

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: /'eksɒɪt/ or /ɪk'spɒɪt/

- 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:z/ 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.

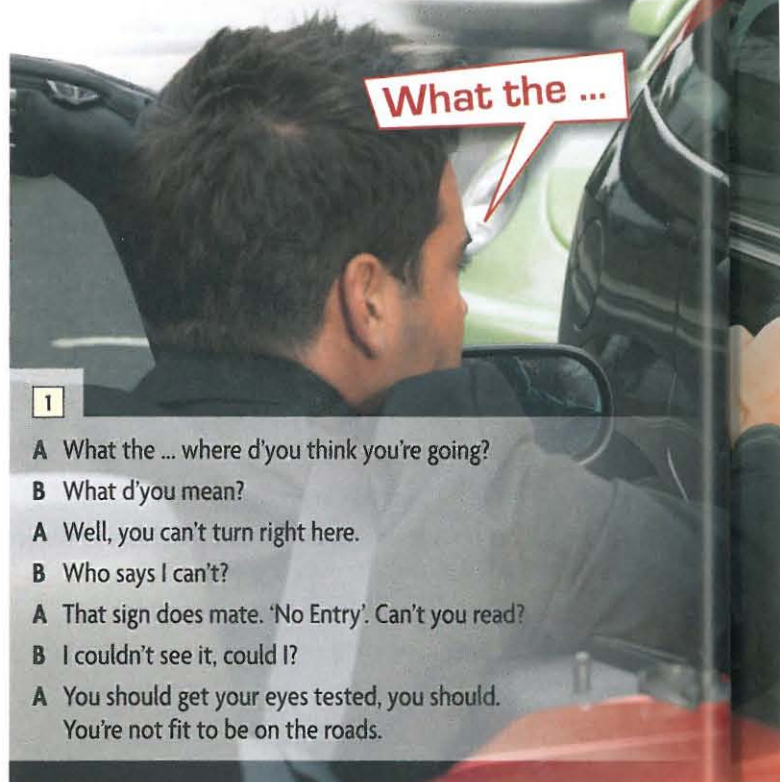
should ought to may must won't can will might could

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



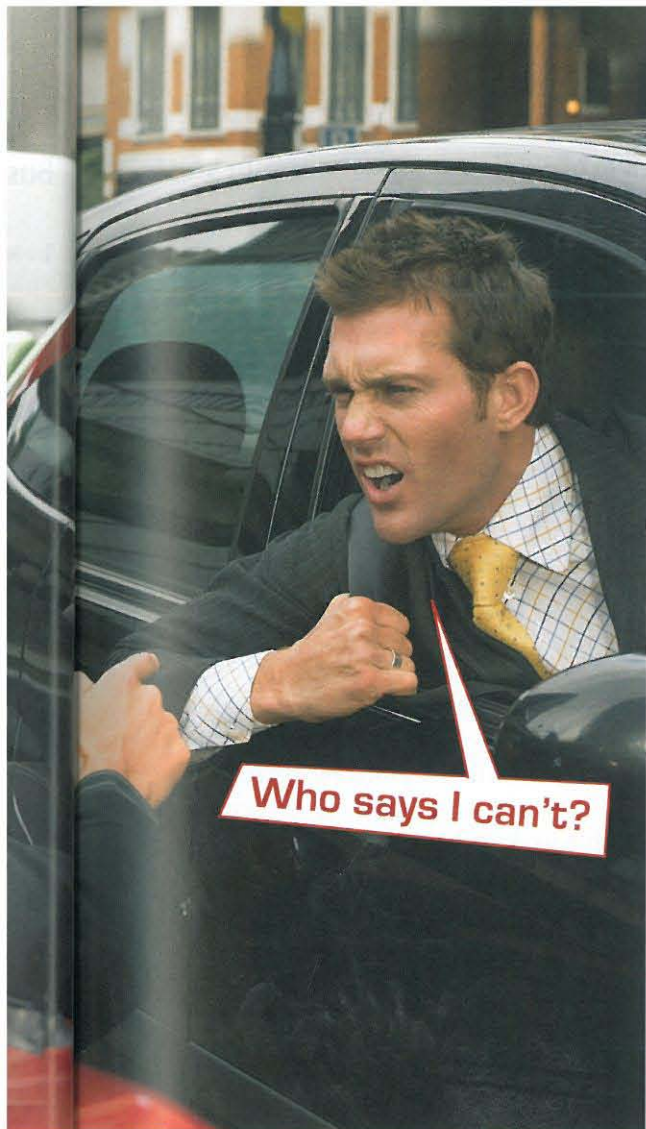
1

- 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.

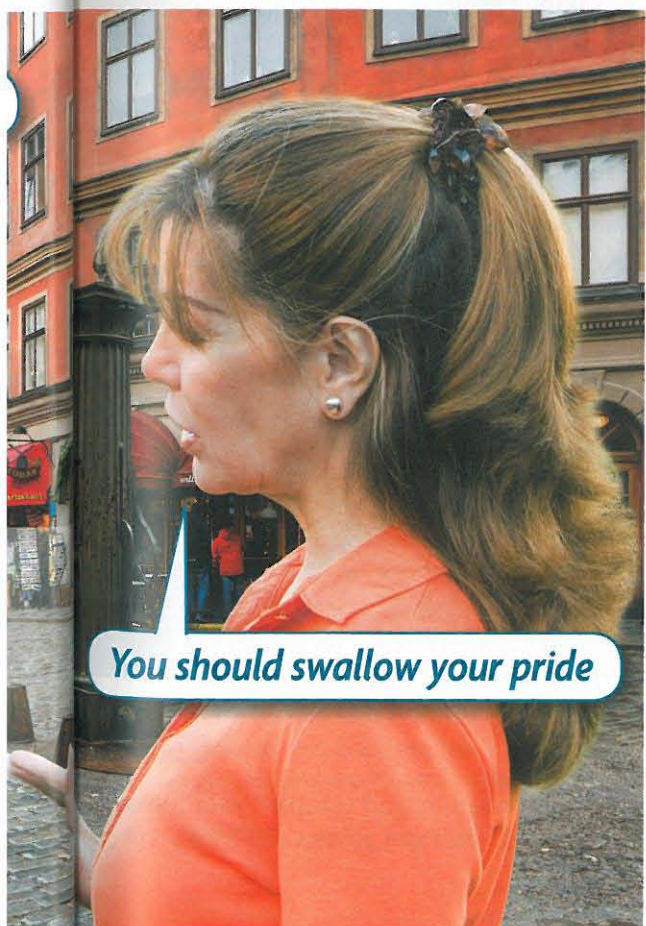


2

- 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?

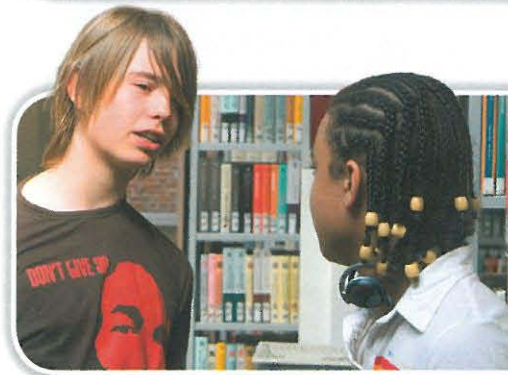
2 **T 7.3** Listen to two conversations. Answer the questions after each one.

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 ...

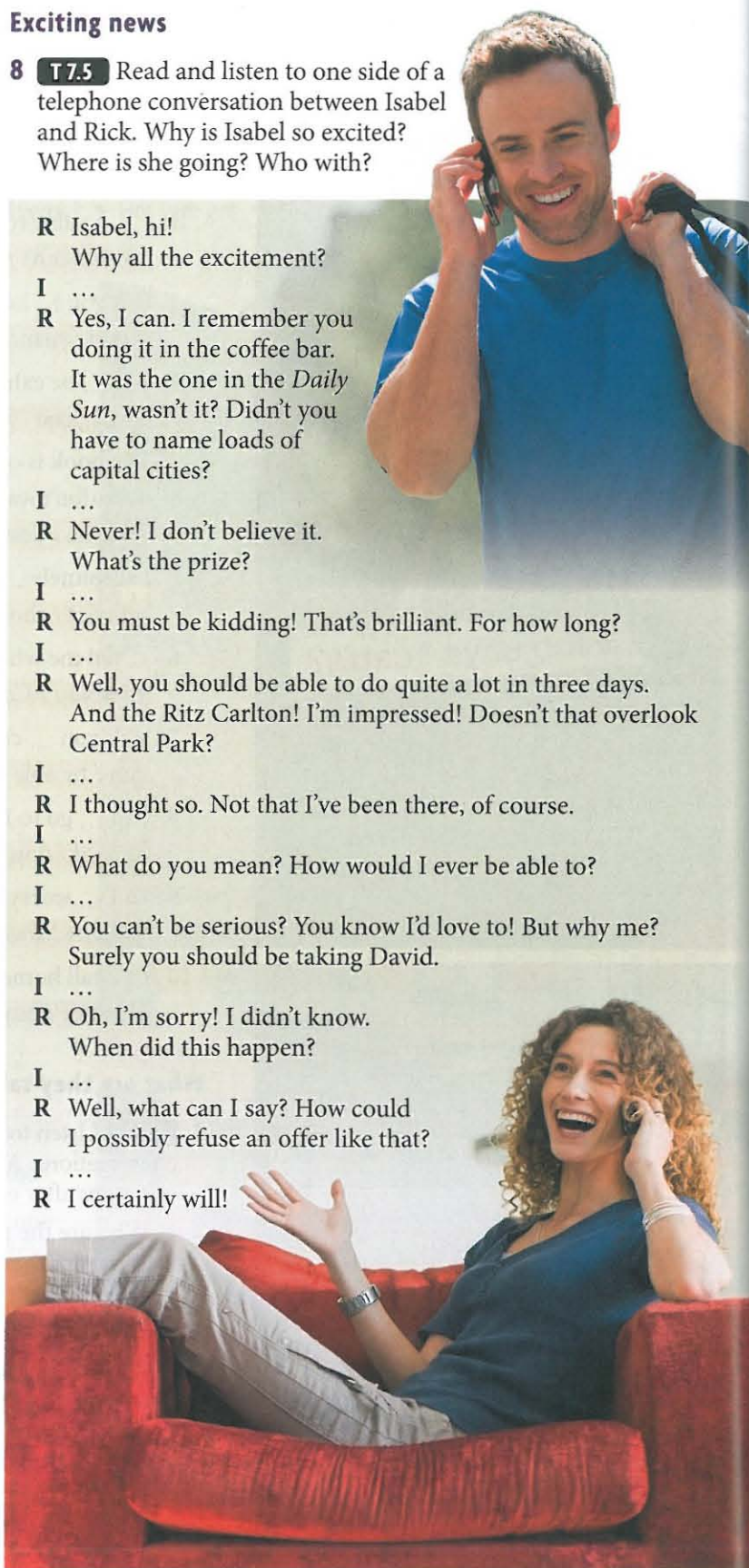
T 7.4 Say the rephrased sentences aloud. Listen and check.

- 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!



Peter 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?

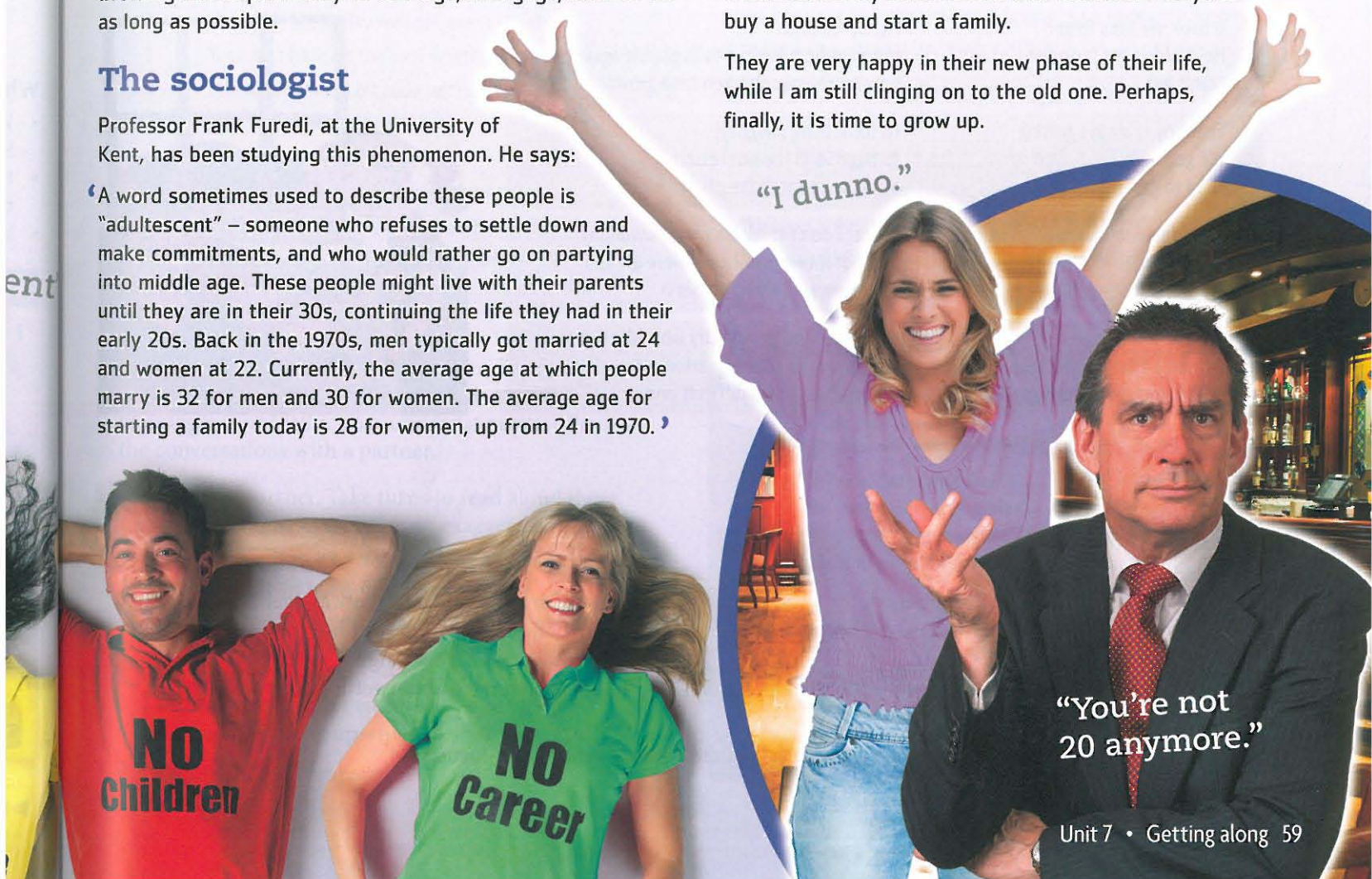
Well, you could blame the economy. Buying or renting a house gets more and more expensive. Every day we see headlines about adults having to move back home with their parents. Three million 20-to-34-year-olds now live with their parents – one in three men and one in six women.

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.



VOCABULARY AND SPEAKING

Hot verb *get*

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

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

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

ageing	contact	annoys me	began
becomes	have a good relationship		

Phrasal verbs with *get*

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

at	away	into	off	on	out	over	round	through	up
----	------	------	-----	----	-----	------	-------	---------	----

- | | | |
|---|-------|--|
| 1 You always get
How did our secret get
If news of this gets | _____ | of doing the washing-up. It's not fair.
? Everyone knows now!
there'll be a huge scandal! |
| 2 You're always getting
What are you getting
I can't get | _____ | me! Leave me alone!
? Just say what you mean!
the sugar. It's at the back of the cupboard. |
| 3 It took me ages to get
He couldn't get his point
I can't get | _____ | the operation.
to me at first. He had to explain it again.
how much your children have grown! |
| 4 That boy is always getting
We got
I had to get | _____ | to something naughty!
to page 56 in the last lesson.
at 5 a.m. to catch the plane. |
| 5 I couldn't get
We got
I failed, but Sue got | _____ | to Joe. I don't think his phone's working.
loads of money whilst we were in Paris.
the exam with flying colours. |
| 6 She can always get
I'm sorry. I just haven't got
I can't see how we can get | _____ | her father and get exactly what she wants.
to replying to your invitation yet.
this problem. It's a difficult one. |



T 7.9 Listen and check.

Talking about you

3 Ask and answer these questions with a partner.

- | | |
|--|---|
| 1 How do you get on with your parents? | 6 What are two things that always get on your nerves? |
| 2 What have you got to do when you get home tonight? | 7 How often do you get your hair cut? |
| 3 How do you get to school? | 8 In what ways is your English getting better? |
| 4 How do you usually get in touch with friends and family? | 9 Are you worried about getting old? |
| 5 When did you last get angry? Why? | |

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

EVERYDAY ENGLISH

Exaggeration and understatement

- Which nationalities have a reputation for being passionate, spontaneous, and temperamental? Which nationalities are more controlled and reserved?
- Which of these declarations of love are exaggerated? Which are understated?



We get on pretty well, don't you think?

I'm absolutely crazy about you.

I'm really rather fond of you.

I worship the ground you walk on.

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

A

- ☐ They're obviously madly in love.
- ☐ His family are pretty well off, aren't they?
- ☐ You must have hit the roof when she crashed your car!
- ☐ I think Tony was a bit rude last night.
- ☐ I can't stand the sight of him!
- ☐ He isn't very bright, is he?
- ☐ I'm fed up with this weather! It's freezing.
- ☐ Well, that was a fantastic holiday!
- ☐ I'm knackered. Can we stop for a rest?
- ☐ I'm absolutely dying for a drink!

B

- Yes, it was a nice little break.
- You're not kidding! He's as thick as two short planks.
- Yes, my throat's a bit dry, I must say.
- Too right! He was totally out of order!
- I suppose it is a bit chilly.
- Yeah, they do seem to get on quite well.
- OK. I feel a bit out of breath, too.
- Well, yes, I was a bit upset.
- You can say that again! They're absolutely loaded!
- I must admit, I'm not too keen on him either.

- T 7.10** Listen and check your answers. Pay attention to stress and intonation. Which words are examples of exaggeration? Which are understatements? Practise the conversations with a partner.

- Work with a partner. Take turns to read aloud these understated remarks and give an exaggerated reply.
- Is that a new watch? I bet that cost a bit.
- It's a bit chilly in here, don't you think?
- These shoes are rather nice, aren't they?
- Can we stop at the next service station? I could do with something to eat.
- I think those two like each other, don't you?
- I bet you were a bit upset when your team lost.

- T 7.11** Listen and compare.



8

How remarkable!

Relative clauses • Participles • Adverb collocations • Exclamations

TEST YOUR GRAMMAR

1 Complete the sentences with one of the relative pronouns.

who which where what when whose

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

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

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

- 1 The woman standing next to him is his wife.
- 2 Most houses built in the sixteenth century are listed buildings.

SHE'S GOT TALENT!

Relative clauses and participles

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

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

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

T 8.1 Listen and check your answers.



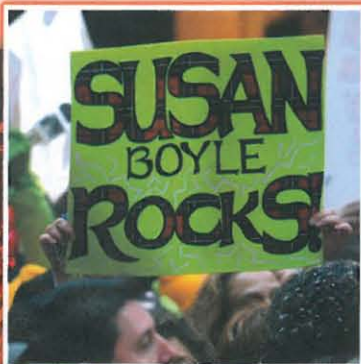
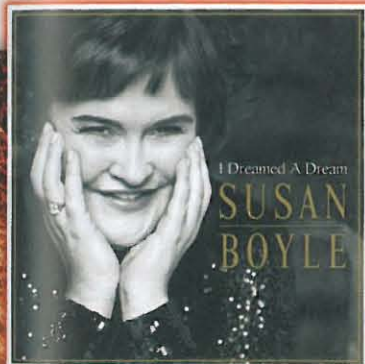
Susan Magdalane Boyle (born 1961) is a singer from a small town in Scotland ¹ _____ after appearing on the TV programme *Britain's Got Talent*, ² _____ 'I dreamed a dream' from the musical *Les Miserables*.

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

3 Answer the questions.

- How did Susan Boyle become famous?
- What do you learn about her family?
- Why was she bullied at school?
- Who encouraged her to sing?
- Why did Susan stop singing?
- Why were most of the audience sceptical when they saw her?
- What happened to Susan after *Britain's Got Talent*?
- Which of these adjectives do you think best describe her?

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



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

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

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

LANGUAGE FOCUS

Relative clauses

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

*We have a German neighbour **who comes from Munich**.*

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

I met a woman who sings in clubs.

(defining)

My sister, who lives in London, sings in clubs.

(non-defining)

The house which you saw is my aunt's.

(defining)

My aunt's house, which I don't like, is very big.

(non-defining)

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

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

Present and past participles

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

Who is that boring man standing at the bar?

The carpets included in the sale were old and worn.

They own four houses, including a ruined castle in Scotland.

►► Grammar Reference p148

PRACTICE

Punctuation and pronunciation

- Work with a partner. Read the sentences aloud, then write any necessary punctuation.
 - The area of London I like best is Soho.
 - My father who's a doctor plays the drums.
 - The book that I'm reading at the moment is fascinating.
 - Paul passed his driving test first time which surprised everybody.
 - People who smoke risk getting all sorts of illnesses.
 - I met a man whose main aim in life was to visit every capital city in the world.
 - The Channel Tunnel which opened in 1995 is a great way to get from England to France.
 - What I like best about work is the holidays.
 - A short bald man seen running away from the scene of the crime is being sought by the police.

T 8.2 Listen and repeat the sentences.

Adding detail

2 Read these sentences and tick the ones which need *more* information to make sense.

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

3 Put these sentences in the correct sentences in exercise 2, rewriting them as relative clauses. Leave out the pronoun if possible.

- a She works in our Paris office.
- b You know this person.
- c We took them in Barbados.
- d She met him on holiday in Turkey.
- e It practises German grammar.
- f They do regular exercise.
- g My grandfather planted it sixty years ago.
- h It is situated off the north-east coast of Australia.

Depress -ed or depress -ing?

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

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

5 **T 8.3** Listen to conversations about the topics. For each, say how the woman feels and why.

'It's raining again!'

'Oh, no! Another miserable day when we're stuck indoors.'

She's depressed!

The weather is depressing!

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

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

Adding more detail

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

A man was walking down the street.

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



T 8.4 Listen and check.

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

- 1 A girl was sunbathing on the beach.
- 2 A policeman came into the room.
- 3 A boy found a wallet on the metro.
- 4 The actor was seen in a restaurant.
- 5 The holiday was a success.

T 8.5 Listen and compare your ideas.

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

VOCABULARY AND PRONUNCIATION

Adverb collocations

Extreme adjectives

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

A good bad big wet nice unusual
surprised excited valuable silly interesting
tired pleased clever funny

very

absolutely

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

- 2 Complete these conversations using suitable adjectives.

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

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

3 **A** I'm so pleased you're coming on holiday with us.
B Well, I was absolutely ... to be asked.

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

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

6 **A** Oh dear! Have you had a bad day at work?
B Bad! It was absolutely ...

- 3 **T 8.6** Listen, check, and practise. Make similar conversations with your partner. You could talk about films, people you know, the weather ...

Quite

- 4 **T 8.7** The adverb *quite* has different meanings. Listen and repeat these sentences. Which in each pair is more positive?

1 a She's quite clever.
b She's quite clever.

2 a He's quite nice.
b He's quite nice.

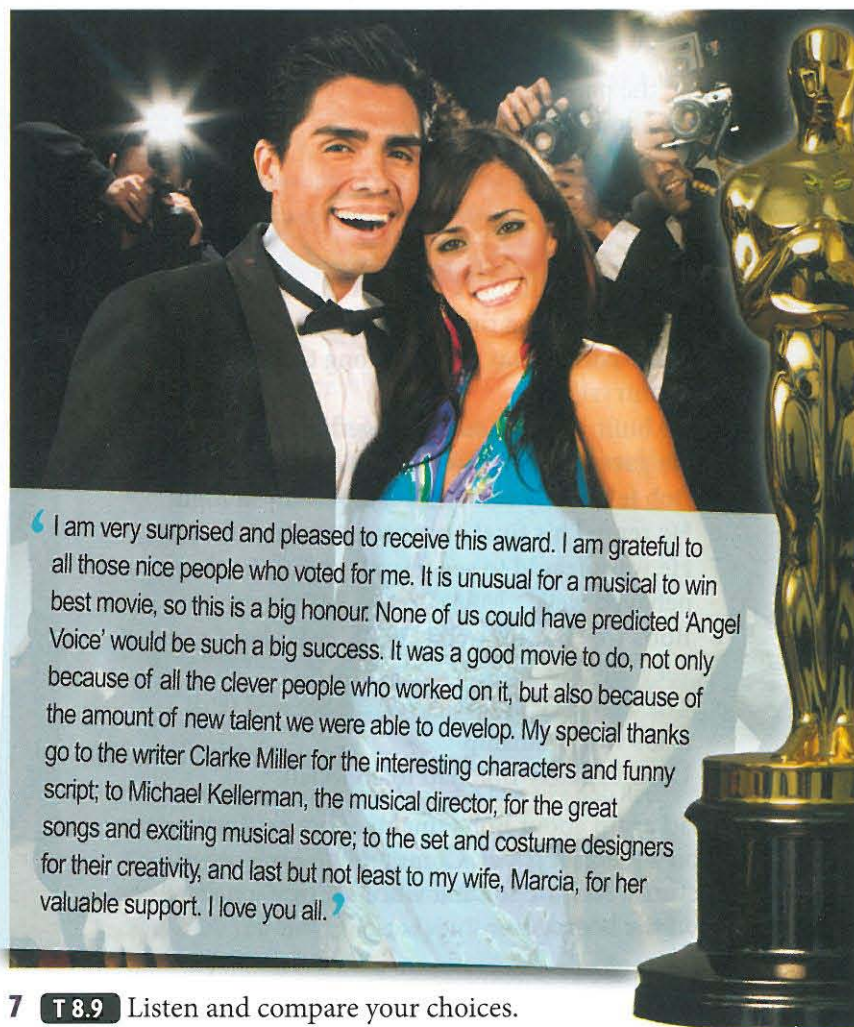
- 5 Read these sentences aloud according to the meaning.

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

T 8.8 Listen, check, and repeat.

A night at the Oscars

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



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

7 **T 8.9** Listen and compare your choices.

READING AND SPEAKING

Happy ending in New York

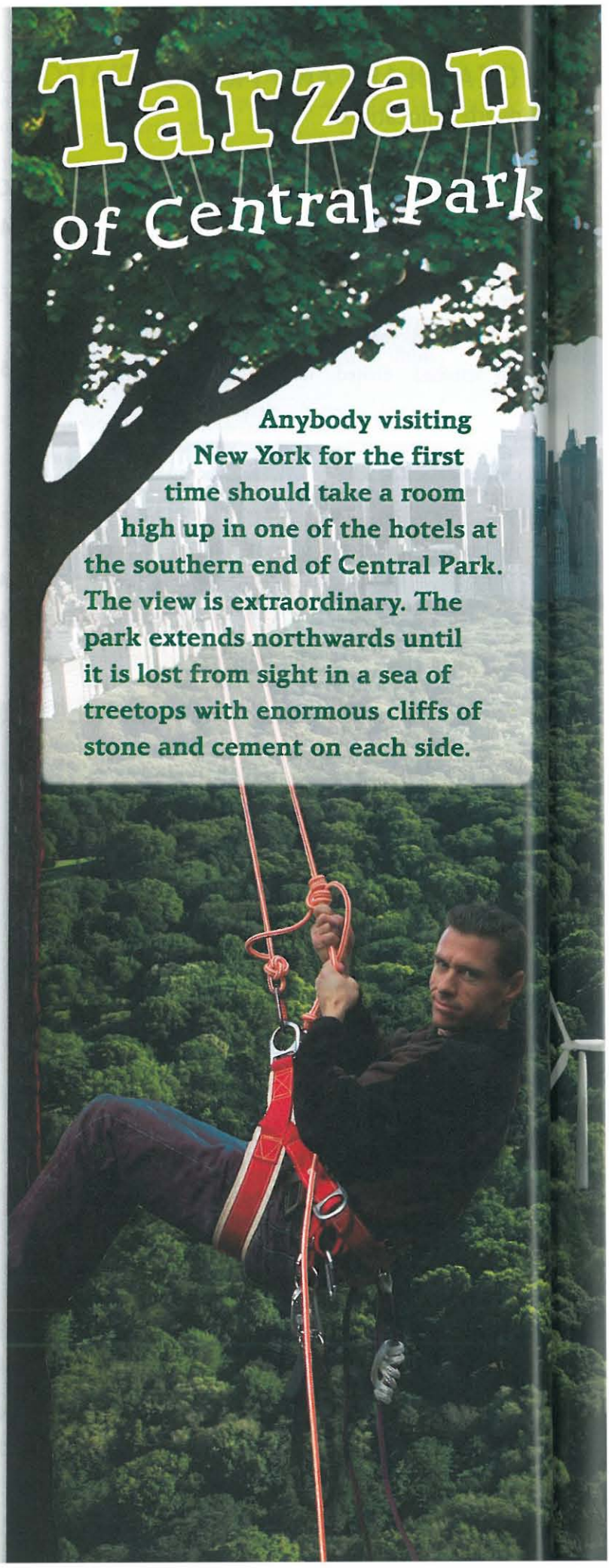
- 1 Write down three things you know about New York City. Share ideas with the class.
- 2 You are going to read about a young man, Bob Redman, who lives in New York City. Read the paragraph below, which is the conclusion of his story. Answer the questions.

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

- Is America 'a land of opportunity'? What does this mean?
 - Why is New York called 'hectic' and 'competitive'?
 - Do you think Bob Redman is a successful businessman?
 - Can you guess why his story might be comforting?
- 3 Read the title and the introduction. Answer these questions.
 - 1 Who was Tarzan?
 - 2 What advice is given about where to stay in New York? Why should you stay there?
 - 3 What are the 'enormous cliffs of stone and cement'?
 - 4 Read the paragraph headings only. What can you guess about Bob Redman's story?
 - 5 Now read the article. Were your guesses correct? Are these statements true (✓) or false (✗)? Correct the false ones.
 - 1 People near the park thought that someone might be living among the treetops.
 - 2 Bob Redman was raised among trees in the countryside.
 - 3 He built 14 tree houses altogether.
 - 4 He gave an interview to the *New York Times*.
 - 5 Bob felt lonely sometimes, especially at night.
 - 6 He rented his final house to some friends.
 - 7 He was pleased to see friends as long as they behaved well.
 - 8 Bob's tree houses were usually detected very quickly.
 - 9 The Park Director was very impressed with Bob's workmanship.
 - 10 Unfortunately Bob had to go to jail.
 - 6 Read again about Bob's final tree house. Try to draw it on a piece of paper. Comment on each other's pictures. Ask the student with the 'best' one to draw it on the board.

Tarzan of Central Park

Anybody visiting New York for the first time should take a room high up in one of the hotels at the southern end of Central Park. The view is extraordinary. The park extends northwards until it is lost from sight in a sea of treetops with enormous cliffs of stone and cement on each side.



Life among the treetops

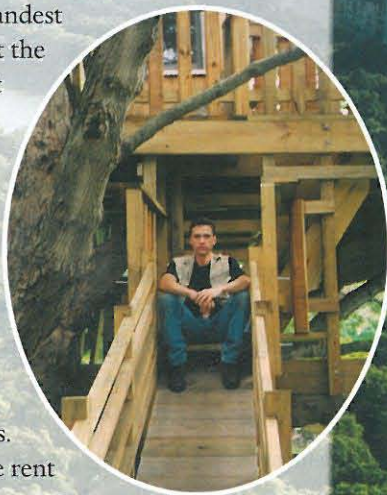
During recent years legends have grown up among people who live near the park, legends of life among the treetops. One story was of a young, handsome man who had been spotted from time to time among the branches. This rumour turned out to be true. There was a handsome young man who had been living in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

'I like the solitude.'

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

A five-room split level home

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



Friends came to visit

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

The party's over!

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

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

The perfect job!

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

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

Role play

Work with a partner.

Student A You are Bob Redman.

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

Conduct the interview.

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

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

What do you think?

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

► **WRITING** Describing places – My favourite part of town p113

LISTENING AND SPEAKING

Extreme temperatures

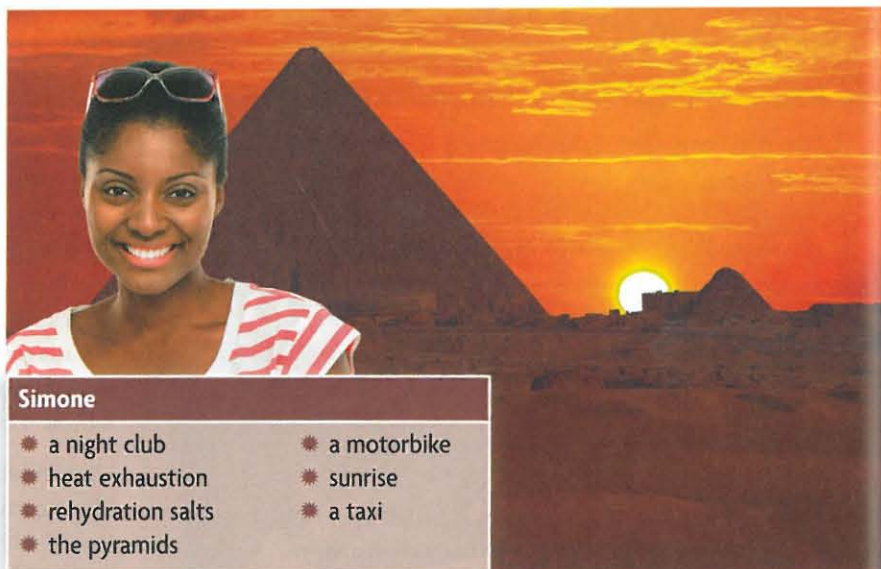
- 1 What's the coldest, hottest, or wettest place you've ever been? What were you doing? Work in groups, and then tell the class.
- 2 You are going to listen to **Simone** and **Anna** recalling their extreme experiences of heat and cold. Look at the words in the boxes and discuss what you think happened.
- 3 **T 8.10** Listen to **Simone** and answer the questions.
 - 1 Where was she?
 - 2 What was the temperature?
 - 3 What did she do that was stupid or silly?
 - 4 What kind(s) of transport did she use?
 - 5 Where was she going to? Why?
 - 6 What did she see when she arrived?
 - 7 Who did she meet? Was this person helpful?
 - 8 How did the temperature affect her?
 - 9 What happened in the end?
- 4 Guess the answers to the same questions about **Anna's** story.
- 5 **T 8.11** Listen and answer the questions in exercise 3 about **Anna**. Compare your ideas.

Language work

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

completely	dramatically	exactly
extremely	profusely	properly
really	seriously	stupidly

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



Simone

- a night club
- heat exhaustion
- rehydration salts
- the pyramids
- a motorbike
- sunrise
- a taxi



Anna

- an anonymous landscape
- huge blocks of flats
- frozen nostrils
- a tram
- scarves
- an old lady
- bonfire

SPOKEN ENGLISH Adding a comment

In conversation we can add a comment with *which* as an afterthought. This often expresses our reaction to what we have said.

He gave me a lift home, which was nice.

- 1 Add a suitable comment from **B** to Simone's and Anna's comments in **A**. Sometimes more than one is correct.

A	B
1 We went dancing in temperatures of over 40°C,	which is hard to believe.
2 My friends were worried I'd get lost,	which was just amazing.
3 We visited the pyramids at sunrise,	which was rather a stupid thing to do.
4 My nostrils actually froze,	which was no joke.
5 This motorbike broke down in the desert,	which was no laughing matter.
6 The old lady didn't understand a word I said,	which was understandable.
	which is hardly surprising because my Russian's lousy.

- 2 **T 8.12** Listen and check. Practise saying the comments with a partner.

- 2 Write sentences ending with a comment from **B**. Tell the class.
I missed the last bus home, which was no laughing matter.

EVERYDAY ENGLISH

Exclamations

Exclamations are often constructed with *How* and *What*.
We use:

- *What* + adjective + plural or countable noun
What fabulous shoes! What awful music!
- *What a/an* + (adjective) + singular countable noun
What a (lovely) surprise! What an idiot!
- *How* + adjective
How nice! How strange!

1 Write *What* ..., *What a* ..., or *How* ... to complete the exclamations.

- _____ silly mistake!
- _____ brilliant idea!
- _____ utterly ridiculous!
- _____ dreadful weather!
- _____ rubbish!
- _____ mess!
- _____ awful!
- _____ wonderful!
- _____ relief!
- _____ terrible thing to happen!

Which are positive reactions?
Which are negative?

2 **T 8.13** Listen to some situations. Respond to them, using one of the exclamations in exercise 1.

3 Write an exclamation from the box on each line.

Whoops!	Phew!	Yuck!	Oh dear!
Hey, Peter!	Ouch!	Wow!	Mmm!

- ☐ _____ I dropped it! Sorry about that!
- ☒ **Mmm** It's absolutely delicious!
- ☐ _____ What a relief! Thank goodness for that!
- ☐ _____ How amazing!
- ☐ _____ That's disgusting!
- ☐ _____ What a shame!
- ☐ _____ That really hurt!
- ☐ _____ Come over here and sit with us!

4 **T 8.14** Listen to the lines of conversation and reply to each one using a line from exercise 3.



5 **T 8.15** Listen and check. Complete the extra lines from the conversation.

- Just the _____ I like it.
- You _____ be so disappointed!
- Triplets! That'll _____ them busy!
- I told you that _____ happen.
- Don't worry. I'll _____ you a new one.
- You wouldn't _____ me eating that!
- Let's have a _____.
- I hadn't done any _____ for it at all.

6 Practise the conversations, paying special attention to intonation. You could act some of them out and make them longer!

7 Write a dialogue with a partner. Use some of the exclamations on this page. You could ask about a party, a meal, a holiday, or a sports event. Act out your conversations to the class.

9

The way we were

Expressing habit • *used to do/be used to doing*
Homonyms and homophones • Making your point

TEST YOUR GRAMMAR

- Match a line in A with a line in B. Underline the words that express habit. Which are past and which are present?
- Choose the correct ending for these sentences.

He used to work hard	because he's a builder.
He's used to working hard	but now he's retired.

A	B
1 A reliable friend	a my Dad would read me a story at bedtime.
2 In Victorian times men	b are always talking about themselves.
3 I think my sister's in love.	c will never let you down.
4 When I was very small	d She'll spend hours staring into the fire, sighing.
5 My first girlfriend was Alice.	e used to wear top hats.
6 Big-headed people	f We used to go to the cinema on a Friday, and then we'd go for a pizza afterwards.

GETTING BACK IN TOUCH

Expressing habit

- Do you keep in touch with people from your past? Have you lost touch with any really good old friends? How can you get back in touch?
- Read the message from Alison to an old school-friend. Complete it with the lines a-l.

a used to sit	g went
b 'd get	h was
c got	i used to call
d 's always talking	j used to calling
e used to go	k were always giggling
f 'd go	l 'll always end up

T 9.1 Listen and check.

- Which actions in the message happened again and again? Which only happened once?

<http://www.facebook.com>

Search for people, places and things

Alison Makepeace
7:35pm

Dear Sally

I hope you don't mind me contacting you out of the blue like this. It's taken me a while to track you down, but now I have, thanks to the wonders of Facebook!

I don't know if you remember but we ¹ _____ to Allendaes School together. You were the first person I ² _____ to know when I started there.

We ³ _____ next to each other in class, but then the teachers made us sit apart because we ⁴ _____ so much.

I remember we ⁵ _____ back to your house after school every day and listen to music for hours on end. We ⁶ _____ all the Guns N' Roses CDs as soon as they came out. Once we ate all the food in your fridge and your mother ⁷ _____ furious.

Do you remember that time we nearly blew up the science lab? The teacher ⁸ _____ crazy, but it wasn't our fault. We ⁹ _____ him 'Homer Simpson' because he was small, fat, and bald.

I still see Penny, and she's still as mad as ever. We meet up every now and again, and we ¹⁰ _____ chatting about old times together. She ¹¹ _____ about a school reunion. So if you're interested, drop me a line.

Looking forward to hearing back from you. It would be great to know how you're doing.

Your old schoolmate
Alison Makepeace

PS I'm not ¹² _____ you Sally Davies!
To me, you're still Sally Wilson!

4 Look at these two sentences.

We used to go to school together ...
We'd go back to your house ...

Which sentence is more factual?
Which is more nostalgic?

5 Match a line in A with a line in B. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
We used to go	him 'Homer Simpson'.
We used to sit	to school together.
We were always giggling	you Sally Davies.
We'd go back	so much.
We used to call	to your house.
I'm not used to calling	next to each other.

T 9.2 Listen and check.

LANGUAGE FOCUS

- 1 Look at the sentences that express present habit.
a *My sister **works** in a bank.*
b *She's **always borrowing** my clothes without asking me.*
c *She'll **go out** on a Friday night and **won't be back** till morning.*

Which sentence expresses ...

- my attitude to this habit of hers? (I find it annoying.)
- a simple fact about her?
- characteristic behaviour? (This is typical of her.)

2 Put sentences a–c into the past. Express sentence a in two ways.

3 Look at these sentences.

- a *I've **lived next to the airport** for years, so I'm **used to the noise**.*
b *I **used to live** in Rome, but now I live in Paris.*
c *I'm **getting used to** travelling on the Metro.*

In which sentence is *used* a verb? In which is *used* an adjective?

Which sentence expresses ...

- a past habit now finished?
- a situation which is familiar, and no longer strange?
- a situation which is still strange, but becoming easier?

► Grammar Reference p150

PRACTICE

What's she like?

1 Choose an adjective from the box to describe the people in the sentences.

easy-going	clumsy	mean	absent-minded
argumentative	sensitive	sensible	stubborn

- He's always losing things, or forgetting where he's put things.
- She'll always cry at the end of a sad film.
- Nothing ever upsets her, or annoys her, or worries her.
- I'm always dropping things, or bumping into things.
- She's ruled by her head, not her heart. She'll always think things through before she acts.
- He just won't listen to anyone else's suggestions.
- I remember that bloke Dave. He'd never buy you a drink.
- And he'd pick a fight with anyone about anything.

2 Add similar sentences to support these statements.

- My flatmate is the untidiest person in the whole world.
- My boyfriend is insanely jealous.
- Marc is just the coolest guy I know.
- My mother really gets on my nerves.
- But my grandma was so sweet.
- My dog Bruno was my best friend.
- Your problem is you're self-obsessed.
- My sister's so nosy.



Discussing grammar

3 In pairs, decide which line in **B** best continues the line in **A**.

A

- 1 My friend Joe buys and sells cars.
- 2 He's always buying the latest gadgets.
- 3 He'll buy a shirt and only wear it once.
- 4 When I was young, we used to have holidays by the seaside.
- 5 My dad and I would build sandcastles and go swimming together.
- 6 One year we went to East Africa.
- 7 John usually does the cooking,
- 8 He used to do the cooking
- 9 He's used to doing the cooking
- 10 He's getting used to doing the cooking

B

- a He's a real techno-geek.
- b Don't you think that's wasteful of him?
- c He earns loads of money.
- a What an adventure that was!
- b We'd go to the same place year after year.
- c I remember those days with such fondness!
- a because he's been doing it for years.
- b but he still burns things. Maybe one day he'll get it.
- c but then he stopped.
- d but he isn't tonight. I am.

My parents

4 **T 9.3** In which decade do you think the photo was taken? Listen to four people talking about their parents. Is/Was it a good relationship? In what ways?

5 **T 9.3** Listen again. These lines are similar to what they say. What are their actual words?

- 1 ... she talked to me very openly ...
... we used to go out shopping ...
- 2 He kept telling me to have my hair cut ...
... she used to get angry when I picked at food ...
- 3 My mum nagged me all the time ...
... she used to be all put out ...
- 4 We did a lot together as a family.
... he brought us each a treat ...

6 Write a few sentences about the relationship between you and your parents. Tell your partner about it.



Answering questions

7 Answer the questions with a form of *used to do*, *be/get used to doing/sb/sth*.

1 **A** You don't like your new teacher, do you?

B Not a lot, but we're getting used to her.

2 **A** How can you get up at five o'clock in the morning?

B No problem. I _____.

3 **A** How come you know Madrid so well?

B I _____ live there.

T 9.4 Listen and check.

4 **A** How are you finding your new job?

B Difficult, but I _____ it bit by bit.

5 **A** Do you read comics?

B I _____ when I was young, but not any more.

6 **A** You two argue so much. How can you live together?

B After twenty years' marriage we _____ each other.

LISTENING AND SPEAKING

A teacher to remember

- 1 Look at the pictures. What are modern classrooms like? What were classrooms like years ago? How have teaching styles changed?



- 2 **T 9.5** Listen to four people, Sean, Samantha, Rupert and Charlotte, talking about a teacher they remember well. Answer these questions after each one.
- 1 What was the teacher's subject?
 - 2 What did she/he look like?
 - 3 What is said about the age of the teacher?
 - 4 Why is she/he so memorable? Is it for positive or negative reasons?
 - 5 Did he/she influence the speaker in any way? If so, how?
- 3 **T 9.5** Listen again. Which teacher ...
- ... poked students? With what? Why?
 - ... taught 'dry subjects'? What were they?
 - ... had to 'crouch'? Where? Why?
 - ... had a 'mission in life'? What was this?
 - ... slammed something down on the desk? What? Why?
 - ... had a razor sharp wit? What was hidden in his words?
 - ... glowed with gratitude? Why?
 - ... gave crystal clear explanations? About what?

SPOKEN ENGLISH Adjective intensifiers

- 1 Look at these lines from the tapescript. Which words intensify the adjective?

*He used to make these dead languages seem **dead easy**.*

*He had a **razor sharp** wit.*

- 2 Complete the sentences with a word from the box.

brand stiff freezing tiny wide great boiling fast

- 1 They live in this _____ big house in the centre of London.
- 2 I only made one _____ little mistake in my driving test, but I still failed.
- 3 Careful with the soup – it's _____ hot. Don't scald yourself.
- 4 It's _____ cold in here. Can't we put on the heating?
- 5 Do you like my car? It's _____ new.
- 6 Don't worry. You won't wake the children. They're _____ asleep.
- 7 I have a cold shower every morning. Then I feel _____ awake.
- 8 'I'm fed up with this lesson.' 'Me too. I'm bored _____.'

- 3 **T 9.6** Listen and check.

Find more examples in the tapescripts on p133.

What do you think?

Work in small groups.

- What makes a teacher memorable? Think of positive, negative, and funny reasons.
- Who is a teacher you'll never forget? Why? What was/is she/he like?

READING AND SPEAKING

Living in the past

- 1 What do you know about the time when your grandparents and great-grandparents were young? When was it? What were their houses like? What did they do for entertainment?
- 2 Look at the pictures. What things can you see that are typical of the 19th century and the 1950s?

- 3 Divide into two groups.

Group A Read about **Peter Saunders**.

Group B Read about **Joanne Massey**.

Answer the questions.

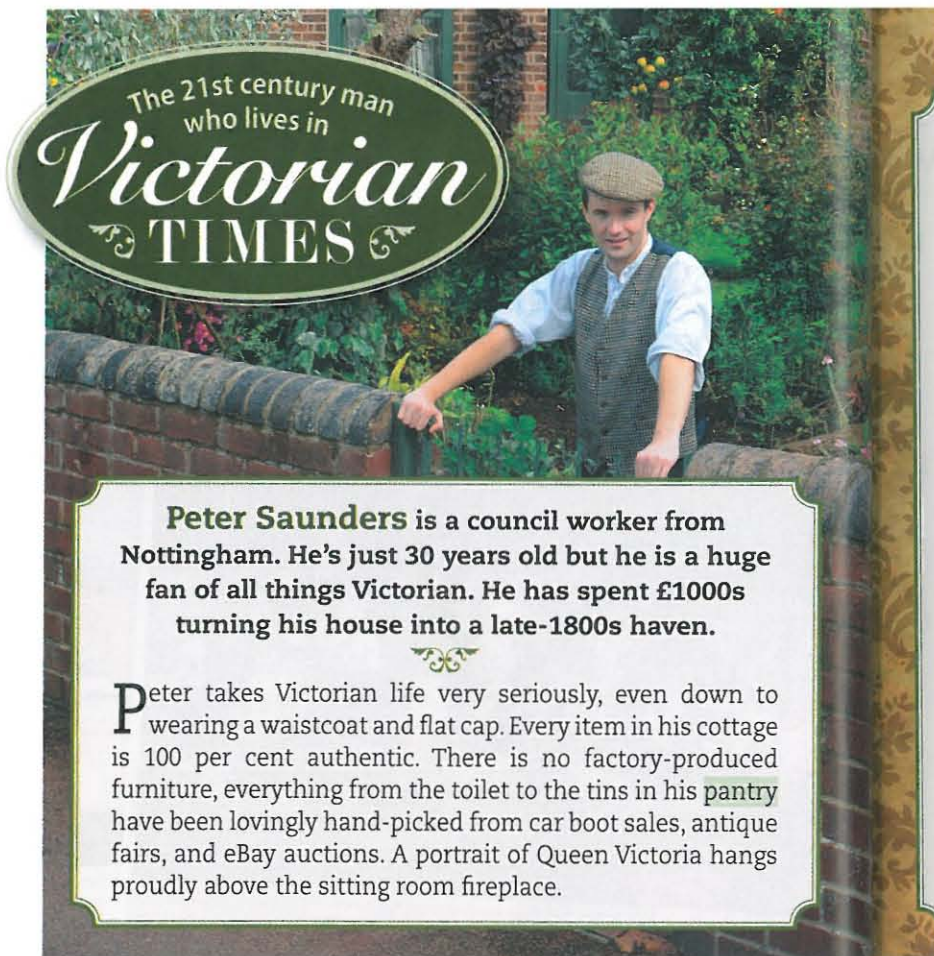
- 1 Which era is he/she obsessed by?
What started the obsession?
 - 2 What does she/he wear?
 - 3 How does he/she source the things for the house?
 - 4 What does she/he not like about modern life?
 - 5 What does he/she like about the bygone era?
 - 6 Which 'mod cons' do they have in their houses? Where do they keep them?
 - 7 How do they entertain friends?
 - 8 What do other people think of their lifestyle?
 - 9 What do you learn about other members of the family?
- 4 Work with a student from the other group. Use the questions to tell each other about your person. What is your opinion of their lifestyles? Which do you prefer? What do you like/not like about them?
 - 5 With your partner try to guess the meaning of the **highlighted** words in your text.

What do you think?

- Why do some people like the idea of past times so much?
- Which past era would you like to live in, or do you prefer life today?
- What mod-cons would you find it hard to live without?

Project

Choose a past time which interests you. Research it and present your findings to the class.

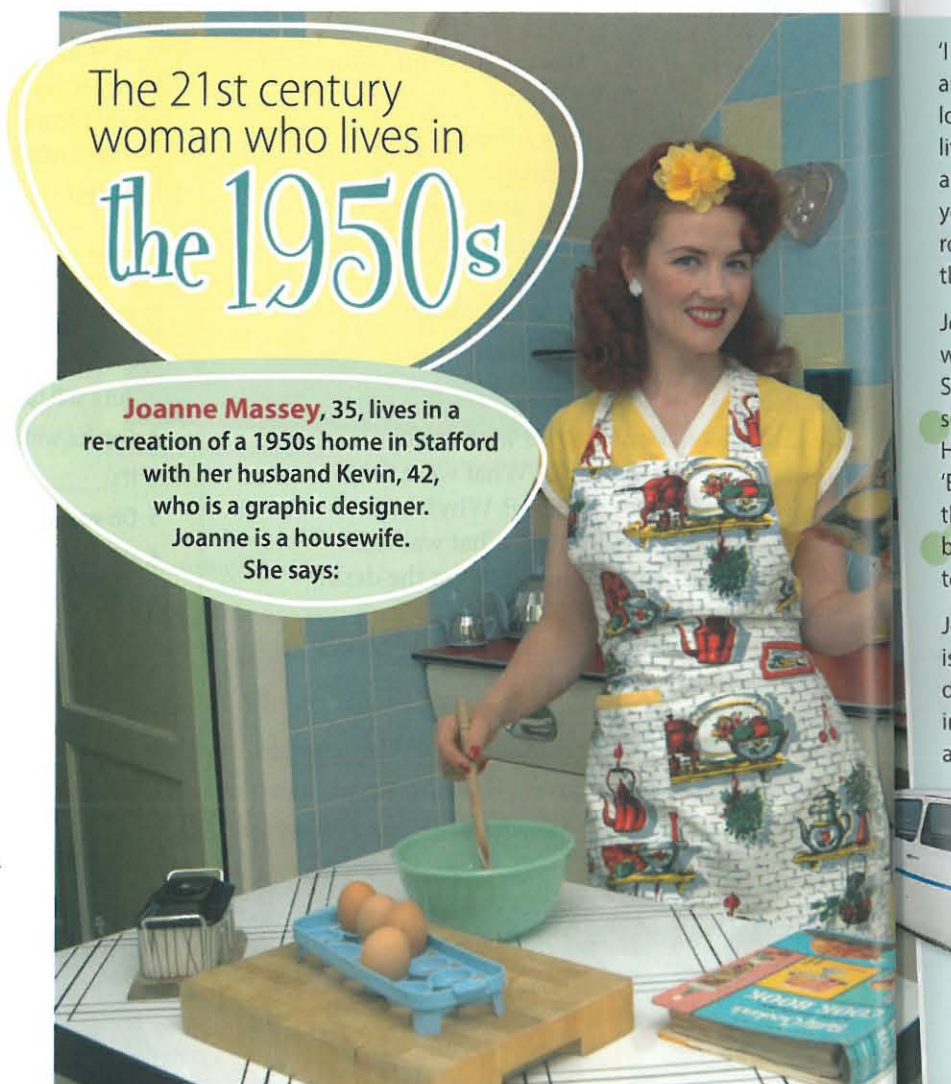


The 21st century man who lives in

Victorian TIMES

Peter Saunders is a council worker from Nottingham. He's just 30 years old but he is a huge fan of all things Victorian. He has spent £1000s turning his house into a late-1800s haven.

Peter takes Victorian life very seriously, even down to wearing a waistcoat and flat cap. Every item in his cottage is 100 per cent authentic. There is no factory-produced furniture, everything from the toilet to the tins in his pantry have been lovingly hand-picked from car boot sales, antique fairs, and eBay auctions. A portrait of Queen Victoria hangs proudly above the sitting room fireplace.



The 21st century woman who lives in

the 1950s

Joanne Massey, 35, lives in a re-creation of a 1950s home in Stafford with her husband Kevin, 42, who is a graphic designer. Joanne is a housewife. She says:

Peter's four-bedroom house now looks much like it used to look when a real-life Victorian family lived there, and Peter is considering opening its doors to the public.

He says: 'I've gone to a lot of trouble and I would like to share it with people who will appreciate it. The Victorian period was a fascinating time. Both my mum and my sister are interested in it too, so I guess my passion for it started from them. My mum is always picking things up for me from car boot sales. I like the idea of the lifestyle that the Victorians had. They would entertain themselves. They used to love a sing-song round the piano. And they were less wasteful than we are today. Things were built to last. I can't stand all that modern stuff made of plastic that all looks the same. Most of my friends are very supportive and they love coming round for dinner parties, when all the old glasses and cutlery comes out.'



Peter uses all the original cooking features in his kitchen, but admits to having a microwave oven. He also has a television, central heating and a fridge freezer but he says:

'All my mod cons are cleverly hidden around the house in cupboards or behind curtains. And I have running water, as most Victorians had, but they didn't have hot water like I do.'

The house has an outside loo, which Peter is restoring. 'But I also have a Victorian-style indoor bathroom with antique fittings, so I suppose I have the best of both worlds – all the modern conveniences but with the romantic and quaint feel of the Victorian period, and it's very cosy – the Victorians were all about comfort.'

Experts agree with Peter that the house genuinely reflects Victorian times. Hilary Silvester, chairman of Nottingham Civic Society, said: 'Peter's done it extremely well. It's not twee in any way and has been restored in such a genuine fashion.'



'I love nothing better than fastening my pinny round my waist and baking a cake for Kevin in my 1950s kitchen. I put on some lovely Frank Sinatra music and am completely lost in my own little fantasy world. In our marriage, I am very much a lady and Kevin is the breadwinner. We've been married for 13 years and we're extremely happy because we both know our roles. I make sure our home is immaculate, there is dinner on the table, and I look pretty to welcome my husband home.'

Joanne doesn't even put petrol in their Ford Anglia car, which is 43 years old, because she thinks that is unladylike. She asks Kevin to do it. She only ever wears 1950s clothing, such as tight pencil skirts, a white blouse and a wide belt. Her furniture is all from the 50s. The kitchen is an original 'English Rose' design, which used to be very much the 'in thing'. They advertised for it in an antiques magazine and bought it from a family in Scotland who had it in their garage to keep tools in.

Joanne thinks modern life is too hectic. Shopping in supermarkets is an ordeal, and she doesn't read newspapers – they are just too distressing. She says: 'We do have a television set, but we hide it in a retro cabinet. Neither of us drinks and our social life revolves around visiting like-minded friends for tea and cakes.'

Her obsession began as a teenager. She loved old movies because they seemed to represent a halcyon time, when women were more feminine and men more protective. She could have gone to university, but chose to work in a bank.



She says: 'I was marking time until I met the right man. Kevin and I met at a Fifties Convention, and we had an old-fashioned courtship before he proposed. I was ecstatic, because I had found someone with the same passion. Some women I meet ask me if I feel patronised by spending all my time caring for Kevin, but I never would.'

At work, Kevin gets teased because he's the only one with home-made cakes and even home-made jam in his sandwiches. Joanne thinks his colleagues are jealous that he has a wife who devotes herself solely to his happiness. How many men these days can really say that?

VOCABULARY AND PRONUNCIATION

Homonyms and homophones

1 Work on your own. What do these words mean?

fan right glasses fine park mean

2 **T 9.7** Write down the words you hear.

3 Work with a partner. Compare your answers to exercises 1 and 2. Do you have any differences? What are they?

Homonyms

4 Homonyms are words with the same spelling and more than one meaning.

a **bank** in the High Street
the **bank** of a river
I've supported you up till now, but don't **bank** on it forever.

Complete the pairs of sentences with the same word used twice.

- My brother is crazy about Man. U. But I'm an Arsenal _____ myself.
We don't have air conditioning, just a ceiling _____ . It's not enough.
- Oh dear! We have a _____ tyre and no spare wheel.
I'm renting a _____ near where I work.
- 'What's today's _____?' 'The third.'
I've got a _____ tonight. I'm going out with Carl.
- He goes to the gym every day. He's very _____ .
The trousers are too small. They don't _____ you.
- It's not _____ . Everyone else is allowed to stay out till midnight.
She has beautiful _____ hair and blue eyes.

T 9.8 Listen and check.

5 Think of two meanings for these words. Make sentences using them.

wave suit miss type point train kind cool

Homophones

6 Homophones are words with the same pronunciation, but different spellings and different meanings.

/rəʊd/ the **road** to the town centre
She **rode** a horse.
I **rowed** across the river.

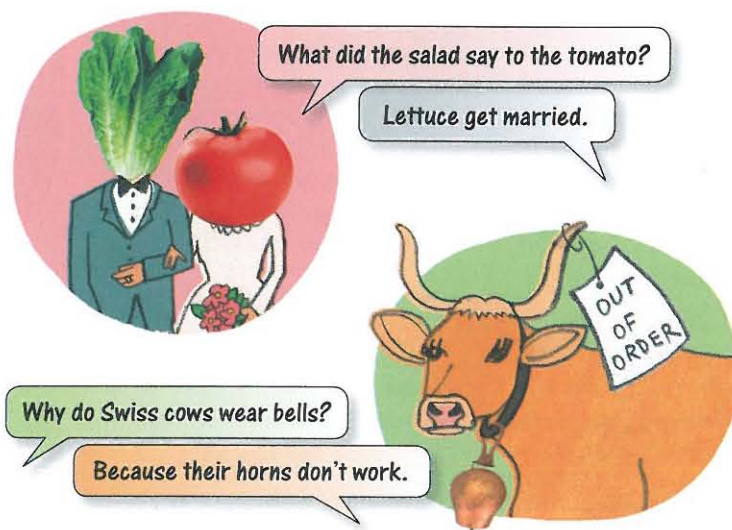
Write the word in phonetics in the correct spelling.

- /həʊl/ the _____ world
a _____ in the ground
- /pi:s/ a _____ of cake
war and _____
- /flaʊə/ a rose is a _____
_____ to make bread
- /seɪl/ a yacht has _____
buy clothes in the _____
- /sel/ shops _____ things
a prisoner lives in a _____

7 Think of a word with the same pronunciation but a different spelling for these words.

bored caught hire pair maid
plain waist seas aloud write

8 **T 9.9** A lot of children's jokes are made with homonyms and homophones. Here are two! Which word makes the joke?



T 9.10 Listen to some more jokes. Which word makes the joke? Practise telling them to each other.

EVERYDAY ENGLISH

Making your point

- 1 Three teachers Pat, Ian, and Helen are talking about the idea of giving lessons on body image in schools. What do you think the lessons are about?
- 2 **T 9.11** Listen to them giving their point of view. Who is for it, who is against it, and who is undecided?
- 3 **T 9.11** Listen again to Pat and Ian only and complete their views.



Pat

- 1 If you _____ me, this is a terrible idea.
- 2 _____, good body image isn't something that you can teach.
- 3 Another _____ is that teachers have enough to do.
- 4 _____, I've never worried too much about how I look.
- 5 The _____ I'm trying to make is that young people's education should be about qualifications.

Ian

- 1 To tell you the _____, I haven't really thought about it.
- 2 I _____ the problem is that there are lots of images of beautiful models.
- 3 As _____ as I'm concerned, people come in all shapes and sizes.
- 4 _____, it would be a pretty boring world if we all looked the same.
- 5 _____, as I was saying, I don't feel strongly one way or the other.

- 4 **T 9.11** Now listen again to Helen. Which phrases does she use to make her points?
- 5 Here are some more ways to make your point. Match the lines in A and B. What is the topic being discussed?

A

- 1 First of all,
- 2 The main problem is that,
- 3 In addition to this,
- 4 Generally speaking,
- 5 What I want to know is,
- 6 To be honest,
- 7 It's my firm opinion that
- 8 Finally,

B

- a there are also problems with diet.
- b I'd like to end with a quote from...
- c I'd like to look at the overall picture.
- d how do you educate people to have a better diet?
- e fast food should be totally banned.
- f as a nation we don't do enough exercise.
- g I don't know the answer to this problem.
- h this is quite a common problem.



A class debate

- 6 Have a class debate. Choose a topic you feel strongly about. It could be something local to your situation perhaps, or one from this list.
 - the importance of a healthy lifestyle
 - being vegetarian
 - saving or spending your money
 - experiments on animals

Divide into groups to prepare your ideas. When you are ready, conduct the debate.

► **WRITING T 9.12** Writing for talking – An early memory p114

10 Over my dead body!

Modal auxiliary verbs 2 • Synonyms • Metaphors and idioms – the body

TEST YOUR GRAMMAR

- 1 All modal verbs can be used to express degrees of probability. Which of these sentences do this? Put a (✓). Which don't? Put a (X).
 - 1 She must be very rich.
 - 2 I must do my homework.
 - 3 I can't sleep because of the noise.
 - 4 They can't be in. There are no lights on.
 - 5 I think that's Jane but I might be wrong.
 - 6 You should see a doctor.
 - 7 The train may be late due to bad weather.

- 2 Put all the sentences in the past.

T 10.1 Listen and check.

MISSING FOR 500 YEARS!

Modal auxiliary verbs in the past

- 1 Work with a partner. Look at the pictures. Read the introduction and guess the answers to the questions.
 - Who was the man?
 - How did he die?
 - Why was he found in a car park?
 - How old was he when he died?

He must have been royal,
perhaps a king or a prince.

It might have been Shakespeare.

He could have fallen ...

He may have been quite young.

- 2 **T 10.2** Listen to two people, Alice and Bill, discussing the skeleton. Were your predictions in exercise 1 correct? How do they know it was Richard III?

ONE OF THE GREATEST MYSTERIES OF English history



In August 2012 the skeleton of a 500-year-old man was discovered beneath a council car park in Leicester /'lestə/, England. This find caused great excitement amongst archaeologists and historians.

- 3 Answer these questions using the words in *italics*.

- 1 When did Richard die? in the 15th century (*must*)
- 2 What was he doing when he died? riding a horse (*could*) fighting (*must*)
- 3 Was he buried in a car park? (*can't*)
- 4 How old was he when he died? 32 or 33 (*may*) 40 (*can't*)
- 5 What did they learn from his deformed spine? a hunchback (*would*)
- 6 Why were his feet missing? builders in the 16th century (*might*)
- 7 How did the Canadians feel about the discovery? surprised and excited (*must*)
- 8 Who was Richard fighting in the battle? Henry VIII (*can't*) Henry VII (*would*)

- 4 **T 10.3** Listen and check. Practise the sentences, paying attention to contracted forms and weak forms.



- 5 Look at the pictures of medieval objects in England. With your partner discuss what you think they may have been used for.

It might have been used to ...

This must be a ...

That must have / might have / could have been for ...

I suppose / guess / reckon ...

I'd have thought ...

I wouldn't have thought ...

I bet they used it to ...

They'll have used that to ...



- 6 Check your answers and read a fuller history of Richard III on p163. What additional information do you learn about him?

LANGUAGE FOCUS

- 1 Write *certain* or *possible* next to these modal auxiliary verbs according to the degree of probability they express.

They'll have	arrived.	
They must have		
They might have		
They could have		
They may have		
They can't have		
They won't have		

- 2 What concept do these modal verbs express? Choose a definition on the right.

You shouldn't have told a lie.	You did this but it wasn't necessary.
You needn't have cooked.	This was possible but you didn't do it.
No one's hungry.	You did this but it was wrong.
You idiot! You could have killed yourself!	

►► Grammar Reference p151

PRACTICE

Discussing grammar

1 Underline the correct answer.

- 1 Sorry I'm late. I *should have gone/had to go* to the post office.
- 2 I looked for Pearl but I *couldn't find/couldn't have found* her.
- 3 I don't know where Paul is. He *had to go/must have gone* home early.
- 4 I *had to work/must have worked* hard when I was at school.
- 5 You *needn't have said/shouldn't have said* anything to Pam about her birthday party. It was going to be a surprise.
- 6 You *needn't have bought/couldn't have bought* a new vacuum cleaner. I managed to fix the old one.
- 7 You *should have asked/must have asked* me earlier. I *might have given/would have given* you a lift.
- 8 You *can't have done/needn't have done* your homework! You only started five minutes ago.
- 9 You *could have told/must have told* me the lesson had been cancelled! I *shouldn't have got/wouldn't have got* up so early.
- 10 You were lucky to get out of the car unharmed. You *would have been/could have been* badly hurt.

2 Complete the sentences with a modal verb in the past.

- 1 I *did* tell you about Joe's party. You _____ listening.
- 2 Thanks so much for all your help. I _____ managed without you.
- 3 Flowers, for me! Oh, that's so kind, but really you _____.
- 4 Come on! We're only five minutes late. The film _____ started yet.
- 5 I don't believe that Kathy's going out with Mark. She _____ told me, I know she would.
- 6 We raced to get to the airport on time, but we _____ worried. The flight was delayed.
- 7 We've got a letter here that isn't for us. The postman _____ delivered it by mistake.
- 8 You _____ gone swimming in such rough sea. You _____ drowned!

T 10.4 Listen and check. Practise the sentences with a partner.

What are they talking about?

- 3 **T 10.5** Read and listen to one half of a telephone conversation. Who is Robert talking to? Work with a partner. Make deductions about the people.

They might have had a holiday romance.

Marlene could be Donna's sister.

Robert: Hello?

Donna: ...

R: This is Robert.

D: ...

R: Sorry – Donna who?

D: ...

R: I'm sorry – I don't think I know any 'Donnas'.

D: ...

R: On holiday? Did we? Where was that?

D: ...

R: Greece! Oh yes of course! Donna and Marlene from Wisconsin. That was years ago.

D: ...

R: Well, thank you. Er – yes, Alistair and I enjoyed it too. Well, what a surprise! Er – What are you up to these days?

D: ...

R: Here? What are you doing here?

D: ...

R: Wow! Really? That's ambitious.

D: ...

R: Erm... well... obviously – er I'd love to see you both again but actually it's not really very ...

D: ...

R: Yes, I know we said that but Alistair lives in Scotland now and my flat isn't very big and my wife and ...

D: ...

R: About four years ago, and we're about to move to a bigger place. We're expecting another baby.

D: ...

R: I'm glad you understand. Maybe we could meet for a drink for old times' sake?

D: ...

R: Erm – maybe you're right. But it was nice to hear your voice again Donna. Love to Marlene and I'll tell Alistair that you got in touch. Enjoy your trip.

D: ...

R: Thanks Donna. Same to you. Bye.

- 4 In pairs, discuss what you think Donna is saying and act out the conversation.

- 5 **T 10.6** Listen and compare.

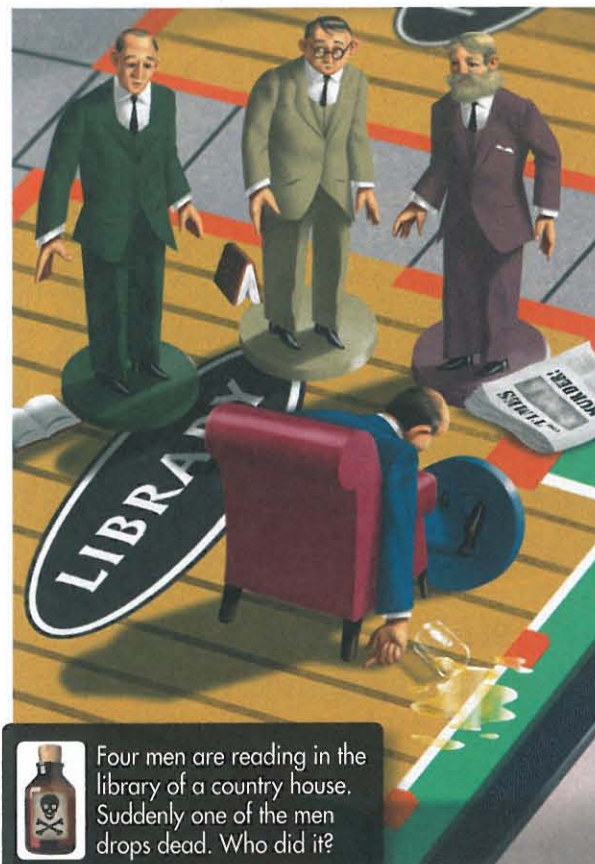
SPOKEN ENGLISH Expressions with modals

There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in **A** with a line in **B**.

A	B
1 'That exam was totally impossible!'	a 'Sorry! I thought you knew.'
2 'You might as well apply for the job, even though you're too young.'	b 'You can say that again!'
3 I know I shouldn't have eaten a whole tub of ice-cream ...	c but I just couldn't help it.
4 'I'm going to tell her exactly what I think of her.'	d 'Yes, why not! After all, I've got nothing to lose.'
5 'You might have told me that Jackie and Dave had split up!'	e 'I wouldn't do that if I were you.'
6 'I think you should forget all about her and move on.'	f 'Me, too. I'm dying for a coffee.'
7 'You should have been here yesterday! You'd have died laughing!'	g 'Believe me, I would if I could.'
8 'Then I found out that Annie's been going out with ... guess who? Dave!'	h 'Why? What was so funny?'
9 I'd known this guy for five minutes when he asked me to marry him!	i 'Huh! I could have told you that.'
10 'I could do with a break.'	j I just couldn't believe it!

T 10.7 Listen and check. What extra lines do you hear? What are the contexts? Practise the conversations with a partner.

SPEAKING The murder game



Four men are reading in the library of a country house. Suddenly one of the men drops dead. Who did it?

It all went wrong!

- 6 Write some notes about an occasion in your life when everything went wrong. Tell the class. They can comment and ask questions.



- 1 Your teacher will give each of you a card with information about the murder. You can't show your card to anyone else, but you can say what's on it.

- 2 Work as a class to solve the murder. The best way to do this is through organization and co-operation, knowing when to speak and when to listen.

If you work together well, you should solve the murder in about twenty minutes. If you don't work together, you'll never solve it!

- 3 When you have finished, discuss these questions.

- How did you organize yourselves?
- Was everybody involved, or did one person dominate?
- How could you have solved the murder more quickly?
- What should you have done?
- Games such as these are used on management training courses. Why, do you think?

READING AND SPEAKING

The amazing Vikings

- 1 Everybody has heard of the Vikings. Make notes on anything you know about them and share with the class.
- 2 Read the introduction.
 - When were the Vikings powerful?
 - What three things did they do across the northern world?
 - How did we find out about their lives?
- 3 Look at the pictures about Viking history. Read through the texts quickly. What else other than raiders and pillagers were the Vikings?
- 4 Work with a partner. Read the texts again and find information about the Vikings in relation to their:

1 work	4 religion	7 exploration
2 skills	5 trade	8 settlements
3 appearance	6 brutality	

Vocabulary work

- 5 What did the Vikings do? Match words in A and B.

The Vikings ...

A	B
tended	stone
carved	gods
traded	monasteries
raided	money
worshipped	livestock
extorted	far and wide
settled	expeditions
mounted	in many lands
explored	goods

- 6 Use the pictures and vocabulary in exercise 5 to tell the story of the Vikings to your partner.

What do you think?

- 7 Discuss in small groups. Then report to the class.
- How and why do you think the power of the Vikings finally ended?
 - What can you deduce? Use *must have*, *could have* and *might have*.

We think they must have run out of places to raid.

- 8 Read *The End of Viking Power* on p164 and check your ideas.

THE VIKINGS

Raiders, traders and intrepid explorers

“From the Fury of the Northmen, O Lord, Deliver Us!”

The year is 793 AD, and this was the petrified cry of the ancient Anglo-Saxons, pleading with God to save them from the Vikings (or Norsemen). For nearly 300 years, from the 8th to the 11th century AD, this warrior race set out from Scandinavia on raids and voyages of discovery and colonization across the northern world. They struck fear in the hearts of the peoples of Europe, but the archaeology of their settlements and the literature of their sagas reveal a complex and fascinating culture. They were not only violent raiders and pillagers, they were a lot else besides.



1 This striking-looking race, with their blond hair and blue eyes, were descended from Germanic tribes that settled in what is now Scandinavia. Most Vikings were, at heart, farmers and fishermen, not warriors. They grew vegetables and cereal crops and tended their livestock. Skilled Viking craftsmen included blacksmiths, leather-workers, and jewellers.



2 They worshipped a variety of gods, chief among them were **Odin, Thor, and Frey**. Today, we recall them as Wednesday, Thursday and Friday. It is said that Odin created the Runes, the 24 letters of the old Norse alphabet. These were carved on stone tablets with scenes of Norse myths.



3 Above all, the Vikings were skilful shipbuilders and navigators. With their magnificent longships, they embarked on voyages of exploration far and wide, from Britain to Baghdad. They traded their iron, furs, and grindstones for goods which they could not get at home, such as silk, glass, and silver.



4 However, in the late 8th century, trading was replaced by raiding. Having the fastest ships of the day, they sprang surprise attacks on European monasteries, thereafter extorting protection money as a price of peace. This was known as Danegeld. This reign of terror began in 793, with a ferocious attack on England's Lindisfarne monastery.



5 By the mid-9th century, the Vikings were seeking to increase their wealth and power even further. They struck out across the unwelcoming Atlantic and, in 870, reached Iceland. As many as 12,000 Viking immigrants ultimately settled there, setting up the Althing, the oldest parliament in the world.



6 In 982, one of these immigrants, the hot-tempered Erik the Red, banished from his homeland for killing two men in a violent feud, sailed westward again. He finally settled in a grey, desolate land of fjords and glaciers. Cunningly he named it 'Greenland', so as to attract more settlers to join him and his family.



7 Erik's eldest son, Leif Erikson, became intrigued by tales of yet more lands and in 1003 he mounted an expedition further west. He finally landed in a place which he named Vinland, today known as Newfoundland, thereby discovering North America nearly 500 years before Christopher Columbus.

LISTENING AND VOCABULARY

Synonyms – the story of Jim and the lion

In 1907 Hilaire Belloc published *Cautionary Tales for Children*. They are humorous verses with a moral.



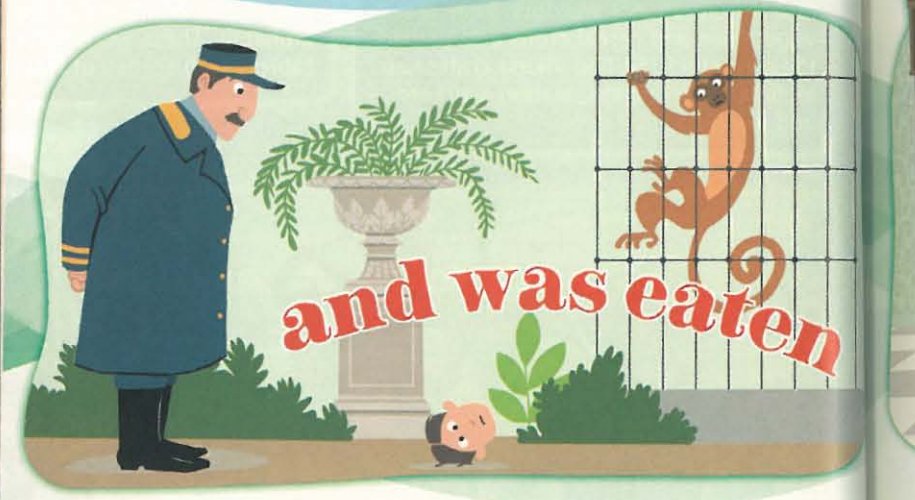
- 1 Look at the title of the poem and the pictures. Guess the answers to these questions.
- 1 Where did his nurse* take him?
- 2 Was Jim a well-behaved boy?
- 3 What happened when he ran away?
- 4 Who tried to help Jim? Did this work?
- 5 How did his parents react?

*Nowadays we would say *nanny*, not *nurse*.

- 2 **T 10.8** Listen and check.
- 3 Complete the lines with a word on the right. Think of style, rhythm, and rhyme. It might help to say the poem out loud. Do the first verse.
- 4 **T 10.8** Listen again and check your answers to the first verse. Then do the same for the rest of the poem.
- 5 What is the moral of this poem?
What is the tone?
Jim's parents, we are told, were 'concerned' about their son. Why is this funny?

What do you think?

- What were your favourite stories as a child? Tell the class about one of them.
- Were they scary? Funny?
- Who were the main characters? Were the stories based on real life, or fantasy?
- Did they have a moral? A happy ending?



There was a boy whose name was Jim;
His ... were very good to him.
They gave him tea, and cakes, and jam,
And slices of ... ham,
And read him ... through and through,
And even took him to the zoo –
But there it was the ... fate
Befell him, I now ...

* * *

You know – at least you ought to know,
For I have ... told you so –
That children never are ...
To leave their nurses in a crowd;
Now this was Jim's especial foible,
He ran away when he was able,
And on this ... day
He slipped his hand and ... away!

* * *

He hadn't gone a yard when – bang!
With open jaws, a lion ... ,
And hungrily began to eat
The boy: ... at his feet.
Now just ... how it feels
When ... your toes and then your heels,
And then by gradual degrees,
Your shins and ankles, calves and knees,
Are ... eaten, bit by bit.

buddies / friends

delicious / tasty
poems / stories

dreadful / appalling
describe / relate

frequently / often
allowed / permitted

unlucky / inauspicious
hurried / ran

sprang / leapt

beginning / commencing
imagine / guess
initially / first

gradually / slowly

from his nurse



by a lion



No wonder Jim ... it!
No wonder that he ... 'Hi!'
The honest keeper heard his cry,
Though very ..., he almost ran
To help the little gentleman.
'Ponto!' he cried, with ... frown
Let go sir! Down sir! Put it down!
The lion having reached his head,
The ... boy was dead!

* * *

When nurse ... his parents they
Were more ... than I can say:
His mother, as she dried her eyes,
Said, 'Well - it gives me no ...,
He would not do as he was told!'
His father, who was ...
Bade all the ... round attend
To James's miserable ...,
And always keep a-hold of nurse
For fear of finding something worse.

loathed / detested
shouted / screamed

fat / overweight

furious / angry

miserable / unfortunate

told / informed
concerned / upset

shock / surprise

reserved / self-controlled
kids / children
fate / end

z z z



EVERYDAY ENGLISH

Metaphors and idioms – the body



- 1 Which part of the body is associated with ...?

intelligence

manual skills

emotions

- 2 The phrases in *italics* are metaphors. Rephrase them.

- I'd offer to help, but I've *got my hands full* right now.
- Give me a hand* to move this sofa. It's so heavy.
- She's so clever. She's *heading for* great things in life.
- But she's not at all *big-headed*.
- My daughter has *a very good head* for business.
- She shouts a lot, but really she's got *a heart of gold*.
- We had *a heart-to-heart*, and things are clearer now.
- My parents wanted me to be a lawyer, but *my heart wasn't in it*. Now I'm a journalist.

- 3 Complete the sentences with one of these expressions.

putting on a brave face	on its last legs	a sharp tongue
goes to their head	pulling your leg	finding my feet

- My car's done over 200,000 kilometres. It's _____ now. I'll have to buy a new one.
- With so many celebrities, success _____ and they start to believe they're really special.
- She's being very courageous and _____, but I know she's in a lot of pain.
- I'm in my first term at uni, and it's all a bit strange, but I'm slowly _____.
- 'Sue says some really cruel things.' 'Yes, she's got _____.'
- 'Did you really tell Sue I don't like her?' 'No, of course not. I'm just _____.'

- 4 **T 10.9** Listen to three conversations. Replace some of the phrases used with an expression on this page.

T 10.10 Listen and check.

- 5 Find useful idioms or metaphorical uses for another part of the body in your dictionary. Explain them to the class.

11

It's all hypothetical!

Hypothesizing • Expressions with *if* • Word pairs • Moans and groans

TEST YOUR GRAMMAR



- 1 Bridget Smith is feeling very sorry for herself. Read column A. What are her problems?
- 2 **T 11.1** Join a line in A with a wish in B. Listen and check.
- 3 Write down one thing you're not happy about. Tell the class what you wish.

A		B
1 It's raining again.	I wish	I was.
2 I'm not going out tonight.		I did.
3 There's nothing good on TV.		I didn't.
4 I don't like my job.		I could.
5 My boyfriend and I split up last week.		he would.
6 I know he won't call me.		there was.
7 I feel really depressed.		it wasn't.
8 I can't talk to anyone about it.		we hadn't.

I WISH THINGS WERE DIFFERENT

Hypothesizing

- 1 Look at the photos. Each one illustrates someone's regret or wish. What do you think the regret or wish is?
- 2 **T 11.2** Listen to the people talking. Who says what? Number the pictures in the order you hear.
- 3 **T 11.2** Listen again and complete the lines.

1 I shouldn't have _____.
Surely you could _____?
Supposing you _____?

2 I shouldn't have _____.
If only I hadn't _____.
I wouldn't worry _____.

3 If only we could _____.
That would _____.
I'd just _____.
Sometimes I wish _____.

4 Don't you wish you _____?
But you could have _____!

5 What would you give _____?
Which one would you choose if _____?
... if I won the lottery I'd _____.
I wouldn't - I'd _____.

- 4 Work with a partner. Use the lines in exercise 3 to help you remember the conversations. Practise them.



5 Look at the facts behind this regret.

I shouldn't have gone out last night.

I did go out last night. I went to a party.

What are the facts behind these statements?

- | | |
|--|---|
| a I wish I knew the answer. | e I <i>should have listened</i> to your advice. |
| b If only I <i>could come</i> . | f If only I'd <i>told</i> the truth. |
| c If I <i>didn't get</i> so nervous, I'd get better results. | g I wish I <i>spoke</i> French well. |
| d If you'd <i>helped us</i> , we'd have finished by now. | h I wish you <i>would speak</i> to him. |

LANGUAGE FOCUS

- Which of the sentences in exercise 5 are about present time? Which are about past time?
- Look at sentences c, d, and e. What are the full forms of the contractions I'd, you'd, and we'd?
- Other expressions are also used to hypothesize. Complete the sentences with the facts.

*It's time you **knew** the truth.* The fact is that you ...

*I'd rather you **didn't smoke**.* The fact is that you ...

*Supposing you'd **fallen** and **hurt** yourself?* Fortunately you ...

►► Grammar Reference p151

PRACTICE

- Express a wish or regret about these facts. Use the words in brackets.
 - I don't speak English fluently. (*wish*)
 - You speak very fast. I don't understand. (*If*)
 - I'm an only child. (*wish*)
 - We don't have enough money for a holiday. (*If only*)
 - I get up at six o'clock every morning. I have to go to work. (*wouldn't/if*)
 - I didn't learn to ski until I was forty. I'm not very good. (*If*)
 - My 13-year-old sister wants to be older. (*She wishes*)
 - My best friend always borrows my things without asking. (*I'd rather*)
 - I don't know anything about computers. I can't help you. (*If*)
 - We want to have a break. (*It's time*)



c



d



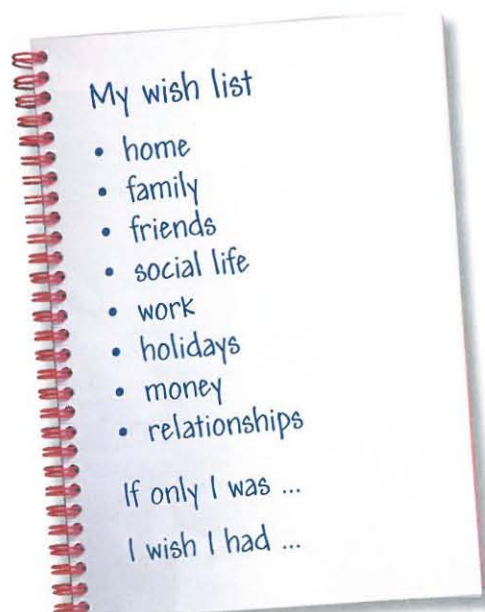
e

If only they'd known

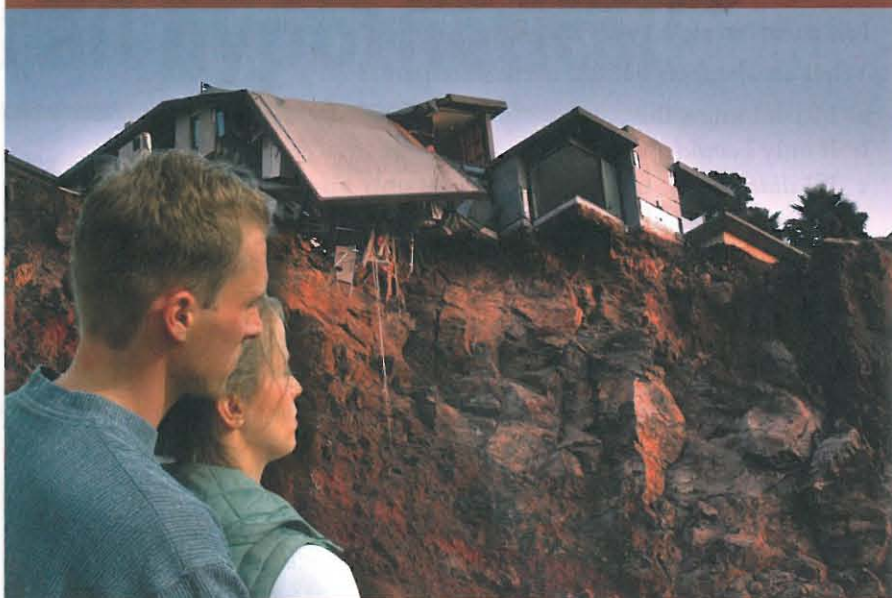
- 2 **T 11.3** Read and listen to Marty and Carrie's sad story. Explain the title.
- 3 Use these words to form sentences about Marty and Carrie's story.
- 1 If the house/not be/on a cliff/not fall/into the sea.
 - 2 Marty and Carrie wish they/not buy it.
 - 3 They shouldn't/act/so quickly.
 - 4 They should/hire/a surveyor.
 - 5 If they/hire a surveyor/he might/warn them not to buy it.
 - 6 If only they/not lose/all their money.
 - 7 Supposing the earthquake/not happen?
 - 8 They wish/not go/on holiday to Vanuatu.
- 4 Form the question and answer it.
What/happen/if there/not be/earthquake?

Talking about you

- 5 What do you wish was different about your life? Make a wish list about some of these things. Discuss your list with other students.



Broken dreams



Carrie and I were on holiday in Vanuatu in the South Pacific. It's really beautiful there, and one day we went for a walk and saw this house for sale. It was on a cliff overlooking a bay, and you could imagine, the views were absolutely fantastic. We just fell in love with it. We had to have it – so we bought it there and then, and the next day we hired an architect to redesign our dream holiday home. That evening we celebrated, and in the middle of the night, we were fast asleep when suddenly we were thrown from our beds. The room was shaking – it was the biggest earthquake that had ever hit the region. But the worst was still to come, because the next morning when we drove out to check our newly bought house, we found that the whole cliff had fallen into the sea. We lost every cent we had.

SPOKEN ENGLISH Expressions with if

There are many fixed expressions with *if* often found in spoken English. Match a line in A with a line in B.

A	B
1 <input type="checkbox"/> Would it be OK if	a if you've got a minute?
2 <input type="checkbox"/> If all goes well,	b I'd never forgive myself.
3 <input type="checkbox"/> If you knew what I know,	c If anything, he's a bit shy.
4 <input type="checkbox"/> Could I have a word with you	d I left a bit early today?
5 <input type="checkbox"/> If anything went wrong,	e we can always postpone it.
6 <input type="checkbox"/> Win? What do you mean? If you ask me,	f you'd never go out with him again.
7 <input type="checkbox"/> It was a Thursday, not a Tuesday,	g if any at all.
8 <input type="checkbox"/> Well, if the worst comes to the worst,	h they don't stand a chance.
9 <input type="checkbox"/> You haven't made much progress,	i we should be finished by Friday.
10 <input type="checkbox"/> I don't think he's cold or arrogant.	j if I remember rightly.

T 11.4 Listen to the conversations and check. What extra lines do you hear? What are the contexts? Practise with a partner.

VOCABULARY AND PRONUNCIATION

Word pairs

There are many pairs of words joined by a conjunction. The order of the words is fixed.

We had to have the house, so we bought it **there and then**.

Complete these well-known pairs.

Life's full of **ups and** _____. It will happen **sooner or** _____.

There are always **pros and** _____ in any argument.

1 Match a word pair in A with a definition in B.

A	B
ifs or buts	compromise/be flexible
wait and see	excuses or arguments
ins and outs	be patient and find out later
give and take	generally speaking
by and large	exact details
grin and bear it	accept it or refuse, I don't care
odds and ends	tolerate it as best you can
take it or leave it	a variety of things

T 11.5 Listen and repeat the word pairs. Pay attention to the linking sounds between the words.

2 Complete the sentences with a word pair from exercise 1.

- In any relationship you have to be prepared to _____. You can't have your own way all the time.
- I didn't buy much at the shops. Just a few _____ for the kids. Socks for Ben and hairbands for Jane.
- I don't want to hear any _____. Just finish the job as soon as you can.
- It's difficult to explain the _____ of the rules of cricket. It's so complicated.
- 'What have you got me for my birthday?' 'You'll have to _____.'
- 'Oh, no! The Burtons are coming for lunch! I hate their kids!' 'I'm sorry, but you'll just have to _____. It's only for an hour or so.'
- OK, you can have it for £90. That's my final offer, _____.
- Britain has lots of faults, of course, but _____, it's a pleasant place to live.

T 11.6 Listen and check.

3 Work with a partner. Join the words in A and C using a word in B.

A	B	C
now sick more touch	and	tired quiet sound surely
peace safe slowly there	but	then go then less
	or	

Write sentences using each pair. Read them aloud to the class.

- T 11.7** Listen to a conversation between two friends. What are they talking about? Note down all the word pairs you hear.
- Look at the conversation on p164. Practise it with your partner, paying particular attention to the stress and intonation.

READING AND SPEAKING

Have you ever wondered?

- As you go through your day do you ever wonder about things? Have you ever puzzled over these questions? Discuss them in groups. Which can you answer?

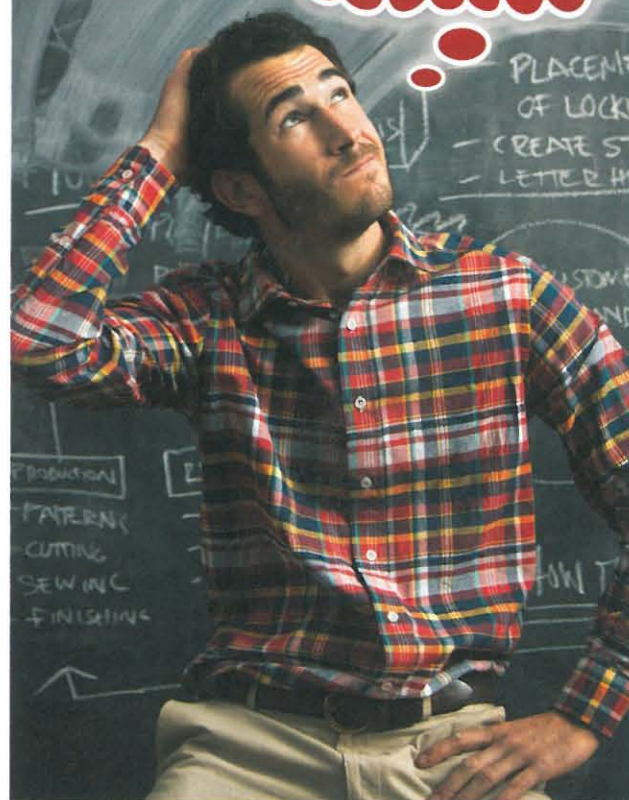
Could the internet be wiped out?

How many species live in or on the human body?

What would happen if we didn't have leap years?

Why do songs get stuck in my head?

What is the origin of the @ symbol?



- Read the answers to the questions on pp90-91. Check your ideas.

Reading

- 3 Read the texts again. These lines have been removed from them. Which text does each come from?
- It separates a person's online user name from their mail server address.
 - Whatever their name, they can be very annoying.
 - It connects our computers in many different ways, by land, sea, and space (via satellites)
 - After only 100 years, it would be off by approximately 24 days!
 - Some 10 million occupy every square centimetre of our flesh.
- 4 Answer the questions.
- Why is the Internet so resilient?
 - What might be lost if it did collapse?
 - What would be the size of a pea?
 - How harmful is the follicle mite? What does it do?
 - When did the Gregorian calendar start: 500/1000/1500 years ago?
 - Which of these years will be leap years: 2200/2400?
 - What's an earworm?
 - How can you stop earworms?
 - Why did the monks devise the @ sign?
 - How do different nationalities describe the @ sign?

Vocabulary work

Find the **highlighted** words in the texts. Work with a partner and try to work out the meaning from the context.

What do you think?

- Which questions did you find most interesting? Why?
- Which language do you think has the best word for the @ sign? What do you call it in your language?
- Small children often ask lots of 'Why' questions about the world.

Why is the sky blue? Why doesn't our cat talk?

Think of some good 'why' questions about the world. Ask and answer them with a partner as if you were talking to a child.

Why doesn't our cat talk to me?

Because cats can't talk.

Why can't cats talk?

Because ...

- What have you ever wondered? List some questions in your group and read them to the class.



1 Could the Internet be wiped out?

The comedian Eddie Izzard joked about technophobia: 'I've wiped all my files! ... Oh no I've wiped the Internet!' Would it really be possible to delete the Internet? Could anything trigger its total collapse? Given our dependence upon it, it's a frightening thought.

Luckily for us, wiping out the entire Internet would be **high on impossible**. No one machine or cable keeps all of it going. (1) _____. If one connection is damaged, other routes can eventually be found.

But imagine the upheaval across the world if it did collapse, even temporarily. Cable and satellite services would be lost. There would be no access to TV channels, no mobile phone service, no email, no texts, no blogs, no Facebook and no Tweets. The world of business would be in total disarray. Internet giants like Google and Amazon, would **grind to a halt**. A crash that lasted even a short time would lead to chaos and panic in financial markets around the world.

It is incredible to think that in just a couple of decades so many aspects of our lives have become so reliant upon it. And, as much as it is sometimes tempting to contemplate a simpler, less stressful world without it, it's a relief to learn how **resilient** it actually is.



2 How many species live in or on the human body?

There are about 200 species, including 80 in the mouth alone, that inhabit the human body. However, alongside these our bodies are also host to a **mindboggling** number of bacteria. The total excreted by the body every day ranges from 100 billion to 100 trillion. (2) _____. The most densely populated areas of the human body are the teeth, throat, and alimentary tract, where the concentrations are increased times one thousand compared to on the skin. But although such figures seem huge, it has been calculated that if you stuck together all the bacteria on the skin of the average human, it would only be the size of a pea. And then there are the

common parasites found on the human body, for example the follicle mite. Found on every individual, it spends all its days harmlessly munching dead skin cells.

However, another parasite, *Naegleria fowleri*, is far from harmless; this invades the brain and multiplies until the host drops dead. Fortunately, only very few humans ever meet this.

Have you ever wondered?

Answers to some important questions in life

3 What would happen if we didn't have leap years?

A leap year consists of 366 days, as opposed to a common year, which has 365 days.

During leap years, we add a leap day, an extra day, on February 29.

A leap year is every four years in the modern Gregorian calendar. They are needed to keep our calendar in alignment with the Earth's revolutions around the sun.

It takes the Earth approximately 365 days, 5 hours, 48 minutes, and 46 seconds to circle the Sun. However, the Gregorian calendar has only 365 days in a year, so if we didn't add a day on February 29 nearly every four years, we would lose almost six hours off our calendar every year. (3) ____.

Julius Caesar introduced leap years over 2,000 years ago, but the Julian calendar had only one rule: any year divisible by four would be a leap year. This led to too many leap years, a problem solved over 1,500 years later with the introduction of the Gregorian calendar. In this, further criteria were taken into account:

- The year must be divisible by four.
- However, if the year can also be divided by 100, it is NOT a leap year, unless it is divisible by 400.

This means that 2000 and 2400 are leap years, but 1900 and 2100 are not. The year 2000 was special because it was the first leap year divisible by 400 since the transition from the Julian to the Gregorian calendar.



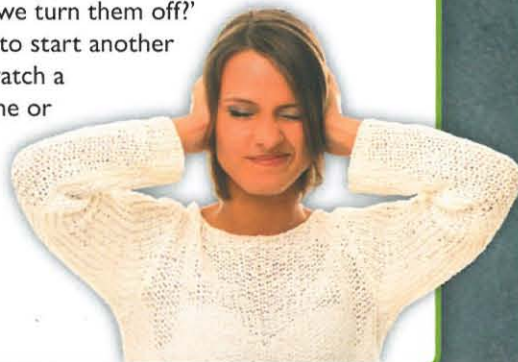
4 Why do songs get stuck in my head?

You know the experience – you hear a song and it plays, and replays inside your head, in a never-ending loop. These songs have many names: stuck-song syndrome, sticky music, and cognitive itch, but most commonly 'earworm' from the German 'ohrworm'. (4) _____. Nearly everyone gets them on occasion, but some people are much more susceptible than others.

So what causes 'earworms'? An unsurprising finding is that if you hear a song recently or repeatedly, you're more likely to get stuck with it. But sometimes songs pop into our heads even when we haven't heard them for a long time. In this case, something in our current environment may trigger the memory. This happens because the brain never stops working, and its auditory areas, where musical information is retained, can process music all day.

Perhaps a more important question than the cause of earworms is 'How do we turn them off?'

One piece of advice is to start another activity, go for a run, watch a favourite TV programme or think of another song to push out the first. However, the danger here is that the song that cures you might just end up being the next earworm!



5 What is the origin of the @ symbol?

History tells us that the little @ in email addresses, commonly referred to as the 'at sign', stemmed from the tired hands of medieval monks. During the Middle Ages, before the invention of printing presses, every letter of a word had to be painstakingly transcribed by hand for each copy of a book. The monks that performed these tedious copying duties looked for ways to reduce the number of individual strokes for common words. Although the word 'at' is quite short, it was so common that the monks thought it would be quicker and easier to shorten it even more. As a result, they looped the 't' around the 'a' and eliminated two strokes of the pen.

With the introduction of email the popularity of the @ symbol grew.

(5) _____, for instance, joe@uselessknowledge.com. There is no one universal name for the sign but countries have found different ways to describe it. Several languages use words that associate the shape with some type of animal.

These include:

Klammeraffe German for 'hanging monkey'

apenstaartje Dutch for 'monkey's tail'

sobachka Russian for 'little dog'

kukac Hungarian for 'worm'

papaki Greek for 'little duck'

dalphaengi Korean for 'snail'

kissanhnta Finnish for 'cat's tail'

grisehale Norwegian for 'pig's tail'

snabel Danish for 'elephant's trunk'



LISTENING AND SPEAKING

Dreaming the perfect dream

- 1 Everybody dreams, but some people remember their dreams better than others. Can you remember any dreams? Are they good or bad ones?
- 2 What would your perfect dream include? Choose some things from the list and add some of your own. Discuss as a class.

adventure	friends	work	times past
travel	romance	flying	food

- 3 **T 11.8** Listen to a radio programme about an app called *Dream:ON*, designed to give you the perfect dream. Are these statements true or false? Correct the false ones.
 - 1 The radio programme *Science for Life* will try to explain the meaning of dreams.
 - 2 The app *Dream:ON* will try to make your dreams more enjoyable.
 - 3 A large number of people have been keen to try out the app.
 - 4 The app chooses the right type of dream for you.
 - 5 You put your phone with the app under your pillow.
 - 6 *Soundscape* is a series of sounds which help you dream the perfect dream.
 - 7 When you wake, you write a description of your dream and post it on Facebook for Professor Wiseman.
 - 8 Insomnia and bad dreams affected 36% of people surveyed.
 - 9 Everyone on Twitter tweets that the app works brilliantly.
- 4 Read the opinions of the *Dream:ON* app. Match a line in A with a line in B.

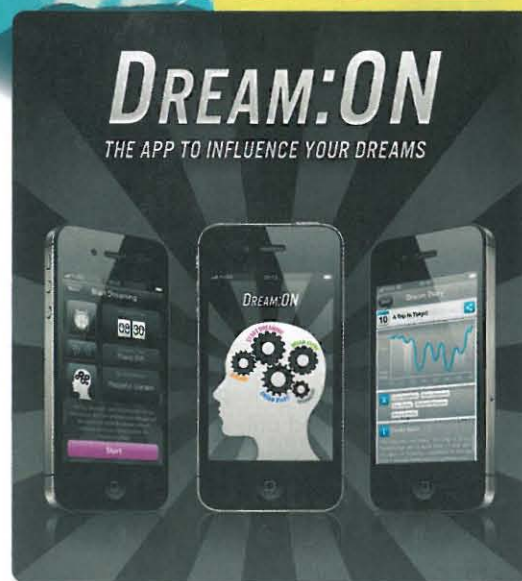
A

- 1 ☐ It didn't seem to make much difference. Everything was more
- 2 ☐ It worked! Maybe it was just a coincidence, so I guess I'll have to wait
- 3 ☐ It didn't work because my battery ran out! I should have
- 4 ☐ An app to control your dreams sounds a bit weird. I wish developers would
- 5 ☐ I've suffered from disrupted sleep and nightmares for ages. I wish I'd
- 6 ☐ What a bunch of nonsense! All you need for a good night's sleep is peace

B

- a heard about this app before.
- b and see if it has any influence on my dreams in the future.
- c focus on software that really is useful.
- d and quiet, so turn your phone off!
- e kept my phone on its charger all night.
- f or less the same as before.

T 11.9 Listen and check. What other information do the speakers give?



Language work

- 5 What do these expressions with 'dream' mean?
 - 1 This all might be your *dream come true*.
 - 2 It's thanks and *sweet dreams* to our reporter.
 - 3 It all *went like a dream*.
 - 4 I *wouldn't dream of it*!
 - 5 That's *beyond our wildest dreams*.
 - 6 They're finally *living the dream*.
 - 7 They really are the *dream team*.
 - 8 'One day I'll be rich and famous.' 'Dream on!'

What do you think?

- Would you like to try the *Dream:ON* app? Why/Why not?
- Do you ever have a recurring dream or dreams with common features? What are they?
- Describe any memorable dreams that you have had.

► **WRITING Narrative writing 2 – Linking words and expressions p117**

EVERYDAY ENGLISH

Moans and groans



- 1 Read the complaints in A. Match them with a response in B.
Which of the items in the box do they refer to?

a leather jacket email boots ordering by phone a bookcase an exam a TV programme a dishwasher

A

- 1 ☒ I could kick myself. As soon as I'd handed it in, I remembered what the answer was. **an exam**
- 2 ☐ I don't believe it! I've spent all morning trying to send this, and all I get is 'Oops! Your message wasn't sent. Try again later'.
- 3 ☐ These instructions don't make any sense to me at all. If you can follow them, you're a genius.
- 4 ☐ It's not fair. I'd been looking forward to watching it all day and then the phone goes and rings!
- 5 ☐ How many times do I have to tell you? Take them off before you come into the house!
- 6 ☐ This has gone beyond a joke. You promised you'd deliver it by Tuesday at the latest. Now you're saying next month!
- 7 ☐ I went away to think about it, and of course, when I went back it had been sold. I wish I'd just bought it there and then.
- 8 ☐ What a waste of time! Ten minutes listening to music and 'All our lines are busy. Thank you for waiting'.

B

- a What a pain! Have you tried ringing the computer helpline?
- b Give me a break! I was in a hurry. Anyway, they're only a bit muddy.
- c I'm awfully sorry, sir. I'm afraid there's nothing I can do about it. It's out of my hands.
- d I know, it drives me mad. But worse still is that you never get to speak to a real person anyway!
- e Oh, I hate it when that happens! But do you think you've still passed?
- f It's such a shame. It would have gone so well with your white jeans.
- g Don't ask me! This flatpack stuff is a nightmare! I had exactly the same trouble trying to put up a bedside table.
- h Typical! And who was it? Anyone interesting?

- 2 **T 11.10** Listen and check your answers. Read them aloud with a partner and add another line.

A I could kick myself. As soon as I'd handed it in, I remembered what the answer was.

B Oh, I hate it when that happens! But do you think you've still passed?

A Who knows? I'll just have to wait and see.

- 3 What are some of the events in a typical day in your life? For each event think of something to moan about.

I got up and had to wait ages before the shower was free. But worse still, the water was freezing cold!

What a pain!



- 4 Do you have any moans and groans about anything that's happened recently in your country or in the world?

12 Time flies

Articles • Determiners • Hot words – *life, time*
Linking and commenting

TEST YOUR GRAMMAR

- 1 Complete the story of the grandfather with the correct article.
Tell the story to a partner.

1 My grandfather used to be _____ judge.

2 He retired _____ year before last.

3 He decided to go on _____ sea cruise.

4 He enjoyed _____ cruise very much.

5 He sailed all round _____ world.

6 He met _____ attractive widow.

7 He invited her to have _____ dinner with him.

8 They got on really well with _____ another.

9 My grandfather says you can find _____ love at any age.

10 They were married by _____ captain of the ship.

a/an
the
one
no article

- 2 **T12.1** Listen and check. What extra information do you hear?

THE PACE OF LIFE

Articles and determiners

- 1 Do the quiz. Discuss your answers with a partner. Turn to p165.
What kind of person are you? Do you agree?
- 2 Find these highlighted words in the quiz. Underline the nouns
that follow. Which are followed by *of*?

enough	the whole	all	each	plenty	a great deal	every
hardly any	several	no	none	(a) few	(a) little	most

- 3 Find the lines in the quiz that mean the same as lines 1–12.
What are the differences?

- I leave sufficient time for relaxation.
- Non-stop all of the time.
- More than enough things.
- Lots of enthusiasm.
- Very few, just a couple of minor things.
- There aren't any uncompleted projects.
- I see every one of my projects through.
- I don't have any patience.
- I have hardly any hobbies or leisure time.
- In quite a few ways.
- In all kinds of ways.
- Nearly all of the time by email.

How well do you

1 How would you describe your pace of life?

- I'm easy-going. I just take life as it comes.
- Quite fast, but I leave enough time for relaxation.
- At times frantic, at times relaxed.
- Non-stop the whole time but I like it that way.

2 How do you tackle all the things you have to do each day?

- I do those things I feel like doing.
- I prioritize. I do the important things and put off all the rest.
- There's either not enough time to do everything or too much time with nothing to do. I find this difficult.
- I have a daily 'to do' list that I tick off after each item is completed.

3 How many things have you begun and not finished in the last few years?

- Plenty of things. I begin with a great deal of enthusiasm but then get bored.
- Hardly any, just one or two minor things.
- Several things. Sometimes I get distracted and move from one thing to another.
- None. There are no uncompleted projects in my life. I see each of my projects through before I start the next.

4 When do you switch off your mobile phone?

- Unlike most people these days, my problem is forgetting to switch it on!
- In some public places and when I need some peace and quiet.
- Not as often as I should.
- Only if I have to.



use your time?

5 What is your attitude to punctuality?

- a I don't waste time worrying about it.
- b Being late is impolite and inefficient so I try to be punctual.
- c I like to be on time in theory but in practice I'm often late.
- d I'm always on time. I have no patience with people who are late.

6 How do you spend your leisure time?

- a Doing a bit of this and that. I don't know where time goes.
- b I recharge my batteries with a few hobbies and being with friends.
- c I keep trying different things that people suggest, but nothing really grabs me.
- d I have few hobbies and little leisure time. I try to put the whole of my life to good use.

7 How do you keep in touch with friends?

- a I wait for them to get in touch with me.
- b In several ways – emails, Facebook, texting, but also I like to phone them for a proper chat.
- c In any way I can – but it can be difficult. I think 'I must contact X' but time passes and I find I haven't.
- d Most of the time I text. It's quick and efficient.

8 Which of these is closest to your philosophy on life?

- a Whatever will be will be.
- b Life is not a dress rehearsal.
- c There is a season for everything.
- d Grasp every moment.

4 What is the difference between these pairs of sentences?

I have a few hobbies.
I have few hobbies.

I have a little leisure time.
I have little leisure time.

5 Is there a difference in meaning between these sentences?

I completed **each** project.

I completed **every** project.

Which can mean you had only two projects? Which *can't* mean you had only two projects? Which can mean you had lots of projects?

LANGUAGE FOCUS

Determiners help identify nouns and express quantity.

1 Look at the examples. Which determiners go with which nouns? Which group expresses quantity?

the other another many other his only such a what a	book books good book	both neither each/every little all the whole no	book books time
--	----------------------------	---	-----------------------

2 Determiners can join a noun using of + the/my/our/this/that, etc. Which expressions can you make from these examples?

both neither each all some the whole none	of	the my those	book books time
---	----	--------------------	-----------------------

► Grammar Reference p152

PRACTICE

Talking about you

1 Complete the sentences with determiners which make them true for you.

- 1 I have _____ time to relax.
- 2 _____ my friends think I work too hard.
- 3 _____ my teachers think I work hard.
- 4 I spent _____ weekend relaxing.
- 5 I have _____ interests and hobbies.
- 6 _____ my hobbies are sports.
- 7 _____ my parents look like me.
- 8 _____ my family have fair hair.
- 9 My aunt gives _____ us birthday presents.
- 10 My grandparents watch TV _____ time.

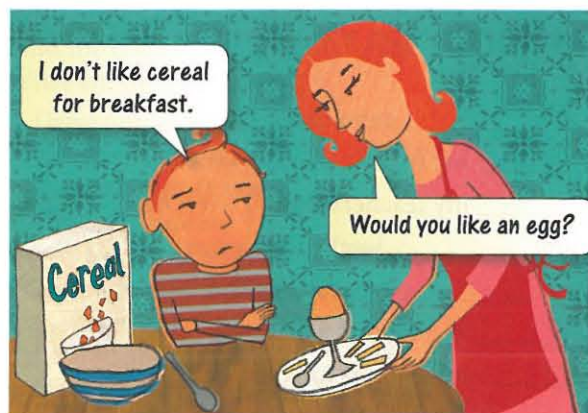
Discussing grammar

- 2 Work with a partner. What is the difference in meaning between these pairs of sentences?
- 1 I spoke to all the students in the class.
I spoke to each student in the class.
 - 2 None of them knew the answer.
Neither of them knew the answer.
 - 3 The doctor's here.
A doctor's here.
 - 4 There's a man at the door.
There's some man at the door.
 - 5 There's a pair of socks missing.
There's a couple of socks missing.
 - 6 Whole families were evacuated from their homes.
All the families were evacuated from their homes.
- 3 Match lines in A with lines in B.

A	B
Would you like Do all birds lay Where did I put	eggs? the eggs? an egg?
I have two cars. Borrow It was great to see I have five nieces. I gave £10 to	each one. everyone. either one.

A	B
Love A love The love	I have for you is forever. is everything. of animals is vital for a vet.
Both All Every	my friends like dancing. person in my class is friendly. my parents are Scottish.

- 4 **T 12.2** Listen and respond to the lines you hear with a sentence from exercise 3.



T 12.3 Listen and check. Look at the tapescript on p137. Practise the conversations with a partner.

SPOKEN ENGLISH Demonstratives

This/that/these/those are often found in idiomatic language.

Look at these examples from the quiz on pp94–95.

- (I like) doing a bit of *this and that*.
- Unlike most people *these days*, my problem is forgetting to switch it on!
- I do *those things* I feel like doing.

Complete the sentences with the correct demonstrative.

- 1 What's _____ song you're singing?
- 2 Did you hear _____ storm in the middle of the night?
- 3 Mmm! _____ strawberries are delicious!
- 4 Take _____ dirty shoes off! I've just cleaned in here.
- 5 I can't stand _____ weather. It's really getting me down.
- 6 Who was _____ man you were talking to _____ morning?
- 7 Do you remember when we were young? _____ were the days!
- 8 Children have no respect for authority _____ days, do they?

T 12.4 Listen and check.

Determiners – *each, every, or all*

- 5 Find examples of the determiners *each, every, and all* in the quiz on pp94–95.
- 6 **T 12.5** Listen to some short conversations. What is each about? Complete the replies. They all contain expressions with *each, every* or *all*. Practise the conversations with a partner.

- 1 A What was the meal like?
B ...
- 2 A Did you apologize to all the guests?
B ...
- 3 A They didn't all pass, did they?
B ...
- 4 A Sorry, I only have 50p on me.
B ...
- 5 A When do you think you'll get there?
B ...
- 6 A Do you fancy a quick pint?
B ...

► **WRITING** Improving style and cohesion p118

LISTENING AND SPEAKING

Time of life

- 1 Match the stages of life in A with activities in B. What do you think is the best or usual age to do the things in B? Compare ideas in groups.

A	B
infancy	own your own home
childhood	settle down
teenage years	set up a business
young adult	walk and talk
adulthood	start primary school
middle age	retire
old age	get married
	disagree with parents
	go travelling
	have fun
	start a first job
	have children
	leave school
	be made redundant



Dan



Abi



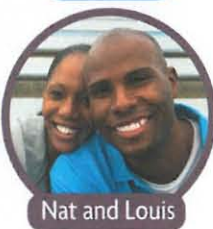
Derek



Jilly



Frances



Nat and Louis

- 2 **T 12.6** Look at the photos and listen to the people. After each one say at which stage of life in exercise 1 they are. How do they feel about it? Which things in B do they talk about?
- 3 Who said these things? Read the sentences and answer the questions.
- ... not the easiest thing in your mid-fifties.
What is the speaker talking about? Why isn't it easy?
 - ... it isn't really my area, but a job's a job.
What is the job? What is the speaker's area?
 - Charlotte goes there and she likes doing her work.
Where is there? How does the speaker feel about that place?
 - Basically, I can't think of anything more awful.
What does the speaker think is awful? Why?
 - They don't really do anything ambitious.
Who are they? How is the speaker different?
 - Then she had to downsize when she retired.
Who is she and what did she 'downsize'? How did this affect the speaker?

T 12.6 Listen and check. What other information do the speakers give?



Language work

Look at some lines the speakers used. What do the phrases in *italics* mean?

- My workmates invited me to join them for lunch, which helped to *break the ice*.
- They've been brilliant supporting me, but I need to *stand on my own two feet* now.
- And then I *got the bug*, and I was off to South America and the Caribbean.
- Debating details of the law, just *doesn't grab me*.
- We've never managed to get everything in its proper place. It's *such a pain!*
- When they told me I was on the redundancy list, *it hit me like a ton of bricks*.
- It's marvellous to be able to just *follow my nose* around a city.

What do you think?

Work in groups. Discuss these quotations about age. Which one appeals to you most? Why?

Old age isn't so bad when you consider the alternative.
Maurice Chevalier

Teenagers are people who act like babies if they're not treated like adults.
MAD Magazine

Youth would be an ideal state if it came a little later in life.
Herbert Asquith

Time may be a great healer, but it's a lousy beautician.
Unknown

READING AND SPEAKING

The Isle of Muck

- 1 Work in small groups. Look at the picture and read the introduction to the Scottish Isle of Muck. Would life there suit you? Make a list of plus (+) and minus (-) points about living on such an island.
- 2 Look through the text quickly. What or who are these names? What is their role on the island?
 - Catherine Murray-John
 - Sandy
 - Caledonian MacBrayne
 - Colin MacEwen
 - Lawrence MacEwen
 - Dave
- 3 Read the text again and answer the questions.
 - 1 Why is Catherine leaving the island? Does she want to?
 - 2 In what ways is Muck removed from the 21st century?
 - 3 Why is the arrival of the boat a 'great social event'?
 - 4 Why can't anybody choose to move to Muck?
 - 5 What kind of people are *not* wanted?
 - 6 What does this mean: 'By 1973, Muck's population had dropped to the teens'?
 - 7 What do you learn about the history of the island?
 - 8 What do these numbers refer to?
1970 23 8x2 13 320 1,500
 - 9 Which of these things does the island have ... ?

a post office	a church	a pub
a hotel	a guest house	sharks
whales	a primary school	TV
a police officer	a secondary school	

What do you think?

- Why do so many people find the idea of living on Muck so attractive?
- What would you like/not like about living on this island?

Vocabulary work

Rewrite the words in *italics* with synonyms or near synonyms from the text.

- 1 The island is *very small* and *peaceful*.
- 2 You can *run* across it in ten minutes.
- 3 Sandy the postman (who *is also* Muck's fisherman) will put it on the next boat.
- 4 It all feels *wonderfully far from everything* when you step off the ferry.
- 5 Catherine warns those with romantic *ideas* of island life to *think twice*.
- 6 Colin is just 29, a huge *powerfully built* man, *full of life*.
- 7 You need *courage* to live here.
- 8 You *meet* the same people over and over again.
- 9 You may dream of giving up the *busyness* of town life.



Where time stands still

Muck is a remote Scottish island and it's looking for a new family. But there's no pub, no privacy and no electricity in the afternoon! Is life on the Isle of Muck a paradise or prison?

By Victoria Moore



On the northern side of the Isle of Muck, **Catherine Murray-John** is packing up the house that she and her four children have lived in for the past six years. Her departure creates a rare opportunity for one lucky (or brave?) family to begin a new existence on this windswept island in the Inner Hebrides.

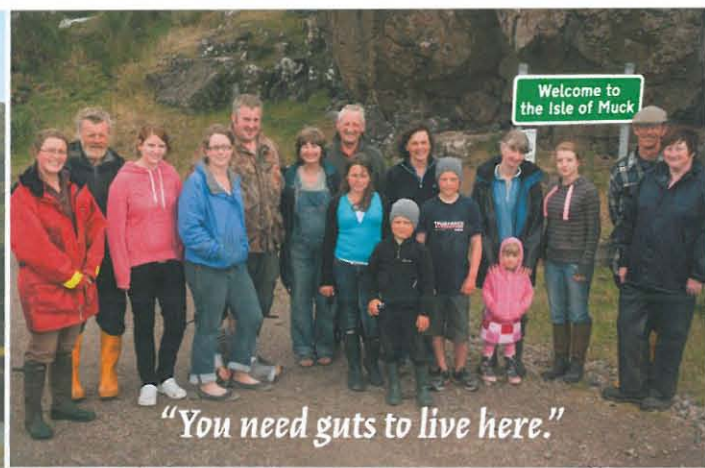
Isle of Muck

The islanders of Muck are looking for a new family to live on the island.

For further details, please contact
Tel: 01687 462362
or email info@isleofmuck.com

The private Isle of Muck has been owned and run by the **MacEwen** family for over 100 years. It is so teeny you can jog from one end to the other in ten minutes and so tranquil the loudest noise is the sound of the wind and the sea against the rocks. Exquisitely beautiful, with white sandy coves, nesting puffins and the occasional shoal of sharks, it is far removed from 21st century-style civilisation.





"You need guts to live here."



"The boat's arrival is a major social event."

It doesn't have a church, let alone a pub. There's no police force (the last crime in living memory was in the Sixties, when an estate worker stole two bottles of wine). Post Office? Forget it! If you have a letter to send, you can drop it into a box in the coastguard's hut and **Sandy** the postman (who doubles as Muck's fisherman) will put it on the next boat to the mainland. Muck does have electricity – it arrived in 1970 – but the TV works only from 8am to 11am and 5pm till midnight.

"It all feels blissfully remote"

It all feels blissfully remote when you step off the **Caledonian MacBrayne** ferry after a two-hour sea journey from the west coast of Scotland. You are welcomed by grazing sheep and kindly islanders collecting bulging cardboard boxes of provisions. The boat's arrival is a major social event.

Muck has a population of just 35: 23 adults, of whom eight are MacEwens, and 12 children. Since the news broke that Catherine was leaving, her phone hasn't stopped ringing with would-be islanders. But she warns those with romantic notions of island life to beware. *'People think you can come here to escape all your problems. But you can't, they come with you.'*

Catherine told the MacEwen family in April that she wanted to leave the island. She explains: *'My second child starts at secondary school in the autumn, so we're moving to Dornoch on Scotland's north-east coast. It's a huge wrench.'*

The man charged with deciding who will be allowed to move into one of the island's 13 houses is **Colin MacEwen**. He is just 29, a huge bear of a man, bursting with vitality, glowing skin and a surprisingly un-Scottish accent. He says:

'We're keen to get a young couple or a family because it's so important to keep the island alive and also for the school. This year we had eight children; next term, if no one new comes, there will be only two. We're looking for practical people who have ideas about how to make a living here.'

The MacEwen family has a feudal level of authority over what goes on here. They own and rent out all the houses.

Muck hasn't always been so sparsely populated. In 1821, there were 320 people making a living on its 1,500 acres. But by the time it was sold to the MacEwens in 1896, it was much less crowded. By 1973, Muck's population had dropped to the teens and they made a similar appeal for a young family with children. Colin's father, the impressively-bearded **Lawrence MacEwen**, Laird (Lord) of the island says:

'We don't really want people fresh from the south. They tend to be very idealistic. Running away from the towns is one thing, but you need guts to live here. When I was a boy, everyone here except our family spoke Gaelic.'

Certainly not everyone has found Muck to be the home of their dreams, but there are plenty of upsides to living in such a small community. The lack of crime, for one.

"We don't lock our doors"

'We don't lock our doors,' says **Dave**, who runs the B&B. *'Most of them don't lock. I don't even know whether there's a key for ours.'*

But the smallness of the island can magnify problems between its inhabitants. Lawrence says darkly about Catherine's departure: *'There were other reasons, too.'*

Island life can feel just a wee bit claustrophobic. You bump into the same people over and over again and you run out of small talk. In a closed environment like Muck it's easy for relationships to become sour and disagreeable. You may dream of giving up the hustle and bustle of town life but there is sometimes something restful about the anonymity of a big city.



VOCABULARY AND LISTENING

Hot words – *life* and *time*

- 1 Work with a partner. Complete the expressions below with either the word *life* or *time*. Use a dictionary to help.

Having the time of your life!

not on your life

take your time

get a _____

kill _____

third _____ lucky

no _____ to lose

that's _____

not before _____

any old _____

a cushy _____

you can bet your _____

better luck next _____

get a new lease of _____

it's high _____

for the _____ being

stand the test of _____

see _____

in the nick of _____

dead on _____

anything for a quiet _____

- 2 Complete these lines with an expression from exercise 1.
- 1 No need to hurry. Take ...
 - 2 For goodness sake hurry up. There's no ...
 - 3 The operation was so successful that grandpa got a new ...
 - 4 Shakespeare's writing is still relevant today. It's really stood ...
 - 5 I got to the bank in the ... It was just about to close.
 - 6 You can give them back any ... I'm not going skiing again until next year.
 - 7 OK, OK stop crying. You can have another ice-cream. Anything ...
- 3 **T 12.7** Listen to the conversations. What are they about? Which expression from exercise 1 do you hear? Turn to p138 and practise the conversations with your partner.

A poem

- 4 **T 12.8** Close your books and listen to a poem. What is its basic message?
- 5 Read the poem on this page. It's similar to the one you just heard, but there are many differences. Listen again and note them all. Which poem do you prefer? Why?
- 6 Work with your partner and write another verse to the poem. Read aloud your verse to the class.

What do you think?

- Do you believe that for many people life today is too busy? In what ways?
- What about your own life? What are your busiest days and times of day?
- Would you change your life in any way?



No time to think

No time to think, no time to muse
No time for anything but news
No time to pause, no time to feed,
No time for anything but speed.

No time to wander in the snow,
No time to watch the flowers grow.
But time enough to dash about
And time enough to screech and shout.

Not time enough to love, love, love,
But time enough to shove, shove, shove.
And no time to laugh or have some fun
No time to dawdle in the sun.

No time to rest and take a seat,
No time to chat to folks you meet.
No time to eat, no time to drink
But most of all no time to THINK!

EVERYDAY ENGLISH

Linking and commenting

- 1 Look at these lines from the first tapescript in T 12.6.
The expressions in **bold** link or comment on what has been said or what is going to be said. They are mainly adverbs.

Actually, I've got used to the idea now. **After all**, I've done my bit ...
You see, what I really want to do ... **Ideally**, I'd like to move out soon.

Find other examples from the tapescripts on p138.

- 2 Read these conversations. Choose the correct linking or commenting expression.

1 A Did you see the match last night?
B No, but *apparently* / *obviously* it was a good game. We won, didn't we?
A *Probably* / *Actually*, it was a draw, but it was really exciting.

2 A What do you think of Claire's new boyfriend?
B *Personally* / *Certainly*, I can't stand him. I think he'll dump her like all the rest. *Ideally* / *However*, that's her problem, not mine.
A Poor old Claire! She always picks the wrong ones, doesn't she? *Anyway* / *Honestly*, we'll see soon enough.

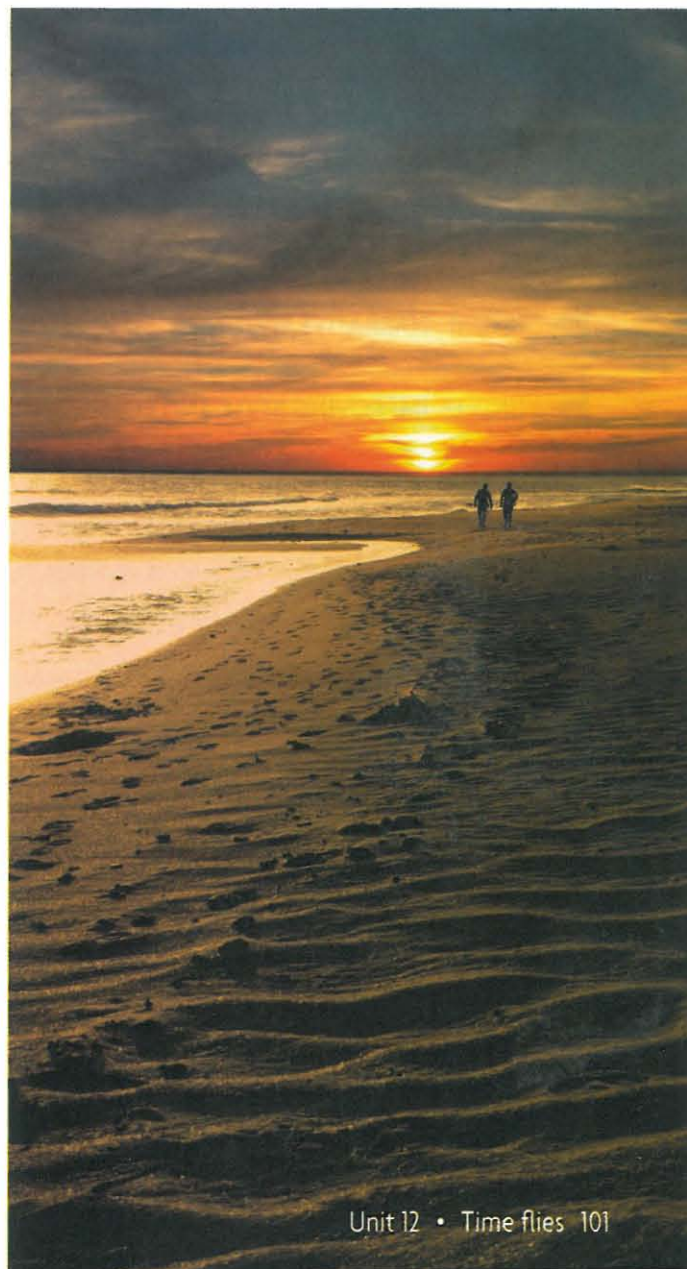
3 A I don't know how you can afford to buy all those fabulous clothes!
B *Still* / *Hopefully*, I'm going to get a bonus this month. My boss has promised. *After all* / *Presumably*, I did earn the company over £100,000 last year. *Basically* / *Absolutely*, I deserve it.

4 A She said some terrible things to me. I hate her!
B *Generally speaking* / *All the same*, I think you should apologize to her. *If you ask me* / *Apparently* you lose your temper too easily. You're being very childish. It's time you both grew up!
A What?! I never thought I'd hear you speak to me like that.
B *Still* / *Honestly*, I'm not taking sides. I just think you should make up.

5 A So, Billy. You say that this is the last record you're ever going to make?
B *Surely* / *Definitely*.
A But *surely* / *actually* you realize how upset your fans are going to be?
B *Obviously* / *Hopefully*, I don't want to hurt anyone, but *certainly* / *basically*, I'm fed up with pop music. I'd like to do something else. *After all* / *Ideally*, I'd like to get into films.












- 3 Complete these with a suitable line.

- 1 They had a dreadful holiday. **Apparently** ...
- 2 It should have been a happy marriage.
After all, ...
- 3 I know you don't want to go to Harry's party.
All the same, ...
- 4 I had the interview yesterday. **Hopefully**, ...
- 5 I'd rather you didn't let this go any further.
Obviously, ...
- 6 I couldn't believe it, he just walked out and left her. **Presumably**, ...
- 7 I don't like flying very much. **As a matter of fact**, ...
- 8 So that's that. It all came good in the end.
Anyway, ...



T 12.9 Listen and check. Practise some of the dialogues.

Writing contents

	UNIT 1 INFORMAL WRITING p103	Correcting mistakes
	UNIT 2 WRITING A FORMAL LETTER OR EMAIL p104	A letter of complaint
	UNIT 3 NARRATIVE WRITING 1 p106	Using adverbs in narratives
	UNIT 4 LINKING IDEAS p107	Conjunctions
	UNIT 5 APPLYING FOR A JOB p108	A CV and a covering letter
	UNIT 6 REPORT WRITING p110	A consumer survey
	UNIT 7 ARGUING YOUR CASE p112	For and against
	UNIT 8 DESCRIBING PLACES p113	My favourite part of town
	UNIT 9 WRITING FOR TALKING p114	An early memory
	UNIT 10 ADDING EMPHASIS IN WRITING p116	People of influence
	UNIT 11 NARRATIVE WRITING 2 p117	Linking words and expressions
	UNIT 12 IMPROVING STYLE AND COHESION p118	An architect for our time

- 1 Teachers sometimes use these symbols when correcting written work. Correct the mistakes in these sentences.

- 1 I ^{WW} born in 1991 in ^{WO} one small town in Mexico.
- 2 My father is ^{Gr} a diplomat, so ^{WO} my all life I ^T live in ^{Gr} different countries.
- 3 After ^{WO} the school, I went ^{Prep} for ^{WO} four years ^{Sp} in a ^{Gr} busyness college.
- 4 I ^T am married ^{Prep} since five years. I ^{WW} knew my wife while I was a student.
- 5 My town ^P isnt as exciting ^{WW} than London. ^{Sp} Is very ^{Prep} quite at the evening.
- 6 I ^T learn English for five years. I ^T start when I ^{WW} had eleven years.
- 7 My father ^{Gr} wants that I work in a bank ^{Sp} becaus ^{WW} is a good ^{Gr} work.
- 8 I ^T do ^{Gr} a evening course in English. I enjoy ^{WO} very much ^{Gr} to learn languages.

WW	Wrong word
Sp	Spelling
T	Tense
Gr	Grammar
∧	Word missing
P	Punctuation
Prep	Preposition
WO	Word Order
/	This word isn't necessary

- 2 Read the letter. Answer the questions.

- 1 Where was the letter written?
- 2 Who is the guest? Who is the host?
- 3 Which city is described? What is it like?
- 4 What season is it?

- 3 Work with a partner. Find the mistakes and put the symbols on the letter. Then correct the mistakes. The first line has been done to help you.

- 4 Write a letter (about 250 words).

Either ...

You are going to stay with a family in an English-speaking country.

Or ...

An English-speaking guest is coming to stay with you.

Give some information about yourself – your family, interests, school, your town.

Check your work carefully for mistakes!

Avenida Campinas 361 ap. 45
01238 São Paulo Brasil
23 December

Dear James,

Thank you ^T ∧ your letter. I ^{Gr} receive it the last week. Sorry I ^T no reply you before, but I've been very busy. It's Christmas soon, and everyone are very exciting!

In two weeks I am with you in England. I can no belief it! I looking forward meet you and your familly very much. I'm sure we will like us very well.

My city, São Paulo, is biggest and noisest city in Brasil. Is not really for tourist. Is a centre commercial. Also it have very much pollution and traffic. But there is lot of things to do. I like very much listen music. There are bars who stay open all night!

My friend went in London last year, and he has seen a football match at Arsenal. He said me was wonderfull. I like to do that also.

My plane arrive to Heathrow at 6.30 am in 3 Janury. Is very kind you meet me so early morning.

I hope very much improve my english during I am with you! See you soon and happy New Year!

Fernando





UNIT 2 WRITING A FORMAL LETTER OR EMAIL – A letter of complaint

- 1 In each statement underline what is applicable to FORMAL writing.
 - 1 You can open with: Dear Ben, / Dear Mr Smith, / Dear Sir/Madam, / Hi Bob, / Dear Ms Jones,.
 - 2 You can close with: Yours, / Yours sincerely, / Yours faithfully, / Love, / Best wishes, / Best,.
 - 3 In very formal letters, you shouldn't use: I'm / We cannot / I won't / I would like / they're / we did not
 - 4 You can sign with: your first name / just your surname / your full name.
 - 5 You can introduce your topic with: Just a note to say ... / I'm writing to express my ...
 - 6 You can make a request with: Can you ...? / I'd be grateful if you could ... / Would it be possible for you to ...
 - 7 In an email: Please find attached ... / I've attached ...
 - 8 In a letter: I've also sent you ... / Please find enclosed ...
 - 9 You can end with: I look forward to hearing from you at your earliest convenience. / Looking forward to seeing you soon.
- 2 Which of these adjectives would you expect to find in a letter of complaint?

dismayed	delighted	appalled	distressed
thrilled	disappointed	pleased	upset
satisfied	shocked	disgusted	overjoyed

- 3 Read the letter of complaint to an airline and answer the questions.
 - 1 Where had the family been on holiday?
 - 2 Who wasn't well?
 - 3 Why couldn't the family travel home together?
 - 4 Which members of the family travelled back to Gatwick airport? Which to Heathrow? Why?
- 4 How are the more informal lines below expressed in the letter?
 - because your airline didn't do the right thing
 - [Tom] felt a bit sick
 - We adults weren't very worried
 - we told her what had happened
 - the plane wouldn't leave until we got off
 - the news really upset us
 - we felt better when they offered
 - I want you to tell us exactly why we weren't helped
- 5 Discuss and make a list as a class of some situations you could complain about. Choose one and write a letter or email of complaint.



47 Cassiobury Close
Brighton
BN1 6NZ

Customer Services
QFly Airways
PO Box 611
Slough
SL5 1NP

3 March

BOOKING REFERENCE: 4YFHTT (Benjamin and Susan Potts)

Dear Sir or Madam,

I am writing to complain about a most distressing travel experience, which we believe was the direct result of your airline's mishandling of the situation.

Our family group of six were due to return from the holiday of a lifetime, departing Antigua for London Gatwick, on flight QF 5612 at 19.40 on February 26th. Our son, Tom (7), having spent too long in the sun, was feeling a little unwell in the departure lounge. None of the adults present were overly concerned. On entering the aircraft, a member of the crew asked if our son was all right. We explained the situation and went to take our seats. The crew member returned with a thermometer and took my son's temperature. She said that it was 100.2°F (the normal body range is between 97°F and 100°F.) She left and we settled in our seats. My son was already feeling much better.

A few minutes later, she returned to say that she had contacted paramedics and since my son's temperature was above normal, we would have to leave the aircraft, as he may become ill during the flight. We were incredulous, pointing out that our son now felt fine. However, we were told that a series of events had been set in motion, which meant that the aircraft would not depart until we disembarked. This news caused great distress to my entire family, especially my son, and his four-year-old sister. However, we were reassured by the offer of guaranteed seats on the flight the following evening. In the end we disembarked, leaving our daughter with her grandparents.

We were taken to a hospital, where we spent three hours and \$550 to get a letter stating that my son was safe to fly. We were shocked and dismayed to hear the doctor's disbelief that our son had been asked to leave the flight.

To add insult to injury, the next day there were no guaranteed seats. Due to the continuing distress of our children and pressing work engagements, we could not risk waiting for standby seats. Fortunately Delta Airlines came to our rescue, offering us flights to Heathrow that day via New York, JFK. Flights that cost \$3300.

In conclusion, I would ask you to provide a detailed explanation of your airline's lack of assistance and that you not only refund the expenses incurred, but also pay us compensation for the distress caused.

I enclose a letter from the doctor who examined my son and a detailed breakdown of all our expenses with receipts. I look forward to your swift reply.

Yours faithfully,

Benjamin Potts

Benjamin Potts

Email: bjpotts@ymail.com

Mob: 07947 433445





- 1 Have you ever been in a dangerous situation? Write some notes about what happened, where and when it happened, and who you were with. Discuss your notes with a partner and compare the situations.
- 2 Rewrite the sentences using the adverbs or adverbial phrases in brackets. Sometimes more than one place is possible.

My skiing disaster

 - 1 I used to go skiing. (*in winter, frequently*)
 - 2 I enjoyed going to Colorado. (*with my family, especially*)
 - 3 I had a bad accident. (*two years ago, then, really*)
 - 4 I skied into a tree. (*headfirst*)
 - 5 I broke my leg. (*in three places, unfortunately*)
 - 6 I'd like to go skiing again. (*definitely, one day*)
 - 7 But I don't feel confident. (*yet, enough*)
 - 8 My family go skiing. (*however, still, every February*)
- 3 Read through the story of two British mountain climbers, Rachel Kelsey and Jeremy Colenso. Where were they? What went wrong? How were they saved? What does the text message mean?
- 4 Place the adverbs on the right of the story in the correct place in the same line (sometimes more than one place is possible). Add punctuation where necessary.
- 5 What background information are you given in the article? When does the actual story of what happened start?
- 6 Using the notes you made earlier, write the story of your dangerous experience (about 250 words).
 - Begin with background information.
 - Describe the events in the order they happened.
 - Make sure you use plenty of adverbs to describe people's feelings and actions.

Read the completed story aloud with your partner.

Share your stories as a class, reading some of them aloud.

Texting to the rescue

On a mid-September day, British climbers Rachel Kelsey and Jeremy Colenso were climbing in the Swiss Alps.

They were both experienced climbers. They left their base and the weather was good. They reached the summit, but as they started the climb down, an electric storm struck the mountain. Snow began to fall, making it difficult to see where they could put their hands and feet on the rock. After several frightening minutes, they found a narrow ledge and climbed on to it, hoping the snow would stop and they could continue their descent.

The snow did not stop and the temperature dropped to -10°C . 'We had to stay awake,' said Rachel, 'because it was so cold that we would have died. So we told stories and rubbed our fingers and toes to keep them warm.'

They decided that they had to get help. But what could they do? Rachel had brought her mobile phone with her, but the only number contacts she had were in London. She sent a text message at 1.30 a.m. to get help. She sent the same text to five friends in the UK. It read: 'Need heli rescue off north ridge of Piz Badile, Switz'. They were all asleep, so nothing happened. At 5.00 a.m., one friend, Avery Cunliffe, got the message. He jumped into action, called the rescue services in Switzerland, and called Rachel to tell her that help was coming.

The weather was too bad for the helicopters to operate, but Avery kept sending text messages to the climbers. At about 10.00 p.m. they were lifted off the mountain. 'We owe our lives to Avery', they said when they were back at base.

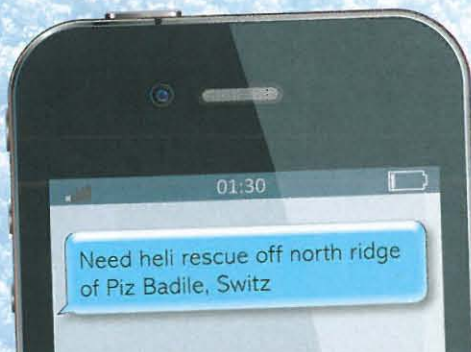
several years ago
high / with great confidence

relatively
easily
suddenly / heavily / extremely
safely
gratefully / desperately

however / dangerously
afterwards / undoubtedly
continuously

eventually / possibly / fortunately
unfortunately
in fact
urgently
for hours / then
immediately
then

for the next 24 hours
finally
safely
exhaustedly



- 1 Use *but*, *although*, and *however* to join these two sentences.
She's rich and famous. She's unhappy.
- 2 In each group complete the sentences with suitable conjunctions.

Contrast however although despite even though

- 1 _____ I can't speak much Spanish, I can understand a lot.
- 2 I can't speak Spanish well. _____, I can understand most things.
- 3 He can't speak Spanish well, _____ he lives in Spain.
- 4 _____ living in Spain, he can't speak Spanish.

Reason and Result such ... that so as (x2) because so ... that

- 1 I didn't sleep well last night, _____ I'm tired.
- 2 I'm tired _____ I didn't sleep well last night.
- 3 I wanted to go, but _____ it was late, I decided not to.
- 4 _____ John can't be here today, I'm chairing the meeting.
- 5 He looks _____ innocent _____ he gets away with murder.
- 6 He's _____ a terrible liar _____ no one believes him.

Time when(ever) while as (soon as) until after since

- 1 I called you _____ I could.
- 2 He refused to talk to the police _____ his lawyer arrived.
- 3 I feel sad _____ I hear that song.
- 4 They were burgled _____ they were away on holiday.
- 5 I've known her _____ I was a small child.
- 6 I'll help you with this exercise _____ dinner.

Condition if as long as unless in case

- 1 _____ I'm going to be late, I'll call you.
- 2 You won't pass _____ you work harder.
- 3 Take an umbrella _____ it rains.
- 4 You can borrow my car _____ you drive carefully.

- 3 Work in pairs. What do you know about Marilyn Monroe?
- 4 Read about Marilyn. What are the conspiracy theories surrounding her death? Choose the correct conjunctions.
- 6 Research and write about someone famous who interests you. Use the plan below to help.
Paragraph 1: Introduction and your interest in this person
Paragraph 2: Early life
Paragraph 3: Career path
Paragraph 4: Period of fame
Paragraph 5: Later life (and death)

Marilyn Monroe

THE DEATH OF A STAR



It is over 40 years (1) *since/after* Marilyn Monroe died, (2) *however/but* theories concerning her death still fascinate the world. (3) *Whenever/While* her name is mentioned, people recall the mystery of her final hours and (4) *although/despite* the official verdict was suicide, many believe that she was murdered by the Mafia or the FBI.

Marilyn had a reputation as a dumb blonde who had (5) *so/such* a problem with drink, drugs, and depression that she could never remember her lines. (6) *However/But*, her beauty and fame brought her into contact with some of the biggest names of the day. She dated Frank Sinatra, (7) *even though/despite* he had connections with the Mafia, and she also had affairs with President John Kennedy and his brother Bobby.

(8) *When/Until* Marilyn was found dead in bed at her home in Los Angeles in the early hours of Sunday, August 5, 1962, police assumed it was suicide (9) *but/as* there was an empty bottle of sleeping pills on the table beside her. (10) *Despite/However*, witnesses, including her psychiatrist and some of her friends, insisted she was not suicidal at the time. Other witnesses said they saw Bobby Kennedy visit her house that night, (11) *as long as/even though* he claimed to be in San Francisco. There were other suspicious events. Marilyn's housekeeper disappeared immediately (12) *after/since* she was found, only to reappear a year later as an employee of the Kennedys. Why would they employ her (13) *unless/if* they wanted her to keep silent? Marilyn's diaries also disappeared. Were they (14) *so/such* revealing that they had to be destroyed?

Marilyn's ex-husband Joe DiMaggio was convinced the Kennedys had her killed. He never spoke about it (15) *while/during* he was alive (16) *in case/unless* he also met an untimely death, but he did in his memoirs, which were published (17) *as soon as/since* he died.



UNIT 5 APPLYING FOR A JOB – A CV and a covering letter

- 1 What is a CV? What do the letters stand for? Why do you write one? What information do you include?
- 2 What is the purpose of a covering letter?
- 3 Write the headings from A in the correct spaces in the CV in B.

A

Education
Additional information
References
Profile
Employment history
Interests
Personal details

- 4 Answer the questions.
 - 1 Where did Kate go to school?
 - 2 What did she study at university?
 - 3 Who is Prof Jane Curtis?
 - 4 Does Kate have a lot of work experience?



B

Personal details **Name** Kate Henderson

Address 31 Rendlesham Way
Watford
Herts
WD3 5GT

Phone 01923 984663
Mobile 07764 733689
Email katehenderson@hotmail.com

_____ A highly-motivated, well-travelled, and enthusiastic graduate, with practical experience of working with children of all ages.

_____ **Watford Grammar School**
8 GCSEs
3 A-levels

Bristol University
BA (Hons) Psychology and Education

_____ **June 2010**
Lifeguard and supervisor at KLC Leisure Centre

July 2011
Athletics coach at training centre

June 2013
Teaching assistant at secondary school

_____ Dance, athletics, volleyball, travel, cinema

_____ One of my main interests is dance, which I have done since I was three, passing many exams, and performing in annual dance festivals. I have organized sports events and training sessions for dance, athletics, and trampoline. I have travelled widely throughout the world, in Europe, the Far East, and the US.

_____ **Prof Jane Curtis**
Dept of Education
Bristol University
BS5 7LA

Mike Benson
Head Teacher
Bailey School
Watford, Herts
WD3 8JG

- 5 This is the job that Kate is applying for. Is she well qualified for it?

ACTIVITY HOLIDAY ORGANIZER IN THE CANARY ISLANDS

Are you ...

- aged 18–30?
- energetic?
- good at organizing people?

Do you ...

- like kids?
- like sport?

Then come and join us as a leader for an Easter holiday of fun, looking after groups of kids at sports camp!

Send your CV to Mark Sullivan at
106 Piccadilly, Bristol BS8 7TQ



- 6 Read Kate's covering letter. Which parts sound too informal? Replace them with words from the box.

extensively with young adults
respect my leadership abilities
I find it easy
very interested in
have a certain understanding of
Please find enclosed
look forward to hearing
considerable
many of the relevant qualifications
have travelled widely
Mr Sullivan
Yours sincerely
in the March edition of the magazine
Holiday Jobs for Graduates
believe
organizing a variety of activities
establish a good working relationship

31 Rendlesham Way
Watford
Herts
WD3 5GT

Mark Sullivan
106 Piccadilly
Bristol
BS8 7TQ

17 March

Dear Mark,

I am applying for the post of camp leader, which I saw advertised somewhere recently. Here's my CV.

I reckon I have just about everything needed for this job. I have worked loads with kids, doing all kinds of stuff. They generally do what I tell them, and we manage to have a great time together. Having studied psychology and education at university, I know quite a bit about the behaviour of kids.

I am really into sport, and have lots of experience of organizing training events. I am a very practical person, easy-going, and it's no problem for me to make friends. I've been all over the place, and enjoy meeting new people.

I can't wait to hear from you.

Best wishes

Kate Henderson

Kate Henderson

- 7 Write your CV and a covering letter for a job that you would really like to do and are well qualified for.