

# 8 Do's and don'ts

have to • should/must • Words that go together • At the doctor's

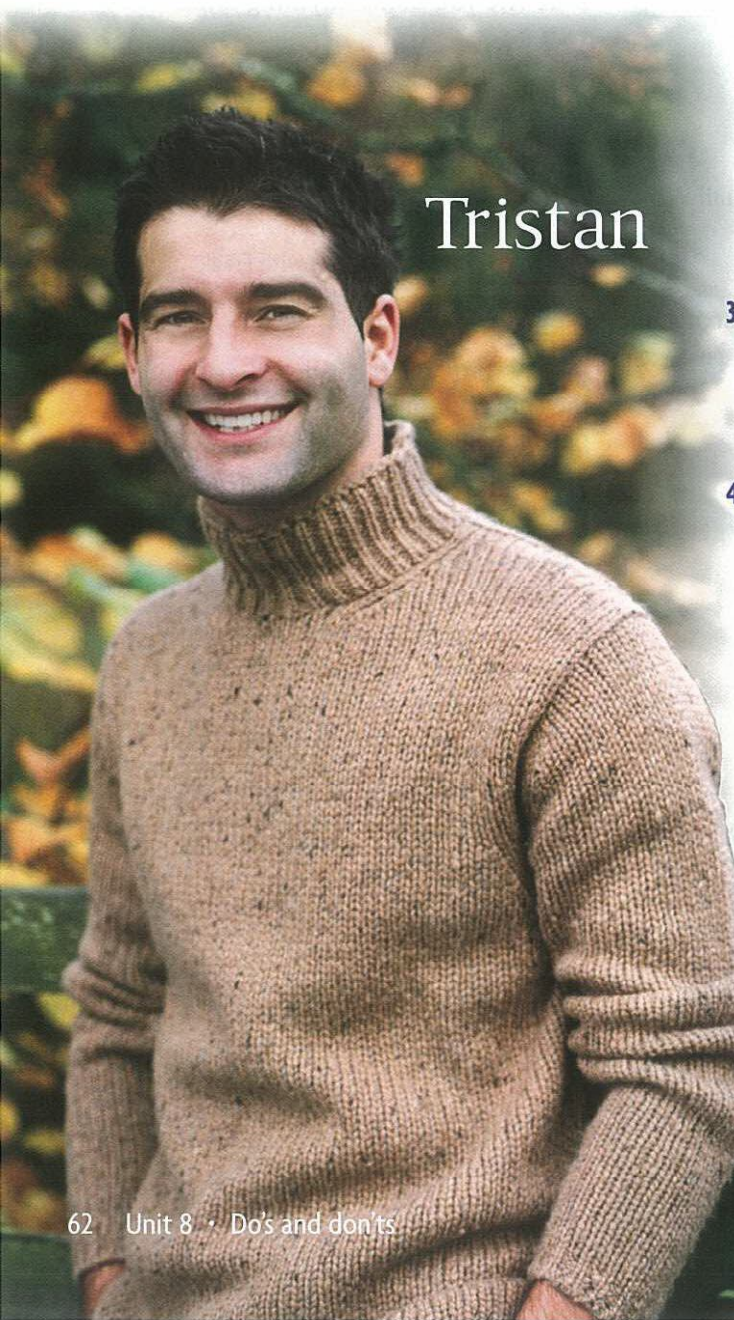


## STARTER

What's true for you? Make sentences about your life.

**I have to ...**     **I don't have to ...**

- get up early every morning
- work at the weekend
- pay bills
- do the housework
- go to school
- do homework



Tristan

## WHAT'S HIS JOB?

have to

- T 8.1** Listen to Tristan talking about his job. What do you think his job is? Does he work in the town or the country? Does he like his job?
- Complete the lines from Tristan's interview with words from the box.

have to    don't have to    Do you have to    had to    didn't have to

I sometimes \_\_\_\_\_ work at night.

\_\_\_\_\_ work at weekends?

When I'm on call, I \_\_\_\_\_ stay in the surgery.

I \_\_\_\_\_ study for five years.

I \_\_\_\_\_ look for a job.

- Talk about Tristan. Change the sentences in exercise 2 using *he*.

He sometimes has to work at night.

Does he ... ?

- Complete the questions and answers about Tristan.

1 'How long \_\_\_\_\_ he have to \_\_\_\_\_ ?'  
'About 8 to 10 hours a day.'

2 '\_\_\_\_\_ he \_\_\_\_\_ work at night?'  
'Yes, he does.'

3 'How long did he \_\_\_\_\_ to study?'  
'Five years.'

4 'Why was he lucky?'  
'Because he didn't \_\_\_\_\_ look for a job.'

5 'What other things \_\_\_\_\_ Tristan \_\_\_\_\_ do?'  
'He has to \_\_\_\_\_.'

## GRAMMAR SPOT

- 1 *Have* + noun can express possession.  
*I have a good job.*  
*Do you have any children?*
- 2 *Have* + *to* + infinitive expresses obligation.  
*He has to work unsocial hours.*  
*Do you have to work at weekends?*
- 3 Write the question and negative.  
*I have to get up early.*  
What time \_\_\_\_\_ you \_\_\_\_\_ get up?  
I \_\_\_\_\_ get up early.  
Put the sentence in the past.  
Yesterday I \_\_\_\_\_ get up early.
- 4 *Have got* and *have got to* can also be used.  
*I've got a good job.*  
*I've got to go now.*

▶▶ Grammar Reference 8.1 p136

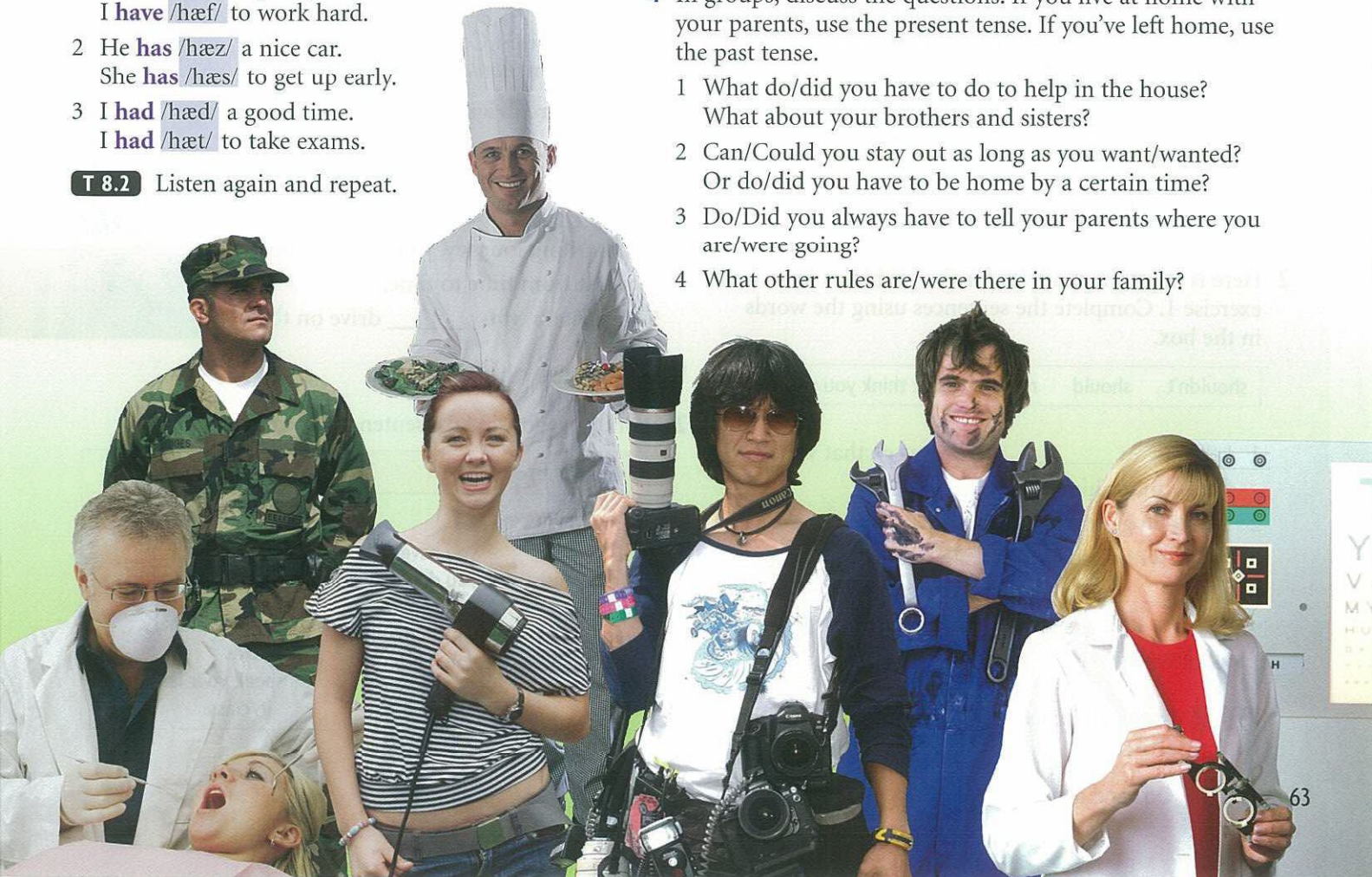
## PRACTICE

### Pronunciation

- 1 **T 8.2** Listen to these sentences. Notice the different pronunciations of *have/has/had*.

- 1 I **have** /hæv/ a good job.  
I **have** /hæf/ to work hard.
- 2 He **has** /hæz/ a nice car.  
She **has** /hæs/ to get up early.
- 3 I **had** /hæd/ a good time.  
I **had** /hæt/ to take exams.

**T 8.2** Listen again and repeat.



## Talking about jobs

- 2 Work with a partner. Choose a job from the box, but don't tell your partner. Ask and answer *Yes/No* questions to find out what the job is.

architect taxi-driver dentist farmer lawyer nanny  
photographer accountant optician mechanic soldier  
hairdresser chef politician nurse housewife plumber

Use these questions to help you.

Do you ... ?	Do you have to ... ?	Did you have to ... ?
<ul style="list-style-type: none"> <li>• work inside</li> <li>• earn a lot of money</li> <li>• work with people</li> <li>• use a computer</li> </ul>	<ul style="list-style-type: none"> <li>• wear a uniform</li> <li>• work unsocial hours</li> <li>• use your hands</li> <li>• get up early</li> <li>• speak English</li> </ul>	<ul style="list-style-type: none"> <li>• study at college</li> <li>• do a lot of training</li> </ul>

Do you have to wear a uniform?

No, I don't.

- 3 Which of the jobs *wouldn't* you like to do? Why?

I *wouldn't* like to be a farmer because they have to work outside all year.

## Talking about you

- 4 In groups, discuss the questions. If you live at home with your parents, use the present tense. If you've left home, use the past tense.
  - 1 What do/did you have to do to help in the house? What about your brothers and sisters?
  - 2 Can/Could you stay out as long as you want/wanted? Or do/did you have to be home by a certain time?
  - 3 Do/Did you always have to tell your parents where you are/were going?
  - 4 What other rules are/were there in your family?

# PROBLEMS, PROBLEMS

## should/must

- 1 Read the problems from a magazine problem page. Match the problems and advice. What other advice would you give?

## Problems

- 1 My ex-boyfriend is going to my best friend's wedding. He was horrible to me. Should I go?
- 2 There's a group of bullies at school. They're making my life miserable.
- 3 I've fallen in love with my boss. Should I tell him?
- 4 I'm 16. I chat to a boy on the Internet. He wants to meet me. Should I go?

## Advice

**a** No, you shouldn't. It will only cause problems at work.

**b** Of course you should. But look happy and wear a fantastic dress!

**c** I don't think you should. You have no idea what he's really like.

**d** You must tell your parents and your head teacher about this.

- 2 Here is some more advice for the problems in exercise 1. Complete the sentences using the words in the box.

shouldn't    should    must    don't think you should

- 1 I think you \_\_\_\_\_ show your ex that you're fine without him.
- 2 If you do go to meet him, you \_\_\_\_\_ take a friend with you. This is really important.
- 3 You \_\_\_\_\_ let these cowards ruin your life.
- 4 I \_\_\_\_\_ have relationships with people you work with.

**T 8.3** Listen and check. Practise the conversations with a partner.

## GRAMMAR SPOT

- 1 Look at the sentences.  
You **should** go to the wedding. You **must** see a doctor.  
Which expresses strong obligation (*it's really necessary*)?  
Which expresses a suggestion (*I think it's a good idea*)?
- 2 **Should** and **must** are modal verbs.  
**Should** I go? You **shouldn't** see him. He **must** be careful.  
Do we use *do/does* in the question and negative?  
Do we add *-s* with *he/she/it*?

▶▶ Grammar Reference 8.2–8.4 p136

- 3 Work in groups. Read aloud the problems and give advice.

- I can't sleep at night.

You must take more exercise.

You shouldn't drink too much coffee.

- I think I've twisted my ankle.
- I've got exams next week, and I'm really nervous.
- I like my job, but I don't like the people I work with.
- My computer's behaving very strangely.
- I argue a lot with my parents.
- My car's making a funny noise.

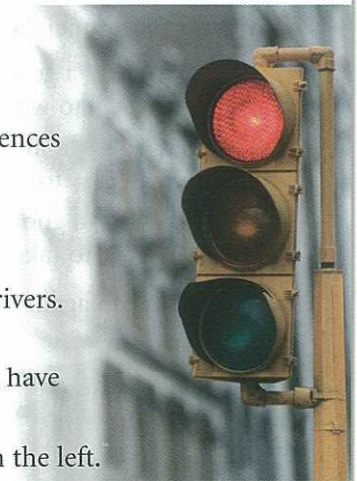
## PRACTICE

### must or should?

- 1 Work in groups. Complete the sentences with *must* or *should*.

#### When you're driving ...

- 1 you \_\_\_\_\_ stop at red lights.
- 2 you \_\_\_\_\_ be kind to other drivers.
- 3 you \_\_\_\_\_ wear a seat belt.
- 4 On a long journey, you \_\_\_\_\_ have a rest from time to time.
- 5 In Britain, you \_\_\_\_\_ drive on the left.



### What do you think?

- 2 Work in groups. Make sentences from the chart.

If you want to ...		
learn English, do well in life, keep fit,	you have to you don't have to you should you shouldn't you must	work hard. do some sport. learn the grammar. go to university. buy a dictionary. smoke. speak your language in class.

# LISTENING AND SPEAKING

## Leaving home

1 Discuss the questions.

- 1 When do young people in your country leave home?
- 2 What problems are there for young people living away from home for the first time?
- 3 Look at the photos. Who are the people? Why do you think Ian Mitchell looks worried?

2 **T 8.4** Listen to Ian Mitchell, who lives in the North of England. He is talking about his daughter, Evie, who has left home to live in London. Answer the questions.

- 1 How old is Evie? When did she move to London?
- 2 Is she enjoying living there? What does she think of London?
- 3 Why did she move there?
- 4 Where is she living?
- 5 Who is she living with?
- 6 What does her boyfriend do? What's his name?
- 7 What does she do at the weekend?
- 8 Why does she have to earn extra money?
- 9 How often does she phone home?
- 10 What does she say to her parents?

3 **T 8.5** Listen to Evie talking about her life in London and answer the same questions. Which of her answers are different?

### What do you think?

- Should Evie's father be so worried about his daughter?
- Was Evie right to leave home at 18?
- What advice can you give to Evie and her father?

### Roleplay

Work in two groups.

#### Group A: Parents

Discuss your worries about Evie.

#### Group B: Evie

Discuss what to tell your parents about your life in London. What can you say to stop them worrying about you?

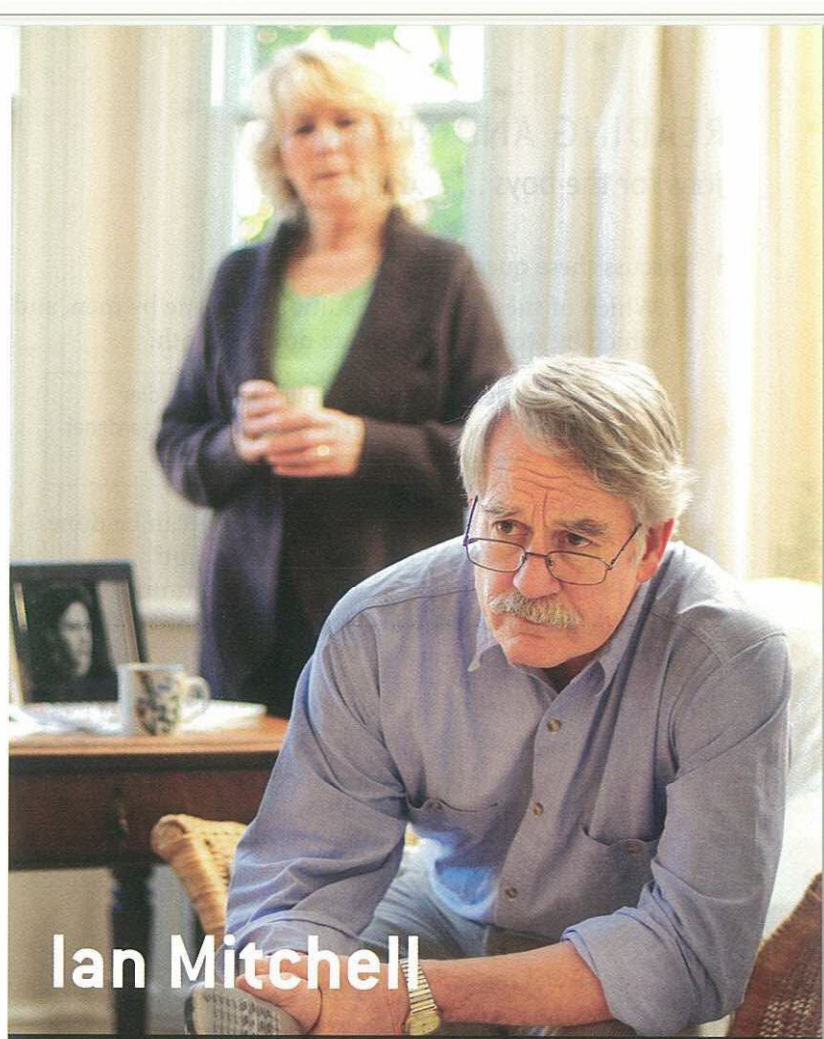
Find a partner from the other group. Roleplay a conversation. Start:

Evie it's so good to have you home again.  
We've been so worried about you.

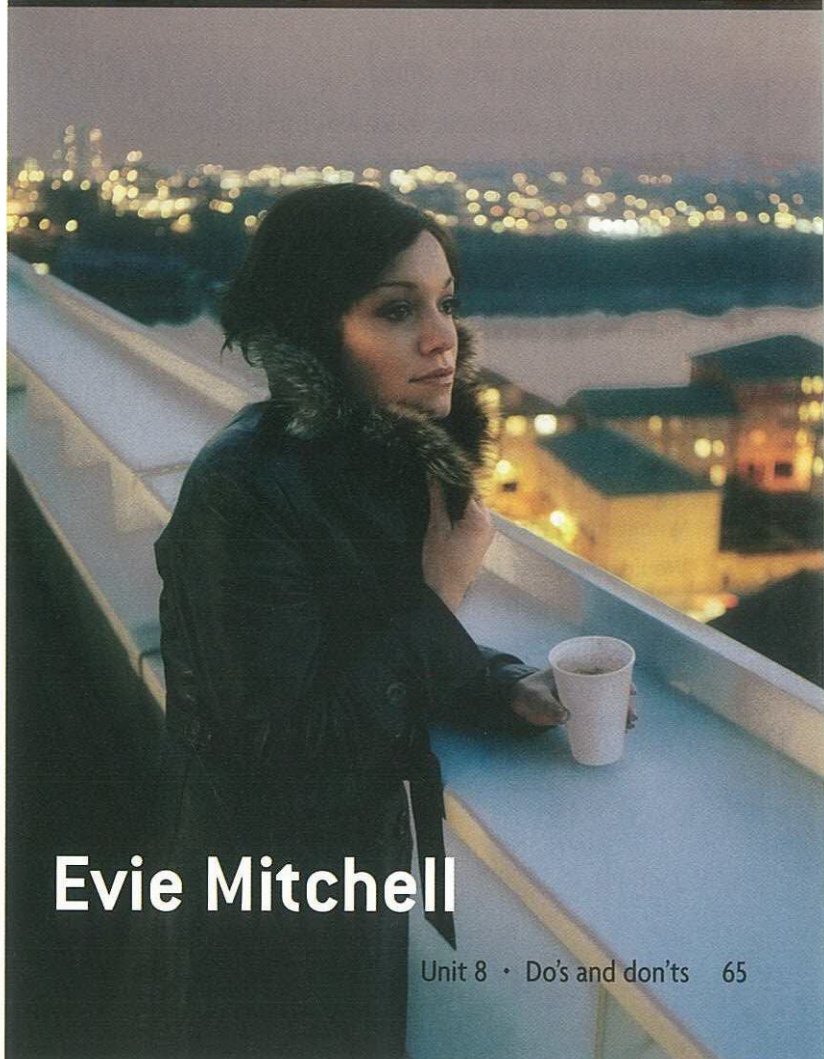
I'm fine. Living in London is great.  
You shouldn't worry.

But ...

▶▶ **WRITING** Letters and emails *p110*



Ian Mitchell



Evie Mitchell

## READING AND SPEAKING

### Jobs for the boys ... and girls

#### 1 Discuss these questions.

- 1 Which of these jobs are traditionally done by men, and which by women? Which are done by both?

nurse	builder	teacher	plumber	soldier
computer programmer	secretary	chef	gardener	
painter	firefighter	detective	nanny	

- 2 Do you believe *all* the jobs in exercise 1 can be done equally well by both sexes? If not, why not?
- 3 In Britain, the Equal Opportunities Commission (EOC) fights sexism, racism, and prejudice in the workplace. What does this mean?

#### 2 Read the first part of the newspaper article on this page. Answer the questions.

- 1 What was the EOC report called? What does this mean?
- 2 What does the report say schools and employers are still doing?
- 3 What school subjects do you think are 'traditional for their gender'? Give examples.
- 4 What examples does the EOC give of jobs which are 'traditional for their gender'?

#### 3 Work in two groups.

**Group A** Read about Jenny.

**Group B** Read about Alex.

#### 4 Answer the questions about your person.

- 1 What did she/he study?
- 2 What is she/he doing now? Why?
- 3 Who has she/he had problems with? Why?
- 4 Does she/he like the career she/he finally chose?
- 5 What advice does she/he give to other people who want to do the same thing?

Compare your answers with a partner from the other group.

#### What do you think?

- Who has had the more difficult time? Jenny or Alex?
- Would you like to do what they did?
- Is it more difficult for women to do men's jobs or men to do women's jobs?
- Is this a problem in your country? Why?/Why not? Can you give any examples?

# Jobs for the boys ... and girls

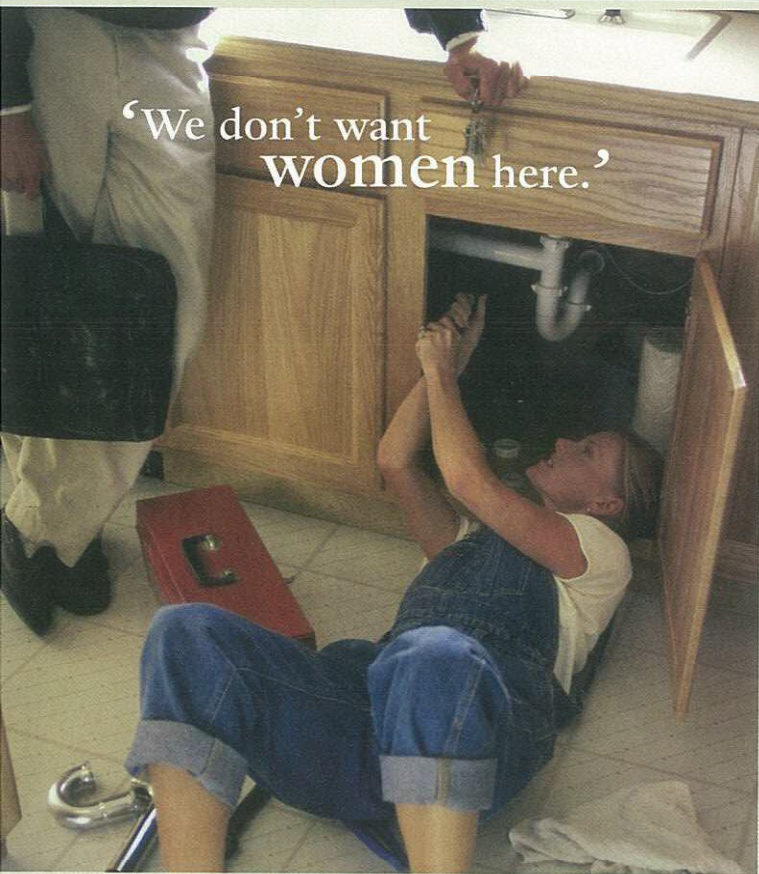
Can you imagine ringing for a plumber and a woman arriving at the door? Or paying a man to look after your children? Does this seem unusual?

**Sally Rice, social affairs correspondent, investigates.**

A recent report by the Equal Opportunities Commission, called 'Free to Choose', says that schools and employers are still recommending some careers only for boys and others only for girls. The government has to take action on this, says the EOC.

At school, boys and girls continue to study subjects that are traditional for their gender, and they continue to get poor careers advice. Employers for some jobs still choose young people because of their gender, not their ability.

For example, less than 3% of men work in childcare in Britain, and only 1% of women work in building, engineering, and plumbing. So what's it like for someone to cross the gender gap at work?



‘We don’t want women here.’

## Jenny Boland – plumber

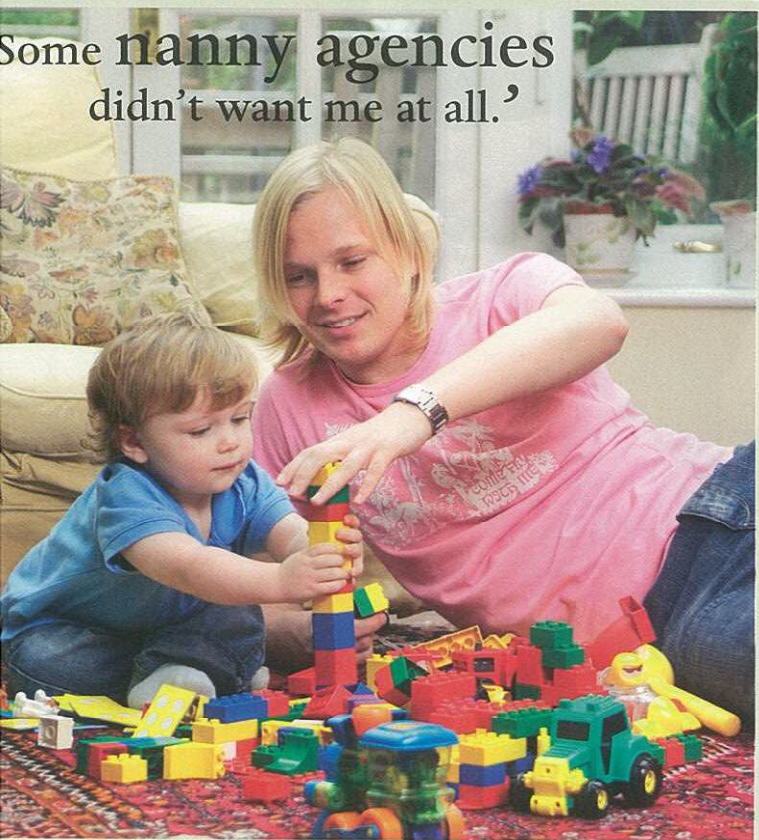
Jenny, a plumber from Harrow, says she has to fight sexism and prejudice every day in her job.

A few years ago, while Jenny was studying psychology at college, she had a problem in her bathroom and had to call a plumber. ‘I watched the plumber while he was working, and I was fascinated. I wanted to learn how to do it.’ But she has had a lot of problems with male plumbers from the very beginning.

Jenny says, ‘Some of them have been really horrible. It’s been so difficult to change their negative opinion of me. They are so sure that I can’t do plumbing just because I’m female. One employer told me, “This is a job for big strong men. We don’t want women here.”’

But what do the customers think? ‘Oh, the customers have been great!’ she says. ‘A lot of them actually prefer a female plumber!’ Jenny loves her job. ‘I get so much satisfaction from plumbing. I just love fixing things!’

What is her advice to other women who want to try non-traditional careers? ‘You should definitely try it, but you have to be tough,’ she says.



Some nanny agencies didn’t want me at all.’

## Alex Karlsson – nanny

Alex was an engineering student in Sweden until three years ago. But he found it boring and decided to change careers.

He has always loved children, and now he is a qualified male nanny (or ‘manny’!) to 18-month-old Jack. But he has had some problems. ‘There is prejudice. A lot of people don’t think that a man can look after a child as well as a woman. Some nanny agencies didn’t want me at all,’ he said. ‘Some parents didn’t want a man looking after their children. I had to wait nearly a year for my first job.’

But does he like his new career? ‘I love it!’ says Alex. ‘Jack was 10 weeks old when I started looking after him. I don’t think it’s strange to feed him and change his nappy – it’s my profession. It’s wonderful to be part of his development. I love playing with him, and teaching him things as well.’

What is his advice for other men who want to work in childcare. ‘You should go for it!’ he says. ‘Ignore the prejudice. Just show them you can do it!’

# VOCABULARY AND PRONUNCIATION

## Words that go together – applying for a job

1 Verbs often go together with certain words and phrases.

*apply for a job*

*give somebody advice*

*go for an interview*

Work with a partner. Match the verbs in **A** with the phrases in **B**. Sometimes more than one answer is possible.

2 **T 8.6** Alex has applied for the job of nanny to baby Jack. Jack's mother, Rachel, is interviewing him. Listen and answer the questions.

- 1 Why did Alex choose a career as a nanny?
- 2 How long did he have to train?
- 3 How many boys were on his course?
- 4 What did he learn on the course?
- 5 What does Rachel want Alex to do before she offers him the job?
- 6 What question does Alex ask?

3 Listen again. Use the phrases from **A** and **B** in exercise 1 to talk about Alex with your partner.

*Rachel is interviewing Alex for the job of ... Alex was studying ...*

### Compound nouns

4 Two nouns can go together to make a new noun.

*child + care = childcare*

#### Music of English – word stress

**T 8.7** Listen and mark the stress. Is it on the first or second word?

*childcare job interview training course*

Listen again and repeat.

5 Match the nouns from **A** with nouns from **B** to make compound nouns. They are all from this unit.

A		B	
hair	flight	message	journey
country	house	page	attendant
text	train	wife	side
problem	fire	fighter	dresser

**T 8.8** Read them aloud with your partner. Listen, check, and repeat.

6 Choose a compound noun and give a definition to the class. Can they guess the word(s)?

This is what you have to have before you get a job.

That's right.

A job interview.

A	B
interview	hard
study	engineering
earn	somebody for a job
take care of	a lot of training
do	career
change	children
work	time with someone
spend	a lot of money
get on	together/with somebody



# EVERYDAY ENGLISH

## At the doctor's

1 Match these illnesses with the pictures.

- |                |                      |
|----------------|----------------------|
| a sore throat  | diarrhoea /daɪə'riə/ |
| a cold         | 'flu                 |
| food poisoning | a twisted ankle      |



2 Read the symptoms and complete the illnesses.

Symptoms	Illnesses
1 I can't stop sneezing and blowing my nose.	I've got _____.
2 I keep being sick, and I've got diarrhoea.	I've got _____.
3 It hurts when I walk.	I've _____.
4 I've got stomach-ache and I keep going to the toilet.	I've got _____.
5 My glands are swollen, and it hurts when I swallow.	I've got _____.
6 I've got a temperature, my whole body aches, and I feel awful.	I've got _____.



**T 8.9** Listen and practise saying the symptoms and illnesses in pairs.

3 **T 8.10** You will hear a conversation between Manuel, a student from Chile, and a doctor. Answer the questions.

- 1 What are Manuel's symptoms?
- 2 What is the doctor's diagnosis?
- 3 What advice does she give him?
- 4 What does she prescribe?



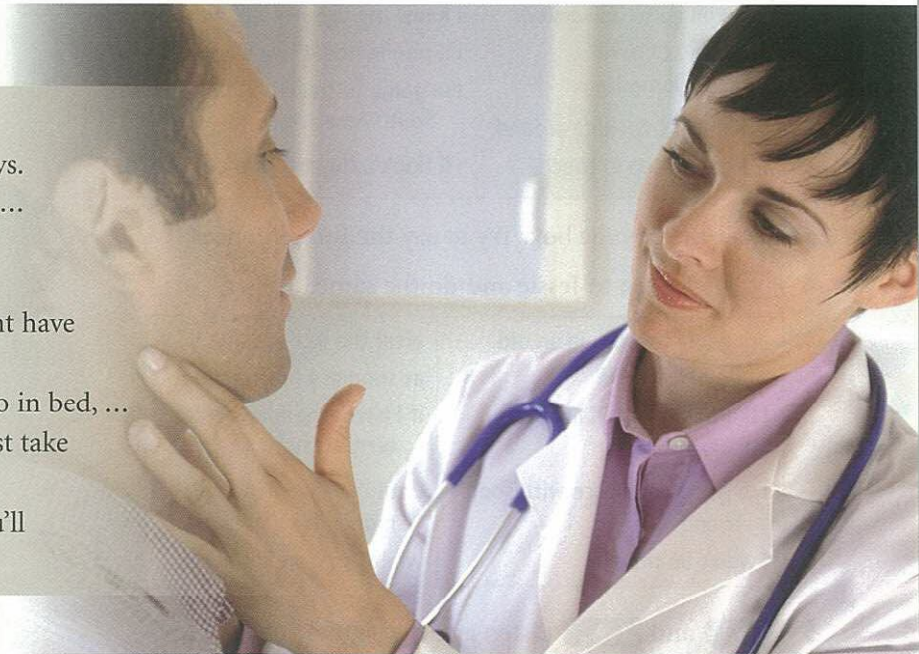
4 **T 8.10** Listen again and complete the lines of conversation with the exact words you hear.

- 1 What \_\_\_\_\_ the matter?
- 2 I haven't \_\_\_\_\_ for a few days.
- 3 I've got \_\_\_\_\_ temperature, ...
- 4 I've \_\_\_\_\_ a few times.
- 5 Let me \_\_\_\_\_ at you.
- 6 Have you \_\_\_\_\_ which might have disagreed with you?
- 7 Well, you \_\_\_\_\_ a day or two in bed, ...
- 8 Drink \_\_\_\_\_ liquids, and just take \_\_\_\_\_ for a while.
- 9 Seeing me is \_\_\_\_\_, but you'll \_\_\_\_\_ for the prescription.

Compare answers with a partner.

5 Look at the tapescript on p123. Practise the conversation with a partner.

6 Make similar conversations with other symptoms.





# 9 Going places

Time clauses • *if* • Hot verbs *make/do/take/get* • Directions

## STARTER

Make sentences about you using the phrases in the box. Tell the class.

<i>If the weather is nice this weekend,</i>	<i>I think I'll ...</i>
<i>If the weather isn't nice this weekend,</i>	<i>I'll probably ...</i>
<i>When I get home tonight,</i>	<i>I'm going to ...</i>

## A GAP YEAR

### Time and conditional clauses

1 James and Jessie, both 18, are going to have a 'gap year' before they go to university. Look at the photos. What are their plans?

2 **T 9.1** Listen to James. Match the sentence halves.

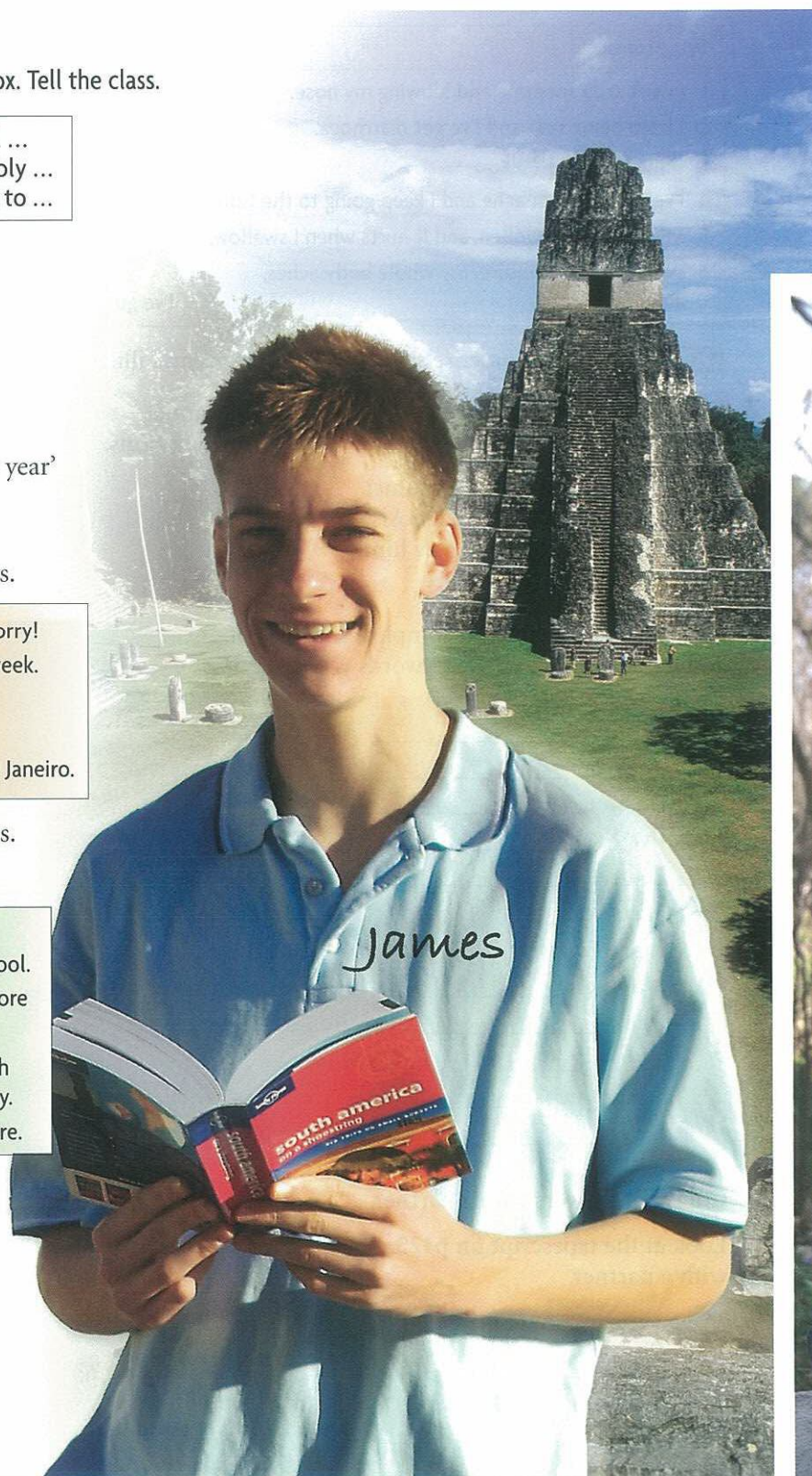
Before I go to university,	I know my parents will worry!
As soon as I have enough money,	I'll phone home twice a week.
When I'm travelling around,	I'm going to travel round South America.
If I don't keep in touch,	I'll book a flight to Rio de Janeiro.

3 Cover the **orange** box. Try to say the full sentences.

4 **T 9.2** Listen to Jessie and do the same.

I'm going to work in an old people's home	<b>after</b> the job ends.
I'll also live in the home	as soon as I finish school.
I'll work	if I have a holiday before term starts!
I'm going to Greece with some friends	until I've saved enough money for a holiday.
I won't be tired	while I'm working there.

5 **T 9.1** and **T 9.2** Listen again to James and Jessie and check.



## GRAMMAR SPOT

1 Underline the words that introduce the clauses in the **green** boxes.

*Before I go to university  
after the job ends*

2 Which tenses are the verbs in the **green** boxes? Do they refer to the present or the future?

3 What are the different future forms in the **orange** boxes?

4 What's the difference between the sentences? Which is sure? Which is possible?

*When I go travelling, I'll send you lots of postcards.*

*If I go travelling, I'll send you lots of postcards.*

▶▶ Grammar Reference 9.1–9.3 p138

## PRACTICE

### What if ... ?

1 Look at these hopes for the future. Make sentences using *If ... , I'll ...*

*If I don't go out so much, I'll do more work.  
If I do more work, I'll ...*

**If ...**

I don't go out so much

↓  
do more work

↓  
pass my exams

↓  
go to university

↓  
study medicine

↓  
become a doctor

↓  
save people's lives

**If ...**

I spend less on new clothes

↓  
have more money

↓  
save some every week

↓  
be rich when I'm thirty

↓  
start my own business

↓  
make a lot of money

↓  
retire when I'm fifty

### What will you do if ... ?

2 Work with a partner. One of you is going on safari to Africa. The other sees lots of problems. Use the ideas below to help you.

*I'm going on safari to Africa.*

*Oh dear, what will you do if you get chased by wild animals?*

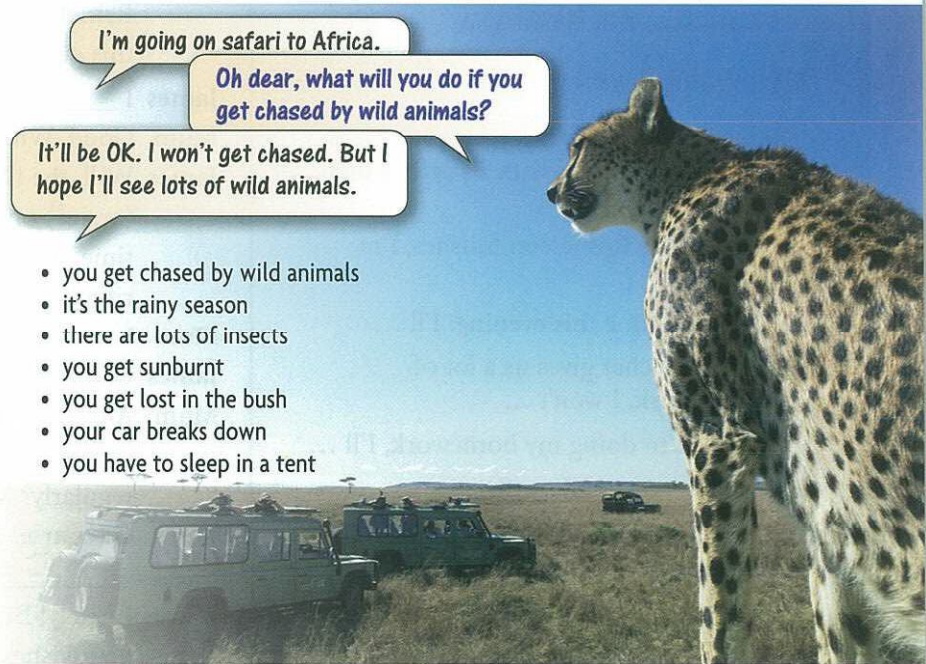
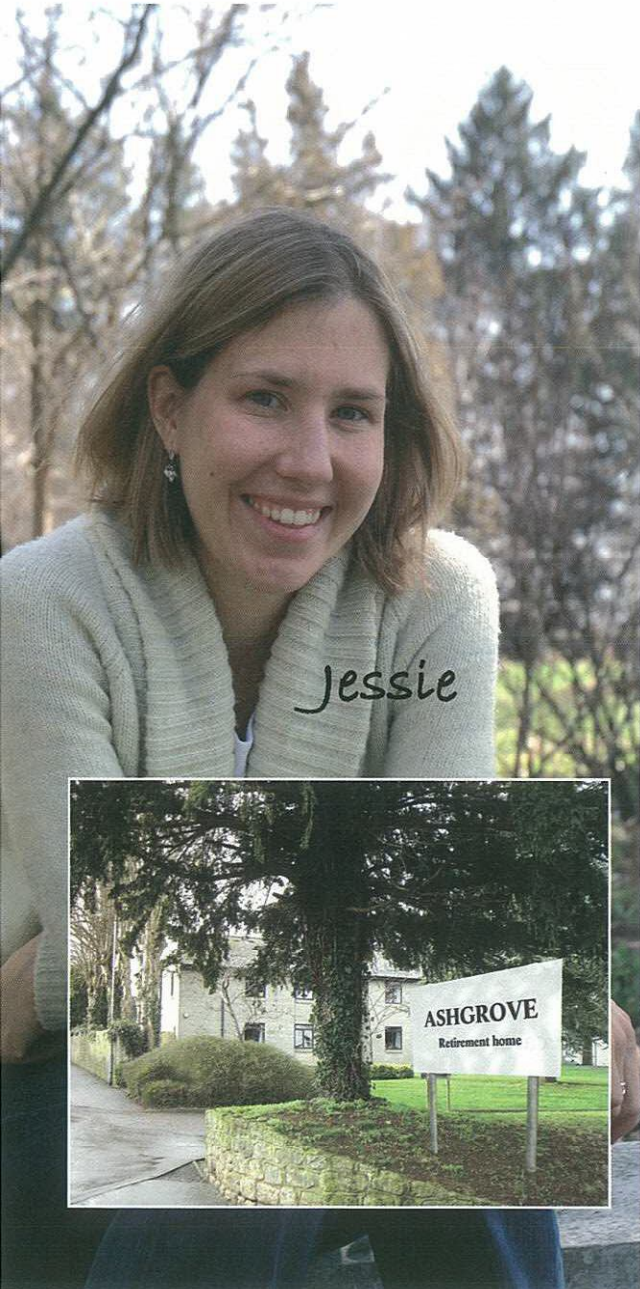
*It'll be OK. I won't get chased. But I hope I'll see lots of wild animals.*

- you get chased by wild animals
- it's the rainy season
- there are lots of insects
- you get sunburnt
- you get lost in the bush
- your car breaks down
- you have to sleep in a tent

**T 9.3** Listen and compare. Look at the tapescript on p123 and practise the conversation with a partner.

3 Make a similar conversation about one of these topics.

learning to snowboard    going mountain climbing  
giving up your job to travel the world    joining the army



## Discussing grammar

- 4 Complete the sentences with *when, if, before, as soon as, or until*. Sometimes more than one answer is possible. Compare answers with a partner.
- I'll have a bath \_\_\_\_\_ I go to bed.
  - I'm coming to London tomorrow. I'll ring you \_\_\_\_\_ I arrive.
  - We're planning a barbecue \_\_\_\_\_ it's nice at the weekend.
  - Wait here \_\_\_\_\_ I get back.
  - \_\_\_\_\_ you have any problems, just ask for help.
  - I'm going to give up this job \_\_\_\_\_ I find a better one.
  - I'm only going to do this job \_\_\_\_\_ I find a better one.
  - I want to get home \_\_\_\_\_ it gets dark.
  - I'm going to study English \_\_\_\_\_ I'm completely fluent.
  - Don't forget to give me your address \_\_\_\_\_ you leave.

## Talking about you

- 5 Complete the sentences with your ideas. Compare your ideas with a partner then the class.
- As soon as this lesson finishes, I'm going to ...
  - If I have time this evening, I'll ...
  - If our teacher gives us a lot of homework, I won't ...
  - While I'm doing my homework, I'll ...
  - I won't go to bed until ...
  - If I have a holiday this summer, I'll probably ...
  - When my English is fluent, I'm going to ...
  - As soon as I'm earning a good salary, I'll ...
  - Before I get old, I'm going to ...
  - When I'm old, I won't ...

## When I get to Rio ...

- 6 James (from p70) is leaving for Rio de Janeiro. He's saying goodbye to his mum. Put the verbs in brackets in the correct tense. Put *if, when, while, or as soon as* into each box.



- Mum** Bye, my darling. Have a good flight to Rio. Remember, we're expecting (expect) a phone call from you this evening when you get there!
- James** I \_\_\_\_\_ (ring) you \_\_\_\_\_ I arrive at Diego's house.
- Mum** Good. What time will you get there?
- James** Well, the flight takes 12 hours. \_\_\_\_\_ the plane \_\_\_\_\_ (arrive) on time, I \_\_\_\_\_ (be) there about 11.30 – Rio time, of course. \_\_\_\_\_ you \_\_\_\_\_ (be) asleep when I ring, I \_\_\_\_\_ (leave) a message on the answerphone.
- Mum** I won't be asleep!
- James** OK! OK! Don't worry, Mum. I'll be fine.
- Mum** All right. But \_\_\_\_\_ you \_\_\_\_\_ (travel) around the country, \_\_\_\_\_ you \_\_\_\_\_ (remember) to call us regularly? Make sure you phone twice a week.
- James** Of course! And I \_\_\_\_\_ (phone) you \_\_\_\_\_ I \_\_\_\_\_ (run out of) money!
- Mum** Cheeky! But you must look after yourself, darling. Give my best wishes to Diego's parents, and don't forget to give them this present \_\_\_\_\_ you \_\_\_\_\_ (get) to their house.
- James** Don't worry. I won't. Oh, they \_\_\_\_\_ (call) my flight! Love you, Mum. Bye!
- Mum** Love you, James. Take care!

**T 9.4** Listen and check. Practise the conversation with a partner.

## VOCABULARY AND SPEAKING

### Hot verbs – *make, do, take, and get*

The verbs *make, do, take, and get* are very common in English. Read these examples from exercise 6 on p72.

What time will you **get there**?

... the flight **takes 12 hours**.

**Make sure** you phone twice a week.

**Take care!**

### *make and do*

1 Add the words and phrases to the correct columns.

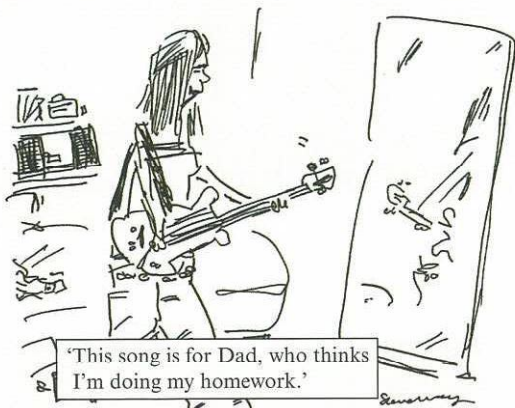
friends    the washing-up    up your mind    a course  
me a favour    my best    a fortune    a noise

MAKE	DO
friends	

2 Complete the sentences with a phrase and *make* or *do* in the correct form.

- I \_\_\_\_\_ last night. It's your turn tonight.
- Please tell the children not to \_\_\_\_\_. I'm trying to work.
- I \_\_\_\_\_, but I still failed the exam.
- I don't know if I want the chicken or the fish. I just can't \_\_\_\_\_.
- My sister's very popular. She \_\_\_\_\_ very easily.
- Could you \_\_\_\_\_ and give me a lift to the station? Thanks.
- My grandfather \_\_\_\_\_ in business. He's a rich man.
- I'm going to \_\_\_\_\_ in Spanish before I go to Spain.

**T 9.5** Listen and check.



### *take and get*

3 Add the words and phrases to the correct columns.

a photo    a cold    angry    a long time    care    better  
two tablets a day    on well with someone    ready

TAKE	GET
a photo	

4 Complete the sentences with a phrase and *take* or *get* in the correct form.

- Everybody smile! I want to \_\_\_\_\_ of you all.
- I know my bedroom's a mess, but don't \_\_\_\_\_. I'll tidy it soon.
- Bye-bye! See you soon. \_\_\_\_\_ of yourself.
- Atishoo! Oh dear. I think I'm \_\_\_\_\_.
- The doctor told me to \_\_\_\_\_ until I \_\_\_\_\_.
- I like Ingrid very much. I \_\_\_\_\_ with her.
- It \_\_\_\_\_ to become really fluent in a foreign language.
- If you don't hurry up and \_\_\_\_\_, we'll be late for the party.

**T 9.6** Listen and check.

### Talking about you

5 Complete the questions with the correct form of *make, do, take, and get*.

- How long does it \_\_\_\_\_ you to \_\_\_\_\_ ready in the morning?
- What time did you \_\_\_\_\_ to school today?
- Do you always \_\_\_\_\_ your homework?
- Do you sometimes \_\_\_\_\_ mistakes in English?
- When did you last \_\_\_\_\_ angry?
- Who usually \_\_\_\_\_ the washing-up in your family?
- Did you \_\_\_\_\_ many photos on your last holiday?
- Do you know anyone who has \_\_\_\_\_ a lot of money?
- Is your English \_\_\_\_\_ better?
- Would you like to \_\_\_\_\_ a course in another language?

**T 9.7** Listen and check. Ask and answer the questions with a partner. Give true answers.

## READING AND SPEAKING

### Travel addicts

- 1 Write down three reasons why people travel abroad. Compare ideas with the class. Do you think travelling can become addictive?
- 2 Read the title and the introduction to the article. When do people usually have gap years? Why do you think it's hard to come home after a year away?
- 3 Read the article. Put these lines in the right space *a-d*.
  - 1 until we find a way to escape
  - 2 As soon as I have enough, I'll be off on my next trip round the world
  - 3 If I see just one travel brochure,
  - 4 And when I've finished that, I'll start Portuguese
- 4 Work with a partner. Read about Ben and his friends. Underline the mistakes in the summaries. Correct them.

#### BEN

Ben returned from his travels just three months ago and now he wants to go travelling again. He spent two years travelling with his girlfriend, Jane. They visited 31 countries, including Australia, Fiji and Vietnam and got married on a beach in Thailand. It was the best time of their lives but now they are happy to settle down back home.

#### SANDIE and IAN

Ben met Sandie and her boyfriend, Ian, when he was in Sydney. They are hoping to marry next year and spend a year travelling again on their honeymoon. They both have stressful jobs as lawyers but they enjoy their work.

#### REBECCA

Ben met Rebecca when she was working for a computer company in Australia. Now she's back home and looking for work. She's enjoying telling all her friends and family about her time abroad.

### What do you think?

- Why do people become travel addicts? Do you think they are looking for something or running away from something?
- Why are travellers' friends and family often not interested in their experiences?

### Discussion

- 1 Make a list of five places in the world you'd like to go to. Say why.
- 2 In groups compare your lists. Discuss as a class which are the most popular places.



# TRAVEL ADDICTS

**'Gap years are not just for young people. But before you give up your job, remember that coming home is the hardest part,' says travel addict Ben Williams.**

**My name is Ben.** I am 32 years old and I am a travel addict. I've been back home now for almost six months, but I know that I will always be an addict. (a)\_\_\_\_\_ I know I will want to go away again.

Two years ago I was on an island in Fiji, at the start of a year-long break that took me and my girlfriend, Jane, to 14 countries. We watched fireworks over the Sydney Opera House at New Year, saw the sun rise over the temples of Angkor Wat in Cambodia, and spent my 31st birthday on a Thai beach.

It was without doubt the best year of our lives. No work, no boss, no worries. No grey skies of Britain, just carefree months going into the distance. True, there wasn't much money, but it didn't matter.

We loved having the freedom to go where we wanted, when we wanted. If we liked a place, we stayed. If not, we just got the next bus out. We only had one worry in the world. We knew we had to return to Britain.

**'We loved having the freedom but coming back was awful.'**

Coming back was awful. We had huge debts, and we had to find work. The routine of getting up, going to work, going home, eating, sleeping, and getting up again is just about killing me. I'm finding it difficult to do what other people tell me to do.

Before I went travelling, I worried about earning more money, buying a bigger car, a house, etc. Now that I'm back, I don't care about those things any more. I'm living like a student again, and saving all my money. (b)\_\_\_\_\_.

## **Sandie & Ian's story ...**

While I was travelling, I met other people like me. Sandie, 28 and Ian, 33, got married and spent a year travelling on their honeymoon. We met on a beach in Thailand. They were both IT consultants with stressful jobs. Now that they are home, they are making big changes to their lives. 'Work just isn't so important anymore,' says Sandie. 'But I suppose we'll have to stay in these jobs (c)\_\_\_\_\_.'

## **Rebecca's story ...**

I met Rebecca, 26, in Australia during her round-the-world trip. Now she's back home, and she's also having trouble readjusting to life. 'It's terrible,' she says. 'During the first couple of weeks back at work, I couldn't sit at my computer. Nobody understands. My parents and friends just aren't interested in my experiences. I don't know why. It was such an important time in my life. I keep looking at my photos, so that I won't forget.'

For me too, I wonder if life back home will ever feel normal again. Next week I'm starting an evening course to learn Spanish. (d)\_\_\_\_\_. They'll be very useful languages in South America!

# LISTENING AND SPEAKING

## Going nowhere

1 Do you know anybody that *doesn't* like travelling abroad? Who? Why? In groups write a list of reasons why people don't want to travel.

*Some people are afraid of flying.*

*People who have pets don't want to leave them.*

2 Look at the photos. Why do you think these people don't want to travel?

**T 9.8** Listen to a radio programme about them called *People and Places*. Answer the questions.

1 Were any of their reasons on your list?

2 What main reason does each person give?

3 Who gives these reasons? Write **R** (Roger), **A** (Annabel), or **J-C** (Jean-Claude).

Tourism is destroying our planet.

Going away is too much trouble. It's not worth it.

I would be hungry all the time.

You can see everything on TV these days.

I don't like being a tourist.

When you get home you have a mountain of mail.

My country can give me everything.

Travelling by plane is bad for the environment.

I love Europe for its history and traditions.

**T 9.8** Listen again and check.

4 Answer the questions.

1 Which places abroad have they been to? When and why? What did they think of them?

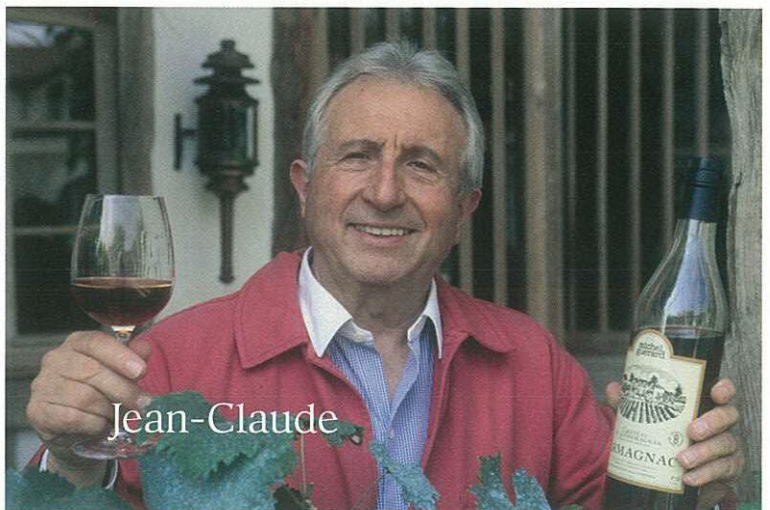
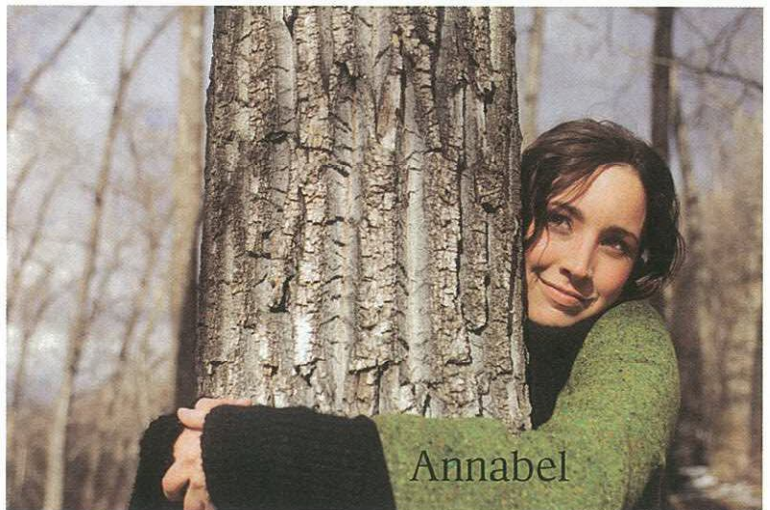
2 What do their partners think about their unwillingness to travel?

### What do you think?

Discuss the questions.

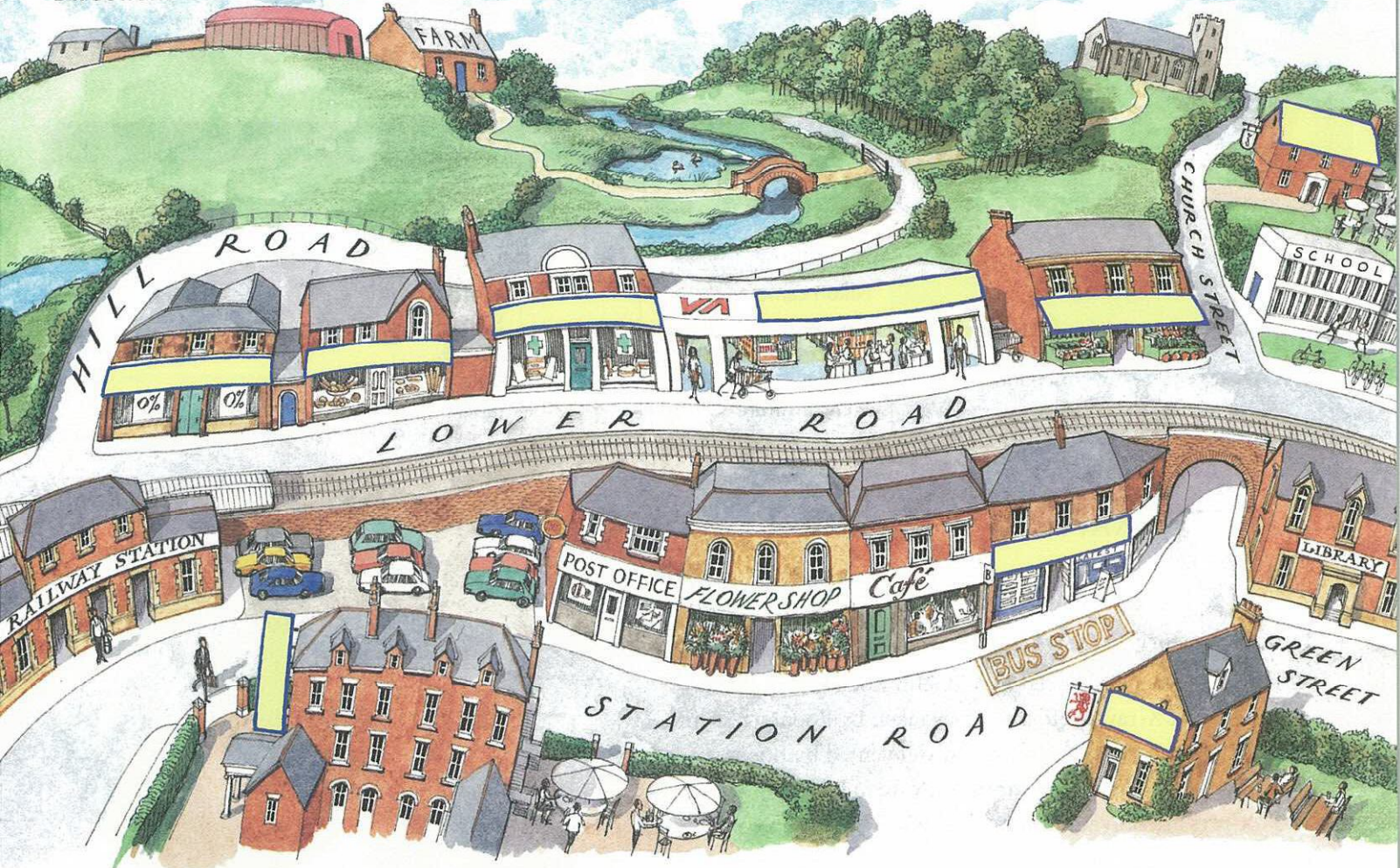
- What are the tourist destinations in your country?
- Are they being ruined by too many visitors?
- Think of a place that is very popular in the world, but which you have no desire to visit. Why don't you want to go there?

▶▶ **WRITING** Discussing pros and cons **p112**



# EVERYDAY ENGLISH

## Directions



1 Look at the map of the small town of Modbury and find these things:

- a farm
- a wood
- a pond
- a bridge
- a path
- a hill
- a river
- a gate

2 Read the descriptions and add the places to the map.

- 1 The hotel is **opposite** the car park.
- 2 The bank is **on the corner** of Lower Road and Hill Road. It is **next to** the baker's.
- 3 The supermarket is **between** the chemist's and the greengrocer's.
- 4 There is a bus stop **in front of** the newsagent's in Station Road.
- 5 There are two pubs. The Red Lion is in Station Road, **opposite** the newsagent's **near** the railway bridge, and the Old Shepherd is in Church Street, **behind** the school.

3 **T 9.9** Listen and repeat the questions and answers. Pay attention to stress and intonation.

4 Ask and answer questions about other places on the map with your partner. Use the prepositions from exercise 2.

Excuse me, is there a supermarket near here?

Yes. It's in ..., between the ...

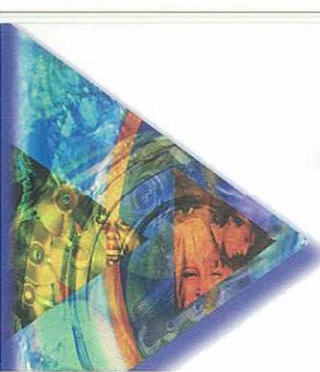
5 Find the farm and the church on the map. Complete the directions from the farm to the church with the prepositions in the box.

up	down	over	past	through (x2)
out of	into	across	along	

You go \_\_\_\_\_ the hill, and walk \_\_\_\_\_ the path, \_\_\_\_\_ the pond, \_\_\_\_\_ the bridge, and \_\_\_\_\_ the gate. Then you go \_\_\_\_\_ the road and take the path \_\_\_\_\_ the wood. When you come \_\_\_\_\_ the wood, you walk \_\_\_\_\_ the path and \_\_\_\_\_ the church. It takes ten minutes.

**T 9.10** Listen and check.

6 Give your partner directions to get to your house from your school.



# 10 Things that changed the world

Passives • Verbs and nouns that go together • Telephoning



## STARTER

- 1 Make true sentences from the chart.
- 2 What is made in your country?

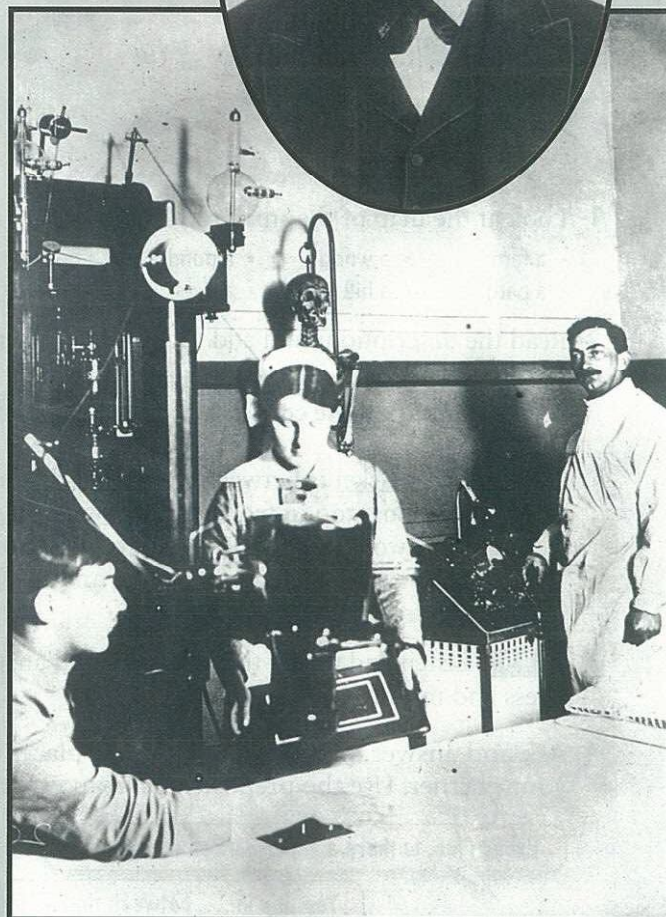
Nikon cameras	is are	made in	Scotland.
Champagne			Sweden.
Ferrari cars			France.
Whisky			Italy.
IKEA furniture			Japan.

## A PHOTOGRAPH THAT CHANGED THE WORLD

### Passives

- 1 Read the story of X-rays on p79. Are these sentences true (✓) or false (X)?

- 1 X-rays were discovered by Wilhelm Roentgen in 1986.
- 2 The first X-ray photograph was taken by Roentgen's wife.
- 3 The first X-ray machine was also invented by Roentgen.
- 4 It is called 'the window into the human body'.
- 5 X-rays are only used in medicine.



## GRAMMAR SPOT

- 1 Nearly all the verb forms in the text are in the passive. The passive is formed with the verb **to be** and the **past participle**.

*X-ray machines **are used** every day.*

*The first X-ray machine **was built** in 1896.*

- 2 Read the text again. Write the passive verb forms in the chart.

Present Simple	Past Simple	Present Perfect	will Future
<i>are seen</i>			

- 3 What is the main interest of sentences **a** and **b**? X-rays or Wilhelm Roentgen? Which sentence is active? Which is passive?

**a** *Wilhelm Roentgen discovered X-rays.*

**b** *X-rays were discovered by Wilhelm Roentgen.*

When we are more interested in the object of the active sentence, we use the passive.

▶▶ Grammar Reference 10.1 p139

# A photograph that changed the world

This is the first X-ray photograph. It was taken by a German scientist, Wilhelm Konrad Roentgen, in 1896. It is his wife's hand. The bones in her hand (and also her wedding ring!) are clearly seen in the photo.

X-rays were discovered by accident, while Roentgen was experimenting with electricity. Soon after, he built the first X-ray machine. Immediately, hospital operations were made much safer. For the first time, doctors could see inside people's bodies before they cut them open! In 1901, Roentgen was awarded the very first Nobel Prize in Physics. His invention is still used every day by doctors and dentists, and is called 'the window into the human body'.

Since the introduction of computer imaging in the 1970s, X-ray machines have been used for other things, too. At airports, many criminals have been caught with illegal items in their luggage. Also, lost works of art have been discovered underneath other paintings. In factories, many faults in new products are found every day, using X-rays. There is no doubt that new uses for X-rays will be developed in the future.



## Active and passive

2 Complete the sentences with an active or passive form.

	Active	Passive
1	They make Rolls Royce cars in Britain.	Rolls Royce cars <b>are made</b> in Britain.
2	Over 5 million people _____ the Eiffel Tower every year.	The Eiffel Tower is visited by over 5 million people every year.
3	Alexander Graham Bell invented the telephone in 1876.	The telephone _____ by Alexander Graham Bell in 1876.
4	Thieves _____ 'The Scream' by Edvard Munch in 2004.	'The Scream' by Edvard Munch was stolen in 2004.
5	They have sold a Van Gogh painting for \$82 million.	A Van Gogh painting _____ for \$82 million.
6	More than 2,000 people _____ Mount Everest.	Mount Everest has been climbed by more than 2,000 people.
7	BMW will produce 200,000 Mini cars next year.	200,000 Mini cars _____ by BMW next year.
8	_____ Leonardo da Vinci _____ the helicopter?	Was the helicopter invented by Leonardo da Vinci?
9	Bell didn't invent television.	Television _____ by Bell.

## PRACTICE

### Active and passive

- 1 What is paper made of? Who invented it? Read *The history of paper* and check your ideas.
- 2 Read the text again. Put the verbs in brackets in the correct tense, active or passive.

**T 10.1** Listen and check.

### Questions and answers

- 3 Match the question words and answers.

When? (x2)	Ts'ai Lun.
Where? (x2)	About 300 kg.
Who / by?	In Spain.
How long?	In AD 105.
How much?	Since the 18th century.
	In China.
	In the 10th century.

- 4 Write the questions, using the passive. Ask and answer them with a partner.

When was paper invented?

In AD 105.

**T 10.2** Listen and check.

- 5 Correct these sentences.

- 1 Paper is only used to make newspapers and books.  
No, it **isn't**. It's used to make **hundreds of everyday things**.
- 2 All clothes are made out of paper.  
No, they **aren't**. Only **some** ...
- 3 Before paper, people wrote on trees.
- 4 Paper was invented by a Chinese scientist.
- 5 The Chinese gave their invention to the world immediately.
- 6 They made paper out of wood.
- 7 The first paper mill in Europe was built in France.
- 8 Paper has been made out of cloth since the 18th century.

**T 10.3** Listen and check.

### Check it

- 6 Underline the correct word or words in each sentence.
  - 1 Where *was / were* these shoes made?
  - 2 I was given this watch *by / from* my uncle.
  - 3 Someone *has stolen / has been stolen* my bag!
  - 4 The newsagent *sells / is sold* stamps.
  - 5 British policemen *don't carry / aren't carried* guns.
  - 6 All the beer was *drank / drunk* by nine o'clock.
  - 7 Have all the sandwiches *eaten / been eaten*?



## The history of paper

Today, paper (1) \_\_\_\_\_ (use) for hundreds of everyday things – books and newspapers, of course, but also money, stamps, cups, bags, and even some clothes.

Long ago, before paper, people (2) \_\_\_\_\_ (write) on animal skins, bones and stones. Then in 2700 BC, the Egyptians (3) \_\_\_\_\_ (start) to make papyrus, which was similar to paper. But the first real paper (4) \_\_\_\_\_ (invent) in AD 105 by a Chinese government official, Ts'ai Lun. It (5) \_\_\_\_\_ (make) from a mixture of plants and cloth. The Chinese (6) \_\_\_\_\_ (keep) their invention secret for centuries.

Finally, in the 10th century, paper (7) \_\_\_\_\_ (bring) to Europe by the Arabs. The first European paper mill (8) \_\_\_\_\_ (build) in Spain in 1150. Since the 18th century, most paper (9) \_\_\_\_\_ (make) out of wood, because it is much stronger than cloth.

Nowadays, each person (10) \_\_\_\_\_ (use) about 300 kg of paper every year. That's a lot of paper!

# VOCABULARY AND SPEAKING

## Verbs and nouns that go together

1 Around each verb, *one* noun does *not* go with it. Which one?

<p>a cure    the truth</p> <p><b>discover</b></p> <p>gold    DNA    paper</p>	<p>cars    a discovery</p> <p><b>make</b></p> <p>homework    a phone call</p> <p>£1,000</p>
<p>hello    a story</p> <p><b>tell</b></p> <p>the truth    a joke</p> <p>a lie</p>	<p>advice    a present</p> <p><b>give</b></p> <p>information    a complaint</p> <p>a lift</p>
<p>the bus    weight</p> <p><b>lose</b></p> <p>money    the game</p> <p>the way</p>	<p>a watch    an umbrella</p> <p><b>carry</b></p> <p>a gun    passengers</p> <p>a briefcase</p>
<p>the peace    a diary</p> <p><b>keep</b></p> <p>a secret    a promise</p> <p>an idea</p>	<p>the family    the ball</p> <p><b>miss</b></p> <p>the bus    the way</p> <p>school</p>

2 Work with a partner. Choose a noun from each group, and write a sentence using the verb. Read your sentences to the class.

BMW cars are made in Germany.

An Airbus can carry 555 passengers.

3 There are eight nouns that do *not* go with the verbs in exercise 1. Complete the sentences with the correct verbs.

- Paper was invented by a Chinese government official in AD 105.
- I \_\_\_\_\_ my homework very quickly, then I went out.
- This is my father's watch. He \_\_\_\_\_ it every day until he died.
- \_\_\_\_\_ hello to your parents from me when you see them.
- Are you the manager? We'd like to \_\_\_\_\_ a complaint.
- I was late for work because I \_\_\_\_\_ the bus.
- I'm no good at reading maps so we completely \_\_\_\_\_ our way.
- I've just \_\_\_\_\_ a really good idea! Do you want to hear it?

### Talking about you

4 Answer these questions about yourself. Then ask and answer them with a partner.

- Do you always wear a watch?
- Are you good at telling jokes?
- What was the last present you gave? Who to?
- What was the last phone call you made? Who to? Why?
- Do you keep a diary?
- Have you or a friend ever made a complaint in a restaurant?
- Have you ever been homesick? Did you miss your family or your friends?
- What is the best advice you've ever been given?

**T 10.4** Listen and compare answers.



## READING AND SPEAKING

### A discovery and an invention that changed the world

- 1 Which of these are discoveries and which are inventions?
  - the telephone
  - television
  - the atom
  - radium
  - the Internet
  - the electric light
  - penicillin
  - DNA
  - *Google*
- 2 Work in groups. Add more discoveries and inventions to the list in exercise 1.  
Which things changed the world the most? Compare your ideas with other groups.
- 3 You are going to read texts about DNA and *Google*. The words in the box all appear in the texts. Which words go with each text? Use a dictionary to help you guess.

<b>nouns</b>	weblink disease	structure result	company search engine	cure cell
<b>verbs</b>	contain dream	borrow be related to	commit (a crime)	

- 4 Work in two groups.

**Group A** Read about DNA.

**Group B** Read about *Google*.

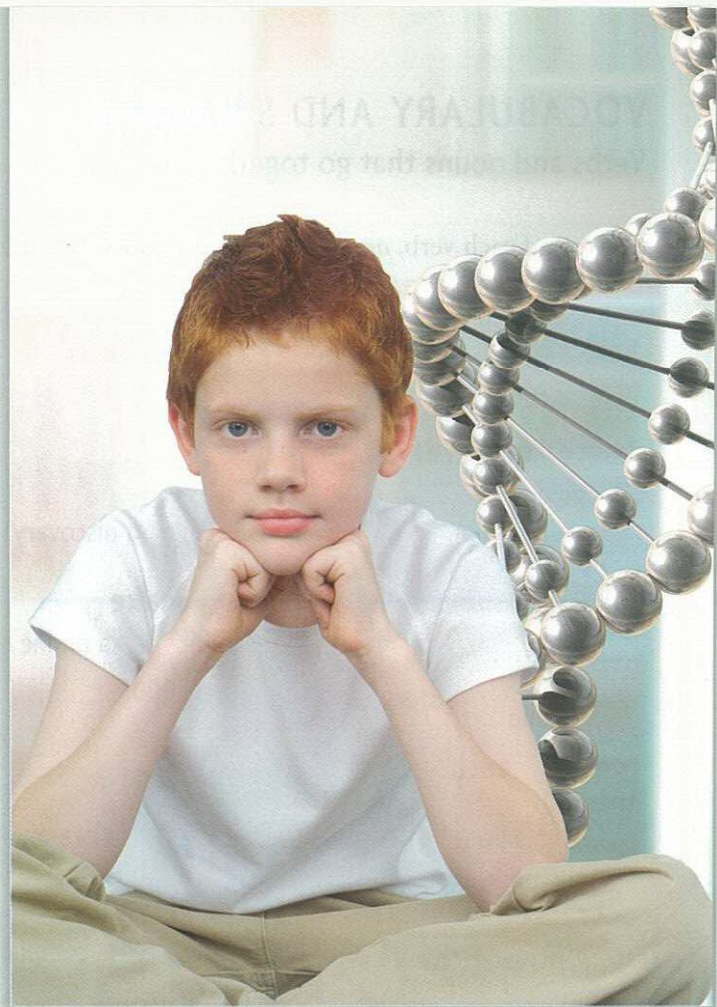
Which words from exercise 3 are in your text?

- 5 Answer the questions.
  - 1 Who made the discovery/invention?
  - 2 How long did it take to develop?
  - 3 Were there any problems in the beginning?
  - 4 What are important dates in its history?
  - 5 How useful is the discovery/invention now? Give an example.
  - 6 What could happen with it in the future?
- 6 Find a partner from the other group. Tell your partner about your discovery/invention, using your answers from exercise 5.

### What do you think?

- Have there been any stories in the news recently where DNA was involved? What about?
- What were the last three Internet searches you made? Which search engines do you use regularly? Have you ever used *Google*?

### ▶▶ WRITING A review p113



# The discovery of DNA

**D**id you know that a tiny piece of your hair gives us information about ... ?

- who you are related to
- which career you could be successful in
- any crimes you have committed
- what illnesses you could get
- how and when you could die

This is possible thanks to the information in DNA (or deoxyribonucleic acid). Your hair and every cell in your body contains your own unique DNA. It can tell you a lot about your family, health, and personality.

DNA was discovered by a German scientist, Friedrich Miescher, in 1869, but nobody realized its importance then. Other scientists thought that it was too simple to contain the map of how we are made! In 1953, a group of British scientists at Cambridge University finally discovered the structure of DNA and how it worked. They were given the Nobel Prize for Medicine in 1962.

Gradually, scientists learned to 'read' more and more of the information in DNA. In 1986, for the first time DNA testing was used by the police. Some DNA is usually left by a criminal at the place where the crime was committed. This can be matched with DNA from a suspect. The test shows if the suspect is guilty.

In 1990 the Human Genome Project was begun. Scientists wanted to make a map of the 3 billion chemical letters in human DNA. Over 1,000 scientists all over the world worked on the project, and it took 10 years. With this information, it is possible that a cure for many diseases will be found in the future. But it also brings with it many questions. Do we want to be able to choose what our babies will look like, or pick the best person for a job with DNA tests?



# The invention of Google

**H**ow many common English words were invented by Shakespeare?

How long did it take people to find the answer to this question 15 years ago? And now? You can *google* it and find the answer immediately!

Google is the most popular Internet search engine in the world. It was invented by two students, Larry Page and Sergey Brin. They met in 1995, when they were both studying computer science at Stanford University, USA. They were also both fans of the science fiction TV programme *Star Trek*, and they loved the spaceship computer. They dreamed of producing something that could also answer any question in seconds.



Internet search engines at the time were slow and gave many websites that weren't useful. In January 1996, Page and Brin decided to make a better and faster search engine. They thought the results should be based on the popularity of each website - the most popular ones have the highest number of 'weblinks' (links to other websites).

Nobody would give them money for their project, so they used their credit cards and bought as much computer memory as possible. They also borrowed money from family and friends. Then, in 1998, they were given a cheque for \$100,000, and they started their own company. Their first office was in a friend's garage! The company name Google comes from mathematics. A 'googol' is a very high number - 1 followed by a hundred zeros.

The Google search engine was soon used by thousands of people worldwide because it was fast, easy and accurate. By 2002 it was the biggest search engine on the Internet. Now, more questions have been answered by Google than any other Internet service, from sport to science, and from music to medicine. Google hopes that in the future all the world's information will be put on the Internet, so that everybody can find everything.

# LISTENING AND SPEAKING

## Things that really annoy me

- Write down on a piece of paper three things that really annoy you. Give the paper to your teacher.
- Look at the cartoons. What problems is the man having?
- T 10.5** Listen to two old men complaining about modern life. What problems do they have with ... ?

- automated answer phones
- domestic machines
- car radios
- choosing a computer
- computer printers
- last year's technology
- too much choice



How are their problems similar to the ones in the cartoons?

### What do you think?

- What complaints could people have about these things?

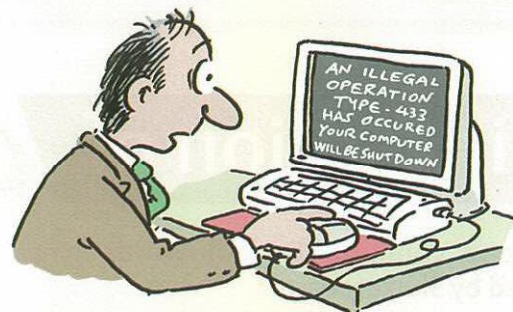
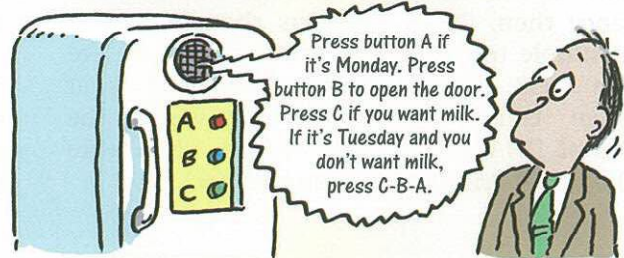
flat-pack furniture  
 people who use mobiles in public places  
 opening plastic packets  
 people who drop litter

- Here are some more things that annoy people. How old do you think the people are?
  - I want a mobile, but my mum says 'No'.
  - I've no idea how you turn this television on.
  - Me want sweeties NOW!
  - Young people don't say 'Please' and 'Thank you' any more.
  - I can never stay out late, even at weekends.
  - Families don't sit down and eat together these days.
  - I really want those trainers, but I'm broke – again!
- Your teacher will read out some of the things that annoy you. Can you guess who wrote them?

### Roleplay

In pairs, write a dialogue between two people complaining. You can choose how old they are. It could be you and your friend, two young children, your parents, or your grandparents ...

Act your dialogues out in class.



# EVERYDAY ENGLISH

## Telephoning

- 1 **T 10.6** Listen and practise saying the telephone numbers.

020 7927 4863      633488  
 01923 272 994      061 44 501 277  
 07971 800 261      07881 905 024


How were these numbers expressed?

0 00 55 99 33 88



- 2 **T 10.8** Listen to four phone conversations and decide ...

- who is speaking to who.
- what they are talking about.
- how well they know each other.

- 3 **T 10.8** Listen again and complete the expressions from the conversations.

**Music of English** – intonation with numbers 

1 **T 10.7** Notice how the intonation falls at the end of each group of numbers.

 020 7927 4863       07971 800 261

2 Ask and answer phone numbers with a partner. Write them down.

**A** Can you give me your phone number?  
**B** OK. I'll give you my mobile number. It's ...

1  
 1 P Hello?  
 J Is \_\_\_\_\_ Pete? \_\_\_\_\_ John.  
 2 J Sorry. We were \_\_\_\_\_ off. Listen, I'm \_\_\_\_\_ because Jed can't \_\_\_\_\_ it on Thursday.  
 3 P I'm not sure. Can I get \_\_\_\_\_ to you later?  
 J Sure. I'm going out now, so give me a \_\_\_\_\_ on my mobile.  
 4 J Oh, and can you \_\_\_\_\_ me Andy's number? I can't find it anywhere.  
 P I haven't got it \_\_\_\_\_ me, sorry.

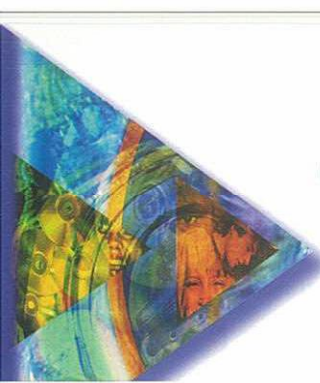
2  
 1 J Hello. \_\_\_\_\_ Andy?  
 F No, I'm \_\_\_\_\_ he's out at the \_\_\_\_\_.  
 Can I take a \_\_\_\_\_?  
 J Yes, please. Can you say that John \_\_\_\_\_, and I'll \_\_\_\_\_ again \_\_\_\_\_?

3  
 1 R The line's \_\_\_\_\_. Would you like to \_\_\_\_\_?  
 2 R It's \_\_\_\_\_ for you now.  
 3 S Who's \_\_\_\_\_ please?  
 D \_\_\_\_\_ is Darshan Gandhi.  
 4 S Yes, I'll put you \_\_\_\_\_.

4  
 1 S \_\_\_\_\_ I speak to Dawn Edwards, please?  
 D \_\_\_\_\_.  
 2 S Great! I'll \_\_\_\_\_ you a call on Friday, then.  
 3 S OK. Speak \_\_\_\_\_ you soon. Bye for \_\_\_\_\_!



- 4 Look at the tapescript on p124. Practise one of the conversations with a partner.
- 5 Your teacher will give you a role card. Prepare what you are going to say alone, then be ready to make a call or answer the phone.



# 11

## What if ...?

Second conditional • *might* • Phrasal verbs • Exclamations with *so* and *such*

### STARTER

- 1 Who is the leader of your country? Who do you think is the most important leader in the world? Why?
- 2 What would you do if you were leader of the world? Share your ideas with the class. Whose ideas do you think are best?

*I would give all the poor people \$1,000.*

*I'd send a spaceship to explore Mars.*

*I would ban football, because it's all my boyfriend talks about!*

## THE GLOBAL VILLAGE

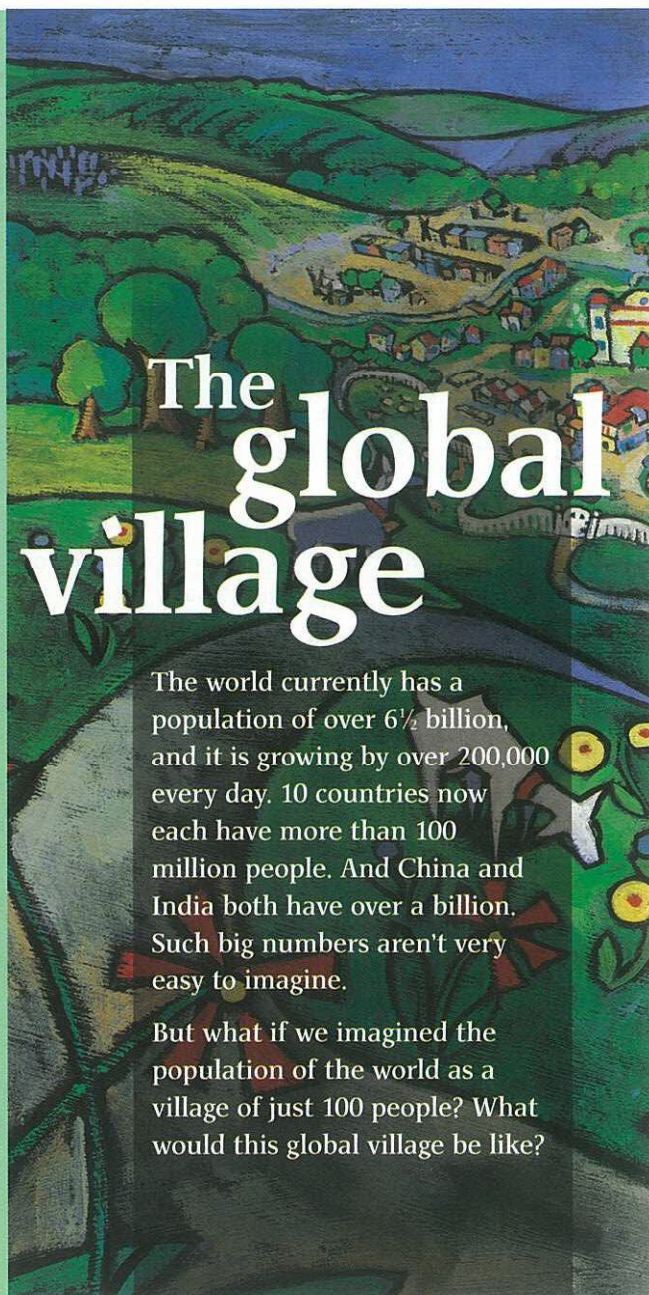
### Second conditional

- 1 Read about the global village. Complete the sentences below with the verbs in the box.

would live	<del>would be</del>	would be	would control
wouldn't have	would die	wouldn't know	

#### If the world were a village of 100 people ...

- 1 there would be 60 Asians, 14 Africans, 12 Europeans, 8 Latin Americans, 5 North Americans, and 1 from the South Pacific.
  - 2 51 would be male and 49 \_\_\_\_\_ female.
  - 3 80 \_\_\_\_\_ in poor housing.
  - 4 50 wouldn't have enough food.
  - 5 24 \_\_\_\_\_ any electricity. (And most of the other 76 would only use it at night.)
  - 6 17 \_\_\_\_\_ how to read.
  - 7 7 would have access to the Internet.
  - 8 5 \_\_\_\_\_ 32% of the village's money.
  - 9 only 1 would have a college education.
  - 10 1 person \_\_\_\_\_ every year, but 2 babies would be born.
- 2 Ask and answer questions about the global village with a partner.
    - How many people ... be women?
    - How many people ... live in poor housing?
    - ... everybody have enough food?
    - ... most people have electricity?
    - How many people ... be very rich?
    - ... most people have access to the Internet?



## The global village

The world currently has a population of over 6½ billion, and it is growing by over 200,000 every day. 10 countries now each have more than 100 million people. And China and India both have over a billion. Such big numbers aren't very easy to imagine.

But what if we imagined the population of the world as a village of just 100 people? What would this global village be like?

## GRAMMAR SPOT

- 1 Look at these two sentences. Which describes the real world? Which is imagined?

*China and India have over a billion people.  
If the world were a village of 100 people,  
51 would be male, and 49 female.*

- 2 Notice that *was* can change to *were* in the *if* clause.

*If the world were a village, ... (You can also say If the world was a village, ...)*

- 3 Read these sentences. Which sentence is more probable?

*If I have time, I'll (will) ...*

*If I had a lot of money, I'd (would) ...*

Which tenses are used in the *if* clauses? How are the result clauses formed?

▶▶ Grammar Reference 11.1 p140

## PRACTICE

### Discussing grammar

- 1 Work with a partner. How many sentences can you make from the chart?

If I	were had found knew didn't know didn't live	a politician, the answer, you, the time, a £50 note, in a big city,	I'd I wouldn't	tell you. travel the world. keep it. always tell the truth. accept the job. be bored. help you. ask the teacher.
------	--	--	-------------------	---

- 2 Put the verbs in the correct form.

- If I \_\_\_\_\_ (be) rich, I \_\_\_\_\_ (travel) round the world.  
First I \_\_\_\_\_ (go) to Canada, then I \_\_\_\_\_ (go) to New York.
- If he \_\_\_\_\_ (work) harder, he \_\_\_\_\_ (have) more money.
- I \_\_\_\_\_ (go) to work if I \_\_\_\_\_ (feel) better, but I feel terrible.
- If I \_\_\_\_\_ (can) speak perfect English, I \_\_\_\_\_ (not be) in this classroom.
- What \_\_\_\_\_ you \_\_\_\_\_ (do) if a stranger \_\_\_\_\_ (give) you £1 million?
- What \_\_\_\_\_ you \_\_\_\_\_ (say) if I \_\_\_\_\_ (ask) you to marry me?

### If I were you ...

- 3 We can give advice using *If I were you, I'd ...*

Work with a partner. Give these people advice.

- 1 I found a wallet in the street.

If I were you, I'd take it to the nearest police station.

- I don't like my sister's boyfriend.
- I've had a row with my mother.
- I never have enough money.
- My neighbours make a lot of noise.
- I really need to do more exercise.

**T 11.1** Listen and compare.



## WHO KNOWS?

### might

- 1 Look at the pictures of Nisa and Viktor. They are both students. Where do they come from? What differences do you think there are between their lives?
- 2 **T 11.2** Listen to them talking about their ambitions and complete the texts.
- 3 Answer the questions.
  - 1 Who is certain about what they want to do? Who is not?
  - 2 Who is more ambitious? What makes you think this?
  - 3 Where does Nisa live? What do her parents do?
  - 4 What does Viktor enjoy studying?
  - 5 Who wants to live in another country?
  - 6 What jobs are they thinking of doing?
- 4 What are some of Nisa's plans and ambitions?
  - **She's taking** her high school exams next year.
  - \_\_\_\_\_ a job in an office in town.
  - \_\_\_\_\_ to university.
  - \_\_\_\_\_ save some money.
  - \_\_\_\_\_ an architect.
- 5 What are some of the possibilities in Viktor's life?
  - **He might** go to art college.
  - \_\_\_\_\_ a designer.
  - \_\_\_\_\_ Russian language and literature at university.
  - \_\_\_\_\_ in Germany for a while.

### GRAMMAR SPOT

- 1 **Might** means the same as *perhaps ... will ...*.

'What are you doing tonight?'  
'I don't know. I **might** go out, or I **might** stay at home.'
- 2 **Might** is a modal auxiliary (like *can* and *must*).

I **might** study at university.  
I **might not** pass my exams.  
Do we add *-s* with *he/she/it*?  
Do we use *do/does* in the negative?

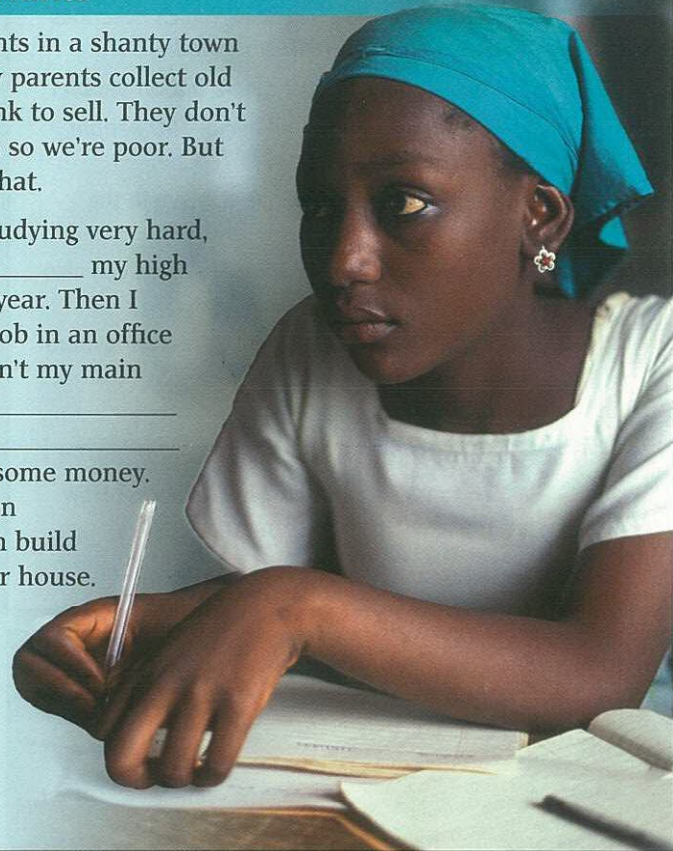
▶▶ Grammar Reference 11.2 p140

## Nisa Isaacs, 14

Cape Town, South Africa

I live with my parents in a shanty town outside the city. My parents collect old newspapers and junk to sell. They don't make much money, so we're poor. But I'm going to change all that.

I love school. I'm studying very hard, because I \_\_\_\_\_ my high school exams next year. Then I \_\_\_\_\_ a job in an office in town. But that isn't my main ambition. I really \_\_\_\_\_ to university. So I \_\_\_\_\_ for a while to save some money. I \_\_\_\_\_ an architect, then I can build my parents a proper house.

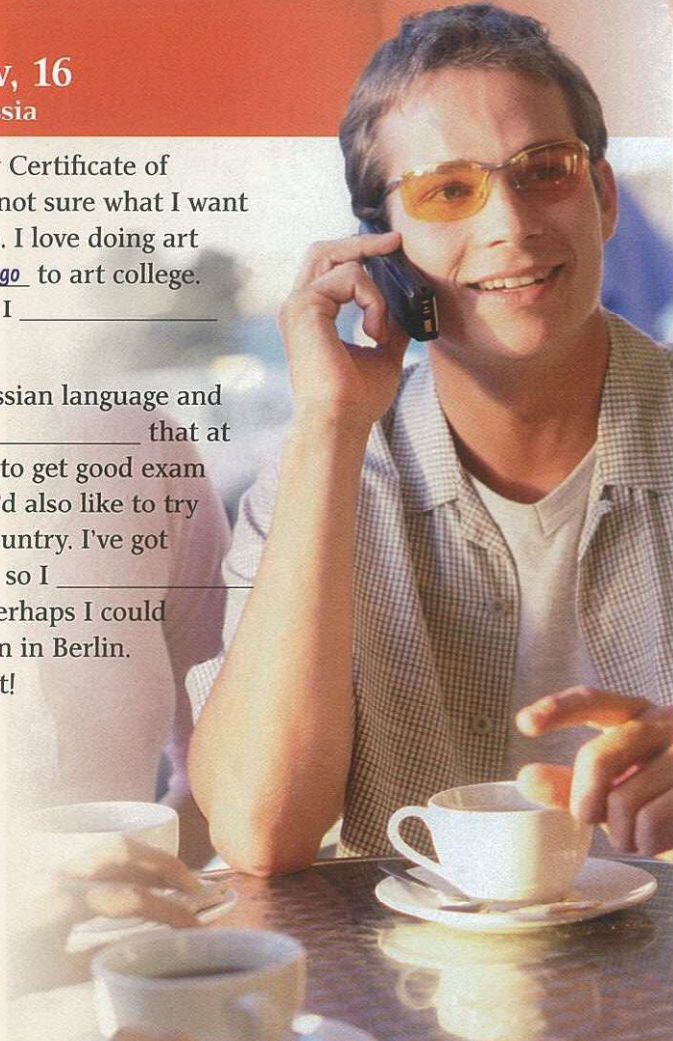


## Viktor Panov, 16

St Petersburg, Russia

I'm studying for my Certificate of Education, but I'm not sure what I want to study afterwards. I love doing art at school, so I **might go** to art college. That would be fun. I \_\_\_\_\_ a designer.

But I also enjoy Russian language and literature, so I \_\_\_\_\_ that at university. I'll have to get good exam results to do that. I'd also like to try living in another country. I've got family in Germany, so I \_\_\_\_\_ there for a while. Perhaps I could study art and design in Berlin. That would be great!



# PRACTICE

## Discussing grammar

1 Work with a partner. Choose the correct verb in the sentences.

- A What's for supper?  
 B *We're having / we might have* lamb. It's in the oven.
- A What time are we eating?  
 B Don't worry. *It'll be / it might be* ready before your TV programme.
- A Who's eating with us?  
 B I've invited Jerry, but *he'll be / he might be* late. It depends on the traffic.
- I'm going into town tomorrow.  
*I'm having / I might have* lunch with Jo at 1.00.
- A Are you going to have a winter holiday this year?  
 B *I am / I might*. I haven't decided yet.

**T 11.3** Listen and check. Practise the conversations.

## Possibilities

2 Make conversations with your partner about these future possibilities. One of you isn't sure about anything.

What sort of car are you going to buy?

Well, I might get a Fiat or a Toyota.

- A What sort/car/buy?  
 B Fiat/Toyota
- A Where/on holiday?  
 B Scotland/Spain
- A What/have to eat?  
 B steak/takeaway pizza
- A Who/going to the dance with?  
 B ask Tony/ask Richard
- A What/do if/won the lottery?  
 B give it all away/travel the world

**T 11.4** Listen and compare. What else do the people say?

3 Ask and answer questions with a partner about your possible future plans ...

- after the lesson.
- at the weekend.
- this evening.
- for your next holiday.

# LISTENING AND SPEAKING

## At a crossroads in life

1 Look at the picture. What do you do at a *crossroads*? What do you think the expression 'at a crossroads in life' means? Can you give any examples?

2 **T 11.5** Listen to three people who have reached a crossroads in their lives. Complete the chart.



Andy 31



Lucy 23



Maureen 68

	What has happened?	What choices do they have?
Andy		
Lucy		
Maureen		

3 **T 11.5** Listen again and check your answers. What reasons do they have for and against their possible choices?

## What do you think?

What would you do if you were ... ?

- Andy
- Lucy
- Maureen

Discuss each situation with a partner, and then with the class. Does everybody agree what they should do?

4 **T 11.6** Listen to Andy, Lucy, and Maureen a year later. Were you right?

## Discussion – Dilemmas

Work in small groups. Look at the situations on p151 and discuss what you would do.

## ▶▶ WRITING Writing for talking p114

# READING AND SPEAKING

## Supervolcano

1 Discuss the questions.

- 1 What famous volcanoes are there in the world? How many can you name?
- 2 Are they active or extinct? What do you know about them?

2 What do you think a 'supervolcano' is? Read the first half of the article about them. Check the **highlighted** words in your dictionary. Mark the sentences true(✓), false(X), or don't know (?).

- 1 A supervolcano is a volcano which has recently erupted.
- 2 Not many people know that Yellowstone Park is a supervolcano.
- 3 Yellowstone Park is an extinct supervolcano.
- 4 About 40 supervolcanoes have been found on our planet.
- 5 The most recent eruption of a supervolcano was in Yellowstone Park.
- 6 It is unlikely that another supervolcano will erupt.

3 Read the second half of the article. Check the **highlighted** words, and put the events in the correct order.

If Yellowstone volcano erupted, ...

- there would be no summer in Europe.
- 87,000 people would die immediately.
- the tropical forests would die.
- Iceland might start to help feed the world.
- warmer countries would have famines.
- only 10% of our sunlight would reach the earth.

Check the answers in class, and then read them aloud to a partner.

If Yellowstone ... , then ...

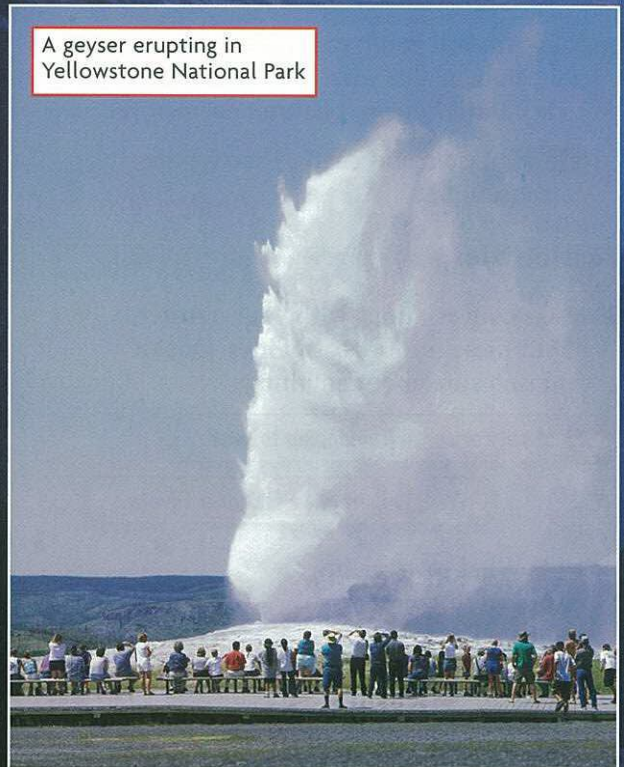
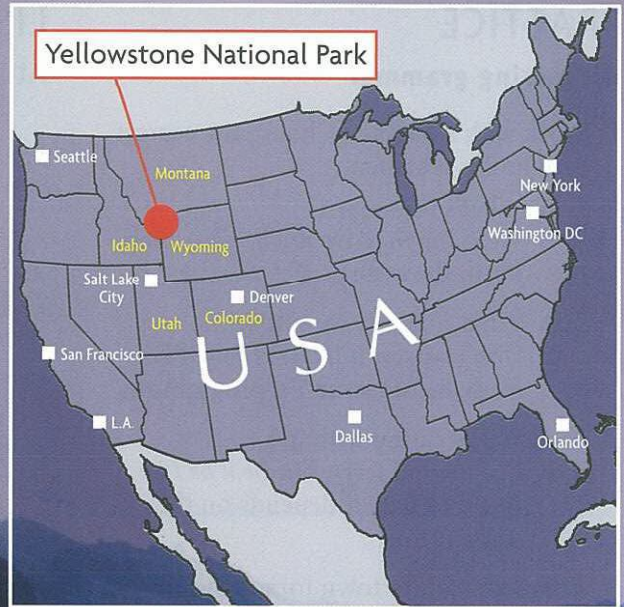
4 Read the last part of the article. Why is there no need for us to worry?

5 What do these numbers refer to in the article?

3 million	1960s	9,000	40	74,000
640,000	250kmph	87,000	¾	90%

### What do you think?

- Where do you think there might be other volcanic eruptions in the future?
- Do you think scientists will one day find ways of stopping these disasters? How best could they help us?
- If an eruption did happen, what do you think you could do to try and survive? Work in groups, and think about food, housing, heating, and clothing. Tell the class your ideas.



# Supervolcano!

If this volcano erupted, the world would freeze ...

**Yellowstone National Park, Wyoming, USA.** A hot July day, and some of the 3 million visitors who come to the park every year are watching one of the **geysers erupt**. Everyone is impressed, but as they **chatter** excitedly and eat their ice-creams, not many of them realize that they are standing on top of the largest active volcano in the world. Scientists have known for a long time that Yellowstone is a volcanic area. But the strange thing is that until the 1960s, none of them could find a volcano anywhere in the park. Then, new photos taken by NASA showed the reason why – the whole park, 9,000 square metres of it, is a volcano!

Volcanoes like Yellowstone are called 'supervolcanoes', because they are so **huge** and dangerous – 1,000 times more powerful than ordinary volcanoes. There are about 40 of them on Earth, but none of them has erupted recently. The most recent was 74,000 years ago in Indonesia. The last time Yellowstone Park erupted was 640,000 years ago.

But what would happen if the Yellowstone volcano erupted again today? Here are the events that might follow:

## Day 1 – Yellowstone Park, USA

If the volcano erupted, hot **ash** and rock would **shoot up** into the air at 250kmph. The cities of Denver and Salt Lake would be destroyed immediately, and 87,000 people would die. Eventually the ash would cover  $\frac{3}{4}$  of the USA, and drinking water and food **crops** would be **contaminated**.

## Week 1 – Europe

The whole of Europe would be covered by a grey cloud. Summer would turn to winter, and in some places the sea would freeze. No European country would be able to grow food for four or five years.

## The next 3 months – Worldwide

90% of our sunlight would be **blocked** and a volcanic winter would cover the Earth. The tropical forests would die and food crops in warm countries, such as India and China, would fail. Only countries near the North and South Poles could **carry on** as usual. Iceland would do well, because most of its food is grown in special greenhouses. It might be able to send food to the rest of the world.

## How likely is it?

Fortunately, scientists at the Yellowstone Volcanic Observatory say that there is no **evidence** that the volcano will erupt in the near future. They say 'such events are unlikely to happen in the next few centuries'. So we can all get on with our lives and stop worrying, which is good to know.

# VOCABULARY AND SPEAKING

## Literal phrasal verbs

- 1 Phrasal verbs consist of a verb + adverb/ preposition. Some phrasal verbs are literal.

*I want to **go away** and travel. (= go + away)*

***Take off** your coat. (= take + off)*

*She **gave away** all her money. (= give + away)*

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

out at down on back

- Put \_\_\_\_\_ something warm. It's cold today.
  - There's some ice-cream in the freezer. Can you get it \_\_\_\_\_?
  - Dave! Come here and sit \_\_\_\_\_ next to me.
  - Look \_\_\_\_\_ the countryside. Isn't it beautiful?
  - When are you going \_\_\_\_\_ to your country?
- 3 Do or mime the actions to a partner. Can your partner guess the phrasal verb?

pick something up  
look for something  
turn something off  
lie down  
turn round  
try something on  
throw something away



- 4 Complete the sentences with a phrasal verb from exercise 3.

- I'm \_\_\_\_\_ my glasses. Have you seen them anywhere?
- I like these jeans. Can I \_\_\_\_\_ them \_\_\_\_\_?
- You shouldn't drop litter on the floor! \_\_\_\_\_ it \_\_\_\_\_!
- Don't \_\_\_\_\_ the newspaper. I haven't read it yet.
- If you don't feel well, go and \_\_\_\_\_.
- 'Do you like my dress?'  
'Let me see. \_\_\_\_\_ . Yes. Very nice.'
- Why are all these lights on? \_\_\_\_\_ them \_\_\_\_\_.

**T 11.7** Listen, check, and repeat.

## Idiomatic phrasal verbs

- 5 Some phrasal verbs are idiomatic.

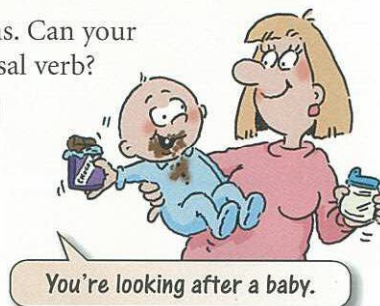
*I **gave up** my job because it was boring. (= stop)*

*The plane **took off**. (= leave the ground)*

*Let's **put off** today's meeting till next week. (= postpone)*

- 6 Do or mime the actions. Can your partner guess the phrasal verb?

look after someone  
my car's broken down  
get on with somebody  
run out of milk  
look up a word  
Look out!



- 7 Complete the sentences with a phrasal verb from exercise 6.

- Can I \_\_\_\_\_ this word in your dictionary?
- I've \_\_\_\_\_ milk, so I can't have any cereal.
- My boss is a great guy. I \_\_\_\_\_ well \_\_\_\_\_ him.
- Leave little Ela here. I'll \_\_\_\_\_ her while you're out.
- Oh no! Our car's \_\_\_\_\_, and there isn't a garage for miles!
- \_\_\_\_\_! There's some broken glass on the floor.

**T 11.8** Listen, check, and repeat.

## Talking about you

Complete the sentences with one of the phrasal verbs on this page in the correct form.

- How do you \_\_\_\_\_ your parents?
- When did you last catch a plane? Did it \_\_\_\_\_ on time?
- Have you ever \_\_\_\_\_ a baby? Whose?
- Do you \_\_\_\_\_ all your rubbish, or do you recycle some of it?
- When did you last \_\_\_\_\_ something \_\_\_\_\_ in a clothes shop? Did you buy it?
- When you see litter in the street, do you \_\_\_\_\_ it \_\_\_\_\_?
- Have you ever \_\_\_\_\_ petrol? What did you do?
- If you won a lot of money, would you \_\_\_\_\_ any of it \_\_\_\_\_? Who to?

**T 11.9** Listen and check. Ask and answer the questions about you with a partner.

# EVERYDAY ENGLISH

## Exclamations with *so* and *such*

1 **T 11.10** Read and listen to the sentences.

I was scared.      I was very scared.      I was so scared!

Do you think *so* is used more in written or in spoken English?  
What effect does it have?

2 Look at the sentences. When do we use *so*, *such a(n)*, *such*, *so many*, and *so much*?

I was **so** surprised!      We had **such** terrible weather!  
It was **such a** shock!      There were **so many** problems!  
It was **such an** awful idea!      I've got **so much** work!  
He has **such** crazy friends!



### ▶▶ Grammar Reference 11.3 p141

#### Music of English – sentence stress

Read these sentences aloud. Underline the main stress.

I was so worried!    It's such a nice day!    We had so much fun!

**T 11.11** Listen, check, and repeat. Practise saying the sentences in exercise 2.

3 Complete the sentences in **A** with *so*, *such a*, *such*, *so many*, or *so much*. Then match them with the sentences in **B**.

A	B
1 Their house is _____ mess!	I could eat a horse.
2 There were _____ people at the party!	I don't know where it's all gone.
3 I'm _____ hungry!	You really didn't have to.
4 Jane and Pete are _____ nice people!	She understands every word I say.
5 I've spent _____ money this week!	There was nowhere to dance.
6 A present! For me? You're _____ kind!	Thank you so much for inviting us.
7 We've had _____ nice time!	But I can't stand their kids.
8 Molly's _____ clever dog!	I don't know how they live in it.

**T 11.12** Listen and check. Practise the exclamations.

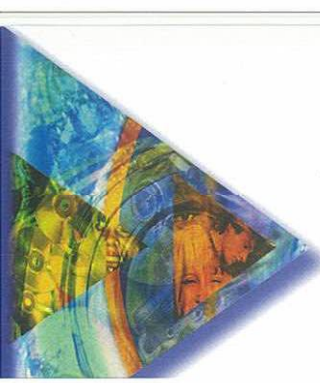
4 Use *so* and *such*.  
What can you say ... ?

- at the end of a party
- at the end of a long journey
- when you finish an interesting book with a sad ending
- as you go round a friend's new flat
- at the end of a wonderful meal
- in a row with your boyfriend/girlfriend/husband/wife

That was **such a** good party!

We had **so much** fun!





# 12 Trying your best

Present Perfect Continuous • Hot verbs *bring/take/come/go* • Social expressions 2



## STARTER

- Ask and answer these questions.
  - How long have you been learning English?
  - When did you start?
- Ask your teacher the same questions about teaching English.

## STREET LIFE

### Present Perfect Continuous

- Read Al's story. Answer the questions.
  - What went wrong in Al's life?
  - Where does he sleep?
  - How is he trying to help himself?
- Match and write questions *a-f* from p95 with answers 1-6 in the article.
 

**T 12.1** Listen and check. Finish Al's answer in question 4.
- With a partner, cover the questions and practise the conversation.

### GRAMMAR SPOT

- Which are the questions in the Present Perfect Continuous? What are the other tenses?
- Look at the two questions. What are the different tenses? Why are they used?
 

*How long have you been selling Street News?*

*How many copies have you sold today?*

Which tense asks about the activity of selling?

Which tense asks about the number sold?
- Complete the sentences with the Present Perfect Simple or Continuous.
 

I \_\_\_\_\_ (read) this book all week.

I \_\_\_\_\_ (read) two books this month.

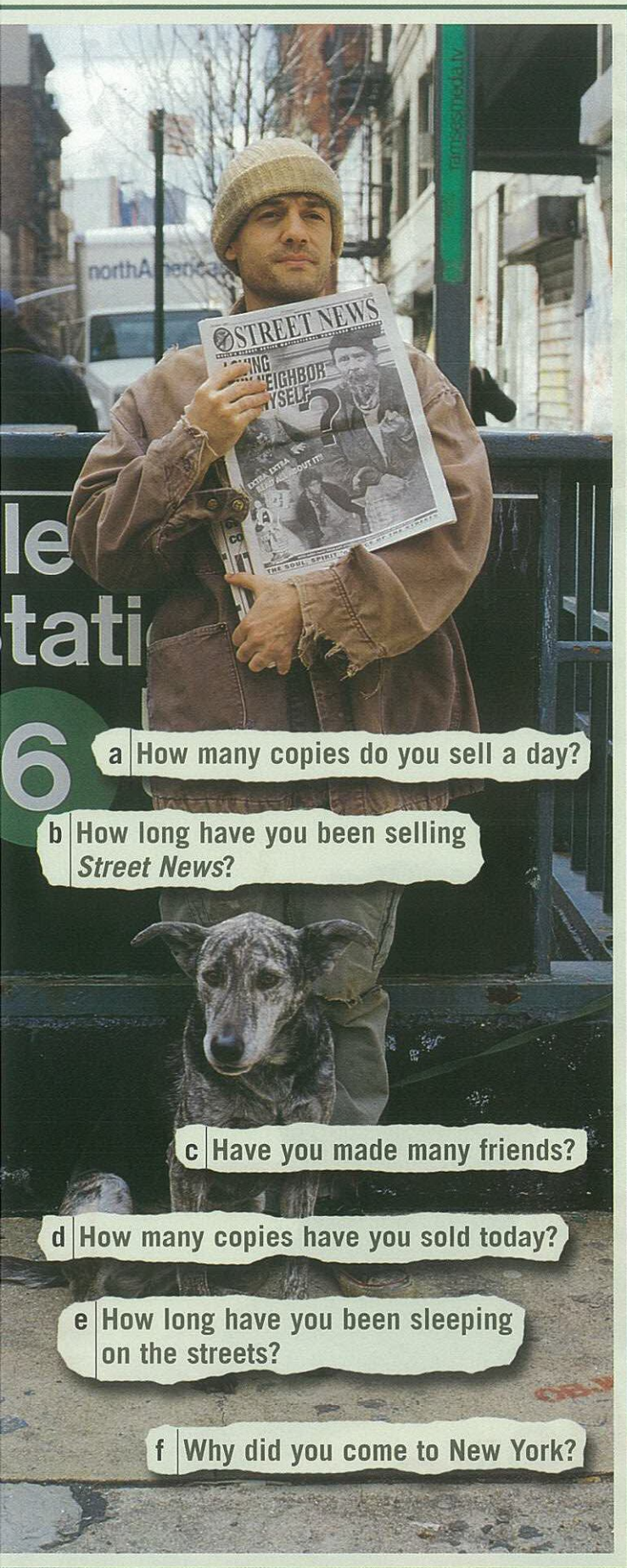
▶▶ Grammar Reference 12.1 p142

## STREET NEWS AL'S STORY

Al Brown, 31, from a small town in Pennsylvania, USA, had his own delivery business for five years. When he lost it, he also lost his home and his family. He now sleeps on the streets in New York. *Street News* is a magazine that is sold by homeless people in the city. Selling newspapers gives them a small income, so they can begin to save money for somewhere to live.



- ?  
For a year. It was very cold at first, but after a while you get used to it.
- ?  
I came here to look for work, and I never left.
- ?  
For six months. I'm outside the subway station seven days a week selling the magazine.
- ?  
Lots. But I get fed up with people who think I drink or take drugs. My problem is I'm homeless. I want a job, but I need somewhere to live before I can get a job. So I need money to get somewhere to live, but ...
- ?  
Usually about 70. But I've brought 100 with me.
- ?  
So far, ten. But it's still early. Here, take one!



**a** How many copies do you sell a day?

**b** How long have you been selling *Street News*?

**c** Have you made many friends?

**d** How many copies have you sold today?

**e** How long have you been sleeping on the streets?

**f** Why did you come to New York?

**4** Make more questions to ask Al.

- How long/trying to find a job?
- How many jobs/had?
- How long/standing here today?
- How/lose your business?
- How long/had your dog?
- Who/best friend?
- Where/meet him?
- How long/known each other?

**T 12.2** Listen and check.

**5** Ask and answer the questions with a partner. Invent Al's answers.

**T 12.3** Listen and compare your answers.

## PRACTICE

### Discussing grammar

**1** Choose the correct tense.

- 1 How long *have you been living* / *do you live* in Paris?
- 2 Anna *has been finding* / *has found* a good job.
- 3 Pete and I *have gone out* / *have been going out* for over six months.
- 4 I *bought* / *have bought* a new flat a few months ago.
- 5 How long *have you had* / *have you been having* your car?
- 6 Tom *worked* / *has been working* as a postman for the past month.
- 7 I *'ve written* / *'ve been writing* an essay all day.
- 8 I *'ve written* / *'ve been writing* six pages.

### Talking about you

**2** Put the verbs in the Present Perfect Simple or Continuous, or the Past Simple.

- 1 How long \_\_\_\_\_ you \_\_\_\_\_ (study) at this school?
- 2 How long \_\_\_\_\_ you \_\_\_\_\_ (use) this book?
- 3 Which book \_\_\_\_\_ you \_\_\_\_\_ (have) before this one?
- 4 How long \_\_\_\_\_ you \_\_\_\_\_ (know) your teacher?

Ask and answer the questions.

## What have they been doing?

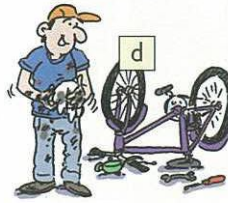
- 3 Make a sentence about the people, using an idea from the box. Add *because* and say what they've been doing.

He's hot because he's been running.

hot back hurts paint on her clothes dirty hands  
no money tired eyes hurt wet red face

- 4 Complete these sentences with the Present Perfect Simple about some of the people in exercise 3.

- 1 (a) He \_\_\_\_\_ (run) five miles.
- 2 (c) She \_\_\_\_\_ (paint) three walls.
- 3 (e) They \_\_\_\_\_ (spend) all their money.
- 4 (f) They \_\_\_\_\_ (play) six games.
- 5 (i) He \_\_\_\_\_ (make) a cake and a pie.



## Exchanging information

- 5 Look at the picture of Stelios Haji-Ioannou. What do you know about him? What is he famous for? What companies has he started?
- 6 Work with a partner. You have different information about Stelios. Take it in turns to ask and answer questions.

### Student A

Look at p145.

Stelios was born ... (Where?)  
in 1967.

### Student B

Look at p148.

Stelios was born in Greece ...  
(When?).

Where was Stelios born?

In Greece.

When was he born?

In 1967.



## VOCABULARY AND SPEAKING

### Hot verbs – *bring, take, come, and go*

The verbs *bring, take, come, and go*, are very common in English. Look at the examples. Some are from this unit.

I **came** here to look for work. I never **went** back home.  
He **brought** his dog with him. **Take** one of these!

- 1 Underline the examples of the verbs in these questions. Ask and answer them with a partner.
  - 1 What did you bring with you to school today?
  - 2 When you are invited to a friend's house, do you usually take something?
  - 3 Who comes to visit you at home most often?
  - 4 Where do you usually go after school?
- 2 The choice between *bring/take* and *come/go* depends on where the speaker is.



She uses *take* and *go* for a movement away from her. | He uses *bring* and *come* for a movement towards him.

- 3 Complete the conversations with *bring, take, come, and go* in the correct form.
  - 1 A Goodbye, everyone! I'm \_\_\_\_\_ on holiday tomorrow.  
B Where are you \_\_\_\_\_?  
A Australia. I'm \_\_\_\_\_ my family to visit their cousins in Sydney.  
B Lucky you! When you \_\_\_\_\_ back, \_\_\_\_\_ me a T-shirt!
  - 2 A Listen, class! Please finish your work before you \_\_\_\_\_ home. And tomorrow, don't forget to \_\_\_\_\_ in your money for the school trip. We're \_\_\_\_\_ to the Natural History Museum.  
B Oh, Miss Jones! Can't you \_\_\_\_\_ us somewhere more exciting?
  - 3 A Daniel, you were very late last night. What time did you \_\_\_\_\_ home?  
B It was before midnight, Mum, honest. Mick \_\_\_\_\_ me home in his car.
  - 4 A I've been decorating my new flat. You must \_\_\_\_\_ and visit me on Saturday. And \_\_\_\_\_ Emma and Jake with you. I'll cook you a meal.  
B Great! We'll \_\_\_\_\_ some champagne to toast your new home!
  - 5 (In London)  
A I'll miss you when I \_\_\_\_\_ back home to Spain. You must \_\_\_\_\_ and visit me at Christmas.  
B I'd love to! I want you to \_\_\_\_\_ this photo with you. It will remind you of the day we \_\_\_\_\_ to Oxford together.  
A OK. And when you visit, \_\_\_\_\_ me some more English books to read!
  - 6 (In France)  
A I'm \_\_\_\_\_ to London tomorrow, so tonight my best friend is \_\_\_\_\_ round to my house to say goodbye. She's \_\_\_\_\_ a present she wants me to \_\_\_\_\_ to her sister in London.  
B Well, have a good trip!

**T 12.4** Listen and check your answers.

## READING AND SPEAKING

### In her father's footsteps

- 1 Do you know any famous explorers? Why do some people do dangerous and difficult things?
- 2 Read the first part of the article. Can you explain the title?
- 3 Read the complete article. Answer the questions.
  - 1 Has Alicia been to the North Pole before?
  - 2 Who is she going to walk with?
  - 3 What has she been doing to prepare for the journey?
  - 4 What has her father done in his exploring career?
  - 5 What does he think about her trip? And what does he think her main problem will be?
  - 6 How do Alicia's mother and great-grandmother feel about it?
- 4 Discuss these questions with a partner, and then with the class.
  - 1 Should Mr Hempleman-Adams let his daughter go on the trip?
  - 2 Why is his advice to her 'Take it easy'? What does he mean?
  - 3 What do you think will happen on the trip?
  - 4 Do you think she'll be successful?
  - 5 How will her father feel if she fails? If she succeeds?

#### Tense review

- 5 Complete the sentences with the verbs in brackets in the correct tense.
  - 1 Alicia \_\_\_\_\_ (fly) to the North Pole when she was eight.
  - 2 She \_\_\_\_\_ (not walk) to the North Pole yet.
  - 3 She \_\_\_\_\_ (start) the 200-mile trip next month.
  - 4 She \_\_\_\_\_ (plan) the trip for a long time.
  - 5 Her father \_\_\_\_\_ already \_\_\_\_\_ (make) the journey twice in his life.
  - 6 He also \_\_\_\_\_ (climb) Mount Everest in 1993.
  - 7 At the moment he \_\_\_\_\_ (try) not to worry about his daughter's trip.
  - 8 He \_\_\_\_\_ (hope) that she will enjoy it.
- 6 Read a second newspaper article on p151. Compare your ideas for questions 3–5 in exercise 4 with Alicia's experience.

#### What do you think?

- Why do you think Alicia wanted to do the trip?
- Why do you think she wants to do something different in the future?
- Would you do something like this? Why? / Why not?

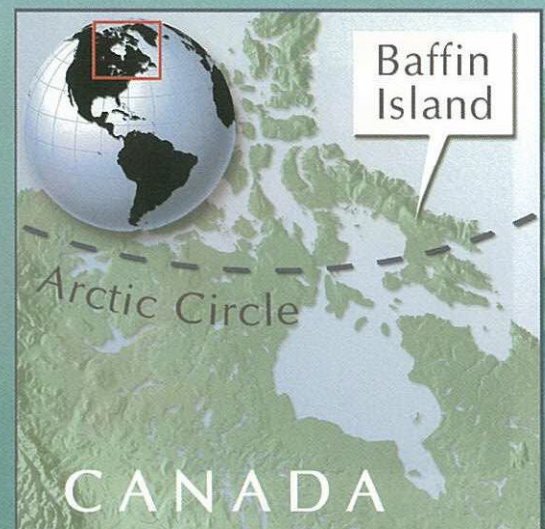
#### ▶▶ WRITING Linking ideas p115



# In her

When Alicia Hempleman-Adams was eight years old, she became the youngest person to travel to the North Pole. But that was on a plane when she visited her father, the British explorer David Hempleman-Adams. Now the 15-year-old has decided to follow in her dad's frozen footsteps. Next month, Alicia is going to set off on a journey to the Arctic that could put her in the record books, as the youngest person to walk to the North Pole.

Alicia won't be alone. Four others, including her physical education teacher, are also going to walk the 200-mile route across Baffin Island in northern Canada.





# father's footsteps

She has been training hard for the journey. She has been walking a lot with a heavy backpack, and she has also been practising pulling a sled long distances. 'It's going to be pretty cold,' she said. 'It's  $-20^{\circ}\text{C}$  at the moment, and it might get to  $-30^{\circ}\text{C}$ . But I think we're prepared.'

*'She's half my size  
and a teenager.'*

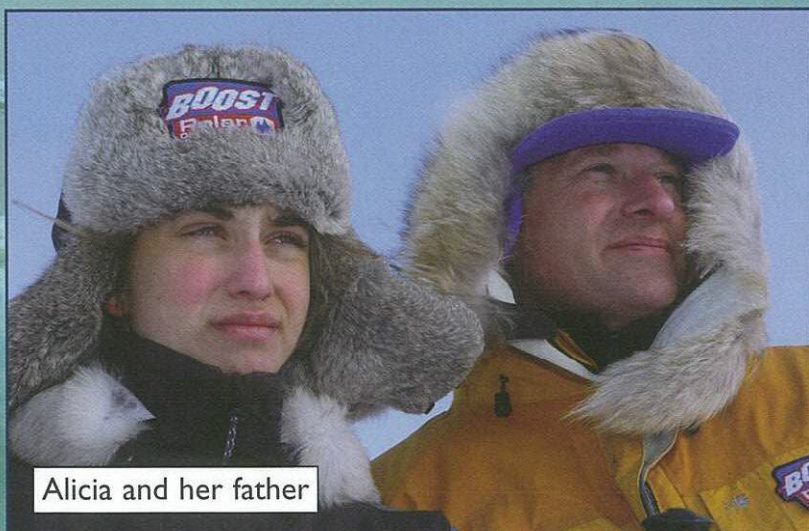
Alicia has to be well-prepared if she wants to be like her dad. David Hempleman-Adams, 48, has been travelling in the Arctic and Antarctic for 25 years. He has walked to the South Pole once, and the North Pole twice. In 2000 he was the first to fly in a balloon over the North Pole. He has also climbed the highest mountains in all seven continents.

Mr Hempleman-Adams said that it took a long time before he agreed to let his daughter go on the trip. 'I am a little worried. It's going to be very hard. She's half my size and a teenager, so I think the cold will be a big problem.'

Alicia's mother is also trying to stay calm about the trip. She thinks that Alicia is too young to make the journey. Mr Hempleman-Adams said, 'My wife has always thought I'm silly to be an explorer.' And when his 90-year-old grandmother heard of the latest plan, she shouted, 'Oh, no, not again!'

He said, 'If Alicia doesn't finish, it's not a problem. She's got the rest of her life to do it. You've got to enjoy it. There's no other reason for doing adventure.'

What advice does he give his daughter? 'Take it easy,' he said.



Alicia and her father



Alicia training for the trip

## LISTENING AND SPEAKING

### Song – If you come back



- 1 **T 12.5** Close your books and listen to a song by the band *Blue*. Who is the boy singing to? What's he trying to do?

#### Glossary

wanna	want to
I swear	I promise
I won't disguise	I won't hide my feelings
be as one	be together

- 2 Work with a partner. Choose the best words in *italics* to complete the song.

**T 12.5** Listen again and check your answers.

#### What do you think?

- Does the boy know why the girl left him?
- What does he think the reason might be?
- If she comes back, what does he promise to do?
- Do you think she will come back?

# if you come back

For all this time I've been \_\_\_\_\_ you, girl  
Oh yes I have  
And ever since the day you left me here alone  
I've been \_\_\_\_\_ to find, oh, the reason why

*following / loving*

So if I did something \_\_\_\_\_  
Please tell me  
I wanna \_\_\_\_\_  
'Cause I don't want this love to ever \_\_\_\_\_

*trying / asking*

*right / wrong*

*understand / say sorry  
finish / end*

#### Chorus

And I swear  
If you come back in my life  
I'll be there till the end of \_\_\_\_\_

*time / the road*

*(Come back to me  
Come back to me  
Back into my life)*

And I swear  
I'll keep you right by my \_\_\_\_\_  
'Cause baby, you're the one I \_\_\_\_\_

*self / side  
want / 'll marry*

*(Come back to me  
Come back to me  
Back into my life)*

Oh yes you are

I watched you go  
You've taken my \_\_\_\_\_ with you  
Oh yes you have  
Every time I tried to reach you on the \_\_\_\_\_  
Baby you're never there  
Girl you're never \_\_\_\_\_

*keys / heart*

*mobile / phone*

*home / alone*

So if I did something \_\_\_\_\_  
Please tell me

*right / wrong*

I wanna \_\_\_\_\_  
'Cause I don't want this love to ever \_\_\_\_\_  
No, no, no, no

*understand / say sorry  
finish / end*

#### Chorus

Maybe I didn't know how to \_\_\_\_\_ it  
And maybe I didn't know what to say  
This time I won't disguise  
Then we can build our \_\_\_\_\_  
Then we can be as one

*show / explain*

*house / lives*

#### Chorus

# EVERYDAY ENGLISH

## Social Expressions 2

1 Complete the conversations with the correct expressions.

1 I'm **sorry**   **Excuse me**   **of course**   **Pardon**

A \_\_\_\_\_ ! Can I get **past**?

B \_\_\_\_\_ ?

A Can I get **past**, please?

B \_\_\_\_\_ . I didn't **hear** you. Yes, \_\_\_\_\_ .

A **Thanks** a lot.

2 **That's right**   **Oh, what a pity**   **Congratulations**   **Never mind**   **I hear**

A \_\_\_\_\_ you're getting married soon. \_\_\_\_\_ !

B \_\_\_\_\_ , **next July**. July 21st. Can you **come** to the wedding?

A \_\_\_\_\_ ! That's when we're going away on holiday.

C \_\_\_\_\_ . We'll **send** you some **wedding cake**.

A That's very kind.

3 **Good luck**   **See you later**   **Same to you**   **Good idea**

**What about you**   **No, of course not**

A \_\_\_\_\_ in your exam!

B \_\_\_\_\_ . I **hope** we both **pass**.

A Did you go **out** last night?

B \_\_\_\_\_ . I **went** to bed **early**. \_\_\_\_\_ ?

A Me, too. \_\_\_\_\_ after the **exam**. Let's go for a drink.

B \_\_\_\_\_ .

4 **Well**   **Don't worry**   **Bye**   **Safe journey**

**Thank you for having me**   **You're welcome**

A **Here's my train!**

B \_\_\_\_\_ . It doesn't leave for another five minutes.

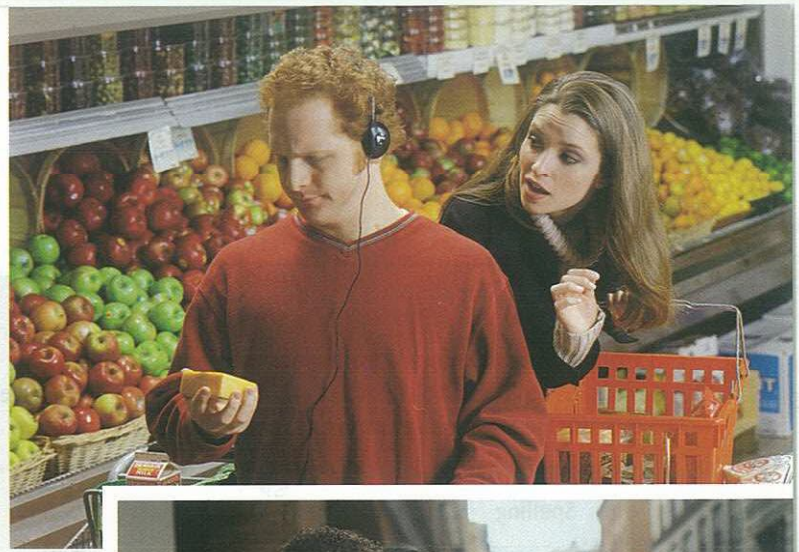
A \_\_\_\_\_ , I'd better get **on**, anyway, and **find** my **seat**.

It was **lovely** staying with you. \_\_\_\_\_ .

C \_\_\_\_\_ . It was a **pleasure**.

A Goodbye, then. See you again soon, I hope.

B and C \_\_\_\_\_ ! \_\_\_\_\_ !



2 **T 12.6** Listen and check. Practise the conversations with a partner. Remember stress and intonation!

3 **T 12.7** Listen. Reply using one of the expressions.

4 Make more conversations for these situations.

- being sympathetic to a friend who's just failed an exam
- trying to get off a crowded bus
- leaving a friend's house where you've just had dinner
- saying goodbye to teachers/schoolfriends when you leave school

# Writing

## UNIT 1 DESCRIBING FRIENDS – Correcting common mistakes

- 1 Look at the symbols often used to correct mistakes in writing. Correct the mistakes in the sentences. Compare your answers with a partner.

Sp	Spelling	1 I'm <u>enjoing</u> the party.
Ww	Wrong word	2 My brother has a good <u>work</u> .
WO	Word order	3 I have <u>two brothers younger</u> .
Gr	Grammar	4 She's got some new <u>reds</u> shoes.
T	Tense	5 He <u>arrive</u> yesterday.
P	Punctuation	6 They <u>arent</u> coming.
^	Word missing	7 She's doctor.
Prep	Preposition	8 They went <u>in</u> Italy on holiday.

- 2 Work in two groups. In each of the sentences below there is one mistake.

**Group A** Find the mistakes in A. Use the symbols to mark them, but don't correct them.

**Group B** Find the mistakes in B. Use the symbols to mark them, but don't correct them.

### A

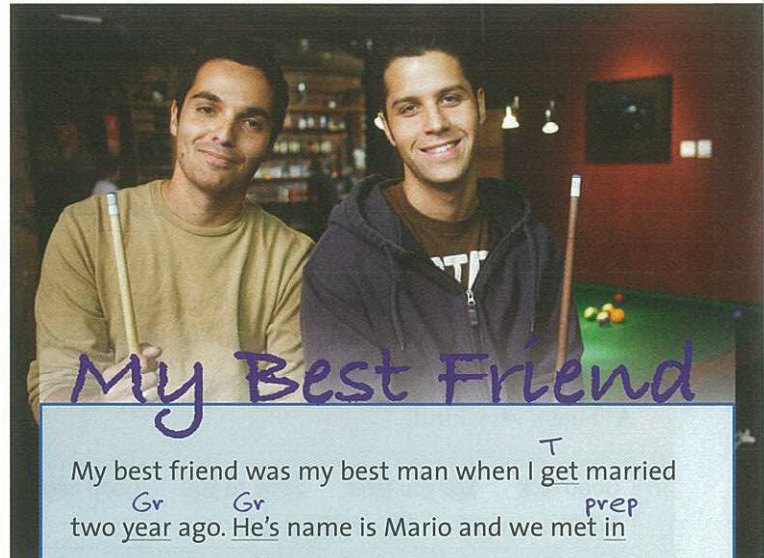
- I like Rome because is a beautiful city.
- She studied for three years psychology.
- There aren't any milk.
- He's speaking French, German and Spanish.
- I watched TV than I went to bed.
- Did you by any bread at the supermarket?

### B

- I lost my all money.
- What did you last night?
- He always wear jeans.
- My town is quite at the weekend.
- I want that I pass the exam.
- They arrived at London.

- 3 Find a partner from the other group. Correct each other's sentences.

- 4 Correct this piece of student writing.



**My Best Friend**

My best friend was my best man when I <sup>T</sup>get married two <sup>Gr</sup>year <sup>Gr</sup>ago. He's name is Mario and we met <sup>prep</sup>in university in Bologna. In fact, we met on our very first day <sup>Sp</sup>their. Mario was <sup>^</sup>first person I spoke <sup>prep</sup>with and we discovered we were both studying Spanish and that we were both football fans. When we left university, we went <sup>WO</sup>together <sup>Gr</sup>travelling for six <sup>Gr</sup>month. We had a fantastic time touring <sup>P</sup>north and <sup>P</sup>south america. The <sup>ww</sup>travel through Chile was amazing. When we were in Mexico, we met two sisters <sup>prep</sup>of London, Tamsin and Tanya. Now I'm married <sup>prep</sup>with Tanya, and next year Mario and Tamsin <sup>^</sup>going to get married. I like Mario because he <sup>Gr</sup>very funny and we <sup>^Gr</sup>has really good times together. He <sup>WO</sup>live in a different town now, but we text or call <sup>WO</sup>often each other. I'm very lucky that he's my friend.

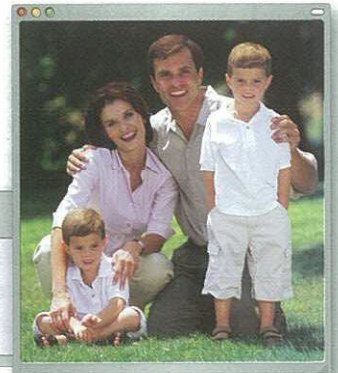
- 5 Write about your own best friend.
- 6 Swap with a partner and see if you can find any mistakes. Read some examples of your work aloud to the class.

## UNIT 2 AN EMAIL – Linking words *but, although, however, so, and because*

1 Imagine that you receive an email from an old friend. It is many years since you last heard news from them. Make notes about what you want to tell them about you and your life in your reply.

6 Read the email. Who is writing to who? Why? What news does she give? Complete the email with one of these linking words.

but although however so because



### *but, although, and however*

2 Read these sentences. They all mean the same. How are they different?

- I don't write many letters **but** I send emails a lot.
- **Although** I don't write many letters, I send emails a lot.
- I don't write many letters. **However**, I send emails a lot.

3 Join these pairs of sentences in three different ways using *but, although, and however*.

- 1 He's a good friend. We don't meet often.
- 2 She isn't English. She speaks English very well.
- 3 It rained a lot. We enjoyed the holiday.

### *so and because*

4 Read these sentences.

- 1 He lived in France for many years, **so** he speaks French well.
- 2 He speaks French well **because** he lived in France for many years.

Which pattern goes with which sentence?

- a Result ← Cause  
b Cause → Result

5 Join the pairs of sentences in two different ways, using *so* and *because*.

- 1 She went home. She was tired.
- 2 We didn't enjoy our holiday. The weather was bad.
- 3 He worked hard. He passed all his exams.
- 4 I enjoy history lessons. I like the teacher.
- 5 It started to rain. We stopped playing tennis.

From: "rebecca king" <bec.king5@wana.com>  
Date: Wed, 27 Apr. 20:07:36 +0100 (BST)  
To: "Martha Baines" <m@baines.fsnet.co.uk>  
Subject: Re: Do you remember me?

Dear Martha,

How wonderful to hear from you. Of course I remember you, (1) \_\_\_\_\_ it's over ten years since we last met. Who gave you my email address? It was great to learn a bit about you and your family. You asked what I'm doing these days, (2) \_\_\_\_\_ here's some of my news.

First things first – I married George! I know you never liked him much, (3) \_\_\_\_\_ you'll probably be pleased to hear that we're now divorced. (4) \_\_\_\_\_, we still see each other a lot (5) \_\_\_\_\_ we have two children, twins, Sam and Toby. They're six now and they're good boys, (6) \_\_\_\_\_ of course, they're sometimes a bit of a handful. We moved from Birmingham (7) \_\_\_\_\_ I didn't want the boys to grow up in a big city. We now live in a big, old farmhouse in Wales. It's really beautiful (8) \_\_\_\_\_ it's expensive to look after (9) \_\_\_\_\_ it's so old. George still lives in Birmingham, (10) \_\_\_\_\_ he often visits and the boys always spend part of their holidays with him.

I know you're busy (11) \_\_\_\_\_ I'd love you to visit us soon and meet my new husband. Yes, I'm married again. Do you remember Hugo King? He was older than us and I think you liked him a lot! Well, we got married a year ago. Can you believe it?

I can't wait to hear more of your news, (12) \_\_\_\_\_ write very soon.

Love  
Rebecca (Becca) x

7 Write an email to your old friend. Use your notes from exercise 1 and the phrases below.

Dear X  
How wonderful/amazing to hear from you.  
I was so surprised./What a wonderful surprise!  
How did you get my email address?  
It was great to hear your news.  
Let me tell you something about my life.  
I can't believe that ... Let's keep in touch.  
Guess what! Best wishes/All the best  
Do you remember...?

Swap emails with a partner. Read your partner's email.



1 Write the sentences with the adjectives and adverbs in the correct place.

- 1 A dog jumped up at me.  
(large, suddenly)  
**A large dog suddenly jumped up at me.**
- 2 Thank you for your invitation. I can't come.  
(kind, unfortunately)
- 3 I got out of bed and went to make a cup of tea.  
(downstairs, nice)
- 4 We had a meal and went to the theatre.  
(lovely, then)
- 5 I was sitting at home when something happened.  
(last Thursday evening, very strange)
- 6 He's got three sisters and I've got three sisters.  
(older, too)
- 7 There was a documentary on TV last night. I enjoyed it.  
(good, very much)
- 8 I worked all week.  
(really hard, last)

2 Work with a partner. Look at the pictures. What do you think the story is about? Use the prompts for pictures 1–4 to write the story of **Aunt Camilla's Portrait**. Take it in turns to read it aloud to the class.

**Picture 1**

My Aunt Camilla ... old and very ... . One day ... in the mirror ... suddenly decided that ... a portrait of herself. Immediately, she ... the world-famous portrait painter, Rolf Unwin.

**Picture 2**

Twice a week she ... his studio. Rolf ... painted her ... . He didn't want ... see the picture until ... .

**Picture 3**

Finally, ... the portrait ... ready. My aunt ... excited and hurried ... . The portrait ... exactly like my aunt. Unfortunately, she ... and refused ... . She ordered him to ... .

**Picture 4**

This time ... didn't visit the studio ... . After another three months, the portrait ... ready and my aunt ... see it. The face ... a beautiful ... girl. It didn't ... like my aunt at all, ... she ... loved it. She paid Rolf ... .

Turn to p149 and compare your stories. What are some of the differences?

## Aunt Camilla's Portrait

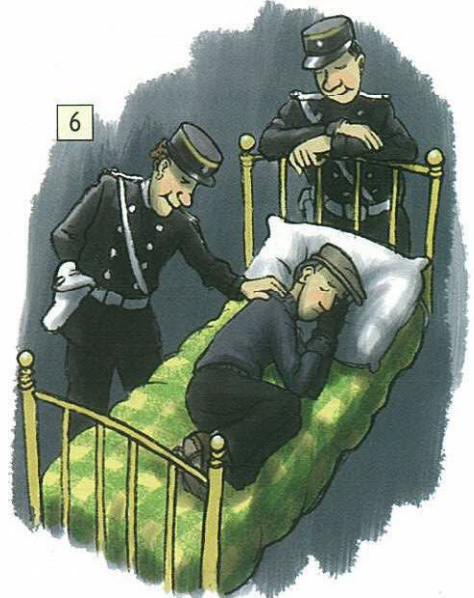
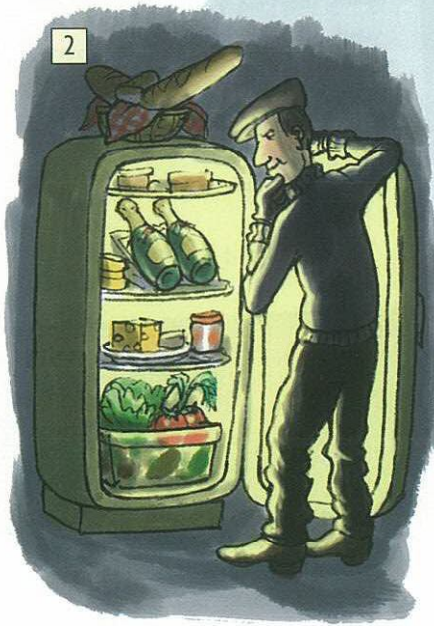


3 Here's another picture story – 'The French Burglar'. It's a true story! Write the story, using the prompts for each picture. Use as many adverbs and adjectives as you can.

4 Compare your story with a partner's. Read some aloud to the class. Then turn to p150 and compare your stories. What are the differences?

- 1 One ... summer's evening last June, a burglar broke into a ... house in Paris. First he ... living room and ... put ... .
- 2 Next ... kitchen to ... . He opened ... and saw ... cheese.
- 3 ... feeling hungry, so he took ... and sat ... . Then he remembered ... .
- 4 He went back ... and quickly ... .
- 5 After that ... upstairs to ... , but suddenly ... really tired, so ... .
- 6 Unfortunately, ... asleep ... , and the next morning when ... .

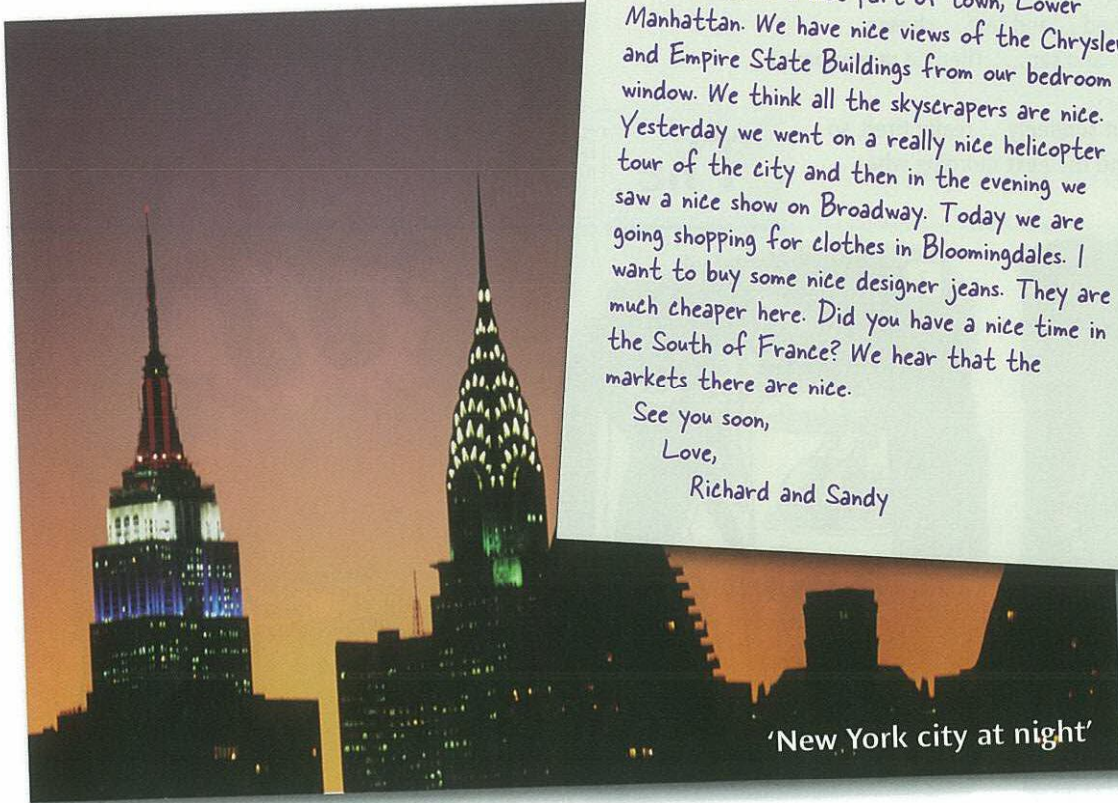
## The French Burglar



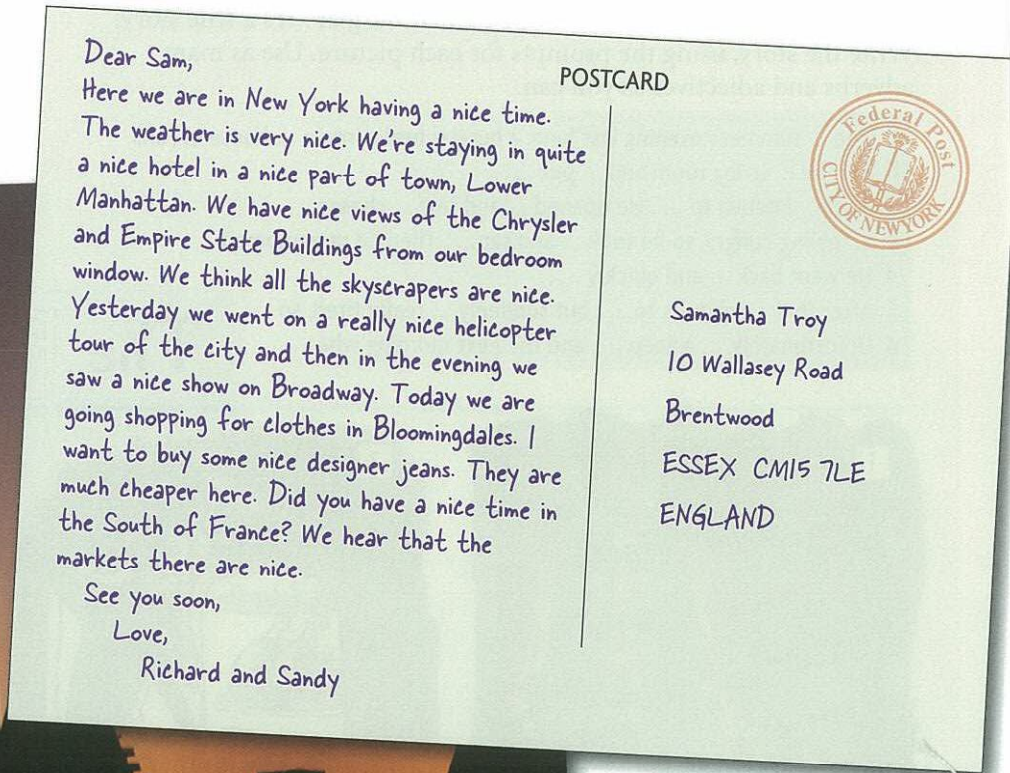


## UNIT 4 A POSTCARD – Synonyms in writing

- 1 Read the postcard. Where are Richard and Sandy? Are they enjoying their holiday? Where did their friend go on holiday? What is wrong with the style of the writing?



'New York city at night'



Dear Sam,  
 Here we are in New York having a nice time.  
 The weather is very nice. We're staying in quite a nice hotel in a nice part of town, Lower Manhattan. We have nice views of the Chrysler and Empire State Buildings from our bedroom window. We think all the skyscrapers are nice. Yesterday we went on a really nice helicopter tour of the city and then in the evening we saw a nice show on Broadway. Today we are going shopping for clothes in Bloomingdales. I want to buy some nice designer jeans. They are much cheaper here. Did you have a nice time in the South of France? We hear that the markets there are nice.  
 See you soon,  
 Love,  
 Richard and Sandy

POSTCARD



Samantha Troy  
 10 Wallasey Road  
 Brentwood  
 ESSEX CM15 7LE  
 ENGLAND

- 2 Richard and Sandy use *nice* eleven times. Complete the sentences below with more descriptive adjectives from the box. Use as many different ones as possible. Careful! Sometimes more than one word is possible, but not always!

great warm and sunny interesting good wonderful  
 luxurious spectacular amazing exciting brilliant beautiful

- 1 We're having a \_\_\_\_\_ time here in New York.
- 2 The weather is \_\_\_\_\_.
- 3 We're staying in a \_\_\_\_\_ hotel in a/an \_\_\_\_\_ part of town.
- 4 We have \_\_\_\_\_ views of the Empire State Building.
- 5 We think the skyscrapers are \_\_\_\_\_.
- 6 We went on a/an \_\_\_\_\_ helicopter ride.
- 7 In the evening we saw a/an \_\_\_\_\_ show.
- 8 I bought some \_\_\_\_\_ designer jeans.
- 9 Did you have a \_\_\_\_\_ time in the South of France?
- 10 We hear that the markets there are \_\_\_\_\_.

- 3 Work with a partner. Read the postcard aloud with a variety of adjectives. Use *nice* once only. Where do you think is the best place to use it?
- 4 Think of a holiday you once had. Imagine you are still there. Write a postcard to an English friend about it, but use the adjective *nice* once only! You can write about some of these things.

- the journey
- the weather
- the accommodation
- the food
- some things you did yesterday
- some things you are going to do today

Read your postcard to the class.



## UNIT 5 FILLING IN A FORM

- 1 When do you fill in forms? Give some examples.
- 2 Match the expressions and questions.

1 First name	a Are you married or single?
2 Surname	b What do you do in your free time?
3 Date of birth	c What's your phone number?
4 Place of birth	d What's your first name?
5 Permanent address	e What do you do?
6 Marital status	f Where were you born?
7 Occupation	g When were you born?
8 Qualifications	h What's your family name?
9 Hobbies/Interests	i Where do you live?
10 Tel. no.	j What degrees, diplomas, certificates, etc. do you have?

- 3 Follow these instructions. Write about you.
  - 1 Write your name in capital letters.
  - 2 Sign your name.
  - 3 Delete where not applicable. (Mr/Mrs/Miss/Ms)
  - 4 Write your postcode.
- 4 Complete the form.
- 5 Compare the information on your form with other students.



The Global School of English

### PLEASE WRITE IN CAPITAL LETTERS

Mr/Mrs/Ms*	Family name	<input type="text"/>	First name	<input type="text"/>	
Sex	<input type="checkbox"/>	Date of birth	<input type="text"/>	Nationality	<input type="text"/>
First language	<input type="text"/>	Level of English	<input type="text"/>		
Address in your country		Occupation	<input type="text"/>		
<input type="text"/>		Email address	<input type="text"/>		
Where did you hear about the school?		<input type="text"/>			
Have you been to ... before?		<input type="text"/>	If yes, when?		
Date of arrival		<input type="text"/>	Date of departure		
Reason for learning English: Business/pleasure/exams/other* (If other, please specify.)		<input type="text"/>			
How many hours a day do you want to study?		<input type="text"/>			
Signature	<input type="text"/>		*Delete where not applicable.		

- 1 Complete this sentence in any way you can.  
The town where I was born is / has ...  
Share the information with the class.

**GRAMMAR SPOT**

- 1 We use *who, that, which, and where* to join sentences. Look at these sentences.  
I met a man. He comes from my town.  
I met a man **who** comes from my town.  
I bought a house. It's in the High Street.  
I bought a house **which / that** is in the High Street.  
The hotel was very comfortable. We stayed in it.  
The hotel **where** we stayed was very comfortable.
- 2 *Who, which, that* and *where* are relative pronouns. Complete the rules with a relative pronoun.
- \_\_\_\_\_ is for people.
  - \_\_\_\_\_ or \_\_\_\_\_ is for things.
  - \_\_\_\_\_ is for places.

- 2 Join the sentences with the correct relative pronoun.
- 1 There's the boy. He broke the window.
  - 2 That's the palace. The Queen lives in it.
  - 3 There are the policemen. They caught the thief.
  - 4 I bought a watch. It stopped after two days.
  - 5 Here are the letters. They arrived this morning.
  - 6 That's the hospital. I was born in it.
- 3 Read the description of a town. Complete the text with *who, which, or where*. Then answer the questions.
- 1 Where is the town?
  - 2 Why is it called Newcastle?
  - 3 What was it like 50 years ago?
  - 4 What is it like now?
  - 5 How many bridges are there?
  - 6 What are the people like?
  - 7 What is 'The Angel of the North'?
  - 8 What is a 'Geordie'?
- 4 Write a similar description of your home town in about 200 words. First write some notes about it.
- Where is it? • What's its history? • What's it like now?
- Next write some personal opinions.
- Do you like it? • Why?
- 5 Read some aloud and compare your towns.



**THE TOWN WHERE I WAS BORN**

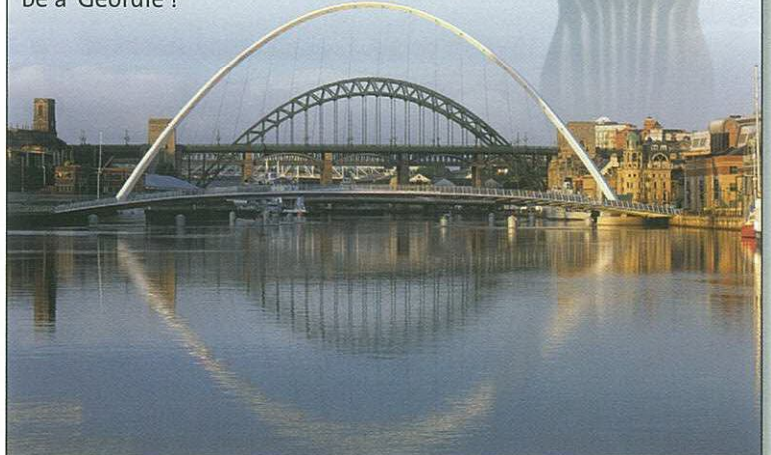
I was born in Newcastle, a city in the north-east of England. Newcastle is on the banks of the River Tyne, (1) \_\_\_\_\_, in the 12th century, a 'new castle' was built, (2) \_\_\_\_\_ gave the city its name.

Today Newcastle is one of Britain's biggest cities, with a population of about 260,000. 50 years ago, it was very industrial. The main industry on the Tyne was shipbuilding, but now, this river, (3) \_\_\_\_\_ once ships and coal barges sailed, is lined with fashionable hotels, bars, and restaurants.

There are seven bridges over the Tyne, (4) \_\_\_\_\_ link Newcastle to the next town, Gateshead. The most recent is the beautiful Millennium Bridge, (5) \_\_\_\_\_ was built in 2001. Next to it is an old flour mill, now the famous Baltic Art Centre, (6) \_\_\_\_\_ you can see the work of contemporary artists, (7) \_\_\_\_\_ produce many of their paintings and sculptures on site.

I moved from Newcastle ten years ago but I often return. I miss the people, (8) \_\_\_\_\_ are so warm and friendly, and I miss the wild, beautiful countryside to the north of the city. I also miss my favourite sculpture, 'The Angel of the North', (9) \_\_\_\_\_ greets you as you arrive in the North East.

People (10) \_\_\_\_\_ are born near the River Tyne have a special name. They are called 'Geordies'. I am very pleased to be a 'Geordie'!





## UNIT 7 A BIOGRAPHY – Paragraphing: Two princesses

- Write down the names of three people alive today who were born famous, and three who have become famous. Share your ideas with the class. Why are they famous?
- What do you know about Princess Caroline of Monaco? Discuss with a partner.
- Read these six paragraphs about Princess Caroline. Work together to put the paragraphs in the correct order. Did you find any of the facts you and your partner discussed?
- Here are some facts about the life of Caroline's sister, Princess Stephanie of Monaco. Divide the information into five paragraphs. Use this and the text about Caroline to help write Stephanie's biography. Use *and*, *then*, *but*, and relative pronouns to help link your ideas.



### THE LIFE OF A PRINCESS (1)

#### Caroline

**a** However, just one year after her mother's death, Caroline married Italian businessman Stefano Casiraghi and, with the birth of their three children, found real happiness. Then tragedy struck again. In October 1990, Stefano died in a powerboat accident. The shock caused Caroline to lose her hair. She moved from Monaco to St Rémy and for five years she stayed at home with her children.

**b** *Princess Caroline of Monaco* was born on January 23, 1957. She was the first child of Prince Rainier III and Princess Grace of Monaco. Her brother Albert followed 14 months later, and seven years after that her sister Stephanie was born. Prince Rainier and Princess Grace wanted their children to have a normal life. However, this proved impossible. The paparazzi have followed their lives since they were small. The activities of the two princesses have been of particular interest.

**c** The divorce was the first of many misfortunes in Caroline's life. In 1982, her mother, Princess Grace, died in a terrible accident while she was driving with Stephanie down the narrow Monaco roads. The death of this once famous film star was a huge tragedy for the family.

**d** Caroline was a bright, beautiful child, and after school in England, she went to study in Paris. She adored the Paris nightlife but of course, the paparazzi followed her everywhere. Her parents were furious. They became even more upset when Caroline met and wanted to marry French banker and playboy Philippe Junot, aged 38. When Caroline, aged 21, married Junot in 1978, Princess Grace said, 'This won't last two years', and she was absolutely right. They divorced in 1980.

**e** However, the pain of the past showed again on her face when her father, Prince Rainier, died in 2005. Prince Albert is now Monaco's head of state. Caroline's son, Andrea, is the heir. Her eldest daughter, Charlotte, who looks very like her mother, already stars in celebrity magazines. The paparazzi have started again with the next generation.

**f** Then, in 1995, she met Prince Ernst of Hanover again, the man her mother had always wanted her to marry. Although he was already married, they began a relationship and finally married in 1999. Caroline's happiness seemed complete with the birth of a daughter, Alexandra.



### THE LIFE OF A PRINCESS (2)

#### Stephanie

- ★ Born: 1 February 1965 ... third and last child of ...
- ★ Often called the 'wild-child princess'
- ★ Aged just 17 in 1982 when her mother died while ... She was a passenger in the car.
- ★ Some people said that Stephanie was driving.
- ★ After crash ... went wild
- ★ Had two children by her bodyguard, Daniel Ducret: Louis, b. 1992, Pauline, b. 1994
- ★ Married Ducret 1995
- ★ Divorced 1996 ... paparazzi photographed Ducret with Belgian beauty queen
- ★ Third child 1998, Camille. She has never named the father.
- ★ Stephanie has always loved circuses. Next boyfriend an elephant trainer, Franco Knie.
- ★ In 2003, married again – Adans Lopez Peres, a Portuguese acrobat 10 years her junior, from the same circus as Knie.
- ★ Divorced 2004
- ★ Father died 2005. Stephanie distraught. She was his favourite.

- Write a biography of a celebrity that interests you.



## UNIT 8 LETTERS AND EMAILS – Formal and informal expressions

- 1 Work with a partner. Discuss which beginnings can go with which endings. More than one is sometimes possible. Which are formal? Which are informal? Which are usually only used in emails?

1 Dear Peter,	a Lots and lots of love, Harry xxx
2 Dear Ms Lombard,	b Love, Concetta
3 Hello Cathy,	c Yours, George
4 Dear Sir or Madam,	d Bye for now, Sammy
5 Dear Mum,	e Yours faithfully, Daniel Miles
6 Hi Rob,	f Yours sincerely, Kay Macey
	g Best wishes, Dave

### A formal letter

- 2 Read the formal letter. Complete it with the words or phrases from the box.

frequently advertisement However interested in sincerely to hearing some information to improve application form

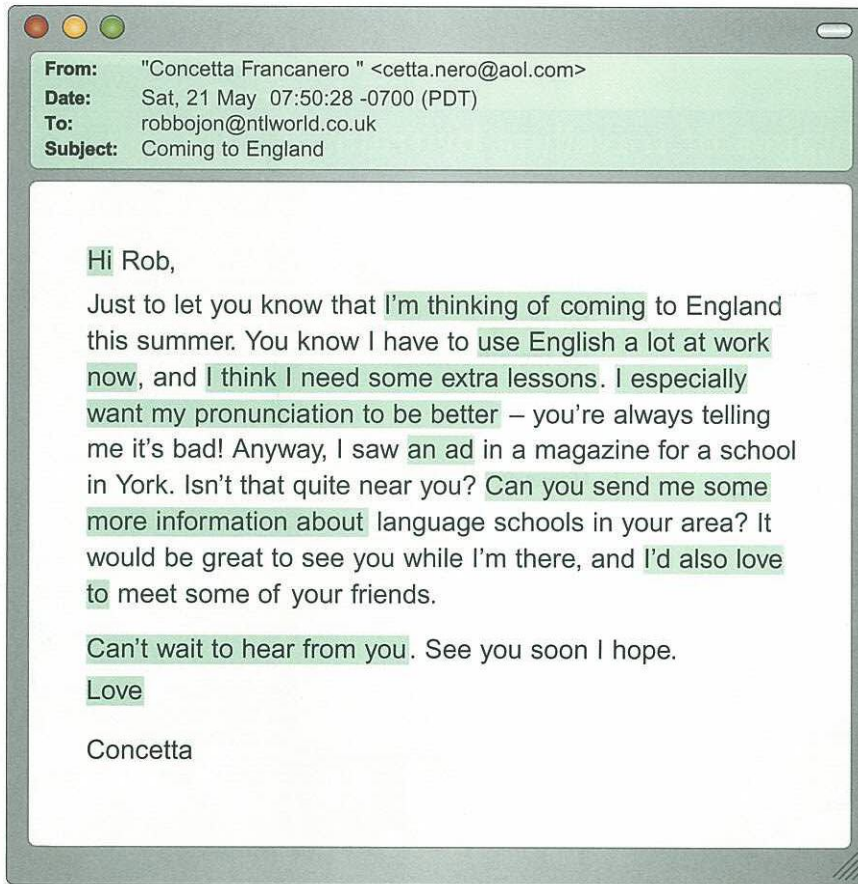
- 3 Look at the different parts of the letter. Compare it with formal letters in your country. Are the names, addresses, and the date in the same place? Do you have many different greetings and endings for formal and informal letters and emails?

Your address	● Via Morgagni 90 1-00161 Rome Italy Tel: +39 06 44 11 97 08
The date	● 29th March
Name and address of who you are writing to	● Harriet Lombard (Principal) Oxford English School 234 Harrogate Road York YK3 3BT
Greeting	● Dear Ms Lombard,
Introduction	● I saw your (1) _____ for English classes in this month's <i>English Today</i> magazine and I am (2) _____ coming to your school this summer.
Main parts	● I studied English for six years at school and I have to use English (3) _____ in my job. (4) _____, I now feel that it is necessary to continue my studies. I would especially like (5) _____ my pronunciation. Please could you send me further information about your courses, and an (6) _____? I would also like (7) _____ about accommodation.
Conclusion	● I look forward (8) _____ from you soon.
Ending	● Yours (9) _____,
Signature	● <i>Concetta Francanero</i> Concetta Francanero

## An informal email

- 4 Read Concetta's email to her English friend Rob. Compare it with the letter. How does she express the highlighted lines from the email more formally in the letter?
- 5 Match these lines from an email and a formal letter.

A	B
It was great to hear from you.	Please find enclosed a photocopy of ...
Thanks for ...	I apologize for ...
I want to ask about ...	Thank you for your letter of 1st November.
I'm sorry about ...	If you require further assistance, ...
I'm sorry to have to tell you that ...	I regret to inform you that ...
I'm sending you a copy of ...	I would like to enquire about ...
If you need any more help, ...	Thank you for ...



**From:** "Concetta Francanero" <cetta.nero@aol.com>  
**Date:** Sat, 21 May 07:50:28 -0700 (PDT)  
**To:** robbojon@ntlworld.co.uk  
**Subject:** Coming to England

Hi Rob,

Just to let you know that I'm thinking of coming to England this summer. You know I have to use English a lot at work now, and I think I need some extra lessons. I especially want my pronunciation to be better – you're always telling me it's bad! Anyway, I saw an ad in a magazine for a school in York. Isn't that quite near you? Can you send me some more information about language schools in your area? It would be great to see you while I'm there, and I'd also love to meet some of your friends.

Can't wait to hear from you. See you soon I hope.

Love

Concetta

- 6 Write a similar letter about yourself to the school in York. Then write an email to an English friend and tell them about it.





## UNIT 9 DISCUSSING PROS AND CONS – For and against travelling by train

- 1 Do you sometimes travel by train? Write down three things you *like* and three things you *don't like* about travelling by train. Compare your ideas with the class.
- 2 Read these notes. How many of your ideas are here?

### Advantages of train travel

- fast
- comfortable
- not stressful

### You can ...

- relax (read / look out of the window)
- work
- eat

### Disadvantages of train travel

- sometimes expensive
- sometimes crowded
- sometimes delayed
- not door to door

### You must ...

- travel at certain times
- use other transport to get to the station

- 4 Put the linking words on the right into the correct place in each paragraph. Sometimes you will need to change the punctuation.
- 5 Make notes about the advantages and disadvantages of one of these topics. Then write a text similar to the one below, giving your own opinions. Write about 150 words.
  - Travelling by car
  - Travelling by plane
  - Holidays abroad

- 3 Now read the text. What is the purpose of each paragraph?

### The advantages and disadvantages of travelling by train

Travelling by train has many advantages. There are no stressful traffic jams, and trains are fast and comfortable. You can use the time in different ways. You can sit and read, or just watch the world go by. You can do some work, and with a laptop and a mobile phone, the train can become your office!

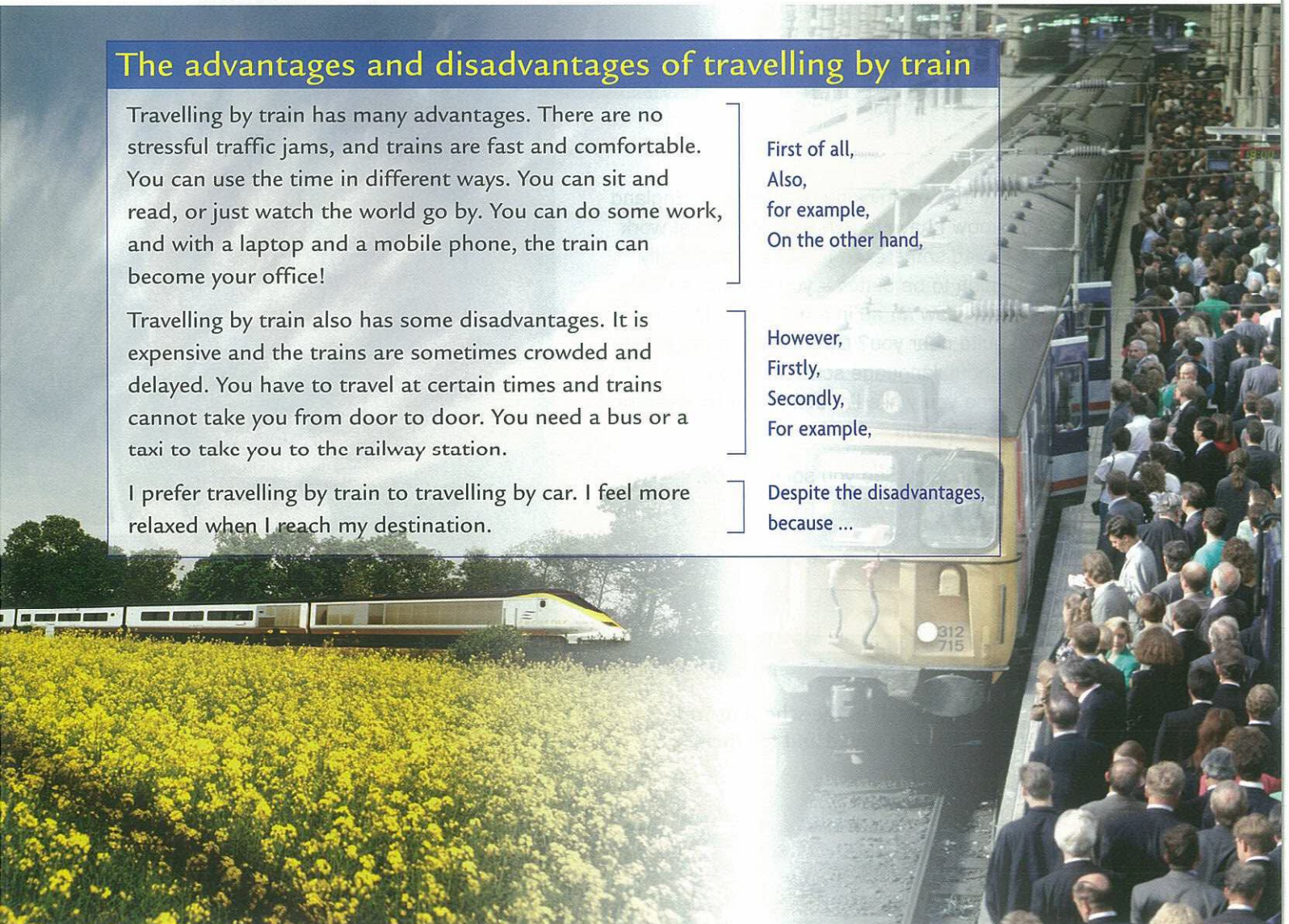
Travelling by train also has some disadvantages. It is expensive and the trains are sometimes crowded and delayed. You have to travel at certain times and trains cannot take you from door to door. You need a bus or a taxi to take you to the railway station.

I prefer travelling by train to travelling by car. I feel more relaxed when I reach my destination.

First of all,  
Also,  
for example,  
On the other hand,

However,  
Firstly,  
Secondly,  
For example,

Despite the disadvantages,  
because ...



**UNIT 10 A REVIEW – Books and films: referring back in a text**

1 Which films are popular at the moment? What have you seen recently? Complete these sentences. Then talk to a partner about it.

- The last film I saw was ...
- It starred ...
- It was about ...
- I really enjoyed/didn't enjoy it because ...

2 Read the paragraph below. What do the words in **bold** refer to?

I saw a really good film last week. **It** was a horror movie. I went with two friends. **They** didn't enjoy it at all. They said the acting was terrible. **That** surprised me, because I thought **it** was excellent. My parents rarely go to the cinema. **This** is because **they** wait until the film comes out on DVD, and then they watch it at home.

3 What do you know about the story of Frankenstein? Share your ideas with the class. Answer the questions.

1 Is *Frankenstein* a book or a film? Or both?

2 What kind of story is it? Is it ...

- a detective story?      • a horror story?
- a science fiction story?      • a romance?

3 Who or what is Frankenstein? Is he ...

- a doctor?      • a scientist?
- a monster?      • a student?

4 Read the review of the novel *Frankenstein*. Check your answers to exercise 3.

5 Read the review again. What do the words in **bold** refer to?

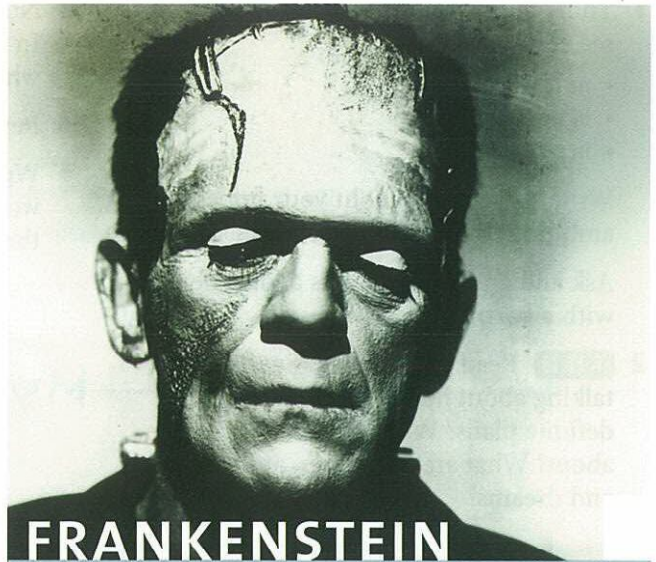
6 Complete the review with the past participles in the box.

translated	written	published	made
said	told	terrified	used

7 Look at the headings. Find the information in the review of *Frankenstein*.

- title and author
- type of book/film
- characters
- the plot

Make some notes under the same headings about a book or film that you have read or seen recently. Then write a short review. Read it aloud to the class and answer questions about it.



**FRANKENSTEIN**

*Frankenstein* was (1) \_\_\_\_\_ by Mary Shelley, the wife of the English poet P.B. Shelley, in 1818. From the moment it was (2) \_\_\_\_\_ it became extremely popular and has been (3) \_\_\_\_\_ into many languages. A horror story, it is (4) \_\_\_\_\_ to be the original science fiction novel. Sometimes the name Frankenstein is wrongly (5) \_\_\_\_\_ as the name of the monster, but in fact, Frankenstein is the name of the scientist who created it.

The story is (6) \_\_\_\_\_ through the letters of a man called Walton, an English explorer. We learn of Victor Frankenstein, a student of science from Geneva, **who** discovers the secret of life and decides to make a human being. So at night he visits graveyards and collects bones and bodies. With **these** he creates a person who is more monster than man.

The monster is huge and ugly, and of course, people are (7) \_\_\_\_\_ when they see it. As a result, the poor creature has no friends and feels lonely and depressed. Finally, it asks Frankenstein to make it a wife. **This** he refuses to do. So the monster attacks and kills not only Frankenstein's brother, but also his friend, and his bride, Elizabeth. Frankenstein is heartbroken and is determined to kill the monster.

Unfortunately, while chasing **it**, **he** dies. The monster then kills **itself**.

Over 40 movies have been (8) \_\_\_\_\_ of the story of Frankenstein, **the first** as long ago as 1910. It is a fascinating story because of the character of the monster, **which** is both sad and frightening at the same time.



## UNIT 11 WRITING FOR TALKING – My dreams for the future

1 Think about your future life. How do you see your life ... ?

- next year
- in five years' time
- in ten years' time

Write some notes about your hopes and ambitions at each of these times.

Ask and answer questions about them with a partner.

2 **T 11.13** Read and listen to Susannah talking about her future. What are her definite plans? What is she not sure about? What are her hopes, ambitions, and dreams?

3 Now read Susannah's talk again carefully. There are six paragraphs. In each one underline any words or expressions that would be useful when you write a talk about your future. Compare with your partner.

4 Rewrite the first paragraph about you. Read it aloud to your partner.

5 Write a talk about your future plans and dreams. Mark pauses and words you want to stress. Practise reading it aloud. Give your talk to the class. Answer any questions.

### My dreams for the future

Hello everyone. My name's Susannah, Suzie for short. I'm 20 years old. At the moment I'm in my second year at art school and I often dream about my future. I have big plans and I'd like to tell you a bit about them.

My most immediate plans are holiday plans. I'm going to visit my brother, who's working in Australia. My mother and I are going to spend Christmas with him in the summer sun. I'm very excited about that.

When I return, I have to make a final decision about which course I'm going to study next year. I'm still not sure – I might do fashion design or I might do landscape design. It's difficult because I'm interested in both clothes and gardens. If I choose landscape, I'd like to work with my friend Jasper. He's brilliant with gardens and we've already worked on two together. It was great fun and we get on very well.

In five or ten years' time I would like to have my own business and work for myself, like my father. He has his own building business. I might even do a business course after I finish art school.

Of course, one day I hope to marry and have children – ideally, before I'm 30, but I can't plan when I'll meet the right person and I haven't got a boyfriend at the moment.

In my dreams I see myself at 40 running a successful gardening company with about 20 employees. I'll design beautiful gardens for beautiful people. I'll have a beautiful house, two beautiful children and, of course, a husband who's as successful as I am. Who knows, it might even be Jasper!



- Join each pair of sentences with the words in *italics*. Make any changes necessary. Check with a partner.
  - and/still*  
He's been learning English for five years. He still can't speak a word.  
*He's been learning English for five years and he still can't speak a word.*
  - although/only*  
She's 15 years old. She walked to the North Pole.  
\_\_\_\_\_
  - eventually/who*  
We found someone. He could speak Russian.  
\_\_\_\_\_
  - which/unfortunately,*  
I sent you an email. You didn't receive it.  
\_\_\_\_\_
  - but/especially*  
I love all ice-cream. I love strawberry ice-cream.  
\_\_\_\_\_
  - when/suddenly*  
We were having a picnic. It started to rain.  
\_\_\_\_\_
  - just/so/of course*  
They've had a baby girl. They're delighted.  
\_\_\_\_\_
  - However, usually*  
He's always giving me advice. I don't follow it.  
\_\_\_\_\_
- Quickly read the brief biography of the explorer David Hempleman-Adams. How did he become interested in the outdoor life? How many of his achievements can you remember? What is 'the impossible grand slam'?
- Read the biography more carefully. Put the words on the right in the correct places in the lines and make any necessary punctuation changes.
- Write a list of the most important events that have happened in your life. Show your list to your partner and ask and answer questions about them.
- Write your autobiography. Swap them with others in the class. Decide whose is the most interesting and/or the most well-written. Read those aloud.



## DAVID HEMPLEMAN-ADAMS explorer and adventurer

David Hempleman-Adams was born in the railway town of Swindon, Wiltshire in 1956. When he was 9 years old, his parents divorced and he had to make a big decision. Should he live with his father or move to a small village with his mother? He chose to go with his mother. He loved country life and being outside in the fresh air.

He became interested in climbing. He climbed in the Welsh mountains, in North America, and in 1981, he climbed Kilimanjaro, Africa's highest mountain. His dream was to climb Everest, and this he did in 1993. Everest was not enough and David wanted other challenges. He wanted to climb the highest peaks in all seven continents, and to walk to the North and South Poles. He fell through the ice and was attacked by a polar bear. He succeeded in all his challenges. On 29 April, 1998, he became the first man in history to complete the so-called 'impossible grand slam' of peaks and Poles.

Not satisfied, he took up ballooning and broke three more records. In 2000, he ballooned solo to the North Pole, in 2003, he crossed the Atlantic, and in 2007 he broke the world altitude record.

In 2004, David's amazing achievements were recognized worldwide in New York. Astronaut Buzz Aldrin presented him with the Explorer's Club medal. He was a world hero.

David married in 1992 and has three daughters. The eldest, Alicia, has followed in her father's footsteps. At 15, she became the youngest person to walk to the North Pole.

*Unfortunately, just*

*Eventually, Fortunately especially*

*Soon, First of all then*

*eventually, However*

*Although*

*Still  
First, next finally*

*Also  
when  
At last*

*Incredibly  
just*