

**ĐẠI HỌC THÁI NGUYÊN KHOA
CÔNG NGHỆ THÔNG TIN**

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1 You and me



VOCABULARY

appearance (n)	[ə'piərəns]	sự xuất hiện; sự hiện ra; sự lộ ra
association (n) au pair (adj) clone (n) cousin (n)	[ə,sousi'eɪʃn] [ou'peɪ] [kloun] [kʌzn]	sự kết hợp, sự liên hợp, sự liên đới làm công để được nuôi cơm nhái, bắt chước anh (em họ)
create (v)	[kri:'eɪt]	tạo, tạo nên, tạo ra, tạo thành, sáng tạo
crumble (v)	['krʌmbl]	vỡ vụn, đổ nát, bở
disaster (n)	[di'zɑ:stə]	tai hoạ, thảm hoạ, tai ách
embarrass (v) ex- (n)	[im'bærəs]	làm lúng túng, làm ngượng nghịu làm rắc rối
fashionable (adj)	[eks]	số nhiều là exes chồng hoặc vợ cũ; bạn trai hoặc bạn gái cũ
father-in-law (n)	['fæθərlɔ:]	đúng một, hợp thời trang; sang trọng
glamorous (adj)	['glæməərəs]	bố vợ; bố chồng
half-brother (n)	['hɑ:f,bɾʌðə]	đẹp say đắm, đẹp quyến rũ
hero (n)	['hiərəu]	anh (em) cùng cha khác mẹ, anh (em) cùng mẹ khác cha
moustache (n)	[mə'stɑ:ʃ]	anh hùng
nephew (n) niece (n) psychologist (n) shed (n)	['nevju:] [ni:s]	râu để mọc ở môi trên; ria cháu trai (con của anh, chị, em) cháu gái (con của anh, chị, em)
stepmother (n)	[steɪpmʌðə]	nhà tâm lý học
tumble (n)	[tʌmbl]	nhà dùng để chứa đồ, nơi ở cho gia súc, đi ghé; mẹ ghé
unusual (adj)	[ʌn'ju:ʒl]	cái ngả bất thình lình; sự đổ nhào
visualize (v)	['viʒuəlaɪz]	hiếm, không thông thường, lạ, khác thường hình dung, mừng tượng

1. gH You're going to listen to Susan talking about some of the different names that people call her. Which name doesn't she like?

2. Listen again. Match the people (a-h) with the names (1-8) that they call Susan.

- | | |
|--|--------------|
| a, her father and sometimes her sister | 1 Mum |
| b, her friends and the people she works with | 2 Susan |
| c, her old friends | 3 Suzanne |
| d, her son | 4 Suki |
| e, her mother | 5 Sweetheart |
| f, her best friend | 6 Maggie |
| g, her sister-in-law | 7 Bunny |
| h, her husband | 8 Sue |

3. Write down the different names that people call you. Tell your partner. Which of your names do you like best/least?

Lexis: family words

1. Work with a partner. Copy the following table. Under each heading, note down the first names of people in your family.

Parents	Brothers & sisters	Grandfather & grandmother	Sons & daughters	Uncles & aunts	Cousins	Nephews & nieces
---------	--------------------	---------------------------	------------------	----------------	---------	------------------

2. Add more headings and names to the table in 1

3. Discuss the following questions about the names in your table.

- Which names are typical in your country?
- Which name is the most unusual?
- Which name do you like best?

Long vowel sounds

1 [M] In each of the following groups of names one name has a different vowel sound from the others. Listen and spot the odd one out in each group.

1 / / Paul George Sue Dawn

4 / / Peter Eve Margaret Keith

1 / / Julie Ruth Luke Burt

5 / / Shirley Bernard earl Denise

3 / / Charles Laura Barbara Grant

2 Listen and check your answers to 1. Then listen again and repeat. Rearrange the names so that all four names in each group have the same vowel sound.

What's in a name?

Work in small groups. Discuss the following questions.

- What name would you give this baby girl?
- What names do you like for a boy?
- How did your parents choose your name?



Reading

What do you think the following famous people have in common? Read the article and find out.

- * Elton John + Marilyn Monroe
- * David Bowie + Demi Moore
- * Madonna + Bill Clinton

NAME GAME

Your name is extremely important. It's how you identify yourself. It's how other people identify you. Elton John was born Reginald Kenneth Dwight. Can you imagine someone famous with a name like that? He had to change it. Marilyn Moore sounds so much more glamorous than Norma Jean Baker. So how do parents make one of the most important decisions in the lives of their children - giving them a name?

Some parents choose names because they are fashionable. Other parents do the opposite and call their children unusual names, or they even invent names. Helen Petrie, a psychologist at Hertfordshire University, says that people who choose unusual names for their children want to show how special they are.

However, the children are not always very happy with their parents' choice. David Bowie's son found the name Zowie so embarrassing that he changed it to Joe. I wonder if Bruce Willis and Demi Moore's children feel good about their

names: Rummer Glenn, Scout LaRue and Tallulah Belle!

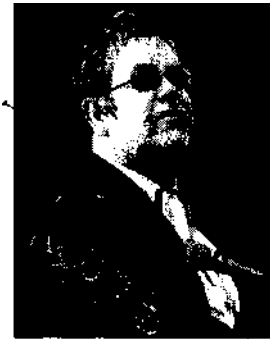
These days it's fashionable to give your child the name of place that is important to you: Victoria (Posh Spice) and David Beckham decided to call their son Brooklyn because they were in New York when they discovered that Victoria was going to have a baby. Madonna named her daughter Lourdes after the town in France, and ex-US-President Bill Clinton named his daughter Chelsea after a part of London that he and his wife liked".

Personally, I think it's a good idea to give children names of famous people.

Leonardo Di Caprio was named after the famous Italian painter, and Liam Gallagher, singer with the band *Oasis*, called his son Lennon after his hero, John.

I wanted to call my first child Elvis, and my husband wanted to call him PelD. Fortunately she was a girl, so we named her after my favourite aunt-Blodwen.

Reginald Kenneth Dwight (Elton John)



2. Tick(✓)the reasons for choosing a name that the article mentions. Put a cross(✗)by the reasons the article doesn't mention.

- a, because it sounds good
- b, because it's fashionable
- c, because it sounds the same in two languages
- d, because it's unusual or original
- e, because it's the name of a place
- f, because it's a religious name
- g, because it's the name of a famous person
- h, because it's the name of another member of the family

3. Work with a partner. What other reasons can you think of for choosing a name? Think about your family, your friends, and people in the class.

Lexis

1. Complete the following sentences with words from the text above.
 - a, I think that my name *sounds* much nicer in my languages than in English.
 - b, I won't have toa decision about names. I'm not going to have any **children!**
 - c, I'd like to have an unusual name- it would make me special.
 - d, I know exactly what I'm going to my children.
 - e, My parents named me..... a relative.
 - f, I think it's a goodto choose a name that's easy to say in different languages.
2. Find out if any of the sentences in 1 are true for your partner.

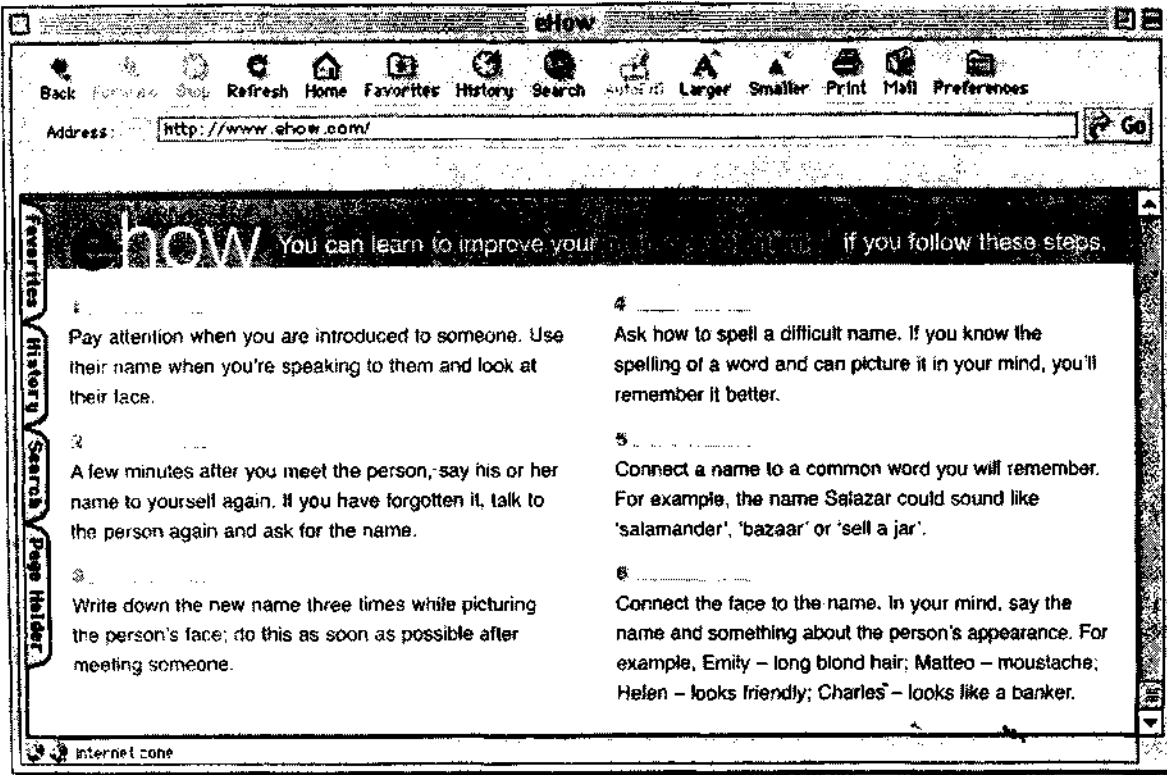
I never forget a face

1. How good are you at remembering people's names? What techniques do you use?
2. Try this memory test. Study these names and faces for thirty seconds. Then turn to page 91 and see which you can remember.



Reading

1. Read this advice for improving your memory. Find an appropriate heading for each paragraph.
- | | | |
|-----------------|-----------------------|---------------------|
| a, Repeat it | c, use it | e, Write it down |
| b, Visualise it | d, Check the spelling | f, make association |



2. Work with a partner. Discuss these questions.
- Which of the techniques in 1 have you used for remembering names?
 - Which of the techniques in 1 could help you to remember new English words and expressions?
 - What other ways can you think of to help remember and learn new English words and expressions?

Lexis: describing people

1. Look at the nouns, noun phrases and adjectives in the box. Which words can complete sentence a? Which words can complete sentence b?

Friendly a banker a typical mum intelligent shy a doctor
 very young middle-aged stressed out intelligent about sixty
 Greek a waiter a Swedish au pair a student fit
 a retired police officer a bit tired rich

a, He/She looks

b, He/She looks like.....

a) He/she looks

b) He/she looks like

2. What type of word do you use after look(s)? What type of word do you use after look(s) like?

- Write a sentence to describe each person in the six photographs on the previous page. Leave a space (.....) for the name.
For example.....*looks about 60. He looks intelligent and quite friendly.*
- Give your paper to a partner and ask them to complete the sentences with the correct name.
- Repeat the same exercise for three people in your class. Ask your partner to complete the sentences with the correct name.

MEETA.L.I.C.E.

- Read the responses in this conversation. Who or what is A..L.I.C.E.?

Hi. My name's A.L.I.C.E.

- name* What your does mean?

It means Artificial Linguistic Internet Computer Entity.

- were born* you Where?

I was born in Bethlehem, Pennsylvania.

- grow* Where did up you?

I think I grew up in San Francisco.

- look do like* you What?

I'm blue and I've got one wheel.

- do* What do you?

I talk to people on the web

- like your* Do job you?

Yes, I have a passion for my work!

- languages* you any speak Can foreign?

No, I only speak English at the moment, but I'd like to learn.

- married* you Are?

No, I am single. How about you?

- got children* Have any you?

No, but you can download me and make A.L.I.C.E. clones for yourself!

- created* you Who?

Dr Richard S. Wallace- he is very clever!

- Write the words in the questions in 1 in the correct order.

- HI Listen and check your answers to 1 and 2.

- Underline the stressed word in each question. Listen and repeat the question in the conversation.

- Work with someone you don't know very well. Interview them using appropriate question from 2 and add more question of your own.

Close up

- Work with a partner. Look at the table and discuss the questions.

Statement	Question
you are.... ->	Are you ... ?
you can... ->	Can you...?
your name means.... ->	does your name ?
	subject (auxiliary) verb (auxiliary) verb subject
	Are you married?
	Can you speak any foreign languages?
	What does your name means?

- What is the difference in word order between a statement and a question in English?
- When do you need to use the auxiliary verbs do, does, did to form a question?
- How do you form questions in your language? Is it the same as English?

- Change the following statements into questions. Then ask your partner the questions.

- a, You are hungry. *Are you hungry?*
- b, You smoke.
- c, You can play the guitar.
- d, You've been the Disneyland.
- e, You live in Rome. *Where do you live?*
- f, Your favourite colour is red. (*What*)
- g, You left school in 1997. (*When*)
- h. You've got 200 CDs. (*How many*)

3 Rewrite these questions in the correct order.

- a, you are old How? *How old are you?*
- b, life in Do after believe death you ?
- c, do much weigh you How?
- d, you anything ever Have stolen?
- e, much earn How you do money?
- f, you many partners How had have?

4 Work in small groups. In what situations is it okay to ask the question in 3? * in your English class * with your best friends * in your family * at work * never

Subject question

1 Look at questions A and B below. Question A is an object question because the answer (*A.L.I.C.E*) is the object of the verb. Question B is a subject question because the answer (*Dr Wallace*) is the subject of the verb. Do you use an auxiliary with a subject question?

Statement			Question	Answer
subject	verb	object		
Dr Wallace	created	A.L.I.C.E	A What did Dr Wallace create?	→ A.L.I.C.E
			Who created A.L.I.C.E	→ Dr Wallace

2 Work in pairs. You are going to ask and answer some general knowledge questions. Student A turn to page 91 Student B turn to page 93. Follow the instructions.

Language reference: questions.

Word order

To form a question in English you put an auxiliary verb before the subject. In the present simple you use the auxiliary *do* or *does*. In the past simple you use the auxiliary *did*. With the verb *be* you put *am*, *are*, *is*, *was* or *were* before the subject.

question word	auxiliary verb	subject	
	<i>Is</i>	<i>your sister</i>	<i>married?</i>
	<i>Does</i>	<i>she</i>	<i>love him?</i>
<i>Where</i>	<i>do</i>	<i>they</i>	<i>live? get</i>
<i>Why</i>	<i>did</i>	<i>she</i>	<i>married?</i>

Subject questions

When the question word is the subject you do not use *do*, *does* or *did*. A subject question has the same word order as a statement.

subject verb
 who created A.L.I.C.E?
 Not ~~who did create....?~~

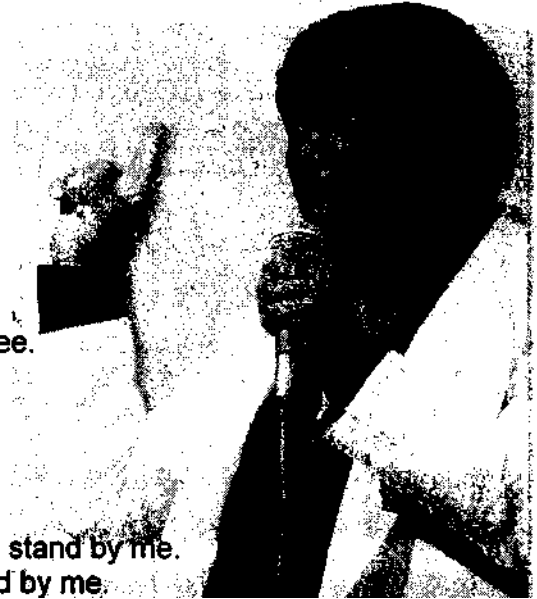
subject verb
 Who lives here?
 Not ~~who does live...~~

Stand By Me

Song 1 Look at the words of the song. On lines a-f and lines g-l there is an extra word. Find the word and ~~er033~~ it out.

Stand by me

Recorded by Ben E. King
 (1961 and 1987), Elvis
 Presley (1967), and John
 Lennon (1975)



- a) When the good night has come.
- b) And the Disney land is dark.
- c) And the moon is the only flashing light we see.
- d) No, I probably won't be afraid.
- e) Oh, I won't ever be afraid.
- f) Just as long as you stand up, stand by me.

So darlin', darlin', stand by me, oh stand by me.
 Oh stand now, stand by me, stand by me.

- g) If the blue sky that we look upon
- h) Should tumble and fall over
- i) Or the rocky mountains should crumble to the sea
- j) I won't cry, I won't cry out
- k) No, I won't shed a big tear
- l) Just as long as you stand up, stand by me.

So darlin', darlin', stand by me, oh stand by me.
 Oh stand now, stand by me, stand by me.

And darlin', darlin', stand by me, oh stand by me.
 Oh stand now, stand by me, stand by me.
 Whenever you're in trouble,
 Won't you stand by me, oh stand by me.
 Oh stand now, oh stand by me.

2  Listen and check your answers to 1

- 3 Which of the following is the best interpretation of the song?
- a, There are going to be a lot of disasters if you stand by me.
 - b, I won't be able to see very well if you stand by me.

c, If you stand by me, I will feel strong. Nothing will worry me.

4 Tell your partner about a time when you really needed a friend to "stand by you".

Anecdote 1 HI Listen to Tom talking about somebody who is important to him. Which of the following topics does he talk about?

- What is this person's full name?
- How often do you see them?
- When did you meet this person?
- Why are they important to you?
- How old are they now?
- What are their best qualities?
- Where do they live?
- Is there anything you don't like about them?
- What do they do?
- When did you last see them?



2 Work with a partner. Note down as much information as you can remember about the topics Tom talks about. Listen again and check your answers. 3 Think of a person who is important to you. You are going to tell a partner about them. Choose from the list in 1 the things you want to talk about. Think about what you will say and what language you will need.

First impressions

Writing

1 Read this letter from Rich to a friend. How does he feel about the place he is describing?
Hi!

I've been here a week and my first impressions *are not* very good. In fact, they *are terrible*. The city is small and boring. Really boring! The buildings are modern and *unattractive*, and *there are* some ugly high-rise office blocks.

The city centre is really dirty *and* polluted, and public transport is useless. The buses stop at ten o'clock at night, *and* it's *impossible to* get a taxi. This *probably* explains why the streets are *completely* empty after six o'clock in the evening and the nightlife is *terrible*. *There* is nothing to do.

The *people look miserable* and they're not very friendly. I suppose it could be because the weather is awful- it's cold and hasn't stopped raining since I arrived.

Seven days of rain- can you imagine?

But the worst thing is the food- I can't eat it. And the coffee tastes disgusting. Ugh! There aren't many restaurants *and they're expensive*.

I want to come home! I really hate *it here*.

Love, Rich

xxx

2 Rewrite the letter in 1. Make it sound as positive as you can.

Hi!

I've been here a week and my first impressions *are* really good. In fact, they *are fantastic*. The city is big *and exciting*. *Really exciting!* *The buildings are...*

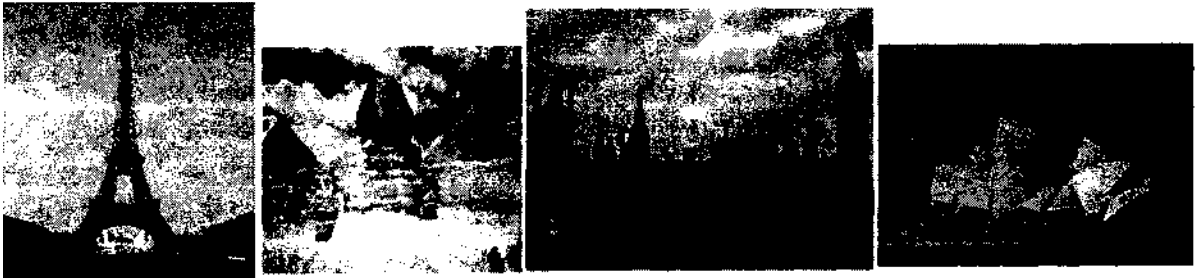
Cities of the world

1. Work with a partner. Which of the following cities are capitals? (There are six)

Tokyo Nice Seoul Reykjavik Berlin Barcelona Los Angeles Cairo Melbourne Prague

Anecdote Think about the best city you have ever visited. You are going to tell your partner about it. Choose from the list the things you want to talk about. Think about what you will say and what language you will need.

- Where is the city?
- When did you first go there?
- Were you on holiday?
- Who did you go there with?
- What did you do there?
- How many times have you visited the city?
- When was the last time?
- What do you most like about this city?
- Would you like to live there? Why / Why not



Extra activities: DESCRIBING PEOPLE

Work in group of 4

- One person picks up a sheet of paper having a name of a person in the class
- Describing him/her using:
 - She/He looks like an actress/actor
 - She/He has long black hair
 - She/He likes red She/He can play table tennis.

The others guess who she/he is.

Love Stories

affair (n)	[ə'feə]	chuyện yêu đương
blame (n)	[bleim]	khien trách
couple (n)	['kʌpl]	đôi, cặp
crypt (n)	[kript]	hầm mộ (ở nhà thờ)
divorce (n)	[di'vɔ:s]	sự ly dị; sự ly hôn
drop by	[drɒp]	nhân tiện đi qua ghé thăm
duchess (n)	['dʌtʃis]	vợ công tước, nữ công tước
duke (n)	[dju:k]	công tước
emperor (n)	['empərə]	hoàng đế
fancy (adj)	['fænsi]	ngon, làm cho vui mắt
funeral (n)	['fju:nərəl]	sự chôn cất,
have a row		cãi nhau ầm ĩ, dọ đội
humour (n)	['hju:mə]	sự hài hước, sự hóm hình
jealous (adj)	['dʒeləs]	ghen tị, ghen ghét, đố kỵ
monument (n)	['mɒnjumənt]	vật kỷ niệm
polo (n)	['pəʊləʊ]	môn
pursue (v)	[pə'sju:]	đuổi theo, đuổi bắt, truy nã,
relationship (n)	[ri'leiʃnʃɪp]	mối quan hệ, mối liên hệ
romance (n)	[rou'mæns]	sự mơ mộng, tính lãng mạn
romantic (adj)	[rou'mæntɪk]	lãng mạn;
split-up (v)	[split]	tách ra
stormy (adj)	['stɔ:mi]	mãnh liệt như bão tố, có bão
suspicion (n)	[sə'spiʃn]	sự nghi ngờ; sự bị nghi ngờ
suspicious (adj)	[sə'spiʃəs]	tỏ ra có sự nghi ngờ

Reading

1. Look at the photos of four famous Hollywood couples. Which of these celebrities are well-known in your country?
2. Read the information and find out how long each couple was married for. What went wrong with their relationships?

What went wrong?



Richard Gere and Cindy Crawford

got married

in 1991 in Las Vegas.

split up
in 1994

were married
for 3 years

What went wrong?

She wanted to have children and he refused.



Lyle Lovett and Julia Roberts

got married

in 1993 after a six-week romance

split up
in 1995

were married
for 2 years

What went wrong?

The big difference in age became a problem



Nicole Kidman and Tom Cruise

got married

on Christmas Eve 1990 in Telluride, Colorado.

split up
in 2001

were married
for just over 10 years

What went wrong?

They both wanted to pursue their own careers.



Bruce Willis and Demi Moore

got married

in 1987 in Las Vegas, for weeks after he asked her out on their first

split up
in 1998

were married
for 11 years

What went wrong?

It was a stormy relationship, and there were rumours of affair on both sides.

3. Read the information again and answer these questions.

- Which couple got married in Las Vegas?
- Which couple got married on Christmas Eve?
- Which couples were married the longest?
- Which couple were married for the shortest time?
- Which couple split up for professional reasons?
- Which couple split up because one of them didn't want to have children?

Lexis

1. Complete the expressions in the sentences below with one word in each case. Look back at the information in the previous section if necessary.

- The best age to ___ married is twenty- five for women and twenty-seven for men,
- A big ___ in age should not be a problem for a couple if they are in love.
- It is impossible for both partners in a marriage to ___ a career.
- A woman should never ask a man ___ on a first day.
- A ___ relationship is much better than a boring one.
- A couple with children should never ___ up. They should stay together.
- The main reason for getting married is to ___ children.

2. Work in small groups. Do you agree with the statements in 1?

Ross and Jane

1 Match the words and expressions in the box to an appropriate picture (a-d).

move in have a row chat up | fancy.



2. Put the stages of Ross and Jane's relationship in the order that you think best. Add different stages if you think they are necessary. Compare your ideas with a partner.

- | | |
|-----------------------------|-----------------------------------|
| a, They got married. | g, They had a row, |
| b, Ross chatted Jane up. | h, They met each other's parents. |
| c, They rang each other up. | i, They kissed. |
| d, They fancied each other | j, They split up. |
| e, They moved in together. | k, They went out together. |
| f, They had children. | l, They fell in love |

3. Work in pairs. You are going to write the story of Ross and Jane.

- Use the sentences from 2, including any that you have added.
- Use adverbs of time from the Language toolbox as well as appropriate place words.
- Compare your story with other peoples' stories in the class and vote for the best one.

For example: *One evening Ross met Jane at a disco. They fancied each other. To begin with.....*

Irregular verb sound groups

1. Complete the following irregular verb tables with the correct forms. What do the verb forms in each table have in common?

A			B			C		
Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
<i>meet</i>	<i>met</i>	<i>met</i>	<i>ring</i>	<i>rang</i>	<i>rung</i>	<i>buy</i>	<i>bought</i>	<i>bought</i>
<i>keep</i>	<i>a,</i>	<i>kept</i>	<i>begin</i>	<i>began</i>	<i>a,</i>	<i>a,</i>	<i>brought</i>	<i>b,</i>
<i>mean</i>	<i>b,</i>	<i>c,</i>	<i>b,</i>	<i>c,</i>	<i>drunk</i>	<i>catch</i>	<i>c,</i>	<i>d,</i>
<i>d, ___</i>	<i>slept</i>	<i>e,</i>	<i>d,</i>	<i>sang</i>	<i>e, -</i>	<i>f, ___</i>	<i>fought</i>	<i>g> ___</i>

2. 📺 Listen, check your answers and repeat the verb forms in 1. Add three other verbs to the tables.

Let's get personal

Listening

1. 📺 Listen to the first part of a television game show and decide whether the following statements are true or false.



- The competition is called Popular.
- Bobby Brown is the host,
- Rosie and David have to answer different questions.
- They get points for giving the same answers.
- Rosie and David can hear one another.

- f) Rosie and David can hear Bobby Brown.

2. 📺 Write out the questions that Bobby Brown asks Rosie. Listen and check your answers.

Questions	Rosie	David	
1, When (meet David)? When did you meet David? _____	a Nearly three and a half years ago. b Over three and a half years ago. c Four and a half months ago.	✓/x	
2, How (first meet)? _____	a She was a nurse. He was a patient. b She was a patient. He was a nurse. c She was a doctor. He was a nurse.	✓/x	
3, What time of day (be it)? _____	a Early morning. b Early afternoon. c Early evening.	✓/x	
4, What (be the weather like)? _____	a The sun was shining. b It was raining. c It was snowing.	✓/x	
5, What (both wear)? _____	Her a A white coat. b A nurse's uniform. c A nightdress.	Him a Blue pyjamas b Green pyjamas. c Pink pyjamas	✓/x
6, Who (speak first) and what (say) _____	a She said: 'How do you feel?' b He said: 'I'm going to be sick'. c He said: 'I feel terrible.'	✓/x	

3. Listen again and underline the answers (*a, b or c*) that Rosie gives.
4. 🎧 Listen to David answering the same questions. Circle a tick(✓)if he gives the same answer as Rosie and circle a cross(x)if he gives a different answer.
5. How many points did Rosie and David score out of six?
6. Think about the time that you first met somebody important to you. How many of these questions from Get Personal could you answer? Discuss with a partner.

Close up

1. Work with a partner. Look at the verbs in the box and answer these questions,

buy stay up start hurry receive fall go

- a) Which verbs have irregular past forms? ..
 - b) How do you form the past simple form of regular verbs like stay up and start?
 - c) What happens when the regular verb ends in e or a consonant + y?
 - d) Which auxiliary verb do you use to make past simple negative and question forms?
2. Rewrite each of these sentences with past simple affirmative and negative forms.
 - a, Yesterday I (buy) a CD. *Yesterday I bought a CD. I Yesterday I didn 't buy a CD.*
 - b, Last Saturday I (stay up) all night.
 - c, In January I (start) a new diet.
 - d, Today I (hurry) to my English lesson.
 - e, This morning I (receive) an e- mail.
 - f, Last night I (fall) asleep watching TV.
 - g, Last year I (go) on holiday abroad
 3. Tick(✓)the sentences which are true for you. Compare your answers with a partner.

Past continuous

1. Look at these extracts from Bobby Brown's interview with Rosie. Choose the present or past continuous by underlining the appropriate auxiliary. Which tense is used for the other verb in each extract?
 - a, Well, I am/ **was** working as a nurse, and David came into the hospital...
 - b,.....it is / **was** raining when I arrived at work.
 - c, What **are** / **were** you both wearing when you saw one another for the first time?

2. Which tense do you use to describe something that was in progress when another event happened? Which tense do you use to describe an event that happened at a particular moment?
3. HI Listen to the sounds and describe the five situations. Use the past continuous and the past simple.
For example: *He was having a shower when his mobile phone rang.*
4. Work with a partner. Follow these instructions.
 - a, Write down three true sentences and one false sentence to describe what you were doing yesterday at each of these times: *7.30 am; 1.00 pm; 6.00 pm; 11.00 pm.*
 - b, Ask each other questions beginning *What were you doing at...?*
 - c, Guess which of your partner's answers is false.

Language reference: past tense forms.

Past simple:

The past simple is used to fix events and situations in the past. You can use it to say when the event or situation happened.

The last time I lost my keys was two weeks ago. They fell out of my pocket on the sofa. I didn't realize so I looked everywhere. My son found them this morning.

Note: Many verbs have irregular past forms and you have to learn them.

Past continuous:

The past continuous is usually used in contrast with the past simple. You can use it to describe something which was in progress when the main events in the story happened.

Well, I was working as a nurse, and David came into the hospital for an operation.

What were you both wearing when you saw one another for the first time?

True love

Reading

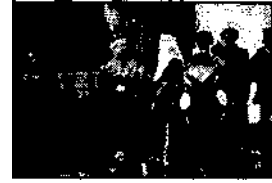
1. Work with a partner. Look at the couples in the article below and decide what you think are the correct answers to these questions.
 - a) Who waited too long before asking his lover to marry him?
 - b) Who built a monument in the memory of his wife?
 - c) Who gave up his kingdom for love?
 - d) Who sent red roses to his wife's crypt three times a week until his death in 1999?
 - e) Which couple only spent one night apart during thirty years of marriage?

2. Read the article and check your answers.

Great love affairs

a, The Duke and Duchess of Windsor:

After the death of his father in 1936 Edward VIII became King of England. He was in love with Mrs. Wallis Simpson, an American divorcee, and he wanted to marry her. But the British government did not accept her as Queen of England because she was divorced. He had to choose- continue as King of England or marry Mrs. Simpson. He chose to stay with the woman he loved.



b, Paul and Linda McCartney:

When Paul McCartney left the Beatles in April 1970, many people blamed Linda, his American photographer wife. Linda was the love of Paul's life, and in thirty years they only spent one night apart. She died of cancer in 1998 with Paul by her side.



c, Marilyn Monroe and Joe Di Maggio

Their marriage lasted less than ten months, but DiMaggio was always there for Marilyn. He organised her funeral, and, until his death in 1999, he sent red roses to her crypt three times a week.

d, Shah Jahan and Mumtaz Mahal



In the 17th century, Emperor Shah Jahan built the Taj Mahal in memory of his wife. He was heartbroken when his wife died after nineteen years of marriage. One year after her death, construction of the Taj Mahal began and it took twenty- two years to complete. Six years later Jahan died and was buried with his true love in one of the most romantic buildings in the world.

e, Charles and Camilla

When Charles met Camilla at a polo match in 1970, he fell in love with her. But then he waited too long before asking her to marry him. She got tired of waiting and married somebody else. Now, two marriages and a funeral later, Charles and Camilla are together again.



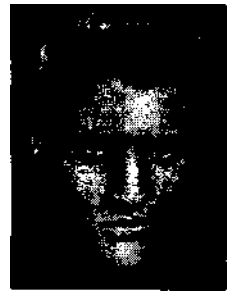
3. Work in pairs. You are each going to write four comprehension questions on the text in 2. Student A turn to page 91. Student B turn to page 93. Follow the instructions.
4. Work in groups. Discuss these questions.
 - Which story do you think is the most romantic?
 - Which story do you think is the saddest?
 - Which famous love stories are there in your country?

Suspicious Minds

- 1 Look at the title of the song. Do you think a person with a suspicious mind.
 - a, believe what you tell them?
 - b, doesn't believe what you tell them?
- 2 Read the song and put the words in the box in the correct place in the song.

hello dreams word teas trap never dreams again

Elvis Presley was one of the most important recording artists of all time. His version of this song was a huge success



We're caught in a (1) _____
I can't walk out
Because I love you too much, baby.

Why can't you see What
you're doing to me When
you don't believe a (2) _____ I say?


We can't go on together
With suspicious minds.
And we can't build our (3) _____
On suspicious minds.

So, if *an* old friend I know
Drops by to say (4) _____
Would I still see suspicion in your eyes?

Here we go (5) _____
Asking where I've been. You
can't see the tears *are* real I'm
crying.

We can't go on together With
suspicious minds.
And we can't build our (6) _____
On suspicious minds.

Oh, let our love survive.
Oh dry the (7) _____ from you eyes.
Let's not let a good thing die.
When, honey, you know
I've (8) _____ lied to you.
Mmm, yeah, yeah.

- 3  Listen to the song and check your answers.
- 4 Read the song again and complete these sentences with the correct alternative.
 - a, The singer wants/ doesn't want to leave.
 - b, The singer is happy/ unhappy with the relationship.
 - c, The singer thinks/ doesn't think his lover is jealous of his friends.
 - d, The singer lies/ never lies.
- 5 Replace the underlined words with words and expressions from the song.
 - a) I don't want to leave, (verse 1)
 - b) I don't believe anything you say. (verse 2)
 - c) We can't continue together with suspicious minds, (chorus)
 - d) You say your friend comes to your house to say hello, (verse 3)
 - e) Please stop crying and believe me. (verse 5)

6 Who said the things in 5; the singer or his suspicious lover?

7 Work with a partner. Describe a time in your life when you had a 'suspicious mind'.

Extra activities



TRUE OR FALSE

Complete the following twelve statements about yourself, but write some statements which are *false*. Then exchange papers with a partner. Decide which sentences are true and which are false.

Name _____

e.g. This morning at 9 o'clock, I was walking to school.

_____ last week.

Last night at 10 o'clock,

I _____ recently.

A few years ago, I _____.

I _____ this weekend.

At the moment, I think I _____,

I think I _____ tonight.

_____ twice.

I once _____,

I often _____.

Next week, I _____.

I _____ or over ten years.

3 Shopping

anniversary (n)	[,æni'vɜ:səri]	ngày kỷ niệm; lễ kỷ niệm
bracelet (n)	['breislɪt]	vòng tay, xuyến
bubble (n)	['bʌbl]	bong bóng, bọt, tăm
bunch (n)	[bʌntʃ]	búi, chùm, bó, cụm, buồng
crisp (adj)	[krisp]	cứng, khô và dễ vỡ; giòn
denim (n)	['denim]	vải bông chéo
deserve (v)	[di'zɜ:v]	xứng đáng
diamond (n)	['daɪəmənd]	kim cương
gadget (n)	['gædʒɪt]	đồ dùng, đồ vật
hide – hid – hidden (v)		trốn, ẩn nấp, náu, che giấu,
intuitive (adj)	[ɪn'tju:ɪtɪv]	thuộc về trực giác
jacuzzi (n)	[dʒə'ku:zi]	sự tắm ở nơi có mạch nước ngầm phụt lên
jewellery (n)	['dʒu:əlri]	đồ châu báu; đồ nữ trang
luxury (n)	['lʌkʃəri]	sự xa xỉ, sự xa hoa
overjoyed (adj)	[,oʊvə'dʒɔɪd]	vui mừng khôn xiết
scissors (n)	['sɪzəz]	cái kéo
scuba (n)	['sku:bə]	bình khí nén của thợ lặn
synthetic (n)	[sɪn'θetɪk]	tổng hợp; nhân tạo
tie (n)	[taɪ]	cà vạt
tissue (n)	['tɪʃu:]	giấy lau mặt, khăn giấy
to be on a diet	['daɪət]	ăn uống theo chế độ; ăn kiêng
torch (n)	['tɔ:tʃ]	đuốc; ngọn đuốc
wrap (n)	[ræp]	đồ khoác ngoài (khăn choàng...)

Work in small groups. Discuss the following questions.

- When do you give presents?
- What's the best present you've ever given?
- What's the best present you've ever received?
- Do you think it's easier to buy presents for men or for women?

Reading

1. Read this article about giving and receiving presents and answer the following questions.



- Did a man or woman write the article?
- Does he or she think men are good at choosing presents?
- Does he or she think woman are good at choosing presents?
- What do women and men really want for their birthday? Do you agree?

What people really want for their birthday

IT was my birthday recently, and as usual I didn't get what I really wanted. I usually get a bunch of flowers, a book, a box of chocolates and electronic gadgets. My family always asks me what I want, and I always tell them the same thing - I want a surprise. So this year I got flowers, books, chocolates, and gadgets.

Flowers are lovely, but they hardly ever last for more than a week and a real present is something you can keep. I always look for the diamond ring hidden in the flowers, but it's never there.

Books are a waste of time, and I hate getting chocolates because I'm normally on a diet.

But gadgets are the worst. Most women are not interested in gadgets. Men buy gadgets for women because men love gadgets. For my birthday my husband bought me a gadget that makes bubbles in the bath, like a Jacuzzi. Last year he got me one of those things you put on the back of your seat and it massages your back. What's he trying to tell me? That I deserve some little luxuries? I agree with that, but the little luxuries I like are made of gold or silver.

But women are sensitive and intuitive so they always know the right thing to buy. Right? Wrong.

The big mistake that women make is that they usually buy clothes. They buy clothes because they like them and they want other people to wear the clothes they like. 'You always wear dark colours, and I want to change you, so I'm going to buy you a brightly coloured tie or a pair of Mickey Mouse socks.'

This is a big mistake. Men don't usually want brightly coloured ties or silly socks. The word to remember when you're buying present for a male is Gadgets. Men like any thing digital or electronic. Like one of those watches that tells scuba divers the time in Atlantis.

For his last birthday, I gave my husband a small torch and a Swiss army knife, the same present that I once gave to a 12- year- old nephew. He was overjoyed.

It's very simple. You can't go wrong if you always remember the 'G' word for man and the 'J' word for women - and that's 'J' for jewellery not 'J' for Jacuzzi.

2. Rearrange the words below to make six statements from the article. You have been given the first word.

- A... can real you something is present keep
- Books... time of waste a are
- Most... in are interested women gadgets not
- Women... and intuitive are sensitive
- Men... usually silly or coloured want socks don't ties brightly
- Men... anything like electronic digital or

3. Do you agree with these statements? Discuss with a partner.

Lexis: collocation

1. A bunch of flowers is a phrase from the article in the previous section. Match words from column A with words from column B to make similar phrases.

A

- a, a bunch of
- b, a box of
- c, a pair of
- d, a packet of
- e, a piece of
- f, a bottle of

B

- 1 socks / scissors / jeans
- 2 cakes / furniture / wood
- 3 cigarettes / crisps / biscuits
- 4 flowers / grapes / keys
- 5 wine / perfume / whisky
- 6 chocolates / matches / tissues

2. Work with a partner. Which things in 1 are common presents in your country? Which things would be very strange or unusual presents?

Close up

Verbs with two objects

1. Re-write the following sentences as in the example. Check your answers in the article on page 23.

subject	verb	direct object	for/to	indirect object	
Men	buy	gadgets	for	women.	<i>Men buy women gadgets...</i>

- a, My husband bought a gadget for me. _____
- b, He got one of those things for me. _____
- c, I gave a small torch to my husband. _____

2. Translate the sentences in 1. Identify the subject, verb, direct object, etc, in your translation. What is the most common word order for sentences like these in your language?

3. On a piece of paper write three true sentences and one false one using words and phrases from the boxes. In each sentence include a subject, a verb, an indirect object and a direct object. Exchange your piece of paper with a partner. Check the word order. Guess which sentence is false.

<p>People (subject/ indirect object) I my mother/ father my best friend my teacher me my brother/ sister my girlfriend/ boyfriend my boss</p>	+	<p>Verb bought got gave lent made sent took</p>	+	<p>Things (direct object) a present a card a letter an e-mail dinner lunch money a drink a pen</p>
---	---	---	---	--

For example: Subject verb indirect object direct object
Last night I bought my best friend a drink in my favourite bar.

5 Compare your sentences in 4 with your partner and check how many are actually **true**. How similar/different are you?

6 Work with a partner. Use the same ideas in 4 to make sentences about your life when you were a child. Include an adverb of frequency in each sentence. Add your own ideas. Discuss how different your life is now compared to then.

For example: *When I was a child I always got what I wanted for my birthday.*

Language reference: adverbs of frequency

always, often, usually, normally, sometimes, occasionally, rarely, hardly ever, never.

The most usually positions are:

- Before the main part of the verb.
/ always tell them the same thing. Men don't usually want brightly coloured ties.
- After the verb be. *She is hardly ever on time. I'm normally on a diet.*

How much is she wearing?

1 Look at these photographs of four famous women. Which one do you recognize? Whose clothes do you like best? Match the photographs (a-d) with the texts (1-4)



1. Gwyneth Paltrow

- Top £2,500
- Trousers £500
- Shoes £2,000
- Bag £1,250
- Watch £3,000
- Earrings £300

Total £10,050

2. Jennifer Aniston

- Evening dress £3,000
- Bag £500 • Shoes £400
- Necklace £23,500
- Bracelet £23,000
- Earrings £10,000
- Wedding ring £50,000

Total £145,400

3. Kylie Minogue

- Coat £22,000
- Top £400
- Trousers £400
- Belt £200

Total £23,000

4. *Catherine Zeta Jones*

- Evening dress £7,500
- Bag £3,000
- Silk wrap £1,500
- Shoes £400
- Earrings £725
- Bracelet £1,200
- Engagement ring £130,000

Total £194,325

- 2 Read the captions again and note down who is wearing the most expensive... a, dress b, trousers c, top d, shoes e, ring f, earrings

Check your answers with your partner.

- 3 Work with a partner. Discuss the following issues.

- Where did you buy the clothes you are wearing today?
- When did you last buy an item of clothing? Describe it.
- Where is the most expensive clothes shop in your city?
- Describe the most expensive item of clothing you've ever bought.
- Do you think it's right to spend tens of thousands of pounds on clothes and jewellery? Why/ Why not?

Close up

Verbs + -ing form

- 1 Work with a partner. Complete the statements with Men or Women as you think appropriate.

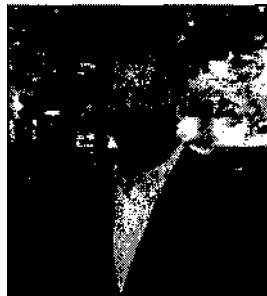
- _____ can't stand shopping for clothes.
- _____ don't mind spending hours and hours shopping for clothes.
- _____ spend a lot of time going from shop to shop, comparing prices and quality.
- _____ don't bother looking at the price tag before they buy.
- _____ don't waste time shopping unless they really need something.
- _____ prefer going to the dentist's to going shopping.

- 2 Look at the statements in 1. Underline all the verbs and verb phrases that are followed by a verb in the *-ing* form.


For example:

a) Men can't stand shopping for clothes.

- 3 You are going to read an interview with two men about their attitudes to shopping. There are twelve cases where a verb or verb phrase should be followed by an *-ing* form. Correct the mistakes.



	Rusell, 26, a writer, single	Billy, 32, a designer, engaged
1. Do you mind going round the shops?	Not really. But after about an hour I want to go home.	It depends. I don't mind go shopping, but on Saturdays I prefer watch football on TV.
2. What kind of shops do you like go into?	Book shops. I could spend a whole day in a bookshop.	I love listen to music, so music shops are my favourite.
3. Are there any kinds of shops you hate go into?	I hate supermarkets so I don't bother go into them any more. I do my shopping on the internet.	I can't stand go into shoe shops with my girl friend. She tries on ten pairs and then buy the first pair.
4 Do you enjoy buy clothes for yourself?	Not really. I don't waste time shop for clothes unless I really need something.	I like have new clothes, but I don't enjoy try them on.

4  Listen and check your answers to 3. Do you know any men with similar attitudes to shopping?

5 Work with a partner. Take it in turns to ask and answer the questions in 3.

Language reference: verbs + *-ing* form

You usually use the *-ing* form after the following verbs and verb phrases: can't stand, don't mind, enjoy, hate, like, love, not bother, prefer, spend time, waste time.

I don't mind shopping.

I love listening to music.

I don't bother going into supermarkets anymore.

I'll take it

Listening

1. Russell wants to buy a present for his girlfriend. You are going to listen to the conversation he has with the shop assistant. Before you listen look at the following sentences. Put R you think Russell says them. Put SA if you think the shop assistant says them.

- | | |
|--|--------------------------------------|
| a) Can I help you? | f) I'll take it. |
| b) I'm just looking, thanks. | g) Would you like to pay? Here's |
| c) What sort of thing are you looking for? | h) your receipt. Can she exchange it |
| d) What colours have you got? | i) if it doesn't fit |
| e) Purple suits people with green eyes. | j) |

2.  Listen and check your answers.

3. How would you describe Russell's feelings? Do you feel the same way when you buy clothes for a man/ woman?

4 Work with a partner. You are going to read and listen to a conversation between Roz (R) and a shop assistant (SA). Roz wants to buy a new mobile phone. Complete the conversation with an appropriate word.

SA: Can I(1) ___ You?

R: Yes, I'm (2) ___ for a mobile phone.

SA: And what (3) ___ of mobile phone are you looking for, madam?

R: Um - what do you mean?

SA: Well, what do you want to do with your mobile phone - do you want to access the internet, send text messages, play games...?

R: No, no. I just want to make telephone calls, SA: Right. Something like this perhaps? This model comes with a Call Register facility which keeps track of the calls you have received, missed and dialed - also, if you take our pre-pay option, you can find out how much credit you still have.

R: No, no I'm not interested in all that. I just want to make telephone calls.

SA: Fine. How about this basic model? It's very easy to use.

R: Yes... (4) ___ colours have you got?

SA: Well, we have this rather nice red one.

R: Red doesn't (5) ___ me.

SA: Red doesn't (6) ___ you?

R: That's right. I wear a lot of pink.

SA: I see. Um, well, we haven't got pink but we have this one in blue. Does blue (7) ___ you ?

R: Yes, I like blue. I'll (8) ___ it.

SA: Fine. I don't suppose you're interested in the clock function.

R: No.

SA:... or voice and speed dialing ... R:

No. I just want to pay. SA: Okay, that'll be 60 pounds.

How would you (9) ___ to pay, madam? R: In


cash. Here you are. SA:

Thank you madam.

I NOKIA. I

Here's your (10) ___ .

Oh, and don't forget this catalogue that tells you all about our mobile phone accessories. I'm sure you'll..

5  Listen and check your answers.

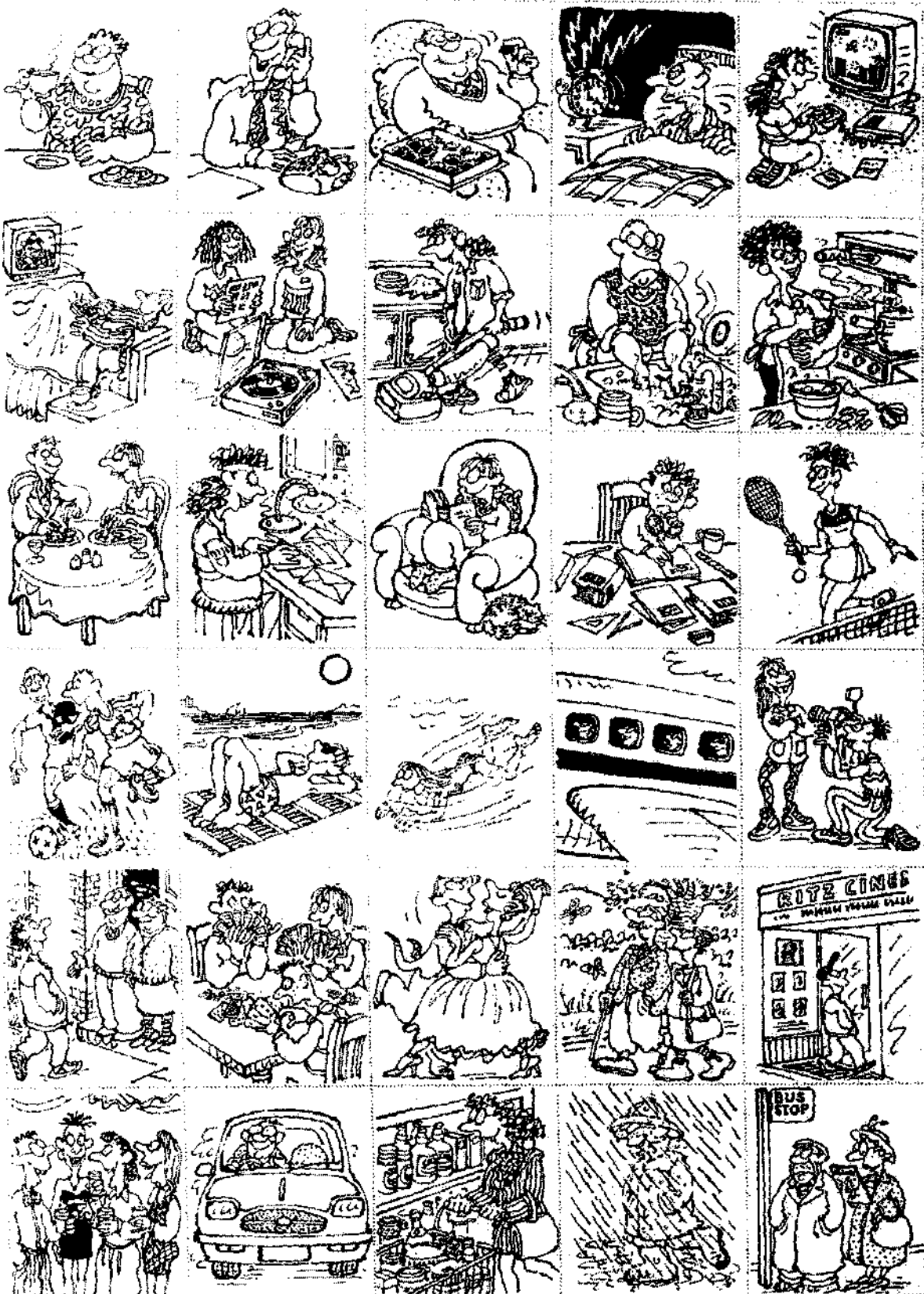
6 Work with a partner. Do you think Russell and Roz are typical men and women?

7 Work with a partner. You are going to write your own shopping dialogue.

- Decide on the shop and what the customer is buying.
- Decide on the character/ personality of the shop assistant and the customer.
- Include at least six of the following eight words.

Fit help just pay receipt size sort suit

- Practise your conversation and perform it for the rest of the class.




4 Job

au pair (adj)	[ou'peə]	người làm công được nuôi cơm
bit (n)	[bit]	miếng, mẩu
bite (v) (n)	[bait]	cắn
continent (n)	['kɒntinənt]	lục địa
conveyor (n)	[kən'veiə]	băng tải
corporation (n)	[,kɔ:pə'reɪʃn]	tập đoàn
decent (adj)	['di:snt]	đúng đắn, lịch sự
disguising (adj)	[dis'gɑ:stɪŋ]	ghê tởm, kinh tởm
manual (adj)	['mænjuəl]	làm bằng tay, thủ công
midwife (n)	['midwaɪf]	bà đỡ
nappy (n)	['næpi]	tã lót
nasty (adj)	['nɑ:sti]	bẩn thỉu, xấu
nightmare (n)	['naitmeə]	cơn ác mộng
outdoors (adv)	[,aʊt'dɔ:z]	ngoài trời
temper (n)	['tempə]	Tính tình
time on one's hands		thời gian rảnh rỗi

Work with a partner. Discuss the following questions.

- Do you notice people's hands when you meet them?
- What do you think hands can tell you about a person or their life?
- Look at the three pairs of hands (1, 2 and 3). What can you say about each person's age sex or job?

Listening

1.  Listen to the three people whose hands appear above. They are describing their jobs. Which speaker (A, B or C) is a midwife (= a nurse who delivers babies), a farmer, a guitarist?



2. 🎧 Listen again and note which speaker

- a) has a very stressful job.
- b) has never had a day off through illness.
- c) works at nights.
- d) dropped out of school.
- e) gets up very early.
- f) has made loads of money.
- g) works outdoors, h) works long hours.

3. How many part-sentences from 2 can you complete by adding the name of the person you know as the subject? Tell your partner about the people you have noted down.

lexis: expressions with hands

1. the words and expressions in the box were used by the speakers in the previous section. Replace the underlined words or phrases in these sentences with an appropriate alternative from the box.

Time on my hands gives a hand hands On the other hand second- hand

- a) I don't think it's a good idea to buy a used car - they always break down.
- b) I'm the kind of person who likes to be busy all the time. I get bored if I have too much spare time.
- c) I doii*t like it^hen somebody gives me a baby to hold -I don't know what to do!
- d) I love going to the city for shopping. But I'm very happy I live in the country.
- e) My father rarely helps with the housework.

2. Are any of the sentences true for you? Compare your answers with a partner.

Reading

1. Work in small group. Check the meaning of these jobs in a dictionary. You are going to read an article entitled Nightmare jobs. Discuss the bad experience you could have in these jobs.

actor au pair factory worker hairdresser telesales person vet

2. Read the article and compare your ideas in 1 with the story each person tells. Were any of your ideas similar.

Nightmare jobs



Sally: a vet

What's the worst thing that has ever happened in your job?
Probably the dog that bit me. It wasn't a big one - I don't mind the big ones. The small ones are the worst. It gave me a very nasty bite.

Have you ever done any other jobs?
Yes, I did various jobs when I was a student. One summer I did fruit-picking in France, Spain and Greece.

What's the worst job you've ever done?
I worked as an au pair for a rich family in New York. I never had a day off and I had to do everything - cooking, cleaning, shopping - and looking after their horrible children. I left after two weeks and got a job as a waitress in an Italian restaurant.

William: a hairdresser



What's the worst thing that has ever happened in your job?
The first time I cut somebody's hair, I cut one side too short, so I had to cut the other side to match. When the woman saw how short her hair was, she started crying. I felt terrible.

Have you ever done any other jobs?
Yes, I've done lots of stupid ones! For instance, I've sold ice-cream on the beach and handed out publicity flyers in the streets.

What's the worst job you've ever done?
Telesales! You have to telephone people and try to sell them doors and windows. Work conditions are terrible - you can't have a break, and if you want to go to the toilet, you have to ask for permission, and then they time you! Nightmare.

Rob: an actor

What's the worst thing that has ever happened in your job?

So many bad things have happened - but I think my worst moment was when I read my first bad review in the newspaper. They wrote terrible things about me, and I was so upset. Now I don't read my review any more.



Have you ever done any other jobs?
Oh yes. I've done hundreds of jobs over the years. Before I got my first big part, I was working as a waiter.

What's the worst job you've ever done?
The worst job I've ever done was at an egg-packing factory. I stood for hours and hours at the end of a conveyor belt, putting eggs into boxes. It was noisy, boring, and worst of all, the smell was disgusting - I've never eaten an egg since.

Read the article again and find words to complete the sentences below. The first letter of each word has been given to you.

- The boss had a very n _____ temper and he was always shouting at me.
- I never had any time o _____ : I even had to work at weekends.
- I had to work non-stop from nine to six without having a proper b _____ .
- I wasn't allowed to do anything at all without asking the boss for p _____ .
- The machines were so n _____ that I couldn't hear myself speak.
- The conditions were d _____ ! I had a shower every day as soon as I got home.

4. Work with a partner. Discuss these questions.

- Do you know anybody who had to work under conditions like these?
- What are the worst conditions you've had to work under?
- What do you think is the worst job in the world?

Close up

1. Work with a partner, look at these two sentences from the article in the previous section and answer the questions.

1. 'Yes, I did various jobs when I was a student.'
2. 'Oh, yes. I've done hundreds of jobs over the years.'

 - a) Which sentence refers to a completed action in 'finished' time. What is the name of the tense used?
 - b) Which sentence refers to a completed action in time 'up to now'. What is the name of the tense used?
 - c) How do you form the affirmative, negative and question forms of the tense you identified in b?

2. Put the time expressions in the box under the appropriate heading. Add three more time expressions of your own under each heading.

When I was a student over the years recently a few years ago last week
 today never yesterday in 1999 this week

'Finished' time

When I was a student

Time 'up to now'

Over the years

3. Complete these sentences with a time expressions from 2, or one of your own. Choose the appropriate tense and try to make all the sentences true for you. Compare your sentences with a partner.

For example: a) I met a lot of interesting people when I was in Tokyo.

- a) I've / met a lot of interesting people
- b) I haven't been / didn't go to the beach.....
- c) I've bought / bought a great CD
- d) I've spent / spent too much money.....
- e) I haven't seen / didn't see any good films.....
- f) I've done / did a lot of silly things.....

- 4." Divide the irregular verbs in 3 into two groups: Group A where the past simple and past participle forms are the same; and Group B where they are different.

Group A	Past simple	Past participle	Group B	Past simple	Past participle
Infinitive			Infinitive		
meet	Met	met	Go	went	gone

5. Add the following verbs to the appropriate group in 4. There are a total of eight verbs in Group A and twelve verbs in Group B.

bite choose drive eat feed give hear hide sell sleep stick
 wear write

6. Work with a partner. Make questions from the following prompts.

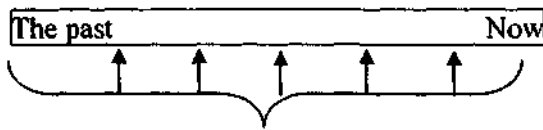
- a) Best or worst / holiday / go on *What's the best holiday you've ever been on?*
- b) Best or worst / meal / eat
- c) Best or worst / joke / hear
- d) Best or worst / car / go in
- e) Best or worst / T-shirt / wear
- f) Best or worst / party / go to
- g) Best or worst / bed / sleep in

7. Choose three questions from 6 and ask your partner. Find out as much as you can.

Language reference: present perfect simple

The present perfect has several uses, but in all cases it shows a connection between the past and now. You can use the present perfect simple to describe completed actions that have taken place in time 'up to now'. In contrast, if you want to describe a completed action in 'finished' time then you must use the past simple.

Time 'up to now'

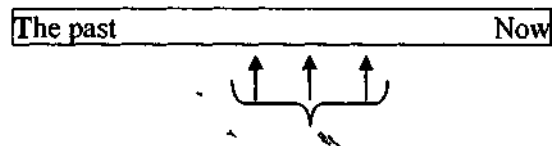


I've done a lot of silly things in my life.

Here are some time expressions which describe time 'up to now': today, this week, recently, never, over the years. When these time expressions refer to the time up to now, we usually use the present perfect.

*My brother's never been to a pop concert.
I haven't seen any good films recently.*

'Finished' time



I did a lot of silly things when I was a child.

Here are some time expressions which describe 'finished' time: yesterday, last month, when I was a student, in 1990, a few minutes ago. With these time expressions we always use the past simple.

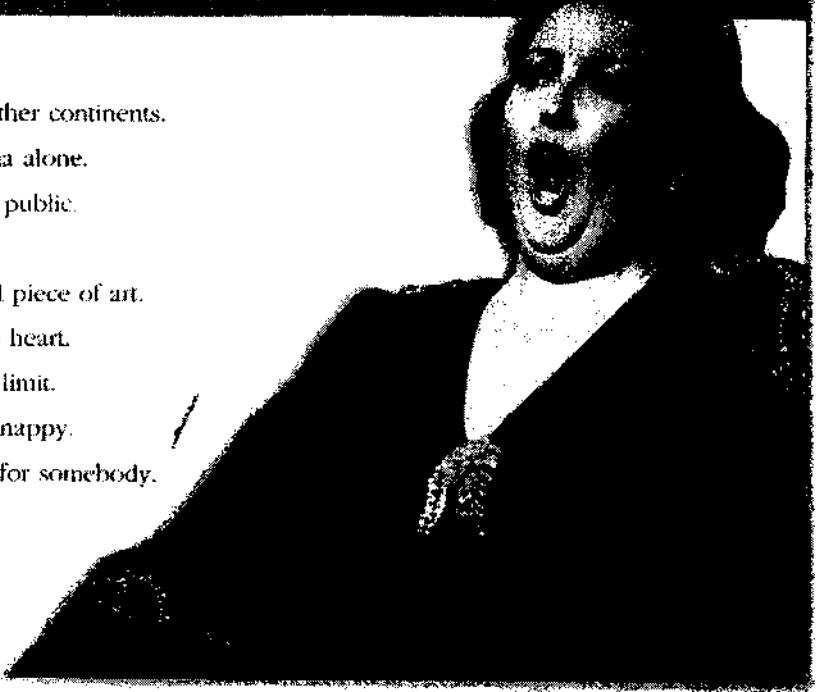
*She called you a few minutes ago.
I didn't go to the beach last summer.*

Class experience

Read through at least once in their life time.. and complete the sentences with the names of the people in the class. You must use everybody's name at least once. Write more sentences you need to.

At least once in their lifetime ...

- 1 ___'s been to an opera.
- 2 ___'s travelled to two other continents.
- 3 ___'s been to the cinema alone.
- 4 ___'s given a speech in public.
- 5 ___'s worked abroad.
- 6 ___'s bought an original piece of art.
- 7 ___'s broken someone's heart.
- 8 ___'s broken the speed limit.
- 9 ___'s changed a baby's nappy.
- 10 ___'s organised a party for somebody.
- 11 ___'s ...



2. Are your sentences true? Ask the people whose names you have written down.
For example: Veronica, have you ever been to an opera?
Paul, how many other continents have you travelled to?
3. Which person in the class wrote the largest number of true sentences?
4. How many things on the list have you done?



Youth versus experience

Listening

1. Work with a partner. You are going to listen to a radio interview with Mr Reynold. Look at the photograph and discuss the possible answers to the following questions.
 - a) What sort of company does Mr Reynold work for?
 - b) When did he start working for the company?
 - c) How old is he?

2. HI Listen and check your ideas in 1.
3. 🎧 Listen again and decide if these statements are true or false. Correct the false statements.

- a) Mr Reynold never forces anybody to retire.
- b) The oldest employee at Reynold's is 97.
- c) Reynold's pays a decent salary.
- d) Employees get five weeks' paid holiday.
- e) All the staff are over the retirement age.
- f) Mr Reynold's secretary Edith handed in her notice because she wanted to get married.
- g) Mr Reynold has never had any reason to fire anyone.
- h) Mr Reynold's brother is going to run the business from next year.

Lexis: employment

1. Use appropriate words and expressions underlined in 3 above to complete these statements.
 - a) Everyone should get six__ a year.
 - b) Nurses and teachers don't get __ . the government should pay them more. . •
 - c) The official __ should be the same for men and women.
 - d) If you don't want __ you should be able to continue working.
 - e) Managing directors who __ large corporations earn far too much money.
2. Work in small group. Discuss the statements in 1. Do you agree or disagree?

Anecdote

Think about the person you know well. You are going to tell a partner about them. Choose from the list below the things you want to talk about. Think about what you will say and the language you will use.

- o What is their name?
- o How do you know them?
- o How long ago did they retire?
- o How old were they when they retire?
- o What did they do for a living?
- o How many different places did they work during their career?
- o What sorts of things have they done since they retired?
- o Do you think they are happier in retirement than in work?

Presentation

Letter of application

1. Read this letter of application for a job at Reynold's Department Store. Use the words and expressions in the box to improve the parts of the letter that are underlined.

(enclosed) Sir or Madam a new challenge look forward to hearing
would like to apply for reached retirement age _____

45 Walpole Rd Bournemouth BH1 4EH Reynold's Department
Store 100-105 WimbourneRd Bournemouth BH2 6TG

6th July 2002

Dear (1) Mr or Mrs

I saw your advertisement for a job as sales assistant in your garden furniture department and I (2) want the job.

I'm an experienced shop assistant and I have worked in many different departments. Please see my curriculum vitae (3) in the same envelope for more details.

I started working in shop when I was twenty-one, forty-five years ago. I left my last job six years ago when I (4) got too old, but I get tecribly bored at home. I feel I am ready for (5) new things now.

I would be available for an interview at any time, even at short notice.

I (6) can't wait to hear from you.

Yours faithfully,
Edna Smith
Edna
Smith (Miss)

2. Write your own letter of application for your dream job.


Presenting yourself

1. Read this self-introduction. Imagine you are attending a training course and you are going to introduce yourself to everybody in the group. Think about how you will say the information.

Good morning. Let me introduce myself. My name's Lordres Rivas and I work for British Airways. As you probably know we are a major international airline. I'm based at Sondika airport in Bilbao where I'm in charge of sales and promotion. I'm looking forward to doing this course.

2. Work with a partner. You are going to re-write this self-introduction in order to make it easier ' ' to say. Follow these instructions. The first few lines have been done for you.

Good morning. // Let me introduce
myself. // My name's Lordres /
Rivas // and I work for British
Airways //

- a) Insert // where you think there should be a pause and start a new line.
 - b) Underline the stressed word(s) or syllable(s) in each line.
 - c) Insert / between words that you need to say very clearly.
3.  Listen and repeat after the recording.
 4. Prepare your own self-introduction or invent one. Write out the information using the techniques above. Introduce yourself to the rest of the class.

Extra activity

ROLE-PLAY

In group of 4, role play an immigration interview.

STUDENTS A AND B.

1 You are a married couple.

B is from another country. Immigration officers are going to interview you and you have five minutes to prepare for the interview. Work together to make sure you give the same information about:

- *How long B has been in the country
- *How long you've known each other
- *Where you met
- *Your wedding
- *Your jobs
- *What you do in your free time

2 Student A: Answer Student C's questions.

Student B: Answer Student D's questions.

3 Discuss your interviews. Do you think you gave the same answers?

STUDENTS C AND D.

1 You are immigration officers.

A and B are married. B is from another country and you don't think it's a real marriage. You are going to interview the couple and you have five minutes to prepare for the interview. Work together to prepare questions to ask them. You will ask both A and B the same questions, about:

- *How long B has been in the country
- *How long they've known each other
- *Where they met
- *Their wedding, their jobs
- *What they do in their free time

2 Student C: Ask Student A your questions.

Student D: Ask Student B your questions.

3 Compare A and B's answers. Are they telling the truth?

5 Money

- attitude (n)	['ætɪtʃu:d]	thái độ, quan điểm
- band (n)	[bænd]	Ban nhạc
- bury (v)	['beri]	chôn cất
- Caravan	['kærəvæn]	xe moóc (dùng để ở)
- charity (n)	['tʃærɪti]	tử thiện
- consideration (n)	[kən,sɪdə'reɪʃn]	sự cân nhắc
- decision (n)	[dɪ'sɪʒn]	quyết định
- donate (v)	[dɒu'neɪt]	tặng
- equipment (n)	['kwɪpmənt]	trang thiết bị
- inherit (v)	[ɪn'herɪt]	thừa kế
- inspire (v)	[ɪn'spaɪə]	thôi thúc, truyền cảm hứng
- ladder (n) >	['lædə]	cái thang
- monument (n)	['mɒnjumənt]	vật kỷ niệm, đài tưởng niệm
- neighbourhood (n)	['neɪbəhʊd]	hàng xóm
- property (n)	['prɒpəti]	tài sản, của cải
- pursue (v)	[pə'sju:]	theo đuổi
- rosy (adj)	['rouzi]	có màu hồng
- split (v)	[splɪt]	chia ra từng phần

Money

1. Work with a partner. Look at the lines of the song, Money. Choose the most appropriate alternative to complete the first two lines of each verse.

(Note: it don't = it doesn't)

2. Listen to the song and check your answer to 1.
3. Which sentence best describes the singer's attitude to money.
 - a) Money can buy love.
 - b) Love is more important than money.
 - c) Money is the most important thing in life.
4. Work with a partner. Discuss these questions.
 - a) what is your opinion about the singer's attitude to money?
 - b) Do you know anybody with similar opinions?
 - c) How would you describe your own feelings about money?
5. What do the following sayings mean? How many 'money' sayings can you think of in your language? Which saying do you like best?
'Money talks.'
'Money doesn't grow on trees.'
'Time is money.'

Song

The best things in life are

(1) *experience / free / dangerous.*

But you *can keep them for the birds* and

(2) *bees / flies / ants.*

Now give me money.

That's what I want.

That's what I want, yeah.

That's what I want.

Your lovin' gives me a

(3) *thrill / headache / lift.* But

your lovin' don't pay my

(4) *rent / bills / taxes.*

Now give me money.

That's what I want.

That's what I want, yeah.

That's what I want.

Money don't get everything, it's

(5) *true / interesting / funny.*

What it don't get, I can't

(6) *believe / us^/ understand.* Now

give me money.

That's what I want. That's

what I want, yeah. That's what

I want.

Now give me money.

Whole lot of money.



Millionaires

Reading

1. Work in small group. Discuss these questions.
 - What different ways are there of becoming a millionaire?
 - How many millionaires can you name?
 - How did they make their money?
2. Read the article about the three millionaires and match the adjectives in the title (good, bad, extremely generous) to the people in the photos.

The good, the bad and the extremely generous

When do you have enough money? How many yachts, limousines and luxury can one all millionaire use? What can rich people do with that money? They can't take it with them when they dieor they can?



Brian Williamson, one of Britain's richest men, thinks he can. He has spent £40 million on building a palace inspired by Versailles and the White House. But he isn't planning to live in it - not while he's still alive anyway. When he dies, he will be buried in it with his art and furniture collection. It is a monument for himself. Williamson managed to make his money by investing in property. He was a millionaire by the age of 22. he has five children by three different mothers, but his children will not inherit any of his fortune. The purpose of Arlington Palace.' Says Williamson, 'is to take money with me when I die and to make sure that nobody else gets their hands on it.'



Eric Miller has a rather different attitude to money. When his retired he sold his business and made a very large profit. He then moved out of his seven-

bedroom house and moved into a caravan at the end of his garden. He donated the house to the Catholic church, so that it could be used as a holiday home for disabled children. 'All my life I've been worried about the poor,' explains Mr. Miller. 'I don't want to be selfish. I'm quite happy living in my caravan.'



For Mike and Cathy Dawson it's simple: the more they earn, the more they give away. Ten years ago, they were earning enough to own three large houses, several

expensive cars and still save some money each month. Then their employer doubled their salary making them into millionaires. At this point they decided they didn't need any more money to live on and chose to give it away. Each month they give away any extra money they make to children's charities around the world. 'I believe you become a millionaire,' says Mike Dawson, 'when you give away £1 million.'

3. Which millionaire do you most sympathise with? Discuss with your partner.

Lexis: money expressions

Read through the article again and underline all the words and expressions that are associated with money.

Use the words and expressions you have underlined in 1 to complete these questions. The first letter of each missing word has been given to you.

- What's the most money you've ever s ____ on an item of clothing?
- Is it possible to m _____ a lot of money in your job (or the job you want to do)?
- Have you ever sold something and m _____ a large profit?
- Do you e _____ more than you spend or spend more than you e _____ ?
- Do you try to s _____ some money every month or do you spend it all?
- Mike Dawson believes that you become a millionaire when you g _____ away £1 million. Do you agree?

3. Work with a partner. Ask and answer the questions in 2.

Going solo

Reading and listening

1. Work with a partner and discuss these questions.

- What is the most popular band at the moment in your country?
- What sort of music do they play and how many hits have they had?
- What sort of future do you think the band has? Will they stay together or split up? Why?

2. Read the extract from a TV guide. Who is Matt McKay and why is he giving an interview?

PICK OF THE DAY

Channel 7, 8.30 pm

A hole in the ozone

At first, it was a dream come true for Matt McKay, lead singer of chart-topping boy band, Ozone. Matt McKay always wanted to be a professional singer. He was only 17 when he joined the boy band, Ozone, as lead singer. A year later, Ozone had their first million-selling one hit. By the time he was 20, Matt was a millionaire. Ozone continued to succeed overnight and future looked rosy.

Then Matt announced that he was leaving the band. At the height of his fame and success, he suddenly gave it all up.

In Matt's first interview since the split, he talks about his decision to leave Ozone and his plans for the future.



3. Listen to the first part of the interview with Matt McKay. Tick (S) the reasons he gives for leaving the band.
- He didn't like the other members of the band.
 - He didn't have any freedom.
 - He was bored with singing and dancing.
 - He couldn't go out or have any relationships.
 - He didn't make any money.
 - The people he met were only interested in his money.
4. In the second part of the interview, Matt talks about his plans for the future, and the lessons he has learnt from the past. Before you listen, match each verb in column A with the most suitable phrase from column B. In some cases more than one answer is possible.

A	/	B
a) carry on	\	1 a solo career
b) pursue		2 money on stupid things
c) employ		3 singing
d) waste		4 my own songs
e) spend		5 the kind of music I like
f) forget		6 a decent manager
g) write		7 the same mistakes again
h) play		8 more time with my family
i) make		9 my real friends

5. Work with a partner. Tick (✓) the things in the list in 4 you think Matt is going to do. Put a cross (x) by the things you think he is not going to do. Listen and check your answer.
6. Which would you prefer to be: a) rich: b) famous: c) rich and famous. Tell your partner and give reasons.

Close up

(be) going to

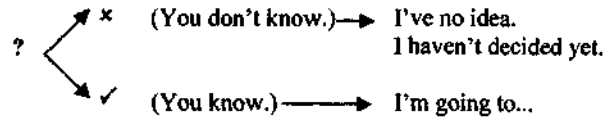
- Correct the mistakes in these sentences.
 - 'I going to carry on singing.'
 - 'I'm definitely not go to forget my friends.'
 - 'What kind of music are you going play?'
- Work with a partner. Complete the following situations by answering the questions in *italic* with your own ideas. Read out one of your completed situation to the class.
 - Last year's holiday was a disaster. What happened?
This year, we've decided to go somewhere else. What are you (not) going to do?
 - My last exams were a disaster. What happened?
This year, I've decided to prepare for them properly. What are you (not) going to do?
 - The last party we held was a disaster. What happened?
This time we've decided to prepare it differently. What are you (not) going to do?
 - My last relationship was a disaster. What happened?

This time I've decided to do things differently. What are you (not) going to do? Work with a partner. How many decisions have you already made about the rest of today / this week / this month / this year / your life? Use the prompts below and your own ideas to ask and answer questions about the decisions you have made.

Question

Answer

What	are you going to	do	after the lesson
Where		go	this evening
		be	tomorrow
			this weekend
			next summer
			for the New Year

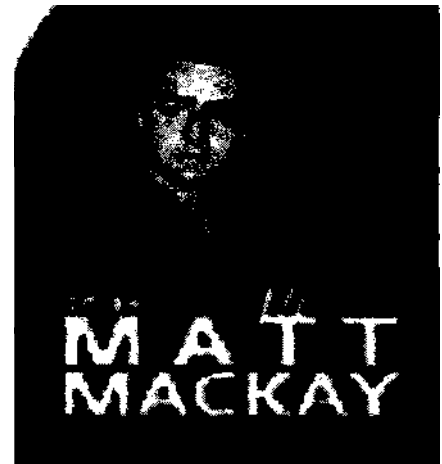


Listening

- The poster advertising Matt McKay's European concert tour has some mistakes in it. Listen to the radio interview and write Canceled by the three concerts Matt is not doing.

Matt McKay

UK 4, 5, 6 Nov ~~IRELAND~~ 8 Nov Cancelled
 GERMANY 9, 10 Nov HOLLAND 12 Nov
 BELGIUM 13 Nov LUXEMBOURG 14 Nov
 DENMARK 15 Nov FRANCE 24, 25 Nov
 SWITZERLAND 26 Nov CROATIA 28 Nov SPAIN
 29 30 Nov Single out today: TM THE ONE' available now in all
 good music stores www.mattmckay.com



- Use words from the interview in 1 to complete these sentences. Listen and check your answers.

- I can't remember when I last bought a s _____. I usually download songs from the internet these days.
- When I buy a new a _____, I usually like one or two of the songs on it.
- I don't like g _____ where you have to sit down - I prefer to dance.
- The last time my favourite band went on t _____, I saw two of their concerts.
- I'll never be one of Madonna's biggest f _____. I just don't like her music.
- I have no idea what's top of the c _____ at the moment.

- Find out how many of the sentences in 2 are true for your partner.

Close up

Present continuous

1. Look at the three quotes in the present continuous. Which sentences refer to arranged future events? Which sentence refers to a present event?
 - a) 'Your first solo single is coming out tomorrow.'
 - b) 'Matt McKay... is sitting here with me in the studio today.'
 - c) 'We're starting a European tour next week.'
 - d) 'We are having a short holiday the following week.'
2. You are extremely rich and famous! Below is your diary for next week. Copy and fill it in with at least one appointment for each day of the week. Use your imagination.
3. Work as a whole class. Follow these instructions, using your diary from 2.
 - Choose three times in the week when you would like to arrange to do something with other students.
 - Go round the class and find out who is free at these times.
 - Make arrangements to do something with the people who are free and note the arrangements in your diary.
 - Tell your class what you are doing and who you are doing it with.
4. Work with a partner. How different is your life from the life you described in 2 and 3? Think about your real arrangements for next week and say what you are doing.

MONDAY

10.50 am Massage

TUESDAY

7 pm - fly to Paris for *dinner at the Ritz*

WEDNESDAY

1 pm - lunch with *Madonna and Guy*

THURSDAY

FRIDAY

SATURDAY

SUNDAY

language reference: future forms

(be) going to and the present continuous are common ways of talking about the future.

(be) going to

You use this to talk about your future intentions (things you have decided to do).
I'm going to carry on singing. I'm not going to forget my real friends.

Present continuous

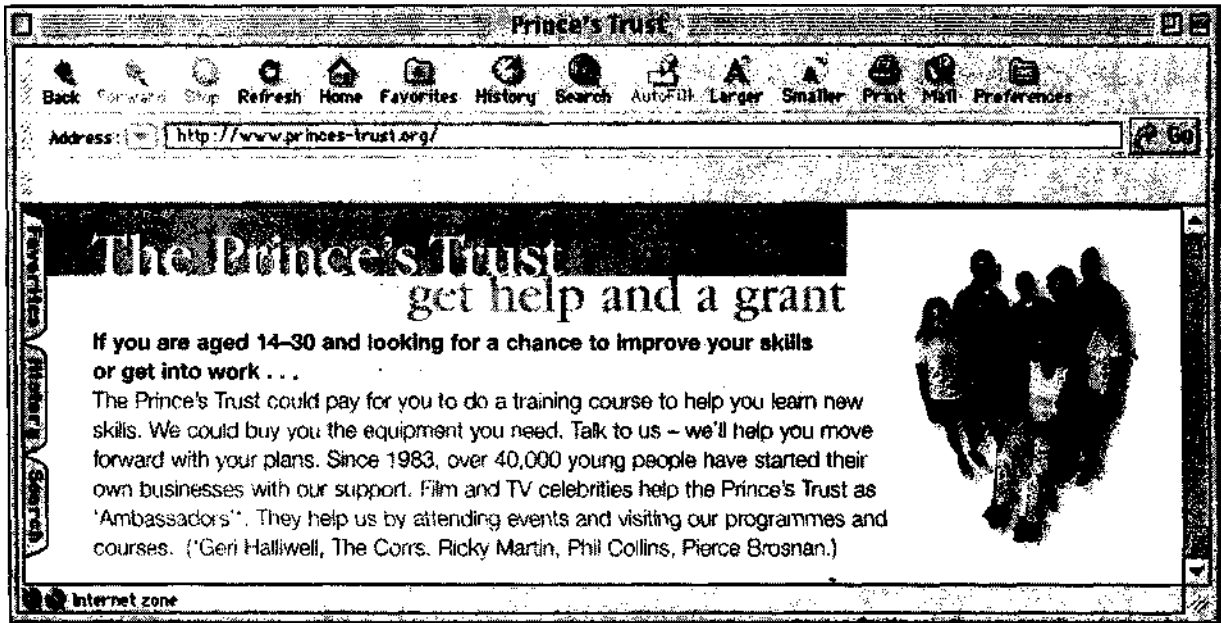
You use this to talk about future arrangements (e.g. appointments and organized events) *Are you doing anything for lunch today? We're starting a European tour next week.*

Note: you can use (be) going to to talk about future arrangements.

Now give me money (that's what I want)

Reading

1. Read the information on the Prince's Trust website. What can the Trust help you to... a) get? b) improve? c) do? d) learn? e) buy? f) start?



2. Can you apply for this kind of help in your country? Where?

Writing

1. Work with a partner. Imagine you want to start a business together and you want to apply for a grant from the Prince's Trust. Discuss the following questions.
 - a) What sort of business would you like to start? Choose from the ideas in the box below or choose your own idea.

A band a website for English students a sports club a photography studio a window-cleaning business a baby-sitting service a pizza delivery shop

- b) What would you need to set up the business? Equipment? Training?
2. Three people made applications for grants from the Prince's Trust. Read their summaries about what they want to achieve. Which is the best application? Why?

- a) I'm going on holiday to Ibiza in four weeks. Before I go, I want to earn some cash. My idea is to clean people's windows in the neighborhood. My mate, Dave, has got a van, but we haven't got any ladders. Does the Prince's Trust pay for things like that?
 - b) I dance in an Irish folk that is based in North London. We are giving a charity performance for the local old people's home at the end of the month and we need new shoes. There are twenty-four of us. Can you help?
 - c) I have completed a three-year course in computer skills and web design and I have gained some work experience in the UK, Holland and the USA. I would like to apply for a grant to set up an international employment agency on the world wide web. This agency would specialize in finding jobs for young people who want to gain work experience abroad. To do this, I need to rent an office, buy computer hardware and software and employ one person as a marketing manager. Please see my detailed business plan attached. I believe there is a big market for the kind of services my company would provide and I would be grateful if you could give serious consideration to my application.
3. Work with the same partner as in 1. Plan out and write your own summary about what you want to achieve to complete your application.
 4. Decide which application in the class is the most likely to succeed.

6 Smile

- ambitious (adj)	[æm'biʃəs]	có nhiều tham vọng
- argument (n)	['ɑ:gjʊmənt]	sự tranh luận
- authority (n)	[ɔ:'θɔ:riti]	quyền lực, quyền thế
- beard (n)	[biəd]	râu quai nón
- bossy (adj)	['bɔ:si]	hống hách, hách dịch
- cheek (n)	[tʃi:k]	má
- dimple (n)	['dɪmpl]	lúm đồng tiền
- eyebrow (n)	['aɪbraʊ]	lông mày
- freckle (n)	['frekl]	tàn nhang (trên da)
- frown (n)	[fraʊn]	sự khắc nghiệt
- humour (n)	['hju:mə]	sự hài hước, sự hóm hình
- litigate (v)	['lɪtɪgeɪt]	kiện, tranh chấp
- moustache (n)	[mə'stɑ:f]	ria dài; râu mép
- muscle (n)	['mʌsl]	bắp thịt, cơ
- pale (adj)	[peɪl]	tái, nhợt nhạt; xanh xám
- rebel (n)	['rebl]	người nổi loạn, người phiến loạn
- sociable (adj)	['səʊʃəbl]	đễ gần, hoà đồng
- wavy (adj)	['weɪvi]	quăn, gợn sóng (tóc)

Work in small groups. Look at this expression and discuss the questions.

- When do people say this?
- What do you say in your language?
- Do you find it easy to smile for photographs?



Say 'cheese'!

Lexis: the face

1. Use words from the photograph below to complete the following article about smiling. Choose an appropriate singular or plural form for each word.

According to research from the USA, we smile for many different reasons.

- * There's the listener / response smile. When two people are having a conversation, the listener smiles to encourage the speaker.



* There's the polite smile. This is the sort of smile you make when your aunt gives you a horrible birthday present.

* There's the miserable smile. For example, when you go to the dentist and he tells you that you need to have a (1) taken out.

Very often, these social smiles are not real: they are 'fake' smiles. Fake smiles are easy to do - you just have to tighten the muscles on your (2) _____.

But there's only one smile that is the smile of true enjoyment. This smile is extremely hard to fake. It involves the muscles at the corners of the (3) _____ and the muscles around the eyes.

When someone gives a true smile, the (4) _____ get

smaller, and you see little (5) _____ around the edge.

The (6) _____ go up, and on some people, (7) _____ appear in their cheeks.

The genuine smile of enjoyment not only makes us feel good, but it makes other feel good too.

- Listen and check your answers. How many different smiles are mentioned? Can you do all these smiles? Show your partner.
- Look at the photo in 1 again and tick (✓) the features you can see.

Bags under the eyes	beard	beautiful teeth	false eyelashes		freckles
Moustache	pale skin	wavy hair			

- Which of these features do you like on a man or a woman? Describe your ideal face to your partner.

Is, Izl, or /izl

- Listen and repeat these nouns. In each set, underline the noun where the final 's' is pronounced differently from the others.
 - ears eyes cheeks legs
 - lips hands toes arms
 - dimples freckles wrinkles eyelashes
- Put the nouns from the box into the appropriate column depending on the sound of the final 's'. Add the nouns from 1. The first ones have been done for you.

backs knees noses chins moustaches wrists heads shoulders stomachs beards	+ /s/	+ /z/	+ /iz/
	<i>backs</i>	<i>knees</i>	<i>noses</i>

3. 🎧 Listen, repeat the words and check your answers. Which of the nouns in 2 would you not expect to use in the plural when describing someone?

Lexis: describing character

1. The way you smile can show what sort of person you are. Read the article below and match one of the headings (a-d) to each paragraph (1-4).

- a) Shy and sensitive b) Cheeky c) Confident d) Sociable



- 1**
This is a smile of a joker. The raised eyebrows and dimples in the cheeks show a good sense of humour and a warm personality. This sort of person is often a bit of rebel - they have little respect for authority.
- 2**
The wide, toothy smile shows that this person is easy-going and friendly. They enjoy being in a crowd and are good fun to go out with. They're always for the next party.
- 3**
The smile is in the eyes. This is a sensitive person and a loyal friend. This sort of person thinks before they speak and is a good listener. They don't like to be the centre of attention in a crowd.
- 4**
This is a smile that says, 'I know it all'. This type of person is very sure of themselves. They like a good argument, and they usually win. They're hard-working and very ambitious. And they can be quite bossy.

2. 🎧 Listen and check your answers.

3. 🎧 Listen to six different people talking and use the most appropriate adjective in the box to describe each one.

ambitious bossy confident sensitive sociable easy-going

4. Use any of the adjectives in the language toolbox, or your own ideas to do this personality test.

affectionate cold dark deep
frightening independent loyal
mysterious selfish
stormy strong nasty
sweet unpleasant

Write one word to describe each of the following.

- a dog _____
- a cat _____
- a rat _____
- coffee _____
- an ocean _____

5. Turn to page 92 to find out the meaning of what you have written. Do you think it's accurate?
Tell your partner.

What are you like?

Reading

1. Answer the questionnaire below. For each situation, choose a, b or c according to what you are most likely to say. Then calculate your score, read what it means on page 94 and compare with a partner.

Optimist or pessimist - What are you?

1. **It's Sunday, and you are in the middle of a long walk in the country. It starts to rain.**

- It always rains when I go for a walk.
- It could be worse - it could be snowing.
- Great! I really enjoy walking in the rain.

2. **You arrive home after a great holiday.**

- I don't want to go back to work.
- I'm going to start planning my next holiday. I want to have something to look *forward to*.
- The holiday was great, but now I'm looking forward to sleeping in my own bed.

It's your 40th birthday.

- The best years of my life *are over*.
- I'm getting older - so what? It happens to *everybody*.
- Life begins at 49 - where's the party?!

4 You've got a cold.

- I need to see a *doctor* as soon as possible.
- I *need to* buy some tissues.
- It's just a cold - it won't kill me.

5. Your partner has *ended* your relationship.

- I've had *enough of men/women*. I'm never going to fall **in** love again.
- I know I'll get over it, but it might take a long time.
- He/She wasn't the right one for me.

You have to make an important life decision.

- Whatever I *decide to do*, it will be the wrong decision.
- I'm going to take my time and think carefully about my decision.
- Whatever I decide to do, it will be the right decision.

It's **autumn**.

- I don't like *autumn* because it will soon be winter.
- It's just *another* time of year.
- It's a beautiful time *of year*.

£ **You unexpectedly inherit away £5,000.**

- £5,000 isn't going to change my life.
- Great! I *can* buy a few luxuries that I couldn't afford before.
- This must be my lucky day - I think I'll buy a lottery ticket.

How to score Each time you answer a score 1. Each time you answer b score 2. Each time you answer c score 3.

2. Who got the highest or lowest score in the class?

Lexis: verb patterns

1. Complete these statements by choosing the appropriate structure. Refer to the examples in the questionnaire if necessary.

- I want **to be** / **being** extremely rich.
- I'm looking forward **to go out** / **going** out tonight.
- I always try **to get up** / **getting up** early even at the weekend.
- I enjoy **to speak** / **speaking** English.
- I need **to spend** / **spending** more time at home.
- I've decided **to grow** / **growing** my hair long.

- Do you think any of the sentences are true for your partner? Ask questions to find out.
- Use the same verb structures to write six more sentences that are true for you. Compare them with a partner.
For example: / *don't want to get married until I'm thirty.*
I'm looking forward to finishing my studies.

Don't Worry, Be Happy

Song

- Make word pairs by matching a word from list A with a word from list B that rhymes.

A	B
style	bed
trouble	smile
head	note
frown	double
late	down
wrote	litigate

- You are going to listen to a song called Don't Worry, Be Happy. Read the song and complete each verse with the word pairs from 1. Then listen and check your answers.
- Find at least three reasons for worrying that are mentioned in the song.
- Work with a partner. Discuss what you think the biggest worries for the following people.
 - a child
 - a 14-year-old girl
 - a 16-year-old boy
 - a university student
 - a parent
 - a grandparent

Here's a little song (1) ____.
You might want to sing it note for
(2) ____ •
Don't worry, be happy.

In every life we have some (3) ____.
When you worry you make it (4) ____ .
Don't worry, be happy.

Ain't got no place to lay your (5) ____ .
Somebody *came and took your* (6)

Don't worry, be *happy*.

The landlord says your rent is (7) ____ .
He may have to (\$) ____ .
Don't worry, be happy.
Ain't apt no cash, ain't apt no (9)

Ain't got no girl to make you (10) ____ .
Don't worry, be happy.
'Cos when you *worry, your face* will
(11) ____ •
That will bring *everybody* (12) ____ .
Don't worry, be *happy*.

How does this song make you feel? What music makes you feel happy? Tell your partner.

Close up

Imperatives

- Choose an alternative way of saying 'Be happy' from the following.
 - Be not sad.
 - Don't sad you.
 - Don't be sad.
 - Don't you sad.
 Look at the following imperatives. Give an alternative way of saying the same thing using the adjectives in brackets.

a) Be good, (naughty)	Don't be naughty.
b) Be quiet! (noisy)	
c) Be on time, (late)	
d) Be nice, (mean)	
e) Behave yourself, (rude)	
f) Cheer up. (miserable)	
g) Say what you think, (shy)	
h) Calm down, (angry)	
i) Act your age. (childish)	

- 3 Work with a partner. Choose an imperative from 2 and write a three-line dialogue to show a typical situation where it could be used. For example: A: I'll see you at 8.30 outside the cinema. B: Don't be late! C: Don't worry. I'm never late.

Language reference: imperatives

You use an imperative form when you are telling somebody to do something: orders, advice, encouragement, etc.

Come here. Be quiet! Don't be shy. Come on. Hurry up!

Take it easy

Reading

- Imagine that today is 'No-Stress Day'. Read the article on the right and answer the questions. Discuss your answers with a partner.
 - Which suggestion is the easiest for you to do?
 - Which suggestion is the most difficult for you to do?
 - Which is the best or worst suggestion?
- Work with a partner. Add three of your own suggestions to the list.

Lexis: phrasal verbs

- Complete the sentences using these phrasal verbs from the article.

give up	hang up	put on	switch
off	switch on	take off	throw
away			

- I always take off my shoes before I go into my house.
 - If I want to relax I ___ all the lights and sit in silence.
 - When I want to look my best, I ___ a suit.
 - I could never ___ smoking - it's the only thing that helps me relax.
-
- The first thing I do when I get to the office is ___ my computer.
 - I never ___ plastic bags, because they are so useful.
 - I never do any ironing. I just ___ my clothes very carefully when they come out of the washing machine.

16 ways to de-stress

- Take off your watch.
- Switch off your mobile phone.
- Don't eat your breakfast on your feet - sit down and enjoy it.
- Put on your most comfortable clothes.
- Don't run after the bus - let it go.
- Smell the roses.
- Give up the gym.
- Fall in love.
- Only switch on your television if there's something you really want to watch.
- Throw away any clothes you haven't worn for the past two years.
- Have a laugh.
- Hang up your clothes when you take them off.
- Spend ten minutes doing absolutely nothing.
- Walk.
- Only do the ironing if you love it.
- Put on your favourite music and turn up

the volume.

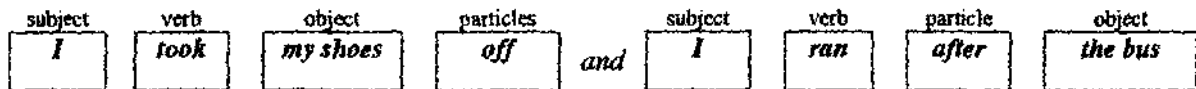
2 Are any of the sentences true for you? Discuss with a partner.

2 Are any of the sentences true for you? Discuss with a partner.



Phrasal verbs

1 Work with a partner. Look at the three phrasal verbs used in these sentences and answer the questions.



But it didn't stop. So

subject	verb	particle
I	sat	down

 and cried. I hate the bus drivers.

- Which phrasal verb does not take an object?
 - Which phrasal verb can have the object between the verb and the particle? (SEPARABLE)
 - Which phrasal verb always has the object after the particle? (NOT SEPARABLE)
- 2 When the object is a pronoun such as *it*, *them*, *her*, where do you always put it when the phrasal verb is: a) separable? b) inseparable?

Close up

3 Put the words in the right order to make answers to the questions. Look at the phrasal verbs up in a dictionary if you are not sure.

- What shall I do with this banana skin? (away throw it) Throw it away.
- What shall I do with this mess? (it up clear)
- What shall I do about this problem? (it deal with)
- What shall I do with this application form? (fill in it)
- What shall I do with my grandmother's wedding ring? (after it look)
- What shall I do about my party? Nobody can come, (it call off)

Language reference: phrasal verbs

The term 'phrasal verbs' usually refers to all multi-word verbs, consisting of a verb + particle(s). Phrasal verbs can be divided into three basic types.

1 verb + particle

Some phrasal verbs are intransitive and so do not take a direct object.

Sit down and enjoy it. When are you going to **grow up**?

2 verb + object + particle (SEPARABLE)

The biggest group of phrasal verbs are transitive. When the direct object is a noun, you can put it before the particle.

Take off your shoes. Take your shoes off.

When the direct object is a pronoun, you must put it between the verb and the particle.

Switch it off, please. ~~NOT Switch off it.~~

3 verb + particle + object (NOT SEPARABLE)

With this type of phrasal verb you always put the direct object - noun or pronoun - after the particle.

She **looks after** her grandmother. I **ran after** it, but the bus didn't stop.

Laughter - the best medicine

1. Listen to a report about laughter - without laughing. What are the benefits of laughter?
2. Work with a partner. Sit facing each other. Student A tries to make Student B smile and / or laugh by saying funny things. Student B tries to keep a straight face. Take it in turns to make each other smile and / or laugh.



Extra activity SIMON SAYS

- Listen to your teacher carefully. **DO** as your teacher says, **DON'T** do as your teacher does.
- For example, the teacher starts with: *Simon says "Stand up!"* but your teacher sits down. If you stand up, you do correctly. If you sit down, you lose a "life". If you lose "life" 3 times, you die.
- Start game now.

7 Going out

- ballet (n)	['bæleɪ]	ba lê
- fascinate (v)	['fæsineɪt]	mê hoặc, quyến rũ
- foam (n)	[fəʊm]	bọt
- knacker (v)	'nækə]	làm mệt nhòai
- Mediterranean (adj)	[,medɪtə'reɪniən]	Thuộc Địa Trung Hải
- miner (n)	['maɪnə]	thợ mỏ
- reckon (v)	['rekən]	tìm ra
- resident (n)	['rezɪdənt]	cư trú
- scare (v)	[skeə]	doạ nạt

Reading

Do the questionnaire and compare your answers with a partner.

DISCO DIVA or two left feet

- 1 Your favourite place for dancing is.....
 - a. on a stage.
 - b. at a club or a party.
 - c. in your own bedroom.
- 2 Tick the music you know how to dance.

- Pop	- Rock 'n' Roll (Jive)	- Disco
- Reggae	- Salsa	- Flamenco
- Classical or ballroom (e.g. waltz)		
- Traditional music of your country		
- 3 Which sentence best describes your attitude to dancing?
 - a. I hate it.
 - b. I love it and I'm pretty good.
 - c. I love dancing but I'm not particularly good.
- 4 Which sentence best describes the way you dance?
 - a. I don't care what other people think.
 - b. I feel uncomfortable.
 - c. I want people to look at me.

5 When I dance....

- a. I stay more or less in one place.
- b. I need a lot of space to move around.
- c. I do the same as my partner.

6 At a pop concert, I usually....

- a. get up and dance to the music.
- b. stay sitting down.
- c. I don't go to pop concert.

7 How often do you dance all night?

- a. About once or twice a year.
- b. Never. Don't be ridiculous!
- c. Every weekend.

8 At a party...

- a. I'm usually the last to get up and dance.
- b. I'm usually the first to get up and dance.
- c. I don't go to parties where people dance.

How to score:

- | | |
|--------------------------|-----------------|
| 1 a 3, b 2, c 1 | 5 a 2, b 3, c 1 |
| 2 1 point for each tick. | 6 a 3, b 2, c 1 |
| 3 a 1, b 3, c 2 | 7 a 2, b 1, c 3 |
| 4 a 3, b 1, c 2 | 8 a 2, b 3, c 1 |

Turn to page 94 to find out what your score means.

Lexis: on & at

1 Test your prepositions! The questionnaire talks about being *on stage* or *at a club*. Add *on* or *at* to the noun phrases in the box.

the phone a concert holiday a plane the doctor's the internet
a business trip the hairdresser's a night club a training course

on the phone,....at a concert,....

2 Write down two true sentences and one false sentence about yourself using prepositions + noun phrases in 1. Read your partner's sentences and guess which sentence is false.

- 1 / was on the phone just before the lesson began.
- 2 I was at a night club on Saturday.
- 3 I was....

The clubbing capital of the world

Work in small groups. Discuss the questions.

- * Which town or city in your country is most famous for its nightlife?
- * Where do people go dancing or clubbing where you live?
- * Which is your favourite place for a night out?

Reading

1 You are going to read an article about the island of Ibiza. Read the first part of the article (Party island) and answer the questions.

- a) What kind of people go to Ibiza?
- b) How many tourists visit the island every year?
- c) How long has Ibiza been a party island?
- d) What happened in 1987?
- e) What kinds of music do the DJs play?

Party island

The beautiful Mediterranean island of Ibiza has a population of 80,000. But in summer two million tourists visit the island. Why? Because Ibiza is the clubbing capital of the world.

Top DJs play the latest dance music in 400 clubs and bars situated around the island's two main towns San *Antonio* and Ibiza town.

Ibiza has been a party island since the sixties when hippies first started coming to the island.

But it became famous for clubbing with the arrival of Acid House in 1987.

Since then, DJs have been playing dance music for all tastes: dance, trance, techno, pop, rock and funk.

Have you ever been to a club which has any of the following? Compare with your partner.

- a) 'live' music
- b) several different dance-floors
- c) foam parties
- d) space for 10,000 people
- e) a swimming pool
- f) trees planted inside

Read the second part of the article (The clubs). Match the clubs with the features in 2.

For example: a) 'live music' - *Privilege*

The clubs
(www.amnesia.es)

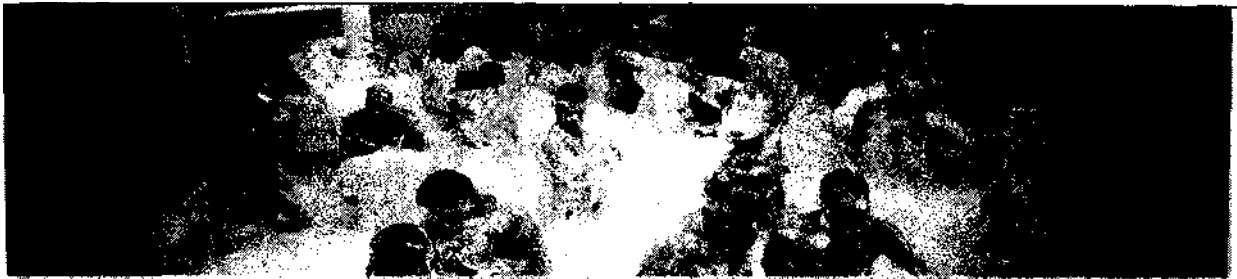
When it opened in the 70s, Amnesia had an open-air dance-

floor but in 1990 noise laws forced the *owners* to build walls and a roof. The club is best-known for its foam parties. The music is a mix of house and trance with some

(www.privilege-ibiza.com) The owners of a restaurant called Ku decided to build a mini-disco (125 people maximum) back in 1978. It was here that Bob Marley, *Grace Jones* and Freddie Mercury performed 'live', and many international stars have followed in their footsteps since then. In 1994, they built a new disco and called it Privilege. It is the size of a football pitch - it has room for 10,00 and has everything: several different dance-floors, palm trees in the main room/a DJ suspended over the swimming pool and orr'some nights there's

even a DJ in the toilets

rock and pop. Amnesia has always been one of the island's favourite clubs for end-of-season parties.



Amnesia

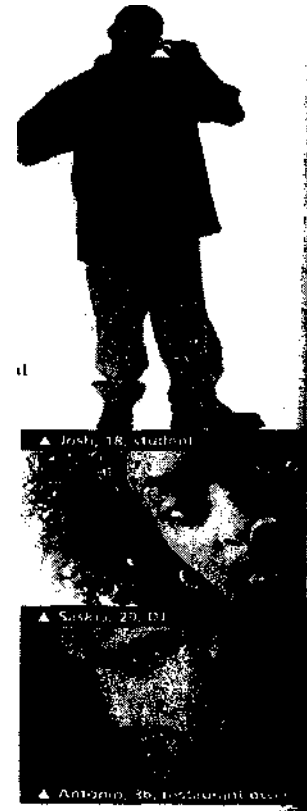
Privilege

4 Would you like to go to Ibiza? Why / Why not? Tell your partner.

My Ibiza

Listening

- 1 Work with a partner. You are going to listen to a radio programmer called My Ibiza. Look at the photos of the three people interviewed and guess who said each of the following.
 - a) 'I've been home for a couple of years now.'
 - b) 'I've been living in Ibiza town since 1995.'
 - c) 'I've spent all my money.'
 - d) 'I haven't been to the beach yet.'
 - e) 'I've been a resident DJ at Amnesia for two years.'
 - f) 'I've been dancing all night.'
- 2 Listen and check your answers to 1. Which person do you think enjoys their life most?



Anecdote

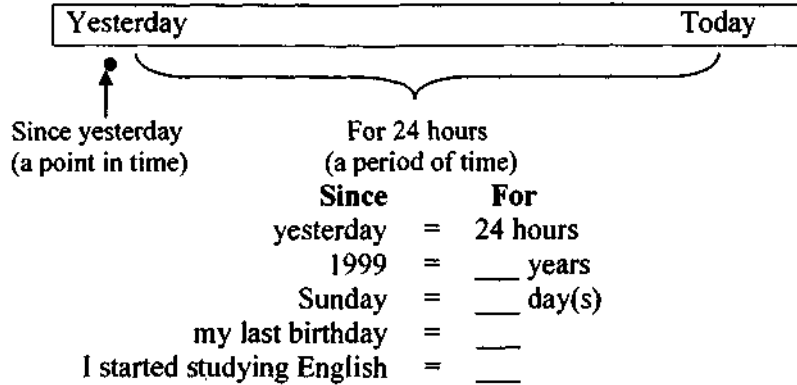
Think of a time recently when you went to a place where people were dancing and having a good time. You are going to tell your partner about it. Choose from the list below the things you want to talk about. Think about what you are going to say and what you are going to say it.

- Where were you? A club? A party? A concert?
- What kind of music was playing?
- Who was playing the music? A 'live' band? A DJ?
- How loud and clear was the music?
- How crowded was the place?
- What kind of clothes were people wearing?
- Did you dance or did you watch other people dancing?
- Were people dancing alone or with a partner?
- How long did you spend there?
- Did you have a good time?

Close up

for & since

- 1 Look at the way *for* and *since* are explained in the diagram. Then complete the table so that the information is correct counting from today.



Since	=	For
yesterday	=	24 hours
1999	=	___ years
Sunday	=	___ day(s)
my last birthday	=
I started studying English	=

- 2 Add more examples of your own to the table in 1.

been

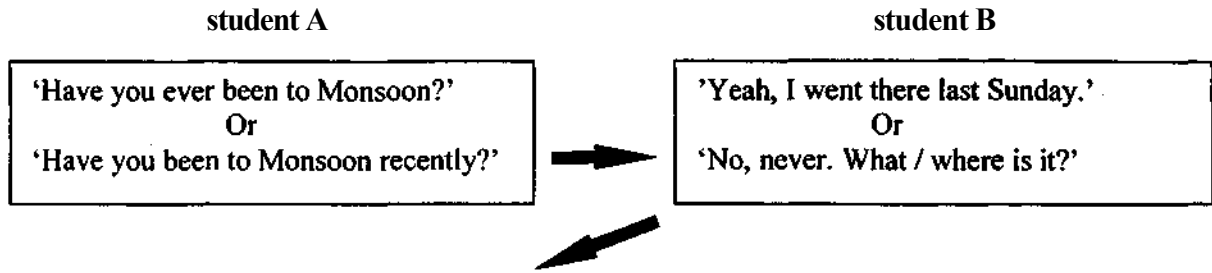
- 1 Work with a partner. Read the following sentences about the people in the radio programme, My Ibiza, on page 78. Then discuss the questions.

- 1 Josh has been in Ibiza for nine or ten days but he hasn't been to the beach yet.
- 2 Sakia has been in Ibiza since 1997. She is Dutch but she hasn't been home for a couple of years.
 - a) What tense are the underlined verbs?
 - b) In which case is *been* the past participle of go?
 - c) In which case is *been* the past participle of be?

- 2 Make true sentences about yourself using/The following prompts and an appropriate time expression with *since*, *for* or *never*. Compare your answers with a partner.

- a) not go to London.
For example: I haven't been to London since I was sixteen. /I haven't been to London for years. /I've never been to London!
- b) not go to a good party
- c) not go to the beach
- d) not go to a rock concert
- e) not go to a wedding
- f) not go out for dinner
- g) not go skiing
- h) not go abroad

- 3 Note down the names of some good shops, restaurants, pubs or night clubs in your city. Ask your partner if they know them or if they have been to them recently. Find out as much as you can.



Present perfect simple & continuous

- 1 Look at the table based on information from the radio programme, My Ibiza, on page 78. Which 'facts' tell us *how long* an activity has continued?

1 Past facts	+	2 Present facts	→	3 Present perfect facts
Saskia started as a DJ at Amnesia two years ago.	+	Saskia is a DJ at Amnesia.	→	She's been a DJ at Amnesia for two years.
Tourists started coming to Ibiza in the sixties.	+	Tourists come to Ibiza every year.	→	They've been coming to Ibiza since the sixties.

Underline the main verb in column 3 of the table in 1. Discuss these questions with your partner.

- a) Which verb describes a state?
- b) Is it in the present perfect simple or continuous?
- c) Which verb describes a single or repeated action?
- d) Is it in the present perfect simple or continuous?

Write the name of...

- | | |
|---------------------------------------|--|
| a) a foreign person you <u>know</u> . | e) a shop you buy clothes in. |
| b) a type of music you like. | f) a favourite possession you <u>have</u> . |
| c) a subject you are interested in. | g) the house you live in. |
| d) a cafe or bar you go to. | h) the place you <u>work</u> or <u>study</u> . |

- 1 Decide if each underlined verb describes a state or a single / repeated action.
- 2 Write eight present perfect facts which answers the question *How long...?*
- 3 Compare your facts with a partner.

For example: *I've known Max for seven years. I've been going to Bar Isa since 1999.*

Work as a class. Find out who has done or who has been doing the things in 3 the longest. Follow these instructions.

- a) Each student chooses one 'fact' from 3 and practises the question you will ask. For example: *Do you know anybody foreign? How long have you known him / her?*
- b) Ask everybody in the class and record the answers.
- c) Report the results back to the class.

Language reference: Present perfect simple & continuous

for & since

for + a period of time and since + a point in time are two ways of saying the same thing. *for a few days /for three years /for ages since Monday /since Heft school/since 1997*

been

been is the past participle of go as well as be.

He hasn't been to the beach yet. (go)

Have you been abroad this year? (go)

I've been ill last night, (be) How long

have you been here? (be)

Note: gone is also a past participle of go.
gone = go and not come back
been = go and come back

Present perfect simple & continuous

You can use the present perfect when you want to say how long something has continued from a point in the past up to now. For verbs with stative meanings you always use the simple form.

I've been a DJ for two years. She's known

Tommy since they were at school. For verbs with dynamic meanings you always use the continuous form.

I've been clubbing every night.

My mother's been playing tennis since she was eight.

note: You can use simple form for unchanging, 'permanent' situations. Compare:

I've been living here since May. (Temporary)

I've lived here all my life. (Permanent) _____

Billy Elliot

Reading and listening

- 1 Read this introduction to an extract from a book based on the film, Billy Elliot. What is the problem? What do you think will happen?

Billy's mother is dead. His father and brother are miners and they are on strike. Billy's father wants his son to learn to box, like he did and his father before him, but Billy becomes fascinated with the magic of ballet. In secret, Billy starts having ballet lessons every Saturday. In this extract from the story, Billy describes what happens when his father comes to watch him boxing but instead finds him in a ballet class.

nan: informal word for grandmother

telly: informal word for television

wind me up: informal expression for annoy me

lads: informal word for boys

/ had him there: informal expression for I caught him in a difficult situation

2 Read and listen to the extract. Who do you sympathize with: Billy or his dad?

Back home he pointed at a chair behind the table, staring at me all the while he was taking his coat off. Then he sat down opposite me.

I knew what he wanted. He wanted me to say sorry. Well, I wasn't going to. He could wait forever. It was stupid! What had I done wrong?

'Ballet,' he said at last.

'So what's wrong with ballet?' My nan was sitting on a chair by the window eating a pork pie and watching us like we were on the telly. I looked at her. It was easier than having to look at him. I could see him turning red again out of the corner of my eyes.

'What's wrong with ballet? Look at me, Billy. Are you trying to wind me up?'

'It's perfectly normal,' I said, turning to face him.

'Normal?' I was scared. He'd gone all white around the lips.

'I used to go to ballet,' said my nan.

'See?' I said.

'For your nan. For girls, Billy. Not for lads. Lads do football, boxing or wrestling or something.

'What lads do wrestling?' I asked and I had him there because I no one I know does wrestling round here.

'You know what I mean.'

'I don't know what you mean.'

The thing is, all right, I know what he meant. At least I used to know. Ballet isn't what boys do. It's not football and boxing and being hard. It's not what we do. But once I've it, it is what we do.

Just because I like dancing, it doesn't mean I'm turning into someone else. Does it?

3 Here is a brief summary of the extract. Put the lines of the summary in the correct order.

- () a) at his father, he looked
- (2) b) off and without saying anything sat
- () c) up. Billy knew what his father meant.
- () d) down opposite Billy. Billy didn't look
- (1) e) His father took off his coat
- () f) at his nan instead. Billy said there was nothing wrong
- () g) with doing ballet, but his father thought he was winding him.

4. What interests did you have when you were twelve? What did you want to be? Tell your partner.

Extra activities:

How long?

- > Each student is given a questionnaire.
- > All students have filled in the YOU column.
- > Then, students stand up and walk around the class to interview your classmates, asking each question to a different student then write down his/ her name next to the answer.
- > Tell your class about some interesting things you have found out from your classmate.

How long.....?	You	Your partner
have you lived in Thai Nguyen City?	<i>e.g.: For 10 years</i>	<i>e.g.: Since 2005 (Mai.) •</i>
have you studied English?		
have you had your driving license?		
have you known how to read and write?		
have you had your hair cut?		
have you had breakfast?		
have you fallen in love?		
have you known your boyfriend/ girlfriend?		
have you played football?		
have you used the computer??	<i>/</i>	
.....?		
.....?		
.....?	<i>/</i>	

8 Telephones

baby-sit	[ˈbeɪbɪsɪt]	giữ trẻ hộ
be on hold	[həʊld]	đang nói chuyện điện thoại
breathe down sb's neck	[briːd]	ở sát đằng sau ai
dictate	[dɪk'teɪt]	đọc chính tả, ra lệnh
emergency	[ɪ'mɜːdʒənsɪ]	trạng thái khẩn cấp
extension	[ɪks'tenʃn]	đường dây điện thoại
improve	[ɪm'pruːv]	cải thiện, trau dồi
mobile-phone	[ˈməʊbaɪl; 'mɔʊbi:l]	điện thoại di động
operator	[ˈɒpəreɪtə]	người trực điện thoại
pellet	[ˈpelɪt]	đạn
plastic	[ˈplæstɪk]	nhựa
receive	[rɪ'siːv]	nhận, lĩnh, thu được
receptionist	[rɪ'sepʃənɪst]	nhân viên tiếp tân
urgent	[ˈɜːdʒənt]	gấp, khẩn cấp
voicemail		thư thoại

Work in small groups. Discuss these questions.

- How many phone calls do you make/ receive in a typical day?
- What do you use your phone for most?
- Who do you call most?

Reading 1 Work with a partner. List any things that you dislike about phones. Read the magazine article and check if it mentions any of the things on your list.



Phone Moans

Audrey: I hate it when the person I'm speaking to start drinking a cup of tea or eating something. It sounds disgusting!

Dan: I've given up phoning my friends since they had children. Every time I phone them, they ask me to talk to their two-year old boy. I have to speak to him in this silly voice, and he never speaks so I have to listen to him breathing down the phone. Fortunately, they haven't asked me to speak to the baby yet, but she's usually screaming in the background, so you can't have a proper conversation anyway.

Ben: It's so boring when you go out with somebody who spends half the time talking on their mobile. When I go out with somebody, I switch my phone off and listen to my voicemail when I get home.'

Ellen: I'd like to talk to a real person on the phone, but nowadays you get a recorded message which gives you all these options to

choose from. If you don't hear everything the first time, you can't ask them to repeat. You have to start again. Oh, and the music that they play while you're on hold - awful.'

Cathy: I think there should be places where mobile phones are banned. For instance, when I'm on a train or in a restaurant, I hate listening to people talking about things that are quite private! It should be against the law! Call me old fashioned, but I like to travel or eat in peace.'

Frank: I hate it when you telephone a company or an office and you can never get through to an extension, and the person you want is not there, so you have to wait for ages. Then, you get another extension, and it's still the wrong one, so you have to wait again. And again and again until you get bored of trying.'

2 How many of the things mentioned in the article sometimes happen to you?

Lexis: telephones

1 Complete the questions with words and expressions from the article on page 82.

- Do you think it should be against the law to use a m _____ while you are driving?
- Have you ever been in an embarrassing situation because you forgot to s _____ your phone o _____ ?
- When somebody leaves a message on your v _____ m _____ , how long do you wait before you return the call?
- When was the last time you listened to a/ _____ m _____ and had to choose from different o _____ ?
- While you are o _____ h _____ , do you prefer to listen to music or to silence?
- Have you ever had a problem getting t _____ to the right e _____ ?

2 Choose three questions from 1 to ask your partner.

Domestic crisis

Listening

1 SH Listen to the first part of Lorna's telephone conversation. Which of the following problems does Lorna mention?

- | | |
|------------------------------|---------------------------------|
| a. My back is hurting. | I've had a row with my partner. |
| b. The house is untidy. | The fridge is empty. |
| c. The car has broken down. | h. I'm bored, i. |
| d. The cat has died. | I've got no money, j. |
| e. The Kids are annoying me. | I've lost my keys. |

Lorna uses the words and expressions in the box to talk about the five problems mention in 1. Re-write the problems using the words and expressions that Lorna Listen and check your answers.

- a mess run out of killing me bare driving me mad

3 HI Listen to the second part of the telephone conversation. Who is Juliet?

4 HH After the first conversation, Lorna tries to get help. She makes two more phone call. Listen to the two conversations and say if the sentences are true (T) or false (F).

- a Lorna's mother is out.
- b Lorna' father offers to help with the children.
- c Lorna asks Jackie to baby-sit for the couple of hours.
- d Jackie asks if her sister can come with her.
- e Lorna offers to drive over and pick Jackie up.

5 Have you ever had any of the problems in 1 above? Did you call anybody for help? WhoT^Tell your partner.



Close up

Offers & requests

1 Listen again to Lorna's two conversations in 4 in the previous section. Match the opening phrase (a-g) with the sentence endings (1-7).

- | | |
|--------------------------------|------------------------------------|
| a Can I | 1 drive over and pick you up? |
| b shall I | 2 come over and baby- sit? |
| c Could you | 3 bring my boy friend? |
| d I was wondering if you could | 4 call you back later? |
| e would you mind | 5 tell her it's urgent? |
| f Is it ok if I | 6 hanging on a moment, please? |
| g Would you like me to | 7 leave a message for your mother? |

2 Put the opening phrases in 1 (a-g) into three groups.

<i>Offers:</i> asking someone if you can do something for them	b
<i>Requests:</i> asking someone if they can do something for you	c
<i>Requests for permission:</i> asking someone if it's okay for you to do something	a

3 Work with a partner. Look again at the opening phrases in 1. Do you usually use more or fewer words if you want to be formal?

4 Look at the following mini-situations. Think of a person you would phone for each situation. Tell your partner.

<p>A You want someone to choose a film for you to see together.</p>	<p>C You want someone to write a job reference for you.</p>	<p>E You want someone to help you by a new outfit for "a" friend's wedding.</p>
<p>B You want someone to look after your pet while you are on holiday.</p>	<p>D You want someone to check an important letter you've written in English.</p>	<p>F You want someone to lend you –some money till the end of the month.</p>

2 Work with a partner. Choose two of the mini-situations in 4 and write a short phone conversation for each one. Include an offer and a request in each conversation.

Language reference: offers & requests

Offers

Here are two common ways of asking someone if you can do something for them.

Shall I give you a lift! Would you like me to help you?

Requests

There are many ways of asking someone if they can do something for you. Usually, the more words you use, the more polite or formal you sound.

I was wondering if you could.....?	↑	more polite/formal
Would you mind.....?	↕	
Could you.....?	↓	more direct/formal

Here are some ways you can request permission - ask someone if it's okay for you to do something.

Can I use your phone?
Is it okay if I bring my friend?

Telephone talk

Listening 1 Lorna finally try to get in touch with her husband at work. He works for a company called Butler and Crowmarch. Complete her conversation with the receptionist using the most appropriate expressions.

R: (1) **Yes / Good morning.** Butler and Crowmarch.

L: (2) **Could I / I want to speak to Mr Carr, please?**

R: Certainly, (3) **Who's speaking? / who are you?**

L: Mrs Carr.

R: (4) **Wait / Hold on, please** and I'll try to put you through.

Hello. (5) **He's not there. / I'm afraid Mr Carr is not at his desk at the moment.** **L:** Oh. (6) **Do you know when he'll / When will he be back?** **R:** I'm not sure. (7) **Would you like / Do you want me to ask his**

assistant? **L:** Yes, please. **R:** Right. Hold on a moment then, please

(8) **He's busy till five. / I'm**

afraid Mr. Carr is in a meeting until five o'clock. **L:** Oh okay.


(9) **Can I / Let me leave a message.** **R:** Certainly. **L:** (10) **Tell him / Could you tell him to phone me before he leaves the office? I want him to do some shopping** **R:** No problem, Mrs. Carr. I'll pass on the message. **L:** Thank you. Goodbye.



2  Listen and compare your version with the version on the recording.

3 Work with a partner. Practise the conversation. Take it in turns to be Lorna and the receptionist.

Telephone numbers

1  The following telephone numbers have been copied down incorrectly. Listen to the recording and correct the numbers.

a) Heathrow airport flights: 0870 111 0123

d) Car breakdowns: 0500 887766

b) Train times and fares: 0845 748 4952

e) British Tourist Authority: 0207756 9000

c) Buses and coaches: 0875 580 8080

f) Directory Enquiries: 190

2 Explain your answers in 1 to a partner. Take it in turns to identify the mistake and say what the correct number is. Do not show each other any number you have written down.

For example:

For Heathrow airport it's not one, double one. It's 0, double 0. Do you agree?

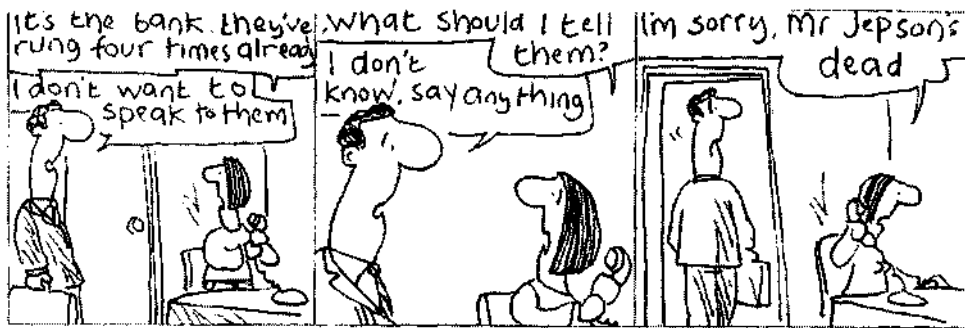
3 Work with a partner and complete the following task.

a) Write down five telephone numbers that are important to you.

b) Take it in turns to dictate the numbers to each other.

c) Check that you wrote down your partner's telephone numbers correctly.

d) Explain to each other why the numbers are important.



The 'latest thing'

Reading 1 You are going to read an article about a father who doesn't want to buy a mobile phone for his twelve-year-old son. Why do you think he does not want his son to have a phone? Discuss with a partner. Read the article. Are any of your ideas mentioned?

Why I bought my child a gun

Every five minutes my children ask me for the 'latest thing'. They tell me that all their friends have it already and they can't live without it. Our house is full of Game Boys, Play Station CDs and a million other latest things.

But, the one 'latest thing' we have refused to buy is a mobile phone. Our twelve-year-old wants one, and we've said 'no'. He says he'll only use it for testing and he really needs it for emergencies.

We don't want him to have a mobile phone, because they may be bad for children's health. Unfortunately, when I say, 'I don't want you to have a mobile phone, because you might get a brain tumour,' he tells me that he doesn't mind.

Why do twelve-year-old boys only want things that are bad for them? We've already told him that he can't listen to Rap music - the words are disgusting. I've said no to beer with his meals. Right now, I'm saying no to everything.

Then a few weeks ago he asked for something called a BB gun. He says everybody's got one. Of course they have. He shows me a website full of them and tells me it only fires plastic pellets. Finally, I say yes, I can't believe I said no to phones and yes to guns.

In October our son becomes a teenager, and I pray that research will find that mobile phones are safe ... even better, that they make young people less moody - and more interested in personal hygiene.

Unit then, I'm saying no.



2 Work in small groups. Discuss the following questions.

- Who is the youngest person you know with a mobile phone.
- What are the arguments for and against letting young children have mobile phones?
- At what age do you think it's okay for children to have a mobile phone?

9 Lifestyle

calorie (n)	['kæləri]	Calo,
ancestor (n)	['ænsistə]	ông bà, tổ tiên
aubergine (n)	['oubədʒi:n]	cà tím
batter (n)	['bætə]	bột nhão làm bánh
blend (v) (n)	[blend]	trộn lẫn, pha trộn
blender (n)	[blendə]	băng trượt
brisk (adj)	[brisk]	nhanh, nhanh nhẩu, nhanh nhẹn; lạnh lợi
centenarian (n)	[,senti'neəriən]	sống trăm tuổi, người sống trăm tuổi
collapse (v)	[kə'læps]	đổ, sập, sụp, đổ sập
energetic (n)	[,enə'dʒetik]	mạnh mẽ, mãnh liệt, đầy nghị lực
existent (adj)	[ig'zistənt]	đang tồn tại; có sẵn; hiện có
founder (n)	['faundə]	người thành lập, người sáng lập
fritter (n)	['fritə]	món rán
glorious (adj)	['glɔ:riəs]	vinh quang, vẻ vang, vinh dự
hike (n)	[haik]	cuộc đi bộ đường dài
jam (n)	[dʒæm]	mứt
junk (n)	[dʒʌŋk]	thịt ướp muối (bò, lợn...)
lettuce (n)	['letis]	rau diếp
liquefy (v)	['likwifai]	(làm cho cái gì) trở nên lỏng; hoá lỏng
magic pill (n, adj)	['mædʒik]	sức lôi cuốn, có ma lực; có sức lôi cuốn
sardine (n)	[sɑ:'di:n]	cá mòi
sauna (n)	['sɔ:nə]	sự tắm hơi; nhà tắm hơi, phòng tắm hơi
spectacular (adj)	[spek'tækjələ]	đẹp mắt, ngoạn mục, hùng vĩ, kỳ lạ
spinach (n)	['spini:dʒ]	rau bina
stress-resistant (adj)	[ri'zistənt]	(<u>resistant to something</u>) có sức chịu đựng
tile (n)	[tail]	ngói, đá lát (để che mái nhà, tường, sàn...)
tinned (adj)	[tind]	đóng hộp
trout (n)	[traut]	cá hồi
whisk (v)	[wisk]	đánh (trứng, kem...)

Reading

- 1 Work with a partner. Choose an appropriate alternative to give somebody advice on how to live longer. Decide on the top three tips for a healthy and longer life.

You'll live longer if you...

- a) eat a **low-calorie** / **-vitamin** / **-protein** diet.
- b) eat three quarters **junk** / **frozen/plant** food and one quarter **animal** / **tinned/baby** food.
- c) eat seven servings of **jam** / **fruit and vegetables** / **chocolate** every day.
- d) stop eating when you are 50% / 80% / **100%** full.
- e) do the things you **enjoy** / **hate** / **can**.
- f) have a strong network of **advisers** / **friends** / **doctors**.

- 2 Read this article about the lifestyle on the island of Okinawa in Japan. Which tips from 1 are mentioned?

How not to die before you get old

Chiako is active and healthy. She gets up at 7 am every day, takes a brisk 30-minute walk and plays gate-ball with her friends three times a week. There is nothing unusual about this, except that Chiako is 102, years old. She is not alone - there are hundreds of healthy centenarians who lead similar lives in Okinawa.

Okinawa is a group of islands between Japan and Taiwan. Near a beach, there is a large stone with the following words on it: 'At 70 you are still a child, at 80 you are just a youth, and at 90, if the ancestors invite you into heaven, ask them to wait until you are 100, and then you might consider it.'

Okinawans manage to stay slim in old age by eating a low-calorie diet which consists of three quarters plant food and one quarter animal food. They eat seven servings of fruit and vegetables every day and they stop eating when they are 80% full.

They also keep active by dancing, walking and gardening. In other words, they do the things they enjoy.

Okinawans have developed a stress-resistant personality. Nobody is in a hurry, timetables are non-existent and there is always tomorrow. Hundreds of people, both young and old, go to the beach every day to watch the spectacular sunsets. In Okinawa there is always time to watch the sun set.

As well as large extended families, Okinawans have strong networks of friends. 'When someone is ill and doesn't come to work, a neighbour will always knock on their door to find out how they are.'

There's no magic pill. If you have good friends, a healthy diet and a stress-free lifestyle, you will live longer. It's as simple as that!

- 3 How different is your lifestyle from the one described on Okinawa? Compare with your partner.

Lexis collocations:

1 Complete these collocations with words from the article on Okinawa.

- a) How often do you go for a b _____ walk?
- b) Do you think you l _____ a healthy lifestyle?
- c) Do you feel that you are always i _____ a hurry?
- d) Do you have a large e _____ family?
- e) Do you have strong n _____ of friends?

2 Work with, a partner. Ask each other the questions In 1.

Anecdote

Think about the healthiest or fittest person you know. You are going to tell your partner about the Choose from the list the things you want to talk about. Think about what you will say and language you will need.

- Is it a man or a woman?
- How old are they?
- How do you know this person?
- What do they look like?
- What do they do for a living?
- What do they do to stay healthy and fit?
- Have they ever been unhealthy or unfit?
- How is their lifestyle different from yours?

Health farms

Listening

1 mi You are going to listen to a woman asking for information about a health farm.

- a) What's the name of the health farm?
- b) Why does she want the information?
- c) What do you think her husband will think about her idea?

2 Complete the sentences by choosing the correct alternatives and then listen to the conversation again. Tick (✓) the activities which her husband will do at the health farm.

- a) He'll pass / take a fitness test.
- b) He'll make / go on a diet.
- c) He'll **take** / **have** a cigarette
- d) He'll **do** / **make** two hours of yoga.
- e) He'll **do** / **have** a sauna.
- f) He'll **make** / **go** for a four-hour hike.

3 Work with a partner. Discuss these questions.

- Are there any health farms in your country like the one in the recording?
- What sort of people go to health farms?
- Would you like to go to one?

Close up

Future time clauses

1 Work with a partner. Look at the following sentences answer the questions.

Conjunction	+	Subordinate clause	+	Main clause
As soon as	+	he arrives	+	he'll take a fitness test.
If	+	he has a cigarette	+	he'll be in big trouble.
When	+	he finishes the week	+	he'll feel like a new man.



the listening in the previous section i

from

- a) Do these sentences refer to past, present or future time?
- b) Which verb structure is used in the main clause?
- c) Which verb structure is used in the subordinate clause?

2 Which of the conjunctions in 1 suggests.

- a) something will *possibly* happen?
- b) something will *certainly* happen at a particular time?
- c) something will happen *immediately*?

3 Look at how the sentences in 1 are formed. Is the following sentence structure also possible? main clause + conjunction + subordinate clause (*He'll take a fitness test as soon as he arrives.*)

4 Complete these sentences with the correct verb structure.

- a) If there's nothing good on TV this evening, I go / // go out.
- b) When **I'll** go / go on holiday next summer **I'll** send you a postcard.
- c) I'm going straight home as soon as the lesson **will finish / finishes**.
- d) When **I'll have / have** enough money I'm going to buy a new jacket.
- e) If I get up early tomorrow I think I go / 'll go for a run.

5 How many sentences in 4 are true for you? Re-write the sentences as necessary so that they are all true for you. Compare your sentences with a partner.

will for prediction

1 Complete each of these quotes by inserting *will* in the correct position. Match each quote with the person who you think made the prediction.

- | | |
|---|---|
| a) 'Man <i>will</i> not fly for fifty years.' | 1 Bob Metcalf, founder of 3Com Corporation, in 1995 (A year later, he took his magazine article, liquefied it in a blender, and ate it with a spoon.) |
| b) 'No woman in my time be Prime Minister.' | 2 Wilbur Wright to his brother Orville in 1901. (in 1903, the Wright brothers made the first flight) |
| c) "The internet collapse within a year.' | 3 Conservative politician Margaret Thatcher in 1969. (She became British Prime Minister in 1979.) |

2 Work in small groups. You are going to consult the *Oracle* to find out things about your future. Turn to page 95 and follow the instructions. Compare, your answers.

3 Think about the topics in the box and use the sentence beginnings to write about your life in the future. Compare with your partner.

family	children	relationships	health and fitness	house job
<u>travel</u>	<u>possessions</u>	money	free-time	hair
				English

I'll definitely... / I definitely won't...
I'll probably... / I probably won't...

I hope I'll... / I hope I won't...
I think I'll... / I don't think I'll...

Language reference: future forms

Future time clauses

When you are talking about the future you use a future form in the main clause but you use the simple present in the subordinate clauses after *when*, *it*, *as soon as*, *before*, *after*, etc.

conjunction	subordinate clause	main clause
<i>When</i>	<i>he finishes</i> the week	<i>he'll feel</i> like a new man.
<i>If</i>	<i>he has</i> a cigarette here	<i>he'll be</i> in big trouble.

Note: Main clause + conjunction + subordinate clause (*He'll feel like a new man when he finishes the week.*) is an alternative order.

will for prediction

You use *will* + infinitive to make prediction[^] about the future. You can grade or qualify your predictions by using the following structures.

I'll definitely / I definitely won't go to England next summer.

My father will probably / My father probably won't retire when he's sixty-five.

I hope I'll / I hope I won't have more than two children.

I think I'll / I don't think I'll be rich and famous. NOT *I think I won't...*

Food glorious food

Lexis: food

1 Work with a partner. Look at the shopping list and tick (✓) the items this person has bought. Which six items have they forgotten?

Fruit and vegetables

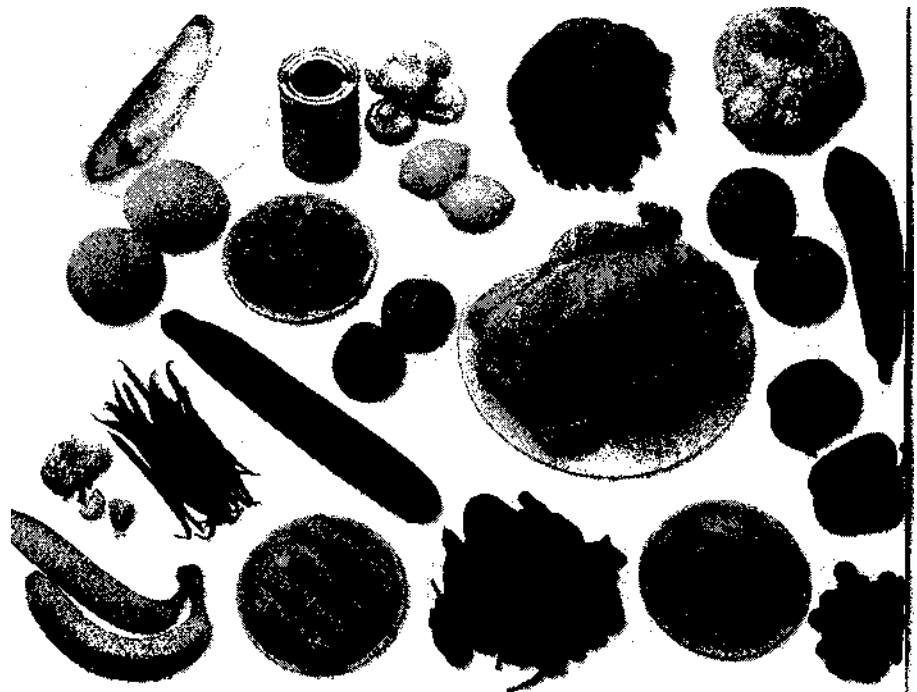
oranges, lemons,
bananas, apples, grapes,
peaches, potatoes,
tomatoes, lettuce,
spinach, carrots,
cauliflower, aubergine,
mushrooms, peppers,
green beans, cucumber,
onions, garlic

Meat and fish

chicken, sausages,
trout, sardines

other

tea, soup, nuts, prawns



2 Place the items on the lines in these two diagrams. Compare with your partner.

2 Place the items on the lines in these two diagrams. Compare with your partner.

have had recently


couldn't live without

haven't had recently


could live without

3 Which of the items in 1 are never / always on your own shopping list? Add other things that are always on your shopping list. Compare with your partner.

Sounds & spelling

1  The relationship between vowel sounds and spelling isn't always obvious. Listen and repeat the words in column A and column B.

A	B
a) lettuce	1 nut
b) onion	2 tomato
c) banana	3 spinach
d) sardines	4 beans
e) orange	5 lemon
f) aubergine	6 cauliflower

2  Match a word from column A with a word from column B according to the highlighted vowel sounds, Listen and check your answers. Which, word do you find most difficult to say?

Lexis: food idioms

1 Work with a partner. Look at the conversations and discuss.

- Who do you think is speaking?
- What do you think the conversations are about?

A: Is he tired?
B: No, he's full of **beans/ spinach / mushrooms**.
A: Oh no - he'll never want to go to bed.

A: No, I can't It's too difficult.
B: No, it isn't, it's a piece of toast / pizza / coke. Come on. A: No, no Stop it. I'm going to fall over.

B


A: Hey, what do you think of the guy over there with the blue shirt on? B: Urn -he's okay, but he's not my cup of hot chocolate / soup / tea.

A: What have you done today? Nothing!
B: That's not true. I've read the paper.
A: And watched television for two hours. You're nothing but a lazy couch potato / cucumber / tomato.

A: Good - he is mine.

A: Why can't I go out?
B: Look, I've told you a hundred times, it's raining. Now stop going on about it. You're driving me sausages / nuts / onions.
A: But why can't I?

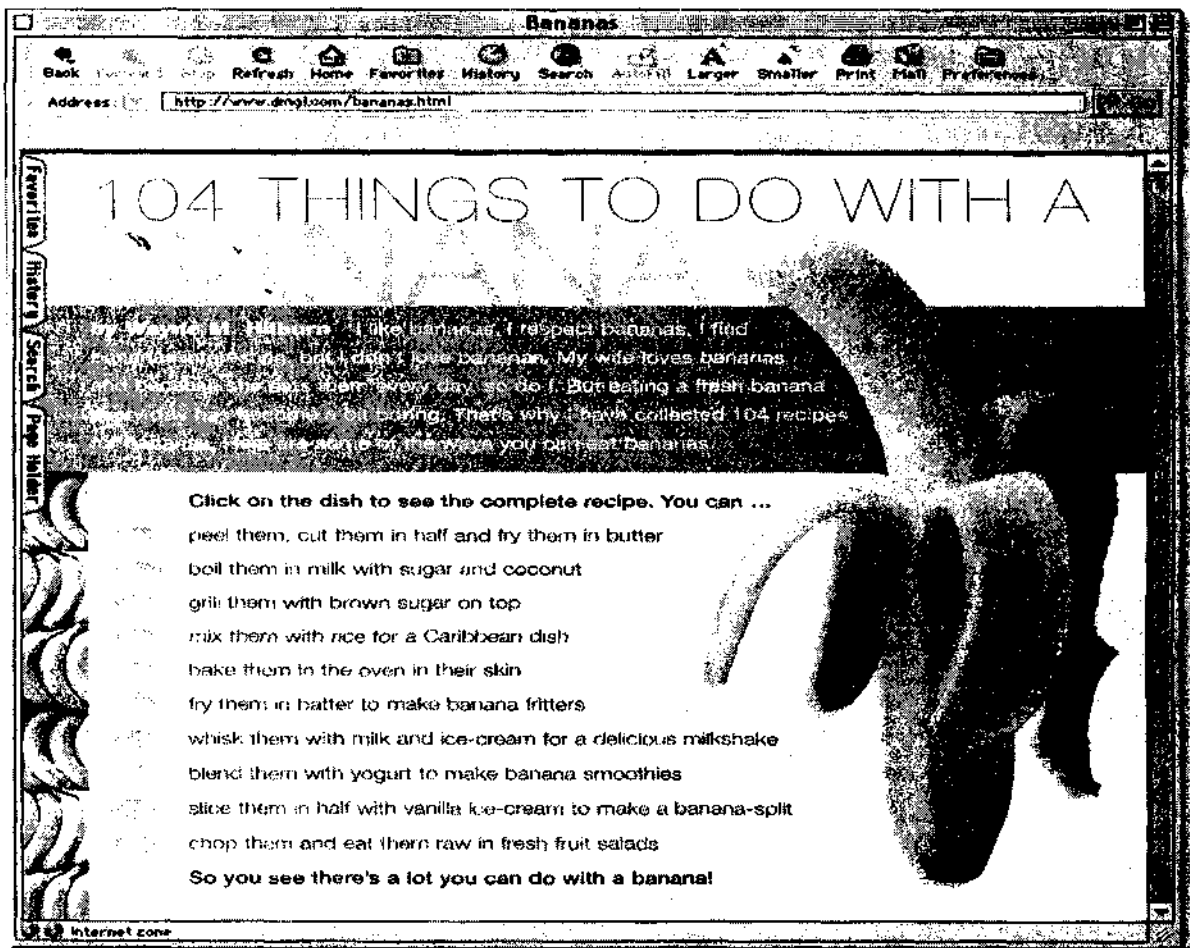
A: What was it like?
B: Awful, it was so crowded. We were packed in like grapes / sardines / garlic. A: Oh dear. You won't go there again then, will you?

- 2 Complete the idioms by choosing the correct alternatives.
- 3  Listen to the conversations and check your answers to 2. Do you have any idioms like these in your language?
- 4 Replace the underlined phrases with an idiom from 1.
- I am always very energetic late at night. I never want to go to bed.
 - I could never be friends with someone who watches TV all the time.
 - I hate places where you are with lots of other people.
 - I think that learning English is really easy.
 - I was a naughty child and drove m parents crazy.
 - Going clubbing isn't something I enjoy.
- 5 Are the sentences in 4 true or false for you? Compare with a partner.

How to eat a banana

Lexis: food preparation

- 1 You are going to read an extract from a website about recipes for dishes made with bananas. Tick (✓) the dishes you would like to try and put a cross (X) next to the ones you wouldn't like to try.



Bananas

Back Forward Stop Refresh Home Favorites History Search AOL Mail Larger Smaller Print Mail Preferences

Address: <http://www.dmgloom.com/bananas.html>

104 THINGS TO DO WITH A BANANA

By **Wendy Hillman** I like bananas, I respect bananas, I find bananas delicious, but I don't love bananas. My wife loves bananas and she eats them every day, so do I. But eating a fresh banana isn't always as easy as you think. That's why I have collected 104 recipes for you to try. Here's a sample of the ways you can eat bananas.

Click on the dish to see the complete recipe. You can ...

- peel them, cut them in half and fry them in butter
- boil them in milk with sugar and coconut
- grill them with brown sugar on top
- mix them with rice for a Caribbean dish
- bake them in the oven in their skin
- fry them in batter to make banana fritters
- whisk them with milk and ice-cream for a delicious milkshake
- blend them with yogurt to make banana smoothies
- slice them in half with vanilla ice-cream to make a banana-split
- chop them and eat them raw in fresh fruit salads

So you see there's a lot you can do with a banana!

- 2 Read the list of dishes again and note down words which describe:

- a) different ways of preparing food (For example: *peel*)
- b) different ways of cooking food (For example: *fry*)
- c) one word meaning not *cooked*

3 Think of lots of different items of food which you can prepare and cook in the ways described in 2.
For example: *peel an apple, an orange; a potato, etc. fry an egg, fish, onions, etc.*


4 Think about a meal you have eaten recently. Note down exactly what you ate. How did the Cook prepare the food? How did they cook the food? Describe the meal in detail to your partner.

Extra activity

10 Ways to keep Phono calls short

Do you like to talk on the phone?
Do you think that you spend too much time on the phone?

The phone rings. It's a friend who wants to tell you about his or her latest health problem. You hate to be rude and cut your friend off, but what can you do? Time management consultant Stephanie Winston, author of *Stephanie Winston's Best Organizing Tips*, offers this advice.

<p>1. Don't ask questions like "What's new?" They give the expression that you have time to chat. After "hello", get right to the heart of the matter.</p> <p>2. Time your calls intelligently. If you make a call right before lunch or dinner, or at the end of the workday, people chat less.</p> <p>3. Set a time limit. Start with, "Hi, I've only got a few minutes, but I wanted to talk to you about..." Or, "Gee, I'd like to talk more, but I only have a couple of minutes before I have to run errands."</p> <p>4. Jump on a pause. Even the most talkative caller has to pause now and then. Quickly say, "It has been great talking with you." Then end the conversation.</p>	<p>5. Forget niceties. Some people just don't take a hint. Interrupt your caller and say, "I'd like to talk to you longer, but I'm pressed for time. Good-bye." Then hang up. Don't ask for permission to the end the conversation.</p> <p>6. Find a "partner in crime" if nothing else works, ask someone in your home to help you. For example, one woman signals her husband, who yells, "Jane, I think the roast is burning!"</p> <p>7. Avoid the phone completely. Use an answering machine to screen calls. If you have an important message for chatterbox, leave the message when he or she isn't in.</p>	
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A Read the article. Then look at these sentences. Check (0) the things you can say to keep phone calls short.

- 1. I'm glad you feel better. What can I do for you? □
- 2. I have to go now. Good - bye.
- 3. Hi. How are things?
- 4. I need to get off the phone now. There's someone at the door.
- 5. So, what else is new?
- 6. No, I'm not busy right now.
- 7. I'm sorry to call you at the dinnertime, but I have just one question.
- 8. I only have three minutes before I have to leave.

B Pair work: Talk about these questions.

1. Which advice have you used sometimes?
2. Which do you think are the three best pieces of advice?
3. What else can you do to keep phone calls short?

2. MRole Pkay:

WHO'S CALLING?

Student A: Call your friend David to tell him this:

There's a party at Bob's house on Saturday night. Bob's address is 414 Maple St., Apt 202. Pick me up at 8:00 pm **Student B:** Someone calls for your brother David. He isn't in. Take message for him Change roles and try another role play.

Student A: Someone calls for your sister Carol. She isn't in. Take a message for her

Student B: Call your friend Carol to tell her this:

There's no class next Friday afternoon. The class is going to a movie at Westwood Theater. Meet us in front of the theater at 4:30

10 Animal

camel	(n)	['kæmə]	con lạc đà
insect	(n)	['ɪnsekt]	con sâu bọ, côn trùng
cheetah	(n)	['tʃi:tə]	loài báo gêpa
dolphin	(n)	['dɒlfɪn]	cá heo mỏ
giraffe	(n)	[dʒi'rɑ:f]	con hươu cao cổ
ant	(n)	[ænt]	con kiến
tortoise	(n)	['tɔ:təs]	con rùa cạn
bear	(n)	[beə]	con gấu
deer	(n)	[diə]	con hươu, nai
saddle	(n)	['sædl]	yên ngựa, yên xe
kangaroo	(n)	[,kæŋgə'ru:]	con kanguru
mosquito	(n)	[mæs'ki:tou]	con muỗi
elephant	(n)	['elifənt]	con voi
ornithologist	(n)	[,ɔ:nɪ'θɒlədʒɪst]	nhà nghiên cứu về loài chim
spider	(n)	['spaɪdə]	con nhện
goldfish	(n)	['gouldfɪʃ]	cá vàng
iguana	(n)	['ɪgwɑ:nə]	con kì đà
to be depressed	(adj-phrase)	[di'prest]	thất vọng, chán nản
broken-hearted	(adj-phrase)	['brʊkən'hɑ:tɪd]	đau lòng, đau khổ
to erupt	(v)	['ɪrʌpt]	phun trào
volcano	(n)	[vɒl'keɪnou]	núi lửa
paw	(n)	[pɔ:]	chân (có móng)
to be fascinated	(adj-phrase)	['fæsɪneɪtɪd]	thôi miên, quyến rũ
to be bored of	(adj-phrase)	[bɔ:]	buồn chán vì ...
to disapprove of	(v-phrase)	[dɪsə'pru:v]	phản đối, chê
object to	(v)	['ɒbdʒɪkt]	chống lại, phản đối
to be keen on	(adj-phrase)	[ki:n]	thích, mê say
worry sth	(v)	['wʌri]	lo lắng về điều gì

Lexis: animals

Test your knowledge of animals! Work with a partner and match the definitions (a-j) with the words (1-6). The answers are on page 92.

Animal facts

- | | |
|---|---------------|
| a) An animal that can last longer without water than a camel. | 1 A cheetah. |
| b) A person who treats sick animals. | 2 A dolphin |
| c) An insect that can lift fifty times its own weight. | 3 A vet. |
| d) An animal that can run at 100 kph. | 4 A giraffe. |
| e) An animal that can live to seventy years old. | 5 An ant. |
| f) An animal that can recognize its own image in a mirror. | 6 A tortoise. |

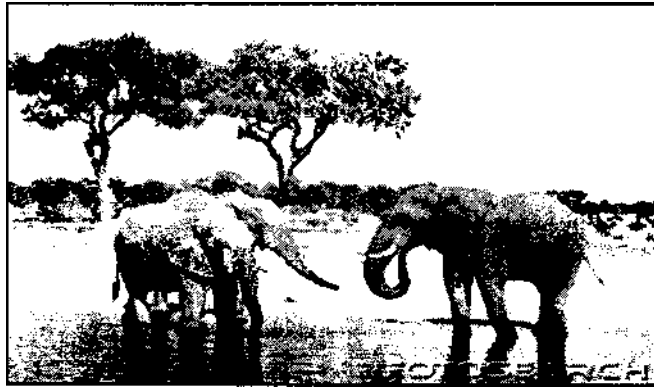
Homophones

1 There are some words in English that sound exactly the same but have different spellings and different meanings. Complete the table by matching each of the words in the box with one of the clues below.

tail | weight bear right wait Dear tale write bare

	Word A	Sound	Word B
1	tail - a cat has a long one	/teil/	- an imaginative story
2	- brown animal with thick fur	/dia/	-sir or madam ...
3	- a large animal with thick fur	/bea/	- empty / nude
4	- correct / not wrong	/rait/	- use a pen to do this
5	- don't go / stay in one place	/weit/	- in kilos, for example.

2 m Listen, repeat and check your answers. In your language do *you* have words that sound the same but have different spellings?



Close up

Relative clauses

1 Combine each of the following sentences with *that* to make one new sentence.

- I've got a friend. He lives in London. For example: *I've got a friend that lives in London.*
- I've got a car. It isn't very easy to park.
- I know a woman. She's got a beautiful singing voice.
- I went to a private school. It was a long way from my house.
- My parents have got two dogs. They like going for long walks.
- I've got a sister. She works in a shop.
- Last week I watched a very sad *film*. It made me cry.

2 Work with partner. Look at the now sentences you have written in 1. Underline the relative clause in the new sentences. What is the subject of the verb in each relative clause?

subject verb

3 In which sentences in 1 can you replace *that* with *which*? In which sentences can you replace *that* with *who*? What is the rule for using the relative pronouns *which*, *who* and *that*?

4 How many of the sentences in 1 are true for you? Compare your answers with a partner.

5 The definitions in column A are ungrammatical. Correct each one by ~~crossing out~~ one unnecessary word. Then match the definitions with a word from column B.

- A
- a) An animal that it can smell water five kilometers away.
 - b) A person who he studies birds.
 - c) An animal that it sleeps standing up.
 - d) The only animal- apart from humans -which it gets sunburn.
 - e) A name for people who they are afraid of spiders.
 - f) The thing that you sit on it when you ride a horse.
 - g) An insect that you get malaria from it.
 - h) An animal whose name it means 'I don't understand.

- B
- 1 A saddle.
 - 2 A kangaroo.
 - 3 A mosquito.
 - 4 An elephant.
 - 5 An ornithologist
 - 6 A pig.
 - 7 A horse.
 - 8 Arachnophobic.

6 Use the ideas in the boxes (and your own) to write down three true statements about your feelings or the feelings of people you know well. Compare your statements with a partner.

I My mother My father My friend etc	+	love(s) hate(s)	+	people men women children animals bars shops rooms etc.	+	who which that	are funny / serious talk too quietly / loudly are very cheap / expensive drive too slowly / fast are very big / small etc.
---	---	--------------------	---	---	---	----------------------	--

Language reference: relative clauses

A *relative clause* gives additional information about a person or a thing introduced in the main clause. It comes immediately after the person or thing it is describing.

A person who *treats sick animals* is called a vet.
I've got a car *that isn't very easy to park*.

You usually introduce a relative clause with a relative pronoun: *who* for people, *which* for things and *that* for people or things. The relative pronoun becomes the subject (or the object) of the verb in the relative clause so you don't need to use *she*, *him*, *it* etc.

An *ornithologist* is a person *who studies birds*. NOT... ~~who he studies birds~~
A *mosquito* is an insect **that** you get **malaria/from**. NOT... ~~that you got malaria from it~~

Animal tales

Reading



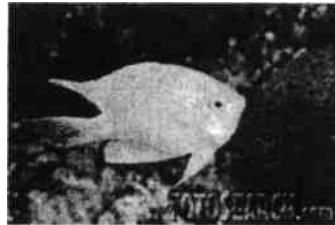
1 Work in groups of three. You are going to read some true stories about the six animals in the pictures. Which animal do you think goes best with descriptions A-F?

A An animal that healed someone who was depressed.

B An animal that died of a broken heart.

C An animal that refused to be separated from another animal in the same house. D An animal that knew when its owner was coming home. E An animal that loved classical music. F An animal that

accidentally deleted some valuable files on a computer.



2 Work in groups of three. Student A, Student B and Student C read your two animal stories and match a description in 1, to each story.

Student A

STORY 1

Mr and Mrs Roper live near London with their son, Robert, and a mynah bird called Sammy. Robert travels a lot in his work and he is sometimes away for weeks or even months. He doesn't always tell his parents when he is coming home, but he doesn't need to. Mr and Mrs Roper always know when their son is going to arrive because Sammy starts calling 'Robbie' a few hours before Robert walks through the door:

STORY 2

Bill Bowell, a retired manager, was suffering from depression. The doctor gave him Antidepressants, but they didn't help, and he was unable to work for twelve years.

Then he decided to swim with the dolphins.

'My life changed forever,' says Bowell. A dolphin called Simo looked into my eyes for a few minutes and I started to cry. All my emotions erupted like a volcano. As I cried, Simo put his head on my chest and stayed very still. After swimming with dolphins Bowell says he has fully recovered.

Student B

STORY 1

In France, a man had to move to a new job two hundred kilometres away. He owned a dog and a cat and he loved them both. But he thought that the cat would prefer to stay in the same house with new owners.

So he moved house and only took the dog.

About three weeks later, the dog suddenly disappeared. For several days, the man looked for his dog, but didn't find him.

Then, seven weeks later; the dog turned up ...but he was not alone. By his side was the cat. They were tired and hungry after their long journey, and the cat's paws were bleeding. But they recovered quickly and were never separated again.

STORY 2

A bank worker in San Francisco decided to take his Siamese cat, Morris, into work with him one day. While the man was speaking on the telephone, Morris walked across the keyboard of his computer and accidentally keyed in a secret code that deleted files worth \$100,000. As you can imagine, the man's employers were not amused.

Student C

STORY 1

People say that fish are cold, but this story proves that they have feelings too.

A friend was moving to another country so we took her pet goldfish and put it in a bowl with our goldfish. They lived together for six months, and when the friend came back, we separated them again, and she took her goldfish home.

I immediately noticed that my goldfish was behaving strangely, banging against the side of the bowl. The next morning he was floating on the surface, dead.

Later that day my friend phoned to say that her goldfish was also dead.

I believe they died of a broken heart.

STORY 2

While traveling in the north of England some years ago, my husband and I stopped in a quiet place for a picnic and played some Mozart on a CD player. After a few minutes we looked up and realised that we were surrounded by cows who were listening to the music. When the Mozart was finished, we put on a CD of modern music. The cows immediately turned round and walked off.

- 3 Work in groups of three. Without looking at the book, take it in turns to retell your stories; to the other people in your group. Explain which descriptions from 1 you have matched to your stories. Which story do you like best?

Lexis

- 1 The words and expressions in the box are from the stories in the previous section. Use them to complete this joke about a clever dog.

turned up turned round paw decided to stayed very still looked into his eyes walked off

CLEVER DOG

For years, a dog had (1) *turned up on* the.



Wednesday morning to do his owner's shopping. On this Wednesday morning, the dog walked into the butcher's shop as usual with a purse around his neck. The butcher asked the dog what he wanted. It pointed his (2) _____ at the sausages. 'How many kilos?' the butcher asked him. The dog (3) _____ and barked once. The butcher packed _____ one kilo of sausages. 'Anything else?' he asked. The dog pointed to the beef burgers. 'How many?' the butcher asked him, _____ The dog barked four times; and the butcher packed four beef burgers, pie dog then walked behind the counter and (4) _____ so the butcher ; could open his purse, take the right _____ money and tie the meat around , the dog's peck. Then the dog (5) _____ and (6) ____ A regular customer was surprised to see the dog doing his shopping and (7) _____ home. After about a kilometer, the dog approached a house and scratched at the door. When it opened, the customer said to the woman inside the house, That's a very clever dog you have there. 'Clever?' she replied. "Not really. That's the second time this week he's forgotten his front door keys.'

- 3 Listen and check your answers to 1. Do you know any jokes or stories about animals? Tell your partner one of your jokes or stories.

Special friends



Maxine

Listen to Tim, Gus and Maxine being interviewed about their pets. Guess what their pets are from the words in the box. Compare your guesses with a partner. The answers are on page 96.

a cat a rat a pig a dog a hamster
a parrot a spider a snake

- 2 Work with a partner. Look at the following list of pet characteristics.
- 3 Tick (✓) the ones that you think were mentioned in the interviews.
 - a) He/She's a good companion.
 - b) He/She listens to my problems.
 - c) He/She makes me laugh when he/she does silly things.
 - d) We have a special bond.
 - e) He/She helps me make friends with other people with pets.
 - f) He/She frightens people away.
 - g) He/She keeps me fit because I have to take him/her out for walks, h) He/She looks cool.
 - i) He/She parties all night long.
 - j) He/She gives me unconditional love.

- 3 Listen to the interviews again and check your answers to 2, Put *T* for Tim, *G* for Gus or *M* for Maxine if they mention that their pet has one of the characteristics.
- 4 Which of the characteristics in 2 would you look for in a pet? Which of these characteristics would you look for in a person? Discuss with a partner.

Close up

Conditionals

- 1 Work with a partner. The diagram shows the last question from the interview in the previous section. Discuss the questions.



If-clause

If + past tense

If you were an animal

Main clause

Would + infinitive

What animal would you like to be?

- a) Is the question about a real situation or an unreal situation?
 b) Is the question about now or the past? What tense is used in the ^clause?

- 2 Replace the word *animal* in the table in 1 with words *from* tile box and/or your own ideas. Ask your partner the questions. Discuss your answers.

a famous person a fictional character a colour a car a month

- 3 Complete the *Unreal situation* column with conditional sentences so that they are true for you. Compare your sentences' with your partner.

Real situation

a) I'm not a member of the opposite sex.

=>

Unreal situation

If I was a member of the opposite sex, I'd / I wouldn't _____.

b) I'm not the president of my country.

=>

If _____, I'd / I wouldn't _____.

c) I haven't got \$1 million.

=>

If _____, I'd / I wouldn't _____.

d) I don't speak English fluently.

=>

If _____, I'd / I wouldn't _____.

e) I can't fly a plane.

=>

If _____, I'd / I wouldn't _____.

- 4 Work in small groups. Look at these 'moral dilemmas'. Complete them with the correct verb form and then discuss your answers to each one. I

- a) If you (**find**) a wallet in the street with \$20, would you give the wallet in to the police -but keep the cash?
 b) If you saw your friend's partner kissing someone else, (**you tell**) your friend?
 c) If a shop assistant (**give**) you too much change, would you keep the money and say nothing?
 d) If a friend left their bag at your house by mistake, (**you look**) through it?
 e) If you (**see**) some children stealing *some* chocolate from a shop, would you tell the shop owner?

5 Write down two more 'moral dilemmas' beginning with *If* + past tense and pass 'them on to another group. Discuss the answers.

Language reference: conditionals

You can use a conditional sentence to talk about a present situation that is unreal *or* not; probable. Conditional sentences have two clauses: an If-clause and a main clause.

If-clause

To show that a present situation is unreal, you use a past tense.

Real situation

time (now) = present simple => time (now) = past simple

I am not an animal.

=> If I was/were an animal...

I live in an apartment.

=> If I lived in an igloo, ...

Unreal situation

Main clause

You usually use *would* + infinitive in the main clause.

If-clause

Main clause

If I had \$1 million, I'd travel round the World

If I could fly a plane, I'd sell my car.

* Note: If I /he/ she / it were is more formal than If The/ she/ it was.

Reptiles

Reading

1 Read the article about a pet snake and explain the links between the following.

- a) 2 years old -5 years old b) 20 centimetres -1 metre c) 2 minutes -3 months

KING JIM

My son has been interested in having a snake as a pet since he was two. I think he's fascinated by their power to make people like me run away in horror. I've never been keen on the idea of having a snake in the house and I was hoping he would get tired of asking for one in the end, but his stepfather went ahead and bought a little surprise snake for Louis' fifth birthday.

It was quite sweet: about twenty centimetres long and the width of a pencil-a non-venomous Californian King snake which Louis called King Jim. But then it grew and grew and grew. A year and a half later, it was about a metre long and as thick as a sausage. Some people objected to it so much that they stopped coming to our house.

Personally I disapprove of keeping a wild animal as a pet. It must get so bored of going round and round in its cage. I know he's unhappy because once, when Louis left the cage door open for a couple of minutes, King Jim escaped in a flash. We worried about him dying of cold or hunger, but to our 15 surprise he turned up in the kitchen downstairs three months later.

When I think about it now, I can't believe we didn't tell our friends that we had an escaped snake in the house.

2 Would you have a pet snake? What's the most unusual pet you know? Tell your partner.



Lexis: Prepositions after verbs & adjectives

1 Study the examples from the article above.


Then complete the sentences to make some true and some false statements about yourself

verb or adjective	preposition	-ing form or noun or pronoun
<i>My son has been interested</i>	<i>in</i>	having <i>a snake</i> , (line 1) it.
<i>Some people objected</i>	<i>to</i>	(line 9)

- a) At school, I was fascinated *by*... (line 2)
- b) I've never been keen _____ ... (line 3)
- c) As a child, I never got tired _____ .. (line 4)
- d) My parents disapprove _____ ... (line 11)
- e) I'll never get bored _____ ... (line 12)
- f) I often worry _____ (line 14)
- g) I feel happy when I think from (line 16)

2 Work with a partner. Read your partner's statements 1 and guess which statements are true and which are false.

Anecdote

1  Listen to Mandy talking about her m end's p et i guana. Which of the following topics does she talk about?

- What kind of animal is it?
- Who is its owner?
- What's its name?
- How old is it?
- What does it look like?
- Can it do any tricks?
- What sort of personality does it have?
- Where does it sleep?
- What does it eat?
- Does it need much exercise?






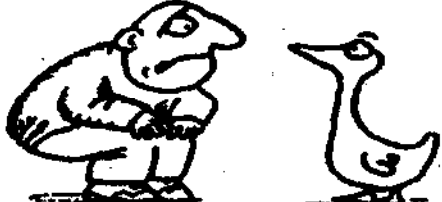






2 Work with a partner, Note down as much information as you can remember about the topics Mandy talks about. Listen again and check your answers.

4 Think about a pet that you know: yours or somebody else's. You are going to tell your partner about it. Choose from the list in 1 the things you want to talk about. Think about what you will say and what language you will need.

Extra activity Animal idioms

1 The list of idioms below all contains the names of animals. Look at the cartoons and write in the name of the animals.

	
<p>a. to smell a</p>	<p>f. to talk until thecome home</p>
	
<p>b. to set the.....amongst the.....</p>	<p>g. to be gentle as a</p>
	
<p>c. to behave like a.....in a china shop.</p>	<p>h. to be unable to say boo to a</p>
	
<p>d. to sort out thefrom the.....</p>	<p>i. to have a.....party</p>
	
<p>e. to make anof yourself.</p>	<p>j. to be like water off a 's back.</p>

2. Read the situation and complete the idiom from Exercise 1 which describes it.

a. I hadn't seen my old school friends for ages, so we stayed up talking for most of the night. We talked

b. The test was very difficult. It showed the teacher which students had done the work and which students hadn't. It really sorted out

c. My brother's getting married on Saturday and he's going out with all his mates the evening before. He's having a

d. Our dog's very big and fierce – looking but he's very good with babies and children. He's as

e. I didn't believe a word that salesman said about that car. I knew he was lying about the number of miles it had done. I really smelt

f. It doesn't matter how much you get angry with her, it has no effect. It's like

g. The interview was terrible. I forgot everything I wanted to say, and I couldn't answer their questions either. I really made

h. Careful! You're so clumsy. You're knocking everything off the table. You're like

i. I didn't know that Bob knew nothing about Anna and Peter. When I told him he went white. I think I've really set

j. Maisie is such a shy little girl; she never puts her hand up, she can't say.

Additional material

1 You and me

I never forget a face, 1

Try to put the right names under each paragraph



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____

Close up. Subject questions, 2

Student A

Try to complete these general knowledge facts. Ask your partner appropriate questions to check your answers.

- a) _____ create Sherlock Holmes. → Who created Sherlock Holmes?
b) J. K Rowling created _____ → Who did J. K Rowling create?
c) created Tarzan?
d) Alexander Fleming discovered _____
e) _____ invented the telephone.
f) Elvis Presley lived in _____ .
g) _____ built the Taj Mahal.
h) The French football team won _____ in 1998.

2 love stories

True love. Reading, 3

Student A

1 These are the answers to some comprehension questions about the article, *Great love affairs*, on page 18-19. Write the questions.

- a) In 1998. *When...?* b) In the 17th century. *When ...?*
c) Twenty-two years. *How long...?* d) At a polo match. *Where ...?*

2 Give your questions to your partner.

3 Check your partner's questions. Answer them and then discuss the questions and answers.

6 Smile

Lexis: the face, 5



Lexis: describing character, 5

Your description of a dog is your own personality. Your description of a cat is your partner's personality. Your description of a rat is your enemy's personality. Your description of coffee is how you see love. Your description of an ocean is your own life.

10 Animals

Lexis: animals

Answers:

a4 b3 c5 dl e6f2

1 You and me

Close up. Subject questions, 2

Student B

Try to complete these general knowledge facts. Ask your partner appropriate questions to check your answers.

- a) Arthur Conan Doyle created _____ Who did Arthur Conan Doyle create?
- b) _____ created Harry Potter. Who created Harry Potter?
- c) Edgar Rice Burroughs created _____ .
- d) _____ discovered penicillin.
- e) Alexander Graham Bell invented _____ .
- f) _____ lived in Graceland.
- g) Shah Jahan built _____ .
- h) _____ won the World Cup in 1998.

2 love stories

True love. Reading, 3

Student B

1 These are the answers to some comprehension questions about the article, *Great love affairs*, on page 20. Write the questions.

- a) In 1936. When...?
- b) In April 1970. When...?
- c) Ten months. How long ...?
- d) Nineteen years. How long ...?

2 Give your questions to your partner.

3 Check your partner's questions. Answer them and then discuss the questions and answers.

6 Smile

What are you like? Reading, 1

**If you scored 19-24,
YOU'RE AN OPTIMIST!**

You always try to see the positive side of life. You know how to enjoy yourself and you don't waste time worrying about things that may never happen. But be careful - your friends might find your optimism rather irritating at times.

**If you scored 13-18,
YOU'RE MR OR MS SENSIBLE!**

You are a realist. You know life has ups and downs but you hope to have more good times than bad times in your life. But be careful -you can be too serious at times. You need to show your feelings a bit more.

**If you scored 8-12,
YOU'RE A PESSIMIST!**

You must try to stop having negative thoughts. You need to learn how to enjoy the good things in life and stop worrying about things that may never happen. And remember, there are many people in worse situations than you.

7 Going out

Reading

**What it means If you
scored 20-29**

When you dance, you really express yourself. You may look like an octopus in a blender, but you don't care what other people think. Good for you! No party is complete without you.

If you scored 11-19

You enjoy dancing but you're too worried about your image. You should let yourself go. Be a bit less serious about life. /

If you scored 10 or less

Hmm, what do you enjoy? Do you collect stamps? Hopefully you are an interesting person to talk to!

9 Lifestyle

Close up. *will* for prediction, 2 The

Oracle

- Choose a question you want to ask.
- Take it in turns to roll the dice with the question in your mind.
- Find the letter corresponding to your question, and the number you threw on the dice. Find your answer where they meet. For example: you asked questions and you threw 4, so the Oracle says 'One of each.'

- What will the love of my life look like?
- Will I be famous one day?
- Will I travel the world?
- How many children will I have?
- Where will I be most happy?
- What will I look like in ten years' time?

	1	2	3	4	5	6
a	Not as you expect.	Gorgeous.	Not classically good-looking, but you'll never look at anybody else.	Very fit.	He/ She will have wonderful eyes.	He/ She'll look like you
b	No, you won't	No, but you'll meet someone famous.	You'll be well-known in your profession.	You'll be in the news for doing something crazy.	You'll have your fifteen minutes of fame.	Yes, but you have to work very hard,
c.	Yes, for pleasure.	Yes, for your job.	No, but you'll travel in your own country.	No, but you'll meet people from all over the world.	You'll have wonderful holidays abroad.	You'll travel when you're older.
d	More than you expect.	The same as your parents.	Your career will be more important.	One of each.	You'll have a big family.	Enough.
e	At home in bed.	In the mountains.	Abroad.	Near the sea.	Everywhere.	In a big city.
f	Completely different.	Like your mother.	Fabulous	Younger than you are.	No different.	Like your father.

10 Animals

Special friends. Listening, 1



Tim's pig, Harriet



Gus' spider, Hendrix



Maxim's hamster, Page

References

1. Sue kay, Vaughanjones&phillip Kerr, Inside Out - Pre-intermediate (students' book + Cassette) Macmillan Publishers Limited Press, 2002.
 2. Sue kay, Vaughanjones&phillip Kerr, Inside Out - Pre-intermediate (work book) Macmillan Publishers Limited Press, 2002.
 3. Gillie Gunningham & Sue Mohamed, Language to go - Pre-intermediate (students' book + Cassette), Longman Press, 2002.
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