/
difficult *adj* /'dɪfɪkʌlt/
disappointment *n* /ˌdɪsə'pɔɪntmənt/
dislikes *n pl* /dɪs'laɪks/
distance *n* /'dɪstəns/
drag *n* /dræg/
drop by *v* /drɑp 'baɪ/
effective *adj* /ɪ'fɛktɪv/
emotional energy *n* /ɪˌmoʊʃənl 'enədʒi/
except *prep* /ɪk'sɛpt/
expected *v* /ɪk'spɛktəd/
fabulous *adj* /'fæbyələs/
fall asleep *v* /fɔl ə'slip/
family home *n* /ˌfæmli 'hoʊm/
famous *adj* /'feɪməs/
fans *n pl* /fænz/
fateful *adj* /'feɪtfl/
feared *v* /fɪrd/
feel up to (something) /fil 'ʌp tə .../
fend for himself /ˌfɛnd fər hɪm'sɛlf/
forever /fə'rɛvər/
forgotten *v* /fər'gɑtn/
formal *adj* /'fɔrml/
fortune-teller *n* /'fɔrtʃən ˌtɛlər/
foul play *n* /ˌfaʊl 'pleɪ/
freak *v* /frik/
get it *idiom* /'gɛt ɪt/
get the better of (someone) /ˌgɛt ðə 'bɛtər əv .../
Google Earth *n* /ˌgugl 'ərθ/
grab *v* /græb/
granted *v* /'græntəd/
grasp *v* /græsp/
grateful *adj* /'greɪtfl/
guy *n* /gaɪ/
hang on *v* /hæŋ 'ɑn/
hanging out *v* /ˌhæŋɪŋ 'aʊt/
have a lot going on /ˌhəv ə lɑt 'goʊɪŋ ɑn/
head *v* /hɛd/
heartbroken *adj* /'hɑrtbroʊkən/
hit on (something) *v* /'hɪt ɑn .../
homegrown *adj* /ˌhoʊm'groʊn/
homecoming *n* /'hoʊmkʌmɪŋ/
homeless *adj* /'hoʊmləs/
homemade *adj* /ˌhoʊm'meɪd/
home page *n* /'hoʊm peɪdʒ/
homesick *adj* /'hoʊmsɪk/
hometown *n* /hoʊm'taʊn/
homework *n* /'hoʊmwərk/
hop in *v* /hɑp 'ɪn/
host family *n* /'hoʊst ˌfæmli/
housebound *adj* /'haʊsbaʊnd/
house-proud *adj* /'haʊs praʊd/
housewarming *adj* /'haʊswɔrmɪŋ/
houseplant *n* /'haʊsplænt/
housewife *n* /'haʊswaɪf/
housework *n* /'haʊswərk/
illiterate *adj* /ɪ'lɪtərət/
incredible *adj* /ɪn'krɛdəbl/
informal *adj* /ɪn'fɔrml/
junky *adj* /'dʒʌŋki/
kind of (weird) *idiom* /'kaɪnd əv .../
life expectancy *n* /'laɪf ɪk'spɛktənsi/
life insurance *n* /'laɪf ɪn'ʃʊrəns/
life-size *adj* /'laɪf saɪz/
lifelong *adj* /'laɪflɔŋ/
lifestyle *n* /'laɪfstaɪl/
likes *n pl* /laɪks/
lost *v* /lɔst/
Lucky you! /ˌlʌki 'yu/
make a living /meɪk ə 'lɪvɪŋ/
mega *adj* /'mɛgə/
memories *n pl* /'mɛməriz/
mile *n* /maɪl/
Missing you. /'mɪsɪŋ yu/
motorcycle *n* /'moʊtərsaɪkl/
mousse *n* /mus/
moving *v* /'muvɪŋ/
nap *n* /næp/
neat *adj* /nit/
network *n* /'nɛtwərk/
news *n pl* /nuz/
nice *adj* /naɪs/
notorious *adj* /noʊ'tɔriəs/
on business /ɑn 'bɪznəs/
on vacation /ɑn veɪ'keɪʃn/
opportunity *n* /ˌɑpər'tunəti/
originally *adv* /ə'rɪdʒənəli/
orphanage *n* /'ɔrfənɪdʒ/
pass *v* /pæs/
passed away *v* /pæst ə'weɪ/
picnic *n* /'pɪknɪk/
plays *n pl* /pleɪz/
pretty *adj* /'prɪti/
promise *v* /'prɑməs/
put up *v* /pʊt 'ʌp/
radius *n* /'reɪdiəs/
railway track *n* /'reɪlweɪ træk/
raindrops *n pl* /'reɪndrɑps/
recognize *v* /'rɛkəgnaɪz/
rest of (something) /'rest əv .../
return *v* /rɪ'tərn/
roommate *n* /'rummeɪt/
rough *adj* /rʌf/
salesperson *n* /'seɪlzpərsn/
sand *n* /sænd/
scared *v* /skɛrd/
settled down *v* /ˌsɛtld 'daʊn/
shabby *adj* /'ʃæbi/
shelling *v* /'ʃɛlɪŋ/
shells *n pl* /ʃɛlz/
shelter *v* /'ʃɛltər/
shock *n* /ʃɑk/
show *n* /ʃoʊ/
significance *n* /sɪg'nɪfəkəns/
sleep on the streets *idiom* /'slip ɑn ðə stritz/
slums *n pl* /slʌmz/
snowstorm *n* /'snoʊstɔrm/
somewhere *n* /'sʌmwɛr/
spectacular *adj* /spɛk'tækyələr/
spend (a year) *v* /spend .../
station *n* /'steɪʃn/
strange *adj* /streɪndʒ/
strategy *n* /'strætədʒi/
stressed out /strɛst 'aʊt/
struck gold /strʌk 'goʊld/
stuff *n* /stʌf/
subway *n* /'sʌbweɪ/
suspicious *adj* /sə'spɪʃəs/
sweeper *n* /'swipər/
sweet *idiom* /swit/
take it easy /ˌteɪk ɪt 'izi/
tickets *n pl* /'tɪkəts/
toasts *v* /toʊsts/
tourists *n pl* /'tʊrɪst/
travel agent *n* /'trævl ˌeɪdʒənt/
unbelievable *adj* /ˌʌnbɪ'livəbl/
vacation *n* /veɪ'keɪʃn/
vivid *adj* /'vɪvəd/
wandering *v* /'wɑndərɪŋ/
waterfall *n* /'wɔtərfɔl/
weird *adj* /wɪrd/
wish *n* /wɪʃ/
wrong *adj* /rɔŋ/
zoomed down *v* /'zumd daʊn/

UNIT 2

accomplish *v* /ə'kɑmplɪʃ/
accumulation *n* /əˌkyumyə'leɪʃn/
adventurer *n* /əd'vɛntʃərər/
advice *n* /əd'vaɪs/
ancient *adj* /'eɪnʃənt/
antique *adj* /æn'tik/
assistant *n* /ə'sɪstənt/
at stake *idiom* /ət 'steɪk/
autobiography *n* /ˌɔtəbaɪ'ɑgrəfi/
backpacker *n* /'bækpækər/
banned *v* /bænd/
best-selling *adj* /ˌbɛst 'sɛlɪŋ/
bike ride *n* /'baɪk raɪd/
biodegrade *v* /ˌbaɪoʊdɪ'greɪd/
boyfriend *n* /'bɔɪfrɛnd/
cancer *n* /'kænsər/
CEO *n* /si i 'oʊ/
charity *n* /'tʃærəti/
cheap *adj* /tʃip/
choking *v* /'tʃoʊkɪŋ/
clogging *v* /'klɑgɪŋ/
coastal *adj* /'koʊstl/
coastlines *n pl* /'koʊstlaɪnz/
combs *n pl* /koʊmz/
command *v* /kə'mænd/
complex *n* /'kɑmpleks/
consequences *n pl* /'kɑnsəkwənsɪz/
conservationist *n* /ˌkɑnsər'veɪʃənɪst/
corridor *n* /'kɔrədər/
countless *adj* /'kaʊntləs/
crime story *n* /'kraɪm ˌstɔri/
culprit *n* /'kʌlprət/
debris *n* /də'bri/
decade *n* /'dɛkeɪd/
deck *n* /dɛk/
destination *n* /ˌdɛstə'neɪʃn/
devastating *adj* /'dɛvəsteɪtɪŋ/
diarrhea *n* /daɪə'riə/
discover *v* /dɪ'skʌvər/

do away with (something) /du ə'weɪ wɪð .../
dolphin *n* /'dɑlfən/
dumped *v* /dʌmpt/
edge *n* /ɛdʒ/
efficiency *adj* /ɪ'fɪʃnsi/
emergency *n* /ɪ'mərdʒənsi/
emperor *n* /'ɛmpərər/
engineering *n* /,endʒə'nɪrɪŋ/
environmental emergency *n* /ɪnvaɪərn,mentl ɪ'mərdʒənsi/
explorer *n* /ɪk'splɔrər/
extensively *adv* /ɪk'stɛnsɪvli/
factory *n* /'fæktəri/
fantastic *adj* /fæn'tæstɪk/
fighter plane *n* /'faɪtər pleɪn/
fillers *n pl* /'fɪlərz/
flecks *n pl* /flɛks/
Formula 1 car *n* /,fɔrmyələ 'wʌn kɑr/
fortune *n* /'fɔrtʃən/
fraction *n* /'frækʃn/
fragments *n pl* /'frægmənts/
future *n* /'fyutʃər/
global *adj* /'gloʊbl/
gobbled up *v* /,gɑbld 'ʌp/
gold *n* /goʊld/
GPS *n* /,dʒi pi 'ɛs/
guarantee *v* /,gærən'ti/
headache *n* /'hɛdeɪk/
headquarters *n* /'hɛd,kwɔrtərz/
heart of (something) /'hɑrt əv .../
helmets *n pl* /'hɛlmətz/
history *n* /'hɪstəri/
honest *adj* /'ɑnəst/
hostel *n* /'hɑstl/
hot-air balloon *n* /,hɑt er bəlun/
infinite *adj* /'ɪnfənət/
interview *n* /'ɪntərvyu/
jewelry *n* /'dʒuəlri/
journey *n* /'dʒərni/
jungle *n* /'dʒʌŋgl/
jute bag *n* /'dʒut bæg/
learn *v* /lərn/
lethal *adj* /'liθl/
litter *n* /'lɪtər/
luxury *adj* /'lʌkʃəri/
magnificent *adj* /mæg'nɪfəsnt/
make the big time /,meɪk ðə 'bɪg taɪm/
massive *adj* /'mæsɪv/
maze *n* /meɪz/
merchant *n* /'mərtʃənt/
misleading *adj* /,mɪs'lidɪŋ/
moldings *n pl* /'mouldɪŋz/
mugged *v* /mʌgd/
must-see *adj* /məst 'si/
nervous *adj* /'nərvəs/
novel *n* /'nɑvl/
nurdle *n* /'nərdl/
obscenity *n* /əb'sɛnəti/
offices *n pl* /'ɔfəsɪz/
online community *n* /ɑn,laɪn kə'myunəti/
Ouch! /autʃ/
out of control /,aut əv kən'troul/
outskirts *n pl* /'autskərts/
outstanding *adj* /aut'stændɪŋ/
overboard *adv* /'ouvərbɔrd/
overland *adv* /'oʊvəlænd/
overtime *n* /'ouvərtaɪm/
packaging *n* /'pækɪdʒɪŋ/
paradise island *n* /,pærədaɪs 'aɪlənd/
parkland *n* /'pɑrklænd/
partying *v* /'pɑrtiɪŋ/
pellets *n pl* /'pɛlɪts/
penny *n* /'pɛni/
pharaohs *n pl* /'fɛroʊz/
plastic *n* /'plæstɪk/
pleased with (somebody) /'plizd wɪð .../
poisoned *v* /'pɔɪznd/
poll *n* /poul/
pollute *v* /pə'lut/
posts *n pl* /poʊsts/
pristine *adj* /'prɪstin/
private beach *n* /,praɪvət 'bitʃ/
problems *n pl* /'prɑbləmz/
products *n pl* /'prɑdʌkts/
profit *n* /'prɑfət/
publishing *n* /'pʌblɪʃɪŋ/
quarter *n* /'kwɔrtər/
raise *v* /reɪz/
raise prices *idiom* /reɪz praɪsəz/
raw *adj* /rɔ/
reduce *v* /rɪ'dus/
reflections *n pl* /rɪ'flɛkʃnz/
reject *v* /rɪ'dʒɛkt/
reliable *adj* /rɪ'laɪəbl/
report *n* /rɪ'pɔrt/
results *n pl* /rɪ'zʌlts/
roadwork *n pl* /'roʊdwərk/
route *n* /rut/
ruining *v* /'ruɪnɪŋ/
safari *n* /sə'fɑri/
scale *n* /skeɪl/
scandal *n* /'skændl/
scenery *n* /'sinəri/
scream *v* /skrim/
scuba diving *n* /'skubə ,daɪvɪŋ/
second thoughts *n pl* /,sekənd 'θɔts/
set off for (somewhere) /set ɔf fər .../
shame *n* /ʃeɪm/
shark *n* /ʃɑrk/
shoulders *n pl* /'ʃoʊldərz/
sightseeing *n* /'saɪtsiɪŋ/
skydiving *n* /'skaɪdaɪvɪŋ/
sloshing *v* /'slɑʃɪŋ/
soiling *v* /'sɔɪlɪŋ/
speed limit *n* /'spid ,lɪmət/
spine *n* /spaɪn/
spoil *v* /spɔɪl/
sponsored *adj* /'spɑnsəd/
spurn *v* /spərn/
staggered *v* /'stægərd/
stroll *n* /stroul/
structures *n pl* /'strʌktʃərz/
stung *v* /stʌŋ/
success *n* /sək'sɛs/
suite *n* /swit/
surprise *v* /sərpraɪz/
sushi *n* /'suʃi/
swirling *v* /'swərlɪŋ/
temple *n* /'tɛmpl/
territory *n* /'tɛrətɔri/
thieves *n pl* /θivz/
throwaway society *n* /,θroʊəweɪ sə'saɪəti/
toothbrushes *n pl* /'tuθbrʌʃɪz/
tourist spots *n pl* /'turɪst spɑts/
trade link *n* /'treɪd lɪŋk/
trash *n* /træʃ/
transformed *v* /træns'fɔrmd/
translate *v* /'trænsleɪt/
travel bug *n* /'trævl bʌg/
travel guides *n pl* /'trævl gaɪdz/
travel *v* /'trævl/
traveler *n* /'trævələr/
tropical island *n* /,trɑpɪkl 'aɪlənd/
turquoise *n* /'tərkɔɪz/
typical *adj* /'tɪpɪkl/
uneventful *adj* /,ʌnɪ'ventfl/
villa *n* /'vɪlə/
volunteers *n pl* /,vɑlən'tɪrz/
waste *n* /weɪst/
whale-watching *n* /'weɪl ,wɑtʃɪŋ/
white-water rafting *n* /,waɪt wɔtər 'ræftɪŋ/
wind turbines *n pl* /'wɪnd ,tərbaɪnz/
worry *v* /'wəri/

UNIT 3

accuracy *n* /'ækyərəsi/
alerted *v* /ə'lərtəd/
alighted *v* /ə'laɪtəd/
ambulance *n* /'æmbjələns/
anchorage *n* /'æŋkərɪdʒ/
apologize *v* /ə'pɑlədʒaɪz/
avalanche *n* /'ævəlæntʃ/
awarded *v* /ə'wɔrdəd/
benefits *n pl* /'bɛnəfɪts/
biography *n* /baɪ'ɑgrəfi/
bus stop *n* /'bʌs stɑp/
cautious *adj* /'kɔʃəs/
charismatic *adj* /,kærəz'mætɪk/
clinging *v* /'klɪŋɪŋ/
clutch *v* /klʌtʃ/
competition *n* /,kɑmpə'tɪʃn/
cons *n pl* /kɑnz/
constituent *n* /kən'stɪtjuənt/
crafts *n pl* /kræfts/
deserted *adj* /dɛ'zərtəd/
disbelief *n* /,dɪsbɪ'lif/
disgusting *adj* /dɪs'gʌstɪŋ/
double *n* /'dʌbl/
downloading *v* /,daun'loʊdɪŋ/
drift *n* /drɪft/
dull *adv* /dʌl/
dummy *n* /'dʌmi/
elk *n* /ɛlk/
emaciated *adj* /ɪ'meɪsieɪtəd/
experts *n pl* /'ɛkspərts/
feebly *adv* /'fibli/
fiancé *n* /fiɑn'seɪ/
fired *v* /'faɪərd/
focus *v* /'foʊkəs/
fuel *n* /'fyuəl/
gaze *v* /geɪz/
gossip *n* /'gɑsəp/
handfuls *n pl* /'hændfulz/
happily ever after /'hæpəli ,ɛvər 'æftər/
haunted *v* /'hɔntəd/
haunting *adj* /'hɔntɪŋ/
headline *n* /'hɛdlaɪn/
hibernation *n* /,haɪbər'neɪʃn/
hypothermia *n* /,haɪpə'θərmiə/
igloo *n* /'ɪglu/
in connection with (something) /ɪn kə'nɛkʃn wɪð .../
incident *n* /'ɪnsədənt/
injured *adj* /'ɪndʒərd/
intensive care *n* /ɪn,tensɪv 'kɛr/
killer *n* /'kɪlər/
lay bare /leɪ bɛr/
limelight *n* /'laɪmlaɪt/
limitations *n pl* /,lɪmə'teɪʃnz/
lure *v* /lʊr/
manipulative *adj* /mə'nɪpyələtɪv/
masked *adj* /mæskt/
maternal *adj* /mə'tərnl/
melodrama *n* /'mɛlədrɑmə/
missing *adj* /'mɪsɪŋ/
modest *adj* /'mɑdəst/
nature lover *n* /'neɪtʃər ,lʌvər/
nerve *n* /nərv/
newly built *adj* /,nuli 'bɪlt/
news bulletin *n* /'njuz bʊlətn/
notice *v* /'noʊtəs/
novelty *n* /'nɑvlti/
nutrition *n* /nu'trɪʃn/
obsession *n* /əb'sɛʃn/
obviously *adv* /'ɑbviəsli/
overcoat *n* /'oʊvərkout/
overhead *adv* /oʊvər'hɛd/
page-turner *n* /'peɪdʒ tərnər/
play (something) out /pleɪ ... 'aʊt/
plunged *v* /plʌndʒd/
poor state *n* /pʊr steɪt/
possessiveness *n* /pə'zɛsɪvnəs/
pound *v* /paʊnd/
powers *n pl* /'paʊərz/
prediction *n* /prɪ'dɪkʃn/
professor *n* /prə'fɛsər/
promise *n* /'prɑməs/
property tycoon *n* /,prɑpərti taɪ'kun/
pros *n pl* /proʊz/
psychiatrist *n* /saɪ'kaɪətrɪst/
psychological thriller *n* /saɪkə,lɑdʒɪkl 'θrɪlər/
recover *v* /rɪ'kʌvər/
remote *adj* /rɪ'moʊt/
repaired *v* /rɪ'perd/
rescuer *n* /'rɛskyuər/
risking *v* /'rɪskɪŋ/
romance *n* /rəʊ'mæns/
roommate *n* /'rʊmmeɪt/
safety precautions *n pl* /'seɪfti prɪ,kɔʃnz/
sanity *n* /'sænəti/
scrape *v* /skreɪp/
security *n* /sɪ'kyʊrəti/
sensuous *adj* /'senʃuəs/
set *v* /sɛt/
sinister *adj* /'sɪnəstər/
skeptical *adj* /'skɛptɪkl/
skiing *v* /'skiɪŋ/
sleeping bag *n* /'slipɪŋ bæg/

snowdrifts *n pl* /ˈsnoudrɪfts/
snowmobile *n* /ˈsnoomoubil/
speculation *n* /ˌspekyəˈleɪʃn/
starred *v* /stɑrd/
stench *n* /stentʃ/
stolen *v* /ˈstoolən/
streaming *v* /ˈstrimɪŋ/
stuck *v* /stʌk/
stunt *n* /stʌnt/
stuntperson *n* /ˈstʌntpərsn/
sublime *n* /səˈblaɪm/
successful *adj* /səkˈsesfl/
suicide *n* /ˈsuəsaɪd/
survive *v* /sərvaɪv/
switch *v* /swɪtʃ/
synopses *n pl* /sɪˈnɑpsiz/
tenants *n pl* /ˈtenənts/
thriller *n* /ˈθrɪlər/
top of her class /ˈtɑp əv hər ˈklæs/
towed *v* /tood/
traffic jam *n* /ˈtræfɪk dʒæm/
tragically *adv* /ˈtrædʒɪkli/
transcend *v* /trænˈsend/
treat *v* /trit/
twisted *adj* /ˈtwɪstəd/
ultimate *adj* /ˈʌltəmət/
unbalanced *adj* /ʌnˈbælənst/
unwilling hero *n* /ʌnˌwɪlɪŋ ˈhɪroʊ/
van *n* /væn/
vanishing *v* /ˈvænɪʃɪŋ/
victim *n* /ˈvɪktəm/
violent *adj* /ˈvaɪələnt/
What a drag! /wʌt ə ˈdræg/
windshield *n* /ˈwɪndʃild/

UNIT 4

admit *v* /ədˈmɪt/
antisocial *n* /ˌænti'soʊʃl/
array *n* /əˈreɪ/
atheist *n* /ˈeɪθiɪst/
authentic *adj* /ɔˈθentɪk/
bearable *adj* /ˈberəbl/
believable *adj* /bɪˈlivəbl/
Bon appetit! /ˌbɑn æpeˈti/
breathtaking *adj* /ˈbreθteɪkɪŋ/
breeds *v* /bridz/
breeze *n* /briz/
brightest *adj* /ˈbraɪtəst/
bungee jumping *n* /ˈbʌndʒi ˌdʒʌmpɪŋ/
capable *adj* /ˈkeɪpəbl/
conceal *v* /kənˈsil/
conspiracy theory *n* /kənˈspɪrəsi θɪri/
credible *adj* /ˈkredəbl/
dense *adj* /dens/
desperately *adv* /ˈdesprətli/
diehard *adj* /ˈdaɪhɑrd/
disappearance *n* /dɪsəˈpɪrəns/
dyslexic *n* /dɪsˈleksɪk/
encourage *v* /ɪnˈkərɪdʒ/
fair *adj* /fer/
fake *adj* /feɪk/
faked *v* /feɪkt/
farce *n* /fɑrs/
fiendish *adj* /ˈfindɪʃ/
fluttering *v* /ˈflʌtərɪŋ/
footsteps *n pl* /ˈfʊtsteps/
generous *adj* /ˈdʒenərəs/
genuine *adj* /ˈdʒenyuən/
geological analysis *n* /dʒiəˈlɑdʒɪkl əˈnæləsəs/
give (somebody) a ride *v* /gɪv … ə raɪd/
guilty *adj* /ˈgɪlti/
happiness *n* /ˈhæpinəs/
hard *adj* /hɑrd/
hurt feelings /ˌhərt ˈfilɪŋz/
hypotheses *n pl* /haɪˈpɑθəsəz/
implausible *adj* /ɪmˈplɔzəbl/
improve *v* /ɪmˈpruv/
insomniac *n* /ɪnˈsɑmniæk/
Internet *n* /ˈɪntərnet/
it suits you /ɪt ˈsuts yu/
jazz *n* /dʒæz/
judge *n* /dʒʌdʒ/
justified *adj* /ˈdʒʌstəfaɪd/
kind *adj* /kaɪnd/
legal *adj* /ˈligl/
light *adj* /laɪt/
like *v* /laɪk/
live *adj* /laɪv/
loathe *v* /louð/
lousy *adj* /ˈlauzi/
mature *adj* /məˈtʃʊr/
media *n* /ˈmidiə/
military *n* /ˈmɪləteri/
NASA *n* /ˈnæsə/
naturist *n* /ˈneɪtʃərɪst/
pacifist *n* /ˈpæsəfɪst/
paranoia *n* /pærəˈnɔɪə/
plausible *adj* /ˈplɔzəbl/
polite *adj* /pəˈlaɪt/
politician *n* /ˌpɑləˈtɪʃn/
pop up *idiom* /ˈpɑp ʌp/
presume *v* /prɪˈzum/
probable *adj* /ˈprɑbəbl/
real *adj* /ˈril/
responsible *adj* /rɪˈspɑnsəbl/
ridiculous *adj* /rɪˈdɪkyələs/
roasted *v* /ˈroustəd/
rumors *n pl* /ˈrumərz/
safe *adj* /seɪf/
scalding *adj* /ˈskɔldɪŋ/
secret *n* /ˈsikrət/
shadows *n pl* /ˈʃædouz/
sincere *adj* /sɪnˈsɪr/
single *n* /ˈsɪŋgl/
sparkling *adj* /ˈspɑrklɪŋ/
speculation *n* /spekyəˈleɪʃn/
squashed *v* /skwɑʃt/
still *adj* /stɪl/
stranded *v* /ˈstrændəd/
stunning *adj* /ˈstʌnɪŋ/
tiny *adj* /ˈtaɪni/
tough *adj* /tʌf/
treasure *n* /ˈtreʒər/
tropical *adj* /ˈtrɑpɪkl/
UFO *n* /ˌyu ef ˈoʊ/
unanimously *adv* /yuˈnænəməsli/
unemployed *n* /ˌʌnɪmˈplɔɪd/
unsuspecting *adj* /ˌʌnsəˈspektɪŋ/
urgent *adj* /ˈərdʒənt/
useless *adj* /ˈyusləs/
vegan *n* /ˈvigən/
vegetarian *n* /vedʒəˈteriən/
white lie *n* /ˌwaɪt ˈlaɪ/
widespread *adj* /waɪdˈspred/

UNIT 5

a good talking to /ə gʊd ˈtɔkɪŋ tə/
access *n* /ˈæksɛs/
admire *v* /ədˈmaɪər/
advertisement *n* /ædvərˈtaɪzmənt/
adviser *n* /ədˈvaɪzər/
against the odds /əˌgenst ðə ˈɑdz/
ambition *n* /æmˈbɪʃn/
ambitious *adj* /æmˈbɪʃəs/
annual *adj* /ˈænyuəl/
apps *n pl* /æps/
arrangement *n* /əˈreɪndʒmənt/
aspect *n* /ˈæspekt/
aspirations *n pl* /ˌæspəˈreɪʃnz/
assistance *n* /əˈsɪstəns/
attention *n* /əˈtenʃn/
attitude *n* /ˈætəˌtud/
audition *n* /ɔˈdɪʃn/
autobiographical *adj* /ˌɔtəˌbaɪəˈgræfɪkl/
automatically *adv* /ˌɔtəˈmætɪkli/
banker *n* /ˈbæŋkər/
beneficiary *n* /ˌbenəˈfɪʃiˌeri/
browses *v* /ˈbrauzəz/
business *n* /ˈbɪznəs/
cabin crew *n* /ˈkæbən kru/
calendar *n* /ˈkæləndər/
call button *n* /ˈkɔl ˌbʌtn/
calm down *v* /kɑm ˈdaʊn/
career *n* /kəˈrɪr/
chilly *adj* /ˈtʃɪli/
clients *n pl* /ˈklaɪənts/
climate *n* /ˈklaɪmət/
community center *n* /kəˌmyunəti ˈsərvəs/
complicated *adj* /ˈkɑmplə,keɪtəd/
controlling *v* /kənˈtroolɪŋ/
crew *n* /kru/
cricket *n* /ˈkrɪkət/
cruising speed *n* /ˈkruzɪŋ spid/
cure *n* /kyʊr/
customer service /ˌkʌstəmər ˈsərvəs/
debut album *n* /ˈdeɪbyu ˌælbəm/
decision *n* /dɪˈsɪʒn/
degree *n* /dɪˈgri/
department *n* /dɪˈpɑrtmənt/
double-mast schooner *n* /ˈdʌbl mæst ˌskunər/
downloads *n pl* /ˈdaʊnloodz/
dramatically *adv* /drəˈmætɪkli/
dreadful *adj* /ˈdredfl/
dual *adj* /ˈduəl/
duty free shopping *n* /ˌduti ˈfri ˌʃɑpɪŋ/
earning *v* /ˈərnɪŋ/
enough of (something or somebody) /ɪˈnʌf əv …/
entire *adj* /ɪnˈtaɪər/
entrepreneur *n* /ˌɑntrəprəˈnər/
exploits *n pl* /ɪkˈsplɔɪts/
extend *v* /ɪkˈstend/
family reunions *n pl* /ˈfæmli riˌyunyənz/
fasten *v* /ˈfæsn/
fault *n* /fɔlt/
festival *n* /ˈfestəvl/
foundation *n* /faʊnˈdeɪʃn/
funding *n* /ˈfʌndɪŋ/
fur *n* /fər/
Give me a call. /ˌgɪv mi ə ˈkɔl/
grandchildren *n* /ˈgrænt ʃɪldrən/
grants *n pl* /grænts/
grow up *v* /groo ˈʌp/
guarantee *n* /ˌgærənˈti/
guitar *n* /gɪˈtɑr/
hang out *v* /ˈhæŋ aʊt/
hit *n* /hɪt/
hold *v* /hould/
horse racing *n* /ˈhɔrs ˌreɪsɪŋ/
hospice *n* /ˈhɑspəs/
hotel *n* /hoʊˈtel/
idol *n* /ˈaɪdl/
influences *n pl* /ˈɪnfluənsəz/
inspiring *adj* /ɪnˈspaɪərɪŋ/
intention *n* /ɪnˈtenʃn/
jamming session *n* /ˈdʒæmɪŋ ˌseʃn/
keen *adj* /kin/
landing card *n* /ˈlændɪŋ kɑrd/
lawyer *n* /ˈlɔɪər/
lazy *adj* /ˈleɪzi/
liar *n* /ˈlaɪər/
make a success of /ˌmeɪk ə səkˈses əv/
memorial services *n pl* /məˈmɔriəl ˌsərvəsəs/
mentoring *v* /ˈmentərɪŋ/
mess *n* /mes/
milestone *n* /ˈmaɪlstoʊn/
military service *n* /ˈmɪləteri ˌsərvəs/
millionaire *n* /ˌmɪlyəˈner/
mood *n* /mud/
My pleasure. /maɪ ˈpleʒər/
nationally recognized *adj* /ˈnæʃənəli ˈrekəgˌnaɪzd/
necessary *adj* /ˈnesəˌseri/
noise *n* /nɔɪz/
overrun *v* /ˌoʊvərˈrʌn/
packing *v* /ˈpækɪŋ/
panic *n* /ˈpænɪk/
play *n* /pleɪ/
pop releases *n pl* /ˈpɑp rɪˌlisəz/
presentation *n* /ˌprezn̩ˈteɪʃn/
press *n* /pres/
public housing development *n* /ˈpʌblɪk haʊzɪŋ dɪˌveləpmənt/
put your foot in your mouth /ˌpʊt yər ˈfʊt ɪn yər maʊθ/
qualifications *n pl* /ˌkwɑləfəˈkeɪʃnz/
race-car driver *n* /ˈreɪs kɑr ˌdraɪvər/
raise *v* /reɪz/
reconcile *v* /ˈrekənˌsaɪl/
resign *v* /rɪˈzaɪn/
reveal *v* /rɪˈvil/
rugby *n* /ˈrʌgbi/
scared stiff /skerd ˈstɪf/

seat belt *n* /ˈsit belt/
setting up *v* /ˌsetɪŋ ˈʌp/
similar *adj* /ˈsɪmələr/
skim-read *v* /ˈskɪm rid/
spontaneous *adj* /spɑnˈteɪniəs/
spending money *idiom* /ˈspendɪŋ ˌmʌni/
standard *n* /ˈstændərd/
standstill *n* /ˈstændstɪl/
student *n* /ˈstudnt/
sulk *v* /sʌlk/
summarize *v* /ˈsʌmə,raɪz/
talent *n* /ˈtælənt/
tastes *n pl* /teɪsts/
technology *n* /tekˈnɑlədʒi/
teenager *n* /ˈtin,eɪdʒər/
temperature *n* /ˈtemprətʃər/
terminally *adv* /ˈtərmənəli/
timeline *n* /ˈtaɪmlaɪn/
timetable *n* /ˈtaɪm,teɪbl/
training *n* /ˈtreɪnɪŋ/
turbulence *n* /ˈtərbyələns/
turning point *n* /ˈtərnɪŋ pɔɪnt/
upright *adj* /ˈʌpraɪt/
vision *n* /ˈvɪʒn/
Web pages *n pl* /ˈweb peɪdʒəz/

UNIT 6

afford *v* /əˈfɔrd/
ailing *adj* /ˈeɪlɪŋ/
animation *n* /ˌænəˈmeɪʃn/
anti-globalization *n* /ˌænti,gloubələˈzeɪʃn/
appeal *n* /əˈpil/
association *n* /ə,sousiˈeɪʃn/
attachment *n* /əˈtætʃmənt/
attract *v* /əˈtrækt/
bitterly *adv* /ˈbɪtərli/
blend *n* /blend/
booming *v* /ˈbumɪŋ/
brands *n pl* /brændz/
broadcast *v* /ˈbrɔdkæst/
capital *n* /ˈkæpətl/
chains *n pl* /tʃeɪnz/
cheat *n* /tʃit/
chef training *n* /ˈʃef ,treɪnɪŋ/
church *n* /tʃərtʃ/
clones *n pl* /kloʊnz/
co-founder *n* /koʊ ˈfaʊndər/
coffeemaker *n* /ˈkɔfimeɪkər/
comfy *adj* /ˈkʌmfi/
commercialism *n* /kəˈmərʃə,lɪzəm/
compete *v* /kəmˈpit/
cooking segments *n pl* /ˈkʊkɪŋ ˈsegmənts/
cool *adj* /kul/
crimes *n pl* /kraɪmz/
criminals *n pl* /ˈkrɪmənlz/
criticism *n* /ˈkrɪtə,sɪzəm/
data storage *n* /ˈdeɪtə ,stɔrɪdʒ/
debuted *v* /deɪˈbyud/
demonstration *n* /ˌdɔrmənˈstreɪʃn/
determination *n* /dɪ,tərməˈneɪʃn/
devotion *n* /dɪˈvoʊʃn/
dominance *n* /ˈdɑmɪnəns/
drop out of /ˌdrɑp ˈaʊt əv/
earn *v* /ərn/
economy *n* /iˈkɑnəmi/
employee welfare *n* /ɪm,plɔɪi ˈwelfer/
energy *n* /ˈenərdʒi/
enthusiasm *n* /ɪnˈθuzi,æzəm/
equal rights *n* /ˈikwəl raɪts/
equipment *n* /ɪˈkwɪpmənt/
espresso *n* /eˈspresoʊ/
essential *adj* /iˈsenʃl/
expand *v* /ɪkˈspænd/
export *n / v* /ˈekspɔrt/ /ɪkˈspɔrt/
extract *n* /ˈekstrækt/
fair trade *n* /fer ˈtreɪd/
fame *n* /feɪm/
fattening *v* /ˈfætnɪŋ/
fierce *adj* /fɪrs/
fine *adj* /faɪn/
fluids *n pl* /ˈfluədz/
founder members *n pl* /ˌfaʊndər ˈmembərz/
fresh *adj* /freʃ/
fridge *n* /frɪdʒ/
gadget guru *n* /ˈgædʒət ,guru/
genuinely *adv* /ˈdʒenyuənli/
grown-up *adj* /ˌgroʊn ˈʌp/
herbs *n pl* /ərbz/
hesitation *n* /ˌhezɪˈteɪʃn/
hire *v* /ˈhaɪər/
hold-ups *n pl* /ˈhoʊld ʌps/
hope *v* /hoʊp/
horrible *adj* /ˈhɔrəbl/
hosted *v* /ˈhoʊstəd/
import *n / v* /ˈɪmpɔrt/ /ɪmˈpɔrt/
ingredients *n pl* /ɪnˈgridiənts/
insult *n / v* /ˈɪnsʌlt/ /ɪnˈsʌlt/
insurance *n* /ɪnˈʃʊrəns/
irresistible *adj* /ˌɪrɪˈzɪstəbl/
knives *n pl* /naɪvz/
knowledge *n* /ˈnɑlɪdʒ/
launch *v* /lɔntʃ/
lifestyle magazine *n* /ˌlaɪfstaɪl ˈmægə,zin/
logo *n* /ˈloʊgoʊ/
lounge *n* /laʊndʒ/
loyal *adj* /ˈlɔɪəl/
luck *n* /lʌk/
majority *n* /məˈdʒɔrəti/
make it big /ˌmeɪk ɪt ˈbɪg/
marketing *n* /ˈmɑrkətɪŋ/
media personality *n* /ˌmidiə pərsəˈnæləti/
model *n* /ˈmɑdl/
multinational corporation *n* /ˌmʌltiˈnæʃənl ,kɔrpəˈreɪʃn/
networked *v* /ˈnetwərkt/
numerous *adj* /ˈnumərəs/
offhand *adv* /ˌɔfˈhænd/
opposition *n* /ˌɑpəˈzɪʃn/
out of curiosity /ˈaʊt əv ,kyʊriˈɑsəti/
overwhelmed *v* /ˌoʊvərˈwelmd/
party *n* /ˈpɑrti/
passionately *adv* /ˈpæʃənətli/
permit *n / v* /ˈpərmɪt/ /pərmɪt/
plenty *n* /ˈplenti/
point-and-click graphics *n pl* /ˌpɔɪnt ən ˈklɪk ,græfɪks/
policy *n* /ˈpɑləsi/
pollution *n* /pəˈluʃn/
popular *adj* /ˈpɑpyələr/
possessions *n pl* /pəˈzeʃnz/
powder *n* /ˈpaʊdər/
power struggle *n* /ˈpaʊər ,strʌgl/
profitability *n* /ˌprɑtətəˈbɪləti/
progress *n* /ˈprɑgres/
protests *n pl* /ˈproʊtest/
qualified *adj* /ˈkwɑlə,faɪd/
quality *adj* /ˈkwɑləti/
range *n* /reɪndʒ/
recession *n* /rɪˈseʃn/
recipe *n* /ˈresəpi/
refund *n / v* /ˈrifʌnd/ /rɪˈfʌnd/
religious *adj* /rɪˈlɪdʒəs/
remote *n* /rɪˈmoʊt/
reputation *n* /ˌrepyəˈteɪʃn/
retailer *n* /ˈriteɪlər/
rivals *n pl* /ˈraɪvlz/
roaster *n* /ˈroʊstər/
robbed *v* /rɑbd/
rock and roll *n* /ˌrɑk ən ˈroʊl/
scientific calculator *n* /saɪən,tɪfɪk ˈkælkyə,leɪtər/
sleek *adj* /slik/
software *n* /ˈsɔftwer/
speciality coffees *n pl* /ˌspeʃəlti ˈkɔfiz/
spokeswoman *n* /ˈspoʊks,wʊmən/
stylish *adj* /ˈstaɪlɪʃ/
swift *adv* /ˈswɪft/
synonymous *adj* /sɪˈnɑnəməs/
target *n* /ˈtɑrgət/
tasty *adj* /ˈteɪsti/
traffic *n* /ˈtræfɪk/
tribute *n* /ˈtrɪbyut/
unemployment *n* /ˌʌnɪmˈplɔɪmənt/
unhealthy *adj* /ʌnˈhelθi/
user-friendly *adj* /ˌyuzər ˈfrendli/
utilitarian *adj* /yu,tɪləˈteriən/
valued *adj* /ˈvælyud/
violence *n* /ˈvaɪələns/
vitally *adv* /ˈvaɪtəli/
wasted *v* /ˈweɪstəd/
worldwide *adj* /ˈwərldwaɪd/

UNIT 7

adore *v* /əˈdɔr/
aging *v* /ˈeɪdʒɪŋ/
all good things must come to an end /ˈɔl ɡʊd ,θɪŋz məst kʌm tə ən ˈend/
anxious *adj* /ˈæŋkʃəs/
argument *n* /ˈɑrgyəmənt/
arranged marriage *n* /əˌreɪndʒd ˈmærɪdʒ/
behavior *n* /bɪˈheɪvyər/
blame *v* /bleɪm/
bound *v* /baʊnd/
break *n* /breɪk/
bright *adj* /braɪt/
busy *adj* /ˈbɪzi/
can't stand (something) /kænt ˈstænd .../
capital cities *n pl* /ˌkæpətl ˈsɪtiz/
cast my vote *v* /ˌkæst maɪ ˈvoʊt/
check *n* /tʃek/
choices *n pl* /ˈtʃɔɪsəz/
commitments *n pl* /kəˈmɪtmənts/
controlled *v* /kənˈtroʊld/
cough *n* /kɔf/
crazy about (somebody/something) /ˈkreɪzi ə,baʊt .../
cultural values *n pl* /ˌkʌltʃərəl ˈvælyuz/
debts *n pl* /dets/
denial *n* /dɪˈnaɪəl/
depressed *adj* /dɪˈprest/
diet *n* /ˈdaɪət/
dumb as dirt /dʌm əz dərt/
dying for /ˈdaɪɪŋ fər/
exaggeration *n* /ɪɡˌzædʒəˈreɪʃn/
exhausted *v* /ɪɡˈzɔstəd/
expensive *adj* /ɪkˈspensɪv/
fear *n* /fɪr/
fit *adj* /fɪt/
fond *adj* /fɑnd/
forget *v* /fərˈget/
forgive *v* /fərˈgɪv/
full-fledged *adj* /fʊl fledʒd/
generation *n* /ˌdʒenəˈreɪʃn/
get along well /ˌget əˈlɔŋ ˈwel/
grass *n* /ɡræs/
grown up *n* /ˌgroʊn ˈʌp/
hit the roof /ˌhɪt ðə ˈruf/
immortal *adj* /iˈmɔrtl/
intersection *n* /ˈɪntər,sekʃn/
kidding *v* /ˈkɪdɪŋ/
loaded *adj* /ˈloʊdəd/
madly in love /ˌmædli ɪn ˈlʌv/
mansion *n* /ˈmænʃn/
married *v* /ˈmærid/
middle age *n* /ˌmɪdl ˈeɪdʒ/
miraculously *adv* /məˈrækyələsli/
mortgage *n* /ˈmɔrɡɪdʒ/
mutter *v* /ˈmʌtər/
nationalities *n pl* /ˌnæʃəˈnælətiz/
nervously *adv* /ˈnərvəsli/
not crazy about /nɑt ˈkreɪzi ə,baʊt/
out of breath /ˌaʊt əv ˈbreθ/
out of order /ˌaʊt əv ˈɔrdər/
overlook *v* /ˌoʊvərˈluk/
passionate *adj* /ˈpæʃənət/
pause *n* /pɔz/
pension *n* /ˈpenʃn/
phase *n* /feɪz/
phenomenon *n* /fəˈnɑmə,nɑn/
postponed *v* /poʊˈspoʊnd/
prize *n* /praɪz/
puppy *n* /ˈpʌpi/
reality *n* /riˈæləti/
refusal *n* /rɪˈfyuzl/
refuse *v* /rɪˈfyuz/
rented *v* /ˈrentəd/
reserved *v* /rɪˈzərvd/
rich *adj* /rɪtʃ/
root *n* /rut/
sake of (somebody) *n* /ˈseɪk əv .../
serious *adj* /ˈsɪriəs/

shrugged *v* /ʃrʌgd/
sizeable *adj* /ˈsaɪzəbl/
society *n* /səˈsaɪəti/
spoiled for choice /ˌspɔɪld fər ˈtʃɔɪs/
swallow your pride / ˌswɑloʊ yər ˈpraɪd/
sweetly *adv* /ˈswitli/
taxes *n pl* /ˈtæksəz/
temperamental *adj* /ˌtemprəˈmentl/
twin *n* /twɪn/
understatement *n* /ˈʌndərˌsteɪtmənt/
visa *n* /ˈvizə/
weddings *n pl* /ˈwedɪŋz/
well off *adj* /wel ˈɔf/
worship *v* /ˈwərʃəp/
youth *n* /yuθ/

UNIT 8

addicted *v* /əˈdɪktəd/
adjacent *adj* /əˈdʒeɪsnt/
adventurous *adj* /ədˈventʃərəs/
afterthought *n* /ˈæftərˌθɔt/
album *n* /ˈælbəm/
anonymous *adj* /əˈnɑnəməs/
arrogant *adj* /ˈærəgənt/
authorities *n pl* /əˈθɔrətiz/
award *n* /əˈwɔrd/
awful *adj* /ˈɔfl/
bald *adj* /bɔld/
behave *v* /bɪˈheɪv/
beyond description /bɪˌyɑnd dɪˈskrɪpʃn/
bonfire *n* /ˈbɑnˌfaɪər/
boring *adj* /ˈbɔrɪŋ/
brain *n* /breɪn/
branches *n pl* /ˈbrɑntʃəz/
break down *v* /breɪk ˈdaʊn/
bruise *n* /bruz/
bullies *n pl* /ˈbʊliz/
business person *n* /ˈbɪznəs ˌpərsn/
busy *adj* /ˈbɪzi/
camouflaging *v* /ˈkæməfloʒɪŋ/
cement *n* /səˈment/
challenging *adj* /ˈtʃæləndʒɪŋ/
co-star *n* /ˈkoʊstɑr/
comforting *v* /ˈkʌmfərtɪŋ/
competitive *adj* /kəmˈpetətɪv/
completely *adv* /kəmˈplitli/
conceited *adj* /kənˈsitəd/
conservancy *n* /kənˈsərvənsi/
coral reef *n* /ˌkɔrəl ˈrif/
countryside *n* /ˈkʌntriˌsaɪd/
dangerous *adj* /ˈdeɪndʒərəs/
delicious *adj* /dɪˈlɪʃəs/
delighted *adj* /dɪˈlaɪtəd/
desert *n* /ˈdezərt/
detect *v* /dɪˈtekt/
diagnose *v* /ˌdaɪəgˈnoʊz/
disappointing *adj* /ˌdɪsəˈpɔɪntɪŋ/
disaster *adj* /dɪˈzæstər/
documentary *n* /ˌdɑkyəˈmentəri/
downpour *n* /ˈdaʊnpɔr/
driver's test *n* /ˈdraɪvərz test/
drums *n pl* /drʌmz/
embarrassing *adj* /ɪmˈbærəsɪŋ/
enormous *adj* /iˈnɔrməs/
exactly *adv* /ɪgˈzæktli/
excellent *adj* /ˈeksələnt/
excited *adj* /ɪkˈsaɪtəd/
exhausted *adj* /ɪgˈzɔstəd/
extraordinary *adj* /ɪkˈstrɔrdnˌeri/
extreme *adj* /ɪkˈstrim/
extremely *adv* /ɪkˈstrimli/
fascinating *adj* /ˈfæsəˌneɪtɪŋ/
flashlights *n pl* /ˈflæʃlaɪts/
goal *n* /goʊl/
gorgeous *adj* /ˈgɔrdʒəs/
graffiti *n* /grəˈfiti/
grandest *adj* /ˈgrændəst/
handsome *adj* /ˈhænsəm/
hard to believe /ˌhɑrd tə bɪˈliv/
heat exhaustion *n* /ˈhit ɪgˌzɔstʃən/
hectic *adj* /ˈhektɪk/
humble *adj* /ˈhʌmbl/
imported *adj* /ˈɪmpɔrtəd/
impressed *v* /ɪmˈprest/
impression *n* /ɪmˈpreʃn/
interesting *adj* /ˈɪntrəstɪŋ/
items *n pl* /ˈaɪtəmz/
jail *n* /dʒeɪl/
joke *n* /dʒoʊk/
land of opportunity *n* /ˌlænd əv ˌɑpərˈtunəti/
landscape *n* /ˈlændskeɪp/
last but not least /ˌlæst bət nɑt ˈlist/
laughing matter *n* /ˌlæfɪŋ ˈmætər/
learning difficulties *n pl* /ˈlərnɪŋ ˌdɪfɪkʌltiz/
legends *n pl* /ˈledʒəndz/
locations *n pl* /loʊˈkeɪʃnz/
marvelous *adj* /ˈmɑrvələs/
miner *n* /ˈmaɪnər/
miserable *adj* /ˈmɪzrəbl/
models *n pl* /ˈmɑdls/
mournful *adj* /ˈmɔrnfl/
musical *adj* /ˈmjuːzɪkl/
musical *n* /ˈmyuzɪkl/
neglected *adj* /nɪˈglektəd/
night club *n* /ˈnaɪt klʌb/
nostrils *n pl* /ˈnɑstrəlz/
obey *v* /oʊˈbeɪ/
old lady *n* /ˌoʊld ˈleɪdi/
ordinary *adj* /ˈɔrdneri/
pains *n pl* /peɪnz/
panic *v* /ˈpænɪk/
perfect *adj* /ˈpərfɪkt/
periods *n pl* /ˈpɪriədz/
persuade *v* /pərˈsweɪd/
plump *adj* /plʌmp/
praise *n* /preɪz/
predict *v* /prɪˈdɪkt/
pretentious *adj* /prɪˈtenʃəs/
priceless *adj* /ˈpraɪsləs/
production *n* /prəˈdʌkʃn/
profusely *adv* /prəˈfyusli/
properly *adv* /ˈprɑpərli/
pruner *n* /ˈprunər/
pyramids *n pl* /ˈpɪrəmɪdz/
real estate agent *n* /ˈrɪl ɪˌsteɪt ˌeɪdʒənt/
really *adv* /ˈrili/
recommend *v* /ˌrekəˈmend/
relaxing *adj* /rɪˈlæksɪŋ/
robber *n* /ˈrɑbər/
scene of the crime /ˌsin əv ðə ˈkraɪm/
skeptically *adv* /ˈskeptɪkli/
self-important *adj* /ˌself ɪmˈpɔrtnt/
sensation *n* /senˈseɪʃn/
seriously *adv* /ˈsɪriəsli/
shocking *adj* /ˈʃɑkɪŋ/
silly *adj* /ˈsɪli/
situated *adj* /ˈsɪtʃuˌeɪtəd/
skyline *n* /ˈskaɪlaɪn/
soaking *adj* /ˈsoʊkɪŋ/
solitude *n* /ˈsɑləˌtud/
sought *v* /sɔt/
split-level home *n* /ˌsplɪt levl ˈhoʊm/
stuck indoors /ˌstʌk ɪnˈdɔrz/
stupidly *adv* /ˈstupədli/
sunrise *n* /ˈsʌnraɪz/
taxi *n* /ˈtæksi/
thank goodness /ˌθæŋk ˈgʊdnəs/
thrilled *v* /θrɪld/
tired *adj* /ˈtaɪərd/
topped the charts /ˌtɑpt ðə ˈtʃɑrts/
touching *adj* /ˈtʌtʃɪŋ/
tram *n* /træm/
tree climber *n* /ˈtri ˌklaɪmər/
tree house *n* /ˈtri haʊs/
treetops *n pl* /ˈtritɑps/
tribe *n* /traɪb/
triplets *n* /ˈtrɪpləts/
unusual *adj* /ʌnˈyuʒuəl/
valuable *adj* /ˈvæljəbl/
view *n* /vyu/
vote *v* /voʊt/
wallet *n* /ˈwɑlət/
What a relief. /ˌwʌt ə rɪˈlif/
workmanship *n* /ˈwərkmənʃɪp/
worn *adj* /wɔrn/

UNIT 9

absent-minded *adj* /ˌæbsənt ˈmaɪndəd/
antique fair *n* /ænˌtik ˈfer/
apart *adv* /əˈpɑrt/
apron *n* /ˈeɪprən/
argumentative *adj* /ˌɑrgyəˈmentətɪv/
auctions *n pl* /ˈɔkʃnz/
bedtime *n* /ˈbedtaɪm/
bell bottoms *n pl* /bel ˈbɑtəmz/
big-headed *adj* /ˌbɪg ˈhedəd/
blew up *v* /ˌblu ˈʌp/
blouse *n* /blaʊs/
boiling hot /ˌbɔɪlɪŋ ˈhɑt/
bored stiff /bɔrd ˈstɪf/
borrow *v* /ˈbɑroʊ/
brand new /ˌbrænd ˈnu/
breadwinner *n* /ˈbredˌwɪnər/
bygone era *n* /ˈbaɪgɔn ˌɪrə/
cabinet *n* /ˈkæbənət/
central heat *n* /ˌsentrəl ˈhit/
clumsy *adj* /ˈklʌmzi/
colleagues *n pl* /ˈkɑligz/
conveniences *n pl* /kənˈvinyənsəz/
coolest *adj* /ˈkuləst/
cozy *adj* /ˈkoʊzi/
cottage *n* /ˈkɑtɪdʒ/
courtship *n* /ˈkɔrtʃɪp/
crazy *adj* /ˈkreɪzi/
cutlery *n* /ˈkʌtləri/
devotes *v* /dɪˈvoʊts/
distressing *adj* /dɪˈstresɪŋ/
drop me a line /ˌdrɑp mi ə ˈlaɪn/
easygoing *adj* /ˌizīˈgoʊɪŋ/
ecstatic *adj* /ɪkˈstætɪk/
entertainment *n* /ˌentərˈteɪnmənt/
era *n* /ˈɪrə/
factual *adj* /ˈfæktʃuəl/
fantasy world *n* /ˈfæntəsi ˌwərld/
farmer *n* /ˈfɑrmər/
fast food *n* /ˌfæst ˈfud/
features *n pl* /ˈfitʃərz/
feminine *adj* /ˈfemənən/
fireplace *n* /ˈfaɪərˌpleɪs/
fittings *n pl* /ˈfɪtɪŋz/
flat cap *n* /ˈflæt kæp/
freezing cold /ˌfrizɪŋ ˈkoʊld/
furious *adj* /ˈfyuriəs/
gadgets *n pl* /ˈgædʒəts/
garage sale *n* /gəˈrɑʒ seɪl/
gas *n* /gæs/
get in touch /ˌget ɪn ˈtʌtʃ/
get together *v* /get təˈgeðər/
giggling *v* /ˈgɪglɪŋ/
gone to a lot of trouble /ˈgɔn tə ə ˌlɑt əv ˈtrʌbl/
graphic designer *n* /ˌgræfɪk dɪˈzaɪnər/
great big /greɪt ˈbɪg/
habit *n* /ˈhæbət/
halcyon time *n* /ˈhælsiən taɪm/
handpicked *adj* /ˌhænd ˈpɪkt/
haven *n* /ˈheɪvn/
hectic *adj* /ˈhektɪk/
high-school reunion *n* /ˈhaɪskul riˌyunyən/
homemade *adj* /ˌhoʊmˈmeɪd/
hours on end /ˌaʊərz ɑn ˈend/
immaculate *adj* /iˈmækyələt/
insanely *adv* /ɪnˈseɪnli/
jealous *adj* /ˈdʒeləs/
lab *n* /læb/
lady *n* /ˈleɪdi/
ladylike *adj* /ˈleɪdiˌlaɪk/
like-minded *adj* /ˌlaɪk ˈmaɪndəd/
lose touch /luz ˈtʌtʃ/
marking time /ˌmɑːkɪŋ ˈtaɪm/
members *n pl* /ˈmembərz/
microwave oven *n* /ˌmaɪkrəweɪv ˈʌvn/
mod cons *n pl* /ˌmɑd ˈkɑnz/
nostalgic *adj* /nəˈstældʒɪk/
nosy *adj* /ˈnoʊzi/
obsessed *v* /əbˈsest/
opposing views /əˌpoʊzɪŋ ˈvyuz/

ordeal *n* /ɔr'dil/
original *adj* /ə'rɪdʒənl/
pantry *n* /'pæntri/
passion *n* /'pæʃn/
past *adj* /pæst/
patronized *v* /'peɪtrə,naɪzd/
pencil skirt *n* /'pensl ,skərt/
petrified *adj* /'petrə,faɪd/
plastic *n* /'plæstɪk/
proposed *v* /prə'pouzd/
protective *adj* /prə'tektɪv/
quaint *adj* /kweɪnt/
re-creation *n* /,rikri'eɪʃn/
refrigerator freezer *n* /rɪ'frɪdʒəreɪtər ,frizər/
restore *v* /rɪ'stɔr/
retired *adj* /rɪ'taɪərd/
retro *adj* /'retrou/
revolves around *v* /rɪ,vɑlvz ə'raund/
roles *n pl* /roulz/
ruled *v* /ruld/
running water *n* /,rʌnɪŋ 'wɔtər/
sandcastles *n pl* /'sænd,kæslz/
scald *v* /skɔld/
self-centered *adj* /self 'sentərd/
sensible *adj* /'sensəbl/
sensitive *adj* /'sensətɪv/
sentimental *adj* /,sentə'mentl/
sing-along *n* /'sɪŋə,lɔŋ/
sitting room *n* /'sɪtɪŋ ,rum/
social life *n* /'souʃl ,laɪf/
social media *n* /'souʃl ,midiə/
solely *adv* /'soulli/
sound asleep /,saund ə'slip/
source *v* /sɔrs/
stingy *adj* /'stɪndʒi/
stone-cold *adj* /'stoun kould/
stubborn *adj* /'stʌbərn/
supermarkets *n pl* /'supər,mɑrkəts/
supportive *adj* /sə'pɔrtɪv/
sweet *adj* /swit/
teased *v* /tizd/
techno-geek *n* /'teknou ,gik/
television *n* /'telə,vɪʒn/
treat *n* /trit/
vest *n* /vest/
Victorian *adj* /vɪk'tɔriən/
wasteful *adj* /'weɪstfl/
wide awake /,waɪd ə'weɪk/

UNIT 10

a sharp tongue /ə ,ʃɑrp 'tʌŋ/
archaeology *n* /,ɑrki'ɑlədʒi/
banish *v* /'bænɪʃ/
broken *adj* /'broukən/
cancelled *v* /'kænsld/
cereal crops *n pl* /'sɪriəl krɑps/
colonization *n* /,kɑlənə'zeɪʃn/
complex *adj* /kəm'pleks/
craftsmen *n* /'kræftsmən/
crops *n pl* /krɑps/
culture *n* /'kʌltʃər/
delay *n* /dɪ'leɪ/
delayed *v* /dɪ'leɪd/
dominate *v* /'dɑmə,neɪt/
drowned *v* /draund/
embark *v* /ɪm'bɑrk/
emotions *n pl* /ɪ'mouʃnz/
extort *v* /ɪk'stɔrt/
ferocious *adj* /fə'rouʃəs/
fjords *n pl* /fyɔrdz/
fury *n* /'fyuri/
glaciers *n pl* /'gleɪʃərz/
goes to their head /,gouz tə ðər 'hed/
happy ending *n* /,hæpi 'endɪŋ/
heart-to-heart *n* /,hɑrt tə 'hɑrt/
homelands *n pl* /'houmlændz/
hot-tempered *adj* /hɑt 'tempərd/
immigrants *n pl* /'ɪməgrənts/
intelligence *n* /ɪn'teledʒəns/
intrepid *adj* /ɪn'trepəd/
intrigued *v* /ɪn'trigd/
journalist *n* /'dʒərnəlɪst/
livestock *n* /'laɪvstɑk/
manual skills *n* /,mænyuəl 'skɪlz/
mail carrier *n* /'meɪl ,kæriər/
monasteries *n pl* /'mɑnə,steriz/
mount an expedition /'maunt ən ,ekspə'dɪʃn/
navigators *n pl* /'nævə,geɪtərz/
on its last legs /ɑn ɪts ,læst 'legz/
petrified *adj* /'petrə,faɪd/
pillagers *n pl* /'pɪlɪdʒərz/
plead *v* /plid/
post office *n* /'poust ,ɔfəs/
protection money *n* /prə'tekʃn ,mʌni/
pulling your leg /,pulɪŋ yər 'leg/
putting on a brave face /,pʌtɪŋ ən ə breɪv 'feɪs/
raiders *n pl* /'reɪdərz/
reign of terror /'reɪn əv ,terər/
saga *n* /'sɑgə/
settlers *n pl* /'setlərz/
settlements *n pl* /'setlmənts/
sprang *v* /spræŋ/
strike fear /straɪk 'fɪr/
temper *n* /'tempər/
tend *v* /tend/
trade *n* /treɪd/
tribes *n pl* /traɪbz/
unharmed *adj* /ʌn'hɑrmd/
vacuum cleaner *n* /'vækyum ,klinər/
voyages *n pl* /'vɔɪɪdʒɪz/
warrior race *n* /'wɔriər reɪs/
worship *v* /'wərʃəp/
vast *adj* /væst/

UNIT 11

alignment *n* /ə'laɪnmənt/
alimentary canal *n* /ælə,mentri kə'næl/
annoying *adj* /ə'nɔɪɪŋ/
archeology *n* /,ɑrki'ɑlədʒi/
architect *n* /'ɑrkə,tekt/
auditory *adj* /'ɔdə,tɔri/
bacteria *n* /bæk'tɪriə/
bay *n* /beɪ/
bookcase *n* /'bukkeɪs/
cable *n* /'keɪbl/
calendar *n* /'kæləndər/
cent *n* /sent/
cliff *n* /klɪf/
coincidence *n* /kou'ɪnsədəns/
collapse *v* /kə'læps/
criteria *n* /kraɪ'tɪriə/
densely *adv* /'densli/
dependence *n* /dɪ'pendəns/
devise *v* /dɪ'vaɪz/
dishwasher *n* /'dɪʃ,wɑʃər/
dream home *n* /'drim houm/
dream *n* /drim/
earthquake *n* /'ərθkweɪk/
earworm *n* /'ɪrwərm/
excreted *v* /ɪk'skritəd/
fall in love /,fɔl ɪn 'lʌv/
flexible *adj* /'fleksəbl/
fluently *adj* /'fluəntli/
follicle mite *n* /'fɑlɪkl ,maɪt/
genius *n* /'dʒinyəs/
grin *v* /grɪn/
groans *n pl* /grounz/
hairbands *n pl* /'herbændz/
harmful *adj* /'hɑrmfl/
harmless *adj* /'hɑrmləs/
harmlessly *adv* /'hɑrmləsli/
helpline *n* /'helplaɪn/
host *n* /houst/
hypothetical *adj* /,haɪpə'θetɪkl/
inhabit *v* /ɪn'hæbət/
instructions *n pl* /ɪn'strʌkʃnz/
invade *v* /ɪn'veɪd/
leap year *n* /'lip yɪr/
loop *n pl* /lup/
mail server *n* /'meɪl ,sərvər/
mind-boggling *adj* /'maɪnd,bɑglɪŋ/
moans *n pl* /mounz/
monks *n pl* /mʌŋks/
multiplies *v* /'mʌltə,plaɪz/
munch *v* /mʌntʃ/
nightmares *n pl* /'naɪtmerz/
origin *n* /'ərədʒən/
painstakingly *adv* /'peɪn,steɪkɪŋli/
parasites *n pl* /'pærə,saɪts/
populated *v* /'pɑpyə,leɪtəd/
printing press *n* /'prɪntɪŋ ,pres/
puzzle over *v* /,pʌzl 'ouvər/
ready-to-assemble *adj* /'redi tə ə'sembl/
redesign *v* /,ridɪ'zaɪn/
regret *n* /rɪ'gret/
retained *v* /rɪ'teɪnd/
revolutions *n pl* /,revə'luʃnz/
satellites *n* /'sætl,aɪts/
shaking *v* /'ʃeɪkɪŋ/
skin cells *n pl* /'skɪn selz/
soundscape *n* /'saundskeɪp/
space *n* /speɪs/
species *n* /'spiʃiz/
sprang *v* /spræŋ/
square centimetre *n* /,skwer 'sentə,mitər/
strokes *n pl* /strouks/
susceptible *adj* /sə'septəbl/
tedious *adj* /'tidiəs/
tolerate *v* /'tɑlə,reɪt/
transcribed *v* /træn'skraɪbd/
washing machine *n* /'wɑʃɪŋ ,məʃin/
wonder *v* /'wʌndər/

UNIT 12

anonymity *n* /,ænə'nɪməti/
authority *n* /ə'θɔrəti/
basics *n pl* /'beɪsɪks/
batteries *n pl* /'bætəriz/
beautician *n* /byu'tɪʃn/
blissfully *adv* /'blɪsfli/
bonus *n* /'bounəs/
break the ice /,breɪk ðə 'aɪs/
broke *adj* /brouk/
bulging *adj* /'bʌldʒɪŋ/
bursting *v* /bərstɪŋ/
captain *n* /'kæptən/
cell phone *n* /'sel foun/
chat *v* /tʃæt/
claustrophobic *adj* /,klɔstrə'foubɪk/
cruise *n* /kruz/
dress rehearsal *n* /'dres rɪ,hərsl/
elementary school *n* /,elə'mentri skul/
enough *adj* /ɪ'nʌf/
exquisitely *adv* /ɪk'skwɪzətli/
ferry *n* /'feri/
feudal *adj* /'fyudl/
follow in (somebody's) footsteps /,fɑlou ɪn … 'futsteps/
follow my nose /,fɑlou maɪ 'nouz/
frantic *adj* /'fræntɪk/
getting me down /,getɪŋ mi 'daun/
grazing *v* /'greɪzɪŋ/
guest *n* /gest/
guts *n pl* /gʌts/
healer *n* /'hilər/
high school *n* /'haɪ skul/
hustle and bustle /'hʌsl ən ,bʌsl/
hobbies *n pl* /'hɑbiz/
I got the bug /aɪ ,gɑt ðə 'bʌg/
idealistic *adj* /,aɪdiə'lɪstɪk/
impolite *adj* /,ɪmpə'laɪt/
inefficient *adj* /,ɪnɪ'fɪʃnt/
it hit me like a ton of bricks /ɪt 'hɪt mi laɪk ə ,tʌn əv 'brɪks/
leisure time *n* /'liʒər taɪm/
line *n* /laɪn/
magnify *v* /'mægnə,faɪ/
marriage *n* /'mærɪdʒ/
minor *adj* /'maɪnər/
notions *n pl* /'nouʃnz/
odds and ends /ɑdz ən endz/
pace *n* /peɪs/
patience *n* /'peɪʃns/
peace and quiet /,pis ən 'kwaɪət/
prioritize *v* /praɪ'ɔrə,taɪz/
provisions *n pl* /prə'vɪʒnz/
puffins *n pl* /'pʌfənz/
punctual *adj* /'pʌŋktʃuəl/
punctuality *n* /,pʌŋktʃu'æləti/
put off *v* /put 'ɔf/
recharge *v* /,ri'tʃɑrdʒ/

relaxation *n* /ˌrilæk'seɪʃn/
respect *n* /rɪ'spekt/
retired *v* /rɪ'taɪərd/
sailed *v* /seɪld/
ship *n* /ʃɪp/
shoal *n* /ʃoʊl/
sparsely *adv* /spɑrsli/
stand on my own two feet /ˌstænd ɑn maɪ oʊn tu'fit/
strawberries *n pl* /'strɔːbəriz/
such a pain /ˌsʌtʃ ə 'peɪn/
sufficient *adj* /sə'fɪʃnt/
tranquil *adj* /'træŋkwəl/
veterinarian *n* /ˌvetərə'nerɪən/
vital *adj* /'vaɪtl/
vitality *n* /vaɪ'tæləti/
widow *n* /'wɪdoʊ/

Extra Materials

UNIT 2 *p. 13*

SPEAKING AND LISTENING

Dreams come true

These are the top 15 things that people most wanted to do before they die.

1 swim with dolphins
2 go scuba diving on the Great Barrier Reef
3 go whale-watching
4 dive with sharks
5 go skydiving
6 fly in a hot-air balloon
7 fly in a fighter plane
8 go on safari
9 see the Northern Lights
10 visit Machu Picchu
11 climb Sydney Harbour Bridge
12 escape to a paradise island
13 drive a Formula 1 car
14 go white-water rafting
15 walk the Great Wall of China

UNIT 2 *p. 12*

PRACTICE

Exchanging information

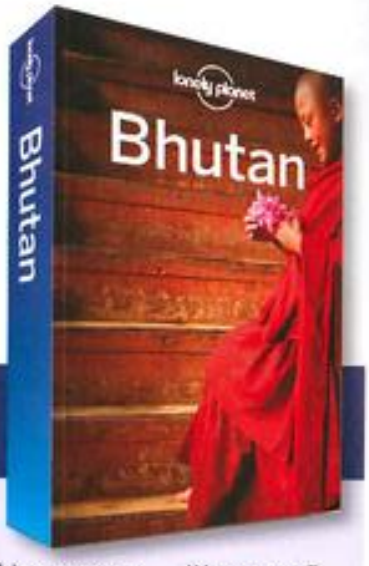
Student B

Ask and answer questions with Student A to complete the information about Tony and Maureen Wheeler.

When was Lonely Planet founded?

In 1973. How many guidebooks have been printed?

Over 130 million. How many ...



lonely planet

The travel guide company *Lonely Planet* was founded by Tony and Maureen Wheeler **in 1973**. Lonely Planet is an outstanding publishing success. ... (*How many?*) guidebooks have now been printed and it has books for almost every country in the world. They have been translated into **13 languages**. The website www.lonelyplanet.com receives ... (*How many?*) visitors per year, and there has been in excess of 10 million downloads of its apps. It has offices in the UK, the US, and India, with its headquarters in **Melbourne, Australia**.

Tony Wheeler lived in many different countries when he was young because ... (*Why?*). He studied **engineering** at Warwick University. Maureen was born in ... (*Where?*). She went to London at the age of 20 because **she wanted to see the world**. She met Tony in Regent's Park ... (*When?*).

In 1972, they traveled **overland across Europe, through Asia, and onto Australia**. The trip took six months. They wrote their first book, called *Across Asia on the Cheap*, ... (*Where?*). They have lived in Melbourne on and off **for over 30 years**. Together they have been to ... countries (*How many?*). Tony says that the most amazing place he has ever visited is a remote hilltop city called Tsaparang, in Tibet.

The Wheelers sold Lonely Planet in **2011**, but Tony still writes for the company. His new book, *Dark Lands*, recalls his experiences in countries such as Pakistan and Colombia.

UNIT 3 *p. 19*

Can you believe it?

Mystery of man in the snow

People are now questioning Peter Skyllberg's story about getting stuck in the snow. It has emerged that Mr. Skyllberg had been living in his car since last May when he disappeared from his home in central Sweden. His business had collapsed, was in a lot of debt, and his girlfriend had left him. He hadn't spoken to any of his family for over 20 years, so nobody missed him. Local people say that he was only a mile from a main road and snowmobiles frequently pass that way, so it is very strange that his car was not noticed earlier. They can't believe he couldn't get out of his car and get help. Police now believe that Mr. Skyllberg actually just wanted to die.

UNIT 3 *p. 20*

PRACTICE

Giving and receiving news

Student A

Read the newspaper story. Then show your partner the photo and tell him/her the story in your own words.

RUSSIA

DRIVERS STUCK IN 120-MILE TRAFFIC

Tens of thousands of vehicles were stuck – some for three days – in a huge traffic jam on a road northwest of Moscow.

The length of the backup on the M-10 highway, which is one of the busiest in the country, was said to be 120 miles (200 km), according to media reports.

Heavy snow has been blamed for the gridlock, with one driver reported as saying he had traveled just "one kilometer over 24 hours."

Temporary food vehicles have been set up along the road, but many drivers said they were running out of fuel to keep their engines and heaters running in the sub-zero temperatures.

"Drivers help one another and that's it. The problems are on the side of the authorities," a truck driver named Sergei said. "There are no gasoline tankers, no water, nothing. We are just stuck here."

A police official said that by Sunday evening "the reach of the traffic jam is no longer than 34 miles (55 km) and is gradually falling." The road is now thought to be moving normally again.

PRACTICE

Giving and receiving news

Student B Read the newspaper story. Then show your partner the photo and tell him/her the story in your own words.

Fans line up for new game console

Nintendo has launched its eagerly anticipated Wii U in the US. This is the first major home console launch for over six years.

Hundreds fans lined up outside Nintendo World Store in New York City, which hosted the official midnight launch despite the cold temperatures.

"Our store managers ensured it was well-stocked for the launch following a huge number of pre-orders."

The Wii U features the GamePad controller, a tablet-type device that allows users to continue playing after the connected television has been turned off. The controller boasts a 6.2-inch touchscreen display and a three- to five-hour battery life.

Initial reviews of the console are mixed, mainly because gamers think the number of games that are available don't justify the $299 cost. Among the games expected to be best-sellers are Nintendo Land, ZombiU, the New Wii Sports, and New Super Mario Bros U.

One man, Isaiah-Triforce Johnson had been camping outside the store since October 22nd to ensure that he would be the first to lay his hands on the console. But the majority of the crowd hadn't joined the line until a few days before the launch. They were given grilled cheese sandwiches and apple cider by Nintendo employees while they were waiting.

The Clinging Woman

A man (whose name we never learn) wakes up early one morning to see a woman hanging from her balcony. He calls the police, who come to rescue her. His neighbors treat him like a hero. He thinks he did nothing that was brave and wants to forget the whole episode. Two weeks later the woman comes to his door to thank him. She introduces herself as Lydia Simpson.

They get to know each other and have meals together. One evening he asks her why she tried to kill herself. She replies that she had been engaged to be married, but the man had left her for someone else.

He is attracted to her because she is neat, feminine, and self-reliant. In time they get married. She is the perfect wife and homemaker. They have a close, intense relationship, with very few outside people coming into their lives.

The man is promoted at work. He needs to find a secretary. Lydia proposes herself. He tries to explain that it wouldn't be a good idea for his wife to be his secretary as well, but she takes this as a rebuff of his love. The next day she tries to commit suicide again by gassing herself in the oven. She is rushed to the hospital, where she confesses to him that she had also tried to kill herself when she was 17 because a boy had let her down.

The man is determined to devote the rest of his life to taking care of his wife. He refuses to go on a business trip to Canada in order to stay with her. They decide not to have children. Their own company is enough for them. He gets sick and does some work from home with Lydia acting as his secretary. He becomes depressed and even contemplates suicide himself. As he approaches 40, he sees himself trapped.

His company is opening an office in Australia, and he is offered the opportunity of going there for three months. He is worried because this will take him away from home. He tries to put off telling Lydia, but she eventually finds out. She reacts very badly but helps him to prepare for the trip. He knows that she will probably try to kill herself again. He also thinks about suicide as a way out of this suffocating relationship.

He discovers Lydia has taken an overdose of sleeping pills. He sees her lying on the floor with the empty bottle of pills still clutched feebly in her hand. She is still alive. He is about to call for an ambulance when he makes a big decision. He goes out of the house and doesn't come back until several hours later when he knows his wife will have died.

UNIT 4 *p. 30*

MALAYSIA AIRLINES FACTS

MH370 took off from Kuala Lumpur en route to Beijing on March 8, 2014. There were 227 passengers on board from 15 countries along with 12 Malaysian crewmembers. An hour into its flight at 01:19 (Malaysia Time), the pilot transmitted his last words, "good night," to air traffic controllers. The plane then disappeared from air traffic control radar screens two minutes later at 01:21 (Malaysia Time). Malaysian military radar tracked the plane for another hour, when it completely disappeared from radars. The search for the plane lasted for seven months and was conducted by a multinational team. Nearly a year later, on January 29, 2015, the Malaysian government officially declared MH370 an accident with no survivors.

THE APOLLO MOON LANDINGS FACTS

The American **Apollo 11** was the first manned spacecraft to land on the moon. It was launched on July 16th, 1969 from **Kennedy Space Center**, in Florida. Four days later, on July 20th, astronauts **Neil Armstrong** and **Buzz Aldrin** became the first men to step onto the moon. Armstrong described the event: "One small step for a man, one giant leap for mankind." This was heard by people worldwide as the landing was broadcast on live TV. A third astronaut, **Michael Collins**, waited in the rocket to pick them up. They spent eight days in space before returning safely to earth. There were six Apollo landings altogether between 1969 and 1972.

UNIT 10 *p. 75*

PRACTICE

ONE OF THE WORLD'S MOST INTERESTING *Historical Mysteries*

Richard III was born in 1452. He became king in 1483 after the death of his elder brother, Edward IV, having seized the throne from Edward's two young sons. He imprisoned the boys in the Tower of London, where he allegedly had them murdered. The scandal of the princes in the tower caused Henry Tudor to challenge him for the throne. Richard amassed an army of 12,000 men near the town of Leicester. Henry marched towards him with his army of 5,000. They met and fought in the Battle of Bosworth Field. This was the last time a king actually fought in battle with his men. Richard, just 32 years old, was killed and Henry Tudor took the throne as Henry VII. He was the father of Henry VIII and grandfather of Elizabeth I.

According to historical records, Richard's body was taken to Leicester and buried without a coffin or shroud in a graveyard that was subsequently destroyed in the 16th century. It wasn't until 500 years after his death that a team from Leicester University set out to trace the site of Richard's burial. In August 2012, they began excavating in a parking lot in the city and soon discovered the skeleton, which was found in good condition but with its feet missing. It also had a badly curved spine and ten battle-related injuries. It was subjected to months of DNA tests, which linked it to descendants in Canada, Michael and Leslie Ibsen, who are genealogically linked to the king's sister, Anne of York. This was final confirmation that the body was indeed Richard III. A facial reconstruction of the skull was also made, which looks remarkably like portraits of the king. Richard III was portrayed by William Shakespeare as a monstrous, hunchbacked tyrant with a withered arm, who murdered two innocent princes in the Tower of London. However, modern historians argue that the king was the victim of Henry VII's propaganda and archeologists found no evidence of a withered arm.

In 2014, the king was finally given a royal burial and his remains were laid to rest in Leicester Cathedral.

UNIT 10 *p. 78*

THE END OF THE VIKING AGE

The Vikings reigned supreme in Europe for over 300 years. Indeed, fear of the Vikings played a pivotal role in reshaping that continent, but by 1100 AD Viking power began to weaken. Back in their Scandinavian homeland, the Vikings' descendants had divided into separate kingdoms led by rival kings, which ultimately became Norway, Sweden, and Denmark. Not only in Scandinavia, but throughout Europe, the people had begun to form themselves into powerful kingdoms, and the Norse raiders ran out of easy victims. In England, the victory in 1066 of William the Conqueror, a descendant of Norsemen from Normandy, marked the end of Viking terror.

As their power collapsed, the lifestyles of Viking settlers changed and beliefs disappeared. They became part of new, mixed communities. They intermarried with the locals and forgot many of their old ways. They were converted to Christianity, and warriors no longer went on raids. However, Viking civilization has never completely disappeared. Many places in northern Europe still have Viking names and Viking ideas, such as the creation of parliaments and the right to free speech. These are still very much a part of many modern societies. And of course Viking stories, myths, and legends continue to be enjoyed worldwide. Unlike Columbus, the Vikings may not have established a permanent presence in North America, but their genes have been spread widely throughout the Western world. Millions of Americans and Europeans carry at least a bit of Viking blood.

UNIT 11 *p. 85*

VOCABULARY AND PRONUNCIATION

Word pairs CD4 18

A Are you going to take a vacation this year?

B I'd love to – but we'll have to wait and see. We're a little short on money right now.

A We're hoping to go to that beach house in Massachusetts, but it's touch and go whether we will.

B Why's that?

A Well, I don't know if I can get the time off work.

B But I thought they were good about giving you time off.

A Yeah, they are, by and large, but the company I work for is small, and we have to cover for each other, so it's always a case of give and take.

B Yeah, I can see that. At least you got away last year. I'm sick and tired of not being able to go anywhere.

A You get away every now and then, don't you?

B More "then" than "now." We used to take the long weekends in the mountains every other month, but since the kids came along it's more difficult. Oh for the peace and quiet of the mountains, but I don't suppose we'd get much peace or quiet, even if we could afford to go, what with three kids and two dogs.

A Is Chris fed up, too?

B You know Chris. He never complains, he just grins and bears it.

A I tell you what. If we do manage to get that beach house, why don't you all join us? It's huge.

B Oh – that's so nice of you … uh but I don't know. Wouldn't we be spoiling your vacation? What would Pat think? What if …

A Look, no ifs or buts. The offer's there – you can take it or leave it!

B I can't tell you how much I appreciate it. It would be fantastic, but can I talk to Chris about it first?

A Of course, of course. I'm sure you'll want to go through all the pros and cons together.

B I can't think of many cons. It's just too good to be true. Thank you so much.

A Well, as I said, the offer's there. Let's hope I get the time off work – we'll have a great time together.

THE PACE OF LIFE

How well do you use your time?

Answers to quiz

Mostly "a" answers

You're a daydreamer. Did you actually manage to finish the quiz? You have little control over your life. Chaos surrounds you. Perhaps you tell yourself that you are being creative, but the truth is you are frightened of failure, so you don't try. Your abilities remain untested and your dreams unfulfilled.

Mostly "b" answers

You represent balance and common sense. Your ability to manage your life is impressive, and you know when to relax. You understand that the best decisions are never made in an atmosphere of pressure. You are able to meet deadlines and look ahead to make sure crises don't happen.

Mostly "c" answers

You live in hope that something or somebody will make everything in life turn out right for you. "I'll get around to it," you tell yourself. What you don't tell yourself is that you alone can manage your life. You are an expert at putting things off until later and finding excuses when you do so. Forget these excuses. The right time is now.

Mostly "d" answers

You are certainly an achiever. Superman or superwoman. You know how to get a job done and you are proud of the way you manage your life. You are obsessive about using every second of the day to its maximum and get irritated by people who are not like you and prefer to take life at a slower pace. Learn to relax a little. Remember, stress kills.

Verb Patterns

Verbs + *-ing*	
adore can't stand don't mind enjoy finish imagine loathe	doing swimming cooking

Note
We often use the verb *go + -ing* for sports and activities.
*I **go swimming** every day.*
*I **go shopping** on weekends.*

Verbs + preposition + *-ing*	
give up look forward to succeed in think of	doing

Verbs + infinitive	
afford agree choose dare decide expect forget help hope learn manage mean need offer plan promise refuse seem want would hate would like would love would prefer	to do to come to cook

Notes
1 *Help* and *dare* can be used without *to*.
*We **helped clean up** the kitchen.*
*They didn't **dare disagree** with him.*
2 *Have to* for obligation.
*I **have to wear** a uniform.*
3 *Used to* for past habits.
*I **used to live** in the city, but I moved last year.*

Verbs + sb + infinitive		
advise allow ask beg encourage expect force help invite need order persuade remind tell want warn would like	me him them someone	to do to go to come

Note
Help can be used without *to*.
*I **helped** him **do** the dishes.*

Verbs + sb + base form (no *to*)		
help let make	her us	do

Notes
1 *To* is used with *make* in the passive.
*We were **made to work** hard.*
2 *Let* cannot be used in the passive. *Allowed to* is used instead.
*She was **allowed to leave**.*

Verbs + *-ing* or infinitive (with little or no change in meaning)	
begin continue hate like love prefer start	doing to do

Verbs + *-ing* or infinitive (with a change in meaning)	
remember stop try	doing to do

Notes
1 *I **remember sending** the text.*
(= I have a memory now of a past action; sending the text.)
*I **remembered to send** the text.*
(= I reminded myself to send the text. I didn't forget.)
2 *I **stopped drinking** coffee.*
(= I gave up the habit.)
*I **stopped to drink** a coffee.*
(= I stopped doing something else in order to have a cup of coffee.)
3 *I **tried to** sleep.*
(= I wanted to sleep, but it was difficult.)
*I **tried counting** sheep and **drinking** a glass of warm milk.*
(= These were possible ways of getting to sleep.)

Irregular Verbs

Base form	Past form	Past participle	Base form	Past form	Past participle
be	was/were	been	learn	learned	learned
beat	beat	beaten	leave	left	left
become	became	become	lend	lent	lent
begin	began	begun	let	let	let
bend	bent	bent	lie	lay	lain
bite	bit	bitten	light	lighted/lit	lighted/lit
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	must	had to	had to
call	called	called	pay	paid	paid
can	could	been able	put	put	put
catch	caught	caught	read /rid/	read /rɛd/	read /rɛd/
choose	chose	chosen	ride	rode	ridden
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
dream	dreamed/dreamt	dreamed/dreamt	set	set	set
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sink	sank	sunk
find	found	found	sit	sat	sat
fit	fit	fit	sleep	slept	slept
fly	flew	flown	slide	slid	slid
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	spoil	spoiled	spoiled
get	got	gotten	spread	spread	spread
give	gave	given	stand	stood	stood
go	went	been/gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
kneel	knelt	knelt	wake	woke	woken
know	knew	known	wear	wore	worn
lay	laid	laid	win	won	won
lead	led	led	write	wrote	written

Phonetic Symbols

Consonants			
1	/p/	as in	**pen** /pɛn/
2	/b/	as in	**big** /bɪg/
3	/t/	as in	**tea** /ti/
4	/d/	as in	**do** /du/
5	/k/	as in	**cat** /kæt/
6	/g/	as in	**go** /goʊ/
7	/f/	as in	**four** /fɔr/
8	/v/	as in	**very** /ˈvɛri/
9	/s/	as in	**son** /sʌn/
10	/z/	as in	**zoo** /zu/
11	/l/	as in	**live** /lɪv/
12	/m/	as in	**my** /maɪ/
13	/n/	as in	**near** /nɪr/
14	/h/	as in	**happy** /ˈhæpi/
15	/r/	as in	**red** /rɛd/
16	/j/	as in	**yes** /yɛs/
17	/w/	as in	**want** /wɑnt/
18	/θ/	as in	**thanks** /θæŋks/
19	/ð/	as in	**the** /ðə/
20	/ʃ/	as in	**she** /ʃi/
21	/ʒ/	as in	**television** /ˈtɛləˌvɪʒn/
22	/tʃ/	as in	**child** /tʃaɪld/
23	/dʒ/	as in	**German** /ˈdʒərmən/
24	/ŋ/	as in	**English** /ˈɪŋglɪʃ/

Vowels			
25	/i/	as in	**see** /si/
26	/ɪ/	as in	**his** /hɪz/
27	/ɛ/	as in	**ten** /tɛn/
28	/æ/	as in	**stamp** /stæmp/
29	/ɑ/	as in	**hot** /hɑt/
30	/ɔ/	as in	**saw** /sɔ/
31	/ʊ/	as in	**book** /bʊk/
32	/u/	as in	**you** /yu/
33	/ʌ/	as in	**sun** /sʌn/
34	/ə/	as in	**about** /əˈbaʊt/

Diphthongs (two vowels together)			
35	/eɪ/	as in	**name** /neɪm/
36	/oʊ/	as in	**no** /noʊ/
37	/aɪ/	as in	**my** /maɪ/
38	/aʊ/	as in	**how** /haʊ/
39	/ɔɪ /	as in	**boy** /bɔɪ/

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