

12 Life's great events!

Reported speech • Reporting verbs • Birth, marriage, and death • Saying sorry

TEST YOUR GRAMMAR

1 Read the story of John and Moira in **A** and complete their actual conversation in **B**.

THE MARRIAGE PROPOSAL

A John greeted Moira and asked how she was. She told him she was fine. He said it was great to see her. He added that they hadn't seen each other since Paris. She said that she had loved Paris and asked if they could go back next spring. John said there was something he had to ask her. He told her that he loved her and asked if she would marry him and come to Paris on honeymoon. She said that she would and that she loved him too.

B J Hi, Moira. How are you ?
 M I _____, thanks.
 J It _____ to see you again. We _____ seen each other since Paris.
 M I _____ Paris. _____ we _____ back next spring?
 J There _____ something I _____ to ask you.
 I _____ you. _____ you _____ me and come to Paris on honeymoon?
 M Yes, I _____. I _____ you, too.

2 Which is direct speech and which is reported speech?

3 **T 12.1** Listen and check. What are the differences?

THE WEDDING

Reported statements and questions

1 Adam and Beatrice meet at John and Moira's wedding. Match a line in **A** with a line in **B**.

A Adam	B Beatrice
1 How do you know John and Moira?	Yes, we have. We flew in from Dublin yesterday.
2 Are you married?	Sure. I'll introduce you to my husband.
3 Where did you meet your husband?	We're staying at the Four Seasons Hotel.
4 Have you travelled far to get here?	Yes, I am. That's my husband over there.
5 Do you live in Dublin?	I went to the same school as Moira.
6 So, where are you staying?	Actually, I met him at a wedding.
7 So am I. Can we meet there later for a drink?	Yes, we do.

T 12.2 Listen and check.

2 Beatrice is telling her husband, Ron, about the conversation with Adam. Read what she says.

*'I just met this really nice guy called Adam. He was very friendly. Do you know what he said? First, he asked me how I **knew** John and Moira. I told him that I **had gone** to the same school as Moira. Then he asked if I **was** married. Of course I said that I **was**! And next ...'*

GRAMMAR SPOT

1 Complete the reported speech.

Direct speech

'Are you married?'
he asked.

'We're married,'
she said.

'How do you know John
and Moira?' he asked.

'I went to the same
school as Moira,'
she told him.

Reported speech

He asked if I was
married.

She said that they
_____ married.

He asked me how I
_____ John and Moira.

She told him that she
_____ to the same
school as Moira.

2 What happens to tenses in reported speech?

3 What is the difference in the way *say* and *tell* are used?

4 When is *if* used?

▶▶ Grammar Reference 12.1–12.3 p150

PRACTICE

What did Adam say?

1 Work with a partner. Continue reporting the conversation.
'... next he asked where we'd met and I told him that we ...'

T 12.3 Listen and compare.

He's a liar!

2 After having a drink with Adam, Ron and Beatrice go back to their hotel room. Complete their conversation.

1 R Adam lives in Birmingham.

B He told me he _____! (Cambridge)

2 R He doesn't like his new job.

B He told me he _____ it! (love)

3 R He's moving to Manchester.

B Hang on! He told me _____! (Australia)

4 R He went to Brighton on his last holiday.

B Strange. He told me _____! (Florida)

5 R He'll be 40 next week.

B Really! He told me _____! (30)

6 R He's been married three times.

B But he told me _____! (never/married)

R You see! I told you he was a liar!

T 12.4 Listen and check. Notice the stress and intonation. Practise the conversation with a partner.

Discussing grammar

3 Work with a partner. What is the difference in meaning in the pairs of sentences below? When does 'd = had? When does 'd = would?

1 He asked them how they'd travelled to the wedding.
He asked them how they'd travel to the wedding.

2 She told her mother that she loved John.
She told her mother that she'd love John.

3 She said they lived in Dublin.
She said they'd lived in Dublin.

What did the people actually say in direct speech?

4 Report these sentences.

1 'I'm tired!' he said.

2 'Are you leaving on Friday?' she asked me.

3 'We haven't seen Jack for a long time,' they said.

4 'We flew to Tokyo,' they said.

5 'Which airport did you fly from?' I asked them.

6 'The flight has been cancelled,' the announcement said.

7 'I'll call you later,' he said.

8 'We can't do the exercise,' they told the teacher.



GO TO PRISON!

Reported commands and requests

- 1 Read the newspaper article. Name the people in the photos.
- 2 Who is speaking? Find the lines in the text that report these sentences.
 - 1 'You have to go to prison for 14 days.'
Judge Pickles ordered them to spend 14 days in prison.
 - 2 'It's terrible. We can hear them shouting from across the street.'
 - 3 'Please will you stop making a noise? My baby can't get to sleep.'
 - 4 'Stop making that noise!'
 - 5 'Please, can you come right away?'
 - 6 'OK. OK. It's true. We were arguing.'
 - 7 'You've been wasting our money on drinking and gambling again!'
 - 8 'We didn't throw the chair.'
 - 9 'Remember that you have already had two warnings from the police.'
 - 10 'I think you should see a marriage guidance counsellor.'



'We can hear them shouting through the walls.'

'A MARRIAGE MADE IN HELL!'

This is how Judge Margaret Pickles described the marriage of Kenny and Kathleen Brady as she ordered them to spend 14 days in prison.



'My husband's been wasting money on drinking and gambling.'

THE COUPLE married only six months ago, and already they are famous for their fights. Neighbours complained that they could hear them shouting from across the street. Ann West, who lives next door, said, 'First I asked them nicely to stop because my baby couldn't get to sleep, but they didn't. Then my husband knocked on their door and told them to stop, but they refused to listen. They threw a chair out of the window at him. It just missed him! So that was it! We called the police and asked them to come right away.'

The Bradys admitted they had been arguing. Mrs Brady said that she had accused her husband of wasting their money on drinking and gambling. However, they denied throwing the chair.

The judge clearly did not believe them. She reminded them that they had already had two previous warnings from the police. She advised them to talk to a marriage guidance counsellor.

Mr and Mrs West and their baby are looking forward to getting some sleep!

GRAMMAR SPOT

- Which sentence is a reported statement?
Which is a reported command?
He **told them to stop** making a noise.
She **told them that she lived** next door.
- Which sentence is a reported question?
Which is a reported request?
I **asked them to stop** making a noise.
She **asked me if I had met** them before.
- Say, tell, and ask are all used in reported speech. Underline other verbs in the article that can be used to report conversations.
She ordered them ...

▶▶ Grammar Reference 12.4 p150

Listening and note-taking

- You are police officers taking statements. Work in two groups.

T 12.6 Group A Listen to Kathleen Brady and take notes.



T 12.7 Group B Listen to Ann West and take notes.



PRACTICE

Other reporting verbs

- Match these reporting verbs with the direct speech below.

a ask	d invite	g beg
b tell	e remind	h refuse
c order	f advise	

- 'Sign on the dotted line,' the postman said to me.
 - 'Please can you translate this sentence for me?' Maria said to Mark.
 - 'Don't forget to send Aunt Judy a birthday card,' Mary said to her son.
 - 'Please, please, please marry me. I can't live without you,' John said to Moira.
 - 'We would like you to come to our wedding,' John said to his boss.
 - 'I won't go to bed!' Tommy said.
 - 'You should talk to your solicitor,' Ben said to Tim.
 - 'Take that chewing gum out of your mouth right now!' the teacher said to Joanna.
- Report the sentences in exercise 1 using the verbs a–h.
The postman told me to sign on the dotted line.

▶▶ Verb patterns p158

T 12.5 Listen and check.

- Find a partner from the other group and report what you heard. Find the differences. Begin like this:
A Kathleen admitted that they sometimes argued. She said that ...
B Ann complained that they argued every night. She said that ...
- Write the reports for the police records. Use the verbs in the box.

admit apologize complain offer order promise refuse say tell

VOCABULARY AND SPEAKING

Birth, marriage, and death

- 1 Write these words and phrases in the correct column.

wedding	funeral	get engaged
have a baby	bouquet	wreath
pregnant	reception	bury
groom	midwife	widow
cot	mourners	honeymoon
nappy	get divorced	coffin

Birth	Marriage	Death

- 2 Here are the opening and closing lines of a short story of a long life.



Victor Parrot was born one cold, stormy night in ...

... He died, aged ninety-five, with a smile on his face. Over five hundred mourners came to his funeral.



Work with a partner. Write the story of the main events of Victor's life. Use as many of the words from exercise 1 as possible. Read your story to the class.

- 3 What happens at births, weddings, and funerals in your country?

LISTENING AND SPEAKING

A birth

- 1 Work in small groups. What have you been told about the day you were born? Who told you? What did they say? Tell any interesting stories to the class.

- 2 **T 12.8** Jane Banner lives on the Isle of Mull off the west coast of Scotland. She has recently had a baby. Listen to her sister, Catherine, telling the story of the baby's birth. Who can you identify in the photo?



- 3 Underline the correct answer.

- Jane was taken off the isle by ... helicopter / ferry / lifeboat.
- She ended up giving birth ... in the aisle of a plane / on the lifeboat / on the mainland.
- At the birth there was/were ... a doctor / a midwife / two midwives.
- One of the problems was ... Jane's husband wasn't present / lack of space / it was a difficult birth.
- The crew drank to the health of the baby with ... champagne / whisky / a cup of tea.
- The baby was named ... Edith Mora / Caledonian McBrayne / Hazel Beth Mora.
- To commemorate the baby's birth they ... put her name on the bell / put a notice in the newspaper / named a ferry after her.

Roleplay

Work with a partner.

Student A You are one of the lifeboat crew. Tell the story of the birth to a friend.

Student B React to the story and ask questions to get more information.

Did you see the story in the local paper?

Which story was that?

READING AND SPEAKING

A death

- 1 You are going to read and listen to a poem by WH Auden (1907–1973). The poem is called ‘Funeral Blues’. What does the title tell you about the poem?
- 2 **T 12.9** Close your books and close your eyes and listen to the poem. Don’t try to understand every word.
 - What has happened?
 - How does the writer feel about the world now?
 - What words or lines can you remember?

Share what you can remember with the rest of the class.

- 3 **T 12.9** Listen again, and read the poem. Answer the questions. Use your dictionary to check new words.
 - 1 A loved one has died. What, in general, does the poet want the rest of the world to do? Why does the poet feel like this?
 - 2 Which lines describe things that could possibly happen? Which lines describe impossible things?
 - 3 Which verse describes the closeness of the relationship?
 - 4 When you fall in love it is said that you see the world through ‘rose-coloured glasses’. What does this mean? In what ways is the poem the opposite of this?

Learning by heart

- 4 Divide into four groups.
 - 1 Each group choose one verse and learn it by heart.
 - 2 Recite the poem around the class.

Funeral Blues

Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come.

Let aeroplanes circle moaning overhead
Scribbling on the sky the message He Is Dead,
Put crêpe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;
I thought that love would last forever: I was wrong.

The stars are not wanted now; put out every one;
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood.
For nothing now can ever come to any good.

WH Auden (1907–1973)

LISTENING AND SPEAKING

My Way

1 **T 12.10** Listen to the song 'My Way', made famous by Frank Sinatra.

- What is the message about life in this song?
- At what stage in his life is the singer?

2 Work with a partner. Discuss which words on the right best complete the lines.

T 12.10 Listen again and check. Sing along if you can!



And now, the end is near

And so I (1) _____ the final curtain

My friend, I'll say it clear

I'll (2) _____ my case, of which I'm certain

I've lived a life that's full

I've (3) _____ each and every highway

And more, much more than this,

I did it my way

Regrets, I've had (4) _____

But then again, too few to mention

I did what I (5) _____ to do

and saw it through without exemption,

I planned each charted course,

each careful (6) _____ along the byway

And more, much more than this,

I did it my way

Yes, there were (7) _____,

I'm sure you knew,

When I bit off

more than I could (8) _____

But through it all,

when there was doubt

I ate it up and spit it out

I faced it all and I stood (9) _____

and did it my way

I've loved, I've (10) _____ and cried

I've had my fill, my share of losing

And now, as tears subside,

I find it all so (11) _____

To think I did all that

And may I say, not in a (12) _____ way,

'Oh, no, oh, no, not me, I did it my way.'

For what is a man, what has he got?

If not himself, then he has (13) _____.

To say the things he truly (14) _____

and not the words of one who kneels,

The record shows I took the (15) _____

and did it my way

Yes, it was my way.

1 meet / face

2 state / say

3 travelled / ridden

4 a lot / a few

5 had / wanted

6 step / stop

7 days / times

8 chew / eat

9 tall / up

10 joked / laughed

11 exciting / amusing

12 sad / shy

13 nothing / naught

14 feels / knows

15 blows / time



Frank Sinatra

WRITING: Correcting mistakes (2)

▶▶ Go to p119

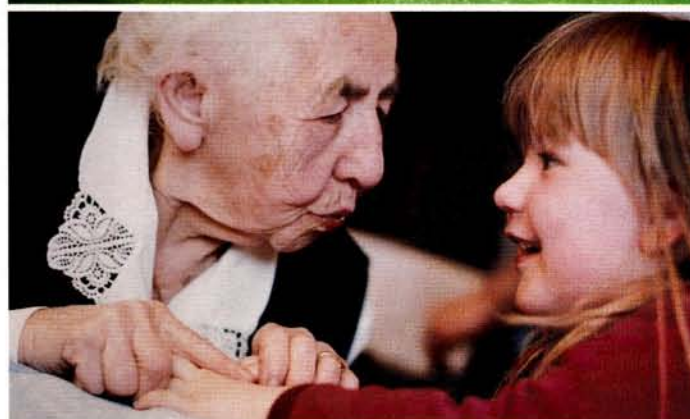
EVERYDAY ENGLISH

Saying sorry

1 Complete the conversations with the expressions from the box.

(I'm) sorry	I'm so sorry	Pardon
Excuse me		What

- A Excuse me, can you tell me where the post office is?
 B _____, I'm a stranger here myself.
- A Ouch! That's my foot!
 B _____. I wasn't looking where I was going.
- A _____, what's that creature called?
 B It's a Diplodocus.
 A _____?
 B A Diplodocus. D-I-P-L-O-D-O-C-U-S.
 A Thank you very much.
- A I failed my driving test for the sixth time!
 B _____.
- A _____! We need to get past. My little boy isn't feeling well.
- A Do you want your hearing aid, Grandma?
 B _____?
 A I said: Do you want your hearing aid?
 B _____?
 A DO YOU WANT YOUR HEARING AID?!
 B _____, I can't hear you. I need my hearing aid.



T 12.11 Listen and check. Practise the conversations with a partner.

2 What exactly would you say in the following situations? Use two to four sentences in your response.

- You were cut off in the middle of an important phone call to a business colleague. You call your colleague back.
- You want to get off a very crowded train at the next stop. You have a large suitcase.
- You want the attention of the waiter in a very crowded restaurant. You want another large bottle of mineral water for your table.
- A friend tells you that she can't meet you for lunch as planned next Thursday because she suddenly has to go to an aunt's funeral.
- You thought you had bought a medium-size jumper, but when you get home you see it is the wrong size. You take it back to the shop.
- Your dinner guest reminds you that he is a vegetarian. You have just put a huge steak on his plate.

*Hello? I'm sorry about that.
 I think we must have been cut off.*

WRITING

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 UNIT 2	Letters and emails p104	Beginnings and endings; formal and informal language
 UNIT 3	A narrative (1) p106	Telling a story; linking ideas and adding detail
 UNIT 4	For and against p108	Useful words and phrases
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 UNIT 6	A description (1) p110	Describing a room; relative pronouns, participles
 UNIT 7	A letter of application p112	Useful words and phrases
 UNIT 8	A narrative (2) p114	A disastrous holiday; adverbs in a narrative
 UNIT 9	A description (2) p116	Describing a person's physical appearance, character, and habits
 UNIT 10	Writing a biography p117	Combining sentences to avoid repetition
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Writing

UNIT 1 p13

CORRECTING MISTAKES (1)

- 1 It is important to try to correct your own mistakes when you write. Look at the letter that a student has written to her friend. Her teacher has used symbols to show her the kind of mistakes she has made. Read the letter and correct the mistakes.

T Tense	WW Wrong word
Prep Preposition	P Punctuation
Gr Grammar	Sp Spelling
WO Word order	^ Word missing

23, St. Mary's Road,
Dublin 4, Ireland
Tuesday, 10 May

Dear Stephanie

How are you? I'm very well. I came ^{Prep}in Dublin two weeks ago ^{Gr}for to study at a language school. I want ^Plearn english because ^{Gr}is a very important language. I'm ^{Gr}stay with ^{Gr}a Irish family. They've got two ^{Gr}son and a daughter. Mr Kendall is ^{Gr}teacher and Mrs Kendall work ^{Gr}in a hospital. The Irish ^{Gr}is very kind, but they speak very quickly!

I study in the morning. My teachers ^Pname is Ann. She ^{WW}said me that my English is OK, but I ^{WW}do a lot of mistakes. Ann ^{Gr}don't give us too much homework, so in the afternoons I go ^{WO}always sightseeing. Dublin is much ^{Gr}more big than my town. I like ^{WO}very much painting and I'm very interesting ^{Gr}for modern art, so I visit galleries and museums. I've met ^{Prep}a girl named Martina. She ^Tcame from Spain and ^{Gr}go to Trinity College. Last night we ^Tgo to the cinema, but the film wasn't very ^{Sp}exiting.

^{WW}Do you like to visit me? Why don't you come for a weekend?

I'd love to see you.

Write to me soon.

Love, Kati

- 2 Answer the questions.

- 1 Where is Kati? Where is she staying?
- 2 Why is she there?
- 3 What does she do each day?
- 4 What does she do in her free time?
- 5 Who has she met?

- 3 Imagine that you are a student in another town. Answer the questions in exercise 2 about you.

- 4 Write a similar letter to a friend back in your country. Write 150–200 words.



LETTERS AND EMAILS

Beginnings and endings

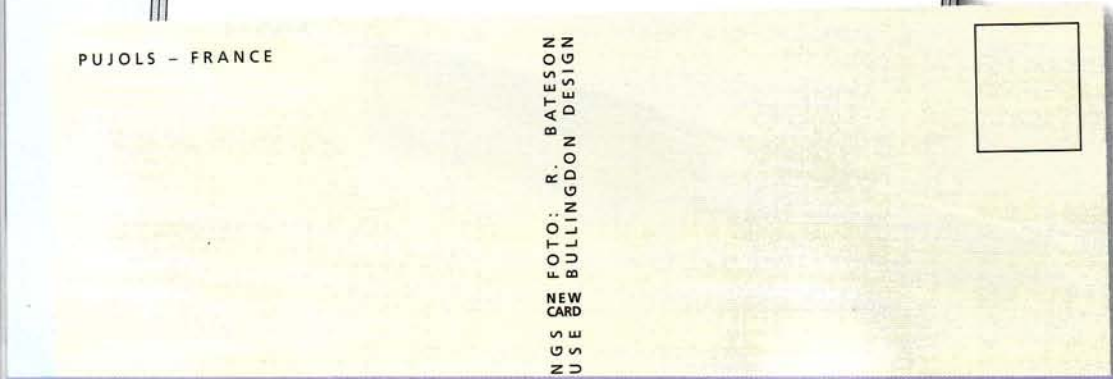
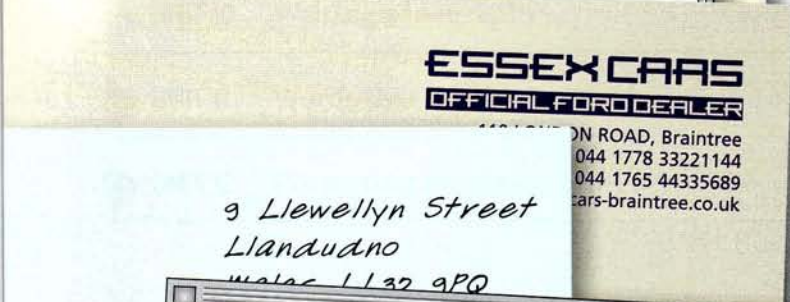
1 How many different ways can you think of to start and end a letter or email?

wishes madam All Hi! sir
 Dear Lots of love best
 sincerely Yours faithfully

2 Read extracts 1–11 from some letters and emails. Which are beginnings and which are endings? Write **B** or **E**.

- 1 Just a note to say thank you so much for having me to stay last weekend. **B**
- 2 Thank you for your letter of 16 April. Please find enclosed a cheque for £50.00.
- 3 Write or better still, email me soon.
- 4 How are you doing? You'll never guess who I saw last week at Dan's.
- 5 I am writing in response to your advertisement in yesterday's *Daily Star*.
- 6 We trust this arrangement meets with your satisfaction.
- 7 I'm sorry I haven't been in touch for such a long time.
- 8 I look forward to hearing from you at your earliest convenience.
- 9 I thought I'd write rather than email for a change.
- 10 Give my regards to Robert.
- 11 Take care and thanks again.

3 Look again at the sentences in exercise 2. Which are formal, and which are informal? Underline the words and phrases which helped you decide.



4 Match the beginnings and endings of these different letters and emails.

Beginnings	Endings
1 Dear Mary and Dave, Any chance that you two are free next Sat. p.m.?	<ul style="list-style-type: none"> • Many thanks. I look forward to hearing from you in the near future. Yours faithfully, James Fox
2 Dear Jane, Thanks for your letter. It was great to hear from you after such a long time. You asked me what I've been doing. Well, ...	<ul style="list-style-type: none"> • We apologize for the inconvenience and will have pleasure in processing your order as soon as we receive the additional amount. Yours sincerely, Thames Valley Computer Software
3 Dear Sir/Madam, I saw an advertisement in the <i>Daily Telegraph</i> for weekend breaks at your hotel.	<ul style="list-style-type: none"> • It would be lovely to see you some time. Do you ever come to London? We could meet for lunch. Love Pat
4 Hi Pete, Thanks for the invite.	<ul style="list-style-type: none"> • Let me know asap. All the best, Martin
5 Dear Mr Smith, We received your order for the Encyclopedia World CD ROM, and your cheque for £75.	<ul style="list-style-type: none"> • Can't wait to see you. Let's hope it stays fine. Love to Ellie. See you then. Deborah

5 Continue the beginnings with one of these lines.

- Could you please send me your brochure and a price list? I would be most grateful.
- I've changed my job a few times since I last spoke to you, and as you know, I've moved to a new flat.
- Unfortunately, this amount did not include packing and postage, which is £7.50.
- We've got four tickets for that open-air concert in Woodstock. Interested?
- We'd love to come.

6 Which one . . .

- asks for information?
- invites?
- asks for further payment?
- accepts an invitation?
- gives news?

Underline the words and phrases which helped you decide.

7 You have just found the email address of an old friend on the website *Friends Reunited*. Write an email to him/her. Give your news, describe some things that you have done recently, and say what your future plans are. Ask about his/her news and family.

The image shows a standard email composition window. At the top, there are four fields: 'From:', 'To:', 'Date:', and 'Subject:'. Below these fields is a large, empty rectangular box for writing the body of the email. The window has a simple border and a small icon in the top right corner.



A NARRATIVE (1)

Telling a story – linking ideas

1 Read the story. Where do clauses a–f go?

- a as soon as their father had died
- b who had worked hard in his vineyard all his life
- c what their father had meant by the great treasure
- d and while they were working they thought about what their father had said
- e because they felt that all their hard work had been for nothing
- f Soon they had dug up every inch of the vineyard

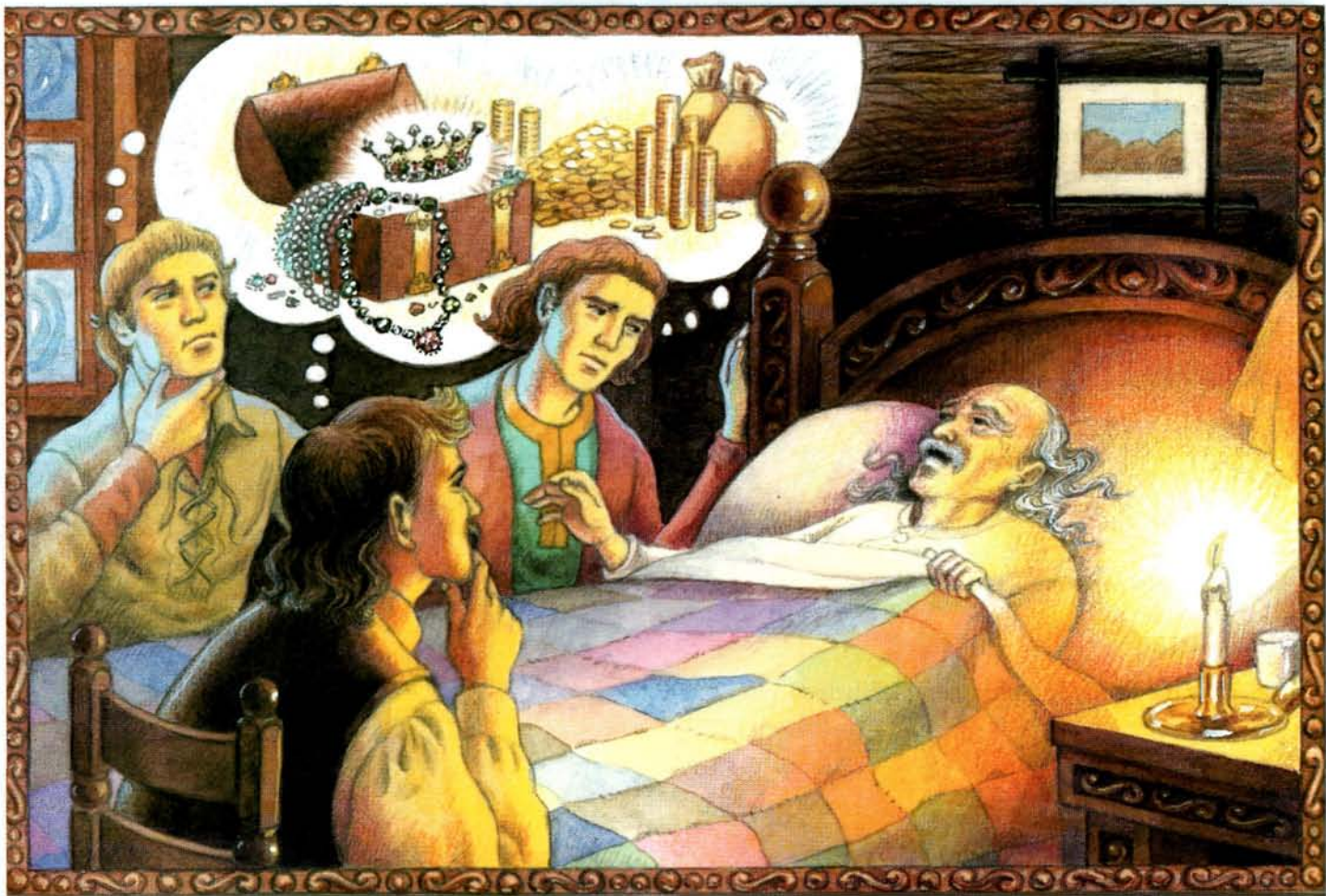
Complete the moral.

THE FARMER AND HIS SONS

There was once an old, dying farmer (1) _____. Before he died he wanted to teach his three sons how to be good farmers. So he called them to his bedside and said, 'My boys, I have an important secret to tell you: there is a great treasure buried in the vineyard. Promise me that you will look for it when I am dead.'

The sons gave their promise and (2) _____ they began looking for the treasure. They worked very hard in the hot sun (3) _____. They pictured boxes of gold coins, diamond necklaces, and other such things. (4) _____ but they found not a single penny. They were very upset (5) _____. However, a few months later the grapes started to appear on the vines. Their grapes were the biggest and best in the neighbourhood and they sold them for a lot of money. Now the sons understood (6) _____ and they lived happily ever after.

THE MORAL OF THIS STORY IS: HARD WORK BRINGS . . .



- 2 Complete the sentences using a linking word from the box. Use each linking word once only.

THE EMPEROR AND HIS DAUGHTERS

There was once an emperor _____ lived in a palace.
He had three daughters _____ no sons.
He wanted his daughters to marry _____ he died.
He found three princes. _____ his daughters didn't like them.
They refused to marry the princes, _____ the emperor became very angry.
He said they must get married _____ they were sixteen years old.
The three daughters ran away _____ the night and found work on a farm.
They fell in love with the farmer's sons _____ they were working there.
They married the sons _____ they were sixteen.

before
as soon as
while
during
when
but
However,
so
who



- 3 In what ways are these sentences different from the ones in exercise 2?

There was once an old emperor who lived in an enormous, golden palace in the middle of the city Ping Chong. He had three beautiful daughters, but unfortunately no sons.

Continue rewriting the story, adding more detail to make it more interesting.

- 4 Write a folk tale or fairy story that you know. Write about 200 words.

Begin:

There was/were once ...

or

Once upon a time there was/were ...

End:

... and they lived happily ever after.

If your story has a moral, give it at the end.



FOR AND AGAINST

1 Read the text. Replace the underlined words and phrases with those in the box.

in my opinion,	One advantage is that	For instance
One disadvantage is that	pros and cons	All things considered
Finally	In conclusion	In fact,
Another point is that	Moreover	



CHILDHOOD

- the best time of your life

- Some people say that childhood is the best time of your life. However, being a child has both advantages and disadvantages.
- On the plus side, you have very few responsibilities. For example, you don't have to go to work, pay bills, or do the shopping, cooking, or cleaning. This means you have plenty of free time to do whatever you want - watch TV; play on the computer; go out with friends; play sports, or pursue other hobbies. On top of that, public transport, cinema, and sports centres cost much less for children. All in all, being a child is an exciting, action-packed time in life.
- However, for every plus there is a minus. For one thing, you have to spend all day, Monday to Friday, at school. Studying usually means you have to do homework, and you have to take exams. What is more, you may have a lot of free time, but you are rarely allowed to do whatever you want. You usually have to ask your parents if you can do things, from going shopping in town to staying out late or going to a party. Last of all, although there are often cheaper prices for children, things are still expensive - and parents are not always generous with pocket money. There's never enough to do everything you want. The reality is that sometimes there's not enough to do anything at all!



4 To sum up, although some people see childhood as the best time in life, I think that children have no real choice, independence, or money. Nevertheless, it is true that choice, money, and independence all bring responsibilities and restrictions - which increase with age.

- There are four paragraphs. What is the purpose of each one?
- Match the pros with the cons.

Pros	Cons
1 don't have to go to work	are never given enough pocket money
2 can go out to parties with friends	have to do homework and take exams
3 don't have to cook and clean	have to go to school Monday to Friday
4 costs less to do things	need to ask your parents' permission

- You are going to write a 'for and against' essay. Write a list of pros and cons for one of these topics.
 - Getting older
 - Having a university degree
 - Having children while young
- Use your ideas from exercise 4 to write four paragraphs. Write about 250 words.

MAKING A RESERVATION

- 1 Janet Cooper wants to go on holiday with her family. She faxes the Sea View B&B to see if they have the accommodation she wants. Look at the advert for the Sea View B&B and fill in the details at the top of the fax.
- 2 Put the words in order, and write them into the message part of Janet's fax.

SEA VIEW B&B
www.seaviewb&b.com



*Get away from the city.
Escape to the peace and quiet
of Cornwall!*

For reservations and enquiries contact
Anne Westcombe:
Phone/Fax: 01326 230579
email: reservations@seaviewb&b.com

FAX TRANSMISSION

To: _____ **Page 1 of 1**
 From: Janet Cooper **Date:** _____
 Subject: _____ **To fax no.:** _____
From fax no.: 01259 67821

- a two / rooms / bed and breakfast / I / to / would like / reserve / at / your
- b 27 August / We / on / are / arriving
- c six / hope / stay / to / We / for / nights / departing / 2 September / on
- d and / husband / would like / room / I / My / double / with / en-suite bathroom / an / preferably / a
- e also / reserve / two / to / I / a / room / for / would / like / teenage / our / daughters
- f should / non-smoking / rooms / be / Both
- g sea / the / possible / Would / have / it / rooms / to / facing / be / ?
- h available / for / you / Do / have / dates / these / rooms / ?
- i also / me / you / Could / tell / room / each / price / the / of / ?
- j from / I / forward / look / you / to / hearing

- 3 Write a reply letter or fax to Janet. Include the following information:
 - thank her for her enquiry
 - say you are pleased to confirm her reservation for the rooms she wants and for the dates she wants
 - tell her that all the rooms come with en-suite bathroom and a sea view
 - each room is £50 per night
 - end the letter saying that you look forward to welcoming her and her family to the B&B
 - finish with *Yours sincerely, Anne Westcombe*



A DESCRIPTION (1)

Describing a room – relative pronouns, participles

1 Think of your favourite room. Draw a plan of it on a piece of paper. Write down why you like it and some adjectives to describe it.

My favourite room is . . . I like it because . . .

Show a partner your plan and talk about your room.

2 Read the description. Why is this kitchen more than just a room where you cook and eat?

3 Complete the description using these relative clauses:

- which tells the story
- that we're going to next Saturday
- where we cook and eat
- whose family have all emigrated
- which is the focal point of the room
- which means
- we haven't seen
- I like best
- who are cross and sleepy
- where family and friends come together

GRAMMAR SPOT

1 Underline the relative pronouns in exercise 3. What do they refer to? When do we use *which*, *who*, *that*, *where*, and *whose*?

2 Look at these sentences. We can omit the relative pronoun from one in each pair. Which one? Why?

This is the room **which** I like best. / This is the room **which** has a good view of the sea.

He's a friend **who** we haven't seen for years. / He's a friend **who** lives in London.

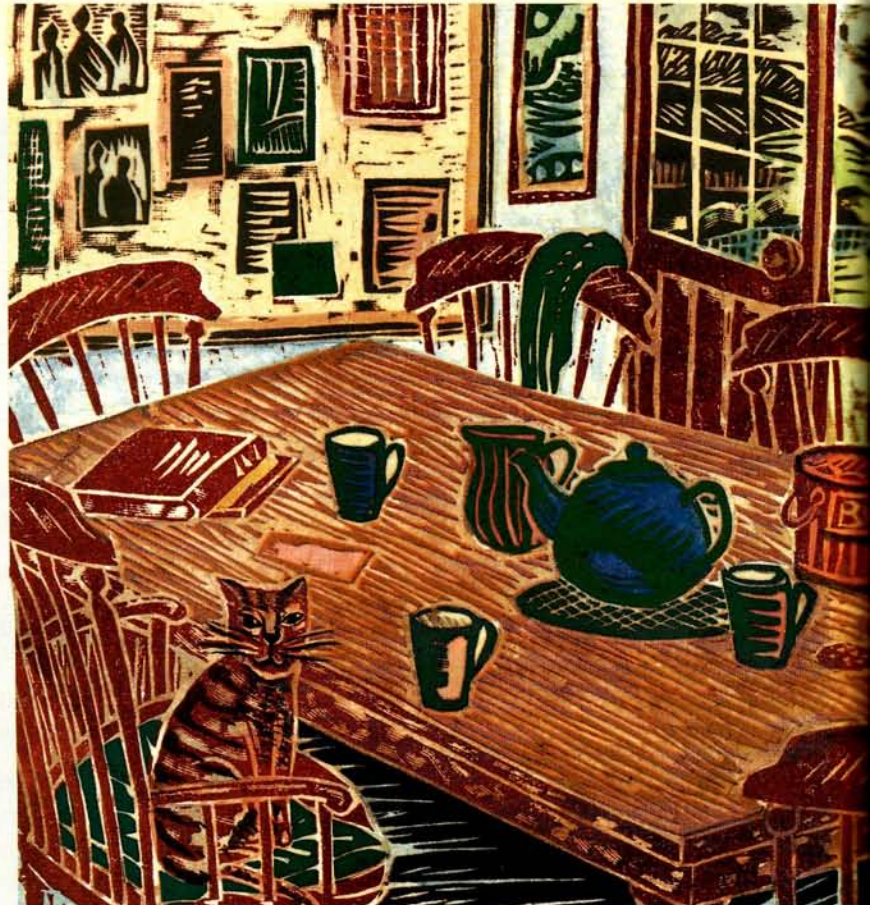
3 Look at these examples of participles. Rewrite them with relative pronouns.

I have so many happy memories of times **spent** there.

There is a large window **looking** out onto two apple trees in the garden.

▶▶ Grammar Reference 6.5 and 6.6 p143

My favourite room



The room in our house (1) _____ is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it's not only (2) _____, but it's also the place (3) _____.

I have so many happy memories of times spent there: ordinary daily events such as making breakfast on dark, cold winter mornings for children (4) _____, before sending them off to school; or special occasions such as homecomings or cooking Christmas dinner. Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, (5) _____. There is a large window above the sink, looking



out onto two apple trees in the garden. There's a big, old cooking stove at one end, and at the other end a wall with a huge notice board (6) _____ of our lives, past, present, and future: a school photo of the kids; a postcard from Auntie Nancy, (7) _____ to Australia; the menu from a take-away Chinese restaurant; an invitation to a wedding (8) _____; a letter from a friend (9) _____ for years. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door (10) _____ they come straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.

- 4 Link these sentences with the correct relative pronoun: *who, which, that, where, whose*.
- 1 The blonde lady is Pat. She's wearing a black dress.
 - 2 There's the hospital. My sister works there.
 - 3 The postcard arrived this morning. It's from Auntie Nancy.
 - 4 I passed all my exams. This made my father very proud.
 - 5 Did you meet the girl? Her mother teaches French.
- 5 Complete the sentences with a word from the box in the present or past participle.

play give stick listen arrange
--

- 1 I spend hours in my room, _____ to music.
 - 2 I have lots of posters _____ on the walls.
 - 3 My brother is in his bedroom, _____ on his computer.
 - 4 There are photos of my family _____ on my shelves.
 - 5 I also have a colour TV _____ to me on my last birthday.
- 6 Write a similar description of your favourite room in about 250 words. Describe it and give reasons why you like it. Use relative pronouns and participles to link your sentences.



A LETTER OF APPLICATION

1 Read Nancy's letter of application and complete it using the phrases and words in the box.

I consider myself	experience	widely
As you will see	hard-working	fluently
I am writing in response	advertisement	CV
I look forward to hearing	on business	deadlines

Worldwatch Europe IPA
 56 Merritts Avenue
 Overland Park
 Reading
 RG2 6HD

Dear David Benton,

_____ to your _____ in today's *Guardian* for a journalist based in Geneva.

_____ from the enclosed _____, I studied journalism and modern languages at University College, London, and went on to do a master's in journalism at Queen Mary's College, London.

_____ the ideal candidate for the job because I have all the relevant _____. In my present job I am in charge of Eastern Europe publications for Intertec Publishing. Before this, I worked for the BBC World Service, at first covering Mexico and Argentina, then Europe. I have travelled _____ in South America and Europe. In my present job I frequently go to Japan _____. I speak French, German, and Spanish _____.

I am an enthusiastic and _____ person. I am good at organizing people and can meet _____.

_____ from you in the near future.

Yours sincerely,

Nancy Mann

2 Answer the questions.

- 1 What job is Nancy applying for?
- 2 Where did she hear about the vacancy?
- 3 What is she sending with her letter?
- 4 Look at her letter and the advert. Why does she think she is right for the job?

Worldwatch Europe

Business Journalist

This international business magazine, with 1,000,000 readers worldwide, is seeking a journalist, based in Geneva, to cover business news in Europe.

Requirements:

- a master's degree in journalism
- at least two years' experience in business journalism
- fluent in French and German. If possible, some knowledge of Spanish
- excellent communication skills
- international travel experience is a plus

Please send CV and letter of application to:

David Benton, Worldwatch Europe IPA
56 Merritts Avenue, Overland Park, Reading RG2 6HD

Visit us on the web: <http://www.wep@ipc.co.uk>

3 You are going to write a letter of application. Read the job advertisement below.



TRANS-GLOBE TOURS

TOUR GUIDES

We are looking for enthusiastic, hard-working, friendly people who

- have good interpersonal skills
- speak two or more languages fluently
- have a genuine interest in other countries and cultures
- want to see the world

Please apply with CV to:

Martin Ruane, Personnel Manager
Trans-Globe Tours, Victoria Square, London SW1 6VC

4 Answer the questions in exercise 2 about *you*. Use your answers to write your letter of application for Trans-Globe Tours. Write about 200 words.



A NARRATIVE (2)

A disastrous holiday – adverbs in a narrative

- 1 Think about the worst holiday you have ever had! Write some notes about it, then swap information with a partner.
- 2 Read the beginning of the story about Jack and Liza’s holiday. Put the words on the right into the correct place in the lines, and make any necessary changes.

A HOLIDAY HORROR STORY

AFTER CHRISTMAS two years ago Jack and Liza decided to go away for New Year. They didn’t want to stay in a hotel with crowds of people and they were delighted when they saw an advertisement in *The Sunday Times* for a holiday flat in a village near Oxford. It was no ordinary flat. It was on the top floor of an old Elizabethan mansion. They booked it, and on New Year’s Eve they set off in the car. It was raining and freezing cold, they were happy and excited.

They had been driving for three hours when they saw the house in the distance. It looked magnificent with tall chimneys and a long, wide drive. They drove up to the house, went up the steps to the huge front door and knocked. Nothing happened. They knocked again. The door opened and a small, wild-looking old lady stood there.

just/suddenly/somewhere
so/really

However
immediately/Although
heavily

nearly/finally
incredibly

loudly
more loudly/Eventually/slowly

- 3 Work with your partner. Look at the pictures and complete the next part of the story using the prompts below to help.

The old lady was wearing . . .

In one hand she was carrying a large glass of whisky and . . .

The house was absolutely . . .

The old lady led Jack and Liza slowly up . . .

There were two huge dogs growling menacingly . . .

When they saw the rooms they couldn’t believe their eyes because . . .

They hurriedly . . .

- 4 Read your story aloud to the class and compare ideas.





5 Read the end of the story. Put the words on the right into the correct place.

WHEN they got outside again the rain had turned to snow. They ran to the car, laughing. They felt that they had been released from a prison and now they wanted to be with lots of people. They drove to the next village and as midnight was striking they found a hotel with a room for the night. 'Happy New Year!' cried Jack, as he kissed the surprised receptionist on both cheeks. 'You have no idea how beautiful your hotel is!'

hysterically
desperately/quickly/fortunately/just
warmly

6 Write the story of your worst holiday in about 250 words.

- When was it?
- Where was it?
- Why was it bad?
- Who were you with?
- What did you do?



A DESCRIPTION (2)

Describing a person

1 Think of someone in your family.
Write answers to questions 1–6 about him/her.

- 1 What is his/her name?
- 2 How is this person related to you?
- 3 Why are you choosing this person?
- 4 What is he/she like?
- 5 What does he/she look like?
- 6 What does he/she like to do?

Read your sentences to the rest of the class.

2 Look at the photo and read the description of Emily Morgan. Write the words and phrases used to describe her on the chart.

physical appearance	
character	
habits	

3 *not very tolerant* in paragraph 2 is a polite way of saying *intolerant*.
Make polite forms of these words.

- 1 rude
- 2 boring
- 3 cheap
- 4 ugly
- 5 cruel
- 6 stupid

4 Use your sentences from exercise 1 to write a similar description of one of your relatives. Include:

- your relation to him/her
- your opinion of him/her
- physical description
- his/her character, habits, likes and dislikes

Emily Morgan, My Aunt



Of all my relatives, I like my Aunt Emily the best. She's my mother's youngest sister. She has never married and she lives all alone in a small village near Bath. She's in her late fifties, but she's still quite young in spirit. She has a fair complexion, curly grey hair, and deep blue eyes. She has a kind face, and when you meet her, the first thing you notice about her is her warm, friendly smile. Her face is a little lined now, but I think she is still rather attractive. She is the kind of person you can always go to if you have a problem.

Aunt Emily likes reading and gardening, and she likes to take her dog, Buster, for long walks in the park. She's a very active person. Either she's making something or mending something or doing something to help others. She does the shopping for some of the old people in the village. She's extremely generous, but not very tolerant of people who don't agree with her. I hope that I am as contented as she is when I am her age.

WRITING A BIOGRAPHY

Combining sentences

1 Read the sentences in **A** about Astrid Johnsson. Compare them with the paragraphs in **B**. Note all the ways the sentences combine. Underline the words in **A** that are not used again in **B**.

A

- Astrid Johnsson is a cellist.
- She is Swedish.
- She is famous for her music.
- She is famous worldwide.
- She started playing the cello at the age of three.
- She was born in Stockholm in 1960.
- She left Stockholm in 1978.
- She won a scholarship to the Royal Academy of Music in London.
- She studied the cello.
- She studied the history of music and composition.

- She has travelled all over the world.
- She has played in concerts and composed film music.
- She has lived and worked in many places.
- She has lived and worked in London, New York, and Paris.
- She now lives in Paris.
- She lives with her daughter and her second husband.
- He is a conductor.
- He is Georges Leveaux.

B

Astrid Johnsson, the Swedish cellist, who is famous worldwide for her music, started playing the cello at the age of three. Born in Stockholm in 1960, Astrid left there in 1978 when she won a scholarship to the Royal Academy of Music in London. Whilst there, she not only studied the cello, she also studied the history of music and composition.

Since then she has travelled all over the world, playing in concerts and composing film music. She has lived and worked in many places, including London, New York, and Paris, where she now lives with her daughter and her second husband, the conductor Georges Leveaux.

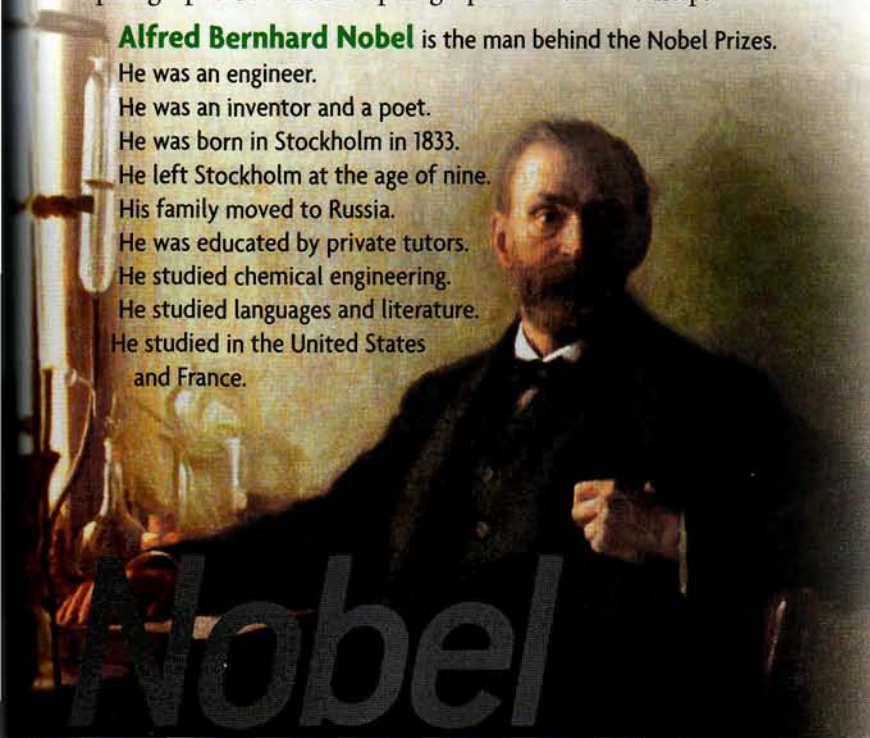


Astrid

2 Alfred Nobel is also Swedish. Why is he famous? Combine these sentences about him to form a natural sounding paragraph. Use the first paragraph on Astrid to help.

Alfred Bernhard Nobel is the man behind the Nobel Prizes.

- He was an engineer.
- He was an inventor and a poet.
- He was born in Stockholm in 1833.
- He left Stockholm at the age of nine.
- His family moved to Russia.
- He was educated by private tutors.
- He studied chemical engineering.
- He studied languages and literature.
- He studied in the United States and France.



Nobel

3 Starting as shown, continue the biography of Alfred Nobel.

Returning to Sweden with his brother Emil in 1852, he ...

- He returned to Sweden in 1852.
- He returned with his brother Emil.
- They worked in their father's factory.
- The factory was an explosives factory.
- An explosion in the factory killed Emil in 1864.
- Alfred was deeply affected.
- He wanted to invent a safer explosive.
- He invented one in 1867.
- He called it 'dynamite'.
- He started to set up dynamite factories.
- He founded factories in many parts of the world.
- Alfred made a fortune.
- He died in 1896.
- He left \$9 million.
- He left the money to set up yearly prizes for science, literature, and world peace.
- The prizes are called the Nobel Prizes.

4 Research some facts about a famous man and a famous woman, dead or alive, who you admire. Write a short profile for each of them.



WORDS THAT JOIN IDEAS

1 Join the sentences in different ways using the words in brackets.

- 1 George was rich. He wasn't a happy man. (but / although / however)
- 2 Jo rang me from a phone box. She's lost her mobile. (because / so)

2 Look at these words and expressions. They prepare people for what you are going to write or say next. Read and complete the sentences.

- 1 **In fact/Actually** (*I'm going to add more information to support this statement.*)
Peter doesn't like working in London. **In fact**, he's thinking of changing jobs.
Peter and I are in love. **Actually**, we _____.
- 2 **Of course/Naturally** (*What I am going to say is obvious.*)
Of course, having a baby has totally changed our lives.
Naturally, when I was a child I didn't _____.
- 3 **Fortunately/Unfortunately** (*What I am going to say is/is not good news.*)
She tried really hard, and **fortunately**, she passed the exam.
She stood and waited for over an hour, but **unfortunately**, _____.
- 4 **Nevertheless** (*I am going to tell you about a result or effect which is unexpected.*)
The accident wasn't her fault. **Nevertheless**, she felt terrible.
My father didn't do very well at school. **Nevertheless**, _____.
- 5 **Anyway** (*I am going to finish talking about the subject and move on to something new.*)
What traffic! I thought I'd never get here. **Anyway**, now let's get on with the meeting.
Anyway, you've heard enough about me. What _____?

in fact
actually
of course
naturally
fortunately
unfortunately
nevertheless
anyway

3 Read the email and write the word or words that fit best.

To: Melodycat@hyp.org
Subject: Hi from Jackie and Joe

Hi Melody,

I hope you're all well. Things are busy here. Maya moved out last week. She found a small apartment not far from here, (1) _____ (so / anyway) we still see her all the time. She also got a new job at a radio station. (2) _____ (Unfortunately, / Because) it doesn't pay very well, (3) _____ (of course / but) at least she likes it. Now that Maya has moved out, it's only Joe and me at home. After 24 years of having kids around the house, it's a little strange to have the place all to ourselves. (4) _____, (However / In fact) it's nice to come home to a clean house at the end of the day. :-)

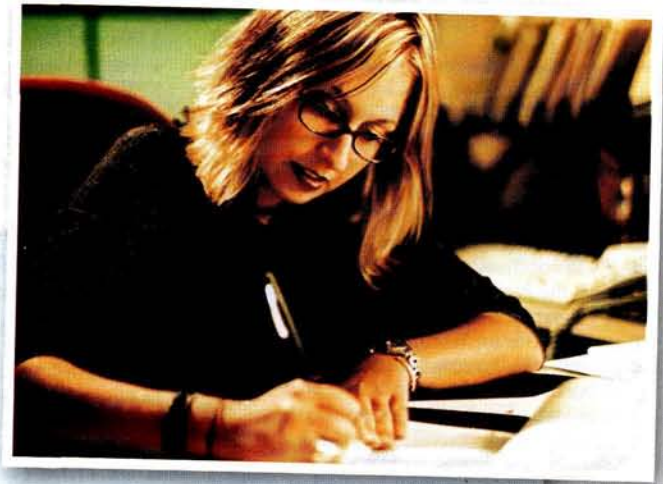
Samantha is going to graduate from Oberlin College this year. We're all very proud and (5) _____ (however / of course) we're going to have a party for her. (6) _____, (So / Actually) it's going to be a surprise party! So, shhh! Samantha says she wants to travel somewhere interesting this summer, (7) _____ (but / because) she hasn't decided where to go yet. Joe's fine, (8) _____ (although / so) he's been in a bad mood lately. He hasn't been able to do much in the garden (9) _____ (because / actually) it's rained every day for the last two weeks! (10) _____, (In fact / Nevertheless) it's been the rainiest summer for 20 years. (11) _____, (Anyway / Of course) that's enough of our news. How are you all? What are you up to?

Write back and tell me everything!
Love, Jackie



CORRECTING MISTAKES (2)

- 1 Kati was a student of English in Dublin, where she stayed with the Kendall family. She has now returned home. Read the letter she has written to Mr and Mrs Kendall. Her English has improved, but there are still over 25 mistakes. How many can you find?



Szerencs u. 43
 3300 Eger
 Hungary

Friday, 14 June

Dear Mr and Mrs Kendall

I am home now since two weeks, but I have to start work immediately, so this is the first time is possible for me to write. How are you all? Are you busy as usual? Does Tim still work hard for his exam next month? I am miss you a lot and also all my friends from Dublin. Yesterday I've received a letter from my Spain friend, Martina, and she told me about some of the other people I met. She say that Atsuko and Yuki will write me from Japan. I am lucky because I made so many good friend during I was in Ireland. It was really interesting for me to meet people from so many different countries. I think that we not only improved our English (I hope this!) but we also knew people from all over the world and this is important.

My family are fine. They had a good summer holiday by the lake. We are all very exciting because my brother will get married just before Christmas and we like very much his girlfriend. They have looked for a flat near the city centre but it is no easy to find one. If they won't find one soon, they will have to stay here with us.

Please can you check something for me? I can't find my red scarf. I think maybe I have forgotten it in the cuboard in my bedroom.

Please write soon. My family send best wishes to you all. I hope I can come back next year. Stay with you was a very wonderful experience for me. Thank you for all things and excuse my mistakes. I already forget much words.

Yours faithfully,

Kati

PS I hope you like the photo. It's nice, isn't it?

- 2 Compare the mistakes you have found with a partner. Correct the letter.
- 3 Write a thank-you letter to someone you have stayed with.