

Memories

10







Lead-in

1 a Complete the sentences with words and phrases from the box.

in memory	to commemorate	remind us	remember
homesick	nostalgia	memento	memorial

1 The Princess Diana _____ was built _____ Princess Diana and her work.
2 People wear poppies each November to _____ the soldiers who died in the First World War.
3 This bench was placed here to _____ of a local person.
4 People who live abroad can sometimes feel _____ .
5 Childhood is a time that most of us look back on with _____ .
6 The Taj Mahal was built by Emperor Shah Jahan _____ of his wife.
7 People often take photos to keep as a _____ of a special day or trip.

b Which sentences (1–7) in exercise 1a can you match with the photos?

2 a 2.43 Listen to Sean talking about the Princess Diana Memorial and complete the summary below.

The Princess Diana Memorial, in Hyde (1) _____ , London, was opened in (2) _____ , seven years after Princess Diana (3) _____ . The Memorial is a (4) _____ in the shape of a large ring. The design is very (5) _____ and not at all traditional. It is very popular, especially with families with (6) _____ .

b Listen again. Why would Princess Diana have liked the fact that the fountain is popular with families?

c Work in pairs and discuss the questions.

1 What kind of memorial would you choose for someone you admire? Why?
2 Where would you build the memorial? Why?

10.1 Childhood memories

Grammar *I wish/If only*

Can do respond to a poem



It was long ago

I'll tell you, shall I, something I remember?
Something that still means a great deal to me.
It was long ago.

A dusty road in summer I remember,
A mountain, and an old house, and a tree
That stood, you know,

Behind the house. An old woman I remember
In a red shawl with a grey cat on her knee.
Humming under a tree.

She seemed the oldest thing I can remember,
But then perhaps I was not more than three.
It was long ago.

I dragged on the dusty road, and I remember
How the old woman looked over the fence at me
And seemed to know

How it felt to be three, and called out, I remember
'Do you like bilberries and cream for tea?'
I went under the tree

And while she hummed, and the cat purred, I remember
How she filled a saucer with berries and cream for me
So long ago

Such berries and such cream as I remember
I never had seen before, and never see
Today, you know.

And that is almost all I can remember
The house, the mountain, the grey cat on her knee,
Her red shawl, and the tree.

And the taste of the berries, the feel of the sun I remember,
And the smell of everything that used to be
So long ago.

Till the heat on the road outside again I remember,
And how the long dusty road seemed to have for me
No end, you know.

That is the farthest thing I can remember.
It won't mean much to you. It does to me.
Then I grew up, you see.

Reading

1 **a** Look at the picture and describe the old woman. What is she wearing and doing?

b Read the poem and answer the questions.

1 Who is the narrator of the poem?
2 What happened between her and the old lady?
3 What is the effect of the poet using the words 'you know' and 'you see'?
4 How does the poem make you feel?

c Read the poem again and make notes. What can the narrator see, hear, smell, taste and feel?

2 Read the Lifelong learning box and answer the question.

Lifelong learning

Make it rhyme!

! When a word is difficult to pronounce, e.g. *though*, think of other words that have a similar pronunciation, e.g. *ago*/*know*. This will help you to remember.

Which words in the poem rhyme with *me*?

Listening and speaking

3 **a** Think about one of your earliest memories and make notes about what you could see, hear, smell, taste and feel.

b Work in pairs and describe your memories.

4 **a** 2.44 Listen to Sarah talking about a childhood memory and answer the questions.

1 Where did the event take place?
2 Who was she with?
3 How old was she?
4 How did she feel at the time? Why?
5 What did she realise when she grew up?

b Put the sentences (a–j) from the story in the correct order. Then listen again and check.

a Later I realised that they were probably cows at the end of the shed and they were completely harmless.
b And there was a very, very strong smell coming from the sheds and I could hear scuffling, hear noises at the end of the sheds.
c There was a dark doorway up some steps into some sheds and I really wanted to go up there, and I went to the doorway, and it was very dark.
d And my cousin told me there were monsters there.
e I have a very vivid memory of being a child and visiting a farm with my cousins.
f It was a very, very strong memory.
g But for a long time I thought there were monsters there.
h I was probably four at the time.
i I was terrified and I remembered it for many years.
j You couldn't see anything.

c Which sentences in exercise 4b are part of ...

a the introduction?
b the main sequence of events?
c the big or surprising event?
d the conclusion?



5 **a** From whose viewpoint is the following version of Sarah's story?

I was in the kitchen, making some tea. It was a lovely sunny day and the kids were playing happily outside in the yard. Suddenly I heard Sarah scream. I dropped what I was doing and ran outside. What would I tell my sister if anything had happened to Sarah when I should have been watching her?! I ran over to her. She was standing by the cowshed, crying and shaking. It turned out that the kids had told her there were monsters in there. Little devils! They were always teasing her like that.

b Write another version of Sarah's story from the viewpoint of her cousin. Use the structure in exercise 4c to guide you. Think about what the cousin could see, hear, smell, taste or feel.

Listening

6 a Erma Bombeck was an American columnist who wrote humorously about everyday life. Read this extract from one of her most famous columns. Do you agree with any of the points she makes?

Someone asked me the other day if I had my life to live over, would I change anything. My answer was no, but then I thought about it and I changed my mind. If I had my life to live over, I would have talked less and listened more.
I would have invited friends over to dinner, even if the carpet was stained and the sofa faded.
I would have taken the time to listen to my grandfather ramble about his youth.
I would have sat cross-legged on the lawn with my children and never worried about grass stains.
I would have cried and laughed less while watching television … and more while watching real life.
I would have eaten less cottage cheese and more ice cream.
There would have been more I love yous … more I'm sorrys … more I'm listenings … but mostly, given another shot at life, I would seize every minute of it … look at it and really see it … try it on … live it … exhaust it … and never give that minute back until there was nothing left of it.

b 2.45 Listen to Matt and Claire talking about Bombeck's column. Make notes in the table of some things they would like to change about their lives.

	Present	Past
Claire		
Matt		

Grammar | *I wish/If only*

7 Read the Active grammar box. Then choose the correct underlined words to complete the rules.

Active grammar

Wish	Actual situation
*'I **wish** I **was** better at listening.'*	He isn't good at listening.
*'I **wish** I **had eaten** more healthily.'*	She didn't eat very healthily.
*'I **wish** I **could** sing.'*	He can't sing.

We use *wish* + Past Simple to talk about imaginary things we would like in the *past*/*present*.

We use *wish* + Past Perfect to talk about imaginary things we would like in the *past*/*present*.

We use *wish* + *could* to talk about ability in the *past*/*present*.

We use *wish* + *someone*/*something* + *would* when you want someone or something to change.

I wish they would be quiet! (They refuse to be quiet.)

You can't say: *I wish I would* (Because you can control what you do.)

We can also use *If only* instead of *I wish*. The meaning is a little bit stronger than *I wish*.

If only I could dance! (I can't dance.)

If only you hadn't left your bag on the bus! (You did leave it on the bus.)

see Reference page 145

8 Rewrite the sentences using *wish* so that they have a similar meaning. Different answers are possible.

I'm hungry. I didn't eat earlier.

I wish I had eaten earlier/I wish I had some food.

1 I'm bad at Maths. I want to be better.
2 You're late again.
3 We went to a boring museum.
4 I'd love to be a good dancer, but I can't do it.
5 You always leave your dirty plate on the table!
6 I'm lonely. I'd like to have more friends.
7 I don't want to smoke any more, but I can't quit.

9 Write down three wishes about your life (past or present). Then work in pairs and compare your ideas.

10.2 Memorable people

Grammar review of past tenses

Can do briefly describe a famous person

1



Marie Curie

Marie Skłodowska Curie's family had lost all their money so Marie worked as a governess so her sister could go to (1) _____. Marie fell in love with her employer's (2) _____, but they were not allowed to (3) _____. She paid for her education in Paris by (4) _____ in the evenings. She married Pierre Curie in (5) _____ and they discovered radium together. She won the Nobel Prize in 1903 and (6) _____.

2



Tanni Grey Thompson

As a child, Baroness Tanni Grey Thompson enjoyed a variety of sports, including swimming, archery and horse-riding. She entered her first wheelchair race aged (1) _____. Two years later she won a national event. She won her first Paralympic medal in (2) _____ but had to stop racing because she needed surgery on (3) _____. She returned to racing and won eleven (4) _____.

3



Pelé

Pelé was born into (1) _____ in Minas Gerais, Brazil. He started work aged (2) _____, as a shoe shine boy. He was so poor that he (3) _____ a proper football. Nevertheless, he became one of the greatest footballers of all time.

4



Albert Einstein

Albert Einstein did not speak well until (1) _____ and one of his teachers thought that he would never be (2) _____. Despite this, Einstein went on to publish more than (3) _____ scientific works, including his theories of relativity.

Listening

1 **a** Do you know anything about the people in the photos? What memorable things do you think they did?

b 2.46 Listen and check your ideas.

c Listen again and complete the texts above about each person.

Vocabulary | biographies

2 Match the phrases (1–6) from the listening with the meanings (a–f).

1 a difficult start in life
2 one of the greatest ... of all times
3 against the odds
4 from an early age
5 is widely considered to be
6 is best known for

a although it seemed very unlikely
b most people agree this person is
c one of the best ... ever
d problems in childhood
e from childhood or youth
f is famous because of

3 Complete the sentences with a suitable word or phrase (1–6) from exercise 2.

1 Tanni Grey Thompson was interested in sport _____.
2 Marie Curie _____ discovering radium.
3 Pelé had _____ because he was born into a very poor family.
4 Einstein _____ the father of modern physics.
5 Pelé is _____ footballers _____.
6 Despite some problems, all four people succeeded _____.

4 **a** Think of another famous person, or someone you know who succeeded against the odds. Make notes about what they did, using words and phrases from exercise 2.

b Work in groups. Tell each other about the person you chose and why.

THE MAKING OF

1 She was born in a home for poor people in Saumur, France, on 19 August 1883, and christened Gabrielle. Her mother died when she was just six years old. This left her father with Gabrielle and four other young children. What happened next?

a) The father brought them up alone.

b) The children became film stars.

c) The father sent them away.

Read 5 to find out ⇢

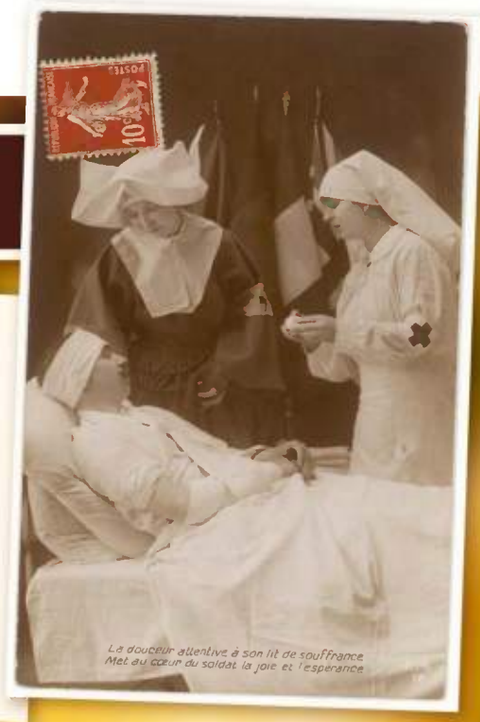
7 She had worked for a short time as a nurse in World War I, but during World War II she went to Switzerland. She returned to France in 1953 and dressed many Hollywood stars, such as Liz Taylor and Katharine Hepburn. What happened next?

a) She acted in a film about her life.

b) She died in the 1970s.

c) She moved to the West Indies.

Read 4 to find out ⇢



4 She was still working up until her death on 10 January, 1971, when her fashion empire brought in over $160 million a year. Before that, in 1969, Katharine Hepburn had starred in a Broadway musical about her life. She is considered one of the most influential fashion designers of the twentieth century.

THE END

5 He sent them away to grow up with relatives. In her early twenties, while she was working as a singer in cafés, she met two wealthy men, one a soldier, the other an Englishman called Arthur Capel. What did the men do?

a) They shot each other because they loved her.

b) They helped her start a clothes business.

c) They paid for her to travel around the world.

Read 3 to find out ⇢

3 With the men's money and contacts, she opened a hat shop in 1913. She soon expanded her business to include clothes, and opened a fashion shop at 31 rue Cambon, Paris. What happened next?

a) She married a politician.

b) She became a singer.

c) She designed clothes for women.

Read 6 to find out ⇢

6 She began to design clothes for women. She said, 'Most women dress for men and want to be admired. But they must also be able to move, to get into a car. Clothes must have a natural shape.' What was her other famous product?

a) Shoes.

b) Perfume.

c) Furniture.

Read 2 to find out ⇢



2 In the early 1920s she introduced Chanel No. 5, which became one of the world's favourite perfumes. Throughout the 1920s and 30s her clothes were becoming more and more popular. But then, in 1939, World War II began. What happened to her?

a) She moved to Switzerland.

b) She designed uniforms for soldiers.

c) She worked as a nurse.

Read 7 to find out ⇢



Reading and listening

5 **a** Work in pairs. Read about another person who succeeded against the odds. Stop at each question and guess the answer. Then follow the instruction to the next stage of the story.

b When you know who the famous person is, complete the title with her name.

6 **a** 2.47 Listen to a summary of the woman's life. Which three facts does the speaker get wrong?

b Work in pairs. Retell the woman's life story using the numbers/dates in the box.

19 August, 1883 six years old two men
1913 31 rue Cambon No.5 1920s and 1930s
1939 1953 1969 10 January, 1971
twentieth century $160 million

Grammar | review of past tenses

7 **a** Underline the different tenses that are used to describe the woman's life in the article on page 138.

b Read the Active grammar box and complete the rules with *Past Perfect*, *Past Continuous* and/or *Past Simple*.

Active grammar

We use the _____ to describe the main events of a story.

We use the _____ to make it clear that something happened before the main events in the past.

I felt ill because I ***had eaten*** *bad food.*

We use the _____ to describe actions that were already in progress when the main events happened.

We often use the _____ and _____ together when one action was in progress and the other action happened suddenly.

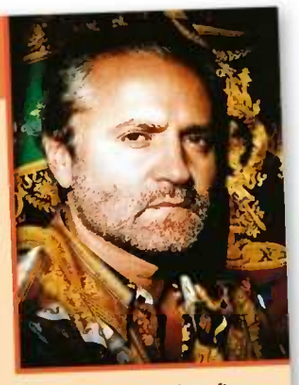
He ***was sleeping*** *when the storm* ***began****.*

see Reference page 145

8 **a** Read about Gianni Versace. Put the verbs in brackets into the correct tense. There is one passive.

b Find three things Versace had in common with the woman in the article on page 138.

GIANNI VERSACE



Gianni Versace was born in Reggio Calabria, Italy, in 1946. His mother had a clothes shop, and it was while he (1) _____ (grow up) that he learned about making clothes. In 1972 he (2) _____ (move) to Milan to become a fashion designer, and in 1978 he (3) _____ (open) his first shop. In the same year, he (4) _____ (present) his first collection for women. He (5) _____ (already/design) a leather collection for a company called Complice, but now, he worked for himself.

His designs (6) _____ (be) brightly coloured and sexy, and he used celebrities like Madonna, Tina Turner and Bon Jovi as models. In 1984 he (7) _____ (bring out) his own fragrance for men, Versace l'Homme.

On 16th July 1997, while he (8) _____ (walk) outside his apartment in South Beach, Miami, he (9) _____ (shoot) dead by an unknown killer.

During his life, his fashion empire (10) _____ (become) so successful that it was worth over $800 million.

Pronunciation | pronouncing numbers

9 **a** Read the information in the How to... box. Then look back at the numbers/dates in the box in exercise 6b and say them aloud.

How to... say numbers

	Written	Spoken
Dates	02/12/03	*The second of December, two thousand and three*
	1750s	*The seventeen fifties*
	C19th	*The nineteenth century*
Percentages	21.2%	*Twenty-one point two percent*
Money	£78.32	*Seventy-eight pounds, thirty-two pence*
Big numbers	1,265	*One thousand, two hundred and sixty-five*
	1,000,000	*A million/One million*
Fractions	1 ½	*One and a half*
	¾	*Three-quarters*

b Say the numbers.

1 54½ 2 4,076 3 9.3% 4 2010 5 $4,375 6 12/04/13 7 €1,300,000 8 7¾ 9 21st May 10 6.2% 11 1920s

c 2.48 Listen and check. When do we use *and*? When do we use *the*?

see Pronunciation bank page 164

10 Work in pairs.

Student A: turn to page 151.

Student B: turn to page 152.

You have the same ideas but with different information missing. Ask and answer questions to complete your information.

Speaking

11 **a** Write down five numbers that are important to you. They could be dates, years, code numbers, prices, etc.

b Work in pairs and show your partner your numbers. Ask your partner questions to find out why each number is important. Then ask follow-up questions.

A: *Why did you write July 1997?*

B: *I graduated in July 1997.*

A: *What did you study?*

10.3 Saying goodbye

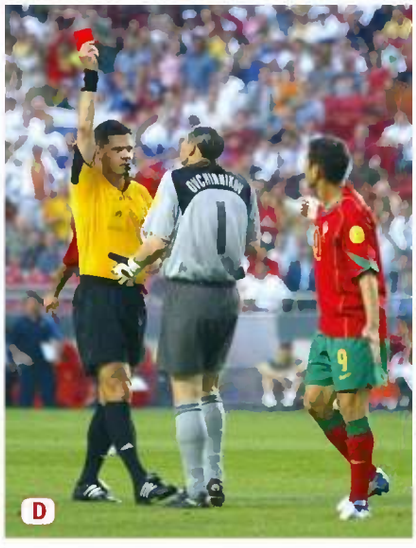
Grammar Phrasal verbs

Can do understand cultural differences











Reading and speaking

1 **a** What types of goodbye are shown in the photos (A–E)?

b What do you think are the best and worst ways to say goodbye? Think about the situations shown in the photos.

2 **a** Work in pairs.

Student A: read the article on this page.

Student B: read the article on page 151.

Answer the questions below.

1 What type of goodbye is described in your article?
2 How did the companies/people say goodbye?
3 What is the conclusion at the end of the article?
4 What do you think of the behaviour described in the article?
5 Is there a 'good' way to say goodbye in these situations?

b Explain your article to your partner. Use your answers to exercise 2a to help you. Then quickly read your partner's article.

3 Work in pairs. Match the phrasal verbs in bold in the article on this page and on page 151 with the meanings in the box.

arriving became continue cancelled discover experienced (something bad) finished a relationship happening tolerate think of/invent recover from returned

We're letting you go.

One company text-messaged its employees, asking them to check their email to see if they had been retained. Those who had lost their jobs were not contacted at all. It's probably not the nicest way to **find out** that you are now unemployed. But it's maybe better than some. A recent survey in New Zealand found that several people claimed to have been fired by post-it note.

Or, using a newer technology, an employee in the North of England was recently fired for **turning up** late. Fair enough, you might think, but was it really acceptable to sack her by sending her a message on Facebook?

A receptionist for a certain company was asked to train up a new assistant. One day she **came back** from lunch and found that her security card didn't work. 'What's **going on**?' she asked. The reply? She had been replaced by her new 'assistant'.

It is impossible to **come up with** a 'nice' way to fire someone, but managers should at least do it in private and show respect for the employee. The problem is that bosses often panic. They are worried that the fired employees will steal important information. And they are sometimes right: in one company, the fired staff stole computers and other equipment and nearly destroyed the company's offices as an argument **turned into** a riot.

Grammar | phrasal verbs

4 Read the Active grammar box. Match the phrasal verbs in **bold** from the articles on pages 140 and 151 with the phrasal verb types (A–D).

Active grammar

There are four different types of phrasal verb:

A The verb takes no object (intransitive).
*I **turned up** late.*

B The verb takes an object (transitive) and the verb and particle can split.*
*I **called off** the wedding.*
*I **called** the wedding **off**.*
*I **called** it **off**.*
*When the object is a pronoun (he/she/it, etc.) the verb and particle must split. NOT: ~~*I called off it.*~~

C The verb takes an object but the verb and particle cannot split (transitive, inseparable).
*He's **going through** a difficult time.*
NOT: ~~*He's going a difficult time through.*~~

D The verb has two particles and doesn't split (transitive, inseparable).
*We **came up with** a new idea.*
NOT: ~~*We came up a new idea with.*~~

see Reference page 145

5 Put the words in the correct order to make sentences and questions.

1 girlfriend/I/up/split/my/with .
2 we/until/out/didn't/later/find .
3 back/when/you/coming/are ?
4 carry/couldn't/I/tired/because/I/was/on .
5 always/she/late/up/turns .
6 with/good/they/up/did/any/ideas/come ?
7 going/is/here/on/what ?
8 match/because/rain/the/called/off/was/of .
9 period/is/company/going/the/a/difficult/through .
10 anymore/I/him/up/can't/with/put .
11 ice/water/the/turned/into .
12 it/get/over/a/serious/illness/take/weeks/can/to .

6 Use words from boxes A and B to complete each sentence below. Change the tense if necessary.

A

carry come go (x2) put split turn (x2)

B

into on (x2) up (x4) through with (x2)

1 I won't _____ this noise! If it continues, I'll call the police!
2 The book was _____ a film.
3 I don't need a break. I'm going to _____ .
4 It was a quiet party. There were only six of us, though later more people _____ .
5 Can someone explain? I have no idea what's _____ .
6 She _____ a difficult period when she lost her job, but she's OK now.
7 Couples usually _____ because of jealousy or boredom, or because they find other partners!
8 You need to _____ a plan to improve your business, because you are losing money.

Pronunciation | word stress in phrasal verbs

7 **a** 2.49 Listen to the sentences from exercise 6. Which part of the phrasal verb is the main stress on?

b Which phrasal verbs in exercise 6 have the main stress on the verb? Which type (A–D) are they?

see Pronunciation bank page 163

8 Work in pairs. Make a sentence about a picture (A–F) using a phrasal verb. Can your partner guess which picture it is?


A



D


B



E



C



F

Listening

9 a 2.50 Listen to four goodbyes. Number the situations below in the order you hear them.

a father and daughter before she goes away ☐
friends at the end of a party ☐
a speaker at the end of a conference ☐
two colleagues at the end of the day ☐

b Listen again. In which situation (1–4) in exercise 9a ...

a might some people meet again the following weekend? ☐
b will someone wait for an email? ☐
c is someone in a hurry? ☐
d will someone wait for a phone call? ☐

c Look at the How to... box. Then listen again and tick (✓) the phrases you hear. Which phrases are more formal?

How to... say goodbye (in person)

Signalling that you're going	*Right then, it's time I made a move.* *... I'm off.* *(Is that the time?) Sorry, I've got to dash.*
Thanking (if appropriate)	*Thank you very much for coming.* *Thank you and goodbye.* *Thanks for everything. I really enjoyed it.*
Pre-closing	*We'll see you in a couple of weeks.* *Maybe see you next weekend.* *Have a safe trip/nice weekend.*
Saying goodbye	*Take care.* *See you.* *Catch you later.*



10 a You are going to listen to two friends saying goodbye. First try to complete B's part of the dialogue using the phrases in the box.

> Yes, that sounds good. See you then.
> Yes, me too. I've got loads to do.
> Yeah, bye. You too.

A: Right well, I'd better be going.
B: _____.
A: Maybe see you next Wednesday then?
B: _____.
A: Have a good weekend.
B: _____.
A: See you.
B: _____.

b 2.51 Listen and check your answers. Which phrases do they use ...

1 to signal they are going?
2 just before they say goodbye?
3 to say goodbye?

c British and American speakers tend to take a long time to say goodbye, to make sure that the other person has definitely finished. Is it the same in your country or different?

11 Work in pairs. Look at the role cards and roleplay each situation. Then swap roles and repeat.

Situation 1

Student A: You have been to a friend's house for dinner. You have just realised that you need to go or you will be late for the babysitter. Say goodbye appropriately.

Student B: You are hosting a dinner party. Say goodbye appropriately to your guest.

Situation 2

Student A: You have been speaking on the telephone to your best friend for an hour. Now you need to go. Say goodbye appropriately.

Student B: You have been talking to your best friend on the phone for an hour. Now they need to go. Say goodbye appropriately.

10 Vocabulary | the senses


A


B


C

D


E

1 **a** Which senses – sight, sound, smell, touch or taste – do you associate with the photos (A–E)?

b Which senses do you first associate with the words in the box?

a cold wind	a cotton shirt	a mountain stream		
a stone floor	drums	fish	fresh bread	
olives	petrol	red roses	sunshine	the sea

c Complete the phrases below with words/phrases from the box in exercise 1b.

1 The look/sight of ...
2 The sound of ...
3 The feel of ...
4 The smell of ...
5 The taste of ...

d Work in pairs. Tell your partner which things in exercise 1b you like/dislike.

I love the taste of olive oil and fresh coffee.

2 **a** Look at the table below. Then match sentences from A and B to make dialogues.

It	*looks* *feels* *sounds* *smells* *tastes*	+ adjective	*It* ***looks*** *beautiful.* *It* ***tastes*** *delicious.*
		+ *like* + noun phrase	*It* ***sounds*** *like a mechanical problem.* *It* ***looks*** *like a nice day.*

A	B
1 I love this dress.	a Yes, he looked terrible.
2 Shall we go to the cinema?	b Yes, the roses smell beautiful.
3 I cooked the soup myself.	c Yes, touch it. It feels very soft.
4 Can you hear the birds singing?	d Yes, it looks great on you.
5 Miguel went home early.	e That sounds like a great idea.
6 Have you been in the garden?	f Yes, they sound lovely.
7 Are you sure this fish is fresh?	g It tastes delicious.
8 Is the skirt made of silk?	h No, it smells a bit strange.

b Work in pairs and practise the dialogues.

c 2.52 Listen to someone reacting to five different situations. What do you think has just happened in each instance? Which sense is she using?

3 **a** Work in pairs. Discuss the difference in meaning between the following verbs.

1 see/look at/watch
2 listen to/hear
3 touch/hold

b Complete the sentences with the verbs from exercise 3a.

1 Can you _____ this bag for me? It's very heavy.
2 Have you _____ Jo's car? It's very fast.
3 Can you speak up, please? I can't _____ you.
4 Don't _____ that wire! It looks dangerous.
5 I was just _____ these beautiful photos.
6 Shall we _____ some music on the radio?
7 Did you _____ that TV programme last night?

4 **a** Read the poem below. Then write your own version by changing the words in *italics*.

I love the look of *mountains with snow on top,*
I love the smell of *fresh coffee beans,*
I love the taste of *pasta with garlic,*
I love the sound of *a young boy singing,*
But most of all I love the feel of *a warm wind on my face,*
It reminds me of *walking by the sea.*

b Work in groups. Take it in turns to read your poems.

10 Communication

Can do talking about memories

1 Spend a few minutes thinking about the topics in the game below. Then read the instructions on how to play the game.

2 Work in groups and play Memory Blockbusters.

How to play...

1. Play in two teams: A and B. Teams can have one or more members.
2. The teams take it in turns to choose a block. When a team has chosen a block, one of the team members must try to talk about the topic in the block for one minute. If they succeed they win the block.
3. The aim of the game is to win a line of blocks from top to bottom (team A) or side to side (team B). When a block has been won, it cannot be used by the other team.
4. The first team to make a line of blocks is the winner.

MEMORY BLOCKBUSTERS

A special day you remember (U10)	Happy memories from your childhood (U10)	A city you know well (U3)	An older person you admire (U7)	Your favourite food and the first things you learned to cook (U5)
How you met your best friend (U1)	The best film you have ever seen (U2)	Jobs you had to do as a child to help round the house (U9)	Music you used to listen to (U5)	Your best birthday (U10)
A teacher you remember (U7)	A beautiful place you have been to (U6)	The most precious thing you own (U4)	How your home town has changed in your lifetime (U8)	A place you didn't like in the past (U6)
A TV programme you used to watch as a child (U2)	The first time you earned some money and what you did with it (U4)	An interesting person you met (U1)	You ten years ago (U10)	A sport or hobby you don't do any more (U7)
The house you lived in when you were younger (U3)	A story you have heard in the news recently (U2)	Something you loved learning as a child (U7)	A favourite book (U5)	Your first school (U7)

I wish/If only

We use *wish* to say we would like something to be different from the reality.

To talk about a wish in the present, or a permanent wish, use *wish* + Past Simple. The most common verbs are *wish* + *was/were* and *wish* + *had*.

*She **wishes** she **was** taller.*

*I **wish** I **had** a pen.*

With the verb *to be* you can also say *I wish I were/she wishes she were*.

*She **wishes** she **were** taller.*

To talk about a wish in the past, use *wish* + past perfect.

*He **wishes** he **had gone** to the exhibition yesterday.*

*I **wish** I **hadn't eaten** that sandwich.*

We use *wish* + object + *would* to show you want something to change. We often use this structure to show anger or annoyance.

*I **wish** she **would** come on time.*

*I **wish** you **wouldn't** make that noise.*

! We can't say: *I wish I would*.

We use *wish* + *could* to talk about an ability that you want but don't have.

*I **wish** I **could** play chess as well as you.*

*I **wish** I **could** fly.*

! We don't usually use *wish* + *couldn't*.

We can also use *if only* instead of *I wish*. The meaning is a little bit stronger than *I wish*.

***If only** we could go home!*

***If only** they hadn't taken the money!*

Review of past tenses

We often use the Past Simple, Past Perfect and Past Continuous for narratives.

The Past Simple is used for the main completed events of a story.

*I **took** the money and **ran**.*

The Past Perfect is used to make it clear that one action happened before another action.

*I knew I'**d seen** him before.*

The Past Continuous is used for an action in progress when the main events happened. It's often a background action in the narrative.

*When I got outside, it **was raining** hard.*

*I **was living** in Paris when I **married** Lily. I'd **met her** in Austria.*

Phrasal verbs

There are four main types of phrasal verbs:

1 Intransitive

The verb takes no object.

*I **grew up**.*

2 Transitive – separable

The verb takes an object and the verb and particle can split.

*I **turned off** the light.*

*I **turned** the light **off**.*

*I **turned** it **off**.*

When the object is a pronoun (*he/she/it*, etc.) the verb and particle must split.

NOT: ~~*I turned off it.*~~

3 Transitive – inseparable

The verb takes an object, but the verb and particle cannot split.

*He **got on** the bus.*

NOT: ~~*He got the bus on.*~~

4 Three-part

The verb has two particles and doesn't split (transitive, inseparable).

*We're **looking forward to** seeing you.*

NOT: ~~*We're looking forward seeing you to.*~~

Key vocabulary

Memory

commemorate homesick in memory of memento
memorial nostalgia remember remind us of

Biographies

a difficult start in life against the odds
from an early age is best known for
is widely considered to be
one of the greatest ... of all times

Phrasal verbs

call off carry on come back come up with
get over go on go through find out
put up with split up turn into turn up

The senses

feel hear hold listen to look look at see
smell sound taste touch watch


ACTIVEBOOK

Listen to the explanations and vocabulary.


see Writing bank page 162

10 Review and practice

1 Complete the sentences using the verbs in brackets. You may need to use some extra words.

He has to wash all the dishes. He probably wishes he _____ (have) a dishwasher.

He has to wash all the dishes. He probably wishes he had a dishwasher.

1 I have to read so many books! I wish I _____ (be) such a slow reader.
2 She's so full she can't sleep. She probably wishes she _____ (eat) so much.
3 I loved Disneyland! I wish I _____ (go) there the last time I was in the US.
4 He hates taking trains. He wishes he _____ (have) a car.
5 There are some job vacancies in the Bahamas. Don't you wish you _____ (can/work) there?
6 My favourite film was on TV yesterday, but at 1:00 a.m. I wish they _____ (show) it earlier.
7 Those children have been inside all day. They probably wish they _____ (can/play) outside.
8 It is such beautiful weather! Do you wish you _____ (be) on holiday?

2 Complete the dialogues using the correct form of the verbs in the box.

not answer	do	listen	not hear

A: I knocked on the door last night but you (1) _____ . What (2) _____ ?
B: Oh, sorry. I (3) _____ to music and I (4) _____ you.

go	have	stop

A: (5) _____ a good weekend?
B: Yes, we (6) _____ for a picnic.
A: In the rain?
B: No! The rain (7) _____ by the time we got to the park.

get back	not go	visit

A: Why (8) _____ to the New Year party? We missed you.
B: I was exhausted because I (9) _____ from Australia that morning.
A: Really? What were you doing there?
B: I (10) _____ my cousins.

3 Write sentences in the Past Perfect or Past Continuous using the words in brackets.

We tried to call her. (She/switch off her phone)

She had switched off her phone.

1 I saw a friend after many years. She looked very different.
(She/change/a lot) _____ .
2 The book was completely new to me.
(I/never/read/before) _____ .
3 Tom was in the pool from 6:15 a.m. to 6:45 a.m.
(At 6:30 a.m. he/swim) _____ .
4 Javed didn't break the window at midnight.
(He/sleep/in his room/at midnight) _____ .
5 I couldn't cross the border into Mexico.
(I/lose/my passport) _____ .
6 Lola went to an interview every day.
(She/look for/a job) _____ .

4 Replace the underlined verbs with the correct form of the phrasal verbs in the box.

call off	carry on	come up with	find out
go on	put up with	split up	turn up

1 My husband and I separated last year.
2 She arrived nearly an hour late!
3 What's happening?
4 I can't tolerate your behaviour any longer.
5 They cancelled the wedding at the last minute.
6 I'll probably need to continue working until I'm seventy.
7 Don't worry. He won't discover what we did with the money!
8 He thought of a brilliant new idea.

5 Complete the text with the words and phrases in the box.

against the odds	best known for
from an early age	is widely considered to be
of all time	remembered

Luciano Pavarotti came from a very poor family but, (1) _____ , he became rich and famous. He (2) _____ one of the most commercially successful singers (3) _____ . Pavarotti enjoyed singing (4) _____ but originally dreamed of being a football goalkeeper. He is perhaps (5) _____ his version of *Nessun Dorma*, sung for the 1990 World Cup in Italy. He died in 2007 and will be (6) _____ for a long time to come.