

Pre-Intermediate Student's Book + Workbook  
with key

2

# New Headway Plus

John and Liz Soars

New Headway English Course is a development of the highly successful multi-level Headway series. The original coursebooks have been rewritten to include new features, activities, and above all, new material to stimulate the learning of English and motivate both adult and young adult learners. The course combines the best of traditional and more recent approaches to help students use English accurately and confidently.

**OXFORD**

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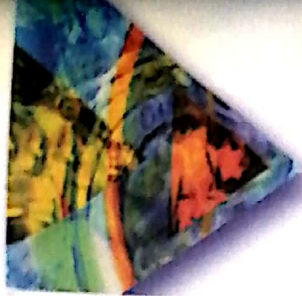
**NEW**

New  
**Headway**  
**Plus**

**Pre-Intermediate**  
**Student's Book**

John and Liz Soars

**OXFORD**  
UNIVERSITY PRESS



# 1

# Getting to know you

Tenses • Questions • Using a bilingual dictionary • Social expressions I

## STARTER



1 Match the questions and answers.

Where were you born?	A year ago.
What do you do?	Three times a week.
Are you married?	In Morocco.
Why are you learning English?	Because I need it for my job.
When did you start learning English?	I'm a teacher.
How often do you have English classes?	No, I'm single.

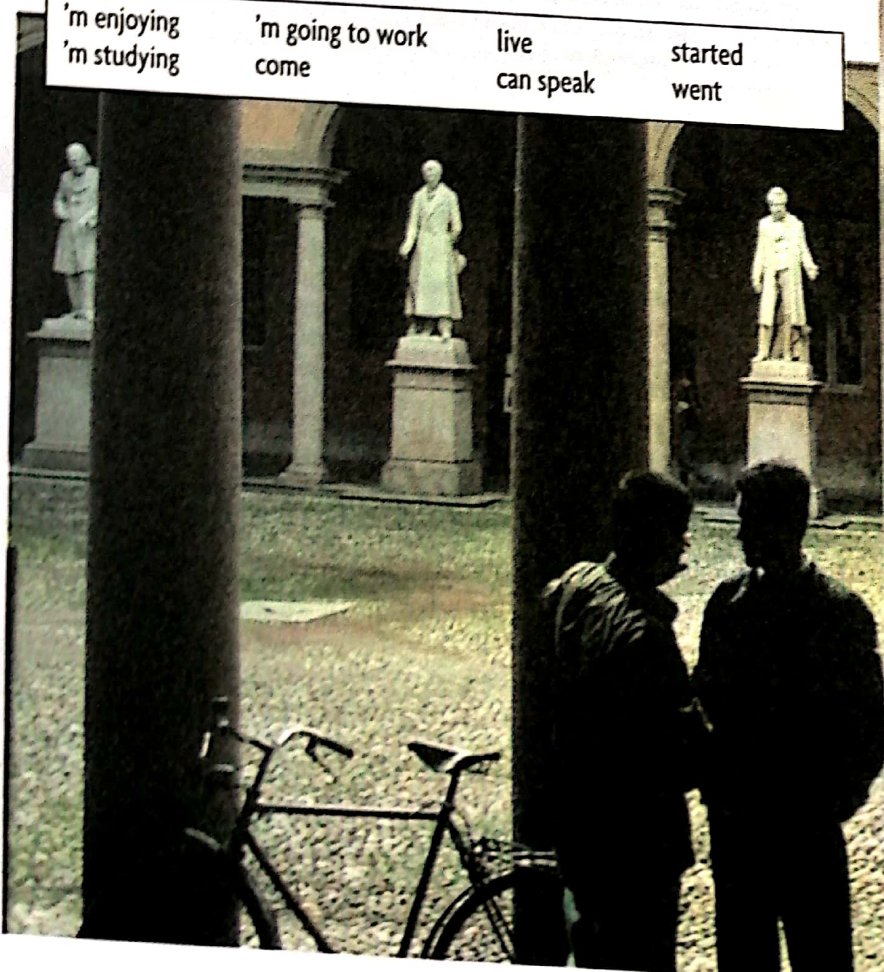
2 Ask and answer the questions with a partner.

## TWO STUDENTS

### Tenses and questions

1 **TT** Read and listen to Maurizio. Then complete the text, using the verbs in the box.

'm enjoying	'm going to work	live	started
'm studying	come	can speak	went



My name's **Maurizio Celi**. I (1) \_\_\_\_\_ from Bologna, a city in the north of Italy. I'm a student at the University of Bologna. I (2) \_\_\_\_\_ modern languages – English and Russian. I also know a little Spanish, so I (3) \_\_\_\_\_ four languages. I (4) \_\_\_\_\_ the course a lot, but it's really hard work. The course (5) \_\_\_\_\_ three years ago. I (6) \_\_\_\_\_ at home with my parents and my sister. My brother (7) \_\_\_\_\_ to work in the United States last year. After I graduate, I (8) \_\_\_\_\_ as a translator. I hope so, anyway.



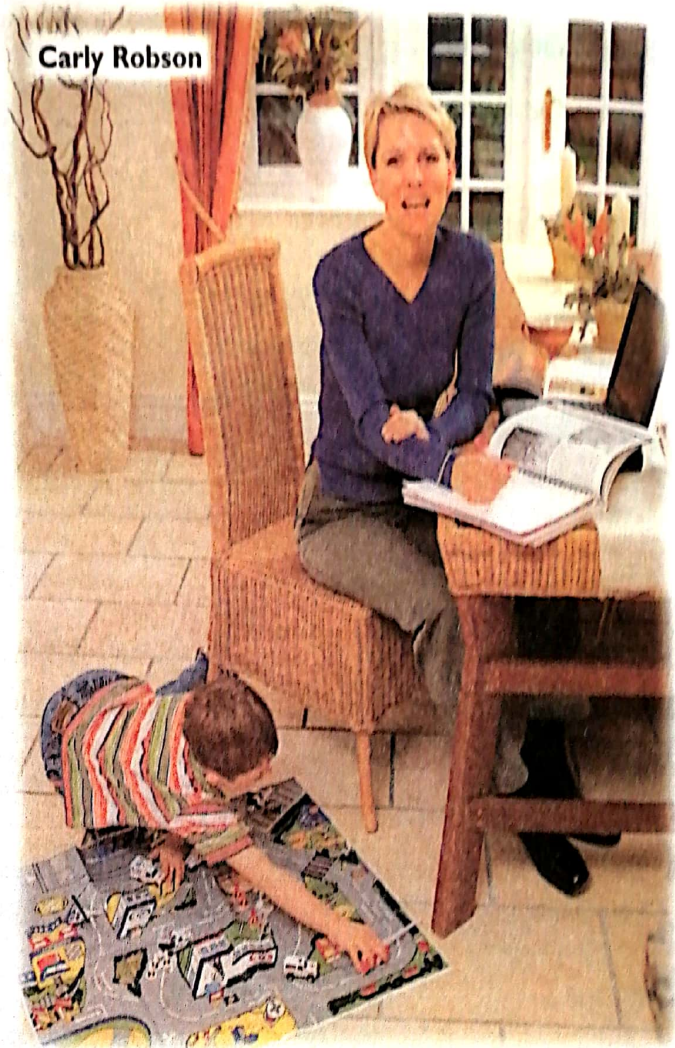
2 Complete the questions about Carly.

- 1 Where does she come from?
- 2 \_\_\_\_\_ live?
- 3 \_\_\_\_\_ live with?
- 4 What \_\_\_\_\_ studying?
- 5 \_\_\_\_\_ enjoying the course?
- 6 How many \_\_\_\_\_ speak?
- 7 \_\_\_\_\_ did her course start?
- 8 What \_\_\_\_\_ after she graduates?

**T 1.2** Listen to Carly, and write the answers to the questions.

3 Complete the questions to Carly.

- 1 'Which university do you go to?'  
'I don't go to a university. I study at home.'
- 2 '\_\_\_\_\_ a job?'  
'Yes, I do. A part-time job.'
- 3 'What \_\_\_\_\_ at the moment?'  
'I'm writing an essay.'
- 4 '\_\_\_\_\_ to England?'  
'Fifteen years ago.'
- 5 '\_\_\_\_\_ name?'  
'Dave.'
- 6 '\_\_\_\_\_?'  
'He's an architect.'



Carly Robson



**GRAMMAR SPOT**

- 1 Find examples of present, past, and future tenses in the texts about Maurizio and Carly.
- 2 Which tenses are the two verb forms in these sentences? What is the difference between them?  
He lives with his parents.  
She's living with an English family for a month.
- 3 Match the question words and answers.

What ... ?	Because I wanted to.
Who ... ?	Last night.
Where ... ?	\$5.
When ... ?	A sandwich.
Why ... ?	By bus.
How many ... ?	In New York.
How much ... ?	Jack.
How ... ?	The black one.
Whose ... ?	It's mine.
Which ... ?	Four.

▶▶ Grammar Reference 1.1 and 1.2 p129

# PRACTICE

## Talking about you

1 Ask and answer questions with a partner.

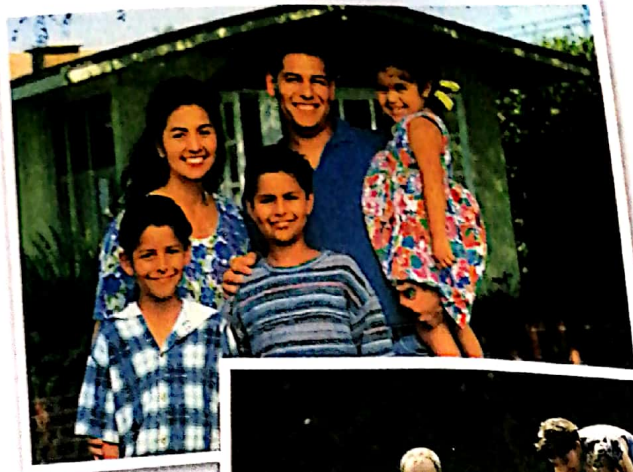
- Where ... live?
- ... have any brothers or sisters?
- What ... like doing at the weekend?
- Where ... go for your last holiday?

Make more questions. Use some of the question words in the Grammar Spot on p7. Ask your teacher some of the questions.

2 In groups, ask and answer the questions.

- Do you like listening to music?
- What sort of music do you like?
- What are you wearing?
- What is your teacher wearing?
- What did you do last night?
- What are you doing tonight?

3 Write a paragraph about you. Use the text about Maurizio to help you.



## Getting information

4 Your teacher will give you some information about Joy Darling, a postwoman. You don't have the same information. Ask and answer questions.

### Student A

Joy Darling started working as a postwoman ... (When?). She drives a van because she delivers letters to a lot of small villages.

When did she start working as a postwoman?

Because she delivers letters to a lot of small villages.

### Student B

Joy Darling started working as a postwoman thirty years ago, when she was 22. She drives a van because ... (Why?).

Thirty years ago.

Why does she drive a van?

## Check it

5 Choose the correct verb form.

- 1 Hassan comes / is coming from Syria.
- 2 He speaks / is speaking Arabic and French.
- 3 Today Tom wears / is wearing jeans and a T-shirt.
- 4 Are you liking / Do you like black coffee?
- 5 Last year she went / goes on holiday to Florida.
- 6 Next year she studies / is going to study at university.

# VOCABULARY

## Using a bilingual dictionary

1 Look at this extract from a French/English bilingual dictionary.

Information in brackets (...) helps you to find the right translation.

The part of speech (n. = noun)

The pronunciation in phonetic symbols

The translation

Nouns and verbs are in the same entry.

~ means repeat the headword, so this word is **booking**.

Other words made with **book** come afterwards.

**book** /buk/ n. livre m. (of tickets, etc) carnet m. ~s (comm.) comptes m. pl, v.t. (reserve) retenir; (write down) inscrire. ~v.i. retenir des places. ~able a. qu'on peut retenir. (fully) ~ed. complet. ~ing office, guichet m.

**bookcase** /'bukkeɪs/ n. bibliothèque f.

**bookseller** /'bukseɪlə(r)/ n. libraire m./f.

**bookshop** /'bukʃɒp/ n. librairie f.

**bookstall** /'bukstɔ:l/ n. kiosque (à journaux) m.

2 What are these words? Write *noun, verb, adjective, adverb, preposition, or past tense*.

bread _____	beautiful _____	on _____
hot _____	in _____	came _____
write _____	never _____	eat _____
quickly _____	went _____	letter _____

3 These words have more than one meaning. Write two sentences that show different meanings. Use a dictionary.

	Sentence 1	Sentence 2
book	I'm reading a good book.	I booked a room at a hotel.
kind		
can		
mean		
flat		
play		
train		
ring		

**T 1.3** Listen to some sample answers.

4 What are the everyday objects in the pictures? Look around the room you are in. Find five things you don't know the words for in English. Look them up in a dictionary.



## READING

### Communication

- 1 How many different ways can people communicate?



- 2 Your teacher will give you some ideas to communicate, but you can't use words! Mime to your partner, and your partner has to guess what they are.
- 3 Read the text quickly and match the headings to the paragraphs.

A HISTORY OF COMMUNICATION

HOW WE COMMUNICATE

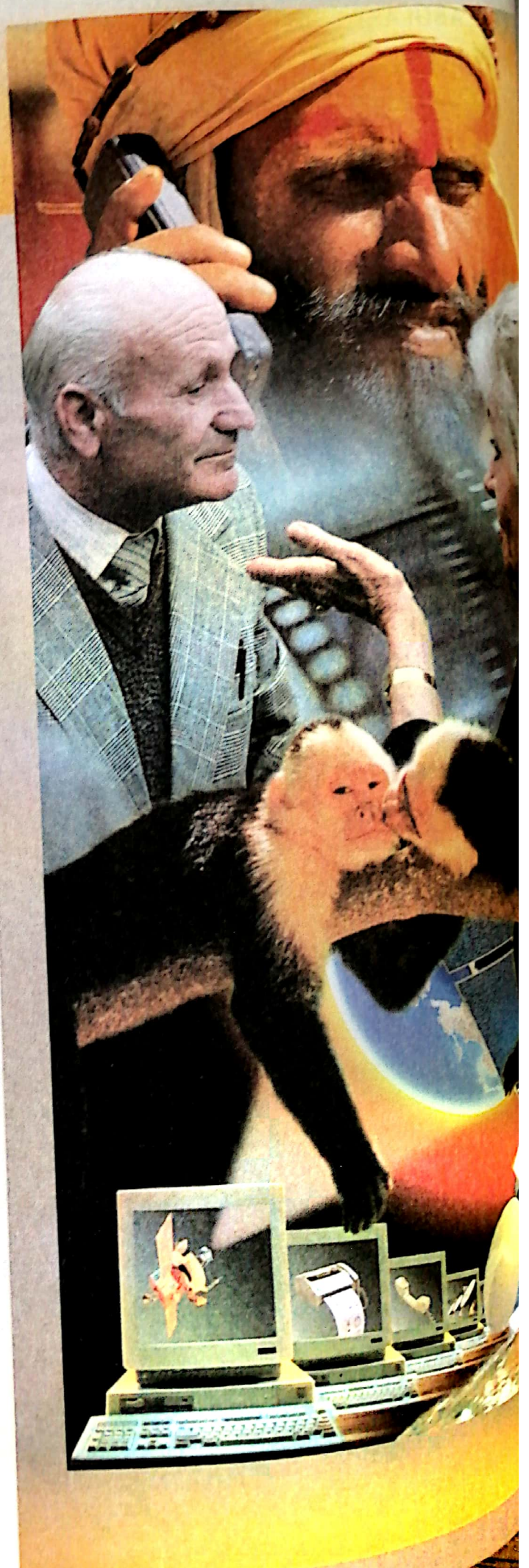
COMMUNICATION TODAY

DIFFERENCES BETWEEN  
PEOPLE AND ANIMALS

- 4 Match the pictures on p11 to each of the four ancient societies in paragraph three.
- 5 Read the text again and answer the questions.
- 1 Which animals are mentioned? What can they do?
  - 2 What is special about human communication? What can we do?
  - 3 Which four forms of media are mentioned in the last paragraph?
  - 4 What is good and bad about information technology today?

### What do you think?

- What can animals do that people can't?
- How do you like to communicate?
- What is happening in information technology now?



# PEOPLE

## the great communicators

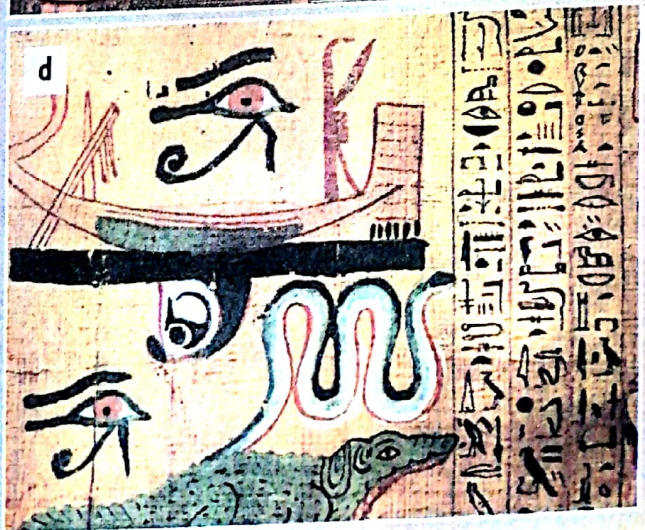
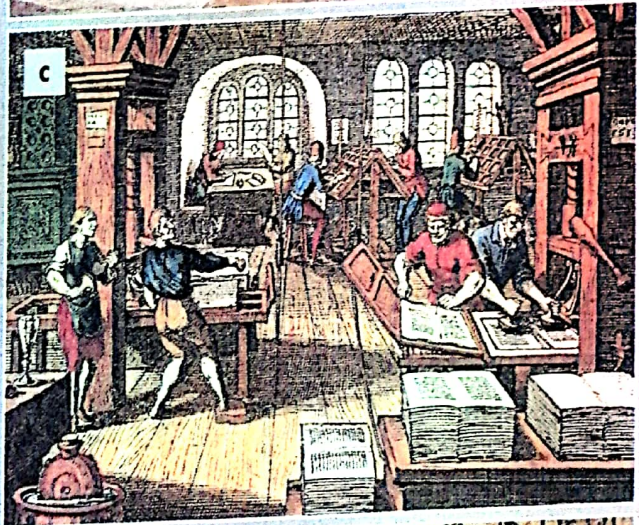
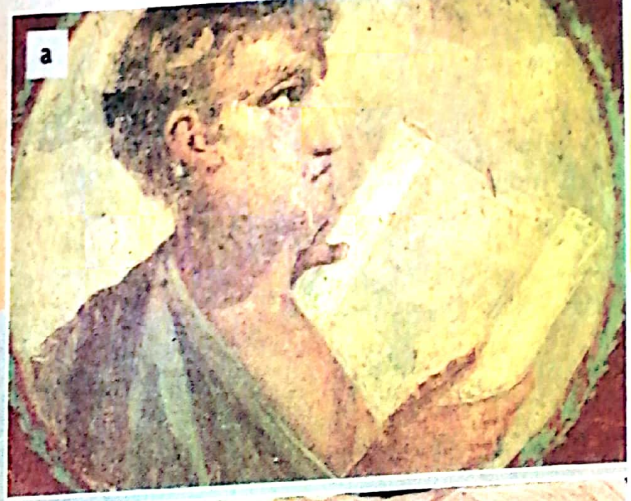
We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile for chatting and text messaging), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language – about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.

Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop new ways of thinking across Europe.

Radio, film, and television have had a huge influence on society in the last hundred years. And now we have the Internet, which is infinite. But what is this doing to us? We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.





# LISTENING AND SPEAKING

## Neighbours

- Who are your ideal neighbours? Complete the questionnaire on the right, then discuss your answers with a partner.
- 'Good walls make good neighbours'. What does this mean? Do you agree?
- You will hear Mrs Snell and her new neighbour, Steve, talking about each other.  
Work in two groups.

**T1.4 Group A** Listen to Mrs Snell.

**T1.5 Group B** Listen to Steve.

- Answer the questions.
  - When did Steve move into his new flat?
  - Is it a large flat?
  - What's his job? Is it a good job?
  - Does he work long hours?
  - What does he wear for work?
  - Who is staying with Steve at the moment?
  - What time did Steve turn off the music?
  - What is Steve doing tonight?
  - Why doesn't Mrs Snell want to speak to Steve?

Compare your answers with a partner from the other group. What are the differences?

### Roleplay

Work in groups of three.

**Student A** You are Steve.

**Student B** You are Mrs Snell.

**Student C** You are another neighbour. You have invited them to your flat for coffee.

Continue the conversation below. Talk about these things.

- Steve's job
- Steve's brother
- the music

**Neighbour** Do you two know each other?

**Steve** Well, we met a few days ago.

**Mrs Snell** But we didn't introduce ourselves. I'm Mrs

**Steve** Pleased to meet you.

**Neighbour** Steve works in advertising, you know ...

### What do you think?

- What do you understand by the words 'generation gap'?
- Write down three things that young people think about older people and three things that older people think about young people. In groups, compare ideas.

## QUESTIONNAIRE



My ideal neighbours are people who ...

... say hello when I see them.

Yes

No

... I never see.



... are very quiet.



... often come round for a cup of coffee.



... come round to borrow things.



... make themselves at home in my house.




# VERYDAY ENGLISH

## Social expressions 1

We use certain expressions in different social situations.

*I'm sorry I'm late!*

*Don't worry. Come and sit down.*

Match the expressions and responses. When do we use these expressions?

How are you?	Sleep well!
Hello, Jane!	Yes. Can I help you?
How do you do?	Good morning!
See you tomorrow!	Fine, thanks.
Good night!	Pleased to meet you, Ela.
Good morning!	Not at all. Don't mention it.
Hello, I'm Ela Paul.	Thanks.
Excuse me!	Same to you!
Bless you!	That's very kind. Thank you.
Have a good weekend!	Bye!
Thank you very much indeed.	How do you do?
Make yourself at home.	Hi, Habiba!

**T1.6** Listen and check. Practise saying them.

Test a partner. Say an expression. Can your partner give the correct response?

With your partner, write two short conversations that include some of the social expressions. Read your conversations to the class.





# 2

# The way we live

Present tenses • *have/have got* • Collocation – daily life • Making conversation

## STARTER



These flags all belong to English-speaking countries. Unscramble the names of the countries.



1 ratliasau



2 wen dazenal



3 thuos facari



4 toscandl



5 het tunied sesatt



6 danaca

## PEOPLE AND PLACES

Present tenses and *have/have got*

- 1 Read the texts. Match a country from the Starter with a text and a photograph. Complete the texts with the words from the boxes.

a exports enjoy immigrants huge

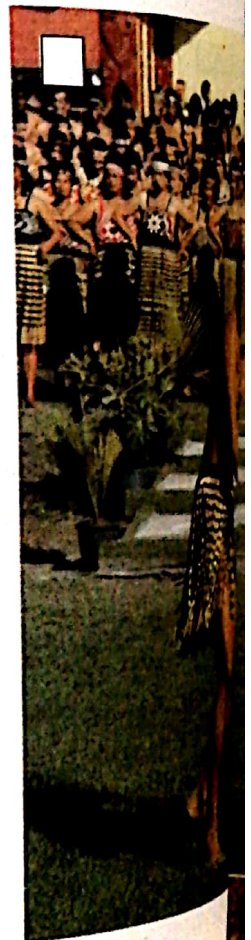
This country has quite a small population, just 16 million, but the country is \_\_\_\_\_. The people are mainly of European descent, but there are also aborigines and a lot of south-east Asian \_\_\_\_\_. People live in towns on the coast, not so much inland, because it is so hot. They live a lot of their lives outdoors, and \_\_\_\_\_ sports, swimming, and having barbecues. This country \_\_\_\_\_ wool – it has more than 60 million sheep!

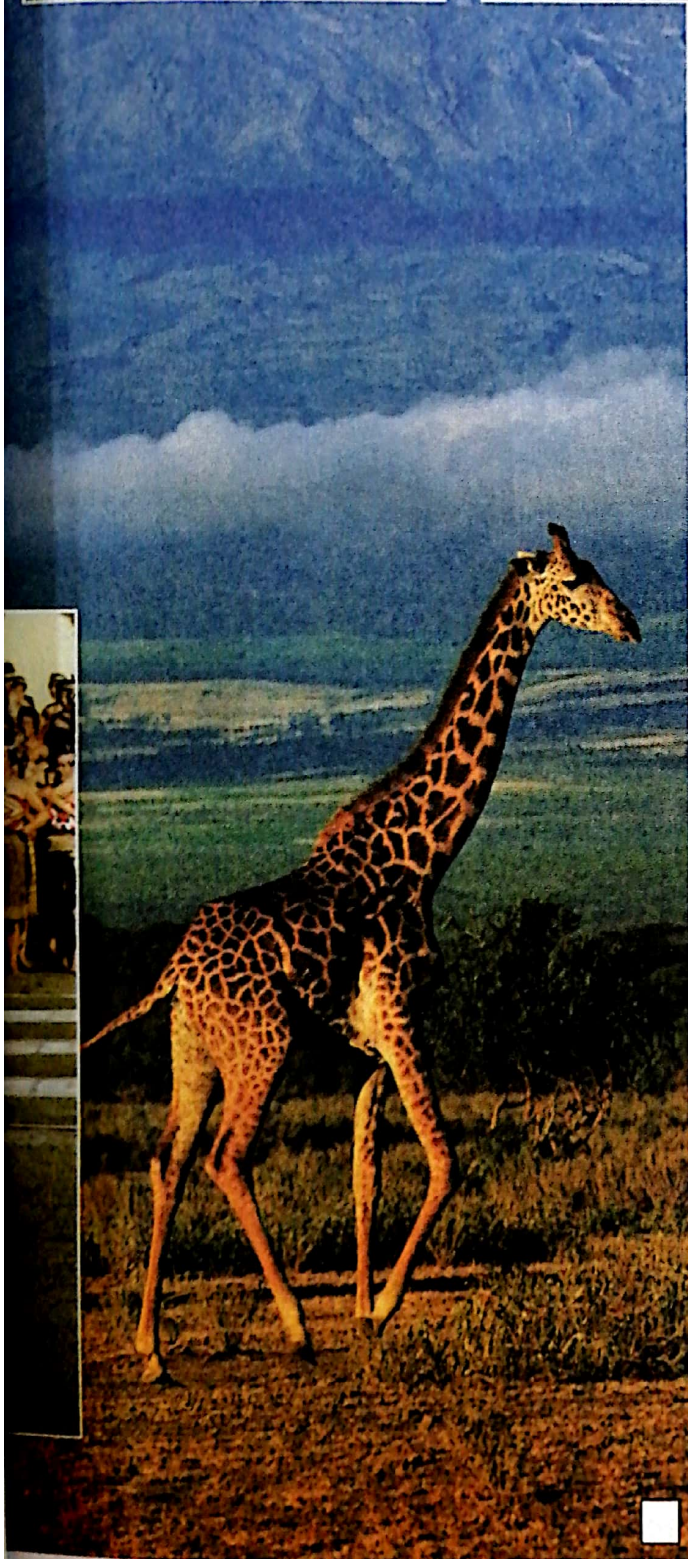
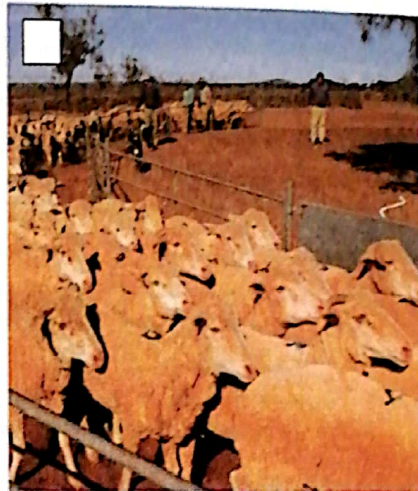
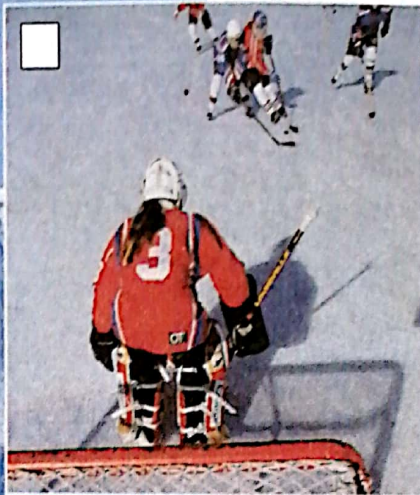
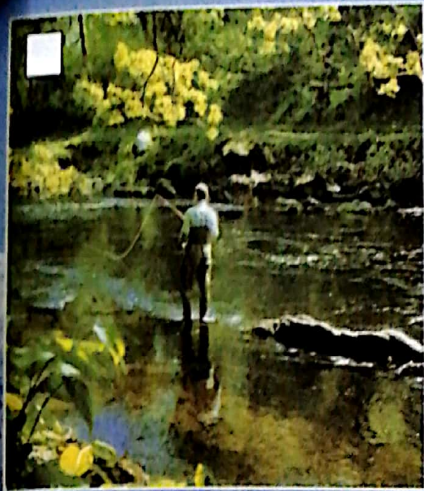
b favourite variety has only

This is the second biggest country in the world, but it has a population of \_\_\_\_\_ 30 million. It is so big that there is a \_\_\_\_\_ of climates. Most people live in the south because the north is too cold. It is famous for its beautiful mountains and lakes – it \_\_\_\_\_ more lakes than any other country. Their \_\_\_\_\_ sports are baseball and ice hockey.

c elephants grows black climate

This country has a population of about 45 million. Of these, 76 per cent are \_\_\_\_\_ and 12 per cent white. It has a warm \_\_\_\_\_. Either it never rains, or it rains a lot! It is the world's biggest producer of gold, and it exports diamonds, too. It \_\_\_\_\_ a lot of fruit, including oranges, pears, and grapes. In the game reserves you can see a lot of wildlife, including lions, \_\_\_\_\_, zebras, and giraffes.





2 **T.2.1** Listen to three people describing the other countries. Match a country from the Starter with a description and a photograph.

d  e  f

3 Close your books. Remember three facts about each country.

### GRAMMAR SPOT

- 1 What tense are all the verb forms in texts a–c? Why?
- 2 Look at the sentences. Which refers to *all time*? Which refers to *now*?  
 She has three children.  
 She's having a shower.
- 3 Is *have* or *have got* used in texts a–c? And in d and e? Is *have got* more formal or informal?

▶▶ Grammar Reference 2.1–2.4 p130

4 Give some similar facts about your country.

# PRACTICE

## Talking about you

1 Practise the forms of *have* and *have got* in the question, negative, and short answer.

Do you have a car? Yes, I do. No, I don't.

Have you got a car? Yes, I have. No, I haven't.

I don't have a computer. I haven't got a computer.

**T 2.2** Listen and repeat.

2 Ask and answer about these things with a partner, using *have* or *have got*:

- a computer
- a stereo
- a camera
- a bicycle
- a credit card
- an iPod
- a mobile phone
- a pet
- brothers and sisters
- your parents/a holiday home
- your sister/a car
- your brother/a motorbike

## Getting information

3 Work with a partner.

**Student A** Look at this chart.

**Student B** Look at the chart from your teacher.

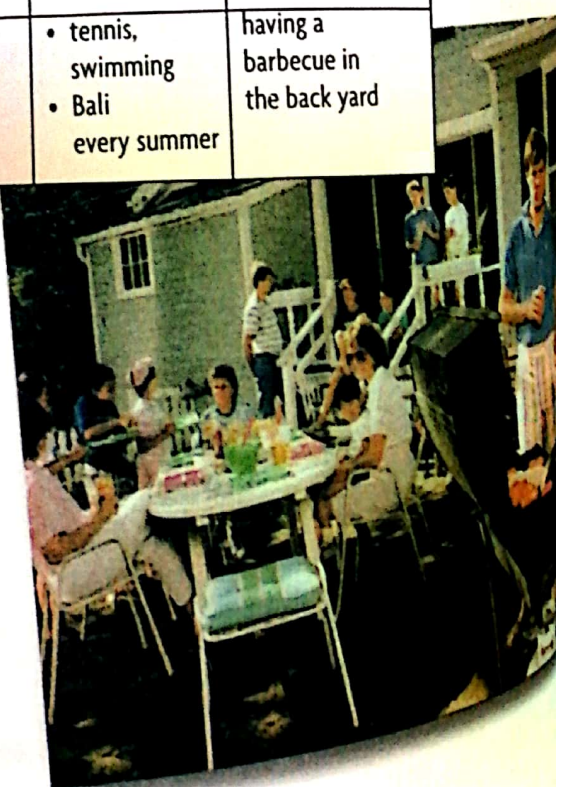
Name and age	City and country	Family	Occupation	Free time/holiday	Present activity
Mohamed, 26					
Sarah, 38					
Nicole, 15	New York, the United States	two brothers	student at high school	<ul style="list-style-type: none"> <li>• listens to music</li> <li>• Florida or Mexico</li> </ul>	getting ready to go out
Jeff, 54, and Wendy, 53	Melbourne, Australia	one daughter and three grandchildren	He ... office. She ... hairdresser.	<ul style="list-style-type: none"> <li>• tennis, swimming</li> <li>• Bali every summer</li> </ul>	having a barbecue in the back yard

Write questions to find the information about the people in your chart.

- City/country** • Where does he ... from?
- Family** • ... married? • Has he got ... ?
- Does she have ... ? • How many ... ?
- Occupation** • What ... do?
- Free time/holiday** • What does she ... in her free time?
- Where ... go on holiday?
- Present activity** • What ... doing at the moment?

**T 2.3** Listen and compare.

4 Ask and answer questions with your partner to complete your chart.



5 Think of questions to ask about free time and holiday activities.

- What do you do in your free time?
- What do ... at the weekend?
- ... any sports?
- Do you like ... ?
- Where ... holiday?
- Do ... winter holiday?

Stand up! Ask two or three students your questions. Use short answers when necessary. Find out who has the most hobbies and holidays.

Do you like skiing?

No, I don't.

### Check it

6 Tick (✓) the correct sentence.

- Where you go on holiday?  
 Where do you go on holiday?
- Do you have any children?  
 Do you have got any children?
- I'm Hans. I'm coming from Germany.  
 I'm Hans. I come from Germany.
- This is a great picnic! Everyone is smiling.  
 This is a great picnic! Everyone smiles.
- I don't have a mobile phone.  
 I no have a mobile phone.
- Jack's a policeman, but he doesn't wear a uniform.  
 Jack's a policeman, but he no wear a uniform.
- 'Where is Haleh?' 'She's sitting by the window.'  
 'Where is Haleh?' 'She sits by the window.'
- I'm liking black coffee.  
 I like black coffee.

## VOCABULARY

### Daily life

1 Match the verbs and nouns.

have	a film on TV
wash	to my friends
watch	my hair
talk	breakfast

make	to music
listen	my homework
relax	a cup of tea
do	on the sofa

have	posters on the wall
clear up	the mess
do	a shower
have/put	the washing-up

cook	magazines
send	a meal
put on	make-up
read	emails

**T 2.4** Listen and check.

2 Match the activities from exercise 1 with the correct room.

#### Kitchen

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#### Bathroom

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#### Living room

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#### Bedroom

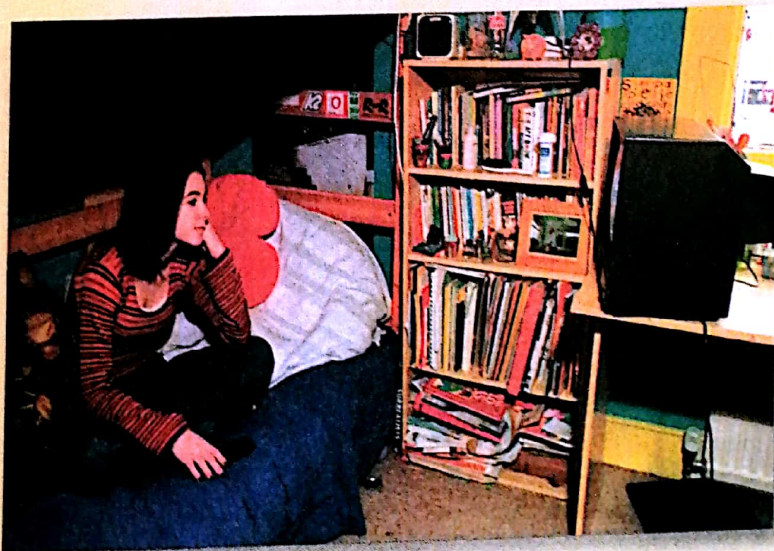
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3 Do you like where you live? Choose your favourite room. What do you do in that room?



*I like my bedroom a lot because I've got lots of posters on the walls. I listen to music and do my homework ...*

*I like my living room. The walls are white, and I love the big, comfortable sofa ...*

4 Describe your favourite room to a partner. Don't say which room it is. Can your partner guess?

## READING AND SPEAKING

### Living in the USA

- 1 Close your eyes and think of the United States. Write down the first five things you think of.

*The Empire State Building*  
*Cheeseburger and fries*

Compare your list with other students.

- 2 Read the introduction to the magazine article. Then work in three groups.

**Group A** Read about Aziz.

**Group B** Read about Endre.

**Group C** Read about Yuet Tung.

- 3 Answer the questions.

- 1 Why and when did he/she come to the US?
- 2 What does he/she do?
- 3 What does he/she like about living in the US?
- 4 What was difficult at the beginning?

- 4 Find a partner from each of the other two groups. Compare the three people.

- 5 Answer the questions with your group.

- 1 What do the people have in common?
- 2 Are they all happy living in the US?
- 3 Who has other members of their family living there?
- 4 Do they all have children?
- 5 Who married someone from their own country?
- 6 What do Aziz and Endre like about the US?
- 7 What do they say about their own country?
- 8 Do they like the people?
- 9 What do they say about Americans and their cars?

### What do you think?

- What do you like best about living in your country? What would you miss if you lived abroad?
- Do you know any foreigners living in your country? What do they like about it? What do they find different?

# LIVING IN

The people of the United States are nearly all immigrants, or descendants of immigrants. It is a young country, and much of the population has relatives who live in other parts of the world.

But how do they find the US when they first arrive? What do they think of the people, the culture, the way of life?

Jamie Peterson spoke to three of them.

# THE USA



**Aziz Tounsi**  
aged 24, from Tunisia

**Aziz** came from Tunis to New York ten years ago. He wanted to study English here. At first he missed everything – the sunshine, the food, his family. But now he has a successful business with his three brothers and his wife. They run a sports store in New Brunswick. Aziz's wife is also Tunisian, and they have two children who go to American schools.

When asked about the future, Aziz says without hesitation, 'I want to work hard and be successful.' He certainly works hard. He's at the store all day, then works as a driver in the evening. 'I like living here,' he says. 'You can be what you want.'

'When I first came here, I didn't speak the language, and it was winter. It was so cold! There was snow! Now nearly all my family are here, not only in New York, but also in California, and in Texas. We meet about once a month and have a huge Tunisian family meal! We're all happy here.'



**Andre Boros**  
aged 45, from Hungary

**Andre** is a mathematician at Rutgers University, New Jersey. He came from Budapest thirteen years ago. 'I had an opportunity to come here for two years.' After a year, his wife came to join him, and since then they've had a daughter, so they decided to stay.

'At first it was very strange. Everything is so big here,' he says. 'I started to feel happy when I bought a car. Now I go everywhere by car. In Hungary, we only use the car at weekends, but here your car is part of your life. Nobody walks anywhere.'

How does he find the people? 'Very friendly. The first question everybody asks you is "Where are you from?" People talk to you here, they start conversations. I like the fact that there are people from all over the world.'

What about the way of life? 'The thing I like best is the independence. Nobody tells me what to do. Here you can do what you want, so you learn to make decisions for yourself. I feel in control.'



**Yuet Tung**  
aged 31, from Hong Kong

**Yuet Tung** is her Chinese name, but in English she's known as Clara. She came to the US eight years ago and studied fine art. Now she works on Madison Avenue for a publisher. She married a Vietnamese American three years ago, and they live in Long Island. They don't have any children yet.

What does she think of living in New York? 'It's very similar to Hong Kong. It's a busy city, very exciting, and people walk very fast! I like the stores here. They're huge, and it's cheaper than Hong Kong. But you need a car here. In Hong Kong everyone uses public transportation, because it's good and it's cheap. At first I hated driving here, but it's OK now.'

What does she like best? 'The space. Here I live in a house with a yard. In Hong Kong it is so crowded. And the people are friendly. When I go jogging, everyone says "Hi!" And the food is from every country in the world.'



# LISTENING AND SPEAKING

## You drive me mad (but I love you)!

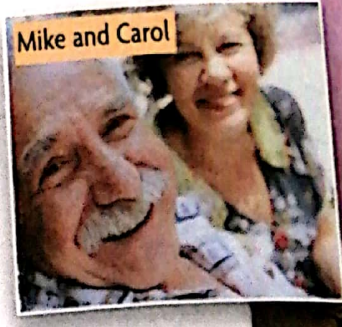
- 1 Complete these sentences about the people in your life. Tell a partner.
- My mother/father drives me mad when she/he ...
  - I don't like people who ...
  - I hate it when my brother/sister ...
  - It really annoys me when friends ...

- 2 Choose one person in your life. What annoying habits does he/she have?

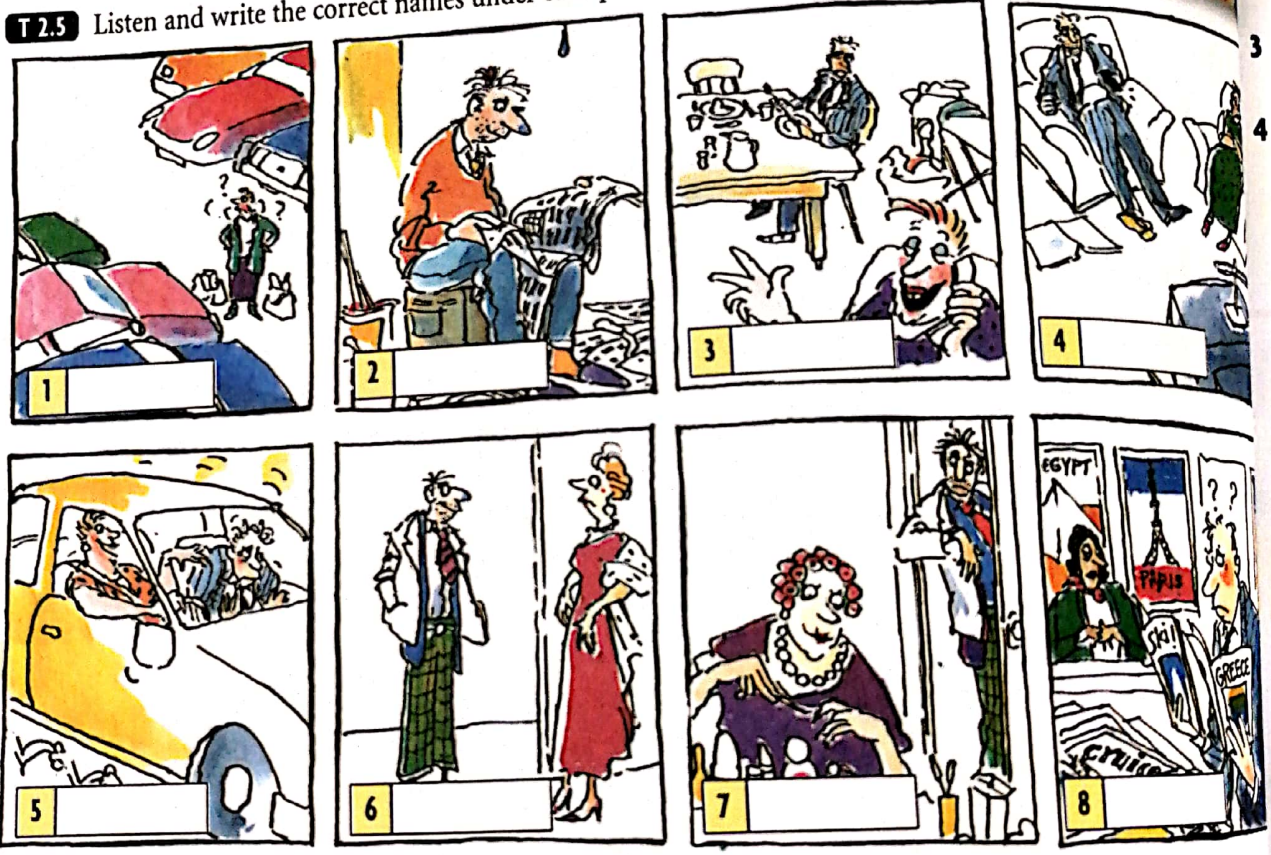
- |                             |                       |
|-----------------------------|-----------------------|
| Does he/she ... ?           | Is he/she ... ?       |
| • always arrive late        | • untidy              |
| • talk too loudly           | • always on the phone |
| • leave things on the floor | • never on time       |

What annoying habits do you have? Discuss with your partner.

- 3 You are going to listen to a radio programme called *Home Truths*. Two couples, Carol and Mike, and Dave and Alison, talk about their partner's annoying habits. Look at the pictures below. What are their annoying habits?



**T 2.5** Listen and write the correct names under each picture below.



- 4 Are these sentences true (✓) or false (X)? Correct the false sentences.

- |  |                                     |
|--|-------------------------------------|
| 1 Carol and Mike never watch television.           | 5 Dave never does any jobs at home. |
| 2 Mike doesn't listen when his wife speaks to him. | 6 Dave is bad at his job.           |
| 3 Carol makes the decisions in their house.        | 7 Alison tidies up Dave's mess.     |
| 4 Mike shouts at his wife when she's driving.      | 8 Alison is very organized.         |

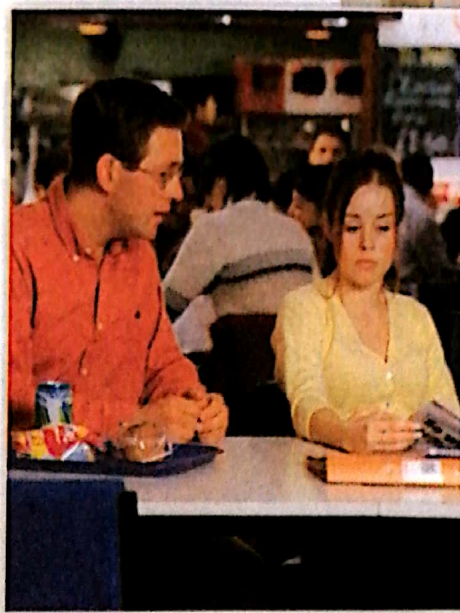
### What do you think?

- 1 Do men or women typically complain about their partners doing these things?
- watching sport on TV
  - driving badly
  - taking a long time to get ready
  - not tidying things away
- 2 What do you think men are generally better at? What are women better at?

# EVERYDAY ENGLISH

## Making conversation

1 **T 2.6** Listen to two conversations. Maria and Jean-Paul are foreign students in Britain. Their teachers, James and Sylvia, are trying to be friendly. Which conversation is more successful? Why?



2 Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help.

- Ask questions.
- Show that you're interested.
- Don't just answer *yes* or *no*.
- Try to add a comment of your own.
- Don't let the conversation stop.

Find examples of these in Jean-Paul and Sylvia's conversation on p119.

3 **T 2.6** Listen again to Jean-Paul and Sylvia's conversation, paying special attention to the stress and intonation. Practise the conversation with a partner.

4 Match a line in **A** with a reply in **B** and a further comment in **C**.

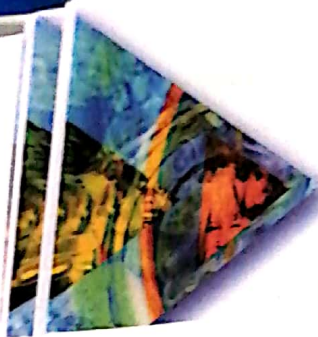
A	B	C
1 What a lovely day it is today!	I'm enjoying it.	Was it a good game?
2 It's very wet today.	Yes, no problems.	That's very kind of you.
3 How are you today?	I'm very well, thanks.	Where did you find it?
4 Did you have a nice weekend?	No, I missed it.	We had lunch and went for a walk.
5 How do you find living in London?	Thank you.	The plane was a bit late, but it didn't matter.
6 Did you have a good journey?	Thank you very much.	Makes you feel miserable, doesn't it?
7 Did you watch the football yesterday?	Yes.	I got it in Paris last year.
8 What a lovely jacket you're wearing!	Yes, it was lovely.	How about you?
9 If you have any problems, just ask me for help.	Yes, it is. Thank you.	It was a bit strange at first, but I'm getting used to it.
10 Excuse me. Is this your scarf?	Mm. Horrible.	Beautiful, isn't it?

**T 2.7** Listen and check. Practise the conversations with a partner. Remember to use good stress and intonation.

5 Think of three questions to ask a partner about each of these subjects.

- last weekend
- something they are wearing
- learning English

Now have a conversation with your partner. Ask your questions. Try to sound interested in the replies and keep the conversation going.



# 3

## It all went wrong

Past tenses · Word formation · Time expressions

### STARTER

Here are the past tense forms of some irregular verbs. Write the infinitives.

- |              |              |              |                |
|--------------|--------------|--------------|----------------|
| 1 _____ were | 4 _____ told | 7 _____ took | 10 _____ could |
| 2 _____ saw  | 5 _____ said | 8 _____ gave | 11 _____ made  |
| 3 _____ went | 6 _____ had  | 9 _____ got  | 12 _____ did   |

### THE BURGLARS' FRIEND

Past Simple

1 **T 3.1** Read and listen to the newspaper article. Why was Russell the burglars' friend?

# The burglars' friend

IT was 3 o'clock in the morning when four-year-old Russell Brown woke up to go to the toilet.

His parents were fast asleep in bed. But when he heard a noise in the living room and saw a light was on, he went downstairs.

There he found two men. They asked him his name, and told him they were friends of the family.

Unfortunately, Russell believed them. They asked him where the video recorder

## His parents were fast asleep in bed

was. Russell showed them, and said they had a stereo and CD player, too.

The two men carried these to the kitchen. Russell also told them that his mother kept her purse in a drawer in the kitchen, so they took that. Russell even gave them his pocket money - 50p.

They finally left at 4 a.m.

They said, 'Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?' So Russell held the door open for them. He then went back to bed.

His parents didn't know about the burglary until they got up the next day. His father said, 'I couldn't be angry with Russell because he thought he was doing the right thing.'

Fortunately, the police caught the two burglars last week.

2 Write the past forms of these irregular verbs from the article.

wake \_\_\_\_\_ leave \_\_\_\_\_  
 hear \_\_\_\_\_ hold \_\_\_\_\_  
 find \_\_\_\_\_ think \_\_\_\_\_  
 keep \_\_\_\_\_ catch \_\_\_\_\_

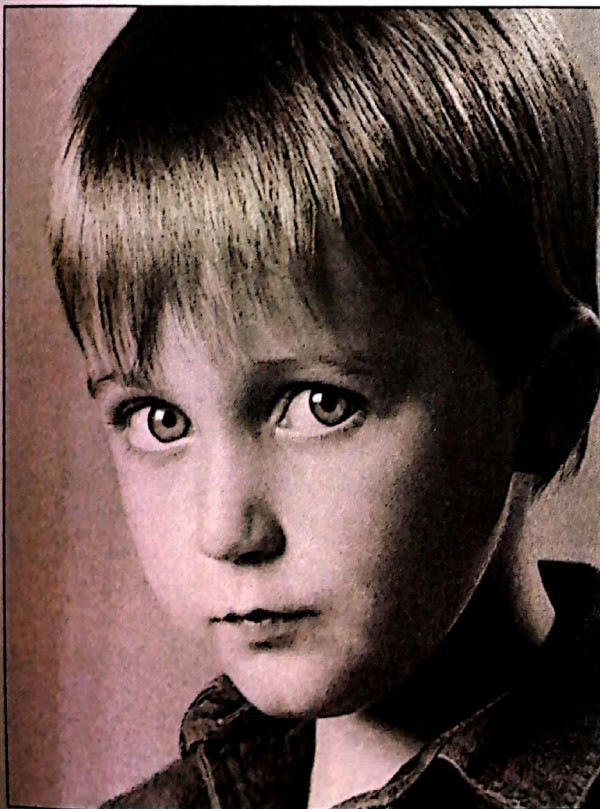
3 **T 3.2** You will hear some sentences about the story. Correct the mistakes.

Russell woke up at 2 o'clock.

*He didn't wake up at 2.00! He woke up at 3.00.*

4 Write the questions to these answers.

- 1 Because he wanted to go to the toilet.  
*Why did he wake up?*
- 2 They were in bed.
- 3 Because he heard a noise and saw a light on.
- 4 Two.
- 5 They told him they were friends of the family.
- 6 In a drawer in the kitchen.
- 7 50p.
- 8 At 4 a.m.
- 9 The next day. (*When ... find out about ... ?*)
- 10 Last week.



Russell, 4, made thieves feel at home

## GRAMMAR SPOT

1 What tense are nearly all the verbs in the article? Why? How do we form the question and negative?

2 Write the Past Simple of these verbs.

a ask \_\_\_\_\_ c like \_\_\_\_\_  
 show \_\_\_\_\_ believe \_\_\_\_\_  
 want \_\_\_\_\_ use \_\_\_\_\_  
 walk \_\_\_\_\_ d stop \_\_\_\_\_  
 start \_\_\_\_\_ plan \_\_\_\_\_  
 b try \_\_\_\_\_  
 carry \_\_\_\_\_

**T 3.3** Listen and repeat.

3 How is the regular past tense formed? How is the past tense formed when the verb ends in a consonant + y? When do we double the final consonant?

There is a list of irregular verbs on p143.

▶▶ Grammar Reference 3.1 p131

## PRACTICE

### Making connections

1 Match the verb phrases. Then make sentences using both verbs in the past. Join the sentences with *so*, *because*, *and*, or *but*.

*I broke a cup, but I mended it with glue.*

break a cup	answer it
feel ill	mend it
make a sandwich	wash my hair
have a shower	laugh
lose my passport	be hungry
call the police	go to bed
run out of coffee	buy some more
forget her birthday	find it
phone ring	say sorry
tell a joke	hear a strange noise

**T 3.4** Listen and compare your answers.

### Talking about you

2 Ask and answer these questions with a partner. Make more questions, using the Past Simple.

What did you do ... ?

- last night
- last weekend
- on your last birthday
- on your last holiday

*I watched TV.*

*I went swimming.*

## Past Simple and Continuous

- 1 Check the meaning of these verbs. What are the past forms? Which two are regular?

fill	steal	hide	throw
think	destroy	take	cut

- 2 Read the newspaper story and write the past forms of the verbs in exercise 1 in the gaps 1–8.
- 3 Answer the questions.
- What did Pierre Duboulay steal?
  - Was his mother also a thief?
  - Where are they now?
- 4 Put these lines into the story (...).
- where he was living with his mother
  - while he was working as a lorry driver
  - just as they were closing
  - while they were having supper
  - because he was wearing a security guard's uniform

**T 3.5** Listen and check.

### GRAMMAR AND PRONUNCIATION

- 1 What tense are the verb forms in exercise 4?

Why are they used?

Notice the pronunciation of *was/were*.

/hi: wəz wɜ:kɪŋ/     /hi: wəz livɪŋ/  
/ðei wə kleʊzɪŋ/     /ðei wə hævɪŋ/

**T 3.6** Listen and repeat.

- 2 How do you form the question and negative of these sentences?

*He was working.*

*They were having supper.*

- 3 Look at these sentences. What's the difference between them?

*When they arrived, she made some coffee.*

*When they arrived, she was making some coffee.*

▶▶ Grammar Reference 3.2 and 3.3 p132

- 5 Take turns to read aloud the story of Pierre and his mother.



Duboulay leaving court

PIERRE DUBOULAY, 33, from Alsace, in France, is the greatest art thief in Europe. Between 1995 and 2004, (...), he (1) \_\_\_\_\_ 239 paintings from museums in France, Austria and Denmark. He went into the museums (...) and (2) \_\_\_\_\_ the paintings under his coat. Nobody looked at him (...).

Back in his apartment, (...), he (3) \_\_\_\_\_ his bedroom with priceless works of art. His mother, Sylvie, 53, (4) \_\_\_\_\_ all the paintings were copies. One day (...), the police arrived, and they (5) \_\_\_\_\_ Pierre to the police station. Sylvie was so angry with her son that she went to his room, took some paintings from the walls, and (6) \_\_\_\_\_ them into small pieces. Others she took and (7) \_\_\_\_\_ into the river. Altogether she (8) \_\_\_\_\_ art worth two billion dollars!

Both mother and son are now in prison for many years.



Madeleine of France by Corneille de Lyon



Cheating Benefits its Master by Peter Bruegel



# PRACTICE

## Discussing grammar

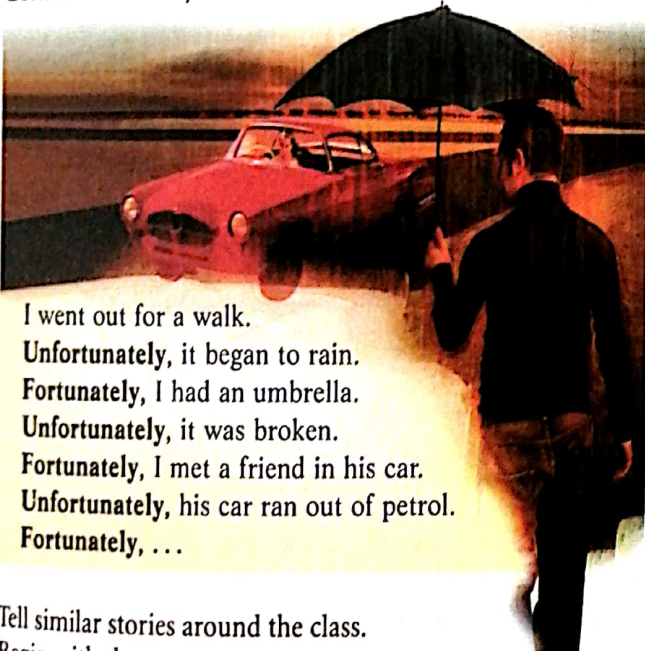
- Choose the correct verb form.
  - I *saw* / *was seeing* a very good programme on TV last night.
  - While I *shopped* / *was shopping* this morning, I *lost* / *was losing* my money. I don't know how.
  - Last week the police *stopped* / *were stopping* Alan in his car because he *drove* / *was driving* at over eighty miles an hour.
  - How *did you cut* / *were you cutting* your finger?
  - I *cooked* / *was cooking* and I *dropped* / *was dropping* the knife.
  - When I *arrived* / *was arriving* at the picnic, everyone *had* / *was having* a good time.

- Complete the sentences with the verbs in the Past Simple or Past Continuous.

- While I \_\_\_\_\_ (go) to work this morning, I \_\_\_\_\_ (meet) an old friend.
- I \_\_\_\_\_ (not want) to get up this morning. It \_\_\_\_\_ (rain) and it was cold, and my bed was so warm.
- I \_\_\_\_\_ (listen) to the news on the radio when the phone \_\_\_\_\_ (ring).
- But when I \_\_\_\_\_ (pick) up the phone, there was no one there.
- I \_\_\_\_\_ (say) hello to the children, but they didn't say anything because they \_\_\_\_\_ (watch) television.

## Fortunately/unfortunately

- Continue this story around the class.



I went out for a walk.  
**Unfortunately**, it began to rain.  
**Fortunately**, I had an umbrella.  
**Unfortunately**, it was broken.  
**Fortunately**, I met a friend in his car.  
**Unfortunately**, his car ran out of petrol.  
**Fortunately**, ...

Tell similar stories around the class.  
 Begin with these sentences.

- I lost my wallet yesterday.
- It was my birthday last week.
- We went out for a meal last night.
- There was a really good film on TV last night.

## Exchanging information

- Look at the photo and read the newspaper headline. Who is the boy? What is a 'spending spree'?

### Teenager goes on spending spree with brother's credit card

Teenager Hugo Fenton-Jones stole his elder brother Peter's ... (What?) while Peter was working on his computer. He then flew to ... (Where?) and stayed at the Ritz Hotel. His room cost £ ... a night (How much?). Next he took a taxi to the Champs-Élysées. While he was shopping, he bought ... (What?).



Back at the hotel, Hugo phoned his friends and invited them to join him in Paris. They were having lunch ... (Where?) when Peter phoned.

He was furious with his brother and ordered him to return home immediately.

Hugo flew back ... (When?). When he arrived at London airport, his brother and his father were waiting for him. 'They aren't speaking to me at the moment,' said Hugo yesterday. 'They're too angry.'

- Work in pairs.

**Student A** Read the article on this page.

**Student B** Read the article your teacher will give you.

You do not have the same information. Ask and answer questions to complete the information about the teenager.

A

What did Hugo Fenton-Jones steal?

He was working on his computer.

B

He stole his brother's credit card.

What was his brother doing?

- Read aloud the completed article with your partner.

## READING AND LISTENING

### Sherlock Holmes

- 1 Sherlock Holmes is a very famous character in literature. Underline what you think is the correct answer to these questions.
  - 1 Sherlock Holmes was a *doctor/scientist/detective*.
  - 2 He was *American/English/Scottish*.
  - 3 He lived in *Chicago/London/Edinburgh*.
  - 4 Stories about him first appeared in the *19th/20th/21st* century.
- 2 You are going to read a Sherlock Holmes story called *The Three Students*. Look at the picture and headings. What can you guess about the story?
- 3 Read Part 1 and answer the questions.
  - 1 Who are the people in the picture?
  - 2 Where was Sherlock Holmes staying?
  - 3 What did Mr Weaver receive that afternoon?
  - 4 What was lying on the floor when he returned to his room after tea?
  - 5 Why couldn't Mr Weaver call the police?
  - 6 Who is Bannister?
  - 7 What clues did Bannister and Mr Weaver find?
  - 8 What do they think happened?
- 4 Read Part 2. Are these sentences true (✓) or false (X)? Correct the false ones.
  - 1 The tutor's room was on the same floor as the three students'.
  - 2 Holmes couldn't see into the room through the window.
  - 3 He found a clue on the carpet.
  - 4 The papers were next to the window because it was easier to read them in the light.
  - 5 The intruder saw Mr Weaver returning.
  - 6 He escaped through the study window.
  - 7 Holmes found another clue in the bedroom.
- 5 Read Part 3. Which of the three students do you think copied the papers? Discuss with a partner and then the class.

# THE THREE

## PART 1 ~ Who copied the exam questions?

SHERLOCK HOLMES was staying in one of England's most famous university towns. One evening he received a visit from an old friend, Mr Henry Weaver, a tutor at one of the colleges. He seemed very nervous and excited.

'I need your help, Holmes. Something very serious happened at my college this afternoon.'

Holmes was very busy. 'Why didn't you call the police?' he said irritably. 'No, no that's impossible. We can't have a scandal at the college. Let me explain. You see, tomorrow is the first day of the university examinations, and this afternoon I received the Greek translation papers. I put them on the desk in my room while I went to have tea with a friend. When I returned, I saw immediately that the papers were lying on the floor by the window.'

'I see,' said Holmes. 'Please continue.'

'Well, at first I thought that perhaps my servant, Bannister, was responsible, but of course he said no, and I believe him. He and I examined the room very carefully.'

'And what did you find?' asked Holmes impatiently.

'On the table next to the window we found a broken pencil. Also, on my desk there was a small ball of black mud. There were no signs of entry at the window. Please help me, Holmes. It's clear that someone copied the exam questions. If I don't find who did it, I will have to cancel the exam and there will be a scandal.'

'I need to visit your room,' said Holmes.

## PART 2 ~ Looking for clues

They walked towards the tutor's room, which was on the ground floor. Holmes tried to look in through the window but he wasn't tall enough. Above lived three students, one on each floor. Holmes entered the room and examined the carpet.

'Nothing,' he said. 'Let me look at the table by the window.'

'What can you see?'

'Ah, yes, it's clear what happened. Someone took the papers one at a time from your desk over to the window table to copy them, because from there he could see when you were returning.'

'But nobody could see me. I came back through the side door.'

'Ah, so you surprised him and he had to leave hurriedly. Did you hear someone running away as you entered?'

'No.'

'Interesting. So, we just have one small ball of black mud as a clue. Now tell me, where does that door go to?'

'My bedroom.'

'Can I examine it?'

'Yes, of course.'

Holmes followed Weaver into his bedroom.

'Hello,' said Holmes, 'what's this? Another small ball of black mud, exactly like the one on the desk. Clearly your visitor came into the bedroom.'

'I don't understand. Why did he do that?'

'Well, when you came back so suddenly, he ran into your bedroom to hide. Look at the bedroom window, it's open. That is obviously how he escaped.'

# ESTUDENTS



## PART 3 ~ The three suspects

'Now,' said Holmes, 'the three students who live above you. Are they all taking this examination?'

'Yes.'

'Tell me about them.'

'Well, on the first floor is Gresham, an excellent student and an athlete, particularly good at the long jump. He's hard-working but poor.'

'And the second floor?'

'Daulat Ras lives there. He is from India - very quiet and hard-working, but Greek translation is his weak subject. And finally there's Miles McLaren on the top floor. A very intelligent student, one of the best when he chooses to work - but he's very lazy and very worried about this exam.'

'Now tell me,' said Holmes, 'how tall are these young men?'

'How tall? What a strange question. Erm ... I think Miles is taller than the Indian, but Gresham is the tallest, over six feet.'

'Ah, that's important. Now, Weaver. I wish you goodnight. I'll return tomorrow.'

Next morning Sherlock Holmes left his house very early before he returned to the tutor's rooms. Mr Weaver was waiting nervously for him.

### Listening

- 6 **T3.7** Listen to Part 4. Whose ideas were correct? Did you guess who copied the papers? How did Sherlock Holmes solve the mystery? What was his explanation? Who wrote the letter? What did it say? Are the examinations going to take place?

### What do you think?

- Do you think Sherlock Holmes was clever to solve this mystery?
- Why did Gresham decide not to take the exam?

### Language work

- 7 Write the past form of these verbs from the story. Which are irregular?

receive	<u>received</u>
find	_____
say	_____
walk	_____
put	_____
try	_____
go	_____
can	_____
see	_____
copy	_____
think	_____
leave	_____
examine	_____
run	_____

### Telling the story

- 8 Tell the story to a partner in your own words. Begin like this.

*One evening when Sherlock Holmes was working at his desk, there was a knock at the door. It was his friend Henry Weaver, a college tutor. Mr Weaver wanted ...*



# VOCABULARY AND PRONUNCIATION

## Noun, verb, and adjective endings

- 1 Look at these sentences from the story of Sherlock Holmes on page 27. Are the underlined words nouns, adjectives or verbs?

He and I examined the room very carefully.

Are they all taking this examination?

Good luck in Africa.

It was such a lucky chance that you were staying in town.

- 2 Look at these noun and adjective endings.

nouns	-ation -sion -ment -ness -ence -ance
adjectives	-y -ly -ous -ful -less

Complete the charts below and mark the stress.

Noun	Verb	Noun	Adjective
_____	ex'plain	_____	'friendly
invit'ation	_____	fame	_____
_____	trans'late	'laziness	_____
de'cision	_____	_____	'patient
_____	en'joy	_____	'happy
_____	em'ploy	care	_____
im'provement	_____	_____	'different
dis'cussion	_____	help	_____
_____	'organize	'beauty	_____
_____	i'magine	guilt	_____
_____	'advertise	_____	im'portant
im'provement	_____	'danger	_____

- 3 Complete the sentences with one of the words from exercise 1.

- I asked the teacher for help, but unfortunately, I didn't understand his \_\_\_\_\_.
- Please, can you help me \_\_\_\_\_ this into English?
- My English \_\_\_\_\_ a lot after I lived in London for a month.
- Watch out! Be \_\_\_\_\_ or you'll fall.
- There are many \_\_\_\_\_ between my two children. They aren't similar at all.
- Motor racing is a very \_\_\_\_\_ sport.
- Didn't you \_\_\_\_\_ the film? I thought it was wonderful.
- Thank you for your advice. It was very \_\_\_\_\_.
- The United Nations is an international \_\_\_\_\_.
- We received an \_\_\_\_\_ to Ted and Sarah's wedding.

**T 3.8** Listen and check.

## Making negatives

- 3 We can make adjectives and verbs negative by using these prefixes.

adjectives	un- im- in- il-
verbs	un- dis-

Complete the sentences, using a word from the box and a prefix.

pack possible agree tidy fair like  
appear employed legal polite

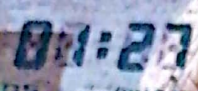


- Don't go into my bedroom. It's really \_\_\_\_\_.
- I can't do maths. For me, it's an \_\_\_\_\_ subject.
- I don't \_\_\_\_\_ fish. I just prefer meat.
- In England it's very \_\_\_\_\_ to ask someone how much they earn.
- When we arrived at the hotel, we \_\_\_\_\_ our suitcases.
- I was \_\_\_\_\_ for two years. Then I got a job in an office.
- 'I think learning languages is stupid.' 'I \_\_\_\_\_. I think it's a good idea.'
- The thief stole my bag, ran into the crowd and \_\_\_\_\_. I never saw him again.
- It's \_\_\_\_\_ to drive if you aren't insured.
- You gave her more money than me! That's \_\_\_\_\_!

**T 3.9** Listen and check.

# EVERYDAY ENGLISH

## Time expressions



1 There are two ways of saying dates. What are they?

8/1/98    16/7/85    25/11/02

**T 3.10** Listen and check.

Look at the same dates in written American English. What's the difference?

1/8/98    7/16/85    11/25/02

**T 3.11** Listen and check.

2 Practise these dates. They are in British English.

4 June    5 August    31 July    1 March    3 February  
 21/1/1988    2/12/1996    5/4/1980    11/6/1965    18/10/2000    31/1/2005

**T 3.12** Listen and check.

What days are national holidays in your country?

3 Complete these time expressions with *at*, *on*, *in*, or no preposition.

- |                    |                       |                   |
|--------------------|-----------------------|-------------------|
| ___ six o'clock    | ___ Saturday          | ___ 1995          |
| ___ last night     | ___ December          | ___ the weekend   |
| ___ Monday morning | ___ summer            | ___ two weeks ago |
| ___ the evening    | ___ yesterday evening | ___ January 18    |

▶▶ Grammar Reference 3.4 p132.

4 Ask and answer the questions with a partner.

1 Do you know exactly when you were born?

*I was born at two o'clock in the morning on Wednesday, the twenty-fifth of June, 1979.*

2 When did you last ... ?

- |                          |                         |
|--------------------------|-------------------------|
| • go to the cinema       | • go to a shopping mall |
| • play a sport           | • do an exam            |
| • give someone a present | • see a lot of snow     |
| • have a holiday         | • comb your hair        |
| • watch TV               | • catch a plane         |

29: February



### March Mars März Marzo Mar

13	Monday	Lundi	Montag	Dimes	Lunedì
WK	M	T	W	T	
9			1	2	
10	6	7	8	9	
11	13	14	15	16	
12	20	21	22	23	

# 4 Let's go shopping!

much/many • some/any • a few, a little, a lot of • Articles • Shopping • Prices

## STARTER



Play the alphabet game with things you can buy. Continue around the class.

- A Yesterday I went shopping and I bought an apple.
- B Yesterday I went shopping and I bought an apple and some bread.
- C Yesterday I went shopping and I bought an apple, some bread, and a car.
- D Yesterday ...

## THE WEEKEND SHOP

### Quantity

1 Sarah and Vicky are two students who share a flat. It is Saturday morning, and Sarah has written a shopping list.

**T 4.1** Read and listen to their conversation.

- V It says here *milk*. How much milk do we need?
- S Two litres.
- V And eggs? How many eggs?
- S A dozen.
- V And what about potatoes? How many potatoes?
- S A kilo's enough.
- V And butter? How much?
- S Just one packet.

### GRAMMAR SPOT

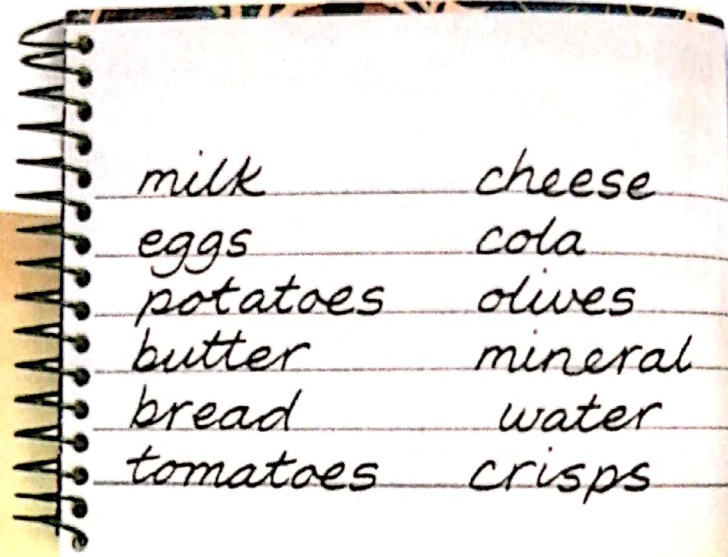
- Can we count milk (one milk, two milks)?
- Can we count eggs (one egg, two eggs)?
- When do we say *How much* ...?
- When do we say *How many* ...?

▶▶ Grammar Reference 4.1 p133

2 Match these quantities with the shopping list.

- |                     |                           |
|---------------------|---------------------------|
| two large bottles   | six cans                  |
| just one white loaf | half a kilo of black ones |
| 200g of Cheddar     | four big ones             |
| four packets        |                           |

Continue the conversation with a partner.



3 **T 4.2** Read and listen to the rest of the conversation.

- V** Do we need anything else?  
**S** Let's have a look. We've got some apples, but there aren't any grapes. And there isn't any coffee, but we've got some tea.  
**V** Is there any orange juice left, or did somebody finish it?  
**S** There's a little, but there isn't much, so we need some more.  
**V** And vegetables? Have we got many vegetables?  
**S** Well, I can see a few carrots, but there aren't many onions.  
**V** Oh, and don't forget we need a lot of crisps. My nephews are coming tomorrow!  
**S** Right, then. I think that's everything. Let's go! By the way, how much money have you got?

## GRAMMAR SPOT

- Find seven count nouns (CNs) and four uncount nouns (UNs) in the conversation.
- Tick (✓) the correct columns.

We use ...	with CNs	with UNs	in positive sentences	in questions	in negative sentences
some	✓	✓	✓	✓ (sometimes)	✗
any					
much					
many					
a lot/lots of	✓	✓	✓	✓	✓
a few					
a little					

- Look at the forms of *something/someone*, etc. The rules are the same as for *some* and *any*. Find two examples in the conversation in exercise 3.

some	+	thing
any		one/body where

▶▶ Grammar Reference 4.1 p133

## PRACTICE

### Discussing grammar

- Complete the sentences with *some* or *any*.
  - Have you got \_\_\_\_\_ brothers or sisters?
  - We don't need \_\_\_\_\_ olive oil.
  - Here are \_\_\_\_\_ letters for you.
  - I need \_\_\_\_\_ money.
  - Is there \_\_\_\_\_ petrol in the car?
- Complete the sentences with *much* or *many*.
  - Have you got \_\_\_\_\_ homework?
  - We don't need \_\_\_\_\_ eggs. Just half a dozen.
  - Is there \_\_\_\_\_ traffic in your city?
  - I don't know \_\_\_\_\_ students in this class.
  - How \_\_\_\_\_ people live in your house?
- Complete the sentences with *a little*, *a few*, or *a lot of*.
  - I have \_\_\_\_\_ close friends. Two or three.
  - He has \_\_\_\_\_ money. He's a millionaire.
  - 'Do you take sugar in coffee?' 'Just \_\_\_\_\_. Half a spoonful.'
  - 'Have you got \_\_\_\_\_ CDs?' 'Hundreds.'
  - I'll be ready in \_\_\_\_\_ minutes.
  - She speaks good French, but only \_\_\_\_\_ Arabic.

## Questions and answers

4 Look at Sarah and Vicky's bathroom. Ask and answer questions with a partner about these things:

- make-up
- toothbrushes
- hairbrushes
- shampoo
- toothpaste
- soap
- towels
- toilet paper
- bottles of perfume

Have they got much make-up?

Lots.

Is there any soap?

I can't see any.



## something/someone/somewhere

5 Complete the sentences with the correct word.

some	+	thing
any		one/body
every		where
no		

- 1 'Did you meet \_\_\_\_\_ interesting at the conference?'  
'Yes. I met \_\_\_\_\_ who knows you!'
- 2 'Ouch! There's \_\_\_\_\_ in my eye!'  
'Let me look. No, I can't see \_\_\_\_\_.'
- 3 'Let's go \_\_\_\_\_ exciting for our holidays.'  
'But we can't go \_\_\_\_\_ that's too expensive.'
- 4 'I'm so unhappy. \_\_\_\_\_ loves me.'  
'I know \_\_\_\_\_ who loves you. Me.'
- 5 I lost my glasses. I looked \_\_\_\_\_, but I couldn't find them.
- 6 'Did you buy \_\_\_\_\_ at the shops?'  
'No, \_\_\_\_\_. I didn't have any money.'
- 7 I'm bored. I want \_\_\_\_\_ interesting to read, or \_\_\_\_\_ interesting to talk to, or \_\_\_\_\_ interesting to go.
- 8 It was a great film. \_\_\_\_\_ loved it.

**T43** Listen and check.

## Survey

- 6 Work in groups. Talk about the good things and bad things about living in your city. Make a list. Compare your list with the class.

### Good things

There are a lot of cafés and restaurants.

There are some good shops.

We can go on lots of walks.

### Bad things

But we haven't got any good museums.

There aren't many...

There's only one...

There isn't anywhere that we can...

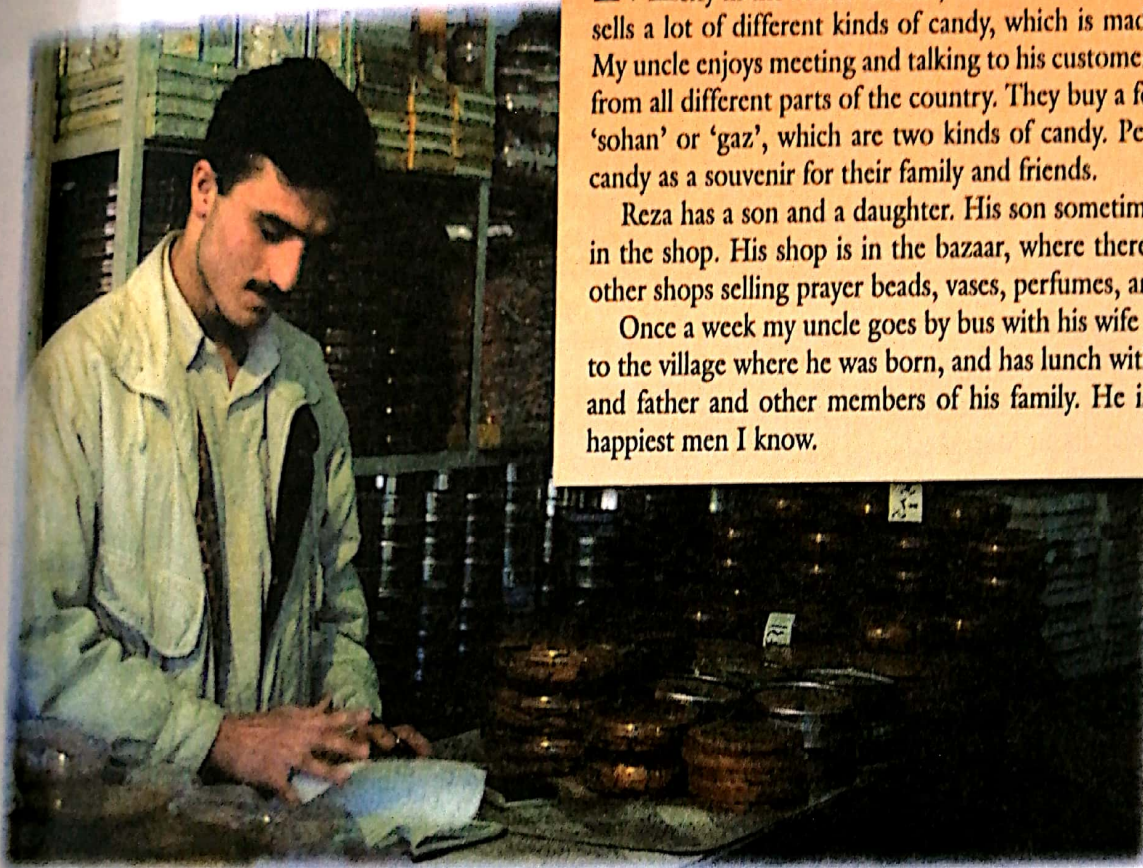
# MY UNCLE'S A SHOPKEEPER

## Articles

1 **T 4.4** Look at the picture. Read and listen to the text.

2 Answer the questions.

- 1 Who is the man in the picture?
- 2 What is his job?
- 3 Where does he live?
- 4 What does he sell?
- 5 Does he have any children?
- 6 Who helps him in the shop?
- 7 How often does he visit his parents?
- 8 How does he travel to his village?



## GRAMMAR SPOT

- 1 Find examples of the definite article (*the*) and the indefinite article (*a/an*).  
*a shopkeeper*     *in the centre*
- 2 Find examples of when there is no article.  
*Iran*     *made from nuts*

▶▶ Grammar Reference 4.2 p133

**M**y uncle Reza is a shopkeeper. He lives in an old city in the centre of Iran, where he has a candy shop. He sells a lot of different kinds of candy, which is made from nuts. My uncle enjoys meeting and talking to his customers, who come from all different parts of the country. They buy a few packets of 'sohan' or 'gaz', which are two kinds of candy. People buy the candy as a souvenir for their family and friends.

Reza has a son and a daughter. His son sometimes helps him in the shop. His shop is in the bazaar, where there are a lot of other shops selling prayer beads, vases, perfumes, and textiles.

Once a week my uncle goes by bus with his wife and children to the village where he was born, and has lunch with his mother and father and other members of his family. He is one of the happiest men I know.

## PRACTICE

### Discussing grammar

1 In pairs, find one mistake in each sentence.

- 1 He's policeman, so his job is sometimes dangerous.
- 2 I have the breakfast at 7 a.m.
- 3 The love is more important than money.
- 4 I come to the school by bus.
- 5 I'm reading one good book at the moment.
- 6 'Where's Jack?' 'In a kitchen.'
- 7 I live in centre of the city, near the hospital.
- 8 My parents bought the lovely house in the country.
- 9 I don't eat the bread because I don't like it.

2 Complete the sentences with *a/an, the*, or nothing.

- 1 I have two children, \_\_\_\_\_ boy and \_\_\_\_\_ girl. \_\_\_\_\_ boy is twenty-two and \_\_\_\_\_ girl is nineteen.
- 2 George is \_\_\_\_\_ soldier in \_\_\_\_\_ army, and Nadia is at \_\_\_\_\_ university.
- 3 My husband goes to \_\_\_\_\_ work by \_\_\_\_\_ car. He's \_\_\_\_\_ accountant. I don't have \_\_\_\_\_ job. I stay at \_\_\_\_\_ home and look after \_\_\_\_\_ children.
- 4 What \_\_\_\_\_ lovely day! Why don't we go for \_\_\_\_\_ picnic in \_\_\_\_\_ park?
- 5 'What did you have for \_\_\_\_\_ lunch?' 'Just \_\_\_\_\_ sandwich.'

# READING AND SPEAKING

## Markets around the world

- 1 Look at the pictures and discuss these questions.
  - 1 What is the difference between a shopping centre and a market?
  - 2 Do you ever go shopping in markets?
  - 3 Is there a market where you live? What can you buy there? Can you bargain for things?
- 2 Read the introduction to an article about three markets in very different parts of the world. Why are markets more interesting than shopping centres?

### Markets around the world

Modern shopping centres, with their global brands and international designer names, look the same all over the world. So if you want to buy goods that are different, visit a market. There you can buy fine products made and grown locally.

- 3 Work in three groups.

**Group A** Read about Bangkok.

**Group B** Read about Provence.

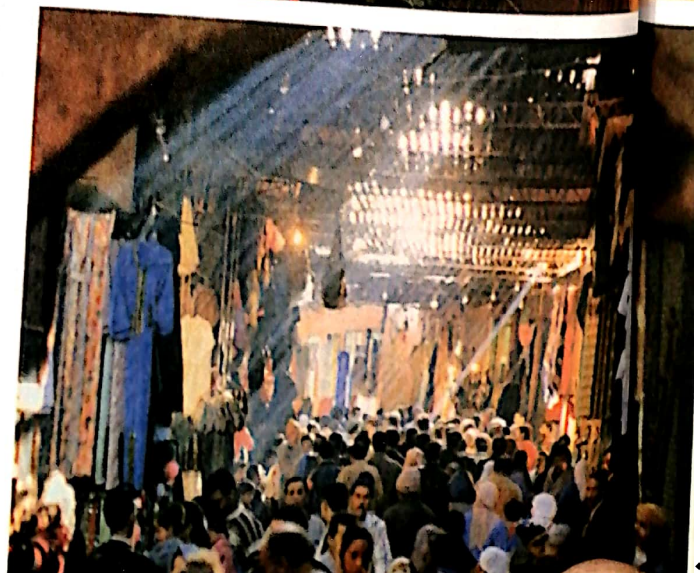
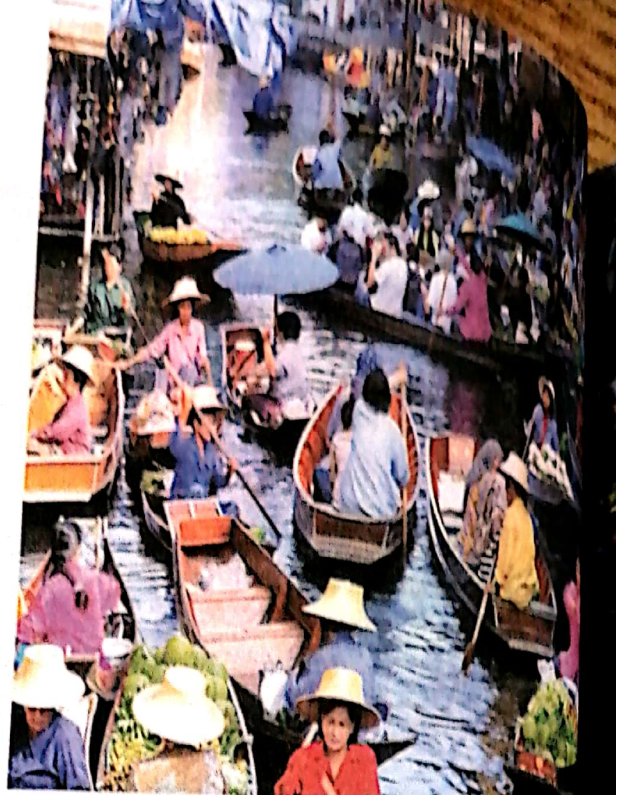
**Group C** Read about Marrakech.

- 4 Answer the questions about your market.
  - 1 Where exactly is the market?
  - 2 What days and times is it open?
  - 3 What food does it sell? Give some examples.
  - 4 What other things does it sell?
  - 5 What do you learn about the people who work there?
  - 6 Describe the market. Find some adjectives.
  - 7 What can you do after the market?
  - 8 What do you learn about the town from the text?
- 5 Find a partner from each of the other two groups. Use the photos to introduce your market. Then compare the three markets, using your answers in exercise 4.

### What do you think?

Answer the questions with your group.

- Which of the markets would you like to visit most? Why?
- Which do you think is the cheapest / most expensive? Why?
- Have you visited a market in another country? If yes, describe it.
- Close your books and close your eyes. Imagine you are at the market you read about. Tell your partners what you can see.



## The floating markets of Bangkok

Bangkok, the capital of Thailand, is a city of contrasts. The tall glass buildings look like any other modern city. But behind them is a place where life hasn't changed for over 100 years - the canals. Built in 1866 by the King of Thailand, these canals are home to many Thai people who still live and work there today. There are four floating markets around Bangkok, and the oldest and most popular is in the town of Damonen Saduak.

This market opens every day from 6.30 a.m. It's best to shop early and go by water taxi. After 9 a.m. the tourist buses arrive, and it's much too busy.

It's a colourful, noisy, fascinating place. Old ladies with huge hats sit in small boats, filled with tropical fruit and vegetables, fresh coconut juice and local food. Did you miss your breakfast? Then just call a seller for a bowl of hot soup. He'll get it from a cooker at the back of his boat!

But the boats don't just sell food. Would you like a traditional hat? A silk dress? A flowered shirt? Then just call and point. After the noise and excitement of the market, continue along the canal. Soon you'll see the wooden houses, orchards, and floating flowers of the canal villages. It's a lovely, peaceful way to finish your trip.



## A perfect day in Provence

Every Sunday in a small town called Isle-sur-la-Sorgue in southern France there is a truly amazing market. Isle-sur-la-Sorgue is like Venice. The River Sorgue runs in and out of the old narrow streets and under the many bridges, and on market day every street and bridge is packed with stalls. From early morning, this sleepy little town becomes a noisy, busy place, with sellers calling to you in the singing accent of the south.

You can choose from an amazing selection of olives, hundreds of cheeses, and delicious roast chickens. But it is not just a food market. Antique sellers fill the pavements with beautiful old French furniture, and there are tables covered with antique lace and cloth. Flower sellers invite you to pick from their brightly coloured bunches of flowers. The air is filled with the smell of soaps, herbs, and lavender, all made and grown in Provence. Do you need a sun hat? Did you forget your beach towel? Your choices are endless.

Travellers fill their backpacks with delicious things for Sunday lunch: olive bread, tomatoes, chicken, melon and, of course, a bottle of local mineral water. At 1 o'clock everything closes, and everyone goes home. Then it's time to find a cool place next to the river for a perfect picnic on a perfect day in Provence.



## The souks of Marrakech

Marrakech in Morocco looks like a Hollywood film set. It is a city of ancient, sand-coloured buildings and palm trees in the middle of the desert.

In the centre is the main square, Jemaa el Fna. Here you can see dancing snakes and drink Moroccan coffee. But behind the square is the real heart of the city. This is the souk (the Arabic word for market). Hundreds of little shops and stalls are open from early morning till lunchtime, and again in the evening. The souk, with its narrow, busy streets, is divided into lots of smaller souks. There's the aromatic spice souk, the noisy meat souk, the colourful clothing souk, the gold and silver souk, and many more.

Finally, there's the carpet souk. Here, hundreds of handmade Moroccan rugs and carpets cover the pavements. No two rugs are the same. In Mr Youssef's rug shop, he invites you to sit down among all the beautiful carpets. A silver teapot arrives with little glasses and Mr Youssef talks about the different rugs, while his assistants roll them out one by one. Two hours later, after many glasses of traditional mint tea and lots of bargaining, you finally choose your rug and leave much poorer. Then it's time to return to the main square to watch the snakes and count your money.





# VOCABULARY AND LISTENING

## Buying things

1 What can you buy or do in these places? Write two things for each place.  
Compare your ideas with the class.

a clothes shop	a pharmacy	a café	a bank	a newsagent's

2 **T 4.5** Listen to the conversations. Answer the questions.

- Where are the conversations taking place? Choose from the places in exercise 1.
- What does the customer want?
- Can the shop assistant/cashier help?
- How much does the customer pay?

3 Complete these lines from the conversations. Look at the tapescript on p120 and check your answers.

1 A Hello. Can I help you?

B I \_\_\_\_\_, thanks.

...

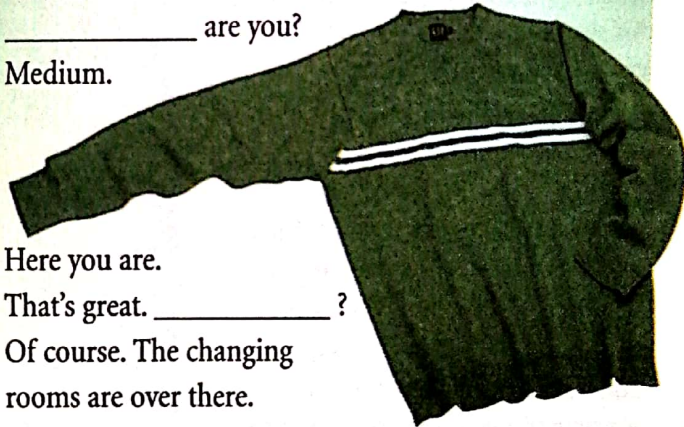
B I'm looking for a sweater

\_\_\_\_\_. Have you got \_\_\_\_\_?

A I'll just have a look.

\_\_\_\_\_ are you?

B Medium.



A Here you are.

B That's great. \_\_\_\_\_?

A Of course. The changing rooms are over there.

...

B I like it.

A It \_\_\_\_\_.

B How much is it?

A £39.99.

B OK. I \_\_\_\_\_.

A How would you like to pay?

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

2 A \_\_\_\_\_ help me?

I'm looking for this month's edition of *Vogue*.

Can you tell me \_\_\_\_\_?

B Over there.

Middle shelf. Next to *She*.



3 A Hello. I \_\_\_\_\_ help me. I've got a bad cold and a sore throat. Can you \_\_\_\_\_?

B OK. You can take these three times a day.

A Thank you. \_\_\_\_\_ some tissues \_\_\_\_\_, please?

B Sure. \_\_\_\_\_?

A No, that's all, thanks.



4 A Good morning. Can I have a \_\_\_\_\_, please?

B Espresso?

A Yes, please. Oh, and a doughnut, please.

B \_\_\_\_\_ there aren't \_\_\_\_\_.

We've got some delicious carrot cake, and chocolate cake.

A OK. Carrot cake, then.

B Certainly. Is \_\_\_\_\_?

A Yes, thanks.

B \_\_\_\_\_, please.

A Thank you.



# EVERYDAY ENGLISH

## Prices and shopping

1 Look at the way we write and say prices in British and American English. Practise saying them.

British English		American English	
<b>Written</b>	<b>Spoken</b>	<b>Written</b>	<b>Spoken</b>
£1	a pound	\$1	a dollar
50p	fifty p	50¢	fifty cents
£1.99	one pound ninety-nine	25¢	a quarter
£16.40	sixteen pounds forty	10¢	a dime

**T 4.6** Listen to the conversations and write the numbers you hear.

2 What's the exchange rate between sterling/US dollars and your currency?

*There are about five ... to the dollar.*

In your country, how much is ... ?

- a pair of jeans
- a packet of cigarettes
- a burger
- a litre of petrol

3 Make conversations in these places with a partner. Use the ideas to help you.

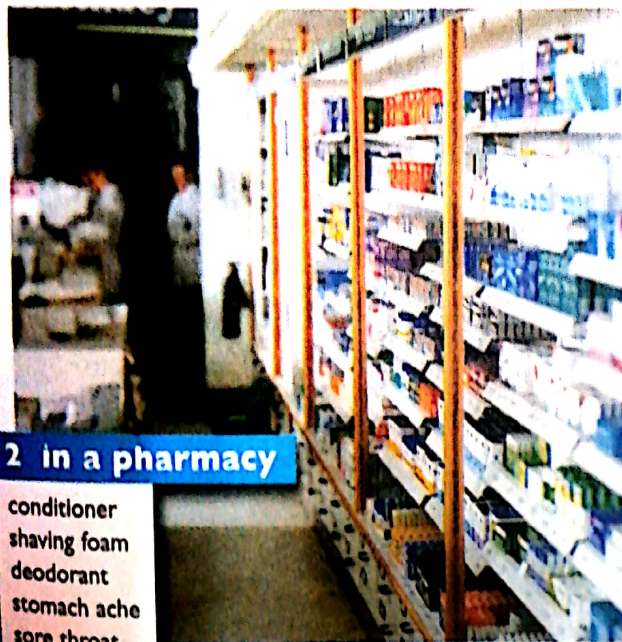
### 1 in a clothes shop

a shirt/tie  
 What size are you?  
 small/medium/large  
 too small/too big  
 I'll have it, please.  
 I'll leave them, thanks.



### 3 in a café

a black/white coffee  
 an espresso/a cappuccino  
 a pot of tea  
 a sparkling/still mineral water  
 a piece of chocolate cake



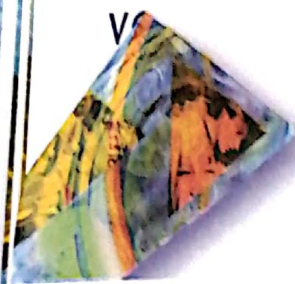
### 2 in a pharmacy

conditioner  
 shaving foam  
 deodorant  
 stomach ache  
 sore throat



### 4 in a post office

some stamps  
 a phone card  
 a letter/postcard to Japan  
 send this parcel to Qatar  
 buy some envelopes



# 5

## What do you want to do?

Verb patterns 1 • Future forms • Hot verbs • How do you feel?

### STARTER

Complete these sentences with ideas about you.

- One day I want to ...
- Right now, I'd like to ...
- I enjoy ... because I like ...
- I can ... but I can't ...
- Tonight I'm going to ...

## HOPES AND AMBITIONS

### Verb patterns 1

1 Match the people with their hopes and ambitions.

- 1  I'd like to become a TV presenter.
- 2  I'm going to be an astronaut and fly to Mars.
- 3  I'm looking forward to having more time to do the things I want to do.
- 4  I would love to have one of my plays performed on the London stage.
- 5  We hope to find work as we go round the world.
- 6  We're thinking of moving, because the kids will be leaving home soon.

**T 5.1** Listen and check.

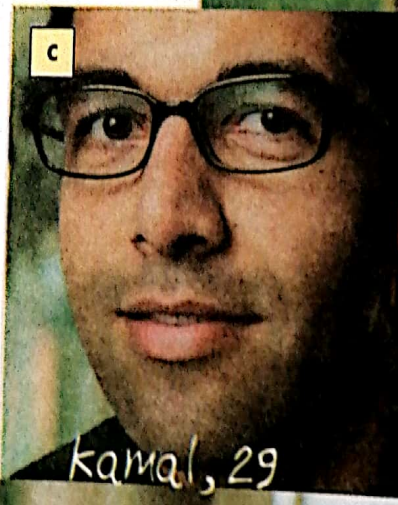
2 Complete the chart.

	Ambitions/Plans	Reasons
Sean		
Mel		
Kamal		
Martyn		
Amy		
Alison		

3 Underline the examples of verb + verb in exercise 1.

I'd like to become a TV presenter ...

Look at the tapescript on p120. Find more examples of verb + verb.



# PRACTICE

## GRAMMAR SPOT

1 Complete the sentences with the words *go abroad*. Put the verb *go* in the correct form.

I want to *go abroad*.

I'd like ...

I can't ...

I'm looking forward to ...

I hope ...

I enjoy ...

I'm thinking of ...

I'd love ...

2 What's the difference between these sentences?

I like going to the cinema.

I'd like to go to the cinema tonight.

▶▶ Grammar Reference 5.1 and 5.2 p134

## Discussing grammar

1 In these sentences, one or two verbs are correct, but not all three. Tick (✓) the correct verbs.

1 I \_\_\_ to live in a hot country.

a  want b  enjoy c  'd like

2 We \_\_\_ going to Egypt for our holidays.

a  are hoping b  're thinking of c  like

3 I \_\_\_ go home early tonight.

a  want b  like c  can

4 I \_\_\_ to see you again soon.

a  hope b  'd like c  'm looking forward

5 Do you \_\_\_ learning English?

a  want b  enjoy c  like

6 We \_\_\_ having a few days off soon.

a  're thinking of b  'd love to c  're looking forward to

Make correct sentences with the other verbs.

## Making questions

2 Complete the questions.

1 A I hope to go to university.

B (What/want/study?) \_\_\_\_\_

2 A One of my favourite hobbies is cooking.

B (What/like/make?) \_\_\_\_\_

3 A I get terrible headaches.

B (When/start/get/them?) \_\_\_\_\_

4 A We're planning our summer holidays at the moment.

B (Where/think/go?) \_\_\_\_\_

5 A I'm tired.

B (What/like/do/this evening?) \_\_\_\_\_

**T 5.2** Listen and check. What are A's answers? Practise the conversations with a partner.

## Talking about you

3 Ask and answer the questions with a partner.

- What do you like doing on holiday?
- Where would you like to be right now?
- Do you like learning English?
- Would you like to learn any other languages?
- Would you like to have a break now?

4 Ask and answer questions about your plans and ambitions.

Which countries ... go to?

How many children ...

What ... after this course?



going to and will

1 Match the pictures and sentences.

- 1  They're going to see a football match.
- 2  I'll pick it up for you.
- 3  He's going to go to Malaysia.
- 4  It's OK. I'll answer it.
- 5  Don't worry. I'll lend you some.
- 6  We're going out to have a meal.

2 Add a line before and after the sentences in exercise 1.

**Before**

- I haven't got any money.
- What's Tom doing next week?
- The phone's ringing.
- Oh, no! I've dropped one.
- What are you and Pete doing this evening?
- What are the lads doing this afternoon?

**After**

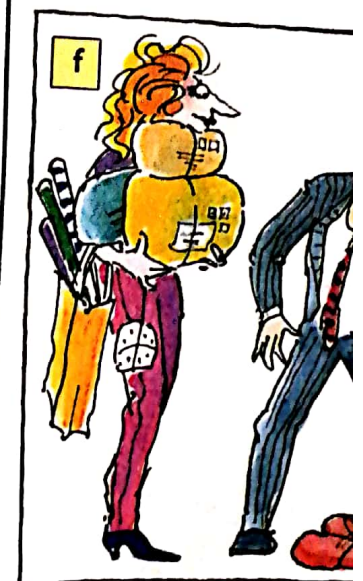
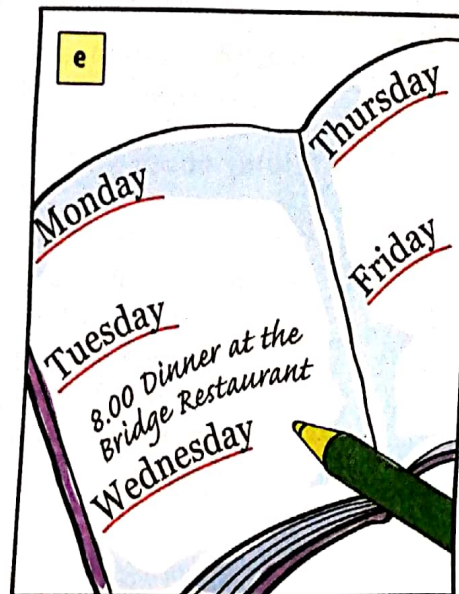
- Thank you. That's very kind.
- I'm expecting a call.
- Thanks. I'll pay you back tomorrow.
- I won't forget.
- I guess he's going on business, right?
- United are playing at home.
- It's my birthday.

**T 5.3** Listen and check. Practise the conversations with a partner.

**GRAMMAR SPOT**

- 1 Notice the forms of *will*.  
I'll = short form  
I won't = negative short form
- 2 All the sentences in exercise 1 express intentions. Three intentions are spontaneous. Which are they? Three of the intentions are premeditated. What happened before each one?

▶▶ Grammar Reference 5.3 p134



## PRACTICE

### Let's have a picnic!

- 1 Your class has decided to have a picnic. Everyone must help. Say what you'll do.

*I'll make some sandwiches.*

*I'll bring some salad.*

- 2 Your teacher didn't hear what you said. Listen to your teacher and correct him/her.

Teacher

You

*Right. I'll make some sandwiches.*

*No, I'm going to make some sandwiches!*

*Oh, all right. Well, I'll bring some salad.*

*No, no. I'm going to bring some salad!*

### Discussing grammar

- 3 Choose the correct verb form.

- 'My bag is so heavy.'  
'Give it to me. *I'll carry / I'm going to carry* it for you.'
- I bought some warm boots because *I'll go / I'm going* skiing.
- 'Tony's back from holiday.'  
'Is he? *I'll give / I'm going to give* him a ring.'
- 'What are you doing this evening?'  
'*We'll see / we're going to see* a play at the theatre.'
- You can tell me your secret. *I won't tell / I'm not going to tell* anyone.
- Congratulations! I hear *you'll get married / you're going to get married*.
- 'I need to post these letters.'  
'*I'll go / I'm going* shopping soon. *I'll post / I'm going to post* them for you.'
- 'Now, holidays. Where *will you go / are you going* this year?' 'We don't know yet.'

- 4 **T 5.4** Close your books. Listen to the beginnings of the conversations. Complete them.

### Check it

- 5 Correct these sentences.

- What you want drink?
- I have a mineral water, please.
- I can't to help you.
- It's starting rain.
- I'm looking forward to see you again soon.
- I think to change my job soon.
- Phone me tonight. I give you my phone number.
- I see the doctor tomorrow about my back.



### Talking about you

- 6 Talk to a partner about your plans for this evening, tomorrow, next weekend, your next holiday ...

*What are you doing/going to do this evening?*

*I'm going to stay at home and ...*

*Where are you going ... ?*

*I'm going to see ...*

*I think I'll ...*

## READING

### Hollywood kids

1 What are some of the problems of being a teenager? Tick (✓) the boxes on the left.

<input type="checkbox"/>	they don't have enough money	<input type="checkbox"/>
<input type="checkbox"/>	their parents don't give them enough attention	<input type="checkbox"/>
<input type="checkbox"/>	they worry about how they look	<input type="checkbox"/>
<input type="checkbox"/>	they have no interests or ambitions	<input type="checkbox"/>
<input type="checkbox"/>	their parents want them to do well in life	<input type="checkbox"/>
<input type="checkbox"/>	they're too old to be children, but too young to be adults	<input type="checkbox"/>

2 Read the text about Hollywood kids. What are some of their problems? Tick (✓) the boxes on the right. Are there any differences?

3 Are these sentences true (✓) or false (X)? Correct the false sentences.

- 1 Everybody in Hollywood is rich and famous.
- 2 Hollywood kids don't lead ordinary lives.
- 3 They understand the value of what they have.
- 4 Trent Maguire is spoilt and ambitious.
- 5 The adults try hard to be good parents.
- 6 Amanda's mother listens to all her daughter's problems.
- 7 The kids are often home alone.
- 8 Their parents organize every part of their lives.
- 9 The kids don't want to be children.
- 10 All the kids complain about living in Hollywood.

4 Answer the questions.

- 1 In what ways do Trent, Amanda, Emily, and Lindsey live unreal lives?
- 2 Does anything surprise you in what the kids say?
- 3 What are their ambitions?

### What do you think?

- Do you feel sorry for children in Hollywood? Is there anything about their lives that you would like?
- What is your opinion of their parents?
- Do teenagers around the world think the same as Hollywood kids?
- Do you think it is dangerous to have everything you want?

# Hollywood

## Growing up in

**I**n Hollywood, everybody wants to be rich, famous, and beautiful. Nobody wants to be old, unknown, and poor. For Hollywood kids, life can be difficult because they grow up in such an unreal atmosphere. Their parents are ambitious, and the children are part of the parents' ambitions.

Parents pay for expensive cars and designer clothes. When every dream can come true, kids learn the value of nothing because they have everything. A 13-year-old boy, Trent Maguire, has a driver, credit cards, and unlimited cash to do what he wants when he wants. 'One day, I'll earn more than my dad,' he boasts.

Parents buy care and attention for their children because they have no time to give it themselves. Amanda's mother employs a personal trainer, a nutritionist, a bodyguard/chauffeur, a singing coach, and a counsellor to look after all her 15-year-old daughter's needs.

Often there is no parent at home most days, so children decide whether to make their own meals or go out to restaurants, when to watch television or do homework. They organize their own social lives. They play no childhood games. They become adults before they're ready.

Hollywood has always been the city of dreams. The kids in L.A. live unreal lives where money, beauty, and pleasure are the only goals. Will children around the world soon start to think the same? Or do they already?

“Looks are very important in Hollywood. If you're good-looking, you'll go far. I want to be a beautician. You grow up really fast in L.A. Everyone is in a rush to be an adult. It's not cool to be a kid.” **Miljanou, aged 18**

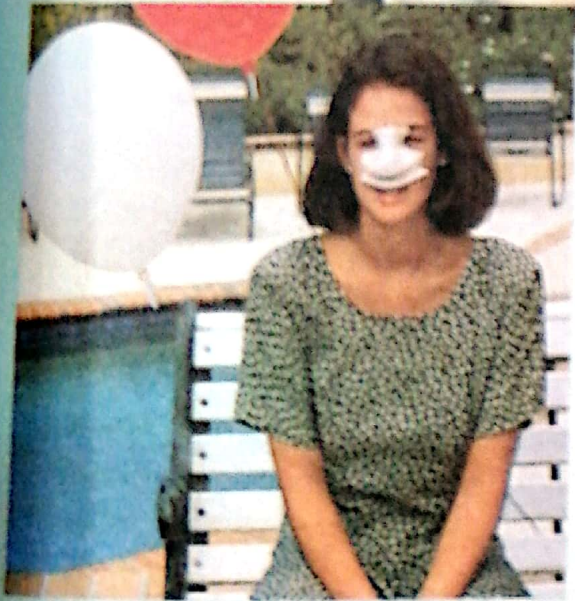


# kids

Los Angeles isn't easy

"I live in a hotel and when I come home from school, there are maybe 80 people who say 'Good day' to me. It's their job to say that. In the bathroom there are mirrors everywhere. I love looking at myself. I can spend five hours doing my hair and posing. I'm going to be a model."

Emily, aged 10



"I've wanted to get my nose done since I was 12. My friends started having plastic surgery and liposuction during my freshman year of high school. My nose cost \$10,000. But it was worth it. It changed my life. I'm gonna get into the movies."

Lindsey, aged 18

"Everyone thinks Hollywood is so glamorous, but I have news for you. It is really difficult growing up in L.A. Sometimes I think I'm going crazy. I'm going to get out of here just as soon as I can." **Zavier, aged 18**



# VOCABULARY

Hot verbs – *have, go, come*

- 1 The verbs *have, go, and come* are very common in English. Look at these examples from the text on p42–3.

have	go	come
... they have no time ... I have news for you.	You'll go far. I'm going crazy.	Every dream can come true. ... come home from school ...

- 2 Put *have, go, or come* into each gap.

\_\_\_\_\_ an accident      \_\_\_\_\_ a cold  
 \_\_\_\_\_ first in a race      \_\_\_\_\_ wrong  
 \_\_\_\_\_ out for a meal      \_\_\_\_\_ a meeting  
 \_\_\_\_\_ and see me      \_\_\_\_\_ abroad  
 \_\_\_\_\_ shopping

- 3 Complete the sentences with the correct form of *have* (or *have got*), *go*, or *come*.

- We're \_\_\_\_\_ a picnic next Thursday. Would you like \_\_\_\_\_?
- I \_\_\_\_\_ a terrible headache. Can I \_\_\_\_\_ home, please?
- You must see my new flat. \_\_\_\_\_ round and \_\_\_\_\_ a meal some time.
- 'I'm \_\_\_\_\_ out now, Mum. Bye!' 'OK. \_\_\_\_\_ a good time. What time are you \_\_\_\_\_ home?'
- Hi, Dave. Tariq \_\_\_\_\_ a shower at the moment. I'll just \_\_\_\_\_ and tell him you're here.
- \_\_\_\_\_ on! Get out of bed. It's time \_\_\_\_\_ to school.
- It's a lovely day. Let's \_\_\_\_\_ to the park. We can \_\_\_\_\_ a picnic.
- I'm \_\_\_\_\_ skiing next week. \_\_\_\_\_ you \_\_\_\_\_ any ski clothes I could borrow?

## You've got a friend

- 1 Answer these questions.

- Who is your best friend?
- Where did you meet?
- When did you meet?
- How often do you see each other?

- 2 Listen to the first verse of the song. Discuss these questions.

- How can a friend help you when you are in trouble?
- What makes a good friend?
- Does a good friend always agree with you?

- 3 **T 5.5** Listen and complete the song.

## You've got a friend, by Carole King

When you're down and troubled

And you need a \_\_\_\_\_

And nothing, but \_\_\_\_\_

Close your eyes and think of me

And soon I \_\_\_\_\_

To brighten up even your darkest nights.

(Chorus)

You just call out my name,

and you know wherever I am

I \_\_\_\_\_ to see you again.

Winter, spring, \_\_\_\_\_

All you have to do is call

And I'll be there, yeah, yeah, yeah,

You \_\_\_\_\_.

If the sky above you

\_\_\_\_\_ and full of clouds

And that old north \_\_\_\_\_

Keep your head together

And \_\_\_\_\_

And soon I'll be knocking on your door.

Hey, \_\_\_\_\_ that you've got a friend?

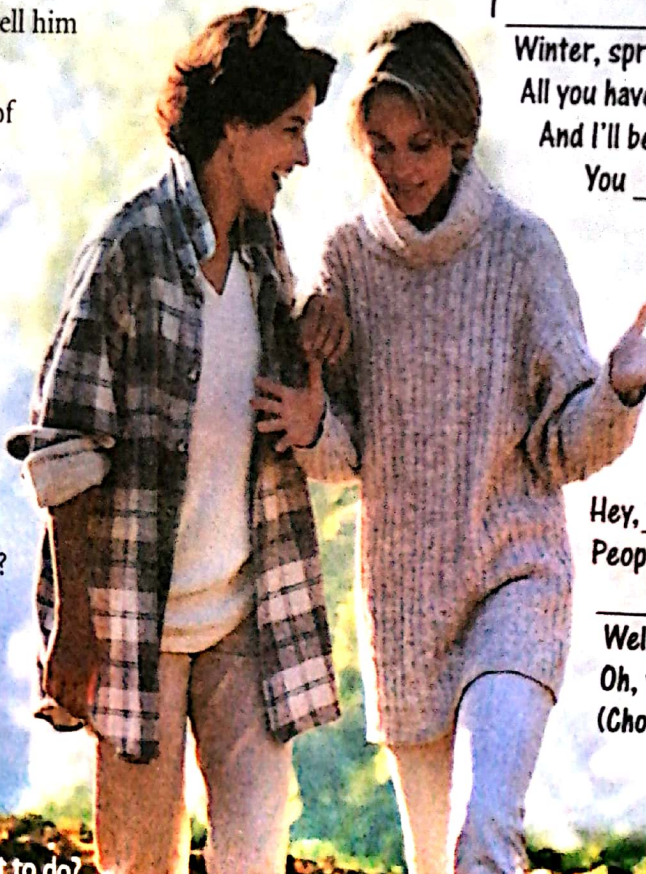
People can be so cold

\_\_\_\_\_ and desert you

Well they'll take your soul if you let them

Oh, yeah, but \_\_\_\_\_

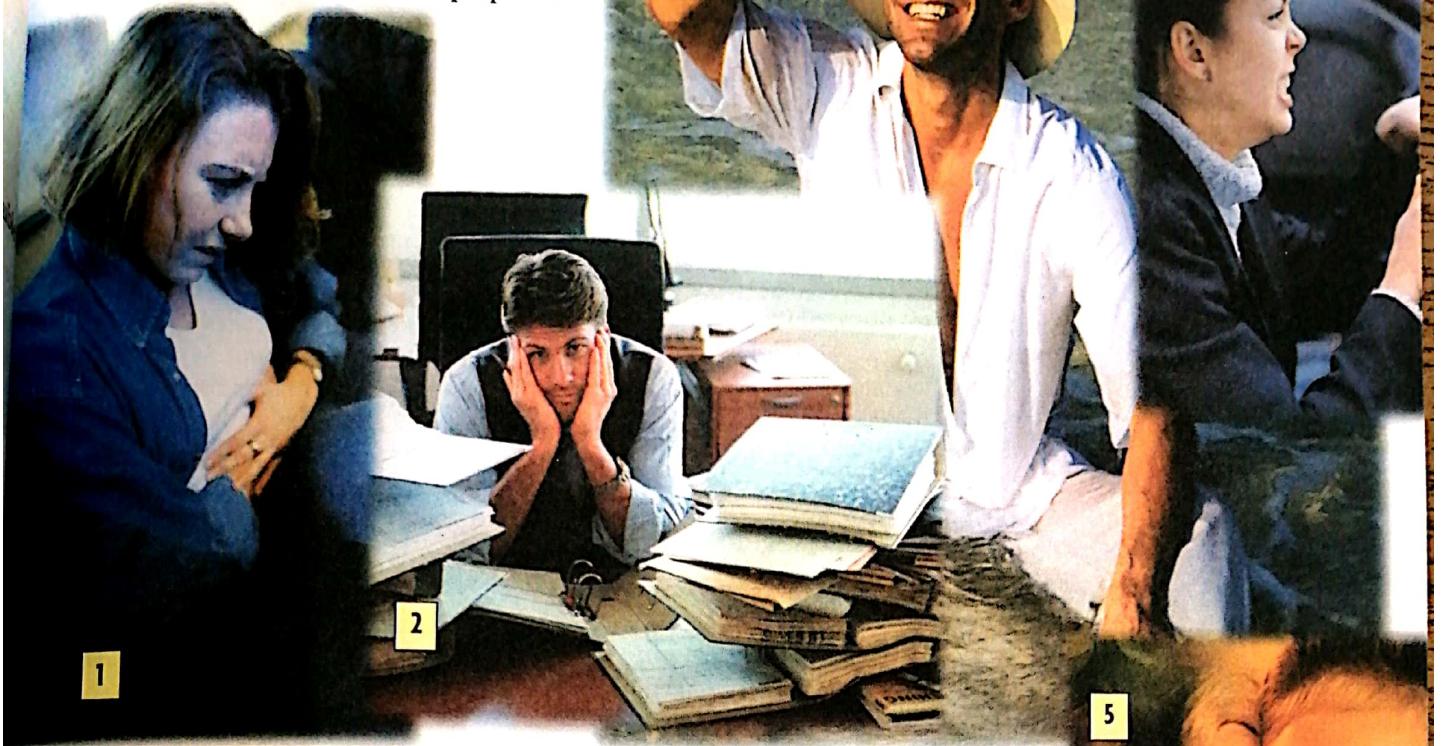
(Chorus)



# EVERYDAY ENGLISH

## How do you feel?

1 Look at the photos. How do the people feel?



2 All the lines in A answer the question *How are you?* Match a line in A with a line in B.

A	B
1 I feel nervous.	It's so wet and miserable.
2 I don't feel very well.	I'm going on holiday to Australia tomorrow.
3 I'm feeling a lot better, thanks.	My grandfather's going into hospital for tests.
4 I'm really excited.	I think I'm getting the 'flu.
5 I'm fed up with this weather.	Nothing's going right in my life.
6 I'm really tired.	I've got an exam today.
7 I'm a bit worried.	I've got a lot more energy.
8 I feel really depressed at the moment.	I couldn't get to sleep last night.

3 Choose a reply for each sentence in exercise 2.

- a Cheer up! Things can't be that bad!
- b Why don't you go home to bed?
- c I'm sorry to hear that, but I'm sure he'll be all right.
- d I know. We really need some sunshine, don't we?
- e Poor you! That happens to me sometimes. I just read in bed.
- f That's great. Have a good time.
- g That's good. I'm pleased to hear it.
- h Good luck! Do your best.

**T 5.6** Listen and compare your answers.

4 Make more conversations with a partner about these things:

- a wedding
- a visit to the dentist
- a letter from the bank
- a big project at work
- problems with teenage children

