

GRAFFIN



Students' Book 2

PETER VINEY AND KAREN VINEY

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Story for pleasure 3

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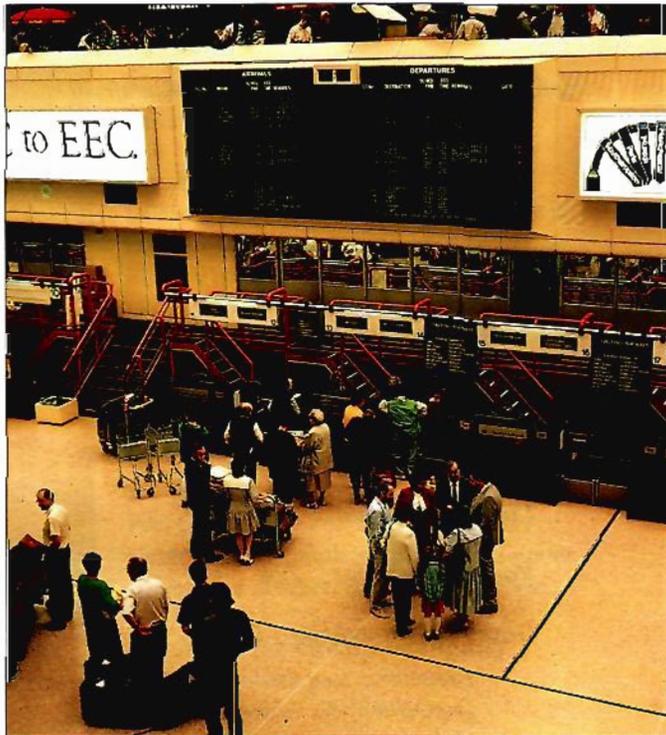
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The language of the air



English is the language of the air. Air traffic controllers speak to pilots in English, boarding passes are usually in the language of the country *and* in English. At airports, signs are usually in the language of the country and in English.

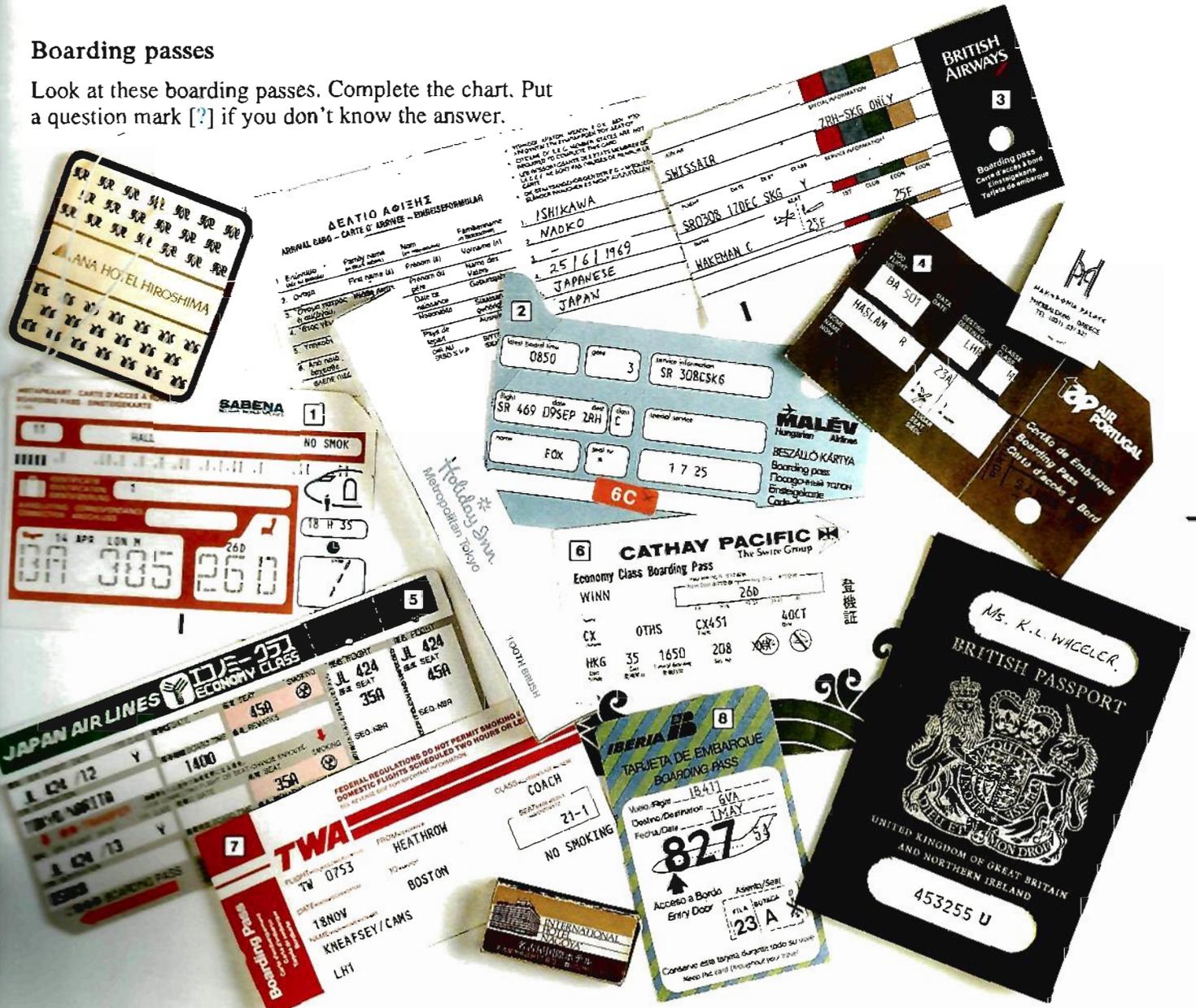


What do the symbols mean? Write the correct words in the spaces above.

bank / taxis / hotel reservations / post office / buses / trains / baggage claim / flight departures / arrivals / passport control / information / telephones / coffee shop / restaurant / bar / toilets

Boarding passes

Look at these boarding passes. Complete the chart. Put a question mark [?] if you don't know the answer.

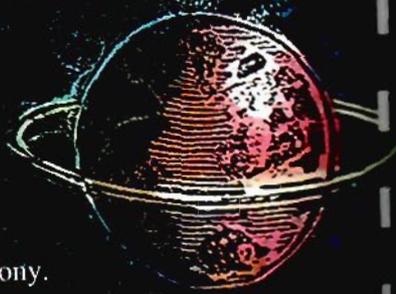


Airline	Seat no.	Flight no.	Gate no.	Destination	Languages (English + ?)
1					
2					
3					
4					
5					
6					
7					
8					

Key

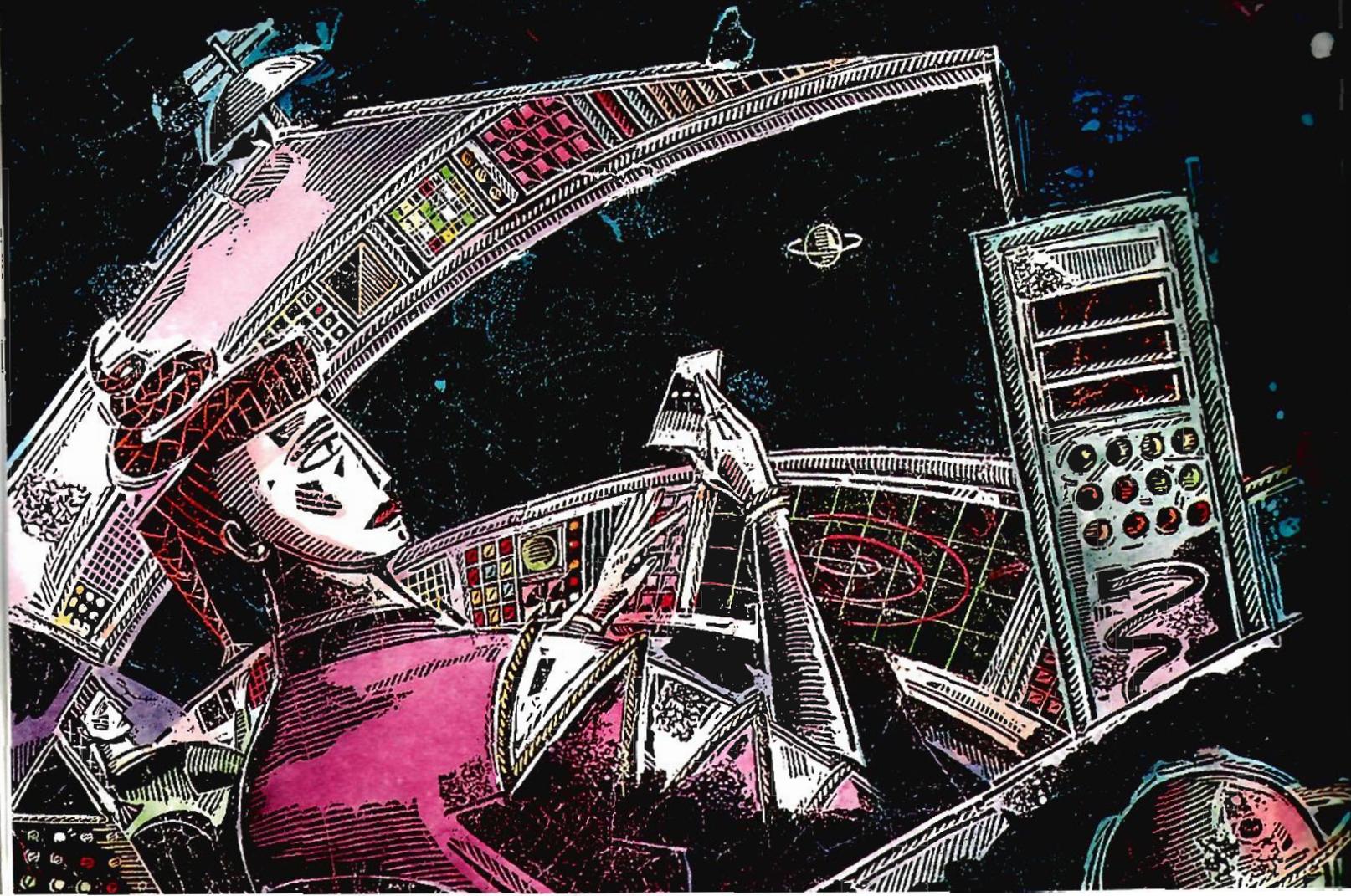
- BA - British Airways
- CX - Cathay Pacific
- GVA - Geneva
- HKG - Hong Kong
- IB - Iberia
- JL - Japan Air Lines
- LHR - London Heathrow
- LON - London
- no. - number
- SKG - Salonica
- SR - Swissair
- TW - Trans World Airlines
- ZRH - Zurich

Personal details



a Starbase Four Emigration Control

- Next!
- Good morning.
- What's your name?
- Maria Yoko Smith.
- Maria Yoko Smith. Female. What is your destination?
- Omega IV.
- Omega IV, Riga star system. There are 743 vacant accommodation units on Omega IV. I need some information about you.
- Of course...
- What is your date of birth?
- 1 April 2549.
- Where were you born?
- Einstein City.
- Einstein City, United States of Europe, Earth. Where do you live now?
- Silicon City, Mars Colony.
- What is your marital status?
- I'm single.
- Number of children?
- Three million.
- ... Your answer is not correct. Is this a joke?
- Yes. Sorry. None. Not yet.
- What are your qualifications?
- Doctor of Computer Technology, University of Alaska.
- D.C.T., Alaska. What do you do?
- I design computers.
- Computer Designer ... Maria Yoko Smith Einstein City ... Are you the designer of the ZV series?
- Yes.
- ... Mummy!



b Screen one

Look at the screen below. Student A is Cheng, Student B asks questions.

- What's your surname?
- What are your first names?
- Are you married?
- Have you got any children?
- Where do you come from? / What nationality are you?
- When were you born?
- Where were you born?
- Where do you live? / What's your address?
- Have you got any qualifications?
- What do you do?

STARBASE FOUR EMIGRATION CONTROL			
Surname	Cheng		
First name(s)	Pierre Ali		
Title	Captain	Marital status	Married
(Mr/Mrs/Miss/Dr/Other)	Male/Female	Male	
Children	Three	Nationality	Chinese
Date of birth	3 February 2545		
Place of birth	Shanghai		
Present address	Module 76832, Sagan Centre, Titan		
Qualifications	M.Sc.		
Occupation	Starship pilot		

c Screen two

Ask another student questions and write his/her answers on the screen below.

STARBASE FOUR EMIGRATION CONTROL			
Surname			
First name(s)			
Title		Marital status	
(Mr/Mrs/Miss/Dr/Other)	Male/Female		
Children		Nationality	
Date of birth			
Place of birth			
Present address			
Qualifications			
Occupation			

d Pair work

Change partners. Ask about Screen two.
 What's his/her surname?
 What are his/her first names?
 etc.

e Meetings and greetings

Look at the three conversations. Then listen to them and complete the chart below.

- A Hi.
- B Hi! How are you doing?
- A Great. And you?
- B Oh, I'm fine.

- C Hi, everybody.
- D Good morning.
- C Oh, Mrs Brown ... Good morning.
- D It's ten o'clock.
- C Yes, sorry I'm late.

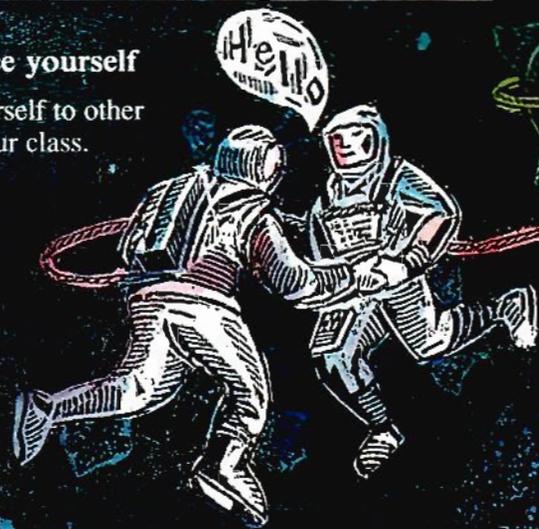


- E How do you do?
- F How do you do?
- E Grayson. Mark Grayson from Dallas Trading Incorporated.
- F Pleased to meet you. Antonia Hudson. Jackson's plc.

Speaker	A	B	C	D	E	F
Male (M) or female (F)?						
English (E) or American (A)?						
Are they friends? Yes (Y) or no (N)?						
Are they young (Y), middle-aged (M) or old (O)?						

f Introduce yourself

Introduce yourself to other students in your class.



g Asking about personal details

Student A: Look at the Interaction appendix, Section 1.
 Student B: Look at the Interaction appendix, Section 14.

	Snow covered everything	
--	-------------------------	--

Snow covered everything. Every tree, every house and every garden was white in the evening light.

Little Nell knocked on the door.

'Have you got any rooms for tonight?' she asked.

'Have you got any money?'

Little Nell looked at the floor.

'No,' she said.

'Then we haven't got any rooms for tonight. Sorry.'

Little Nell's bag was heavy. She went down the steps into the cold street. There was no money in her purse, and no food in her stomach. In the distance there were some lights, some bright lights. She turned towards them.

The horse was dead. Lone Wolf stood up. He was tired and cold. Snow covered everything. Someone was following him, a man with a gun. Everyone in his tribe was dead now. Everybody except him. He was the last of the Sikwa Apaches. There was a sound in the distance. Was there anyone there? Lone Wolf's knife was in his hand. He looked round. But there was no one. Not yet.

Her eyes were open. Snow covered everything. She was alone. There was nobody near her. Where were the others? She was cold, very cold. There were pieces of the plane everywhere. 'My legs,' she thought, 'I can't feel anything in my legs.' Somewhere in the distance there was a noise. Wolves! There were wolves in these mountains ...

'But Doctor ... There are no footprints anywhere. Look! There isn't anything here.'

The doctor smiled, 'Of course there's nothing. It snowed last night, Inspector. The snow covered everything.'

'Oh, yes,' said the inspector. 'But what about the stories? There was something here, something strange and terrible.'

'Inspector!' said the doctor. 'You can't believe those stupid stories about a wolfman!'

'No,' said the inspector, 'but ...'

Then there was the noise again. That terrible noise somewhere in the distance. Was it a man? Was it a wolf? Or was it ... the wolfman?

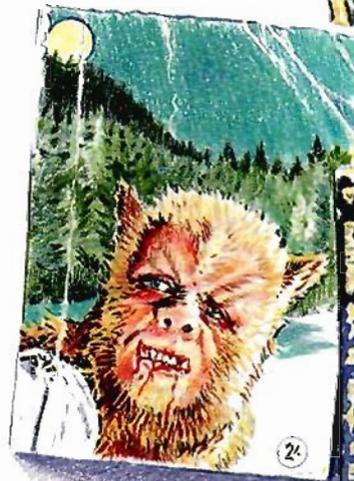
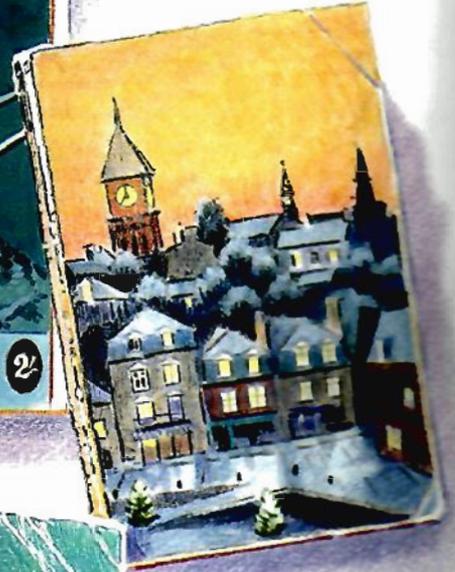
a Four stories

- 1 Read the four extracts from stories. Match them to the covers and titles of the books.
- 2 Underline all the words beginning with *some-*, *any-*, *no-* and *every-*.

Alone in the snow
R.K. DICKENSON



night of the wolf
Robert Dickson



And then there was one
ROB DIXON



THE LAST SURVIVOR
DICK ROBERTSON

b True or false?

Look at these sentences about the four stories. Are they true or false? Correct the false sentences.

- | | True | False |
|--|--------------------------|--------------------------|
| 1 There wasn't any money in Little Nell's purse. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 All of the trees, all of the houses and gardens, were white with snow. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 There were no rooms for that night. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Nobody in his tribe was alive, except Lone Wolf. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 No one was following him. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 There was a sound but no one was there. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Everybody was near her. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 There were pieces of the plane everywhere. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 There weren't any wolves in the mountains. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 There were some footprints in the snow. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 There was snow everywhere. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 There was a noise somewhere in the distance. | <input type="checkbox"/> | <input type="checkbox"/> |

c Tell the story

Look at the stories. Ask and answer about them.

- 1 What is Little Nell looking for? Why can't she get one? What's going to happen to her?
- 2 Which country does Lone Wolf live in? Describe him. Where were his friends? Why was his knife in his hand?
- 3 Where was she? What happened to the plane? What about the other people on the plane? What's going to happen to her?
- 4 What happened the night before? Can they see anything now? Why not? Does the doctor believe the stories about a wolfman?

Tell one of the stories. What happened before? What's going to happen next?

d Exercise

Complete these sentences.

- 1 'I'm sorry. There isn't a post office ____ near here.'
- 2 'Listen, there's ____ at the door.'
- 3 ____ in the class was tired. It was the last lesson.
- 4 'Where's my pen? I know it's ____ in this room.'
- 5 'Where are you going this evening?' '____. I'm staying at home.'
- 6 You can find Pepsi-Cola ____ in the world.
- 7 Do you know ____ from England?
- 8 He's got a lot of friends. ____ likes him.

e Past tenses

Look at the four stories. What are the past tenses of these verbs?

- 1 is 2 are 3 am 4 cover 5 turn 6 look 7 go
8 stand up 9 smile 10 say

f Nothing to do

There's nothing for me in this town,
Everywhere I go people put me down,
There's nowhere to go and nothing to see,
There's nobody here to think about me.

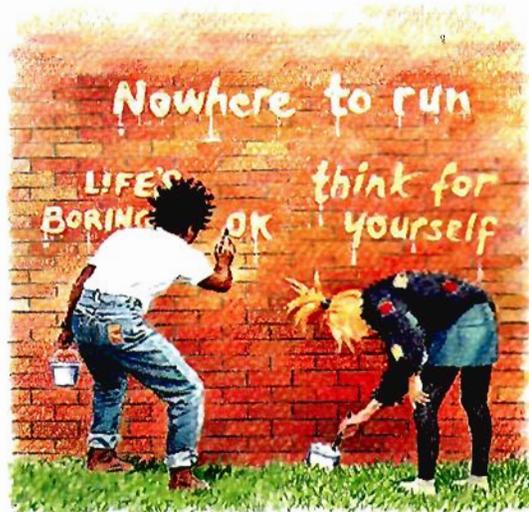
Nothing to do ... No, no ... nothing to do

My parents say 'Why don't you go somewhere?
Why don't you get a job? Why don't you cut your hair?
Someone somewhere has got something for you.
Go and find a job, go and stand in the queue.'

Nothing to do ... No, no ... nothing to do

My parents talk, but they don't understand.
There isn't anything for me in this land.
Everyone everywhere every time says 'No.'
Life here is boring, life here is slow.

Nothing to do ... No, no ... nothing to do

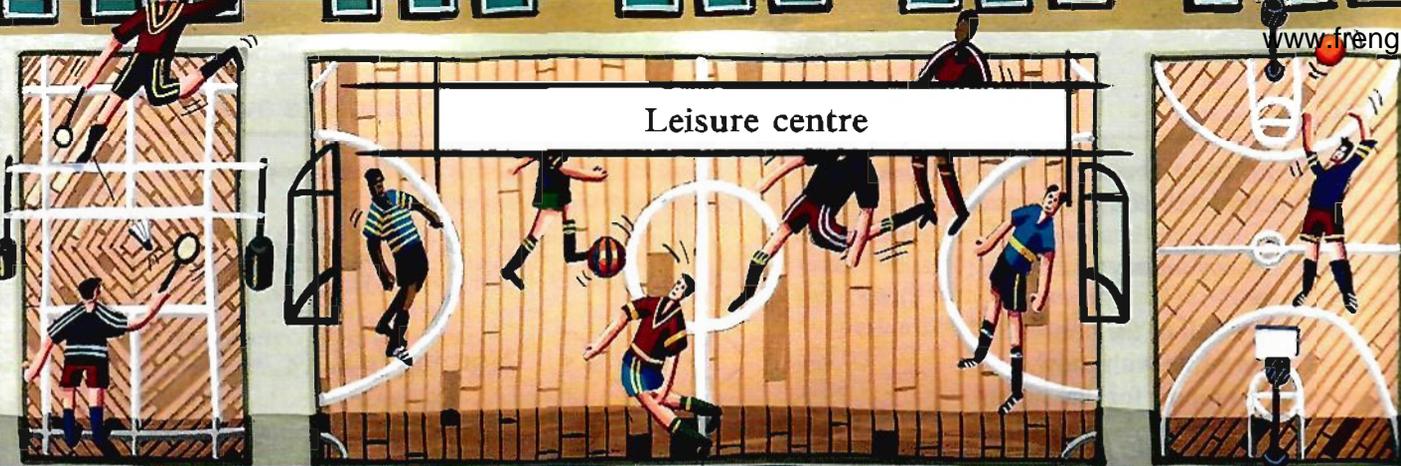


g Your town

Ask and answer with another student.

- 1 What do you do in the evenings / at weekends?
- 2 Do you go out in the evenings? How often?
- 3 Is there anywhere to go? Where? Is there anything to do? What?
- 4 Can you get anything to eat in the evenings? What? Where?
- 5 Do young people need somewhere to go? Where?

Leisure centre



a The leisure centre

- Look at the picture of the leisure centre. Ask and answer.
What are they doing?
Can you play basketball? Can you swim? etc.
Do you like basketball? Do you like swimming? etc.
- Change partners. Ask about your new partner's first partner.
Can she play basketball? Can he swim? etc.
Does he like basketball? Does she like swimming?
etc.

b At reception

Edwina Excuse me ...
Receptionist Yes. Can I help you?
Edwina Yes. I'm looking for the dancing class.
Receptionist It's upstairs on the right.
Edwina Thank you.

Asking for directions

I'm looking for (the dancing class).
 Where are (the changing rooms)?
 Can you tell me the way to (the trampolining)?
 Which way's the (weight training)?

Look at the plan of the leisure centre on the right. Role play a conversation at reception.

c Meeting a friend

Edwina Margaret! Margaret!
Margaret Hello, Edwina. What are you doing here?
Edwina I'm going to the dancing class. What about you?
Margaret I'm going to play squash.
Edwina Oh, really? I'd like to play squash. But I haven't got a racket.
Margaret You can hire one at reception.
Edwina Great! Why don't we play tomorrow?
Margaret All right. Seven o'clock?
Edwina Yes. Great. See you.

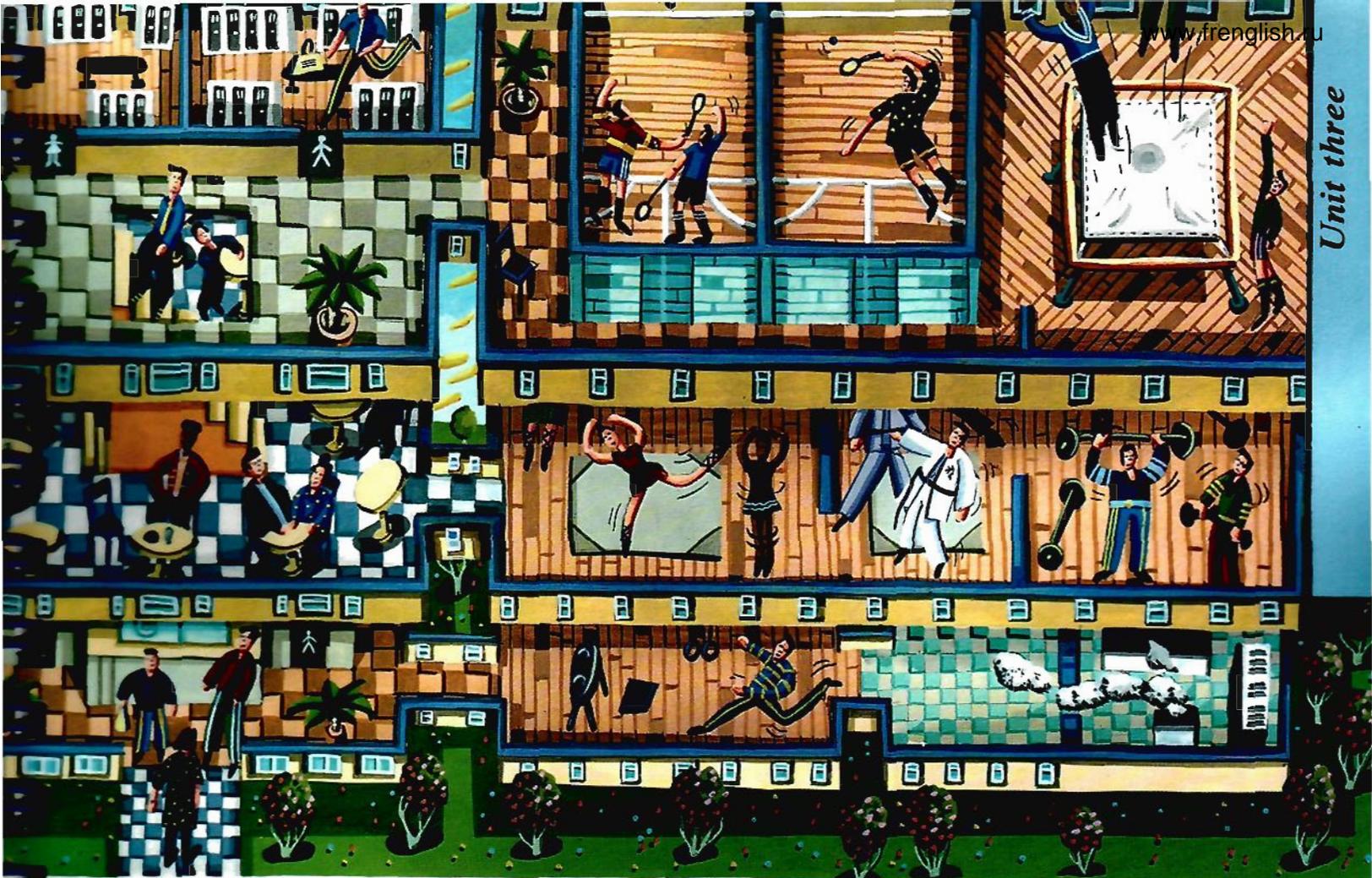
- Put these words in the correct row.
 basketball / yoga / volleyball / aerobics / karate /
 squash / judo / weight training / football / tennis /
 trampolining / badminton

Play *basketball*

Do *yoga*

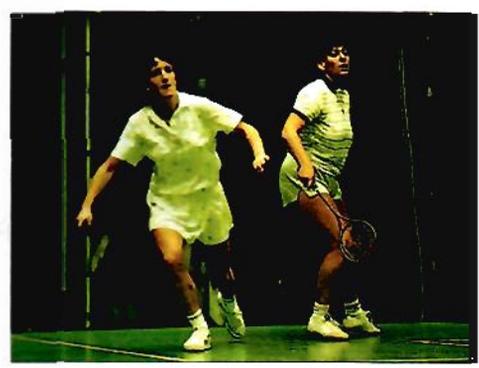
Note: You *have* a (dancing) class. You *have* a sauna.

- Look at the plan of the leisure centre. Role play a conversation like the one above.
- There are a lot of sports and activities at the leisure centre. Ask some other students:
Which activities do you like doing?
Which new activities would you like to do?



d The next day at the squash court

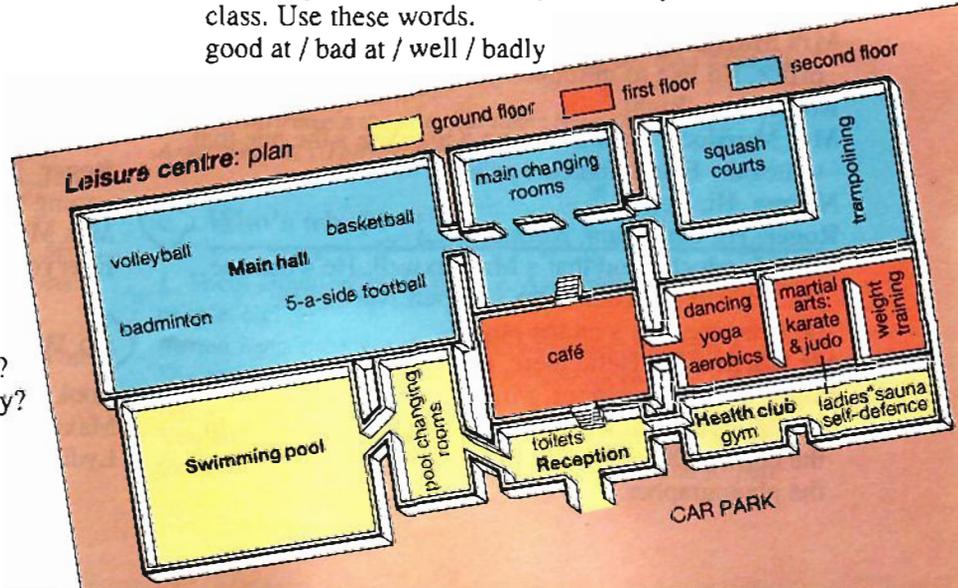
Edwina Sorry ... er, sorry ... sorry ... I'm not very good at this.
Margaret No, you don't play very well.
Edwina I like playing. It's just I ... I ...
Margaret You can't hit the ball.
Edwina Yes. Sorry ...



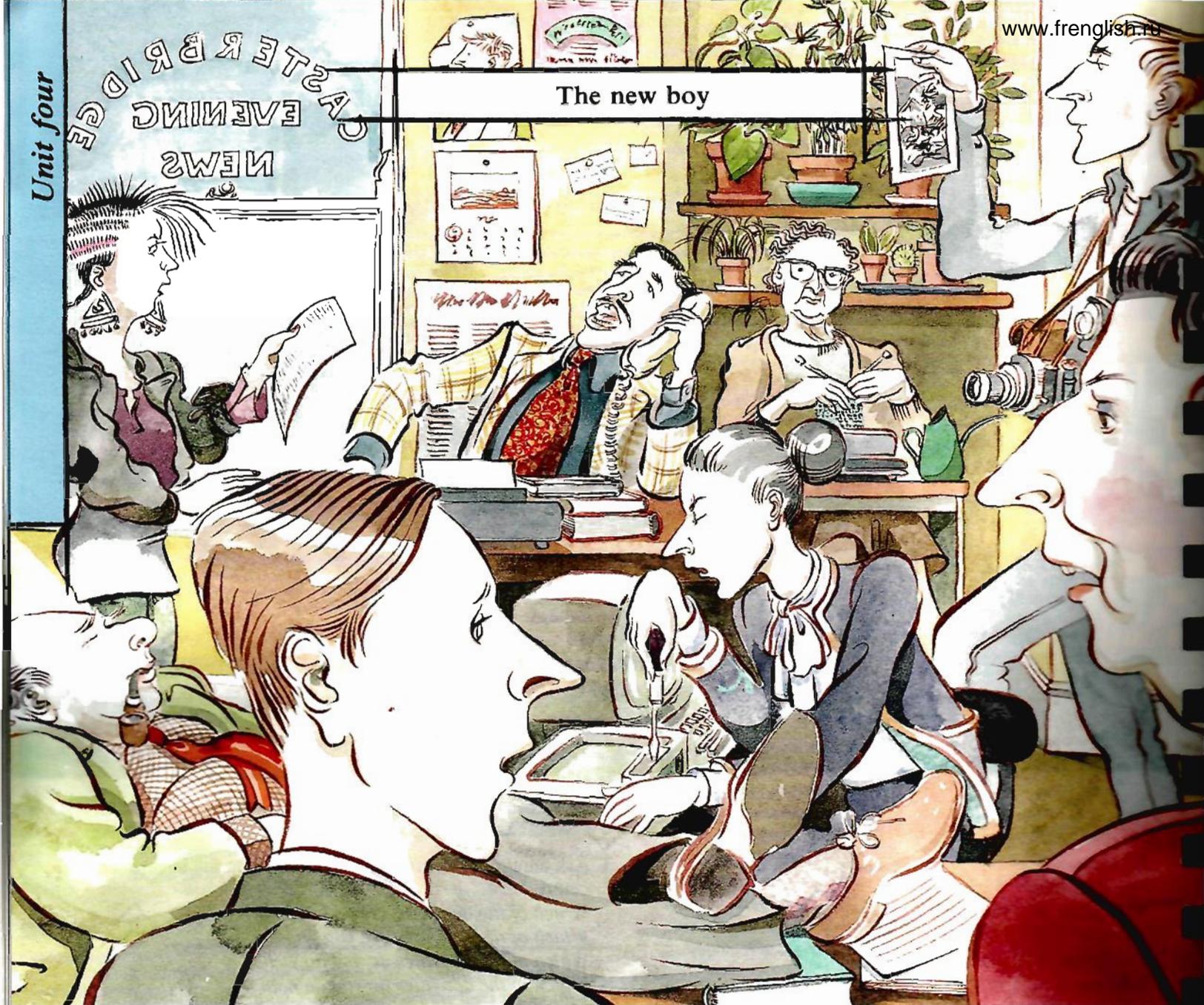
Questions:
 Is Edwina good at squash?
 Is Margaret good at squash?
 Does Edwina play well, or does she play badly?
 Does Margaret play well, or does she play badly?
 Does Edwina like playing squash?
 Is she good at playing squash?
 Can she hit the ball?

e What are you good at?

- 1 Ask another student about the activities at the leisure centre.
Which of the activities are you good at?
Which of the activities are you bad at?
Which of the activities do you do well?
Which of the activities do you do badly?
- 2 Work with a different student. Ask about that student's first partner.
- 3 Write eight sentences about your family, friends or class. Use these words.
 good at / bad at / well / badly



The new boy



It's Roger's first day in his first job. He's going to be an office boy at the *Casterbridge Evening News*. The newspaper's editor, Mrs Murdoch, is showing him around the offices.

Mrs Murdoch Well, Roger, here's the reporters' office. I'd like to introduce you to everybody.

Roger Yes. Right.

Mrs Murdoch This is Norma King. She's the one that writes the Entertainments page.

Norma Hi, Rog.

Roger Hi, um ... um, Norma.

Mrs Murdoch And that's Mr Maxwell. He's the one that's sleeping. Then there's Rupert Northcliffe ... he's the one that's on the phone.

Mr Northcliffe Hello there, Roger.

Roger Hello, Rupert, er, Mr Northcliffe.

Mrs Murdoch And that's Mrs Cardigan over there in the corner. Oh, and I'd like you to meet Tony. He's the photographer.

Tony Nice to meet you, Roger.

Roger And you, Tony.

Mrs Murdoch And this ...

Lydia Good morning. I'm Lydia Potter.

Roger Good morning.

Lydia I'm the only one that does any work round here.

Mrs Murdoch Well, come on, Roger, we're going to the advertising department now.

Roger Right. Er ... Mrs Murdoch ... What jobs am I going to do?

Mrs Murdoch Ah ...

Everyone You're the one that makes the tea. Roger!

a Which one?

Look at the picture. Which one is Norma King? Mr Maxwell? Rupert Northcliffe? Mrs Cardigan? Tony? Lydia Potter? Mrs Murdoch? Roger?

b The phone list

Roger has got the phone list. He's looking at it now.

CASTERBRIDGE EVENING NEWS: INTERNAL TELEPHONE DIRECTORY

Name	Department/ Job	Extension number
ARMSTRONG, Mr Anthony	Photographer	400
CARDIGAN, Mrs Daisy	Fashion page	288
KING, Miss Norma	Entertainments page	321
MAXWELL, Mr Cecil	Sports page	129
NORTHCLIFFE, Mr Rupert	Crime reports	999
POTTER, Ms Lydia	News reports	115

- Make questions and answers about the phone list.
 - Who's Mrs Cardigan? / What does Mrs Cardigan do?
 - She's the one that writes the Fashion page.
- Ask and answer like this.
 - Who's the one that takes the photographs?
 - Tony Armstrong.

c Who's who?

Roger can't remember all the names. He's making notes about the people in the office. Look.

● NORMA KING: Entertainments page.
 Young. Black clothes. Coloured hair.
 Big earrings.
 ● MR MAXWELL: Fat. About 60.
 Smokes a pipe, green jacket, red tie.
 Was sleeping.
 RUPERT NORTHCLIFFE
 MRS CARDIGAN
 ● TONY
 LYDIA POTTER
 MRS MURDOCH

- Make notes about the other people on the list.
- Use the notes, and make sentences about everyone on the list, e.g. Norma King.
She's the person that writes the Entertainments page.
She's the woman that's got big earrings.
She's the one that's got coloured hair.
She's the one that's wearing black clothes.
She's the girl that said 'Hi'.

d Definitions

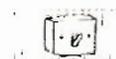
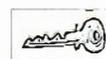
key /ki:/ *n.* piece of metal that opens a lock: *I turned the key and opened the door.*

lock /lɒk/ *n.* thing that keeps a door, gate, drawer, etc. closed, so that you cannot open it without a key.

opener /'əʊpənə(r)/ *n.* thing that takes the lid, etc. off something: *a tin-opener.*

switch /swɪtʃ/ *n.* small handle, knob, or button that turns electricity on and off: *a light switch.*

(from the *Oxford Elementary Learner's Dictionary of English*)



- Match the definitions to the pictures.
- Look at this chart. Match the words from Column A with the words from Column B, then make sentences with *that*, e.g. *A key is something that opens a lock.*

Column A	Column B
A key is something...	It makes something move.
A switch is something...	It opens tins.
A corkscrew is something...	It changes programmes on a TV.
A computer is a machine...	It opens a lock.
A motor is an engine...	It opens bottles.
A tin-opener is something...	It hangs in front of a window.
A remote control is something...	It stores information.
A curtain is a piece of cloth...	It turns electricity on and off.

e They're the ones ...

These are the letters. They need first class stamps.
These are the letters that need first class stamps.
 Make sentences.

- Those are the letters. They need second class stamps.
- They're the students. They come from Spain.
- These are the children. They were late this morning.
- Those are the shops. They don't take credit cards.
- They're the ones. They've got my money!
- Those are the videos. They go with this book.

f Hi, hello, good morning

Mrs Murdoch and Roger are in the advertising department. Listen to the conversations and complete the chart.

Person	What do they do?	Greeting	Roger's response
Mr Austin			
Mrs Lloyd			
Ms Forte			
Mr Dole			

The wedding

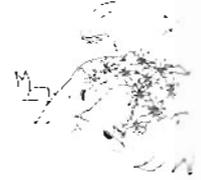
a The invitation

Ask and answer.

- Who's getting married?
- Where will the wedding be?
- What time will the wedding be?
- Which day will the wedding be?
- Will there be a reception?
- Where will the reception be?
- When will the reception begin?
- When will the reception finish?



*Mr and Mrs B Webster
request the pleasure of your company
at the wedding of their daughter
Belinda Catherine*



*to
Mark Stephen
son of Mr and Mrs J Collins of 13 Newbury Road, Camford
The service will be at St Andrew's Church, Bingley Road
at 11 a.m. on Saturday 29th November
with a reception at
the Royal Avon Hotel from 12 noon to 3 p.m.*

*RSVP to:
Mrs Webster
at Samways Gardens
Camford*

b Get me to the church!

Mr Webster Belinda ... Belinda!

Belinda What?

Mr Webster Are you ready?

Belinda What?

Mr Webster It's ten to eleven, Belinda. He'll be here in a minute.

Belinda What?

Mr Webster Uncle Roland ... with the car ... Ooh, you look lovely. Very nice.

Belinda Thanks, Dad.

Mr Webster Oh dear, oh dear, he isn't here.

Belinda Oh, Dad ... We'll be late.

Mr Webster We won't be late. Roland's always on time. Well, nearly always.

Belinda It's his rotten car.

Mr Webster Uncle Roland won't be late. Not for your wedding, dear.

Belinda Oh! Here he is!

Belinda Oh! My flowers! I haven't got my flowers!

Mr Webster Oh, no ... Where are they? I'll get them.

Belinda Upstairs, in the bathroom.



c Waiting at the church

Clive Well, everybody's here now.

Mark Except Belinda.

Clive Calm down, Mark. She'll be here in a minute. Who's bringing her?

Mark Her Uncle Roland. You know, he's the one that's got the wedding car business.

Clive Oh, right.



Mark Have you got the ring?

Clive Yes, it's in my pocket. Hold on ... It isn't there any more. That's funny. It was in this pocket ... or was it this one?

Mark Oh, come on, Clive!

Clive It's here somewhere ... Oh, no, there's a hole.

Mark That ring was two hundred pounds ...

Clive I'm sorry, I'm sorry, Mark. I'll find it.

Terry Smile!

Mark Hello, Terry. Er ... Clive, this is Belinda's brother, Terry. He's taking the photographs. Now, what are you going to do, Clive?

Clive Er ... I'll go and get another one ... I'll buy one.

Mark But there isn't time!

Clive I'll ... er ... I'll hurry! Er, Mark ...

Mark Yes?

Clive Have you got any money?

Mark Look at the time!

Terry They'll be here soon.

Mark Will they? This is ridiculous! I haven't got a ring, I haven't got a best man, and I haven't got a bride!

Clive I got the ring!



d Who's who at a wedding

The bride The bride is the woman who is getting married.

The groom The groom (or bridegroom) is the man who is getting married.

The best man The best man is a friend or brother of the groom. He stands with the groom during the wedding. He's the one who looks after the ring.

The bride's father He's the one that stands with the bride during the wedding. He 'gives her away'. (If her father is dead, an uncle, brother or friend 'gives her away'.)

The vicar A vicar is a priest of the Church of England. In Britain you can get married in a registry office or in a church.

The bridesmaids (girls) and pages (boys) They're the children who walk behind the bride. They're the ones that help her with her long dress.



e Timetable

Here is a timetable for the day. Ask and answer about it.

What'll happen at 10.30?

Where will Mrs Webster and the bridesmaids go at 10.30?

When will Mrs Webster and the bridesmaids go to the church?

10.30	Mrs Webster & bridesmaids to the church	1.45	Speeches
10.45	Wedding car collects Belinda, Mr Webster	2.00	Cut the wedding cake
11.00	Wedding service	3.00	Belinda and Mark leave the reception
11.30	Photographs outside the church	3.45	Arrive at the airport
12.00	Reception at the Royal Avon Hotel	5.15	Plane leaves the airport
1.00	Lunch	7.45	Arrive in Majorca for the honeymoon

f Discussion

Talk about weddings in your country.

What usually happens? Where do people get married? Which day of the week? What does the bride wear? What does the bridegroom wear? Where do people have the reception? How long is the reception? What happens at the reception? Do they usually have a honeymoon?

Bigfoot



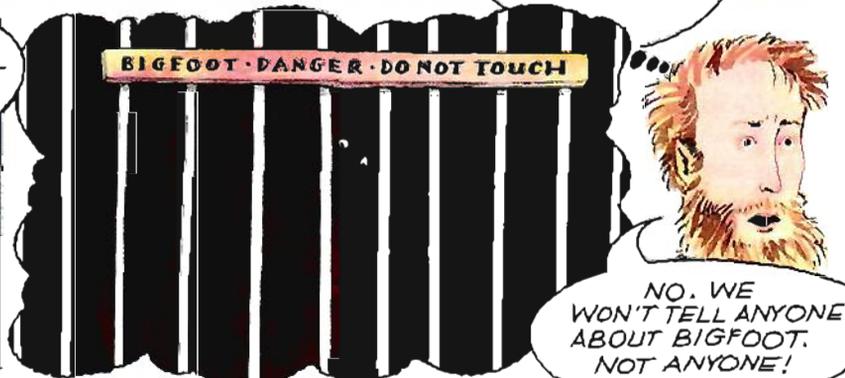
A week later, Hank's wife went to the airfield.



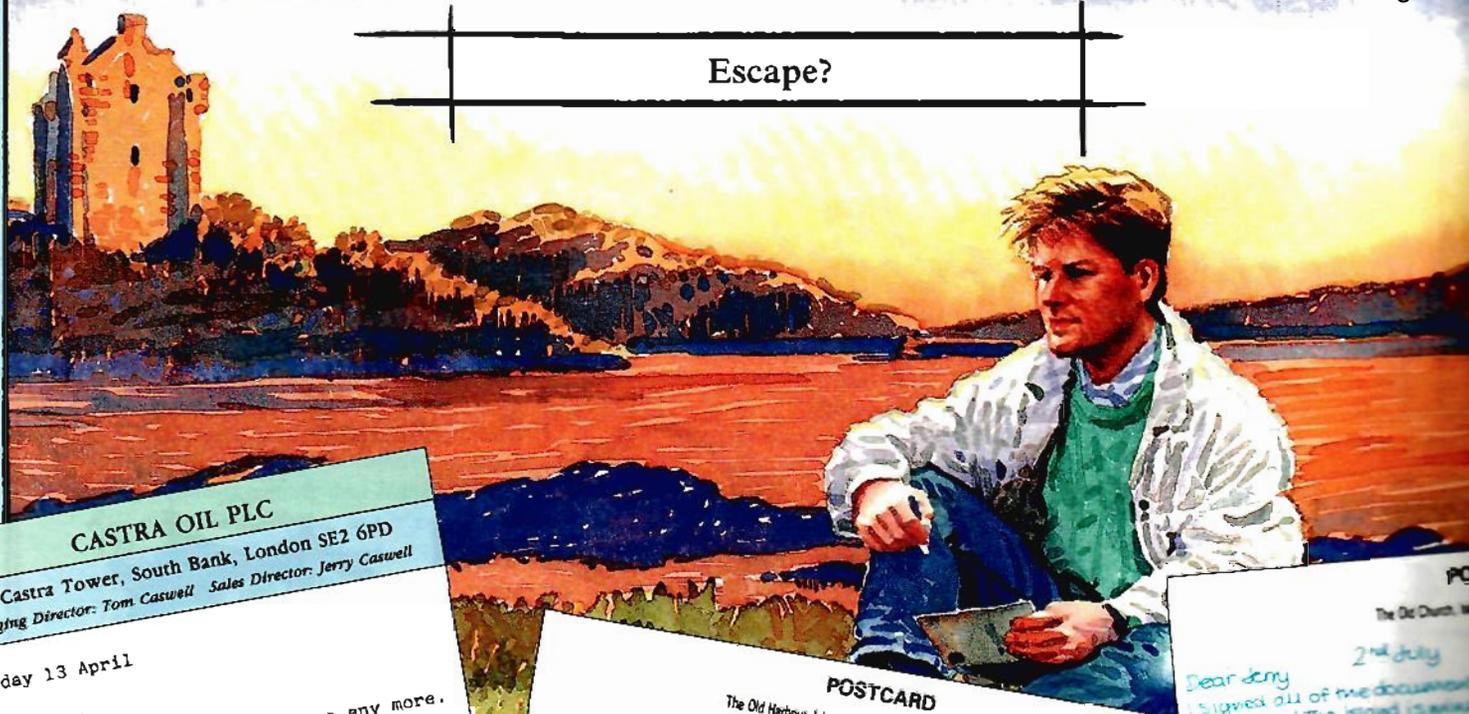
They flew there the next morning. Pete quickly found the crashed plane.



BIGFOOT! HUH! THAT STUPID STORY AGAIN. BIGFOOT IS A HUGE ANIMAL THAT LIVES IN THE MOUNTAINS. IN THE STORIES, BIGFOOT IS THREE METRES TALL, VERY STRONG... AND VERY DANGEROUS! IT'S LIKE THE STORY OF THE YETI IN TIBET.



Escape?



CASTRA OIL PLC

The Castra Tower, South Bank, London SE2 6PD
 Managing Director: Tom Caswell Sales Director: Jerry Caswell

Friday 13 April

Dear Jerry,

I'm sorry, but I can't work here any more. Every day is the same! I'm tired and I'm bored. I know I've got everything, but I'm not happy. I'm just not interested in the oil business any more. I'm going away and I'm never coming back. I don't want my half of the company. You can have it all, and my Porsche.
 Look after mum.

Tom

POSTCARD

The Old Harbour, Island of Garrisay, Outer Hebrides, Scotland.

16th April

Dear Jerry,
 Arrived 2 a.m. Very tired. Very quiet here. No traffic. No shops, not many houses. Only one hotel. Staying at hotel this week. Love this island. And it's FOR SALE!!! Nothing to do - except watch the sea.
 Love to mum,
 Tom

Jerry Caswell
 Castra Oil
 The Castra Tower
 South Bank
 LONDON SE2 6PD
 England

POSTCARD

The Old Harbour, Scotland

2nd July

Dear Jerry
 I signed all of the documents yesterday! The island is mine! I'm living in the old castle. There is a ferry to the mainland every Friday. I go shopping there once a month. It's wonderful. Jerry takes me fishing in the morning, and I usually walk to the farm for milk in the afternoon. I always sleep well here!
 How's mum?
 Best wishes, Tom

a 13th April

'Every day is the same. I'm tired and I'm bored.'
 Tom is the Managing Director of Castra Oil. This is his daily routine.

6.00	get up, have breakfast	12.30	have lunch
7.00	drive to the office	1.45	go back to the office
7.30	arrive at the office	2.00-5.30	read reports
8.00	read letters	6.00-8.00	dictate letters
9.00-12.00	meetings	8.30	drive home

- 1 Ask and answer about Tom's day at Castra Oil.
 A What does he usually do at seven o'clock?
 B He usually drives to the office.
 B What time does he usually arrive at the office?
 A He usually arrives at the office at 7.30.

2 Ask and answer about your day.

b 16th April

Tom was very tired. He didn't write sentences, he wrote notes. Change the notes into sentences.
 Arrived 2 a.m. I arrived at 2 a.m.

c 2nd July

once / twice / three times / ten times

- 1 Look at the postcard and answer these questions.
 Does Tom ever go fishing?
 When does Tom usually go to the farm?
 What does he usually get there?
 Does Tom sleep well or badly on Garrisay?

FERRY SERVICE TO MAINLAND (Kincaid)
 Weekly. Friday mornings. About 10 o'clock.
 From the Old Harbour.

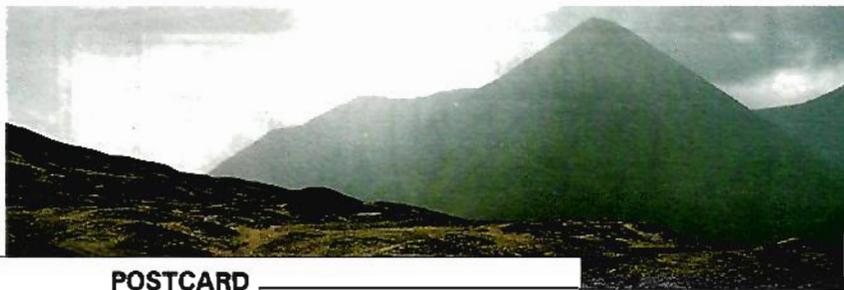
FLIGHTS: Kincaid - Glasgow
 DAYS: M, T, W, T, F, S. No flights on Sunday.
 DEPART AT: 11.45 a.m.

TRAINS: Kincaid to Kinkleish
 Daily: 11.30 & 16.30
 Seven days a week

BUS SERVICES
 Kincaid - Hoist
 Daily: 9.00, 12.00, 15.00, 18.00
 No buses on Sundays

- 2 'There's a ferry to the mainland every Friday.'
 A How often does the ferry go to the mainland?
 B It goes every Friday. / It goes once a week.

Make questions and answers with *How often?* and *What time?* about these timetables.



POSTCARD

The Old Lighthouse, Island of Garrisay,

3rd August.

Dear Jemy,
 Thanks for your letter. I hardly
 ever see anyone here.
 Occasionally the postman calls.
 He stops and says hello, but he
 rarely brings any letters except
 yours. I sometimes walk along
 the beach in the evening. There
 are some unusual rocks here.
 You can see them in the dark.
 They're green. I'm sending you
 some. Can the Scientists at the
 company look at them?
 Give my love to Mum,
 Tom

POSTCARD

A sheep, Island of Garrisay, Outer Hebrides, Scotland.

1st December

Dear Jemy,
 Your letter arrived today. So
 the rocks are uranium. That'll
 be good news for the people
 here - they're very poor, and
 the young ones always leave
 because there are no jobs.
 But the island is never going to
 be quiet again. That's bad
 news for me. What am I going
 to do now?
 Love,
 Tom, (Take care of Mum)



Jemy Caswell
 Casra Oil
 The Casra Tower
 South Bank
 LONDON SE2 6PD
 England

d 3rd August

Questions:

- Does he ever meet people on the island?
- How often does the postman call?
- Does he ever bring any letters?
- How often does Tom walk along the beach in the evening?

e 1st December

Discussion:

- What are the rocks?
- Whose island is it?
- Why do the young people leave the island?
- What'll happen to the island?
- Will that be a good thing or a bad thing?
- What is Tom going to do?

f Questionnaire: Reading

How much do you READ?

- | | | |
|--|--|--|
| <p>1 Do you like reading?
 <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2 Do you ever read
 <input type="checkbox"/> newspapers
 <input type="checkbox"/> magazines
 <input type="checkbox"/> a dictionary
 <input type="checkbox"/> books <input type="checkbox"/> comic books?</p> <p>3 How often do you read a newspaper?
 <input type="checkbox"/> Never <input type="checkbox"/> Every day
 <input type="checkbox"/> Once or twice a week
 <input type="checkbox"/> Occasionally</p> | <p>4 Do you read
 <input type="checkbox"/> because reading is homework
 <input type="checkbox"/> for your job <input type="checkbox"/> for pleasure?</p> <p>5 What kinds of book do you like reading?
 <input type="checkbox"/> Science fiction stories
 <input type="checkbox"/> Horror stories
 <input type="checkbox"/> Romantic stories
 <input type="checkbox"/> Adventure stories
 <input type="checkbox"/> Books about animals
 <input type="checkbox"/> Books about sport
 <input type="checkbox"/> Books about travel
 <input type="checkbox"/> Recipes</p> | <p>6 Do you usually read
 <input type="checkbox"/> in the kitchen
 <input type="checkbox"/> on the way to work
 <input type="checkbox"/> at school / work
 <input type="checkbox"/> in the doctor's waiting room
 <input type="checkbox"/> in bed
 <input type="checkbox"/> on holiday
 <input type="checkbox"/> on long journeys?</p> <p>7 Do you always finish a book?
 <input type="checkbox"/> Yes, always
 <input type="checkbox"/> Yes, usually
 <input type="checkbox"/> No, not always
 <input type="checkbox"/> No, hardly ever</p> |
|--|--|--|

Department store

Woman Good morning.
Assistant Good morning. Can I help you?
Woman Yes. I bought this dress here, and it's the wrong size.
Assistant When did you buy it?
Woman I bought it on Saturday.
Assistant Have you got the receipt?
Woman No, I haven't.
Assistant I'm afraid we can't change it without the receipt.
Woman But there wasn't a receipt in the bag.
Assistant We always give receipts. Who sold it to you?
Woman You did.
Assistant Did I? Oh, which size would you like?

Lisa What did you do last night, Cathy?
Cathy I went to see *Carmen*.
Lisa What? The opera?
Cathy No, the film.
Lisa Did you enjoy it?
Cathy Yes, it was quite good.
Lisa Who did you go with?
Cathy No one. I went on my own. What did you do?
Lisa Nothing. I stayed in and watched the telly.
Lady Excuse me! I'd like ...

Man Excuse me ...
Assistant Yes?
Man I bought this electric kettle here yesterday, and it doesn't work.
Assistant Oh, dear. I'm sorry. What's wrong with it?
Man I don't know. I took it home, opened the box, plugged it in, switched it on ... and nothing happened.
Assistant Did you read the instructions?
Man Er, no, I didn't.
Assistant Was there any water in it?
Man Yes, of course.
Assistant Right, have you got your receipt?
Man Yes, here you are.
Assistant OK, I'll get you another one.

a The wrong size

Look at the first conversation. Role play more conversations in the shop. You can use the information below.

What? a dress / a skirt / a shirt / a blouse / some shoes / some jeans / some trousers

Where? here / this shop / your shop in (Oxford) / your branch in (Oxford)

When? on Saturday / on Wednesday / last week / last month / last year / last Monday / on May 5th / 11th / 12th / 18th / 20th / yesterday / the day before yesterday / two days ago / three weeks ago

Who? *Who sold it to you?*
you / the manager / a lady with white hair / a man with a moustache / that man over there / the woman who was here on Saturday!

b I went to see Carmen

She went to the cinema. She saw *Carmen*.
Why did she go to the cinema? She went to see Carmen.
or To see Carmen.

Make questions and answers.

- 1 He went to the shop. He bought some bread.
- 2 They went to the concert. They saw *New Kids on the Block*.
- 3 We went to the leisure centre. We played tennis.
- 4 I went to the garage. I got some petrol.
- 5 She went to London. She saw her uncle.
- 6 They switched the TV on. They watched the news.
- 7 I bought a newspaper. I read the job adverts.

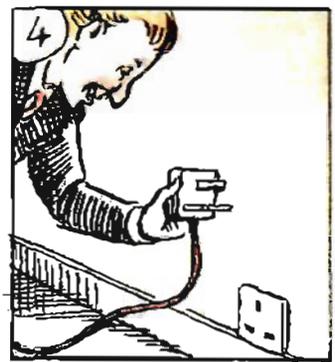
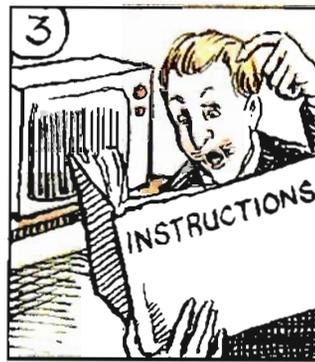
c What did you do yesterday?

Ask and answer with another student.

- Did you go anywhere yesterday? Where? What time?
Did you watch anything on TV last night? What? What time? Did you enjoy it?
Did you meet anyone yesterday? Who? Where? What time?
Did you buy anything last weekend? What? Where?

d What happened?

- 1 Look at the pictures and tell the story in the past tense. You can use these verbs (or other ones).
explode / buy / take / hit / plug in / switch on / kick / go / read / carry / happen



- 2 Make a conversation. Student A is the man. Student B is the shop assistant who sold him the television. Student A is at the shop *after* the explosion. Role play the conversation.

A day in the life of a ... phone box

There are phone boxes everywhere ... but who uses them? Who do they talk to, and why? We watched a phone box in Oxford for a day. We photographed the people who used the phone box, and we spoke to them.

6.25 a.m.

Michael is a window cleaner. He cleans windows for offices and shops. He usually starts work in the centre of Oxford at about half past six. He's telephoning his boss. 'I'm asking him about the jobs for today,' says Michael. 'Then I'm going to have breakfast.'



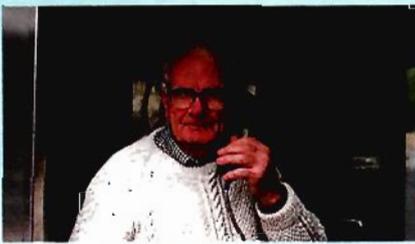
8.40 a.m.

Penny works in a clothes shop in the town centre. 'I can't use the phone at work,' says Penny. 'I'm ringing my boyfriend. His name's Paul. I'm going to see him tonight, and I'm going to be late. Very late. Oh, no! There's no reply. He isn't there.'



10.50 a.m.

Roseanne is a housewife. She's on her way to the shops. She usually does some shopping for her mother who lives in the next street. She's ringing her now, and asking what she wants from the supermarket. Her little boy is talking to his grandmother, too.



1.45 p.m.

Mr Roberts is retired. He's phoning the telephone engineers. 'I tried three phone boxes in the town centre, and they're all broken. It's the kids who break the telephones. I'm calling the engineers. Then I'm going to phone my son at work ... he works in a bank. I haven't got a phone at home.'



11.45 p.m.

Darren and Kevin are calling a taxi. They missed their last bus home. Bob is waiting for them to finish. He's going to call a taxi, too. The taxis are always busy at this time of night. Bob is a waiter. He finishes work at 11.30. Sarah and Mike are students. They're also waiting for the phone. They don't need a taxi. They're going to phone Sarah's mother. They're going to ask her for a lift home.



7.35 p.m.

Paul is Penny's boyfriend. He's an electrician. They arranged to meet at seven o'clock. He's worried because Penny isn't usually late. He's phoning her house now. She phoned his house this morning, but he wasn't there.



4.05 p.m.

Azam is a sales representative. He works for a computer company. 'I'm calling a garage,' he says. 'There's something wrong with my car. Then I'm going to phone my wife. I'm going to be late home.'

a What does he do? / What is he doing?

Look at 6.25 a.m. on the left.

What does Michael do?

He's a window cleaner. / He cleans windows. (EVERY DAY)

What is Michael doing?

He's telephoning his boss. (NOW)

What is Michael going to do?

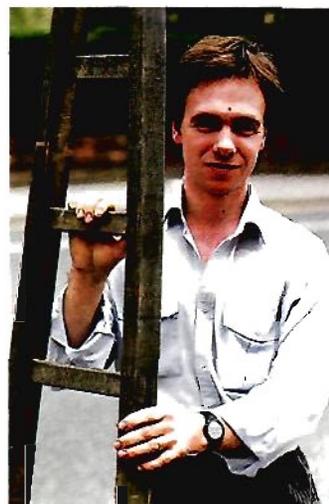
He's going to have breakfast. (FUTURE)

Ask and answer about the texts on the left, with:

What does (he) do?

What is (he) doing?

What is (he) going to do?



b Instructions

Look at these instructions for a British Telecom payphone.



c Give instructions

Give someone instructions for a payphone in your country.

d Phone messages

Sheila has got an answerphone in her flat. She was out all day yesterday. When she arrived home there were five messages on her answerphone. Listen to the messages, and complete the message slips.

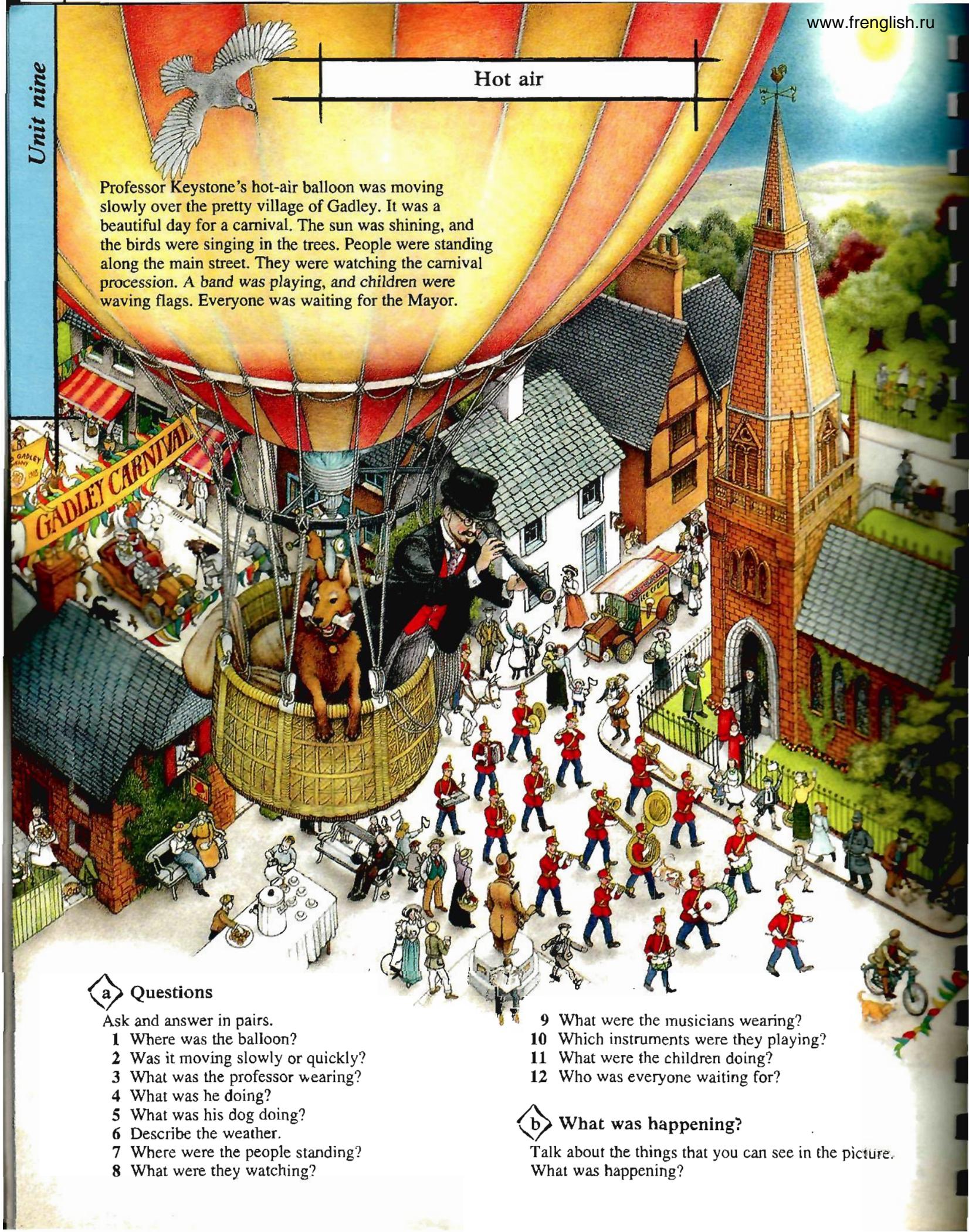


What do these words mean? Put a tick in the correct boxes.

- 1 insert means get put in take.
- 2 lift means pick up take up go up.
- 3 accepts means the machine will take
the machine will give you cannot use.
- 4 follow on call? means for another call after
your call at the end.
- 5 press means pull push.
- 6 re-dial means dial for the first time dial again.

Hot air

Professor Keystone's hot-air balloon was moving slowly over the pretty village of Gadley. It was a beautiful day for a carnival. The sun was shining, and the birds were singing in the trees. People were standing along the main street. They were watching the carnival procession. A band was playing, and children were waving flags. Everyone was waiting for the Mayor.



a Questions

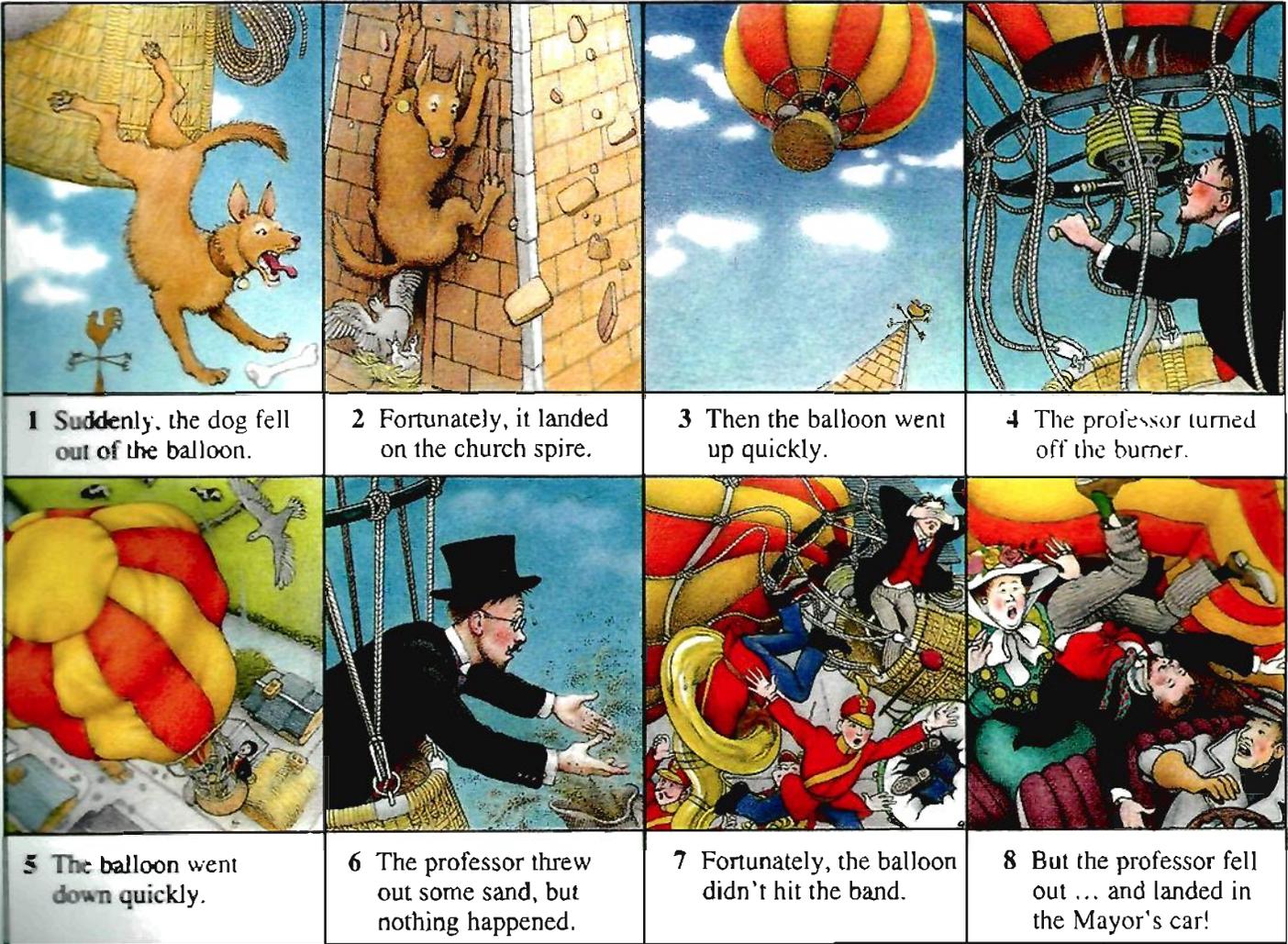
Ask and answer in pairs.

- 1 Where was the balloon?
- 2 Was it moving slowly or quickly?
- 3 What was the professor wearing?
- 4 What was he doing?
- 5 What was his dog doing?
- 6 Describe the weather.
- 7 Where were the people standing?
- 8 What were they watching?

- 9 What were the musicians wearing?
- 10 Which instruments were they playing?
- 11 What were the children doing?
- 12 Who was everyone waiting for?

b What was happening?

Talk about the things that you can see in the picture. What was happening?



1 Suddenly, the dog fell out of the balloon.

2 Fortunately, it landed on the church spire.

3 Then the balloon went up quickly.

4 The professor turned off the burner.

5 The balloon went down quickly.

6 The professor threw out some sand, but nothing happened.

7 Fortunately, the balloon didn't hit the band.

8 But the professor fell out ... and landed in the Mayor's car!

c Questions

Ask and answer in pairs.

- 1 What happened to the dog?
- 2 Where did it land?
- 3 Did the balloon go up or go down?
- 4 What did the professor do?
- 5 What happened to the balloon?
- 6 What did the professor do next?
- 7 Did the balloon miss the band?
- 8 What happened to the professor?

d Tell the story

Tell the story. Use these words.

- First ...
 Then ...
 Next ...
 Finally ...

e   Hot Air

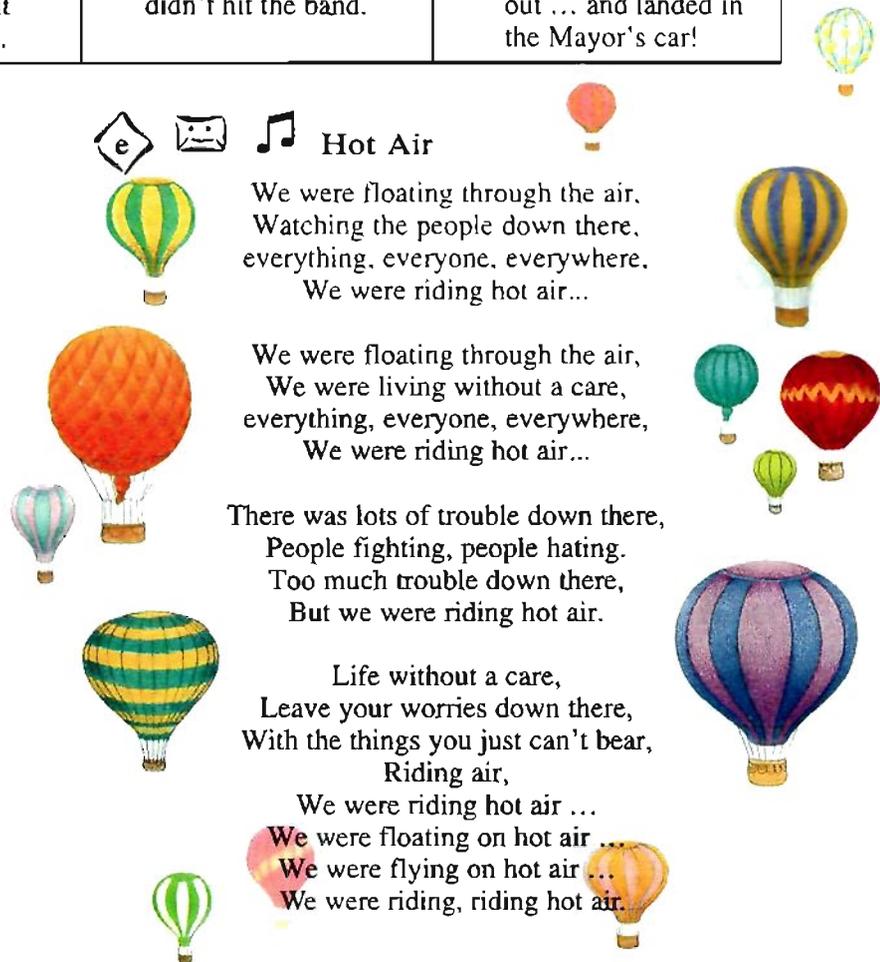
We were floating through the air,
 Watching the people down there,
 everything, everyone, everywhere.
 We were riding hot air...

We were floating through the air,
 We were living without a care,
 everything, everyone, everywhere,
 We were riding hot air...

There was lots of trouble down there,
 People fighting, people hating.
 Too much trouble down there,
 But we were riding hot air.

Life without a care,
 Leave your worries down there,
 With the things you just can't bear,
 Riding air,
 We were riding hot air ...

We were floating on hot air ...
 We were flying on hot air ...
 We were riding, riding hot air.



Inspector Grant investigates



a The missing earring

Inspector Grant and Police Constable Dickson are at the country house of Lady Alton. They're talking to her in the drawing room ...

Lady Alton One of my earrings is missing. I can't find it anywhere. This is the other one. They're very valuable. They're emeralds.

Grant Why did you call us?

Lady Alton Well, it's obvious! Somebody stole it!

Grant When did you last see it?

Lady Alton This morning. I was wearing the earrings this morning.

Grant Yes ...

Lady Alton I was talking to the gardener, outside the front door, when my cleaner, Mrs Vickers, arrived ...

Grant What time was that?

Lady Alton It was five past ten exactly. I looked at my watch. Mrs Vickers was late. Anyway, while I was talking to her, the telephone rang. I came into this

room and I answered it. I was wearing my earrings. I took one off and put it on the table ... next to the telephone. I had a long conversation on the phone and then I went out.

Grant And you left the earring on the table?

Lady Alton Yes. I forgot about it. While I was out. I remembered it, of course. I came back after lunch ...

Grant What time was that?

Lady Alton About two o'clock. I went straight to the telephone and ... the earring wasn't there!

Grant Hmm. Who was in the house while you were out?

Lady Alton Mrs Vickers.

Grant And where was the gardener?

Lady Alton Oh, yes. Tom. He was working in the front garden.

Grant Hmm ... Well, Lady Alton. I'd like to ask them some questions.



b Mrs Vickers, the cleaner

P.C. Dickson spoke to Mrs Vickers ...

Mrs Vickers What do you want?

Dickson Ah, Mrs Vickers. Did you go into the drawing room this morning while Lady Alton was out?

Mrs Vickers Of course I did!

Dickson What were you doing in there?

Mrs Vickers I was vacuuming the carpet.

Dickson And did you see Lady Alton's earring?

Mrs Vickers No, I didn't! Excuse me!

c Tom, the gardener

Inspector Grant talked to Tom, the gardener...

Grant Excuse me ... Tom? I'm Inspector Grant.

What were you doing when Lady Alton went out?

Tom Eh? I was having a cup of tea. I always have a tea-break at half past ten.

Grant And where were you working while she was out?

Tom Here. In the front garden.

Grant Did you go inside the house?

Tom Oh, no. I can't go inside the house. Not while I'm wearing my boots ...

d Any ideas?

Lady Alton Have you got any ideas, Inspector?

Grant I'm afraid not, Lady Alton. Maybe it was Tom.

Maybe it was Mrs Vickers. Maybe someone else. I'm not sure.

Then Lady Alton gave the policemen tea and biscuits.

While he was having his tea, P.C. Dickson dropped a spoon. It went into the waste bin. P.C. Dickson looked in the bin ...

Dickson What's this?

Lady Alton It's my earring! Oh, Constable! How clever of you! Where was it?

Dickson In the waste bin. I think I know the answer. Mrs Vickers!

e What really happened?



- Listen to Mrs Vickers' story and number the pictures from 1 to 6.
- Complete the spaces in these sentences.
 - It happened ___ she ___ the room.
 - She ___ vacuuming the carpet ___ she ___ the table.
 - The vase ___.
 - Then the flowers ___ everywhere.
 - Then she ___ them into the waste bin.
 - Finally she ___ the table.

f Questions

Ask and answer with another student.

Where was the earring when Mrs Vickers came into the room?

What was she doing in the room?

What did she do?

What happened to the earring?

g Exercise

Look at the Grammar summary for Unit 10. Then look back at the dialogues and underline when and while.

Check-back one

Which verb?

Choose the correct verbs for the spaces.

- 1 They ___ born in California in 1981.
is / are / was / were
- 2 Where does she ___ from?
coming / comes / came / come
- 3 He ___ got any children.
has / hasn't / haven't / doesn't
- 4 The postman ___ bring any letters yesterday.
doesn't / hasn't / wasn't / didn't
- 5 She ___ be here soon.
'll / is / is going / isn't
- 6 When I phoned, he was ___ breakfast.
had / having / to have / has
- 7 I ___ like to play squash.
'll / 'm / 've / 'd
- 8 What are you ___ to do tomorrow?
going / go / to go / will go
- 9 She ___ to see a film last night.
go / goes / is going / went
- 10 '___ you like a cup of tea?' 'Yes, please.'
Do / Would / 'd / Don't

Negative sentences

I can swim. *I can't swim.*
He likes tea. *He doesn't like tea.*

Make these sentences negative.

- 1 She's got a watch.
- 2 He's going to take the photographs.
- 3 They like football.
- 4 He'd like to play squash.
- 5 She'll be late for school.
- 6 The sun was shining.
- 7 We went to the cinema.
- 8 He bought an electric kettle.
- 9 There was a receipt in the bag.
- 10 That'll be good news.

Past tenses

Went is the past tense of *go*.

What are the past tenses of these verbs?

- | | |
|--------|---------|
| 1 have | 6 meet |
| 2 do | 7 steal |
| 3 buy | 8 drop |
| 4 sell | 9 break |
| 5 see | 10 put |

Question words

'What's your name?' 'My name's Angus.'

Put these question words into the sentences below.

When	Which	How often	Where
Who	How old	Why	What

- 1 '___ are you?' 'I'm twenty-one years old.'
- 2 '___ did you go to the leisure centre?' 'To play tennis.'
- 3 '___ were you born?' 'In Canada.'
- 4 '___ do you do?' 'I work in a bank.'
- 5 '___ did you meet last night?' 'Maria.'
- 6 '___ did you meet her?' 'At eight o'clock.'
- 7 '___ do you go to the cinema?' 'Twice a month.'
- 8 '___ one would you like? This one or that one?'

Adjectives or adverbs?

Choose the correct word for the spaces.

- 1 She plays basketball very _____. (*well / good*)
- 2 He's very _____ at karate. (*well / good*)
- 3 The football team played very _____. (*bad / badly*)
- 4 The balloon was moving _____ over the town.
(*slow / slowly*)
- 5 It was an old, _____ car. (*slow / slowly*)
- 6 Suddenly, the balloon went up _____. (*quick / quickly*)
- 7 It was a _____ concert. I didn't enjoy it. (*bad / badly*)

Something, anything, etc

Use the words in the box and complete the sentences.

somewhere	everywhere	someone	anybody
everyone	something	nothing	

'Come to sunny Barbasco, the holiday island with ___ for _____. There are beaches, shops, discos, golf, tennis and swimming. There's always _____ to go! And you can travel _____ by bicycle. The island is small and the people are friendly. You can always find _____ to talk to.'

Do you want a quiet holiday? Then visit the golden beaches of North Barbasco. There's _____ to do, except sit on the beach all day! The beaches are very quiet, and sometimes you won't see _____ all day.'

Answer key

This answer key may be photocopied for use with *Grapevine 2* Check-back one.

No other part of this publication may be photocopied without the prior written consent of Oxford University Press.

Please do not write on this answer key.

Which verb?

- | | |
|----------|----------|
| 1 were | 6 having |
| 2 come | 7 'd |
| 3 hasn't | 8 going |
| 4 didn't | 9 went |
| 5 'll | 10 Would |

Negative sentences

- 1 She hasn't got a watch.
- 2 He isn't going to take the photographs.
- 3 They don't like football.
- 4 He wouldn't like to play squash.
- 5 She won't be late for school.
- 6 The sun wasn't shining.
- 7 We didn't go to the cinema.
- 8 He didn't buy an electric kettle.
- 9 There wasn't a receipt in the bag.
- 10 That won't be good news.

Past tenses

- | | |
|----------|-----------|
| 1 had | 6 met |
| 2 did | 7 stole |
| 3 bought | 8 dropped |
| 4 sold | 9 broke |
| 5 saw | 10 put |

Question words

- | | |
|-----------|-------------|
| 1 How old | 5 Who |
| 2 Why | 6 When |
| 3 Where | 7 How often |
| 4 What | 8 Which |

Adjectives or adverbs?

- | | |
|----------|-----------|
| 1 well | 5 slow |
| 2 good | 6 quickly |
| 3 badly | 7 bad |
| 4 slowly | |

Something, anything, etc

something / everyone / somewhere / everywhere /
someone / nothing / anybody

Frequency adverbs

- | | |
|----------------|-------------|
| 1 always | 5 often |
| 2 usually | 6 sometimes |
| 3 hardly ever | 7 rarely |
| 4 occasionally | 8 never |

Talking about grammar

- 1 an object pronoun
- 2 past continuous
- 3 an adverb
- 4 present simple
- 5 a preposition
- 6 the subject
- 7 the infinitive
- 8 an indefinite pronoun
- 9 future
- 10 an irregular verb

Vocabulary

honeymoon
bride
flag
curtain
skirt
step

Pronunciation

- 1 near
- 2 give
- 3 note
- 4 here
- 5 hire
- 6 bread
- 7 age

Expressions

- 1 The best man (Unit 5)
- 2 Edwina (Unit 3)
- 3 The computer (Unit 1)
- 4 Tony (Unit 4)
- 5 Tom (Unit 6)
- 6 Lady Alton (Unit 10)
- 7 Assistant (Unit 7)

Frequency adverbs

Find the frequency adverbs.

- | | | | | | |
|---|-------------|---|--------------|---|--------|
| 1 | waysla | 4 | localynoisac | 7 | yerlar |
| 2 | ulusyla | 5 | notfe | 8 | veern |
| 3 | raldhy reev | 6 | meetmisso | | |

Talking about grammar

Put a tick in the correct box. You can look at the Grammar summaries for Units 1–10 to help you. Score two points for each correct answer.

- She put them in the waste bin.
them is:
 an object pronoun
 a subject pronoun.
- She was vacuuming the carpet.
This sentence is:
 past simple
 past continuous.
- He doesn't play well.
well is:
 an adjective
 an adverb.
- Jenny works in a bank.
This sentence is:
 present continuous
 present simple.
- Tom was working in the front garden.
in is:
 an adjective
 a preposition.
- She sold the kettle to him.
She is:
 the subject
 the object.
- We went to see a film.
to see is:
 the infinitive
 the present tense.
- Nobody liked the song.
Nobody is:
 an indefinite pronoun
 a possessive pronoun.
- I won't be here tomorrow.
won't is:
 future
 present.
- He bought it on Saturday.
bought is:
 a regular verb
 an irregular verb.

Vocabulary

Look at the definitions below. Put the correct words from the box into the spaces.

bride curtain flag honeymoon skirt step

_____ n. a holiday that a new husband and wife have just after their marriage.

_____ n. a woman who is getting married.

_____ n. a piece of cloth with a special design that shows a country, club, etc.

_____ n. a piece of cloth that hangs in front of a window.

_____ n. a piece of clothing for a woman or girl, that hangs from the waist.

_____ n. a stair; a place that you can put your foot to go up or down stairs.

Pronunciation

One word in each line has a different *vowel sound*. Put a ring around the different word.

- | | | | | |
|---|--------|---------|-------|-------|
| 1 | her | were | near | birth |
| 2 | bright | white | give | knife |
| 3 | note | knock | knob | long |
| 4 | hair | rarely | here | wear |
| 5 | him | hire | did | kick |
| 6 | jeans | clean | beach | bread |
| 7 | jacket | manager | rang | age |

Expressions

Look at these expressions from Units 1–10. Who says them? Match the expressions to the speakers.

Expressions	Speakers
1 Calm down.	A The computer (Unit 1)
2 I'm not very good at this.	B Tony (Unit 4)
3 Is this a joke?	C Tom (Unit 6)
4 Nice to meet you.	D Assistant (Unit 7)
5 Give my love to mum.	E The best man (Unit 5)
6 How clever of you!	F Lady Alton (Unit 10)
7 Can I help you?	G Edwina (Unit 3)

SCORE (out of 100) _____ %

c Interests and jobs

Look at the words in the three columns. Look at the example and match the words.

Student's interests	Careers advice	Student's preference
travelling	work in a sports shop	economist
money	sales representative	professional footballer
sport	work in an art gallery	deep-sea diver
the army	nurse	play in a symphony orchestra
the sea	lawyer	pilot
music	teacher	general
law	fisherman	artist
children	music teacher	private detective
art	soldier	write children's books
medicine	bank clerk	brain surgeon

d Make conversations ...

Look at **c Interests and jobs**. Make conversations.

- A *I like travelling.*
 B *Why don't you be a sales representative?*
 A *Oh, no! I'd rather be a pilot.*

- A *I'm interested in travelling.*
 B *Oh? Would you like to be a sales representative?*
 A *No, I wouldn't! I'd prefer to be a pilot!*

e Do and to do

want + to + infinitive:	I want to do it.
would like + to + infinitive:	I'd like to do it.
prefer + to + infinitive:	I'd prefer to do it.
would rather + infinitive:	I'd rather do it.

Complete these questions.

- 1 What would you rather ___ this evening? Stay at home or go out?
- 2 Where would you prefer ___? The town or the country?
- 3 Would you rather ___ a teacher or a student?
- 4 Which would you prefer ___? Jeans or smart trousers?

Ask another student the questions.

f Personality test

personality • TEST •

Choosing a career, test 1.

- 1 Which colour do you prefer?
 - a Blue.
 - b Grey.
 - c Orange.
- 2 Would you rather
 - a play a team game? e.g. football or netball.
 - b play a game for two? e.g. tennis.
 - c take exercise on your own? e.g. run, cycle or jog.
- 3 Would you rather
 - a be rich and famous?
 - b be rich, but not famous?
 - c be poor and happy?
- 4 Would you prefer to live
 - a in a big city?
 - b in a small town?
 - c in the country?
- 5 Would you rather
 - a work alone?
 - b work with two or three people?
 - c work with a lot of people?
- 6 Would you rather be
 - a a defence lawyer?
 - b a prosecution lawyer?
 - c a judge?
- 7 Would you rather be
 - a a film star?
 - b a doctor?
 - c a writer?
- 8 Would you rather have a holiday
 - a in Disneyworld?
 - b on a small island?
 - c in an old and beautiful city?
- 9 What would you prefer to do?
 - a To go to a disco.
 - b To go out with one friend.
 - c To stay at home alone.
- 10 Who would you prefer to have dinner with?
 - a A famous person.
 - b A large group of friends.
 - c Someone from your family.

Interview another student. Note his/her answers. Look at the scores in Section 2 of the Interaction appendix. What score did you get?

SCORE: 15 to 20

You like being with people. You are ambitious and you want success.

SCORE: 9 to 14

You like being with special friends. You'd like a job with people, but you'd prefer to meet one or two people at a time.

SCORE: 8 and under

You like being on your own. You'd prefer a quiet job.

g Role play

Student A: Look at the Interaction appendix, Section 7.
 Student B: Look at the Interaction appendix, Section 12.

Greenhill Farm

Greenhill Farm is a typical farm in southern England.

What was it like 100 years ago?

Greenhill Farm belonged to the Herbert family. There were a lot of different animals on the farm. There were a lot of chickens, some ducks, a few goats, a couple of cats and a dog. There were some cows and a bull. There were a few horses that pulled the machines. Of course, in those days there weren't many machines.

The land was fertile. They didn't need any artificial fertilizer or pesticide. There was a lot of wheat at harvest time, and they needed extra workers from the village. During the year they grew vegetables and fruit. There was always something to sell at the market. There were a lot of eggs. There was some milk and a little cheese from the cows. Occasionally there was a little meat. There wasn't much free time for farm workers in those days.



What's it like now?

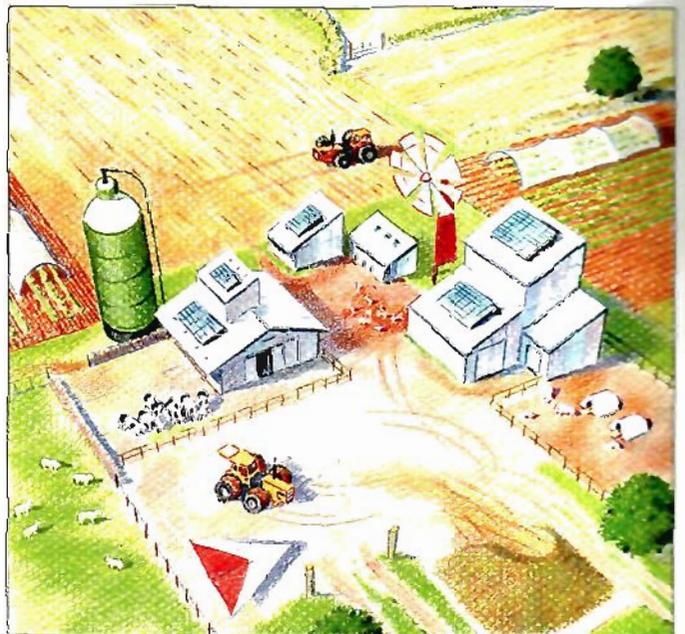
Greenhill Farm belongs to Casterbridge Farms Ltd. The company has got a lot of large farms in the area. It is now a cattle farm, and there are a lot of cows for milk and a lot of beef cattle, too. They don't grow wheat any more. There is a lot of artificial fertilizer on the land, because nowadays they grow a lot of maize for winter feed for the cattle. They spray the maize with pesticide from an aeroplane. There aren't many people on the farm and there aren't any horses. They don't need them any more because there are a lot of machines on the farm. The farm is a business ... a big business!



What will it be like in 100 years' time?

Professor Jade Moss is an agricultural scientist. This is her opinion.

'In the future, there won't be many beef cattle on the farm, and the farm won't produce much meat. You need twenty kilos of cereal to produce one kilo of beef, and beef will be very expensive. In the 1970s and 1980s farmers destroyed a lot of the world's rain forest, because they wanted to use the land for beef cattle - to make hamburgers! Every year 20,000 square kilometres of forest disappeared. Organic farmers of the future will laugh at the twentieth-century farmer. There are thousands of different plants in the world that we can eat. Greenhill Farm will grow many, many different vegetables. It will grow a little wheat, but also many different kinds of cereal at the end of the twenty-first century. They won't use much artificial fertilizer or pesticide. The farm will produce some milk and cheese from cows, goats and sheep. There will be a lot of different animals on the farm, and they will live in the fields, not in buildings.'



cattle /'kætl/ n. [with plural verb] cows, bulls or oxen: *The cattle are standing in the field.* **cattle** adj: *Mr Jones has a cattle farm.*

cereal /'stiəriəl/ n. [C, U] 1 grain used for food, e.g. wheat, maize or rice. 2 special breakfast food made from grain: *a bowl of cereal.*

a Dictionary definitions

How many different kinds of cereal are there in the texts?
How many different kinds of animal are there in the texts?

fertilizer /'fɜ:təlaɪzə/ n. [U, C] food for plants: *The farmers put fertilizer on their land.*

pesticide /'pestusaɪd/ n. [C, U] chemical substance used to kill insects on farms and in gardens: *The farmer sprays pesticide on the crops.*

organic /ɔ:'gænik/ adj. (of food) produced without artificial fertilizers or pesticides: *organic vegetables.*

b Quantity

Countable

Uncountable

How many cows are there?

How much milk is there?

There aren't any cows.
aren't many machines.

There isn't any milk.
isn't much fertilizer.

There are some eggs.
are a lot of
are a few
are a couple of

There is some wheat.
is a lot of
is a little

Look at the texts about Greenhill Farm. Underline the uncountable words.

c Greenhill Farm



cows



chickens



horses



machines



meat



milk



fertilizer



wheat

Past some

Present a lot

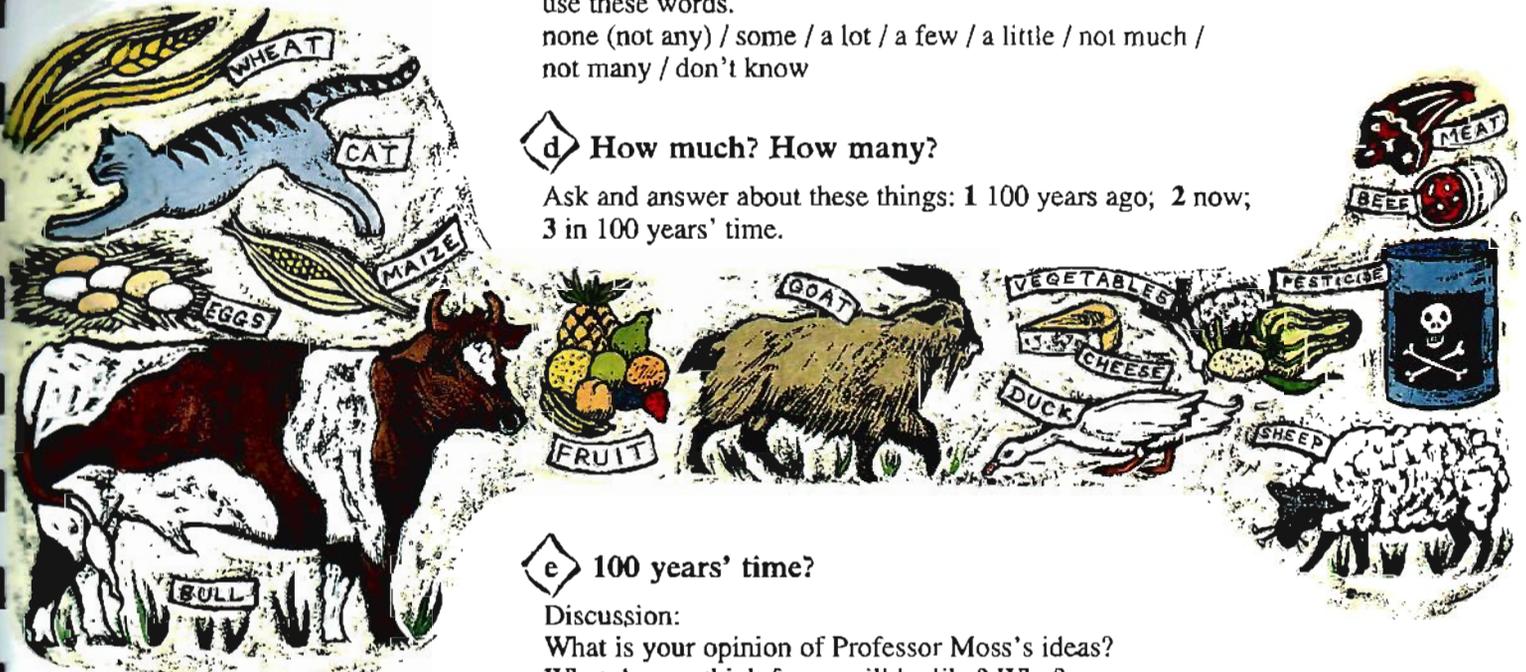
Future not many

Look at the texts about Greenhill Farm. Complete the chart above. You can use these words.

none (not any) / some / a lot / a few / a little / not much / not many / don't know

d How much? How many?

Ask and answer about these things: 1 100 years ago; 2 now; 3 in 100 years' time.



e 100 years' time?

Discussion:

What is your opinion of Professor Moss's ideas?
What do you think farms will be like? Why?

The magician

Tony Good evening, and welcome to the Tony Merlin Magic Show. Are any of you superstitious? Well, today is Friday the thirteenth, and I've got some very special magic for you. First of all, I need two volunteers from the studio audience. Can I have two volunteers? Ah, thank you, sir, thank you, madam ... Come this way. Now, what are your names?

Tina I'm Tina Daniels and this is my husband, Ron.

Tony Tina and Don. Right ...

Ron Er, it's Ron.

Tony Oh, sorry, Ron. Can you see that box? Which one of you is going to go into the box? Not you, Ron. It's a very small box. Well, Tina, will you go into the box? Great! Thank you ... But first, before you go in, Tina, I'd like Ron to look at the box.



1 He's going to examine the box. Look carefully, Ron.



2 He's examining the box. You can go inside, Ron.



3 Have you examined the box, Ron? (**Ron** Yes, I have.) Now, Ron has examined the box. And it's OK.



4 Now come here, Tina. Go into the box. Good, now I'm going to close the door ...



5 I'm closing the door ...



6 I've closed the door. Are you in there, Tina? (**Tina** Yes!)



7 Now, Ron, you're going to place these three swords through the box. He doesn't believe me!



8 He's placing the swords through the box ... Ooh! That's difficult! Push, Ron! Push!



9 And he's placed the swords through the box. You look worried, Ron.



10 Right. I'm going to open the door.



11 And I'm opening the door.



12 OK, I've opened the door. Tina isn't here. She's gone!



a Grammar note: The present perfect

'I've opened the door!
He has examined the box.
'She's gone!'

These sentences are in the **present perfect**.
(have/has + past participle)
The **past participle** of regular verbs is always the same as the simple past.
The **past participle** of irregular verbs is sometimes different.

tense	regular verbs	irregular verbs
Present:	open close	do go
Past:	opened closed	did went
Past participle:	opened closed	done gone

Manchester United 3 Liverpool 4.

This is a football result. We know the result after the game has happened. In this lesson, we are using the present perfect when we are interested in **result**, not in **time**.

I've opened the door!
Result: The door is open now.
He has examined the box.
Result: He knows about the box.
She's gone!
Result: She isn't here any more.

When we are interested in **time**, we use the past simple tense.

He examined the box.
He examined the box *five minutes ago*.
She went out of the box *before he opened the door*.

b What have they done?

Ask and answer about the pictures.
A: What is she going to open? Who is going to open the letter?



A What's she going to do? B What's she doing? C What has she done?



D Where are they going to go? E Where are they going? F Where have they gone?



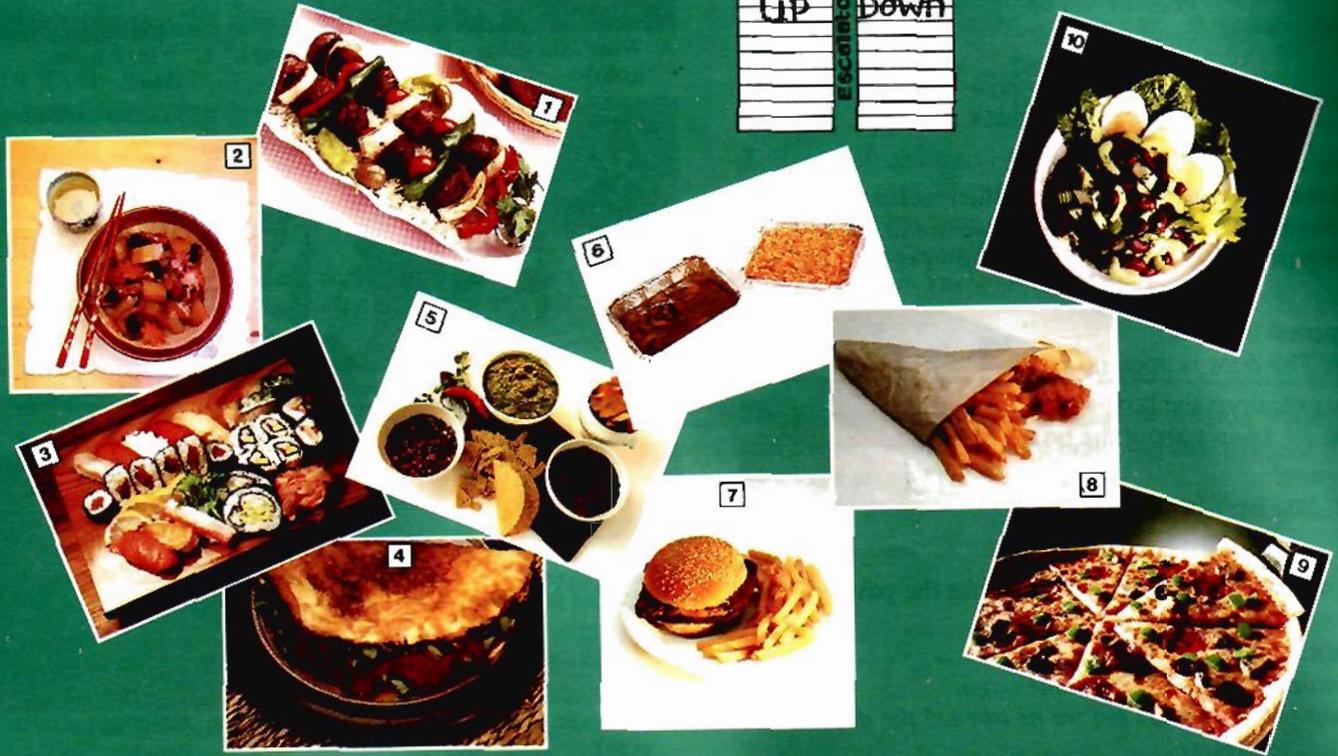
G What's he going to do? H What's he doing? I What has he done?

Food court

Many new shopping malls have 'food courts'. They are a wonderful idea. There are several take-away food stalls ('take-aways') around a central dining area. You can buy food from different stalls, then you can eat at the tables in the middle of the food court. They often have food from different countries. Here is an example.

The Winton Shopping Mall: Guide to the Food Court

- | | |
|--------------------------------------|---|
| 1 Curry Corner (Indian food) | 6 The Acropolis (Greek food) |
| 2 Burger World (American food) | 7 Parisien (French food) |
| 3 Hong Kong Take-away (Chinese food) | 8 The Fish 'n' Chip Palace (English food) |
| 4 AZTEC (Mexican food) | 9 The Sushi Shop (Japanese food) |
| 5 The Pizza Place (Italian food) | 10 Nuts (Health food) |



a Where's the Japanese take-away?

Look at the plan of the food court. You are standing in front of Burger World. Make conversations.

- A *Excuse me, where's the Sushi Shop?*
 or *Excuse me, I'm looking for the Japanese take-away.*
 B *The Japanese take-away? It's between the Fish 'n' Chip Palace and Nuts.*
 or *Go past the Fish 'n' Chip Palace. It's the next stall on the left.*

b Which is the English food?

Look at the photos of food. Make conversations.

- A *What's number (8)?*
 B *I think it's fish and chips.*
 A *Where does it come from?*
 B *It comes from the English take-away.*

c Where have they been?

David and Sarah came up the escalator into the food court and turned left. They stopped at the Indian take-away first. Now they're walking past the Pizza Place towards the Acropolis. They stopped and looked at every take-away on the way. They've been to five take-aways. They're going to visit the other five later.

They've been to the Chinese take-away.
They haven't been to the French take-away yet.

Make more sentences about David and Sarah.

d Have they been to the Italian take-away yet?

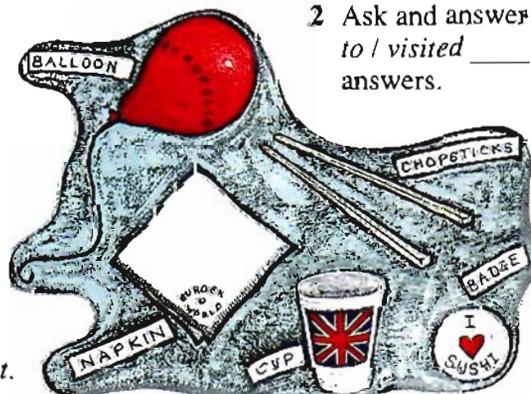
Ask and answer about David and Sarah.

- A *Have they been to the Italian take-away yet?*
 B *Yes, they have. / No, they haven't.*

e Where has he been?

1 Lee is at the food court. He's been to five take-aways, and he's bought something at each one. He's going to visit the other five later. Look at the pictures on the right and ask and answer about Lee.

- A *Has he been to the Greek take-away?*
 B *Yes, he has. / No, he hasn't.*
 2 Make nine sentences like these about Lee.
He's been to the American take-away.
He hasn't been to the health food take-away yet.
 3 Make more sentences.
He's eaten Greek food.
He hasn't eaten Mexican food yet.



f Have you ever seen the Queen?



- 1 Look at these questions.
 Have you ever seen *Dallas*?
 Have you ever been to France?
 Have you ever seen the Eiffel Tower?
 Have you ever seen *New Kids on the Block*?
 Now ask and answer about: 1 famous people; 2 famous places; 3 rock groups; 4 films; 5 television programmes.
 2 Work with a different partner. Ask and answer about your previous partners.
Has she ever seen Madonna?
Has he ever seen Batman II?

g Food court map

Look at these instructions, and answer the questions.

Go up the escalator and turn right. Walk along to the first take-away, and turn left. (*Which take-away is opposite Nuts?*) Walk along to the Fish 'n' Chip Palace, and buy some chips. (*Have you seen the Chinese take-away yet?*) Then stop at the French take-away, and buy a small omelette. Go and buy some chilli sauce at Aztec, and put it on the omelette. (*Have you walked past the Italian take-away yet?*) Walk into the dining area and sit at a table in the middle. Enjoy your meal!

h Have you ever been to ... ?

- 1 Student A: Look at the Interaction appendix, Section 3.
 Student B: Look at the Interaction appendix, Section 9.
 2 Ask and answer in pairs with *Have you ever seen / been to / visited* ____? Ask about real places, and give true answers.

MY FRIEND IS AN ALIEN

THE STORY SO FAR ...

Mr Kirk was walking in the park with his dog late one night when suddenly he heard a noise and saw a strange light! It was Zardak, an alien from the planet Vecon. Mr Kirk took him home, but didn't tell anybody about him. Zardak liked Mr Kirk, and they became friends ...



Zardak Well, my good friend. When can we go out and see your city?

Mr Kirk Er ... that's difficult, Zardak. It isn't a very good idea.

Zardak But I've been here for two days. I haven't seen anything yet.

Mr Kirk You've watched television.

Zardak I can watch your television from my starship! Or when I'm at home on Planet Vecon. Please, my good friend.

Mr Kirk I've already told you. It isn't a good idea.

Zardak It is a good idea.

Mr Kirk I've got a good idea! Why don't we go out?

I've bought you a coat. I want you to wear it. And a hat. I want you to wear a hat.

Zardak But why? *You* never wear a hat.

Mr Kirk Because ... because ... Oh, it doesn't matter. Just wear it, that's all. All right. I'll wear one too.

Mrs Evans Mr Kirk!

Mr Kirk Er, yes ...

Mrs Evans Who's your friend?

Mr Kirk He's my ... my ... my cousin. He's from California.

Mrs Evans Ooh! How long have you been here?

Mr Kirk He's been here since ... er ... since ... er ...

Zardak } Monday.

Mr Kirk } Saturday.

Mr Kirk *Saturday. He's been here for two days.*

Mrs Evans What do you think of England, dear? Is this your first visit?

Zardak Yes. I've never been here before. It's very nice.

Mrs Evans I love California. I've been there three times, you know ... My sister lives in Los Angeles. Her husband's American. She's lived there for twenty years. Where exactly do you live?

Zardak Vecon.

Mrs Evans Oh, I've never heard of that! Where ...

Mr Kirk It's a very small town. Very small.

Mrs Evans Funny. You haven't got an American accent ...

Mr Kirk Oh, dear. Is that the time? We're late. Well, goodbye, Mrs Evans.

Mrs Evans Goodbye. Nice to meet you.



a Earth and Vecon: Now

Zardak told Mr Kirk about the planet Vecon, e.g. The Veconians have *already* invented starships. Earthmen haven't invented starships *yet*.

Make more sentences using *already* and *yet*.

The Veconians have travelled to all the planets in the solar system.

They have learned to speak to animals.

They have invented 3D television.

They have found a cure for influenza.

They have invented time travel machines.

b For and since

We use *for* for periods of time and we use *since* to talk about points of time in the past.

Write *for* or *since* in front of these time words.

<i>since</i>	Thursday	_____	two days
<i>for</i>	three weeks	_____	July 15
_____	five years	_____	ten minutes
_____	March	_____	an hour
_____	1990	_____	yesterday
_____	eight o'clock	_____	six months
_____	last weekend	_____	a long time
_____	two weeks	_____	two weeks ago
_____	Christmas	_____	years and years
_____	the spring	_____	I was 15 years old
_____	a year ago	_____	a year
_____	five days	_____	five days ago

c Earth and Vecon: The past

Look at this chart.

Invention	Earth	Vecon
Cars	1886	12,000 years
Acoplanes	1903	10,000 years
Television	1926	20,000 years
Nuclear Power	1938	9,450 years
Computers	1946	12,000 years
Rock 'n' Roll Music	1955	three years
Space Travel	1958	9,500 years
Potatoes	500 years	yesterday

Ask and answer.

- A How long have we had cars on Earth?
- B We've had cars since 1886.
- A How long have they had cars on Vecon?
- B They've had cars for 12,000 years.

d Questions

Ask and answer with another student.

- A How long have you had that pen?
- B I've had it for three or four weeks.
- A How long have you had those glasses?
- B I've had them since I was 14 years old.

Ask and answer about other things that students have got with them. Here are some words to help you.



e Coughs and colds

SOLUBLE ASPIRINS

DISSOLVE TABLETS IN WATER BEFORE YOU TAKE THEM

DOSAGE:
ADULTS & CHILDREN OVER 12 YEARS OLD
1-3 TABLETS EVERY 4 HOURS AS REQUIRED
DO NOT TAKE MORE THAN
13 TABLETS IN 24 HOURS

THROAT PASTILLES

DIRECTIONS
Dissolve one pastille slowly in the mouth every three hours

IMPORTANT
Do not take more than 8 tablets per day (24 hours)

VITAMIN 1000mg C

DISSOLVE THE TABLET IN A GLASS OF WATER

ADULTS: one tablet once or twice a day
CHILDREN: half a tablet once a day

COUGH MEDICINE

DOSAGE
2 or 3 TIMES A DAY

ADULTS and CHILDREN OVER 12 YEARS:
Two 5ml spoonfuls every 6-8 hours.

WARNING
MAY CAUSE DROWSINESS
If affected, do not drive or operate machinery. Avoid alcoholic drinks.

Look at this conversation.

- What's the matter?
- I've got a terrible headache.
- Why don't you take some aspirins?
- I've already taken three. I can't take any more for four hours.

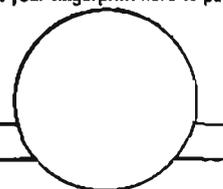
Make conversations with these words.
sore throat / cold / cough

▶ NEWSFAX

Put your fingerprint here to pay

38 February 2295 DIRECT TO YOUR HOME COMPUTER TERMINAL

2 units



Expensive Car!

The New London Museum of Technology has just bought a car for seven billion units! The car is a 2027 United British Sports. It was one of the last cars that had a petrol engine. The museum is going to put the car in a moving exhibition. The car will actually move around the museum. Of course, petrol engines have been illegal for over 200 years. The museum has got special permission from the European Government. The only problem is the high price of petrol, but the museum bought 5000 litres a few years ago.



Tobacco smugglers arrested

Police in the North American Union have arrested six tobacco smugglers. The smugglers were flying a new Ford-Nissan Mark 5 Spaceship, and they were looking for a landing-place near Old Miami. There were thirty tonnes of tobacco on the spaceship. The smugglers killed two policemen in a laser fight. Tobacco has been illegal since 2031, and this find has a street value of millions of units.

Exciting discovery in the Pacific

Marine archaeologists from the North American Union have discovered an old Hollywood film studio at the bottom of the sea, eighty kilometres from the Californian coastal town of San Bernadino.

Hollywood, Los Angeles and San Francisco were all famous places in the twentieth and twenty-first centuries. They disappeared in the terrible earthquake of 2092, when much of California sank into the sea. The archaeologists think that Steven Spielberg actually worked in the studio. The archaeologists returned to the port of Sacramento today with the news.

Happy birthday to you

Today is Jason Michael's 314th birthday. Jason was a famous rock singer in the early years of the twenty-first century. He was the first person who was ever deep-frozen. He was deep-frozen in 2025, and scientists woke him last year. Jason is spending his birthday quietly at his home in Mid-Atlantic City.

The first February 30th!

Today is the first February 30th in the history of the world. The new calendar started on January 1st this year. All the months have thirty days, and there are five new holidays. Spring day will be between March 30th and April 1st, Summer day between June 30th and July 1st, Autumn day between September 30th and October 1st, and Winter day after December 30th. The 365th day is New Year's day after Winter day. Every four years there will be a special Fourth Year day after Summer day. This replaces the old February 29th which happened every leap year. The new calendar hasn't been popular, but, of course, we haven't had any of the new holidays yet!

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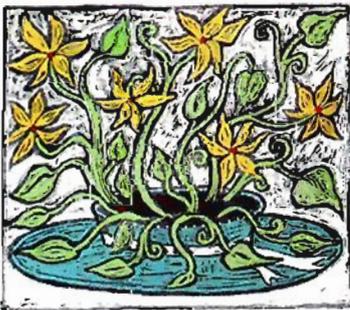
Music hologram reviews

This week the Orlando Rock Symphony have released their new music hologram. *Classics from the Twentieth Century*. The Orlando Rock Symphony have always been interested in old music. Last year's collection of music from advertisements by twenty-first century composer Hiroshi Suzuki (2052-2123) was very popular, and their *Songs by Pacific Ocean Dolphins* sold nearly ten million copies. The new music hologram has

many famous pieces of classical music on it, including *Maria* by Bernstein and Sondheim, *I Heard it through the Grapevine* by Whitfield and Strong, *Bolero* by Ravel and *Thriller* by Temperton. For some songs, the Rock Symphony have played authentic twentieth-century instruments. The electric guitar in *Bolero* is wonderful. The guitar came from the Tennessee Museum in Nashville.

Hats that grow on you

Beijing really is the world capital of fashion. This year's fashion show introduced the new Beijing 'bio-hat'. The hat is a living plant, and it comes in four colours. You keep it in a dark cupboard, but when you wear it in sunlight, the flowers on the hat open, and the hat grows. It moves round your head. The bio-hats in Beijing yesterday were very beautiful. Fashion designer Lee-Sung is working on a bio-jacket for next year's show.



Football

Merseyside 2 Milan and Turin 3

This was a fantastic game. Merseyside nearly won at the Liverpool and Manchester Sports Stadium yesterday. They were winning 2-1 after eighty-five minutes, then Ricardo Castello got two goals in five minutes for the Italians. The fourteen Merseyside players were very tired at the end, but they are still top of the European League.

European league results

Bavaria 2 Manning 15, Rosenfelder 33	Athens Olympic 1 Bakizos 7, 54, 21.
Swindon City 3 Jamieson 26, 84, Wilson 63.	Warsaw 2 Zelkowsky 27, Russell 55.
All Madrid 2 Jackson 44, Gutierrez 49.	Budapest 2 Harsanyi 12, 61.
Paris Olympique 1 Simmons 81.	Netherlands Urban Area 0
Costa Brava 3 Alexander 34, Vickary 37, 65.	Dublin City 3 O'Keefe 14, Stawon 20, Green 12.
Merseyside 2 Mayfield 19, Bevan 56.	Milan & Turin 3 Castello 21, 86, 89.
Berlin 0	Coast of Tuscany 2 Silvestrini 9, Kraus 18.

Food and drink

Today's recipe comes from Marvin XT400, a robot chef at Lunar City. Marvin XT400 has won several cooking competitions on the moon. He says, 'This recipe is very popular in Lunar City. Switch on your domestic computer, and put these numbers in very carefully: 320098, 114076, 559998, 431167, 444447. Please be very careful with the last number! Once I put 444446 into the computer by mistake. Everyone was very angry! There was a lot of salt on the strawberry ice cream, no salt on the fish and chips, and the tomato ketchup was blue.'

Weather report



Southern England urban area

The temperature this morning will be 25°C. The meteorology department will switch on rain from 12.00 until 14.00. Then there will be sunshine from 14.00 until 19.00. During the afternoon break, from 16.30 until 17.00, the temperature will go up to 30°C. They will switch off the sunshine at 19.00.

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Mathematics games

You don't need a calculator for this lesson, but a calculator will save you a lot of time.

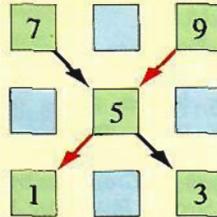
a The calculator



Look at the calculator. Put these words in the correct boxes.

equals / minus / plus / multiply / zero / divide / clear / decimal point / on/off switch

b Adding



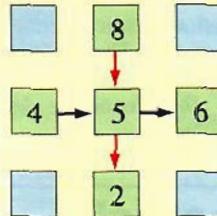
Add the diagonals:

$$7 + 5 + 3 = \underline{\quad}$$

(seven plus five plus three equals ...)

$$9 + 5 + 1 = \underline{\quad}$$

(nine plus five plus one equals ...)

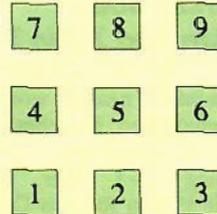


Add the middle row:

$$4 + 5 + 6 = \underline{\quad}$$

Add the middle column:

$$8 + 5 + 2 = \underline{\quad}$$



Now add the rows:

$$7 + 8 + 9 = \underline{\quad}$$

$$4 + 5 + 6 = \underline{\quad}$$

$$1 + 2 + 3 = \underline{\quad}$$

Then add the columns:

$$7 + 4 + 1 = \underline{\quad}$$

$$8 + 5 + 2 = \underline{\quad}$$

$$9 + 6 + 3 = \underline{\quad}$$

c Subtracting (Taking away)

$$10 - 4 = 6$$

(ten minus four equals six)

or ten take away four equals six)

A shop is having a 'sale'. In a sale you pay less than the normal price. We say you 'save' money in a sale. Mr and Mrs Scrooge are buying these things in a sale.

- How much will they save on each thing?
Electric cooker: £590 - £540 = £50
- How much will they save altogether?

SAVE £50!!!

ELECTRIC COOKER
WAS £590
NOW £540

TELEVISION
List Price: £699
OUR PRICE £599

COMPACT DISC PLAYER
was £395
NOW £349

REFRIGERATOR
was £250
Price now £200

WASHING-MACHINE
OLD PRICE £400
SALE PRICE £299!

d Multiplying

$37 \times 3 = \underline{\quad}$
(thirty-seven times three equals ...)

or
thirty-seven multiplied by three equals ...

What are the answers to these?

$37 \times 6 = \underline{\quad}$ $37 \times 9 = \underline{\quad}$
 $37 \times 12 = \underline{\quad}$ $37 \times 15 = \underline{\quad}$
 $37 \times 18 = \underline{\quad}$ $37 \times 21 = \underline{\quad}$
 $37 \times 24 = \underline{\quad}$ $37 \times 27 = \underline{\quad}$

Now multiply 37 by 2.
The answer is 74.
Multiply 74 by 3, 6, 9 and 12.

e Dividing

A 'prime number' is a number that you can divide only by itself and by one.

For example: 1, 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, etc. are prime numbers.

But you can divide any prime number (except for 2 and 3) by 6 if you add 1, or take away 1.

$13 - 1 = 12$
 $12 \div 6 = 2$
(Twelve divided by six equals two)

$17 + 1 = 18$
 $18 \div 6 = 3$
(Eighteen divided by six equals three)

Try it with some other prime numbers!

f The day and month of your birth

- Use a calculator. Enter the month which you were born in. (1 = January, 2 = February, etc.) Multiply it by five. Then add the number of days that there are in a week. Multiply by four. Add thirteen. Multiply by five. Add the date of your birthday. (3 = 3rd, 17 = 17th, etc.) Take away 205. The result is the month and day of your birth.
- How many students were born in each month of the year? Ask the other students in your class: *Which month were you born in?* and make a graph or a bar chart.

8																				
7																				
6																				
5																				
4																				
3																				
2																				
1																				
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec								

Which month were the most students born in?
Which month were the fewest students born in?

g House number and age

Use a calculator. Enter the number of your house or flat. Multiply by two. Add the number of days that there are in a week. Multiply by fifty. Then add your age. Take away the number of days that there are in a year. Add fifteen. The result will be your house number and your age.

h How many?

Find answers to these questions. Ask questions around the class.

- How many people have made a telephone call today?
- How many people have drunk orange juice today?
- How many people have listened to music today?
- How many people have played tennis this year?
- How many people have written a letter this week?
- How many people have read a book this week?
- How many people have bought a pen (or a pencil) this month?
- How many people have been to the cinema this year?

Which things have the most people done?
Which things have the fewest people done?

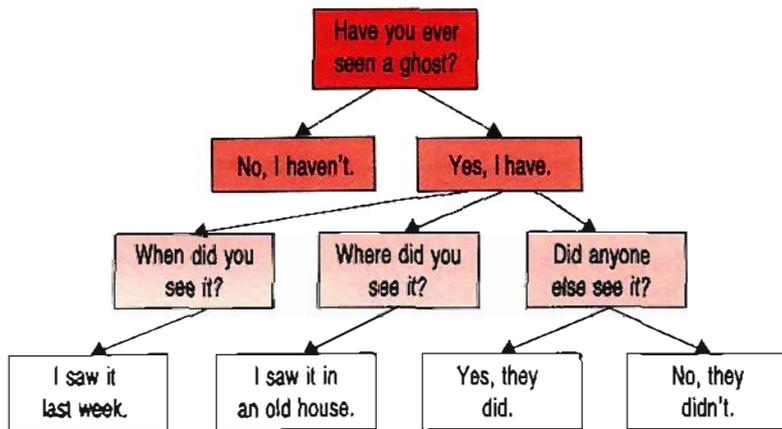
i Maths quiz

(Answers are in the Interaction appendix, Section 8.)

- Some months have thirty days, and some months have thirty-one. How many months have twenty-eight days?
- Anna went to bed at 8 p.m. She set her alarm clock for 9 in the morning. How many hours did she sleep?
- Malcolm and Cynthia were playing chess. They each played five games. Each of them won the same number of games, and there were no draws. How is this possible?
- Jason had five biscuits. He ate one every half hour. He ate the first biscuit at 3 p.m. What time did he eat the last biscuit?

Have you heard the news?

a When? Where? Who? What?



Look at the chart. Ask and answer with another student.

see / saw / seen	a ghost a UFO	an American film an accident	When? Where?
is / was / been are / were / been	on television on a plane	in hospital in a hurricane	When? Why?
go / went / been	to a zoo abroad	to a rock concert to (Disney World)	When? Where? Which?
meet / met / met	a famous person a football hooligan	the Mayor of your town an English person	Who? When? Where?
buy / bought / bought	a pet animal an expensive present	a book in English a souvenir	What? Who...for? When?

b Been and gone

He's been to China.

(He was there at some time in the past. He isn't there now.)

She's gone to China.

(She's there now. She isn't here.)

Complete the spaces with *been* or *gone*.

- 'Where's Mr Fraser? He isn't in his office.' 'No, he's _____ to lunch.'
- 'You're late!' 'Yes, sorry. I've just _____ to the post office.'
- 'Have you ever _____ on a boat?'
- 'Mrs Thomas? She'll be here later. She's _____ to the bank.'
- 'Oh, no! I haven't got my handbag. It's _____ !'

6 'Scotland? Yes, it's very nice. I've _____ there twice on holiday.'

7 'Julie's on holiday this week.' 'Really? Where has she _____?'

8 'Have they finished yet?' 'Yes, they have. They've already _____ home.'

c Martin and Barry

Listen to the conversation between Martin and Barry. Listen for these three sentences:

- I've moved house.
- She's just had a baby.
- He's gone to prison.

What tense does the next speaker use when he asks a question?

d This year

What important things have happened in *your* family this year?

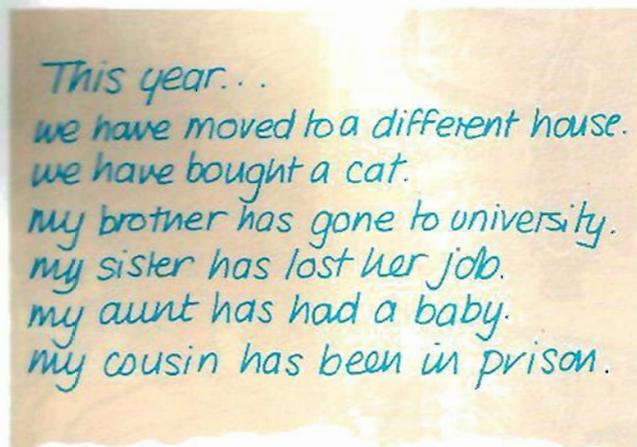
Note

'This year' is present time. Questions with *When? Why? Where?* will usually be in the past simple tense.

When did your aunt have a baby?

Was it a boy or a girl?

Why did your cousin go to prison? etc.



Write sentences about what has happened to your family this year.

Work with another student. Look at his/her sentences.

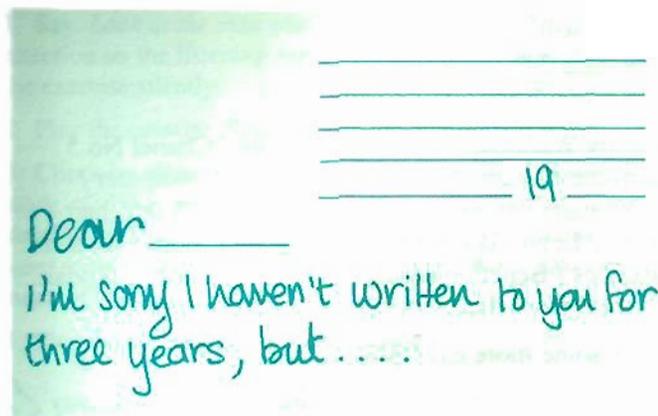
Ask questions about them.

e Write a letter

Write a letter to an old friend or relative. Put your address and the date.

It's three years since your last letter to them.

Tell them about your life since then.



f Have you heard the news?

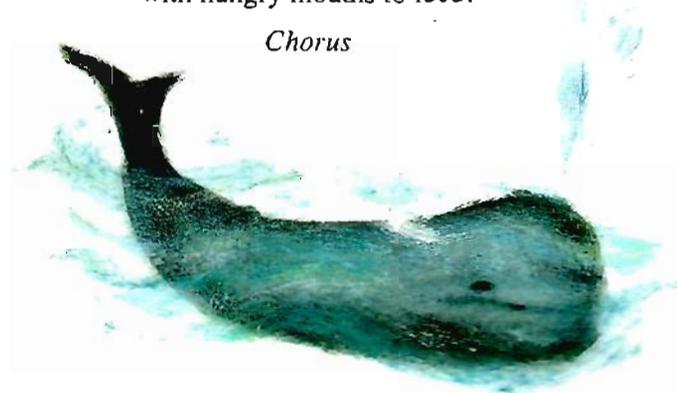
*Have you heard the news?
 Have you heard the news?
 Some people win, but others lose,
 Have you heard, have you heard the news?*

Have you heard about the man who's been to outer space?
 Have you heard about the runner who's won every single race?
 Have you heard about the girl who's gone to Hollywood?
 Have you heard about the children who haven't got any food?

Chorus

Have you heard about the whales? They've killed them nearly all.
 Have you heard about the men who were shot against a wall?
 Have you heard about the trees that give us the air we need?
 Have you heard about the parents with hungry mouths to feed?

Chorus



g Excuses!

Write two more excuses on the form.

Multiple-choice excuse form

Dear Teacher,

I'm sorry, I haven't done my homework because...

- 1. I've lost my pen.
- 2. I don't understand the present perfect tense.
- 3. My mum wasn't at home last night.
- 4. I left my workbook in the cinema.
- 5. I've broken my finger.
- 6. There was a good programme on television.
- 7. My cat died yesterday.
- 8. I forgot.
- 9. _____
- 10. _____

Street market

Albert Square

www.frenghish.ru



a The salesman

Listen and find the answers to these questions.

- 1 He's selling a jacket toy cat portable stereo.
- 2 The jacket is made of fur plastic leather.
- 3 It looks like nylon plastic leather.
- 4 It was made in England Paris Britain.
- 5 The jacket feels like fur plastic leather.
- 6 The jacket looks old good well.
- 7 He wants £200 £15 £25 for the jacket.
- 8 The jacket collar feels like fur nylon.
- 9 The jacket collar is made of fur plastic nylon.

b What's it made of?

Make sentences like these.

My shoes are made of leather.

My pen is made of plastic.



c Where is it made?

Where is it / are they made?

a Boeing 747

It's made in the United States.

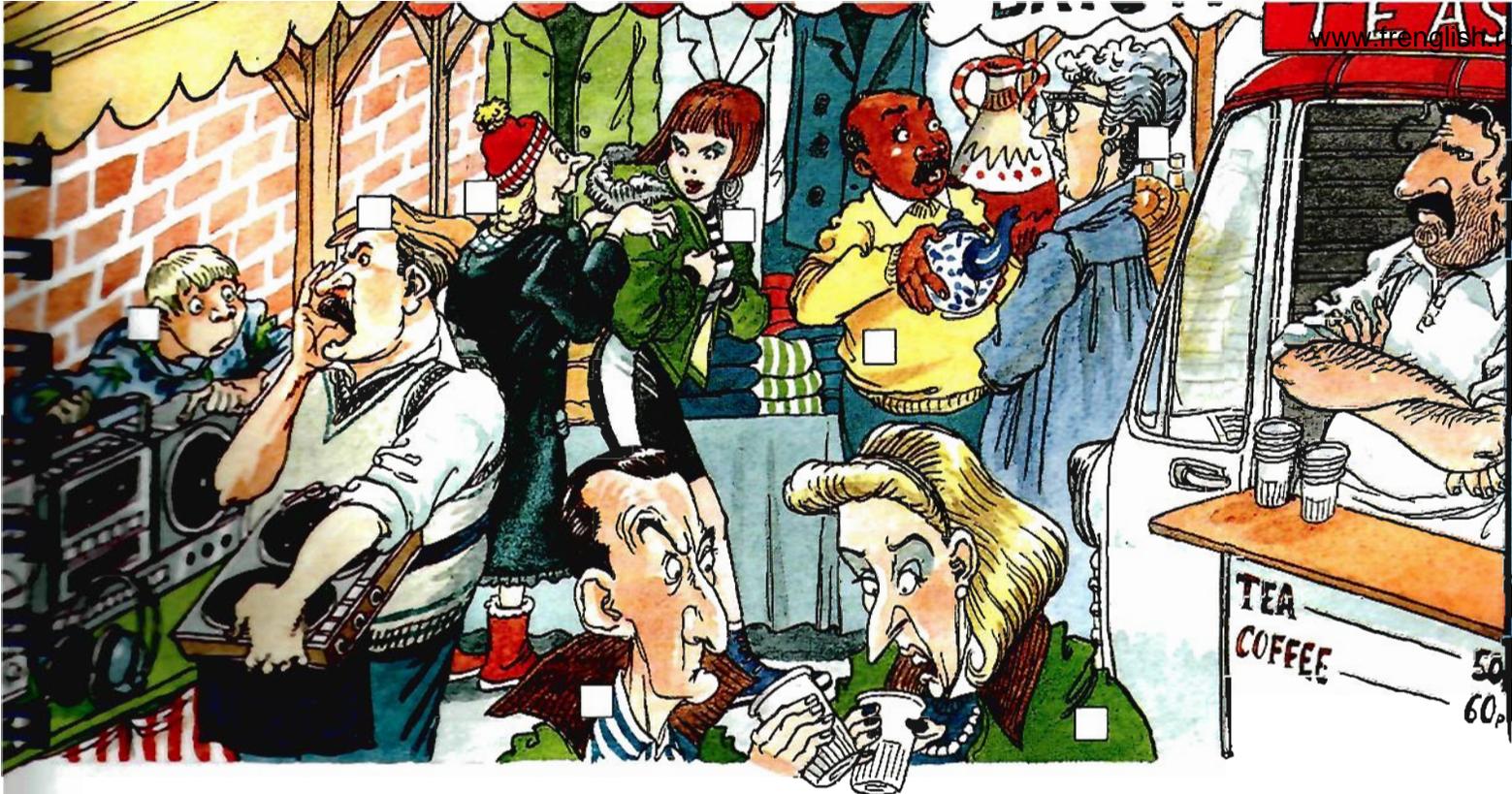
a Sony Walkman / Nestlé's chocolate / Chanel No 5 perfume / a Ferrari sports car / an IBM computer / a Yamaha keyboard / a Volvo truck / a Philips hair-dryer / Lego / Bic pens / Grundig televisions / Swatch watches / Benetton cardigans / Lacoste shirts / Kodak film / Oxford dictionaries / Minolta cameras

Give some more examples.

d Ask and answer

Ask and answer about clothes, things from your pocket or bag, and things in the classroom.

What's your pen made of? Where was it made?



e Match the conversations

Look at the picture and listen to the four conversations. Match the conversations to the pictures. Write A, B, C, D, E, F, G, H in the boxes on the picture.

- A Which one's the tea, and which one's the coffee?
- B I don't know.
- A Well, this one looks like tea ...
- B Taste it.
- A Ugh! It tastes awful. It doesn't taste like tea or coffee. What's yours like?
- B Ergh! Hot water! And it smells disgusting ...
- A Well, I think it's these cups. You can taste them. They're made of polystyrene. Don't drink it, Gerald! Throw it away!
- C Excuse me. Could I look at that teapot, please?
- D Yes, love. Here you are. Lovely teapot, isn't it? It's made of English china.
- C Hmm. It looks very old.
- D Oh, yes, love. It's an antique. And it's only twenty pounds.
- C Hmm. Did you say 'English china'?
- D Yes, love.
- C It says 'Made in Taiwan, 1990' on the bottom.
- D Oh, yes. Well, it looks like English china ...
- E Have a look at this one. It's a lovely cassette player. Made in England, too. It sounds fantastic.
- F Can I listen to it?
- E Yeah. Here's a tape.
- F Oh! It sounds terrible.
- E It sounds all right to me. Turn the volume down a bit.
- F Pardon?
- E Turn it down!

- G Excuse me, can I try on this anorak?
- H Yes, of course. Mmm. It looks good on you.
- G It feels very warm.
- H It's made in Norway. The winters are pretty cold there.
- G Uh, is this fur on the hood?
- H No. It looks like fur, but actually it's made of nylon.
- G Good. I never buy fur. How much is it?
- H Thirty-five pounds.

f What does it look like?

Ask and answer about these things.

- A What does coffee smell like?
- B It smells good / wonderful in the mornings.

expensive perfume / coffee / an ashtray / a hot shower / a Kylie Minogue record / a Mozart record / old shoes / caviar / a leather factory / a fur coat / a cold bath / new bread / cigar smoke

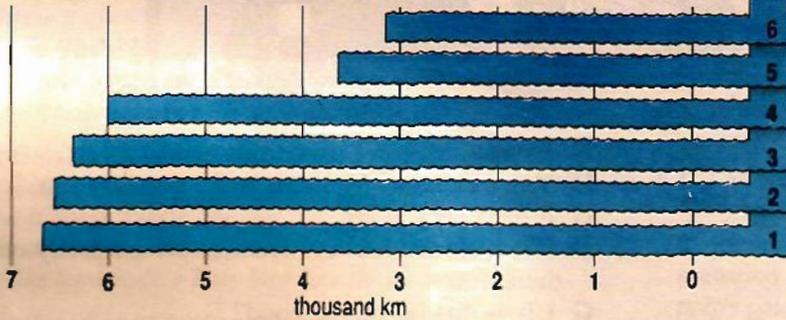
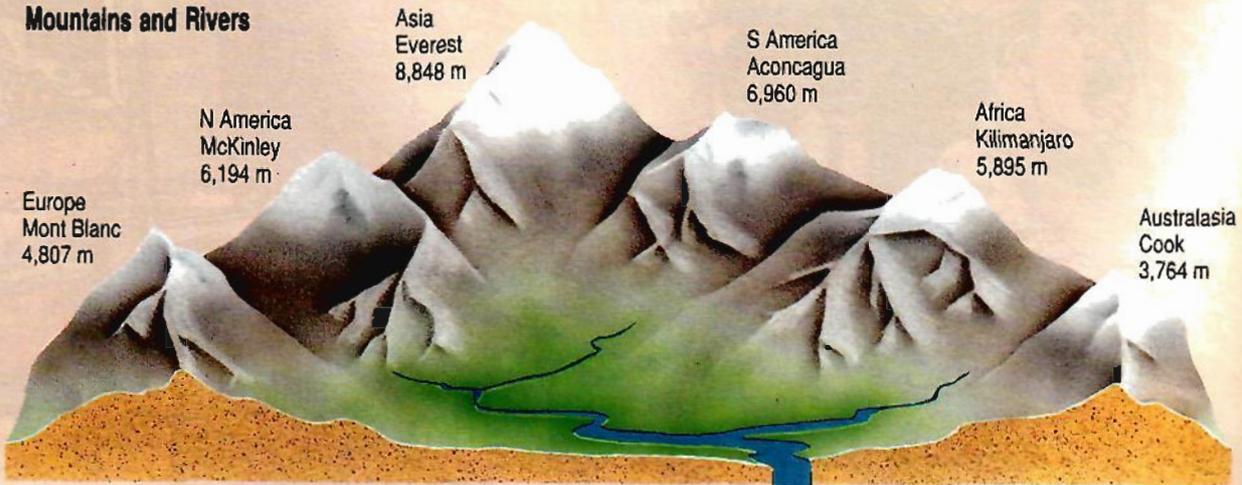
It	looks	awful.
	sounds	terrible.
	smells	bad.
	tastes	pretty bad.
	feels	all right.
		pretty good.
They	look	good.
	sound	very good.
	feel	wonderful.
	smell	marvellous.
	taste	fantastic.

g Role play

Look at the picture on the left-hand page, then read the Listening appendix for Unit 18. Try to sell one of the other things on the van.

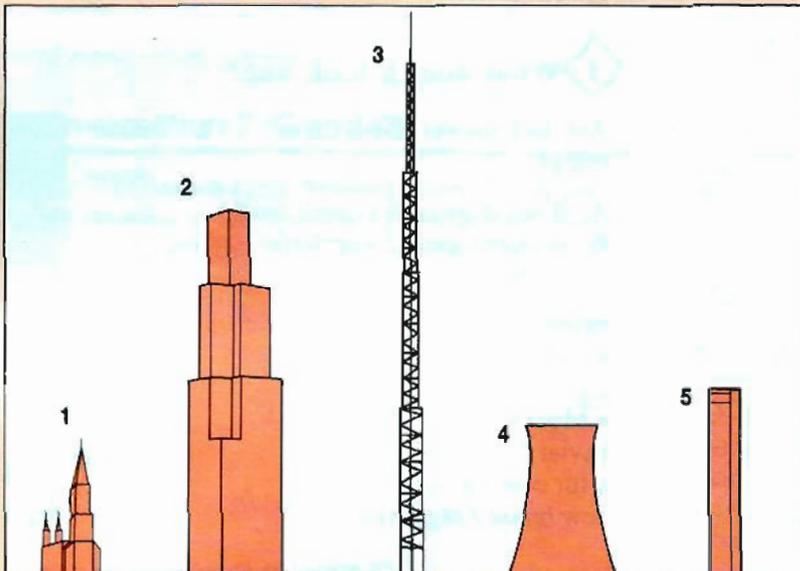
The biggest and the best

Mountains and Rivers



- 1 Africa. The Nile. 6,695 km.
- 2 South America. The Amazon. 6,570 km.
- 3 Asia. The Yangtze. 6,380 km.
- 4 North America. The Mississippi-Missouri. 6,020 km.
- 5 Australasia. The Murray-Darling. 3,750 km.
- 6 Europe. The Volga. 3,240 km.

Buildings



- 1 Cathedral. Ulm Cathedral, Ulm, Germany. 161 m.
- 2 Office building. Sears Tower, Chicago, USA. 443 m.
- 3 Radio mast. Warsaw Radio Mast, Poland. 646 m.
- 4 Cooling Tower. Uentrop, Germany. 180 m.
- 5 Hotel. Peachtree Center Plaza, Atlanta, USA. 220 m.

Lakes



- 1 Caspian Sea, Asia. 371,800 sq km.
- 2 Lake Superior, North America. 82,350 sq km.
- 3 Lake Victoria, Africa. 69,500 sq km.

The tallest person in the world was Robert Wadlow (1918-40) of the USA who was 272 cm tall... The oldest person who has ever lived was Shigechiyo Izumi... The heaviest person was Jon Brower Minnoch of the USA (born 1941). In 1978 he was 635 kg ... The largest living things in the world are

a The highest mountains

- A Which is the highest mountain in Africa?
 B Kilimanjaro is the highest mountain in Africa.
 A How high is it?
 B It's 5,895 metres high.

Ask and answer about South America, North America, Europe, Australasia, Asia, your country, the world.

b Higher and higher

Mount McKinley is higher than Mount Cook.
 Compare the mountains.

c The longest rivers

Look at **a** above. Ask and answer about the rivers.
 What about the rivers in your country?

d Longer and longer

Look at **b** and compare the rivers.

e The tallest buildings

Ask and answer about the buildings.
 Which is the tallest cathedral in the world?
 Where is it?
 How tall is it?

f Taller and taller

Then compare the buildings.
 The Warsaw Radio Mast is taller than the Sears Tower.

g The biggest lakes

Look at **a**. Ask and answer about the lakes.
 Look at **b**. Compare the lakes.

h Reading

Read the facts at the bottom of the page.
 Ask and answer about them.
 Who was the tallest person in the world? When was he born? When did he die? How tall was he? etc.

i Quiz

Student A closes the book. Student B looks at the book and asks five questions about the things on the left-hand page.

VOTING FORM**HITS**

Best film of the year _____
 Best actor _____
 Best actress _____
 Best record _____
 Best male singer _____
 Best female singer _____
 Best group _____
 Best TV programme _____
 Best news of the year _____

MISSES

Worst film of the year _____
 Worst actor _____
 Worst actress _____
 Worst record _____
 Worst male singer _____
 Worst female singer _____
 Worst group _____
 Worst TV programme _____
 Worst news of the year _____

j Vote for your favourites!

Here's your chance to vote for the best and worst films, songs, actors and singers of the last year.

k Class survey

Use the voting forms and do a survey for your class.

l People that you know ...

Think about all the people that you know.

Who is the oldest?
 The youngest?
 The tallest?
 The smallest?
 The fastest?
 The strongest?
 The bravest?
 The kindest?
 Who tells the best jokes?
 Who's got the loudest laugh?
 Who's got the longest hair?

One careful owner

a What about a Volvo?

Mr Pratt wants to buy a car. He has just looked at a second-hand Austin Allegro. Terence Fox, the car salesman, comes over to speak to him.

Terence It's a very good buy. It's in very good condition.

Mr Pratt That one looks better.

Terence Oh, yes! Of course. You prefer big cars, then?

Mr Pratt Well, I don't know really. I've never bought a car before.

Terence Well, what about a Volvo? It's faster, it's a bit *more expensive than the Allegro*. Sorry, someone's turned the nines upside-down. And of course it's more comfortable than the Allegro.

Mr Pratt The Allegro?

Terence Yeah, that brown one.

Mr Pratt Well, it's nice, it is. But it's fifty pounds more than the ... the ... er ...

Terence Allegro. Look, Mr ... er ...

Mr Pratt Pratt.

Terence Right, Mr Pratt, I'm a fair man. The price on the car was five hundred and sixty-six pounds. It was a *mistake! But ... I'll sell it to you for five hundred and sixty-six pounds*. Now, that's less than I paid for it.

Mr Pratt I don't know.



Look at **e** Four cars on the right-hand page. Compare the Austin Allegro and the Volvo using comparatives (e.g. more expensive, less expensive, faster). Use these words: safe / comfortable / economical / fast / long / wide / big / expensive / old

b The best car here

Mr Pratt That's a nice car.

Terence The Saab? Well, yes. It's the best car here.

Mr Pratt It's more modern, isn't it?

Terence Oh, yes. It's the most comfortable, too. And it's the fastest. It's got a turbo, two litre engine – one hundred and forty miles an hour – air-conditioning, CD player, anti-lock brakes. It's a fantastic car. Fantastic.

Mr Pratt Oh, yes. Er ... What's a turbo?

Terence It's ... it doesn't matter, Mr Pratt. Of course, it is the most expensive car we've got ...

Mr Pratt No, it isn't. It's the cheapest.

Terence It's the children. There are a lot of kids round here. They change the numbers.

Mr Pratt But it was one hundred and twenty, and you said ...

Terence That was different.



Look at **e** Four cars. Make sentences about the Saab, using superlatives (e.g. most expensive, fastest).

c Something smaller?



Terence Now, would you like to try the Volvo?

Mr Pratt I don't know. I wanted something smaller.

Terence The Allegro's smaller. And it's more economical. Petrol's very expensive, you know.

Mr Pratt What about that one? It's the smallest.

Terence The Mini?

Mr Pratt Yes. I like small cars.

Terence Ah. You like small cars! This is a lovely example. It's only had one owner. An old lady. She used it for shopping once a week. She was a very careful driver. She loved this car. She didn't want to sell it, you know, but she was eighty-five.

Mr Pratt How many miles has it done?

Terence Only thirty thousand.

Mr Pratt Really?

Terence Get in. It's got a radio. Do you want to hear the engine?

Mr Pratt Pardon?

Terence Do you want to hear the engine? The engine sounds very nice.

Mr Pratt Pardon? It's very old.

Terence It is quite old, but old Minis are very popular. And it's only one hundred and fifty pounds.

Look at **e** Four cars. Make sentences about the Mini, 1 using superlatives (e.g. least expensive, slowest); 2 using comparatives (e.g. cheaper than ..., less comfortable than ..., more economical than ...).

d A bargain?

Listen to the rest of the conversation, and complete the exercise.

Are these sentences true or false?

- Mr Pratt has got a bargain.
- He paid £140 for the car.
- There's nothing wrong with the car.
- The car won't start.
- Terence gave Mr Pratt his money back.



e Four cars

				
Make	SAAB	Volvo	Austin	Austin
Model	9000 Turbo Hatchback	240DL Estate	Allegro 1.3 Saloon	Mini Saloon
Made in	Sweden	Sweden	Britain	Britain
Year	1986	1978	1979	1973
Colour	Silver	Light blue	Brown	Blue
Engine size	1985 c.c.	2316 c.c.	1298 c.c.	850 c.c.
Top speed	138 m.p.h.	98 m.p.h.	85 m.p.h.	77 m.p.h.
Length	4.62 m	4.80 m	3.91 m	3.05 m
Width	1.77 m	1.70 m	1.63 m	1.56 m
Comfort	*****	****	**	*
Economy	***	**	****	*****
Safety	*****	****	**	*
Price	£12,000	£599	£549	£150

Guide to star ratings: The more stars the better!

f Compare the cars

1 Ask and answer about the cars.

*Where was it made? When was it made?
Which is the cheapest? How much is it?
Which is the least economical?
Which is the most modern?
Which is the longest? How long is it?*

2 Make sentences about the cars with *than*.

*The Saab is more comfortable than the Volvo.
The Allegro is less comfortable than the Volvo.
The Saab is wider than the Volvo.*

g Role play

Try to sell one of the cars to another student.

Check-back two

Which verb?

Choose the correct verbs for the spaces.

- 1 What would you ____ do?
like / prefer / want / rather
- 2 He'd ____ to work in an office.
rather / prefer / likes / wants
- 3 Greenhill Farm ____ to Casterbridge Farms Ltd.
has got / is / belongs / has been
- 4 The magician ____ opened the door.
has / is / have / was
- 5 Now he's ____ to close the door.
goes / will / going / done
- 6 Have you ever ____ to Italy?
be / going / got / been
- 7 She's never ____ the Eiffel Tower.
saw / seen / see / seeing
- 8 How long ____ you had those glasses?
have / did / do / are
- 9 Minolta cameras are ____ in Japan.
make / making / makes / made
- 10 This anorak ____ very warm.
feeling / feel / feels / has

Negative sentences

It sounds good. *It doesn't sound good.*

Make these sentences negative.

- 1 She's been to London.
- 2 They've gone to the bank.
- 3 I've seen Michael Jackson.
- 4 It's made of metal.
- 5 It looks like fur.
- 6 He bought a souvenir.
- 7 They'd prefer to live in the USA.
- 8 She'd rather work in a hospital.
- 9 It's been here since Friday.
- 10 It was made in Greece.

Past participles

done is the past participle of *do*.

What are the past participles of these verbs?

- | | |
|---------|-----------|
| 1 be | 7 meet |
| 2 see | 8 hear |
| 3 buy | 9 go |
| 4 drink | 10 break |
| 5 bring | 11 have |
| 6 write | 12 finish |

For and since

Write *for* or *since* in front of these time words.

- | | |
|-----------------------|-----------------------|
| 1 ____ Wednesday | 7 ____ a year |
| 2 ____ twenty minutes | 8 ____ two months ago |
| 3 ____ an hour | 9 ____ 1990 |
| 4 ____ six o'clock | 10 ____ last Sunday |
| 5 ____ 3rd August | 11 ____ five years |
| 6 ____ two days | 12 ____ 8.30 |

Time words

Use the time words in the box. Complete the sentences.

for since yet ever never already

- 1 Have you ____ met the Queen of England?
- 2 I haven't finished ____.
- 3 No, thank you. I've ____ had some coffee.
- 4 They've lived in Brazil ____ 1989.
- 5 She's been here ____ a long time.
- 6 I've ____ seen a ghost in my life!

Mathematics

Write the mathematical signs for these words.

- 1 divide 2 multiply 3 minus 4 equals 5 plus

Talking about grammar

Put a tick in the correct box. You can look at the Grammar summaries for Units 11–20 to help you. **Score two points for each correct answer.**

- 1 I've done it.
This sentence is:
 past simple present perfect.
- 2 He's the worst singer in the world!
worst is:
 comparative superlative.
- 3 It was made in Germany.
This sentence is:
 active passive.
- 4 I'd rather be a singer.
We (use don't use) the infinitive with *to* after *rather*.
- 5 There's a little milk.
milk is:
 countable uncountable.
- 6 The Volvo's less expensive than the Saab.
less expensive is:
 comparative superlative.
- 7 It sounds good.
good is:
 an adjective an adverb.

Answer key

This answer key may be photocopied for use with *Grapevine 2* Check-back two.

No other part of this publication may be photocopied without the prior written consent of Oxford University Press.

Please do not write on this answer key.

Which verb?

- | | |
|-----------|----------|
| 1 rather | 6 been |
| 2 prefer | 7 seen |
| 3 belongs | 8 have |
| 4 has | 9 made |
| 5 going | 10 feels |

Negative sentences

- 1 She hasn't been to London.
- 2 They haven't gone to the bank.
- 3 I haven't seen Michael Jackson.
- 4 It isn't made of metal.
- 5 It doesn't look like fur.
- 6 He didn't buy a souvenir.
- 7 They'd prefer not to live in the USA.
- 8 She'd rather not work in a hospital.
- 9 It hasn't been here since Friday.
- 10 It wasn't made in Greece.

Past participles

- | | |
|-----------|-------------|
| 1 been | 7 met |
| 2 seen | 8 heard |
| 3 bought | 9 gone |
| 4 drunk | 10 broken |
| 5 brought | 11 had |
| 6 written | 12 finished |

For and since

- | | |
|---------|----------|
| 1 since | 7 for |
| 2 for | 8 since |
| 3 for | 9 since |
| 4 since | 10 since |
| 5 since | 11 for |
| 6 for | 12 since |

Time words

- 1 ever
- 2 yet
- 3 already
- 4 since
- 5 for
- 6 never

Mathematics

- | | |
|-----|-----|
| 1 ÷ | 4 = |
| 2 x | 5 + |
| 3 - | |

Talking about grammar

- | | |
|-------------------|----------------|
| 1 present perfect | 5 uncountable |
| 2 superlative | 6 comparative |
| 3 passive | 7 an adjective |
| 4 don't use | |

Quantity

- | | |
|------------|---------------|
| 1 any | 5 a few |
| 2 are | 6 a |
| 3 a lot of | 7 a couple of |
| 4 some | 8 many |

Comparisons 1

- 1 least
- 2 more
- 3 less
- 4 most
- 5 more
- 6 most

Comparisons 2

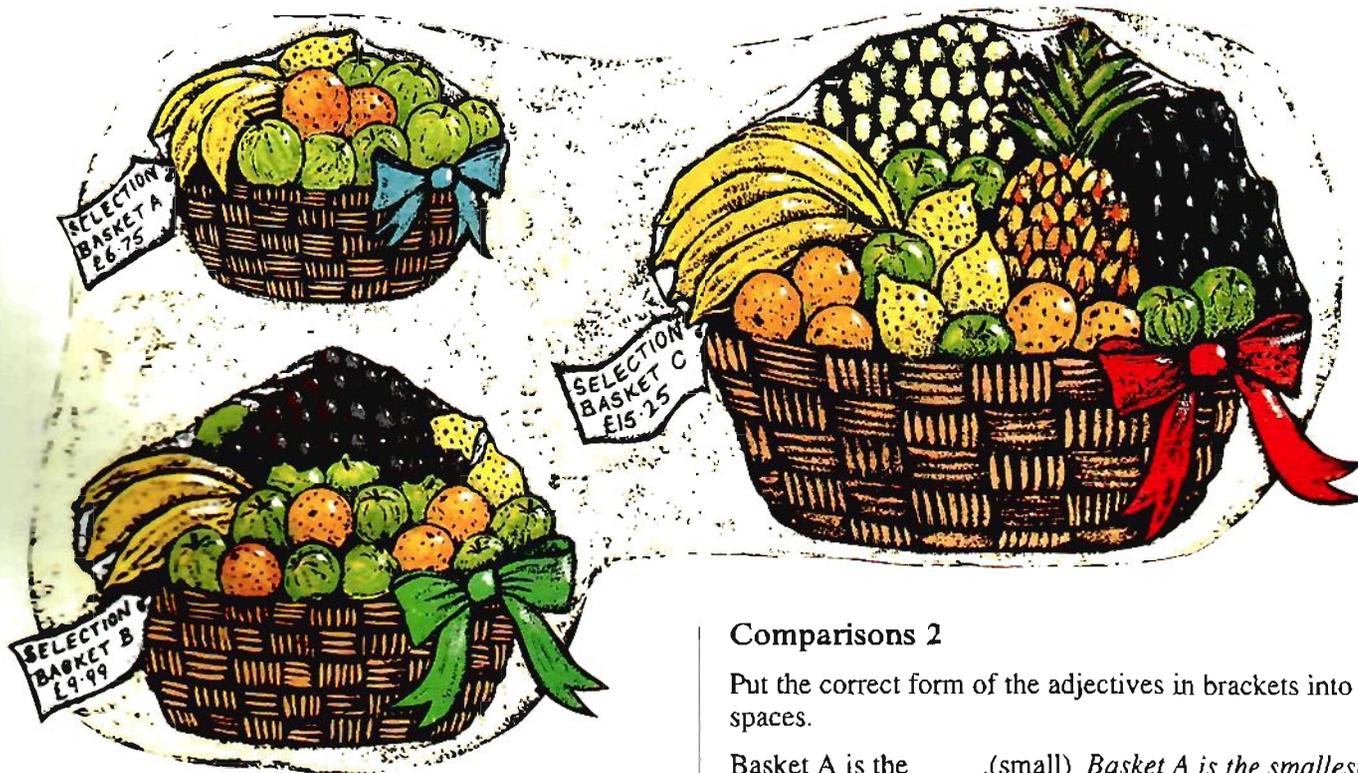
- 1 better
- 2 biggest
- 3 cheaper
- 4 cheapest
- 5 smaller
- 6 best

Pronunciation

- 1 sword
- 2 bull
- 3 police
- 4 fruit
- 5 leather
- 6 to

Expressions

- 1 Mrs Page (Unit 11)
- 2 The magician (Unit 13)
- 3 Mr Kirk (Unit 15)
- 4 Assistant (Unit 18)
- 5 Customer (Unit 18)



Quantity

Choose the correct word for the spaces.

- 1 There aren't ____ grapes in basket A.
any / many
- 2 There ____ several lemons in basket C.
is / are
- 3 There are ____ grapes in basket C.
a lot of / several
- 4 There are ____ apples in basket A.
some / any
- 5 There are ____ bananas in basket B.
a few / a little
- 6 There is ____ pineapple in basket C.
a / some
- 7 There are ____ oranges in basket A.
several / a couple of
- 8 There aren't ____ lemons in basket A.
any / many

Comparisons 1

Complete the sentences with words from the box.

most least more less

- 1 Basket A is the ____ expensive.
- 2 Basket B is ____ expensive than basket A.
- 3 Basket B is ____ expensive than basket C.
- 4 Basket C is the ____ expensive.
- 5 There are ____ grapes in basket C than in basket B.
- 6 Basket C has got the ____ grapes in it.

Comparisons 2

Put the correct form of the adjectives in brackets into the spaces.

Basket A is the ____ (small) *Basket A is the smallest.*

- 1 Basket B is ____ than basket A. (good)
- 2 Basket C is the ____ (big)
- 3 Basket B is ____ than basket C. (cheap)
- 4 Basket A is the ____ (cheap)
- 5 Basket B is ____ than basket C. (small)
- 6 Basket C is the ____ (good)

Pronunciation

One word in each line has a different *vowel sound*. Put a ring around the different word.

- | | | | |
|---------|---------|--------|-------|
| 1 worse | nurse | word | sword |
| 2 tall | bull | call | walk |
| 3 boat | over | police | note |
| 4 fruit | young | just | judge |
| 5 least | leather | leave | meat |
| 6 so | go | to | no |

Expressions

Look at these expressions from Units 11–20. Who says them? Match the expressions to the speakers.

Expressions	Speakers
1 Take a seat.	A Mr Kirk (Unit 15)
2 He doesn't believe me.	B Assistant (Unit 18)
3 It doesn't matter.	C Mrs Page (Unit 11)
4 Have a look at this one.	D Customer (Unit 18)
5 Can I try on this anorak?	E The magician (Unit 13)

SCORE (out of 100) ____ %

Your town

a About your town

Work with another student and answer the questions about your town. (If you live in the country, talk about the nearest town or village.)

Geography

Do you live in the country / a village / a town / a city?
Is your town near the sea? Are there any beaches?
Are there any mountains / lakes / rivers near your town?
Are there any rivers in your town? How many?
Where is your favourite place in your town?

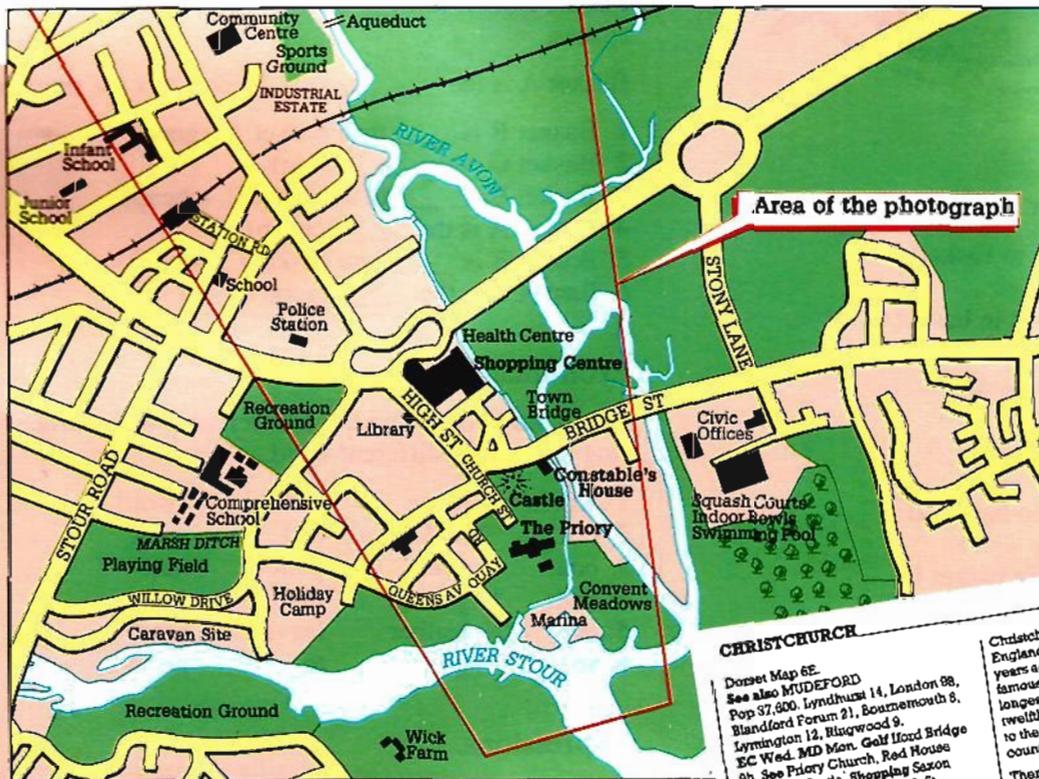
Occupations

What jobs do people do in your town?
What things are made in your town?
Do tourists ever come to your town? Why? / Why not? / When?
What can young people do in your town?

History

How old is your town?
What is the oldest building?
What is the best-known place? Why?
Were any famous people born in your town? Who?
Do any famous people live in your town? Who?
Has anything very interesting or important happened in your town? What?

b Christchurch



1 Read the text, then look at the photo and the map.

Can you find:

Christchurch Priory, the castle, the Constable's House, Saxon Square, the station, the rivers, the harbour, Mudeford?

2 Look at the facts about Christchurch. Find abbreviations for:

population, market day, telephone number, square, early closing day (for shops), Wednesday, information bureau, holes (on a golf course), street.

CHRISTCHURCH

Dorset Map 6E.
See also MUDEFORD
Pop 37,800. Lyndhurst 14, London 68,
Blandford Forum 21, Bourne-mouth 8,
Lynton 12, Ringwood 9.
EC Wed. MD Mon. Golf Mord Bridge
Sq. See Priory Church, Red House
Museum, Castle, Shopping Saxon
Sq precinct, High St, Church St,
Bridge St.
1 Saxon Sq. 7 745556.

Christchurch is a small town in Dorset, in the south of England. The Saxons built the first town here about 1,100 years ago, and the centre has many old buildings. The most famous is the eleventh century Christchurch Priory, the longest church in England. Near the priory is the ruins of the twelfth century castle. The Constable's House, which is next to the castle, is one of the finest Norman buildings in the country.

There are two rivers, the Stour and the Avon, which run through the town. There are interesting small shops near the church, and a modern pedestrian precinct, Saxon Square, at the opposite end of the High Street to the church. The town has a large harbour, and there are sandy beaches at Mudeford. It is a popular centre for tourists, and there are hundreds of small boats in the harbour and along the river.

There are housing estates to the west, east and north-east of the old centre. There are several warehouses and factories which are to the north-east of the town. The town has a railway station where you can get trains to London, Bourne-mouth and Weymouth, and Bourne-mouth (Horse) Airport is within the town boundaries.



c My town

Complete these sentences about your town.

- 1 The oldest building is ...
- 2 The biggest hotel is ...
- 3 The tallest building is ...
- 4 The most expensive shops are in ...
- 5 The cheapest shops are in ...
- 6 The newest buildings are ...
- 7 The busiest street is ...
- 8 The worst traffic is at ... (What time?)

d Comparisons

Compare your town with Christchurch.

My town is bigger than Christchurch.

There aren't any mountains near Christchurch, but there are mountains near my town.

My town has got three railway stations. Christchurch has only got one.

e How far?

A *How far is Christchurch from London?*

B *It's ninety-eight miles.*

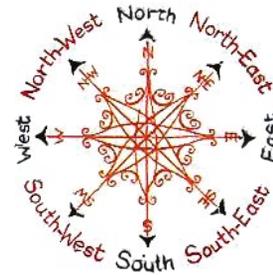
Make more sentences, then ask and answer about your town.



Christchurch from the air

f Where is it?

Look at the compass.



Student A: Look at the Interaction appendix, Section 5.
Student B: Look at the Interaction appendix, Section 23.

g What do people do?

In Christchurch, a lot of people work in shops and in tourism, but there are also factories. Aeroplanes were made in Christchurch until a few years ago. Now toys and furniture are made there. What do people do in your town? What things are made there? What things are produced in the country near your town?

h A postcard from Christchurch



Write a postcard from Roland's mother to her sister. Roland's mother *loves* Christchurch.

Then write a postcard about your town. What things can you do? Where can you go in the evenings?

i Project: Describe your town

Find out some facts about your town. Find out about its geography, history, and about the occupations of the people. Maybe you can find some pictures. Write a description of your town.

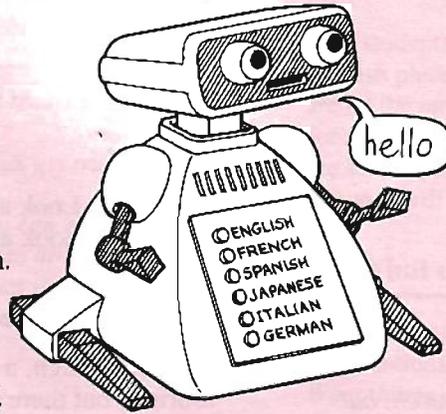
Cartoon Fun!

TONY Inc.

The new 9000 Robot can do nearly everything!

- It can speak.
- It can translate words into six languages.
- It can play music.
- It can do mathematical calculations.
- It can check your spelling.
- It can pick things up, and carry them.
- You can program it to move from room to room.

You can buy your own Tony 9000 from your local toy store. Only \$199.00.



CAN YOU PLAY THE GUITAR?

You can learn in seven days with Bert Weeton's *Guitar Tutor*.

SEND \$5.95 to

Bert Weeton Studios,
P.O. Box L-333, Lubbock,
Texas, USA.



SPELLING QUIZ

Can you spell these words?
thought is the past of *think*.
caught is the past of *catch*.
bought is the past of *buy*.
taught is the past of *teach*.
could is the past of *can*.

Close the comic and write the five words on a piece of paper.



RICKY AND DONNA WERE IN THE SAME CLASS AT RYDELL HIGH SCHOOL...



THAT NIGHT RICKY SAW AN ADVERT IN A MAGAZINE...



TWO WEEKS LATER A PARCEL ARRIVED AT HIS HOUSE.



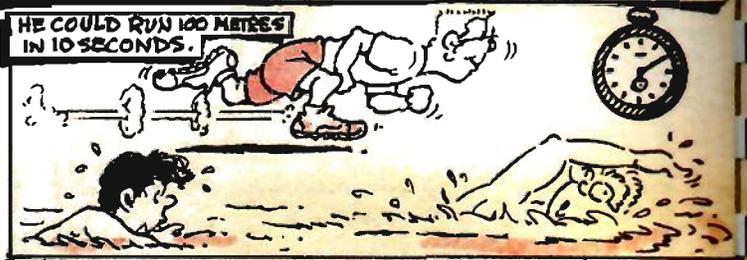
THERE WAS A BOOK AND THERE WERE SOME WEIGHTS IN THE PARCEL. RICKY COULDN'T LIFT THE WEIGHTS!



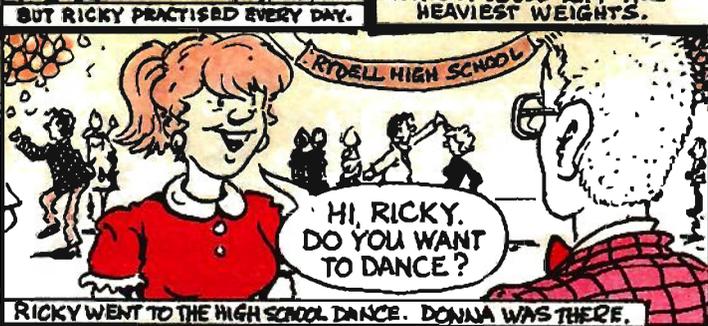
BUT RICKY PRACTISED EVERY DAY.



... RICKY COULD LIFT THE HEAVIEST WEIGHTS.



HE COULD SWIM FASTER THAN ANYONE IN HIS CLASS.

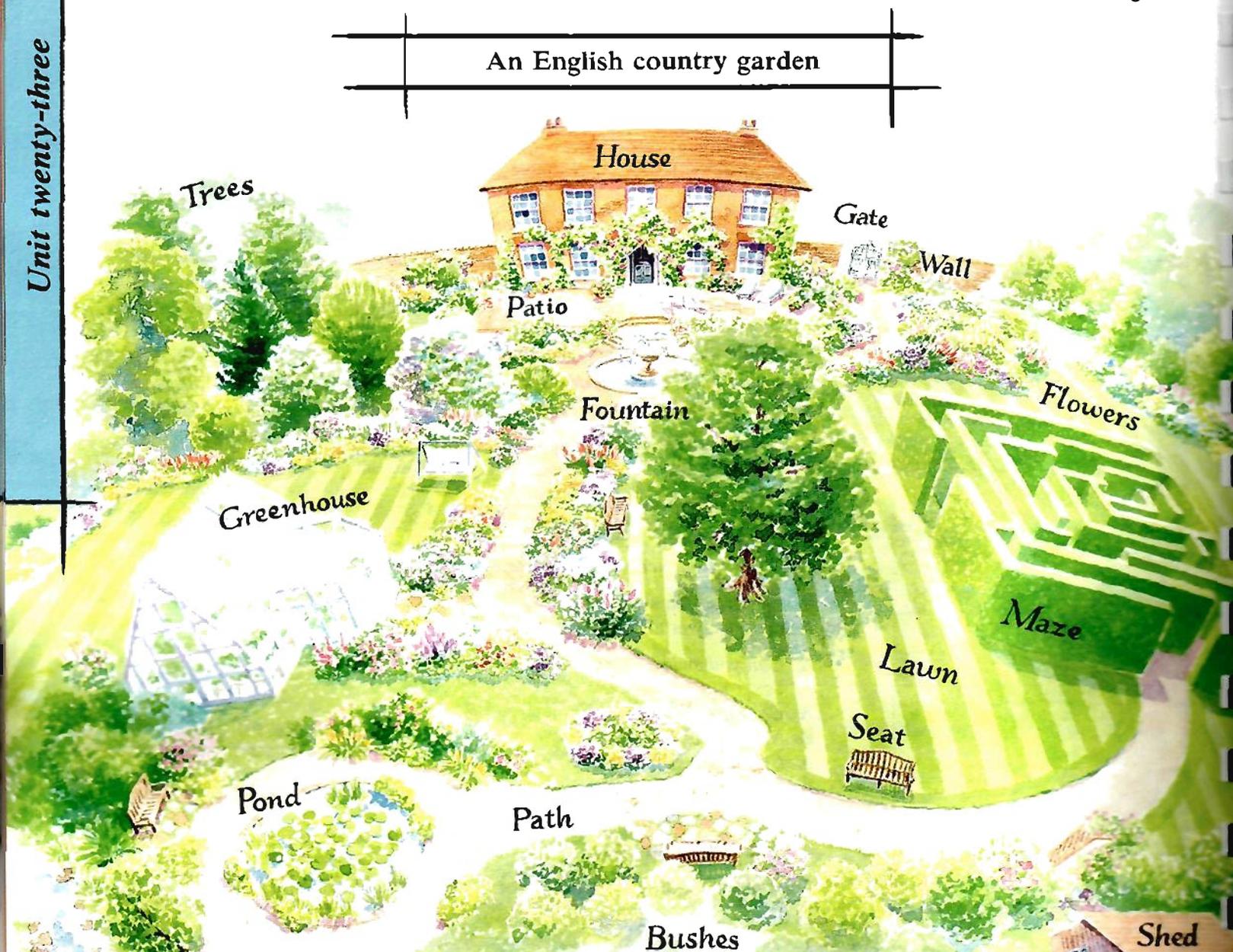


RICKY WENT TO THE HIGH SCHOOL DANCE. DONNA WAS THERE.



BUT THERE WAS A SMALL PROBLEM - RICKY COULDN'T DANCE!!

An English country garden



It was a lovely July day, and Lord Membury was having a garden party. There were seven people at the party. At about four o'clock, everyone heard the sound of a gun from the maze. They ran to the maze. Major Rhodes and the Reverend Fisher both went into the maze, where they found Lord Membury's body. He was dead. There was a bullet wound in the centre of his forehead. They called the police ...

These were the people at the garden party:

To Miniature Golf



MAJOR RHODES
Age: 65. Retired army officer. Widower. Wants to get married again. Likes Mrs Carpenter. Often played golf with Lord Membury. They were both in the same class at school.

THE REVEREND FISHER
Age: 48. Not married. Collects rare orchids. Has come to see Lord Membury's new orchid from Tibet.



SIMON FORTESCUE
Age: 25. Has just returned from Tibet. Went there to find a rare orchid for Lord Membury. Friend of Davinia's. Very poor.



MISS MAPLE
Age: 92. Author of several books about flowers. Member of the Orchid Society with Lord Membury and the Reverend Fisher. Doesn't like either of them. Thinks they're only interested in orchids because orchids are rare and expensive.



MRS CARPENTER
Age: 45, but looks younger. Widow. Married three times. All her husbands died. Is looking for a new husband. Interested in Lord Membury.



DAVINIA MEMBURY
Age: 21. Lord Membury's only child. Her mother, Lord Membury's wife, is dead. Allergic to flowers - sneezes a lot. In love with Simon. Her father didn't want them to get married.

a Lord Membury

What do you know about Lord Membury? Write notes about him.

b Where were they?

Listen to the six people, and mark their positions on the picture of the garden.

c Why were they there?

Copy the chart and look at the example. Listen again.
This time note:

- 1 where they were;
- 2 the reason why they were there.

Who?	Where were they?	Reason
Major Rhodes	<i>In the shed.</i>	<i>He wanted to get some golf clubs.</i>
the Reverend Fisher		
Simon Fortescue		
Miss Maple		
Mrs Carpenter		
Davinia Membury		

d Reasons: He went to do it.

Simon went to Tibet.
Why did he go to Tibet?
He went to find a rare orchid.

- 1 Where was Major Rhodes? Why did he go there?
- 2 Where was the Reverend Fisher? Why did he go there?

e Reasons: He did it because ...

Why wasn't the Major enjoying the party?
He wasn't enjoying the party because they were all talking about orchids.
or
Because he isn't interested in flowers.

Read the Listening appendix for Unit 23 and answer the questions.

- 1 Why did the Major go to get some golf clubs?
- 2 Why were Simon and Davinia by the stream?
- 3 Why does Davinia sneeze a lot?
- 4 Why couldn't Miss Maple run after the others?
- 5 Why was Mrs Carpenter sitting under the oak tree?
- 6 Why hasn't Mrs Carpenter got the flower that the Major gave to her?

f True or false?

Are these sentences true [✓] or false [✗]?

Lord Membury and Major Rhodes

- Both of them liked golf.
- Neither of them were interested in flowers.
- Both of them were the same age.
- Both of them were widowers.

Lord Membury, the Reverend Fisher, Miss Maple

- None of them were interested in flowers.
- All of them were members of the Orchid Society.
- All of them were over sixty years old.
- None of them were married.

Simon and Davinia

- Both of them were rich.
- One of them sneezed a lot.
- Neither of them were on the bridge.
- Both of them stayed outside the maze.

Mrs Carpenter and Major Rhodes

- Neither of them knew a lot about flowers.
- Neither of them ran to the maze.
- Both of them were sitting under the oak tree.

Everyone

- All of them ran to the maze.
- One of them wasn't telling the truth.
- Some of them were interested in orchids.
- None of them were married.
- Two of them found Lord Membury's body.

g Who did it?

Who killed Lord Membury? What do you think? Why?
Work in groups of four. Look at the Interaction appendix.

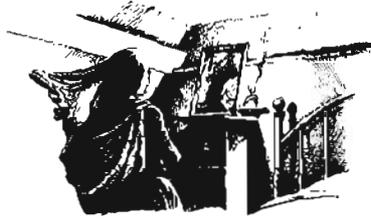
Student A: Look at Section 4.
Student B: Look at Section 10.
Student C: Look at Section 15.
Student D: Look at Section 19.

(If there are only two of you, one of you can look at Sections 4 and 10, and the other can look at Sections 15 and 19.)



Obligations

DAISY WAS A SERVANT IN LONDON IN THE 1890s. SHE WENT TO WORK FOR A RICH FAMILY WHEN SHE WAS TWELVE YEARS OLD.



SHE HAD TO GET UP AT FIVE O'CLOCK EVERY DAY.



FIRST SHE HAD TO MAKE THE FIRES IN ALL THE ROOMS



THEN SHE HAD TO CLEAN ALL THE FLOORS.



SHE HAD TO TAKE HOT WATER UPSTAIRS FOR THE BATHS.



SHE HAD TO FINISH ALL THE HOUSE WORK BEFORE THE FAMILY CAME DOWNSTAIRS FOR BREAKFAST.



THEN SHE HAD TO MAKE THE BEDS.

AND IT WAS ONLY NINE O'CLOCK! IN THE AFTERNOONS AND EVENINGS SHE HAD TO HELP THE COOK IN THE KITCHEN. SHE RARELY WENT TO BED BEFORE ELEVEN O'CLOCK. DAISY HAD TO WORK SEVEN DAYS A WEEK. SHE HARDLY EVER WENT OUTSIDE THE HOUSE, EXCEPT ON SUNDAYS. SHE COULD GO TO CHURCH THEN. SHE COULDN'T SEE HER FAMILY OR FRIENDS. THE RICH FAMILY PAID HER ABOUT TEN POUNDS A YEAR!

a True or false?

Are these sentences true [✓] or false [x]?

- Daisy didn't have to go to school.
- Daisy didn't have to work hard.
- Daisy didn't have to help the cook in the mornings.
- Daisy had to work seven days a week.
- Daisy had to go to church on Sundays.
- Daisy could often see her friends.

b Daisy's job

Ask and answer.

- 1 What time did Daisy have to get up?
- 2 What did she have to do first?
- 3 What did she have to do next?
- 4 Why did she have to take hot water upstairs?

- 5 What did she have to do before the family came downstairs?
- 6 Did she have to make the beds in the mornings or in the afternoons?
- 7 When did she usually go to bed?
- 8 Did she ever go outside the house? Ask 'When?'
- 9 What could she do on Sunday mornings?
- 10 Could she see her family and friends?

c Then and now

Think about life in the past.

*Factory workers had to work six days a week.
Housewives had to do all of the work by hand.*

Make sentences, beginning with:

They had to ...

They didn't have to ...



NADINE IS FIFTEEN, AND SHE'S A PUPIL AT A SCHOOL IN LONDON

HI, NADINE!

NADINE HAS TO CATCH THE SCHOOL BUS AT 8.15 EVERY DAY.



SHE HAS TO DO HOMEWORK EVERY DAY.



SHE HAS TO WEAR SCHOOL UNIFORM.



SHE CAN'T WEAR JEWELLERY OR MAKE-UP AT SCHOOL.



SHE HAS TO TIE HER HAIR BACK AT SCHOOL.



SHE HAS TO TAKE A PACKED LUNCH BECAUSE THE SCHOOL HASN'T GOT A CANTEEN.

d School rules

Read about Nadine's day.

Do schools in your country have the same rules? Do they have other rules? What are they? Make sentences.

In my country, pupils don't have to wear uniform.

In my country, pupils have to start school at 7.30.

e What do you have to do?

What time do you usually get up?

Do you *have to* get up at that time?

What kind of clothes do you wear to school / work?

Do you *have to* wear those clothes, or can you wear something different?

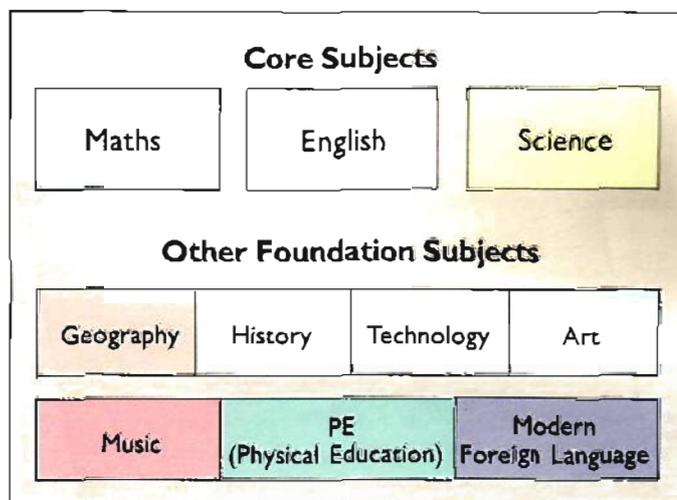
Do you have to make your bed?

Do you have to do any housework? What? How often?

What other things do you have to do?

f The National Curriculum

In Britain there is a National Curriculum for schools. It began in 1989, and since then schools have had to follow it. There are ten 'foundation' subjects in the National Curriculum which schools have to teach. The most important of these are called 'core subjects'.



All schools have to do R.E. (Religious Education) as well, but students don't have to take an exam in R.E. Of course, schools can teach other subjects, too. Some schools teach a second foreign language, Latin, Computer Studies or Drama. But they don't have to.

Which subjects do schools have to teach in your country?
 Are there any subjects that they don't have to teach?
 Which subjects have you had to study?
 Which are the most important, do you think? Why?

Survival

OUTDOOR SURVIVAL COURSES FOR EXECUTIVES LTD.

Can **YOU** survive outdoors for twenty-four hours in cold winter weather?

Can **YOU** walk thirty miles across the hills?

Can **YOU** climb rocks, cross rivers and sleep in a tent?

Maybe you could do it ten years ago, but can you still do it now?



OSCE offers outdoor survival courses for executives and senior managers. The courses are at our Survival Centre in the Mendip Hills. The Centre is only fifteen miles from Bristol (train), seven miles from Bristol Airport (plane), and close to the M5 and M4 motorways (car). Five-day courses include one overnight 24-hour survival exercise. For more information:

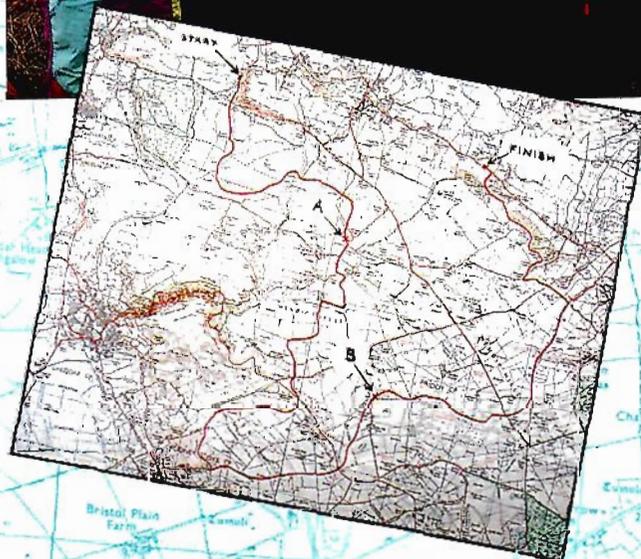
Contact **OSCE**.

Mendip Survival Centre,
Charterhouse, near Cheddar,
Somerset.



a Listening 1: The route

Anita Spencer is the instructor for OSCE's survival courses. She's explaining the exercise to a group of executives. Listen, then answer the questions.



- 1 Can they follow any route that they like?
- 2 When must they report at checkpoint A?
- 3 When must they report at checkpoint B?
- 4 When can they put their tents up?
- 5 Can they finish the exercise after ten o'clock tomorrow morning?

b Listening 2: The rules

Anita's explaining the rules of the exercise. Listen, and complete the sentences below with *must* or *mustn't*.



- 1 You take any money with you.
- 2 You travel on foot.
- 3 You hitch-hike.
- 4 You use your tents tonight.
- 5 You sleep in a building.
- 6 You stay in pairs.

c Walking in the country

OSCE gives this leaflet to all the people on the 24-hour survival exercise. Read the leaflet quickly. Close the book and work with a partner. What things must you do in the country? What things mustn't you do in the country?



OSCE

RULES FOR WALKING IN THE COUNTRY

- 1 Always close gates behind you.
- 2 Stay on the path when you are crossing fields.
- 3 Never drop matches or cigarettes.
- 4 Do not leave litter.
(All litter is ugly. Cans and plastic bags are very dangerous to animals.)
- 5 Never pick wild flowers or plants.
- 6 Never write your name on trees or rocks.
- 7 Always control dogs.
- 8 Never pollute rivers, streams or ponds.



d The survival game

Look at the game. Read the instructions on the squares. You need some counters (pen tops, or any small objects) and two coins. You can use the coins to score. Coins have two sides. In Britain these are called 'heads' (the side with a picture of the Queen's or King's head) and 'tails' (the side with the value: 2p, 5p, 20p, 50p, £1, etc.). Use coins from your country. Tails is the side with the value on it. Throw both coins.

- One head, one tail – move **one** space.
- Both tails – move **two** spaces.
- Both heads – move **three** spaces.

e Must and needn't

Imagine that this is a page from your diary. Today is 12 November, and you are very busy. You can't do everything. You must decide which things are the most important, and which things you can do tomorrow.

Make sentences with *must* and *needn't*. for example:

- Take dog to the vet
- 1 Your dog is very ill.
I must take the dog to the vet today.
- 2 Your dog is going to have a vaccination.
I needn't take the dog to the vet today. I can take him tomorrow.

– MONDAY 12 November

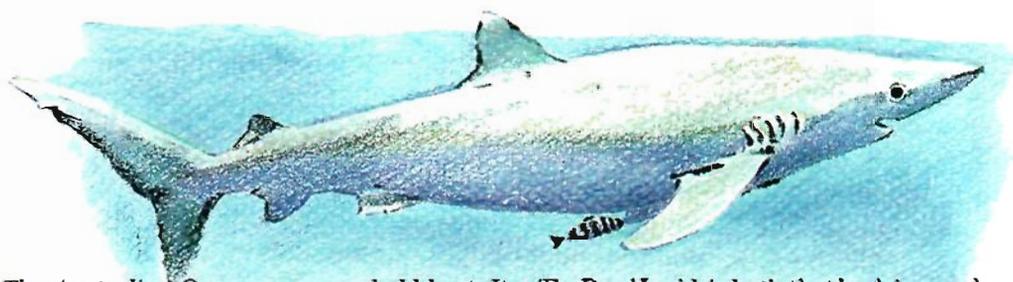
Don't forget Suzy's birthday tomorrow!!!

THINGS TO DO TODAY

- Take dog to the vet
- Go to bank. Get money
- Post cheque to book club (£15.95 – pay before Nov 20th)
- Get present for Suzy
- Post Suzy's birthday card
- Post application form to DSCC for survival course (in March)
- Buy new CD by Angie Dallas

- Buy new dictionary
- Phone hairdresser for appointment
- Collect suit from dry-cleaner's
- Buy toilet paper!

Crocodile Preston's island adventure



The *Australian Queen* was a good old boat. It was made in Townsville in 1896, and for years Ray and I took tourists out in it to see the jungle. It was Ray's boat, not mine. Ray was my boss. Poor old Ray! He's never forgotten that boat. We lost it last year. It happened like this ...

I was sitting in the coffee shop, having my breakfast – four cups of coffee and a beefburger. There wasn't any work to do. The tourist season was over. Ray came in about eleven o'clock. He sat down at my table.

'Hey, Sheila! I'll have an egg on toast and a coffee,' he shouted. Sheila came over to the table. She didn't like Ray. She didn't like me, either. But there was only one coffee shop in Woonawarra.

'You haven't paid for yesterday's breakfast yet,' she said. 'Nor for the day before.'

'Mr Preston's paying,' Ray said. 'G'day, Croc.' Ray always calls me Croc. He tells the tourists that I'm a crocodile hunter. It isn't true, but it's good for business.

'G'day, Ray,' I said. 'I'm not paying for your breakfast, mate. You haven't paid me any wages for two weeks. I haven't got any money. You're the boss – you pay.'

'Look,' said Ray, 'I've got an idea ...'

I told Ray then that it was a stupid idea. The old *Australian Queen* was a river boat. It wasn't made for the open sea. But Ray didn't want to listen.

'Come on, Croc. We need a holiday. It's a great idea. We'll take the boat over to one of the islands. We can do some fishing and sit in the sun. What do you think?'

Well, there are hundreds of islands near Woonawarra. The Great Barrier Reef is only about twenty miles away from the coast of Queensland. There was nothing to do in town, anyway.

'OK, Ray,' I said. 'I'll do it.'

It was a lovely morning when we left Woonawarra. Beautiful. Ray was sitting at the back of the boat, and he was singing. Ray is the worst singer in Australia. Maybe he's the worst singer in the world. I've never heard anyone worse, that's certain.

'Er, Ray,' I said, 'what's that book in your hand?' I wasn't interested in the book, but I had to stop Ray singing.

'Oh, this?' said Ray. 'I bought this yesterday. It's a survival manual.'

'A what?' I said.

'A survival manual. It's for explorers, you know. How to survive in the mountains. How to survive in the jungle. That kind of thing.'

'There aren't many mountains around here,' I said. I was looking at the flat blue sea around the boat.

'Yeah, well, there are a lot of ideas in this book. I was reading it last night. Look at this chapter: "How to survive in an open boat". It's a good book. It's got a lot of information in it. You know, you mustn't drink sea water. But you can drink the blood of sea-birds.'

'First you have to catch them,' I said. 'Give me another can of lemonade, Ray. I'm thirsty.'

One minute the sky was blue and the sea was flat. The next minute the storm hit us. The sky went black, and the boat was going up and down like a yo-yo. Water was coming over the sides of the boat, and then the engine stopped. Ray was shouting something, but I couldn't hear him. The wind sounded like a jet aeroplane. I didn't see the rock, but I felt it. The boat hit the rock, and stopped. Then I saw something in the distance.

'Come on, Ray!' I shouted. 'There's an island! We've got to swim towards it.' The water was above my knees in the boat. I grabbed Ray, and we jumped.

The island was nearer than it looked. In fact, the storm washed us onto the island. We were lucky, because Ray isn't a very good swimmer. We lay on the beach in the rain. Ray was coughing.

'You idiot!' he shouted. 'I saw the rock before we hit it. I shouted to you, and you did nothing!'

'I couldn't hear you, Ray. Sorry.'

'And what about the storm!' he shouted. 'Didn't you listen to the weather forecast this morning?'

'No,' I said. 'Didn't you?'

Ray didn't answer, but he looked pretty angry.

The storm was quite short. Soon the sun was shining again, and the sea looked normal. We looked round the island. It was small. You could walk all the way round it in five minutes. We could see the old *Australian Queen*. It was on a rock about two hundred metres from the beach. It was in two pieces.

'You'll have to swim out to the boat,' said Ray. 'We need food and drink. There's nothing on this island.'

I looked across the sea at the boat. Two hundred metres. I could swim two hundred metres easily. Then I saw them.

Black triangles on the water. They were all round the boat. Black triangles ...

'Sharks!' I shouted. 'There are sharks out there. Look!'

Ray sat down heavily on the beach. He took something from his jacket pocket.

'It's OK, Croc,' he said. 'I brought this with me. We'll be all right.'

Ray was holding the survival manual.

'Don't worry about the sharks,' he said. 'Sharks are frightened of people. It's here in the book.'

'The book says that, Ray. You know that. I know that. But there's one problem. Has anyone told the sharks?'

We had a look at the book. The most important thing was a fire. We had to light a fire.

'You see,' said Ray, 'everyone knows we're out

here. When we don't come back, they'll send helicopters to look for us. We have to light a fire. Have you got any matches?'

'Come on, Ray,' I said. 'I don't smoke. You know that.'

'It's OK,' he said. 'There are some broken bottles on the beach. We can light a fire with a piece of glass. There are instructions in the book.'

We went all over the island, and collected bits of wood and leaves. I sat on the beach with a piece of glass for an hour. But the wood and leaves were wet from the storm.

Ray sat and watched me. He read out the instructions from the book, but I couldn't light a fire.

'Hurry up, Croc,' he said. 'It'll be dark in a few hours. We can't light a fire in the dark.'

'We need something to start the fire,' I said. 'The wood will burn then.'

Ray heard the helicopter first. It was miles away, but the sound was coming towards us. I had an idea.

'Ray,' I said, 'Can I have a look at your book again?'

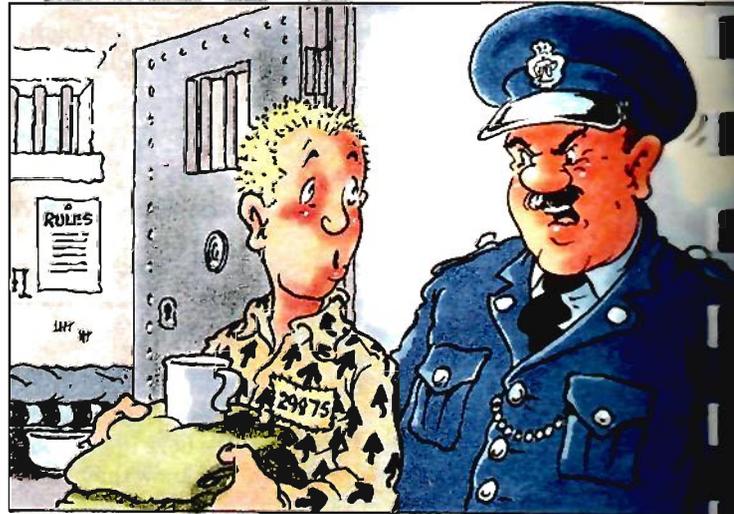
The helicopter crew couldn't stop laughing when they heard the story. Ray didn't think it was very funny. He never laughs when I tell the story now. I started the fire and the helicopter saw it. How did I start the fire? Didn't I tell you? It wasn't very difficult. I burned Ray's survival manual.



Rules and regulations

Meet the Strict Family. Mr Strict is forty-seven, and he's a prison guard. Mrs Strict is forty-five, and she's a traffic warden. Their son, Howard, is a sergeant in the army, and their daughter, Janet, is a police officer. What are they all doing today? Let's see ...

Mr Strict Right, Prisoner 29875, this is your cell. Put your things over there.
29875 Yeah, OK.
Mr Strict Yes, *sir!*
29875 Yes, *sir*. Er ... when's lunch, *sir*?
Mr Strict Lunch! Lunch was half an hour ago. You've missed it, 29875.
29875 Oh. When's dinner, then? I must have something to eat. I'm starving! Er ... *sir*.
Mr Strict Dinner is at six o'clock. Can you see that notice on the wall?
29875 Yes, *sir*.
Mr Strict Those are the prison rules. You must read them and you must learn them. Do you understand?
29875 Yes, *sir* ...



Mrs Strict You can't park here. Move on ...
Man What? I've got to wait here for the bride and groom ...
Mrs Strict Can't you read the sign? You're not allowed to park here. It's the law!
Man But what about the wedding ...
Mrs Strict I'm only doing my job. Now, move on.
Man Well, this is my job. And I'm staying here!
Mrs Strict I see. Well, I'll have to give you a parking ticket.



Sgt Strict Jones! You horrible little man! Come here!
Soldier Yes, Sergeant?
Sgt Strict You look disgusting. Get a haircut!
Soldier Do I have to, Sergeant?
Sgt Strict Army Regulations, page 834, paragraph 5, section 2b. 'All soldiers must have short hair.' Understand, Jones?
Soldier Yes, Sergeant.
Sgt Strict Well, what are you waiting for?
Soldier I can't go now, Sergeant. I've got to wash the General's car ...



WPC Strict Excuse me, madam, did you light that bonfire?
Woman Yes. Why?
WPC Strict I'm sorry, but this is a clean-air zone. Bonfires are prohibited.
Woman But it's in *my* garden ...
WPC Strict That doesn't matter, madam. It's not allowed.
Woman I see. Do I have to put it out?
WPC Strict No, you needn't put it out now. But you mustn't light another one.



a Prison rules

Mr Strict says 'You must do this! You must do that!'.
He's giving orders.

The prisoner says 'I have to do this, I have to do that.'
He's talking about an external obligation.

The prisoner says 'I must have something to eat.'
He's talking about an internal obligation.

What things does the prisoner have to do every day, do you think? Make sentences.

b It's the law



You're talking about a law or a rule:
'You aren't allowed to park here.'

You're giving an instruction (or order) to someone:
'You mustn't park here.'

Look at the signs below and make sentences.



List five things that people aren't allowed to do in your country.

c Army regulations

I've got to do it. = I have to do it. = I must do it.

In English, people sometimes use *must*, *have to* and *have got to* for the same examples.

This is the list of things Jones has got to do today.

- 1 Wash the General's car.
- 2 Clean the General's shoes.
- 3 Make the General's tea.
- 4 Wash the Colonel's car.

Make sentences about Jones's day.

d Home sweet home

These are the rules at the Strict house. Can you say them in different ways?

- 1 You are Mrs Strict. You are telling the family the rules (*You must ...*, *You mustn't ...*, *You can ...*).
- 2 You are Janet Strict. You are telling a friend about the rules (*I have to ...*, *My bedroom has to be ...*, *I'm not allowed to ...*, *I am allowed to ...*).
- 3 Write each rule in a different way.
Smoking is prohibited upstairs.
You must not smoke upstairs.
or *You aren't allowed to smoke upstairs.*

What are the rules at your school or job? What things do you have to do at home? What things aren't you allowed to do at home?

e Rules and regulations



Don't move, don't talk.
Never run, always walk.
Give way, wait a minute,
Going to be trouble, you're in it.



No waiting, no parking,
Don't smile, stop laughing.
Turn it on, turn it off,
Open your mouth, try to cough.



Rules and regulations ...
Laws and obligations ...
You must do this, you can't do that.
Rules and regulations.
Parking meters, railway stations,
Seaports, airports.
You mustn't steal - don't get caught.
Laws and obligations.



No smoking, no drinking,
No running, stop thinking.
Work all day, play all night,
Do what I say - that's right.



Turn left, turn right,
Always love, never fight.
Come early, don't be late,
Try to be good, don't hate.



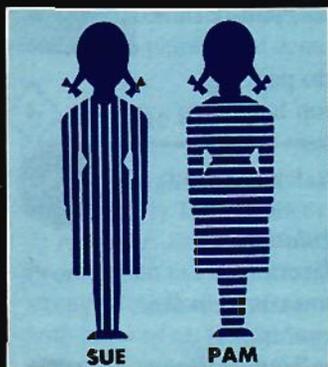
Chorus



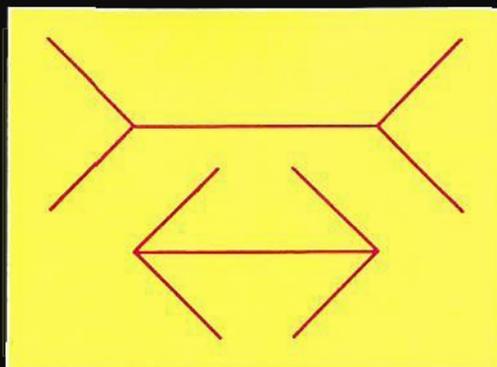
14 Primrose Avenue - Rules:

1. Smoking is prohibited upstairs.
2. You are not allowed to wear shoes in the house.
3. You must not be late for meals.
4. All bedrooms must be clean and tidy.
5. Visitors are allowed on Sundays between 2pm and 4pm.
6. Everyone must be home by 10 pm.

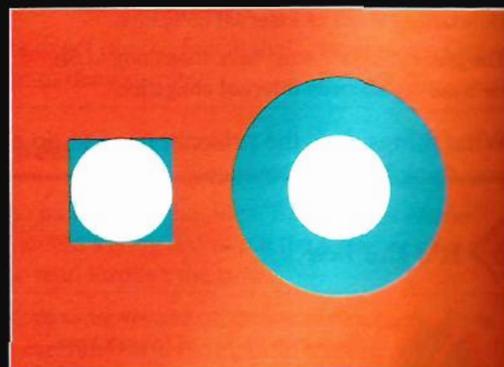
Can you believe your eyes?



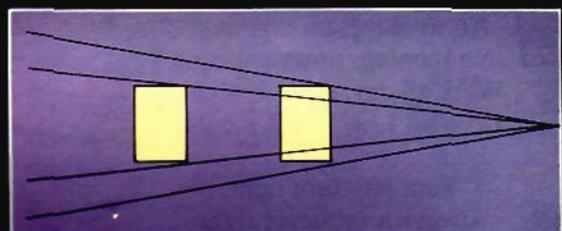
1 Which girl is the thinnest?



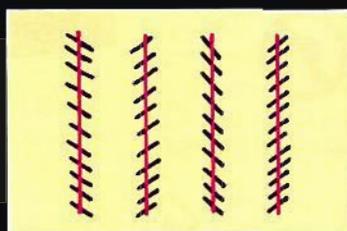
2 Is the bottom horizontal line as long as the top horizontal line?



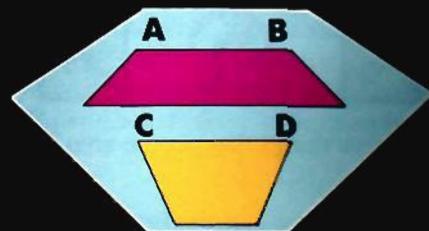
3 Is the white circle on the right as big as the white circle on the left?



4 Which rectangle is the largest? The one on the right or the one on the left?



5 Are the pink lines parallel (like railway lines)?

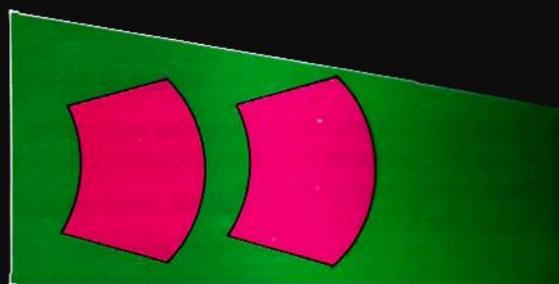
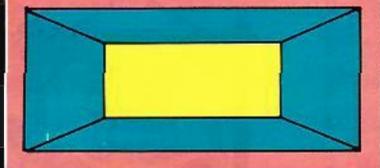


6 Is the line CD the same length as the line AB?

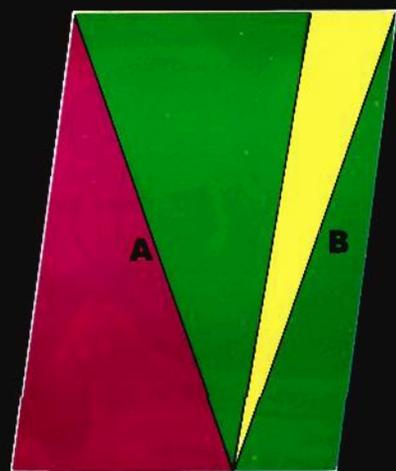


7 Is B nearer to A or nearer to C?

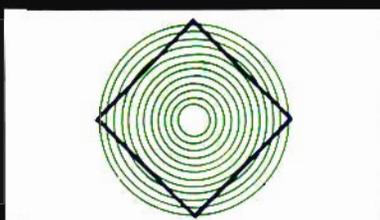
8 Is the yellow rectangle on top of the blue box or inside the blue box?



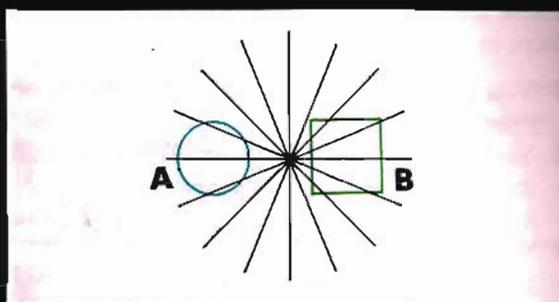
9 Are these shapes the same size?



10 Line B isn't as long as line A. True or false?



11 Are the purple lines straight?



12 Is the blue shape a perfect circle? And is the green shape a perfect square?

a Can you believe your eyes?

- 1 Look at the twelve questions above. Discuss your answers with another student.
- 2 Look at the Interaction appendix, Section 21.

b What a record!

There was an eating contest at a carnival in the town of Heinz, Indiana, in the United States. The two contestants were Dan Ellis and Hubert Kempf. This is what they ate in 24 hours.

Dan 32 eggs, 15 hamburgers, 27 doughnuts, 12 chicken legs, 8 pancakes, 5 bananas, 1.5 kilos of cheese, 6 litres of milk, 15 litres of lemonade, 2.5 kilos of sausages, 3 kilos of chips, 2.5 kilos of ice cream.

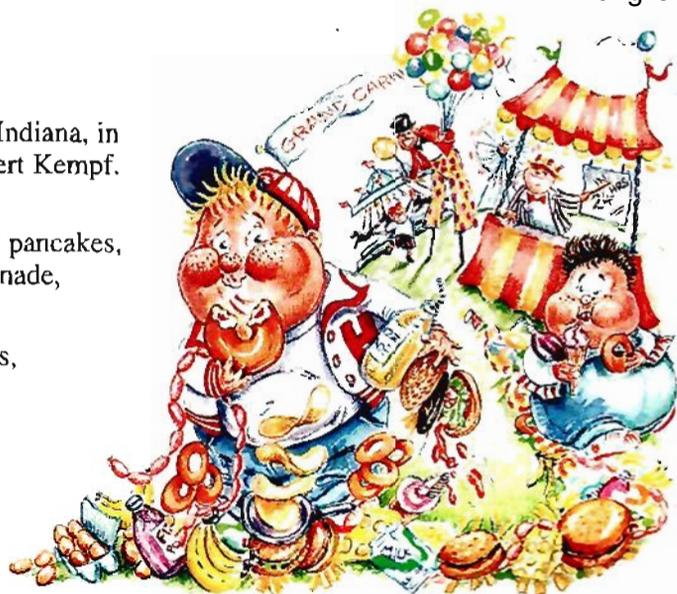
Hubert 24 eggs, 21 hamburgers, 25 doughnuts, 14 chicken legs, 8 pancakes, 7 bananas, 1.6 kilos of cheese, 6 litres of milk, 17 litres of lemonade, 2 kilos of sausages, 4 kilos of chips, 2.3 kilos of ice cream.

Make sentences like this.

Hubert didn't eat as many eggs as Dan.

Dan didn't drink as much lemonade as Hubert.

Who was the winner, do you think?



c The Mighty Samson

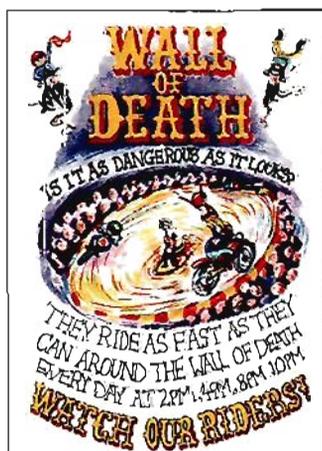
Samson can throw a javelin fifty metres!

I can't throw a javelin as far as that.

Make sentences. Use these words.

many / fast / high / far / much

- 1 Samson can lift 200 kilos.
- 2 He can run 100 metres in twelve seconds.
- 3 He can jump over a one-metre gate.
- 4 He can run twenty kilometres.
- 5 He can eat twelve eggs for breakfast.



d Wall of Death

Ask and answer.

- 1 Have you ever seen a 'wall of death'?
- 2 Does it look dangerous or does it look easy?
- 3 Is it as dangerous as it looks?
- 4 Do the riders ride fast or do they ride slowly?
- 5 How fast do they have to ride?
- 6 Would you like to ride on a 'wall of death'?

e Who will fight the Mighty Samson?

Listen, and tick the correct boxes.

- 1 The Mighty Samson will lift a wood woollen wooden table.
- 2 The prize is \$1 \$100 £100.
- 3 To win the prize, you must stay in the ring for 30 minutes 43 minutes 3 minutes.
- 4 The boy says, 'He's not as well better good as my dad.'
- 5 The boy says, 'He can't fight as well better good as my dad.'

f Classroom Olympics

There are two (or more) teams in the class. Each team chooses someone to do the things in the list below. The team gets a point for each contest that they win.

- 1 Put as many books on your head as you can.
- 2 Make a paper aeroplane. Throw it as far as you can.
- 3 Stand on one leg for as long as you can.
- 4 Make a list of English words that begin with the letter B. Write as quickly as you can. List as many words as you can in one minute.
- 5 Take a board pen. Write on the board as high as you can. Write the word 'Manchester' as slowly as you can, but don't stop writing. The person who finishes last is the winner.
- 6 Draw someone in the class. You have thirty seconds. Draw as well as you can.

Can you think of some more things to do?

g The winners

stand – stood draw – drew throw – threw write – wrote

Work in pairs. Make as many sentences as you can.
(Maria) threw the aeroplane further than (Paul).
(Paul) didn't throw the aeroplane as far as (Maria).
(Paul's) team didn't get as many points as (Maria's) team.

Stories from history?

The year is 48 BC. Caesar, the Roman Emperor, has just arrived in Egypt to see Cleopatra, Queen of the Nile ...

Caesar Greetings, Cleopatra.

Cleo Caesar! What have you brought me?

Caesar I have brought you gold, silver, and your favourite perfume from the land of Gaul.*

Cleo Oh, I love the smell of this perfume!

Caesar So do I. *[He sneezes.]*

Cleo Stop sneezing, Caesar! I don't like it!

Caesar *[He sneezes again.]* Neither do I. *[He sneezes again.]*

But I can't stop!

Cleo Ah, poor Caesar! I think it's the perfume. You will have to leave.

Caesar Yes, *[He sneezes again.]* but I will return!

* Gaul was the Roman name for France.

ALEXANDRIA DAILY NEWS
XLVIII BC
CAESAR'S SNEEZES



a Agreeing and disagreeing

A I like oranges.

A I don't like apples.

B So do I.

B Neither do I.

or I don't.

or I do.

Write five true sentences with *I like ...* and five true sentences with *I don't like ...* Say them to another student. The other student agrees or disagrees.

JULIUS CAESAR STARTED SNEEZING TEN DAYS AGO, AND HE HASN'T STOPPED YET! DOCTORS HAVE TRIED EVERYTHING, BUT THEY CAN'T STOP HIM SNEEZING. CAESAR HAS SNEEZED MORE THAN 86,000 TIMES! IS THIS A WORLD RECORD?

Vienna, 1808. Ludwig van Beethoven is working on his Fifth Symphony. His wife has just brought him some coffee ...

Mr B Ah! That's it! My dear, come and listen to this. It's the beginning of my new symphony ... ♪♪ ... ♪♪ ... Well, do you like it?

Mrs B Mmm. No, not really. It's a bit gloomy, isn't it?

Mr B Pardon?

Mrs B I SAID, 'IT'S A BIT GLOOMY, ISN'T IT?'

Mr B 'Gloomy, gloomy!' What do you mean, 'gloomy'?

Mrs B It's a bit miserable. It sounds like something from a funeral.

Mr B It's a very serious piece of music.

Mrs B Ludwig! Ludwig! People don't want gloomy music. Can't you write something more cheerful? You know, like this ...

♪♪♪♪♪

The VIENNA TIMES • 25 October 1808
BEETHOVEN CONCERT
WHAT A DISASTER!



b It's a bit gloomy, isn't it?

It's a bit gloomy, isn't it?

It isn't very cheerful, is it?

Add question tags to these sentences.

1 It's a bit miserable, _____

2 It isn't very nice, _____

3 It isn't very good, _____

4 It's very serious music, _____

There was a huge audience last night for the first performance of Beethoven's fifth Symphony. The audience loved it, but I'm not a Beethoven fan. In my opinion, nobody will remember Beethoven's music in 100 years' time. But they will remember cheerful, happy music like Heinrich Plinkenheimer's Harmonica Concerto.

London, 1601. Richard Burbage, the actor, is visiting William Shakespeare ...

William Richard! I've just finished my new play!

Richard Oh, yes? What's it called?

William *Hamlet*.

Richard I don't like the title. Anyway, let's have a look at it.

Ooh, no. These psychological plays aren't popular any more.

William Oh, dear. Aren't they?

Richard And what does this mean?

William What?

Richard This. 'To be or not. To be, that is the question.' Well?

William No, Richard. 'To be or not to be. That is the question.'

Richard No. I still don't like it. I don't think people will pay to see this, William. Why don't you write another comedy? Or a love story. Now, they're always popular ...

The South London Sun 12 July 1601. WHAT A LOAD OF RUBBISH!



What's wrong with William Shakespeare? That is the question people are asking in London this week. I saw his new play, *Hamlet*, at the Globe Theatre last night. I couldn't understand anything. People want entertainment in the evenings. They don't want all these serious dramas. There was very little music in the play, and there were very few jokes. I didn't laugh once!

c Aren't they?

A Psychological plays aren't popular any more.

B Aren't they?

A People want entertainment.

B Do they?

Respond to these statements.

1 Love stories are always popular.

2 They don't want serious drama.

3 People didn't laugh.

4 They went to sleep.

Florence, 1506. Leonardo da Vinci is painting the *Mona Lisa*. Michelangelo has come to see it ...

Mike Well, Leo, have you finished it?

Leo Nearly, Mike. nearly. I haven't painted the mouth yet.

Mike Mmm. I think mouths are difficult.

Leo So do I, Mike. so do I. I've got to finish this. I started it three years ago.

Mike Look Leo, what are the choices? You can paint it open ... or closed. You can paint it smiling ... or laughing ... or yawning ...

Yeah, yawning, that's a good idea!

Leo No. I don't think so, Mike. She doesn't look tired. Oh, I don't know.

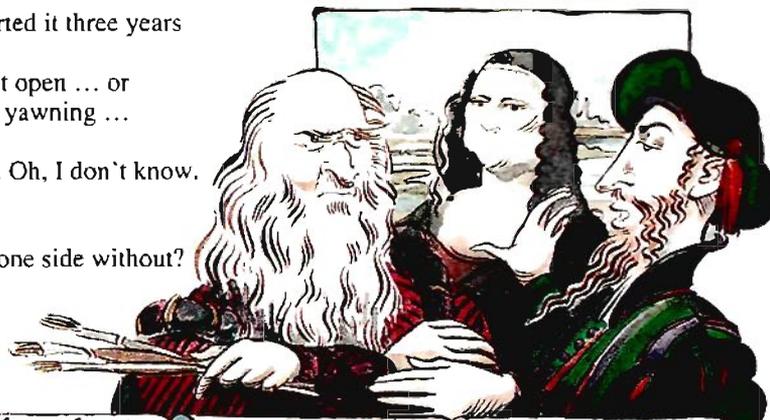
Mike I've got an idea!

Leo What's that, Mike?

Mike Why don't you paint one side with a smile, and one side without?

Leo Brilliant, Mike! Why didn't I think of that?

The Florence News 3 September 1506 NEW ART EXHIBITION AT UFFIZI PALACE



d I think so / I don't think so

A Is it going to rain tomorrow?

B No, I don't think so.

or Yes, I think so.

Ask and answer.

1 Are you going to remember all the new words in this lesson?

2 Is the *Mona Lisa* the most famous painting in the world?

3 Has anyone in your class read *Hamlet*?

4 Is Beethoven's Fifth Symphony 'gloomy'?

Mr L. da Vinci's new painting, the *Mona Lisa*,

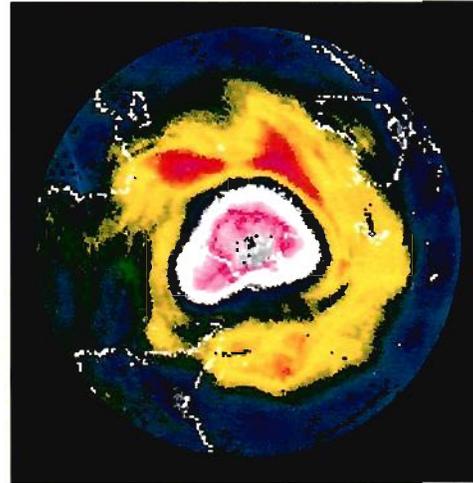
is on show in Florence this week. It's a nice painting, but the mouth is wrong. Mr da Vinci is very worried about it. 'I just can't paint mouths,' he said

last night. Arms, legs, heads, hands, feet, I can do all of those, but not mouths.

Climate crisis

Holes in the sky

This satellite photograph shows the hole in the ozone layer over Antarctica. The hole is pink and white on this computer photograph. The ozone layer stops some of the ultraviolet radiation from the sun. Ultraviolet radiation causes a suntan. Too much ultraviolet radiation causes sunburn and skin cancer.

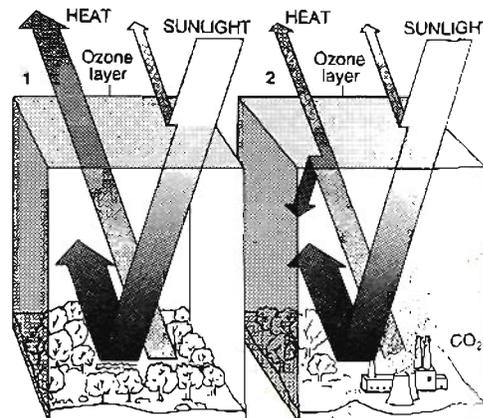


CFCs in the atmosphere have caused the hole. Scientists first discovered the hole in 1982, and it is getting bigger. Thirty per cent of CFCs come from aerosol cans, thirty per cent from fridges and air-conditioning, and thirty-four per cent from the manufacture of some plastic products.

The greenhouse effect

1 Sunlight gives us heat. Some of the heat warms the atmosphere, and some of the heat escapes back into space.

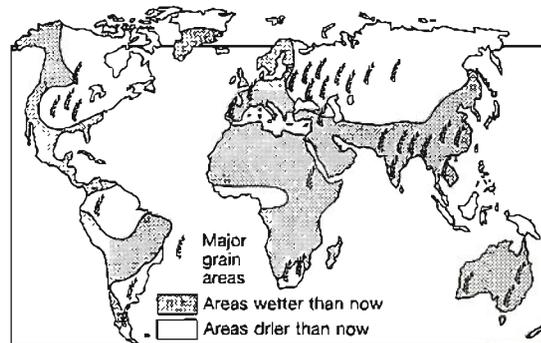
2 During the last 100 years we have produced a huge amount of carbon dioxide. The carbon dioxide in the atmosphere works like the glass in a greenhouse. It allows heat to get in, but it doesn't allow much heat to get out. So the atmosphere becomes warmer because less heat can escape.



Where does the carbon dioxide come from? People and animals breathe in oxygen, and breathe out carbon dioxide. Trees take carbon dioxide from the air, and produce oxygen. We produce carbon dioxide when we burn coal, oil, petrol, gas ... or wood. In the last few years, people have burned huge areas of rain forest. This means there are fewer trees, and, of course, more carbon dioxide!

A hotter earth?

Some scientists think the greenhouse effect will make the world hotter. Areas near the coasts will be cloudier and wetter. There will be more storms. Inland areas will have a little more rain, but because the temperature will be higher, they will be drier. Sea levels will rise. They have already risen by 15 cm since 1880. Maybe they will rise another 30 cm before 2030. But clouds reflect sunlight back into space, and maybe more clouds will make the earth cooler again. Is the world's climate changing? We don't know.



Some facts about climate

- ▶ Between 1980 and 1990 the temperature of the North Atlantic rose by 1°C.
- ▶ Alaska had the coldest winter ever in 1988.
- ▶ In the 1980s there were terrible floods in Bangladesh and India.
- ▶ Africa had droughts and famines during the 1980s. Deserts became larger.
- ▶ Britain and France had hurricanes in 1987 and 1990. Hurricanes are very rare here. The strong winds destroyed millions of trees.
- ▶ In 1990 the American Government decided to plant **three billion trees** – in one year!

Glossary

atmosphere All the gases around the earth.

carbon dioxide (CO₂) A gas in the atmosphere. The gas that we breathe out.

CFCs (chlorofluorocarbons) Man-made chemicals which destroy the ozone layer.

climate The weather in a place or area over a long period of time. (**weather** is for a short period of time.)

greenhouse effect The earth is becoming warmer because there is too much carbon dioxide (and several other gases) in the atmosphere. This is called the 'greenhouse effect'.

greenhouse gases These are the 40 gases that are causing the greenhouse effect, e.g. carbon dioxide, nitrous oxide (N₂O), methane (CH₄) and CFCs.

ozone (O₃) A type of oxygen.

 ozone-friendly

ozone layer This is in the atmosphere, between 10 km and 60 km above the earth. The ozone stops a lot of the ultraviolet radiation from the sun.

 poison

pollution When the land, sea or air becomes dirty or poisonous.

ultraviolet radiation Part of sunlight.

a Reading

Read the texts silently. Use the glossary below for difficult words.

b Matching

Match the words in column A with the words in column B.

Column A

A drought happens
A famine happens
A flood happens
Trees fall down
The ozone layer becomes thinner
The world produces less oxygen
The atmosphere becomes warmer
There is more skin cancer

Column B

when there aren't enough trees.
when there isn't enough rain.
when there is too much carbon dioxide.
when there are too many CFCs in the air.
when there is too much rain.
when the wind is too strong.
when there isn't enough food.
when there is too much ultraviolet radiation.

c Too much, too many, enough

Put these words in the boxes below.

cars / food / petrol / trees / people / pollution / aerosols / carbon dioxide / floods / famines / rain forest / CFCs / clean water / oil / rain

You can add some other words.

In the world ...

there isn't enough ...	there aren't enough ...	there is too much ...	there are too many ...
------------------------	-------------------------	-----------------------	------------------------

Now make sentences about your country.

In the winter, there isn't enough sunlight.

In the summer, there are too many insects.

In the cities, there is too much pollution.

In the villages, there aren't enough schools.

d You can save the world

What can you do to help the world? Do you think these things help the world?

- 1 Use less electricity. Turn off lights.
- 2 Stop using cars for short journeys. Use smaller cars.
- 3 Stop using metal cans. Start using glass bottles.
- 4 Stop using CFCs.
- 5 Don't use air-conditioning in cars. Open the windows.
- 6 Start planting more trees.
- 7 Start buying 'ozone-friendly' products.
- 8 Stop destroying the rain forest.
- 9 Stop using pesticides.
- 10 Have showers, not baths. Showers use less water.

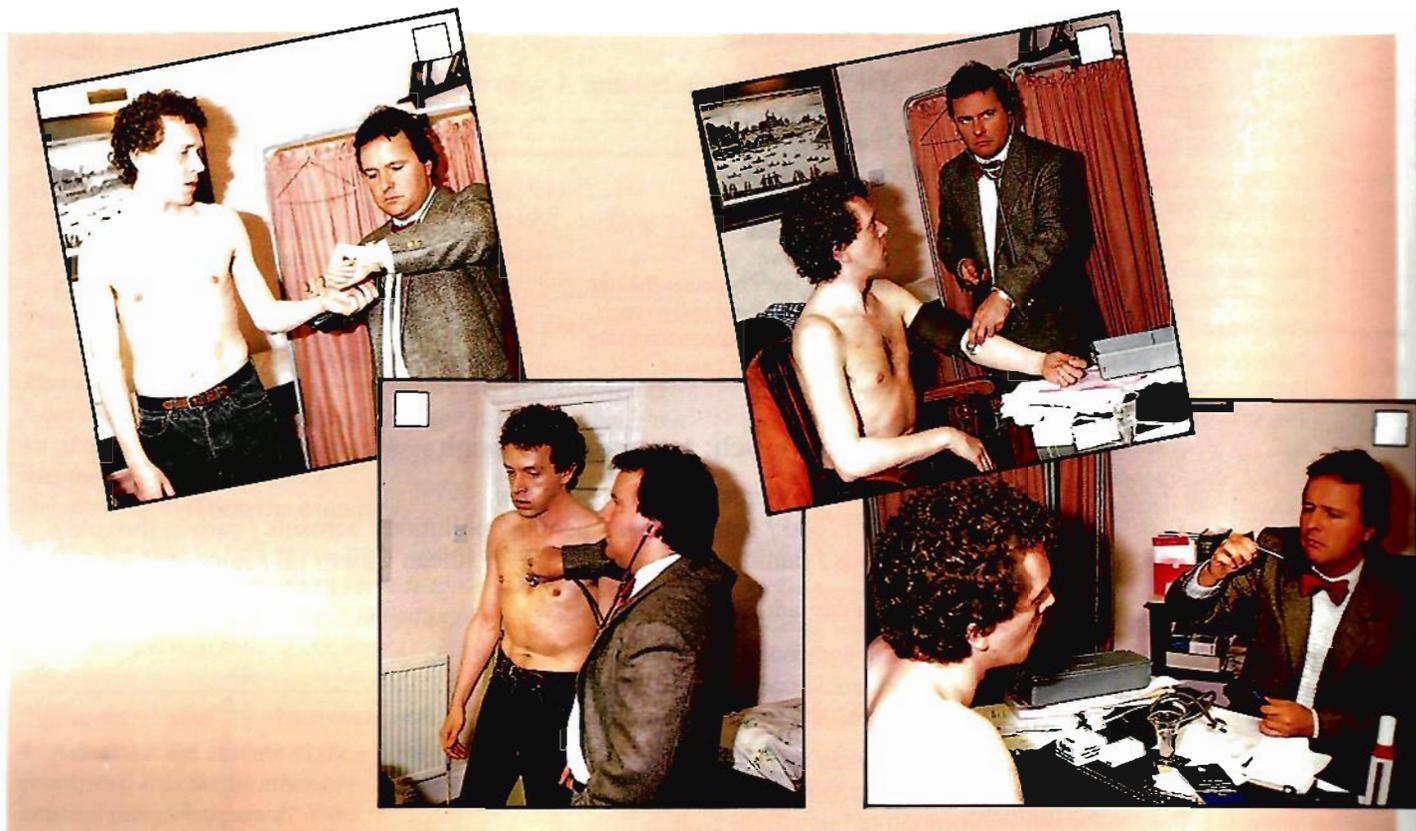
What will we have to stop doing?

What will we have to start doing?

e Interaction

Work in pairs. Student A looks at  above. Student B looks at the Interaction appendix, Section 17. Have a discussion.

At the Doctor's



a Number the photographs

Listen to the conversation, and number the photographs in the correct order from 1 to 4.

Dr Hacking Would you like to come in?

Patient Thank you.

Dr Hacking That cough sounds nasty. How long have you had it?

Patient For about two weeks. But it's all right.

Dr Hacking Hmm. I think I should listen to your chest. Take off your shirt. I'm sorry it's cold in here. The central heating's off. It's broken. Well, hurry up! Breathe deeply ... that's right ... and again ... once more. Hmm, sit down. I'm going to take your blood pressure.

Patient Can I put my shirt on now?

Dr Hacking In a minute. Hmm. Do you ever take any exercise?

Patient Exercise? Well, not often.

Dr Hacking You should take exercise, you know. I've run three miles this morning. All right. I want to take your pulse. Can you ... er ... stand up and touch your toes three times?

Patient What?

Dr Hacking Stand up and touch your toes. Again. Once more. Do you smoke?

Patient No. Why? Do you want a cigarette? Sorry, just a joke. Yes, I do. But only about ten a day.

Dr Hacking Hmm, you shouldn't smoke any at all. You should stop immediately.

Patient Can I put my shirt on now, Doctor? It's freezing.

Dr Hacking In a moment. I want to take your temperature.

b Complete the sentences

Complete these sentences from the conversation.

- 1 _____ off your shirt.
- 2 I'm going to _____ your blood pressure.
- 3 Do you ever _____ any exercise?
- 4 I want to _____ your pulse.
- 5 I want to _____ your temperature.

c You shouldn't do it!

Patient *I only smoke ten cigarettes a day.*

Doctor *You shouldn't smoke any at all!*

Role play a doctor and a patient. Give advice.

- 1 I only drink six cups of coffee a day.
- 2 I only eat chocolate in the evenings.
- 3 I only take three spoonfuls of sugar in my tea.
- 4 I only eat chips twice a day.
- 5 I only eat ice cream on hot days.

d A few questions

Dr Hacking is taking the patient's temperature. It's difficult to talk with a thermometer in your mouth!



- 1 Listen to the conversation.
- 2 Dr Hacking can understand the patient, but we can't. Read the conversation carefully and write some answers for the patient.
- 3 Act out the conversation in pairs.

Dr Hacking I need to ask you a few more questions.

Patient _____

Dr Hacking Good. Do you drink alcohol?

Patient _____

Dr Hacking Hmm. You shouldn't drink so much. Do you eat a lot of fried food? Hamburgers, sausages, fried eggs, that sort of thing.

Patient _____

Dr Hacking Well, you shouldn't. You should try to eat a more healthy diet. Too much fried food is bad for your heart. You should have a look at this.

Patient _____

Dr Hacking Now, have you ever fainted?

Patient _____

Dr Hacking Have you ever had pains in the chest?

Patient _____

Dr Hacking When was that?

Patient _____

Dr Hacking Last year, on holiday. Where were you?

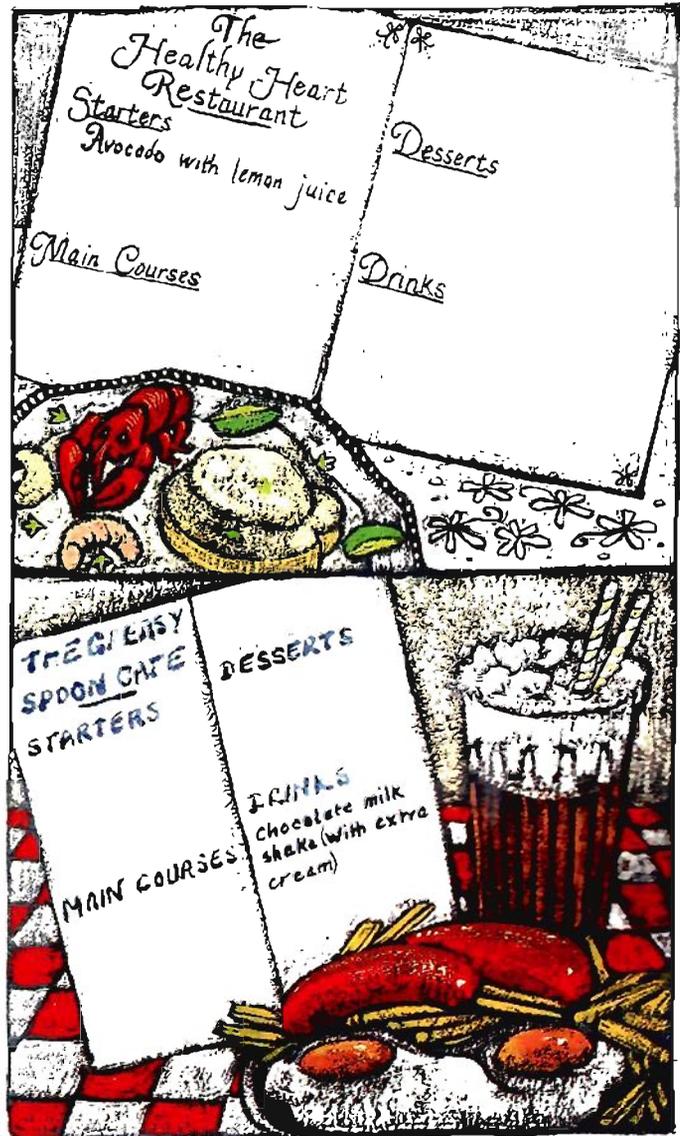
Patient _____

Dr Hacking No. I've never been to Switzerland.

f A healthy diet?

Look at these two menus. Some food is good for you, and some food is bad for you.

- 1 Look at the examples, and complete the menus.
- 2 Use your menu, and make sentences like this.
You shouldn't eat too much cream.
You shouldn't eat too many chips.
You should eat more salad.
You should drink more mineral water.



e Listening

Listen to the conversation, and answer the questions.



- 1 Which pills should he take before meals?
- 2 How many times a day should he take them?
- 3 Which pills should he take after meals?
- 4 When should the patient come for another check-up?
- 5 How long has the heating been off?
- 6 Where should the patient take the prescription?
- 7 What does Dr Hacking call the patient?
- 8 What is the patient's name?
- 9 What is the patient's job?
- 10 What won't the patient need?

g Are you healthy?

- 1 Work with a partner. Ask and answer.
Do you take enough exercise? What kind of exercise? Do you eat things that are good for you? Do you think about your diet? Do you ever eat too much? Do you ever eat too little? Do you take vitamins? Do you watch too much television? Do you have enough sleep? Do you work too hard? Have you ever had a check-up? Are you healthy?
- 2 Now give some advice to your partner.

Check-back three

Which verb?

Choose the correct verbs for the spaces.

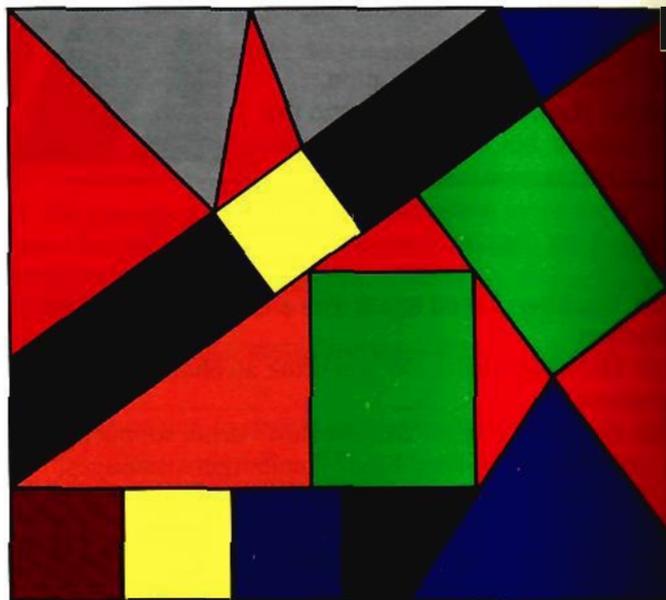
- 1 I ____ to start school when I was five.
have / had / must / need
- 2 I ____ to wear a school uniform when I was five.
needn't / mustn't / shouldn't / didn't have
- 3 She ____ swim when she was seven.
can / is able to / could / has to
- 4 He went into the kitchen. He ____ smell coffee.
can / was able to / could / must
- 5 It was very heavy, and I ____ lift it.
don't / cannot / couldn't / was able to
- 6 Then Jenny helped me, and we ____ lift it.
were able to / were / could / able to
- 7 You ____ to smoke in a cinema.
mustn't / shouldn't / aren't allowed / can't
- 8 You ____ smoke anywhere. It's bad for you.
mustn't / needn't / shouldn't / aren't allowed to
- 9 I went to the bank yesterday, and got some money,
so I ____ go today.
mustn't / haven't got / don't need / needn't
- 10 Students aren't ____ wear jewellery in some
English schools.
allowed to / prohibited / forbidden / allowed

Questions

I like coffee. *Do you like coffee?*
I can swim. *Can you swim?*

Make these sentences into questions.

- 1 I went to London.
- 2 I must go home.
- 3 I've been to Paris.
- 4 I could hear music.
- 5 I should eat more salad.
- 6 I'd like a cup of tea.
- 7 I've got a pen.
- 8 I was listening to the radio.
- 9 I had to wear a uniform.
- 10 I'm not allowed to park here.
- 11 I'm from England.
- 12 I was at home yesterday.



All, both, neither, etc

Look at the diagram above. Put the words in the box into the sentences.

both neither all some none one

- 1 ____ of the rectangles are green.
- 2 ____ of the black shapes are squares.
- 3 ____ of the red shapes are triangles.
- 4 ____ of the yellow shapes are triangles.
- 5 ____ of the yellow shapes are squares.
- 6 ____ of the blue shapes is a square.
- 7 ____ of the triangles are red.
- 8 ____ of the shapes is orange.
- 9 ____ of the grey shapes are rectangles.
- 10 ____ of the triangles are grey.

I, me, my, mine

Complete the spaces in the chart below.

subject pronoun	object pronoun	possessive adjective	possessive pronoun
I	me	____(1)	mine
you	you	____(2)	yours
he	____(3)	his	____(4)
____(5)	her	her	____(6)
we	____(7)	our	ours
they	____(8)	____(9)	theirs
it	it	____(10)	its

Answer key

This answer key may be photocopied for use with *Grapevine 2* Check-back three.

No other part of this publication may be photocopied without the prior written consent of Oxford University Press.

Please do not write on this answer key.

Which verb?

- | | |
|---------------|------------------|
| 1 had | 6 were able to |
| 2 didn't have | 7 aren't allowed |
| 3 could | 8 shouldn't |
| 4 could | 9 needn't |
| 5 couldn't | 10 allowed to |

Questions

- 1 Did you go to London?
- 2 Must you go home?
- 3 Have you been to Paris?
- 4 Could you hear music?
- 5 Should you eat more salad?
- 6 Would you like a cup of tea?
- 7 Have you got a pen?
- 8 Were you listening to the radio?
- 9 Did you have to wear a uniform?
- 10 Are you allowed to park here?
- 11 Are you from England?
- 12 Were you at home yesterday?

All, both, neither, etc

- | | |
|-----------|-----------|
| 1 Both | 6 One |
| 2 None | 7 Some |
| 3 All | 8 One |
| 4 Neither | 9 Neither |
| 5 Both | 10 Some |

I, me, my, mine

- | | |
|--------|---------|
| 1 my | 6 hers |
| 2 your | 7 us |
| 3 him | 8 them |
| 4 his | 9 their |
| 5 she | 10 its |

Past tenses

- | | |
|-----------|---------------|
| 1 caught | 7 did |
| 2 taught | 8 found |
| 3 ran | 9 could |
| 4 thought | 10 had to |
| 5 bought | 11 brought |
| 6 paid | 12 understood |

Quantity

- 1 much
- 2 enough
- 3 much
- 4 many
- 5 enough
- 6 many

Talking about grammar

- | | |
|---------------|----------------------|
| 1 prohibition | 6 a question tag |
| 2 purpose | 7 advice |
| 3 reason | 8 plural |
| 4 obligation | 9 a frequency adverb |
| 5 an adverb | 10 a modal verb |

Asking for confirmation

- 1 Don't they?
- 2 Do they?
- 3 Did she?
- 4 Didn't she?
- 5 Hasn't he?
- 6 Isn't she?
- 7 Was he?

Agreeing

- 1 Neither can I.
- 2 So must I.
- 3 So did I.
- 4 Neither did I.
- 5 So have I.
- 6 Neither have I.
- 7 So was I.
- 8 Neither was I.

Pronunciation

- 1 bought
- 2 weight
- 3 because
- 4 slow
- 5 clear

Past tenses

What are the past tenses of these verbs?

- | | | |
|---------|--------|---------------|
| 1 catch | 5 buy | 9 can |
| 2 teach | 6 pay | 10 have to |
| 3 run | 7 do | 11 bring |
| 4 think | 8 find | 12 understand |

Quantity

Complete these sentences with *much*, *many* or *enough*.

- He hasn't got as _____ water as her.
- There aren't _____ trees in the world.
- There's too _____ pollution in the world.
- We didn't drink as _____ glasses as them.
- There isn't _____ food for everybody.
- There are too _____ cars on the roads.

Talking about grammar

Put a tick in the correct box. You can look at the Grammar summaries for Units 21–30 to help you. Score *two* points for each correct answer.

- You mustn't do that!
This is an example of:
 permission prohibition.
- She went to the bank to get some money.
This is an example of:
 purpose obligation.
- He took a tablet because he had a headache.
This is an example of:
 reason obligation.
- All soldiers must have short hair.
This is an example of:
 obligation permission.
- I can't run as fast as she can.
fast is:
 an adjective an adverb.
- It's a nice day, isn't it?
isn't it? is:
 a question tag a question.
- You should take more exercise.
Someone is giving you:
 obligation advice.
- Both of them were in the maze.
The verb in this sentence is:
 singular plural.
- They are always popular.
always is:
 a frequency adverb a verb.
- You mustn't hitch-hike.
mustn't is:
 an auxiliary verb a modal verb.

Asking for confirmation

- 'They like American films.' *'Do they?'*
'He didn't go to the theatre.' *'Didn't he?'*

Ask questions to check the information in these sentences.

- They don't like rock music.
- They prefer classical music.
- She went to a concert last night.
- She didn't enjoy it.
- He hasn't bought a new car yet.
- She isn't at work today.
- He was late this morning.

Agreeing

In Unit 28 you saw *So do I* and *Neither do I*.

- 'I like tea.' *'So do I.'*
'I don't like coffee.' *'Neither do I.'*

Agree with these sentences using the pattern *So ... I* and *Neither ... I*. Can you *guess* the verbs?

- I can't speak Chinese.
- I must do my homework tonight.
- I went to the bank yesterday.
- I didn't go to the supermarket.
- I've got a Japanese watch.
- I haven't got a lot of money.
- I was at school last week.
- I wasn't at school on Sunday.

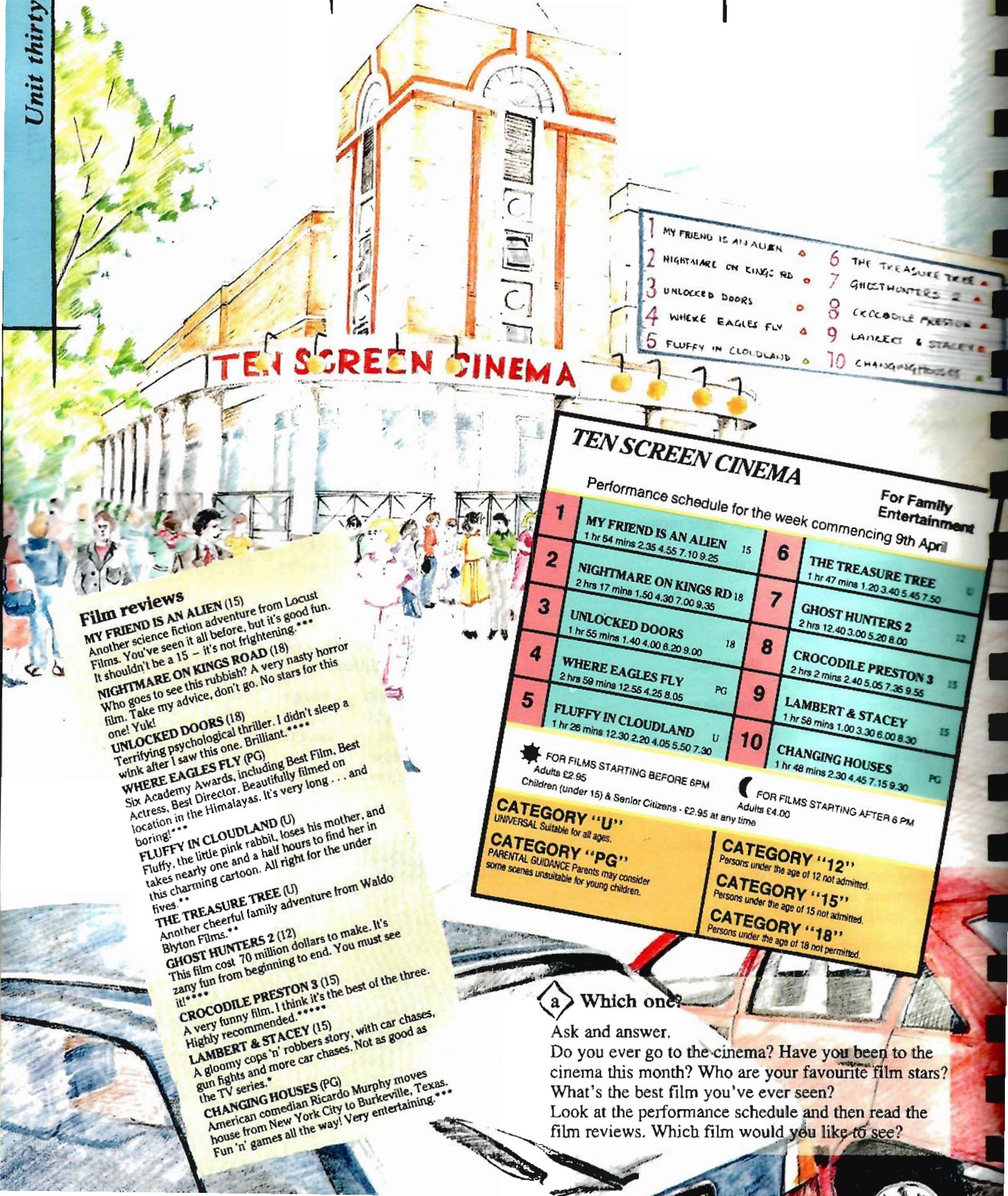
Pronunciation

One word in each line has a different *vowel sound*. Put a ring around the different word.

- | | | | |
|----------|-------|--------|---------|
| 1 should | could | bought | would |
| 2 weight | night | high | white |
| 3 cause | law | taught | because |
| 4 now | slow | how | cow |
| 5 death | clear | credit | dress |

Score (out of 100) _____ %

Family entertainment



Film reviews

- MY FRIEND IS AN ALIEN (15)**
Another science fiction adventure from Locust Films. You've seen it all before, but it's good fun. It shouldn't be a 15 - it's not frightening.***
- NIGHTMARE ON KINGS ROAD (18)**
Who goes to see this rubbish? A very nasty horror film. Take my advice, don't go. No stars for this one! Yuk!
- UNLOCKED DOORS (18)**
Terrifying psychological thriller. I didn't sleep a wink after I saw this one. Brilliant.***
- WHERE EAGLES FLY (PG)**
Six Academy Awards, including Best Film, Best Actress, Best Director. Beautifully filmed on location in the Himalayas. It's very long... and boring!***
- FLUFFY IN CLOUDLAND (U)**
Fluffy, the little pink rabbit, loses his mother, and takes nearly one and a half hours to find her in this charming cartoon. All right for the under fives.**
- THE TREASURE TREE (U)**
Another cheerful family adventure from Waldo Blyton Films.**
- GHOST HUNTERS 2 (12)**
This film cost 70 million dollars to make. It's zany fun from beginning to end. You must see it!***
- CROCODILE PRESTON 3 (15)**
A very funny film. I think it's the best of the three. Highly recommended.***
- LAMBERT & STACEY (15)**
A gloomy cops 'n' robbers story, with car chases, gun fights and more car chases. Not as good as the TV series.*
- CHANGING HOUSES (PG)**
American comedian Ricardo Murphy moves house from New York City to Burkeville, Texas. Fun 'n' games all the way! Very entertaining.***

1	MY FRIEND IS AN ALIEN	6	THE TREASURE TREE
2	NIGHTMARE ON KINGS RD	7	GHOST HUNTERS 2
3	UNLOCKED DOORS	8	CROCODILE PRESTON
4	WHERE EAGLES FLY	9	LAMBERT & STACEY
5	FLUFFY IN CLOUDLAND	10	CHANGING HOUSES

TEN SCREEN CINEMA

Performance schedule for the week commencing 9th April

For Family Entertainment

1	MY FRIEND IS AN ALIEN 15 1 hr 64 mins 2.35 4.55 7.10 9.25	6	THE TREASURE TREE 1 hr 47 mins 1.20 3.40 5.45 7.50
2	NIGHTMARE ON KINGS RD 18 2 hrs 17 mins 1.50 4.30 7.00 9.35	7	GHOST HUNTERS 2 12 2 hrs 12.40 3.00 5.20 8.00
3	UNLOCKED DOORS 18 1 hr 55 mins 1.40 4.00 6.20 9.00	8	CROCODILE PRESTON 3 15 2 hrs 2 mins 2.40 5.05 7.35 9.55
4	WHERE EAGLES FLY PG 2 hrs 59 mins 12.55 4.25 8.05	9	LAMBERT & STACEY 15 1 hr 58 mins 1.00 3.30 6.00 8.30
5	FLUFFY IN CLOUDLAND U 1 hr 28 mins 12.30 2.20 4.05 5.50 7.30	10	CHANGING HOUSES PG 1 hr 48 mins 2.30 4.45 7.15 9.30

★ FOR FILMS STARTING BEFORE 6PM
Adults £2.95
Children (under 15) & Senior Citizens - £2.95 at any time

☾ FOR FILMS STARTING AFTER 6 PM
Adults £4.00

CATEGORY "U"
UNIVERSAL Suitable for all ages.

CATEGORY "PG"
PARENTAL GUIDANCE Parents may consider some scenes unsuitable for young children.

CATEGORY "12"
Persons under the age of 12 not admitted.

CATEGORY "15"
Persons under the age of 15 not admitted.

CATEGORY "18"
Persons under the age of 18 not permitted.

◊ Which one?

Ask and answer.
Do you ever go to the cinema? Have you been to the cinema this month? Who are your favourite film stars? What's the best film you've ever seen? Look at the performance schedule and then read the film reviews. Which film would you like to see?

b What shall we see?



Mr Turner You'll have to decide. We can't stand here all night!
Joey *Nightmare on Kings Road*!

Mr Turner No, Joey, forget it. You're both under eighteen.

Holly Why don't we see *Crocodile Preston*?

Mr Turner What do you think?

Mrs Turner Oh, I don't mind!

Mr Turner Shall we watch *Crocodile Preston*, then?

Joey I'm not going to.

Mrs Turner Right, let's go home, then.

Joey Why do we all have to see the same film?

Mr Turner Because it's your mother's birthday! This is her birthday treat ...

Joey Anyway, we've missed the beginning. It started ten minutes ago ...

Group work. Role play the Turner family, and decide on a film. Important: What time is it?

c Buying the tickets



Mr Turner Screen eight, please. Three adults and one child.

Cashier One child? The film's a fifteen.

Mr Turner Er, yes. Sorry, I meant four adults.

Cashier That's sixteen pounds, please.

Mr Turner There you are.

Cashier And four pounds change. Thank you.

Mr Turner Thank you.

Holly Dad! That was really embarrassing!

Joey Yeah. I'm not allowed to see an eighteen, but Holly's allowed to see a fifteen. It's not fair.

Mrs Turner Oh, stop it!

Is Holly under fifteen or over fifteen?

How old is Joey – under eighteen or over eighteen?

Should Holly be allowed to see the film? Should Joey be allowed to see *Nightmare on Kings Road*? Should films have categories? What should the categories be?

d Something to drink



Mr Turner Come on, Anne, cheer up! It *is* your birthday. Shall we get something to drink?

Joey Yeah, I'll have a cola.

Holly And can we have some popcorn?

Joey Yeah, one of those extra large tubs.

Mr Turner All right, all right. What about you, Anne?

Mrs Turner Oh, I don't mind. The same as you.

Mr Turner Holly, what do you want to drink?

Holly A lemonade. And Dad ...

Mr Turner Yes?

Holly May I have a chocolate ice cream, please, Dad?

Mrs Turner Holly!

Holly Please, Dad ...

Student A: Look at the Interaction appendix, Section 6.

Student B: Look at the Interaction appendix, Section 18.

e After the film



Mr Turner Well, Anne. What did you think of it?

Mrs Turner It was all right, but it was much too loud. I've got a headache now.

Joey I thought it was brilliant!

Holly So did I.

Mr Turner It was a bit violent ...

Joey Yeah. It was great, wasn't it?

Holly I thought Tod Baxter was fantastic! Did you like him, Dad?

Mr Turner Well, yes. But I didn't understand the story.

Mrs Turner Neither did I.

Holly That's because we missed the beginning. Shall we go back and see it again?

Talk about a film or TV programme that you have seen.

What was it called? When did you see it? What did you think of it? What were the best / worst things about it?

Was it funny / violent / exciting / romantic?

Would you like to see it again?

King Arthur's Tomb?

The Legend of Arthur

The story of King Arthur and the knights of the Round Table has been popular in Europe for more than a thousand years. The knights in England wanted to choose a new king. They found a huge stone with a sword in it. All the knights tried writing on the sword which said, 'The man who can pull the sword out of the stone will be king.' None of them could do it. Arthur was a young boy at the time, but he pulled the sword from the stone and became king.

Arthur lived in the castle of Camelot, with Queen Guinevere. In the castle there was a round table, which was made by Merlin, the magician. All the knights sat around the round table. The most famous knights were Sir Lancelot, Sir Gawain and Sir Galahad. The knights had many adventures. They killed dragons and saved beautiful ladies.

Arthur was killed by his nephew, Sir Mordred. Before he died, he gave his magic sword, Excalibur, to his friend Sir Bedivere. He told Sir Bedivere to throw the sword into a lake. A woman's hand came out of the water and caught the sword. Three beautiful queens took Arthur's body away in a boat to the magic island of Avalon. The legend says that one day Arthur will return and save Britain.

Arthur - the facts

The Romans left Britain between 410AD and 450AD. At that time, the Saxons, who came from North Germany, were invading Britain. They fought the British, and pushed them back into the west of the country. The people of Wales, Cornwall and Scotland are the original British. Historians think that Arthur was a British chief who fought the Saxons in about 500AD. The first stories about Arthur came from Wales in about 830AD. No one knows the true facts about King Arthur.

There were no knights in 500AD. Most of the stories come from the twelfth, thirteenth, fourteenth and fifteenth centuries (the Middle Ages), when there were knights. In the stories Arthur is a king from the Middle Ages.

The most famous writer was Thomas Malory in the fifteenth century. The story was always popular, and in the nineteenth century Tennyson wrote *The Idylls of the King* about Arthur. The story has remained popular in the twentieth century, and there have been several films including *Camelot* and the Walt Disney cartoon *The Sword in the Stone*.



a Reading 1

Read *The Legend of Arthur* and find:

- 1 Arthur's wife's name;
- 2 the name of Arthur's castle;
- 3 the magician's name;
- 4 Arthur's nephew's name;
- 5 the name of the magic sword;
- 6 the name of the magic island.

b Reading 2

Read *Arthur – the facts* and answer these questions.

- 1 When did the Romans leave Britain?
- 2 Where did the Saxons come from?
- 3 Where do 'the original British' live now?
- 4 Who was Arthur?
- 5 What was the date of the first story about Arthur?
- 6 What was the title of the Disney cartoon?

c King Arthur's tomb?

The Wessex Evening News

Arthur's Tomb?



Archaeologists in Somerset have discovered a large tomb from the sixth century A.D. It is the tomb of an important person, probably a king or chief of the time. Many stories about King Arthur come from the area, and everyone is asking the same question: Might this be the tomb of King Arthur? They have not opened the tomb yet. They have to work slowly and carefully, and it may be months before they know the answer.

Where is the tomb?
Why haven't they opened it yet?
Is it King Arthur's tomb?
When will they know the answer?

d Radio interview

A local radio station interviewed Professor Howard White, who is the chief archaeologist at the tomb.

Listen. Then look at these sentences. Put a tick [✓] when you know that a sentence is true, and a question mark [?] when you do not know.

- 1 It is King Arthur's tomb.
- 2 It is the tomb of a British chief.
- 3 They will find weapons in the tomb.
- 4 They will find pottery in the tomb.
- 5 They will find jewellery in the tomb.
- 6 They will find gold in the tomb.
- 7 They will not find Arthur's sword in the tomb.

e Matching

Listen to the interview again. Match Professor White's words in column A with the words in column B.

Column A

We think that Arthur lived at that time,
The people of the time always buried weapons,
They often buried pottery in tombs,
They sometimes buried jewellery,
They hardly ever buried gold,
The stories never say that the sword was buried,

Column B

so we may find some necklaces and rings,
so we won't find Excalibur,
but we might find a few gold coins,
so I'm sure we'll find some swords and knives,
so it might be Arthur's tomb,
so we'll probably find some cups and bowls and plates.

f Vocabulary

Write lists of: 1 types of weapon; 2 types of jewellery; 3 types of pottery.
Can you add any words that are not in the interview?

g Talking about the future

adjective	%	verb	sentence
certain	100	will	It will happen. I'm certain/sure (that) it will happen.
probable likely	90–100	will	It will probably happen. I think (that) it will happen.
possible	20–90	may	It may happen.
	1–50	might	It might happen.
unlikely improbable	1–10	might	It might happen.
		won't	I don't think (that) it will happen. It probably won't happen.
impossible	0	won't	It won't happen.

In conversation, there is often little or no difference between *may* and *might*.
It may rain tomorrow. / It might rain tomorrow.

Use the chart, and answer these questions. Give your opinions.

- 1 What will the weather be like tomorrow?
- 2 What do you think you will do next weekend?
- 3 Where will you go for your next holiday?
- 4 What will you be like in twenty years' time? Do you think you'll be rich? Will you still be a student? Will you be married? Will you still know people in this class? Will you still be in this town? Where do you think you'll be?
- 5 What do you think the world will be like in 100 years' time?

Manchester 21 July

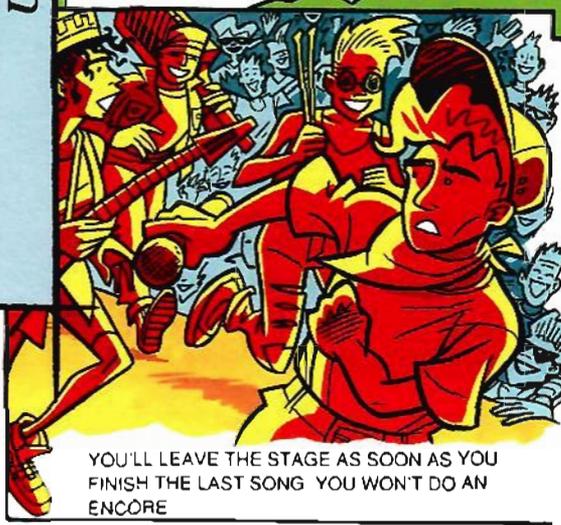
Riot after Corner Kids concert

Police arrest fans after concert
Corner Kids, the latest rock sensation from the United States, played in Manchester last night. After the concert, hundreds of fans waited outside the concert hall. When the Corner Kids left the hall, the fans rushed forward and the lead singer Dino Maresca lost his car. Lead singer Dino Maresca lost his jacket, and several fans climbed on top of their car. Police tried to get near them. Lead singer Dino Maresca lost his jacket, and several fans climbed on top of their car. Police rescued the singers and drove them away in a police car. Tonight the Corner Kids are playing in Birmingham, and the police are going to give them extra security.

Corner Kids

IT'S THE NEXT DAY IN BIRMINGHAM, AN HOUR BEFORE THE CONCERT.

MY NAME'S INSPECTOR STOCKTON. I JUST WANT TO CHECK THE PLANS FOR TONIGHT. WE DON'T WANT ANY TROUBLE HERE!



YOU'LL LEAVE THE STAGE AS SOON AS YOU FINISH THE LAST SONG. YOU WON'T DO AN ENCORE.



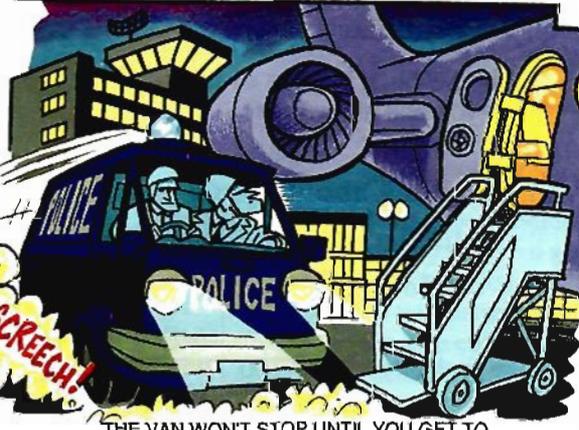
WHEN YOU LEAVE THE STAGE, YOU'LL RUN ALONG THIS CORRIDOR. AND I MEAN 'RUN', NOT 'WALK'. OK?



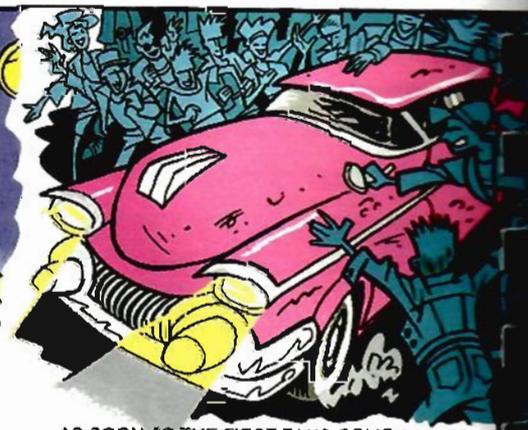
A VAN WILL BE OUTSIDE WHEN YOU GET TO THE DOOR. RUN. AND DON'T STOP RUNNING UNTIL YOU GET TO THE VAN.



WE'LL LOCK ALL THE DOORS AS SOON AS YOU'RE ALL SAFELY IN THE VAN.



THE VAN WON'T STOP UNTIL YOU GET TO THE AIRPORT. YOU WON'T STAY IN BIRMINGHAM TONIGHT. YOU'LL FLY IMMEDIATELY TO GLASGOW.



AS SOON AS THE FIRST FANS COME OUT OF THE CONCERT HALL, YOUR LIMO WILL DRIVE AWAY. EVERYONE WILL THINK THAT YOU'RE IN IT. GOOD. ANY QUESTIONS?

DO WE HAVE TO LEAVE TONIGHT? WE'LL ALL BE TIRED AFTER WE FINISH THE CONCERT.

WHY DO WE HAVE TO GO IN A TRUCK? WHY CAN'T WE LEAVE IN OUR OWN CAR BEFORE THE FANS COME OUT?

HAVE YOU SEEN THE EVENING PAPER?

AH, BUT THAT'S NOT MY PROBLEM. THAT'S A PROBLEM FOR THE GLASGOW POLICE.

WHAT ABOUT THE FANS WHO COULDN'T GET TICKETS? THEY'LL ALREADY BE IN THE CAR PARK WHEN WE GET THERE.

Fans wait in Glasgow
There are nearly 2000 fans at Glasgow Airport. They're waiting for the Corner Kids, who are playing in Birmingham tonight. The fans think the group will fly to Glasgow after they finish the concert in Birmingham...



a Schedule for Glasgow

Look at the Corner Kid's schedule, and make sentences.

They'll have a group meeting before they have breakfast.

They'll meet some newspaper reporters after they have breakfast.

b Late meals!

Look at the schedule for Glasgow again.

They won't have breakfast until a quarter past ten!

Make sentences about lunch and dinner.

c An interview with Dino

Janice was one of the reporters who interviewed Dino Maresca at the hotel. Before she went to the interview she wrote a list of questions. She made notes of Dino's answers under the questions.

Look at the notes and write Dino's sentences.

(Note: as soon as = immediately after)

When the tour finishes I'll go back to Los Angeles.

I'll buy a sports car as soon as I get the money from the tour.

I won't go back to L.A. until the tour finishes.

SHERMAN MUSIC MANAGEMENT INCORPORATED

4000 Sunset Boulevard, Los Angeles, California, CA 90800

Tel: (213) 043 2266 Fax: (213) 043 9813

Tour: Corner Kids Date: July 22nd City: Glasgow, Scotland

Stay overnight 21st/22nd: Forum Hotel, Glasgow

SCHEDULE

10.00	Group meeting: Room 406.
10.15	Breakfast: Hotel restaurant.
11.00	Meet local newspaper reporters: Hotel conference room.
12.00	Dino and Tiffany to television studio for interview. Ashley and Jason to radio studio for interview.
14.30	Lunch: Hotel restaurant.
16.00	Go to concert hall.
16.15	Speak to Glasgow Police about security.
17.00	Check the microphones on the stage.
18.30	Relax in the dressing room.
20.00 - 23.00	CONCERT
23.01	Drive back to the hotel. Shower and change clothes.
23.45	Dinner: Hotel restaurant.
01.00 (23rd)	Watch video recording of the concert.

d Excuses



What is the best answer?

- A I'll do it **when** this programme finishes.
- B I'll do it **as soon as** I can.
- C I'll do it **after** we have dinner.
- D I won't do it **until** you give me some money.
- E I'll do it **before** I do my homework.
- F I'll do it **while** I'm watching this programme.

How many answers can you think of for these questions?



INTERVIEW: Dino Maresca, Corner Kids

QUESTIONS

Q What'll you do when the tour finishes?

D.M. Go back to L.A. Sleep for a week!

Q You're going to be very rich. What'll you do when you get the money from the tour?

D.M. Buy a sports car straight away.

Q What'll you do when you get back to L.A.?

D.M. Start recording our second album.

Q What'll you do when the concert finishes tonight?

D.M. Go back to the hotel. Have a Shower straight away.

Q What'll you do when you finish your new album?

D.M. Do a tour of the USA and Japan.

Q What'll you do when we finish this interview?

D.M. Go straight to the TV studio.

A year is a long time

Once upon a time there was a cruel king. Everyone was afraid of him. The people were very poor, because the King took all their money. One day the King's soldiers brought a poor man to the palace. The man didn't have any money and so he couldn't pay his taxes.

'If you don't pay immediately, I'll kill you,' said the King.

'I can't pay,' said the poor man, 'because I haven't got any money.'

'Then you must die!' said the King.

The man fell to the floor. 'Please let me go, Your Majesty,' he said. 'If you don't kill me, I'll teach your horse to talk.'

The King had a wonderful white horse, and he was very proud of it. He smiled.

'All right,' he said, 'you can have one year. If you teach the horse to talk, I'll give you gold and silver. But if you don't, I'll kill you.'

Two soldiers took the man to the horse's stable.

'You're stupid,' said one of the soldiers. 'You can't teach a horse to talk. It's impossible. At the end of the year, the King will kill you.'

'Ah,' said the man, 'I'm not stupid. Before the end of the year four things might happen. The King might die. I might die. The horse might die ... or the horse might talk!'

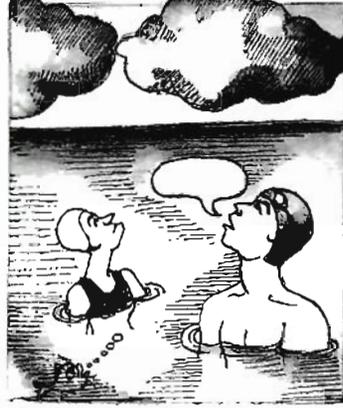


a Matching

Listen to the story, then match these halves of sentences.

If the King dies,
If the horse talks,
If the horse dies,
If the man dies,
If the horse doesn't talk,

... they'll probably let him go.
... he'll be a rich man.
... they probably won't kill him.
... the King will kill him.
... he'll be free of the King anyway.



b If ...

Look at these halves of sentences. Which halves should go together? (e.g. A + 5)

First half

- A If we don't hurry.
- B I'll kill you.
- C If it rains.
- D If you phone back after six.
- E If she wins today's race.
- F All right! If you shut up.
- G He'll go to prison.
- H If they don't start playing better.

Second half

- 1 I'll go home!
- 2 I won't be here.
- 3 if you don't tell me everything!
- 4 I'll buy you an ice cream.
- 5 we'll be late.
- 6 if the police catch him.
- 7 we'll get wet.
- 8 she'll be the world champion.

Now put the sentences into the speech bubbles in the cartoons above. (e.g. Write A + 5 in the correct bubble.)

c If he phones ...

Gemima Good morning, Annette. Look, if Paul telephones, I won't speak to him. No, that isn't a good idea. Look, if he phones, tell him that I'm not here. Ah, wait, if you tell him that, he'll phone again later. If he phones again later, I'll have to speak to him. If I speak to him, we'll have another row. If we have another row, he'll be very upset. If he's very upset, I'll have to be nice to him. I don't want to be nice to him! Oh, look, forget it, Annette. If Paul phones, I'll speak to him ...



Look at these sentences.

IF + PRESENT TENSE ... FUTURE TENSE

If he phones later, I'll have to speak to him.

If I speak to him, we'll have another row.

If we have another row, he'll be upset.

If he's upset, I'll have to be nice to him.

IF + PRESENT TENSE ... IMPERATIVE

If he phones, tell him that I'm not here.

If he phones, don't tell him that I'm here.

Look at this.

'If you lend me £1,000, I'll buy a car. If I buy a car, I'll come to work earlier. If I come to work earlier, I'll earn more money. If I earn more money, I'll be able to give you the £1,000 back.'

How many sentences can you make from these beginnings?

- 1 If you don't go to school ...
- 2 If we don't stop pollution ...
- 3 If we destroy the rain forest ...
- 4 If you do your homework badly ...
- 5 If you eat too much fried food ...
- 6 If you don't go immediately ...

d Interaction

Student A: Look at the Interaction appendix, Section 20.
Student B: Look at the Interaction appendix, Section 13.

Radio plays

Next Door Neighbours is a popular radio soap opera. It started over ten years ago, and it's on the radio five days a week. Listen to an episode.

RADIO WINCHESTER
Next Door Neighbours
Director: Victoria Smythe

Recording Script
Episode 2.751
Script by Julian Wallace

Announcer

Radio Winchester, eighty-eight point seven metres FM. And now it's time for today's episode of our serial *Next Door Neighbours*. Will Madge and Jeff discover the identity of Lucy's new boyfriend? What will Lucy do when she hears Adam's news? And what will happen if Jeff loses his job?

Madge
Jeff
Madge
Jeff

Hello, Jeff. You're home early.
Yes, Madge.
What's the matter? You look terrible.
I've got some bad news. Sit down, Madge. I've lost my job.
But you've worked there for twenty years! I know. Here's the letter. The factory's closing. Where will you find another job?

Madge
Jeff
Madge
Jeff

I won't if we stay round here. We'll have to move to London.
We mustn't tell Lucy. She's taking her exams next week. If she finds out, she'll worry.
She'll find out tomorrow as soon as she reads the newspaper. It'll be on the front page... Listen... What's that noise? Don't say anything!

Jeff

Madge
Jeff
Lucy
Madge
Lucy
Madge

Hello, my darling daughter.
Hello, daddy. You sound happy.
Hello, Lucy.
Hello, mummy.
Let's all have a cup of tea. Here you are, Lucy, dear.
Thank you, mummy. Can I borrow your car tonight?

Lucy

Madge
Lucy
Jeff
Lucy
Jeff
Madge

Why? Where are you going?
I'm just going out with a friend.
Who, exactly?
(SIGHS) Adam.
You don't mean Adam Brown, the boy next door?
You're not going out with him? We haven't spoken to that family since the argument about the apple tree.
Your mother's right.
Your mummy, that was two weeks ago...
But you're not borrowing the car. That's final.
There's someone at the door, Lucy.
Oh, Adam... It's you... er...

Jeff
Lucy
Jeff
Madge
Lucy
Adam
Jeff
Lucy
Adam

Lucy
Adam

Lucy
Adam
Lucy
Adam
Announcer

Hi, Lucy.
Who's that?
Just a friend, daddy.
I can't go out with you tonight. I'm sorry, Lucy. I can't go out with you tonight. I have to do my homework...
That's just an excuse.
No, no, it isn't. If I don't do it, I'll get a bad grade.
If I get another bad grade, they'll throw me out of school. You know that.
It's not that. Your mum and dad don't like me.
Well, after your dad had that row with my dad... it was your dad's fault!
You're just like your parents!
You're just like you again, Adam Brown!
I'll never speak to you again, Adam Brown!
You have been listening to *Next Door Neighbours* on Radio Winchester, eighty-eight point seven metres FM. Will Lucy ever speak to Adam again? What'll happen when Madge meets Mr Brown at the supermarket? And what will Lucy do when she reads the paper? Find out in tomorrow's episode of *Next Door Neighbours* on Radio Winchester.

a Comprehension

Ask and answer.

- 1 Why does Jeff tell Madge to sit down?
- 2 How long has Jeff worked for his company?
- 3 What's happening to the factory?
- 4 Do they live in London?
- 5 Why mustn't they tell Lucy the news?
- 6 Where does Adam live?
- 7 What was the argument with Adam's family about?
- 8 When was the argument?
- 9 Why can't Adam go out with Lucy tonight?
- 10 Who did Jeff have a row with?

b Find phrases which mean ...

Look through the script. Find phrases which mean:

- 1 Today's episode is going to start now.
- 2 Find out the name of Lucy's boyfriend.
- 3 That's the end of the discussion, I'm not going to speak about it any more.
- 4 Your dad was wrong.

c Complete the sentences 1

Complete these sentences from the episode.

- 1 She'll find ____ tomorrow ... It'll be on the front page.
- 2 I'm just ____ out with a friend.
- 3 I can't go ____ with you tonight.
- 4 They'll ____ me out of school.
- 5 ____ out in tomorrow's episode of *Next Door Neighbours*.

d Ask and answer

- 1 Will Jeff find another job if they don't move?
- 2 What'll happen if Lucy finds out?
- 3 When will she find out?
- 4 What'll happen if Adam doesn't do his homework?
- 5 And what'll happen then?
- 6 Why is the factory closing? Guess.
- 7 Do you think that the actors are good?

e Complete the sentences 2

Complete the questions that the announcer asked.

- 1 What will Lucy do ____ she ____ Adam's news?
- 2 And what will happen ____ Jeff ____ his job?
- 3 What'll happen ____ Madge ____ Mrs Brown in the supermarket?
- 4 And what ____ Lucy do ____ she reads the paper?

f Questionnaire: Soap operas

'soap opera' is a TV or radio serial on domestic and romantic themes.

(from the *Oxford Student's Dictionary*)

Soap operas (or 'soaps') started in the United States. They're called soap operas because there were often adverts for soap powders during the programmes. Today there are TV and radio soaps in most countries. In Britain, the programmes with the biggest audiences are almost always soaps. Complete this questionnaire about TV soaps for another student.

Are you a soap addict?

- 1 How often do you watch soap operas?
A Often. B Sometimes. C Hardly ever. D Never.
- 2 How many soap operas do you watch in a week?
A None. B One. C Two. D More than two.
- 3 Do you watch **every** episode of a favourite soap?
A Yes. B No.
- 4 If I miss a favourite soap,
A I feel very unhappy. B I feel unhappy. C I don't mind.
- 5 How often do you think about characters in soap operas?
A Often. B Sometimes. C Hardly ever. D Never.
- 6 Do you like reading about the people in soaps?
A Yes, a lot. B Yes, sometimes. C No, not often. D No, I don't.

Do you agree or disagree with these statements?

- 7 Soap operas are good, relaxing entertainment.
A Agree strongly. B Agree. C Don't know. D Disagree.
- 8 Soaps are not like real life. They're stupid fantasies.
A Agree strongly. B Agree. C Don't know. D Disagree.

Now look at the Interaction appendix, Section 24. What's your score?

g Discussion: Soap operas

Do you ever watch or listen to soaps? How often? What's your favourite? How long has it been on TV/radio? What's it called? What's it about? Who are the main characters? Where do they live? How often is it on TV/radio? Do you watch/listen to every episode? Can you buy books about the story?

h Role play

Choose one of these situations, and act it out. How many characters are there in the situation? Who are they?

- 1 The argument about the apple tree.
- 2 Breakfast the next day. Lucy sees the paper. Jeff tells her that they will have to move.
- 3 The supermarket the next day. Madge and Mrs Brown are arguing about Adam and Lucy.
- 4 Lucy goes to the cinema. She sees Adam with another girl.

See the light

'Would you like a cup of tea, dear?'

'Er, yes. Yes, thank you, Mrs Spencer.' Cathy sat down in one of the old brown armchairs. She watched the old lady as she walked slowly into the small kitchen. Then she looked round the room. Everything was old, but the room looked comfortable. Mrs Spencer was putting some milk into two cups.

'It's out here, dear. Do you want to see it?'

Cathy stood up and went into the kitchen. The cooker was ancient, almost an antique. The cups and saucers were old, too.

'Is that it?' Cathy asked.

'That's the one,' said the old lady. 'Of course, it all started when I wrote to your newspaper. That's why I telephoned you.'

'It looks like an ordinary light bulb,' said Cathy. She looked up at the bulb above her.

'I know,' said the old lady.

But it's true, you know.

Look, I've got the letter that I wrote here.' She gave Cathy a newspaper cutting. It was from the *Evening Echo*. The date was three weeks earlier. Cathy read the piece carefully.

'And you wrote this letter?' said Cathy.

'I did,' said the old lady proudly. 'It's the first time that I've ever written to a newspaper. Look, that's my name, there, at the bottom.'

'Yes,' said Cathy, 'but I don't understand. Why did you want to see me?'

'I told you,' said the old lady. 'Because it all started with that letter. Come on, let's go into the sitting room. I've got your tea.'

Cathy sat down again.

'Biscuit, dear?'

Cathy smiled. 'No, thanks.' She waited.

'They wrote to me a week later,' said Mrs Spencer.

'Who wrote to you?' asked Cathy. She drank some tea.

This was going to be a long interview. And she didn't think that there was a story for the paper, either. But Mrs Spencer was a nice old lady.

'The company. I've got the letter here somewhere.' Mrs Spencer started looking in a small box on the table. Cathy yawned. She wanted to look at her watch, but she couldn't. The clock over the fireplace wasn't working. At last Mrs Spencer found the letter, and gave it to Cathy.

EVENING ECHO 26 March

READERS' LETTERS

A REAL BARGAIN!

Dear Sir,

I read your article about light bulbs last week. Your reporter said that she was always changing the light bulbs in her house. Well, I've got a light bulb in my kitchen that's sixty years old! I bought it on the day that I moved into this house. That was two weeks after I got married, and it was my diamond wedding anniversary last week! I've never changed the bulb during all those years. It's a Sunlight 60 watt bulb, and it cost about 2p when it was new. They were made better in those days, of course. The new ones are only good for a few months!

Yours faithfully,

Maud Spencer (Mrs)

41 Crimea Road, Holdcastle.



SUNLIGHT LIGHTING COMPANY PLC

Icarus House
Worthington Park
London SW4 3WD

2 April

Dear Mrs Spencer

We saw your letter in the Holdcastle Evening Echo last week. We are very pleased that you have had a Sunlight bulb for sixty years, and that it is still working. We would like to send one of our engineers to see it. Perhaps we can take a photograph, and use it in our advertising. Could we call on you tomorrow at about eleven in the morning?

Yours sincerely

Philip Burrows

(for Sunlight Lighting Company PLC)



kitchen. The engineer was taking the bulb out. "You put that bulb back!" I told him. Anyway, Mr Burrows had a box of new bulbs, about fifty of them. "We'll give you fifty new bulbs for it," he said. Well, I said no, and they all went away.'

'Is that the end of the story?' asked Cathy.

'Oh, no,' said Mrs Spencer. 'The next day Burrows came back. He had a cheque for one thousand pounds in his hand. He wanted to buy the bulb. But I didn't sell it. You see, that bulb has been here as long as we have. It's like my wedding ring almost. Bert feels the same as I do.'

'Bert?' said Cathy.

'My husband,' said Mrs Spencer. 'He's upstairs. He's an invalid now. He hasn't been able to walk for ten years.' Cathy looked at the old lady again. She was in her eighties. She was poor, Cathy could see that, and she had to look after her invalid husband. But somehow the light bulb was important to her, more important than a thousand pounds.

The old lady looked worried. 'I had to phone you,' she said. 'You see, last night someone tried to break into the house. We've got nothing here, nothing for a burglar. Bert doesn't sleep very well, and he was awake. He heard the noise, and he shouted. I woke up, and I phoned the police. But they didn't catch anyone.'

Cathy was interested now. 'And you think the burglar wanted your light bulb, don't you?'

'I don't think, dear. I know. Burrows called again this morning. This time he had a cheque for ten thousand pounds.'

'But why ...?' Cathy started to speak.

'Oh, I asked him. It's a strange story, dear. You see, sixty years ago someone invented a new kind of light bulb. It was wonderful. It was a light bulb that was good for one hundred years, maybe forever. Anyway, Sunlight Lighting heard about the bulb, and they paid the inventor thousands of pounds. They made a few of the bulbs, not many, just a few. Then they thought about it ... a bulb that lasts forever! Of course, if you buy a bulb that lasts forever, you'll never need another one.'

'Bad for business!' said Cathy.

'Exactly, dear. Well, it seems that our bulb is one of them. One of the 'everlasting' ones. It left the factory by mistake. Maybe someone put it in the wrong box – I don't know. But Sunlight want it very much. They destroyed all the other bulbs sixty years ago, and they destroyed the plans too.'

'This is an amazing story ...' Cathy began.

'Yes, dear. Well, Mr Burrows wants the bulb. He says that they want to make them again. He says that the world needs them, because they use less energy. He says that they won't destroy the bulb this time.'

'Do you believe him?' said Cathy.

'I don't know,' said the old lady. 'That's why I called you.' She sat back and smiled. 'When everybody reads your story, they'll have to start making them again, won't they?'

'It's a nice letter,' said Cathy. 'Well, did they come to see you?'

'Oh, yes,' said Mrs Spencer. 'Three of them. This Mr Burrows – I didn't like him at all – an engineer, and a woman from public relations. I think that's what she called it. I didn't like her, either. She didn't want a cup of tea, you know. She thought this house was dirty. I could see her face. I knew what she was thinking. Well, my things are old, but everything's clean, very clean.'

'And what happened?' said Cathy. She took out her notebook. She was beginning to get interested. There might be a story here after all.

Mrs Spencer sat forward in her chair. 'They all came in here,' she said, 'and Mr Burrows asked me about the light. Then he went into the kitchen with the engineer and they shut the door. That public relations woman was in here with me. I didn't like it, and I got up and went into the

Every picture tells a story



And When Did You Last See Your Father? (1878) by William Frederick Yeames (1835–1918)

a Describe the picture

What are people doing in the picture? Where are they?
Can you make five sentences about the picture?
There's a young boy who's standing in front of a table.

b Every picture tells a story

The title of the picture is *And When Did You Last See Your Father?*

- 1 Who is asking the question?
- 2 Who is he asking?
- 3 What do you think the bald-headed man is writing?
- 4 Why are they asking the little boy about his father?
- 5 Do you think his father is lost?
- 6 Are the men friends of the boy, or his enemies?
- 7 Look at the women and the girl in the picture. Who do you think they are?
- 8 Which people in the picture are afraid?
- 9 Will the boy answer the man's question?
- 10 Are the women afraid that he'll answer the question?
- 11 Do you think that they'll ask the little girl next?
- 12 Look at the clothes that the family are wearing. Are they different from the men's clothes?

Describe the family's clothes, and the men's clothes. Use these words.

plain / dull / expensive / bright / colourful / attractive / hats / helmet / armour / lace collars / cotton collars / made of cotton/wool/lace/silk

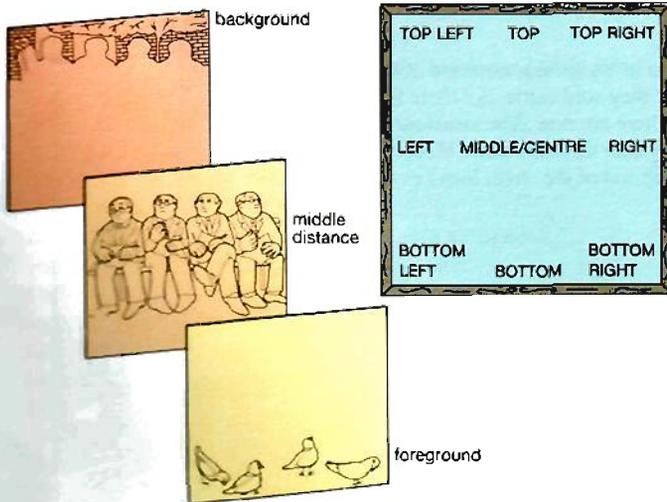
c The story behind the picture

The picture was painted in the 19th century, but the subject is a scene from the English Civil War (1642–7). The war was fought between King Charles I and Parliament. The King's supporters were called 'Cavaliers' and Parliament's supporters were called 'Roundheads', because they wore round helmets. The Roundheads wore plain, simple clothes and the Cavaliers wore colourful, expensive clothes. The Roundheads won the war. They destroyed many castles and churches, and, for ten years, singing, dancing, football, and public holidays weren't allowed.

Many of the Cavaliers had to hide from the Roundheads. They had to use secret hiding places in many old English houses. In this picture, the Roundheads are interrogating the son of a Cavalier because they want to find his father. After the Roundheads found King Charles I, they cut his head off. The boy's mother is very worried. She's afraid that the boy will tell them where his father is hiding.

- 1 What might the Roundheads do if they find his father?
- 2 What might they do if they don't find his father?
- 3 Do you think the boy knows where his father is hiding?
- 4 Do you think he will tell them?
- 5 Do you like the picture?
- 6 Do you feel sorry for the boy?

d Places in a picture



Look at *And When Did You Last See Your Father?*

Where can you see some gloves and a hat on a chair?

What can you see in the background behind the man with a box?

What can you see in the top right of the picture?

e Listen and draw

- 1 Draw a square (5 cm x 5 cm) on a piece of paper, then listen carefully to the instructions. What nine-letter word have you written?
- 2 How many words can you make from the letters in the box? You can use each letter once only.
- 3 Now find some more nine-letter words in *Grapevine 2*. Don't tell your partner. Tell your partner to draw another box and give instructions in the same way.

f *The Last of England*



The Last of England (1855) is by Ford Madox Brown. The picture shows a couple who are leaving England. They're emigrating to Australia. The artist said, 'The circle of her love moves with her. One hand holds her husband's; an unseen infant is wrapped in her cloak.'

Ask and answer.

- 1 What's the title?
- 2 What's the subject?
- 3 Where are they?
- 4 What colour is her cloak?
- 5 What colour is her skirt and her scarf?
- 6 What's the weather like?
- 7 Who's holding the umbrella?
- 8 Where is the baby? Why is it there?
- 9 Which hand is holding her husband's hand?
- 10 Is she holding his hand tightly? Why?
- 11 Which hand is holding the baby's hand?
- 12 What might happen to them in Australia? Guess.
- 13 Do you like this picture? Why? / Why not?

g Two lunches



Lunch in the Gardens



The Luncheon of the Boating Party

Student A: Look at the Interaction appendix, Section 11.
Student B: Look at the Interaction appendix, Section 22.

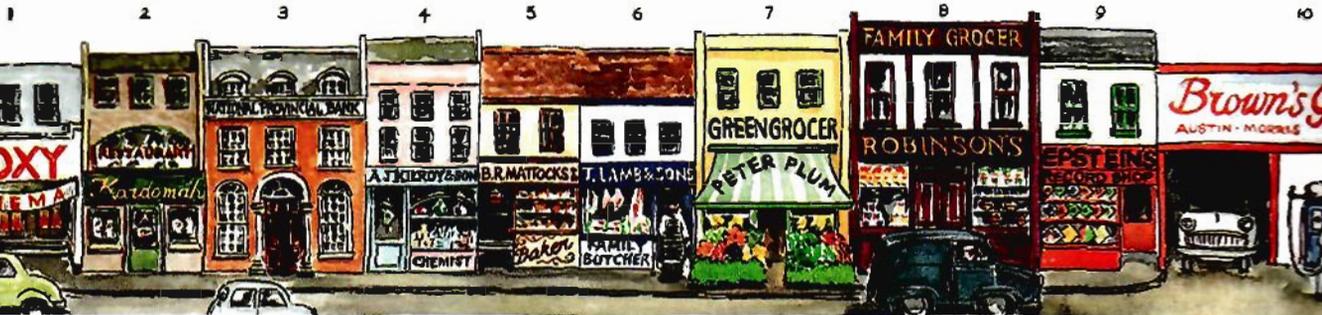
Then and now

Skipton

The photographs show the town of Skipton in Yorkshire, now and 100 years ago. There used to be a street market where they sold cattle, but there isn't any more. There didn't use to be any cars, but there are now. The street used to be much busier, and there were more people than there are now. Most of the buildings are still there, and the church at the end of the street looks exactly the same.

Woolen Mill

AVONBOURNE 1960



AVONBOURNE NOW



a There used to be a cinema

Look at 1. There used to be a cinema, but there isn't any more. There's a video rental shop now.

Look at 3. There used to be a National Provincial bank. It's a National Westminster bank now.

Make sentences about the other buildings in the street.

b You could buy records

Look at 6. There used to be a butcher's where you could buy fresh turkey. Now there's a health food shop where you can buy vegetarian food.

What other things could you buy at the butcher's? What other things can you buy at the health food shop?

Make sentences and questions about the other buildings.

c What did they use to sell?

- A *What did Epstein's use to sell?*
 B *They used to sell records.*

Ask and answer about the other shops.

d What about your town?

- 1 There are other differences between 1960 and now.
There used to be cars on the street, but now it's a pedestrian precinct.
 Look at the pictures and make more sentences. Do you think Avonbourne used to look better in 1960? Or does it look better now?
- 2 Find out about your town. Which places used to be different? When? Which things are better now? Which things are worse?

e Is everything bad for you?



smoke / got a cough / stopped

Jack used to smoke, then he got a cough and so he stopped.

Make more sentences about Jack.

- 1 eat chocolate / became fat / stopped
- 2 listen to heavy metal music / started getting headaches / stopped
- 3 play computer games / had to wear glasses / stopped
- 4 play squash / had a heart attack / stopped
- 5 do weight-lifting / got a bad back / stopped
- 6 run every day / hurt his knee / stopped
- 7 drive a car / had an accident / stopped
- 8 have a dog / it bit him / sold it

What things did you use to do? Have you stopped doing them? Why?

f What did you use to do?

Think about your first year at school. Think about some things that you used to do. Write a list of ten things. You can begin your sentences like this:

I used to ...

I never used to ...

I often used to ...

I sometimes used to ...

Then ask another student questions about his/her list, and answer questions about your list.

g Role play

What do your parents say about life in the past?
 What do your grandparents say?
 Have they ever said anything like this?

Life used to be much harder when I was your age. We didn't have as much money as you do now. We had to get up earlier and we used to work harder. Life's easier nowadays.

Role play a conversation between a grandparent and a grandchild. The grandchild is complaining about life today.

h I used to be a star . . .

I hope you'll listen to my song
 About a man who can't belong
 To the life he leads each day.
 His mind is still in yesterday,
 When he used to be a star.

*I used to be a star,
 I used to drive a shiny car,
 I used to wear big diamond rings,
 Now I don't need that kind of thing,
 But I used to be a star.*

I played piano night and day,
 I left my home and got away,
 I joined a band, played one night stands,
 The people screamed and clapped their hands.
 Yes, I used to be a star.

Chorus

Did you see me on TV?
 That's where I used to be.
 I told some jokes, amused the folks,
 I sang my songs, danced all night long
 When I used to be a star.

*I used to be a star,
 I used to drive a shiny car,
 I used to wear huge diamond rings,
 I still remember that kind of thing,
 When I used to be a star.*



May & Wallis



a Before you listen

Have you ever left a message on an answerphone?

Do you like talking to an answerphone?

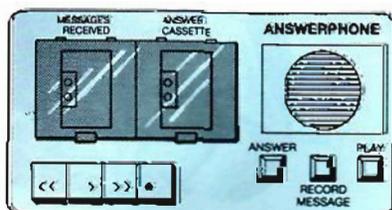
Do you feel a) embarrassed b) silly c) stupid

d) nervous e) none of these?

What do you usually do? Do you leave a message or do you ring off?

Look at the diagram of the answerphone.

Put these words on the correct controls. erase / play / rewind / fast forward



b Listening 1

Sadie May is a private detective. She has a partner who's called Bruno Wallis.

Read these questions, listen to the recording once, then answer the questions.

- 1 How many messages did Bruno leave on the answerphone?
- 2 Is Sadie listening to the messages in the morning or in the afternoon?
- 3 How many of the messages are for Sadie, and how many are for Bruno?

c Listening 2

The beginning, the first and second messages

Listen again as far as the end of the second message.

Are these sentences true [✓] or false [✗]?

- Sadie was in the office when she heard the phone.
- The office door wasn't locked.
- The caller rang off as soon as she picked up the phone.
- Bruno left the first message in the afternoon.
- Sadie was shaving when he left the second message.
- Bruno asked her to give him some messages.

d Listening 3

The third and fourth messages

Listen to the third and fourth messages.

Who said these things? Write S for Sadie, M for man, W for woman.

- Tell him not to be late.
- Tell him not to come.
- Bruno didn't tell me about a meeting.
- Can you ask him to bring the photographs ...?
- Tell him it's too dangerous.

e Listening 4

From the fifth message to the end

Listen from the fifth message to the end.

- 1 What did Mr Holbein want Bruno to come and get?
- 2 How long has Bruno's car been at the garage?
- 3 What did Mr Holbein want him to bring?
- 4 Why hasn't he paid for the repairs yet?
- 5 Why didn't Sadie listen to her mother's message?
- 6 Who phoned?
- 7 Where do you think he was?
- 8 Did he have the photographs with him?
- 9 Where were they?
- 10 What did he tell her to do with them?
- 11 Why didn't Bruno finish the conversation?

f **Telling or asking?**

Look at these sentences, and listen to the recording. In some examples someone is *asking* you to do something. In some examples someone is *telling* you to do something. How the person is speaking is more important than the words the person uses. Write A for asking. T for telling. Listen to the sound of the voice before you choose.

- 1 Don't look at your books!
- 2 Can I borrow your dictionary, please?
- 3 Give me a pen. Thanks.
- 4 Could you give me your pen, please?
- 5 Bring your English books to school tomorrow, please.
- 6 Could you please be quiet!
- 7 Could you come here for a moment?
- 8 Could you come here for a moment?

g **Told or asked?**

Complete the sentences with *told* or *asked*.

- 1 I _____ the headmaster to give me some more paper.
- 2 Jenny's father _____ her to turn off her radio immediately.
- 3 Suddenly, the pilot _____ us to put on our seat belts.
- 4 He _____ a policeman to give him directions.
- 5 They _____ the waiter to bring them some more bread.
- 6 The dog was running around. She _____ it to sit.
- 7 'I've _____ you before. You mustn't eat chewing gum in class!'
- 8 She _____ him to marry her.
- 9 He _____ the garage to repair his car.
- 10 The teacher was angry. She _____ them to stop talking.

h **What did they actually say?**

Look at the sentences below. Then look at **g** above. In number 1, what did the person say to the headmaster?

MIGHT I HAVE SOME MORE PAPER, PLEASE?

CAN I HAVE SOME MORE PAPER, PLEASE?

GIVE ME SOME MORE PAPER, PLEASE.

WILL YOU GIVE ME SOME MORE PAPER, PLEASE?

MORE PAPER, PLEASE.

MAY I HAVE SOME MORE PAPER, PLEASE?

GIVE ME SOME MORE PAPER.

COULD I HAVE SOME MORE PAPER, PLEASE?

i **What did they tell him to do?**

Look at the first picture.

- A What did they tell him to do?
- B They told him to get out of the car. They told him not to move.

Ask and answer about the other pictures, using *tell* or *ask*.

1 GET OUT OF THE CAR. DON'T MOVE!

2 COULD YOU GET ME A TIN OF TOMATO SOUP PLEASE?

3 BE CAREFUL. DON'T GO NEAR THE WATER!

4 COULD YOU GET ME SOME MORE TEA, PLEASE?

5 COULD YOU BRING ME A BIGGER SIZE, PLEASE?

6 I'M TERRIBLY SORRY, PLEASE DON'T SMOKE. THIS IS A NON-SMOKING CARRIAGE.

What did the people say in numbers 2 to 10?

A busy restaurant



a Conversations

1 Read the conversations below silently. Match the conversations to the numbers on the picture.

2 Listen to the conversations.

1 Do you mind if I bring my dog in here?

2 I'm sorry. Dogs aren't allowed in the restaurant.

Do you have decaffeinated coffee?

I'm afraid not, madam.

Hmm, Pizza Marina. Is that a pizza with tuna and prawns?

Yes, I think so.

I don't like prawns. I think I'll have the plaice and chips instead.

Mum, do you mind if I tell you something?

No, not at all. What is it?

Well, that hat really doesn't suit you.

Do you think the waiter will take our order soon?

I hope so. I'm starving!

... and a bottle of mineral water, please. Would you like sparkling or still, Paul?

I don't mind. Which do you prefer?

Is that woman going to bring that dog in here?

I hope not.

I need some change. Do you mind if I give you a fifty pound note?

Well, actually I do. Haven't you got anything smaller?

Well, doctor, is it food poisoning?

Yes, I'm afraid so. Call an ambulance ...

I'm sorry, sir. I'm afraid there was only one banana split left. Would you like something else instead?

Have you got any strawberries?

I expect so. I'll go and check.

b What do you think?

Ask and answer the questions in the boxes below, using one of these replies.

I think so.	I don't think so.
I expect so.	I don't expect so.
I hope so.	I hope not.
I'm afraid so.	I'm afraid not.

Learning English

- 1 Has your English improved in the last month?
- 2 Do you think you will pass your next English examination?
- 3 Do you think you will use *Grapevine 3* after you finish this book?
- 4 Do you think your teacher will give you a lot of homework tonight?

Climate

- 1 Do you think the hole in the ozone layer will get bigger?
- 2 Is the world's climate changing?
- 3 Do you think the earth will become warmer?
- 4 Do you think the weather was better when you were a small child?

Space

- 1 Do you think there is life on other planets?
- 2 Do you think that UFOs have visited the earth?
- 3 Do you think you will ever travel to another planet?

Your life

- 1 Do you think your life will be better in ten years' time than it is now?
- 2 Do you think you will be poorer?
- 3 Do you think you will be married?

c Do you mind ...?

- 1 Look at the train. What are people saying? Start with *Do you mind ...?*
- 2 What are the other people replying? Choose from one of the replies below.

Well, actually, I'm a bit cold.

Not at all.

I'm sorry, but I do. This is a non-smoking compartment.

I don't mind at all.

Actually, I haven't read it yet.

Please. Go ahead.

I'm afraid my husband is sitting there.

No, that's OK.

- 3 Act out the four situations in pairs.

d Interaction

Student A: Look at the Interaction appendix, Section 16.

Student B: Look at the Interaction appendix, Section 25.

e Jigsaw reading

There are five paragraphs in this story. Number them in the correct order from 1 to 5.

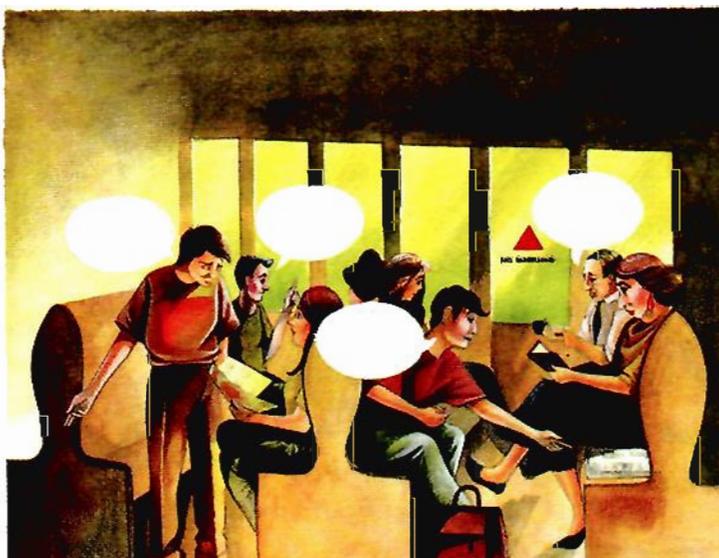
Two men came into the restaurant and ordered a huge meal. They asked Mr Harbin to bring them the best of everything. They ordered the most expensive things on the menu, and drank champagne during the meal.

At last one of the men said, 'I know! We'll have a race. If you win, you can pay. But if I win, I'll pay.' They were both very happy. They asked Mr Harbin to be referee, and he agreed.

Mr Harbin, the proprietor of an expensive London restaurant, got a nasty surprise last week, and it was an expensive one too.

Mr Harbin brought them the bill. It came to more than £200. The men began to argue about who was going to pay. Both of them wanted to pay, 'You must let me pay,' said the first man. 'No, no,' said the second man, 'I'll pay.' 'No, it's only £200. That's nothing. I want to pay,' said the first man.

The three of them went outside. The first man said, 'We'll race to the end of the street and back again.' The men got down on their hands and knees. Mr Harbin shouted, 'One ... two ... three ... Go!' Both men started running. He never saw them again.



Personality

a What's your personality like?

- Look at the pictures on the right. Look at the adjectives on the chart. Write the correct words in the boxes.
- Put a ring round one word on each line on the chart.

	1	2	3	4	
I am	very	quite	not very	not at all	shy.
I am	very	quite	not very	not at all	hard-working.
I am	very	quite	not very	not at all	talkative.
I am	very	quite	not very	not at all	stubborn.
I am	very	quite	not very	not at all	immature (for my age).
I am	very	quite	not very	not at all	quick-tempered.
I am	very	quite	not very	not at all	big-headed.
I am	very	quite	not very	not at all	ambitious.



shy



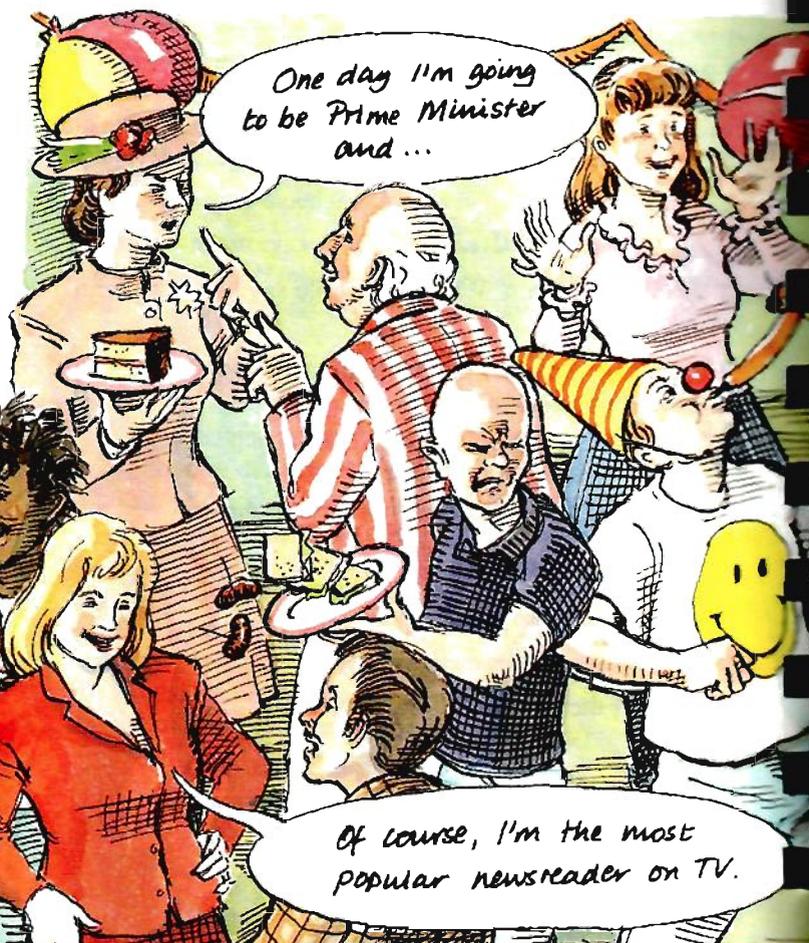
b Opposites

Match these adjectives to ones in the chart above which are opposite (or nearly opposite) in meaning.

mature easy-going
 extroverted lazy
 cooperative
 modest unambitious quiet

c Group work

Compare your completed chart with other students' charts. Do you agree with their choices? Do they agree with your choices? Discuss.



d Do you think I'm stupid?

1 Ask and answer in pairs about the adjectives below, and some words from sections **a** and **b**.

A Do you think I'm stupid?

B No, not at all.

or Well, sometimes.

or I'm afraid so.

or Not usually.

or Yes, quite often.

brave	funny	nervous	silly
calm	happy	nice	stupid
careful	helpful	popular	superstitious
charming	horrible	relaxed	tidy
cheerful	kind	romantic	unpopular
cruel	miserable	serious	untidy

2 Which words in the list are opposites (or nearly opposites)?

3 How many of the words in the list have you seen in Units 1 to 39?

e How do you feel now?

How do you feel now that you've heard your partner's opinions? (Sections **c** and **d**)

angry embarrassed worried
 big-headed miserable happy

Do you agree with his/her opinion of you?

Use some of these sentences.

Thank you, that's very kind of you.

Do you think so? That's nice of you.

I think you are wrong / right about me.

I don't think you understand me very well.

You know me very well.

That's not fair! I'm not (romantic / quick-tempered).

I'm sometimes (untidy / stubborn), but not always.

f At the party

Look at the picture of the party. Read the speech bubbles. Describe the people at the party using adjectives from this unit.

She's shy.

She looks very serious.

g Role play

Work in groups. Each student must choose an adjective from this unit, but mustn't tell anyone what it is. Each group must role play a party. Each student role plays a person at the party who is like his/her adjective. For example, student A has chosen *cheerful* and student B has chosen *miserable*:

A *This is a nice party, isn't it! I love parties.*

B *I don't. I hate them. I've got a headache because of the music, and I don't like these sandwiches ...*

Students from other groups must guess what the adjectives are.



Check-back four

Which word?

Choose the correct word for the spaces.

- 1 It ____ be a cinema, but it isn't any more.
use / use to / used / used to
- 2 ____ I'm late, I'll miss my train.
When / So / If / After
- 3 It was ____ by Picasso in 1936.
paint / painted / painting / painter
- 4 He told ____ not to do it.
we / they / us / she
- 5 Do you ____ if I sit here?
worry / mind / care / like
- 6 The concert ____ begin until the group arrives.
'll / will / don't / won't
- 7 I'll phone her when I ____ dinner.
will finish / 'm going to finish / 'll finish / finish
- 8 She thought that it ____ a very good programme.
was / is / may / will
- 9 'I don't know,' said the Professor. 'It ____ be Arthur's tomb.'
can / might / will / used
- 10 The programme wasn't very good, ____
was it? / isn't it? / is it? / wasn't it?

Suggestions

Complete the spaces in the conversation. Use the words in the box below.

let's	shall	why	want	when
-------	-------	-----	------	------

- A ____ (1) don't we go to the cinema tonight?
 B All right. Which cinema ____ (2) we go to?
 A ____ (3) go to that new ten-screen cinema.
 B OK. What do you ____ (4) to see?
 A I don't know, but there are ten films! We can decide ____ (5) we get there.

Past tenses

What are the past tenses of these verbs?

- | | |
|----------|----------|
| 1 fight | 7 tell |
| 2 make | 8 sit |
| 3 mean | 9 take |
| 4 find | 10 leave |
| 5 try | 11 drive |
| 6 become | 12 wear |

Negative sentences

He bought the tickets. *He didn't buy the tickets.*

Make these sentences negative.

- 1 They used to live in England.
- 2 It may happen.
- 3 She might be there.
- 4 It was painted by Picasso.
- 5 They let them go.
- 6 You should listen to him.
- 7 I hope so.
- 8 I'm afraid so.
- 9 I think so.
- 10 I expect so.

Type 1 conditionals

I'll phone you if I'm late. (phone, be)

Put the verbs in brackets in the correct tense.

- 1 If we don't hurry, we ____ the bus. (miss)
- 2 We won't go out if it ____ tomorrow. (rain)
- 3 If we don't stop using aerosols, we ____ the ozone layer. (destroy)
- 4 If the factory ____, he'll lose his job. (close)
- 5 If he ____ his job, they'll have to move. (lose)
- 6 She'll find out if she ____ the newspaper. (read)
- 7 If I ____ ill, I'll call the doctor. (feel)
- 8 I ____ you if you're at home this afternoon. (see)

If, when, until

Put the *best* word (*if, when* or *until*) in the spaces.

- 1 It may rain. ____ it rains, I'll take my umbrella.
- 2 They won't leave the stadium ____ the game finishes.
- 3 She'll go home ____ she finishes work tonight.
- 4 The archaeologists might find the tomb. ____ they find it, they'll tell the newspapers.
- 5 He'll be here at six. ____ he arrives, I'll make some tea.
- 6 I won't phone you ____ I've got some news.

Answer key

This answer key may be photocopied for use with *Grapevine 2 Check-back four*.

No other part of this publication may be photocopied without the prior written consent of Oxford University Press.

Please do not write on this answer key.

Which word?

- | | |
|-----------|------------|
| 1 used to | 6 won't |
| 2 If | 7 finish |
| 3 painted | 8 was |
| 4 us | 9 might |
| 5 mind | 10 was it? |

Suggestions

- | | |
|---------|--------|
| 1 Why | 4 want |
| 2 shall | 5 when |
| 3 Let's | |

Past tenses

- | | |
|----------|----------|
| 1 fought | 7 told |
| 2 made | 8 sat |
| 3 meant | 9 took |
| 4 found | 10 left |
| 5 tried | 11 drove |
| 6 became | 12 wore |

Negative sentences

- 1 They didn't use to live in England.
- 2 It may not happen.
- 3 She might not be there.
- 4 It wasn't painted by Picasso.
- 5 They didn't let them go.
- 6 You shouldn't listen to him.
- 7 I hope not.
- 8 I'm afraid not.
- 9 I don't think so.
- 10 I don't expect so.

Type 1 conditionals

- | | |
|---------------|-----------|
| 1 'll miss | 5 loses |
| 2 rains | 6 reads |
| 3 'll destroy | 7 feel |
| 4 closes | 8 'll see |

If, when, until

- | | |
|---------|---------|
| 1 If | 4 If |
| 2 until | 5 When |
| 3 when | 6 until |

Reporting instructions: At school

- 1 He told him to give him the book.
- 2 She told them to listen carefully.
- 3 He told her not to write in pencil.
- 4 She told them not to talk in class.
- 5 He told him to close the window.

Reporting requests: In the office

- 1 She asked her to answer the phone.
- 2 He asked him to make some tea.
- 3 She asked them not to be late.
- 4 She asked her to send a fax.
- 5 He asked them to help him.

Possibility

- 1 It won't happen.
- 2 It might happen.
- 3 It may happen.
- 4 It'll probably happen.
- 5 It will happen.

Opposites

- | | |
|-------------|---------------|
| 1 unhappy | 6 extroverted |
| 2 lazy | 7 big-headed |
| 3 untidy | 8 talkative |
| 4 unpopular | 9 unambitious |
| 5 mature | |

Talking about grammar

- | | |
|------------------------|------------------|
| 1 a present participle | 4 a suggestion |
| 2 active | 5 the 1st person |
| 3 conditional | |

Pronunciation

- | | |
|---------|-----------|
| 1 Latin | 5 trouble |
| 2 upset | 6 ticket |
| 3 sugar | 7 least |
| 4 any | |

Expressions

- 1 Mrs Turner (Unit 31)
- 2 Lucy (Unit 35)
- 3 The poor man (Unit 34)
- 4 The singer (Unit 37)
- 5 The inspector (Unit 33)
- 6 The doctor (Unit 39)
- 7 Mr Turner (Unit 31)
- 8 Madge (Unit 35)

Reporting instructions: At school

'Ann. don't look out of the window,' said Mrs Smith.
She told her not to look out of the window.

Report these instructions in the same way.

- 1 'John. give me the book,' said Mr Jones.
- 2 'Ann and John. listen carefully,' said Miss Brown.
- 3 'Ann. don't write in pencil,' said Mr Green.
- 4 'Ann and John. don't talk in class,' said Mrs Grey.
- 5 'John. close the window,' said Mr Davis.

Reporting requests: In the office

'Tom. could you type a letter please?' said Mrs Jay.
She asked him to type a letter.

Report these requests in the same way.

- 1 'Sue. please answer the phone,' said Ms Fox.
- 2 'Tom. would you make some tea?' said Mr Rigby.
- 3 'Tom and Sue. please don't be late,' said Ann.
- 4 'Sue. can you send a fax?' said Miss Evans.
- 5 'Tom and Sue. could you help me?' said Mr Lamb.

Possibility

Match the sentences in column 1 with sentences in column 2 that mean nearly the same.

Column 1

- 1 It's impossible.
- 2 It's very unlikely.
- 3 It's possible.
- 4 It's probable.
- 5 It's certain.

Column 2

- It'll probably happen.
It will happen.
It may happen.
It won't happen.
It might happen.

Opposites

What are the opposites of these adjectives?

- | | |
|----------------|-------------|
| 1 happy | 6 shy |
| 2 hard-working | 7 modest |
| 3 tidy | 8 quiet |
| 4 popular | 9 ambitious |
| 5 immature | |

Talking about grammar

Put a tick in the correct box. You can look at the Grammar summaries for Units 31–40 to help you. Score *two* points for each correct answer.

- 1 She's very hard-working.
working is:
 a present participle
 a past participle.
- 2 Renoir painted that picture.
This sentence is:
 active
 passive.
- 3 If you don't do this, I won't do that.
This sentence is:
 future simple
 conditional.
- 4 Shall we have an ice cream?
This sentence is:
 a suggestion
 a request.
- 5 May I use the phone?
We use *may* in requests with:
 the 2nd person
 the 1st person.

Pronunciation

One word in each line has a different *vowel sound*. Put a ring around the different word.

- | | | | |
|----------|-------|---------|---------|
| 1 lazy | lace | Latin | maize |
| 2 you | upset | used to | uniform |
| 3 lucky | lunch | pulse | sugar |
| 4 any | fly | sky | dry |
| 5 turkey | turn | trouble | learn |
| 6 ticket | mind | final | line |
| 7 expect | less | best | least |

Expressions

Look at these expressions from Units 31–40. Who says them? Match the expressions to the speakers.

Expressions

- 1 Let's go home, then.
- 2 It was your dad's fault.
- 3 Please let me go.
- 4 I used to be a star.
- 5 Any questions?
- 6 I'm afraid so.
- 7 There you are.
- 8 What's the matter?

Speakers

- A Lucy (Unit 35)
- B The inspector (Unit 33)
- C Mr Turner (Unit 31)
- D A doctor (Unit 39)
- E The singer (Unit 37)
- F Mrs Turner (Unit 31)
- G The poor man (Unit 34)
- H Madge (Unit 35)

Irregular verbs

Infinitive	Past tense	Past participle	Infinitive	Past tense	Past participle
be	was, were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	light	lit	lit
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	mean	meant	meant
burn	burned/burnt	burned/burnt	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	rise	rose	risen
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	shine	shone	shone
feel	felt	felt	shoot	shot	shot
fight	fought	fought	show	showed	shown
find	found	found	sing	sang	sung
fly	flew	flown	sit	sat	sat
forget	forgot	forgotten	sleep	slept	slept
get	got	got	smell	smelt	smelt
give	gave	given	speak	spoke	spoken
go	went	gone	spell	spelt	spelt
grow	grew	grown	stand	stood	stood
hang	hung	hung	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake (up)	woke (up)	woken (up)
lead	led	led	wear	wore	worn
learn	learned/learnt	learned/learnt	win	won	won
leave	left	left	write	wrote	written

Interaction appendix

Section 1

(Unit one **g** Student A)

You have both got some information about different people. Ask questions about them.

What's his/her surname? etc.

(Student A asks questions about Student B's screen. Student B asks about Student A's screen.)

PASSAGE FOUR EMIGRATION CONTROL			
Surname	La SoHe		
First name(s)	Rafondo William		
Title	Mr	Marital status	Married
Mr/Mrs/Miss/Br/Other)	Male/Female	Male	
Children	Two	Nationality	Martian
Date of birth	4 January 2539		
Place of birth	Mars Colony		
Present address	Caspar City, Mars Colony		
Qualifications	Diploma in Earth languages		
Occupation	Starship flight attendant		

Section 2

(Unit eleven **f** Scores for the personality test)

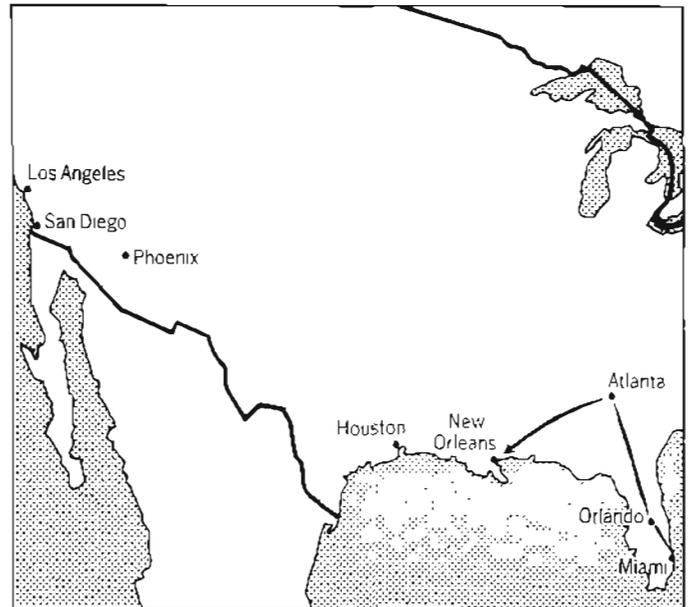
1	[a] 1	[b] 0	[c] 2
2	[a] 2	[b] 1	[c] 0
3	[a] 2	[b] 0	[c] 1
4	[a] 2	[b] 1	[c] 0
5	[a] 0	[b] 1	[c] 2
6	[a] 1	[b] 2	[c] 0
7	[a] 2	[b] 1	[c] 0
8	[a] 2	[b] 0	[c] 1
9	[a] 2	[b] 1	[c] 0
10	[a] 1	[b] 2	[c] 0

Section 3

(Unit fourteen **h** Student A)

You are on a tour of the United States. It started in Miami, and you are now in New Orleans. Student B is going to ask: *Have you been to (Miami) yet?* You are going to answer.

You are going to ask Student B questions. Then mark Student B's route on your map.



Section 4

(Unit twenty-three **g** Student A)

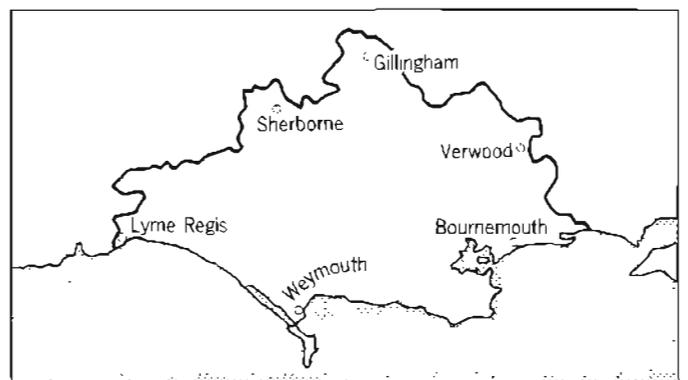
You are one of the policemen. Your ideas are below. Tell them to the other students in your group.

I think Simon shot Lord Membury. He wanted to marry Davinia for her money. Lord Membury didn't like him because he was poor. Simon said, 'I didn't want her to see poor Membury.' How did he know that Membury was dead? Was he on the bridge with Davinia? She didn't say anything! We don't know.

Section 5

(Unit twenty-one **f** Student A)

Look at this map of Dorset, and answer Student B's questions. Then ask Student B about these places. Bridport / Shaftesbury / Portland / Cranborne / Christchurch / Stalbridge



Section 6

(Unit thirty-one **d** Student A)

You are Mr Turner. This is the list of food and drink at the cinema. You can't read the prices. You are buying food and drink for four people. Student B is the assistant.

POPCORN	regular tub	
freshly popped	large tub	
	extra large tub	
HOT DOGS		
ICE CREAMS		
vanilla	strawberry	chocolate
COFFEE		
MINERALS		
orange fizz	regular	
lemonade	large	
cola	extra large	
FREE	cup with all extra	
GHOST HUNTERS	large minerals	

Section 7

(Unit eleven **g** Student A)

You are a student at Pitswood College. Look at this information.

Interests travelling, meeting people, dancing.

Which school subjects did you like? English, Geography, History.

Which school subjects did you dislike? Mathematics, Science, Computer Studies, Sport.

You would like to be a travel agent, or a flight attendant for an international airline. You'd like to learn some other languages, too.

Role play a conversation with the careers adviser (Student B).

Section 8

(Unit sixteen **i** Answers to the maths quiz)

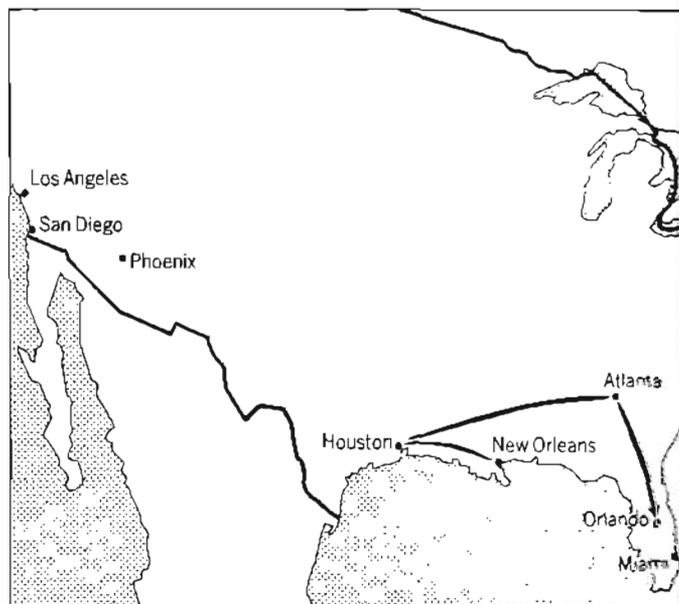
- Twelve. (All of them have twenty-eight days!)
- One. (The alarm rang at 9 p.m.)
- Malcolm wasn't playing against Cynthia. He was playing against Philip, and she was playing against Alison.
- 5 p.m.

Section 9

(Unit fourteen **h** Student B)

You are on a tour of the United States. It started in New Orleans, and you are now in Orlando. Student A is also

on a tour of the United States. Ask: *Have you been to (Miami) yet?* Mark Student A's route on your map. Then answer Student A's questions.



Section 10

(Unit twenty-three **g** Student B)

You are one of the policemen. Your ideas are below. Tell them to the other students in your group.

I think it was Major Rhodes. Lord Membury and Major Rhodes were both interested in Mrs Carpenter. Both of them wanted to get married again. Major Rhodes took a flower from the greenhouse for Mrs Carpenter. He didn't know that it was the rare orchid. When Lord Membury saw Mrs Carpenter with the orchid he was angry for two reasons. First because the orchid was very rare and expensive, and second because Mrs Carpenter was his friend. Lord Membury had a gun. He wanted to kill the Major. There was a fight, and the Major got the gun and shot Lord Membury. The maze is very near the shed, and there are two entrances.

Section 11

(Unit thirty-six **g** Student A)

Look at the pictures. Read about *Lunch in the Gardens*. You are going to answer Student B's questions about *Lunch in the Gardens*, then you are going to ask Student B the questions below about *Luncheon of the Boating Party*.

Information about *Lunch in the Gardens*

This picture was painted by Beryl Cook, a British artist, in 1985. She painted several pictures about life in New York for her book, *Beryl Cook's New York*. This is one of them.

The subject of the picture is a group of businessmen who are having lunch in a garden. In the foreground some pigeons are having lunch, too. The businessmen are watching the people who are walking past. Look at their eyes. Three of them have seen something interesting to their right. They're all eating chips.

All of them are bald, and three of them are wearing glasses. One of them is wearing a brown suit, two of them are wearing grey suits and one of them is wearing a blue suit. They're all wearing colourful ties. Some people are walking past in the background.

Ask about *Luncheon of the Boating Party*

Who was it painted by?

When was it painted?

What nationality was the artist?

Where did he paint it?

What's the title?

What's the subject?

What does 'luncheon' mean?

What's the girl in the foreground on the left doing?

Which two men are wearing the same clothes?

Who is the girl in the foreground on the right talking to?

Look at the man behind her. Does he know her?

What's he wearing?

Who is watching their conversation?

What are the men in the centre background wearing?

What can you see on the table?

Can you tell me anything else about the picture?

Section 12

(Unit eleven  Student B)

You are the careers adviser at Pitswood College. Ask the student his/her name and age. Ask about his/her likes and dislikes, then suggest jobs for him/her. Here is a list of jobs for different interests and school subjects.

Travelling: sales representative, van driver, tour guide, flight attendant.

Meeting people: sales representative, tour guide, secretary, receptionist, shop assistant, flight attendant.

Sport: sports teacher.

Music & Dancing: work in a discotheque, dance teacher, musician.

Children: children's nurse.

Geography: customs officer, tour guide, travel agent.

History: teacher, tour guide.

Computers: computer operator, computer programmer.

English: translator, customs officer, tour guide, flight attendant.

Law: police officer, traffic warden, customs officer.

Section 13

(Unit thirty-four  Student B)

You are a customer in a travel agency. You are going to travel to Glasgow. You can travel by air, rail or road. You want to know these things:

How much will it cost if I go by (air)?

How long will it take if I go by (air)?

You think that they're all very expensive. Tell the travel agent.

Section 14

(Unit one  Student B)

You have both got some information about different people. Ask questions about them.

What's his/her surname? etc.

(Student A asks questions about Student B's screen. Student B asks about Student A's screen.)

STARBASE FOUR EMIGRATION CONTROL			
Surname	Sanchez		
First name(s)	Charlene		
Title	Dr	Marital status	Single
(Mr/Mrs/Miss/Dr/Other)	Male/Female	Female	
Children	None	Nationality	American
Date of birth	2 July 2547		
Place of birth	Toronto, Canada		
Present address	2795 Disney Tower, Orlando, Florida, USA		
Qualifications	Doctor (of Medicine)		
Occupation	Doctor		

Section 15

(Unit twenty-three  Student C)

You are one of the policemen. Your ideas are below. Tell them to the other students in your group.

You think that it was the Reverend Fisher. The Reverend Fisher collected orchids, and he wanted Lord Membury's orchid more than anything in the world. *He* took the orchid, not Major Rhodes. Major Rhodes took a different purple flower. Lord Membury saw the Reverend Fisher. Fisher left his jacket in the greenhouse, went to the maze and shot Lord Membury. There are two entrances to the maze. He ran out of the front entrance, waited under the oak tree, then ran after the others. Miss Maple saw some people running. She

saw Major Rhodes and Mrs Carpenter. She didn't see the Reverend Fisher because he was behind the oak tree.

Section 16

(Unit thirty-nine  Student A)

You are going to ask Student B ten questions. Student B mustn't answer with 'Yes' or 'No'. Student B must use the answers in the box below, and will get a point for each different answer that he/she uses. For example, if he/she can use six of the expressions in the box, he/she will get six points.

Not at all.	I do, actually.
I think so.	I don't think so.
I expect so.	I don't expect so.
I hope so.	I hope not.
I'm afraid so.	I'm afraid not.

Then Student B is going to ask you ten questions. You will answer in the same way.

Here are your ten questions.

- 1 Do you mind if I ask you some questions?
- 2 Is it going to rain tomorrow?
- 3 Are you going to be late for the next lesson?
- 4 Will we get a lot of homework tonight?
- 5 Have you understood everything in this lesson?
- 6 Do you mind if I kiss you?
- 7 Are you going to be rich one day?
- 8 Are we going to finish this book soon?
- 9 Will you ever travel to the moon?
- 10 Will you remember the new words in this lesson?

Play the game again. This time the student that is answering must close his/her book.

Section 17

(Unit twenty-nine  Student B)

Student A is going to tell you about the ideas in  **You can save the world.** Here are some other ideas. Have a discussion.

- 1 I don't agree. Accidents can happen in the dark.
- 2 I think that's a good idea. Too many cars cause pollution. But what about old people? They often need their cars.
- 3 I agree. We can use glass bottles many times. We can only use metal cans once. But both metal and glass are better than plastic.
- 4 People in hot countries can't stop using CFCs. They need refrigerators. The rich countries used CFCs for many years. Now they don't want poorer countries to use them.
- 5 That's all right outside towns, but you need air-conditioning in cars in the cities.

- 6 Yes.
- 7 How do we know that products are *really* ozone-friendly? Sometimes 'ozone-friendly' on a product is just a type of advertising. The advertiser wants to sell more – and often at a higher price!
- 8 People destroy the rain forest because they need the land for food. How can we help *them*?
- 9 I don't agree. Without pesticides, farms will produce less food.
- 10 I like baths. I don't like showers. You can have a shower. I'll have a bath!

Section 18

(Unit thirty-one  Student B)

You are the assistant at the cinema. Student A is Mr Turner. Have a conversation with him. This is the price list.

POPCORN	regular tub	45p
freshly popped	large tub	70p
	extra large tub	£1.00
HOT DOGS		£1 25
ICE CREAMS		
vanilla strawberry chocolate		80p
COFFEE		75p
MINERALS		
orange fizz	regular	70p
lemonade	large	90p
cola	extra large	£1 10
FREE GHOST HUNTERS	cup with all extra large minerals	

Section 19

(Unit twenty-three  Student D)

You are one of the policemen. Your ideas are below. Tell them to the other students in your group.

I think it was Davinia. Her mother was dead, and she didn't like her father. Her only friend in the world was Simon, and she wanted to marry him. Her father didn't want her to marry Simon. He sent Simon to Tibet because the orchid comes from a dangerous place high in the Himalayas. He wanted Simon to die there. But Simon returned with the orchid. Davinia didn't say anything to the police because she killed her father. Simon was lying because he was in love with her. He didn't want her money.

Section 20

(Unit thirty-four  Student A)

You are a travel agent. Your customer is asking about a journey from London to Glasgow. Use the information below, and answer his/her questions.

LONDON – GLASGOW

Plane	£109	1 hour
Train	£60	5 hours
Coach	£21	7 hours
On foot	Nothing	2 weeks

Section 21

(Unit twenty-seven  Answers)

- 1 They are both the same. Sue looks thinner than Pam because the lines on her dress are vertical (up and down). The lines on Pam's dress are horizontal (side to side), and she looks fatter.
- 2 They are both the same length. The top line looks longer than the bottom line, but it isn't.
- 3 They are both the same size, but the circle on the right looks bigger.
- 4 The one on the left is the same size as the one on the right. Most people think the one on the right looks larger.
- 5 They don't look parallel, but they are!
- 6 AB looks longer than CD, but in fact it's the same length as CD.
- 7 The distance between A and B is exactly the same as the distance between B and C.
- 8 Look at it again. You can either see it inside the box, or you can see it on top of the box.
- 9 Both shapes are the same size.
- 10 False. Line B is as long as line A.
- 11 They don't look straight, but in fact they are straight.
- 12 The blue shape is a perfect circle, and the green shape is a perfect square.

Section 22

(Unit thirty-six  Student B)

Look at the pictures. Read about *Luncheon of the Boating Party*. You are going to ask Student A the questions below about *Lunch in the Gardens*. Then you are going to answer Student A's questions about *Luncheon of the Boating Party*.

Information about *Luncheon of the Boating Party*

This picture was painted by Pierre-Auguste Renoir, a French artist, in 1881 on the river at Chatou.

The picture shows a group of young people who are having lunch on a boat. 'Luncheon' is an old word for

lunch. Two of the men are wearing the same clothes: a white vest and a yellow hat. Maybe they're members of a team. The girl on the left is holding a small dog, and she's talking to it.

The girl on the right is talking to a young man who is smoking a cigarette. Another man has just arrived. He's standing behind them. He's just said something to her. A younger girl, with her hand on her chin, is watching their conversation. In the background two men are standing behind her. They're talking. One of them is wearing a black top hat, the other is wearing an ordinary cap. In the top right corner we can see two men and a woman. She's wearing a blue dress.

Renoir used the faces of several of his artist friends for the picture.

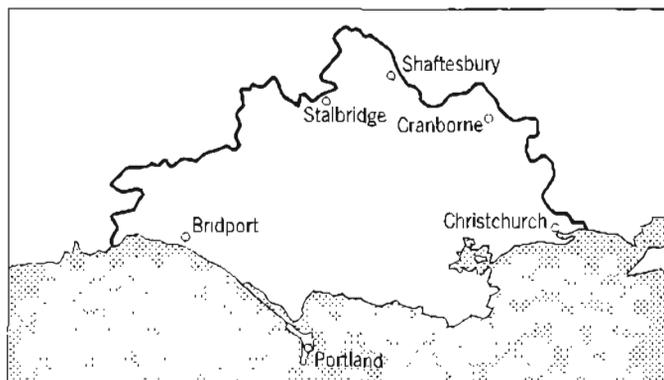
Ask about *Lunch in the Gardens*

- Who was it painted by?
- When was it painted?
- What nationality was the artist?
- What's the title?
- What's the subject?
- What are they doing?
- What are the birds in the foreground called?
- How many businessmen are there?
- Are they friends?
- Do they eat there every day?
- Where do you think they work?
- How many of them are looking to their right?
- Why?
- What are they all eating?
- How many of them are wearing glasses?
- How many of them are bald?
- Can you describe their suits?
- What's happening in the background?

Section 23

(Unit twenty-one  Student B)

Ask Student A where these towns are. Weymouth / Sherborne / Bournemouth / Verwood / Gillingham / Lyme Regis. Mark them on your map of Dorset. Then answer Student A's questions about your map.



Section 24

(Unit thirty-five  Questionnaire scores)

- | | |
|-------------------|-------------------|
| 1 A 4 B 3 C 1 D 0 | 5 A 4 B 3 C 1 D 0 |
| 2 A 0 B 1 C 3 D 4 | 6 A 4 B 2 C 1 D 0 |
| 3 A 3 B 0 | 7 A 4 B 3 C 0 D 0 |
| 4 A 5 B 3 C 0 | 8 A 0 B 0 C 1 D 2 |

What was your score?

25–30 You might be a soap addict! If you scored 29 or 30, then you probably are. There's nothing wrong with soaps if you enjoy them, is there?

20–24 You enjoy soaps, but we don't think you're an addict.

12–19 You watch soaps sometimes, but they aren't very important in your life.

Under 12 You aren't a soap fan.

Section 25

(Unit thirty-nine  Student B)

Student A is going to ask you ten questions. You mustn't answer with 'Yes' or 'No'. You must use the answers in the box below, and you will get a point for each different answer that you use. For example, if you can use six of the expressions in the box, you will get six points.

Not at all.	I do, actually.
I think so.	I don't think so.
I expect so.	I don't expect so.
I hope so.	I hope not.
I'm afraid so.	I'm afraid not.

Then you are going to ask Student A ten questions, and Student A will answer in the same way.

Here are your questions.

- 1 Do you mind if I borrow your pen?
- 2 Do you think it will snow next week?
- 3 Will you live to be a hundred?
- 4 Are we going to do any more exercises in this lesson?
- 5 Have you got a lot of friends?
- 6 Are you going to watch TV tonight?
- 7 Do you think there'll be more accidents at nuclear power stations in the future?
- 8 Will your teacher be angry if you forget your homework?
- 9 Do you mind if I take your book home tonight?
- 10 Is it going to be hot tomorrow?

Play the game again. This time the student that is answering must close his/her book.

Listening appendix

Unit four

f Hi, hello, good morning

Mrs Murdoch Here we are, Roger.

This is the advertising department.

Roger Oh, yes.

Mrs Murdoch This is Mr Austin.

He's the one that does the car adverts.

Mr Austin How do you do, young man?

Roger How do you do?

Mrs Murdoch And this is Mrs Lloyd.

She's the lady that does the house adverts.

Mrs Lloyd Hello, dear. Is this your first day?

Roger Yes, it is. Er ... hello.

Mrs Murdoch And here's Ann Forte.

Ann looks after all the restaurant adverts.

Ann Morning, Roger.

Roger Good morning.

Mrs Murdoch And lastly, Mr Dole.

He's the one that does the job adverts.

Er ... Mr Dole ... this is Roger, the new office boy.

Mr Dole Pleased to meet you, Roger.

Roger And you.

Mr Dole Milk and two sugars.

Roger Pardon?

Mr Dole Milk and two sugars ... in my tea. Don't forget.

4 Sheila ... it's me, Jenny. Nothing important really. I just phoned for a chat. I'll call you tomorrow. Bye.

5 Er, um, ah ... it's me again, Ken. Ken Newman. You didn't telephone me. Um, I mean ... that is ... er, look, I'll call again tomorrow ... er, is that all right? Er ... end of ... um, message.

'Yes'? Was it a boy or a girl?

Barry Yes, it was a boy ... or a girl. I don't know really.

Martin Didn't you ask her?

Barry No. It was a nice baby, though. Very nice.

Martin Hmm.

Barry It was bad news about Vic, wasn't it?

Martin Vic?

Barry Yes! Vic, Doris's brother. He's gone to prison.

Martin Prison? What did he do, then?

Barry He robbed a post office.

Martin No!

Barry Oh, yes.

Martin When did he do that?

Barry Last year. They gave him two years in prison. Of course, I never liked him, you know. Never.

Martin I thought he was your best friend ...

Barry Vic? No. Never. Er, How's Margaret, then?

Martin Margaret?

Barry Yes. Your wife ... Margaret.

Martin Her name's Ingrid.

Barry Oh. You didn't marry Margaret then?

Martin I don't know anyone called Margaret.

Barry Oh. Sorry. I was just trying to have a conversation ...

Unit ten

e What really happened?

Dickson Come in, Mrs Vickers. Now, what happened while you were vacuuming the carpet this morning?

Mrs Vickers Oh, I am sorry, ma'am. It was like this. I was cleaning in here. I was vacuuming the carpet when I knocked the table. The vase broke. The flowers went everywhere! I am sorry about the vase ... and the flowers ... I put them in the waste bin. Then I cleaned the table. That's all. But I don't know anything about the earring.

Lady Alton The earring was on the table, Mrs Vickers. You put it in the bin with the flowers. Brilliant detective work, Constable. Would you like another biscuit?

Unit eight

d Phone messages

Hi. This is Sheila Nesmith speaking. I'm not at home at the moment. Please leave a message after the tone and I'll call you back later. Thank you for calling.

1 Er, hmm, hmm ... ah, yes. This is Ken, er ... Ken Newman. Um ... I wanted to ask ... er, well, can you call me? My number's 081-509 2072 ... er, yes. That's all, I think.

2 Oh, no! It's an answerphone ... Blast! Oh ...

3 Ah, good afternoon. Barry Jones from the Midland Bank. Can you call me? It's important. The number is 071-425 9668. Thank you. End of message.

Unit seventeen

e Martin and Barry

Barry Hello, Martin! I haven't seen you for a long time!

Martin Eh? Oh, hello, Barry. No ... I've moved house.

Barry Really? When did you move then?

Martin About five years ago.

Barry Five years? Oh, Right. It has been a long time then. Funny, I saw Doris this afternoon.

Martin Doris? Doris who?

Barry Doris. You know, she sat next to you at school.

Martin Oh, yeah, Doris.

Barry She's just had a baby.

Martin Oh, yeah? Was it a boy or a girl?

Barry Yes.

Martin Yes? Yes? What do you mean,

Unit eighteen

a The salesman

Man Welcome everybody! Nice to see you. We've got a lot of bargains for you today. Some fantastic things. Look at this jacket. It was made in Britain. A leather jacket like this costs two hundred pounds in the shops. It does! You go and see. It looks good, eh? Now, I'm not asking for two hundred pounds ... I'm not asking for one hundred pounds ... I'm not asking for fifty pounds. And why not? It looks like leather, it feels like leather ... it smells like ... well, no, it doesn't smell like leather ... That's because it isn't made of leather! It's made of plastic ... Have a look at it. Yes, you, love. Can you see the difference? You'd like one, wouldn't you? And how much am I asking for this jacket?

Voice Ten pounds!

Man Don't be stupid! I'm asking twenty-five pounds. That's all.
'Twenty-five pounds. It's a lovely jacket. You won't feel cold in this. Who's going to be first? Who's going to give me twenty-five pounds for this jacket? I've only got ten of them ...

Voice Fifteen pounds!

Man Be serious! Look at the collar. What's it made of? Fur?
Wrong. It looks like fur. It feels like fur, but actually it's made of nylon. Really. You'll look fantastic in this jacket ... for just twenty-five pounds. I've got one. My brother's got one. My uncle's got one ... This is Eric, my assistant. Say hello, Eric.

Eric Hello.

Man Eric wants one, but I won't sell him one. Isn't that right, Eric.

Eric Yes, dad.

Man Now, twenty-five pounds ... That's all ...

Unit twenty

d A bargain?

Mr Pratt I'll give you one hundred and thirty ...

Terence One hundred and fifty. It has got a radio.

Mr Pratt One hundred and forty?

Terence All right ... one hundred and forty-five. Now, I can't take less than that.

Mr Pratt Fifty ... one hundred ... one hundred and twenty, one hundred and forty ... one hundred and forty-five.

Terence I'll get the documents. There you are. You've got a bargain, Mr Pratt.

Mr Pratt It won't start.

Terence Try it again.

Mr Pratt I want my money back.

Terence Oh, I can't do that! It's your car now. You've bought it.

Unit twenty-three

b Where were they?

1 **Major Rhodes**

'I heard the gunshot at about sixteen hundred hours. Where was I? Oh, in the wooden shed at the end of the garden. I was looking for some golf clubs. Membury wanted a quick game of golf.

you see. Poor fellow, I wasn't enjoying the party. They were all talking about orchids. I'm not interested in flowers. They all look the same to me.'

2 **The Reverend Fisher**

'I was in the greenhouse when it happened. I wanted to see the new orchid. There have been stories about it in all the newspapers, you know. It's a new purple specimen from Tibet. Anyway, I couldn't find it.'

3 **Simon Fortescue**

'We were both on the bridge, er, that is, Davinia and me. Davinia's allergic to flowers, you see. There aren't any by the stream. We heard the shot, and both of us ran to the maze. I stayed outside the maze with Davinia. I didn't want her to see poor Membury.'

4 **Miss Maple**

'It was very loud. It gave me quite a fright. I thought it was thunder. They were all running across the lawn. Major Rhodes, that Carpenter woman ... all of them. They left me here on the patio. I couldn't run after them. I'm ninety-two!'

5 **Mrs Carpenter**

'I was sitting on the seat under the big oak tree. It's been very hot this afternoon, and I don't like the sun. I was thinking about the Major. He gave me a purple flower after lunch. He wanted me to wear it! I haven't got it now. I lost it somewhere in the garden. It was a horrible flower, anyway. The shot was right behind me. Poor dear Charles. We were great ... friends.'

6 **Davinia Membury**

'I can't talk now ... I really can't.'

Unit twenty-five

a Listening 1: The route

Anita Gentlemen! Can I have your attention, please? Well, here we are. This is the start ... Here it is on the map. I want to check the important points again. This is a twenty-four hour survival exercise. Have you all got your maps? You must follow the

route on the map ... I will be at the two checkpoints, A and B. You must report to me at checkpoint A between twelve o'clock and one o'clock this afternoon, and checkpoint B between five o'clock and six o'clock. You can put your tents up at any time after checkpoint B. And we'll all meet at the finish before ten o'clock tomorrow morning. Any questions? No? Right. Get your rucksacks from over here, and get into pairs.

b Listening 2: The rules

Anita I think you all know the rules, but I will repeat them. One: You mustn't take any money with you. Two: You must travel on foot. No hitch-hiking! Three: You must use your tents tonight. You mustn't sleep in any building, like a barn or an empty house. OK? Four: You must stay in pairs. Right. Let's check our watches ... And it's eight hundred hours. Good luck, gentlemen.

Unit twenty-seven

e Who will fight the Mighty Samson?

Manager Roll up! Roll up! Come and see the greatest show on earth! The Mighty Samson will now lift this heavy wooden table with his teeth! You haven't seen anything yet! The Mighty Samson is the strongest man in the world ...

Boy No, he isn't.

Manager What?

Boy He isn't as strong as my dad.

Manager Oh, yeah? Well, ladies and gentlemen, do you want to see a fight? The Mighty Samson is the best fighter you've ever seen. And tonight I am going to give one hundred dollars, that's right, one hundred dollars, to any man ... or woman ... who can stay in the boxing ring with the Mighty Samson for three minutes! Just three minutes, ladies and gentleman, that's all ...

Boy He's not as good as my dad.

Manager What did you say, boy?

Boy He can't fight as well as my dad.

Manager Oh, yeah? Where is your dad, then?

Boy Dad ... Dad ... where are you. Dad? Oh, he's gone!

Unit thirty

e Listening

Dr Hacking Now, you should take the blue pills three times a day before meals, and the green pills three times a day after meals, and the yellow pills ...

Patient (Glub-glub-glub-glub.)

Dr Hacking Oh, yes, I'm sorry.

Patient Is it anything serious, Doctor?

Dr Hacking No, I don't think so. Take the pills, and come and see me in three months' time for another check-up.

Patient Thank you, Doctor. Can I put my shirt on now?

Dr Hacking Your shirt? Oh, yes, of course. Why didn't you say so before? It's freezing in here. The heating's been off since Monday. I've phoned the engineer, but he ... uh ... hasn't come. Well, Mr Walters, take this prescription to the chemist.

Patient My name's not Walters.

Dr Hacking What? Mr Walters? Nine o'clock? Full medical examination?

Patient No, my name's Fox. I'm the heating engineer.

Dr Hacking The heating engineer? Well, you won't need that!

Unit thirty-two

d Radio interview

Interviewer Professor White, can I ask you a few questions about the tomb?

Professor Of course you may.

Interviewer I think you know my first question. Is this King Arthur's tomb?

Professor Well, we know that it's the tomb of a British chief from the sixth century. We think that Arthur lived at that time. And that's all we know. It might be King Arthur's tomb, but it's unlikely. I don't think so.

Interviewer What do you think you'll find in the tomb?

Professor That's an easier question. We have opened several tombs from this period already. The people of that time always buried weapons with their chiefs, so I'm sure we'll find some swords and knives in there. They often buried pottery in tombs, so we'll probably find some cups and bowls and plates. They sometimes buried jewellery, so we may find some necklaces and rings. It's possible. I don't know.

Interviewer What about gold? Do you think you'll find any?

Professor They hardly ever buried gold, they weren't stupid! And of course, robbers opened many of these tombs in the past, so it is unlikely, but we might find a few gold coins.

Interviewer And my last question. Do you think you'll find Excalibur in the tomb?

Professor Arthur's sword? First, I don't believe it is Arthur's tomb. I've already said that. Secondly, you should read the stories. They never say that the sword was buried with Arthur. Never. In the legend Sir Bedivere throws it into the lake. We won't find Excalibur. I'm certain of that!

Unit thirty-six

c Listen and draw

First write a 'p' in the top right of the square, then put a 't' in the bottom left of the square. Write an 'r' in the bottom right corner, and an 's' in the opposite corner at the top. Then put a 'u' at the top, between the 's' and the 'p', and put an 'o' in the centre of the square. Write an 'e' under the 'o' at the bottom of the square. Put a 'p' on the left between the 's' and the 'r', and finally put an 'r' on the right.

Unit thirty-eight

b c d and e Listening

Sadie May and Wallis, Private Detec - Oh, no! ... That's funny. Why wasn't the answering machine working? Oh, wait a minute, it was. The tape's full. OK, rewind ... oh, come on, come on ... Right. 'May and Wallis, private detectives. We aren't here right now, so if you ...' Oh, no, not that again! I sound awful! Yuk! Now ... play!

Message 1 ...d Morning, Sadie. It's Bruno.

Sadie Huh!

Message 1 I'm going to be late today. Something's happened. I can't tell you about it now. See you.

Sadie That's Bruno! Typical!

Message 2 Sorry, Bruno again. I'm expecting some important messages.

Can you give them to me later? I'll call again ... Have a nice day, Sadie.

Sadie Thanks, Bruno.

Message 3 I've got a message for Bruno Wallis. He's got a meeting at four. Tell him not to come! Tell him it's too dangerous. I've found out something.

Sadie Phew! Who was that guy? Bruno didn't tell me about a meeting ... Too late, anyway. It's four now.

Message 4 I called Bruno at home, but he wasn't there. So ... can you ask him to bring the photographs to the meeting? Tell him not to be late. You know Bruno ...

Sadie Better than you do.

Message 5 This is Holbein's Garage and Auto Repair. Arnie Holbein speaking. Could you ask Mr Wallis to come and get his car? It has been here for six weeks. Also, er ... could you ask him to bring his checkbook? He hasn't paid for the repairs yet.

Sadie He hasn't got any money. That's why.

Message 6 Sadie, this is your mother speaking ...

Sadie Oh, no! The phone ... Yeah?

Bruno Sadie. It's me ...

Sadie Bruno? Where are ...

Bruno Listen. I haven't got much time. There are some photographs on my desk. Take them to the police ...

Sadie Bruno, Bruno? What's happening? Bruno? Oh, no. He's in trouble again. Now I'll have to go and get him. What about all my work?

Unit thirty-eight

f Telling or asking?

- 1 Don't look at your books! [T]
- 2 Can I borrow your dictionary, please? [A]
- 3 Give me a pen. Thanks. [A]
- 4 Could you give me your pen, please? [T]
- 5 Bring your English books to school tomorrow, please. [T]
- 6 Could you please be quiet! [T]
- 7 Could you come here for a moment? [A]
- 8 Could you come here for a moment? [T]

Vocabulary index

Key to pronunciation symbols

Vowels

i:	as in	see / si:/
ɪ	as in	sit / sɪt /
e	as in	ten / ten /
æ	as in	hat / hæʔ /
ɑ:	as in	arm / ɑ:m /
ɒ	as in	got / gɒt /
ɔ:	as in	saw / sɔ:/
ʊ	as in	put / pʊt /
u:	as in	two / tu:/
ʌ	as in	cup / kʌp /
ɜ:	as in	her / hɜ:/
ə	as in	ago / ə'gəʊ /
eɪ	as in	page / peɪdʒ /
əʊ	as in	home / həʊm /
aɪ	as in	five / faɪv /
aʊ	as in	now / naʊ /
ɔɪ	as in	boy / bɔɪ /
ɪə	as in	near / nɪə /
eə	as in	hair / heə /
ɔɪ	as in	tourist / 'tuərɪst /

Consonants

p	as in	pen / pen /
b	as in	bad / bæd /
t	as in	tea / ti:/
d	as in	did / dɪd /
k	as in	cat / kæt /
g	as in	got / gɒt /
tʃ	as in	chair / tʃeə /
dʒ	as in	June / dʒu:n /
f	as in	fall / fɔ:l /
v	as in	voice / vɔɪs /
θ	as in	think / θɪŋk /
ð	as in	then / ðen /
s	as in	so / səʊ /
z	as in	zoo / zu:/
ʃ	as in	she / ʃi:/
ʒ	as in	television / 'telɪvɪʒn /
h	as in	how / haʊ /
m	as in	man / mæn /
n	as in	no / nəʊ /
ŋ	as in	sing / sɪŋ /
l	as in	leg / leg /
r	as in	red / red /
j	as in	yes / jes /
w	as in	well / wel /

/' / shows the strong stress – it is in front of the part of the word that you say most strongly, e.g. **about** /ə'baʊt/

/, / shows the weak stress – it is in front of the part of the word that you say less strongly, e.g. **accommodation** /ə,kəmə'deɪʃn/

Note: P=passive vocabulary C=classroom vocabulary
e.g.: look-C1, 2 means the word is classroom vocabulary in Unit 1, and taught actively in Unit 2.

3D-P15 /θri:'di:/	airline-P11 /'eəlaɪn/	argue-35 /ɑ:gju:/
a-1 /ə, ɔ:/	airport-5 /'eəpɔ:t/	argument-35 /ɑ:gjʊmənt/
abbreviation-C21	alarm clock-P16	arm-28 /ɑ:m/
/ə,bri:'vi:ʃn/	/ə'lɑ:mklɒk/	armour-P36 /ɑ:mə/
abilities-C22 /ə'bɪlətɪz/	album-P33 /ælbəm/	army-P11, 23 /ɑ:mɪ/
able to-22 /'eɪbl tə/	alien-15 /'eɪliən/	around-4 /ə'raʊnd/
about-C1, 2 /ə'baʊt/	alive-P2 /ə'lɑɪv/	arrange (v)-P8 /ə'reɪndʒ/
above-C12 /ə'ʌv/	all-P2,6 /ɔ:l/	arrest-P33 /ə'res/
abroad-17 /ə'brɔ:d/	all right-3 /ɔ:l'raɪt/	arrive-5 /ə'raɪv/
academy awards-P31	allergic-P23 /ə'lɜ:dʒɪk/	art-24 /ɑ:t/
/ə,kædəmɪ ə'wɔ:dz/	allow-29 /ə'ləʊ/	art gallery-P11 /ɑ:t gæləri/
accent-P15 /'æksənt/	allowed-26 /ə'ləʊd/	artificial-12 /ɑ:ti'ʃiəl/
accept-P8 /ək'sept/	almost-35 /ɔ:l'mɔ:st/	artist-P11, 36 /ɑ:tɪst/
accident-17 /'æksɪdənt/	alone-2 /ə'ləʊn/	as-P13 /əz, æz/
accommodation-P1	along-6 /ə'lɒŋ/	as soon as-33 /əz 'su:n əz/
/ə,kəmə'deɪʃn/	already-15 /ɔ:l'redɪ/	as...as-27 /əz/
across-25 /ə'krɒs/	also-8 /ɔ:l'səʊ/	ashtray-P18 /'æʃtreɪ/
act out-C30 /ækt aʊt/	altogether-16 /ɔ:l'tə'geðə/	Asia-19 /'eɪʃə/
activity-3 /æk'tɪvətɪ/	always-5 /'ɔ:l'tweɪz/	ask-1 /ɑ:sk/
actor-19 /'æktə/	am-1 /əm, æm/	aspirin-15 /'æsprɪn/
actress-19 /'æktɪs/	ambitious P11, 40	assistant-7 /ə'sɪstənt/
actually-11 /'æktʃʊli/	/ə'mbɪʃəs/	astronaut-11 /'æstrɒnɔ:t/
AD-32 /eɪ 'di:/	ambulance-39	at-1 /ət, æt/
add-16 /æd/	/'æmbjʊləns/	at all-30 /ət 'ɔ:l/
addict-35 /'ædɪkt/	America-19 /ə'menkeɪ/	at last-22 /ət 'lɑ:st/
address-1 /ə'dres/	American-1 /ə'merɪkən/	atmosphere-P29
adjective-C32 /'ædʒɪktɪv/	amount-29 /ə'maʊnt/	/'ætməsfiə/
admitted-P31 /əd'mɪtɪd/	amuse (v)-P37 /ə'mju:z/	attention-P25 /ə'tenʃn/
adult-15 /'ædʌlt/	an-C1,4 /ən, ən/	attractive-36 /ə'træktɪv/
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adverb-C27 /əd'veɜ:b/	animal-P6, 11 /'ænɪml/	August-6 /ɔ:gəst/
advert-4 /əd'veɜ:t/	announcer-P35	aunt-17 /aʊnt/
advertiser-P29	/ə'naʊnsə/	Australasia-P19
/əd'veɜ:təɪzə/	anorak-18 /'ænərək/	/ɔ:streɪʃə/
advertising-4	another-1 /ə'nʌðə/	author-P23 /'ɔ:θə/
/əd'veɜ:tɪzɪŋ/	answer (n, v)-1 /'ɑ:nsə/	avenue-P26 /'ævənju:/
advice-11 /əd'vaɪs/	answerphone-8	avocado-P30
advise-11 /əd'vaɪz/	/'ɑ:nsəfəʊn/	/ə'vɔ:kə'dəʊ/
adviser-11 /əd'vaɪzə/	anti-lock brakes-P20	awful-18 /ɔ:fl/
advisory service-P11	/,æntɪ'lɒk'breɪks/	baby-17 /'beɪbi/
/əd'vaɪzən sə'vɪs/	antique-P18 /'æntɪk/	back (body)-24 /bæk/
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afraid-7 /ə'freɪd/	anyone-2 /'eniwʌn/	'bækgraʊnd/
Africa-11 /'æfrɪkə/	anything-2 /'eniθɪŋ/	bad-3 /bæd/
after-P7, 8 /ɑ:ftə/	anyway-10 /'eniweɪ/	badly-3 /'bædli/
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/,ægrɪ'kʌltʃərəl/	archaeologist-P32	banana split-P39
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/'eɪkənɪdɪŋɪŋ/	area-P12, 14 /'eəriə/	band-9 /bænd/

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 become-15 /brɪ'kʌm/
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 collect-P5, 23 /kə'lekt/
 college-11 /kɒlɪdʒ/
 Colonel-P26 /kə:nəl/
 colony-P1 /kɒləni/
 colour-11 /kə'lɔ:/
 coloured-P4 /'kɒləd/
 colourful-36 /kə'lɜ:fl/
 column-C4, 11 /kɒləm/
 come back-6 /kʌm bæk/
 come-1 /kʌm/
 come out of-22 /kʌm 'aʊt
 əf/
 comedian-P31
 /kə'mi:diən/
 comedy-P28 /kɒmədi/
 comfort-P20 /kʌmfət/
 comfortable-20
 /kʌmfətəbl/
 comic-P6, 22 /kɒmɪk/
 commence-P31 /kəm'sens/
 compact disc (player)-16
 /kɒmpækt 'dɪsk pleɪə/
 company-P6, 8
 /kʌmpəni/
 comparative-C20
 /kəm'pærətɪv/
 compare-C11, 19
 /kəm'peə/
 comparison-C21
 /kəm'pærɪsn/
 compartment-39
 /kəm'pɑ:tmənt/
 compass-P21 /kəm'pʌs/
 complain-37 /kəm'pleɪn/
 complete (v)-C1, 8
 /kəm'pli:t/
 comprehension-C35
 /kɒmprɪ'hensjən/
 computer-1 /kəm'pjʊtə/
 concert-P7, 17 /kɒnsət/
 concerto-P28
 /kɒn'tʃeɪtəʊ/
 condition-20 /kən'dɪʃn/
 conditional-C34
 /kən'dɪʃənl/
 conference-P33
 /kɒnfərəns/
 consider-P31 /kən'sɪdə/
 constable-P10 /kɒnstəbəl/
 contact-25 /kɒntækt/
 contest-P27 /kɒntest/
 contestant-P27
 /kɒntestənt/
 continue-25 /kən'tɪnju:/
 control-P1, 25 /kən'trɒl/
 conversation-C1, 3
 /kɒnvə'seɪʃn/
 cook (n)-24 /kʊk/
 cooker-16 /'kʊkə/
 cookery-11 /'kʊkəri/
 cooking-11 /'kʊkɪŋ/
 cool(er)-29 /ku:l(ə)/
 cooling tower-P19 /ku:lɪŋ
 taʊə/
 cops 'n' robbers-P31
 /kɒps ən 'rɒbəz/
 copy-C23 /kɒpi/
 core-P24 /kɔ:/
 corkcrew-P4 /'kɔ:kskru:/
 corner-P4 /kɒrnə/
 correct-1 /kə'rekt/
 corridor-33 /kɒrɪdɔ:/
 cost (v)-18 /kɒst/
 cotton-18 /kɒtn/
 cough-15 /kɒf/
 could (ability)-22 /kʊd.
 kʊd/

- could (request)-18 /kəd, kud/
countable-C12 /'kauntəbl/
counter-C25 /'kauntə/
country-2 /'kʌntri/
couple-12 /'kʌpl/
course-P25 /kɔ:s/
court (tennis)-3 /kɔ:t/
cousin-15 /'kʌzn/
cover-C2 /'kʌvə/
cow-12 /kaʊ/
cream-30 /kri:m/
credit card-P4 /'kredit kɑ:d/
crime-4 /kraim/
crisis-29 /'kraɪsɪs/
cross (v)-25 /krɒs/
cruel-34 /kruəl/
cup-10 /kʌp/
curriculum-P24 /kə'rikjʊləm/
curry-P14 /'kʌri/
curtain-P4 /'kɜ:tɪn/
customer-31 /'kʌstəmə/
customs officer-P11 /'kʌstəmz ɒfɪsə/
cut-P2. 5 /kʌt/
'dɪwʊld-4 /d/
dad-5 /dæd/
daddy-35 /'dædi/
daily-P6 /'deɪli/
dance-22 /dɑ:ns/
dancing-3 /'dɑ:nsɪŋ/
dangerous-23 /'deɪndʒərəs/
dark-6 /dɑ:k/
darling-35 /'dɑ:lɪŋ/
data-P4 /'deɪtə, 'dɑ:tə/
date-1 /deɪt/
daughter-26 /'dɔ:tə/
day-2 /deɪ/
dead-2 /ded/
Dear-6 /dɪə/
dear-P4. 15 /dɪə/
death-27 /deθ/
decaffeinated-P39 /,di:'kæfɪnɪtɪd/
December-6 /drɪsembə/
decide-25 /drɪ'saɪd/
decimal point-16 /desɪm'l pɔɪnt/
deeply-P30 /'di:pli/
deep-sea-P11 /'di:p si:/br/>
defence-P11 /drɪ'fens/
definition-C4 /,defɪ'nɪʃn/
department-4 /di'pɑ:tmənt/
describe-C2. 9 /drɪ'skraɪb/
description-21 /drɪ'skɪpʃn/
desert (n)-29 /'dezə/
design-1 /dɪ'zaɪn/
designer-P1 /drɪ'zaɪnə/
desk-38 /desk/
dessert-30 /dɪ'zɜ:t/
destination-1 /,destɪ'neɪʃn/
destroy-J2 /drɪ'strɔɪ/
detail-C1 /dɪ'teɪl/
detective-11 /drɪ'tektɪv/
diagonal-P16 /daɪ'æɡənəl/
diagram-C38 /'daɪəɡræm/
dial-8 /daɪəl/
dialogue-C10 /'daɪəlɒɡ/
diamond-37 /'daɪəmənd/
diary-P25 /'daɪəri/
dictate-P6 /dɪk'teɪt/
dictionary-4 /'dɪkʃənəri/
did(n't)-6 /dɪd, 'dɪdnt/
die-17 /daɪ/
diet-30 /'daɪət/
difference-P18 /'dɪfrəns/
different-C1. 12 /'dɪfrənt/
difficult-13 /'dɪfɪkəl/
dining (area) /'daɪnɪŋ/
dinner-P11, 33 /'dɪnə/
diploma-1 /dɪ'pləʊmə/
direction-P3. 15 /dɪ'rekʃn/
director-6. 31 /drɪ'rektə/
directory-P4 /dɪ'rektəri, daɪ-/
dirty-29 /'dɜ:ti/
disagree-28 /,dɪsə'ɡri:/br/>
disappear-12 /,dɪsə'pɪə/
disaster-P28 /dɪ'zɑ:stə/
disco-11 /'dɪskəʊ/
discover-29 /dɪ'skʌvə/
discuss-C27 /dɪ'skʌs/
discussion-C5. 31 /dɪ'skʌʃn/
disgusting-18 /dɪ's'ɡastɪŋ/
dislike (n. v)-P11 /dɪs'laɪk/
distance-2 /'dɪstəns/
diver-P11 /daɪvə/
divide-16 /dɪ'vaɪd/
do-1 /du:/br/>
doctor-1 /'dɒktə/
document-P6 /'dɒkjʊmənt/
does-3 (interrog aux.) /dʌz/
doesn't-3 /'dʌznt/
dog-9 /dɒɡ/
dollar-27 /'dɒlə/
domestic-P35 /də'mestɪk/
don't-3 /daʊnt/
door-2 /dɔ:/
doughnut-P27 /'daʊnʌt/
down-P2. 9 /daʊn/
downstairs-C3. 24 /,daʊn'steɪz/
dragon-P32 /'dræɡən/
drama-24 /'drɑ:mə/
draw (n)-16 /drɔ:/br/>
draw (v)-36 /drɔ:/br/>
drawer-P4 /drɔ:/br/>
drawing room-P10 /'drɔ:ŋru:m/
dress-P5. 7 /dres/
dressing room-33 /'dresɪŋ ru:m/
drink (n, v)-15 /drɪŋk/
drive-6 /draɪv/
driver-11 /draɪvə/
drop (v)-10 /drɒp/
drought-P29 /draʊt/
dry(-ier)-29 /draɪ/
dry-cleaner-P25 /draɪ 'klaɪnə/
duck-12 /dʌk/
dull-36 /dʌl/
during-5 /'dʒʊərɪŋ/
each-16 /i:tʃ/
eagle-P31 /i:ɡl/
early-21 /'ɜ:li/
cam-34 /z:n/
carring-P4. 10 /'rɔ:ŋ/
Earth-1 /ɜ:θ/
earthmen-P15 /'ɜ:θmen/
east-21 /i:st/
easy-27 /i:zi/
easy-going-40 /i:zi 'ɡəʊnɪŋ/
eat-2 /i:t/
economical-20 /,i:kə'nɒmɪkəl/
economics-11 /,i:kə'nɒmɪks/
economist-P11 /i'kɒnəmɪst/
economy-P20 /i'kɒnəmi/
editor-P4 /'edɪtə/
education-24 /edʒʊ'keɪʃn/
effect-P29 /ɪ'fekt/
egg-12 /eg/
either-23 /'aɪðə/
electric-7 /ɪ'lektɪk/
electrician-8 /ɪ'lektɪʃn/
electricity-P4. 29 /ɪ'lektɪsəti/
else (something else)-10 /els/
embarrassed-38 /ɪm'bærəst/
embarrassing-31 /ɪm'bærəsɪŋ/
emerald-P10 /'emərəld/
emergency-P8 /ɪ'mɜ:dʒənsɪ/
emigrate-P36 /emɪ'ɡreɪ/
emigration-P1 /emɪ'ɡreɪʃn/
Emperor-P28 /'empərə/
empty-25 /'empti/
encore-P33 /'ɒŋkɔ:/br/>
end-8 /end/
enemy-36 /'enəmi/
engine-P4. 20 /'endʒɪn/
engineer-8 /'endʒɪniə/
England-2 /'ɪŋɡlənd/
English-1 /'ɪŋɡlɪʃ/
enjoy-7 /ɪn'dʒɔɪ/
enough-29 /ɪ'nʌf/
enter-P16 /'entə/
entertaining-31 /'entə'teɪnɪŋ/
entertainment-4 /,entə'teɪnmənt/
episode-35 /'epɪsɔd/
equal (v)-16 /'i:kwəl/
-er (comparative)-19 /ə/
erase-P38 /ɪ'reɪz/
eraser-15 /ɪ'reɪzə/
escalator-14 /'eskəleɪtə/
escape-P6. 29 /ɪ'skeɪp/
-est (superlative)-19 /ɪst/
Europe-P20 /'jʊərəp/
evening-2 /'i:vnɪŋ/
ever-6. 14 /evə/
every-2 /'evri/
everybody-1 /'evrɪbɒdi/
everyone-2 /'evrɪwʌn/
everything-2 /'evrɪθɪŋ/
everywhere-2 /'evrɪweə/
exact-C25 /ɪɡ'zækt/
exactly-P15. 27 /ɪɡ'zæktli/
exam-24 /ɪɡ'zæm/
examination-30 /ɪɡ'zæmɪ'neɪʃn/
examine-13 /ɪɡ'zæmɪn/
example-11 /ɪɡ'zɑ:mpl/
except-2 /ɪk'sept/
exciting-31 /ɪk'saɪtɪŋ/
excuse (n)-17 /ɪk'skju:z/
excuse me-3 /ɪk'skju:z mi:
executive-25 /ɪɡ'zekjʊtɪv/
exercise-C2. 10 /'eksəsaɪz/
exhibition-P28 /ɪk'sɪbɪʃn/
expect-38 /ɪk'spekt/
expensive-12 /ɪk'spensɪv/
explain-25 /ɪk'spleɪn/
explode-7 /ɪk'spləʊd/
explosion-7 /ɪk'spləʊzən/
expression-C39 /ɪk'spreʃn/
extension-P4 /ɪk'stenʃn/
external-C26 /ɪk'stɜ:nl/
extra-12 /'ekstrə/
extract (n)-C2 /'ekstrækt/
extroverted-40 /'ekstrəvɜ:tɪd/
eye-2 /aɪ/
face-36 /feɪs/
fact-19 /fækt/
factory-18 /'fæktəri/
faint (v)-P30 /feɪnt/
fair-20 /feə/
fall-29 /fɔ:l/
fall out-9 /'fɔ:l aʊt/
false-C2. 20 /fɔ:ls/
family-P3. 11 /'fæməli/
famine-P29 /'fæmɪn/
famous-11 /'feɪməs/
fan-28 /fæn/
fantastic-18 /fæn'tæstɪk/
fantasy-P35 /'fæntəsi/
far-21 /fɑ:/br/>
farm-6 /fɑ:m/
farmer-12 /'fɑ:mə/
fashion-4 /'fæʃn/
fast(est)-19 /fɑ:st/
fast forward-P38 /fɑ:st 'fɔ:wəd/
fat-P4. 27 /fæt/
father-5 /'fɑ:ðə/
fault-35 /fɔ:lt/
favourite-19 /'feɪvərɪt/
fax-P33 /fæks/
February-1 /'febrʊəri/
feed (n)-12 /fi:d/
feed (v)-P17 /fi:d/
feel-2 /fi:l/
feet-28 /fi:t/
fellow-P23 /'feləʊ/
female-1 /'fi:meɪl/
ferry-6 /feri/
fertile-12 /'fɜ:taɪl/
fertilizer-12 /'fɜ:təlaɪzə/
few(est)-16 /fju:
few-12 /fju:
fiction-P6 /'fɪkʃn/
field-12 /fi:ld/
fight-P9. 23 /faɪt/
fighter-P27 /'faɪtə/
film-7 /fɪlm/
film (v)-31 /fɪlm/
final-35 /'faɪnəl/
finally-9 /'faɪnəli/
find-P2. 5 /faɪnd/
find out-35 /faɪnd aʊt/
fine-1 /faɪn/
finger-17 /'fɪŋɡə/
finish-5 /'fɪnɪʃ/
fire-24 /'faɪə/
first-1 /fɜ:st/
fish-P14 /fɪʃ/
fisherman-P11 /'fɪʃməŋ/
fishing-6 /'fɪʃɪŋ/
flag-9 /flæɡ/
flat-P8. 16 /flæt/
flight attendant-1 /flaɪt ə'tendnt/
float-P9 /fləʊt/
flood-P29 /flʊd/
floor-P2. 22 /flɔ:/
flower-5 /'flaʊə/
fly-P9. 31 /flaɪ/
FM-35 /ef 'em/
folk(s)-P37 /fɔ:k(s)
follow on-P8 (phone call) /'fɒləʊ ɒn/
follow-P24 /'fɒləʊ/
following-P2 /'fɒləʊɪŋ/
food-2 /fu:d/
food court-14 /fu:ɪd kɔ:rt/
food poisoning-P39 /fu:ɪd pɔɪzənɪŋ/
foot-25 /fu:t/
football-3 /'fʊtbɔ:l/
footballer-11 /'fʊtbɔ:lə/
footprint-P2 /'fʊtprɪnt/
for-P2. 3 /fɔ: fɔ:/br/>
for (time)-15 /fɔ: fɔ:/br/>
foreground-36 /'fɔ:ɡraʊnd/
forehead-P23 /'fɔ:hed/
foreign-P24 /'fɔ:rən/
forget-P4 /fə'get/
form-C11. 19 /fɔ:m/
fortunately-9 /'fɔ:tʃənətli/
forward-33 /'fɔ:wəd/
foundation-P24 /faʊn'deɪʃn/
fountain-23 /'faʊntɪn/
France-14 /frɑ:ns/
free-P12 /fri:/br/>
free (gratis)-31 /fri:/br/>
freezer-37 /'fri:zə/
freezing-30 /'fri:zɪŋ/
French-14 /frentʃ/
fresh(ly)-P31. 37 /frefʃ(l)
Friday-6 /'fraɪdi/
fridge-29 /frɪdʒ/

- fried-30 /fraɪd/
 friend-1 /frend/
 fright-23 /fraɪt/
 frightening-31 /fraɪtnɪŋ/
 from-1 /frɒm, frɒn/
 front-10 /frʌnt/
 fruit-12 /fruɪt/
 frozen-37 /frəʊzn/
 full-21 /fʊl/
 fun-22 /fʌn/
 fun 'n' games-P31 /fʌn
 ɒn geɪms/
 funeral-P28 /'fjuːnərəl/
 funny-5 /'fʌni/
 fur-18 /fɜː/
 fur coat-P18 /fɜː 'kəʊt/
 furniture-P21 /'fɜːnɪʃə/
 further-27 /'fɜːðə/
 future-C8, 11 /'fjuːtʃə/
 game-11 /geɪm/
 garage-P7, 8 /'gærɪʒ,
 'gærɪdʒ/
 garden-2 /'gɑːdn/
 gardener-10 /'gɑːdnə/
 gas-29 /gæs/
 gate-P4, 23 /geɪt/
 General-11 /dʒenrəl/
 gentleman-27
 /dʒentlmən/
 geography-P11, 21
 /dʒɪə'grɑːfi/
 Germany-19 /dʒɜːməni/
 get-2 /get/
 get away /get əweɪ/
 get back to-33 /get bæk
 tə/
 get in-29 /get ɪn/
 get out-29 /get aʊt/
 get up-P6 /get ʌp/
 ghost-17 /ɡəʊst/
 giant-P19 /dʒaɪənt/
 girl-4 /gɜːl/
 give-P6, 7 /ɡɪv/
 give away-P5 /ɡɪv əweɪ/
 give back-20 /ɡɪv bæk/
 glass-15 /glɑːs/
 glasses-15 /'glɑːsɪz/
 gloomy-28 /'ɡluːmi/
 glossary-C29 /'ɡlɒsəri/
 gloves-P36 /'glɒvz/
 go-2 /ɡəʊ/
 Go ahead-39 /ɡəʊ əhed/
 go away-P6 /ɡəʊ əweɪ/
 go out-P2, 15 /ɡəʊ aʊt/
 go out with-35 /ɡəʊ 'aʊt
 wɪð/
 go past-14 /ɡəʊ pɑːst/
 goal-22 /ɡəʊl/
 goalkeeper-P22
 /'ɡəʊlki:pə/
 goat-12 /ɡəʊt/
 gold-18 /ɡəʊld/
 golden-P32 /'ɡəʊldən/
 golf course-P21 /'ɡɒlf kɔːs/
 golf-21 /ɡɒlf/
 good-P2, 3 /ɡʊd/
 Good luck-25 /'ɡʊd lʌk/
 Good morning-1 /'ɡʊd
 'mɔːnɪŋ/
 goodbye-15 /'ɡʊd'baɪ/
- got-1 /ɡɒt/
 government-29
 /'ɡʌvnmənt/
 grade-35 /ɡreɪd/
 grain-P29 /ɡreɪn/
 grammar-C10 /'ɡrɑːmə/
 grandchild-37
 /'grændʃaɪld/
 grandmother-8
 /'grændmʌðə/
 grandparent-37
 /'græmpetənt/
 graph-16 /ɡrɑːf/
 greasy-P30 /'ɡreɪsɪ/
 great-1 /ɡreit/
 Greek-14 /ɡriːk/
 green-P4, 6 /ɡriːn/
 greengrocer-37
 /'ɡriːnɡrəʊsə/
 greenhouse-23
 /'ɡriːnhaʊs/
 greenhouse effect-P29
 /'ɡriːnhaʊs ɪfekt/
 greeting-C1, 4 /'ɡriːtɪŋ/
 grey-11 /ɡrei/
 grocer-P17 /'ɡrəʊsə/
 groom-P5 /ɡruːm/
 group-P11, 14 /ɡrʊp/
 grow-12 /ɡrəʊ/
 guard-26 /ɡɑːd/
 guess-C35 /ɡes/
 guide-P14 /ɡaɪd/
 guitar-22 /ɡɪ'tɑː/
 gun-P2, 23 /ɡʌn/
 gunshot-P23 /'ɡʌnʃʊt/
 guy-P38 /ɡaɪ/
 had to-24 /hæd tə/
 hair-P2, 19 /heə/
 haircut-26 /'heəkʌt/
 hairdresser-25
 /'heədresə/
 hair dryer-18 /'heə draɪə/
 hair-style-15 /'heə staɪl/
 half-6 /hɔːf/
 hall-33 /hɔːl/
 hamburger-12
 /'hæmbɜːɡə/
 hand-2 /hænd/
 handbag-17 /'hændbæɡ/
 handser-P8 /'hændset/
 handle-P4 /'hændl/
 hang-P4 /hæŋ/
 happen-2 /'hæpən/
 happy-6 /'hæpi/
 harbour-P21 /'hɑːbə/
 hard-22 /hɑːd/
 hard-working-40 /hɑːd
 'wɜːkɪŋ/
 hardly ever-6 /hɑːdli 'evə/
 harmonica-P28
 /hɑː'mɒnɪkə/
 harvest-P12 /'hɑːvɪst/
 has-2 /hæz/
 has (aux. pres. perf.)-13
 /hæz/
 hat-15 /hæt/
 hatchback-P20
 /'hætʃbæk/
 hate-P9, 29 /heɪt/
 have-1 /hæv/
- have (aux. pres. perf.)-13
 /hæv/
 have (got)-1 /hæv (ɡɒt)/
 have got to-26 /hæv ɡɒt
 tə/
 have a baby-17 /hæv ə
 'beɪbi/
 have/has to-24 /hæv, hæz
 tə/
 he-2 /hiː/
 head-25 /hed/
 headache-15 /'hedɪk/
 headmaster-38
 /'hedmɑːstə/
 health food-14 /'helθ fuːd/
 healthy-30 /'helθi/
 hear-17 /hɪə/
 heart-30 /hɑːt/
 heart attack-P37 /'hɑːt
 ətæk/
 heat-29 /hiːt/
 heavy-2 /'hevi/
 helicopter-12 /'helɪkɒptə/
 hello-3 /hə'ləʊ/
 helmet-P36 /'helmt/
 help (v)-3 /help/
 helpful-40 /'helplf/
 her (adj)-1 /hɜː/
 her (pron)-5 /hɜː/
 here-2 /hɪə/
 Hi-1 /haɪ/
 hide-36 /haɪd/
 hiding place-P36 /'haɪdɪŋ
 pleɪs/
 high-19 /haɪ/
 high school-22 /'haɪ skuːl/
 hill-25 /hɪl/
 him-2 /hɪm/
 hire-3 /'haɪə/
 his-1 /hɪz/
 historian-P32 /'hɪstɔːriən/
 history-P11, 21 /'hɪstri/
 hit (v)-3 /hɪt/
 hit (n)-P19 /hɪt/
 hitch-hike-P25 /'hɪtʃ haɪk/
 hitch-hiker-25 /'hɪtʃ haɪkə/
 hold (v)-36 /həʊld/
 Hold on-P5 /həʊld 'ɒn/
 hole-5 /həʊl/
 holiday-6 /'hɒlədeɪ/
 Holland-19 /'hɒlənd/
 home-P2, 7 /həʊm/
 homework-C6
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 Miss-1 /mɪs/
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 planet-15 /'plænɪt/
 plant (n)-12 /plɑ:nt/
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 potato-15 /'pəʊteɪtəʊ/
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 take-4 /teɪk/
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 tall-19 /tɔ:l/
 tape-18 /teɪp/
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 touch-30 /tʌtʃ/
 tour-C14, 33 /tʊə/
 tour guide-P11 /tʊə gaɪd/
 tourism-P21 /tʊəzəm/
 tourist-21 /tʊərɪst/
 towards-P2, 14 /tə'wɔːdz/
 tower-P14 /taʊə/
 town-P2, 8 /taʊn/
 toy-18 /tɔɪ/
 trading-P1 /'treɪdɪŋ/
 traffic-P6, 21 /'træfɪk/
 traffic warden-P11, 26 /'træfɪk wɔːdn/
 train-6 /treɪn/
 trainers-P3 /'treɪnəz/
 trampolining-P3 /'træmpə'lɪnɪŋ/
 translate-22 /trænz'leɪt/
 translator-P11 /trænz'leɪtə/
 travel-6 /'trævl/
 travel (v)-15 /'trævl/
 travel agency-34 /'trævl edʒənsɪ/
 travel agent-P11, 34 /'trævl edʒənt/
 treasure-P31 /'treʒə/
- treat-P31 /'triːt/
 tree-2 /triː/
 tribe-P2 /traɪb/
 trouble-P9, 26 /'trʌbl/
 trousers-7 /'traʊzəz/
 truck-11 /trʌk/
 true-C2, 14 /truː/
 truth-23 /truːθ/
 try-P8, 16 /traɪ/
 tub-P31 /tʌb/
 tuna-39 /'tjuːnə/
 turbo-P20 /'tɜːbəʊ/
 turkey-37 /'tɜːki/
 turn (v)-P2, 14 /tɜːn/
 turn (something) down -18 /tɜːn daʊn/
 turn off-P4, 9 /tɜːn ɒf/
 turn on-P4 /tɜːn ɒn/
 turn upside-down-P20 /tɜːn əpsaɪd 'daʊn/
 tutor-P22 /'tjuːtə/
 TV-4 /tiː'viː/
 twice-6 /tuːsɪz/
 type-32 /taɪp/
 typical-12 /'tɪpɪkl/
 UFO-17 /'fjuː ef 'əʊ/
 ugly-25 /'ʌɡli/
 ultraviolet-P29 /,ʌl'trə'vaɪələt/
 umbrella-36 /'ʌm'brelə/
 unambitious-40 /,ʌn'æm'bɪʃəs/
 uncle-5 /'ʌŋkl/
 uncountable-C12 /,ʌn'kaʊntəbl/
 under-11, 31 /'ʌndə/
 underline-C2 /,ʌndə'laɪn/
 understand-P2, 17 /,ʌndə'stænd/
 unhappy-35 /ʌn'hæpi/
 uniform-24 /'juːnɪfɔːm/
 United States-33 /juːnaɪtɪd 'steɪts/
 universal-P31 /'juːnɪvɜːsl/
 university-P11, 17 /'juːnɪvɜːsətɪ/
 unless-P33 /ən'les/
 unlikely-32 /ʌn'laɪklɪ/
 unpopular-40 /,ʌn'pɒpjələ/
 unseen-P36 /ʌn'siːn/
 unsuitable-P31 /,ʌn'suːtəbl/
 untidy-40 /ʌn'taɪdɪ/
 until-21, 33 /ən'tɪl/
 unusual-6 /ʌn'juːzl/
 up-9 /ʌp/
 upon-P34 /ə'pɒn/
 upset-34 /,ʌp'set/
 upside-down-P20 /,ʌpsaɪd 'daʊn/
 upstairs-3 /,ʌp'steɪz/
 uranium-P6 /'jʊ'reɪniəm/
 us-10 /ʌs/
 USA-1 /'juː es 'eɪ/
 use (v)-C3, 8 /juːz/
 used to-37 /'juːstə, 'juːstə/
 usually-5 /'juːʒəli/
 vacant-1 /'veɪkənt/
- vaccination-P25 /væk'sɪneɪʃn/
 vacuum (v)-10 /'vækjuəm/
 vacuum cleaner-C10 /'vækjuəm kliːnə/
 valuable-10 /'væljuəbl/
 value-25 /'væljuː/
 van-11 /væn/
 vanilla-P31 /və'nɪlə/
 vase-10 /vɑːz/
 've (aux. have)-13 /v/
 vegetables-12 /'vedʒəbəlz/
 vegetarian-37 /'vedʒɪ'teəriən/
 verb-C2 /vɜːb/
 vertical-27 /vɜːtɪkl/
 very-P2, 3 /ven/
 vest-36 /vest/
 vet-25 /vet/
 veterinary-P11 /vetrɪnɪ/
 vicar-5 /'vɪkə/
 video-4 /'vɪdɪəʊ/
 village-9 /'vɪlɪdʒ/
 violent-31 /'vaɪələnt/
 visit-14 /'vɪzɪt/
 visitor-26 /'vɪzɪtə/
 vitamin-15 /'vɪtəmɪn/
 vocabulary-C32 /vɒkə'bjuːləri/
 volleyball-P3 /'vɒləbɔːl/
 volume-P18 /'vɒljʊm/
 volunteer-13 /vɒlən'tiə/
 vote (v)-19 /vəʊt/
 wait (v)-5 /weɪt/
 waiter-8 /'weɪtə/
 waiting room-P6 /'weɪtɪŋ ruːm/
 wake up-P22 /weɪk 'ʌp/
 walk-P5, 6 /wɔːk/
 Walkman-18 /'wɔːkmən/
 wall-23 /wɔːl/
 want-6 /wɒnt/
 war-36 /wɔː/
 warehouse-P21 /'weəhaʊs/
 warm-18 /wɔːm/
 warm (v)-29 /wɔːm/
 was-C1, 2 /wɔːz/
 wash-26 /wɒʃ/
 washing machine-16 /'wɒʃɪŋ məʃiːn/
 waste bin-10 /weɪst bɪn/
 watch (n)-10 /wɒtʃ/
 watch (v) (telly)-7 /wɒtʃ/
 watch-6 /wɒtʃ/
 wave-9 /weɪv/
 way-3 /weɪ/
 we-2 /wiː/
 weapon-32 /'weɪpən/
 wear-P4, 5 /weə/
 weather-P9, 25 /'weðə/
 wedding-5 /'wedɪŋ/
 Wednesday-7 /'wenzdi/
 week-P5, 6 /wiːk/
 weekend-7 /'wiːk'end/
 weekly-P6 /'wiːklɪ/
 weight training-P3 /weɪt 'treɪnɪŋ/
- weights-P22 /weɪtɪz/
 weight-37 /weɪt/
 welcome-13 /'welkəm/
 well-3 /wel/
 went to (do) (purpose)-7 /wɛnt tə.../
 were-C1, 2 /wɜː/
 west-21 /west/
 wet(ter)-29 /wet. (-ə)/
 whale-17 /weɪl/
 What?-1 /wɒt/
 wheat-12 /wiːt/
 When?-1 /wen/
 Where?-1 /weə/
 Which?-C2, 3 /wɪtʃ/
 while-10 /waɪl/
 white-2 /waɪt/
 Who?-4 /huː/
 Whose?-C6 /huːz/
 Why?-2 /waɪ/
 wide-20 /waɪd/
 widow, -er-23 /'wɪdə(ə)/
 width-20 /wɪðθ, wɪθ/
 wife-8 /waɪf/
 wild (flower)-25 /waɪld/
 wildlife-P11 /'waɪldlaɪf/
 will-5 /wɪl/
 win-17 /wɪn/
 wind-29 /wɪnd/
 window-P4, 8 /'wɪndəʊ/
 winner-27 /'wɪnə/
 winter-12 /'wɪntə/
 with-P2, 5 /wɪð/
 within-P21 /wɪðɪn/
 without-P4, 7 /wɪð'aʊt/
 wolf-2 /wɒlf/
 wolfman-P2 /'wʊlfmæn/
 woman-4 /'wʊmən/
 won't-5 /wəʊnt/
 wonderful-6 /'wʊndəfl/
 wood-18 /wʊd/
 wooden-23 /'wʊdn/
 wool-18 /wʊl/
 woollen-P27 /'wʊlən/
 word-2 /wɜːd/
 work (n, v)-1 /wɜːk/
 worker-12 /'wɜːkə/
 world-P2, 12 /wɜːld/
 worried 8 /'wʌrɪd/
 worry (n)-P9 /'wʌrɪ/
 worry (v)-35 /'wʌrɪ/
 worse-C19 /wɜːs/
 worst-19 /wɜːst/
 would-3 /wʊd/
 wound-23 /wuːnd/
 wrap-P36 /ræp/
 write-1 /raɪt/
 writer-11 /'raɪtə/
 wrong (What's wrong with it?)-7 /rɒŋ/
 wrong-18 /rɒŋ/
 yawn (v)-P28 /jɔːn/
 year-7 /jɜː/
 yellow-27 /'jeləʊ/
 yes-1 /jes/
 yesterday-P6, 7 /'jestədi/
 yet-1, 14 /jet/
 yoga-3 /'jəʊgə/
 you-1 /juː/

Grammar summaries

Unit one

Asking about personal details

What	is	your	name?
			address?
			telephone number?
			nationality?
			date of birth?

Revision of present simple – singular forms

What	do	you	do?
	does	he she	
Where	do	you	come from?
	does	he she	live?

Was / were born

Where	was	were you	born?
		he	
		she	
When	was	I	

Possession: have / has got

Have	you	got any	children?
Has	she		
	he		qualifications?

Be + adjective – singular forms

I	'm	late.
You	're	happy.
She	's	sorry.
He		fine.

Subject pronouns: *I, you, he, she*

Possessive adjectives: *my, your, his, her*

Unit two

Be – past simple tense

I	was	there.
He	wasn't	
She	was not	
It		
You	were	
We	weren't	
They	were not	

Was	I	there?	Yes, I was. / No, I wasn't. Yes, he was. / No, he wasn't.
	he		
	she it		
Were	you	there?	Yes, you were. / No, you weren't. Yes, they were. / No, they weren't.
	we		
	they		

Indefinite pronouns with some, any, no, and every

	Things	Places	People	People
some	something	somewhere	somebody	someone
any?	anything?	anywhere?	anybody?	anyone?
not ... any	not ... anything	not ... anywhere	not ... anybody	not ... anyone
no	nothing	nowhere	nobody	no one
every	everything	everywhere	everybody	everyone

Indefinite pronouns are singular:

Something is wrong.	Everybody was there.
No one likes it.	Is there anywhere to sit?
Everything is all right.	There wasn't anyone at the door.

There was	nobody.	+ There wasn't	anybody.
	no one.		anyone.
	nothing.		anything.

anyone = anybody no one = nobody

someone = somebody

Note that **no one** is two words.

Indefinite pronouns + infinitive

Is there anything to do?
There's nowhere to go, and there's nothing to do.
I want something to eat.
There wasn't anywhere to sit.

Past simple

Irregular: went, stood, said, thought

Regular: asked, looked, happened etc.

Unit three

Revision – likes and dislikes

I			
You	like		football. swimming. dancing.
We	don't like		
They			
He	likes		
She	doesn't like		

Do	you		like	football? swimming?		Yes, I do. /
	they					No, I don't.
						Yes, they do. /
						No, they don't.
Does	he					Yes, he does /
	she					No, he doesn't.
						Yes, she does. /
						No, she doesn't.

Revision – abilities

Can	you	swim?		Yes, I can. / No, I can't.
	she	dance?		
				Yes, she can. / No, she can't.
I	can	swim.		
She	can't	dance.		

Revision – going to do

I	'm		going to		play squash. play tennis. have a coffee. do yoga.
She	isn't				
They	're				
We	aren't				

What are you going to do?

Revision – would like to do

I	'd		like to		play squash. do yoga. play football.
She	would				
They	wouldn't				

What would you like to do?

Adverbs of manner: well / badly

He doesn't play (very) well. He plays badly.
She plays (very) well. She doesn't play badly.
I'm a good player. / I play well.
He's a bad player. / He plays badly.

Good at doing

I'm good at swimming.
She's not very good at dancing.

Infinitives and -ing forms

I like **doing** it. / I'm good at **doing** it.
I'd like **to do** it. / I'm going **to do** it.
I can **do** it.

Unit four

Defining relative clauses introduced by *that* (Subject)

He's	the one the man the person		that		is sleeping. has got black hair. writes the news page. does it.
She's	the one the woman the person				
They're	the ones the men the women the people		that		do it. work for the newspaper. are journalists.
It's	the one the thing the key				

You're the one that makes the tea.
You're the ones that work here.
We're the ones that work here.

Dictionary definitions with *that*

A key is a piece of metal that opens a lock.
An opener is a thing that takes the lid off something.
A key is something. It opens a lock.
A key is something that opens a lock.

Unit five

Future simple: *will*

I		'll		be there. do it.		Will		I you he she it we they		be there? do it?
You										
He										
She										
It										
We										
They										

Yes, I / you / he / she / it / we / they . will.
No, I / you / he / she / it / we / they / won't.

When will you be there? Where will he be?
What time will she be there? What will they do?
Who will be late?

Be – past, present, and future simple

It was there. / It is there. / It will be there.
They were there. / They are there. / They will be there.

Promises and offers with 'll

I'll get them . . . I'll find it . . .

Defining relative clauses with *who* (for people) replacing *that* (See Unit 4.)

The groom is the man **who** is getting married. OR
The groom is the man **that** is getting married.

He's the one (**that** / **who**) looks after the ring.
They're the children (**that** / **who**) walk behind the bride.

Unit six

Everyday habits and routines with frequency adverbs

I	always	go	shopping there.
You	usually		
We	often		
They	sometimes		
He	occasionally	goes	
	rarely		
	hardly ever		
She	almost never		
	never		

Word order

Subject	Frequency adverb	Main verb	Adverb of manner
I	always	sleep	well.
They	usually		badly.
We	rarely		

Questions: Do you usually . . . ? How often do you . . . ? Do you ever . . . ?

Do you usually get up early? Yes, I do. / No, I don't. / Sometimes.

What time do you usually get up? 7.30 / Half past six.

When do you usually get up? 7.30. / Half past six.

Where do you usually have lunch? At home. / In a restaurant.

Who do you usually have lunch with? No one. / My friends. / My family.

How often does the ferry go there? Once a week. / Twice a week. / Three times a week. / Every Friday / Every day.

How often do you read a newspaper? Every day. / Six days a week. / Not often. / Occasionally. / Never.

Do you ever write letters? Yes, I do. / Yes, sometimes. / No, I don't. / No, never.

Note

We usually use:

YES with: always, usually*, often, sometimes, occasionally

NO with: never, almost never, hardly ever, rarely*, not often

* Don't use usually and rarely in one-word answers.

Unit seven

Past tense of regular and irregular verbs

I	went	there	yesterday.
You	didn't go		last week.
He	bought it		on Saturday.
She	didn't buy it		two days ago.
We	enjoyed (it)		on May 11th.
They	didn't enjoy (it)		three weeks ago.

Did	you	see it?	Yes, I / you / he / she / it / we / they / did.	
	he	go there?		
	she	buy it?		No, I / you / he / she / it / we / they / didn't.
	they	enjoy it?		

Who did you see?
Where did you go?

What did you do?
When did you meet him?

Subject, object, indirect object

In the sentence 'The assistant sold it to the lady.', the **assistant** is the subject, it is the direct object, and the **lady** is the indirect object.

When we ask about the **subject** we do not need the auxiliary verb **did**.

We use the auxiliary verb **did** when we ask about the object or **indirect object**.

Asking about the subject

Who sold it to you? She sold it to me.
Who bought it? They bought it.

Asking about the direct object

What did she sell? She sold perfume.
What did he buy? He bought some fruit.

Asking about the indirect object

Who did she sell it to? She sold it to me.
Who did he buy it for? He bought it for her.

Infinitive for purpose

We went to see a film.

What did we do?

We went to the cinema. We saw a film.

Why did we go to the cinema? (What was the purpose?)

We went to the cinema because we wanted to see a film.

We can say: **We went to see a film.**

Description

A lady **with** white hair. A man **with** a moustache.
The woman **who** was here on Saturday. (See Unit 5.)

Separable two-word verbs with an object pronoun

plug (it) in switch (it) off switch (it) on

Unit eight

Revision – present continuous

I	'm	doing it watching TV living there phoning a friend playing tennis	now. at the moment.
	'm not		
He	's		
She	isn't		
It	is not		
We	're		
You	aren't		
They	are not		

Am I doing it? Yes, you are. / No, you aren't.

Are you doing it? Yes, I am. / No, I'm not.

Is she doing it? Yes, she is. / No, she isn't.

Are they doing it? Yes, they are. / No, they aren't.

Present simple and present continuous

We use the present continuous for **now**.

We use the present simple for **everyday habits**.

Jenny is a bank clerk. She works in a bank. She usually starts work at nine o'clock. It's five past nine now, but she isn't working. She's waiting for a bus. The bus is late.

What does she do? She works in a bank. (Every day)

What is she doing? She's waiting for a bus. (Now, at the moment)

Going to do

What does she do? (Every day)

What is she doing? (Now)

What is she going to do? (Future)

Present continuous for the future

I'm going to the dentist tomorrow.

She's flying to London next week.

They're coming here tonight.

Too, also

He's working, and she's working too.

He's working and she's also working.

Home, at home

I haven't got a phone at home.

He's at home in front of the television.

I'm not at home at the moment.

I'm going to be late home.

They're going to ask her for a lift home.

When she arrived home ...

Compare with at work and to work.

Direct speech, speech markers (inverted commas)

'I can't use the phone at work,' says Penny.

'Haven't you got a phone at home?' asked Paul.

Unit nine

Past continuous

What was happening?

I	was	}	Was	I	}	doing it? listening? watching?
He	wasn't			he		
She	was not			she		
It	was not			it		
We	were	}	Were	you	}	
You	weren't			we		
They	were not			they		

Short answers

Yes,

I	}	was.
she		
he		
it		

Yes,

you	}	were.
we		
they		

No,

I	}	wasn't.
she		
he		
it		

 No,

you	}	weren't.
we		
they		

Past continuous and past simple

(What was happening? v What happened?)

We can use the past continuous when several actions are happening at the same time and they continue for a long time.

The sun was shining, the birds were singing. They were watching the carnival.

We can use the past simple when there is a sequence of actions.

The dog fell out, the professor turned off the burner, the balloon went up, he threw out some sand.
(1 > 2 > 3 > 4 >)

We can use sequence words:

First the dog fell out, then the balloon went up. Next the professor turned off the burner. Then the balloon fell. Finally, the professor fell out.

Adverbs

Adverbs of manner tell us **how** something was happening, or **how** something happened.

The balloon was moving slowly.

It went up quickly.

Suddenly the dog fell out.

Fortunately is an adverb, but it is different in meaning. Fortunately, no one was hurt. (= That was good luck!)

Unit ten

Past continuous and past simple – when and while

We use the past continuous when several things were happening at the same time, and for a period of time.

We use the past simple when things happened in a sequence (1 > 2 > 3 > ...).

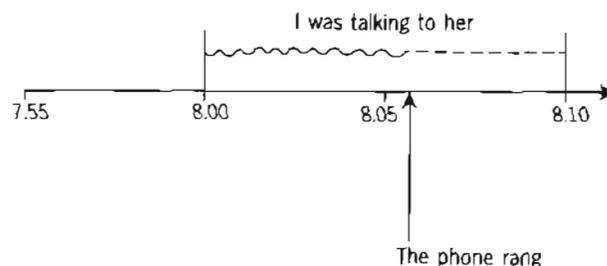
We can use a **continuous** tense to describe a **continuous** action and a **simple** tense to show when one action **interrupts** that action.

Past

While I was talking to her, the phone rang.

When I was talking to her, the phone rang.

I was talking to her **when** the phone rang.



Present

When I'm having a shower, someone always calls.

While I'm having a shower, someone always calls.

While is only used with a continuous tense or the verb **to be**, but **when** may be used with the continuous or the interrupting verb.

When and while with be

Be does not have continuous tenses, but we use **when** and **while** in the same way.

She rang **when** I was out.

She rang **while** I was out.

He can't go into the house **when** he's wearing boots.

He can't go into the house **while** he's wearing boots.

Maybe

We use this when we are not sure about something.

Maybe it was Tom . . . **Maybe** it was someone else . . .

Unit eleven

Want + infinitive

I want to be happy.

I don't want to work in an office.

What do you want to do?

Would like, would rather, would prefer to

What would you like to do?

I'd like to work in an office.

I don't know. I wouldn't like to be poor.

Would she like to work in an office?

Yes, she would. / No, she wouldn't.

She wouldn't like to work in an office.

What would she rather do?

She'd rather work in a hospital.

She'd rather not work in an office.

What would she prefer to do?

She'd prefer to work in a hospital.

She'd prefer not to work in an office.

Note

She'd rather not do it. NOT ~~She wouldn't rather do it.~~

He'd prefer not to do it. NOT ~~He wouldn't prefer to do it.~~

Infinitive with to and without to

Infinitive with to:

I want to be a film star.

I'd like to live in Hollywood.

She'd prefer to live in Florida.

Infinitive without to:

I'd rather be a singer.

I'd rather work in a bank.

Like being

You like being with people.

You don't like being on your own.

Unit twelve

Quantity

Countable

How many cows | are there?
| | were there?

— | aren't any |
| aren't many |
There | are some | cows.
| are a lot of | machines.
| are a few | eggs.
| are several |
| are a couple of |

Uncountable

How much milk | is there?
| | was there?

— | isn't any |
| isn't much | milk.
There | is some | fertilizer.
| is a lot of | wheat
| is a little |

Short answers

How much is there? Not much. / Some. / A lot. / A little

How many are there? Not many. / Some. / A lot. / A few. / Several.

What's it like?

What was it like (one hundred years ago / then / in those days)?

What is it like (now / nowadays)?

What will it be like (in one hundred years time)?

Any more

We can use **any more** to talk about an action that happened in the past, but doesn't happen now.

They don't grow wheat **any more**.

They don't need horses **any more**.

In British English, **any more** is usually two words, but you can sometimes see it as **anymore** (one word) which is the normal American spelling. Both forms are correct.

Unit thirteen

Present perfect

For an explanation of the grammar of the present perfect, look at Unit 13.

I	've	
You	have	
We	haven't	
They	have not	opened the door.
		closed the window.
He	's	done it.
She	has	
It	hasn't	
	has not	

Questions

Have	you	
	we	
	they	
—	I	done it?
	he	opened it?
Has	she	gone?
	it	

Short answers

Yes, I have. / No, I haven't.
Yes, we have. / No, we haven't.
Yes, they have. / No, they haven't.
Yes, you have. / No, you haven't.
Yes, he has. / No, he hasn't.
Yes, she has. / No, she hasn't.
Yes, it has. / No, it hasn't.

What have you done?
Where has she gone?
Who has opened this letter?

Unit fourteen

Been, seen yet

Questions

Short answers

Have you been to the English take-away (yet)? Yes, I have. / No, I haven't.

Has she been to the American take-away (yet)? Yes, she has. / No, she hasn't.

Have they seen the Chinese take-away (yet)?

Has he seen the Greek take-away (yet)?

Where have they been? Who have they seen?

What has he seen? What have we bought?

Have you ever ...?

Have you ever been to Paris? Yes, I have. / No, I haven't.

Has she ever seen the Queen? Yes, she has. / No, she hasn't.

Present	Present participle	Past	Past participle
am, is, are	being	was, were	been
see	seeing	saw	seen
buy	buying	bought	bought
walk	walking	walked	walked
do / does	doing	did	done

I think it's ...

I think (it's number 5). I don't think (it's the British Pavilion).

Unit fifteen

Time words with the present perfect: already, never

Already goes between have / has and the past participle in affirmative sentences. **Never** goes in the same position.

I	've	done it.
We	have already	been there.
He	's never	had one.
She	has	heard of that.

Already means 'sooner than you thought it was going to happen':

Go and do your homework. I've **already** done it.

In British English, you use **already** with the present perfect, but NOT with the past simple. In American English you can use **already** with the present perfect and the past simple.

Yet

Yet appears in negative sentences and questions only. (See also Unit 14.)

I haven't done it yet. Have they done it yet?

How long?

How long have you been here?
How long has she had this pen?

For and since

We use **for** and **since** with the present perfect.

I	've	had	this pen	for	three weeks.
We	have			since	six days.
He	's	:	this book	for	Friday.
She	has			since	January.

We use **for** to talk about **periods of time**:

two minutes / three hours / six days / ten months / twenty years / a long time

We use **since** to talk about **points of time** in the past:

nine o'clock / Friday / January / May 9th / 1990 / three days ago / ten years ago / yesterday / last week / last year

Once, twice, three times

Have you ever done it? / How often have you done it?

I've done it once / twice / three times / several times.

Want (someone) to (do something)

I want (you) to (wear a hat).

He wants (him) to (wear a coat).

Unit sixteen

Present perfect with present time words:

today; this week / month / year; this morning / afternoon / evening

Have you written a letter today?
Has she played tennis this month?
I haven't done anything today.
I've read three books this week.

The language of mathematics

Adding

$3 + 6 = 9$ Three plus six (equals / is) nine.

Subtracting (Taking away)

$9 - 3 = 6$ Nine minus three equals six. / Nine take away three is six.

Multiplying

$3 \times 6 = 18$ Three times six equals eighteen. / Three multiplied by six is eighteen.

Dividing

$18 \div 6 = 3$ Eighteen divided by six (equals / is) three.

Most, fewest

Which month were the most students born in?

Which month were the fewest students born in?

Each

They **each** played six games.
 Each of them won the same number of games.
 They won three games **each**.

Instructions

Use a calculator. Enter a number. Add three. Then take away four. Multiply by five. Then take away three. Then divide by four.

Unit seventeen

Present perfect and past simple

Have you ever seen a ghost?
 We are asking about all your life until now.

When we are asking about **time**, and about an actual event in the past, we use the past simple tense:

When did you see it? What did they say?
 Where did you see it? Were you afraid?
 Who was with you?

Been and gone

He's **been** to Scotland.
 (He was in Scotland at some time in the past, but he is not there now.)

He's **gone** to Scotland.
 (He is in Scotland now. He is not here.)

Been is the past participle of **be** (am / is / are; was / were).
Gone is the past participle of **go** (go / goes; went).

In English **been** and **gone** are both related to **go** and **went** but **been** is actually the past participle of **be** (am / is / are; was / were).

I often go there. I went there yesterday, but I haven't **been** there today.
 She often goes there. She didn't go there yesterday, but she's **gone** there today. She's there now.

Because

Why haven't you done your homework?
 I haven't done my homework **because** I didn't have any time.

Unit eighteen

Made of, made in

Made of and **made in** are passive constructions. They are very simple and very common in English.

It	is		made of	metal.		It	is		made in		Britain
	was						was				Norway.
They	are		made of	plastic.		They	are		made in		Japan.
	were						were				France.
											Germany
											Italy
											etc.
											leather.

Look, sound, feel, smell, taste

These verbs are usually followed by an adjective, NOT an adverb:

It		looks		good.		They		look		good.
		sounds						sound		
		feels						feel		
		tastes						taste		
		smells		smell						bad.

Look like, sound like etc.

It looks like leather, but it isn't.
 It looks like fur, but actually it's made of nylon.
 It sounds like Beethoven.
 It doesn't smell like leather.

Two-word verbs

Throw it away.
Turn the volume down. / **Turn it down.**
 Can I **try on** this anorak? / Can I **try** this anorak on?

Unit nineteen

Comparatives and superlatives

When we compare three or more things we always use the **superlative**:

This is the highest. This is the longest. This is the best.

When we compare **two** things with **than** we use the **comparative**:

This is higher than that. This is better than that.

So, when we compare three things:

_____ **A** _____ **B** _____ **C** _____

A is longer than **B**. **B** is longer than **C**. **A** is the longest.

When we compare two things without **than** we can say:

_____ **X** _____ **Y** _____

X is the longest. or **X** is the longer.

Many grammar books say that **X is the longer** is correct, but in conversation, people nearly always say **X is the longest**.

Remember this simple rule:

Always use the comparative before **than**.

Spelling

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
long	longer	longest
big	bigger	biggest
nice	nicer	nicest
heavy	heavier	heaviest

Irregular adjectives

good	better	best
bad	worse	worst

How tall? How high? How long? How big?

How tall is she? She's 1 m 36 cm.

How high is Mount Everest? It's 8848 metres.

How long is the River Amazon? It's 6,570 kilometres.

How big is Lake Victoria? It's 69,500 square kilometres.

Unit twenty**Comparatives**

The Volvo is	more	expensive	} than the Allegro.
		comfortable	
	faster		
	safer		

The Allegro is	less	expensive	} than the Volvo.
		comfortable	
	slower		
	smaller		

Superlatives

The Saab is	the most	comfortable.
		expensive.
	fastest.	

The Mini is	the least	comfortable.
		expensive.
	slowest.	

The comparative and superlative of longer adjectives (three syllables* or more) is made with **more**, **less**, **most**, and **least**.

*A syllable is a word, or part of a word with one vowel sound.

Got has one syllable

Forgot has two syllables

Forgotten has three syllables.

More / less

It's fifty pounds **more** than the Allegro.

That's **less** than I paid for it.

Before

I've never bought a car **before**.

Two-word verbs

Someone's turned the nine **upside-down**.

Terence gave Mr Pratt his money **back**.

Unit twenty-one**Talking about places**

Do you live in the country? / in a town? / in a village? / in a city?

Where is your town?

Are there any (mountains) near your town?

What do people do in your town?

What things are made in your town?

What things are produced in the country near your town?

What can people do in your town?

What is the population? / How big is your town?

How old is your town?

What is the oldest building? / the best-known building? / the most famous building?

North, south, east, and west

The factory is to the north of the town.

New York is in the east of the U.S.A.

London is in the south-east of England.

How far?

How far is it from (London)?

How far is it to (London)?

Which, where

There are two rivers **which** run through the town.

There is a station **where** you can get trains to London.

The Constable's House, **which** is next to the castle, is one of the finest Norman buildings in the country.

Too

There are some old shops. The cinema is very old, **too**.

Unit twenty-two**Ability**

We use **can** and **can't** to talk about ability in the present:

He can speak English. (See also Unit 3.)

Could / couldn't

I	could	couldn't	swim.		Could	Couldn't	you	
You							he	
He							she	swim?
She							it	
We							could not	they
They								

Could and **couldn't** are sometimes the past tense of **can**.

We use **could** and **couldn't**:

1 To talk about abilities in the past:

I could swim when I was five.

Winston Churchill could paint very well.

2 You can also use them with these verbs in the past:

see hear smell taste feel remember understand

She could smell smoke!

I couldn't understand the questions.

Able to

I can do it = I am able to do it.

I could do it = I was able to do it.

We could do it = We were able to do it.

You can often use **able to** in place of **can** and **could**.

Was able to

We always use **was able to** in the past when we did something once in a particular situation, or when we managed to overcome a difficulty or a problem.

I **couldn't** open the door, it was very difficult to open. Then my friend helped me, and together we **were able to** open the door.

He took his driving test three times, but he **couldn't** pass it. Then he had some more lessons, and took the test for the fourth time. At last he **was able to** pass it.

Note

You can always use **couldn't** in negative sentences.

Later

... two weeks **later** / ... six months **later**.
She started school in 1984 when she was five.
Two years **later**, in 1986, she was seven.

In (seven days)

You can't learn to play the guitar in (seven days)!

Two-word verbs

The robot can pick something up, and carry it.
The cat **couldn't take** the mousetrap off its tail.

Unit twenty-three**Purpose – went to do**
(See also Unit 7.)

She went to the bank. She wanted to get some money.
She went to get some money.
We're going to the cinema tonight to see *Rambo 25*.
He came to see us last week. He went there to find a rare orchid.

Purpose – for (+ noun)

She went to the bank. She wanted to get some money.
She went to the bank for some money.
Davinia and Simon went for a walk.

Reason – because (+ verb)

She went to the bank because she wanted to get some money.
She was sitting under the tree because it was a very hot day.

All / all of them, both / both of them

They all ran across the lawn. They were all in the garden.
They both went into the maze. They were both standing on the bridge.

All of them ran across the lawn. All of us were late this morning.
Both of them were interested in Mrs Carpenter. I want both of you to listen carefully.

We use **both** for two people or things.
We use **all** for more than two people or things.

None of them

None of them were* in the maze.
None of us knew the answer.

Either ... or / either of them, neither ... / neither of them

I think it was **either** Simon or Davinia.
Really? I don't think it was **either** of them.

I'm sure it was **neither** Miss Maple nor Mrs Carpenter.
I'm sure it was **neither** of them.
Neither of them were* near the maze.

***Note – singular or plural?**

In English you can use either a SINGULAR verb or a PLURAL verb after **none of** and **neither of**. Both are correct. Traditional grammar books said that they were singular because **none** = not one and **neither** = not either (one). In conversation, most people use a PLURAL verb. We have used a PLURAL verb.

One of them, some of you, three of us etc.

One of them was in the greenhouse.
Some of you know the answer!
Three of us were late this morning.

Unit twenty-four**Obligation – the past**

I		
You	had to didn't have to	start school when (I was five). wear a uniform. do homework.
He		
She		
We		
They		

Questions

Did you have to wear a uniform? Yes, I did. / No, I didn't.
Didn't she have to wear a uniform? Yes, she did. / No, she didn't.

Obligation – the present

I		
You	have to don't have to	do a lot of housework. make my bed every day.
We		
They		
He	has to doesn't have to	
She		

Questions

Do you have to make your bed every day? Yes, I do. / No, I don't.
Does he have to do a lot of housework?
Yes, he does. / No, he doesn't.

Obligation – the present perfect

Schools **have had to** teach the National Curriculum since 1989.
She has been at the school for three years. She **has had to** wear school uniform for three years.

Permission: can / could

Daisy **could** go to church on Sundays.
Nadine **can** see her friends in the evenings.

When there is no permission: can't / couldn't

Daisy **couldn't** see her friends in the evenings.
Nadine **can't** wear jewellery to school.

Except

She couldn't go outside the house **except** on Sundays.

Everybody understood the lesson, but I didn't. =
Everybody understood the lesson, **except** me.

Unit twenty-five**Must, mustn't, needn't**

Must, mustn't, and needn't are modals (like can, could, and would)

I				I	
You	must	do it.	Must	you	do it?
He	mustn't		*Need	he	
She				she	
We	needn't			we	
They				they	

*'Need I do it?' is a grammatically correct, but unusual question.

'Do I need to do it?' is more common in modern English.

Must and mustn't

We use **must** for obligation.

You **must** follow the route on the map.

We use **mustn't** for prohibition.

You **mustn't** hitch-hike.

Needn't

We use **needn't** when there is **no obligation**.

I **must** take the dog to the vet this week, but I **needn't** take him today.

You **needn't** throw the exact number.

Must I...?

Short answers to a question with must:

Must I do it? Yes, you **must**. / No, you **needn't**.

Must he help? Yes, he **must**. / No, he **needn't**.

Must they go? Yes, they **must**. / No, they **needn't**.

i.e. **needn't** is the opposite of **must**.

Wh- questions

What **must** I do?

What things **mustn't** you do in the country?

Where **must** we go?

Rules

Always do this. / Never do that.

Stay on the path when you are crossing fields.

Do not leave litter.

In formal instructions on notices, you will see **DO NOT** . . . , not **DON'T** . . .

Unit twenty-six**Must, have to, have got to**

People often use **must**, **have to**, and **have got to** to mean the same thing.

I **must** go. = I **have to** go. = I've **got to** go.

He **must** do it. = He **has to** do it. = He's **got to** do it.

So *sometimes there is NO DIFFERENCE in the meaning.*

Must or have to?

When we are talking about **INTERNAL** obligation (something we think that we **must** do) we usually prefer **must**:

I **must** get a haircut.

I **must** remember my sister's birthday.

Note that **have to** isn't wrong in these examples.

When we are talking about **EXTERNAL** obligations (something that **someone** thinks that we **must** do) we usually prefer **have to**:

He's a prisoner. He **has to** wear uniform.

He **has to** get up early. He **has to** work . . .

Note that **must** isn't wrong in these examples.

When we are giving orders and instructions to people, we prefer **must**:

You **must** get up early!

You **must** wear a uniform . . .

Had to, have had to, will have to

You can only use **must** and **mustn't** in the present (and sometimes future) tenses. In other tenses you use **have to**.

Past: I **had to** do it yesterday.

Present perfect: I've **had to** do a lot of homework this week.

Future: I'll **have to** give you a parking ticket.

Prohibition

When you're giving an instruction (or an order) to someone, you say:

You **mustn't** do that!

When you are talking about a rule or regulation, you say:

You're not allowed to do that. / We weren't allowed to do that.

For both present tense examples above, it is possible to use **can't**:

You **can't** do that.

Allowed to

I'm allowed to have visitors on Sundays.
She was allowed to go home early.

Summary

Obligation	No obligation	Prohibition
Present		
It's late. I must go now.	You needn't help me. I can do it.	You mustn't do that!
You must get a haircut.	I needn't get up before nine.	I mustn't be home late.
It's late. I have to go now.	I don't have to get up before nine.	I'm not allowed to do it.
He has to wear a uniform.	He doesn't have to wear a uniform.	He isn't allowed to go there.
You've got to be home early!	I haven't got to do it.	Don't do that!
I've got to do some homework.	She hasn't got to go yet.	You can't do that!
Past		
I had to do it.	I didn't need to do it.	I wasn't allowed to do it.
She had to wear a uniform.	I didn't have to do it.	He couldn't do it.

Unit twenty-seven**Comparisons with as . . . as, not as . . . as****1 Adjectives**

This one	is is not	as	long big good bad	as	that one.
These ones	are aren't				these ones.

2 Much, many

He	hasn't got	as	much (water)	as	her.
We	didn't drink		many (glasses)		them.
There	isn't	as	much (petrol)	as	there was before.
There	aren't		many (people)		there were before.

3 Adverbs

I		as	far	as	him.
He	(can't run)		fast		her.
They	(can run)		well		(he can).
We			quickly		(she can).

4 The same as . . .

This line is the same length as that line.
This box is the same size as that box.
This circle isn't the same as that circle.

Similes

as strong as a horse as brave as a lion

Adjectives and adverbs

Adjective good | bad | hard | fast | far | high | slow quick
Adverb well | badly | hard | fast | far | high | slow(ly) | quick(ly)

Note

Some adverbs are adjective + ly, but many common adverbs are the same as the adjective. Most of the adverbs in this unit are the same as the adjectives. For example, the adjective is **slow**, but the adverb can be either **slow** or **slowly**.

Adjective + noun

big / small size It's a big shirt. The size is 44.
long length It's very long. The length is 2 metres.
high height It's quite high. The height is 90 metres.
far distance It's very far from here. The distance is about 60 kilometres.

Unit twenty-eight**Agreeing and disagreeing**

Sentence	Agree	Disagree
I like tea.	So do I.	I don't.
I don't like coffee.	Neither do I.	I do.

I think so. / I don't think so.

Question	Affirmative answer	Negative answer
Is it going to rain?	I think so.	I don't think so.
Has he read <i>Hamlet</i> ?	I think so.	I don't think so.
Is he from Florence?	I think so.	I don't think so.
Did he die in 1523?	I think so.	I don't think so.

You use **I think so** when you don't know the answer, but you think the answer is Yes. The tense of the original question isn't important. You are talking about what you think now.

Question tags

Use affirmative tags with negative sentences.
It isn't very good, is it?

Use negative tags with affirmative sentences.
It's a nice day, isn't it?

Notice that we often use **very** with adjectives in negative sentences with **to be**.

Asking for confirmation

Sometimes we want to check that we have understood what someone has said. We can use a question tag, but note that in these examples we use affirmative tags with affirmative sentences and negative tags with negative sentences.

A They aren't popular.	A They like comedies.
B Aren't they?	B Do they?
A Love stories are popular.	A The play finished early.
B Are they?	B Did it?
A They don't like drama.	A He didn't like it.
B Don't they?	B Didn't he?

Be + frequency adverb

The frequency adverb comes after the verb to be.

They are (always / usually / sometimes) popular.

He is (never / often / rarely) late.

A bit, very + adjective

(It's) a bit (miserable). (It's not) very (good).

Start doing / stop doing

He started sneezing ten days ago.

They couldn't stop him sneezing.

He stopped sneezing yesterday!

Unit twenty-nine**Too much, too many, enough**

There	is	too much	pollution. water.
	are	too many	cars. people.
There	isn't	enough	food. oil.
	aren't		trees. schools.

When

A drought happens when there isn't enough rain.

Pollution happens when we burn too much petrol.

Trees fall down when the wind is too strong.

Become

A baby becomes a child. A child becomes a teenager. A teenager becomes an adult.

The atmosphere becomes warmer when there is too much carbon dioxide.

Cause

Why did it happen? = What caused it?

CFCs have caused the hole in the ozone layer.

Ultraviolet radiation causes sunburn.

Will have to

(See also Unit 26.)

What will we have to start doing?

We'll have to stop using aerosols.

We won't have to stop using refrigerators.

Make

... make (the world) (hotter / colder)

Unit thirty**Advice**

I				I	
You	should	do this. do that.	Should	you	eat more salad?
He	shouldn't			he	stop smoking?
She	should not			she	take more exercise?
We				we	
They				they	

Short answers

Yes, I / you / he / she / we / they / should.

No, I / you / he / she / we / they / shouldn't.

Wh- questions

What should I do?

Where should they go?

How many should he take?

How often should she take them?

We often use **Why don't you ...?** for advice too.

Good for, bad for

Too much fried food is **bad** for your heart.

Fruit is **good** for us.

Too much exercise isn't **good** for you.

Do you think smoking is **bad** for me?

Exercise is **bad** for him.

Take

Take has many meanings. Look at these examples:

take your pulse / temperature / blood pressure

take off your shirt

take exercise

take pills / tablets / medicine

In some examples we can use **have** or **take**.

take a holiday, take a bath / shower

A day, times a day

He smokes ten cigarettes a day.

You must take three tablets a day.

I drink six cups of coffee a day.

Take	the tablets exercise	four times	a day. a week.
		three times	
		twice	
		once	

Unit thirty-one

Suggestions

Why don't we	see Crocodile Preston 3?
Shall we	go home?
Let's	see Crocodile Preston 3. go home.

Requests

Can	I have	some popcorn?
Could		a drink?
May		a lemonade?

Questions

What	do you want	to drink?
	would you like	

Should + be / be allowed

(See also Unit 26.)

It shouldn't be a '15'. It's not frightening.
What should the categories be?
Should Holly be allowed to see the film?

Opinions

I think (that) it is a very good film.
I thought (that) it was a very good film. / I didn't think (that) it was a very good film.

You are talking about a film. Of course, the film still is very good. But when we use **thought** (or **didn't think**), the next verb must also be in the **past tense**.

I thought (that) it was brilliant.
Mr Turner thought (that) it was violent.
She didn't think (that) it was fantastic.

Note

That is optional in the examples above.

So did I / Neither did I.

(See also Unit 28.)

Sentence	Agree	Disagree
I understood everything.	So did I.	I didn't.
I didn't understand it.	Neither did I.	I did.

Question tags: was / wasn't

(See also Unit 28.)

It was great, wasn't it? It wasn't very good, was it?

Unit thirty-two

May and might

1 Permission and Requests

Request	Yes answers	No answers
Can I ask you a few questions?	Yes, you can.	No, you can't.
May I ask you a few questions?	Yes, you may.	No, you may not.

Could I ask you a few questions?
Might I ask you a few questions?

Notes

May I . . . ? is more polite than **Can I . . . ?**
May I . . . ? and **Could I . . . ?** are about the same.
Might I . . . ? is very formal. We don't use it very often.
Can is more usual than **may** in answers. We do not answer with **could** or **might**.
May not has no contracted form in modern English.

2 Talking about the future – possibility

(See Unit 32 . . .)

May and **might** are modals (like **must**, **should**, **can** etc.). We use **may** and **might** in the question forms to ask permission.

We don't use the question form of **may** and **might** to ask about possibility. We ask:

Will it happen?
Do you think it will happen?

In the negative we can say:

Don't worry. It may not happen.
Don't worry. It might not happen.

We don't use contracted forms in modern English.

3 Present possibilities

We can use **may be** and **might be** to talk about present possibilities.

It might be Arthur's tomb.
The Professor may be wrong.

So, but

I'm tired, so I'm going to bed.
I'm not tired, **but** I'm going to bed.

I like cheese, so I often eat it.
I like cheese, **but** I don't often eat it.

I don't like planes, so I usually travel by train.
I don't like planes, **but** I often have to travel on them.

They sometimes buried jewellery, so we may find some rings.
They hardly ever buried gold, **but** we might find some coins.

Unit thirty-three

Sentences with a future meaning

I'll do it	when as soon as before after	I finish dinner.
	while	I'm having dinner. you're at the cinema.
I won't do it	until	eight o'clock. I finish dinner.

I'll do it when I finish dinner.

This sentence has got two parts. Both things are going to happen in the future. **I'll do it . . .** is called the **main clause**.
. . . **when I finish dinner** is called the **subordinate clause**.

We cannot use **will** or **going to** in the subordinate clause. We use a present tense instead.

With **when**, **as soon as**, **before**, and **after**, we usually use the *present simple tense*:

I'll do it when I finish dinner.

With **while**, we **must** use the present continuous or **to be**:

I'll do it while I'm watching dinner.
you're at the cinema.

Note

Don't forget that in English, we think of the present perfect as a present tense. You may see it in the subordinate clause sometimes.

e.g. I'll do it when I've finished dinner.

Questions

What'll you do when you finish school tonight?

What'll you do as soon as you finish school tonight?

(as soon as = immediately)

What'll you do after you get home?

What'll you do before you have dinner?

What'll you do while you're having dinner?

What shall we do until the programme begins?

Get there / here / home

What time will they get here?

What shall we do when we get there?

What'll you do as soon as you get home tonight?

Unit thirty-four

If sentences

Type 1 Conditionals

If	you do this	I'll	do that.	
	you don't do this			I won't
	you're angry			

If	he phones	tell him	(that) I'm here.
		don't tell him	

The two halves can appear in the opposite order:

I'll do that	if	you do this.
I won't do that		you don't do this.
Tell him (that) I'm here		he phones.
Don't tell him (that) I'm here		he phones

The pattern is:

IF + PRESENT . . . 'LL FUTURE

IF + PRESENT . . . IMPERATIVE

If sentences are called **conditional**. The if sentences in this unit are called type 1 conditional sentences, or first conditional sentences. You'll learn about other types of conditional sentence in *Grapevine 3*.

Remember that you can also use these verbs to talk about future time: **can**, **can't**, **must**, **mustn't**, **may**, **might**.

If you see her, say 'hello'.

If I'm late, don't wait for me.

If I'm late, the teacher will be angry.

If I'm late, the teacher won't be angry.

Questions

What will you do if I don't come to school?

What will you do if I'm late?

What will he say if I tell him you aren't here?

Let (me) go

I	let	him	go.
He		me	
She		them	
They		us	
We		her	
You		it	
It	you		

Unit thirty-five

Revision – present continuous as future

The factory's closing.

I'm just going out.

You're not borrowing the car!

You're not going out with him!

If, when, as soon as

(See also Units 33 and 34.)

I'll do it	as soon as	I get there.
	when	I can.
	if	

Out in two and three-word verbs

She'll find out tomorrow.

Lucy's going out with Adam.

They'll throw him out of school.

Unit thirty-six

Describing a picture

It's	on	the left.
They're		the right.

It's	at	the top.
They're		the bottom.
		the top left / bottom right.

It's	in	the foreground / background / middle distance.
They're		the middle / centre.
		the top right corner.
		the top left / bottom right of the picture.

The passive

You have seen passive sentences in several units in

Grapevine 2:

Unit 1

I **was born** in London. Where **were you born**?

Unit 18

It **is / was made** of metal. It **is / was made** in Britain.

They **are / were made** in France.

Unit 20

It **was made** in Sweden.

Unit 21

What things **are made** in your town?

What things **are produced** in the country?

Were any famous people **born** in your town?

Unit 28

What is it **called**?

Unit 29 (Listening)

The stories never say that the sword **was buried** with Arthur.

The passive is formed with the verb **to be** + the **past participle**.

It	is	done.
	was	
They	are	
	were	

	Subject	Verb	Object	
Active sentence	Renoir	Painted	the picture	in the 19th century.
Passive sentence	The picture	was painted		in the 19th century.

We put the object of the active sentence at the beginning of the passive sentence because we want to talk about **the picture**, not about **Renoir**. We don't have to say who painted the picture.

If we also want to talk about Renoir, we use **by**.

The picture was painted **by** Renoir.

Passive questions

When was it painted?

Where was it painted?

Why was it painted?

but

Who was it painted by?

Afraid

She's afraid (that) the boy will tell them.

Which people are afraid?

Unit thirty-seven*Used to do*

I					
She	used	to	be	heavier.	
He			do	homework.	
They			never used		
We			play	squash.	
You					
	used	to	be	a record shop.	
It			didn't use		
			never used	sell	compact discs.

Did you use to live there?

Where did she use to live?

What did you use to do?

Used to / didn't use to is for past habits.

Any more, still, now, nowadays

I used to do it, but I don't **any more**.

It used to be a cinema, but it isn't **any more**.

It used to be a bank, and it's **still** a bank today.

The street is quieter **nowadays**. (Generally, not just 'now at this minute' but 'in the present times'.)

I'm going home **now**. (At this minute.)

The baker's, Epstein's

We say:

I'm going to the baker's. (= the baker's shop. Shop is understood.)

You can buy meat at a butcher's. (= a butcher's shop. Shop is understood.)

Epstein's sells records. (= Epstein's Music Shop)

They sell books at W.H. Smith's. (= W.H. Smith's shop)

Then, so

He used to smoke. > He got a cough. > He stopped.

He used to smoke, **then** he got a cough, (and) so he stopped.

Unit thirty-eight

Giving instructions and requesting (someone) to tell / ask (something)

Tell	him	(not) to	do it.
	her		go there.
Ask	them		be there.

Reporting instructions and requests

He	told	asked	us	(not) to	
She			them		do it.
They			me		go there.
You			him		be there.
We			her		
(I)			you		
			(it)		

Questions

What did they tell us to do?
What did she ask him to do?

Asking or telling?

In English, the sound of the voice is more important than the words that you use. Look at the requests below. All of them can be said as instructions (tell) or as requests (asking).

Do it.	Will you do it, (please)?
Do it, please.	May I do it (please)?*
Will you do it. (please)?	Could you do it, (please)?
Can you do it. (please)?	Might I do it, (please)?*

*Note that **May** . . . ? and **Might** . . . ? are only used with the first person.

Will . . . ? as a request is only used with the second person.

Can . . . ? and **Could** . . . ? are used with all three persons.

The (first) person is a grammatical term.

First person: **I, we**

Second person: **you**

Third person: **he, she, it, they**

Unit thirty-nine

Requesting / asking for permission with *Do you mind* . . . ?

Notice that an **affirmative** response to *Do you mind if . . . ?* will begin with **No**, i.e. *I don't mind if you do it*, (It will not make me unhappy), so it is all right if you do it.

Asking . . .	Affirmative response	Negative response
Do you mind if I sit here?	No, I don't mind	Yes, I do mind.
open the window?	Not at all.	Actually, I do.
tell you something?	Please, Go ahead.	I'm sorry (but I do).
ask you something?	No, that's OK.	Yes, actually.
	No	Yes.

Note

You can answer a *Do you mind . . . ?* question with **Yes, I do** or **Yes, I do mind**, but this is quite a rude reply. We usually answer with a reason:

e.g. *Do you mind if I sit here?*

Well, actually, my friend's sitting there.

I'm afraid that it's someone's seat.

I'm sorry, but that seat isn't free. A man's sitting there. He'll be back in a minute.

I don't mind

We can reply **I don't mind** to a question beginning *Do you mind if . . . ?*

I don't mind can also show 'lack of preference', in the same way as **It doesn't matter**.

Would you like still or sparkling water?	I don't mind.
Would you prefer tea or coffee?	It doesn't matter.

Think, expect, hope, 'm afraid

Question	Affirmative	Negative
Do you think it'll rain?	I think so.	I don't think so.
Is it going to rain?	I expect so.	I don't expect so.
Will it rain?	I hope so.	I hope not.
	I'm afraid so.	I'm afraid not.

Note

I think not and **I expect not** are possible answers, but are unusual in modern English. You can only use the **not** form with negatives of **hope** and **afraid**.

Instead

We haven't got any chicken.

I'll have fish instead.

Smith couldn't play football today, so Jones played instead.

Unit forty

Modifying adjectives

I'm	very	stubborn.
	quite	modest.
	not very	ambitious.
	not at all	hard-working.

Two-word adjectives

1 With -ing

hard-working	fast-moving
easy-going	

2 With -ed

quick-tempered	long-legged
bad-tempered	air-conditioned
good-tempered	well-dressed
big-headed	

Opposite of adjectives, with un-

unhappy	unpopular
untidy	

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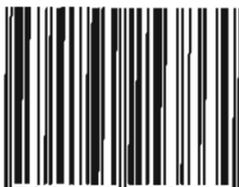
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