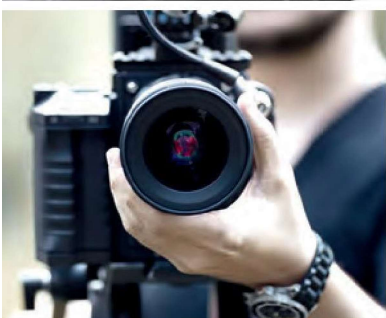


12

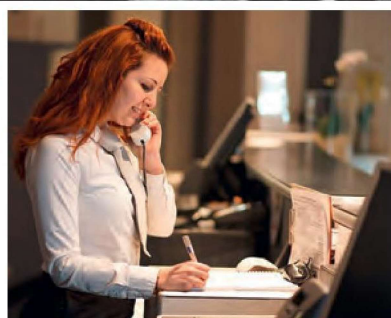
fame



CAUGHT ON FILM p118



A LUCKY BREAK p120



WHAT CAN I DO FOR YOU? p122



BILLION DOLLAR MAN p124

SPEAKING 12.1 Talk about your favourite film 12.2 Talk about becoming famous
12.3 Make requests and offers 12.4 Talk about your ambitions


LISTENING 12.2 Listen to people talking about being famous 12.3 Listen to people making requests
12.4 Watch an extract from a BBC documentary about Lewis Hamilton

READING 12.1 Read a magazine article about writing a blockbuster 12.2 Read a magazine article about fame
12.3 Read a text about concierges

WRITING 12.2 Write about a famous person 12.4 Write about your childhood ambitions

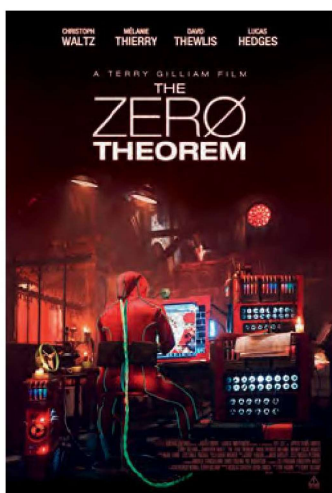
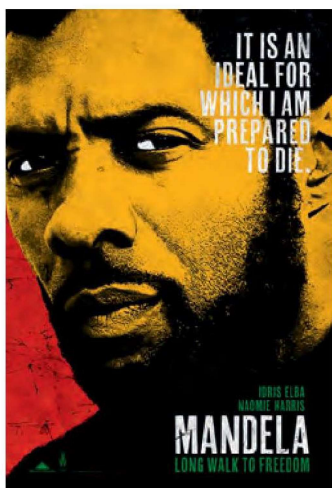
BBC

INTERVIEWS

 Would you like to be famous?



- G** reported speech
- P** contrastive stress
- V** film



READING

2 A Discuss in pairs.

- 1 Can you name any films that have been very popular recently? Why do you think they were so popular?
- 2 Do you think blockbusters have a 'formula' (fixed rules for writing them)?

B Read the text to find an answer to question 2.

How to Write a HOLLYWOOD BLOCKBUSTER

Look at any list of Hollywood's biggest movies. What do you see? Firstly, most use myths. The heroes' lives are world-shaking stories, part Bible, part fantasy. Myths are useful because they travel across cultures; and the biggest movies are seen everywhere from Belgium to Bali to Brazil.

Related to myths is setting. Blockbusters are often set in amazing, alternative worlds. *Avatar* takes place in a natural paradise, but the film involves blue people who can fly. Harry Potter goes to a British private school, but it's full of monsters and wizards.

Not all blockbusters need monsters, but the heroes and their opponents must be strong. The opponent might be an evil wizard (Voldemort in the Harry Potter films), a cat-stroking genius (James Bond films), or something inhuman and almost unstoppable (dinosaurs in *Jurassic Park*). If it's human, the bad guy needs good lines. Some phrases in films are more memorable than the film itself!

What about structure? Blockbusters come in three parts. The first act introduces the main character and the problem he/she faces. The second act sees the character trying to solve the problem, but failing. In the third act, the character finally defeats the opponent.

The third act is also where the biggest set piece happens. Set pieces are action scenes – a huge battle (*The Lord of the Rings*) or a car chase (Jason Bourne films) – and they are big, expensive and memorable.

Include all of the above, find a studio and a director, and see your movie light up the world!

VOCABULARY

FILM

1 A Look at the film posters and match them to the types of film in the box. Which ones fit more than one category?

Mandela: Long Walk to Freedom is a biopic and a drama

an action film a comedy a science fiction film
 a (historical) drama a horror film a thriller
 a documentary a biopic a blockbuster
 a cartoon

B Work in pairs. Discuss the questions.

- 1 Can you think of examples of the other types of film in the box?
- 2 Have you seen any of the films in the posters? What did you think of them?
- 3 What's your favourite type of film?

THE BIGGEST-SELLING MOVIES

1 Avatar (2009) - \$2.8 billion

Famous line: 'Out there is the true world and in here is the dream.'

2 Titanic (1997) - \$2.2 BILLION

Famous line: 'I am the king of the world!'

3 The Avengers (2012) - \$1.5 billion

Famous line: Steve Rogers: 'Doctor Banner, now might be a good time for you to get angry.' Bruce Banner: 'That's my secret, Captain: I'm always angry.'

4 Harry Potter and the Deathly Hallows – Part 2 (2011) - \$1.4 BILLION

Famous line: Harry: 'We have to go there now!' Hermione: 'We can't do that! We've got to plan!' Harry: 'Hermione! When have any of our plans ever actually worked?'

3 Find words in the text that match the definitions below.

- 1 a very old story about gods, magical creatures, etc. (paragraph 1)
- 2 the place or time in which the events of a film or book happen (paragraph 2)
- 3 someone who is competing against you (paragraph 3)
- 4 the way in which the parts of something are organised (paragraph 4)
- 5 a short part of a film, where the events happen in one place (paragraph 5)
- 6 a film company or the place where films are made (paragraph 6)

4 Discuss with other students.

- 1 Do you think it's easy to write a blockbuster if you follow the 'rules' in the text? What might be difficult?
- 2 Have you seen any of the top four biggest-selling movies? If so, do you think they follow the 'rules'? Did you enjoy these films? Why/Why not?

GRAMMAR

REPORTED SPEECH

5 Read the famous lines in the first column below. Compare the words spoken to the reported sentences in the second column. Answer questions 1–2 below.

- 1 How do the verb forms change?
- 2 Which verbs do we use to report speech?

direct speech	reported speech
'Out there is the true world and in here is the dream.'	He said out there was the true world and in here was the dream.
'I am the king of the world!'	He said he was the king of the world.
'I'm always angry.'	He told Steve he was always angry.
'We have to go there!'	He told Hermione they had to go there.

▷ page 150 **LANGUAGEBANK**

6 A Put the paragraph below into reported speech. Begin each sentence with *He told me* or *He said*.

'I'm an actor. I love my job, but I don't like playing criminals. I live in Hollywood, where I work as a waiter.'

He told me he was an actor. He said he ...

B ▶ 12.1 **CONTRASTIVE STRESS** Listen to different ways of saying *He told me he was an actor*. How does the stress affect the message?

C ▶ 12.2 Listen to the sentences and read audio script 12.2 on page 176. Which words are stressed? Why?

7 A Complete the Favourite film quotes quiz questions with *said* or *told*. Then circle the correct answer.

B Check your answers on page 166.

C Work in pairs. Read the quotes again and change them to reported speech.

- 1 *She said she had a feeling they weren't in Kansas anymore.*

Favourite film quotes

- 1 Who _____ a dog, '*I have a feeling we aren't in Kansas anymore*'?
 - a) the dog owner in *Amores Perros*.
 - b) Dorothy in *The Wizard of Oz*.
- 2 Who _____, '*Greed is good*'?
 - a) Morgan Spurlock in *Super Size Me*.
 - b) Michael Douglas in *Wall Street*.
- 3 Who _____, '*It's alive!*'?
 - a) Sigourney Weaver in *Alien*.
 - b) The crazy doctor in *Frankenstein*.
- 4 Who _____ engineers at Houston, '*We have a problem*'?
 - a) Tom Hanks in *Apollo 13*.
 - b) Harrison Ford in *Star Wars*.
- 5 Who _____, '*I want to be alone*'?
 - a) Greta Garbo in *Grand Hotel*.
 - b) The computer Hal in *A Space Odyssey*.
- 6 Who _____ a policeman, '*I think this is the beginning of a beautiful friendship*'?
 - a) Humphrey Bogart in *Casablanca*.
 - b) Hugh Grant in *Notting Hill*.

SPEAKING

8 A You are going to describe one of your favourite films. Think about how you can complete the phrases below.

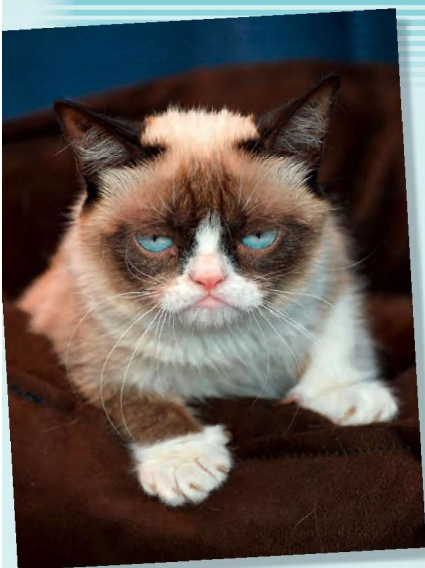
- 1 The film is about ...
- 2 It's set in ...
- 3 It's directed by ...
- 4 The star(s) of the film is/are ...
- 5 He/She played a/an ...
- 6 One of the best scenes takes place ...
- 7 It has a happy/surprise/sad ending: ...
- 8 I like the film because ...

B Work in pairs and take turns. Describe the film and make a note of your partner's answers. If you have time, ask follow-up questions.

Who's your favourite actor? Do you have a favourite director?

C Work with other students. Tell them what your first partner said.

He said Mamma Mia was his favourite film. She said she liked films by Akira Kurosawa because they told great stories.



Internet Fame

The internet has changed the meaning of 'celebrity'. In the past, you had to be a successful actor, musician or footballer to be famous. Now all you need is the internet. In 1968, artist Andy Warhol said, 'In the future, everyone will be famous for fifteen minutes.' With the invention of the internet and YouTube, maybe that time is now. Now, a kid with a webcam can become an instant film star, and even a cat with a grumpy face can make their owner famous. When Tabatha Bundesen's brother posted a photo of their cat on the internet, Grumpy Cat became an overnight internet sensation, and later a company worth more than \$1 million. Tavi Gevinson was twelve years old when she started her own fashion blog, but she quickly found herself on the front page of newspapers and magazines and interviewed on television. These are the new superstars, celebrities of the future.



VOCABULARY

SUFFIXES

- 1 Work in pairs. Do you think it would be good to be famous? What are the positive/negative things about being famous?
- 2 **A** Discuss. What do you think a 'web celebrity' is? Read the article to find out.
B Answer the questions.
 - 1 What is different about fame now?
 - 2 How do people become famous on the internet?
 - 3 Can you think of examples of web celebrities?
- 3 **A** Look at the article above and find one example of a word with each suffix. Write them in the table.

adjective endings		noun endings		
-ful	-ous	-ion	-ity	-er/-or/-ian (jobs)
successful				

B Complete words 1–8 below and put them in the correct column in the table.

- | | |
|-------------------|-----------------------|
| 1 celebrat_____ | 5 adventur_____ (adj) |
| 2 photograph_____ | 6 help_____ (adj) |
| 3 politic_____ | 7 danger_____ |
| 4 popular_____ | 8 wonder_____ |

C **▶ 12.3 WORD STRESS** Listen to check your answers. Underline the main stress.

D Can you think of any other words with these suffixes?

LISTENING

4 A Work in pairs. Discuss. If you could be famous, what would you like to be famous for?

B **▶ 12.4** Listen to eight people answering the question. Put the number of the speaker next to the thing they mention.

an artist **1** an actress a singer/dancer
 a musician successful in business
 a politician/president a model
 a footballer/sportsperson a writer
 a scientist/inventor

5 A Listen again and complete the sentences.

- 1 If I had more _____, I would love to paint.
- 2 If I was a politician, I would try to _____ the world.
- 3 Imagine if you scored a goal for your country in the _____ Cup, that would be such a good feeling.
- 4 I'd love to _____. If I could be famous for anything, I think I'd be a singer.
- 5 I'd like to be remembered as a great _____.
- 6 If I was famous, I would be _____, live in a big house, and have all those clothes.
- 7 If I invented something that made people's _____ better, that would be good.
- 8 If I was famous, I wouldn't be _____.

B Work in pairs. Discuss. Do you agree with any of the speakers?

A: I think I'd like to be a model.

B: Really? I wouldn't ...

GRAMMAR

HYPOTHETICAL CONDITIONALS

6 A Look at Exercise 5A and complete the table.

If clause: <i>If</i> + past tense	main clause: <i>would/wouldn't</i> (+ infinitive)
If I ¹ _____ more time, If I was famous, If I ³ _____ a politician,	I would love to paint. I ² _____ be happy. I would try to change the world.

B Underline the correct alternatives to complete the rules.

RULES

- 1 Use hypothetical conditionals for *real/imaginary* situations in the present.
If I was famous (but I'm not ...), I would ...
- 2 Use hypothetical conditionals for *likely (probable)/unlikely (impossible)* situations in the future.
If I didn't have to work tomorrow (but I do), I would ...

▷ page 150 LANGUAGEBANK

7 Underline the correct alternative.

- If I *was/would be* a famous footballer, I would live in a big house.
- If she *worked/would work* harder, I'm sure she'd be more successful.
- If I did more sport, I *would feel/felt* fitter.
- If I *had/would have* the day off, I would stay in bed.
- If I *didn't/wouldn't* work or study, I would be bored.
- I would read more if I *didn't have/wouldn't have* a TV.
- I *would use/used* my bicycle more if I didn't have a car.

8 A Use the prompts to make questions with hypothetical conditionals.

- If / have / no money / what / do?
If you had no money, what would you do?
- If / can / have dinner / with any two living people / who / choose?
- If / can / do any job / what / do?
- If / have / more time / what / do?
- If / can / change one thing about yourself / what / change?

B Work in pairs. Ask and answer the questions.

WRITING

PARAGRAPHS

9 A Put sentences a)–d) in the correct paragraphs to complete the profile of Jack Monroe.

- Jack grew up in Essex and left school aged sixteen.
- Jack is now a successful journalist who campaigns against poverty.
- Jack Monroe was a 24-year-old mother of one who started writing an online blog ('A Girl Called Jack') when she was unemployed and looking for work.
- She sold almost everything she owned (car, watch, TV, phone) in order to buy enough food for her and her two-year-old son to eat, but she found they were still hungry.

A girl called Jack

¹ _____ She became an overnight celebrity when she wrote a blog post called 'Hunger Hurts' talking about how difficult life is when you're living on very little money.

² _____ She had a well-paid job with the Fire Service until she had a baby, and it became difficult to find childcare to allow her to work nights. After 18 months of being unemployed, she found herself living in poverty.

³ _____ She started the blog to talk about her experiences, and give people recipes for eating healthily using very little money. The blog was a huge success and soon Jack Monroe was asked to write articles in newspapers, appear on television, and talk to the government about poverty.

⁴ _____ She has won awards for her blog and has published a book of her recipes.



B Choose the correct heading for each paragraph.

- Achievements
- Rise to fame
- Childhood and education
- Introduction

speakout TIP

Each paragraph should have a different topic. The first sentence of each paragraph (the topic sentence) should introduce that paragraph. Plan the topic of the paragraph before you start writing.

C Research the life of a famous person you admire or read the profile on page 167. Write the profile of this person using paragraphs.

12.3 WHAT CAN I DO FOR YOU?

- F** requests and offers
- P** polite intonation: requests
- V** collocations



VOCABULARY

COLLOCATIONS

- 1 A** Work in pairs. Complete phrases 1–6 by adding the correct letters.
- 1 get tickets for a concert/a good seat
 - 2 r_ _t a car for the day/a holiday home
 - 3 b_ _ _ a table for two/tickets for a show
 - 4 _n_ _t_ someone to dinner/someone to a party
 - 5 _ _c_ _m_ _d somewhere good to visit/a restaurant
 - 6 _ _g_n_s_ a private tour/a meeting

B Look at photos A–C. Which of the things in Exercise 1A can you see?

C Work in pairs. Discuss. How often do you do the things in Exercise 1A?

I sometimes get tickets for a concert. The last concert I saw was ...

READING

- 2 A** Read the definition. Discuss. What other things do you think a personal concierge does to help rich and famous clients?

P **personal concierge** *noun* someone who organises things for (usually rich) clients, e.g. booking tables in restaurants, buying tickets for concerts, etc.

B Read the text to find out.

Concierge

He can book you a table at the world's top restaurants, get you the best seats for *The Lion King*, find you a private plane for the next day or organise a red carpet for you at the Oscars. He's a personal concierge and he can get you anything you want ... if you have enough money!

The concierges we spoke to have done some amazing things for their clients: one got twenty tickets for a Rolling Stones concert an hour before it started; he also flew some of Madonna's favourite tea to London and found some rare birds for Jennifer Lopez. Another concierge asked former US President, Bill Clinton, to have dinner with his client. Clinton said 'yes'!

FUNCTION

REQUESTS AND OFFERS

- 3 A** 12.5 Listen to four conversations with a hotel concierge. What does each person want?

B Listen again. Complete the sentences with one word.

- 1 I'd _____ to go to a local restaurant.
- 2 _____ you recommend somewhere?
- 3 _____ you like me to call a taxi?
- 4 Would it be _____ to borrow one from the hotel?
- 5 Do you _____ me to send one up to your room?
- 6 Would you be _____ to book two tickets for us?
- 7 _____ I book the tickets for you?

C Look at sentences 1–7 again and answer the questions.

- a) Which phrases are requests (R) and which are offers (O)?
- b) Which request says what we want to do?
- c) Which two requests ask if something is possible?
- d) Which request asks for someone's opinion?

page 150 **LANGUAGEBANK**

4 A Put the words in the correct order to make questions or sentences.

- 1 food / to / like / I'd / local / try / some
- 2 recommend / nightclub / a / could / good / you ?
- 3 book / be / tickets / would / to / three / you / able ?
- 4 car / rent / would / be / it / to / a / possible ?
- 5 I / ticket / buy / shall / your ?
- 6 table / book / want / you / to / do / a / me ?
- 7 to / the / like / manager / me / you / call / would ?

B Match questions 1–7 above with responses a)–g).

- a) Yes, I'll print out some information for you about the daily rates.
- b) There are some excellent restaurants in this area.
- c) There's a famous one that opens at midnight.
- d) Certainly. I'll just call the box office.
- e) Yes, for six people, please.
- f) No, don't worry – I'll speak to him myself.
- g) Yes, please. I'll pay you back later.

5 A Complete the sentences in any way you choose.

- 1 Could you recommend a _____?
- 2 Would you be able to _____ for me?
- 3 Would it be possible to _____?
- 4 Could you recommend somewhere to _____?

B Work in pairs and take turns. Student A: read your sentence. Student B: respond.

A: *Could you recommend a good café?*

B: *Yes, go to The Café on the Bridge. It serves great coffee! Do you want me to take you there?*



C  **12.6 POLITE INTONATION: requests** Listen to the requests. Notice how the speaker's voice is high to start and then becomes lower. This sounds polite.

D Listen again and repeat. Pay attention to the intonation.

LEARN TO

ASK FOR MORE TIME

6 A Look at the extracts from audio script 12.5 on page 176. Underline three more phrases to ask for more time.

Extract 1

B: Could you recommend somewhere?

A: Yes, of course. Hang on. We have a list on a map.

Extract 2

A: Would you like me to call a taxi? It's about a five minute drive.

C: That would be wonderful.

A: OK, just a moment. I'll see if there's one waiting.

Extract 3

A: An adaptor plug? Of course. Do you want me to send one up to your room?

D: Yes, please.

A: Can you give me a moment? I'll ask at the desk.

Extract 4

E: Would you be able to book two tickets for us?

A: Hold on. Let me just check where it's playing.

B Are the phrases formal or informal? Which expression do you think is the most formal?

7 Complete B's responses with one word.

Conversation 1

A: Can you get me a meeting with the CEO?

B: Hang. I'll call him.

Conversation 2

A: I'd like to rent the hall for a party on the tenth of May.

B: Can you give a moment? I need to check it's free that day.

Conversation 3

A: Would it be possible to get tickets for the show?

B: A moment. I'll check online.

Conversation 4

A: Would I be able to get a flight this afternoon?

B: Hold. I'll call the airline.

SPEAKING

8 Work in pairs. Student A: look at page 165. Student B: look at page 167. Read your roles.

9 A Write out one of your conversations. Try to use phrases for making requests and offers and asking for time.

B Act out your conversation in front of other students.

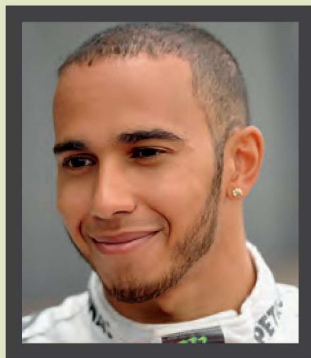
DVD PREVIEW

- 1 Work in groups and discuss the questions.
 - 1 Can you name any Formula 1 drivers?
 - 2 What type of person do you think can become a Formula 1 driver?
- 2 Read the programme information. Who is the programme about, and what type of things might you learn by watching it?

Lewis Hamilton: Billion Dollar Man

BBC

Billion Dollar Man is a BBC documentary about Formula One (F1) driver and celebrity, Lewis Hamilton. The programme describes Hamilton's early life in the UK, and how he used his talent to become one of the best and most famous drivers in the world.



DVD VIEW

- 3 Watch the DVD. What type of things do you learn about Lewis Hamilton and F1? Use the ideas in the box to help you.

who he is now F1 facts early days as a racer
teenage ambitions route to F1

- 4 A Read the notes about Lewis Hamilton's career. What words do you think complete the notes?


- Today, Hamilton is described as 'Formula 1 driver, model, celebrity, ¹ _____.'
- When he was six, he started racing electric ² _____.
- A few years later, he raced go-karts, but dreamed of joining ³ _____.
- He won ⁴ _____ British go-karting championships.
- He liked F1 because of the speed, being with 'the big guys' and making ⁵ _____.
- After go-karting, he joined ⁶ _____.
- The best drivers are seen by F1 ⁷ _____.
- Spent ⁸ _____ years in Formula 3.

- B Watch the DVD again to check your answers.

- 5 Discuss. Why do you think fans, journalists, etc. 'love' Lewis Hamilton? What is unusual about this story?



speakout dreams and ambitions

6 A  12.7 Listen to Marianna talking about her dreams and ambitions. Tick the questions she answers.

- 1 Where did you grow up?
- 2 When you were younger, did you dream of doing a particular job?
- 3 What/Who inspired you to do this?
- 4 Did you have a teacher/someone to help you to learn a special skill?
- 5 Have you achieved any of your dreams? What did you do?

B Work in pairs. What are Marianna's answers to the questions?

C You are going to talk about the dreams and ambitions you had when you were younger. First, think about your answers to the questions in Exercise 6A. Then look at the key phrases. Underline any phrases you want to use.

KEY PHRASES

I always wanted to be a ...
 As a child, I used to ...
 It started with ...
 I wanted to work ...
 I spent a lot of time ...
 As I grew up, I realised ...
 One day, I had the chance to ...
 Eventually, I ...

D Work in pairs and take turns to talk about your childhood dreams/ambitions. Have they changed now that you are older? If so, how?

writeback a web comment

7 Read the website and answer the questions.

- 1 What did Damien want to be as a child?
- 2 What does he want to do now?



REFLECTIONS | CHILDHOOD AMBITIONS

How have your childhood ambitions changed? We asked people the following questions: What were your childhood ambitions? What do you do now? And what do you hope to become in the future?



Damien (31), Slovenia:

As a child, I always wanted to be a teacher. Both of my parents were teachers and they inspired me with a love of learning. Now, I have achieved that dream. I teach geography, history, art and sociology to 12–15-year-old students at a secondary school here in Ljubljana. I love working with children. It's much better than an office job. But now I'm planning a career change. I want to open my own school. First, I'm going back to college to do some management courses. I hope to learn about the business side of owning a school. Next, I'll look for a building. I already have two teachers who want to work for me: my parents!

8 Write a comment for the website about your childhood ambitions using the model. Answer the questions below.

- 1 What were your childhood ambitions?
- 2 What do you do now?
- 3 What do you hope to become in the future?



V FILM

- 1 A** Complete the text with the words in the box.

studio blockbuster scene
opponent setting horror films

Dream of Ice is a thriller by director Li Wang. Famous for several ¹ _____, here he leaves his usual monsters behind. The ² _____ is Shanghai, 2150. The main character, Chuan, competes with his ³ _____, Oona, to find a box which contains a secret that can save the planet. In the best ⁴ _____, Oona chases Chuan through a city on a mechanical eagle. *Dream of Ice* is certain to become a summer ⁵ _____. In its opening week it made \$220 million for the ⁶ _____.

- B** Work with other students. What recent films can you recommend?

G REPORTED SPEECH

- 2 A** Put the first lines (1–3) and the last lines (4–6) from these classic films into reported speech.

- 1 'Please, Sir, I want some more.' (*Oliver*)
He said he ...
- 2 'I believe in America.' (*The Godfather*)
He said he ...
- 3 'The voice you hear is not my speaking voice, but my mind's voice.' (*The Piano*)
She said the voice we ...
- 4 'I'm too old for this.' (*Lethal Weapon*)
He said he ...
- 5 'It's a strange world ...' (*Blue Velvet*)
He said it ...
- 6 'The Grand Hotel. Always the same. People come. People go ... nothing ever happens.' (*Grand Hotel*)
He said The Grand Hotel was always the same. People ...

- B** Work with other students. Do you know anything about the six films in Exercise 2A? Which have you heard of?

V SUFFIXES

- 3 A** Complete the questions with the correct suffix.

- 1 What is the most danger _____ thing you have ever done?
- 2 Have you been anywhere wonder _____ recently? Where did you go?
- 3 When was the last time you had a family celebrat _____? What was the reason?
- 4 Have you ever met someone fam _____? Who?
- 5 Which would you prefer to be: a politic _____ or a music _____? Why?
- 6 Are you success _____ in your work/studies? Why/Why not?

- B** Work in pairs and take turns. Ask and answer the questions.

G HYPOTHETICAL CONDITIONALS PRESENT/FUTURE

- 4** Complete the sentences with the correct form of the verb in brackets.

- 1 If I _____ (not have to) work tonight, I _____ (take) you out.
- 2 She _____ (be) very upset if I _____ (lose) her scarf.
- 3 If you _____ (be able to) do any job in the world, what _____ you _____ (choose)?
- 4 They _____ (be) ideal partners if they _____ (not argue) so much.
- 5 You _____ (not say) that if you _____ (know) more about it.
- 6 If I _____ (live) on a desert island, I _____ (be) perfectly happy.



- 5** Work in pairs. Play the consequences game. Student A: read and complete the first phrase. Student B: add another sentence, starting with the last consequence.

A: *If I lived in Italy, I would eat more pasta.*

B: *If I ate more pasta, I would get fat.*

- 1 If I lived until I was 200 years old, ...
- 2 If I met a good-looking man/woman this evening, ...
- 3 If I lived in a bigger house, ...
- 4 If I had more time, ...
- 5 If I had to get a new job, ...
- 6 If I was a famous film star, ...

F REQUESTS AND OFFERS

- 6 A** Underline the correct alternative to complete the requests and offers.

- 1 Would it be possible to *see/seeing* the exhibition?
- 2 Would you like *buy/me buy/me to buy* a ticket for you?
- 3 Would you be *able for/able to/able* arrange dinner?
- 4 Could you *recommend/to recommend/recommending* a bar?
- 5 Shall *to call/I call/I call you* a taxi?
- 6 I'd like *to visit/like visit/like for visit* the museum.

- B** You have \$50 million and a personal concierge. What would you like? Think of three things or choose from the box.

go shopping alone at midnight
buy a private island
hold a peace conference
buy a painting fly into space
meet your hero
buy a famous building

- C** Work in pairs and take turns. Student A: act out the role of client. Student B: act out the role of concierge.

A: *What can I do for you, sir?*

B: *I'd like to buy a private island.*

A: *Whereabouts, sir?*

B: *In the Caribbean, I think.*