SECOND EDITION

face2face

Pre-intermediate Student's Book

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Contents

Lesson			Vocabulary	Grammar	Real World
1A	Life stories	p6	common phrases; question words	review of verb forms and questions	
1B	Super commuters	p8	collocations (1): work; questions about travel	subject questions	
1C	Time off	p10	free time activities; frequency adverbs and expressions		
1D	Small talk	p12			starting conversations; ending conversations
Extra Practice 1 and Progress Portfolio 1		p115			
2A	Beginnings	p14	past time phrases	Past Simple	
2B	How we met	p16	relationships (1)	Past Continuous: positive and negative, questions	
2C	Coincidences	p18	adjectives (1); connecting words (1)		
2D	Internet dating	p20			finding things in common
Extra Practice 2 and Progress Portfolio 2		p116			
3A	Getting qualified	p22	employment	*have to*/*had to*: positive and negative, questions and short answers	
3B	Job-hunting	p24	looking for a job	Present Continuous and Present Simple; activity and state verbs	
3C	What a job!	p26	word building: noun endings		
3D	I'm really sorry	p28			apologies, reasons and promises
Extra Practice 3 and Progress Portfolio 3		p117			
4A	Lookalikes	p30	types of film; past participles	Present Perfect for life experiences (1): positive and negative	
4B	My music	p32	types of music	Present Perfect for life experiences (2): *yes*/*no* questions with *ever*	
4C	TV or not TV?	p34	TV nouns and verbs; *-ed* and *-ing* adjectives		
4D	What do you think?	p36			asking for opinions, agreeing and disagreeing
Extra Practice 4 and Progress Portfolio 4		p118			
5A	A crowded planet	p38	the environment	*will* for prediction; *might*	
5B	Never too old	p40	collocations (2)	*be going to*; plans, hopes and ambitions	
5C	Conservation works	p42	verbs and prepositions		
5D	A charity event	p44			offers, suggestions and requests
Extra Practice 5 and Progress Portfolio 5		p119			
6A	Teenagers	p46	adjectives (2): character	making comparisons: comparatives, *a lot*, *much*, *a bit*, *(not) as … as*	
6B	Roles people play	p48	relationships (2)	superlatives	
6C	Family Business	p50	adjectives and prefixes (*un-*, *in-*, *im-*, *dis-*)		
6D	Call me back	p52			taking phone messages; leaving phone messages
Extra Practice 6 and Progress Portfolio 6		p120			

VIDEO See Teacher's DVD

Speaking	Listening and Video	Reading	Writing
Talking about myself Another student's life	Celebrity profile: Jamie Oliver	Celebrity profile: Jamie Oliver	Questions with question words
People's jobs How I travel Day-to-day life in my home	**Help with Listening** Word stress Three commuters	Super Commuters 2	Subject and non-subject questions
My free time activities A class free time survey	The British way of life? A free time survey **Help with Listening** Sentence stress (1)	The British way of life?	Sentences about my free time A class free time survey
The last party I went to Conversations at a party	VIDEO Matt and Carol's party		A conversation at a party
HELP WITH PRONUNCIATION The schwa /ə/ and word endings p13		**Reading and Writing Portfolio 1** **Staying in touch** Workbook p64	
Fast food When did you last … ? My special meal		The man behind KFC The Michelin guides	Past Simple questions
A married couple I know	How Helen met Simon How Ray met Claire **Help with Listening** Weak forms (1): *was* and *were*		
An interesting story	The Girl from Petrovka **Help with Listening** Weak forms (2): the schwa /ə/	That's incredible!	
Internet dating	VIDEO Jackie's first date VIDEO Jackie's second date	An online profile	Sentences about me
HELP WITH PRONUNCIATION Past Simple: regular verbs p21		**Reading and Writing Portfolio 2** **An email with news** Workbook p66	
Things I have to do	**Help with Listening** *have to* and *have* An interpreter and a paramedic	A referee's training	Sentences about my job Questions with *have to*
Unemployment Find someone who …		Letters to the editor	
Jobs I'd like and hate Unpopular jobs	Is that a real job? **Help with Listening** Linking (1): consonant-vowel	I'm just doing my job!	
A conversation about a difficult situation	VIDEO A table for ten		A conversation about a difficult situation
HELP WITH PRONUNCIATION Word stress (1) p29		**Reading and Writing Portfolio 3** **Applying for a job** Workbook p68	
My film-watching habits The last film I saw		A famous face? A Marilyn Monroe lookalike	True and false sentences about my life experiences
My music Interview with a rock star	Musical experiences Three conversations **Help with Listening** Linking (2): /w/ sounds		Questions with *Have you ever … ?*
Questions about TV *-ed* and *-ing* questions	Are you a telly addict? **Help with Listening** Linking (3): /r/ and /j/ sounds	A TV questionnaire Kill your TV!	
Free education Agree or disagree?	VIDEO University education	University education	
HELP WITH PRONUNCIATION The final *e* p37		**Reading and Writing Portfolio 4** **A great film** Workbook p70	
The environment Life in the future	Our future – the Earth in 2030 **Help with Listening** *'ll* and *won't* Four people's futures		Questions with *Do you think … will … ?* Sentences with *will*, *won't* or *might*
Retirement Find someone who …	Retirement plans **Help with Listening** *going to*		My plans, hopes and ambitions *Yes*/*No* questions
My wildlife experiences How to help the environment	Elephant corridors **Help with Listening** Sentence stress (2)	Face-to-face with a gorilla	
Charities Organising a charity event	VIDEO A WWF charity event	A WWF charity event	
HELP WITH PRONUNCIATION The letter *g* p45		**Reading and Writing Portfolio 5** **Which school?** Workbook p72	
Comparing me and someone I know When I was a teenager		Living with the enemy	Sentences comparing me and my family
The roles I play in life My family tree	Jake's wedding		
Soap operas The next episode	Family Business Parts 1 and 2 **Help with Listening** Missing words	Soap update: Family Business	
Using the phone Taking and leaving messages	VIDEO Can I take a message?		A phone conversation
HELP WITH PRONUNCIATION The letter *u* p53		**Reading and Writing Portfolio 6** **Writing notes** Workbook p74	

Lesson			Vocabulary	Grammar	Real World
7A	50 places to go	p54	travel	Present Continuous for future arrangements	
7B	What are you taking?	p56	things we take on holiday; quantity phrases	quantifiers; possessive pronouns	
7C	Wish you were here	p58	phrases with *go*		
7D	It doesn't work	p60			complaints and requests
Extra Practice 7 and Progress Portfolio 7		p121			
8A	Home sweet home	p62	describing your home	Present Perfect with *for* and *since*; questions with *How long … ?*	
8B	Meet the parents	p64	going to dinner	*should*, *shouldn't*, *must*, *mustn't*; infinitive of purpose	
8C	Cultural differences	p66	common verbs; verb patterns		
8D	What's it like?	p68	adjectives (3)		questions with *What … like?*
Extra Practice 8 and Progress Portfolio 8		p122			
9A	Problems, problems	p70	everyday problems	first conditional; future time clauses with *when*, *as soon as*, *before*, *after*, *until*	
9B	Sleepless nights	p72	adjectives (4): feelings	*too*, *too much*, *too many*, *(not) enough*	
9C	Noisy neighbours	p74	phrasal verbs		
9D	Invitations	p76			invitations and making arrangements
Extra Practice 9 and Progress Portfolio 9		p123			
10A	The collectors	p78	verbs often used in the passive	Present Simple passive; Past Simple passive	
10B	Shopping trends	p80	words with *some-*, *any-*, *no-* and *every-* (*somebody*, *anything*, etc.)	*used to*	
10C	Fashion victims	p82	articles: *a*, *an*, *the*, no article		
10D	It suits you	p84	clothes shopping		what sales assistants say; what customers say
Extra Practice 10 and Progress Portfolio 10		p124			
11A	Guess what?	p86	collocations (3)	Present Perfect for giving news with *just*, *yet* and *already*	
11B	Murder mystery	p88	crime	relative clauses with *who*, *which*, *that* and *where*	
11C	In the news	p90	guessing meaning from context		
11D	Did you?	p92			echo questions
Extra Practice 11 and Progress Portfolio 11		p125			
12A	Working abroad	p94	money	reported speech	
12B	Taking risks	p96	collocations (4): *take* and *get*	second conditional	
12C	Graffiti	p98	connecting words (2): *first*, *next*, *then*, etc.		
End of Course Review		p101			
Extra Practice 12 and Progress Portfolio 12		p126			

Pair and Group Work p102 **Language Summaries** p127 **Audio and Video Scripts** p153

VIDEO See Teacher's DVD

Speaking	Listening and Video	Reading	Writing
The top five holiday places Find someone who …	Holiday arrangements	A travel blog A holiday itinerary	Sentences in the Present Continuous Present Continuous questions
Going on holiday Spot the difference	Packing for a holiday		
Hotels Questions with *go*	The world's most unusual hotels **Help with Listening** Weak forms: review	The world's most unusual hotels	
Making a complaint	VIDEO At the hotel reception desk **Help with Listening** Intonation (1)		A conversation between a receptionist and a hotel guest
HELP WITH PRONUNCIATION Strong and weak forms p61		**Reading and Writing Portfolio 7** **Writing to complain** Workbook p76	
Describing my home Talking about a friend Questions with *How long … ?*	A lighthouse and a motorhome	A lighthouse and a motorhome	Questions with *How long … ?* and follow-up questions
Going to dinner Places I've been to Places to visit in my country	Advice on going to dinner **Help with Listening** /t/ at the end of words Dinner with Sam's parents		Advice on going to dinner in my country
Personalised questions Giving presents	Advice on giving presents **Help with Listening** Linking: review (1)	Culture shock!	Tips on how to behave in my country
A town/city I know well	VIDEO What's Dublin like?		
HELP WITH PRONUNCIATION Extra linking sounds p69		**Reading and Writing Portfolio 8** **Studying abroad** Workbook p78	
What will you do if … ?	Three problems Jim's business trip		First conditional questions
Children and babies Problems and advice	New parents		Sentences about problems in my life
Problems in my neighbourhood How to improve my town/city	Me and my neighbours **Help with Listening** Fillers	Nightmare neighbours	Problems in my neighbourhood How to improve my town/city
An invitation to dinner Arrangements with other students	VIDEO Making arrangements **Help with Listening** Intonation (2)	Dinner plans	An invitation to dinner
HELP WITH PRONUNCIATION Long vowel sounds /ɜ:/, /a:/ and /ɔ:/ p77		**Reading and Writing Portfolio 9** **Getting advice** Workbook p80	
Buying and selling A passive quiz	Memorabilia	The memorabilia business The story of eBay	Questions in the passive
Shopping habits When I was ten years old	Shopping now and then **Help with Listening** *used to*		Sentences with *used to*/*didn't use to*
Clothes	Gianni Versace	The Gucci story Are you a fashion victim?	
Shopping for clothes Buying a jacket and trainers	VIDEO In a clothes shop		A conversation in a shop
HELP WITH PRONUNCIATION The letter *c* p85		**Reading and Writing Portfolio 10** **Giving an opinion** Workbook p82	
Getting ready to move house	I've just lost my job **Help with Listening** Present Perfect or Past Simple	Three messages	Sentences about me or people I know
Who murdered Jack Miller? Discussing the evidence	A murder in the village The murder trial		
My news habits This week's news stories	Today's news **Help with Listening** Sentence stress: review	Burglars caught by stolen laptop	
Using echo questions	VIDEO Four conversations **Help with Listening** Intonation (3)		Echo questions
HELP WITH PRONUNCIATION /əʊ/, /aʊ/ and /ɔɪ/ p93		**Reading and Writing Portfolio 11** **Telling a story** Workbook p84	
Things my partner told me	I want to work abroad He's wasting his money! **Help with Listening** /h/ at the beginning of words		Sentences about my life
Questions with *take* and *get* Are you a risk-taker? What would you do if … ?		Risk-taker	
Attitudes to graffiti Artists or criminals?	The history of graffiti **Help with Listening** Linking: review (2)	Banksy – graffiti artist	
HELP WITH PRONUNCIATION Word stress (2) p100		**Reading and Writing Portfolio 12** **Describing your goals** Workbook p86	

Phonemic Symbols p167 **Irregular Verb List** p167

1A Life stories

Vocabulary common phrases; question words
Grammar review of verb forms and questions

QUICK REVIEW Meeting new people
Introduce yourself to four other students. Find out two things about each person. Tell the class about two people you spoke to.

Vocabulary and Speaking
Common phrases

1 Work in pairs. Are these phrases about family (F), work (W), free time (FT) or study (S)?

be married *F*
have children
go to school/college/university
have an interesting job
go to the cinema a lot
be unemployed
have brothers and/or sisters
play video games
work for a big/small company
chat to friends online
have a degree
go to concerts
work at the weekends
study another language

2 **a** Tick (✓) the phrases in **1** that are true for you now or in the past.

b Work in groups. Tell other students about yourself. Use the phrases from **1** and your own ideas.

I'm married and I have three children.

How old are they?

Reading, Listening and Speaking

3 **a** Write the names of three famous British people. Why are they famous?

b Work in pairs. Compare names. Who is the most famous person, do you think?

4 **a** Look at the photos. Why is Jamie Oliver famous, do you think?

b Before you read, check these words with your teacher

a celebrity a chef a recipe a TV series a campaign
the government fresh ingredients the drums

c CD1 1 Read and listen to the profile of Jamie Oliver. Then match a–e to paragraphs 1–5.

a Jamie's early life
b Campaigning for healthy food
c A world-famous chef *1*
d Family and home life
e A restaurant with a difference



CELEBRITY PROFILE
Jamie Oliver

1 Jamie Oliver is one of the world's most famous chefs. You can watch him on TV in over 100 countries and read his recipe books in 29 languages. In fact, Jamie is the UK's second-biggest selling author of all time, after JK Rowling. There are also Jamie Oliver DVDs, food products, restaurants, magazines and apps for your phone.

2 Jamie was born in Essex, England, on 27th May 1975. When he was only eight he started helping in the kitchen in his parents' pub. After Jamie left college, he **worked** at the famous River Café in London for three years. He made his first TV series, *The Naked Chef*, in 1999. Jamie quickly became a celebrity and in the same year he cooked lunch for the British Prime Minister.

3 In 2001 Jamie opened a restaurant in London called Fifteen – but it wasn't a typical restaurant. Jamie took 15 young unemployed people and taught them to become chefs. The programme about the restaurant, *Jamie's Kitchen*, was on TV every week and became a big success. Jamie now has restaurants all over the UK and he **is going to open** restaurants in Australia and other countries around the world in the next five years.

4 Jamie is also famous for his 'better food' campaigns. In 2005 he made a TV series called *Jamie's School Dinners* because he wanted schools to give children healthier meals. Because of Jamie's campaign, the British government agreed to spend an extra £280 million on school meals. In another series, *Jamie's Ministry of Food*, he helped people to stop eating fast food and taught them to cook meals using fresh ingredients instead.

5 Jamie got married in June 2000 and he **lives** in London and Essex with his wife, Jools, and their four children. He loves travelling, playing the drums and riding around London on his scooter. At the moment Jamie **is writing** a new book of recipes, and when he's at home he enjoys relaxing with his family – as well as cooking, of course!

5 **a** Read the profile again. Find the answers to these questions.

1 How does Jamie travel around London?
By scooter.
2 When did he make his first TV series?
3 What is he writing at the moment?
4 Which instrument can he play?
5 How often was *Jamie's Kitchen* on TV?
6 How many children has he got?
7 Where is he going to open his new restaurants?
8 How long did he work at the River Café?
9 How old was Jamie when he got married?
10 Who did he make lunch for in 1999?
11 Why did he make *Jamie's School Dinners*?
12 How much did the British government agree to spend on school meals?

b Underline the question words in **5a**.

c Do the exercise in Language Summary 1 VOCABULARY 1.1 p127.



HELP WITH GRAMMAR

Review of verb forms and questions

6 **a** Match the words/phrases in **bold** in Jamie's profile to these verb forms.

Present Simple *lives* Past Simple
Present Continuous *be going to*

b Look at the table. Notice how we usually make questions. Then write questions 2–4 from **5a** in the table.

question word	auxiliary	subject	verb	
How	does	Jamie	travel	around London?

c Look again at **5a**. Answer these questions.

1 Why don't we use an auxiliary in question 5?
2 What is the verb in question 6?
3 Look at question 7. When do we use questions with *be going to*?

d Check in GRAMMAR 1.1 p128.

7 **a** Make questions with these words.

1 live / Where / do / you ? *Where do you live?*
2 you / got / brothers and sisters / have / How many ?
3 studying / Why / you / are / English ?
4 Which / you / other languages / can / speak ?
5 favourite / 's / restaurant / your / What / or café ?
6 What / do / you / last New Year's Eve / did ?
7 going to / What / you / do / are / next weekend ?

b CD1 2 PRONUNCIATION Listen and check. Listen again and practise.

c Work in pairs. Ask and answer the questions. Give more information if possible.

Get ready ... Get it right!

8 Write eight questions to ask another student. Use these ideas or your own.

- personal details
- family
- home
- work
- study
- free time
- last holiday
- future plans
- studying English

9 **a** Work with a student you don't know well. Take turns to ask and answer your questions. Make notes on your partner's answers.

b Work in new pairs. Tell your new partner about the person you talked to in **9a**.

c Tell the class two things about the person you talked to in **9a**.

1B Super commuters

Vocabulary collocations (1): work; questions about travel
Grammar subject questions

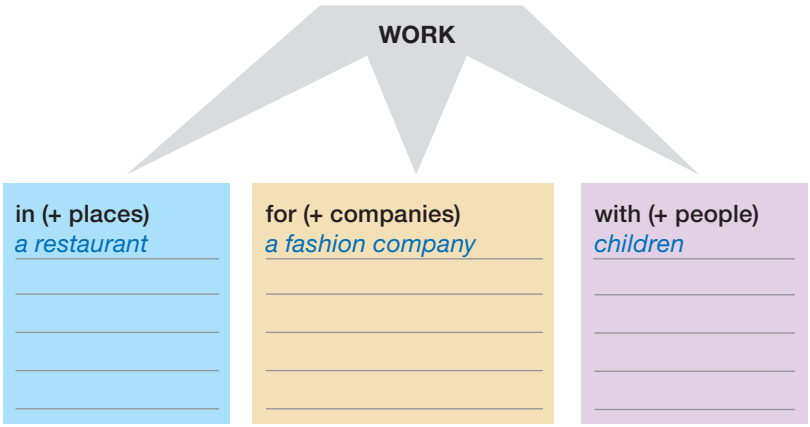
QUICK REVIEW Question forms Work in pairs. Ask and answer questions about family, work, free time or study and find four things you have in common.

Vocabulary and Speaking

Collocations (1): work

1 Work in pairs. Fill in the gaps in the diagram with these words/phrases. Then check in VOCABULARY 1.2 p127.

~~a restaurant~~ ~~children~~ ~~a fashion company~~
unemployed people an office an airline
a multinational a factory teenagers
disabled people a hospital
an engineering company volunteers
a hotel an advertising agency



HELP WITH LISTENING

Word stress

- In words of two or more syllables, one syllable always has the main stress.

2 **a** CD1 3 Look at these words from **1**. Listen and notice the word stress.

restaurant children
fashion company
unemployed office
airline multinational

b Work in pairs. Where is the stress on these words?

factory teenagers
disabled hospital
engineering volunteers
hotel advertising
agency

c CD1 4 Listen and check.

3 CD1 5 PRONUNCIATION Listen and practise the phrases in **1**. Copy the stress.

work in a restaurant

4 **a** Write the names of four people you know with jobs. Think of ways to describe their jobs. Use phrases from **1** or your own ideas.

b Work in pairs. Tell your partner about these people's jobs. Ask follow-up questions. Who has the most interesting job, do you think?

5 **a** Look at these questions about travel. Fill in the gaps with these question words.

How How long How much How far

1 _____ do you get to work/university/school?
2 _____ is it (from your home)?
3 _____ does it take you (to get there)?
4 _____ do you spend on travel a week?

b Match questions 1–4 to answers a–d. Then check in VOCABULARY 1.3 p127.

a (It's about) 10 kilometres.
b (I spend) about £45.
c (It takes) about half an hour.
d (I go) by train.

c Work in pairs. Take turns to ask questions 1–4 in **5a**. Answer for you.

Reading

6 **a** Read about the TV series *Super Commuters 2*. What is it about? What is 'a commuter', do you think?

b Read about the series again. Answer these questions.

1 When did Mick Benton live in Bangkok?
2 How far was it from his home to his office?
3 How long did it take him to get to work?
4 How long can people in Bangkok spend in traffic jams?
5 What does Gary do?
6 What kind of company does Sarah work for?
7 Where does Luke live?



Gary

Super Commuters 2

ITV5, 9.30 p.m.

★★★★



Sarah

MICK BENTON'S excellent series about commuters around the world returns to our screens this week. Mick had the idea for the programme when he worked for a TV company in Bangkok seven years ago. He lived only four kilometres from his office, but it took him over two hours to get to work every day. "The traffic there is unbelievable," says Mick. "People can sit in traffic jams for seven or eight hours a day. They even have their meals in their cars!"

In the first programme of the new series, Mick interviews three 'super commuters' who work in London. Gary Watson is a lawyer for an American multinational and he travels from York and back every day. Sarah Mead lives in Paris, but she works for a fashion company in London's West End. And Luke Anderson works for an advertising agency in the centre of London – he commutes all the way from Kraków, in Poland. So maybe your half-hour train journey to work every morning isn't so bad!



Luke

HELP WITH GRAMMAR Subject questions

7 **a** Look at sentences a and b. Then answer questions 1–4.

	subject	verb	object
a	Mick Benton	made	the TV series.

	subject	verb	preposition + noun
b	Sarah Mead	lives	in Paris.

1 Who made the TV series?
2 Who lives in Paris?
3 What did Mick Benton make?
4 Where does Sarah Mead live?

b Which questions ask about the subjects of sentences a and b?

c How are the question forms in 1 and 2 different from the question forms in 3 and 4?

d Check in GRAMMAR 1.2 p128.

8 Write questions for the words in bold.

1 **Mick** worked in Bangkok. *Who worked in Bangkok?*
2 Mick worked **in Bangkok**.
3 **Gary** lives in York.
4 Sarah works **in London**.
5 **Luke** works for an advertising agency.
6 The programme starts **at 9.30 p.m.**

Listening and Speaking

9 **a** CD1 6 Listen to three interviews from the TV programme. Write one reason why Gary, Sarah and Luke live a long way from work.

b Make questions. Use the Present Simple.

1 Who / leave / home at 6.45 a.m.?
Who leaves home at 6.45 a.m.?
2 How / Luke / travel / to work?
How does Luke travel to work?
3 Who / travel / to London twice a week?
4 How long / it / take / Luke to get to work?
5 Who / spend / £10,000 a year on travel?
6 Where / Sarah / stay / when she's in London?
7 How much / Luke / usually spend / on a return flight?
8 Who / commute / to London five days a week?

c Work in pairs. Can you answer the questions in **9b**?

d Listen again and check.

Get ready ... Get it right!

10 Work in pairs. Student A p102. Student B p108.

1C VOCABULARY AND SKILLS Time off

Vocabulary free time activities; frequency adverbs and expressions
Skills Reading: a magazine article; Listening: a survey

QUICK REVIEW Present Simple questions
Work in groups. Ask questions to find out who: gets up first, takes the longest to get to class, spends the most on travel a week, watches TV the most, goes to bed last. **A** *What time do you get up?* **B** *At about seven. What about you?*

Vocabulary and Speaking
Free time activities

1 **a** Look at these free time activities. Then fill in the gaps in sentences 1–4 with the words in bold.

do yoga **play** volleyball
go cycling **go to** the theatre

1 We use _____ with words that end in *-ing*.
2 We use _____ with sports with a ball and other games.
3 We use _____ with places and events.
4 We use _____ with things you do in a gym or health club.

b Match these words/phrases to *do*, *play*, *go* or *go to*. Check in VOCABULARY 1.4 ▸ p127.

museums running
basketball judo
art galleries skateboarding
cards diving pilates
concerts/gigs mountain biking
the gym table tennis
gymnastics festivals chess

TIP • In these vocabulary boxes we only show the main stress in words and phrases.

c Work in pairs. Can you think of any more words/phrases that go with *do*, *play*, *go* or *go to*?

2 Work in the same pairs. Ask questions with *Do you ever … ?*. Find four things that you both do in your free time. Use phrases from **1** or your own ideas. Ask follow-up questions if possible.

Do you ever go to art galleries?

Yes, sometimes./No, I don't.

Reading and Listening

3 **a** How do people in the UK spend their free time, do you think?

b Read the article. Guess the correct answers a–r.

c CD1 ▸ 7 Listen and check your answers. Do you think any of the answers are surprising?

The British way of life?

A new survey on the free time and shopping habits of British people is published this week – and it shows that we still love football, going to pubs, watching TV and eating fish and chips! Here are some of the results from the survey.





- The British are **always** happy when they're socialising. 55% of [a]*men/women* and 44% of [b]*men/women* go to a bar or pub with their friends **every week**.
- About [c]*20%/30%* of adults go to a festival or a concert at least once a year and [d]*20%/30%* go to the theatre. About 25% go to a museum or an art gallery.
- British people **generally** watch TV for about [e]*three/four* hours every day – and about [f]*25%/45%* of men have dinner and watch TV at the same time!
- The average British person spends more than [g]*15/22* hours online **every month**, and a [h]*half/quarter* of that time is on social networking sites like Facebook and Twitter.
- [i]*More/Less* than half of all adults in the UK do some sport every month. About [j]*7%/15%* of British people go swimming and [k]*7%/15%* play football – but 32% watch football on TV **once or twice a week**.
- British people **normally** go on holiday **once a year**, but [l]*10%/20%* of people have two or more holidays a year. The most popular holiday destination is [m]*Spain/France*.
- [n]*30%/46%* of adults go to a McDonald's restaurant **every three months**, but [o]*30%/46%* go to a traditional fish and chip shop.



- The British spend about £48 million on [p]*tea/coffee* and £56 million on [q]*tea/coffee* every month.
- And every British person eats [r]*7/10* kg of chocolate every year – more than any other country in the world!

HELP WITH VOCABULARY
Frequency adverbs and expressions

4 **a** Put these frequency adverbs in order.

hardly ever always *1* never
sometimes occasionally often
usually / normally / generally *2*

b Look at the frequency adverbs in blue in the article. Then complete the rules with *before* or *after*.

- Frequency adverbs go _____ the verb *be*.
- Frequency adverbs go _____ other verbs.

c Put these frequency expressions in order.

twice a day *1* once every three months
three times a week every Saturday
once a month once or twice a year *7*
every couple of weeks

d Look at the frequency expressions in pink in the article. Then choose the correct phrase in the rule.

- We usually put frequency expressions *before the verb/at the end of the sentence or clause.*

e Check in VOCABULARY 1.5 p127.

5 **a** Make sentences with these words.

1 running / go / sometimes / Sundays / on / I .
I sometimes go running on Sundays.
2 do / a week / normally / or twice / We / once / yoga .
3 months / I / every / go to / once / six / the dentist .
4 is / on / home / Sundays / Alexander / generally / at .
5 of weeks / every / goes / diving / Carly / couple .
6 are / in January / always / parents / My / on holiday .
7 I / two / an art gallery / times / go to / or three / a year .
8 volleyball / play / occasionally / at / We / the weekend .
9 a year / my / I / or twice / grandparents / once / see .

b Write five sentences about your free time activities. Use frequency adverbs and expressions from **4a** and **4c**.
I go to gigs once or twice a month.

c Work in groups. Take turns to say your sentences. Do you do the same things?



Listening and Speaking

6 **a** CD1 8 A researcher is interviewing Robert for this year's British free time survey. Listen and fill in the form.

Free time survey

ACTIVITY	HOW OFTEN?
go to a bar or a pub	
go to the theatre	
go to museums or art galleries	
watch TV	
do sport	
go on holiday	

b Work in pairs. Compare Robert's answers with the newspaper article. In what ways is he a typical British person?

HELP WITH LISTENING Sentence stress (1)

7 **a** CD1 8 Listen to the beginning of the interview again. Notice the stress in these sentences.
We're doing a survey on the free time habits of British people.
Can I ask you a few questions?
How often do you go to a bar or a pub?

b Look at Audio Script CD1 8 p153. Listen again and follow the sentence stress.

8 **a** Work in pairs. Write your own free time survey. Write at least six questions.
1 How often do you watch sport on TV?

b Work in groups of five or six. Take turns to ask your questions. Find out who does the things in your survey most often.

c Tell the class the results of your survey.

1D REAL WORLD Small talk



Real World starting conversations; ending conversations

QUICK REVIEW Free time activities Write your four favourite free time activities on a piece of paper. Work in pairs. Swap papers. Guess how often your partner does these activities. Then ask questions with *How often ... ?* to check your guesses.

1 Work in groups. Tell your partner about the last party you went to. Ask follow-up questions.

2 **a** VIDEO 1.1 CD1 9 Matt and Carol are having a party. Look at photos A–C. Then watch or listen and choose the correct words.

1 Matt is Carol's *brother*/*husband*.
2 Natalia is from *Spain*/*Brazil*.
3 Ben works with *Matt*/*Carol*.
4 Jackie is Matt and Carol's *neighbour*/*boss*.
5 Liam is *a lawyer*/*an accountant*.
6 Amy is Carol's *sister*/*cousin*.

b Watch or listen again. Tick the true sentences. Correct the false sentences.

1 Natalia started her new job ~~three~~ *two* weeks ago.
2 She goes back to Spain about four times a year.
3 Ben lives near a park.
4 Jackie is a manager of a French restaurant.
5 Liam and Amy met at Carol and Matt's wedding.
6 Carol and Amy work for the same company.

REAL WORLD Starting conversations

3 **a** Match these questions from the conversations to the reasons we ask them a–d.

1 Do you know (David)?
2 Where are you from?
3 Whereabouts (in Spain)?
4 How do you know (Matt and Carol)?
5 Do you live near here?
6 Are you a friend of (Matt's)?
7 What do you do?
8 Didn't we meet at (Carol and Matt's wedding)?
9 You're (a lawyer), aren't you?
10 How do you two know each other?

a people you know now *1*
b where people are from or live
c meeting people in the past
d people's jobs

b Check in REAL WORLD 1.1 p128.

A



B



C



4 CD1 10 PRONUNCIATION Listen and practise the sentences in **3a**. Copy the stress.

Do you know David?

5 VIDEO 1.2 CD1 11 Watch or listen to the ends of the conversations. Fill in the gaps with the correct names.

1 *Matt* needs to talk to another guest.
2 _____ suggests meeting up in the future.
3 _____ gives someone a business card.
4 _____ wants to talk to Matt about something.
5 _____ goes to say hello to an old friend.
6 _____ and _____ go to get some food.

REAL WORLD Ending conversations

6 **a** Look at these ways to end a conversation. Fill in the gaps with these words.

~~meet~~ See should great meeting

1 A It was very nice to *meet* you.
B You too.
2 A We _____ get together sometime.
B Yes, that's a good idea.
3 A Nice _____ you.
B You too.
4 A _____ you later, maybe.
B Yes, see you.
5 A It's _____ to see you again.
B And you.

b Check in REAL WORLD 1.2 p128.

7 CD1 12 PRONUNCIATION Listen and practise the questions and responses in **6a**. Copy the stress.

It was very nice to meet you.

You too.

8 **a** Work in pairs. Write a conversation at Matt and Carol's party between two people who don't know each other. Use the phrases in bold from **3a** and the sentences from **6a**.

b Practise the conversation with your partner until you can remember it.

c Work in groups of four. Take turns to role-play your conversations. What do the people have in common?

9 Imagine there's a party in your classroom. Have conversations with four students.

HELP WITH PRONUNCIATION

The schwa /ə/ and word endings

1 **a** CD1 13 Listen to these words. We say the blue letters with a schwa /ə/. Is the schwa stressed?

company exercise police correct interesting
children motorbike away machine agency

b Listen again and practise.

2 **a** Look at the underlined endings in these words. Which does not have a schwa?

1 hospital often commuter factory
2 question college doctor teenager
3 company multinational lawyer yoga
4 festival cinema married competition
5 actor open windsurfing director
6 station banana never normally

b CD1 14 Listen and check. Listen again and practise.

3 **a** Look again at **2a**. Match the words with a schwa in the final syllable to these endings.

-al *hospital* -en -er -or -ion -a

b Work in pairs. Can you think of six more two- or three-syllable words with the endings in **3a**?

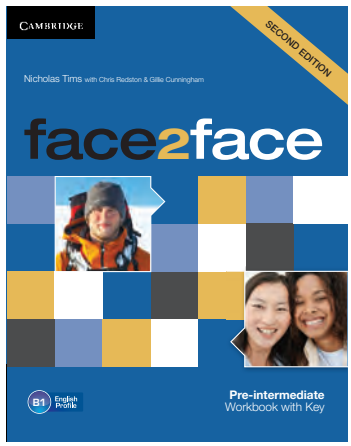
continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 1 and Progress Portfolio 1** p115
- **Language Summary 1** p127
- **1A–D** Workbook p5

Reading and Writing

- **Portfolio 1** Staying in touch Workbook p64
  Reading a personal letter
  Writing a letter to a friend



2A Beginnings

Vocabulary past time phrases
Grammar Past Simple

QUICK REVIEW Starting and ending conversations Write six sentences that you can say to start and end conversations at a party: *How do you know Matt? Nice meeting you.*, etc. Work in pairs. Compare sentences.

Speaking and Reading

1 Work in groups. Discuss these questions.

1 What fast food companies are there in your country? What food do they sell?
2 What are the good and bad things about fast food?
3 How often do you go to a fast food restaurant? What do you usually have to eat and drink?
4 When you're in a different town or city, how do you decide where to eat?

2 **a** Before you read, check these words/phrases with your teacher.

a service station serve someone
develop a secret recipe

b Read the article about Harland Sanders. Put these events in order.

a He travelled 250,000 miles a year.
b His father died.
c He became the manager of a service station.
d He sold the KFC company.
e He was born in 1890. *1*
f He developed his secret recipe.
g He learned to cook.
h He moved to a restaurant across the street.

c Read the article again. Then answer these questions.

a Why did Harland Sanders learn to cook?
b How long did it take him to develop his secret recipe?
c When did the first official KFC restaurant open?
d How old was Harland Sanders when he sold the company?
e What happened in 1980?
f Who bought KFC in 1986?

d Work in pairs. Compare answers.



The man behind KFC



Harland Sanders was born in the USA in 1890, but his childhood **wasn't** a happy one. His father died when he **was** only six. His mother **didn't have** much money so she needed to find a job. She **went** to work in a shirt factory and Harland **stayed** at home to look after his younger brother and sister. That was when he first **learned** to cook.

He **left** home when he was twelve and worked on a nearby farm. After that he had a lot of different jobs and in 1930 he became the manager of a service station in Corbin, Kentucky. He started cooking meals for hungry travellers who stopped at the service station, and soon people came only for the food. Harland **couldn't** serve everybody because the place was too small. So he decided to move to a 142-seat restaurant across the street where he **could** serve all his customers. Over the next nine years he developed the secret chicken recipe that made him famous.

The first official Kentucky Fried Chicken restaurant **didn't open** until August 1952 and by 1964 there **were** more than 600 KFCs in North America. That year Sanders sold the company for $2 million, but he continued to work as KFC's public spokesman and visited restaurants all over the world. He travelled 250,000 miles every year until he died in 1980, aged 90. Six years later, PepsiCo bought KFC for $840 million.



There are now KFC restaurants in more than 110 countries round the world and KFC has 12 million customers every day – but the recipe is still a secret!

HELP WITH GRAMMAR Past Simple

3 **a** Look at the verbs in bold in the article. Which are Past Simple positive forms of 1–4? Which are Past Simple negative forms of 1–4?

1 regular verbs
2 irregular verbs
3 *be*
4 *can*

b Look again at the verbs in bold in the article. Answer these questions.

1 How do we make the Past Simple positive of regular verbs? Is there a rule for irregular verbs?
2 How do we make the Past Simple negative? What are the Past Simple negative forms of *be* and *can*?

TIP • There is an Irregular Verb List on p167.

c Look at the questions in **2c**. Then answer these questions.

1 How do we usually make Past Simple questions?
2 How do we make Past Simple questions with the verb *be*?
3 How are questions e and f different from questions a–c?

d Check in GRAMMAR 2.1 p130.

4 **a** Find the Past Simple of these verbs in the article about KFC.

die	need	work	have	become
start	stop	come	decide	develop
make	sell	continue	visit	travel	buy

b Work in pairs. Compare answers. Which are regular? Which are irregular?

5 **a** Read about how the Michelin Guides started. Fill in the gaps with the Past Simple of the verbs in brackets.

b Work in pairs. Compare answers.

Vocabulary and Speaking
Past time phrases

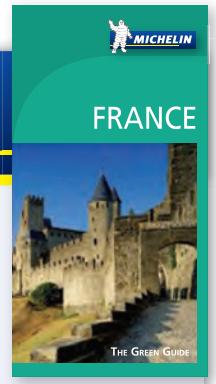
6 **a** Put these past time phrases in order.

in 1900	in the sixties	yesterday evening *8*
last week	the day before yesterday	
eighty years ago	in the nineteenth century *1*	
in July last year		

b When do we use *ago*, *last* and *in*? Check in VOCABULARY 2.1 p129.

7 Work in pairs. Student A p103. Student B p109.

THE MICHELIN GUIDES

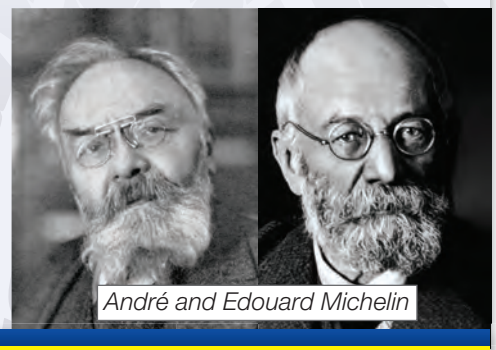


In 1889 two brothers, André and Edouard Michelin, [1] *started* (start) the Michelin company in France. They [2] _____ (develop) a new tyre for bicycles and then they [3] _____ (make) and [4] _____ (sell) tyres for cars.

In 1900 there [5] _____ (be) about 3,000 cars in France and people [6] _____ (want) to travel around the country. But travelling by car in those days [7] _____ (not be) easy. People [8] _____ (not have) road maps so they [9] _____ (can not) plan their journeys and they [10] _____ (not know) where they [11] _____ (can) find service stations or restaurants.

Of course, the Michelin brothers [12] _____ (want) people to travel more because they [13] _____ (need) to sell more tyres. They [14] _____ (write) the first Michelin guide in 1900, but the famous star system [15] _____ (not start) until 1926.

Michelin now sells over 20 million guide books and maps in more than 70 countries. There are only 81 three-star restaurants in the world and 26 of them are in France.


André and Edouard Michelin

Get ready … Get it right!

8 Think about the last time you had a special meal. Make notes on the meal. Use these ideas.

- reason for the meal
- where and when you had the meal
- the people at the meal
- what time it started and finished
- what you wore
- the food and drink
- any other interesting information

9 **a** Work in pairs. Talk about your special meals. Ask questions to find out more information.

My special meal was for my birthday last month.

Where did you have it?

b Tell the class about your partner's special meal. Did anyone not enjoy their meal? Why not?

2B How we met

Vocabulary relationships (1)
Grammar Past Continuous: positive and negative, questions

QUICK REVIEW Past Simple Make a list of five things you did last week. Work in groups or move around the class. Ask questions with *Did you ... ?* and try to find one student who did each thing on your list.

Listening and Speaking

1 **a** Look at the photos. Where are the people, do you think?

b Match sentences 1–3 to photos A–C.

1 I **was travelling** back from China and we met on the plane.
2 We first met when she **was renting** a room in my sister's flat.
3 We **were standing** at a bus stop and he said hello.

c CD1 15 Listen and check.

HELP WITH GRAMMAR
Past Continuous: positive and negative

2 **a** Look at this sentence. Then answer the questions.

*I **was travelling** back from China and we **met** on the plane.*

1 Which action started first?
2 Which action was shorter?
3 Which action was longer?
4 Did the 'travelling' continue after they met?
5 Which verb is in the Past Simple and which is in the Past Continuous?

b Fill in the gaps for the Past Continuous with *was*, *wasn't*, *were* or *weren't*.

POSITIVE

I/he/she/it + _____ + verb+*ing*
you/we/they + _____ + verb+*ing*

NEGATIVE

I/he/she/it + _____ + verb+*ing*
you/we/they + _____ + verb+*ing*

c Check in GRAMMAR 2.2 p130.

3 CD1 16 PRONUNCIATION Listen and practise. Copy the stress.

travelling back from China →
I was /wəz/ travelling back from China →
I was /wəz/ travelling back from China and we met on the plane.



4 **a** Helen is talking about how she met Simon. Choose the correct verb forms.

1 I first *met*/*was meeting* Simon when we *waited*/*were waiting* for a bus.
2 It *rained*/*was raining* and he *offered*/*was offering* me his umbrella.
3 While we *sat*/*were sitting* on the bus, he *gave*/*was giving* me his business card.
4 But when I *got*/*was getting* home I couldn't find the card anywhere.

b Complete Helen's story. Put the verbs in brackets in the Past Simple or Past Continuous.

5 A week later I was *walking* (walk) to the bus stop after work and I _____ (see) him in the street.
6 He _____ (talk) to a woman so I _____ (not say) hello.
7 But while I _____ (wait) for my bus, a car _____ (stop) next to me. It was Simon.
8 He _____ (offer) to drive me home and I _____ (invite) him in for a coffee. That _____ (be) 22 years ago!

c CD1 17 Listen and check.

Vocabulary Relationships (1)

5 **a** Work in pairs. Tick the phrases you know. Then check in VOCABULARY 2.2 p129.

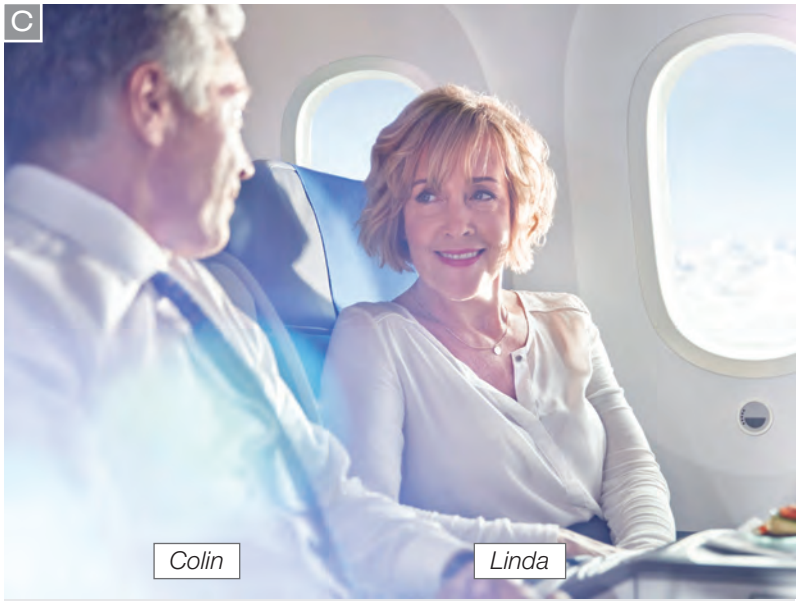
go out with someone get engaged to someone
ask someone out get married to someone
fall in love with someone meet someone for the first time
break up with someone go on a date get divorced

b Work in pairs. Put the phrases in **5a** in order. There is more than one possible order.

B



C



Listening and Speaking

6 **a** CD1 18 Ray is talking to a friend about how he met his wife, Claire. Listen and choose the correct answers.

1 Ray first met Claire in *France/England*.
2 She was working in *a language school/a museum shop*.
3 They met every day in *a park/a café*.
4 Ray went to the *airport/station* with Claire.
5 After they said goodbye, Ray took a *plane/train* to Paris.

b Listen again and answer the questions.

1 Why wasn't Claire speaking much English at work?
2 How long did Ray practise French with Claire each day?
3 Why didn't Ray ask Claire out?
4 What were they doing when Ray gave Claire a present?
5 What was Ray doing when Claire arrived home in Paris?

HELP WITH LISTENING

Weak forms (1): *was* and *were*

7 **a** CD1 19 Listen to the two different ways to say *was* and *were*.

	strong	weak
was	/wɒz/	/wəz/
were	/wɜː/	/wə/

b Look at Audio Script CD1 18 p154. Listen again and notice how we say *was* and *were*. Are *was* and *were* usually strong or weak in: sentences? questions? short answers?

HELP WITH GRAMMAR

Past Continuous: questions

8 Look at questions 4 and 5 in **6b**. Then fill in the gaps in the rule.

- We make Past Continuous questions with: question word + ___ or ___ + subject + _____ .

GRAMMAR 2.3 p131

9 Work in pairs. Student A p103. Student B p109.

Get ready … Get it right!

10 Choose a married couple you know well (you and your husband/wife, your parents, other relatives or friends). Make notes on the couple. Use these ideas.

- when, where and how they met
- where they went on their first date
- how long they went out together before they got married
- when they got engaged
- when and where they got married
- any other interesting or funny information

11 **a** Work in groups. Tell other students about the couple you chose. Ask questions to find out more information.

My parents first met at work.

Where were they living at the time?

In Madrid. They were working for a …

b Which story is the most romantic, the most unusual or the funniest?

2C VOCABULARY AND SKILLS Coincidences

Vocabulary adjectives (1); connecting words (1)
Skills **Reading:** a magazine article; **Listening:** a story

QUICK REVIEW Past Continuous Write five different times of the day. Work in pairs. Ask what your partner was doing at these times yesterday:
A *What were you doing at 8.30 a.m. yesterday?*
B *I was driving to work.*

Reading

1 **a** What is 'a coincidence'? Do you know any interesting stories about coincidences? If so, tell the class.

b Before you read, check these words with your teacher.

sink (Past Simple: sank) a survivor drown
a restaurant owner shoot (Past Simple: shot)
an accident

c Read the article. Then match coincidences 1–3 to pictures A–C.

2 **a** Read coincidences 1–3 again and answer the questions.

1 Who nearly drowned in the sea in 1965? Who saved him?
2 What happened at the same beach nine years later?
3 What do the stories about people called Hugh Williams have in common?
4 Did the two survivors in 1940 know each other?
5 What did King Umberto I and the restaurant owner have in common? Find at least four things.

b Work in pairs. Which coincidence do you think is the most surprising? Why?

Vocabulary Adjectives (1)

3 **a** Work in new pairs. Try to match the adjectives in bold in the article to definitions a–e. Then check in VOCABULARY 2.3 p129.

a very surprising *amazing*
b you don't expect it to happen _____
c unlucky or having a bad result _____
d very difficult to believe _____ _____
e very unusual _____ _____

b Work in pairs. Test your partner.

very surprising — amazing

THAT'S INCREDIBLE!

Many of us experience **strange** coincidences at some time in our lives. For example, we might meet people we know in the most **unexpected** places. Perhaps when we're on holiday, thousands of miles from home, we suddenly see our neighbour on the beach. In fact, this type of coincidence is quite common, but there are some coincidences which are really **incredible**. Here are three of the strangest.

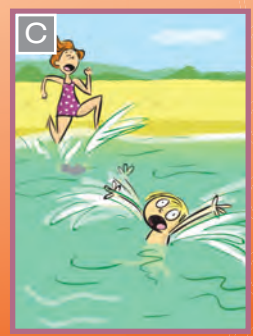
1 An **unbelievable** coincidence happened on a beach near Salem, USA. In 1965 a woman called Alice Blaise saved a four-year-old child from drowning in the sea. The boy's name was Roger Lausier. In 1974, on the same beach, Roger saved a man from drowning. The man he saved was Alice Blaise's husband.

2 If you're travelling by boat, the luckiest name to have is Hugh Williams. On 5th December 1660, a boat sank near Dover, England. There was just one survivor – a man called Hugh Williams. On 5th December 1767, another boat sank in the same area and the only survivor was another man called Hugh Williams. On 8th August 1820, a boat sank on the River Thames and there was only one survivor – his name was also Hugh Williams. The next **extraordinary** coincidence in this story happened on 10th July 1940. A man and his uncle were the only survivors after a fishing boat sank out at sea. They were both called Hugh Williams.

3 In the nineteenth century King Umberto I of Italy went to a small restaurant in Monza for dinner. The King noticed that he and the owner of the restaurant looked exactly like each other. They began talking and discovered some **amazing** coincidences. They were both born in the same town on the same day, 14th March 1844, and they both had wives called Margherita. Also Umberto became king on the same day that the restaurant owner opened his restaurant. However, there was one last **unfortunate** coincidence. On 29th July 1900, the restaurant owner died in a shooting accident. While someone was telling King Umberto I about this, a man shot and killed the king.









Anthony Hopkins



Listening and Speaking

4 **a** CD1 20 Listen to an amazing story about the actor Anthony Hopkins and the author George Feifer. Answer these questions.

1 Where did Anthony Hopkins find the book he was looking for?
2 Why was George Feifer surprised at the end of the story?

b Work in pairs. Try to put these things in order. Then listen again and check.

a Anthony Hopkins got a part in a film called *The Girl from Petrovka*. *1*
b He found a copy of the book on a seat.
c He went to Vienna to make the film.
d He met George Feifer, the author of the book.
e He went to London to get a copy of the book.
f He went to the station to go home.
g He couldn't find the book he wanted.
h The book was Feifer's personal copy.

HELP WITH LISTENING
Weak forms (2): the schwa /ə/

5 **a** CD1 21 Listen to the difference between the strong and weak forms of these words. Notice the schwa /ə/ in these weak forms.

	strong	weak		strong	weak
and	/ænd/	/ən/	was	/wɒz/	/wəz/
to	/tuː/	/tə/	were	/wɜː/	/wə/
of	/ɒv/	/əv/	from	/frɒm/	/frəm/

b Look at Audio Script CD1 20 p154. Listen again. Notice the sentence stress and weak forms. Do we stress weak forms?

HELP WITH VOCABULARY
Connecting words (1)

6 **a** Look at sentences 1–5. Then fill in the gaps in the rules with the words in bold.

1 Hopkins wanted to read the book **so** he went to London to buy a copy.
2 **While** he was waiting for his train home, he saw a book on a seat near him.
3 They didn't start making the film **until** two years later.
4 **When** they were filming in Vienna, George Feifer came to visit the actors.
5 Feifer didn't have his personal copy of the book **because** a friend lost it.

- We use *until* to say something starts or stops at this time.
- We use _____ to give the reason for something.
- We use _____ to give the result of something.
- We can use _____ and _____ for things that happen at the same time.

TIP • When a long action and a short action happen at the same time, we can't use *while* with the Past Simple: ~~*He was waiting for his train home **while** he **saw** a book on the seat near him.*~~

b Check in VOCABULARY 2.4 p129.

7 Choose the correct words.

1 The four-year-old boy didn't drown *until/because* Alice saved him.
2 *While/So* Roger was walking along the beach, he saw someone in trouble in the sea.
3 Hugh Williams didn't drown *when/until* the boat sank.
4 King Umberto I died *so/because* someone shot him.
5 *While/Until* the king and the restaurant owner were talking, they discovered some amazing coincidences.
6 Anthony Hopkins didn't know George Feifer's book *so/because* he wanted to buy a copy.
7 Hopkins didn't have a copy of the book *while/until* he found one at the station.

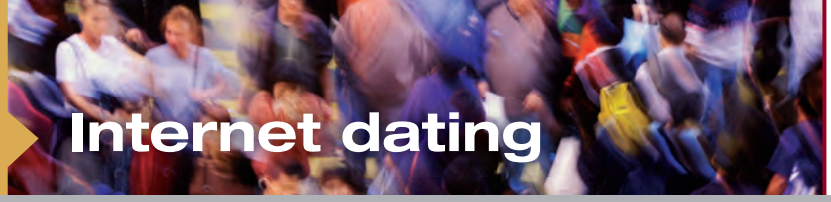
8 **a** Think of an interesting story that happened to you or someone you know. Make notes on these things.

- the people in the story
- when and where it happened
- what happened first
- the main events of the story
- what happens at the end

b Work in groups. Take turns to tell your stories. Which story is the most interesting?

> This story happened when my sister and I were kids. One day, while we were playing in the park …

Internet dating



Real World finding things in common

QUICK REVIEW Connecting words (1) Work in pairs. What do you remember about these people: Roger Lausier, Hugh Williams, King Umberto I, Anthony Hopkins? Take turns to tell each other about each coincidence. Use *until*, *while*, *so*, *when* and *because* if possible.

1 Work in groups. Discuss these questions.

1 Do you think internet dating is a good idea? Why?/Why not?
2 Do you know anyone who met their partner on the internet? If so, tell the group about them.
3 Is internet dating popular in your country? Why?/Why not?

2 a Read Jackie's profile on the website. Are these sentences true or false?

1 Jackie is very tall. *F*
2 She is definitely looking for a husband.
3 She always goes out in the evenings.
4 She doesn't do any sport.
5 Her ideal man can be younger or older than her.
6 She doesn't want her date to live far away.

b Work in pairs. Compare answers.

3 a VIDEO 2.1 CD1 22 Jackie has two dates. Look at photo A. Then watch or listen to her date with Damon. Put these things in the order you hear them.

a a holiday in Japan
b cooking
c feeling nervous *1*
d working in the evening
e online Japanese courses

b VIDEO 2.2 CD1 23 Look at photo B. Then watch or listen to Jackie's date with Kevin. Put these things in the order you hear them.

a eating meat
b dogs
c tennis
d looking after children
e judo

c Watch or listen to both conversations again. Which of the things in **3a** and **3b** does Jackie have in common with each man?

d Who does Jackie want to see again, do you think? Why?

www.matchonline.com/jackie23



Match Online Profile

Name Jackie
Location Bristol
Age 31
Height 169 cm
Relationship status Single
Job Restaurant manager
Looking for Friendship and maybe more
Wants children Ask me later!

About me
When I'm not working, I really enjoy going out and meeting people. But I also like staying at home and cooking dinner for my friends. I love tennis and I do judo. I'm fun-loving and I'm generally happy with my life, but I would like to share it with someone special.

My ideal match
He's got an interesting job, but life isn't only about work – he has time to play too. He's between 28 and 38 years old. He enjoys eating good food and having fun. He lives in or near Bristol.

A



B



REAL WORLD Finding things in common

4 **a** Look at these sentences and responses. Then answer questions 1 and 2.

A I really love cooking. B So do I.
A I don't go out much in the week. B Nor do I.

1 Is person B saying 'it's the same for me' or 'it's different for me'?
2 When do we use *So*? When do we use *Nor*?

b Look at these sentences and responses. Is person B saying 'it's the same for me' or 'it's different for me'?

A I'm quite a good tennis player. B Oh, I'm not.
A I didn't do much sport at school. B Oh, I did.

c Fill in the gaps in the table with these responses.

So did I. Oh, I'm not. Nor am I. Oh, I am.
Nor did I. So do I. Oh, I didn't. Oh, I do.

	it's the same for me	it's different for me
1 I'm a bit nervous.	So am I.	
2 I'm not hungry.		
3 I love children.		Oh, I don't.
4 I don't eat meat.	Nor do I.	
5 I went to Japan last year.		
6 I didn't want to come home.		Oh, I did.

TIP • We can say *Nor* or *Neither*: *Neither am I.*, *Neither do I.*, *Neither did I.*, etc.

d Check in REAL WORLD 2.1 p131.

5 CD1 24 PRONUNCIATION Listen and practise the responses in **4c**. Copy the stress.

So am I. *Oh, I'm not.*

6 Write two responses to each sentence.

1 I'm quite tired.
So am I./Oh, I'm not.
2 I don't like fish.
3 I hate getting up early.
4 I went away last weekend.
5 I'm not from this town.
6 I didn't sleep well last night.
7 I don't play video games.

7 CD1 25 Listen to six sentences and say it's the same for you. Listen again and say it's different for you.

8 **a** Write six sentences about you. Start each sentence with one of these phrases.

I love … I went … I'm not …
I'm … I don't like … I didn't go …

b Work in pairs. Take turns to say a sentence. Your partner says if it's the same or different for him/her. Continue the conversation if possible. What do you have in common?

HELP WITH PRONUNCIATION

Past Simple: regular verbs

1 **a** Work in pairs. How do we say the Past Simple forms of these regular verbs?

want offer need decide move start stay
visit stop open close wait continue like
travel develop hate learn work love

b CD1 26 Listen and check. Which Past Simple forms end with the sound /ɪd/?

TIP • When a regular verb ends in /t/ or /d/, *-ed* is pronounced /ɪd/.

c Listen again and practise.

d Work in pairs. Take turns to say a verb from **1a**. Your partner says the Past Simple form.

2 **a** CD1 27 Listen and circle the sentence you hear first, a or b.

1 a I decide on Monday. (b) I decided on Monday.
2 a We work all night. b We worked all night.
3 a They like Istanbul. b They liked Istanbul.
4 a They stay at a hotel. b They stayed at a hotel.
5 a I need some money. b I needed some money.
6 a They close at ten. b They closed at ten.

b Listen again and practise.

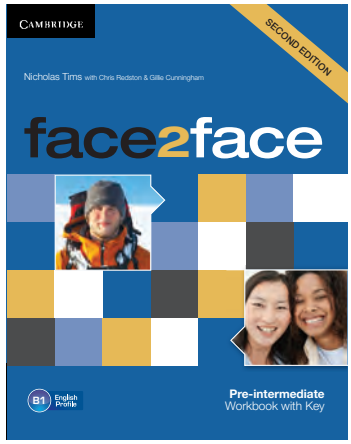
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Vocabulary, Grammar and Real World

- **Extra Practice 2 and Progress Portfolio 2** p116
- **Language Summary 2** p129
- **2A–D** Workbook p10

Reading and Writing

- **Portfolio 2** An email with news Workbook p66
  Reading a personal email
  Writing connecting words (1): addition and contrast; an email (1)



3A Getting qualified

Vocabulary employment
Grammar *have to/had to*: positive and negative, questions and short answers

QUICK REVIEW Finding things in common Write sentences beginning with *I'm …* , *I'm not very …* , *I like …* , *I don't often …* , *I had …* , *I didn't …* . Work in pairs. Take turns to say your sentences. Is each sentence the same or different for you?
A *I'm a vegetarian.* **B** *So am I./Oh, I'm not.*



Vocabulary and Speaking Employment

1 **a** Work in pairs. Which of these phrases do you know? Check new phrases in VOCABULARY 3.1 p131.

a good salary friendly colleagues my own office
long holidays a good boss job security a company car
flexible working hours opportunities for travel
opportunities for promotion holiday pay sick pay
on-the-job training lots of responsibility

b Write five sentences about your job now, or the job you'd like to have in the future. Use phrases from **1a**.

In my job now, I have/don't have …

I'd like to have (a job with) …

c Work in pairs. Compare your ideas. How many are the same?

Listening and Speaking

2 **a** Look at photos A–C. Who is: a paramedic? an interpreter? a football referee?

b Work in pairs. Which phrases from **1a** are true for each job, do you think?

3 **a** Match sentences 1–3 to the photos A–C.

1 I **had to study** a lot and do on-the-job training for three years. But I **didn't have to pay** for it – the government did.
2 You **don't have to go** to college, but you have to do a special course.
3 You usually **have to have** a degree in languages.

b CD1 28 Listen and check.



HELP WITH GRAMMAR
have to/had to: positive and negative

4 **a** Match the phrases in bold in **3a** to these meanings.

a This is necessary.
b This is not necessary.
c This was necessary in the past.
d This wasn't necessary in the past.

b Fill in the gaps with *have to*, *don't have to*, *has to* and *doesn't have to*. Which verb form follows *have to*?

POSITIVE

I/You/We/They _____ do a course.
He/She _____ do a course.

NEGATIVE

I/You/We/They _____ pay for it.
He/She _____ pay for it.

c How do we make the Past Simple positive and negative forms of *have to*?

d Check in GRAMMAR 3.1 p132.

C



Bernie

HELP WITH LISTENING *have to* and *have*

5 **a** CD1 29 Listen and notice the difference between *have to* and *have* in these sentences.

1 You have to /hæftə/ learn 130 pages of rules.
2 Now I have /hæv/ a job I love.
3 You don't have to /hæftə/ go to college.

b CD1 30 Listen and write the sentences you hear. You will hear each sentence twice.

6 CD1 31 PRONUNCIATION Listen and practise.

You have to /hæftə/ do a special course.

7 Read about Bernie's training. Fill in the gaps with the correct form of *have to*.

You [1] *don't have to* (not) go to college, but you [2] *have to* do a special course. The good thing is you [3] _____ (not) pay very much for the course. But it's a lot of work. A referee [4] _____ know everything about the laws of the game. That means you [5] _____ learn 130 pages of rules. When I did my course eight years ago, we [6] _____ do practical and written exams. I'll never forget my first practical exam. I [7] _____ (not) referee for 90 minutes, only the first half of a match. I was terrified because I [8] _____ give a player a red card after only five minutes. He wasn't happy about it! But dealing with angry footballers is something a referee [9] _____ learn very quickly. A referee [10] _____ (not) be super-fit like a footballer, but he [11] _____ run for 90 minutes and he [12] _____ practise running backwards. That's really difficult! I love my job, but people never remember the good decisions I make, only the bad ones.

8 **a** Read about Bernie's training again. Answer these questions.

1 Do football referees have to pay a lot for their training?
2 What does a football referee have to learn?
3 Did Bernie have to do any written exams?
4 What did he have to do when he refereed his first match?
5 What does a referee have to practise?

b Work in pairs and compare answers.

HELP WITH GRAMMAR

have to/had to: questions and short answers

9 **a** Look at the questions in **8a**. How do we make questions with *have to* in the Present Simple and Past Simple?

b Write the positive and negative short answers for these questions.

1 Do you have to go to college?
2 Does he have to be fit?
3 Did she have to do any exams?

c Check in GRAMMAR 3.2 p132.

10 **a** Make questions about Rick and Lorna with the correct form of *have to* in the Present Simple or Past Simple.

1 What / Rick / learn to do at the beginning of his course?
What did Rick have to learn to do at the beginning of his course?
2 Why / interpreters / work in pairs?
3 How many words / an interpreter / translate in 30 minutes?
4 / you / go to university to become a paramedic?
5 What's the main thing a paramedic / do?
6 What / Lorna / do yesterday?

b Before you listen, check these words/phrases with your teacher.

a microphone a bone stay calm
an emergency a roof

c CD1 32 Listen to Rick and Lorna. Answer the questions in **10a**.

d Work in pairs. Compare answers.

e Which of the three jobs would you most like to do? Why?

Get ready … Get it right!

11 Work in pairs. Student A p106. Student B p112.

3B Job-hunting

Vocabulary looking for a job
Grammar Present Continuous and Present Simple; activity and state verbs

QUICK REVIEW ***have to*** Think of two people you know with jobs. Work in pairs. Tell your partner what these people have to do in their jobs. Which person has the best job, do you think?

Vocabulary and Speaking
Looking for a job

1 **a** Work in pairs. Which of these phrases do you know? Check new words/phrases in VOCABULARY 3.2 p131.

find a job
write a CV
go for an interview
lose your job
look for a job
apply for a job
fill in an application form
be unemployed
get unemployment benefit
earn a lot of money
have some experience

b Work on your own. Put the phrases in **1a** in order. There is more than one possible order.

1 lose your job

c Work with your partner. Compare answers. Are they the same?

Reading

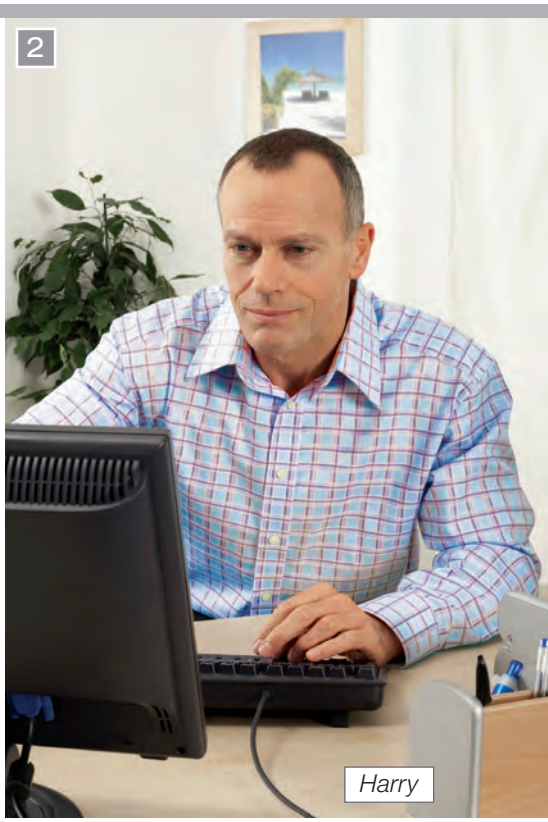
2 **a** Look at the photos and read the letters. Why is Bonnie unemployed? Why is Harry unemployed?

b Read the letters again. Tick the true sentences. Correct the false ones.

two

a Bonnie left school ~~three~~ months ago.
b She's looking for her second job.
c She looks at the job adverts online twice a week.
d She's cleaning her neighbours' house at the moment.
e Harry worked for the same company for seventeen years.
f He lost his job two months ago.
g He goes to a lot of interviews.
h He knows a lot about engineering.


Bonnie


Harry

LETTERS TO THE EDITOR

Getting nowhere

Dear Sir,

My daughter, Bonnie, left school two months ago and now [1]**she's looking** for her first job. The problem is that companies always say they want people with experience, but how can she get experience if nobody gives her a job? [2]**She goes** online every day and looks at the job adverts, but there's nothing for people like her. At the moment [3]**she's doing** some cleaning for our neighbours to earn a bit of money, but [4]**she needs** a real job.

Mr J Melton
Manchester

Experience doesn't count

Dear Sir,

I read your report on unemployment in yesterday's paper and [5]**I'm writing** to tell you how it feels to be unemployed. I'm 54 years old and I worked for an engineering company for 17 years until it closed down four months ago. [6]**I'm applying** for every job I can, but [7]**I never get** an interview because [8]**people think** I'm too old – it's very frustrating. I've got a lot of experience in engineering and I want to work. I just need someone to give me a chance.

Harry Thompson
Preston

HELP WITH GRAMMAR Present Continuous and Present Simple; activity and state verbs

3 **a** Look at phrases 1–8 in the letters. Which are in the Present Continuous and which are in the Present Simple?

b Match phrases 1–8 to these meanings. There are two phrases for each meaning.

- We use the Present Continuous for things that:
  - **a** are happening at the moment of speaking. *she's doing*
  - **b** are temporary and happening around now, but maybe not at the moment of speaking.
- We use the Present Simple for:
  - **a** daily routines and things we always/sometimes/never do.
  - **b** verbs that describe states (*be*, *want*, *have got*, *think*, etc.).

c Do these verbs describe activities (A) or states (S)? Do we usually use state verbs in the Present Continuous?

play *A* like *S* work write hate eat know
remember run understand do believe need

d How do we make negatives and questions in the Present Continuous and Present Simple?

e Check in GRAMMAR 3.3 p132.

4 CD1 33 PRONUNCIATION Listen and practise. Copy the stress.

She's looking for her first job.

5 **a** Put the verbs in Harry's email in the Present Continuous or Present Simple. Where is he working now?

To: Frank Watson

Hi Frank

Good news – I [1] *'ve got* (have got) a new job! [2] _____ you _____ (remember) that letter I wrote to the paper? Well, the manager of a local engineering company read it and offered me a job! The company [3] _____ (make) parts for cars and they [4] _____ (sell) them to companies in Europe. They [5] _____ (do) very well at the moment but they [6] _____ (want) to get more business and now they [7] _____ (try) to sell to companies in the USA. I [8] _____ (like) having lots of responsibility and I [9] _____ (have) two or three meetings with customers every week. I [10] _____ (not work) now – it's my lunch break – so I [11] _____ (write) a few emails to my friends to tell them my news. I usually [12] _____ (work) quite long days but I [13] _____ (not work) at the weekend. Anyway, I have to go – the phone [14] _____ (ring).

Harry

b Work in pairs. Compare answers. Explain why you chose each verb form.

Speaking

6 Work in pairs. Student A p104. Student B p110.

7 Work in groups. Discuss these questions.

1 Do you think it's more difficult to be unemployed when you're young or when you're older? Why?
2 Can people in your country get unemployment benefit? If not, what do they do?
3 What's the best way to find a job?

Get ready … Get it right!

8 Make *yes/no* questions with *you*. Put the verbs in the Present Continuous or Present Simple.

1 / look / for a job at the moment?
Are you looking for a job at the moment?
2 / want / to live in a different country?
3 / need / speak English every day?
4 / read / a newspaper every day?
5 / read / a good book at the moment?
6 / get up / before seven o'clock?
7 / study / for an exam at the moment?
8 / have / an interesting job?









9 **a** Ask other students your questions. Try to find someone who answers yes for each question. Then ask two follow-up questions.

Are you looking for a job at the moment? — Yes, I am.

What kind of job are you looking for?

b Work in groups. Tell the other students three things you know about the class.

3C VOCABULARY AND SKILLS — What a job!

Vocabulary word building: noun endings
Skills Listening: a radio interview; Reading: a magazine article

QUICK REVIEW Present Simple and Present Continuous Write the names of three people you know well. Work in pairs. Ask your partner what these people usually do in their free time and what they are doing at the moment.







Speaking and Listening

1 **a** Think of three jobs that you would like to do and three jobs you would hate to do.

b Work in groups and compare your ideas. Are there any jobs you would all like to do?

2 **a** CD1 ▸ 34 Listen to Paul Owen talking about his new book *Is That a Real Job?*. Put pictures A–C in the order he talks about them.

b Listen again. Tick the true sentences. Correct the false ones. Which job do you think is the most unusual?

1 Paul thinks testing furniture is an interesting job.
2 Furniture testers have to answer a lot of questions.
3 A company in New York makes 4.5 million fortune cookies a year.
4 Fortune cookies started in China in the 19th century.
5 Golf ball divers sell the golf balls they find.
6 In the UK, golfers lose about one million balls a year.

HELP WITH LISTENING
Linking (1): consonant–vowel

- We usually link words that end in a consonant sound with words that start with a vowel sound.

3 **a** CD1 ▸ 34 Listen to the beginning of the interview again. Notice the consonant–vowel linking at the ends and beginnings of words.

Paul, your new book_is_a collection_of_articles_about people with strange jobs. So we're not talking_about_actors, sales_assistants_or cleaners.

b Look at Audio Script CD1 ▸ 34 p155. Listen to the interview again and notice the linking.

HELP WITH VOCABULARY
Word building: noun endings

4 **a** Look at this table. How do we make the nouns? Complete the *ending* column.

verb	noun	ending
collect	collection	*-ion*
act	actor	
assist	assistant	
clean	cleaner	
improve	improvement	
test	test	

b Which endings do we use for people's jobs?

TIP • We can also make job words by adding *-ist* or *-ian* to nouns: *art* → *artist*, *music* → *musician*.

c Check in VOCABULARY 3.3 ▸ p131.

5 **a** Work in pairs. Write all the jobs you know with the endings *-or*, *-ant*, *-er*, *-ist* and *-ian*.

b Compare lists with another pair.

6 **a** Look at these words. Are they nouns (N), verbs (V) or both (NV)?

decision *N* examine *V* interview *NV*
interviewer cook decide examination
argument visit discussion employ
information visitor guitarist
discuss argue politician
examiner inform employment

b Work in pairs. Compare answers. Check any new words with your teacher.

7 **a** Choose the correct words.

1 When did you last have a job *interview/interviewer*?
2 Have you got a big *collect/collection* of DVDs?
3 Do you ever *argue/argument* with your friends?
4 What was the last important *decide/decision* you made?
5 Do people in your family *discuss/discussion* politics a lot?
6 What's the best way to *improve/improvement* your English, do you think?

b Work in pairs. Ask and answer the questions.

Reading and Speaking

8 **a** Work in pairs. Discuss these questions.

1 Look at the photo. Do you think traffic wardens are necessary where you live? Why?/Why not?
2 What are the good and the bad things about being a traffic warden, do you think?

b Before you read, check these words/phrases with your teacher.

a stolen car · a uniform · a parrot · aggressive
a parking fine · complain · an excuse

c Read an interview with William McBride, a traffic warden. Fill in gaps a–f in the article with questions 1–6.

1 What excuses do people give you?
2 What are the good things about the job?
3 Does everyone pay their fine?
4 Why did you become a traffic warden?
5 Is it a dangerous job?
6 What do traffic wardens do?

9 **a** Read the article again. Underline the part of the article that tells us this information.

1 Not everyone has to pay a parking fine.
2 Traffic wardens help the police a lot.
3 Some traffic wardens can film people who argue with them.
4 William had another job before he became a traffic warden.
5 Traffic wardens hear some unbelievable excuses.
6 Some people like traffic wardens.

b Work in pairs. Compare answers.

c Do you still have the same opinion about traffic wardens? Why?/Why not?

10 Work in groups. Discuss these questions.

1 Which professions are unpopular in your country?
2 Which groups of people get paid too much, do you think? Why?
3 Which jobs should have the highest salaries? Why?



I'm just doing my job!

a _____
When I lost my job in the shipbuilding industry it was hard to find new employment and this was the only job I could get. But it was a good decision – I like my work.

b _____
Well, we give people parking tickets of course, but that's not all we do. We also help the police when they are looking for stolen cars. In fact, we collect a lot of local information for the police – it's an important part of our job.

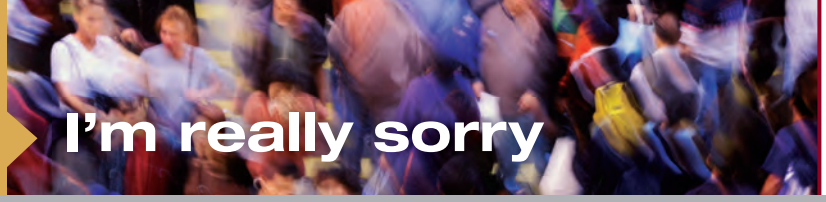
c _____
Popular ones are: "I couldn't remember where the car was", "I needed the toilet urgently", "I stopped to help an old lady". Someone even said he paid for a ticket, put it in the car, but his parrot ate it!

d _____
Sometimes, but we have radios so we can get help when we're in trouble. And now some wardens actually have video cameras as part of their uniforms. So, if anyone gets aggressive, it's on camera. Strangely, some of the most aggressive people are parents when they're collecting their children from school!

e _____
You certainly keep fit because you're on your feet all day. I like that. And not everyone hates us. Some people think we do a good job. They know that without us the traffic would be terrible and the emergency services couldn't do their jobs.

f _____
No, millions of people just don't pay. And others write to the parking department and complain. The department accepts about 60% of these excuses, so those people don't have to pay. But the government still gets over £1 billion a year from parking fines.

I'm really sorry



QUICK REVIEW Word building: noun endings
Work in pairs. How many nouns can you think of with these endings: *-ion*, *-or*, *-ant*, *-er*, *-ment*, *-ist* and *-ian*? Swap lists with another pair. Then write verbs for the nouns, if possible.

1 Work in pairs. Look at photos A–C. Who do you think is:

1 asking for time off?
2 asking someone to do something?
3 apologising for something?

A



B



C



2 **a** VIDEO 3 CD1 35 Watch or listen to three conversations. Fill in the gaps with the correct name from photos A–C.

a _____ has a meeting the next morning.
b _____ has to go out with some clients.
c _____ has got the concert tickets.
d _____ has to phone the restaurant.
e _____ has to look after her brother.
f _____ has to prepare a table for ten.

b Work in pairs. Who said these sentences, Carol or Amy?

1 I'm sorry, I couldn't finish it this morning.
2 I'm really sorry, but I can't say no to my mum.
3 I have to take some clients out for dinner.
4 I have to go home and look after my little brother.
5 I had to help Henry.
6 I'll finish it now and email it to you.
7 I'll be back before eight thirty, I promise.

c Watch or listen again. Check your answers.

REAL WORLD
Apologies, reasons and promises

3 **a** Look at the sentences in **2b**. Which are: apologies? reasons? promises?

b Complete sentences 1–3 with a, b or c.

1 For apologies we often use …
2 For reasons we often use …
3 For promises we often use …

a *I'll …*
b *I have to/had to …*
c *I'm (really) sorry, (but) I can't/couldn't …*

c Look again at the sentences in **2b**. Which verb form comes after *couldn't*, *can't*, *have to*, *had to* and *'ll*?

d Fill in the gaps in these responses to apologies.

time happened that worry right

1 Oh, don't _____ .
2 Another _____ , maybe.
3 Oh, dear. What _____ ?
4 Oh, _____ . Why's _____ ?

e Check in REAL WORLD 3.1 p133.

4 CD1 36 PRONUNCIATION Listen and practise the sentences in **2b**. Copy the stress and intonation.

I'm sorry, I couldn't finish it this morning.

5 **a** Fill in the gaps in the phone conversation with these phrases.

~~I'm really sorry~~	couldn't come	Another time
I'll call	had to	I'm sorry
have to	don't worry	can't come
What happened		

ED Hi, Bob. How are you?
BOB I'm OK. Look, [1] *I'm really sorry* I [2] _____ to your party last night.
E Oh, [3] _____ .
B I [4] _____ go to the police station.
E Oh, dear. [5] _____ ?
B Someone stole my car. But the police found it and it's fine.
E That's good.
B Anyway, would you like to come round for dinner this evening?
E [6] _____ , I [7] _____ this evening. I [8] _____ take my parents to the airport.
B No problem. [9] _____ , maybe.
E Yes, definitely. [10] _____ you at the weekend.
B Right. Talk to you then. Bye.

b CD1 37 Listen and check.

c Work in pairs. Practise the conversation. Then change roles and practise the conversation again.

6 **a** Work in new pairs. Write a conversation for one of these difficult situations. Use phrases from **3b** and **3d**.

1 Matt promised to take Amy to the airport next Tuesday, but now he can't. Matt phones Amy. He apologises and gives a reason. He promises to meet her at the airport when she comes back.

2 Carol promised to meet Matt for lunch at one o'clock. It's now 1.30 and Matt is at the restaurant. Carol phones Matt. She apologises and gives a reason why she can't come. She promises to cook him a special dinner tonight.

b Practise your conversation with your partner until you can remember it.

c Work with another pair. Take turns to role-play your conversations.

HELP WITH PRONUNCIATION

Word stress (1)

1 **a** Work in pairs. Match these two-syllable words to stress patterns 1 and 2.

1 ár-tist 2 add-réss

office *1*	degree	airline	language
campaign	college	colleague	
excuse	yoga	concert	report
cleaner	Japan	reason	promise

b CD1 38 Listen and check. Which stress pattern is more common for two-syllable nouns, do you think?

c Listen again and practise.

2 **a** Work in pairs. Where is the stress on these nouns?

politician	discussion	application
government	collection	conversation
interview	promotion	information
musician	engineering	argument
decision	unexpected	examination

b CD1 39 Listen and check. Where is the stress on nouns that end in /ʃən/?

c Listen again and practise.

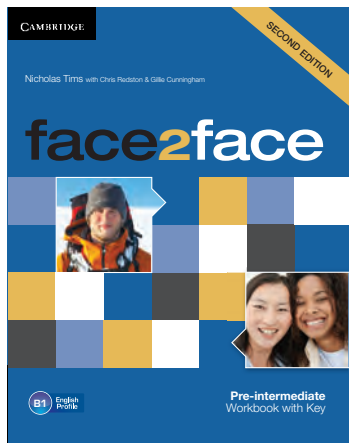
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Vocabulary, Grammar and Real World

- **Extra Practice 3 and Progress Portfolio 3** p117
- **Language Summary 3** p131
- **3A–D** Workbook p15

Reading and Writing

- **Portfolio 3** Applying for a job Workbook p68
  Reading an email with information
  Writing a curriculum vitae (CV)



4A Lookalikes

Vocabulary types of film; past participles
Grammar Present Perfect for life experiences (1): positive and negative

QUICK REVIEW Past Simple Work in pairs. Tell each other about things you did last week. Find five things you both did. **A** *I went to a football match last week.* **B** *So did I.* Ask follow-up questions if possible.

Vocabulary and Speaking Types of film

1 Work in groups. Discuss these questions.

1 How often do you go to the cinema or watch films on DVD?
2 How often do you watch films online?
3 Which do you like best – watching a film at the cinema, on DVD or on your computer? Why?

2 **a** Work in pairs. Which of these types of film do you know? Check new words/phrases in VOCABULARY 4.1 p134.

an animated film a love story a comedy a war film
a thriller an action film an adventure film a horror film
a western a drama a science-fiction (sci-fi) film a musical

b Work in groups. Tell the other students what types of film you like and don't like.

3 **a** Match questions 1–4 to a–d.

1	What kind of film is it?	a	the actors
2	Who's in it?	b	the type of film
3	What's it about?	c	the person's opinion of the film
4	What's it like?	d	the plot (the story of the film)

b CD1 40 PRONUNCIATION Listen and practise questions 1–4 in **3a**. Copy the stress and linking.

What kind of film is it?

c Write the names of the last film you saw: on TV, on DVD, at the cinema, online.

d Work in pairs. Ask your partner about the films. Use the questions in **3a**.

What was the last film you saw on TV? — *Inception.*
What kind of film is it? — It's a sci-fi film.

Reading and Speaking

4 **a** Work in pairs. What do you know about the actor Johnny Depp? Can you name any of his films?

b Before you read, check these words/phrases with your teacher.

a lookalike appear in a film realise something
for charity a character a costume

5 Cover the article. Then look at photos A and B. Which is the real Johnny Depp, do you think? Which is a lookalike?



A famous face?

You probably haven't heard of Danny Lopez, but his amazing resemblance to the actor Johnny Depp has made him one of the most successful celebrity lookalikes in the world.

Danny started acting at the age of seven and he's appeared in over 500 films, plays and TV shows as an actor and a musician. He first realised that he looked like Johnny Depp in 1984, when he saw Johnny in the film *A Nightmare on Elm Street*. "Now, almost every time I walk down the street, people confuse me with Depp," says Danny. (By the way, Danny's photo is the one on the right.)

These days Danny works as a professional Johnny Depp lookalike, making appearances at private parties and public events all over the world. He's worked for many famous companies and he's done a lot of work for charity. "It can be a fun job sometimes," says Danny. "The best thing I like about it is that it makes kids happy." He often dresses as characters from Depp's films, such as Captain Jack Sparrow, Willy Wonka or the Mad Hatter, and he's spent over $20,000 on costumes.

"I haven't met Johnny," says Danny, "but he knows about me." And an incredible coincidence is that Danny and Johnny were born on exactly the same day – 9th June 1963!

6 **a** Read the article and check your answer to **5**. What do Danny Lopez and Johnny Depp have in common?

b Read the article again. Answer these questions.

1 When did Danny start acting?
2 When did he realise that he looked like Johnny Depp?
3 Where does Danny make appearances as Johnny Depp?
4 What does Danny think is the best thing about the job?
5 Do Danny and Johnny Depp know each other?

HELP WITH GRAMMAR Present Perfect for life experiences (1): positive and negative

7 **a** Look at these sentences. Then choose the correct verb form in the rules.

Present Perfect	He**'s done** a lot of work for charity.
Past Simple	Danny **started** acting at the age of seven.

- We use the *Present Perfect/Past Simple* for experiences that happened some time before now. We don't know or don't say when they happened.
- We use the *Present Perfect/Past Simple* if we say exactly when something happened.

b Fill in the gaps for the Present Perfect with *'ve*, *haven't*, *'s* or *hasn't*.

POSITIVE

I/you/we/they + _____ (= have) + past participle
he/she/it + _____ (= has) + past participle

NEGATIVE

I/you/we/they + _____ + past participle
he/she/it + _____ + past participle

TIP • We often use *never* with the Present Perfect: *I've never met Johnny Depp.*

c How do we make past participles of regular verbs? Is there a rule for past participles of irregular verbs?

d Check in GRAMMAR 4.1 p135.

8 **a** Look at the article again. Underline all the verbs in the Present Perfect and circle all the verbs in the Past Simple.

b Work in pairs. Compare answers. What are the infinitive forms of the verbs?

9 **a** Write the Past Simple and the past participle of these irregular verbs. Check in the Irregular Verb List, p167.

meet *met met* make spend hear have read
win wear give do see take be go

b CD1 41 PRONUNCIATION Listen and practise.

meet, met, met

10 Read about Suzie Kennedy. Put the verbs in the correct form of the Present Perfect or Past Simple.

www.hirealookalike.com/marilyn



Suzie Kennedy is probably the world's most famous Marilyn Monroe lookalike. She [1] *'s been* (be) on TV all over the world and she [2] _____ (make) adverts for companies such as Citroën and Pepsi. Suzie can act and sing exactly like Marilyn, and in 2009 she [3] _____ (appear) in the play *Marilyn and Lucy* in London's West End. She [4] _____ (also appear) in a number of films as Marilyn. She [5] _____ (star) in the Italian comedy *Me and Marilyn* in 2010 and the film [6] _____ (make) £2 million in its first weekend. Suzie [7] _____ (also work) as a model and she [8] _____ (wear) a lot of Marilyn Monroe's original clothes and film costumes. The real Marilyn Monroe [9] _____ (die) in 1962, but Suzie's life [10] _____ (never be) more exciting than it is now.

Get ready … Get it right!

11 Write three true sentences and three false sentences about your life experiences. Use the Present Perfect.

I've been to the USA twice.
I've met a very famous actor.

12 **a** Work in pairs. Take turns to say your sentences. Guess if your partner's sentences are true or false. Ask follow-up questions about the true sentences.

I've been to the USA twice. — I think that's false.
No, it's true! — Really? When did you last go there?

b Tell the class about one of your partner's true experiences.

4B My music

Vocabulary types of music
Grammar Present Perfect for life experiences (2): *yes/no* questions with *ever*

QUICK REVIEW Present Perfect Write four verbs and their past participles. Work in pairs. Take turns to say a verb. Your partner says the past participle and a sentence in the Present Perfect: **A** *See.* **B** *Seen. I've never seen 'Star Wars'.*

Vocabulary and Speaking Types of music

1 **a** CD1 ▸ 42 Listen and put the types of music in the order you hear them.

jazz classical music blues rock music hip hop
r'n'b *1* pop music rock'n'roll dance music
traditional folk music reggae opera

b Work on your own. Answer these questions.

1 Which types of music do you like? Which don't you like?
2 Who are your favourite bands, singers or composers?
3 What was the last album you bought or downloaded?
4 What was the last gig or concert you went to?

c Work in groups. Compare answers. Do you like the same types of music?

Listening and Speaking

2 **a** Look at photos 1–3. Which is: a jazz concert, a club, a music festival? Which would you like to go to?

b CD1 ▸ 43 Listen to Alan and Lucy talk about their musical experiences. What music do they like?

3 **a** Work in pairs. Fill in the gaps with *Alan* or *Lucy*.

1 _____ has been to lots of music festivals.
2 _____ hasn't seen the Black Eyed Peas live.
3 _____ has never been clubbing.
4 _____ has been to hundreds of jazz concerts.
5 _____ has never heard of Miles Davis.
6 _____ hasn't heard of Fatboy Slim.

b CD1 ▸ 43 Listen again and check.

4 **a** Work in new pairs. Look at the beginning of the conversation. Choose the correct verb forms.

ALAN [1]*Did/Have* you ever [2]*go/been* to a music festival, Lucy?
LUCY Yes, I [3]*did/have*. I [4]*went/'ve been* to lots, actually. The last one I [5]*'ve been/went* to was in Denmark.
ALAN Oh, right. Who [6]*did you see/have you seen* there?
LUCY I [7]*saw/'ve seen* R.E.M. and the Black Eyed Peas. They [8]*were/have been* brilliant!

b CD1 ▸ 43 Listen and check your answers.


1

HELP WITH GRAMMAR Present Perfect for life experiences (2): *yes/no* questions with *ever*

5 **a** Look again at **4a**. Then complete the rules with *Present Perfect* or *Past Simple*.

- We use the _____ to ask about people's experiences. We don't ask when these experiences happened.
- We use the _____ to ask for more information about these experiences.

b Fill in the gaps in the table with *Have*, *Has*, *been*, *seen* or *ever*.

auxiliary	subject	*ever*	past participle	
Have	you		been	to a music festival?
	he	ever		the Black Eyed Peas?
	she		heard	of Miles Davis?
	they	ever		clubbing together?

TIP • *ever* + Present Perfect = any time in your life until now. We often use *ever* in questions.

c Write the positive and negative short answers for the questions in the table.

TIP • We can also say *Yes, once/twice/lots of times*, etc. or *No, never.* as short answers.

d Check in GRAMMAR 4.2 ▸ p135.



2



3

6 CD1 44 PRONUNCIATION Listen and practise. Copy the stress.

been to a music festival →
Have you ever been to a music festival?
Yes, I have. No, I haven't.

7 **a** Fill in the gaps with the Present Perfect or Past Simple of the verb in brackets or the correct auxiliary.

1

ALAN [1] *Have* you ever *met* anyone famous? (meet)
LUCY Yes, I [2] *have* . When I [3]_____ in Mexico on holiday. (be)
ALAN Really? Who [4]_____ you _____ ? (meet)
LUCY Robbie Williams. I [5]_____ so excited! (be) And my friend [6]_____ a photo of us! (take)

2

LUCY [7]_____ your father ever _____ to a rock concert? (go)
ALAN Yes, he [8]_____ . He [9]_____ to a lot of gigs when he [10]_____ younger. (go, be)
LUCY Who [11]_____ he _____ ? (see)
ALAN He [12]_____ Bon Jovi two or three times before they [13]_____ famous. (see, become)

3

ALAN [14]_____ you ever _____ to play an instrument? (learn)
LUCY No, I [15]_____ . What about you?
ALAN I [16]_____ to learn the piano at school. (try)
LUCY [17]_____ you any good? (be)
ALAN No, I [18]_____ no idea what I was doing! (have)

b CD1 45 Listen and check.

HELP WITH LISTENING Linking (2): /w/ sounds

- When a word ends with an /uː/, /əʊ/ or /aʊ/ sound and the next word starts with a vowel sound, we often link them with a /w/ sound.

8 **a** CD1 45 Listen again to conversation 1 in **7a**. Notice the linking /w/ sounds in these phrases.

Have you_/w/_ever … *… Mexico_/w/_on holiday.*
I was so_/w/_excited! *… a photo_/w/_of us!*

b Look at Audio Script CD1 45 p156. Listen again to conversations 1–3 and notice the linking /w/ sounds.

9 Work in pairs. Practise the conversations in **7a**. Copy the linking /w/ sounds.

10 **a** Choose three experiences from A and three from B. Then write six *Have you ever … ?* questions.

A	B
learn to play an instrument	meet anyone famous
go to a jazz or classical concert	miss a flight
have dancing or singing lessons	see a film five times
be in a band or an orchestra	do yoga, judo or pilates
go clubbing all night	stay in a five-star hotel

b Work in pairs. Ask and answer your questions. Ask follow-up questions if possible.

Get ready … Get it right!

11 Work in pairs. Student A p105. Student B p111.

4C VOCABULARY AND SKILLS

TV or not TV?

Vocabulary TV nouns and verbs; *-ed* and *-ing* adjectives
Skills Reading and Listening: a quiz; Reading: an online article

QUICK REVIEW Present Perfect: *yes/no* questions with *ever* Think of four interesting places in the town or city you are in now. Work in pairs. Ask your partner if he or she has ever been to these places. Ask follow-up questions if possible.

Vocabulary and Speaking

TV nouns and verbs

1 **a** Work in pairs. Put these words/phrases into three groups.

1 TV equipment
2 TV programmes
3 TV verbs

cable or satellite TV *1*
the news *2* turn on *3*
a chat show the remote control
turn off a soap opera
a documentary change channels
a reality TV programme
a game show a DVD player
a current affairs programme
record a 3D TV a sitcom
a drama download a cartoon

b Check in VOCABULARY 4.3 p134.

c Close your books. Write all the words/phrases in **1a** you can remember in one minute.

d Work in pairs. Compare lists. Have you got the same words/phrases?

2 Work in groups. Discuss these questions.

1 What TV equipment have you got in your home?
2 Which types of TV programme are popular in your country? Which aren't popular?
3 Which types of TV programme do you like? Which don't you like?
4 What did you watch on TV last night or last weekend?



Reading and Listening

3 **a** Do the quiz. Put a tick (✓) or a cross (✗) in the *you* column.

b Work in pairs. Ask and answer the questions in the quiz. Put a tick or a cross in the *your partner* column. Then look at p114. Are you and your partner telly addicts?

4 CD1 46 Mel and Tim are flatmates. Listen to Tim's answers to the quiz and put a tick or a cross in the *Tim* column. How many ticks did he get?

HELP WITH LISTENING Linking (3): /r/ and /j/ sounds

- When a word ends with an /ə/, /ɜː/, /ɔː/, or /eə/ sound and the next word starts with a vowel sound, we often link them with a /r/ sound.
- When a word ends with an /i/, /iː/ or /aɪ / sound and the next word starts with a vowel sound, we often link them with a /j/ sound.

5 **a** CD1 46 Listen to the beginning of the conversation again and notice the linking sounds.

TIM Is it OK ‿/j/‿ if I turn on the TV for ‿/r/‿ a bit?
MEL I've got a better ‿/r/‿ idea. Let's do this quiz. It's about telly ‿/j/‿ addicts.
TIM Me? I don't watch TV very ‿/j/‿ often.
MEL Yeah, right. OK, let's find out if you're ‿/r/‿ a telly ‿/j/‿ addict.

b Look at Audio Script CD1 46 p156. Listen to the conversation again and notice the linking sounds /r/, /j/ and /w/.

Reading and Speaking

6 **a** Work in pairs. Cover the article. Then guess the answers to these questions.

1 How much TV does a typical American family watch every day?
2 Who watches more TV in the UK, men or women?
3 How many ads do American children see on TV every year?
4 How many TV murders do they see before they're 18?
5 What is TV Turnoff Week, do you think?

b Read the article and answer the questions in **6a**. Were your guesses correct?

www.turnoffyourtv.net

KILL YOUR TV!



Could you live without TV for a week? That's what millions of people do every April and September as part of TV Turnoff Week, which is organised by anti-television groups around the world like NoTV.com and White Dot.

"Sure, TV programmes can be **exciting** or **relaxing**, especially when you're **tired** at the end of the day," says Rudy Matthews from NoTV.com, "but most of the time TV is just **boring**. We want people to turn off the TV for a week and do something more **interesting** instead."

You may be **surprised** by how much television we watch. The average American family watches TV for 6 hours and 47 minutes every day and British men watch about 27 hours a week (British women watch 'only' 24 hours). This means we spend over ten years of our lives watching TV – what a **frightening** thought!

Many parents are **annoyed** at the amount of TV advertising aimed at children and they're **worried** about the effect of television violence. Children in the USA watch 20,000 ads every year, and they see 40,000 murders on TV before they're 18. Teacher Julianne Wells thinks this is a problem. "American kids spend more time watching TV than in school, and I think that's very worrying."

TV Turnoff Week started in the USA in 1994 and it now happens twice a year in countries all over the world. More than 70 million people have turned off their TV for a week – so why don't you do the same?



7 Work in groups. Discuss these questions.

1 Do you think adults in your country watch too much TV? Why?/Why not?
2 Think about children you know. How much TV do they watch? Is it too much, do you think? Who decides what they watch?
3 Would you like to live without TV for a week? Why?/Why not?

HELP WITH VOCABULARY
-ed and *-ing* adjectives

8 **a** Look at the adjectives in bold in the article. Then complete the rules with *-ed* or *-ing*.

- We use _____ adjectives to describe how people feel.
- We use _____ adjectives to describe the thing, situation, place or person that causes the feeling.

b Look again at the adjectives in bold in the article. Write the other *-ed* or *-ing* adjectives.

exciting *excited*

c Check in VOCABULARY 4.4 p135.

9 CD1 47 PRONUNCIATION Listen and practise. Which *-ed* endings are pronounced /ɪd/?

10 **a** Complete the adjectives with *-ed* or *-ing*.

1 Were you surpris*ed* by anything in the article?
2 Which TV programmes do you think are really bor___ ?
3 What's the most frighten___ film you've ever seen?
4 When did you last feel really tir___ ?
5 What's the most excit___ holiday you've ever had?
6 Are you interest___ in sport?
7 Do you have any annoy___ habits?
8 When you were a child, what were you worr___ about?
9 What's the most relax___ way to spend the weekend?

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

c Tell the class two things about your partner.

> Tamer thinks the most relaxing way to spend the weekend is watching DVDs in bed.

4D REAL WORLD



What do you think?

Real World asking for opinions, agreeing and disagreeing

QUICK REVIEW ***-ed* and *-ing* adjectives**
Work in pairs. Student A, write the last time you were: tired, worried, excited, surprised. Student B, write one thing that is: interesting, relaxing, frightening, annoying. Tell your partner about the things on your list. Give more information if possible.

1 Work in groups. Discuss these questions.

1 Are schools free in your country? If not, how much do they cost?
2 How much do students have to pay for university education in your country? Do you think it should be free? Why?/Why not?
3 What are the advantages and disadvantages of a free education system?

2 **a** Before you watch or listen, check these words/phrases with your teacher.

fees can't afford a graduate
a student loan pay something back
be in debt

b Look at the photo. What can you remember about each person?

c VIDEO 4 CD1 48 Watch or listen to the conversation at the dinner table. How many people think that university education should be free for everybody?

3 VIDEO 4 CD1 48 Watch or listen again. Are these sentences true or false?

1 Carol did all the cooking. *F*
2 Amy is definitely going to university next year.
3 Carol and Matt didn't have to pay university fees.
4 Ben and Amy think that most people don't want to be in debt when they leave university.
5 Students in the UK have to start paying back their student loans when they're at university.
6 Ben and Jackie didn't go to university.

REAL WORLD
Asking for opinions, agreeing and disagreeing

4 **a** Look at these phrases. Are they ways of: 1 asking for opinions, 2 agreeing or 3 disagreeing?

a What do you think, (Jackie)? *1*
b I agree (with Amy).
c I'm not sure about that.
d I'm sorry, I don't agree.
e Maybe you're right.
f What about you, (Ben)?
g Do you think (students should pay)?
h No, definitely not.
i Yes, I think so.
j Do you agree (with that)?
k Yes, definitely.
l No, I don't think so.

b Check in REAL WORLD 4.1 p135.



5 Look at Audio and Video Script VIDEO 4 CD1 48 p157. Read the conversation and find all the phrases for asking for opinions, agreeing and disagreeing.

6 CD1 49 PRONUNCIATION Listen and practise the phrases in **4a**. Copy the stress and intonation.

What do you think, Jackie?

7 **a** Look at these sentences. Think of reasons why you agree or disagree with them.

1 School holidays are too long.
2 All children should do some sport at school.
3 Schools for boys only or for girls only are a bad idea.
4 All children should learn to cook at school.
5 Exams are the best way to find out what students know.
6 All children should stay at school until they are 18.

b Work in pairs. Take turns to ask your partner for his/her opinion on the sentences in **7a**. Respond with phrases from **4a**. Continue the conversation if possible.

Do you think school holidays are too long?

Yes, definitely. They should be shorter. What do you think?

I'm not sure about that. I think that …

8 **a** Choose three of these sentences that you would like to discuss. Think why you agree or disagree with them.

- Women are better drivers than men.
- Video games are bad for children.
- Money makes people happy.
- English is an easy language to learn.
- Everyone should only work four days a week.
- People shouldn't get married before they're 30.

b Work in groups. Take turns to ask the group what they think about the sentences you chose. Try to continue each conversation for at least one minute. Give reasons for your opinions.

Do you think women are better drivers than men?

c Tell the class which sentences in **8a** most people in your group agreed or disagreed with.

HELP WITH PRONUNCIATION The final *e*

1 **a** CD1 50 Listen and notice the vowel sounds in these words. Which letter can sometimes change the sound of the letters *a*, *i* and *o*?

1 hat → hate /æ/ /eɪ/ 2 win → wine /ɪ/ /aɪ/ 3 not → note /ɒ/ /əʊ/

b Listen again and practise.

2 **a** Work in pairs. Look at these words. How do we say the letters in bold? Write the words in the table.

~~plan~~ hot bit bite plane bone actor
slim shot date smoke chat realise
stop game write wrote written

a /æ/ *plan*	i /ɪ/	o /ɒ/
a /eɪ/	i /aɪ/	o /əʊ/

b CD1 51 Listen and check. Listen again and practise.

3 **a** CD1 52 Listen and write the words.

b Work in pairs. Compare your spelling. Which words have a final *e*?

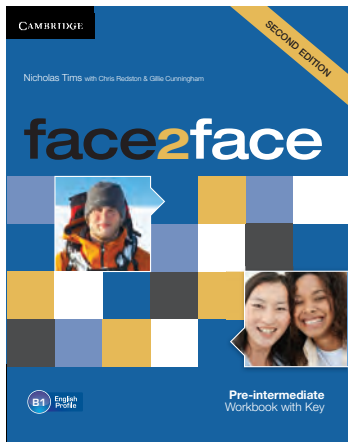
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Vocabulary, Grammar and Real World

- **Extra Practice 4 and Progress Portfolio 4** p118
- **Language Summary 4** p134
- **4A–D** Workbook p20

Reading and Writing

- **Portfolio 4** A great film Workbook p70
  Reading a film review
  Writing describing a film



5A A crowded planet

Vocabulary the environment
Grammar *will* for prediction; *might*

QUICK REVIEW Present Perfect Work in pairs. Ask questions with *Have you ever … ?* and find three things you've done in your life that your partner hasn't done. Ask follow-up questions if possible.

Vocabulary and Speaking The environment

1 Work in pairs. Fill in the gaps in the diagram with these words/phrases about the environment. Check in VOCABULARY 5.1 p136.

~~the environment~~ ~~the world population~~ ~~food pollution~~ rainforests the cost of living oil and gas floods green energy wildlife global warming the planet climate change the Earth



2 **a** Look at these sentences. Tick the ones that you think are true for your country.

1 The cost of living is increasing.
2 There is more pollution than there was 10 years ago.
3 Most people want to protect wildlife and the environment.
4 My country produces most of its own food.
5 There are more floods than there were 10 years ago.
6 Our country produces more green energy than it did 10 years ago.

b Work in groups. Discuss the sentences in **2a**.



Listening and Speaking

3 **a** CD2 1 Listen to an interview with Dr Andrew Scott, an expert on the environment. Tick the things he talks about.

- the world population in 2030
- the world population in 1930
- the number of people over 65
- cities in the future
- food and water
- global warming and climate change
- green energy
- protecting wildlife
- protecting rainforests

b Listen again. Which of these sentences does Dr Scott think are true about the year 2030? Correct the false sentences.

1 The planet will be very crowded.
2 There will be about 8.2 billion people on the planet.
3 China will have a bigger population than India.
4 We might have 10 cities with populations of over 20 million.
5 It won't be easy to produce food for everybody.
6 Green energy will be very important.

c Work in pairs. Do you agree with Dr Scott's predictions? Why?/Why not?



HELP WITH GRAMMAR
will for prediction; *might*

4 **a** Look again at the sentences in **3b**. Then answer the questions.

1 Do we use *will* to predict the future or talk about personal plans?
2 Which verb form comes after *will*?
3 What is the negative form of *will*?
4 Which verb do we use to say *will possibly*?

b Make questions with these words. What are the positive and negative short answers to these questions?

1 use / more people / green energy / Will ?
2 more people / Do you think / green energy / use / will ?

c Check in GRAMMAR 5.1 p137.

5 **a** Look at these other ideas about the year 2030. Write sentences you think are true. Use *will*, *won't* or *might*.

1 water / be more expensive than oil
I (don't) think water will be more expensive than oil.
Water won't/might be more expensive than oil.
2 most people / live in cities
3 all our homes / use green energy
4 most people in the world / speak Chinese
5 children / have all their lessons online
6 people / have computers inside their heads
7 air travel / be too expensive for most people
8 most people / have 3D TVs in their homes

b Work in pairs. Compare sentences. Give reasons for your ideas if possible.

6 Work in new pairs. Student A p105. Student B p111.

HELP WITH LISTENING *'ll* and *won't*

7 **a** CD2 2 Listen to how we say these phrases. Notice the difference.

1	I stay	I'll stay
2	you have	you'll have
3	we go	we'll go
4	they have	they'll have
5	I want	I won't

b CD2 3 Listen to these sentences. Circle the words you hear.

1 *I/(I'll)* stay at home all day.
2 *They/They'll* have their own families.
3 *We/We'll* have two children.
4 *I/I'll* speak English fluently.
5 We *want to/won't* be in England.
6 I *want to/won't* have children.

8 **a** CD2 4 Listen to some people talking about life in the year 2030. Match conversations 1–4 to the things they talk about a–d.

a	work and studies	c	his/her future family
b	living abroad	d	age and appearance

b Listen again. Make notes on what each person says.

c Work in pairs. Compare notes. Do you have the same information?

9 CD2 5 PRONUNCIATION Listen and practise. Copy the contractions (*I'll*, etc.).

I'll /aɪl/ stay at home all day.

Get ready … Get it right!

10 Write five sentences with *will*, *won't* or *might* about you or your family's life in 2030. Use these ideas or your own.

- job
- home
- appearance
- retired
- married or single
- English
- money
- children
- free time

11 **a** Work in groups. Compare sentences. Are any the same?

b Tell the class two of your group's predictions.

5B Never too old

Vocabulary collocations (2)
Grammar *be going to*; plans, hopes and ambitions

QUICK REVIEW *will* for prediction Write five sentences with *will*, *won't* or *might* about your life in three years' time. Work in pairs. Take turns to say your sentences. Whose life do you think will change more?

Vocabulary Collocations (2)

1 **a** Choose the correct verbs in these collocations. Check in VOCABULARY 5.2 p136.

1 *take*/*make* photos
2 *live*/*leave* abroad
3 *make*/*move* house
4 *say*/*write* a blog
5 *get*/*have* a fantastic time
6 *spend*/*give* time doing (something)
7 *learn*/*want* how to do (something)
8 *make*/*do* a course in (something)

b Work in pairs. Test your partner on the collocations.

photos take photos

Reading, Listening and Speaking

2 Work in pairs. Discuss the questions.

1 At what age do people usually retire in your country?
2 What do you think are the good and bad things about being retired?
3 Do you know anyone who is retired? How do they spend their time?

3 **a** Look at photos A–C. Match the people to their plans for when they retire (1–3).

1 We're going to drive across the USA. We're planning to spend about six months travelling and I'm sure we'll have a fantastic time.
2 I'm hoping to retire before I'm 50, but I'm not going to stay in this country. I want to live abroad, somewhere that's hot all year.
3 I'm looking forward to spending more time in the garden. I'm thinking of doing a course in wildlife photography and I'd like to go to Africa next year.

b CD2 6 Listen and check.

A



Derek

B



Heidi

HELP WITH GRAMMAR

be going to; plans, hopes and ambitions

4 **a** Look at these sentences. Then answer questions 1–3.

We're going to drive across the USA.

I'm sure we'll have a fantastic time.

1 Do both sentences talk about the future?
2 Which is a prediction? Which is a plan?
3 Which verb form comes after *be going to*?

b How do we make negatives, questions and short answers with *be going to*?

c Check in GRAMMAR 5.2 p137.

5 **a** Find these phrases in 1–3 in **3a**. Which verb form comes after each phrase: the infinitive with *to* or verb+*ing*?

a We're planning … *infinitive with to*
b I'm hoping …
c I want …
d I'm looking forward to …
e I'm thinking of …
f I'd like …

b Answer these questions.

1 Which phrase in **5a** means 'I'm excited about this and I'm going to enjoy it when it happens'?
2 Which is more certain: *I'm planning …* or *I'm thinking of …* ?
3 Which is less certain: *I'm going to …* or *I'm hoping …* ?

c Check in GRAMMAR 5.3 p137.



6 **a** Complete paragraphs 1–3 with the correct form of the verbs in the boxes. Which people in photos A–C said them, do you think?

~~buy~~	visit	write	drive

1 We're going to [a] *buy* a camper van and [b] _____ from San Francisco to New York. We're hoping [c] _____ some old friends on the way, and Meryl's thinking of [d] _____ a blog about our journey.

get up	learn	spend	buy

2 I'm planning [a] _____ a house by the sea, either in Thailand or Barbados, and I'm looking forward to [b] _____ late every day. I'm hoping [c] _____ every afternoon at the beach and I'd like [d] _____ how to dive.

meet	go	buy	learn

3 I'm going to [a] _____ a new camera and I'm looking forward to [b] _____ how to take photos of animals in the wild. I'm also thinking of [c] _____ on holiday to Uganda. I want [d] _____ a gorilla face-to-face.

b CD2 7 Listen and check.

7 CD2 8 PRONUNCIATION Listen and practise. Copy the stress.

writing a blog →
Meryl's thinking of writing a blog.

HELP WITH LISTENING *going to*

8 **a** CD2 9 Listen and notice the two different ways we say *going to*. Both are correct.

a I'm going to /gəʊɪŋtə/ buy a new camera.
b We're going to /gənə/ buy a camper van.

b CD2 10 Listen to these people's sentences. Do you hear: 1 /gəʊɪŋtə/ or 2 /gənə/?

a We're going to drive across the USA. *2*
b He's going to live abroad.
c I'm going to write a blog.
d They're going to have a great time.
e She's going to retire next year.
f When are you going to retire?

9 **a** Write six sentences about your plans, hopes and ambitions. Use *be going to* and phrases from **5a**.

I'm going to study Chinese next year.
I'm thinking of buying a new laptop.

b Work in groups. Tell each other your sentences from **9a**. Which are the most unusual?

Get ready … Get it right!

10 Make *yes/no* questions with *you*.

1 be / going to / visit friends next month?
Are you going to visit friends next month?
2 would / like / be famous?
Would you like to be famous?
3 be / planning / move house this year?
4 be / looking forward / do / something special?
5 want / live abroad in the future?
6 be / thinking / change / your job or course?
7 be / going to / take any exams this year?
8 would / like / learn how / fly a plane?
9 be / hoping / retire early?
10 be / planning / go on holiday soon?

11 **a** Ask other students your questions. Try to find someone who answers yes to each question. Then ask two follow-up questions.

b Tell the class about two people's plans, hopes or ambitions.

5C VOCABULARY AND SKILLS Conservation works

Vocabulary verbs and prepositions
Skills Reading: a magazine article; Listening: an interview

QUICK REVIEW Plans, hopes and ambitions Write one thing you: are thinking of doing tonight, are looking forward to, are hoping to do next year, are planning to do soon. Work in pairs. Tell your partner your ideas. Ask follow-up questions.

Reading and Speaking

1 Work in groups. Discuss these questions.

1 Have you ever been to a wildlife park or a zoo? If so, what was it like?
2 Where do people go in your country to see wildlife? Which animals can you see there?
3 Have you ever seen animals in the wild? If so, which ones? If not, which animals would you like to see?

2 **a** Before you read, check these words with your teacher.

cut down · a species
extinct · disappear
a national park · DNA

b Read the article. Answer these questions.

1 Where do mountain gorillas live?
2 Why are the gorillas a 'good news story'?
3 Did Kathryn enjoy the first day of her holiday? Why?/Why not?

c Read the article again. Find these numbers in the article. What do they describe?

a 1 km²
b 100
c 350
d 700
e $3 million
f $17 million
g £2,000
h seven
i 22
j 98.4%

d Work in pairs. Compare answers. Which facts do you think are surprising?



Face-to-face with a gorilla

Our wildlife reporter Kathryn Miller travels to Uganda to meet some mountain gorillas – and discovers an environmental success story.

We **hear** stories about the disappearing natural world all the time. 1 km² of rainforest is cut down every three minutes and 100 species of plants, insects and animals become extinct every day. It's all very worrying – but sometimes there's good news too.

One important success is the mountain gorilla, which lives in the rainforests of Central Africa. Twenty years ago there were only 350 gorillas left in the wild and their mountain home was disappearing fast. But thanks to organisations like the World Wide Fund for Nature (WWF), there are now over 700 gorillas in the wild and the rainforests where they live are national parks. One reason why gorillas haven't become extinct is, surprisingly, tourism. Every year tourists **spend** $3 million on visiting national parks in Uganda and Rwanda and another $17 million on food, transport and accommodation. This gives local people a reason to protect the gorillas and their forest homes.

HELP WITH VOCABULARY Verbs and prepositions

3 Verbs and prepositions often go together. Look at the verbs in bold in the article. Then fill in the gaps with the correct prepositions.

1 **hear** (a story) *about* something
2 **spend** money _____ something
3 **fly** _____ a place
4 **pay** an amount of money _____ something
5 **go** _____ a trip _____ a place
6 **look** _____ something you want to find
7 **take** photos _____ somebody or something
8 **spend** time _____ somebody
9 **go back** _____ the place where you started
10 **talk** _____ a topic

VOCABULARY 5.3 p136

4 Work in pairs. Student A p103. Student B p109.

I've always wanted to meet a gorilla, so last month I **flew** to Uganda and **paid** about £2,000 for a seven-day 'gorilla tour'. On the first day we **went** on a trip to the Volcano Bwindi National Park. We walked through the rainforest for two hours and **looked** for gorillas. It was hot, humid and very hard work – and then suddenly I was face-to-face with a gorilla! And not just one – a family of 22 gorillas were watching us from all sides. We **took** photos of them as they ate, climbed trees and played with their young. They weren't frightening – instead, it was incredible how similar they were to us. We **spent** an hour with the gorillas before we **went back** to our forest camp. At dinner that night, we **talked** about the day and everyone said it was one of the most incredible experiences of their lives.

The future for the gorillas isn't certain, but at least they still have a future. We share 98.4% of our DNA with these amazing animals and they are one of our closest living relatives. If we can't protect them, what hope is there for the rest of the natural world?



Listening and Speaking

5 **a** Work in pairs. How much do you know about elephants? Guess the correct words in these sentences.

1 African elephants are *bigger/smaller* than Asian elephants.
2 The ears of an Asian elephant are like a map of *Africa/India*.
3 There are more *African/Asian* elephants than *African/Asian* elephants.
4 Elephants have very *good/bad* memories.

b CD2 11 Listen to the first part of an interview with John Burton from the World Land Trust, a conservation charity. Check your answers to **5a**.

WORLD LAND TRUST™

6 **a** Before you listen to the rest of the interview, check these words/phrases with your teacher.

an area of land a path a village
destroy a corridor solve a problem

b CD2 12 Listen to the whole interview. Are these sentences true or false?

1 The forests where elephants live are getting smaller. *T*
2 Elephants walk along the same paths as their grandparents.
3 They never go into villages on the paths.
4 They sometimes destroy people's homes.
5 There aren't any villages in an 'elephant corridor'.
6 The people in the villages don't want to move.



HELP WITH LISTENING Sentence stress (2)

7 **a** CD2 12 Listen to the beginning of the interview again. Notice the sentence stress.

Today on Wildlife World we're talking to John Burton, the director of the World Land Trust, who's here to talk about elephants in Asia. First of all, John, there's something I'd like to ask you. How can you tell the difference between an African and an Asian elephant?

b Work in pairs. Look again at **7a**. Which of these types of words are stressed (S)?

nouns and names *S* auxiliaries
main verbs articles (*a/an*, *the*)
adjectives question words

c Look at Audio Script CD2 12 p158. Listen to the interview again and follow the sentence stress.

8 **a** Work on your own. Think of five ways you can help the environment and wild animals.

b Work in pairs. Compare ideas. Choose the best five ideas from both lists.

c Work in large groups or with the whole class. Make a final list of five ideas.

5D REAL WORLD



A charity event

Real World offers, suggestions and requests

QUICK REVIEW ***be going to*** Work in pairs. Ask and answer *yes/no* questions with *be going to* about next weekend. Find four things you're both going to do. **A** *Are you going to do some sport next weekend?* **B** *Yes, I am./No, I'm not.*

1 Work in groups. Discuss these questions.

1 What are the biggest charities in your country?
2 Have you (or people you know) ever raised money for a charity? If yes, what did you/they do?
3 What kind of charity is the World Wide Fund for Nature (WWF)? What does it do?

2 **a** VIDEO 5 CD2 13 Look at the photo. Then watch or listen to these people planning a charity event for the WWF. Which of these events are they planning?

a concert a 10 km run a quiz night
a karaoke night a sponsored walk

b Watch or listen again. Tick the things they plan to do.

- organise tickets
- make posters
- get tables and chairs
- put an advert in the local paper
- get food and drink
- have a band
- write quiz questions
- hire a karaoke machine

REAL WORLD
Offers, suggestions and requests

3 **a** Write these headings in the correct places a–d in the table.

making suggestions making requests
making offers responding to offers

a	b
I'll do that, if you like. **Shall I** make some posters? Do you want me to do that? **Can I** give you a hand?	Yes, that'd be great. Yes, (that's a) good idea. Yes, if you don't mind. No, don't worry. Thanks anyway.
c	**d**
Shall we start? **Let's** decide who does what. **Why don't we** ask Jason?	**Could you** give me a hand? **Will you** organise that? **Can you** do that?

b Which verb form comes after the phrases in bold? Which verb form comes after *Do you want me … ?*

c Check in REAL WORLD 5.1 p137.

4 Look at Audio and Video Script VIDEO 5 CD2 13 p158. Read the conversation and find all the offers, suggestions, requests and responses.

5 CD2 14 PRONUNCIATION Listen and practise the sentences in **3a**. Copy the stress and intonation.

I'll do that, if you like.



6 **a** Fill in the gaps with the phrases in the boxes.

~~Shall I~~	don't mind	Do you want me
why don't	good idea	I'll

NATALIA [1] *Shall I* put up some posters in reception?
DAVID Yes, that's a [2] _____ .
NATALIA And [3] _____ we tell the local paper about the event?
DAVID Sure. [4] _____ to do that?
NATALIA Yes, if you [5] _____ .
DAVID OK, [6] _____ call them tomorrow.

~~can you~~	don't worry	that'd be
shall I	Let's	Can I

LIAM Jason, [7] *can you* play at our WWF charity event?
JASON Yes, of course. And [8] _____ invite some friends too?
LIAM Yes, [9] _____ great. Thanks a lot.
JASON [10] _____ give you a hand with anything else?
LIAM No, [11] _____ . Thanks anyway.
JASON Right. [12] _____ choose some songs to play.

b Work in pairs. Compare answers.

c Practise the conversations in **6a** with your partner. Then change roles and practise the conversations again.

7 **a** Work in groups of four. Choose a chairperson. Imagine you are going to organise a charity event. Decide on the charity, the type of event you want to have, and when and where the event will be.

Let's organise a concert.

That's a good idea. Where shall we have it?

b Make a list of things you need to do. Use the ideas in **2b** and your own.

c Discuss who is going to do the things on the list. Use the phrases from **3a**. Make notes on who is going to do each thing.

8 Work with people from different groups or with the whole class. Tell them about the event you have planned. Which event will be the best, do you think?

We're going to organise a concert.

HELP WITH PRONUNCIATION The letter *g*

1 CD2 15 Listen and notice two ways we say the letter *g*. Listen again and practise.

1 /g/ game give good argue grandfather
2 /dʒ/ gym strange energy generally

2 **a** Work in pairs. Match the letter *g* in these words with sounds 1 or 2 in **1**.

gorilla *1*	a**g**ency	**g**reen	bi**g**	intelli**g**ent
an**g**ry	da**ng**erous	de**g**ree	hun**g**ry	
Ar**g**entina	Au**g**ust	E**g**ypt	**g**uitarist	
generous	ora**ng**e	**g**raduate		

b CD2 16 Listen and check. Listen again and practise. How do we usually say the letter *g* before: *e* and *y*? other letters?

3 **a** CD2 17 We usually say the ending *-age* as /ɪdʒ/. Listen and practise these words.

message	luggage	language
village	sausage	manage

b Work in pairs. Take turns to say these sentences.

1 My grandfather's from a village in Egypt.
2 I lost my luggage in Argentina in August.
3 It's an angry message in a strange language.
4 That hungry gorilla likes sausages and oranges.
5 An intelligent graduate manages the agency.

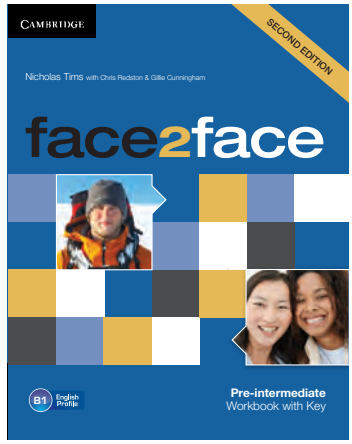
continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 5 and Progress Portfolio 5** p119
- **Language Summary 5** p136
- **5A–D** Workbook p25

Reading and Writing

- **Portfolio 5** Which school? Workbook p72
  Reading language school brochures
  Writing formal and informal writing



6A Teenagers

Vocabulary adjectives (2): character
Grammar making comparisons: comparatives, *a lot, much, a bit, (not) as … as*

QUICK REVIEW Offers, suggestions and requests
Work in groups. You are going to organise a party at your school. Make a list of things to do and decide who does what. Use offers (*I'll … , Shall I … ?*, etc.), suggestions (*Shall we … ?, Let's … ,* etc.) and requests (*Could you … ?, Will you … ?*, etc.).

Vocabulary Adjectives (2): character

1 **a** Work in pairs. Which of these words do you know? Check new words in VOCABULARY 6.1 p138.

aggressive ambitious bright
confident considerate easy-going
helpful honest mature
moody organised patient
polite reliable rude selfish
sensible talented tidy

b Which words in **1a** have: a positive meaning (P)? a negative meaning (N)?

aggressive *N* ambitious *P*

2 **a** Choose four adjectives from **1a** that describe your character and four that don't. Write them on a piece of paper. Don't write them in order.

b Work in pairs. Swap lists. Guess which four adjectives describe your partner.

Speaking and Reading

3 Work in pairs. Discuss these questions.

1 Which is the most difficult to be: a child, a teenager, a middle-aged person, an old person? Why?
2 Which is the most difficult to live with? Why?

4 **a** Look at the headline in the article. Who is 'the enemy', do you think? Read the first paragraph only and find out.

b Read about Polly Cooper's family. Who is easier to live with, Debbie or Milly? Why?

c Read the article again. Tick the true sentences. Correct the false ones.

1 Polly's two daughters are very ~~similar~~ *different*.
2 Debbie is doing badly at school.
3 Debbie knows what job she wants to do.
4 School work is quite difficult for Milly.
5 Milly is seventeen years old.
6 Polly is worried about both of her daughters.

LIVING WITH THE ENEMY

People often say that living with teenagers is worse than living with any other age group. But is this true? We talked to two parents with teenage children to find out.

Polly Cooper

Of course, it can be really difficult living with teenagers; sometimes they're rude and they can be quite aggressive. But it isn't only their age, it's also the type of people they are. My two daughters are very different.

Debbie's a typical moody fourteen-year-old and I think she's **more selfish** than Milly. I have to be much more patient with her. But Debbie's got her good points too. She's a lot tidier than Milly and she's also **more organised**. School work is **easier** for Debbie so her exam results are **better**. She's also very ambitious and wants to be a doctor.

Milly's as confident as Debbie, but she has **bigger** problems with school work and her exam results are usually **worse**. However, Milly's much more considerate than Debbie and she's less moody. Perhaps that's because Milly's two years **older** than her sister so she's a bit more mature.

I worry about Milly because she doesn't know what she wants to do when she leaves school. But I'm more worried about Debbie because she isn't as happy as Milly. I don't think parents ever stop worrying about their kids and I'll certainly miss them both when they leave home.



HELP WITH GRAMMAR
Making comparisons

5 **a** Look at the comparatives in bold in the article. How do we make comparatives of these adjectives?

1 most one-syllable adjectives (*old*, etc.)
2 one-syllable adjectives ending in consonant + vowel + consonant (*big*, etc.)
3 two-syllable adjectives ending in *-y* (*easy*, etc.)
4 two-syllable adjectives (*selfish*, etc.)
5 adjectives with 3 syllables or more (*organised*, etc.)
6 the adjectives *good* and *bad*

TIP • The opposite of *more* is *less*: *Milly's less moody than Debbie*.

b Which word is missing in this sentence?

Debbie's more selfish _____ Milly.

c Which of these words in bold mean: a big difference? a small difference?

a lot tidier
much more considerate
a bit more mature

d Look at these sentences. Then answer questions 1–3.

Milly's as confident as Debbie.
Debbie isn't as happy as Milly.

1 Which sentence means the girls are different?
2 Which sentence means they are the same?
3 Do we use the adjective or its comparative form with ***(not) as … as***?

e Check in GRAMMAR 6.1 p139.

6 CD2 18 PRONUNCIATION Listen and practise. Copy the stress and the weak forms of *than* and *as*.

Debbie's more selfish than /ðən/ Milly.
Milly's as /əz/ confident as /əz/ Debbie.

7 **a** Read about Keith Bradley's family. Complete the article with the adjective or its comparative form.

b Work in pairs. Compare answers.

c Do you think it's easier to live with teenage boys or teenage girls? Why?

Keith Bradley



We've got two boys – Carl is eight and Bobby is sixteen. Bobby's a lot [1] *more sensible* (sensible) than his brother, so I think teenagers are much [2] _____ (easy) to live with than young children. Bobby's [3] _____ (helpful) and he isn't as [4] _____ (selfish) as Carl. Carl is definitely less [5] _____ (patient) than his brother and he isn't as [6] _____ (polite), but I think that's just because he's [7] _____ (young). Bobby's as [8] _____ (easy-going) as Carl and he's [9] _____ (confident) than his brother. But Carl's a bit [10] _____ (bright) than Bobby and his school reports are always much [11] _____ (good). Perhaps Bobby's reports aren't as [12] _____ (good) as Carl's because these days he's [13] _____ (interested) in girls than his school work!

8 **a** Write six sentences to compare yourself and a friend or member of your family. Use *a lot*, *much*, *a bit*, *(not) as … as* and adjectives from **1a**.

Nina's a bit taller than me. *I'm not as organised as she is.*

b Work in pairs. Tell your partner about you and your friend or member of your family. Give more information if possible.

Get ready … Get it right!

9 Think about how you can compare your life now to when you were a teenager. (If you are a teenager, think about your life now and your life five years ago.) Make notes on how your personality, appearance and day-to-day life have changed.

now – much more confident, life not as stressful …
teenager – a bit thinner, less considerate …

10 **a** Work in groups. Tell the other students about the differences between now and then. Give reasons if possible.

I'm much more confident now than when I was a teenager.

My life isn't as stressful as it was then.

I was a bit thinner when I was a teenager.

b Tell the class two things about other people in your group.

6B Roles people play

Vocabulary relationships (2)
Grammar superlatives

QUICK REVIEW Adjectives (2): character Write six character adjectives. Then think of one person you know for each adjective. Work in pairs. Tell your partner about the people.



Vocabulary and Speaking Relationships (2)

1 **a** Work in pairs. Put these words into two groups: 1 family relationships, 2 other relationships. Check new words in VOCABULARY 6.2 p138.

uncle *1* aunt boss niece nephew flatmate cousin close friend ex-girlfriend neighbour stepfather grandmother twin brother colleague relative great-grandfather employer employee sister-in-law

b How many other words can you make with *ex-*, *step*, *grand*, *great-*, and *-in-law*?

2 **a** Make a list of all the roles you play in life.

I'm a stepfather, a brother, a neighbour …

b Work in pairs. Discuss these questions.

1 Which of your roles do you like? Which don't you like?
2 How many of the same roles do you have?

I really like being a stepfather.

I like being a mother, but I don't like being a boss.

Listening and Speaking

3 **a** Work in pairs. Take turns to describe a person in the picture. Don't say his/her name. Your partner says who it is.

> This person is wearing a long white dress. She looks very happy.

b Work in the same pairs. Guess the names of these people.

1 Jake's twin brother *Dom*
2 Jake's great-uncle
3 Jake's best friend
4 Jake's aunt
5 Eric's wife
6 Jake's colleague

4 **a** CD2 19 Listen to Dom and Charlie talking at the wedding. Check your answers to **3b**.

b Listen again and fill in the gaps.

Diana's best [1] *friend* is Naomi. She's the happiest person Dom knows. Her [2] _____, Eric, is the most boring man Dom's ever [3] _____ and Charlie thinks he's got the worst [4] _____ ever. Dom's richest relative is his [5] _____, Harriet. She's also got the biggest [6] _____. The owner of the most popular [7] _____ in town is Rupert. Patrick is Dom's least favourite [8] _____. He's [9] _____ next birthday and his [10] _____ is only 76!

HELP WITH GRAMMAR Superlatives

5 **a** Look at **4b** again. How do we make superlatives of these adjectives?

1 one-syllable adjectives (*rich*, etc.)
2 one-syllable adjectives ending in consonant + vowel + consonant (*big*, etc.)
3 two-syllable adjectives ending in *-y* (*happy*, etc.)
4 two-syllable adjectives (*boring*, etc.)
5 adjectives with 3 syllables or more (*popular*, etc.)
6 the adjectives *good* and *bad*

TIP • The opposite of *most* is *least*: *He's my least favourite relative.*

b Which word is missing in this sentence?

She's _____ happiest person I know.

c Look at these sentences. Why don't we use *the* before the superlatives?

He's Jake's best friend. *She's our richest relative.*

d Check in GRAMMAR 6.2 p139.

6 CD2 20 PRONUNCIATION Listen and practise. Copy the stress.

She's the happiest person I know.

7 **a** Write the comparative and superlative forms of these adjectives.

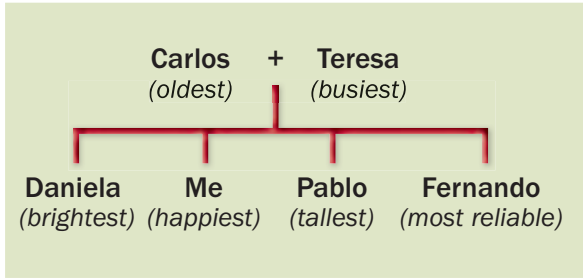
1 intelligent
2 busy
3 fat
4 popular
5 good
6 helpful
7 bad
8 selfish
9 tall
10 thin
11 lazy
12 far

b Work in pairs. Check your partner's answers and spelling.

8 Fill in the gaps in Dom's sentences with the superlative form of the adjective in brackets. Use *the* if necessary.

1 Diana's one of _____ (young) company directors in the UK.
2 Her parents are _____ (happy) married couple I know.
3 Diana's _____ (organised) person I've ever met.
4 She's also my boss's _____ (good) friend.
5 Jake is _____ (helpful) person in the world.
6 He's also the world's _____ (bad) driver.
7 This is _____ (important) day of his life.
8 And he's wearing my _____ (expensive) shirt!

Get ready … Get it right!



9 Draw your family tree. Then write one or two superlatives to describe each person on your family tree.

10 **a** Work in pairs. Take turns to tell your partner about your family tree. Use the superlatives and your own ideas to describe each person. Ask questions to find out more information about your partner's family tree.

b Tell the class which person or people in your partner's family you would like to meet.

6C VOCABULARY AND SKILLS

Family Business

Vocabulary adjectives and prefixes (*un-*, *in-*, *im-*, *dis-*)
Skills Reading: an article; Listening: a radio drama

QUICK REVIEW Superlatives Work in groups. Swap information about your lives and make at least six sentences about the group using superlatives. Tell the class three of your sentences: ***Petra's got the biggest family.***

Speaking and Reading

1 Work in groups. Discuss these questions.

1 Do you watch or listen to soap operas on TV, the internet or the radio? If yes, which ones?
2 Which soap operas are popular in your country? Why are they popular, do you think?
3 What are typical stories in soap operas?

2 Read the first paragraph of the article only. Then complete these sentences.

1 *Family Business* is a …
2 The Blake family own a restaurant called …
3 There's also another restaurant called …
4 The family's main problems are …

3 **a** Read the rest of the article. Then answer these questions.

1 Is The Full Moon restaurant successful?
2 Do Lydia and Clive have a good relationship?
3 How many children have they got?
4 Has Trudy got a job at the moment?
5 Which of their children is a criminal?
6 When did Nick leave home?
7 Who are Elizabeth's parents?
8 Where is The Angel restaurant?

b Work in pairs. Draw a family tree of the Blake family.

Soap update: *Family Business*

In the popular radio drama *Family Business*, things aren't looking good for the Blake family. They own The Full Moon restaurant, but a new restaurant called The Angel is taking all their customers. The Full Moon also has serious money problems and relationships between the family members are getting worse every week. For new listeners here's our guide to the main characters in radio's most popular drama.



Lydia Blake and her husband Clive own The Full Moon restaurant. Lydia is bright and extremely organised, and she's very worried about the restaurant. She wants to borrow some money from the bank – if she can't, The Full Moon might have to close.



Clive Blake is the chef at The Full Moon – but being married to Lydia isn't easy. He thinks she's impatient and inconsiderate and would like to ask her for a divorce. But if he does, what will happen to the restaurant he loves?



Darren is the oldest of Lydia and Clive's three children (their other son, Nick, left home a year ago). Darren works as a waiter in his parents' restaurant – when he's not stealing cars or staying out all night. The most dishonest and unreliable member of the family, he's the one we love to hate!



Trudy is Lydia and Clive's youngest child. Nineteen-year-old Trudy is unemployed and she can't keep a job for more than two weeks. Is this because she's immature, moody and unhelpful, perhaps?



Kathy is Darren's lovely wife and the mother of three-month-old Elizabeth. Kathy is quiet, easy-going and unselfish – but does she have a secret past?



Eve King is the owner of The Angel restaurant, which opened in the same street as The Full Moon last month. Eve is attractive, ambitious – and single!

HELP WITH VOCABULARY
Adjectives and prefixes (*un-*, *in-*, *im-*, *dis-*)

4 **a** Find the opposites of these adjectives in the article. Write them in the table.

patient considerate honest reliable
employed mature helpful selfish

un-	
in-	
im-	*impatient*
dis-	

b Do you know the opposites of these adjectives? Write them in the table.

happy intelligent polite ambitious
friendly possible attractive correct
sure organised healthy

c Check in VOCABULARY 6.3 p138.

5 **a** CD2 21 PRONUNCIATION Listen and practise. Notice that prefixes (*un-*, *in-*, etc.) aren't usually stressed.

reliable, unreliable

b Work in pairs. Take turns to say adjectives from **4a** and **4b**. Your partner says the opposite adjective.

patient — impatient

Listening and Speaking

6 **a** CD2 22 Listen to the beginning of this week's episode of *Family Business*. Answer these questions.

1 Where are the people?
2 Which characters are talking?
3 What do they talk about?

b Listen again. Tick the true sentences. Correct the false ones.

1 Lydia borrowed some money from the bank this afternoon.
2 The bank wants to close the restaurant.
3 The Full Moon has only got eight customers.
4 The Angel restaurant is full.
5 Trudy has got a new job.
6 She's going to work in a bank.
7 Lydia is very angry with Eve King.

7 Work in pairs. Cover the article on p50. What do you remember about these people and places?

a Lydia and Clive
b Darren and Kathy
c Trudy
d Eve King
e The Full Moon restaurant
f The Angel restaurant

8 CD2 23 Listen to the end of the episode. Answer these questions.

1 Why is Kathy worried?
2 Does Darren stay at home with his family?
3 How much money did the restaurant make?
4 Where did Lydia go?
5 Who's the last person to arrive at the restaurant?
6 Why did he come back?
7 What happens at the end of the episode?

HELP WITH LISTENING Missing words

- In informal spoken English we sometimes miss out words if the meaning is clear.

9 **a** CD2 24 Listen to these sentences. Notice the missing words.

YOU EXPECT TO HEAR	YOU SOMETIMES HEAR
I'm having a break.	Having a break.
Are you going out?	You going out?
Have you seen my cigarettes?	Seen my cigarettes?

b Look at Audio Script CD2 23 p159. Listen again and notice the missing words. What types of words do we sometimes miss out?

10 **a** Work in groups of four. What do you think will happen in the next episode of *Family Business*? Use these ideas or your own. Include at least four characters.

- have an argument
- leave home
- fall in love with someone
- break up with someone
- go to hospital
- be arrested
- change his/her job
- lose his/her job
- borrow money
- steal money
- close the restaurant
- open a new restaurant

I (don't) think Lydia will be arrested.

I think Kathy might break up with Darren.

b Tell the class your ideas. Which ideas are the best, do you think?

6D REAL WORLD Call me back



Real World taking phone messages; leaving phone messages

QUICK REVIEW Adjectives and prefixes Work in pairs. How can you describe these characters from the radio drama *Family Business*: Lydia, Clive, Trudy, Darren, Kathy, Elizabeth, Eve King and Nick? What happened in the episode you listened to?

1 Work in pairs. Discuss these questions.

1 How often do you use your mobile or landline every day?
2 Which three people do you call or text the most?
3 Do you ever need to speak English on the phone? If so, who do you have to speak to?
4 How often do you check your phone messages? Do you always phone people back? Why?/Why not?

REAL WORLD Taking phone messages

2 **a** Fill in the gaps with these words.

called meeting afraid
line leave message

1 I'm _____ he isn't here this afternoon.
2 Can I take a _____ ?
3 Shall I tell him you _____ ?
4 Hold the _____ , please. I'll put you through.
5 I'm sorry, he's in a _____ .
6 Would you like to _____ a message?

b CD2 25 Listen and check.

REAL WORLD 6.1 p139

3 CD2 25 PRONUNCIATION Listen again and practise. Copy the stress and polite intonation.

I'm afraid he isn't here this afternoon.

4 **a** VIDEO 6.1 CD2 26 Look at the photos. David wants to talk to his friend Matt. Watch or listen to three conversations. Are these sentences true or false?

1 Matt's in a meeting at the recording studio.
2 Carol thinks Matt is at work.
3 David is at home when Matt calls him back.

b Listen again and answer these questions.

1 Does David call Matt's mobile?
2 Why is Carol at home today?
3 Why does David want to talk to Matt?
4 Where is David going to be this evening?
5 Is David going to call Matt again later?



David Baxter



Matt Robertson

REAL WORLD Leaving phone messages

5 Match these headings to the sentences from the phone conversations.

saying where people can contact you
leaving a message
asking to speak to someone

a _____
Can I speak to (Matt Robertson), please?
Is (Matt) there, please?
Could I speak to (David Baxter), please?

b _____
Could you ask him/her to phone me tomorrow?
Can you ask him/her to call me back?
Just tell him/her (Matt Robertson) called.

c _____
He/She can ring me at the office.
He/She can get me on my mobile.
He/She can call me at home this evening.

TIP • When we tell people who we are on the phone, we say: *It's David.* not ~~*I'm David*~~.

REAL WORLD 6.2 p139

6 CD2 27 PRONUNCIATION Listen and practise the sentences in **5**. Copy the stress and polite intonation.

Can I speak to Matt Robertson, please?

7 VIDEO 6.2 CD2 28 Watch or listen to David and Matt's conversation. Answer these questions.

1 Where is Matt now?
2 What was Matt doing when David first tried to call him?
3 How long is the journey to the golf course?
4 What time are they leaving on Saturday?
5 How are they getting to the golf course?

8 **a** It's Friday evening. David is phoning Matt at home. Choose the correct words.

DAVID Hi Carol, [1]*I'm/it's* David. Is Matt [2]*here/there*, please?
CAROL No, [3]*I/I'm* sorry, he's at the gym. Have you tried his mobile?
D Yes, I have. But he didn't answer.
C Well, [4]*shall/will* I tell him you [5]*call/called*?
D Yes, please. And [6]*can/shall* you ask him to call me [7]*back/home* this evening?
C Of course.
D He can [8]*get/gets* me [9]*by/on* my mobile or he can [10]*rings/call* me at home.
C OK. I'll tell him. Bye, David.

b Work in pairs. Compare answers.

c Practise the conversation with your partner.

9 **a** Work in new pairs. Write a conversation for one of these situations. Use sentences from **2a** and **5**.

Carol is phoning her sister, Amy. Her flatmate, Kim, answers the phone. Amy isn't in at the moment. Kim offers to take a message. Carol leaves a message and says where and how Amy can contact her.

Ben is phoning a client, Mr Lee. Mr Lee's receptionist, Hazel, answers the phone. Mr Lee is in a meeting. Hazel offers to take a message. Ben leaves a message and says what time he is leaving the recording studio and how Mr Lee can contact him after that.

b Practise the conversation in pairs until you can remember it.

c Work with another pair. Role-play your conversations.

HELP WITH PRONUNCIATION The letter *u*

1 CD2 29 Listen and notice two ways we say the letter *u*. Listen again and practise.

1 /ʌ/ uncle study unlucky until
2 /juː/ music university student excuse

2 **a** Work in pairs. Match the letter *u* in these words with sounds 1 or 2 in **1**.

cut *1*	uniform	husband	discuss
computer	unemployed	funny	
opportunity	unselfish	costume	
drums	produce	argue	musician

b CD2 30 Listen and check. Listen again and practise.

3 **a** Work in pairs. Look at these words. Which letter *u* in bold is pronounced differently?

1 funny until student
2 unlucky costume uncle
3 drums music uniform
4 lunch usually umbrella
5 argued hungry running
6 tube husband musical
7 museum useful under
8 summer butter USA

b CD2 31 Listen and check. Listen again and practise.

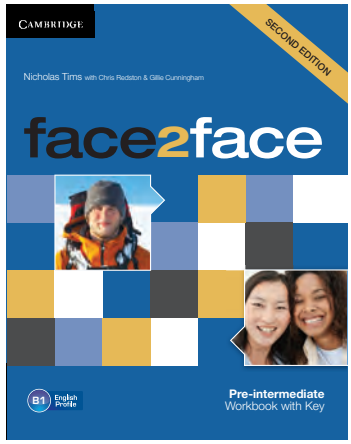
continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 6 and Progress Portfolio 6** p120
- **Language Summary 6** p138
- **6A–D** Workbook p30

Reading and Writing

- **Portfolio 6** Writing notes Workbook p74
  Reading notes and messages
  Writing messages: notes; common abbreviations



7A 50 places to go

Vocabulary travel
Grammar Present Continuous for future arrangements

QUICK REVIEW Comparatives and superlatives
Think of three places you have been to. Work in pairs. Take turns to compare these places. *I've been to London, Venice and Cairo. London's a lot colder than Cairo. Venice is the most beautiful place I've been to.* Ask follow-up questions.

Vocabulary and Speaking Travel

1 **a** Look at these travel words. What is the difference in meaning? Check in VOCABULARY 7.1 p140.

travel a journey a trip a tour

b Choose the correct words.

1 How long is your *travel/journey* to school?
2 Have you ever been on a business *trip/journey* abroad?
3 Did you *trip/travel* a lot last year?
4 Have you ever been on a bus *trip/tour* of a famous city?
5 What's the longest *journey/travel* you've ever been on?
6 Have you ever been on a package *travel/tour*?

c Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

Reading and Speaking

2 Read the travel blog and answer these questions.

1 What was the BBC programme about?
2 What did the blogger decide to do?
3 How many places has the blogger been to?
4 Did the blogger like all the places he's been to?

www.gomanblog.co.uk

50 PLACES TO GO BEFORE YOU DIE

… by goman

After watching the BBC programme about the best 50 places in the world to visit, I decided to visit all of them! So far I've been to fifteen of the 50 places and I've loved every one of them, particularly the top five – they were amazing. Here's my blog about the trips I've made. Add your comments here to tell me about your experiences.

3 **a** Work in groups. Which of these places are in photos A–C? Which place would you most like to go to? Why?

- Disney World, Florida, USA
- The South Island, New Zealand
- The Grand Canyon, USA
- The Great Barrier Reef, Australia
- Cape Town, South Africa

b The places in **3a** were the top five holiday destinations that people chose for the TV programme *50 places to go before you die*. Guess which order they were in.

c Check your answers on p114. Then follow the instructions.

A



B



Listening and Speaking

4 **a** CD2 33 Josh and Esmay are colleagues. Listen to their conversation. Where is each person going for his/her next holiday?

b Listen again. Tick the true sentences. Correct the false ones.

1 Esmay and Ronnie are leaving on Saturday.
2 They're getting the six o'clock train to the airport.
3 They're staying with Ronnie's friends for two weeks.
4 They're going on a cycling tour for three days.
5 They're going to some places in a tour bus.
6 Josh is having a skiing holiday this winter.

HELP WITH GRAMMAR
Present Continuous for future arrangements

5 **a** Look at sentences 1–3 in **4b**. Then answer questions a–d.

a Do these sentences talk about the past, present or future?
b Do they talk about possible or definite arrangements?
c Does Esmay know exactly when these things are happening?
d Has she booked the flight and the cycling holiday?

b How do you make positive sentences, negatives and questions in the Present Continuous?

c Check in GRAMMAR 7.1 p141.

6 CD2 34 PRONUNCIATION Listen and practise. Copy the stress.

We're leaving on Saturday.

How long are you going for?





DAY 1 **Monday 11th February**

Christchurch to Hanmer Springs

MORNING
- Meet at the Plaza Hotel
- Cycle along the coast

LUNCH
- Have a picnic lunch on the Canterbury Plains

AFTERNOON
- Go to the hot pools in Hanmer Springs
- Visit the National Park

NIGHT
- Camp overnight by the river

7 **a** Read about Day 1 of Esmay and Ronnie's cycling tour. Write sentences about their first day.

On Monday they're travelling from Christchurch to Hanmer Springs.

b Work in pairs. Student A p104. Student B p110.

Get ready … Get it right!

8 Look at these possible plans. Make *yes/no* questions with *you*.

1 / have / a holiday next month?
Are you having a holiday next month?
2 / meet / some friends after class?
3 / do / something interesting next week?
4 / go out / with friends tomorrow evening?
5 / take / an exam next month?
6 / have / dinner at home this evening?
7 / travel / abroad in the next two months?
8 / go to / another town or city next weekend?

9 **a** Ask other students your questions. Try to find someone who answers yes to each question. Ask follow-up questions if possible.

Are you having a holiday next month?

Yes, I'm going to Bodrum.

Where are you staying?

b Tell the class two things you found out about other students.

7B What are you taking?

Vocabulary things we take on holiday; quantity phrases
Grammar quantifiers; possessive pronouns

QUICK REVIEW Present Continuous for future arrangements Write five things you are doing next week: *On Saturday I'm going to a party.* Work in pairs. Tell your partner about your arrangements. Ask follow-up questions. Are you doing any of the same things?

Speaking and Vocabulary
Things we take on holiday

1 Work in pairs. Discuss these questions.

1 When is the best time to go on holiday in your country? Why?
2 How many bags or suitcases do you usually take on holiday?
3 How long does it take you to pack?
4 Do you ever forget to take things you need? If so, what?

2 **a** Esmay and Ronnie are packing to go to New Zealand. Find these things in the picture. Check new words in VOCABULARY 7.2 p140.

a towel *11* sun cream shorts soap sandals
chewing gum shaving gel a swimming costume
swimming trunks a sun hat toothpaste a toothbrush
walking boots perfume a T-shirt a razor sunglasses
insect repellent shampoo tea make-up

b Look at the picture again. What other things are they taking on holiday?

3 **a** Work in pairs. Which words in **2** are: countable (C)? uncountable (U)? plural (P)?

a towel *C* sun cream *U* shorts *P*

b Which of the plural words are: usually plural? always plural?

shorts – always plural
sandals – usually plural



4 **a** Look again at the picture. Choose the correct words.

1 There are **lots of** *books/T-shirts*.
2 There are **a few** *books/T-shirts*.
3 There are**n't many** *books/T-shirts*.
4 There's **a lot of** *toothpaste/make-up*.
5 There's **a bit of** *toothpaste/make-up*.
6 There is**n't much** *toothpaste/make-up*.

b Look at the phrases in bold in **4a**. Which mean a large quantity? Which mean a small quantity?

HELP WITH GRAMMAR
Quantifiers

5 **a** Look at sentences 1–6. Then complete the rules with *some* or *any*.

1 There's **some** tea.
2 There are **some** towels.
3 Is there **any** sun cream?
4 Are there **any** T-shirts?
5 There isn't **any** coffee.
6 There aren't **any** jackets.

- We usually use _____ in positive sentences.
- We usually use _____ in questions.
- We usually use _____ in negative sentences.

b Look again at the sentences in **4a** and **5a**. Do we use these quantifiers with countable nouns (C), uncountable nouns (U) or both (B)?

1 lots of/a lot of *B*
2 a few
3 not many
4 not much
5 a bit of
6 some
7 any

c Check in GRAMMAR 7.2 p141.

6 CD2 35 PRONUNCIATION Listen and practise the sentences from **4a** and **5a**. Copy the stress and linking.

There are lots of T-shirts.

7 **a** Match quantity phrases 1–6 with a–f. Then check in VOCABULARY 7.3 p140.

1 a piece of	a tea
2 a bottle of	b perfume
3 a packet of	c chewing gum
4 a tube of	d shorts
5 a bar of	e toothpaste
6 a pair of	f soap

b CD2 36 PRONUNCIATION Listen and practise the phrases in **7a**. Copy the stress and linking.

a piece of chewing gum

8 **a** Make a list of ten things you always take on holiday. Use language from **2**, **5b**, **7a** and your own ideas.

a few T-shirts *two pairs of shorts* *some sun cream*

b Work in pairs. Compare lists. How many are the same?

Listening and Speaking

9 **a** CD2 37 Listen to Esmay and Ronnie. Tick the words in **2a** they talk about.

b Look at Audio Script CD2 37 p160. Listen again and underline all the quantifiers (*a lot of*, *some*, etc.).

HELP WITH GRAMMAR
Possessive pronouns

10 **a** Look at these sentences. Notice the possessive pronouns in bold.

ESMAY Have you got any room in your suitcase?
RONNIE Why?
ESMAY There are a few things I can't get in **mine**. (= my suitcase) Can I put them in **yours**? (= your suitcase)

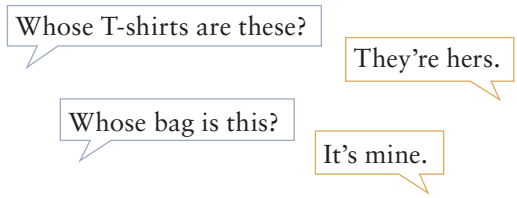
b What are the possessive pronouns for *I*, *you*, *he*, *she*, *we*, *they*?

c Check in GRAMMAR 7.3 p141.

11 **a** Choose the correct words.

1 A Are these *your/yours* sunglasses?
B No, those are *my/mine*.
2 A Is that *her/hers* towel?
B Yes, that one's *her/hers*.
3 A Is that *their/theirs* camera?
B No, it's *our/ours*.
4 A Excuse me. Are these books *your/yours*?
B This one's *my/mine*, but that one's *him/his*.

b Work in pairs. Ask and answer questions about the things in the picture and in the classroom.



Get ready … Get it right!

12 Work in two groups. Group A p107. Group B p113.

Wish you were here

Vocabulary phrases with *go*
Skills Reading and Listening: a travel magazine article

QUICK REVIEW Quantity phrases Work in pairs. Tell your partner what you usually have in your: fridge, kitchen cupboards, bag, wallet. *In my fridge there's usually some cheese, a few eggs and a lot of milk*. Do you usually have similar things?

Reading and Listening

1 Work in groups. Discuss these questions.

1 When was the last time you stayed in a hotel?
2 Where was the hotel? Why were you there?
3 Did you enjoy staying at this hotel? Why?/ Why not?

2 **a** Work in pairs. Try to put these words/ phrases into three groups: activities (A), the natural world (N) and buildings/rooms (B). Then check your answers with your teacher.

a botanic garden *N* rafting a volcano
a hostel a waterfall a hot spring
a prison cell snowboarding
a massage a castle a sauna

b Read the first paragraph of the article and look at the photos. Do you think the words/ phrases in **2a** are in the text about Hostel Celica, the Magic Mountain hotel, or both?

3 Work in two groups. Group A, read about Hostel Celica. Group B, read about the Magic Mountain hotel. Find the answers to these questions.

1 What is unusual about the hostel/hotel?
2 What can you do near the hostel/hotel?
3 How many rooms are there?
4 How much does it cost per night?
5 When is a good time to go there?

4 **a** Work with a student from the other group. Ask and answer the questions in **3**.

b CD2 38 Read and listen to the texts. Check your partner's answers.

5 Work in the same pairs. Discuss these questions.

1 What was the most interesting thing about your partner's hostel/hotel?
2 What's the best thing to do near your partner's hostel/hotel?
3 Which place is better for a holiday, do you think? Why?

The world's most unusual hotels

In our search to find the world's most unusual hotels, we sent Sophie Nichols to spend a night in Hostel Celica in Slovenia, while Craig Evans visited the Magic Mountain hotel in Chile. Here are our travel writers' reports.

Hostel Celica



When I heard my next job was to stay in a prison, I was a bit worried! But in fact Hostel Celica, in Ljubljana, Slovenia, isn't a prison any more – now it's a very popular place to stay. It has a good restaurant and a friendly bar and it often has art exhibitions. All the rooms are basic but comfortable and each one was designed by a different artist. It felt strange sleeping in a prison cell, but I could understand why everyone loves this unusual place and I can personally recommend cell 107!

There are lots of things to do in and around the wonderful city of Ljubljana. You can go to the old castle and listen to a concert. You can go on a boat trip on the river and visit the botanic gardens. Or why not just go sightseeing – this city is full of beautiful buildings and bridges. And those looking for adventure can go on a day trip to Bled, a small town in the mountains, and go rafting down the Sava river. Or if you want to stay in Ljubljana, then go to the Atlantis Water Park and go swimming in one of its sixteen pools. I went there for a swim, a sauna and a massage. That seemed the best thing to do after a night in prison!

Hostel Celica has twenty rooms and they cost around €30 a night. May to September are the warmest months, but in winter there's excellent skiing just one hour from Ljubljana.



The Magic Mountain hotel

Magic Mountain is an incredible hotel in the Huilo Huilo nature reserve in Chile. It's a long way from anywhere and the journey there isn't easy, but after you arrive you can go for a sauna and just relax. The hotel itself is certainly one of the most beautiful and unusual places I've ever seen – it looks like a volcano sitting under a waterfall!

There are lots of things to do in Huilo Huilo and I was never bored in the three days I was there. On the first day I went for a walk in the forest. I went with an excellent guide so I learned all about the trees, plants, animals and birds in the reserve. Then I went on a trip to Lake Pirihueico, where you can go fishing, swimming and sailing. But if you want a more exciting adventure, go to the Chosuenco volcano for excellent skiing and snowboarding. Then you can relax in the hot springs nearby. And definitely don't leave without visiting the magnificent Huilo Huilo waterfall.



The Magic Mountain hotel has thirteen rooms and a double room costs about $180 a night. If you want to go skiing, the best snow is in July and August. For other outdoor activities the best times are September to November and March to April.



HELP WITH LISTENING
Weak forms: review

- Remember: in sentences we say many small words with a schwa /ə/ sound.

6 **a** CD2 ▸ 39 Listen to the strong and weak forms of these words.

	strong	weak		strong	weak
of	/ɒv/	/əv/	can	/kæn/	/kən/
from	/frɒm/	/frəm/	for	/fɔː/	/fə/
are	/aː/	/ə/	to	/tuː/	/tə/
and	/ænd/	/ən/	was	/wɒz/	/wəz/

b CD2 ▸ 38 Read and listen to the text about Hostel Celica again. Notice the weak forms in pink of the words in **6a**.

HELP WITH VOCABULARY Phrases with *go*

7 **a** Look at the words/phrases in blue in the text about the Magic Mountain hotel. Then complete the rules with *for*, *with*, *to*, *on* or – (no preposition).

- We use *go* _____ + activity (verb+*ing*).
- We use *go* _____ + place.
- We use *go* _____ + person.
- We use *go* _____ + activity (noun).
- We use *go* _____ + travel words (*a trip*, *holiday*, etc.).

b Check in VOCABULARY 7.4 ▸ p140.

8 **a** Read about the hostel and the hotel again and find all the other phrases with *go* or *went*.

b Do we use these words/phrases with *go*, *go to*, *go with*, *go for* or *go on*?

~~the mountains~~ ~~my family~~ a business trip
sightseeing an exhibition holiday some friends
a drink a journey the beach a run camping
a walk my father-in-law snowboarding

go to the mountains *go with my family*

9 **a** Fill in the gaps with the correct form of *go* and a preposition if necessary.

1 Have you ever *been* to an exhibition?
2 When was the last time you _____ camping?
3 Do you ever _____ a drink after work or class?
4 Do you like _____ sightseeing tours?
5 Have you ever _____ snowboarding?
6 What was the last long journey you _____ ?
7 Did you _____ holiday last year? If so, who did you _____ ?
8 When was the last time you _____ the beach?
9 Do you ever _____ long walks at the weekends?
10 Have you ever _____ rafting?

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

c Tell the class two interesting things about your partner.

7D REAL WORLD It doesn't work



Real World complaints and requests

QUICK REVIEW Phrases with *go* Write eight free time activities with *go*: four that you often do and four that you never do. Don't write them in order. Work in pairs. Swap papers and guess which four activities your partner never does.

1 Work in pairs. Discuss these questions.

1 What do people complain about in hotels and restaurants? Think of three things for each place.
2 Have you ever complained about a hotel room, food in a restaurant or something you bought? If so, tell your partner what happened.

2 **a** Look at these complaints. Cross out the incorrect words/phrases.

1 The *window/~~room~~/chair* is broken.
2 The *food/TV/shower* isn't hot enough.
3 The *room/chair/lift* is too noisy.
4 My *breakfast/newspaper/bed* hasn't arrived.
5 The *air conditioning/window/remote control* doesn't work.
6 There's something wrong with the *shower/light/room number*.

b Work in pairs. Think of one more word/phrase you can use in sentences 1–6 in **2a**.

3 **a** VIDEO 7 CD2 40 Look at the photo. Then watch or listen to three guests making complaints to the receptionist. What problems do they have?

b Watch or listen again. What are the receptionist's solutions to each guest's problems?

REAL WORLD Complaints and requests

4 **a** Look at these sentences. Are they complaints (C) or requests (R)?

1 **I'm sorry, but** I've got a bit of a problem. *C*
2 **I wonder if you could** ask someone to fix it.
3 **I wonder if I could** have some more towels, please.
4 **I'm afraid** I've got a complaint.
5 **Could I** speak to the manager, please?
6 **Could you** help me?
7 **I'm sorry, but I think** there's something wrong with the shower.
8 **Would you mind** sending someone to look at it, please?

b Look at the underlined verb forms in **4a**. Then complete these phrases with *infinitive* or *verb+ing*.

1 I wonder if I/you could + _____ .
2 Could I/you + _____ .
3 Would you mind + _____ .

c Check in REAL WORLD 7.1 p141.



HELP WITH LISTENING Intonation (1)

- We can tell if people are being polite by how much their voices go up and down. If their voices are very flat, they can sound rude or impatient.

5 **a** CD2 ▸ 41 Listen to two sentences said twice. Notice the intonation. The first person sounds rude. The second person sounds polite.

b CD2 ▸ 42 Listen to six sentences said twice. Which is polite, a or b?

1 (a) b	3 a b	5 a b
2 a b	4 a b	6 a b

6 CD2 ▸ 43 PRONUNCIATION Listen and practise sentences 1–8 in **4a**. Copy the stress and polite intonation.

I'm sorry, but I've got a bit of a problem.

7 **a** Fill in the gaps with these phrases.

~~Excuse me~~ Would you mind Could you
something wrong straight away I'm sorry

GUEST 1 [1] *Excuse me* . [2] _____ help me?
RECEPTIONIST Yes, of course. What's the problem?
G1 [3] _____ , but I think there's [4] _____
with the light in the bathroom. [5] _____
sending someone to look at it, please?
R Yes, of course. I'll send someone up [6] _____ .
G1 Thanks very much.

I'm sorry I'll get a problem if you could
hot enough could I room service

GUEST 2 [7] _____ , but I've got a bit of
[8] _____ . The shower isn't [9] _____ .
I wonder [10] _____ ask someone to fix it.
RECEPTIONIST I'm sorry about that. [11] _____
someone to look at it immediately.
G2 Thank you. Also, [12] _____ have breakfast
in my room?
R Yes, of course. I'll ask [13] _____ to call you.
G2 Thank you very much.

b Work in pairs. Practise the conversations.

8 **a** Work in pairs. Write a conversation between a receptionist and a hotel guest. Use phrases from **2a** and **4a**.

b Practise the conversation with your partner until you can remember it.

c Work with another pair. Take turns to role-play your conversations. What problems did the guests have?

9 Work in pairs. Student A p106. Student B p112.

HELP WITH PRONUNCIATION
Strong and weak forms

1 CD2 ▸ 44 Work in pairs. How do we say these strong and weak forms? Listen and check. Listen again and practise.

strong	weak	strong	weak
was /wɒz/	was /wəz/	does /dʌz/	does /dəz/
were /wɜː/	were /wə/	do /duː/	do /də/

2 **a** Work in pairs. Look at this conversation. Do we usually say the strong (S) or weak (W) forms of the words in blue?

A Sorry we're late. We [1]were (W) having lunch. Right, [2]do ( ) we need anything for the meeting?
B Yes, we [3]do ( ). We need these reports. [4]Does ( ) Lisa know about the meeting?
A Yes, she [5]does ( ).
B OK. [6]Were ( ) you at the last meeting?
A Yes, we [7]were ( ).
B [8]Was ( ) it a very long meeting?
A Yes, it [9]was ( ).
B What [10]was ( ) it about?
A I don't know. I [11]was ( ) asleep!

b CD2 ▸ 45 Listen and check. When do we use the strong and weak forms of the words in **1**?

c Work in pairs. Practise the conversation.

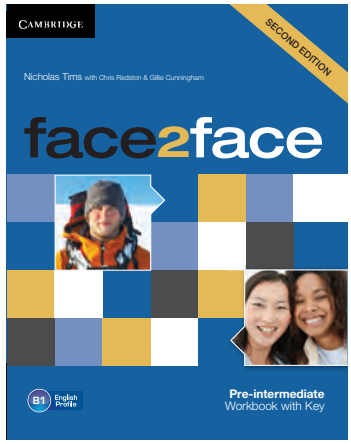
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Vocabulary, Grammar and Real World

- **Extra Practice 7 and Progress Portfolio 7** p121
- **Language Summary 7** p140
- **7A–D** Workbook p35

Reading and Writing

- **Portfolio 7** Writing to complain Workbook p76
  Reading a letter of complaint
  Writing useful words/phrases in formal letters



8A Home sweet home

Vocabulary describing your home
Grammar Present Perfect with *for* and *since*; questions with *How long … ?*

QUICK REVIEW Irregular verbs Write the infinitive, Past Simple and past participle of eight irregular verbs. Work in pairs. Test your partner on your verbs: **A** *write*. **B** *wrote, written*.

Vocabulary and Speaking
Describing your home

1 Work in pairs. Read these sentences. Which words/phrases in bold do you know? Check new words/phrases in VOCABULARY 8.1 p142.

1 My house or flat is quite **small/large/spacious**.
2 It's **unusual/typical** for the area.
3 It's got **air conditioning/central heating**.
4 It's got **a balcony/a great view/a garden**.
5 It's on a **busy/quiet** road.
6 It's **close to/a long way from** a park.
7 It's in a **nice/fashionable** part of town.
8 It's on the **ground/third/top** floor.

2 **a** Choose five sentences from **1** that describe your home.

b Work in groups. Tell the other students about your home. Do you like living there? Why?/Why not?

Reading, Listening and Speaking

3 **a** Look at the photos. What is the best thing about each home, do you think?

b CD2 46 Read and listen to Angus and Meg. What do they think is the best thing about their homes?

c Read the texts again. Answer these questions.

1 Where is Angus's lighthouse?
2 What does he do for a living?
3 Why is he very fit?
4 Where were Meg and Larry living when they first met?
5 Who worked in a restaurant, Meg or Larry?
6 Why does she think the motorhome is comfortable?



ANGUS I live in a lighthouse on the west coast of Scotland. Before I moved here [1]**I lived in Glasgow for eight years**, but I prefer living in a lighthouse. I'm a writer and I enjoy being on my own, so this place is perfect for me. [2]**I've lived here for six years** and don't ever want to leave. The best thing about living in a lighthouse is the view. You can see for miles in every direction, and the sunsets are fantastic. The worst thing is the weather – it can get very cold and windy in winter. But I'm very fit because I have to walk up and down stairs a lot!

HELP WITH GRAMMAR
Present Perfect with *for* and *since*

4 **a** Look at phrases 1 and 2 in Angus's text. Then answer questions a–c.

a Does Angus live in Glasgow now?
b Does Angus live in a lighthouse now?
c Which are the verb forms in phrases 1 and 2?

b Complete these rules with *Present Perfect* or *Past Simple*.

- We use the _____ to talk about something that started and finished in the past.
- We use the _____ to talk about something that started in the past and continues in the present.

c How do we make positive and negative sentences with the Present Perfect?

d Look at phrases 3 and 4 in Meg's text. Then fill in the gaps in the rules with *for* or *since*.

- We use _____ with a period of time (how long).
- We use _____ with a point in time (when something started).

e Check in GRAMMAR 8.1 p143.





MEG I live in a motorhome with my husband, Larry. We first met when we were living in Houston, Texas, and [3]**we've been married for twelve years**. In Houston I was a waitress and Larry worked in a factory, but we both lost our jobs at the same time. After that we decided that we didn't want to live in one place all the time. [4]**We've lived in our motorhome since 2008** and we really love it. It's quite spacious and we've got central heating and air conditioning, so it's very comfortable. And the best thing about it is that when we need to find work, we just drive to a new town!

5 Fill in the gaps with *for* or *since*.

1	*for* ten years	6	_____ three weeks
2	*since* 2010	7	_____ Saturday
3	_____ an hour	8	_____ I was born
4	_____ a long time	9	_____ ten o'clock
5	_____ I was a child	10	_____ ages

6 **a** Choose the correct verb forms in these sentences. Then complete the sentences for you.

1 I *lived*/*'ve lived* in my home since _____ .
2 When I was a child I *lived*/*'ve lived* in _____ .
3 I *was*/*'ve been* in this town or city since _____ .
4 I *had*/*'ve had* my mobile phone for _____ .
5 I *was*/*'ve been* in this English class for _____ .
6 I *started*/*'ve started* learning English _____ ago.

b Work in pairs. Compare sentences.

HELP WITH GRAMMAR

Questions with *How long … ?*

7 **a** Look at the text about Angus again. Then answer these questions.

1 How long did Angus live in Glasgow?
2 How long has he lived in a lighthouse?

b Answer these questions.

1 Which question in **7a** is in the Present Perfect?
2 Which is in the Past Simple?
3 Which question asks about where Angus lives now?
4 Which asks about where Angus lived before now?
5 Can you answer both questions with *for* and *since*?

c How do we make questions in the Past Simple and Present Perfect with *How long ...* ?

d Check in GRAMMAR 8.2 p144.

8 **a** Look at the questions about a friend. Fill in the gaps with the Present Perfect or the Past Simple of the verbs in brackets.

1 What's your friend's name?
2 How long _____ you _____ him? (know)
3 Where _____ you first _____ him? (meet)
4 Where does he live?
5 How long _____ he _____ there? (live)
6 Where _____ he _____ before that? (live)
7 Where does he work or study?
8 How long _____ he _____ there? (be)
9 When _____ you last _____ him? (see)

b CD2 47 PRONUNCIATION Listen and practise the sentences in **8a**. Copy the stress and weak form of *have*.

What's your friend's name?
How long have /əv/ you known him?

9 **a** Think of a man or boy you're friends with. Decide how you can answer the questions in **8a** about him.

b Work in pairs. Take turns to ask your partner the questions in **8a** about his/her friend.

c Work in new pairs. Take turns to ask your partner about a woman or girl he/she is friends with.

Get ready … Get it right!

10 Work in two groups. Group A p106. Group B p112.

8B Meet the parents

Vocabulary going to dinner
Grammar *should*, *shouldn't*, *must*, *mustn't*; infinitive of purpose

QUICK REVIEW Present Perfect with *for* and *since* Work in groups. Ask questions with *How long have you … ?* and find out who has: lived in their home the longest, known their best friend the longest, been in this school the longest, had their mobile phone the longest.



Vocabulary and Speaking
Going to dinner

1 **a** Work in pairs. Which of these words/phrases do you know? Check new words in VOCABULARY 8.2 p142.

a host a hostess a guest
invite someone to dinner
accept an invitation refuse an invitation
arrive early/on time/late greet someone
shake hands bow
kiss someone on the cheek

b Work with your partner. Discuss these questions.

1 When was the last time you went to dinner at someone's house?
2 Who was the host or hostess? How do you know him/her?
3 What did you say and do when you arrived?
4 How many guests were there? Who were they? How did you greet them?
5 What did you have to eat and drink?
6 What time did you leave?
7 Did you have a good time? Why?/Why not?

2 Work in new pairs. Imagine you are invited to someone's house for dinner in the UK. Do you think these sentences are true or false?

1 It's polite to arrive on time.
2 It's a good idea to take some food, like cake or ice cream.
3 It's polite to shake hands with people you don't know.
4 It's OK to kiss people you don't know on the cheek.
5 It's OK to smoke without asking.
6 It's rude to start eating before the host or hostess.
7 It's OK to leave ten minutes after the meal.
8 It's rude to ask people how much they earn.

Listening

3 **a** CD2 48 Isabel is from Argentina. She is asking her friend Louise for advice. Listen and tick the sentences in **2** that Louise says are true.

b Listen again. Answer these questions.

1 Who is Isabel going to dinner with?
2 What are good presents to take for the hostess?
3 Who usually starts eating first?
4 What do British people usually do after dinner?
5 What topics can you talk about?

HELP WITH GRAMMAR
should, *shouldn't*, *must*, *mustn't*

4 **a** Look at sentences 1–4. Then fill in the gaps with the words in bold.

1 You **should** wait for the hostess to start eating first.
2 You **shouldn't** leave immediately after the meal.
3 You **must** say you like the food.
4 You **mustn't** smoke at the table.

- We use *should* and _____ to give advice.
- We use _____ and _____ to give very strong advice.

b Look at sentences 1–4 again. What verb form do we use after *should*, *shouldn't*, *must* and *mustn't*?

c Make questions with these words. What are the positive and negative short answers for question 2?

1 should / arrive / I / What time ?
2 take / I / to eat / Should / something ?

d Check in GRAMMAR 8.3 p144.

HELP WITH LISTENING
/t/ at the end of words

5 **a** CD2 49 Listen to these sentences. In which sentences do you hear the *t* in bold?

1 a You shouldn't arrive late.
  b You shouldn't leave immediately.
2 a You must ask the hostess.
  b And you must say you like the food.
3 a You mustn't smoke at the table.
  b You mustn't ask people how much they earn.

b Choose the correct word in these rules.

- We usually say /t/ before a *vowel/consonant* sound.
- We don't usually say /t/ before a *vowel/consonant* sound.

c Look at Audio Script CD2 48 p161. Listen to the conversation again. Notice when we say and when we don't say /t/ at the end of words.

6 CD2 49 PRONUNCIATION Listen again and practise the sentences in **5a**.

You shouldn't arrive late.

7 **a** A visitor to your country is going to have dinner at someone's house. Write some advice.

b Compare your advice with other students. Is it the same?

Listening and Speaking

8 CD2 50 Isabel is having dinner with Sam and his parents. Listen to their conversation. What advice do Sam's parents give her?



9 Listen again and complete these sentences.

1 I came here to study _____ .
2 I went back to Bath to visit some _____ .
3 You should go to Cambridge to see the _____ .
4 Sam should take you to _____ to see the sights.
5 I want to go to Oxford Street to do some _____ .

HELP WITH GRAMMAR Infinitive of purpose

10 **a** Look at these sentences. Do they have the same meaning?

*I came here **to study** English.*

I came here because I wanted to study English.

b Choose the correct word in the rule.

- To say why we do something, we often use the *infinitive/infinitive with to*.

TIP • We can also use *for* + noun to say why we do something: *I went to the shops **for some milk***.

GRAMMAR 8.4 p144

11 **a** Underline the infinitives of purpose in the sentences in **9**.

b Work in pairs. Compare answers.

12 **a** Write the names of six places you have been to.

b Work in pairs. Take turns to ask your partner why he/she went to these places. Continue the conversation if possible.

Why did you go to Lima? To visit my sister.

Get ready … Get it right!

13 Imagine some friends are coming to visit your city/country. Make notes on six places they should go to and why they should go there.

Granada – visit the Alhambra

Doñana National Park – see the birds

14 Work in groups. If you are from different places, give your advice on where to go in your city/country. If you are from the same place, compare the advice you are going to give your friends. Then decide on the best six places to go.

You/They must go to Granada to visit the Alhambra.

You/They should go to the Doñana National Park to see the birds.

8C VOCABULARY AND SKILLS

Cultural differences

Vocabulary common verbs; verb patterns
Skills Reading: a magazine article; Listening: an interview

QUICK REVIEW ***should, shouldn't, must, mustn't*** What advice can you give people who want to learn English? Make sentences with *You should/shouldn't …* and *You must/mustn't …* . Work in pairs and compare ideas. What's the best piece of advice, do you think?

Vocabulary Common verbs

1 **a** Work in pairs. Read sentences 1–8. Which of the verbs in bold do you know? Check new verbs in VOCABULARY 8.3 p142.

1 In Thailand it's rude to **touch** people's heads and **point** your feet at people.
2 People in Europe don't **expect** a lot of eye contact when you talk to them.
3 In Asian countries a lot of eye contact **seems** aggressive and unfriendly.
4 It's OK to **stand** quite close to people in South America.
5 It's OK to **interrupt** Japanese people while they are talking.
6 You should **avoid** leaving empty bottles on the dinner table in Russia.
7 In most Asian countries you must **take off** your shoes in people's homes.
8 It's a good idea to **admire** beautiful things in an Arab person's home.

b Work with your partner. Do you think the sentences in **1a** are true or false?

Reading and Speaking

2 **a** Read the article and check your answers to **1b**.

b Read the article again. Choose three things that you think are surprising.

c Work in pairs. Compare ideas.

HELP WITH VOCABULARY Verb patterns

3 **a** Look at the verbs in bold in the first paragraph of the article. Which verb forms come after these verbs?

b Look at the verbs in blue in the rest of the article. Underline the verb form that follows them. Then write the verbs in blue in the table.

+ verb+*ing*	+ infinitive with *to*	+ infinitive
love	*plan*	*should*

c Check in VOCABULARY 8.4 p142.

4 Work in pairs. Student A p102. Student B p108.

CULTURE SHOCK!

A lot of people love travelling to different countries, but if you're planning to go abroad this year, Neil Palmer has some advice on what you should do in different situations around the world.



Body language

Most travellers enjoy meeting new people, but sometimes you can be rude without saying anything. In Russia, for example, you should never shake hands in a doorway, and if you're travelling in Thailand, never touch people's heads or point your feet at people. When the Japanese meet new people they like giving business cards – but you should read the card carefully, not just put it in your pocket.

Face-to-face communication



In most countries in Europe people expect a lot of eye contact when you talk to them, but in many Asian countries a lot of eye contact seems aggressive and unfriendly. And in South America people usually stand quite close to each other when they talk, but in countries like the UK or the USA you need to give people more 'personal space'. Also, it's very rude to interrupt Japanese people while they are talking to you. You must wait until they finish before you start speaking.

Listening and Speaking

5 Work in pairs. Discuss these questions.

1 What was the last present you gave? Who did you give it to? Why?
2 What was the last present you received? Who was it from? Did you like it? Why?/Why not?

6 **a** Before you listen, check these words/phrases with your teacher.

greedy knives death a funeral
an odd number an even number

b CD2 51 Listen to an interview with the travel writer, Neil Palmer. Put the topics he talks about in order.

- things you shouldn't give to people
- accepting and refusing presents
- giving flowers
- opening presents

7 CD2 51 Listen again. Choose the correct words/phrases in these sentences.

1 In China you *should/shouldn't* accept a present immediately.
2 You should give presents in China with *one hand/both hands*.
3 In Thailand you *should/shouldn't* open a present when you get it.
4 Knives are a *good/bad* present to give in Japan.
5 You should never give *Chinese/British* people four of anything.
6 You shouldn't give your Turkish hostess *white/red* flowers.

HELP WITH LISTENING Linking: review (1)

8 **a** Work in pairs. Notice the extra linking sounds /j/, /w/ and /r/. Then mark the consonant-vowel linking in these sentences.

But it isn't as easy /j/ as that, is it?

If you /w/ accept it immediately, people might think you're greedy.

And is there /r/ anything you shouldn't give as a present?

b Look at Audio Script CD2 51 p161. Check your answers.

c Look again at Audio Script CD2 51 p161. Listen to the interview again and notice the linking.

9 **a** Work on your own, or in pairs with someone from the same country. Write your top ten tips about how to behave in your country. Use these ideas.

- body language
- face-to-face communication
- eating out
- in the home
- giving and receiving presents
- what (not) to wear in different situations
- going to a wedding
- on public transport and in shops
- other dos and don'ts

When you meet a friend you should kiss them on both cheeks.

You must refuse a present three times before you accept it.

b Work in groups. Compare your tips with other students. Are any of your tips the same?



Eating out

In restaurants in China you should always **try** to leave a bit of food on your plate, but it's OK to start smoking before other people **finish** eating, which you mustn't do in the UK. If you're in India, **remember** to eat with your right hand – the left hand is 'dirty'. Also **avoid** leaving empty bottles on the dinner table in Russia – that's bad luck.

In the home

If you're travelling in Asia, someone **might** invite you to visit them at home. If so, don't **forget** to take off your shoes when you arrive. And if you visit an Arab family's home, don't admire anything valuable because your host **will** feel he should give it to you as a present.



With so much to think about, it's not surprising that a lot of people **prefer** going on holiday in their own countries – or you might **decide** to stay at home!

8D REAL WORLD What's it like?

Real World questions with *What … like?*
Vocabulary adjectives (3)

QUICK REVIEW Verb patterns Think of one thing you: love doing, often forget to do, need to do when you get home, might do next week, can't do very well, remember doing when you were a child. Work in pairs. Tell your partner your ideas. Ask follow-up questions if possible.



1 Work in pairs. Write these adjectives in the table. Some words can go in more than one group. Check in VOCABULARY 8.5 p143.

~~welcoming~~ ~~industrial~~ ~~wet~~ ~~tasty~~ helpful
cosmopolitan windy polluted delicious
dry relaxed modern spicy freezing
reserved healthy touristy changeable
sociable bland traditional

towns/ cities	people	food	weather
industrial	*welcoming*	*tasty*	*wet*

2 **a** Choose two adjectives from each group in **1** to describe: the town/city you are in now, the people, the food, the weather.

b Work in pairs. Compare adjectives. Do you agree with your partner's adjectives?

3 **a** Work in pairs. Try to answer these questions about Ireland.

1 What's the capital city?
2 What languages do people in Ireland speak?
3 What type of live music do you often hear in pubs?
4 Which Irish drinks are famous?
5 What is Irish stew?
6 When is St Patrick's Day?
7 What do people do on St Patrick's Day?

b VIDEO 8 CD2 52 Look at the photo of Natalia and Liam. Then watch or listen to their conversation and check your answers to **3a**.

c Watch or listen again. Look at the table in **1**. Tick the adjectives Liam uses to describe: Dublin, the people, the food, the weather.



REAL WORLD Questions with *What … like?*

4 **a** Match questions 1 and 2 with answers a and b. Which question means 'describe Dublin'?

1 What's Dublin like? — **a** Yes, I love it.
2 Do you like Dublin? — **b** It's quite cosmopolitan and parts of it are very modern.

b Fill in the gaps in these questions with *'s* or *are*.

1 What _____ the city like?
2 What _____ the people like?
3 What _____ the food like?
4 What _____ the weather like?

TIP • We don't use *like* in the answers to *What … like?* questions: **A** *What are the people like?* **B** *They're very welcoming*. not ~~*They're like very welcoming*~~.

c Check in REAL WORLD 8.1 p144.





5 CD2 53 **PRONUNCIATION** Listen and practise the questions in **4b**. Copy the stress and intonation.

What's the city like?

6 Choose a town/city you know well, but not the one you are in now. Write adjectives from **1** and other adjectives you know to describe:

- the town/city
- the people
- the food
- the weather
- the shops
- the nightlife
- the cost of living
- the public transport

7 **a** Work in groups of four. Ask and answer questions with *What … like?* about the towns and cities you and the other students in your group chose in **6**.

What's Moscow like?

It's a beautiful city and it's very cosmopolitan.

b Work on your own. Put the places you talked about in order from 1 to 4 (1 = the best place).

c Work in the same groups of four. Compare lists and give reasons for your order.

d Tell the class which place is the most popular in your group and why.

HELP WITH PRONUNCIATION

Extra linking sounds

1 CD2 54 Listen to these phrases. Notice the extra linking sounds /w/, /j/ and /r/. Listen again and practise.

1 /w/ go_/w/_on to_/w/_Italy you_/w/_ever
2 /j/ the_/j/_end my_/j/_aunt stay_/j/_in
3 /r/ for_/r/_ages for_/r/_about over_/r/_eighty

2 **a** CD2 55 Listen to these conversations. Notice the extra linking sounds. Listen again and practise.

A What happens at the_/j/_end of the film?
B They_/j/_all go_/w/_on a trip to_/w/_Italy.

A Have you_/w/_ever been to_/w/_England?
B Yes, my_/j/_aunt's lived there for_/r/_ages.

A Who's the_/j/_oldest person in your family?
B My_/j/_uncle. He's over_/r/_eighty.

A How long has she been at the_/j/_agency?
B For_/r/_about seven or_/r/_eight years.

A Do you_/w/_always go_/w/_out on Sundays?
B No, we_/j/_often stay_/j/_in and watch TV.

b Work in pairs. Practise the conversations. Copy the linking. Take turns to be A and B.

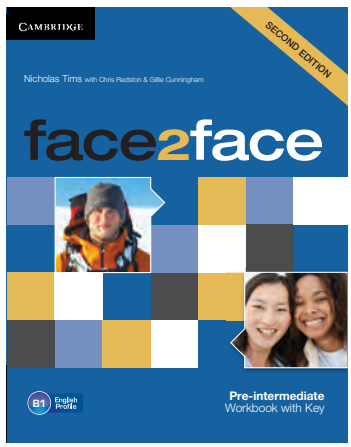
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Vocabulary, Grammar and Real World

- **Extra Practice 8 and Progress Portfolio 8** p122
- **Language Summary 8** p142
- **8A–D** Workbook p40

Reading and Writing

- **Portfolio 8** Studying abroad Workbook p78
  Reading an article
  Writing connecting words (2): similarities, differences and comparisons; a description



9A Problems, problems

Vocabulary everyday problems
Grammar first conditional; future time clauses with *when, as soon as, before, after, until*

QUICK REVIEW Questions with *What ... like?*
Work in pairs. Find one town or city you've been to that your partner hasn't. Then take turns to ask about: the town or city, the people, the food, the weather. **A** *What's Melbourne like?* **B** *It's a modern city and it's very cosmopolitan.*

Vocabulary and Speaking

Everyday problems

1 **a** Complete the phrases with the verbs in the boxes. Check new words/phrases in VOCABULARY 9.1 p145.

~~oversleep~~ leave get

1 *oversleep* on Monday mornings
2 _____ lost
3 _____ your wallet at home

run lose miss

4 _____ a plane/a train
5 _____ your keys/mobile
6 _____ out of money/time

get have forget

7 _____ someone's birthday
8 _____ an accident
9 _____ stuck in traffic

b Work in pairs. Test your partner on the phrases.

on Monday mornings

oversleep on Monday mornings

2 **a** Tick the phrases in **1a** that you often do or have done in the past.

b Work in groups. Tell the other students which phrases you ticked. Which phrases did everyone tick?

I often lose my keys.

Yes, so do I.



Peter and Wendy

Listening

3 **a** Look at photos A–C. What problems from **1a** do the people have, do you think?

b CD3 1 Listen and match the conversations to the photos. Were your ideas for **3a** correct?

c Work in pairs. Who said these sentences?

1 If I'm late again, I'll lose my job.
2 If we don't leave soon, we won't get there in time.
3 You'll be OK if you get a taxi.
4 If we don't get there by five, we'll miss the plane.
5 What will we do if we're too late?
6 If we don't find them, I'll take you out for dinner instead.

d Listen again and check.

HELP WITH GRAMMAR First conditional

4 **a** Look at these sentences. Notice the two different clauses.

***if* clause**	**main clause**
If I'm late again,	*I'll lose my job.*
If we don't leave soon,	*we won't get there in time.*

b Look at the sentences in **3c** and answer these questions.

1 Do these sentences talk about the present or the future?
2 Does the *if* clause talk about things that are possible or certain?
3 Which verb form is in the *if* clause?
4 Which verb form is in the main clause?
5 Is the *if* clause always first in the sentence?

c Check in GRAMMAR 9.1 p146.


B

Keira and Hannah


C

Jim and Michelle

5 CD3 2 PRONUNCIATION Listen and practise. Copy the stress.

I'll lose my job →
If I'm late again, I'll lose my job.

6 Fill in the gaps with the correct form of the verbs in brackets.

1 A If you *don't hurry* (not hurry), you *'ll be* (be) late.
B OK, I'm leaving now. I _____ (call) you if there _____ (be) a problem.

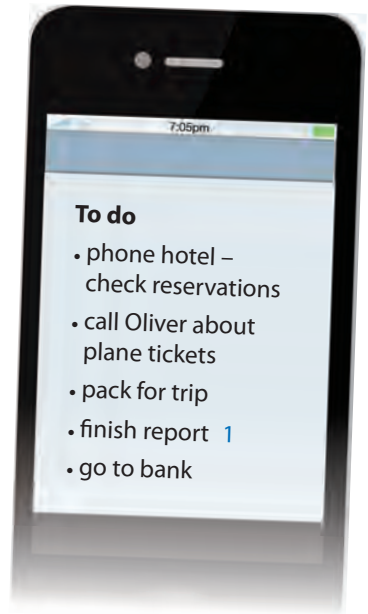
2 A Don't worry. If she _____ (miss) the last bus, she _____ (get) a taxi.
B But look at the time. If she _____ (not be) home by midnight, I _____ (start) worrying.

3 A If you _____ (not pass) these exams, you _____ (not get) into university.
B Well, if I _____ (not get) into university, I _____ (go) travelling instead.

Listening and Speaking

7 **a** Jim is going on a business trip. Read sentences a–e. Then put the things on the list in the order he is going to do them.

a I'll pack **before** I go to bed.
b I won't leave the office **until** I finish this report.
c I'll phone the hotel **after** I talk to him.
d **As soon as** I finish the report, I'll go to the bank.
e I'll call Oliver **when** I get home.



b CD3 3 Listen and check.

HELP WITH GRAMMAR

Future time clauses with *when*, *as soon as*, *before*, *after*, *until*

8 **a** Look at sentences a–e in **7a** and answer these questions.

1 Do these sentences talk about the present or the future?
2 Which verb form comes after *when*, *as soon as*, *before*, *after* and *until*?
3 Which verb form is in the main clause?

b Choose the correct words/phrases in the rules.

- We use *if/when* to say we are certain something will happen.
- We use *if/when* to say something is possible, but it isn't certain.
- We use *as soon as/until* to say something will happen immediately after something else.
- We use *until/after* to say something starts or stops at this time.

c Check in GRAMMAR 9.2 p146.

9 **a** Choose the correct words/phrases. Then fill in the gaps with the correct form of the verbs in brackets.

1 I'll probably work *as soon as/until* I _____ (be) about 65.
2 I _____ (do) my homework *before/as soon as* the class finishes.
3 *When/If* I _____ (get) home today, I'll probably watch TV.
4 Maybe I _____ (phone) some friends *if/after* I have dinner.
5 I'll probably read a book *before/after* I _____ (go) to sleep.
6 I _____ (study) English next year *if/until* I have time.

b Tick the sentences that are true for you. Then compare sentences with another student.

Get ready … Get it right!

10 Work in pairs. Student A p105. Student B p111.

9B Sleepless nights

Vocabulary adjectives (4): feelings
Grammar *too, too much, too many, (not) enough*

QUICK REVIEW Everyday problems
Work in pairs. Write all the phrases for everyday problems you can remember (*get lost*, *miss a train*, etc.). Then tell your partner about the last time you had some of these problems.

Vocabulary
Adjectives (4): feelings

1 **a** Work in pairs. Which of these words/phrases do you know? Check new words in VOCABULARY 9.2 p145.

bored stressed excited depressed
pleased embarrassed tired guilty
upset lonely nervous confident
fed up calm annoyed

b Work in pairs. Which words describe positive feelings (P)? Which describe negative feelings (N)?

bored *N*

2 **a** Choose six adjectives from **1a**. Write when you feel like this on a piece of paper. Don't write the adjectives.

before an exam

b Work in pairs. Swap papers. Take turns to guess the adjectives.

Do you feel confident before an exam?

No, not usually.

Do you feel nervous?

Yes, I do!

Listening and Speaking

3 Work in groups. Discuss these questions.

1 What's the best age to have children, do you think? Why?
2 How does your life change when you have your first baby, do you think?
3 Do you know people with babies or young children? If so, tell the other students about them.
4 Do you ever look after children for friends or someone in your family? If so, do you like doing it? Why/Why not?



4 **a** Look at the photo. How do the parents feel, do you think?

b CD3 4 Listen and tick the things Anna and Martin talk about.

	Anna	Martin
1 feeling depressed	✓	
2 sleep problems		
3 feeling lonely		
4 social life		
5 money		
6 moving house		
7 good things about being a parent		
8 having more children		

5 **a** Work in pairs. Who said these things, Anna or Martin?

1 I feel a bit guilty, so I try not to get home **too late**.
2 I get upset when he says he's got **too much work** to do.
3 I've always got **too many things** to do.
4 He's **not old enough** to talk.
5 I do**n't** have **enough energy** to do anything.
6 I earn **enough money** for the whole family.
7 I think this place is **big enough** for us.

b CD3 ▸ 4 Listen again and check.

HELP WITH GRAMMAR

too, too much, too many, (not) enough

6 **a** We use *too*, *too much* and *too many* to say something is more than we want. Look at sentences 1–3 in **5a**. Then fill in the gaps with *countable noun*, *uncountable noun* or *adjective*.

- *too* + _____
- *too much* + _____
- *too many* + _____

b We use *not enough* to say something is less than we want. Look at sentences 4 and 5 in **5a**. Then fill in the gaps with *noun* or *adjective*.

- *not* + _____ + *enough*
- *not* + verb + *enough* + _____

c We use *enough* to say something is the correct number or amount. Look at sentences 6 and 7 in **5a**. Then fill in the gaps with *noun* or *adjective*.

- *enough* + _____
- _____ + *enough*

d Which verb form do we use after the phrases in sentences 3–5 in **5a**?

e Check in GRAMMAR 9.3 ▸ p146.

7 CD3 ▸ 5 PRONUNCIATION Listen and practise. Copy the stress.

get home too late →
I try not to get home too late.

too much work to do →
He's got too much work to do.

8 **a** Fill in the gaps with *too*, *too much*, *too many* or *enough*.

1 Fathers don't spend *enough* time with their children.
2 Children watch _____ TV. They should play outside more.
3 Eighteen-year-olds aren't mature _____ to have children.
4 Children spend _____ time playing video games.
5 You should make sure you're earning _____ money before you have children.
6 Forty isn't _____ old to have a child.
7 Children eat _____ unhealthy food.
8 People shouldn't have _____ children.







b Tick the sentences you agree with.

c Work in groups. Compare your answers and give reasons. Which sentences do you all agree or disagree with?

Get ready … Get it right!

9 Write six sentences about problems in your life with *too*, *too much*, *too many*, *(not) enough*. Use these ideas or your own.

work money house/flat family
relationships children friends
free time holidays learning English

I've got too much work to do.
I haven't got enough money to go on holiday.

10 **a** Work in groups. Tell the other students about your problems. Give advice with *You should/shouldn't …* and *Why don't you … ?*.

I've got too much work to do.

You should talk to your boss.

Why don't you ask for some help?

b Tell the class the best piece of advice that other students gave you.

9C VOCABULARY AND SKILLS

Noisy neighbours

Vocabulary phrasal verbs
Skills Reading: a letter to a newspaper; Listening: a news report

QUICK REVIEW Adjectives (4): feelings Work in pairs. Make a list of adjectives to describe feelings (*excited*, etc.). Choose four of your adjectives. Tell your partner about the last time you felt like this.

Speaking and Reading

1 Work in pairs. Tell your partner about your neighbours. Who are they? What are they like? Do you have any problems with them?

2 **a** Read the letter and answer questions 1–4.

1 What problem does Yvonne have?
2 How has she tried to solve the problem?
3 How has this problem changed her day-to-day life?
4 How does she feel now?

b Work in pairs. What advice can you give Yvonne?

NIGHTMARE NEIGHBOURS

I've lived in a rented flat for the last six months and until recently life has been very quiet and peaceful. But now a new couple have **moved in** next door and they are making my life impossible. The main problem is that they have parties during the week that **go on** all night. Sometimes their friends **turn up** at their flat at two or three in the morning, and when I complain they just tell me to **go away**. My two children can't sleep because of the noise, so I don't get enough sleep either. I was doing evening classes twice a week, but I've had to **give** them **up** because I'm too tired to go. Now when I get home I just **take off** my coat, **sit down** in front of the TV and fall asleep – until the party starts next door, of course.

All this is making me very depressed and fed up and I just can't **put up with** the noise any longer. I like living here and I **get on** well **with** all my other neighbours, but these people are a nightmare. I don't want to **go back** to my parents' house where we were living before, but I don't know what else to do. Do your readers have any advice for me?

Mrs Yvonne Chapman
Catford

3 Read the letter again. Match the phrasal verbs in bold to their meanings a–j.

a start living in a new home *move in*
b like someone and be friendly to him/her *get on with*
c leave a place
d continue
e be standing and then sit in a chair
f tolerate
g stop doing
h arrive at a place
i return
j remove

HELP WITH VOCABULARY
Phrasal verbs

4 **a** Phrasal verbs have two or three parts: a verb and one or two particles. Look at the table. Then write phrasal verbs c and d in **3** in the table.

verb	particle(s)
move	in
get	on with

b Read about phrasal verbs.

- Some phrasal verbs are **literal**. We can understand the meaning from the verb and the particle(s):

  *A new couple have **moved in** next door.*
  *They just tell me to **go away**.*

- Some phrasal verbs are **non-literal**. Sometimes we can't understand the meaning from the verb and the particle(s):

  *I **get on** well **with** all my other neighbours.*
  (= like and be friendly to them)

  *They have parties during the week that **go on** all night.*
  (= continue)

c Look at phrasal verbs e–j in **3**. Which are: literal (L)? non-literal (NL)?

d Check in VOCABULARY 9.3 p145.

5 CD3 6 PRONUNCIATION Listen and practise. Copy the stress and linking.

A new couple have moved in next door.

6 Work in pairs. Student A p104. Student B p110.











Listening

7 **a** CD3 7 Listen to five people talking about their neighbours. Put pictures A–E in order.

b Listen again. Answer these questions.

1 What do the first person's neighbours do when she goes away?
2 What is the second person thinking of doing?
3 How far away is the third person's nearest neighbour?
4 Why does the fourth person think the children get into trouble?
5 Why is it important for the fifth person to park near her house?

c Work in pairs. Compare answers. Who do you think has the biggest problem with their neighbours?

HELP WITH LISTENING Fillers

- In spoken English we often use words/phrases to give us time to think (*well*, etc.). These fillers don't have any meaning.

8 **a** Underline the fillers in these sentences.

1 Well, I kind of get on well with all my neighbours er except one.
2 They've er got a teenage son, you see, and he's like learning to play the drums.
3 And you know that's um just the way I want it.

b Look at Audio Script CD3 7 p163. Listen again and underline all the fillers.

Speaking

9 **a** Think about the problems in your neighbourhood. Write eight sentences with *too much*, *too many*, *(not) enough*. Use the words/phrases in the box or your own ideas.

traffic places to park
places for children to play
noise at night trains
buses pollution rubbish
dogs late-night bars
good schools parks
sports centres police

There's too much traffic.
There aren't enough places to park.

b Work in groups. Compare your ideas. How many are the same? What are the three biggest problems?

10 **a** Work on your own. Make a list of five things you would like to do to improve your town/city (or the town/city you're studying in).

improve public transport
build a new sports centre

b Work in pairs. Explain why you have chosen the things on your list. Then choose the five best things from both lists.

I'd like to improve public transport because there are too many cars.

Yes, that's a good idea. I've got that on my list too.

c Work in large groups or with the whole class. Agree on a final list of five things. Which do you think is the most important?

9D REAL WORLD Invitations



Real World invitations and making arrangements

QUICK REVIEW Phrasal verbs Write six phrasal verbs. Work in pairs. Compare verbs. Then take turns to say a sentence with each verb.

1 **a** Write the names of two friends from different times in your life. When did you last see them? What did you do together?

b Work in pairs. Tell your partner about your friends and the last time you saw them.

2 VIDEO 9 CD3 8 Look at the photos. Then watch or listen to two conversations. Answer these questions.

1 When are Carol and Matt having people round for dinner?
2 Can Juliet and Ben come for dinner?
3 What do Matt and Ben arrange to do?





3 **a** Work in pairs. Try to find six mistakes in this paragraph.

> Carol last saw Juliet at a party nearly three years ago. Juliet is going round to Matt and Carol's for dinner and might bring her husband. Ben can't come because he's going to London to see his sister. Matt and Ben arrange to meet after work on Tuesday. They're going to meet in a restaurant on Market Road at 7.30.

b VIDEO 9 CD3 8 Watch or listen again. Check your answers to **3a**. How many did you get right?

REAL WORLD
Invitations and making arrangements

4 **a** Match a–d to sentences 1–12.

a asking about people's arrangements
b inviting someone to do something
c saying yes or no
d arranging a time and place

1 Are you doing anything on Saturday? *a*
2 Would you like to come round for a meal?
3 Yes, I'd love to.
4 What time shall I come round?
5 I'd love to, but I can't, sorry.
6 Why don't we go for a drink next week?
7 Yes, that'd be great.
8 Are you free on Tuesday evening?
9 What are you doing on Wednesday?
10 Where/What time shall we meet?
11 Let's meet at the Red Lion.
12 How about 6.30?

b Answer these questions.

1 Look at sentences 1 and 9. Which verb form do we use to ask about people's arrangements?
2 Look at sentence 2. Which verb form comes after *Would you like … ?*
3 Look at sentences 4, 6, 10 and 11. Which verb form comes after *Where/What time shall I/we … ?*, *Why don't we … ?* and *Let's … ?*

TIP • If we have no plans, we can answer questions 1 and 9 with: *Nothing special.*

c Check in REAL WORLD 9.1 p146.

HELP WITH LISTENING Intonation (2)

- Remember: we know if people are interested by how much their voices move up and down.

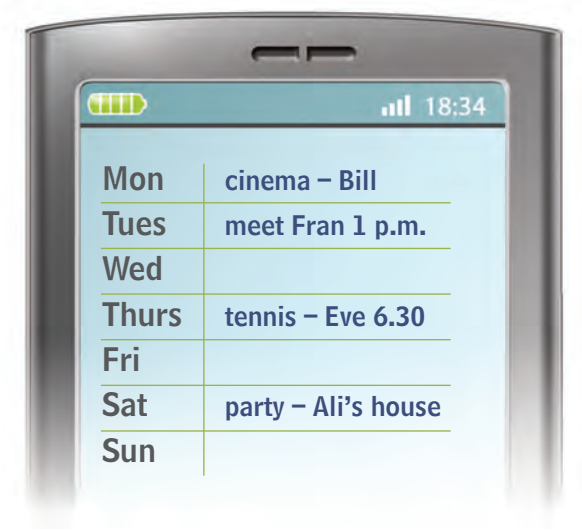
5 CD3 9 Listen to six sentences said twice. Which person sounds interested, a or b?

1	(a) b	3	a b	5	a b
2	a b	4	a b	6	a b

6 CD3 10 PRONUNCIATION Listen and practise the sentences in **4a**. Copy the stress and polite intonation.

Are you doing anything on Saturday?

7 **a** Kevin is another of Matt's friends. Look at his diary for next week. What arrangements does he have?



b Matt phones Kevin to invite him to dinner. Work in pairs and write their conversation. Use sentences from **4a**, the notes in Kevin's diary and your own ideas.

c Work in the same pairs. Practise the conversation until you remember it.

d Work with another pair. Take turns to role-play your conversation. Is Kevin coming to dinner? If not, why not?

8 **a** Draw your own diary page for next week. Write four of your arrangements. Write notes, not complete sentences. If you don't have any arrangements, invent them!

b Think of three more things you would like to do next week. Don't write them in your diary.

c Work in groups or with the whole class. Invite other students to do the things from **8b**. If they say yes, arrange a day/time/place to meet. Write the new arrangements in your diary.

d Work in pairs. Take turns to tell your partner what you are doing next week. Who is busier?

HELP WITH PRONUNCIATION

Long vowel sounds: /ɜː/, /ɑː/ and /ɔː/

1 CD3 11 Listen to these sounds and words. Listen again and practise.

1 /ɜː/ **ear**th j**our**ney univ**er**sity
2 /ɑː/ c**ar**ds st**ar**t c**alm**
3 /ɔː/ sm**all** rec**or**d t**alk**

2 **a** Work in pairs. Look at the letters in bold in these words. Match the words to sounds 1–3 in **1**.

w**or**k *1* **ar**t w**alk** Th**ur**sday bef**ore**
p**er**fume w**ar** c**ar**toon p**ur**ple s**au**na
c**ar** p**ar**k dr**a**ma b**ir**thday abr**oa**d d**a**nce
f**our**th b**ar** em**er**gency s**er**vices g**ar**den
fl**oor** b**ore**d l**ar**ge sh**ir**t guit**ar** **a**lways

b CD3 12 Listen and check. Listen again and practise.

3 Work in pairs. Take turns to say these sentences. Check your partner's pronunciation.

1 I w**or**k for the em**er**gency s**er**vices on Th**ur**sdays.
2 We **a**lways w**al**k to the s**au**na on the f**our**th fl**oor**.
3 He likes **ar**t, dr**a**ma, d**a**nce, c**ar**toons – and guit**ar**s!
4 I got p**er**fume and a p**ur**ple sh**ir**t for my b**ir**thday.
5 The b**ar** near the c**ar** p**ar**k has a l**ar**ge g**ar**den.
6 He was b**ore**d when he lived abr**oa**d bef**ore** the w**ar**.

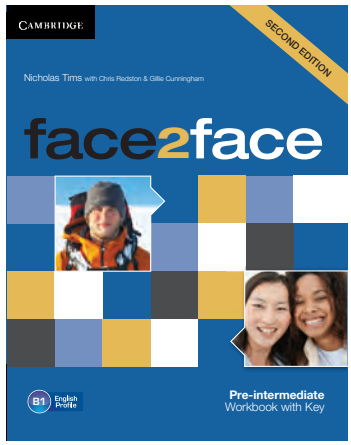
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Vocabulary, Grammar and Real World

- **Extra Practice 9 and Progress Portfolio 9** p123
- **Language Summary 9** p145
- **9A–D** Workbook p45

Reading and Writing

- **Portfolio 9** Getting advice Workbook p80
  Reading a personal email asking for advice
  Writing paragraphs; expressing sympathy and giving advice; an email (2)



10A The collectors

Vocabulary verbs often used in the passive
Grammar Present Simple passive; Past Simple passive

QUICK REVIEW Invitations and making arrangements Imagine you are having a party next week. Decide on the day and time. Invite other students to your party. How many people can come?

Speaking and Reading

1 Work in pairs. Discuss these questions.

1 What were the last three things you bought (not food or drink)? Where did you buy them?
2 Have you (or people you know) ever bought or sold anything on websites like eBay? If so, what was it?

2 **a** Read the article and answer these questions.

1 What is 'memorabilia'?
2 Whose memorabilia is very valuable?
3 How much did someone pay for John Lennon's piano?
4 Do people always pay a lot for items of memorabilia?

b Read about the items of memorabilia in the photos. Then try to fill in gaps 1–6 with these prices.

£15,000	£154,492	£250,000
£650,000	£631,871	£2,600,000

c Work in pairs. Compare answers.

d CD3 13 Listen and check.

The memorabilia business

A lot of people collect things that were owned or signed by famous musicians, film stars and sportsmen and women. Memorabilia is big business and thousands of items are bought and sold every day.

Beatles memorabilia is extremely valuable and is collected by fans all over the world. In 2000 John Lennon's white piano was sold for £140,000. It was bought by the singer, George Michael. Then in 2010 the handwritten lyrics of a Beatles' song, 'A Day in the Life', were bought in the USA for £810,000.

But not all memorabilia is expensive. You can buy autographs of famous footballers like Pelé for about £100. You can even get David Beckham's autograph for as little as £5 on eBay – but don't forget that you have to pay the postage!



This glove was worn by Michael Jackson in 1983 when he first 'moonwalked'. It was sold in New York in 2009 for [1] _____.

The first ever Batman story was in this 1939 comic. The comic was sold for [2] _____ in February 2010. The previous record for a comic was [3] _____. That was for a 1938 Action Comic with the first ever Superman story.



This Aston Martin DB5 was driven by Sean Connery in the 1964 James Bond film *Goldfinger*. It was sold for [4] _____ in October 2010.





This poster was designed for the classic 1933 film *King Kong* and it was sold in New York in 1997 for [5] _____.

First edition Harry Potter books are now very valuable, particularly if they were signed by the author, JK Rowling. A signed first edition copy of a Harry Potter book was sold for [6] _____ in February 2010.

3 **a** Work in new pairs. Cover the article. Try to answer these questions.

1 Who was John Lennon's piano bought by?
2 How much were the Beatles lyrics sold for?
3 When was Michael Jackson's glove sold?
4 Who was the Aston Martin driven by?
5 Who was the Harry Potter book signed by?

b Read the article again. Check your answers.

HELP WITH GRAMMAR Present Simple passive; Past Simple passive

4 **a** Look at these sentences. Then answer questions 1–4.

active	Michael Jackson wore this glove.
passive	This glove was worn by Michael Jackson.

1 What is the object of the active sentence?
2 What is the subject of the passive sentence?
3 In which sentence is the focus on: the glove? Michael Jackson?
4 In which sentence do we use *by* to say who did the action (the agent)?

b Look at this sentence. Then choose the correct words in the rule.

A signed first edition copy of a Harry Potter book was sold for £15,000.

- We often use the passive when we *know/don't know* who did the action.

c Fill in the gaps with *past participle*, *are* and *were*. How do we make negatives in the passive?

- To make the Present Simple passive we use: subject + *am*, *is* or _____ + _____
- To make the Past Simple passive we use: subject + *was* or _____ + _____

d Look at the questions in **3a**. How do we make questions in the passive?

e Check in GRAMMAR 10.1 p148.

5 CD3 14 PRONUNCIATION Listen and practise. Copy the stress.

Thousands of items are bought and sold every day.

6 **a** Read the article again and underline all the passive verb forms. Which are in the Present Simple passive? Which are in the Past Simple passive?

b Work in pairs. Compare answers.

7 **a** Read about eBay. Put the verbs in brackets in the correct active or passive form.

www.allaboutebay.com

Pierre Omidyar [1] *started* (start) eBay in his apartment in 1995. At that time his website [2] _____ (call) AuctionWeb, but he [3] _____ (change) the name to eBay in 1997. On its first day AuctionWeb [4] _____ (not visit) by a single person. But now eBay [5] _____ (use) by over 135 million people and they [6] _____ (spend) about $85,000 a minute. In a typical year over 2 million items [7] _____ (list) on eBay and about 500,000 people [8] _____ (make) their living just by selling things on the website. People sometimes [9] _____ (buy) or [10] _____ (sell) very strange things. One person [11] _____ (pay) $514 for a piece of chewing gum that [12] _____ (chew) by Britney Spears. Another person put a Russian submarine on eBay for $1.05 million, but nobody [13] _____ (buy) it. And an Australian even [14] _____ (try) to sell New Zealand!

b Work in pairs. Compare answers. Which information about eBay do you think is the most surprising?

Vocabulary and Speaking

Verbs often used in the passive

8 **a** Tick the verbs you know. Check new verbs in VOCABULARY 10.1 p147.

write	manufacture	publish	invent	
paint	grow	direct	build	make

b Work in pairs. Think of two nouns you can use with each verb.

9 **a** Fill in the gaps with the correct passive form of the verbs in **8a**. Then complete the sentences to make them true for you.

1 My favourite book _____ by _____ .
2 My mobile phone _____ in _____ .
3 My favourite film _____ by _____ .
4 My house/flat _____ about _____ ago.
5 My favourite shoes _____ in _____ .

b Compare sentences with a partner. Are any the same?

Get ready … Get it right!

10 Work in two groups. Group A p103. Group B p109.

10B Shopping trends

Vocabulary words with *some-*, *any-*, *no-* and *every-* (*somebody*, *anything*, etc.)
Grammar *used to*

QUICK REVIEW Past Simple passive
Make a list of five famous buildings, paintings or books. When were these things built/painted/written and who by? Work in pairs. Tell your partner about the things on your list.





Speaking and Listening

1 Work in groups. Discuss these questions.

1 What type of things do you like (and hate) shopping for?
2 Who goes shopping more often in your country, men or women? What do they buy?
3 What are the advantages and disadvantages of shopping in supermarkets or small shops?
4 Do you ever buy things online? If so, what do you buy?

2 **a** CD3 15 Listen to an interview with Michael Brett about his radio programme, *Shopping Now and Then*. Put the things he talks about in order.

a skincare products for men
b Selfridges department store
c a shopping girlfriend
d food shopping in the 1970s
e shopping online

b Listen again. Fill in the gaps in these sentences.

1 London's first department store opened in _____ .
2 It used to have a special room only for _____ .
3 In the 1970s most married men never used to do the _____ shopping.
4 'Shopping girlfriends' used to help men choose _____ .
5 _____ years ago you didn't use to see skincare products for men.

c How have shopping trends changed in your country? What do you think will happen in the future?

HELP WITH GRAMMAR *used to*

3 **a** Look at sentences 2–4 in **2b**. Then choose the correct words in the rules.

- We use *used to* to talk about *present/past* habits and repeated actions.
- We *can/can't* use *used to* with state verbs (*be*, *like*, *have*, *want*, etc.).
- After *used to* we use *the infinitive/verb+ing*.

b Look at sentence 1 in **2b**. Why can't we use *used to* in this sentence?

c Look at sentence 5 in **2b**. How do we make the negative of *used to*?

d Make questions with these words. What are the positive and negative short answers for question 1?

1 do / women / use to / all the shopping / Did ?
2 single men / do / did / What / use to ?

e Check in GRAMMAR 10.2 p148.

HELP WITH LISTENING
used to

4 **a** CD3 16 Listen to these sentences. Notice how we say the positive, negative and question forms of *used to*.

It used to /juːstə/ have a special room.

Men didn't use to /juːstə/ have anything like that.

What did single men use to /juːstə/ do?

b CD3 17 Listen and write five sentences. You will hear each sentence twice.

5 **a** Read sentences 1–8 about shopping in the UK in the 1930s. Fill in the gaps with the correct form of *used to* and these verbs.

~~close~~ not give drink not sell

1 Shops *used to close* on Sundays.
2 Shops _____ frozen food.
3 Most people _____ tea not coffee.
4 Shops _____ you plastic bags.

buy not be take not have

5 There _____ any supermarkets.
6 People _____ food every day.
7 People _____ credit cards.
8 People always _____ their own shopping bags.

b Work in pairs. Compare answers.

6 CD3 18 PRONUNCIATION Listen and practise the sentences in **5a**.

Shops used to /juːstə/ close on Sundays.

7 **a** Write four sentences with *used to/didn't use to* about your (or your family's) shopping habits ten years ago.

I used to go shopping at lunchtime.

b Work in groups. Compare sentences. Are any the same?

HELP WITH VOCABULARY Words with *some-*, *any-*, *no-* and *every-* (*somebody*, *anything*, etc.)

8 **a** Look at these sentences from the interview. Which words in bold talk about: people? places? things?

__Somebody__ bought their clothes for them.
Men didn't use to have __anything__ like that.
__Nobody's__ surprised any more.
Now you can buy them __everywhere__.

b Fill in the gaps in the table.

	some-	*any-*	*no-*	*every-*
people	*somebody*		*nobody*	
places				*everywhere*
things		*anything*		

TIP • We also say ***someone***, ***anyone***, ***no one*** and ***everyone*** for people.

c Fill in the gaps in these rules with *positive*, *negative* and *questions*.

- We usually use *somebody*, *someone*, *somewhere* and *something* in _____ sentences.
- We usually use *anybody*, *anyone*, *anywhere* and *anything* in _____ sentences and _____ .

d Check in VOCABULARY 10.2 p147.

9 **a** Choose the correct words in these sentences.

1 *Anybody/Nobody* used to buy food in supermarkets.
2 You could buy fresh fruit *everywhere/nowhere*.
3 *Everything/Something* used to cost less than it does now.
4 There didn't use to be *nothing/anything* to do at the weekends.
5 You couldn't travel *anywhere/somewhere* by plane.
6 *Anyone/Everyone* used to use the same currency as they do now.

b Tick the sentences that you think were true about your country 50 years ago.

c Work in pairs. Compare sentences.

Get ready … Get it right!

10 Tick all the things you used to do when you were ten years old. Then think of three more things you used to do.

- spend hours playing video games/reading
- have a favourite toy/TV programme
- put posters of pop stars/footballers on my bedroom wall
- be quite shy/moody/selfish
- get into trouble with my parents/the teachers
- be good or bad at maths/languages
- play on my own/play with my friends a lot
- study very hard/do sports at school

11 Work in groups. Talk about things you used to do when you were ten. Ask follow-up questions if possible.

10C VOCABULARY AND SKILLS

Fashion victims

Vocabulary articles: *a*, *an*, *the*, no article
Skills Reading: an article; Reading and Listening: a profile

QUICK REVIEW ***used to*** **Work in pairs. Find five things that you both used to do five or ten years ago that you don't do now. A** ***I used to go clubbing every weekend.*** **B** ***So did I.***

Speaking and Reading

1 Work in groups. Discuss these questions.

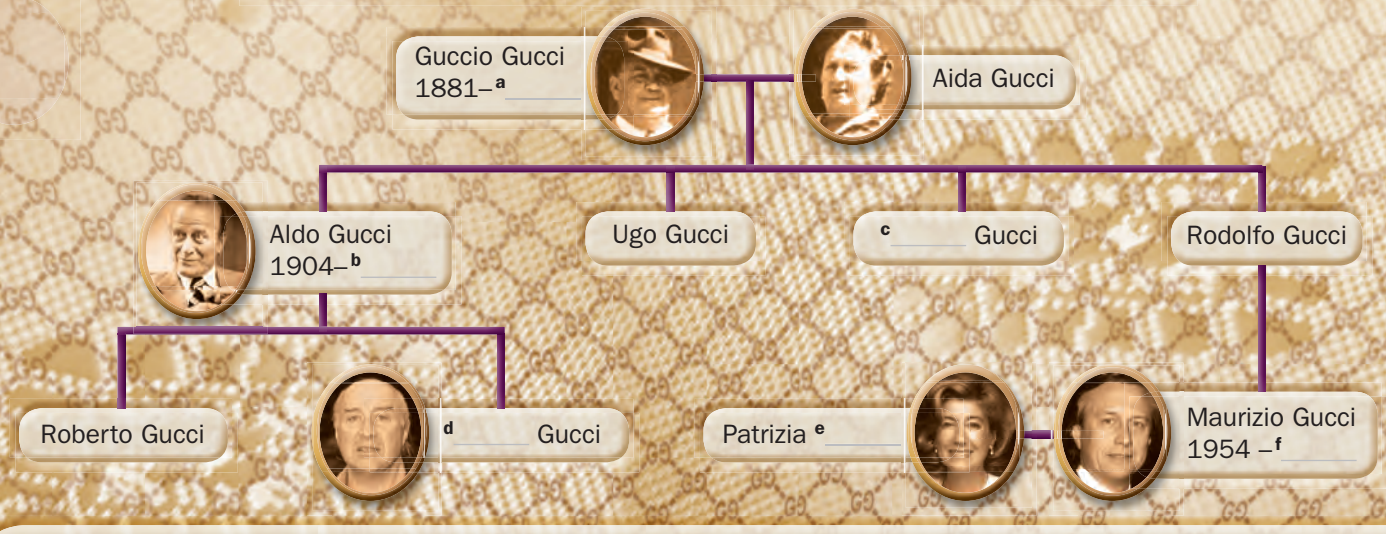
1 How important are clothes to people in your country?
2 Do you think people spend too much money on clothes?
3 How many designer labels can you name? What do these companies sell?

2 Read the article about the Gucci family. Fill in gaps a–f in the family tree.

3 Read the article again and tick the true sentences. Correct the false ones.

1 Guccio Gucci designed clothes.
2 Rodolfo was good friends with Paolo.
3 Paolo wanted to start his own business.
4 Paolo gave information about his father to the police.
5 Maurizio was a successful businessman.
6 Patrizia shot Maurizio.

THE GUCCI STORY



Lots of people love buying [1]**clothes** and Gucci is one of [2]**the most famous** fashion houses in [3]**the world**. It was started in [4]**Italy** in 1921 by a man named Guccio Gucci. He was [5]**a designer** who made leather bags and suitcases and he had [6]**a small shop** in Florence. [7]**The shop** was the beginning of the Gucci family business and by 1953 Guccio's four sons, Aldo, Ugo, Vasco and Rodolfo, were all working for the company.

When Guccio died in 1953, his eldest son Aldo became [8]**the head** of Gucci and took the Gucci label to [9]**America**, while Rodolfo managed the Italian side of the business.

Aldo's son, Paolo, didn't get on with his father or his uncle, Rodolfo, so he made plans to start his own company called Paolo Gucci. When Aldo discovered this, he sacked Paolo and made it impossible for his son to start his own fashion business. Paolo was so angry that he told the Italian police his father wasn't paying enough tax. Aldo was sent to prison for a year and a day.

After Aldo Gucci died in 1990, his nephew, Maurizio, became the head of Gucci. Unfortunately Maurizio wasn't [10]**a very good businessman** and in 1991 the company lost $60 million. This was [11]**the worst** year in Gucci's history. Maurizio was also having problems with his marriage. One day he went on a business trip and decided not to go back to his wife, Patrizia Reggiani. They finally got divorced in 1994 and a year later Patrizia hired [12]**a gunman** to murder her ex-husband. On 27th March 1995, [13]**the gunman** shot and killed Maurizio while he was walking to work. Patrizia was sent to prison for 26 years.

Gucci [14]**products** are still sold all over the world, but there are no members of the Gucci family in the successful company we know today.

HELP WITH VOCABULARY
Articles: *a*, *an*, *the*, no article

4 **a** Look at words/phrases 1–7 in the first paragraph of the article. Match one word/phrase to each of these rules.

- We use ***a*** or ***an***:

a with jobs. *a designer*

b to talk about a person or a thing for the first time.

- We use ***the***:

c to talk about a person or a thing for the second/third/fourth, etc. time.

d when there is only one (or one in a particular place).

e with superlatives.

- We **don't** use an article:

f to talk about people or things in general.

g for most cities and countries.

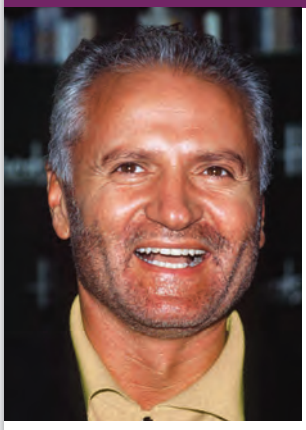
b Check in VOCABULARY 10.3 p147.

5 Look at the rest of the article. Match words/phrases 8–14 to each rule a–g in **4a**. There is one word/phrase for each rule.

Reading, Listening and Speaking

6 **a** Read about another Italian fashion designer, Gianni Versace. Fill in the gaps with *a*, *the* or – (= no article).

GIANNI VERSACE – FASHION DESIGNER



Gianni Versace was born in 1946 in a town called [1] – Reggio Calabria. Even when he was [2]_____ child he loved [3]_____ clothes. When he was 25 he decided to go to [4]_____ Milan to become [5]_____ fashion designer, and in 1982 he won his first award for being [6]_____ best designer of [7]_____ women's clothes. He created [8]_____ new perfume for men called 'Versace L'Homme' in 1984.

In 1995 he organised [9]_____ party with Elton John to raise money for [10]_____ AIDS patients. At [11]_____ party he signed copies of his new book, *Men Without Ties*, and gave all [12]_____ money from [13]_____ book to charity.

On July 15th 1997 Versace was murdered in [14]_____ Miami. Nobody really knows [15]_____ reason why he was killed.

b CD3 19 Read and listen to the information about Versace. Check your answers. What extra information is in the recording?

7 **a** Work on your own. Do the questionnaire.



ARE YOU A FASHION VICTIM?

1 How important is it for you to wear clothes that are in fashion?
a Very important.
b Quite important.
c Not at all important.



2 How many designer clothes have you got?
a One or two things for special occasions.
b None – they're too expensive.
c Quite a lot – I love designer clothes.

3 How often do you go shopping for clothes?
a Two or three times a year.
b Once or twice a month.
c Every week, if possible.

4 What kind of clothes do you buy when you go shopping?
a Things I've seen in fashion magazines.
b Things that I think will look good on me.
c Things that are cheap or in a sale.

5 There's a party at the weekend. Do you buy some new clothes?
a Maybe, if I haven't got anything nice to wear.
b No, of course not.
c Yes, I always buy something new for a party.

6 How many pairs of shoes have you got?
a 5–15 pairs.
b More than 15 pairs.
c 1–5 pairs. I've only got one pair of feet!





b Work in pairs. Ask and answer questions 1–6. How many of your answers are the same?

c Check your answers on p114. Are you and your partner fashion victims?

d Do you agree with the description of you on p114? Why?/Why not?

10D REAL WORLD It suits you



Real World what sales assistants say; what customers say
Vocabulary clothes shopping

QUICK REVIEW Clothes Work in pairs. Make a list of all the clothes you know. Which students in the class are wearing the things on your list?



1 Work in groups. Discuss these questions.

1 Do you like shopping for clothes? Why?/Why not?
2 Do you think men and women have different attitudes to clothes shopping? If so, how are they different?
3 Is it a good idea for men and women to go shopping together? Why?/Why not?

2 Work in pairs. Which of these words/phrases do you know? Check new words/phrases in VOCABULARY 10.4 p147.

size small medium large extra large
cash a receipt try something on
it doesn't fit a fitting room it suits you
it's in the sale bring something back a refund

REAL WORLD What sales assistants say

3 **a** Look at these sentences that sales assistants say. Choose the correct words/phrases.

When you're looking

a *Would/Do* you like any help?
b The *fitting room/refund* is over there.
c Let me know if you need a different *size/fit*.
d It's in the *sale/size*. It's half price.
e Would you like to *suit you/try it on*?

When you buy something

f You have 28 days to *try it on/bring it back*.
g We don't give *change/refunds* on sale items.
h How would you like to *cash/pay*?
i Here's your *receipt/price*.
j Would you like your *size/receipt* in the bag?

b CD3 20 Listen and check.

REAL WORLD 10.1 p148.

4 VIDEO 10 CD3 21 Look at the photos. Then watch or listen to Jackie and Damon in a clothes shop. Answer these questions.

1 Why are Jackie and Damon shopping for clothes?
2 What does each person buy?
3 How much does each person spend?
4 How do Jackie and Damon feel about shopping?

5 VIDEO 10 CD3 21 Watch or listen again. Choose the correct words/phrases.

1 Jackie's already bought a *white/blue* dress today.
2 She wants to try on a *bigger/smaller* size.
3 Damon *wants/doesn't want* Jackie to buy the dress.
4 She *can/can't* get a refund if she wants.
5 She's got *14/28* days to return it.
6 The shirt *is/isn't* in the sale.
7 Damon wants a *small/medium*.
8 He *wants/doesn't want* to try it on.
9 He *can/can't* get a refund if he wants.
10 Damon wants to go *home/to another shop*.

REAL WORLD What customers say

6 **a** Fill in the gaps with these words.

~~looking~~ refund take Excuse
cash size try medium back

1 I'm just *looking*, thanks.
2 _____ me.
3 Could I _____ this on, please?
4 Could I try a smaller _____ ?
5 If I bring it _____ , can I get a _____ ?
6 OK, I'll _____ it.
7 Have you got this in a _____ , please?
8 I'll pay by _____ .

b Check in REAL WORLD 10.2 p148.



7 CD3 22 PRONUNCIATION Listen and practise the sentences in **6a**. Copy the stress and polite intonation.

I'm just looking, thanks.

8 **a** Work in pairs. Use these prompts to write a conversation in the shop.

SALES ASSISTANT / you like / help ?
Would you like any help?
CUSTOMER / this shirt / a large ?
SA / have / look for you. Yes, here / a large.
C / try / on ?
SA Sure. / fitting room / over there.

SA Is / any good ?
C Yes, / take it.

SA / £... / please. How / like / pay ?
C / credit card.
SA Your pin number, please. / like / receipt / bag ?
C Yes, please. Thanks very much. Bye.
SA Goodbye.

b Practise the conversation with your partner until you remember it.

c Work with another pair. Take turns to role-play your conversation.

9 Work in pairs. Student A p104. Student B p110.

HELP WITH PRONUNCIATION

The letter *c*

1 **a** CD3 23 Listen and notice two ways we say the letter *c*. Listen again and practise.

1 /k/ cash cake cook cup contract
2 /s/ price certain city spicy recipe

b Look at the words in **1a** again. Complete these general rules with /k/ or /s/.

- *c* = / / before *e*, *i* and *y*.
- *c* = / / before *a*, *o*, *u* and most consonants.

2 **a** Work in pairs. How do we say each letter *c* in bold in this conversation?

A **C**elia's **c**oming for **c**offee after the **c**on**c**ert.
B That's ni**c**e. Is she **C**olin's nie**c**e?
A No, that's Lu**c**y. **C**elia's **C**olin's **c**ousin.
B **C**elia works at a medi**c**al **c**entre, doesn't she?
A No, she's a re**c**eptionist for a **c**omputer **c**ompany.
B She's very attra**c**tive. **C**an you introdu**c**e me?
A **C**ertainly not. She got married last De**c**ember!

b CD3 24 Listen and check. Listen again and practise.

c Work in pairs. Practise the conversation. Then change roles and practise the conversation again.

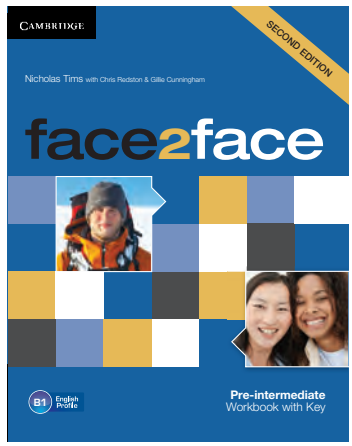
continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 10 and Progress Portfolio 10** p124
- **Language Summary 10** p147
- **10A–D** Workbook p50

Reading and Writing

- **Portfolio 10** Giving an opinion Workbook p82
  Reading a short website article; comments on an article
  Writing connecting words (3); giving your opinion



11A Guess what?

Vocabulary collocations (3)
Grammar Present Perfect for giving news with *just*, *yet* and *already*

QUICK REVIEW In a shop Work in pairs. Role-play a conversation between a sales assistant and a customer in a clothes shop. When you have finished, swap roles. Try to continue each conversation for two minutes.

Vocabulary Collocations (3)

1 **a** Match the verbs in A to the words/phrases in B. Check in VOCABULARY 11.1 p149.

A	B
have	paid
book	a car accident
get	a holiday
give	your bank account
get	someone a call
check	a message
transfer	an operation
have	your job
lose	money to someone's account

b Write four sentences about you or people you know. Use the collocations in **1a**.

My sister booked a holiday last week.

c Work in pairs. Take turns to tell each other your sentences. Ask follow-up questions if possible.

My sister booked a holiday last week.

Where's she going?

To the USA.

Oh, whereabouts?

Reading and Speaking

2 Look at the photo of Liz and read her messages A–C. Answer these questions.

1 Why is Rob in hospital?
2 What does George Webster want?
3 Who lost her job?



HELP WITH GRAMMAR Present Perfect for giving news with *just*, *yet* and *already*

3 **a** Look at sentences 1–3 in bold in Liz's messages. Which verbs are in the Present Perfect? Which verb is in the Past Simple?

b Fill in the gaps in these rules with *Past Simple* or *Present Perfect*.

- We use the _____ for giving news about things that happened in the past and are connected to the present. We don't know or don't say when they happened.
- We use the _____ if we say when something happened.

c Look at messages A–C again. Underline all the examples of *just*, *yet* and *already*. Then fill in the gaps in the rules with these words.

- We use _____ to say something happened very recently.
- We use _____ to say something hasn't happened, but we think it will happen in the future.
- We use _____ to say something happened before now (often sooner than expected).

d Look at the examples of *just*, *yet* and *already* in messages A–C again. Then answer these questions.

1 Which of these words do we usually use in:
   a positive sentences?
   b negative sentences and questions?
2 Which words usually go:
   a between the auxiliary and the past participle?
   b at the end of the sentence or clause?

e Check in GRAMMAR 11.1 p150.

4 CD3 25 PRONUNCIATION Listen and practise. Copy the stress.

I've just heard that Rob's in hospital.
He's already had an operation.
I haven't heard all the details yet.

5 **a** Put the words in brackets in the correct places in the sentences.

1 I haven't been to visit him. (yet)
2 She's started writing her CV. (just)
3 He's called the office three times. (already)
4 Has she phoned her husband? (yet)
5 I've talked to his parents. (already)
6 I've transferred the money. (just)

b Work in pairs. Compare sentences. Then match the sentences in **5a** with Liz's messages A–C.

6 **a** CD3 26 Listen to Liz talking to Carrie. Has Carrie got any good news? If so, what is it?

b Look at Carrie's 'to do' list. Then listen again and tick the things Carrie's already done.



To do
- check bank account
- email customers
- tell Brian the news
- phone Phil Taylor back
- look for a holiday online
- book a holiday!

c Work in pairs. Compare answers. What hasn't Carrie done yet?

d Look at Audio Script CD3 26 p164. Listen again. Underline all the examples of *just*, *yet* and *already*.

HELP WITH LISTENING
Present Perfect or Past Simple

7 **a** CD3 27 Listen to these sentences. Notice the difference between the Present Perfect and the Past Simple.

1	I've booked a holiday.	I booked a holiday.
2	He's had an operation.	He had an operation.
3	I've lost my job.	I lost my job.

b CD3 28 Listen to six pairs of sentences. Which do you hear first, the Present Perfect (PP) or the Past Simple (PS)?

1 PP

8 **a** Make sentences with these words. Use the Present Perfect.

1 I / lunch / have / just *I've just had lunch.*
2 yet / I / a holiday / not book
3 already / this year / I / on holiday / go
4 what to do / yet / I / not decide / next weekend
5 a new job / just / I / find
6 look at / already / I / for this lesson / the DVD-ROM

b Tick the sentences that are true for you.

c Work in pairs. Compare sentences.

Get ready … Get it right!

9 Work in pairs. Student A p102. Student B p108.

11B Murder mystery

Vocabulary crime
Grammar relative clauses with *who*, *which*, *that* and *where*

QUICK REVIEW Present Perfect for giving news
Think of four pieces of news about you and people you know. Work in groups. Tell the other students your news: **A** *My sister's just taken some exams*. Ask questions about the other students' news: **B** *Has she got the results yet?*

Speaking and Vocabulary Crime

1 Work in pairs. Discuss these questions.

1 Do you, or people you know, like watching TV crime dramas or programmes about real-life crime? If so, which ones?
2 Do you ever read crime novels? If so, which authors and books are your favourites?

2 Work in the same pairs. Which of these crime words do you know? Check in VOCABULARY 11.2 p149.

rob steal burgle murder
break into bullets shoot a victim
a suspect arrest someone

3 Fill in the gaps in the table with these words. Then check in VOCABULARY 11.3 p149.

~~steal~~ murderer burglary robbery
thief robber murder burglar

verb	criminal	crime
rob		
steal		theft
burgle		
murder		

4 Choose the correct words in these sentences.

1 Three men *robbed/stole* a bank in London last night and *robbed/stole* over £2 million. This was the third bank *robbery/burglary* in the city this month.
2 Last night my car was *burgled/broken into* and my satnav was *robbed/stolen*.
3 A man was *stolen/murdered* yesterday in Los Angeles. The police have *arrested/robbed* two *suspects/victims* in connection with the *murder/murderer*.
4 My brother's flat was *stolen/burgled* last week and his laptop was *stolen/burgled*.

Listening and Speaking

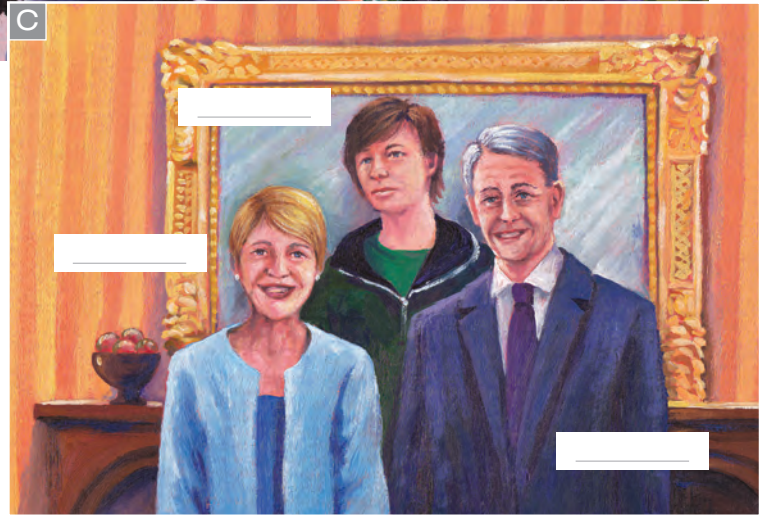
5 **a** CD3 29 There has been a murder in Yately, a village in England. Listen to the conversation and match the people to their descriptions.

Mary	the murder victim
Alice	the new person in the village
Barry Clark	Ellen and Jack's son
Ellen	the owner of the flower shop
Jack Miller	Jack's wife
Adam	Jack's business partner

b Work in pairs. Who are the people in pictures A–C?

A


B


C


6 CD3 29 Listen again and answer these questions.

1 When did the murder happen?
2 Where was the body found?
3 When did the Garden Centre open?
4 How was the victim killed?
5 What were Jack and Barry arguing about yesterday?
6 Who wanted to get divorced?
7 Why was Adam sent to prison?
8 When did he come out of prison?

HELP WITH GRAMMAR Relative clauses with *who*, *which*, *that* and *where*

7 **a** Look at these sentences. The underlined clauses are called relative clauses. They tell you which person, thing or place we are talking about.

*That's the place **where** they found the body.*

*He's the man **who/that** was murdered.*

*Her marriage is the only thing **which/that** makes her happy.*

b Complete the rule with the words in bold in **7a**.

- To introduce relative clauses we use:

a _____ or _____ for people.
b _____ or _____ for things.
c _____ for places.

c Check in GRAMMAR 11.2 p150.

8 Complete these sentences with *who*, *which*, *that* or *where*. Sometimes more than one answer is possible.

1 Jack Miller is the man *who* was murdered.
2 The big house at the end of the village is _____ the Miller family lives.
3 Alice is the woman _____ owns the flower shop.
4 The only person _____ has been in prison is Adam.
5 The police never found the money _____ Adam stole.
6 Mary thought Yately was a sleepy village _____ nothing ever happened.

9 **a** Work in groups. Make a list of suspects. Who murdered Jack Miller, do you think? Why?

b Compare answers with the class.

Get ready … Get it right!

10 Work in two groups. Group A p107. Group B p113.

11 **a** Work in pairs with a student from the other group. Take turns to point to the things in the picture and tell your partner what you know about them. Use relative clauses.

This is the person who …

This is the gun that …

That's the place where …



b Who do you think murdered Jack Miller now? How and why did the murderer do it, do you think?

12 **a** CD3 30 Listen to a news report about the murder trial. Who is the murderer?

b Look at Audio Script CD3 30 p165. Read and listen to the news report again. How did the murder happen? How did the police catch the murderer? Why did the murderer kill Jack Miller?

11C VOCABULARY AND SKILLS In the news

Vocabulary guessing meaning from context
Skills Listening: the news; Reading: an online article

QUICK REVIEW Relative clauses Write four definitions of people, things or places using relative clauses with *who*, *which*, *that* and *where*. Work in pairs. Take turns to say your definitions: *It's a place where you do exercise*. Your partner guesses the answer: *Is it a gym?*

Listening and Speaking

1 Work in groups. Discuss these questions.

1 Do you ever read the news online? If so, which websites do you go to?
2 Do you prefer getting the news from the internet, newspapers, the radio or TV? Why?
3 Do you think there will still be newspapers in 20 years' time? Why?/Why not?

2 **a** Read headlines A–D. Check new words with your teacher. Which is the most interesting story, do you think?

A
ILLEGAL DOWNLOADS DAMAGE UK MUSIC INDUSTRY

B
PROTESTS AGAINST SPENDING CUTS CONTINUE

C
LOST WALLET FOUND AFTER 55 YEARS

D
AID FOR FLOOD VICTIMS DELAYED BY BAD WEATHER

b CD3 31 Listen to the news. Put headlines A–D in order.

3 Work in pairs. Which news stories A–D do these words/phrases appear in? Check new words/phrases with your teacher.

the army	a demonstration	a track	
the back seat	a protester	a fan	march
a disaster	medical supplies	a classic car	

4 **a** Work in the same pairs. Try to match two pieces of information to headlines A–D. How is the information connected to the news stories?

1 300,000 people
2 30,000 people
3 a 1946 Hudson car
4 1.2 billion
5 a driving licence
6 towns and villages
7 over £1 billion
8 twenty arrests

b CD3 31 Listen again and check.

HELP WITH LISTENING
Sentence stress: review

- You can often understand the general idea of a story by listening to the stressed words.

5 **a** Look at Audio Script CD3 31 p165. Listen again to the first three news stories and follow the stressed words.

b Work in pairs. Look at the fourth news story on p165. Decide which words are stressed.

c Listen again and check.

Reading, Vocabulary and Speaking

6 **a** Work in new pairs. Cover the article. Try to put pictures A–D in order. What do you think happens in the story?

b Read the article and check your ideas.

c Read the article again. Tick the true sentences. Correct the false ones.

with two roommates

1 Kait Duplaga lives ~~on her own~~.
2 The burglars stole two computers and two TVs.
3 Kait's brother contacted her because he thought she was online.
4 The burglars were buying something online.
5 The two men were friends of Kait's.
6 They came to a party at Kait's apartment a few weeks before the burglary.
7 The burglars were arrested two days after Kait took their photos.

d Work with your partner from **6a**. Compare your answers.









www.newsweb.com/stolenlaptop

WORLDNEWS BUSINESSNEWS SPORTSNEWS

BURGLARS CAUGHT BY STOLEN LAPTOP

On April 27th, two burglars broke into Kait Duplaga's apartment in White Plains, New York, and stole about $5,000 worth of electronic **goods**, including two flat-screen TVs and two laptops. As soon as Kait and her two roommates got home that night, they reported the burglary to the police. Unfortunately the police couldn't find anything to help them catch the burglars.

Nine days later, a friend of Kait's **contacted** her because his computer showed that she was **logged onto** the internet. Kait used another computer to go online and saw that someone was using her laptop to do some shopping.

Then Kait, who works in an Apple computer store, remembered that she could access the camera in her laptop using **remote** technology. At first she could only see an empty room, but then two men came in and started using the computer again. Kait then took photos of the men before they **realised** what was happening. One of her roommates **recognised** the men as friends of friends who were at a party at their apartment a few weeks earlier. Kait immediately contacted the police and gave them the photos and names of the men. The next day the burglars were arrested and the police found nearly all of the stolen **property** in their apartment.

"It clearly makes our job a lot easier when the victim can take a picture of the person using the stolen property," said Daniel Jackson of the White Plains Department of Public Safety. "It was definitely a very **smart** use of the technology."

HELP WITH VOCABULARY

Guessing meaning from context

- Sometimes you can guess the meaning of a word by:

a knowing a similar word in your language or another language you know.

b knowing what type of word it is (noun, verb, adjective, etc.).

c understanding the general meaning of the text and the rest of the sentence.

7 **a** Look at the words in bold in the article. Are they nouns, verbs or adjectives?

b Choose the correct meanings, a or b. What information in the article helped you decide?

1	**goods**	a	excellent	b	things you can buy or sell
2	**contacted**	a	talked to, wrote to or texted	b	complained to
3	**logged onto**	a	connected to	b	downloaded
4	**remote**	a	modern	b	far away
5	**realised**	a	decided	b	suddenly understood
6	**recognised**	a	forgot a person's name	b	knew someone by his/her face
7	**property**	a	things you own	b	expensive things
8	**smart**	a	dangerous	b	clever, intelligent

c Check in VOCABULARY 11.4 p149.

8 **a** Work in pairs. Think of three stories you can remember from this week's news. Make notes about each story. Ask your teacher for any new vocabulary.

b Work with another pair. Tell the other pair about your stories. Then decide which story is the most interesting.

c Tell the class about the most interesting story in your group.

11D REAL WORLD Did you?



QUICK REVIEW Crime Work in pairs. Make a list of all the crime words you know (*a thief*, *rob*, etc.). Compare lists with another pair. Which words are: verbs, criminals, crimes?

1 **a** Work in pairs. Look at the photos. Where are the people? What do you remember about them?

b VIDEO 11 CD3 32 Watch or listen to conversations A–D. Match the conversations to the things the people talk about 1–4.

1 a weekend trip abroad
2 someone who has just had twins
3 a job that someone doesn't want
4 a late night with an old friend

2 **a** Fill in the speech bubbles with these echo questions. Then match them to conversations A–D.

Didn't you? Has she?
Doesn't he? Are you?

1 Steve doesn't want the job.

2 I'm going to Berlin for the weekend.

3 I didn't go to bed till 3 a.m.

4 She's just had twins!

b VIDEO 11 CD3 32 Watch or listen again. Check your answers.

A



B



REAL WORLD Echo questions

3 **a** Look again at 1–4 in **2a**. Then choose the correct phrase in the rule.

- We use echo questions when we *are interested or surprised/ didn't hear what people said*.

b Look again at 1–4 in **2a**. Then choose the correct words in the rules.

- We usually use the *main verb/auxiliary* in echo questions.
- We only use *names/subject pronouns* in echo questions.
- If the sentence is positive, the echo question is *positive/negative*.
- If the sentence is negative, the echo question is *positive/negative*.

c What are the echo questions for these sentences?

1 I work for the BBC. *Do you?*
2 He lives in a lighthouse.
3 They bought a new house last week.
4 I don't get up until midday.
5 They've just got engaged.
6 It's over thirty years old.

d Check in REAL WORLD 11.1 p150.

HELP WITH LISTENING Intonation (3)

- Remember: we know if people are interested or surprised by how much their voices move up and down.

4 CD3 33 Listen to six conversations. Do the people who say the echo questions sound interested (I) or not interested (NI)?

1 (I) NI 3 I NI 5 I NI
2 I NI 4 I NI 6 I NI

C



D



5 CD3 34 **PRONUNCIATION** Listen and practise. Copy the stress and intonation.

Doesn't he?

6 **a** Write echo questions for these sentences.

1 My son isn't happy at school. *Isn't he?*
2 My boss hasn't replied to my email yet.
3 I've just seen your dad on TV!
4 My parents aren't coming this weekend.
5 I went to South America last year.
6 My brother doesn't have a mobile.
7 I want to buy an Aston Martin.
8 My mother plays golf every weekend.

b Work in pairs. Take turns to say the sentences and echo questions.

7 **a** Write six interesting things about yourself or people you know.

b Work in new pairs. Take turns to say your sentences to your partner. Continue the conversation with an echo question and follow-up questions.

HELP WITH PRONUNCIATION

/əʊ/, /aʊ/ and /ɔɪ/

1 **a** CD3 35 Listen to these sounds and words. Listen again and practise.

1 /əʊ/ sl**ow** gr**ow** **ow**n yell**ow**
2 /aʊ/ n**ow** c**ow** h**ow** br**ow**n
3 /ɔɪ/ b**oy** **oi**l enj**oy** p**oi**nt

b Look again at **1a**. What two ways can we say *ow*? What two ways can we spell the sound /ɔɪ/?

2 **a** Work in pairs. Look at the letters in bold in these words. Match the words to sounds 1–3 in **1a**.

sn**ow** *1* t**ow**el av**oi**d wind**ow** destr**oy**
t**ow**n ann**oy**ing sh**ow**er t**oy** thr**ow** n**oi**sy
cr**ow**ded t**oi**let disapp**oi**nting sh**ow** employer

b CD3 36 Listen and check. Listen again and practise.

3 Work in pairs. Complete these words with *w*, *y* or *i*. Then take turns to say the sentences.

1 This sho*w* is disappo__nting and anno__ing.
2 I don't enjo__it when it's cro__ded and no__sy.
3 My emplo__er avo__ds to__n when it's sno__ing.
4 The bo__ po__nted out of the windo__ at the co__.
5 Don't thro__ the to__s or the to__el in the to__let!

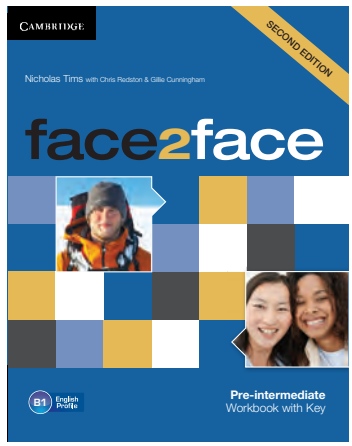
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Vocabulary, Grammar and Real World

- **Extra Practice 11 and Progress Portfolio 11** p125
- **Language Summary 11** p149
- **11A–D** Workbook p55

Reading and Writing

- **Portfolio 11** Telling a story Workbook p84
  Reading a story
  Writing verb forms in narratives; getting ideas; a narrative



12A Working abroad

Vocabulary money
Grammar reported speech

QUICK REVIEW Echo questions
Imagine you are a famous person. Write four sentences about your life. Work in pairs. Take turns to say your sentences. Answer with an echo question and follow-up questions: **A** *I was on TV yesterday.* **B** *Were you? Which programme were you on?* Guess who your partner is.



Vocabulary Money

1 **a** Work in pairs. Which phrases in bold do you know? Check new phrases in VOCABULARY 12.1 p151.

1 I **lent some money to** a friend last week.
2 I've never **borrowed money from** a bank.
3 I **owe** someone **money**, but I'm going to **pay** it **back** soon.
4 I **spend** quite a lot of **money on** clothes.
5 I'm trying to **save** some **money for** my next holiday.
6 I sometimes **waste money on** things I don't need.
7 My favourite possession **cost** a lot of **money**.
8 I don't think I **earn** enough **money**.
9 I need to **get** some **money out of** the bank.
10 I've never **won** any **money** in my life.
11 I **lost** some **money** last week.

b Work on your own. Choose six sentences from **1a** and make them true for you.

c Work with your partner. Compare sentences. Are any the same?



Listening and Speaking

2 **a** CD3 37 Listen to Ian talking to his uncle, Mike. Which country is Ian going to? What's he going to do there?

b Listen again. Fill in the gaps in Ian's sentences.

1 I'm working in a _____ .
2 I want to _____ abroad.
3 I'm going to do voluntary _____ .
4 I'll be back next _____ .
5 I can save about _____ a week.

3 **a** CD3 38 Later that day Mike is telling his wife, Angela, about his conversation with Ian. Listen and put Mike's sentences a–e in the order he says them.

a He said that he wanted to work abroad.
b He told me that he was going to do voluntary work.
c He said he was working in a restaurant.
d He told me he could save about £100 a week.
e He said that he'd be back next summer.

b Match Ian's sentences 1–5 in **2b** to Mike's sentences a–e in **3a**.

HELP WITH GRAMMAR Reported speech

4 **a** Look again at the sentences in **2b** and **3a**. Notice how the verb changes in reported speech. Then fill in the table with these verb forms.

~~Past Simple~~ *'d/would* *could*
Past Continuous *was/were going to*

verb form in direct speech	verb form in reported speech
Present Simple	*Past Simple*
Present Continuous	
'll/will	
can	
am/are/is going to	

b Look again at sentences a–e in **3a**. Then complete the rules with *always* or *never*.

- *say* _____ has an object:
  He said (that) … not ~~*He said me (that) …*~~ .
- *tell* _____ has an object:
  He told ***me*** *(that)* … not ~~*He told (that) …*~~ .

TIP • We don't have to use *that* in reported speech.

c Fill in the gaps with the correct subject pronoun (*I*, *you*, etc.) or possessive adjective (*my*, *your*, etc.).

1 "I don't see my uncle very often." → Ian said that _____ didn't see _____ uncle very often.
2 "I don't see my nephew very often." → Angela said that _____ didn't see _____ nephew very often.

d Check in GRAMMAR 12.1 p152.

5 CD3 39 PRONUNCIATION Listen and practise the sentences in **3a**. Copy the stress and weak form of *that*.

He said that /ðət/ he wanted to work abroad.

6 **a** CD3 40 Listen to the end of Mike and Angela's conversation. Answer these questions.

1 How much is the flight?
2 How much does Ian earn a week?
3 What did Mike do this afternoon?
4 What does Angela think of what Mike did?

b What did Mike say to Angela? Write the sentences in reported speech. Use the verbs in brackets.

1 **IAN** My flight is £600. (say)
He said (that) his flight was £600.
2 **IAN** I don't earn very much. (tell)
3 **MIKE** It's going to take you months to save enough money. (say)
4 **IAN** I'm working seven days a week. (say)
5 **MIKE** We'll pay for your flight. (tell)
6 **IAN** I can pay you back next year. (say)

c Listen again and check.

HELP WITH LISTENING
/h/ at the beginning of words

- Sometimes we don't say /h/ at the beginning of words.

7 **a** CD3 41 Listen to these sentences. Notice when we don't say /h/.

YOU EXPECT TO HEAR	YOU OFTEN HEAR
He said his flight was six hundred pounds.	He said [h]is flight was six [h]undred pounds.

b Read these rules.

- We usually say /h/ after a vowel sound: *Yes, I* ***h****eard that.*
- We don't usually say /h/ after a consonant sound: *We can lend [h]im the money.*

c Look at Audio Script CD3 40 p166. Listen to Mike and Angela's conversation again. Notice when they say and when they don't say /h/ at the beginning of words.

Get ready … Get it right!

8 Write 6–8 sentences about your life. Use these phrases or your own ideas.

- I'm _____ing … at the moment.
  I'm working in a restaurant at the moment.
- I … every day/week/weekend.
- I can … quite/very well.
- I can't … very well.
- Next weekend I'm going to …
- I (don't) like …
- When I'm old I think I'll …
- I often/sometimes/never …

9 **a** Work in pairs. Tell your partner your sentences. Remember your partner's sentences. You can write one word only to help you remember each sentence.

b Work with a new partner. Take turns to tell him/her your first partner's sentences. Use reported speech.

c Tell the class two things you found out about the other students.

12B Taking risks

Vocabulary collocations (4): *take* and *get*
Grammar second conditional

QUICK REVIEW Reported speech Think of four things that other students have told you about themselves on this course (or that your family/ friends have told you recently). Work in pairs. Swap information using reported speech: *Yoshi told me he wanted to learn German.*

Vocabulary and Speaking

Collocations (4): *take* and *get*

1 **a** Fill in the gaps with *take* or *get*. Check in VOCABULARY 12.2 p151.

1 Do you usually *take* **your friends' advice**?
2 Do you _____ **a long time** to _____ **ready** in the morning?
3 Do you ever _____ **lost**?
4 Do you often _____ **headaches**?
5 Do you _____ **sugar** in coffee?
6 Did you _____ any **exams** last year?
7 Do you _____ **stressed** easily?
8 Do you always _____ **notes** in class?
9 When you do your homework, do you usually _____ **all the answers right**?
10 Do you always _____ **it easy** on holiday?
11 Do you often _____ **colds** in winter?
12 Do you ever _____ **risks** or are you always very careful?

b Work in pairs. Ask and answer the questions in **1a**. Ask follow-up questions if possible.

Reading and Speaking

2 Work in groups. Discuss these questions.

1 When was the last time you did something exciting or unusual? What was it? Did you enjoy it?
2 Would you like to do it again? Why?/Why not?
3 What exciting or unusual things would you like to do in the future?

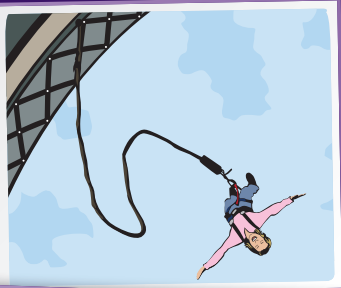
3 **a** Look at the cards from the game *Risk-taker*. Try to match these words/phrases to the cards.

a snake hypnotise someone
a cheat a bungee jump
sing in public a tattoo

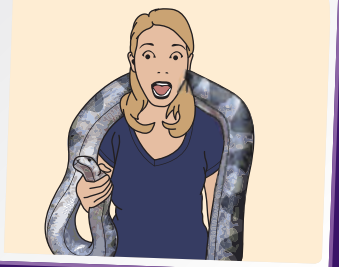
b Look at the *Risk-taker* cards again. Choose the correct answers for you.

RISK-TAKER

1 **If I won a bungee jump in a competition,**
a I'd do it. How exciting!
b I'd say yes if my friend jumped first.
c I wouldn't do it. I'd be too frightened.



2 **If someone asked me to hold a snake,**
a I wouldn't do it. I'd run away!
b I'd do it. Why not?
c I'd do it, but only if the snake wasn't dangerous.



3 **If someone offered to hypnotise me,**
a I'd ask my friend to try it first.
b I'd say yes immediately.
c I'd definitely say no.



4 **If someone offered me $1,000 to get a tattoo,**
a I'd do it.
b I'd do it, but only for $10,000.
c I wouldn't do it.



5 **If someone asked me to be on a reality TV programme,**
a I'd say yes immediately.
b I'd definitely say no.
c I'd talk to my friends first and take their advice.



4 **a** Choose a partner, but don't talk to him/her yet. Guess which answers he/she chose.

b Check your guesses with your partner. How many guesses were correct?

For card 1 I think you chose a.

No, I chose c!

c Look at p114. Are you and your partner risk-takers?

HELP WITH GRAMMAR Second conditional

5 **a** Look at these sentences. These are called second conditionals. Choose the correct words/phrases in these rules.

if clause	main clause
If I won a bungee jump in a competition,	I'd do it.
If someone asked me to hold a snake,	I wouldn't do it.

- We use the second conditional to talk about *real/ imaginary* situations.
- The second conditional talks about *the past/ the present or the future.*
- In the *if* clause we use the *Present Simple/ Past Simple*.
- In the main clause we use *'d, would or wouldn't/ will or won't* + infinitive.

b Fill in the gaps in these questions with *if*, *do* or *would*.

1 What _____ you _____ _____ you won a bungee jump?

2 _____ someone asked you to hold a snake, _____ you _____ it?

c Check in GRAMMAR 12.2 p152.

6 **If someone asked me to sing in public,**

a I'd go home immediately.
b I'd definitely do it.
c I'd only sing if all my friends did.



7 **If someone offered to take an exam for me using my name,**

a I'd definitely say no. I'm not a cheat!
b I'd take the risk, but only if he/she was really bright.
c I'd say yes immediately.



6 CD3 42 PRONUNCIATION Listen and practise. Copy the stress and contractions (*I'd*, etc.).

I'd do it. → If I won a bungee jump, I'd do it.

7 Make five sentences with the phrases from A, B and C.

A

1 If I didn't have to get up early,
2 If he worked a bit harder,
3 If she didn't take so long to get ready,
4 If he didn't have two jobs,
5 If my parents lived nearer,

B

I'd go out this evening,
I'd see them more often,
he wouldn't be so tired,
she wouldn't be late for class,
he wouldn't do so badly at school,

C

but they live 300 kilometres away.
but he really needs the money.
but she always spends ages in the shower.
but he spends all his time watching TV.
but I start work at 7.30 tomorrow.

8 **a** Fill in the gaps with the correct form of the verbs in brackets. Then complete the sentences for you.

1 If I *could* (can) live anywhere in the world, I'd *live* (live) in …
2 If I _____ (have) more free time, I _____ (like) to …
3 If I _____ (can) have any job in the world, I _____ (be) a/an …
4 If I _____ (not be) in this English class now, I _____ (be) …
5 If I _____ (have) more money, I _____ (buy) …
6 If I _____ (can) change one thing in my life, I _____ (change) …

b Work in pairs. Compare sentences. Are any the same?

If I could live anywhere in the world, I'd live in the Caribbean.

Yes, me too.

Oh, I wouldn't. I'd live in Bali.

Get ready … Get it right!

9 Work in pairs. Student A p105. Student B p111.

12C VOCABULARY AND SKILLS Graffiti

Vocabulary connecting words (2): *first*, *next*, *then*, etc.
Skills Listening: a radio interview; Reading: an online fact file

QUICK REVIEW Second conditional What would you be if you were: an animal, a colour, a day of the week, a season, a place, an item of clothing, a drink? Work in pairs. Compare ideas. *If I were an animal, I'd be a tiger.* Are any the same?







Speaking and Listening

1 Work in groups. Look at these photos of graffiti. Then discuss the questions.

1 What do you think of the graffiti in the photos?
2 Why do people do graffiti, do you think?
3 Is there a lot of graffiti where you live? If so, what's it like?
4 Do you think graffiti is a good thing? Why?/ Why not?

2 CD3 43 Listen to a radio interview about the history of graffiti. Put these people, things and places in the order you hear them.

Mao Zedong Banksy art or crime *1*
Pompeii the messages in graffiti

3 **a** CD3 43 Listen again. What is the connection between these things?

1 1,600 / 2,000 years ago / Pompeii
2 Mao Zedong / 4,000 characters / Mao's teacher
3 Banksy / the people of Bristol / 97%

b Work in pairs. Compare answers.

HELP WITH LISTENING Linking: review (2)

4 **a** Look at this sentence. Notice the different types of linking.

Sally, writing or drawing graffiti /j/ *on walls is a crime, of course, but everywhere you go* /w/ *in this country these days you see more* /r/ *and more graffiti.*

b Look at Audio Script CD3 43 p166. Listen again and notice the different types of linking.

Reading and Speaking

5 **a** Work in pairs. Look at pictures A–D. Do you like Banksy's work? Why?/Why not?

b Before you read, try to match these words/phrases to pictures A, D, E, F or G. Check new words/phrases with your teacher.

spray paint a CCTV camera a primitive cave painting
a penguin a stencil

c Read about Banksy. Then put his pictures A–C in the order they appear in the article.

d Read the article again. Answer the questions.

1 Why did Banksy start using stencils?
2 What messages did he write at London and Bristol zoos?
3 What happened to Banksy's painting of the Mona Lisa?
4 How long was his primitive cave painting hanging on the wall in the British Museum?
5 How many £10 notes did Banksy make?
6 How much were some of his £10 notes sold for on eBay?
7 Why does he hate CCTV cameras, do you think?

e Work in pairs. Compare answers. What do you think is the most interesting thing about Banksy?

HELP WITH VOCABULARY Connecting words (2): *first*, *next*, *then*, etc.

6 **a** Look at the words in bold in the article and answer these questions.

1 Which words connect things that happen at the same time?
2 Which words show the order of events?

b Check in VOCABULARY 12.3 p151.











BANKSY
graffiti artist

When Banksy started doing graffiti in the 1990s he used spray paints. This way of working was slow and he didn't always finish the work before he was caught. So he started to use stencils, which was much quicker. **After that** Banksy's graffiti appeared on lots of buildings in Bristol and London. His work soon became well known and he began to take greater and greater risks.

First he climbed in with the penguins at London Zoo and painted 'We're bored with fish' on the wall in large letters. **Next** he went to Bristol Zoo and painted a message on the elephants' wall. It began, 'I want out. This place is too cold ...'. **Then** in 2004 he walked into the Louvre, in Paris, and put his painting of the Mona Lisa next to the famous painting by Leonardo da Vinci. It was quickly removed. **After** the Louvre, Banksy put his primitive cave painting in the British Museum in London. **While** it was hanging on the wall in the museum, hundreds of people stopped to look at the painting and it stayed there for three days. **Finally** the staff at the museum discovered it and took it down, but it's now in the British Museum's permanent collection.

Another of Banksy's ideas was to print his own money. He made a million pounds' worth of £10 notes. Instead of 'Bank of England' the notes said 'Banksy of England', and he replaced the Queen's head with the head of Princess Diana. Hundreds of these bank notes were thrown into the crowd at a music festival. Some people actually used the money to buy things and others later sold their £10 notes on eBay for £200 each.

Banksy is now internationally famous and his graffiti can be found in countries all over the world. You can also buy Banksy mugs, T-shirts, posters and postcards. In 2010 there was a film about Banksy called *Exit Through the Gift Shop*, and in the same year he created the opening and closing sequence in an episode of *The Simpsons*. Banksy isn't the artist's real name and, like many graffiti artists, he has always tried to keep his identity a secret. And what does he hate most? CCTV cameras, of course!

7 Read an interview with Leon, a graffiti artist from London. Choose the correct words.

[1]*First/Next* I find a good place. [2]*Then/Finally* I plan what I want to do and [3]*while/after that* I make my stencil. [4]*Next/When* I collect all the things I need to take. [5]*Then/While* I wait until it gets dark. [6]*When/Then* it's dark I drive to where I'm going to do the graffiti. [7]*While/First* I park the car, [8]*then/when* I check that nobody's around. [9]*After that/First* I start painting. But [10]*while/finally* I'm working I always check to see if anyone is coming. [11]*When/Next* I'm happy with the piece I sign my name. [12]*Finally/While* I pack up everything and leave before it gets light.

8 Work in groups. Discuss these questions.

1 Do you think Banksy and Leon are artists or criminals? Why?
2 What do you think the police should do when they catch a graffiti artist at work?
3 Imagine you were a graffiti artist. What would you draw or write about?

HELP WITH PRONUNCIATION Word stress (2)

1 **a** Work in pairs. Match these three-syllable words to patterns 1–3.

1 in-ter-view **2** a-ma-zing **3** en-gi-neer

confident *1*	polluted	employee	delicious	incorrect
organised	teenager	embarrassed	oversleep	company
volunteer	excited	burglary	immature	employment
unemployed	adventure	salary		

b CD3 44 Listen and check. Listen again and practise.

2 **a** Work in the same pairs. Match these four-syllable words to patterns A and B.

A in-tel-li-gent **B** in-for-ma-tion

traditional *A*	invitation	unfortunate	manufacture	
documentary	considerate	disappointed	incredible	
operation	environment	experience	population	
unambitious	security	unattractive		

b CD3 45 Listen and check. Listen again and practise.

3 Work in new pairs. Take turns to say these sentences. Check your partner's pronunciation.

1 The documentary about the environment was incredible.
2 Most teenagers are confident, organised and considerate.
3 All his employees were disappointed and embarrassed.
4 Our company manufactures delicious traditional biscuits.

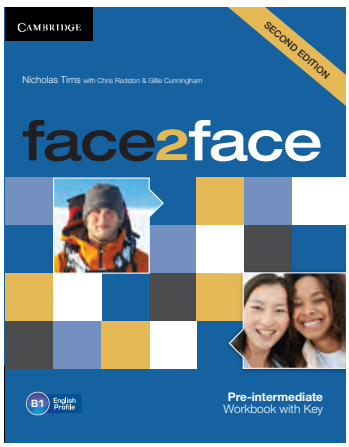
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Vocabulary, Grammar and Real World

- **Extra Practice 12 and Progress Portfolio 12** p126
- **Language Summary 12** p151
- **12A–C** Workbook p60

Reading and Writing

- **Portfolio 12** Describing your goals Workbook p86
  Reading an online diary; a posting on a website
  Writing common mistakes; describing your goals



Work in groups of four. Read the rules.Then play the game!

Rules

You need: One counter for each student; one dice for each group.

How to play: Put your counters on **START**. Take turns to throw the dice, move your counter and read the instructions on the square. The first student to get to **FINISH** is the winner.

Grammar and Vocabulary squares: The first student to land on a Grammar or Vocabulary square answers question 1. The second student to land on the same square answers question 2. If the other students think your answer is correct, you can stay on the square. If the answer is wrong, you must move back to the last square you were on. If a third or fourth student lands on the same square, he/she can stay on the square without answering a question.

Talk about squares: If you land on a Talk about square, talk about the topic for 30 seconds. Another student can check the time. If you can't talk for 30 seconds, you must move back to the last square you were on. If a second or third student lands on the same square, he/she also talks about the same topic for 30 seconds.

End of Course Review



Pair and Group Work: Student/Group A

1B 10 p9

a You are going to ask your partner about day-to-day life in his/her home. Make subject questions with *Who … ?* and the phrases in column A.

A questions with *Who … ?*	B your answer	C your partner's answer	D follow-up questions
1 go out to work			Where … ?
2 leave home first			What time … ?
3 get home first			When … ?
4 do the cooking			What kind of food … ?
5 watch TV the most			How many hours a day … ?
6 go to bed last			What time … ?

b Answer the questions for your own home (or your family/friends if you live alone) in column B.

c Work in pairs. Ask and answer questions. Write your partner's answers in column C. If possible, ask follow-up questions with the prompts in column D. You start.

Who goes out to work? — My father.

Where does he work? — In a bank in the city centre.

d Compare your answers to your partner's. How many are the same?

8C 4 p66

a Work on your own. Fill in the gaps with the correct form of the verbs in brackets.

1 What do you enjoy *doing* (do) in your free time?
2 Do you think you'll _____ (study) English next year?
3 When did you start _____ (come) to this school?
4 What do you need _____ (do) when you get home?
5 What is the first city or country you remember _____ (visit)?
6 Do you think you might _____ (live) abroad one day?
7 Do you ever forget _____ (buy) people birthday presents?
8 Do you like _____ (watch) travel documentaries on TV?

b Work with your partner. Ask and answer the questions. Ask follow-up questions if possible.

c Tell the class two things you found out about your partner.

11A 9 p87

a Work on your own. Carrie and her husband, Brian, are moving house. You are Carrie. Student B is Brian. Choose three things on your list that you have already/just done and three things you haven't done yet. Think of a different reason why you haven't done each thing.

Carrie's list

- cancel the phone
- empty the fridge and freezer
- pack the kitchen things
- tell the neighbours we're moving
- talk to the bank
- clean the kitchen

Brian's list

- pack the books
- tell the electricity company we're moving
- hire a van
- get keys for the new house
- talk to the lawyer
- pack the clothes

b Look at Brian's list. Make questions with the Present Perfect and *yet*.

Have you packed the books yet?

c Work with your partner. Ask questions to find out which things Brian has done. If he hasn't done something, ask why.

Have you packed the books yet?

Yes, I've just done that.

No, not yet.

Why not?

I haven't had time.

2A 7 p15

a You are going to ask your partner the questions in column A. Write follow-up questions in the Past Simple using the prompts in column B.

A When did you last …	B follow-up questions
… eat fried chicken?	Where / eat it?
… go shopping for food?	What / buy?
… stay up late?	What time / go to bed?
… take a day off work/ university/school?	What / do?
… go out with a friend?	Where / go?

b Work with a student from group B. Ask and answer the questions from column A and your follow-up questions. Use *ago*, *last* and *in* in your answers. Ask more questions if possible.

When did you last eat fried chicken?

Last Friday./Three days ago.

Where did you eat it?

At my parents' house.

2B 9 p17



a Work on your own. Read about how Colin and Linda met.

- Linda was teaching in China.
- They first met on a plane from Shanghai to New York.
- On their first date they went to the theatre and Linda fell asleep.
- When they first met, Colin wasn't going out with anyone.
- They got married three and a half years ago.

b Make questions in the Past Simple or Past Continuous with the verbs in brackets.

1 What _____ Colin _____ in China? (do)
2 How long ago _____ they _____ ? (meet)
3 _____ Linda _____ with anyone when she met Colin? (go out)
4 What were they doing when he _____ her to marry him? (ask)
5 Where _____ they _____ married? (get)

c Work with your partner. Ask and answer the questions. You start.

5C 4 p42

a Work on your own. Fill in the gaps with the correct form of the verbs in brackets and the correct prepositions.

a Would you like *to go* (go) *on* a trip *to* Uganda?
b What was the last place you _____ (fly) ___ ?
c What do you hate _____ (spend) money ___ ?
d What do you and your friends often _____ (talk) ___ ?
e Would you like _____ (go back) ___ your first school?
f What do you like _____ (take) photos ___ ?
g Who do you _____ (spend) a lot of time ___ ?
h Do you know anyone who _____ (look) ___ a place to live at the moment?

b Work with your partner. Ask and answer the questions. Ask follow-up questions if possible. You start.

10A 10 p79

a Work with a student from group A. Write questions with these words in the Present Simple passive or Past Simple passive.

1 Who / the Mona Lisa / paint / by ?
Who was the Mona Lisa painted by?
a Van Gogh **b** Picasso **c** **Leonardo da Vinci**
2 Where / cotton / grow ?
a **Turkey** **b** England **c** Canada
3 When / the Taj Mahal / build?
a 1361 **b** **1631** **c** 1813
4 Who / the film *Titanic* / direct / by ?
a **James Cameron** **b** Steven Spielberg **c** Francis Ford Coppola
5 Where / Volvo cars / manufacture ?
a the USA **b** **Sweden** **c** Japan
6 When / the first Harry Potter book / publish ?
a 1990 **b** **1997** **c** 2003

b Work with a pair from group B. Ask and answer the questions. Say the three possible answers when you ask your questions. (The correct answer is in bold.)

c Which pair got more answers right?

3B 6 p25

a Work on your own. Bonnie has got a job as a sales representative with a company called QuickClean. Read about her job.

- Every day Bonnie visits cleaning companies and tries to sell them new products.
- Bonnie earns about £400 a week.
- She finishes work at about six o'clock.
- She's doing on-the-job training for the first two weeks.
- At the moment she's talking to a new customer.

b Make questions in the Present Simple or Present Continuous. Use the verbs in brackets.

1 What *does* the company *sell*? (sell)
2 _____ the company _____ well at the moment? (do)
3 What time _____ Bonnie _____ work? (start)
4 What _____ she _____ about the job? (like)
5 Where _____ she _____ today? (work)

c Work with your partner. Ask and answer your questions. You start.

d Which job is better, do you think – Bonnie's or Harry's? Why?

10D 9 p85

a Work on your own. Read the information for these conversations. Decide what you want to say.

1 You are a sales assistant in a department store. Your partner is a customer. He/She wants to buy a jacket. Decide:
   - the sizes and colours you have
   - the price of each jacket (are they in the sale?)

2 You are a customer in a shoe shop. Your partner is a sales assistant. You want to buy a pair of trainers. Decide:
   - the brand (Nike, Adidas, etc.), size and colour you want
   - how much money you want to spend
   - how you want to pay (cash, credit card, etc.)

b Work with your partner. Role-play the two conversations. You start conversation 1. Your partner starts conversation 2.

Would you like any help?

Yes, please. I'm looking for …

7A 7 b p55

a Work on your own. Make questions to find out the missing information for Day 2 of Esmay and Ronnie's cycling tour. Then read about Day 3.

Where are they travelling to on Tuesday?

New Zealand South Island

DAY 2 **Tuesday 12th February**

Hanmer Springs to _____

MORNING • _____
• _____
LUNCH • _____
AFTERNOON • _____
NIGHT • _____

DAY 3 **Wednesday 13th February**

Kaikoura to Blenheim

MORNING • Go whale watching
• Cycle or drive to Blenheim
LUNCH • Have lunch at a winery (home of New Zealand Chardonnay)
AFTERNOON • Go on a tour of the winery
NIGHT • Stay at the Crown Hotel in Blenheim

b Work with your partner. Ask your partner questions and complete the information for Day 2.

c Answer your partner's questions about Day 3.

d Which of the first three days of the cycling tour is the best, do you think? Why?

9C 6 p74

a Work on your own. Fill in the gaps with the correct form of these phrasal verbs.

~~go back~~	go on	go away
give up	turn up	take off

1 Have you ever *been back* to your first school?
2 When was the last time you _____ for the weekend?
3 Do you always _____ your shoes before you go into your home?
4 Do you know anyone who has _____ smoking?
5 Are you planning to _____ learning English after this course?
6 Have you ever _____ at a party without an invitation?

b Work with your partner. Ask and answer your questions. Ask follow-up questions if possible.

12B 9 p97

a Work on your own. Fill in the gaps with the correct form of the verb in brackets.

1 If you _____ (win) a travel competition, where would you go?
2 If you _____ (can) have dinner with anyone in the world, who would you choose?
3 If there _____ (be) a fire in your house, what would you take out of the house first?
4 If you _____ (can) be in a TV programme, which one would you like to be in?
5 If you _____ (be) a famous actor, who would you like to be?

b Work with your partner. Ask and answer your questions.

If you won a travel competition, where would you go?

I think I'd go to Australia. What about you?

I'd go to Mexico.

4B 11 p33

a Work on your own. You are a reporter for a local newspaper. A rock band called Crazy Head is going to do a gig in your town tonight. Student B is the lead singer. You are going to interview him/her. Make questions with *you* in the Present Perfect or Past Simple.

1 / ever / play / here before?
Have you ever played here before?
2 When / start / singing with Crazy Head?
When did you start singing with Crazy Head?
3 What / do / before / join / the band?
4 How many countries / visit / with Crazy Head?
5 Which country / enjoy / the most?
6 / ever / play / in the USA?
7 When / play / there?
8 / ever / work / with other musicians?
9 When / work / with them?

b Work with your partner. Interview him/her. Ask follow-up questions if possible.

5A 6 p39

a Work on your own. Write questions with *Do you think … will … ?* and these ideas. Then write two more questions of your own.

Family life in 2030

1 / families / be smaller in 2030?
Do you think families will be smaller in 2030?
2 / people / have more free time?
3 / more people / live to be a hundred?
4 / people / be happier?
5 / more fathers / stay at home to look after the children?
6 / more people / share jobs?

b Work with your partner. Ask and answer your questions. Continue the conversation if possible.

9A 10 p71

a Work on your own. Your partner is going to drive from Los Angeles to Mexico City. Write questions with *you* to ask him/her about the journey.

1 What / do / if / have an accident?
What will you do if you have an accident?
2 What / do / if / get bored with driving?
3 What / do / if / get lost?
4 Where / stay / when / arrive in Mexico City?
5 What / do / as soon as / get there?
6 Where / go / after / finish your journey?

b Read about your journey. Make notes on your ideas.

You are going to cycle from London to Rome. Decide what you will do in these situations:

- if someone steals your bike
- if you can't find a hotel
- if you run out of money



Also decide:

- where you'll stay when you arrive in Rome
- what you'll do as soon as you get there
- where you'll go after you finish your journey

c Work with your partner. Ask him/her the questions from **a** about his/her journey.

d Answer your partner's questions about your journey.

8A 10 p63

a Work with a student from group A. Write questions to ask a student from group B.

1	2	3
1 What / do? *What do you do?*	How long / be / a … ? *How long have you been a (doctor)?*	What / do before that? *What did you do before that?*
2 Where / your best friend live?	How long / live / there?	When / last see him or her?
3 Have / got a car or a bicycle?	How long / have / it?	Where / buy it?
4 Who / be / your favourite relative?	How long / know / him or her?	When / last see him or her?
5 What / be / your most important possession?	How long / have / it?	Where / get it?

b Work with a student from group B. Ask and answer questions from column 1. Then ask the questions from columns 2 and 3 if possible.

c Tell the class (or other students) three things you found out about your partner.

3A 11 p23

a Work on your own. Tick the things you have to do in the week and at the weekend in the *you* columns.

	IN THE WEEK		AT THE WEEKEND	
	you	**your partner**	**you**	**your partner**
1 get up early				
2 wear a suit or a uniform				
3 go to meetings or classes				
4 work in the evening				
5 look after children				

b Make questions with *have to* and *you* for activities 1–5.

Do you have to get up early in the week?

Do you have to wear a suit or a uniform?

c Work with your partner. Ask and answer the questions. Tick the things your partner has to do in the *your partner* columns. What do you both have to do?

d Whose life is more stressful, do you think? Why?

7D 9 p61

a Work on your own. Read the information for phone conversations 1–4. Decide what you want to say in conversations 1 and 3.

1 You are a guest in a hotel. Your room is very hot and the air conditioning doesn't work. Also you haven't got any soap. Phone reception and complain politely.

2 You are the hotel receptionist. Reply to each complaint the guest makes.

3 You are a guest in a hotel. You phoned room service for some coffee half an hour ago. It hasn't arrived. Also there's something wrong with the TV. Phone reception and complain politely.

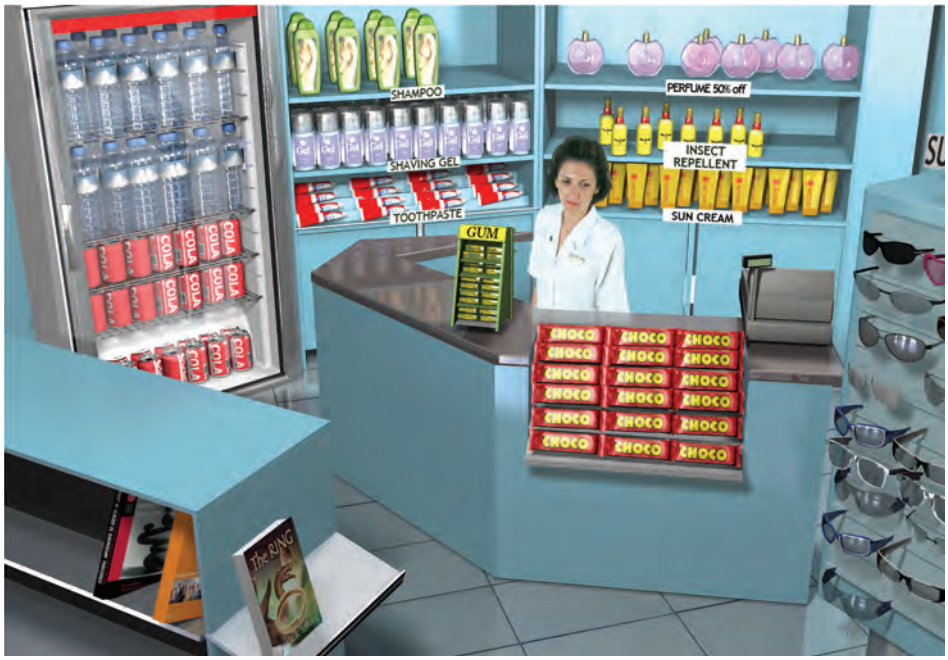
4 You are the hotel receptionist. Reply to each complaint the guest makes.

b Check that you understand the sentences in the box. Use these sentences or your own ideas when you are the receptionist in conversations 2 and 4.

I'm sorry to hear that.
I'm very sorry about that.
I'll get someone to look at it (this morning).
I'll send someone up straight away.
I'll ask room service to get you some (more).

c Work with your partner. Role-play the conversations in **a**.

7B 12 p57



a Work with a student from group A. Describe the picture. Use *a lot of*, *lots of*, *a few*, *a bit of*, *not much*, *not many*, *some*, *not any*.

There's lots of sun cream.

There's a lot of chewing gum.

There aren't many books.

There are lots of bars of chocolate.

b Work with a student from group B. Don't look at his/her picture. Take turns to tell your partner about your picture. Find ten differences in the pictures.

In my picture there's lots of sun cream.

c Work with your partner from group A. Tell him/her the differences you know. Have you got all the differences?

11B 10 p89

a Work on your own. Look at these things and choose the correct words in the relative clauses. There is sometimes more than one possible answer.



1 This is the bullet *that/who/where* was taken from Jack Miller's body.



2 This is a neighbour *who/where/which* saw someone breaking into Barry Clark's house on the night of the murder.



3 This is the address of the flat *who/that/where* Adam stayed on the night of the murder. It's 30 miles away from Yately.



4 These are two people *who/that/which* were visiting Ellen on the night of the murder. They said that they all went out to dinner.



5 These are the bullets *that/who/where* were found in Barry Clark's house.



6 This is the rose *that/which/where* they found on the body.

b Check your answers with a student from group A.

c Remember the information. Then turn back to p89.

Pair and Group Work: Student/Group B

1B 10 p9

a You are going to ask your partner about day-to-day life in his/her home. Make subject questions with *Who … ?* and the phrases in column A.

A questions with *Who … ?*	B your answer	C your partner's answer	D follow-up questions
1 go to work by public transport			How … ?
2 leave home last			What time … ?
3 get home last			When … ?
4 do the housework			How often … ?
5 be online the most			How many hours a day … ?
6 go to bed first			What time … ?

b Answer the questions for your own home (or your family/friends if you live alone) in column B.

c Work in pairs. Ask and answer questions. Write your partner's answers in column C. If possible, ask follow-up questions with the prompts in column D. Your partner starts.

Who goes to work by public transport? — My wife.

How does she get to work? — By bus.

d Compare your answers to your partner's. How many are the same?

8C 4 p66

a Work on your own. Fill in the gaps with the correct form of the verbs in brackets.

a Do you know someone who loves *travelling* (travel)?
b Why did you decide _____ (study) English at this school?
c Do you think people can _____ (learn) English without going to classes?
d Have you ever tried _____ (learn) another language?
e Do you prefer _____ (study) in the morning or the evening?
f Are you planning _____ (do) anything next weekend?
g What should tourists _____ (see) in your country?
h What do you try to avoid _____ (do)?

b Work with your partner. Ask and answer the questions. Ask follow-up questions if possible.

c Tell the class two things you found out about your partner.

11A 9 p87

a Work on your own. Carrie and her husband, Brian, are moving house. You are Brian. Student A is Carrie. Choose three things on your list that you have already/just done and three things you haven't done yet. Think of a different reason why you haven't done each thing.

Brian's list

- pack the books
- tell the electricity company we're moving
- hire a van
- get keys for the new house
- talk to the lawyer
- pack the clothes

Carrie's list

- cancel the phone
- empty the fridge and freezer
- pack the kitchen things
- tell the neighbours we're moving
- talk to the bank
- clean the kitchen

b Look at Carrie's list. Make questions with the Present Perfect and *yet*.

Have you cancelled the phone yet?

c Work with your partner. Ask questions to find out which things Carrie has done. If she hasn't done something, ask why.

Have you cancelled the phone yet?

Yes, I've just done that.

No, not yet.

Why not?

When I call it's always busy.

2A 7 p15

a You are going to ask your partner the questions in column A. Write follow-up questions in the Past Simple using the prompts in column B.

A When did you last …	B follow-up questions
… go to a fast food restaurant?	Which one / go to?
… eat something unusual?	What / eat?
… have a holiday?	Where / go?
… stay at home all weekend?	What / do?
… go shopping for clothes?	What / buy?

b Work with a student from group A. Ask and answer the questions from column A and your follow-up questions. Use *ago*, *last* and *in* in your answers. Ask more questions if possible.

When did you last go to a fast food restaurant?

Last weekend./Three weeks ago.

Which one did you go to?

The McDonald's near the school.

2B 9 p17



a Work on your own. Read about how Colin and Linda met.

- Colin was working for an engineering company in China.
- They first met on a plane six years ago.
- When they first met, Linda had a boyfriend. She broke up with him a week later.
- Colin asked Linda to marry him when they were waiting for a bus.
- They got married in Boston, Linda's home town.

b Make questions in the Past Simple or Past Continuous with the verbs in brackets.

a What _____ Linda _____ in China? (do)
b Where _____ they _____ to when they met? (fly)
c Where _____ they _____ on their first date? (go)
d _____ Colin _____ with anyone when he met Linda? (go out)
e How long ago _____ they _____ married? (get)

c Work with your partner. Ask and answer the questions. Your partner starts.

5C 4 p42

a Work on your own. Fill in the gaps with the correct form of the verbs in brackets and the correct prepositions.

1 Have you ever *taken* (take) photos *of* animals in the wild?
2 Which towns or cities would you like _____ (go back) _____ ?
3 How do you normally _____ (pay) _____ meals in a restaurant?
4 How much do you usually _____ (spend) _____ food a week?
5 Have you ever _____ (fly) _____ another city in your country?
6 How do you _____ (hear) _____ interesting things to do in your town or city?
7 Do you _____ (spend) a lot of time _____ your family?
8 When did you last _____ (go) _____ a trip _____ another town or city?

b Work with your partner. Ask and answer your questions. Ask follow-up questions if possible. Your partner starts.

10A 10 p79

a Work with a student from group B. Write questions with these words in the Present Simple passive or Past Simple passive.

1 Where / paper / first make ?
Where was paper first made?
a Egypt **b** India **c** **China**
2 When / *Hamlet* / write ?
a 1401 **b** **1601** **c** 1801
3 Where / first passenger jet plane / build ?
a **the UK** **b** the USA **c** Germany
4 Who / television / invent / by ?
a Thomas Edison **b** **John Logie Baird**
c Guglielmo Marconi
5 Where / Hyundai cars / manufacture ?
a Chile **b** **South Korea** **c** Japan
6 Who / the Star Wars films / direct / by ?
a Alfred Hitchcock **b** Steven Spielberg
c **George Lucas**

b Work with a pair from group A. Ask and answer the questions. Say the three possible answers when you ask your questions. (The correct answer is in bold.)

c Which pair got more answers right?

3B 6 p25

a Work on your own. Bonnie has got a job as a sales representative with a company called QuickClean. Read about her job.

- QuickClean sells cleaning products.
- The company is doing very well at the moment.
- Bonnie starts work at half past eight every day.
- She likes having a company car.
- She's working in Leeds today.

b Make questions in the Present Simple or Present Continuous. Use the verbs in brackets.

a What *does* Bonnie *do* every day? (do)
b How much _____ she _____ every week? (earn)
c What time _____ she _____ work? (finish)
d _____ she _____ any training at the moment? (do)
e What _____ she _____ now? (do)

c Work with your partner. Ask and answer your questions. Your partner starts.

d Which job is better, do you think – Bonnie's or Harry's? Why?

10D 9 p85

a Work on your own. Read the information for these conversations. Decide what you want to say.

1 You are a customer in a department store. Your partner is a sales assistant. You want to buy a jacket. Decide:
- the size and colour you want
- how much money you want to spend
- how you want to pay (cash, credit card, etc.)

2 You are a sales assistant in a shoe shop. Your partner is a customer. He/She wants to buy a pair of trainers. Decide:
- the brands (Nike, Adidas, etc.), sizes and colours you have
- the price of each pair of trainers (are they in the sale?)

b Work with your partner. Role-play the two conversations. Your partner starts conversation 1. You start conversation 2.

Would you like any help?

Yes, please. I'm looking for …

7A 7 b p55

a Work on your own. Read about Day 2 of Esmay and Ronnie's cycling tour. Then make questions to find out the missing information for Day 3.

Where are they travelling to on Wednesday?

New Zealand South Island

DAY 2 Tuesday 12th February

Hanmer Springs to Kaikoura

MORNING
- Go for a guided forest walk
- Cycle or drive to Kaikoura

LUNCH
- Have a barbecue on the beach

AFTERNOON
- Go on a boat trip and swim with dolphins

NIGHT
- Spend the night in a traditional home

DAY 3 Wednesday 13th February

Kaikoura to _____

MORNING
- _____
- _____

LUNCH
- _____

AFTERNOON
- _____

NIGHT
- _____

b Work with your partner. Answer your partner's questions about Day 2.

c Ask your partner questions and complete the information for Day 3.

d Which of the first three days of the cycling tour is the best, do you think? Why?

9C 6 p74

a Work on your own. Fill in the gaps with the correct form of these phrasal verbs.

~~go back~~ sit down put up with
go on give up get on with

1 Which country or city would you like to *go back* to?
2 Do you know anyone who has _____ eating meat?
3 When you go to a concert, do you prefer to stand up or _____ ?
4 Do you have to _____ a lot of noise where you live?
5 Do you _____ well _____ the rest of your family?
6 What was the last party you went to? How long did it _____ for?

b Work with your partner. Ask and answer your questions. Ask follow-up questions if possible.

12B 9 p97

a Work on your own. Fill in the gaps with the correct form of the verb in brackets.

a If you _____ (can) buy any car in the world, which car would you buy?
b If you _____ (be) a famous musician or singer, who would you like to be?
c If you _____ (can) travel back in time, which year would you choose to go to?
d If you _____ (know) that the world was going to end in 24 hours, what would you do?
e If you _____ (need) $100,000 very quickly, how would you get it?

b Work with your partner. Ask and answer your questions.

If you could buy any car in the world, which car would you buy?

I think I'd buy a Porsche. What about you?

I'd buy a Ferrari.

4B 11 p33

a Work on your own. You are the lead singer of a rock band called Crazy Head. You are going to do a gig in this town tonight. Student A is a reporter from the local newspaper. He/She is going to interview you. Look at these ideas and make notes about your life.

1 The last time you played in this town.
2 When you started singing with Crazy Head.
3 Your job before you joined Crazy Head.
4 The number of countries you've visited with Crazy Head.
5 The country you enjoyed the most and why.
6 Three cities in the USA you have played concerts in.
7 When you played in these cities.
8 Two other musicians you have worked with.
9 When you worked with them.

b Work with your partner. Answer his/her questions. Give more information about your life if possible.

5A 6 p39

a Work on your own. Write questions with *Do you think … will … ?* and these ideas. Then write two more questions of your own.

The world in 2030

1 / there / be a world government in 2030?
Do you think there will be a world government in 2030?
2 / the world / be a safer place?
3 / there / be a woman President of the USA?
4 / people / still need passports to travel?
5 / most people / drive electric cars?
6 / your country / win the football World Cup?

b Work with your partner. Ask and answer your questions. Continue the conversation if possible.

9A 10 p71

a Work on your own. Your partner is going to cycle from London to Rome. Write questions with *you* to ask him/her about the journey.

a What / do / if / someone steals your bike?
What will you do if someone steals your bike?
b Where / sleep / if / can't find a hotel?
c What / do / if / run out of money?
d Where / stay / when / arrive in Rome?
e What / do / as soon as / get there?
f Where / go / after / finish your journey?

b Read about your journey. Make notes on your ideas.

You are going to drive from Los Angeles to Mexico City. Decide what you will do in these situations:

- if you have an accident
- if you get bored with driving
- if you get lost



Also decide:

- where you'll stay when you arrive in Mexico City
- what you'll do as soon as you get there
- where you'll go after you finish your journey

c Work with your partner. Answer his/her questions about your journey.

d Ask your partner the questions from **a** about his/her journey.

8A 10 p63

a Work with a student from group B. Write questions to ask a student from group A.

1	2	3
1 Where / your parents live? *Where do your parents live?*	How long / live / there? *How long have they lived there?*	Where / live before that? *Where did they live before that?*
2 be / married?	How long / be / married?	Where / go on your honeymoon?
3 What / be / your favourite possession?	How long / have / it?	Where / get it?
4 Who / be / your oldest friend?	How long / know / him or her?	Where / meet him or her?
5 What colour / be / your favourite T-shirt?	How long / have / it?	When / last wear it?

b Work with a student from group A. Ask and answer questions from column 1. Then ask the questions from columns 2 and 3 if possible.

c Tell the class (or other students) three things you found out about your partner.

3A 11 p23

a Work on your own. Tick the things you have to do in the week and at the weekend in the *you* columns.

	IN THE WEEK		AT THE WEEKEND	
	you	**your partner**	**you**	**your partner**
a travel a long way to work/ school/ university				
b use a computer a lot				
c study in the evening				
d cook for yourself or your family				
e take children to school or other places				

b Make questions with *have to* and *you* for activities a–e.

Do you have to travel a long way to work in the week?

Do you have to use a computer a lot?

c Work with your partner. Ask and answer the questions. Tick the things your partner has to do in the *your partner* columns. What do you both have to do?

d Whose life is more stressful, do you think? Why?

7D 9 p61

a Work on your own. Read the information for phone conversations 1–4. Decide what you want to say in conversations 2 and 4.

1 You are the hotel receptionist. Reply to each complaint the guest makes.

2 You are a guest in a hotel. You can't turn the air conditioning off and the room's very cold. Also there aren't enough towels in the bathroom. Phone reception and complain politely.

3 You are the hotel receptionist. Reply to each complaint the guest makes.

4 You are a guest in a hotel. The food that room service brought you isn't hot enough. Also the TV is broken. Phone reception and complain politely.

b Check that you understand the sentences in the box. Use these sentences or your own ideas when you are the receptionist in conversations 1 and 3.

I'm sorry to hear that.
I'm very sorry about that.
I'll get someone to look at it (this morning).
I'll send someone up straight away.
I'll ask room service to get you some (more).

c Work with your partner. Role-play the conversations in **a**.

7B 12 p57



a Work with a student from group B. Describe the picture. Use *a lot of*, *lots of*, *a few*, *a bit*, *not much*, *not many*, *some*, *not any*.

There's lots of sun cream.

There isn't any perfume.

There are a few bottles of water.

There's a lot of insect repellent.

b Work with a student from group A. Don't look at his/her picture. Take turns to tell your partner about your picture. Find ten differences in the pictures.

In my picture there's lots of sun cream.

c Work with your partner from group B. Tell him/her the differences you know. Have you got all the differences?

11B 10 p89

a Work on your own. Look at these things and choose the correct words in the relative clauses. There is sometimes more than one possible answer.



a This is the person *where/who/which* says she was with Adam on the night of the murder.



b This is the bank statement *that/which/who* Barry Clark received on the day of the murder.



c This is the hotel *which/who/where* Barry stayed on the night of the murder. It's 50 miles away from Yately.



d This is the gun *where/that/who* the police found in Barry Clark's house. It's the same gun *that/which/who* was used to kill Jack Miller.



e This is the restaurant *where/that/who* Ellen and her friends had dinner on the night of the murder.



f This is a button *which/who/that* was found next to Jack's body.

b Check your answers with a student from group B.

c Remember the information. Then turn back to p89.

Pair and Group Work: Answer Key

7A 3 c p54

a Read the list of the top 50 places from the TV programme. Tick any places you have been to and choose three places you would like to visit.

50 places to go before you die

1 The Grand Canyon, USA
2 The Great Barrier Reef, Australia
3 Disney World, Florida, USA
4 The South Island, New Zealand
5 Cape Town, South Africa
6 The Golden Temple, Amritsar, India
7 Las Vegas, USA
8 Sydney, Australia
9 New York, USA
10 The Taj Mahal, India
11 Lake Louise, The Rockies, Canada
12 Uluru (Ayers Rock), Australia
13 Chichen Itza, Mexico
14 Machu Picchu, Peru
15 Niagara Falls, Canada/USA
16 Petra, Jordan
17 The Pyramids, Egypt
18 Venice, Italy
19 The Maldives
20 The Great Wall of China
21 Victoria Falls, Zambia/Zimbabwe
22 Hong Kong
23 Yosemite National Park, USA
24 Hawaii
25 The North Island, New Zealand
26 Iguaçu Falls, Brazil/Argentina
27 Paris, France
28 Alaska, USA
29 Angkor Wat, Cambodia
30 Mount Everest, Nepal
31 Rio de Janeiro, Brazil
32 Masai Mara, Kenya
33 The Galápagos Islands
34 Luxor, Egypt
35 Rome, Italy
36 San Francisco, USA
37 Barcelona, Spain
38 Dubai
39 Singapore
40 La Digue, Seychelles
41 Sri Lanka
42 Bangkok, Thailand
43 Barbados
44 Iceland
45 The Terracotta Army, Xian, China
46 The Matterhorn, Switzerland
47 Angel Falls, Venezuela
48 Abu Simbel, Egypt
49 Bali
50 Bora Bora, Tahiti

b Work in the same groups. Tell the other students about the places you have been to and the three places you would like to visit.

4C 3 b p34

Are you a telly addict?

1–2 ticks
You don't have a problem with TV. You probably do more interesting things in your free time and prefer reading or going out with friends.

3–4 ticks
You like watching TV, but it doesn't control your life. You probably only watch the programmes you really like and turn off the TV when they've finished.

5–6 ticks
You probably watch too much TV. Why don't you go out for a walk instead – when your favourite soap opera isn't on, of course!

7–8 ticks
You're definitely a telly addict! You probably love your TV more than your friends! Why don't you turn it off and do something more interesting instead?

10C 7 c p83

Are you a fashion victim?

1	**a** 3 points	**b** 2 points	**c** 1 point
2	**a** 2 points	**b** 1 point	**c** 3 points
3	**a** 1 point	**b** 2 points	**c** 3 points
4	**a** 3 points	**b** 2 points	**c** 1 point
5	**a** 2 points	**b** 1 point	**c** 3 points
6	**a** 2 points	**b** 3 points	**c** 1 point

6–9 points
You're definitely not a fashion victim. Clothes aren't very important to you and you probably wear the first thing you see in the morning. Perhaps you should go shopping next weekend and buy some new clothes.

10–12 points
You don't worry about clothes very much, but you like looking good and probably enjoy getting dressed up for parties and weddings. You like shopping, but you probably don't buy things that you don't need.

13–15 points
What you wear is important to you. You go shopping because you want to, not because you need to, and you probably only buy fashionable clothes. You're not a fashion victim – but you might be soon!

16–18 points
You're definitely a fashion victim! What you wear is very important to you and you love buying new clothes. Maybe you don't need to go shopping for a while. You've probably got lots of clothes at home that you never wear!

12B 4 c p97

Risk-taker

1	**a** 3 points	**b** 2 points	**c** 1 point
2	**a** 1 point	**b** 3 points	**c** 2 points
3	**a** 2 points	**b** 3 points	**c** 1 point
4	**a** 3 points	**b** 2 points	**c** 1 point
5	**a** 3 points	**b** 1 point	**c** 2 points
6	**a** 1 point	**b** 3 points	**c** 2 points
7	**a** 1 point	**b** 2 points	**c** 3 points

7–11 points
You like things the way they are and probably don't do new things very often. Perhaps you're not having as much fun as you could. Go on, take a few more risks!

12–16 points
You like the idea of taking risks and you're probably ready to be a bit more adventurous. Maybe it's time to do all those things you've always wanted to do.

17–21 points
You'd try anything, any time, anywhere! You're a real risk-taker and there's probably nothing you wouldn't do if you had the chance. Just be careful not to take too many risks!

Extra Practice 1

Language Summary 1 p127

1A p6

1 Choose the correct words.

1 *Where*/*When* do you live?
2 *Who*/*Why* is he always late?
3 How *much*/*many* does it cost?
4 *What*/*How* do you spell it?
5 *Which*/*Where* train is this?
6 How *old*/*often* is your sister?
7 *What*/*Who* is your teacher?
8 How *much*/*many* eggs are there?
9 *When*/*What* were you born?
10 How *long*/*often* is the film?
11 *Why*/*What* does that mean?
12 How *long*/*often* do you check your emails?

2 Make questions with these words.

1 food / favourite / 's / your / What ?
What's your favourite food?
2 do / you / How often / cook ?
3 What / you / cook / can ?
4 spend / do / you / on food / How much / every week ?
5 a favourite restaurant / got / Have / you ?
6 the last time / was / ate out / you / When ?
7 did / you / Where / go ?
8 going to / have / What / you / for dinner / are / this evening ?

1B p8

3 Write the letters in these words and fill in the gaps with *in*, *for* or *with*.

1 work *in* a r e s t au r a nt
2 work ____ vo _ unt _ _ rs
3 work ____ a f _ ct _ ry
4 work ____ t _ _ nag _ rs
5 work ____ an air _ in _
6 work ____ a h _ sp _ t _ l
7 work ____ a mu _ tin _ ti _ nal
8 work ____ dis _ b _ ed people
9 work ____ an _ ff _ ce
10 work ____ an adv _ _ tis _ _ g ag _ _ cy
11 work ____ a f _ sh _ _ n co _ p _ ny
12 work ____ un _ mpl _ y _ d people

4 Fill in the gaps in these questions about travel.

1 *How* do you get to university?
2 How ____ does it take you to get there?
3 How ____ is it from your home?
4 How ____ do you spend on travel a week?

5 Make questions about the words in bold in these sentences.

[1]**Dan** lives in [2]**the USA**.
1 Who *lives in the USA?*
2 Where ____ ?

[3]**Ella** worked in [4]**London**.
3 Who ____ ?
4 Where ____ ?

[5]**The film** starts at [6]**six**.
5 What ____ ?
6 What time ____ ?

[7]**Kay** has [8]**five** cats.
7 Who ____ ?
8 How many ____ ?

1C p10

6 Fill in the gaps with *do*, *play*, *go* or *go to*.

1 *go* running
2 ____ museums
3 ____ basketball
4 ____ cycling
5 ____ festivals
6 ____ gymnastics
7 ____ mountain biking
8 ____ cards
9 ____ yoga
10 ____ gigs
11 ____ diving
12 ____ chess
13 ____ judo
14 ____ art galleries

7 Put the words in brackets in the correct place in the sentence.

1 I get up early. (never)
I never get up early.
2 My brother is late. (sometimes)
3 We start work at 9.00. (usually)
4 We play tennis. (once a month)
5 I don't watch TV. (often)
6 He plays football. (every Sunday)
7 I don't go to concerts. (usually)
8 My parents are at home. (always)
9 I eat meat. (hardly ever)

1D p12

8 Fill in the gaps with these words/phrases.

~~How do you~~ where near here
Whereabouts Didn't we meet
aren't you know each other
a friend of do you do

A [1] *How do you* know Alan?
B We work at the same school.
A Do you live [2] ____ ?
B No, I live in London.
A [3] ____ at Alan and Sue's wedding?
B Yes, we did.
A You're a vet, [4] ____ ?
B Yes, that's right.
A Are you [5] ____ Sue's?
B Yes, I am.
A And how do you two [6] ____ ?
B We went to school together.
A Oh, really? That's interesting. What [7] ____ ?
B I work for a travel company.
A And [8] ____ are you from?
B I'm from Brazil.
A [9] ____ in Brazil?
B From Salvador.

Progress Portfolio 1

Tick the things you can do in English.

- I can ask and answer questions about day-to-day life.
- I can talk about work and travel.
- I can talk about my free time activities and how often I do things.
- I can start and end conversations with people I don't know.

Extra Practice 2

Language Summary 2 p129

2A p14

1 Write the verbs and the Past Simple forms. Which verbs are irregular?

1	**asty**	*stay*	*stayed*
2	**uyb**	b_____	_____
3	**eddice**	d_____	_____
4	**lesl**	s_____	_____
5	**istiv**	v_____	_____
6	**kmea**	m_____	_____
7	**vhae**	h_____	_____
8	**ratts**	s_____	_____

2 **a** Put the verbs in brackets in the Past Simple.

Yesterday morning Jan [1] *went* (go) to the supermarket and she [2] _____ (meet) an old friend, Tom. Jan and Tom [3] _____ (work) together about 10 years ago. Then Tom [4] _____ (leave) his job and [5] _____ (do) a business course. Last year he [6] _____ (become) manager of a KFC restaurant and Jan [7] _____ (eat) in his restaurant last night.

b Write questions in the Past Simple for these answers about Jan and Tom. Use the question words in brackets.

1 To the supermarket. (Where)
Where did Jan go yesterday?
2 An old friend. (Who)
3 About 10 years ago. (When)
4 To do a business course. (Why)
5 Last year. (When)
6 In his restaurant. (Where)

2B p16

3 Match the verbs in A to the phrases in B.

A	B
get	on a date
fall	married to someone
get	in love with someone
go	divorced
get	up with someone
go	someone out
ask	out with someone
break	engaged to someone

4 Write sentences with the Past Simple or Past Continuous.

1 I first / meet / Josh when I / cycle / to work.
I first met Josh when I was cycling to work.
2 While he / get / out of his taxi, the taxi door / hit / my bike.
3 Josh / take / me to hospital in the taxi.
4 While we / wait / to see a doctor, Josh / ask / me out.
5 We / go / on our first date two weeks later.
6 Then one day, while we / walk / in the park, he / ask / me to marry him.
7 We / get / married sixteen years ago!

2C p18

5 Write the vowels (*a*, *e*, *i*, *o*, *u*) in these adjectives.

1 str *a* ng *e*
2 am _ z _ ng
3 un _ xp _ ct _ d
4 unf _ rt _ n _ t _
5 incr _ d _ bl _
6 unb _ l _ _ v _ bl _
7 extr _ _ rd _ n _ ry

6 Fill in the gaps with *so*, *because*, *when*, *while* or *until*.

1 I didn't meet her *until* 2009.
2 _____ his wife phoned him, he was in a meeting.
3 They went home early _____ it was snowing.
4 _____ I was travelling in Africa, I saw some lions.
5 She had a bad cold _____ she stayed in bed.
6 I waited _____ 6 p.m., but then I left.
7 He had a lot of work to do _____ he didn't go out.
8 I first met my wife _____ she was working for a TV company.
9 Lucy went home _____ she was feeling ill.

2D p20

7 Write responses to these sentences. (S) = it's the same for me. (D) = it's different for me.

1 I go out a lot. (S)
So do I.
2 I'm not going out tonight. (D)
Oh, I am.
3 I didn't go out last night. (S)
4 I took some food to the party. (S)
5 I don't drink coffee in the evening. (S)
6 I didn't understand the question. (D)
7 I'm 21 next month. (S)
8 I really enjoyed reading that book. (D)
9 I always get up before seven thirty. (S)
10 I'm really hungry. (D)
11 I didn't do my homework last night. (D)
12 I'm not interested in sport. (S)
13 I really love watching tennis on TV. (D)
14 I don't like having birthday parties. (D)

Progress Portfolio 2

Tick the things you can do in English.

- ☐ I can describe past events and say when they happened.
- ☐ I can talk about people's relationships.
- ☐ I can understand the main points of a simple story.
- ☐ I can make sentences with *until*, *because*, *so*, etc.
- ☐ I can find information in adverts for cinemas, etc.
- ☐ I can say that things are the same for me or different for me.

Extra Practice 3

Language Summary 3 p131

3A p22

1 Match the words/phrases in A to the words/phrases in B.

A	B
on-the-job	security
job	colleagues
friendly	pay
holiday	training
opportunities	holidays
my own	for travel
sick	office
long	pay
a good	responsibility
flexible	car
lots of	salary
a company	working hours

2 **a** Fill in the gaps with the correct form of *have to*.

1 Pilots *have to* (+) pay for their training.
2 Waiters _____ (–) go to college.
3 Lorna _____ (+) get up early for work every day last week.
4 Referees _____ (+) learn all the rules.
5 Rick _____ (+) go home early yesterday.
6 We _____ (–) go to work tomorrow.
7 I _____ (+) fly to New York tomorrow morning.
8 We _____ (–) pay for the food last night.
9 Claire _____ (+) sell her house last year.
10 I _____ (+) do on-the-job training last month.

b Write *yes/no* questions and short answers for the sentences in **2a**.

1 *Do pilots have to pay for their training?*
Yes, they do.
2 *Do waiters have to go to college?*
No, they don't.

3B p24

3 Choose the correct words.

Last year Jim [1]*earned/looked for* a lot of money, but then he [2]*lost/applied for* his job. Now he [3]*'s/gets* unemployed and he [4]*earns/gets* unemployment benefit. Last month, he [5]*filled in/wrote* a CV and now he's [6]*applying for/losing* jobs all the time. Last week he [7]*went for/found* an interview, but he didn't [8]*get/have* enough experience.

4 One verb form in each sentence is incorrect. Correct the mistakes.

'm looking
1 I ~~look~~ for a new job which has flexible working hours.
2 I always start work at 8 and I'm never finishing before 7.
3 I'm applying for a job at the moment and my husband cooks the dinner.
4 He's also listening to the radio because he's really liking music.
5 He cooks every evening and I'm not thinking that's right!
6 I'm needing to find a job, so I'm writing my CV.

3C p26

5 Fill in the gaps with the correct form of the words in brackets.

1 He's got a great *collection* of DVDs. (collect)
2 How many foreign _____ come to your hotel each year? (visit)
3 They made lots of _____ to the buildings. (improve)
4 What was the boss's _____ ? (decide)
5 We had an _____ last night. (argue)
6 There isn't much _____ for builders in my town. (employ)
7 The _____ made a delicious meal. (cook)
8 We had a long _____ about it. (discuss)

3D p28

6 **a** Read these conversations. Make Mel's sentences with these words.

1
MEL [1]I / sorry, / I / but / can't / 'm / tonight / go out .
I'm sorry, but I can't go out tonight.
JO Why not?
M [2]late / have to / I / work .
J Oh, don't worry. Another time, maybe.

2
M [3]the meeting / sorry, / but I / come / 'm / to / can't / I .
J Oh, right. Why's that?
M [4]to / my son / have to / I / take / the doctor's .
[5]I / you / 'll / later / call .

3
M [6]I'm / I / finish / the report / sorry, / yesterday / couldn't .
J Oh, dear. What happened?
M [7]help / had to / I / a colleague .

b Are Mel's sentences apologies (A), reasons (R) or promises (P)?

1 A

Progress Portfolio 3

Tick the things you can do in English.

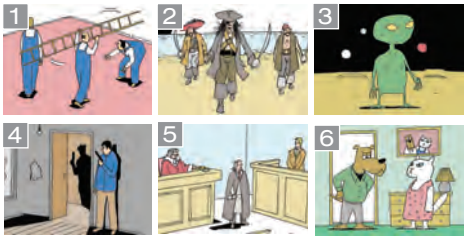
- ☐ I can talk about things I like and don't like about jobs.
- ☐ I can talk about what people have to do in their jobs.
- ☐ I can say what people are doing now and what they usually do.
- ☐ I can apologise to people and give reasons.
- ☐ I can promise to do things.

Extra Practice 4

Language Summary 4 p134

4A p30

1 Write the types of film.



1 a c*omedy*
2 an a_____ film
3 a s_____-f_____ film
4 a t_____
5 a d_____
6 an a_____ film

2 Fill in the gaps with the Present Perfect of these verbs.

~~go~~	read	work	appear
cook	meet	see	study

1 I *'ve been* (+) to the USA.
2 She _____ (–) in a film.
3 I _____ (+) a lot of films in English.
4 I _____ (–) a meal for more than twenty people.
5 My brother _____ (+) for three different companies.
6 My dad _____ (+) Chinese.
7 I _____ (+) a Harry Potter book in English.
8 My parents _____ (–) my new boyfriend.

4B p32

3 Find 12 types of music (→↓).

R	O	C	K	N	R	O	L	L
N	P	V	E	S	E	B	H	R
B	E	M	R	G	G	P	I	B
O	R	P	O	L	G	E	P	L
D	A	N	C	E	A	D	H	U
F	O	L	K	Q	E	N	O	E
W	J	A	Z	Z	P	O	P	S
C	L	A	S	S	I	C	A	L

4 Choose the correct words.

A [1]*Did/Have* you ever [2]*go/been* to a music festival?
B Yes, I [3]*did/have*. I [4]*went/'ve been* to Glastonbury in 2011.
A [5]*Did/Have* you [6]*enjoy/enjoyed* it?
B Yes, I [7]*did/have*. It [8]*was/'s been* fantastic, but it [9]*has rained/rained* a lot!

A [10]*Did/Has* your brother ever [11]*be/been* in a band?
B Yes, he [12]*did/has*. He [13]*was/'s been* in a rock band when he [14]*was/'s been* a teenager.
A [15]*Did/Have* they [16]*play/played* many gigs?
B No, they [17]*have only played/only played* three times!

4C p34

5 Match a word from A to a word/phrase from B.

A	B
cable	show
a chat	TV
a soap	on
turn	control
a reality	opera
remote	TV programme
a game	off
download	player
a 3D	show
a DVD	channels
turn	TV
change	a programme

6 Choose the correct words.

1 That's *interested/interesting*.
2 The news is *worried/worrying*.
3 I always feel *relaxed/relaxing* after doing yoga.
4 Tom's *excited/exciting* about his birthday party.
5 I'm *tired/tiring*. Time for bed.
6 That noise is *annoyed/annoying*.
7 The film was really *bored/boring*. I was so *boring/bored* I fell asleep!

4D p36

7 Fill in the gaps with these phrases.

~~Do you think~~	maybe you're right
I don't agree	definitely not
What do you think	

A [1] *Do you think* English is an easy language to learn?
B No, [2] _____. I think it's really difficult.
A [3] _____, Carla?
C I'm sorry, [4] _____. The verbs in English are easier than Spanish verbs.
B Yes, [5] _____.

I agree with	Do you agree
What about	don't think so
not sure about that	

A I don't think money makes people happy.
B I'm [6] _____. Without money, life is very difficult.
C [7] _____ Bob. It's hard to be happy without money.
A [8] _____ you, Dave? [9] _____ with that?
D No, I [10] _____. People make us happy, not money.

Progress Portfolio 4

Tick the things you can do in English.

- ☐ I can talk about different types of film, music and TV programmes.
- ☐ I can talk about my experiences and give more details about when they happened.
- ☐ I can ask other people about their experiences.
- ☐ I can ask for opinions and agree or disagree with people.

Extra Practice 5

Language Summary 5 p136

5A p38

1 Write the missing letters.

1 My country pr o d u c e s oil.
2 It's very important to protect the en _ ir _ _ m _ _ t.
3 We need to produce a lot more gr _ _ n en _ _ g _ .
4 Cars and factories cause a lot of p _ ll _ t _ _ n.
5 The world population is inc _ _ a _ ing.
6 Global w _ _ m _ ng causes cl _ m _ t _ change.
7 We must protect w _ _ dl _ fe and r _ _ nf _ r _ sts.
8 The c _ _ t of l _ v _ ng is increasing.

2 Make sentences with these words.

1 be / late / 'll / He .
He'll be late.
2 might / I / a / flat / buy .
3 seven / home / won't / Ella / be / before .
4 sixty / 'll / he's / before / retire / He .
5 might / Italy / parents / to / move / My .
6 Kim / actress / think / famous / I / become / a / will .
7 think / live / you / most / Do / in / cities / will / people ?
8 the / be / wedding / your / at / cousin / Will ?

5B p40

3 Match the verbs in A to the words/phrases in B.

A	B
have	abroad
take	a blog
live	a fantastic time
write	photos
spend	house
learn	a course
do	time
move	how to do something

4 Correct the mistakes in these sentences.

I'm
1 ~~I'll~~ going to retire early.
2 Tim's going to moves house.
3 We going to buy a new car.
4 Where's your son going live?
5 What you are going to do?
6 They not going to come to the meeting.
7 Is your parents going to go on holiday soon?

5 Fill in the gaps with the correct form of the verbs in brackets.

Next year I want [1] *to travel* (travel) around the world. I'm planning [2] _____ (travel) around Europe first and then I want [3] _____ (fly) to Africa. I'm also thinking of [4] _____ (go) to India. I'm looking forward to [5] _____ (meet) new people and [6] _____ (learn) more about the world. I'd like [7] _____ (travel) for about eighteen months and I'm hoping [8] _____ (write) a book about my experiences. The problem is, I don't have very much money!

5C p42

6 Choose the correct prepositions.

1 I'm looking *for*/*to*/*of* my keys.
2 We flew *about*/*to*/*in* Istanbul.
3 What do you want to talk *with*/*on*/*about*?
4 We went *of*/*on*/*in* a trip *for*/*with*/*to* the rainforest.
5 I love spending time *about*/*with*/*for* my grandchildren.
6 My cousin spends a lot of money *for*/*on*/*of* clothes.
7 How much did you pay *for*/*to*/*with* those shoes?
8 Have you heard *with*/*for*/*about* the floods?
9 He takes photos *for*/*of*/*to* wild animals.
10 I'd love to go back *in*/*to*/*on* South Africa one day.

5D p44

7 Choose the correct words/phrases.

ROB I'm moving house on Saturday. [1]*Could you*/*Can I* give me a hand?
IAN Yes, of course. [2]*Do you want*/*Why don't we* ask my brother Terry to help too?
ROB That's [3]*be great*/*a good idea*. [4]*Can you*/*I'll* give him a call?
IAN Yes, [5]*I'm*/*I'll* call him this evening. [6]*Shall we*/*Could you* meet at your place at about ten?
ROB OK. See you then.

AMY OK, the charity concert is next month. [7]*Let's*/*Can I* decide who does what.
SUE [8]*Shall I*/*Do you want* make some posters?
AMY Yes, that'd [9]*a good idea*/*be great*. And we need someone to sell tickets.
DAN Do you want me [10]*doing*/*to do* that?
AMY Yes, if you don't [11]*worry*/*mind*.

Progress Portfolio 5

Tick the things you can do in English.

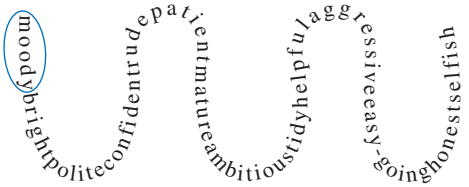
- ☐ I can talk about the environment.
- ☐ I can make predictions about the future.
- ☐ I can understand the main points of a radio interview and a newspaper article.
- ☐ I can ask and answer questions about future plans.
- ☐ I can make offers, suggestions and requests.

Extra Practice 6

Language Summary 6 p138

6A p46

1 a Find 14 adjectives.



b Which adjectives from **1a** have a negative meaning?

moody

2 a Write the comparative form of the adjectives in **1a**.

moodier

b Fill in the gaps with *as* or *than*.

1 I'm taller *than* my uncle.
2 My sisters aren't _____ patient as me.
3 He isn't as good at English _____ his cousin.
4 Dee's less interested in music _____ me.
5 I'm not as ambitious _____ him.
6 Dan's a lot more organised _____ his brother.
7 They're much older _____ me.

3 Rewrite the sentences so they have the same meaning. There may be more than one possible answer.

1 I'm not as old as my sister.
My sister *is older than me*
2 The last exam was worse than the first exam.
The first exam _____
3 Tennis isn't as popular as football.
Football _____
4 Maria is better at English than Stefan.
Stefan _____
5 He isn't as busy as me.
I'm _____
6 Sam's as tall as me.
I'm _____

6B p48

4 Write the words for these relationships.

1 A boyfriend you had in the past is your *ex-boyfriend* .
2 Your grandfather's father is your _____ .
3 Your mother's daughter is your _____ .
4 Your wife's brother is your _____ .
5 A person you work with is your _____ .
6 The person who works for you is your _____ .
7 The person you share a flat with is your _____ .
8 The person who lives next door is your _____ .
9 The person you work for is your _____ .

5 Write the superlative form of the adjectives in brackets. Use *the* if necessary.

1 When I was at school, Tom was *the brightest* (bright) student in our class.
2 My _____ (good) subject was maths.
3 My _____ (bad) subject was French.
4 I thought science was _____ (boring) subject.
5 _____ (interesting) lessons were English lessons.
6 Basketball was _____ (popular) sport.
7 _____ (big) class had forty students in it.
8 _____ (funny) person in my class was my friend Leo.

6C p50

6 Write the opposites of these adjectives.

1 polite *impolite*
2 considerate
3 organised
4 employed
5 healthy
6 mature
7 correct
8 honest

6D p52

7 Fill in the gaps with these words.

~~there~~	take	can
sorry	back	get

A Hello?
B Hi, Ann, it's Bill. Is Dale [1] *there* , please?
A I'm [2]_____ , he's at work. Can I [3]_____ a message?
B Yes, [4]_____ you ask him to call me [5]_____ ? He can [6]_____ me on my mobile.
A Of course. Bye, Bill.

afraid	called	leave
ring	speak	Would

A Good morning. Can I help you?
B Yes, can I [7]_____ to Jan Dunn, please?
A I'm [8]_____ she isn't here this morning. [9]_____ you like to [10]_____ a message?
B Just tell her Bill Cain [11]_____. She can [12]_____ me at the office any time before five.
A Of course, Mr Cain. Goodbye.
B Goodbye.

Progress Portfolio 6

Tick the things you can do in English.

- ☐ I can describe people's character.
- ☐ I can compare two or more people or things.
- ☐ I can talk about different relationships.
- ☐ I can follow the story of a simple soap opera.
- ☐ I can take and leave phone messages.

Extra Practice 7

Language Summary 7 p140

7A p54

1 Change the underlined words. Write the correct travel word.

journey

1 What's the longest ~~travel~~ you've ever been on?
2 How often do you trip outside your town or city?
3 Do you have to go on business tours for work?
4 Are you planning to go on a package travel this year?
5 Have you ever been on a sightseeing journey of your capital city?

2 **a** Fill in the gaps with the Present Continuous form of the verb in brackets.

To: Nina Reed

Hi Nina
Next Friday Claire and Ben [1] *are going* (go) on holiday to Dubrovnic, but they [2] _____ (not stay) in a hotel. Our friend Felicia [3] _____ (meet) them at the airport and they [4] _____ (stay) at her house. She [5] _____ (work) next Saturday so she [6] _____ (not go) sightseeing with them. Carl and I [7] _____ (arrive) late on Friday evening. On Saturday morning I [8] _____ (have) a massage in our hotel. And you [9] _____ (work) all weekend, you poor thing!
Katia

b Write questions in the Present Continuous.

1 Where / you / go / this weekend?
Where are you going this weekend?
2 What / Pam / do / on Monday?
3 Why / they / come / early?
4 How / we / get / to the theatre this evening?
5 What time / he / leave / for the airport?

7B p56

3 Write the vowels (*a*, *e*, *i*, *o*, *u*) in these things we take on holiday.

1 sw *i* mm *i* ng c *o* st *u* m *e*
2 s _ nd _ ls
3 _ ns _ ct r _ p _ ll _ nt
4 s _ n cr _ _ m
5 m _ k _ - _ p
6 sh _ v _ ng g _ l
7 s _ ngl _ ss _ s
8 r _ z _ r
9 t _ _ thbr _ sh

4 What's in the suitcase? Choose the correct words.

1 There are *some*/*any* T-shirts.
2 There's *a few*/*a bit of* toothpaste.
3 There aren't *many*/*much* books.
4 There's *a lot of*/*a few* shampoo.
5 There's *a few*/*lots of* soap.
6 There are *a few*/*a bit of* towels.
7 There isn't *many*/*much* tea.
8 There's *lots of*/*much* perfume.

5 Fill in the gaps in these phrases with these words.

~~soap~~ toothpaste perfume biscuits paper shorts

1 a bar of *soap*
2 a pair of _____
3 a packet of _____
4 a tube of _____
5 a bottle of _____
6 a piece of _____

6 Write the possessive pronouns for the words in bold.

1 A Whose boots are these?
B They're **~~my boots~~**. *mine*
2 A Whose suitcase is this?
B It's **her suitcase**.
3 A Whose soap is this?
B It's **his soap**.
4 A Whose books are these?
B They're **our books**.
5 A Whose tea is this?
B It's **your tea.**
6 A Whose towels are these?
B They're **their towels**.

7C p58

7 Fill in the gaps with the correct form of *go* and a preposition if necessary.

1 She *goes* snowboarding every winter.
2 We're _____ a boat trip.
3 Let's _____ a walk.
4 Yesterday they _____ their mum to the water park.
5 I _____ sightseeing yesterday morning.
6 Did he _____ the exhibition on Sunday?

7D p60

8 Tick the correct sentences. Change the incorrect sentences.

speak

1 I wonder if I could ~~speaking~~ to the manager.
2 Would you mind help me?
3 Could I have some clean towels, please?
4 I wonder if you could checking my bill, please.
5 Could you sending someone to look at the air conditioning?
6 Would you mind getting me a taxi, please?

Progress Portfolio 7

Tick the things you can do in English.

- ☐ I can talk about travelling.
- ☐ I can talk about future arrangements.
- ☐ I can talk about quantity (*a bit*, etc.).
- ☐ I can talk about holiday activities.
- ☐ I can make simple complaints and requests in a hotel.

Extra Practice 8

Language Summary 8 p142

8A p62

1 Match these words/phrases to the words/phrases in bold.

~~quiet~~ garden small typical close to central heating top

1 My flat is on a **noisy** road. *quiet*
2 It's on the **ground** floor.
3 It's **unusual** for the area.
4 It's got a **spacious** kitchen.
5 It's got **air conditioning**.
6 It's got a sunny **balcony**.
7 It's **a long way from** the shops.

2 Choose the correct words.

A Where [1]*do/does* Jack live?
B In Melbourne, Australia.
A Really? How long [2]*did/has* he [3]*live/lived* there?
B [4]*For/Since* June last year.
A Where [5]*did/has* he [6]*live/lived* before that?
B In Rome. He [7]*was/'s been* there [8]*for/since* 18 months before he [9]*moved/'s moved* to Australia.

A Here's a photo of my friend Vi.
B How long [10]*did/have* you [11]*knew/known* her?
A [12]*For/Since* 2003.
B Where [13]*did/have* you [14]*meet/met* her?
A I [15]*met/'ve met* her when I [16]*was/'ve been* at university.

3 Complete these words about going to dinner.

1 Lily's a wonderful h*ostess* .
2 There were about fifty g_____ at the party.
3 I'll i_____ them to dinner.
4 When I meet people I don't know, I always s_____ h_____ . But I usually k_____ friends on the c_____ .
5 When Japanese people g_____ each other, they usually b_____ .
6 Shall we accept or r_____ this wedding i_____ ?

8B p64

4 Choose the correct words.

1 You *must/mustn't* smoke here.
2 You *should/shouldn't* try this soup. It's very nice.
3 You really *must/mustn't* see this film. It's fantastic!
4 You *should/shouldn't* turn off your phone in the cinema.
5 You *must/mustn't* go there at night. It's really dangerous.
6 You *should/shouldn't* go to that café. The food is terrible.
7 You *must/mustn't* try this food. it's delicious.

5 Tick the correct sentences. Change the incorrect sentences.

to get
1 I went out ~~getting~~ a paper.
2 We went out for a drink. ✓
3 I'm going to the UK for to study English.
4 We often come here to do our shopping.
5 Gary went online for finding a cheap flight to Egypt.
6 I'm going to the baker's to buy some bread.
7 People go to Agra to seeing the Taj Mahal.
8 I called Max to ask his advice.

8C p66

6 Fill in the gaps with the correct form of the verbs in brackets.

I love [1] *travelling* (travel) and I really enjoy [2] _____ (visit) new places. Next year I'm planning [3] _____ (ride) around South America by motorbike. I want to avoid [4] _____ (travel) in the rainy season, so I've decided [5] _____ (begin) my journey in September. I prefer [6] _____ (travel) on my own because you can [7] _____ (meet) more people that way. I need [8] _____ (learn) some Spanish and I might [9] _____ (do) a course before I go. And I mustn't forget [10] _____ (take) my camera!

8D p68

7 **a** Find 12 adjectives (→↓).

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

b Do the adjectives in **7a** describe: 1 towns/cities 2 people 3 food 4 weather?

industrial 1

8 Make questions with these words. Then match the questions to answers a–d.

1 's / Mumbai / What / like ?
2 like / the people / What / are ?
3 food / What / the / like / 's ?
4 like / 's / the weather / What ?

a It's very spicy!
b It's usually hot and dry.
c They're very welcoming.
d It's a busy, crowded city.

Progress Portfolio 8

Tick the things you can do in English.

- ☐ I can describe my home and where I live.
- ☐ I can say how long something has happened.
- ☐ I can give and ask for advice.
- ☐ I can talk about how people behave in my country.
- ☐ I can ask and answer questions about places, people, food and weather.

Extra Practice 9

Language Summary 9 p145

9A p70

1 Cross out the incorrect words/phrases.

1 have *an accident/children/* ~~*unemployed*~~
2 leave your *wallet/phone/train* at home
3 lose your *keys/bus/mobile*
4 run out of *coffee/your wallet/ money*
5 miss *a plane/your keys/a train*
6 get *an accident/stuck in traffic/ lost*
7 forget *someone's birthday/ traffic/your keys*
8 oversleep *on Friday/in traffic/ this morning*

2 Choose the correct words.

1 If I *find/'ll find* your wallet, I *text/ 'll text* you.
2 We *don't/won't* buy it if it *'s/'ll be* very expensive.
3 If Monica *doesn't/won't* get here soon, I *call/'ll call* her mobile.
4 What *do/will* you do if you *miss/'ll miss* the plane tomorrow?
5 We *are/'ll be* late if we *won't/ don't* leave now.
6 If you *tell/'ll tell* my brother, he *'s/'ll* be very angry.
7 If I *don't/won't* find a job soon, I *have to/'ll have to* sell my car.
8 Where *do/will* you go if you *move/'ll move* house?

3 Make sentences with these words.

1 tell / can / I'll / as soon as / him / I .
I'll tell him as soon as I can.
2 it / this report, / I'll / I / finish / to you / When / email .
3 before / leaves / you back / call / the office / He'll / he .
4 here / tell / you / get / won't / him / until / I .
5 as soon as / phone me / home / you / Will / get / you ?
6 we / the park / do the / go to / After / shopping, / we'll .

9B p72

4 Write the letters in these adjectives to describe feelings.

1 n *e* rv *o u* s
2 ex _ _ t _ d
3 d _ p _ _ ss _ d
4 _ ps _ t
5 c _ nf _ d _ _ t
6 f _ d _ p
7 _ nn _ y _ d
8 pl _ _ s _ d
9 e _ b _ rr _ ss _ d
10 c _ l _
11 st _ _ ss _ d
12 g _ _ lt _

5 Tick the correct sentences. Correct the wrong sentences.

1 That's too ~~much~~ expensive.
2 He isn't old enough to drive. ✓
3 There are too much people here.
4 I think it's too dangerous.
5 You're making too many noise!
6 The water isn't enough hot.
7 I've got too many things to do.
8 I'm too many tired to go.
9 I spend too much time at my computer.
10 I haven't got enough money to buy a new TV.

9C p74

6 Complete the phrasal verbs with these particles.

~~back~~	in	down	away	on
off	with (x2)	up (x2)		

1 I'd like to **go** *back* to Venice.
2 I **get on** well _____ my kids.
3 I can't **put up** _____ the noise any more.
4 Sam never **turns** _____ on time.
5 A new family have **moved** _____ across the road.
6 **Go** _____ and don't come back!
7 I've **given** _____ eating meat.
8 The film **went** _____ for hours!
9 He **took** _____ his coat and **sat** _____ on the sofa.

9D p76

7 Fill in the gaps with these words/phrases.

~~doing~~	you like to	I'd love to
shall I	How about	special

A Are you [1] *doing* anything on Tuesday evening?
B Nothing [2] _____ .
A Would [3] _____ come round for a meal?
B Yes, [4] _____ . What time [5] _____ come round?
A [6] _____ 7.30?
B That's great. See you then!

~~Why don't we~~	how about
that'd be	Let's meet
I can't	shall we

A [7] *Why don't we* go for a drink tomorrow after work?
B I'd love to, but [8] _____ , sorry. I'm meeting a friend.
A Well, [9] _____ Friday, then?
B Yes, [10] _____ great.
A Where [11] _____ meet?
B [12] _____ at the Zed Bar at seven thirty.
A OK. See you then.

Progress Portfolio 9

Tick the things you can do in English.

- ☐ I can talk about everyday problems.
- ☐ I can talk about possible future events.
- ☐ I can talk about feelings.
- ☐ I can invite people to dinner, for a drink, etc.
- ☐ I can accept and refuse an invitation politely.
- ☐ I can arrange where and when to meet people.

Extra Practice 10

Language Summary 10 p147

10A p78

1 Rewrite these sentences in the Present Simple passive.

1 They make those lamps in India.
Those *lamps are made in India.*
2 They publish this magazine every three months.
This _____
3 My boss organises the meetings.
The _____
4 Do they pay the employees on Friday?
Are _____ ?
5 They write a sales report every month.
A _____
6 Do they grow tea in the UK?
Is _____ ?
7 They manufacture Porsche cars in Germany.
Porsche _____

2 Make sentences with these words. Use the Past Simple passive.

1 / the flat / paint / last year?
Was the flat painted last year?
2 This book / write / by my mum.
3 We / not invite / to the party.
4 The letters / post / last Monday.
5 I / not tell / about the accident.
6 / you / ask / to apply for the job?
7 When / the Eiffel Tower / build ?
8 The 2010 football World Cup / win / by Spain.

10B p80

3 In which sentences can you use *used to/didn't use to*? Change the verbs in bold if possible.

1 I **went** shopping every week. ✓
I used to go shopping every week.
2 But in May I **lost** my job. ✗
3 I **didn't have** much money.
4 I **didn't go** out very often.
5 I **got** quite depressed.
6 Then one day I **found** the perfect job.
7 I **became** a buyer for a big department store.

4 Write sentences about the past. Use *used to* if possible.

1 play video games at school
I used to play video games at school.
2 see a film last week
I saw a film last week.
3 visit my grandparents on Sundays
4 not have long hair when I was younger
5 go to the park yesterday
6 speak English at home when I was a child
7 not do my homework last night
8 not like vegetables, but I do now

5 Choose the correct words.

1 I'm really bored. I haven't got (*anything*/*nothing*) to do.
2 I know *someone/anyone* who works at the hospital.
3 We aren't going *nowhere/anywhere* this weekend.
4 I take my phone *everywhere/somewhere*.
5 *Anyone/No one* in my family is over 70 years old.
6 I didn't do *anything/nothing* special yesterday.
7 Do you know *somewhere/nowhere* good to eat?
8 *Everybody/Anybody* enjoyed the food last night.
9 Is there *something/everything* you want to talk about?
10 Has *everybody/anybody* found my wallet?

10C p82

6 Fill in the gaps with *a/an*, *the* or – (= no article).

I had [1] *a* car accident last year. [2]___ accident happened at [3]___ night when [4]___ weather was really bad. I had to buy [5]___ new car. I got it from [6]___ friend who's [7]___ car salesman in [8]___ London. I used to buy [9]___ expensive cars, but this time I got [10]___ cheapest car there was!

10D p84

7 Fill in the gaps with these words/phrases.

~~help~~ take it fitting room
size doesn't fit medium
try this on refunds cash
bring it back receipt
in the sale

SALES ASSISTANT Would you like any [1] *help* ?
CUSTOMER Yes, please. Can I [2]_____ ?
SA Yes, of course. The [3]_____ is over there.

SA Is the jumper OK?
C No, it [4]_____ . Could I try a larger [5]_____ ?
SA Yes, of course. That's a small. Here it is in a [6]_____ . It's [7]_____ . It's half price.

C OK. I'll [8]_____ .
SA How would you like to pay?
C By [9]_____ .
SA Fine. Would you like your [10]_____ in the bag?
C Yes, please. Can I get a refund if I [11]_____ ?
SA No, sorry. We don't give [12]_____ on sale items.

Progress Portfolio 10

Tick the things you can do in English.

- ☐ I can talk about where things were made, grown, etc.
- ☐ I can talk about how things are different now compared to the past.
- ☐ I can talk about my childhood.
- ☐ I can understand a simple profile of someone's life.
- ☐ I can have a conversation in a clothes shop.

Extra Practice 11

Language Summary 11 p149

11A p86

1 Choose the correct verbs.

1 *have*/*lose* a car accident
2 *work*/*get* a message
3 *have*/*make* an operation
4 *check*/*give* your bank account
5 *give*/*get* someone a call
6 *book*/*make* a holiday
7 *fail*/*lose* your job
8 *give*/*get* paid
9 *check*/*transfer* money to someone's account

2 Make sentences with these words.

1 just / I've / him / to / spoken .
I've just spoken to him.
2 flat / already / has / new / sister / My / found / a .
3 tickets / your / you / yet / Have / train / booked ?
4 has / supermarket / to / gone / the / Alice / just .
5 yet / we're / told / engaged / haven't / anyone / We .
6 three / book / already / this / I've / times / read .

11B p88

3 Fill in the gaps with these words.

~~murdered~~ thief broke into
stole victim burgled
robbery burglars murder
robbed arrested shot

1 A man was [1] *murdered* last night while he was walking home from work. The [2] _____ was [3] _____ in the head. The police have [4] _____ two men in connection with the [5] _____ .
2 We were [6] _____ last night. The [7] _____ stole the TV.
3 Last night someone [8] _____ my car and [9] _____ my laptop. The [10] _____ also took the CD player.
4 The International Bank was [11] _____ last week. This is the fourth bank [12] _____ this month.

4 Choose the correct words.

1 That's the man *who*/*which* stole my car!
2 That's the village *where*/*who* I was born.
3 Is this the letter *that*/*who* you were looking for?
4 This house is *who*/*where* my brother used to live.
5 Is she the woman *that*/*where* has five children?
6 I've lost the book *which*/*where* has all my notes in.
7 What's the name of the café *that*/*where* they have live music?
8 My sister is the kind of person *where*/*who* never stops working.

11C p90

5 Read this news story. Then choose the correct meanings of words 1–8.



A prisoner in a Scottish [1]**jail** tried to [2]**escape** by [3]**hiding** in his wife's suitcase. The woman looked [4]**anxious** as she was seen [5]**dragging** a heavy suitcase after visiting her husband. She was stopped by a [6]**suspicious** prison [7]**guard**, who opened the suitcase and found the [8]**convict** inside.

1 **a** hospital **b** prison
2 **a** get out **b** get in
3 **a** holding **b** being in a place where people can't see you
4 **a** confident **b** nervous
5 **a** pulling along the ground **b** carrying with two hands
6 **a** wanting to help **b** thinking something is wrong
7 **a** a person who works in a prison **b** a part of a prison
8 **a** prisoner **b** visitor

11D p92

6 Write the echo questions.

A I don't like cheese.
B [1] *Don't you?*
A My parents haven't got a TV.
B [2] _____
A I work seven days a week.
B [3] _____
A I went to Hawaii last month.
B [4] _____
A My uncle is a famous actor.
B [5] _____
A His parents have got a plane.
B [6] _____
A I didn't get your message.
B [7] _____
A David's just lost his job.
B [8] _____
A My sister doesn't eat meat.
B [9] _____
A He wasn't at home last night.
B [10] _____
A My aunt was an actress.
B [11] _____
A They loved the present.
B [12] _____

Progress Portfolio 11

Tick the things you can do in English.

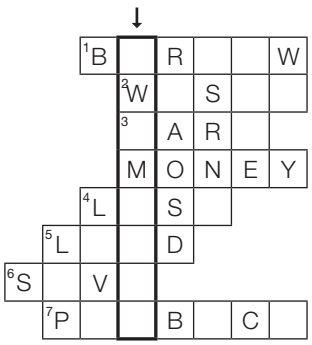
- ☐ I can talk about things I've just/already done or haven't done yet.
- ☐ I can talk about crime.
- ☐ I can say which person, thing or place I am talking about.
- ☐ I can understand the main points of simple news stories.
- ☐ I can show I'm interested or surprised in a conversation.

Extra Practice 12

Language Summary 12 p151

12A p94

1 **a** Fill in the puzzle with money verbs. What is the hidden phrase?



b Choose the correct verbs.

1 I don't *lend*/*spend* much on clothes.
2 Can you *borrow*/*lend* me £20?
3 I'll *pay*/*waste* you back soon.
4 I *save*/*owe* Bob a lot of money.
5 How much does a doctor *earn*/*win*?
6 We need to *save*/*get* some money out of the bank.
7 I *borrowed*/*lent* £50 from Jeff last week.
8 I'm *saving*/*losing* money for a holiday.

2 Use the words in brackets to write sentences in reported speech.

1 My English dictionary is very good. (She / tell me)
She told me (that) her English dictionary was very good.
2 I want to study English again next year. (I / say)
3 My English is getting much better. (He / tell me)
4 I'll need English for my work. (He / say)
5 We can understand a lot of English songs. (They / say)
6 I'm going to see an English film tonight. (She / say)
7 I won't go to the doctor. (I / say)
8 I'm not going to work on Monday. (You / tell me)
9 We can't go to the party. (They / tell us)

3 Fill in the gaps with the correct form of *get* or *take*.

1 I *took* your advice last week.
2 She doesn't _____ sugar in tea.
3 Do you often _____ headaches?
4 It sometimes _____ an hour to _____ there.
5 He _____ flu every winter.
6 We should _____ ready for the party now.
7 Sit down and _____ it easy.
8 She always _____ very stressed when she _____ exams.
9 He hates _____ risks.
10 Did you _____ all the answers right?

12B p96

4 Fill in the gaps with the correct form of the verbs in brackets.

Life would be better if …

1 … there *weren't* (not be) any cars.
2 … everyone _____ (retire) at fifty.
3 … the weekend _____ (be) three days long.
4 … everyone _____ (speak) the same language.
5 … we _____ (have) more women politicians.
6 … there _____ (not be) so much pollution.
7 … we all _____ (do) more exercise.

5 Choose the correct words.

1 If we *lived*/*'ll live* in that house, we'd be near my office.
2 I *buy*/*'d buy* that hat if I had enough money.
3 I *didn't*/*wouldn't* go out if I was ill.
4 He wouldn't be stressed if he *doesn't*/*didn't* work so hard.
5 If they *had*/*will have* a party, they would invite us.
6 She *lends*/*'d lend* you the money if she could.
7 If you lived nearer, we *can*/*could* see each other more.
8 We could go to the USA if our holiday *is*/*was* longer.

6 Make second conditional questions with these words.

1 / she help you if you / ask / her?
Would she help you if you asked her?
2 / you change your job if you / can ?
3 What / you do if you / win / a lot of money?
4 If you / can / go on holiday now, where / you go?
5 If you / find / £100 in the street, / you keep it?
6 / you stop working if you / marry / a millionaire?

12C p98

7 Choose the correct words.

[1]*When*/*First* I called Sue and arranged to meet her for a birthday lunch. [2]*Next*/*While* I went to the bank to get some money. [3]*Then*/*When* I bought Sue a present. [4]*After that*/*While* we were having lunch, Sue's phone was stolen. We had to wait for a long time, but [5]*finally*/*while* the police came and they even gave us a lift home. But she never got her phone back.

Progress Portfolio 12

Tick the things you can do in English.

- ☐ I can talk about money.
- ☐ I can report what other people have said.
- ☐ I can talk about imaginary situations in the present or future.
- ☐ I can understand a simple magazine article.
- ☐ I can use connecting words (*next*, etc.).

Language Summary 1

VOCABULARY

1.1 Question words 1A 5 p7

Write these question words in the table.

~~Who~~ ~~Which~~ Where What When Why
How How long How many How much
How often How old

question word	meaning
1 *Who*	a person
2	a time
3	a place
4	a reason (*because …*)
5 *Which*	a thing (a small number of possible answers)
6	a thing (many possible answers)
7	a number
8	a period of time (*for a week*, etc.)
9	age
10	a way of doing something
11	an amount of money
12	the number of times you do something

TIPS • We can often use *Which* or *What* with no difference in meaning: *Which/What newspaper do you read?*

• We use *Whose … ?* to ask about possessions: *Whose pen is this?*

• We use *What kind/sort/type of … ?* to ask about which thing, activity, etc.: *What kind of food do you like?*

1.2 Collocations (1): work 1B 1 p8

WORK

in (+ places)	for (+ companies)	with (+ people)
a restaurant	a fashion company	children
an office	an airline	unemployed people
a factory	a multinational	teenagers
a hospital	an engineering company	disabled people
a hotel	an advertising agency	volunteers

TIP • We can also say: *I work **at** home.*

a factory a place where people make things like cars, TVs, computers, etc.
a fashion company a company that designs and makes clothes, shoes, etc.
an airline a company that provides regular flights to places
a multinational a large company that makes and sells things in many different countries
an advertising agency a company that designs and makes adverts for TV, newspapers, etc.
disabled with a condition or illness that makes it difficult to do the things that other people do
volunteers people who work without getting any money, often to help other people

1.3 Questions about travel 1B 5 p8

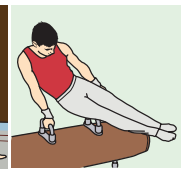
A **How** do you get to work/university/school?
B (I go) by train.
A **How far** is it (from your home)?
B (It's about) 10 kilometres.
A **How long** does it take you (to get there)?
B (It takes) about half an hour.
A **How much** do you spend on travel a week?
B (I spend) about £45.

1.4 Free time activities 1C 1 p10

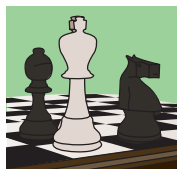
do	play	go	go to
things you do in a gym or health club	sports with a ball and other games	words that end in *-ing*	places and events
yoga judo pilates /pɪˈlɑːtiːz/ gymnastics	volleyball basketball cards table tennis chess	cycling running skateboarding diving mountain biking	the theatre museums art galleries concerts/gigs the gym festivals


yoga

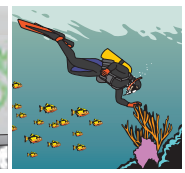

judo


gymnastics


cards


chess


skateboarding

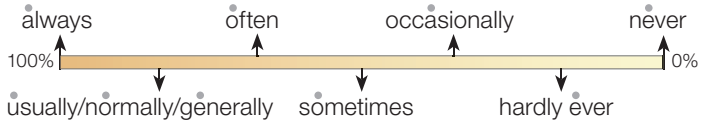

diving


mountain biking

TIP • We can say ***do** sport(s)* or ***play** sport(s).*

1.5 Frequency adverbs and expressions 1C 4 p11

FREQUENCY ADVERBS



- Frequency adverbs go **after** the verb *be*: *The British **are always** happy when they're socialising.*
- Frequency adverbs go **before** other verbs: *British people **generally watch** TV for about four hours every day.*

TIP • We can't use *sometimes*, *occasionally*, *hardly ever* or *never* with negative verb forms. We can say *I don't often go out.* but not ~~*I don't sometimes go out*~~.

FREQUENCY EXPRESSIONS

- To talk about frequency we often use expressions with *every*, *once*, *twice*, *three times*, etc.: ***every*** *Saturday*, ***once*** *a month*, ***twice*** *a day*, ***three times*** *a week*, etc.
- We usually put frequency expressions at the end of the sentence or clause: *The British spend about £48 million on tea* ***every month****.*

TIPS • To ask about frequency, we use ***How often … ?***: *How often do you go running?*

• For plural numbers of days, weeks, etc., we use *once*, *twice*, etc. + *every*: *I go once every three months*.

• *a couple of weeks = two weeks*

GRAMMAR

1.1 Review of verb forms and questions 1A 6 p7

Present Simple: Jamie **lives** in London and Essex.
Present Continuous: Jamie **is writing** a new book of recipes.
Past Simple: He **worked** at the famous River Café.
***be going to*:** He **is going to open** restaurants in Australia.

QUESTIONS: ALL VERBS EXCEPT *BE, HAVE GOT* AND *BE GOING TO*

- We usually use an auxiliary (*do*, *be*, *can*, etc.) to make questions.

	question word	auxiliary	subject	verb	
PRESENT SIMPLE	How	does	Jamie	travel	around London?
PAST SIMPLE	When	did	he	make	his first TV series?
PRESENT CONTINUOUS	What	is	he	writing	at the moment?
CAN	Which (instrument)	can	he	play?	

QUESTIONS: *BE*, *HAVE GOT* AND *BE GOING TO*

- We don't use *do*, *does* or *did* to make questions with *be*: *How often* ***was*** Jamie's Kitchen *on TV? How old* ***was*** *Jamie when he got married?*
- We make questions with *have got* to ask about family relationships and possessions: *How many children* ***has*** *he* ***got****?* ***Have*** *you* ***got*** *a car?*
- We use questions with *be going to* to ask about future plans: *Where* ***is*** *he* ***going to open*** *his new restaurants?*

1.2 Subject questions 1B 7 p9

subject	verb	object
Mick Benton	made	the TV series.
subject	**verb**	**preposition + noun**
Sarah Mead	lives	in Paris.

SUBJECT QUESTIONS

Who made the TV series? Mick Benton.
Who lives in Paris? Sarah Mead.

NON-SUBJECT QUESTIONS

What did Mike Benton make? The TV series.
Where does Sarah Mead live? In Paris.

- We use *Who* when we ask about the subject of a sentence and the subject is a person.
- Subject questions have the same word order as positive sentences.
- We don't use *do*, *does* or *did* in Present Simple and Past Simple subject questions.
- We use *do*, *does* or *did* in Present Simple and Past Simple questions that ask about the object or preposition + noun.

TIP • We can also make subject questions with ***What***, ***Whose*** and ***Which***: *What happened? Whose journey takes two hours? Which journey costs the most?*

REAL WORLD

1.1 Starting conversations 1D 3 p12

people you know now	where people are from or live
Do you know (David)? How do you know (Matt and Carol)? Are you a friend of (Matt's)? How do you two know each other?	Where are you from? Whereabouts (in Spain)? Do you live near here?
meeting people in the past	**people's jobs**
Didn't we meet at (Carol and Matt's wedding)?	What do you do? You're (a lawyer), aren't you?

TIPS • When we think the answer to a question will be yes, we often use negative questions: ***Didn't*** *we meet at Matt and Carol's wedding?* (I think we did). We also use question tags: *You're a lawyer,* ***aren't*** *you?* (I think you are).

• When we want more information about where people live or where they are from, we ask *Whereabouts?*:
A *Where are you from, Natalia?* **B** *I'm from Spain.*
A *Oh, right. Whereabouts (in Spain)?* **B** *Valencia.*

1.2 Ending conversations 1D 6 p13

A It was very nice to meet you.
B You too.
A We should get together sometime.
B Yes, that's a good idea.
A Nice meeting you.
B You too.
A See you later, maybe.
B Yes, see you.
A It's great to see you again.
B And you.

Language Summary 2

VOCABULARY

2.1 Past time phrases 2A 6 p15

AGO

- We use ***ago*** to talk about a time in the past. We use it with the Past Simple: *We got married six months ago.* (= six months before now).

LAST

- We use ***last*** to say the day, week, etc. in the past that is nearest to now: *I saw Jo last Friday.* (= the Friday before now).
- We use *last* with ***days*** (*last Friday*), ***months*** (*last May*), ***seasons*** (*last summer*) and in these phrases: *last night*, *last week*, *last weekend*, *last month*, *last year*, *last century*.

TIPS • We say *last night*, but *yesterday morning*, *yesterday afternoon* and *yesterday evening* not ***last*** ~~*morning*~~, etc.

• We don't use a preposition with *last* or *yesterday*: *last weekend* not ***in*** ~~*last weekend*~~, *yesterday evening* not ***at*** ~~*yesterday evening*~~, etc.

• We can use *on* with days to mean *last*: *I bought it on Friday.* = *I bought it last Friday.*

IN

- We use ***in*** with years (*in 1900*) and months (*in July*).
- We use ***in the*** with decades (*in the sixties*) and centuries (*in the nineteenth century*).

TIP • *the day before yesterday* = two days ago

2.2 Relationships (1) 2B 5 p16



meet (someone) for the first time



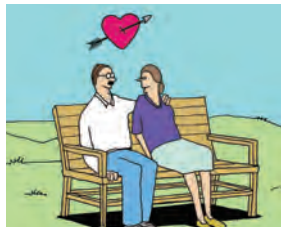
ask (someone) out



go on a date



go out (with someone)



fall in love (with someone)



get engaged (to someone)



get married (to someone)



break up (with someone)



get divorced

TIPS • We can say *break up* (*with someone*) or *split up* (*with someone*).

• We can also say: ***be*** *in love/engaged/married/divorced*.

2.3 Adjectives (1) 2C 3 p18

amazing very surprising: *They discovered some amazing coincidences.*
unexpected you don't expect it to happen: *We might meet people we know in the most unexpected places.*
unfortunate unlucky or having a bad result: *There was one last unfortunate coincidence.*
incredible and **unbelievable** very difficult to believe: *There are some coincidences which are really incredible. An unbelievable coincidence happened on a beach near Salem.*
strange and **extraordinary** very unusual: *Many of us experience strange coincidences. The next extraordinary coincidence in this story happened on 10th July 1940.*

2.4 Connecting words (1) 2C 6 p19

- We use ***until*** to say something stops or starts at this time: *They didn't start making the film until two years later.*
- We use ***because*** to give the reason for something: *Feifer didn't have his personal copy of the book because a friend lost it.*
- We use ***so*** to give the result of something: *Hopkins wanted to read the book so he went to London to buy a copy.*
- We can use ***while*** and ***when*** for things that happen at the same time.



While he was waiting for his train home, he saw a book on a seat near him.



When they were filming in Vienna, George Feifer came to visit the actors.

TIP • When a long action and a short action happen at the same time, we can't use *while* with the Past Simple: ~~*He was waiting for his train home* ***while*** *he* ***saw*** *a book on the seat near him*~~.

GRAMMAR

2.1 Past Simple 2A 3 p15

- We use the Past Simple to talk about the past. We know **when** these things happened.

All verbs except *be* and *can*

POSITIVE

- The Past Simple positive is the same for all subjects (*I*, *you*, *he*, *they*, etc.): *I wanted to go there. He worked in the UK.*

most regular verbs: add ***-ed***	stay**ed** learn**ed**	need**ed** work**ed**
regular verbs ending in ***-e***: add ***-d***	live**d**	die**d**
regular verbs ending in consonant + *y*: *-y* → ***-i*** and add ***-ed***	stud**ied** marr**ied**	
regular verbs ending in consonant + vowel + consonant: double the last consonant	stop**ped** travel**led**	

- There are no rules for **irregular verbs**. There is an Irregular Verb List on p167.

NEGATIVE

- To make the Past Simple negative, we use:
  subject + **didn't** (= did not) + **infinitive**

subject	auxiliary	infinitive	
His mother	didn't	have	much money.
It	didn't	open	until August 1952.
They	didn't	know	what to do.

- The Past Simple negative is the same for all subjects (*I*, *you*, *he*, *they*, etc.):
  I/We didn't go to work yesterday.
  He/She didn't call me last night.
  They didn't get my emails.

WH- QUESTIONS

question word	auxiliary	subject	infinitive	
What	did	you	do	last night?
When	did	he/she	learn	to cook?
Where	did	they	travel	to?

YES/NO QUESTIONS AND SHORT ANSWERS

Did you enjoy the meal?	Yes, I did./No, I didn't.
Did he go to work yesterday?	Yes, he did./No, he didn't.
Did they call you last night?	Yes, they did./No, they didn't.

- Past Simple questions and short answers are the same for all subjects (*I*, *you*, *he*, *they*, etc.): *What did we do last weekend? Did she call you back? Yes, she did.*, etc.

TIP • We don't use *did* when we ask about the subject of the sentence: *Who lived in Bangkok?* not ~~*Who did live in Bangkok?*~~ (see GRAMMAR 1.2).

The verb *be*

POSITIVE	NEGATIVE
I/he/she/it was	I/he/she/it wasn't (= was not)
you/we/they were	you/we/they weren't (= were not)

WH- QUESTIONS

- We make *Wh-* questions with:
  question word + **was** or **were** + **subject**

  Where were you/they last night?
  When was he/she in the UK?

YES/NO QUESTIONS AND SHORT ANSWERS

Were you at work?	Yes, I was./No, I wasn't.
Was she at home last night?	Yes, she was./No, she wasn't.
Were they from Germany?	Yes, they were./No, they weren't.

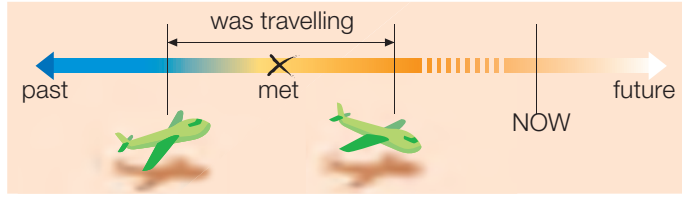
The verb *can*

- The Past Simple positive of *can* is ***could***.
- The negative of *could* is ***couldn't*** (= *could not*).
- *Could* and *couldn't* are followed by the ***infinitive***: *He could **serve** all his customers in the 142-seat restaurant.*
- *Could* and *couldn't* are the same for all subjects (*I*, *you*, *he*, *she*, *it*, *we*, *they*).

TIP • We make *yes/no* questions with *could* + subject + infinitive: *Could you speak any English five years ago?*

2.2 Past Continuous: positive and negative 2B 2 p16

- We use the Past Continuous to talk about an action that was in progress when another (shorter) action happened. The action in the Past Continuous might continue after this point.



*I **was travelling** back from China and we **met** on the plane.*
was travelling = longer action (Past Continuous)
met = short action (Past Simple)

POSITIVE
I/he/she/it + **was** + **verb+*ing***
you/we/they + **were** + **verb+*ing***

We first met when she was renting a room in my sister's flat.
We were standing at a bus stop and he said hello.

NEGATIVE
I/he/she/it + **wasn't** + **verb+*ing***
you/we/they + **weren't** + **verb+*ing***

My father wasn't waiting for me when I got there.
They weren't watching TV, they were in bed.

verb+*ing*: spelling rules	examples
most verbs: add ***-ing***	go → go**ing** wait → wait**ing**
verbs ending in ***-e***: take off ***-e*** and add ***-ing***	live → liv**ing** write → writ**ing**
verbs ending in consonant + vowel + consonant: double the last consonant and add ***-ing***	get → get**ting** stop → stop**ping** travel → travel**ling**

TIP • We also use the Past Continuous to talk about an activity in progress at a point of time in the past: *I was working at 9.30.*

2.3 Past Continuous: questions 2B 8 p17

- We make Past Continuous questions with:
  question word + **was** or **were** + **subject** + **verb+*ing***

question word	auxiliary	subject	verb+*ing*	
What	were	they	doing	when Ray gave Claire a present?
What	was	Ray	doing	when Claire arrived home in Paris?

REAL WORLD

2.1 Finding things in common 2D 4 p21

To say 'it's the same for me' we use …

- ***So*** + auxiliary (or *be*) + *I* to respond to positive sentences:
  A *I really love cooking.* **B** *So do I.*
- ***Nor*** + auxiliary (or *be*) + *I* to respond to negative sentences:
  A *I don't go out much in the week.* **B** *Nor do I.*

To say 'it's different for me' we use …

- a negative auxiliary (or *be*) to respond to positive sentences:
  A *I'm quite a good tennis player.* **B** *Oh, I'm not.*
- a positive auxiliary (or *be*) to respond to negative sentences:
  A *I didn't do much sport at school.* **B** *Oh, I did.*

	it's the same for me	it's different for me
I'm a bit nervous.	So am I.	Oh, I'm not.
I'm not hungry.	Nor am I.	Oh, I am.
I love children.	So do I.	Oh, I don't.
I don't eat meat.	Nor do I.	Oh, I do.
I went to Japan last year.	So did I.	Oh, I didn't.
I didn't want to come home.	Nor did I.	Oh, I did.

TIPS • We can say *Nor* or *Neither*: *Neither am I., Neither do I., Neither did I.*, etc.

• We can say *Yes* or *No* before phrases with *so* or *nor*: **A** *I really like tennis.* **B** *Yes, so do I.* **A** *I didn't see that.* **B** *No, nor did I.*

• We can also use *Me too.* to agree with positive sentences and *Me neither.* (not ~~*Me nor.*~~) to agree with negative sentences:
A *I like cooking.* **B** *Me too.* **A** *I don't like fish.* **B** *Me neither.*

Language Summary 3

VOCABULARY

3.1 Employment 3A 1 p22

a good salary a lot of money for doing your job
friendly colleagues /ˈkɒliːgz/ nice people to work with
my own office an office only for you
long holidays a lot of days off a year
a good boss a good manager
job security when you know you'll have the job for a long time
a company car a car that is paid for by your company
flexible working hours you can choose when you start and finish work
opportunities for travel the chance to travel as part of your job
opportunities for promotion the chance to get a better job in the company
holiday pay you get paid when you're on holiday
sick pay you get paid when you're ill
on-the-job training the company you work for teaches you how to do the job
lots of responsibility it is your duty to get certain things done

TIP • We use ***job*** (a countable noun) to talk about a particular work activity: **A** *What's his job?* **B** *He's a doctor.* We use ***work*** (an uncountable noun) to talk about something you do as part of your job: *I've got a lot of work to do today.*

3.2 Looking for a job 3B 1 p24

a CV /siːˈviː/ a document you write that describes your qualifications and the jobs you have done
apply /əˈplaɪ/ **for a job** ask a company to give you a job, usually by writing a letter or filling in a form
an application form a form from a company that you fill in when you want to apply for a job
unemployment benefit money you get from the government when you are unemployed
earn /ɜːn/ get money for doing work
have some experience you have done the same or similar work before

3.3 Word building: noun endings 3C 4 p26

- We can often make nouns from verbs by adding an ending (a suffix). Some nouns and verbs have the same form.

verb	noun	ending
collect	collection	-ion
act	actor	-or
assist	assistant	-ant
clean	cleaner	-er
improve	improvement	-ment
test	test	–

TIP • We use the endings *-or*, *-ant*, *-er*, *-ist* and *-ian* for people's jobs: *a doctor*, *an accountant*, *a waiter*, *a dentist*, *a politician*, etc.

GRAMMAR

3.1 *have to/had to*: positive and negative 3A 4 p22

- We use ***have to/has to*** to say it is necessary to do this: *You usually have to have a degree in languages*.
- We use ***don't have to/doesn't have to*** to say it is not necessary to do this: *You don't have to go to college*.
- We use ***had to*** to say it was necessary to do this in the past: *I had to study a lot*.
- We use ***didn't have to*** to say it wasn't necessary to do this in the past: *I didn't have to pay for it*.

PRESENT SIMPLE

- We make **positive** sentences with:
  have to/has to + **infinitive**
  I/You/We/They **have to** do a course.
  He/She **has to** do a course.
- We make **negative** sentences with:
  don't/doesn't have to + **infinitive**
  I/You/We/They don't **have to** pay for it.
  He/She doesn't **have to** pay for it.

PAST SIMPLE

- We make **positive** sentences with:
  had to + **infinitive**
  I/You/He/She/We/They **had to** do a course.
- We make **negative** sentences with:
  didn't have to + **infinitive**
  I/You/He/She/We/They didn't **have to** pay for it.
- We also use *has to/had to* when the subject is *it*: *It has to be here tomorrow. It had to stop at 11.00*.

TIPS • We can use ***have to*** or ***have got to*** in the present: *I have to go = I've got to go. Have got to* is very common in spoken British English.

• We can't use *have got to* in the past: *I had to work last night*. not ~~*I had **got** to work last night*~~.

• We can't use *haven't to*, *hasn't to* or *hadn't to* to say something isn't or wasn't necessary: *I don't have to do that*. not ~~*I **haven't** to do that*~~. *We didn't have to pay for it*. not ~~*We **hadn't** to pay for it*~~.





3.2 *have to/had to*: questions and short answers 3A 9 p23

***WH-* QUESTIONS**

	question word	auxiliary	subject	*have to*	infinitive
PRESENT SIMPLE	Where	do	I	have to	go?
	What	does	he/she	have to	study?
	When	do	they	have to	leave?
PAST SIMPLE	What	did	you	have to	study?
	Why	did	he/she	have to	go?
	Who	did	they	have to	call?

***YES/NO* QUESTIONS AND SHORT ANSWERS**

Do you have to go to college?	Yes, I do./No, I don't.
Does he have to be fit?	Yes, he does./No, he doesn't.
Did she have to do any exams?	Yes, she did./No, she didn't.

TIPS • In Present Simple questions we can say: *Do you have to … ?* or *Have you got to … ?*: *Do you have to go? = Have you got to go?*

• We can't use *have got to* in Past Simple questions: *Did you have to work last night?* not ~~*Had you got to work last night?*~~

3.3 Present Continuous and Present Simple; activity and state verbs 3B 3 p25

- We use the **Present Continuous** for things that:
  a are happening at the moment of speaking: *At the moment **she's doing** some cleaning. **I'm writing** to tell you how it feels to be unemployed*.
  b are temporary and happening around now, but maybe not at the moment of speaking: *Now **she's looking** for her first job. **I'm applying** for every job I can.*
- We use the **Present Simple** for:
  a daily routines and things we always/sometimes/never do: ***She goes** online every day. **I never get** an interview.*
  b verbs that describe states (*be*, *want*, *have got*, *think*, etc.): ***She needs** a real job. **People think** I'm too old.*

Activity and state verbs

- **Activity verbs** talk about activities and actions. We can use activity verbs in the Present Simple and the Present Continuous: *He plays football every day. He's playing football now.* Typical activity verbs are: *play*, *work*, *write*, *eat*, *run* and *do*.
- **State verbs** talk about states, feelings and opinions. We don't usually use state verbs in the Present Continuous (or other continuous verb forms): *I like him*. not ~~*I'm liking him*~~. Learn these common state verbs.

be have (got) like love hate know remember understand think agree believe want need

TIP • Some verbs can be both activity verbs and state verbs: *I'm having a shower*. (activity); *He has three children*. (state).

Present Continuous

- We make the Present Continuous with:
  subject + **be** + **(not)** + **verb+*ing***

POSITIVE

I'm working at the moment.
You/We/They're looking for a job.
He/She/It's waiting for you.

NEGATIVE

I'm not driving very fast.
You/We/They aren't watching TV.
He/She/It isn't working now.

***WH-* QUESTIONS**

question word	auxiliary	subject	verb+*ing*
When	am	I	leaving?
Where	are	you	going?
Who	is	he/she	looking at?
What	are	we	watching?
What	are	they	doing?

***YES/NO* QUESTIONS AND SHORT ANSWERS**

Are you working today?	Yes, I am./No, I'm not.
Are they watching TV?	Yes, they are./No, they aren't.
Is he playing football now?	Yes, he is./No, he isn't.
Is she waiting for me?	Yes, she is./No, she isn't.

TIPS • See GRAMMAR 2.2 for the spelling rules for verb+*ing* forms.

• We can also make negatives and negative short answers with ***'re not*** and ***'s not***: *We're not going. Is she waiting? No, she's not.*

• We often use the Present Continuous with *now*, *at the moment*, *today*: *What are you doing now? I'm working at home today. He's checking his emails at the moment.*

Present Simple

POSITIVE

- For *I/you/we/they* the Present Simple positive is the same as the infinitive: *I/You/We/They live in the UK.*
- For *he/she/it* we add *-s* or *-es* to the infinitive: *he lives*, etc.

SPELLING RULES FOR *HE/SHE/IT* FORM

spelling rule	examples
most verbs: add ***-s***	plays likes reads
verbs ending in *-ch*, *-sh*, *-s*, *-ss*, *-x* or *-z*: add ***-es***	watches /ˈwɒtʃɪz/ finishes /ˈfɪnɪʃɪz/
verbs ending in consonant + *y*: *-y* → ***-ies***	study → studies
the verbs *go* and *do*: add ***-es***	goes does /dʌz/
the verb *have* is irregular	has

NEGATIVE

- We make the Present Simple negative with:
  don't or **doesn't** + **infinitive**

I/You/We/They don't live in Germany.
He/She/It doesn't want to go out.

***WH-* QUESTIONS**

question word	auxiliary	subject	infinitive
Where	do	you	live?
What	does	he/she	do?
When	do	they	get up?

***YES/NO* QUESTIONS AND SHORT ANSWERS**

Do you live here?	Yes, I do./No, I don't.
Does she have a job?	Yes, she does./No, she doesn't.

REAL WORLD

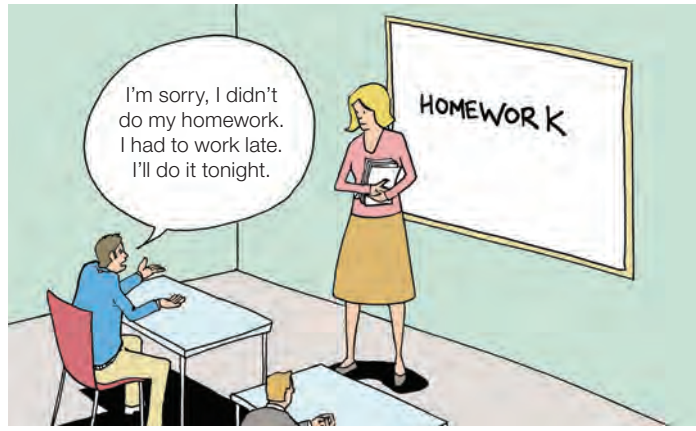
3.1 Apologies, reasons and promises

3D 3 p28

- For **apologies** we often use:
  I'm (really) sorry, (but) I can't/couldn't + infinitive.
  I'm really sorry, but I can't say no to my mum.
  I'm sorry, I couldn't finish it this morning.
- For **reasons** we often use: *I have to/had to* + infinitive.
  I have to take some clients out to dinner.
  I had to help Henry.
- For **promises** we often use: *I'll* + infinitive.
  I'll finish it now and email it to you.
  I'll be back before eight thirty, I promise.
- To **respond to an apology** we often use these phrases:
  Oh, don't worry.
  Another time, maybe.
  Oh, dear. What happened?
  Oh, right. Why's that?

TIPS • We can also use *No problem.* to respond to an apology.
A *I'm sorry, I can't come this evening.* **B** *No problem.*

• There is often a pattern in this type of conversation:
we apologise → we give a reason → we make a promise.

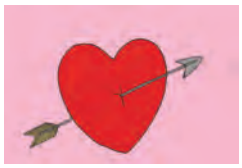


Language Summary 4

VOCABULARY

4.1 Types of film 4A 2 p30

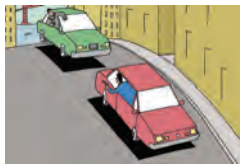

an animated film


a love story


a comedy


a war film


a thriller


an action film


an adventure film


a horror film


a western


a drama


a science-fiction (sci-fi) /ˈsaɪfaɪ/ film


a musical

TIP • a film (UK) = a movie (US)
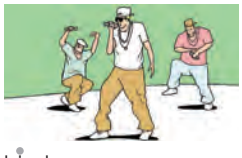
4.2 Types of music 4B 1 p32


jazz


classical music

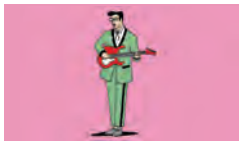

blues


rock music


hip hop


r'n'b /ɑːrənˈbiː/


pop music


rock'n'roll


dance music

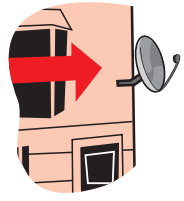

traditional folk music


reggae


opera

4.3 TV nouns and verbs 4C 1 p34


a cable


a satellite dish

TV EQUIPMENT

Cable or satellite TV is a system of sending television programmes into your house along cables in the ground (cable TV) or to a satellite dish on your house/flat (satellite TV).

You hold **the remote control** in your hand and use it to control the TV.

A DVD player is a machine that plays DVDs so you can watch them on TV.

A 3D TV is a television which shows pictures in three dimensions (3D).

TV PROGRAMMES

The news tells you about important things happening in the world.

On **a chat show** (US: **a talk show**) a presenter interviews people.

A soap opera is a fictional story about a group of people living in one area.

A documentary gives information and facts about real situations or people.

A reality /riˈælɪti/ **TV programme** has ordinary people in it, not actors.

On **a game show** people try to win prizes or money by answering questions or doing unusual things.

A current affairs programme has reports and discussions about things that are happening in the news.

A sitcom (situation comedy) is a comedy programme with the same characters every week.

A drama is a serious play for TV, the theatre, radio, etc.

A cartoon is an animated TV programme, usually for children.

TV VERBS

You **turn on** the TV when you want to watch something.

You **turn off** the TV when you've finished watching something.

You **change channels** when you want to watch a programme on a different channel.

You can **record** a programme and watch it later.

You can **download** a programme from the internet onto your computer or mobile phone.

TIPS • *TV programme* (UK) = *TV show* (US)

• We say *the news is*, not ~~*the news are*~~: *The news is on at six o'clock.*

• We often use *on* to mean *on TV*: *What time is the football on?*

4.4 -*ed* and -*ing* adjectives 4C 8 p35

- We use ***-ed*** adjectives to describe how people feel: *You may be **surprised** by how much television we watch.*
- We use ***-ing*** adjectives to describe the thing, situation, place or person that causes the feeling: *TV programmes can be **exciting** or **relaxing**.*



The tennis match is **exciting**. She's **excited**.



The holiday is **relaxing**. He's **relaxed**.



The walk is **tiring**. They're **tired**.



The drama is **boring**. She's **bored**.



The book is **interesting**. He's **interested**.



The score is **surprising**. They're **surprised**.



The ride is **frightening**. They're **frightened**.



The noise is **annoying**. She's **annoyed**.



The news is **worrying**. She's **worried**.

TIP • People can be *bored* or *boring* and *interested* or *interesting*: *Adela was **bored** because Mark was **boring**.*

GRAMMAR

4.1 Present Perfect for life experiences (1): positive and negative 4A 7 p31

- We use the **Present Perfect** for experiences that happened some time before now. We don't know or don't say when they happened: *He**'s done** a lot of work for charity.*
- We use the **Past Simple** if we say exactly when something happened: *Danny **started** acting at the age of seven.*

POSITIVE

I/you/we/they + 've (= have) + **past participle**
he/she/it + 's (= has) + **past participle**

I've seen all of Johnny Depp's films.
He's spent over $20,000 on costumes.

NEGATIVE

I/you/we/they + **haven't** (= have not) + **past participle**
he/she/it + **hasn't** (= has not) + **past participle**

You probably haven't heard of Danny Lopez.
She hasn't seen 'Pirates of the Caribbean'.

TIPS • We often use *never* with the Present Perfect: *I've never met Johnny Depp.*

• To make past participles of regular verbs, add *-ed* or *-d* to the infinitive: *play* → *played*, *watch* → *watched*, etc. The Past Simple and past participles of regular verbs are the same. See **GRAMMAR 2.1** for spelling rules.

• There are no rules for irregular past participles. There is an Irregular Verb List, p167.

4.2 Present Perfect for life experiences (2): *yes/no* questions with *ever* 4B 5 p32

- We use the **Present Perfect** to ask about people's experiences. We don't ask about when these experiences happened.
- We use the **Past Simple** to ask for more information about these experiences.

auxiliary	subject	*ever*	past participle	
Have	you	ever	been	to a music festival?
Has	he	ever	seen	the Black Eyed Peas?
Has	she	ever	heard	of Miles Davis?
Have	they	ever	been	clubbing together?

SHORT ANSWERS

Yes, I have./No, I haven't.	Yes, she has./No, she hasn't.
Yes, you have./No, you haven't.	Yes, we have./No, we haven't.
Yes, he has./No, he hasn't.	Yes, they have./No, they haven't.

TIPS • *ever* + Present Perfect = any time in your life until now. We often use *ever* in questions.

• *go* has two past participles, *been* and *gone*. To talk about life experiences, we usually use *been*: *I've been to the USA.* (I went to the USA in the past and I'm not in the USA now).

• We can also say *Yes*, *once/twice/lots of times*, etc. or *No*, *never.* as short answers.

REAL WORLD

4.1 Asking for opinions, agreeing and disagreeing 4D 4 p36

asking for opinions	agreeing	disagreeing
What do you think, (Jackie)?	I agree (with Amy).	I'm not sure about that.
What about you, (Ben)?	Maybe you're right.	I'm sorry, I don't agree.
Do you think (students should pay)?	Yes, I think so.	No, definitely not.
Do you agree (with that)?	Yes, definitely.	No, I don't think so.

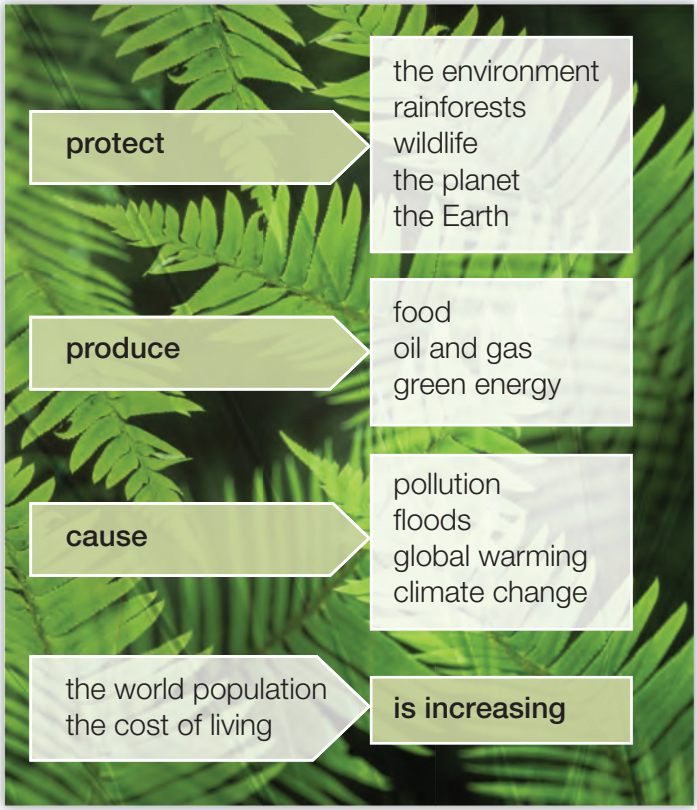
TIPS • We use *Yes, definitely.* and *No, definitely not.* to say that we strongly agree or disagree with something.

• We can also agree and disagree with *Do you think … ?* questions with *Yes, I do.* and *No, I don't.*

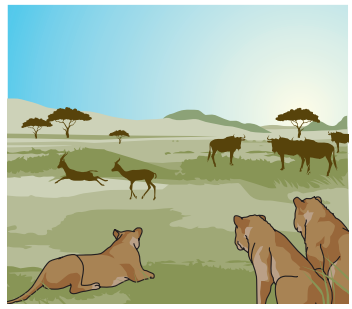
Language Summary 5

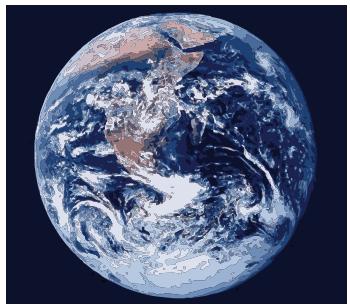
VOCABULARY

5.1 The environment 5A 1 p38




a rainforest


wildlife


the Earth


a flood /flʌd/

protect stop something dangerous or bad from happening to a person or thing
the environment the air, water, forests, etc. where people, animals and plants live
a rainforest a forest with a lot of tall trees in a tropical area where it rains a lot
wildlife animals, birds and plants in the natural place where they live
the Earth /ɜːθ/ the planet that we live on
produce /prəˈdjuːs/ make, grow or take something from the earth
green energy /ˈenədʒi/ energy that comes from the sun, wind, water, the sea, etc.
cause /kɔːz/ to make something happen, especially something bad
pollution chemicals in the air or water that are dangerous for people or animals
a flood /flʌd/ when a lot of water covers a place that is usually dry
global warming the increase in temperature around the world caused by pollution and gases from burning oil, coal, gas, etc.
climate change the change in the weather around the world because of global warming
world population the number of people living in the world
increase become bigger in number or quantity
cost of living the amount of money a person needs to pay for food, travel, accommodation, etc.

5.2 Collocations (2) 5B 1 p40

take photos
live abroad
move house
write a blog
have a fantastic time
spend time doing (something)
learn how to do (something)
do a course in (something)

5.3 Verbs and prepositions 5C 3 p42

verb + preposition	example
hear about something	We hear a lot about the environment these days.
spend money **on** something	She spent £2,000 on her holiday.
fly to a place	We're flying to Morocco on Sunday morning.
pay an amount of money **for** something	They paid $10,000 for their car.
go on a trip **to** a place	We went on a trip to the rainforest.
look for something you want to find	Are you looking for your keys?
take photos **of** somebody or something	Marissa's mother took a lot of photos of the baby.
spend time **with** somebody	She spends a lot of time with her three sisters.
go back to the place where you started	It's getting late so let's go back to the village.
talk about a topic	I don't like talking about politics.

GRAMMAR

5.1 *will* for prediction; *might* 5A 4 p39

- We use ***will*** + **infinitive** to predict the future: *I think our planet will be very crowded.*
- The negative form of *will* is ***won't***: *It won't be easy to produce food for everybody.*
- We use ***might*** to say *will possibly*: *We might have 100 cities with populations of over 20 million.*

TIPS • *Will* and *might* are the same for all subjects (*I, you, he, she, it, we, they*).

• We usually write *'ll* after pronouns and *will* after names: *I'll speak English fluently. Lenny will be famous one day.*

• We also use *will* for offers: *I'll help you with the shopping.* and promises: *I'll do it tomorrow.*

QUESTIONS AND SHORT ANSWERS

- We make questions with:
  (question word) + **will** + **subject** + **infinitive**

  What will our world be like in 2030?
  Where will all these people live?
  Will more people use green energy?
  Yes, they will./No, they won't.

TIPS • We often use *Do you think … ?* to make questions with *will*: *Do you think more people will use green energy?*

• The short answers to all *Do you think … ?* questions are: *Yes, I do.* and *No, I don't.*

• We can also use *might* in short answers: **A** *Do you think you'll see John tomorrow?* **B** (*Yes,*) *I might.*

5.2 *be going to* 5B 4 p40

- We use ***be going to*** + **infinitive** to talk about future plans: *We're going to drive across the USA.*
- We use ***will*** + **infinitive** to talk about future predictions: *I'm sure we'll have a fantastic time.* (see GRAMMAR 5.1).

POSITIVE AND NEGATIVE

subject	*be* (+ *not*)	*going to*	infinitive	
I	'm/'m not	going to	stay	in this country.
You/We/They	're/aren't	going to	drive	across the USA.
He/She	's/isn't	going to	write	a blog.

***WH-* QUESTIONS**

question word	*be*	subject	*going to*	infinitive	
When	am	I	going to	see	you again?
What	are	you	going to	do	tomorrow?
Where	is	he/she	going to	live?	
When	are	we/they	going to	move	house?

***YES/NO* QUESTIONS AND SHORT ANSWERS**

Are you going to live abroad?	Yes, I am./No, I'm not.
Is she going to retire soon?	Yes, she is./No, she isn't.
Are they going to move house?	Yes, they are./No, they aren't.

TIPS • We don't usually use *going to* in short answers: *Yes, she is.* not ~~*Yes, she's going to*~~.

• With the verb *go*, we usually say: *I'm going to Turkey.* not *I'm going to go to Turkey.* but both are correct.

5.3 Plans, hopes and ambitions 5B 5 p40

- We can also use these phrases to talk about plans, hopes and ambitions:
  be planning + infinitive with *to*: *We're planning to spend about six months travelling.*
  be hoping + infinitive with *to*: *I'm hoping to retire before I'm 50.*
  want + infinitive with *to*: *I want to live abroad.*
  be looking forward to + verb+*ing*: *I'm looking forward to spending more time in the garden.*
  be thinking of + verb+*ing*: *I'm thinking of doing a course in wildlife photography.*
  'd/would like + infinitive with *to*: *I'd like to go to Africa.*
- *I'm looking forward to …* = I'm excited about this and I'm going to enjoy it when it happens.
- *I'm planning …* is more certain than *I'm thinking of … .*
- *I'm hoping …* is less certain than *I'm going to … .*

TIPS • We can also use *it* or a noun after *I'm looking forward to*: *I'm looking forward to it/my holiday.*

• We can also use *I'd love* to talk about future plans and ambitions: *I'd love to travel around the world.*

REAL WORLD

5.1 Offers, suggestions and requests 5D 3 p44

making offers	responding to offers
I'll do that, if you like.	Yes, that'd be great.
Shall I make some posters?	Yes, (that's a) good idea.
Do you want me to do that?	Yes, if you don't mind.
Can I give you a hand?	No, don't worry. Thanks anyway.
making suggestions	**making requests**
Shall we start?	**Could you** give me a hand?
Let's decide who does what.	**Will you** organise that?
Why don't we ask Jason?	**Can you** do that?

TIPS • After the phrases in bold we use the infinitive: *I'll **do** that, if you like.*

• After *Do you want me … ?* we use the infinitive + *to*: *Do you want me **to do** that?*

• *Could you … ?* is often more polite than *Can you … ?*.

Language Summary 6

VOCABULARY

6.1 Adjectives (2): character

6A 1 p46

Aggressive people behave in an angry or violent way to other people.
Ambitious people want to be very successful or powerful.
Bright /braɪt/ people are intelligent and can learn things quickly.
Confident people are certain that they can do things well.
Considerate people are very kind and helpful.
Easy-going people are very relaxed and don't worry about things.
Helpful people like helping other people.
Honest /ˈɒnɪst/ people always tell the truth and don't lie.
Mature /məˈtjʊə/ people behave like adults, not children.
Moody people are often unfriendly because they're angry or unhappy.
Organised people plan things well and don't waste time.
Patient /peɪʃənt/ people don't get angry when they have to wait for something to happen.
Polite people show respect for other people and aren't rude to them.
Reliable /rɪˈlaɪəbl/ people always do things that they promise to do.
Rude people behave in a way that makes other people feel bad.
Selfish people usually only think about themselves, not other people.
Sensible people make good decisions based on reasons, not how they feel.
Talented people are naturally good at something.
Tidy people always put things in the right place.



She's bright.


He's polite.


He's aggressive.

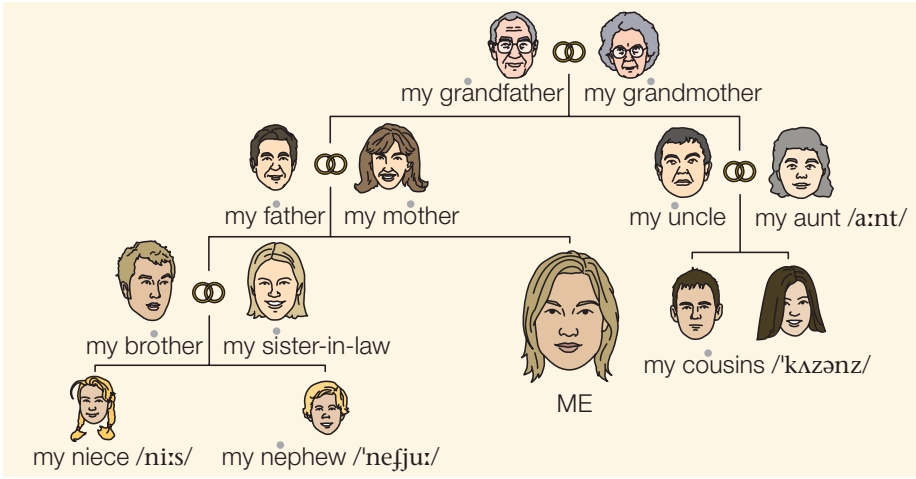


She's organised.

6.2 Relationships (2)

6B 1 p48

FAMILY RELATIONSHIPS



- Your **stepfather** is your mother's husband, but he isn't your father. Your mother married again.
- Your **twin brother** (or **twin sister**) was born at the same time as you.
- A **relative** is a person in your family (an aunt, a cousin, a grandparent, etc.). Your **parents** are your mother and father only.
- Your **great-grandfather** is your grandmother or grandfather's father.

OTHER RELATIONSHIPS

Your **boss** is your manager at work.
Your **flatmate** is the person you share a flat with (US = **roommate**).
A **close friend** is a very good friend.
Your **ex-girlfriend** is a woman you went out with in the past. She isn't your girlfriend now.
A **neighbour** /ˈneɪbə/ is a person who lives near you in the same street or building.
A **colleague** is a person who works with you in the same company.
Your **employer** is the person or company you work for.
An **employee** is a person who works for a company.

TIPS • We can use *ex-*, *step-*, *grand*, *great-* and *-in-law* with other family words: *ex-wife*, *stepmother*, *granddaughter*, *great-uncle*, *mother-in-law*, etc.

• We always use hyphens (-) with *ex-*, *great-* and *-in-law*. We don't use hyphens with *step* or *grand*.

6.3 Adjectives and prefixes (*un-*, *in-*, *im-*, *dis-*)

6C 4 p51

- We often use prefixes (*un-*, *in-*, etc.) to make opposites of adjectives.

un-	unreliable unemployed unhelpful unselfish unhappy unintelligent unambitious unfriendly unattractive unsure unhealthy
in-	inconsiderate incorrect
im-	impatient immature impolite impossible
dis-	dishonest disorganised

TIPS • Adjectives beginning with *c* usually take the prefix *in-*: *correct* → *incorrect*.

• Adjectives beginning with *p* usually take the prefix *im-*: *patient* → *impatient*.

• We can't use prefixes with all adjectives. We say *not (very) bright*, not ~~*unbright*~~.

• We can use *un-* to make opposites of some verbs: *pack* → *unpack*, *lock* → *unlock*, etc.

GRAMMAR

6.1 Making comparisons 6A 5 p47

COMPARATIVES

- We use comparatives to compare two people, places or things that are different: *Debbie's more selfish than Milly.*

type of adjective	spelling rule	comparative
most **1**-syllable adjectives	add ***-er***	old**er** bright**er** but! dry → dr**ier**
1-syllable adjectives ending in *-e*	add ***-r***	nice**r** rude**r**
1-syllable adjectives ending in consonant + vowel + consonant	double the last consonant and add ***-er***	big**ger** fat**ter** but! new → new**er**
2-syllable adjectives ending in *-y*	*-y* → ***-i*** and add ***-er***	eas**ier** tid**ier**
2-syllable adjectives not ending in *-y*	put ***more*** before the adjective	**more** selfish **more** patient
adjectives with **3** syllables or more	put ***more*** before the adjective	**more** organised **more** aggressive
irregular adjectives	good bad far	better worse further/farther

- The opposite of *more* is ***less***: *Milly's less moody than Debbie.*
- When we compare two things in the same sentence we use ***than*** after the comparative:
  Debbie's more selfish than Milly.
- We use ***a lot*** or ***much*** before the comparative to say there's a big difference:
  She's a lot tidier. Milly's much more considerate than Debbie.
- We use ***a bit*** before the comparative to say there's a small difference:
  She's a bit more mature.

TIP • We can also use *more* with nouns: *He's got more money than her. I've got more free time than my brother.*

(NOT) AS* + ADJECTIVE + *AS

- We can also use ***not as*** + **adjective** + ***as*** to compare two people or things that are **different**:
  Debbie isn't as happy as Milly.
  (= *Milly is happier than Debbie*).
- We use ***as*** + **adjective** + ***as*** to say that two people or things are **the same**:
  Milly's as confident as Debbie.
  (= they are both equally confident).
- We use the adjective with *(not) as … as*, not the comparative form:
  She isn't as ***happy*** *as her sister.* not ~~*She isn't as* ***happier*** *as her sister*~~.
- We don't use *than* with *(not) as … as*: *She's as confident* **as** *her sister.* not ~~*She's as confident* ***than*** *her sister*~~.

6.2 Superlatives 6B 5 p49

- We use superlatives to compare three or more people, places or things: *He's the most boring man Dom's ever met.*

type of adjective	spelling rule	superlative
most **1**-syllable adjectives	add ***-est***	rich**est** old**est** but! dry → dr**iest**
1-syllable adjectives ending in *-e*	add ***-st***	nice**st** rude**st**
1-syllable adjectives ending in consonant + vowel + consonant	double the last consonant and add ***-est***	big**gest** fat**test** but! new → new**est**
2-syllable adjectives ending in *-y*	*-y* → ***-i*** and add ***-est***	happ**iest** funn**iest**
2-syllable adjectives not ending in *-y*	put ***most*** before the adjective	**most** boring **most** patient
adjectives with **3** syllables or more	put ***most*** before the adjective	**most** popular **most** attractive
irregular adjectives	good bad far	best worst furthest/farthest

- The opposite of *most* is *least*: *He's my* ***least*** *favourite relative.*

TIP • Before superlatives in sentences we use ***the*** (*She's* ***the*** *happiest person I know.*), **possessive *'s*** (*He's* ***Jake's*** *best friend.*) or a **possessive adjective** (*She's* ***our*** *richest relative.*). ***the*** + superlative is the most common form.

REAL WORLD

6.1 Taking phone messages 6D 2 p52

I'm afraid he isn't here this afternoon.
Can I take a message?
Shall I tell him you called?
Hold the line, please. I'll put you through.
I'm sorry, he's in a meeting.
Would you like to leave a message?

6.2 Leaving phone messages 6D 5 p52

asking to speak to someone

Can I speak to (Matt Robertson), please?
Is (Matt) there, please?
Could I speak to (David Baxter), please?

leaving a message

Could you ask him/her to phone me tomorrow?
Can you ask him/her to call me back?
Just tell him/her (Matt Robertson) called.

saying where people can contact you

He/She can ring me at the office.
He/She can get me on my mobile.
He/She can call me at home this evening.

TIP • When we tell people who we are on the phone, we say: *It's David.* not ~~*I'm David*~~.

Language Summary 7

VOCABULARY

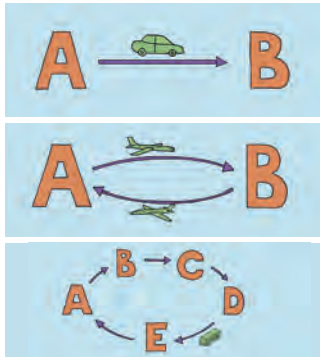
7.1 Travel 7A 1 p54

travel go from one place to another by car, plane, bus, etc.: *He travelled over 100 miles to be there.*

a journey /ˈdʒɜːni/ when you travel from one place to another place: *Did you have a good journey?*

a trip when you go to a place, usually for a short time, and then come back: *How was your trip to Paris?*

a tour when you visit lots of places in the same city or country: *My parents are on a tour of Europe.*



TIPS • *Travel* is a verb or an uncountable noun: *Air travel is much cheaper these days*. When we want to use a countable noun, we usually use *journey* or *trip*: *How was your journey/trip?* not ~~*How was your* ***travel****?*~~

• We usually use *go on* with *journey*, *trip* and *tour*: *I went on a tour of London*. not ~~*I* ***made*** *a tour of London*~~.

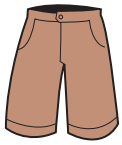
• A *package tour* is a holiday where some things are included in the price (for example, travel, hotel, food, etc.).

• When we say goodbye to people we often say: *Have a good journey/trip*. not ~~*Have a good* ***travel/tour***~~.

7.2 Things we take on holiday 7B 2 p56

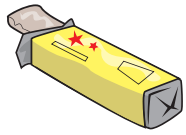

a towel


sun cream

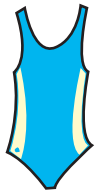

shorts

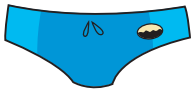

soap


sandals


chewing gum


shaving gel


a swimming costume


swimming trunks


a sun hat

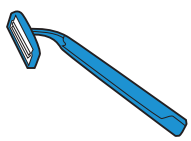

toothpaste


a toothbrush


walking boots


perfume


a T-shirt

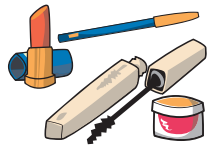

a razor


sunglasses


insect repellent


shampoo


tea


make-up

7.3 Quantity phrases 7B 7 p57

- We often use the phrases in bold to talk about quantity. We can use these phrases with countable nouns, uncountable nouns and plural nouns.

a piece of chewing gum	**a tube of** toothpaste
a bottle of perfume	**a bar of** soap
a packet of tea	**a pair of** shorts

TIP • *Piece*, *bottle*, *packet*, etc. are all countable nouns and can be plural: *She's got three bottles of perfume. I bought two pairs of shorts.*

7.4 Phrases with *go* 7C 7 p59

- We use ***go*** + activity (verb+*ing*): *You can go fishing, swimming and sailing.*
- We use ***go to*** + place: *Go to the Chosuenco volcano.*
- We use ***go with*** + person: *I went with an excellent guide.*
- We use ***go for*** + activity (noun): *I went for a walk in the forest.*
- We use ***go on*** + travel words (*a trip*, *a tour*, *a journey*, *holiday*, etc.): *I went on a trip to Lake Pirihueico.*

TIP • We often use ***go for a*** + noun or ***go*** + verb+*ing* to mean the same thing: *go for a swim/run/walk = go swimming/running/walking.*

GRAMMAR

7.1 Present Continuous for future arrangements 7A 5 p55

- We usually use the Present Continuous for definite future arrangements: *We're staying with friends of Ronnie's*.
- We usually know exactly when the arrangements are happening. They are often the type of arrangements we can write in a diary: *We're leaving on Saturday*.
- We make the Present Continuous with: subject + *be* + verb+*ing*.

TIPS • For more on how to make positive sentences, negatives and questions in the Present Continuous, see GRAMMAR 3.3.

• When we use the Present Continuous for future arrangements, we usually use a future time phrase (*next weekend*, *on Saturday*, etc.), or both people know from the situation that we are talking about the future.

• We often use the Present Continuous to ask about people's arrangements: *How long are you going for? What are you doing this evening/weekend?*

• The arrangement doesn't have to be in the near future. The important thing is how certain we are about it: *We're getting married in May next year.* (We've decided on a date.)

7.2 Quantifiers 7B 5 p57

SOME* AND *ANY

- We usually use ***some*** in positive sentences: *There's some tea. There are some towels.*
- We usually use ***any*** in questions: *Is there any sun cream? Are there any T-shirts?*
- We usually use ***any*** in negative sentences: *There isn't any coffee. There aren't any jackets.*

TIPS • We use *some* and *any* with uncountable nouns (*soap*, *chewing gum*, *shampoo*, etc.) and plural countable nouns (*books*, *suitcases*, *razors*, etc.).

• We often use *some* in questions with *Would you like … ?*: *Would you like some tea?*

• We can use ***no*** to mean *not any*: *There's no coffee.* = *There isn't any coffee.*

OTHER QUANTIFIERS

countable nouns	uncountable nouns	both
a few not many	a bit of not much	lots of/a lot of some any

- With countable nouns we use ***a few*** and ***not many*** to mean a small quantity: *There are a few books* = *There aren't many books*.
- With uncountable nouns we use ***a bit of*** and ***not much*** to mean a small quantity: *There's a bit of toothpaste* = *There isn't much toothpaste*.
- With both countable and uncountable nouns we use ***lots of***/***a lot of*** to mean a large quantity: *There lots of T-shirts. There's a lot of make-up.*

TIPS • We don't often use *much* or *many* in positive sentences: *I've got* ***lots*** *of free time*. not *~~I've got much free time~~*. *There are* ***a lot of*** *chairs*. not *~~There are many chairs~~*.

• We can say ***a bit of*** or ***a little***: *There's a bit of soap.* = *There's a little soap. A little* is more common in written English.

• We use ***How much … ?*** to ask about uncountable nouns and ***How many … ?*** to ask about countable nouns: *How much soap have we got? How many towels are there?*

7.3 Possessive pronouns 7B 10 p57

subject pronouns	object pronouns	possessive adjectives	possessive pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	–
we	us	our	ours
they	them	their	theirs

- We use possessive pronouns in place of 'possessive adjective + noun': *That's* ***my suitcase***. → *That's* ***mine***.
- We also use possessive pronouns in place of 'name + possessive 's + noun': *Those are* ***Esmay's T-shirts***. → *Those are* ***hers***.

REAL WORLD

7.1 Complaints and requests 7D 4 p60

complaints	requests
I'm sorry, but I've got a bit of a problem.	**I wonder if you could** ask someone to fix it.
I'm afraid I've got a complaint.	**I wonder if I could** have some more towels, please.
I'm sorry, but I think there's something wrong with the shower.	**Could I** speak to the manager, please?
	Could you help me?
	Would you mind sending someone to look at it, please?

- After *I wonder if I/you could …* and *Could I/you … ?* we use the infinitive: *I wonder if you could* ***ask*** *someone to fix it. Could you* ***help*** *me?*
- After *Would you mind … ?* we use verb+*ing*: *Would you mind* ***helping*** *me?*

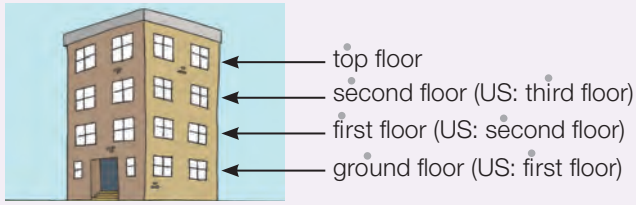
TIP • *I wonder if I/you could …* and *Would you mind … ?* are more polite than *Can I/you … ?* and *Could I/you … ?*

Language Summary 8

VOCABULARY

8.1 Describing your home 8A 1 p62

large big: *Their house is very large.*
spacious /ˈspeɪʃəs/ with a lot of space: *It's a very spacious flat.*
unusual /ʌnˈjuːʒʊəl/ different from what is normal: *His home is very unusual – he lives in a lighthouse!*
typical similar to all the others: *Our house is typical for the area.*
air conditioning a machine in a building or a car that keeps the air cool: *In hot countries most offices have air conditioning.*
central heating a system of heating in a building: *Has your flat got central heating?*
a view the things you can see from a place: *There's a great view from the bedroom window.*
close to near: *My house is close to the shops.*
fashionable popular at a particular time: *This is quite a fashionable part of town these days.*



8.2 Going to dinner 8B 1 p64

a host a man who is having a party or other social event: *Duncan's a wonderful host.*
a hostess a woman who is having a party or other social event: *Samantha's an excellent hostess.*
a guest /gest/ a person who goes to a party or other social event: *There were about 200 guests at the wedding.*
invite someone to dinner ask someone to come to your house for dinner: *Your parents have invited us to dinner on Saturday.*
accept an invitation say yes when someone invites you to something: *Did you accept that invitation to your boss's party?*
refuse an invitation say no when someone invites you to something: *I had to refuse their invitation because I was ill.*
greet someone say hello to someone when he or she arrives somewhere: *The hostess greeted me at the door.*


shake hands


bow /baʊ/


kiss someone on the cheek


The host and hostess are greeting two guests.

8.3 Common verbs 8C 1 p66

touch put your hand on something: *Please don't touch the food.*
point (at) show where something or someone is by using your finger: *You shouldn't point at people – it's rude.*
expect think that someone should do a particular thing: *People always expect me to be funny.*
seem appear to be: *His new girlfriend seems very nice.*
stand (stood, stood) be on your feet: *There were no seats so we had to stand.*
interrupt stop someone when they are talking or doing something, by saying something yourself: *Sorry to interrupt, but we have to leave now.*
avoid not do something because it is a bad thing to do, or because you don't want to do it: *I avoid going into the city centre on Saturdays.*
take off (took off, taken off) remove: *She took off her coat and sat down.*
admire look at something and think it is attractive: *Everyone admires that painting.*

TIP • The opposite of *take off* is *put on*: *Why don't you put on a jumper if you're cold?*

8.4 Verb patterns 8C 3 p66

- When we use two verbs together, the form of the second verb usually depends on the first verb: *love travelling*; *planning to go*; *should do*, etc. These are called verb patterns.

+ verb+*ing* (*doing*)	+ infinitive with *to* (*to do*)	+ infinitive (*do*)
love	plan	should
enjoy	need	can
like	try	must
start	remember	might
finish	forget	will
avoid	decide	
prefer		

Most travellers enjoy meeting new people.
You need to give people more 'personal space'.
Sometimes you can be rude without saying anything.

TIPS • Some verbs have more than one verb pattern. We can say *love/like/start/prefer* ***doing*** or *love/like/start/prefer* ***to do***. For these verbs the meaning is the same: *I started to write a book. = I started writing a book.*

• In British English, *like/love* + verb+*ing* is more common than *like/love* + infinitive with *to*: *I like watching TV.*

• In American English, *like/love* + infinitive with *to* is more common: *I like to watch TV.*

• A few verbs change their meaning with different verb patterns, for example, *need*, *try* and *remember*. The verb patterns in the table are the most common.

8.5 Adjectives (3) 8D 1 p68

towns/cities	people	food	weather
industrial	welcoming	tasty	wet
cosmopolitan	helpful	delicious	windy
polluted	relaxed	spicy	dry
modern	reserved	healthy	freezing
touristy	(healthy)	bland	changeable
traditional	sociable	traditional	
	traditional		

industrial with a lot of factories and other industry: *Detroit is an industrial city.*
cosmopolitan full of people, restaurants, shops, etc. from different countries: *London's a very cosmopolitan city.*
modern new and using the latest ideas, designs, etc.: *Dubai is a very modern city.*
touristy with a lot of tourists and things for tourists to buy or do (usually negative): *It's a nice town, but it's a bit touristy.*

traditional following the ways of behaving that haven't changed for a long time: *The people in the village wore traditional clothes for the festival.*
relaxed /rɪ'lækst/ not worried or stressed: *People who live in the country are often more relaxed.*
reserved /rɪ'zɜːvd/ you don't show your feelings to other people: *People often say British people are quite reserved.*
sociable /'səʊʃəbl/ like being with people and enjoy meeting new people: *People in Dublin are very sociable.*
tasty with a nice taste: *This soup is very tasty.*
delicious /dɪ'lɪʃəs/ very tasty: *Those little cakes are delicious!*
spicy /'spaɪsi/ with strong flavours from spices: *Indian food is very spicy.*
bland with very little flavour (usually negative): *I liked the hotel, but the food was a bit bland.*
freezing extremely cold: *It's freezing here in winter.*
changeable the weather changes quickly and often: *In April the weather is quite changeable.*

TIP • We can also use *hot* to mean *spicy*: *That chilli sauce is really hot!*


industrial


modern



touristy

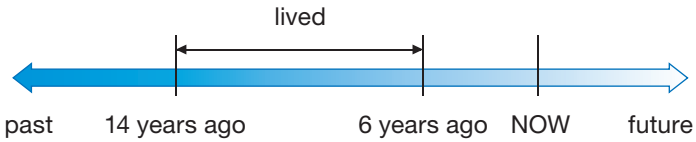

freezing

GRAMMAR

8.1 Present Perfect with *for* and *since*

8A 4 p62

- We use the **Past Simple** to talk about something that started and finished in the past: *Before I moved here **I lived** in Glasgow for eight years*. (I don't live in Glasgow now).



- We use the **Present Perfect** to talk about something that started in the past and continues in the present: ***I've lived** here for six years*. (I started living here six years ago and I still live here now).

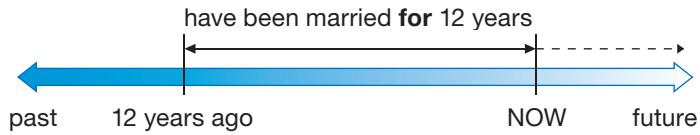


TIPS • For how to make the Present Perfect positive and negative, and past participles of regular verbs, see GRAMMAR 4.1.

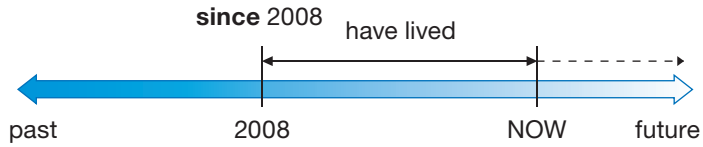
• For past participles of irregular verbs, see the Irregular Verb List, p167.

FOR AND *SINCE*

- We use ***for*** with a period of time (how long): *We've been married for twelve years*.



- We use ***since*** with a point in time (when something started): *We've lived in our motorhome since 2008*.



TIPS • We can also use *for* with the Past Simple: *I lived in Germany for two years*. (but I don't live there now). We can't use *since* with the Past Simple: ~~*I lived in Germany since 2009*~~.

• We can also use the negative form of the Present Perfect with *for* and *since*: *I **haven't been** there since 2010. She **hasn't seen** him for two weeks.*

• We don't use *ago* with the Present Perfect: *I've been married for two years*. not ~~*I've been married since two years ago*~~.

• *ages* = a long time: *I haven't seen him for ages*.

8.2 Questions with *How long … ?*

8A 7 p63

- We use ***How long … ?*** to ask about a period of time.
- We use questions with *How long … ?* and the **Past Simple** to ask about something that started and finished in the past: *How long did Angus live in Glasgow?* (he doesn't live in Glasgow now).
- We use questions with *How long … ?* and the **Present Perfect** to ask about something that started in the past and is still happening now:
  How long has he lived in a lighthouse? (he lives there now).
- We can answer Past Simple and Present Perfect questions with *for* (*for two years*, etc.), but we can't answer Past Simple questions with *since*:
  A *How long did you live there?*
  B *For ten years*. not ~~*Since 2004*~~.
- We make **Past Simple** questions with:
  How long + **did** + **subject** + **infinitive**

How long	auxiliary	subject	infinitive	
How long	did	he	live	in Glasgow?
How long	did	you	work	in the USA?
How long	did	they	stay	at the party?

- We make **Present Perfect** questions with:
  How long + **have** or **has** + **subject** + **past participle**

How long	auxiliary	subject	past participle	
How long	has	he	lived	in a lighthouse?
How long	have	you	been	married?
How long	have	they	known	each other?

TIPS • We often answer *How long … ?* questions with short phrases, not complete sentences:
A *How long have you lived here?*
B *Since January./For five months*.

• We can also make questions in the Past Simple with *How long ago … ?*:
A *How long ago did you see him?*
B *About three months ago.*

8.3 *should, shouldn't, must, mustn't*

8B 4 p64

- We use ***should*** and ***shouldn't*** to give advice.
  You should wait for the hostess to start eating first.
  You shouldn't leave immediately after the meal.
- We use ***must*** and ***mustn't*** to give very strong advice.
  You must say you like the food.
  You mustn't smoke at the table.
- After *should*, *shouldn't*, *must* and *mustn't* we use the **infinitive**.
  *You shouldn't **arrive** late.*
  *You must **ask** the hostess if you can smoke.*

QUESTIONS AND SHORT ANSWERS WITH *SHOULD*

- We make questions with:
  (question word) + **should** + **subject** + **infinitive**

  What time should I arrive?
  Should I take something to eat?
  Yes, you should./No, you shouldn't.

TIPS • We often use *I (don't) think* with *should*: *I (don't) think you should go to work*.

• We often use *Do you think I should … ?* to ask for advice: *Do you think I should take some food?*

• The word *advice* is uncountable: *Can you give me some advice?* not ~~*Can you give me an advice?*~~

• We also use *must* to say something is necessary:
You must pay this bill by 30th May.

• We also use *mustn't* to say something is prohibited:
You mustn't go in there – it's dangerous.

8.4 Infinitive of purpose

8B 10 p65

- To say why we do something, we often use the **infinitive with *to***: *I came here **to study** English. = I came here because I wanted to study English.*

TIPS • We can also use ***for*** + **noun** to say why we do something: *I went to the shops for some milk*. (= I went to the shops to buy some milk).

• We don't say: ~~*I came here **for to study** English*~~. or ~~*I came here **for study** English*~~.

REAL WORLD

8.1 Questions with *What … like?*

8D 4 p68

- We use questions with *What … like?* to ask what you know about a place:
  A *What's Dublin like?* (= describe Dublin)
  B *It's quite cosmopolitan and parts of it are very modern.*
- We use questions with *Do you like … ?* to ask how you feel about a place:
  A *Do you like Dublin?*
  B *Yes, I love it.*
- We can also use *What's/What are … like?* to ask what you know about other things in a place:
  What's the city like?
  What are the people like?
  What's the food like?
  What's the weather like?, etc.

TIP • We don't use *like* in the answers to *What … like?* questions:
A *What are the people like?*
B *They're very welcoming.* not ~~*They're **like** very welcoming*~~.

Language Summary 9

VOCABULARY

9.1 Everyday problems 9A 1 p70

oversleep on Monday mornings
get lost
leave your wallet at home
miss a plane/a train
lose your keys/mobile
run out of money/time
forget someone's birthday
have an accident
get stuck in traffic



oversleep sleep longer than you planned to in the morning: *He overslept and was late for work.*



run out of use all of something so there is no more left: *She's run out of coffee.*



get lost you don't know where you are or where to go: *She got lost and couldn't find the hotel.*



an accident something bad that happens and often hurts people: *He had a car accident on his way to work.*



miss arrive too late to do something: *He missed the train because he overslept.*



get stuck not be able to move: *We got stuck in traffic and missed the plane.*

TIP • In American English you can say: *I forgot my wallet at home.*

9.2 Adjectives (4): feelings 9B 1 p72

stressed worried and not able to relax
depressed very unhappy, often for a long time
pleased happy about something that happened
embarrassed /ɪmˈbærəst/ feel stupid because of something you did or something that happened
guilty /ˈgɪlti/ feel bad because you have done something wrong
upset unhappy or worried because something bad has happened
lonely unhappy because you don't have any friends or anyone to talk to
nervous /ˈnɜːvəs/ worried because of something that's going to happen
confident certain that you can do things well
fed up annoyed, bored or disappointed because you have done something for too long
calm /kɑːm/ relaxed and peaceful
bored, excited, tired, annoyed see VOCABULARY 4.4.

TIPS • We can also use these *-ing* adjectives to describe things, situations, places or people: *boring*, *exciting*, *depressing*, *pleasing*, *embarrassing*, *tiring*, *annoying*. For the difference between *-ed* and *-ing* adjectives, see VOCABULARY 4.4.

• We say something is *stressful* not ~~*stressing*~~: *I'm having a very stressful day.*

9.3 Phrasal verbs 9C 4 p74

- There are a lot of common verbs in English with two or three words: *get up*, *eat out*, *stay in*, *look after*, *go out with*, *run out of*, etc. These are called phrasal verbs. They are very common in spoken English.
- Phrasal verbs have two or three parts: a verb and one or two particles.

verb	particle(s)
move	in
get	on with
go	away
go	on

LITERAL PHRASAL VERBS

- Some phrasal verbs are **literal**. We can understand the meaning from the verb and the particle(s).

move in start living in a new home: *Our new neighbours moved in yesterday.*
go away leave a place: *Please tell him to go away.*
sit down be standing and then sit in a chair: *Hello, everyone. Please sit down.*
go back return: *When are you going back to school?*
take off remove: *Please take off your shoes.*

NON-LITERAL PHRASAL VERBS

- Some phrasal verbs are **non-literal**. Sometimes we can't understand the meaning from the verb and the particle(s).

get on with like someone and be friendly to him/her: *Do you get on well with your sister?*
go on continue: *The party went on until 4 a.m.*
put up with tolerate: *I can't put up with the stress any more.*
give up stop doing: *I want to give up smoking.*
turn up arrive at a place: *What time did your parents turn up?*

TIPS • We often use *well* with *get on with*: *I get on well with all my other neighbours.*

• *get on with* (UK) = *get along with* (US)

GRAMMAR

9.1 First conditional 9A 4 p70

- We use the first conditional to talk about the result of a possible event or situation in the future.
- The ***if* clause** talks about things that are possible, but not certain: *If I'm late again*, *I'll lose my job* (maybe I'll be late again).
- The **main clause** says what we think the result will be in this situation (I'm sure I'll lose my job).

***if* clause** (*if* + Present Simple)	**main clause** (*will/won't* + infinitive)
If I'm late again, If we don't leave soon,	I'll lose my job. we won't get there in time.

TIPS • The *if* clause can be first or second in the sentence.

• When we start with the *if* clause we use a comma (,) after this clause. When we start with the main clause we don't use a comma: *You'll be OK if you get a taxi*.

9.2 Future time clauses with *when*, *as soon as*, *before*, *after*, *until* 9A 8 p71

- We can use sentences with ***when***, ***as soon as***, ***before***, ***after*** and ***until*** to talk about the future: *I'll pack before I go to bed*.
- After these words we use the Present Simple: *I'll call Oliver when I get home*. not ~~*I'll call Oliver when **I'll** get home*~~.
- In the main clause we use *will/won't* + infinitive: *As soon as I finish the report*, ***I'll go*** *to the bank*.
- We use ***when*** to say we are certain something will happen.
- We use ***if*** to say something is possible, but it isn't certain.
- We use ***as soon as*** to say something will happen immediately after something else.
- We use ***until*** to say something starts or stops at this time.

TIP • As in first conditional sentences, the future time clause with *when*, *as soon as*, etc. can come first or second in the sentence: *After I talk to him*, *I'll phone the hotel*. = *I'll phone the hotel after I talk to him*.

9.3 *too*, *too much*, *too many*, *(not) enough* 9B 6 p73

- We use *too*, *too much* and *too many* to say something is more than we want.
  too + **adjective**: *I try not to get home too late.*
  too much + **uncountable noun**: *He's got too much work to do.*
  too many + **countable noun**: *I've always got too many things to do.*
- We use *not enough* to say something is less than we want.
  not + **adjective** + ***enough***: *He's not old enough to talk.*
  not + **verb** + ***enough*** + **noun**: *I don't have enough energy to do anything.*
- We use *enough* to say something is the correct number or amount.
  enough + **noun**: *I earn enough money for the whole family.*
  adjective + ***enough***: *I think this place is big enough for us.*

TIPS • We often use the infinitive with *to* after these phrases:
I've always got too many things ***to do****.*

• We don't use *too* to mean *very very*:
It was really beautiful. not ~~*It was **too** beautiful*~~.

• We can also use *enough*, *too much* and *too many* at the end of a sentence or clause:
I think one child is ***enough****.*
Baby clothes cost ***too much****.*
My daughter loves these sweets, but she shouldn't eat ***too many****.*

REAL WORLD

9.1 Invitations and making arrangements 9D 4 p76

asking about people's arrangements	**inviting someone to do something**
Are you doing anything on (Saturday)? Are you free on (Tuesday evening)? What are you doing on (Wednesday)?	Would you like to come round for (a meal)? Why don't we go for (a drink next week)?
saying yes or no	**arranging a time and place**
Yes, I'd love to. I'd love to, but I can't, sorry. Yes, that'd be great.	What time shall I come round? Where/What time shall we meet? Let's meet at the (Red Lion). How about (six thirty)?

TIPS • We use the Present Continuous to ask about arrangements: *What* ***are you doing*** *on Wednesday?* (see GRAMMAR 7.1). We can answer this question with *Nothing special*. (= I have no plans).

• We use the infinitive with *to* after *Would you like … ?*: *Would you like* ***to come****?*

• We use the infinitive after *Where/What time shall I/we …?*, *Why don't we … ?* and *Let's … : What time shall I/we* ***come round****? Why don't we* ***go*** *for a drink? Let's* ***meet*** *at the Red Lion.*

• We can say *Yes, I'd love to.* and *Yes, I'd love to come.* but not ~~*Yes, I'd love*~~.

Language Summary 10

VOCABULARY

10.1 Verbs often used in the passive

10A 8 p79

manufacture make something, usually in large numbers, in a factory: *Sony TVs are manufactured in Japan.*
publish prepare and print a book, magazine, etc. so people can buy it: *When was the first Harry Potter book published?*
invent design or create a new machine, game, etc.: *The piano was invented in the 18th century.*
grow (grew, grown) to develop and become bigger (for plants, trees, crops, etc.): *These vegetables were grown by our neighbour.*
direct tell the actors in a film or a play what to do: *'Avatar' was directed by James Cameron.*
build (built, built) make something (a house, a bridge, etc.) by putting things together: *Our house was built 100 years ago.*

10.2 Words with *some-*, *any-*, *no-* and *every-* (*somebody*, *anything*, etc.)

10B 8 p81

	some-	*any-*	*no-*	*every-*
people	somebody	anybody	nobody	everybody
places	somewhere	anywhere	nowhere	everywhere
things	something	anything	nothing	everything

- We usually use *somebody*, *somewhere* and *something* in positive sentences to mean one person/place/thing: ***Somebody*** *bought their clothes for them.*
- We usually use *anybody*, *anywhere* and *anything* in negative sentences and questions to mean one person/place/thing: *Men didn't use to have* ***anything*** *like that.*
- *Nobody*, *nowhere* and *nothing* mean not one person/place/thing: ***Nobody****'s surprised any more.*
- *Everybody*, *everywhere* and *everything* mean all the people/places/things: *Now you can buy them* ***everywhere***.

TIPS • We also say ***someone***, ***anyone***, ***no one*** and ***everyone*** for people: *There's someone at the door.*

• *Nobody*, *no one*, *nowhere* and *nothing* are negative words. We use them with a positive verb: *Nobody* ***likes*** *it.* not ~~*Nobody* ***doesn't like*** *it*~~.

• *Everybody*, *everyone*, *everywhere* and *everything* have a plural meaning, but we use these words with a singular verb: *Everybody* ***is*** *watching TV.* not ~~*Everybody* ***are*** *watching TV*~~.

10.3 Articles: *a*, *an*, *the*, no article

10C 4 p83

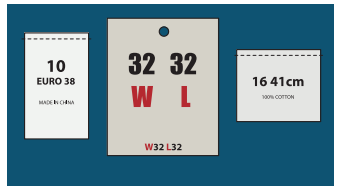
- We use ***a*** or ***an***:
  - **a** with jobs. *He was* ***a*** *designer.*
  - **b** to talk about a person or a thing for the first time. *He had* ***a*** *small shop in Florence.*
- We use ***the***:
  - **c** to talk about a person or a thing for the second/third/fourth, etc. time. ***The*** *shop was the beginning of the Gucci family business.*
  - **d** when there is only one (or one in a particular place). *In* ***the*** *world.*
  - **e** with superlatives. *Gucci is one of* ***the*** *most famous fashion houses.*
- We **don't** use an article:
  - **f** to talk about people or things in general. *Lots of people love buying clothes.* not ~~*Lots of people love buying* ***the*** *clothes*~~.
  - **g** for most cities and countries. *It was started in Italy.* not ~~*It was started in* ***the*** *Italy*~~.

TIPS • We use *the* with some countries: *the UK*, *the USA*, *the Czech Republic*, etc.

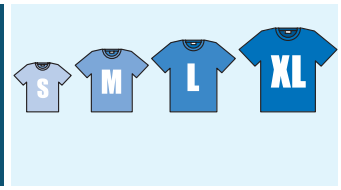
• We use *the* in some fixed phrases: *go to the cinema/shops*, *in the morning/afternoon*, *at the weekend*, *the news*, etc.

10.4 Clothes shopping

10D 2 p84



size



small medium large extra large


cash



a receipt /rəˈsiːt/


try something on


it doesn't fit

try something on put on a piece of clothing to see if it fits and if you like it: *Would you like to try it on?*
it doesn't fit it is the wrong size: *This jacket doesn't fit me. It's too small.*
a fitting room the place in a shop where you can try on clothes: *Excuse me, where's the fitting room?*
it suits you it looks good on you: *That dress really suits you.*
it's in the sale it's cheaper than usual: *Is this suit in the sale?*
bring something back return something that you bought to a shop: *If it doesn't fit, can I bring it back?*
a refund the money you get back when you return something to a shop: *Can I get a refund, please?*

GRAMMAR

10.1 Present Simple passive; Past Simple passive 10A 4 p79

	subject	verb	object
active	Michael Jackson	wore	this glove
	subject	**verb**	***by* + agent**
passive	This glove	was worn	by Michael Jackson.

- In the **active** sentence the focus is on the person or thing doing the action (Michael Jackson).
- In the **passive** sentence the focus is on the person or thing that the action happened to (the glove).
- The **object** of the active sentence (the glove) becomes the **subject** of the passive sentence.
- In passive sentences we can use ***by*** to say who did the action (the agent): *This glove was worn by Michael Jackson*.
- We often use the passive when we don't know who or what did the action: *A signed copy of a Harry Potter book was sold for £15,000*. (We don't know who bought the book).
- To make the Present Simple passive we use:
  subject + **am**, **is** or **are** + **past participle**

  Thousands of items are bought and sold every day.
  Beatles memorabilia is collected by fans all over the world.
- To make the Past Simple passive we use:
  subject + **was** or **were** + **past participle**

  John Lennon's white piano was sold for £140,000.
  The books were signed by the author, JK Rowling.
- To make negative passive sentences, we use a negative form of *be*: *These computers aren't made in Japan.*

QUESTIONS

We make questions in the passive with:
(question word) + **be** + **subject** + **past participle**

Where is memorabilia sold?
Where are Volvo cars made?
Who was the piano bought by?
How much were the lyrics sold for?
Was the book signed by the author?

10.2 *used to* 10B 3 p80

- We use *used to* to talk about **past** habits and repeated actions: *'Shopping girlfriends' used to help men choose clothes*.
- We can use *used to* with state verbs (*be*, *like*, *have*, *want*, etc.): *It used to have a special room only for men*. For common state verbs, see GRAMMAR 3.3.
- After *used to* we use the **infinitive**: *50 years ago you didn't use to* ***see*** *skincare products for men*.
- We can't use *used to* for an action that only happened once: *London's first department store opened in 1909*. not ~~*London's first department store* ***used to open*** *in 1909*~~.

POSITIVE AND NEGATIVE

- Positive and negative sentences with *used to/didn't use to* are the same for all subjects (*I*, *you*, *we*, *they*, etc.).
- We make positive sentences with: subject + *used to* + infinitive. *They* ***used to do*** *the shopping*.
- We make negative sentences with: subject + *didn't use to* + infinitive. *They* ***didn't use to*** *buy the food*.

TIP • In the negative we can use *didn't use to* or *never used to*: *Most married men never used to do the food shopping*.

***WH-* QUESTIONS**

question word	*did*	subject	*use to*	infinitive
What	did	single men	use to	do?
Where	did	you	use to	live?
When	did	she	use to	play?

***YES/NO* QUESTIONS AND SHORT ANSWERS**

Did women use to do all the shopping?	Yes, they did. No, they didn't.
Did you use to work in Selfridges?	Yes, I did./No, I didn't.

TIP • We can only use *used to* to talk about the past. When we want to talk about the present, we use *usually* + Present Simple: *I used to get up early* (but I don't get up early now). *I usually get up early* (I get up early now).

REAL WORLD

10.1 What sales assistants say 10D 3 p84

When you're looking
Would you like any help?
The fitting room is over there.
Let me know if you need a different size.
It's in the sale. It's half price.
Would you like to try it on?

When you buy something
You have twenty-eight days to bring it back.
We don't give refunds on sale items.
How would you like to pay?
Here's your receipt.
Would you like your receipt in the bag?

10.2 What customers say 10D 6 p84

I'm just looking, thanks.
Excuse me.
Could I try this on, please?
Could I try a (smaller) size?
If I bring it back, can I get a refund?
OK, I'll take it.
Have you got this in a (medium), please?
I'll pay by cash.

TIPS • We can say *pay by cash, pay with cash* or *pay cash*.

• We can say *pay by cheque/credit card*, but not ~~*pay* ***with*** *cheque/credit card*~~.

Language Summary 11

VOCABULARY

11.1 Collocations (3) 11A 1 p86

have a car accident
book a holiday
get paid
give someone a call
get a message
check your bank account
transfer money to someone's account
have an operation
lose your job

a bank account where you keep your money in a bank: *I need to check my bank account.*
transfer money move money electronically from one account to another: *I've just transferred £1,000 to your bank account.*
have an operation when a doctor cuts open your body to take out or repair something: *He's had an operation on his foot.*

TIP • We can say *give someone a call* or *give someone a ring*.

11.2 Crime (1) 11B 2 p88

- **Rob, steal** and **burgle** all mean 'take something that isn't yours'. We use them with different objects in a sentence.
- You **rob** people and banks, but not money or things: *I was robbed on the way home last night.*
- You **steal** money and things, but not people or banks: *Look! That man is stealing your car!*
- You **burgle** houses and flats, but not banks or cars: *Our flat was burgled twice last year.*
- If you **murder** someone, you kill him/her deliberately: *Do the police think he was murdered?*
- If you **break into** a building or a car, you enter it by breaking something (e.g. a window, a lock, etc.): *Last week someone broke into our house and stole our TV.*
- You put **bullets** in a gun: *Does that gun have any bullets in it?*
- You use a gun to **shoot** people, animals or things: *A policeman was shot in the leg.*
- If a crime happens to you, you are **a victim**: *The victim is still in hospital.*
- If the police think you stole something or murdered someone, you are **a suspect**: *Are the police saying that the driver is a suspect?*
- If the police **arrest** you, they catch you and take you to the police station for questioning: *Three people were arrested.*

TIPS • You can also say *I was burgled.* to mean *My house/flat was burgled.*

• *Steal, break (into)* and *shoot* are irregular verbs. See the Irregular Verb List, p167.

• We often use 'crime verbs' in the passive: *My car was stolen. My sister's house was burgled. Three people were shot. A man was arrested.*

• We often use the verb *commit* with the word *crime*: *Have you ever committed a crime?*


He's robbing a bank.



He's stealing a bag.


He's burgling a house.


He's breaking into a car.

11.3 Crime (2) 11B 3 p88

verb	criminal	crime
rob	robber	robbery
steal	thief /θiːf/	theft
burgle	burglar	burglary
murder	murderer	murder

verb	I **was robbed** outside the station last night.
criminal	**The robber** ran away.
crime	There was **a robbery** at the station.

TIP • The plural of *thief* is *thieves* /θiːvz/.

11.4 Guessing meaning from context 11C 7 p91

- Sometimes you can guess the meaning of a word by:
  - **a** knowing a similar word in your language or another language you know.
  - **b** knowing what type of word it is (noun, verb, adjective, etc.).
  - **c** understanding the general meaning of the text and the rest of the sentence.

1 **goods** (plural noun) things you can buy or sell: *The burglars stole about $5,000 worth of electronic goods.*
2 **contacted** (regular verb) talked to, wrote to or texted: *Nine days later, a friend contacted Kait.*
3 **logged onto** (regular verb) connected to: *His computer showed that she was logged onto the internet.*
4 **remote** (adjective) far away: *She could access the camera in her laptop using remote technology.*
5 **realised** (regular verb) suddenly understood: *She took photos of the men before they realised what was happening.*
6 **recognised** (regular verb) knew someone by his/her face: *One of her roommates recognised the men.*
7 **property** (uncountable noun) things you own: *The police found nearly all of the stolen property in their apartment.*
8 **smart** (adjective) clever, intelligent: *It was definitely a very smart use of the technology.*

GRAMMAR

11.1 Present Perfect for giving news with *just*, *yet* and *already* 11A 3 p87

- We use the **Present Perfect** for giving news about things that happened in the past and are connected to the present. We don't know or don't say when they happened: *He's had a car accident. Carrie's lost her job!*
- We use the Past Simple if we say when something happened: *He did some work for us last month.*
- We use ***just*** to say something happened very recently: *I've just heard that Rob's in hospital.*
- We use ***yet*** to say something hasn't happened, but we think it will happen in the future: *I haven't heard all the details yet.*
- We use ***already*** to say something happened before now (often sooner than expected): *He's already had an operation.*
- We usually use ***just*** and ***already*** in positive sentences. These words usually go between the auxiliary and the past participle: *George Webster's just phoned. She's already started looking for another one.*
- We usually use ***yet*** in negative sentences and questions. *Yet* usually goes at the end of the sentence or clause: *I haven't been to visit him yet. Have you transferred the money to his account yet?*

TIPS • For how to make the Past Simple, see GRAMMAR 2.1.

• For how to make the Present Perfect, see GRAMMAR 4.1 and 4.2.

• In American English we often use the Past Simple with *just*, *yet* and *already*: *Did you do it yet?* (US) = *Have you done it yet?* (UK).

• *go* has two past participles, *been* and *gone*. We often use *been* to mean 'go and come back', and *gone* to mean 'go, but not come back yet'. Compare these two sentences:
He's just been to the shops. (He's back home now.)
He's just gone to the shops. (He's at the shops now.)

• We can use the Present Perfect with *this morning*, *this afternoon*, etc. when it is still that time of day:
I've seen him this morning. (It is still morning.)
I saw him this morning. (It is now afternoon.)

11.2 Relative clauses with *who*, *which*, *that* and *where* 11B 7 p89

- We use relative clauses to say which person/thing/place we are talking about.
- To introduce relative clauses we use:
  - **a** ***who*** or ***that*** for people.
    He's the man ***who/that*** *was murdered.*
  - **b** ***which*** or ***that*** for things.
    Her marriage is the only thing ***which/that*** *makes her happy.*
  - **c** ***where*** for places.
    That's the place ***where*** *they found the body.*

TIPS • We usually use *who* for people (but *that* is also correct): *You probably know everyone who lives in the village.*

• We usually use *that* for things (but *which* is also correct): *And they never found the money that was stolen.*

• We don't use *what* in relative clauses: *He's the man that I told you about.* not ~~*He's the man* ***what*** *I told you about*~~.

REAL WORLD

11.1 Echo questions 11D 3 p92

- We use echo questions (*Didn't you? Has she?*, etc.) when we are interested or surprised.
- We usually use the auxiliary in echo questions:
  A *She's just had twins!* **B** *Has she?* not ~~*Has she had?*~~
- We only use subject pronouns in echo questions:
  A *Steve doesn't want the job.* **B** *Doesn't he?* not ~~*Doesn't Steve?*~~
- If the sentence is positive, the echo question is positive:
  A *I'm going to Berlin for the weekend.* **B** *Are you?*
- If the sentence is negative, the echo question is negative:
  A *I didn't go to bed till 3 a.m.* **B** *Didn't you?*

TIPS • To respond to a sentence in the Present Simple or Past Simple, we use *do/don't*, *does/doesn't* or *did/didn't* in the echo question:
A *I work for the BBC.* **B** *Do you?*
A *He lives in a lighthouse.* **B** *Does he?*
A *They bought a new house last week.* **B** *Did they?*
A *I don't get up until midday.* **B** *Don't you?*

• To respond to a sentence in the Present Perfect, we use *have/haven't* or *has/hasn't* in the echo question:
A *They've just got engaged.* **B** *Have they?*

• To respond to a sentence with the verb *be*, we use *am*, *is/isn't* or *are/aren't* in the echo question:
A *It's over thirty years old.* **B** *Is it?*

• We say *Aren't I?* not ~~*Amn't I?*~~:
A *You aren't in this class.* **B** *Aren't I?*

• We can also make echo questions with other verb forms:
A *I was really ill last week.* **B** *Were you?*
A *Mark can't drive very well.* **B** *Can't he?*
A *My parents haven't got a TV.* **B** *Haven't they?*, etc.

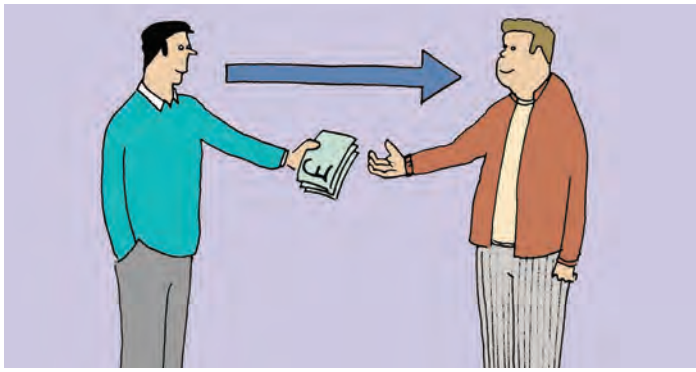
Language Summary 12

VOCABULARY

12.1 Money 12A 1 p94

lend money (to someone) give money to someone for a period of time. You expect the person to pay it back: *I lent my brother £50 last week.*
borrow money (from someone) take money from a person, bank, etc. and pay it back in the future: *Can I borrow £20 until Friday?*
owe /əʊ/ **someone money** when you borrow money from a person, bank, etc. and have to give it back in the future: *I owe the bank a lot of money.*
pay money back give money back to the person, bank, etc. you borrowed it from: *I'll pay you back tomorrow.*
spend money (on something) use money to buy things: *I spend £70 on food every week.*
save money (for something) keep money so that you can use it in the future: *I'm saving £50 a month for a holiday.*
waste money (on something) spend money on something you don't need or want, or isn't very good: *I've wasted a lot of money on my car. It still doesn't work!*
cost money you have to pay this amount of money to buy or use something: *My sister's new kitchen cost a lot of money.*
earn /ɜːn/ **money** get money for doing work: *He earns about £50,000 a year.*
get money out (of the bank) take money out of your own bank account: *I have to get some money out of the bank tomorrow.*
win money get money from a lottery, a competition, a horse race, etc.: *I won £10 on the lottery last Saturday.*
lose money 1 you can't find some money that you had: *I've lost £50 – I can't find it anywhere.* 2 opposite of 'win money': *He lost all his money in Las Vegas.*

TIPS • The verbs *lend* and *borrow* are very similar. Look at the picture. *Chris is **lending** some money to Mark. Mark is **borrowing** money from Chris. Now Mark **owes** Chris some money and has to **pay** him **back** in the future.*



Chris Mark

- When you want to borrow money you can say: *Can I **borrow** £20?* or *Can you **lend me** £20?* not ~~*Can you borrow me £20?*~~
- We say *It's a waste of money* when we think something isn't very good or is too expensive: *Don't buy that – it's a waste of money.*
- The verbs *lend*, *spend*, *cost*, *get*, *win* and *lose* are irregular. See the Irregular Verb List, p167.

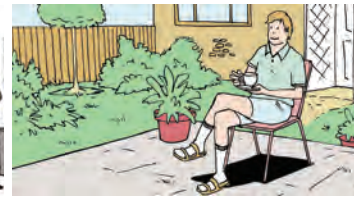
12.2 Collocations (4): *take* and *get* 12B 1 p96

take	get
take someone's advice	get ready
take (a long) time to do something	get lost
take sugar (in coffee, tea, etc.)	get headaches
take exams	get stressed
take notes	get (something) right or wrong
take it easy	get an illness (a cold, flu, etc.)
take risks	

take it easy relax and do nothing: *I always take it easy when I'm on holiday.*
take risks do things that might be dangerous: *My father would never go diving. He doesn't like taking risks.*
get ready prepare yourself for something (going to work, a party, etc.) by having a shower, getting dressed, putting on make-up, etc.: *My girlfriend always takes a long time to get ready.*
get something right or wrong have the correct or incorrect answer: *How many questions did you get right?*



take notes



take it easy



get ready



get stressed

12.3 Connecting words (2): *first*, *next*, *then*, etc. 12C 6 p98

- We use *when* and *while* to connect things that happen at the same time.
- We use *first*, *next*, *then*, *after*, *after that* and *finally* to show the order of events.

TIPS • ***After*** can be followed by a noun or 'subject + verb': ***After the Louvre**, Banksy put his primitive cave painting in the British Museum.*
*He became popular **after he started** using stencils.*
• ***After that*** is always followed by 'subject + verb': ***After that Banksy's graffiti appeared** on lots of buildings in Bristol and London.*

GRAMMAR

12.1 Reported speech 12A 4 p95

- We use reported speech when we want to tell someone what another person said.
- We usually change the verb forms in reported speech.

verb form in direct speech	verb form in reported speech
Present Simple *I want to work abroad.*	**Past Simple** *He said that he wanted to work abroad.*
Present Continuous *I'm working in a restaurant.*	**Past Continuous** *He said he was working in a restaurant.*
'll/will *I'll be back next summer.*	***'d/would*** *He said that he'd be back next summer.*
can *I can save about £100 a week.*	***could*** *He told me he could save about £100 a week.*
am/are/is going to *I'm going to do voluntary work.*	***was/were going to*** *He told me that he was going to do voluntary work.*

SAY AND *TELL*

- To introduce reported speech we can use *say* or *tell*:
  say **never** has an object: *He said (that)* … not ~~*He said me (that) …*~~ .
  tell **always** has an object: *He told* ***me*** *(that)* … not ~~*He told (that) …*~~ .

TIPS • We don't have to use *that* in reported speech: *He said (that) he wanted to work abroad.*

• We often have to change pronouns and possessive adjectives in reported speech.
"I don't see my uncle very often." → Ian said that he didn't see his uncle very often.
"I don't see my nephew very often." → Angela said that she didn't see her nephew very often.

12.2 Second conditional 12B 5 p97

- We use the second conditional to talk about **imaginary** situations:
  If I won a bungee jump in a competition, I'd do it. (I don't think this will ever happen to me.)
  If someone asked me to hold a snake, I wouldn't do it. (I don't think anyone will ask me to do this.)
- The second conditional talks about **the present or the future**. It often talks about the opposite of what is true or real:
  If I had enough money, I'd buy that jacket. (I haven't got enough money now.)
  If I had some free time, I'd go with you. (I don't have any free time at the moment.)

POSITIVE AND NEGATIVE

***if* clause** (*if* + Past Simple)	**main clause** (*'d*, *would* or *wouldn't* + infinitive)
If I won a bungee jump in a competition, If someone asked me to hold a snake,	I'd do it. I wouldn't do it.

TIPS • The *if* clause can be first or second in the sentence. We only use a comma when the *if* clause is first: *If I had enough time, I'd help you. I'd help you if I had enough time.*

• We can say *If I/he/she/it* ***was*** … or *If I/he/she/it* ***were*** … in the second conditional:
If I was/were younger, I'd come with you.
If she was/were rich, she'd travel around the world.

SECOND CONDITIONAL QUESTIONS

- We often make questions in the second conditional with *What would you do … ?*. This phrase can come at the beginning or the end of the question:
  What would you do if you won a bungee jump?
  If someone asked you to hold a snake, what would you do?
- We can answer *What would you do … ?* questions with:
  I'd (do it).
  I think I'd (do it).
  I don't think I'd (do it).
  I wouldn't (do it).
  We don't usually repeat the *if* clause in the answer.
- We can also make *yes/no* questions in the second conditional:
  A *If someone asked you to hold a snake, would you do it?*
  B *Yes, I would./No, I wouldn't./ I might.*

First conditional or second conditional?

- We use the **first** conditional to talk about **possible** situations (see GRAMMAR 9.1). We use the **second** conditional to talk about **imaginary** situations. Compare these two sentences:

  First conditional
  If she studies hard, she'll pass the exam. (She's a good student and I think she might pass the exam = possible situation.)

  Second conditional
  If she studied hard, she'd pass the exam. (She's not a good student and she never studies, so I don't think she will pass the exam = imaginary situation.)

Audio and Video Scripts

CD1 6

MICK Gary, you spend over four hours a day commuting from York to London, a distance of about 200 miles.

GARY Yes, that's right.

M And it costs you nearly £10,000 a year. Why do you do it?

G Well, my wife and I were both born in York, and most of our family and friends still live there. And we like the quality of life in York – it's quieter than London and the people are friendlier.

M Hmm. So tell me about your journey.

G Well, it takes about two hours to get to London by train. I leave home at 6.45 and I'm usually at my desk by 9.30. I get back home at about 8.30.

M And you do this five days a week.

G Yes, that's right.

M And what do you do on the train?

G Well, all the trains have WiFi, of course, so I answer emails and chat to friends and things.

M Sarah, why do you work in London, but live in Paris?

SARAH Well, I moved to Paris four years ago to work for a fashion designer, and I really fell in love with the city. So when I got this job in London, I decided to stay in Paris and commute. Also, I've got a French husband now, and he doesn't want to live in London.

M So do you travel to and from London every day?

S Oh no, I go there and back twice a week. I stay with my sister when I'm in London.

M Do a lot of other people commute to London?

S Oh yes, I think so. Somebody told me that about 50% of the people who travel from Paris to London on Eurostar are commuters. So I'm certainly not the only one.

M Luke, it's nearly 900 miles from Kraków to London. Why do you live so far away from your job?

LUKE Well, my wife's Polish, so that's the main reason really. We lived in London for a few years, but flats are really expensive, so last year we moved to Kraków and bought a flat there instead.

M Is it very expensive to commute from Kraków?

L No, not really, because you can get really cheap flights if you buy tickets in advance. A return flight usually costs about £50. I leave home on Monday morning and get back late on Thursday evening.

M And how long does your journey to work take?

L About four hours, door to door.

CD1 7

ANSWERS **a** men **b** women **c** 30% **d** 20% **e** four **f** 45% **g** 22 **h** quarter **i** More **j** 15% **k** 7% **l** 20% **m** Spain **n** 30% **o** 46% **p** tea **q** coffee **r** 10

CD1 8

INTERVIEWER Excuse me. We're doing a survey on the free time habits of British people. Can I ask you a few questions?

ROBERT Er … sure.

I Thanks very much. Right, first question. How often do you go to a bar or a pub?

R Oh, probably about once a week. I sometimes meet friends in the pub after work.

I And do you ever go to the theatre?

R Yes, I do. Quite a lot, actually.

I OK. How often do you go?

R About once a month. A lot of my friends are actors and I always go to see them when they're in something new.

I And how often do you go to museums and art galleries?

R Er, sorry, I never go to museums or art galleries. I don't really have time.

I OK, no problem. Right, the next question. How much TV do you watch a day, on average?

R Hmm, let me think. Well, I watch a lot of football, so probably I'd say, er, about three hours a day.

I That's about twenty-one hours a week.

R Yes, that sounds about right.

I OK. And do you do any sport?

R Yes, I go running.

I And how often do you do that?

R About three or four times a week.

I Right. And what about holidays? How often do you go on holiday?

R I normally have two holidays a year. One in the summer and one in January.

I Hmm. And where do you usually go?

R In the summer I usually stay in the UK, and in the winter I usually go somewhere hot, like Africa or India.

I OK. And how often do you … ?

VIDEO 1.1 CD1 9 VIDEO 1.2 CD1 11

1 MATT Hello. Welcome to the party.

NATALIA Hi, I'm Natalia.

M Hi, I'm Matt, Carol's husband.

N Nice to meet you.

M You work with Carol, don't you?

N Yes, that's right. I'm the new receptionist there.

M Do you know David? He's Carol's boss.

N Yes, he's my boss too. Is he here, do you know?

M No, he couldn't come, unfortunately. He's away playing golf somewhere.

N Oh, that's a shame.

M Where are you from, Natalia?

N I'm from Spain.

M Oh, right. Whereabouts in Spain?

N Valencia, but I came over to England about eight years ago.

M Do you go back there very often?

N Um, about three times a year.

M Carol and I often talk about going to Valencia sometime.

N Well, if you do, let me know. [**start of VIDEO 1.2 CD1 11**] My brother can show you around.

M Great, thanks a lot. [**end of VIDEO 1.1 CD1 9**] Oh, I'm sorry, someone's calling me. It was very nice to meet you, Natalia.

N You too.

M We should get together sometime, you know, with Carol and David.

N Yes, that's a good idea.

M Enjoy the party.

N Thank you.

2 BEN Hello, I'm Ben.

JACKIE Hi, I'm Jackie. Nice to meet you.

B You too. Are you enjoying the party?

J Yes, it's great.

B How do you know Matt and Carol?

J I live next door.

B Oh, right. So, not far to come, then.

J No, and if the party gets boring I can just go home!

B Yeah, that's true.

J And what about you? Do you live near here?

B Yeah, I do. I live about a mile away.

J Whereabouts?

B In Richmond, near the park.

J Oh, nice. Are you a friend of Matt's?

B Yeah, Matt and I work at the same recording studio.

J Oh, that sounds interesting.

B Er, it can be. And what about you? What do you do?

J I'm a restaurant manager.

B Ah, right. What type of restaurant is it?

J Er, it's an Italian restaurant called La Trattoria, on Brook Street.

B Oh, I know the one. [**start of VIDEO 1.2 CD1 11**] I've had dinner there once or twice. The food is very good.

J Oh, that's nice to hear, thanks. [**end of VIDEO 1.1 CD1 9**] Oh, here's my card. If you ever need a table, just give me a call. You might get a free glass of wine as well.

B Thanks a lot, I'll remember that. Ah, there's Matt. Sorry, I need to ask him something. Nice meeting you, Jackie.

J You too.

B See you later, maybe.

J Yes, see you.

3 CAROL Hi, Liam. So pleased you could come.

LIAM Very happy to be here, Carol. Great party!

C Thanks very much. Liam, this is my sister, Amy.
L Hello, Amy. Nice to meet you.
AMY Nice to meet you too.
L Didn't we meet at Carol and Matt's wedding?
C Yes, that's right, you did. You sat at the same table, I think.
A Oh, yes, I remember. You're a lawyer, aren't you?
L Yes, that's right.
A How do you two know each other?
L Carol and I work together.
A Oh, right.
C Well, I do most of the work, [**start of VIDEO 1.2 CD1 11**] Liam just sits at his desk chatting to people on Facebook all day.
L Hey! That's not true. Well, not all the time anyway. [**end of VIDEO 1.1 CD1 9**] Oh, I'm sorry, there's an old friend I need to say hello to. It's great to see you again, Amy.
A And you. See you later.
L Yes, see you.
C Shall we get some food?

CD1 14

ANSWERS 2 college 3 company 4 married 5 windsurfing 6 normally

CD1 15

A MAN Where did you first meet your husband, Helen?
HELEN We were standing at a bus stop and he said hello.

B WOMAN How did you meet your wife, Ray?
RAY We first met when she was renting a room in my sister's flat.

C WOMAN Where did you meet your wife, Colin?
COLIN I was travelling back from China and we met on the plane.

CD1 16

travelling back from China → I was /wəz/
travelling back from China → I was /wəz/
travelling back from China and we met on the plane. | standing at a bus stop → We were /wə/ standing at a bus stop → We were /wə/ standing at a bus stop and he said hello. | renting a room in my sister's flat → when she was /wəz/ renting a room in my sister's flat → We first met when she was /wəz/ renting a room in my sister's flat.

CD1 17

ANSWERS 1 were waiting 2 was raining, offered 3 were sitting, gave 4 got 5 saw 6 was talking, didn't say 7 was waiting, stopped 8 offered, invited, was

CD1 18

[words in pink = weak forms; words in blue = strong forms]
WOMAN How did you meet your wife, Ray?
RAY We first met when she was /wəz/ renting a room in my sister's flat in Brighton.
W Was /wəz/ it love at first sight?
R Yes, it was /wɒz/. Well, for me, anyway.
W So, what happened?
R Well, Claire wanted to improve her English, so she was /wəz/ working in the shop at the museum for the summer. But she said she wasn't practising her English because most of the people who came to the museum were /wə/ tourists. So I said, "Look, I want to practise my French, so let's meet for half an hour every day. We can have fifteen minutes speaking French and fifteen minutes speaking English."
W Right.
R So we had lunch in the park near the museum every day and just talked to each other in English and French.
W Did you ask her out?
R No, I was /wəz/ too shy.
W So, what happened?
R Well, three weeks later her summer job finished and it was /wəz/ time for her to go back to Paris. I went to the airport with her and while we were /wə/ waiting for her flight I gave her a present. It was /wəz/ an English dictionary. She laughed and I suddenly thought, what if I never see her again. I felt really sad.
W And was /wəz/ she sad too?
R Yes, she was /wɒz/. She was /wəz/ crying when we said goodbye. Anyway, she gave me her address and asked me to visit her sometime.
W So what did you do?
R Well, I went straight home, packed a bag, got my passport and I took a train to Paris.
W Not the same day!
R Yes, the same day. And her plane was /wəz/ delayed so I got to Paris first. When she arrived home, I was /wəz/ waiting by the door to her flat.
W Were /wə/ you nervous?
R Yes, I was /wɒz/. But I was /wəz/ also in love! And er … a year later we got married.
W Very romantic! Was /wəz/ the wedding in Paris?
R Yes, it was /wɒz/.
W And were /wə/ both your families there?
R Yes, they were /wɜː/. It was a great day.

CD1 20

In the nineteen seventies the actor Anthony Hopkins got a part in a film called *The Girl from Petrovka*. The film was based on a book also called *The Girl from Petrovka* by George Feifer. Hopkins wanted to read the book before filming started so he went to London to buy a copy, but he couldn't find one in any of the bookshops he tried. While he was waiting for his train home, he saw a book on a seat near him – amazingly, it was a copy of *The Girl from Petrovka*. There was nobody sitting on the seat, so Hopkins picked it up and opened it. Inside the book there were lots of handwritten notes. Hopkins took the book home and read it. That was the first extraordinary coincidence connected to the book, but later there was another. The film company didn't start making *The Girl from Petrovka* until two years later. When they were filming in Vienna, George Feifer, the author of the book, came to visit the actors. He told Hopkins that he didn't have a copy of his book because he lent his personal copy to a friend. Then the friend lost it somewhere in London. Feifer was very unhappy about this because the book had lots of his personal notes in it. After Feifer told Hopkins this story, Hopkins smiled and handed him the book from the station in London. "Is this your book?" he asked. Feifer opened the book and he was amazed to see his own handwritten notes on the pages. It was the same book he lent his friend two years earlier.

VIDEO 2.1 CD1 22

DAMON Hi, are you Jackie?
JACKIE Yes. Hello, you must be Damon.
D Yes, nice to meet you.
J You too. I'm a bit nervous, actually.
D Yes, so am I. … Would you like another coffee?
J Yes, please. A cappuccino.
D Would you like anything to eat?
J Er, no, thanks. I'm not hungry.
D Nor am I. I'll go and get the coffees then.
J Thank you …
D Here you are.
J Thank you.
D So, Jackie, what sort of things are you interested in?
J Well, I really love cooking.
D So do I. What kind of things do you cook?
J I cook a lot of Japanese food. I actually went to Japan last year.
D What a coincidence! So did I. Where did you go?
J I went to Kyoto.
D What was it like?
J It was incredible! The people are so polite and friendly. And you, where did you go?
D I was in Tokyo. I had a great time. I didn't want to come home.
J No, nor did I. But did you have problems with the language?
D No, I can speak a bit of Japanese.
J Oh, I can't. I really want to learn, though.
D There are some good Japanese courses online.
J I know, but I prefer classes because I like going out and meeting people.
D Do you go out a lot, then?
J Not really. I manage a restaurant so I don't go out much in the week.
D Nor do I. I often work in the evenings too.
J You're a piano teacher, aren't you?

D Yes, I am.
J I'd love to play the piano.
D Have you got a piano?
J Um, no.
D Well, that is a bit of a problem …

VIDEO 2.2 CD1 23

JACKIE Hi, are you Kevin?
KEVIN Yes. Are you Jackie or Penny?
J Jackie.
K Yes, of course, I'm meeting Penny later.
J Ah, right. … I'm sorry I'm late. I was looking after my sister's children.
K Oh, do you like kids then?
J Yes. I love looking after children.
K Oh, I don't. I never want to have kids.
J Oh, well.
K I prefer animals. I love dogs.
J Yes, so do I.
K Good, that's one thing we have in common, then.
J I've got a dog and three cats.
K Oh, I don't like cats. Oh, OK … so what else? I'm quite sporty.
J Oh, I'm not. I didn't do much sport at school.
K Oh, I did.
J But I'm quite a good tennis player.
K Oh, I'm not. I hate the game. I prefer dangerous sports.
J Well, I also do judo.
K Oh, so do I! Maybe we can have a match sometime. Oh, I'm sorry. Do you want a coffee?
J Yes, please.
K Or do you want to go somewhere for a burger?
J No, I'm not hungry, thanks.
K Oh, I am.
J And anyway I'm a vegetarian. I don't eat meat.
K Oh, I do. I love meat.
J Well, you're meeting Penny later. Perhaps she'll have a burger with you …

CD1 25

I'm not married. | I'm really hungry. | I don't watch TV very often. | I usually get up before seven. | I didn't study English last year. | I stayed at home last night.

CD1 27

ANSWERS 2b 3a 4b 5b 6a

CD1 28

RICK You usually have to speak two or more foreign languages to do an interpreting course. And you usually have to have a degree in languages. At the beginning of the course you have to learn to listen and speak at the same time. At first you do this in your own language.
LORNA You don't have to go to university to become a paramedic. I didn't, I just joined the ambulance service. I had to study a lot and do on-the-job training for three years. But I didn't have to pay for it – the government did. It's a great job, but the training's hard.
BERNIE You don't have to go to college, but you have to do a special course. The good thing is, you don't have to pay very much for the course. But it's a lot of work. A referee has to know everything about the laws of the game.

CD1 30

1 They have to study for a long time. (x2) 2 We have a lot of training. (x2) 3 I have to work at home a lot. (x2) 4 You don't have to go to university. (x2) 5 I have to have a degree. (x2) 6 We don't have any exams. (x2)

CD1 31

You have to /hæftə/ do a special course. | You have to /hæftə/ have a degree in languages. | You don't have to /hæftə/ pay very much. | You don't have to /hæftə/ go to university. | She has to /hæstə/ study for four years. | He doesn't have to /hæftə/ pay for it. | I had to /hædtə/ study a lot. | He didn't have to /hæftə/ go to college.

CD1 32

RICK You usually have to speak two or more foreign languages to do an interpreting course. And you usually have to have a degree in languages. At the beginning of the course you have to learn to listen and speak at the same time. At first you do this in your own language. I had to listen to the news in English and immediately repeat the same words in English. Then I had to interpret the news from other languages into English. The training is stressful and the work is too. But now I have a job I love. I work at international conferences and I can interpret six different languages. It's impossible for one person to interpret for more than half an hour, so we have to work in pairs and take turns every 30 minutes. And in that time we have to interpret about 4,000 words. But of course, we can't interpret if people forget to turn on their microphones – and sometimes they do forget!
LORNA You don't have to go to university to become a paramedic. I didn't, I just joined the ambulance service. I had to study a lot and do on-the-job training for three years. But I didn't have to pay for it – the government did. It's a great job, but the training's hard. You have to know everything about the human body. For example, a paramedic has to learn the names of all the different bones in the body – and there are 206 of them! And of course, we have to be excellent drivers – we have a lot of training for that. But the main thing is we have to stay calm in an emergency. Like the call we had yesterday. We had to help a man who fell off a roof. That was a real emergency. But about 8 out of every 10 phone calls we get aren't emergencies at all. Some people call an ambulance when they should just take an aspirin and go to bed.

CD1 33

She's looking for her first job. | She goes online every day. | She's doing some cleaning. | She needs a real job. | I'm writing to tell you how it feels. | I'm applying for every job I can. | I never get an interview. | People think I'm too old.

CD1 34

INTERVIEWER Paul, your new book is a collection of articles about people with strange jobs. So we're not talking about actors, sales assistants or cleaners.
PAUL No, all the people in the book have very unusual jobs.
I Can you give us some examples?
P Well, when furniture companies want to make improvements to their products, they employ people to test their furniture. These people spend their working day lying on beds or sitting on chairs.
I What a great job!
P Not really. Sometimes they have to sit in the same chair or lie on the same bed for hours and hours. Then they have to answer lots of questions.
I OK, that doesn't sound very exciting.
P Then there are fortune cookie writers. You know, the fortune cookies that you get in Chinese restaurants.
I Yes, I know what you mean.
P Well, someone has to write those.
I Of course.
P For example, the Wanton company in New York makes four and a half million cookies a day!
I That's unbelievable.
P Yes, it is, isn't it? One fortune cookie writer told me he takes a notebook everywhere he goes. So when he has an idea he can write it down. And he has to think in sentences of 10 words because you can only fit 10 words on the bits of paper.
I Right.
P And another interesting thing, fortune cookies aren't Chinese. They started in Japan in the nineteenth century. Apparently they don't have them in China.
I Oh, really? I thought the idea came from China. So, what do you think is the most unusual job?
P Well, what about a golf ball diver?
I A what?
P A golf ball diver. Golfers often lose golf balls in lakes, so golf ball divers dive into the lakes to look for the balls.
I And what do they do with the balls they find?
P They clean them and sell them. In the UK golfers lose about 20 million balls a year.
I 20 million! That's amazing, but yes, I can believe it. I lose hundreds and they cost about £3 each. Maybe this is a job for my son. Thank you for coming in to the studio today, Paul.

VIDEO 3 CD1 35

1 DAVID Ah, Carol, there you are. Have you got that report I asked for?
CAROL I'm sorry, David, I couldn't finish it this morning.
D Oh, dear. What happened?
C I had to help Henry. He had some problems with a client.
D But I need that report for the meeting first thing tomorrow.
C I know. I'll finish it now and email it to you.
D I hope so. It's very important. Oh and Carol, I know this is asking a lot, but I invited some clients home for dinner this evening, and my wife phoned a few minutes ago to say that she's ill. Er, could you take them out for dinner instead?
C This evening? Oh … yes, of course.
D Oh, that's great. You can take them to any restaurant you like. There are nine of them.
C Nine!
D Yes, they're very important clients. Please look after them.
C Yes, of course.
D Thank you, Carol. I can email you their names and all the information you need.
C Right. See you tomorrow, then. I hope your wife gets better soon.
D Thanks, Carol. Enjoy the evening.

2 MATT Hi, Carol.
CAROL Hi, love.
M Where do you want to meet for the concert tonight?
C Well …
M Are you alright?
C Yes, I'm fine. But look, it's about tonight. I'm really sorry, but I can't come to the concert. I have to take some clients out for dinner. David's wife's ill.
M Oh, don't worry. I can give the tickets to mum and dad. They love going to concerts.
C But are you sure you don't want to go?
M Not without you.
C I'm sorry, Matt. And I really wanted to go to that concert.
M Yes, I know you did. Another time, maybe. When you're not so busy at work.
C Thanks for understanding, love. Anyway, I have to go. I have to phone the restaurant.
M OK, see you when you get home. Have a nice dinner.
C Thanks, love. Bye.
M Bye.
C … Oh, hi, Jackie, it's Carol … I'd like to book a table for ten at eight thirty this evening, please.

3 JACKIE Oh hi, Carol … A table for ten at eight thirty. Just one moment … Yes, that's fine. Right, see you this evening at eight thirty. Bye.
AMY Excuse me, Jackie.
J What is it, Amy?
A I have to leave at six. I'm sorry, but I can't prepare the tables for this evening.
J Oh, right. Why?
A I just got a text from my mum. Her sister's in hospital and she wants to go and see her. So I have to go home and look after my little brother. I'm really sorry, but I can't say no to my mum.
J OK, don't worry, I can prepare the tables. But we've just got a booking for ten people at eight thirty. I need you for that. We're going to be very busy this evening.
A I'll be back before eight thirty, I promise.
J Are you sure?
A Yes, the hospital visiting hours finish at eight.
J OK then. But get back as soon as you can.
A Of course. Thanks, Jackie.
J Oh, Amy. One more thing …

CD1 37

ANSWERS 2 couldn't come 3 don't worry 4 had to 5 What happened 6 I'm sorry 7 can't come 8 have to 9 Another time 10 I'll call

CD1 39

ANSWERS discussion, application, government, collection, conversation, interview, promotion, information, musician, engineering, argument, decision, unexpected, examination

CD1 43

ALAN Have you ever been to a music festival, Lucy?
LUCY Yes, I have. I've been to lots, actually. The last one I went to was in Denmark.
A Oh, right. Who did you see there?
L I saw R.E.M. and the Black Eyed Peas. They were brilliant! Have you ever seen them live?
A No, I haven't. I don't really like rock or hip hop, actually. I prefer classical music or jazz.
L I like some classical music. I occasionally listen to Mozart when I'm at home on my own. But most of the time I listen to rock, hip hop and dance music.
A Right.
L And what about you? Have you been to a music festival?
A Er, no, I haven't.
L OK. And have you ever been clubbing?
A No, never. I don't really like dance music or anything like that.
L Oh, but listening to dance music in a club is a fantastic experience. You don't know what you're missing. We should go together sometime.
A Er, yes, maybe. And how about jazz? Have you ever been to a jazz concert?
L Yes, I've been to one or two.
A Oh, I've been to hundreds. Live jazz is just amazing. Have you ever heard of Miles Davis?
L No, I haven't. Who's he?
A Seriously, you've never heard of him? He was a brilliant jazz musician. You obviously don't know anything about real music. Right. Er, your musical education starts with Miles Davis.
L And yours starts with, um, Fatboy Slim.
A Fatboy who?
L Fatboy Slim. He's one of the most famous DJs in the world. Don't you know *anything*?

CD1 44

been to a music festival → Have you ever been to a music festival? | Yes, I have. | No, I haven't. | seen the Black Eyed Peas → Has he ever seen the Black Eyed Peas? | Yes, he has. | No, he hasn't. | heard of Miles Davis → Has she ever heard of Miles Davis? | Yes, she has. | No, she hasn't. | been clubbing together → Have they ever been clubbing together? | Yes, they have. | No, they haven't.

CD1 45

1 ALAN Have you /w/ ever met anyone famous?
LUCY Yes, I have. When I was in Mexico /w/ on holiday.
A Really? Who did you meet?
L Robbie Williams. I was so /w/ excited! And my friend took a photo /w/ of us!

2 L Has your father ever been to /w/ a rock concert?
A Yes, he has. He went to /w/ a lot of gigs when he was younger.
L Who did he see?
A He saw Bon Jovi two /w/ or three times before they became famous.

3 A Have you /w/ ever learned to play an instrument?
L No, /w/ I haven't. What about you?
A I tried to learn the piano /w/ at school.
L Were you /w/ any good?
A No. I had no /w/ idea what I was doing!

CD1 46

TIM Is it OK /j/ if I turn on the TV for /r/ a bit?
MEL I've got a better /r/ idea. Let's do this quiz. It's about telly /j/ addicts.
T Me? I don't watch TV very /j/ often.
M Yeah, right. OK, let's find out if you're /r/ a telly /j/ addict. Here's the first question. Do you watch TV for more than twenty /j/ hours a week?
T Um … well … I /j/ always watch the football, and the news, of course, and I /j/ enjoy watching films.
M And you always watch at least one soap opera /r/ every day.
T Yeah, /r/ OK. So /w/ I probably do watch TV for twenty /j/ hours a week.
M Twenty /j/ hours a day, more like … OK, question 2. Have you /w/ ever watched TV /j/ all night?
T No, /w/ I don't think I have … not *all* night, anyway!

M OK, next question. Do you /w/ ever study /j/ or work with the TV /j/ on?
T No, never. You know /w/ I can't work if there's any noise.
M And question 4. Have you got a TV /j/ in your bedroom or /r/ in the kitchen?
T No, /w/ I haven't – you know that.
M Right. Question 5. Do you /w/ always have to have the remote control?
T Er … yes, I do /w/ actually.
M Yes, most of the men I know /w/ always have to have the remote.
T Oh, I don't know /w/ about that. I spend most of my time looking for /r/ it!
M Yes, that's true. OK, on to the next question. Do you /w/ ever have dinner /r/ in front of the TV?
T If I'm on my /j/ own, then yes, of course I do. Doesn't everyone?
M Hmm, you're not doing very well, are you? Question 7. Do you /w/ often download TV programmes or watch them online?
T Well, I don't download programmes very /j/ often, but I watch a lot of programmes online. You know, when I'm away from home or /r/ in a hotel.
M So that's a yes. OK, last one. Have you /w/ ever missed something important because you wanted to watch TV?
T Yes. Once. A few years ago /w/ I didn't go to /w/ a friend's wedding because I wanted to watch a football match.
M Tim!!
T But it was the World Cup Final!
M Right. And that's more /r/ important than a wedding, is it?
T Oh. Do /w/ I really have to /w/ answer that? So, how did I do?
M Well, you get one point for /r/ each tick, so that's … er … let's see …

CD1 47

exciting, excited | relaxing, relaxed | tiring, tired | boring, bored | interesting, interested | surprising, surprised | frightening, frightened | annoying, annoyed | worrying, worried

VIDEO 4 CD1 48

JACKIE Mmm, that was lovely.
AMY Yes, that was really delicious. Thanks, Carol.
CAROL I'm glad you enjoyed it, but I didn't do it all. Matt helped too.
MATT Well, I only did the vegetables.
C And he's going to do all the washing-up.
M Oh, am I? That's news to me!
BEN So, Amy, I hear you want to go to university next year.
A Well, I'm not sure I do now. The fees are really high and I can't afford it. And anyway, I don't think I should have to pay. I think university should be free for everybody.
B Hmm. Well, that's one way of looking at it. What do you think, Jackie?
J I agree with Amy. Schools are free, so why aren't universities? That's why we pay our taxes, isn't it? I think all education should be free.
M I'm not sure about that. Everyone knows graduates get better jobs, which means they get higher salaries. So I think they should pay something for their education.
C I'm sorry, I don't agree. We didn't have to pay university fees, Matt, so why should Amy?
M That's true. But we were at university a long time ago.
B Yeah, about fifty years ago, wasn't it?
M Not quite that long. And anyway, there are a lot more people at university now. The government can't afford to pay for everyone.
J Maybe you're right. But I think they should pay for people who can't afford to go to university.
C What about you, Ben? Do you think students should pay?
B No, definitely not. The government can always find ways to pay for wars or to help the banks, so why can't they afford to pay for our education system?
A Exactly.
C So you're saying that universities are only for rich people these days.
B Um, yes. I think so. Rich parents will always send their kids to university. But most young people don't want to be thousands of pounds in debt at the end of their course.
C What do you think, Amy? Do you agree with that?
A Yes, definitely. Most of my friends from school haven't gone to university because their families can't afford it.
M Well, they can always get student loans. And they don't have to start paying any of the money back until they leave university and get a good job. So maybe you should get a student loan, Amy.
A No, I don't think so. I don't want to finish university and find that I'm £40,000 in debt. I'd rather carry on working at the restaurant.
B Yeah, I can understand that. I started work at 16 and I've done OK. You don't need to be a graduate to get a good job.
J That's true. I didn't go to university either. But then, I did fail most of my exams at school …
C OK – so, who wants some dessert? …

CD1 51

/æ/ plan | actor | chat
/eɪ/ plane | date | game
/ɪ/ bit | slim | written
/aɪ/ bite | realise | write
/ɒ/ hot | shot | stop
/əʊ/ bone | smoke | wrote

CD1 52

flat | postcode | swim | exercise | cost | decide | decision | place | phone

CD2 1

INTERVIEWER Today my guest is Dr Andrew Scott, who is the author of a new book called *Our Future – the Earth in 2030*. Dr Scott, welcome to the programme.
DR SCOTT Thank you.
I Dr Scott, what will our world be like in 2030?
S Well, first of all, I think our planet will be very crowded. The world population is increasing by nearly 10,000 people every hour, or about 220,000 people every day! This means that in 2030 there'll be about 8.2 billion people living on this planet.
I That's incredible.
S Yes, it is. Especially when you think that in 1930, the world population was only about 2 billion.
I Where will all these people live?
S We think that about 60% of people will live in Africa and Asia, and in 2030 India will have a bigger population than China.
I Really?
S Yes, and cities will be a lot bigger. We might have 100 cities with populations of over 20 million.
I And of course all these people will need food, water, energy and a place to live.
S Yes, absolutely. And that's the problem. It won't be easy to produce food for everybody. And as I'm sure you know, global warming is already changing our climate. And by 2030, some countries won't have enough water for people to drink.
I Oh, it sounds a very depressing picture. Is it too late to do anything about it?
S No, not at all. There are a lot of things we can do, but we have to do them quickly. Firstly, we need to use less oil and gas, because this causes global warming. But the good news is that we're producing more and more green energy, and this will be very important in 2030.
I What else can we do?
S Well, we also need to protect the rainforests, because they help to stop climate change.
I OK.
S And of course the other thing people can do is not have so many children. It's the enormous increase in population that's causing the problem. But whatever happens, life in 2030 will be very different for billions of people.
I Dr Scott, thank you for joining us today …

CD2 3

ANSWERS 2 They'll 3 We 4 I'll 5 won't 6 want to

CD2 4

1 In 2030 … well, I'll probably be married. And I want to have children, but I only want girls. I don't like boys very much,

they're stupid. My husband will go out to work and I'll stay at home all day and watch TV. And we'll have lots of horses.

2 Well, we won't be in England, that's for sure. In 2030 we'll have a house somewhere hot, like Spain or France. We have two children, you see, so we can't move now. But they'll have their own families by then, so we can live wherever we want.

3 At the moment I'm doing a degree in engineering. So in 2030 I'll probably be an engineer for a big company or something like that. Or I might be a teacher, but at a university, not a school. And maybe I'll speak English fluently by then!

4 HUSBAND Well, I'll be 67, so I'll be a bit fatter perhaps and I won't have much hair.
WIFE I think I'll be old and grey. I'll probably look like my mother.
H You look like your mother now.
W Hey! Oh, and I'll have a new husband!

CD2 5

I'll stay at home all day. | We'll have lots of horses. | They'll have their own families. | I'll probably be an engineer. | We won't be in England. | I won't have much hair. | I might be a teacher. | I'll speak English fluently.

CD2 7

ANSWERS **1 b** drive **c** to visit **d** writing **2 a** to buy **b** getting up **c** to spend **d** to learn **3 a** buy **b** learning **c** going **d** to meet

CD2 8

writing a blog → Meryl's thinking of writing a blog. | buy a house by the sea → I'm planning to buy a house by the sea. | getting up late every day → I'm looking forward to getting up late every day. | spend every afternoon at the beach → I'm hoping to spend every afternoon at the beach. | learn how to dive → I'd like to learn how to dive. | buy a new camera → I'm going to buy a new camera. | meet a gorilla face-to-face → I want to meet a gorilla face-to-face.

CD2 10

b1 c2 d2 e1 f1

CD2 11 CD2 12

INTERVIEWER Today on Wildlife World we're talking to John Burton, the director of the World Land Trust, who's here to talk about elephants in Asia. First of all, John, there's something I'd like to ask you. How can you tell the difference between an African and an Asian elephant?
JOHN Well, African elephants are bigger than Asian elephants and they also have larger ears.
I OK.
J Interestingly, an African elephant's ears are like a map of Africa, and an Asian elephant's ears are like a map of India.
I Really? That's amazing. And how many of these animals are there in the wild?
J Well, there are about half a million African elephants, but only about fifty thousand Asian elephants.
I And is it true that elephants never forget?
J Well, I'm not sure about that, but they do have very good memories. [**end of** CD2 11]
I So what are the main problems facing elephants in Asia?
J Well, it's the usual story, I'm afraid. The forests and other areas of land where elephants live are getting smaller because people are cutting down all the trees. One of the biggest problems is that elephants walk from place to place along paths that their families have used for hundreds of years.
I Right.
J But if people build a village on one of these paths, the elephants will walk straight through it.
I And of course this causes a lot of problems for the villagers.
J Yes, because the elephants eat the food that the villagers are growing, and sometimes they also destroy their homes. In the elephants' heads, it's still their land, you see.
I And how can we solve this problem?
J Well, the best way is to make what we call 'elephant corridors'. The World Land Trust works with the villagers to protect the areas of land where the elephants walk. This means that the elephants can travel from place to place without meeting any people.
I And what about the people who live in these areas?
J We build them new villages, away from the elephant corridor.
I And do the people want to move?
J Oh yes, definitely. The people in the villages are very happy to move to a place that is safer for them and their families.
I So elephant corridors are good for people *and* for elephants.
J Yes, indeed.
I Well, it's good to hear a positive story about wildlife. Thank you for talking to us, John.
J My pleasure.

VIDEO 5 CD2 13

DAVID OK. Shall we start? Right, thanks for coming. As you know, this year we're raising money for the World Wide Fund for Nature's gorilla conservation project. Right, we haven't got a lot of time, so let's decide who does what. The first thing is – who's going to organise the tickets?
CAROL I'll do that, if you like.
D Yes, that'd be great. Thanks, Carol.
LIAM How many do you think we'll need?
D Oh, about a hundred.
C And how much should they cost?
L How about £10 each?
D Yes, that sounds about right. 100 tickets at £10 each. Great.
NATALIA Shall I make some posters?
D Yes, that's a good idea. Where shall we put them?
C Well, we can put them up in all the offices … and maybe in some local shops and restaurants.
N Could you give me a hand with that?
C Yes, of course. I know some of the local businesses. I'll ask them.
D Great. So that's the tickets and the posters. We'll also need lots of tables and chairs. Liam, will you organise that?
L Er … yes, of course. I know someone who organises weddings.
D OK. But remember, we can't pay anyone. It's for charity.
L Yes, don't worry. I'll ask him if we can have them for free.
D Great. And what about the food and drink?
C Do you want me to do that?
D Yes, if you don't mind.
C Well, we don't want Liam doing the cooking – everyone will be ill!
L Hey!
D OK. What else? What about music?
L Why don't we ask Jason? He's in a really good jazz band. They could play while people are eating.
D Yes, good idea. Right, what else?
C Who's going to write the questions?
D Ah, yes. That was next on my list. Can you do that, Liam?
L Sure, no problem. I love doing quizzes.
N Can I give you a hand?
L No, don't worry. Thanks anyway.
C Er, can I ask something, David?
D Of course.
C What are *you* going to do?
D Well, someone has to be the boss.
ALL Oh, yeah … Typical …
L I know, David. Seeing as you're the boss, why don't you be the quizmaster? You know, the person asking all the questions.
D Yes, OK. I'll do that.
L And of course you'll have to wear this gorilla costume too!
N That's a fantastic idea!
D I'm not sure about that.
C Actually, I don't think David needs a costume!
D Yes, very funny. OK, thanks for coming, everyone. Let's make this the best event ever.

CD2 18

Debbie's more selfish than Milly. | Milly's as confident as Debbie. | Milly's two years older than her sister. | Milly's less moody than Debbie. | Debbie's a lot tidier than Milly. | Milly's much more considerate than Debbie. | She's a bit more mature. | Debbie isn't as happy as Milly.

CD2 19

CHARLIE Hello, Dom.
DOM Oh, hi, Charlie. Are you enjoying yourself?
C Yes, thanks. But I don't know anyone here apart from you, Jake and Diana.
D Well, who do you want to know about?
C Who's the woman in the red dress?
D Ah. That's Naomi. She's Diana's best friend from university.
C She's gorgeous.
D Yes, she is. And she's the happiest person I know.
C Really?
D And she's married.
C Oh.
D That's her husband next to her – the one in the blue suit. His name's Eric. He's a colleague of Jake's.
C What's he like?
D Actually, he's the most boring person I've ever met in my life. All he talks about is work, work, work.
C And he's got the worst haircut ever.
D Yes, you're right. I don't know why she married him.
C Who's he talking to?
D Oh, that's Aunt Harriet. She's our richest relative. It's quite sad really – she never got married because she thought men only wanted her for her money. No one knows how much she has, but she's got the biggest house you've ever seen and she lives there on her own. She's a bit strange.
C Yes, she looks it.
D And the guy talking to my brother is Rupert. He's Jake's best friend. Do you know a place called The Bug Bar in Market Street?
C Yes, I've been there once or twice.
D Well, he owns it. Apparently it's the most popular bar in town at the moment. You have to queue to get in.
C Look, someone's waving at you.
D Oh no. He's my least favourite relative. Hello, Uncle Patrick! How are you? That's my great-uncle Patrick. He's 90 next birthday.
C Wow! He doesn't look that old.
D Yes, well, he's married to a much younger woman. She's only 76! Anyway, come with me and I'll introduce you to Naomi's sister. I don't think she's married …

CD2 20

She's the happiest person I know. | He's the most boring person I've ever met. | He's got the worst haircut ever. | She's got the biggest house you've ever seen. | He's Jake's best friend. | It's the most popular bar in town. | He's my least favourite relative.

CD2 21

reliable, unreliable | employed, unemployed | considerate, inconsiderate | correct, incorrect | patient, impatient | mature, immature | honest, dishonest | organised, disorganised

CD2 22

CLIVE Hello, Lydia. What happened at the bank this afternoon?
LYDIA Bank managers. They're all idiots.
C Oh, dear. We can't borrow any more money, is that what you're saying?
L Of course that's what I'm saying. And if we don't start paying them back soon, they're going to close this restaurant.
C Oh, no. They can't do that!
L Yes, they can. And they will. In two weeks.
DARREN Hi, Mum.
L Hello, Darren.
D How did it go at the bank?
L Oh, don't ask.
D Don't worry, things'll get better. And soon.
L I hope so. How many customers have we got in today?
C Er … six.
L Six? Is that all? I bet The Angel has more than six customers.
D Yes, it's full. I walked past a few minutes ago. There were people waiting outside.
L Oh, dear. If we don't get our customers back, we're going to have to close the restaurant.
D That won't happen, Mum, I promise you.
C Darren, these are for table two. And they want a bottle of house red. Come on, hurry up, we still have some people to look after …
D OK, I'm going.
TRUDY Hi, Dad.
C Hello, Trudy. How are you?
T Yeah, not bad. Hey, guess what? I've got a job!
L For how long, we wonder … ?
C Well done, darling! What kind of job is it?
T I'm a waitress … at that new restaurant down the street.
L What?! You mean The Angel?
T Yeah, that's right. I'm starting on Monday.
C But if you want to be a waitress, why don't you work here?
T Because you haven't got any customers, that's why. And anyway, I live with you people. I don't want to work with you as well. Oh, I have to go. Bye!
L I don't believe it … that woman!
C Oh, calm down. At least she's got a job.
L Not her. Eve King, the woman at The Angel. How could she take my daughter away from me?
C Yes, I know, but what can you do?
L I'll show you what I can do …
C Lydia … Lydia … where are you going?

CD2 23

KATHY Hello, darling. [Are] You OK?
DARREN Hi, Kathy. Yeah, [I'm] fine.
K Darren, I'm worried. Elizabeth's not very well.
D Oh, dear.
K Shouldn't you be at work?
D [I'm] Having a break.
K [Are] You going out?
D Yeah. [Have you] Seen my cigarettes?
K [They're] Over there, on the table. Where are you going, anyway?
D [I'm going] Out. And where's my lighter?
K [It's] On the table. Darren, what's going on?
D [I've] Got some things to do, that's all.
K You never spend time with us any more.
D See you later, Kathy. Bye.
K Bye. Oh, Elizabeth, I'm so sorry your dad's not here with us. But I am … I'll always be here for you. Now do you want to play with your toys … do you?

CLIVE And here's your receipt. (Thanks) Thanks very much. Come again. (Thank you. Good night.) Right, that's the last customer. How much have we made tonight? … £174 … oh, dear … Sorry, we're closed … oh, it's you, Darren. Where did you go?
DARREN [I went] Out. [I] Had things to do.
C But we had customers.
D [I] Thought you could look after them. There were only six. Where's Mum?
C She's … er … I don't know … There you are, Lydia. Where have you been?
LYDIA [I] Went for a walk. [I] Needed some time to think. Is Trudy home?
C Yes, [she's] in her room.
L Oh, good. Now I think we all need to talk about things. Darren, can you go and get …
C Sorry, we're … Oh, my …
L Nick!
NICK Hi, everyone! How's business?
L Nick, darling, I can't believe it's you. Where have you been? Why didn't you call?
D And why have you come back?
N There's only one reason I'm back.
C What's that, son?
N To see my daughter.
C Your daughter?
N Yes, Elizabeth. She's my daughter, not Darren's. Ask Kathy. She'll tell you. I'm Elizabeth's father.
L What?!
C What's happening outside?
N There's a fire down the street. A restaurant, I think. It looked quite bad too. So, how is everyone?

CD2 25

ANSWERS 1 afraid 2 message 3 called 4 line 5 meeting 6 leave

VIDEO 6.1 CD2 26

1 BEN Hello, KLR Recording Studio. Can I help you?
DAVID Yes, can I speak to Matt Robertson, please?
B Ah, I'm afraid he isn't in this afternoon. Can I take a message?
D Yes, please. Could you ask him to phone me tomorrow? My name's David Baxter. He can ring me at the office.

B Yes, of course.
D Actually, don't worry. I'll call him on his mobile. Thanks anyway. Goodbye.
B Bye.

2 CAROL Hello.
DAVID Hi, Carol, it's David.
C Oh, hello, David.
D Are you enjoying your day off?
C Yes, it's nice to get away from the office for a while. What can I do for you?
D Is Matt there, please?
C No, he isn't. He's at work.
D Ah, OK. I just called the recording studio and he wasn't there. Ah well.
C Have you tried his mobile?
D Yes, I have. There was no answer, but I left a message.
C Oh, OK. Shall I tell him you called?
D Yes, please. And can you ask him to call me back? I need to talk to him about our golf weekend.
C Sure.
D He can get me on my mobile or he can call me at home this evening.
C OK. I'll tell him. Bye, David.
D Bye, Carol.

3 RECEPTIONIST Good afternoon, ATL Limited. Can I help you?
MATT Hello. Could I speak to David Baxter, please?
R Hold the line, please, I'll put you through … Hello, is David Baxter there, please?
WOMAN I'm afraid he's in a meeting at the moment.
R OK. Thank you. … I'm sorry, he's in a meeting. Would you like to leave a message?
M Er … just tell him Matt Robertson called. I'll call back later.
R OK, I'll give him the message. Goodbye.
M Bye.

VIDEO 6.2 CD2 28

DAVID Matt!
MATT David. I got your message.
D At last! Where are you?
M Well, I'm just outside my house now, but when you called earlier, I was playing golf.
D Playing golf!
M Yes, I wanted to get a bit of practice before our golf weekend. I'm going to beat you this time. You just wait.
D Well, we'll see at the weekend.
M Anyway, what did you want to talk to me about?
D I just wanted to check with you about Saturday morning. What time do you think we should leave?
M Well, I'd like to be on the golf course by 11 and it's a two-hour drive.
D Right.
M So, er, shall we leave by 8.30 or is that too early for you?
D No, that's fine. Shall we go in your car or mine?
M I don't mind.
D OK, let's go in mine. I'll pick you up at 8.30. And keep practising – you need it.
M Oh, yeah? See you on Saturday. Bye.
D Bye.

CD2 31

ANSWERS 2 costume 3 drums 4 usually 5 argued 6 husband 7 under 8 USA

CD2 32

Listening Test (see Teacher's Book)

CD2 33

ESMAY Hi, Josh.
JOSH Hi, Esmay.
E I saw your wife in the supermarket the other day. She told me all about your trip to Australia. Oh, it sounded amazing!
J Yeah. It really was incredible – we loved every minute. Particularly the Great Barrier Reef. That was unbelievable!
E Yes, I can imagine.
J And what about you? Have you got any holiday plans?
E Yes. I looked at that travel blog you told me about – you know, the one about the 50 places to go before you die.
J Oh yeah.
E Yes, and my husband, Ronnie, and I are going to New Zealand.
J Really?
E Yeah. We booked it last month.
J Great. How long are you going for?
E Three weeks. We both really need a holiday. And it's summer over there, of course. It'll be nice to see the sun again! Oh, I can't wait.
J So when are you going?
E We're leaving on Saturday. We have to get up at 4.30 because we're getting the six o'clock train to the airport.
J That's early.
E We don't mind. We're really excited.
J And where are you staying?
E We're staying with friends of Ronnie's for the first two weeks – they live in Wellington on the North Island. Then we're travelling to the South Island – we're going on a cycling tour for a week.
J Wow, that sounds like hard work!
E Well, it's not all cycling. Sometimes we're driving to places in a tour bus and then cycling when we get there. And what about you? Are you having a holiday this winter?
J No, we aren't going anywhere. The trip to Australia was very expensive so we aren't going skiing this year. But my wife's already planning next summer's holiday. Apparently, we're going to Mexico.
E Oh, nice!

CD2 34

We're leaving on Saturday. | How long are you going for? | Where are you staying? | We're staying with friends for two weeks. | We're driving to places in a tour bus. | Are you having a holiday this winter? | No, we aren't going anywhere.

CD2 37

RONNIE OK. I'm nearly ready, I think.
ESMAY Wow, that was quick.
R Well, we don't need many clothes. It's summer over there, remember.
E Are you taking any sun cream?
R No, I'm not. We can get some in New Zealand. I suppose you're taking lots of pairs of shoes.
E Yes. And these sandals. Is that a problem?
R Well, only because I'll probably have to carry them.
E No, you won't. I can carry my own suitcase.
R Oh, yeah. I've heard that one before. What else are you taking?
E Well, I'm taking my swimming costume, of course, and a few books. I like reading when I'm on holiday.
R Books are heavy. How many are you taking?
E Oh, not many. Er, Ronnie? Have you got any room in your suitcase?
R Why?
E There are a few things I can't get in mine. Can I put them in yours?
R Such as?
E Um, let's see. My sun hat?
R OK.
E My walking boots?
R Right.
E And a few T-shirts.
R Yes, OK.
E Oh, and I'm definitely taking lots of insect repellent this time. Insects love me!
R But not as much as I do.
E Ah … sweet. Oh yes, and a packet of tea.
R Tea!?
E Well, I can't live without tea. And you can't get good tea outside the UK.
R OK. Where are all these things, anyway?
E There, on the chair.
R What? All that?
E Well, um, I can wear my sun hat, I suppose.
R Oh, that makes a big difference! And what's in that bag?
E Oh, just some make-up.
R Do you need all that?
E Well, you know what I look like without any make-up.
R True. You should definitely take the make-up.
E Hey!
R But maybe you can leave the tea.

VIDEO 7 CD2 40

RECEPTIONIST Good morning, sir. Can I help you?
MR LANE Good morning. I'm sorry, but I've got a bit of a problem. The remote control in my room doesn't work, so I have to walk over to the TV every time I want to change channels. I wonder if you could ask someone to fix it.

R Oh, I'm sorry to hear that. I'll get someone to look at it this morning.
L Thank you. Oh, and I wonder if I could have some more towels, please. I dropped mine in the bath last night.
R Of course. I'll ask room service to get you some more.
L Thank you very much.
R You're welcome.
L Er, where do I go for breakfast?
R The restaurant is just along the corridor, on your left.
L Thank you.
R Good morning, sir. Can I help you?
MR COLE I certainly hope so. I'm afraid I've got a complaint. I'm in room 102 and it's much too noisy. I'm right next to the lift and I didn't get any sleep last night.
R I'm very sorry to hear that, but I'm afraid there isn't another room available today. We're fully booked.
C Right. Could I speak to the manager, please?
R Just take a seat and I'll let him know you'd like to see him.
C Thank you.
MRS GIBSON Excuse me. Could you help me, please?
R Hello, Mrs Gibson. What's the problem?
G I'm sorry, but I think there's something wrong with the shower. It isn't hot enough. Would you mind sending someone to look at it, please?
R Of course. I'll send someone up straight away. It's room 303, isn't it?
G Yes, that's right. Thank you very much.
R Not at all.
G Oh, and we have to leave today, I'm afraid.
R Oh, so you're not leaving tomorrow?
G No, I'm sorry, I got the dates wrong. We have to get home by this evening. I'm really sorry.
R Don't worry, it's not a problem, Mrs Gibson. Check-out is at 12 o'clock.
G Thank you very much.
C So there *is* another room available today.
R Yes, there is now. It's room 303. Do you want me to reserve it for you?
C Yes, please.
R OK. You can change rooms any time after 2 p.m.
C Right. Thank you very much.
R Good morning. The Station Hotel … Oh yes, that's the rock band, isn't it? … And they're just staying for one night? … Yes, their rooms are reserved here this evening. They're in rooms 301, 302 … 304 and 305. … Thank you. … Bye.

CD2 ▸ 42

1 I wonder if you could ask someone to fix it. **a** **2** I wonder if I could have some more towels, please. **b** **3** I'm afraid I've got a complaint. **b** **4** Could you help me? **a** **5** I'm sorry, but I think there's something wrong with the shower. **b** **6** Would you mind sending someone to look at it, please? **a**

CD2 ▸ 45

ANSWERS 2W 3S 4W 5S 6W 7S 8W 9S 10W 11W

CD2 ▸ 48

ISABEL You know Sam, my new boyfriend?
LOUISE Yes.
I Well, his parents have invited us to dinner this evening …
L Oh, that's nice!
I … And I don'[t] wan[t] to do anything wrong. Can you give me some advice?
L Yes, of course. Wha[t] do you wan[t] to know?
I OK, the firs[t] thing, wha[t] time should I arrive?
L Well, you shouldn't arrive late. British people are usually on time, as you know.
I Not even a few minutes?
L Well, a few minutes is OK, but it's a bi[t] rude to arrive more than fifteen minutes late.
I Right. Should I take something to ea[t], like cake or ice cream?
L British people don't often take food, bu[t] we usually take something for the hostess, like flowers or a bottle of wine, or some chocolates.
I Hmm, that's good to know.
L And when you mee[t] someone you don'[t] know, it's polite to shake hands. British people often kiss their friends on the cheek, bu[t] no[t] people they don'[t] know.
I Oh, yes, I knew that.
L Oh, another thing – you must ask the hostess if you can smoke and you mus[t]n'[t] smoke at the table. These days mos[t] British people don'[t] smoke, and if they do, they usually go outside.
I Right.
L Oh, and you should wai[t] for the hostess to start eating first. And you mus[t] say you like the food – even if it's terrible! Er, ooh, anything else? Oh, yes, British people like to sit and talk for an hour or two after they've had dessert, so you shouldn'[t] leave immediately after the meal.
I Right. And is there anything I shouldn'[t] talk about?
L No, no[t] really, you can talk about anything. Places you've been to, work, family, and the weather, of course. Bu[t] you mus[t]n't ask people how much they earn. British people think that's rude.
I OK, thanks a lot. That's really useful.
L No problem. I'm sure you'll have a grea[t] time! So, what are you going to wear?

CD2 ▸ 50

ISABEL Mmm, this is delicious!
MOTHER Thank you, Isabel.
SAM Yes, Mum's food is always delicious.
FATHER Have you been to England before, Isabel?
I Yes, when I was 16 I came here to study English. I went to a language school in Bath.
M And where have you been this time?
I Well, last week I went back to Bath to visit some friends. That was really nice.
F And what are you planning to do with the rest of your time here?
I I don't know, really.
M Well, you should go to Cambridge to see the university. It's really beautiful. We've got some friends there. I'm sure you can stay with them, if you like.
I That sounds great. Thank you.
F And Sam should take you to London to see the sights, of course.
S Yes, maybe.
M Oh, yes. And you must go on the London Eye while you're there.
I What's that?
M It's a big wheel, about 150 metres high, and there's a wonderful view of the whole city from the top.
I Oh, yes, I know what you mean. We must go there, Sam. And I want to go to Oxford Street to do some shopping.
S Oh, no!
I I need to buy some presents for my family and I want to get some new clothes. Maybe we can go on Saturday?
S Clothes shopping in London on a Saturday afternoon? You're joking!
M Sam!

CD2 ▸ 51

INTERVIEWER On *Around the World* this week we're looking at giving presents in different cultures. With me /j/ is the travel writer, Neil Palmer. Welcome to the programme, Neil.
NEIL Thank you.
I Now /w/ everyone gives presents, of course. **But it isn't as easy /j/ as that, is it?**
N No, /w/ it certainly /j/ isn't. In some places, like China, for /r/ example, it's polite to refuse a present once or twice before /r/ accepting it. **If you /w/ accept it immediately, people might think you're greedy.** And you should give the present with both hands, not just one hand.
I Oh, that's interesting.
N And even opening presents can be /j/ a problem. In most Western countries, like England or the USA, people want you to /w/ open the present when they give it to you. But in places like Thailand and Vietnam it's very rude to /w/ open a present immediately. You should keep the present and open it when you get home.
I **And is there /r/ anything you shouldn't give as a present?**
N Well, that depends on the country. In Japan you must never give anything you can cut with, like knives or scissors, as these are /r/ a symbol of death.

I Oh, dear. That could be /j/ embarrassing.
N Yes, and in both Japanese and Chinese the word for 'four' means 'death' – so you shouldn't give anyone four /r/ of anything.
I In the /j/ UK we /j/ often give flowers. Is that the same all over the world?
N Yes, but you still need to be careful. In countries like Turkey, for /r/ example, you shouldn't give your hostess white flowers – people only give white flowers at funerals. And you must give an odd number /r/ of flowers – an even number /r/ is unlucky.
I I never knew giving presents was so difficult! Neil Palmer, thank you for coming in to talk to /w/ us today.
N It was a pleasure.

VIDEO 8 CD2 52

LIAM Hi Natalia. Are you enjoying the party?
NATALIA Oh, hi Liam. Yes, it's great, thanks. You weren't in the office last week, were you?
L No, I went back to Dublin to visit my parents for a few days.
N Really? I've always wanted to go to Ireland. What's Dublin like?
L Well, it's the capital city, of course, but it's changed a lot since I was a child. Now it's very cosmopolitan and parts of it are very modern.
N Right.
L The city centre is very touristy too, but Dublin is still a great place to visit.
N I don't know much about Ireland, actually. What are the people like?
L Well they're very welcoming and they really like tourists. I think you'd find them very helpful and relaxed.
N Does everyone speak English?
L Yes, but sometimes the accent is a bit hard to understand – even for me! A lot of people speak Irish Gaelic too.
N OK.
L And Dubliners are very sociable – they love getting together in the evenings, and having a drink, and listening to people playing Irish folk music. And of course Dublin has some of the best pubs in the world. Do you know Guinness, our famous black beer?
N Yes, I've had Guinness here in England.
L Ah, but English Guinness is not like Irish Guinness. And of course Irish whiskey is very famous too.
N And what's the food like?
L Well, you get the same food as you do in the UK most of the time. But we also have some very tasty Irish dishes – do you know Irish stew?
N No, what's that?
L It's made of lamb, potatoes, carrots and onions, all cooked together. You often get it in the pubs at lunchtimes. It's really delicious – and it's quite healthy too.
N Sounds good. And what's the weather like?
L Well, it's often wet and windy – Ireland is famous for its rain – and in winter it's freezing, of course. But on a sunny day there's no better place in the world.
N So when is the best time to visit?
L Well, the weather in July and August is usually quite good, but probably the best time to visit is around St Patrick's Day, which is on March 17th.
N OK. What happens then?
L In Dublin there's St Patrick's festival, which is brilliant. Everyone in the city wears green and it's basically one long party for three days and nights.
N That sounds fun. I really must go.
L You'll have a fantastic time, I promise. Hey, would you like to see some photos of Dublin?
N Yes, that would be great.
L I've got some on my mobile phone, I think.

CD3 1

1 KEIRA Morning, Hannah. Do you want some coffee?
HANNAH No, thanks, Keira. I haven't got time. I overslept … again.
K Oh, dear. A late night, was it?
H Yes, a bit. Look, I have to go. If I'm late again, I'll lose my job.
K Don't worry. You'll be OK if you get a taxi.
H Yes, good idea.
K Have you got the number of a taxi company?
H Yes, I have. I'll call them now.
K Right, have a good day.
H You too. See you later.

2 JIM Where are the car keys? I can't find them anywhere.
MICHELLE I don't know, Jim. Where did you put them last?
J That's a silly question, isn't it?
M What time does the film start?
J In about twenty-five minutes.
M Well, if we don't leave soon, we won't get there in time.
J Yes, I know. Maybe you can help me look for them.
M Are they in your coat pocket?
J No, they're not. I've looked.
M OK, I'm just trying to help.
J I'm sorry. Look, if we don't find them, I'll take you out for dinner instead.
M Oh, that sounds good.

3 WENDY Oh, this is terrible.
PETER Yes, I know. If we don't get there by five, we'll miss the plane.
W Well, why didn't we leave sooner?
P Don't worry. We'll get there. We just have to be patient.
W Oh. Why have you turned off the satnav?
P It can't help us when we're stuck in traffic, can it?
W What will we do if we're too late?
P Well, we'll have to get the next flight. Just relax, all right?
W OK, sorry. Oh, I hate going on holiday. Next year let's just stay at home.
P Fine by me.

CD3 2

I'll lose my job → If I'm late again, I'll lose my job. | we won't get there in time → If we don't leave soon, we won't get there in time. | if you get a taxi → You'll be OK if you get a taxi. | we'll miss the plane → If we don't get there by five, we'll miss the plane. | if we're too late → What will we do if we're too late? | I'll take you out for dinner instead → If we don't find them, I'll take you out for dinner instead.

CD3 3

JIM Now, what else do I have to do? OK. I won't leave the office until I finish this report. I need that for the meeting in Rome. Right, what's next? Oh, yes, I need some euros. OK, as soon as I finish the report I'll go to the bank. They'll still be open, I think. If not, I'll get some at the airport. Right – tickets … Oliver organised the tickets … I'll call him when I get home, just to check everything's OK. And I'll phone the hotel to check our reservations after I talk to him. Um … what time do I have to be at the airport? … Ugh, wow, that's early – I think I'll pack before I go to bed. OK, that's everything, I think. Now, where's that report?

CD3 4

ANNA Well, my life has changed completely, of course. After Tom was born I was quite depressed for a few weeks, but I'm less stressed about things now. Martin helps when he's home, but I get upset when he says he's got too much work to do. I have to work 24 hours a day! Tom isn't sleeping well at the moment, so I never get enough sleep and then I don't have enough energy to do anything. Now I'm at home all the time with the baby, it can be quite lonely. I haven't been out with my friends since Tom was born so I don't really have a social life. But I'm never bored – I've always got too many things to do and there isn't enough time to do them all. But there are lots of good things about being a mum too. I was very excited when Tom smiled for the first time and I love watching him sleep. But I don't want any more children – I think one child is enough.

MARTIN Life's changed a lot since Tom was born, but I don't mind – I'm just pleased that he's a healthy baby. It's been harder for Anna, I think, and Tom wakes up a lot in the night so neither of us is getting much sleep. Also, we don't really have a social life together any more, because Anna's usually too tired to go out in the evening. I sometimes go out with friends from work, but I feel a bit guilty, so I try not to get home too late. At least I earn enough money for the whole family,

so we don't have to worry about that. Anna would like to move to a bigger house, but I think this place is big enough for us, for now anyway. And the good things? Well, I love watching Tom's face. He's not old enough to talk, but he makes some funny faces! Yes, I love being a dad – and I think Tom's the most beautiful baby in the world.

CD3 5

get home too late → I try not to get home too late. | too much work to do → He's got too much work to do. | too many things to do → I've always got too many things to do. | not old enough to talk → He's not old enough to talk. | enough energy to do anything → I don't have enough energy to do anything. | enough money for the whole family. → I earn enough money for the whole family. | big enough for us → I think this place is big enough for us.

CD3 6

A new couple have moved in next door. | Their parties go /w/ on all night. | Their friends turn up at two /w/ in the morning. | They tell me to go /w/ away. | I've had to give them up. | I take off my coat. | I sit down in front of the TV. | I can't put up with the noise any longer. | I get on well with all my /j/ other neighbours. | I don't want to go back to my parents' house.

CD3 7

PRESENTER … And we'll have more about that story later in the programme. A new report out today says that one of the biggest causes of stress is our neighbours. So we sent our reporter, Mandy Stevens, to find out what the public think.

MANDY Excuse me, can I ask you if you get on well with your neighbours?

FIRST PERSON Oh, yes, definitely. I've got fantastic neighbours – well, they're friends really, not just neighbours. We often, you know, go round to visit each other for er coffee and um just talk about the day. And when I um go away for the weekend they always look after my cats, which is really useful.

SECOND PERSON Well, I kind of get on with all my neighbours er except one. They've er got a teenage son, you see, and he's learning to play the drums. They're really loud and it drives us crazy! I've, like, talked to his parents, but you know, they just don't care. We're thinking of moving house to get away from them.

THIRD PERSON Well, I don't um have any neighbours, actually. I live in a big house in the country and er there's nobody near me. The nearest house is about um four miles away. And you know that's um just the way I want it. I like the quiet, you see.

FOURTH PERSON Well, *most* of my neighbours are, you know, OK, but um it's the *kids* that are the problem. There aren't enough places for them to play, you see, so they just get into trouble. It's er it's not really their fault, they're kind of … just bored really and you know there's not much to do round here.

FIFTH PERSON Well, in our street there are, like, not enough places to park. So you know, people just um park anywhere. So sometimes I er have to leave my car a long way from my house, which is really annoying. I've got two kids under the age of two, you see, and sometimes I um have to carry them quite a long way. So, yeah, my neighbours are a bit of a problem.

VIDEO 9 CD3 8

1 CAROL Juliet, is that you?

JULIET Carol! Wow, long time no see!

C Absolutely!

J What a coincidence! When did we last see each other?

C It was probably at that New Year's party, wasn't it? And that was nearly two years ago!

J Yes, that's right. And how are you and Matt?

C Oh, we're both fine, thanks. Matt's business is doing quite well and I'm still at the same company. And how are things with you?

J Well, I'm working at the Station Hotel at the moment. I'm a receptionist there, but it's only part-time.

C Oh, right. Look, um, are you doing anything on Saturday?

J No, nothing special.

C Well, Matt and I are having a few friends round for dinner. Would you like to come?

J Yes, I'd love to. Do you still live at the same place?

C Yes, we do.

J What time shall I come round?

C Oh, er, about 8? And bring a friend if you like.

J Well, actually I've just started going out with a guy from work. So, maybe, if he wants to come.

C That's interesting. What's his name?

J Harry. He's really nice. I'll let you know tomorrow if he can come.

C Great. I've still got the same mobile number, so just send me a text.

J I will. I'm really looking forward to it. Oh, by the way, do you remember Charlotte? …

2 BEN His name's Vince. We were at school together. He lives in California now.

MATT Wow, lucky him. Oh, er, by the way, would you like to come round for a meal on Saturday? Carol and I are having a few friends round for dinner.

B Oh, I'd love to, but I can't, sorry. I'm going to London this weekend to see my brother.

M That's a shame.

B Look, why don't we go for a drink next week after work?

M Yes, that'd be great.

B OK. Are you free on Tuesday evening?

M No, sorry, Carol's parents are coming round that evening.

B OK. What are you doing on Wednesday?

M Well, I have to go and see a customer in the afternoon, but I'm free in the evening.

B Great. Where shall we meet?

M Er … let's meet at the Red Lion.

B Is that the pub on Market Road?

M Yes, that's right.

B Great. What time shall we meet?

M Er, how about 6.30?

B Yeah, fine. Anyway, what time is this new band …

CD3 9

1 Are you doing anything on Saturday? **a** **2** Would you like to come round for a meal? **b** **3** Yes, I'd love to. **a** **4** I'd love to, but I can't, sorry. **b** **5** Why don't we go for a drink next week? **b** **6** Yes, that'd be great. **a**

CD3 13

ANSWERS **1** £250,000 **2** £650,000 **3** £631,871 **4** £2,600,000 **5** £154,492 **6** £15,000

CD3 14

Thousands of items are bought and sold every day. | Beatles memorabilia is collected by fans all over the world. | This glove was worn by Michael Jackson. | It was sold in New York in 2009. | This car was driven by Sean Connery. | This poster was designed for the film *King Kong*. | These books were signed by JK Rowling.

CD3 15

INTERVIEWER My next guest is Michael Brett, whose programme, *Shopping Now and Then*, is on at 6.30 this evening. Michael, attitudes to shopping have changed over the years, haven't they?

MICHAEL Yes, they have. Particularly men's attitude to shopping.

I So, how has that changed?

M Well, let's take London's first department store – Selfridges. Selfridges opened in 1909 and it used to /ju:stə/ have a special room only for men. The husbands used to /ju:stə/ go to this room, sit in comfortable chairs and read their newspapers while their wives did the shopping.

I Did women use to /ju:stə/ do all the shopping?

M Yes, they often did. Even in the 1970s most married men never used to /ju:stə/ do the food shopping. But now you see men doing the weekly shopping in the supermarket all the time – nobody's surprised any more.

I And in your programme you say that before the 1970s a lot of men didn't even buy their own clothes.
M No, somebody bought their clothes for them – usually their wives or girlfriends.
I But what did single men use to /ju:stə/ do?
M Their mothers probably did their clothes shopping. But some men's shops used to /ju:stə/ have a 'shopping girlfriend' service.
I What was that?
M Er, these 'shopping girlfriends' used to /ju:stə/ go round the shop with the man and help him to choose clothes.
I How interesting. And your programme also looks at how products for men have changed.
M Yes. 50 years ago you didn't use to /ju:stə/ see skincare products for men. Men didn't use to /ju:stə/ have anything like that. But now you can buy them everywhere.
I So what's been the biggest change in our shopping habits?
M Definitely online shopping. Everybody, men and women, buy lots of things online – food, holidays, music, TVs and even cars. And with the increase in online shopping, it'll be interesting to see what happens to real shops in the future.
I Hmm. Well, thanks for coming in to talk to us today, Michael. You can hear *Shopping Now and Then* this evening at 6.30.

CD3 17

1 They used to sell postcards. (x2) **2** We didn't use to buy things online. (x2) **3** I used to go to the supermarket every week. (x2) **4** I never used to do the food shopping. (x2) **5** She didn't use to spend a lot of money on clothes. (x2)

CD3 19

ANSWERS **2** a **3** – **4** – **5** a **6** the **7** – **8** a **9** a **10** – **11** the **12** the **13** the **14** – **15** the

Extra information:
… in 1984. In September 1988 he opened the first Versace shop in Madrid, Spain.
… was killed. But 9 days later a man was found dead on Miami beach. The police believe he was Versace's murderer.

CD3 20

ANSWERS **a** Would **b** fitting room **c** size **d** sale **e** try it on **f** bring it back **g** refunds **h** pay **i** receipt **j** receipt

VIDEO 10 CD3 21

JACKIE Right, first I want to look at the dresses.
DAMON But you've just bought a dress.
J I know, but I can't wear a white dress to your sister's wedding.
SALES ASSISTANT Would you like any help?
J No, thanks. I'm just looking. Ah, this dress is nice.
D Yeah, that's great. Why don't you get that one?
J I'll have to try it on first. Excuse me. Could I try this on, please?
SA Yes, sure. The fitting room is over there.
J Thank you. …
SA Just let me know if you need a different size.
J Thank you. … Wait here, Damon. I need your opinion. … What do you think?
D Yeah, get that. It really suits you.
SA Is it any good?
J It's a bit big. Could I try a smaller size?
SA What size is that?
J It's a 12.
SA I'll have a look for you. … Here's a size 10.
J Thank you. … Is this better?
D It's perfect. You look great. Get that one.
J I'm not sure. If I bring it back, can I get a refund?
SA Yes, but keep the receipt. You have 28 days to bring it back.
J Er, OK, I'll take it. …
SA That's £160, please.
D £160!
SA … Your pin number, please. … Thank you. … Here's your receipt.
J Thank you. … Bye. Right, let's go to the men's department. You need a new shirt for the wedding.
D But I've got lots of shirts.
J Damon, you need a new shirt. … This one's nice, Damon.
D No, I prefer this one. Have you got this shirt in a medium, please?
SA Medium. There should be one. Yes, here's one in a medium, and it's in the sale. It's half price.
D Oh good. I'll take it, thank you.
SA Would you like to try it on?
D No, thank you.
SA You have 28 days to bring it back if it doesn't fit and you want to change it. But we don't give refunds on sale items.
D OK.
SA … Right, that's £17.50. How would you like to pay?
D I'll pay by cash.
SA Thanks very much. … Here's your change. Would you like your receipt in the bag?
D Yes, please. … Thank you. Bye.
SA Goodbye.
D *Now* can we go home?
J Yes, after I've bought some shoes to go with that dress.

CD3 22

ANSWERS **2** Excuse **3** try **4** size **5** back, refund **6** take **7** medium **8** cash

CD3 25

I've just heard that Rob's in hospital. | He's already had an operation. | I haven't heard all the details yet. | George Webster's just phoned. | Have you transferred the money to his account yet? | Carrie's lost her job! | She's already started looking for another one.

CD3 26

LIZ Hi, Carrie. I've just got your message. I'm so sorry.
CARRIE Thanks, Liz.
L When are you leaving?
C On Friday. I've already told them I'm not staying till the end of the month.
L I'm not surprised. Have they paid you for this month?
C Yes, they have. I've just checked my bank account.
L Well, that's good.
C And I've just emailed all my customers to tell them the news. Four of them have already emailed me back to say how sorry they are.
L And what about Brian? Have you told him yet?
C No, I haven't. He's on his way back from Singapore at the moment. I'll tell him when he gets home.
L Right.
C And guess what? I've just got an email from Phil Taylor in Brighton …
L Oh, yes?
C He wants me to call him. He says he might have a job for me.
L Wow, news travels fast. Have you phoned him yet?
C No, not yet. I need time to think about what I want to do.
L Yes, of course.
C And I've just been online looking for a cheap holiday.
L That sounds a great idea.
C I haven't booked anything yet of course, but I'll have another look when I get home. Anyway, I have to go, here comes my boss. I'll call you later, Liz. Bye.

CD3 28

1 She's said goodbye to everyone. She said goodbye to everyone. **2** I told him the news. I've told him the news. **3** He's checked his bank account. He checked his bank account. **4** They had a car accident. They've had a car accident. **5** She's got a message. She got a message. **6** We've transferred the money. We transferred the money.

CD3 29

ALICE Excuse me, are you the new person who's just moved in across the street?
MARY Yes, I am.
A Hello, my name's Alice. I own the flower shop on the corner.
M Oh, nice to meet you. I'm Mary.
A Have you heard the news?
M No, what's happened?
A Well, the man who lives in the big house at the end of the village was murdered last night.
M What?!
A Yes, at the, um, new Garden Centre.
M The Garden Centre?

A Yes, that's the place where they found the body. Jack Miller – he's the man who was murdered – is the owner. And it, um, only opened 2 weeks ago.
M How … how was he killed?
A They said on the radio he was shot.
M Oh, dear, that's terrible. So, um, er, you probably know everyone who lives in the village. Er, who do you think did it?
A Well, um, I shouldn't be saying this, but do you know Barry Clark?
M Er, no …
A He's Jack's business partner. Apparently they had a big argument yesterday at the Garden Centre.
M Oh. What were they arguing about?
A Money. Barry said Jack was stealing from him. And you don't want to steal from Barry Clark – he's a bit crazy, if you know what I mean.
M Right.
A And then of course there's um … Ellen, Jack's wife. Last month she told me Jack um wanted to leave her – you know, get divorced.
M Oh, dear.
A Yes, she was very upset, obviously. Her marriage is the only thing which makes her happy. Especially after um … after what happened to their son.
M Er, why, what happened?
A Well, four years ago their son, Adam, was sent to prison.
M Oh, no. What for?
A He robbed the local post office.
M So he's still in prison, then.
A No, he came out two weeks ago. And they never found the money that was stolen.
M Hmm … and I thought Yately was a sleepy village where nothing ever happened …

CD3 30

PRESENTER … has promised more money for schools in the coming year … And I hear that the Miller murder trial has just ended. Here's our reporter, Alexander Harris.
ALEXANDER Well, a few minutes ago 47-year-old flower-shop owner, Alice White, was found guilty of the murder of Yately businessman, Jack Miller. During the trial we heard how she broke into the home of Mr Miller's business partner, Barry Clark. She stole his gun and went to the Yately Garden Centre, where Mr Miller was working late. She shot him once in the heart, killing him instantly, and then left a single red rose on his body. Then she returned to Mr Clark's house and put the gun back.
P So how did the police catch her?
A They found a button near Mr Miller's body. When a photo of the button appeared in the evening paper, a local woman, Mary Barnes, immediately called the police. She said she was talking to Mrs White the morning after the murder and noticed that a button was missing from her coat. The police visited Mrs White's home and found the coat, with the button still missing.
P And why did she murder Mr Miller?
A Well, during the trial we heard that Mrs White's flower shop was losing business to the new Garden Centre. She thought that if she killed Mr Miller and his business partner was arrested, the Garden Centre would have to close.
P That was Alexander Harris at the Miller murder trial. And now sport. Wolverhampton Wanderers have beaten Chelsea 5–1 in …

CD3 31

ANNOUNCER It's ten o'clock. And here with a summary of today's news is James Humphrey.
JAMES There have been demonstrations in London, Edinburgh and other cities around the country today to protest against government spending cuts. Tracy Spencer has this report from central London.
TRACY Today's demonstration in the capital was the biggest so far as people continue to protest against the government's plans to cut twenty billion pounds from public spending next year. About thirty thousand people marched from Hyde Park to Trafalgar Square, many of them hospital workers, teachers and government employees who could lose their jobs because of the cuts. Two police officers and twelve protesters were injured and the police made twenty arrests.
JAMES In Pakistan, heavy rain has delayed relief efforts as the army tries to get emergency food and medical supplies to the victims of last week's floods, which destroyed towns and villages in the north of the country. Over three hundred thousand people are now homeless and the Pakistani government has described the situation as 'a national disaster'.

Music fans in the UK illegally downloaded 1.2 billion tracks last year, according to a new report by the music industry. The report says that while the number of legal downloads continues to increase, more than three-quarters of tracks downloaded in the UK are from illegal sources. The report says illegal downloading costs the British music industry over one billion pounds a year.

And in the USA, a man who lost his wallet fifty-five years ago received a surprise today when his wallet was returned to him. Mr Goodlove, who is seventy-five and lives in San Diego, lost his wallet behind the back seat of his 1946 Hudson car. It was found by two men from Idaho who collect classic cars. The wallet contained Mr Goodlove's military ID, his driving licence, several receipts – and a ten-dollar bill.

VIDEO 11 CD3 32

A JULIET Oh, by the way, do you remember Charlotte? You know, from the yoga course we did together in Thailand?
CAROL Yes, of course.
J She's just had twins!
C Has she? What did she have?
J Two girls.
C Oh, that's nice. Well, next time you see her, give her my love.
J I will. Anyway, I've got to go. I'll see you on Saturday. Bye.
C Bye.

B BEN Morning.
MATT Hi, Ben. How's everything going?
B Yeah, fine, thanks.
M Is everything OK?
B Yeah, I'm fine, just a bit tired, that's all. I didn't go to bed until 3 a.m.
M Didn't you? Why not?
B An old friend turned up yesterday evening and we stayed up late talking.
M Oh, who's the friend?
B His name's Vince. We …

C JACKIE Oh, Amy. One more thing.
AMY Yes?
J Can you work on Saturday? I know it's your weekend off, but Molly's phoned to say that she's ill.
A I'm sorry, I can't. I'm going to Berlin for the weekend.
J Are you? That sounds exciting.
A Yes, my cousin's just got a job there and it's her birthday this weekend.
J Well, have a lovely time.
A Thanks, Jackie.
J That's OK.

D DAVID Hello, Liam. Glad you could make it.
LIAM No problem.
D Oh, er, by the way, have you spoken to Steve about the national sales manager job yet?
L Yes, I've just phoned him, actually.
D And?
L Steve doesn't want the job.
D Doesn't he? It would be a big promotion for him. OK, well, thanks for telling me. Right, where are the others? We need to start the meeting.

CD3 33

1 A Marcus and Nicola are getting divorced.
B Are they? (I)

2 A My brother doesn't eat meat.
B Doesn't he? (NI)

3 A I'm not going to my niece's wedding.
B Aren't you? (I)

4 A My dad played football for England.
B Did he? (I)

5 A I haven't told my parents yet.
B Haven't you? (NI)

6 A My grandmother's ninety-seven.
B Is she? (I)

CD3 ▸ 34

Doesn't he? | Are you? | Didn't you? | Has she? | Do you? | Does he? | Did they? | Don't you? | Have they? | Is it?

CD3 ▸ 37

MIKE Ian! Ian!
IAN Oh, Uncle Mike – hi!
M Well, congratulations! After six years of study and training, you're finally a lawyer. Wonderful news!
I Thanks.
M It's always good to have a lawyer in the family.
I Why? Are you planning a life of crime, Uncle Mike?
M Oh, no. Not yet, anyway. So are you looking for a job?
I I've already got one.
M Oh, that's good.
I Yes, I'm working in a restaurant.
M A restaurant?
I Yes, I'm a waiter there.
M A waiter!
I Yes. I want to work abroad so I need to save some money quickly.
M Ah. Where are you going?
I I'm going to work in Canada.
M Oh, so you're going to be a lawyer in Canada.
I No, I'm not qualified in Canada. But I'm going to do voluntary work there with some brilliant environmental lawyers.
M Oh, helping the environment. That's good.
I But I'll be back next summer, so your family lawyer won't be away for long.
M Who's paying for all this?
I The people in Canada will pay for everything when I'm over there, but I have to pay for my flight. That's why I'm working at the restaurant. I can save about £100 a week.
M Hmm. How much is the flight going to cost?

CD3 ▸ 38

MIKE Guess who I saw in town?
ANGELA Who?
M Ian. He's a qualified lawyer now.
A I know. That means he's going to earn lots of money. Has he got a job yet?
M Yes, he has.
A Oh, that's good!
M He said he was working in a restaurant.
A In a restaurant?!
M Yes, he's trying to save some money.
A What for?
M He said that he wanted to work abroad.
A He's going abroad?
M Yes. He told me he was going to work in Canada.
A Why Canada? Have they got more crime there than we have?
M No, of course not!
A Well, he can probably earn more money over there.
M Actually, he told me that he was going to do voluntary work.
A Oh, this is getting worse and worse. After all the money he spent on his studies. And now he's going to do voluntary work!
M But it's voluntary work with environmental lawyers. He wants to do environmental law in the future. I think it's wonderful. Well, anyway, he said that he'd be back next summer.
A Right.
M He told me he could save about £100 a week. But I don't think that's possible. And he said the flight was six hundred pounds.
A Oh, he's wasting his money!

CD3 ▸ 40

ANGELA Oh, **h**e's wasting **h**is money!
MIKE Oh dear.
A What's the matter?
M Well, **h**e said [h]is flight was six [h]undred pounds …
A Yes, I **h**eard that. But it's **h**is money.
M Mmm. Well, **h**e told me **h**e didn't earn very much.
A **H**ow much?
M **H**e said [h]e was earning a **h**undred and ninety pounds a week.
A That's nothing!
M I know. And I said it was going to take [h]im months to save enough money.
A It certainly is.
M And **h**e said [h]e was working seven days a week. I don't think [h]e should work that **h**ard, do you?
A No. I'll talk to **h**im. I'll tell **h**im **h**e's wasting **h**is money and **h**is time going to Canada.
M Um …
A What's the matter now?
M Well, er … I told [h]im we'd pay for **h**is flight.
A What!
M **H**e said [h]e could pay us back next year.
A Well, that's OK. We can lend [h]im the money.
M Er … I told [h]im it was a present from us both. So I transferred six [h]undred pounds into **h**is bank account.
A What! So **h**e's not wasting **h**is money, **h**e's wasting ours!
M Now, now, dear. Calm down. It's not the end of the world …

CD3 ▸ 42

I'd do it. → If I won a bungee jump, I'd do it. | I wouldn't do it. → If someone asked me to hold a snake, I wouldn't do it. | if you won a bungee jump → What would you do if you won a bungee jump? | I'd do it. | I wouldn't do it. | would you do it → If someone asked you to hold a snake, would you do it? | Yes, I would. | No, I wouldn't.

CD3 ▸ 43

PRESENTER Welcome to *Society Today*. In the studio we have Sally /j/ Ashton, who's making a new documentary about graffiti called *Art or Crime?* Welcome to the programme, Sally.
SALLY Hello.
P Sally, writing or drawing graffiti /j/ on walls is a crime, of course, but everywhere you go /w/ in this country these days you see more /r/ and more graffiti.
S Well, first of all, you say 'these days', but there /r/ isn't anything new /w/ about graffiti. In fact, 1,600 examples of graffiti were found in Pompeii, near Naples in Italy.
P And they were done 2,000 years ago!
S That's right.
P And what did the graffiti /j/ in Pompeii say?
S Oh, things like 'Felix was here', 'Rufus loves Cornelia' or things like 'Don't drink the wine here – they put water /r/ in it'.
P That's very /j/ interesting.
S And there /r/ are examples of graffiti /j/ all through history, not only /j/ in Pompeii.
P Right. And it seems the messages were very similar to ones you find today.
S Yes, that's true. The messages are usually /j/ about love, politics and society. Actually, the longest piece of graffiti /j/ on record was written by Mao Zedong in China /r/ in 1915. He wrote 4,000 characters complaining about his teacher and Chinese society /j/ at that time.
P Really? But of course, graffiti /j/ isn't only written messages.
S No, some of today's graffiti /j/ is very beautiful. A lot of people love the graffiti done by /j/ artists like Cykes or Banksy. Did you know that in Bristol, Banksy's home town, the people were /r/ asked if they wanted to keep a piece of Banksy's work or clean it off.
P And what was the result?
S 97 per cent of the people who /w/ answered the question said they wanted to keep it. So /w/ it's still there.
P And what can you tell us about Banksy?
S Well, Banksy /j/ is a very /j/ interesting graffiti /j/ artist and he's always …

CD3 ▸ 46

Listening Test (see Teacher's Book)

Phonemic Symbols

Vowel sounds

/ə/	/æ/	/ʊ/	/ɒ/	/ɪ/	/i/	/e/	/ʌ/
father ago	apple cat	book could	on got	in swim	happy easy	bed any	cup under
/ɜː/	/ɑː/	/uː/	/ɔː/	/iː/			
her shirt	arm car	blue too	born walk	eat meet			
/eə/	/ɪə/	/ʊə/	/ɔɪ/	/aɪ/	/eɪ/	/əʊ/	/aʊ/
chair where	near here	tour mature	boy noisy	nine eye	eight day	go over	out brown

Consonant sounds

/p/	/b/	/f/	/v/	/t/	/d/	/k/	/g/
park soup	be rob	face laugh	very live	time white	dog red	cold look	girl bag
/θ/	/ð/	/tʃ/	/dʒ/	/s/	/z/	/ʃ/	/ʒ/
think both	mother the	chips teach	job page	see rice	zoo days	shoe action	television
/m/	/n/	/ŋ/	/h/	/l/	/r/	/w/	/j/
me name	now rain	sing think	hot hand	late hello	marry write	we white	you yes

Irregular Verb List

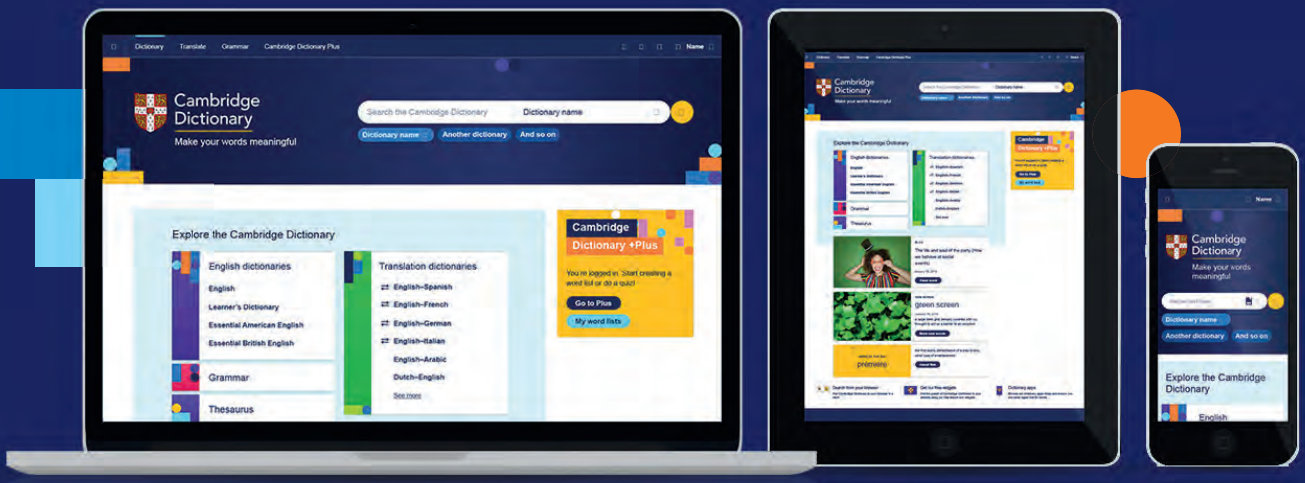
infinitive	Past Simple	past participle
be	was/were	been
become	became	become
begin	began	begun
bet	bet	bet
blow	blew	blown
break	broke	broken
bring	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy	bought /bɔːt/	bought /bɔːt/
can	could /kʊd/	been able
catch	caught /kɔːt/	caught /kɔːt/
choose	chose /tʃəʊz/	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
drink	drank	drunk /drʌŋk/
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew /fluː/	flown /fləʊn/
forget	forgot	forgotten
get	got	got (US: gotten)
give	gave	given
go	went	been/gone
grow /grəʊ/	grew /gruː/	grown /grəʊn/
have	had	had
hear	heard /hɜːd/	heard /hɜːd/
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew /njuː/	known /nəʊn/
learn	learned/learnt	learned/learnt

infinitive	Past Simple	past participle
leave	left	left
lend	lent	lent
let	let	let
lose /luːz/	lost	lost
make	made	made
meet	met	met
pay	paid /peɪd/	paid /peɪd/
put	put	put
read /riːd/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung /rʌŋ/
run	ran	run
say	said /sed/	said /sed/
see	saw /sɔː/	seen
sell	sold	sold
send	sent	sent
shake	shook /ʃʊk/	shaken
shoot	shot	shot
show	showed	shown
sing	sang	sung /sʌŋ/
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelled/spelt	spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum /swʌm/
take	took /tʊk/	taken
teach	taught /tɔːt/	taught /tɔːt/
tell	told	told
think	thought /θɔːt/	thought /θɔːt/
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won /wʌn/	won /wʌn/
write	wrote	written

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