



УКРАИНСКАЯ ПРАВОСЛАВНАЯ ЦЕРКОВЬ
КИЕВСКАЯ ДУХОВНАЯ АКАДЕМИЯ

Liz and John Soars

**Headway Upper-Intermediate
Student's book
2 ЧАСТЬ**

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Liz and John Soars

OXFORD



6 Making it big

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

TEST YOUR GRAMMAR

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

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

not many ... crimes/criminals/violence/accidents

several ... times/letters/paper/rooms

very little ... time/room/hope/spaces

not much ... jobs/unemployment/work/experience

a bit of ... luck/opportunity/fun/help

a lot of ... enthusiasm/energy/people/ingredients

enough ... chairs/food/herbs/cutlery

plenty of ... fresh air/fluids/sleep/walks

hardly any ... money/experience/clothes/friends

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

THE NAKED CHEF

Expressions of quantity

- 1 Jamie Oliver is a famous British chef. Read the article. Why do you think he is called *the Naked Chef*?
- 2 Answer the questions.
 - 1 How many TV series has he made?
 - 2 How many books has he written?
 - 3 How many live shows does he do a year?
 - 4 How much did he earn cooking at his parents' pub?
 - 5 How long did he spend in catering college?
 - 6 How much time did he spend in France?
 - 7 How many chefs did he work under in London?
 - 8 How much experience did he have when he was first on TV?
 - 9 How many fresh ingredients and herbs did he use?
 - 10 How much interest in food programmes did his audience have previously?

Jamie Oliver

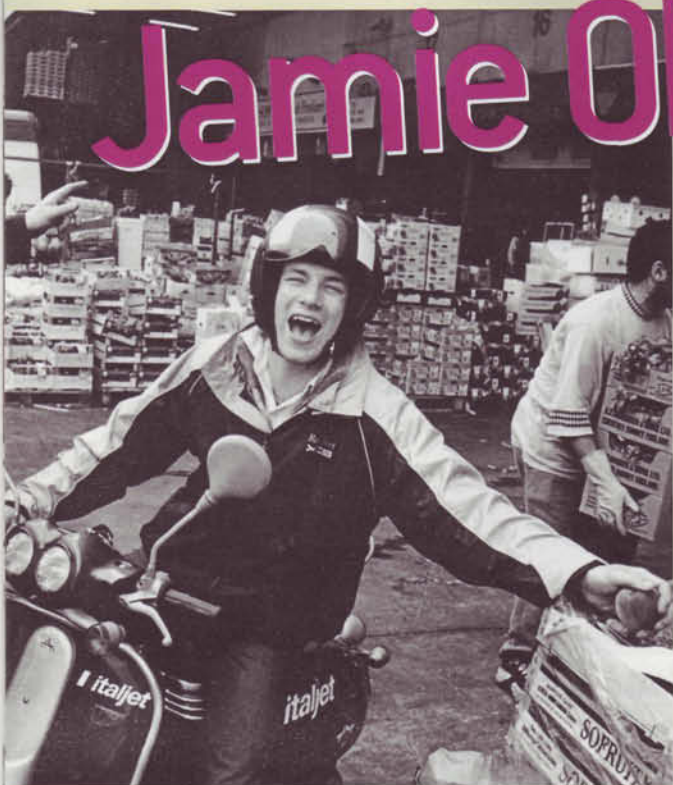
At only 28, JAMIE OLIVER is now an extremely successful and well-known chef, with his own acclaimed restaurant in the centre of London. He has made five TV series, written several

books, and still does around twenty live shows a year. He doesn't have much free time any more. How did he make it big?

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

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

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





3 T 6.1 Listen to a similar text about Jamie Oliver. Write down the differences you hear.

LANGUAGE FOCUS

- 1 Why do we say ...?
 quite **a few** TV series but **a little** pocket money
not much free time but **not many** free days
- 2 Complete the chart and compare the different ways of expressing quantity.

Reading text	Listening text
five TV series	quite a few
	four books
twenty live shows	
	not many free days
two years	
	a few famous chefs
very little experience	
	a lot of enthusiasm
plenty of fresh ingredients	
	didn't have any interest

▶▶ Grammar Reference pp146–147

4 Close your books. What can you remember about Jamie Oliver?



PRACTICE

Countable or uncountable?

1 With a partner, ask and answer questions.

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

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

T 6.2 Listen and compare your answers.

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

Chocolate is fattening. **U**
 Have a chocolate. **C**

I do a lot of business in Russia. **U**
 We opened a business together. **C**

Complete the sentences with *a* or nothing.

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

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

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

Count nouns	Uncount nouns
dollar	money

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

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



Expressing quantity

4 Rephrase the sentences. Use the prompts.

She earns five euros an hour.

much / very little / hardly any

She doesn't earn much money.

She earns very little money.

She earns hardly any money.

1 She's got two friends.

many / very few / hardly any

2 There are six eggs in the fridge.

some / a few / enough

3 There are two eggs in the fridge.

many / only a couple of

4 There aren't any tomatoes.

no / not a single / none

5 Did you spend many weeks in France?

much / a lot of

6 I have five days' holiday a year.

much / hardly any

7 I have put on 20 kilos!

a huge amount of / far too much / loads of

8 Ninety per cent of my friends have a car.

almost all / most / the majority

9 Ten percent of them smoke.

very few / hardly any / not many

10 There isn't one of my friends who's married.

none / not one

11 Ken works 100 per cent of the time.

all / the whole

12 Yesterday I ate hardly anything at all.

not much / very little / almost nothing

5 Choose the correct alternative.

1 I have *a few / few* cousins, but not many.

2 We have *very little / a little* money, I'm afraid.

3 I earn *less / fewer* money than I did in my old job!

4 *Less / fewer* people go to church these days.

5 *All people / Everyone* came to my party.

6 I was burgled last month. *All / Everything* was stolen.

7 *Everyone / All the people* was watching the Cup Final.

8 Last week the *all / whole* school had flu.

SPOKEN ENGLISH Expressing quantity

There are many ways of expressing quantity in spoken English.

She's got loads of clothes.

T 6.3 Listen and fill the gaps with the expression of quantity you hear.

_____ of time _____ of food _____ of things
 _____ of money _____ of washing _____ of people

What have your friends got a lot of?

Tania's got millions of boyfriends.

A lifestyle survey

Conduct a survey of the habits of your class using the activities listed. When you are ready, give your feedback using expressions from the box.

- like shopping
- spend a lot of money on trainers
- watch *Friends*
- buy designer clothes
- like *The Simpsons*
- go to coffee shops
- go clubbing regularly
- do a lot of exercise

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

Most of us like shopping.



▶▶ **WRITING** Report writing – A consumer survey *p116*



LISTENING AND SPEAKING

Advertisements



- 1 What's your favourite advertisement at the moment? What's it for? Does it have a story?
- 2 Talk about an advertisement from a newspaper or magazine. What's it for? Why do you like it?
- 3 **T 6.4** Listen to six radio advertisements and answer the questions. Write a number 1–6.

Which advert ...

- ... is advertising a football match?
- ... is selling a chocolate bar?
- ... is selling soap powder?
- ... is for a new car with free insurance?
- ... is for car insurance for women?
- ... is advertising a shop's opening hours?

- 4 Complete the chart.

	Name of the product	Characters involved	Setting/ place
1			
2			
3			
4			
5			
6			

- 5 What is the selling point for each advert?
- 6 Answer the questions about each advert.
 - 1 Describe Sarah's play shirt.
What's special about this washing powder?
 - 2 What do the men think of the woman driver?
Why and how do they change their minds?
 - 3 What has the daughter done that she's so proud of?
Why is her father so horrible to her?
 - 4 How can the daughter afford a new car?
In what ways does she make fun of her father?
 - 5 What does the man want to invite Sue to do?
In what ways does he say the wrong thing?
 - 6 How does the vicar try to hurry up the wedding?
Why is he in a hurry?

Writing an advert

Devise a radio or television advert. Choose a product or service of your own, or one of the following.

- a BMW sports car
- Bonzo dog food
- Dazzle washing-up liquid
- Blue Mountain coffee
- a bank for students
- a restaurant in town
- a computer



READING AND SPEAKING

Two famous brands



STARBUCKS COFFEE

ANYONE FOR COFFEE? What about a Skinny Latte, or perhaps an Almond Truffle Mocha, or even a Raspberry Mocha Chip Frappuccino? These are just a few of the many speciality coffees on offer at Starbucks, the world's leading coffee roaster and retailer.

Starbucks serves over 25 million customers a week in 7,500 stores around the world. And this figure is increasing rapidly, with three or four new stores being opened every single day! So how did a company currently worth \$5 billion get started?

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

Meanwhile, in New York, Howard Schultz, a businessman specializing in kitchen equipment, noticed that a small company in Seattle was ordering a large number of a special type of coffemaker. Out of curiosity, he made the cross-country trip to Seattle to find out more. Immediately he saw the Starbucks store, he knew that he wanted to be part of it. The three founder members weren't initially very keen, but a persistent Schultz was eventually hired to be head of Starbucks marketing in 1982. He modelled the Starbucks stores on Italian espresso bars, and made them comfortable places to relax. Within the next ten years, Schultz had already opened 150 new stores and had bought the company! There are now stores all over Europe, Asia, and the Middle East. Today Starbucks is one of the world's most recognized brands.

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

2 Work in two groups.

Group A Read about Starbucks on this page.

Group B Read about Apple Macintosh on p59.

Read your article and answer the questions.

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

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

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

- In Silicon Valley.
- Three or four.
- \$5 billion.
- In 1997. (*When ... launched?*)
- Ten years. (*How long ... take ... ?*)
- Because he argued with his partner. (*Why ... resign?*)
- Because they can't compete. (*Why ... out of business?*)
- By selling some of their possessions. (*How ... ?*)

“3 or 4 new stores open every day.”

But global success comes at a price. Although Starbucks has a company policy of fair trade and employee welfare, it has been the recent target of anti-globalization protests. Many people feel that big corporations, even responsible ones, are never a good thing, as small, independent companies can't compete and go out of business. However, Starbucks' continued success in the face of opposition shows that its blend of commercialism and comfy sofas is still proving an irresistible recipe for world domination.



Apple Macintosh

ARE YOU A MAC USER? For many, home computers have become synonymous with Windows and Bill Gates, but there has always been a loyal band of Apple Macintosh users, whose devotion to the Apple brand and its co-founder Steven Jobs is almost religious.

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

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

"The computer for the rest of us."

By 1996 Apple was in trouble, due to the dominance of Windows software and the increasing number of PC clones which could use it. Jobs, having had great success with his animation studio Pixar, was brought back to the ailing firm for an annual salary of \$1, and the company gradually returned to profitability.

Apple's computers cost more than most PCs, and have a more limited range of software available for them, but their great appeal has been the attention to design, making Apple the cool computer company. The launch of the stunning multi-coloured iMac in 1997, followed by the sleek new iMac in 2002, marked the end of the computer as an ugly, utilitarian machine, and brought the home computer out of the study and into the lounge. As Steve Jobs put it, 'Other companies don't care about design. We think it's vitally important.'

Apple's fortunes were transformed again with the development of the iPod in 2003, which soon became a must-have gadget and brought about a boom in Internet music sales. And of course, it was beautifully stylish.



Vocabulary work

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

Starbucks

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

Apple Macintosh

- a really/genuinely
- b in a way that produces a successful result
- c in a way that shows feelings of sadness or anger
- d in a way that shows hesitation because you don't want to do sth
- e slowly over a long period of time
- f in a very important way

What do you think?

- 1 What arguments do the anti-globalization protesters make against Starbucks and other multinational corporations? Do you agree?
- 2 Do you have a computer? What sort? What are your favourite websites?



VOCABULARY AND PRONUNCIATION

export: /'ekspɔ:t/ or /ɪk'spɔ:t/

- 1 T 6.5** Listen and repeat these words, first as nouns and then as verbs. How does the word stress change?

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

- 2** With a partner practise the words. Give instructions like this.

c as a noun!

'decrease

g as a verb!

re'fund

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

- Scotland _____ a lot of its food from other countries. Its _____ include oil, beef, and whisky.
- I'm very pleased with my English. I'm making a lot of _____.
- Ministers are worried. There has been an _____ in the number of unemployed.
- But the number of crimes has _____, so that's good news.
- How dare you call me a liar and a cheat! What an _____!
- There was a demonstration yesterday. People were _____ about blood sports.
- He ran 100m in 9.75 seconds and broke the world _____.
- Don't touch the DVD player! I'm _____ a film.
- Britain _____ about 50% of its own oil.

- T 6.6** Listen and check.

refuse: /'refju:z/ or /rɪ'fju:z/

- 1 T 6.7** These words have different meanings according to the stress. Check the meaning, part of speech, and the pronunciation in your dictionary. Listen and repeat.

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

- 2** Practise saying the words in exercise 1 with a partner.
- 3** Answer the questions using the words in exercise 1.

g as an adjective!

in'valid

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

- T 6.8** Listen and check.

SPEAKING

A business maze

Work in small groups.

You have reached one of life's crossroads! You've been made redundant, and some big decisions about your future have to be made.

Discuss the problem on the card until you all agree on what to do next.

1

You were working as a chef in a large restaurant. You have been made redundant, as the restaurant is being converted into a cinema. You have received £15,000 redundancy money. You have a family to support, and cannot survive for long without an income. You want to start a restaurant in your local town, as you believe there is a need for one. It is going to require more than your £15,000, so what are you going to do?

Approach the bank for the extra funding to get your plans underway?

GO TO 8

Go into business with a partner. A friend of yours was also made redundant and received the same amount of money. Why not do it together?

GO TO 22



Your teacher will give you your next card with more information and more decisions. Keep discussing until you get out of the maze. You might succeed, or you might fail!

What do you think?

- Appoint a spokesperson from each group. Tell the rest of the class about the decisions that your group took. In retrospect, did you make any wrong decisions?
- Why are activities such as these used for management training exercises?



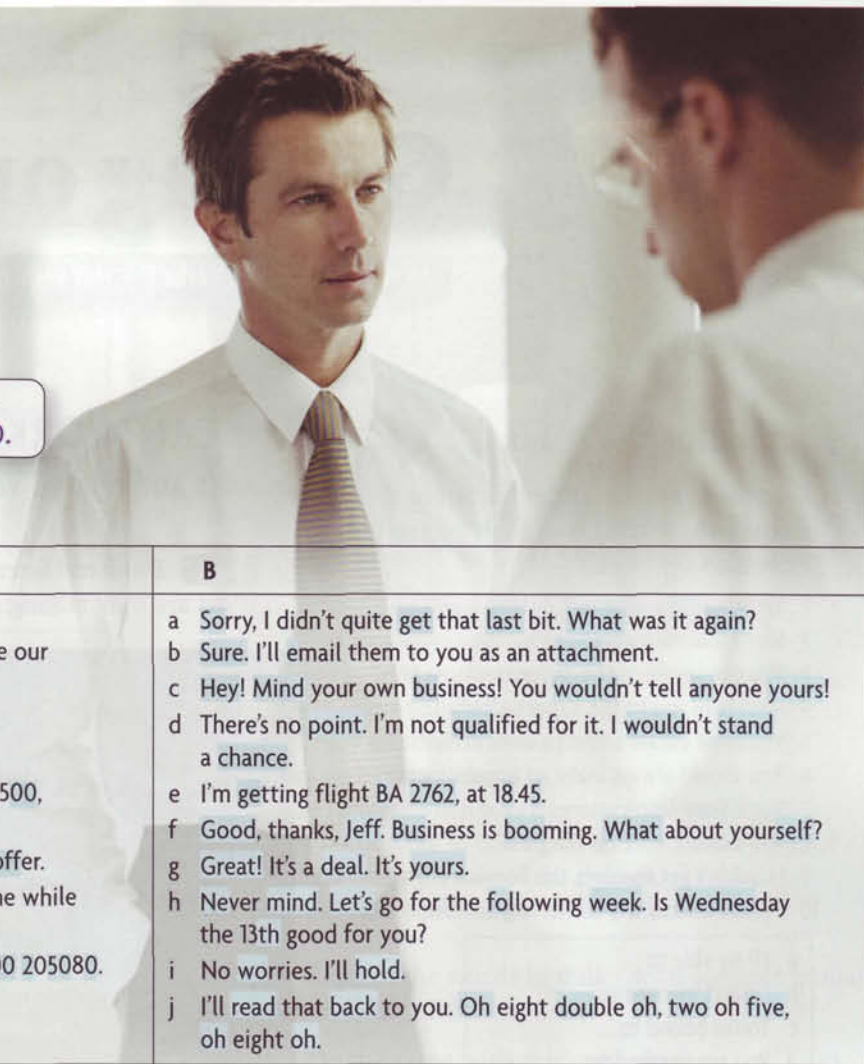
EVERYDAY ENGLISH

Business expressions and numbers

1 This exercise practises fixed expressions in a work context. Match a line in A with a reply in B.

We need to get together sometime. When would suit you best?

Monday and Tuesday are out for me, but Wednesday would be fine. Let's say 9.30.



A	B
1 Mike! Long time no see! How are things?	a Sorry, I didn't quite get that last bit. What was it again?
2 I'm afraid something's come up, and I can't make our meeting on the 6th.	b Sure. I'll email them to you as an attachment.
3 What are your travel arrangements?	c Hey! Mind your own business! You wouldn't tell anyone yours!
4 Could you confirm the details in writing?	d There's no point. I'm not qualified for it. I wouldn't stand a chance.
5 They want a deposit of 2½ percent, which is £7,500, and we ... the two ... thousand ... ge... t...	e I'm getting flight BA 2762, at 18.45.
6 I'll give you £5,250 for your car. That's my final offer.	f Good, thanks, Jeff. Business is booming. What about yourself?
7 I don't know their number offhand. Bear with me while I look it up.	g Great! It's a deal. It's yours.
8 OK. Here's their number. Are you ready? It's 0800 205080.	h Never mind. Let's go for the following week. Is Wednesday the 13th good for you?
9 So what's your salary, Dave? 35K? 40K?	i No worries. I'll hold.
10 Have you applied for that job?	j I'll read that back to you. Oh eight double oh, two oh five, oh eight oh.

T 6.9 Listen and check.

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

3 Practise the numbers in the conversations. How is the phone number said in two different ways?
 4 Practise saying these numbers.

Music of English

Use the stress shading to help you get the rhythm of each sentence right.

- 375 1,250 13,962 23,806 150,000 5,378,212
 $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{3}$
 4.3 7.08 10.5 3.142 0.05
 17 Sept Feb 3 22 Nov Aug 14
 19th century 21st century 1960s
 2007 1980 1786 1902
 12.00 p.m. 12.00 a.m. 14.05 22.30
 07775 360722 0800 664733 0990 21 22 23
 (football) 2 – 0 (tennis) 30 – 0



No. Thursday's out. How about never – is never good for you?

T 6.10 Listen and check.

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



7

Getting on together

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

TEST YOUR GRAMMAR

1 Read the sentences 1–10 and underline the modal verbs. Rewrite them with a correct expression a–j.

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

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

2 **T 7.1** Listen and check.

3 Complete the lines a–j with your own ideas and compare with a partner.

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

WE CAN WORK IT OUT

Modals and related verbs

1 **T 7.2** Read and listen to the two conversations. Who are the speakers? What are they talking about? Find all the examples of modal verbs.



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

B What d'you mean?

A Well, you can't turn right here.

B Who says I can't?

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

B I couldn't see it, could I?

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

2 **T 7.3** Listen to two similar conversations. What expressions are used instead of modal verbs?

3 Choose one of the conversations. Learn it by heart and act it out to the class with your partner.



LANGUAGE FOCUS

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

A	B
1 He can ski.	ability advice obligation permission probability (un)willingness
2 Can I go to the party?	
3 You must stop at the crossroads.	
4 You must see the film.	
5 He must be rich.	
6 I'll help you.	
7 I won't help you.	
8 You should stop smoking.	
9 It will be a good party.	
10 It might rain.	

- 2 Which meanings in B do these related verbs express?

be able to manage to be allowed to be bound to
 be supposed to promise to refuse to have (got) to
 be required to be likely to had better Why don't you ...?

- 3 What is the **question**, **negative**, and **third person singular** of these five sentences?

*I can speak Japanese. I'm able to speak three languages.
 I must go. I have to go. I've got to go.*

Put the sentences into the past and future.

▶▶ **Grammar Reference pp147–149**



- 2 A You won't tell anyone, will you?
 B Of course I won't.
 A You really mustn't tell a soul.
 B Trust me. I won't say a word.
 A But I know you. I'm sure you'll tell someone.
 B Look. I really can keep a secret, you know. Oh, but can I tell David?
 A That's fine. He's invited too, of course. It's just that Ben and I want a really quiet affair. It being second time around for both of us.

PRACTICE

Negotiating

- 1 Read the conversation. What is it about?



- A *If I were you, I'd swallow my pride and forgive and forget.*
 B Never! I *refuse to*.
 A You'll *have no choice* in the end. You *won't be able to* ignore each other forever.
 B *Maybe I'll forgive him but I'll never be able to* forget.
 A *Surely it's possible to talk it over and work something out.* You *have to* for the sake of the children.
 B Oh dear! I just don't know what to do for the best.

- 2 **T 7.4** Replace the words in italics with suitable modal verbs, then listen and compare.

- 3 **T 7.5** Do the same with this conversation.



- A I don't know if I'll *be able to* come this evening.
 B But you *have to*. You *promised to*.
 A Yeah, but I'm *not supposed to* go out on weekday evenings. My parents won't let me.
 B *Why don't you* tell them that you're coming over to my house to do homework?
 A *Not possible*. Somebody's *bound to* see me and tell them.
 B We *have no choice but to* cancel the match then. Lots of kids *aren't able to* come to practice in term time.

- 4 Practise the conversations with a partner.



Discussing grammar

5 Work with a partner. Which of the verbs or phrases can fill the gap correctly? Cross out those which cannot.

- I _____ be able to help you.
a won't b can't c might d may
- Did you _____ keep it secret?
a could b manage to c able to d have to
- You _____ be exhausted after such a long journey.
a must b can c had better d are bound to
- The book is optional. Our teacher said that we _____ read it if we don't want to.
a mustn't b don't have to c don't need to d aren't supposed to
- I absolutely _____ work late again tonight.
a will not b should not c might not d refuse to
- _____ hold your breath for more than a minute?
a Are you able to b Can you c May you d Could you
- _____ tell me where the station is?
a May you b Could you c Are you able to d Can you
- _____ I have some more dessert?
a Could b May c Will d Would
- Will you _____ come on holiday with us?
a can b be able to c be allowed to d may
- You _____ go to England to learn English.
a should b don't have to c mustn't d could
- You _____ worry so much. You'll make yourself ill.
a mustn't b shouldn't c don't have to d can't
- I _____ call home.
a 'd better b ought to c am likely to d had to

6 Rewrite the sentences using the words in brackets.

- I just know it'll rain at the weekend. (*bound*)
- He gave up smoking after three attempts. (*manage*), (*succeed*)
- Can you tell which twin is which? (*able*)
- My parents say I can't have a puppy. (*allow*), (*let*)
- You should take it back and complain. (*If*), (*better*)
- I should wear a suit for work, but I often don't. (*supposed*)
- You mustn't tell anyone about it. (*better*), (*promise*)
- He said he wouldn't put out his cigarette. (*refuse*)

Exciting news

7 Read one side of a telephone conversation between Miranda and Rick.



- R Hello?
M ...
R Miranda, hi! Why all the excitement?
M ...
R Yes, I can. I remember you doing it in the coffee bar. It was the one in the *Daily Sun*, wasn't it? Didn't you have to name loads of capital cities?
M ...
R Never! I don't believe it. What's the prize?
M ...
R You must be kidding! That's brilliant. For how long?
M ...
R Well, you should be able to do quite a lot in three days. And the Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?
M ...
R I thought so. Not that I've been there of course.
M ...
R What do you mean? How would I ever be able to?
M ...
R You can't be serious? You know I'd love to! But why me? Surely you should be taking David.
M ...
R Oh, I'm sorry! I didn't know. When did this happen?
M ...
R Well, what can I say? How could I possibly refuse an offer like that?
M ...
R I certainly will!

Can you work out the answers to these questions?

- Why is Miranda so excited?
 - Where is she going?
 - What is the relationship between Miranda and David?
 - What is the relationship between Miranda and Rick? How do you think this might change in the future?
- 8 What do you think Miranda's exact words were in the conversation? Practise it with a partner.
- 9 **T 7.6** Listen to the actual conversation between Miranda and Rick. Compare your ideas.



LISTENING AND SPEAKING

Getting married

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- 1 Look at the photos of three weddings and describe them.
- 2 What do you think are good reasons to get married? What do you think are bad reasons? Discuss ideas with the class.

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



Who arranged the marriage?
How old was she when she married?

- 4 **T 7.7** Listen to Pratima. Answer the questions.
 - 1 Which of the questions you wrote are answered? What are the answers?
 - 2 How did Pratima's father find the two men?
 - 3 What did he want to know about them?
 - 4 What were the similarities and differences between the two men?
 - 5 Why did her father choose Shyam and not the first man?
 - 6 Why did Shyam dress badly?
 - 7 What happened between the time of the interview and the wedding?
 - 8 How do you know that Pratima believes in arranged marriages?

SPOKEN ENGLISH Other question forms

- 1 What is unusual about these questions from the interview?

And your father arranged your marriage?
 And this one your father chose?
 He had to?

These are *declarative questions*, and are used when the speaker thinks he/she has understood something, but wants to make sure or express surprise. Find more examples in the tapescript on p132.

- 2 Look at this question from the interview.

For my sister, my elder sister, he saw over one hundred men before ...
He saw how many?

What emotion does this question form express? Make similar questions in reply to these statements.

- 1 My friends went to Alaska on holiday. *They went ...?*
- 2 I got home at 5.00 this morning.
- 3 I paid €300 for a pair of jeans.
- 4 I met the president while I was out shopping.
- 5 He invited me to the palace for a drink.

T 7.8 Listen and check.

What do you think?

- Do you think arranged marriages are a good or bad thing? Work in groups and make a list of all the advantages and disadvantages that you can think of.
- What other ways do people meet marriage partners? Do you believe some ways are better than others? If so, which?

Discuss your ideas with the class.

▶▶ **WRITING** Arguing your case – For and against **p118**



READING AND SPEAKING

Meet the *Kippers*

- 1 When do young people usually leave home in your country? Why do they leave? Work in two groups. List reasons for and against leaving home when you grow up.

Group A Make a list from the children's point of view.

Group B Make a list from the parents' point of view.

Share ideas with the class.

- 2 Read the introduction to the article and answer the questions.

- 1 Who are the *Kippers*? What do they refuse to do?
- 2 What do the letters stand for?
- 3 What exactly does 'eroding retirement savings' mean?
- 4 What does 'fly the nest' mean?

- 3 Read about two *Kipper* children and answer the questions in your groups.

Group A Read about **Vicki**. **Group B** Read about **Martin**.

- 1 Who does she/he live with? How do they get on together?
- 2 Why does she/he still live at home?
- 3 Has she/he ever lived away from home?
- 4 What advantages and disadvantages are mentioned?
- 5 What do her/his friends say?

Work with someone from the other group and compare the two children. Who do you think is the most spoilt?

- 4 Read about two parents of *Kippers*, Bill and Sandra. Compare their views.

- 1 Who is happy with the arrangement? Why? Who is not? Why not?
- 2 Who is at their 'wits' end'?
- 3 What do they say about foreign travel?
- 4 What do they say about money?

Vocabulary work

Complete the sentences with words to do with money from the text. Who does each sentence refer to?

- 1 She isn't able to **r** _____ a flat.
- 2 He couldn't **a** _____ to pay **o** _____ his **d** _____.
- 3 Her friends are always **s** _____ for **c** _____ because they have to pay **h** _____ rents.
- 4 She **c** _____ to the phone **b** _____.
- 5 She doesn't **c** _____ him **r** _____ because he wouldn't pay it.
- 6 He **a** _____ debts of £4,000.
- 7 He sponges **o** _____ his mother in many ways.
- 8 He can **s** _____ all his **s** _____ on enjoying himself.
- 9 He believes that **m** _____ isn't **e** _____.

What do you think?

- Check your list of reasons from exercise 1. Which were mentioned?
- What's your opinion of Vicki and Martin?
- Do you sympathize more with Bill's views or Sandra's? Why?
- Is it possible to 'grow up' while still living at home?
- Do you know any *Kippers*?

MEET

Who are they?

They're the children who just **WON'T** leave home.

Kippers is an acronym for 'Kids In Parents' Pockets Eroding Retirement Savings'. Or, to put it another way, it refers to all those grown up children who stay at home into their 20s and 30s, unwilling or unable to fly the nest.

THE CHILDREN

VICKI SARGENT, 30, lives with her father, Norbert, 65.



IF I WASN'T living at home, I wouldn't be able to afford to live in such a beautiful house. I would only be able to rent a room in a flat. This way I have my father for company and money for a social life. It's just too comfortable to move out.

My dad and I get on so well. We usually have dinner together and if I'm not out, I'll spend the evening with him watching TV. He spoils me a lot and treats me at least once a week to a meal at a nearby restaurant.

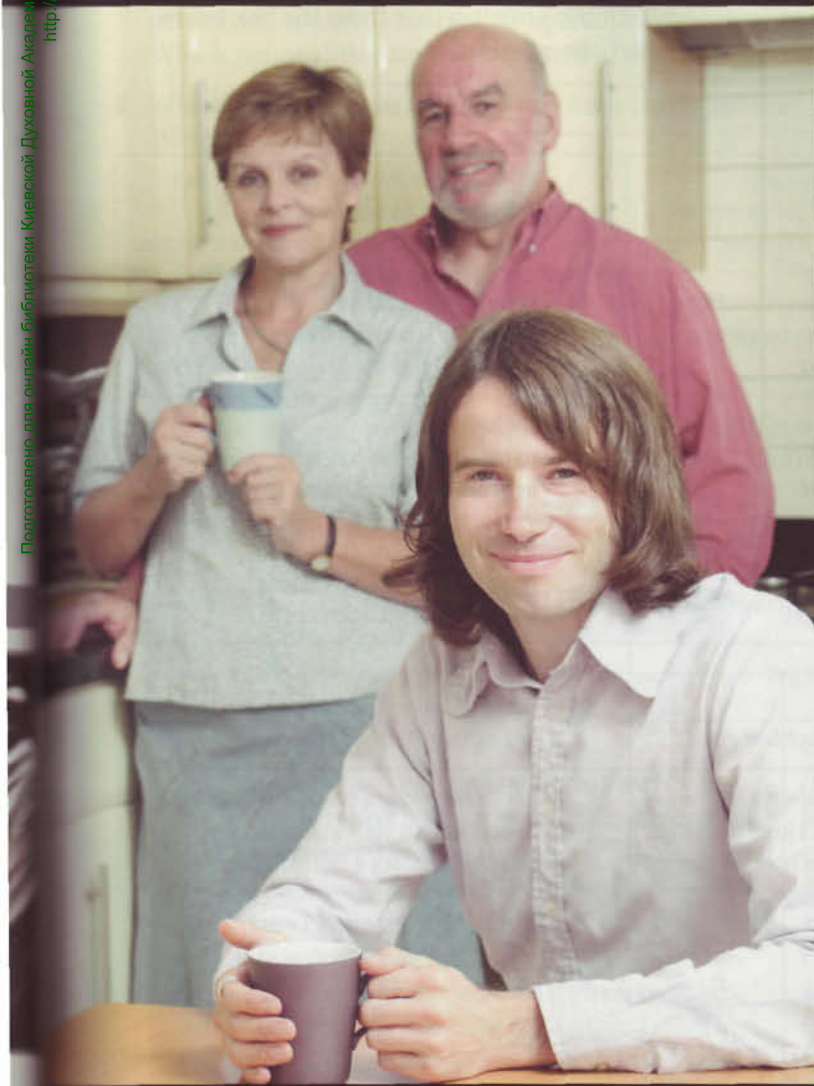
My friends don't get it. They say I'm living in a bubble away from the real world, and I suppose they're right, but they also admit they're jealous – they are always so strapped for cash because of their high rents. I don't pay my father any rent but I buy the food and contribute to the phone bill.

Apart from three months when I went travelling in my early 20s, I have never lived away from home.



THE K.I.P.P.E.R.S

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MARTIN GIBBS, 28, lives with his parents Kathy, 52, and Robert, 54.

I HAVE TO admit that I'm spoiled at home, so it's hard to imagine moving out. My mum always has my tea on the table when I return from work. We all get on really well together – although my parents can get on my nerves when they tell me what to do. I'm sure I get on their nerves as well sometimes.

At 23, I moved out for two years. I lived with a friend for a short time, then went travelling in Australia. It was a brilliant experience but I got into debt, about £2,000, and I had to come back and live at home again so that I could afford to pay it off. My parents don't charge me rent, so I can spend all of my salary on enjoying myself. Sometimes girls call me a 'mummy's boy', but I think they like it. It's a lovely, cosy place to bring girls back to because there is always an open fire and something cooking in the oven.

THE PARENTS

BILL KENNEDY tells why his children, Anna, Simon, and Andrew can stay as long as they like!

NO ONE TOLD ME, but it seems I was the father of Kippers for years, without knowing it. My three children all lived at home well into their late 20s. I know there'll be some parents at their wits' ends with their 'lazy kids sponging off them'. Actually, we don't want an empty nest.

What puzzles me is why parents should ever want their children to leave home at 18. My wife, Judy, and I made it very easy for them to stay with us. It allowed them to postpone growing up. And it helped us postpone getting old. Honestly, I would happily forfeit any number of retirement perks – golfing, snorkelling holidays in Portugal, Paris, Peru or wherever, for just a few more years with our children at home. And why? Because money isn't everything. Family is.



SANDRA LANE, 49, says it's domestic hell with her son, Alan, 27.

THE FRIDGE IS the main issue, he's always helping himself to some titbit that I've been saving for dinner and he puts empty milk cartons back. The phone is another cause for complaint – he's always getting in touch with his mates, but when I get angry he just says I should get a mobile phone. And he borrows the car without asking and so I suddenly find myself unable to go out. He's been living at home since he graduated from university five years ago. By the time he finished his studies he had accumulated £4,000 in debt. I can't charge him rent, there's no point. He couldn't and wouldn't pay it. But he's always got money for clothes and nights out. I'm at my wits' end with it all. I had been planning to go on a dream cruise as soon as Alan left home. Now that's all it can be – a dream.





VOCABULARY AND SPEAKING

Hot verb *get*

1 The verb *get* is very common in English. It has many different uses. Here are some examples from the texts on pp66–67.

- 1 My dad and I **get on so well**.
- 2 My friends don't **get it**.
- 3 ... my parents can **get on my nerves** ...
- 4 ... it helped us postpone **getting** old.
- 5 ... when I **get** angry ...
- 6 He's always **getting in touch with** his mates.
- 7 He said I should **get** a mobile phone.
- 8 He's always **got** money for clothes.

Replace the words in **bold** with one of the expressions from the box.

annoy/irritate me become have a good relationship has understand buy contacting growing understand
--

Talking about you

- 2 Ask and answer these questions with a partner.
- 1 How do you get on with your parents?
 - 2 What have you got to do when you get home tonight?
 - 3 How do you get to school?
 - 4 What time do you usually get to school?
 - 5 When did you last get angry? Why?
 - 6 Have you got a pet/a PC?
 - 7 If you have a problem with your computer, who do you get to help you?
 - 8 How often do you get your hair cut?
 - 9 In what ways is your English getting better?
 - 10 What are two things that always get on your nerves?

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

Phrasal verbs with *get*

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

at away into off on out over round through up

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



'How is the cat getting on with your new pet snake?'



'It's the only way I can get the kids to take notice.'

▶▶ SONG *Fast car* Teacher's Book p159



EVERYDAY ENGLISH

Exaggeration and understatement

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

I adore you and I can't live without you.

I'm really rather fond of you.

I'm absolutely crazy about you.

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

I worship the ground you walk on.

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

A	B
1 <input type="checkbox"/> I'm absolutely dying for a drink!	a Yes, it was a nice little break, but all good things must come to an end.
2 <input type="checkbox"/> His family are pretty well off, aren't they?	b You're not kidding. He's as thick as two short planks.
3 <input type="checkbox"/> You must have hit the roof when she told you she'd crashed your car.	c Yes, my throat's a bit dry, I must say.
4 <input type="checkbox"/> I think Tony was a bit rude last night.	d Too right! He was totally out of order!
5 <input type="checkbox"/> I can't stand the sight of him!	e I suppose it is a bit chilly.
6 <input type="checkbox"/> He isn't very bright, is he?	f Yeah, they do seem to get on quite well.
7 <input type="checkbox"/> I'm fed up with this weather! It's freezing.	g OK. I feel a bit out of breath, too.
8 <input type="checkbox"/> Well, that was a fantastic holiday!	h Well, yes, I was a bit upset.
9 <input type="checkbox"/> I'm knackered. Can we stop for a rest?	i You can say that again! They're absolutely loaded!
10 <input type="checkbox"/> They're obviously madly in love.	j I must admit, I'm not too keen on him either.

- T 7.9** Listen and check your answers. Which words are examples of exaggeration? Which are understatements? Practise the conversations with a partner.
- Work with a partner. Take turns to read aloud these understated remarks and give an exaggerated reply.

Music of English

With exaggerations, the *absolutely* and the adjective both have strong stress.

*I'm **absolutely** exhausted. Aren't you?*

With understatements, the main stress is on the qualifier.

*Well, I am a **bit** tired.*

T 7.10 Listen and repeat.

I'm quite tired. Do you think we could continue with this tomorrow?

Yeah, let's stop now. I'm absolutely exhausted.

- Is that a new watch? I bet that cost a bit.
- It's a bit chilly in here, don't you think?
- These shoes are rather nice, aren't they?
- Can we stop at the next service station? I could do with something to eat.
- I think those two like each other, don't you?
- I bet you were a bit upset when your team lost.

T 7.11 Listen and compare.



8

Going to extremes

Relative clauses • Participles • Adverb collocations • The world around

TEST YOUR GRAMMAR

1 Complete the sentences with one of the relative pronouns.

who which where what when whose

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

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

3 Underline the present and past participles in these sentences.

Rewrite them with relative pronouns.

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

PILOT SUPERSTAR

Relative clauses and participles

- 1 What do you know about John Travolta? Look at the photos and read the text quickly. What do you learn about his lifestyle? What is his passion?
- 2 Read the text again and complete it with the clauses a–j.
 - a which is built
 - b who lives
 - c who isn't full of his own importance
 - d where the super-rich can commute
 - e including a Gulfstream executive jet
 - f whose \$3.5 million mansion
 - g Walking out of his door
 - h which means
 - i previously owned by Frank Sinatra
 - j most of whom share

T 8.1 Listen and check your answers.





3 Answer the questions.

- 1 What kind of people live in Jumbolair?
- 2 Does John Travolta own three planes or more than three?
- 3 Who owned the Boeing 707 before Travolta?
- 4 What is Travolta's home like?
- 5 Why is it called 'the ultimate boys' fantasy house'?
- 6 What is 'apt' about the name of his son?
- 7 Why don't the neighbours complain about the noise?
- 8 Does Travolta behave like a typical film star?

Welcome to JUMBOLAIR, Florida – the world's only housing estate (1) _____ to work by jet plane from their own front doors.

Jumbolair's most famous resident is Hollywood film star John Travolta. (2) _____ is big enough to park a row of aeroplanes, (3) _____, a two-seater jet fighter, and a four-engined Boeing 707, (4) _____.

Travolta holds a commercial pilot's licence, (5) _____ he's qualified to fly passenger jets. He can land his planes and taxi them up to his front gates. His sumptuous Florida home, (6) _____ in the style of an airport terminal building, is the ultimate boys' fantasy house made real. As well as the parking lots for the jets, there is a heliport, swimming pool and gym, stables for 75 horses, and of course a 1.4-mile runway.

Family man Travolta, (7) _____ with wife Kelly, daughter Ella Bleu, and aptly named son Jett, flies daily from his home when filming.

(8) _____ and into the cockpit, he is airborne in minutes. His neighbours, (9) _____ his love of aviation, don't seem to mind the roar of his jets.

They say that it's nice to meet a superstar (10) _____. 'He's just a regular guy, very friendly', says one neighbour.

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LANGUAGE FOCUS

Relative clauses

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

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

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

I met a man who's a pilot.

My friend Adam, who lives in London, is a pilot.

The house which you walked past is my aunt's.

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

- 2 In each pair of sentences which relative clause ...
... tells us exactly *who* or *what* is being talked about?
(A **defining** relative clause)

... gives us an extra piece of information?

(A **non-defining** relative clause)

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

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

Present and past participles

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

Who is that boring man standing at the bar?

The curtains and carpets included in the sale were old and worn.

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

Having lost all his money, he was a broken man.

▶▶ Grammar Reference pp149–150

PRACTICE

Pronunciation and punctuation

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

T 8.2 Listen and compare your pronunciation. Repeat the sentences.



Discussing grammar

2 Read these sentences and decide which need *more* information to make sense.

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

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

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

Depress -ed or depress -ing?

4 Which adjectives in B do you think go with the topics in A?

A	B
1 exam results	challenging/challenged
2 a holiday	shocking/shocked
3 gossip	disappointing/disappointed
4 a journey	boring/bored
5 a job	relaxing/relaxed
6 a hard luck story	exhausting/exhausted
7 a TV documentary	amusing/amused
8 a social situation	embarrassing/embarrassed

T 8.3 Listen to conversations about the topics. For each, say how the woman feels and why. Use the adjectives in B.

'It's raining again!'

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

She's depressed.

The weather is depressing.

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

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

Making descriptions longer

6 Add *all* the words and phrases from the box to this short sentence to make one long sentence.

A woman was sitting in her garden.

lost in her thoughts lazily going from rose to rose beautiful country watching a bee gathering honey young



T 8.4 Listen and check.

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

- A man walked along the road.
- Peter has a house in the countryside.
- Ann Croft, the actress, was seen having lunch in a restaurant.
- The holiday was a disaster.
- A boy found a wallet in the street.

T 8.5 Listen and compare your ideas.

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



LISTENING AND SPEAKING

Extreme experiences



- 1 What's the coldest, hottest, or wettest you've ever been? Where were you? What were you doing? Work in groups, and then tell the class.
- 2 You are going to listen to Simone and Anna recalling their extreme experiences of heat and cold. Look at the words and discuss what you think happened.

Simone a night club the pyramids sunrise a taxi a motorbike heat exhaustion rehydration salts	Anna a tram scarves frozen nostrils an anonymous landscape huge blocks of flats an old lady bonfires
---	--

- 3 **T 8.6** Listen to Simone and answer the questions.
 - 1 Where was she?
 - 2 What was the temperature?
 - 3 What did she do that was stupid or silly?
 - 4 What kind(s) of transport did she use?
 - 5 Where was she going to? Why?
 - 6 What did she see when she arrived?
 - 7 Who did she meet? Was this person helpful?
 - 8 How did the temperature affect her?
 - 9 What happened in the end?
- 4 Guess the answers to the same questions about Anna's story. Use the words in exercise 2 to help.
- 5 **T 8.7** Listen and answer the questions in exercise 3 about Anna. Compare your ideas.

Language work

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

completely dramatically exactly extremely
 profusely properly really seriously stupidly

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

SPOKEN ENGLISH Adding a comment

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

He gave me a lift home, which was nice.

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

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

- 2 **T 8.8** Listen and check. Practise saying the comments with a partner.
- 2 Write sentences ending with a comment from B. Tell the class.
I missed the last bus home, which was no laughing matter.



READING AND SPEAKING

Chukotka, the coldest place on earth

- 1 Look at the photos. What do you think links Roman Abramovich with the two places?
- 2 Read these facts about Chukotka, the coldest place on earth. Which facts do you find surprising? Which not surprising? Why? Discuss with a partner.

The people don't use fridges or freezers.
There's no crime.
It is a remote territory of Russia.
Its capital, Anadyr, is a boom town.
It's too cold to play football.
One of the world's richest men lives there.
The only flowers are the plastic ones.

- 3 Read the article quickly. Answer these questions and share information with the class.

- 1 There are five headings. What does each refer to?
- 2 For each fact in exercise 2 find some related information.

The people don't use fridges or freezers. They hang their meat outside in plastic bags.

- 4 Read the article again and answer the questions.

- 1 Where exactly is Chukotka?
- 2 What is the climate like? In what ways does it have 'weird weather'?
- 3 How does the climate affect the daily lives of the people? Give examples.
- 4 What is the connection between Chukotka and Chelsea Football Club?
- 5 How has the lifestyle of the inhabitants changed since Roman Abramovich became governor?
- 6 What do the people find difficult to understand?
- 7 What does Abramovich own which shows his extreme wealth?
- 8 Why does he say he is interested in Chukotka? What do some people suspect?

What do you think?

Discuss in groups.

- Why do you think people live in a place like Chukotka? What would you find most difficult there?
- What do you think the lives of the people were like *before* Abramovich became Governor?
- Imagine a year in the life of Roman Abramovich. What do you think is a typical year for him?
- Most people take holidays in warm countries. Are there any cold places in the world you have visited or would like to visit? Where and why?

THE COLDEST

Welcome to CHUKOTKA, where it's currently -30°C and so windy that in the capital, Anadyr, ropes are tied along the streets to stop its inhabitants from blowing away.

It's so cold here that people don't use freezers. They hang their meat in plastic bags on nails above their windows. Spring and summer, when they arrive in June, last a mere eight weeks. The Bering sea, one of four seas that wash against Chukotkan shores, freezes hard enough to support weights of up to 35 tons. There's no crime because it's just 'too damn cold'!

Where yesterday collides with today

Chukotka is, in fact, a remote territory of Russia. It covers 284,000 square miles of frozen landscape, bordering the Bering Strait and straddling the Arctic Circle. Nine time zones ahead of Moscow, it lies right behind the International Dateline, where yesterday collides with today. There is nowhere else on earth earlier than here. Conditions are cruel, and there may seem little to be passionate about other than reindeer, vodka, and the weird weather, but Chukotka has captured the interest of one of the world's richest men, the oil billionaire Roman Abramovich.



From hospitals and cinemas to supermarkets

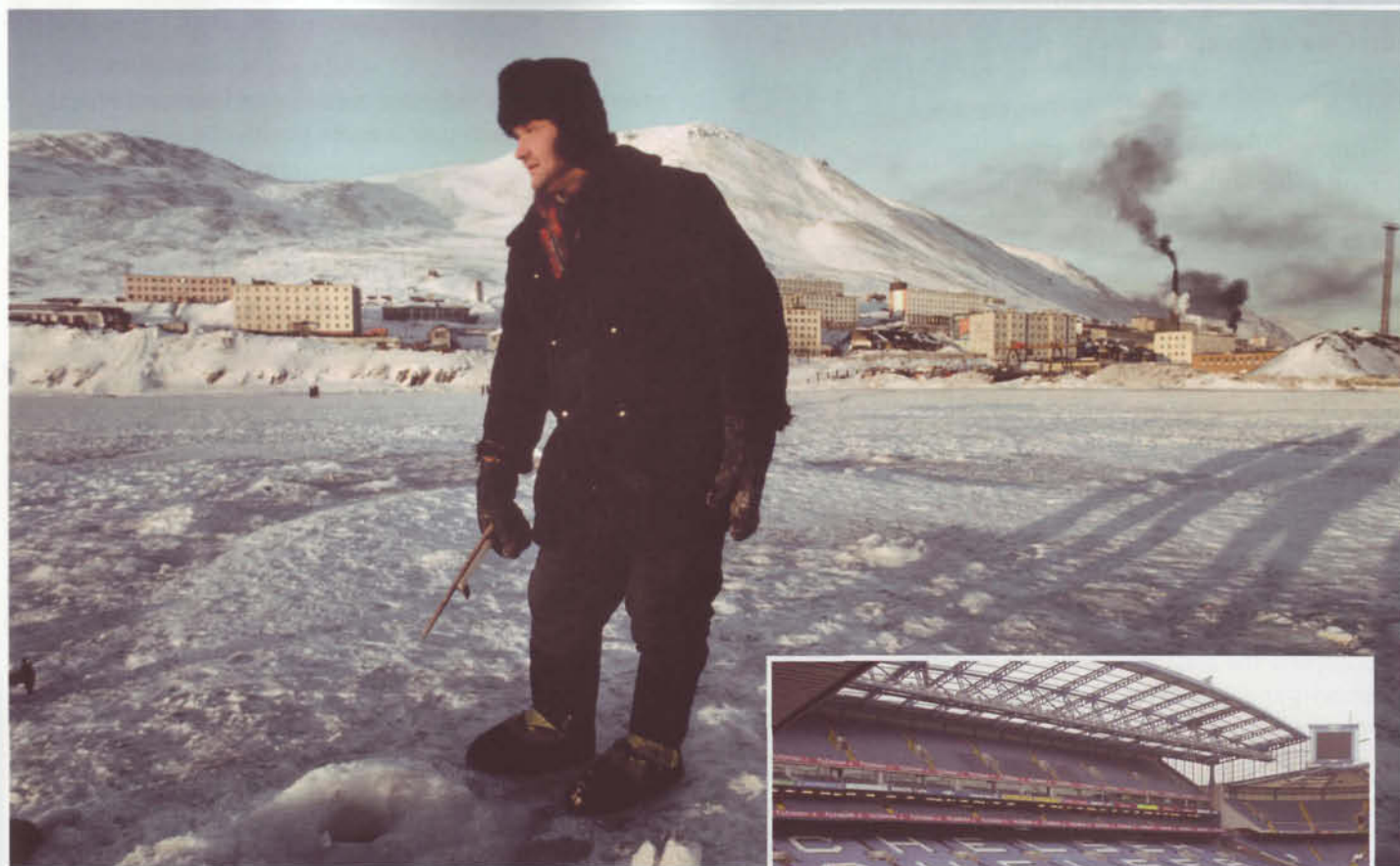


Roman Abramovich

Roman Abramovich, whose fortune is in excess of \$14 billion, is the world's 22nd-richest person, and four years ago he was voted governor of Chukotka. Since then, he has been pouring money into this frozen province. Despite not having been born or raised in Chukotka, he has spent an estimated \$300 million of his personal fortune on the region. In Anadyr alone he has rebuilt the hospital, dental clinic, and primary school, modernized the airport, opened its first supermarket and cinema, and sent 8,500 local children on holiday. He even owns the local radio station, the aptly named Blizzard FM. Abramovich not only owns a radio station, he also owns a football club, but not in Chukotka, where it's too cold to play football. The club he owns is over 5,000 miles away in London, England, where, in 2003, he bought Chelsea Football Club.



(& EARLIEST!) PLACE ON EARTH



-42°C and falling

The inhabitants of Chelsea, England, could not imagine the life of the inhabitants of Chukotka. Locals like to boast that last winter the wind chill took the recorded temperature of -42°C down to -100°C. Schools were closed for a month. It's generally too cold for outdoor sports or any kind of café society, but there are some restaurants and a bar in the supermarket. Snow covers the ground from September to May, which means there are no gardens or woodland: the only flowers are the plastic ones which adorn restaurant tables. But for all this, Abramovich has made Anadyr into a boom town. People find it difficult to understand what he has done and why he has done it.

From reindeer meat to French camembert

Roman Badanov, news editor of Chukotka TV says: 'Anything Abramovich does is news here because so little happens. Why did he choose us? No one knows – it's a secret he keeps to himself.' But he did choose them and they are grateful. In the supermarket you can buy everything from carved walrus tusks to French camembert, Greek olive oil and Scottish whisky. A few years ago there was only frozen reindeer meat, often eaten for breakfast, lunch, and dinner. And Abramovich takes his duties as a governor seriously – he flies in most months on board his private Boeing 767. He has built a Canadian-style wooden house, thereby earning himself the unique distinction

of owning homes in St Tropez, Knightsbridge (London), Moscow, and Anadyr. Far from being resentful that he visits only monthly, the local people are astonished that he comes at all. Such is his popularity that the locals refer to BA and AA: Before Abramovich and After Abramovich.

'Why doesn't anyone believe I find this place interesting?'

Abramovich himself asks: 'Why doesn't anyone believe I find this place interesting? I think I can change things here – after all, I have achieved success in business.' But some suspect that he's hoping for vast returns on Chukotka's natural resources, which include 1.2 billion tons of oil and gas and the second-largest gold reserves in Russia. But his motives don't trouble most of the 73,000 population. Just one person, Nathalia, who runs the local Internet service, sounded a note of caution: 'The people are fools because one day Abramovich will go. This is our moment, but it is only a moment.'



VOCABULARY AND PRONUNCIATION

Adverb collocations

Extreme adjectives

Work with a partner.

- 1 Look at the adjectives in the box. Find some with similar meanings.

good bad marvellous huge nice
 wet clever enormous fabulous
 excited surprised valuable small silly
 funny interesting thrilled delighted
 priceless amazed tiny hilarious
 wonderful fantastic ridiculous awful
 brilliant pleased fascinating gorgeous
 big soaking excellent beautiful

Which adjectives go with which of these adverbs? Why?

very **absolutely**

- 2 Complete the conversations with suitable adverbs and adjectives. Practise them with your partner.

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

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

3 **A** I thought she looked rather silly in that flowery hat, didn't you?
B Silly! She looked!

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

5 **A** I thought the last episode of *Friends* was absolutely hilarious.
B Mmm. I wouldn't say that. It was ... but not hilarious.

6 **A** Len left early. He wasn't feeling well.
B I'm not surprised. When I saw him this morning he looked ... !

- 3 **T 8.9** Listen and check. Practise again. Make similar conversations with your partner. You could talk about films, people you know, the weather ...

Quite

- 4 **T 8.10** The adverb *quite* has different meanings. Listen and repeat these sentences. Which in each pair is more positive?

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

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

- 5 Read these sentences aloud according to the meaning.

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

T 8.11 Listen, check, and repeat.

A night at the Oscars

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

"I am very surprised and pleased to receive this award. I am grateful to all those nice people who voted for me. 'Red Hot in the Snow' was a good movie to act in, not only because of all the clever people involved in the making of it, but also because of the beautiful, exciting and often quite dangerous locations in Alaska. None of us could have predicted that it would be such a big success. My special thanks go to Marius Aherne, my director; Lulu Lovelace, my co-star; Roger Sims, for writing a script that was both interesting and funny, and last but not least to my wife, Glynis, for her valuable support. I love you all."



- 7 **T 8.12** Listen and compare your choices.

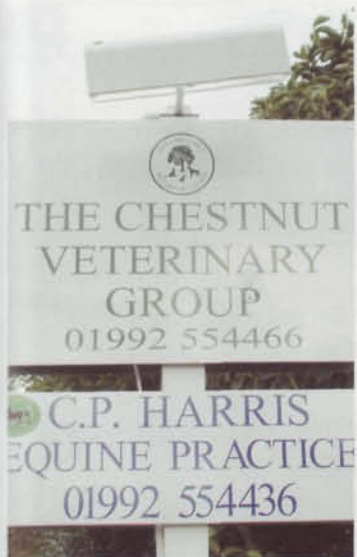


EVERYDAY ENGLISH

The world around

1 Look at the signs. Where could you ... ?

- ... borrow money to buy a flat?
- ... buy a hammer, a screwdriver, and some glue?
- ... go to get fit?
- ... get rid of your newspapers and bottles?
- ... get an inexpensive bed for the night?
- ... get help with legal problems?
- ... have your body decorated?
- ... replace some of the parts on your car?



2 **T 8.13** Listen to five conversations. Where are they taking place?

3 In pairs, write similar conversations that take place in two or three of the other places. Read them out to the rest of the class. Where are they taking place?

▶ **WRITING** Describing places – My favourite part of town p119

9 Forever friends

Expressing habit • *used to do/doing* • Homonyms/Homophones • Making your point

TEST YOUR GRAMMAR

1 Match a line in A with a line in B.
Underline the words that express habit.
 Which are past and which are present?

2 Choose the correct ending for these sentences.

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

A	B
1 A reliable friend	my Dad would read me a story at bedtime.
2 In the 1960s, hippies	are always talking about themselves.
3 I think my sister's in love.	will never let you down.
4 When I was a kid	She'll spend hours staring into space.
5 My first girlfriend was Alice.	used to wear flowers in their hair.
6 Big-headed people	We used to go to the cinema on a Friday, and then we'd go for a pizza afterwards.

FRIENDS REUNITED

Expressing habit – *used to do/doing*

- One of the most popular websites in Britain is *Friendsreunited.co.uk*. What sort of website do you think it is? Is there a similar website in your country?
- Read the email from Alison to an old school-friend. Complete it with the lines a–l.

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

T 9.1 Listen and check.

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

Friends Reunited
.co.uk

From: Alison Makepeace <AliMakepeace72@glosmail.uk.com>
Date: Mon 17 September, 18.36
To: sallydavies@talksmail.co.uk
Subject: Allendaes School

Dear Sally

I'm sending this through Friends Reunited. Do you remember me? We 1 _____ to Allendaes School together. You were the first person I 2 _____ to know when I started there.

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

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

Do you remember that time we nearly blew up the science lab? The teacher 8 _____ crazy, but it wasn't our fault. We 9 _____ him 'Mickey Mouse' because he had sticky-out ears.

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

Looking forward to hearing from you.
 Your old schoolmate
 Alison Makepeace

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



4 Look at these two sentences.

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

Which sentence is more factual?
 Which is more nostalgic?

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

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

T 9.2 Listen and check.

LANGUAGE FOCUS

1 Look at the sentences that express present habit.

- a *My sister **works** in a bank.*
- b *She's **always borrowing** my clothes without asking me.*
- c *She'll **go out** on a Friday night and **won't be back** till morning.*

Which sentence expresses ...

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

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

3 Look at these sentences.

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

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

Which sentence expresses ...

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

▶▶ Grammar Reference pp150–151

PRACTICE

What's she like?

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

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

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

2 Add similar sentences to support these statements.

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





Discussing grammar

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

A	B
1 My friend Joe buys and sells cars. 2 He's always buying new things for himself – a DVD, a palm top. 3 He'll buy a shirt and only wear it once.	He's a real techno-geek. Don't you think that's wasteful of him? He earns loads of money.
4 When I was young, we used to have holidays by the seaside. 5 My dad and I would build sandcastles and go swimming together. 6 One year we went to East Africa.	What an adventure that was! We'd go to the same place year after year. I remember those days with such fondness!
7 John usually does the cooking 8 He used to do the cooking 9 He's used to doing the cooking 10 He's getting used to doing the cooking	because he's been doing it for years. but he still burns things. Maybe one day he'll get it. but then he stopped. but he isn't tonight. I am.

Parents

4 **T 9.3** Listen to four people talking about their relationship with their parents. Is/Was it a good relationship?

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

- ... she talked to me very openly ...
... we used to go out shopping ...
- My wife always asks me questions ...
... we didn't talk very much ...
... every week he took me to the hairdresser.
- ... she always tells me to pick things up ...
She goes on for hours ...
- We did a lot together as a family.
... he brought us each a treat ...

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

Answering questions

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

- A** You don't like your new teacher, do you?
B Not a lot, but we're getting used to her.
- A** How can you get up at five o'clock in the morning?
B No problem. I _____.
- A** How come you know Madrid so well?
B I _____ live there.
- A** How are you finding your new job?
B Difficult, but I _____ it bit by bit.
- A** Do you read comics?
B I _____ when I was young, but not any more.
- A** You two argue so much. How can you live together?
B After twenty years' marriage we _____ each other.

T 9.4 Listen and check.

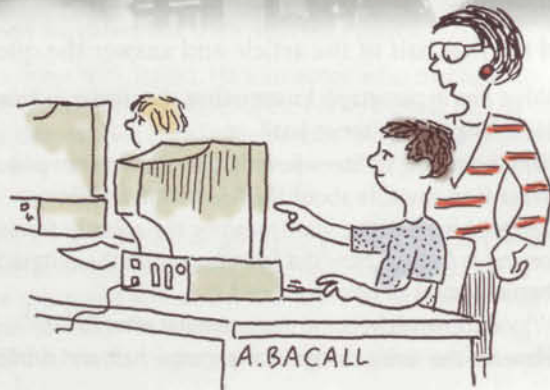
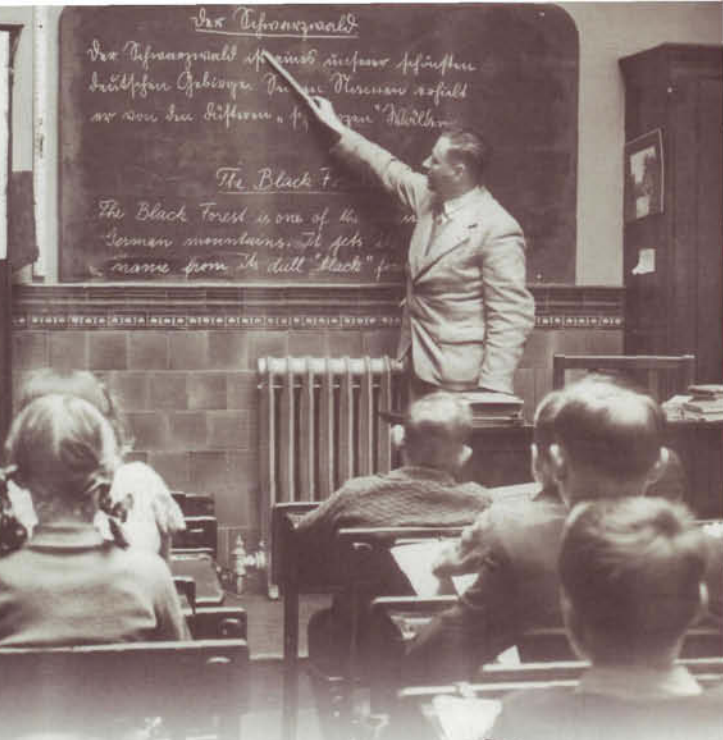




LISTENING AND SPEAKING

A teacher I'll never forget

1 Look at the pictures. What are the teachers doing? What are the students doing? How have teaching styles changed over the years?



'That's an interesting question Timmy, I suggest you ask your search engine.'

2 **T 9.5** Listen to four people talking about a teacher they'll never forget. What characteristics of a good and a bad teacher do they mention?

3 Discuss the questions.

- 1 Why did Alan like his teacher? What are some of the things he'd do?
- 2 Why didn't John like his teacher? What are some of the things he used to do?
- 3 What does Liz say about her teacher? What will she never forget?
- 4 Why does Kate have two opposing views of Mr Brown?
- 5 What comments do they all make about their teacher's name?

What do you think?

Who is a teacher you'll never forget? Why? What was/is she/he like?

SPOKEN ENGLISH Adjective intensifiers

Look at these lines from the tapescript.

All the kids were **scared stiff** of him.
... she made it seem **dead easy**.

These are compounds that intensify the meaning of the adjective.

Complete the sentences with a word from the box.

brand stiff freezing tiny wide great boiling fast

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



READING AND SPEAKING

Friends past

1 Discuss the questions.

1 What kind of TV programmes are these?

soap opera	sitcom	quiz show
documentary	reality TV	current affairs

Think of examples of each in your country. What are your favourites?

2 What American programmes are on TV in your country? Do you watch any of them?

2 T 9.6 Listen to the theme tune of *Friends*, one of the most successful American sitcoms ever. Can you remember any of the lines?

3 What do you know about *Friends*? Why do you think it was so successful?

4 Read the first half of the article and answer the questions.

- 1 What line in paragraph 1 summarizes the stories in *Friends*?
- 2 How long did the series last?
- 3 Why, according to Steve Beverly, was the show so popular?
- 4 What is so enviable about the *Friends*' lifestyle?
- 5 *Zeitgeist* is a German word meaning *the spirit or feeling of a period in history*. How did *Friends* capture the zeitgeist? Give two examples of how it defined it.
- 6 Why did *Friends* become more popular after 9/11?
- 7 How did the series change our language, hair, and drinking habits?

5 Read the second half of the article.

- 1 Who is related to who? Who is in love with who? What is the mixed emotion described at the end of the article?
- 2 What is each character like? Find some examples of their behaviour that illustrate the kind of person they are.

6 T 9.7 Listen to people describing a character in *Friends*, but without saying who it is. Which character is being described?

Language work

Match a word from the first part of the text in **A** with a similar word in **B**.

A	B
the small screen	looked for
trials	met
trendy	feeling deep sadness
encountered	difficulties
grieving	television
sought	fashionable

What do you think?

- Who is your favourite TV character? Why?
- Describe one of your closest friends.

IT WAS THE AMERICAN SITCOM THAT DEFINED A GENERATION – and introduced one of the world's most famous haircuts. The six stars of *Friends*, among the longest-running, most successful series ever to hit the small screen, went their separate ways after 237 episodes and a decade together as flatmates, sharing the trials of their lives, loves, and careers in a trendy New York apartment. The last episode was seen by an estimated world audience of over 100 million viewers.

'*Friends* had a huge influence on American TV history,' said Steve Beverly, professor of communication arts. 'This group of six reflected a microcosm of what people their age encountered in their daily lives. Viewers related to them. We *all* wanted a life like theirs – the cool New York flat with table football and easy chairs, and the social circle of beautiful, supportive friends.'

We also wanted to drink endless cappuccinos. Interestingly enough, the first New York Starbucks store opened in the same year that *Friends* started. The dual rise of coffee culture and *Friends* was one example of how the show captured the zeitgeist. At other times it defined it. The 'Rachel' haircut was copied by millions of women.

The series has even been credited with influencing how many of us speak. Researchers analysed every episode to explore whether popular culture influenced how we speak. Prior to the series, the commonest way to intensify an adjective was by using *very* or *really*. On *Friends*, the most common intensifier was *so*. 'This guy is like so cool,' they said, and now we all say.

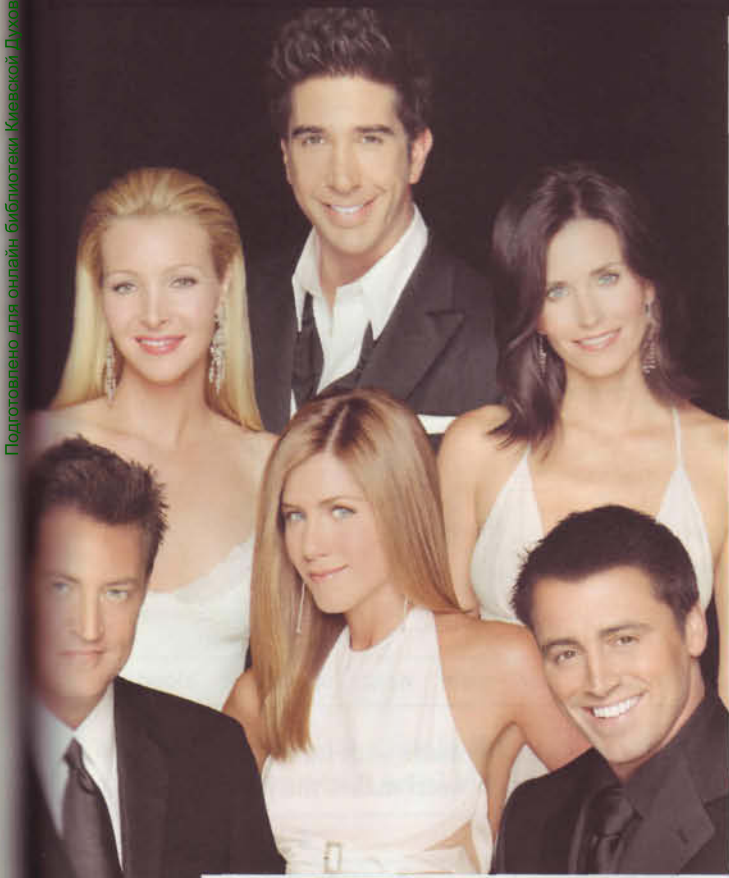
The show enjoyed a huge surge in ratings after the 11 September terrorist attacks, as grieving New Yorkers struggled to make sense of the real horrors that had unfolded around them. In the familiar comforts of the show, they sought the return of a feel-good factor, according to Robert Thompson, professor of television and popular culture. '*Friends* is set not in the real New York, but in the New York of some Utopian fantasy where the rooms in the apartments are huge, everybody leaves their doors unlocked and people don't fly planes into buildings,' he said.





F.R.I.E.N.D.S PAST

It was much more than a brilliant comedy, says **Claire Rooney** – it changed our language, our hair, and even our drinking habits



So who are these characters?

Ross has been in love with Rachel, the best friend of his sister Monica, since childhood, and throughout the whole series they have an on-off romance. In the final episode they actually do get back together again. Ross is a bit of a bore and a geek. He's always whining.

Chandler, a computer programmer, used to share an apartment with Joey. He's constantly telling jokes and making everybody laugh. He had a few relationships throughout the series, mostly disastrous because he would always find flaws in the women he dated, but then married Monica.

Joey is a New York Italian. He's an actor who manages to spend most of the series unemployed. Nevertheless he has total belief in his talents. He's rather dense, but lovable and charming. He'll cheer himself up with food or women. Either will do, but both at the same time is best.

Rachel is a spoilt little rich girl who gets a job in the local coffee house, and later becomes a fashion consultant. She is terrible in a crisis, and will throw her arms up in despair. Rachel and Ross get together so many times, but things keep going wrong, until they finally make it permanent in the last episode.

Phoebe is the group hippy. She is wild and very eccentric, and she's always smiling. She is a spiritual masseuse, who is always communicating with the dead and chanting about auras. She is best known for her unique guitar playing – her most famous song is *Smelly Cat*.

Monica, hard as it is to believe, used to be fat. She is a deeply insecure character and is always tidying up. She's also bossy, and has to have her own way. Her desire is to find her dream man, get married, and have babies. Eventually she settles down with Chandler.

More like a way of life

Friends is more than just a sitcom, it's a way of life. Our attitudes to the *Friends*' lives is a mixture of envy – 'How do they get to sit on sofas all day sipping coffee and being witty?' – and disdain: 'Don't they have anything better to do with their time, like earn a living to pay for that Manhattan apartment?'

They were supposed to be in their mid-twenties, with lives untroubled by work and responsibility. With the cast approaching forty, the show had to come to an end. But of course, *Friends* will last forever.



VOCABULARY AND PRONUNCIATION

Homonyms and homophones

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

fine match park book cross mean

- 2 **T 9.8** Write down the words you hear.
 3 Work with a partner. Compare your answers to exercises 1 and 2. Do you have any differences? What are they?

Homonyms

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

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

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

- 1 You'll like Paul. He's a really _____ guy.
 Easy-going, and very good looking.
 There was a lovely _____ breeze coming off the sea.
- 2 'What's today's _____?' 'The third.'
 I've got a _____ tonight. I'm going out with Carol.
- 3 *Friends* is _____ in New York.
 My wife bought me a chess _____ for my birthday.
- 4 He goes to the gym every day. He's very _____.
 The trousers are too small. They don't _____ you.
- 5 I can't _____ people who never stop talking about themselves.
 My four-year-old son won't go anywhere without his teddy _____.

- 5 Think of two meanings for these words.

wave suit fan miss type
 point train right mind fair

Homophones

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

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

Write the word in phonetics in the correct spelling.

- 1 /həʊl/ the _____ world
 a _____ in the ground
- 2 /pi:s/ a _____ of cake
 war and _____
- 3 /flaʊə/ a rose is a _____
 _____ to make bread
- 4 /seɪlz/ a yacht has _____
 buy clothes in the _____
- 5 /sel/ salespeople _____ things
 a prisoner lives in a _____

- 7 Think of a homophone for these words.

bored caught war hire pair plain waist seas sure aloud

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



- A How do you keep cool at a football match?
 B I don't know.
 A Sit next to a fan.

- A Why did the teacher wear sunglasses?
 B I don't know.
 A Because her students were so bright.



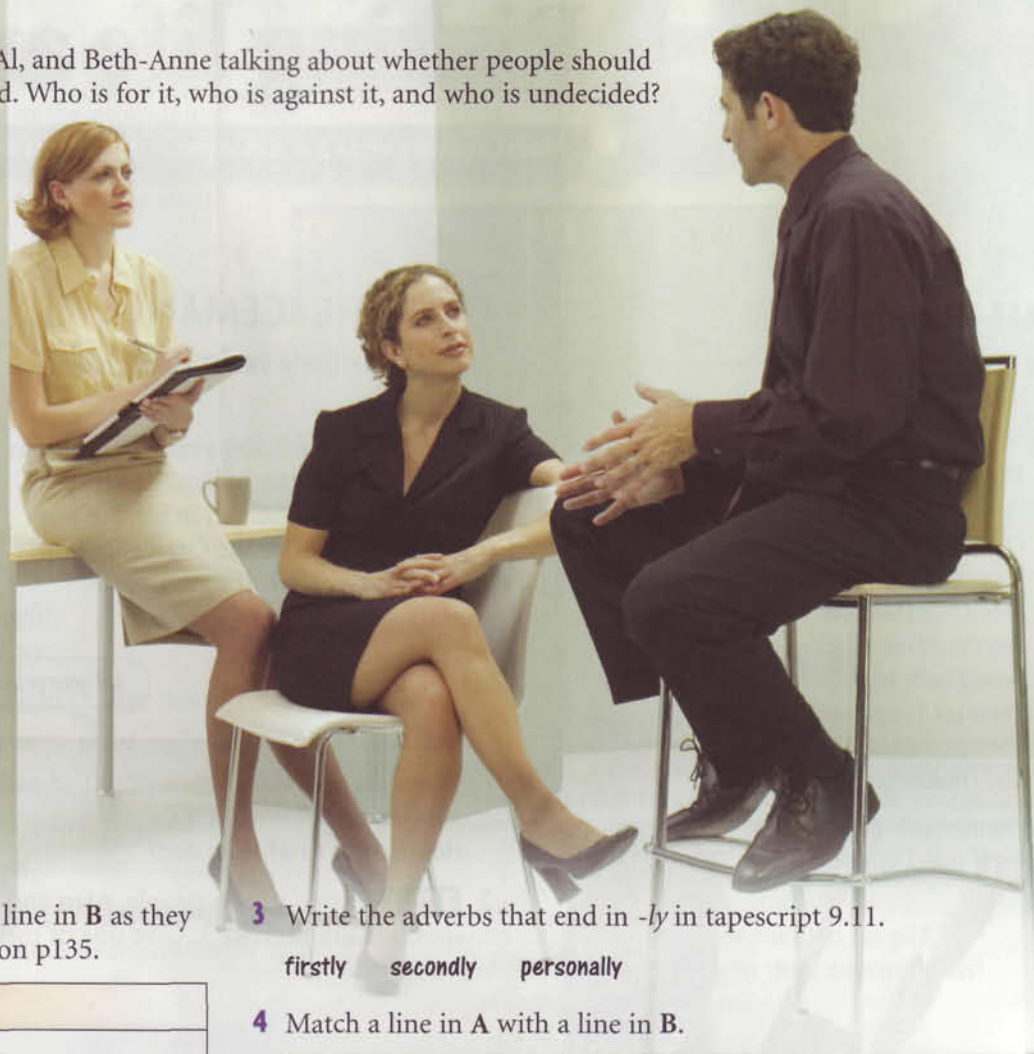
- T 9.10** Listen to some more jokes. Which word makes the joke? Practise telling them to each other.



EVERYDAY ENGLISH

Making your point

1 **T 9.11** Listen to Vicky, Al, and Beth-Anne talking about whether people should pay more tax on fast food. Who is for it, who is against it, and who is undecided?



2 Match a line in A with a line in B as they appear in the tapescript on p135.

A	B
If you	is that ...
Another thing	the point.
That's not	I understand it ...
The point	you the truth ...
To tell	my opinion ...
I suppose	worries me is that ...
As far as	I'm trying to make is that ...
Anyway, as I	point is that ...
If you want	the problem is that ...
As	was saying ...
But the main	I'm concerned ...
What really	ask me ...

T 9.12 Check your answers. Listen carefully and practise the lines.

Music of English

Notice the stress patterns in the expressions for making your point. It's important that you get the stress pattern right if you want to make your point forcefully.

3 Write the adverbs that end in *-ly* in tapescript 9.11.

firstly secondly personally

4 Match a line in A with a line in B.

A	B
1 First of all,	there are problems with the cost.
2 As well as this,	I'd like to give my conclusion.
3 Finally,	I'd like to look at the general problem.
4 In my opinion,	how do you educate people to have a better diet?
5 Generally speaking,	fast food should be totally banned.
6 The problem is,	as a nation we don't do enough exercise.
7 As far as I know,	I don't know the answer to this problem.
8 To be exact,	there are five others like this.
9 To be honest,	this problem is quite common.

5 Have a class debate. Choose a topic you feel strongly about, something local to your situation perhaps, or one from this list.

- Being vegetarian
- Smoking in public places
- Diets
- Experiments on animals

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

▶▶ WRITING Writing for talking – *What I want to talk about is ...* p120

10 Risking life and limb

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

TEST YOUR GRAMMAR

- All modal verbs can be used to express degrees of probability. Which of these sentences do this? Put a (✓). Which don't? Put a (X).
 - She must be very rich.
 - I must do my homework.
 - I can't sleep because of the noise.
 - They can't be in. There are no lights on.
 - I think that's Jane but I might be wrong.
 - You should see a doctor.
 - I could swim when I was five.
 - Cheer up! Things could be worse.
 - The train may be late due to bad weather.
 - May I make a suggestion?
- Put sentences 1–6 in the past.

T 10.1 Listen and check.

ÖTZI THE ICEMAN

Modal auxiliary verbs in the past

- The body of a 5,300-year-old man was discovered in the Italian Alps in 1991. It had been preserved in ice. He was named Ötzi after the Ötz Valley where he was found. Look at the pictures.



What do you think ...

- ... he was?
- ... he wore?
- ... he ate?

He was probably a hunter.

He could have been a warrior.

Where did he live?
How did he die?
How old was he when he died?

- T 10.2** Listen to two people, Alan and Bill, discussing the questions in exercise 1. Give one of their answers to each question.





- 3** Answer these questions about Ötzi using the words in *italics*.
- What was he?
a hunter/shepherd *could*
 - What was he doing in the mountains?
looking after his sheep/got lost *might*
 - Where did he live? What did he wear?
a cave animal furs *must*
 - How did he die?
asleep/cold and starvation *may*
 - Was it a good idea to go so high?
so high on his own *shouldn't*
protective clothing *should*
 - What did he eat?
a lot of meat and berries *must*
crops like cereals to make bread *might can't*
meat *'d have thought*
 - Did they travel much?
(not) much at all *wouldn't have thought*
stayed in the same area *must*
 - How old was he when he died?
between forty and forty-five *could*
quite old in those days *must*
- 4 T 10.3** Listen and check. Practise the sentences, paying attention to contracted forms and weak forms.



- 5** Here are some more things found on or near Ötzi's body. How can you explain them?



I bet he used it to ...

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

He'll have used that to ...

I suppose/guess/reckon ...

I'd have thought ...

I wouldn't have thought ...

- 6** Read the results of recent tests done on Ötzi on p157. Were Alan and Bill right or wrong in their assumptions? Were *you* right in *your* assumptions?

LANGUAGE FOCUS

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

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

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

You shouldn't have told a lie.

You needn't have cooked. No one's hungry.

You idiot! You could have killed yourself!

You did this but it wasn't necessary.

This was possible but you didn't do it.

You did this but it was wrong.

▶▶ Grammar Reference p151



PRACTICE

Discussing grammar

1 Underline the correct answer.

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

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

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

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

Making assumptions

- 3 **T 10.5** You will hear one half of a telephone conversation. Who are the people? What are they talking about? Make assumptions.

They must be divorced.

They might just be separated.



- 4 Work with a partner. Look at the tapescript on p136. Write what you think is the other half of the conversation. Compare with other students.

- 5 **T 10.6** Do the same with the second conversation.



SPOKEN ENGLISH Expressions with modals

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

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

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

SPEAKING

The murder game



Four men are sitting in the library of a country house. Suddenly one of the men drops dead.

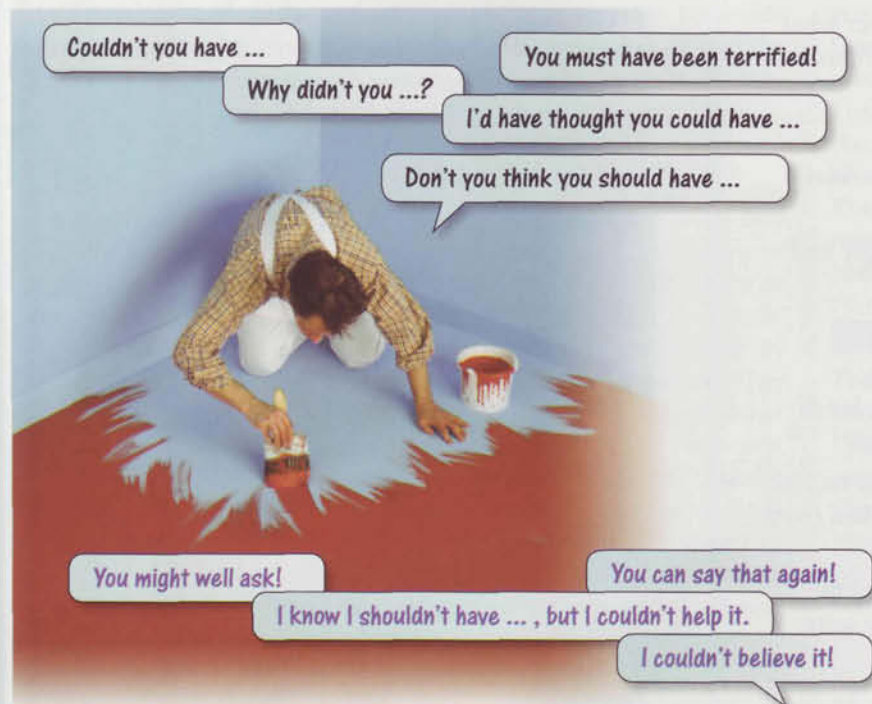
Who did it?

- Your teacher will give each of you a card with information about the murder. You can't show your card to anyone else, but you can say what's on it.
- Work as a class to solve the murder. The best way to do this is through organization and co-operation, knowing when to speak and when to listen. If you work together well, you should solve the murder in about twenty minutes. If you don't work together, you'll never solve it!
- When you have finished, discuss these questions.
 - How did you organize yourselves?
 - Was everybody involved, or did one person dominate?
 - How could you have solved the murder more quickly?
 - What should you have done?
 - Games such as these are used on management training courses. Why, do you think?

▶▶ SONG *One of these things first* Teacher's Book p162

It all went wrong!

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



▶▶ WRITING Formal and informal letters and emails – Do's and don'ts p121



READING AND SPEAKING

How the West was won

- 1 Do you know any films about cowboys and Indians? What is a typical plot? Who are the 'good guys' and who are the 'bad guys'? Do you have a favourite western?
- 2 What do you understand by the title of the article? Look at the six sub-headings. Make guesses about the contents of the paragraphs.
- 3 Read the first two sections. Answer the questions.
 - 1 Why did the white settlers want to head west? (There are several reasons.)
 - 2 What were some of the natural dangers to overcome? What could go wrong? What accidents could have been avoided?
 - 3 What do these numbers refer to?

1843	14,000	2,000	4½	15	25
------	--------	-------	----	----	----

- 4 Read about the Donner family. Complete the sentences using the verb in brackets and a modal verb.

- 1 They _____ (set out) so late in the year.
- 2 They _____ (follow) an established route.
- 3 They _____ (spend) the winter in the mountains.
- 4 They _____ (take) enough food.
- 5 They _____ (be) really starving to do what they did.

- 5 Read the rest of the article. Answer the questions.
 - 1 Describe the early relationship between new and Native Americans. What was the main reason for this to change?
 - 2 Describe the American Indians' culture. Over what issues were they bound to clash with the settlers?
 - 3 How did the white people help the Native Americans? How did they exploit them?
 - 4 How was the spirit of the Native Americans finally broken?
 - 5 Find different ways in which the white people and the Indians are referred to.

What do you think?

- In which other countries have settlers taken the lands of native inhabitants? What has happened there?
- Do you think native inhabitants of today should receive financial compensation for the land that was taken from their ancestors?
- What are the arguments for and against developing remote parts of the world such as rainforests, deserts, and Antarctica?

HOW THE

'GO WEST, YOUNG MAN!'

The American West covers a vast area from the Mississippi River to the Pacific coast. It was largely unexplored by white settlers until the beginning of the nineteenth century. Land was scarce in the East, so many white people who wished to farm went West in search of a new life. The US government promised these pioneers land in the newly-acquired states of California and Oregon. Many Americans believed that there should be one large American republic stretching from the Atlantic to the Pacific. They thought that this was part of God's plan, and they had the right to claim the land from the primitive natives.

THE HAZARDOUS JOURNEY

Large-scale migration began in 1843. By 1848, over 14,000 settlers had followed. Much of the land they crossed consisted of mountains, deserts, and huge, treeless plains. To avoid the worst of the winter blizzards in the mountains, travellers normally began their journey in late April or early May. It was not possible to travel earlier in the year, as there was not enough grass on the Great Plains to feed the livestock. If everything went according to plan, the 2,000-mile journey took around four and a half months, covering about fifteen miles a day. Any delay meant that fierce snowstorms would be encountered in the Sierra Nevada mountains. Migrants suffered from disease, violent dust storms, wagons stuck in mud, and plagues of insects such as mosquitoes. One in 25 of the migrants failed to make their destination. Many deaths were self-inflicted. Not experienced in the use of guns, they frequently shot themselves or each other by mistake.





WEST WAS WON



The 2,000-mile journey took four and a half months.

THE TRAGEDY OF THE DONNER FAMILY

In 1846, a group from Illinois decided to emigrate to California. One of the families was called Donner. Their story was to become one of the best-known tragedies in the history of Western emigration. They made two vital mistakes. They started late, and followed an untested route and got lost. Morale became poor, tempers flared, and one of the men was stabbed to death. It was late October by the time they started to climb the Sierra Nevada mountains, and they were desperately short of food. It became clear that the snow had made the mountains impassable. They prepared to spend the winter in the mountain snow. Starving, they ate glue, fur, and dogs. Eventually, they ate their own dead. Out of 81 travellers, over half died.

FIRST CONTACTS WITH NATIVE AMERICANS

When the white people first explored the American West, they found Native Americans living in every part of the region, many of them on the Great Plains. White people saw the Plains Indians as savages, but in fact each tribe had its own complex culture and social structure. They didn't believe that land should be owned by individuals or families, but it should belong to all people. They believed that human beings were indivisible from all the other elements of the natural world: animals, birds, soil, air, mountains, water, and the sun. In the early days of migration, relations between the pioneers and Native Americans were generally friendly. Trade was common, and sometimes fur traders married and integrated into Indian society. The travellers gave Native Americans blankets, beads and mirrors in exchange for food. They also sold them guns and ammunition. In the 1840s attacks on wagons were rare and the Plains Indians generally regarded these first white travellers with amusement.

GOLD FEVER AND CONFLICT

Then in 1849 came an event which greatly changed the relationship between new and Native Americans – the Gold Rush. Thousands of men of many different nationalities flocked to California, and later to Colorado and Nevada, to search for gold. With the rush came the development of mining camps and the growth of industries, towns, shops, road systems, and railroads. All of this on sacred hunting grounds. Inevitably, conflict ensued. To the white people, the Great Plains were a wilderness waiting to be tamed, a resource to be exploited, and a potential source of profit. They were not concerned about damage to the environment. Native Americans did little farming and mining. They were hunters, and central to their way of life was the wild buffalo. There had been enormous herds of buffalo, estimated at 60 million, but by the mid-1880s they were virtually extinct, having been hunted by white Americans.

BROKEN AND DEFEATED

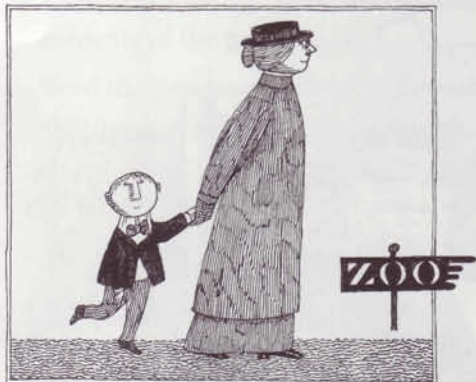
The whites took over more and more of the Indian homelands, until tensions finally exploded into war in the 1860s. Hostilities continued for over twenty years, and terrible atrocities were committed. In 1890, the Seventh Cavalry surrounded and disarmed a band of Sioux at Wounded Creek. Fighting broke out, and 146 Sioux men, women and children were slaughtered. This was the last great act of violence against the Plains Indians. The spirit of the Native Americans had finally been broken. They were persuaded to live in reservations, where government officials encouraged them to adopt an American way of life.



LISTENING AND VOCABULARY

Synonyms – the story of Jim and the lion

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



1 Look at the title of the poem and the pictures. Guess the answers to these questions.

- 1 Where did his nurse* take him?
- 2 Was Jim a well-behaved little boy who always did what he was told? Or was he naughty?
- 3 How far did he get when he ran away?
- 4 How did the lion go about eating him?
- 5 Who tried to help Jim? Did this work?
- 6 How did his parents react?

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

2 **T 10.8** Listen and check.

3 Complete the lines with a word on the right. Think of style, rhythm, and rhyme. It might help to say the poem out loud. Do the first verse.

4 **T 10.8** Listen and check your answers to the first verse. Then do the same for the rest of the poem.

5 What is the moral of this poem? What is the tone?
 Jim's parents, we are told, were 'concerned' about their son. Why is this funny?

What do you think?

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

Jim, who ran away from his nurse, and was eaten by a lion

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

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

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

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

 The lion having reached his head,
 The _____ boy was dead!

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

buddies / friends

delicious / tasty
 novels / stories

dreadful / appalling
 describe / relate

frequently / often
 allowed / permitted

unlucky / inauspicious
 hurried / ran

sprang / leapt

beginning / commencing
 imagine / guess
 initially / first

gradually / slowly

loathed / detested
 shouted / screamed

fat / overweight

furious / angry

miserable / unfortunate

told / informed
 concerned / upset

shock / surprise

reserved / self-controlled
 kids / children
 fate / end



EVERYDAY ENGLISH

Metaphors and idioms – the body

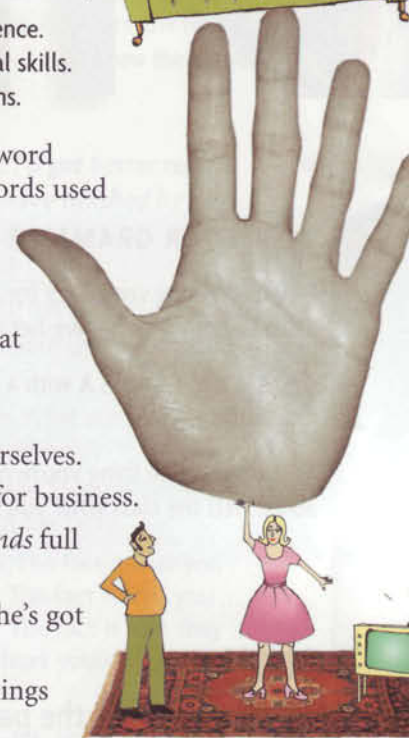


1 Complete the sentences with a part of the body.

- Your _____ is associated with intelligence.
 Your _____ are associated with manual skills.
 Your _____ is associated with emotions.

2 In which one of these sentences is the word in *italics> used literally? Rephrase the words used metaphorically.*

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



3 Complete the sentences with one of these expressions.

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

- My car's done over 200,000 kilometres. It's _____ now. I'll have to buy a new one.
- With so many celebrities, success _____ and they start to believe they're really special.
- She's being very courageous and _____ on it, but I know she's in a lot of pain.
- I'm in my first term at uni, and it's all a bit strange, but I'm slowly _____.
- I'm nearly seventy-five. I simply have to _____ that I'm not as young as I was.
- 'Oh no! I've forwarded your email complaining about work to the boss!' 'Are you serious?' 'No, I'm just _____.'
- 'Sue says some really cruel things.' 'Yes, she's got _____.'

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

T 10.10 Listen and check.

5 Look up another part of the body in your dictionary. Find one or two useful idioms or metaphorical uses. Explain them to the rest of the class.

11

In your dreams

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

TEST YOUR GRAMMAR

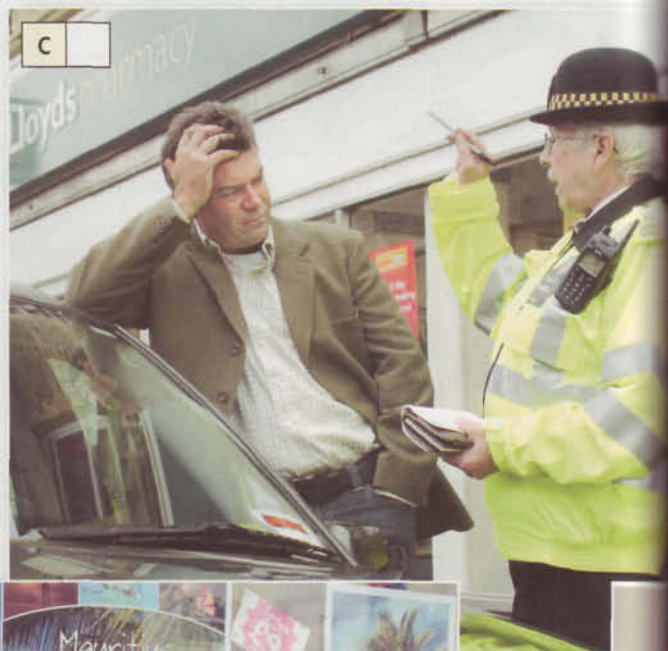
- Helen is feeling very sorry for herself. Read column A. What are her problems?
- T 11.1** Join a line in A with a wish in B. Listen and check.
- Write down one thing you're not happy about. Tell the class what you wish.

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

IF ONLY...

Hypothesizing about the past and present

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





3 T 11.2 Listen again and complete the lines.
 Who is speaking?

1 I shouldn't have ...
 If only I hadn't ...
 I wouldn't worry ...

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

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

4 Don't you wish you ... ?
 But *you* could have ...

5 I shouldn't have ...
 Surely you could ... ?
 Supposing you ... ?

- 4 Work with a partner. Use the lines in exercise 3 to help you remember the conversations. Practise them.
- 5 What are the facts behind some of the wishes and regrets?
I shouldn't have gone out last night.
She did go out last night. She went to a party.



LANGUAGE FOCUS

Hypothesizing – past and present

- All of these sentences are hypothetical. That is, they imagine changing certain facts. What are the facts?
 - I wish I **knew** the answer. I **don't know** the answer.*
 - If only I **could come**.*
 - If only I'd **told** the truth.*
 - If I **didn't get** so nervous, I'd **get** better results.*
 - If you'd **helped** us, we'd **have finished** by now.*
 - I **should have listened** to your advice.*
 - I wish I **spoke** French well.*
 - I wish you **would speak** to him.*
- Which of the sentences are about present time? Which are about past time?
- Look at sentences *c*, *d*, and *e*. What are the full forms of the contractions *I'd*, *you'd*, and *we'd*?
- Other expressions are also used to hypothesize. Complete the sentences with the facts.
 It's time you **knew** the truth. The fact is that you ...
 I'd rather you **didn't smoke**. The fact is that you ...
 I'd rather they **hadn't come**. The fact is that they ...
 Supposing you'd **fallen** and **hurt** yourself? Fortunately you ...

▶▶ Grammar Reference pp151–152

PRACTICE

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

Broken dreams

2 Read Sozos's sad story. Explain the title. Complete his final regret.

Politeness doesn't pay!

SOZOS PAPADOPADOS A RETIRED BOAT BUILDER

IN THE 1970s, Sozos was a newly arrived Greek immigrant in Australia. Each and every week he bought a lottery ticket. One week he was queuing to buy a ticket, when an old lady stepped into the shop also wanting to buy one. Sozos, being a polite young man and remembering his mother's words, 'always be kind to old people', offered the woman his place in the queue. The next week, to his shock and horror, he saw on TV that the winning ticket was the one the old lady bought. She had won \$6 million.

Sozos says: 'I think about it to this day. How different my life would have been if only I ... !'



3 Use these words to form sentences about Sozos.

- 1 Sozos shouldn't/allow the old lady/jump the queue.
- 2 If he/not follow/mother's advice/his life/very different.
- 3 If he/contact the old lady/she might/give him/money.
- 4 What/happen if he/keep his place/the queue?
- 5 Supposing he/not give away his place/the queue?

Answer question 5. Use your imagination.

4 **T 11.3** Listen to **Marty** talking about a holiday he and his ex-wife **Carrie** had in Vanuatu in the South West Pacific a few years ago. Work with a partner and complete these sentences about them.

- 1 If they'd known that ...
- 2 They should have ...
- 3 They shouldn't have ...
- 4 If they hadn't ...
- 5 They wish they ...

Compare your answers with the class.

5 Form the question and answer it.
 What/happen/if there/not be/earthquake?

Talking about you

6 What do you wish was different about your life? Make a wish list about some of these things and discuss it with other students.

My wish list

- home
- family
- friends
- social life
- work
- holidays
- money
- relationships

If only
I wish

I	was/were ...
you	wasn't/weren't ...
he	did/didn't ...
she	had/hadn't ...
we	could ...
they	would/wouldn't ...

SPOKEN ENGLISH Expressions with *if*

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

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

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



VOCABULARY AND PRONUNCIATION

Word pairs

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

1 Read these sentences aloud.

Each and every week he bought a ticket.
 To his **shock and horror** he saw her on TV.

2 Complete these well-known ones.

Life's full of **ups and** _____.
 There are always **pros and** _____ in any argument.
 We'll find out the truth **sooner or** _____.

1 Match a word pair with a definition.

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

2 Complete the sentences with a word pair from above.

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

T 11.5 Listen and check.

3 Work with a partner. Match a word in A with a word in B and a word in C. Look for synonyms and antonyms.

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

Try to put each pair into a sentence. Read the sentences aloud to the class.

- T 11.6** Listen to a conversation between two friends. What are they talking about? Note down all the word pairs you hear.
- Look at the conversation on p157. Practise it with your partner, paying particular attention to the stress and intonation.

READING AND SPEAKING

Have you ever wondered?

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

- Why do we dream?**
- What are falling stars?**
- What would happen if the gravity on Earth was suddenly turned off?**
- Why do aeroplanes take longer to fly west than east?**
- What would happen if there was no dust?**
- What is the origin of the @ symbol?**



2 Read the answers to the questions on pp98 and 99. Check your ideas and discuss them with your group.



Have you ever wondered?

Answers to some important questions in life



1 Why do we dream?

Two different schools of thought exist as to why we dream: the physiological school, and the psychological school. Both, however, agree that we dream during the REM, or rapid eye movement, phase of sleep. During this phase of sleep, our closed eyes dart rapidly about and our brain activity peaks.

The physiological theory centres upon how our brains function during the REM phase. Those who believe this theory say that we dream to exercise the brain cells. When awake, our brains constantly transmit and receive messages and keep our bodies in perpetual motion. Dreams replace this function.

Psychological theorists of dreams focus upon our thoughts and emotions, and say that dreams deal with immediate concerns in our lives, such as unfinished business from the day. Dreams can, in fact, (1) _____. Connections between dreams and the human psyche have been made for thousands of years. The Greek philosopher Aristotle wrote in his *Parva Naturalia*, over 2,200 years ago, of a connection between dreams and emotional needs. Sweet dreams!

2 What are falling stars?

Contrary to popular belief, 'falling (or shooting) stars' are not stars at all, but meteors, solid bodies that travel through space. Meteors (2) ____ to huge objects weighing many tons, which are visible to the naked eye at night. Most meteors, except the really huge ones, burn up when they enter the Earth's atmosphere. If they do land successfully, they are renamed meteorites.

Usually meteors travel together in swarms like bees. Nature's spectacular fireworks show, a 'meteor shower,' comes into view when these swarms hit the Earth's atmosphere and then fall towards the Earth in a brilliant display of light. One must be quite patient to witness the most spectacular meteor storms, as these cross the Earth's path only once every 33 years.

3 What would happen if the gravity on Earth was suddenly turned off?

Supposing we could magically turn off gravity. Would buildings and other structures float away? What happened would depend on how strongly the things were attached to the Earth. The Earth is rotating at quite a speed, (3) _____. If you spin something around your head on a string it goes around in a circle until you let go of the string. Then it flies off in a straight line. 'Switching off' gravity would be like letting go of the string. Things not attached to the Earth would fly off in a straight line. People in buildings would suddenly shoot upwards at a great speed until they hit the ceiling. Most things outside would fly off into space. Some things, like trees and many buildings, which are rooted into the Earth, would not find it so easy to fly off.



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http://Lib.kdais.kiev.ua

4 Why do aeroplanes take longer to fly west than east?

It can take five hours to go west–east from New York to London but seven hours to travel east–west from London to New York. The reason for the difference is an atmospheric phenomenon (4) _____. The jet stream is a very high altitude wind which always blows from the west to the east across the Atlantic. The planes moving at a constant air speed thus go faster in the west–east direction when they are moving with the wind than in the opposite direction.

5 What would happen if there was no dust?

Most of us who have ever cleaned a house would be much happier if there was less dust. However, without dust there would be less rainfall and sunsets would be less beautiful. Rain is formed when water molecules in the air collect around particles of dust. When the collected water becomes heavy enough (5) _____. Thus water vapour would be much less likely to turn to rain without the dust particles.

The water vapour and dust particles also reflect the rays of the sun. At sunrise and sunset, when the sun is below the horizon, the dust and water vapour molecules reflect the longer, red, rays of light in such a way that we can see them for more time. The more dust particles in the air, the more colourful the sunrise or sunset.

6 What is the origin of the @ symbol?

History tells us that the little @ in email addresses, commonly referred to as the 'at sign', stemmed from the tired hands of medieval monks. During the Middle Ages, before the invention of printing presses, every letter of a word had to be painstakingly transcribed by hand in Latin for each copy of a book. The monks that performed these tedious copying duties looked for ways to reduce the number of individual strokes for common words. Although the word *ad*, the Latin word for *at*, is quite short, it was so common that the monks thought it would be quicker and easier to shorten it even more. As a result, they looped the 'd' around the 'a' and eliminated two strokes of the pen.

With the introduction of email the popularity of the @ symbol grew. (6) _____, for instance, *joe@uselessknowledge.com*. There is no one universal name for the sign but countries have found different ways to describe it. Several languages use words that associate the shape with some type of animal. These include:

snabel	Danish for 'elephant's trunk'
klammeraffe	German for 'hanging monkey'
papaki	Greek for 'little duck'
kukac	Hungarian for 'worm'
dalphaengi	Korean for 'snail'
grisehale	Norwegian for 'pig's tail'
sobachka	Russian for 'little dog'

Reading

3 Read the texts again. These lines have been removed from them. Which text does each come from?

- a moving at over a thousand miles per hour at the equator.
- b It separates a person's online user name from their mail server address.
- c range in size from that of a pinhead
- d the water droplets fall to the earth as rain
- e teach us things about ourselves that we are unaware of
- f known as the jet stream

4 Answer the questions.

- 1 What does REM stand for?
- 2 What kind of things do dreams deal with?
- 3 What is the difference between a meteor and a meteorite?
- 4 What travel like swarms of bees?
- 5 What would happen to buildings and the people inside them if gravity was turned off?
- 6 How does the jet stream affect how fast planes fly?
- 7 What would happen to rain and sunsets if there was no dust?
- 8 Why did the monks invent the @ sign?
- 9 What is the @ sign called in different languages?

Vocabulary work

Find the highlighted words in the texts. Try to work out their meaning from the contexts.

What do you think?

- Which questions did you find most interesting?
- Which facts were new to you? Which did you already know? Use some of these phrases to express your reactions.

I already knew that ... Did you know that ...?
What surprised me was ... Everyone knows that ...
I don't believe that ... I had no idea that ...

- What do *you* call the @ sign? Which language's animal words do you think best describe it?
- Small children often ask lots of 'Why' questions.

Why is the grass green? Why doesn't our cat talk to me?

Think of some good 'why' questions about the world. In pairs, try to answer them as if you were talking to a child. (The child will often answer with another 'Why?' question!)

Why doesn't our cat talk to me?

Because cats can't talk.

Why can't cat's talk?

Because ...



LISTENING AND SPEAKING

The interpretation of dreams

- Everybody dreams but some people remember their dreams better than others. Discuss these questions in groups.
 - Did you dream last night? Can you remember anything about it?
 - What often happens when you wake up from a dream and try to describe it to someone?
 - What do you think are common themes in dreams?
- Read these descriptions of dreams. Discuss what you think each dream might mean.



1

Fall guy

Many times, as I'm going to sleep, I dream that I am walking along the road and suddenly trip up and fall towards the pavement. I always wake up before I hit the ground. Why do I dream this?

J.H, PERTH, AUSTRALIA

2

Underneath it all

My dreams are often set in a small decaying cellar. I always wake up feeling bad about life when this happens. What does this dream mean?

D.J, WINNIPEG, CANADA

3

Hidden treasure

I am digging in the garden of my childhood home and uncover a box of treasure. My life has been pretty bad lately. Does my dream indicate a change for the better?

P.T, SWINDON UK

3 Read the interpretations of the dreams on p158. Which do you think goes with each dream? Why? Compare them with your ideas.

4 **T 11.7** Listen to Paul describing a dream. What is really strange about the dream? Are these statements true or false? Correct the false ones.

- Paul describes himself as a sensible, rational person.
- He was in his room at university when he had the dream.
- He was asleep with his girlfriend.
- The dream took place in his home town.
- In the dream, he and his girlfriend had arranged to meet in front of the station.
- His girlfriend had a similar dream.
- His girlfriend had never visited his home town.
- He believes their dreams were as a result of a TV programme they'd been watching.

Language work

Read the tapescript on p137.

- Find four things in the story that Paul describes as *strange*.
- Find other words which are similar in meaning to *strange*.

What do you think?

- Discuss Paul's dream in your groups and try to interpret it. Share your ideas with the class.
- Describe any memorable dreams that you have had.
- Do you ever have the same dream or dreams with common features?



EVERYDAY ENGLISH

Moans and groans

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

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

A	B
1 <input checked="" type="checkbox"/> I could kick myself. As soon as I'd handed it in, I remembered what the answer was. an exam	a What a pain! Have you tried ringing the computer helpline?
2 <input type="checkbox"/> I don't believe it! I've spent all morning trying to send this, and <i>all I get</i> is 'Ooops! Your message wasn't sent. Try again later'.	b Give me a break! I was in a hurry. Anyway, they're only a <i>bit</i> muddy.
3 <input type="checkbox"/> These instructions <i>don't make any sense to me at all</i> . If you can follow them, you're a genius.	c I'm awfully sorry, sir. I'm afraid there's nothing I can do about it. <i>It's out of my hands</i> .
4 <input type="checkbox"/> <i>It's not fair</i> . I'd been looking forward to watching it all day and then the phone goes and rings!	d I know, <i>it drives me mad</i> . But <i>worse still</i> is that you never get to speak to a real person anyway!
5 <input type="checkbox"/> <i>How many times do I have to tell you?</i> Take them off <i>before</i> you come into the house!	e Oh, I hate it <i>when that happens!</i> But do you think you've still passed?
6 <input type="checkbox"/> <i>This has gone beyond a joke</i> . You promised you'd deliver it by Tuesday at the latest. <i>Now you're saying</i> next month!	f <i>It's such a shame</i> . It would have gone so well with your white jeans.
7 <input type="checkbox"/> I went away to think about it, and of course, when I went back it had been sold. I <i>wish I'd</i> just bought it there and then.	g Don't ask me! This flatpack stuff is a <i>nightmare!</i> I had exactly the same <i>trouble</i> trying to put up a bedside table.
8 <input type="checkbox"/> What a waste of time! Ten minutes listening to music and 'All our lines are busy. Thank you for waiting'.	h Typical! And who was it? Anyone interesting?

- 2 **T 11.8** Listen and check your answers. Read them aloud with a partner and add another line.

- A I could kick myself. As soon as I'd handed it in, I remembered what the answer was.
 B Oh, I hate it when that happens! But do you think you've still passed?
 A Who knows? I'll just have to wait and see.

Music of English

When people moan about something, there is an exaggeration on the rise and fall of the word with main stress.

I don't believe it! *It's not fair!*

- T 11.9** Listen and repeat.

It's not fair!
What a pain!
 I don't believe it!

- 3 What are some of the events in a typical day in your life? For each event think of something to moan about.
What a pain! I got up and had to wait ages before the shower was free. But worse still, the water was freezing cold!
- 4 Do you have any moans and groans about anything that's happened recently in your country or in the world?



'Press 1 for classical, press 2 for easy listening, press 3 for jazz.'



12 It's never too late

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

TEST YOUR GRAMMAR

- Tell the story of Mary's grandfather, matching a line from **A** with a line from **C**. Use the correct article from **B** to connect the lines. Tell the story to a partner.
- T 12.1** Listen and check. What extra information do you hear?

A	B	C
1 My grandfather used to be		dinner with him.
2 He retired		captain of the ship.
3 He decided to go on		sea cruise.
4 He enjoyed	a/an	cruise very much.
5 He sailed all round	one	year before last.
6 He met	the	judge.
7 He invited her to have	no article	love at any age.
8 They got on really well with		another.
9 My grandfather says you can find		world.
10 They were married by		attractive widow.

THE PACE OF LIFE

Articles and determiners

- Do the quiz about your pace of life. Circle *a, b, c*, or *d*. Discuss your answers with a partner. Turn to p158 and find out what kind of person you are. Do you agree?
- Find these highlighted words in the quiz. Underline the nouns that follow. Which are followed by *of*?

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

- These lines are similar to those in the quiz but not the same. Find them in the quiz. What are the differences?
 - I leave sufficient time for relaxation.
 - Non-stop all of the time.
 - More than enough things.
 - Lots of enthusiasm.
 - Very few, just a couple of minor things.
 - There aren't any uncompleted projects.
 - I see every one of my projects through.
 - I don't have any patience.
 - I have hardly any hobbies or leisure time.
 - In quite a few ways.
 - In all kinds of ways.
 - Nearly all of the time by email.

How well do you

- How would you describe the pace of your life?**
 - Easy-going. I just take life as it comes.
 - Quite fast, but I leave enough time for relaxation.
 - At times frantic, at times relaxed.
 - Non-stop the whole time but I like it that way.
- How do you tackle all the things you have to do each day?**
 - I do those things I feel like doing.
 - I prioritize. I do the important things and put off all the rest.
 - There's either not enough time to do everything or too much time with nothing to do. I find this difficult.
 - I have a daily 'to do' list that I tick off after each item is completed.
- How many things have you begun and not finished in the last few years?**
 - Plenty of things. I begin with a great deal of enthusiasm but then get bored.
 - Hardly any, just one or two minor things.
 - Several things. Sometimes I get distracted and move from one thing to another.
 - None. There are no uncompleted projects in my life. I see each of my projects through before I start the next.



- 4 When do you switch off your mobile phone?**
 a Do most people have mobile phones these days? I haven't got round to buying one yet.
 b In some public places and when I need some peace and quiet.
 c Not as often as I should.
 d Only if I have to.
- 5 What is your attitude to punctuality?**
 a I don't waste time worrying about it.
 b Being late is impolite and inefficient so I try to be punctual.
 c I like to be on time in theory but in practice I'm often late.
 d I'm always on time. I have no patience with people who are late.

use your time?

- 6 How do you spend your leisure time?**
 a Doing a bit of this and that. I don't know where time goes.
 b I recharge my batteries with a few hobbies and being with friends.
 c I keep trying different things that people suggest, but nothing really grabs me.
 d I have few hobbies and little leisure time. I try to put the whole of my life to good use.
- 7 How do you keep in touch with friends?**
 a I wait for them to get in touch with me.
 b In several ways - emails, texting, but also I like to phone them for a proper chat.
 c In any way I can - but it can be difficult. I think 'I must contact X' but time passes and I find I haven't.
 d Most of the time by email. It's quick and efficient.
- 8 Which of these is closest to your philosophy on life?**
 a Whatever will be will be.
 b Life is not a dress rehearsal.
 c There is a season for everything.
 d Grasp every moment.

- 4** What is the difference between these pairs of sentences?
 I have a few hobbies. I have a little leisure time.
 I have few hobbies. I have little leisure time.
- 5** Is there a difference in meaning between these sentences?
 I completed **each** project. I completed **every** project.

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

LANGUAGE FOCUS

Determiners

Determiners help identify nouns and express quantity.

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

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

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

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

▶▶ Grammar Reference p152

PRACTICE

Talking about you

- 1** Complete the sentences with determiners which make them true for you.
- I have _____ time to relax.
 - _____ my friends think I work too hard.
 - _____ my teachers think I work hard.
 - I spent _____ weekend relaxing.
 - I have _____ interests and hobbies.
 - _____ my hobbies are sports.
 - _____ my parents look like me.
 - _____ my family have fair hair.
 - My aunt gives _____ us birthday presents.
 - My grandparents watch TV _____ time.



Discussing grammar

2 Work with a partner. What is the difference in meaning between these pairs of sentences?

- I spoke to all the students in the class.
I spoke to each student in the class.
- None of them knew the answer.
Neither of them knew the answer.
- The doctor's here.
A doctor's here.
- There's a man at the door.
There's some man at the door.
- There's a pair of socks missing.
There's a couple of socks missing.
- Whole families were evacuated from their homes.
All the families were evacuated from their homes.

3 Match a line in A with a line in B.

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

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

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

I don't like cereal for breakfast.

Well, would you like an egg?
A boiled egg and some toast?

T 12.3 Listen and check. Pay particular attention to stress and intonation. Look at the tapescript on p138 and practise the conversations with a partner.

SPOKEN ENGLISH Using demonstratives and determiners

Demonstratives and determiners are often found in idiomatic language. Look at these examples of the demonstratives *this*, *that*, *these*, and *those* from the quiz on p102.

(I like) doing a bit of *this* and *that*.
Most people have mobile phones *these* days.
I do *those* things I feel like doing.

Find examples of the determiners *each*, *every*, and *all* in the quiz.

5 **Demonstratives – *this/that/these/those***

Complete the sentences with the correct demonstrative.

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

T 12.4 Listen and check.

these that this those

6 **Determiners – *each, every, or all***

T 12.5 Listen to some short conversations. What is each about? Complete the replies. They all contain expressions with *each*, *every* or *all*. Practise the conversations with a partner.

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

all each every



LISTENING AND SPEAKING

Happy days

1 Work in small groups. What is the average life expectancy in your country? Suggest ages for these stages of life. What is typical behaviour for each stage? Give examples and discuss with the whole class.

0 -	<input type="checkbox"/>	infancy
<input type="checkbox"/>	- <input type="checkbox"/>	childhood
<input type="checkbox"/>	- <input type="checkbox"/>	teenage years
<input type="checkbox"/>	- <input type="checkbox"/>	adulthood
<input type="checkbox"/>	- <input type="checkbox"/>	middle age
<input type="checkbox"/>	- <input type="checkbox"/>	old age



2 You are going to listen to Bernie, Hayley, Tony, and Tommy talking about themselves. Here are some of the things they said (two for each person). Which stage of life do you think they are at?

- 1 I want to see the world, meet lots of people, get a good career before I settle down.
- 2 This time though, after the operation I knew immediately it would be OK.
- 3 We have buckets and spades.
- 4 Lizzie and I are quite content just to potter in the vegetable patch, or cut the grass, or weed the flower beds.
- 5 Most of us just get off on dancing.
- 6 I think the world has gone to pot.
- 7 It's got big, big wheels, hugest wheels ever.
- 8 These days the only thing that makes me unhappy is meeting people who don't realize what a gift life is.



3 **T 12.6** Listen to the four people. After each one discuss these questions.

- 1 At which stage of life is the person?
- 2 Which lines in exercise 2 did he or she say?
- 3 What does the person do or say that is typical or not typical for their age?
- 4 What makes the person happy or unhappy?

What do you think?

- Which stage of life do you think is best? Which worst? Why?
- Are there advantages and disadvantages for each stage? Discuss.
- Do you know people who you think are typical or not typical for their age? Are you?



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READING AND SPEAKING

You're never too old

- 1 What age do you consider to be old?
Think of some 'old' people you know.

How old are they?

What are they like?

What do they do every day?

Which of these activities are typical for old people?

- finding it difficult to sleep
- liking routine
- going to university
- studying foreign languages
- going to church
- talking about the past
- losing your memory
- using the Internet
- living in the centre of a city
- watching TV

- 2 Read the text quickly. Which of the activities in exercise 1 are part of Mary Hobson's life? Explain the title: 'A life in the day'.

- 3 Read the text again. Find the highlighted lines and answer the questions about them.

- 1 1.04 What is 'it'? Why does 'it' do this?
- 2 1.10 What is 'it'? How did Marcus Aurelius help Mary?
- 3 1.22 What does she work at for nothing? What does this imply about Mary's lifestyle?
- 4 1.24 Who is 'he'? Who is 'some old bat'?
- 5 1.30 What was hell for who? What did Mary do about it?
- 6 1.35 What was the session? What did Mary do in it?
- 7 1.47 Is 'the time of your life' a good or bad time? What was the time of Mary's life?
- 8 1.55 Why do they think this?
- 9 1.65 What is 'it'? What does Mary mean by this?
- 10 1.67 What is 'it'? Why does she sleep so badly?

A life in the day

Mary Hobson, 77, gained a degree in Russian in her sixties and a PhD at 74. A mother of four, she lives in south London.

6 I've started to learn ancient Greek. It doesn't urge you to communicate, only to learn, and I find the early hours of the morning the perfect time for that. I love ritual and routine. I wait until 6am to have tea; at 7am I phone my youngest daughter and we start the day with a chat. At 7.30 I make breakfast – All-Bran, wholemeal toast, and a pot of black coffee – and I take it back to bed along with the Roman emperor Marcus Aurelius.

15 I am a dedicated atheist. I regard religion as complete lunacy. You've got only one opportunity to be alive: for goodness' sake don't waste it waiting for an afterlife. I read Marcus Aurelius every day; it was his philosophy that got me through my son Matthew's death, four years ago in a motorcycle accident. Aurelius said: 'What we cannot bear removes us from life.' Matthew's death was such a waste. At first I would rather have been dead too, but then I thought: 'No. I mustn't do less. I must do more!'

20 After a bath I spend the morning translating. A special committee was convened to organize the translation of the works of Pushkin for his centenary. Unpaid, of course. I'm an expert at working for nothing. Poor old Pushkin: some of his letters were scandalous. Really very rude indeed. How was he to know that, 200 years later, some old bat would be poring over every line?

30 I am what you might call a late developer. I was 40 before I wrote my first novel, 62 when I went to university. My husband, Neil, was a talented jazz musician, but at 25 he developed a cerebral abscess, losing his speech and the use of the right side of his body. It was hell for him and a nightmare for us. We were so broke, we lived on national assistance for ages. When things got really bad, I'd collect up old china and give it to the children to smash out their frustrations on the wall outside.

35 I wrote my first novel while Neil had his weekly music therapy. That 50-minute session was all I had. I used to sit in the ABC café in Earls Court and write and write while couples had life-and-death quarrels around me. Neil was terribly difficult. None of it was his fault, of course, but after 28 years I thought: 'It's not my fault either.' I was going down with him. I left and Matthew stayed with him to stop me going back – I was very grateful for that.

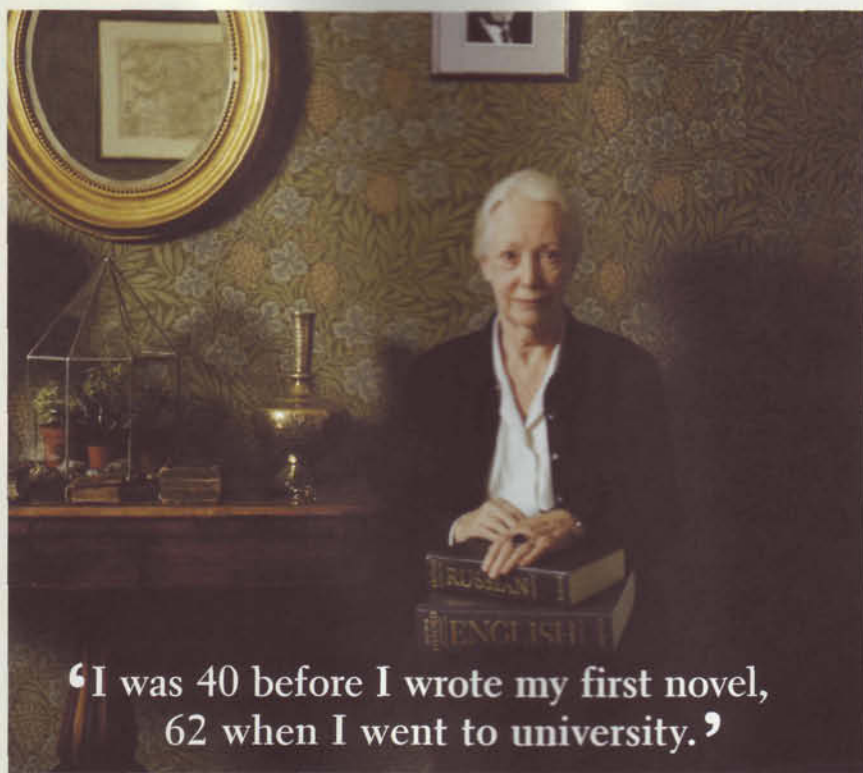
45 Having snatched a bit of life back, I had to do something with it. My daughter Emma gave me *War and Peace*, and I loved it so much. Then it hit me: I hadn't read it at all, I'd only read a translation, and I so longed to read the actual words. A marvellous elderly Russian lady taught me the basics and I enrolled on the Russian-



Mary Hobson

by Caroline Scott

WINNER OF THE PUSHKIN GOLD MEDAL FOR TRANSLATION



‘I was 40 before I wrote my first novel,
62 when I went to university.’

language degree course at the University of London. People talk about ‘the time of their lives’. Well, that was mine. Don’t let anyone tell you your memory goes with age. It’s there if you want it enough. Gradually I forced it into action – it was such an exhilarating experience. Oh, the joy of learning!

I have such good friends. After a late lunch, I might go and play Scrabble with a Russian lady. I write poetry en route, on buses and trains. I love London. Give me the town over the country any day. I try to go to Moscow every year in the coldest weather. My Russian friends think I’m mad; it hits minus 40 and they find it hellish. I adore lying in bed listening to snow being scraped from the pavements.

I have an overpowering feeling that I don’t want to waste any time. There’s so much out there. I won’t be able to get about forever, so when I can’t stagger down my front steps, I’ll perfect my Greek. I order my groceries on the Internet, so I have everything sent. As long as I have my books I’ll be happy.

If I’m not going out, I make supper and get into bed, simply because my feet are awful. Then I phone everyone I can think of. I can’t bear TV – it makes me feel as if everyone else is living and I’m only watching. I don’t have a newspaper; I get my news through Radio 4. I sleep rottenly, so I have it on all night. Dreams are horrendous. Mine are all about anxiety and loss. I much prefer the day – at least you know you’re in charge.

Language work

There is *one* mistake in each of these sentences. Find it and discuss why it is wrong with a partner. Check your answers in the text.

- 1 I make breakfast and I take it back to the bed.
- 2 I am a dedicated atheist. My husband was talented jazz musician.
- 3 You’ve got only an opportunity to be alive.
- 4 I enrolled on the Russian-language degree course at University of London.
- 5 I try to go to Moscow every year in coldest weather.
- 6 Having snatched a bit of the life back, I had to do something with it.
- 7 Give me the town over a country.
- 8 I make supper and get into bed, simply because the feet are awful.

What do you think?

- It’s easy to think of all the advantages of being young and the disadvantages of being old. But try it the other way round. Work in two groups.

Group A List all the disadvantages of being young.

Group B List all the advantages of being old.

- Find a partner from the other group and discuss your lists.
- Discuss as a class. What do you think is the best age to be in life?



VOCABULARY AND LISTENING

Hot words – *life and time*

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

Having the time of your life !	
not on your _____	you can bet your _____
take your _____	better luck next _____
get a _____	get a new lease of _____
kill _____	it's high _____
third _____ lucky	for the _____ being
no _____ to lose	stand the test of _____
that's _____	see _____
not before _____	in the nick of _____
any old _____	dead on _____
a cushy _____	anything for a quiet _____

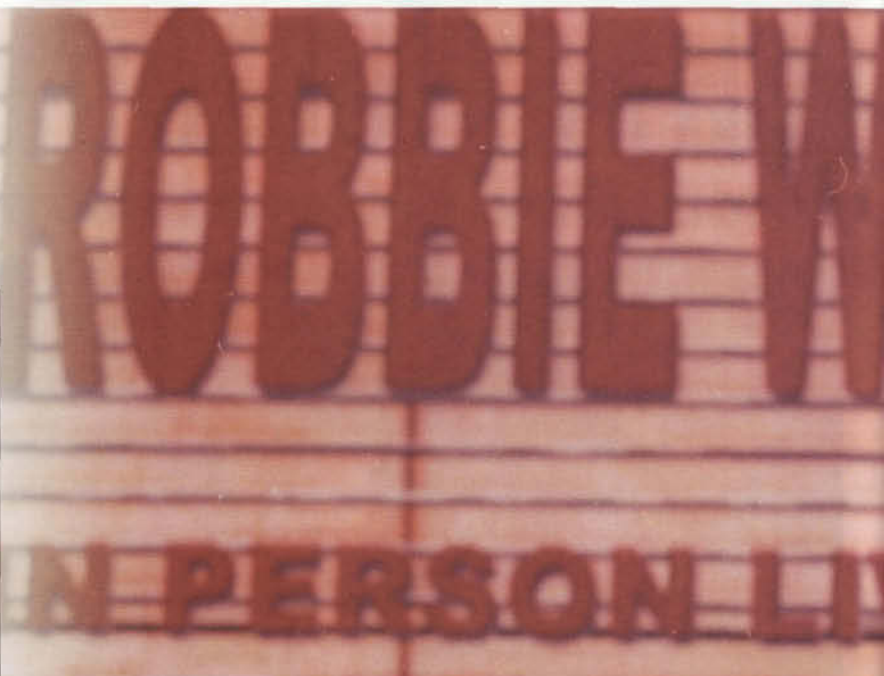
- 2 Complete these lines with an expression from exercise 1.

- 1 No need to hurry. Take . . .
- 2 For goodness sake hurry up. There's no . . .
- 3 The operation was so successful that grandpa got a new . . .
- 4 Shakespeare's writing is still relevant today. It's really stood . . .
- 5 I got to the bank in the . . . It was just about to close.
- 6 You can give them back any . . . I'm not going skiing again until next year.
- 7 OK, OK stop crying. You can have another ice-cream. Anything . . .

- 3 **T 12.7** Listen to the conversations. What are the people talking about? Which of the expressions from exercise 1 do you hear? Turn to p139 and practise the conversations with your partner.

A song

- 4 **T 12.8** Close your books and listen to a song called *That's life*, recorded by Frank Sinatra and Robbie Williams. Then read the words on this page. There are many differences. Listen again and note them all.
- 5 **T 12.8** Listen again and sing along!



THAT'S LIFE

That's life, that's what they all say.

You're full of life in April,

Shot down in May.

But you bet I'm gonna play that tune,

When I've got a new lease of life in June.

That's life, strange as it seems.

Some people get their kicks,

Jumpin' on dreams;

But I don't allow it to get me down,

'Cause this ol' world continues turning around.

I've been a puppet, a pauper, a pilot,

A policeman, a pawn and a king.

I've been up and over and in and out

And I know a few things:

Every time I find myself down on my face,

I pull myself up and get back in the race.

That's life, I can't deny it,

I thought of giving up,

But my head just won't buy it.

If I didn't think it was worth a try,

I'd roll up in a corner and cry.



EVERYDAY ENGLISH

Linking and commenting

- 1 Look at these lines from the first tapescript in T12.6. The expressions in **bold** link or comment on what has been said or what is going to be said. They are mainly adverbs.

Personally, I'm just happy to be alive. **Anyway**, I had some tests ...
You see, I'd recently married ... **In fact** the transplant failed ...

Find other examples from the tapescripts on p138.

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

- 1 A Did you see the match last night?
B No, but *apparently / obviously* it was a good game. We won, didn't we?
A *Probably / Actually*, it was a draw, but it was really exciting.
- 2 A What do you think of Claire's new boyfriend?
B *Personally / Certainly*, I can't stand him. I think he'll dump her like all the rest. *Ideally / However*, that's her problem, not mine.
A Poor old Claire! She always picks the wrong ones, doesn't she?
Anyway / Honestly, we'll see soon enough.
- 3 A I don't know how you can afford to buy all those fabulous clothes!
B *Still / Hopefully*, I'm going to get a bonus this month. My boss has promised. *After all / Presumably*, I did earn the company over £100,000 last year. *Basically / Absolutely*, I deserve it.
- 4 A She said some terrible things to me. I hate her!
B *Generally speaking / All the same*, I think you should apologize to her. *If you ask me / Apparently* you lose your temper too easily. You're being very childish. It's time you both grew up!
A What?! I never thought I'd hear you speak to me like that.
B *Still / Honestly*, I'm not taking sides. I just think you should make up.
- 5 A So, Billy. You say that this is the last record you're ever going to make?
B *Surely / Definitely*.
A But *surely / actually* you realize how upset your fans are going to be?
B *Obviously / Hopefully*, I don't want to hurt anyone, but *certainly / basically*, I'm fed up with pop music. I'd like to do something else.
After all / Ideally, I'd like to get into films.

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

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