

GRAPEVINE



Teacher's Book 3

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**Introduction: Learning with Grapevine 3**

General review; study skills.

Language of keeping fit.

1 Mystery person

Personal information in available tenses.

Was born, etc., *start / begin doing*.**2 Book club**Reflexive / emphatic pronouns; *each other*; *by myself*; non-reflexive verbs.

Review of pronouns, adjectives.

3 Brook BondIndirect questions and statements: *Do you know (when) / if / whether ...?*

Pronunciation: weak forms.

4 Animal communication

Multi-word verbs: 1 without object 2 separable with object 3 inseparable 4 three word verbs.

Revision: the past / *used to*.**5 Collector's mania?**

Review of the present perfect.

Present perfect continuous; *for*, *since*.Multi-word verbs with *away*.Reason: *Why?* / *because*.**Story for pleasure 1****6 Dilemmas**

Advice, weak obligation, warnings.

Should / ought to / had better.

Opinions and advice.

Pronunciation: *t* elision.**7 Astrology**Infinitives and *-ing* forms (1).*Like*; *begin*; *want to*. *would like to*, *need to*, *try to*, etc.

Adverbs of manner; adjectives for personality.

Dates, ordinal numbers.

8 Business as usualInfinitives and *-ing* forms (2).

Indefinite pronoun / adjective / noun + infinitive.

Stop / remember to do / doing.

Language of commerce, business.

9 Mailbag

Letter layout, formal and informal.

Connectors: *and*, *but*, *because*, *so*, *so that*.

Punctuation.

10 Royal Court HotelRelative clauses with *who*, *which*, *that*, *where*.

Pronunciation: emphasis.

Introductory adverbs, *Honestly ...*, etc.

Language of hotels; apologizing.

Check-back 1 Units 1 – 10**11 Boomerang**

Future continuous; future perfect.

Future time words: *by*, *until*, *before*, *after*, *at*, *soon*, *in (three days) time*.Infinitive patterns: *plan / send / use*.**12 Paradise Park**Rules, warnings: *let / make someone do*; *allow / supposed to do*; *old enough / too young to do**-ing* forms: *before leaving*; *no smoking*.Revision: *must*, *mustn't*, *shouldn't*.**13 The Story of the Blues**Review: passives (past, present); *a lot of / very few*.

Adjectives from past participles.

Would ...

Language of clothes and fashion.

Pronunciation: syllable stress.

**14 Are you being served?**

Passives: present continuous / perfect, future, modals.

Requests; *let*.

Vocabulary: shops and shopping.

**15 The news**

Extension of passives.

Multi-word verbs.

-ing forms: *visiting France*, *a falling / fallen tree*.

Language of the weather.

Story for pleasure 2**16 There's no place like home***Have / get something done*.

Emphatic pronouns.

Language of houses and homes.

17 Mathematics

Language of mathematics.

Estimating, approximation: *guess*, *reckon*.Probability: *may / might*; *certain / probable*, etc.Type 1 conditional with *if / unless*.**18 One world**Simple form verbs; *it depends*; type 1 conditional past continuous passive.

Expressing opinion, belief, and prejudice.

**19 Whatever happened to Flight 19?**

Past perfect: active and passive.

Sequencing past events.

Indirect statements and uncertainty.

Pronunciation: *had* weak and strong.**20 In court today**

Past perfect: simple and continuous.

Simple past and past continuous.

Checking information.

Check-back 2 Units 11 – 20

**21 Customs**

Language of customs, festivals, celebrations.
 Congratulating, commiserating.
When in time and relative clauses.
Because / because of, any / no longer.

**22 A town tour**

Asking for, giving, following directions.
 Prepositions / adverbials of place.
 Relative clauses: *whose, when, where, which, who.*
 Abbreviations.

23 The hypnotist

Type 1 conditional / future time clauses: *if, unless, when, as soon as, while, before, after.*
 Comparison of present tenses.
Shall / shan't.
 Modifying adjectives; *fast asleep*, etc.

**24 Solitude up for sale**

Review of *would like / prefer / rather.*
 Type 2 conditionals (1): *If I were ...*
 Pronunciation: contractions 'll and 'd.

**25 Country life**

Type 2 conditionals (2). *If I were you ...*
Unless / if only.
 Multi-word verbs.

Story for pleasure 3**26 Lost and found**

Styles: formal and informal.
 Description. Narrative.
 Adjectives: order; with modifying adverbs.
What shape / colour / size? etc.

**27 G-Plan**

Reported statements and commands.
 Direct speech v. written / oral reports.
 Pronunciation: stress for correcting a mistake.

**28 Where is Nathan Palmer?**

Reported questions with *if / whether.*
 Reporting *might / had better*, etc.
 Narrative sequence; note-taking.

**29 Outlaws**

Sequence adverbs.
Would / used to for habitual past.
 Verb / noun: *kill / killer.*
 Adjective / adverb / abstract noun.

**30 A weekend break**

Verbs replacing *say / tell / ask.*
 Reporting time words, thoughts, ideas.

Check-back 3 Units 21-30**31 Points of view**

Agreeing, disagreeing, discussion strategies.
 Asking about meaning.
 Talking about work; animals.

**32 Logical deduction**

Deduction, elimination, conclusion: *must, can't, may, might be.*
 Clauses of reason / result: *because, so, therefore*, etc.
 Describing people / appearances.
One / both / all of them, the other two, etc.
 Pronunciation: intonation.

**33 Sport for all**

Language of sport, games, physical education.
However / so that, fast enough / enough time; a number of / a great deal of.
 Pronunciation: intonation.

**34 Her story**

Contrast: *although, though, in spite of, despite, in / by contrast, whereas.*
 Purpose / reason: *because, because of, due to, as a result of, so, therefore.*
In spite of / despite + lack of.
 Inclusive language; singular neutral *they*.

**35 Murder on the Riviera**

Perfect form of modals for deduction: *must / can't / might have been done*, etc.; *must / might have been (doing)*, etc.; passive form *must have been done*, etc.

**Story for pleasure 4****36 He should have known better!**

Perfect form of modals (2): *should (n't) have done; would have done.*
 Managed to do.

**37 Hard Times**

Type 3 conditionals (1).
 Prediction.

**38 Wish you were here**

Wishes and regrets: *I wish / If only.*
 Greetings cards: formulae, informal salutations.
 Type 3 conditionals (2).

**39 Seven Wonders**

Decision-making, discussing, giving opinions.
 Examples: *for instance*, etc.
 Adjective / noun formation.

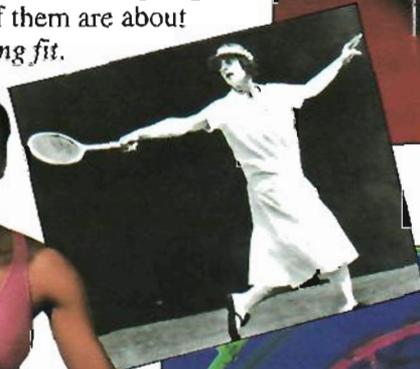
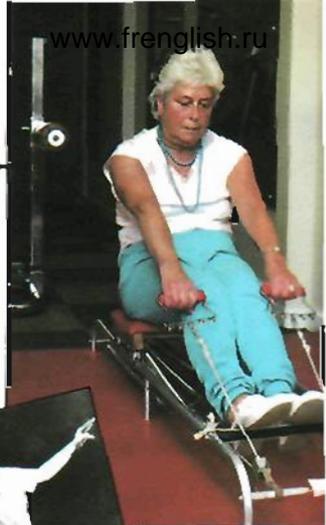
**40 It's over**

Describing pictures; goodbyes, farewells.
 Time expressions; supposition.
In case (of). It's time (you left), etc.
 Passive infinitive: *to be done.*
 Keeping up your English.

Check-back 4 Units 31 - 40**Irregular verbs 214****Interaction appendix 215****Listening appendix 221****Vocabulary index 225****Grammar summaries 233**

Learning with *Grapevine 3*

Different people learn in different ways. You will find many different types of exercise in *Grapevine 3*. Some of them will be like exercises that you have done before, and some of them will be different. In this Introductory unit we are going to look at eight exercises. All of them are about the same topic: *keeping fit*.



LETTERS PAGE

I am nearly sixteen and a student at a comprehensive school in Yorkshire. I just can't understand why I still have to do P.E. twice a week! Games are compulsory at our school, even though we're studying for our G.C.S.E. exams this year. I've never been any good at games, and I've always hated standing around on a freezing sports field pretending to play hockey! It's great if you like it, but if you're like me, it's a total waste of time. I know that it's important to keep fit, but I go to dance classes on two evenings a week, and I get exercise there. I've heard that kids in other countries don't have to do P.E. Is this true? They ought to stop P.E. in British schools!

Penny Moore, Harrogate

Read the text above, and choose the best answers.

- What do you think *P.E.* means?
 - Physical Education
 - Punishing Exercises
 - Pupil's Exercises
- What does *G.C.S.E.* mean?
 - Girls' Certificate for School Exercises
 - General Certificate of Secondary Education
- Does Penny like sport at school?
 - Yes
 - No
 - I don't know
- Games are compulsory* means:
 - They have to play games.
 - They can play games if they want.
 - Most people like to play games.
- ought to* means:
 - must
 - should
 - have to
 - can

a Using a dictionary

What does *keeping fit* mean? Look at this dictionary extract.

fit 1 /fit/ adj ... ² in good health; in a good bodily condition: *feel fit after a long walk; be fit for work.*
keep fit (also *attrib*) (to do exercises) to remain in good health: *go to keep-fit classes.* Opp unfit (2).

(From the *Oxford Student's Dictionary*)

Put a tick [✓] or a cross [✗] in the boxes below.

- I understood everything in the dictionary extract.
- I understood the examples, but I didn't understand every word.
- I still don't understand *keeping fit*.

Most people will probably tick the second box.

b Reading

In some reading texts you will not understand every word. Don't worry. You probably don't understand every word in a text or story in your own language. You don't need to understand every word. Often you need only understand the 'idea' or some important facts.

c Listening

- 1 Make a list of ways of keeping fit, e.g. *running*, *playing tennis*.
- 2 Listen to the recording. Tick [✓] the words on your list that you hear on the recording.
- 3 What other 'keep fit' words did you hear?
- 4 Did he finally go for a walk?

d P Pronunciation

Many important everyday words in English have two sounds: a *strong* sound and a *weak* sound. The weak sound is often /ə/. Look at these examples.

Word	Weak sound	Strong sound
has	/həz/ <i>Has</i> she finished yet?	/hæz/ Yes, she <i>has</i> .
for	/fə/ <i>for</i> four years	/fɔ:(r)/ Who's that <i>for</i> ?
at	/ət/ I'll be there <i>at</i> four o'clock.	/æt/ What are they looking <i>at</i> ?

Say these sentences aloud. Is the underlined word weak or strong? Try saying the sentences both ways, with weak sounds and strong sounds. Listen to other students saying the sentences. Which sounds better to you, the weak sound or the strong sound in each sentence?

- 1 They had got new running shoes.
- 2 Have you ever been to a keep fit class?
- 3 Yes, I have.
- 4 I'll meet you at the leisure centre.
- 5 What are you looking for?
- 6 Can I look at your newspaper?
- 7 He went to buy some paper.
- 8 Where does this train go to?

e Vocabulary

- 1 Look at the picture and write the numbers next to the words in the list below.

- | | | |
|----------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> muscles | <input type="checkbox"/> heart | <input type="checkbox"/> lungs |
| <input type="checkbox"/> nerves | <input type="checkbox"/> blood | <input type="checkbox"/> brain |
| <input type="checkbox"/> bone | <input type="checkbox"/> spine | <input type="checkbox"/> neck |
| <input type="checkbox"/> arm | <input type="checkbox"/> elbow | <input type="checkbox"/> wrist |

- 2 Which of these words did you already know? Which words do you want to remember *and* understand? Put a tick [✓] next to them. Which words do you want to understand when you see them again? Put a [u]. Which words do you think are *not* important for you? Put a cross [x].
- 3 *Running is good for the heart and lungs. Smoking is bad for the lungs.* Make more sentences like these.

f Grammar

Match these sentences to the correct tenses.

- 1 She goes to the gym three times a week.
- 2 He didn't like sport when he was at school.
- 3 She's never been to an aerobics class.
- 4 They're swimming at the moment.
- 5 Last night at seven? Oh, I was playing football.
- 6 The yoga class will begin at 7.30 tomorrow.

- Present continuous
 Past continuous
 Future
 Present simple
 Past simple
 Present perfect

g Discussion

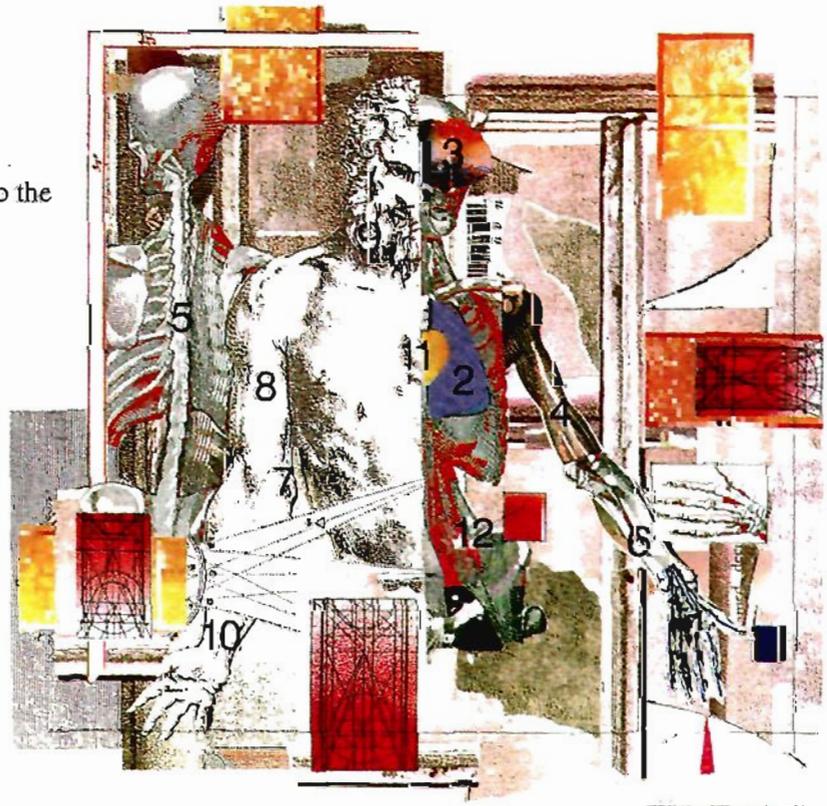
Discuss with another student.

- What are the best ways of keeping fit?
 How often do you take exercise?
 Should children do P.E. at school?
 Are you fit? Would you like to be fitter?

h Writing

I don't do much exercise. I go ten-pin bowling once a week. I'm not very good at it. You need special shoes and a bowling ball. I've got my own ball. I usually go on Thursday evenings.

Write a short paragraph about yourself.



a Vocabulary

Which of these things are in the picture?

- | | |
|--|---|
| <input type="checkbox"/> a lipstick | <input type="checkbox"/> some mascara |
| <input type="checkbox"/> a film | <input type="checkbox"/> a camera |
| <input type="checkbox"/> some chewing gum | <input type="checkbox"/> a yo-yo |
| <input type="checkbox"/> a comb | <input type="checkbox"/> a brush |
| <input type="checkbox"/> a handkerchief | <input type="checkbox"/> a hair band |
| <input type="checkbox"/> a pair of sunglasses | <input type="checkbox"/> some sun-tan lotion |
| <input type="checkbox"/> a rock music cassette | <input type="checkbox"/> a pair of headphones |
| <input type="checkbox"/> a purse | <input type="checkbox"/> a polaroid photo |
| <input type="checkbox"/> a note | <input type="checkbox"/> a mirror |
| <input type="checkbox"/> a belt bag | <input type="checkbox"/> a towel |
| <input type="checkbox"/> a watch | <input type="checkbox"/> an earring |
| <input type="checkbox"/> a pocket translator | <input type="checkbox"/> some postcards |

b True or false?

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

- The owner is female.
- The owner is a child.
- The owner doesn't like music.
- The owner lives in Britain.
- The owner has received a letter from the USA.
- The owner can't drive.
- The owner never wears make-up.
- The owner has got a camera.
- These things are on a beach.

c Deductions

What do you know about the person who owns the things on the beach? Ask and answer in pairs.

- Where does she come from?
- What's her address?
- Has she got a lot of money?
- How old is she?
- What kind of car has she got?
- What kind of music was she listening to?
- Where is she now?
- Do you know her first name?
- What letter does it begin with?
- Why has she got a photo?
- Who do you think is in the photo?

d Use your imagination

Have you got a picture of the girl in your mind? Write a description of her. You know some things about her from sections **b** and **c**. You'll have to use your imagination, and invent some other facts about her. The questions in the bubble will help you.

e Pair work

Ask your partner about the description that he / she has written. Tell him / her about your description. How are your descriptions different?

f Personal information

Student A: Refer to the Interaction appendix, Section 1.
Student B: Refer to the Interaction appendix, Section 14.

g Questions

Ask and answer in pairs.

Do you ever carry photos with you? Who are they pictures of?

Have you got any of the objects in the picture in your bag? What other things have you got? Why?

Do you need all the things in your bag?

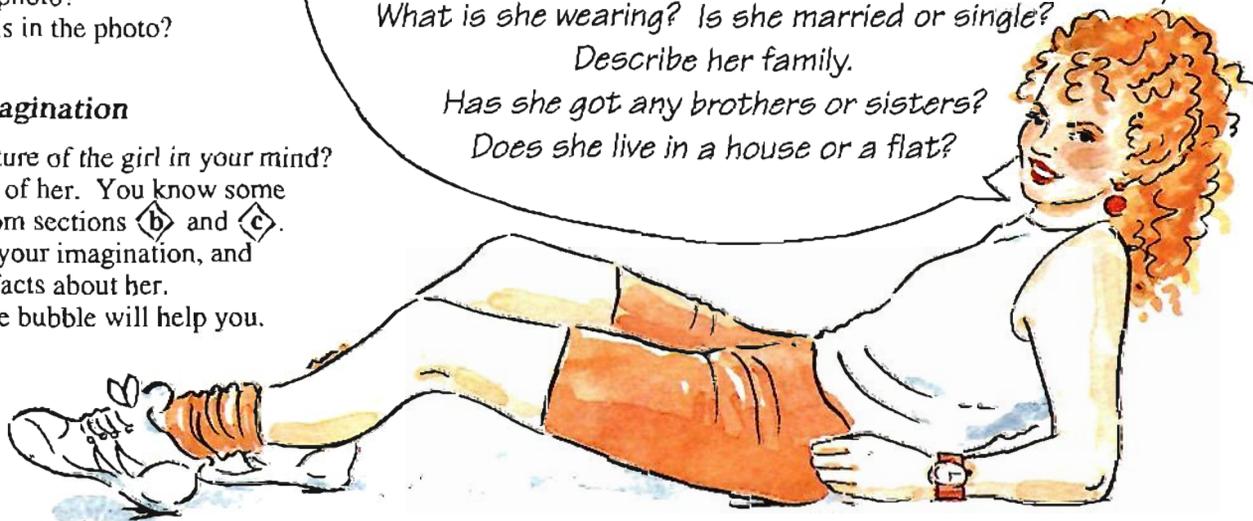
Have you read *Jaws*? Have you seen the film? What kind of books / films do you like?

Do you know the cassette? Have you heard it? What kind of music do you like?

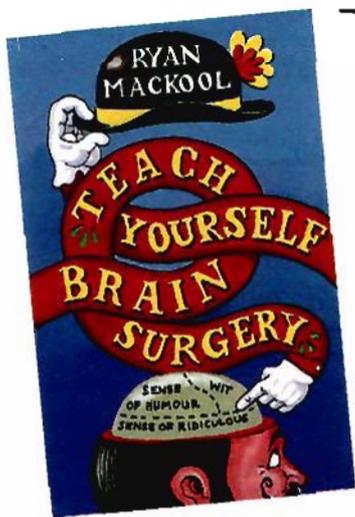
h Guess who

Make a list of ten things which belong to you. Choose things which are typical of you. Do not show the list to anyone. Mix up the lists and read them out in groups. The group must guess which person wrote each list.

What is her first name?
What does she do?
Where does she come from?
Where is she now? Why is she there?
What is she doing at the moment?
What does she look like? What colour are her eyes?
What colour is her hair? How tall is she?
What is she wearing? Is she married or single?
Describe her family.
Has she got any brothers or sisters?
Does she live in a house or a flat?



Book club



COMEDY

Teach Yourself Brain Surgery
by Ryan Mackool

OUR PRICE £7.95 Order number 79
Our reviewer said, 'A hilarious book. I haven't enjoyed myself so much in years!'

PRACTICAL HANDBOOKS

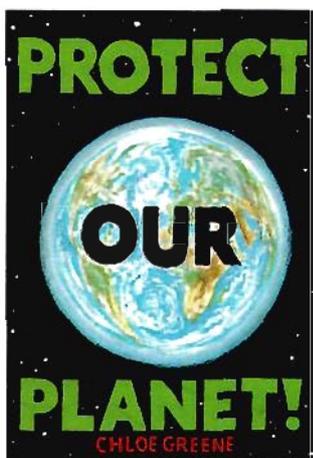
First Book of First Aid

OUR PRICE £9.99 Order number 32
Have you ever hurt yourself? Cut yourself? Burnt yourself? Then you need this simple handbook.

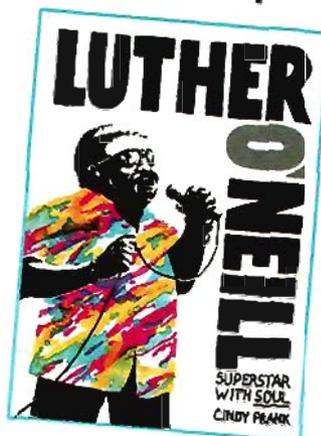
CHILDREN

Protect our Planet!

by Chloe Greene
OUR PRICE £6.99 Order number 53
Are we poisoning ourselves with pollution? This book is simple and clear: children can read it for themselves.



First book of first aid



BIOGRAPHY

Luther O'Neill - Superstar with Soul
by Cindy Frank

OUR PRICE £18.95 Order number 46
Musical genius O'Neill taught himself to play the guitar, piano, and drums, all before he was twelve. After an exciting early life, he now lives by himself on a Pacific island.

TALKING BOOKS

School Life

by Joy Greenford
OUR PRICE £7.99 (2 cassettes) Order number 78
Joy Greenford's very funny monologues, read by the author herself. Perfect listening for a long car journey.

ASTONISHING STORIES

The Car That Drove Itself

by Liam Watkins
OUR PRICE £11.99 Order number 44
Another collection of strange-but-true stories.

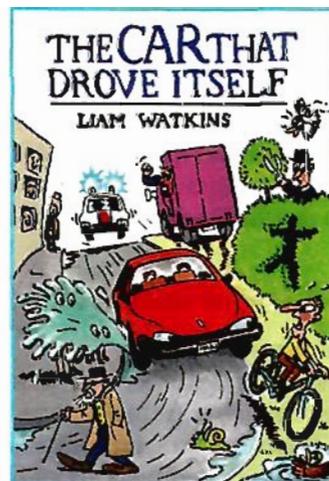
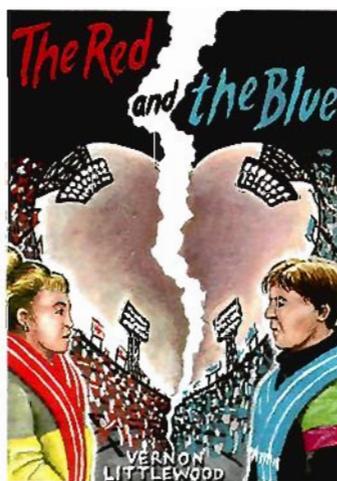
THE GLOBE BOOK CLUB

YOUR MAIL-ORDER SELECTIONS FOR FEBRUARY

NOVELS

The Red and the Blue

by Vernon Littlewood
OUR PRICE £14.99 Order number 52
Rosemary and Julian are football fans in Liverpool. Their families support different football teams, and they hate each other. Rosemary falls in love with Julian, and he falls in love with her. Their families try to keep them apart. Finally they kill themselves. A modern Romeo and Juliet.



NAME

ADDRESS

Please send book number(s)

I enclose a cheque for

Please debit my credit card ACCESS VISA AMERICAN EXPRESS

Postage and packing: £1.00 for one book, £1.50 for two, £2.00 for three or more

a Reading

- 1 Here are some things that readers said about each of the books in the advert. Which books were they talking about?

A real tear-jerker.

If this is funny, I haven't got a sense of humour!

I cut myself badly when I opened the parcel.

My teachers weren't like this.

Unbelievable stories – I couldn't put this book down.

Boring story of a boring man.

The kids read it, but they didn't understand it.

- 2 Which book would you buy for yourself? / your mother? / a friend? / a brother or sister? Why?

b True or false?

Are these sentences true [✓] or false [✗]? Correct the false sentences.

- Someone taught Luther to play the piano.
- Luther O'Neill lives alone.
- Joy Greenford reads her own monologues.
- Aliens from space are poisoning us with pollution.
- Rosemary and Julian hate each other.
- Rosemary kills herself.
- Rosemary kills Julian.

c Exercise

Complete the spaces with *each other*, *ourselves*, *yourselves*, or *themselves*.

- 1 He loves her. She loves him. They love _____.
- 2 He taught himself. She taught herself. They taught _____.
- 3 How long have you known _____?
- 4 Thank you for the dinner. We enjoyed _____ very much.
- 5 She's my best friend. We like _____.
- 6 'Bye, Jack. 'Bye, Marie. Look after _____, both of you!

➤ Now look at the Grammar summary for Unit 2.

d School Life

Listen to this extract from *School Life* by Joy Greenford. How many children's names does she use?

Listen again. Imagine what the children said, e.g.

Teacher We've all enjoyed ourselves today, haven't we?

Ruth *I haven't, Miss.*

Teacher Oh, you haven't, Ruth. I'm sorry, dear. Why's that?

Ruth *Someone broke my pencil.*

Teacher Who broke your pencil?

Benjamin _____

Look at page 109 in the Listening appendix to help you.

e Pair work

Ask each other these questions.

Do you live by yourself, or with other people?

Do you wash your clothes yourself, or does somebody else wash them for you?

Who makes your bed? Who irons your clothes? Who cooks your dinner? Who does your homework?

Have you bought yourself anything this week? What?

Think about a friend, or someone in your family. Have you bought each other anything this month?



*I looked at myself in the mirror
You talked to yourself on the train
You tried to tell me this morning
You laughed as we stood in the rain*

*We can't go on
Telling each other lies
The look in each other's eyes
Surely it's no surprise
We're telling each other lies*

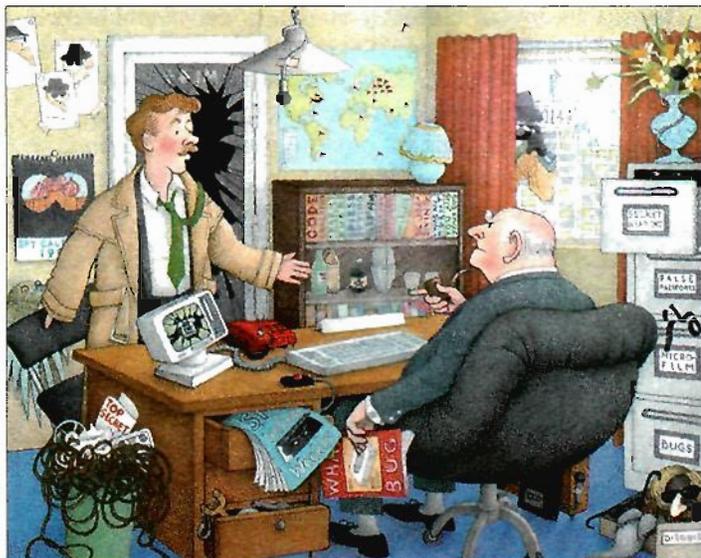
*We thought of ourselves as perfect
People think of themselves as true
Somehow I just have to tell you
I'm in love with somebody new*

Chorus

*He thought of himself without her
She thought of herself on his arm
She wanted to reach out and tell him
'We're doing each other harm'*

Chorus

Brook Bond



This is an extract from a radio comedy programme.

Croydon, England. The headquarters of MI 4½, the secret intelligence service. The chief is waiting for secret agent Brook Bond. The problem? An international gang of pigeon thieves. All over the world pigeons are mysteriously disappearing from public parks and tourist attractions ...

Chief Ah, Bond. Come in and sit down.

Bond Thanks, Chief. Sorry I'm late. I missed the bus.

Chief Do you know what the problem is, Bond?

Bond Er, yes, Chief. I was at the wrong bus stop.

Chief Have you got any idea why the pigeons are disappearing?

Bond Uh ... no. Wait ... yes! An international gang of pigeon thieves.

Chief Exactly. And can you tell me who they are?

Bond No, Chief.

Chief Hmm. We don't know who they are, we don't know where they come from, and we don't know how they're doing it. But we're going to stop them, Bond!

Bond Yes, Chief.

Chief I have a plan.

Bond Oh, well done, Chief.

Chief But I don't know whether it'll work.

Bond Can you tell me what the plan is?

Chief I don't know if I should tell you here. It's a secret plan.

Bond You can trust me, Chief.

Chief Right. I want you to join them, Bond.

Bond You mean ... you want me to join the gang?

Chief No, Bond. The pigeons.

Bond But ... but ... I don't know if I can do it. Won't they know it's me?

Chief It's all right. We've thought of that! We've got a costume for you over there.



a Word order

Choose the correct words to fill the spaces.

- What time ____?
 it is is it
- Does anybody know what time ____?
 it is is it
- I don't know where ____ gone.
 has she she has
- ____ there?
 They were Were they
- I can't remember if ____ there.
 was he he was
- Do you know whether ____ married?
 is he he is
- Where ____ from?
 they come do they come
- I've no idea where ____ from.
 he comes does he come
- Can you remember what ____?
 did she say she said

➤ Look at the Grammar summary for Unit 3 and check your answers.



e Amnesia



I don't know ... *I've no idea ...*
I can't remember ... *I can't tell you ...*

Student A: You are a doctor.

Student B: You have got amnesia. You can't remember anything about yourself.

Continue this interview, using the same patterns.

A What's your name?

B (I don't know) what my name is.

A Are you married?

B (I can't remember) if I'm married.

A Where do you live?

B (I can't tell you) where I live.

If you can't think of many questions, refer to the Interaction appendix, Sections 1 and 14. You asked these questions in Unit 1.

f P Pronunciation

Do you ...? /dju:/ and *want to* /wɒnə/.

Listen to the tape and imitate the pronunciation.

- 1 What do you want?
- 2 Do you want to dance?
- 3 Do you know what she's done?
- 4 Do you know whether they're here?
- 5 How do you do?
- 6 Where do you want to go?

g Matching

Match the answers below to the questions in **f**. Then practise the questions and answers in pairs.

- No, what?
- Yes, they are.
- Very well, thank you.
- Nowhere.
- Nothing.
- Not now.

b I don't know what they're doing



Chief What are they doing, Bond?

Bond I don't know what they're doing.

Work in pairs. Continue the conversations. These are the things that the chief wants to know.

- Where are the thieves?
- How many are there?
- What are they wearing?
- What are you going to do?
- Why are they stealing pigeons?

c I don't know if they've got guns

Chief Have they got guns?

Bond I don't know if/whether they've got guns.

Work in pairs. Continue the conversations. These are the things that the chief wants to know.

- Are the police there?
- Are the thieves carrying anything?
- Have they got any pigeons?
- Can they see you?

d I've no idea where they went

(Later)

Chief Where did they go?

Bond I've no idea where they went.

Work in pairs. Continue the conversation. These are the things that the chief wants to know.

- What do they look like?
- When did they arrive?
- What time did they leave?
- How many pigeons did they take?

Animal communication

Can animals talk? We know that parrots and some other birds can imitate sounds. Alex, an African Grey parrot who lives in Boston, can say eighty different things. However, most scientists believe that parrots cannot understand language.

In the 1960s scientists in America tried to teach chimpanzees to talk. They soon realized that the animals did not have the right kind of vocal organs. In 1966 scientists started teaching American Sign Language (ASL) to a one-year-old chimp called Washoe. ASL is used by deaf people, and uses signs instead of sounds. Four years later Washoe knew 132 words. Most importantly, she and other chimps could put signs together to communicate ideas, like 'want food' and 'time drink'. One even worked out how to put 'dirty ...' in front of people's names when she was angry with them.

In 1972 Dr Francine Patterson started working with a baby gorilla, called Koko. Koko eventually learned about 1600 different words. Dr Patterson used to teach Koko sign language with children's picture books. Koko's favourite story was *The Three Kittens*, and she used to look at it when she was on her own and sign to herself. Every year Koko had a birthday party. When Dr Patterson asked her what a birthday was, Koko signed, 'Eat - drink - (get) old'. One year she signed to Koko, 'What presents do you want for your birthday?' Koko signed back, 'Cat'.

Dr Patterson bought her a toy cat, but Koko became very angry. Six months later a friend turned up with some kittens. Koko wanted one. She signed, 'Love that'. She picked out a kitten without a tail. She even chose the kitten's name, Ball. She looked after Ball like a baby, and spent hours cleaning him and playing games. Ball was a very aggressive little cat, and often bit Koko, but she never struck the kitten back.

The next December a car ran Ball over. Koko was very distressed. Later, when somebody signed, 'What happened to your cat?', Koko replied, 'Sleep Ball'. Dr Patterson tried hard to find Koko another kitten. Koko wanted one without a tail. At last she found a tailless kitten and handed him over to Koko. She kissed him and held him in her arms. 'Baby', she signed.



a Word search

Find words which mean:

- | | |
|--|---------------------------------|
| 1 copy | 5 by herself |
| 2 the parts of the body people use to speak with | 6 the past tense of <i>bite</i> |
| 3 people who cannot hear | 7 very unhappy |
| 4 a young cat | 8 without a tail |
| | 9 attacking without a reason |

b Comprehension

Ask and answer these questions.

- How many words were there in Alex's vocabulary? / Washoe's vocabulary? / Koko's vocabulary?
- Why couldn't they teach chimpanzees to talk?
- What does ASL mean?
- How did Washoe communicate ideas?
- When did Dr Patterson begin working with Koko?
- What was Koko's favourite story?
- What present did Koko want?
- Did she like the toy cat?
- Which kitten did Koko pick out?
- Who chose the kitten's name?
- Who looked after the kitten?
- What happened to Ball?
- How did Koko feel?

c Two-word verbs

- Find these verbs in the text and underline them. put together / work out / look at / turn up / pick out / look after / strike back / run over / hand over
- How many of these two-word verbs are separated by other words? What are the other words?

d Meanings

go on (in Unit 2) means *continue*. What do the two-word verbs in the Koko text mean? Write them next to the definitions below.

find the answer to; think of, realize	_____
arrive; come	_____
choose, select	_____
take care of	_____
drive over	_____
join together parts to make a whole	_____
retaliate: harm someone because they have harmed you	_____
give (something) to someone	_____
watch	_____

Notice that the two-word verbs sound more informal than *retaliate*, *select*, *realize*, or *arrive*.

e Exercise

Complete the spaces in these sentences with two-word verbs from this unit. Be careful! Use the correct tense!

- We waited, but she didn't _____ until 6.30.
- Gorillas _____ their young for several years.
- He hit me, and so I _____ him _____.
- It's very difficult. I can't _____ the answer _____.
- The police showed him hundreds of photographs and asked him to _____ the criminals _____.
- It was their first home together. They smiled when the previous owner _____ the keys.
- He makes model aeroplanes. He spends hours _____ the parts _____.
- It was terrible. The dog ran across the road. I couldn't stop and I _____ it _____.

f Learner diary

➤ Look at the Grammar summary for Unit 4.

Start a learner diary where you can make notes about multi-word verbs.

- Note the meanings.
- Write example sentences.
- Note whether the verb is separable or not.
- Make two sets of notes. You can note multi-word verbs with the same verb (e.g. *look at*, *look after*, *look for*, *look into*), and multi-word verbs with the same particle (e.g. *pick out*, *work out*, *go out with*, *look out*).

g Discussion

What are your feelings when you look at these pictures?



Collector's mania?

a Questionnaire

- 1 Have you ever collected anything?
- 2 Do you still collect them now?
- 3 What do you collect?
- 4 How long have you been collecting these things?
- 5 How many have you got?
- 6 Are any of them valuable?
- 7 Why do you collect these things? Tick one or more boxes below.
 - Because I'm interested in them.
 - Because I think they'll become valuable in the future.
 - Because they are souvenirs of places that I've been to, or of people I've met.
 - Because I think they look nice.
 - Because I can't stop!

b An expensive hobby?

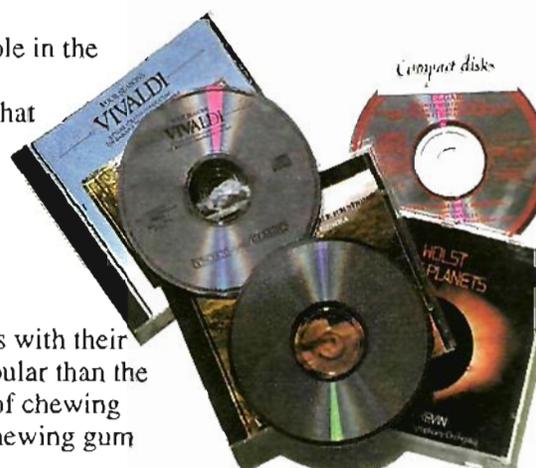
Some companies give away cards or stickers with their products. Sometimes the cards are more popular than the products. Occasionally people buy packets of chewing gum with free cards, then throw away the chewing gum and keep the cards!

You can also buy packets of album stickers. Joanna collects them. Listen and tick the correct boxes.

- 1 How many stickers are there in a packet?
 - 25 5 250
- 2 How many stickers do you need to finish an album?
 - 215 250 200
- 3 What are *doubles*?
 - stickers you've already got very large stickers
 - rare stickers
- 4 Joanna has just _____ the *American Rock Stars* album.
 - finish finished finishing
- 5 How many packets did she buy?
 - 116 160 106
- 6 How many stickers can you send away for?
 - more than 25 25 or less exactly 25
- 7 How long has she been collecting *All About Sport* stickers?
 - for about sixteen weeks for about six weeks
 - since she was about six
- 8 How many different stickers has she got?
 - 196 906 96



Stamps



Compact disks



Keychain, pen



Album stickers



Football programmes



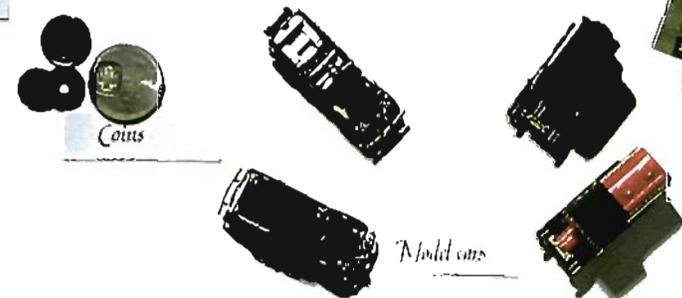
An autograph



Matches



Charms



Coins

Model cars

c All About Sport

You can learn a lot of things from your collections. Here are three stickers from Joanna's collection. Look at the three stickers, and answer the questions.

- 1 Is Tim Godwin still playing for Melchester?
- 2 How long has he been playing for Melchester?
- 3 How many times has he played for Ireland?
- 4 Does Colonel Smythe still play for Wicking?
- 5 How long has he been playing for Wicking?
- 6 Approximately how many times has he played for Wicking?
- 7 How long have synchronized swimmers been competing in the Olympics?
- 8 What's another name for synchronized swimming?

➤ Now look at the Grammar summary for Unit 5.

205
Soccer: Goalkeepers

Most footballers retire in their mid-thirties, but goalkeepers go on and on! Irish international Tim Godwin of Melchester United is 42, and he's still playing in the First Division. He's been playing for Melchester for 25 years. Tim has played for Ireland 47 times.



Sport Stickers Ltd, London. Made in Italy

132
Village Cricket (2)

Cricket is a game for young and old. In village cricket teams, players may be between 14 and 60 years old — or even older. Colonel Jeremy Smythe of Wicking, Sussex, was 72 last birthday. He has been playing cricket for Wicking since he was fourteen! He has played for them more than 1,500 times!



Sport Stickers Ltd, London. Made in Italy

249
Synchronized Swimming

Synchronized swimming (or 'water ballet') is one of the youngest sports. It began with Hollywood films of the 1930s. It became an official international sport in 1952. Synchronized swimmers have been competing in the Olympic Games since 1984. It has become very popular on television.



Sport Stickers Ltd, London. Made in Italy

d for and since

Complete the spaces with *for* or *since*.

- 1 They've been living in London _____ April.
- 2 We've been working hard _____ an hour.
- 3 He hasn't been listening _____ the start of the lesson.
- 4 She's been reading that book _____ three weeks, and she hasn't finished it yet.
- 5 I've been collecting model cars _____ I was a child.

e How do you feel?

How do you feel about these statements?

COLLECTING THINGS TEACHES YOU A LOT ABOUT THEM.

Never throw anything away. Today's rubbish will be tomorrow's antique.

It's a waste of time collecting things—you can't take them with you when you die!

People collect books and never read them. People collect ornaments and never look at them. People only collect things that they neither want nor need.

f Multi-word verbs with *away*

Add these words to your learner diary.
give away / throw away / send away for / go away

Write an example sentence for each of them.

g About yourself

Ask and answer in pairs.

- How long have you been studying English?
- How many English textbooks have you studied?
- How long have you been studying this book?
- How many units have you finished?
- How long have you been wearing glasses / that ring / an earring / that watch, etc.?
- How long have you been living in your present home? / this town?
- How many homes have you lived in during your life?



Crocodile Preston in England



Never argue with taxi drivers. I've tried to tell Ray that before. But he never listens. 'Twenty pounds!' he said. 'I'm not paying you twenty pounds, mate. We've only been travelling for about ten minutes!'

Anyway, the taxi driver threw our bags out. Then he grabbed hold of Ray's shirt. 'Hey, Croc!' he shouted. 'Get this gorilla off me!' 'Who are you calling a gorilla?' 'Come on. Croc! Hit him!' 'Hit him yourself,' I said. 'It's your argument, mate, not mine.'

After Ray paid him, we went through the big iron gates.

'Hey, Croc ... it's a nice house, eh?' 'Yeah,' I said, 'it's OK.' I wasn't feeling too good. I think it was the airline food. They give you a meal every couple of hours, and it's a long way from Australia. I wanted to sleep on the plane, but Ray was sitting next to me. He only stopped talking when he started eating. Now I think about it, he was talking while he was eating, too. We had first class tickets on QANTAS. First class all the way from Brisbane via Sydney and Singapore to London. I never wanted to see a plane again. Not ever.

Well, we were here now. This was Great-aunt Edna's house. She was the one who sent me the tickets. That was a laugh. 'Tickets for you and a manservant,' the letter said. A manservant! It was a pity, really. Ray was there when I opened the letter, and he read it.

'Come on, Croc,' he said. 'A free visit to England! We've never been abroad before.'

'I've never heard of a Great-aunt Edna,' I said. 'She's heard of you, mate. Look. I can be your manservant. We'll have a great time.'

'But you're my boss, Ray.'

'Not any more. Not since we lost the boat. Look, you've got the tickets for the plane. I'll pay for everything else.'

Ray takes tourists around Queensland. I help

him. That's how I got the name Croc. Ray always tells them that I'm a crocodile hunter. He used to have a boat, the old *Australian Queen*, but that's another story.

An old man in a black suit opened the door. 'G'day, mate,' said Ray. 'This is Mr Preston.'

The old man looked us up and down.

'It's all right, mate. We've got invitations. Look.' Ray pushed the letter at the old man. He read it, and looked us up and down again.

'Would you like to go through to the garden, sir,' he said. 'There's a buffet lunch. You can join the other guests. Your manservant can wait in the kitchen.'

Ray's face went red. 'Look here, mate ...' he started.

'He's coming with me,' I said. 'OK?'

'Well, sir, this is most irregular ...'

I suppose there were about fifty people in the garden. They were all talking in those upper-class English voices. They sounded like a lot of horses to me.

Ray started on the food straight away. It wasn't much of a buffet. A few sandwiches and biscuits, that's all. The sandwiches were the smallest I've ever seen.

'Good afternoon, Mr Preston. I'm your cousin Beatrice.'

I looked around. This tall blonde English sheila was standing right behind me.

'Hello there, Beattie,' I said. 'You can call me Croc. All my friends do.'

'I prefer "Mr Preston",' she said. 'And my name is Beatrice, not Beattie.' She wasn't smiling. Some of the English are like that.

'All right,' I said. 'Here. Have a chicken sandwich. They're a bit small. Take four or five.'

'I'm a vegetarian,' she said.

'Oh, yeah? I'm a Sagittarius myself. I was born on 5 December. Of course that's mid-summer in Australia.'

She just looked at me. She thought I was pretty

stupid, I could see that. She didn't have much of a sense of humour.

'We don't get much chicken in Queensland,' I said. 'Just kangaroo meat. Have you ever eaten kangaroo?'

Her face went green, and she turned and walked away.

I was going to tell Ray about her, but he was talking to an Englishwoman. 'That's right, darling,' he was saying. 'I'm Australian. How did you know?' Then this elderly lady with grey hair came over.

'Beatrice tells me that you're Mr Preston,' she said. 'I'm your Great-aunt Edna.'

'Auntie!' I said. I was going to give her a big kiss on the cheek, but she stepped back.

'I'm your great-aunt by marriage,' she said. 'We aren't blood relatives. My husband was your great-uncle.'

'Oh, right. I didn't know that I had a great-uncle. Do you know where he is?' I looked round at the people in the garden. Which one was he?

'My husband's dead,' she said. 'He died two months ago.'

'Oh, I'm sorry, Auntie,' I said. 'Just my luck. You find a relative one minute. The next minute he's dead.'

'His brother was your grandfather,' she said. 'He emigrated to Australia ... rather quickly, I'm afraid. There was some trouble ... some trouble about money.'

'I bet there was,' I thought. My grandad was a

real old rogue. Slippery Sid, that's what they used to call him in Woonawarra. Poor old Sid. I lived with him after my dad died.

'Well, it's nice of you to invite me here, Auntie. Very nice.'

She gave me a strange look.

'But surely you know why you're here, Mr Preston,' she said.

'I've got no idea at all, Auntie,' I replied. 'Not a clue.'

'My husband was the Duke of Hampshire,' she said. 'We have no children.'

I looked round at Beatrice. She was talking to Ray. Her face was still green. Ray was telling her about crocodile meat.

'Beatrice is my husband's sister's grandchild, his younger sister's grandchild,' she said.

'Anyway, Auntie, why am I here?'

The old butler in the black suit came over.

'Would you like a cup of tea, Your Grace?'

'My name's not Grace,' I said. 'Who are you calling —'

Auntie smiled. 'You really don't understand what's happening, do you, Mr Preston?'

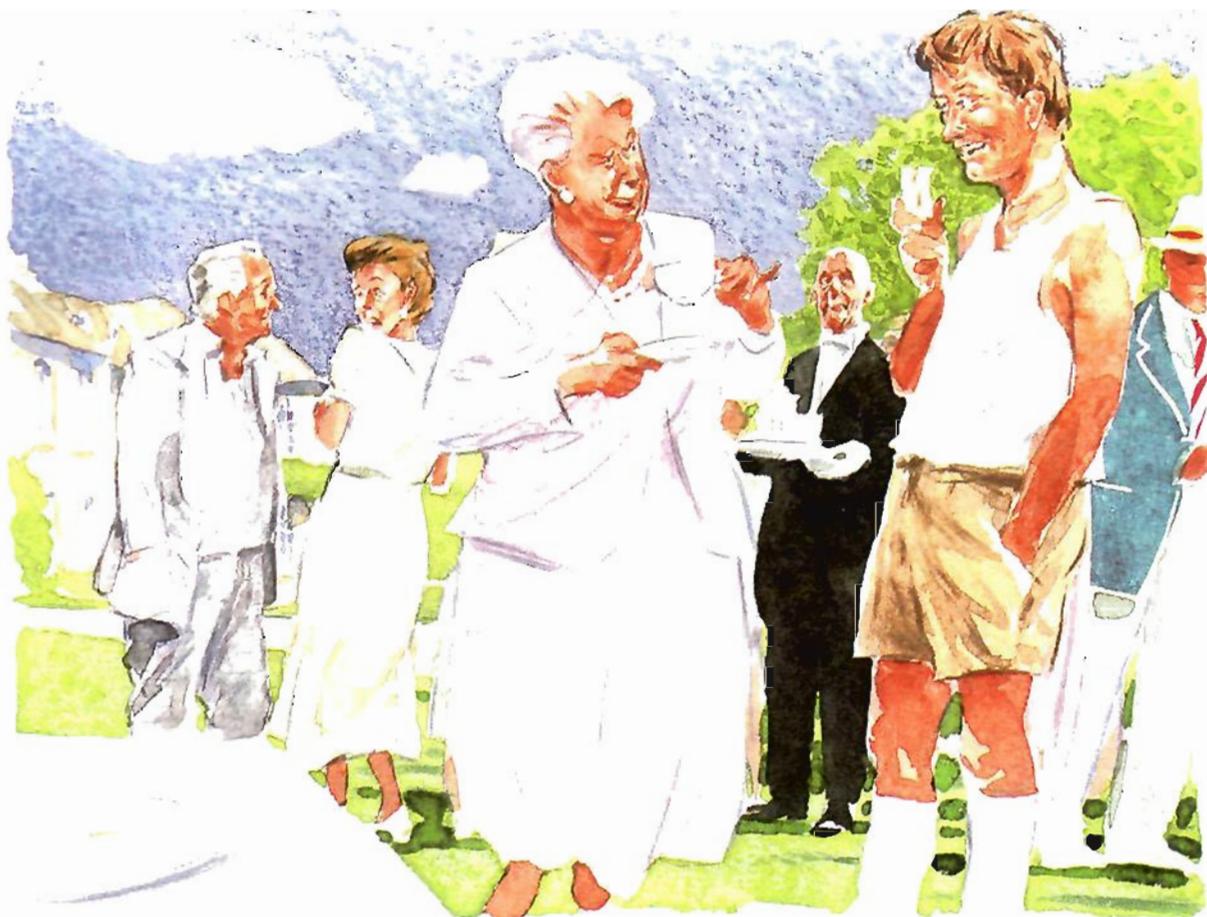
'Eh?'

'You are now the Duke of Hampshire, and this house is yours. All yours. "Your Grace" is the correct form of address for a duke.'

I turned round and grabbed Ray. 'Hey, Ray. Did you hear that conversation?'

'No, Croc,' he said. 'Why?'

'Good,' I said. 'Come on, mate, let's go. We're catching the next plane back to Australia!'



Dilemmas



dil•em•ma /dɪləmə/ also /daɪˈləmə/ n[C] (p) ~s) a situation where you find it difficult to choose between two things, or two actions: *I'm in a dilemma – I don't know whether to do it or not.*

a Dilemmas

Look at the cartoons. What do you think the people should do? Begin with:

I think she should / ought to ...
I don't think she should / ought to ...
I don't know whether she should / ought to ...
I don't know if she should / ought to ...

b Give advice

Give advice to these people, using *You ought to ... / You should ...*

- 'I borrowed Maria's *Grapevine* and my dog ate it. What should I do?'
- 'I've just looked at my bill in a restaurant. The waiter's forgotten to charge me for the starter.'
- 'My best friend and I had an argument last week. We haven't spoken to each other since. It's her birthday tomorrow.'
- 'I was looking after my friend's budgerigar while she was on holiday. I didn't close the cage door. It flew out of the cage ... then out of the window.'

c Tell people what to do

Tell these people what to do, using *You'd better ... / You'd better not ...*

- 'My jeans have just split. There's a big hole. No one can see because I'm sitting down.'
- 'I feel ill. I've got a terrible headache. I can't concentrate on the lesson.'
- 'My friend's just bought a kitten. I'm allergic to cats.'
- 'My grandmother gave me an awful sweater for my birthday. She made it herself. She wants me to wear it.'

d **P** Pronunciation

Look at this sentence: *You ought to go now.*

We only hear one *t* in *ought to*.

Say these sentences aloud, joining the underlined words in the same way.

- Here's some hot tea.
- He bought two pairs of shoes.
- Have you got to go?
- The flight to Rome is late.
- Can you wait ten minutes?

e Tell the truth?



STAR WITH A HEART!

POP STAR JASON GIVES MILLIONS TO CHARITY

Pop star Jason O'Donnell has given all the money from his latest film to a charity of his



**THE TRUTH ABOUT JASON!
POP STAR JASON'S SECRET PAST**

We can reveal that Jason O'Donnell went to prison when hi

The offices of the *Sunday News*, 22 May. The editor and a journalist are discussing a story for the next day's paper. You are a journalist as well. Complete the spaces in the dialogue with your opinions. Then listen to the dialogue and try to join in.

Editor First, the front page story. I think we should start with Jason O'Donnell. He's given all the money from his latest film to charity. How about 'Star with a heart'? That's a great headline. What do you think?

You _____

Journalist Wait. I've got some information about O'Donnell ... all the dirt about him. We've got to publish it! Don't you think we should?

You _____

Editor What sort of information?

Journalist His bodyguard told me. He's had plastic surgery ...

Editor That's his business. Nobody wants to know ... or do they? No, maybe we shouldn't publish that ...

You _____

Journalist That's not all. He doesn't sing on his records himself, someone else does.

Editor Look, he's very popular with young kids, and he's a nice guy. Does it really matter?

You _____

Journalist There's more. When he was seventeen he was in trouble with the police. He was in prison.

Editor What for?

Journalist Well, he was only in prison for one night. He was in a political demonstration. But it will destroy his goody-goody image.

You _____

Editor I don't know. He's given a lot of money to charity. Surely that's a better story?

You _____

Journalist But we'll sell millions of papers! He's the biggest star at the moment. Let's get him!

You _____

f What should the government do?

Look at the table and make sentences about the ideas in the box below.

I think _____

I don't think _____

I don't know whether _____ they _____ ought to _____

I don't know if _____

Make classes smaller in schools

Build more roads ● Spend more on defence

Put football hooligans in prison

Ban dangerous dogs ● Increase speed limits

Persuade people to have smaller families

REDUCE SPEED LIMITS ● Increase taxes

Give more money to retired people

GIVE MORE TO POORER COUNTRIES

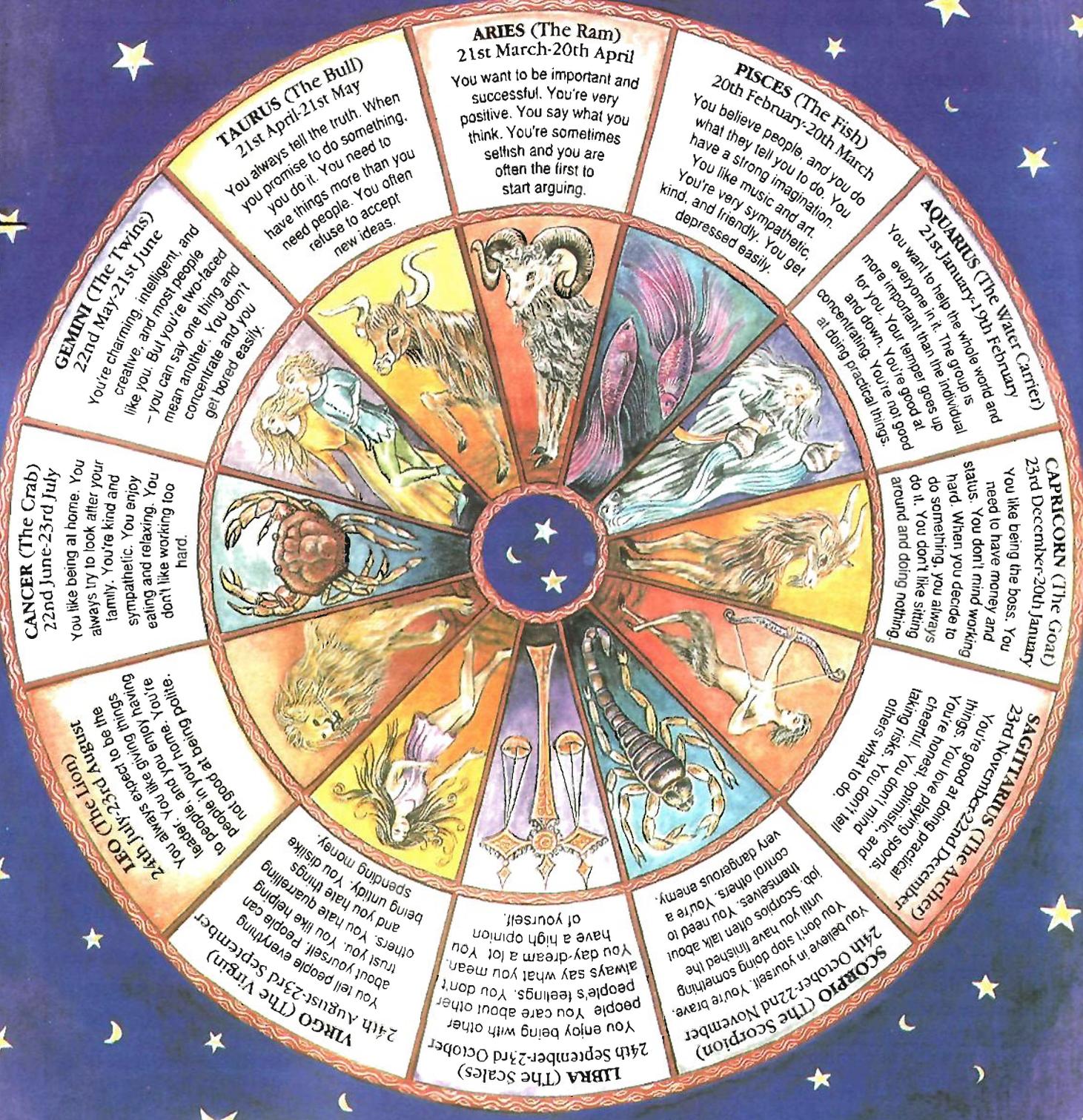
REDUCE TAXES ● **BAN NUCLEAR WEAPONS**

Employ more policemen ● Plant more trees

BAN CARS – GIVE EVERYONE A BICYCLE

Ban leaded petrol ● Build nuclear power stations

Astrology



Astrology

ARIES (The Ram)

21st March-20th April

You want to be important and successful. You're very positive. You say what you think. You're sometimes selfish and you are often the first to start arguing.

PISCES (The Fish)

20th February-20th March

You believe people, and you do what they tell you to do. You have a strong imagination. You like music and art. You're very sympathetic, kind, and friendly. You get depressed easily.

AQUARIUS (The Water Carrier)

21st January-19th February

You want to help the whole world and everyone in it. The group is more important than the individual for you. Your temper goes up and down. You're good at concentrating. You're not good at doing practical things.

CAPRICORN (The Goat)

23rd December-20th January

You like being the boss. You need to have money and status. You don't mind working hard. When you decide to do something, you always do it. You don't like sitting around and doing nothing.

SAGITTARIUS (The Archer)

23rd November-22nd December

You're good at doing practical things. You love playing sports, taking risks. You don't tell others what to do.

SCORPIO (The Scorpion)

24th October-22nd November

You believe in yourself. You're brave. You don't stop doing something until you have finished the job. Scorpions often talk about themselves. You're a very dangerous enemy.

LIBRA (The Scales)

24th September-23rd October

You enjoy being with other people. You care about other people's feelings. You don't always say what you mean. You day-dream a lot. You have a high opinion of yourself.

TAURUS (The Bull)

21st April-21st May

You always tell the truth. When you promise to do something, you do it. You need to have things more than you need people. You often refuse to accept new ideas.

GEMINI (The Twins)

22nd May-21st June

You're charming, intelligent, and creative, and most people like you. But you're two-faced - you can say one thing and mean another. You don't concentrate and you get bored easily.

CANCER (The Crab)

22nd June-23rd July

You like being at home. You always try to look after your family. You're kind and sympathetic. You enjoy eating and relaxing. You don't like working too hard.

LEO (The Lion)

24th July-23rd August

You always expect to be the leader in your home. You're not good at being polite to people, and you enjoy having people in your home.

VIRGO (The Virgin)

24th August-23rd September

You tell people everything about yourself. People can trust you. You like helping others. You like quarrelling and you hate things being untidy. You dislike spending money.

a Star signs

Astrologers believe that there is a connection between our lives and the movement of the sun, the moon, and the planets. On the left are some of their ideas about the 'personality types' for different signs. Look through the texts quickly and find the following information.

1 Which are the star signs for people who were born on these dates?

3rd February

5th March

11th May

2nd July

21st September

9th June

2 *Taurus the bull*

What are these star signs?

Gemini Capricorn Leo Scorpio

b Who is it?

Look through the texts quickly. Which star signs are described like this?

- two-faced
- dislikes spending money
- wants to help the whole world
- loves playing sports
- doesn't mind taking risks
- refuses to accept new ideas
- not good at being polite
- good at doing practical things
- enjoys being with other people
- often the first to start arguing

c to do and doing

Read through the texts on star signs.

- Underline verbs followed by an infinitive, e.g. *to do*.
- Put a circle round verbs followed by an *-ing* form, e.g. *doing*.

➤ Now look at the Grammar summary for Unit 7.

d Exercise

Put the verbs in brackets in the correct form, *to (do)* or *(do)ing*.

- I'd like _____ the Queen. (meet)
- He hates _____ early. (get up)
- I want _____ to the cinema this evening. (go)
- They enjoy _____ . (dance)
- She offered _____ us. (help)
- I don't mind _____ by myself. (be)
- I'd prefer _____ a coffee, please. (have)
- Have you finished _____ yet? (eat)

e Group work

Work in groups and ask each other these questions.

- Do you ever read horoscopes?
- When's your birthday?
- Which star sign are you?
- Do you agree with what it says about your sign?
- In which ways are you the same, and in which ways are you different?
- Do you think the other people in your group are typical of their signs or not? Why?

f What about you?

Write sentences about yourself. Begin with these verbs.

I want to be... I don't mind...
I like... I would like to...
I enjoy... I would hate to...

g Adjectives

Look at this list of adjectives from the text.

brave	charming	cheerful
creative	friendly	honest
important	intelligent	kind
optimistic	polite	positive
practical	selfish	successful
sympathetic	two-faced	untidy

- Put a tick [✓] by the adjectives that describe you.
- Put a cross [✗] by the adjectives that certainly don't describe you.
- Show your list to another student. Do they agree with your description of yourself?

h Guess the star sign

Choose a partner from another group.

Student A: Refer to the Interaction appendix, Section 3.

Student B: Refer to the Interaction appendix, Section 15.

i Discussion

Think about your family and friends. What are their star signs? Are they all different signs, or are there more of some signs than others? How many of them are typical of their star signs?



e stop doing and stop to do

He was typing some reports. The phone rang.
 What did he stop doing? He stopped typing.
 Why did he stop typing? He stopped to answer the phone.

Make two questions and two answers for each of these situations.

- 1 She was driving home when she saw Julie at a bus stop. She gave her a lift.
- 2 I was walking to work. I bought a sandwich on the way.
- 3 During dinner Jack's phone rang.
- 4 In the middle of the TV programme their doorbell rang.
- 5 While we were working in our garden, a helicopter flew over. We looked up at it.

f A letter to Julie

This is a letter to Julie from her sister. Fill in the spaces with infinitive or -ing forms.

Dear Julie,

It was nice ____ (get) your letter, with all your news about your job. I'm pleased ____ (hear) that you like ____ (work) there. Mr Grimshaw sounds terrible ____ (work for)! Do you remember ____ (meet) Mark at that party last month? Well, I'm going ____ (have) dinner with him this evening.

You'll be sorry ____ (hear) that poor old Rambo died last week, but he was ~~five~~ ^{six} years old, and that's pretty good for a dog. Anyway, I must stop ____ (write) now, but go ____ (wash) my hair before tonight. Don't forget ____ (write) to me, and look after yourself.

Love,
 Trudy

g Comments on this week's news

Think about what has happened in the world, in your country, in your town, and in your family this week. Now work in pairs. Student A mentions something in this week's news. Student B comments on it, e.g.

- A The spaceship has returned safely to Earth.
 B Yes, I was pleased to hear that.
 A There was a terrible train accident yesterday.
 B Oh? I am sorry to hear that.

Use these adjectives.

- (very) happy / glad / sorry / sad / surprised
- amazed / astonished

c Memories

Ask and answer in pairs.

- What are your first memories?
- What can you remember doing when you were a child?
- Do you remember listening to stories?
- Do you remember being at primary school?
- Do you remember being a baby?
- What do you remember doing on your last holiday?

d forget and remember to do

Yesterday Darren had a list of jobs to do. He remembered to do the ones with a tick, and forgot to do the ones with a cross. Role play the people who wanted the photocopies, and have a conversation with Darren. (Conversation G/H may help you.)

Grimshaw, Snatchi, and Grimshaw Ltd. Advertising Agency				
Photocopying: Wednesday 29 August				
JOB	FOR	NO OF PAGES	COPIES	NOTES
Website copy	Ms Pritchard	400	250	by 12.30 ✓
Brochure	Ms Patel	30	25	white paper ✓
Product list	Mrs Tate	2	100	blue paper ✗
Company profiles	Mr Grove	15	50	green paper ✗
Report	Mr Grimshaw	2	500	immediately ✓

7 December

Mr Joseph Carpenter
157 Stirling Road
Fontmouth
FT4 6JK



Dear Mr Carpenter,

Imagine driving along Stirling Road in a brand new Mercedes 50GSEL sports car, and parking it outside number 157! What will your neighbours say, Mr Carpenter? Yes, someone has to win in our new £5,000,000 prize draw. Your lucky prize draw numbers are at the bottom of the page, Mr Carpenter. So send them back to us in the special YES envelope, and we will enter your numbers in our prize draw. You will then have a subscription to News Reader magazine for 43 months, but not at the normal price. You will receive it at a special low subscriber price of only £1.95 per weekly copy.

Yours sincerely,

Andrea Stapleton

Andrea Stapleton
Subscriptions Manager

YOUR LUCKY LOTTERY NUMBERS: JG5896257966 & JG5896257967

ADVANCE NOTIFICATION

Mailbag

Contents for the attention of

URGENT ADVANCE NOTIFICATION

PLEASE OPEN IMMEDIATELY

12 Richmal Gardens
Williams Park
Crompton
CP19 4DS

8th December

Dear Joey,

I really am very sorry, but I can't help you. We have had to spend a lot of money on the new house, and we can't lend you anything at the moment. How much money do you owe? I told you not to buy a car. You can't afford one yet.

You ought to try and pay back the bank as soon as you can, or you'll have to pay a lot of interest. Again, sorry I can't help. I'll see you at mum and dad's on Christmas Day. Don't tell them that you're in debt, or they'll worry. You know what they're like.

Best wishes,

Tony

7th December

Flat 3, Malory Towers
Kunn Road
Blyton
BY4 3EG

Dear Joe,
Thank you, thank you and thank you again! It's so beautiful! I shall wear it forever. I was supposed to get a birthday present from you after our quarrel. I was amazed to see the little box with 'Redent & Samson' on it. I was expecting carvings or something, but when I opened the box and saw it! I'll phone you soon, I promise.

All my love,

Cindy

a Reading for information

Look through Joe Carpenter's letters, and find this information.

- 1 the fax number of his bank
- 2 the subscriber price of a copy of News Reader
- 3 what he spent at Flash Tyres Ltd
- 4 how much he owes the credit card company
- 5 how much he owes the bank
- 6 the amount he owes the jeweller's
- 7 Cindy's postcode
- 8 his Passport card credit limit
- 9 his bank account number
- 10 the name of the bank manager

b Deductions

Ask and answer in pairs.

- What did Joe buy on 16 November?
- Was it old or new?
- Did he have any problems with it? What kind of problems, do you think?
- What do you think he bought from the jeweller's? Who was it for? Why did he buy it?
- Who is Tony? What has Tony refused to do?
- Do you think Joe will buy a subscription to the magazine?
- What do you think Joe is like? How old is he? What do you think he looks like? What does he do? What does he like doing in his free time? Do you know whether he likes music? How?
- Describe Cindy in the same way.
- Describe Tony. Do you know if he's married? Is he older or younger than Joe? Is he rich?

BUSINESS REPLY SERVICE
LICENCE No. NIV 1867

STATEMENT OF ACCOUNT

DOYLES BANK P.L.C.

3 HIGH STREET BRANCH, 3 HIGH STREET, FOUNTMOUTH FT1 1AD
Tel: Fountmouth (0298) 43344 Telefax: (0298) 43971

The Fountmouth Bank

Carpenter Esq
17 Stirling Road
Fountmouth
FT4 6JK

8 December

Dear Mr Carpenter,

Your account no. 090566811

I am afraid that I have had to refuse payment of a cheque which you wrote to Messrs. Rodent & Samson, Jewellers, for the sum of £149.99. Your account is already overdrawn by £315.84. When can we expect you to clear this overdraft? Could you please make an appointment to see me so that we can discuss your account.

Yours sincerely,

P Coombes
P Coombes (Mrs)
Branch Manager

PASSPORT
CREDIT CARDS

MR JOSEPH CARPENTER
157 STIRLING ROAD
FOUNTMOUTH
FT4 6JK

Your account number
1234 005760 4421

Please quote in all correspondence
C O

CREDIT LIMIT £1,500

Date
8 DEC

Date	Reference	Description	Amount
		PREVIOUS BALANCE	£30.91
16 NOV	256YTF	TERENCE FOX CAR SALES	£1,200.00
17 NOV	087HYJ	5-WAY PETROL BP	£12.15
18 NOV	WF54PU	NORTHRDP INSURANCE	£129.81
20 NOV	Q130DU	JK FILLING STATIONS	£17.14
23 NOV	E079GH	GREENOCK CAR REPAIRS	£154.87
26 NOV	UA678JH	FLASH TYRES LTD	£180.00
29 NOV	ER2C2E	ABC PETROL STATIONS	£19.43
01 DEC	H868EDX	AUTO HI-FI LTD	£347.99
		INTEREST AT 2.175% PER MONTH	£53.03
PAYMENTS RECEIVED SINCE LAST MONTH:			
NEW BALANCE:			£600.00
MINIMUM PAYMENT			£2,437.08
			£241.00

MINIMUM PAYMENT SHOULD REACH US BY 15 DECEMBER
PAYMENT IS DUE WITHIN 7 DAYS. YOU HAVE EXCEEDED YOUR CREDIT LIMIT.

c Vocabulary

Complete the spaces, using the words below.

pay it back	owes	spend	account
overdrawn	interest	borrow	lend
pay	credit	debt	

Joe is in _____. Joe _____ money to the _____ card company. His brother can't _____ him anything. His bank _____ is already _____, so Joe will need to _____ some more money from the bank. He will have to _____ 12% _____. He ought to _____ as soon as he can. He ought not to _____ any more money on his car.

d Joining sentences

Join these pairs of sentences with *and, or, but, so, so that, or because*

- 1 He was overdrawn. The bank refused to pay the cheque.
- 2 His brother wants to help him. He can't at the moment.
- 3 She opened the box. She saw the present.
- 4 He got into debt. He spent a lot of money on a car.
- 5 The manager wants to see him. They can discuss his account.
- 6 He ought to pay back the bank soon. He'll have to pay a lot of interest.

e Punctuation

Look at the Grammar summary for Unit 9.

This is a letter from Joe to the bank. Lay it out correctly and rewrite it with capitals and the correct punctuation.

157 stirring road fountmouth ft4 6jk 10 december mrs p coombes branch manager doyles bank plc 3 high street fountmouth ft1 1ad dear mrs coombes thank you for your letter i would like to see you about my account i bought a second-hand car and there were several things wrong with it i will telephone your secretary next week to make an appointment could you please pay the cheque to rodent & samson it is very important to me i will repay the money yours sincerely j carpenter

f Writing

- Lay out and write one of these letters.
- Joe to his Uncle Ted, asking for money
 - The jeweller's to Joe
 - Joe to Cindy, asking for the present back

Royal Court Hotel

a Making a reservation

Listen to the three conversations. What kind of accommodation do they want? Tick the correct boxes.

ROYAL COURT HOTEL			
	A	B	C
Type of room			
double			
twin			
single			
Facilities			
with bath (B) or shower (S)			
No. of nights			
Arrival date			

b Role play

Work in pairs and role play some telephone calls to the hotel.

- Use this information.
Twin room, bath, four nights from Sunday 21st.
Single, shower, tonight, pay by Visa credit card.
- Make up your own facts.

c Arrivals

Mr Collins Good evening.
Receptionist Good evening.
Can I help you?

Mr Collins The name's Collins. Michael Collins, NorthWest Packaging plc. I've got a reservation for tonight.

Receptionist Let me have a look ... No, I'm sorry, Mr Collins, I can't find your reservation. When did you make it?

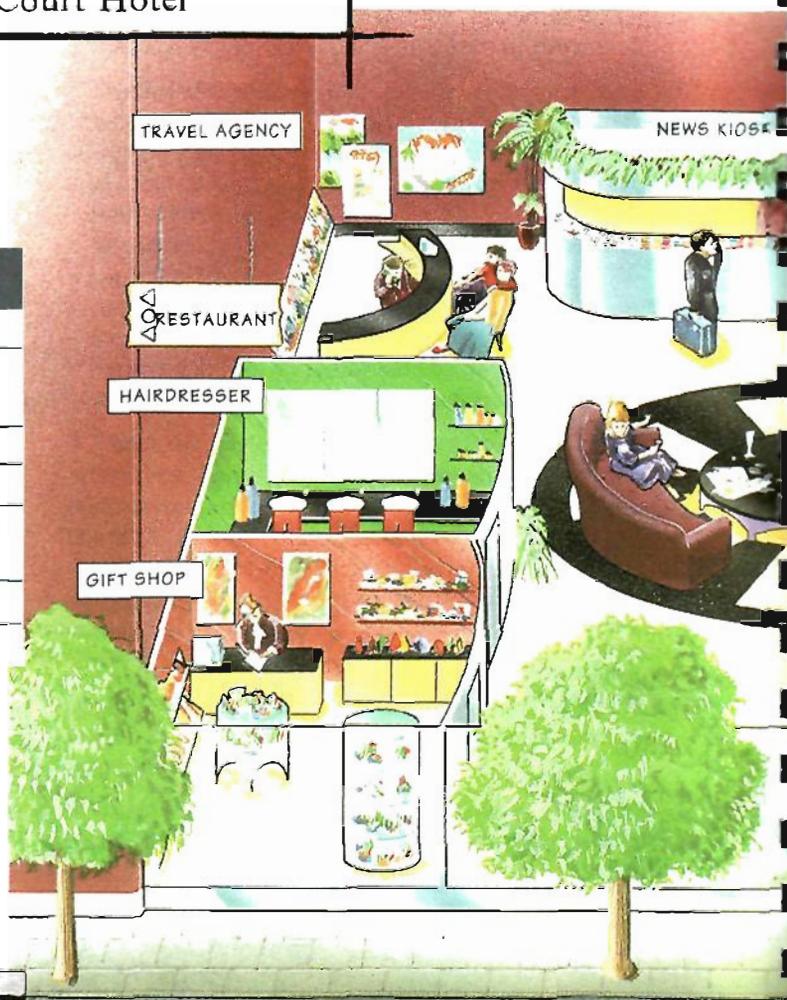
Mr Collins My secretary made it last week. I've got a letter of confirmation here.

Receptionist Let me see ... thank you. Oh dear. I am sorry about this, Mr Collins, but I'm afraid there's been a computer error. We're fully booked. Unfortunately, there are no rooms left. Would you like me to try another hotel for you?

Mr Collins No, I certainly wouldn't. I've got a reservation, and I'm staying here!

Receptionist I'm terribly sorry, Mr Collins. I do apologize, but honestly we haven't got a vacant room anywhere.

Underline all the apologies in the conversation.



d P Emphasis

I am sorry about this ...

I do apologize ...

Both of these sentences are *emphatic*. The voice emphasizes the underlined words.

We emphasize things in two ways.

- We don't use contractions:
I am sorry not I'm sorry
- We use the auxiliary verb (*do* or *did*) in affirmative sentences:
I do apologize not I apologize

Make these sentences emphatic.

- I'm surprised.
- They'll be pleased.
- I told him.
- I've asked her.
- I understand your problem.

e Problem

Imagine that you are the hotel receptionist and that your partner is the hotel manager. How are you going to solve the problem? Role play a conversation between the receptionist and the manager, then role play a conversation between the manager and Mr Collins.



g In the room

Porter There you go, sir, madam. Room 25. Now, this is the switch that controls the air-conditioning, and here's the remote control that operates the TV. There are eight satellite channels. Here's the list of telephone numbers. Five's the number you call for room service, and thirteen's the one you dial for laundry service. This is the cupboard where you'll find the laundry bags and some extra blankets. Fourteen's the number you call when you want me to take your bags down. Here are your keys. The small key is the one that opens the mini-bar, and the large key opens the main door. Is everything all right? Good, well, enjoy your stay. Oh, thank you very much, madam.

ROYAL COURT HOTEL

Phone list

☎	0	Outside line
☎	1	Reception
☎	2 (+ room no.)	Room to room
☎	5	Room service
☎	7	Restaurant reservations
☎	8	Housekeeper
☎	13	Laundry service
☎	14	Porter

Which is the number you call for the housekeeper?
Ask and answer in pairs.

h Matching

The porter's the one who takes your bags to your room.

Look at the chart and make sentences.

Porter	gets you outside lines
Receptionist	is in charge of the rooms
Housekeeper	makes the beds
Operator	checks you in
Waiter	brings room service to you
Room maid	takes your bags to your room

i The hotel lobby

Look at the plan of the hotel lobby.

That's the coffee shop. You can have a snack there.
That's the coffee shop where you can have a snack.

Where can you do these things?

- pay your bill / buy a magazine / find souvenirs / check in /
- get your hair done / book an air ticket / leave your bags /
- get a taxi

ROYAL COURT HOTEL

Guest Registration Card

Family name
 First name(s)
 Date of arrival
 Date of departure
 Passport no. (non-UK residents only)
 Car registration no. (if applicable)
 Method of payment
Visa / MasterCard / American Express / Diner's Club / Cheque / Cash

f Checking in

Fortunately, Mr and Mrs Stewart didn't have any problems.

Mr Stewart Hello, there. My name's Stewart. We've reserved a room for tonight.

Receptionist Ah, yes. Mr and Mrs Stewart. Twin room with bath. That's room 25. Welcome to the Royal Court.

Mr Stewart Thank you.

Receptionist Would you like to fill in the guest registration card? Then the porter will take your things up to your room.

Interview another student and complete the guest registration card above.

Check-back one

Which verb?

Choose the correct verbs for the spaces.

- I've no idea where they _____.
goes / going / gone / went
- Do you know what time it _____?
has / is / he / been
- I don't know whether it _____ arrive on time.
is / has / will / going
- How long has she been _____ stickers?
collects / collecting / collect / collected
- They've _____ living in Paris for two years.
been / - / done / be
- I've already _____ ten units of *Grapevine 3*.
studying / study / studies / studied
- You _____ to go and see a doctor.
ought / should / must / could
- She _____ not to smoke.
should / better / oughtn't / ought
- You _____ better not be late.
would / should / did / had

Connecting sentences

Complete the spaces with the most likely word from the box. Use each word once only.

and	but	so	or	because
-----	-----	----	----	---------

- She missed the bus _____ her watch was slow.
- I don't know whether I should ask him _____ her.
- I went to buy some milk _____ some sugar.
- Anna finished the exercise, _____ Jason didn't.
- I couldn't afford a car. _____ I bought a bike.

do, to do, or doing?

Complete the spaces with the correct form.

- I should _____ my homework.
do / doing / to do
- I'd rather not _____ to the party.
go / going / to go
- She's very good at _____.
swim / swimming / to swim
- You'd better _____ her birthday!
remember / remembering / to remember
- I've got a lot of work _____.
do / doing / to do
- There isn't anywhere _____.
go / going / to go
- I was very pleased _____ your news.
hear / hearing / to hear
- I went to the bank _____ some money.
get / getting / to get

- I'd prefer _____ a cup of tea, please.
have / having / to have

Indirect *wh-* questions

What is it?

Do you know what it is?

- Where does he come from?
- What does she do?
- What have they done?
- When will they leave?
- Why did she go?
- What were they doing?
- What would he like to do?
- What should I do?

Indirect questions with *if*

Is she married?

Do you know if she is married?

- Were they at school yesterday?
- Has she been to the bank?
- Do they live in England?
- Did they get on the plane?
- Did she know him?
- Will they be here tomorrow?
- Can he swim?
- Would she like some more tea?

Time words

Complete the spaces using the time words in the box. Use each word once only.

for	since	yet	ever	never	already
-----	-------	-----	------	-------	---------

- I've been living here _____ ten years.
- Do you know whether he's finished _____?
- She's collected dolls _____ she was a child.
- You should _____ forget your homework.
- Have you _____ been to London?
- No, thanks. I've _____ had some tea.

Pronunciation

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

- | | | | |
|---------|--------|--------|---------|
| 1 clear | rare | hair | wear |
| 2 chief | deaf | thief | receive |
| 3 truth | reduce | argue | bull |
| 4 swop | copy | honest | hope |
| 5 type | split | might | strike |
| 6 guy | toy | try | fly |

Answer key

This answer key may be photocopied for use with *Grapevine 3*, 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 went | 6 studied |
| 2 is | 7 ought |
| 3 will | 8 ought |
| 4 collecting | 9 had |
| 5 been | |

Connecting sentences

- 1 because
- 2 or
- 3 and
- 4 but
- 5 so

do, to do, or doing?

- | | |
|------------|-----------|
| 1 do | 6 to go |
| 2 go | 7 to hear |
| 3 swimming | 8 to get |
| 4 remember | 9 to have |
| 5 to do | |

Indirect *wh*- questions

- 1 Do you know where he comes from?
- 2 Do you know what she does?
- 3 Do you know what they have done?
- 4 Do you know when they will leave?
- 5 Do you know why she went?
- 6 Do you know what they were doing?
- 7 Do you know what he would like to do?
- 8 Do you know what I should do?

Indirect questions with *if*

- 1 Do you know if they were at school yesterday?
- 2 Do you know if she has been to the bank?
- 3 Do you know if they live in England?
- 4 Do you know if they got on the plane?
- 5 Do you know if she knew him?
- 6 Do you know if they will be here tomorrow?
- 7 Do you know if he can swim?
- 8 Do you know if she would like some more tea?

Time words

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

Pronunciation

- | | |
|---------|---------|
| 1 clear | 4 hope |
| 2 deaf | 5 split |
| 3 bull | 6 toy |

Talking about grammar

- 1 emphatic
- 2 present perfect continuous
- 3 strong advice or warning
- 4 an infinitive
- 5 purpose
- 6 a relative pronoun
- 7 an adverb
- 8 an inseparable two-word verb
- 9 a possessive pronoun
- 10 I remember doing something after I've done it.

Multi-word verbs

- | | |
|--------|------------|
| 1 out | 5 away |
| 2 back | 6 together |
| 3 up | 7 off |
| 4 over | 8 for |

Relatives

- 1 You can delete *that*.
- 2 You can't delete *where*.
- 3 You can delete *that*.
- 4 You can't delete *which*.
- 5 You can't delete *who*.
- 6 You can delete *that*.
- 7 You can't delete *who*.

Reflexive and emphatic pronouns

- | | |
|--------------|--------------|
| 1 ourselves | 5 myself |
| 2 herself | 6 yourselves |
| 3 himself | 7 yourself |
| 4 themselves | 8 themselves |

Adjectives

- | | |
|-----|-----|
| 1 D | 4 B |
| 2 F | 5 C |
| 3 A | 6 E |

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.

- Look! I made it myself!
The pronoun *myself* is:
 reflexive
 emphatic.
- The team has been playing for forty-five minutes.
This sentence is:
 present perfect
 present perfect continuous.
- You'd better hurry!
This is an example of:
 obligation
 strong advice or warning.
- He refused to help us.
to help is:
 a gerund
 an infinitive.
- She went to buy some petrol.
This is an example of:
 purpose
 habit.
- He's the one that told us.
that is:
 an indefinite pronoun
 a relative pronoun.
- Honestly, it's the best room in the hotel.
Honestly is:
 an adjective
 an adverb.
- She looks after her grandmother.
looks after is:
 a separable two-word verb
 an inseparable two-word verb.
- The blue one is mine.
mine is:
 a possessive adjective
 a possessive pronoun.
- Which is correct?
 I remember doing something after I've done it.
 I remember doing something before I do it.

Multi-word verbs

Complete the spaces in these sentences using the words in the box. Use each word once only.

away off up together out for over back

- 'Oh, no! We've run _____ of petrol.'
- 'Can I borrow £10? I'll pay you _____.'
- 'If you don't turn _____ by six, I'll go by myself.'
- 'I've got a gun. Hand _____ the money,' said the thief.
- He sent _____ for a catalogue.
- She put the pieces _____ to make the model car.
- 'Come in and take _____ your coat.'
- 'I'm looking _____ Ms Fox. Is she here?'

Relatives

In some of these sentences, you can delete the relative. In others, you can't. Underline the relatives that you can delete.

- She's the girl that I saw.
- This is the place where you can buy tickets.
- 999 is the number that you dial for an ambulance.
- That's the switch which controls the shower.
- He's the porter who took my bags upstairs.
- This is the letter that I wrote.
- She's the person who apologized to him.

Reflexive and emphatic pronouns

Complete the spaces with reflexive and emphatic pronouns.

- We all enjoyed _____ on holiday.
- She cut _____ when she opened the parcel.
- He looked at _____ in the mirror.
- They taught _____ to speak English.
- I fell down and hurt _____.
- Come in, both of you. Help _____ to the buffet.
- Let me help you, John. You can't do it by _____.
- They built the house _____. No one helped them.

Adjectives

Match the adjectives with the explanation.

Adjective	Explanation
1 honest	A says one thing, means another
2 selfish	B not afraid
3 two-faced	C happy and smiling
4 brave	D tells the truth
5 cheerful	E expects good things to happen
6 optimistic	F never thinks about other people

SCORE (out of 100) _____ %

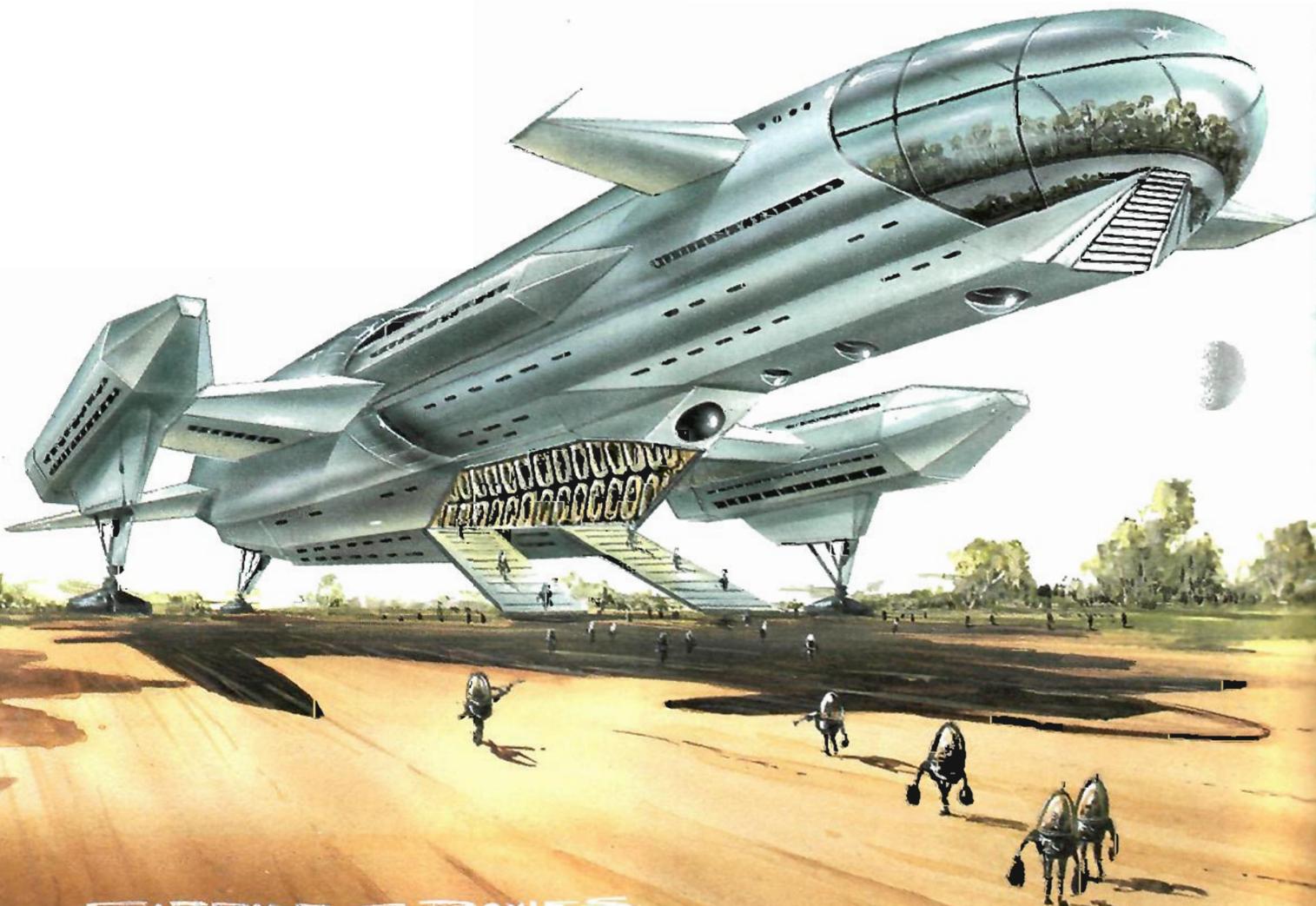
Boomerang

Star date: 3 June 2595**Log: Captain Theresa Uhuru
Space Colony XXIV**

So this is it. In half an hour they will have closed the door and switched on the refrigeration computers. In forty minutes or less I will be sleeping. A long sleep, a sleep without dreams. I will be sleeping for 3,400 years. When I awake, this starship will have travelled more than 1,250 light years, and it will be orbiting our new home, the fifth planet in the star system Gamma 23. I will never see my friends back on Earth again. Goodbye to all of you, and take care of yourselves.

Star date: unknown**Log: Captain Theresa Uhuru
Space Colony XXIV**

It's an hour since the robots woke me. I am the only person awake on this starship. The others will be waking soon. Everything looks normal. The robots have done a good job. I am sitting in the control room in front of the main computer. I feel strange, but I don't know why. Something is wrong. We are orbiting a planet. I can see the blue seas, the white clouds, and the brown and green land. It looks like ... but no, that's impossible. I must check the computer again. How long have we been travelling? I don't believe it ... the computer reads 12,542 years and ninety-seven days. What's gone wrong? I look at the planet again, and now I recognize the familiar shapes of the continents. By this time tomorrow we'll have landed. But who – or what – will we find?



CIRILIN & DAVIES

a Star date: 3 June 2595

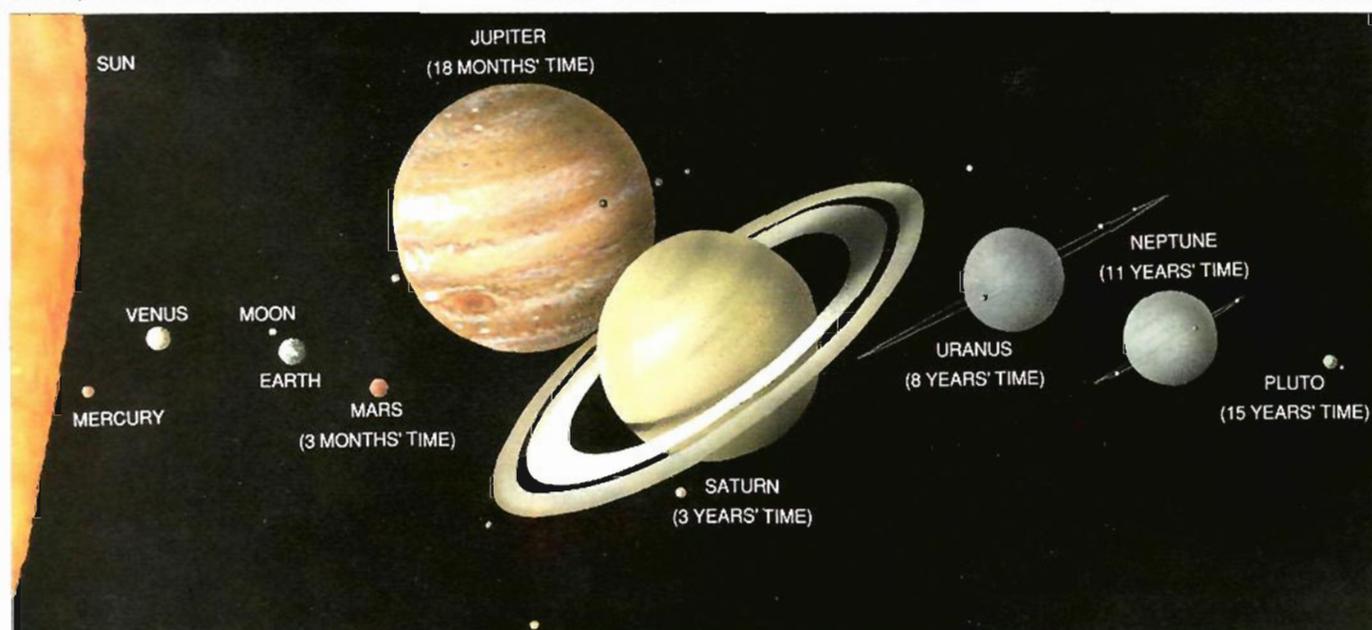
Read the first text only, then ask and answer.

- 1 Have they closed the doors yet?
- 2 Will they have closed them in ten minutes' time?
- 3 Will they have closed them in thirty minutes' time?
- 4 Is she sleeping now?
- 5 When will she be sleeping?
- 6 How long will she be sleeping for?
- 7 When she wakes, how far will the starship have travelled?
- 8 What will the starship be doing then?
- 9 Will she ever see her friends again?

b Star date: unknown

Read the second text, then ask and answer.

- 1 Who woke her?
- 2 How long ago did they wake her?
- 3 Are the others awake yet?
- 4 When will they be waking?
- 5 What is the starship doing?
- 6 Describe the planet.
- 7 How long has the starship been travelling?
- 8 Where do you think it has travelled to?
- 9 What will they have done by this time tomorrow?
- 10 What do you think they will find?



c Space probe – 1

Boomerang takes place in the distant future. However, we are already using unmanned spaceships to investigate our solar system. Scientists are planning to send a space probe to film the planets. It's leaving Earth now. Look at the diagram above.

In three months' time it will have reached Mars.

In one year's time it will be travelling between Mars and Jupiter.

In twelve years' time it will have passed Neptune.

It will have gone past Jupiter by the year _____.

It won't have reached Jupiter until _____.

How many more sentences can you make?

d Space probe – 2

In the past, space probes have contained objects and recorded music from Earth. Scientists hope that one day people from other planets will find our probes, and will learn about us from them.

Work in pairs or groups. Imagine that you are choosing things to put on a space probe. You can send:

- one video disc (two hours of film)
- one compact disc (seventy-five minutes of music)
- ten small objects (less than 20 cm x 20 cm in size).

What would you like to send? Why?

e  The English 1,000 Mile Cycle Race

Student A: Refer to the Interaction appendix, Section 4.

Student B: Refer to the Interaction appendix, Section 19.



a The Ghost Train

'Welcome to the Ghost Train. For your safety, comfort, and convenience at this time we ask you to keep your arms and legs inside the car and remain seated at all times. May we remind you that flash photography is strictly forbidden. For the health, comfort, and convenience of your fellow passengers, please do not eat, drink, or smoke during the ride. Please gather all personal belongings before leaving the ride. Please do not try to leave the car until it has come to a complete standstill. Welcome to the Ghost Train. For your safety, comfort, and convenience at this time ...'

Find phrases from the text which mean the following.

- 1 Don't put your arms or legs outside the car
- 2 Stay in your seat all the time
- 3 Please remember
- 4 Definitely not allowed
- 5 Collect everything that belongs to you
- 6 Stopped completely

b Rules of the ride

- 1 What things must you do during the ride?
What things mustn't you do during the ride?
What should you remember to do before leaving the ride?
- 2 Tell someone about the rules of the ride. e.g.
You aren't allowed to take flash photos.

c Locomotion Roller Coaster

Read about the Arnold family, and look at the warning signs in the picture. Make more sentences like these.

- 1 *They won't let Mrs Arnold on the ride because she's pregnant.*
- 2 *Mrs Arnold isn't allowed on the ride because she's pregnant.*



THE ARNOLD FAMILY

Mrs Arnold is expecting a baby.
Her father has a bad back.
Her mother has heart problems.
Her son is shorter than the sign.
Her daughter's eating an ice cream.
Her husband feels sick.

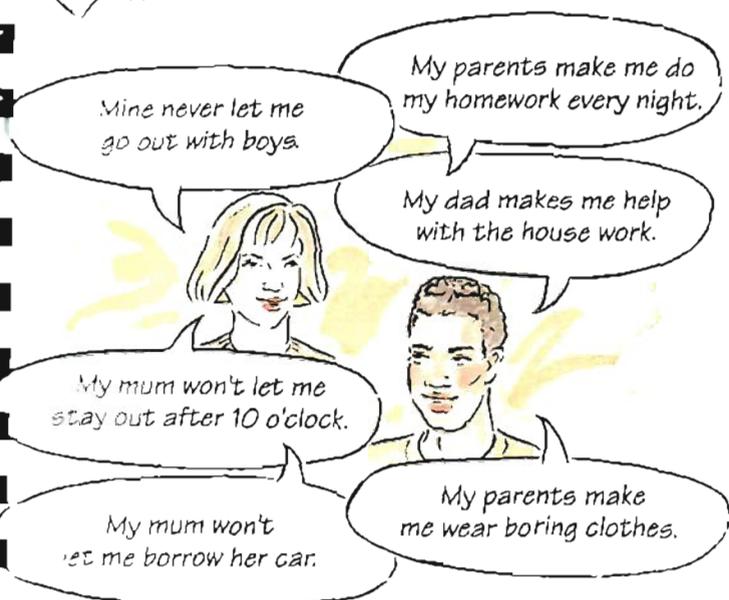
d Laws of the land

Look at the extracts from a tourist's guide to Britain.

Are you old enough?	
These are the ages when you are allowed to do things in the United Kingdom.	
12	See a 12 film on your own
13	Do a part-time job for money
15	See a 15 film on your own
16	Leave school / get a job • Buy cigarettes • Buy fireworks Ride a motorcycle under 50 c.c. • Join the army, navy, or airforce • Get married with permission from your parents
17	Drive a car
18	See an 18 film on your own • Vote in elections • Buy alcohol • Get married without permission from your parents
21	Become a Member of Parliament • Drive a truck

- 1 Compare these ages with the age rules in your country. Which ones are the same / different?
- 2 Tania is fifteen. Paul is eighteen. Ask and answer about them in pairs, e.g.
A *Is she old enough to vote?*
B *No, you're not allowed to vote until you're eighteen.*
or *No, she's too young to vote yet.*
- 3 Ask and answer about yourselves in the same way.
- 4 Do you agree with the age rules in Britain and in your country? Do you think they should be different? How? Make sentences, e.g.
I think you should be allowed to vote at sixteen.

e Rules of the home



- What things do / did your parents make you do?
 What don't / didn't they let you do?
 What do / did they let you do?

f Breaking the rules?

In Britain the speed limit on motorways is 70 m.p.h. (115 km/h). You're not supposed to drive faster than that, but a lot of people do.

Here's a list of things you're not supposed to do in Britain.

- drive at more than 30 m.p.h. (50 km/h) in towns
- copy records or CDs onto cassettes
- park your car on yellow lines
- copy video tapes
- let your dog foul the footpath
- ride a bicycle on the footpath
- pick wild flowers

- 1 Make sentences with *not supposed to*.
- 2 What about you? Make more sentences. Think about rules at home, at school, at work, e.g.
I'm not supposed to use a calculator when I'm doing my maths homework.
I'm supposed to help with housework.
- 3 Which rules do you break? How often?

g Writing

You are planning a club for teenagers. The club will meet on Friday evenings. Write a list of rules for the club.

h Give me time

So, what am I supposed to say?
 Leave me alone for just one day
 Don't make me listen to your advice
 I know you're trying to be so nice
 You know I'm crying to be on my own
 Please let me be the one to phone
 Don't make me argue
 Don't make me fight
 Just let me be
 alone tonight

Time, time, time ...
You've got to give me time
Time, time, time ...
Let me make up my mind

So, what am I supposed to do?
 I can't be happy when I'm with you
 Please let me make up my mind
 I know you're trying to be so kind
 You know I'm trying to be a friend
 If I've hurt you I'll make amends
 Don't make me hurry
 Don't make me race
 You have to know
 I need my space

Time, time, time ...
You've got to give me time
Time, time, time ...
Let me make up my mind

The Story of the Blues



a Who wears jeans?

Work in pairs. Look at the first line on the chart below. You have to decide whether more actors wear jeans than politicians. Someone has done the first line for you. They think that a lot of actors wear jeans, but that very few politicians wear jeans. They filled in more boxes on the actors' side. Discuss each line, then fill in the boxes.

Actors
Cowboys
Boys
Men
Young people
Poor people
City people
Americans
Factory workers
Children

Politicians
Pop stars
Girls
Women
Old people
Rich people
Country people
Non-Americans
Office workers
Parents

Compare your answers with other students' answers. Who's right, do you think?



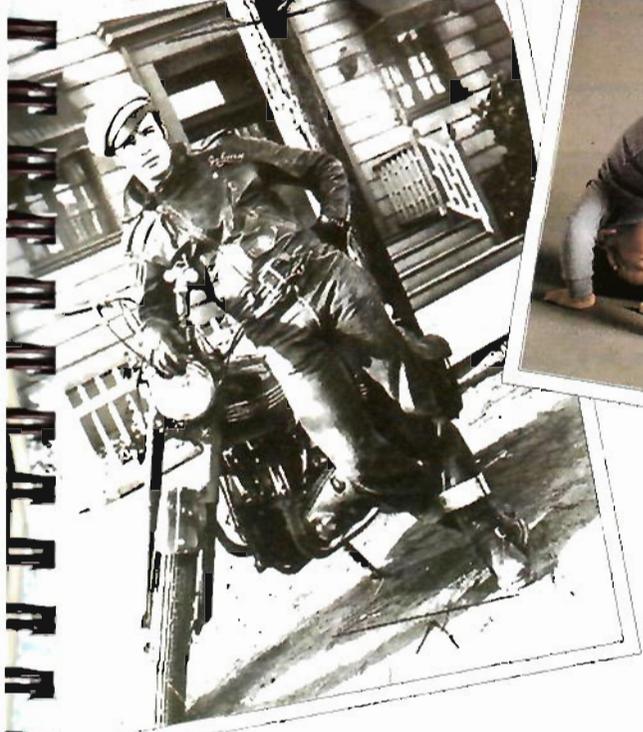
b The history of jeans

The first jeans were designed by Levi Strauss (1829–1902), who was a German immigrant to the United States. Strauss arrived in San Francisco in 1850, just after gold was discovered there. Strauss decided to make tough trousers to sell to the gold miners. The first pair was made of tent canvas, then strong cotton was imported from France. This cotton was called *serge de Nîmes* in French, and nowadays we call it 'denim' (*de Nîmes*). The denim was dyed blue with indigo. In 1873 copper rivets were added to the jeans. Strauss wanted to make the pockets stronger because the miners used to fill them with pieces of rock! The company still makes Levis today.

The first Lee Rider jeans were made in 1924, and the first Wranglers in 1947. Until the 1930s jeans were rarely seen east of the Mississippi river. Hollywood westerns made jeans popular. Cowboys wore them in the films, and film stars wore them outside the studios.

At one time jeans were seen as a sign of rebellion against authority. They were worn by stars like James Dean and Marlon Brando, then by the student revolutionaries of the 1960s. Alex Madsen, a fashion writer, said, 'Jeans were not only clothes; they were clothes-language, instant and eloquent symbols of brotherhood.' Jeans represented freedom.

Nowadays jeans are classless. They are worn by everyone, young and old, but not all styles of jeans are fashionable. What makes jeans fashionable? One year it's an expensive designer label, the next year it's 'original Levi 501s', then it's jeans with rips and tears. One thing is certain: jeans are here to stay.



f P Stressed syllables

Look at these examples. They show which syllables are stressed (●).

de-nim de-cide in-di-go ex-pen-sive

Put these words into the correct boxes below.

imported / canvas / designer / rivet / company / against /
Francisco / studio / discuss

● .	
. ●	
● . .	
. ● .	

c Levis

Ask and answer.

- 1 Where was Levi Strauss born?
- 2 When was he born?
- 3 Was gold discovered in California before or after 1850?
- 4 What was the first pair of jeans made of?
- 5 What material are jeans made of nowadays?
- 6 What was this material called in French?
- 7 How were the jeans dyed blue?
- 8 What were the rivets made of?
- 9 When were they added? Why?

d True or false?

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

- The first Wranglers were made in 1924.
- Jeans weren't seen very often in the eastern USA before 1930.
- James Dean was a student revolutionary in the 1960s.
- Alex Madsen was a film star.
- All jeans are fashionable.

e What about you?

Ask and answer.

- Do you ever wear jeans?
- Can you remember your first pair of jeans?
- How often do you wear jeans?
- When do you wear them?
- How many pairs have you got?
- What make are your favourite jeans?
- Do you know where they were made?
- Are any of your jeans: faded ripped flared
- light baggy drainpipes dirty clean
- more than two years old?

g Quiz

Student A: Refer to the Interaction appendix, Section 9.
Student B: Refer to the Interaction appendix, Section 21.

h Fashion questionnaire

Interview another student and note their answers.

- 1 How interested are you in clothes?
 very interested quite interested
 not at all interested
- 2 Can you wear what you want, or do you have to wear a particular style of clothes (e.g. for work, for school)?
- 3 What kind of clothes do you feel most comfortable in? Describe them.
- 4 What kind of clothes do you look best in? Describe them.
- 5 Do you think women are more interested in clothes than men? Why? / Why not?
- 6 Would you be surprised to see these people in jeans?
 your doctor your teacher a president
 your grandmother
- 7 Would you wear jeans to these places?
 a shopping trip a job interview
 a party with friends the cinema
 a sports match a dance / disco
 to meet the Queen the beach
- 8 Do young people everywhere in the world wear jeans?





Are you being served?

a Ladies' shoes

Assistant Are you being served, madam?

Woman No, I'm not. May I try on these shoes? And those, perhaps ... Ah, yes, and those.



- 1 Make these sentences passive. (They all mean the same and are used in shops in the passive.)
 - a Is anyone serving you?
 - b Is anybody attending to you?
 - c Is anybody looking after you?
- 2 Role play a situation in a shoe shop. Use the dialogue above, then ask about size, colour, style, and price.

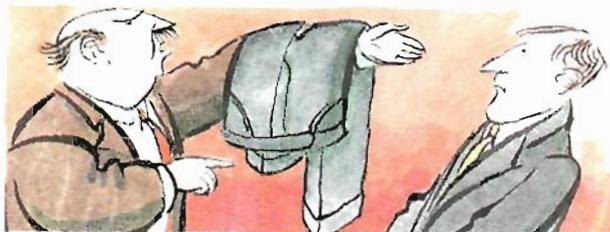
c Gentlemen's fashions

Man I want to return these trousers. They don't fit.

Assistant I'm sorry, sir. They've been worn. We can't take them back.

Man But they haven't been made properly. One leg's much longer than the other.

Assistant Oh, yes. I see. Let me call the manager ...



- 1 Make these sentences passive.
 - a You've worn those shoes.
 - b They didn't make these shoes correctly. One is bigger.
 - c You've used that umbrella.
- 2 Role play a conversation about a jacket. You can use this information:
 - one sleeve / too long
 - three buttons / four buttonholes
 - sleeve / ripped

b The hi-fi department

Man Have you got another one of these radios?

Assistant No, sorry. I'm afraid that's the last one.

Man But it's been damaged. Look, the aerial's been bent.

Assistant Well, I can let you have a 20% discount ...



- 1 Complain about these faults using the passive.
 - a Someone's scratched the paint.
 - b Someone's broken the controls.
 - c Someone's dented the side.
- 2 Role play a conversation about something else in the shop. Find a lot of faults and try to get a bigger discount.

d The demonstration

Demonstrator ... and this new electronic diary is only the size of a credit card. Two hundred names and addresses can be stored in the memory, and five appointments per day can also be stored. It costs only £19.99.



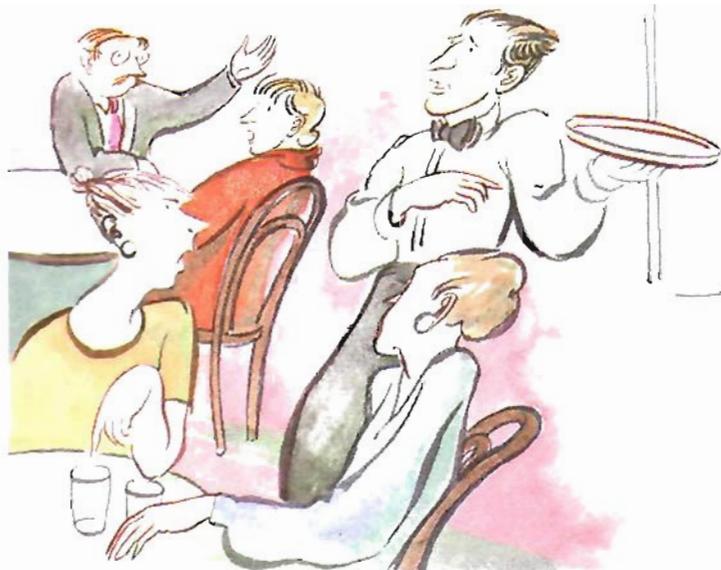
- 1 Look at some other features of the electronic diary and make passive sentences.
 - a You can keep it with your credit cards.
 - b You can store 300 telephone numbers.
 - c You can ring an alarm for each appointment.
 - d You can store 200 postcodes.
- 2 Role play. You have just bought one. Show it to a friend.

e The restaurant

Woman Excuse me, I've been waiting for half an hour. Isn't my salad ready yet?

Waiter I am sorry, madam. It's being prepared at the moment. It'll be ready soon.

Woman Well, could you bring me another glass of mineral water while I'm waiting?



Menu	
<i>Starters and snacks</i>	
Salads (egg, cheese, chicken)	£3.75
Soup of the day	£1.25
<i>Meals</i>	
Steak, potatoes, 2 vegetables	£6.95
Pizza	£3.95
Fish, peas, and chips	£5.50
Chips (side order)	£1.00
<i>Desserts</i>	
Fruit salad	£2.85
Chocolate cake	£1.70
<i>Beverages</i>	
Tea, coffee	£0.95
Mineral water (still or sparkling)	£0.95

- Make these sentences passive.
 - Someone's cooking your steak now.
 - Someone's cooking your chips at the moment.
 - Someone's preparing your fruit salad now.
 - Someone's doing your pizza at the moment.
- Group role play. Look at the menu. One member of the group is the waiter, the others are the customers. The customers ask about their orders, and the waiter apologizes.

f The furniture department

Woman And when will it be delivered?

Assistant When would you like it?

Woman Sometime next week. It can't be delivered in the mornings, I'm afraid. I won't be there.

Assistant So it must be delivered in the afternoon. How about Thursday?



- Make these sentences passive.
 - We will deliver it on Monday.
 - We won't deliver them until after six o'clock.
 - You can't deliver it in the evening.
 - You must deliver it before lunch.
- Role play a conversation. Try to make it very difficult for the shop!

g Going up

You're going to hear people speaking when the lift doors open. Which departments are they in? Underline them on the store guide.



The news



a

 Before you listen


b



c



d



e



f

- Match these words to the pictures on the left.
breeze calm storm
strong wind gale hurricane
- What sort of damage is done by storms to houses / trees / cars and roads / electric power lines / boats and planes / gardens?
- Have you ever been in a hurricane or a very bad storm? Describe what happened.



Listening 1

Listen to the first radio news report. Choose the correct words to complete the sentences.

to / with / unless / by / of / throughout / without

- Hurricane-force winds are causing chaos _____ the region.
- Thousands of homes are _____ electricity.
- The A37 is blocked _____ trees near the junction _____ the B3130.
- The Severn Bridge was closed _____ high-sided vehicles earlier this morning because _____ strong winds.
- Stay where you are _____ your journey is absolutely necessary.



Listening 2

Listen to the second radio news report. You can't hear everything. Try to complete the spaces in the transcript.

'I've never seen anything like this in my life. The river _____ its banks about an hour ago, and the whole of the town centre is flooded. There's a house opposite and the roof has been blown off completely. A few minutes ago a huge oak tree was _____ down and it nearly hit our car. The storm has _____ chaos throughout the town. Traffic cannot get into or out of Thornton; every road has been _____ by falling trees. Everyone has been _____ to stay indoors.'



Listening 3

Listen to the third radio news report. Are these sentences true { ✓ } or false { ✗ }?

- At Chidlington sea walls have been destroyed.
- At the airport three airmen have been blown over by the winds.
- Wind speeds of nearly 100 m.p.h. have been measured.
- Five people were taken to hospital.
- Their car hit a fallen tree.
- Two of them are being operated on at the moment.



Addicted to sugar

Mum of four Anne Sharp is addicted to sugar – eating a one kilo bag every day for the last ten years. But amazingly she weighs only 64 kilograms and wears a size 14 dress. Anne, who has lost all her teeth, has surprised doctors at two London hospitals.

Crying for water

A special microphone for farmers is being developed by scientists at Wellington, Warwickshire, so that the tiny 'cries' plants make when they need water can be heard.

Rare bear scare

Animal experts rushed to Kingston, Louisiana, when they heard reports of a rare black bear which was stuck in a tree. They tried for eight hours to persuade the bear to come down from the 20-metre pine. Then a vet was called in to fire a tranquillizer gun at it. A net was put under the tree to catch the animal. But the bear stayed in the tree, so they decided to cut the tree down. When the pine fell, they rushed to help the bear – and discovered that it wasn't a bear at all. It was a black plastic dustbin bag.

Travelling cat

Monty the cat travelled 179,900 miles, visiting twelve countries in 29 days. Monty escaped from his cage in the cargo hold of a Pan-Am Boeing 747 flying from Los Angeles to Frankfurt on 3 December. He could not be found by ground crew at Frankfurt. He stayed there until he was found at Heathrow Airport on 1 January, after 60 take-offs and landings.

Friendly mosquitoes?

Ten thousand mosquitoes per week are being released by New Orleans scientists! But don't worry, you won't be bitten by one of them. They are a special kind that eat the larvae of other mosquitoes.

CHOCOLATE MILK

Cows in Pennsylvania are being given four kilos of chocolate each per day! The chocolate comes from bars which have been damaged at the local Hershey factory. The chocolate is cheaper than cattle food, the cows love it, and they produce better milk!

e Headlines

Newspapers often miss out words in headlines.

CAR HIT BY TREE

A car was hit by a falling tree during yesterday's hurricane.

Write the beginning of the story for each of the six headlines below. They are from the next day's newspapers.

**MUM, DAD, AND THREE
KIDS INJURED IN STORMS**

Storm chaos!!!

BRIDGE CLOSED FOR 12 HOURS

Homes flooded

Planes blown over in storm

Sea walls battered

1 Here are some newspaper stories. Which ones do you think are true? (The answers are in the Interaction appendix, Section 23.)

2 Underline all the examples of passives in the stories.

g Pair work

Student A: Write questions for three of the stories.
Student B: Write questions for the other three stories.
Then ask each other the questions.

h Writing

1 Here are some notes for another newspaper story. Write out the story in full, then think of a headline. It's a true story!

Gainsville, Texas - flooded - storm
Flood water got deeper

Cages at local zoo opened by zoo keepers -
to let animals escape.

Gerry the elephant - carried away by flood
Gerry - three tonnes. Water - six metres deep

Came to a tree - held onto tree with her trunk
Later water went down. Gerry found six metres

above ground in branches of tree

Tree cut down - by police and zoo keepers

Gerry - into water. Not hurt

2 Write your own 'strange' newspaper story.

Once upon a time



Once upon a time, many years ago, a young man arrived in the small country of Fortunia looking for work. He was a baker from the neighbouring country, Harmonia, and his name was Lucas. In those days Harmonia was famous for its wonderful bread and its fruit trees. Lucas opened a shop, married a Fortunian woman, and had three children. His shop sold the best bread in the whole country, and Lucas was happy.

Ten years passed. Every summer Lucas went to see his relatives in Harmonia. He often took them clocks from Fortunia. Fortunia was well known for its wooden clocks, and they were sold all over the world. When he returned to Fortunia, he used to bring Harmonian fruit to give to his friends.

But there was a problem in Fortunia. The clocks were so good that they never went wrong. People kept the clocks for twenty or thirty years, so no one needed to buy new clocks. The clock-makers were still making a lot of clocks, but very few were being sold. Some people wanted to try new designs, but Fortunian clock-makers were very traditional. 'Our clocks are the best in the world,' they said. 'Why should we change them?'

One day an old clock-maker called Carl came into Lucas's shop. He was carrying a box.

'Lucas,' he said, 'have you ever seen one of these?'

Carl opened the box and took out a wooden clock.

'It's very nice, Carl,' said Lucas with a smile. 'Did you make it?'

'No, I didn't,' said Carl. 'Look.'

He put the clock on the counter, and moved the hands to one o'clock. Suddenly a little door opened and a small wooden bird came out. 'Cuckoo,' it said, then it went back in and the door closed. He moved the hands to two o'clock, and this time the bird said 'cuckoo' twice.

'It says "cuckoo" twelve times at twelve o'clock,' said Carl.

'Where's it from?' asked Lucas.

'It was made in Harmonia. I bought it there. The shops are full of them. You Harmonians are clever people,' replied Carl.

'I think I'll get one,' said Lucas.

'You know, I'd love to make clocks like this,' said Carl.

'Well, why don't you?' asked Lucas.

'I can't,' said Carl. 'The king won't let us.' Carl looked at the ground. 'He says that Fortunian clocks must be traditional.' Carl picked up the clock. 'Look, it's a good clock, but it runs a little slow. I can make a better clock, but... I'm not allowed to. You know the king!'

Lucas smiled. Nobody liked King Boromar XIV. He once cut off someone's head because they brought him cold coffee.

Carl bought some bread and left. That night Lucas wrote to his brother in Harmonia and asked him to send one of the new

clocks. When it arrived, Lucas put it in the shop window. The local children loved the clock. They used to stand outside to wait for the bird. Every hour it came out of its little door and said 'cuckoo'.

Life began to change in Fortunia. The new Harmonian clocks were being sold all over the world. No one wanted Fortunian clocks any more. The factories began to close. Fortunians were getting poorer. Harmonia used to be a poor country. It had good bread, and good fruit, but very little else. The young people used to emigrate to other countries to look for work. There were thousands of Harmonians in Fortunia. But now Harmonia itself was getting rich, and new factories were being built everywhere. Fortunia was a land of mountains and forests, but there were few farms. The people lived in towns and produced clocks. They used to sell their clocks and import food cheaply from Harmonia. Harmonian food used to be cheap.

But not any more. Harmonia was getting richer, and the farmers wanted more money, too. They could sell more food at home now, and people could pay more for it. Harmonian food was getting expensive. It was a problem for Lucas. The price of food was getting higher as his customers were getting poorer. He was a kind man and tried to sell things cheaply. When his old customers lost their jobs, Lucas gave them bread. 'You can pay me when you've got some money,' he used to say. 'Don't worry about it.'

One day Carl came into the shop. Carl was poor now.

'Have you heard the news, Lucas?' he asked. 'King Boromar's coming here next week. Everyone's very excited.'

'Why?' said Lucas. 'No one likes him.'

Carl didn't smile at all. 'He is our king. You don't understand, Lucas. You're a foreigner, but he's Fortunian like us.'

Lucas laughed. 'You've always hated him, Carl. We both know that.'

Carl's face went red. 'I've never said that!' he shouted. 'He's the King of Fortunia. When there are problems, a country is like a family. We ought to work together.'

'Carl,' said Lucas quietly, 'the King didn't let you make the new clocks. That's why the problems began.'

'The clocks,' snarled Carl, 'the new Harmonian clocks. Of course, you're a Harmonian. Another clever, rich Harmonian!' Carl walked towards the door.

'Carl,' called Lucas, 'you've forgotten your bread.'

'I don't want your Harmonian bread,' said Carl. 'Anyway, I can't afford it.'

'You don't have to pay,' said Lucas. 'We've been friends for years.'

'Keep your bread!' snarled Carl. 'I'll be eating Fortunian bread or nothing from now on!'

King Boromar XIV came on the following Friday. Lucas went to the town square to see him. A huge crowd was waiting. Lucas heard the horses first, then the trumpets. Boromar rode into the square with about fifty soldiers. He was riding a white horse. The soldiers were watching the crowd carefully. Everyone was cheering. Boromar raised his hand and there was absolute silence.

'My people,' said Boromar, and the crowd cheered again. 'Thank you for coming here today. Our clock-makers are standing in the streets with no work. Our children are cold and hungry ...'

'You don't look cold and hungry,' shouted a man.

Three soldiers ran forward, and pulled him into a doorway. Lucas saw the flash of sunlight on a sword. Then the man was lying on the ground. He wasn't moving. Lucas looked at Boromar again.

'That was a Harmonian!' he was shouting. 'They came here. They ate our food. Then what did they do? They ran back to Harmonia with our wonderful ideas for new clocks. They stole our clocks! They stole our jobs!'

The crowd was screaming now. Lucas could see the faces of old friends, some of his wife's family. They were all shouting the same thing. 'Down with Harmonia! Death to Harmonians!' When Lucas got home, his wife was crying.

'Don't worry, Anna,' he said. 'By next week they will have forgotten all about this. They're good people. They won't harm us.'

Anna looked up at him. 'I'm afraid for the children,' she said. 'Maybe we ought to go to Harmonia.'

'No,' said Lucas. 'Fortunia's my country now. I've spent most of my life here. This is our home.'

The next day there were signs painted on the walls all over the town. HARMONIANS GO HOME! and FORTUNIA – LOVE IT OR LEAVE IT. Lucas went to the market to buy some fruit.

'Is that a Harmonian accent?' said the fruit seller. 'Because I'm not serving Harmonians any more.'

Lucas walked back towards his shop. He saw Carl on the street corner, talking to some youths. He was pointing at Lucas's shop.

'Hello, Carl,' said Lucas.

'That's him!' said Carl to the youths, and turned and walked away.

Suddenly the youths began shouting, 'Dirty Harmonian! Dirty Harmonian!'

The youths stayed outside his shop for an hour.

The same thing happened the next day, and the next. The youths came every day and stood outside the shop and shouted. Lucas couldn't sleep at night. He lay in bed, thinking about the youths. The local people were not cruel or unkind, and they

soon forgot about the King's visit. But the youths were still coming to his shop and shouting, 'Dirty Harmonian!' Lucas wanted to forget the bad times, but he couldn't while the youths were there. Then he thought of a plan!

The next morning he was waiting outside his shop when the youths arrived.

'From today,' he shouted, 'I'll be giving five silver coins to everyone that shouts "Dirty Harmonian" at me.'

The youths looked at each other in amazement, but Lucas was already giving out the coins.

They shouted 'Dirty Harmonian' for an hour, then left and went home.

The next day Lucas was standing there smiling when the youths arrived.

'Good morning,' he said.

They all began shouting 'Dirty Harmonian' again.

'That was very good,' he said, 'but I'm not a rich man. I can't afford five coins every day. I can only give you three coins each today.'

The youths were happy. Three coins isn't as good as five coins, but it's certainly better than nothing. They shouted for an hour while Lucas watched them with a smile.

The next morning Lucas went out and gave the youths one coin each.

'Hey!' one of them said. 'Why have you only given us one coin?' 'I've told you before,' said Lucas. 'I'm not a rich man. From today I can only give you one coin each.'

'That's not fair,' said a youth. 'Two days ago we got five coins, and yesterday we got three coins!'

'I can't give you more than that,' said Lucas. 'I'm sorry.'

'Well,' said the youth, 'we're not going to stand here and shout "Dirty Harmonian" for just one little coin!'

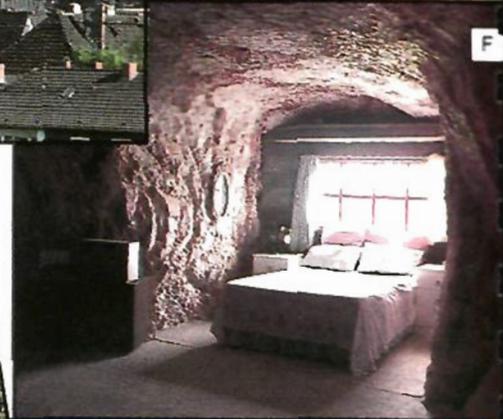
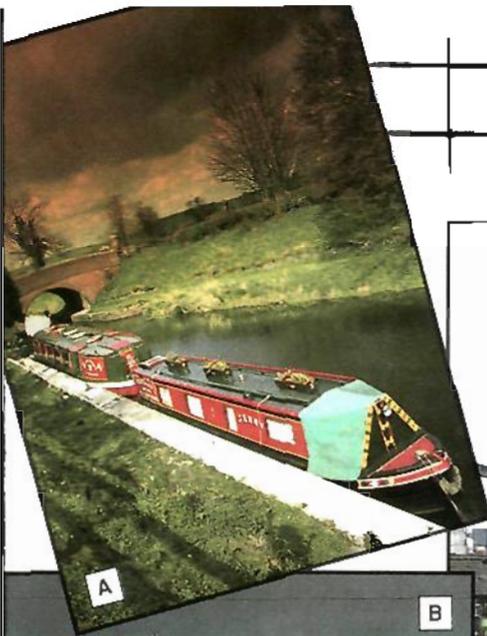
'Fine,' said Lucas. 'Don't.'

And they didn't. Never again.

Everyone heard the story. They came to the shop and asked Lucas to tell it again. Some of the younger clock-makers were working secretly on a new kind of clock – one that could be worn on the hand. Then one day the news came: King Boromar was dead. He fell off his horse, hit his head on a traditional clock, and was killed. His son, Boromar XV, was a much nicer man. Soon the new hand-clocks (or 'wrist-watches') were being sold everywhere. Fortunia became rich again and Harmonia was rich too, so everyone lived happily ever after.



There's no place like home



a Pictures of homes

1 Discuss these questions.

- Where would you prefer to live? Why?
- Which is more important, the inside of a house or the outside?
- What is the difference between a house and a home?

2 Describe the photographs. You can use the words below.

- | | |
|----------------------|---|
| modern | houseboat |
| old-fashioned | high-rise |
| attractive | block of flats |
| ugly | terraced |
| boring | semi-detached |
| interesting | detached |
| unusual | made of (brick / stone / concrete / wood) |
| lonely | |
| underground building | |

3 Write a short description of a house that you know. Read your description to another student.

b What is home?

1 Match the two halves of the definitions.

- A one-storey house is called a
- University students often live in a
- A bird lives in a
- A horse lives in a
- A millionaire might live in a
- A king or queen lives in a
- Two houses which are joined together are
- Three or more houses which are joined together are
- A house which is not joined to other houses is
- A home which is only part of the building is a
- A small wooden building in a garden is a
- A holiday house near the sea is sometimes called a
- Someone who has nowhere to live is

- shed
- mansion
- palace
- homeless
- hall of residence
- stable
- terraced
- flat
- villa
- bungalow
- semi-detached
- nest
- detached

2 Ask and answer.

- Why do people move house?
- How many times have you moved house?
- Do you still live in your home town?



c Deductions

- 1 Look at the houses. Who lives in them? Try to describe the people in each house. Ask yourself questions and imagine the answers. Make notes. Use this checklist.

How many people live there?
 How old are they?
 How much time do they spend at home?
 How well off are they?
 How long have they been living there?
 How do they get on with their neighbours?

- 2 Now compare your ideas with other students' ideas. Did you have the same pictures in your minds? Were any things different? In what way?

d Number 11

- 1 The owners of number 11 have made a lot of changes to the house. When they bought it, it was like number 13, but now it has been modernized throughout. Look at the list below and make sentences, e.g.

put on a new roof
They had a new roof put on.

build a garage	put windows in the roof
replace the windows	install a burglar alarm
put up a satellite dish	

- 2 What do you think the owners of number 15 should get done to their house? e.g.

I think they should have the roof repaired.

e Number 17

The people at number 17 are very keen on do-it-yourself. Role play a conversation between a woman from number 17 and a visitor who's asking about their house, e.g.

paint the house? / we

A *Did you have the house painted?*

B *Oh no. We painted it ourselves.*

make the curtains? / I replace the door? / I

make the swing? / John

f What about you?

Look at the list below. Which things do you do yourself, and which things do you have done? e.g.

I wash my clothes myself.

I have / get my clothes dry-cleaned.

cut hair / wash hair
 clean teeth / fill teeth
 iron clothes / mend clothes
 develop film / put film in my camera

g Sayings

What do you think the sayings below mean?

Are there any sayings in your language about house and home (including song lyrics)?

Home is the girl's prison and the woman's workhouse
Make yourself at home Home is where the heart is
It tastes just like home-made Charity begins at home

a Numbers

- Write these words as numbers, e.g.
five point three = 5.3
 - forty-two point nine three
 - four and three quarters
 - five million
 - nine and a quarter
- Match the signs with the correct words.

+	divided by
-	equals
×	times / multiplied by
÷	minus / take away
=	plus / added to
- Say these numbers and sums in words.

a 1.575	e $4 - 2 = 2$
b $5\frac{1}{2}$	f $7 \times 3 = 21$
c 1,250,000	g $10 \div 2 = 5$
d $3 + 4 = 7$	
- Write out these decimals as fractions in words, e.g.
decimal = 0.2 / fraction = a fifth

a 0.3333	c 0.1	e 0.75
b 0.6666	d 0.125	f 0.5

c Problems

- If it takes three men two days to build a wall, how long will it take one man to build the wall?
- If it takes six hours to travel to Scotland at 60 km/h, how long will it take at 90 km/h?
- On a map, 5 cm equals 10 km. If Sudbury is 22.5 cm from Twyneham on the map, what is the real distance in kilometres?
- If a two-litre can of oil costs £3.79, and a five-litre can costs £9.55, which is the cheapest per litre?

Now write a similar problem. Ask another student to answer it.

b Estimates

An estimate is an intelligent guess.

- You want to buy four pens. They cost £1.99 each. The total cost is about £8.00. (The accurate answer is £7.96, but we don't always need accurate answers.) Give approximate answers to these sums.

a $6.98 + 4.01$	c $55.72 \div 6.99$	e $119 \div 10.15$
b $2,878 + 119$	d 41×5	f $5,309.8 - 311.25$
- Do you know how tall you are? Work in pairs, and guess the heights of other people in your class. Use this table.

I	reckon	he	's	about	1 m 65 cm.
	guess	she	is	around	
				approximately	

Write down your estimates, then ask people what their heights are. How accurate were your estimates?
- Now estimate these things in pairs.
the height of the classroom / the length of the walls / the number of pages in this book / the amount of money you've got with you

d Statistics

'If you have one foot in boiling water (100°C) and one foot in freezing water (0°C), then statistically you are comfortable.'

Look at these numbers, choose one, and draw a circle round it.

1 2 3 4

Now guess how many people have chosen each number. Ask around the class.

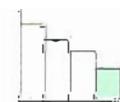
How many people circled 1? 2? 3? 4?

How many people are there in your class? Calculate what percentage of people circled each number. This is how to do it.

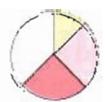
If there are thirty-two people, and eight of them circled 2, this is the calculation:

$$\frac{8}{32} \times 100 = \frac{800}{32} = 25\%$$

So 25% of the class chose 2.



Bar graph



Pie chart

Draw a bar graph or a pie chart to illustrate the results. Now refer to the Interaction appendix, Section 25.

e Probability

- Look at the Grammar summary for Unit 17 on the language of probability.



Coins

The chance of tossing a head is one in two.

- 1 Toss a coin ten times. How many heads did you toss?
- 2 Now add together all the results from your class, and divide the result by the total number of tosses. (The answer probably won't be 50% unless you toss the coins a very large number of times – perhaps more than 10,000!)

Dice

There are six sides on a dice.

What are the chances of throwing an odd number? (1, 3, 5)

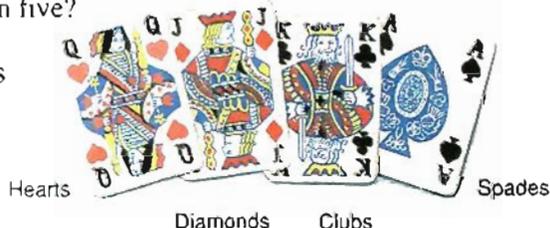
The chances are one in two.



Dice

- 1 What are the chances of throwing a six?
- 2 What are the chances of throwing an even number? (2, 4, 6)
- 3 What are the chances of throwing a six or a one?
- 4 What are the chances of throwing a number less than five?

Cards



Hearts

Diamonds

Clubs

Spades

What is the probability of taking an ace from a pack of cards?

There are four aces. There are fifty-two cards.

So the probability is $\frac{4}{52} = \frac{1}{13}$

($\frac{1}{13}$ is one in thirteen or thirteen to one against.)

What is the probability of taking:

- 1 any heart?
- 2 the jack of clubs?
- 3 an eight?
- 4 a picture card (jack, queen, or king)?

The chance against four players in a card game each getting a set of thirteen cards of the same suit (i.e. hearts, diamonds, clubs, or spades) is:
1 in 2,235,197,406,895,366,368,301,599,999
... but it has happened!

f Sets

- 1 Here is a set of units of measurement.

hour kilogram gram
year minute centimetre kilometre
second millimetre litre

Put another ring around the units that measure time.

- 2 Look at 1 above. There is a *set* ('measurements') and a *sub-set* ('measurements of time'). Make a set about 'food'. Which words are in the sub-set 'vegetables'? Can you find any other sub-sets?

g The art of probably

Do you think there is a chance that there will be an earthquake in one minute?

If the answer is *yes*.

then you've got no business sitting around looking at this book.

If the answer is *no*.

then you've got your own theory of chance.

What's that?

It's the thing that keeps you from taking a raincoat on a sunny day.

It keeps you from worrying that your mum has joined a rock group and has gone off on a world tour

instead of getting supper.

You use it all the time in ways you don't even think about.

Mathematicians have their own ideas about what might or might not happen.

They call them *mathematical theories of probability*.

But you can just call it the art of making good guesses.

(From *The I Hate Mathematics Book* by Marilyn Burns, by kind permission of Cambridge University Press)

Are you good at making guesses? Guess what other students are going to do tonight.

One world

a Reading

Does new technology always mean that things get better? Is progress inevitable and irreversible? Most people might answer 'yes'. For example, they believe that world nuclear disarmament is impossible, because we cannot lose the knowledge of how to make nuclear weapons.

There is a little-known historical example which contradicts this belief. Guns were known in Japan from 1274, when they were introduced by Mongolians. The first modern guns were introduced by Portuguese traders in 1543. At that time there was civil war in Japan, and these guns were soon being used throughout the country. The technology was improved by the Japanese, and they made the first guns that could be fired in wet weather. In a battle in 1575, three thousand guns were used. But there was a problem. The skilful samurai knights, who controlled the country, spent years learning to use swords in battle. With the new technology, a peasant with a gun could kill a samurai from 100 metres away. In 1607 the Shogun, Tokugawa Ieyasu, put strict controls on the manufacture and use of guns. By the eighteenth century, guns were a curiosity. Progress between 1607 and the 1850s was in agriculture, mathematics, and hydrological engineering, while military technology was deliberately 'frozen'.

- 1 This story shows that it is wrong impossible possible to freeze military technology.
- 2 How are these words used in the text? Draw a chart and put them into three columns, one for nouns, one for verbs, and one for adjectives.

progress / inevitable / irreversible / believe / impossible / nuclear / historical / example / belief / introduced / improved / skilful / controlled / strict / controls / curiosity / manufacture / fired

b Survey

know	believe	think	suppose reckon (informal) guess (informal)
← hope →			

Student A: Ask these questions.

Student B: Answer, using words from the chart.

- 1 Do you think that there will ever be total nuclear disarmament?
- 2 Do you believe that there will be another world war?
- 3 Do you think that individual nations will become larger or smaller?
- 4 Do you think the world will be a better or a worse place in 100 years' time?
- 5 Do you think there will ever be just one language in the world?
- 6 Do you think there will ever be just one currency in the world?
- 7 Do you think the climate will have changed in 100 years' time?
- 8 Do you think that everyone in the world will have enough to eat?
- 9 Do you think that the world's population will still be increasing in 100 years' time?
- 10 Do you believe that there are intelligent beings on other planets?

c Definitions

Look at these definitions.

Complete the spaces in these sentences.

- 1 It's important to have _____ in yourself.
- 2 I think there's a lot of _____ against smokers.
- 3 What's your _____ of your boss?
- 4 Our _____ is that the peace conference will be successful.

opin•ion /ə'pɪnjən/ *n* [C,U] what someone thinks about something; their ideas rather than facts: *What's your opinion of that TV programme? In my opinion / In the opinion of most people, she's an excellent president.*

preju•dice /'preɪdʒɪs/ *n* [C,U] unfair opinion, often dislike, that is formed without knowledge, and without thinking logically: *racial prejudice / prejudice against women.*

be•lief /bɪ'li:f/ *n* [C] 1 feeling that something exists or is true: *belief in God.* 2 feeling that someone is honest: *belief in each other.*

hope /həʊp/ *n* [C,U] feeling that what you want to happen, will happen: *hopes for peace; a hope that our team will win.*



d  **Opinion, belief, or prejudice?**

Listen to five people who were asked the questions in **b**. Complete the chart.

Speaker	Male or female?	Which question were they answering?	Do you agree with them?	Do you think it is opinion (O), belief (B), hope (H), or prejudice (P)?
A				
B				
C				
D				
E				

e **It depends ...**

- A *What are you going to do tomorrow?*
- B *It depends. If it's wet, I'll stay at home. If it's dry, I'll go for a walk.*
- or *It depends on the weather.*

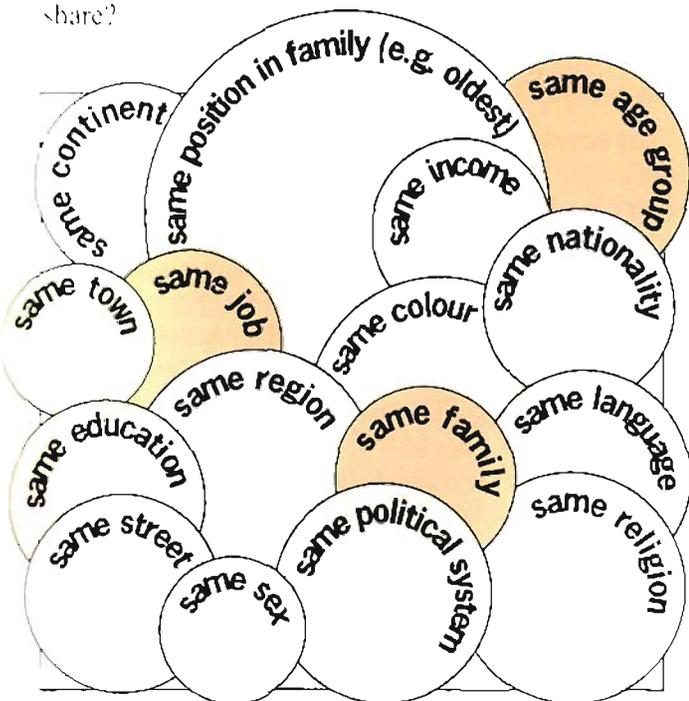
Ask and answer.

- 1 What'll you do when you finish this course?
- 2 What'll you be doing in ten years' time?
- 3 Where will you be living in ten years' time?
- 4 Do you think the world will get warmer?

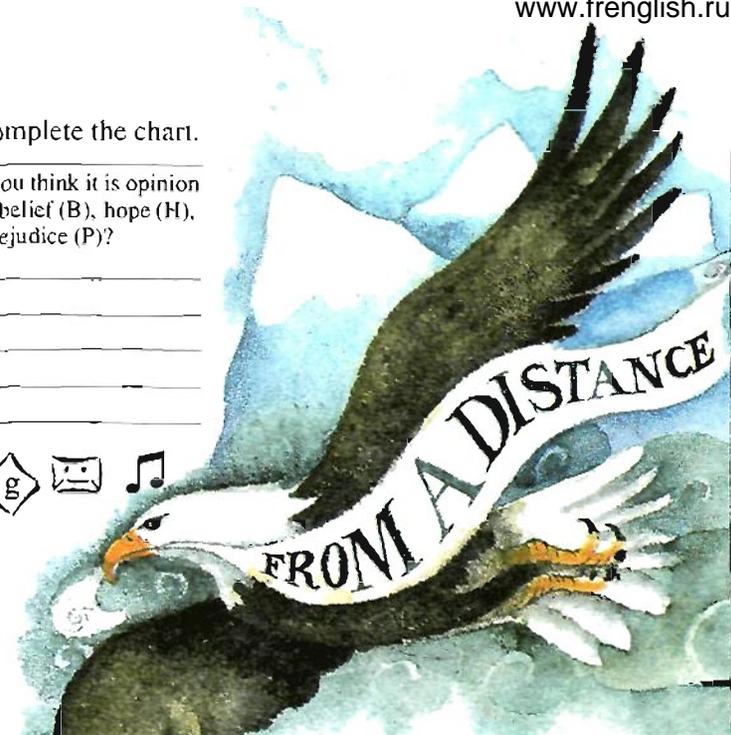
f **Groups**

We all belong to many different groups, and at different times you may feel more a member of one particular group than another. For example, two women may feel, 'Everything about our lives is different, but we are both women'.

- 1 Look at the groups below. Which ones do you feel a part of? Which groups do you feel most strongly about?
- 2 What sort of opinions do you think you share with other members of the same group? What sort of prejudices and beliefs might members of these groups share?



g  



From a distance the world looks blue and green
 And the snow-capped mountains white
 From a distance the ocean meets the stream
 And the eagle takes to flight

From a distance there is harmony
 And it echoes through the land
 It's the voice of hope, it's the voice of peace
 It's the voice of everyone

From a distance we all have enough
 And no one is in need
 There are no guns, no bombs, no disease
 No hungry mouths to feed

From a distance we are instruments
 Marching in a common band
 Playing songs of hope, playing songs of peace
 They're the songs of everyone

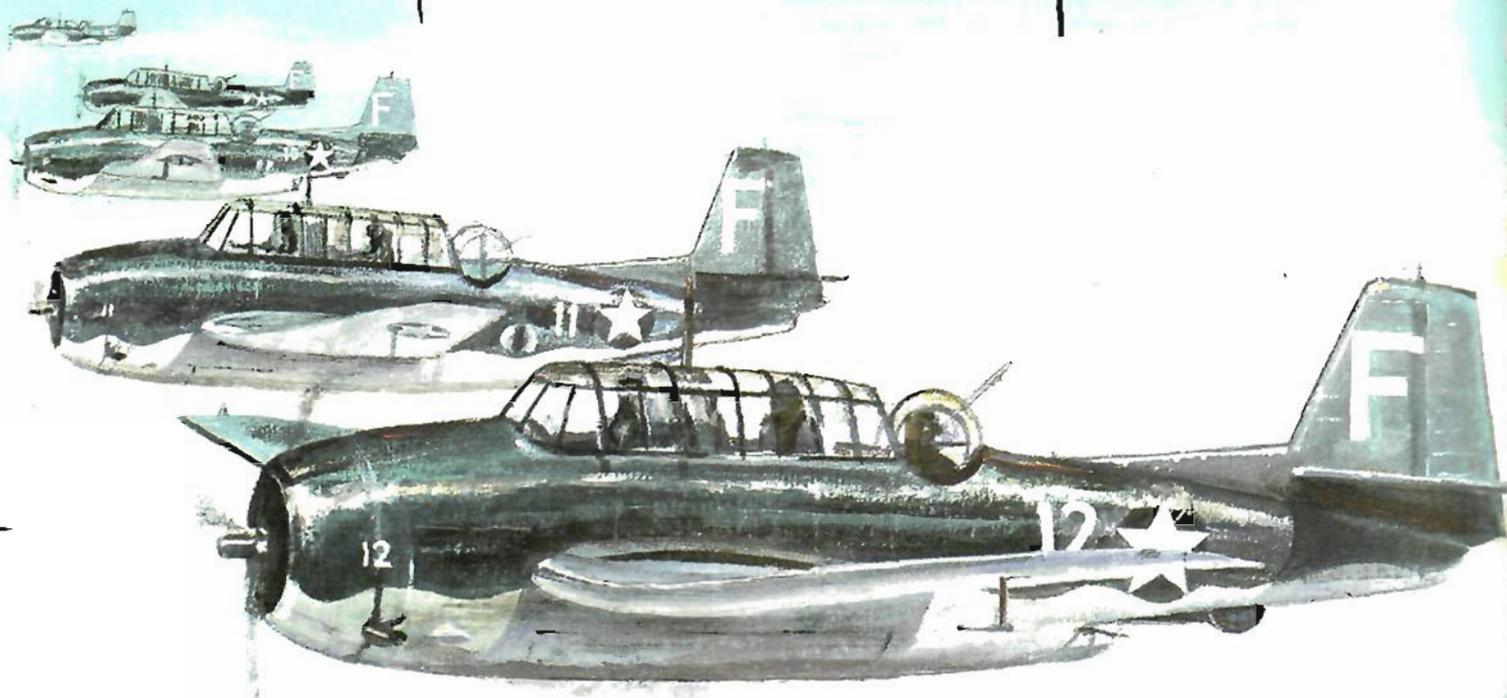
God is watching us, God is watching us
 God is watching us ... from a distance

From a distance you look like my friend
 Even though we are at war
 From a distance I can't comprehend
 What all this war is for

From a distance there is harmony
 And it echoes through the land
 It's the hope of hopes, it's the love of loves
 It's the heart of everyone
 It's the hope of hopes, it's the love of loves
 It's the song of everyone

'All cosmonauts feel like members of one family but my space experience inspired me to see the people who live on our planet also as one family.'
 (Valentina Tereshkova, the first woman in space)

Whatever happened to Flight 19?



a Take-off

At 2 p.m. on 5 December 1945, five Grumman Avenger torpedo bombers took off from the Naval Air Station at Fort Lauderdale in Florida. Four of the planes carried three men, the fifth carried two men. One man had refused to fly that day. Flight 19 was a normal training flight and each plane had the latest radio and navigational equipment. Their plan was to fly 160 miles east, make a practice attack on an old boat, then to fly forty miles north, then south-west back to their base. Pilots who had flown earlier that day had reported perfect flying weather.

At about 3.15 p.m., after the planes had attacked the boat, the control tower received an unusual message from the planes. The best-known story about the Bermuda Triangle was just beginning.

b Sequences of events

Look at this sentence. What happened first?

*After the planes **had attacked** the boat, the control tower **received** a message.*

First, the planes attacked the boat. Then, later, the control tower received a message.

When we want to make the sequence of events clear, we use the past perfect (*had* + past participle) for the earlier event, and the past simple for the later event.

Make sentences with the past perfect in one part and the past simple in the other part.

- One man refused to fly / before / the planes took off.
- Other pilots flew earlier in the day / before / Flight 19 took off.

c The radio messages

There is no recording of the actual messages from the planes, but transcripts appear in several books. We have recorded them with actors. These were the messages.

3.15 p.m.

Flight Leader Calling Tower. This is an emergency. We seem to be off course. We cannot see land ... Repeat ... We cannot see land.

Tower What is your position?

Flight Leader We are not sure of our position. We cannot be sure just where we are ... We seem to be lost.

Tower Assume bearing due west.

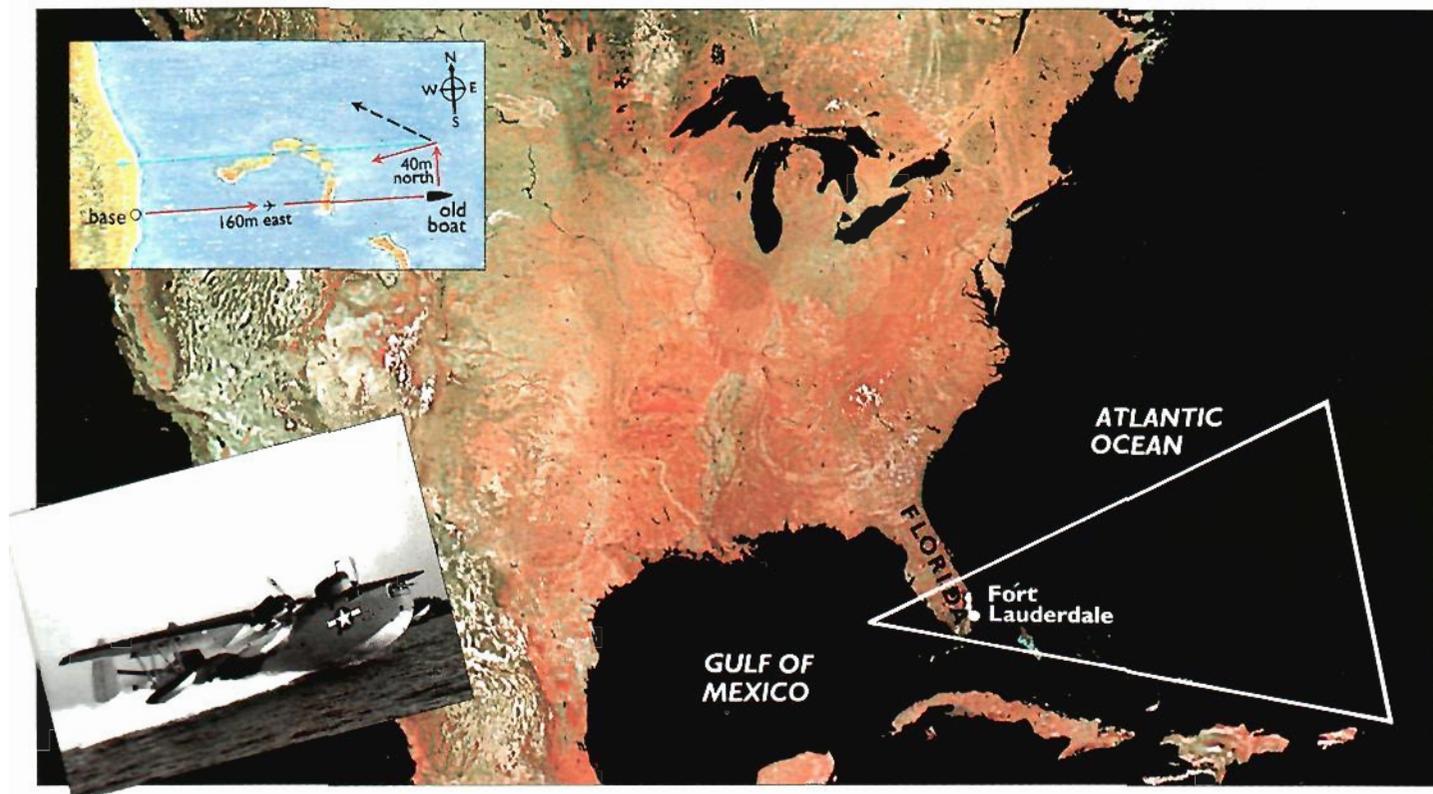
Flight Leader We don't know which way is west.

Everything is wrong ... strange. We can't be sure of any direction. Even the ocean doesn't look as it should ...

They heard more conversations between the planes, but the pilots were not able to hear the tower. At 4 p.m. they heard the Flight Leader, Lieutenant Taylor, hand over command to another pilot. There were reports that the compasses in all of the planes were 'going crazy'. The pilots believed they had flown over Florida and were over the Gulf of Mexico. At 4.25 p.m. the control tower heard the last message.

Pilot Not certain where we are ... about 225 miles north-east of base. Looks like we are (*Some listeners in the tower say the message continued*) entering white water. We are completely lost.

Look at the map of the planned flight at the top of the next page. Which colour line is: 1 on course? 2 off course? 3 a bearing due west?



d The mystery deepens ...

A Martin Mariner flying boat with a crew of thirteen had taken off to begin the search for Flight 19. A short time after it had taken off, it disappeared. Six planes were now missing. The next day an enormous search was started. Hundreds of planes and boats searched the area, but nothing was found.

Here are some of the questions which were asked after the search.

- Why hadn't any wreckage been found?
- Why hadn't the Martin simply landed on the water? It was a flying boat.
- Why hadn't the Martin sent a message?
- Why had one man refused to fly on Flight 19?
- Why hadn't Flight 19 navigated by the sun?

Can you think of answers to the questions?
This chart may help you with the verb forms.

Past	It took off.	It didn't return.
Past perfect	It had taken off.	It hadn't returned.
Past passive	It was lost.	It wasn't found.
Past perfect passive	It had been lost.	It hadn't been found.

e P Pronunciation

You can pronounce *had* with a weak form or a strong form. The past perfect of the verb *to have* is *had had*. We usually pronounce the first *had* weakly /həd/, and the second *had* strongly /hæd/. Try these sentences.

- 1 The planes had had enough fuel for 1,000 miles.

- 2 Pilots had often had problems with the Martin Mariner.
- 3 The pilots had had very little practice in the area.
- 4 The Mariner had had a crew of thirteen.
- 5 Four of the Avengers had had a crew of three men.

Compare the weak sound of *for* /fə/ in *for two weeks*, and the strong sound of *for* /fɔ:(r)/ in *What's that for?* or *I've got four books*. Then try this sentence!

- 6 She had had the car for four years when she sold it.

f The story continues

Many ships and planes have disappeared over the Bermuda Triangle. Some people believe that the disappearances are because of strange forces in the area. Some writers have mentioned UFOs, a fourth dimension, the lost continent of Atlantis, and toxic chemicals produced by seaweed! Other writers say that the area has a lot of air and sea traffic, and that the number of disappearances is statistically average for the amount of traffic. So what really happened?

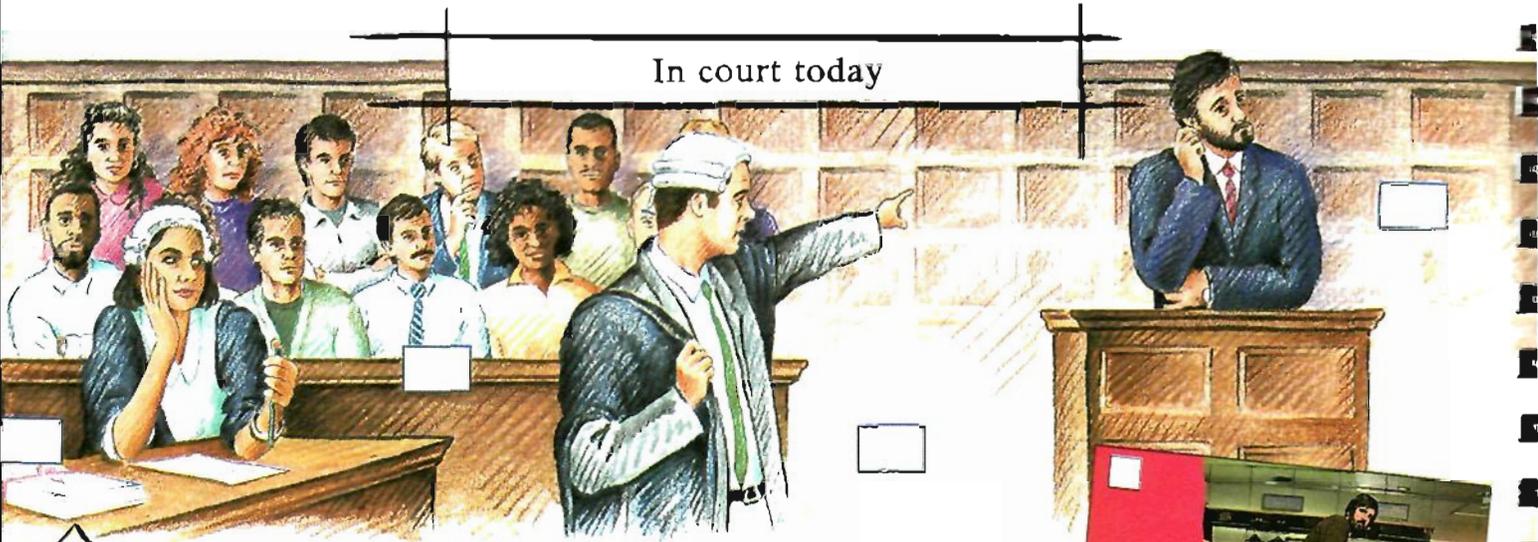
Work in groups of three. Report your information to the group.

Student A: Refer to the Interaction appendix, Section 2.
Student B: Refer to the Interaction appendix, Section 13.
Student C: Refer to the Interaction appendix, Section 26.

g Writing

Say what you think really happened. Use the text in the unit, and the texts in the Interaction appendix to help you.

In court today



a The courtroom

Read the text and put the numbers in the correct places on the picture above.

This is a court. The **accused** (1) is Mr Edwards, who is being accused of stealing trousers from a shop. The woman in the witness box is Mrs Biggs, the store detective who caught him. She's a **witness** (2) for the prosecution. The **prosecution lawyer** (3), Mr Jeffries, is questioning her. The **judge** (4) and the **jury** (5) are listening. So is the **defence lawyer** (6), Ms Blackstone. The man in front of the judge is the **clerk of the court** (7).

b  Witness for the prosecution

Listen to the store detective's story, and number the photographs on the right from 1 to 6.

c  Cross-examination by the defence

Defence Were you in the men's clothes department when Mr Edwards arrived?
Mrs Biggs No, I wasn't. I'd been having lunch in the canteen. He was already there when I returned from lunch.

Defence And what time was that?

Mrs Biggs It was just after one thirty.

Defence Are you certain?

Mrs Biggs Absolutely. I'd looked at the clock before I left the canteen.

Defence And when you first saw him, he was wearing the trousers with the label. Is that right?

Mrs Biggs Yes.

Defence So you hadn't seen him actually taking the trousers from the rail?

Mrs Biggs Well, not exactly, no.

Defence And had he been into a changing room?

Mrs Biggs I don't know.

Defence Ah! You don't know. Now, you mentioned a shopping bag. Why did you think that was important?

Mrs Biggs I thought he'd put his own trousers into the bag.

Defence And had he?

Mrs Biggs Er ... no. I looked in the bag when I stopped him.

Defence Did you find another pair of trousers anywhere in the store?

Mrs Biggs No, but I think he'd ...

Defence This is a court of law, Mrs Biggs. We aren't interested in what you *think*. Was there another pair of trousers?

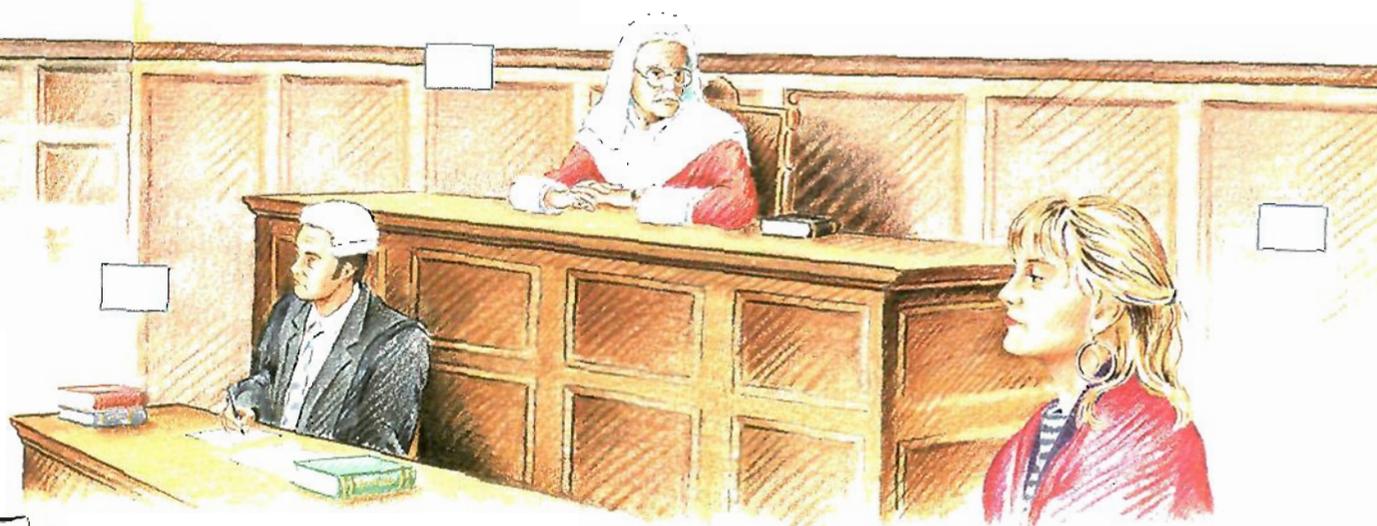
Mrs Biggs Maybe he'd already thrown them away. He had been in the toilets for a long time.

Defence What do you mean, 'a long time'?

Mrs Biggs He was in the toilets from 1.39 until 1.52.

Judge Silence! Silence in court!





d Mr Edwards's story

Listen to Mr Edwards's story, and number the photographs on the right from 1 to 4.

Now answer these questions.

- 1 When had he bought the trousers?
- 2 Why was he wearing them on 7 July?
- 3 How long had he been there when he saw Mrs Biggs?
- 4 What had he been doing?
- 5 Did he know that she was the store detective?
- 6 Why did he want to get away from her?
- 7 When did she grab his arm?
- 8 Where had she been waiting?
- 9 Do you believe him?



e Cross-examination by the prosecution

Role play the cross-examination by the prosecution in pairs. You are checking the facts and trying to make some points clear. Mr Edwards's answers are in brackets.

- Where did he buy the trousers? (Harper's.)
 Had he bought them before his visit to the shop on 7 July? (Yes, the day before.)
 Did he keep the receipt? (No, threw it away.)
 Doesn't he usually remove the labels from new clothes? (Yes, and had removed two. Hadn't seen that one.)
 When did he go to the shop? (1.15 p.m.)
 What had he been doing during the morning? (Working.)
 Had he been wearing the trousers at work? (Yes.)
 Does he work alone? (No, in a busy office.)
 Had anyone in the office mentioned the label? (No.)
- Are there any other questions that you would like to ask? Ask them.

f Defence summary

This is the defence's summary of the case. Complete the spaces in the text on the right.

'Mr Edwards had ___ the trousers the day before, and had forgotten to remove one of the ___. He ___ gone back to Harper's because he wanted to find a ___ to go with the trousers. He had ___ looking at the jackets when he saw Mrs Biggs. He did not realize that she was the store ___ and was frightened by her strange behaviour. Mrs Biggs ___ him all the way to the Gents ___. The toilets were later searched, and nothing was ___. Mr Edwards had ___ wearing the trousers during the morning, but no one ___ told him about the label. Perhaps it was ___ the back pocket. Ladies and gentlemen of the jury, he is an innocent man.'

g Prosecution summary

Now write the prosecution's summary of the case.

h Discussion

Is Mr Edwards guilty or not guilty? The jury has to discuss the case and decide. Role play the jury and discuss the case.

Check-back two

Which verb?

Choose the correct verbs for the spaces.

- He'll have _____ work in two hours' time.
finishing / finish / finishes / finished
- I'll _____ watching TV at eight o'clock this evening.
been / be / am / being
- Are you _____ to stand up during the ride?
let / allow / make / allowed
- Her parents _____ her borrow their car.
allowed / making / let / supposed
- The telephone was _____ by Alexander Bell.
inventing / invent / invented / to invent
- The papers are _____ photocopied at the moment.
been / going to / will be / being
- Where can I get my eyes _____?
tested / testing / to test / test
- If it _____ five minutes to go one kilometre, how long will it take to go two kilometres?
taken / is taking / would take / takes
- After they _____ seen the film, they had a coffee.
have / will have / would have / had
- He had _____ standing there for a long time.
be / being / been / got

Passives

Someone can do it. *It can be done.*

Make these sentences passive.

- Someone painted it.
- Somebody is doing it now.
- Someone makes the cars in Germany.
- Someone has built them.
- Somebody will do it.
- Someone must finish them.
- Somebody might do it next week.
- Someone has bought it.
- Someone has found it.
- Someone is bringing them later.

Past participles

done is the past participle of *do*.

What are the past participles of these verbs?

- | | |
|------------|---------|
| 1 catch | 6 build |
| 2 fall | 7 throw |
| 3 blow | 8 take |
| 4 tell | 9 go |
| 5 get into | 10 see |

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.

- It will have arrived by seven o'clock.
This sentence is:
 future simple
 future perfect.
- Photography is forbidden in the museum.
forbidden is used for:
 prohibition
 obligation.
- She wore faded jeans.
In this example, *faded* is:
 a past participle
 an adjective.
- Shakespeare wrote *Romeo and Juliet*.
This sentence is:
 passive
 active.
- It might happen.
This sentence is:
 probable
 improbable.
- If the answer is right, you'll get two points.
This sentence is:
 conditional
 future.
- After I had had lunch, I went for a walk.
had had is:
 a mistake
 the past perfect tense.
- I'd been waiting for an hour when she arrived.
The first verb in this sentence is:
 past continuous
 past perfect continuous.

Revision of quantity

Complete the spaces using the words in the box. Use each word once only.

much	many	few	little	enough	several
------	------	-----	--------	--------	---------

- How _____ money do you want to borrow?
- How _____ flats are there in the block?
- You aren't tall _____ to go on the roller coaster.
- There were _____ people standing in line.
- Can I have just a _____ milk in my tea?
- She put a _____ more peas on his plate.

	Answer key	
--	-------------------	--

This answer key may be photocopied for use with *Grapevine 3*, Check-back two.

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Please do not write on this answer key.

Which verb?

- | | |
|------------|----------|
| 1 finished | 6 being |
| 2 be | 7 tested |
| 3 allowed | 8 takes |
| 4 let | 9 had |
| 5 invented | 10 been |

Passives

- 1 It was painted.
- 2 It is being done now.
- 3 The cars are made in Germany.
- 4 They have been built.
- 5 It will be done.
- 6 They must be finished.
- 7 It might be done next week.
- 8 It has been bought.
- 9 It has been found.
- 10 They are being brought later.

Past participles

- | | |
|------------|----------|
| 1 caught | 6 built |
| 2 fallen | 7 thrown |
| 3 blown | 8 taken |
| 4 told | 9 gone |
| 5 got into | 10 seen |

Talking about grammar

- 1 future perfect
- 2 prohibition
- 3 an adjective
- 4 active
- 5 improbable
- 6 conditional
- 7 the past perfect tense
- 8 past perfect continuous

Revision of quantity

- | | |
|----------|-----------|
| 1 much | 4 several |
| 2 many | 5 little |
| 3 enough | 6 few |

Multi-word verbs

- | | |
|----------|---------|
| 1 woke | 4 cut |
| 2 blown | 5 put |
| 3 fallen | 6 blown |

The past perfect

- 1 I had forgotten his address.
- 2 The plane had taken off at 7.15.
- 3 He had thrown the dice six times.
- 4 She hadn't remembered my birthday.
- 5 Had you done it?
- 6 They hadn't bought anything.
- 7 Had they called the police?

Simple or continuous?

- | | |
|---------------|---------------|
| 1 like | 6 is seeing |
| 2 has | 7 been flying |
| 3 was having | 8 had |
| 4 'm thinking | 9 understood |
| 5 think | |

Probability

- | | |
|-----|-----|
| 1 C | 4 D |
| 2 E | 5 B |
| 3 A | |

Vocabulary

- | | |
|--------------|-----------|
| 1 against | 4 in |
| 2 throughout | 5 by |
| 3 on | 6 between |

Stress

- | | |
|-----|-----|
| 1 b | 6 b |
| 2 c | 7 c |
| 3 d | 8 b |
| 4 a | 9 d |
| 5 a | |

Expressions

- F
D
B
A
C
E

Multi-word verbs

Complete the spaces in this report using the verbs in the box. Be careful to use the correct tense.

fall wake blow (x2) put cut

The storm had begun before I went to bed, but it had become worse during the night. I (1) _____ up at about three o'clock in the morning when I heard a terrible noise outside the window. I opened the curtains. An oak tree had been (2) _____ down by the wind, and it had (3) _____ onto the roof. It was a very old tree that I had wanted to (4) _____ down anyway. It had broken the satellite dish that I had (5) _____ up the day before. The house opposite was much worse. The roof had been (6) _____ off completely.

The past perfect

Did you tell her? *Had you told her?*

Put these past simple sentences into the past perfect.

- I forgot his address.
- The plane took off at 7.15.
- He threw the dice six times.
- She didn't remember my birthday.
- Did you do it?
- They didn't buy anything.
- Did they call the police?

Simple or continuous?

Choose the correct form of the verb.

- I _____ rock music. (like / 'm liking)
- She _____ a lot of friends. (has / is having)
- I _____ a bath when the phone rang. (had / was having)
- Please don't talk. I _____. (think / 'm thinking)
- I _____ she's a good President. (think / 'm thinking)
- He _____ his girlfriend this evening. (sees / is seeing)
- We had _____ for an hour when the flight attendant brought us a meal. (flown / been flying)
- He's _____ three bad colds this year. (had / been having)
- They _____ the questions. (understood / were understanding)

Probability

Match the sentences with the probability adjectives.

Sentence	Adjective
1 It will happen.	A possible
2 It'll probably happen.	B impossible
3 It may happen.	C certain
4 It probably won't happen.	D unlikely
5 It won't happen.	E likely

Vocabulary

Complete the spaces using the words in the box.

between on in throughout by against

- There used to be a lot of prejudice _____ women.
- Floods caused chaos _____ the country.
- You're not supposed to park _____ yellow lines.
- You store information _____ a computer's memory.
- The A338 road was blocked _____ an accident.
- You shouldn't eat _____ meals.

Stress

Look at the stress diagrams.

a	b	c	d
• •	• •	• • •	• • •
de-nim	de-cide	in-di-go	ex-pen-sive

Write a, b, c, or d next to the words below.

- before
- actually
- enormous
- after
- nearly
- allow
- multiply
- disease
- example

Expressions

Look at these sentences. Where might you hear them? Match each sentence with one location.

Expressions

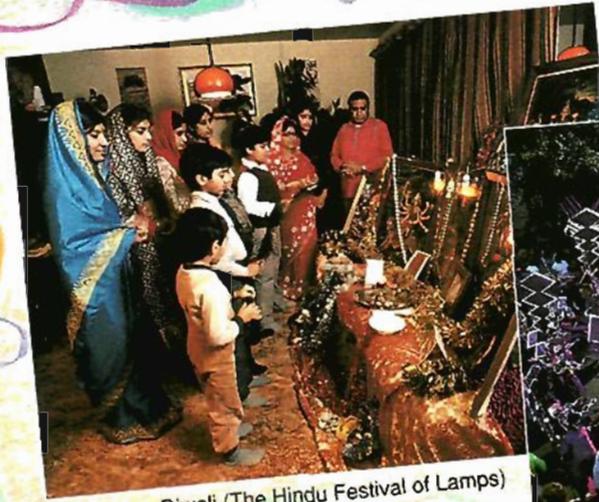
- Are you being served?
- Please gather all personal belongings.
- No further questions.
- We are off course.
- Of course we can develop it today.
- It's an 18. You're not old enough.

Locations

- A In a helicopter
- B In court
- C In a photographic shop
- D At the end of a ride
- E At a cinema
- F In a shop

SCORE (out of 100) _____ %

Customs



Diwali (The Hindu Festival of Lamps)



The Notting Hill Carnival, London



The Chinese New Year, London

a Important dates

Write down five dates that are important for you, then interview each other in pairs. Find out:

- what the dates are.
- why they are important.

b Festivals – 1

Match the two halves of each sentence.

25th December is the day	when	the French remember the start of the 1789 revolution.
4th July is the day		workers celebrate international Labour Day.
14th July is the day		Christians celebrate the birth of Jesus.
1st May is the day		Americans celebrate their independence from Britain.
14th February is the day		people send each other Valentine cards.

c Festivals – 2

1 What festivals are important in your country? Use these words to describe them.

seasonal traditional / folk national
religious local

2 Give examples of each kind of festival.
The Feast of Saint Mark is a local religious festival.

3 Talk about the celebrations.
Do people dress up in special clothes?
Do they wear masks?
Are there parades through the streets?
Is special food prepared?

d Guy Fawkes' Night

Here are some facts about a British festival. Look at the headings, then write about a festival in your country in the same way.

When is it celebrated?

Guy Fawkes' Night (or Bonfire Night) takes place on 5 November. It is not a national holiday.

What does it commemorate?

In 1605 Guy Fawkes was discovered in the cellars below the Houses of Parliament. He planned to blow them up with gunpowder the next day, when the King, the Lords, and the Members of Parliament attended the opening of Parliament. He was caught and hanged.

How is it celebrated?

Children make a 'guy', by stuffing old clothes with paper, making a head with a mask, and putting a hat on top. The guy is burnt on a bonfire, and fireworks are set off. This is the only occasion in the year when fireworks are sold in the shops.

'A penny for the guy'

For a few days before 5 November, children display their guys and ask for money ('a penny for the guy').

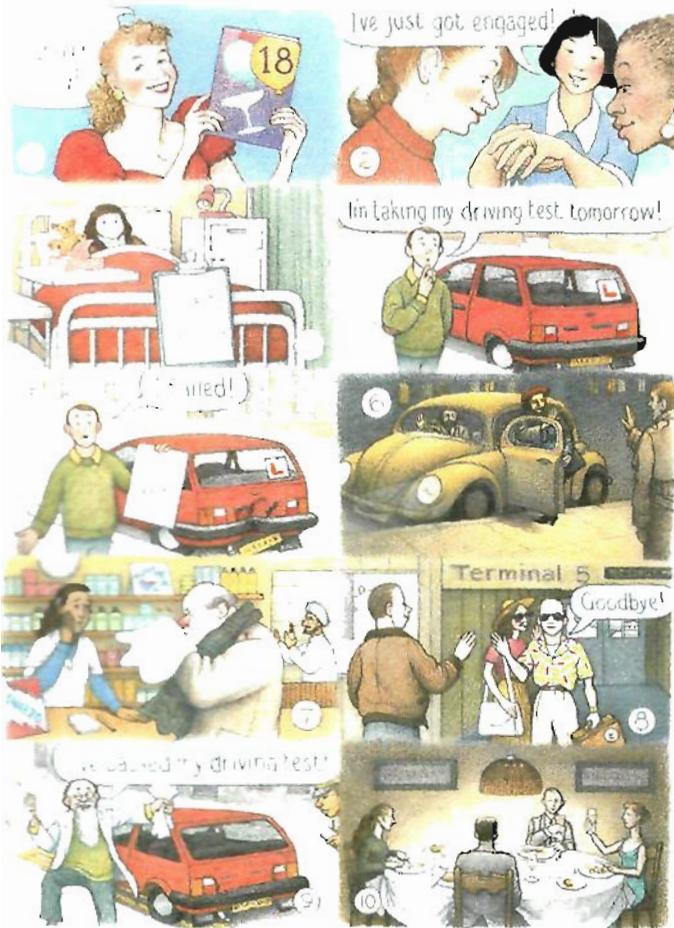
Is there any special food?

Traditional food is potatoes cooked in the bonfire, and toffee apples.

Safety

There used to be many accidents, especially to children, because of the fireworks. The government now controls the sale of fireworks more strictly.





- 3 A man kisses a woman's hand when they are introduced.
- 4 You remove your shoes when you enter someone's home.
- 5 You stand up when someone enters a room where you are sitting.
- 6 When you meet a business acquaintance, you ask how their family is.
- 7 You always respond with another expression after someone has said *Thank you*. (e.g. *Not at all.* / *You're welcome.*)
- 8 In restaurants women are served before men.
- 9 In restaurants men are served before women.
- 10 At a meal you don't begin eating until everybody has been served.
- 11 You always ask permission before lighting a cigarette.
- 12 A smoker will offer cigarettes to other people.
- 13 A smoker won't offer cigarettes to other people.
- 14 Men usually open doors for women and let them go through first.
- 15 Women usually cover their mouths when they laugh.

g Recipes

Look at this recipe for toffee apples. Explain a recipe for a special food which is eaten at a festival in your country.

e Congratulations!

What would you say in the situations above? Match the expressions to the pictures.

- Have a safe journey. / Drive carefully.
- Bless you!
- Get well soon.
- Well done!
- Good luck!
- Have a good time.
- Congratulations.
- Never mind. Better luck next time!
- Many happy returns.
- In Britain you probably say nothing for this one.

f Doing the right thing

Customs and manners differ from country to country. Look at the following sentences. Are they true in your country? Do you know whether they're true in Britain? Discuss them in groups. One student in each group should refer to the Interaction appendix, Section 28, and explain what happens in Britain. Change after every four or five questions.

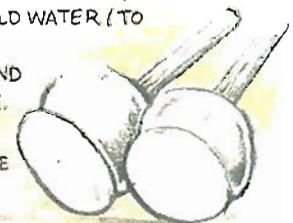
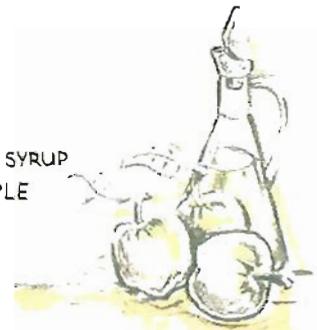
- 1 When you meet someone, you always shake hands.
- 2 When you meet an old friend, you kiss them on both cheeks.

YOU WILL NEED:

- 6-8 EATING APPLES
- 450g DEMERARA SUGAR
- 50g BUTTER
- 10ml VINEGAR
- 150ml WATER
- 2 TABLESPOONS (30ml) GOLDEN SYRUP
- 1 WOODEN STICK FOR EACH APPLE
- A SMALL SAUCEPAN
- SOME GREASEPROOF PAPER

HOW TO MAKE THEM:

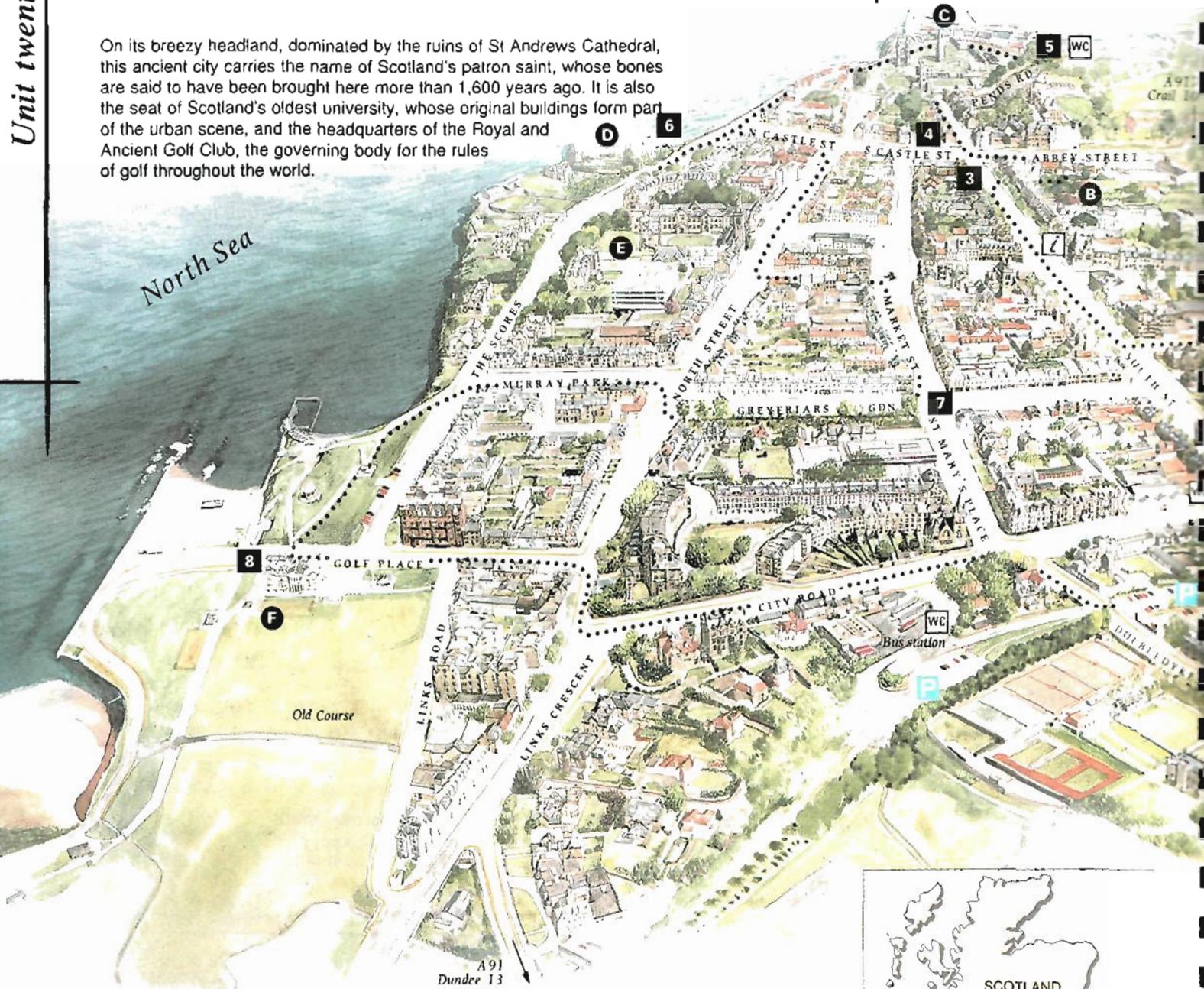
- ① CLEAN THE APPLES, AND INSERT A WOODEN STICK INTO EACH APPLE.
- ② PUT THE SUGAR, BUTTER, SYRUP, VINEGAR, AND WATER INTO A SAUCEPAN. MELT THEM OVER A LOW HEAT. DO NOT STIR TOO MUCH.
- ③ WHEN THE SUGAR HAS DISSOLVED, BOIL THE MIXTURE RAPIDLY FOR FIVE MINUTES. YOU CAN TEST WHETHER IT'S READY BY DROPPING A LITTLE OF THE MIXTURE INTO SOME COLD WATER. IF IT'S READY, IT WILL DIVIDE INTO THIN HARD PIECES.
- ④ REMOVE THE PAN FROM THE HEAT, AND PUT THE BOTTOM INTO COLD WATER (TO STOP THE COOKING).
- ⑤ DIP THE APPLES INTO THE TOFFEE, AND COVER THEM COMPLETELY WITH TOFFEE.
- ⑥ PUT THE APPLES ON SOME OILED GREASEPROOF PAPER UNTIL THE TOFFEE HARDENS.



A town tour

On its breezy headland, dominated by the ruins of St Andrews Cathedral, this ancient city carries the name of Scotland's patron saint, whose bones are said to have been brought here more than 1,600 years ago. It is also the seat of Scotland's oldest university, whose original buildings form part of the urban scene, and the headquarters of the Royal and Ancient Golf Club, the governing body for the rules of golf throughout the world.

North Sea

**A** West Port

The main gateway to the old walled city. It is formed from an earlier gate which was rebuilt in 1589 and renovated in the 1840s.

B St Mary's College

The youngest of the University's three medieval colleges. It was built in 1527. A thorn tree in the garden is said to have been planted by Mary Queen of Scots (1542–87). See the library, where the Scottish Parliament was housed in 1645–46.

C St Andrews Cathedral

On the headland is the 30-metre-high tower, which is all that remains of the church of St Regulus, built in 1130. Regulus was a Greek monk, who is said to have brought

the bones of St Andrew here in 345 AD. Nearby stand the ruins of what used to be Scotland's largest cathedral.

D St Andrews Castle

Built in 1200, the castle is now a dramatic ruin.

E St Salvator's College

Founded in 1410, it forms the centre of the University.

F Royal and Ancient Golf Club

The oldest golf course in the world, which was founded in 1754. The clubhouse is only open to members, but the course is open to all.

**Local Information**

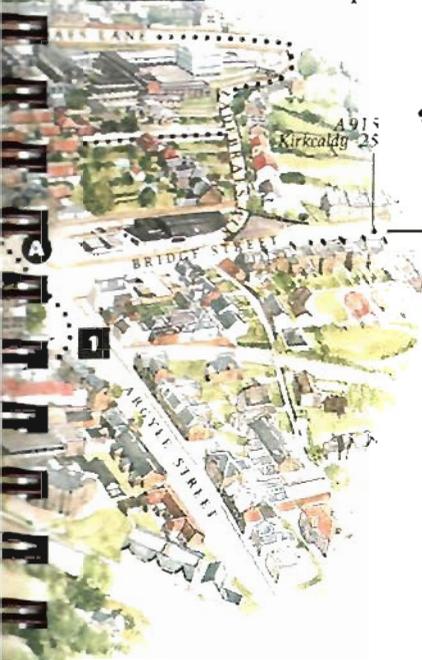
Tourist Information Centre: 78 South Street, KY16 9JX. Tel (0334) 72021
 Early closing day: Thursday
 Events: Arts Festival, February in odd-numbered years. Golf Week, April. Highland Games, July. International Golf, September. St Andrew's Day Celebrations, 30th November.

a Find the information

Study the map and the texts on the left. Find this information.

- 1 The name of the man whose bones were brought here in 345 AD.
- 2 The years when the Scottish parliament met in a library here.
- 3 The name of the gate which was rebuilt in 1589.
- 4 The name of the Scottish queen who died in 1587.
- 5 The address of the place where you can get information.
- 6 The date when St Andrew is commemorated.
- 7 The name of the club whose golf course is open to the public.

Underline the relative pronouns and adverbs above.



b Abbreviations

- 1 Find abbreviations which mean:
road / street / gardens / walk / toilets / car park / information bureau / north / south
- 2 Which of these other words for *road* are used on the map?
avenue / crescent / place / way / lane / drive

c A guided tour

The map comes from a book of walking tours. The tour starts at the car park, then follows the dotted line through the numbers 1 to 8.

Work in pairs. Student A: Give directions along the route as far as the cathedral. Student B: give directions back to the car park. Try and say something about the places which you pass on the way. Use these words to help you.

left / right / straight on / straight across
on your left / right
straight in front of you
go past / along / across / by / through ...
opposite / next to / near / close to

d Asking for directions

Find the bus station on the map. You're going to hear five people asking for directions. Listen, and follow the directions which are given to them on the map. Then complete the chart below.

Conversation	Where do they want to go?	Do they receive helpful directions? (a is good, e is bad)
1		
2		
3		
4		
5		

e Following directions

Student A: Refer to the Interaction appendix, Section 8.
Student B: Refer to the Interaction appendix, Section 20.

f Giving directions

Ask for and give each other directions around your own town (e.g. to the nearest cinema, from the centre to the school). Try to use some of the phrases from the Grammar summary for Unit 22.

g whose, where, which, who, when

There is a tourist. Her feet are tired.
There is a tourist whose feet are tired.

Connect these sentences with *whose, where, which, who, or when*.

- 1 There's a famous tree. It was planted by Mary, Queen of Scots.
- 2 There's a golf course. Anyone can play there.
- 3 It is the seat of an old university. Its buildings are in the town centre.
- 4 Regulus was a monk. He came here in 345 AD.
- 5 July is the month. The Highland Games take place then.
- 6 St Andrew is the patron saint of Scotland. His bones are buried here.
- 7 There's a headland. You can see a high tower there.
- 8 Thursday's early closing day. The shops close at lunch-time then.

h Tour guide

Role play a tour party in groups. You can use your own town, a famous city, or St Andrews. One student is the guide and has to invent interesting facts about the things they see. The other students are members of the party.

The hypnotist

Hypnotist Now I need one volunteer from the audience ... just one ... come on, don't be shy. Ah, yes, thank you, sir. Come this way. That's right. What's your name?

Man Melvin Hopkins.

Hypnotist Have you ever been hypnotized before, Melvin?

Man No, I haven't. Er ... I won't do anything silly, will I?

Hypnotist Of course not. You won't do anything unless you want to do it. You'll feel very relaxed, but you won't lose control. Is that clear?

Man Yes.

Hypnotist Now sit back ... you're feeling sleepy. Your eyelids are getting heavier and heavier. Now close your eyes. I want you to count up to ten with me. When we get to ten you'll be fast asleep. One ... you're feeling tired ... two ... very tired ... three ... there's nothing to worry about ... four ... very sleepy ... five ... six ... so sleepy ... seven ... eight ... nine ... ten. Can you hear me, Melvin?

Man Yes, I can hear you.

Hypnotist Do you like singing, Melvin?

Man Yes, I do.

Hypnotist I want you to sing us a song. Now, you don't have to if you don't want to. Would you like to sing?

Man Yes. 'If you go away, I'll be so blue. I'll be so blue unless you come back and say I love you ... If you ...'

Hypnotist Thank you, Melvin. That was very good. Now I want you to remember when you were four years old. You're four, Melvin. It's your fourth birthday ... Happy Birthday, Melvin. I want you to blow out the candles on your birthday cake. If you blow them all out, you'll get a wish. Remember, you won't get a wish unless you blow every one of them out. Blow, Melvin! Harder! There's a good boy!

Melvin Mummy! Mummy!

Hypnotist I'm going to count to three, Melvin.

Melvin I'm not three, I'm four ...

Hypnotist Yes, all right, Melvin. As soon as I get to three, you'll be wide awake. One ... two ... three. You're wide awake, Melvin. Do you remember anything?

Melvin What do you mean? When are you going to start hypnotizing me?



a Role play

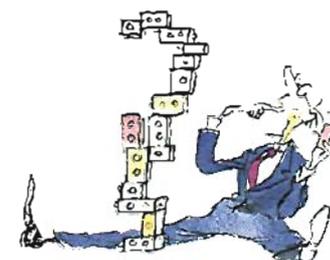
Act out the dialogue in pairs. Then role play a similar dialogue, using the pictures and notes below to help you.



one / crawl / mother give you a hug



two / speak / grandmother give you a kiss



three / build a tower of Lego bricks / father give you 50p



four / blow out all the candles / get a wish



five / write your own name / teacher give you a sweet



six / say your two times table / teacher give you a gold star

b Audio hypnosis

- 1 Have you ever been hypnotized? Do you know anyone who has?
Do you believe that it really works?
Would you like to try it? Why? / Why not?
- 2 Read the advert, then ask and answer these questions.
Do you think that Harvey Linklater's tapes would work? Why? / Why not?
Would you buy one? Which one? If not, why not?



AUDIO HYPNOSIS PROGRAMS

by
Harvey Linklater

Sea Breeze Cassettes Inc., Malibu,
California 90625
Available on cassette, CD, and DAT

● Stop smoking

'I shan't ever smoke again.' How many times have you said that to yourself? But now it's possible! Don't buy this tape unless you seriously want to stop smoking. After only three hours with this tape, you'll never smoke again!

● Be self-confident

Are you shy? Easily embarrassed? You won't be when you've listened to this tape.

● Lose weight

You will certainly lose weight after you've followed these ideas.

● Pass your driving test

So many people fail because of nerves. If you believe you're a good driver, you will be a good driver.

● Relax

If you find it difficult to relax, this tape will certainly help you. Soothing, gentle, 'new age' music and Harvey's voice will make you feel calm, and deeply relaxed.

Write for details of more than 220 Audio Hypnosis Programs.

e if, when, etc.

Look at these pairs of sentences, then answer the questions about them.

- 1 If I see her, I'll give her the message.
 - 2 When I see her, I'll give her the message.
- In which sentence is she more certain to get the message?
- 3 I'll phone them as soon as I get to work.
 - 4 I'll phone them when I get to work.
- Which sentence shows us that the phone call will happen immediately the speaker arrives at work?
- 5 He'll do his homework while he's watching TV tonight.
 - 6 She'll do her homework before she watches TV tonight.
- Whose homework would you rather correct?

- 7 If we don't do something very soon, global warming will get worse.
 - 8 Unless we do something very soon, global warming will get worse.
- Which sentence is more emphatic?
- 9 I'll meet you after I finish work.
 - 10 I'll meet you after I've finished work.
- Do these sentences mean the same thing?

f Sayings and superstitions



If you blow all the candles out on your birthday cake, you'll get a wish.
If you eat carrots, you'll be able to see in the dark.
If you accidentally break a mirror, you will have seven years of bad luck.
If you walk under a ladder, you'll get bad luck.
If you see a black cat, you'll have good luck.
Seven is a lucky number, thirteen is an unlucky number.



Do you have any sayings or superstitions like this in your country? What are they? Is there any truth in the sayings?
Are you superstitious?

g Tips

Tips are useful little pieces of advice. For example:
If you're in a thunderstorm, don't stand under a tree.
Don't drink coffee late at night or you won't be able to sleep (unless it's decaffeinated).

Can you think of any useful tips? What are they?

c if ... not

➤ Look at the Grammar summary for Unit 23.

If it's hot tomorrow, we'll go swimming.
If it isn't hot, we won't go swimming.
If it's cold, we won't go swimming.

Make sentences for each example, using *if ... not*.

- 1 If you blow out the candles, you'll get a wish.
- 2 If you run fast, you'll catch the train.
- 3 If they win this game, they'll be world champions.
- 4 If she works hard, she'll pass her exam.

d unless

If it isn't hot tomorrow, we won't go swimming.
or *We won't go swimming unless it's hot tomorrow.*

Look at the sentences in **c** above. Make sentences with *unless* for each of them.

Solitude up for sale

**NO NOISE, NO
NEIGHBOURS,
NO POLLUTION,
AND, BEST
OF ALL, NO
INCOME TAX**

By CHRIS BROOKE



THEY could well be the ultimate escape from the pressures of modern society.

There's no traffic, no pollution, and no neighbours.

The beaches are clean, sandy, and totally deserted. The only regular day-trippers are thousands of wild birds. Away from the coast, the windswept heathland has rarely seen a picnicker. Its 1,000 species of grasses, lichens, and ferns have lain untouched for centuries.

These two tiny Channel Islands are an environmental wonder in an industrial age. And they could be yours for about £1 million each.

Both Lihou, the smallest inhabited Channel Island, and neighbouring Jethou have been put up for sale by the present owners.

a Questionnaire

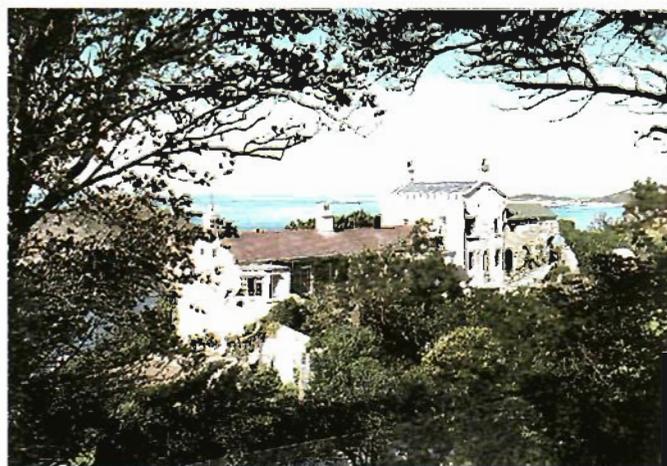
Interview another student and complete this questionnaire.

- | | |
|---|---|
| 1 | Where would you prefer to live?
<input type="checkbox"/> in a city <input type="checkbox"/> in a small town <input type="checkbox"/> in the country |
| 2 | Where would you rather go on holiday?
<input type="checkbox"/> the beach <input type="checkbox"/> the mountains <input type="checkbox"/> Disney World
<input type="checkbox"/> the biggest shopping centre in the world
<input type="checkbox"/> a wildlife safari |
| 3 | Would you like to live alone on an island?
<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> don't know |

b Island for sale

Read the article above. Choose the best answers.

- Solitude means:
 - being alone.
 - being on holiday all the time.
- The beaches are totally deserted means:
 - they are like a desert.
 - there's no one there.
- A day-tripper is:
 - a type of sea bird.
 - a tourist who is visiting somewhere for just one day.



Life of luxury: The four-bedroom house which comes with Jethou.

(From the *Daily Mail*.)

- A picnicker is:
 - someone who is having a picnic (a meal which is eaten out of doors).
 - someone who picks out wild birds, then steals them.
- Grasses, lichens, and ferns are:
 - types of tree.
 - plants which grow close to the ground.
- Lihou has:
 - some people living on it.
 - no people living on it.

c Will she buy it?



My name's Jamie Fisher and I'm a rock star. I've got three young children, and I've been looking for a house where I can get away from the fans. I've got plenty of money and I can easily afford to buy it. I'm going to look at the island next week. If I like it, I'll buy it.

- 1 How much do the islands cost?
- 2 Has she got enough money to buy the island?
- 3 Is she going to look at the island?
- 4 What will she do if she likes the island?

d Would he buy it?



My name's Tim Arnold and I write children's books. I haven't got enough money to buy the island. It's totally impossible for me to buy it, but I'd love to live there. If I had enough money, I'd buy the island.

- 1 Is it possible for him to buy the island?
- 2 Why not?
- 3 Would he like to live there?
- 4 What would he do if he had enough money?

e Nothing's perfect

Of course, there are problems about living on a small island. Tim thought about them. Match the halves of these sentences.

- 1 If I wanted to go shopping
 - 2 If the weather were bad
 - 3 If friends came to see me
 - 4 If there were a storm while I was away
 - 5 If my children lived on the island
 - 6 If I were ill
 - 7 If something went wrong with the house
- I couldn't get back to the island.
 they couldn't go to school.
 I'd have to repair it myself.
 I wouldn't be able to leave the island.
 a doctor would take a long time to come.
 they'd have to stay.
 I'd need a boat.

f Exercise

➤ Look at the Grammar summary for Unit 24.

Choose the correct words to complete the sentences.

- 1 If I *(were / am)* very rich, I'd *(buy / bought)* the island.
- 2 What *(would / did)* you do if you *(would buy / bought)* the island?
- 3 If I *(lived / would live)* on the island, I *(would / will)* buy a boat.
- 4 If you *(would have / had)* a helicopter, the island *(were / would be)* a wonderful home.
- 5 I *(wouldn't / didn't)* buy the island even if I *(would be / were)* a millionaire.

g If you were on the island ...

Imagine that you owned Jethou. (Perhaps you won it in a competition.) Discuss these questions.

- How and where would you go shopping?
 What kind of things would you need? Make a list.
 Would you take any animals with you?
 What would you do if there were bad storms?
 Would you live there all the year round?
 Would you allow tourists to visit the island?
 Would you develop the island like Guernsey, which is three miles away and a popular tourist destination?
 What would happen to the wildlife if you did?

h **P** Contractions: 'll and 'd

It's sometimes difficult to hear the contractions 'll and 'd. They are very short. Listen to these sentences on the tape, and put 'll or 'd into the spaces.

- 1 Yes, it sounds good. I _____ take the job.
- 2 Don't ask Jack. He _____ be too busy.
- 3 Ask her when she _____ be finished.
- 4 Oh, dear. Don't tell her. She _____ be angry.
- 5 You _____ need a helicopter.
- 6 I'm warning you, you _____ be sorry.

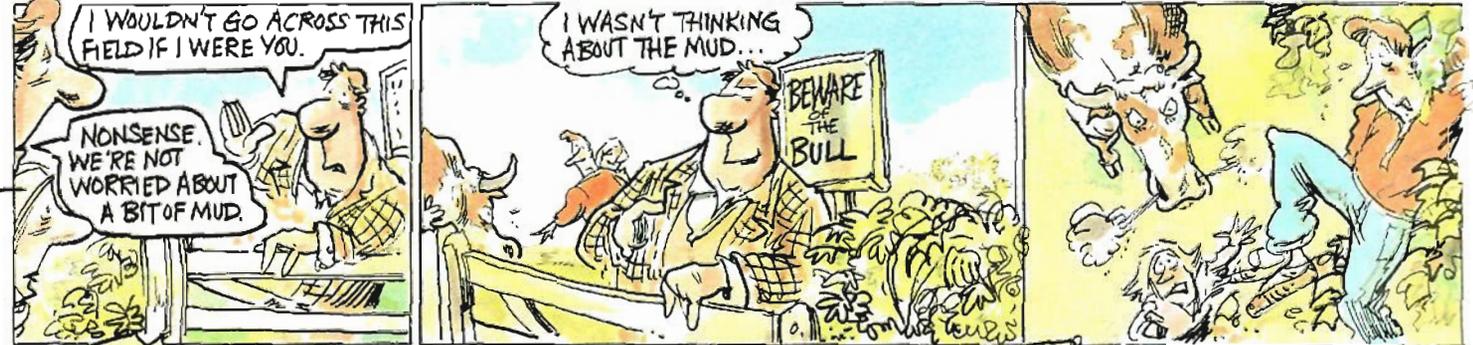
Listen to the sentences again. This time the rest of the sentence tells you whether 'll or 'd is correct.

i What would you do?

- What would you do if you won a million pounds?
 If you could live anywhere in the world, where would you go?
 If you could meet anyone in the world, who would you choose?

Country life

Unit twenty-five



a Vocabulary

Find these things in the cartoon.

a tractor / a tent / a hedge / spotlights / a tandem / a gate / a hammer / loudspeakers / a trailer / a stage / a poster

b Warnings and advice

Look at the warning signs and give advice, e.g. *I wouldn't park there if I were you.*



d Which baby-sitter?

This is one of Amanda's questions:

What would you do if the older children began fighting?
These are the answers that some of the people gave.

Mrs Flora Thatcher, age 65. *I'd smack their bottoms.*

Mrs Trudy Valentine, age 32. *I'd tell them to stop hurting each other, and I'd read them a nice story.*

Paul Reed, age 19. *I'd shout at them until they stopped, then I'd put a video on for them.*

Tania Murray, age 16. *I'd telephone you and ask you to come home.*

Who do you think Amanda Scott chose?

Who would you choose?

How would you answer the questions in **c**? Tell some of your answers to the rest of the class, e.g.

If a child were ill, I'd call a doctor.

Decide who would be the best baby-sitter.

e If only ...

1 Craig is feeling very depressed today. Make sentences for him beginning *If only I ...*

Here are some ideas to help you.

He hasn't got any money.

He's still at school.

He can't afford nice clothes.

He can't drive.

He's fifteen.

He looks young.

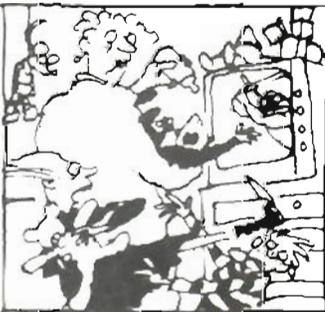


2 Make sentences about yourself, beginning *If only ...*

f Advice page

Newspapers all over the world have advice pages. Look at this letter to an advice page. How would you reply if you were Alison Rayner? Write a reply to the letter.

c Baby-sitter



WANTED Baby-sitter for three children, aged 9 months, 3, and 5 years. One or two evenings per week. Tel: 765342.

Amanda Scott advertised for a baby-sitter for her three children. She interviewed several people, and asked them all lots of questions. For example:

A What would you do if the baby woke up?

B I'd pick her up.

A What would you do if the children began fighting?

B I'd smack them – no. I'm only joking. I'd put them into different rooms.

Think of some more questions, and role play the interview in pairs. These ideas might help you. Try to think of some more as well.

the baby / start crying

the baby / swallow a button

a child / be sick

a child / fall down the stairs

a child / refuse to go to bed

the baby / can't go to sleep

Dear Alison,
Alison Rayner
answers your problems.

Dear Alison,
I am eighteen years old and have just started at Art College in a big city. It is about 200 miles from my home, and so I can't afford to go home during term time. I am terribly lonely. I live in a hall of residence, and everybody else seems to have made friends. I spend my evenings in my room, and I feel too shy to go to the TV room, or to talk to the other students. Some days, I don't talk to anyone from morning till night. I enjoy the work, but I miss my family and my friends at home very much. I think that maybe I should leave and go home, but I worked so hard to get here. I haven't told my parents about this, because they would worry if I did. What should I do?
Yours sincerely,
'Lonely', Bristol.

Production line

Perhaps the greatest achievement of Henry Ford (1863–1947) was the introduction of the production line. He introduced the Ford Model T in October 1908, and with it came the age of mass production. From 1908 until 1927, Ford produced only one car, the Model T, and he once said, 'You can have any colour you want, as long as it's black.' In 1908 the Ford company was producing a new car every 728 minutes. By 1914 this was a new car every 93 minutes, and eventually, in 1926, a new car every 24 seconds. The cars became cheaper every year, and between 1908 and 1927 almost half the cars produced in the world were Model Ts.

The numbers were flashing past in front of Cromer's face: 16 ... 15 ... 14 ... 13 ... 12 ... 11 ... No other day would be right ... 8 ... 7 ... 6th July 1907. 7 ... 8.30 a.m. The numbers stopped moving. Cromer sat forward and opened the door. The smell of trees and grass rushed into the small cabin. Cromer breathed deeply. He hadn't smelled trees like this for a long time.

The machine was standing in a small wood, exactly where he had planned. He could see the factory through the trees. There was the sign: Ford Motor Company. Cromer walked quickly towards it. Men were working in the factory. There were cars everywhere: half-built cars, finished cars, brown cars, blue cars, green cars.

'Is Mr Ford in?' he asked a man.
'Sure. He's in the office. Go right in,' answered the man.

Cromer walked over to the small office in the corner of the factory. He knocked on the door.

'Edsel? Is that you?' called a man's voice.

'No, Mr Ford. Can I come in?'

Cromer opened the door. Ford was sitting at a large desk. There were plans and blueprints in front of him. 'Good morning, Mr Ford. My name is Cromer Statham. I have been looking for you.'

'Take a seat. What can I do for you? I'm a very busy man ... and I don't want to buy any insurance!'

'I'm not selling anything,' said Cromer. 'I wanted to show you this. It's a design for a new speedometer.' 'Speedometer?' said Ford. 'I'm trying to make my automobiles more simple. I don't reckon people need speedometers.'

'I understand that, Mr Ford, but please look at it.'

Cromer put the round instrument on the desk. Ford picked it up, and at once lights began to flash. He stared at it without moving for a few moments.

Cromer stood up and walked round behind him. He spoke softly and gently.

'I have come to help you. You have plans for a new automobile, the Model T, and you have plans for a production line, is that correct?'

'That's correct,' said Ford in a low voice.

'You want to make a cheap simple automobile that everyone can drive. One model, one colour, made in huge numbers on a production line. These plans will not work. If I were you, I would forget all about them. You should continue to build different models, and these automobiles must not be built on a production line. You will also forget that you have ever seen me.'

Cromer took the instrument from Ford's hand, and the lights stopped flashing. Cromer picked up the plans and blueprints and smiled to himself. Part one was over. Now for part two.

The machine stopped in a small grove of orange trees. Cromer had never eaten an orange, he had only seen pictures of them in books. He reached out towards a tree ... but there was no time. He had to hurry. The small workshop was only a short distance away. Cromer hurried towards it. He waited for a



moment outside, then quietly pushed the door open a little and looked in. There was only one automobile here, and it was standing in the middle of the workshop. Two people were standing next to it. They hadn't seen Cromer. He stayed where he was and watched. The woman was beautiful. She had long black hair. Cromer touched his own head. He had hair like that, too.

'I don't care, Josh,' she said. 'I'm not interested in money – you know that.'

'But we can't get married unless I get some more money,' said the man. 'Business is terrible. No one wants Statham automobiles any more. We can only make five or six a year, and they're just too expensive. Oh, I love you, Christine. You have to believe that, but I've got to make some money. Maybe Orlando's the wrong place for an

loud noise was screaming in Cromer's ears. Lights were moving everywhere. Something had gone wrong. *But what? He felt sick. Then the door began to open. But where was he?*

Pink and yellow lights shined into his eyes. *He could see a long silvery room. At the end of the room a man and a woman were looking at him. The Time Police! Cromer breathed deeply. There was nothing he could do. He went over to them.*

'Cromer Statham?' asked the woman.

'I think you know who I am,' said Cromer.

'You have broken the First Law of Time, Cromer Statham. You have been into the past, and you have tried to change things. Time machines are for observing the past, not for playing games with it. Guilty or not guilty?'

'I think you know the answer to that, too,' said Cromer.

'This is the most serious crime in the universe,' said the man. 'It is a crime that cannot be forgiven.'

Cromer looked at them. 'Before you judge me,' he said, 'will you answer one question?'

'What is it?'

'Did it work? I mean, did I change things in the past?'

'You did,' said the man. 'And, as you realize, you have also changed the present. Oh, yes, your plan worked. The Statham Model C was the best-selling car of all time. He made 25,000,000 of them, all in one colour.'

He looked at Cromer. 'Every one of them was pink. Was that a joke?'

Cromer looked at the floor. The man continued, 'Statham became the biggest car manufacturer in the world. In our time we have Statham electric cars, Statham hovercopters, and we are now in a Statham T78 Time Machine.'

'Is that all?'

'No. Orlando is a huge dirty town with old empty industrial buildings everywhere. Disney World is just outside Detroit.'

'I didn't want to hurt Henry Ford. What happened to him?'

'He was all right. He made aeroplanes for a few years, then in 1923 he invented the television set. He died a very rich man. Not as rich as Joshua Statham, of course.'

'Joshua Statham became rich? The richest man in the world. We know that he was your great-great-great-great-great-great-great-grandfather, Cromer Statham. His family are still very rich. That was your plan.'

Cromer laughed. 'It did work. I knew it! But how will you punish me?'

The woman stepped forward. 'We shall not punish you at all. You have already punished yourself enough.'

'What do you mean?'

'You remember the woman with black hair?'

'Christine? How could I forget? She was my great-great-great-great-great-great-grandmother.'

'That's the problem,' said the woman. 'You see, when Joshua became rich, he became a different person. Christine didn't love him any more. The beautiful orange groves were covered with factory buildings. The blue skies of Florida were filled with black smoke. His workers hated him. And she never married him.'

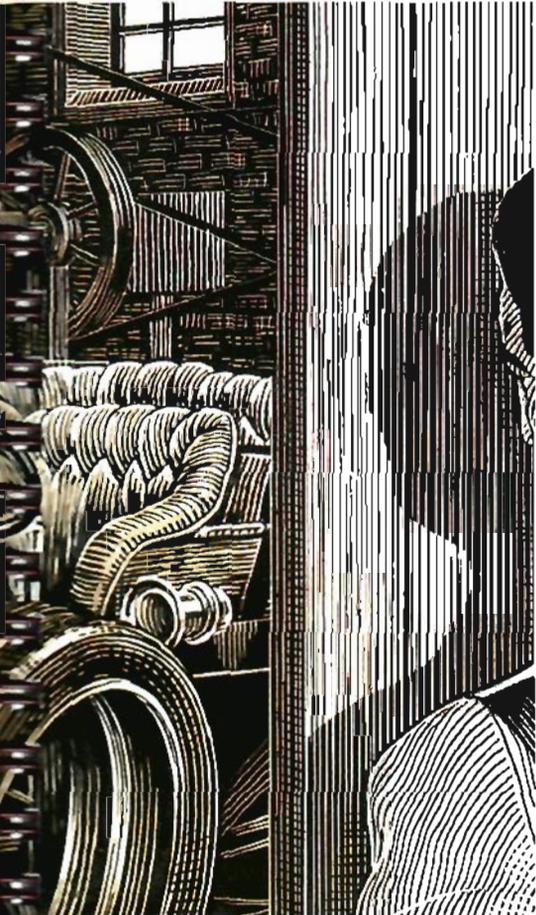
'I don't understand,' said Cromer. 'How did I ...?'

'How did you get here? Is that your question?' The woman put her hand on his arm. 'I'm afraid that you didn't get here. Joshua married someone else. You see, Cromer Statham, when you leave your time machine, you will cease to exist. You will not die ... you just won't ever have lived.'

'So I must spend the rest of my life in my time machine?'

'It's worse than that, Cromer Statham. You also forgot one very important thing. You were in a Ford Q35 Time Machine ...'

But Cromer was already fading away. She could see through him. A moment later he was gone.



automobile factory. All the others are in the north. That's where the people are, not down here in Florida.'

The woman had tears in her eyes. 'But I like it here, Josh. The sunshine, the orange trees ... Money isn't everything, you know. Anyway, I'll see you later.'

She came out of the workshop and smiled when she saw Cromer.

'Hello, there,' she said. 'If you're looking for Mr Statham, you'll find him in the workshop.'

Cromer watched her as she walked away. Then he went into the small dirty workshop. The man turned round. 'Who are you?' he asked.

'I've come to show you a speedometer, Mr Statham,' said Cromer.

The numbers were flashing past again. 2054 ... 2055 ... 2076 ... 2082 ... 2095. Suddenly they stopped. A

Lost and found

a Outline

- 1 Kevin and Emily are teenagers.
- 2 They live near the beach.
- 3 They've got a metal detector.
- 4 One evening they were using the metal detector on the beach.
- 5 They found something.
- 6 It was an expensive watch.
- 7 A man came over to them.
- 8 He told them it was his watch.
- 9 They gave it to him.
- 10 He thanked them and went away.

Connect the sentences above into a text with these words.

Sentences 1 and 2: who Sentences 7 and 8: and
Sentences 4 and 5: when Sentences 8 and 9: so

b Emily's letter

This is an extract from a letter that Emily wrote to a friend.

We'd had a really boring day, so we took the metal detector to the beach in the evening. Anyway, we'd just started looking when it made this amazingly loud 'beep'. Kevin got on his hands and knees and started throwing sand in all directions. You'll never guess what we found – a really beautiful man's gold watch. It looked extremely expensive. I'd never seen one like it. Then this man came up to us and said, 'I've been looking for that watch for two hours. Thanks, kids.' Then he just took the watch out of Kevin's hand and walked away before we could say a word! Some people are so rude! He didn't even give us a reward. I felt that was awfully mean.

We'd had a really boring day.

boring is an adjective, and *really* is an adverb which modifies the adjective.

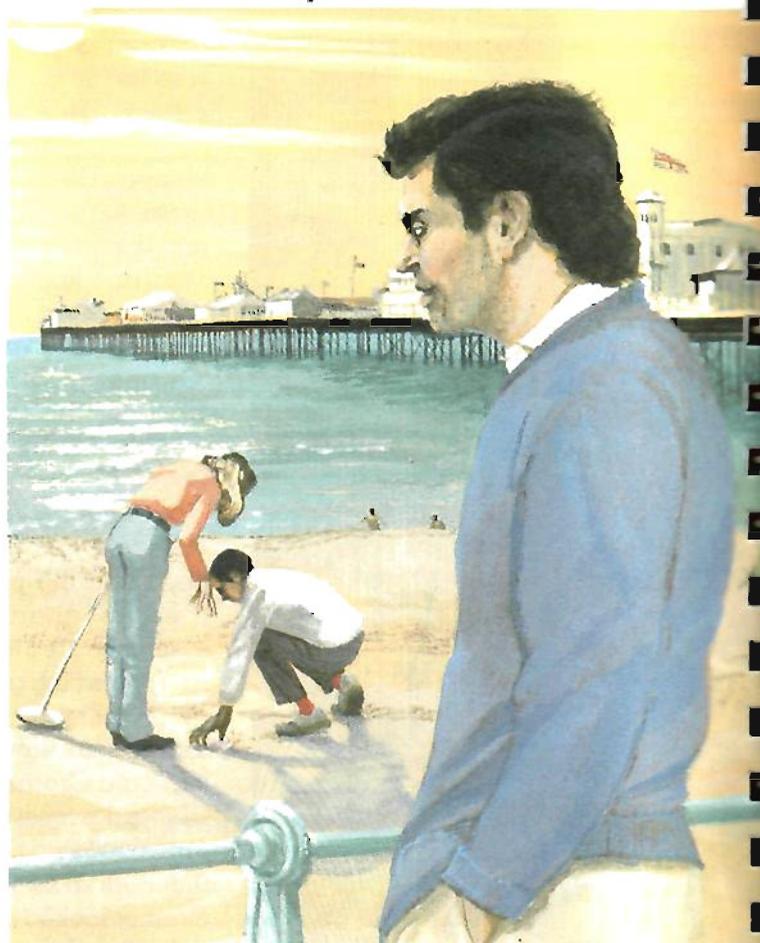
Which adverbs modify these adjectives?

loud / beautiful / expensive / rude / mean

c Kevin's report

Kevin is a member of Treasure Hunters, a club for metal detector owners. Here is an extract from his report for their newsletter.

- 1 Underline the examples where an adverb modifies an adjective.
- 2 Put a ring round the examples where there are two adjectives together.



d Comprehension

Look at **a**, **b**, and **c**. Ask and answer these questions.

- 1 Why had they gone to the beach?
- 2 What time did they arrive there?
- 3 Why was the beach nearly empty?
- 4 What did Kevin hope to find?
- 5 How long had they been looking when they found the watch?
- 6 Describe the watch and the man.
- 7 Do you think the watch belonged to the man?
- 8 What would you do if you found a valuable object on the beach?

We arrived at West Beach at about eight fifteen. Most of the people had gone home, so the beach was fairly empty. It had been an extremely hot day so I was hoping to find some coins in the sand. We had been looking for about five minutes when the detector emitted a particularly strong signal. I felt sure that the object was near the surface and I was quite right. I discovered a heavy gold watch with a gold strap. On closer examination I found that it was a Rolex Oyster Perpetual. It appeared to be new. On the back was the inscription: 'To Teddy Bear from Goldilocks'. A tall thin man in his early twenties had been watching us for some time. He approached us and claimed the watch.

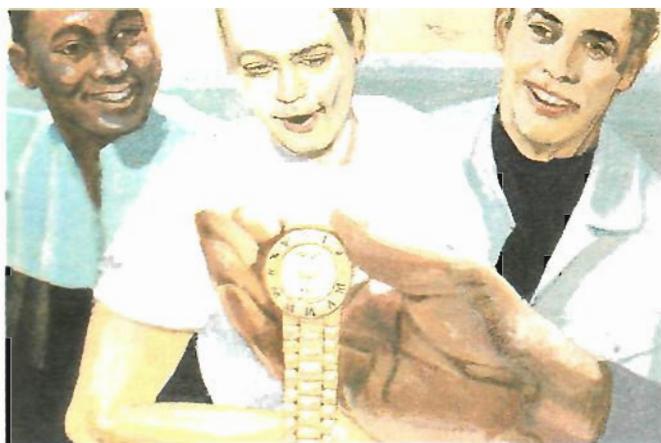
e Style - 1

Emily's letter and Kevin's report are written in different styles. Read them and discuss these questions.

- 1 Which one uses contractions?
- 2 Which one uses more difficult words?
- 3 Which one uses more informal language?
- 4 Which one tells us more about their feelings?
- 5 Which one gives us more facts?

f p The man's story

- 1 You're going to hear the man telling his friends what happened. Before you listen, write some questions that you would like to ask him. Then listen. Have your questions been answered?



- 2 Listen again, and underline the incorrect words in the sentences below. Then correct them.

... and they were wandering up and round with it. Anyway, the boy started digging with his hand. Thick as a flash, I went over to them. The watch was in his hand, so I grabbed him. And I walked this way as fast as I could. I tried to tell it but I couldn't.

g Style - 2

Emily, Kevin, and the man use different words to describe the same things in **h**, **c**, and the Listening appendix. Find other ways in which these things are said or written, e.g.

It emitted a particularly strong signal. (Kevin)
It made this amazingly loud 'beep'. (Emily)

- 1 Anyway, the boy started digging in the sand
- 2 a really beautiful man's gold watch
- 3 This man came up to us
- 4 then he just took the watch out of Kevin's hand
- 5 Ta very much, kids.
- 6 It's got this writing on the back

h Matching

Match the words in Column A with the questions in Column B.

A	B
quantity	How big is it?
quality	How old is it?
size	What's the pattern?
shape	How many are there?
age	Where's it from?
colour	What's it made of?
pattern	What colour is it?
origin	What's it like?
material	What shape is it?

i Adjective order

Work in pairs. Copy the table at the bottom of the page. How many words can you think of to add to each column? Compare your answers with other students.

➤ Look at the Grammar summary for Unit 26.

j Exercise

Put the adjectives in the correct order.

- 1 car / pink / enormous / an / old / American
- 2 denim / new / jeans / a pair of / pale blue / faded
- 3 tent / old / dark green / small / canvas / a
- 4 round / metal / some / buttons / tiny / black
- 5 average-sized / brick / house / 1920s / an / ugly

k Writing

Look at the outline below.

- 1 You were walking home.
- 2 A dog was following you.
- 3 It was lost.
- 4 It had a collar with its name and owner's phone number.
- 5 You phoned the owner.
- 6 You took the dog to its owner's house.
- 7 The owner gave you something.

Now write the story.

- Choose a formal style (like the report in **c**) or an informal style (like the letter in **b**).
- Describe the dog, its owner, and the house in as much detail as you can (See **h**, **i**, and **j**).
- Try to include some adjectives modified with adverbs (see **b** and **c**).

When there are several adjectives which describe the same noun, we prefer to use this order.

Quantity	Quality	Size	Shape	Age	Colour	Pattern	Origin	Material	NOUN
three	nice	big	square	new	green	striped	Spanish	cotton	tablecloths



a  *G-Plan*

- 1 Look at the picture, and cover the dialogue. Describe the people. What do you think they're talking about?
- 2 Listen, and answer these questions.
 - How long has Dr Garfunkel been working on her plan?
 - How much does the small machine cost?

Megan Jones is a journalist for *Confidence* magazine. She is interviewing Dr Candice Garfunkel, the author of *G-Plan*, which is a new health and beauty system.

Megan Do you mind if I tape the interview, Dr Garfunkel? It's easier than taking notes.

Dr Garfunkel Sure, you go ahead, hon.

Megan We've seen hundreds of miracle diets during the last few years. What's different about this one?

Dr Garfunkel First of all, it isn't just a diet. It's a complete health and beauty system. We have books, cassettes, an exercise video, and a postal slimming course. There will be a computer program next year. Of course, there's a diet as well.

Megan When did you first think of the plan?

Dr Garfunkel I've been working on this for ... let me see ... fifteen years. I was living in California when I got the idea. Yeah, that was fifteen years ago.

Megan Some newspapers have called it the 'chopstick diet'. Why's that?

Dr Garfunkel It's an important principle of the diet. You have to eat very slowly. Most people eat too fast, and they can't eat so fast with chopsticks. It slows them right down, hon.

Megan And what does the 'intake monitor' do? It's a very expensive part of the program, isn't it?

Dr Garfunkel Nineteen pounds and ninety-nine pence. Post free. It's a small machine which is worn over the stomach. It records stomach noises, and a bell rings when you're two-thirds full. The idea is that you stop eating then.

Megan I see.

Dr Garfunkel You also have to drink a litre of mineral water with every meal.

Megan A litre?

Dr Garfunkel That's right, hon. And don't forget, you should always do twenty minutes' exercise immediately before a meal. That's important.

Megan Right.

Dr Garfunkel You ought to try it, hon. I reckon you'd lose ten or twelve kilos in a few months. You'd look a lot better.

Megan I like myself the way I am, thank you.

Dr Garfunkel Sure you do, hon. But maybe if you changed your hair style ... or your nose! I can recommend a really good plastic surgeon in Beverly Hills ...

b  Questions

Discuss these questions.

- 1 Is *G-Plan* 'just a diet'? Describe it.
- 2 Why is it called the 'chopstick diet'?
- 3 What's the 'intake monitor', and how does it work?
- 4 How much water should you drink with meals?
- 5 When should you do exercise?
- 6 Why doesn't Megan want to try the diet?

c The report



CRAZY CALIFORNIAN DIET

Megan Jones reports

Last month Dr Candice Garfunkel, the author of the controversial *G-Plan* diet, flew in from her home in Miami to promote her health and beauty system. The system consists of a diet with books and a video. Dr Garfunkel said that there would also be a computer program next year. She is an energetic woman in her early seventies, though I think she looks older. She told me that she had been working on the plan for fifty years, and that she had got the idea when she'd been living in California. Dr Garfunkel said that you had to eat very slowly, and that most people ate too fast. She recommended eating with chopsticks, because you couldn't eat quickly with them. I told my boyfriend, who is Chinese, and he thought it was very amusing. She then told me about the 'intake monitor'. This is the craziest part of the plan. She told me that it cost £99.99, and that it was a small machine that was worn over the stomach. She said it recorded stomach noises, and that a bell rang when you were one-third full. She also told me that you had to drink ten litres of water with a meal, and that you should do twenty minutes' exercise immediately after a meal! Apparently, the system is very popular in America, but I thought the whole thing was nonsense.

Underline the inaccuracies in the article.

d Reporting

Verbs move into the past tense when they are reported. How are these verbs reported in the article?
will be / have been working / was living / have to / eat too fast / can't eat / is worn / records / 're (are) / rings / should do

e Later: In Miami

Dr Garfunkel Hermann!
Get in here!

Hermann Yes, Dr Garfunkel?
Dr Garfunkel Have you seen this? Call my lawyer. I'll sue this Jones woman for every cent she's got!

Hermann Didn't you like the report, Dr Garfunkel? It's a nice photograph ...

Dr Garfunkel Don't be stupid, Hermann. Listen to this! 'She told me that she had been working on the plan for fifty years.' I never said that! I said I'd been working on the plan for fifteen years ...

Correct the other quotes in the article in the same way.



f P Pronunciation

Dr Garfunkel is correcting mistakes. Underline the stressed words in these sentences, e.g.
I said I'd been working on the plan for fifteen years.

- I told her that the intake monitor cost nineteen pounds ninety-nine pence.
- I said that you had to drink one litre of water with every meal.
- I said that a bell rang when you were two-thirds full.
- I said that you had to do exercise immediately before a meal.

g G-Plan Video and G-Plan Cassettes

Student A: Refer to the Interaction appendix. Section 6.
Student B: Refer to the Interaction appendix. Section 22.

h She told him to listen

Look at **e**. Dr Garfunkel was speaking to Hermann. She said, 'Don't be stupid. Listen to this ...'
She told him not to be stupid.
She told him to listen.

Report these in the same way.

- The teacher looked at us for a moment. 'Sit down and stop talking,' he said.
- The police officer put his hand up. 'Stop!' he said.
- The doctor smiled at them. 'Don't worry,' she said.
- Megan was speaking to her boyfriend. 'Don't try the diet!' she said.

Work in pairs. Give each other five orders. Then change partners and report the orders to your new partner.

i Punctuation

Put the missing inverted commas ['...'], commas [,], or full stops [.] into these sentences.

- Don't be silly she said I'm not angry.
- He said I've never been to London.
- This is quite difficult said Frank.
- I wouldn't like to try that diet said Megan would you?

j Exercise and diet

Discuss these questions.

- Do you take regular exercise? If so, what do you do?
Describe a keep-fit exercise to the rest of the class. Ask them to do it.
What kind of food do you enjoy the most?
Are you careful about your diet?
Have food habits in your country changed in recent years? If so, how?

Where is Nathan Palmer?



'WHERE'S NATHAN PALMER? I PHONED HIS HOUSE AND ASKED WHERE HE WAS, BUT THEY DIDN'T KNOW.'

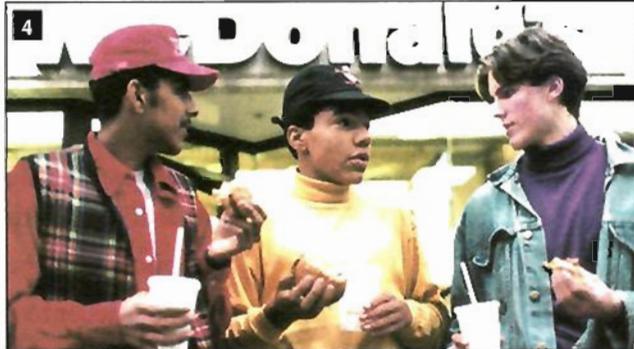
'YOU'D BETTER PHONE ROUND HIS FRIENDS, COACH. WE'RE RUNNING OUT OF TIME ...'



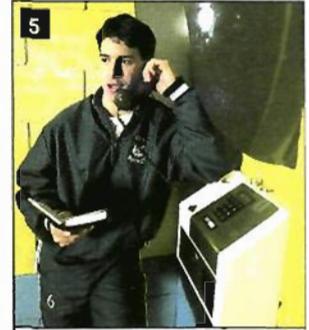
'THAT WAS THE COACH. HE WANTED TO KNOW IF I HAD SEEN NATHAN TODAY.'



'YEAH, THE COACH PHONED ME, TOO. I TOLD HIM THAT NATHAN HADN'T ARRIVED FOR WORK THIS MORNING.'



'BY THE WAY, THE COACH PHONED. HE ASKED IF I KNEW THE NAMES OF ANY OF NATHAN'S FRIENDS.'



'HE MIGHT BE IN THE PARK, TRICIA. WILL YOU GO AND LOOK?'



'YEAH, NATHAN WAS HERE, BUT HE ISN'T HERE NOW, OH, HE LEFT A COUPLE OF HOURS AGO.'



'NATHAN PALMER? WHO'S NATHAN PALMER?'



'NO, IT ISN'T I WAS JUST WALKING BY THE PHONE BOX WHEN IT STARTED RINGING.'



'I THINK YOU'VE GOT THE WRONG NUMBER.'



'HIS GRANDFATHER SAID HE'D LEFT FOR THE ICE-RINK. BUT WHERE IS HE?'



WHERE IS EVERYBODY?

a Matching

Match the coach's questions to the pictures. Write the number of the picture next to the question. (Note: there are more pictures than questions.)

- 1 Do you know the names of any of his friends?
- 2 Did Nathan arrive for work this morning?
- 3 Has Nathan left for the ice-rink yet?
- 4 Have you seen Nathan today?
- 5 Is Nathan there?
- 6 Hello, Nathan?
- 7 Can I speak to Nathan Palmer?
- 8 Is that Nathan Palmer?

b Reporting

Look at these reports of dialogue from the story. Complete the spaces.

- 1 He asked whether Nathan _____ arrived for work that morning. (Picture 3)
- 2 He asked Tricia if she _____ go and look in the park. (Picture 5)
- 3 He said that Nathan _____ been there, but that he _____ there any more. (Picture 6)
- 4 He asked who Nathan Palmer _____. (Picture 7)
- 5 The coach wanted to _____ when Nathan had left. (Picture 6)
- 6 Nathan asked _____ everybody was. (Picture 11)

c Who is Nathan Palmer?

Discuss these questions.

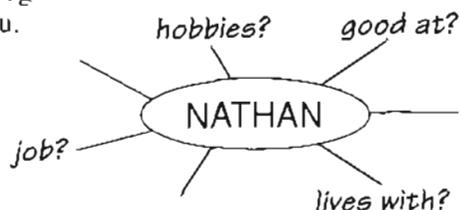
- Can you guess what time of day it is?
- Which day of the week do you think it is?
- Why do you think the coach was looking for Nathan?
- Have you got any idea where Nathan had been?
- What had he been doing, do you think?
- Why do you think he was alone in Picture 11?
- Do you know how to play ice-hockey?
- Have you ever seen a game?

d Use your imagination

Compare your ideas about Nathan Palmer with another student.

- What do you know about him?
- What sort of things does he do?
- What do his friends do?
- How old is he?
- What's his family like?

Use this diagram to help you.



e What did they say?

'You'd better phone round his friends, coach.' (Picture 1)
The player told the coach that *he had better phone round Nathan's friends.*

- 1 'By the way, the coach phoned.' (Picture 4)
He told them that ...
- 2 'He might be in the park, Tricia.' (Picture 5)
The coach told Tricia that ...
- 3 Oh, he left a couple of hours ago.' (Picture 6)
Nathan's friend told the coach that ...
- 4 'I was just walking by the phone box when it started ringing.' (Picture 8)
The stranger told him that ...

f Phone messages

Listen to these five phone messages and make notes on them. Remember, don't try to write everything. You only need to note the important part of the message.

g Did anyone call?

Louisa finished her meeting and called her secretary to ask her whether there had been any messages. Role play the secretary and report the messages to her, e.g. *Mr Kennedy phoned. He asked if you could call him back before five. He said he'd be in his office.* or *Mr Kennedy asked you to phone him back at his office before five.*

h Write your own folk tale

Fill in the spaces in this story, using as many words as you like. There are no 'right' answers.

Once upon a time a _____ man was walking through a _____ dark forest when an old lady stopped him. She was dressed in _____ .
'Good afternoon,' said the old lady. 'I want to ask you three questions.'
'All right,' he said. 'What are they?'
So the old lady asked him the three questions. First, she asked him if _____ , and he told her that _____ .
Then she asked him whether _____ , and he told her that _____ .
Lastly, she asked him _____ , and he replied, 'Well, madam, I _____ .'
'You have given me honest answers,' said the old lady, 'and I will reward you.'
Suddenly there was a flash of light, and _____ .

Outlaws

a Well-known characters

El Cid	Billy the Kid	Cleopatra
William Tell	Don Quixote	Jesse James
Aladdin	Robin Hood	Zorro
Maid Marian	Al Capone	Count Dracula
Davy Crockett	Joan of Arc	Helen of Troy
King Arthur	Genghis Khan	Batman

Discuss these questions in pairs.

- Which of these famous characters have you heard of? What do you know about them?
- Which ones are historical figures (H)? Which ones are fictional (F)?
- How popular are stories and films about them in your country? Are they well-known / heard of / unknown?
- Read this definition and complete the example.

out•law /'aʊtlɔː/ a person (usually in past times) who has broken the law and is hiding from the authorities: _____
 _____ was the leader of a group of outlaws in the forest.

How many of the characters were outlaws?

OUTLAW MYTHS

Do you know which one of the characters has had the most films made about them? Billy the Kid and Jesse James tie for second place with just over forty films each, but the outright winner – the most filmed character of all time – is Robin Hood. All three of these men were outlaws who fought against authority. So what is the lasting appeal of the outlaw story?

Most outlaw stories have similar themes. Firstly, there is an injustice, which forces the outlaw to flee. Subsequently, a band of outlaws is formed, who rob their enemies but share the proceeds with poor people. Finally the outlaw is killed, usually because someone betrays them.

Robin Hood is the classic outlaw. There are many different legends about him, but no proven historical facts. Over the centuries writers have romanticized his story and made it more attractive. This is the basic story.

Robin of Locksley returned from the wars to find that his lands had been taken by the wicked Sheriff of Nottingham. He formed a band of rebel outlaws in Sherwood Forest who used to steal from the rich and give to the poor. They were popular with the local Anglo-Saxon peasants, at a time when England was ruled by Norman lords. Robin was a brilliant archer. Among his band were Friar Tuck, who was a fat, cheerful priest, and Little John, a giant of a man. Robin fell in love with Maid Marian, who was being courted by the Sheriff. Eventually Robin and Marian got married.

(The Hollywood versions usually end at this point.)

Robin died at Kirkstall Abbey in Yorkshire. He was betrayed by the Abbess while she was treating his wounds. Instead of helping him, she murdered him. As he lay dying, he shot an arrow out of the window. He asked to be buried wherever it landed.





b Understanding words and phrases

Find words or phrases in the text which mean:

- 1 were equal second
- 2 continuing feelings of interest and pleasure
- 3 to run away from a place
- 4 to divide the money
- 5 a friend helps their enemies to defeat them
- 6 facts from history which we know are true
- 7 exaggerated the truth in an imaginative, heroic way

c Questions

- Do we know whether Robin Hood was a real person?
 What was the injustice that made him an outlaw?
 Which group of people supported Robin Hood?
 Do the Hollywood versions of Robin Hood usually have a happy ending?
 Who betrayed him?

d Billy the Kid and Jesse James

We may not know what Robin Hood was really like, but we can find out the facts about more recent folk heroes.

- Student A: Refer to the Interaction appendix, Section 7.
 Student B: Refer to the Interaction appendix, Section 24.

e Goodies and baddies

People often divide characters in a story into 'goodies' and 'baddies'. Reality is not that simple. Which words would you use to describe Robin Hood, Billy the Kid, and Jesse James? Make three lists. Are the words positive (good) or negative (bad)?

Nouns

thief / criminal / murderer / killer / outlaw / bandit / freedom-fighter / gunman / archer / desperado / hero / villain / bank-robber / rebel / rustler / leader / hooligan

Adjectives

wicked / honest / dishonest / kind / generous / strong / clever / violent / aggressive / poor / evil / cheerful / brave / intelligent / tough / innocent / attractive / gentle / charming / skilful / truthful / crazy

f Ballad of the outlaws

Read through the lyrics of the song. Can you guess which words should go in the spaces?

Can you tell a story about a man or woman from your country who is a folk hero?

He lived in Sherwood Forest with a bow by his side
 The Sheriff of Nottingham tried to steal his young bride
 He stole from the rich but he gave to the poor
 They would wake in the morning to find food at their _____

*Robin Hood, Robin Hood
 They say you're an outlaw
 They say you're no good*

He'd walk over the mountains to look after his land
 A wicked Prince came and took his son by the _____
 The Prince placed an apple upon the boy's _____
 Tell first shot the apple, then shot the Prince dead

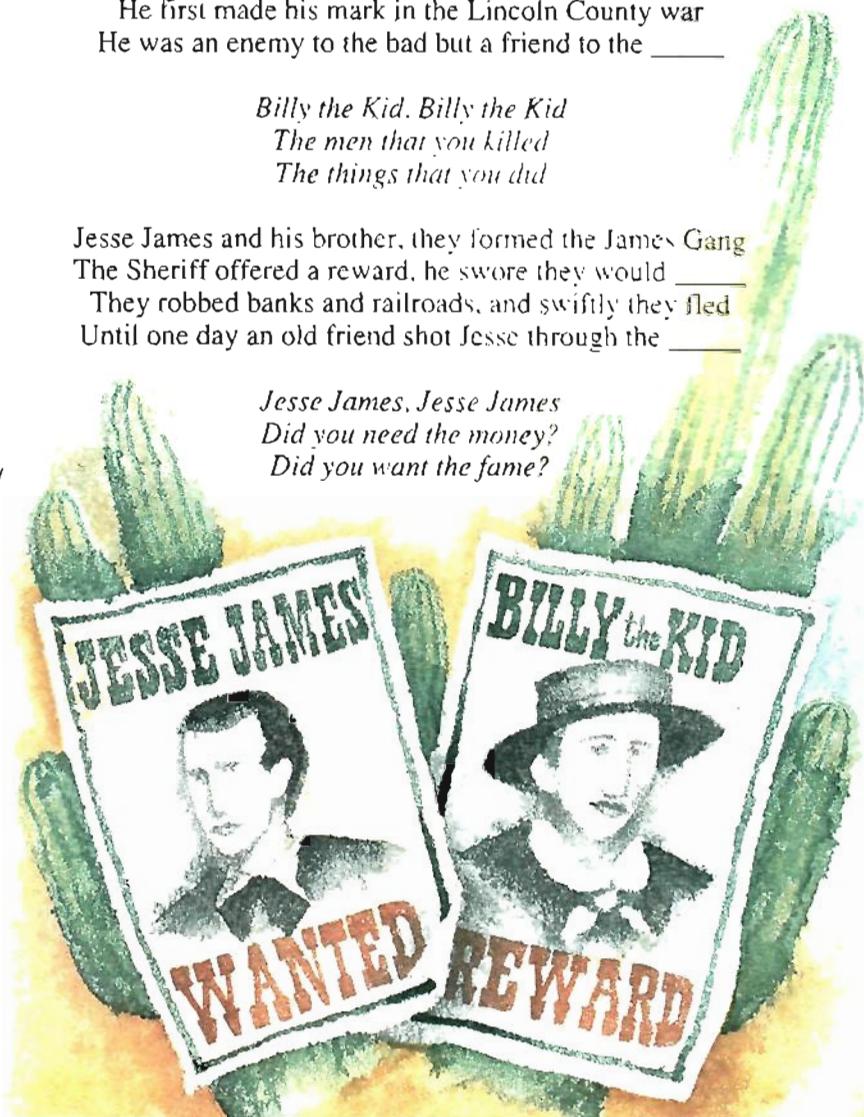
*William Tell, William Tell
 The people followed
 and his enemies fell*

He rode through New Mexico in the old Wild West
 He shot twenty men; they called him the _____
 He first made his mark in the Lincoln County war
 He was an enemy to the bad but a friend to the _____

*Billy the Kid, Billy the Kid
 The men that you killed
 The things that you did*

Jesse James and his brother, they formed the James Gang
 The Sheriff offered a reward, he swore they would _____
 They robbed banks and railroads, and swiftly they fled
 Until one day an old friend shot Jesse through the _____

*Jesse James, Jesse James
 Did you need the money?
 Did you want the fame?*



A WEEKEND BREAK

I



'Yuk!' exclaimed Derek. 'My shoe's stuck in the mud.'
 'Stay where you are,' shouted Penny. 'I've found the door.'
 She knocked twice. Somewhere in the old house a light was
 switched on. Bright light flooded out from the window, and for
 the first time she could see Derek. He had taken his foot from
 his shoe and was standing on one leg trying to pull the shoe out
 of the deep farmyard mud.
 'Be careful,' warned Penny, 'or you'll fall flat on your face.'
 Too late. Almost as she spoke Derek leaned too far, went head
 first into the mud and swore loudly.
 Before Penny could say anything, a dog started barking and
 the door opened. An old man was standing in the doorway
 'What's going on?' he snarled angrily
 'G-G-Good evening,' stuttered Penny, and apologized for
 disturbing him at that time of night. She explained that they
 had come to collect the keys to Rose Cottage. The old man
 nodded and went back into the house.
 'Get up, Derek,' she hissed.
 'This is my best jacket, and it's ruined,' he complained miserably
 as he tried to stand up.
 'Here you are.' The old man had returned with the keys. 'How
 long are you staying for?' he demanded.
 'Only for the weekend,' replied Penny nervously. 'We'll be
 leaving on Sunday at ...'
 'Sorry we were so late,' interrupted Derek, 'we had a bit of
 trouble with the car.'
 The old man looked him up and down, and snorted noisily.
 'There won't be any hot water at the cottage tonight,' he said.
 'I'll come and light the boiler for you in the morning. After I've
 milked the cows. Goodnight.' He slammed the door.
 'Thanks a lot,' muttered Derek under his breath.

a Listen and read

Listen to the recording and follow the text in the book.

b Questions

Read the questions and make short notes.

- Who were the three people?
Derek, Penny, old farmer
- What were they like?
- How do you think they felt?
- What happened to Derek?
- Why were Penny and Derek late?
- Why were they there?
- Where were they going?
- Who needed hot water? Why?

Now ask and answer the questions in pairs.

c Reporting verbs

- Underline the verbs which can be replaced by *say*, *tell*, or *ask* in Chapter 1.
- What do you think was actually said?
 - She apologized for disturbing him at that time of night.
 - She explained that they had come to collect the keys to Rose Cottage.
 - Derek swore loudly.

d How did they say it?

- Look at these adverbs. Which verbs do they go with in the text?
loudly / angrily / miserably / nervously / noisily
- Find other verbs from the text which could go with the adverbs above.
- The verbs you have found are 'reporting verbs'. Which ones can you use with the adverbs below?
quietly / quickly / sadly / aggressively / rudely / cheerfully / politely / sympathetically

e Your turn to speak!

Mutter 'I don't like English' under your breath.
Hiss to another student, 'Be quiet. I can't hear the teacher.'
Snarl angrily, 'I don't know the answer!'
Stutter your name nervously.
Complain miserably that you don't understand the lesson.

f Group work

Read Chapter 3 carefully, then, in groups of three, act out the conversation between Penny, Derek, and the old farmer.

3

It was just after seven a.m. when the old farmer arrived at the cottage. He greeted Penny softly and politely, then apologized for his bad temper the evening before. He explained that he had been asleep when Derek and Penny had arrived. Penny was surprised, but she introduced herself, and told him that she and Derek were having a short holiday. She mentioned that they had seen an advert for the cottage in a magazine. She'd read that it was near the coast, and she'd often heard how nice the area was. She invited the old man to come in, and offered him a cup of tea. He thanked her, but answered that he'd just had breakfast.

Derek came into the kitchen, and the old man enquired about his clothes. Derek replied that he'd cleaned most of the mud off.

The old man reminded them that he had come to light the boiler. He soon had the boiler working, and informed them that they would have plenty of hot water in a couple of hours' time.

Derek asked him what time the village shop opened. The old man replied that it wouldn't be open until nine, then promised to bring them some fresh milk and eggs from the farm.

5

'I'll go,' called Penny when she heard the knock on the door. A tall policeman was standing there.

'Good morning, ma'am. My name's Police Constable Hardy, Dorset Police.'

'Er ... please come in,' said Penny. 'I'm Penny Walker. I'm afraid it's not very tidy. We haven't unpacked yet.'

The policeman came in and put his helmet on the kitchen table.

'Are you here alone?'

'No. I'm with my husband, Derek. He's just having a bath.'

'Well, may I ask you a few questions, ma'am?'

'Certainly, Constable. Er ... would you like a cup of tea?'

'No, thank you, ma'am.'

'Well, how can we help you?'

'When did you arrive here?'

'Last night. About 11.30. Why do you ...?'

'And did you get the keys from the farm?'

'Yes, we did.'

'I see,' said the policeman. 'And did you speak to the farmer?'

'Yes. He gave us the keys. But why do you want to know?'

The policeman looked round the room, then leaned forward and whispered mysteriously, 'Haven't you read in the newspapers about the Dorset Murders?'

g Reported speech

Chapter 1 has a mixture of direct speech using reporting verbs, and reported speech.

Chapter 3 is written in reported speech.

Chapter 5 is mainly direct speech. Read it, then rewrite it completely in reported speech.

h The ending?

Discuss how the story might continue.

Check-back three

Which word?

Choose the correct words for the spaces.

- That's the man _____ brother is a film star.
who / who's / whose / that's
- You won't pass the exam _____ you work hard.
if / when / as soon as / unless
- If I were you, I _____ go to the doctor.
would / will / can / did
- He _____ that he was tired.
told / say / tells / said
- She told _____ that she wouldn't be here tomorrow.
we / - / us / ourselves
- He _____ me if I would like to sit down.
asked / told / said / offered
- There are often accidents _____ fireworks.
for / because / of / because of
- If I _____ enough money, I'd buy a private plane.
would have / have / would / had
- Robin Hood _____ to steal from the rich.
use / would / used / often
- The two friends _____ each other.
apologized / enquired / greeted / replied

Conditionals – A

Choose the correct form of the verb.

- I wouldn't do that if I _____ you. (am / were)
- I'll tell him if I _____ him. (see / will see)
- We _____ call the doctor unless she gets worse.
(won't / don't)
- I _____ go if I had the time. ('d / 'll)
- I won't take an umbrella unless it _____ raining.
(is / was)
- If you had a different hair-style, you _____ look older. (might / did)
- If you _____ swim, don't go in the deep end of the swimming pool. (can't / might)
- I _____ buy one unless I were very rich! (wouldn't / can't)

whose, which, where, when, who

Complete the spaces with the correct word.

- There's a castle in the town _____ was built in 1356.
- There's a room _____ King Charles II slept.
- It belongs to Lord Crook _____ was born there.
- He's the man _____ son is a rock singer.
- 3 June is the day _____ there is a festival in the town.

Reported speech

'It's cold,' she said.

She said that it was cold.

Put these sentences into reported speech.

- 'I've got a new jacket,' he said.
- 'I don't like tea,' she said.
- 'It's made of cotton,' she said.
- 'I've been to the supermarket,' he said.
- 'It has been done,' she said.
- 'I went to Scotland,' she said.
- 'I didn't go to Wales,' she said.
- 'I'll do it,' he said.
- 'I can speak Italian,' he said.
- 'I must go,' she said.

Reporting verbs – A

Match the reporting verbs with the explanations.

Reporting verb	Explanation
1 whispered	A said suddenly
2 enquired	B made a sound like a snake
3 demanded	C asked a question
4 exclaimed	D said like an angry animal
5 hissed	E said before the other one had finished
6 snarled	F spoke very quietly
7 interrupted	G s-s-said l-l-like this
8 stuttered	H asked strongly, like a command

Reporting verbs – B

Complete the spaces with the past tense of the reporting verbs in the box. Use each verb once only.

warn remind explain demand promise complain

- 'Don't forget the tickets,' he _____ her.
- 'Get me my dinner now!' _____ the angry child.
- 'I can't eat this. It's stone cold,' she _____.
- 'Be careful! That pan's red hot!' she _____ them.
- 'I'll pay you back tomorrow, really,' he _____.
- 'This is how you do it,' _____ the teacher.

Reported questions

'Are you ill?' she asked.

She asked if I was ill.

Put these questions into reported speech.

- 'Did Ann post the letters?' he asked.
- 'What size are they?' he asked.
- 'Will you phone me?' she asked.

Answer key	
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This answer key may be photocopied for use with *Grapvine 3, 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 word?

- | | |
|----------|--------------|
| 1 whose | 6 asked |
| 2 unless | 7 because of |
| 3 would | 8 had |
| 4 said | 9 used |
| 5 us | 10 greeted |

Conditionals – A

- | | |
|---------|------------|
| 1 were | 5 is |
| 2 see | 6 might |
| 3 won't | 7 can't |
| 4 'd | 8 wouldn't |

whose, which, where, when, who

- | | |
|---------|---------|
| 1 which | 4 whose |
| 2 where | 5 when |
| 3 who | |

Reported speech

- 1 He said that he had (got) a new jacket.
 - 2 She said that she didn't like tea.
 - 3 She said that it was made of cotton.
 - 4 He said that he had been to the supermarket.
 - 5 She said that it had been done.
 - 6 She said that she had been* to Scotland.
 - 7 She said that she hadn't been* to Wales.
 - 8 He said that he would do it.
 - 9 He said that he could speak Italian.
 - 10 She said that she had to go.
- * *gone* could replace *been* in these sentences, but the emphasis would be different.

Reporting verbs – A

- | | |
|-----|-----|
| 1 F | 5 B |
| 2 C | 6 D |
| 3 H | 7 E |
| 4 A | 8 G |

Reporting verbs – B

- | | |
|--------------|-------------|
| 1 reminded | 4 warned |
| 2 demanded | 5 promised |
| 3 complained | 6 explained |

Reported questions

- 1 He asked if* Ann had posted the letters.
 - 2 He asked what size they were.
 - 3 She asked if* I would phone her.
 - 4 He asked where I had been.
 - 5 She asked if* I knew the address.
 - 6 He asked when I could do it.
- * *whether* could replace *if* in these sentences.

Adjective order

- 1 the tall square brick building
- 2 some old green wooden doors
- 3 a nice young English student
- 4 a long cotton Indian skirt
- 5 an expensive pale blue striped shirt
- 6 a pair of old faded denim jeans

Talking about grammar

- 1 type 1 conditional
- 2 a warning
- 3 an adverb modifying an adjective
- 4 a reported request
- 5 an adverb of sequence
- 6 direct speech
- 7 a time clause

Conditionals – B

- 1 I'd call a doctor if I were ill.
- 2 I wouldn't go unless I could afford the tickets.
- 3 If I were late, I'd miss my bus.
- 4 If you liked it, I'd give it to you.

Vocabulary

- | | |
|------------|-----------|
| 1 sheriff | 5 bones |
| 2 season | 6 violent |
| 3 headland | 7 boiler |
| 4 metal | |

Pronunciation

- | | |
|---------|---------|
| 1 five | 6 four |
| 2 four | 7 three |
| 3 three | 8 five |
| 4 three | 9 one |
| 5 two | 10 one |

Matching

- | | |
|-----|-----|
| 1 E | 4 B |
| 2 A | 5 C |
| 3 F | 6 D |

- 4 'Where have you been?' he asked.
 5 'Do you know the address?' she asked.
 6 'When can you do it?' he asked.

Adjective order

(little / beautiful / five / silk) tablecloths
five beautiful little silk tablecloths

Put the adjectives in the normal order.

- 1 (square / the / brick / tall) building
 2 (wooden / green / old / some) doors
 3 (English / nice / a / young) student
 4 (long / cotton / Indian / a) skirt
 5 (striped / blue / pale / expensive / an) shirt
 6 (denim / a pair of / old / faded) jeans

Talking about grammar

Put a tick in the correct box. You can look at the Grammar summaries for Units 21–30 to help you. Tick the correct box. Score *nvo* points for each answer.

- 1 I'll phone you if I hear any more news.
 This sentence is a:
 type 1 conditional
 type 2 conditional.
- 2 I'd be careful if I were you.
 This sentence is:
 a warning
 an offer.
- 3 It was a really boring concert. I fell fast asleep.
really is:
 an adjective modifying an adverb
 an adverb modifying an adjective.
- 4 He asked her if she would help.
 This sentence is:
 a reported request
 a reported statement.
- 5 Finally, they had a cup of coffee.
finally is:
 an adverb of frequency
 an adverb of sequence.
- 6 He said, 'I'm terribly tired.'
 This sentence is an example of:
 reported speech
 direct speech.
- 7 When you meet him, remember to shake hands.
 In this example, *when* introduces:
 a time clause
 a relative clause.

Conditionals – B

I'll do it if I can. *I'd do it if I could.*

Change these sentences from type 1 conditionals into type 2 conditionals.

- 1 I'll call a doctor if I'm ill.
 2 I won't go unless I can afford the tickets.
 3 If I'm late, I'll miss my bus.
 4 If you like it, I'll give it to you.

Vocabulary

Find the different word.

- | | | | |
|------------|-------------|-----------|----------|
| 1 outlaw | sheriff | robber | murderer |
| 2 festival | celebration | season | carnival |
| 3 castle | college | cathedral | headland |
| 4 canvas | denim | metal | cotton |
| 5 bones | mouth | cheek | nose |
| 6 soothing | calm | relaxing | violent |
| 7 boiler | field | hedge | forest |

Pronunciation

How many syllables are there in these words?

celebration ce-le-bra-tion = *four*

- 1 congratulations
 2 independence
 3 embarrassed
 4 hypnosis
 5 beware
 6 superstitious
 7 solitude
 8 particularly
 9 wicked
 10 dressed

Matching

Look at these sentences. Match them to the most likely replies.

- | Sentences | Replies |
|------------------------|-----------------------------|
| 1 Leave us alone. | A Yes, I understand now. |
| 2 Is that clear? | B It's straight ahead. |
| 3 Thank you very much. | C The one dressed in black. |
| 4 Where's the beach? | D I will! Thanks. |
| 5 Which one's Maria? | E All right, I'll go. |
| 6 Have a good time! | F You're welcome. |

SCORE (out of 100) _____ %

Essential information for Pit Bull owners



There are new laws for the owners of Pit Bull Terriers. For example, you must now keep the dog muzzled and on a lead in public.

Failure to do this could mean a fine of £2,000, six months in jail and the destruction of your dog.

For the right to keep your dog, you must fill in a form at your local police station by 12th October 1991. W.M. GOVERNMENT

(British government advertisement)



Beware the New Puritans

from TONY BURTON
IN NEW YORK

Some firms are refusing to hire workers considered too fat. The city of Athens in Georgia tested prospective employees for cholesterol and turned down those whose levels exceeded a certain amount.

A company in Pennsylvania will not hire anybody who rides a motorcycle.

Turner Broadcasting, which includes Cable News Network, bans smokers in and out of the workplace. 'If we found that somebody was smoking away from the office, we'd probably arrange counselling for them,' said a spokeswoman.

(Part of an article from the *Daily Mail*.)

READERS' LETTERS

Fur deal for the repentant

As a result of Lynx's campaign to make people aware of the cruelty of wearing fur coats, thousands have taken advantage of Lynx's fur amnesty and handed them over to us. On August 28 at 11a.m., Lynx will bury these furs and erect a memorial to the animals who died for fashion and vanity. Then the site will be planted with trees to stand as a testimony to the British public's rejection of this cruelty. Anyone who wishes to dispose of a fur coat should post it to Lynx, PO Box 300, Nottingham, NG1 5HN.

CAROL MCKENNA
Campaign Director, Lynx



(Letter to the *Daily Mail*.)

A recent survey of 295 factories found that no fewer than 31% called in 'sick' on Mondays and 37% stayed away from work because of 'illness' on Fridays. Another survey of 2,000 people discovered that nearly two-thirds of those who called in sick were shirking.

'Those who don't do it are considered stupid,' said Dr Eberhard Hamer, a project leader.

A spokesman at Siemens added, 'I don't see why we should stay at our offices longer than necessary. I try not to work overtime and would rather spend my afternoons in the sun ...'

Gerdt Blasich, a spokesman at the Schering pharmaceutical company, said, 'The day of people wanting more possessions is over - not everyone wants to have a new BMW in the garage.'

(Extracts from an article by Michael Kallenbach in the *Sunday Times*.)

a Pit Bull terriers

Read the government advertisement.

- Where do you put a muzzle on a dog?
 round its neck over its mouth on its feet
- Where do you put a lead on a dog?
- What three things could happen to someone who did not obey this law?
- What would you have to do if you wanted to keep a Pit Bull terrier in Britain?

b Advantages and disadvantages

Look at the list below. Put a tick (✓) by the advantages of keeping a dog, and a cross (✗) by the disadvantages.

- Dogs are company for lonely people.
- Dogs guard your home and protect you.
- Dogs cause mess in the streets.
- Dogs bark a lot.
- Dogs help people, e.g. guide dogs for the blind.
- People can be allergic to dog hair.
- Dogs can be dangerous.
- Dogs need daily exercise.
- In many countries, dogs can get rabies.

c Discussion

- Do you agree or disagree with these statements? Give reasons.

- 'When children keep pets, it teaches them to care for other living creatures.'
- 'People who own pets are more relaxed.'
- 'All dogs should be muzzled in public.'
- 'There are no bad dogs, only bad owners.'

- Discuss these questions.

- For what reasons do people keep dogs?
- Why do some people dislike dogs?
- Are all dogs dangerous? Are some types of dog more dangerous than others? Why do people keep dangerous dogs? What is the reason for the new law in Britain?
- Whose fault is it when a dog attacks someone?
- In your opinion, should people be allowed to keep lions or tigers as pets?

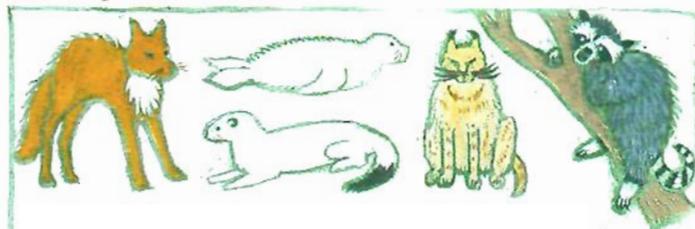
d Fur deal for the repentant

Read the letter. Number these sentences in the correct order from 1 to 5.

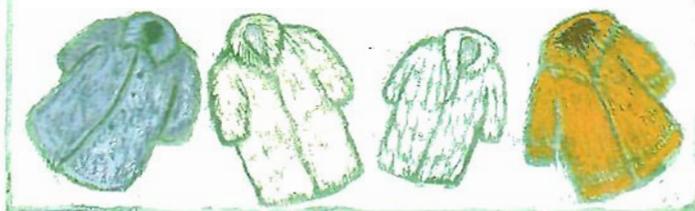
- Lynx is going to put them in a hole in the ground.
- Lynx has been campaigning against fur coats.
- If you agree with Lynx, and you have a fur coat, you should send it to them.
- Many people have given their coats to Lynx.
- Then they are going to put up a memorial to the animals that were killed.

e Opinions

Discuss these statements. Try to use some of the words and expressions below.



People only wear fur coats to show that they're rich, not to keep themselves warm.
 Wild animals die a painful death when they are trapped for their furs.
 It would be better if they sent the fur coats to poor people in cold countries instead of burying them.
 There is nothing wrong with the mass-production of fur on fur farms.
 If you wear leather shoes, then you have no right to argue against fur coats.
 It is wrong to attack people who wear fur coats, even if you don't agree with them.



Seriously, ... *In my opinion, ...*
Actually, ... *That's not the point.*
Really, ... *I see your point, (but) ...*
Honestly, ... *I'm afraid I don't agree.*

f Work

Student A: Refer to the Interaction appendix, Section 10.
 Student B: Refer to the Interaction appendix, Section 18

g Attitudes to work

Do you agree or disagree with these statements?

- Companies have no right to control employees' free time.
- It is dishonest to pretend to be sick.
- Work is the most important thing in life.
- I don't mind doing extra work without pay.
- If I couldn't find a job I liked, I wouldn't work.
- In the future people will work less.*
- Everybody has a right to a job.
- Money is the most important thing about a job.

h Where do you draw the line?

Where do you draw the line between personal freedom and the rights of other people?

Write a short argument for or against **one** of the following.

Smoking / Dangerous dogs / Fur coats / Taking time off work

ARRIVALS

Logical deduction

TAXIS

www.english.ru

UNDERGROUND



Dear Sonia,

Thank you for agreeing to meet me at the airport. I shall be arriving on Flight BA 873 from Moscow, which is due in at 1900 on Thursday 9 July. I'll describe myself so that you'll recognize me.

I have brown hair and I wear glasses. I shall be wearing a blue jacket and black trousers, and carrying a grey suitcase. I am looking forward to meeting you for the first time.

Best wishes,
Pat

a Arrivals

Last week Sonia got a letter from Pat Daniels, the cousin of an American friend. Pat is on a tour of Europe, and is coming to Britain.

Sonia wrote back and offered to meet Pat at the airport in Britain. She received a letter from Pat, who she has never met.

Read Pat's letter, then look quickly at the picture of the airport. Can you guess who Pat Daniels is?

b Deduction

Take *one* fact from Pat's letter.

I shall be wearing a blue jacket.

So, Pat could be A, B, C, D, E, F, G, or H.

Look at the rest of the letter. Take each fact, and say who it could be.

c Elimination

Look at each of the people. Find a reason why it can't be them, e.g.

It can't be F, because she hasn't got brown hair.

d Conclusion

It could be (A, B, C, D, E, F, G, or H).
It can't be (A because ...); it can't be (B because ...), etc.
So / Therefore it must be ...

Say who you think Pat Daniels is, and give your reasons in writing.

e Pat

The name Pat is short for both Patrick and Patricia. Therefore Pat could be a man (Patrick), or a woman (Patricia).

Can you guess what people's first names could be?
e.g. Mr J. McKenzie

It says 'Mr', so it must be a man's name.

The initial is J. It could stand for James, John, Jack, Jason, or Jeremy. They're all common names. The name might be Jacob, Jethro, or Justin. They're less common names. It might even be Jesse, but that's a very uncommon name.

What about these initials?

Ms L. Norman Mr P. Constable Dr A. Carter
Mr R. Palmer Mrs M. Nelson Dr S. Campbell

f Logic problems

Look at the logic problems below. Discuss them with another student.

You will find the answers in the Interaction appendix, Section 17.

1 What's the word?

*My first is in fat but not in thin.
My next in wide but not in slim.
My third is in old but not in young.
My fourth and fifth are in large not small.
My sixth and seventh are in noise and sound.
My whole is the place where you may be found.*

Read the rhyme. Can you work out the hidden word, e.g.

The first letter could be either a or f. It can't be t because t is in thin.

2 The execution

Gaston has been taken prisoner by the enemy army. The General has sentenced him to death.

'You can make one final statement before you die, which can be either true or untrue,' he says. 'If it is true, you will be shot. If it is untrue, you will be hanged.'

After a few moments Gaston makes a statement. As a result of the statement it is impossible for him to be executed. What does Gaston say?

3 The flower in the pond

There is a water lily growing in a garden pond. Every day it doubles in size until on the twenty-eighth day it fills the whole pond. On which day does it fill half the pond?

4 What relation?

An airline pilot has a brother who dies. The brother who dies had no brother. Therefore, what relation is the airline pilot to the brother who dies?

5 Who's guilty?

Marge has got three children. One of them has just broken the living room window. When she questions them about it, this is how they reply.

Bart I didn't do it!
Lisa Bart did it!
Maggie Lisa is lying!

Only one of them is telling the truth. The other two are lying. So, who broke the window?

6 International law

An Italian plane is flying from Germany to Portugal when it crashes exactly on the border between France and Spain. Where should the survivors be buried?

g P How unlikely?

We use intonation and stress with *may*, *might*, and *could* when we want to show how unlikely the possibilities are. The intonation and stress are more important than the choice of words. Listen to the sentences below, and write U for unlikely, and P for possible.

Numbers 1 and 2 are examples and the words will help you. In numbers 3 to 8 you will have to listen carefully to the sound.

- 1 I don't know really. It may be his. P
- 2 It may be his, but I don't think so. U
- 3 That might be John at the door.
- 4 That might be John at the door.
- 5 It could be the right answer.
- 6 It could be the right answer.
- 7 They may be late.
- 8 They may be late.

h You must be mad!

Work in pairs. Say something to your partner that will make them respond with one of the sentences below, e.g.

A *Anna's just bought a Rolls-Royce, and a big house in the country.*

B *She must be a millionaire!*

- 1 He must be crazy!
- 2 You must be very tired!
- 3 That can't be true!
- 4 Oh, dear. That must be painful.
- 5 They must be in love.
- 6 *That can't be good for you!*
- 7 You must be very proud of him / her.
- 8 You must be joking!

Sport for all

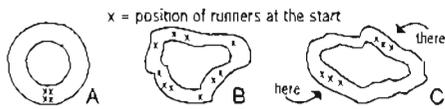
a  The Caucus-race

Alice in Wonderland is considered to be one of the greatest children's books in the English language. It was published in 1865. Lewis Carroll was the pen-name of the Reverend Charles Dodgson (1832–98), a lecturer in mathematics at Christ Church College in Oxford.

In this extract, Alice has met a Dodo and a group of other animals. They are all very wet. The Dodo suggests that a Caucus-race will get them dry.

Listen and follow the text in the book.

- 1 Which of the three diagrams shows the race-course?



- 2 Find words or phrases in the text which mean:
a kind of / stopped / approximately /
breathing heavily / a lot of

- 3 Which of these things do you need in a race?

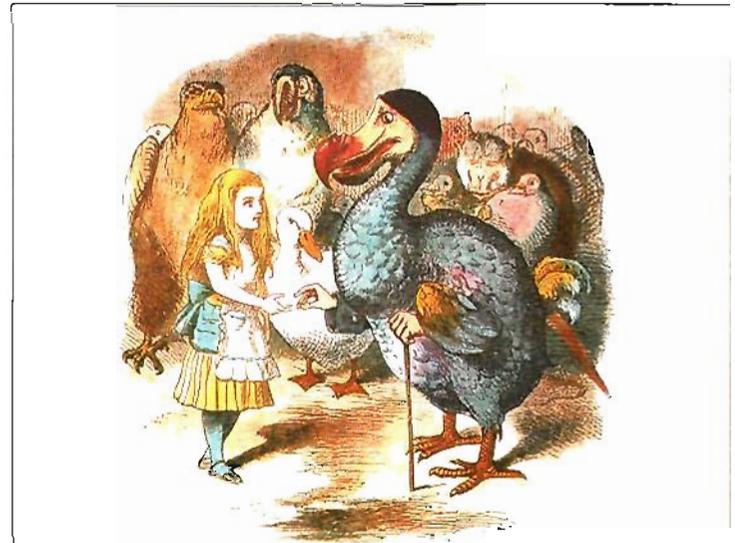
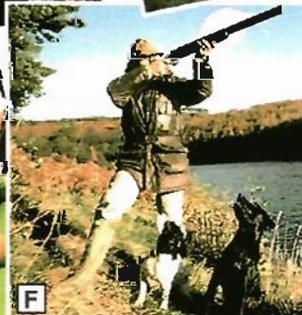
a start	a referee
a flag	competitors
a finish	spectators
a winner	a prize (a medal or a cup)
a loser	the correct clothes and footwear

- 4 Is the 'Caucus-race' really a race? Explain your answer.

b  What is sport?

- 1 Match the sports to the pictures.
boxing / greyhound racing / wrestling / shooting /
jogging / snooker / fox hunting
- 2 Would you call all of these activities 'sports'? Why? /
Why not? Would you prefer to call any of them
'games', 'entertainment', or 'exercise'?
- 3 If all of these activities *can* be called sport, which of
these things does a sport need to have?

people taking part
male / female segregation
competition
participants of a similar age
exercise
special facilities
rules



'What is a Caucus-race?' said Alice.

'Why,' said the Dodo, 'the best way to explain it is to do it.'

First it marked out a race-course, in a sort of circle, ('the exact shape doesn't matter,' it said) and then all the party were placed along the course, here and there. There was no, 'One, two, three, and away!' but they began running when they liked, and left off when they liked, so that it was not easy to know when the race was over. However, when they had been running half-an-hour or so, and were quite dry again, the Dodo suddenly called out, 'The race is over!' and they all crowded round it, panting, and asking, 'But who has won?'

This question the Dodo could not answer without a great deal of thought, and it stood for a long time with one finger pressed upon its forehead, (the position in which you usually see Shakespeare, in the pictures of him), while the rest waited in silence. At last the Dodo said, 'Everybody has won, and all must have prizes.'

From *Alice's Adventures in Wonderland* by Lewis Carroll (abridged)

c Classification

- 1 Someone is writing a book about sport. The book is going to have eight chapters. Can you place the sports in the appropriate chapters?

ski-jumping	squash	hang-gliding	mountain-climbing	body-building
karate	weight-lifting	golf	baseball	gymnastics
cricket	marathon-running	the long jump	archery	fencing

1	Racing sports	<i>cycle racing</i>
2	Achievement sports	<i>throwing the javelin</i>
3	Combat sports	<i>wrestling</i>
4	Target sports	<i>rifle shooting</i>
5	Team games	<i>football</i>
6	Games where you hit a ball	<i>tennis</i>
7	Keeping fit	<i>aerobics</i>
8	Display sports	<i>synchronized swimming</i>

- 2 Can you add more sports to the list?
3 Which of the sports in the completed list have you a played? b supported? c seen on TV?

d P Sports results

Listen to a newsreader who is reading the football results. You can usually guess whether teams have won, drawn, or lost by the intonation of the newsreader's voice. Can you guess? After the first three, the newsreader will not give the score of the second team. Say what you think the second team's score might be.

e Non-competitive games

Schools in Britain have to teach P.E. to students under sixteen. In some districts, schools have introduced co-operative, non-competitive games. You are going to hear a head teacher talking to parents.

- 1 Which of these activities is mentioned?
 athletics tennis football hockey
 cricket volleyball
- 2 Here are some opinions about games. Which ones did you hear in the listening?
- Pupils who don't enjoy sport will not take part in sport when they leave school.
 - Boys enjoy competitive games, girls don't.
 - Traditional games are too competitive.
 - Children enjoy competition.
 - It would be better if less time were spent on sport, and more on studying.
 - It's always the same people who lose.
 - Children should learn to co-operate.

f Class survey

Ask questions to find out this information.

- How many people regularly play sports?
How often do they play them?
Which is the most popular sport? Why?
Is it equally popular with men and women?

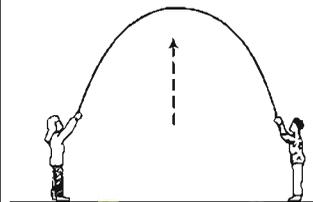
g Parachute games

Parachute games are non-competitive. You need an old parachute, or you can buy one which has been made especially for games. Here is an example.

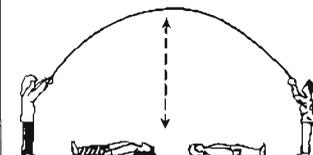
1 The players stand in a circle holding the edge of the parachute. One player is chosen to be the organizer.



2 Choose a word, e.g. *mushroom*. The organizer shouts the word, and everyone lifts the parachute into the air.



3 As soon as it is in the air, some players change places before the parachute comes down. The organizer chooses which players change places, e.g. 'Everyone wearing blue,' or 'Everyone who had cereal for breakfast'.



4 When you finish and everyone is feeling hot, half the players can lie on the ground, while the other half fan them with the parachute.

Her story

a Quiz

These are all true facts. Can you guess which phrase correctly completes the sentences? You will find the answers in the Interaction appendix, Section 29.

1	It is 33 km from England to France across the Channel. (<input type="checkbox"/> None <input type="checkbox"/> Five <input type="checkbox"/> Eight) of the ten fastest cross-Channel swimmers have been women.
2	Scientists tested people to see whether aspirin helped to prevent heart disease. Although 22,000 people were tested, (<input type="checkbox"/> only <input type="checkbox"/> 25% <input type="checkbox"/> more than half <input type="checkbox"/> none) of them were women.
3	In a computer survey of children's school books, male pronouns were (<input type="checkbox"/> four times <input type="checkbox"/> just <input type="checkbox"/> twice) as frequent as female pronouns.
4	In spite of equal opportunity laws, (<input type="checkbox"/> fewer than half <input type="checkbox"/> only 20% <input type="checkbox"/> just fifty-eight) of the United Kingdom's 651 Members of Parliament were women after the 1992 general election.
5	In societies which live by hunting and gathering (<input type="checkbox"/> half <input type="checkbox"/> only a little <input type="checkbox"/> two thirds) of the food is gathered by women.

b 'His story' or 'Her story'?

TRADITIONALLY history has been written by and about men. (Even though some feminists have attacked the word *history*, the original meaning does not come from *his story*. It comes from the Greek word *historia*, which means *enquiry* or *narrative*.) Because history has emphasized kings and battles, women's role in shaping the past has been ignored, or seen from a male point of view.

This is an example. The *average man* is bigger and heavier than the *average woman*. This is true in all societies, although of course many women are taller and heavier than many men. Sociologists who studied ancient man and primitive society believed that men needed to be bigger and stronger because they did the hunting, whereas women developed agriculture. Despite their smaller size, women had more *endurance*, (which is why they make successful cross-Channel swimmers!). The sociologists explained the difference in size, but from a male point of view.



In contrast, recent research has looked at the same problem from a different angle. Sociologists pointed out that among primates, i.e. apes and monkeys, the males are also larger than the females, in spite of the fact that they don't hunt. Greater size is not much advantage to animals that eat leaves! They concluded that primates and humans did not evolve *bigger males* – quite the opposite. They evolved *smaller females*.

Sociologists believe that women are smaller due to the need to feed babies, both before and after they are born. If females had male-sized bodies, they would need to find 30% more food when they were pregnant or feeding a baby. Because of their smaller size, they only need to find as much food as a male to be able to feed themselves *and* their babies. In other words, the difference in size is not the result of a male need, but of a female need.

Look through the text. Underline these words. Which examples show **a** reasons or results, **b** contrasts?

in contrast / because / although / because of / despite / due to / in spite of / but / quite the opposite / even though / whereas / the result of

➤ Now look at the Grammar summary for Unit 34.

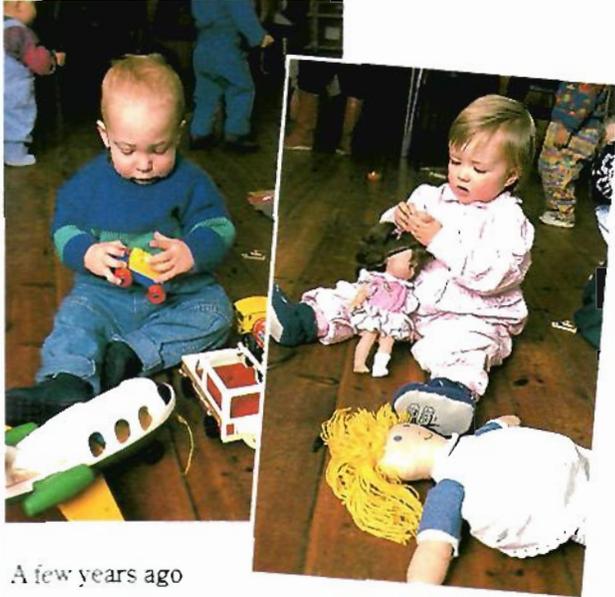
c Exercise

Rewrite these sentences using *although* or *because*.

- In spite of* more job opportunities for women nowadays, working hours are often difficult for mothers.
- Because of* their careers, women are starting their families later.
- Despite* the fact that both partners work, wives usually do more of the housework.
- Work can be difficult for mothers in Britain *due to* the lack of nursery schools.

d) Pretty in pink?

Complete the spaces with *although*, *in spite of*, or *because*.



A few years ago scientists videotaped mothers' reactions to young babies. They needed a baby for their research. _____ it was a boy, they dressed it in pink. They then gave it to several mothers to hold. _____ the baby was dressed in pink, everyone praised its appearance, and said things like, 'There's a pretty little girl.' When the baby made a noise, or moved, they tried to calm it down by saying, 'Stop crying, darling.'

They then dressed the same baby in blue. _____ the fact that it was the same baby, the mothers' reactions were totally different. This time they said things like, 'What a big strong boy!' When it moved or made a loud noise, they laughed and encouraged it, saying, 'Listen to that shouting!' _____ the baby's size hadn't changed, and _____ the cries being identical, mothers reacted differently to the baby in blue.

e) Male and female speech

Women have been found to ask more questions, make more use of positive and encouraging 'noises' (such as *mhm*), use a wider intonational range and a more marked rhythmical stress, and make greater use of the pronouns *you* and *we*. By contrast, men are much more likely to interrupt (more than three times as much, in some studies), to dispute what has been said, to ignore or respond poorly to what has been said, to introduce more new topics into conversation, and to make more declarations of fact or opinion.

(From *The Cambridge Encyclopedia of Language*, by David Crystal.)

What differences are there between male and female speech in your language?

f) Complete the spaces

Do this exercise quickly. Complete the spaces in these sentences.

- 1 Although the nurse was tired, _____ had to continue working.
- 2 Even though _____ hadn't been hurt, _____ burst into tears after the accident.
- 3 Despite the lack of time, the President stopped _____ car to speak to some of the crowd.
- 4 _____ didn't cry, in spite of the terrible news about _____ family.
- 5 Though the shop didn't open until nine o'clock, the new manager was in _____ office before seven.

g) Inclusive language

Look at the pairs of words below. Put them into two lists: sexist and inclusive (i.e. non-sexist).

air hostess / flight attendant
 chairperson / chairman
 humanity / mankind
 man-made / artificial
 prehistoric man / prehistoric people
 police officer / policeman
 Dear Sir / Dear Sir or Madam

What do you think about your choices for **f**?

h) they

Nowadays we try to avoid sentences like these.

'Mind that child! **He** may be deaf.' (car sticker)
 'Early **man** lived in caves.'
 '**Men** first lived in cities around 5,000 BC.'

In modern English it is better to avoid using male words when they mean male or female. You can write *his or her* and *he or she*. It is often easier to use *they*, *them*, *themselves*, and *their*; these are being used more and more as singular neutral pronouns.

Rewrite these sentences with singular neutral pronouns.

- 1 Someone has left his or her car in front of our gate.
- 2 Someone could hurt himself or herself if he or she fell down those stairs.
- 3 His or her name isn't on my list.
- 4 He or she didn't answer the phone.
- 5 When you meet the manager, please give this to him or her.

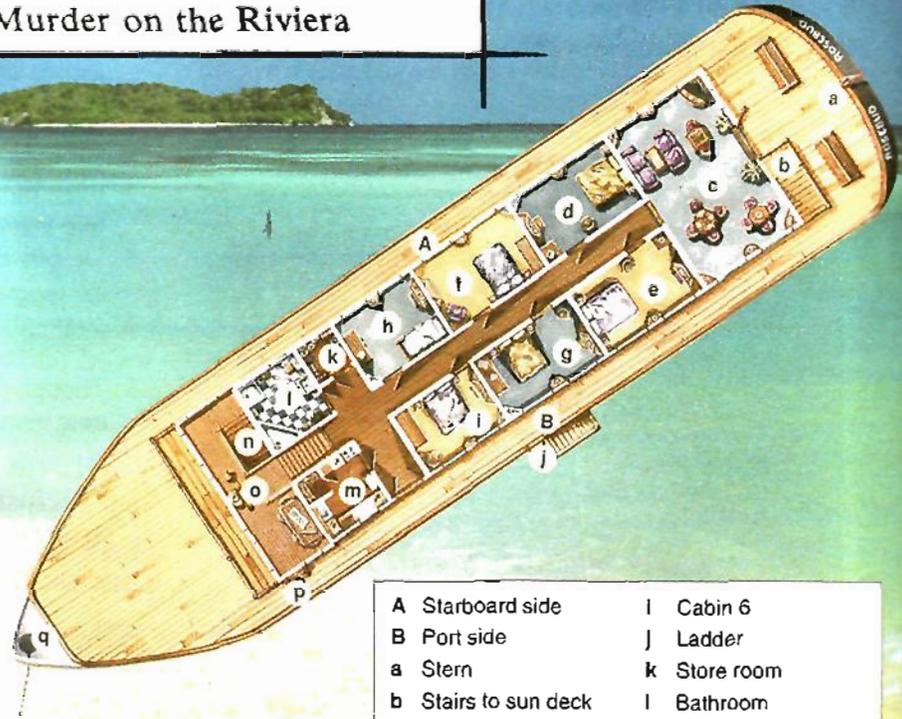
i) Picture description

Look at the pictures for **d** above.

- Describe the people / their clothes.
- Say what you feel about the picture. Don't be afraid to give opinions.

Murder on the Riviera

The luxury motor yacht *Rosebud* belongs to the American movie producer Hiram Studebaker, the head of Metropolitan Pictures. It is moored in the harbour at St Michel on the French Riviera. The crew went ashore this morning on leave. The captain and one of the stewards stayed on board to look after Mr Studebaker's guests. After breakfast, at 8 a.m., Mr Studebaker went to sit at the stern of the boat, as usual. All the passengers gathered in the saloon for lunch at 12 o'clock. Mr Studebaker didn't come in for lunch, and Hercules Perrett, who was on board, noticed that Mr Studebaker was still wearing a heavy fur coat in spite of the hot sunshine. It had been cool earlier in the morning. Hercules sent out Pierre to get Mr Studebaker for lunch. There was a terrible scream from Pierre. Mr Studebaker was in his normal seat, but when they moved his coat they saw a dagger sticking out of his chest. He was dead.



A	Starboard side	I	Cabin 6
B	Port side	J	Ladder
a	Stern	k	Store room
b	Stairs to sun deck	l	Bathroom
c	Saloon	m	Galley
d	Cabin 1	n	Stairs to lower deck
e	Cabin 2	o	Bridge
f	Cabin 3	p	Ladder to sun deck
g	Cabin 4	q	Bow
h	Cabin 5		

These are the people who were on board the *Rosebud*.

STEPHANIE CHRISTIE

Age: 24. Ex-Olympic swimming champion from Montreal. Is going to be the star of a new adventure movie, *Queen of the Waves*. This will be her first film. Her parents were very angry when she gave up her swimming career. Haven't spoken to her since.

**HERCULES PERRETT**

British private detective. Had been introduced to Studebaker in St Michel the previous day, and was invited to join the cruise. Took charge of the investigation.

**CHARLES DEXTER**

Age: 40. British. Has written two serious novels about the working class in Britain. After he won a prize for one of his novels, Studebaker persuaded him to give up his teaching job to write the script of *Queen of the Waves*, his first screenplay. This is his first time abroad.

**DR JOSEPHINE CAMPBELL**

Age: 34. Medical doctor. Psychoanalyst to the stars in Hollywood. Studebaker had never been a patient of hers. Her sister had died in a car crash the previous year. Studebaker had been driving the car. Her husband often did business with Studebaker.

**LORD HENRY FERNDOWN**

Age: 28. British. Has been married for three years. Met his wife in Las Vegas. Was very wealthy, but has recently lost most of his money gambling in casinos. Had never met Studebaker until he invited them on this short cruise.

**CAPTAIN BIRDSEYE**

Age: 57. American. Ex-naval officer. Was in same orphanage as Studebaker in New York. Ex-alcoholic. Studebaker rescued him from a life of crime ten years ago, and made him captain of the *Rosebud*.

**HUBERT CAMPBELL**

Age: 68. Dr Campbell's husband. Banker who usually lives in New York. Had financed Studebaker's recent films. Lost \$10 million when Studebaker's last film was a disaster at the box office. Invited on the yacht to talk about finance



for *Queen of the Waves*.

LADY SOPHIA FERNDOWN

Age: 35. American. Actress who was in five of Studebaker's films when she was younger. Still has a contract with Metropolitan Pictures for another seven years. She can't make movies for any other studio. Studebaker hasn't used her in a movie since she got married, so she hasn't acted for three years.

**PIERRE LEFORT, THE STEWARD**

Age: 25. Canadian. Has only been working on the yacht for three weeks.



a Vocabulary

Look at the picture and read the texts.

- Find the opposites of these words.
on board / starboard / bow / home country /
at work (e.g. on a boat)
- What are these things called on a boat?
the kitchen / one level, or floor / the place where the
captain controls the boat / a bedroom / a dining and
living area / a kind of waiter
- Find all the compound nouns beginning with *ex-*. Can
you make more compounds with *ex-* about people on
the boat?
- Find the past participles of these verbs.
lose / speak / write / meet
- What do these words mean?
orphange / moored / on leave / dagger / chest

b Hiram Studebaker

Read the notes about the people on the boat. Then make
notes on what you have learned about Studebaker.

c Motives

➤ Look at the Grammar summary for Unit 35.

Before you go any further with the unit, can you think of
any *motives* for the murder, i.e. any reasons why anyone
on the yacht may have wanted to kill Studebaker? Use
your imagination.

You may want to use these words:
revenge / money / jealousy / career

d Alibis

These are the statements that each of them made.

- Listen, and note the cabin numbers.

Cabin number	Perrett
	Studebaker
	The Campbells
	The Ferndowns
	Christie
	Dexter

- Listen again. Note where they were during the
morning.

Where were they?	Perrett
	Dr Campbell
	Hubert Campbell
	Lord Ferndown
	Lady Ferndown
	Christie
	Dexter
	The Captain
	Pierre

e True or false?

Are these sentences true or false? The answers will be
your opinion, rather than 'right' or 'wrong'. You might
want to look at the Listening appendix to help you.

- Perrett could have seen anyone who walked along
the port side of the yacht.
- Stephanie can't have done it.
- Studebaker must have been dead for at least two
hours.
- Studebaker couldn't have killed himself.
- Pierre could have seen anyone who passed the
galley.
- Sophia Ferndown might have left the sun deck while
Henry was asleep.
- Josephine Campbell may have known some bad
things about Studebaker.
- He must have been killed by someone who knew
exactly where to stab him.
- Pierre can't have had a motive for killing him.
- More than one person might have been involved in a
plot to kill him.

f **P** must've done

It is difficult to hear 've /əv/ in *must've done*. In fact a
common mistake for English children is to write *must of
done* in homework, because they think that the sound
/əv/ is *of*. Say the sentences in **e** aloud, using the
contraction 've.

g Deductions

Make sentences about the murder using these structures

must have done
can't have done
may / might / could have done
must have been doing
can't have been doing
may / might / could have been doing

h Theories

Student A: Refer to the Interaction appendix, Section 5.
Student B: Refer to the Interaction appendix, Section 12.
Student C: Refer to the Interaction appendix, Section 27.

Discuss the theories, then try to think of similar reasons
why each of the other passengers could have done it.

i What really happened?

Write your own theory about who did it, how
they did it, and why.

The Viking necklace

It hadn't really been a surprise. They had been expecting it to happen. Miss Grimwald asked them all to come into the office: Old Bert, the stage manager; Simon who did lights, sound, and made the tea; Mrs Huckle who sold the tickets; and lastly Tania. Tania had only been working at the Theatre Royal for six weeks. Miss Grimwald looked older and greyer – more tired, perhaps – than Tania had ever seen her before.

'Well,' she announced, 'this is it. I had hoped that I could keep the theatre open for a few more months, but I'm afraid the bank won't give me any more time. I owe them a great deal of money. I don't know what will become of the old place. It's been a theatre since 1872, you know. I'm afraid that it will become a bingo hall or casino or something. Fortunately, they can't knock it down. It's an historic building, you see.'

There were tears in her eyes. Old Bert shuffled forward. 'You don't need to pay me for a while, Miss Grimwald, I'll gladly —' Miss Grimwald touched him gently on the arm. 'Thank you, Bert. Thank you. But I'm afraid that it's too late for that now. It's too late for anything.'

She looked up at the portrait on the wall. It was a painting of Sir Percival Trumper, the great Victorian actor who had built the theatre. 'Sir Percival Trumper acted on this stage. He played Hamlet, Macbeth, Julius Caesar, King Lear ... and soon it will be just another bingo hall.'

Miss Grimwald had arranged to give most of the costumes and scenery to a local amateur theatrical group. Tania was given the job of sorting everything out. The theatre was dark now. The last production, a mystery thriller, had finished. Tania spent two days looking through the old boxes and suitcases, pulling out dusty old costumes that hadn't been used for years. Until the 1960s the theatre had had its own company of actors, and produced its own plays. That had become too expensive, and although the theatre had been able to stay open, the plays had been performed by touring companies, and sometimes by local amateur groups. Tania had to throw away most of the things. They were too old and too dirty even to give away. It was late in the afternoon when she found the necklace. It was wrapped up in a black costume that had been eaten by mice and insects and was full of holes. It was a rough heavy necklace made of a dull

yellowish metal. Tania thought it was rather ugly, but there was something about it that looked strangely familiar. Just then, Simon walked past carrying a huge pile of old books to the dustbins.

'Simon,' she called, 'have a look at this.'

Simon picked it up. 'It's heavier than it looks, isn't it?' he said.

'Have you seen it before?'

Simon frowned. 'Funny you should say that. I was just wondering where I'd seen it.'

Then Tania remembered. 'Sir Percival!'

'What?' said Simon.

'Sir Percival – the old man in the portrait in Miss Grimwald's office! He's wearing a necklace like this.'

They went down to the office. Miss Grimwald wasn't there, but the portrait was. They examined it. 'You're right,' said Simon.

'It's the same necklace.'

Tania looked at the inscription below the picture, and read it aloud. '“Sir Percival Trumper in William Shakespeare's *Hamlet*, 1891”.'

'He was a bit old for Hamlet, wasn't he?' laughed Simon. 'He must have been in his sixties. Hamlet's supposed to be a young man!'

'Sir Percival owned the theatre,' said Tania. 'I reckon he had first choice of roles. Anyway, the necklace is identical. It must be the same one. Isn't that strange? I must tell Miss Grimwald.'

'It's just cheap theatrical jewellery,' said Simon. 'It won't be worth anything.'

Tania helped Simon with the old books. They were the old theatre records: programmes, playscripts, accounts, and so on. They stopped to read them for a few moments.



The Wessex Gazette

30 October 1891

Sir Percival Trumper said he was heartbroken by the loss of the necklace. It had disappeared on Saturday, the last night of his fine production of *Hamlet*. Sir Percival had been wearing it during the play, and despite diligent searches of the theatre, no one has been able to find it. Sir Percival has said that he will never play Hamlet again. 'This necklace, which was kindly given to our theatre by the Earl of Wareham, is one of the greatest treasures of the British theatre. The tradition is that it belonged to the Bard of Avon himself, and indeed it can be seen in the Heubelbein portrait of him.'

The necklace had not been insured. Sir Percival said that the theatre could not afford the insurance quotation.

'Who's the Bard of Avon?' she asked.

'Tania! Come on ... that's what they call Shakespeare! If this really is the missing necklace, then it belonged to Shakespeare himself.'

'It was wrapped up in an old black costume,' said Tania thoughtfully. 'Someone might have stolen it and hidden it there.' 'More likely old Sir Percy forgot that it was wrapped up in the costume,' said Simon.

'It's getting late,' said Tania. 'Let's meet tomorrow and go to the university library. I want to see that picture of Shakespeare!'

The university library was one of the finest libraries in the south of England. They quickly found the Heubelbein picture in a Shakespeare biography, and confirmed that it looked like the same necklace. Then they set out to try to find out as much as they could about it. Tania found some information in a book of art history. The Heubelbein portrait was in it, together with a short text.

Heubelbein's portrait of Shakespeare (c. 1601). Some experts believe that the portrait was actually of the Duke of Dorchester, not Shakespeare. In the portrait the figure is wearing the famous Viking necklace, which disappeared in the 1890s. The necklace was made of solid gold, and was said to date from the eleventh century. This means that it was already 500 years old in Shakespeare's time. Traditionally, it was worn by Shakespeare in the role of the ghost of Hamlet's father, which he is supposed to have played in the first production.

It took a long time to explain the story to Miss Grimwald. Tania discovered from the records that the necklace had belonged to the theatre, rather than to Sir Percival. When the story appeared in the newspapers, they received an offer of £3,000,000 for the necklace from an American museum. When Miss Grimwald asked for time to think, the offer was doubled. The Theatre Royal's future was secure at last. Two months later, at the Grand Re-opening, Tania and Simon were the guests of honour. The portrait of old Sir Percival had been moved into the lobby. After all, as Tania said, it was the old actor's forgetfulness that had saved the theatre.

'Hey,' said Simon, 'isn't that a coincidence? Look! These are the account books for 1891-92, the same year that old Sir Percy played Hamlet.'

'Let's see,' said Tania. She looked quickly through the book. 'Here you are: *Hamlet*, 14th October to 27th October; then they went straight on to *Macbeth* two days later. How did they learn the words?'

'It can't have been too difficult,' said Simon. 'I guess old Sir Percy must have played Hamlet two or three times a year for twenty years. It was his most famous role.'

Tania started laughing. 'They had to buy him a new costume. He'd got too fat for the old one, I expect! It's here. "2nd October 1891. New Hamlet costume (black with silver trimming), Grey and Dallard, Theatrical Costumiers, Soho Square. Twelve pounds and fourteen shillings." That's £12.70 in modern money.'

Simon looked over her shoulder. 'It's a pity to throw these old books away,' he said. 'They should be in a museum. There's so much information in here. They wrote down everything. Look. "Insurance quotation for Viking necklace (*Hamlet*), one pound two shillings a month. Quotation refused - too expensive."'

'That was a lot of money in those days,' said Tania. 'The average person only earned about a pound a week.'

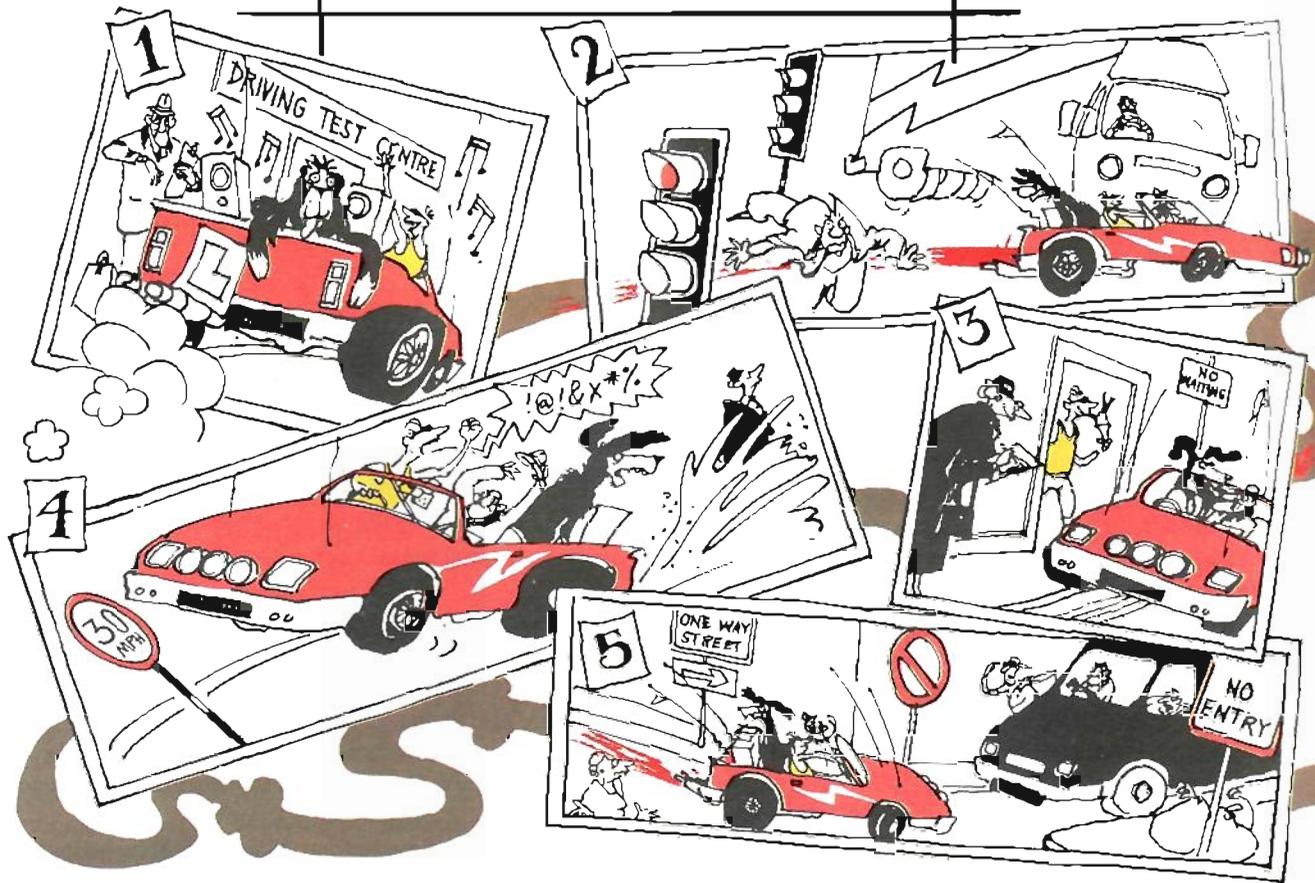
'That must have been the necklace in the picture, the necklace you found.' Simon thought for a moment. 'So why did they want to insure it? Nothing else was insured. Perhaps it is worth something after all.'

'This is turning into a real mystery,' said Tania. 'We've got all the books and records. There must be something in them about it.'

They spent hours looking through the old books. Finally Simon found something. He was looking through some old newspaper cuttings from the 1890s. They were yellow with age, and some of them fell to pieces when he touched them. He showed a cutting to Tania.



He should have known better



a Harry's driving test

Look at the cartoons and number these sentences in order from 1 to 8.

- He shook his fist at a traffic warden.
- He went the wrong way round a roundabout.
- He drove through a red traffic light.
- He asked a silly question.
- Harry arrived ten minutes late for his driving test.
- He tried to bribe the examiner.
- He went the wrong way up a one-way street.
- He parked on double yellow lines.

b That's not all

Which other things did Harry do wrong? Tick them on this list.

- He brought his dog.
- He nearly ran over a policeman.
- He stopped to buy an ice-cream.
- He broke the speed-limit.
- He overtook other cars on the wrong side.
- He used his car phone while he was driving.
- He had a crash.
- He failed to stop at a pedestrian crossing.
- He drove on the wrong side of the road.
- He didn't wear a seat-belt.

c Present / past / past participle

Copy this chart and complete the spaces.

Present	overtake	shake	_____	_____	go	_____	turn on
Past	_____	_____	drove	broke	_____	brought	_____
Past participle	overtaken	_____	_____	_____	_____	_____	_____

d What should(n't) he have done?

Look at the pictures, and see how many sentences you can make with *should have (done)* and *shouldn't have (done)*, e.g. Picture 1:
He shouldn't have turned on his stereo.
or He should have turned off his stereo.

e He should have known better

Harry did everything wrong. He should have known better! These are some of the other mistakes he made.

- He hadn't taken any proper driving lessons.
- His brother Larry had given him a couple of lessons.
- He had never read the *Highway Code*.
- He hadn't learned any of the road signs.
- He hadn't practised parking.
- He had driven to the driving test centre on his own.

Make more sentences with *should / shouldn't have (done)*.



h But what ought you to have done?

Did you answer honestly in **g**? Hopefully you said what you *would* have done. Is that the same as what you *ought to* have done? What do you think Sarah, Jason, Alison, Carol, and Peter ought to have done?

i Tour of France

Jigsaw reading. There are five paragraphs in this true story. Number them in the correct order from 1 to 5.

On returning to England, Mr Long told reporters that it had been their first trip abroad and that they would not be leaving England again. 'It would have helped if we could speak French,' he added.

The police put them on the correct train back to Paris. In spite of this, they managed to go wrong. During the night the train was divided into two parts. Their half of the train ended up in Basle in the north of Switzerland. As they had no money, they tried to find a job, but no one would employ them. At last they managed to persuade the railway company to give them a free ticket to Belfort.

They walked all night. In the morning they managed to hitch a lift to a small village. Here they caught a train to Paris. In Paris they spent all the money they had left on a train ticket back to Boulogne. Unfortunately they got on a train to Luxembourg instead, and arrived there at midnight on Monday.

In May 1987 Mr and Mrs Long from Kent in the south-east of England decided to go on a cross-Channel day trip to Boulogne in France. They arrived in Boulogne on Sunday and went for a short walk around the town. They were soon lost. Mrs Long later said, 'We walked and walked. The further we walked to try to get back, the further we walked away from Boulogne.'

From Belfort the Longs walked nearly seventy kilometres to Vesoul. Then they hitch-hiked to Paris. In Paris they mistakenly boarded a train to Bonn in Germany. Fortunately, a ticket inspector directed them to the Boulogne train. They finally arrived in Boulogne a week after they had left.

f Driving tests

What do you know about driving tests in your country?

How old do you have to be?

Is there a written test?

Is there a practical test?

What sort of things do you have to do during the test?

How many people pass the test first time?

g What would you have done?

Interview each other in pairs and complete this questionnaire.

<p>1 Sarah found a £10 note in a phone box. She didn't know what to do. What would you have done?</p>	<p>a <input type="checkbox"/> Kept it. b <input type="checkbox"/> Taken it to the police. c <input type="checkbox"/> Left it there.</p>
<p>2 Jason was on a train. Several youths got on and began shouting and using bad language. There were young children on the train. Jason did nothing. What would you have done?</p>	<p>a <input type="checkbox"/> Asked them to be quiet. b <input type="checkbox"/> Nothing. c <input type="checkbox"/> Called the ticket inspector.</p>
<p>3 Alison was walking along a street when a large (but elderly) tramp stopped her, said that he was poor and hungry, and asked for money. Alison gave him a pound. What would you have done?</p>	<p>a <input type="checkbox"/> Refused and walked away. b <input type="checkbox"/> Given him some money. c <input type="checkbox"/> Said that you had no money either.</p>
<p>4 Carol's pet cat had kittens. She gave them away to friends who she knew would look after them. What would you have done?</p>	<p>a <input type="checkbox"/> Sold them to a pet shop. b <input type="checkbox"/> Kept them all. c <input type="checkbox"/> Found good owners for them</p>
<p>5 Peter was parking his car when he bumped into the car behind and dented it quite badly. No one was around. Peter drove away quickly. What would you have done?</p>	<p>a <input type="checkbox"/> Driven away. b <input type="checkbox"/> Left a note with your name and address. c <input type="checkbox"/> Left your car parked there and thought no more about it</p>

Hard times

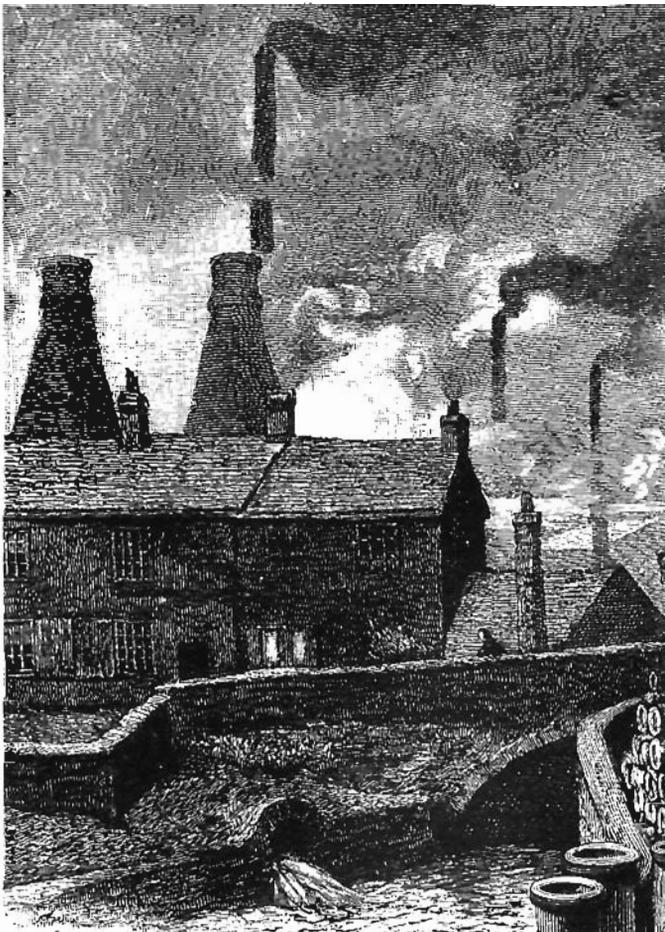
a Making brushes

When was the photograph taken?
 Ask 'Where?'
 Was it taken by another member of the family?
 Describe the people in the photograph.
 Why were they making brushes?



b Hard Times

Cover the text on the right. There are three sections.
 Look at each section in turn, and answer the questions
before uncovering the next section.



It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it ...

- One of the sentences below is not correct. Which one?
 - The buildings looked as if they were made of red brick.
 - The buildings weren't actually made of red brick.
 - The buildings had become dirty.
- What do you think the rest of the text will be about?

It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows ...

- Underline the words that make you think of something bad or unpleasant.
- Quickly draw a picture of the town.

It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next.

From *Hard Times* by Charles Dickens (abridged)

- Which four-letter word appears the most times?
- Which other phrases mean *the same as*?
- How did the writer feel about the way people lived?
- When do you think it was written?

c Vocabulary

Look through the text in **b** and find:

- 1 a word for the pieces that remain after something has been burned.
- 2 a word that means *without ending*.
- 3 an old-fashioned word for *snake*.
- 4 a word that means the opposite of *coiled* (the snake in the picture is coiled).
- 5 the name for types of chemicals that colour cloth.
- 6 a four-letter word that means *enormous*.



You can find information about the photograph in **a** and about the text in **b** in the Interaction appendix, Section 16.

d Some facts

Here are some facts about nineteenth-century Britain.

70% of the population lived in towns.

In some areas, 57% of the children died before their fifth birthday.

Few children attended school.

Although several laws had been passed to prevent child labour, many children of four or five years old were still working in factories in the 1860s.

Life expectancy in towns:
professional classes – 43 years;
tradesmen – 30 years; labourers – 22 years.

Some factory workers worked from six a.m. to seven p.m., six days a week.

The diet of the poor was porridge, potatoes, and tea.

In history exams, children are often asked to imagine what life would have been like if they had lived at a particular time in the past. This is an example. Complete the spaces with *would*, *have*, or *had*.

'If I had been born in Victorian times, I would probably have lived in an industrial city. I would almost certainly _____ been poor. If I _____ lived past my fifth birthday, I would _____ had to start work in a mine or factory. Working conditions would _____ been very dangerous and unhealthy. I wouldn't have gone to school, and I _____ have lived on bread, potatoes, and tea. I would rarely _____ eaten meat. If I _____ worked in a factory, I _____ have worked more than twelve hours a day. If I _____ lived for more than twenty-two years, I would have been lucky.'

e If I had done ...

Look at the Grammarly summary for Unit 37.

I didn't get your message, so I didn't phone you.
If I had got your message, I would have phoned you.

- 1 They didn't understand the question, so they didn't answer it.
- 2 She didn't have my number, so she couldn't phone me.
- 3 I didn't have any money, so I walked to school.
- 4 I hadn't met her before, so I didn't recognize her.
- 5 He had worked very hard, so he passed his exam.
- 6 She had a bad cold, so she stayed at home.

f Believe it or not

- 1 You are going to listen to an old man describing an experience he had when he was a child. Before you listen, here are the first and last sentences of his story.

First *If I hadn't seen it with my own eyes, I'd never have believed it.*

Last *But I know what I saw, that's the truth!*

What do you think the story is going to be about? Use your imagination.

- 2 Here are some words that the narrator uses in the story. Look at them. Have your ideas changed?
beast / reward / camera / thunder / lightning / shelter / abandoned tin mine / eyes / strolled past me
- 3 Now listen to the story.
- 4 Discuss these questions.
What do you know about the beast?
What would you have done if you'd been the narrator?

g Empathy

Discuss one of the ideas below.

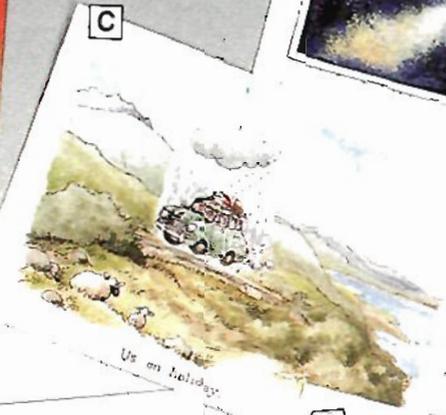
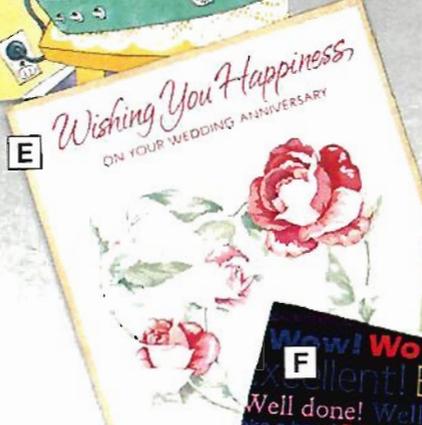
- How would you have spent your day if you had been born in prehistoric times?
- How would your life have been different if you had been born a member of the opposite sex?
- What would life have been like if you had been a sailor on Columbus's first voyage to America?
- What would your life have been like if you had been eighteen at the start of World War II?
- How would your life have been different if you had been born in another country?



h Writing

Either write about what life would have been like if you had been born at a particular time in the history of your country, or write about one of the topics in **g** above.

Wish you were here



1 ... **Soon!**
Dear Dick,
We're glad to hear that you're out of hospital. No one told us about your accident. If we had known, we would have come to see you. Hope you are feeling better. Very best wishes.
Sandra + Frank

2
Dear Ricky + Lucy,
Wish you were here! We're having a very relaxing time in Ireland. There aren't many holiday-makers, so we've got the place to ourselves. It would be perfect if only it would stop raining! Best wishes,
Etnel + Fred

3
POST CARD
Mr and Mrs
2351
Holly
Caly
USA
To Rachel,
We all knew you'd do it! I wish I were your age again. Good luck at university, and don't forget to write and tell me all about it.
Lots of love
Granny

4 I miss you so much Sheila. I wish you hadn't gone to Australia. Can we still be friends?
Wish you weren't so far away.
All my love,
Bruce

5 Dear Martin
'How about "I'm Sorry"?'
If only I'd known! You should have told me before why you couldn't meet me. If you had, I wouldn't have been so angry on the phone. Anyway, I didn't mean what I said about you.
Love,
Clare

6 The preceding minute of happy thoughts was brought to you on your birthday.
by David + Julie
HAPPY BIRTHDAY
Hope you have a really good day!

7 To Auntie Jean and Uncle Ted
You've been together so many years
Shared the laughter
Shared the tears
Congratulations on your success
And many more years of happiness
We wish we could be with you on your special day
All our love,
Jenny, David and the kids

8 Kelly
Carl
Jason
To Lee,
We all wish you were staying here with us. We are sorry to see you go, but we hope that your new job goes well, and that you'll pop in and see us if you're in town.
All
Gurnam
Kosmond

a Special occasions

For what occasions can you buy cards and greetings cards in your country? Make a list.

b Matching

Match the cards with the messages.

Card	A	B	C	D	E	F	G	H
Message	<input type="checkbox"/>							

c The stories behind the cards

Work in groups. Choose one of the cards. Work out why you think the card was sent, and imagine some facts about the sender and the person who received it. Then report your story to the rest of the class.

d Wishes or regrets?

A regret is a wish that something had happened differently in the past.

Look at these sentences. Write (W) next to the ones that express wishes, and (R) next to the ones that express regrets.

- I wish I were your age again.
- We wish you were here.
- If only I'd known!
- Claire wishes she hadn't been so unpleasant to Martin.
- I wish you weren't so far away.
- Dear Sheila, I wish you hadn't gone to Australia ...
- We wish we could be with you on your special day.
- Dick wishes he hadn't bought a motorbike, then he wouldn't have had an accident.
- Lee's very popular. His colleagues wish that he was staying.
- If only Lee hadn't accepted that other job!

➤ Look at the Grammar summary for Unit 38.

e Wishes

- List three things you wish you could do now.
I wish I could speak (Chinese).
- List three things you wish you had.
I wish I had a new coat.
- List three things you wish would happen in the future.
I wish they would stop destroying the rain forest.
- List three places in the world where you wish you were now.
I wish I were in Hawaii.

Tell some of your wishes to other students using *I wish ...* and *If only ...*

f Regrets

- List things you regret about your life.
I wish I hadn't stopped learning the piano.
If only I'd been to see my grandfather more often when he was alive.
- List things you wish hadn't happened in the world.
I wish / If only they hadn't invented nuclear weapons.
- List things you wish you'd known when you started at this school.
I wish I'd known a little more English.
I wish someone had told me how to operate the coffee machine.

g Sometimes I wish

*Sometimes I wish, and sometimes I regret
I regret the things I cannot yet forget
But if wishes could come true
I'd be right there with you
If wishes could come true
I'd be with you*

I wish they'd never tried to conquer space
I wish they'd spent the money on the human race
I wish there were no guns
No mothers crying for their sons
I wish there was a smile on every face

Chorus

I wish I'd never packed and left my home
I've spent my days learning how to roam
I've wandered here and there
With no one to love or care
I wish I hadn't spent my life alone

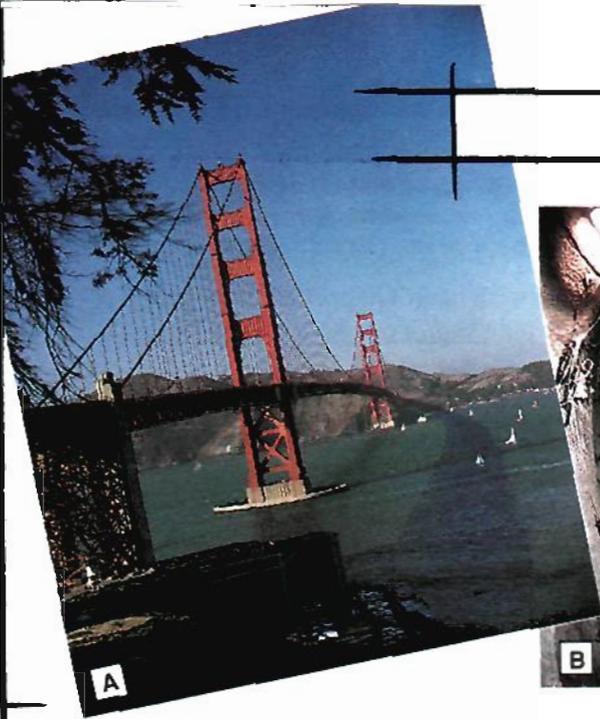
Chorus

h You can have three wishes

Wishes appear in many traditional stories, for example, the stories of *King Midas*, *Cinderella*, *Aladdin*, *The fisherman and his wife*, etc. Can you tell one of these stories, or another traditional story about wishes?



Seven Wonders



a The Seven Wonders of the 20th century?

The *Times Saturday Review* is a British magazine. It asked readers to vote for the Seven Wonders of the 20th century. The one that came first was chosen by more than two thirds of the readers. This is the final list based on their votes.

1	SYDNEY OPERA HOUSE, AUSTRALIA
2	US SPACE PROGRAMME (APOLLO, CAPE CANAVERAL AND SPACE SHUTTLE)
3	CONCORDE AIRLINER, UK / FRANCE
4	ASWAN DAM, EGYPT
5	EMPIRE STATE BUILDING, USA
6	GOLDEN GATE BRIDGE, USA
7	CHANNEL TUNNEL, UK / FRANCE

1 Identify the pictures above, and then choose which one you like the most, and which one you like the least.

2 Give seven points to the one you like most, six to the second best, five to the third best, and so on down the list. Add everyone's points together to find your class's choice of these Seven Wonders.

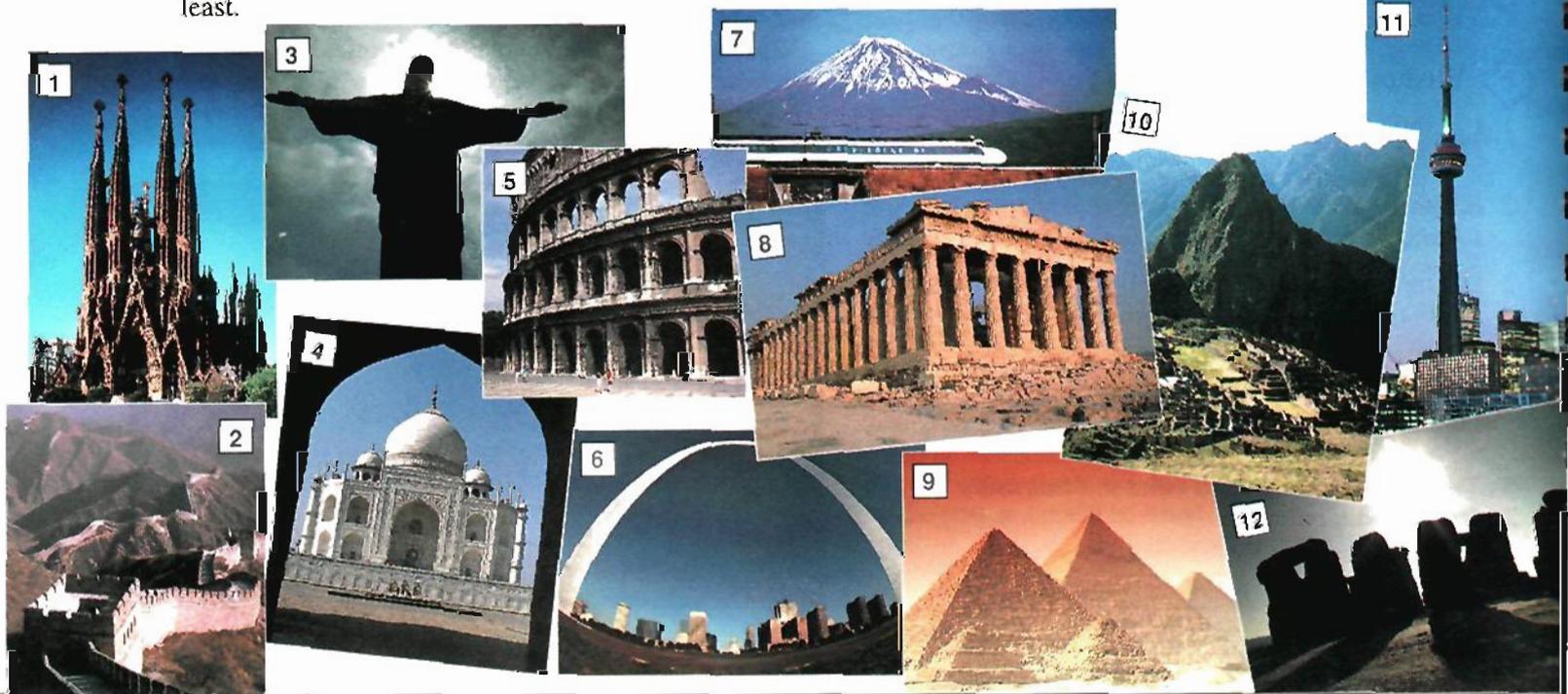
b More than Seven Wonders?

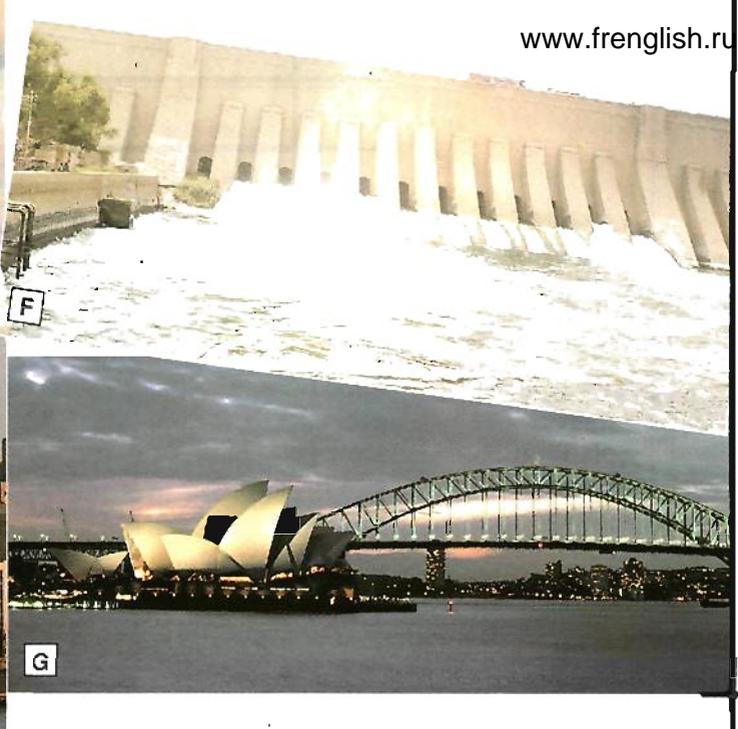
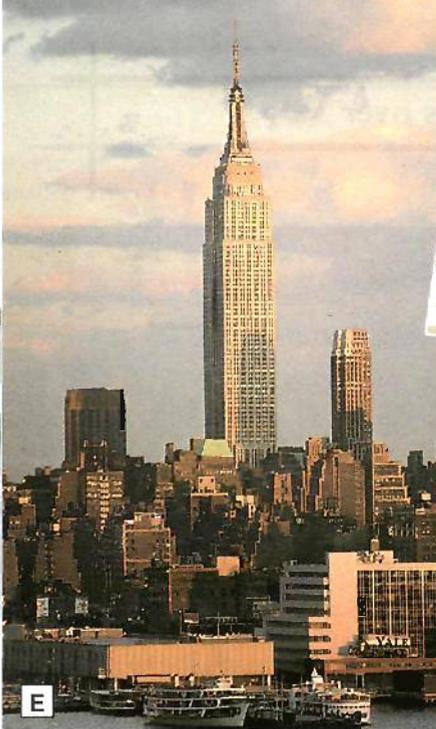
Perhaps you disagreed with some or all of the things on the *Times* list. Look at the pictures below. In pairs, decide:

- 1 which ones are 20th century.
- 2 whether you like them or not.
- 3 which other wonders should be added.

c Your guide to the Wonders

Student A: Refer to the Interaction appendix, Section 11.
 Student B: Refer to the Interaction appendix, Section 30.





d Discussion roles

When a group of people discuss something before making a decision, different members of the group take different roles. Look at the roles on the right.

Which sort of person are you? Ask other students if they agree with your assessment of yourself.

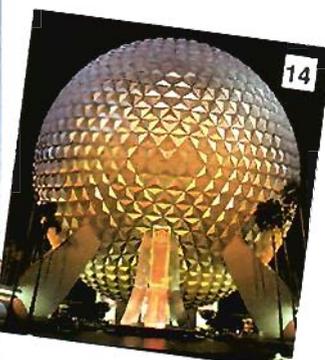
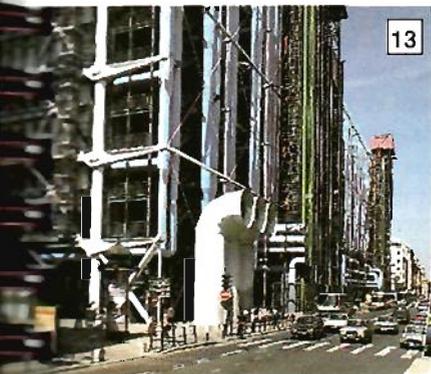
e Agreeing on a list

Work in groups and try to reach an agreement on a list of wonders. Let each member of the group add their own suggestions and explain why they have chosen them.

If there are six in your group, try to play the roles on the right. (If there are five, don't have a chairperson; if there are four, don't have a lateral thinker either.)

Here are some ideas for other lists.

- Seven natural wonders of the world
- Seven wonders of our country
- Seven heroes for today
- Seven most important people of the 20th century



- | | |
|--------------------------------------|---------------------------|
| 1 Sacred Family Cathedral, Barcelona | 8 Acropolis, Athens |
| 2 Great Wall of China | 9 Great Pyramid, Egypt |
| 3 Statue of Christ, Rio de Janeiro | 10 Machu Picchu, Peru |
| 4 Taj Mahal, India | 11 CN Tower, Toronto |
| 5 Colosseum, Rome | 12 Stonehenge, England |
| 6 Gateway to the West Arch, St Louis | 13 Pompidou Centre, Paris |
| 7 Bullet Train, Japan | 14 Walt Disney World, USA |

CHAIRPERSON

There are many different sides to an argument.

The chairperson asks everyone for their opinions, listens to the arguments and judges the advantages and disadvantages of the different ideas.

FACTUAL THINKER

Let the facts do the talking.

This person is only interested in the facts and figures. For instance, they might choose places because they're the tallest, oldest, etc.

EMOTIONAL THINKER

Trust your feelings.

This person uses their emotions. They don't mind following their intuition. They're more interested in the beauty or meaning of a place, or its history.

CRITICAL THINKER

Let's look at the disadvantages.

This person looks at what is wrong with the different choices. They will find a reason not to choose a place.

CONSTRUCTIVE THINKER

Let's look at the advantages.

This person deliberately concentrates on the positive points. Although they may see the disadvantages of other points, they do not use this in their arguments.

LATERAL THINKER

Let's look at it from a different angle.

This person will try to think of totally new possibilities. For instance, they might suggest the world's biggest roller-coaster, or multi-storey car park.

It's over

a Vocabulary

Which of these things can you see in the picture?

- | | |
|---|--|
| <input type="checkbox"/> railway lines | <input type="checkbox"/> some flowers |
| <input type="checkbox"/> a train | <input type="checkbox"/> a thermos |
| <input type="checkbox"/> a platform | <input type="checkbox"/> some golf clubs |
| <input type="checkbox"/> a station master | <input type="checkbox"/> a carriage |
| <input type="checkbox"/> a porter | <input type="checkbox"/> a bench |
| <input type="checkbox"/> a news-stand | <input type="checkbox"/> a footbridge |
| <input type="checkbox"/> a station buffet | <input type="checkbox"/> a label |
| <input type="checkbox"/> some luggage | <input type="checkbox"/> a bag |
| <input type="checkbox"/> a pram | |

b The woman in the foreground

Complete these sentences.

She's wearing ...

She's sitting ...

She's waiting for a train because ...

She looks ...

She's thinking about ...

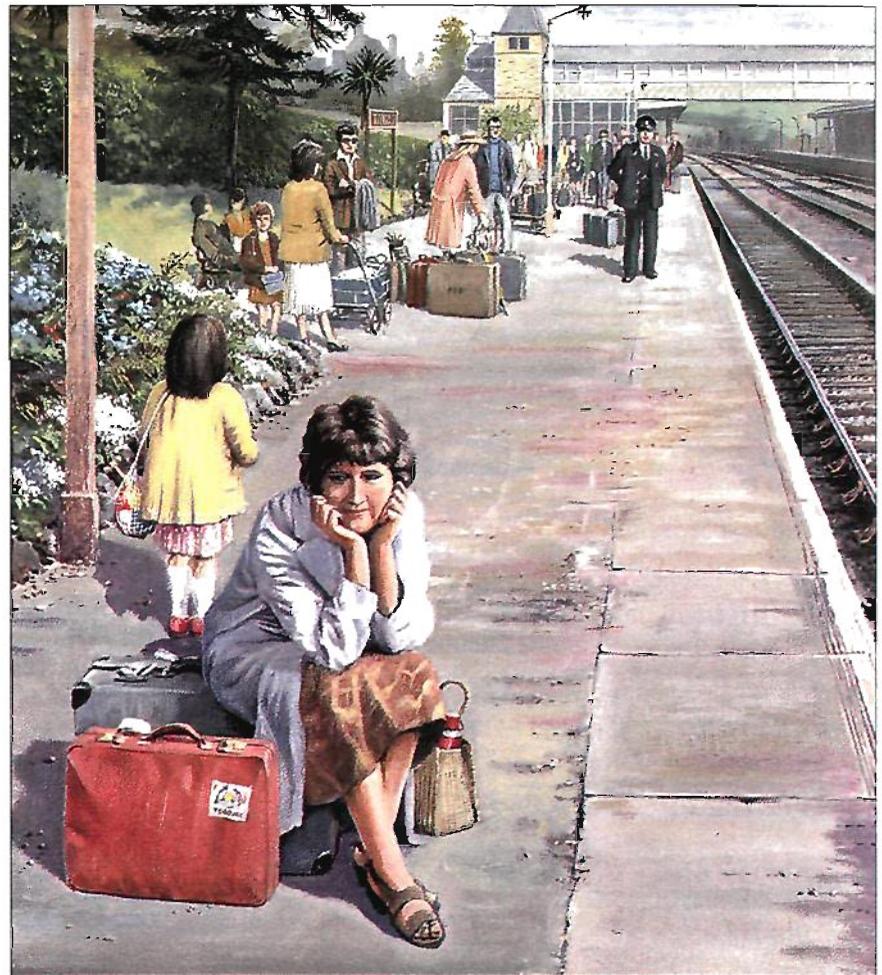
c The story behind the picture

- Write the story behind the picture. Explain what has happened and how she is feeling. Give the story a title.
- Group work. Read one another's stories, and decide which one fits the picture best.

d Reading

Read the text about the picture in Section 31 of the Interaction appendix.

- Make sentences that are true for you.
The trouble with school is ...
The trouble with parents is ...
The trouble with ...
- Look at this list of things that have to be done *before* someone goes on holiday, and make sentences, e.g.
The packing has to be done.
do packing buy tickets
close windows lock doors
turn off electricity
cancel newspapers



e Time expressions

Look at the text again, and choose the correct answers.

- in good time* means:
 in plenty of time. at the correct time.
- the fifty weeks ahead* means the:
 preceding fifty weeks. subsequent fifty weeks.
- It's not a good moment* means it's not:
 the right time. a special occasion.

f in case

➤ Look at the Grammar summary for Unit 40.

You have to get to the station in good time. There might be a queue for tickets.
You have to get to the station in good time in case there's a queue for tickets.

Make sentences with *in case*.

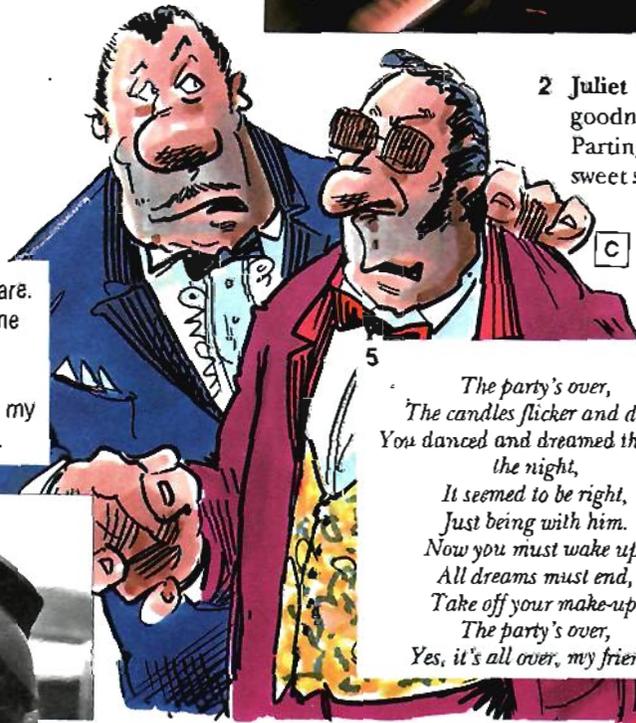
- Put an address label on your suitcase. You may lose it.
- Stand away from the edge of the platform. You might fall off.
- You'd better put your car in the car park! If you don't, you may get a parking ticket.
- Take some sandwiches on the train. There might not be a buffet.



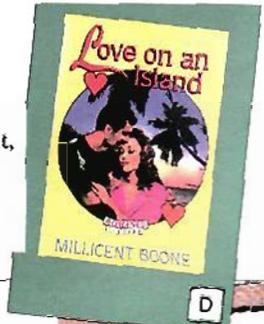
1 Rick Come on, kid. When you've got to go, you've got to go.
 Ilsa No. Rick, I'll never leave you.
 Rick It's time you were on that plane.
 Ilsa So this is ...
 Rick Yeah. This is goodbye.



3 Ron Well, I suppose this is it.
 Ted What?
 Ron I suppose this is goodbye.
 Ted Oh, yeah.
 Ron Well, 'bye, then.
 Ted Yeah. Bye.



2 Juliet Goodnight, goodnight!
 Parting is such sweet sorrow ...

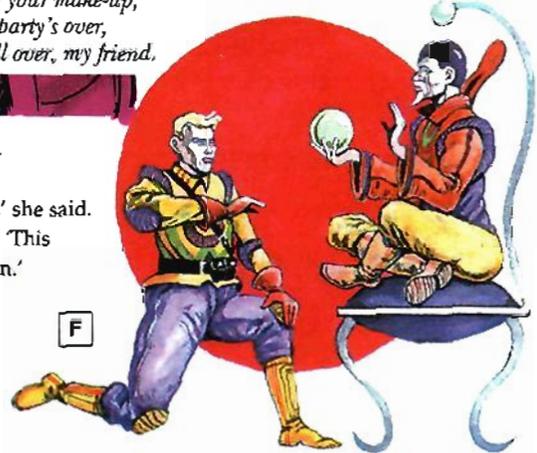


4 Kogdroth Farewell, my son, and take care.
 Your mission is to explore where no one has gone before.
 Luke Farewell, father. I may never return.
 Kogdroth Remember the way of the Jogi, my son. And may the force go with you ...

5 The party's over,
 The candles flicker and dim,
 You danced and dreamed through the night,
 It seemed to be right,
 Just being with him.
 Now you must wake up,
 All dreams must end,
 Take off your make-up,
 The party's over,
 Yes, it's all over, my friend.



6 She looked around the beach for the last time.
 'You will write, won't you?' he whispered.
 'You'll have forgotten me in a few days' time,' she said.
 'Never! Not in a million years!' he exclaimed. 'This isn't goodbye, this is only ... till we meet again.'



g Goodbyes

1 Match the texts with the pictures. There are seven pictures and only six texts, so be careful, one won't match!

Picture	A	B	C	D	E	F	G
Text	<input type="checkbox"/>						

- 2** Work in pairs. Choose titles for each of them.
- 3** Make up a dialogue for the seventh picture.

b It's time you were on the plane

➤ Look at the section on *It's time* in the Grammar summary for Unit 40.

It's late. I must go now. *It's time I went.*

- 1** You have a lot of homework to do. You'd better switch off the TV!
- 2** We'll be late for work unless we leave the house now.
- 3** I haven't told you this before, but you'd better know the truth now.
- 4** That's funny. She's never usually late, but she isn't here yet.

i Keeping up your English

You have now finished *Grapevine 3*. Perhaps you will be beginning another course soon. Whether you are or not, you probably want to keep up your English. Which of these ways do you think you might try?

- Doing a further course in English
- Doing a self-study course
- Listening to BBC radio broadcasts (BBC World Service)
- Watching TV programmes in English
- Watching English-language films on TV or on video
- Reading English newspapers and magazines
- Reading graded (i.e. simplified) readers
- Writing to a pen-friend
- Speaking to English people in your country
- Visiting English-speaking countries
- Listening to pop songs in English

Can you think of any other ways?

Check-back four

Which verb?

Choose the correct verbs for the spaces.

- I wish I _____ some more friends!
have got / to have / had / having
- I wish I hadn't _____ this book.
finish / finished / to finish / finishing
- He should _____ taken more driving lessons.
had / been / has / have
- He must have _____ dead for at least an hour.
had / be / get / been
- It was murder. He _____ have killed himself.
shouldn't / couldn't / mustn't / oughtn't
- If I _____ known, I could have helped you.
would / would have / have / had
- It's time you _____ on that plane. Come on!
were / go / are / be
- It was difficult, but they _____ to get a lift.
could / managed / able / were
- If only I _____ a car!
had / can / get / could
- They _____ to have worked harder.
should / ought / could / would

Reason and contrast

Choose the correct words to complete the sentences.

- _____ she felt ill, she went to work.
Although / In spite of
- He couldn't speak _____ his influenza.
because / because of
- We had a lovely holiday _____ the bad weather.
although / in spite of
- _____ I'd gone to bed early, I was tired the next day.
Despite / Although
- I was late _____ I missed my usual bus.
due to / because
- _____ she'd missed her bus, she was there on time.
Even though / However
- Life expectancy was low _____ the lack of food and medicine.
in spite of / due to
- I always sang badly. _____, my sister sang very well.
Despite / In contrast
- _____ the fact that he was rich, he was very mean.
Despite / Though
- She didn't listen, _____ she didn't do what the teacher asked her to do.
therefore / however

must be, can't be

Match the sentences with the most likely replies.

- | | |
|----------------------------|-----------------------------|
| 1 I was awake all night. | A It can't be good for him. |
| 2 He smokes forty a day. | B He must be clever. |
| 3 He passed all his exams. | C It can't be real, then. |
| 4 Look, there's a UFO! | D She must be pregnant. |
| 5 That gold ring costs £5. | E You must be dead tired. |
| 6 She's bought a pram. | F No, it can't be. |

must have, can't have

A psychiatrist is listening to a patient.

Patient I was very angry ...

Psychiatrist Yes, you must have been angry.

Patient It wasn't easy, you see ...

Psychiatrist No, it can't have been easy.

Write the psychiatrist's responses.

- I worked very hard.
- I was so happy then.
- She wasn't a very kind person.
- She didn't listen to me.
- I was terribly shy.
- She was self-confident.

Deductions

Match the sentences with the explanations.

Sentence	Explanation
1 He must have done it.	A It's impossible.
2 He can't have done it.	B That was my advice.
3 He should have done it.	C It's certain.
4 He would have done it.	D It's possible.
5 He may have done it.	E If he'd been there.

Past participles

What are the past participles of these verbs?

- | | |
|---------|-------------|
| 1 wear | 7 shake |
| 2 find | 8 meet |
| 3 give | 9 drive |
| 4 keep | 10 overtake |
| 5 send | 11 bring |
| 6 write | 12 run |

	Answer key	
--	-------------------	--

This answer key may be photocopied for use with *Grapevine 3, Check-back four*.

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Please do not write on this answer key.

Which verb?

- | | |
|------------|-----------|
| 1 had | 6 had |
| 2 finished | 7 were |
| 3 have | 8 managed |
| 4 been | 9 had |
| 5 couldn't | 10 ought |

Reason and contrast

- | | |
|---------------|---------------|
| 1 Although | 6 Even though |
| 2 because of | 7 due to |
| 3 in spite of | 8 In contrast |
| 4 Although | 9 Despite |
| 5 because | 10 therefore |

must be, can't be

- | | |
|-----|-----|
| 1 E | 4 F |
| 2 A | 5 C |
| 3 B | 6 D |

must have, can't have

- 1 Yes, you must have worked very hard.
- 2 Yes, you must have been happy then.
- 3 No, she can't have been a very kind person.
- 4 No, she can't have listened to you.
- 5 Yes, you must have been terribly shy.
- 6 Yes, she must have been self-confident.

Deductions

- | | |
|-----|-----|
| 1 C | 4 E |
| 2 A | 5 D |
| 3 B | |

Past participles

- | | |
|-----------|--------------|
| 1 worn | 7 shaken |
| 2 found | 8 met |
| 3 given | 9 driven |
| 4 kept | 10 overtaken |
| 5 sent | 11 brought |
| 6 written | 12 run |

Conditionals

- | | |
|------------|--------------|
| 1 had seen | 4 could |
| 2 would | 5 had worked |
| 3 had | |

Infinitive or gerund?

- | | |
|---------------|-----------|
| 1 listening | 5 to buy |
| 2 to help | 6 holding |
| 3 taking part | 7 to see |
| 4 talking | |

Talking about grammar

- 1 a clause of contrast
- 2 past deductions
- 3 more than two things
- 4 type 3 conditional
- 5 an uncountable noun
- 6 a regret
- 7 passive

Vocabulary

- | | |
|--------|------|
| 1 with | 4 by |
| 2 on | 5 of |
| 3 for | 6 in |

Verb and noun

- | | |
|---------------|-----------------|
| 1 discussion | 6 prosecution |
| 2 examination | 7 communication |
| 3 calculation | 8 destruction |
| 4 description | 9 explanation |
| 5 celebration | |

Pronunciation

- | | |
|----------|--------|
| 1 double | 4 cost |
| 2 chose | 5 warm |
| 3 though | |

Expressions

- A 3
- B 4
- C 1
- D 5
- E 2

Conditionals

Choose the correct form of the verb.

- If I _____ it, I would have stopped. (saw / had seen)
- I _____ have told you, if I'd known. (would / will)
- If I _____ been there, I wouldn't have let you buy it. (would have / had)
- I _____ have done it, if I'd had time. (could / can)
- It would have been better if you _____ harder before the exam. (had worked / worked)

Infinitive or gerund?

Put the verb in brackets in the correct form, the infinitive (*to do*) or the gerund (*doing*).

- Thank you all for _____. (listen)
- He refused _____ us. (help)
- Some children stop _____ in sport. (take part)
- I heard her _____ to her friends. (talk)
- I would like _____ a new stereo. (buy)
- They stood there _____ their hats. (hold)
- They're old enough _____ the film. (see)

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.

- Although there was heavy traffic, I got there in time.
Although introduces:
 a clause of reason
 a clause of contrast.
- She must have done it.
must have done is used for:
 past deductions
 past obligations.
- The shops are all like one another.
We use *one another* to talk about:
 two things
 more than two things.
- If I hadn't been there, I wouldn't have believed it.
This sentence is:
 a type 3 conditional
 a type 2 conditional.
- She has done a great deal of work.
a great deal is followed by:
 a countable noun
 an uncountable noun.
- If only I hadn't met him!
This sentence is:
 a regret a hope.
- It must have been stolen!
This sentence is:
 active passive.

Vocabulary

Complete the spaces using the words in the box. Use each word once only.

for	on	in	with	by	of
-----	----	----	------	----	----

- The trouble _____ dogs is that they bark.
- The passengers went _____ board the ship.
- 'Bea' is short _____ Beatrice.
- Early people lived _____ hunting and gathering.
- She is very proud _____ her achievements in gymnastics.
- We arrived at the railway station _____ good time.

Verb and noun

Change these verbs into nouns ending in *-ion*.
collect *collection* decide *decision*

- | | |
|-------------|---------------|
| 1 discuss | 6 prosecute |
| 2 examine | 7 communicate |
| 3 calculate | 8 destroy |
| 4 describe | 9 explain |
| 5 celebrate | |

Pronunciation

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

- | | | | |
|----------|--------|--------|--------|
| 1 proud | double | round | flower |
| 2 chose | lose | choose | whose |
| 3 cousin | enough | tough | though |
| 4 almost | cost | post | ghost |
| 5 warm | alarm | farm | army |

Expressions

Look at these sentences. Who might say or write them? Match each sentence with one person.

Sentences

- Farewell!
- Due to problems with the economy, taxes will rise by 20%.
- You should have known better!
- What exactly does 'economy' mean?
- Wish you were here!

People

- A parent
- A student
- An actor
- A holiday-maker
- A politician

SCORE (out of 100) _____ %

Irregular verbs

Infinitive	Past tense	Past participle	Infinitive	Past tense	Past participle
be	was, were	been	lose	lost	lost
beat	beat	beaten	make	made	made
become	became	become	mean	meant	meant
begin	began	begun	meet	met	met
bend	bent	bent	pay	paid	paid
bite	bit	bitten	put	put	put
blow	blew	blown	quit	quit	quit
break	broke	broken	read	read	read
bring	brought	brought	ride	rode	ridden
broadcast	broadcast	broadcast	ring	rang	rung
build	built	built	rise	rose	risen
burn	burned / burnt	burned / burnt	run	ran	run
buy	bought	bought	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
creep	crept	crept	set	set	set
cut	cut	cut	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone / shined	shone / shined
draw	drew	drawn	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shrink	shrank	shrunk
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	smell	smelt	smelt
fly	flew	flown	speak	spoke	spoken
forbid	forbade	forbidden	spell	spelt	spelt
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	spin	span	spun
get	got	got	spread	spread	spread
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung	hung	strike	struck	struck
have	had	had	swear	swore	sworn
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lead	led	led	understand	understood	understood
learn	learned / learnt	learned / learnt	wake (up)	woke (up)	woken (up)
leave	left	left	wear	wore	worn
lend	lent	lent	weep	wept	wept
let	let	let	win	won	won
lie (down)	lay	laid	wind	wound	wound
light	lit	lit	write	wrote	written

Interaction appendix

Section 1 (Unit one Student A)

Ask Student B the questions below, and write down the answers. Then answer Student B's questions.

- 1 What is your full name?
- 2 What is your date of birth?
- 3 What is your nationality?
- 4 What is your address?
- 5 What is your occupation?
- 6 When did you start learning English?

Section 2 (Unit nineteen Student A)

Charles Berlitz gives this extra information in his book, *The Bermuda Triangle*.

- At 7 p.m. on 5 December a radio operator in Miami heard this message: 'F.T. ... F.T.' The number of the Flight Leader's plane was FT28. This message was sent two hours *after* the planes had certainly run out of fuel.
- Lieutenant Taylor had arrived late for the flight, and had asked not to fly. His request was refused.
- Some reports say that there were three people on each plane. Someone had replaced the missing crewman before they took off.
- In 1974, Art Ford, a journalist who had written about the mystery, said he had seen a secret transcript of the control tower's conversations with Flight 19. In the transcript Lieutenant Taylor had said: 'Don't come after me ... They look like they are from outer space.' The government never published this.

Section 3 (Unit seven Student A)

Ask Student B the questions below and try to guess his / her star sign. Then answer Student B's questions.

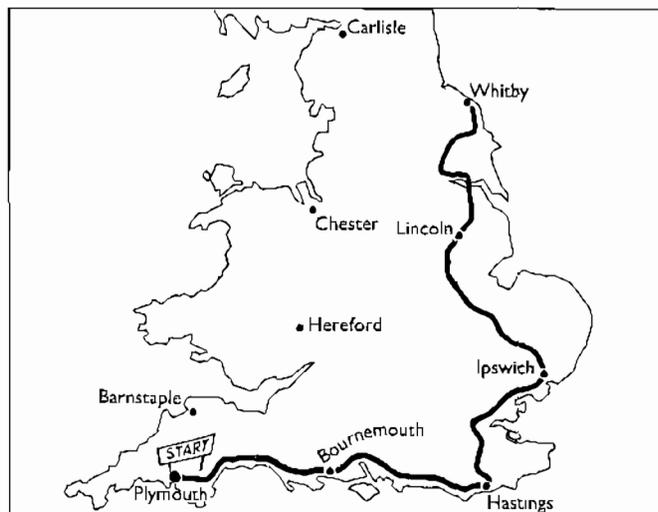
- 1 Would you rather be rich or happy?
- 2 What do you prefer to do in your free time?

<input type="checkbox"/> stay at home and relax	<input type="checkbox"/> go out and meet people
<input type="checkbox"/> do something practical	<input type="checkbox"/> go to a film or a play
<input type="checkbox"/> you never have free time	
- 3 Do you always expect to be the leader or the boss?
- 4 What sort of things are you good / bad at doing?
- 5 Do you always tell the truth?
- 6 Did you answer the last question truthfully?
- 7 Would you rather be an artist or a politician?
- 8 You have £100. Would you prefer to:

<input type="checkbox"/> give it to a charity?	<input type="checkbox"/> give it to a political group?
<input type="checkbox"/> give it to a poor friend?	<input type="checkbox"/> keep it yourself?

Section 4 (Unit eleven Student A)

English 1,000 Mile Cycle Race



The English 1,000 Mile Cycle Race takes ten days. The map shows the first half of the route. You have information about the first five days, Student B has information about the last five days. Ask questions and complete the table and the map, e.g.
What will they be doing on Thursday 6th?
Where will they be sleeping on Thursday night?
How far will they have travelled that day?
How many miles will they have (travelled / ridden / covered) altogether by Thursday night?

Date	Route	Distance today	Total distance
Saturday 1st	Plymouth–Bournemouth	124 miles	124 miles
Sunday 2nd	Bournemouth–Hastings	116 miles	240 miles
Monday 3rd	Hastings–Ipswich	99 miles	339 miles
Tuesday 4th	Ipswich–Lincoln	103 miles	442 miles
Wednesday 5th	Lincoln–Whitby	92 miles	534 miles
Thursday 6th			
Friday 7th			
Saturday 8th			
Sunday 9th			
Monday 10th			

Section 5 (Unit thirty-five Student A)

This is one possible solution. Read it carefully, then try to persuade the other students in your group that it is correct, and that their solutions are wrong.

It's a good idea to look for the person with the best alibi, and that's Stephanie. She says she was away from the boat all morning. Somebody would have seen a boat if she had come back during the morning. However,

Stephanie was a champion swimmer. She could easily have swum back to the boat. She's very athletic. She needn't have used the ladder, she could have climbed over the stern. She might even have put a rope there. She's very strong – swimmers have strong arms. She could have killed him with one stab. She would have know where to stab him. Top athletes have to study the human body. She could have swum back to St Michel. By the way, she's from Montreal, which is in the French-speaking area of Canada. Maybe she and Pierre knew each other before.

Section 6 (Unit twenty-seven Student A)

Here are some quotations from Dr Garfunkel about the *G-Plan* video. Your partner will ask you about them. Report the quotations to your partner, e.g. *She said that it was a brand new exercise programme.*

G-PLAN VIDEO
by Dr Candice Garfunkel

30 mins VHS-PAL

What Dr Garfunkel said about this video:

- 'It's a brand new exercise programme.'
- 'You can lose ten kilos in two months.'
- 'You'll feel healthier and fitter.'
- 'You have to do the exercises every day.'
- 'You should do the exercises before meals.'
- 'I've visited more than fifty countries and I've spoken about exercise in all of them.'
- 'The video was recorded with ordinary people, not with athletes.'
- 'People enjoy these simple exercises.'
- 'I studied different exercise systems for twenty years.'

Garfunkel Health Systems Inc, Miami, Fla, USA

Your partner has some quotations about the *G-Plan* cassettes. Ask what Dr Garfunkel said about the cassettes, and make notes on the answers.

Section 7 (Unit twenty-nine Student A)

Here is some information about Billy the Kid. Read it and answer Student B's questions.

Billy the Kid, 1859–81

Billy the Kid was born in New York, but spent his life in New Mexico. He killed twenty-one men, his first in 1877 at the age of seventeen. During the Lincoln County War, which was a fight between two groups of ranchers, he worked as a cowboy for John Tunstall, the leader of one of the groups. Tunstall was murdered in front of him in 1878. Billy became an outlaw, and took revenge. He was a brilliant gunman, and shot three of Tunstall's

enemies, including Sheriff Brady. He became a rustler (cattle thief). Billy had a cheerful personality. He was well liked by the local Spanish-speaking population, and spoke Spanish fluently.

Pat Garrett, an old friend of Billy's who had become sheriff, captured him in 1880. Before he could be hanged, Billy escaped from prison, killing two guards. Garrett followed him and eventually shot him dead.

Newspapers exaggerated Billy's crimes during his lifetime. It wasn't until the 1920s that he first became romanticized as a Robin Hood character. Most film versions have followed this idea of him.

Your partner has some information about Jesse James. Find out these things about him.

What was the injustice that started his career as an outlaw?

What were his crimes?

Did he escape from the fight at Northfield?

Which group of people supported him?

Who betrayed him?

Section 8 (Unit twenty-two Student A)

You are both at the West Port, at A on the map. Give Student B directions to these places – but don't tell him/her what the destination is.

- The large country house at the bottom right of the map.
- The white modern building in St Salvador's College.
- The round building in the small park above the golf club on the map.

Now Student B will give you directions. You have to follow them and say where you have been directed to.

Section 9 (Unit thirteen Student A)

Ask Student B the questions below. Give 2 points for the first correct answer, 4 for the next, then 8, 16, and so on. The answers are in brackets. Then answer Student B's questions. Who scored the most points?

- 2 points** Where are Swatch watches made? (Switzerland)
- 4 points** What are shoes usually made of? (leather)
- 8 points** Who was the *Mona Lisa* painted by? (Leonardo da Vinci)
- 16 points** Who was Mickey Mouse invented by? (Walt Disney)
- 32 points** Where was Christopher Columbus born? (Genoa in Italy)
- 64 points** When was President Kennedy killed? (1963)

Section 10 (Unit thirty-one Student A)

Read the extracts from the article in the *Sunday Times* in Unit 31. Ask Student B about words you are not sure of. Use these expressions.

I don't understand ...

Can you explain ...?

What exactly does ... mean?

You have notes on the vocabulary in *Beware the New Puritans*. Student B will ask you about them.

firm – company, employer

hire – employ, give a job to (used more in the USA)

considered – thought to be

prospective employee – someone who would like to work (for them)

cholesterol – fatty substance found in food and in the blood, often connected with heart disease

level – quantity (of cholesterol)

exceeded a certain amount – was more than a particular figure

counselling – professional help and advice

Section 11 (Unit thirty-nine Student A)

You have notes about the seven modern wonders pictured in . Student B will ask you about them.

- Walt Disney World (WDW), Orlando, Florida, opened 1971 (based on original California Disneyland, 1956). Spaceship Earth (shown in picture) is massive sphere, seventeen storeys tall. Voted eighth by British readers.
- Pompidou Centre, Paris, 1977. Museum and musical centre. All working parts are on outside of building. Air-conditioning system is blue, water pipes green, the lifts red, electrical parts yellow.
- The Sacred Family Cathedral, Barcelona, Spain. Designed by Antonio Gaudí, who worked on it 1884 – 1926. Never finished, though work still continuing.
- The Bullet Train (*Shinkansen*), Japan. The first and longest high-speed railway system. Trains can reach 235 km/h. First section (Tokyo–Osaka) opened 1964. Excellent safety record.
- Statue of Christ, Rio de Janeiro, Brazil. On Mount Corcovada. 40 m high. Designed by sculptor, Paul Landowski. Built 1926–31.
- The CN Tower, Toronto, Canada. Built 1973–75. 553 m tall. From 416-seat revolving restaurant, 347m above ground, you can see for 120 km on clear day.
- Gateway to the West Arch, St Louis, USA. 192 m tall, completed 1965. Made of stainless steel.

Student B has information about the seven pre-20th century wonders. Ask about them, e.g.

What's first on your list?

Where is it?

When was it built?

Why was it built?

Can you tell me anything else about it?

Do you like it?

Section 12 (Unit thirty-five Student B)

This is one possible solution. Read it carefully, then try to persuade the other students in your group that it is correct, and that their solutions are wrong.

Lady Ferndown had a very strong motive, and her only alibi was her husband, who was asleep. He fell asleep after they had a cold drink. She might have drugged him. She couldn't have used the crew ladder, because Pierre and Perrett would have seen her. She must have used the stairs at the stern. She must have done it between nine-thirty, when her husband fell asleep, and ten o'clock, when Mr Campbell came into the saloon. She said that she was glad he was dead.

Section 13 (Unit nineteen Student B)

Your information comes from a book by Lawrence Kusche, *The Bermuda Triangle Mystery – Solved*.

- The Bermuda Triangle is not an old story. The first time it was written about was in 1964.
- The pilots, except for Taylor, were students.
- There is no record of the famous radio messages, only a report that the compasses were not operating.
- The Avengers had had enough fuel to fly until 8 p.m., when it was dark and the weather was bad.
- The Martin Mariner took off after dark at 7.27 p.m. 20 minutes later sailors on a ship saw an explosion in the air. Many similar explosions had happened to Mariners. Pilots called them 'the flying gas tank'.

Section 14 (Unit one Student B)

First answer Student A's questions. Then ask Student A the questions below, and write down the answers.

- 1 What is your surname?
- 2 What is your first name?
- 3 When is your birthday?
- 4 Where were you born?
- 5 Where do you live?
- 6 When did you begin studying English?

Section 15 (Unit seven Student B)

Answer Student A's questions. Then ask Student A these questions, and try to guess his / her star sign.

- 1 Are you typical of your star sign?
- 2 Do you think that astrology is rubbish or not?
- 3 Were you born in the summer, the winter, the spring, or the autumn?
- 4 Does the month of your birth begin with a J?
- 5 Is your star sign an animal?
- 6 Which day of the month were you born on?
- 7 Is there an A in the name of your star sign?
- 8 Are there more than six letters in your star sign?

Section 16 (Unit thirty-seven **c**)

The photograph was taken in the late nineteenth century in Bethnal Green, London. The family are doing 'piece work', i.e. they were paid for each completed brush, not per hour. Children were made to work as soon as they were old enough. Some families would work at piece work for eighteen hours without stopping. As the family were poor, it is unlikely that a member of the family would have had a camera.

The text is taken from *Hard Times* by Charles Dickens, which was written in 1854. He was describing an imaginary town called Coketown, although it was written after he had visited the industrial town of Preston in north-west England.

Section 17 (Unit thirty-two **f**)

- The second letter could be *w*, *d*, or *e*. It can't be *i*.
Note: *slim* means *thin and elegant*.
Work through the letters like this. The answer is ADDRESS.
- Gaston says, 'I will be hanged.' Think about it. If he is hanged, his statement will be true. But if his statement is true, he will be shot. If he's shot, the statement will be untrue. But if it is untrue ...
- It fills half the pond on the twenty-seventh day.
- The airline pilot can't be the dead person's brother, because he hasn't got one. The dead person is male. A pilot could be either male or female. Therefore the pilot must be the dead person's sister.
- Bart did it. Here is the explanation.
Only one of them is telling the truth. Try each of their statements, and see if it is possible for that one to be telling the truth at the same time as both of the others are lying, e.g.
Maggie said, 'Lisa is lying.' If that is true, then Lisa is lying when she says, 'Bart did it.' That means Bart didn't do it. So Bart would be telling the truth.
Try it with Bart telling the truth, then with Lisa telling the truth.
- Survivors are the people who are alive after a disaster, so they won't be buried anywhere.

Section 18 (Unit thirty-one **f**) Student B)

Read the extract *Beware the New Puritans*. Ask Student A about words you are not sure of. Use these expressions.

I'm not sure what (this) means.

What's the meaning of ...?

Do you know what (this) is?

You have notes on the vocabulary in the extracts from the article in the *Sunday Times*. Student A will ask you about them.

called in sick – telephoned to say they were too ill to work
shirking – trying to avoid (get out of) work

considered – thought to be

added – also said

overtime – extra hours of work, after your normal number of hours, usually paid at a higher rate

pharmaceutical – chemical

the day of people wanting ... – the time when people wanted ...

is over – is finished, has gone

BMW – an expensive German car

Section 19 (Unit eleven **e**) Student B)

English 1,000 Mile Cycle Race



The English 1,000 Mile Cycle Race takes ten days. The map shows the second half of the route. You have information about the last five days, Student A has information about the first five days. Ask questions and complete the table and the map, e.g.

What will they be doing on Tuesday 4th?

Where will they be sleeping on Tuesday night?

How far will they have travelled that day?

How many miles will they have (travelled / ridden / covered) altogether by Tuesday night?

Date	Route	Distance today	Total distance
Saturday 1st			
Sunday 2nd			
Monday 3rd			
Tuesday 4th			
Wednesday 5th			
Thursday 6th	Whitby–Carlisle	91 miles	625 miles
Friday 7th	Carlisle–Chester	105 miles	730 miles
Saturday 8th	Chester–Hereford	87 miles	817 miles
Sunday 9th	Hereford–Barnstaple	117 miles	934 miles
Monday 10th	Barnstaple–Plymouth	66 miles	1,000 miles

Section 20 (Unit twenty-two **e**) Student B)

You are both at the West Port, at A on the map. Student A will give you directions. You have to follow them and say where you have been directed to.

Then give Student A directions to these places – but don't tell him / her what the destination is.

- The A91 Dundee road.
- The large building on the hill below the castle, which looks out over the sea.
- The large white building on Abbey Street.

Section 21 (Unit thirteen Student B)

First answer the quiz questions that Student A will ask you. Then ask Student A the quiz questions below. Give 2 points for the first correct answer, 4 for the next, then 8, 16, and so on. The answers are in brackets (...). Who scored the most points?

- 2 points Where are Boeing planes made? (the USA)
- 4 points Who was *Hamlet* written by? (Shakespeare)
- 8 points Which company was the Walkman invented by? (Sony)
- 16 points Where was Beethoven born? (Germany)
- 32 points Who was the film *E.T.* directed by? (Stephen Spielberg)
- 64 points What were tents made of in the 1850s? (canvas)

Section 22 (Unit twenty-seven Student B)

Your partner has some quotations about the *G-Plan* video. Ask what Dr Garfunkel said about the video, and make notes on the answers.

You have some quotations from Dr Garfunkel about the *G-Plan* cassettes. Your partner will ask you about them. Report the quotations to your partner, e.g. *She said they had been recorded in her home in Miami.*

G-PLAN AUDIO CASSETTES

by Dr Candice Garfunkel

90 minutes Dolby-B

What Dr Garfunkel said about the cassettes:

- 'They were recorded in my home in Miami.'
- 'You have to listen to them three times a week.'
- 'They're very relaxing.'
- 'You'll feel much better after using them for three months.'
- 'You can listen to them in the car.'
- 'The cassettes give advice on diet and exercise.'
- 'You should play them to your friends.'
- 'People asked for audio cassettes after I did a radio series.'

Garfunkel Health Systems Inc, Miami, Fla, USA

Section 23 (Unit fifteen)

All six stories are true.

Section 24 (Unit twenty-nine Student B)

Your partner has some information about Billy the Kid. Find out these things about him:

What was the injustice that started his career as an outlaw?

What were his crimes?

What happened during his escape from prison?

Which group of people supported him?

Which old friend of Billy's killed him?

Here is some information about Jesse James. Read it and answer Student A's questions.

Jesse James, 1847–82

Jesse James fought for the Southern states in the American Civil War (1861–65) with a group of guerrillas. He was badly wounded by Northern soldiers after he had surrendered to them. He formed a gang with his brother Frank. Between 1866 and 1882, the James Gang robbed banks and trains, stealing more than \$170,000. He was popular with supporters of the South, who believed he was continuing the war against the Northern government.

In 1876, the gang tried to rob a bank in Northfield, Minnesota. The townspeople had been warned, and fought back. Three of the gang were killed, and three were captured. Jesse and Frank were wounded, but escaped. Jesse wanted to have a normal life, and planned to buy a farm. In 1882 he was shot in the back of the head by his friend, Bob Ford, who had been paid to get him.

Jesse was romanticized as a Robin Hood character in his own lifetime, and films since then have continued the theme.

Section 25 (Unit seventeen)

Statistical studies have been done many times using this problem. In an average group, 80% of people will circle the number 3. How does this compare with your class? In a small class, your results may be very different, but if you ask a lot of people, the result will get nearer to 80%. If you ask more than 10,000 people, the result will probably be 80%. No one knows why so many of us choose 3. Do you think the result will be the same if you use a, b, c, and d?

Section 26 (Unit nineteen Student C)

Don't tell the others this until they've given their information. Tell them, then ask them to look at this.

In May 1991 the wreckage of five Grumman Avengers was found in 200 metres of water, only ten miles from the Atlantic coast of Florida. They were found by the Scientific Search Project who had been looking for Spanish treasure ships. Four of the planes were in one piece, and the glass was still in the windows. The fifth plane – that of the Flight Leader – was broken into two

pieces. Over the years, more than a hundred Avengers have crashed in the area, but the numbers on the planes show that this was Flight 19. They had run out of fuel and crashed close to land.

Section 27 (Unit thirty-five Student C)

This is one possible solution. Read it carefully, then try to persuade the other students in your group that it is correct, and that their solutions are wrong.

I think that more than one person must have been involved in the plot. The boat wasn't very big, and even though Mr Studebaker was alone for a long time, the Ferndowns could have seen anyone who came onto the rear deck, Perrett and Pierre could have seen anyone on the port side, and the Captain could have seen anyone at the bow. If there was only one murderer, they must have come along the starboard side of the deck. But there are no doors or ladders leading to the starboard side. I'm sure that several people ... perhaps all of them ... were part of the plot.

Section 28 (Unit twenty-one)

Explain to your group what happens in Britain.

- 1 Not always true. People shake hands more often in the rest of Europe than in Britain.
- 2 Some people do, but the majority don't.
- 3 Not any more (except in films!).
- 4 Not true.
- 5 This is good manners in Britain, though a little formal.
- 6 You do if you know the family, or have been told about them.
- 7 In Britain you often don't (but in the USA you usually do).
- 8 True.
- 9 Not true.
- 10 True (but children don't always remember this).
- 11 This is good manners in Britain.
- 12 It depends. It's not as automatic in Britain as it is in some other countries.
- 13 See 12. This seems a good idea, and is certainly more normal. In the USA, health officials have said, 'Don't offer cancer.'
- 14 Traditionally this is true. It is polite to let other people go first, whether men or women.
- 15 Not true.

Section 29 (Unit thirty-four)

- 1 Eight of the ten fastest cross-Channel swimmers have been women.
- 2 Although 22,000 people were tested, none of them were women.
- 3 Male pronouns were four times as frequent as female pronouns.

- 4 After the 1992 general election, just fifty-eight of 651 UK Members of Parliament were women.
- 5 Two thirds of the food is gathered by women.

Section 30 (Unit thirty-nine Student B)

Student A has information about the seven modern wonders. Ask about them, e.g.

- | | |
|--|---------------------------|
| <i>What's first on your list?</i> | <i>When was it built?</i> |
| <i>Where is it?</i> | <i>Why was it built?</i> |
| <i>Can you tell me anything else about it?</i> | <i>Do you like it?</i> |

You have notes about the seven pre-20th century wonders pictured in . Student A will ask you about them.

- The Taj Mahal, Agra, India. Completed 1643. Built as tomb for Mumtaz, wife of Emperor Shah Jahan, who died in 1631. Often called the most beautiful building in the world.
- Stonehenge, one of most famous prehistoric sites. Built between 3000 and 1500 BC. Some stones transported over great distances. Purpose still a mystery.
- The Great Pyramid, Giza, Egypt. Completed 2580 BC for King Cheops. Contains two million blocks of stone, each weighing about 2,300 kg. It took thousands of people thirty years to build.
- The Acropolis, Athens. Most of the main buildings date from 449–431 BC. Much of the destruction dates from 17th century AD when ammunition stored there exploded. Further damage results from removal of many sculptures by Lord Elgin, 1821.
- The Great Wall of China. The largest human construction in the world. Can be seen from spacecraft. Work started 3rd century BC. 2,450 km long (same distance as London to Moscow).
- The Colosseum, Rome. Built 72–80 AD. Part of it made of concrete (which Romans invented at this time). 50,000 numbered seats, eighty entrances. Massive sports arena, built for gladiator fights.
- Machu Picchu, Peru. Ancient Inca city. Built high in the Andes mountains, abandoned, and only re-discovered in 1911. Archaeologists cannot agree on when built, or how long occupied.

Section 31 (Unit 40)

The trouble with holidays is that they come to an end. Packing has to be done, and how do you fit into your case all those extra clothes, souvenirs and beach balls? You have to get to the station in good time in case you miss the only train of the day. You think about the fifty weeks ahead, back at work; and this is the day that the sun shines for the first time in a fortnight. So it's not a good moment to try to raise a smile. And if the train is late, well ...

All Good Things Come to an End was painted by G. Peter M. Green in 1989, and shows holiday-makers assembling to catch a train in Torquay in 1960.

Listening appendix

Introduction

c Listening

Tracy I don't know, Darren. You've got to take some exercise ... that jacket doesn't fit you any more.

Darren Well, I play football.

Tracy Yes. About twice a year ... in the garden with the kids! You watch it on television, that's all.

Darren I like watching television. You watch television.

Tracy Not all the time! I do yoga on Monday mornings, dance classes on Tuesdays, aerobics on Thursdays, and I go jogging every Sunday.

Darren Congratulations.

Tracy You never walk anywhere. You get in the car to go to the shops – and that's only two hundred metres.

Darren Walking's not exercise.

Tracy Of course it is. A good long walk's fantastic exercise. Come on, we'll go for a walk now.

Darren No, Tracy ... no. I'm tired ... oh, all right then.

Unit two

d School Life

• This shows where a child speaks to the teacher.

Children! It's time to go home, so stop painting and put on your hats and coats.

We've all enjoyed ourselves today, haven't we? • Oh, you haven't, Ruth. I'm sorry, dear. Why's that? • Who broke your pencil? • No, Benjamin, she did *not* break it herself.

Now, Ruth, don't hit Benjamin. • No, he doesn't like you hitting him. • Well, I don't think it's a good idea. Stop it!

Jason, don't do that.

Natasha, take that paintbrush out of your ear. And go and wash your face. • Because it's blue. • Yes. I like blue, too. • No, you can't paint yourself blue, dear. What will mummy say?

Hurry up, children. Charlene and Oliver, what are you doing? • Oh, you're kissing each other goodbye. How sweet. Well, you can stop now. I said stop! • No, I'm not angry with you, Oliver. • Well, of course. We *all* love each other, don't we children? • No, you can't kiss him again, Charlene.

Now, get yourselves ready, children. Stop crying, Daniel. • All right, who's got Daniel's coat? It's the pink one. Don't laugh, Benjamin. Lots of boys have pink coats. • I know it's your sister's coat.

Daniel. It's very nice.

Jason, don't do that.

Well, goodbye, children ... Oliver, where's your mummy? • No, you can't walk home by yourself. • Yes, I know you're five and a half. But you must wait for mummy. • Well, daddy, then. Here he comes now. Goodbye, dear.

Jason, don't do that.

Unit five

b An expensive hobby?

Joanna has been collecting album stickers for several years.

'Actually, it's a pretty expensive hobby. It costs about twenty-five pence for a packet of five stickers. There are usually about two hundred and fifty stickers in an album. But, of course, after a few packets you get a lot of "doubles" – stickers that you've already got. I've just finished the *American Rock Stars* album, and I bought a hundred and sixteen packets myself. I swap stickers with my friends. When you get near the end of an album, you can send away for the ones you haven't got. You can only send away for a maximum of twenty-five stickers, though. I've been collecting the *All About Sport* stickers for about six weeks. I've already got ninety-six different stickers ... and a lot of swaps!'

Unit ten

a Making a reservation

Conversation A

Hotel Good morning. Royal Court Hotel. Can I help you?

Man Yes, have you got any vacancies for Saturday 20th?

Hotel Yes, we have. What kind of room would you like?

Man A double room, please ... with a bathroom.

Hotel All our rooms have en-suite facilities. Would you prefer a bath or a shower?

Man I don't mind.

Hotel How long for?

Man Just overnight.

Hotel Right. We have a double room with shower for the night of Saturday 20th. And the name, please?

Man Marshall. That's M-A-R-S-H-A-double L.

Conversation B

Hotel Royal Court Hotel ...

Woman Good afternoon. My name is Schumann. Mrs Schumann. Do you have a single room for tonight?

Hotel Yes, madam. Would you prefer a bath or a shower?

Woman Oh, definitely a shower, please.

Hotel Right, Mrs Schumann, so that's a single room with a shower for tonight, the 17th. What time will you be arriving?

Woman Around seven thirty. What time does your restaurant close?

Hotel Nine fifteen.

Conversation C

Hotel Royal Court Hotel ...

Man I'd like to reserve a twin-bedded room for three nights, please, starting on Tuesday 23rd.

Hotel That's fine. Bath or shower?

Man Bath, please.

Hotel And your name?

Man Appleby. Lawrence Appleby. Would you like a deposit?

Hotel How are you paying?

Man American Express.

Hotel Then I'll just need your card number ...

Unit 14

g Going up

Lift attendant Lower ground floor ... Do-it-yourself department ... Kitchen equipment ... China and glass ... Towels and bedding.

Woman They've been advertised on television, but I've never used a microwave myself. Anyway, it's much too expensive ...

Lift attendant Going up ... Ground floor ... Gentlemen's fashions ... Furniture department ... Cosmetics and Stationery.

Woman Did you know that sun-tan lotion should be applied every two hours in hot sun? I recommend protection factor thirty-five for the first two days ...

Lift attendant Going up ... First floor ... Ladies' fashions ... Ladies' shoes ... TV and Hi-fi ... Restaurant.

Man And it's small enough to be carried in a handbag, so you'll never need to miss your favourite TV programmes ...

Lift attendant Going up ... Second floor ... Toy department ... Book shop ... Record shop ... Sports equipment.

Woman ... so you don't know the title, you don't know who it's written by, and you don't know who it's published by, but it's

got a red cover ...

Lift attendant Going down ... First floor ...

Unit 15

b Listening 1

Newsreader It's one o'clock and here's the news, every hour on the hour from Avon Radio, your local radio station for the west. Hurricane-force winds are causing chaos throughout the region. Power lines have been blown down and thousands of homes are without electricity. Falling trees have blocked many roads, and the A37 is blocked by trees near the junction with the B3130. The Severn Bridge was closed to high-sided vehicles earlier this morning because of strong winds, and an hour ago it was closed to all traffic. Avon police have warned motorists not to drive unless their journey is really necessary. I'll repeat that warning: stay where you are unless your journey is absolutely necessary.

c Listening 2

Newsreader News is just coming in from Thornton, where the River Bourne has burst its banks. We have an Avon Radio news team at the scene. Annabel Hall is there. Come in, Annabel, can you hear me?

Annabel Hello, Simon. Annabel Hall reporting from Thornton for Avon Radio. I've never seen anything like this in my life. The river burst its banks about an hour ago, and the whole of the town centre is flooded. There's a house opposite and the roof has been blown off completely. A few minutes ago a huge oak tree was blown down and it nearly hit our car. The storm has caused chaos throughout the town. Traffic cannot get into or out of Thornton; every road has been blocked by falling trees. Everyone has been warned to stay indoors.

d Listening 3

Newsreader That report was from Annabel Hall for Avon Radio. We've got more reports coming in from around the region.

At Chidlington the sea walls are being battered by heavy waves, and emergency workers are afraid that they may be destroyed.

At Winton airport, three small aeroplanes have been blown over by the winds.

Weather men at the airport say that wind speeds of nearly one hundred miles per hour have been measured.

Five people were taken to hospital after

their car was hit by a falling tree at Longham. Two of them were seriously injured and are being operated on at the moment.

That's the news at one o'clock. We'll be back with more news at two o'clock, but we will be interrupting programmes as more news comes in.

Unit 18

d Opinion, belief, or prejudice?

A Actually, I've never thought very much about it ... I mean. I like science fiction and all that. But are there really little green people out there somewhere? No, I reckon not.

B Well, yes. I'm afraid that it's inevitable while men control most world governments. That's the problem. You see, men are basically aggressive. We need more women in power. Women don't start wars. Men do.

C I hope not. It might happen in business, I suppose. Perhaps there already is a 'world language for computers'. But every human language has its own culture and literature. Our culture makes us who we are. No, it's a terrible thought. I hope it'll never happen.

D I'm the wrong person to ask. I feel very strongly about this. I believe that it will be much warmer. Not enough is being done to stop global warming, and time is running out. I think the damage to the atmosphere is irreversible. I hope I'm wrong ... but I don't believe that I am.

E I don't know. That's a pretty big question. What do you want me to say? It depends on a lot of things: the climate, how much help the richer nations give to the poorer ones, and so on. But with a larger population, I guess there'll still be hungry mouths to feed.

Unit 20

b Witness for the prosecution

Prosecution You are Mrs Henrietta Biggs and you are a store detective at Harper's department store. Is that correct?

Mrs Biggs Yes, sir. That is correct.

Prosecution Could you tell us in your own words what happened on Wednesday 7 July?

Mrs Biggs Yes, sir. I was in the men's clothes department on the third floor when I first saw Mr Edwards. He was trying on a jacket. He was looking at himself in the mirror, when I noticed a label. It was hanging from the back pocket of his trousers. It was a Harper's price label. He put the jacket back on the rail, and moved away. He was carrying a large shopping bag. I followed him. He

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went into the gents toilet. I waited, and when he came out I stopped him. I asked to see the receipt for the trousers. He hadn't got one, so I called the police.

Prosecution Thank you, Mrs Biggs. No further questions, my lord.

Judge Thank you, Mr Jeffries. Your witness, Ms Blackstone.

Defence Thank you, my lord ...

d Mr Edwards's story

Defence ... and did you steal the trousers from the shop, Mr Edwards?

Mr Edwards No, I didn't. I'd bought them the day before.

Defence So you had bought the trousers on Tuesday 6 July. Is that right?

Mr Edwards Yes. I was wearing the trousers because I was looking for a jacket. I wanted a jacket to go with the trousers. Anyway, I'd been there for about ten minutes. I'd been trying on different jackets. Then I noticed Mrs Biggs. She was staring at me. She started following me round the shop. I didn't realize she was the store detective. I thought she was a bit peculiar, and I wanted to get away from her. So I went into the gents toilet. Anyway, I thought I'd better stay in there for a while. But when I came out, she grabbed my arm. She'd been waiting outside for me. It was a terrible experience ... everybody was staring at me.

Unit 22

d Asking for directions

Conversation 1

A Excuse me, could you tell me the way to the golf club?

B Yes, of course. Turn left out of the bus station and go along City Road as far as Links Crescent. Turn right and cross the road, then go immediately left into Golf Place, walk towards the sea, and you'll see the golf club on your left. Don't worry, you can't miss it. If you get lost, ask anybody. They all know where it is.

A Thank you.

B You're welcome.

Conversation 2

C I wonder if you can help me. I'm trying to find St Mary's College.

D I'm sorry. Actually, I'm a stranger here myself.

Conversation 3

E Excuse me! I'm lost ...

F Where are you trying to get to?

E I'm looking for the A917 to Crail. I've been driving round for ages, but I

haven't seen a sign.

F Yes, well, you're heading the wrong way. Turn round ... oh, no, there's no need really ... just go left along City Road, and turn ... um ... left ... no, sorry, I mean right, along North Street. Just keep going and you'll get to Castle Street. If you turn right there, you'll see a sign to Crail. What was the road number?

E A917.

F Hmm. I don't remember the number, but that'll take you to Crail all right.

Conversation 4

G 'Scuse me, mate. Where's Murray Park?

H Murray Park? Ah, now that depends.

You can go left here, or you can go right. I'd go right myself, then left into St Mary's Place. Carry on till you see Greyfriars Gardens on your left. If you go along there, you'll come to a crossroads, and Murray Park's on the other side. Yes, I think that's the best way.

G Cheers.

Conversation 5

I Excuse me, is the cathedral anywhere near here?

J Well, it's not too far. Go first right, then second left, and walk all the way along that road until you get to it. You'll be able to see it. You really can't go wrong.

I Thank you.

Unit 24

h Contractions: 'll and 'd

- 1 Yes, it sounds good. I'd take the job.
- 2 Don't ask Jack. He'll be too busy.
- 3 Ask her when she'll be finished.
- 4 Oh, dear. Don't tell her. She'd be angry.
- 5 You'd need a helicopter.
- 6 I'm warning you, you'll be sorry.

- 1 Yes, it sounds good. I'd take the job if I were you.
- 2 Don't ask Jack. He'll be too busy this evening.
- 3 Ask her when she'll be finished. I hope it'll be soon.
- 4 Oh, dear. Don't tell her. She'd be angry if she knew.
- 5 You'd need a helicopter if you lived on that island.
- 6 I'm warning you, you'll be sorry if you do that.

Unit 26

f The man's story

'Ere, look at this. Nice, isn't it? Found it on the beach – well, I didn't find it. These kids found it. They had one of those metal detector things and they were wandering up

and down with it. I saw them find something. I thought it was probably an old drinks can. Anyway, the boy started digging in the sand, and he stood up holding a gold watch. Quick as a flash, I went over to them. 'Hello, kids,' I said. 'You haven't found a watch, have you? Only I've been looking for mine for nearly two hours. I was sitting just here this afternoon.' The boy had his mouth open. He was a really stupid-looking kid. The watch was in his hand, so I grabbed it. 'Ta very much, kids,' I said. And I walked away as fast as I could. They didn't even move. The only trouble is, it's got this writing on the back. I tried to sell it but I couldn't. Anyway, now my girlfriend wants to know who Goldilocks is!

Unit 28

f Phone messages

Message 1

B Good morning. Could I speak to Louisa Neville, please?

A I'm afraid she's in a meeting at the moment. Would you like to leave a message?

B Yes. Thank you. Tell her that Charles Kennedy phoned. I'll be in the office until five. Can she call me back before then?

A I'll give her your message, Mr Kennedy.

Message 2

C Hello. Is that Ms Neville?

A No, this is her secretary. She's in a meeting at the moment.

C Could I speak to her, please?

A I'm afraid she's not taking any calls. Would you care to leave a message?

C Oh. Yes. This is Jason Green, National Westminster Bank. Would she phone me when she's free?

Message 3

D Hi, is Louisa there?

A I'm sorry. She's busy at the moment. Can I take ... ?

D Could you give her a message? This is Marie Dupont. She was with me this morning. Did she leave an umbrella in my office? Someone did. It might be hers.

A I'll ask her, Ms Dupont.

Message 4

E Can I speak to mummy, please?

A Oh, hello, Stephanie. I'm sorry, but she's in a meeting. Can I help you?

E Will you ask her to collect me at six, not five thirty? I've got extra piano practice after school.

A OK, Stephanie. I'll tell her.

Message 5

F Oh, hello. This is David Rank. Is Louisa Neville in?

A She's in a meeting, Mr Rank.

F 'Do not disturb', eh?

A Yes. Would you like to leave a message?

F Yes, tell her that I've got some more information about Kennedy's company. Ask her not to talk to Kennedy until she's spoken to me, OK?

Unit 33

d Sports results

And now for tonight's football results in the third round of the FA Cup.

Liverpool 2, Manchester United 2.
Cambridge United 1, Oxford United 2.
Bournemouth 4, Brighton 0.
Birmingham City 1, Bristol Rovers ... (0)
Arsenal 3, Tottenham Hotspur ... (3)
Aston Villa 1, Chelsea ... (0).
Manchester City 2, Swindon ... (3).
Leeds United 1, Wigan ... (2).
Norwich 4, Ipswich ... (1).
Hull 7, Cardiff ... (0).
Newcastle United 1, Torquay ... (1).
Everton 3, West Ham United ... (4).

e Non-competitive games

Barbara Collins is the head teacher of a comprehensive school. She's talking to a meeting of parents and teachers.

Head teacher Well, thank you all for coming here today. I wanted to tell you about our plans for P.E. in the next school year. As you know, this school has always placed great emphasis on sport. We have very successful hockey and cricket teams, and we were first in the area athletics tournament last month. However, a number of parents have complained to me that we concentrate too much on winning, and not enough on enjoying physical activities. If our pupils don't enjoy sport in school, then they will stop taking part in sport as soon as they leave. We feel that it is our job to help children to find a sport they enjoy. Some children do not enjoy traditional games because these games are too competitive. They feel that they are not good enough, because they can't run fast enough, or hit a ball hard enough. In traditional games there are always winners and losers. The trouble is that the same children win most of the time, and the losers stand around watching. As a result of my discussions with parents and with our P.E. staff, we have decided to try some non-competitive activities from the beginning of next term. Are there any comments? Yes ... ?

Mr Stanhope Er, hmm. I don't see the point of having games without a winner. Life is all about winning and losing, and kids may as well learn that now. Kids enjoy competing with each other, and I think they'd soon lose interest in sport if there weren't any winners.

Mrs Bakewell I'm afraid I don't agree. Not all children love games. Football, for example, is much too aggressive. I think we should be teaching children to cooperate rather than compete ...

Head teacher Thank you, both of you ...

Unit 35

d Alibis

1 Hercules Perrett

I suppose I should speak first. I went to my cabin after breakfast ... it was the one opposite Mr Studebaker's, next to the saloon on the port side. I had some work to do. I spent the whole morning writing. The table is under the window. Nobody passed the window during the morning. Now, I would like you all to tell me what you were doing.

2 Dr Josephine Campbell

I spent the morning in my cabin, too. I'm working on a book about Hollywood, *Secrets of the Movies*. Where was that? Oh, next to poor Hiram's cabin. I was the one who examined the body. He was quite dead. I would estimate that he had been dead for between two and three hours. He had been stabbed just once, exactly in the heart.

3 Hubert Campbell

I had a bath after breakfast, then I spoke to the Captain for a while. I didn't want to disturb Josephine, so I spent the rest of the morning in the saloon. I was in there from around ten o'clock. No one went near Hiram all morning – oh, except for the steward. He made me a coffee at half past ten, and he took a cup out to Hiram. He left it on the table next to him. I suppose everybody knows that I had an argument with Hiram last night. I told him that I couldn't put any more money into his pictures.

4 Lord Ferndown

My wife and I were together all morning. We had the middle cabin on the port side. We got changed into our swimming things after breakfast and went up to the sun deck. We spent the whole morning sunbathing. We could just see Studebaker in his seat. It got very hot. We had a cold lemon drink at about nine thirty, then I slept until Sophia woke me for lunch. She'd just finished reading a book. I must have been sleeping

for over two hours. That's why I'm so badly sunburnt.

5 Lady Ferndown

Poor Henry! I was reading this absolutely fascinating book all morning and I didn't notice that he was getting burnt. I hadn't spoken to Mr Studebaker since we arrived. I've no idea why he invited us on the cruise. He hated me. You see, I'd refused to marry him some years ago. I must be honest, I'm glad he's dead. He ruined my career in Hollywood. Now I'll be able to work again.

6 Stephanie Christie

I had the cabin nearest the galley. I was terribly upset because this morning Mr Studebaker said that Metropolitan couldn't afford to make the movie, *Queen of the Waves*. He told me to go back to swimming. He wasn't very nice about it. I took the small boat and went into St Michel straight after breakfast. I went sightseeing on my own. I didn't come back until ten to twelve.

7 Charles Dexter

I'd been awake most of the night. Studebaker made me read the whole screenplay aloud to him in his cabin. I didn't get to bed till five o'clock. Anyway, Studebaker came into my cabin before breakfast and told me he wasn't going to make the film. He said the story was rubbish. I went to breakfast, then I went back to my cabin and slept all morning. I had the cabin opposite Miss Christie's. I didn't wake up until I heard the bell for lunch.

8 Captain Birdseye

I spent the morning on the bridge. I was packing up my things. Yesterday Hiram told me that he would have to sell the *Rosebud*. He wouldn't tell me why. I saw Pierre a couple of times, and I had a long talk with Mr Campbell. He offered me a job.

9 Pierre Lefort

I am sorry. My English is not good. I liked Mr Studebaker, but all the passengers ... they hate him. I can see it in their faces. Except for Steph... Miss Christie. Not her. I was in the galley. I have to prepare lunch. I took a coffee to Mr Campbell, and at ten thirty, as usual. I took a coffee for Mr Studebaker. I just said, 'Your coffee, sir.' He didn't reply. I put it on the table just behind his seat. The coffee was still there at twelve o'clock. It hadn't been touched. He may have been already dead. I don't know.

f Believe it or not

'If I hadn't seen it with my own eyes, I'd never have believed it. It must've been sixty years ago, when I used to live near Bodmin Moor. There were a lot of stories in the papers at the time. Several sheep had been killed, and at first people thought a dog had done it. Then a horse was killed. Well, a dog couldn't have killed a horse ... or if it had done, it would have been a pretty big dog, wouldn't it? That's when people started to talk about the Beast of Bodmin Moor. A lot of people were frightened to go out on the moors. Anyway, one of the newspapers offered a reward for a photograph of it. I was just a young lad, and I decided that I'd go and take a picture myself. I borrowed my dad's camera ... of course, I didn't tell him that I'd borrowed it ... and went out every day on the moors. Well, one afternoon I was walking along and it started to thunder. Now, I didn't mind getting wet – kids are never afraid of a bit of rain – but it was pouring down, and there was a lot of lightning. I was just by the old abandoned tin mine, up past Tregonwell Farm. Well, I thought I'd better shelter in the entrance to the mine. I'd only been there a few seconds when I heard ... breathing. Then I saw these eyes ... these big, yellow eyes. There was something lying there in the dark, staring at me. It was no dog, that's for sure. I couldn't see much, but it was the size of a tiger. If I'd moved an inch, it would have attacked. I'm sure of that. I couldn't get my camera. It was in my backpack, you see. We must have been in there ... just staring at each other ... for ... it seemed like hours, but I suppose it can't have been more than ten minutes. Then the storm finished, and it just got up and strolled past me out of the mine. I didn't have the nerve to follow it. It had just been sheltering from the storm like me. To cut a long story short, nobody believed a word of it. The attacks went on for a couple of months, then they just stopped. It was never caught or anything. I reckon it must have died. But I know what I saw, that's the truth!'

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/
o	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/
ʊə	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,kɒmə'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.

abandoned-37 /ə'bændənd/	album-5 /'ælbəm/	area-P30, 37 /'eəriə/
abbess-P29 /'æbes/	alibi-35 /'ælibaɪ/	argue-7 /ɑ:gju:/
abbey-P29 /'æbi/	alien-P2 /'eɪliən/	argument-6 /ɑ:gjʊmənt/
about-5 /ə'baʊt/	(be) allowed (to)-12 /ə'laʊd/	army-P12 /ɑ:mi/
abridged-C33 /ə'bri:dʒd/	almost-24 /ɔ:l'məʊst/	around-17 /ə'raʊnd/
abroad-35 /ə'brɔ:d/	(all) alone-12, 23 /ɔ:l/ ə'ləʊn/	arrange-31 /ə'reɪndʒ/
absolutely-15 /'æbsəlu:tli/	along-22 /ə'lɒŋ/	arrival-10 /ə'raɪv/
accept-P7, 38 /ək'sept/	already-5 /ɔ:l'reɪdi/	arrow-P29 /'ærəʊ/
access-P25 /'ækses/	alternative-C26 /ɔ:l'tɜ:nə'tɪv/	art-P17 /ɑ:t/
accident-P8 /'æksɪdənt/	although-34 /ɔ:l'ðəʊ/	article-C24 /ɑ:tɪkl/
accidentally-23 /,æksɪ'dentəli/	altogether-11 /ɔ:l'tə'geðə(r)/	artificial-34 /ɑ:tɪ'fɪʃl/
accommodation-10 /ə,kɒmə'deɪʃn/	(be) amazed (at)-8 /ə'meɪzd/	ashes-37 /'æʃɪz/
account-9 /ə'kaʊnt/	amazingly-15 /ə'meɪzɪŋli/	ashore-35 /ə'ʃɔ:(r)/
accurate-17 /'ækjʊrət/	(make) amends-P12 /ə'mendz/	asleep-23 /ə'sli:p/
accuse (v), -d (n)-20 /ə'kjuz:(d)/	ammunition-P39 /,æmjʊ'nɪʃn/	aspirin-34 /'æspɪrɪn/
ace-P17 /eɪs/	amnesia-P3 /æm'ni:ziə/	assessment-P39 /ə'sesmənt/
achievement-33 /ə'ʃi:vmənt/	amnesty-P31 /æm'nɛsti/	assume-P19 /ə'sju:m/
acquaintance-21 /ə'kwentəns/	among-29 /ə'mʌŋ/	astonished-8 /ə'stɒnɪʃt/
acre-P24 /'eɪkə(r)/	amount-9 /ə'maʊnt/	astrologer-7 /ə'strɒlədʒə(r)/
across-22 /ə'krɒs/	amusing-27 /ə'mju:zɪŋ/	astrology-7 /ə'strɒlədʒi/
action-C6 /'ækʃn/	ancient-P22 /'eɪnʃənt/	at all-15, (times)-12 /ət ɔ:l ('taɪmz)/
active-C13 /'æktɪv/	angel-6 /'eɪndʒl/	athlete-P35 /'æθli:t/
actor-13 /'æktə(r)/	Anglo-Saxon-P29 /,æŋgləʊ 'sæksn/	athletic-P35 /æθ'letɪk/
act out-C23 /'ækt aʊt/	angry-4 /'æŋgrɪ/	attack (v, n)-19 /ə'tæk/
actual-P19 /'æktʃʊəl/	animal-4 /'ænɪml/	attend-P21, 37, (to)-P14 /ə'tend/
actually-P5, 20 /'æktʃʊəli/	answer (v)-30 /ɑ:nsə(r)/	attendant-P14 /ə'tendənt/
add (plus)-13, (say)-31 /æd/	antique (n)-P5, (adj)-26 /æn'tɪk/	attitude-31 /'ætɪtju:d/
(be) addicted (to)-15 /ə'dɪktɪd/	anyway-8 /'eniweɪ/	attraction-P3 /ə'trækʃn/
adjective-C8 /ədʒɪktɪv/	ape-P34 /eɪp/	attractive-16 /ə'træktɪv/
adult-12 /'ædʌlt/	apologize-10 /ə'pɒlədʒaɪz/	audience-P23 /'ɔ:diəns/
advantage-31 /əd'vɑ:ntɪdʒ/	apparently-27 /ə'pærəntli/	audio-23 /'ɔ:diəʊ/
advert-P30 /'ædvɜ:t/	appeal-P29 /ə'pi:l/	author-2 /'ɔ:θə(r)/
advertise-25, (-ing)-P8 /əd'vɜ:tɪz(ɪŋ)/	appear-26 /ə'piə(r)/	authority-P13 /ɔ:'θɒrəti/
advice-C6 /əd'vaɪs/	appearance-P34 /ə'piərəns/	(the) authorities-29 /ɔ:'θɒrətɪz/
afford-9 /ə'fɔ:d/	appendix-C1 /ə'pendɪks/	autograph-P5 /'ɔ:təgrə:f/
again-11 /ə'geɪn/	apply-14 /ə'plai/	average-P17, (-sized)-26 /ə'veɪndʒ (saɪz)d/
against-13 /ə'geɪns/	appointment-9 /ə'pɔɪntmənt/	avoid-P31, 34 /ə'vɔɪd/
age (era)-P24 /eɪdʒ/	approach (v)-P26 /ə'prəʊtʃ/	awake-11 /ə'weɪk/
agency-P8 /'edʒənsɪ/	appropriate-C33 /ə'prəʊpɪət/	aware-31 /ə'weə(r)/
agent-P3 /'eɪdʒənt/	approximate, (-ly)-17 /ə'prɒksɪmət(ɪ)/	awful-P6, 8, (-ly)-26 /ɔ:'fʊl/, /ɔ:'f(ɪ)l/
aggressive-29 /ə'ɡresɪv/	arch-P39 /ɑ:tʃ/	baby (-sitter)-25 /'beɪbi (sɪtə)/
agree (v)-31, (-ment, n)-39 /ə'ɡri:(mənt)/	archaeologist-P39 /ɑ:kɪ'biɒlədʒɪst/	back-12 /bæk/
agriculture-34 /ə'ɡrɪkʌltʃə(r)/	archer-P7, (-ery)-P33 /ɑ:tʃə(r)/	background-24 /'bækgraʊnd/
air conditioning-10 /eə kən'dɪʃnɪŋ/		backpack-P37 /'bækpæk/
air force-P12 /eə fɔ:s/		baddy-29 /'bædi/
airliner-P39 /'eəlaɪnə(r)/		badge-5 /bædʒ/
airman-P15 /'eəmən/		badly-2 /'bædli/
alarm-14 /ə'lɑ:m/		bag-15 /bæg/
		baggy-13 /'bægi/
		baked-P21 /beɪkt/
		balance-9 /'bæləns/

ballad-P29 /'bæləd/	born-1 /'bɔ:n/	cancer-C21 /'kænsə(r)/	choice-39 /tʃɔɪs/	comprehension-C4
ban (v)-6 /bæn/	borrow-6 /'bɒrəʊ/	candle-23 /'kændl/	cholesterol-P31	/kəmprɪ'hɛnʃn/
band-29 /bænd/	boss-7 /bɒs/	can't be (deduction)-32	/kə'lestərɒl/	complete-P12 /kəm'plɪt/
bandit-P29 /'bændɪt/	bottoms-P25 /'bɒtəmz/	/'kɑnt bi:/, /bɪ/	choose-4 /tʃu:z/	concentrate-C2
bank (river)-P15 /bæŋk/	bow (and arrow)-P29	canteen-P20 /kæn'ti:n/	chopsticks-P27	/kɒnsəntreɪt/
banker-35 /'bæŋkə/	/bəʊ/	canvas-P13 /'kænvəs/	christian-21 /'krɪstʃən/	conclude-34 /kən'klu:d/
bar (chocolate)-15 /bɑ:(r)/	bow (ship)-P35 /bəʊ/	capture-P29 /'kæptʃə(r)/	cigarette-5 /'sɪgə'ret/	conclusion-C32
bar (graph)-P17 /bɑ: (grɑ:f)/	box-9, (office)-P35 /bɒks (ɒfɪs)/	card-5 /kɑ:d/	circle (v, n)-C7 /'sɑ:kəl/	/kən'klu:ʒn/
bark (v)-P30 /bɑ:k/	boyfriend-P27 /'bɔɪfrend/	care-38 /keə(r)/	civil war-P18 /,sɪvəl 'wɔ:/	concrete-16 /kən'kri:t/
based on-P39 /'beɪst ɒn/	bracket-C7 /'brækt/	care for-31 /keə fɔ:/	claim-P26 /kleɪm/	conditional type 2-C24
basic-29 /'beɪsɪk/	brain-P2 /breɪn/	care to (like to)-P28 /keə tu:/, /tə/	classic-P29 /'klæsɪk/	/kən'dɪʃnəl taɪp 'tu/
bath-10 /bɑ:θ/	branch (bank)-9, (tree)-15	cargo hold-P15 /'kɑ:gəʊ 'həʊld/	classification-C33	conditional type 3-C37
batter (v)-P15 /'bætə(r)/	/brɑ:ntʃ/	carnival-21 /'kɑ:nɪvəl/	/,klæsɪfɪ'keɪʃn/	/kən'dɪʃnəl taɪp 'θri:/
battle-P18 /'bætl/	brand (new)-9 /brænd/	carriage-P40 /'kærɪdʒ/	classless-P13 /'klæsɪləs/	conditions-37 /kən'dɪʃnz/
be, being-7 /bi:/, /'bi:ɪŋ/	brave-7 /breɪv/	carrier-P7 /'kærɪə(r)/	clean-13, (off)-34 /kli:n (ɒf)/	conference-P18
beach-1 /bi:tʃ/	break (a rule)-12 /breɪk/	carrot-23 /'kærət/	clear (straightforward)-2,	/kɒnfərəns/
bear (n)-15 /beə(r)/	break (rest)-30 /breɪk/	carry-19 /'kæri/	(an overdraft)-P9,	confirmation-10
bearing-P19 /'beərɪŋ/	breathe-37 /bri:ð/	carry away-15 /'kæri ə'weɪ/	(weather)-P39 /kɪə/	/kɒnfə'meɪʃn/
beast-37 /bi:st/	breeze-15 /bri:z/	cartoon-5 /kɑ:'tu:n/	clerk of the court-P20	congratulations-21
beautiful-26 /'bjʊ:tɪfl/	breezy-P22 /bri:zi/	case (legal)-P20 /keɪs/	/,klɔ:k əv ðə 'kɔ:t/	/kɒŋgrætʃu'leɪʃnz/
because-5, (of)-21 /brɪ'kɔ:z (əv)/	bribe-36 /braɪb/	(in) case-40 /ɪn 'keɪs/	climatic-18 /'klaɪmæt/	connect-C26 /kə'nekt/
become-5 /brɪ'kʌm/	brick-16 /brɪk/	casino-P35 /kæ'si:niəʊ/	close to-22 /klaʊs tu:/, /tə/	conquer-P38 /kɒŋkə/
bedding-P14 /'bedɪŋ/	bridge-15, (ship)-P35	cat-P4 /kæt/	cloud-11 /klaʊd/	consider-31 /kən'sɪdə/
beep-P26 /bi:p/	/brɪdʒ/	catch-15 /kætʃ/	club-P12, 22 /klʌb/	consist of-P27 /kən'sɪst əv/
beg-P10 /beg/	bring-14 /brɪŋ/	cathedral-22 /kə'θɪdrəl/	clue-C32 /klu:/	constable-P30 /'kɒnstəbl/
behaviour-P20	broadcast-40 /'brɔ:dkɑ:st/	cattle-P15 /'kætl/	c/o (carried over)-P9 /si: 'əʊ/	construction-39
/brɪ'hervjə(r)/	brotherhood-P13	cause-15 /kɔ:z/	coach (trainer)-28 /kəʊtʃ/	/kən'strʌkʃn/
being (n)-P18 /'bi:ɪŋ/	/brʌðəhʊd/	cave-P34 /keɪv/	coat-24 /kəʊt/	constructive-39
belief-18 /brɪ'li:f/	brush-37 /brʌʃ/	celebrate-21 /'selɪbreɪt/	code-P36 /kəʊd/	/kən'strʌktɪv/
believe-7 /brɪ'li:v/	budget-rigat-P6	celebration-22	coin-5 /kɔɪn/	contain-P11 /kən'teɪn/
bell-27 /bel/	/'bʌdʒətɪgət:(r)/	/selɪ'breɪʃn/	colleague-P38 /'kɒli:g/	continent-11 /kɒntɪnənt/
belong-C1, 12 /brɪ'lɒŋ/	buffer-40 /'bʊfə(r), /'bʌfə(r)/	cellar-P21 /'selə/	collect-5 /kə'lekt/	continue-4 /kən'tɪnju:/
belongings-P12 /brɪ'lɒŋɪŋz/	build (v), (-ing, n)-16	century-24 /'sentʃəri/	collection-P2, 5 /kə'leɪʃn/	contract (legal)-35
belt bag-P1 /'belt bæɡ/	/bɪld(ɪŋ)/	cereal-P33 /'sɪəriəl/	collector-5 /kə'lekte(r)/	/kɒntrækt/
bench-P40 /bentʃ/	bull-P7, 25 /bʊl/	certain-17, (-ly)-7	college-22 /kə'ledʒ/	contraction-C26
betray-29 /brɪ'treɪ/	bullet-P39 /'bʊlɪt/	/'sɜ:tən(lɪ)/	colony-P11 /'kɒləni/	/kən'trækʃn/
beverage-P14 /'bevədʒɪ/	bump-P36 /bʌmp/	CFCs-P6 /'sɪfɪ'sɪz/	column-C18 /'kɒləm/	contradict-P18
beware-25 /brɪ'weə(r)/	bungalow-16 /'bʌŋɡələʊ/	chairperson-P39	comb-P1 /kɒm/	/kɒntrə'dɪkt/
biography-P2 /baɪ'ɒgrəfi/	burglar alarm-P16	/tʃeəpsɪ:n/	combat-33 /kɒmbæt/	contrast (n)-34 /kɒntrɑ:st/
birth-1 /bɜ:θ/	/'bɜ:glə ələɪm/	champion-P35	comedy-2 /kɒmədi/	control-P6, 7, (tower)-P19
(a) bit (of)-25 /bɪt/	burn, -t-2 /bɜ:n/, /bɜ:nt/	chance-17 /tʃɑ:ns/	come on-14 /kʌm 'ɒn/	/kən'trəʊl (taʊə)/
bite, bit-4 /baɪt/, /bɪt/	burst-15, (into tears)-34	change-18 /tʃeɪndʒ/	come up to-26 /kʌm 'ʌp tu:/, /tə/	controversial-P27
blanket-P10 /'blæŋkɪt/	/bɜ:st/	channel (TV)-10,	comfort-12, (-able)-13	/kɒntrə'vɜ:ʃl/
bless-P21 /bles/	bury-P22, 32 /'berɪ/	(English)-P34 /'tʃænl/	/kʌmfəʊ/, /'kʌmfɪ(əbl)/	convenience-P12
block (v)-15, (of flats)-16	business-8, (none of your)-	chaos-15 /'keɪs/	comma-C27 /'kɒmə/	/kən'vi:niəns/
/blɒk (əv 'flæts)/	6, (do)-35 /'bɪznɪs/	chapter-C33 /'tʃæptə/	command-19 /kə'mɑ:nd/	cook (v)-14 /kʊk/
blow down-15 /bləʊ 'daʊn/	butter-21 /'bʌtə(r)/	charge-P6 /tʃɑ:rdʒ/	comment-C8 /'kɒment/	cool (adj)-35 /ku:l/
blow off-15 /bləʊ 'ɒf/	button, (-hole)-P14	charity-6 /tʃærɪti/	common-P18, 32	co-operate-33
blow over-15 /bləʊ 'əʊvə(r)/	/'bʌtn(həʊl)/	charm (n)-P5, (-ing)-7	/'kɒmən/	/kəʊ'ɒpəreɪt/
blow (sthg.) out-23 /bləʊ 'aʊt/	by (time)-11, (myself)-2	check (v)-C3, (in)-10	communicate-4	co-operative (adj)-33
blow (sthg.) up-21 /bləʊ 'ʌp/	/baɪ/	/tʃek (ɪn)/	/kəmju:nɪkeɪt/	/kəʊ'ɒpəreɪv/
blue (sad)-P23 /blu:/	cabin-35 /'kæbɪn/	checklist-C16 /tʃeklɪst/	communication-4	copper-P13 /'kɒpə/
board (v)-P36 /bɔ:d/	cake-P14, 23 /keɪk/	cheek-P21 /tʃi:k/	/kəmju:nɪ'keɪʃn/	copy (v)-4, (n)-8 /'kɒpi/
(on) board-35 /ɒn bɔ:d/	calculate-17 /'kælkjuleɪt/	cheerful-7 /tʃiəfl/	compare-C13 /kəm'peə/	correct (v)-C2, (adj)-33,
bodyguard-P6 /'bɒdɪɡɑ:d/	calculation-17	cheers-P22 /tʃiəz/	compass-19 /'kæmpəs/	(-ly)-14 /kə'rekt(ɪl)/
boiler-P30 /'bɔɪlə(r)/	/,kælkju'leɪʃn/	cheque-9 /tʃek/	compete-5 /kəm'pi:t/	correspondence-P9
boiling-17 /'bɔɪlɪŋ/	call-14 /kɔ:l/	chest-35 /tʃest/	competition-24	/kɒrɪ'spɒndəns/
bomber-P19 /'bɒmə(r)/	call back-28 /kɔ:l 'bæk/	chewing gum-P1 /tʃu:ɪŋ ɡʌm/	/kəm'pi:tɪʃn/	cost (n)-17, (v)-24 /kɒst/
bone-22 /bəʊn/	caller-28 /kɔ:lə/	chief-3 /tʃi:f/	competitive-33	costume-P3 /'kɒstjʊm/
bonfire-P21 /'bɒnfɪə(r)/	call in-P15, 31 /kɔ:l 'ɪn/	child-1 /tʃaɪld/	/kəm'petətɪv/	cotton-13 /'kɒtn/
boomerang-P11	calm-15, (down)-34 /kɑ:m (daʊn)/	chimney-C16, 37 /tʃɪmni/	competitor-33	could be (deduction)-32
/'bʊmə'ræŋ/	camp (v)-25 /kæmp/	chimpanzee-4	/kəm'petɪtə/	/kʊd bi:/, /bi/
bored-7 /bɔ:d/	campaign-31 /kæm'peɪn/	china-P14 /tʃaɪnə/	complain-30 /kəm'pleɪn/	counselling-P31
boring-2 /'bɔɪŋ/	canal-P37 /kə'næl/		comprehend-P18	/kaʊnsəlɪŋ/
			/kəm'preɦend/	count-23 /kaʊnt/
				counterpart of-P37
				/kaʊntə'pɑ:t əv/
				couple of (two)-28 /kʌpl əv/

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party-8, (group)-P33 /pɑ:ti/	(be) pleased (at)-8 /'pli:zd/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	regret (v, n)-38 /rɪ'ɡret/
pass-11 /pɑ:s/	pleasure-P29 /'pleʒə/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	regular-24, (-ly)-33 /'regjʊlə(r)/
passive-C13 /'pæsɪv/	plenty of-P24 /'plenti əv/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	region-15 /rɪ'dʒən/
past (adv)-11 /pɑ:st/	plot-35 /plɒt/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	regret (v, n)-38 /rɪ'ɡret/
past perfect-C19 /pɑ:st 'pɜ:fɪkt/	plural-C2 /'plʊərəl/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	regular-24, (-ly)-33 /'regjʊlə(r)/
patient (n)-35 /'peɪʃənt/	pocket-13 /'pɒkɪt/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	region-15 /rɪ'dʒən/
patron-P22 /'peɪtrən/	pocket translator-P1 /'pɒkɪt trɑ:nz'leɪtə(r)/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	regret (v, n)-38 /rɪ'ɡret/
pattern (design)-26, (-s) -C3 /'pætənz(z)/	point (decimal)-17 /pɔɪnt/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	regular-24, (-ly)-33 /'regjʊlə(r)/
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pay (back)-9 /peɪ ('bæk)/	poison (v)-2 /'pɔ:zn/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	regret (v, n)-38 /rɪ'ɡret/
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pea-P14 /pi:/	polite-7, (-ly)-30 /pə'laɪt(lɪ)/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	region-15 /rɪ'dʒən/
peace-18 /pi:s/	political-P6 /pə'lɪtɪkəl/	present (n)-4, (time)-5 /'prezənt/	present perfect continuous-C5 /'prezənt pɜ:fɪkt kən'tɪnju:əs/	regret (v, n)-38 /rɪ'ɡret/
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tunnel-39 /'tʌnl/
turn down (reject)-31
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twin-7, (-bedded)-P10
'twɪn (bedɪd)/
two-faced-P7 /tu:'feɪst/
type (kind)-7, (v)-8 /taɪp/
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tyre-9 /taɪə(r)/
ugly-16 /'ʌɡli/
ultimate-P24 /'ʌltɪmət/
umbrella-28 /ʌm'brelə/
unbelievable-P2
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uncoiled-P37 /ʌŋ'kɔɪld/
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unfortunately-10
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unless-P15, 17 /ʌn'les/
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unlucky-23 /ʌn'lʌki/
unmade-P25 /,ʌn'meɪd/
unmanned-P11
'ʌn'mænd/
unpack-P30 /,ʌn'pæk/
unpleasant-37 /ʌn'pleznt/
unreal-C24 /,ʌn'riəl/
untidy-7 /,ʌn'taɪdi/
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untouched-P24 /ʌn'tʌtʃt/
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urban-P22 /'ɜ:bən/
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vacancy-10 /'væknənsɪ/
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villa-16 /'vɪlə/
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volleyball-P33 /'vɒlbɔ:l/
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'vɒləntɪə(r)/
vote-12, (-er)-39
'vəʊt(ə(r))/
voyage-P37 /'vɔɪdʒ/
wait-P6 /weɪt/
wake up-25 /weɪk 'ʌp/
walk away-26 /wɔ:k
ə'weɪ/
wall-15, (-ed)-P22
'wɔ:l(d)/
wander-P26, 38
'wɒndə(r)/
war-18 /wɔ:(r)/
warn-15, (-ing)-12
'wɔ:n(ɪŋ)/
wash-2 /wɒʃ/
waste (of time)-P5 /weɪst/
wave-P35 /weɪv/
way-22 /weɪ/

weak for www.english.ru
'wi:k fə:m/
wealthy-P24 /weɪlθ/
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wear-1 /weə(r)/
weekly-P9 /'wi:kli/
weigh-15 /weɪ/
weightlifting-P33
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while-8 /waɪl/
whisper-30 /'wɪspə(r)/
whole-7 /həʊl/
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wide awake-23 /waɪd
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witness-20 /'wɪtnɪs/
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'wɜ:k(ə(r))/
(Does it) work (?) -23
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work for-8 /'wɜ:k fɔ:(r)/
work out-4 /wɜ:k 'aʊt/
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wreckage-19 /'rekɪdʒ/
wrestling-P33 /'reslɪŋ/
wrong-3 /rɒŋ/
yacht-P35 /jɑ:t/
yourself, -ves-2 /jɔ:'self/,
jɔ:'selvz/
youth-P36 /ju:θ/
yo-yo-P1 /'jəʊjəʊ/

Grammar summaries

Unit one

Review of tenses

Tense	Affirmative	Negative	Question
Present			
simple	I do it every day. He does it every day.	We don't do it. She doesn't do it.	Do they do it? Does he do it?
continuous	I'm doing it. He's doing it. You're doing it.	I'm not doing it. She isn't doing it. We aren't doing it.	Am I doing it? Is she doing it? Are they doing it?
perfect	I've done it. She's done it.	You haven't done it. He hasn't done it.	Have they done it? Has he done it?
Past			
simple	I did it.	He didn't do it.	Did they do it?
continuous	I was doing it. We were doing it.	She wasn't doing it. You weren't doing it.	Was he doing it? Were they doing it?
Future			
<i>going to</i>	I'm going to do it.	We aren't going to do it.	Is he going to do it?
<i>will</i>	They'll do it.	She won't do it.	Will he do it?

Unit two

Pronouns and possessive adjectives

Person	Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun	Reflexive pronoun
1st singular	I	me	my	mine	myself
2nd singular	you	you	your	yours	yourself ¹
3rd singular					
masculine	he	him	his	his	himself
feminine	she	her	her	hers	herself
things, animals	it	it	its	(its)	itself
neutral	they ²	them	their	theirs	themselves
indefinite	{(someone) one	{(someone) one	{(someone's) one's	{(someone's) one's	{themselves oneself
1st plural	we	us	our	ours	ourselves
2nd plural	you	you	your	yours	yourselves ¹
3rd plural	they	them	their	theirs	themselves

Notes

¹ The singular and plural forms for *you* are different.

² The neutral pronoun *they* (and its reflexive form *themselves*) is becoming more popular (e.g. If anyone would like to go on the school trip, *they* can get tickets from me). It is easier to use *they* than *he* or *she*. *They* takes the plural form of the verb.

Reflexive pronouns

We use a reflexive pronoun when the **subject** and the **object** are the same:

She hurt herself.

Non-reflexive verbs

We do not usually use the reflexive pronoun after these verbs:

wash / dress / shave / feel / relax / concentrate

I washed, dressed, and shaved before I went out.

He relaxed after the meal and watched television.

But (because it's unusual):

She was only two years old, but she could wash and dress herself.

Reflexives after prepositions

Reflexives often appear after these multi-word verbs:

angry with / annoyed with / live by / look after / look at / pay for / take care of / think of

Emphatic pronouns

We can use reflexive pronouns for emphasis:

Look! I did it all myself!

Nobody helped him. He did it himself.

by myself, by herself, etc.

By myself can mean *alone*:

He lives by himself. Did you go by yourself?

-selves v each other

Rosemary and Julian looked at themselves in the mirror.

(i.e. She looked at herself, and he looked at himself.)

Rosemary and Julian looked at each other.

(i.e. She looked at him, and he looked at her.)

Unit three

Indirect questions

Indirect questions begin like this:

Do you know ... ?

Have you got any idea ... ?

Can you remember ... ?

Can you tell me ... ?

You reply to them like this:

I don't know ...

I've no idea ...

I can't remember ...

I can't tell you ...

In indirect questions the word order is different from ordinary questions:

Do you know	where	
Can you remember	when	it is?
Can you tell me	who	it was?
	how much	

if / whether

We use *if* or *whether* for indirect Yes / No questions:

Do you know if / whether he's married?

Do you know if / whether the concert begins at seven?

We use *if* or *whether* for replies to Yes / No questions:

Will she be here soon?

I don't know if / whether she'll be here soon.

Have they finished their work?

I've no idea if / whether they've finished their work.

do / does / did questions

In the indirect form, we don't use *do / does / did*:

Where does he come from?

I don't know where he comes from.

When did she go?

Do you know when she went?

Unit four

Multi-word verbs (phrasal verbs)

When we add particles (e.g. *away, after, off, out, through, up*) to verbs, the meaning often changes. You know the meaning of *run* and the meaning of *over*, but the multi-word verb *run over* has a new meaning of its own:

The car ran her over. An ambulance took her to hospital.

Particles can be adverbs or prepositions. If you note the meaning of each multi-word verb when you first meet it, you will not, in practice, need to know whether the particles are adverbs or prepositions.

Two-word verbs without an object (inseparable)

Go away!

He got up from his chair.

He turned up (= arrived) late.

Separable two-word verbs

These multi-word verbs take an object. When the object is a noun (or an indefinite pronoun, like *something*), it can go before or after the particle, i.e. we can separate the verb from the particle:

Please take your coat off. or

Please take off your coat.

Can you work the answer out? or

Can you work out the answer?

When the object is a pronoun, it goes before the particle:

Please take it off.

Can you work it out?

Inseparable two-word verbs

With these verbs, we cannot separate the verb from the particle:

She looks after her neighbours' children on Saturdays.

They sent for a doctor.

Three-word verbs

Verb + two particles. These are always inseparable:

I'm looking forward to meeting them.

I can't go along with your suggestion, I'm afraid.

Unit eight

Verbs followed by infinitives or -ing forms

There is a difference in meaning between *stop doing* and *stop to do*, and *remember doing* and *remember to do*.

remember to do / remember doing

You *remember doing* something **after** you've done it:

I remember hating school when I was younger.

You *remember to do* something **before** you do it:

You must remember to buy some toothpaste when you go shopping.

stop doing / stop to do

He was working. The phone rang. He stopped working.
He stopped because he wanted to answer the phone.
He stopped to answer the phone.

stop to do is really an infinitive of purpose (see below).

Infinitives expressing purpose

He went to buy a pen. (i.e. Why did he go? He went because he wanted to buy a pen = He went to buy a pen.)

Indefinite pronouns followed by infinitives

There's nothing to do.
Have you got anything to say?
I want someone to help me.

Adjectives followed by infinitives

I'm *sorry / pleased / happy / glad* to (hear) that.

Nouns followed by infinitives

There's a job to do.
Haven't you got any work to do?

Unit nine

Letters

Formal business letter

Addressed to	Begin...	End...
The Manager Doyles Bank Messrs Smith & Jones	Dear Sir or Madam, (Dear Sir,) ¹ (Dear Madam,) ¹	Yours, Yours faithfully, Yours truly,

Business letter to a named person

Addressed to	Begin...	End...
Mrs J. Carter ² Mr J. Brown ² Miss B. Smith Jane Smith J. Brown Esq.	Dear Mrs Carter, Dear Mr Brown, Dear Miss Smith, Dear Ms Smith, Dear Mr Brown,	Yours sincerely, Yours.

Friendly letter (many businesses now use first names)

Addressed to	Begin...	End...
Mr T. Smith Ms J. Smith Tom Brown Jane Smith	Dear Tom, Dear Jane,	With (very) best wishes, With kind regards, Yours sincerely.

Personal letter

Addressed to	Begin...	End...
Tom Brown Jane Smith	Dear Tom, Dear Jane,	Best wishes, Love,

Notes

¹ If you are not absolutely sure whether you are writing to a man or a woman, use *Dear Sir or Madam...*

² In Britain most people do not put a full stop (.) after *Mr / Mrs / Ms*. In the United States most people do put a full stop – *Mr. / Mrs. / Ms.* Both are correct.

Joining sentences

I needed a car. I bought one.
I needed a car *so* I bought one.
I bought a car *because* I needed one.

The car needed some repairs. It also needed new tyres.
The car needed some repairs *and* it needed new tyres.

The car needed some repairs. It didn't need new tyres.
The car needed some repairs *but* it didn't need new tyres.

Should I buy a car? Should I buy a motor bike?
Should I buy a car *or* a motor bike?

Come and see me. Then we can discuss the debt.
Come and see me *so that* we can discuss the debt.

Unit ten

Relative clauses

With *who, which, that*

Who, which, and that are relative pronouns:

The porter's the one *who / that* carries your bags.
This is the switch *that / which* controls the air-conditioning.

Notes

1 *that* is possible for people and for things.

2 We use *who* more often than *that* for people.

3 We use *that* more often than *which* for things.

With or without *who, which, that*

In some relative clauses, *who, which, and that* are optional:

Thirteen's the *number*. You dial *it* for laundry service.
Thirteen's the number you dial for laundry service. **or**
Thirteen's the number that you dial for laundry service.

Note: *it* and *the number* are the same thing.

That's the *woman*. I saw *her*.
That's the woman I saw. **or**
That's the woman who I saw.

Note: *her* and *the woman* are the same person.

In these examples, the relative pronouns *who*, *which*, and *that* are the objects of the verb in the relative clause and we can delete them.

In traditional grammars, *whom* is used in these examples instead of *who*. In modern, spoken English, *who* is more frequent.

Compare:

That's the man. I saw *him*. That's the man I saw.
That's the man. He saw me. That's the man who saw me.

where

where is a relative adverb, but we use it in the same way as relative pronouns:

That's the cupboard. We keep the blankets there.
That's the cupboard where we keep the blankets.

This is the travel agency. You can buy tickets here.
This is the place where you can buy tickets.

Introductory adverbs

Honestly, it really happened.
Unfortunately, they had an accident.
Fortunately, no one was badly hurt.

Unit eleven

The future continuous

will + be + present participle

I	'll						
You	will	be	sleeping	at			
He	won't		working	until		ten o'clock.	
They	will not			before			

A I'll phone you at eight o'clock. Will you be at home?
B Yes, but I'll be watching my favourite programme on TV then. Can you phone me at nine?

Future plans

When we talk about fixed plans, we sometimes use the future continuous:

I'll be seeing him tomorrow.
The exhibition won't be opening until Tuesday.

will be doing v will do

The Queen is flying to Spain tonight. When she arrives at the airport, her plane *will be waiting* for her.
(i.e. It will be in the middle of doing something.)

When she arrives at the airport, the plane *will take off*.
(i.e. It will do something.)

The future perfect

will + have + past participle

We	'll						
She	will	have	done it	by			
You	won't		finished	before		ten o'clock.	
They	will not		stopped				

When will you have finished?

How far will he have travelled?

You can phone me after nine o'clock. The programme will have finished by then.

in three years' time

in	six	weeks'		time
	two	years'		

Note the position of the apostrophe (').

Unit twelve

not allowed to / allowed to

not allowed to is used for giving a definite rule:

You're not allowed to smoke in the cinema.

allowed to is used for giving permission, or for when there is no rule:

You're allowed to chew gum there (if you want to).

not supposed to / supposed to

We use these when there is a rule (but people sometimes break the rule):

You're not supposed to drive faster than 70 m.p.h. (but a lot of people do).

You're supposed to park in the correct place (but a lot of people don't).

forbidden (to do)

This is a very strong prohibition (stronger than *mustn't*):

Flash photography is forbidden.

It is forbidden to take flash photographs.

make someone do

My parents used to make me do my homework.

The police made me stop my car, then made me get out.

let someone do (=allow someone to do)

They let their child watch TV until midnight!

They won't let me go on the ride because I'm pregnant.

My parents didn't let me ride my bicycle to school.

Note which verbs take an infinitive with *to*:

allowed to do / supposed to do / forbidden to do / remember to do / try to do

and which verbs take an infinitive without *to*:

must / mustn't / should / shouldn't / make (someone) do / let (someone) do.

old enough to do / too young to do

You must be eighteen before you can see that film.

He's sixteen. He isn't old enough to see it. or

He's too young to see it.

Note: *enough* comes after the adjective, *too* comes before the adjective.

Unit thirteen

The passive

We form the passive with the verb *to be* + the past participle.

Present simple passive

They are made in England.
It is made of metal.

Past simple passive

It was painted by Salvador Dali.
They were made by Levi Strauss.

Dali painted it.
It was painted by Dali.

The first sentence is active: we are more interested in Dali than the painting.
The second sentence is passive: we are interested in the painting first.

Adjectives formed from past participles

The jeans are faded.

This sentence looks like a passive, because we see the verb *to be* + a past participle (*fade / faded*). It isn't. In fact, *faded* is really an adjective in this example.

She bought some light-blue faded jeans.
There was a closed door in front of them.

Of course, *faded* can be a passive:

The furniture was faded by the strong sunlight.

Unit fourteen

Summary of the passive

Present simple *is / are* + past participle

Active	I do it.	I do them.
Passive	It is done.	They are done.
Example	Jaguar cars are made in England.	

Past simple *was / were* + past participle

Active	I did it.	He did them.
Passive	It was done.	They were done.
Example	<i>Oliver Twist</i> was written by Charles Dickens.	

Present continuous *is / are + being* + past participle

Active	I am doing it.	She is doing them.
Passive	It is being done.	They are being done.
Example	I'm being served, thank you.	

Present perfect *have / has been* + past participle

Active	We have done it.	He has done them.
Passive	It has been done.	They have been done.
Example	The radio has been damaged in the shop.	

Future simple *will be* + past participle

Active	I will do it.	She won't do them.
Passive	It will be done.	They won't be done.
Example	They will be delivered on Thursday.	

Modals

can be + past participle
Active I can do it.
Passive It can be done.
Example 300 addresses can be stored.

must be + past participle

Active We must do it.
Passive It must be done.
Example It must be delivered in the afternoon.

Unit fifteen

Summary of the passive (continued)

Modals

could be + past participle
Active I could do it.
Passive It could be done.
Example The cat could not be found.

may be + past participle

Active We may do it.
Passive It may be done.
Example The sea walls may be destroyed by the waves.

Other forms of the passive

These forms have not appeared in *Grapevine 3* at this point, but you will be able to understand them.

Modals

should be + past participle
Active I should do it.
Passive It should be done.

might be + past participle

Active I might do it.
Passive It might be done.

ought to be + past participle

Active I ought to do it.
Passive It ought to be done.

Infinitive *to be* + past participle

Active to do
Passive to be done
Example There's a lot of work to be done.

Past continuous *was / were being* + past participle

Active She was doing it. I was doing them.
Passive It was being done. They were being done.
Example Warnings were being given on the radio.

Future perfect *will have been* + past participle

Active I will have done it.
Passive It will have been done.
Example The job will have been completed by March.

Present and past participles as adjectives

Compare present participle (*falling*) and past participle (*fallen*) as adjectives:

A car was hit by a falling tree.
(i.e. The tree was falling. It hit the car.)
A car hit a fallen tree.
(i.e. The tree was already on the ground. The car hit it.)

Unit sixteen

to have something done / to get something done

They painted the house.
(i.e. They did the work themselves.)
They had the house painted.
(i.e. They arranged for someone else to paint it.)

Look at these other examples:

I want to get my hair cut.
Have you had your hair done? It looks lovely.
Where can I get my car repaired?
I had my photograph taken last week.

The word order is very important. The past participle (*done, repaired*) comes after the object (*hair, car*).
have and *get* mean the same in these examples.

Unit seventeen

The language of probability

Certain 100%	Probable / Likely 90-99%	Possible 20-90%	1-50%
will	will probably	may	might
It will happen.	It'll probably happen.	It may happen.	It might happen.
Unlikely / Improbable 1-10%	Impossible 0%		
might probably won't	won't		
It might happen. It probably won't happen.	It won't happen.		

Type 1 conditionals

if / unless + present / future

If it takes five men two days to build a wall, it will take ten men one day to build the same wall.

The answer won't be 50% unless you toss the coin many times.

The answer won't be 50% if you don't toss the coin many times.

I won't take an umbrella unless it's raining.

I won't take an umbrella if it's not raining.

if + present simple / present simple

If your answer is (a), you get two points.

If your answer is (b), you don't get any points.

If 5 cm equals 50 km, the distance is 125 km.

Unit eighteen

Verbs which are not used in the continuous form

Some verbs rarely (or never) appear in the continuous form, e.g:

I understand. (~~Not: I'm understanding.~~)
I like tea. (~~Not: I'm liking tea.~~)
Do you know the answer? (~~Not: Are you knowing the answer?~~)
I think it's good. (~~Not: I'm thinking it's good.~~)

There are groups of similar verbs which are not normally used in the continuous form:

Thoughts

think (= believe)	believe	know
understand	mean	see (= understand)
reckon (= believe)	guess	suppose
forget	remember	imagine
hope	realize	recognize

Likes and wants

like	love	hate	have	belong
want	need	prefer	own	owe

Possession, etc.

Senses

see	hear	taste	cost	weigh
feel	smell	seem	be	depend

Other verbs

Note: When some of these verbs are used in the continuous form, they have a different meaning:

She has a lot of money. (= possesses)

I'm having a bath. (= am taking)

I think she's wrong (= believe)

Be quiet. I'm thinking.

I see. You want me to help you. (= understand)

I'm seeing Paul tonight. (= meeting, visiting)

it depends...

What are you going to do?

I'm not sure. It depends. If it's hot, I'll go to the beach. If it's not, I'll go shopping. It depends on the weather.

Unit nineteen

The past perfect tense

I		
You	'd	done it.
He	had	gone there.
She	hadn't	been there.
We	had not	seen them.
They		

	you		
	she	done it?	
Had	they	been there?	Yes, (I) had.
Hadn't	we	gone home?	No, (he) hadn't.
	he	seen it?	
	I		

We use the past perfect when we want to make the sequence of events in the past clear. We use the past perfect for the event which happened earlier:

After he had had a bath, he got dressed.
She had taken the car for a test drive before she bought it.

In normal conversation, we can replace the past perfect with the past simple.

Past perfect passive

Like other passives, we use the verb *to be* + the past participle.

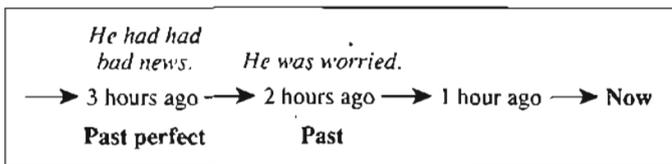
Past simple passive: It was done.
Present perfect passive: It has been done.
Past perfect passive: It had been done.

Unit twenty

Past perfect

We can think of the past perfect as the 'past of the past'. Events in the past perfect happened before events in the past:

He was worried. He had had some bad news earlier in the day.



Sometimes we can also think of the past perfect as the 'past of the present perfect':

Present perfect:
He is worried. He has just had some bad news.
The fuel tank is empty. I haven't bought any petrol.

Past perfect:
He was worried. He'd just had some bad news.
The fuel tank was empty. I hadn't bought any petrol.

Past perfect continuous

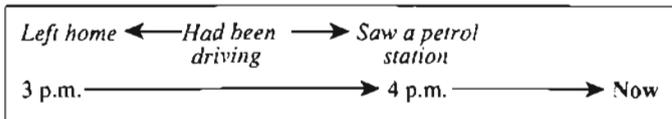
I went downstairs and opened the living-room door. There was water all over the carpet. The window was open. It had been open all night. The carpet was wet because *it had been raining all night* and *the wind had been blowing towards the house*.

How long had it been raining? It'd been raining all night.
Was the window still open? Yes, it was.
Was it still raining? No, it wasn't. *It had been* raining.

I was tired last night. I had been working hard all day.

We often use the past perfect continuous with *for*, to make it clear that something had been happening for a period of time before something else happened:

I'd been driving for an hour before I saw a petrol station.



We'd been living there for ten years when Mr and Mrs Smith bought the house next door.

You can think of the past perfect continuous as the past of the past continuous, and also as the past of the present perfect continuous.

Unit twenty-one

Relative clauses with *when*

25 December is the day when Christians celebrate the birth of Jesus.
July's a month when the weather is usually good in Britain.

Time clauses with *when*

When you meet someone, you always shake hands.
A man kisses a woman's hand when they are introduced.

because / because of

because is followed by a clause which contains a verb:

There used to be many accidents, especially to children, because they played with fireworks.

because of is followed by a noun, which replaces the verb clause:

There used to be many accidents to children because of the fireworks.

Unit twenty-two

Giving directions

Where's	the castle?
I'm looking for	the castle.
I'm trying to find	

Can you tell me	the way to the castle?
Do you know	where the castle is?
Could you tell me	how to get to the castle?

whose, who, which, where, when

who, whose, and which are used as relative pronouns:

That's the man. *His* house burnt down last week.
That's the man *whose* house burnt down last week.

This is Ms Appleby. *She* works in the Sales Department.
This is Ms Appleby, *who* works in the Sales Department.

There's a ruined castle. *It* was built in 1200.
There's a ruined castle *which* was built in 1200.

where and *when* are relative adverbs, but are used in the same way as *who, which, and whose*:

There's a garden. Queen Mary planted a tree *there*.
There's the garden *where* Queen Mary planted a tree.

30 November is a special day. They celebrate the Festival of St Andrew *then*.

30 November is a special day *when* they celebrate the Festival of St Andrew.

Unit twenty-three

(See also Unit 17 for more notes on *if* and *unless*.)

if, unless, when, before, after, as soon as, while

Future in the main clause

Present in the other clause

I 'll will shall may might can must 'm going to	do it	when as soon as before after	I go to London.
		while	I'm travelling to London.
		after when	I've been to London.

won't will not shan't shall not	do it	unless	I go to London.
--	-------	--------	-----------------

Do it	if	when	you go to London.
Don't do it		unless	

Notes

- The present tense can be the present simple, the present continuous, or the present perfect.
- We think of 'the future' as *will* and *shall*. Don't forget that *going to* is also future, and that modals like *may*, *might*, *can*, and *must* sometimes have a future meaning.
- The imperative also has a present and future meaning:
Do it now. / Do it tomorrow.
Don't go now. / Don't go next week.
- We sometimes prefer the present perfect following *after*:
I'll go to bed after I do my homework. (present) or
I'll go to bed after / when I've done my homework. (present perfect)

The meaning is the same. But note that, in the first sentence, the present tense does not make the sequence clear, so we must use *after*. In the second sentence, the present perfect does make the sequence clear, so we can use either *after* or *when*.

shall / shan't

In modern English *shall* is used for offers (*Shall I help you?*) and suggestions (*Shall we go out?*). We use the question form.

We use *will* for first person questions about the future:

Will we be late? / Will I pass the exam?

In the affirmative and negative forms you can use *shall / shan't* for the first person singular and plural. However, we

more often use 'll (the contracted form of both *will* and *shall*), *will*, or *won't*:

I shall / I'll / I will be at home this evening.

We shan't / We won't be going on holiday this year.

In traditional grammar, students were taught to use *shall* for the first person. Nowadays, we can still use *shall*, but *will* is more frequent.

Modifying adjectives

We often modify adjectives and adverbs to give a more emphatic (i.e. stronger) meaning:

stone dead *fast* asleep *sound* asleep
wide awake *very* soon

In dictionaries you will often find an example with common modifying words, if you look at the entry for the adjective.

asleep /ə'sli:p/ *adj* [pred] 1 not awake; sleeping:
Don't wake her up — she's fast / sound asleep.

Unit twenty-four

Type 2 conditionals (unreal)

Would you buy the island? Yes, I would. / No, I wouldn't.
If I had enough money, I'd buy the island.

If	I	had	enough money.	I	'd	buy the island.
		were (was)	a millionaire		would wouldn't would not could	

This sentence is a **conditional** sentence. We call it a type 2 conditional, or an unreal conditional. We use it when we **imagine** a situation.

We use a past tense after *if*, but the meaning is present or future, not past.

We use the past tense to show that it is unreal, or impossible.

We use *would* or *could* in the other half of the sentence:

if + past tense ... would or could

Word order. The *if* clause can come first or second:

If I had enough money, I'd buy the island.

I'd buy the island if I had enough money.

were in type 2 conditionals

Note the use of *were* and *was* in type 2 conditionals. We nearly always use *were* with the first person:

If I were you, I'd kill myself!

We use *were* instead of *was* in type 2 conditionals with the third person singular in more formal style, and many people believe this is 'correct' English:

If it were hot, I'd go to the beach.

If John were here, he'd tell us the answer.

You will also see *was* with the third person singular:

If it was hot, I'd go to the beach.
If John was here, he'd tell us the answer.

Conditionals of other verb forms

must / have to	would have to
can	could / would be able to
is / will be doing	would be doing
is done	would be done

Unit twenty-five

if I were you . . . (warning)

If I were you, I wouldn't do that.
I wouldn't do that if I were you.

If I were you, I'd be careful.
I'd be careful if I were you.

It doesn't matter which part of the sentence comes first.

Advice

These ways of giving advice have the same meaning:

If I were you, I'd go to the doctor.
You should go to the doctor.
You ought to go to the doctor.
Why don't you go to the doctor?

if only . . .

I haven't got a car. I'd like one.
If only I had a car!
If only I were rich!

Leave me alone

Leave (me / us / him / her / them) alone.

Unit twenty-six

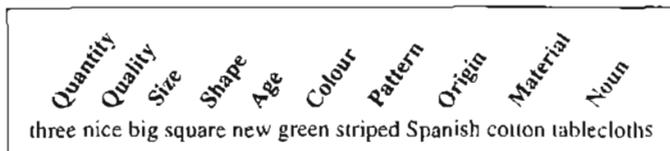
Modifying adjectives with adverbs

(See also Unit 23.)

It was *really* boring.
Some people are *so* rude.
It made an *amazingly* loud noise.

Adjective order

This is the normal order of adjectives. You will sometimes see them in a different order, but this is the general rule.



Type of adjective	Question	Examples
Quantity	How many are there? How much is there?	some, five, a lot of, a few a little
Quality	What's it like?	nice, good, bad, beautiful, ugly
Size	How big is it?	enormous, big, large, small, tiny
Shape	What shape is it?	square, round, long, thin, fat
Age	How old is it?	old, new, young, teenage, antique, 1991, 1920s
Colour	What colour is it?	(light / pale / dark) blue, green, red
Pattern	What's the pattern?	flowered, plain, striped, faded
Origin	Where's it from?	English, French, Asian, Irish
Material	What's it made of?	wooden, cotton, metal, silk

Unit twenty-seven

Reported speech: present time

When we use *say* or *tell* in the present tense, we do not have to change the tense of the words which are being reported:

The weather forecaster says it's going to rain.
The guide book tells us that it's the biggest castle in Wales.

Reported speech: statements

In reported speech, when we are reporting something that was said or was told to us, verbs move into the past tense.

Present to past

'It's cold,' said Anna.
She said (that) it was cold.
'I like her,' said Jim.
He said (that) he liked her.
'I don't like him!' said Susan.
She said (that) she didn't like him.
'It's made of gold,' he said.
He said (that) it was made of gold.

Present perfect to past perfect

'I've been to Greece,' she said.
She said (that) she had been to Greece.
'I've been waiting,' said Mr Smith.
He said (that) he had been waiting.
'It has been done,' he said.
He said (that) it had been done.

Unit twenty-eight

Past to past perfect

- 'I went to Greece,' he said.
He said (that) he had been to Greece.
- 'I was waiting,' she said.
She said (that) she had been waiting.
- 'It was done,' he said.
He said (that) it had been done.

Notes

- that* is optional in reported speech.
- When we see a report in the past perfect, we don't know whether the original speech was in the past or in the present perfect, unless there are time words to help us, e.g. *already, yesterday, three times, last week, etc.*
- You will often see no change of tense when past simple tenses are reported. Compare these sentences. If there is no possibility of error, we don't have to change the past simple to the past perfect. If we need to make it clear, we use the past perfect:

- 'I was born in 1947.'
He said he was born in 1947. / He said that he had been born in 1947.
- 'I didn't do it.'
He said he didn't do it. / He said he had not done it.

can, must

- 'I can play the guitar,' he said.
He said (that) he *could* play the guitar.
- 'I must go,' she said.
She said (that) she *had to* go.

will

- 'I'll do it,' she said.
She said (that) she *would* do it.

should, would, used to, verbs in the past perfect tense

These verbs do not change when they are reported:

- 'We should eat more salad,' she said.
She said (that) we should eat more salad.
- 'Someone had taken it,' he said.
He said (that) someone had taken it.

say or tell?

say or *tell* can be used in any of the examples above, but remember that we must follow *tell* with an object pronoun or a noun.

- He told *me* (that) he had been waiting.
She didn't tell *John* (that) she had finished working.

Reported speech: commands

- 'Listen to me!' she said. She told them to listen to her.
'Be quiet,' she said. She told me to be quiet.
'Don't move,' he said. He told us not to move.

Reported speech

Here are some more verbs that do not change when they are reported.

had better

I'd better hurry. / She said that she had better hurry.

might

He might be in the park. / The coach said that Nathan might be in the park.

But note that *may* changes to *might*.

May I do it? / She asked if she might do it.

Reporting requests

Requests

Will you help? Could you help? Please help.

Reported requests

He	asked	(her)	if (she)	would	help.
				could	
				to help.	

Reporting Yes / No questions

Questions

Are you all right?	Have you been there?
Do you like tea?	Will you phone?
Did you see it?	Can you help?
Was it OK?	

Reported questions

He	(her)	she was all right.
She	(him)	he liked tea.
I	(you)	you had seen it.*
John	(Mary)	you saw it.*
They	(me)	it had been OK.
You	(us)	I had been there.
We	(them)	we would phone.
		they could help.

* If you are doing an examination in English, it is probably safer to report the past tense with the past perfect.

Reporting either / or questions

Do you prefer tea or coffee? / She asked whether I preferred tea or coffee.

Note: You can use *if* or *whether* when reporting Yes / No and *either / or* questions, but we would use *whether* more often with *either / or* questions.

Reporting wh- and how questions

Questions

Whose is it?	When will it happen?
Who did it?	What should we do?
Where were they?	How can you do that?
Why hasn't he done it?	

Reported questions

He	asked	(her)	whose	it was.
She		(him)	who	{ had done it.*
I		(you)	where	{ did it.*
They		(us)	why	they were.
We		(them)	when	he hadn't done it.
John		(me)	what	it would happen.
You	(me)	how	we should do.	
				I could do that.

Verbs replacing ask

He asked where it was.
 He wanted to know where it was.
 He wondered where it was.

Unit twenty-nine

Adverbs of sequence

first	then	eventually (= after some time)	finally
firstly	next subsequently		lastly

would / used to

We can use *would* instead of *used to* to talk about habitual actions in the past:

They used to steal from the rich. / They would steal from the rich.
 They used to find food at their door. / They would find food at their door.

Do not confuse this with *would* for reported speech:

The governor said, 'They will hang, I promise.'
 The governor swore they would hang.

Adjective, adverb, abstract noun

Adjective	Adverb	Noun
real	really	reality
equal	equally	equality
national	nationally	nationality

Unit thirty

Verbs replacing say, tell

He *swore* that the outlaws would hang.
 She *promised* that she would write soon.
 He *answered* that it was his pen.
 I *replied* that I didn't know.
 She *called* to him to remember the shopping.
 He *explained* that he had lost his keys.
 I *mentioned* that I had seen John.
 He *informed* them that the boiler was switched off.
 She *reminded* him that it was her birthday.
 They *complained* that the food was cold.
 She *warned* him to be careful.
 She *whispered* that she loved him.
 He *shouted* that he had forgotten his keys.
 He *muttered*, 'Thanks a lot.'
 She *hissed*, 'Be quiet.'
 'G-G-Good evening,' she *stuttered*.
 'Oh, no!' he *exclaimed*.

'Sorry we're late,' *interrupted* Derek. www.frenglish.ru
 'What do you want?' she *sarled* angrily.

Reporting without using the actual words

They <i>greeted</i> each other.	He <i>thanked</i> her.
She <i>apologized</i> .	She <i>invited</i> him in.
I <i>introduced</i> myself.	They <i>offered</i> to do it.
They <i>welcomed</i> the visitors.	He <i>ordered</i> him to stop.

Verbs replacing ask

He *demanded* to know why they were there.
 She *enquired* whether the train had left.
 He *requested* them to help him.

Reporting thoughts, knowledge, etc.

We don't only report speech. We also report things that we read, saw, heard, or knew:

I *read* that Prince Charles was in Italy.
 I *saw* on TV that they had found the missing plane.
 I *heard* that you had passed your exam.
 I *knew* that she didn't like me.
 I *thought* that it was a good idea.
 They *hoped* that it would stop raining.
 I *believed* that she had stolen the money.

Reporting time words

If the report is being made soon after the event, you might not need to change the time word:

He said, 'I'll see you *tonight*.'
 He said that he would see her *tonight*.

But if the report is being made later, you will have to change the time word:

He said that he would see her *that night*.

Time word	Reported time word
tonight	that night
this (morning)	that morning
yesterday	the day before
last (year)	the year before
tomorrow	the next day / the day after
next (week)	the next week

Unit thirty-one

Disagreeing

We usually introduce 'disagreement' with an apology:
 I'm afraid I don't agree. / I'm sorry, but I disagree.
 I'm afraid that's wrong.

Giving opinions

In my opinion...
 The advantages / disadvantages are...
 I think... / I feel... / I believe...
 There's nothing wrong with...
 I don't see why...
 It would be better if...
 That's not the point.

It is usually more polite to show that you understand what the other person has said before disagreeing:

Yes. I see your point, but . . .

Unit thirty-two

Making logical deductions

I don't know which is the right one -

it	could		be this or it		could		be that.
	may		may		might		
	might		might				

Elimination

It's impossible. It can't be this one.

Conclusion

I'm certain. It must be that one.

Clauses of reason and result

Reason

It can't be this one, *because* it's too small.

Result

It can't be this one, *so* it must be that one.

It can't be this one, *therefore* it must be that one.

one of them, etc.

None	them
One	of you
Both	of us
Each	the students

the other two / both of the others

Unit thirty-three

More examples of the use of the gerund (-ing form)

They began *running*.

They all crowded round, *asking*, 'But who has won?'

You are going to hear a head teacher *talking* to parents.

Thank you all for *coming*.

We concentrate too much on *winning* . . .

. . . and not enough on *enjoying* physical activities.

They will stop *taking part* in sport.

The losers stand around *watching*.

I don't see the point of *having* games without winners.

Life is all about *winning* and *losing*.

Kids enjoy *competing* with each other.

enough

enough follows adjectives and adverbs:

They feel they are not good enough.

They can't run fast enough.

enough

There isn't enough time. (*time* = uncountable)

There aren't enough people. (*people* = countable)

a number of / a great deal of

A number of parents have complained.

He could not answer without a great deal of thought.

a number of is followed by a **countable** noun:

a number of people / times / parents / children.

a great deal of is followed by an **uncountable** noun:

a great deal of thought / money / time.

however

You have seen *however* before. It shows that there is a **contrast** in the ideas in two sentences.

We have very successful teams. *However*, a number of parents have complained . . .

He's very rich. *However*, he hates paying for himself.

Unit thirty-four

Clauses of reason, result, and contrast

Reason and result

Because	there was heavy traffic,		I was late.
Because of	the heavy traffic,		
As a result of			
Due to			
Owing to			

These clauses can be reversed:

I was late (because of the heavy traffic), etc.

The traffic was heavy,	so		I was late.
	therefore		
The traffic was so heavy that			

Contrast

Although	there was heavy traffic,		I was not late.
Even though			
Though			
In spite of	the heavy traffic,		
Despite			

These clauses can be reversed:

I was not late (despite the heavy traffic), etc.

Remember, the sentence with *however* comes second:

The traffic was very heavy. *However*, I was not late.

Notes

1 *Because of / due to / as a result of / in spite of / despite* are followed by a noun (*traffic*) or a noun phrase (*the heavy traffic*).

2 *Because / although / even though / so / so . . . that / therefore / however* are followed by a clause which contains a verb (*there was heavy traffic*).

in spite of / despite + lack of

Although he hadn't had any sleep, he went to work.
In spite of his lack of sleep, he went to work.

in / by contrast and whereas

I was late. By / In contrast, he was on time.
I was late, whereas he was on time.

Unit thirty-five

Modals: perfect form

Deductions about the past

must have + past participle

She	must	} have	done it.
He	could		killed them.
They	may		been there.
You	might		seen it.
We	can't		met them.

Did he do it?	}	Yes, he must have done it.
		I don't know. He might have done it.
		No, he can't have done it.

Modals: continuous form

must have + been + present participle

She	must	} have	} been	doing it.
He	could			waiting there.
They	may			working.
You	might			sleeping.
We	can't			watching TV.

Was she doing it?	}	Yes, she must have been doing it.
		She might have been doing it.
		No, she can't have been doing it.

Modals: passive form

must have + been + past participle

He	must	} have	} been	murdered.
They	can't			killed.
	could			seen.
	may			heard.
	might			

Was he murdered?	}	Yes, he must have been murdered.
		I don't know. He may have been murdered.

Unit thirty-six

Other modals: perfect forms

should have done

He failed his driving test because he drove too fast.
He should have driven more slowly.
He shouldn't have driven so fast.

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He hadn't taken any proper driving lessons.
He should have taken some proper driving lessons.
He shouldn't have tried to take his test.

would have done

I wouldn't have driven so fast.
I would have driven more slowly.

ought to have done

He ought not to have tried to take the test.
He ought to have taken proper lessons.

manage to do

We use *manage to do* when we are able to do something in spite of difficulties or problems:

They managed to hitch a lift.
(i.e. We know that it was difficult, and that they probably had to try for some time, but at last they did it.)

Unit thirty-seven

Type 3 conditionals (past unreal)

I didn't know about the problem, so I didn't phone you. **but**
If I had known about the problem, I would have phoned you.

I wasn't there, so I couldn't help you. **but**
If I had been there, I could have helped you.

These are all **unreal** situations. We're talking about the past, and about something which did not actually happen. (*I wasn't there.*) I am imagining what I would have done if I had been there.

We use:

if + past perfect ... (would) + have + past participle

You can replace *would* with *should, might, or could*:

If I'd had enough money, I could have gone to America.
If I'd gone to America, I might have bought some CDs.
If he hadn't had enough lessons, he shouldn't have taken his driving test.

Contractions in type 3 conditionals

Notice that there are several ways of using contractions in type 3 conditional sentences:

If I *had* known about the concert, I *would have* bought a ticket.
If I *'d* known about the concert, I *would've* bought a ticket.
If I *'d* known about the concert, I *'d have* bought a ticket.
If I *'d* known about the concert, I *'d've* bought a ticket.

It is possible to reverse the order of the clauses:

I'd've bought a ticket if I'd known about the concert, etc.

Notes

1 A frequent mistake for learners in English is to use *would have done* in both clauses. You will even hear native speakers make this mistake when speaking informally: *If I'd've been there, I'd've helped you.*

2 *I'd've* is the pronunciation. We rarely write *I'd've*, although you might see it in dialogue from a play or film.

one another

We use *one another* (instead of *each other*) when we are talking about **more** than two people or things:

The streets are very much like one another.
The people are all like one another.

In speech, we often use *each other* instead of *one another*.

Unit thirty-eight

Wishes and regrets

After *wish* (and *if only* ...) we use:

- the **past** tense to refer to present time.
- the **past perfect** tense to refer to past time.
- *would* and *could* to make wishes for the future.

That is, we go one tense backwards in time, to express that the sentence is not about a real situation.

if only ... expresses a stronger wish / regret than *I wish* ...

We can shorten the sentence with *I wish* ... and *if only* ...:

I wish I had a car. / I wish I had!
If only I had a car. / If only I had!

Present time

I haven't got a car. I wish I had a car. / If only I had a car!
I don't know the answer. I wish I knew the answer. / If only I knew it!

Past time (regrets)

I wasn't there. I wish I had been there. / If only I'd been there!
I didn't know about your accident. I wish I had known about it. / If only I'd known!
I forgot her birthday. I wish I'd remembered it! / If only I hadn't forgotten! / If only I hadn't!

Future time

It hasn't rained for days. The flowers are dying.
I wish it would rain. / If only it'd / would rain!

Note: Although the pronunciation is *it'd*, we usually write *it would*. You might see *it'd* in dialogue from plays or films.

We always use *could* after *I* and *we*:

I can't come to the party tomorrow. I wish I could.
I'm afraid I won't be there to help. I wish I could be.

I wish I were ... / *I wish I was* ...

In formal English, we use *were* with *I*, *he*, and *she* after *wish* and *if only*:

I wish I were at home. If only she were here!
(Compare this with *if I were you* ...)

In spoken English, and less formal written English, you will also find *was*:

I wish I was at home. If only she was here!

Unit thirty-nine

Giving examples

For example ... For instance ... e.g. ...

Word formation

Nouns with *-ment*

Verb	Noun
agree	agreement
argue	argument

Nouns with *-ion*, adjectives with *-ive*

Verb	Noun	Adjective
decide	decision	decisive
discuss	discussion	discursive (rare)

Adjectives with *-al*

Noun	Adjective
critic	critical
emotion	emotional

Unit forty

in case

You have to get to the station in good time. If you don't get to there in time, you might miss the train.
You have to get there in time *in case* you miss the train.

Remember:

You can't use *will* after *in case*:

I'll take my umbrella tomorrow in case it rains.

You can use *in case* to talk about the past:

I took my umbrella in case it rained.

in case of is followed by a noun:

In case of fire, phone 999.

(Compare *in case* / *in case of* with *because* / *because of*.)

it's time

It's time you were on the plane.

it's time is followed by a past tense for present time.
(Compare the meaning with *I wish* or type 2 conditionals.)

It's time we started – it's getting late.

It's time (that) you told me the truth!

Notes

1 *that* is optional in sentences with *it's time*.

2 We often use *about* with *it's time*:

It's about time you got out of bed!

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A balanced approach to the four skills including regular writing activities, task-based listening and reading, interaction activities, and four *Stories for pleasure* (additional double-page extensive reading / listening texts).

Learner independence

is encouraged through the four *Check-back* units which contain self-monitoring exercises, and the *Study guides* in the Workbooks.

Thorough creative practice material

including role-play and transfer activities, songs, and games. The Interaction appendix contains information-gap activities which create the need to communicate.

Grapevine 3 comprises:

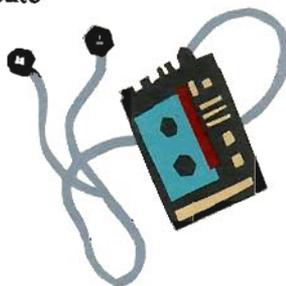
Student's Book with forty double-page units, four self-check units, four *Stories for pleasure*, grammar summaries, an interaction appendix, a vocabulary index with phonetic spelling, a list of irregular verbs, and a listening appendix.

Workbooks A and B are designed to reinforce the language items taught in the Student's Book and further develop reading and writing skills. A four-page *Study guide* in each Workbook encourages students to develop their own learning strategies.

Interleaved Teacher's Book containing detailed lesson plans, four progress tests, and the key to the Workbook exercises.

Stereo cassettes including dialogues, texts, songs, and listening development.

Video and Video Activity Book are optional components presenting eight entertaining sketches which focus on key language areas at pre-intermediate level. The Activity Book contains exploitation material and comprehensive teaching notes.



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