

natural English



pre-intermediate student's book
Ruth Gairns & Stuart Redman



OXFORD

contents

in unit one ...

pp.6–15

cartoon happy families

natural English

asking people to be quiet
What's ... like?
showing a lot of interest
possessive 's
both
How about you?

grammar

question forms
past simple

vocabulary

relatives
talking about you and your family

speaking

practise asking and answering questions
describe yourself
talk about a close friend
ask questions about what you did yesterday

listening

stories about meeting famous people: *tune in, listen carefully, listening challenge*
someone talking about people in photos
people talking about their families
listening booklet listening and pronunciation exercises

reading & writing

Special delivery
write a paragraph comparing families

extended speaking

Is your family like mine?
Listen to four people talking about their families. Prepare and complete a questionnaire, and write a paragraph about your family life.

test yourself! on unit one

one review p.24

in unit two ...

pp.16–23

natural English

have + noun
a lot of, much, many, any
saying sorry
offering food or drink
talking about a picture

grammar

countable / uncountable nouns
adjectives and adverbs

vocabulary

food
restaurant language
extreme adjectives

speaking

talk about what you eat and drink
talk about dinner invitations
role play a dinner party conversation

listening

friends having dinner together: *tune in, listen carefully, listening challenge*
a conversation in a restaurant
listening booklet listening and pronunciation exercises

reading & writing

What do we eat?
write a restaurant dialogue

extended speaking

restaurant scene
Talk about your favourite café or restaurant. Invent, write, and role play a restaurant conversation. Then listen to another conversation in a restaurant.

test yourself! on unit two

two review p.25

in unit three ...

pp.26–33

natural English

the best / worst thing about ...
once, twice, etc.
a five-minute walk
asking where things are
a great / horrible place

grammar

present perfect and past simple

vocabulary

describing towns
distance and time
prepositional phrases

speaking

talk about travel experiences
talk about places in your town

listening

a visitor asking for directions: *tune in, listen carefully, listening challenge*
someone describing where she lives
listening booklet listening and pronunciation exercises

reading & writing

Man in a suitcase
write a paragraph about where you live

extended speaking

this is where I live
Listen to someone talking about where they live. Then talk and write about the area where you live.

test yourself! on unit three

three review p.42

in unit four ...

pp.34–41

natural English

this / that (one), these / those (ones)
can / can't afford
wear / carry
talking about size

grammar

will for spontaneous decisions and offers
too / very, too much / many

vocabulary

clothes
phrasal verbs (1)
shopping

speaking

talk about shopping and discounts
role play buying and selling

listening

a shopping story: *tune in, listen carefully, listening challenge*
a conversation in a shoe shop
listening booklet listening and pronunciation exercises

reading & writing

Drop that price
rewrite a story using link words
write a shop dialogue

extended speaking

shoe shop scene
Do a shoe survey, then invent and write a conversation in a shop. Role play your conversation, and listen to a similar conversation.

test yourself! on unit four

four review p.43

units one to eight

in unit five ...

pp.44–53

cartoon spelling

natural English

How do you spell ...?
asking for permission
what / when you like
saying if things are true
giving instructions / advice

grammar

can / can't, have to / don't have to
had to / didn't have to / did you
have to ...?

vocabulary

study centre
verb + noun collocation
school and university

speaking

talk about using a study centre
talk about what students and
teachers have to do
talk about how you study
talk about exams

listening

a teacher explains how to use
a study centre: *tune in, listen
carefully, listening challenge*
people talking about schools in
Britain
listening booklet listening and
pronunciation exercises

reading & writing

How to do well in exams
write a list of instructions
write a true / false survey

extended speaking

education
Listen to people talking about
schools, and then talk about
schools in your country. Prepare a
schools survey, and interview
other students.

test yourself! on unit five

five review p.62

in unit six ...

pp.54–61

natural English

a bit (of)
saying what things might be
what sort / kind of ...?
vague language: *around, about,
or so*

grammar

superlative adjectives
comparative adjectives
will, be going to, might for
prediction

vocabulary

parts of a country
weather conditions
climate and temperature

speaking

compare places in your
country
make predictions about the
future

listening

people comparing different
parts of their countries: *tune
in, listen carefully, listening
challenge*
people making predictions
about the future
a weather forecast
listening booklet listening and
pronunciation exercises

reading & writing

The tomorrow people
write a weather forecast

extended speaking

how to talk about the weather
Talk about local weather and
listen to a weather forecast. Plan
and write a weather forecast, and
then present it to the class.

test yourself! on unit six

six review p.63

in unit seven ...

pp.64–71

natural English

anyway, so anyway
link words and phrases
have a good / bad time
uses of *get*
asking how to say things

grammar

past simple and past
continuous

vocabulary

phrases with *go*
irregular verbs
phrasal verbs (2)

speaking

talk about free time activities
talk about a perfect
honeymoon

listening

a romantic story: *tune in, listen
carefully, listening challenge*
someone telling a story
listening booklet listening and
pronunciation exercises

reading & writing

A honeymoon to forget
write about a great day out
write about a picture story

extended speaking

stop thief!
Tell a picture story, and invent an
ending. Listen to someone telling
the same story, and then write
your story.

test yourself! on unit seven

seven review p.82

in unit eight ...

pp.72–81

cartoon holidays

natural English

suggestions
it's popular / common
be going to + verb
all day / night / week / the time
invitations
making arrangements

grammar

be going to, might, would like to
present continuous for future

vocabulary

time phrases
verb + noun collocation

speaking

talk about weekend activities
talk about plans for the
weekend

listening

people making an arrangement
by phone: *tune in, listen
carefully, listening challenge*
people talking about plans for
the weekend
listening booklet listening and
pronunciation exercises

reading & writing

*Free time in Ecuador and Hong
Kong*
write an e-mail invitation

extended speaking

plan a night out
Talk about your last evening out.
Then plan a class night out, tell
other students about your plans,
and choose the best idea.

test yourself! on unit eight

eight review p.83

contents

in unit nine ...

pp.84–91

natural English

still
use of *long*
there's ... / there are ... , it's got ...
vague language: *thing (s)*

grammar

present perfect with *for* and *since*
should / shouldn't

vocabulary

homes
adjectives describing homes

speaking

talk about changes
talk about what people
should / shouldn't do
describe your perfect house

listening

people talking about life
changes: *tune in, listen carefully, listening challenge*
someone talking about places
she has lived
listening booklet listening and
pronunciation exercises

reading & writing

Meanwhile back in the fifties
write a list of rules for
husbands
punctuate a paragraph, and
write about your home
history

extended speaking

from home to home
Listen to somebody talking about
places she has lived. Plan a 'home
history' questionnaire, interview a
partner, and discuss ideas about
home and family. Punctuate a
paragraph and then write a
similar text about your home(s).

test yourself! on unit nine

nine review p.100

pairwork pp.140–149

in unit ten ...

pp.92–99

natural English

really
What's the matter?
accepting and refusing suggestions
fillers in conversation

grammar

-ed / -ing adjectives
verb patterns

vocabulary

sleep
aches and pains

speaking

talk about sleep
discuss a questionnaire
role play a conversation with a
receptionist

listening

people making appointments
by phone: *tune in, listen carefully, listening challenge*
someone telling a story
listening booklet listening and
pronunciation exercises

reading & writing

Do you sleepwalk?
write a dream sequence
write a story using link
words / phrases

extended speaking

nightmare!
Practise telling a picture story
and invent an ending. Listen to
somebody telling the same story,
and then write your own version.

test yourself! on unit ten

ten review p.101

in unit eleven ...

pp.102–111

cartoon concert

natural English

leaving out words
I (don't) agree / it depends
uses of *work (n)*
What if ...?

grammar

conditional sentences with
will / might

vocabulary

work and working conditions
office jobs
relationships

speaking

talk about office life
interview people about their
jobs
talk about consequences

listening

people discussing a problem:
tune in, listen carefully, listening challenge
someone describing people in a
company
listening booklet listening and
pronunciation exercises

reading & writing

What can you do in your office?
write a postcard

extended speaking

24.com
Listen to somebody describing
people in a company. Discuss
problems in the company and
decide what the people should do.

test yourself! on unit eleven

eleven review p.120

in unit twelve ...

pp.112–119

natural English

me too / me neither
showing surprise
greeting old friends
asking about the past and present

grammar

used to + verb
present perfect and past simple
revision

vocabulary

activities
life events
professions

speaking

talk about how to make
friends
talk about what you used to do
talk about old schoolfriends

listening

people talking about how they
made friends abroad: *tune in, listen carefully, listening challenge*
listening booklet listening and
pronunciation exercises

reading & writing

Friends reunited
write a character profile

extended speaking

school reunion
Invent information about
somebody's past and prepare
questions. Role play a
conversation between old
schoolfriends and then write a
character profile for one of them.

test yourself! on unit twelve

twelve review p.121

language reference with cover & check exercises pp.150–173

units nine to fourteen

in unit thirteen ...

pp.122–129

natural English

have (got) sth in common
quite / not very + adjective
asking about people
describing age

grammar

conditional sentences with
would
defining relative clauses

vocabulary

describing character
likes, dislikes, and interests
describing appearance

speaking

talk about speed dating
make plans for a speed dating
evening
describe somebody you know

listening

people describing somebody at
work: *tune in, listen carefully,*
listening challenge
listening booklet listening and
pronunciation exercises

reading & writing

Speed dating
write your own speed dating
profile

extended speaking

find your perfect partner
Read two character profiles and
discuss if the people would make
a good couple. Invent another
profile and find their perfect
partner. Then describe your own
perfect partner.

test yourself! on unit thirteen

thirteen review p.138

irregular verbs p.174

in unit fourteen ...

pp.130–137

natural English

when / where was that?
another / some more
requests
taking time to think

grammar

present and past passives

vocabulary

hotel rooms and bathrooms
verbs often confused
airports

speaking

talk about places to stay
talk about flying
role play an airport check-in
conversation

listening

at an airport check-in desk:
tune in, listen carefully, listening
challenge
hotel conversations
listening booklet listening and
pronunciation exercises

reading & writing

Staying in Japan
write a letter of complaint to a
hotel

extended speaking

hotels
Read and discuss hotel notices.
Plan a hotel role play, and then
act out the conversation with a
receptionist. Listen to hotel
conversations.

test yourself! on unit fourteen

fourteen review p.139



natural English website

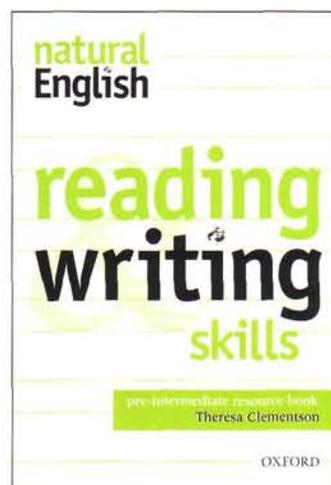
www.oup.com/elt/naturallenglish
interactive games and
exercises, and selected
web links

also available

reading & writing skills resource book

complements the *natural English* reading and writing syllabuses

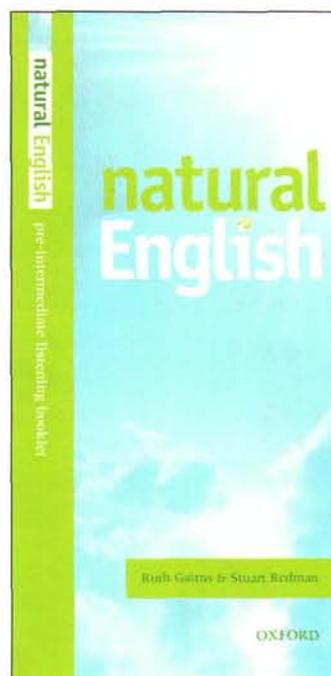
- an extra reading and writing lesson for every unit of the student's book
- material related to the student's book by topic
- develops 'real life' reading and writing skills useful for work or study
- advice on text types and skills



in back cover pocket

listening booklet

teaches you how to listen
– optional listening and
pronunciation activities
– all the tapescripts



one

tick ✓ when you know this

natural English

- asking people to be quiet
- What's ... like?*
- showing a lot of interest
- possessive 's
- both*
- How about you?*

grammar

- question forms
- past simple

vocabulary

- relatives
- talking about you and your family

life with



in groups ...

- 1 Which TV programmes do you watch with your family? Which programmes do you watch alone? Why?

reading for fun

- 2 Read the cartoon with the glossary. Do problems like this happen in your family?
- 3  **natural English** Listen and follow the cartoon.



natural English asking people to be quiet

less polite

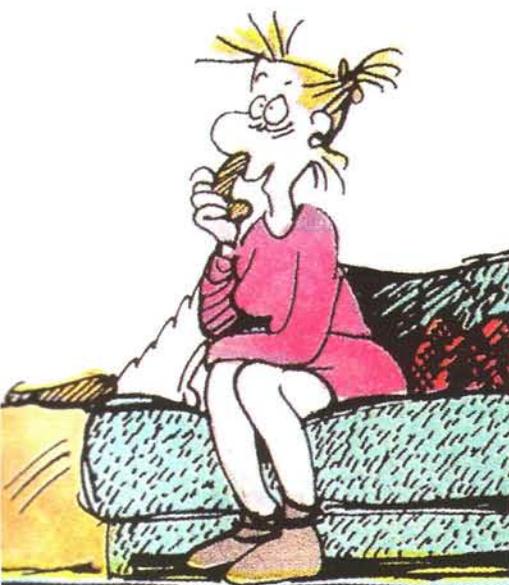
Shut up! [impolite]

Quiet! /kwaɪət/ Be quiet!

Shh!

more polite

Could you be quiet, please?



- 4 Which of the phrases are in the cartoon? Underline them.
- 5 Work in small groups. Practise the conversation together. Then act it out for another group.

glossary

darling used for talking to someone you love

kiss (n) the woman is giving the boy a kiss in picture 3

Top of the Pops the name of a pop music TV programme

dad /dæd/ Ⓢ father (also daddy)

granny Ⓢ grandmother

mum /mʌm/ Ⓢ mother (also mummy); 'mummy' and 'daddy' are usually used by young children

boring (adj) not interesting

Ⓢ this symbol means that the word / phrase is informal

friends and family

happy families



listening

how to ... ask questions

lead-in

1 **Think!** Your best friend has a new boss. Write three questions to ask your friend.

example How old is he / she?

2 Compare with a partner. Do you have similar questions?

3  **natural English** Listen and complete the questions.



natural English

What's ... like?

- 1 What's _____ like?
- 2 What's _____ like?
- 3 What _____ like?
- 4 What's _____ like?

- a A bit small, but very cheap.
- b We had a great time.
- c Really nice. I think she's in love!
- d She's excellent.

4 Match the questions and answers.

5 Tick ✓ the correct answer.

What's he like?

- = a Tell me about him.
b What does he like?

What's she like?

- = a What is she like?
b What does she like?

6 Listen again and repeat. Practise the questions and answers in pairs.

7 Use the phrases to ask your partner about their:

- flat / house
- boyfriend / girlfriend / husband / wife
- last holiday
- doctor / dentist

grammar question forms

1 You are going to ask your teacher about a close friend. Work in A/B pairs.

A complete the questions below.

B complete the questions on p.140.

student A

I'm just curious!

example

What _____ 's your best friend's name?

1 When _____ you first meet him / her?

2 _____ 's he / she like?

3 How often _____ you see him / her?

4 _____ old is he / she?

5 What _____ he / she do?

6 _____ do you get on well?

7 Where _____ he / she live?

8 _____ does he / she live with?

9 What _____ you do together?

10 Has he / she _____ any children?



2 A – find a B student. Read your questions aloud. Are they the same?

3 Answer questions 1–6 in the table below with your partner.

question forms

How often **do** you /dʒu:/ see her?

Who **does** she /dʒi:/ live with?

Where **did** you go yesterday?

Is he married?

Has she got any children?

Does she have any children?

1 Why do we use 'do', not 'does'?

2 Why do we use 'does', not 'do'?

3 Why do we use 'did', not 'do'?

4 Why do we use 'is', not 'do'?

5 Why do we use 'has', not 'do'?

6 Why do we use 'does', not 'has'?

go to language reference and practice exercises p.150

4 Now ask your teacher the questions about their friend. Ask other questions if you like.

listen to this

tune in

1 Who are these people? Would you like to meet them?



2  Listen to two short extracts. Which people in the photos are they talking about?

listen carefully

3 Read the sentences, then listen to Michael and Roger. Which person are they talking about in each sentence?

- 1 She's intelligent.
 2 She's a great dancer.
 3 She wants to do really well.
 4 She likes to have a laugh.
 5 She works very hard.
- 4 How long did the speakers spend with the two famous people? Do they see them now?

listening challenge

- 5  Listen to Lorelei talking about one of the other people in the photos.
- 1 Who is it?
 2 When did Lorelei meet him?
 3 What's he like?
 4 What happened at the party?

listen again with the tapescript, listening booklet p.4

6 **natural English** Read the **natural English** box and listen to 1.4 again. Number the phrases in the order you hear them.



natural English

showing a lot of interest

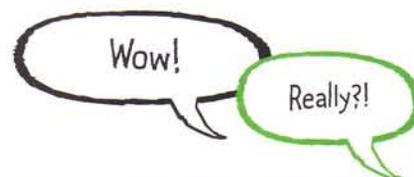
- a Wow! /waʊ/
 b Really?
 c (That's) interesting! /'ɪntərɪŋ/
 d (That's) fantastic! /fæn'tæstɪk/

- 7 Practise the phrases with a partner.
- 8 **Think!** In your groups, tell each other three things about yourself. They must respond with interest.

speaking it's your turn!

Ask two different people about a close friend (their job, family, interests, hobbies, etc.), using questions from **grammar exercise 1** and your own ideas. Remember to show interest.

- example A What does your friend do?
 B She's an architect.
 A Wow!



don't forget!

Use these phrases from this lesson in the extended speaking on p.14.

What's he like? Have you got any brothers and sisters? Who do you live with? Really? That's interesting!

wordbooster

relatives

1 Complete the table with a partner.

♂ male	♀ female
father /'fɑ:ðə/	mother _____
brother /'brʌðə/	_____
son /sʌn/	_____
uncle /'ʌŋkl/	_____
grandfather /'grændfɑ:ðə/	_____
brother-in-law /'brʌðəɪnlɔ:/	_____
son-in-law /'sʌnɪnlɔ:/	_____
nephew /'nefju:/	_____
cousin /'kaʊnz/	_____
stepfather /'stepfɑ:ðə/	_____

2 Complete these sentences.

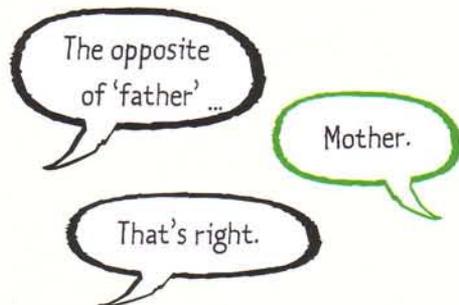
My mother and father are my _____.

My grandmother and grandfather are my _____.

My uncles, aunts, nephews, nieces, and cousins are all my _____.

3  1.5 Listen and answer the questions with a partner.

4 Test your partner, like this:



talking about you and your family



1 Complete the sentences using these words.

family child married a lot strict old celebration
with my sister own parent

- I'm an **only** child .
- We're a **close** _____ .
- I live **on my** _____ .
- My **father** was always very _____ .
- We **argue** _____ .
- I **get on well** _____ .
- My brother is **twelve years** _____ .
- Last year we had a big **family** _____ .
- My aunt is a **single** _____ .
- Last summer, my cousin **got** _____ .

test your partner

- I'm an only ...



2 Tick ✓ the sentences that are true for you and your family. Rewrite the other sentences to make them true.

example ~~I'm an only child.~~ I've got one brother.

 **don't forget!**

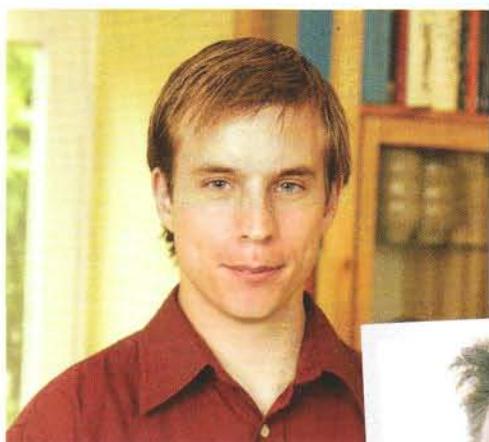
Use the vocabulary in this wordbooster in the **extended speaking** on p.14.



reading relationships

lead-in

- 1 Look at the picture of Robert with five of the women in his life. Who is Mary, do you think? Tell a partner.



Robert



Kathy



Anna



Sally



Mary



Harriet

- 2  **natural English** Listen. How do you say this in your language?

natural English possessive 's

Use 's to describe relationships.

Robert's boss NOT the boss of Robert

Kate's daughter

Paul's girlfriend

Emma's ex-boyfriend (= a boyfriend in the past but not now)

- 3 **pronunciation** Listen again and repeat. Remember to pronounce the 's.
- 4 Look at the pictures again. With a partner, decide which woman is Robert's:

mum sister boss girlfriend ex-girlfriend

- 5 Compare ideas with another pair.

- 6  Listen and write the answers. Were you right?

Mary is Robert's _____.

Kathy is _____.

Sally is _____.

Harriet is _____.

Anna is _____.

go to language reference and practice exercises p.151

read on

- Why do people finish a romantic relationship? With a partner, think of two more reasons.
 - they don't like each other any more
 - one of them moves to another place
- Read the story. Is it about the start or the end of Robert and Harriet's relationship?



special DELIVERY

When Harriet didn't turn up for our first date, I wasn't too upset. It was an informal arrangement and friends told me that she was very unreliable. Actually, this was one of the things I found attractive about her, because I'm the complete opposite – very organized and dependable.

Anyway, she turned up for our second date (only 20 minutes late), and after that we had a great summer together. But as the months went by, she just got later and later, and by the end of August things were becoming impossible.

The 30th was my birthday and I invited four friends to my flat for a special dinner. I spent a lot of time in the kitchen getting everything ready, and the four friends all arrived on time at 7.30 – but not Harriet. Eight o'clock, still no Harriet. By nine o'clock I was angry and very hungry, so I rang her mobile. I could hear loud music at the other end, so I shouted, 'Where are you?'

'I'm at Sophie's.'

'What!'

'She's having a party.'

'But it's my birthday! Don't you remember?'

'Oh, I'm terribly sorry. I completely forgot.'

'Oh, you're impossible!'

Furious, I put the phone down, went into the kitchen, and put Harriet's dinner in a plastic bag. The next morning I posted it to her, with a note saying: 'HERE'S YOUR DINNER!'

A week later I got a postcard back. It said: 'Too much salt.'

I never saw Harriet again.

- Read the story again and write 'Robert' or 'Harriet' below.

- _____ was never on time.
- _____ was never late.
- It was _____'s birthday in August.
- _____ cooked a meal.
- _____ didn't turn up.
- _____ was furious.
- _____ sent a parcel.
- _____ sent a postcard.

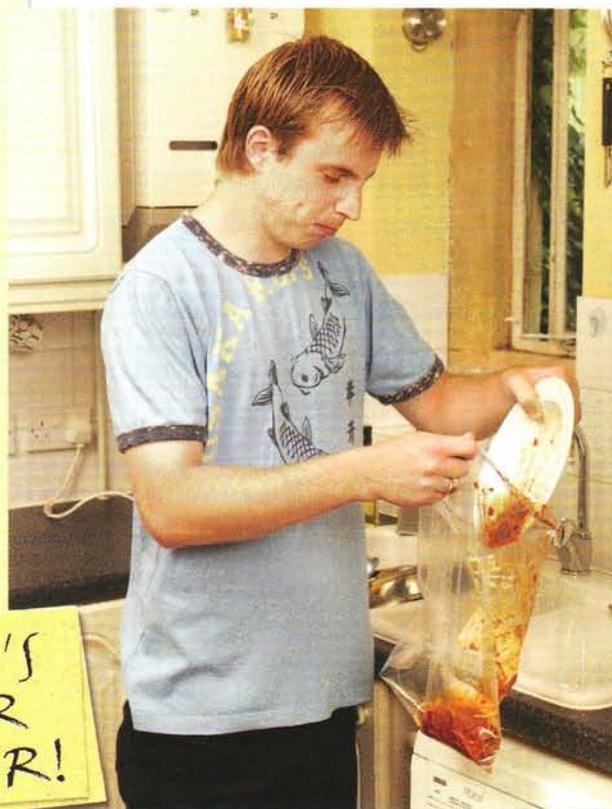
- Discuss with your partner.

- 1 What do you think of Robert?
- 2 What do you think of Harriet?

- Think! Read these statements. Are they true for you?

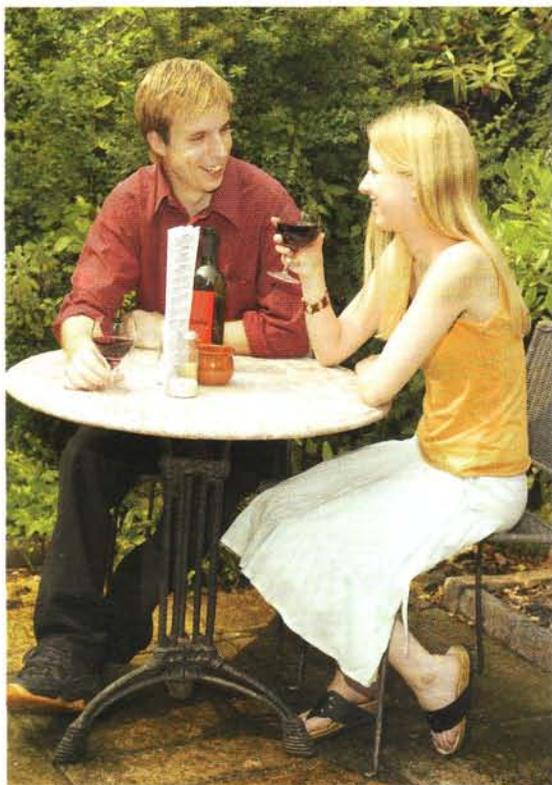
- 1 I always turn up on time when I'm meeting people.
- 2 I get upset when other people are late.
- 3 I'm sometimes unreliable.
- 4 I never forget people's birthdays.

- Compare your answers in small groups. Who's the most reliable person in your group?



- turn up** (v) arrive
- date** (n) meeting with sb who is (or will be) your boyfriend / girlfriend
- upset** (adj) /ʌp'set/ sad or angry
- unreliable** (adj) /ˌʌnri'laɪəbl/ sb who doesn't always do what they say they will do
- spend (time)** use your time to do sth
- furious** (adj) /'fjʊəriəs/ very angry

grammar past simple



- 1 Do you remember Robert's story? Are these sentences true or false? Tell a partner.
- Robert and Harriet had a great summer together.
 - It was his 30th birthday in September.
 - Harriet didn't go to the dinner because she forgot.
 - She sent Robert an e-mail a week later.
- 2 Answer these questions with a partner.
- Is the past simple used for things in the past that are **finished / not finished**?
 - Which of these time expressions are often used with the past simple?

yesterday	last week
nowadays	ten days ago
next week	in 1995

- 3 Write the past simple forms.

regular verbs	work _____	start _____
regular verbs ending in e	arrive _____	receive _____
regular verbs ending in y	carry _____	marry _____
irregular verbs	find _____	see _____
	get _____	ring _____
	spend _____	forget _____

negative I went out last night, so I _____ (not see) that film on TV.

question and short answer A _____ (you see) that film on TV last night?
 B Yes, I _____. / No, I _____.

- 3 Go to p.140. Complete Robert's story using verbs in the past simple form.

go to language reference and practice exercises p.152

- 4  **natural English** Listen and complete the sentences.



natural English
both /bəʊθ/

Maria and Carmen **both** _____.
 (= Maria comes from Spain, and Carmen comes from Spain too)
 They **both** _____.
 They're **both** _____.
Both of them _____.

- 5 Listen again and practise saying the sentences.
- 6 Work with a partner. Ask and answer questions to find six things you **both** did yesterday. Which pair can finish first?
- example* A Did you come to school by bus?
 B No, I didn't.
 A OK. Did you watch TV last night?
 B Yes. Did you?
 A Yes.
 B OK. So, we both watched TV yesterday. That's one.

don't forget!

Use these phrases from this lesson in the extended speaking on p.14.

We both live with our parents. I spend a lot of time with my family. My father was very strict. My father's cousin lived with us.



extended speaking

Is your family like mine?

you're going to:

collect ideas

listen to people talking about their families

prepare a questionnaire

think about your family and write follow-up questions

have a conversation

talk about your family with a partner

writing

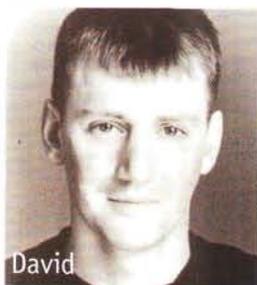
write things that are the same or different about your families

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas



- 1.9** Listen to David and Lynne talking about their families.

 - How many brothers and sisters has David got?
 - What do they do?
 - How many brothers and sisters has Lynne got?
 - What do they do?
- Listen to Seema and Roger.
 - What was Seema's last family celebration?
 - What was Roger's last family celebration?

- natural English** Read the box, then listen to 1.9 again. Say 'Stop!' when you hear the phrases in bold.



natural English

How about you?

You don't need to repeat questions in conversation. You can use *How about you?* or *And you?*

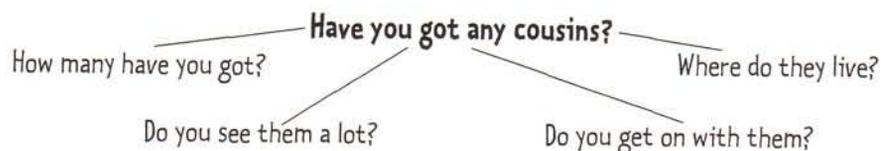
- A Have you got any brothers and sisters?
 B One sister. **How about you? (And you?)**
 A I'm an only child.

- Practise the conversation with a partner.



prepare a questionnaire

- We use follow-up questions to continue conversations. Look at these examples.

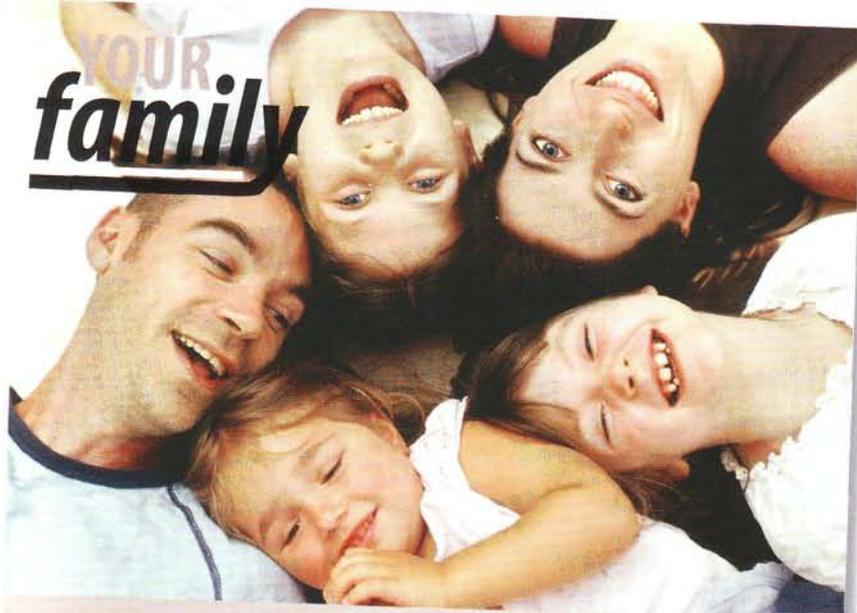


- Read the 'your family' questionnaire on p.15. With a partner, write at least one follow-up question for each topic.
- Think!** Think about your answers to the questionnaire.



have a conversation

- Find a new partner. Ask and answer the questionnaire. Remember to use follow-up questions and show interest.



- 1 Have you got any brothers and sisters?

follow-up question(s): _____

- 2 Who do you live with?

follow-up question(s): _____

- 3 Do you spend a lot of time with your family?

follow-up question(s): _____

- 4 What other relatives have you got?

follow-up question(s): _____

- 5 What was your last family celebration?

follow-up question(s): _____

- 6 When you were young, what were your parents like?

- 7 What's your family like? (example We're a close family.)

- 8 your own question

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 _____ 10

test your vocabulary

From this unit, write down:

- eight more names of relatives:
mother, father ...
- the past tense of these verbs:
find, spend, ring, forget, meet, see
- three other ways of saying 'Shh!'

score 17

gap-fill

Fill the gaps with a suitable word.

- I'm an _____ child.
- I _____ on very well with my family.
- A Are you going tonight?
B Yes. How _____ you?
- Mark is nice and so is Ana – I like _____ of them.

score 4

error correction

Correct the errors.

- I went with the father of David.
- What it's like?
- Where you meet her yesterday?
- She lives by her own.

score 4

total score 25

Look back at the unit contents on p.6.

Tick ✓ the language you can use confidently.

For more practice, go to the review on p.24.

writing

- 9 Together, write down two things that are the same for both of you, and two things that are different.

example

Dagmar and Marek (me)

same: We both live with our parents.
Both of us have one brother.

different: Dagmar spends a lot of time with her family.
I've got a lot of cousins.

- 10 We can link the ideas like this:

We both live with our parents, and have one brother. However, Dagmar spends a lot of time with her family, but I don't. Also, I've got a lot of cousins, but Dagmar hasn't.

- 11 Write a short paragraph using the link words and phrases.

two

tick ✓ when you know this

natural English

- have + noun
- a lot of, much, many, any
- saying sorry
- offering food or drink
- talking about a picture

grammar

- countable / uncountable nouns
- adjectives and adverbs

vocabulary

- food
- restaurant language
- extreme adjectives



reading

family meals

lead-in

1 **Think!** Think about your answers to the questionnaire.

MEALS IN YOUR FAMILY ...

- Who does the shopping?
the cooking?
the washing up?
- How often do you have breakfast/lunch/dinner together?
- Do you have meals together more often than in the past?
- Do you have your meals in the dining room?
in the kitchen?
in the living room?
outside?

2 Compare your answers in small groups.

3 **2.1** **natural English** Listen. Does the voice go up ↗ or down ↘ at the end of each question?



natural English have + noun

Have is more common than *eat/drink* in these examples.

What time do you **have breakfast**?

What did you **have for dinner** last night?

Where did you **have lunch** yesterday?

Shall we **have a coffee**?

NOT have ~~the breakfast/the lunch/the dinner~~

4 **pronunciation** Listen again and repeat. Copy the intonation.

5 Work with a partner. Practise asking and answering the questions.

go to language reference and practice exercises p.153, articles (1)



something to eat

vocabulary food

- 1 With a partner, match the words in the box to the pictures in the glossary below. Use a dictionary if necessary.

carrots rice spinach red pepper
bread grapes courgette pasta
onion olives instant coffee
chick peas aubergine frozen peas

- 2 **pronunciation** With a partner, underline the stress and say the words.

example onion

- 3 **2.2** Listen and check your answers. Practise saying the words.

read on

- 1 Read the article and answer the questions.

- Where do the families buy their food?
- Which family eats more fresh food?

- 2 Complete sentences 1 to 8 with words from the box. You have three minutes.

cola fish beef bananas
frozen food vegetables beer instant coffee

The Celiks:

- eat more _____ than the Cavens.
- eat fresh _____, but the Cavens don't.
- drink _____, but the Cavens don't.

The Cavens:

- eat more _____ than the Celiks.
- eat _____, but the Celiks don't.
- drink more _____ than the Celiks.
- Both families eat _____.
- Both families drink _____.

Read your sentences to your partner. Are they the same?

- 3 Which family's food do you prefer? Why? Tell your partner.

WHAT DO WE EAT?



Melihat and her husband live with their three children and Melihat's mother. All meals are freshly prepared by Melihat, and she buys their food at an open-air market in Istanbul's Golden Horn district. She gets fresh fish and beef there, and it's a particularly good place to buy the fruit and vegetables which are so important in their diet. In a typical week, Melihat buys: a kilo of peppers and onions;

two kilos each of carrots, aubergines, chick peas, olives, and courgettes; five kilos of spinach, ten kilos of potatoes, six kilos of oranges, and one of bananas. They eat large quantities of rice and bread – 25 loaves a week. They don't buy any frozen food, but they drink instant coffee and twelve cans of cola a week, plus orange juice, yoghurt drinks, and eight bottles of beer.

THE CAVEN FAMILY CALIFORNIA, USA

Regan and Craig Caven are a typical American family – two incomes, two cars, and two children, Andrea, 5, and Ryan, 3. As they both work, they shop at weekends, usually in supermarkets. They often have salads and there is always a lot of fresh fruit: two kilos each of apples and bananas, and one kilo each of oranges and grapes is typical in the weekly shop. They eat fresh chicken and beef, but only buy fish (tuna) in cans. They spend a lot on drinks: 340g of instant coffee, four litres of milk, two litres each of apple and orange juice, five litres of bottled water, and 25 diet colas, but no alcohol. During the week, frozen food is a large part of their diet – three and a half kilos of frozen prepared meals, and a family-sized frozen pizza. It is only at weekends that the family make time for home-cooked meals; pasta is very popular with the children.



glossary



grammar countable / uncountable nouns

- 1 Look back at the glossary pictures on p.17. With a partner, write C (countable) or U (uncountable) next to each food.

language reminder

'Carrots' are countable. You can say 'one carrot, two carrots'.
'Bread' is uncountable. You can't say '~~one bread, two breads~~'.
You can say 'one loaf/two loaves of bread'.



- 2 Cover the examples in the table below. Circle the correct coloured words in the rules. Then look at the examples to check.

RULES	EXAMPLES
Uncountable nouns have/ don't have a plural with 's'.	<i>bread</i> NOT <i>breads</i> / <i>toast</i> NOT <i>toasts</i>
Uncountable nouns are/aren't used with a singular verb.	<i>My toast is cold.</i> <i>This spaghetti's nice.</i>
Uncountable nouns are usually used with some/a/an .	<i>We need some bread.</i> <i>I've got some oil.</i>
Much/many is usually used with uncountable nouns in questions and negative sentences.	<i>Do you eat much pasta?</i> <i>I don't drink much coffee.</i>
Much/many is usually used with countable nouns in questions and negative sentences.	<i>How many eggs did you buy?</i> <i>I don't eat many bananas.</i>

go to language reference and practice exercises p.153

- 3 Work in A / B pairs. A go to p.148. B go to p.142.

don't forget!

Remember these phrases from this lesson.

What time do you have breakfast?

Shall we have a coffee?

We don't drink much bottled water.

We eat a lot of cheese.

speaking it's your turn!

- 1  **natural English** Listen. Do you hear the *t* in *don't*?



natural English a lot of, much, many, any

In informal English, use *a lot of* in positive and negative sentences and questions. You can use *much*, *many*, and *any* in negative sentences and questions.

We eat **a lot of** cheese. NOT We eat ~~much~~ cheese.

We don't drink **much** bottled water. (= only a little)

a lot of

We don't eat **many** biscuits.

a lot of

We don't eat **any** frozen food. (= no frozen food)

- 2 Practise saying the sentences.
- 3 **Think!** Think about what your family eat and drink. Put a tick ✓ or a cross ✗. Add your own ideas.

fruit/vegetables

spinach

potatoes

chick peas

grapes

bananas

oranges

your ideas: _____

meat and fish

beef

chicken

lamb

tuna

salmon

your ideas: _____

sweet things

chocolate

cakes

biscuits

your ideas: _____

drinks

beer

fruit juice

cola

milk

instant coffee

your ideas: _____

- 4 In small groups, talk about what your family eat. Use the **natural English** phrases.
- 5 Tell the class four things which are similar or different in your group.

wordbooster

restaurant language

1 Put these words into the sentences below.

order wine list starter bill all right
 meal main course dessert *di'zast/* menu *'menju:/*

- I'd like mushroom soup for my ¹ _____.
- Here's the ² _____. Would you like to see the ³ _____ as well?
- Are you ready to ⁴ _____?
- I'd like strawberries with ice cream for ⁵ _____.
- Is everything ⁶ _____?
- Could I have the ⁷ _____, please?
- Enjoy your ⁸ _____.
- I'll have the lobster for my ⁹ _____.

2 Which sentences are spoken by a waiter, and which by a customer?

3 Put the sentences in order. More than one answer is possible.

example 1 = b

4 Read out your sentences to another pair. Is their dialogue the same? Practise the dialogue with a partner.

extreme adjectives

1 Put these extreme (strong) adjectives into the correct column below.

awful *'ɔ:fl/* delicious *di'liʃəs/* gorgeous *'gɔ:dʒəs/*
 horrible *'hɔ:rəbl/* fabulous *'fæbjʊləs/* disgusting *dis'gʌstɪŋ/*
 terrible *'terəbl/* wonderful *'wʌndəfl/* brilliant *'brɪljənt/*

positive

negative

wonderful

awful

2 Answer these questions about the adjectives in exercise 1.

- Which positive adjective is normally only used to describe food?
- Which positive adjective is used to describe a very attractive person or thing?
- Which positive adjective means 'very clever'?
- Which negative adjective describes a bad smell?

3 Complete the sentences using *absolutely* + extreme adjective. Use each adjective once.

language reminder

Before extreme adjectives, don't use *very*:

NOT *very wonderful* / *very awful*

Use *absolutely* or *really*: *absolutely wonderful*

terrible
 disgusting
 delicious
 brilliant
 fabulous
 awful
 gorgeous



example This bed is absolutely terrible.



1 This student is ...



2 The weather was ...



3 His girlfriend is ...



4 This ice cream is ...



5 My holiday was ...



6 This is ...

4 Read your sentences to a partner. Are they the same?

don't forget!

Use the vocabulary from this wordbooster in the **extended speaking** on p.22.

listening

how to ... be the perfect guest

lead-in

- 1 **Think!** Your friend invites you for dinner at their house at 8.00.
 - 1 Do you arrive at 8.00, or before, or after?
 - 2 If you arrive at 8.15, do you need to say sorry?
 - 3 Do you take a present? If so, what?
 - 4 Do you usually go home immediately after eating? Or do you stay and talk? If so, for how long?
 - 5 Do you usually phone, e-mail, or write to say thank you?
- 2 Compare your answers in small groups.
- 3 **2.4 natural English** Listen and complete the responses.

natural English saying sorry

(I'm) sorry I'm late – there was nowhere to park. NOT I'm sorry for ~~be~~ late.

That's OK. _____

I didn't have time to do the shopping. I'm really sorry about that.

Don't worry. _____

- 4 **pronunciation** Go to the listening booklet p.8. Listen again and practise with a partner. Stress the underlined words.
- 5 Look at these reasons for being late and put the words in the correct order. Add your own reason.

late my again
was train

find flat I
couldn't your

had a I
meeting

problem work at
had I a

bus the missed I

your own idea

- 6 With a partner, practise the **natural English** dialogues again. This time use the reasons in exercise 5.

listen to this

tune in

- 1 **2.5** It's Mike's birthday. He is going to dinner at his sister Clare's flat, but arrives 20 minutes late. Listen. Why is Mike late? Why does Clare say sorry?



listen carefully



- 2 Read the summary. Listen and complete.

Clare offers Mike a drink, and he has a glass of ¹ _____. She's cooked a ² _____ casserole, with red ³ _____, tomatoes, and ⁴ _____, which she learnt from her friend, ⁵ _____. Mike says it smells ⁶ _____ and tastes ⁷ _____. He asks her for some ⁸ _____.



extended speaking

restaurant scene

you're going to:

collect ideas

talk about your favourite restaurant or café

invent a conversation

plan a conversation in a restaurant

writing

write your conversation

act out the conversation

act out your conversation for other students

listen

listen to English speakers acting the same conversation

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

- Think!** Think about these questions.
Which is your favourite restaurant / café? What's it like?
Where is it? How often do you go there?
- Compare ideas in groups.

invent a conversation

- With a partner, look at the pictures. Say how the people look.

- The woman looks angry because _____.
- The man _____ because _____.
- The man (customer) _____ because _____.
- The customer _____ because _____.
The waiter _____ because _____.
- The man and woman _____ because _____.

- natural English** Read the box.

natural English talking about a picture

When you are inventing a conversation, give your ideas like this:

I think he's/she's saying, 'I'll have ...' I think he's/she's asking, 'Are you ...?'

writing

- Invent your conversation together and write it down. Use the language in the **natural English** box to give ideas.
- Have you used contractions? e.g. *I'm, he's*. Check your writing.
- Ask your teacher to check your conversation.

act out the conversation

- With another pair, look at one conversation. Practise acting it out, each taking a role. Do the same for the other conversation.
- In your group, choose one conversation. Act it out for the class. Which is the best conversation in your class?

listen

-  Listen to these people acting out the conversation. Write down three things that are different to your conversation.
- Put apostrophes (') in their conversation (**listening booklet p.8**).

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

test your vocabulary

From this unit:

- write down five vegetables beginning with these letters:
on _____, au _____, co _____,
sp _____, pe _____
- write down three extreme positive adjectives, e.g. *fantastic*, and three extreme negative adjectives, e.g. *terrible*
- underline the uncountable nouns in this list: *pasta, banana, rice, grape, bread, olive, pea, coffee, toast*

score 16

gap-fill

Fill the gaps with a suitable word.

Contractions, e.g. *it's*, count as one word.

- A I'm sorry _____ late.
B Don't _____ - it doesn't matter.
- I had chicken for my main _____.
- A Was it very nice?
B Yes, it was _____ delicious.
- A Would you like _____ to drink?
B That would be lovely. Coffee, please.

score 5

error correction

Correct the errors.

- When do you usually have the lunch?
- We eat much meat in our family.
- My teacher speaks perfectly English.
- We had spaghetitis for dinner last night.

score 4

total score 25

Look back at the unit contents on p.16.

Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.25.

one review

grammar past simple

- 1 Work with a partner. Each choose a circle. Write the past simple forms for your circle.

wear **wore**

see **saw**



- 2 Say your past simple forms. Your partner must find a rhyme from their circle, e.g. *wore* /wɔː/ and *saw* /sɔː/.
- 3 Find a past tense from either circle to complete these rhymes.

I don't know what she said _____,
but her face was very red.

The trousers that I _____
were really very short.

The best thing that I _____
was a teapot made of gold.

The first time we _____,
he offered me a Coke.

I asked how much she _____
for the fizzy lemonade.

I stopped work and _____,
'Now it's time for sport!'

When the phone _____,
I heard a loud bang.

The last film I _____
was in 1984.

- 4  Listen. Are the rhymes the same as yours?
- 5 Practise saying the rhymes.



vocabulary family and relationships

Find eleven more words / phrases connected with family or relationships. They can be horizontal (↔) or vertical (⇕).

S	A	T	C	H	N	E	S	K	Y
T	U	R	P	O	I	D	O	A	R
E	N	E	P	H	E	W	N	M	E
P	T	O	N	S	C	R	I	U	L
M	A	R	R	I	E	D	N	M	A
O	N	L	Y	C	H	I	L	D	T
T	E	B	B	A	R	O	A	O	I
H	C	O	U	S	I	N	W	P	V
E	S	A	G	R	A	N	N	Y	E
R	P	A	R	E	N	T	S	L	S

grammar question practice

- 1 Find a partner you don't know very well. Write down eight questions about their family, hobbies, job / studies, etc.

examples Who do you live with?
Are you from a big family?

- 2 Ask your partner the questions.

natural English

- 1 Correct the errors.

- How is he like?
- We go both to the same school.
- I gave the money to the mother of Paul.
- A I work for a newspaper.
B Oh, really? It's interesting.
- Please be quite. The students are working.

- 2 Check your answers using the natural English boxes in unit one.

two review

natural English

1 With a partner, talk about these situations. Then write your answers.

- 1 You arrive for class five minutes after the start of the lesson. What do you say to your teacher? What's his / her answer?
- 2 Someone is late for a meeting. They say sorry and give a reason. What do they say, and what's your answer?
- 3 Someone comes to your house, and you want to offer them a drink. What do you say? What's their answer?
- 4 You're in a restaurant, and you want to order your meal (tuna salad, and then roast beef). What does the waiter ask? What do you say?
- 5 At the end of the meal, you want to pay. What do you say to the waiter?

2 Check your answers using the natural English boxes in unit two.

3 Practise the dialogues with your partner.

vocabulary food / uncountable nouns

1 Work with a partner. Can you name all the things in the pictures? Are they countable or uncountable?

2 **R2.1** With a partner, listen and cross out the things you hear.

example 'A vegetable that can be red or green.'

answer – a pepper



vocabulary adjectives

1 Complete these adjectives with *a, e, i, o, u*.



2 With a partner, ask and answer the questions. Use each word from exercise 1 once. More than one answer is possible.

- 1 What's the traffic like on Monday mornings?
- 2 What's your brother's girlfriend like?
- 3 What's the weather like in Siberia?
- 4 What's your university professor like?
- 5 What was the meal like?
- 6 What was the room like after the party?
- 7 What's New York like?
- 8 What's that book like?

three

tick ✓ when you know this

natural English

- the best / worst thing about ...
- once, twice, etc.
- a five-minute walk
- asking where things are
- a great / horrible place

grammar

- present perfect and past simple

vocabulary

- describing towns
- distance and time
- prepositional phrases



a strange place to live

lead-in

- 1 **Think!** Would you like to live in the places in the pictures? Why / Why not?
- 2 Ask a partner. Do they agree with you?
- 3 **3.1** **natural English** Listen and complete.



natural English

the best / worst thing about ...

Use these phrases to give your opinion about something.

- 1 The best thing about living in a city is _____.
The worst thing is _____.
- 2 The best thing about _____ is _____.
The worst thing is _____.

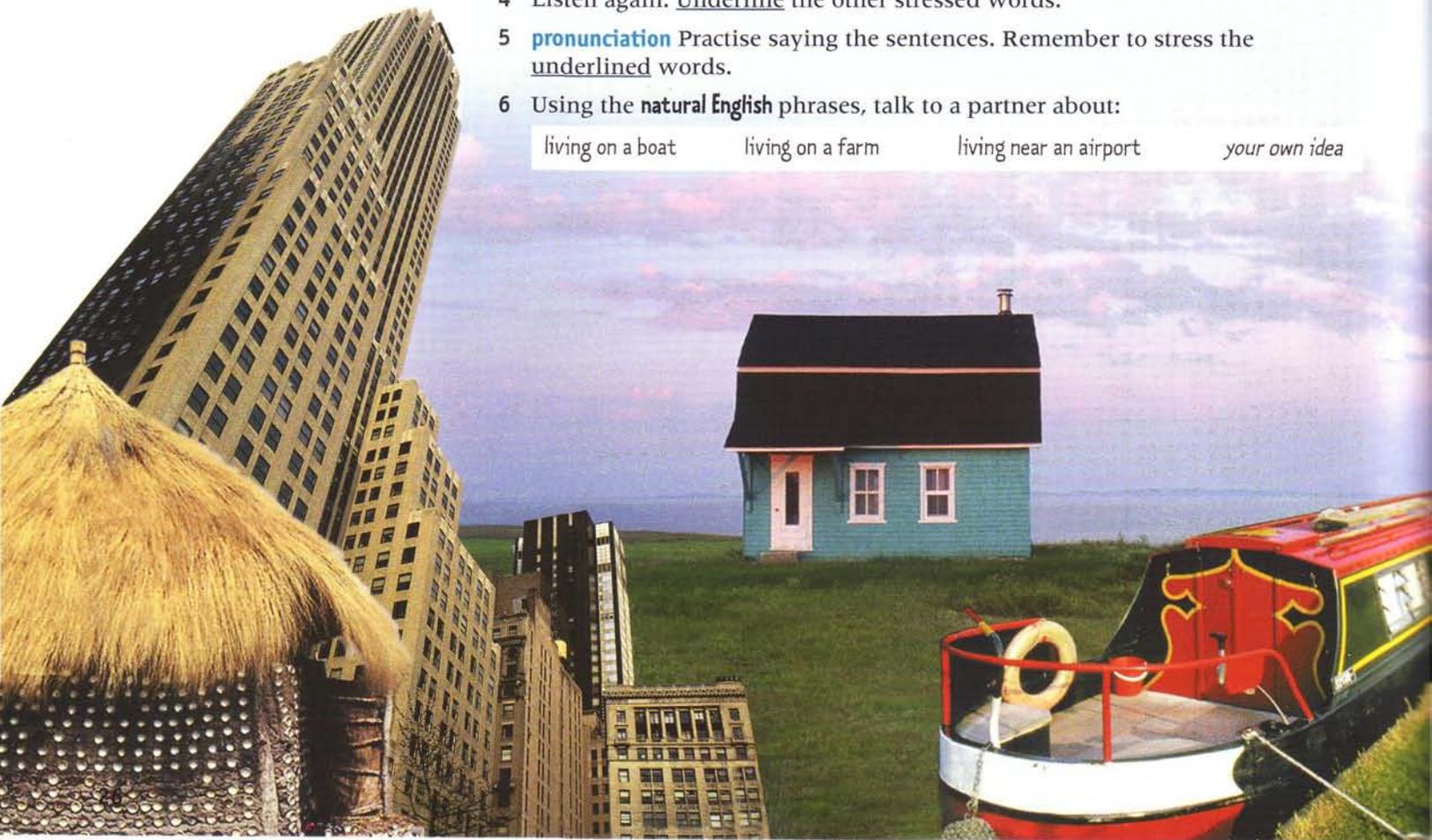
- 4 Listen again. Underline the other stressed words.
- 5 **pronunciation** Practise saying the sentences. Remember to stress the underlined words.
- 6 Using the **natural English** phrases, talk to a partner about:

living on a boat

living on a farm

living near an airport

your own idea



places

grammar present perfect and past simple

- 1  Listen to Darren and answer the questions.

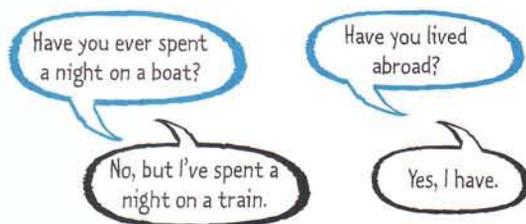


- Where did Darren live?
- Why was he there?
- How long did he stay there?
- When was that?
- Did he like it?

2 Answer these questions.

- What tense are the questions in exercise 1?
- Do we know when these things happened to Darren?

3 Read the dialogues. Answer the questions below.



- Underline the examples of the present perfect.
- Are the questions about past time or present time?
- Do we know when these things happened?

4 Complete the table with a partner.

tense	present perfect
example	_____ you ever _____ (live) abroad? Yes, I _____ in Spain and France.
meaning	Use the present perfect to describe a general experience in the past. You don't know exactly _____ it happened.
positive form	subject + <i>has / have</i> + past participle
negative form	subject + <i>hasn't / haven't</i> + past participle
question form	<i>has / have</i> + subject + past participle
tense	past simple
example	When _____ Darren _____ (live) in Brazil? He _____ there about ten years ago.
meaning	Use the past simple to describe something that started and finished in the past. You often know _____ it happened.
form	see p.13 and p.152

5 Which tense (present perfect or past simple) is usually used with these words / phrases?

ever yesterday two weeks ago in 2004 all my life never

6 With a partner, take turns to change the sentence below, using the words given. Don't write anything.

I haven't slept in a tent.

- positive form* I've slept in a tent.
- five-star hotel I've slept in a five-star hotel.
- never
- work
- he
- positive form*
- an airport
- question form*
- ever
- you

7 Write down the last sentence. Compare with another pair.

8 Put the verbs into the correct form.

- We _____ (take) the train to Venice two weeks ago.
- She _____ (never see) the Taj Mahal.
- _____ (you go) to the station last night?
- _____ (you ever live) on a farm?
- I _____ (want) to go to the Sahara all my life.
- I _____ (not be) to Moscow, but I'd like to go there.

9 Go to the questionnaire on p.141.

go to language reference and practice exercises p.155–156

read on

- When people spend a long time at an airport, what do they do? In groups, think of five things.
- Read the first paragraph. Is the story about a man who works or lives in an airport?
- Read the story. Write T (true) or F (false).
 - Nasseri had the correct documents when he arrived in Paris.
 - He hasn't got the documents now.
 - He's free to leave the airport.
 - He's going to leave soon.
 - He's popular with the airport workers.
 - He's happy with his life at the airport.
- What are three good things and three bad things about his life? Tell a partner.
- Answer these questions with a partner.
 - Why is the past simple used in these sentences from the article?
Nasseri landed at Charles de Gaulle airport in 1988.
He last saw daylight in 1999.
 - Why is the present perfect used here?
He has made friends with people from all over the world.
The airport authorities have also made his life comfortable.
- What questions would you like to ask Nasseri?
example Does your family ever visit you?
- 3.3** **natural English** Listen. Tick ✓ the phrases you hear.



natural English once, twice, etc.

Have you ever been to America?

No, **never**. / Yes, **once** /wʌns/. Yes, **twice** /twɑɪs/.

Yeah, **lots of times**. (= often) Yes, **a couple** /kʌpl/ of times.

Yes, **a few** /fjuː/ times.

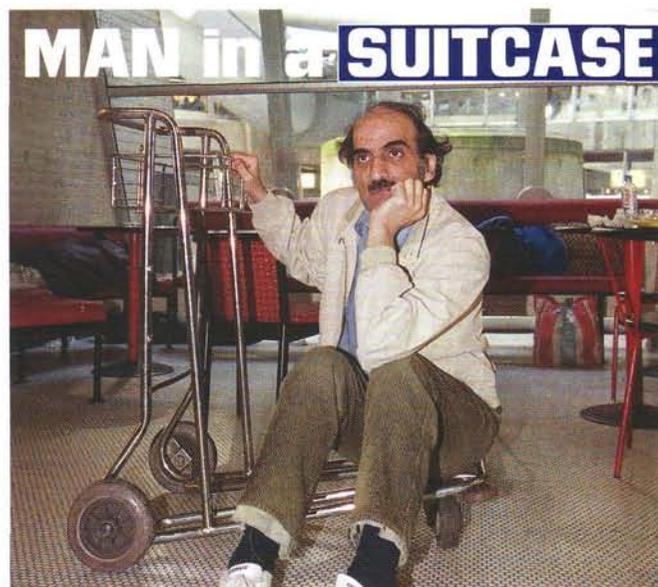
- Go to the **listening booklet** p.11. Practise the dialogues with a partner.
- Write three 'Have you ever ...?' questions and ask people in your class. If the answer is 'yes', ask follow-up questions.

don't forget!

Use these phrases from this lesson in the extended speaking on p.32.

The best / worst thing about my town is ... Yes, a couple of times.

Have you ever been there? Yes, I went there last week.



Mehran Karimi Nasseri landed in Charles de Gaulle airport, in Paris, in 1988 – he's still there.

Nasseri, from Iran, arrived at Terminal 1 without the correct **refugee** documents, but the French authorities said he could stay if he didn't leave the airport. When his papers finally arrived, seven years later, he was free to go. But he is still there, and in all that time he has never left the airport. Why? Nasseri is sure he will go to prison if he tries to leave. Nobody knows why he thinks that. 'What can we do?' says Dr Phillippe Bargain. 'He seems normal, and he is free to leave, but he doesn't want to.'

Nasseri is certainly very **pale**. He last saw daylight in 1999 when he went outside to watch the eclipse of the sun. 'I am unhappy that I don't have any **privacy**, and even at night airports can be very noisy,' says Nasseri, quietly. 'And I would like to have a real bed. How can I have a normal life like this?'

But, after so many years at Charles de Gaulle, it is the life he understands and knows best. And Nasseri is now a **celebrity**. He has made friends with people from all over the world who stop to ask for his autograph, and people often give him presents. The airport authorities have also made his life comfortable. He has his own special seat where he sleeps, and airport workers give him meal tickets so he can get food. Nasseri sleeps with eye shades – the lights never go out – and for washing and **shaving** he uses the men's toilets every morning before the first passengers arrive.

glossary

refugee /ˈrefjuːdʒiː/ person who leaves their country, often because of a war

pale (skin) /peɪl/ whiter than normal

privacy /ˈprɪvəsi/ freedom to do things without others watching

celebrity /səˈlebrəti/ famous person

shaving /ˈʃeɪvɪŋ/ cutting a beard or a moustache

wordbooster

describing towns

1 Label the pictures. How do you pronounce the words?



2 Match the opposites.

- | | |
|----------------------|-------------------------|
| lively | polluted /pə'lu:təd/ |
| clean | dangerous /'deɪŋdʒərəs/ |
| safe | stressful |
| quiet /'kwaɪət/ | attractive |
| ugly /'ʌɡli/ | noisy |
| relaxing /rɪ'læksɪŋ/ | peaceful /'pi:sfəl/ |

test your partner

- 'Lively'?



- That's right.



- Peaceful.

3 Which adjectives describe the places in exercise 1? Compare with a partner.

example Car parks are often **ugly**, and are sometimes **dangerous** at night.

distance and time

1 Make four phrases to answer this question, using words from the box. (You can use the words more than once.)

How far is it to the centre?

far a way long quite not near

2 Put the phrases on the line.



near ⇨ 1 _____ ⇨ 3 _____ ⇨ far
2 _____ 4 _____

3 natural English Listen and complete.

natural English
a five-minute walk

In the phrases below, the noun is singular (NOT minutes) and there is a hyphen (-).

How long _____ to get there?
It's a **five-minute** _____ (or five minutes **by car**).
It's a **ten-minute** _____ (or ten minutes **by bus**).
It's a **twenty-minute** _____ (or twenty minutes **on foot**).
NOT twenty minutes by walk

4 **pronunciation** Listen again and underline the stressed syllables. Practise saying the phrases.

5 Discuss these questions with a partner. Use the phrases in exercise 1 and the natural English box.

From where you are now, how far is it to these places?
How long does it take to get there?

- | | | |
|--------------------|-------------------------|-----------------------|
| the centre of town | the nearest post office | a large supermarket |
| a public car park | a petrol station | <i>your own ideas</i> |

don't forget!

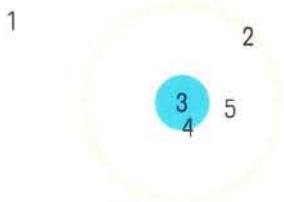
Use the vocabulary from this wordbooster in the **extended speaking** on p.32.

listening

how to ... get around town

vocabulary prepositional phrases

1 Put the phrases in the correct place on the diagram. Practise saying the phrases.



- on the edge *edʒ* of town
- right in the centre
- quite near the centre
- in the countryside /'kʌntrisaɪd/
- very close *klaʊz* to the centre

2 Complete these sentences about your town, using the phrases in exercise 1.

- I work / study _____.
- I go to English classes _____.
- I'd like to live _____ because ...
- I spend my free time _____ because ...
- I do my shopping _____ because ...

3 In groups, compare your answers.

4 Look at the map below. You are staying at the Queen's Hotel. Complete the sentences. More than one answer may be possible.

example There's a car park just behind the hotel.

- 1 There's _____ round the corner from the hotel.
- 2 There's _____ at the end of the road.
- 3 There's _____ opposite the hotel.
- 4 There's _____ on the corner, near the hotel.
- 5 There's _____ next to the hotel.
- 6 There's _____ down the road.
- 7 There's _____ just outside the hotel.

5 Compare your answers with a partner.

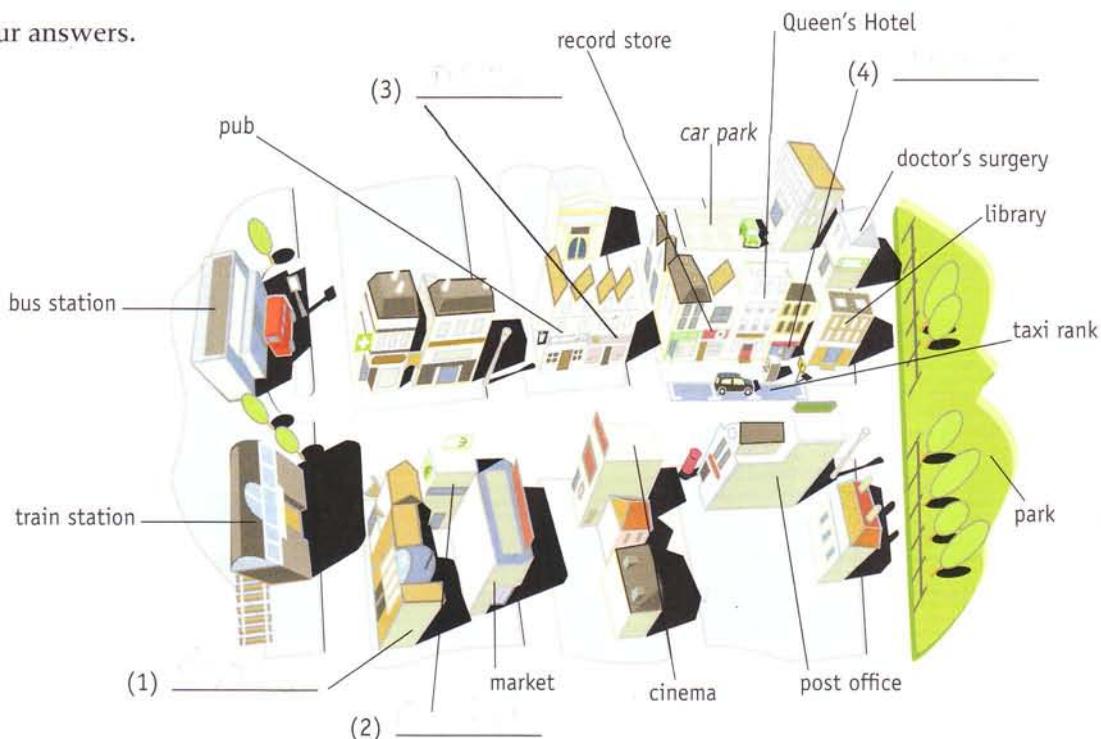
6 **natural English** Write *far*, *nearest*, or *near* in the gaps.



natural English asking where things are

Excuse me, is there a post office _____ here?	It's over there.
how _____ 's the car park?	It's a five-minute walk.
where's the _____ pub?	There's one down the road.
NOT where's the next chemist?	

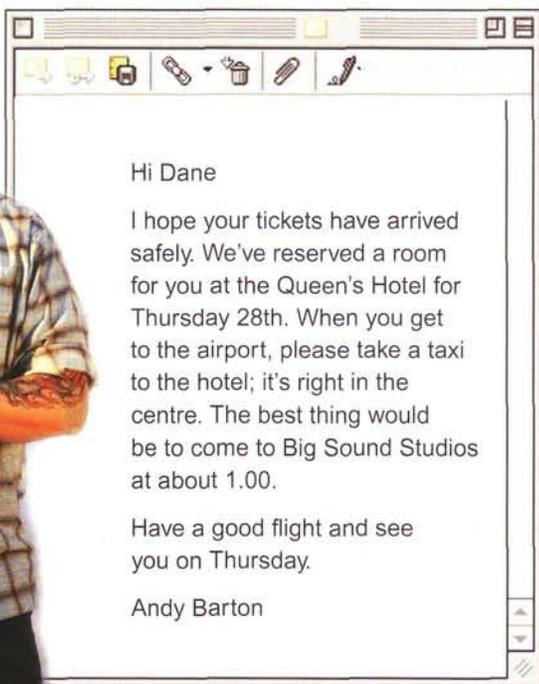
7 Practise the dialogues with a partner. In pairs, invent similar dialogues using the map. Remember, you are at the Queen's Hotel.



listen to this

tune in

- 1 **3.5** Dane Cristal is an American musician. He's going to work in a studio in England. Read the e-mail from the studio manager, Andy. Are Dane's hotel and the studio marked on the map on p.30?



- 2 Dane is talking to the hotel receptionist. Listen and complete these extracts.
- I _____ to Big Sound Studios.
- I need to change some money too, I've _____ ...
- Is there a place I can _____ and a snack maybe?

listen carefully

- 3 Look at the map. Listen and label these places:
- the Euro Bank the snack bar the studios Pizza House

listening challenge

- 4 **3.6** Dane goes to the studios to see Andy. With a partner, think of three questions Andy will ask him.
- example* Did you have any problems finding the hotel?

- 5 Listen and complete the gaps in Andy's questions.

- 1 _____ the studio OK?
- 2 Now tell me about the flight – _____ for you?
- 3 Tell me, _____ all right _____? _____?
- 4 It's opposite the pizza place. _____ you _____ it?

- 6 Listen again. Where are they going now?

listen again with the tapescript, listening booklet p.12

- 7 **natural English** What does *place* mean in each of these examples?



natural English
a great / horrible place /pleɪs/

Place is a general word you can use for a particular town, area, building, etc.

It's a **horrible place** to work.
Rome is a **great place** to live.
The Hilton is an **expensive place** to stay.
It's opposite the pizza **place**.

- 8 With a partner, write the name of somewhere in your town that is:
- a nice place to relax
 - a cheap place to eat
 - a horrible place to live
 - a great place to have a drink
 - an interesting place to visit
- 9 Work in small groups. Compare your ideas and choose the best places.
- A Bar Italia's a great place to have a drink.
 - B I prefer Café Coco.
 - C Yes, me too. Another good place is ...

don't forget!

Use these phrases from this lesson in the extended speaking on p.32.

Where's the nearest bank?

I live quite near the centre.

It's a nice place to eat.

It's not far from my house.



extended speaking

this is where I live

you're going to:

collect ideas

listen to someone talking about their area; draw a map of your local area

talk about your area

answer questions about where you live; say what is good and bad about your area

writing

write about your area

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

- 1 Read the texts. Write a similar description of where you live.

I live in Milan, on the edge of town.
It's a fifteen-minute drive to the centre.

I live in Brighton, on the north side of the town.
My house is a ten-minute walk from the centre.

I live in Cangas de Onis. It's about
a thirty-minute drive from Oviedo.

- 2 Your teacher will give you another student's text. Move around the class and ask questions to find the person who wrote the text.

examples

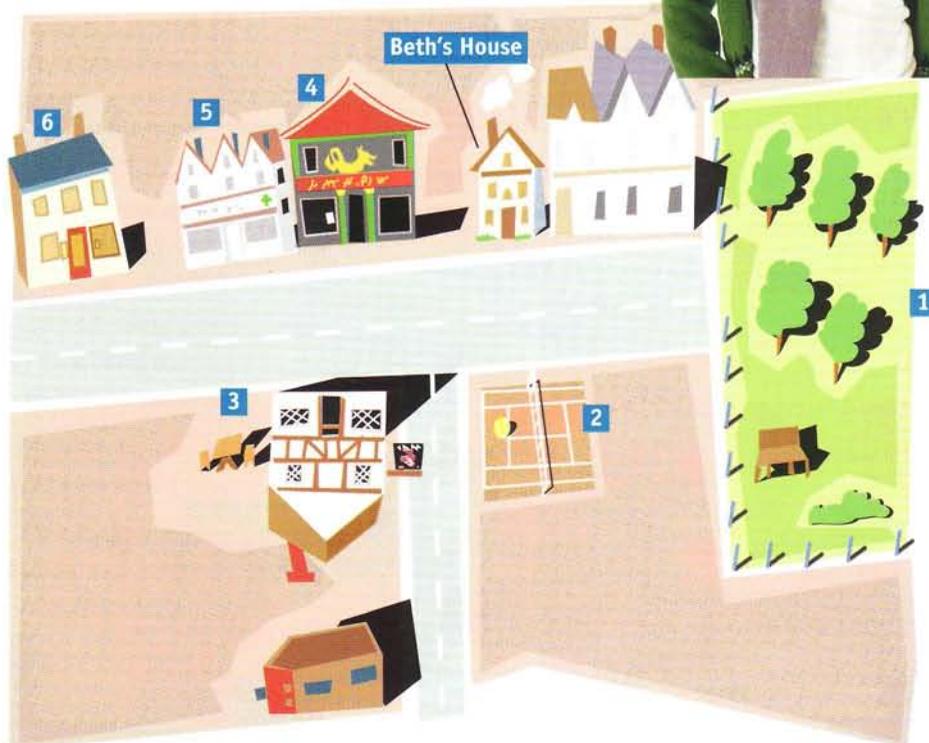
Do you live on the north side of town?

How far is your house from the centre?

- 3  Look at the map of where Beth lives.
Listen and label the places marked 1 to 6.



Beth



- 4 Listen again. Write four more questions that Beth's partner asks.
example What's that?
- 5 Draw a map of your local area. Put at least six crosses (X) to show important places: your home, school, workplace, shops, etc. Don't write the names of the places.



talk about your area

- 6 Work with a partner. Ask them about all the places on their map. Remember to ask follow-up questions.

What's that?

How far is it from your house?

Have you ever been there? How many times?

Is it expensive?

Do you go there a lot?

What's it like?

- 7 Think! Complete the table about where you live.

THE AREA WHERE I LIVE

	the best thing	the worst thing
TRANSPORT	buses every ten minutes	very expensive trains
TRANSPORT		
PARKING		
SHOPS		
ENTERTAINMENT		
NEIGHBOURS		
YOUR TOPIC		

- 8 Work in threes. Compare your ideas.
- 9 Decide which area sounds best. Tell the class what you decided. Do they agree?



writing

- 10 Look at the short paragraphs below.

opinion on the topic

Parking **in my area** is very difficult.

reason

There are too many cars, and parking is very expensive.

extra information

The worst thing about it is there's nowhere to park when I come home late.

Entertainment **in my area** is fantastic. We've got lots of nice bars and restaurants, and they're open until very late. **The best thing about it is** the nightclubs.

- 11 Choose at least two topics from exercise 7. Write about them, using this model and the phrases in bold.

test yourself!

How well do you think you did the extended speaking? Mark the line.

0

10

test your vocabulary

From this unit, write down:

- five more adjectives to describe a town:
clean, attractive ...
- answers to the question, 'How far is it?'
It's quite _____.
It's not _____.
It's quite a _____.
- answers to the question, 'Where's the bank?'
It's round the _____.
It's _____ to the post office.
It's at the _____ of the road.
It's on the _____ of the street.

score 12

gap-fill

Put the words in brackets in the correct form.

- I _____ (work) in Paris all my life.
- How long _____ (take) to get there?
- _____ (you ever have) long hair?
- I _____ (meet) José twice last year.

score 4

error correction

Correct the errors.

- The cinema is only ten minutes by walk.
- Excuse me, where's the next post office?
- They been to my house a couple of times.
- The library is opposite of the park.

score 4

total score 20

Look back at the unit contents on p.26.

Tick ✓ the language you can use confidently.

For more practice, go to the review on p.42.

four

tick ✓ when you know this

natural English

- this / that (one), these / those (ones)*
- can / can't afford*
- wear / carry*
- talking about size*

grammar

- will* for spontaneous decisions and offers
- too / very*, *too much / many*

vocabulary

- clothes
- phrasal verbs (1)
- shopping



shop till you drop

lead-in

- 1 Look at the picture below for one minute. Then shut your book and tell a partner what you can remember.
- 2 **4.1** Listen. Which things in the picture are they talking about?
- 3 **natural English** Look at the box. Listen again. Which sentences do you hear?



natural English

this / ðɪs / that (one); these / ði:z / those (ones)

Use *this / that (one)* and *these / those (ones)* to show which things (NOT people) you're talking about.

singular

I like **this one**.

plural

I quite like **these (ones)**.

(*this / these* = near me)

I prefer **that one**.

I don't like **those (ones)**.

(*that / those* = NOT near me)

Which one / ones do you like / prefer?

- 4 **pronunciation** Go to the **listening booklet** p.14. Practise the conversation with a partner. Remember the pronunciation of *this / ðɪs /* and *these / ði:z /*.
- 5 Look at the things in the shop. When do you say: *this one?* *that one?* *these?* *those?*
example . For the blue scarf, you say 'this one'.
- 6 Tell your partner which things in the picture you like / prefer / don't like. Use the language in the **natural English** box.

go to **language reference** and **practice exercises** p.156



buy it

read on

- With a partner, think of three things you could buy in each of these places:
 - an electrical shop – a department store – a market
- Read the article. How many things does the woman buy?
- Read the article again and complete the table.

	shop	original price	final price	discount
1 	electrical shop	£119	£100	£19
2 				
3 				
4 				
5 				

- In small groups, answer the questions about your country.

Can you get a discount in the kinds of shops that Sarah visited?
What about other shops? And in other countries you've visited?
Have you ever got a discount? If so, where? What happened?
- natural English** Read the box. Find phrases with *afford* in the text.



natural English

can / can't afford /ə'fɔ:d/

I **can't afford** that car. (= it's too expensive for me)

I **can't afford to** go on holiday this year. **Can you afford it?**

- You have €25. What can / can't you afford? Tell a partner.

a plane ticket to Los Angeles	go to the theatre
Nike trainers	a meal in a restaurant
stay at the Hilton Hotel	a new tie

glossary

discount /'diskaʊnt/ (n) lower price than usual
haggle /'hægl/ (v) try to agree a lower price
tell a lie say sth that you know isn't true
off if there is 10% off sth, you get it 10% cheaper
stall (n) table where people sell things in a market



Drop that Price

by Sarah Shannon

I always hated asking for a **discount**, but after a seven-month stay in the Far East, I suddenly started to enjoy **haggling**. So now I've decided to spend a day getting some low, low prices. My day starts in an electrical shop where I want a discount on a mobile phone priced at £119. I decide to tell **a lie**.

'It's for my mother. She really needs a phone, but I can't afford that much. Can you bring the price down a bit?'

He calls his manager. He says £110. I say no. 'No? All right. £100. And that's my final offer, love.'

'OK, I'll take it,' I say. Not bad, a £19 discount. 'What about taking £50 **off** for me?' I say, a little later, holding a leather coat under the nose of a Marks and Spencer shop assistant. He's very shocked. 'Come on, I love it, but the price is just too high.'

'Yes, it is a very beautiful coat, madam,' he replies, 'but at Marks and Spencer, a price is a price, and the price is £225. I suggest you come back in the sales.'

I go to a street market. 'How much are these melons?' 'Two for £5,' says the man.

'Hmm. I'll give you £3.00.' I can see that's too low. 'All right, £3.50,' I say.

'OK, for you, £4.50.' We finally agree on £4. I then get £1 off a £5 bunch of flowers at the next **stall**. I'm feeling great. My next stop is another electrical shop. I want a washing machine. It's £399. 'That's too expensive. Can you take a bit off?' I ask. 'I can't afford it.' 'No.' So, I look at the shop door, and say, 'OK, I'll leave it.' Finally he says 'OK', and he gives me £40 off. What a brilliant day's shopping.

grammar will for spontaneous decisions and offers

1 Match 1 to 3 with phrases a to c.

- | | |
|--|---------------------|
| 1 She decides to make an offer, and says ... | a I'll take it. |
| 2 She decides at that moment not to buy something, so she says ... | b I'll give you £3. |
| 3 She decides at that moment to buy something, so she says ... | c I'll leave it. |

2 pronunciation Say phrases a to c. Remember to say I'll /aɪl/.

3 Read the a / b sentences. Answer the questions below.

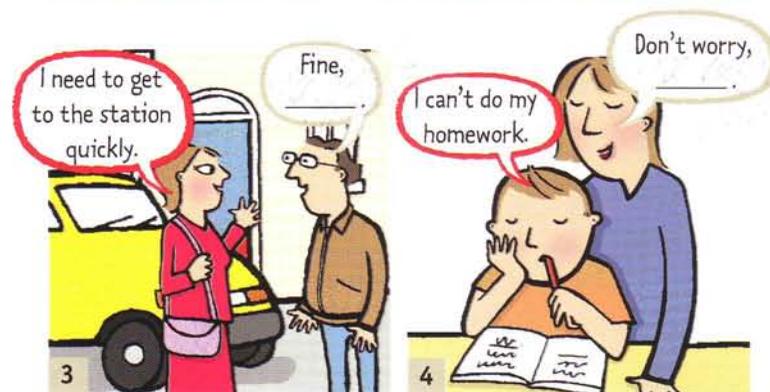
- a Usually he walks to school.
 b It's raining, so I'll take him to school by car.
- a I answer the phone all the time.
 b The phone's ringing. I'll answer it.
- 1 Which form is used in the a sentences? Why?
 2 Which form is used in the b sentences? Why?
 3 Circle the correct answer:

You can use *will* + verb / the present simple when you decide to do something, or offer to do something, at the moment of speaking.

4 Complete the sentences with 'll or nothing (-).

- 1 A I think you need to contact her.
 B Yes, you're right. I _____ e-mail her now.
- 2 A Do you meet her a lot?
 B Yes, I _____ see her every day.
- 3 A Does she reply to all the letters she receives?
 B Yes, but I _____ type them.
- 4 A The boss is busy.
 B OK, I _____ phone her later.

5 Complete the dialogues. Use I'll.



go to language reference and practice exercises p.156

speaking it's your turn!

- 1 You're going to sell three of your things (your book, your pen, etc.). Choose three things and decide a price for each one.
examples my jacket – €80 my pencil – 30 cents
- 2 Try to sell your things to a partner. They should try to get a discount.
example A How much is your jacket?
 B It's €80.
 A €80! That's expensive. I'll give you €50.
 B No, but you can have it for €70.
 A No thanks, I'll leave it. / OK, I'll take it.
- 3 Move around the class. Try to buy things at a discount.
- 4 Tell the class what you bought. Who got the best price?

don't forget!

Use these phrases from this lesson in the extended speaking on p.40.

I like these.

OK, I'll take them.

Have you got these in my size?

Thanks, I'll have a white wine.

wordbooster

clothes

1 Label the pictures. Use the words in the box.

jeans /dʒi:nz/	trainers	top	ring	necklace /'nekləs/
suit /su:t/	skirt /skɜ:t/	socks	shirt /ʃɜ:t/	bracelet /'breislət/
tights /taɪts/	jacket	cap	belt	jumper /'dʒʌmpə/
tie taɪ/	umbrella /ʌm'brelə/		briefcase /'brɪ:fkets/	
high heels /haɪ 'hi:lz/				



2 natural English Complete the sentences, using *wear* or *carry* in the correct form.



natural English *wear* /weə/ / *carry*

The woman in the picture's _____ a jacket.
 She's _____ an umbrella.
 Do you usually _____ glasses / a watch / make-up?
 NOT Do you ~~carry~~ use glasses?
 You _____ a ring on your finger.

3 4.2 Listen and check.

4 Play a guessing game with a partner. Use the vocabulary in the pictures.

example A You wear these on your legs.
 B Jeans?
 A No. They're for women.
 B Tights.
 A That's right. Your turn.

phrasal verbs (1)

1 Match the phrasal verbs to the sentences.

TURN IT OFF	TRY THEM ON	PUT IT DOWN
TAKE IT BACK	HANG IT UP	TURN IT ON
PUT IT ON	PICK THEM UP	TAKE IT OFF

example I don't like this CD. *turn it off*

- 1 What's the first thing I need to do with this computer?
- 2 Oh! This box is incredibly heavy.
- 3 Where shall I put my coat?
- 4 I'm so hot in this jacket!
- 5 Look at those shoes. They're lovely!
- 6 I bought this mobile phone yesterday and it doesn't work.
- 7 I don't want to carry my jumper.
- 8 There are clothes all over the floor.

2 Where do the sounds link?

examples

turn it off

put it down

3 4.3 pronunciation Listen and practise linking the phrases.

4 You can separate these phrasal verbs: you can put an object between the two parts of the verb.

example Take off your jacket. ✓

Take your jacket off. ✓

Take it off. ✓ NOT Take-off-it.

With your partner, replace the pronouns (*it / them*) with the objects in the sentences in exercise 1. Don't write anything.

example turn it off

Turn **the CD** off. / Turn off **the CD**.

go to language reference and practice exercises p.157

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.40.



how to ... buy clothes

lead-in

- Think!** Think about these questions.
Which is your favourite shop in your town? Why?
What do you buy there?
How often do you go there?
When did you last go there, and what did you buy?
What are the shop assistants like?
- Get up and ask three different people.

vocabulary shopping

- Match the questions and answers.
 - What size are you?
 - Could I try these on?
 - Do they fit?
 - Have you got them in a bigger size?
 - What do you think of them?
 - Where do I pay?
 - No, they're too tight.
 - Over there, at the counter.
 - I like them. They look good on you.
 - Yes, the changing room's over there.
 - I'm a 28.
 - Yes, here you are.
- 4.4** Listen and check your answers.
- Look at questions 1 to 6 in **exercise 1**.
 - Which does the shop assistant ask?
 - Which does the customer ask?
 - Why do they use *they*, not *it*?
- pronunciation** Go to the **listening booklet p.14**. Practise the dialogues with a partner. Stress the underlined words.

- natural English** Complete the verbs in the box.

natural English
talking about size



What size _____ you? What size do you _____ ?
It _____ / They _____ the wrong size.
It _____ n't fit.
They _____ a bit long/short.

- Make sentences about the pictures in the **natural English** box.

listen to this

tune in

- 4.5** Jim went shopping.
Listen to the beginning of the story. Tick ✓ the correct answers.



Last week, Jim had to go to

- a job interview a wedding a party

so he went to

- a market a department store a clothes shop

to buy

- a shirt. some new shoes. a suit.

Compare with a partner.

listen carefully

- Read the sentences from Jim's story. With your partner, write a possible word or phrase in each gap.
 - First he tried on a beautiful blue suit, but _____.
 - Then he tried on a grey suit, but _____.
 - The shop assistant was very _____ and brought Jim _____.
 - Jim spent _____ trying them on, and finally he decided _____.
- Listen. Were you right?

listening challenge

- 4.6** Listen. Is the end of the story about:
the suit? the manager? the shop assistant?

listen again with the tapescript, listening booklet p.14

writing

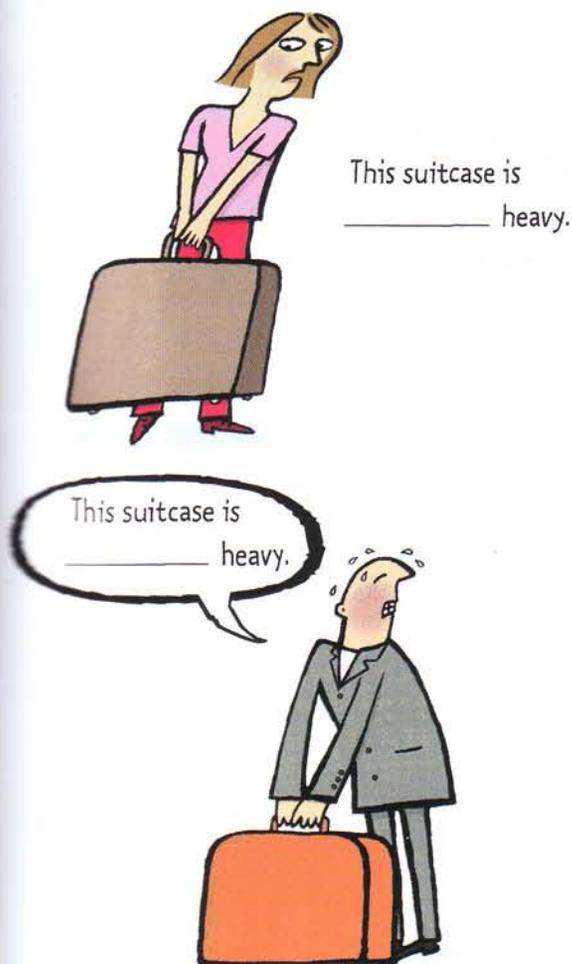
- 1 Look at exercises 1 and 2 in listen to this. Circle the words which link sentences.

example Last week, Jim had to go to a job interview, **(so)** he went ...

- 2 You have two minutes. Close your books and tell Jim's story to your partner.
- 3 Don't open your books. With a partner, write the story, using the link words. Then compare your story with the tapescript (listening booklet p.14).

grammar *too / very, too much / many*

- 1 Put *too* or *very* in the speech bubbles.



- 2 Circle the correct answer.

- I'm not going to buy that shirt – it's **too / very** small for me.
- The flat is **too / very** small, but it's got a really nice view so I'm going to rent it.
- It's **too / very** cold, but at least it's sunny – let's go for a walk.
- We're staying in – it's **too / very** cold to sit in the garden.
- John's **too / very** young to drive – he's only fifteen.
- This table is **too / very** old. It was my great-grandfather's.

- 3 Read the speech bubbles. What are the people talking about? Compare with a partner.

1 It's too expensive and it uses too much petrol.

a car

4 There's too much salt in it, and it smells disgusting.

2 These are no good – they're too long.

5 They're nice, but they're too uncomfortable to wear all day.

3 It's too difficult and complicated to use.

6 There are too many channels.

7 It's too small for all my clothes.

- 4 Write examples from the speech bubbles next to the grammar rules.

RULE	EXAMPLES
1 too + adjective	<u>too expensive</u> , _____, _____
2 too much + uncountable noun	_____, _____
3 too many + countable noun	_____

- 5 Work with a partner. Think of possible problems with these things. Use *too*, *too much / many*.

example a dictionary – too many words, too heavy, too expensive

a dictionary a (night) club a pizza a suitcase a big city
a mobile phone a shirt a hotel a holiday

- 6 Tell another pair. Who thought of the most problems?

go to language reference and practice exercises pp.157–158

don't forget!

Use these phrases from this lesson in the extended speaking on p.40.

Could I try these on?

What size do you take?

They're too tight.

They look good on you.



extended speaking

shoe shop scene

you're going to:

collect ideas

do a shoe survey in your group

invent a conversation

write a conversation in a shoe shop and act it out

act out your conversation

act out your conversation with another pair

listen

listen to English speakers acting out a conversation

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.





collect ideas

- Who wears these things?
– women only? – men and women?
trainers socks tights boots high heels stockings shoes
- Do the shoe survey in groups of four or five.

language reminder

You don't need to repeat questions in conversation:

- A How many pairs of shoes have you got, Jacek?
B Five. **How about you,** Ana?
C I've got about ten.

GROUP SHOE SURVEY

- Who has the most shoes?
- Who doesn't wear sandals in the summer?
- Who wears trainers?
- Who never wears boots?
- Who likes high heels?
- Who wears socks in bed?

- Find a partner from a different group. Compare your answers.



invent a conversation

- With a partner, look at all the pictures. Do you understand the story? If not, ask your partner.
- Invent the conversation with your partner. Write it down.
- Practise it until you can say it without looking.



act out your conversation

- Work with another pair. Act out your conversations. Are they the same or different?



listen

- 4.7** Listen to these people acting out the conversation. Write down three things that are different to your conversation. Check with the tapescript (**listening booklet p.14**).

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

test your vocabulary

From this unit, write down:

- six things you can wear on your feet:
shoes ...
- the missing part in these phrasal verbs:
_____ off your jacket
_____ your shoes on
turn the TV _____
try _____ those trousers
- seven more clothes items:
trousers ...

score 17

gap-fill

Fill the gaps with a suitable word.

- A It's dark in here.
B OK, I _____ turn on the light.
- I got £10 _____ this shirt in the sales.
- What _____ shoes do you take?
- I'd like _____ one over there.

score 4

error correction

Correct the errors.

- There's too many sugar in this coffee.
- That book is too much expensive.
- These shoes are no good. It's too small.
- A Is there someone at the door?
B Yes, I answer it.

score 4

total score 25

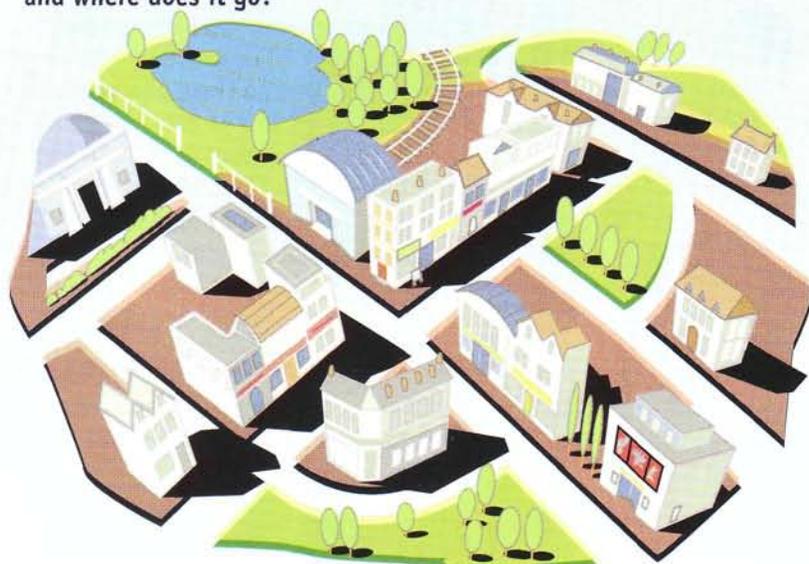
Look back at the unit contents on p.34. Tick ✓ the language you can use confidently.

➤ For more practice, go to the review on p.43.

three review

vocabulary prepositions

- 1 There is one preposition missing in each line of the text. What is it, and where does it go?



Most of my friends live \sphericalangle the edge of town, 1 on
 but I live right the centre. It's only a small 2 _____
 place but very nice. The flat is next the main 3 _____
 railway station and very to a park with a big 4 _____
 lake. But the best thing it is that I have lots 5 _____
 of very good shops me, and some nice places 6 _____
 to eat just the corner. There's also a big new 7 _____
 cinema the end of the road. In fact, I've got 8 _____
 everything I need within five minutes foot. 9 _____

- 2 Read your corrected text to a partner. Do they agree?

grammar present perfect and past simple

Work with a partner. Ask questions to get the answers in the box. Each answer must be **true**.

- example A Have you ever been to France?
 B Yes, many times.
 A Right, that's no good. Have you been to China?
 B No, never.
 A OK. That's one.

no, never	yes, last week	yes, once
no, I didn't	no, I haven't	yes, last night
yes, I have	yes, a few times	yes, I did

Which pair got the most true answers?

vocabulary & natural English

- 1  R3.1 natural English Listen and complete the sentences.



natural English ways of defining

Use these phrases to define or explain words / phrases.

It's the opposite of _____.

It's the place where _____.

It's another way of saying _____.

- 2 Practise the sentences. What's the answer for each one?
- 3 Work with a partner. You're going to play a definitions game. As go to p.148. Bs go to p.143.



natural English

- 1 Fill the gaps.

- 1 Barcelona is a beautiful _____ to live.
 2 A How _____ is the city centre from here?
 B It's a long _____.
 3 The worst _____ about my country is the terrible weather.
 4 A Shall we take the bus?
 B No, it's only a five-minute _____.
 5 A How long does it _____?
 B About ten minutes.
 6 I've been there a _____ of times.

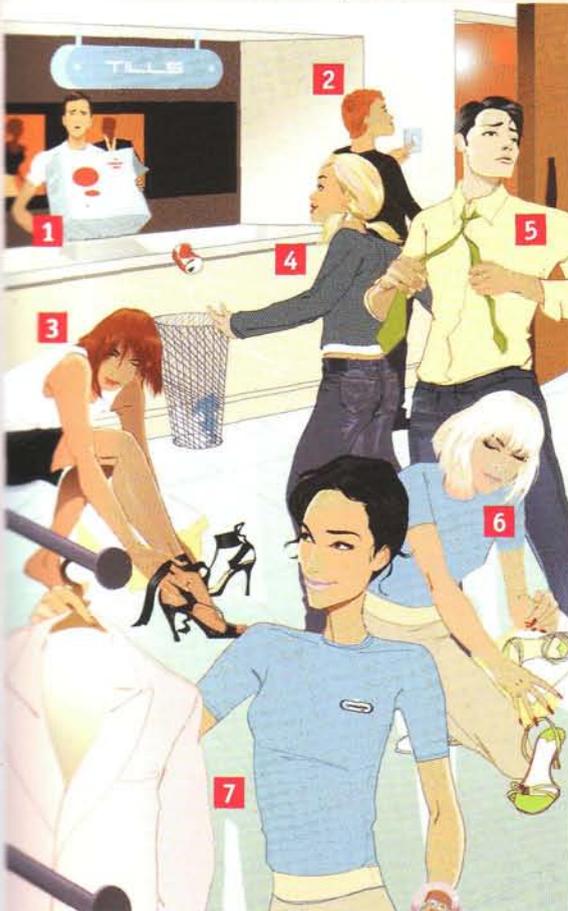
- 2 Check your answers using the natural English boxes in unit three.

four review

vocabulary phrasal verbs

- 1 With a partner, find these phrasal verbs in the picture.

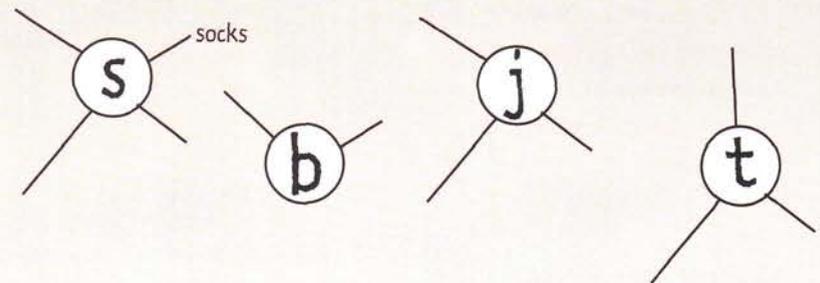
hang sth up put sth down take sth off
pick sth up try sth on
throw sth away turn sth on



- 2 You have two minutes. Write sentences about the picture.
example A woman is trying on a pair of shoes.
Who wrote the most sentences?
- 3 Shut your book. What can you remember? Tell your partner.

vocabulary clothes

- 1 With a partner, complete the diagrams with things you can wear.



- 2 Check your answers on p.37.
- 3 Describe what someone in the class is wearing. Your partner has to guess who you are describing.

grammar too / very, too much / many

- 1 Work with a partner. You are going to study English in Canada this summer. Give your opinion of the courses below, using *too*, *very*, *too much*, or *too many*.

example Course 1 is too expensive and ...

ENGLISH LANGUAGE COURSES

	length	hours a week	students in a class	homework	cost
course 1	2 weeks	30	6	every night	\$4000
course 2	3 weeks	25	8	3 times a week	\$1200
course 3	4 weeks	15	15	5 times a week	\$2500
course 4	8 weeks	15	20	once a week	\$1000

- 2 Which is the best course for you? Compare with your partner.



natural English

- 1 Fill each gap with one word.

- 1 _____ one would you like?
2 I usually _____ glasses for reading.
3 A What _____ are you?
B Extra large.
4 I can't buy this - it's the _____ size.
5 They're a _____ big.

- 2 Check your answers using the natural English boxes in unit four.

five

tick ✓ when you know this

natural English

- How do you spell ...?
- asking for permission
- what / when you like
- saying if things are true
- giving instructions / advice

grammar

- can / can't, have to / don't have to
- had to / didn't have to / did you have to ...?

vocabulary

- study centre
- verb + noun collocation
- school and university



life with

in groups ...

- 1 Think of three words that are difficult to spell/write in English. Say your words to your group. Can they spell them?

reading for fun

- 2 Read the cartoon.
- 3 When you were a child, who helped you with your homework? Did you help anyone?
- 4  5.1 Listen and follow the cartoon.
- 5  5.2 **natural English** Listen and repeat.



natural English

How do you spell ...?

I don't know how to spell giraffe.
How do you  spell it?
You spell it with double F.



- 6 With a partner, ask each other how to spell these words.
example A How do you spell 'bicycle'?
B B-I-C-Y-C-L-E.



glossary

hit (v) Agrippine hits Byron in picture 6

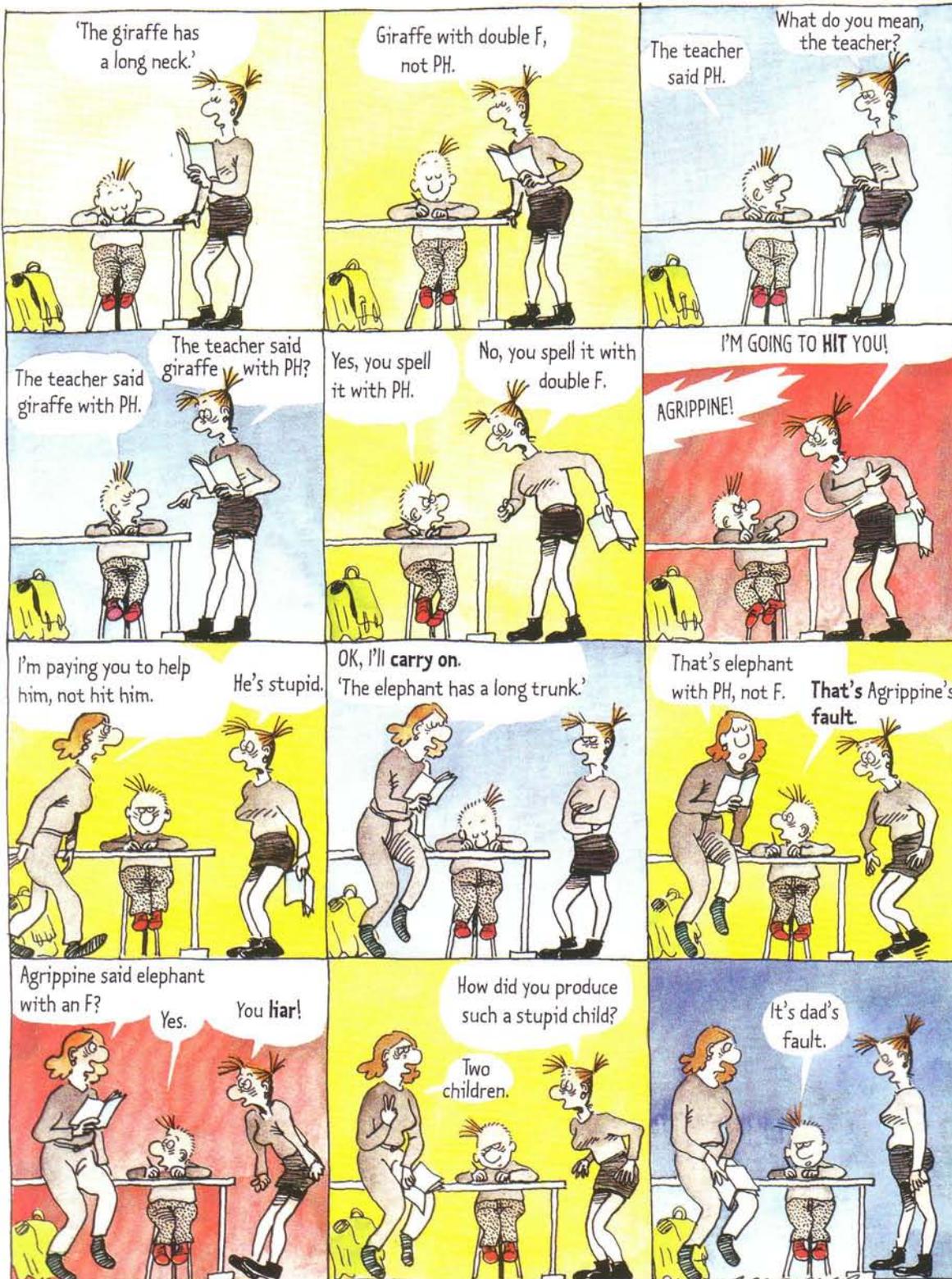
carry on (v) continue

it's (his) fault (n) /fɔ:lt/ (he) is responsible for something bad

liar (n) /'li:ə/ someone who says things that they know are not true

learning

spelling



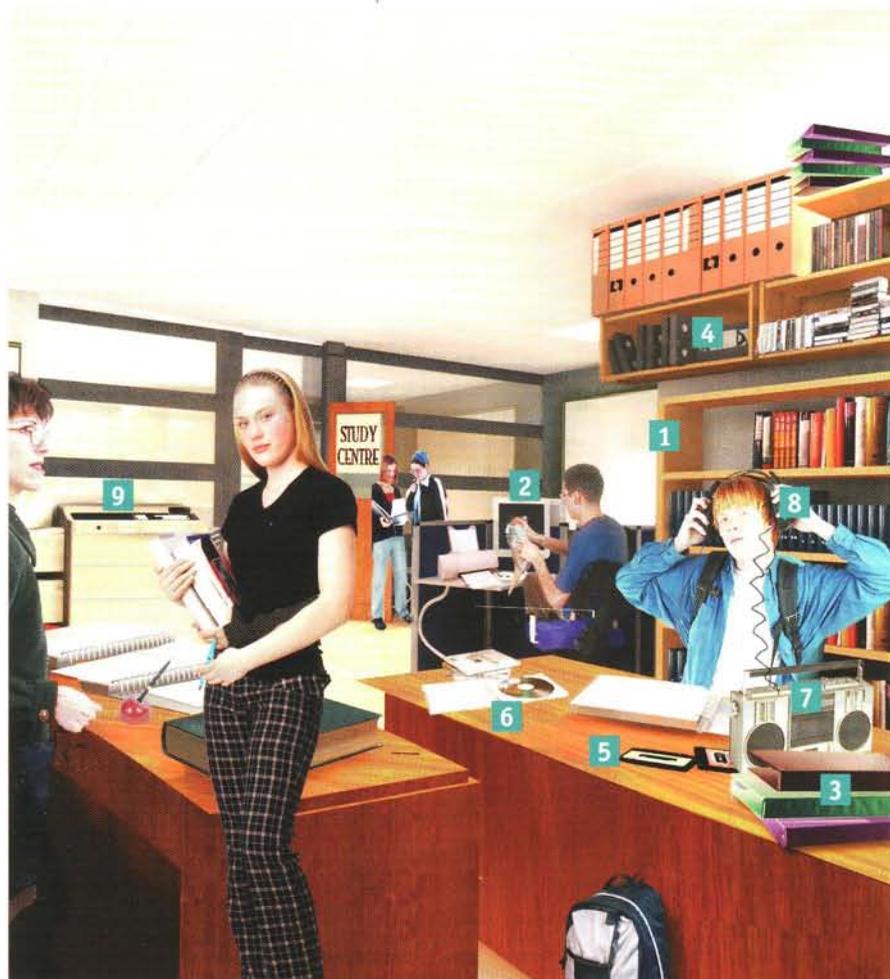
listening

how to ... use a study centre

vocabulary study centre

- 1 Look at the picture for a minute. Then shut your book and tell a partner what you can remember.

example There's a computer in the room.



- 2 Together, label 1–9 in the picture.

- 3 **5.3** Listen and check your answers.

- 4 **pronunciation** Underline the stress.

example computer

Listen again to check. Practise saying the words.

- 5 Tell your partner which things you've got at home. Use the phrases below.

I've got ... (a computer) I haven't got ... I'd like to have ...

listen to this

tune in



- 1 These students are studying Italian. Their teacher is going to explain how to use the study centre. What do you think she will say? Tell your partner.

example You can use the photocopier.

- 2 **5.4** Listen. Which part of the study centre does she talk about first?

listen carefully

- 3 Read the sentences below, then listen to the whole conversation. Write T (true) or F (false).

- 1 You can use the vocabulary practice books in the study centre.
- 2 You can't take the grammar books home.
- 3 You can take dictionaries home.
- 4 You can borrow three books.
- 5 You can't use the printer.
- 6 Photocopies are free.

listening challenge

- 4 **5.5** With a partner, write three more questions about the study centre. Listen. Are your questions the same as the ones on the recording?

listen again with the tapescript, listening booklet p.16

5 Discuss these questions in small groups.

Do you have a study centre in your school?

If yes ...

What do you like about it?

How is it different from the one on p.46?

Do you use it? What do you like doing there?

If no ...

What do you like about the study centre on p.46?

What would you like to do in a study centre?

Which of the things can you do at home too?

6 **5.6 natural English** Listen and repeat – copy the intonation.



natural English asking for permission

Can we borrow the cassettes?

Yes, of course.

Is it OK if I use the printer?

Yeah, no problem.

Can we take the dictionaries home?

No, I'm sorry, you can't.

7 With your partner, ask and answer about the things in the study centre picture. Use the language in the **natural English** box.

example A Can we use the photocopier?

B Yes, no problem.

grammar can/can't, have to/don't have to

1 Look at these sentences. Then complete the table.

You can /kən/ borrow most of the books.

You can't /kən(t)/ take the dictionaries home.

You have to /'hæftə/ write your name in the book at the desk.

You don't have to /dɒn(t) 'hæftə/ pay to use the printer.

Can often means 'it's possible/it's permitted'.

Can't means _____.

example You _____ (borrow) most of the books, but you _____ (not/borrow) the dictionaries.

Have to means 'it's necessary/you need to'.

Don't have to means _____.

example You _____ (not/pay) to use the computers, but you _____ (pay) for photocopies.

2 **pronunciation** Practise saying the sentences in exercise 1.

3 **Underline** the true answers for your class.

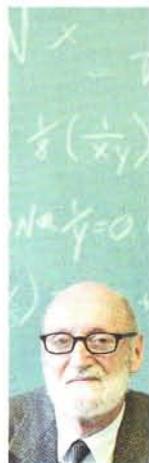
- 1 We can / can't smoke in the classroom.
- 2 We have to / don't have to speak English most of the time in class.
- 3 We can / can't use dictionaries in class.
- 4 We have to / don't have to sit in the same place every lesson.
- 5 We have to / don't have to do homework three times a week.
- 6 We can / can't speak in our own language in class.
- 7 We can / can't bring drinks into the classroom.
- 8 We have to / don't have to do a test every month.

4 **Think!** What do teachers and students have to do? Complete the table like this:

✓ = they have to do it
X = they don't have to do it

TEACHERS

STUDENTS



- do homework
- correct homework
- prepare lessons
- study grammar
- answer students' questions
- learn vocabulary
- listen carefully
- explain grammar
- teach pronunciation
- practise pronunciation



5 Work in small groups. Say what you think, like this:

- A Teachers don't have to do homework.
- B That's true. But students have to do homework.
- A Yes, that's right.

grammar *had to / didn't have to / did you have to ...?*

1 Complete this table with your partner.

present tense	past tense	examples
<i>have to / has to</i>	_____	We _____ do a lot of homework last night.
<i>don't have to</i>	_____	I _____ go to school last week - I was on holiday.
<i>Do you have to ...?</i>	_____?	_____ go to the meeting yesterday?

2 Correct the errors.

- 1 She have to go to the dentist yesterday.
- 2 Did you had to work on Saturday?
- 3 I hadn't to pay for the book; it was free.
- 4 We didn't had to take an exam before the course.
- 5 Did you have to asked your teacher to help you?

3 Are these sentences true for you? If not, make them true.

example When I was twelve, I had to study German. French
I didn't have to study German.

When I was twelve,

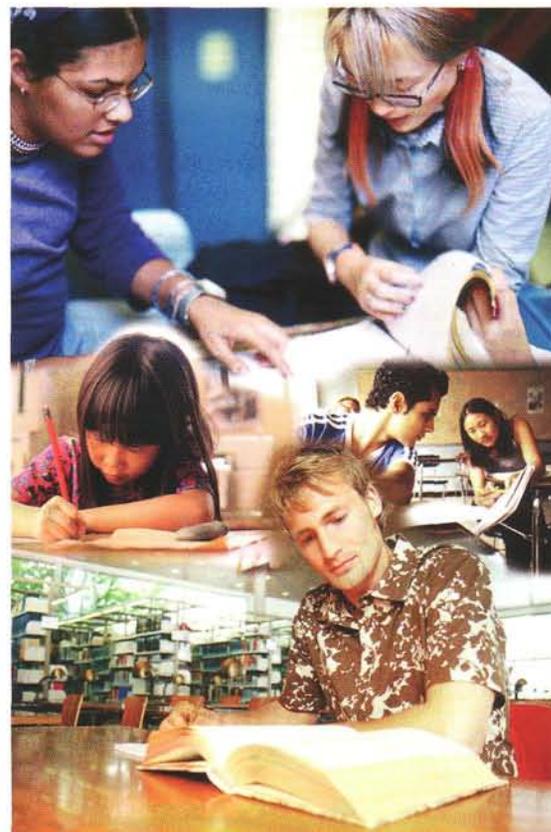
- 1 ... I had to study German.
 - 2 ... I didn't have to do homework.
 - 3 ... I had to walk to school.
 - 4 ... I didn't have to go to school on Friday afternoons.
 - 5 ... I had to go to bed before 9.00.
 - 6 ... I had to eat with my family.
 - 7 ... I didn't have to do sport at school.
- 4 Find a new partner. Ask them questions, like this:
- A Did you have to study German?
B Yes, I did. / No, I had to study French.

go to language reference and practice exercises pp.158-159

speaking it's your turn!

1 **Think!** Think about these questions. Don't write.

HOW DO YOU STUDY?



- 1 At the moment, you're studying English. Are you studying any other subjects? If so, what and where?
- 2 Do you like studying alone? Or do you prefer to study with other people?
- 3 Where do you like studying, and why? (at home? in an office? outside?)
- 4 Do you study a) because you want to? b) because you have to?
- 5 When in your life did you have to study a lot? Why?

2 Compare your answers in small groups.

don't forget!

Use these phrases from this lesson in the extended speaking on p.52.

You can't study ...

You don't have to learn ...

You have to go ...

I had to wear ...

wordbooster

verb + noun collocation

Match the verbs on the left with the correct noun on the right. More than one answer may be possible.

a club ^{school}
 an exam
 to school
 a lesson
 for an exam
 a uniform /juːnɪfɔːm/
 progress
 an exam

take
 go
 wear
 leave
 join
 miss
 pass or fail
 make
 revise

Take an exam

test your partner

- Join?



- That's right.



- Join a club.

language reminder

Remember that we don't say *the* in these expressions:

I'm going to school/university. (= to study) NOT go to ~~the~~ school/university

BUT I'm going to a concert at the school/university. (= at the building)

I left school at 18. (= I finished my studies.)

I met him at school/university. (= when I was a student)

school and university

1 Put these places in the order you go to them.

secondary school primary school
college / university nursery school

2 **pronunciation** Underline the stress in each word. Practise saying the words.

example nurse^{ry} school

3 Correct the errors, using the words in the box. You don't need all the words.

at in on the it
to old age until are

- In my country, most children go in state schools, which are free.
 - You go to secondary school when you have eleven years.
 - You go to primary school with the age of five.
 - Sometimes you can wear what you like. It depends of the school.
 - People don't usually go to university by they are eighteen.
 - Most students study English, but depends.
- 4 Read your corrected sentences to a partner. Are they the same?
- 5 5.7 natural English Listen and complete the sentences.



natural English what / when you like

At university, you _____ what you like (= wear anything) and you _____ what you like.

On holiday, you _____ when you like and you _____ when you like.

- 6 **pronunciation** Go to the listening booklet p.18. Practise the sentences, stressing the underlined words.
- 7 With your partner, think of five good things about the weekend, using the natural English phrases.
example You can get up when you like.

don't forget!

Use the vocabulary from this wordbooster in the **extended speaking** on p.52.



reading

taking exams

lead-in

1 Think! Read the questions.

- 1 What was the last exam you took?
 - 2 What was it like?
 - 3 Did you pass?
- Tell a partner.

2 natural English Listen. Do you hear the words in (brackets)?



natural English saying if things are true

'Exams are a good thing.'
 (I think) **that's (usually) true.** NOT ~~For me is true.~~
 I'm **not sure (about that).** NOT ~~I don't sure.~~
 I **don't think that's (usually) true.**
 (I'm sure) **that's not true.**
 It **depends.** NOT ~~it's depend~~

3 pronunciation Listen again and repeat. Remember the contractions, e.g. *that's*.

4 Think! Are these statements true or false?

EXAMS IN YOUR COUNTRY

- 1 You can write your answers in pencil.
 - 2 You have to take your identity card to the exam.
 - 3 You can use dictionaries in an exam.
 - 4 You have to wait until the end of the exam before you can leave the room.
 - 5 You can take food and drink into the exam room.
 - 6 You can't revise for an oral (= spoken) exam.
- 5 Compare your ideas with a partner. Use the **natural English** phrases.

read on

1 Look at the pictures. What's happening in each one?

language reminder

Use the **present continuous** to describe what's happening in a picture.

example I think **he's revising** for an exam.

2 Read the article. In which pictures is the student doing the right things? In the other pictures, what is he doing wrong?



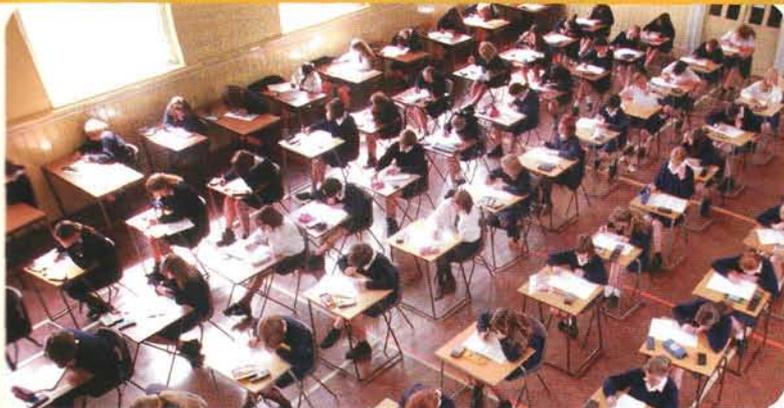
3 Cover the article. Match 1 to 6 with a to f.

- | | |
|---------------------------|--------------------------------------|
| 1 It's not a good idea to | a before you go to the exam. |
| 2 Read all the questions | b don't look at the other students. |
| 3 It's a good idea to | c answer a difficult question first. |
| 4 Have a good breakfast | d finish ten minutes before the end. |
| 5 On the day of the exam, | e before you start writing. |
| 6 In the exam room, | f don't arrive too early. |

4 Think! Choose the three most important pieces of advice, and one or two you don't think are important.

5 Compare in groups. Agree on the three most important pieces of advice. Do you have any other advice?

HOW TO DO WELL IN EXAMS



- ✓ Before an exam, revision is very important. The reason is that when you get nearer to the exam, it's easier to remember important information. But don't do too much; sleep, exercise, and relaxation are also very important.
- ✓ A good daily **routine** can help you through an exam period, so in the days before an exam, try to get up quite early and be ready to work by nine o'clock, because that is when exams often start.
- ✓ On the day of the exam, have a good breakfast, and **pack** two of everything you need: two pens, two pencils, two rubbers, etc. Arrive at the exam room in good time, but not too early, because seeing other people looking nervous can make you feel more nervous.
- ✓ In the exam room, sit down, close your eyes, **breathe** deeply, and try to relax.
- ✓ When you look at the test paper, spend a short period reading all the instructions and questions. Decide which questions you want to answer, and how much time to spend on each one.
- ✓ Answer your best question first, because this will give you more **confidence**. Always make a plan of the important points before you write your complete answer.
- ✓ It's a good idea to finish ten minutes before the end of the exam, to give you time to go back and check your answers.
- ✓ Remember to write clearly.
- ✓ Don't look at the people around you, or at the clock. If you need something to look at, choose something in the room, such as the window.
- ✓ When you finish the exam, don't wait around afterwards to talk about it. Go away and have a rest, and then prepare for your next exam.

writing

- 1 **natural English** Complete the sentences with a word or phrase. Use the article to help you.



natural English giving instructions / advice

- _____ write clearly.
 _____ look at the people around you.
 _____ make a plan before you write.
 _____ finish ten minutes before the end.

- 2 With a partner, write instructions for one of these topics. Use all the phrases you wrote in the **natural English** box.

- | | |
|-----------------|---------------------------|
| buying clothes | going for a job interview |
| cooking pasta | buying a car or bicycle |
| learning to ski | improving your English |
| buying a dog | <i>your own topic</i> |

Buying clothes

- Always take your credit card with you.
- It's a good idea to try something on before you buy it.
- Don't spend too much!
- Remember to ...

- 3 Look at another pair's instructions. Add one more instruction to their list.

glossary

- routine** (n) /ru:'ti:n/ doing the same things again and again
pack (v) put things into a bag or suitcase
breathe (v) /bri:'ð/ You breathe air in through your nose or mouth.
confidence (n) /'kɒnfɪdəns/ If you have confidence, you believe you can do things well.

don't forget!

Use these phrases from this lesson in the extended speaking on p.52.

That's true.

I'm not sure.

I don't think that's true.

It depends.



extended speaking

education

you're going to:

collect ideas

read statements about schools in your country

listen

listen to people talking about school

discussion

talk about school

prepare a survey

write true/false statements about school/university

interview other people

use your survey to interview other students

but first ...

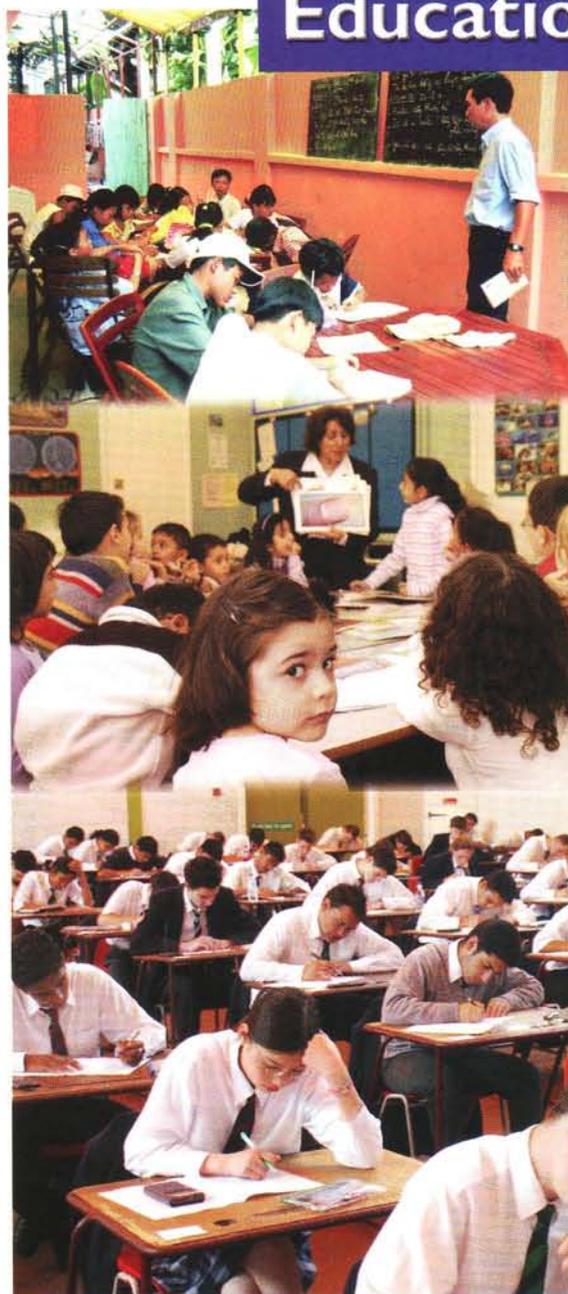
Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

1 **Think!** Read these statements. Write answers for your country, using these phrases.

that's (generally) true / I'm not sure / I don't think that's true / that's not true / it depends



Education in my country

- 1 You can't go to primary school until you're six.
That's not true.
- 2 You have to learn English now in most primary schools.
- 3 You don't have to wear a uniform at primary school.
- 4 You can't leave secondary school until you're 16.
- 5 At secondary school you can wear what you like.
- 6 You can't study more than two foreign languages at school.
- 7 You don't have to go to school near your home.
- 8 You have to go to school on Saturday.
- 9 You don't have to go to school. You can learn at home.
- 10 You can call your teachers by their first names.
- 11 You don't have to do final exams when you leave school.
- 12 You have to pass an English exam before you go to university.

 **listen**

- 2  Listen to Julia and Seema talking about schools in Britain. Which statements in the questionnaire are they talking about?
- 3 Listen again. Do they agree with each other about each statement?


 **discussion**

- 4 Work in small groups. Which of your answers in **exercise 1** are the same? Explain why the others are different.
- example* A You can't go to primary school until you're six. I think that's true.
B No, I don't think that's true. My cousin went to primary school when she was four ...
- 5 Choose three true statements. Are they a good thing or a bad thing? Tell your group.

 **prepare a survey**

- 6 You're going to write a TRUE / FALSE survey. With a partner, write sentences using the ideas below – remember to make some sentences true and some false.

UNIVERSITIES/SCHOOLS IN OUR COUNTRY

At school / university in our country, you have to ...

You don't have to ...

You can / can't ...

In the past, you had to ...

The best thing about school / university is ...

The worst thing about school / university is ...

 **interview other people**

- 7 Go around the class and interview at least two other pairs. They must decide if your sentences are true or false.

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

test your vocabulary

From this unit:

- write down four more things you can find in a study centre, e.g. *computer ...*
- match these verbs and nouns:
verbs *wear, leave, join, miss, pass*
nouns *a lesson, a club, an exam, school, a uniform*
- write down the names of schools that children go to at age 3, 5, and 11

score 12

gap-fill

Fill the gaps with the correct word.

- You can wear _____ you like.
- When I was a child, I _____ to go to bed very early.
- In an exam, it's a good _____ to plan your answers.
- A How do you _____ accommodation?
B A-C-C-O-M-M-O-D-A-T-I-O-N.

score 4

error correction

Correct the errors.

- I have to work in the evening but I haven't to work at the weekend.
- A Madrid is the capital of Spain.
B Is true.
- She's going to the university next year.
- A Do you drink a lot of coffee?
B It's depend.

score 4

total score 20

Look back at the unit contents on p.44. Tick ✓ the language you can use confidently.

For more practice, go to the review on p.62.

six

tick ✓ when you know this

natural English

- a bit (of)
- guessing
- what sort/kind of ...?
- vague language: *around, about, or so*

grammar

- superlative adjectives
- comparative adjectives
- will, be going to, might* for prediction

vocabulary

- parts of a country
- weather conditions
- climate and temperature



listening

how to ... compare things

vocabulary parts of a country

1 Look at the map in groups. Can you name the countries around Germany?

2 **Think!** Where / What are places A to I?

example A is on the north-west coast.

in the south-west /*sauθ west*/ in the centre in the mountains /*maʊntənz*/
 in the south-east on the north-west coast /*kəʊst*/ on the north-east coast
 on the border /*'bɔ:də*/ the capital /*'kæptl*/ an island /*'aɪlənd*/ off the coast

3 Compare with a partner. Practise saying the phrases.

4 **Think of a place in your country.** Your partner has to guess the place.

example A Is it in the west?

B No, it isn't. It's in the north.

A Is it on the coast?

B Yes, it is ...

go to language reference and practice exercises p.160



the world around us

grammar superlative adjectives

1 Write the first six superlatives in the table next to the rules below.

Which is		area	in your country?
	the cheapest		
	the most expensive	town	
	the wettest	city	
	the driest	place	
	the most boring		
	the best		
	the _____ (industrial)		
	the _____ (dangerous)		
	the _____ (flat)		
	the _____ (cold)		
	the _____ (cosmopolitan)		
	the _____ (lively)		
	the _____ (agricultural)		

SUPERLATIVE ADJECTIVES

<i>the + adjective + est</i>	<i>the longest, _____</i>
<i>the + adjective + iest</i>	<i>the busiest (NOT the-busiest), _____</i>
<i>the + adjective + double letter + est</i>	<i>the hottest (NOT the-hotest) _____</i>
<i>the + most + adjective</i>	<i>the most interesting, the most relaxed, _____, _____</i>
<i>the + irregular adjective</i>	<i>the worst, _____</i>

2 Answer the questions with a partner.

- Why do we say *the cheapest*, and not *the most cheap*?
- Why do we say *the most expensive*, and not *the-expensivest*?
- Why do we say *the wettest*, and not *the-wetest*?
- Why do we say *the driest*, and not *the-dryest*?

3 Complete the other superlatives in the table.

4 Using the table to help you, ask your partner about their country.

- example* A Which is the wettest place (in your country)?
B Generally, I think the north-east is the wettest.

listen to this

tune in

1  6.1 Trude is talking about Germany. Listen and complete.

... the north is more _____ ...
... cities like Hamburg, Berlin ... are more _____ ...
The south is more rural and more _____ ...



listen carefully

2 Listen to the whole conversation. Tick ✓ the correct column.

	the south	the north
more agricultural	<input type="checkbox"/>	<input type="checkbox"/>
smaller cities	<input type="checkbox"/>	<input type="checkbox"/>
wetter	<input type="checkbox"/>	<input type="checkbox"/>
hotter in the summer	<input type="checkbox"/>	<input type="checkbox"/>
colder in the winter	<input type="checkbox"/>	<input type="checkbox"/>
flatter	<input type="checkbox"/>	<input type="checkbox"/>
more dramatic countryside	<input type="checkbox"/>	<input type="checkbox"/>
livelier people	<input type="checkbox"/>	<input type="checkbox"/>
more relaxed people	<input type="checkbox"/>	<input type="checkbox"/>

Listen again if necessary.

listening challenge

3  6.2 Lynne is talking about England. Listen. What does she say about these things in the north?

- the weather
- the people
- the cost of living



listen again with the tapescript, listening booklet p.20

grammar comparative adjectives

1 Look at these examples of comparative forms.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
long	longer (than)	the longest
busy	busier (than)	the busiest
hot	hotter (than)	the hottest
interesting	more interesting (than)	the most interesting
bad	worse (than)	the worst

2 With a partner, say the comparative forms of these adjectives. Use the examples in **listen to this, exercise 2** to help you.

attractive	busy	noisy	good	young	expensive
interesting	boring	smart	thin	friendly	beautiful
peaceful	bad	fast	easy	crowded	dangerous
modern	big	serious	comfortable		

3 With your partner, choose one pair of pictures on the right. Write down at least six sentences about them. Notice we use *than* in comparative sentences.

example Bill is older than Joe. He looks more ...
Cities are more crowded than villages.

4 Find a new partner who chose the other pictures. They must try to guess your sentences.

go to **language reference and practice exercises pp.160–161**

speaking it's your turn!

- 1 Find a new partner. Choose two towns / cities / areas which are very different.
- 2 **Think!** Alone, think about the differences between the two places. Use the topics in the box.

size	the weather	the cost of living	crime
the people	entertainment	the environment	the food
transport	the buildings		

3 With your partner, talk about the two places using comparatives. Try to find ten differences.

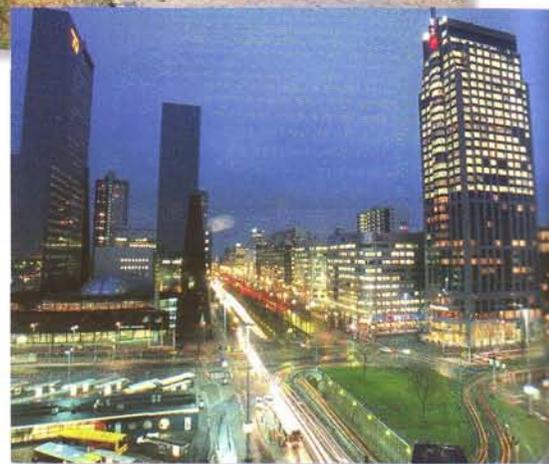
example A Prague's bigger than Ostrava.
B Yes, that's true.



Bill



Joe



don't forget!

Use these phrases from this lesson in the extended speaking on p.60.

It's the warmest day this year.

In general, ...

In the south-west, ...

It's drier in the centre of the country.

wordbooster

weather conditions

- 1 Complete the sentences. Use a noun, an adjective, or a verb.



example

There'll be some sunshine today.
It'll be sunny today.



1 There'll be a lot of _____ tonight.
It'll be _____ tonight.



2 There'll be some _____ tomorrow.
It'll be _____ tomorrow.



3 There might be some _____ this evening.
It might be _____ this evening.



4 There'll be some _____ tomorrow.
It'll _____ tomorrow.



5 There'll be a lot of _____ tonight.
It'll _____ tonight.

- 2 **6.3** Listen and check your answers.
Notice the pronunciation of *there'll* /ðeərəl/ and *it'll* /ɪtl/.

- 3 **pronunciation** Practise saying the sentences with a partner.

climate and temperature

- 1 Fill the gaps with words from the box.

temperature /ˈtemprətʃə/	dry	rise (v) /raɪz/
showers /ˈʃaʊəz/	fall (v)	thunder
heavy	icy /aɪsi/	degrees /dɪ'grɪz/

It might be a bit wet with a few ¹ _____ tomorrow morning, but the afternoon will be ² _____ and sunny. The ³ _____ will rise to 15 degrees, but it will then ⁴ _____ in the evening to about 8 degrees.



There's going to be ⁶ _____ rain in the south.

Some areas might have a bit of ⁵ _____ and lightning in the evening, with more storms later.

It was minus five ⁷ _____ last night, so the roads are ⁸ _____, but the temperature will ⁹ _____ this morning.

- 2 **natural English** Complete the gaps with these words.

rain time colder cloudy



natural English a bit (of) ...

In spoken English you can often use *a bit* (= *a little*):

- before negative adjectives
- before all comparative adjectives

We use **a bit of** before nouns.

It's **a bit** _____, but quite warm.

It's sunny, but we might have **a bit of** _____ later.

It's a bit _____ than yesterday.

We've still got **a bit of** _____ before the bank closes.

(NOT It's a bit warm today. SAY It's quite warm today.)

- 3 **Are these correct? If not, change them.**

- 1 It's a bit nice today.
- 2 It's a bit hot than yesterday.
- 3 There's going to be a bit of sunny later.

don't forget!

Use the vocabulary in this wordbooster in the **extended speaking** on p.60.



reading

looking ahead

lead-in

- 1 What animal is this? Tell a partner.



- 2 **6.4** **natural English** Listen. How is *might* pronounced?



natural English guessing

What's this?

I'm not sure. It **might** be a cat.

(= It's possible it's a cat.)

I've no idea. (= I don't know.)

- 3 **pronunciation** Go to the **listening booklet** p.20. Repeat the dialogue, stressing the underlined words.
- 4 Work with a partner. Use the language in the **natural English** box to talk about the children's pictures in the article.

read on

- 1 Read the first paragraph of the article. Tick ✓ the best answer.
The article is about:
- children's lives in the future.
 - children's ideas about the future.
- 2 Read the article. Match pictures 1 to 7 with the speakers.
- 3 **Think!** For each section, which is the best answer, and why?
example In question A, I think (Lucy's) answer is the funniest / the most intelligent / the most interesting.
- 4 Compare your answers in small groups.

glossary

wheel (n) /wi:l/

rock (n)

vet (n) a doctor for animals



The tomorrow people

Do children have a more positive and imaginative view of the future than adults? We will soon find out in a new TV programme. A large group of seven-year-olds are being interviewed to see what they think the future will be like. What kind of cars will people drive? What kind of hairstyles will they have?

And what kind of future do they want? We asked our own group of seven-year-olds what they thought.

A Where do you think people will go on holiday?

Sheikha: Somewhere like Greece or the Canary Islands

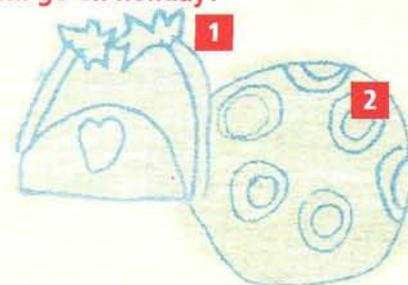
Chloe: Egypt

Lucy: I think they'll go to the moon.

Henry: China, to see the Great Wall

Emily: Chocolate land – that's where I want to go.

Meg: Disneyland



B Where do you think people will live? What will the house of the future look like?

Chloe: See-through circular house

Katie: A big white palace or a house on **wheels**

Henry: A house under the sea

Molly: I think people will live on the moon.

Carmen: On the grass or in a boat

Ellie: Every house will have a roof terrace.



C What sort of food will people eat?

George: We will eat **rock** and blue pizza.

Sheikha: Vegetables and fruit.

Children will eat sweets.

Chloe: Space food

Henry: Cooked food

Amber: Chinese food

Ellie: Bread and vegetables and fruit with a new kind of vitamin



D What kind of job will you have?

Katie: A gymnast

Chloe: A **vet**

Sarai: Bank manager

Ewan: I will be a footballer. I will play for Scotland.

Shaaib: I will be a cleaner.

Ellie: A pop star, then

I'll be rich and famous.

George: Rocket maker

Emily: Limousine seller

- 5 **6.5** natural English Listen and complete the questions.

natural English
what sort / kind of ...?

1 What sort of _____ ?
2 What kind of _____ ?
3 What kind of _____ ?
4 What sort of _____ ?

- 6 **pronunciation** Listen again and repeat. Notice how *What sort of* /wɒ(t) sɔ:təv/ and *What kind of* /wɒ(t) kɑ:ndəv/ are pronounced.
- 7 Ask a partner what sort / kind of food and drink they like best.

grammar will, be going to, might for prediction

- 1 Complete the example below each rule.

When you 'predict', you say what you think will happen in the future.

In English, you can use **will** (or 'll) + verb, or **be going to** + verb.

- 1 I think people _____ (live) on the moon.
or I think people _____ (live) on the moon.

In the negative, you usually use **won't** + verb.

- 2 She's sure she _____ (not pass) her exam.

In the negative, you can also say **I don't think it will happen** (more natural than *I think it won't happen*).

- 3 He doesn't think he _____ (be) late.

If you are about 75% sure, you use **will probably** + verb.

- 4 We _____ (probably stay) at home this evening.

If something is possible (about 50% sure), you often use **might** /maɪt/ + verb.

- 5 My sister _____ (come) and see me this weekend.

- 2 Compare with a partner.
- 3 With a partner, correct any incorrect / unnatural sentences.
- I think Milan will to win the game tomorrow.
 - She thinks they're going to pay her more money.
 - He'll finish probably soon.
 - I think they won't like the film; it's very sad.
 - I might pass my exam, but I'm not really sure.

- 4 Match the sentence halves.

- Twenty years from now, there will be
 - I think cars will be
 - I don't think the weather will get
 - Children will probably learn
 - Twenty years from now, everyone will work
- a safer twenty years from now.
b everything from computers.
c more bicycles than cars.
d colder in the next 20 years.
e until they are 75.

Do you agree with the predictions? Why / Why not? Tell a partner.

go to language reference and practice exercises p.162

speaking it's your turn!

- 1 **Think!** Choose three questions from the article. Make your own predictions, using *will (probably), be going to, or might*.
- examples* I think we'll probably eat organic food in the future.
I might be a businessman five years from now.
- 2 Compare your answers in small groups.
- 3 **6.6** Listen to adults answering similar questions. Which questions do they talk about?
- 4 Listen again. What do they say about these things?
- home
 - glass
 - the population
 - men and women
- 5 Do you prefer the children's answers, or the adults' answers?

don't forget!

Use these phrases from this lesson in the extended speaking on p.60.

It will probably ...

It might ...

I don't think it will ...

It won't ...



extended speaking

a weather forecast

you're going to:

collect ideas

talk about recent weather; listen to a weather forecast

plan a weather forecast

decide on the weather for tonight and tomorrow

write the forecast

write your forecast together

present the forecast

practise with a partner, then present it to another pair

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

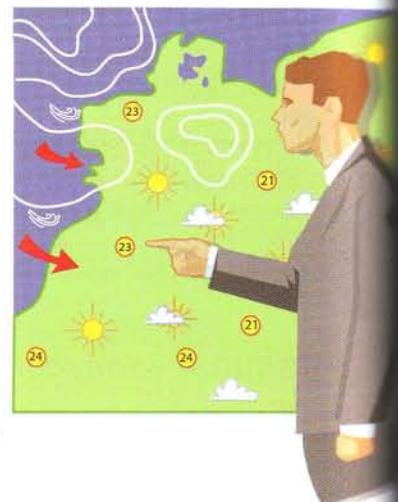
1 Think!

- 1 What was the weather like last week?
- 2 What was the weather like yesterday?
- 3 Was it the same in other parts of the country?
- 4 What was the weather like when you got up this morning?

2 Compare in small groups.

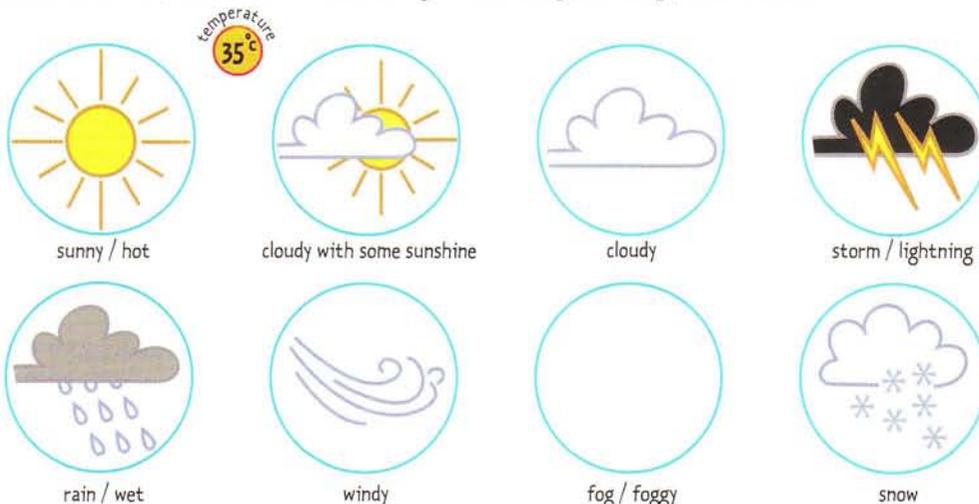
3 **6.7** Listen to the weather forecast. Circle the best answers.

- 1 Tonight, you'll need an umbrella in the north / the south.
- 2 Tonight, it'll be warmer in the north / the south.
- 3 Tomorrow, it's going to be windy in the south / the west.
- 4 Tomorrow, you'll need a coat in the north / the south.
- 5 Tomorrow, there will be some sunshine in the north / the north-east.



plan a weather forecast

- 4 Work with a partner. Draw a large map of your country (example on p.61) and divide it into two or three regions. For each region, decide what the weather will be like tonight and tomorrow, and draw weather symbols on your map, like these:



- 5 For at least one region, think of one more piece of information or advice.

driving conditions	e.g. <i>The roads will be very icy, so motorists will need to drive carefully.</i>
suggestions for leisure activities	e.g. <i>... so tomorrow afternoon will be the best time for the beach.</i>
weather facts	e.g. <i>This is the coldest April in the north for 20 years.</i>
the next few days	e.g. <i>It's going to stay warm and sunny for the next two or three days.</i>



test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

test your vocabulary

From this unit, write down:

- six more nouns to describe the weather
e.g. *rain* ...
- another way of saying each underlined word / phrase:
What sort of food do you like?
Maybe it's a cat.
She's around 50.
What's this? I don't know.
- the comparative and superlative forms of: *good, crowded, happy, wet, dangerous, flat, boring*

score 17

gap-fill

Fill the gaps with a suitable word.

- A Do you feel better?
B No, I feel _____ than yesterday.
- Ibiza is an island off the _____ of Spain.
- _____ will be some rain tomorrow.
- She _____ probably be late as usual.

score 4

error correction

Correct the errors.

- The most friendliest people live in the south.
- I'm sure our team don't win the match tomorrow.
- It might to rain tomorrow.
- It's sunny this morning, but it's going to be a bit of cloudy later.

score 4

total score 25

Look back at the unit contents on p.54.

Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.63

write the forecast

- With your partner, write your forecast. Use the listening booklet p.22 to help you.
- natural English** Can you add these words to your forecast?

natural English vague language : *around, about, or so*

You often use *around, about, and or so* when you want to say a number which is not exact.

It will be **around** 25 degrees in the afternoon.

We will probably have **about** five centimetres of snow.

It might rain for an hour **or so**, but then it will be sunny.

present your weather forecast

- Divide the weather forecast between you. Practise reading your part using the map. Try to memorize most of it.
- Practise the forecast with your partner until you are fluent.
- Find another pair. Show them your map and give your weather forecast. Then listen to their forecast and make a note of any differences.

five review

grammar *can / can't, have to / had to*

- 1 Look at the table. Think about the questions you need to ask.

example Do you have to get up early most days? (1)

FIND SOMEONE WHO ...

- 1 has to get up early most days. _____
- 2 doesn't have to use public transport to get to school. _____
- 3 has to work/study at weekends. _____
- 4 had to look after a brother or sister when they were younger. _____
- 5 had to wear a uniform at primary school. _____
- 6 didn't have to do any housework when they were younger. _____
- 7 can speak three languages. _____
- 8 can't drive. _____

- 2 Get up and ask the questions. Write names in the table.

natural English

- 1 Correct the errors.

- 1 I don't know to spell 'elephant'.
- 2 A Things are getting more expensive.
B Yes, is true.
- 3 A What is it?
B I don't sure.
- 4 At university you can wear how you like.
- 5 It's a good idea make a plan before you write.
- 6 Anna, is it OK that I borrow your dictionary?

- 2 Check your answers using the natural English boxes in unit five.

vocabulary collocation

Work with a partner. Find phrases in the grid to fill the gaps. The phrases can run in any direction.

- 1 If you want to make progress, you have to study a lot.
- 2 Children under five often _____.
- 3 It's difficult to _____ if you don't study.
- 4 A Why did you _____ yesterday?
B I had a doctor's appointment.
- 5 I have to _____ tomorrow. I hope I pass!
- 6 We had to _____ at school. It was dark blue.
- 7 I can't come out tonight. I have to _____.
- 8 Many students _____ at eighteen, and then go to university.

A	MISS	PROGRESS	TAKE	AN	EXAM
LESSON	PASS	MAKE	TO	NURSERY	SCHOOL
WEAR	AN	EXAM	GO	EXAM	LEAVE
A	UNIFORM	REVISE	FOR	AN	SCHOOL

vocabulary & natural English

Work in A groups and B groups.

As – look at the exercise below. Bs – go to p.145.

student A

- 1 Complete the gaps with another A student.

- 1 I don't _____ how to spell that word. Do you spell it with one F, or _____ F?
- 2 After _____ school, children go to primary school.
- 3 I left _____ and went to university to _____ history.
- 4 I got a bicycle when I _____ seven years old.
- 5 In many countries, you _____ drive until you're 18.
- 6 I'd like to go out, but it _____ on the weather.

- 2 Read your sentences to a B student. Are they the same?

six review

grammar *will / won't, be going to*

- 1 With a partner, write six predictions about the rest of today's lesson, using *will / won't* or *be going to*.

examples We'll listen to a cassette.

Silvia will lose her pen.

We won't speak in Italian.

- 2 At the end of the lesson, look at your predictions again. Which sentences are true? Tell the class.

grammar comparatives and superlatives

- 1 Work with a partner. You have five minutes. Write as many sentences as possible about the pictures, using comparatives or superlatives.

examples The giraffe is the tallest animal.

The tiger is more dangerous than the rabbit.



- 2 Read your sentences to another pair. You get one point for each sentence which is different from theirs.

natural English

- 1 Think of another way of saying the underlined words / phrases.

1 What kind of films do you like?

2 Dad's arriving around seven o'clock.

3 A What's the answer?

B I don't know.

4 I'm not sure, but it's possible he's French.

5 We've still got a little time.

- 2 Check your answers using the natural English boxes in unit six.

vocabulary weather

- 1 Find a partner.

A – think about the crossword clues below.

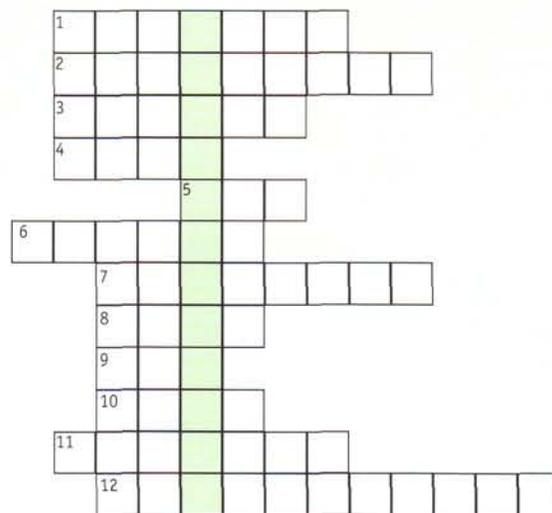
B – think about the crossword clues on p.145.

student A

- We had terrible _____. It rained every day.
- It's very grey and _____ today.
- When it doesn't rain, the streets are _____.
- _____ weather on TV or the radio
- After it rains, the streets are _____.
- It's 20 _____ centigrade today.

- 2 Read your clues to your partner, and complete the crossword together.

- 3 The letters in the green boxes spell a word. What is it?



seven

tick ✓ when you know this

natural English

- anyway, so anyway
- link words and phrases
- have a good / bad time
- uses of get
- asking how to say things

grammar

- past simple and past continuous

vocabulary

- phrases with go
- irregular verbs
- phrasal verbs (2)



how to ... tell a story

lead-in

1 Think! Think of:

- two things that might happen on a good day
example you buy some nice new clothes
- two things that might happen on a bad day
example you lose your bag

2 Compare in small groups. Which are the best / worst things?

listen to this

tune in

- 1 With a partner, describe what's happening in the pictures. Use the **glossary** words.

glossary

field (n) /fi:ld/ a large area of grass in the countryside

picnic (n) a meal you take and eat outside

wave (v) /weɪv/ move your hand in the air, e.g. the man is waving in picture 2

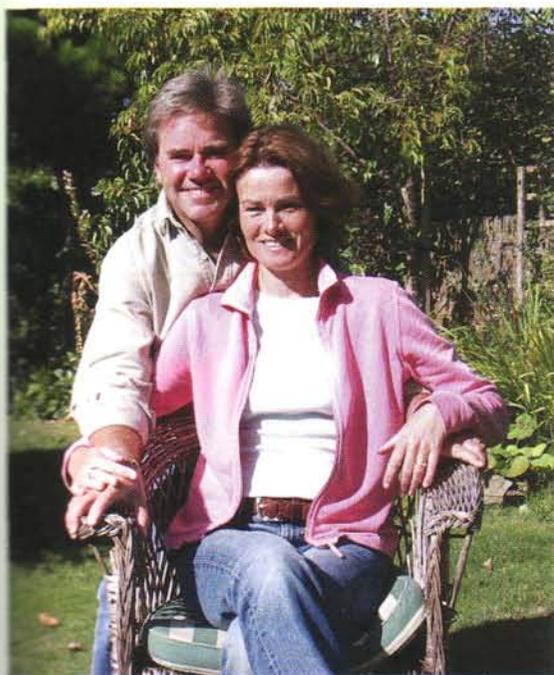
helicopter (n) /'helɪkɒptə/ a type of small aircraft

land (v) if a plane lands, it comes down from the air (opp **take off**)



stories

- 2 **7.1** Listen to the beginning of Tyler's story. Is it the same as your description?
- 3 What do you think is going to happen next? Tell your partner.



listen carefully

- 4 Listen to the story. Were you right? What happened in the helicopter?
- 5 Try to complete the sentences about the story. Listen again if necessary.
- The pilot asked Janet to _____.
 - The helicopter flew over _____.
 - Tyler said to Janet, '_____.'
 - Janet said, '_____.'
 - The pilot gave them two glasses and _____.
 - They landed and finished their _____.
 - In fact, Tyler organized it _____ before.

listening challenge

- 6 **7.2** With a partner, write three questions you want to ask Tyler.
example Was it easy to organize?
- 7 Listen. Do you hear your questions? If so, what are the answers?
listen again with the tapescript, listening booklet p.23
- 8 **natural English** Find an example of *anyway* and *so anyway* in the listening booklet p.23.



natural English anyway, so anyway

In spoken English, you use *anyway* or *so anyway* when you want to begin the next part of a story, or go back to the main story.

Janet didn't know about it. **So anyway**, we got in the helicopter, and ...
We drank the champagne. **Anyway**, we landed and ...

- 9 How do you say *anyway* / *so anyway* in your language?

vocabulary phrases with go

- 1 Put the words in the box in the correct place in the table.

go and ... / 'gəʊ ən/ go for ... / 'gəʊ fə/ go ... go to ...

GO phrases

_____	a run	a walk	a picnic	a meal in a restaurant
_____	sightseeing	shopping	skiing	swimming
_____	see a film	watch a match	see a friend	buy something
_____	a wedding	a party	a disco	a meeting

With a partner, practise saying all the phrases in the table.

test your partner

- A meal?

- That's right.

- Go for a meal.

2 Complete the sentences on the left with a suitable word / phrase.

FIND SOMEONE WHO ...	NAME	MORE INFORMATION
is going for a _____ this weekend.		
wants to go _____ tomorrow.		
went to _____ last month.		
wants to go and _____ this weekend.		
is going to _____ soon.		
went _____ last winter.		

3 Get up. Ask different people questions and complete the table.
example A Are you going for a meal at a restaurant this weekend?
 B Yes, I am.
 A Oh, right. And where are you going?
 B Pizza Planet.

writing

1 **Think!** Think about a great day / weekend you had recently. Use these questions to help you prepare your story. Don't write.

A GREAT DAY / WEEKEND

Where were you?
 When was it?
 Who were you with?
 What did you do? (think of three things)

- 1 _____
- 2 _____
- 3 _____

How did you feel at the end?



2 **7.3 natural English** Listen and underline the link words you hear.



natural English link words and phrases

You can use these words / phrases to link events in a story.

First / First of all, /'fɜːstəvɔːl/ we went for a meal.
After that / Afterwards, /'ɑːftəwɔːdz/ we went to a musical, which was great.
Then / And then we met some friends.

- 3 Where can you use these link words in your story?
- 4 Tell a partner about your great day / weekend. They can ask you questions.
- 5 Write your story. Use your ideas from **exercise 1**, and some of the link words in the **natural English** box.



don't forget!

Use these phrases from this lesson in the **extended speaking on p.70.**

Anyway, we went for a picnic ... And then ... We went for a walk. After that, ...

wordbooster

irregular verbs

1 Match the verbs and pictures.

steal *sti:l* bite *baɪt* run after break *breɪk* throw *θrəʊ*
 bark *bɑ:k* fall over hurt *hɜ:t* catch *kætʃ* hit



2 Complete the table with a partner. Which verb is regular? Practise saying the verbs with your partner.

verb	past simple	past participle	verb	past simple	past participle
bark			hit		
bite			hurt		
break			run		
catch			steal		
fall			throw		

3 With your partner, say what happened in each pair of pictures.

example 1 The man fell over and ...

go to irregular verb list p.174

phrasal verbs (2)

1 Complete with the correct form of a phrasal verb from the box.

lie down take off break down fall over
 run away turn up stand up set off

- I tried to catch the boys but they _____.
- I _____ and broke my arm.
- The doctor told me to _____ on the bed.
- He was planning to come, but he didn't _____.
- Our car _____ on the motorway.
- We _____ from Paris at six in the morning, and got home by midday.
- He _____ because the old lady needed a seat.
- The plane couldn't _____ because it was very windy.

test your partner

- I tried to catch the boys, but they ...



2 Sometimes the meaning of a phrasal verb is similar to the main verb:

example sit down is similar to sit

Usually, the meaning of a phrasal verb is different from the main verb:

example carry on means 'continue'
 carry means 'take something with you in your hands'

In exercise 1 which phrasal verbs have the same meaning as the main verb?

go to language reference and practice exercises p.163

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.70.



reading

we had a terrible time

lead-in

- 1 Complete these sentences, then tell a partner.

I had a great time when I ...

I had a terrible time when I ...

- 2  **natural English** Listen and complete the gaps.



natural English have a good / bad time

I'm having a _____ time.

(= I'm enjoying myself)

I had a _____ time.

Have a _____ time!

- 3 **pronunciation** Go to the listening booklet p.24. Listen and repeat. Stress the underlined words.

read on

- Look at the headline and pictures in the article. What do you think *honeymoon* means? What do you think happens in the story?
- Read the story. Eight things went wrong on the holiday. Underline them.
- Underline three words or phrases you don't know. Can you guess the meaning from the context? Ask a partner and then check with a dictionary.
- What's your idea of a perfect honeymoon? Think of five things with a partner. Then compare with another pair.

glossary

fortunately /'fɔ:tʃənətli/ luckily (opp **unfortunately**)

fire alarm (n) a bell to tell people there is a fire

evacuate (v) /'vækjueɪt/ leave a place because it is not safe

delay (n) when you have to wait longer than you expected

smash (v) break sth into many pieces

A honeymoon to forget



When John and Paula Beaumont-Willard got married and promised to love each other, they had no idea how bad their skiing honeymoon was going to be ...

05

10

15

First, the taxi to the airport didn't turn up and they had to ask a friend to take them; **fortunately** they got there just in time. They got on the plane, then discovered the pilot was sick, and they had to wait two hours for another one. They finally set off and arrived in Toulouse several hours later. They got on the bus to take them to their hotel, but it broke

down, still in the airport. When they were waiting for another bus, there

20 was a **fire alarm** and the airport was **evacuated**.

After a two-hour delay, they left Toulouse Airport again. This time, when the bus was leaving the car park, a taxi drove into the back of it – another **delay**. By the time they finally got to the hotel, they were tired and fed up, but at least they had arrived. Their holiday was beginning.

25 Then on the third day, John fell over and broke his shoulder and couldn't ski for the rest of the week. Paula tried to enjoy herself, but it wasn't much fun and they wanted to come home. But the morning before they left, they got a phone call from the neighbour who was looking after John's car. The previous night, the neighbour noticed that someone had **smashed** the car window, so he went to check their flat as well.

30 The door was open. Thieves had taken everything, including all their wedding presents. 'We've had a terrible time,' Paula said, back in England, 'but we have no regrets about getting married.'

40



- 5 **natural English** Look at the box. Which examples of *get* mean 'arrive', and which mean 'receive'?



natural English uses of get

Get is one of the most common verbs in spoken English. It has many meanings. Here are two.

Can you **get** here by 7.00 p.m.? I didn't **get** the information until today.
I **got** to work half an hour late. Did you **get** my e-mail?

- 6 Look back at the article.
- 1 Find two examples of *get* meaning 'arrive', and one meaning 'receive'.
 - 2 Find two other phrases with *get*.

grammar past simple and past continuous

- 1 Put these events from the story in the correct order.
- The bus broke down.
 - The pilot was sick, so the plane couldn't take off.
 - A taxi hit the bus when it was leaving the car park.
 - Thieves stole their wedding presents.
 - The taxi to the airport didn't turn up.
 - There was a fire alarm when they were waiting for another bus.
 - John fell over and broke his shoulder.
- 2 Look at the sentences in **exercise 1** again. Answer the questions.
- 1 Which two sentences include verbs in the past continuous?
 - 2 How do you form the past continuous? _____ / _____ + _____
 - 3 What other tense is used in those two sentences?
 - 4 Look at this sentence and answer the questions below.

A taxi hit the bus when it was leaving the car park.

Which action was longer – leaving the car park, or the accident?
Which was the main action – leaving the car park, or the accident?
Which tense do we use for each action?



-----> ⚡
The bus was leaving the car park.

The taxi hit the bus.

don't forget!

Use these phrases from this lesson in the extended speaking on p.70.

They were having a good time.

When we got to the car ...

A man was playing loud music.

The dog was barking.

- 3 Make sentences using the past simple and past continuous with *when*.

example fall over / run for the bus
I fell over when I was running for the bus.

- 1 hit my head / wash the car
- 2 Chris get here / have lunch
- 3 sit in the garden / my sister arrive
- 4 car break down / drive to work
- 5 start raining / wait for the bus
- 6 work in the garden / hear a noise

- 4 **pronunciation** Notice the pronunciation of *was* /wəz/ (not /wɒz/). Practise saying the sentences in **exercise 3**.

- 5 Complete these sentences, using the past simple or past continuous.

- 1 Unfortunately, the postman knocked on the door when _____.
- 2 When I was paying for my ticket, _____.
- 3 I hurt my knee when _____.
- 4 I lost my credit card when _____.
- 5 They were standing at the bus stop when _____.
- 6 She finished the chocolates when _____.

- 6 Read them to a partner. Are any the same?

go to language reference and practice exercises p.163

speaking it's your turn!

- 1 You're going to act out some sentences. Work in A pairs and B pairs.
A pairs – go to p.141.
B pairs – go to p.142.
- 2 A pairs – work with a B pair. Act out your sentences. Can they guess what happened, and what you were doing?



extended speaking

stop thief!

you're going to:

collect ideas

talk about picnics;
tell the beginning of
the story and
check vocabulary

invent the story

prepare the story and
decide on the ending

tell the story

tell the story to a
new partner

listen

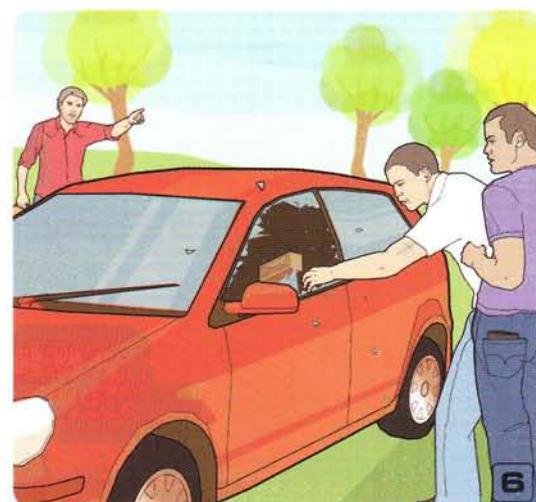
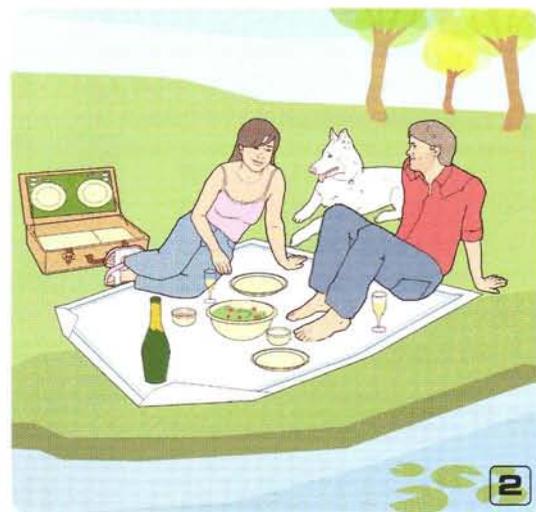
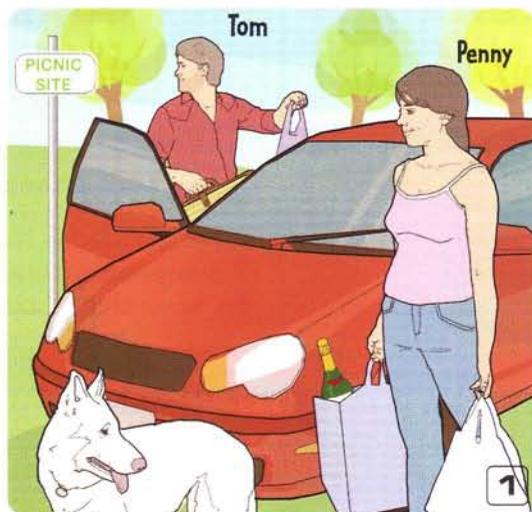
listen to someone
telling the same story

writing

write your story

but first ...

Look back at the
don't forget boxes in
this unit. You can use
this language in the
activity.



eight

tick ✓ when you know this

natural English

- suggestions
- it's popular / common
- be going to + verb
- all day / night / week / the time
- invitations
- making arrangements

grammar

- be going to, might, would like to
- present continuous for future

vocabulary

- time phrases
- verb + noun collocation

life with Agrippine

in groups ...

- 1 When did you last go on holiday with your family?
Where did you go? Where did you stay?
What did you do? Did you enjoy it?



reading for fun

- 2 Read the cartoon. Is this a typical family? Does this happen in your family?
- 3 8.1 Listen and follow the cartoon.
- 4 8.2 natural English Listen and complete the sentences.



natural English suggestions

We could /kəd/ _____ to the cinema.

How about _____ a video?

We could _____ for a burger.

Well, _____ about _____ for a pizza?

Hmm, maybe.

Yes, good idea.

I don't like burgers very much.

Yeah, lovely.

- 5 What verb form follows:
– could? – how about / what about?
- 6 **pronunciation** Listen to 8.2 again and repeat. Copy the intonation.
- 7 Find three suggestions in the cartoon.
- 8 In small groups, make suggestions and agree on something you could do together this evening.
example A What shall we do this evening?
 B How about going to that new bar?
 A Yes, or we could go for a meal ...

don't forget!

Use the phrases from this natural English box in the extended speaking on p.80.

glossary

Easter /'i:stə/ Christian holiday in March / April

ha, ha, very funny @ here, it's ironic – it means 'that's **not** funny'

kids @ children

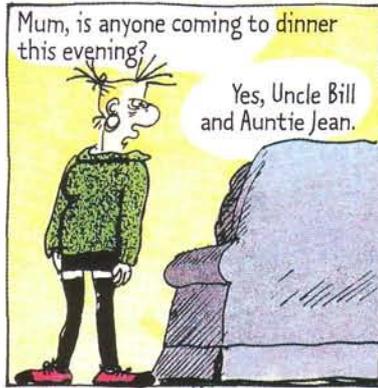
abroad /ə'brɔ:d/ (to) a foreign country

no way @ certainly not

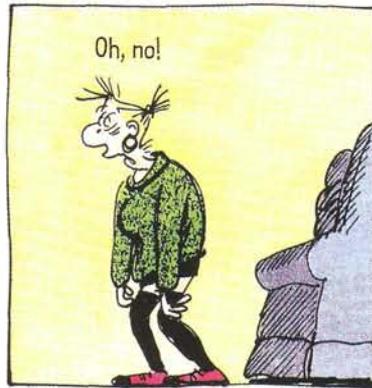


free time

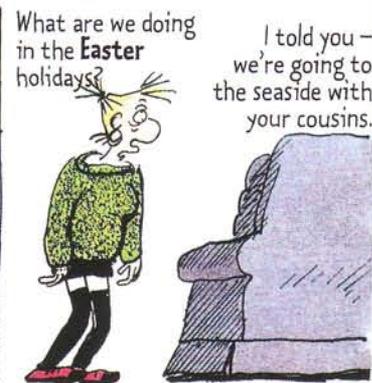
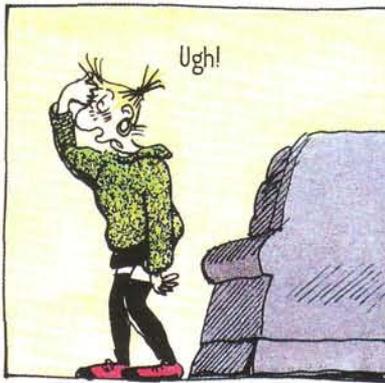
holidays



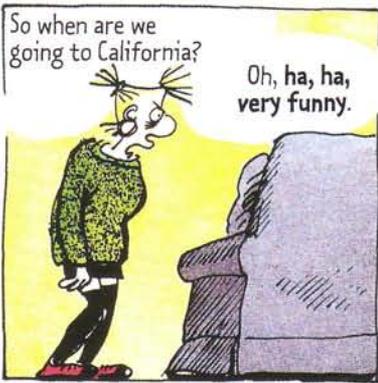
Yes, Uncle Bill and Auntie Jean.



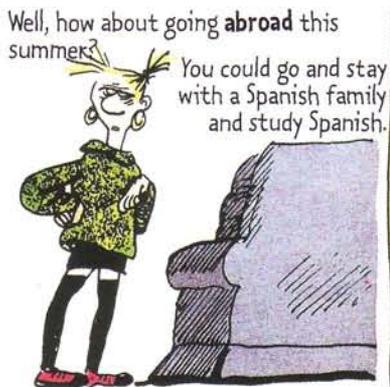
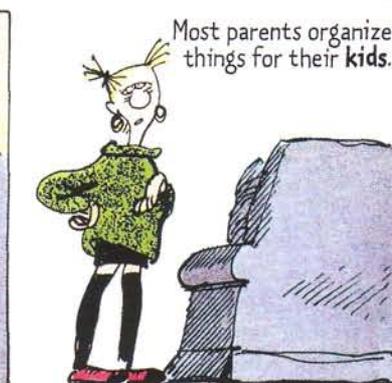
Oh, I don't know ... we could go shopping.



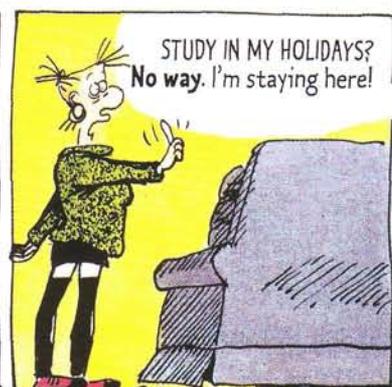
I told you - we're going to the seaside with your cousins.



Oh, ha, ha, very funny.



You could go and stay with a Spanish family and study Spanish.



BRETECHER



reading

free time

lead-in

- 1 **Think!** What do people do at the weekend in your country? Think about young people and older people. Make a list.
- 2 **8.3 natural English** Listen and complete the sentences.



natural English

it's popular / common

Football is **extremely popular** _____ . (= a lot of people like it)
 Gardening **isn't very popular** _____ .
 Programmes about _____ **are quite common**. (= they happen a lot)
 NOT Programmes about cookery are **usual**.

- 3 In small groups, compare your lists and decide which are the top five activities. Use the phrases in the **natural English** box.
- 4 Tell the class your group's top five. Do they agree?

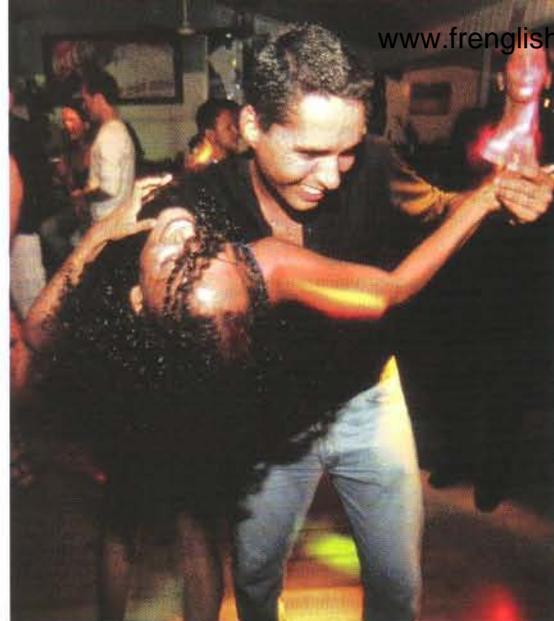
go to language reference and practice exercises p.165, articles (4)

read on

- 1 As – read the text about Ecuador.
 Bs – read the text about Hong Kong.
 Tick ✓ the activities which are mentioned in your text.

window shopping	family parties	volleyball
jogging	going to the beach	going to the cinema
going to restaurants	dancing	basketball

Compare with a partner who read the same text.
- 2 **Underline** three words or phrases you don't know. Can you guess the meaning from the context? Check with a dictionary.
- 3 Answer the questions with a partner who read the same text.
 - 1 Which is the most popular activity?
 - 2 Which are the most popular sports?
 - 3 What extra information do you learn about window shopping?
 - 4 What kinds of films do people like?
 - 5 Which activities are popular with women?
 - 6 Which activities are popular with men?
- 4 A – find a B partner. Compare your answers to the questions in exercise 3. Do any answers surprise you?



Free time

in ECUADOR

Weekends are for families in Ecuador, often with big family **gatherings** or celebrations: children's birthday parties – with older relatives also invited – weddings, etc.

- 05 Families often travel outside the main cities to countryside farms or small towns where traditional dishes are the main attraction.

While team sports, particularly football or volleyball, are more popular with men, it is becoming more common to see women walking in parks, jogging, or cycling. Another big attraction for couples and families is going to **shopping malls**. However, most people are just window shopping, because everything is extremely expensive and they can't afford to buy things. These malls are more common in bigger cities.

- 20 Teenagers go out dancing at night, either to salsa or techno-latin music. Smaller cities are lively too, and the streets are usually packed with cars, and people playing loud music and drinking. One interesting thing is that some of the most popular TV shows –
- 25 such as **soap operas** or reality shows – are not shown at weekends, so cinemas are definitely busier. Most films are from the US, but recently there have been several good Latin American movies.

glossary

gathering (n) a party, or meeting of people
shopping mall (n) a large building with lots of different shops
soap opera (n) a programme about a group of people which is shown several times a week

Free time in HONG KONG

Ask anyone living in Hong Kong how they spend their weekends and most will answer 'shopping'. Young people meet friends and spend the day **window shopping**. The women usually go to the **designer boutiques** and **shopping malls**, while men head for the big computer centres.

Most shops stay open until 10.00 p.m., but when they close there's always the night market where you can 'haggle' for a good price. For those who don't like spending their nights shopping, particularly men, there is horseracing, which starts around 6.00 p.m. and goes on until very late.

The cinema is very popular, with long queues of people waiting to see the latest films, especially those with Jackie Chan. Afterwards, younger people go on to a bar or nightclub to dance the night away, while older people enjoy going out for a meal.

Sundays are a time to relax. If the weather is nice, many go to the beach for the day, or take a ferry to one of the nearby islands. For those who like sport, there are tennis courts and swimming pools, but the most popular sport is basketball.

grammar *be going to, might, would like to*

- Write three sentences about the future using all the words in the circle. Begin each sentence with a red word.

I like **I'm** this evening
 see a film might **stay in**
I'd going to next week
 at the weekend to
have my hair cut

- Read your sentences to two other people. Are their sentences the same as yours?
- Match 1 to 3 with a to c.
 - I'd like to go to the beach this weekend.
 - I'm going to see a film this evening.
 - I might go to the shopping mall tomorrow.
 - It's my plan. I've already decided to do it.
 - It's a possibility.
 - I want to do it, but I have no definite plan.
- Choose the best answer.
 - I haven't got a ticket for the final, but **I'm going to / I'd like to** go.
 - It's too far to walk and I've got my car, so **I'm going to / I might** drive there.
 - I might / I'd like to** go to the cinema tonight, but I'm not sure.
 - I don't know what to give my mum for her birthday. **I might / I'm going to** get her some flowers.
 - I'm going to / I'd like to** have lunch with my uncle. I have to be there at one o'clock.
- With a partner, take turns to change the sentence below, using the words given. Don't write anything.

I'd like to stay in tonight.

 - might **I might stay in tonight.**
 - tomorrow **I might stay in tomorrow.**
 - going to
 - he
 - might
 - see a film
 - like to
 - I
 - going to
 - next week
 - we
 - might
- Write down the last sentence. Compare with another pair. Is theirs the same?

go to language reference and practice exercises p.165

glossary

window shopping (n) when you look in shops but don't buy anything

designer boutique (n) /di'zainə bu:'ti:k/ a small shop selling fashionable expensive clothes

shopping mall (n) a large building with lots of different shops

- 7 **8.4** Trude and Lynne are talking about their plans for the weekend. Listen and complete column 1. Write T (Trude) or L (Lynne).

	1	2		3
	Trude or Lynne?	going to	would like to	might
				When?
meet friends	T and L	✓ (T)		✓ (L) Friday evening (T) Sunday evening (L)
go to the park				
go shopping				
have her hair cut				
rent a video				
go swimming				
go away for the day				
invite friends for lunch				
stay in (= at home)				

- 8 Listen again. Complete columns 2 and 3.
9 With your partner, say ten sentences about Lynne and Trude.

example Trude's going to meet some friends on Friday evening.

- 10 **natural English** Read the box.



natural English be going to + verb

When the main verb is *go*, it's more natural in spoken English to leave it out.

I'm going to the dentist next week. NOT I'm going to go to the dentist next week.

Are you going shopping this afternoon? NOT Are you going to go shopping this afternoon?

speaking it's your turn!

- Think!** Think about your own plans. Write down five things you are going to do, might do, or would like to do this week / weekend.
- Find someone in the class with at least two similar plans.

What are you going to do this weekend?

Have you got any plans for this weekend?

Yes, I'm going to ...



don't forget!

Use these phrases from this lesson in the extended speaking on p.80.

We're going to ...

We might ...

I'd like to ...

I'm going to ...

wordbooster

time phrases

1 Write these time phrases in the diary.

all day Tuesday ✓

tonight tomorrow evening all tomorrow afternoon

last night next Monday in ten days' time three days ago

the day after tomorrow the day before yesterday this Sunday

4th Monday

1 _____

5th Tuesday

2 _____

6th Wednesday

8.00pm 3 _____

7th Thursday *TODAY*

9.00pm 4 _____

8th Friday

2.00-5.00pm 5 _____

7.30pm 6 _____

9th Saturday

7 _____

10th Sunday

8 _____

11th Monday

9 _____

12th Tuesday

9.00am-6.00pm
10 all day Tuesday

13th Wednesday

14th Thursday

15th Friday

16th Saturday

17th Sunday

11 _____

4 natural English Listen. Notice the stress on the underlined words.



natural English

all day / night / week / the time

You can use *all + day / night*, etc. to talk about a period of time, from beginning to end.

I was at the beach all day on Saturday.
(NOT all the day)

It's going to be sunny all week.

The dog was barking all night.

We speak Italian in class all the time.
(= often or always)

Don't confuse:

I worked hard all day. (= from 9.00 to 5.00)

I worked hard every day. (e.g. Monday to Friday)

5 **pronunciation** Listen again and repeat. Stress the underlined words.

6 **Think!** Think of things you do all day, all night, etc.

example I wear glasses all day.

7 Find five people in the class who do the same things as you.

go to language reference and practice exercises p.166, articles (4)

don't forget!

Use the vocabulary in this wordbooster in the **extended speaking** on p.80.

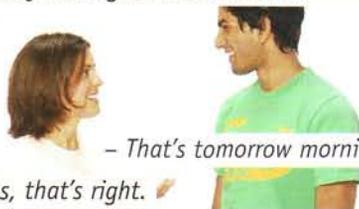
2 **pronunciation** Practise the phrases. Stress the underlined syllables.

3 What are the dates in the diary for these time periods?

- 1 this week
- 2 this weekend
- 3 next week
- 4 the week after next
- 5 next weekend
- 6 the day after tomorrow

test your partner

- Friday the eighth at 11.00 a.m?



- That's tomorrow morning.

- Yes, that's right.

listening

how to ... make arrangements

vocabulary verb + noun collocation

- Complete the words.
 - I always **acc**pt invitations to a party.
 - I often use the phone to **make** an **app**ntm^{nt} with a doctor or dentist.
 - I never **make** any **rrng**m^{nts} for the weekend in advance.
 - I often **inv**t^e friends for dinner.
 - In my country, it's not polite to **ref**s^e an invitation to dinner.
 - Where I live, you always need to **book** a table at a restaurant.
 - If I'm planning a long train journey, I usually **make** a **book**ng by phone.
 - I often **make** **pl**ns for my holidays, and then change them all.
- How do you pronounce the phrases in **green**? Underline the stress, then practise with a partner.
- Are the sentences true for you? Why / Why not? Compare your answers in small groups.

inviting

- 8.6** **natural English** Listen and notice the intonation.



natural English invitations

Would you like to come over this evening?

Yes, **great!** I'd **love** to.

Do you **want** to come shopping tomorrow?

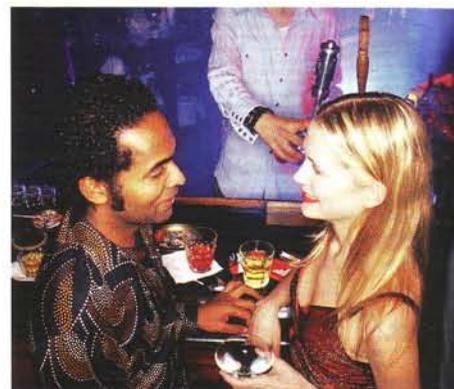
I'd **love** to, but I **can't**.

- pronunciation** Listen again and repeat. Copy the stress and intonation.
- Work with a partner. Invite each other to do three different things.

listen to this

tune in

- 8.7** Jon met Nadia at a party last week. He decides to phone her. Listen to the beginning of the conversation. Tick ✓ the phrases you hear.



- | | |
|---|--|
| <input type="checkbox"/> Hi, Nadia. | <input type="checkbox"/> It's Jon. |
| <input type="checkbox"/> Hello, Nadia. | <input type="checkbox"/> This is Jon. |
| <input type="checkbox"/> I'm fine, how about you? | <input type="checkbox"/> It was really great to see you. |
| <input type="checkbox"/> I'm OK, how about you? | <input type="checkbox"/> It was really nice to see you. |

- What do you think Jon's going to say next? Tell the class.

listen carefully

- Listen to the conversation. Answer the questions.
 - Who's free this evening?
 - Who's free tomorrow evening?
 - Who's free the day after tomorrow?
 - What are they going to do?
 - Where are they meeting, and when?

listening challenge

- 8.8** Nadia is going to ring someone else. Decide who (a friend? a boyfriend?) and why. Listen to check.

listen again with the tapescript, listening booklet p.26

- natural English** Which of these phrases are in tapescript 8.7 on p.26 of the listening booklet?



natural English making arrangements

Where shall we **meet**?

When shall we **meet**?

Shall we **meet** outside the cinema?

Why don't we **meet** outside the cinema?

How about 8.30?

Yes, fine.

- pronunciation** Listen again with tapescript 8.7 and repeat the section in **bold**. Copy the intonation. Then practise with a partner.

grammar present continuous for future

1 Complete these sentences. Use tapescript 8.7 in the listening booklet p.26.

I _____ with my boss tomorrow.

I _____ my sister tonight.

2 Answer these questions about the sentences in exercise 1.

- 1 Are they talking about the present or the future?
- 2 Is there a definite time or place for these plans?
- 3 What tense is used in the examples?
- 4 How do you form this tense?
- 5 Can you use *be going to* + verb in these sentences?

language reminder

You can use both the present continuous and *be going to* + verb to talk about future plans. But when you have a definite arrangement for the time or place, you often use the present continuous.

3 Match the words with the pictures.

go shopping/ friend
have/ dinner/ friends

go/ meeting
play/ tennis

have/ drink/ girlfriend
meet/ brother/ station



at lunchtime



tomorrow afternoon



next Tuesday



this afternoon



this evening



tonight

4 Now make a sentence for each picture.

example She's meeting her brother at the station at lunchtime.

5 Work with a partner. Take turns to invite and give excuses, using the pictures.

example A Would you like to go for a walk at lunchtime?

B I'd love to, but I can't. I'm meeting my brother at the station.

go to language reference and practice exercises p.166

speaking it's your turn!

You're going to plan a conversation with a partner. Go to p.142.

writing

1 Put the e-mail in the correct order.

a Can you let us know as soon as possible,

b We're having dinner there,

c See you later, Milla and Eiko.

d and then we're going to the cinema to see a horror film.

e 1 Hi Zoltán and Erika

f We could all meet in the hotel bar at 7.00.

g because we might have to book a table?

h Would you like to come?

i We've decided to go to the Ritz Hotel tomorrow evening.

2 With your partner, write a similar e-mail to another pair. Describe your plans, and invite them to come with you.

3 Give your e-mail to the other pair. They should write a short reply.

don't forget!

Use these phrases from this lesson in the extended speaking on p.80.

Where shall we meet?

Why don't we ...?

We're meeting at 6.00 on Saturday.

I'm going to book a table.



extended speaking

plan a night out

you're going to:

collect ideas

talk about your last evening out; decide what to do on a group night out

plan a night out

plan the night out in detail

talk about your plans

tell another student about your plans

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

- Think!** When did you last go out for the evening with a group of people?
Where did you go?
Who did you go with?
What did you do?
What was it like?
- Tell a partner.



- Think!** You are going to organize a night out with three or four people in your class. Read the suggestions.

1 go to a bar or restaurant and then go to ...
a club a disco a show
the cinema a concert a sports event

OR

2 organize a barbecue or party for your group

Which suggestion do you like best?

When are you free to do one of these things?

How much do you want to spend?

- Compare your choices in small groups. Decide what your group is going to do, and when.

test yourself!

 plan a night out

- 5 In your group, plan your night out in detail. Use these questions to help you.

PARTY OR BARBECUE

- Which day are you going out?
 Where are you going to have your party/barbecue?
 What music are you going to have?
 When's it going to start / finish?
 Are you going to invite other people?
 What are you going to eat / drink?
 Who's going to buy it?
 Who's going to do the cooking?
 How are you going to get home?



BAR / RESTAURANT + ANOTHER EVENT

- Which day are you going out?
 Which bar / restaurant are you going to?
 What time are you going to meet?
 Where are you going to meet?
 Who's going to book a table (if necessary)?
 Where are you going afterwards?
 What exactly are you going to do / see?
 Do you need to book tickets?
 If so, who's going to book them?
 How are you going to get home?



- 6 Together, write down the important information in note form.

GROUP NIGHT OUT

Saturday 26th April from 7.00 till 11.00.

Barbecue at Green Park, near the lake ...

 talk about your plans

- 7 Find a new partner. Tell them who was in your group, and what your plans are.

example We're going out on Saturday evening. First, we're meeting in the bar at Brown's Hotel at 7.00, and then ...

- 8 Go back to your original group. Tell them about the plans your new partner described. Which plan does your group like best?

How well do you think you did the extended speaking? Mark the line.

0

10

test your vocabulary

From this unit, write down:

- words to complete these time phrases:
last _____, *this* _____,
next _____, *the day* _____
tomorrow, in ten days' _____,
the week after _____,
 _____ *day Tuesday*
- verbs which go before these nouns:
 _____ *an arrangement*
 _____ / _____ *an invitation*
 _____ *a booking*
 _____ *a table in a restaurant*
 _____ *plans*
 _____ *an appointment*
- two more ways of making a suggestion,
 e.g. *What about ...?*

score 15

gap-fill

Fill the gaps with a suitable word.

- A** Where _____ we meet?
B Why _____ we meet at the station?
- A** Are you free this evening?
B No, I'm _____ dinner with Jane.
- I'm not sure, but I _____ take that exam next year.
- I'm _____ to the cinema tonight.

score 5

error correction

Correct the errors.

- What do you do this evening?
- I was in town all the day yesterday.
- A** How about go for a walk?
B I love to, but I'm a bit busy.
- What do you like to do this evening?

score 5total score 25

Look back at the unit contents on p.72.

Tick ✓ the language you can use confidently.

For more practice, go to the review on p.83.

seven review

vocabulary phrasal verbs

- 1 Make six sentences, using one phrase from each column. More than one answer is possible.

The plane	lie down	on the motorway.
The car	ran away	to ask a question.
Please	didn't turn up	for the meeting.
The thieves	takes off	with the money.
The boss	stood up	on the sofa.
The child	broke down	at six o'clock tomorrow.

- 2 Read your sentences to a partner. Are they the same? Are they all correct?

grammar past continuous

- 1 You were at a beach café yesterday when someone stole some money. Look at the picture for one minute and try to remember as much as you can.
- 2 With a partner, write answers to the questions on p.146. Don't look back at the picture.



vocabulary past simple

- 1 Find a way from A to B moving from one irregular verb to another. You can move in any direction, but don't go on regular verb squares.

A	see <i>saw</i>	notice	reach	listen	work	rest D
	look	bite <i>bit</i>	turn	discuss	paint	discover
	show	hurt	change	catch	fall	post
	call	plan	break	start	shout	steal
	need	carry	seem	decide	hit	walk
C	wait	live	want	ask	bark	go B

- 2 Now find a way from C to D moving through verbs that end with /ɪd/, e.g. waited /'weɪtɪd/.
- 3 Check your answers with a partner.



natural English

- 1 Do sentences **a** and **b** have the same meaning?

- a Enjoy yourself!

b Have a good time!
- a Can you get here this afternoon?

b Can you stay here this afternoon?
- a What's this called in English?

b How do you spell this in English?
- a First, we had dinner.

b First of all, we had dinner.
- a Then we went out.

b After that, we went out.

- 2 Check your answers using the natural English boxes in unit seven.



eight review

grammar present continuous for future

Work in small groups. Ask questions to find the answers to the questionnaire. Write T (true) or F (false).

- example A Are you working late tomorrow?
 B No, I'm not.
 C Yes, I am.

IN OUR GROUP ...

- somebody is working late tomorrow.
- everybody is coming to the next lesson.
- nobody is staying at home tomorrow evening.
- somebody is going on holiday next month.
- everybody is going home after the lesson.
- somebody is doing some sport this weekend.
- everybody is going shopping this weekend.
- nobody is getting married this year.
- somebody is moving house this year.
- nobody is taking an exam this year.

TRUE OR FALSE?

natural English

1 In pairs, decide what to say in these situations. Write your answers.

- A You want to invite somebody in your class for a drink in a bar/café this evening. What do you say? → B You're busy this evening.
- A You invite the same person for a drink tomorrow, using a different phrase. → B You want to come.
- A You suggest the Piano Bar. → B You agree.
- A You want to arrange a time to meet. → B You suggest 7.00.
- A You agree.

2 Check your answers using the natural English boxes in unit eight.

3 Practise saying the dialogues with your partner.

grammar be going to, might, would like to

1 Think! Look at the table. For each one, decide if:

- A you're going to do it
- B you might do it
- C you'd like to do it
- D you don't want to do it
- E you aren't going to do it

ENGLISH IN YOUR FUTURE	YOUR ANSWER	MORE INFORMATION
	A, B, C, D, or E?	When? Why / Why not? Which one? Who with? etc.
go and see a film in English		
speak English to people from different countries		
go to an English-speaking country		
make phone calls in English		
use English on the Internet		
use English in your job		
do an English exam		
buy an English grammar book		
buy an English dictionary		

2 Make notes in the column on the right (more information).

3 Work with a partner. Talk about each topic and ask for more information.

- example A I'm going to see a film in English.
 B Oh, really? Which one? Is it a comedy? Where's it on?

nine

tick ✓ when you know this

natural English

- still
 use of *long*
 there's ... / there are ... , it's got ...
 vague language: *thing(s)*

grammar

- present perfect with *for* and *since*
 should / shouldn't

vocabulary

- homes
 adjectives describing homes



listening

life changes

lead-in

1 **Think!** What has been the biggest change in your life in the last five years?

example The biggest change was when I left home last year, because now I have to clean my flat, and ...

2 Compare your ideas with other people in the class.

3 **9.1 natural English** Complete the sentences with a suitable verb. Then listen and check your answers.



natural English

still

You can use *still* to say something has not changed and is continuing now.

I'm at university, but my brother _____ **still** at school. (= he continues to be at school)
 NOT he is *always* at school.

My father's 70 next week, but he **still** _____ tennis.

Do you **still** _____ at the bank?

4 Listen again and repeat the sentences.

5 Complete these sentences about yourself.

Five years ago ...

... I played _____ a lot. (e.g. *the guitar*)

... I liked _____.

... I studied / worked _____.

... I was _____.

... I spent my holidays _____.

6 Interview a partner. Ask if the things they wrote in **exercise 5** are still true.

example A Five years ago, I played the guitar a lot.

B Do you still play?

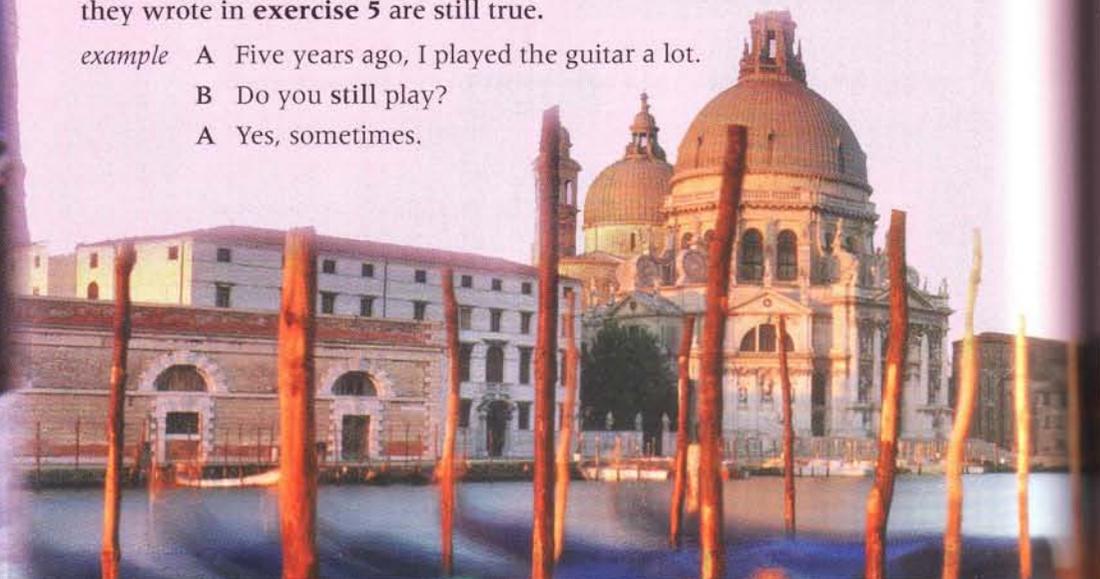
A Yes, sometimes.



Natalia

Roberto

Bobbi



changes

grammar present perfect with *for* and *since*

1 Read the text and try to remember the information.

Natalia met Roberto four years ago when they were both living in Venice. They got married a year later. Two years ago they got a dog called Bobbi. Six months ago they moved to Rome, and Roberto got a job at Gucci a month later. Last month, they bought a flat near the centre of the city, and they're very happy with their new life in Rome.

2 Work with a partner. What happened at A to F?

example A = Natalia met Roberto.

A	B	C	D	E	F
			AUG	SEPT	DEC
four years ago	three years ago	two years ago		last year	JAN (NOW)
					this year

3 Are these true or false? Compare with your partner.

- Natalia and Roberto are still married.
- They still live in Venice.
- They still have a dog.
- They still live in Rome.
- Roberto still works at Gucci.
- They still have their flat near the centre.

4 Match the questions and answers.

- | | |
|---|----------------|
| 1 How long has Natalia known Roberto? | a One month. |
| 2 How long have they been married? | b Two years. |
| 3 How long have they had Bobbi? | c Six months. |
| 4 How long have they lived in Rome? | d Five months. |
| 5 How long has Roberto worked at Gucci? | e Four years. |
| 6 How long have they had their flat? | f Three years. |

5 Complete the rule.

You use the _____ _____ (*has / have* + past participle) to talk about situations that started in the _____ and are still true in the _____.

You can use *for* and *since* to say how long something has continued until now.

for + the length of the period:

I've known them for /fɔ/ five years.

since + a specific point in time:

She's worked here since /sɪns/ July.

I've known her since she was a baby.

6 Complete these phrases, using *for* or *since*.

- _____ three months
- _____ last year
- _____ two years
- _____ a long time
- _____ last July
- _____ six months
- _____ he was a child
- _____ 1995

7 With your partner, make five sentences about Natalia and Roberto, using the present perfect.

example They've lived in Rome for six months.

go to language reference and practice exercises p.167

8 Make sentences about yourself. Use the correct form of the verb in brackets.

- I _____ (live) in this town for _____ / since _____.
- I _____ (study) English for _____ / since _____.
- I _____ (work / study) here for _____ / since _____.
- I _____ (know) my teacher for _____ / since _____.
- I _____ (have) this watch for _____ / since _____.

9 With a partner, ask and answer like this:

example A How long have you lived here?
B For three years.

listen to this



1



2



3

tune in

- 1 **9.2** Listen to the beginning of two conversations.

- Which pictures are they talking about?
Juliet: picture ____ Sonia: picture ____
- How long have they had the things they're discussing?
Juliet: ____ Sonia: ____

Compare with a partner.

listen carefully

- Listen and tick ✓ the things Juliet says.
 - She can cook and eat outside.
 - She can invite people to stay the night.
 - She's got a games room.
 - She can invite people for a meal.
 - She can work in the garden.
- Listen and tick ✓ the things Sonia says.
 - She takes the dog for a walk after work.
 - She often goes out for walks.
 - She talks to people more.
 - She goes away for the weekend with the dog.
 - She has to organize her life more carefully.

listening challenge

- Stephen's got a car for the first time. With a partner, think of four ways his life is now different.
- 9.3** Listen. Were your ideas correct? Does Stephen talk about any other differences?

listen again with the tapescript, listening booklet p.28

- natural English** Read the box, then find another example of *Have you ... long?* in tapescript 9.3 (listening booklet p.28).


natural English
use of long

You can use the present perfect with *long* in questions.

Have you lived here long? (= a long time) Yes, ten years.
Have you studied here long? No, I started last month.
Have you had your shoes long? I can't remember.

- Practise asking and answering the questions with a partner.

speaking it's your turn!

- Think!** How do you feel about change? Think about these questions.
 - Do you always go to the same place on holiday? Do you change each year?
 - Do you wear the same colours most of the time, or do you change a lot?
 - Do you eat the same kinds of food, or do you like eating different things?
 - Do you go to the same places in the evenings, or different places?
 - Do you like a lot of change, or do you prefer things to stay the same?
- In small groups, talk about your answers and your reasons. Who doesn't like change in your group?

don't forget!

Use these phrases from this lesson in the extended speaking on p.90.

I still live with my parents.

I lived there for ...

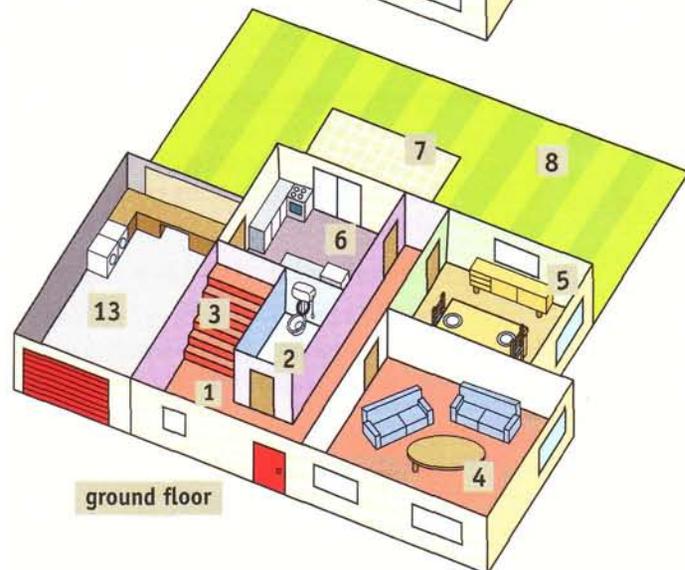
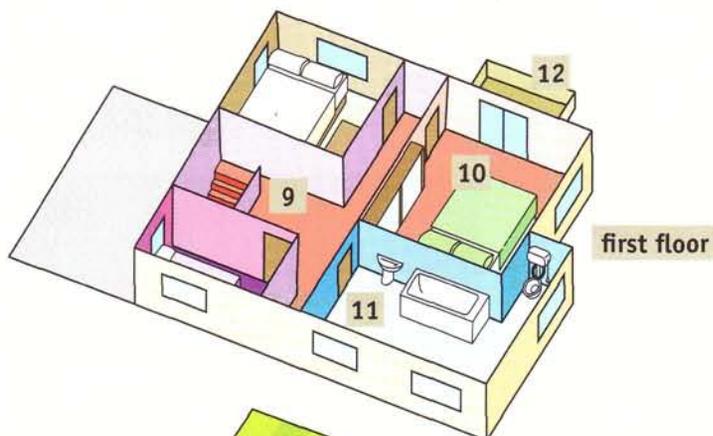
I've lived there since ...

Have you been there long?

wordbooster

homes

1 Label the plan of the house. Use a dictionary to help you.



- 2  Listen and check your answers.
- 3 **pronunciation** Listen again and underline the stress in each word. What do you notice? Practise saying the words.
- 4 **natural English** Read the box, then underline the examples of *there's*, *there are*, and *it's got* in tapescript 9.4 (*listening booklet p.28*).



natural English

there's ... / there are ... , it's got ...

You can use *there's*, *there are*, and *it's got* to describe buildings or places.

It's got a large kitchen.

There's /*ðeəz*/ a garage.

It's got a fantastic theatre.

There are /*'ðeərə*/ three car parks.

- 5 **pronunciation** Practise saying the sentences in the box with a partner.
- 6 Close the **listening booklet**. Tell a partner about the house, like this:
On the ground floor there's a ... and there are On the first floor it's got ...
- 7 **Together**, think of three or four things it hasn't got.
example It hasn't got a study. / There isn't a study.

adjectives describing homes

1 Find seven more pairs of opposites in the 'house' below.

example a warm house / a cold house

clean	spacious	'speɪʃəs/	ugly	'ʌɡli/
light	untidy	'ʌn'taɪdi/	dirty	'dɜːti/
cold	modern	'mɒdn/	beautiful	
dark	unusual	'ʌn'juːʒʊəl/	tidy	'taɪdi/
small	ordinary	'ɔːdnəri/	warm	'wɔːm/
traditional		'trædɪʃənəl/		

2 **pronunciation** Practise saying the words.

test your partner

– What's the opposite of a warm flat?



– A cold flat.

– That's right.

- 3 **Imagine your perfect house**. What are the three most important things? Tell a partner.
example I don't want a very big house, but I'd like a beautiful house, in the countryside with a ...

don't forget!

Use the vocabulary in this wordbooster in the **extended speaking** on p.90.



reading

how to ... give opinions

lead-in

1 Match the pictures with the phrases.

make the bed
tidy up your room

clean your shoes
do the washing

do the washing up
do the cooking



2 Work in small groups. Say what you did / didn't do when you were 10 to 12 years old.

examples I did the washing up some days.
I didn't make the bed. My mother did it.

grammar *should / shouldn't*

1 These mothers have strong opinions about their children. Read sentences 1 to 4, then complete the rules in a to c (below).

CHILDREN ...

- 1 should make their beds every morning.
- 2 shouldn't watch TV every evening.
- 3 should clean their shoes every week.
- 4 shouldn't stay up after 9.00.
- 5 _____ do the washing up.
- 6 _____ play computer games every evening.
- 7 _____ wash their own clothes.
- 8 _____ learn to cook.
- 9 _____ come home late.
- 10 _____ have lots of money to spend.

- a Sentences _____ and _____ mean 'it's the correct / best thing to do'.
- b Sentences _____ and _____ mean 'it's the wrong thing to do'.
- c The form is *should / shouldn't* + _____.

2 **pronunciation** Notice the pronunciation of *should* /ʃəd/ and *shouldn't* /'ʃɒdn(t)/. Practise saying sentences 1 to 4.

3 Complete sentences 5 to 10 using *should* or *shouldn't*. Then read your sentences to a partner. Do they agree?

4 With your partner, write two more sentences with *should* or *shouldn't*. Show them to another pair. Do they agree?

go to language reference and practice exercises p.167

read on

1 With your partner, think of four sentences beginning:

A good wife *should / shouldn't* ...

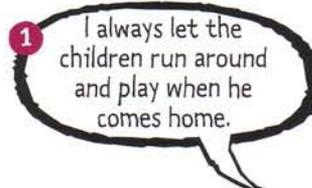
2 Read the article on p.89. Write down four things that 'the 1950s good wife' *should / shouldn't* do:

- before her husband gets home
- when he gets home

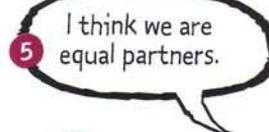
example Before her husband gets home, she should get dinner ready.

3 Are the sentences similar to the ones you wrote in **exercise 1**?

4 Look at the speech bubbles. Do these women follow the advice in the article?



I give him a glass of wine when he comes in. 2



3 When he comes through the door, I tell him about my day.

6 I do a part-time job, so I'm tired in the evening.

- 5 Underline three words or phrases in the article you don't know. Can you guess the meaning from the context? Ask a partner and then check with a dictionary.
- 6 **Think!** Think about the article.
Which ideas do you agree / disagree with?
Which ideas do you think are true in your country now?
- 7 Compare your ideas in small groups. Which idea does your group agree / disagree with most? Tell the class.
- 8 **natural English** Read the box.



natural English vague language: *thing(s)*

You use *thing(s)* to talk about objects, facts, and actions.

Can you pass me that **thing**, please? (= object)

That's a difficult **thing** to do. (= action)

The best **thing** about my job is the travelling.
(= fact / condition)

- 9 Find examples of *thing(s)* in the article. What does each one mean?

writing

- 1 Work in small groups. Write down four things a husband should / shouldn't do when he comes home from work.

Rules for husbands

21st-century husbands should ...

- 2 Put your rules on the wall. Look at other groups' rules. Which are the best?

glossary

get (sth/sb) ready prepare (sth/sb)

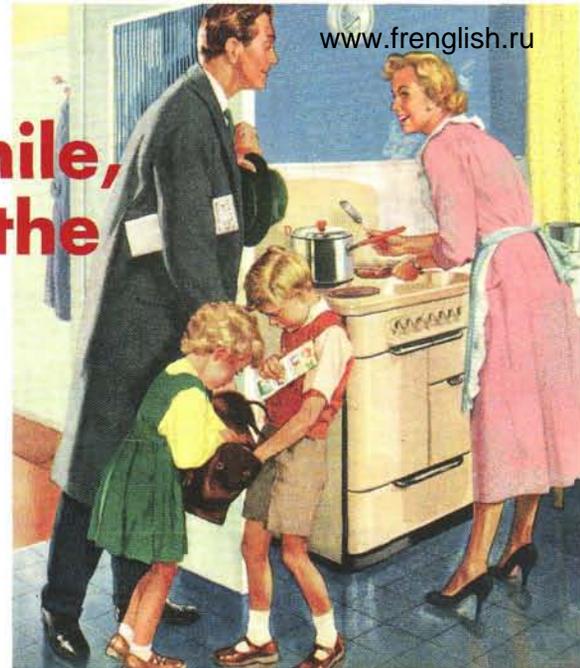
cheerful (adj) /'tʃɪəfəl/ happy and friendly

well behaved (adj) /wel br'heɪvd/ polite, quiet

complain (v) say you are unhappy or not satisfied

let sb do sth permit sb to do sth

Meanwhile, back in the fifties ...



The good wife's guide

- ◆ **Get dinner ready.** Plan ahead, even the night before, to have a delicious meal waiting for him. This is a way of showing him that you are thinking about him. Most men are hungry when they come home and a good meal (especially his favourite dish) is part of the warm welcome.
- ◆ Get ready yourself. Have fifteen minutes' rest so you are feeling refreshed when he gets home, and check your make-up.
- ◆ Be **cheerful** and interesting for him. Perhaps his day was really boring and it is your job to make him happy.
- ◆ Do all your washing and cleaning before he comes home, and during the winter months, light a fire. Your husband will then feel he has come home to a warm, calm, and peaceful place.
- ◆ Tidy up all the children's things, and get them ready. Wash their hands and faces (if they are small) and comb their hair. If necessary, change their clothes. And when your husband arrives, make sure the children are quiet and **well behaved**.
- ◆ Don't **complain** if he comes home late or goes out to dinner.
- ◆ Greet him with a warm smile, not with complaints or problems.
- ◆ Listen to him. You might have lots of important things to tell him, but let him talk first. And remember, his topics of conversation are more important than yours.
- ◆ Make him comfortable. **Let him sit** in a comfortable chair and get a drink ready for him. Speak in a low pleasant voice.
- ◆ Don't ask him questions about the things he does, or disagree with him. He is the master of the house. A good wife always remembers that.

from *Housekeeping Monthly*, 13 May 1955

don't forget!

Use these phrases from this lesson in the extended speaking on p.90.

Young people should ...

They shouldn't ...

What's the best thing about ...?

The best thing is ...



extended speaking

from home to home

you're going to:

collect ideas

listen to someone talking about the homes they've lived in

prepare an interview

plan questions and think about your answers

do the interview

talk about your home history and your present home

discussion

talk about your family with a partner

writing

write about your homes

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

- 1 With a partner, think of four reasons why people move home.

example their flat is too expensive

- 2 **9.5** Listen to Mary. How many homes has she lived in?

- 3 With a partner, circle the correct answer. Then listen again and check.

1 Mary lived in a **town** / the country when she was a child.

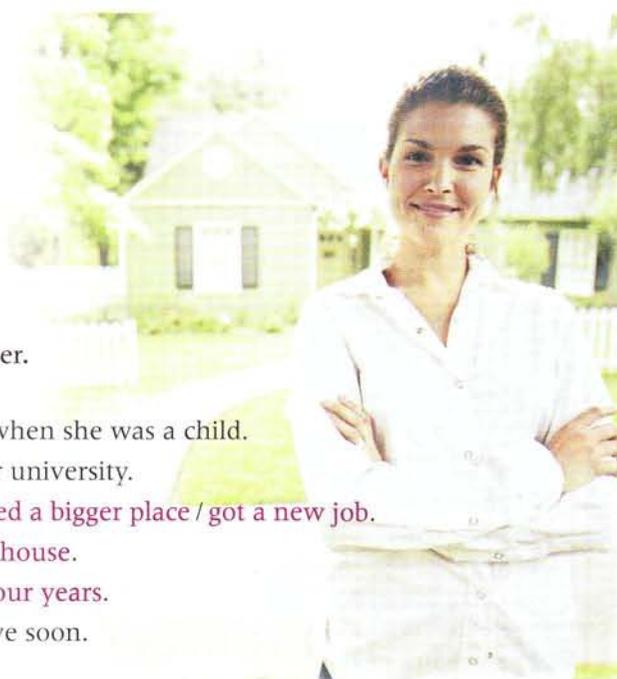
2 She moved to a **flat** / house near her university.

3 She moved again because she **wanted a bigger place** / got a new job.

4 Back in England, she bought a **flat** / house.

5 She's been there for **four months** / four years.

6 She **thinks** / doesn't think she'll move soon.



prepare an interview

- 4 Complete part A of the interview form below with words from the box.

What How long Where Why How long How many

- 5 Work with a partner. You're going to ask someone about their present home. Write questions in part B using these ideas.

What (house/flat) like? rooms? favourite room? Why? garden/balcony?
Who / live with? How far ...? the best thing about the house? your own ideas

- 6 **Think!** Plan your answers, and then practise the interview with a partner.

from home to home ...



part A Your home history

- _____ different places have you lived in?
_____ were they like?
_____ did you move each time?
_____ do you live now?
_____ have you been there?
_____ do you plan to stay?

part B Your present home

- _____ ?
_____ ?
_____ ?
_____ ?
_____ ?

interview

- Find a new partner. Interview them, using your questions.
- Go back to your first partner. Tell them about your second partner.



discussion

- Think!** Think about these statements.
 - Young people should leave home when they get a job.
 - Young people shouldn't leave home until they get married.
 - No one should have more than one home.
 - Very old people should live with their families.
- Compare your ideas in small groups. Do you all agree?



writing

- Read Huang's home history. Add punctuation (full stops, commas, apostrophes, and capital letters) to paragraph two.

HUANG, CHINA

In China, I've lived in four different places. Now my family live in a city called Wuhan. Our flat's very big and modern, and we have everything we need. It's got two bedrooms, a toilet, a kitchen, and a living room. We've been there for six years.



five months ago I came to England to learn English. I'm living in a flat with four other students. The ground floor of the building is a shop and we live on the first and second floors. The first floor has got three bedrooms, a bathroom and a kitchen. The second floor only has one bedroom. I'm sharing it with another Chinese student. The flat hasn't got a garden but it's warm and clean. It's near Westminster College and I can walk or cycle to college. I like it very much.

- At home, write about yourself. Use the questionnaire, and Huang's text, to help you.

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

test your vocabulary

From this unit:

- write down the past participle of these verbs: *be, have, know, study, spend*
- write down the opposites of these adjectives: *tidy, clean, spacious, beautiful, light, unusual*
- order these letters to make names of parts of a house or flat:
 TAIPO _____ LAHL _____
 RAGGAE _____ LOBANCY _____
 DUSTY _____
 DRUNGO ROOLF _____

score 17

gap-fill

Fill the gaps with a suitable word.

- A Have you had your flat _____?
B About six months.
- I've worked here _____ 2003.
- A Your car's very old.
B Yes, but it's _____ in good condition.
- I love meeting people. It's the best _____ about my job.

score 4

error correction

Correct the errors.

- I live here for six years.
- You should to look before you cross that busy road.
- We have still a house near the beach.
- It is got three bedrooms.

score 4

total score 25

Look back at the unit contents on p.84. Tick ✓ the language you can use confidently.



For more practice, go to the review on p.100.

ten

tick ✓ when you know this

natural English

- really
- What's the matter?
- accepting and refusing suggestions
- fillers in conversation

grammar

- ed / -ing adjectives
- verb patterns

vocabulary

- sleep
- aches and pains



sleepwalking

vocabulary sleep

1 With a partner, complete the definitions.

fall asleep

begin sleeping

wake up (v)

_____ sleeping

dream (v)/have a dream /dri:m/

_____ and feel things when you are asleep

have a nightmare /'naɪtmə:/

think and feel _____ things when you are asleep

wake sb up

make somebody _____ sleeping

talk in your sleep

_____ when you are asleep

sleepwalk (v)

_____ when you are asleep

test your partner

- Begin sleeping?



- Fall asleep.

- That's right.

2 Think! Think about these questions.

HOW WELL DO YOU SLEEP?

Do you fall asleep quickly?

Do you dream about your work or studies?

Do you wake up easily?

Do you ever have nightmares?

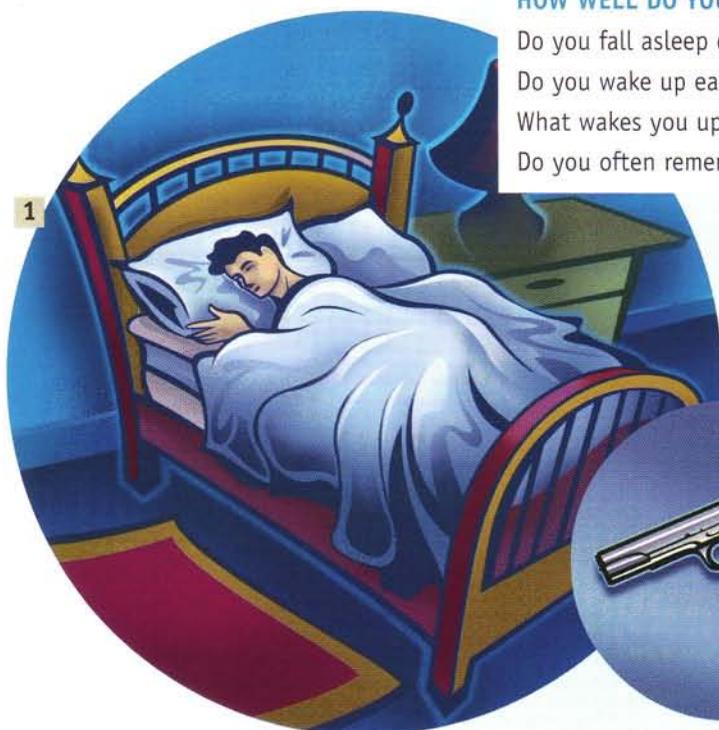
What wakes you up in the night?

Do you talk in your sleep?

Do you often remember your dreams?

Do you ever sleepwalk?

3 Get up and ask and answer the questions.
Who is most similar to you?



how do you feel?

read on

- 1 You are going to read an article about sleepwalking. How do you think these sentences finish?

About 25% of all children walk in their sleep between the ages of ...

Some children continue to 'sleepwalk when they ...

Some people think that when a person sleepwalks, you shouldn't ...

- 2 Read the article. Check your answers to exercise 1.

- 3 Match the pictures to words / phrases in the article.

- 4 With a partner, say what happened to the people in the article. Use the pictures.

example Alina Lato tried to use the washing machine when she was asleep.

- 5 **Think!** Which story is sad? dangerous? funny? Compare ideas with a partner.

Do you sleepwalk?

- According to doctors, about 25% of all children walk in their sleep between the ages of seven and eleven. But the story of Andrew Jones, aged eight, is one of the most extraordinary. Andrew was on holiday in Turkey when he climbed on a chair in his sleep, then fell off a balcony ten metres above the ground. He was immediately taken to hospital but his **injuries** weren't serious. Doctors believe he was still asleep when he fell and hit the ground, so his body was totally relaxed. For this reason, he **survived**.
- Some children continue to sleepwalk when they grow up, and some are even dangerous. Martine Hopcroft, who sleepwalks about once a week, told doctors that she once walked through the house with a gun in her hand, and on one occasion hit her **terrified** husband. 'In the end, we had to lock up anything that I could use as a **weapon**,' she said. 'Some people think that when someone sleepwalks, you shouldn't wake them up, but fortunately I generally wake up quite easily and feel OK. My sleepwalking only lasts about five minutes.'

Alina Lato, a law student from Warsaw, also reports worrying events. 'When I was younger, I often tried to use the washing machine in my sleep, and recently I climbed on a table because I had a nightmare about rats.'

Strangest of all, perhaps, is the story of Sara Molina from Argentina. She went to the kitchen, opened the fridge, and took out a carton of orange juice. She went back to her bedroom where she pulled off the bed clothes and poured the drink over her sleeping husband. 'I'm often really tired when I wake up,' Sara said. 'But when my husband describes all the things I've done, I'm not really surprised!'



6



7



8



9

glossary

according to (doctors) in the opinion of (doctors)

injury (n) /'ɪndʒəri/ physical damage to your body, e.g. a broken leg

survive (v) /sə'vaɪv/ if you survive, you don't die

terrified (adj) /'terfaɪd/ extremely afraid / frightened

weapon (n) /'wepən/ a gun or a knife, for example

grammar -ed / -ing adjectives

1 Complete the sentences below with adjectives from the box.

exciting /ik'saɪtɪŋ/ interesting /'ɪntrəstɪŋ/ relaxing /rɪ'læksɪŋ/
surprised /sə'praɪzd/ worried /'wʌrɪd/ boring /'bɔːrɪŋ/
embarrassed /ɪm'bærəst/ frightened /'fraɪnd/

- I enjoyed that book about sleep; it was really _____.
 - He talks about his job all the time; he's very _____.
 - I love lying in bed when I wake up; it's very _____.
 - I dreamt I was playing in the World Cup; it was very _____.
 - I had a nightmare and I was really _____.
 - David couldn't sleep last night because he was very _____ about his driving test.
 - I was _____ to read that 25% of children walk in their sleep.
 - I fell asleep in the lesson yesterday; I felt very _____.
- 2 Circle the correct answers in these rules and complete the examples.

You use **-ing / -ed** adjectives to describe things / people / situations:

This programme is really **bor** _____. I met some **interest** _____ people at the party.

You use **-ing / -ed** adjectives to say how we feel about things / people / situations:

I'm **bor** _____ - there's nothing to do. She's **excit** _____ about her holiday.

3 Underline the correct adjective.

TELL ME!

- Do you think learning English is interested / interesting?
- Do you feel embarrassed / embarrassing if you make mistakes in English?
- Do you think driving is relaxed / relaxing?
- Do you feel frightened / frightening in the city centre at night?
- Which is more bored / boring - doing homework, or doing the washing up?
- Do you get very worried / worrying before an exam?

4 With a partner, ask and answer the questions in exercise 3.

go to language reference and practice exercises p.168

5  **natural English** Read the box, then listen. What is *it* in each sentence?



natural English really

In spoken English, *really* often means *very / extremely*.

It was **really** interesting. I'm **really** worried about it. I'm **really** frightened of it.

6 **pronunciation** Go to the listening booklet p.31. Practise the dialogues with a partner, stressing the underlined syllables.

writing

1 With a partner, on a piece of paper write:

- an activity
- a place
- the name of a famous person
- an object
- a question

watching TV
my house
Jennifer Lopez
a clock on the wall
How much is it?

2 Read this dream story, and find:

- the past continuous to introduce the activity
- an *-ed / -ing* adjective
- a short dialogue
- an example of *really*

In my dream, I was watching The Simpsons on TV at home. The doorbell rang, and it was Jennifer Lopez. I was really surprised. She came into the house, sat down and watched it with me. Then she saw an old clock on the wall.

She said, 'I want that! How much is it?'

I said, 'You can't have it.'

It's my father's.

Go away and leave me alone!

And then I woke up.



wordbooster

- 3 Change papers with another pair. Write a dream story using their ideas. Include at least two of the points in exercise 2 (past continuous, etc.).
- 4 Your teacher will put all the stories on the wall. Read the stories. Which story uses your ideas? With your partner, decide which story you like best.

don't forget!

Use these phrases from this lesson in the extended speaking on p.98.

She fell asleep and ...
It was really frightening.
She had a nightmare.
She was terrified.

aches and pains

- 1 Complete the sentences with *ache* (n) /eɪk/, *hurt* (v) /hɜ:t/, *feel* (v), or *pain* (n) /peɪn/. Then match the sentences with the pictures.
- a I've got a _____ in my leg. / My leg _____.
- b I've got tooth _____.
- c I've got a _____ in my arm. / My arm _____.
- d I _____ sick.
- e I've got a terrible head _____.
- f I've got stomach _____.
- g I've got a terrible _____ in my foot. / My foot _____.
- h I don't _____ very well.



- 2 10.2 natural English Listen and complete the dialogues.



natural English What's the matter?

A What's the matter?

B _____

A Oh, no.

A What's wrong?

B _____

A Oh, dear.

- 3 Practise the dialogues with a partner (listening booklet p.31). Then practise similar conversations. Change the problem each time.

go to language reference and practice exercises p.168, articles (5)

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.98.





listening

how to ... make an appointment

grammar verb patterns

1 Think! Think about these questions.

- You want to see a doctor. What do you do?
a ring them? b go to the surgery? c something else?
- You want to tell a friend some news. What do you do?
a text them? b phone them? c something else?
- You want to invite a friend to a party. What do you do?
a ring them? b e-mail them? c something else?
- You want to thank someone for a present. What do you do?
a speak to them? b write to them? c something else?
- If you have a problem, what do you do?
a talk to your family? b talk to a friend? c something else?

2 Discuss your answers with a partner.

3 Put these verbs in the correct column below. Use the questions in exercise 1 to help you.

ask speak phone/ring text e-mail tell talk write thank

verb + sb / sth	verb + to + sb / sth
ask sb (for sth)	speak to sb (about sth)

go to language reference and practice exercises p.169

4 Write five true sentences about yourself using verb + sb / sth or verb + to + sb / sth.

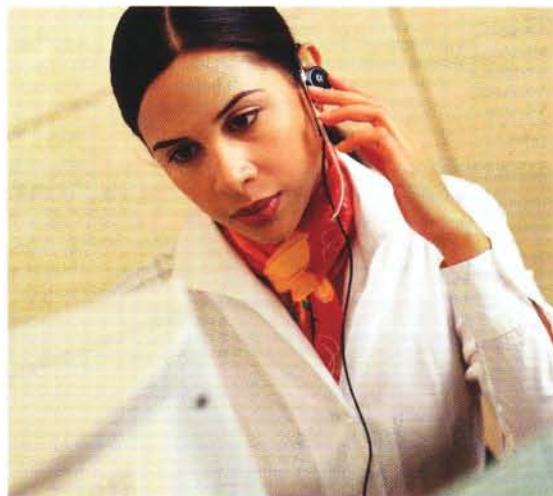
example This morning I spoke to my brother.

this morning
yesterday
last weekend
last week

phoned/rang
talked
spoke
asked wrote
e-mailed told
texted

5 Get up and find somebody who wrote similar sentences.

making an appointment



1 Put the stages in the correct order. Then compare with a partner.

- you ring the surgery /'sɜ:dʒəri/
- you note down the time of your appointment
- you look up the phone number
- you don't feel very well
- you speak to the receptionist /rɪ'sepʃənɪst/
- the doctor's busy this morning
- the receptionist gives you an appointment this afternoon
- you decide to make an appointment to see a doctor
- you ask for an appointment this morning

2 Cover exercise 1 and complete this story. Then check with exercise 1.

I didn't feel very ¹ _____ yesterday, so I decided to ² _____ an appointment to see the doctor. I ³ _____ the phone number, rang the ⁴ _____ and spoke to the ⁵ _____. I ⁶ _____ for an appointment in the morning, but the doctor was ⁷ _____. In the end, the receptionist ⁸ _____ me an appointment for the afternoon.

listen to this

tune in

- 1 **10.3** Listen to the beginning of two phone conversations. Peter and Rosie are ringing to make appointments. Write down their exact words. Then check in the **listening booklet p.32**.



conversation 1 Peter

- A** Good morning, Middleton Surgery. How can I help you?
B Hello, I _____ Dr Harper, _____, please.
A Hmm. Let me just check the appointments book ...

conversation 2 Rosie

- A** Hello, Scissors Palace, Trevor speaking. How can I help you?
B Oh, hello, erm, _____ Paul, please?
A With who?
B With Paul?



listen carefully

- 2 Listen to both conversations. Complete the notes, then compare with a partner.

1 appointment with _____
 day _____
 time _____
 caller's name _____

2 appointment with _____
 day _____
 time _____
 caller's name _____

listening challenge

- 3 **10.4** Peter rings again to change his appointment. Listen.
- Why does he want to change?
 - When is his new appointment?

listen again with the tapescript, **listening booklet p.32**

- 4 **10.5** **natural English** Listen to the extract. Underline the phrases you hear.



natural English

accepting and refusing suggestions

How about tomorrow afternoon?

What about 3.30?

Yes, that's fine.



that's great great.

I'm afraid a friend I can't.



NOT I'm afraid but I can't.

Sorry, that's no good. I'm busy then.



I'm meeting someone.

- 5 Go to the **listening booklet p.32**. Listen again and repeat.
- 6 Work with a partner. You want to do your homework together and will need about one hour. A go to *p.141*. B go to *p.143*.

speaking it's your turn!

- 1 Work with a partner. You are going to write a dialogue with a receptionist. Go to *p.144*.
- 2 **natural English** Can you add some of these words / phrases to your dialogue?



natural English

fillers in conversation

These words / phrases help to make conversation more natural.

Right, ...

OK, ...

(= to show you are listening and understand)

Let me see ...

Hmm/Er, ... Well, ...

(= to give you time to think)

- 3 Practise your dialogue with your partner. Then act it out for another pair. Which dialogue is more natural?

don't forget!

Use these phrases from this lesson in the extended speaking on *p.98*.

She looked up the phone number.

She rang the surgery.

She made an appointment.

She told him about ...



extended speaking

nightmare!

you're going to:

collect ideas

talk about dentists

prepare a story

practise telling a picture story;
invent the end of the story

tell the story

tell the story to a new partner

listen

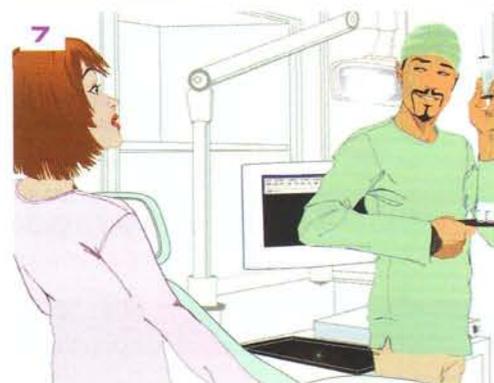
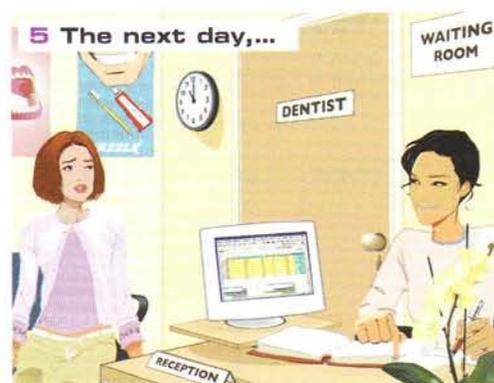
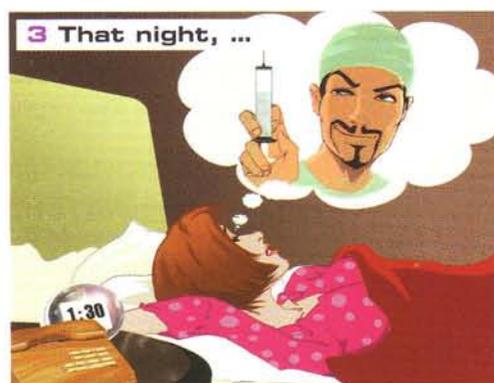
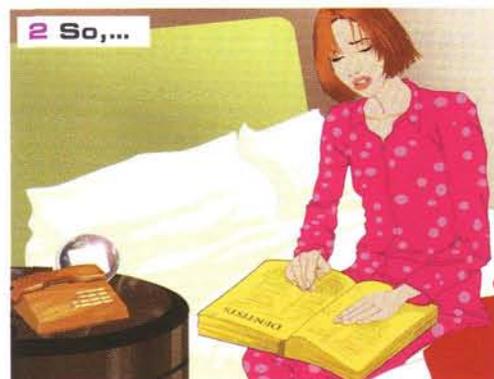
listen to someone telling the story

writing

write your story

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

- Ask and answer these questions with a partner.
Do you like going to the dentist? Why / Why not?
How often do you go? When did you last go?
What happened? Do you like your dentist?

prepare a story

- Look at p.98. In which pictures can you use these words?
turn round run away moustache needle beard /biəd/
- Work with a partner. Together, describe what happened in each picture. Don't write anything.
example picture one

Anna was on holiday in the Bahamas,
but **on the second day**, she ...

- Tell the whole story to your partner. Remember to use the link words / phrases, e.g. *on the second day*.
- What do you think happens after picture 6? Tell your partner.

tell the story

- Find a new partner. Tell them the story with your ending. Which ending do you prefer?

listen

-  Listen to someone telling the story. Is it the same as yours? Listen again with the tapescript if you like.

writing

- At home, write your story. Use the link words / phrases, e.g. *on the second day*, *so*, etc. In the next lesson, show it to your partner. What do they think of it?

test yourself!

How well do you think you did the extended speaking? Mark the line.

0

10

test your vocabulary

From this unit, write down:

- the missing words:
I've got a _____ ache.
I've got _____ ache. I should see a dentist.
I've got terrible _____ ache.
- four more adjectives that can end in *-ing* or *-ed*, e.g. *interested / interesting ...*
- sb* or *to sb* after these verbs:
write _____
phone _____
speak _____
tell _____
ask _____

score 12

gap-fill

Fill the gaps with a suitable word.

- I usually _____ asleep very quickly.
- I've got a _____ in my leg.
- I'd like to _____ an appointment with Doctor Roberts.
- A** What's the problem?
B I don't _____ very well.

score 4

error correction

Correct the errors.

- I enjoyed the film; it was really excited.
- A** What about meeting at 6.00?
B I'm afraid but I can't.
- I had a dream for my sister.
- I was very surprising when I saw him.

score 4total score 20

Look back at the unit contents on p.92.

Tick ✓ the language you can use confidently.

For more practice, go to the review on p.101.

nine review

vocabulary

homes + *there's ... / it's got ...*



Work in A / B pairs. You're going to describe two different pictures and find eight differences.

- A** Look at the picture on this page. Don't look at B's picture.
B Look at the picture on p.146. Don't look at A's picture.

example **A** In my house there are some stairs on the left.

B In my house, the stairs are on the right. OK, that's one difference.

grammar present perfect

- 1** Work with a partner. Write sentences about your classmates using the present perfect and these sentence endings.

examples Ulrich has worked in a shop for over five years.

Marcia has lived here for two or three months.

- _____ for over five years.
 _____ for two or three months.
 _____ for at least two years.
 _____ since the beginning of the year.
 _____ since the last lesson.
 _____ all his / her life.

- 2** Read your sentences to the class. Your classmates can tell you if they are true. Does anyone have six true sentences?

vocabulary adjectives describing homes

In the word square, find 13 adjectives used to describe houses. The words can go in any direction.

example dirty

T	C	O	N	R	E	D	O	M
R	L	Y	T	U	G	L	Y	A
A	E	T	A	L	D	O	S	L
D	A	R	K	A	N	C	M	U
I	N	I	E	U	G	I	A	F
T	I	D	Y	S	E	W	L	I
I	R	A	S	U	M	A	L	T
O	R	D	I	N	A	R	Y	U
N	E	O	F	U	L	M	T	A
A	Y	D	I	T	N	U	Y	E
L	I	G	H	T	O	L	E	B



natural English

- 1** Put the words in brackets in the correct place in the sentence.

- It's a very nice flat, and it's a balcony too. (GOT)
- The most interesting about my flat is the view. (THING)
- Have you had your bicycle? (LONG)
- It's only got two bedrooms, but is a garden. (THERE)
- What do you call these in English? (THINGS)
- Do you play rugby every week? (STILL)

- 2** Check your answers using the natural English boxes in unit nine.

ten review

natural English

- 1 Work in two groups, As and Bs. You are going to role play a phone conversation with a doctor's receptionist.

As – You are receptionists. Look at the role card below. Prepare your role together. Use the **natural English** boxes in unit ten to help you.

Bs – You are patients. Go to p.149. Prepare your role together. Use the **natural English** boxes in unit ten to help you.

student A RECEPTIONIST

It's **FIVE** minutes before your patient / client's appointment. They're going to ring you.

Think! What are you going to say?

- greetings
- listen and respond
- explain that you are full this morning
- suggest other times / days

You answer the phone.

- 2 As – find a B partner. Act out your role play. Repeat it until you can do it fluently.
- 3 Change roles with your partner. This time, B has a hairdresser's appointment. Prepare your roles and then act out the conversation.

grammar verb patterns

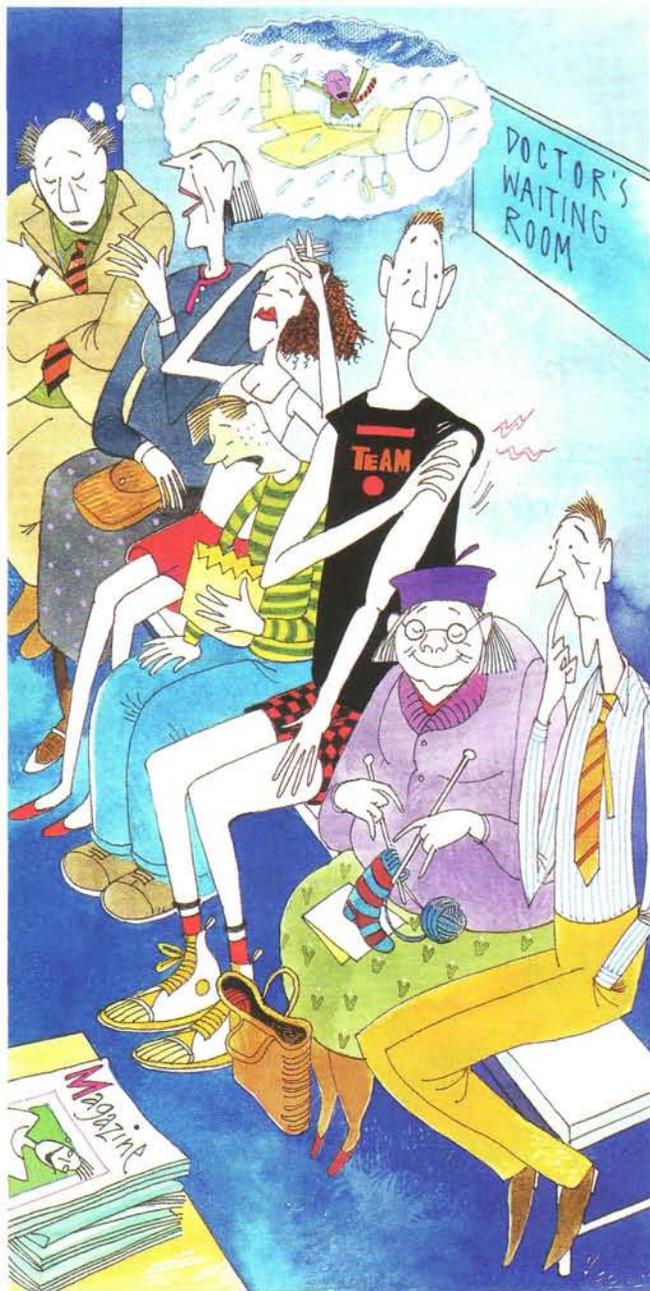
- 1 Order the words to make questions.

- 1 phone often you how parents do your ?
2 often for you advice do people ask ?
- 3 holiday when you do postcards you are send on ?
4 friends how you do write to often ?
- 5 do trains on often to strangers you talk ?
6 anyone you e-mailed today have ?
- 7 thank presents do for birthday how you people ?
8 the lesson you spoken in teacher has this to ?

- 2 Ask and answer the questions with two different partners.

vocabulary

sleep and -ed / -ing adjectives



- 1 You have two minutes. Describe the picture with a partner.

example The man on the right is really thin, and he looks very worried.

- 2 Go to p.147. Don't look back at the picture.

eleven

tick ✓ when you know this

natural English

- leaving out words
- I (don't) agree / it depends*
- uses of *work* (n)
- What if ...?*

grammar

- conditional sentences with *will / might*

vocabulary

- work and working conditions
- office jobs
- relationships



life with Agrippine

in groups ...

- 1 Do you ever go to concerts or shows?
If so, what kind? What was the last one you went to?
What was it like? Who did you go with?



reading for fun

- 2 Read the cartoon. Circle the correct word.
 - 1 Agrippine's father is **worried** / relaxed.
 - 2 Agrippine would prefer **to be** / not to be with her father.
- 3  11.1 Listen and follow the cartoon.
- 4 **natural English** Read the box and complete the gaps.



natural English leaving out words

In spoken English, you can often leave out words at the beginning of a sentence, especially pronouns (e.g. *I / you*) and auxiliary verbs (e.g. *is / have*).

A Everything OK? (= Is everything OK?)

A Got a pen? (= Have you got a pen?)

B Fine, thanks.

B Yes, here you are.

A Ready? (= _____ ready?)

A Is it raining?

B Yes, let's go.

B Don't know. (= _____ don't know.)

- 5  11.2 Listen and repeat the dialogues.
- 6 Complete the sentences with phrases from the box.
I'll would you ~~have you~~ do you did you are you
 - 1 (Have you) Finished?
 - 2 (_____) Busy?
 - 3 (_____) Enjoy the party last night?
 - 4 (_____) Like a coffee?
 - 5 (_____) Want to go for a walk?
 - 6 (_____) See you later.
- 7 With a partner, make dialogues without the words in brackets.
example **A** Finished? **B** No, I haven't.

glossary

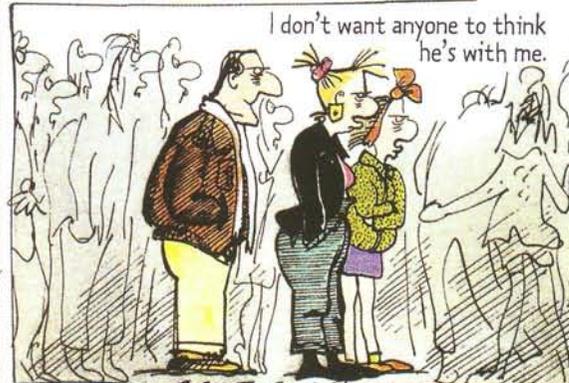
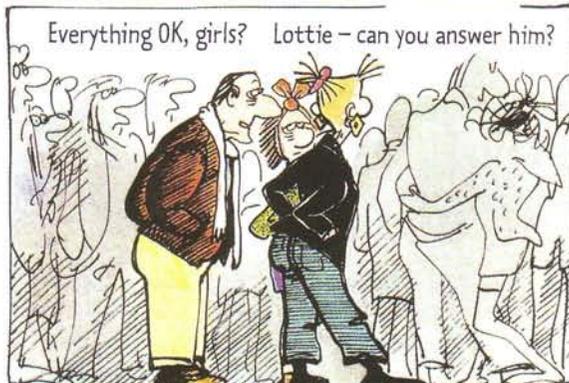
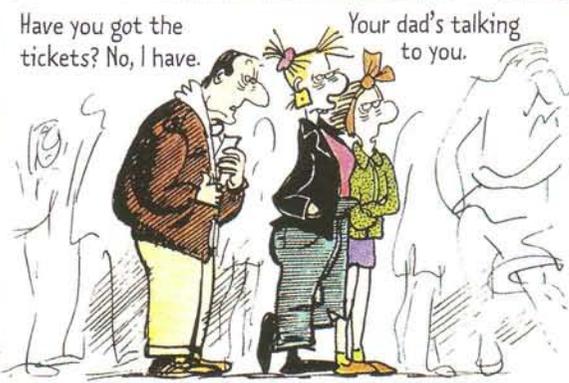
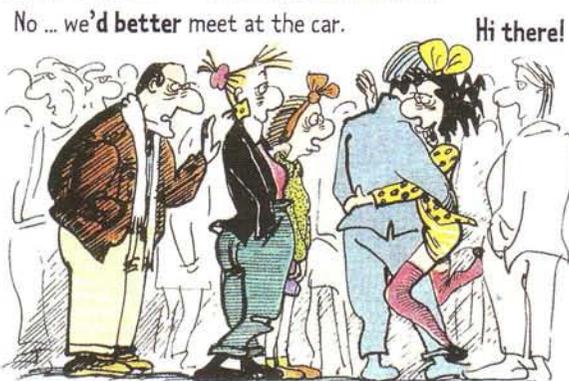
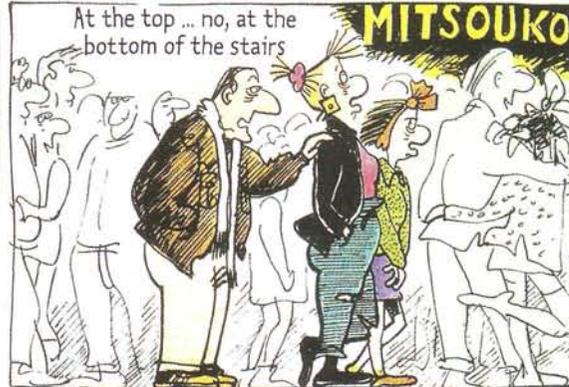
get lost if you *get lost*, you don't know where you are

had better do sth should do sth, e.g. it's late – we'd better go now

hi there! © *hai ðeə* hello!

do you get on?

concert



BLECHER



reading

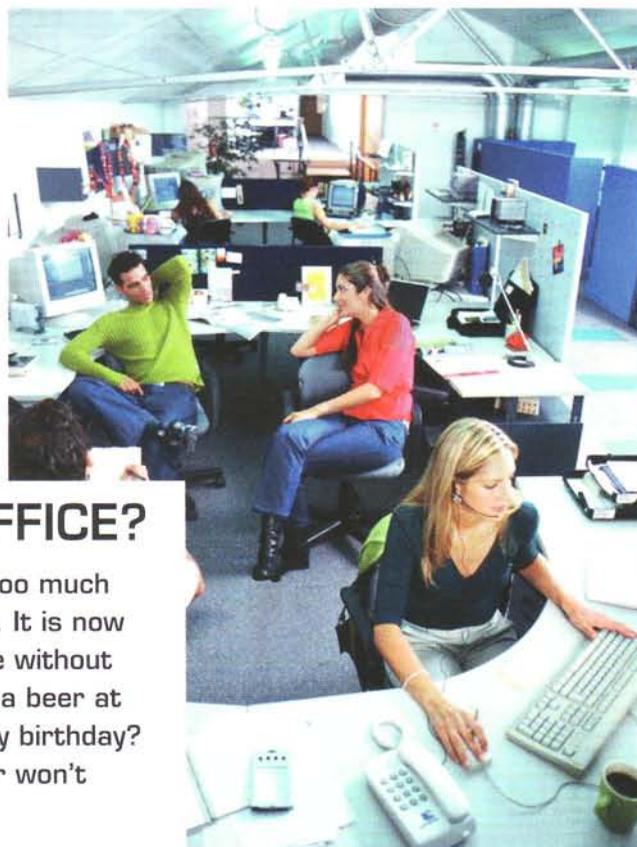
how to ... describe office life

lead-in

- 1 **Think!** Do you like this office?
Why / Why not?
- 2 Compare your ideas with a partner.

read on

- 1 Read the introduction to the article. Is it about:
a office parties? b office rules? c office jobs?



WHAT CAN YOU DO IN YOUR OFFICE?

Recently, two workers lost their jobs because they spent too much time using the Internet for personal reasons in office time. It is now possible for companies to monitor e-mails and Internet use without telling the staff. And can workers **get the sack** for having a beer at lunchtime, or phoning their grandmother to wish her happy birthday? We called a few leading companies to see what they will or won't accept from their administrative staff.

At work, can you ...	COMPUTER SOFTWARE COMPANY	MOBILE PHONE COMPANY	BANK	DEPARTMENT STORE
1 ... wear jeans?	Generally yes, but you should wear formal clothes to meet clients.	Only on Fridays and at weekends.	Staff have to wear uniforms.	Yes, but most people don't. Clothes are casual but smart.
2 ... e-mail your friends?	If it's important, yes. E-mails may be monitored.	You can if you are sensible , and don't spend all day e-mailing gossip .	Yes, but e-mails are monitored for bad language.	Basically, we don't permit personal e-mails.
3 ... surf the Internet?	It's OK if it doesn't affect your work.	Only in your own time.	Yes, but not for hours on end.	If it is limited and sensible, it is permitted.
4 ... drink alcohol?	You can only drink during your lunch hour, and not in the building.	Yes, on special occasions. (We like to celebrate success.)	Not at your desk, but you can drink in the company restaurant.	Yes, but only in moderation, and not if you're a driver.
5 ... have an office romance?	Yes, but we don't like people to work in the same department if they are in a relationship.	If people are sensible, we see no problem.	Yes, but it's important that they don't discuss company secrets.	It's OK until couples split up – then it can be a problem.

glossary

get the sack ☹ lose your job
client (n) /'klaɪənt/ business customer
monitor (v) watch or check on people to see what they are doing
gossip (n) stories about people's private lives, sometimes untrue

sensible (adj) /'sensəbl/ reasonable, practical. A sensible person makes good decisions in most situations.
split up (v) if a couple splits up, their relationship ends

- 2 Read the rest of the article. Which company ...
- 1 ... answers 'no' to question one?
 - 2 ... answers 'no' to question two?
 - 3 ... answers 'no' to question three?
 - 4 ... answers 'no' to question four?
 - 5 ... is most relaxed about an office romance?

3 With your partner, explain these phrases from the article.

- question 3 *in your own time* *hours on end*
 question 4 *in moderation*
 question 5 *in a relationship*

4 **Think!** Which is the best answer to each question? Which company would you most like to work for? What happens in your office? Tell a partner.

5 **11.3** **natural English** Listen and number the phrases in **bold** in the order you hear them (1, 2, 3).

natural English
I (don't) agree / it depends

I **agree with** you / that. (= I have the same opinion)
 NOT I ~~am~~ agree with you / that.
 I think **it depends**. NOT ~~it's~~ depend
Sorry, I don't (agree with you / that).

6 **pronunciation** Go to the listening booklet p.34. Listen and repeat the dialogue. Stress the underlined words.

7 **Think!** What do you think about these statements?

All workers should have at least thirty days' holiday a year.

Workers shouldn't make personal phone calls at work.

Older workers should get more money than younger workers.

All offices should be no smoking.

Discuss in small groups. Use the **natural English** phrases.

vocabulary work and working conditions

1 Work with a partner. Write one word in each gap.

- 1 A What does your brother do?
 B He **runs an advertising company**.
 A Oh, he's the ____?
 B Yes, that's right.
 A And are they **busy**?



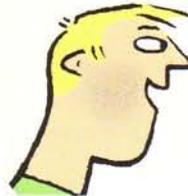
- B Yes, they've got **a lot of** ____ at the moment.
*Some days he doesn't get a **lunch** ____.*
 A But does he **get a good** ____?
 B Oh yes. He **earns** a lot, I think.



- 2 A **Are you working** at the moment?
 B Yes, **I've got a** ____ with a record company.
 A Really? Is that normal **working** ____?
 B Yeah, **nine to five**.



- A Do you ____ **an office** with other people?
 B Uhuh, there are **three of us**.
 A And do you ____ **on well**?
 B Yes, we **have a good working relationship**.



2 **11.4** Listen and check.

3 With a partner, choose one dialogue. Practise saying it until you can do it without looking.

4 **natural English** Match 1 to 3 with a to c.

natural English
uses of work (n)

Work has different meanings and is usually uncountable.

- | | |
|--|---------------------------------------|
| 1 I've got a lot of work this week. | a = begin your job or the working day |
| 2 When do you start work ? | b = to the place where I have a job |
| 3 I get the train to work . | c = many things to do |

Remember:

I haven't got **a job** at the moment. NOT I haven't got a work.

speaking it's your turn!

Work in A pairs and B pairs.

As – You're going to be interviewers. Read the instructions below.

Bs – You work in an office. Go to p.148.

student A

1 Work with another A student. You're going to interview someone who works in an office. Write your questions together, using the prompts. Then add your own question(s).

- 1 kind of company?
What kind of company is it?
- 2 your job?
What's your job?/What do you do?
- 3 number of people?
- 4 where exactly?
- 5 get to work?
- 6 working hours?
- 7 how long/breaks?
- 8 share/office/other people?
- 9 (if yes) get on well with them?
- 10 like/job? Why/Why not?

your own questions

- 1 _____?
- 2 _____?

2 Find a B partner. Interview them.

don't forget!

Use these phrases from this lesson in the extended speaking on p.110.

I agree with ...

It depends.

He's the boss./He runs the company.

They don't get on very well.

wordbooster

office jobs

1 Unjumble the letters to find the jobs.

- | | |
|---|-------------------------|
| 1 'I answer the phones all day.' | OPETLEHNSIT telephonist |
| 2 'I look after the company's finances.' | NCCAOUTNAT |
| 3 'I make phone calls and type letters.' | TACEERSYR |
| 4 'I'm the first person visitors see when they come to the office.' | IPTECERSNITO |
| 5 'I find and interview people for jobs in my company.' | NNOSELREP GAMANRE |
| 6 'I'm responsible for selling the products.' | LEASS GAMANRE |

2  11.5 Listen and check your answers.

3 **pronunciation** Listen and underline the stress. Practise saying the words.

example telephonist

relationships

1 Match the sentence beginnings and endings.

- | | |
|--|---|
| 1 She's very friendly and | a he shouts a lot. |
| 2 They met on holiday and | b no good at their jobs. |
| 3 They're jealous <i>'dʒeləs/</i>
of Tom because | c they're not speaking to each other. |
| 4 They had an argument <i>'ɑ:gjʊmənt/</i> and now | d good at listening to people. |
| 5 They're both lazy <i>'leɪzi/</i> and | e he's so good-looking. |
| 6 They split up because | f his girlfriend doesn't phone. |
| 7 They're afraid <i>'ə'freɪd/</i>
of the boss because | g they were unhappy together. |
| 8 She likes him as a friend but | h fell in love – how romantic! |
| 9 He gets upset when | i they're not going out with each other. |

2 Read your sentences to a partner. Are they the same?

3 Write the phrases in bold in your notebook, with your own examples.

go out (with sb) – I went out with a university student for two years.

don't forget!

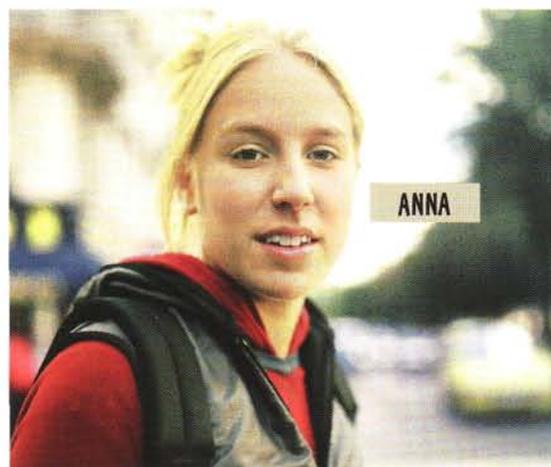
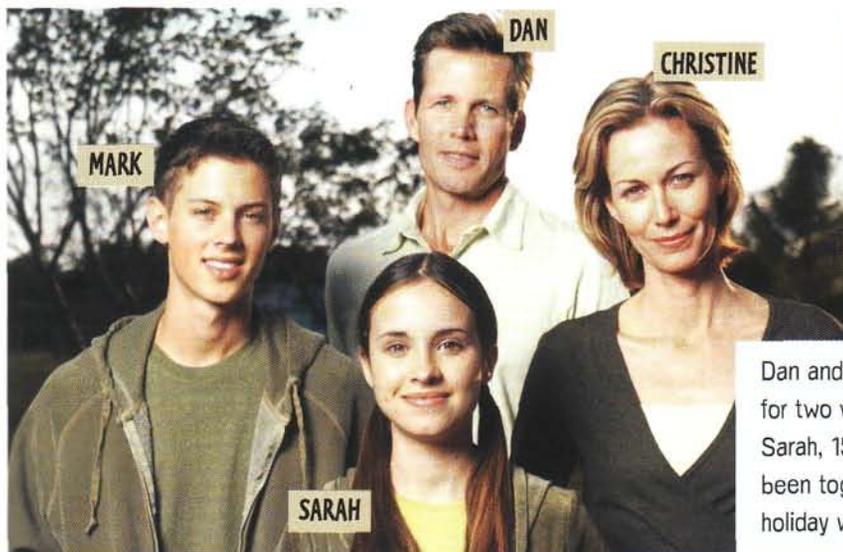
Use the vocabulary in this wordbooster in the extended speaking on p.110.

listening

can my girlfriend come too?

lead-in

1 Think! Read the situation and think about the questions below.



Dan and Christine Gregory are planning to rent a villa in Greece for two weeks in the summer with their children Mark, 17, and Sarah, 15. Mark is going out with a girl called Anna. They have been together for four months and he wants to take her on holiday with the family.

- 1 What possible problems will they have if Anna goes with them?
- 2 Have you ever taken a friend / girlfriend / boyfriend on holiday with your family? If so, what was it like? What happened?

4 Read the sentences, then listen again. Write the names in the table.

2 Compare your answers in small groups.

WHO SAYS THIS?

listen to this

tune in

1 Listen to three extracts. Is Christine Gregory talking to Mark, Sarah, or Dan?

1 _____ 2 _____ 3 _____

2 Listen again. Tick ✓ the phrases you hear.

It'll be nice for Mark. It will be good fun.
I get on really well with her.

listen carefully

3 Listen to the three conversations. Answer the questions.

conversation 1:

Is Dan generally positive about the idea?

conversation 2:

Why does Mark think it will be good for his parents?

conversation 3:

What does Sarah suggest?

1 If Anna comes, maybe her dad will pay.

2 We'll need a bigger villa.

3 I'm not sure it's a good idea.

4 She might feel lonely.

5 We need to talk about this.

6 If they have an argument or split up, it'll be terrible.

listening challenge

5 Christine decides what to do, and tells the family. What do you think she will say about:

the villa? Anna? the money? Sarah?

6 Listen and check your answers.

listen again with the tapescript, listening booklet p.36

7 What do you think about the family's solution? Tell your partner.

grammar conditional sentences with *will / might*

1 Make four sentences. Use each phrase only once.

	they get a bigger villa,	Dan will be happy.
If	Anna's father pays for the flight,	it'll ill be more expensive.
	Mark is with Anna all the time,	Sarah won't wəʊnt be lonely.
	her friend comes for a week,	Sarah might maɪt be lonely.

2 Circle the correct answer.

- 1 *If they get a bigger villa* is talking about **now / the future**.
- 2 *will (be happy)* means it's **sure / possible**.
- 3 *might (be lonely)* means it's **sure / possible**.

3 Complete the table.

if + present tense,	'll + verb
If they get a bigger villa, it'll be more expensive.
if + _____ tense,	_____ + verb
If Anna's father pays for the flight, Dan will be happy.
if + _____ tense,	_____ + verb (negative)
If Sarah's friend comes for a week, she won't be lonely.
if + _____ tense,	_____ + verb
If Mark is with Anna all the time, Sarah might be lonely.

4 Answer the questions.

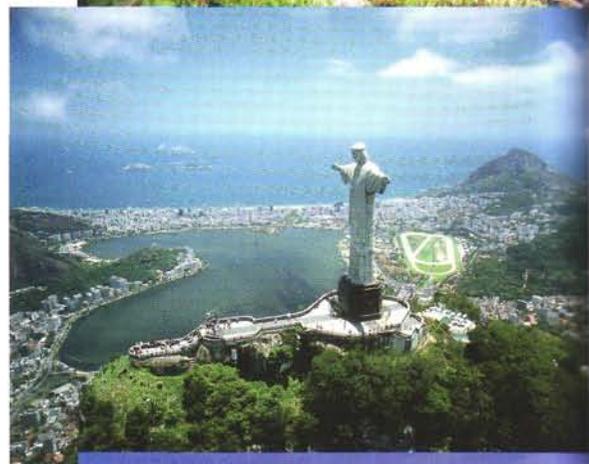
- 1 Is this sentence correct?
If they will get a bigger villa, it'll be more expensive.
- 2 Is it possible to change the order of the sentences?
e.g. *It'll be more expensive if they get a bigger villa.*

5 **pronunciation** Say the sentences in **exercise 1** to a partner. Remember **ill**, **wəʊnt**, and **maɪt**.

6 Work with a partner. Are these sentences true / logical? If not, change them.

- 1 If you go to Brazil in the summer, it'll be cold.
- 2 If we leave at five in the morning, there won't be much traffic.
- 3 If we go to Spain in July, there won't be anyone on the beach.
- 4 If we stay at the best hotel in Buenos Aires, it'll be cheap.
- 5 If you go to Switzerland in July, there will be a lot of snow.
- 6 If you go skiing in Austria in April, there might not be any snow.
- 7 If we hire a car, it'll be very useful.
- 8 If you book your flight on the Internet, it won't be cheaper.

go to language reference and practice exercises p.169



- 7 **11.8** natural English Listen and complete the questions.



natural English What if ...?

You often use *what if* + present tense in spoken English when you are thinking about possible problems.

I'm worried about this journey tomorrow.

What if the taxi _____? (= What will I do if the taxi is late?)

What if the train _____ on time?

What if no one _____?

- 8 Listen again and repeat the questions.

- 9 **Think!** Think of a possible problem for these situations. Use *What if ...?*

1 You have to drive to the centre of town later.

What if there's a lot of traffic?

2 You're meeting your father at the airport at 6.00 a.m.

3 You're planning a barbecue next weekend.

4 You're going to the bank at lunchtime.

5 You're going skiing next week.

- 10 With a partner, make short dialogues about the situations in **exercise 9**. Don't write anything.

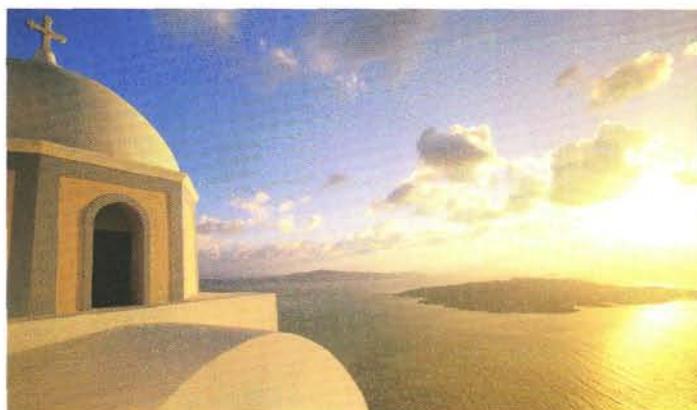
example A I have to drive to the centre of town later.

B What if there's a lot of traffic?

A Oh, then I'll walk.

writing

- Anna (Mark's girlfriend) sent the postcard below to her parents from Greece. With a partner, complete each gap with a word or phrase.
- It's the second week. Anna has gone home, and Sarah's friend, Lulu, has arrived. You are Mark. Write a postcard to Anna. Tell her:
 - how you're feeling
 - what the weather's like
 - what Lulu is like
 - what you did yesterday
 - your plans for tomorrow
- Show your postcard to other pairs. Which is the best? the funniest? the most romantic?



Hi ¹ _____,

I'm having a ² _____ time here with Mark and his family. The weather's really ³ _____. The villa is ⁴ _____, and it's got ⁵ _____. We spent yesterday and today ⁶ _____, and tomorrow we're going ⁷ _____.

See you on ⁸ _____.

Love,
Anna



Mr and Mrs Jenkins
37 Chaucer Road
Brighton BN1 4SP
England

don't forget!

Use these phrases from this lesson in the extended speaking on p.110.

If he invites her out, she'll ...

He won't be happy if ...

What if she tells ...?

She might ... if that happens.



extended speaking

24.com

you're going to:

collect ideas

learn about the people in a company

discuss problems

look at three problems between workers, and decide what they should do

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



Justin, 35, divorced
extra information: _____



Carol, 54
extra information: _____



Clancy, 25, single
extra information: _____



Sadie, 30
extra information: _____

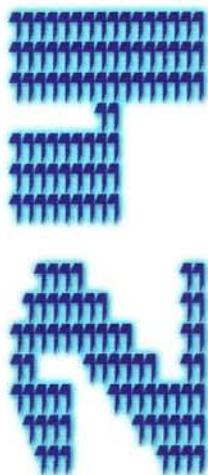


Jaz, 33
extra information: _____



Mattias, 23
extra information: _____

24.com





collect ideas

- Look at the pictures of the people who work at 24.com, an Internet company.
Who do you think is the boss? Why?
Who do you think is the accountant? Why?
Tell a partner.
-  Listen to Justin telling his friend about the company. Write information under the pictures.
- Compare your answers with a partner.
- Think!** What problems do you think they might have between them?
example Jaz is new to the company. The others might not like him.
Tell your partner.



discuss problems

- Work in small groups. You're going to discuss some problems. Read the first one.

language reminder

Use *should* to say what is the correct or best thing to do:
I think Clancy should say 'yes'/'no'.
Justin shouldn't ask her out, because ...

PROBLEM 1 Justin thinks Clancy is really nice. He wants to invite her out for dinner.

Think! What do you think will happen if he invites her?

How do you think these people will feel?

- Clancy
- Mattias
- the other people in the office

Discuss what Justin/Clancy should do.

Together, write down your advice to Justin/Clancy.

- Go to p.143 for the next problem, then p.144 for the third problem.
- At the end, tell the class your advice. Then decide together on the best advice for each situation.

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

test your vocabulary

From this unit, write down:

- the prepositions which complete these phrases: *fall* _____ *love, afraid*
_____ *sb, good* _____ *sth,*
jealous _____ *sb*
- four jobs beginning with these letters:
re _____, *ac* _____,
sa _____, *se* _____
- another way of saying these phrases:
We have a good relationship.
= *We get* _____.
I earn a lot.
= *I get a good* _____.
He runs the company.
= *He's the* _____.
I've got a lot of work to do.
= *I'm very* _____.

score 12

gap-fill

Fill the gaps with a suitable word.

- If it's too cold tonight, I _____ go out.
- A What _____ the train is late?
B Then I'll ring you on my mobile.
- A Do you agree _____ me?
B _____ depends.

score 4

error correction

Correct the errors.

- He hasn't got a work at the moment.
- Sorry, I'm not agree with you.
- If you'll be late, I'll wait for you.
- I usually get a train to the work.

score 4

score 20

Look back at the unit contents on p.102.

Tick ✓ the language you can use confidently.



For more practice, go to the review on p.120.

twelve

tick ✓ when you know this

natural English

- me too / me neither*
- showing surprise
- greeting old friends
- asking about the past and present

grammar

- used to + verb*
- present perfect and past simple revision

vocabulary

- activities
- life events
- professions



how to ... describe the past

vocabulary activities

1 Label the pictures with a partner.



4 play the _____



3 go _____



2 go _____



1 go to the _____



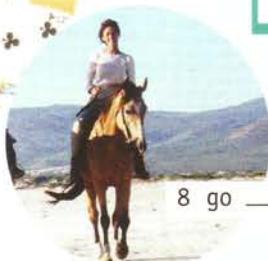
5 play _____



6 have a _____



7 play _____



8 go _____

2 **12.1** Listen and check your answers. Repeat the phrases.

3 **12.2** **natural English** Listen and notice the intonation. Practise saying the dialogues and copy the intonation.

natural English
me too / me neither

If something is also true for you, answer *me too* or *me neither*.

positive	negative
A I often go to the beach. B Yes, me too .	A I never play cards. B No, me neither .

But if something isn't true for you:

A I often go to the beach. B Really? I don't.	A I never play cards. B Really? I do.
--	--

4 Which activities in the pictures do you often / sometimes / never do? Tell your partner. Use the **natural English** phrases.

example A I sometimes go to the beach.
B Yes, me too. / Really? I don't.

we'll meet again

listen to this

tune in

- 1 **Think!** Imagine you're going to live and work abroad. Where would you like to go? Why?

example I'd like to go to ...
because ...

Get up and find someone with the same idea.



Chris



Liz

- 2 **12.3** Chris and Liz worked abroad in different countries. Listen to the first part of their conversations. Circle the correct answers.
- Chris / Liz worked in Venezuela.
 - Chris / Liz worked in Italy.
 - Chris / Liz was a teacher.
 - Chris / Liz worked at the embassy.

listen carefully

- Listen to the whole of Chris's conversation. Tick ✓ the activities in **vocabulary exercise 1** that Chris did.
- Listen again. Find three more things Chris did to make friends.

listening challenge

- 5 **12.4** Listen to Liz. Which activities in **vocabulary exercise 1** did she do? What other things did she do to make friends?

listen again with the tapescript, listening booklet p.38

- Think!** How could a foreigner make friends in your town / country? Write three ideas.
- Compare your ideas in small groups and make a list of the five best ideas. Tell the class. Do they agree?

grammar used to + verb

- 1 Look at the speech bubbles. Underline the correct answers in 1 to 5.

I used to go to the beach a lot when I lived in Venezuela, but now I only go once a year.

I used to be in a jazz band, but I'm not any more.

I never used to like classical music, but now I listen to it a lot.

- used to* / *just* + verb describes **the past / the present**.
- It describes something that was true for a period of time, or happened **once / often**.
- If something *used to* be true or *used to* happen, it means that it **is / isn't** true now or it **happens / doesn't happen** now in the same way.
- I'm not any more* means **it's not true now / it's still true now**.
- Which is the correct form?
I **used** work. / I **used to** work. (positive)
I **never used to** work. / I **never use to** work. (negative)
I **didn't used to** work. / I **didn't use to** work. (negative)

The negative *didn't use to* is possible, but *never used to* is more common in spoken English.

- 2 Correct any errors. Be careful: some sentences are correct.

example I used to go skiing ~~last week~~.

- We used have a lot of parties.
- My sister used to go horseriding yesterday.
- I used to go climbing, but I broke my leg, so now I don't go.
- I used to take the bus to work and it's always late.
- We used to play cards every day. Now we only play on Sundays.
- I used to play tennis. I play on Saturday afternoons.

- 3 **pronunciation** With a partner, take turns to read the correct sentences. Remember the pronunciation of *used to* /'ju:stə/.
- 4 With a partner, take turns to change the sentence below, using the words given. Don't write anything.

I never used to go out on Sundays.

- 1 we We never used to go out on Sundays.
- 2 Mondays We never used to go out on Mondays.
- 3 they 7 stay at home
- 4 Friday nights 8 never
- 5 always 9 go to parties
- 6 she 10 my brother and I
- 5 Write down the last sentence. Compare with another pair.
- 6 Think about Liz and Chris again. With your partner, write down six things they used to do.

go to language reference and practice exercises p.170

speaking it's your turn!

- 1 **Think!** Complete the table about yourself. Tick ✓ the things that used to be true for you and add your own ideas.

Remember: if something is still true now, *used to* is not possible.

WHEN I WAS YOUNGER ...



routine

- I used to go to school by bus.
- come home at 5.30.
- have dinner at 7.00. (your own idea)



hobbies

- I used to play the guitar.
- like painting.
- _____ (your own idea)



appearance

- I used to have long blonde hair.
- wear T-shirts all the time.
- _____ (your own idea)



home

- I used to live in the city centre.
- live in a small flat.
- _____ (your own idea)



sport

- I used to love playing tennis.
- go horseriding.
- _____ (your own idea)

- 2 With a partner, take turns to say what you used to do.

example A I used to have dinner with my family.

B Yes, me too, but we never used to eat at 7.00.

don't forget!

Use these phrases from this lesson in the extended speaking on p.118.

I used to work hard at school.

I never used to like sport.

Me too.

Me neither.

wordbooste

life events

- 1 Complete the sentences with words / phrases from the box.

abroad /ə'brɔ:d/ school

six months in Japan /dʒə'peɪn/ a dentist

Cathy through a friend married

university /ju:nɪ'vɜ:səti/ a DJ /'di:dʒeɪ/

a year in Spain in television

Daniel last summer a job as a waiter

1 I left school.

2 I became _____.

3 I spent _____.

4 I got _____.

5 I met _____.

6 I worked _____.

- 2 With a partner, combine sentences from exercise 1 with these link words.

example I left university, and after that I spent a year in Spain.

I _____, and after that I _____.

After I _____, _____.

I _____, and then I _____.

- 3 Write three similar sentences about yourself. Tell your partner. Are any of your sentences the same?



reading friends reunited

professions

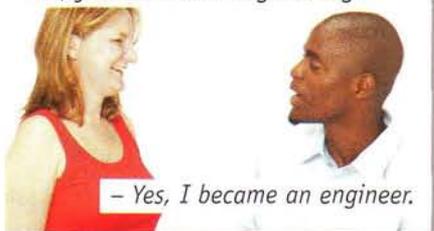
1 Complete the 'professions' column.

JOB	PROFESSIONS
I became a(n) ...	I went into ...
teacher	teaching
doctor	_____
lawyer /'lɔːjə/	_____
engineer	_____
journalist /'dʒɜːnəlɪst/	_____
banker	_____
computer programmer	_____
businessman / woman	_____
/'bɪznəsˌmæn 'bɪznəsˌwʊmən/	

2 pronunciation Underline the stress in the 'professions' words. Practise saying the words with a partner.

test your partner

– So, you went into engineering?



– Yes, I became an engineer.

3 Think! Think about the jobs and professions in exercise 1.

- Which professions get a good salary?
- Which professions are the most popular in your country?
- Which professions would you like to go into?
- Which jobs do you think are boring?
- Do you have friends or family with these jobs? (e.g. *My uncle's a history teacher.*)

4 Compare your answers with a partner.

don't forget!

Use the vocabulary in this wordbooster in the **extended speaking** on p.118.

lead-in

- Think!** Do you ever 'chat' to people on the Internet? If so, who to, and why? Tell a partner.
- Adam and Susie last saw each other at school ten years ago. Are sentences 1 to 3 true or false?
 - Adam used to be a good student.
 - Susie is still single.
 - Adam is a professional footballer.

on the Internet ...

glossary I wonder /'wʌndə/ (what/how, etc.)
(v) I want to know (what/how, etc.)

3 12.5 natural English Which of these phrases are in the pictures?



natural English showing surprise

Wow! I don't believe it! I can't believe it! That's incredible!

- Listen to 12.5 and write down the first line of each dialogue.
- pronunciation** Listen again with the tapescript (**listening booklet** p.38). Notice the intonation. Practise the dialogues with a partner.

read on

- 1 Read the article. Which sentence explains the article best?

It's about a website that ...

- helps to organize parties and holidays.
 - helps you to find a girlfriend / boyfriend.
 - helps you to contact people you used to be at school with.
- 2 Read the article again. Are these statements true or false?

- It's free to use the website.
- It's free to contact people on the website by e-mail.
- Friends Reunited became popular immediately.
- There are now over ten million members.
- Steve Pankhurst always knew the website would be successful.
- Friends Reunited has helped some people to meet their future husband or wife.

- 3 **Think!** Read these questions.

- Do you already use websites like this? If not, would you like to?
- The article describes positive things about the website. Are there any possible negative things?
- Which old schoolfriends would you like to see again? Why?

- 4 Compare your ideas in small groups.

FRIENDS REUNITED.CO.UK

Steve and Julie Pankhurst



FACTS

- 45,000 schools and universities are on the website.
- You can put information about yourself on the website.
- You can read about old school friends.
- You can visit the website free.
- For a small fee, you can contact old friends by e-mail.

Friends Reunited, the website which has become incredibly popular in Britain, is becoming a **worldwide** phenomenon. There are now sites in Australia, New Zealand, and South Africa, and in different countries in Europe, including Germany, Spain, and

05 Italy. It all started in July 1999, when Julie Pankhurst decided she wanted to contact some old school friends, but discovered that the Internet couldn't help her. Her husband, Steve, started the Friends Reunited site in the **spare room** of their north London

10 home. At first, only 20 to 30 people visited the site. Now, more than ten million people have become members.

Why is it so popular? Steve Pankhurst is surprised at the success of the site, but he believes that everybody is **curious** and wants

15 to know what old friends are doing now and how their lives have changed. Other people believe that there is a strong desire to **get in touch with** people who have been very important in our past. And of course, it leads to other things: old friends meeting up, boyfriends/girlfriends from the past, school reunions, group

20 holidays; people have found lost relatives, and there have been hundreds, possibly thousands, of marriages as a result of reunions. When a thousand visitors to the website completed an online questionnaire, Steve found out there were ten new babies. And who knows? There might be a lot more.

glossary

- fee** (n) money you pay to do sth
worldwide (adj) in many different parts of the world
spare room /speə 'ru:m/ a room (usually a bedroom) that isn't normally used
curious (adj) /'kjʊəriəs/ interested to know about things/people
get in touch /tʌtʃ/ with sb phone or write to someone

grammar present perfect and past simple revision

1 Put the word / phrase on the right into the correct place in **a** or **b**.

- | | | |
|-----|---------------------------------------|-------------------|
| 1 a | I worked in a bank <u>last year</u> . | last year |
| b | I've worked in a bank. | |
| 2 a | Did you live there for a long time? | ever |
| b | Have you lived there? | |
| 3 a | I saw him with Jane. | yesterday |
| b | I've seen him with Jane. | |
| 4 a | I lived in Paris. | all my life |
| b | I've lived in Paris. | |
| 5 a | She was at our house. | since the weekend |
| b | She's been at our house. | |
| 6 a | They bought their car. | two years ago |
| b | They've bought their car. | |

2 Which rule, **A** or **B**, matches each of your sentences in **exercise 1**?

- A Use the past simple, not the present perfect, to say when a finished action happened.
- B Use the present perfect to describe something happening in a period of time from the past to now.

3 With a partner, using the words in the wordpool below, write:

- three past simple questions
- three present perfect questions

You can use the words more than once.

examples Have you worked in Poland? (present perfect)

Why did you get married? (past simple)

how long when you become studied English

at that hospital have lived did

a doctor worked in Poland why

enjoy get married the film

4 Match these answers to the questions you wrote in **exercise 3**. More than one answer may be possible.

- | | | | |
|-----------------|---------------|-----------------|--------------|
| since last year | two years ago | no, never | yes, I have |
| no, I didn't | last year | for three years | five years |
| no, I haven't | yes, I did | in May | I don't know |

speaking it's your turn!

- 1  **natural English** Susie and Adam meet each other after ten years. Listen and underline the phrases you hear.



natural English greeting old friends

How are you?

It's lovely / great to see you.

What have you been doing? (= tell me about your life from the last time I saw you until now)

What are you doing now? (= tell me about your life now / at the moment)

- 2 **pronunciation** Go to the **listening booklet p.38**. Listen again and practise the dialogue with a partner. Stress the underlined syllables.

- 3 Get up and greet three 'old friends' in your class. Use the phrases in the **natural English** box.

- 4 Put the conversation in the correct order.

Susie I work for 'Sports Weekly.'

Mark 'The Times'. I got a job there when I left university. How about you?

Susie Well, I'm a journalist.

Susie Oh, about two years.

Mark Wow! I don't believe it! Me too.

Mark Oh, so how long have you been there?

Mark Incredible!

Susie Who do you work for?

- 5 Compare with a partner. Practise the conversation together until you can do it without looking.

don't forget!

Use these phrases from this lesson in the extended speaking on p.118.

It's great to see you!

What are you doing now?

How long have you been there?

Wow! I don't believe it.



extended speaking

school reunion

you're going to:

collect ideas

read about old school friends

invent a character

invent information about someone's past; prepare questions

role play

role play a conversation with old friends

writing

write about your character for a website

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

- 1 With a partner, think of three questions you can ask an old school friend.

example How are you?

- 2 Read about Gem, Kas, and Sammy. They were all at school together, but lost contact 10 years ago. Which person would you most like to see again?



Gem

Your family owns a big hotel in your town. You worked hard at school, and did well in your exams. At 18, you left school, and you and your sister spent a year in South Africa and ...

KAS

You have two brothers. You didn't work hard at school, but you were clever and very good at sport. You left school at 18 and got a job selling cars ...

Sammy

You're an only child. Your parents were in a famous rock group when they were young. You hated school and didn't study hard. You only wanted to play music and have fun. At 18, you left school and joined a rock group ...



invent a character

- 3 You are going to be Gem, Kas, or Sammy. Decide who you would like to be, then find a partner who is the same character as you. Read the box below.

IT'S TEN YEARS LATER ...

Together, invent what happened to you from age 18 to 28.

Think about:

- relationships: married? children?
- education and training?
- job or profession?
- home?
- future plans?
- travel?
- hobbies and interests?
- health?
- your parents/brothers and sisters: what are they doing now?

Make notes if you like, but don't write sentences.

- 4 With your partner, practise describing your character's life.

example

After I left school, I joined a rock group and we travelled ...

- 5 **natural English** Look at the box. With your partner, think of similar questions you could ask the other two characters.



natural English asking about the past and present

What happened to your sister?

Are you still interested in cars?

Do you still play a lot of football?

- 6 Look at **speaking** it's your turn! on p.117. How can you begin a conversation with another character?



role play

- 7 Find a new partner who is a different character (Gem, Kas, or Sammy). Quickly read the text about their character again.

You meet, after ten years, at a school reunion. Ask each other about your lives since you were 18.

- 8 Do the same with the third character. Who was the most interesting character you met? Why?



writing

- 9 Read what Sammy wrote about his life since he left school. Complete the text with the link words / phrases in the box.

after and then next year when two years ago

Hi, I'm Sammy, and I'm 28 years old.

¹ _____ I left school, I spent a year in South Africa, working in a safari park. ² _____ I came home. I decided to study to become a vet. ³ _____ university, I got a job in Scotland, and I've been here for four years now. ⁴ _____, I got married to Kirsty – she's a vet too – and we're very happy. ⁵ _____, I'd like to go back and work in South Africa with Kirsty.

- 10 Write a similar profile about your character in the role play. Try to use the link phrases from **exercise 9**.

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

test your vocabulary

From this unit, write down:

- the verbs used with these nouns:
_____ *skiing/horseriding*
_____ *cards/the guitar*
_____ *a job/married*
- the professions for these jobs: *teacher, doctor, lawyer, engineer, journalist*
- three phrases used to show surprise.

score 11

gap-fill

Fill the gaps with a suitable word.

- I _____ used to like cheese, but I love it now.
- I don't go swimming any _____.
- After I _____ university, I _____ a year working in Australia.
- A Do you _____ work in the bank?
B Yes, I do.

score 5

error correction

Correct the errors.

- I used to go to the beach last week.
- I've seen it three days ago.
- It's lovely for see you.
- A I don't like it.
B Me too.

score 4

total score 20

Look back at the unit contents on p.112. Tick ✓ the language you can use confidently.

For more practice, go to the review on p.121.

eleven review

grammar conditional sentences with *will / might*

- 1 **Think!** Write an answer for each question. Use *will, might, or won't*.

example What will you do if you're late for the next lesson?
I'll wait until the coffee break.

What will you do if ...

- you're late for the next lesson?
- you forget to bring your coursebook to the next English lesson?
- you feel ill during your next lesson?
- your teacher asks you a difficult question?
- you can't hear the cassette recorder?
- you don't understand a word in a text?
- your next lesson finishes half an hour early?
- your classmates invite you for a coffee after class today?

- 2 **Get up and ask different people the questions. Try to find people with similar answers to you.**

natural English

- 1 **Which words can you leave out in spoken English? Put them in (brackets).**

example A (Would you) like a coffee?
B Yes, please.

- 1 A Are you going out?
B I don't know.
- 2 A Are you meeting them at the station?
B Yes.
A What will you do if the train's late?
B I'll have a coffee.
- 3 A I think he should leave.
B Yes, I agree with you.
- 4 A Are you going now?
B Yes. I'll see you later.

- 2 **Check your answers using the natural English boxes in unit eleven.**

vocabulary work and relationships

- 1 **Work in A / B pairs. A – look at the instructions below. B – go to p.147.**

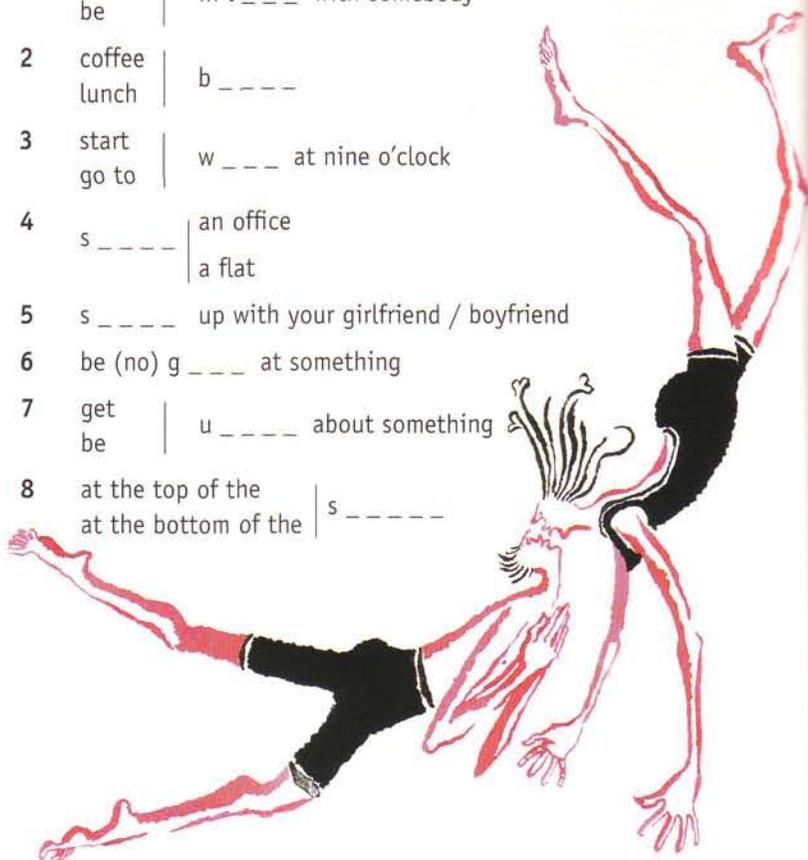
student A

Take turns to say a word / phrase from your table. Your partner must say a word / phrase from their table with the same meaning. They get one point if they answer correctly in five seconds.

be the boss	have a lot of work	lazy	from nine to five	stop going out with each other	have a good relationship
argument	frightened	client	earn a lot	lose your job	upset

- 2 **Can you complete these phrases?**

- 1 fall be | in l ___ with somebody
- 2 coffee lunch | b _____
- 3 start go to | w ___ at nine o'clock
- 4 s _____ | an office
a flat
- 5 s _____ up with your girlfriend / boyfriend
- 6 be (no) g ___ at something
- 7 get be | u _____ about something
- 8 at the top of the | s _____
at the bottom of the

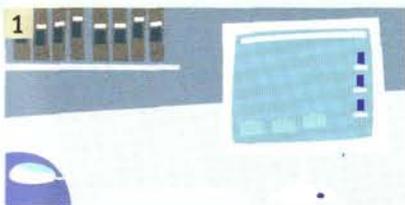


Compare with a partner.

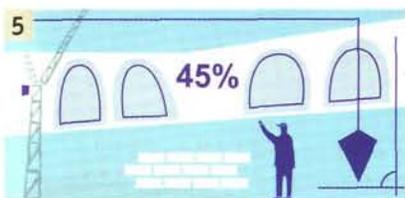
twelve review

vocabulary professions

Name the professions.



example IT



grammar used to + verb



- 1 With a partner, describe the pictures.
- 2 Go to p.147.

natural English

- 1 Fill each gap with a word and then order the words to make sentences. Sometimes more than one answer is possible.

example that's / wow / incredible

Wow! That's incredible!

- 1 it's / again / you / great / hi / to / ____ .
- 2 sister / happened / your / what / ____ ?
- 3 you / what / doing / have / ____ ?
- 4 football / you / still / do / ____ ?
- 5 don't / wow / I / it / ____
- 6 A play / I / cards / never
B me / ____
- 7 you / now / what / are / ____ ?
- 8 still / are / cars / interested / you / ____ ?

- 2 Check your answers using the natural English boxes in unit twelve.

vocabulary activities

- 1 Complete the phrases with two nouns.

- | | |
|-------------------|----------------|
| 1 go to the _____ | 4 have a _____ |
| 2 play the _____ | 5 go _____ing |
| 3 play _____ | _____ing |

- 2 Compare with a partner. Together, add one more new noun to each phrase.

thirteen

tick ✓ when you know this

natural English

- have (got) sth in common
- quite / not very + adjective
- asking about people
- describing age

grammar

- conditional sentences with *would*
- defining relative clauses

vocabulary

- describing character
- likes, dislikes, and interests
- describing appearance



reading

speed dating

lead-in

- 1 **Think!** Think of three questions to ask your partner about their interests, their family, and their work / studies.

examples What sports do you like? Are you from a big family?

Ask your partner the questions. Are they very similar to you, or different?

- 2 **13.1** **natural English** Listen and complete these extracts.



natural English

have (got) sth in common /'kɒmən/

We've got _____ in common. (= we have the same interests and experiences)

Marta and I **have got** _____ in common.

Luca and I **haven't got** _____ in common. (= we have different interests and experiences)

- 3 Listen again and repeat the sentences.
- 4 Work with a different partner. Ask and answer the questions in exercise 1. Have you got a lot in common?



looking for love

read on

- 1 How can people meet a new boyfriend or girlfriend? With a partner, think of three ways or places.

example They can meet at a party.

- 2 Read the article. Match these headings with the four sections.

WHAT IF I DON'T KNOW WHAT TO SAY?

HOW DOES IT WORK?

HOW CAN I GET TO KNOW SOMEONE IN THREE MINUTES?

WHAT TYPE OF PEOPLE WILL I MEET?

- 3 Are these sentences true or false?

- The article is about a new way of finding a boyfriend or girlfriend.
- A man and a woman sit opposite each other and talk for three minutes.
- The woman changes table after three minutes.
- If you don't like somebody, you tick their name.
- If you tick someone's name, you'll meet them later.
- In three minutes, you can learn quite a lot about somebody.

- 4 **Think!** Is speed dating a good idea? Why / Why not? Compare in small groups.

- 5 Complete these sentences with a preposition. Check with the article.

- Each man and woman sit _____ a table for two.
- They have three minutes to talk _____ each other.
- _____ the end of the evening, give your card to the organizer.
- The next day, the organizer contacts you _____ e-mail.
- _____ first, everyone's nervous, but _____ a while, you relax.
- When Steven sat down opposite me, we looked _____ each other.

SPEED DATING

the most **EXCITING**
and **FASHIONABLE**
dating experience



1 _____

- Twenty-five men and twenty-five women meet in a central location (usually a smart bar or restaurant). Each man and woman go and sit at a table for two. They have three minutes to talk to each other.
- Each person has a card where they write down the names of the people they meet. After three minutes, a bell rings. If you like the person, and want to **get to know** them more, you tick (✓) their name on your card. So, if you tick eight people, and four of them tick you, you will have four people to meet later.
- The women stay in their seats, and the men move on to the next table. This continues until all the **couples** have met each other.
- At the end, you give your card to the organizer.
- The next day, the organizer contacts you by e-mail and tells you the people who want to meet you again.

2 _____

You'll meet other single people working in many different jobs. Some are secretaries, bankers, **travel agents**, IT professionals, media people, models, and airline pilots. They all want to meet people, start a conversation, and if you both like each other, meet again.

3 _____

Of course that can happen, but it's important to be yourself. At first, everyone is a bit nervous, but after **a while**, you relax and then it gets easier to talk.

4 _____

Here's what one of the customers said: 'It's **funny**, but when Steven first sat down opposite me, we looked at each other and I immediately felt relaxed. In three minutes we found we had a lot in common. Three minutes wasn't enough to get to know him, but it was enough for me to want to know more!'

glossary

dating when two people see each other and have a romantic relationship

get to know sb learn about sb and start to become friends

couple (n) /'kʌpl/ two people

travel agent (n) /'trævl ˌeɪdʒənt/ a person who plans a holiday for you and makes travel arrangements

a while (n) /waɪl/ a period of time

funny (adj) here, *funny* means 'strange'

grammar conditional sentences with *would*

- 1 Imagine you're going to a speed dating evening. Tick ✓ the sentences which are true for you, and answer question 3.
- 1 If I went speed dating, I'd enjoy it.
I wouldn't enjoy it.
- 2 If nobody wanted to meet me again,
it wouldn't be a problem.
I would feel terrible.
- 3 If you found a boyfriend / girlfriend at a speed dating evening,
would you tell your friends? Yes No
- 2 With a partner, complete the table using the sentences above.

positive if + subject + _____ tense, subject + _____ + verb

negative if + subject + _____ tense, subject + _____ + verb

question if + subject + _____ tense, _____ + subject + verb

- 3 Think about the sentences in **exercise 1**.
- 1 Are you really going speed dating, or are you imagining / thinking about the situation?
- 2 The verb after *if* is in the past tense. Is the situation talking about past time, or present / future time?
- 4 **pronunciation** Notice the pronunciation of *I'd /aɪd/* and *wouldn't /wʊdnɪt/*. Read your sentences in **exercise 1** to a partner.
- 5 Write the correct form of the verbs in brackets.
- 1 If I met (meet) somebody nice, it would be (be) great.
- 2 I _____ (not know) what to say if I _____ (go) speed dating.
- 3 If I _____ (speak) to twenty-five people in an evening, I _____ (feel) very tired.
- 4 I _____ (not be) happy if most people _____ (be) a lot older than me.
- 5 If you _____ (feel) nervous, _____ (you take) a friend?
- 6 What _____ (you wear) if you _____ (go) speed dating?
- 7 How _____ (you feel) if you _____ (meet) an old friend?
- 8 If you _____ (enjoy) it, _____ (you go) again?

Are sentences 1 to 4 true for you? Tell your partner. Then ask and answer questions 5 to 8.

go to language reference and practice exercises p.171

speaking it's your turn!

- 1 **Think!** Think about these questions.

Imagine you had to organize a speed dating evening.

Where in your town would you have it?

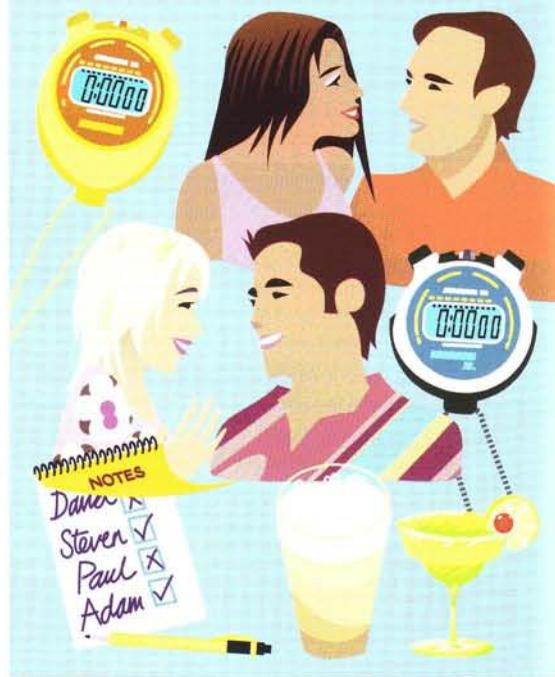
How many people would you invite?

How old would they be?

How much would each person pay?

What would you tell them to wear?

How long would the evening be?



- 2 Discuss your answers in groups of three.
- 3 Find two new partners from different groups. Tell them what you have decided, like this:

We'd have it at the Queens Hotel, and we'd invite ...

Go back to your original group and tell them what you heard. Which group has the best ideas?

don't forget!

Use these phrases from this lesson in the extended speaking on p.128.

They've got a lot in common. They haven't got much in common. She would be a good partner because ... He wouldn't like her, because ...

wordbooster

describing character

1 Tick ✓ the correct answer.

- | | | |
|-------------------------------------|-------|---|
| 1 She's nice to everyone. | She's | friendly /'frendli/.
unfriendly. |
| 2 He hates waiting for things. | He's | patient /'peɪʃnt/.
impatient. |
| 3 He works from nine till nine. | He's | lazy /'leɪzi/.
hard-working /,hɑ:d'wɜ:kɪŋ/. |
| 4 She's very quiet. | She's | shy /ʃaɪ/.
extrovert /'ekstrəvɜ:t/. |
| 5 He always wants to help people. | He's | kind /kaɪnd/.
selfish /'selfɪʃ/. |
| 6 He makes me laugh. | He's | serious /'sɪəriəs/.
funny /'fʌni/. |
| 7 She wants to do well and be rich. | She's | ambitious /æm'bɪʃəs/.
easy-going /i:zɪ'gəʊɪŋ/. |
| 8 He plans things carefully. | He's | organized /'ɔ:ɡənəɪzd/.
disorganized. |

2 pronunciation Work with a partner. Practise saying the words.

3 Work with your partner. Which words are:

- always negative in meaning?
- always positive in meaning?
- positive or negative, depending on the context?

4 **13.2** natural English Listen and add any extra words that you hear.



natural English quite / not very + adjective

Quite /kwaɪt/ is not as strong as very.

not friendly (unfriendly)	not very friendly	quite friendly	very friendly
He's quite ambitious.		She's quite serious.	
They're quite hard-working.		He's quite organized.	

In negative sentences, use *not very*.

He's **not very** friendly.

She's **not very** patient.

5 Listen again and repeat the sentences.

6 Tell a partner about yourself, using adjectives from exercise 1.

I'm (quite) _____. I'm not (very) _____.

likes, dislikes, and interests

1 Label the pictures using *-ing* words.



1 eating chocolate



language reminder

These verbs are followed by a noun (e.g. *football*) or *-ing* (e.g. *swimming*).

I really love ...

I like ...

I enjoy ... + noun OR + *-ing*

I quite like ...

I don't like ...

I hate ...

2 In small groups, say how you feel about the things in exercise 1.

example A I quite like cooking.

B Really? I hate it.

go to language reference and practice exercises p.171, verbs followed by *-ing*

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.128.



listening

how to ... describe people

lead-in

- 1 **Think!** Write down three sentences to describe a famous person. Don't say their name.

example He's a British actor.
He's very good-looking.
He used to go out with Liz Hurley.

In small groups, read your sentences and try to guess who it is.

- 2 **natural English** Match 1 to 3 with a to c.



natural English asking about people

- 1 What's she like?
 - 2 What does she look like?
 - 3 What does *'wɒdəz* she like doing?
- a tell me about her physical appearance
 - b tell me about her interests
 - c tell me about her character

- 3 **13.3** Listen and write the answers you hear.

- 4 **pronunciation** Go to the **listening booklet** p.40. Practise the dialogues with a partner. Stress the underlined words.

- 5 Get up and ask three people about their family members.

example What's your sister like?

vocabulary describing appearance

- 1 Match the words and phrases with the people.

short blond hair	pretty	medium height /'mi:diəm haɪt/
long blonde hair	short	handsome /'hænsəm/
good-looking	tall	overweight /'əʊvə'weɪt/
short brown hair	slim	shoulder length /'ʃəʊldə lenθ/ dark hair



- 2 Complete this description of the first picture.

Carla is very _____. She's _____ height and _____, with _____ length _____ hair.

- 3 With your partner, describe the other people in the same way.
- 4 **natural English** Complete the definitions.



natural English describing age

You can describe people's approximate age like this:

She's **in her teens**. = between 13 and _____

He's **in his twenties**. = between _____

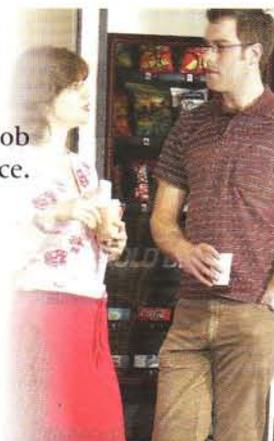
They're **in their forties**. = _____

- 5 Use the **natural English** phrases to describe the people in the pictures.
- 6 **Think!** Think about someone you know (age, appearance, character, interests). Tell two other people about them.

listen to this

tune in

- 1 **13.4** Helen and Bob share an office. Bob is asking Helen about a man called David, who works in the same building. Listen. What does David look like?



listen carefully

- 2 Listen to the whole conversation. Answer the questions.
- Does Helen know David?
 - Why does Bob want to know about David?
 - Why does Bob want to move?
 - Why is Helen going to speak to Margaret?

listening challenge

- 3 **13.5** Listen to Helen and Margaret. Do you think Bob will want to live in David's house?



- 4 Listen again and complete these sentences.
- Margaret doesn't like _____.
 - Helen doesn't like men who _____.
 - Bob hates people who _____.
- 5 What will Helen say to Bob? Compare ideas with a partner.

listen again with the tapescript, listening booklet p.40

grammar defining relative clauses

- 1 Look at this sentence and write T (true) or F (false) for a to d.
Bob hates people who smoke.
- Bob hates everybody.
 - Everybody smokes.
 - Some people smoke.
 - Bob doesn't like those people (in c).
- 2 Look at these sentences. When do we use *who* / *that*? When do we use *which* / *that*?
- Helen doesn't like men *who* / *that* are very serious. (NOT ... *who* ~~they~~ are very serious.)
- Bob wants a house *which* / *that* has a garden. (NOT ... *which* ~~it~~ has a garden.)
- 3 Correct the errors.
- I don't like children *which* are noisy.
 - I like people *who* they are ambitious.
 - I like men *who* are rich men.
 - I enjoy films *who* have a happy ending.
 - I like people *which* speak English slowly.
- 4 Which sentences in **exercise 3** are true for you? Tell a partner.
- 5 Complete the sentences using *who* or *which* and your own ideas.
- I like teachers _____. I don't like films _____.
I like flats _____. I like restaurants _____.
- 6 Compare your ideas with a partner. Are any of them the same?

go to language reference and practice exercises p.172

writing

- 1 On a piece of paper, write about yourself. Use the table below to help you. Don't write your name.

THIS IS ME!

age	I'm in my _____.
height / size	I'm _____ and _____.
hair	I've got _____.
character	I'm _____ and _____.
interests	I enjoy _____.
likes / dislikes	I quite like _____.
	I don't like _____ very much.

- 2 Your teacher will put the texts on the wall. Read them and guess who wrote each one.

don't forget!

Use these phrases from this lesson in the extended speaking on p.128.

What does he look like?

He's tall and slim.

She likes men who ...

She's in her twenties.



extended speaking

find your perfect partner

you're going to:

collect ideas

read two people's profiles; say if they would be good together

create profiles

invent a profile and practise describing the person

find a perfect partner

find a partner for your profile; invent your own perfect partner

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

1 Think! Do you agree?

It's possible to fall in love at first sight.

Love never lasts forever.

In love, there is a perfect partner for everyone.

Tell a partner. Do they agree?

2 You have a business called 'LOOKING FOR LOVE', and you find perfect partners for people. Tomas Watelet is looking for a girlfriend.

Think! Look at the profiles. Would Maria be a good partner for Tomas? Why / Why not?

3 Compare your ideas in small groups.

Looking for love

name	Tomas Watelet
nationality	Swiss
languages	Swiss German, French, English
age	28
job	airline pilot
physical appearance	tall (185 cm), fair, good-looking
personality	funny, kind, loves his family, very hard-working, but not good with money
interests	water sports, driving fast cars
doesn't like	standing in queues
likes women who ...	have a sense of humour. They have to be beautiful too!



Looking for love



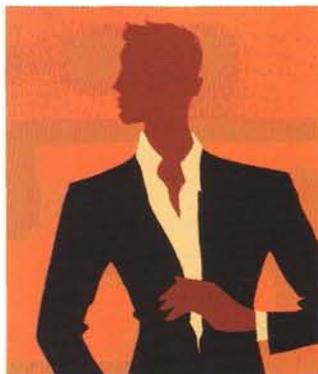
name	Maria Miletto
nationality	Italian
languages	Italian, English
age	25
job	travel agent
physical appearance	short (152 cm), slim, dark hair, pretty
personality	intelligent, ambitious, very organized, quite serious
interests	theatre, cinema, reading
doesn't like	people who smoke
likes men who ...	are kind and intelligent

create profiles

4 Work in A pairs and B pairs.

A pairs – invent information about another man.

B pairs – invent information about another woman.



Looking for love

name
nationality
languages
age
job
physical appearance
personality
interests
doesn't like
likes men/
women who ...

5 Together, practise describing your man / woman.

example This is Eric, he's in his twenties, and he's an actor.
He's ...

find a perfect partner

6 As – talk to at least three Bs. Bs – talk to at least three As.

Tell them about your person. Find their best partner.

7 Tell the class why your couple would be perfect partners.

8 **Think!** Use the table to plan your perfect partner.

9 Tell another student about your perfect partner.

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

test your vocabulary

From this unit, write down:

1 seven character adjectives:

fri _____, *org* _____, *amb* _____,
impa _____, *ki* _____, *ser* _____, *sel* _____

2 opposites for the underlined words:
blonde hair, *short* and *fat*, a *beautiful*
woman

3 the missing prepositions:

We have a lot _____ common.

_____ the end of the story ...

He's _____ his teens.

_____ first ...

I talked _____ him on the phone.

score 17

gap-fill

Fill the gaps with a suitable word.

1 I don't like restaurants _____ are near noisy roads.

2 My brother's not very tall. In fact, he's _____ short.

3 She's intelligent, but she's not _____ hard-working.

4 What does your teacher look _____ ?

score 4

error correction

Correct the errors.

1 If you would go to Prague, I'm sure you'd love it.

2 I don't like boys which shout a lot.

3 Do you enjoy to work there?

4 If I have a lot of money, I'd spend it.

score 4

total score 25

Look back at the unit contents on p.122.

Tick ✓ the language you can use confidently.

➤ For more practice, go to the review on p.138.

fourteen

tick ✓ when you know this

natural English

- when / where was that?
- another / some more
- requests
- taking time to think

grammar

- present and past passives

vocabulary

- hotel rooms and bathrooms
- verbs often confused
- airports



where shall we stay?

lead-in

1 Have you ever stayed in an expensive hotel or a holiday villa? Tell a partner.

2  Listen and complete the table.

	WHERE	WHEN
Nick stayed in an expensive hotel ...	_____	_____
Emma stayed in a holiday villa in ...	_____	_____

3 **natural English** Listen again and underline the stressed words in the box.



natural English

when / where was that?

You often use these questions to get more information.

When was waz that?

Where was that?

4 **pronunciation** Go to the listening booklet p.42 and practise the conversations with a partner. Stress the underlined words.

5 Which of these places have you stayed in? Practise conversations, using the questions in the **natural English** box.

a hotel in your own country

a holiday villa / apartment

a hotel abroad

a bed and breakfast

a youth hostel /ju:θ 'hɒstl/

example A Have you stayed in a youth hostel?

B Yes.

A When was that?

service with a smile

read on

1 Match the places in the article with the comments A to C.

A It's like being in a college residence, and can be fun and informative too.

Al Sayer, from the USA

B When we first arrived, we were served tea. Later, dinner was brought to us in our room. It was incredible. I had a Japanese meal and everyone else had a Western meal.

Andrew Dilmot, from Australia

C There's very little distance between you and the other guests. If any of the men sleeping near you snores or gets a mobile call, you'll hear it.

Justin Barret, from Canada

2 Which is the best place to stay for a person who wants somewhere:

- 1 in town for a couple of nights?
- 2 cheap for about six weeks?
- 3 typically Japanese?
- 4 where they can cook their own food?
- 5 quiet and attractive?
- 6 to sleep late at night?

3 **Think!** If you went to Japan, would you like to stay in one of these places? Why / Why not?

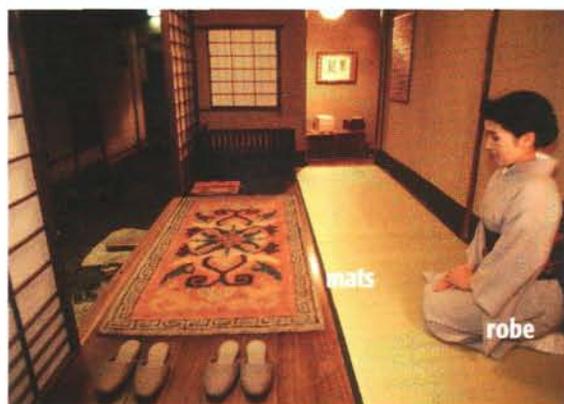
4 Compare your ideas with a partner.

STAYING IN JAPAN

In Japan, you can stay in Western-style hotels, or try something more unusual.

TRADITIONAL HOTEL: RYOKAN

A *ryokan* is a traditional, Japanese-style hotel, which in many cases is **owned** and **run** by a family. They are often beautiful, old, wooden buildings with gardens and lovely views. **Guest** rooms are simple, with just a small table and mats. When guests arrive, they have to take their shoes off, and they are given a Japanese robe and wooden shoes to wear during their stay. Breakfast and dinner are often served in the guest's room, and at night **futons** are put on the floor for the guests to sleep on. A special experience in some *ryokans* is the natural hot water baths where guests can relax.



CAPSULE HOTEL

Capsule hotels offer a bed in a small capsule, with a TV and a shared bathroom. The capsule is about two metres by one metre, which is enough room to sleep in and maybe sit up. They are used in cities by business people who have missed the last train home. Some capsule hotels are for men only. Toothbrushes, razors, and towels are **provided** if necessary.



GAJJIN HOUSE

A *gaijin* house is a cheaper place for foreigners who stay in Japan for a month or more. These are private apartments with your own kitchen and bathroom, or cheaper apartments where the kitchen and bathroom are shared by several people. The rooms may be Japanese or Western in style. They are not usually in the most modern buildings, but they have the **essential** things you need in the kitchen, plus a futon, a payphone, and sometimes a TV. By living in a *gaijin*, a foreigner can experience Japanese everyday life.



glossary

- own** (v) /əʊn/ if you own sth, it is yours
run (a business) (v) manage
guest (n) /gest/ someone who pays to stay in a hotel
provide (v) /prə'vaɪd/ give someone something that they might want or need
essential (adj) /ɪ'senʃl/ completely necessary
futon (n) /'fʊ:tn/ Japanese sofa bed

grammar present and past passives

- 1 These sentences from the article are in the **passive** form. Circle the correct answers below, a or b.

Often, breakfast is served in the guest's room.

Guests are given a Japanese robe and shoes to wear.

Dinner was brought to us in our room.

- 1 Who does these things? Is it **a – you**, or **b – someone who works in the hotel?**
- 2 Are we more interested in **a – the people who do the things**, or **b – the things that the people do?**

- 2 Complete the table using examples of the passive form on p.131.

	subject	be	past participle	
present simple	Breakfast	<u>is</u>	<u>served</u>	in the guest's room.
	Futons	_____	_____	on the floor for guests.
	A ryokan	_____	_____	and run by a family.
past simple	Dinner	_____	_____	to us in our room.
	We	_____	_____	tea.

- 3 With a partner, complete the sentences with a passive form. Use the verbs in the box.

make give (x2) wash include take provide serve clean

HOTEL SERVICE

- You _____ a room key when you arrive.
- Your luggage _____ to your room when you arrive.
- In some hotels, breakfast _____ in your room.
- Your room _____ every day.
- Your bed _____ for you.
- You _____ clean towels every day.
- Usually, breakfast _____ in the price of the room.
- At the last hotel I stayed in, writing paper and envelopes _____.
- At a hotel I stayed in last month, my shirts _____ and ironed for me.

go to language reference and practice exercises p.172

writing

- 1 Put the verbs in the correct form. Use the passive form where necessary.

9 Mount Rise
London W5 6AP
7th September

The Manager
Clarion Hotel
Bournemouth

Dear Sir / Madam

I spent (~~spend~~) three nights in the Clarion Hotel last week. I ¹ _____ (**book**) the room a month ago and I ² _____ (**ask**) for a room with a view of the sea. When I ³ _____ (**arrive**), I ⁴ _____ (**give**) a room next to the kitchen, and my bags ⁵ _____ (**take**) to the wrong room. There was no soap in the bathroom, and my room ⁶ _____ (**clean**) only once in three days. It says in your brochure that breakfast ⁷ _____ (**serve**) from 7.00, but on two days it ⁸ _____ (**not serve**) until nearly 7.45. I do not feel this service is good enough.

I look forward to hearing from you.

Yours faithfully

Peter Murton

- Peter had five problems. Underline them.
- Circle the correct answers. In a formal letter:
 - write your address at the **top / bottom**; on the **left / right**.
 - write the date **above / under** your address.
 - write the address of the person you're writing to on the **left / right**.
 - begin Dear **Sir/Madam / John**.
 - end **Best wishes / Yours faithfully**.
- In pairs write a letter to the same hotel, explaining three different problems.
- Compare your letter with other pairs. Who stayed in the worst hotel?

don't forget!

Use these phrases from this lesson in the extended speaking on p.136.

Breakfast is served from ...

When is dinner served?

There's no soap in my room.

... is provided.

wordbooster

hotel rooms and bathrooms

1 Label the pictures with a partner.



2 **pronunciation** Match the phonemic spelling to the things in exercise 1. Practise saying the words.

/'tu:θbrʌʃ/ /'taʊəl/ /'tu:θpeɪst/ /'tɔɪlə(t) 'peɪpə/
 /'reɪzə/ /'heddraɪə/ /'mɪnərəl 'wɔ:tə/ /səʊp/
 /'mɪnbʊz/ /'aɪə/n/

3 Write C (countable) or U (uncountable) next to each word.

4 **14.2** natural English Listen and complete.



natural English

another / some more

- A I'd like _____ towel, please. (= a second one / a different one)
 B Yes, of course. I'll get you **one**.
 A I'd like _____ soap, please. (= there's only a little soap)
 B Sure. I'll get you **some**.

5 When do we use *another*? When do we use *some more*? Practise the dialogues with a partner.

6 Now practise asking for these things. Use *another* or *some more*.

milk	glass of water	bread	cup of coffee
bottle of wine	sandwich	salt	sugar

- example A I'd like some more bread, please.
 B Yes, of course. I'll get you some.

verbs often confused

1 Complete the examples using the verbs in the correct form.

'bring' or 'take'?

- 1 When you come to class, _____ your dictionary with you.
 2 When you go home, _____ your dictionary with you.

'borrow' or 'lend'?

- 3 Can I _____ your dictionary?
 4 Can you _____ me your dictionary?

'tell' or 'say'?

- 5 My sister _____ me the hotel was lovely.
 6 My sister _____ the hotel was lovely.

'forget' or 'leave'?

- 7 I _____ my umbrella at home.
 8 I _____ my umbrella yesterday.

2 Are these sentences correct? If not, change them.

- 1 I'm sorry I'm late, but I forgot my homework on the bus.
 2 Can you borrow me some money until tomorrow?
 3 I think I left my glasses in the kitchen.
 4 When I come to school, I always bring my dictionary.
 5 Could you lend me your car, please?
 6 My doctor said me to stop smoking.
 7 We took the children to the zoo.
 8 His teacher told that he was very clever.

€ don't forget!

Use the vocabulary from this wordbooster in the **extended speaking** on p.136.

listening

how to ... get through an airport

vocabulary airports

1 With a partner, label the picture with words from the box.

- passenger check-in desk queue /kju:/ trolley /'trɒli/
 suitcase /'su:t(ɪ)keɪs/ hand luggage /'hænd(ɪ) 'lʌɡɪdʒ/ scales /skeɪlz/



2 Match a word from each circle to make phrases.

- terminal /'tɜ:mɪnəl/
 passport boarding
 departure /di'pɑ:tʃə/
 aisle /aɪl/
 gate

- one
 card twelve
 lounge /laʊndʒ/
 seat
 control

test your partner

- Hand?



- Hand luggage.

- That's right.

3 Complete the text with vocabulary from exercises 1 and 2.

I arrived at terminal one and went straight to the ¹ _____. I had to wait because there was a ² _____. When I got to the front, I put my ³ _____ on the ⁴ _____; fortunately it wasn't very heavy - only 14kg. I asked for an ⁵ _____ because I don't like sitting next to the window. The woman at the desk gave me my ⁶ _____, which had the seat and gate number on it, and I then went through ⁷ _____ and into the ⁸ _____.

4 Think! Read these questions.

- Do you like flying? Why / Why not?
- Do you fly often? If so, where / why?
- Which is the best airline, and why?
- When did you last fly, and where to?
- What happened at the airport?

5 Compare your answers with a partner.

6  **natural English** Listen and write the answers.



natural English requests

Could you ...? is a polite request, but *Could you possibly ...?* is more polite.

- A **Could I** have your boarding card, please?
B _____.
- A **Sorry, could you** lend me a pen?
B _____.
- A **Excuse me, could you possibly** move your suitcase?
B _____.

7 **pronunciation** Listen again and repeat. Copy the intonation.

8 What would you say in these situations? In pairs, take turns to ask and answer.

You're on a plane. You want:

- a passenger to help with your luggage
- to borrow a passenger's newspaper
- a passenger to move their seat forward
- to change seats with a passenger
- the stewardess to give you an aspirin
- the stewardess to give you another cup of coffee

Excuse me, could you possibly help me with this luggage?

Sure.

go to language reference and practice exercises p.173

go to language reference and practice exercises p.173, compound nouns



listen to this

tune in

- 1  **14.4** Gary is flying to Poland. He arrives at the check-in desk. Listen to the first part of the conversation. What's his problem?

listen carefully

- 2 With a partner, put the stages below in a logical order.

- She asks some security questions.
- She gives him the flight information.
- He gives her his passport.
- She asks about his hand luggage.
- He asks for a window seat.
- He puts his luggage on the scales.

- 3 Listen and check your order.
- 4 Listen again. Answer the questions.
- 1 Has Gary been to Poland before?
 - 2 How heavy is his suitcase?
 - 3 How many security questions does the woman ask?
 - 4 What's his seat number?
 - 5 What's the gate number?
 - 6 What does the woman say at the end?
OK, have _____ .

don't forget!

Use these phrases from this lesson in the extended speaking on p.136.

Could I ...? Could you possibly ...? Just a moment ... Let me see ...

listening challenge

- 5  **14.5** Gary is waiting for his flight. There's a delay (= the flight's going to leave late). Listen.

How long is the delay?
Why is the flight delayed?

listen again with the tapescript, listening booklet p.42

- 6 **natural English** Which of these phrases are in tapescripts 14.4 and 14.5 (listening booklet p.42)?



natural English taking time to think

Just a moment / minute ...

Let me think ...

I'm not sure – let me see ...

speaking it's your turn!

- 1 You're going to role play a situation at a check-in desk. Work in A / B pairs.
A – you are a passenger. Look at the role card on p.143.
B – you work at the check-in desk. Look at the role card on p.144.
- 2 Do the role play. Then change roles and do the role play again.



extended speaking

hotels

you're going to:

collect ideas

read and talk about hotel notices

prepare the role play

plan what you are going to say as guest and receptionist

role play

act out situations in a hotel reception

listen

listen to hotel conversations

but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

- 1 **Think!** You are staying at the Orion Hotel. Read the notices. What changes would you like to make to the rules?

Breakfast is served from 7.30 to 8.30.

Smoking is not permitted in any part of the restaurant.

Guests are requested to leave their rooms by 9.00 a.m. on the morning of departure.

Guests are requested to leave their room keys at reception.

Compare your ideas with a partner.



prepare the role play

- 2 Work in two groups, A and B.

As – you are guests staying at the Orion Hotel. Look at the role card on p.137.

Bs – you are receptionists at the Orion Hotel. Look at the role card on p.145.



role play

- 3 Stand up.

Guests – go and speak to a receptionist. Ask a question from each section of your role card. Then work with another receptionist and ask different questions.

Hotel receptionists – answer the guests' questions.

- 4 Now change roles.

Hotel receptionists – you are now guests. Use the questions you planned.

Guests – you are now receptionists. Answer the guests' questions.

- 5 Work in small groups.

Were all the receptionists polite?

Which receptionists were most helpful?



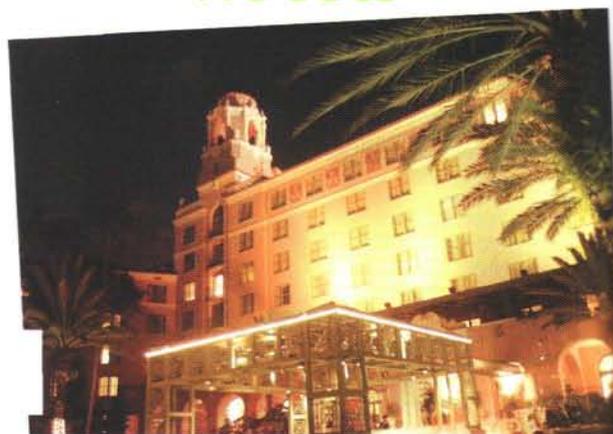
listen

- 6  Listen to four hotel conversations. Are any of the questions or problems the same as yours?

- 7 Listen again. Complete the table.

GUEST'S PROBLEM	RECEPTIONIST'S SOLUTION
1	
2	
3	
4	

1	
2	
3	
4	



Dogs are not permitted in the hotel.

A free bus service to the airport is provided.

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 _____ 10

test your vocabulary

From this unit:

- write down four more things you often find in a bathroom, e.g. *toothbrush* ...
- write down the endings to these 'airport' compound nouns / phrases:
check-in _____
boarding _____
aisle _____
hand _____
- fill the gaps with *another* or *some more*:
_____ apple
_____ fruit
_____ cup of tea
_____ butter

score 12

gap-fill

Fill the gaps with the correct word.

- Breakfast is _____ from 7.30 to 9.30.
- There was a long _____ at the check-in desk, so I had to wait.
- _____ you possibly move your bag?
- A I spent six weeks in Australia
B Oh. When was _____?

score 4

error correction

Correct the errors.

- Can you borrow me a pen?
- Breakfast is include in the price.
- I've forgotten my money at home.
- Could you take me the books from over there?

score 4

total score 20

Look back at the unit contents on **p.130**. Tick ✓ the language you can use confidently.

For more practice, go to the review on **p.139**.

student A

You're a hotel guest. Work with another hotel guest. Plan your questions for the role play.

Information questions

Complete these questions.

- _____ nearest bank?
- _____ dinner served?

Write two more information questions.

- _____ ?
- _____ ?

Requests

Complete these requests.

- _____ more soap?
- _____ order a taxi?

Write two more requests.

- _____ ?
- _____ ?

Problems

Complete these problems.

- help me? / leave / key / in / room

- forget / bring / toothpaste

Write another problem.

- _____ ?

Now practise saying the questions / problems with your partner.



thirteen review

grammar conditional sentences with *would*

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

What would you do if ...

- 1 you _____ (lose) your passport on holiday abroad?
- 2 you _____ (not understand) a grammar point in class?
- 3 you _____ (feel) ill during a lesson?
- 4 you _____ (see) a man steal a book from a shop?
- 5 you _____ (leave) your English book on a train?
- 6 you _____ (break) your friend's CD player?
- 7 you _____ (go) to the cinema and it _____ (be) very, very hot?
- 8 you _____ (find) a lot of money in the street?
- 9 your mobile phone _____ (ring) during a lesson?
- 10 somebody _____ (give) you tickets for the football World Cup Final?

- 2 Ask and answer with a partner.

- 3 Write down your answers to five of the questions.

example I'd leave the room and sit outside for a few minutes. (question 3)

- 4 Read your answers to a new partner. They have to guess which questions you answered.

vocabulary describing character

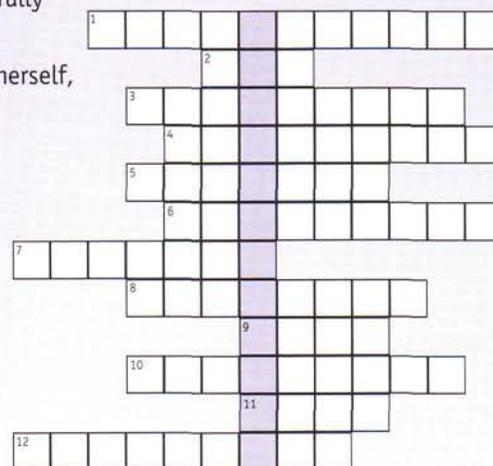
- 1 Work in A / B pairs.

A – think about the crossword clues below.

B – think about the crossword clues on p.148.

student A Think of adjectives to describe someone who ...

- 1 works a lot
- 3 plans things very carefully
- 5 doesn't laugh a lot
- 7 thinks about himself/herself, not others
- 9 doesn't do much work
- 11 helps other people



- 2 Read your clues to your partner, and complete the crossword together. The letters in the purple squares spell a question. What is it?

natural English & vocabulary describing people

- 1 Work alone. Think of somebody in your class. Tick ✓ words or phrases to describe them, or write your own ideas.

1 AGE teens twenties thirties

2 APPEARANCE

HEIGHT tall medium height short
 SIZE slim average size overweight
 HAIR short shoulder length long
 dark fair blonde

3 CHARACTER funny easy-going serious

4 INTERESTS cooking dancing cycling

- 2 Work with a partner. Complete these questions.

AGE How _____ he / she?

APPEARANCE What does _____ ?

CHARACTER What _____ like?

INTERESTS What _____ doing?

- 3 Get up and ask / answer the questions with a new partner. Who are they describing?

fourteen review

vocabulary hotel rooms and bathrooms



1 Look at the picture with a partner. How many things can you name?

2 With your partner, write:

- 1 three words with the /u:/ sound, like *zoo* shampoo
- 2 three words with the /eɪ/ sound, like *late*
- 3 two words with the /aʊ/ sound, like *how*
- 4 a word with the /ɔɪ/ sound, like *boy*
- 5 a word with the /əʊ/ sound, like *no*
- 6 a word with the /aɪ/ sound, like *mine*

vocabulary airports

1 Put the stages in a logical order.

- a I went to gate six.
- b I got my boarding card.
- c I went into the departure lounge.
- d I took a taxi to terminal two.
- e I found my seat number and sat down.
- f I went through passport control.
- g I got on the plane.
- h I went to the check-in desk.

2 Read your order to a partner. Do they agree?

3 Think! Think of three more things you do at an airport. When do you do them?

example After I go through passport control, I always buy a newspaper.

4 Get up and try to find people who do the same things as you.

grammar present passive

1 Work with a partner. Each write an answer for each clue.

example

a place where hot drinks are served
on a train/in a café

THINK OF A PLACE WHERE ...

- hot drinks are served.
- stamps are sold.
- clothes are washed.
- cars are left at night.
- smoking isn't permitted.
- your identity is checked.
- cars are made.
- towels are provided free.
- you are given a test.
- service is included in the price.

2 Find a new partner. Read them your answers. They should guess the clue.

example A In a café.

B A place where hot drinks are served?

A That's right.



natural English

1 Order the words to make sentences.

1 CUSTOMER: have / could / a / please / I / coffee ?

WAITER: one / I'll / sure / you / get

2 GUEST: some / I'd / please / soap / like / more

RECEPTIONIST: get / yes / some / I'll / of / you / course

3 TRAVELLER: I / seat / possibly / have / could / aisle / an ?

CHECK-IN: have / a / I'll / moment / a / look / just

4 STUDENT: summer / wonderful / in / last / stayed / a / hotel / I

TEACHER: was / really / that / where ?

2 Check your answers using the natural English boxes in unit fourteen.

pairwork

one

listening

student B

example What 's _____ your best friend's name?

- 1 _____ did you first meet him / her?
- 2 What _____ he / she like?
- 3 _____ do you see him / her?
- 4 How old _____ he / she?
- 5 _____ does he / she do?
- 6 Why _____ you get on well?
- 7 _____ does he / she live?
- 8 Who _____ he / she live with?
- 9 _____ do you do together?
- 10 _____ he / she got any children?

I'm just curious!



one

reading

Complete the story using the correct past simple form of these verbs.

spend invite be have ring see find forget tell



special DELIVERY

When Harriet didn't turn up for our first date, I ¹ _____ too upset. It was an informal arrangement and friends ² _____ me that she was very unreliable. Actually, this was one of the things I ³ _____ attractive about her, because I'm the complete opposite – very organized and dependable. Anyway, she turned up for our second date (only 20 minutes late), and after that we ⁴ _____ a great summer together. But as the months went by, she just got later and later, and by the end of August, things were becoming impossible.

The 30th was my birthday and I ⁵ _____ four friends to my flat for a special dinner. I ⁶ _____ ages in the kitchen getting everything ready, and the four friends all arrived on time at 7.30 – but not Harriet. Eight o'clock, still no Harriet. By nine o'clock I was angry and very hungry, so I ⁷ _____ her mobile.

I could hear loud music at the other end, so I shouted, 'Where are you?'

'I'm at Sophie's.'

'What!'

'She's having a party.'

'But it's my birthday! Don't you remember?'

'Oh, I'm terribly sorry. I completely ⁸ _____.'

'Oh, you're impossible!'

Furious, I put the phone down, went into the kitchen and put Harriet's dinner in a plastic bag. The next morning I posted it to her, with a note saying: 'HERE'S YOUR DINNER!'

A week later I got a postcard back. It said: 'Too much salt.' I never ⁹ _____ Harriet again.

two

listening

student A You have invited B and C for dinner.

Think! Decide what the meal is going to be. Plan what you'll say.

- greet B and offer them a drink
- greet C and offer them a drink
- invite them to sit at the table
- tell them what they're going to eat and give it to them

B arrives first.

three

reading

Write the verbs in the correct form. Then complete the column about you.

	YOU ✓ or X	YOUR PARTNER ✓ or X
Have you ever _____ (spend) a night on a boat?		
Have you ever _____ (be) abroad?		
Have you _____ (sleep) in an airport?		
Have you ever _____ (sleep) in a tent?		
Have you _____ (go) anywhere dangerous?		
Have you ever _____ (have) a beach holiday?		
Have you ever _____ (spend) New Year abroad?		

With a partner, ask the questions and complete the table. If the answer is 'yes', ask more questions using the past simple.

ten

listening

student A Add one more one-hour activity.

Now try to find a period of one hour when you are both free. Use the language in the **natural English** box on p.97.

Thursday	
12.00	
1.00	lunch with Mum
2.00	
3.00	
4.00	} hairdresser
5.00	
6.00	

seven

reading

A pairs Act out these sentences for B pairs. You can't speak – you have to mime. Practise your actions for each sentence.

- 1 I was having my lunch when somebody phoned me.
- 2 I was driving to work when the police stopped me.
- 3 When I was taking a photo, somebody stole my bag.
- 4 I was having a shower when I heard the fire alarm.
- 5 I was waiting for a bus when somebody asked me the time.

pairwork

two

reading

student B Correct the errors in these sentences. Check your answers.

- 1 Can I have a toast?
- 2 Would you like some biscuit?
- 3 We don't need much olives.
- 4 Cheese are good for you.
- 5 I don't eat many butter.

answers

- 1 Can I have some toast?
- 2 Would you like a biscuit?
- 3 We don't need many olives.
- 4 Cheese is good for you.
- 5 I don't eat much butter.

Read out the incorrect sentences to your partner. They have to correct them.

seven

reading

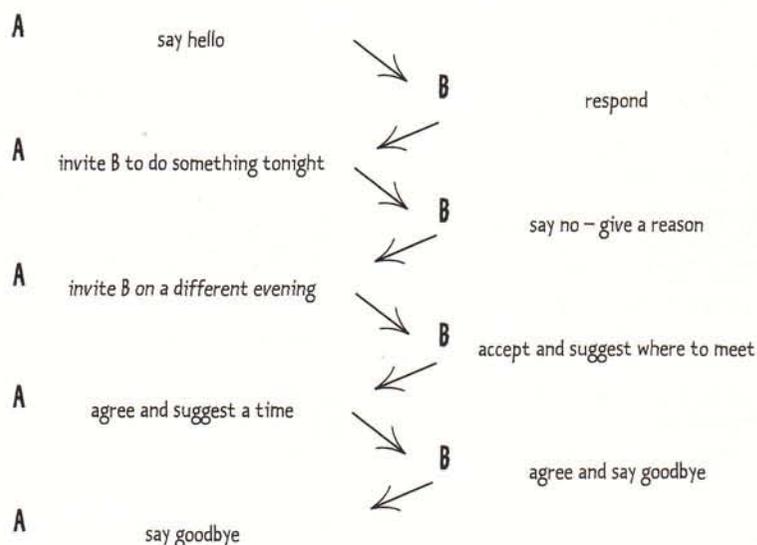
B pairs You have to act out these sentences for A pairs. You can't speak – you have to mime. Practise your actions for each sentence.

- 1 I was watching TV when somebody broke the window.
- 2 I was changing some money at the bank when I met an old friend.
- 3 I was working on my computer when the phone rang.
- 4 When I was running for the bus, a dog ran after me and bit me.
- 5 When I was sitting in the garden somebody threw a ball at me.

eight

listening

1 Work with a partner. Plan a conversation together, using the flow chart. Don't write anything yet.



- 2 Practise your conversation until you can say it without looking.
- 3 With your partner, try to write your conversation from memory.

ten

listening

student B Add one more one-hour activity. Now try to find a period of one hour when you are both free. Use the language in the **natural English** box on p.97.

Thursday	
12.00	dentist
1.00	
2.00	} tennis
3.00	
4.00	
5.00	
6.00	

eleven

extended speaking

PROBLEM 2

Jaz worked at a different Internet company before 24.com. He stole some money, and his boss told him to leave, but didn't tell the police. Sadie knows about this, but nobody else in 24.com knows.

Think! What will happen if Sadie:

- tells Justin?
- tells Carol?
- speaks to Jaz about it?
- doesn't tell anyone?

Discuss what Sadie should do.

Write down your advice to Sadie.

Go to p.144 for the next problem.

fourteen

listening

student A PASSENGER

You're going to Stockholm on SAS (Scandinavian Airlines).

Think! Plan your answers.

What luggage have you got?

What hand luggage have you got?

Where do you want to sit on the plane?

- near the front or the back?

- a window seat or an aisle seat?

At the end of the conversation, ask if the flight is delayed.

three review

vocabulary & natural English

student B

Practise saying the sentences. The answers are in brackets.

- 1 It's the opposite of 'polluted'. (clean)
- 2 It's another way of saying 'ten minutes by car'. (a ten-minute drive)
- 3 It's the opposite of 'stressful'. (relaxing)
- 4 It's a place, often outside, where you can buy food and other things. (market)
- 5 It's another way of saying 'twice'. (a couple of times)

Write definitions for these words / phrases, using the natural English phrases on p.42.

ugly doctor's surgery near the centre petrol station awful

Find an A partner. Read sentences 1 to 5 and your own definitions. Your partner must guess the words.

pairwork

two

listening

student C

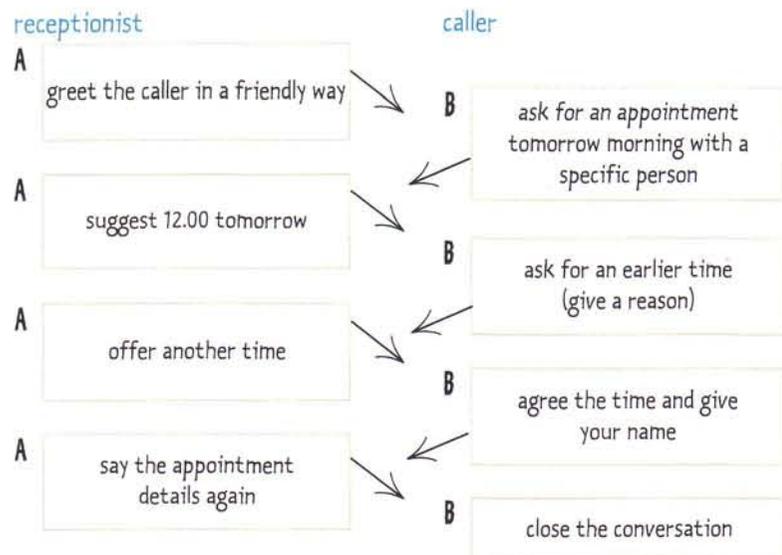
You arrive after B. You are a little late.

Think! Plan what you are going to say.

- greet A and B, and apologize / give a reason
- accept a drink
- when you start the meal, say nice things about the food
- ask some questions about it

ten

With your partner, decide what to say in these situations. Write your dialogue.



eleven

extended speaking

PROBLEM 3

Carol doesn't like Mattias. She thinks he's lazy and not good at his job. She's horrible to him. Mattias is afraid of her, and is very upset about this.

Think! What will happen if Mattias:

- tells Carol how he's feeling?
- talks to Justin about Carol?
- does nothing?

Discuss what Mattias should do.

Write down your advice to Mattias.

fourteen

listening

student B CHECK-IN PERSON

You work for SAS (Swedish Airlines). The flight is going to Stockholm.

Think! Plan what you are going to say, using these prompts.

Greet the passenger.

Ask for their ticket and passport.

Ask if the passenger:

- wants a window seat or an aisle seat.
- has any luggage.
- has any hand luggage.

Give the passenger the boarding card, and tell them the seat number and gate number.

At the end, say 'Have a good flight.'

fourteen

extended speaking

student B You're a hotel receptionist. Work with another hotel receptionist. You are going to answer questions and help guests in your hotel.

Information questions

Think of answers to these questions.

- 1 Where's the nearest bank?
- 2 What time is dinner served?

Write down two more questions the guests might ask.

- 3 _____?
- 4 _____?

Requests

Think of answers to these questions.

- 1 Could I have some more shampoo in my room, please?
- 2 Could you order a taxi for me?

Write down two more questions the guests might ask.

- 3 _____?
- 4 _____?

Problems

How can you answer this guest's problem?

- 1 Can you help me? I've left my key in my room.
- 2 I've forgotten to bring any toothpaste.

Write down one more possible problem.

- 3 _____?

Practise all the questions and answers with your partner.

five review

vocabulary & natural English

student B

1 Complete the gaps with another B student.

- 1 I don't know how to _____ that word. Do you _____ it with one F, or double F?
- 2 After nursery school, children go to _____ school.
- 3 I _____ school and went to _____ to study history.
- 4 I got a bicycle when I was seven years _____.
- 5 In many countries, you can't drive _____ you're 18.
- 6 I'd like to go out but it depends _____ the weather.

2 Read your sentences to an A Student. Are they the same?

six review

vocabulary

student B

- 2 Did you see the storm last night? All that thunder and _____!
- 4 Take an umbrella with you – I think it's going to _____.
- 6 short period of rain
- 8 opposite of 'fall'
- 10 We can't go skiing – there isn't enough _____.
- 12 The _____ tonight will be below zero.

pairwork

seven review

grammar

How observant are you?

When someone stole the money ...

- 1 ... was anyone standing up? If so, who?
- 2 ... two men were sitting outside the café.
What were they wearing?
- 3 ... was anyone lying on the beach?
- 4 ... what was the older woman doing?
- 5 ... how many people were on the beach, and
what were they doing?
- 6 ... what was the name of the café?
- 7 ... was anyone inside the café? If so, what were
they doing?
- 8 ... where was the dog? What was it doing?

Score

- 7-8 Very good! Are you a spy?
5-6 Good! Are you in the police force?
3-4 Maybe you need glasses?
1-2 You definitely need glasses!

nine review

vocabulary



ten review

vocabulary

Are the sentences true or false? If false, make them true.

- 1 The man who has fallen asleep is having a nice dream.
- 2 The young boy is very relaxed.
- 3 The very thin man is worried about something.
- 4 Somebody is waking the old man up.
- 5 The person who's got a headache is between the young boy and the thin older woman.
- 6 The young boy in the middle feels sick.
- 7 The woman next to the tall man is very embarrassed.
- 8 The basketball player has got a pain in his arm.

eleven review

vocabulary

student B

Take turns to say a word / phrase from your table. Your partner must say a word / phrase from their table with the same meaning. They get one point if they answer correctly in five seconds.

customer	working hours	angry or unhappy	be busy	run a company	split up
afraid	angry discussion	get on well	get the sack	get a good salary	not wanting to work

twelve review

grammar

Look at these pictures of the same people, twenty years later. Don't look back at p.121. Write down three sentences about the man and three about the woman using *used to*.

example The man used to have long hair, but now he's got short hair.



pairwork

two

reading

student A Correct the errors in these sentences. Check your answers.

- 1 We eat a lot of spaghettis.
- 2 These pasta are really nice.
- 3 Do you eat many bread?
- 4 I don't like coffees.
- 5 How much sugar are there?

answers

- 5 How much sugar is there?
- 4 I don't like coffee.
- 3 Do you eat much bread?
- 2 This pasta is really nice.
- 1 We eat a lot of spaghetti.

Read out the incorrect sentences to your partner. They have to correct them.

thirteen review

vocabulary

student B Think of adjectives to describe someone who ...

- 2 is very quiet, doesn't like meeting new people
- 4 talks a lot and is happy with other people
- 6 is relaxed and doesn't worry
- 8 is nice to other people
- 10 wants to do very well in their job and be the best
- 12 doesn't like waiting for things

three review

vocabulary & natural English

student A

Practise saying these definitions. The answers are in brackets.

- 1 It's the opposite of 'dangerous'. (safe)
- 2 It's a place where you can leave your car in a town. (car park)
- 3 It's another way of saying 'quite near'. (not far)
- 4 It's a place where you make things, for example cars. (factory)
- 5 It's another way of saying 'Is there a post office near here?'. ('Where's the nearest post office?')

Write definitions for these words / phrases using the natural English phrases on p.42.

a park quiet a five-minute bus ride a (night)club a celebrity

Find a B partner. Read sentences 1 to 5 and your own definitions – your B partner must guess the words.

eleven

reading

student B

- 1 **Think!** Prepare your answers to these questions. Write notes, not sentences.
If you have an office job, talk about your office. If you don't have an office job, invent your answers.

-
- 1 What kind of company is it?
 - 2 What do you do?
 - 3 How many people work there?
 - 4 Where is it exactly?
 - 5 How do you get to work? What time?
 - 6 What are your working hours?
 - 7 How long are the breaks for coffee and lunch?
 - 8 Do you share an office with other people?
 - 9 Do you get on well with them?
 - 10 Do you like your job?
-

- 2 Find an A partner to interview you.

two

listening

student B You arrive before C.

Think! Plan what you are going to say.

- greet A
- accept a drink
- greet C when he / she arrives
- when you start the meal, say nice things about the food

ten review

natural English

student B PATIENT / CLIENT

It's FIVE minutes before your appointment. You've got a problem. Ring the receptionist.

Think! What are you going to say?

- say your name, and who your appointment is with
- explain the problem, e.g. you're in a meeting, or your car has broken down
- say sorry
- try to make another appointment for this morning

Now phone the receptionist. He / She will speak first.

language reference

one

question forms

yes / no questions

Most verbs form questions with *do*, *does*, and *did*.

positive form	question form
I work here.	Do you work here?
He lives near here.	Does he live near here?
It rained yesterday.	Did it rain yesterday?

In questions with the verb *be*, put the verb before the subject. In questions with modal verbs (e.g. *can*, *could*), put the modal verb before the subject. With *have got*, put *have* before the subject.

positive form	question form
He is married.	Is he married?
They were tired.	Were they tired?
I've got a dictionary.	Have you got a dictionary?
He can come later.	Can he come later?
She could help.	Could she help?

go to exercise 1.1

wh- questions

With *wh-* questions, use the same word order as *yes / no* questions.

Where does he live? = place

When did she get here? = time

Why did they leave? = reason

What's your name? = a thing

Who's got my pen? = a person

How old is your baby? = age

How often do you come here? = frequency

How much does it cost? = quantity

What's it like? = tell me about it

You can end questions with prepositions.

Where do you come **from**? NOT ~~From where do you come?~~

Who does she live **with**?

What are you looking **at**?

go to exercises 1.2 and 1.3

cover & check exercises

1.1 Write questions. Use *he*.

- (be) a doctor?
- (live) with his parents?
- (have got) a car?
- (go) to Italy last year?
- (can understand) German?

Now write questions using *they*.

- (be) married?
- (have got) any children?
- (like) skiing?
- (stay) at home last night?
- (be) at university in the 1990s?

1.2 Here are some answers. Write possible *wh-* questions.

- He's from the south of Italy.
- At 7 o'clock this morning.
- Because he wanted to learn English.
- Twenty euros.
- Eighteen – it's her birthday today.

1.3 Fill the gaps with a verb, question word, or preposition.

- Who do they live _____ ?
- _____ often do you go there?
- What are they looking _____ ?
- _____ she at the party last night?
- _____ 's it like ?

present simple

positive and negative forms		questions
I/You/We/They	live here. don't live here.	Where do you live ?
He/She/It	lives here. doesn't live here.	Where does he/she live ?
short answers		
Yes, I do .	Yes, he does .	
No, I don't .	No, she doesn't .	
You can use the present simple to talk about things which are always / generally true:		
I come from Italy.	She doesn't like chocolate.	
They live in a village.	Does she speak French?	
You can also use the present simple to talk about habits:		
I go to the shops every week.	Do you often see your parents?	
She watches TV in the evenings.	Does he finish work at 6.00?	
go to exercise 1.4		

1.4 Write the verbs in the correct form.

- We _____ (not like) sport.
- _____ (you / watch) TV a lot?
- My sister _____ (speak) French.
- How often _____ (he go) on holiday?
- She _____ (not drive) to work.

Cover the grammar, then try the exercise. Check the grammar again to help you.

possessive 's / s'

singular nouns: add 's

Jack's house my daughter's boyfriend

irregular plural nouns: add 's

the children's toys the men's room

regular plural nouns: add s'

the boys' bicycles my friends' flat

Compare:

the student's room = a room for one student

the students' room = a room for more than one student

go to exercise 1.5

You can use possessive 's / s' to talk about possessions and relationships.

Maria's flat Maria's boyfriend NOT the boyfriend of Maria

the doctor's bag my parents' car

But you normally use *of* for things and places.

the beginning **of** the film the end **of** the road NOT the road's end

go to exercise 1.6

1.5 Make the underlined nouns plural.

- David found the boy's books.
- We went out with my sister's friends.
- They forgot the child's jackets.
- It was the woman's idea.
- My brother's team lost the match.

1.6 Circle the correct answer.

- I gave it to Mark's brother / the brother of Mark.
- What's the film's name / the name of the film?
- Do you know Petra's husband / the husband of Petra?
- That's my sister's computer / the computer of my sister.
- We live in the country's middle / the middle of the country.

past simple

positive and negative forms		questions
I/You/He/She/It/We/They	worked. didn't work. (NOT worked)	Where did you work ? (NOT worked)
short answers		
Yes, I did . No, I didn't .		
spelling		
most regular verbs	add <i>-ed</i>	start – started look – looked
verbs ending in <i>-e</i>	add <i>-d</i>	arrive – arrived live – lived
verbs ending in consonant <i>-y</i>	change <i>-y</i> to <i>-i</i> and add <i>-ed</i>	marry – married study – studied
most verbs ending in one vowel + one consonant (but not verbs ending in <i>-y</i> , <i>-w</i> , or an unstressed vowel, e.g. open, visit)	double the consonant	stop – stopped plan – planned
Many common verbs are irregular in the past:		
go – went	see – saw	catch – caught be – was/were
<i>go to the irregular verb list on p.172</i>		
<i>go to exercise 1.7</i>		
You can use the past simple to talk about something that started and finished in the past. You often know <u>when</u> it happened.		
I worked until ten o'clock last night. I didn't see him yesterday.		
You can use these time expressions with the past simple.		
yesterday last night/week/month two weeks ago in 2001 at 2.30		
natural English a sequence of actions		
For more than one action with the same subject, you don't need to repeat the subject.		
He stood up, he went to the door, and he opened it.		
<i>go to exercise 1.8</i>		

1.7 Correct the errors. Be careful: two sentences are correct.

- 1 When did they returned?
- 2 She seen him last week.
- 3 We studied this grammar yesterday.
- 4 I didn't forget her birthday.
- 5 What time did he left the party?
- 6 We stoped work at five o'clock.
- 7 I drived home last night.
- 8 He putted his coat on.
- 9 I didn't write anything.
- 10 He didn't went to school today.

1.8 Fill the gaps with one word.

- 1 I rang him _____ .
- 2 I saw them three days _____ .
- 3 He went to Spain _____ month.
- 4 I started work _____ 1998.
- 5 She got up _____ six o'clock.

Is this grammar the same in your language? If not, make a note of the difference.

two

articles (1)

We don't normally use *the/a* in these phrases:

have breakfast have lunch have tea have dinner

He **has lunch** at 12.00. NOT ~~has the lunch~~

Did you **have dinner** at home last night?

We use *a* in these phrases:

have **a meal** have **a snack** have **a drink** have **a coffee** (= a cup of coffee)

We **had a meal** on the train.

Shall we **have a drink** after work?

go to exercise 2.1

countable and uncountable nouns

countable nouns

Countable nouns can be singular or plural:

a book / two books a match / some matches a man / three men



uncountable nouns

Uncountable nouns are normally only singular:

pasta NOT pastas milk NOT milks

Uncountable nouns aren't normally used with *a/an*:



some bread



some bread

(some) bread NOT ~~a bread~~ (some) information NOT ~~an information~~

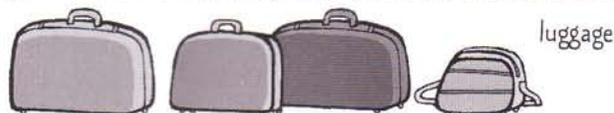
Uncountable nouns are normally used with a singular verb:

There **isn't** much bread. NOT There ~~aren't~~ much bread.

That pasta **was** expensive. NOT That pasta ~~were~~ expensive.

go to exercise 2.2

These words are uncountable in English, but countable in some languages.



weather	traffic	homework	information
luggage	work	news	pasta, spaghetti, etc.
hair	toast	furniture	advice

go to exercise 2.3

cover & check exercises

2.1 Organize the words into sentences. Add *a* or *the* if necessary.

- finished / I / had / drink / after / I / work
- at / breakfast / today / have / you / did / home?
- lunch / outside / usually / have / you / do?
- we / hungry / have / snack / we / when / often / are
- yesterday / with / had / she / dinner / friends

2.2 Circle the correct answer.

- There **is** / **are** some cheese in the fridge.
- I'm going to buy **some** / **an** apple.
- I'd like **a** / **some** milk in my coffee.
- I've got **a** / **some** butter for the sandwiches.
- I think pasta **is** / **are** very good for you.
- He put **a** / **some** sugar in my coffee.
- This beer **is** / **are** very cold.
- Where **is** / **are** the children?
- I bought **a** / **some** bottle of beer.
- I need to buy **a** / **some** rice.

2.3 Write C (countable) or U (uncountable) for these nouns.

- | | |
|---------------|-------------|
| 1 weather | 6 toast |
| 2 handbag | 7 vegetable |
| 3 luggage | 8 bread |
| 4 information | 9 egg |
| 5 spaghetti | 10 homework |

A dictionary shows if nouns are countable or uncountable.

★ **bread** /bred/ noun [U] a type of food made from flour and water mixed together and baked in an oven. Another substance (**yeast**) is usually added to make the bread rise: *a piece/slice of bread*

★ **egg** /eg/ noun 1 [C] an almost round object with a hard shell that contains a young bird, reptile or insect

entries from *Oxford Wordpower Dictionary* ISBN 0194315169

natural English a coffee, two beers

Coffee, juice, and beer are countable when they mean 'a cup of ...' or 'a bottle of ...' or 'a glass of ...'.

I'd like **a coffee**, please. (= a cup of coffee) **Two beers**, please.
I'll have **a juice**.

When you've finished an exercise, say the sentences aloud.

a lot of, much, many, any

With countable nouns [C], you can use *many/any* in questions and negative sentences.

How **many** eggs are there? We haven't got **many** oranges.
Are there **any** eggs? We haven't got **any** oranges.

In positive sentences, use *a lot of*.

She eats **a lot of** apples. We've got **a lot of** bottles of milk.

With uncountable nouns [U], you can use *much/any* in questions and negative sentences.

How **much** bread is there? We haven't got **much** coffee.
Is there **any** bread? We haven't got **any** coffee.

In positive sentences, use *a lot of*.

We've got **a lot of** milk. She eats **a lot of** cheese.

go to **exercise 2.4**

adjectives and adverbs

Adjectives usually go before nouns.

It's a **hot** day. It wasn't a very **comfortable** chair.

But they also follow certain verbs.

– sense verbs, e.g. *look, taste, smell, feel, and sound*

He **looks** happy. NOT **happily** The chair **feels** soft.
The music **sounds** horrible. This perfume **smells** lovely.
This apple **tastes** delicious.

– other verbs including *be, become, get, and seem*

She's **angry**. He **gets** (= becomes) tired in the evenings.
He **seems** very unhappy. The course **is becoming** more difficult.

go to **exercise 2.5**

2.4 Fill the gaps with *much, many, a lot of, or any*.

- How _____ coffee have we got?
- They gave us _____ information.
- We haven't got _____ sugar – the packet's empty.
- There was _____ furniture in the room.
- There aren't _____ students in my class: only four.
- She's got _____ luggage.
- The teacher didn't give us _____ homework, so I watched TV.
- How _____ people were at the match?
- I don't drink _____ water; just one or two glasses a day.
- We'll need _____ food for the party tomorrow night.

2.5 Complete the sentences with a suitable verb and adjective from the box.

seem taste get smell feel
warm angry nice salty nice

- She put her hand in front of the fire but it didn't _____ very _____.
- My boss _____ _____ when I'm late for work.
- It's a beautiful flower but it doesn't _____ very _____.
- I don't know him very well, but he _____ _____.
- I tried the soup and it _____ very _____.

However, most verbs are not followed by an adjective, but an adverb of manner.

She drives **quickly**. We did the test **quietly**.
Our teacher speaks very **slowly**. They speak English **well**.

You can use certain adverbs to say more about adjectives.

The meal was **really** delicious. She writes **very** interesting letters.
It's **incredibly** hot today.

Before extreme adjectives, use *absolutely* or *really*. You cannot use *very*:
NOT *very*-wonderful / *very*-awful / *very*-terrible

The weather was **absolutely** terrible.

go to **exercise 2.6**

2.6 Fill the gaps with a suitable adjective or adverb.

- 1 This cake looks _____.
- 2 On mountain roads, you need to drive _____.
- 3 When he speaks in a loud voice, he sounds _____.
- 4 My sister speaks Italian very _____.
- 5 I put my coat on because I felt _____.

For a change, do an exercise in your head or orally with a partner. Check your answers, then write them in.

three

present perfect (1): time up to now

have / has + past participle

positive and negative forms

I / You / We / They

've / **have lived** there.

haven't lived there.

He / She / It

's / **has been** here.

hasn't been here.

questions

Have you lived there?

Has she seen him?

short answers

Yes, I **have**.

Yes, he **has**.

No, I **haven't**.

No, she **hasn't**.

For regular past participles, use the same rules as regular past simple (see p.150). Many common verbs have irregular past participles.

go to the **irregular verb list** on p.175

go to **exercise 3.1**

You can use the present perfect to talk about things that have happened in a period of time up to now.

I've been to Greece. = before now; we don't know when

He's worked in a restaurant. = before now; we don't know when

We often use *ever* and *never* with the present perfect.

Have you ever been to Canada? = in your life up to now

I've never played basketball. = in my life up to now

go to **exercise 3.2**

cover & check exercises

3.1 Fill the gaps with the correct past participle.

- 1 I've never _____ (be) there.
- 2 Have you ever _____ (work) in a bank?
- 3 He's never _____ (drive) his father's car.
- 4 Have you _____ (see) that new film?
- 5 I've never _____ (win) any money.

3.2 Make present perfect sentences using these key words.

- 1 you / ever / play / tennis?
- 2 she / visit / Italy / three times
- 3 I / never / see / The Taj Mahal
- 4 she / not / be / a football match
- 5 he / ever / lose / his passport?

Write in pencil, then you can rub out your answers and do the exercise again later.

present perfect v. past simple

When you give more information about when or where something happened, you normally use the past simple.

A **Have** you ever **been** to Brazil? B Yes, I **went** to São Paulo last year.
 A What **did** you **do** at the weekend? B I **worked** in the garden.
 I **didn't buy** anything at the supermarket yesterday. NOT I **haven't bought**
 I **found** a credit card in the street a couple of days ago. NOT I **ve found**

go to exercise 3.3

For more information about the **present perfect**, go to p.165.

3.3 Complete the sentences with the present perfect or past simple.

- I _____ (go) to the cinema at the weekend.
- _____ (you ever live) abroad?
- She _____ (not come) to class yesterday.
- He _____ (never use) a computer.
- _____ (they stay) with you last week?

four

this / that (one); these / those (ones)

singular	plural
this (one) (near me)	these (ones) (near me)
that (one) (not near me)	those (ones) (not near me)
Which one?	Which ones?

We can use *one/ones* when we don't want to repeat a noun.

A Can you pass me that book ?	A I like those shoes .
B This one ? (NOT this book)	B Which ones ?
A Yes.	A Those green ones .

go to exercises 4.1 and 4.2

cover & check exercises

4.1 Circle the correct answer.

- Do you know **this** / **these** people?
- Can you give me **that** / **those** packet of spaghetti?
- I don't like **this** / **these** one very much.
- What's **that** / **those**?
- Are **this** / **these** your glasses?

4.2 Write *one* in this dialogue four times.

- A Would you like a cake?
 B OK, thanks.
 A This looks very nice.
 B Which?
 A This here.
 B Yes, but I'm going to have that.

Cover the grammar, then try the exercise. Check the grammar again to help you.

will (1)

Use *will* ('ll) when you decide to do something.

I'll **buy** that car. (= you decided at that moment, not before)

Use *will* to promise or offer or agree to do something.

A My computer's not working. A This bag's heavy.
 B I'll **look** at it this afternoon. B OK, I'll **carry** it.

For more information on *will*, go to p.162.

go to exercise 4.3

4.3 What can you say in these situations?
 Use *I'll* ...

- Someone is carrying a heavy box.
- Your mother has got a headache.
- Your friend is feeling very thirsty.
- Your friend doesn't know where the station is.
- Someone knocks on the door.

phrasal verbs (1)

A phrasal verb is a verb + adverb (or preposition).

sit down **carry on** **take sth off** **look after sb/sth**

Some phrasal verbs are intransitive – they don't need an object.

He asked us to **sit down**. We can **carry on** with this exercise.

Some phrasal verbs are transitive – they need an object.

take off your shoes **turn on** the radio **look after** the children

go to **exercise 4.4**

With some verbs, the object can go before or after the adverb.

take your shoes **off** OR **take off** your shoes

turn the radio **on** OR **turn on** the radio

With some verbs the object cannot go before the adverb.

look after the children / them NOT look ~~the children / them~~ after

look for my book / it NOT look ~~my book / it~~ for

But with these verbs, a pronoun must go before the adverb.

take them **off** NOT take ~~off~~ them

turn it **on** NOT turn ~~on~~ it

A dictionary tells you if you can put the object in two places, like this:

★ **take sth off** 1 to remove sth, especially clothes: *Come in and take your coat off.*

★ **look after sb/sth/yourself** to be responsible for or take care of sb/sth/yourself: *I want to go back to work if I can find somebody to look after the children.*

entries from Oxford Wordpower Dictionary ISBN 0194315169

take sth off = the object can go in two places

look after sb/sth = the object must go at the end

go to **exercise 4.5**

4.4 Fill the gaps with a suitable noun, if necessary. If no noun is necessary, put –.

- 1 Please turn on _____.
- 2 We can carry on _____.
- 3 Could you look after _____?
- 4 Please take off _____.
- 5 Please, could you sit down _____?

4.5 Correct the errors. Be careful: two sentences are correct.

- 1 I'll look the children after.
- 2 Can you turn on the radio?
- 3 Please turn off it.
- 4 Don't take your shoes off.
- 5 I'm looking my pen for.

For a change, do an exercise quickly in your head.

too / very, too much / many

too and very + adjective

Too means 'more than we want or need or like'. Compare:



It's **very** hot today. I love hot weather.

It's **too** hot today. I feel terrible.

go to **exercise 4.6**

4.6 Tick ✓ the correct sentences.

- 1 I can't buy that house because it's too expensive.
- 2 This drink is too cold – lovely!
- 3 We did well in the test, but it was too difficult.
- 4 I didn't go to the party; I was too tired.
- 5 He's only 12; he's very young to drive a car.

too much / too many + noun

countable noun	uncountable noun
There are too many chairs. people.	There's too much money. sugar.
I ate too many chocolates.	I drank too much cola. I don't feel well.

go to exercise 4.7

4.7 Write *too*, *too much*, or *too many*.

- _____ homework
- _____ children
- _____ time
- _____ tired
- _____ problems
- _____ people
- _____ sugar
- _____ expensive

five**obligation and permission****have to + verb**

present tense		questions
positive and negative forms		
I/You/We/They	have to go. don't have to leave.	Do I have to go?
He/She/It	has to finish now. doesn't have to stay.	Does he have to stop?

Notice that the negative of *have to* is *don't have to* NOT *haven't to*.

past tense		questions
positive and negative forms		
I/You/He/She/It/We/They	had to go. didn't have to go.	Did they have to go?

short answers

Yes, you **do**. No, you **don't**.
Yes, I **did**. No, I **didn't**.

Use *have to* to talk about obligation: things that are necessary and important.
Have to is similar to *must*, but in spoken English you use *have to* more often than *must*.

You **have to** wear a seatbelt when you're driving. = it's necessary

I **don't have to** go to school today. = it isn't necessary

Do I have to get there before 9 o'clock? = is it necessary?

She **had to** start work at 8 o'clock yesterday. = it was necessary

He **didn't have to** get there early. = it wasn't necessary

Compare:

You **don't have to** give him a present. = it's not necessary

You **mustn't** give him a present. = it's not permitted; you can't

cover & check exercises5.1 Replace the underlined words using the correct form of *have to*.

- It's necessary for you to find a job soon.
- It isn't necessary for me to leave home before 8 o'clock.
- Is it necessary for me to change trains?
- It wasn't necessary for me to take a taxi.
- Was it necessary for you to pay to go into the museum?

5.2 Change these sentences using the correct form of *have to*.

- I have to work late today.
- Do we have to return the books?
- He doesn't have to go back this evening.
- What time do you have to be there?
- She has to phone her mother.

Write in pencil, then you can rub out your answers and do the exercise again later.

natural English *have got to*

In spoken and informal written English, we often use *have got to* in place of *have to*, but not in the past (NOT ~~I had got to~~).

I've **got to** finish this essay today.

We've **got to** be there at 6 o'clock.

She **hasn't got to** go to work tomorrow.

Have you **got to** do any homework tonight?

I **had got to** take the book back yesterday.

go to exercises 5.1 and 5.2

Make a note of any differences between this grammar and your language.

can / can't + verb**positive and negative forms**

I / You / He / She / It / We / They **can** go. NOT ~~can to go~~
can't (cannot) leave.

questions

Can I go?
Can we stop now?

Cannot is normally only used in writing.

short answers

Yes, you **can**. No, you **can't**.

Use *can / can't* to talk about things that are possible / not possible.

You **can** walk into town from here.

We **can't** go out until it stops raining.

Can I get something to eat here?

When something is 'possible', it often means it is 'permitted'.

We **can** eat our lunch in here. = it's possible because it is permitted

We **can't** smoke in here. = it's not possible because it isn't permitted

Can I open the window? = is it possible / permitted?

go to exercise 5.3

articles (2)

You don't normally use *the* with these phrases:

go to school / university (= to study)

I **go to school** at 8 o'clock.

go to work (= to work)

I always **go to work** by car.

go (in)to hospital (= because you are ill)

He **went into hospital** last night.

go to church (= for a service)

She **went to church** yesterday.

BUT you can use *the* when you are talking about the 'building'.

I'm going to **the university** tonight to meet some friends.

I went to **the hospital** to visit my mother.

go to exercise 5.4

5.3 Fill the gaps with *can*, *can't*, *have to*, or *don't have to*.

- You _____ play loud music after 11.00 p.m.
- I _____ go now – my father is waiting for me.
- You _____ wear a suit – jeans are OK.
- If the weather is OK, we _____ walk to the station.
- We _____ study in here – the teacher wants to use the room.
- _____ I open the window? It's hot in here.
- You _____ pay now – tomorrow is fine.
- The shops are closed so we _____ buy it now.
- We _____ go out when it stops raining.
- I _____ finish my homework first; then we _____ go out.

5.4 Fill the gaps with a suitable *go to* ... phrase.

- I sometimes _____ with my boss, in her car.
- She wants to _____ to study medicine.
- My father has to _____; he has a heart problem.
- My children usually _____ by bus.
- My parents _____ every Sunday morning; I sometimes go with them.

Is this grammar the same in your language? If not, make a note of the difference.

six

articles (3)

You often use *the* + noun to talk about places in a country.

I'm from **the south-west**. She lives in **the capital**. **The north coast** is beautiful.
I'm going to **the seaside / the mountains / the coast / the country** this weekend.

You can use *the* + noun to talk about the weather.

The weather is fantastic at the moment. I love sitting in **the sun(shine)**.
I couldn't sleep because of **the wind**. **The rain** stopped and we went out.

Use *the* for these places:

oceans, seas, rivers, deserts **the Pacific the Red Sea The Nile the Sahara**
groups of mountains/islands **the Alps the Bahamas**
some countries **the USA the United Kingdom the Czech Republic**

Don't use *a / the* for these places:

continents, most countries, states **Asia Argentina California**
lakes and most single mountains **Lake Victoria Mount Fuji**
towns, streets, squares **Budapest Baker Street Parliament Square**

go to **exercise 6.1**

cover & check exercises

6.1 ~~Cross out~~ any words which are not necessary. Be careful: some sentences are correct.

- 1 Maria comes from the South America.
- 2 I prefer the south to the north.
- 3 He lives near the Red Square.
- 4 The capital of the France is Paris.
- 5 The north-east the coast is very cold.
- 6 I've been to the Mount Kilimanjaro.
- 7 Shall we go to the Andes?
- 8 Have you been to the Cairo?
- 9 I had to wait in the rain.
- 10 The Russia is in the Europe.

Cover the grammar,
then try the exercise.
Look at the grammar
again if you're not sure.

comparative and superlative adjectives

One-syllable adjectives and some two-syllable adjectives:

adjective	comparative	superlative	notes
cheap	cheaper (than)	the cheapest	one-syllable adjectives: +-er / +-est
nice	nicer	the nicest	one-syllable adjectives ending in -e: +-r / +-st
hot	hotter	the hottest	short adjectives ending in one vowel and one consonant: double the consonant, +-er / +-est
friendly	friendlier	the friendliest	adjectives ending in -y: change -y to -i, +-er / +-est
quiet	quieter	the quietest	a few two-syllable adjectives: +-er / +-est

Many two-syllable adjectives, e.g. *useful* and *polite*, and longer adjectives:

adjective	comparative	superlative	notes
crowded	more crowded	the most crowded	-ed adjectives take <i>more / the most</i>
boring	more boring	the most boring	-ing adjectives take <i>more / the most</i>
expensive	more expensive	the most expensive	
industrial	more industrial	the most industrial	

6.2 Write the comparative and superlative forms for each adjective.

- 1 long
- 2 dangerous
- 3 happy
- 4 safe
- 5 fat
- 6 traditional
- 7 wet
- 8 interesting
- 9 good
- 10 useful

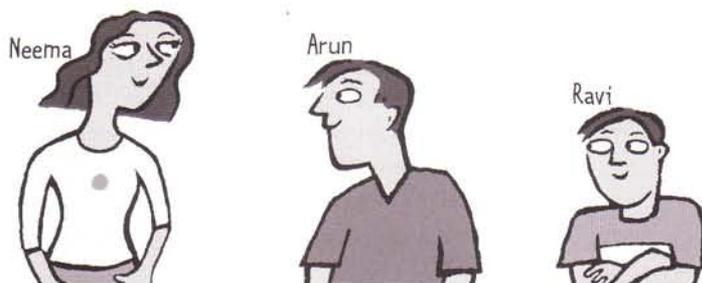
Some comparative and superlative forms are irregular.

adjective	comparative	superlative	notes
good	better	the best	
bad	worse	the worst	

go to exercise 6.2

superlative adjectives

You use superlatives to compare people/things with all the other people/things of their group. Always use *the* with superlatives.



Ravi's **the shortest** in the family.
Neema's **the tallest**.

Notice the preposition:

the tallest building **in** the world NOT ~~of~~ the world

go to exercise 6.3

6.3 Fill the gaps with the most suitable superlative form.

- I really like talking to her; she's _____ person in the class. (interesting / boring)
- I didn't have much money, so I bought _____ car. (cheap / expensive)
- There are too many people – it's _____ city in the world. (crowded / quiet)
- The Sahara is _____ place I've ever been to. (hot / industrial).
- He's _____ player in the team. He's really fantastic! (good / bad)

comparative adjectives

You use comparatives to compare people/things.

Arun's **taller** than Ravi.
Arun's **shorter** than Neema.
Neema's **taller** than the other two.

Use *than* after a comparative.

He's older **than** me. NOT ~~that~~ me

go to exercise 6.4

natural English *not as + comparative*

In spoken English, you can use *not as + adjective* to compare two people/things.

A I prefer cats to dogs.

B Yes, but cats aren't **as** friendly (as dogs).
= dogs are friendlier

A It rains more in the west than the east.

B Yes, but it's **not as** windy (as in the east).

6.4 Write the missing word.

- Was it _____ interesting than his last film?
- She's _____ youngest doctor I know.
- Who's the oldest _____ the class?
- My new dentist is better _____ my old one.
- English is _____ to learn than Russian.

will, be going to, might + verb for prediction

positive and negative forms		questions
I / You / He / She / It / We / They	'll (will) go. won't (will not) go. might go. might not go.	Will you / he / they go?
short answers		
Yes, I / he / they will / might .		
No, I / he / they won't / might not .		
positive and negative forms		questions
I	'm / 'm not	going to do it.
He / She / It	's / isn't	Are you going to do it?
We / You / They	're / 're not (aren't)	Is he / she going to do it?
short answers		
Yes, I am .	Yes, he is .	Yes, they are .
No, I 'm not .	No, he isn't .	No, they aren't .
When you are saying / guessing what you think will happen in the future, you can use <i>will</i> or <i>be going to</i> with the same meaning.		
I think it'll rain later. ⚡ same meaning		
I think it's going to rain later. ⚡		
She won't marry David. = I'm certain.		
She isn't going to marry David. = I'm certain.		
You can use <i>probably</i> to say you are about 75% sure. Notice the position of <i>probably</i> in these sentences:		
We'll probably be late. He probably won't come .		
We're probably going to be late.		
You can use <i>might</i> + verb to say you are about 50% sure.		
It might rain tomorrow. NOT It might to rain.		
go to exercises 6.5 and 6.6		

6.5 Use *be going to* in place of the underlined words.

- Who will win the match?
- Will she get a better job?
- I'm sure we won't be late.
- You'll feel better tomorrow.
- I'll marry a tall, handsome man.

6.6 Order the words to make sentences.

- will / rain / tomorrow / it?
- a / to / footballer / is / be / going / he?
- am / to / not / I / this / finish / going / tonight
- won't / before / we / home / probably / arrive / seven / o'clock
- future / might / at / home / people / in / the / work

For a change, do an exercise orally with a partner.

seven

phrasal verbs (2)

For information on the grammar of **phrasal verbs** go to p.155.

With some phrasal verbs the meaning is similar to the main verb.

stand up is similar to 'stand'

wake up is similar to 'wake'

But often the meaning is different.

take off (your coat) is different from 'take'

turn on (the light) is different from 'turn'

With many phrasal verbs there is also more than one meaning.

The plane couldn't **take off**. = leave the ground

You can **take off** your jacket. = remove your jacket

He promised to come but didn't **turn up**. = arrive

Could you **turn up** the radio? = increase the volume

natural English phrasal verbs in conversation

Most phrasal verbs are more common in spoken English than in formal, written English.

I **went back** to the shop. (more informal)

I **returned** to the shop. (more formal)

She never **found out** the truth. (more informal)

She never **discovered** the truth. (more formal)

go to exercise 7.1

past continuous

positive and negative forms		questions
I/He/She/It	was(n't) waiting	Was I/he/she waiting?
You/We/They	were(n't)	Were you/we/they waiting?
short answers		
Yes, I/he/she was.	Yes, you/we/they were.	
No, I/he/she wasn't.	No, you/we/they weren't.	
spelling of -ing form		
most verbs	add -ing	working/singing
verbs ending -e	e, add -ing	come/coming take/taking
most verbs ending in one vowel + one consonant (but not verbs ending in -y, -w, or an unstressed vowel, e.g. open, visit)	double the consonant, add -ing	stop/stopping plan/planning

go to exercise 7.2

cover & check exercises

7.1 Match the meanings below with the underlined phrasal verbs.

stopped working continued arrived
left the ground started a journey

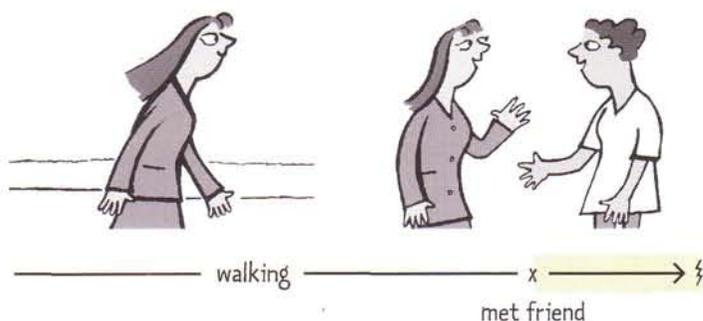
- 1 We set off at 7.00 and got there at lunchtime.
- 2 I was really angry when she turned up late again.
- 3 The car broke down on my way to work today.
- 4 The helicopter took off in the field behind us.
- 5 I wanted to leave, but we carried on talking until midnight.

Cover the grammar, then try the exercise. Check the grammar again to help you.

7.2 Correct any errors. Be careful: one sentence is correct.

- 1 Were he working?
- 2 They wasn't having dinner.
- 3 She was puting on her coat.
- 4 It wasn't raining.
- 5 Was leaving the doctor?

You can use the past continuous with the past simple. The past continuous shows a longer action/situation. The past simple shows a shorter action which happened during the longer action/situation.



I **met** an old friend when I **was walking** to work yesterday.
= I started walking before I met my friend. 'Walking' is a longer action.

When I **left** the house, it **was raining**.
= It started raining before I left the house. 'Raining' is a longer action.

Someone rang the doorbell while I **was talking** on the phone.
= I started talking on the phone before someone rang the doorbell. 'Talking' is a longer action.

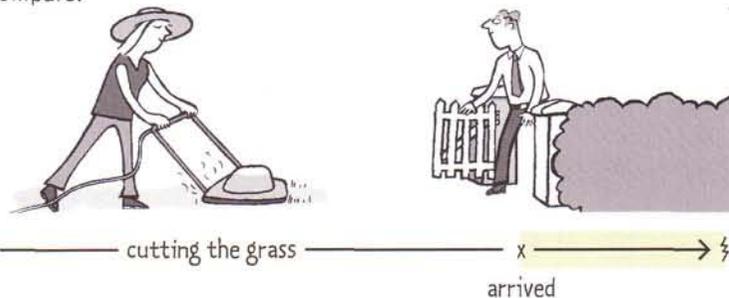
You often use *when* (= at that time) or *while* (= during that period) to link the past continuous and the past simple.

When I got home, my sister was watching TV. = at that time (NOT ~~while I got home~~)
I met Henry **while** § I was living in Rome. = during that period
when § = at that time

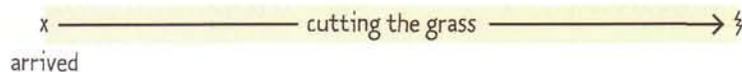
You can also use the past continuous to describe the background to a story.

I **was looking** out of the window. Two little girls **were playing** with a dog and an old lady **was watching** them. Suddenly, a man shouted, 'Look out!'

Compare:



When Jim **arrived**, Jackie **was cutting** the grass. = Jackie started cutting the grass before Jim arrived.



When Jim **arrived**, Jackie **cut** the grass. = Jim arrived. Then Jackie started cutting the grass.

go to **exercise 7.3 and 7.4**

7.3 Tick ✓ the correct answer.

- When I got to the café, my girlfriend was waiting for me.
A I arrived first.
B My girlfriend arrived first.
- Steve was having a bath when the phone rang.
A Steve's bath was a longer action.
B The phone ringing was a longer action.
- While we were staying at the hotel, someone took our passports.
A Staying at the hotel is background (less important) information.
B Someone taking the passports is background (less important) information.

7.4 Fill the gaps using the past simple or past continuous.

- We _____ (study) when Mary _____ (arrive).
- While she _____ (walk) in the mountains, she _____ (find) some money.
- He _____ (phone) me while I _____ (work).
- Mark's parents _____ (wait) in the car when he _____ (leave) the party.
- She _____ (lose) her keys while she _____ (shop).

Is this grammar the same in your language? If not, make a note of the difference.

eight

be going to, might, would like to + verb

be going to + verb

See p.160 for forms.

might + verb

See p.160 for forms.

would like to + verb

positive form

I/You/He/She/It/We/They 'd (would) like to go.

questions

Would you like to go?

The negative form *wouldn't like to* is not as common.

short answers

Yes, I **would**.

No, I **wouldn't**.

You can use *be going to* + verb to talk about things you intend/plan to do in the future.

I'm **going to** work in New York in the summer.

Is she **going to** take the train to Paris?

You can use *might* + verb to talk about possible plans/intentions.

We **might** visit my uncle when we're in Vienna. = it's possible but not sure

I **might** study medicine next year. = I don't know at the moment but it's a possibility

You can use *would like to* + verb for things you want to do.

I'd **like to** go to that concert on Saturday.

Would you like to go to university?

Would like to is a bit more polite and less direct than *want to*.

go to **exercises 8.1 and 8.2**

articles (4)

definite article (*the*), or no article

When you talk about people / things in general, you don't normally use *the* with plural nouns or uncountable nouns.

Children are noisy. = children in general NOT ~~The children are noisy.~~

Fruit is expensive in the winter. = fruit in general

Sport is very popular in my country. = sport in general

When you talk about specific people or things, you need *the*.

The children in my class were very noisy this morning.

The fruit I bought yesterday was lovely.

The sport I like most is football.

go to **exercise 8.3**

cover & check exercises

8.1 Correct the errors. Be careful: one sentence is correct.

- I might to see them this evening.
- Do you like to go swimming this weekend?
- What time you going to see them?
- She isn't going to get a job in the summer.
- I'd like watch the match tomorrow.

8.2 Complete the dialogues with the correct short answer.

- A Are you going to see the game?
B Yes, I _____.
- A Would you like to go?
B No, I _____.
- A Is he going to visit her?
B No, he _____.
- A Do you think she might go?
B Yes, she _____.
- A Would they like to stay?
B Yes, they _____.

When you've finished an exercise, say the sentences aloud.

8.3 Fill the gaps with *the* or nothing (-).

- I think _____ sport is important for your health.
- Did you see _____ news on TV this morning?
- _____ girls aren't usually interested in football.
- I gave it to _____ girls who live next door.
- _____ music helps people to relax.

articles in time expressions

You don't use *the* when you talk about a day/week/month/year which is 'the next one' or 'the last one'.

We saw him on **Tuesday**. (= last Tuesday)

I'm going **next week**. NOT ~~the next week~~

I'm going to start in **September**. (= next September)

She worked hard **last year**. NOT ~~the last year~~

BUT I was ill during **the last week of my holiday**.

go to exercise 8.4

present continuous for future

positive and negative form

I	'm / 'm not living.
He / She / It	's / isn't ('s not) working.
You / We / They	're / aren't meeting.

questions

Is he / she working?
Are you meeting him?

short answers

Yes, I am .	Yes, he / she is .	Yes, you / we / they are .
No, I'm not .	No, he / she isn't .	No, you / we / they aren't .

You can use the present continuous to talk and ask about definite future plans and arrangements.

I'm **meeting** my girlfriend after work.

What **are** you **doing** this weekend?

They're **coming** to the flat at 8 o'clock.

go to exercise 8.5

You can also use *be going to* + verb to talk and ask about definite future plans and arrangements.

I'm **going to** meet my girlfriend after work.

What **are** you **going to** do this weekend?

But there is a small difference:

For plans you made with other people at a particular time or place, the present continuous is more common.

I'm **having** dinner with my parents this evening.

For plans 'in your own head', not made with other people, *be going to* is more common.

I'm **going to** wash my hair this evening.

go to exercise 8.6

8.4 ~~Cross out~~ *the* where it is used incorrectly. Be careful: one sentence is correct.

- 1 She went to Ibiza the last week.
- 2 I'll see you in the June.
- 3 I'd like to go on holiday the next month.
- 4 We're meeting the day after tomorrow.
- 5 I took my final exams the last year.

8.5 Write the verbs in brackets in the present continuous.

- 1 He _____ (work) with me this evening.
- 2 What time _____ (you see) them?
- 3 They _____ (not go) to the disco tonight.
- 4 I _____ (have) lunch with Jenny today.
- 5 She _____ (not meet) us at the station.

8.6 Both forms (the present continuous and *be going to*) are correct in four of these sentences. Which four?

- 1 I'm **spending** / **going to spend** the evening with friends.
- 2 We're **seeing** / **going to see** my parents on Saturday.
- 3 I'm **taking** / **going to take** David to hospital this morning.
- 4 I'm **looking** / **going to look** for a job in January.
- 5 I'm **working** / **going to work** with my father this weekend.

For a change, do an exercise in your head or orally with a partner. Check your answers, then write them in.

nine

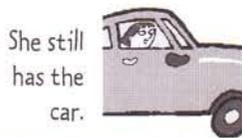
present perfect (2): with *for* and *since*

See p.153 for forms.

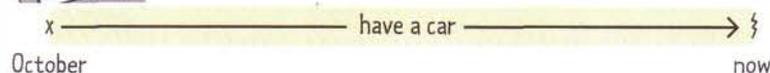
Use the present perfect to say that something started in the past and is still true now.



She bought it last October.



She still has the car.



She's **had** a car since October. = She bought it last October. She still has the car.
NOT ~~She has a car since October.~~

I've **lived** in this flat for three years. = I moved here three years ago. I still live here.

John **has worked** for the BBC for three months. = He still works for the BBC now.

For and *since* are common with the present perfect.



for + a period of time

I've been here **for** a week/six months/a long time.

since + a point of time (when the period of time began)

I've been here **since** October/10 o'clock/I was a child.

To ask about the period of time, use *How long ...?*

How long have you had that dog? (I know you have a dog now.)

How long has she been a student? (I know she's a student now.)

How long have they lived in Vancouver? (I know they live in Vancouver now.)

For more information about the **present perfect**, go to p.153.

go to exercises 9.1, 9.2, and 9.3

cover & check exercises

9.1 Circle the correct answer.

- 1 since **seven years** / **seven o'clock**
- 2 for **about a week** / **last December**
- 3 for **1999** / **ten minutes**
- 4 since **last week** / **half an hour**
- 5 for **a day or two** / **Tuesday**

9.2 Tick ✓ the correct answers.

- 1 I've had a cat since I was six.
A I've got a cat now.
B I haven't got a cat now.
- 2 She had a cat for twelve years.
A She's got a cat now.
B She hasn't got a cat now.

9.3 Write sentences using the present perfect.

- 1 Gill / have / long hair / 2004
- 2 I / not / see / him / three months
- 3 How long / you / live / Morocco?
- 4 She / be / photographer / a few years
- 5 I / know / Carol / last year

Write in pencil, then you can rub out your answers and do the exercise again later.

9.4 Match 1 to 5 with a to e.

- 1 When you come to your English lesson, you shouldn't
 - 2 If you don't understand a word, you should
 - 3 If you have to do a test in class, you shouldn't
 - 4 If your teacher asks you a question, you should
 - 5 If you want to learn English quickly, you should
- a answer it.
b work hard.
c speak to anyone.
d arrive late.
e look it up in a dictionary.

should / shouldn't + verb

positive and negative forms

I/You/He/She/It/We/They

should do it.

shouldn't do it.

questions

Should we go now?

short answers

Yes, you/he **should**.

No, you/he **shouldn't**.

You can use *should* to say what is the correct or best thing to do.

You **should** pay your bills quickly. = it's the correct thing to do

NOT ~~you should to pay~~

We **should** leave before it starts raining. = it's the best thing to do

You **shouldn't** drive; you're too tired. = it isn't a good idea

You **shouldn't** wear jeans at work. = it isn't correct

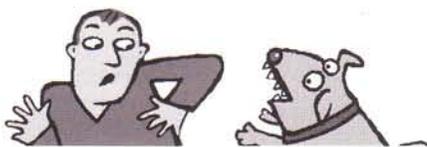
go to exercise 9.4

ten

-ed / -ing adjectives

Some adjectives have an *-ed* and an *-ing* ending.

interested/interesting	relaxed/relaxing
bored/boring	excited/exciting
worried/worrying	surprised/surprising
embarrassed/embarrassing	frightened/frightening



-ed adjectives express how someone feels about a person, a thing, or a situation.

I was **frightened** when I saw the dog.
She was really **bored**, so she left the cinema before the end of the film.

-ing adjectives describe people or things or situations.

The dog was **frightening**. (It was a **frightening** dog.)
She left the cinema before the end because the film was really **boring**.

go to **exercises 10.1 and 10.2**

articles (5)

When you are talking about pain and illness, be careful with articles.

I've got **a** headache.
a cold.
a pain in my arm/leg, etc.

BUT I've got **a** toothache.
stomach ache.
earache.
backache.
flu (= influenza).

Notice that you say:

I've got a pain in **my** arm. NOT I've got a pain in **the** arm.
She hurt **her** leg. NOT She hurt **the** leg.

go to **exercise 10.3**

cover & check exercises

10.1 Tick ✓ the correct phrases.

- an interested film
- a frightened child
- a relaxing weekend
- a surprised situation
- a worried man

10.2 Complete the sentences with a word from the box.

worried/ing interested/ing relaxed/ing
embarrassed/ing excited/ing

- I read until two in the morning, because the book was very _____.
- I was really _____ because I couldn't remember her name.
- Did she feel _____ before her exams?
- My young son always gets very _____ on his birthday.
- I had a very _____ holiday, sitting on the beach and doing nothing.

10.3 Fill the gaps. If no word is necessary, put -.

I had a terrible holiday recently, camping in the mountains. Every morning, I had ¹ _____ pain in ² _____ back from sleeping on the rocks. Because I was high up, I had ³ _____ headache all day, and the food I was eating gave me ⁴ _____ stomach ache. On the last day, I fell and hurt ⁵ _____ leg and I had to go to hospital. Two days later, I got ⁶ _____ flu.

Cover the grammar, then try the exercise. Check the grammar again to help you.

verb patterns

When you learn a new verb, it's important to learn the structure that comes after it.

verb + sb / sth	verb + to + sb / sth
ask	write to
phone	speak to
ring	talk to
e-mail	
tell	

He **asks** his teacher a lot of questions.

You should **talk to** your doctor.

A good dictionary will show you structures you can use after verbs, and will give examples.

go to **exercise 10.4**

10.4 Circle the correct answer.

- 1 Could you e-mail **me** / **to me** later?
- 2 I told **my teacher** / **to my teacher** that I was tired.
- 3 Have you written **your mother** / **to your mother** recently?
- 4 I have to ring **the school** / **to the school**.
- 5 She spoke **Michael** / **to Michael** about the problem.

For a change, do an exercise quickly in your head.

eleven

conditional sentences with *will / might*

<i>if</i> + present simple	<i>will / might</i> + verb
If we leave in ten minutes,	we'll (will) arrive at 6.00.
If we leave later,	we won't (will not) arrive at 6.00.
If we have time,	we might go skiing this weekend.

You can use *if* + present tense to talk about present time or future time.

If you **leave** now ... = present time

If you **go** to Alaska ... = in the future
NOT ~~If you will go ...~~

You can use *will* to say you are sure about the result, and *might* if you are not sure.

If you **go** to Alaska, it'll **be** cold. = you are sure about the weather

If you **go** to Barcelona in March, it **might be** warm. = you're not sure

You can also change the order of the sentence.

If you **go** to the Alps now, there **will be** snow.

There **will be** snow **if** you **go** to the Alps now.

Notice there is no comma (,) in the second sentence.

go to **exercises 11.1 and 11.2**

cover & check exercises

11.1 Circle the correct answers.

- 1 **Do** / **Will** you help me if I **call** / 'll **call** you?
- 2 We **don't** / **won't** eat outside if it's / 'll **be** cold this evening.
- 3 If you **see** / **will see** Jack, what **do** / **will** you say?
- 4 Where **do** / **will** you stay if you **go** / 'll **go** to Palma?
- 5 If it's / 'll **be** sunny, we **go** / **might go** for a picnic.

11.2 Write one missing word in each sentence.

- 1 I really like Joe. I go to his party if he invites me.
- 2 If you take your coat, you feel cold.
- 3 I'm not sure, but he go to school tomorrow if he feels better.
- 4 If you book the tickets today, they might cheaper.
- 5 What happen if you're late?

Make a note of any differences between this grammar and your language.

twelve

used to + verb

positive and negative forms		questions
I/You/He/She/ We/They	used to live there. never used to* didn't use to	Did you use to live there?

**Never used to* is more common in spoken English than *didn't use to*.

You can use *used to* to talk about habits and situations which were true in the past, but now have finished or are different. You can use the past simple with the same meaning.

We used to live in Barcelona, but we don't any more. = we lived there for a period of time, but now we don't

I used to go to that restaurant every week. = I did that in the past, but now I don't

With *used to*, you cannot say how long/how many times you did something.

I used to go to that school ~~for two years~~. (I went to that school for two years.)
She **used to** go on holiday to Italy ~~three times~~. (She went on holiday to Italy three times.)

To talk about the present, don't use *used to*. Use *usually*.

I usually play tennis at the weekends. NOT ~~I use to play tennis~~.

go to exercises 12.1 and 12.2

cover & check exercises

12.1 Do the pairs of sentences have the same meaning? Write S (same), or D (different).

- 1 a We used to go to the beach every weekend, but we don't any more.
b We went to the beach every weekend, but now we don't.
- 2 a I never used to like jazz, but I do now.
b I like jazz, but I didn't in the past.
- 3 a I usually go for a walk at lunchtime.
b I used to go for a walk at lunchtime.

Cover the grammar, then try the exercise. Look at the grammar again if you're not sure.

12.2 Correct the errors. Be careful: two sentences are correct.

- 1 I used to go to school in Manchester.
- 2 You used to go to Rome a lot?
- 3 My brother used to live in that flat for a year.
- 4 We never used to have barbecues in the winter.
- 5 I used go out every evening when I was at university.

For a change, do an exercise orally with a partner.

thirteen

conditional sentences with *would*

<i>if</i> + past simple,	'd / <i>would</i> + verb
If I had more time,	I'd help you. NOT If I would have more time ...
If I knew the answer,	I would tell you.
If I lived there,	I wouldn't be happy.

You can also change the order of the sentence.

If I **knew** the answer, I **would tell** you.
I **would tell** you if I **knew** the answer.

Notice there is no comma (,) in the second sentence.

Use this structure to talk about present or future events that are imaginary / not real, or that you think will not happen.

If I **had** some free time, I'd **go** on holiday. = but I don't have any free time
If I **knew** the answer, I **would tell** you. = but I don't know the answer

natural English *if I were you,...*

You can use *if I were /wə/ you* to give advice when we are imagining another person's situation.

If I **were you**, I'd **take** that job in America.
I **wouldn't buy** that car.

go to exercises 13.1 and 13.2

verbs followed by *-ing*

You can use the *-ing* form or a noun after these verbs: *love, like, enjoy, hate*.

I love ξ walking.	I don't like ξ cooking.
ξ strawberries.	ξ carrots.
I enjoy ξ watching sport on TV.	I hate ξ waiting for people.
ξ sports programmes.	ξ cold weather.

You can also use an infinitive after *love, like, and hate*, but this is much less common in spoken English.

go to exercise 13.3

cover & check exercises

13.1 Complete the sentences using the past simple and *would* + verb.

- If we _____ (go) by taxi, we _____ (get) there quicker.
- If I _____ (play) John at tennis, I _____ (lose).
- _____, (you still work) if you _____ (win) a lot of money?
- If I _____ (be) you, I _____ (ask) your boss for help.
- If I _____ (be) you, I _____ (not spend) all the money.

13.2 Write the meaning of each sentence, as in the example.

example

If I had more money, I'd buy a new computer.

= *But I don't have enough money, so I'm not going to buy a computer.*

- If they lived near us, we would see them every weekend.
= _____
- If I had a car, I would drive there.
= _____
- If I liked my flat, I would stay there.
= _____

13.3 Complete the sentences using a word from the box in the correct form.

work go have listen eat

- We really enjoy _____ to the radio in the car.
- When I was young, I hated _____ vegetables. Horrible!
- I'm not going to invite Lucy because she doesn't like _____ to parties.
- My mother loves _____ breakfast in bed.
- Does your brother like _____ for that company?

Cover the grammar, then try the exercise. Check the grammar again to help you.

defining relative clauses

You can join sentences using the pronouns *who* (for people) or *which* (for things).

That's the man. He helped me. ('he' is 'the man')

That's the man **who** helped me. NOT ~~who he helped me~~

This is the flat. It has a big garden. ('it' is 'the flat')

This is the flat **which** has a big garden. NOT ~~which it has a big garden~~

That is also possible in place of *who* and *which*, as in these examples:

He's the man **that** helped me.

This is the house **that** has a big garden.

go to **exercise 13.4**

13.4 Fill the gaps with *who* or *which*.

- 1 Do you like people _____ laugh a lot?
- 2 I don't enjoy films _____ are too long.
- 3 Did you see the boy _____ was riding the bike?
- 4 I work with someone _____ was born in Mozambique.
- 5 That's the book _____ cost €50.

Is this grammar the same in your language? If not, make a note of the difference.

fourteen

present and past passives

The passive is formed with a tense of the verb *be* + past participle.

	<i>be</i> + past participle
present simple	It's (is) made in China. They're (are) sent by train.
past simple	She was taken to hospital. We were given food.

You often use the passive when you are more interested in what happens to someone/something than who does/did it.

The passive is more common in written or formal English than in spoken or informal English.

Here we are more interested in the book than the person who sent the book:

passive

The book **was sent** yesterday.

Here we are more interested in Mrs Cameron:

active

Mrs Cameron **sent** the book yesterday because her secretary was on holiday.

You can use a passive and also say who does/did the action by using *by* + noun.

The bags **were taken** to our room by one of the porters.

Normally, you only include *by* + noun if this information is important.

natural English phrases using the passive

These phrases are very common in English.

What's this **called** in English? = What's the word for this in English?

I **was born** in 1980. = My life started in 1980.

This furniture's **made** in France. = The French make this furniture.

go to **exercises 14.1 and 14.2**

cover & check exercises

14.1 Are the sentences active or passive? Write A or P.

- 1 They don't work here.
- 2 The food is served in the dining room.
- 3 He was taken to hospital.
- 4 She was angry when it happened.
- 5 We weren't told about the fire.

14.2 Change these sentences from active to passive.

- 1 They make computer parts here.
- 2 They send the food to the market.
- 3 They took the man to the station.
- 4 They sent the children home early.
- 5 They sold the car yesterday.

Write in pencil, then you can rub out your answers and do the exercise again later.

compound nouns

Two or three words can go together to form a new word, called a compound noun.

bus stop = a place where buses stop for people to get on

sunglasses = glasses you wear when it is sunny

post office = a place where you can buy stamps, post letters, etc.

washing machine = a machine which washes clothes

Most compounds are written as two words, e.g. *bus stop*, but some are one word, e.g. *sunglasses*. A few have hyphens, e.g. *T-shirt*. You can use a dictionary to check.

go to **exercise 14.3**

could for requests

You can use *could* to ask for things, or to ask people to do things.

Could I borrow your pen, **please**? NOT **Could I** ~~to~~ borrow ...?

Could you clean the board for me?

Could I possibly leave early today?

Use *possibly* for a 'big' request, when it is important to be very polite. You don't need to use *please* with *Could I possibly ...?*

Can is also possible for requests, but is a bit more direct/less polite.

When you want to attract someone's attention, say *excuse me* or *sorry*.

Excuse me / Sorry, could you move your chair?

go to **exercise 14.4**

14.3 Match words from A and B to form compound nouns.

A credit car pop bus post
washing

B office star machine park card
stop

Is this grammar the same in your language? If not, make a note of the difference.

14.4 Write requests for these situations. Use *could*.

- 1 You want to borrow someone's dictionary.
- 2 You want someone to open the window.
- 3 You want to speak to your teacher after class.
- 4 You want someone to take your books to the classroom.
- 5 You want someone to help you with your homework.

irregular verbs

verb	past simple	past participle	verb	past simple	past participle
be	was /were	been /bɪn/	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	light	lit	lit
begin	began	begun	lose /lu:z/	lost	lost
bite /baɪt/	bit /bɪt/	bitten	make	made	made
blow	blew /blu:/	blown	mean /mi:n/	meant /ment/	meant
break	broke	broken	meet	met	met
bring	brought /brɔ:t/	brought	pay	paid	paid
build /bɪld/	built	built	put	put	put
burn /bɜ:n/	burnt /burned	burnt /burned	read /ri:d/	read /red/	read /red/
buy	bought /bɔ:t/	bought	ride /raɪd/	rode	ridden /'rɪdən/
can	could /kʊd/	been able to	ring	rang	rung /rʌŋ/
catch	caught /kɔ:t/	caught	rise	rose	risen /'rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen	run	ran	run
come	came	come	say	said /sed/	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw /drɔ:/	drew /dru:/	drawn	set	set	set
dream	dreamt /dreɪmt/ /dreamed	dreamt /dreamed	shoot	shot	shot
drink	drank	drunk /drʌŋk/	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate /et/ or /eɪt/	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelled /smelt	smelled /smelt
fight /faɪt/	fought /fɔ:t/	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew /flu:/	flown	spill	spilled /spilt	spilled /spilt
forget	forgot	forgotten	split	split	split
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck /stʌk/	stuck
give	gave	given	swim	swam	swum /swʌm/
go	went	been /bɪn/ /gone	take	took	taken
grow	grew /gru:/	grown	tear /teə/	tore /tɔ:/	torn /tɔ:n/
have	had	had	tell	told	told
hang	hung /hʌŋ/	hung	think	thought /θɔ:t/	thought
hear	heard /hɜ:d/	heard	throw	threw /θru:/	thrown
hide /haɪd/	hid /hɪd/	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear /weə/	wore /wɔ:/	worn /wɔ:n/
hurt /hɜ:t/	hurt	hurt	win	won /wʌn/	won
keep	kept	kept	write	wrote	written
know	knew	known			
lead /li:d/	led /led/	led			
learn	learnt /learned	learnt /learned			
leave	left	left			

Look at the **verb** column.
Cover the other columns and
test yourself.

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in Oxford New York

Auckland Cape Town Dar es Salaam
Hong Kong Karachi Kuala Lumpur Madrid
Melbourne Mexico City Nairobi New Delhi
Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic
France Greece Guatemala Hungary Italy Japan
Poland Portugal Singapore South Korea
Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered
trade marks of Oxford University Press in the UK
and in certain other countries

© Oxford University Press 2005

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2005

2009 2008 2007 2006 2005

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content.

ISBN-13: 978 0 19 438858 0

ISBN-10: 0 19 438858 1

Printed in China

ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p.12 Extract from 'True Confessions' © *The Observer*, 14 July 2002. Reproduced by permission of Guardian News Services; p.17 Extract from 'What do we eat?' by Peter Menzel published in 'The Stuff of Life', *Guardian Weekend Magazine*, 4 January 2003 © 2003 iDaScribe / menzelphoto.com. Reproduced by permission of Menzel Photography; p.28 Extract from 'Man in a Suitcase' by Richard Johnson © *The Sunday Times Magazine*. Reproduced by permission of *The Sunday Times*; p.35 Extract from 'Shop until they drop' by Sarah Shannon, *Evening Standard*, 15 March 2002 © Evening Standard/Solo Syndication. Reproduced by permission of Solo Syndication; p.51 Extract from 'How to do well in exams' from National University of Ireland's online examination factsheet www.mis.nuigalway.ie. Reproduced by permission of the National University of Ireland; p.58 Extract from 'The Tomorrow People' © *The Guardian*, April 2000. Reproduced by permission of Guardian News Services; p.68 Extract from 'Honeymoon from hell for Mr and Mrs Jinx' by David Smith, *Express* 6 March 2002. Reproduced by permission of Express Syndication; p.89 Extract from 'Meanwhile, back in the fifties...' from *Housekeeping Monthly*, 13 May 1955. First published in *The Independent*, 13 May 1998. Reproduced by permission of *The Independent*; p.104 Extract from 'What can you do in your office?' by Catherine Bassindale, *Evening Standard*, 29 November 2000 © Evening Standard/Solo Syndication. Reproduced by permission of Solo Syndication. Phonemic chart

reproduced with the kind permission of Adrian Underhill and available from Macmillan ELT.

Sources: p.74 'Free time in Ecuador' by Juana Sotomayor; p.75 'Free time in Hong Kong' by Carol Tabor; p.131 www.japaneseguesthouses.com

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and if notified, the publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

Recordings directed by: Martin Williamson, Prolingua Productions.

Technical presentation by: Darrin Bowen, recorded at The Soundhouse Ltd.

Illustrations by: Claire Bretécher pp.6, 7, 44 (Agrippine with book, Byron at desk), 45, 72, 73, 102, 103, and cover illustrations copyright © Claire Bretécher 2005.

Other illustrations: Fred van Deelen / The Organisation pp.30, 32, 42, 54, 60, 61; Bob Dewar p.101; Emma Dodd pp.19, 36, 38, 39, 49, 57 (weather man), 58 (wheel, rock), 67, 105, 153, 156, 157, 161, 164, 167, 168; Mark Duffin pp.46, 134; Martin Farrow pp.29, 69, 100, 124, 146; Stuart Holmes / Illustration p.87; Joy Gosney p.133; Kveta / 3 in a Box pp.57 (weather conditions), 92 / 93; Belle Mellor / 3 in a Box: pp.24, 120; Paul Oakley pp.44 (bicycle, suitcases, carrot, church, earrings, footballer), 88; Andrew Pavitt / The Organisation pp.81, 121 (professions); Gavin Reece pp.22, 34, 37, 43, 50, 64, 82, 94 / 95, 98, 121 (ballerina, footballer), 126, 129, 139, 147; Lee Woodgate pp.40, 70.

The Publisher and Authors would also like to thank the following for permission to reproduce photographs: Alamy Images pp.26 (skyscrapers / ImageState), 46 (group of students / ImageState), 51 (students in exam hall / Apex News and Pictures Agency), 52 (students taking exams / Sally and Richard Greenhill), 66 (outdoors picnics / ImageState), 76 (paddling feet / plainpicture), 116 (Julie Pankhurst and Steve Pankhurst); Corbis pp.9 (Tiger Woods / Reuters), 26 (hut made from cans / Nartub Harvey / Gallo Images), 58 (rock painting / Diego Lezama Orezzoli), 125 (cooking / LWA-Stephen Welstead), (couple dancing / Jim Naughten), 131 (woman in traditional Japanese inn / Michael S Yamashita), (hotel room / Kevin Fleming); Getty Images cover (Whit Preston / blue sky), cover and throughout (Uwe Krejci / two people), pp.8 (man leaning / Seth Joel / Taxi), 9 (Brad Pitt / Junko Kimura), 9 (Donatella Versace on catwalk / Pierre Verdy / AFP), 11 (smiling woman / Bruce Laurence / Photographer's Choice), 11 (smiling girl), 16 (three-generation family at table / Adrian Weinbreh / Stone+), 16 (Chinese family at breakfast / AJA Productions), 26 (cottage on an island / Michael Melford / Photographer's Choice), 31 (man with guitar / Stephen Simpson / Taxi), 32 (young woman / Antonio Mo / Taxi), 38 (man smiling / Steve McAlister / Image Bank), 47 (teacher and blackboard / Sean Justice / Image Bank), 56 (businessman smiling / Reza Estakhrian / Stone+), 63 (giraffe / Nick Caloyians / National Geographic), 76 (cutting woman's hair / Lifestock / Stone+), 80 (Fulton County Stadium, Georgia / Marvin E Newman / ImageBank), 84 (Venice / David Norton / Taxi), 86 (woman with dog / Britt Erlanson / Image Bank), 86 (couple in front of a house / Jonathan Kirm / Photographer's Choice), 90 (woman in front of a house / Mike Powell / ImageBank), 97 (man on the phone / Tim Hall / Taxi), 108 (Balearic Islands beach / Rudolf Pigneter / Stone), 115 (young man at laptop / Ken Reid / ImageBank), 115 (young woman at laptop / Christoph Wilhelm / Taxi), 122 (speed dating in New York / Chris Hondos), 125 (driver / Stone+), 128 (smiling man in striped shirt / Ryan McVay / Taxi), 128 (smiling woman / Steward Cohen / ImageBank), 135 (man walking through an airport hall / Daniel Allan / Taxi), 137 (businessman at hotel reception / Reza Estakhrian / Stone+); Impact Photos Ltd p.17 (kitchen / Peter Menzel); Kent News & Pictures p.68 (unlucky couple); OUP pp.17 (onion / Stockbyte), 17 (spinach / PhotoDisc), 17 (pasta / StockByte), 17 (aubergine / Ingram), 17 (bowl of rice / PhotoDisc), 17 (chick peas / Stockbyte), 17 (carrots / Ingram), 17 (grapes / PhotoDisc), 17 (courgette / Stockbyte), 17 (bread / PhotoDisc), 17 (red peppers / PhotoDisc), 18 (bread / Photodisc), 18 (carrots / Ingram), 25 (onion, courgette, green pepper, chick peas / Stockbyte), (coke can / Hemera), (spinach, rice, bread / Photodisc), (aubergine / Ingram), (carrots / Ingram), 25 (green pepper / Stockbyte), 25 (can of tuna / Foodcollection), 35 (bunch of tulips / PhotoDisc), 35 (melon / Stockbyte), 48 (two women looking through papers, teens studying / PhotoDisc), 53 (Julia Ford, Seema Bowri), 55 (Gertrude Thoma); 65 (Tyler

Butterworth), 56 (young man / ImageSource), 63 (airplane on runway / PhotoDisc), 63 (bicycle on railing / PhotoDisc), 76 (people with shopping bags / Stockbyte), 80 (friends at table), 80 (barbecue / PhotoDisc), 108 (skier on slope); PhotoLibrary.com pp.10 (family / Andre Lichtenberg), 27 (man in blue jacket), 48 (girl writing), 54 (Neuschwanstein Castle, Germany), 56 (Holloko Village, Hungary), 63 (tiger licking its lips), 63 (lime green car), 80 (people at gig), 84 (woman with dog on stairs), 86 (man driving a convertible), 90 (bedroom), 97 (man on mobile phone), 110 (portrait of a woman / PhotoDisc), 110 (portrait of smiling girl / PhotoDisc), 110 (smiling woman / ImageSource), 110 (portrait of a man / PhotoDisc), 110 (teenage boy / ImageSource), 112 (tropical beach / PhotoDisc), 112 (skiers on slope / PhotoDisc), 112 (boy in red playing clarinet), 112 (girl with baseball bat), 125 (cyclists / Photodisc), (sunbathing / Photodisc), 130 (hotel exterior), 136 (hotel exterior); Photonica pp.11 (teenage girl), 11 (smiling woman / Iconica), 63 (rabbit / Neo Vision), 66 (people on a beach / Paul Winter), 76 (couple sitting on grass / John Lamb), 91 (man sitting on the floor / Randal Mackechnie), 108 (Christ the Redeemer in Rio de Janeiro / Samba Photo), 110 (smiling man / Manfred Rutz), 112 (people in nightclub / Ian Beesley), 131 (businessman in capsule hotel / daisuke Akita); Pierre d'Alancaisez pp.17 (frozen peas in bag), 17 (black olives in a bowl), 35 (woman's leather coat), (washing machine); Punchstock pp.15 (family group / Image 100), 48 (man studying in library / ImageSource), 56 (cityscape at night / imageshop), 66 (family camping with tent / GoodShot), 88 (women having coffee / PhotoDisc), 96 (woman with telephone headset / PhotoDisc), 104 (office workers / PhotoDisc), 107 (family group / Stockbyte), 107 (teenage girl / PhotoAlto), 112 (woman riding horse on beach / image 100), 118 (group having cocktails / Banana Stock), 122 (speed dating in NYC), 125 (chocolates / Bananastock), (father & son / Photodisc), (washing up / Digital Vision); Rex Features pp.9 (Jennifer Aniston), 9 (Kylie Minogue), 9 (Luciano Pavarotti), 9 (Ralph Fiennes / Richard Young), 28 (refugee / Sipa Press), 52 (children in a classroom, Vietnam), (children in classroom), 63 (Halle Berry), (Nicole Kidman), (Sigourney Weaver), 74 (salsa dancing), 75 (horse racing in Hong Kong); Solo Syndication p.35; Tips Images Ltd. p.130 (house and swimming pool / Patti McConville); Travel Stock Photography p.26 (narrowboat in Stratford/Buddy Mays); Zefa Visual Media UK Ltd pp.47 (girl with folder), 78 (couple in bar), 80 (couple dancing in a club), 108 (house on the coast), 109 (house on the coast at sunset), 112 (barbecue grill), (playing cards).

Commissioned photographs: Studio and location photography by Mark Mason pp.10 and throughout (test your partner), 11 (Robert and Harriet), 12, 13, 20, 21, 113, 127; Haddon Davies p.35 (phone); Steve Betts back cover pocket (authors).

The Publisher and Authors would like to thank the following readers and teachers for their invaluable help with the development of the student's book, listening booklet, and teacher's book material: Theresa Clementson, Jo Cooke, Rachel Dudley, Jane Hudson, Amanda Jeffries, Julie Moore, Louise Williams.

The Authors would particularly like to thank the following people for their help with the initial research and piloting: Martin Blaszko, Jo Cooke, Harriet Custance, Rachel Dudley, Jane Hudson, Roger House, Roger Hunt, Amanda Jeffries, Alexandra Kalmár, Liz Long, Sian Morgan, Dan Parsons, Marisa Perazzo, Tim Souster, Josie Reeder, Jo Savage, David Scott, Lyn Scott, Richard Sutton, Carol Tabor, Louise Taylor, Veronika Tóth, Kelley Tschetter, Michael Tschetter, Claire Vickers, Louise Williams, Robyn Zayade, Anna Zurowska-Moroney, and the teachers at International House, Bath.

The Publisher and Authors would also like to thank: Theresa Clementson for reading and editing the workbook, Martin Williamson for his enormous contribution to the shaping of the listening material, and to (all the) the following actors whose own ideas, anecdotes, and humour are such an important part of the recordings: Gareth Armstrong, Judy Bennett, Russell Bentley, Seema Bowri, Lynne Brackley, Jenny Bryce, Tyler Butterworth, Jane Collingwood, DeNica Fairman, Julia Ford, James Goode, Damien Goodwin, Nigel Greaves, Joanna Hall, Cate Hamer, John Hasler, Federay Holmes, Jonathan Keeble, Lorelei King, Michael King, Jane MacDowell, Roger May, Nicolette McKenzie, Nick Mercer, Eric Meyers, David Monteath, Willow Nash, Steven Pacey, Juliet Prague, Phoebe Scholfield, Gertrude Thoma, Patience Tomlinson, Gillian Walton.

pronunciation in natural English

pre-intermediate

	student's book	listening booklet
unit one	possessive 's p.11	sounds: /θ/ and /ð/ p.6 sentence stress p.5
unit two	intonation in questions p.16 word stress p.17 sentence stress p.20 sentence stress p.21	sounds: same or different p.7 schwa /ə/ p.9
unit three	sentence stress p.26 sentence stress p.29	weak forms p.11 sounds: the letter i p.11 syllables p.13
unit four	this /ðɪs/ and these /ðiːz/ p.34 I'll /aɪl/ p.36 linking p.37 sentence stress p.38	sounds: /ɪ/ and /i:/ p.15 sounds: the letter r p.15 sounds: /eə/ and /ɪə/ p.15
unit five	word stress p.46 intonation p.47 word stress p.49 sentence stress p.49 contractions p.50	sounds: the alphabet p.17 want to /'wɒnə/ and going to /'gɔːnə/ p.17 intonation p.19
unit six	there'll /'ðeərəl/ and it'll /ɪtl/ p.57 sentence stress p.58	missing syllables p.21 weak forms p.21 sounds: the letter w p.22
unit seven	irregular verbs p.67 sentence stress p.68 weak forms p.69	linking p.23 sounds: the letter o p.24
unit eight	intonation in suggestions p.72 word stress p.77 sentence stress p.77 sentence stress p.78 intonation p.78	sounds: /ʊ/ and /u:/ p.25 word stress p.27 sounds: /ɔː/ and /əʊ/ p.27 intonation p.27
unit nine	for /fɔː/ and since /sɪns/ p.85 word stress p.87 there's /ðeəz/ and there are /'ðeərə/ p.87 should /ʃəd/ and shouldn't /'ʃɒdn̩t/ p.88	consonant groups p.29 sounds: /g/, /dʒ/, and /tʃ/ p.29
unit ten	sentence stress p.94	sounds: /ɜː/ and /e/ p.31
unit eleven	sentence stress p.105 word stress p.106 it'll /ɪtl/, won't /wɒnt/, and might /maɪt/ p.108	sounds: /s/, /z/, and /ʃ/ p.35 sounds: /ʌ/ p.37
unit twelve	intonation p.112 used to /'juːstə/ p.113 word stress p.115 intonation p.115 sentence stress p.117	sounds: /v/ and /əv/ p.39
unit thirteen	I'd /aɪd/ and wouldn't /wɒdn̩t/ p.124 sentence stress p.126	linking p.41 schwa /ə/ p.41 silent t p.41 sentence stress p.41
unit fourteen	sentence stress p.130 phonemic spelling p.133 intonation p.134	sounds: /æ/ and /ʌ/ p.43 sentence stress p.43

What's that?

It's a course with a new syllabus area called **natural English** – accessible, high-frequency phrases which pre-intermediate learners can pick up and use.

What else is there?

Speak English naturally!

You'll find an emphasis on how to use real language: **natural English** provides thinking and rehearsal time, confidence-building practice, and task-centred speaking.

Get better at listening!

There's a special focus on learning how to listen. The **listening booklet** in the back pocket includes extra listening and pronunciation exercises and all the tapescripts.

For teachers ...

there's a new kind of teacher's book, with specially designed lesson plans, and five 'how to ...' teacher development chapters.

And featuring ...

Agrippine, bringing **natural English** to life in cartoon stories by **Claire Bretécher**.



At each level ...

- student's book + listening booklet
- teacher's book • workbook and workbook with key
- two class cassettes / audio CDs, student's audio CD • test booklet

On the website, www.oup.com/elt/naturallengish, there are interactive resources, revision and extension activities, and selected web links.

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

OXFORD ENGLISH
ISBN 0-19-438858-1



9 780194 388580