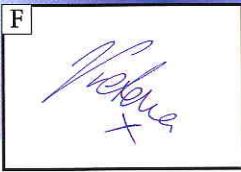
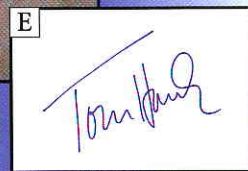
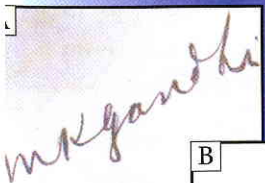


Do you believe it?

READING & SPEAKING

Look at the signatures. Can you identify any of the people?



What your *signature* says about you

Your signature is the part of your handwriting that says the most about your personality. It is quite normal for your signature to change during your life, as your signature reflects how you evolve as a person. It is also common to have several signatures, for example a more formal signature (name and surname) when you sign a credit card or passport, and an informal signature (just your first name) when you sign a birthday card.

Your formal signature A signature usually contains either a first name and a surname, or initials and a surname, or, less frequently a first name and initials. Your first name represents your private or family self, and your surname represents your public self, how you are socially and at work.

If your first name is more prominent in your signature, this implies that you have positive feelings about your childhood and that your 'private' self is more important to you than your 'public' self.

If your surname is more prominent, this means that your 'public' self is more important to you. The more space there is between your name and surname, the more you wish to keep your public and private self separate.

If you use only initials either for your first name or your surname in your signature, this means that you are more secretive about this part of your personality (your private or public persona).

Legibility A legible signature, where names can be clearly read, implies that you are a person with clear ideas and objectives. The more illegible your signature is, the less assertive you are as a person, and the more you tend to avoid conflict.

Angle Most signatures are horizontal, rising, or descending. A rising signature means that you are the kind of person who, when faced with problems, will work to overcome them. Usually optimistic, you are in control and ambitious. A descending signature means that you have a tendency to get depressed and give up when faced with problems, and lack self-confidence. Some people's signatures go through a temporary phase where they go down, which shows that they are going through a hard time or an illness. A horizontal signature suggests an emotionally stable person who is well-balanced and generally satisfied with the way their life is going.

Size If your signature is bigger than the rest of the letter or document you have written, that means that you are self-confident and have quite a high opinion of yourself. Some people actually sign in capital letters, which suggests they are arrogant rather than self-confident. People whose signature is smaller than the rest of the text may be insecure and have low self-esteem.

Read the first paragraph of an extract from a book about graphology. On a piece of paper, write the sentence *I look forward to hearing from you*, and then sign your name under the sentence.

Now read the rest of the extract and answer the questions. According to the extract, which of the people A–F...?

- | | |
|--|--|
| 1 has / had no separation between their public and private self, and is / was not very assertive | 4 is / was probably rather arrogant |
| 2 is / was more identified with their public self, optimistic, and ambitious | 5 keeps / kept their public and private life separate, is / was ambitious, and has / had positive feelings about their childhood |
| 3 is / was more identified with their private self, and without much self confidence | 6 is / was secretive about their private life, and keeps / kept it very separate from their public life |

Try to guess the meaning of the highlighted words and phrases from the context. Check with your dictionary or the teacher.

Now look at your partner's piece of paper with his / her signature, and explain what it means.

Did you agree with your partner's interpretation? Do you think graphology is a serious science? Why (not)?

2 VOCABULARY personality

a Without looking at the text, how many of the ten highlighted adjectives / phrases can you remember?

b p.146 Vocabulary Bank *Personality*.

c Add either a suffix or a prefix or both to the bold words to make an adjective that fits the sentence.

- I don't think he's going to get very far. He's totally unambitious. **ambition**
- You'll have a lively evening if Jane's coming because she's very _____. **talk**
- You can't trust John to help. He's completely _____. **rely**
- You look very _____. Have you had some good news? **cheer**
- He's a bit _____. He said he liked my sister but he obviously doesn't. **sincere**
- She's not very _____. She never has any good ideas. **imagine**
- People say he's _____. You can't trust him with money. **honest**
- She's so _____! She won't give me a hand with my homework. **help**

3 PRONUNCIATION using a dictionary to check word stress

In a dictionary, word stress is shown by an apostrophe before the stressed syllable, e.g. *begin* /bɪ'gɪn/. Some words, especially compound words, have a primary (or main stress) and a secondary stress, e.g. *good-looking* /,gʊd'lʊkɪŋ/. Secondary stress is shown by a low apostrophe. It is less strong than primary stress.

a Use the phonetics to underline the *main* stressed syllable.

- | | |
|--------------------------------|----------------------------|
| 1 arrogant /'ærəɡənt/ | 7 possessive /pə'zɛsɪv/ |
| 2 assertive /ə'sɜ:tɪv/ | 8 loyal /'lɔɪəl/ |
| 3 bad-tempered /,bæd'tempəd/ | 9 stubborn /'stʌbən/ |
| 4 creative /kri'eɪtɪv/ | 10 impatient /ɪm'peɪʃnt/ |
| 5 considerate /kən'sɪdərət/ | 11 unsociable /ʌn'səʃjəbl/ |
| 6 conscientious /,kɒnʃɪ'enʃəs/ | 12 immature /,ɪmə'tʃʊə/ |

b 1.4 Listen and check. Are the negative prefixes or suffixes stressed?

c Practise saying the sentences below.

- He's terribly bad-tempered – you need to be careful with him.
- She's so conscientious – she always does her best in everything.
- He's very easy-going – he never gets stressed.
- His mother's really possessive – she doesn't want him to get married.
- She's so immature – she behaves like a child.

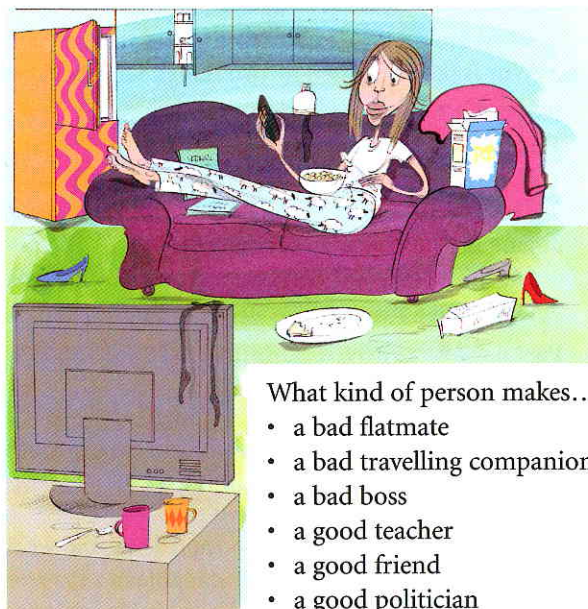
4 SPEAKING

GET IT RIGHT paraphrasing

If you don't know the exact adjective you need, use a phrase, e.g. *She's the kind of person who...*, *He tends to...*

Remember the third person s.

Talk in small groups. Give examples where you can of people you know or have known.



What kind of person makes...?

- a bad flatmate
- a bad travelling companion
- a bad boss
- a good teacher
- a good friend
- a good politician

MINI GRAMMAR

the...the... + comparatives

The more illegible your signature is, the less assertive you are as a person.

Use *the* + comparative adjective or adverb to show that one thing depends on another, e.g.

The sooner you do it, the easier it'll be = how easy it will be depends on when you do it.

The colder it is, the more clothes you need to wear.

Rewrite the sentences using *the...the...* + a comparative adjective or adverb.

- If you study more, you learn more.
The _____, the _____.
- If we leave soon, we'll get there earlier.
The _____, the _____.
- If you are sociable, you have more friends.
The _____, the _____.
- If you are happy, you are nicer to other people.
The _____, the _____.

5 1.5 SONG You gotta be

6 LISTENING & READING

- a Read the beginning of a magazine article. Do you know what a psychic is? Do you believe psychics have special powers or are you sceptical?
- b You're now going to listen to Jane describing her visit to the psychic, Sally Morgan. After each part, discuss the questions with a partner.

Part 1 1.6

Answer the questions.

- 1 What was Jane's first impression of the room and of Sally?
- 2 What are the first questions Sally asked her?
- 3 Why is Jane surprised by two things Sally mentions?

Part 2 1.7

True or false?

- 1 Jane lived in Ireland when she was a child.
- 2 The psychic says there will be a new man in Jane's life.
- 3 Jane is above average height.
- 4 She thinks Jane will be attracted to him by his looks.
- 5 Jane thinks she knows who the man is.

Part 3 1.8

Choose a, b, or c.

- 1 Sally says that, in the future, Jane ____.
a will have the same health problems as her mother
b will live longer than her mother
c should have plastic surgery
 - 2 According to Sally, ____ is good at reading and writing.
a neither Jane's son nor her daughter
b neither Jane's ex-husband nor her daughter
c neither Jane's ex-husband nor her son
 - 3 What Sally says about Jane's children makes Jane feel ____.
a convinced that Sally is a genuine psychic
b less sceptical about Sally being a psychic
c sure that Sally is not a genuine psychic
- c Read about some typical techniques used by psychics. Match the titles with the paragraphs.

- A Getting information from the client
- B Using a name
- C The flattering statement
- D Identifying common medical problems

- d Listen to Jane talking about her visit again. Which techniques did Sally use?
- e 1.9 Now listen to Jane talking a few weeks later. What was her final opinion about Sally's psychic abilities? What has happened since she went to see Sally?
- f Do you know anyone who has been to a psychic? What happened?

Can psychics really see the future?

Jane Dickson investigates.

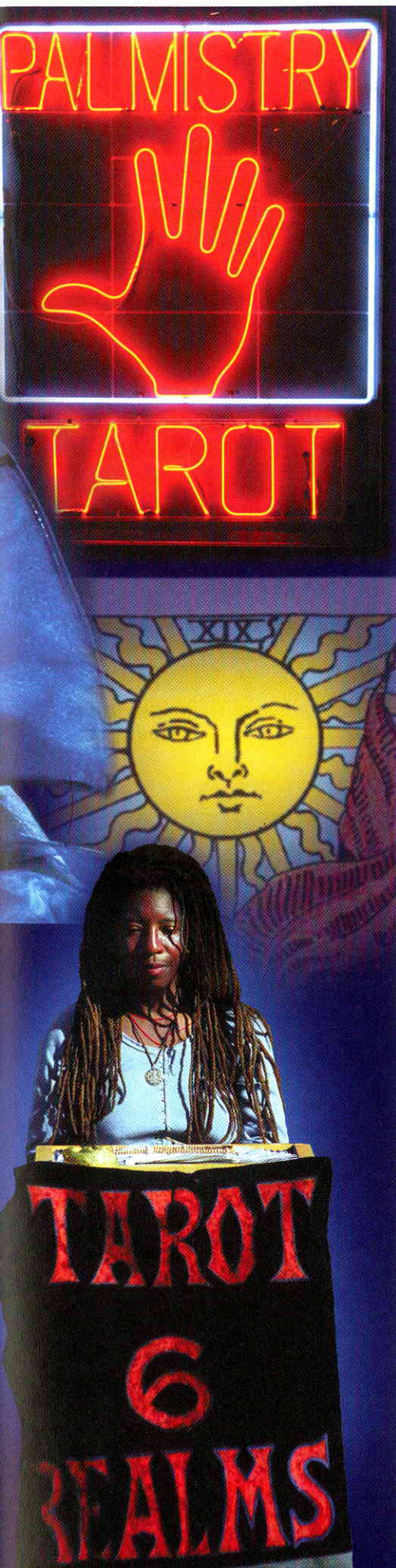
I am almost the only person I know who has never been to a psychic. Everyone I asked had a story about how key events in their lives had been predicted in some way. So I was really looking forward to my first visit to a psychic...



Tricks of the trade?

These are some of the techniques used by psychics...

- 1 Something psychics always do is say something that's true of almost anyone on the planet, preferably something positive. An all-time favourite is 'You're intelligent with a great sense of humour'. Who is going to answer, 'Well actually, I'm not. I'm really stupid and have no sense of humour at all?'
- 2 Statistics confirm that a headache is the most common female health problem and almost 50% of men have a scar on their leg, so it's not really surprising when a psychic 'sees' these problems.
- 3 A psychic can deduce a lot from your age and appearance, and most of them actually ask direct questions. It's difficult to avoid answering if you want results, because saying nothing is like going to the doctor and refusing to discuss your symptoms.
- 4 Coming up with a few names is always impressive. The usual method is to let the client work out who it might be. 'Does the letter s mean anything to you?' is a frequent strategy.



7 GRAMMAR auxiliary verbs

- a Look at some extracts from the listening. Circle the correct auxiliary verb.
 'Australia is very important in your life.'
 '1 *Is / Isn't / Was it?* I've never been to Australia.'
 'Another place which is very important in your life is Ireland.'
 'Yes Ireland 2 *is / does / has* play a big role in my life.'
 'Let's see, your mother suffers from headaches, 3 *doesn't / isn't / does* she?'
 'Yes, she 4 *is / does / has*, actually.'
 'Well, you'll need to watch out for headaches, and so 5 *is / does / will* your mother.'
- b **1.10** Listen and check. Underline the auxiliaries which are stressed.
- c In pairs, decide which auxiliary is used...
- | | |
|--|-------------------------------------|
| A as a short answer. | <input checked="" type="checkbox"/> |
| B to add emphasis. | <input type="checkbox"/> |
| C to check information. | <input type="checkbox"/> |
| D to show surprise. | <input type="checkbox"/> |
| E to avoid repeating a verb or phrase. | <input type="checkbox"/> |
- d **p.132 Grammar Bank 1B.** Read the rules and do the exercises.

8 PRONUNCIATION intonation and sentence rhythm

- a **1.11** Listen to the conversation and circle the auxiliary verbs which are stressed.
- A What's your sister like?
 B Well, she's rather shy and quiet.
 A **Is** she? So **is** my brother!
 B **Isn't** your brother a doctor?
 A That's right. And your sister works in a bank, **doesn't** she?
 B No, she **doesn't**. She's a journalist.
 A Oh yes, you **did** tell me, but I forgot. I think they'd probably get on well.
 B **Do** you? But if my sister **doesn't** talk much and neither **does** your brother...
 A Yes, you're probably right. We **won't** introduce them then.
- b Listen and repeat the conversation copying the intonation and rhythm. Then practise it in pairs.
- c **1.12** Listen and respond to the sentences you hear with an echo question, for example *Are you? Didn't you?*, etc.
- d Complete the sentences on the left so that they are true for you. Then read them to your partner who will respond with an echo question and then say whether he / she is the same as you or different.

I'm not very good at _____ . (activity)	Aren't you?	Neither am I. / I am.
I'm very _____ . (adjective)	Are you?	So am I. / I'm not.
I hate _____ . (a food)	Do you?	So do I. / I don't. I like it.
I don't often _____ . (verb)	Don't you?	_____ .
I've been to _____ . (town / country)	_____ .	_____ .
My favourite season is _____ .	_____ .	_____ .

- e **Communication** *You're psychic, aren't you?* A p.116 B p.119. Make guesses about your partner and then check if they are true.

Communication

1B You're psychic, aren't you? Student A

- a Imagine you're a psychic. Make guesses and complete the sentences below about B.
- 1 Your favourite colour is _____, ...?
 - 2 You really like _____, (a sport or hobby)...?
 - 3 You went to _____ last weekend, ...?
 - 4 You haven't been to _____ (a country), ...?
 - 5 You were born in _____ (place), ...?
 - 6 You'd like to be able to _____, ...?
 - 7 You can't _____ very well, ...?
 - 8 You're very good at _____, ...?
- b Check if your guesses are true, by saying the sentences to B and checking with a question tag, e.g. *Your favourite colour is pink, isn't it?* Try to use a falling intonation.
- c Now B will check his / her guesses about you. Respond with a short answer. If the guess is wrong, tell B the real answer.
- d Count your correct guesses. Who was the better psychic?

1C You're the doc! Students A + B

Check your answers.

1 c The correct treatment is to pinch the soft part of the nose. This will usually cure a nosebleed if you do it for five minutes. If not, repeat for 10 minutes, and if that still doesn't work, go to your nearest hospital.

2 a The correct treatment is first to pour cold water on the burn for at least 10 minutes and then to cover it with a loose bandage. If you haven't got a bandage, you can use a clean plastic bag or kitchen film. Do not break blisters and don't put any cream on the burn.

2A Clothes quiz Student A

- a Ask B the questions (the answers are in *italics*).
- 1 What's the opposite of...?
 - These trousers are too tight. (*These trousers are too loose.*)
 - trendy clothes (*old-fashioned clothes*)
 - get dressed (*get undressed*)
 - 2 What material are the following usually made of?
 - a sweater (*wool*)
 - cycling shorts (*Lycra™*)
 - a tie (*silk*)
 - 3 What does it mean if you say 'These shoes don't fit me'? (*They're too big or too small.*)
 - 4 When do people normally...?
 - try clothes on (*in a shop before they buy them*)
 - dress up (*for a party, a wedding, etc.*)
 - 5 What does it mean if you say 'Paula's dressed to kill tonight'? (*People will admire her because of her clothes.*)
- b Answer B's questions.

2B Flight stories Student A

- a You're going to read a newspaper article and then tell your partner about it. Read the article and write down 10 words that will help you remember the story.

Lovesick violinist grounds plane



Nuala Ni Chanainn, an Irish violinist, had been travelling round San Francisco as part of a theatre group. When the tour was over, she went to the airport and boarded the plane that would take her back home to Ireland. She was in her seat, waiting for the plane to take off, when she suddenly decided not to go after all. She rushed off the plane at the last minute, leaving TWA airline officials thinking that she perhaps had planted a bomb on the plane and escaped. The plane and all the luggage were thoroughly searched by a bomb-sniffing dog. Meanwhile, the airport authorities stopped Nuala and took her away to be questioned. However, after extensive questioning, she managed to convince them that she hadn't planted a bomb: she simply couldn't bear to leave her new boyfriend! The plane was allowed to depart nearly four hours later, minus the love-struck violinist, who then spent another two weeks in the States with the boyfriend.

- b Close your book and tell B your story in your own words, e.g. *There was a woman called Nuala who was a violinist from Ireland...*
- c Now listen to B's story, and ask your partner to clarify or rephrase if there's anything you don't understand.

1B You're psychic, aren't you? Student B

- a Imagine you're a psychic. Make guesses and complete the sentences below about A.
- 1 You're going to _____ tonight, ...?
 - 2 You don't like _____, (a kind of music)...?
 - 3 You've seen _____ (a film), ...?
 - 4 You didn't _____ last night, ...?
 - 5 You were born in _____ (month), ...?
 - 6 You wouldn't like to be a / an _____ (a job), ...?
 - 7 Your favourite season is _____, ...?
 - 8 You can speak _____, ...?
- b A is going to make some guesses about you. Respond with a short answer. If the guess is wrong, tell A the real answer.
- c Now check if your guesses about A are true, by saying the sentences and checking with a question tag, e.g. *You're going to see a film tonight, aren't you?* Try to use a falling intonation.
- d Count your correct guesses. Who was the better psychic?

2A Clothes quiz Student B

- a Answer A's questions.
- b Ask B the questions (the answers are in *italics*).
- 1 What's the opposite of...?
 - He looks smart. (*He looks scruffy.*)
 - a short-sleeved T-shirt (*a long-sleeved T-shirt*)
 - put your shoes on (*take your shoes off*)
 - 2 What material are the following usually made of?
 - tights (*nylon*)
 - shoes (*leather*)
 - jeans (*denim*)
 - 3 What does it mean if you say 'That shirt doesn't suit you?' (*It doesn't look good on you.*)
 - 4 When do people normally...?
 - hang clothes up (*after they've ironed them or after they take them off, e.g. in the evening*)
 - get changed (*to go to the gym, when they get home from work*)
 - 5 What does it mean if you say 'Mark needs to pull his socks up?' (*He needs to work harder.*)

2B Flight stories Student B

- a You're going to read a newspaper article and then tell your partner about it. Read the article and write down 10 words that will help you remember the story.



Tourist stranded at airport for five months

When student Sheridan Gregorio arrived at Fortaleza airport in Brazil, he was planning to fly home to Holland. He had had a great holiday, but unfortunately he had spent all his money. All he had was his return air ticket to Amsterdam. But when he checked in, the airline staff at the airport told him that he would have to pay airport tax before he could leave the country. Sheridan explained that he was completely broke, but he wasn't allowed to fly and so he missed his flight home. His ticket was non-refundable, so now he needed to buy a new ticket *and* pay the airport tax.

As he had no money, Sheridan's only option was to sleep in the airport and clean restaurants in exchange for food and some money. After working for five months, he had saved enough for the airport tax and the Brazilian police persuaded the airline to let him use his old ticket to go home. Sheridan told a newspaper reporter from *Jornal da Globo*, 'The Brazilian people were really nice to me, they treated me very well.' Sheridan finally arrived home safe and sound last week.

- b Listen to A's story, and ask your partner to clarify or rephrase if there's anything you don't understand.
- c Close your book and tell A your story in your own words, e.g. *There was a Dutch man who was on holiday in Brazil...*

1A question formation

- 1 **Can you** drive? Why **are you** crying?
- 2 Where **do you** live? **Did you** go out last night?
- 3 Why **didn't you** like the film? **Isn't this** a beautiful place?
- 4 **What** are they talking **about**? **Where** is she **from**?
- 5 **Who** lives in this house? **How many people** came to the party?
- 6 Could you tell me **where this bus goes**?
Do you know **if he's coming**?

- 1 To make questions with modal verbs and with tenses where there is an auxiliary verb (*be, have, etc.*) invert the subject and the modal / auxiliary verb.
- 2 With the present and past simple, add *do / does* or *did* before the subject.
- 3 We often use negative questions to show surprise or when you expect somebody to agree with you.

- 4 If a verb is followed by a preposition, the preposition comes at the end of the question, e.g. *What are you talking about?* NOT *About what are you talking?*
 - We often just use the question word and the preposition, e.g. **A** *I'm thinking.* **B** *What about?*
- 5 When *who / what / which*, etc. is the **subject** of the question, don't use *do / did*, e.g. *Who wrote this?* NOT *Who did write this?*
- 6 Use indirect questions when you want to ask a question in a more polite way. *Where does she live?* (direct) *Could you tell me where she lives?* (indirect)
 - In indirect questions the order is subject + verb.
*Can you tell me where **it is**?* NOT *Can you tell me where **is it**?*
 - Don't use *do / did* in the second part of the question.
 - You can use *if* or *whether* after *Can you tell me, Do you know, etc.*, e.g. *Can you tell me **if / whether** he's at home?*

1B auxiliary verbs

- 1 **A** Do you speak French? **B** Yes, I do. Quite well.
- 2 I like dogs, but my husband **doesn't**. Jim's coming, but Anna **isn't**.
- 3 **A** I loved the film. **B** So did I.
A I haven't finished yet. **B** Neither have I.
He's a doctor and **so is his wife**.
- 4 **A** I went to a psychic yesterday. **B** Did you?
A I'll make the dinner. **B** Will you? That's great!
- 5 **A** You didn't lock the door! **B** I did lock it, I promise.
A Silvia isn't coming. **B** She **is** coming. I've just spoken to her.
- 6 You won't forget, **will you?** Your wife can speak Italian, **can't she?**

Use auxiliary verbs (*do, have, etc.*) or modal verbs (*can, must, etc.*):

- 1 in short answers, instead of answering just *Yes / No*.
- 2 to avoid repeating the main verb / verb phrase, e.g. *I like dogs but my husband doesn't (like dogs)*.
- 3 with *so* and *neither* to say that something is the same. Use *so* + subject + auxiliary with a positive verb, and *neither* (or *nor*) + subject + auxiliary with a negative verb.

- 4 to make 'echo questions', to show interest.
- 5 to show emphasis in a positive sentence. With the present / past simple, add *do / does / did* before the main verb. With other auxiliaries stress the auxiliary verb.
- 6 to make question tags. Use a positive question tag with a negative verb and a negative question tag with a positive verb.
 - Question tags are often used simply to ask another person to agree with you, e.g. *It's a nice day, isn't it?* In this case the question tag is said with falling intonation, i.e. the voice goes down.
 - Question tags can also be used to check something you think is true, e.g. *She's a painter, isn't she?* In this case the question tag is said with rising intonation, as in a normal yes / no question.

1C present perfect (simple and continuous)

present perfect simple: *have / has* + past participle

- 1 I've been to Australia. **Have you ever broken** your leg?
- 2 We've just **phoned** the doctor.
I've **already finished** my lunch.
- 3 It's the best book I've ever **read**.
It's the first time we've **done** this.
- 4 My sister's **had** a baby! Look, I've **cut** my finger.
- 5 I've **known** her **since** I was a child.
She's **had** the job **for** six months.
- 6 **How many** of his books **have you read**?
She's **been out** twice this week.

Use the present perfect simple:

- 1 to talk about past experiences when you don't say when something happened.
- 2 with *already, just, and yet*.
- 3 with superlatives and *the first, second, last time, etc.*
- 4 for finished actions (no time is specified) which are connected in some way with the present.
- 5 with *How long?* and *for / since* with **non-action** verbs (= verbs not usually used in the continuous form, e.g. *be, have, know, like, etc.*) to say that something started in the past and is still true now.
- 6 when we say / ask *how much / many* we have done or *how often* we have done something up to now.

present perfect continuous: *have / has + been* + verb + *-ing*

- 1 **How long have you been feeling** like this? I've **been working** here for two months.
- 2 I **haven't been sleeping** well recently. **It's been raining** on and off all day.
- 3 I've **been shopping** all morning. I'm exhausted.
A Take your shoes off. They're filthy.
B Yes, I know. I've **been working** in the garden.

Use the present perfect continuous:

- 1 with *How long?* and *for / since* with **action** verbs to say that an action started in the past and is still happening now.
- 2 for repeated actions, especially with a time expression, e.g. *all day, recently*.
- 3 for continuous actions which have just finished (but which have present results).

present perfect simple or continuous?

- 1 **We've lived / We've been living** in this town since 1980.
We've been living in a rented flat for the last two months.
- 2 **We've painted** the kitchen. **We've been painting** the kitchen.

- 1 With *How long...?* and *for / since* you can often use the present perfect simple or continuous. However, we often prefer the present perfect continuous for shorter, more temporary actions.
- 2 The present perfect simple emphasizes the completion of an action (= the painting is finished). The present perfect continuous emphasizes the continuation of an action (= the painting is probably not finished).

1A

a Order the words to make questions.

friend known long best have How you your

How long have you known your best friend?

- 1 you messages send ever text Do
- 2 party was a time you to the When last went
- 3 if Could bank here a you me near tell is there
- 4 dinner usually Who the cooks
- 5 shopping do going Who like you with
- 6 at don't weekend you What doing the like
- 7 car to would What you kind like buy of
- 8 you time concert know finishes Do what the

b Complete the questions.

Where did you go on holiday last year? (you / go)

- 1 How often _____ exercise? (you / do)
- 2 Who _____ *Crime and Punishment*? (write)
- 3 Could you tell me how much _____? (this book / cost)
- 4 What _____ at the end of the film? (happen)
- 5 _____ your trip to Paris last weekend? (you / enjoy)
- 6 What kind of music _____? (Tim / usually listen to)
- 7 Who _____ Mia's handbag? (steal)
- 8 Do you know when _____? (the swimming pool / open)
- 9 Where _____ your boyfriend tonight? (you / meet)
- 10 Can you remember where _____? (she / live)

1B

a Complete the mini-dialogues with an auxiliary.

A You didn't remember to buy coffee. B I did. It's in the cupboard.

- 1 A It's cold today, _____ it? B Yes, it's freezing.
- 2 A So you didn't go to the meeting?
B I _____ go to the meeting, but I left early.
- 3 A What did you think of the film?
B Tom liked, it but I _____. I thought it was awful.
- 4 A I wouldn't like to be famous. B Neither _____ I.
- 5 A Emma doesn't like me.
B She _____ like you. She thinks you're very nice.
- 6 A Sarah's had a baby.
B _____ she? I didn't know she was pregnant!
- 7 A Will your boyfriend be at the party?
B No, he _____. He's away this week.
- 8 A I can't come tonight.
B _____ you? Why not?

b Complete the conversation with auxiliary verbs.

A You're Tom's sister, aren't you?

B Yes, I ¹ _____.

A It's a great club, ² _____ it?

B Yes, it ³ _____. But I don't like the music much.

A ⁴ _____ you? I love it!

B Really? ⁵ _____ you been here before?

A No, I ⁶ _____.

B Neither ⁷ _____ I.

A So you ⁸ _____ go out much, then?

B Well, I ⁹ _____ go out, but I ¹⁰ _____ go to clubs very often.

A Oh, I ¹¹ _____. I love clubbing.

B I'd love a drink.

A So ¹² _____ I. Let's go to the bar.

1C

a Circle the correct form of the verb. Tick (✓) if both are correct.

Have you ever (tried) / *been trying* caviar?

- 1 *She's lived* / *She's been living* here for years.
- 2 Your boss *has phoned* / *has been phoning* three times this morning!
- 3 The kids are exhausted because *they've played* / *they've been playing* outside all day.
- 4 *He hasn't seen* / *He hasn't been seeing* the new James Bond film yet.
- 5 *I've never met* / *I've never been meeting* his wife. Have you?
- 6 *We've studied* / *We've been studying* English all our lives.
- 7 *I've tidied* / *I've been tidying* the garage all afternoon. I've nearly finished.
- 8 He'll be here soon. *He's just left* / *He's just been leaving* work.
- 9 How long *have you had* / *have you been having* your car?
- 10 Oh no! Someone *has broken* / *has been breaking* the window.

b Complete the sentences with the present perfect simple or continuous.

I've bought _____ a new car. Do you like it? (buy)

- 1 We _____ Jack and Ann for years. (know)
- 2 You look hot. _____? (you / run)
- 3 Rose _____ her homework so she can't go out. (not do)
- 4 Did you know _____? They live in Torquay now. (they / move)
- 5 How long _____ together? Five months? (Daisy and Adam / go out)
- 6 I _____ time to cook dinner. Shall we get a pizza? (not have)
- 7 We _____ for hours. I think we're lost. (walk)
- 8 _____ my chocolates? There are only a few left! (you / eat)

