

Tales of the unexpected

4

- **Grammar** Past tenses, active and passive
- **Vocabulary** Spelling and pronunciation
- **Everyday English** Giving opinions
- **Reading** *The Picture of Dorian Gray*
- **Listening** Once upon a time ...
- **Writing** Writing a story (1) Folk tales

‘All stories are true.
But some of them
never happened.’

James A Owen



?

- 1 Look at the photo. What animal is it? What is it doing? Imagine this is the cover of a novel. What could the story be about?
- 2 Read the quote. Think of examples of folk tales or legends that didn't happen, but can still tell us something true about life.



Watch the video introduction



Use your **Workbook**
for self study



Go online for more practice
and to *Check your Progress*

Grammar Past tenses, active and passive

STARTER

Continue the 'Fortunately ... Unfortunately ...' story around the class.


I was riding my bike.

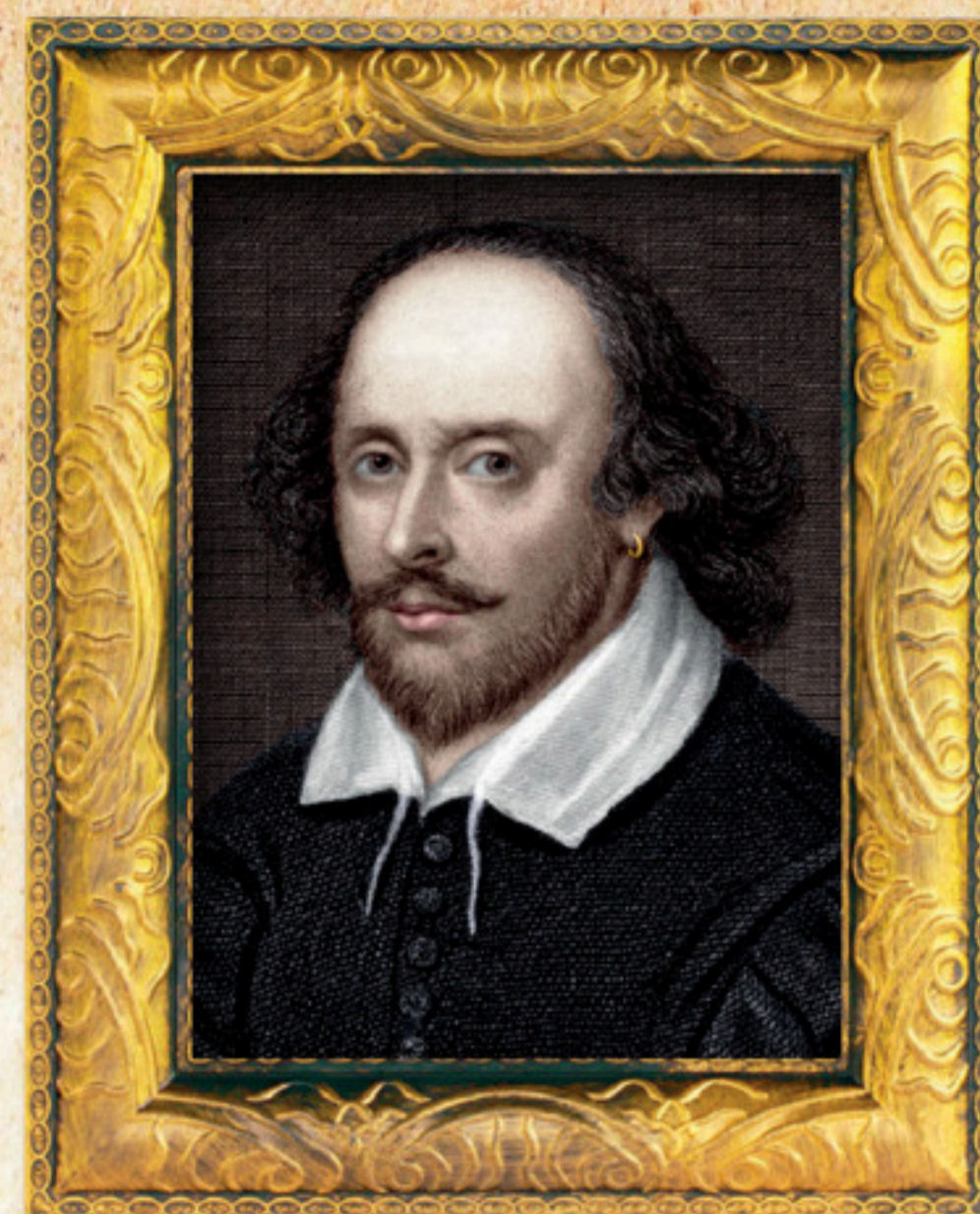
Student A **Unfortunately, I crashed into an elephant.**

Student B **Fortunately, the elephant wasn't injured.**

Student C **Unfortunately, ...**

What do we know about William Shakespeare?

- 1 What do you know about Shakespeare? Why is he famous worldwide?
- 2 Read the questions in red about him. Can you answer any of them? Share ideas with the class.
- 3 Read the text quickly to check the answers. Why is his wife called 'unfortunate'?
- 4  4.1 Listen and complete the text with the correct past tense, active and passive. Can you name the tenses? Which verbs are irregular?
- 5 Work with a partner. Read the text again and answer the questions.
 - 1 Did Shakespeare come from a poor family? How do you know?
 - 2 Do you think his education helped his career as a playwright? How?
 - 3 What was he doing when his son died?
 - 4 What did he do as well as write plays?
 - 5 Why were the theatres closed?
 - 6 Why did people think he had visited Italy?
 - 7 Did other writers like Shakespeare's work?
 - 8 In what ways did the plague affect his life?



William Shakespeare 1564–1616

When and where was Shakespeare born?

Shakespeare was born in April 1564 in Stratford-upon-Avon. At that time, Stratford ¹ had (*have*) a population of about 1,000, but just after his birth, 200 people ² were killed (*kill*) by the plague. Fortunately, William survived. His father, John Shakespeare, was a wealthy wool-trader who ³ owned (*own*) three houses in the town. In the 1500s, it used to take two days to ride the 100 miles from Stratford to London.



Did Shakespeare go to school?

Shakespeare ⁴ went (*go*) to his local grammar school from the age of seven until 15. Only boys ⁵ attended (*attend*) school in the 16th century. They ⁶ learned (*teach*) Latin and had to memorize stories from history.

Did Shakespeare marry?

Shakespeare ⁷ married (*marry*) Anne Hathaway, a farmer's daughter, in 1582, when he was just 18 years old. Anne was 28. They had three children: Susanna in 1583, and twins, Judith and Hamnet, in 1585. Hamnet ⁸ died (*die*) of the Black Plague in 1596 when Shakespeare ⁹ was living (*live*) and working in London.



What did Shakespeare do in London?

He ¹⁰ _____ (*come*) to London in about 1590 and by 1592 he ¹¹ _____ (*become*) a well-known actor and playwright. One of his first plays, Henry VI, ¹² _____ (*perform*) in the Rose Theatre in 1591. Then for two years, from 1592–1594, theatres were closed because of the plague. This was when Shakespeare ¹³ _____ (*write*) most of his poetry. Most of his 37 plays ¹⁴ _____ (*write*) between 1594 and 1613 after he ¹⁵ _____ (*join*) an acting company called *The Lord Chamberlain's Men*. The actors often used to perform for Elizabeth I. In 1597, they ¹⁶ _____ (*buy*) £10 shares in a new theatre, the Globe. This theatre was, and still is, a huge success.

Did Shakespeare ever visit Italy?

Six of Shakespeare's plays have an Italian background, including *Romeo and Juliet* and *The Merchant of Venice*. Because of this, many people believed that he ¹⁷ _____ (*visit*) Italy, but there is no evidence of this.

Was Shakespeare famous in his own lifetime? When did he die?

He was famous during his lifetime. His plays and poems ¹⁸ _____ (*hold*) in high regard by other writers. He died on April 23, 1616 in Stratford and he ¹⁹ _____ (*bury*) in Holy Trinity church. It surprises many people that in his will the only thing he ²⁰ _____ (*leave*) his unfortunate wife was their 'second best bed'!



GRAMMAR SPOT

1 In these sentences, which verb form is ... ?

Past Continuous	Past Simple
Past Perfect	Past Simple passive

- 1 He went to the local school.
- 2 He was working in London.
- 3 He was buried in Stratford.
- 4 By 1592, he had become famous.

Find more examples of the four verb forms in the text.

2 What is the difference in meaning in these sentences?

- When we arrived, they **performed** the play.
 When we arrived, they **were performing** the play.
 When we arrived, they **had performed** the play.

3 Read the sentence.

They **used to perform** for Queen Elizabeth I.

Did this happen once or many times?

Find another example of *used to* in the text.

➔ Grammar reference 4.1–4.6

p144–5

Discussing grammar

6 Work with a partner. Compare the use of tenses in these sentences. Say which tense is used and why.

1 It *rained* all day yesterday.

It *was raining* when I woke up.

2 I *wore* a smart grey suit for my interview.

I can remember exactly what you *were wearing* when we first met.

3 **A** What *were you doing* when you lost your phone?

B Shopping.

A What *did you do* when you lost your phone?

B I reported it immediately.

4 When Bob arrived,	we <i>were</i> having lunch.
	we <i>had</i> lunch.
	we'd <i>had</i> lunch.

5 He said	he <i>was staying</i>	at the Ritz Hotel.
	he'd <i>stayed</i>	
	he always <i>stayed</i>	

6 When I was a kid, I *used to play* football with my dad.

I *played* football with my kids last Saturday.


➔ Go online for more grammar practice

Practice

What were you doing when ... ?

- 1 With your partner ask and answer two questions about the action in *italics*.
 - 1 I was on a ski slope. *I broke my leg.* I called Ski Patrol.
What were you doing when you broke your leg?
I was skiing.
What did you do when you broke your leg? I called Ski Patrol.
 - 2 Mona was in the airport shops. *Her flight was announced.* She went to the gate.
 - 3 I was on the motorway. *I ran out of petrol.* I phoned the RAC for help.
 - 4 Don was at work. *His car was stolen.* He went to the police station.
 - 5 I was on a flight to LA. *I met Johnny Depp.* We talked about his movies.

I didn't do much

- 2  4.2 Listen to four people saying what they did last night. Who said these lines? Write the number 1–4.
 - a I didn't do much.
 - b It wasn't really my kind of thing.
 - c I even took my laptop to bed.
 - d I had an early night.
 - e Not the best of nights for me!
 - f It does me good after a day's work.
 - g I'm going to be out every night when it's all over.
 - h I did a bit of online shopping.

Talking about you

- 3 Work with a partner. Ask and answer questions.

What did you do ... ?
last night
last weekend
on your last birthday

What were you doing yesterday at ... ?
7 a.m.
10 a.m.
12.30
3 p.m.
8.30 p.m.
midnight



Shakespeare caused an air crash?!



- 4 Read the introduction to a strange story. Why did the plane crash? Can you think how Shakespeare caused it? Use your imagination.

How Shakespeare caused an air crash

On October 4, 1960, a Lockheed Electra plane was taking off from Boston Airport in the US when a flock of about 20,000 starlings suddenly flew into its path. The plane crashed into the sea and 62 people were killed. The birds had choked the engines of the plane and brought it down. Tragically, only 19 people survived.

So ... what is the link to Shakespeare?



- 5  4.3 Listen and find out how this tragedy can be blamed on Shakespeare. Answer the questions.
 - 1 Who is Eugene Schieffelin?
 - 2 Who was he obsessed by?
 - 3 What did he do as a result of his obsession?
 - 4 How did this lead to two disasters?
- 6 Identify all the past tenses in the introduction in exercise 4. Why are they used?
- 7  4.3 Listen again and complete the sentences with the verb form used in the audio.
 - 1 Starlings _____ in 1890 by a New Yorker called Eugene Schieffelin.
 - 2 He _____ a list of all the songbirds in Shakespeare's plays and poetry.
 - 3 Some birds, such as thrushes and blackbirds, _____ it difficult to survive.
 - 4 The starlings thrived, and by the 1940s they _____ across America.
 - 5 They _____ gigantic flocks of up to a million birds.
 - 6 Many native species, such as bluebirds and woodpeckers, _____ out.

In your own words

- 8 Work with a partner. Explain how it was that Shakespeare caused the air crash. Begin like this:

The crash was caused by a flock of starlings. Eugene had introduced these birds to the US many years before because ...

Vocabulary and reading aloud

Spelling and pronunciation

In Shakespeare's day, there were no spelling rules. Among the many spellings of SHAKESPEARE were: Shaxper Shaxspere Shackspere Shakspeare

1 **4.4** Listen and repeat these words. What do they tell you about English spelling and pronunciation?

good /gʊd/ food /fu:d/ blood /blʌd/
 enough /ɪ'nʌf/ through /θru:/ cough /kɒf/ bought /bɔ:t/

2 Read these words aloud. Which two words rhyme?

- | | | | | |
|----------|---------|---------|-------|-------|
| 1 love | move | glove | /ʌ/ | /u:/ |
| 2 some | come | home | /ʌ/ | /əʊ/ |
| 3 pear | dear | fear | /eə/ | /ɪə/ |
| 4 lost | most | post | /ɒ/ | /əʊ/ |
| 5 death | breath | beneath | /i:/ | /e/ |
| 6 boot | shoot | foot | /ʊ/ | /u:/ |
| 7 eight | weight | height | /eɪ/ | /aɪ/ |
| 8 blood | stood | flood | /ʊ/ | /ʌ/ |
| 9 flower | power | lower | /aʊə/ | /əʊə/ |
| 10 allow | swallow | follow | /aʊ/ | /əʊ/ |

4.5 Listen and check.

3 Each word in these groups contains the same vowel sound. Say them aloud then spell them.

/u:/ through tooth truth juce
 /ɔ:/ court born bot work
 /ɜ:/ work bod wold on
 /eə/ teach feather squeare theater

Homophones

4 **4.6** Listen and write the words you hear. Compare with a partner. Did you write the same words?

5 Homophones are words with the same pronunciation, but different spellings and meanings. Read these words aloud. Write another word with the same pronunciation.

- | | | |
|---------------|---------------|-----------------|
| 1 wear _____ | 4 piece _____ | 7 pair _____ |
| 2 wore _____ | 5 week _____ | 8 allowed _____ |
| 3 court _____ | 6 flew _____ | 9 male _____ |

6 Write the spelling of the words in phonemic script.

- /pi:s/ is the opposite of /wɔ:/.
- I /wɔ:/ the same /peə/ of socks for a /wi:k/.
- I'm not /ə'laʊd/ to /weə/ make-up.
- I went out in the rain and I /kɔ:t/ the /flu:/.

Some common words

7 How are these words pronounced? Read them aloud with your partner.

answer biscuit fruit human cure receipt
 recipe vegetable woman women knee

4.7 Listen and check. Learn the spellings!

FINALLY ... reciting a poem

8 **4.8** Listen to Henry King's sad story. Practise it and recite it as a class. What do you notice about the pronunciation and spelling of the highlighted words?

THE UNFORTUNATE TALE OF HENRY KING by: Hilaire Belloc

The chief defect of Henry King
 Was chewing little bits of string.
 At last he swallowed some which tied
 Itself in ugly knots inside.
 Physicians of the utmost fame
 Were called at once; but when they came
 They answered, as they took their fees,
 'There is no cure for this disease.
 Henry will very soon be dead.'
 His parents stood about his bed
 Lamenting his untimely death,
 When Henry, with his latest breath,
 Cried 'Oh, my friends, be warned by me,
 That Breakfast, Dinner, Lunch, and Tea
 Are all the human frame requires ...'
 With that, the wretched child expires.



Do you know any English poems? Find one and recite it to the class.

Go online for more vocabulary practice

Reading and speaking

The Picture of Dorian Gray – by Oscar Wilde



1 Read about Oscar Wilde. Answer the questions.

- How many novels did he write?
- What else did he write?
- What is the theme of *The Picture of Dorian Gray*?
- Was it an immediate success?

Oscar Wilde (1854–1900) was an Irish writer who became one of London's most popular playwrights in the late 19th century. He wrote just one novel, *The Picture of Dorian Gray*. At first, this was very badly received, but years later, after Wilde's death, it was finally recognized as a great classic. Wilde always defended Dorian Gray, saying that 'the idea of a young man selling his soul in exchange for eternal youth' was 'old in the history of literature'. Over the years, there have been many adaptations for stage and film.

2 Look at the list of characters. The setting is late 19th century London. Guess what happens in the story.

3 4.9 Read and listen to the story for pictures 1–6. Answer the questions.

- 1 Why did Lord Henry want to meet Dorian?
- 2 Why do you think Basil didn't want this?
- 3 How did Lord Henry's words influence Dorian's reaction to the portrait?
- 4 What did Dorian confide to Henry?
- 5 What caused James to be so worried about his sister?
- 6 Why was Dorian so embarrassed?

4 What is your opinion of each of the characters so far?

5 4.10 Read and listen to 7–12. Answer the questions.

- 7 What made Dorian so afraid?
- 8 Why was Henry so shocked at Dorian's words?
- 9 What happened when Basil came to see Dorian?
- 10 How and why did Alan Campbell help Dorian?
- 11 Why didn't James Vane kill Dorian?
- 12 What was the portrait like at the end of the story? Why?

What do you think?

- Which characters were most to blame for the tragedy?
- How can people stay young-looking today? Would you do it?

In your own words

Work with a partner. Use the pictures to retell the story.

Watch a video about how to tell a good story.



The Picture of Dorian Gray

by Oscar Wilde

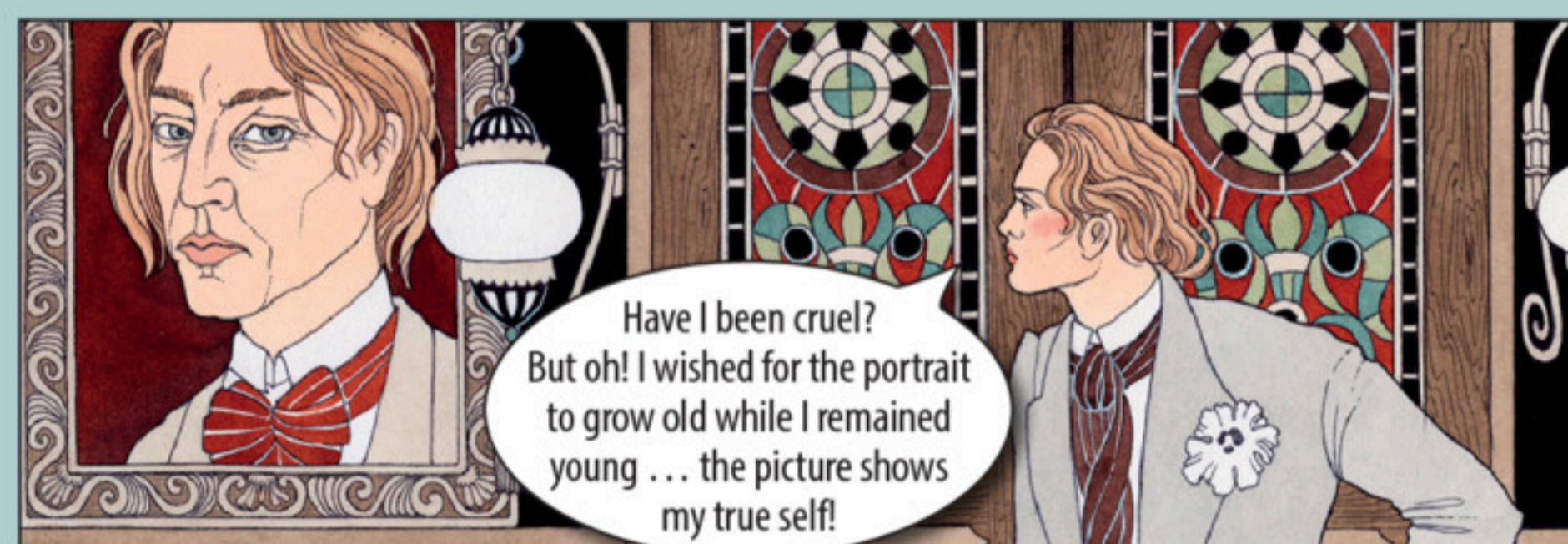
London, late 19th century



1 Basil Hallward was working in his studio on a portrait of a beautiful young man, when he was visited by his pleasure-loving friend, Lord Henry Wotton. Henry was very impressed by the portrait and wanted to meet this charming youth, Dorian Gray. This worried Basil.



4 Dorian and Henry soon became great friends and Dorian began to seek new pleasures around London. One day, he confided to Henry that he had been to an old Shakespearian theatre in the East End, and fallen in love with 'Juliet', a beautiful young actress called Sibyl Vane.



7 Dorian left Sibyl and walked the streets. Arriving home at dawn, his eye caught the portrait and he jumped back in horror. The face had changed – his soft expression had become hard and cruel. Suddenly he recalled what he'd said in Basil's studio. Dorian was afraid!



10 Basil's body lay beneath the portrait, which was now sweating blood. A cruel and desperate Dorian contacted a former doctor friend, Alan Campbell, and managed to blackmail the horrified man into helping him get rid of Basil's body.

The characters



Dorian Gray: a wealthy, cultured, extremely handsome young man



Basil Hallward: a well-known portrait painter



Lord Henry Wotton: a pleasure-seeking Oxford University friend of Basil's



Sibyl Vane: a young Shakespearean actress



Dr Alan Campbell: former friend of Dorian



Mrs Vane: Sibyl's mother



James Vane: Sibyl's brother, a sailor



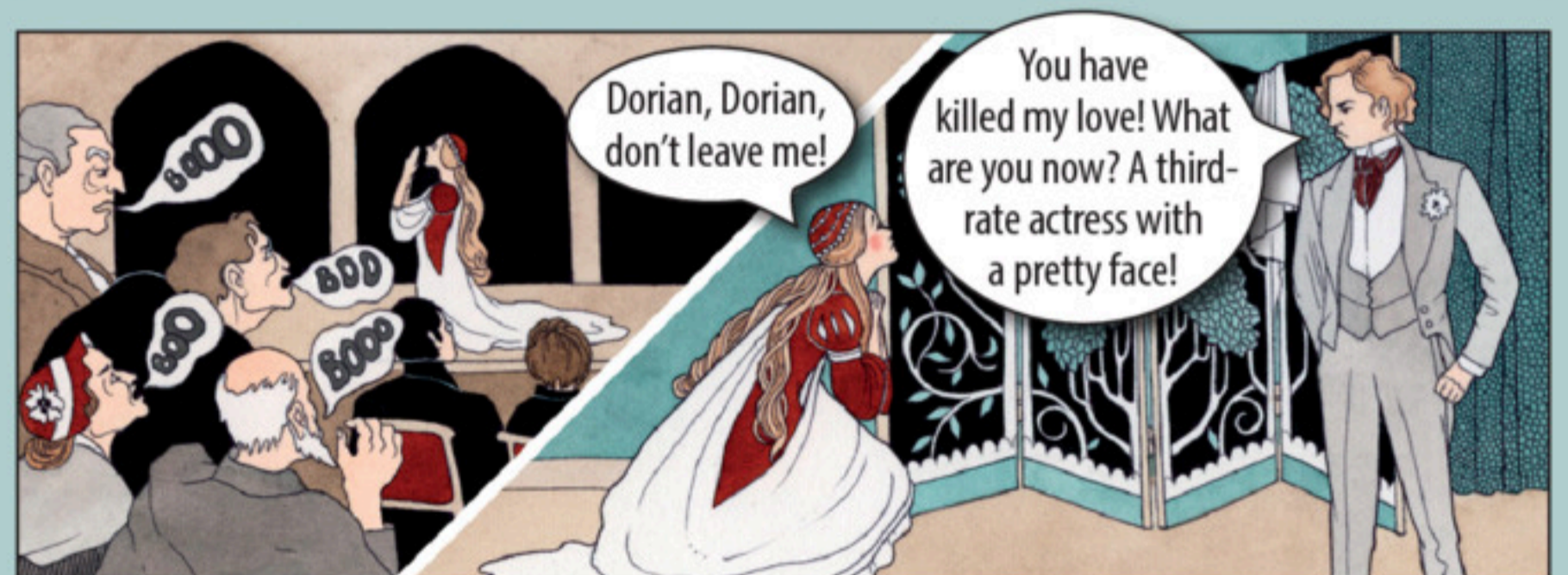
2 At that moment, Dorian arrived and, to Basil's distress, invited Henry to stay and watch. Immediately Henry started to charm Dorian with his clever ideas about life. Basil continued painting, but Dorian was tired and went into the garden. Henry followed.



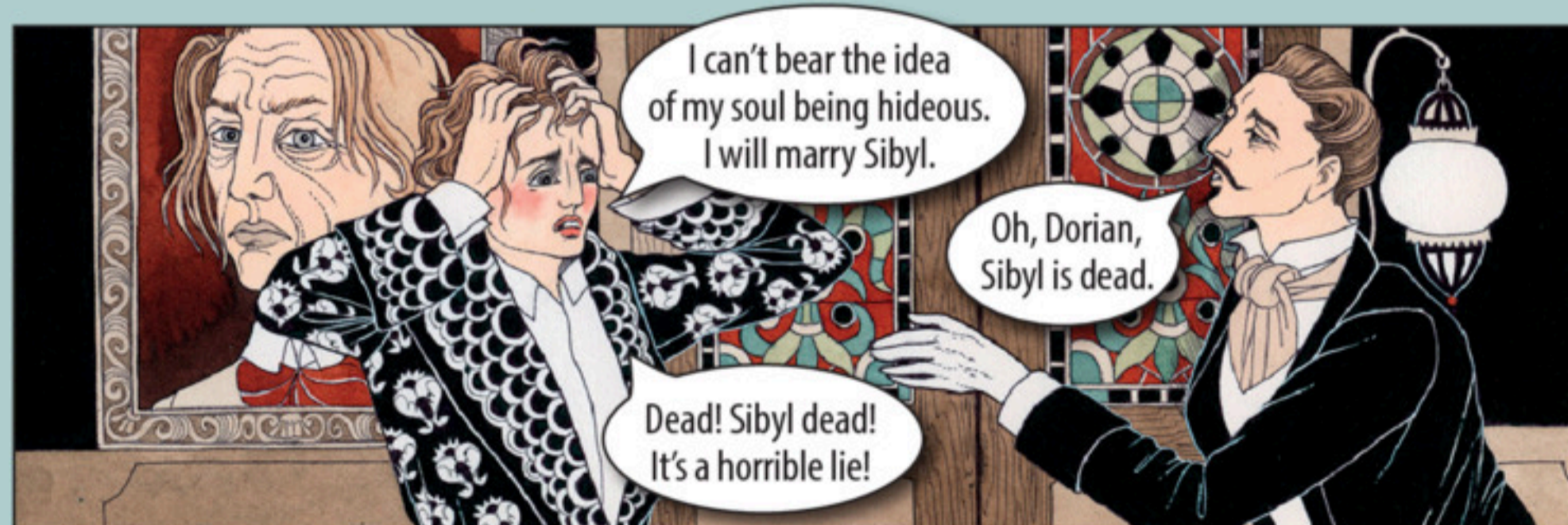
3 Dorian listened wide-eyed to Henry's words about the horrors of old age. He had never thought about this before. He viewed his youthful self in the finished portrait and felt troubled. It would never grow old and ugly. He would sell his soul to remain young forever, like the portrait.



5 Sibyl lived with her poor mother and brother James, who was preparing to sail to Australia. James was frightened for his beloved sister. She had told them of her great love of 'Prince Charming', whose real name she did not know, but who came to see her play each night.



6 Finally, Dorian asked Sibyl to marry him. He invited Henry and Basil to see her act so that they could see why he had fallen for her. She looked lovely as Juliet. Then she spoke ... her acting was terrible, meaningless. Dorian, embarrassed and furious, ended the engagement.



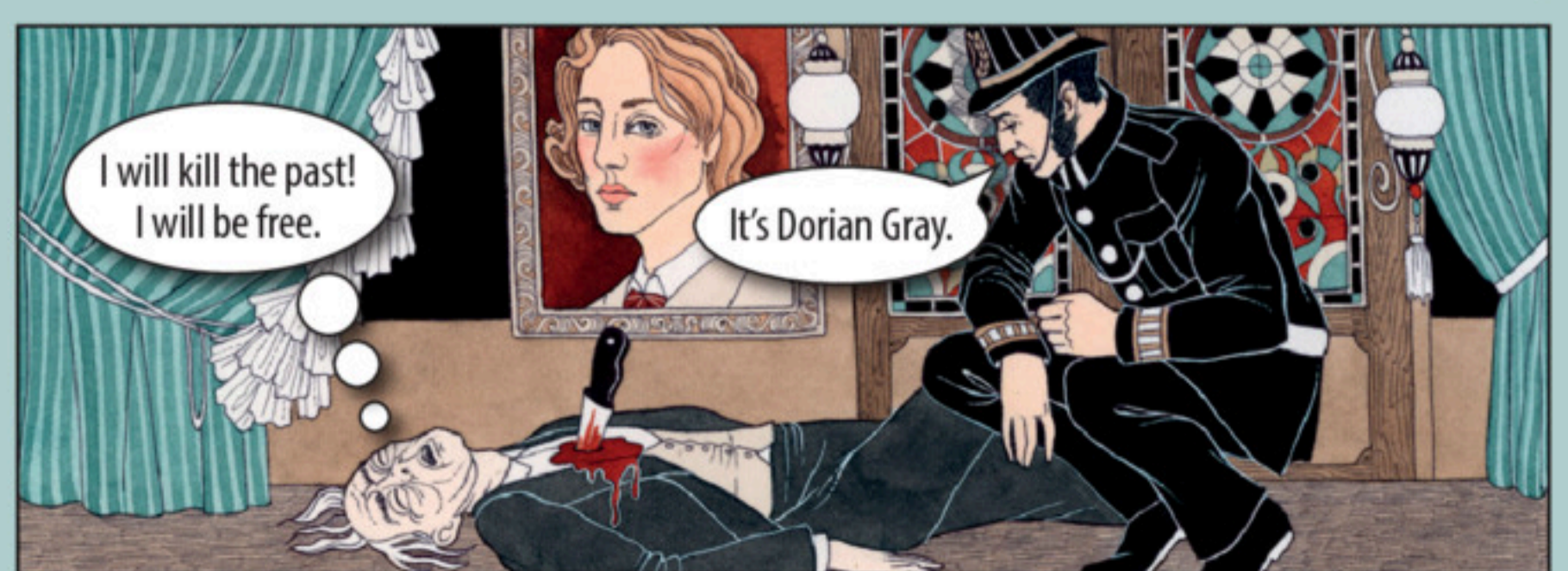
8 Next day, Dorian approached the portrait, sick with fear. He was gazing at it with disbelief when Lord Henry arrived. Dorian told him that he'd now decided to marry Sibyl after all. Henry gasped! Dorian hadn't received his note – Sibyl was dead!



9 Years passed. Dorian tried to drown his guilt in a life of pleasure and scandal. Basil came to confront him about his evil ways, and reacted with horror when Dorian revealed the now hideous portrait. In a fit of rage, Dorian blamed Basil for all his suffering, and stabbed his friend to death.



11 Dorian tried to forget Basil and the portrait. Again he threw himself into his decadent life. One night in a pub by the river, a sailor grabbed him from behind. It was Sibyl's brother, James! But how could this youthful-looking man be Dorian? James ran off in fear.



12 Finally, Dorian had suffered enough. He wanted his old life back. He went to see the portrait. To his horror, it had become even more repulsive. He had to destroy it. He took a knife and stabbed the picture ... The police found the body of an ugly, wrinkled old man beneath a perfect portrait.

Listening and speaking

Once upon a time ...

- 1 Work with a partner. Did you have a favourite story as a child? What was it? Why did you like it?
- 2 Which of these stories do you know? Tell your partner what you know about them.
- 3 4.11 Listen to people talking about two of the stories. After each one, say which story it is and who the main characters are.
- 4 4.11 Listen again and make notes in the chart. Discuss your notes with your partner.

	1 Richard and Ian	2 Beth and Anna
Why is it a favourite story?		
Who are the good characters and who are the bad characters?		
What are some key moments in the plot?		
What magic is there in the story?		

- 5 Who or what do these lines from the conversations refer to? Discuss with your partner.

Richard and Ian

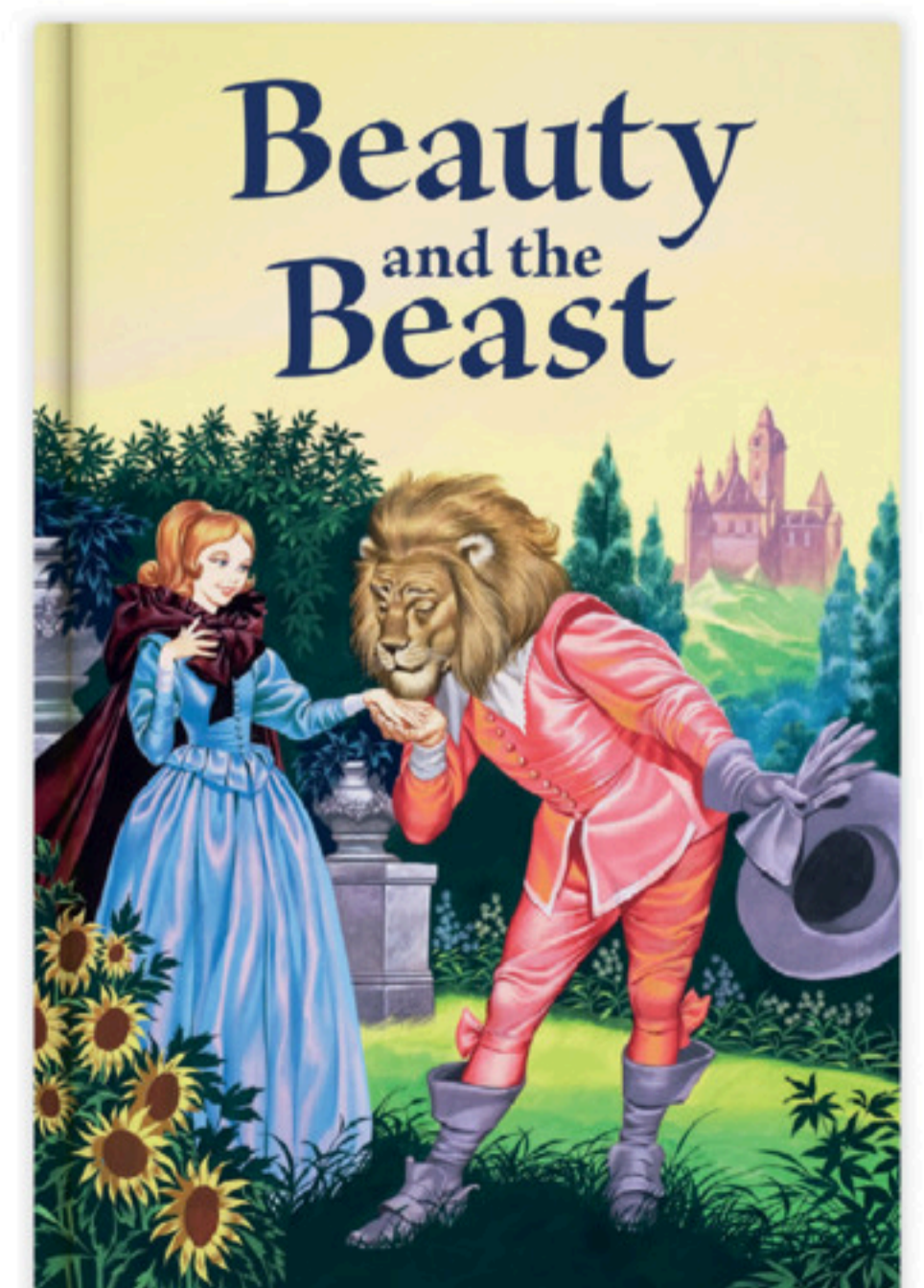
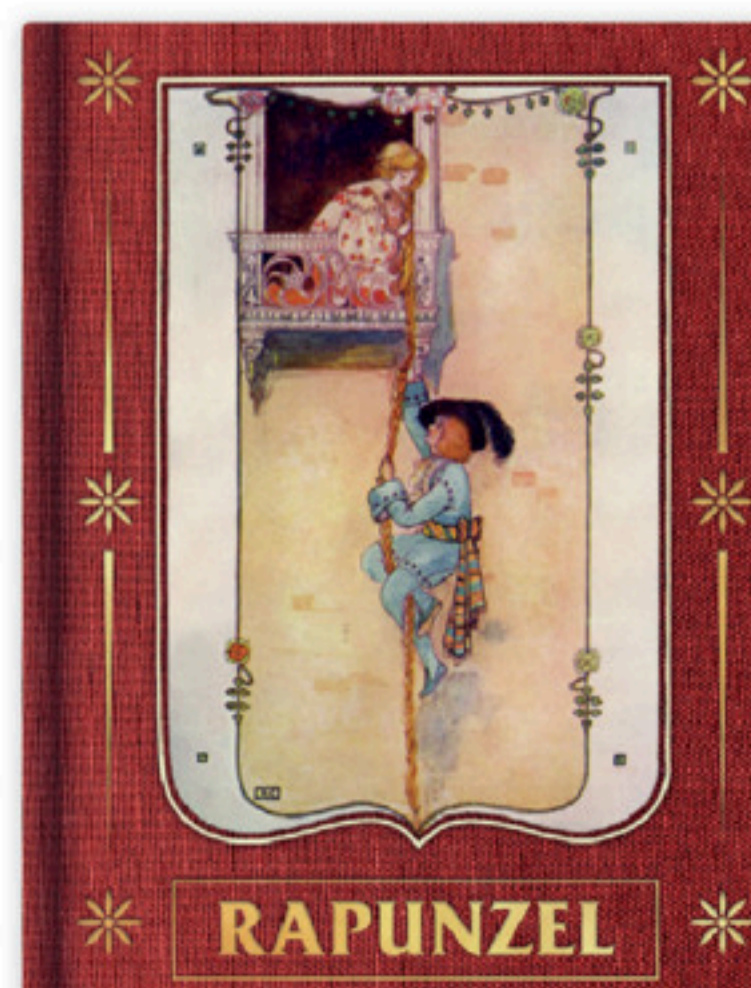
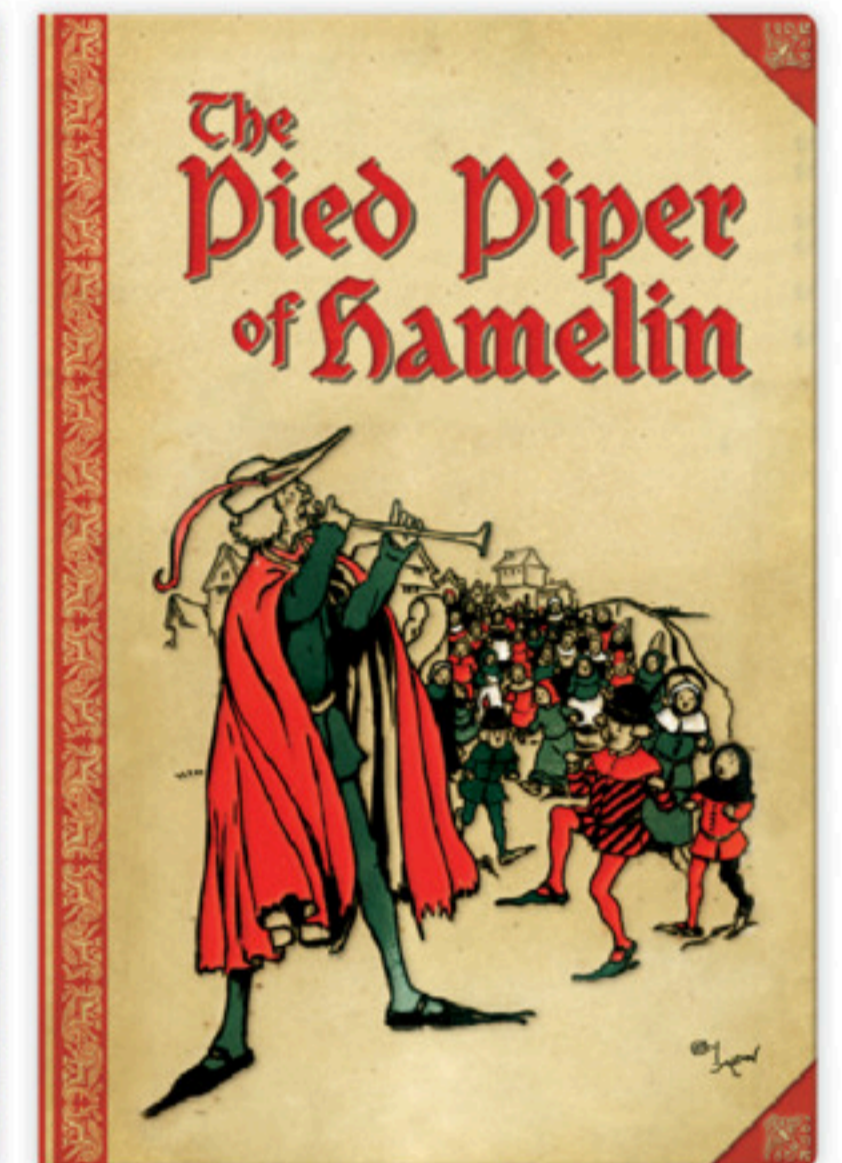
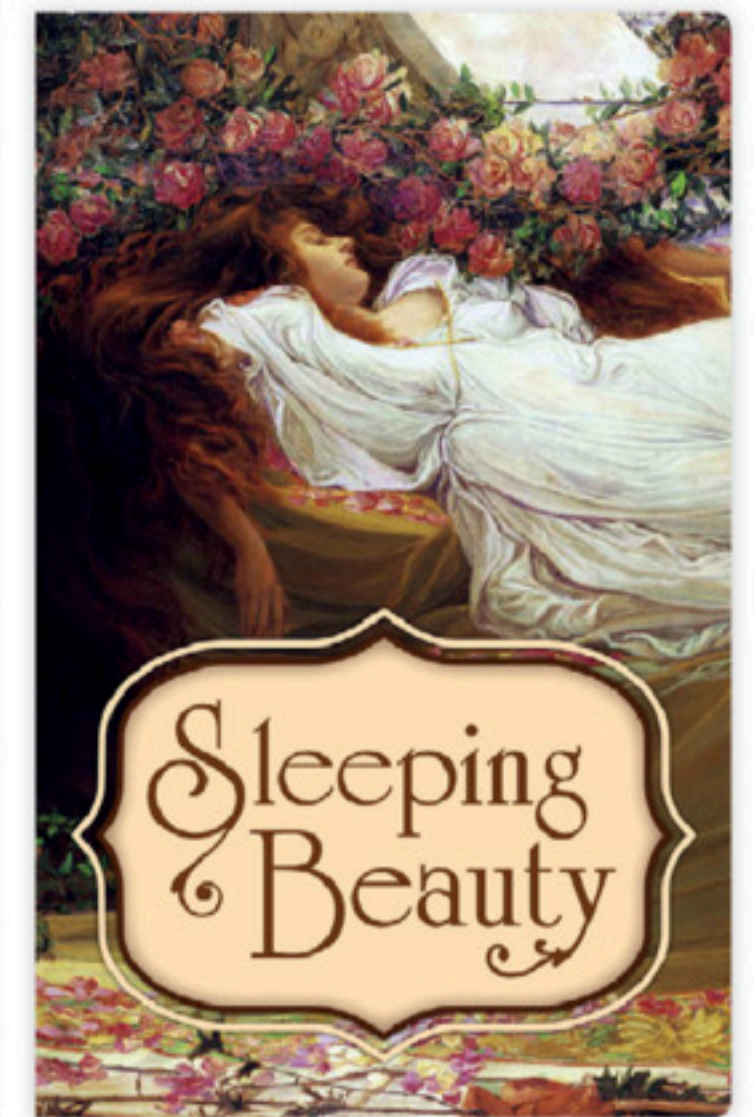
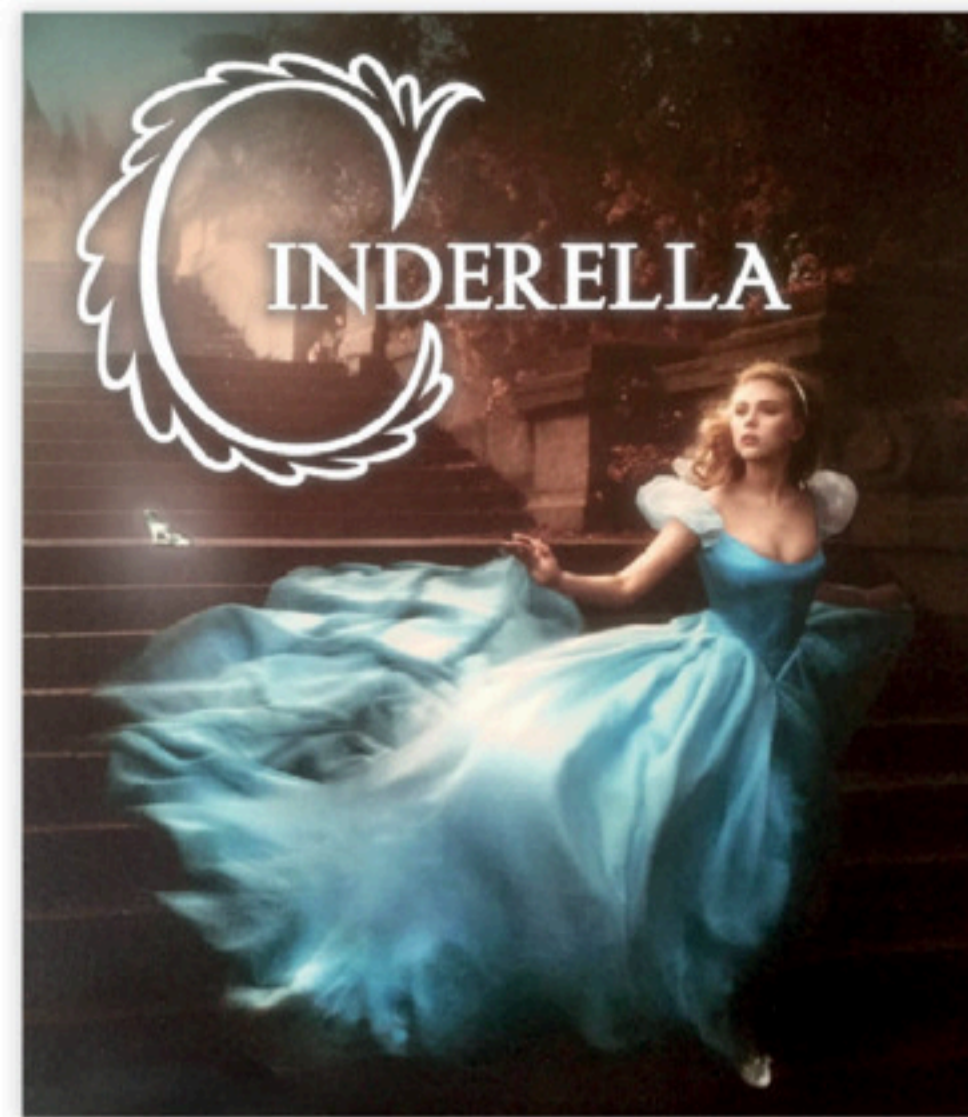
- 1 I was fascinated by the flying.
- 2 He was scary to me.
- 3 All the kids in the audience screamed.
- 4 I loved the idea of never growing up.
- 5 She was so cheeky and rude.
- 6 Being an adult is tough.

Beth and Anna

- 1 It's quite a dark story really. It's really sad.
- 2 A wicked witch whisked it away.
- 3 Don't ask difficult questions.
- 4 She used to throw it out of the window.
- 5 He didn't die, but he was blinded.
- 6 They lived happily ever after.

In your own words

Make some notes about your favourite childhood story. Tell it to your partner or the class in your own words and explain why you like it.

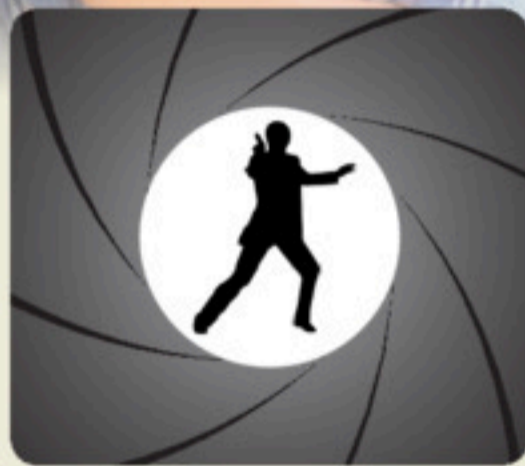


Everyday English Giving opinions

- 1 4.12 Read and listen to the conversation between **three** people. What's it about? Which **two** people agree with each other?



- A** So, what do you think of the latest Bond movie? It's really great, isn't it?
B Definitely! I think it's absolutely fantastic!
C Mmm. D'you think so? I'm not so sure. It wasn't as good as the last one.
B Oh yes, it was. I thought it was much more exciting.
C It was OK, but it wasn't that good. My favourite will always be *Skyfall*.
A Why? Because Daniel Craig was Bond?
C No, of course not, but he does make a pretty good Bond, doesn't he?
B Pretty good? He's absolutely brilliant.
A Yeah, he's a cool guy. Do you two have a favourite Bond?
C Me, no, not really. They're all so different.
B For me it's Sean Connery – surely he's the best? He's the original. I've got the whole box set of all the Bond movies and he was definitely the best.
A I totally agree. He's the definitive James Bond. I love his Scottish accent.
C Well, I do too, but you're only saying he's the best because he was the first. Who d'you think the next Bond will be?
A I've no idea.
B Maybe they'll have a female Bond one day – Jemima Bond!!
C Now, that's something I could be really enthusiastic about! Dum-di-dum dum ... !! Jemima Bond saves the world!



- 2 4.12 Listen again to the conversation. Answer the questions.
- A** and **B** agree with each other. They express strong opinions. Find examples of the words they use.
 - C** is not so sure and is less enthusiastic. What are her actual words?

SPOKEN ENGLISH Agreeing and disagreeing

- 1 4.13 Listen and repeat the sentences. The intonation on the question tags goes down. Why?
 'It's great, isn't it?' 'He does make a pretty good Bond, doesn't he?'
- 2 We can use an adverb to qualify an adjective or a verb. Which two are the strongest?
 really great absolutely fantastic pretty good really like just love
 totally agree

- 3 Work with a partner. Complete these question tags.

- We had a great time in New York, didn't we?
- But the weather wasn't that good, _____?
- New Yorkers lead very busy lives, _____?
- Our friends took us to a fabulous show on Broadway, _____?
- We'd never been to a musical before, _____?
- I lost my passport. I'm such an idiot, _____?



- 4.14 Listen and check. What is the reply? Practise with your partner.

- 4 Make these opinions stronger. Use a wide voice range to sound enthusiastic.
- He was pretty good in the role.
 Pretty good? He was **absolutely wonderful!**
 - The talk was quite interesting.
really fascinating
 - The bride looked quite nice.
absolutely fabulous
 - I quite liked that chocolate dessert.
really loved
 - He quite likes Maria. *totally adore*
 - The book wasn't very good. *really awful*
 - I don't like noisy bars. *just can't stand*

- 4.15 Listen, check, and repeat.

What's your opinion?

- 5 Write some notes on *two* of these topics.
- the last film you saw
 - something in today's news
 - the weather
 - a sporting event
- 6 Work with a partner. Use your notes to ask for and give your opinions.

Have you seen/heard/read ... ?

No, I haven't. What did you think of it?

It was brilliant! Really amazing!

Go online for more speaking practice

Writing A story (1)

Linking ideas

- 1 Look at the picture. Who are the people? What do you think the story is about?
- 2 Read the story of the farmer and his sons. Complete the moral at the end.
- 3 Where do the following sentences fit in the story? Write a–f in spaces 1–6.
 - 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
- 4 Read the next story. Who are the people in the picture?
- 5 Complete sentences 1–9 with the linking words from the box.

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

- 6 Rewrite the story. Add more detail to make it more interesting. Begin like this:
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 son ...
- 7 Write a folk tale or fairy story that you know. Write about 200 words.
Begin: **There was once ...** or **Once upon a time, there ...**
End: **... and they lived happily ever after.**

 [Go online](#) for more writing practice

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 and 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 _____."

The Emperor and his Daughters

- 1 There was once an emperor _____ lived in a palace.
- 2 He had three daughters _____ no sons.
- 3 He wanted his daughters to marry _____ he died.
- 4 He found three princes. _____ his daughters didn't like them.
- 5 They refused to marry the princes, _____ the emperor became very angry.
- 6 He said they must get married _____ they were 16 years old.
- 7 The three daughters ran away _____ the night and found work on a farm.
- 8 They fell in love with the farmer's sons _____ they were working there.
- 9 They married the sons _____ they were 16.



Everyday English You poor thing!

1 Read the three conversations. What's the problem in each?



Conversation 1

- A** Oh dear! What happened to you?
B Oh, I fell and twisted my ankle.
A ¹ c How did you do that?
B Well, I was walking and texting and I didn't see this bump in the pavement and ...
A ... so you fell while texting. Mmm ... then ² _____

Conversation 2

- A** How was the restaurant?
B ³ _____ We're not going back there again!
A Why not?
B Well, I found a caterpillar in my salad – I nearly swallowed it!
A Ugh! ⁴ _____

Conversation 3

- A** My phone's broken. It fell down the loo.
B Oh no! ⁵ _____ Is it completely ruined?
A No, I've put it in a bag of rice.
B You've done what?! Why?
A Well, someone told me the best way to dry it out, is to leave it in rice for 48 hours.
B Rice!? ⁶ _____ I bet it won't work.

2 Read the conversations again. Complete 1–6 with the phrases a–f.

- | | |
|-------------------------|--------------------------------------|
| a That's such nonsense! | d How disgusting! |
| b It was so bad! | e What a disaster! |
| c You poor thing! | f you've only got yourself to blame. |

3 7.7 Listen and check. Practise the conversations.

Exclamations can be formed with *How, What, so, or such*.

How + adjective: *How awful!* *How absolutely fantastic!*

What + noun: *What bad luck!* *What a surprise!*

so + adjective: *It was so crowded!* *There were so many people.*

such + noun: *He's such an idiot!* *It was such fun!*

4 Complete the lines in **A** with *How, What, so, or such*. Match them with lines in **B**. What could the situations be?

A	B
1 His lectures are _____ boring!	a That's so kind of you.
2 Is it for me? _____ lovely!	b It rained every day.
3 _____ a coincidence!	c I never win anything.
4 You won £1,000! _____ luck!	d I can't help falling asleep.
5 That's _____ a stupid idea!	e It'll never work.
6 We had _____ terrible weather!	f I didn't know Tom was your cousin.

7.8 Listen, check and repeat.

5 Complete these exclamations. Then use them to complete conversations 4–6.

- | | |
|-----------------------|------------------------|
| a _____ a pity! | d It's _____ annoying! |
| b _____ dreadful! | e He's _____ a coward! |
| c It'll be _____ fun! | f _____ frustrating! |

Conversation 4

- A** I hear you aren't coming to Max's 18th. ¹ _____
B Yes it is, but it's my grandpa's birthday, too.
A But everyone's going to Max's. ² _____
B I know, but it's Grandpa's 80th.
A Ah well, – don't worry! Max'll understand. An 80th birthday is more important than an 18th!

Conversation 5

- A** Carl texted Anna to say that he'd dumped her.
B ³ _____ He couldn't tell her face to face?
A Yeah. ⁴ _____
B Well, I think she's well rid of him, don't you?

Conversation 6

- A** My Wi-Fi keeps disconnecting.
B ⁵ _____ But you know what they say ...
A What?
B Just try turning everything off and on again.
A Yeah, I know, but I have to do that two or three times a day. ⁶ _____
B Time to call an engineer!

7.9 Listen and check.

Go online for more speaking practice

Writing

Discursive writing – arguing for and against

- 1 Do you think childhood is the best time of your life? Discuss as a class.
- 2 Read about the pros and cons of childhood. Which words and phrases in the box can replace the underlined words in the text?

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

- 3 There are four paragraphs. What is the purpose of each one?
- 4 Match a pro with a con. Join them with:
On the one hand / On the other hand.

Pros
1 don't have to go to work
2 have free time
3 don't have to do housework
4 pay less for things
Cons
a need parents' permission to go out
b don't have enough pocket money
c have to go to school every day
d have to do homework and take exams

- 5 Work with a partner and discuss *one* of these subjects and make a list of the pros and cons.
 - 1 Boarding school.
 - 2 Getting older.
 - 3 Having children when young.
- 6 Use your ideas from 5 to write four paragraphs on your chosen subject. You can use the phrases from 2 to help you. Read your essay aloud to the class. Do they agree with your conclusions?

[Go online](#) for more writing practice

Pros and Cons

Childhood – Is it the best time of life?

- 1 Some people say that childhood is the best time of your life. However, being a child has both advantages and disadvantages.
- 2 On the plus side, you have few responsibilities. For example, you don't have to go to work, pay bills, or do the shopping or housework. This means you have plenty of time to do whatever you want – watch TV, play video games, go out with friends, play sports, or pursue other hobbies. In addition to this, public transport, cinema, and sports centres cost much less for children. All in all, being a child can be a fun time of life.
- 3 However, for every plus there is a minus. For one thing, you have to spend all day, every day, Monday to Friday, at school and this inevitably means that you have to do homework and take exams. What is more, although you have free time, you are rarely allowed to do whatever you want. You need your parents' permission before going out with friends, staying out late, or going to parties. It can sometimes seem that they want to stop you having any fun. Last of all, things may be cheaper for children, but that doesn't mean they are cheap. Children depend on getting pocket money and not all parents choose to, or are able to give generously. In reality some children can't afford to do much at all.
- 4 To sum up, despite its lack of responsibility, I believe that childhood is definitely not the best time of life. On the one hand, children may have free time, but conversely they do not have the freedom to choose what to do with it. They can feel pressurized both by parents and the education system. However, the increased responsibility that comes with age creates its own pressures, too.

