



# 9

# Forever friends

Expressing habit • *used to do/doing* • Homonyms/Homophones • Making your point



## TEST YOUR GRAMMAR

1 Match a line in A with a line in B. Underline the words that express habit. Which are past and which are present?

2 Choose the correct ending for these sentences.

He used to work hard because he's a builder.  
He's used to hard work but now he's retired.

A	B
1 A reliable friend	my Dad would read me a story at bedtime.
2 In the 1960s, hippies	are always talking about themselves.
3 I think my sister's in love.	will never let you down.
4 When I was a kid	She'll spend hours staring into space.
5 My first girlfriend was Alice.	used to wear flowers in their hair.
6 Big-headed people	We used to go to the cinema on a Friday, and then we'd go for a pizza afterwards.

## FRIENDS REUNITED

Expressing habit – *used to do/doing*

1 One of the most popular websites in Britain is *Friendsreunited.co.uk*. What sort of website do you think it is? Is there a similar website in your country?

2 Read the email from Alison to an old school-friend. Complete it with the lines a–l.

- a used to sit
- b 'd get
- c got
- d 's always talking
- e used to go
- f 'd go
- g went
- h was
- i used to call
- j used to calling
- k were always giggling
- l 'll always end up

**T 9.1** Listen and check.

3 Which actions in the email happened again and again? Which only happened once?

**From:** Alison Makepeace <AliMakepeace72@glosmail.uk.com>  
**Date:** Mon 17 September, 18.36  
**To:** sallydavies@talksmail.co.uk  
**Subject:** Allendaes School

Dear Sally

I'm sending this through Friends Reunited. Do you remember me? We 1 \_\_\_\_\_ to Allendaes School together. You were the first person I 2 \_\_\_\_\_ to know when I started there.

We 3 \_\_\_\_\_ next to each other in class, but then the teachers made us sit apart because we 4 \_\_\_\_\_ so much.

I remember we 5 \_\_\_\_\_ back to your house after school every day and listen to music for hours on end. We 6 \_\_\_\_\_ all the Beatles records as soon as they came out. Once we ate all the food in your fridge and your mother 7 \_\_\_\_\_ furious.

Do you remember that time we nearly blew up the science lab? The teacher 8 \_\_\_\_\_ crazy, but it wasn't our fault. We 9 \_\_\_\_\_ him 'Mickey Mouse' because he had sticky-out ears.

I still see Penny, and she's still as mad as ever. We meet up every now and again, and we 10 \_\_\_\_\_ chatting about old times together. She 11 \_\_\_\_\_ about a school reunion. So if you're interested, drop me a line.

Looking forward to hearing from you.  
Your old schoolmate  
Alison Makepeace

PS I'm not 12 \_\_\_\_\_ you Sally Davies! To me, you're still Sally Wilkinson!



4 Look at these two sentences.

We used to go to school together ...  
We'd go back to your house ...

Which sentence is more factual?  
Which is more nostalgic?

5 Match a line in A with a line in B. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
we used to go	him 'Mickey Mouse'
we used to sit	to school together
we were always giggling	you Sally Davies
we'd go back	so much
we used to call	to your house
I'm not used to calling	next to each other

**T 9.2** Listen and check.

## LANGUAGE FOCUS

1 Look at the sentences that express present habit.

- a *My sister works in a bank.*
- b *She's always borrowing my clothes without asking me.*
- c *She'll go out on a Friday night and won't be back till morning.*

Which sentence expresses ...

- my attitude to this habit of hers? (I find it annoying.)
- a simple fact about her?
- characteristic behaviour? (This is typical of her.)

2 Put sentences a–c into the past. Express sentence a in two ways.

3 Look at these sentences.

- a *I've lived next to the airport for years, so I'm used to the noise.*
- b *I used to live in Rome, but now I live in Paris.*
- c *I'm getting used to travelling on the Metro.*

In which sentence is *used* a verb? In which is *used* an adjective?

Which sentence expresses ...

- a past habit now finished?
- a situation which is familiar, and no longer strange?
- a situation which is still strange, but becoming easier?

▶▶ Grammar Reference pp150–151

## PRACTICE

### What's she like?

1 Choose an adjective from the box to describe the people in the sentences.

easy-going	clumsy	mean	absent-minded
argumentative	sensitive	sensible	stubborn

- 1 He's always losing things, or forgetting where he's put things.
- 2 She'll always cry at the end of a sad film.
- 3 Nothing ever upsets her, or annoys her, or worries her.
- 4 I'm always dropping things, or bumping into things.
- 5 She's ruled by her head, not her heart. She'll always think things through before she acts.
- 6 He just won't listen to anyone else's suggestions.
- 7 I remember that bloke Dave. He'd never buy you a drink.
- 8 And he'd pick a fight with anyone about anything.

2 Add similar sentences to support these statements.

- 1 My flatmate is the untidiest person in the whole world.
- 2 My boyfriend is insanely jealous.
- 3 Marc is just the coolest guy I know.
- 4 My mother really gets on my nerves.
- 5 But my grandma was so sweet.
- 6 My dog Bruno was my best friend.
- 7 Your problem is you're self-obsessed.
- 8 My sister's so nosy.



## Discussing grammar

3 In pairs, decide which line in B best continues the line in A.

A	B
1 My friend Joe buys and sells cars. 2 He's always buying new things for himself – a DVD, a palm top. 3 He'll buy a shirt and only wear it once.	He's a real techno-geek. Don't you think that's wasteful of him? He earns loads of money.
4 When I was young, we used to have holidays by the seaside. 5 My dad and I would build sandcastles and go swimming together. 6 One year we went to East Africa.	What an adventure that was! We'd go to the same place year after year. I remember those days with such fondness!
7 John usually does the cooking 8 He used to do the cooking 9 He's used to doing the cooking 10 He's getting used to doing the cooking	because he's been doing it for years. but he still burns things. Maybe one day he'll get it. but then he stopped. but he isn't tonight. I am.

## Parents

4 **T 9.3** Listen to four people talking about their relationship with their parents. Is/Was it a good relationship?

5 **T 9.3** Listen again. These lines are similar to what they say. What are their actual words?

- ... she talked to me very openly ...  
... we used to go out shopping ...
- My wife always asks me questions ...  
... we didn't talk very much ...  
... every week he took me to the hairdresser.
- ... she always tells me to pick things up ...  
She goes on for hours ...
- We did a lot together as a family.  
... he brought us each a treat ...

6 Write a few sentences about the relationship between you and your parents. Tell your partner about it.

## Answering questions

7 Answer the questions with a form of *used to do*, *be /get used to doing/sb/sth*.

- A You don't like your new teacher, do you?  
B Not a lot, but we're getting used to her
- A How can you get up at five o'clock in the morning?  
B No problem. I \_\_\_\_\_.
- A How come you know Madrid so well?  
B I \_\_\_\_\_ live there.
- A How are you finding your new job?  
B Difficult, but I \_\_\_\_\_ it bit by bit.
- A Do you read comics?  
B I \_\_\_\_\_ when I was young, but not any more.
- A You two argue so much. How can you live together?  
B After twenty years' marriage we \_\_\_\_\_ each other.

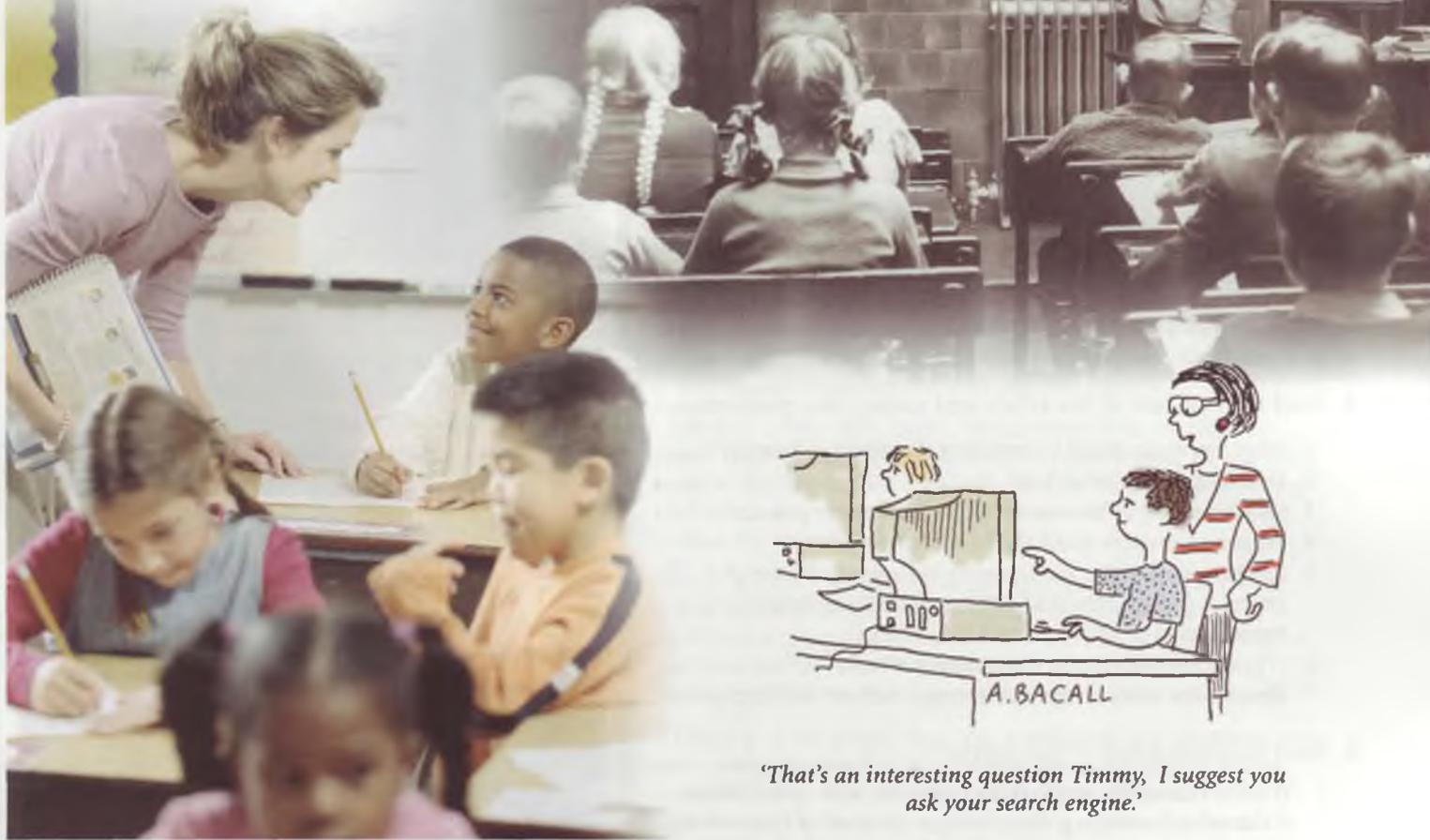
**T 9.4** Listen and check.



# LISTENING AND SPEAKING

## A teacher I'll never forget

- 1 Look at the pictures. What are the teachers doing? What are the students doing? How have teaching styles changed over the years?



'That's an interesting question Timmy, I suggest you ask your search engine.'

- 2 **T 9.5** Listen to four people talking about a teacher they'll never forget. What characteristics of a good and a bad teacher do they mention?

- 3 Discuss the questions.

- 1 Why did Alan like his teacher? What are some of the things he'd do?
- 2 Why didn't John like his teacher? What are some of the things he used to do?
- 3 What does Liz say about her teacher? What will she never forget?
- 4 Why does Kate have two opposing views of Mr Brown?
- 5 What comments do they all make about their teacher's name?

### What do you think?

Who is a teacher you'll never forget? Why? What was/is she/he like?

### SPOKEN ENGLISH Adjective intensifiers

Look at these lines from the tapescript.

All the kids were **scared stiff** of him.  
... she made it seem **dead easy**.

These are compounds that intensify the meaning of the adjective.

Complete the sentences with a word from the box.

brand stiff freezing tiny wide great boiling fast

- 1 They live in this \_\_\_\_\_ big house in the centre of London.
- 2 I made one \_\_\_\_\_ little mistake in my driving test, but I still failed.
- 3 Careful with the soup – it's \_\_\_\_\_ hot. Don't scald yourself.
- 4 It's \_\_\_\_\_ cold in here. Can't we put on the heating?
- 5 Do you like my car? It's \_\_\_\_\_ new.
- 6 Don't worry. You won't wake the children. They're \_\_\_\_\_ asleep.
- 7 I have a cold shower every morning. After that I feel \_\_\_\_\_ awake.
- 8 'I'm fed up with this lesson.' 'Me, too. I'm bored \_\_\_\_\_.'

# READING AND SPEAKING

## Friends past

### 1 Discuss the questions.

- 1 What kind of TV programmes are these?

soap opera	sitcom	quiz show
documentary	reality TV	current affairs

Think of examples of each in your country. What are your favourites?

- 2 What American programmes are on TV in your country? Do you watch any of them?

### 2 T 9.6 Listen to the theme tune of *Friends*, one of the most successful American sitcoms ever. Can you remember any of the lines?

- 3 What do you know about *Friends*? Why do you think it was so successful?

### 4 Read the first half of the article and answer the questions.

- 1 What line in paragraph 1 summarizes the stories in *Friends*?
- 2 How long did the series last?
- 3 Why, according to Steve Beverly, was the show so popular?
- 4 What is so enviable about the *Friends*' lifestyle?
- 5 *Zeitgeist* is a German word meaning *the spirit or feeling of a period in history*. How did *Friends* capture the zeitgeist? Give two examples of how it defined it.
- 6 Why did *Friends* become more popular after 9/11?
- 7 How did the series change our language, hair, and drinking habits?

### 5 Read the second half of the article.

- 1 Who is related to who? Who is in love with who? What is the mixed emotion described at the end of the article?
- 2 What is each character like? Find some examples of their behaviour that illustrate the kind of person they are.

### 6 T 9.7 Listen to people describing a character in *Friends*, but without saying who it is. Which character is being described?

### Language work

Match a word from the first part of the text in A with a similar word in B.

A	B
the small screen	looked for
trials	met
trendy	feeling deep sadness
encountered	difficulties
grieving	television
sought	fashionable

### What do you think?

- Who is your favourite TV character? Why?
- Describe one of your closest friends.

IT WAS THE AMERICAN SITCOM THAT DEFINED A GENERATION – and introduced one of the world's most famous haircuts. The six stars of *Friends*, among the longest-running, most successful series ever to hit the small screen, went their separate ways after 237 episodes and a decade together as flatmates, sharing the trials of their lives, loves, and careers in a trendy New York apartment. The last episode was seen by an estimated world audience of over 100 million viewers.

'*Friends* had a huge influence on American TV history,' said Steve Beverly, professor of communication arts. 'This group of six reflected a microcosm of what people their age encountered in their daily lives. Viewers related to them. We all wanted a life like theirs – the cool New York flat with table football and easy chairs, and the social circle of beautiful, supportive friends.'

We also wanted to drink endless cappuccinos. Interestingly enough, the first New York Starbucks store opened in the same year that *Friends* started. The dual rise of coffee culture and *Friends* was one example of how the show captured the zeitgeist. At other times it defined it. The 'Rachel' haircut was copied by millions of women.

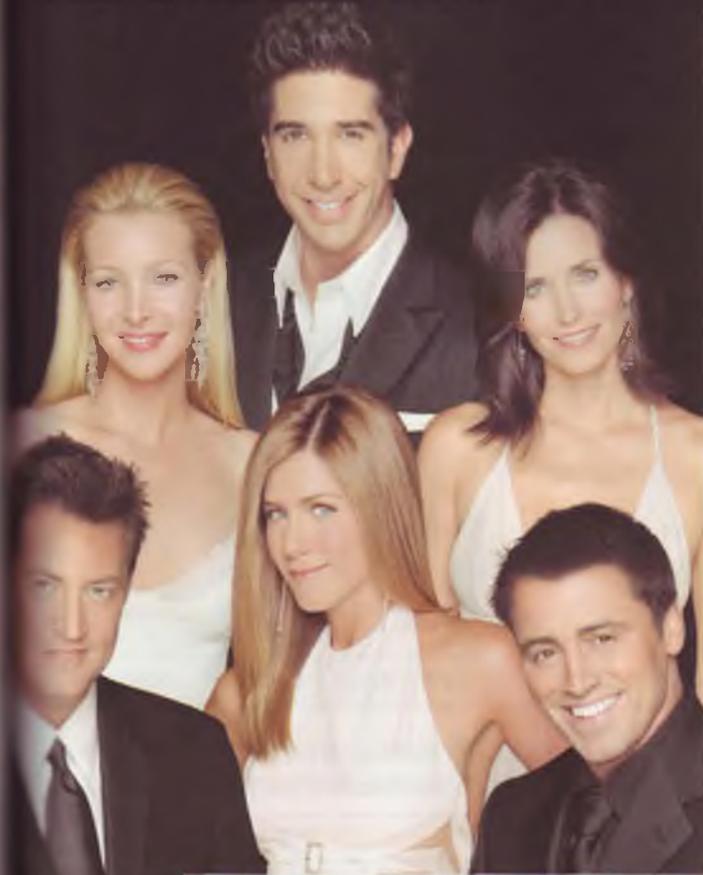
The series has even been credited with influencing how many of us speak. Researchers analysed every episode to explore whether popular culture influenced how we speak. Prior to the series, the commonest way to intensify an adjective was by using *very* or *really*. On *Friends*, the most common intensifier was *so*. 'This guy is like so cool,' they said, and now we all say.

The show enjoyed a huge surge in ratings after the 11 September terrorist attacks, as grieving New Yorkers struggled to make sense of the real horrors that had unfolded around them. In the familiar comforts of the show, they sought the return of a feel-good factor, according to Robert Thompson, professor of television and popular culture. '*Friends* is set not in the real New York, but in the New York of some Utopian fantasy where the rooms in the apartments are huge, everybody leaves their doors unlocked and people don't fly planes into buildings,' he said.



# F•R•I•E•N•D•S PAST

It was much more than a brilliant comedy, says **Claire Rooney** – it changed our language, our hair, and even our drinking habits



## So who are these characters?

**Ross** has been in love with Rachel, the best friend of his sister Monica, since childhood, and throughout the whole series they have an on-off romance. In the final episode they actually do get back together again. Ross is a bit of a bore and a geek. He's always whining.

**Chandler**, a computer programmer, used to share an apartment with Joey. He's constantly telling jokes and making everybody laugh. He had a few relationships throughout the series, mostly disastrous because he would always find flaws in the women he dated, but then married Monica.

**Joey** is a New York Italian. He's an actor who manages to spend most of the series unemployed. Nevertheless he has total belief in his talents. He's rather dense, but lovable and charming. He'll cheer himself up with food or women. Either will do, but both at the same time is best.

**Rachel** is a spoilt little rich girl who gets a job in the local coffee house, and later becomes a fashion consultant. She is terrible in a crisis, and will throw her arms up in despair. Rachel and Ross get together so many times, but things keep going wrong, until they finally make it permanent in the last episode.

**Phoebe** is the group hippy. She is wild and very eccentric, and she's always smiling. She is a spiritual masseuse, who is always communicating with the dead and chanting about auras. She is best known for her unique guitar playing – her most famous song is *Smelly Cat*.

**Monica**, hard as it is to believe, used to be fat. She is a deeply insecure character and is always tidying up. She's also bossy, and has to have her own way. Her desire is to find her dream man, get married, and have babies. Eventually she settles down with Chandler.

## More like a way of life

*Friends* is more than just a sitcom, it's a way of life. Our attitudes to the *Friends*' lives is a mixture of envy – 'How do they get to sit on sofas all day sipping coffee and being witty?' – and disdain: 'Don't they have anything better to do with their time, like earn a living to pay for that Manhattan apartment?'

They were supposed to be in their mid-twenties, with lives untroubled by work and responsibility. With the cast approaching forty, the show had to come to an end. But of course, *Friends* will last forever.



# VOCABULARY AND PRONUNCIATION

## Homonyms and homophones

- 1 Work on your own. What do these words mean?

fine match park book cross mean

- 2 **T 9.8** Write down the words you hear.  
 3 Work with a partner. Compare your answers to exercises 1 and 2. Do you have any differences? What are they?

### Homonyms

- 4 Homonyms are words with the same spelling and more than one meaning.

a **bank** in the High Street  
 the **bank** of a river  
 I've supported you up till now, but don't **bank** on it forever.

Complete the pairs of sentences with the same word used twice.

- 1 You'll like Paul. He's a really \_\_\_\_\_ guy. Easy-going, and very good looking.  
 There was a lovely \_\_\_\_\_ breeze coming off the sea.
- 2 'What's today's \_\_\_\_\_?' 'The third.'  
 I've got a \_\_\_\_\_ tonight. I'm going out with Carol.
- 3 *Friends* is \_\_\_\_\_ in New York.  
 My wife bought me a chess \_\_\_\_\_ for my birthday.
- 4 He goes to the gym every day. He's very \_\_\_\_\_.  
 The trousers are too small. They don't \_\_\_\_\_ you.
- 5 I can't \_\_\_\_\_ people who never stop talking about themselves.  
 My four-year-old son won't go anywhere without his teddy \_\_\_\_\_.

- 5 Think of two meanings for these words.

wave suit fan miss type  
 point train right mind fair

### Homophones

- 6 Homophones are words with the same pronunciation, but different spellings and different meanings.

/rəʊd/ the **road** to the town centre  
 She **rode** a horse.  
 I **rowed** across the river.

Write the word in phonetics in the correct spelling.

- 1 /həʊl/ the \_\_\_\_\_ world  
 a \_\_\_\_\_ in the ground
- 2 /pi:s/ a \_\_\_\_\_ of cake  
 war and \_\_\_\_\_
- 3 /flaʊə/ a rose is a \_\_\_\_\_  
 \_\_\_\_\_ to make bread
- 4 /setl/ a yacht has \_\_\_\_\_  
 buy clothes in the \_\_\_\_\_
- 5 /sel/ salespeople \_\_\_\_\_ things  
 a prisoner lives in a \_\_\_\_\_

- 7 Think of a homophone for these words.

bored caught war hire pair plain waist seas sure aloud

- 8 **T 9.9** A lot of children's jokes are made with homonyms and homophones. Here are two! Which word makes the joke?



- A How do you keep cool at a football match?  
 B I don't know.  
 A Sit next to a fan.

- A Why did the teacher wear sunglasses?  
 B I don't know.  
 A Because her students were so bright.



- T 9.10** Listen to some more jokes. Which word makes the joke? Practise telling them to each other.

# EVERYDAY ENGLISH

## Making your point

1 **T 9.11** Listen to Vicky, Al, and Beth-Anne talking about whether people should pay more tax on fast food. Who is for it, who is against it, and who is undecided?



2 Match a line in A with a line in B as they appear in the tapescript on p135.

A	B
If you	is that ...
Another thing	the point.
That's not	I understand it ...
The point	you the truth ...
To tell	my opinion ...
I suppose	worries me is that ...
As far as	I'm trying to make is that ...
Anyway, as I	point is that ...
If you want	the problem is that ...
As	was saying ...
But the main	I'm concerned ...
What really	ask me ...

**T 9.12** Check your answers. Listen carefully and practise the lines.

### Music of English

Notice the stress patterns in the expressions for making your point. It's important that you get the stress pattern right if you want to make your point forcefully.

3 Write the adverbs that end in *-ly* in tapescript 9.11.

firstly    secondly    personally

4 Match a line in A with a line in B.

A	B
1 First of all,	there are problems with the cost.
2 As well as this,	I'd like to give my conclusion.
3 Finally,	I'd like to look at the general problem.
4 In my opinion,	how do you educate people to have a better diet?
5 Generally speaking,	fast food should be totally banned.
6 The problem is,	as a nation we don't do enough exercise.
7 As far as I know,	I don't know the answer to this problem.
8 To be exact,	there are five others like this.
9 To be honest,	this problem is quite common.

5 Have a class debate. Choose a topic you feel strongly about, something local to your situation perhaps, or one from this list.

- Being vegetarian
- Smoking in public places
- Diets
- Experiments on animals

Divide into groups to prepare your ideas. When you're ready, conduct the debate.

▶▶ **WRITING** Writing for talking – *What I want to talk about is ...* p120