

Fourth edition

New
Headway

Upper-Intermediate Student's Book

John and Liz Soars



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DVD-ROM

Fourth edition

New
Headway
Upper-Intermediate Student's Book







John and Liz Soars



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1

Home and away!

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

TEST YOUR GRAMMAR

- 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 ages
tonight frequently in the 1980s
ages ago the other day
in a fortnight's time 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 **T1.1** 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. My first trip abroad 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.

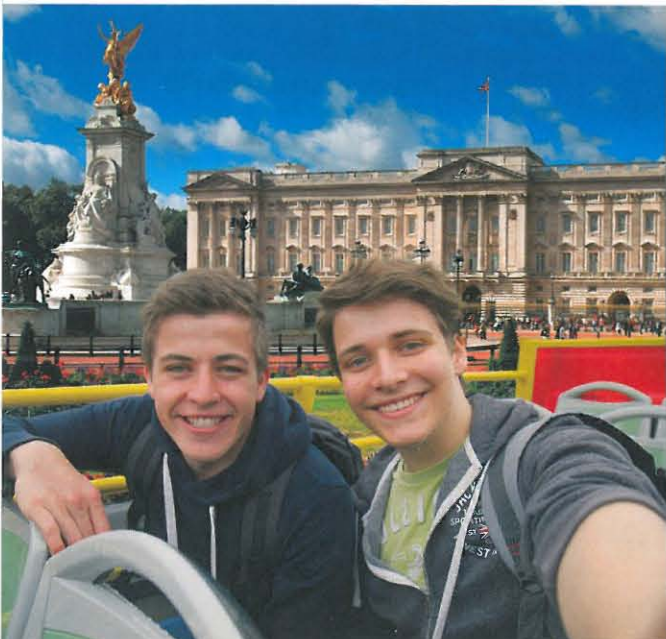
Dave and I are hanging out together today. We're on a bus! Upstairs! OMG! Just drove past Buckingham Palace. But they drive on the WRONG side of the road here. Crazy! Also, people say 'cheers' all the time. Isn't that for making toasts? A guy just said it to me because I'd let him pass.

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 **T1.2** Listen and check your answers.

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

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

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

T1.3 Listen and check your answers.

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

Hi Mum! Hi Dad!

Thanks for yours – 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 rubbish 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, a 'piki-piki'. It's a kind of little motorbike. Everyone has one. Great for getting around. Don't freak, Mum! I'm really careful, 'specially 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, all shades of pink and orange. I'm going to bring a few home. Anyway, we took a load 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 millions. Can't wait to see you.

Love, Teri

PS Hey – I think I hear raindrops on the roof.



LANGUAGE FOCUS

- 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.

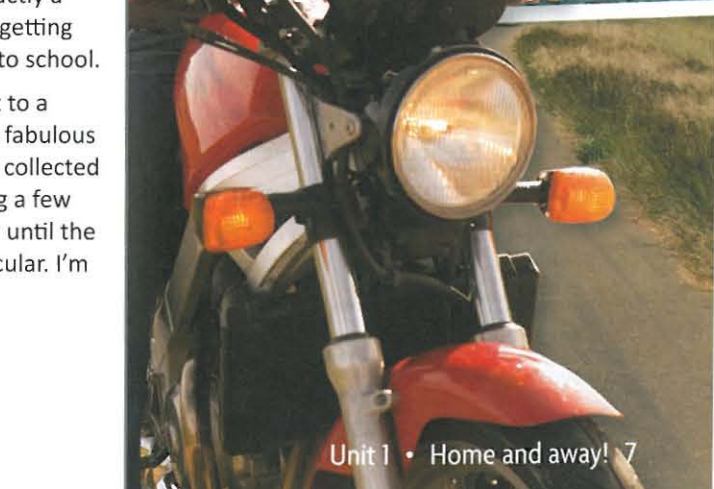
kind of weird = fairly strange

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 p139



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 **T 1.4** Listen to lines from eight conversations and discuss what the contexts might be.



A shop assistant talking to a customer.

3 **T 1.4** 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.

- Klaus **comes** from Berlin.
Klaus **is coming** from Berlin.
- What **were** you **doing** when the accident happened?
What **did** you **do** when the accident happened?
- I **ve lived** in Singapore for five years.
I **lived** in Singapore for five years.
- When we arrived, he **tidied** the flat.
When we arrived, he **d tidied** the flat.
- We **ll have** dinner at 8.00, shall we?
Don't call at 8.00. We **ll be having** dinner.
- I **didn't teach** English very well.
I **wasn't taught** English very well.
- How much **are** you **paying** to have the house painted?
How much **are** you **being paid** to paint the house?
- 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.

- At weekends I often ...
- My parents have never ...
- I don't think I'll ever ...
- I was saying to a friend just the other day that ...
- I hate Mondays because ...
- I'd just arrived home last night when ...
- I was just getting ready to go out this morning when ...
- I've been told that our teacher ...
- In my very first English lesson I was taught ...
- The reason I'm learning English is because ...

T 1.5 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?

- Heard about Jane and John? Thought not.
- Leaving already? What's wrong?
- Failed again? How many times is that?
- Sorry I'm late. Been waiting long?
- Doing anything interesting this weekend?
- Like the car! When did you get it?
- Bye Jo! See you later.
- Just coming! Hang on!
- Want a lift? Hop in.
- Seen Jim lately?

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


T 1.6 Listen and compare.

► **WRITING** Informal writing – Correcting mistakes p103

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 **T1.7** Listen to people talking about what they miss most when they are away from home. Where are they from? Where are they now?
- 3 **T1.7** Listen again and complete the chart as you listen.

	What they miss	Other information
 Margaret		
 Mairie		
 Rob		
 Joe		
 Tetyana and Sem		
 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 It's *lovely* but it's not really *the same*.
What's lovely but not the same? The same as what?
 - 3 I keep buying *them*, but every single *one* is a disappointment.
What are they? 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* for more than 15 years.
Which country? What can't you do after 15 years?
 - 6 Up *there*, the air is quite crisp and clear ...
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

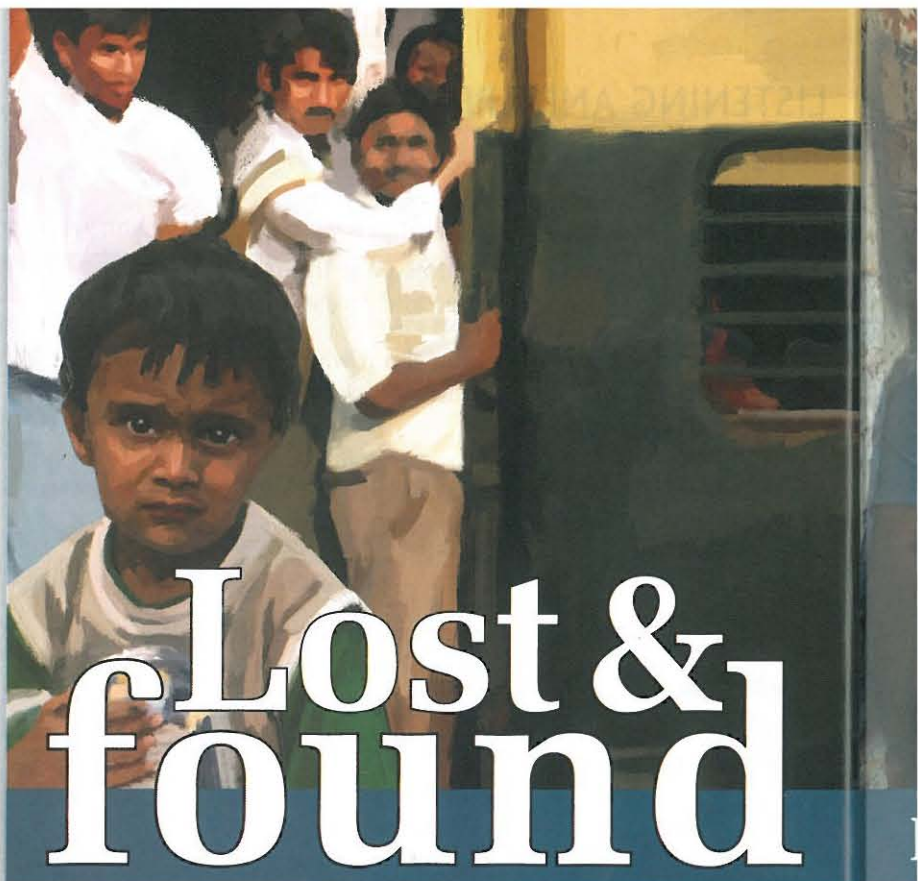
- 1 Look at the pictures and read the title and caption. What do you think happened to Saroo Brierley? How old do you think he is now? Discuss with a partner.
- 2 **T1.8** Cover the text and listen to some of the things that Saroo says about his story. Answer the questions.
 - 1 Where did Saroo fall 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 1,200km?
 - 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 film?
- Who in your class has ever used Google Earth? What for?

Vocabulary work

- 4 Find the highlighted words or phrases in the text. Work out the meanings from the context.



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 travelled hundreds of miles up and down the vast network.

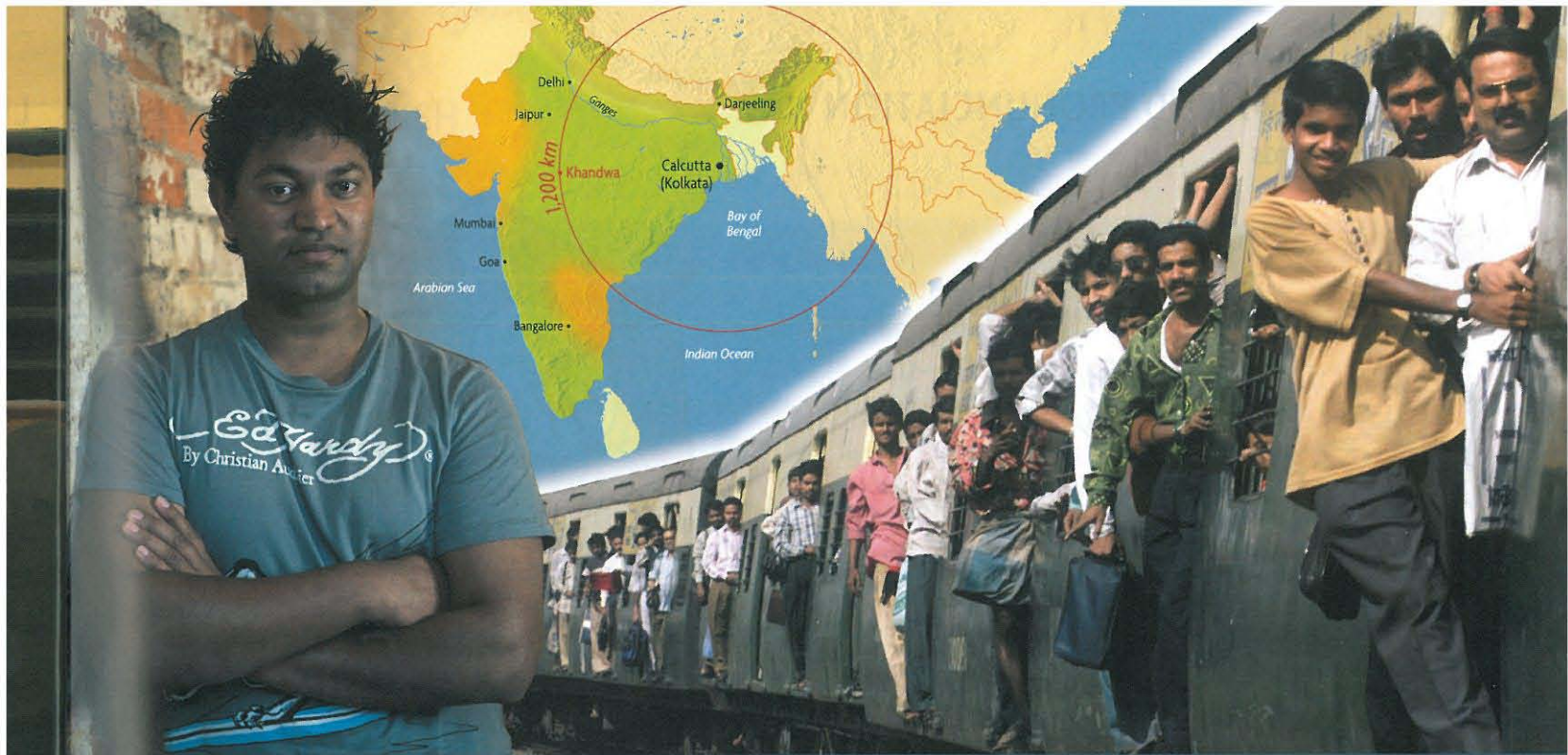
"It was late at night. We got off the train, and I was so tired that I just sat down at the train station, and I ended up falling asleep."

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 kilometres (930 miles) from his home. Soon he was sleeping rough.

"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 hit on 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 1,200km."

He drew a circle on a map with its centre in Calcutta, with its radius about the distance he thought he had travelled. 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 neighbour said that his family had moved. Then he struck gold, another neighbour 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 recognised 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."

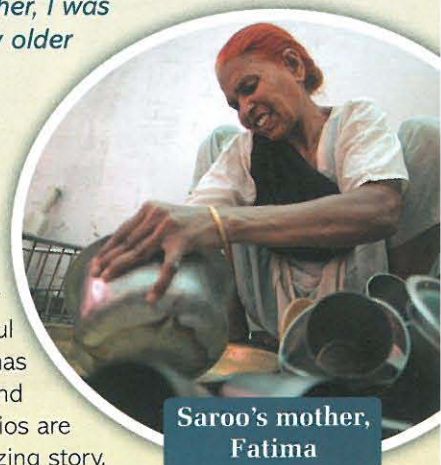
Fatima had searched the train stations for her missing son but she had never ventured as far as Calcutta. She couldn't imagine he had gone so far. However, she had never lost hope – a fortune teller had told her that one day she would see her son again.

And what of the brother with whom Saroo had originally gone travelling? 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 Hollywood studios are eager to make a film of his amazing story.



Saroo's mother, Fatima

VOCABULARY AND PRONUNCIATION

Compound words

Compound nouns and adjectives

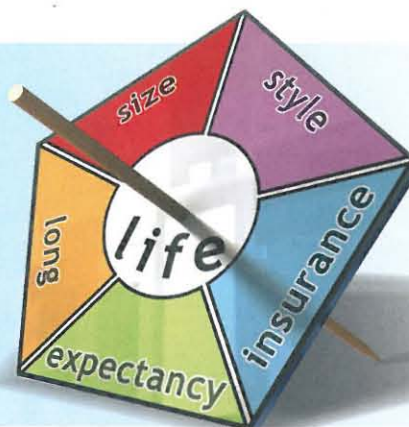
Words can combine to make new words.

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



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

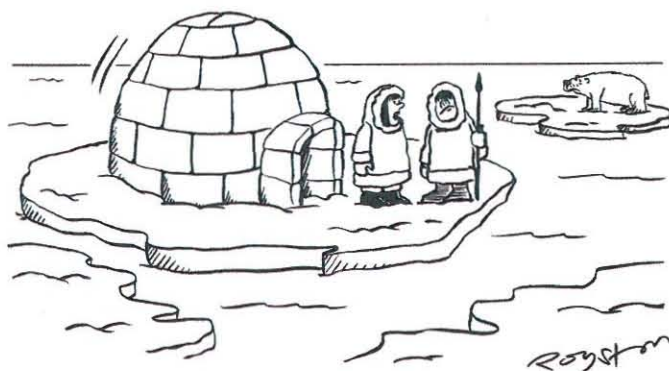
2 Read the compounds aloud. Which words are stressed?



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.



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

2 **T1.9** Listen to five conversations. After each conversation, decide who is talking and what about.

T1.9 Listen again. Which compounds in exercise 1 are used?

3 Complete these lines with one of the compounds.

- I'm going away for two weeks. Do you think you could possibly water my _____?
- Don't worry, I know how _____ you are. I'll make sure your flat stays clean and tidy.
- Let's give her a spectacular _____ party when she gets back from New York.
- Me? I'm just a _____. Four kids, _____ cakes, and _____ vegetables!
- We're having a _____ party on the 12th. Can you come? I'll give you our new address.
- The drag is, with it being much bigger, there's much more _____ to do!
- Poor boy. I never thought he'd feel so _____.
- Her grandma's sick and _____, so they have to go and help.

T1.10 Listen and check.

- Practise 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.
- 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	pill
tea	line
computer	way
sleeping	case
air	bell
door	light
junk	air
open	house
food	bag
fire	software
head	escape
	office
	poisoning
	pot
	step
	rest
	alarm
	shelf
	port
	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 **T 1.11** Listen and check. Practise the lines with your partner.

A

- 1 Great to see you! Come on in.
- 2 Excuse me, don't I know you from somewhere?
- 3 What d'you mean you're not coming?
- 4 I'll have the chocolate mousse. What about you?
- 5 My flatmate can't make it to your party.
- 6 How come you're not having a holiday this year?
- 7 You really should take it easy. You look stressed out.
- 8 I've got you the last two tickets for the show.

B

- a Actually, I don't think I'll bother with dessert.
- b I was just passing and thought I'd drop in.
- c Really! That's a shame. I was hoping to meet her.
- d No, I don't think so.
- e Well, I just don't feel up to going out tonight.
- f Oh, great stuff! I knew you'd swing it for us.
- g We just can't afford it.
- h That's as maybe but I have a lot on at work.

3 **T 1.12** 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 London. What about you?

A I'm getting off at Bristol.

B Oh, d'you live there?

A Actually, no. I work in Bristol but I live in Bath.

B Lucky you! I think Bath's a beautiful city!

A Yeah, you and thousands of others!

B What d'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 then?

A Well, I shouldn't really complain.

B How come? You can complain if you want.

A Not really – you see I'm a travel agent so I make a living from them!

4 Read the conversation aloud in pairs, using the stress marks to help.

5 Only the stressed words are given in these conversations. Try to complete the lines. Practise saying them as you go.

1

A Excuse ..., ... know you ... somewhere?

B Actually, ... think so.

A ... Gavin's party last week?

B Not me. ... know anyone ... Gavin.

A Well, someone ... looked just like ... there.

B Well, that's ... maybe ... certainly wasn't me.

A ... am sorry!

2

A Tony! Hi! Great ... see ... !

B Well, ... just passing ... drop in ... 'hello'.

A ... in! Have ... drink!

B ... sure? ... too busy?

A Never ... busy ... talk ... you.

B Thanks, Jo. ... really nice ... chat.

A Fantastic! Let ... coat.

6 **T 1.13** Listen and compare your ideas and pronunciation.





2

Been there, got the T-shirt!

Present Perfect • Simple and continuous • Hot verbs – *make, do* • Exclamations

TEST YOUR GRAMMAR

- Work in pairs. What is strange about these sentences? What should they be?
 - Columbus has discovered America.
 - I travelled all my life. I went everywhere.
 - I've learnt English.
 - Ouch! I've been cutting my thumb.
- Which of these verb forms can change from simple to continuous? What is the change in meaning?
 - What do you do at the weekend?
 - I don't like her boyfriend.
 - I had a shower at 7.00.
 - Someone's eaten my sandwich.

OFF TO SEE THE WORLD

Present Perfect Simple and Continuous

- 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 travelling today?
- Which lines below do you think go with each person, Marco Polo (MP) or Jake Ellis (JE).
 - ☐ He was born in Venice, the son of a merchant. When he was 17, he set off for China. The journey took four years.
 - ☐ He's learnt 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 travellers.
 - ☐ His route led him through Persia and Afghanistan.
 - ☐ He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he travelled extensively.
 - ☐ 'I've had diarrhoea a few times.' Apart from that, his only worry is the insects. He's been stung all over his body.
 - ☐ He stayed in China for seventeen years. When he left, he took back a fortune in gold and jewellery.
 - ☐ He's been travelling mainly by public transport.

T 2.1 Listen and check. What other information do you learn about the two travellers?

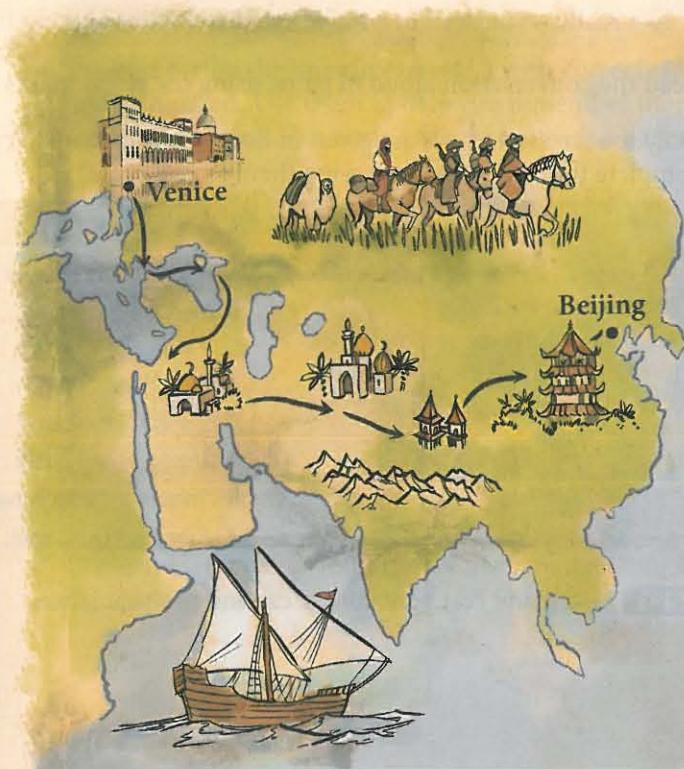


MARCO POLO

1254 – 1324

Marco Polo was the first person to travel the entire 8,000-kilometre 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. Practise saying them. Pay attention to contracted forms and weak forms.

A He's been stung
He's visited
He's been staying
'I've been
'I've met
He's been

B in cheap hostels.
all over his body.
a lot of really great people.
to Laos and Vietnam.
mugged.
ancient temples.

T 2.2 Listen and check.

Travel Wednesday 13 March

Backpacker raises money for charity



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

He's been taking it easy for a week before getting a flight to The Philippines. 'Once you've got 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 round south-east Asia. I've been having a brilliant 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.

LANGUAGE FOCUS

- 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?
- Compare the use of tenses in these sentences.
 - She's been writing since she was 16.
She's written three novels.
 - I've read that book. It's good.
I've been reading a great book. I've nearly finished it.
I've been reading a lot of travel books lately. I've read three about Peru.
 - He's played tennis since he was a kid.
He's been playing tennis since he was a kid.

► Grammar Reference p141

PRACTICE

Questions and answers

- Read the pairs of questions. First decide who each question is about, Marco Polo or Jake Ellis. Then ask and answer the questions.
 - Where did he go?
Where has he been?
 - How long has he been travelling?
How long did he travel?
 - How did he travel?
How has he been travelling?
 - Who has he met?
Who did he meet?
 - Did he have any problems?
Has he had any problems?
- Here are the answers to some questions. Write the questions.

Marco Polo

- In 1254, in Venice. *When and where?*
- Four years. *How long / journey / China?*
- For seventeen years. *How long ...?*
- Gold and jewellery. *What / bring back?*
- The Travels of Marco Polo.* *What / title?*

Jake Ellis

- Mainly by public transport. *How / travelling?*
- Cambodia, Vietnam, Laos, and China. *Which ...?*
- In cheap hostels. *Where / staying?*
- Thousands of pounds. *How much / raise?*
- Yes, he has, a few times. *Has / ill?*

T 2.3 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 _____ kimchee 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

LANGUAGE FOCUS

- 1 Simple verb forms see actions as whole and complete.
He works in London. It rained all night. I've run six miles.
- 2 Continuous verb forms see actions in progress.
I'm working in Rome 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 p141

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

A	B
a <input type="checkbox"/> Peter comes	1 from Switzerland.
b <input type="checkbox"/> Peter is coming	2 round at 8.00 tonight.
c <input type="checkbox"/> I wrote a report this morning.	1 I sent it off this afternoon.
d <input type="checkbox"/> I was writing a report this morning.	2 I'll finish it this afternoon.
e <input type="checkbox"/> What have you done	1 since I last saw you?
f <input type="checkbox"/> What have you been doing	2 with my bag? I can't find it.
g <input type="checkbox"/> I've had	1 a headache all day.
h <input type="checkbox"/> I've been having	2 headaches for weeks.
i <input type="checkbox"/> I've known	1 my new neighbours.
j <input type="checkbox"/> I've been getting to know	2 Anna for over ten years.
k <input type="checkbox"/> I've cut	1 my finger. It hurts.
l <input type="checkbox"/> I've been cutting	2 wood all morning.

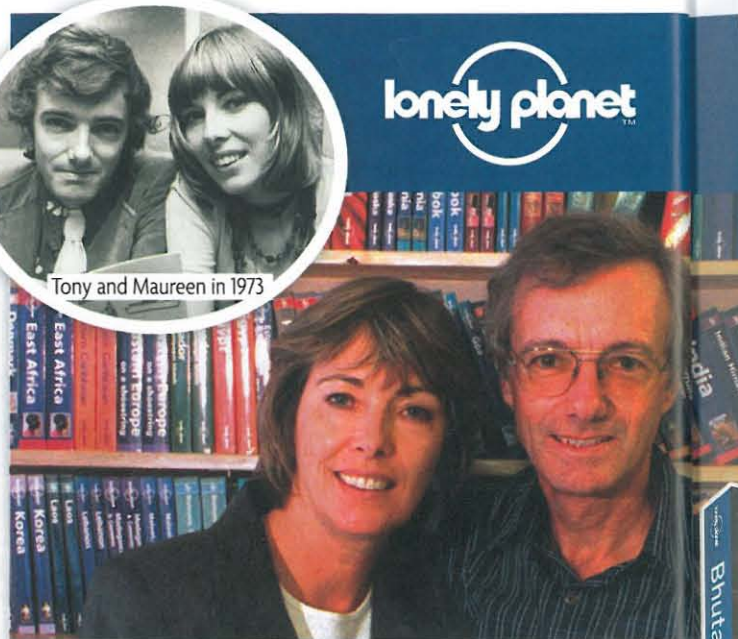
►► WRITING A formal letter or email – A letter of complaint p104

Destination Lonely Planet

- 5 How do you plan holidays? 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 p160.



Tony and Maureen in 1973



The travel guide company *Lonely Planet* was founded by **Tony and Maureen Wheeler** ... (When?). *Lonely Planet* is an outstanding publishing success. **Over 120 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 website 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**.

In 1972 they travelled ... (Where?) The trip took six months. They wrote their first book, called *Across Asia on the Cheap*, **on 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.

les?

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

When was Lonely Planet founded?

In 1973. How many guidebooks have been printed?

Over 120 million. How many ...

SPEAKING AND LISTENING

Dreams come true

1 20,000 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 p160. Does anything surprise you?
- 3 **T 2.4** 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 spoilt by the weather? How?

- 5 **T 2.4** 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 Erm ... there was a nervous *kind of* feeling amongst us.

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

Look at the tapescript on p122 and find more examples of fillers.

ed
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ver
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ny
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an

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 realised 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 sea.

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 (X)? Correct the false ones.

- 1 Hawaii is protected from rubbish 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.
- 4 600,000 tons of plastic rubbish is polluting our seas.
- 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 films, 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 sea 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 rubbish washed up from around the world. Pristine sand was covered by old plastic toothbrushes, combs, shoes, belts and mouldings. 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 rubbish.

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 seas 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 sea was reducing in size. As I dug through the plastic, I realised the sandy beach was being transformed into a plastic beach. A chill went down my spine.

From the beaches of Hawaii to the seas around Britain, we are soiling our own nest. It was a shock to realise 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 per cent. 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 – totalling 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 rubbish is thought to be sloshing around in our seas. 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 sea and is doubling in size each decade.

And it is not alone. Scientists believe that sea currents have created five vast swirling garbage patches in our oceans, including a huge one in the North Atlantic with up to 520,000 bits of rubbish 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?

Vocabulary work

- How many words meaning 'rubbish' can you find in the article?
- Discuss the meaning of the highlighted words.
- 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 sea	f sea
7 single-use	g rubbish
8 throwaway	h sand

VOCABULARY

Hot verbs – *make, do*

- 1 There are many expressions with *make* and *do*. Look at these examples from the text on pp18–19.

- Plastic *makes* our lives easier.
- Bags and bottles *make up* most of the plastic garbage.
- 70 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/a loss	your best	a start/a move	sth clear
a good job	a degree	an effort	sb a favour	a suggestion

MAKE	DO
a decision	

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

- When you go for a job interview, it's important to _____.
- I think we're all getting tired. Can I _____? How about a break?
- A lot of _____ has been _____ into the causes of cancer.
- I think the director is basically _____. He's reliable, he's honest, and he gets results.
- I'd like to _____ right now that I am totally opposed to this idea.
- Right. I think we should _____ and get down to business.
- I don't mind if we go now or later. It _____ no _____ to me.
- Could you _____ me _____ and lend me some money?

T 2.5 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 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 too bad.
5 'How much do you want to borrow? £20?'	She can command \$20 million a movie.
6 'How much Spanish do you speak?'	'Great. That'll do fine.'
7 'I hear the boss said you'd done really well.'	'That does it! I'm going to look for another job!'

T 2.6 Listen and check. What extra comment do they make?



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

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 up

- I'm so thirsty. I _____ a cup of tea.
- We've bought an old flat. We're going to _____ it _____ over the next few years.
- I think we should _____ the monarchy. They're all useless. And expensive.
- I could never _____ my personal assistant. She organizes everything for me.

T 2.7 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

- Thieves broke into the castle and _____ jewellery and antique paintings.
- Jake's parents buy him loads of toys. They're trying to _____ always being at work.
- What do you _____ the new boss? I quite like him.
- You didn't believe his story, did you? He _____ the whole thing _____.

T 2.8 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 countryside
_____ the far south of Japan
_____ the French quarter of the city

_____ the outskirts of the city
_____ the beach by the sea
_____ 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 **T 2.9** Listen to four people talking about places they have been to. Where are they talking about?

- 3 **T 2.9** Listen again and complete the lines.

- 1 'They stand just ...'
'I kind of expected them to be right ...'
- 2 'There's a viewing terrace right ...'
- 3 'We were staying ...'
- 4 'It's a magnificent white building, right ...'
'I loved the colourful 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 a flat _____ in the centre.
The Grand Canal was _____ at the end of the street. It was wonderful to be in the _____ heart of the city.

T 2.10 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 _____ villas on a self-catering basis. All this just a ⁵ _____ drive from the airport.

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

I must say I found your brochure somewhat misleading. Sadly our expectations of ⁶ _____ luxury accommodation were not met. The travel time to and from the airport was affected by roadworks 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 were expecting 'access to your private beach' to mean a ¹⁰ _____ stroll. Instead we had to walk miles to reach the sea.

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

I'd love to have a four-bedroom holiday home by a lake in the heart of the countryside.

How do you get there?

- 6 **T 2.11** Listen to three conversations. What is the problem in each one?
- 7 **T 2.11** Listen to conversations 1 and 2 again, and make notes of the directions. Work with a partner. Take turns to give directions based on your notes.

3

News and views

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

TEST YOUR GRAMMAR

Match the tense names with the verbs in the sentences.

Past Simple
Past Continuous
Past Perfect Simple
Past Simple Passive
Past Perfect Continuous

Ellen and George **were driving** home.
They'd **been** on holiday.
They'd **been driving** for hours.
They **crashed** the car.
Fortunately they **weren't injured**.



CAN YOU BELIEVE IT?

Narrative tenses

- Look at the pictures and read the news headline. What is the story about?
- 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.
- Read the newspaper article. Can you find answers to all your questions? Why do you think some experts are sceptical?
- T 3.1** 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 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 near the town of Umeå in southern 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 windscreen and saw a 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 sceptical about the story.



- 5 **T 3.2** 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 sceptics? Turn to p161 to find out the truth about Peter.

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

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

- T 3.3** Listen and check. Practise saying the lines.

LANGUAGE FOCUS

- 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 Peter drove into the forest. It started snowing. His car became stuck in a drift. He sat and watched the falling snow.
- 2 Peter 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 Past Simple Passive.

►► Grammar Reference p142

►► WRITING Using adverbs in narratives p106

PRACTICE

Discussing grammar

- 1 Compare the use of tenses in these sentences.

- 1 *I read* | a book on the plane.
I was reading
- 2 When the first guests arrived, *I opened the champagne.*
I was opening the champagne.
I had opened the champagne.



- 3 *The film started* | when we got to the cinema.
The film had started
- 4 He was sacked 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.
Peter was tired when he arrived home.
- 2 I parked my car on a yellow line. 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 Peter arrived home.** They were broke. **(When ...)**
- 5 He saw a house in Scotland. He first saw it while he was driving on holiday. **Last week John moved to the house.**

Here is the news!

3 T3.4 Listen to the first item on a radio news bulletin. What do the pictures show?

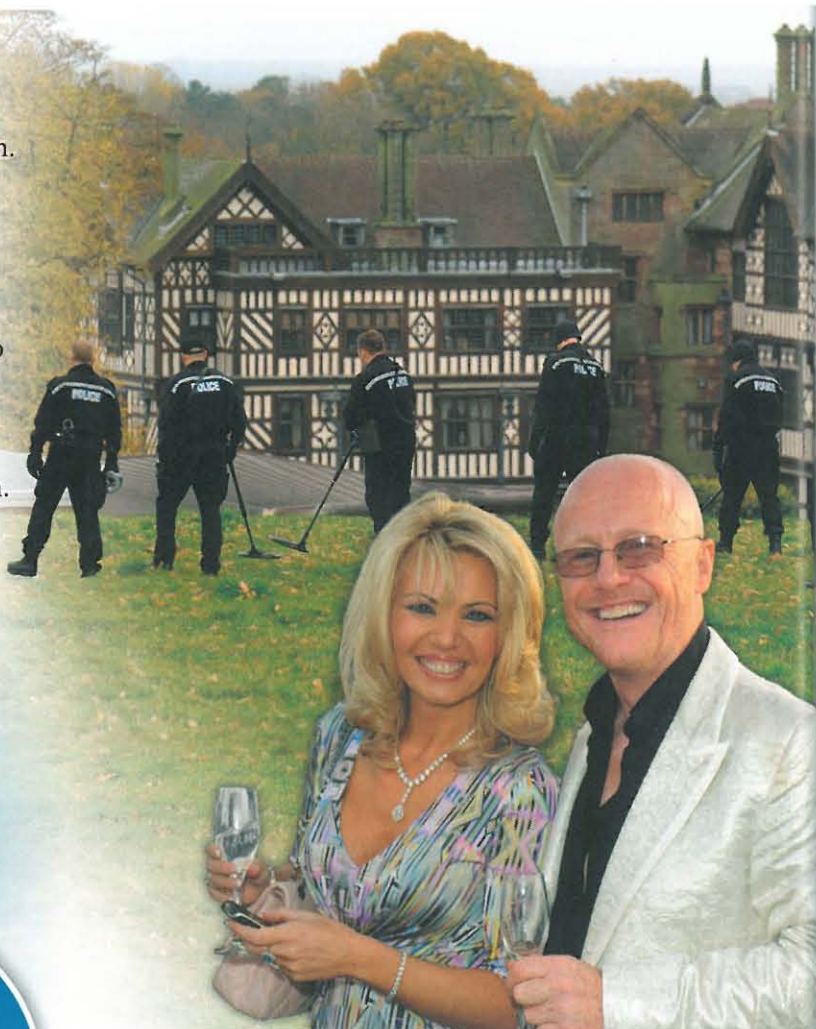
4 Work with a partner and correct these statements about the item.

- 1 John Caudwell is a millionaire property tycoon.
- 2 He was badly injured when masked men broke into his newly-built home.
- 3 He had just had supper with his wife in the kitchen when the robbers struck.
- 4 The robbers escaped in a van with £500,000 in cash.
- 5 The couple were immediately rushed to hospital.
- 6 Three men in their 20s have been arrested in connection with the robbery.

5 T3.5 Listen to the last item from the bulletin about Nik Wallenda, an American stuntman. 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?

T3.6 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 ... ?

Reacting to news

That's amazing!

Asking for more information

How did it happen?

You're kidding!

It says here that ...

The incredible thing was that ...

What happened next was ...

Apparently what happened was ...

Where did this happen?

Really?

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 p161.

Student B Read the news story on p162.

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

► **WRITING** Narrative writing 1 – Using adverbs in narratives p106

VOCABULARY AND SPEAKING

Books and films

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 ?

Charles Dickens/Agatha Christie/John Grisham.

2 _____ ?

It's a romance/a biography/a psychological thriller.

3 _____ ?

It's about boy meets girl/the painter, Van Gogh/
a man with a strange obsession.

4 Where and ?

London in the 19th century/Modern America/
The Planet Zog in 2250.

5 _____ ?

A boy called 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.

T 3.7 Listen and check.

2 Which questions could also be asked about a film?
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 **SYNOPSIS** of six of the stories. Match them with the titles.

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



<http://www.bookreview.net>

REVIEW



Awarded an
Edgar by the
Mystery Writers
of America

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*

SYNOPSIS

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 have an exciting, charismatic new friend, Reeve, a writer whose behaviour towards 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 sweets. Age 18 he is still haunted by the incident but remembers nothing until he revisits the site and the curtain lifts.

add to basket

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 **T3.8** Listen to the introduction to the radio programme. 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 block next to his. His flat was on the ninth floor and he had to look up to see her. It was half-past six in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and had got 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 car park, paved courts, grass spaces between the blocks, 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 dialled 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 blocks. 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 flat without being pointed at as a kind of St. George and sometimes even congratulated.

About a fortnight after that morning of melodrama, he was getting ready to go to the theatre, 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.'

3 T 3.9 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 neighbours 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 T 3.10 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.
 - ... she had been lying there, the empty bottle of pills still clutched feebly in her hand.

Look at p162 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	centre	empty
look	faded	holding tightly	

LISTENING AND SPEAKING

Page to screen

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

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

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

3 **T 3.11** 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 **T 3.12** 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 keen as Rachel to switch to using a Kindle?

5 **T 3.13** Now listen to **Greg** and **Eddie** talking about films and answer the questions.



- What development in cinema has Eddie found out about?
- What are the pros and cons of going to the cinema? And of downloading/streaming video?
- Why doesn't Greg like the same type of films 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 the cinema in 5 years? 20 years?
- Imagine you are creating an online list of top books and films. Which three films 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 **T 3.14** 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 castle.
 B _____? How amazing!
 A Yes. She met him in Slovenia.
 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? Practise the conversation with your partner.

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



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



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



A I'm broke.
 B _____? How come?
 A Because I just had a phone bill for £500.
 B _____? Why so much?
 A Because I have a girlfriend in Korea.
 B _____? How interesting!



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've got a headache!
 B _____? Poor darling. I'll get you something for it.



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

- T 3.15** Listen and compare. Practise them with a partner.

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



4

The naked truth

Questions and negatives • Saying the opposite • Being polite



TEST YOUR GRAMMAR

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?' 'Just after three.'

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

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

Ask and answer the questions with a partner.

TELLING LIES

Questions and negatives

1 Think of some lies that these people might tell.

a teenage girl to her parents
 a car salesman
 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 **T 4.1** 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!

LANGUAGE FOCUS

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 p143

PRACTICE

Negatives

- 1 Write three sentences about yourself using *only* negative sentences. Distribute them amongst 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 **T 4.2** 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?

T 4.2 Listen again and repeat. Practise the stress and intonation.

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

I'm surprised

like/ice-cream have got/a mobile phone can/swim

I'm just checking

is/birthday today work/New York for a while live/in Baker St

T 4.3 Listen and compare. What are the answers?



My manic mate, Milton

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

vegans atheists teetotallers insomniacs dyslexics pacifists naturists

- 5 **T 4.4** Listen to the first part of a description of a man called Milton. 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?

T 4.5

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 **T 4.6** Listen to the full description of Milton. There are lots of contradictions. Complete the questions about him using *How come?*



Manic Milton

He lives in a tiny one-roomed flat so *how come he came downstairs to the living room?*
 He's an insomniac, so *how come he overslept?*
 He's single, so ...
 He hasn't got any pets, so ...
 He's an atheist, so ...
 He's dyslexic, so ...
 He's unemployed, so ...
 He's teetotal, 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.

Milton had a barbecue in the garden.

Who with?

He lies awake all night wondering.

What about?

Write short questions with a preposition to answer these statements.

1 She gave away all her money.

5 I got a lovely present today.

2 Can I have a word with you, please?

6 I bought a birthday card today.

3 I danced all night.

7 Ssh! I'm thinking!

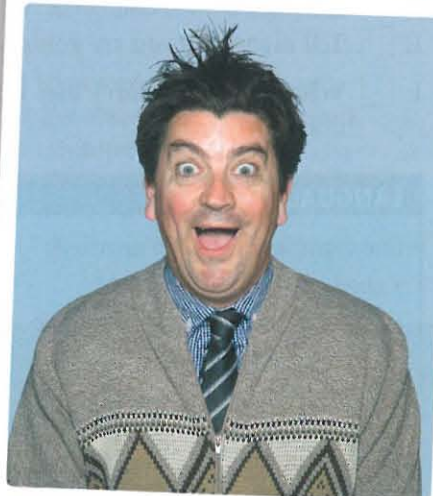
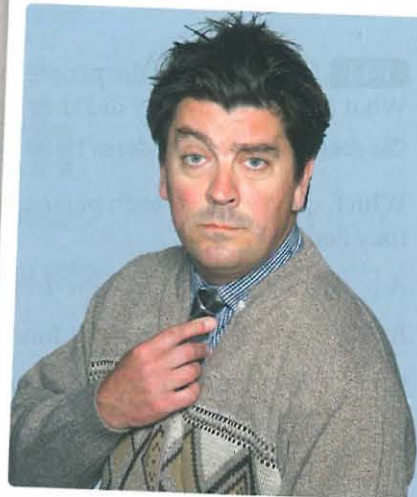
4 Do you think you could give me a lift?

8 I need £5,000 urgently.

- 8 Make the short questions into longer ones.

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

T 4.7 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 **T 4.8** Listen to four people calling in to a radio programme 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 football. She supported Manchester United.
- 3 **Jane** burned one of the diners in the restaurant when she served the soup.
- 4 **Maggie** told the coach driver about the missing man when they got to Paris.

3 **T 4.8** Listen again and answer the questions.

- 1 **Robert** says, *I had never known them 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 supporter	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 behaviour? 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 Princess Diana living on the Moon?

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

- The death of Princess Diana
- The Apollo moon landings

Turn to p163 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 Princess Diana.

Student B Read about the Apollo Moon landings.

- 4 Answer the questions about your conspiracy.

- 1 What are the different conspiracy theories mentioned? Write a list in note form.
- 2 What proof is given to support them?
- 3 What are the reasons suggested for hiding the true facts?
- 4 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.

Diana

- 1 The huge number of websites is absolutely amazing.
- 2 The florists devised a clever but wicked plot to murder Diana.
- 3 The car crash was a carefully planned trick, not a boring traffic accident.
- 4 I don't believe any of these theories.
- 5 Someone in the Royal family devised a plot to interfere with the brakes.

Moon landings

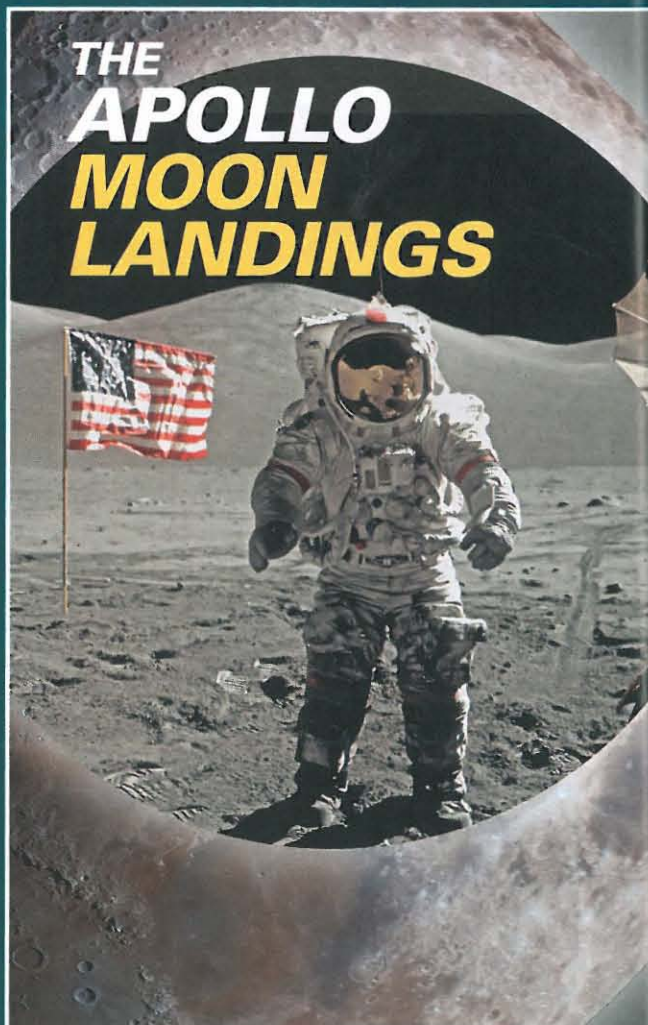
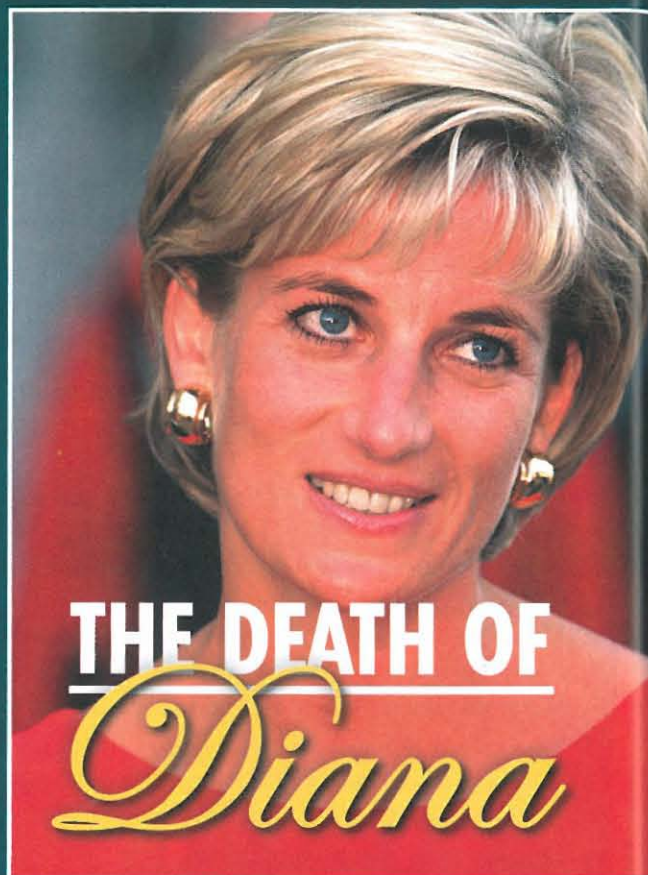
- 1 Rumours have been going round for many years.
- 2 The US flag is seen blowing and there is no wind on the Moon.
- 3 A fantastic exhibition of stars.
- 4 Scientists have all agreed that the theorists don't have an argument.
- 5 NASA has been desperately trying to hide evidence of life.

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 major 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 p107

THE WORLD'S TOP



P CONSPIRACY THEORIES

The first Diana Conspiracy Site appeared on the Internet in Australia only hours after her death on August 31st, 1997. Since then an estimated 36,000 Diana conspiracy websites have been set up – breathtaking by anyone's standards. Hypotheses range from pure James Bond ('it was all an MI6 plot to protect the monarchy') to farce ('it was a fiendish murder plot thought up by the world's florists to sell lots of flowers'). And most popular of all, Diana, Princess of Wales, isn't dead after all – that terrible car crash in Paris was an elaborate hoax to enable the Princess and Dodi Fayed to fake their own deaths so that they could live in blissful isolation for the rest of their lives.

Subscribers to this theory say that Diana was fed up with the intrusions into her private life and used the wealth and resources of the Fayed family to fake her death, and now she and Dodi are living on a small tropical island, communicating with her sons by satellite video conferencing. Think about it, they say, we never actually saw her body, did we?

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

For example, Paul Burrell, Diana's former butler, claims that the Princess predicted her own death in a car crash. Apparently, she was so frightened that ten months before her death she wrote to Burrell saying that a plot was being hatched by a member of the Royal family and her car's brakes would be tampered with and she would suffer serious head injuries. And all of this so that the Prince of Wales could marry again.

These theories multiply because it is so hard for us to believe that a princess, with all her wealth and bodyguards, could be killed by something as arbitrary and mundane as a traffic accident. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.



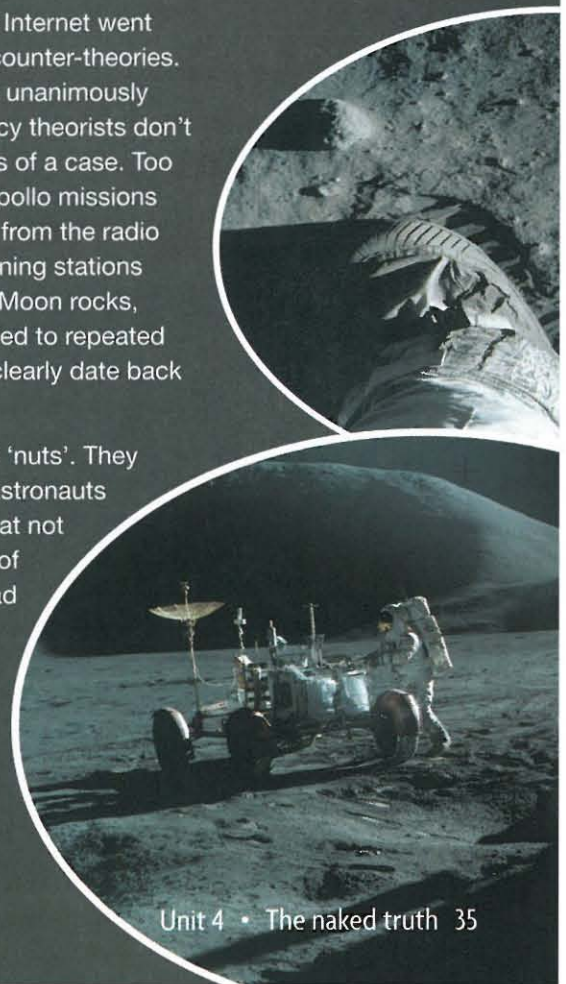
For over 40 years rumours have been circulating that the Apollo moon landings were faked. They say astronaut Neil Armstrong made no 'giant leap for mankind', they assert that the 1969 moon mission was a hoax to prove America won the space race, that the astronauts were 'astro-nots'! The high point in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

The programmers 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 film studio.
- 4 One of the famed Moon rocks brought back by the Apollo astronauts is marked with a tell-tale letter 'C', suggesting the markings not of some alien life force but of a film prop.

After the programme 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 civilisation – 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.

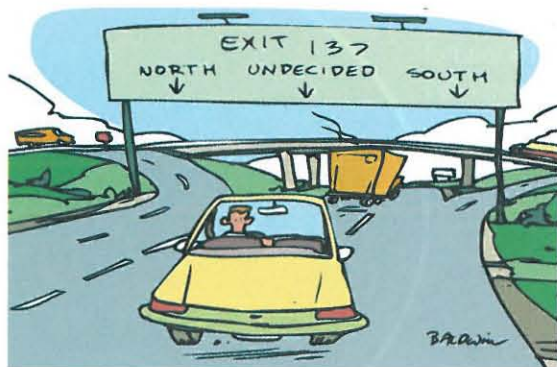
Some theories are plausible but others are ridiculous.

- 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 <i>adj</i>	<u>genuine, real, authentic</u>
like <i>vb</i>	<u>dislike, hate, loathe, can't stand</u>
tiny	
happiness	
guilty	
safe	
admit	
improve	
sincere	
success	
mature	
encourage	
kind/generous	
appear	



- 2 Complete the conversations with the correct form of the words in exercise 1.

1 A Gary's a really _____ businessman.
B Yeah, but he's a complete _____ as a family man. He never sees his children.

2 A My grandad's so _____, he gives me a £20 note every time I see him.

B Lucky you! My grandad's famed for his _____.
A fiver every birthday, if he remembers.

3 A Well, Henry, I'm pleased there's been some _____ in your behaviour this term, but unfortunately your work has _____.
B Didn't I do OK in the test then?

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

5 A Our teacher is always _____ us. I feel useless.

B I know – it's not fair, he should give us more _____ if he wants us to work hard.

T 4.9 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 **thick**, 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
- a hopeless football team
- an awful holiday
- a mean friend

T 4.10 Listen and compare.

- 4 What's the opposite of ...?

1 a tough question / tough meat

4 a hard mattress / a hard exam

2 a clear sky / a clear conscience

5 a live animal / live music

3 fair hair / a fair decision

6 a light colour / a light sleep

- 5 Match the words and their meanings.

1 abused	not ever used
2 disused	not used any more
3 unused	used in the wrong way
4 misused	used too much
5 overused	not used enough
6 underused	used cruelly or badly

EVERYDAY ENGLISH

Being polite

- 1 **T 4.11** 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 ten-pound note?*

Have you got change for a ten-pound note?

2 *Where's the station?*

Could you tell me where the station is, please?

T 4.11 Listen again and repeat.

- 2 **T 4.12** Listen to some conversations. After each one say which is more polite. In what ways? Look at the tapescripts on p126 and practise 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 lift.
- 2 Help me find my glasses!
- 3 Come for a meal tomorrow evening!
- 4 Lend me your dictionary.
- 5 Look after my dog while I'm on holiday.
- 6 Where's the toilet?
- 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 to make 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 terribly sorry, ...	I'm afraid I ...
Believe me, I would if I could, but ...	

T 4.13 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 practise it.

Ben Luciana! Hello! Great to see you.
Come on in. Let me take your coat.

Luciana ...

Anna Oh what lovely 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 Right. I'll just get that for you.

Luciana ...

Anna Right, everybody. Dinner's ready. Come and sit down.
Luciana, can you sit next to Henry?

Luciana ...

Ben Has everyone got 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 Another glass of wine, perhaps?

Luciana ...

Ben Yes, of course. Sparkling or still?

Luciana ...

Anna Well, bon appetit everyone!

T 4.14 Listen and compare. Act it out to the class.



5

Looking ahead

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

TEST YOUR GRAMMAR

1 Which future form expresses ...?

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

- 1 Tomorrow's weather will be warm and sunny.
- 2 The train to Dover leaves at ten past ten.
- 3 I'm going to be a racing driver when I grow up.
- 4 We're seeing Sue on Thursday.
- 5 Shall we have a break now?
- 6 I'll make some coffee.

2 Name the different future forms.

HOW DO YOU SEE YOUR FUTURE?

Future forms

T 5.1 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? How long does her course last?
- 2 What is Mickey doing tomorrow? What time does the match 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?

T 5.2 Listen and check.

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

- 1 Cambridge University. (*Which ...?*)
- 2 His son and some friends.
Oxford United and Bristol Rovers.
- 3 Jamie or Hatty.
- 4 A sponge cake with jam in it.
- 5 It leaves at 10.30.
- 6 Twice what he's earning now.

T 5.3 Listen and check.



Tony and Marie



Theo



Janine

LANGUAGE FOCUS

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

Marie's having a baby soon ... I work in the City.
At the moment I'm packing ... The plane leaves at 10.30.

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 lift. I'm **going to give** Dave a lift
to the airport tomorrow.

We'll **have** supper at 8.00. We'll **be having** supper at 8.00.
I'll **write** the report tonight. I'll **have written** the report
by tonight.

► Grammar Reference p144



Mickey



Laura



Elsie

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 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 the States 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 school report is terrible. What _____
about it?

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 coach _____ at 9.00, so don't be late.

7 'll see / 'll be seeing

I _____ you outside the cinema at 8.00.

I _____ Peter this afternoon, so I'll tell him
your news.

8 'll see / 'll have seen

You _____ enough of me by the end of
this holiday.

I'm going to make a success of my life. You
_____.

T 5.4 Listen and check.

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

This is your **captain speaking...**

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 17.45 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 seatbelt fastened when you're in your seat.

(Near the end of flight)

In a few moments' time the cabin crew ¹⁰ _____ (come) round 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 Logan airport, where the temperature is a chilly 3°C – and for the Americans on board that's 37°F – 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.

T 5.5 Listen and check.

Talking about you

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

- Where _____ (you go) on holiday this year?
- How _____ (you get) there?
- How long _____ (you be) away for?
- Which hotel _____ (you stay) in?
- What time _____ (your flight arrive)?
- What _____ (you do) while you're on holiday?

In pairs, ask and answer the questions about your next holiday. If you haven't got a holiday planned, make one up!

I hope so/I don't think so

- 4 **T 5.6** 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 fifty years?'

'I _____ so.'

'I hope _____.'

'Who _____? Maybe.'

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

- be famous
go to Florida
marry a millionaire
speak perfect English
have grandchildren
- go to the cinema soon
meet friends this weekend
eat out in the next few days
- 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 **T 5.7** 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 **T 5.8** 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?



Darrell, 21

Kara, 22

Loukas, 26

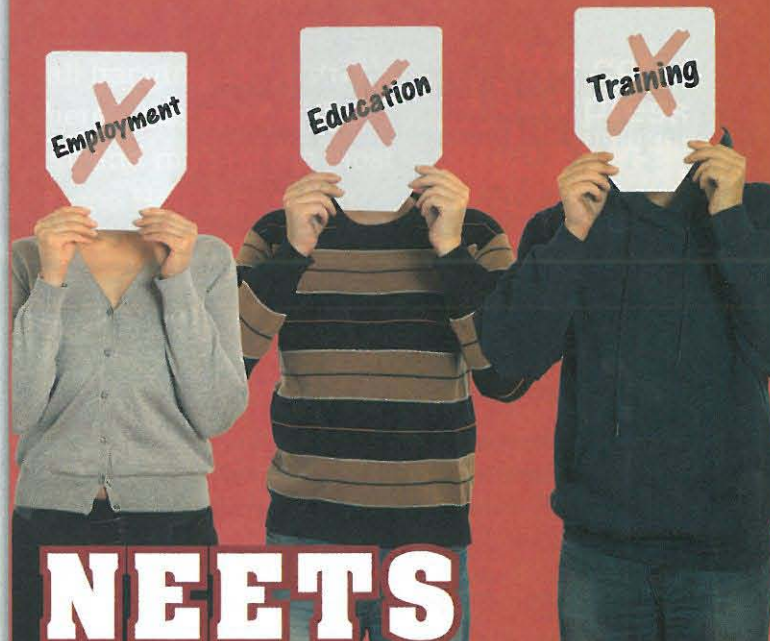
SPOKEN ENGLISH *thing*

- 1 Look at the examples of the word *thing* from **T 5.8** 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 **T 5.8** on SB p127.
- 2 Ask and answer the questions with a partner about you.
 - How are things with you at the moment?
 - 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 company?
 - Do you have a thing about wearing fur?
 - If your friend keeps you waiting, do you make a big thing of it?



NEETS

the facts and figures

The term **NEET** is used to refer to people who are 'Not in Employment, Education, or Training'. In the UK, NEETs are usually defined as being in the 16–24 age group. The UK figure is estimated to be 1,163,000, which is (5.1% / 8.1% / 15.1%) of this group. In the EU, for 15–29-year-olds, the rate is on average (10.4% / 15.4% / 20.4%), although there are huge differences across countries. These range from 5.5% in (the Netherlands / Italy / Ireland) to about 25% in (Germany / Bulgaria / Sweden). The estimated annual cost to the EU per year is about (€12bn / €100bn / €120bn).

Figures for other developed economies reveal similar challenges. In the USA, the 2010 NEET figure stood at 15.6%, in New Zealand 13.1%, and (China / Japan / Singapore) 9.7%. 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 university.

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/voluntary work
- apprenticeships
- one-to-one mentoring from a personal adviser
- free transport/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 CV and a covering letter p108

READING AND SPEAKING

Inspirational teenagers!

- 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
- Look at the photos. Read the headings and the introduction. What is the main point of the article? Why do you think teenagers 'get a bad press'? 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.

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

Find a partner from the other group and swap information.

- Read about Sarah 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.'

'She won't be able to walk at all in a few years.'

'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 most successful in the future?
- Which teenager do you most admire? Why?

Inspirational teenagers

Nick D'Aloisio

17

App entrepreneur



Jake Bugg

18

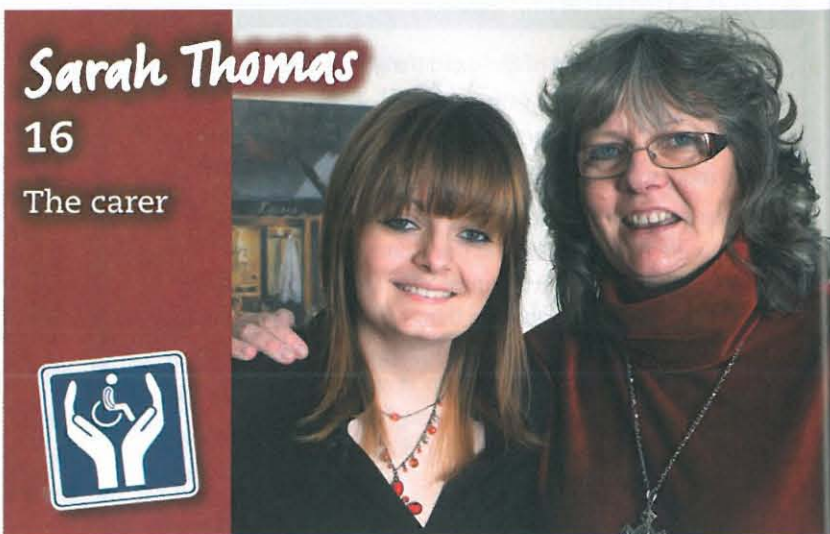
Singer and songwriter



Sarah Thomas

16

The carer



Today's teenagers often get a bad press but they are not all hanging about street corners or sulking in their bedrooms. The ones featured here – like most of the UK's five and a half million teens – are ambitious, talented, and making the most of their lives, often against the odds. **Judith Woods and Fiona Holloway report.**

**'We get
a bad press
but we're
all right!'**

Nick D'Aloisio is the founder of the London-based company *Summly*. He grew up in Perth, Australia. His dad is a banker and his mother 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 summarised what mood they were in. Nick wanted to summarise 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 diarrhoea of words.'

So at just 16 he created *Summly*, which automatically summarises webpages 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 teenager?

'I like a load of things. I'm a keen 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 summarise 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 \$30m.

Jake Bugg grew up on a council estate in Nottingham but he has already achieved a lot. He started playing the guitar at age 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 been for an audition for another festival and they'd turned me down. The next day the BBC rang 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 most kids of his age, he browses the web to explore the artists he is into but there are other influences as well.

'My mum used to play old records around the house. Sometimes the stuff she played was awful but sometimes really alright.'

Jake's songs have been played on various BBC radio shows and one called *Country Song* was used in a TV advertisement for beer. Jake himself has appeared on TV in a music programme 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 is due out later this year and will include his new single *Lightening Bolt* and the song *Trouble Town*, which is an autobiographical look at life on a council estate.

From a young age **Sarah Thomas** from Shrewsbury has been caring for both her parents but primarily for her mum, Carol, 53, who has multiple sclerosis. Sarah has worked hard campaigning for the MS Society and drawing attention to the needs of young carers like herself. At the age of 12, she posted a video on YouTube highlighting the challenges young carers face.

'I'll never forget my first day at school. I saw the other children being dropped off by their parents and I suddenly realised that not all mothers were in a wheelchair. The thing is, my mum has had MS for 30 years so I have no memory of her being anything other than ill.'

As an only child, Sarah had to take responsibility for her mother's condition from a very young age. Although her mum is relatively mobile, she falls over daily, suffers from fatigue and can't do much. Her father, Ray, used to be the principal carer but he has arthritis

now so Sarah helps him too. She joined her local British Red Cross young carers project when she was eight and learned first aid and skills to help her look after her mother.

'In the mornings I make sure Mum has taken her pills and I give her an injection. After school I cook dinner. I don't have much time for school friends. When I was eight I developed an eating disorder because I was too stressed to eat. Then someone told me about a Red Cross project that gives young carers the chance to meet each other. That helped a lot. Caring for my mum isn't a burden; I'm going to carry on doing it as long as it's necessary.'

Sarah was proud to be chosen to be an Olympic torchbearer in the London 2012 Olympics and she has met the Prime Minister. She is a true inspiration – she's a hard-working, conscientious student, as well as being a wonderful, caring young lady.

VOCABULARY

Hot verbs – *take*, *put*

- 1 There are many expressions with *take* and *put*.
Look at these examples from the text on page 00.
He was given his own computer which he **put to use** creating movies.
He **took part** in the Glastonbury Festival.
Sarah had to **take responsibility** for her mother's condition.

- 2 Put the words in the right box.

sb/sth for granted	my arm round her	my advice	offence	ages
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

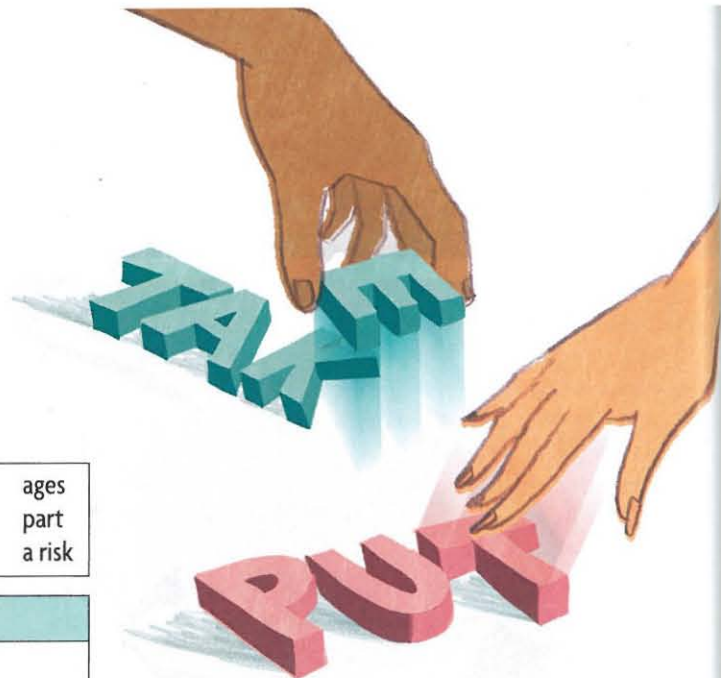
- 3 Complete the sentences with an expression with *take* or *put* in the correct form.

- The wedding _____ in an old country church. It was lovely, but it was miles away. It _____ to get there.
- My son's buying cigarettes, but I'll soon _____ to that. I won't give him any more pocket money.
- Please don't _____ but I don't think your work has been up to your usual standard recently.
- I told you that boy was no good for you. You should have _____ and had nothing to do with him.
- The older you get, the more you have to learn to _____ for your own life.
- My boss is _____ me to resign, but I won't go.
- I tried to get the teacher's attention but she _____ of me at all.
- Children never say 'Thank you' or 'How are you?' to their parents. They just _____ them _____.

T 5.9 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 in your diary.
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 it, 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

- The shop _____ a lot of extra staff every Christmas.
- The lecture was too complicated, and the students couldn't _____ it all _____.
- My business really _____ after I picked up six new clients.
- You called me a liar, but I'm not. _____ that _____ and say sorry!

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

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

- _____ some music _____. Whatever you want.
- The disgusting smell of the cheese _____ me _____ eating it.
- Could you _____ your clothes, please? Your room's a total mess.
- _____ your cigarette _____. You can't smoke in here.

T 5.10 Listen and check.

EVERYDAY ENGLISH

Over the phone

1 **T 5.11** 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 automatic caller menus? Why do people find them frustrating?

2 A caller is trying to get through to Customer Services in 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 an operator
- 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 details, 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 enquiries, please hold ²____.



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



Your call is important to us. ⁴____. Alternatively, please submit your query through www.fastresponse.com.



Thank you for calling Fast Response Customer Services Department. ⁵____. To speak to an operator, please call Monday to Friday, 8.30 a.m. to 4.30 p.m.



T 5.12 Listen and check your answers.

Ending a phone call

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



- ☒ **I** A So, Barry. It was good to talk to you. Thanks very much for phoning.
- ☐ **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 these days? Still playing?
- ☐ **B** Same to you, too! Bye, Andy.
- ☐ **B** OK. Don't want to keep you. So, you'll give me a ring 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** It's true. Right, Barry. I must fly. I'm late for a meeting.
- ☐ **B** What a shame! You used to enjoy it so much.
- ☒ **II** **A** Bye, Barry.

T 5.13 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.

6

Hitting the big time

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

TEST YOUR GRAMMAR

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

a few ... cars/traffic/hold-ups/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

- Jamie Oliver is a famous British chef. Read the article. How did he 'hit the big time'?
- Complete the questions. Ask and answer them with a partner.
 - How _____ countries broadcast his TV shows?
 - How _____ time has he spent improving diets in schools?
 - How _____ did he earn cooking at his parents' pub?
 - How _____ did he spend at catering college?
 - How _____ chefs did he work under in London?
 - How _____ experience did he have when he was first on TV?
 - How _____ fresh ingredients and herbs did he use?
 - How _____ interest in food programmes did his new audience have previously?

Jamie Oliver

Jamie Oliver has hit the big time in a big way. He is famous worldwide as an extremely successful chef, cookbook writer, restaurateur, and media personality. His numerous TV programmes have been broadcast in over 100 countries including the US, Australia, Brazil, and Japan, and the accompanying cookbooks have been translated into 30 languages. Since 2004, he has given a great deal of time and energy to improving unhealthy diets in schools both in the UK and the US.

His rise to fame and fortune came early and swiftly. By the age of eight he had already started cooking at his parents' pub. It was an easy way to earn a few pounds of pocket money! After two years in catering college, and a short time in France, he started working in restaurants. He worked under three famous chefs in London before he was spotted by a TV producer at just 21 and his life changed.

- 3 **T 6.1** Listen to a similar text about Jamie Oliver.
Write the differences you hear in the chart.

Reading text	Listening text
numerous	many
100 countries	a great number of ...
30 languages	
a great deal of time	
a few pounds of pocket money	
two years	
a short time	
three famous chefs	
hardly any experience	
a lot of enthusiasm	
plenty of fresh ingredients	
no interest in food	
four children	

LANGUAGE FOCUS

1 Why do we say ...?

a few pounds but *a little pocket money*
a great number of countries but *a great deal/amount of time*
a lot of/plenty of ingredients and *a lot of/plenty of time*

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 p145

Even though he had hardly any experience, he had a lot of enthusiasm for cooking, and was very natural in front of the camera. His first TV programme featured him zipping about London on his scooter buying ingredients and cooking for his friends, all to a rock and roll soundtrack. The recipes didn't involve complicated cooking techniques and used plenty of fresh ingredients and herbs. It attracted a completely new audience that previously had no interest in food programmes. Jamie Oliver became an overnight success.

Jamie is married to former model Juliette (Jools) Norton. They have four children, Poppy Honey, Daisy Boo, Petal Blossom, and Buddy Bear.

So what's his recipe for success? 'A little bit of luck, a little bit of passion, and a little bit of knowledge!' he says.



PRACTICE

Countable or uncountable?

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

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

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

T 6.2 Listen and compare your answers.

- 2 Some nouns can be both countable (C) and uncountable (U).

Chocolate is fattening. U	I do a lot of business in China. U
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 mustn't let children play with _____ fire.
Can we light _____ fire? It's getting cold.
- 3 Scotland 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 normally count nouns, and which uncount?
Write them in the correct column.

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

Count nouns	Uncount 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 euros 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's got 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 France?
much / a lot of
 - 6 I have five days' holiday a year.
much / hardly any
 - 7 I have put on 20 kilos!
a huge amount of / far too much / loads of
 - 8 Ninety per cent of my friends have a car.
almost all / most / the majority
 - 9 Ten percent of them smoke.
very few / hardly any / not many
 - 10 There isn't one of my friends who's married.
none / not one
 - 11 Ken works 100 per cent 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 go to church these days.
 - 5 *All people* / *Everyone* came to my party.
 - 6 I was burgled last month. *All* / *Everything* was stolen.
 - 7 *Everyone* / *All the people* was watching the Cup Final.
 - 8 Last week the *all* / *whole* school had flu.

A class survey

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

Do you ...?

Lifestyle survey

buy designer clothes

enjoy shopping

go clubbing regularly

do a lot of exercise

play games on your phone

go to coffee shops

cook for friends

chat online



- 7** Give your feedback using expressions from the box.

all of us

a few of us

quite a lot of us

(nearly) everybody

most of us

hardly anybody

nobody

none of us

Most of us do loads of exercise.

SPOKEN ENGLISH Expressing quantity informally

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

She's got **loads of** clothes.

T 6.3 Listen and complete with the expressions of quantity.

_____ of time _____ of food _____ of things

_____ of money _____ of washing _____ of people

- 2 What have your friends got a lot of?

Tania's got millions of boyfriends.

LISTENING AND SPEAKING

Adverts all around!

Work in small groups.

1 Do you have any favourite adverts? Do some annoy you? Which? Why? Do you sometimes skip adverts online or on recorded TV programmes?

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 **T 6.4** Listen to a radio programme about body advertising. Answer the questions.

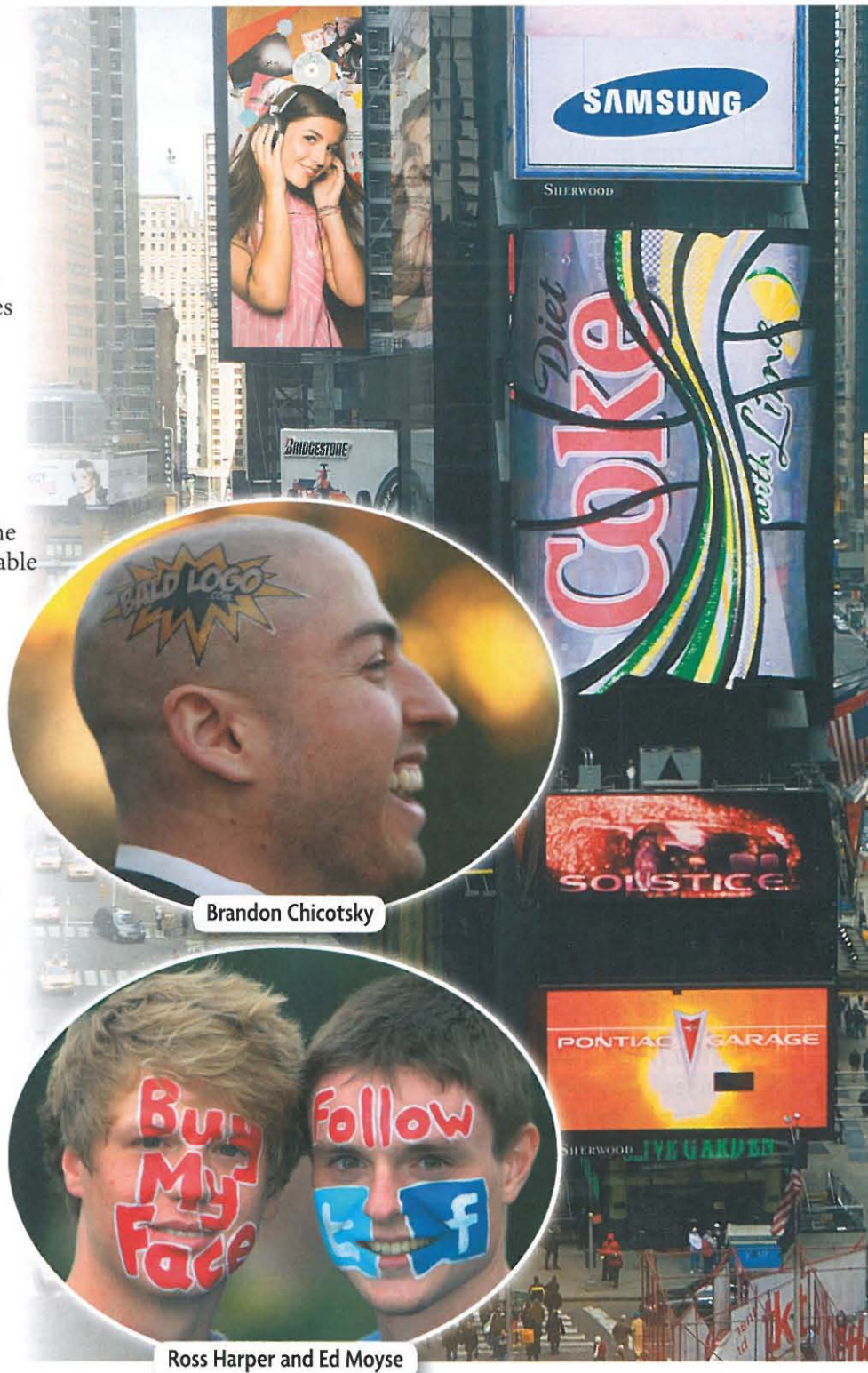
- 1 Is advertising generally more or less effective these days?
- 2 Who is Brandon Chicotsky? What was his 'ingenious idea'?
- 3 Who are Ross Harper and Ed Moyse? How did they repay their student loans?
- 4 Which parts of the body are mentioned as advertising spaces?
- 5 Why did ten men and women go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

5 **T 6.4** Listen again. What do these numbers refer to?

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

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?



Brandon Chicotsky

Ross Harper and Ed Moyse

Task

- 1 Find an advertisement from a newspaper or magazine that appeals to you, and bring it to class. Talk about what the advert is for, and why you like it.
- 2 Devise a radio or television advert. Choose a product or service of your own, or one of the following.
 - a BMW sports car
 - Bonzo dog food
 - a restaurant in town
 - Dazzle washing-up liquid
 - Blue Mountain coffee
 - 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 swap 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 Steven 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' favourite fruit. They designed the Apple I computer in Jobs' 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

Anyone for coffee? 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 on offer at Starbucks, the world's leading coffee roaster and retailer.



Starbucks serves over 60 million customers a week in over 17,000 stores in 58 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, Siegel, 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. Immediately he saw the Starbucks store, he knew that he wanted to be part of it. The three founder members weren't initially very keen, 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 Pepsi-Cola, 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 Mac clones which 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 multi-coloured 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 modelled 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 anti-globalization 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 at great speed
- 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 anti-globalization protesters make against Starbucks and other multinational corporations? Do you agree?
- 2 What sort of technology do you regularly use? What are your favourite websites and apps?

VOCABULARY AND PRONUNCIATION

export: /'eksɔ:t/ or /ɪk'spɔ:t/

- 1 **T 6.5** 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 refund	i permit	k insult
b import	d increase	f record	h produce	j transport	l protest

- 2 Practise the words with a partner. Give instructions like this.



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

- Scotland _____ a lot of its food from other countries. Its _____ include oil, beef, and whisky.
- I'm very pleased with my English. I'm making a lot of _____.
- Ministers are worried. There has been an _____ in the number of unemployed.
- But the number of crimes has _____, so that's good news.
- How dare you call me a liar and a cheat! What an _____!
- There was a demonstration yesterday. People were _____ about blood sports.
- He ran 100m in 9.58 seconds and broke the world _____.
- Don't touch the remote! I'm _____ a film.
- Britain _____ about 40% of the EU's oil.

T 6.6 Listen and check.

refuse: /'refju:s/ or /rɪ'fju:z/

- 4 **T 6.7** 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

in'valid

- 5 Practise saying the words in exercise 4 with a partner.

- 6 Answer the questions using the words in exercise 4.

- What's another name for a dustman?
- What's a UFO?
- What's the Sahara?
- What do you get lots of on your birthday?
- What are pages 2 to 5 of this book?
- What's another way of saying ...?
 - happy
 - incorrect (PIN number)
 - to say you won't do something
 - a written agreement
 - very small

T 6.8 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.

- What kind of restaurant will you open?
- How will you raise money to start it?
- Where will it be located?
- What kind of customers do you want to attract?
- How will you advertise your restaurant to these customers?
- 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.

- Should you raise prices?
- Should you expand?
- 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

- 1 Mike! Long time no see! How are things?
- 2 I'm afraid something's come up, and I can't make our meeting on the 6th.
- 3 What are your travel arrangements?
- 4 Could you confirm the details in writing?
- 5 They want a deposit of 2½ per cent, which is £7,500, and we get ... a ... a 2,000 ...
- 6 I'll give you £5,250 for your car. That's my final offer.
- 7 I don't know their number offhand. Bear with me while I look it up.
- 8 OK. Here's their number. Are you ready? It's 0800 205080.
- 9 So what's your salary, Dave? 35K? 40K?
- 10 Have you applied for that job?

B

- a Sorry, I didn't quite get that last bit. What was it again?
- b Sure. I'll email them to you as an attachment.
- c Hey! Mind your own business! You wouldn't tell anyone yours!
- d There's no point. I'm not qualified for it. I wouldn't stand a chance.
- e I'm getting flight BA 2762, at 18.45.
- f Good, thanks, Jeff. Business is booming. What about yourself?
- g Great! It's a deal. It's yours.
- h Never mind. Let's go for the following week. Is Wednesday the 13th good for you?
- i No worries. I'll hold.
- j I'll read that back to you. Oh eight double oh, two oh five, oh eight oh.

T 6.9 Listen and check. Practise 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 Practise 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 Practise 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

17 Sept Feb 3 22 Nov Aug 14

19th century 21st century 1960s

2007 1980 1786 1902

12.00 p.m. 12.00 a.m. 14.05 22.30

07775 360722 0800 664733 0990 21 22 23

(football) 2 - 0 (tennis) 30 - 0

T 6.10 Listen and check.

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



7

Getting along

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

TEST YOUR GRAMMAR

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

A	B
1 <input type="checkbox"/> He can ski.	a permission
2 <input type="checkbox"/> You can't pay by cheque.	b advice
3 <input type="checkbox"/> You must stop at the crossroads.	c obligation
4 <input type="checkbox"/> You must see the film.	d ability
5 <input type="checkbox"/> He must be rich.	e probability
6 <input type="checkbox"/> I'll help/I won't help you.	f (un)willingness
7 <input type="checkbox"/> You should do more exercise.	
8 <input type="checkbox"/> It will be a good party.	
9 <input type="checkbox"/> It might rain.	

WE CAN WORK IT OUT

Modals and related verbs

- Look at the pictures. Who are the people? What are they talking about?
- T 7.1** Read and listen to the two conversations. Underline all the modal verbs. What are their meanings?
- T 7.2** Listen to two similar conversations. After each one say which expressions are used instead of the modal verbs.

LANGUAGE FOCUS

- 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 (got) to*
Why don't you ...? *had better* *be likely to*

- 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 p147

What the ...

1

A What the ... where d'you think you're going?

B What d'you mean?

A Well, you can't turn right here.

B Who says I can't?

A That sign does mate. 'No Entry'. Can't you read?

B I couldn't see it, could I?

A You should get your eyes tested, you should.
You're not fit to be on the roads.

I can never forget

2

A I think you should swallow your pride and forgive and forget.

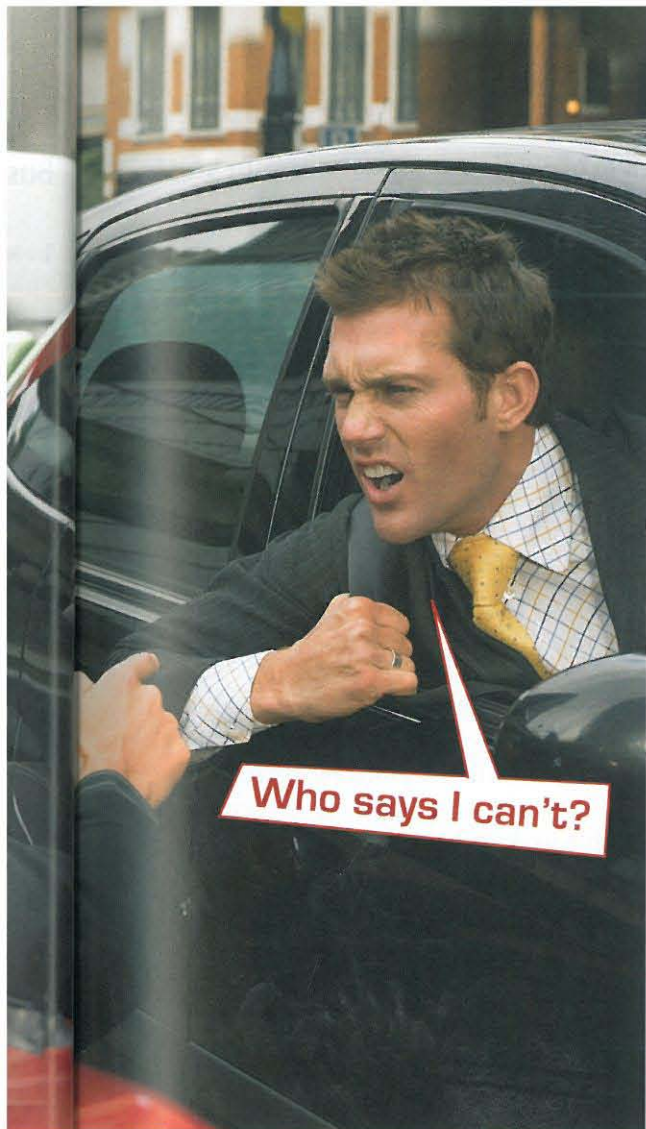
B Never! I will not.

A You'll have to in the end. You can't ignore each other forever.

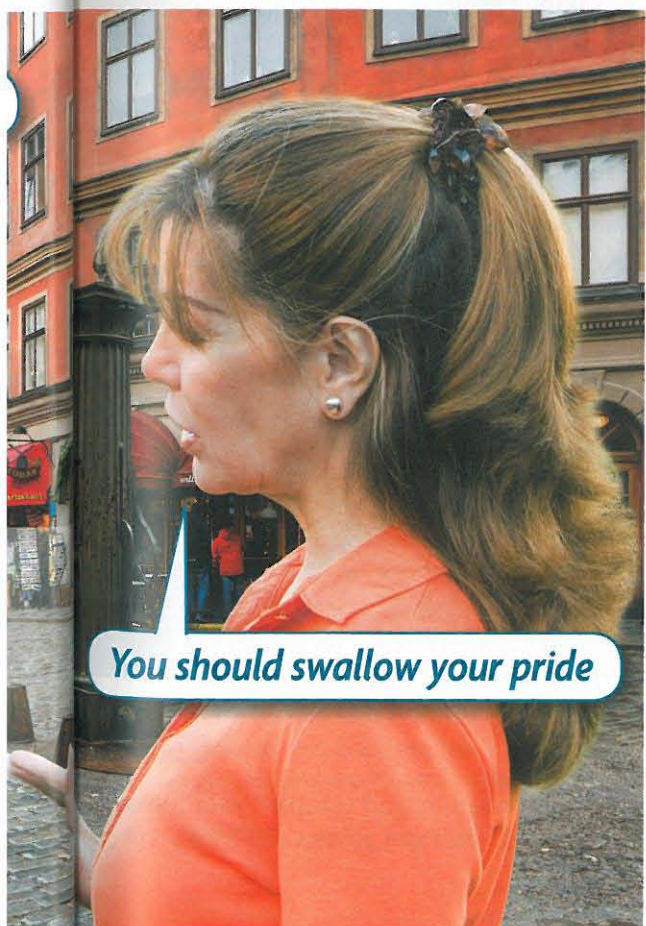
B I might forgive him but I can never forget.

A It must be possible to talk it over, and work something out.
Say you will for the sake of the children.

B Oh dear! I just don't know what to do for the best.



Who says I can't?



You should swallow your pride

PRACTICE

Discussing grammar

1 Work with a partner. Which of the verbs or phrases can fill the gap correctly? Cross out the verb or verbs which 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.

mustn't / 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 station is?

May you / Could you / Are you able to / Can you

7 Will you ... come on holiday with us?

can / be able to / be allowed to / may

8 You ... go to England to learn English.

should / don't have to / mustn't / could

9 You ... worry so much. You'll make yourself ill.

mustn't / 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?

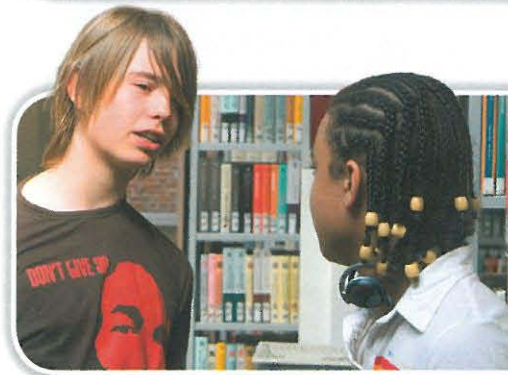
2 **T 7.3** Listen to two conversations. Answer the questions after each one.

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 at the tapescript on p129. Choose one of the conversations, learn it by heart and act it out to the class.



Related verbs

- 4 Use the words in brackets to rephrase the sentences.
- I just know it'll rain at the weekend. (*bound*)
 - He gave up smoking after three attempts. (*manage*) (*succeed in*)
 - Can you tell which twin is which? (*able*)
 - My parents say I can't have a puppy. (*allowed*) (*won't let*)
 - You should take it back and complain. (*If I were you*) (*had better*)
 - I should wear a suit for work, but I often don't. (*am supposed*)
 - You mustn't tell anyone about it. (*had better not*)
 - He wouldn't put out his cigarette. (*refuse*)
- 5 Read the sentences 1–10 and underline the modal verbs.
- I can take you to the airport, after all.
 - May I make a suggestion?
 - You can smoke in the designated area only.
 - You shouldn't wear red, it doesn't suit you.
 - You must obtain a visa to work in Australia.
 - You should always make an appointment.
 - You'll pass. Don't worry.
 - You mustn't walk on the grass.
 - I couldn't get through, the line was engaged.
 - 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.
- I didn't manage to ...
 - I'll be able to ...
 - If I were you I wouldn't ...
 - You're bound to ...
 - You are required to ...
 - Is it OK if ...?
 - You're allowed to ...
 - I refuse to ...
 - It's always a good idea to ...
 - You aren't permitted to ...

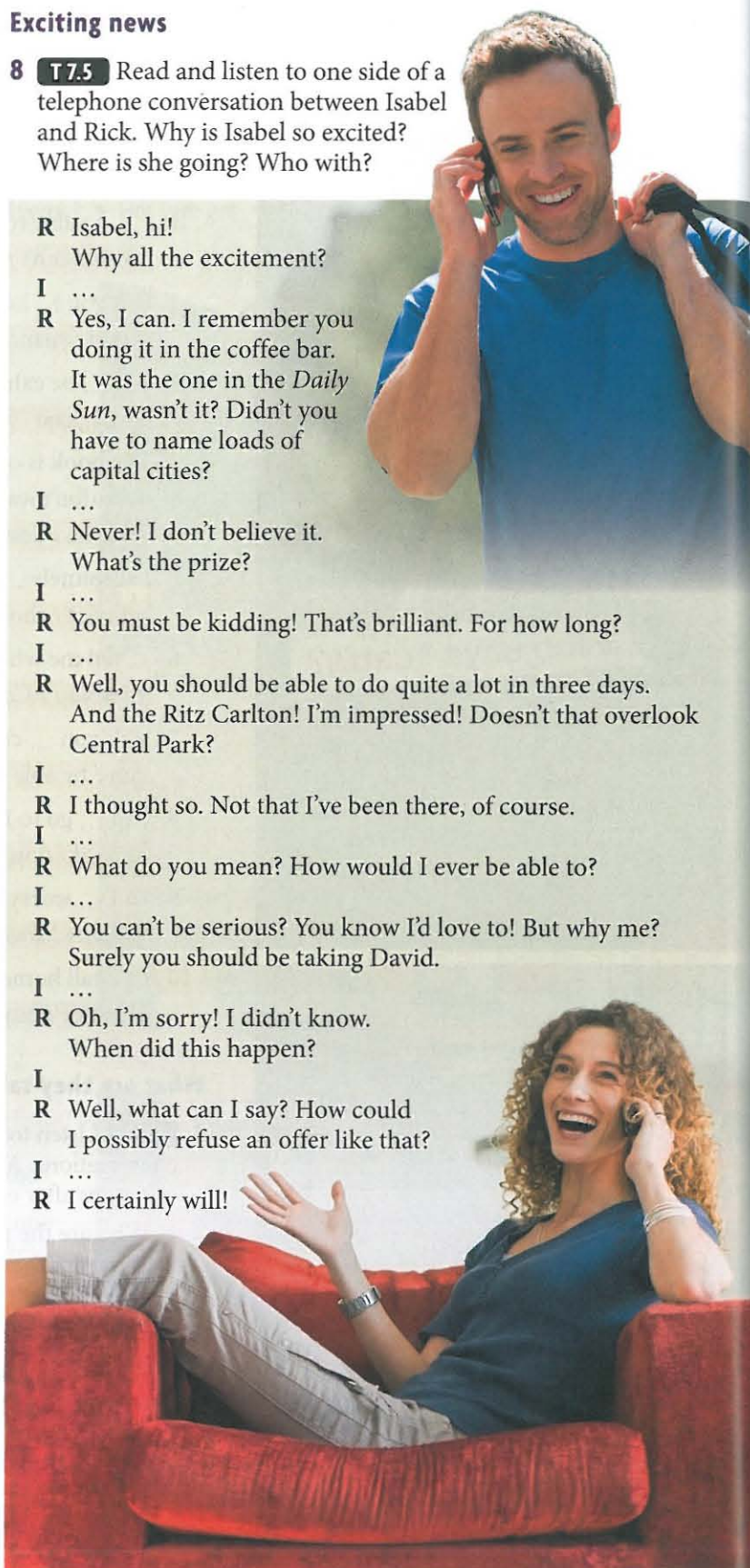
T 7.4 Say the rephrased sentences aloud. Listen and check.

- 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 **T 7.5** 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!
Why all the excitement?
- I ...
- R Yes, I can. I remember you doing it in the coffee bar. It was the one in the *Daily Sun*, wasn't it? Didn't you have to name loads of capital cities?
- I ...
- R Never! I don't believe it. What's the prize?
- I ...
- R You must be kidding! That's brilliant. For how long?
- I ...
- R Well, you should be able to do quite 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? Surely you should be taking David.
- 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 **T 7.6** 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 **T 7.7** Listen to Pratima. Which of your questions are answered? What are the answers?
- 5 **T 7.7** 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 to read the statements and ask the questions in two different ways.
 - 1 My friends went to Alaska on holiday.

Your friends went to Alaska on holiday?

They went where?

- 2 I got home at 5.00 this morning.
- 3 I paid €300 for a pair of jeans.
- 4 I met the president while I was out shopping.
- 5 He invited me to the palace for a drink.

T 7.8 Listen, check, and practise.



READING AND SPEAKING

The generation who refuse 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 p58.
 - 1 What did Marianne's father want to talk to her about?
 - 2 Why does she say he has 'miraculously' avoided the topic so far?
 - 3 Why say 'sank', and not just 'drank' a glass of wine?
 - 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 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 behaviour 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 London. I'm s_____ for c_____.
- 8 I'm 34 and I still go clubbing. 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 London on business. He took me to his favourite pub and started a conversation that he has, until now – miraculously – avoided. He coughed nervously, sank a glass of wine 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 flat with my youngest sister. I have few savings to speak of. I certainly haven't got 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 anymore.'

In many ways I am a fully paid-up 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 such as 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 spoilt for choice. We can decide whether to get married or not, start a family or not, travel the world or not, stay in 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.

