

1A | All change

VOCABULARY & SPEAKING: change

1 Work in pairs. Discuss the questions.

- Which of these do you know how to change?
 - a nappy • a tyre • a light bulb • a plug
- Which, if any, of these would you like to change? Why or why not?
 - your name • your image • your lifestyle
- What changes, if any, would you make to the following? Why?
 - your home • your school or workplace

2 Complete the sentences with the correct form of a verb in the box.

adapt alter convert shift
switch transfer transform vary

- 1 I have no idea what the current rate is for _____ my country's **currency into** sterling.
- 2 I need to _____ my **diet** more – I always eat the same things.
- 3 I often channel-hop when I watch TV, _____ between **channels** to see what's on.
- 4 I don't _____ **easily to new situations**.
- 5 I get my mother to _____ my **clothes** if they don't fit properly.
- 6 The internet has **radically** _____ my life.
- 7 I cannot understand why such vast sums of money are involved when a **football player** _____ **from one club to another**.
- 8 I think the focus of language lessons should _____ **away from** grammar and **towards** more vocabulary learning.

3 Work in pairs. Discuss the sentences in exercise 2. How true are they for you?

READING

1 Read the extracts A–C and answer the questions.

- 1 What type of change or changes does each extract illustrate?
- 2 Where might you expect to find each extract? Give reasons for your opinions.

2 Match the highlighted words and expressions in the extracts to the definitions 1–9. The verbs appear below in the infinitive form.

- | | |
|-------------------------|-------------------------------------|
| 1 waste | 6 combine |
| 2 not happen as planned | 7 be unable to deal with |
| 3 focus on | 8 come to appear in |
| 4 save for later use | 9 involved in a difficult situation |
| 5 be independent of | |

3 Read the extracts again and answer the questions.

Extract A

- 1 In what way do the protagonists of *The Romanov Bride* differ?
- 2 What, according to the extract, are the author's strengths?

Extract B

- 1 Why does Tom consider he and Lou were irresponsible?
- 2 Why did he decide to become a stay-at-home father?

Extract C

- 1 What explanation does the writer suggest for the comment about snow?
- 2 What aspect of climate change 'might come as a surprise' and why should it be surprising?

4 Work in pairs. Discuss the questions.

- What major changes have taken place recently in your country? Have these changes been for the better or for the worse?
- What are the advantages and disadvantages of being a stay-at-home parent? Would/Do you enjoy being one? Why or why not?
- How worried are you by climate change? What do you do on a personal level to help combat it?

SPEAKING

1 Work in small groups. Discuss what the effects might be if the following changes were to occur in your country. Would they be positive or negative changes?

- The average temperature increases by 5°C all year round.
- The third most important political party wins a majority at the general election.
- The official retirement age is increased by five years.
- All primary and secondary school lessons have to be taught in English.
- The government introduces a four-day working week.
- The minimum age for driving a car is increased by three years.

2 Which changes would you like to see introduced either regionally, nationally or globally? How might such changes benefit your region/country/ the world?



A At the turn of the century, Russia finds itself embroiled in a growing class battle. The long-standing rule of the elite Romanov dynasty is challenged by the common people, those whose lives are marked by poverty, illness, and unemployment. Once a peaceful demonstration goes horribly awry, rebellion takes hold of the country, turning hopes of change and communication into calls for violent protest and retribution. Swept away by the political current, Elisavyeta, a beautiful Romanov Grand Duchess, and Pavel, a worker turned rebel leader, see their lives drastically altered by the events that surround them.

Based on the true story of the life and death of Grand Duchess Elisavyeta Fyodorovna, Robert Alexander's *The Romanov Bride* is a gripping and emotional journey through one of the most turbulent times in Russian

history. Alexander fuses a talent for quick-paced, clear-eyed prose with an uncanny ability to understand the mind of the worker as well as the aristocrat. Alternating between Elisavyeta's and Pavel's competing yet complementary perspectives, he presents an honest view of the revolutionary experience from both sides of the social divide. Although they are worlds apart, Elisavyeta and Pavel have more in common than they realize; both love their country and their countrymen, are committed to their beliefs, and – most importantly – have lost the love of their lives.

B And Tom's habits didn't change when, in 1998, he met his wife, Lou. 'Together we were earning around £100,000 and yet it just got frittered away in cabs and restaurants!' This, now, is a source of immense regret. 'We could so easily have put a bit aside, but we were just irresponsible!' Then, in 2002, he was made redundant. Bliss, their baby daughter, was three weeks old. 'It was a strange time,' he recalls, 'on the one hand panic, but also this amazing feeling of a new future.' After fourteen years in advertising, Tom was ready for a different challenge. 'Towards the end of my time in advertising, I became really interested in the idea of making something, packaging it and sending it off to market.' He also wanted to be his own boss.

The plan was for Lou to work full-time until Tom established himself as a freelance advertising consultant, which would give him time to plan his own business. But he soon discovered there was no work. It was Bliss who dictated what happened next. 'She was about six months old and going to a nursery two or three mornings a week while I went for job interviews. It was just heart-rending,' he remembers. After a few months, he couldn't handle it any more. 'We thought, right, one of us will look after her. And it looked like it was going to be me.' Tom began his new life, as a stay-at-home father.



C When strangers meet at a bus stop or in a coffee shop, weather is the universal icebreaker. Yesterday's sweltering heat, the storm predicted for this weekend: it's all fair game. Even longer-term climate shifts find their way into chitchat. 'It used to snow harder when I was a kid' is a classic example – and one explicable in part by the fact that any amount of snow looks more impressive from a child's height.

Today, however, such clichés have an edge to them, because we know that humans play a role in determining the course of climate. When we hear about Arctic tundra melting or a devastating hurricane, we're now forced to consider the fingerprints of humanity – and that's going well beyond small talk. Indeed, climate change is as much a divider as weather has traditionally been a unifier. Weather has always seemed to transcend politics, but human-induced climate change is wedded to politics: it's an outgrowth of countless decisions made by local, regional and national governments, as well as individuals and corporations. Sadly, it's also become a

polarized subject, linked to other issues so frequently that it often serves as shorthand for one's entire world view.

It might come as a surprise, then, how much of the basic science behind global climate change is rock-solid and accepted by virtually all parties. Most of the debate among experts these days revolves around interpretation. Just how warm will Earth get?



1B | First day



SPEAKING

- 1 Work in small groups. Talk about how you might feel and what your main concerns would be on your first day in each of these situations:
 - in a new school
 - in a new job
 - in a new house
 - on holiday in a foreign city
 - on a diet
- 2 Discuss the following questions.
 - How did you feel on your first day in this class? Why?

LISTENING

- 1 You are going to listen to part of a university radio interview about starting a new job. Before you complete the sentences in exercise 2, try to predict the type of information which will be required in each sentence.

1 *possibly an adjective or maybe the person's profession*

- 2 1.1 Listen and complete the sentences with up to three words.

- 1 Jim Redman used to be _____.
- 2 Jim mentions the importance of getting a good _____ before your first day at work.
- 3 He says you should ensure you are not remembered for _____ on your first day.
- 4 He recommends practising the _____ beforehand.
- 5 As at the interview stage, Jim suggests you should _____ on the first day.
- 6 Taking notes is a good idea, especially of _____.
- 7 Jim advises trying to be _____ with all co-workers.
- 8 Jim agrees with the presenter that you should avoid _____.
- 9 His key word for those starting a new job is _____.
- 10 In case of doubt, Jim suggests phoning the company to find out their _____.



SPEECH FEATURE: approximation

In conversation we tend to use approximating expressions rather than speak in precise terms.

- 1 Complete these approximating expressions from the recording with the words in the box.

about up so something very

- 1 And with _____ **like** 350,000 graduates leaving university this year, competition for jobs is intense.
- 2 It's coming in _____ a quarter to nine.
- 3 Familiarize yourself with the route _____ **a week** beforehand.
- 4 Hold yourself back a little for the first **month or** _____.
- 5 It's _____ **nearly** ten to nine.

Here are some more approximating expressions:

*It cost me three pound fifty **something**.*

*It took **around** two weeks or **something like that**.*

*There were **just under / over / roughly / upwards of / somewhere in the region of / some** two thousand people there.*

*I've been here for twenty **odd** years.*

*We'll leave at **sixish / seven thirtyish**.*

- 2 Express the phrases using two different approximating expressions.

53 people: *just over 50 people, 50 or so people*

- | | |
|-----------|--------------------------|
| 1 19 days | 4 5 hours 11 minutes |
| 2 5.56pm | 5 233 kilometres |
| 3 £21.24 | 6 7,241 light years away |

- 3 Work in pairs. Tell each other about yourselves using approximating expressions for numbers, ages, lengths of time, money and so on. You could talk about the items in the box.

studies work English family
interests hopes and ambitions other

I've been working as an accountant for something like five years now. There are some 40 or so people working in the company, but there are only about five of us in my department.

GRAMMAR: simple & continuous verb forms

- 1 Name the tenses in bold in the following sentences from the recording.

- 1 We've just **been talking** about successful interview techniques.
- 2 What advice can you give those students who **have received** that much-coveted job offer and **are looking forward** to starting work?
- 3 The move from an academic environment to the world of work **represents** a huge change.
- 4 Well, when I **was talking** about interview techniques earlier, I **mentioned** the need to ask questions.
- 5 The impression you make on the first day **will have** a lasting effect.
- 6 At 9 o'clock we'll **be handing over** to Rob Benton for an hour of jazz music.

- 2 Explain why the simple or continuous form is used in each of the sentences in exercise 1. When you have finished, check your ideas in the grammar box on the right.

- 3 Choose the correct alternative to complete the texts. In some cases both alternatives may be possible.

- 1 As you *know / are knowing*, I *have / 'm having* a party on Saturday to celebrate my 21st birthday. I've *hired / been hiring* a hall and my brother's rock group has *agreed / been agreeing* to play. Do you think you *'ll come / 'll be coming*?
- 2 My son Mark *is / is being* so uncooperative at the moment. We *aren't / aren't being* sure if it's just because he *grows / is growing* up and he *wants / is wanting* to test us or whether perhaps he *feels / is feeling* jealous of his baby sister.
- 3 My sister Annie *lives / is living* abroad and yesterday morning she *was taken / was being taken* to hospital. It *appears / is appearing* she *fell / was falling* and *broke / was breaking* her wrist while she *had / was having* a shower. I've *phoned / been phoning* the hospital all morning but they *don't answer / aren't answering*. I *think / am thinking* I've *phoned / been phoning* about seven or eight times.

- 4 Note down one example for each of the following, then compare and discuss each one with your partner.

- a problem in your country or local area which is getting worse
- something you have recently started or stopped doing
- something you have been doing for a long time
- the place you went to on your most recent holiday
- what you were doing this time last Sunday
- what you will or might be doing this time next Sunday

Continuous forms can be used to:

- describe actions in progress at a specific time which is either stated or understood.
*He **was cooking** his dinner when I phoned.*
- talk about an activity that has recently stopped.
*It looks as though it's **been raining** here.*
- emphasize repetition, duration or the temporary nature of an event.
*I've **been trying** to speak to him for weeks.*
*She's only **working** there this month.*
- talk and ask about arrangements or plans.
*I'm **playing** tennis with Paul tomorrow.*
*Will you **be going** into town later?*
- describe change and development.
*The weather's **changing** – it's **getting** cold again.*

Simple forms can be used to:

- describe single or habitual actions, or repeated actions with a stated frequency or number.
*I often **went** to France as a child.*
*You've **told** me that three times today!*
- describe states.
*I **think** I **know** what she **wants** for Christmas.*

Some state verbs can be used in the continuous form, but with a change in meaning.

*The situation **appears** to be improving.*
(= *seems*)

*Janet Burns **is** currently **appearing** in The Seagull at the Connaught Theatre.*
(= *is performing*)

Some others can be used in either simple or continuous form with no change in meaning.

*I **feel**/'m **feeling** terrible. My back really **aches**/**is** really **aching**.*

The continuous form of the verb *to be* can be used to describe temporary behaviour.

*You're **being** very naughty!*

SEE LANGUAGE REFERENCE PAGE 14

1c | Growing up

VOCABULARY & SPEAKING: age

1 Put the phrases in the box in chronological order.

a twentysomething a senior citizen a toddler
a preteen a newborn a 30-year-old a teenager
a middle-aged man/woman

2 Say approximately how old the following people are.

- 1 She recently came of age.
- 2 He's just turned 30.
- 3 She's on the wrong side of 40.
- 4 He's having a midlife crisis.
- 5 She's coming up to retirement.
- 6 He's getting on for 70.

3 Using the language from exercises 1 and 2, say how old you think the people in the photos A–E are.

4 Work in pairs. Take turns to talk about the ages represented in the photos A–E. Do not mention the ages; your partner will try to guess them. Talk about:

- the advantages and disadvantages of being this age.
- the main concerns of people at this age.
- what people normally hope to achieve by this age.

READING

1 Read the title and introduction of the article. What areas of a person's life might be covered in a series such as this?

2 Read the whole article and answer the question.

- Which of the areas you discussed in exercise 1 are mentioned?

3 Read the article again and choose the correct words to complete the sentences.

- 1 The writer suggests that the participants' experiences have influenced *their decisions / how they feel about their lives / viewers' opinions of them*.
- 2 The writer says that Neil's *past is reflected in his face / work is poorly paid / physical health is better now*.
- 3 Andrew has the impression that his life *is not as successful as it could have been / has been very uneventful / was carefully planned for him*.
- 4 The writer says that Tony's background *highlights the unfairness of the class system / has been no obstacle to success / was severely deprived*.
- 5 Tony is a *lawyer / jockey / taxi driver*.
- 6 We learn that some of the participants are *American / less than enthusiastic about appearing in the series / unlikely to contribute to future programmes*.

4 Work in pairs. Discuss the questions.

- How have you and your life changed in the last seven years?
- Would you be interested in appearing in a documentary series like *7-Up*? Why or why not?

GRAMMAR: reference & substitution

1 What do the highlighted words in the article refer to?

2 Complete the sentences with the words in the box.

that those there so not nor
one ones do does ~~did~~

Sure. I'll pick you up at the same time as I did last week.

- 1 Yes, we have got some striped _____, but I think a plain _____ would suit you better.
- 2 I didn't enjoy it and _____ did Lara.
- 3 I know. _____'s why she resigned.
- 4 I never watch it but my wife _____.
- 5 Of course I _____. We go _____ on holiday every year.
- 6 Yes, go on. If _____, she might start to worry.
- 7 I certainly hope _____. I don't know what I'll do if he says 'no'.
- 8 Yes, and the sports facilities are better than _____ of the other schools in the area.

3 Write the preceding line of dialogue for each sentence in exercise 2.

A: *Can you give me a lift tomorrow?*

B: *Sure. I'll pick you up at the same time as I did last week.*

4 Work in pairs. Take turns to read out in random order the sentences you have written in exercise 3. Reply to your partner's sentences using the appropriate responses from exercise 2.

Use *this, that, these, those* before nouns or on their own to **refer back** to previously stated ideas.

... and told them she was pregnant. They were delighted at **this news** and ...
... in the 1890s. In **those days** there were no fridges ...
He had failed the exam. **This** came as no surprise ...

Use the following to **substitute** and avoid repetition of previously-used words and clauses: *then, there, one(s), so, not, neither, nor, do, does, did*.

'I'm not sleeping as well as I **did** on holiday.' (= *slept*)
'Is it raining?' 'I think **so**.' (= *it is raining*)
I don't eat meat and **neither does** Elisa.
(= *Elisa doesn't eat meat either*)

➤ SEE LANGUAGE REFERENCE PAGE 14

growing UP on television



A



B

In 1964 Granada Television made a documentary entitled *7-Up*, featuring fourteen seven-year-olds 'from startlingly different backgrounds', sharing their thoughts, describing their feelings and revealing their hopes and dreams for the future. Since **then** the programme makers have charted the lives of **these individuals**, broadcasting updates on their progress every seven years. David Taylor watched *49-Up*, with the participants now well into middle age.

What strikes one about the 7-Uppers who still appear in the programme is that most, if not all of them, seem at last to have found happiness. The university professor, the teacher, the librarian, the barrister, the builder and the taxi driver have all had their ups and downs, yet in spite, or perhaps because of **this**, they appear more content with their lives than ever before, able to reflect on their experiences and better appreciate what they have achieved. For some, the process has taken a long time: 'Now is the first time that I actually feel happy in my own skin,' admits a calm and composed Susie, who at 21 was visibly ill-at-ease in front of the cameras.

Even Neil, who at 28 feared for his sanity, agrees that he now has 'a stronger sense of purpose'. Of all those appearing in the series, Neil surely underwent the most dramatic changes, and his story represents all that is unpredictable in life. The angelic features of the seven-year-old who was going to be an astronaut and if **not**, a coach driver, are now rough and weathered, bearing testimony to the time he spent on the road, homeless and wandering around the west coast of Scotland. He is still **without a full-time job** but his political work as a member of a local district council keeps him occupied and enables him to supplement the income he receives from state benefits.

Whilst for some participants, things did not turn out quite as they would have hoped, for others life held fewer surprises. 'It was as if my life was mapped out for me,' says Andrew, who at seven years old already knew the schools he would attend, the university he would study at and the profession he would follow – **that** of a lawyer. Andrew came from a privileged background, and although

he acknowledges that the world for younger people nowadays is much more competitive and less predictable than before, his children will undoubtedly benefit from the private education his earnings have enabled him to provide for them.

And then there's Tony, the working-class lad from the East End of London. One of the programme's original aims was to expose Britain's rigid class system, but Tony is evidence that humble beginnings need not prevent one from getting on in life. His route to financial wellbeing was not the academic **one** that Andrew followed, but like the lawyer, he was always clear about what he wanted to do: he left school at fifteen, trained to be a jockey, and knew that if **that** didn't work out, he would drive a London cab – which he **does** to this day. And like Andrew, he and his wife have bought a second home: not a converted barn in the English countryside, but a house in Spain, where he hopes to set up a sports bar in the near future.

The success of the *7-Up* series in America shows that the programme is perhaps more about universal truths than local class concerns, dealing with issues that all classes have to deal with such as work, relationships and families. For a number of the participants, however, **it** is an intrusion into their privacy. They are uncomfortable about having their lives held up to such close scrutiny, and the producer Michael Apter has to work hard every seven years to persuade them to come back on the programme.

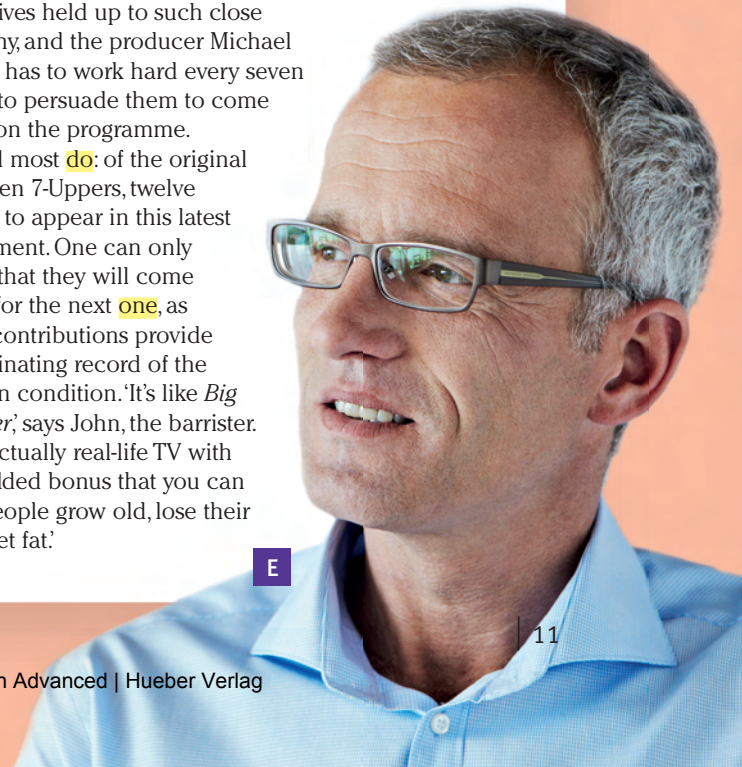
And most **do**: of the original fourteen 7-Uppers, twelve chose to appear in this latest instalment. One can only hope that they will come back for the next **one**, as their contributions provide a fascinating record of the human condition. 'It's like *Big Brother*,' says John, the barrister. 'It is actually real-life TV with the added bonus that you can see people grow old, lose their hair, get fat.'



C



D



E

1D | The quarterlife crisis

LISTENING

- 1 Work in pairs. Compare the two photos in A, B and C. Describe the decisions we have to make and responsibilities we have to assume when we make the change from childhood to adulthood.
- 2 Read the magazine extract and discuss the questions.

• We've all heard of the **midlife crisis**
 • – those feelings of worry, doubt
 • or dissatisfaction that some people
 • experience when they reach middle age
 • and reflect on what they have, or have
 • not, achieved in their lives. But for some
 • time now, people have also been talking
 • about the **quarterlife crisis**, which affects
 • many young people between the ages of
 • eighteen and 35.

- What do you think the quarterlife crisis consists of?
- What feelings might young people experience and why?

Check your ideas on page 138.

- 3 1.2–1.6 Listen to the speakers 1–5 talking about the quarterlife crisis and decide whether they would (✓) or would not (✗) agree that twentysomethings have good reason to complain about their situation.

- 4 1.2–1.6 Listen again and match one of the statements a–h to the speakers 1–5. Three of the statements are not required.

- a I share my problems online with people in a similar situation.
- b Many twentysomethings are envious of their friends.
- c Young people are too demanding.
- d My expectations have not been met.
- e The problems are not specific to twentysomethings.
- f Life used to be more straightforward.
- g Teenagers have an easier life than twentysomethings.
- h Having a range of options makes life interesting.



A



B



C



- 5 Work in pairs. Discuss the questions.

- Do you sympathize with those who claim to be suffering a quarterlife crisis? Why or why not?
- In what ways is life easier or more difficult for young people now compared to previous generations?
- Do you prefer to have your life 'all mapped out' or does uncertainty 'add a bit of spice to life'? Give reasons.

VOCABULARY: noun suffixes

- 1a From which adjectives are the nouns 1–5 from the recording formed?

stability – stable

- | | | |
|------------------|------------|---------------|
| 1 insecurity | 3 reality | 5 uncertainty |
| 2 responsibility | 4 maturity | |

- b From which verbs are the nouns in the box from the recording formed?

decisions dissatisfaction expectations realization

- 2a** Use the suffixes in the box to form nouns from the groups of verbs 1–4.

-ence -ment -al -ure

- | | | | |
|---|------------|---------|---------|
| 1 | bury | deny | survive |
| 2 | disappoint | achieve | involve |
| 3 | fail | depart | proceed |
| 4 | exist | occur | obey |

- b** Use the suffixes in the box to form nouns from the groups of adjectives 1–4.

-ence -ness -cy -ity

- | | | | |
|---|----------|----------|-------------|
| 1 | sincere | flexible | generous |
| 2 | sad | tired | serious |
| 3 | pregnant | fluent | accurate |
| 4 | absent | patient | intelligent |

- 3a** Complete the text with the correct noun form of the words in brackets.

I look back on my childhood (*child*) with great (1) ____ (*fond*). I had more (2) ____ (*free*) to do what I wanted then, and in my childish (3) ____ (*innocent*) I had fewer (4) ____ (*inhibit*) and more self- (5) ____ (*confident*). Although age supposedly brings with it greater (6) ____ (*wise*), there's a lot of (7) ____ (*true*) in the maxim, (8) '____ (*ignorant*) is bliss'. I had no cares in the world and used to do everything with such (9) ____ (*enthusiasm*); now the only thing I look forward to is my (10) ____ (*retire*).

- b** Do you share the feelings of the speaker in exercise 3a?

- 4** Roleplay the following dialogue, using your notes from exercises 2 and 3.

A: Explain why you want to go ahead with your decision.
B: Try to dissuade your partner from going ahead with his/her decision.

Now change roles and have the second dialogue.

- 5** What do you think would really be the best course of action in each case?

- 6** Work in pairs. Discuss the questions.

- What is the biggest decision you have made in your life so far?
- What difficulties did you face?
- What were the consequences?

DID YOU KNOW?

- 1** Work in pairs. Read about *Age UK* and discuss the questions.



Age UK is one of a number of charities representing the interests of older people in the UK. It aims to ensure that they are valued by society, become integrated and feel fulfilled, and concentrates its efforts on combating poverty and neglect, reducing isolation, defeating ageism and promoting quality in the care of older people.

The charity offers help and advice on a number of issues including health, home safety, money and care. It also regularly runs campaigns aimed, for example, at fighting age discrimination, stopping psychological and physical abuse, or organizing donations to prevent deaths from cold-related illnesses in winter.

In addition, *Age UK* works overseas and in partnership with the charity *HelpAge International*. Around one-quarter of its expenditure goes towards improving the lives of disadvantaged older people in the developing world.

- Are there any similar charities in your country?
- To what extent are older people valued, respected and integrated into society?
- How, if at all, has the situation changed in recent years?

SPEAKING

- 1 Read the five paragraphs on page 139. Have you ever been in any similar situations yourself?
- 2 Work in pairs, A and B. Each of you should choose a different situation on page 139 and make a list of all the ways in which you might benefit from such a move.
- 3 Now consider your partner's situation and think about why this move would not be a good one. Make a list of the disadvantages and problems it might bring, both to your partner and any other people mentioned, and think of alternative solutions.

1 | Language reference

GRAMMAR

Simple & continuous verb forms

1 Continuous forms are used to:

- describe actions which were, are or will be in progress at a specific time, which is either stated or understood.

*When I last met him, he **was still looking** for a job.
I'm **having** a really hard time at work at the moment.
Don't call me at 1.30. I'll **be having** my lunch then.*

- describe an activity that has recently stopped.

*We've just **been playing** tennis.*

- suggest that a situation or action is temporary or incomplete.

*My flat's **being decorated** so I'm **staying** at my mum's.
I've **been writing** my thesis – I've almost finished.*

- emphasize duration, using *for* or *since*.

*She'd **been waiting** for him for over an hour.
I've **been sitting** here since three o'clock.*

- refer to repeated actions. *Always, forever, continually* are used with present and past continuous to show that the speaker finds the repetition annoying or curious.

*I've **been taking** that herbal remedy you recommended.
You're **forever forgetting** your keys!
She **was always climbing** trees as a child.*

- describe change and development.

*Simon's **growing up** – he's **getting taller** and taller.*

- talk about future arrangements.

*I'm **meeting** Sally at three tomorrow.*

2 Simple forms are used to describe:

- single completed actions.

*I've **written** my thesis. I **submitted** it yesterday.*

- habitual actions.

*I often **went** fishing as a boy but I rarely **go** now.*

- repeated actions where the frequency or number is stated.

*I **phoned** the bank twice yesterday, and I've **made** another three calls today.*

- timetabled or scheduled events in the future.

*My train **leaves** at six thirty tomorrow morning.*

- states. State verbs include *appear, believe, know, like, own, prefer, remember, seem, understand, want*.

*I **understand** why you **like** it, but I **don't want** one.*

Some state verbs can be used in the continuous form, but with a change in meaning, eg *appear, expect, fit, have, see, smell, think*.

*I'm **seeing** Alan on Friday. (see = meet)*

*Sorry, I don't **see** what you mean. (see = understand)*

The continuous form of the state verb *be* can be used to describe temporary behaviour.

*You're **not being** very helpful. In fact, I think you're **being** very rude.*

When describing feelings, the verbs *feel, hurt* and *ache* can be used in the simple or continuous form with no difference in meaning.

*I **feel**/m **feeling** tired and my neck **hurts**/s **hurting**.*

However, with some time adverbials the simple form must be used:

*I **feel** tired **all the time**.*

*My neck **hurts** when I turn my head.*

Reference

This, that, these and *those* can be used as determiners before nouns to refer back to previously-mentioned people, things or ideas.

*... but he would have the opportunity to travel. It was for **this** reason that he accepted the job.*

*... fish, reptiles and amphibians. **These** creatures are all cold-blooded, unlike birds and mammals, which ...*

They can also be used on their own as pronouns. *This* is more common than *that* in writing.

*... so they decided to hold another meeting. **This** took place the following February and ...*

*'No, you can't have any sweets.' 'Oh, **that's** not fair!'*

The pronouns *that* and *those* often occur in sentences which include a comparison.

*its **sense of hearing** is far more acute than **that** of most other birds.*

*The most successful **students** tend to be **those** who keep good vocabulary records.*

Notice in these two examples how *that* and *those* avoid repetition of the nouns to which they refer (*sense of hearing and students*). The same is true of other pronouns.

***The woman** was clearly angry with **her son**. **She** told **him** to apologize immediately for his rudeness.*

Substitution

Like pronouns, a number of other words can be used to substitute and avoid repetition of previously-used words and clauses.

- Auxiliary verbs *do, does, did* in place of a verb.
*Susie didn't come to the show but her husband **did**.*
- So/Neither/Nor* + auxiliary verb + subject.
*She doesn't like it and **neither/nor do I**.
His firm's had a good year and **so has ours**.*
- So/Not* in place of a *that* clause.
*'Is John going tonight?' 'I don't think **so**. I hope **not**.'*
(= *I don't think that John is going tonight. I hope that John isn't going tonight.)*
- If so/Not* in place of a conditional clause.
*Are you unemployed? **If so**, we've got work for you.
If not, would you like to earn some extra cash?*

- *One/Ones* for countable nouns.
'How many sweets have you got?'
'Four – two blue **ones**, a green **one**
and the **one** that's in my mouth.'
- *Then/There* for a time or place.
'How do you know he was at the
disco last night?' 'Because I saw
him **there then**.'

WORD LIST

Change

change a nappy	/tʃeɪndʒ ə 'næpi/
change a light bulb	/tʃeɪndʒ ə 'laɪt,bʌlb/
change a plug	/tʃeɪndʒ ə plʌg/
change a tyre	/tʃeɪndʒ ə 'taɪə(r)/
adapt <i>v</i> **	/ə'dæpt/
alter <i>v</i> **	/ɔ:l'tə(r)/
convert <i>v</i> **	/kən'vɜ:(r)t/
shift (away)	/ʃɪft (ə'weɪ)
from/towards <i>v</i>	fɪrəm/tə'wɔ:(r)dz/
switch <i>v</i> ***	/swɪtʃ/
transfer <i>v</i> ***	/'trænsfɜ:(r)/
transform <i>v</i> **	/'trænsfɔ:(r)m/
vary <i>v</i> ***	/'veəri/

Age

come of age <i>v</i>	/kʌm əv 'eɪdʒ/
come up to retirement	/kʌm ʌp tə rɪ'taɪə(r)mənt/
get on for (+ age) <i>v</i>	/get 'ɒn fɔ:(r)/
midlife crisis <i>n C</i>	/mɪdlaɪf 'kraɪsɪs/
newborn <i>n C</i>	/'nju:;bɔ:(r)n/
on the wrong side	/ɒn ðə 'rɒŋ ,saɪd/
preteen <i>n C</i>	/'pri:tɪn/
senior citizen <i>n C</i>	/sɪ:nɪə(r) 'sɪtɪz(ə)n/
toddler <i>n C</i> *	/'tɒdlə(r)/
turn (+ age) <i>v</i>	/tɜ:(r)n/
twenty something <i>n C</i>	/'twenti'sʌmθɪŋ/

Noun suffixes

accurate <i>adj</i> **	/'ækjʊrət/
accuracy <i>n U</i> **	/'ækjʊrəsi/
bury <i>v</i> **	/'beri/
burial <i>n C</i> *	/'berɪəl/
certain <i>adj</i> ***	/'sɜ:(r)t(ə)n/
certainty <i>n U</i> **	/'sɜ:(r)t(ə)nti/
child <i>n C</i> ***	/tʃaɪld/
childhood <i>n U</i> **	/'tʃaɪld,hʊd/
consult <i>v</i> **	/kən'sʌlt/
consultant <i>n C</i> **	/kən'sʌltənt/
decide <i>v</i> ***	/dɪ'saɪd/
decision <i>n C</i> ***	/dɪ'sɪʒ(ə)n/
employ <i>v</i> ***	/'ɪm'plɔɪ/

employee <i>n C</i> ***	/ɪm'plɔɪi:, ,ɛmplɔɪ'i/
enthuse <i>v</i>	/ɪn'θju:z/
enthusiasm <i>n U</i> **	/ɪn'θju:zɪ,æzəm/
expect <i>v</i> ***	/'ɪk'spekt/
novel <i>n C</i> ***	/'nɒv(ə)l/
novelist <i>n C</i> *	/'nɒvəlɪst/
obey <i>v</i> **	/ə'beɪ/
obedience <i>n U</i>	/ə'bi:diəns/
occur <i>v</i> ***	/ə'kɜ:(r)/
occurrence <i>n C</i> **	/ə'kʌrəns/
proceed <i>v</i> ***	/prə'si:d/
procedure <i>n C</i> ***	/prə'si:dʒə(r)/
research <i>n U</i> ***	/'ri:sɜ:(r)tʃ, 'ri:sɜ:(r)tʃ/
researcher <i>n C</i>	/'ri:sɜ:(r)tʃə(r), 'ri:sɜ:(r)tʃə(r)/
spectate <i>v</i>	/spek'teɪt/
spectator <i>n C</i> *	/spek'teɪtə(r)/
stable <i>adj</i> **	/'steɪb(ə)l/
stability <i>n U</i> **	/stə'biləti/
tired <i>adj</i> ***	/'taɪə(r)d/
tiredness <i>n U</i>	/'taɪə(r)dnəs/
true <i>adj</i> ***	/tru:/
truth <i>n U</i> ***	/tru:θ/
wise <i>adj</i> **	/waɪz/

Other words & phrases

add a bit of spice to life	/æd ə bɪt əv 'spaɪs tə laɪf
ageism <i>n U</i>	/'eɪdʒɪz(ə)m/
alienate <i>v</i>	/'elɪneɪt/
angelic <i>adj</i>	/æŋ'dʒelɪk/
avoid (sth) like the plague	/ə'vɔɪd laɪk ðə 'pleɪg/
barn <i>n C</i> **	/bɑ:(r)n/
bear testimony to	/'beə(r) 'testɪməni tu:, tə/
chitchat <i>n U</i>	/'tʃɪt,tʃæt/
cocooned <i>adj</i>	/kə'ku:nd/
come as a surprise	/'kʌm æz ə sə(r)'praɪz/
composed <i>adj</i>	/kəm'pəʊzd/
cool <i>adj</i> ***	/ku:l/
crack jokes	/'kræk 'dʒəʊks/
devastating <i>adj</i> *	/'devə,steɪtɪŋ/
do a dummy run	/du: ə 'dʌmi ,rʌn/
embroiled in <i>adj</i>	/'ɪm'brɔɪld ,ɪn/
expectations ***	/'ekspek'teɪʃ(ə)nz/
find one's way into <i>v</i>	/'faɪnd wʌnz weɪ 'ɪntu/
fritter (sth) away <i>v</i>	/'frɪtə(r) ə'weɪ/
fulfilled <i>adj</i>	/'fʊl'fɪld/
fuse <i>v</i> *	/'fju:z/
go awry <i>v</i>	/'gəʊ ə'raɪ/
grasp <i>v</i> **	/'grɑ:sp/
gripping <i>adj</i>	/'grɪpɪŋ/
handheld <i>n C</i>	/'hænd,held/
handle <i>v</i> ***	/'hænd(ə)l/
harsh <i>adj</i> **	/hɑ:(r)ʃ/

have one's ups and downs	/həv wʌnz 'ʌps ən ,daʊnz/
heart-rending <i>adj</i>	/'hɑ:(r)t ,rendɪŋ/
hold (sth) up to close scrutiny	/həʊld ʌp tə 'kləʊs 'skru:tɪni/
human-induced <i>adj</i>	/'hju:mən ɪn'dʒu:st/
humble beginnings <i>n pl</i>	/'hʌmb(ə)l 'bɪ'gɪnɪŋz/
icebreaker <i>n C</i>	/'aɪs,breɪkə(r)/
ill-at-ease <i>adj</i>	/'ɪl ət 'i:z/
in a similar vein	/'ɪn ə 'sɪmɪlə(r) 'veɪn/
in short supply	/'ɪn ,ʃɔ:(r)t sə'plɑɪ/
intrusion <i>n C</i> *	/'ɪn'tru:ʒ(ə)n/
jot (sth) down <i>v</i>	/'dʒɒt 'daʊn/
live up to expectations	/'lɪv 'ʌp tu: 'ekspek'teɪʃ(ə)nz/
long-standing <i>v</i>	/'lɒŋ 'stændɪŋ/
map (sth) out <i>v</i>	/'mæp 'aʊt/
meet expectations	/'mi:t 'ekspek'teɪʃ(ə)nz/
overwhelming <i>adj</i> *	/'əʊvə(r)'welɪŋ/
pointer <i>n C</i>	/'pɔɪntə(r)/
put (sth) aside <i>v</i>	/'put ə'saɪd/
quarterlife crisis	/'kwɔ:(r)tə(r)'laɪf 'kraɪ,sɪs/
quick-paced <i>adj</i>	/'kwɪk ,peɪst/
revolve around <i>v</i>	/'rɪ'vɒlv ə ,raʊnd/
self-restraint <i>n U</i>	/'self rɪ'streɪnt/
serve as shorthand for	/'sɜ:(r)v əz 'ʃɔ:(r)t,hænd fɔ:(r)/
settle down <i>v</i>	/'set(ə)l 'daʊn/
startlingly <i>adv</i>	/'stɑ:(r)t(ə)lɪŋli/
stick with <i>v</i>	/'stɪk ,wɪð/
sweltering <i>adj</i>	/'swelt(ə)rɪŋ/
take out a mortgage	/'teɪk aʊt ə 'mɔ:(r)'ɡɪdʒ/
transcend <i>v</i>	/'trænzend/
transition <i>n C</i> **	/'trænzɪʃ(ə)n/
tread water	/'tred 'wɔ:tə(r)/
turbulent <i>adj</i>	/'tɜ:(r)bjulənt/