

## articles in time expressions

You don't use *the* when you talk about a day/week/month/year which is 'the next one' or 'the last one'.

We saw him on **Tuesday**. (= last Tuesday)

I'm going **next week**. NOT ~~the next week~~

I'm going to start in **September**. (= next September)

She worked hard **last year**. NOT ~~the last year~~

**BUT** I was ill during **the last week of my holiday**.

go to exercise 8.4

## present continuous for future

positive and negative form		questions
I	'm / 'm not living	
He/She/It	's / isn't ('s not) working	Is he/she working?
You/We/They	're / aren't meeting	Are you meeting him?
short answers		
Yes, I <b>am</b> .	Yes, he/she <b>is</b> .	Yes, you/we/they <b>are</b> .
No, I'm <b>not</b> .	No, he/she <b>isn't</b> .	No, you/we/they <b>aren't</b> .
You can use the present continuous to talk and ask about definite future plans and arrangements.		
I'm <b>meeting</b> my girlfriend after work.		
What <b>are</b> you <b>doing</b> this weekend?		
They're <b>coming</b> to the flat at 8 o'clock.		
go to exercise 8.5		
You can also use <i>be going to</i> + verb to talk and ask about definite future plans and arrangements.		
I'm <b>going to</b> meet my girlfriend after work.		
What <b>are</b> you <b>going to</b> do this weekend?		
But there is a small difference:		
For plans you made <u>with other people</u> at a particular <u>time or place</u> , the present continuous is more common.		
I'm <b>having</b> dinner with my parents this evening.		
For plans 'in your own head', not made with other people, <i>be going to</i> is more common.		
I'm <b>going to</b> wash my hair this evening.		
go to exercise 8.6		

8.4 ~~Cross out~~ *the* where it is used incorrectly. Be careful: one sentence is correct.

- 1 She went to Ibiza the last week.
- 2 I'll see you in the June.
- 3 I'd like to go on holiday the next month.
- 4 We're meeting the day after tomorrow.
- 5 I took my final exams the last year.

8.5 Write the verbs in brackets in the present continuous.

- 1 He \_\_\_\_\_ (work) with me this evening.
- 2 What time \_\_\_\_\_ (you see) them?
- 3 They \_\_\_\_\_ (not go) to the disco tonight.
- 4 I \_\_\_\_\_ (have) lunch with Jenny today.
- 5 She \_\_\_\_\_ (not meet) us at the station.

8.6 Both forms (the present continuous and *be going to*) are correct in four of these sentences. Which four?

- 1 I'm spending / going to spend the evening with friends.
- 2 We're seeing / going to see my parents on Saturday.
- 3 I'm taking / going to take David to hospital this morning.
- 4 I'm looking / going to look for a job in January.
- 5 I'm working / going to work with my father this weekend.

For a change, do an exercise in your head or orally with a partner. Check your answers, then write them in.

## nine

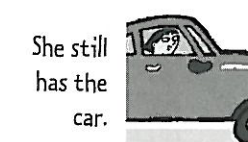
### present perfect (2): with *for* and *since*

See p. 155 for forms.

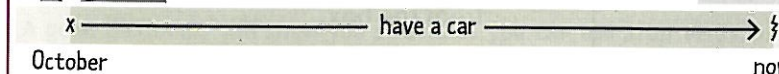
Use the present perfect to say that something started in the past and is still true now.



She bought it last October.



She still has the car.

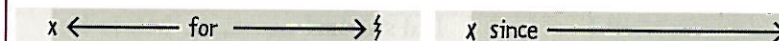


She's **had** a car since October. = She bought it last October. She still has the car.  
NOT ~~She has a car since October.~~

I've **lived** in this flat for three years. = I moved here three years ago. I still live here.

John **has worked** for the BBC for three months. = He still works for the BBC now.

*For* and *since* are common with the present perfect.



**for** + a period of time

I've been here **for** a week / six months / a long time.

**since** + a point of time (when the period of time began)

I've been here **since** October / 10 o'clock / I was a child.

To ask about the period of time, use *How long ...?*

**How long** have you had that dog? (I know you have a dog now.)

**How long** has she been a student? (I know she's a student now.)

**How long** have they lived in Vancouver? (I know they live in Vancouver now.)

For more information about the present perfect, go to p. 153.

go to exercises 9.1, 9.2, and 9.3

### cover & check exercises

9.1 Circle the correct answer.

- 1 since seven years / seven o'clock
- 2 for about a week / last December
- 3 for 1999 / ten minutes
- 4 since last week / half an hour
- 5 for a day or two / Tuesday

9.2 Tick ✓ the correct answers.

- 1 I've had a cat since I was six.  
A  I've got a cat now.  
B  I haven't got a cat now.
- 2 She had a cat for twelve years.  
A  She's got a cat now.  
B  She hasn't got a cat now.

9.3 Write sentences using the present perfect.

- 1 Gill / have / long hair / 2004
- 2 I / not / see / him / three months
- 3 How long / you / live / Morocco?
- 4 She / be / photographer / a few years
- 5 I / know / Carol / last year

Write in pencil, then you can rub out your answers and do the exercise again later.

### should / shouldn't + verb

positive and negative forms		questions
I/You/He/She/It/We/They	should do it. shouldn't do it.	Should we go now?
short answers		
Yes, you/he <b>should</b> .		
No, you/he <b>shouldn't</b> .		
You can use <i>should</i> to say what is the correct or best thing to do.		
You <b>should</b> pay your bills quickly. = it's the correct thing to do NOT <del>you should to pay</del>		
We <b>should</b> leave before it starts raining. = it's the best thing to do		
You <b>shouldn't</b> drive; you're too tired. = it isn't a good idea		
You <b>shouldn't</b> wear jeans at work. = it isn't correct		
go to exercise 9.4		

9.4 Match 1 to 5 with a to e.

- 1 When you come to your English lesson, you shouldn't
  - 2 If you don't understand a word, you should
  - 3 If you have to do a test in class, you shouldn't
  - 4 If your teacher asks you a question, you should
  - 5 If you want to learn English quickly, you should
- a answer it.  
b work hard.  
c speak to anyone.  
d arrive late.  
e look it up in a dictionary.



**-ed / -ing adjectives**

Some adjectives have an *-ed* and an *-ing* ending.

interested/interesting	relaxed/relaxing
bored/boring	excited/exciting
worried/worrying	surprised/surprising
embarrassed/embarrassing	frightened/frightening



**-ed adjectives** express how someone feels about a person, a thing, or a situation.

I was **frightened** when I saw the dog.  
She was really **bored**, so she left the cinema before the end of the film.

**-ing adjectives** describe people or things or situations.

The dog was **frightening**. (It was a **frightening** dog.)  
She left the cinema before the end because the film was really **boring**.

go to exercises 10.1 and 10.2

**articles (5)**

When you are talking about pain and illness, be careful with articles.

I've got <b>a</b> headache.	BUT I've got <b>a</b> toothache.
<b>a</b> cold.	stomach ache.
<b>a</b> pain in my arm/leg, etc.	earache.
	backache.
	flu (= influenza).

Notice that you say:

I've got a pain in **my** arm. NOT I've got a pain in ~~the~~ arm.  
She hurt **her** leg. NOT ~~she~~ hurt ~~the~~ leg.

go to exercise 10.3

**cover & check exercises**

10.1 Tick ✓ the correct phrases.

- 1  an interested film
- 2  a frightened child
- 3  a relaxing weekend
- 4  a surprised situation
- 5  a worried man

10.2 Complete the sentences with a word from the box.

worried/ing interested/ing relaxed/ing  
embarrassed/ing excited/ing

- 1 I read until two in the morning, because the book was very \_\_\_\_\_.
- 2 I was really \_\_\_\_\_ because I couldn't remember her name.
- 3 Did she feel \_\_\_\_\_ before her exams?
- 4 My young son always gets very \_\_\_\_\_ on his birthday.
- 5 I had a very \_\_\_\_\_ holiday, sitting on the beach and doing nothing.

10.3 Fill the gaps. If no word is necessary, put -.

I had a terrible holiday recently, camping in the mountains. Every morning, I had <sup>1</sup> \_\_\_\_\_ pain in <sup>2</sup> \_\_\_\_\_ back from sleeping on the rocks. Because I was high up, I had <sup>3</sup> \_\_\_\_\_ headache all day, and the food I was eating gave me <sup>4</sup> \_\_\_\_\_ stomach ache. On the last day, I fell and hurt <sup>5</sup> \_\_\_\_\_ leg and I had to go to hospital. Two days later, I got <sup>6</sup> \_\_\_\_\_ flu.

Cover the grammar, then try the exercise. Check the grammar again to help you.

**verb patterns**

When you learn a new verb, it's important to learn the structure that comes after it.

verb + sb / sth	verb + to + sb / sth
ask	write to
phone	speak to
ring	talk to
e-mail	
tell	

He **asks** his teacher a lot of questions.  
You should **talk to** your doctor.

A good dictionary will show you structures you can use after verbs, and will give examples.

go to exercise 10.4

10.4 Circle the correct answer.

- 1 Could you e-mail me / to me later?
- 2 I told my teacher / to my teacher that I was tired.
- 3 Have you written your mother / to your mother recently?
- 4 I have to ring the school / to the school.
- 5 She spoke Michael / to Michael about the problem.

For a change, do an exercise quickly in your head.

**eleven**

**conditional sentences with will / might**

if + present simple	will / might + verb
If we <b>leave</b> in ten minutes,	we'll (will) <b>arrive</b> at 6.00.
If we <b>leave</b> later,	we <b>won't</b> (will not) <b>arrive</b> at 6.00.
If we <b>have</b> time,	we <b>might</b> <b>go</b> skiing this weekend.

You can use *if + present tense* to talk about present time or future time.

If you <b>leave</b> now ... = present time	If you <b>go</b> to Alaska ... = in the future NOT If you <del>will</del> go ...
--	---

You can use *will* to say you are sure about the result, and *might* if you are not sure.

If you go to Alaska, it'll **be** cold. = you are sure about the weather  
If you go to Barcelona in March, it **might be** warm. = you're not sure

You can also change the order of the sentence.

If you **go** to the Alps now, there **will be** snow.  
There **will be** snow **if** you **go** to the Alps now.

Notice there is no comma (,) in the second sentence.

go to exercises 11.1 and 11.2

**cover & check exercises**

11.1 Circle the correct answers.

- 1 **Do / Will** you help me if I **call / 'll** call you?
- 2 We **don't / won't** eat outside if it's / 'll **be** cold this evening.
- 3 If you **see / will see** Jack, what **do / will** you say?
- 4 Where **do / will** you stay if you **go / 'll go** to Palma?
- 5 If it's / 'll **be** sunny, we **go / might go** for a picnic.

11.2 Write one missing word in each sentence.

- 1 I really like Joe. I go to his party if he invites me.
- 2 If you take your coat, you feel cold.
- 3 I'm not sure, but he go to school tomorrow if he feels better.
- 4 If you book the tickets today, they might cheaper.
- 5 What happen if you're late?

Make a note of any differences between this grammar and your language.



used to + verb

positive and negative forms		questions
I/You/He/She/ We/They	<b>used to</b> live there. <b>never used to*</b> <b>didn't use to</b>	<b>Did you use to</b> live there?

\*Never used to is more common in spoken English than didn't use to.

You can use *used to* to talk about habits and situations which were true in the past, but now have finished or are different. You can use the past simple with the same meaning.

We **used to** live in Barcelona, but we don't any more. = we lived there for a period of time, but now we don't

I **used to** go to that restaurant every week. = I did that in the past, but now I don't

With *used to*, you cannot say how long/how many times you did something.

I **used to** go to that school for two years. (I went to that school for two years.)  
She **used to** go on holiday to Italy three times. (She went on holiday to Italy three times.)

To talk about the present, don't use *used to*. Use *usually*.

I **usually** play tennis at the weekends. NOT I use to play tennis.

go to exercises 12.1 and 12.2

cover & check exercises

- 12.1 Do the pairs of sentences have the same meaning? Write S (same), or D (different).
- a We used to go to the beach every weekend, but we don't any more.  
b We went to the beach every weekend, but now we don't.
  - a I never used to like jazz, but I do now.  
b I like jazz, but I didn't in the past.
  - a I usually go for a walk at lunchtime.  
b I used to go for a walk at lunchtime.

Cover the grammar, then try the exercise. Look at the grammar again if you're not sure.

- 12.2 Correct the errors. Be careful: two sentences are correct.
- I used to go to school in Manchester.
  - You used to go to Rome a lot?
  - My brother used to live in that flat for a year.
  - We never used to have barbecues in the winter.
  - I used go out every evening when I was at university.

For a change, do an exercise orally with a partner.

conditional sentences with would

if + past simple,	'd / would + verb
If I <b>had</b> more time,	I'd <b>help</b> you. NOT If I would have more time...
If I <b>knew</b> the answer,	I <b>would tell</b> you.
If I <b>lived</b> there,	I <b>wouldn't be</b> happy.

You can also change the order of the sentence.

If I **knew** the answer, I **would tell** you.  
I **would tell** you if I **knew** the answer.

Notice there is no comma (,) in the second sentence.

Use this structure to talk about present or future events that are imaginary/not real, or that you think will not happen.

If I **had** some free time, I'd **go** on holiday. = but I don't have any free time  
If I **knew** the answer, I **would tell** you. = but I don't know the answer

**natural English if I were you,...**

You can use *if I were /wa/ you* to give advice when we are imagining another person's situation.

If I **were** you, I'd **take** that job in America.  
I **wouldn't buy** that car.

go to exercises 13.1 and 13.2

verbs followed by -ing

You can use the *-ing* form or a noun after these verbs: *love, like, enjoy, hate*.

I <b>love</b> $\xi$ walking.	I <b>don't like</b> $\xi$ cooking.
$\xi$ strawberries.	$\xi$ carrots.
I <b>enjoy</b> $\xi$ watching sport on TV.	I <b>hate</b> $\xi$ waiting for people.
$\xi$ sports programmes.	$\xi$ cold weather.

You can also use an infinitive after *love, like, and hate*, but this is much less common in spoken English.

go to exercise 13.3

cover & check exercises

- 13.1 Complete the sentences using the past simple and *would* + verb.
- If we \_\_\_\_\_ (go) by taxi, we \_\_\_\_\_ (get) there quicker.
  - If I \_\_\_\_\_ (play) John at tennis, I \_\_\_\_\_ (lose).
  - \_\_\_\_\_ (you still work) if you \_\_\_\_\_ (win) a lot of money?
  - If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (ask) your boss for help.
  - If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (not spend) all the money.

- 13.2 Write the meaning of each sentence, as in the example.
- example  
If I had more money, I'd buy a new computer.  
= But I don't have enough money, so I'm not going to buy a computer.

- If they lived near us, we would see them every weekend.  
= \_\_\_\_\_
- If I had a car, I would drive there.  
= \_\_\_\_\_
- If I liked my flat, I would stay there.  
= \_\_\_\_\_

- 13.3 Complete the sentences using a word from the box in the correct form.
- work go have listen eat
- We really enjoy \_\_\_\_\_ to the radio in the car.
  - When I was young, I hated \_\_\_\_\_ vegetables. Horrible!
  - I'm not going to invite Lucy because she doesn't like \_\_\_\_\_ to parties.
  - My mother loves \_\_\_\_\_ breakfast in bed.
  - Does your brother like \_\_\_\_\_ for that company?

Cover the grammar, then try the exercise. Check the grammar again to help you.



## defining relative clauses

You can join sentences using the pronouns *who* (for people) or *which* (for things).

That's the man. He helped me. ('he' is 'the man')

That's the man **who** helped me. NOT ~~who he helped me~~

This is the flat. It has a big garden. ('it' is 'the flat')

This is the flat **which** has a big garden. NOT ~~which it has a big garden~~

That is also possible in place of *who* and *which*, as in these examples:

He's the man **that** helped me.

This is the house **that** has a big garden.

go to exercise 13.4

13.4 Fill the gaps with *who* or *which*.

- Do you like people \_\_\_\_\_ laugh a lot?
- I don't enjoy films \_\_\_\_\_ are too long.
- Did you see the boy \_\_\_\_\_ was riding the bike?
- I work with someone \_\_\_\_\_ was born in Mozambique.
- That's the book \_\_\_\_\_ cost €50.

Is this grammar the same in your language? If not, make a note of the difference.

## fourteen

### present and past passives

The passive is formed with a tense of the verb *be* + past participle.

	<i>be</i> + past participle
<b>present simple</b>	It's (is) <b>made</b> in China. They're (are) <b>sent</b> by train.
<b>past simple</b>	She <b>was taken</b> to hospital. We <b>were given</b> food.

You often use the passive when you are more interested in what happens to someone/something than who does/did it.

The passive is more common in written or formal English than in spoken or informal English.

Here we are more interested in the book than the person who sent the book:

#### passive

The book **was sent** yesterday.

Here we are more interested in Mrs Cameron:

#### active

Mrs Cameron **sent** the book yesterday because her secretary was on holiday.

You can use a passive and also say who does/did the action by using *by* + noun.

The bags **were taken** to our room by one of the porters.

Normally, you only include *by* + noun if this information is important.

### natural English phrases using the passive

These phrases are very common in English.

What's this **called** in English? = What's the word for this in English?

I **was born** in 1980. = My life started in 1980.

This furniture's **made** in France. = The French make this furniture.

go to exercises 14.1 and 14.2

### cover & check exercises

14.1 Are the sentences active or passive? Write A or P.

- They don't work here.
- The food is served in the dining room.
- He was taken to hospital.
- She was angry when it happened.
- We weren't told about the fire.

14.2 Change these sentences from active to passive.

- They make computer parts here.
- They send the food to the market.
- They took the man to the station.
- They sent the children home early.
- They sold the car yesterday.

Write in pencil, then you can rub out your answers and do the exercise again later.

## compound nouns

Two or three words can go together to form a new word, called a compound noun.

**bus stop** = a place where buses stop for people to get on

**sunglasses** = glasses you wear when it is sunny

**post office** = a place where you can buy stamps, post letters, etc.

**washing machine** = a machine which washes clothes

Most compounds are written as two words, e.g. *bus stop*, but some are one word, e.g. *sunglasses*. A few have hyphens, e.g. *T-shirt*. You can use a dictionary to check.

go to exercise 14.3

### could for requests

You can use *could* to ask for things, or to ask people to do things.

**Could I borrow your pen, please?** NOT ~~Could I to borrow ...?~~

**Could you clean the board for me?**

**Could I possibly leave early today?**

Use *possibly* for a 'big' request, when it is important to be very polite. You don't need to use *please* with *Could I possibly ...?*

*Can* is also possible for requests, but is a bit more direct/less polite.

When you want to attract someone's attention, say *excuse me* or *sorry*.

**Excuse me / Sorry, could you move your chair?**

go to exercise 14.4

14.3 Match words from A and B to form compound nouns.

A credit car pop bus post washing

B office star machine park card stop

Is this grammar the same in your language? If not, make a note of the difference.

14.4 Write requests for these situations. Use *could*.

- You want to borrow someone's dictionary.
- You want someone to open the window.
- You want to speak to your teacher after class.
- You want someone to take your books to the classroom.
- You want someone to help you with your homework.



# irregular verbs

verb	past simple	past participle	verb	past simple	past participle
be	was/were	been /bɪn/	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	light	lit	lit
begin	began	begun	lose /lu:z/	lost	lost
bite /baɪt/	bit /bɪt/	bitten	make	made	made
blow	blew /blu:z/	blown	mean /mi:n/	meant /ment/	meant
break	broke	broken	meet	met	met
bring	brought /brɔ:t/	brought	pay	paid	paid
build /bɪld/	built	built	put	put	put
burn /bɜ:n/	burnt/burned	burnt/burned	read /ri:d/	read /red/	read /red/
buy	bought /bɔ:t/	bought	ride /raɪd/	rode	ridden /'rɪdɪn/
can	could /kʊd/	been able to	ring	rang	rung /rʌŋ/
catch	caught /kɔ:t/	caught	rise	rose	risen /'rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen	run	ran	run
come	came	come	say	said /sed/	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw /drɔ:z/	drew /dru:z/	drawn	set	set	set
dream	dreamt /dremt/ /dreamed	dreamt/dreamed	shoot	shot	shot
drink	drank	drunk /drʌŋk/	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate /et/ or /et/	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelled /smelt	smelled /smelt
fight /faɪt/	fought /fɔ:t/	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew /flu:z/	flown	spill	spilled /spilt	spilled /spilt
forget	forgot	forgotten	split	split	split
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck /stʌk/	stuck
give	gave	given	swim	swam	swum /swʌm/
go	went	been /bɪn/ /gone	take	took	taken
grow	grew /gru:z/	grown	tear /teə/	tore /tɔ:z/	torn /tɔ:n/
have	had	had	tell	told	told
hang	hung /hʌŋ/	hung	think	thought /θɔ:t/	thought
hear	heard /hɜ:d/	heard	throw	threw /θru:z/	thrown
hide /haɪd/	hid /hɪd/	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear /weə/	wore /wɔ:z/	worn /wɔ:n/
hurt /hɜ:t/	hurt	hurt	win	won /wʌn/	won
keep	kept	kept	write	wrote	written
know	knew	known			
lead /li:d/	led /led/	led			
learn	learnt/learned	learnt/learned			
leave	left	left			

Look at the **verb** column.  
Cover the other columns and  
test yourself.

## OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi Kuala Lumpur Madrid Melbourne Mexico City Nairobi New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece Guatemala Hungary Italy Japan Poland Portugal Singapore South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2005

The moral rights of the author have been asserted Database right Oxford University Press (maker)

First published 2005

2011 2010 2009 2008

10 9 8 7 6

### No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above. You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer.

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content.

ISBN: 978 0 19 439297 6

Printed in China

### ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p.12 Extract from 'True Confessions' © The Observer, 14 July 2002. Reproduced by permission of Guardian News Services; p.17 Extract from 'What do we eat?' by Peter Menzel published in 'The Stuff of Life', *Guardian Weekend Magazine*, 4 January 2003 © 2003 fdaScribe / menzelphoto.com. Reproduced by permission of Menzel Photography; p.28 Extract from 'Man in a Suitcase' by Richard Johnson © The Sunday Times Magazine. Reproduced by permission of The Sunday Times; p.35 Extract from 'Shop until they drop' by Sarah Shannon, *Evening Standard*, 15 March 2002 © Evening Standard/Solo Syndication. Reproduced by permission of Solo Syndication; p.51 Extract from 'How to do well in exams' from National University of Ireland's online examination factsheet www.mis.nuigalway.ie. Reproduced by permission of the National University of Ireland; p.58 Extract from 'The Tomorrow People' © The Guardian, April 2000. Reproduced by permission of Guardian News Services; p.68 Extract from 'Honeymoon from hell for Mr and Mrs Jinx' by David Smith, *Express* 6 March 2002. Reproduced by permission of Express Syndication; p.89 Extract from 'Meanwhile, back in the fifties...' from *Housekeeping Monthly*, 13 May 1955. First published in *The Independent*, 13 May 1998. Reproduced by permission of *The Independent*; p.104 Extract from 'What can you do in your office?' by Catherine Bassindale, *Evening Standard*, 29 November 2000 © Evening Standard/Solo Syndication. Reproduced by permission of Solo Syndication; Phonemic chart

reproduced with the kind permission of Adrian Underhill and available from Macmillan ELT.

Sources: p.74 'Free time in Ecuador' by Juana Sotomayor; p.75 'Free time in Hong Kong' by Carol Tabor; p.131 www.japaneseguesthouses.com

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and if notified, the publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

Recordings directed by: Martin Williamson, ProLingua Productions.

Technical presentation by: Darrin Bowen, recorded at The Soundhouse Ltd.

Illustrations by: Claire Bretécher pp.6, 7, 44 (Agrippine with book, Byron at desk), 45, 72, 73, 102, 103, and cover illustrations copyright © Claire Bretécher 2005.

Other illustrations: Fred van Deelen / The Organisation pp.30, 32, 42, 54, 60, 61; Bob Dewar p.101; Emma Dodd pp.19, 36, 38, 39, 49, 57 (weather man), 58 (wheel, rock), 67, 105, 153, 156, 157, 161, 164, 167, 168; Mark Duffin pp.46, 134; Martin Farrow pp.29, 69, 100, 124, 146; Stuart Holmes / Illustration p.87; Joy Gosney p.133; Kveta / 3 in a Box pp.57 (weather conditions), 92 / 93; Belle Mellor / 3 in a Box: pp.24, 120; Paul Oakley pp.44 (bicycle, suitcases, carrot, church, earrings, footballer), 88; Andrew Pavitt / The Organisation pp.81, 121 (professions); Gavin Reece pp.22, 34, 37, 43, 50, 64, 82, 94 / 95, 98, 121 (ballerina, footballer), 126, 129, 139, 147; Lee Woodgate pp.40, 70.

The Publisher and Authors would also like to thank the following for permission to reproduce photographs: Alamy Images pp.26 (skyscrapers / ImageState), 46 (group of students / ImageState), 51 (students in exam hall / Apex News and Pictures Agency), 52 (students taking exams / Sally and Richard Greenhill), 66 (outdoors picnics / ImageState), 76 (padding feet / plainpicture), 116 (Julie Pankhurst and Steve Pankhurst); Corbis pp.9 (Tiger Woods / Reuters), 26 (hut made from cans / Nartub Harvey / Gallo Images), 58 (rock painting / Diego Lezama Orezzoli), 125 (cooking / LWA-Stephen Westead), (couple dancing / Jim Naughten), 131 (woman in traditional Japanese inn / Michael S Yamashita), (hotel room / Kevin Fleming); Getty Images cover (Whit Preston / blue sky), cover and throughout (Uwe Krejci / two people), pp.8 (man leaning / Seth Joel / Taxi), 9 (Brad Pitt / Junko Kimura), 9 (Donatella Versace on catwalk / Pierre Verdy / AFP), 11 (smiling woman / Bruce Laurence / Photographer's Choice), 11 (smiling girl), 16 (three-generation family at table / Adrian Weinbrenth / Stone+), 16 (Chinese family at breakfast / AJA Productions), 26 (cottage on an island / Michael Melford / Photographer's Choice), 31 (man with guitar / Stephen Simpson / Taxi), 32 (young woman / Antonio Mo / Taxi), 38 (man smiling / Steve McAlister / Image Bank), 47 (teacher and blackboard / Sean Justice / Image Bank), 56 (businessman smiling / Reza Estakhrian / Stone+), 63 (giraffe / Nick Caloyians / National Geographic), 76 (cutting woman's hair / Lifestock / Stone+), 80 (Fulton County Stadium, Georgia / Marvin E Newman / ImageBank), 84 (Venice / David Norton / Taxi), 86 (woman with dog / Britt Erlanson / Image Bank), 86 (couple in front of a house / Jonathan Kim / Photographer's Choice), 90 (woman in front of a house / Mike Powell / ImageBank), 97 (woman on the phone / Tim Hall / Taxi), 108 (Balearic Islands beach / Rudolf Pigneter / Stone), 115 (young man at laptop / Ken Reid / ImageBank), 115 (young woman at laptop / Christoph Wilhelm / Taxi), 122 (speed dating in New York / Chris Hondos), 125 (driver / Stone+), 128 (smiling man in striped shirt / Ryan McVay / Taxi), 128 (smiling woman / Steward Cohen / ImageBank), 135 (man walking through an airport hall / Daniel Allan / Taxi), 137 (businessman at hotel reception / Reza Estakhrian / Stone+); Impact Photos Ltd p.17 (kitchen / Peter Menzel); Kent News & Pictures p.68 (unlucky couple); OUP pp.17 (onion / Stockbyte), 17 (spinach / PhotoDisc), 17 (pasta / StockByte), 17 (aubergine / Ingram), 17 (bowl of rice / PhotoDisc), 17 (chick peas / Stockbyte), 17 (carrots / Ingram), 17 (grapes / PhotoDisc), 17 (courgette / Stockbyte), 17 (bread / PhotoDisc), 17 (red peppers / PhotoDisc), 18 (bread / Photodisc), 18 (carrots / Ingram), 25 (onion, courgette, green pepper, chick peas / Stockbyte), (coke can / Hemera), (spinach, rice, bread / Photodisc), (aubergine / Ingram), (carrots / Ingram), 25 (green pepper / Stockbyte), 25 (can of tuna / Foodcollection), 35 (bunch of tulips / PhotoDisc), 35 (melon / Stockbyte), 48 (two women looking through papers, teens studying / PhotoDisc), 53 (Julia Ford, Seema Bowri), 55 (Gertrude Thoma); 65 (Tyler

Butterworth), 56 (young man / ImageSource), 63 (airplane on runway / PhotoDisc), 63 (bicycle on railing / PhotoDisc), 76 (people with shopping bags / Stockbyte), 80 (friends at table), 80 (barbecue / PhotoDisc), 108 (skier on slope); PhotoLibrary.com pp.10 (family / Andre Lichtenberg), 27 (man in blue jacket), 48 (girl writing), 54 (Neuschwanstein Castle, Germany), 56 (Holloko Village, Hungary), 63 (tiger licking its lips), 63 (lime green car), 80 (people at gig), 84 (woman with dog on stairs), 86 (man driving a convertible), 90 (bedroom), 97 (man on mobile phone), 110 (portrait of a woman / PhotoDisc), 110 (portrait of smiling girl / PhotoDisc), 110 (smiling woman / ImageSource), 110 (portrait of a man / PhotoDisc), 110 (teenage boy / ImageSource), 112 (tropical beach / PhotoDisc), 112 (skiers on slope / PhotoDisc), 112 (boy in red playing clarinet), 112 (girl with baseball bat), 125 (cyclists / Photodisc), (sunbathing / Photodisc), 130 (hotel exterior), 136 (hotel exterior); Photonica pp.11 (teenage girl), 11 (smiling woman / Iconica), 63 (rabbit / Neo Vision), 66 (people on a beach / Paul Winter), 76 (couple sitting on grass / John Lamb), 91 (man sitting on the floor / Ralold Mackechnie), 108 (Christ the Redeemer in Rio de Janeiro / Samba Photo), 110 (smiling man / Manfred Rutz), 112 (people in nightclub / Ian Beesley), 131 (businessman in capsule hotel / daisuke Akita); Pierre d'Alcaizez pp.17 (frozen peas in bag), 17 (black olives in a bowl), 35 (woman's leather coat), (washing machine); Punchstock pp.15 (family group / Image 100), 48 (man studying in library / ImageSource), 56 (cityscape at night / imageshop), 66 (family camping with tent / GoodShot), 88 (women having coffee / PhotoDisc), 96 (woman with telephone headset / PhotoDisc), 104 (office workers / PhotoDisc), 107 (family group / Stockbyte), 107 (teenage girl / PhotoAlto), 112 (woman riding horse on beach / image 100), 118 (group having cocktails / Banana Stock), 122 (speed dating in NYC), 125 (chocolates / Bananastock), (father & son / Photodisc), (washing up / Digital Vision); Rex Features pp.9 (Jennifer Aniston), 9 (Kylie Minogue), 9 (Luciano Pavarotti), 9 (Ralph Fiennes / Richard Young), 28 (refugee / Sipa Press), 52 (children in a classroom, Vietnam), (children in classroom), 63 (Halle Berry), (Nicole Kidman), (Sigourney Weaver), 74 (salsa dancing), 75 (horse racing in Hong Kong); Solo Syndication p.35; Tips Images Ltd. p.130 (house and swimming pool/ Patti McConville); Travel Stock Photography p.26 (narrowboat in Stratford/Buddy Mays); Zefa Visual Media UK Ltd pp.47 (girl with folder), 78 (couple in bar), 80 (couple dancing in a club), 108 (house on the coast), 109 (house on the coast at sunset), 112 (barbecue grill), (playing cards).

Commissioned photographs: Studio and location photography by Mark Mason pp.10 and throughout (test your partner), 11 (Robert and Harriet), 12, 13, 20, 21, 113, 127; Haddon Davies p.35 (phone); Steve Betts back cover pocket (authors).

The Publisher and Authors would like to thank the following readers and teachers for their invaluable help with the development of the student's book, listening booklet, and teacher's book material: Theresa Clementson, Jo Cooke, Rachel Dudley, Jane Hudson, Amanda Jeffries, Julie Moore, Louise Williams.

The Authors would particularly like to thank the following people for their help with the initial research and piloting: Martin Blaszk, Jo Cooke, Harriet Custance, Rachel Dudley, Jane Hudson, Roger House, Roger Hunt, Amanda Jeffries, Alexandra Kalmár, Liz Long, Sian Morgan, Dan Parsons, Marisa Perazzo, Tim Souster, Josie Reeder, Jo Savage, David Scott, Lyn Scott, Richard Sutton, Carol Tabor, Louise Taylor, Veronika Tóth, Kelley Tschetter, Michael Tschetter, Claire Vickers, Louise Williams, Robyn Zayade, Anna Zurowska-Moroney, and the teachers at International House, Bath.

The Publisher and Authors would also like to thank: Theresa Clementson for reading and editing the workbook, Martin Williamson for his enormous contribution to the shaping of the listening material, and to (all the) the following actors whose own ideas, anecdotes, and humour are such an important part of the recordings: Gareth Armstrong, Judy Bennett, Russell Bennett, Seema Bowri, Lynne Brackley, Jenny Bryce, Tyler Butterworth, Jane Collingwood, DeNica Fairman, Julia Ford, James Goode, Damien Goodwin, Nigel Greaves, Joanna Hall, Cate Hamer, John Hasler, Federay Holmes, Jonathan Keeble, Lorelei King, Michael King, Jane MacDowell, Roger May, Nicolette McKenzie, Nick Mercer, Eric Meyers, David Monteath, Willow Nash, Steven Pacey, Juliet Prague, Phoebe Scholfield, Gertrude Thoma, Patience Tomlinson, Gillian Walton.