

Past and present

- ▶ Revision of verb forms
- ▶ Uses of auxiliaries
- ▶ Task: Talk about your life circles
- ▶ Reading: *The family that plays together ...*
- ▶ Vocabulary: Past and present time phrases
- ▶ Writing: Planning and drafting a biography
- ▶ Wordspot: get
- ▶ Pronunciation: Strong and weak auxiliaries, Sounding polite
- ▶ Real life: Making conversation

Task: Talk about your life circles

Preparation: listening

1 What can you see in the photos? Why might these photos have sentimental value for the owners? Do you keep many old photos? Which do you treasure most?

2 a **T1.1** You will hear people talking about ten important names, dates and places in their past and present. Listen and say what or who the person, place or day is.

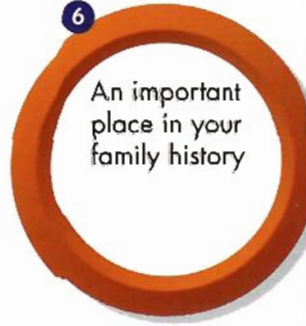
- 1 Park Hill grandparents' house
- 2 Miss Brown
- 3 Monday
- 4 6th June
- 5 Glengareth
- 6 Emma
- 7 3042
- 8 4th September
- 9 Tony
- 10 Berlin

b Look at the life circles. Then listen again. Which life circle is each person speaking about? (Some people talk about the same life circle.)

3 Listen again. What else do you learn about these people, places and days?



Your Past





Task: speaking

1 a Complete the life circles with important names, dates, etc. from your life.

b Decide what to tell other students about your life circles. Ask your teacher for any important words or phrases you need.

► Useful language a

2 Work in pairs. Explain your life circles to each other and answer any questions your partner has.

► Useful language b

3 What were the most interesting things you learnt about your partner? Tell the class.

Useful language

a Explaining your life circles

I put ... because ...

... is important to me because ...

... is a woman / a boy who ...

... is the place where ...

That's when I ...

The last time I ... was ...

I haven't seen ... for ...

b Asking about life circles

Why did you put ...?

Why is/was ... important for you?

Who/Where exactly is ...?

Can you tell me a bit more about ...?

When did you last ...?

7
The number of a house or apartment that is important for you

8
An important birthday

9
The name of a person you see most days

Your Present

10
Your favourite day of the week

11
The number of people living in your house / apartment

12
Someone you met for the first time recently

Reading

1 Which of these types of music do you like most? Are there any that you don't like? Why not?

folk	jazz	rock
disco	dance	pop
electronic	hip-hop	rap

2 Look at the photos in the text of musicians from different decades. Do you know any of them? What do you think they have in common?

3 Read the text quickly and answer as many of the questions as you can about the people in each photo.

- Where are they from?
- In which period were they successful?
- What are the names of their hit songs/albums?

4 According to the text, who ...

- admits that they argue from time to time?
- ceased to exist when one member died?
- are as well known for their bad behaviour as for their music?
- implies that family matters are more important than fame and money?
- expresses different views about how well they get on?
- is very grateful to her parents?
- seems to be very ambitious?

5 Discuss the following questions in small groups.

- What are the advantages and problems of working with other members of your family? Would you ever do it? Why / Why not?
- Do you think that the parents of talented children push them to be successful? Do you know of other cases like this? What has happened to the children?

8

The family that plays

'The family that plays together,' goes the old saying, 'stays together.' While fashions and groups come and go in the world of pop music, acts featuring brothers and sisters seem to have a consistent appeal.

Back in the 1970s, all-singing, all-dancing groups like the Jackson 5 and the Osmond Brothers were the equivalent of today's boy bands – although in those days the term had not been invented. But the Gibb brothers, known all over the world as The Bee Gees, outlasted them all, with major hits through four decades, reaching their peak in the disco years of the late 1970s. At one time, their album *Saturday Night Fever* was Number One for 24 consecutive weeks in the US, and it is still the best-selling soundtrack album of all time. Their existence as a group ended only with the death of brother Maurice in 2003, and there are currently no plans for them to record again under the Bee Gees' name. And what was the secret of their success? 'We are brothers first, a group second,' said eldest brother Barry in 1997.



During the 1990s, it was the turn of three sisters and a brother from Ireland to become the world's favourite family act. Playing a blend of pop, rock and Irish traditional music, The Corrs became a truly global phenomenon – their album *In Blue* went to Number One in no fewer than eighteen countries. As with many musical families, they started early. At the age of fifteen, eldest brother Jim used to perform folk songs with his parents – at that time, the younger sisters were all attending primary school. For a number of years, the siblings performed in pubs and clubs in their local area. They were playing in a Dublin pub when the US ambassador to Ireland, Jean Kennedy Smith heard them and was so impressed that she arranged for them to play at the opening celebrations for the World Cup in New York. After that world-wide success soon followed.



But how do the four get on? According to middle sister and drummer Caroline, 'Oh, we do fight. We have spectacular fights, you wouldn't believe it!' But eldest sister and violinist Sharon takes a different view: 'Over the last few years, we've grown up, and we rarely argue nowadays. As for jealousy, that doesn't come into it. Unless we're having a photo shoot and one of us is feeling particularly ugly.'

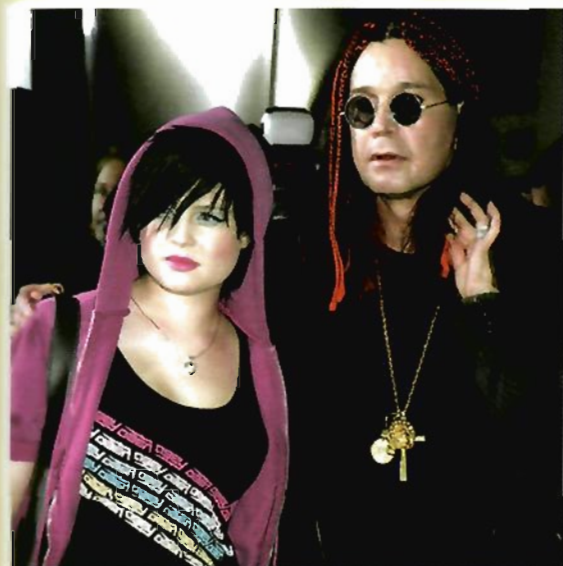
More recently the northern English city of Manchester has been home to the Gallagher brothers – founders of the rock group Oasis whose *What's the Story Morning Glory?* was the biggest-selling UK album of the 90s, and whose very public rows and outrageous behaviour often attracted more attention than their music.



together ...



So how is the face of family groups changing as we move into the 21st Century? Celebrities move easily between the worlds of pop and movies **these days**, and one duo from the USA who reflect this are Taryn and Kellin Manning, better known as BoomKat. After film roles alongside Britney Spears and Eminem, Taryn teamed up with her elder brother to launch a musical career. Their **latest** album *Boomkatalog 1* is a mixture of hip-hop, electronic and pop.



Or could the future **now** lie with dads and daughters rather than brothers and sisters? At the **end of 2003**, Ozzy Osbourne – **former** singer with heavy metal band Black Sabbath – and daughter Kelly teamed up for a duet on the hit single *Changes*. Kelly makes it quite clear who she owes her fame to: 'My parents have been so supportive. Everything I know about the industry is from them.'

Whether or not BoomKat and the Osbournes have the staying power of The Bee Gees or The Corrs remains to be seen. But they prove the fact that families can work and play together happily ... for a while at least.

Vocabulary

Past and present time phrases

1 Look back at the time phrases highlighted in bold in the text. Which of them refer to the past? Which of them refer to the present?

2 Read the sentences about the British rock group, Queen. Complete the sentences with the words and phrases in the box.

days
during
nowadays
those days
that time
former
the last few years
one time
now
currently
latest
back



- Queen were formed _____ in 1971 by Brian May and Freddie Mercury. At _____ they were known as Smile.
- Mercury wasn't always a singer – at _____ he worked as a dishwasher at Heathrow Airport!
- One thing that helped make them famous was their video for *Bohemian Rhapsody* – promotional videos weren't common in _____.
- Queen reached the peak of their popularity _____ the 1980s, and played at the Live Aid concert in 1985.
- Mercury died in 1991. Over _____, his house in London has become a popular visiting place for Queen fans from all over the world.
- A musical show based on their songs – entitled *We Will Rock You* – is _____ showing in London.
- _____ Queen guitarist Brian May doesn't play many concerts these _____.
- However, he makes an album from time to time. The _____ one is called *Furia*, and it was released in 2000.
- The chances are that there is a Queen song playing on the radio right _____ somewhere around the world! It seems that Queen are just as popular _____ as they were thirty years ago!

3 a Think of a favourite musician or group, past or present. Use these ideas to make notes about them.

- name of the group
- any changes in the group / their music
- type of music
- current activities/albums
- early career
- your favourite album / why you like them

b Tell a partner about them, using the time phrases in exercise 2.

Language focus 1

Revision of verb forms

a Are you a grammar genius? Find out how good your knowledge of English verbs is by doing this test with a partner.

b Then check your answers on page 138 and find out your 'grammar genius rating'.

Nine things you should know about English verbs

1 Underline the verb forms in the sentences adapted from the text on pages 8 and 9. Match the forms to the names in the box. (6 marks)

Present simple Present continuous Past simple
Past perfect Past continuous Present perfect

- At the end of 2003, Ozzy Osbourne and daughter Kelly teamed up for a duet on the hit single *Changes*.
- Back in the 1970s, the term 'Boy Band' had not been invented.
- At that time, the younger Corrs were attending primary school.
- Over the last few years they have grown up.
- There's no jealousy ... unless we're having a photo shoot and one of us is feeling particularly ugly.
- The family that plays together, stays together.

2 Look at the picture and answer the questions. (2 marks)

- Which job does the man on the left see as his permanent job?
- What does he see as his temporary job?



3 Two of the sentences below contain incorrect verb forms. Cross out the incorrect sentences. (2 marks)

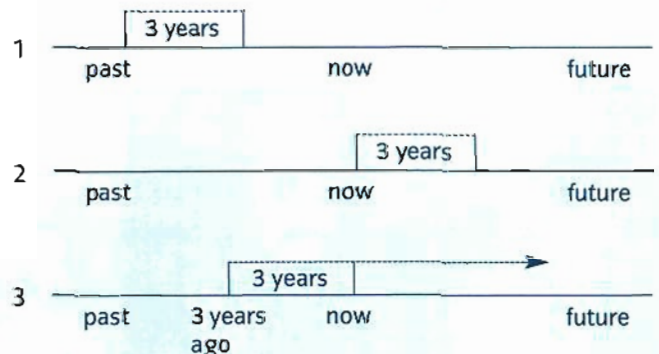
- Do you like this soup?
- Are you liking this soup?
- What do you think?
- What are you thinking?
- Her brother's being very unfriendly.
- Her brother's very unfriendly.
- I know the answer to that question.
- I'm knowing the answer to that question.
- I don't have any coffee.
- I'm not having any coffee.

4 Underline the best verb form in the two sentences below. (2 marks)

- Hannah broke / was breaking her leg while she ice-skated / was ice-skating.
- We sat / were sitting watching the television when suddenly the lights went out / were going out.

5 Which diagram represents each sentence most accurately? (2 marks)

- She's worked in television for three years.
- She worked in television for three years.



6 You meet a friend in the street and notice she has a new hairstyle. What do you say? (1 mark)

- You're changing your hair – it looks really good!
- You've changed your hair – it looks really good!
- You were changing your hair – it looks really good!



7 Tick the most logical way to complete each sentence. (2 marks)

- a They'd known each other for a long time ... before they started going out. ... and they're really good friends.
- b They've known each other for a long time ... before they decided to get married. ... but they don't get on very well.

8 Which of the sentences below refer to the past only? (1 mark)

- a They used to phone each other every day.
- b They've always phoned each other every day.
- c They phoned each other every day.

9 All the verbs in bold are past forms, but which of them really refer to the past? (2 marks)

- a If only I **had** all the time to do the things I'd like to!
- b As a child, he always **had** plenty of friends.
- c I **knew** at once that he was lying.
- d If I **knew** what you wanted, maybe I could help you.

► Look at Language summary A on page 144.

Practice

1 a Read about Keema's experience of growing up as a British Asian, and choose the best verb forms.

b **T1.2** Listen and check.

2 a Write eight sentences about your childhood and family background. Include details about some of these things.

birthplace	different homes and how long you were there
first school	what it was like growing up in your family
holidays	people who influenced you

Pay attention to the tenses you use.

b Change three pieces of information to make them false. Read your sentences to another student. Can he/she guess which are false?

Mmm, I don't think you were born in the country.

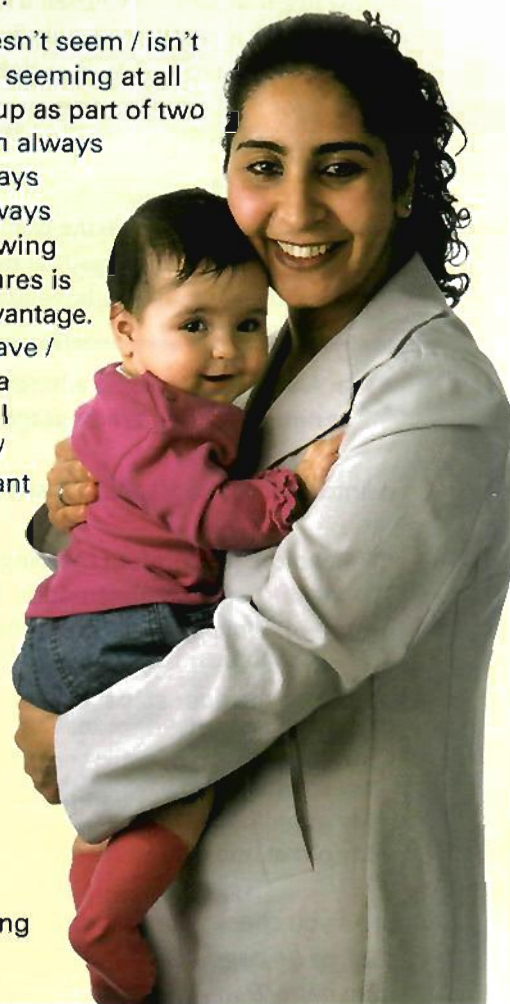
No, that's true, really!

Growing up a British Asian

'I (1) am born / have been born / was born in a town called Blackburn, in the north-west of England, and (2) have lived / lived / was living there till I (3) had left / left / was leaving home at the age of eighteen. My parents (4) had moved / have moved / used to move to England from India during the 70s.

As a child, I (5) have been / had been / went to my local school and, of course I (6) have spoken / spoke / had spoken English with a local accent, just like all the other kids. But home was very different: we (7) have lived / had lived / lived in a kind of 'little India', with a huge extended family of uncles and aunts. I (8) remember / am remembering / have remembered feeling part of this big thing called 'family', and an even bigger thing called 'India'. I suppose my family really (9) have influenced / influenced / were influencing me while I (10) had grown up / used to grow up / was growing up. They often (11) had talked / have talked / used to talk about India as 'home' – even though at that time I (12) had never been / was never going / have never been there!

To me, it (13) doesn't seem / isn't seeming / wasn't seeming at all strange to grow up as part of two cultures. I (14) am always thinking / 've always thought / was always thinking that growing up with two cultures is a gift, not a disadvantage. Now that I (15) have / am having / had a child of my own, I (16) am wanting / have wanted / want her to get in touch with her Indian roots too, so we (17) 're planning / plan / used to plan a visit there later this year. All her Indian cousins (18) are looking forward / looks forward / looked forward to meeting her!



Writing

Planning and drafting a biography

1 a When you write an important letter or composition, do you plan it before you write the final draft? What do you do?

b Read the ideas below for planning and drafting a piece of writing. Which do you find most useful?

Four steps to better writing

1 Preparing and gathering information

Give yourself a time limit to brainstorm all the topics you might include, and to check information. Make brief notes by each topic. Get as much information as you can on paper (a quick search on the Internet may help you here). Don't worry too much about the organisation of your ideas at this point – you can always change things later.

2 Structuring

Think about the order in which you will present the information. If possible, check with another student or your teacher to see if they think your order is clear and logical.

3 First draft and feedback

Write a first draft, giving yourself a time limit to complete the text. Show your first draft to another student or your teacher. Ask them to tell you about things that are unclear, or if there are any important mistakes. Read the draft yourself. Are there better words or phrases you could use to express your ideas?

4 Final draft

Use the feedback to prepare the final draft. Then proofread your work (check it for simple errors, spelling mistakes, etc.). If you're happy with what you have written, you have finished!

2 a A student is writing a biography of the actor Rowan Atkinson. Look at notes A and B. Which stages in exercise 1b do they illustrate?

b Into which paragraphs in B should the information in A go?

3 Read the first draft of the biography (C). The writer is checking spelling (sp) and punctuation (p), and has marked the points he/she is unsure of. Which are correct? Which are wrong? Correct them.

4 a Use the 'four steps' in exercise 1b to write a biography of one of the people below.

- My sporting hero
- My grandfather/mother
- My oldest and dearest friend
- My favourite filmstar/entertainer
- The most eccentric person I know
- A musical legend

b As you check your first draft, pay attention to the verb forms you studied on page 10. Can you use any of the past and present time phrases from page 9?



A

- a Married to Sunetra Sastry, a make-up artist, two children Ben and Lily.
- b Rarely seen in public, almost never gives interviews.
- c Attended Newcastle and Oxford Universities, where he appeared in several student productions.
- d Born in north-east of England, 1955.
- e Shy at school – had ability to make other students laugh.
- f Is the fourth most recognised British person in the world.
- g First film appearance 1983 – 'Never Say Never Again'.
- h Developed character of Mr Bean in early 1990s.
- i World-famous as Mr Bean.
- j Many film roles including 'Johnny English' and 'Four Weddings and a Funeral'.

B

Paragraph 1: what he's famous for
 Paragraph 2: early life and education
 Paragraph 3: early career and development of Mr Bean character
 Paragraph 4: personal life today



C Rowan Atkinson: a Comic Legend

He was recently voted the fourth most-recognised British person in the world – but while millions know him as the rubber-faced Mr Bean much less is known about the life of Rowan Atkinson, the actor who created the character, and who has played many other TV and film roles including the nervous prestige 'Four Weddings and a Funeral' and the inept secret agent, Johnny English.

Born in the north-east of England in 1955, Atkinson was always shy at school, but he soon discovered that he could make his classmates laugh by pulling grotesque faces, which got him the nickname 'Moonman'. At this stage in his life, he had few thoughts of a career in entertainment, however, after leaving school, he studied electrical engineering at Newcastle University and then went on to Oxford to do a masters degree. There, he began to take comedy more seriously, appearing in a number of comedy productions and at the Edinburgh Festival.

His appearances on TV in the popular comedy series 'Not the Nine O'Clock News' helped him to get his first film role in 1983 in the James Bond film 'Never Say Never Again'. But he was unknown outside the UK until he developed the character of Mr Bean who, he says, is based on himself at the age of ten. The TV programmes have been shown in eighty countries and in 1997 the feature film 'Bean: The Movie' became the second biggest-earning British film ever.

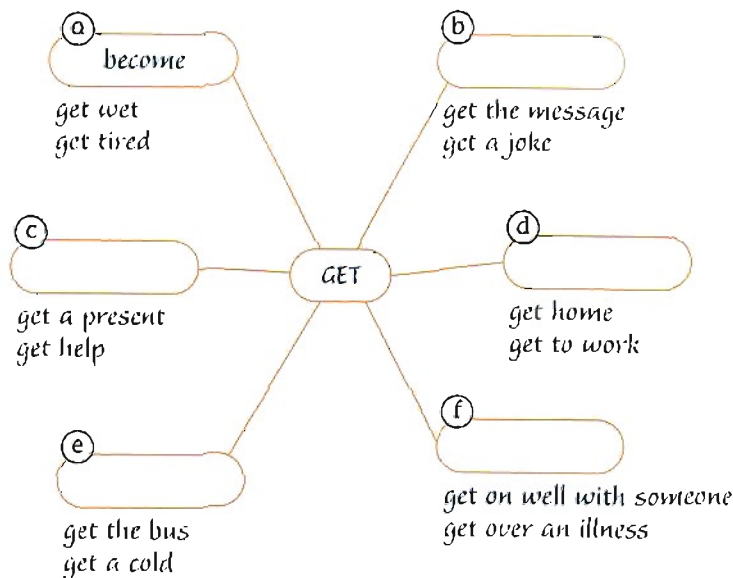
Despite his worldwide fame, Atkinson avoids publicity, rarely appearing in public and almost never giving interviews. He lives quietly with his wife Sunetra and their two children, and little is known of his private life – apart from his love of classic racing cars. As he says about himself, 'I am essentially a rather quiet, dull person who just happens to be a performer.'

Wordspot

get

1 Match the meanings of get with the examples in the diagram below.

arrive	become	catch
obtain/receive	phrasal verbs	understand



2 Add these phrases to the diagram above.

get a better job	get better/worse	get angry
get an early flight	get €50,000 a year	get lost
get on with your work	get there	get a shock
I don't get what you mean	get into trouble	get stuck

3 Work in pairs. Student A: Look at page 138. Student B: Look at page 141.

4 Can you find someone in the class who ...

- got home late last night?
- got stuck in bad traffic on their way to work/school?
- gets a lot of colds?
- doesn't get on very well with their next door neighbours?
- got a really special present for his/her last birthday?
- got lost the first time they came to this school?
- is getting the bus home today?
- often gets tired in the middle of the afternoon?
- rarely gets angry?
- got into trouble a lot at primary school?

Decide what questions you will ask before you begin, and speak to as many students in the class as you can.

Language focus 2

Uses of auxiliaries

1 Look at the two women in the photo below. Who or what do you think they are talking about?

2 a **T1.3** Listen to the conversation, without reading. What are they gossiping about?

b Choose the correct auxiliary in the conversation below. Then listen again and check.

c In this kind of conversation, how do people show interest in what the other person is saying?



LIZ: I suppose you've heard the latest about Ian and Patsy?

KATE: No, what's happened?

LIZ: Oh, haven't you heard? They've split up!

KATE: (1) Are they? / Do they? / Did they? / Have they?

LIZ: Yeah, I thought everyone knew.

KATE: Hmm ... well, I suppose it's not really surprising, (2) does it? / doesn't it? / is it? / isn't it? I mean they never really seemed to have that much in common.

LIZ: How do you mean?

KATE: Well, their interests for a start; he's really into his computers and computer games and things like that, but she (3) does / doesn't / is / isn't. She prefers something a bit livelier, going out to clubs and things, having a good time ...

LIZ: Yeah. She (4) does / is / isn't / was like going out more than him, that's true.

KATE: Has she told you anything about it?

LIZ: Yes, (5) she did / she has / she is / she was, actually. She phoned me on Friday. It seems that it all came to a bit of a crisis when they ...

Analysis

Where is the auxiliary verb in the conversation in exercise 2 used:

- a to add emphasis?
- b to form a tag question?
- c to show interest?
- d to form a short answer to a question?
- e to avoid repeating words or phrases?

► Look at Language summary B on page 144.

Practice

1 **T1.4** Listen, pause the recording and tick the correct response. Then listen and check.

- a 1 Of course I am!
 - 2 Of course I do!
 - 3 Of course I have!
- b 1 I am listening, darling.
 - 2 I do listen, darling.
 - 3 I did listen, darling.
- c 1 No, to be honest, it isn't.
 - 2 No, to be honest, it didn't.
 - 3 No, to be honest, it wasn't.
- d 1 I think I am, she hasn't phoned yet.
 - 2 I think I do, she hasn't phoned yet.
 - 3 I think I can, she hasn't phoned yet.
- e 1 Really, are they?
 - 2 Really, have they?
 - 3 Really, did they?
- f 1 Oh no, had you?
 - 2 Oh no, have you?
 - 3 Oh no, were you?
- g 1 I am believe you!
 - 2 I do believe you!
 - 3 I can believe you!
- h 1 No, I can't.
 - 2 No, I don't.
 - 3 No, I'm not.
- i 1 I did, didn't I?
 - 2 I was, wasn't I?
 - 3 I do, don't I?
- j 1 Oh dear, had you? Why?
 - 2 Oh dear, did you? Why?
 - 3 Oh dear, have you? Why?

Pronunciation

- 1 **T1.5** In a full sentence auxiliary verbs are not normally stressed. Often a weak form or a contraction is used. Listen and practise.

/də/

Do you want to hear it?

John, you're not listening to me.

/ə/

Are you still going out with your sister tonight?

- 2 **T1.6** When the auxiliary is used for emphasis or stands alone without a main verb, it is never weak. Often it is stressed. Listen and practise.

Of course I **do**.

I **am** listening, darling.

I think I **am**. She hasn't phoned yet.

- 3 Listen again and practise the dialogues in exercise 1 (Recording 4), pronouncing the auxiliaries correctly.

Real life Making conversation



- 2 a Complete the sentences with an appropriate auxiliary verb.

- I _____ like your shoes. Where did you get them?
- Everyone else seemed to like it, but I _____.
- You don't care about what I want, _____ you?
- Things have definitely got worse round here, _____ they?
- You _____ remember to lock the back door when you left the house, _____ you?
- Thanks for a lovely evening, we really enjoyed it, _____ we George?
- Alex can't come on the 14th, but everyone else _____.
- But you're feeling better now, _____ you?

b Work with a partner. Choose at least three sentences and develop each one into a short dialogue of four to eight lines. Think about the following.

- the context
- who is speaking to whom and how they feel
- what happens, if anything

c Practise the dialogues, paying attention to the pronunciation of the auxiliaries. Choose the best dialogue to act out for the class.

- 1 Discuss the following questions in small groups.

- When people meet for the first time, what kind of things do they usually talk about?
- Do you ever find it difficult to keep a conversation going in these circumstances? Why?

- 2 a **T1.7** Sean and Fiona are meeting for the first time at the reception desk of a hotel. Listen and tick the topics they talk about from the list below.

- where Fiona is from
- the purpose of Fiona's visit
- details of Fiona's journey
- how long Fiona will stay at the hotel
- Fiona's job
- where Sean is from
- Sean's job
- Sean's plans for tomorrow
- the purpose of Sean's visit

b Do you notice any difference in the attitude of the two speakers?

- 3 Listen again and answer the following questions.

- How does Sean begin the conversation?
- How many questions does Sean ask Fiona?
- What kind of answers does Fiona give?
- How many questions does Fiona ask Sean?
- What words/phrases tell you that Fiona wants to finish the conversation?
- Do you think she was rude?

4 a Mark the sentences S if they are useful for starting a conversation and E if they are useful for ending a conversation.

- 1 Nice to meet you. Did you have a comfortable flight?
- 2 Leave me alone, will you?
- 3 Hi! What are you doing here?
- 4 OK, I'll let you get on.
- 5 Well, I'd better be off.
- 6 Excuse me, could you help me?
- 7 Anyway, it's been nice seeing you again.
- 8 Sorry to disturb you.
- 9 Welcome to Canada ... is this your first visit here?
- 10 Right, I'd better get back to work.

b **T1.8** Listen and mark the sentences P if they sound polite, C for casual but friendly, and R for rude.

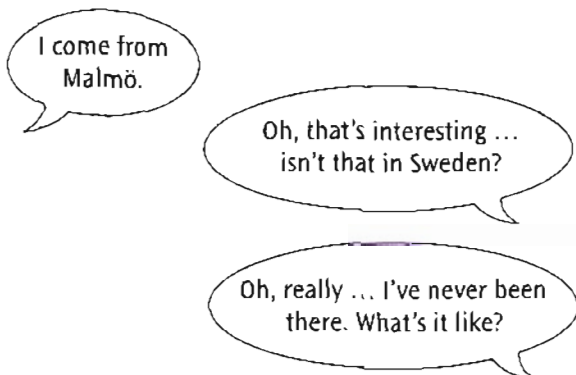
Pronunciation

- 1 Intonation is important if you want to sound polite. When people are being polite, they generally start high and use a wide range of intonation. When they are not being polite, they use a narrower range of intonation.
- 2 Listen again to exercise 4b and copy the intonation on the recording.

5 One way to maintain a conversation is to ask questions to find out more. What questions could you ask someone who said these things?

- a I only got here yesterday. c My name's Amazon.
 b I'm a teacher. d We're just on our way to the cinema.

Example:



6 a Work in pairs. Choose a situation and a relationship from the list.

Situation	Relationship
• at an airport	• old friends who haven't met up for a while
• in a hotel lounge	• acquaintances who meet unexpectedly
• in an office	• new work colleagues
• in a café or bar	• complete strangers
• at a tourist attraction	• good friends

b Discuss your roles, then act out your conversation using sentences from exercise 4. Keep the conversation going for at least two minutes.

Using the mini-dictionary

The mini-dictionary helps you with new words and phrases in *New Cutting Edge Upper Intermediate*. It tells you about:

1 eccentric /ɪk'sentɹɪk/ *adj* someone who is eccentric behaves in an unusual or strange way that is different from most people: *They have always been a very eccentric family.*

- ① **Pronunciation and stress**
You can check the pronunciation using the phonemic alphabet (there is a key to this in the mini-dictionary). The symbol ' shows the main stress.
- ② **Part of speech**
You can check the 'word class', e.g. noun (*n*), adjective (*adj*), etc.
- ③ **Meaning** / ④ **Example sentence**
The mini-dictionary gives a definition and an example sentence.

Extra information

In some cases, the mini-dictionary gives you extra information, e.g.

- UK/US equivalents
- if a word/phrase is formal or informal
- opposites
- the grammatical pattern / preposition which follows a word
- if nouns are countable or uncountable
- if verbs are transitive (take an object) or intransitive (do not take an object)
- past tense and past participle of irregular verbs

How and when to use the mini-dictionary

- Use the context to work out the meaning of new words. Then check by looking the word up in the mini-dictionary.
- Make a note of new words and phrases in each module.
- Do the exercises in the Workbook to prepare yourself for the Mini-check.

PRACTISE...

1 Continuous forms

Can the underlined verb be changed into the continuous form? How does this change the meaning?

- He worked in a hotel during the summer holidays.
- I've thought about what you said yesterday.
- When I saw him, Ben looked down at his magazine.
- I don't like the rainy weather.
- Susan has had a lot of problems with her car recently.
- While Fred sat at home, his wife was out looking for work.
- I don't know why Juliette is so difficult.
- Does this umbrella belong to you?

► Need to check? Language summary A3, page 144.

2 Past and present verb forms

Look at the sentences below. Are the statements True (T), False (F) or Not Sure (NS)?

- We used to go to Spain for our holidays.*
 - We went to Spain once. ___
 - We went to Spain more than once. ___
 - We go to Spain now. ___
- If my parents lived nearby, we could see them more often.*
 - My parents live nearby. ___
 - My parents used to live nearby. ___
 - My parents don't live nearby now. ___
- They'd started dinner when we arrived.*
 - When we arrived, they began eating. ___
 - When we arrived, they were eating. ___
 - When we arrived, the meal was finished. ___
- I worked as a travel courier for several years.*
 - I'm a travel courier now. ___
 - I used to be a travel courier. ___
 - I was a travel courier at one time. ___

► Need to check? Language summary A, page 144.

3 Auxiliary verbs

a Write an auxiliary verb in the correct position in each sentence.

- The test wasn't as difficult as we expected, it?
- I want to go to the shopping centre with you, honestly!
- Kate wasn't keen on sport before, but she now.
- 'Steve's decided to look for a new job.'
'he? What made him want to leave?'
- 'Did you see anything unusual in the park, Mr Ball?'
'Yes, I. There was a group of young men acting suspiciously.'

b In which sentence is the auxiliary verb used:

- to add emphasis?
- to form a tag question?
- to show interest?
- to form a short answer?
- to avoid repeating a phrase?

► Need to check? Language summary B, page 144.

4 Time phrases

Complete the sentences with the time phrases.

currently during former in the 1980s
that time now these

- He lived there back _____.
- At _____, he was a very rich man.
- The city continued to grow _____ the 1990s.
- I don't see my cousin much _____ days.
- They are _____ recording a new album in Paris.
- The _____ President still has a lot of influence.
- I'm very busy right _____. Could you call back in half an hour?

► Need to check? Vocabulary, page 9.

5 Phrases with get

What does *get* (or *get* + particle) mean in the sentences?

- The situation is going to get worse.
- It took her a long time to get the joke.
- We decided not to get the bus.
- I got a phone call from Carol last night.
- What time did you get home last night?

► Need to check? Wordspot, page 13.

Pronunciation spot

Word stress

a **T1.9** Match the words from Reading, page 8 to the stress pattern. Then listen and check.

global nowadays success supportive
traditional

- ● _____
- ● ● _____
- ● ● ● _____
- ● ● ● _____
- ● ● ● _____

b Look back at the text again and find another word for each stress pattern.

REMEMBER!

Look back at the areas you have practised.
Tick the ones you feel confident about.
Now try the MINI-CHECK on page 158 to
check what you know!