

I asked her to phone you.

She said she had forgotten my number.

G reported speech V word building P word stress

1 SPEAKING

- a How easy or difficult do you find it to remember things? Do the questionnaire. Then compare with a partner. Give examples. Who do you think has the better memory?

I've got a good memory... or have I?

Tick (✓) each statement below that is true for you.

- 1 I find it difficult to remember where I've put things.
- 2 I usually remember faces, but I often forget people's names, even immediately after I've been introduced to them.
- 3 There are some English words that I find really difficult to remember, however hard I try.
- 4 I only remember people's birthdays because Facebook reminds me.
- 5 I often forget my passwords, so I usually use the same one for everything.
- 6 I find it difficult to remember things in my calendar - dates and things I've planned to do.
- 7 I have problems remembering my PINs and passwords and I often have to reset them.
- 8 I can never remember anyone's phone number because my phone does it for me.

Giving examples

I often forget where I've put things like / such as my phone and my car keys.

I have problems remembering my passwords, for example / for instance, when I'm shopping online.

- b Which of the things in the questionnaire in a causes you the biggest problem?

2 READING

- a Look at this credit card number for 30 seconds. Then close your book and write the numbers in the correct order. How many digits could you remember?

9674 5038 2142 6937

- b You're going to read an extract from a book called *How to Develop a Brilliant Memory Week by Week* by Dominic O'Brien. First, look at the ten objects in the photo. With a partner, try to write the word for as many as you can.



- c Read the extract once and check your answers to b. In pairs, decide if you prefer any different objects for the numbers 0-9.
- d Read the extract again and complete each paragraph with one of the phrases below.

- A a story involving a chain of 20 linked number shapes
 B think of an image similar to the shape of the number itself
 C memorize a sequence of up to 2,000 digits within one hour
 D the number picture to the thing you want to remember

- e Look at the three highlighted verbs, which are all connected to the verb *remember*. Match them to their meaning.

- 1 _____ help sb to remember something
- 2 _____ remember sth from the past
- 3 _____ learn sth by heart

- f Now do the task in the last paragraph of the extract. Then use the Number-Shape System and the Link Method to memorize the credit card number in a. Could you do it better than the first time?
- g Do you think the author's method is a good one? Do you know any other good ways of remembering things like PINs and passwords?
- h You're now going to do an activity called **Build Words into a Picture**, and use images to learn new vocabulary. Your teacher will tell you what to do.

How to remember numbers

We are surrounded by numbers - PINs, codes for credit card security, online accounts, or entry codes to buildings - and we are expected to **memorize** them all. Wouldn't it be great if we could remember these numbers instantly, whenever we needed them? I am not brilliant at remembering numbers, but I have trained my memory. Now I can ¹ . How is this possible?

I use a method called the Number-Shape System. This is a great way to store any sequence of digits, such as PINs, calendar dates, telephone numbers, and much longer ones as well. First, for numbers 0-9, ² . For example, '0' could be a ball, '1' could be a pencil, and so on. My suggestions for numbers 2-9 are: 2 a swan, 3 handcuffs, 4 a sailing boat, 5 a seahorse, 6 an elephant's trunk, 7 a boomerang, 8 an egg timer, and 9 a balloon on a string. You can use these ideas, or choose images of your own, for example, number 8 could also be a snowman.

Now you can start using the pictures. Connect ³ . So, to **remind** you that you have to catch a number 67 bus, imagine an elephant ('elephant trunk' = number 6) standing at the bus stop throwing a boomerang ('boomerang' = number 7); an unlikely scene, but certainly one you won't forget. Or if you want to remember that oxygen has the atomic number 8, imagine a snowman wearing an oxygen mask. Now, suddenly, numbers come to life and are instantly more memorable. This is called the Link Method. It works by linking one object to the next by creating an imaginary connection between the two items.

You're going to try to memorize the following 20-digit number.

7 9 0 4 6 2 1 3 5 8 5 9 9 4 0 1 3 2 7 6

First, using the Number-Shape System, convert each number into its equivalent shape (use either your own number shapes or mine). Then connect them together using the Link Method. So to start, imagine throwing a boomerang at a balloon on a string. Continue by connecting the balloon on a string to a ball, and so on. You should now have created ⁴ , starting with a boomerang and ending with an elephant's trunk. Now try to write down the sequence of numbers. Score one point for each digit you can **recall** before making a mistake. *Maximum points: 20.*

Adapted from The Times

3 GRAMMAR reported speech

- a **9.1** Listen to two true stories. Why were Sarah and Kim annoyed?



- b Can you remember who said what? Write **S** (Sarah), **R** (Rick), **K** (Kim), **C** (Caro), or **M** (Mum). Then listen again and check.

1 Sarah's story

- 'Have you seen my car keys?'
- 'I can't find them.'
- 'You've moved them.'
- 'Have you looked in your coat pocket?'
- 'They're not there.'

2 Kim's story

- 'I want to do something to help.'
- 'I'll bring a birthday cake.'
- 'Where's the cake?'
- 'I completely forgot about it.'
- 'It's no problem.'

- c Complete the sentences from **b** in reported speech with one word.

- 1 Rick asked me _____ I had seen his car keys.
- 2 He told me that he _____ find them.
- 3 He said I _____ moved them.
- 4 I _____ him if he had looked in his coat pocket.
- 5 He _____ me they weren't there.
- 6 My sister _____ that she wanted to do something to help.
- 7 She said she _____ bring a birthday cake.
- 8 After lunch, I asked her where the cake _____.
- 9 She said _____ had completely forgotten about it.
- 10 Mum said that it _____ no problem.

- d **G p.148 Grammar Bank 9A**

- e Work in pairs. Write down **three** questions to ask your partner. Then ask your questions and try to remember your partner's answers. Don't write them down!

What did you have for breakfast this morning?

(I had coffee and toast.)

- f Now test your memory. Tell a new partner what you asked your previous partner, and what he or she said.

(I asked Luisa what she'd had for breakfast this morning.)

(She told me she'd had coffee and toast.)

4 LISTENING

- a With a partner, look at the days and dates below. Can you remember where you were? What did you do? Try to remember as many details as you can.

yesterday morning last Saturday evening your last birthday
 31st December last year 1st July 2010

- b **9.5** Listen to the first part of a radio programme about Jill Price, a woman with an extraordinary memory. Answer the questions.

- Complete the name of Jill's condition: Highly Superior A _____ M _____.
- How old was Jill when the condition started?
- How does she feel about her condition?

Glossary

The Challenger explosion On 28th January 1986, the US space shuttle Challenger broke in two 73 seconds into its flight, killing all seven crew members.



Jill Price

- c Listen again and answer the questions.

- What day of the week was each of these dates? What did Jill do on each day?
 24th January 1986
 29th August 1980
 10th January 1981
- What is Jill's first memory? How old was she at the time?
- What two things happened on 1st July 1974?

- d **9.6** Now listen to the second part of the programme. Make notes to answer the questions.



- How did Dr McGaugh test Jill's memory?
- What does she remember happening on 16th August 1977 and 14th October 1977?
- How was Dr McGaugh able to confirm that Jill's memories were accurate?
- According to Dr McGaugh's research, what are the most memorable experiences?
- What kinds of things is Jill good at remembering?
- What kinds of things can't she remember?
- How many people are there with HSAM?
- What does Jill say are the two big problems with her condition?
- What's the title of her autobiography?
- Why hasn't her brother read it?

Glossary

Elvis Presley and Bing Crosby two famous American singers

- e Would you want a memory like Jill's? Why (not)?



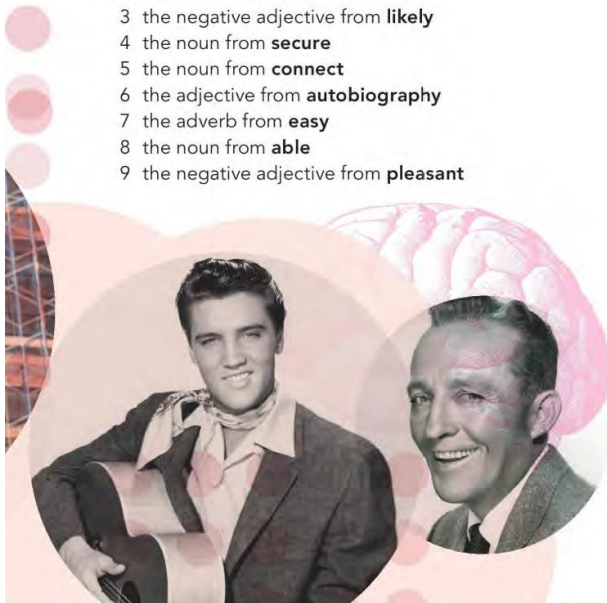
5 VOCABULARY & PRONUNCIATION

word building; word stress

- a Look at some words from Jill Price's story. Complete the chart with nouns, adjectives, and adverbs formed from these words.

Noun	Adjective	Adverb
1 memory		
2		confidently
3	emotional	
4	important	
5	accurate	
6		personally

- b **9.7** Listen and check. Underline the stressed syllables in all the words. Practise saying them.
- c Complete some common collocations with a noun, adjective, or adverb from the chart in a.
- I'm reading a new book about _____ **intelligence**.
 - The witness gave a very _____ **description** of the suspect.
 - _____, I **think** you're making a big mistake.
 - The wedding last summer was a _____ **occasion**.
 - In half an hour, the press office is going to make an _____ **announcement**.
 - I **can** _____ **say that** the business is doing well.
- d Can you remember these words? They have all come up in this lesson.
- the adjective from **atom**
 - the noun from **enter**
 - the negative adjective from **likely**
 - the noun from **secure**
 - the noun from **connect**
 - the adjective from **autobiography**
 - the adverb from **easy**
 - the noun from **able**
 - the negative adjective from **pleasant**



6 SPEAKING

- a Choose two of the topics below and think about what you're going to say. Add details and give examples.

someone you know who has an incredibly good or bad **memory**

a **memorable** moment from your school days

something you were made to **memorize** as a child and found difficult

an **unforgettable** birthday or Christmas

something from your past that you wish you could **remember** better

a time when you **forgot** an important date or appointment

- b Work in groups of three or four. Talk about your topics, and listen and respond to the other people in the group.

I'm going to tell you about my brother, who has an incredibly good memory...

- c From memory, tell the rest of the class about something someone in your group told you.

Why didn't he tell her the truth?

It wouldn't have made any difference if he'd told her.

G third conditional and other uses of the past perfect V weddings P sentence stress

1 READING & LISTENING

- a You're going to read a short story by William Somerset Maugham. Read the information about him below. Do you think it was right or wrong of him to write about people he met? Why (not)?

William Somerset Maugham (1874–1965)



William Somerset Maugham (/ˈsɑːməzət ˈmɔːm/) was a well-known English novelist and short story writer whose stories were often set in China, Singapore, Burma (now Myanmar), Malaya (now Malaysia), and other East Asian countries. Maugham wrote at a time when many of these places were colonies of Great Britain. The language of his stories reflects the social and political context of the time; country and city names have since been changed and some ways of referring to people would not be considered appropriate today. Many of the people in Maugham's stories were real, and they were often upset to recognize themselves in his books.

- b **9.8** Read and listen to Part 1 of *Mabel*. Answer the questions with a partner.
- Who were George and Mabel?
 - Why couldn't they get married for seven years?
 - What do you think *his nerve failed him* in line 13 means? Why did it happen?
 - What was George's dilemma?
 - What did he decide to do?

What do you think of George's behaviour?
What do you think will happen next?

- c **9.9** Find the following places on the map. How do you think you say them in English? Listen and check.

Bangkok Cheng-tu Chungking
Hong Kong Manila Saigon Shanghai
Singapore the Yangtze River Yokohama

- d **9.10** Now listen to Part 2. Mark George's route on the map.

Mabel

Part 1

George was working in Burma for the British colonial government. He and Mabel became engaged when he was back in England. When he returned to Burma, it was arranged that she would join him there in six months. But one difficulty came up after another. Mabel's father died, the war came, then George was sent to a district which was unsuitable for a white woman. In the end, it was seven years before she was able to start. He made all the arrangements for the marriage, which was going to take place on the day of her arrival, and went down to Rangoon to meet her. Then, suddenly, without warning, his nerve failed him. He had not seen Mabel for seven years. He had forgotten what she was like. She was a total stranger. He felt a terrible feeling in his stomach. He couldn't go through with it. He must tell Mabel that he was very sorry, but he couldn't, he really couldn't marry her. But how could a man tell a girl a thing like that when she had been engaged to him for seven years and had come 6,000 miles to marry him? He didn't have the nerve for that either. There was a boat just about to sail for Singapore; he wrote a letter to Mabel, and without any luggage, just in the clothes he was wearing, he boarded the boat. The letter Mabel received said:

Dearest Mabel,

I have been suddenly called away on business and do not know when I will be back. I think it would be much wiser if you returned to England. My plans are very uncertain.

Your loving George.



Glossary

the war the First World War, which started in 1914

Rangoon the old name for Yangon, the largest port in Myanmar (Burma)

- e Listen again and complete Mabel's four telegrams.

TELEGRAM

1 Quite _____ . _____ .
Love Mabel

2 _____ .

3 So _____ I _____ you
at _____ .
Love Mabel

4 _____ .
Love Mabel

How do you think George felt when he got the last telegram?
What do you think he will do now?

- f Read Part 3 (don't listen yet). Continue drawing George's journey on the map. Then complete the gaps with an adverb or adverbial phrase from the list.

after that already at last never one morning only

Part 3

No, no, she wasn't going to catch him so easily. He had ¹ *already* made his plans. He could catch the last ship along the Yangtze river to Chungking. ² _____, no one could get there until the following spring. He arrived at Chungking, but he was desperate now. He was not going to take any risks. There was a place called Cheng-tu, the capital of Szechuan, and it was 400 miles away. It could ³ _____ be reached by road, and the area was full of thieves. A man would be safe there.

George set out. He sighed with relief when he saw the walls of the lonely Chinese city. He could rest ⁴ _____. Mabel would ⁵ _____ find him there. The British consul was a friend of his and he stayed with him in his luxurious house. The weeks passed lazily one after the other. ⁶ _____, George and the consul were in the courtyard when there was a loud knock at the door.

- g **9.11** Listen and check. What do you think *he sighed with relief* in line 10 means?
- h **9.12** How do you think the story ends? Listen to Part 4 and check.
- i Discuss the questions with a partner.
- How do you feel about what Mabel did in the story? Do you have more sympathy for Mabel or for George?
 - Do you think Mabel and George had a happy marriage? Why (not)?

2 GRAMMAR third conditional and other uses of the past perfect

- a Look at three extracts from *Mabel*. Which highlighted phrase...?
- says how things could have been different in the past
 - describes something that happened earlier in the past
 - reports what someone said or asked in the past
- a He went straight to the club and asked if he had received any telegrams.
- b Then, suddenly, without warning, his nerve failed him. He had not seen Mabel for seven years.
- c It would have been terrible if I hadn't been able to marry you after all.

- b **p.149 Grammar Bank 9B**

3 PRONUNCIATION sentence stress

- a **9.15** Listen to five sentences. Write the stressed words in the pink rectangles.
- 1 When read email, understood left.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- b Look at the stressed words and try to remember what the unstressed words are. Write in the unstressed words.
- c Listen again and check. Then listen and repeat the sentences.
- d Complete the sentences with a verb phrase in the past perfect. Then take turns to say your sentence to your partner. Are they the same?
- I would have been very annoyed if you had...
 - I was really surprised when I saw him because...
 - I was furious with my mum when she told me...

4 LISTENING

- a Read the introduction to an article and look at the photos. What two words do you think are missing from the title? With a partner, decide for each couple who you think proposed to who, and how they did it.

‘Will you _____?’ ‘No, I won’t.’



Look up ‘failed marriage proposal’ on YouTube and you will find hundreds of videos of people proposing marriage and being rejected. What these videos don’t offer is a chance to ask the people involved what the experience actually feels like. I wanted to find out, so I found two people who either turned down a proposal, or whose proposal was turned down, and asked them to tell me all about it. (Names have been changed!)

- b **9.16** Listen to Alex and Emma talking about what happened. Are the two couples both together now?
- c **9.17** Listen again to Alex’s story. Then complete the sentences with a partner.
- 1 Alex didn’t want to...
 - 2 Chloe began to talk about...
 - 3 On 29th February, Chloe invited Alex to...
 - 4 Chloe gave Alex...
 - 5 The letters spelled...
 - 6 Alex started putting the letters on the bracelet in...
 - 7 Chloe got upset and explained that on 29th February, women...
 - 8 Alex didn’t see her...
- d **9.18** Now listen again to Emma’s story. Explain why the following things were important.
- | | |
|--|--------------------------|
| 1 ten years | 5 a necklace |
| 2 two years | 6 a crowd of tourists |
| 3 the cathedral | 7 white and shocked |
| 4 a bottle of champagne and a bunch of flowers | 8 walking to the station |
- e What do you think about the way Alex and Emma behaved? Do you feel sorry for Chloe and Tom?

5 VOCABULARY weddings

- a Look at the wedding photo opposite. Match people A–E to the words below.

- A the bride
- B the (bride)groom
- C the best man
- D a bridesmaid
- E a pageboy

- b Read the magazine article about wedding costs and complete it with the words from the list.

best man bridesmaids couples engaged
guests invitations married reception

- c Now read the list of wedding expenses and in pairs, try to match the prices to the cost of each thing.

350 640 1,160 1,300 2,500
4,500 5,500 8,500

Venue (for the ceremony and the reception).....£	_____
Five bridesmaids’ dresses.....£	_____
Food.....£	_____
Flowers.....£	_____
Rings.....£	_____
Groom’s suit.....£	_____
Wedding dress, veil & shoes.....£	_____
Honeymoon.....£	_____

- d **9.19** Listen and check. Do you think couples nowadays spend too much money on their wedding?
- e Talk to a partner about weddings where you live.
- Who are the main people?
 - Where is the wedding ceremony usually held?
 - What kinds of things do people wear?
 - Is there usually a reception? Where?
 - What kind of food and drink is typical?
 - Do people make speeches?
 - What else happens?



This is how much a wedding really costs!

After we got ¹ _____ and started seriously planning our wedding, I read ALL the wedding magazines, and they all tell you that the average cost of a UK wedding is now £25,000. After the event, I can tell you that unless you are having the ² _____ in your garden, and are only inviting ten ³ _____, this is just not true.



We didn't have an enormous wedding. We got ⁴ _____ in a country house in Surrey, and invited about 100 people, which I think is the average, judging by every other wedding I've been to. We saved money where we could. We were very lucky because friends designed the ⁵ _____, and did the music and photography for free. My sister made the cake, and my parents paid for the drinks. We bought the dresses for the ⁶ _____ and the suit for the ⁷ _____ ready-made from a department store.

Adapted from Marie Claire

Still, we ended up spending over £30,000, and if we hadn't had very kind and helpful friends, it would've been more like £35,000. Just to give other ⁸ _____ a little bit of guidance, I'm sharing some of our biggest expenses with you so it'll hopefully be a bit less of a shock when you get the bills!

6 SPEAKING

a Look at some controversial statements about weddings. Decide whether you agree or disagree. Think of reasons why and examples to support your opinion.

- 1 It should be the woman who proposes to the man because it's usually the woman who wants to get married.
- 2 It's better to marry for money or security than to marry for love.
- 3 It's completely unacceptable to ask for money as a wedding present.
- 4 Parents choose better partners for their children than the children choose for themselves.
- 5 You shouldn't invite people you don't like to your wedding, even if they are relatives.
- 6 Brides enjoy their wedding day more than bridegrooms.

b In small groups, discuss each statement. Take turns to explain your reasons and give examples. Respond to what other students say. Use the language from the **Agreeing and disagreeing box**.

Agreeing

I agree with you 100%.
I couldn't agree with you more.
That's so true.
You're absolutely right.

Disagreeing

I see your point, but...
That's not always true.
I don't think you're right.
Let's agree to disagree.
I completely disagree.
No way!

7 WRITING

W p.122 **Writing A story** Write a story describing a memorable event.

reported speech

Revise the basics

direct statements	reported statements
'I have a good memory.'	She said (that) she had a good memory.
'I'm not leaving.'	He told me (that) he wasn't leaving .
'We'll never forget you.'	They told me (that) they'd never forget me .
'I can't remember.'	He said (that) he couldn't remember.
'We might / may be a bit late.'	They told us (that) they might be a bit late.
'I must go.'	She said (that) she had to go .

word changes in reported speech

'I'll see you tomorrow .'	He said (that) he'd see me the next day .	9.2
'I did it yesterday .'	She told me (that) she'd done it the day before .	
'I went skiing last week .'	He said (that) he'd been skiing the week before .	
'We don't like it here .'	She told us (that) they didn't like it there .	
'This is your station.'	She said (that) that was our station.	

- Remember that when we report direct speech some time after the original words were said, we change pronouns and possessive adjectives, time expressions, and words like *here* and *this*.

reported questions

1 'What do you want to do?'	She asked me what I wanted to do.	9.3
'When's your birthday?'	She asked me when my birthday was .	
2 ' Have you been to Australia?'	He asked us if / whether we'd been to Australia.	
' Are you coming with me?'	She asked him if / whether he was coming with her .	

- In reported questions, we change the tenses as with reported statements.
 - Reported questions have normal word order, auxiliaries *do/did* are not used, nor are question marks: *She asked me what I wanted to do.*
NOT *She asked me what did I want to do?*
 - The verb *ask* in reported questions can be used with or without a subject or object pronoun. e.g. *She asked what I wanted to do.*
 - With the verb *be*, the word order changes in the reported question.
- We use *if* or *whether* to report questions which start with an auxiliary verb.

reported imperatives and requests

1 'Wait in the car.'	She told me to wait in the car.	9.4
'Don't forget.'	He told me not to forget .	
2 'Could you close the window?'	She asked me to close the window.	
'Can you wait here, please?'	He asked us to wait there.	

- We can use *tell* + object pronoun + infinitive to report imperatives and instructions.
 - The verb *tell* can mean *give information* or *give an instruction*. Compare:
He told me (that) his name was Rob. (= information)
He told me to close the door. (= instruction)
- We can use *ask* + object pronoun + infinitive to report requests (when you ask someone politely to do something). We must use an object pronoun, e.g. *me, us*.
 - The verb *ask* can mean *ask a question* or *make a request*. Compare:
He asked (me) what I was doing. (= question)
He asked me to close the door. (= request)

a Complete the sentences using reported speech.


- 'I don't know your email.'
He said (that)...*he didn't know my email*.
- 'I can't find my purse.' She said (that)...
 - 'I'm not coming to class on Friday.' He said (that)...
 - 'We probably won't go on holiday this summer.'
They said (that)...
 - 'I've finished my exams!' Jane said (that)...
 - 'The film will be on tomorrow.' They told us (that)...
 - 'I haven't been here before.' Robert told me (that)...
 - 'I must leave at 6.30.' She said (that)...
 - 'We've never forgotten our visit.'
They told me (that)...
 - 'I saw a man hiding in the bushes.' He said (that)...
 - 'I don't really want to see you.' She told me (that)...

b Complete the reported questions, requests, and imperatives.


- 'Where do you live?' He asked me...*where I lived*.
- 'How many children do you have?' She asked him...
 - 'Could you take a photo of us?'
They asked the woman...
 - 'Will you be able to come?' They asked us...
 - 'Please fill in the application form.' He told me...
 - 'Did you arrive on time?' He asked her...
 - 'Bring plenty of food.' She told us...
 - 'Can you help me with the cooking?'
She asked me...
 - 'How long have you been waiting?'
He asked them...
 - 'Can you confirm your date of birth?' He asked her...
 - 'Don't worry about anything.' They told us...

third conditional and other uses of the past perfect

third conditional


If I'd known his number, I **would have called** him.  9.13
 They'd **have been** much happier if they'd never **married**.
 If I **hadn't gone** to university, I **wouldn't have met** my wife.
 What **would we have done** if we'd **missed** the flight?

- We use the third conditional to talk about how things could have been different in the past, i.e. for hypothetical / imaginary situations and their consequences. In the third conditional, we use *if + past perfect, would have + past participle*.

 'd
 In third conditionals, 'd is the contraction of both *had* and *would*, e.g. *If I'd known his number, I'd have called him.*

↑
↑
had
would

other uses of the past perfect

- 1 When we arrived at the departure gate, the flight **had already closed**.  9.14
 When the film started, I realized that I'd **seen** it before.
 We still **hadn't had** breakfast when the taxi arrived.
 How long **had** they **been** engaged before they got married?
- 2 'We haven't been married long.'
 She said (that) they **hadn't been** married long.
 'My boyfriend proposed to me in Paris.'
 She told me (that) her boyfriend **had proposed** to her in Paris.
 'I'd already seen the film.'
 He said (that) he'd already **seen** the film.

- 1 We use the past perfect in narratives when we are talking about the past and we want to talk about something that happened earlier in the past.
- Compare:
*When we arrived at the departure gate, the flight **closed***
 (= we were on time).
*When we arrived at the departure gate, the flight **had closed***
 (= we were too late).
- 2 We use the past perfect in reported speech when the original speech uses the present perfect or the past simple.
- If the original speech is past perfect, there is no change in reported speech.

a Complete the third conditional sentences with the correct form of the verbs in brackets.

If we *'d missed* the bus, we *wouldn't have got* home till midnight. (miss, not get)

- She _____ in love with him if he _____ her laugh so much. (not fall, not make)
- If they _____ to the wedding, they _____ . (invite, go)
- I _____ our anniversary if you _____ me. (forget, not remind)
- If we _____ earlier, we _____ our train. (leave, not miss)
- If you _____ in advance, you _____ your money. (not pay, not lose)
- If they _____ enough money, they _____ a flat instead of renting one. (have, buy)
- I _____ better if I _____ a coffee after dinner. (sleep, not drink)
- Jane and I _____ touch if she _____ abroad. (not lose, not move)
- If I _____ you had a problem, I _____ to help. (know, offer)
- If he _____ at the policeman, he _____ . (not shout, not be arrested)

b Complete the sentences with the past simple or past perfect form of the verbs in brackets.

When she *woke up*, the house was empty – he *'d gone*. (wake up, go)

- I _____ that play very much, even though I _____ it three times before. (enjoy, see)
- He _____ he _____ for the company for six months. (say, work)
- She still _____ at 10.00, so I _____ the house without her. (not get up, leave)
- We _____ an hour looking for Carol, but she _____. (spend, disappear)
- He _____ across the road, but the taxi _____ by someone else. (run, already / take)
- I _____ get on the flight because they _____ it. (not can, overbook)
- I _____ in Sydney for a week when I first _____ Sally. (only / be, meet)
- She _____ me if I _____ China before. (ask, visit)
- They _____ me they _____ engaged. (tell, just / get)
- The shop _____ yet, but there _____ already a lot of people waiting outside. (not open, be)

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Looking after yourself

VOCABULARY BANK

1 AT THE HAIRDRESSER'S OR BARBER'S

a Match the words and photos.



- bunches /'bʌntʃɪz/
- a buzz cut /bʌz kʌt/
- a fringe /frɪndʒ/
- a parting /'pɑːtɪŋ/
- a ponytail /'pɒnɪteɪl/
- plaits /plæts/

have your hair...

- bleached /bli:tʃd/
- curled /kɜːld/
- dyed /daɪd/
- put up /pʊt ʌp/
- straightened /'streɪtnd/

have...

- a blow-dry /'bləʊ draɪ/
- a perm /pɜːm/
- a shave /ʃeɪv/
- a treatment /'tri:tmənt/
- a trim /trɪm/ (or have your hair trimmed)
- highlights /'haɪlaɪts/ (or lowlights)

b 8.3 Listen and check.

ACTIVATION How often do you go to the hairdresser's or barber's? What do you usually have done?

2 KEEPING FIT

a Match the words and photos for equipment and exercises.



Equipment

- (use) an exercise bike
- (use) a running machine
- (do / lift) weights
- (use) a rowing machine
- (use) a cross-trainer
- (use) a yoga mat

Exercises

- do sit-ups
- do press-ups
- do stretches
- do aerobics
- do spinning
- do Pilates (or yoga)

b 8.6 Listen and check.

ACTIVATION What equipment or exercises are good if you...?

- want to lose weight
- want to tone your muscles
- want to do cardio exercises
- have a bad back
- want to improve your flexibility

3 BEAUTY TREATMENTS

a Match the words and photos.

- manicure /'mænɪkjʊə/
- pedicure /'pedɪkjʊə/
- facial /'feɪʃl/
- massage /'mɑːsɑːʒ/
- waxing /'wæksɪŋ/
- fake tan /'feɪk tæn/

b 8.7 Listen and check.

ACTIVATION Which of these treatments would you enjoy?

