



With CD-Rom
MP3 + Student Digital Materials

Time to Talk

21st Century Communication Skills



Intermediate B1+

Lesson	Title	Pages	In this lesson:
1	How About You?	4 - 7	Keep conversations going
2	Acting Your Age?	8 - 11	Discuss how things you like and do have changed
3	What Are You Excited About?	12 - 15	Find out about the people in your class
4	It's a Kind Of...	16 - 19	Describe things from your culture
5 Skills	Animal Trouble	20 - 23	Retell a story
6	Stretching the Truth	24 - 27	Talk about lies and making things up
7	Friends and Neighbours	28 - 31	Tell people about a relationship in your life
8	I'm Sorry, What Was That?	32 - 35	Exchange and check information
9	I've Known Him a Long Time	36 - 39	Share information about your life
10 Skills	Hometown	40 - 43	Talk about a town that you know
11	Tough Customers	44 - 47	Tell people about a problem with something you bought
12	I'm Finding It Difficult...	48 - 51	Give advice
13	An Important Interview	52 - 55	Discuss different situations
14	How Are Things?	56 - 59	Ask and answer casual questions
15 Skills	After the Tone	60 - 63	Listen to and leave voicemail messages
16	Stereotypes	64 - 67	Discuss stereotypes
17	A New Project	68 - 71	Talk about a project
18	Looking Good	72 - 75	Exchange information and opinions
19	The Blame Game	76 - 79	Discuss people who have had an effect on your life, or on the world
20 Skills	Dear Me	80 - 83	Choose good advice for a teenager

Language		CD Tracks
Function	<i>Making conversation</i>	01 - 03
Grammar	Used to and past simple	04 - 07
Vocabulary	Adjectives with prepositions	08 - 10
Function	<i>Describing and explaining what things are</i>	11
Skills	<i>Extended listening and speaking</i>	12 - 13
Grammar	Structures with reporting verbs	14
Vocabulary	<i>Some uses of go and get</i>	15
Function	<i>Checking and confirming information and making yourself clear</i>	16 - 18
Grammar	Present perfect simple and present perfect continuous	19 - 22
Skills	<i>Extended reading and speaking</i>	-
Vocabulary	<i>Phrasal verbs: come, go, bring, and take, with back</i>	23
Function	<i>Expressing difficulty and giving advice</i>	24 - 26
Grammar	If, when, and unless with the zero conditional and first conditional	27
Vocabulary	<i>Some uses of thing</i>	28 - 29
Skills	<i>Extended listening and speaking</i>	30 - 37
Function	<i>Making generalisations and talking about stereotypes</i>	38
Grammar	Present continuous and going to for plans and intentions	39 - 40
Vocabulary	<i>Expressions with look</i>	41
Function	<i>Giving credit and blaming</i>	42 - 43
Skills	<i>Extended reading and speaking</i>	-

How About You?



Introduction

1 a Work with a partner.

Make a note of *three* common conversation topics for each situation below.

two teenagers at school

a married couple eating dinner at home

two colleagues meeting at work after a long holiday

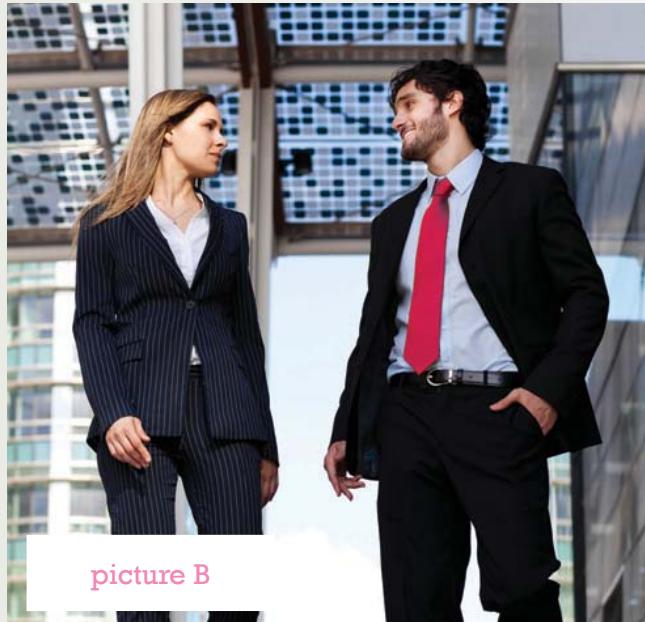
Listening

2 **Track 01** **Track 02** Listen to two conversations.

Write letters to match the pictures below with the conversations.

Conversation 1 Jim and Pam picture _____

Conversation 2 Jenny and Ben picture _____



b Share your ideas with the class.

3 a Write the words from the boxes into the correct spaces to complete the conversations from **activity 2**.

Conversation 1 Jim and Pam

where
how long
so do I
really
sounds
what about you
where
who

Jim Hi, Pam! Did you enjoy the break?

Pam Yeah. We went abroad, actually.

Jim Where did you go?

Pam We took the kids to Florida.

Jim That _____ great!

_____ did you stay for?

Pam Just a week. _____?

Jim Two weeks in Italy.

Pam _____ did you stay?

Jim Venice, mostly. We love it there.

Pam Yes, _____. I went there about 20 years ago.

Jim _____? _____ did you go with?

Pam With my parents. I was only a kid!

Conversation 2 Jenny and Ben

how about you
neither do I
really
really
sounds cool
what
what kind of band

Jenny Are you new here?

Ben Yeah. _____?

Jenny Oh, I've been here since year one.

Ben Oh, _____? So, what's your name?

Jenny Jenny. _____ about you?

Ben Ben.

Jenny Hi, Ben. Listen... you should come and see my band sometime.

Ben _____? _____?

Jenny Mainly death metal. You know... loud guitars and lots of screaming.

Ben That _____! I don't like pop.

Jenny _____!

b **Track 01** **Track 02** Listen again and check your answers to **activity 3a**.

4 Read the conversations in **activity 3**.

Circle the correct options to show if the statements below are *true* (T) or *false* (F).

- a Jim doesn't like Venice. T / **F**
- b Pam loves Venice. T / F
- c Jenny plays in a band. T / F
- d Ben doesn't like pop. T / F
- e Jenny likes pop. T / F

Language Focus

We can respond in various ways to what someone says in a conversation.

1. We can use **really** as a short response to show interest and surprise.

A: I've passed my driving test.

B: **Really?**

A: Yeah, first time!

A: Tim and Fran are getting married.

B: Oh, **really?**

A: Yes, I heard yesterday.

2. We can use **(that) sounds + adjective** to comment on or sympathise with what someone says.

A: I'm going to live in Colombia for a year.

B: Really? **That sounds exciting!**

A: The plane was delayed and we had to wait eight hours.

B: **Sounds terrible!**

3. We can use **so do I** and **neither do I** to say that we feel the same way as the person we are talking to.

So follows positive statements.

Neither follows negative statements.

A: **I love** kung fu movies.

B: **So do I!**

A: **I don't like** fish and chips.

B: **Neither do I!**

We can use different kinds of question to encourage people to speak.

1. We ask **follow-up questions** to invite someone to give more information.

A: Did you have a nice weekend?

B: Yes, I went to the park.

A: Sounds nice. **Who did you go with?**

2. We ask **how about you / what about you** to invite someone else to answer.

Tom: Do you like jazz?

Jane: No, I don't. **How about you?**

Tom: I think it's great.

Dara: Do you have a pet?

Simon: I've got two cats. **What about you, Mary?**

Mary: No. My flat's too small for pets.

Practice

- 5 a Work with a partner. Write a suitable response with **sounds + adjective** for each of the statements below.

- 1 I went to the seaside.

- 2 I fell off my bicycle.

- 3 I've bought a new leather jacket.

- 4 I like rock climbing.

- 5 I lost my keys.

- b Choose *one* of the statements in **activity 5a**. Write five follow-up questions for the statement you choose. Use a different question word for each question you write.

1 _____

2 _____

3 _____

4 _____

5 _____

- c As a class, compare what you wrote in **activities 5a** and **5b**.



Sounding Natural

6 a  **Track 03** Listen. What sound can you hear in the underlined parts of the sentences?

- 1 So do I.
- 2 Neither do I.

b  **Track 03** Listen again and copy the pronunciation.

Time to Talk

7 Work in small groups.

Take turns to make a comment on a topic from the table.

Other people in the group respond.

Try to keep each conversation going for two minutes before you choose another topic.

You cannot use a topic more than once.

a film I enjoyed	a restaurant or café I like
my journey to class today	something that made me laugh recently
something I like to read	something I saw on TV
some news I heard recently	a friend I saw recently
why I have / don't have a pet	something someone said to me
something I did last weekend	something I do in my spare time

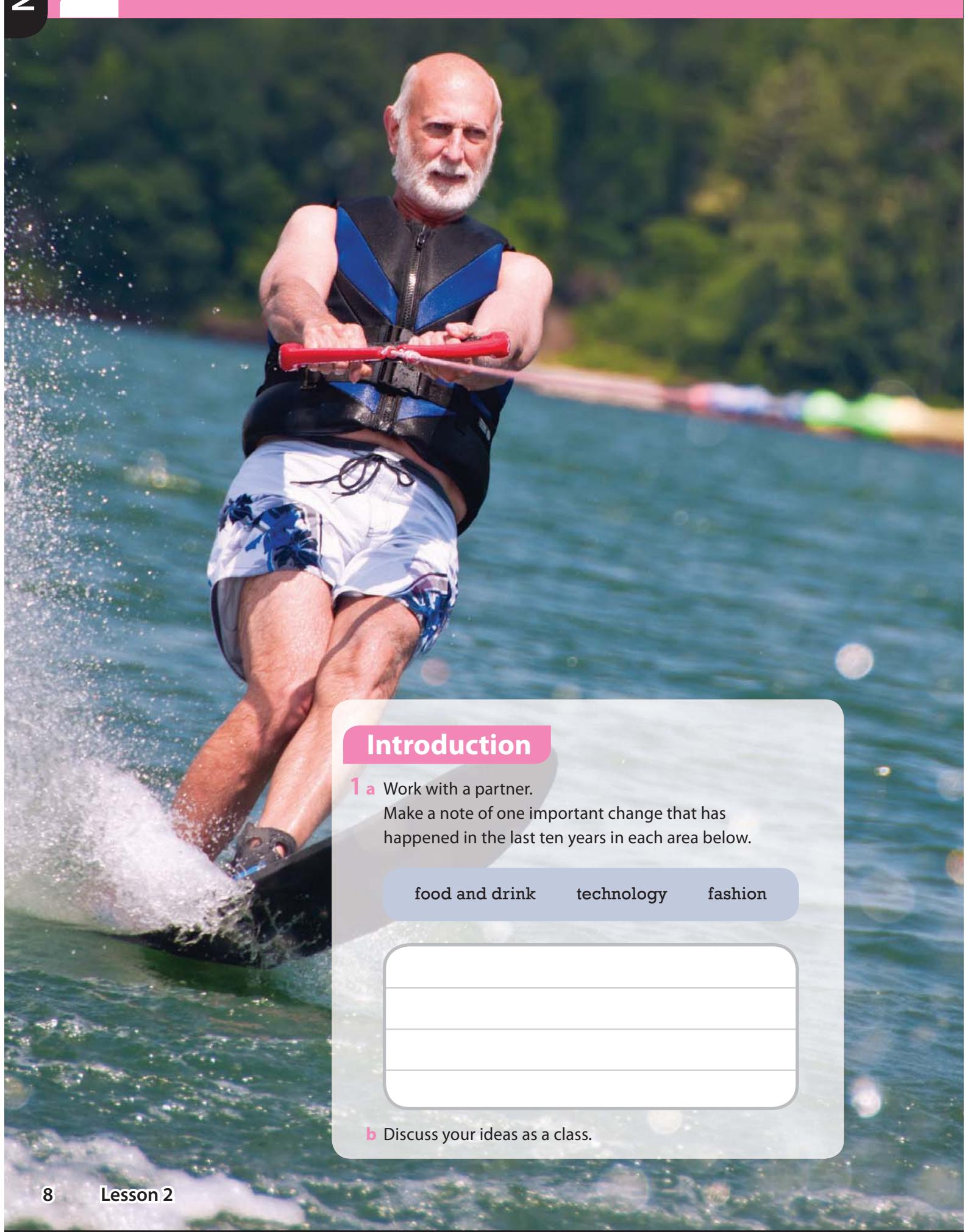
example Anthony: I really like science fiction.

Barbara: Really? So do I. How about you, Jean?

Jean: I haven't really read any. Why do you like it?

Homework - turn to page 94

2 Acting Your Age?



Introduction

1 a Work with a partner.

Make a note of one important change that has happened in the last ten years in each area below.

food and drink

technology

fashion

b Discuss your ideas as a class.

In this lesson: Discuss how things you like and do have changed

Grammar: *Used to* and *past simple*

Listening

2 a Look at the photos and the sentences in the boxes.

Who do you think says them? Write **Barry**, **Gladys**, or **Katie** above the sentences.



A

- 1 I used to go to nightclubs every Friday or Saturday night.
- 2 I got married.
- 3 I did use to enjoy clubbing.

B

- 4 I never used to like motorcycles.
- 5 I did use to ride my bicycle to work every day.
- 6 I got my motorcycle licence.

C

- 7 I used to hate sports.
- 8 A friend invited me to try karate.



b **Track 04** **Track 05** **Track 06** Listen and check your answers to **activity 2a**.

3 a Read the sentences in **activity 2** again. Write numbers to answer the questions below.

- 1 Which sentences talk about a *repeated action* in the past that doesn't happen now? 1 _____
- 2 Which sentences talk about something that happened only once in the past? _____
- 3 Which sentences talk about a *situation or state* that was true in the past, but is not true now? _____

b Read the **Language Focus** section on **page 10** to check your answers.

Language Focus

We can use **used to** when we talk about things in the past that are *not* true now.

used to + base form of the verb

It can refer to:

1. *repeated actions*

She **used to play** tennis every weekend, but now she just watches it on TV.

2. *a situation or state*

We **used to live** in a small flat, but we moved to a house last year.

I **didn't use to like** her, but now I think she's great.

We can add emphasis by using **did**.

I didn't use to drink a lot of milk, but I **did** use to eat a lot of cheese.

We often use **never + used to** instead of **didn't + use to** in negative sentences when speaking.

I **didn't use to** enjoy horror films.

I **never used to** enjoy horror films.

We do *not* use **used to** when we refer to something that happened only once. Instead we use the **past simple**.

- ✓ I **played** football every day.
- ✓ I **used to play** football every day.
- ✓ I **joined** the team when I was 14.
- ✗ I **used to join** the team when I was 14.

Practice

4 Rewrite the sentences below with **used to**, where possible.

a I owned a car, but then I sold it.

I used to own a car, but then I sold it.

b I never liked jazz, but I did go to one concert.

c My wife didn't enjoy classical music, but now she loves it.

d Diane loved summer holidays by the sea.

e I never played basketball, but I did watch it on TV.

f He visited his grandmother every Sunday.

g My brother lived in America.

h I never went to the gym, until the doctor told me to do more exercise.

i I didn't eat vegetables, but I did eat a lot of fruit.



Sounding Natural

- 5 a  **Track 07** Listen. Mark (●) the two main stresses in each sentence.

1 I never used to play basketball, but I did use to watch it on TV.

2 I didn't use to eat vegetables, but I did use to eat a lot of fruit.

- b  **Track 07** Listen again and copy the pronunciation.

Time to Talk

- 6 a Think about how the things you *like* and *do* have changed since you were younger.

Use the table to make notes.

	<i>in the past</i>	<i>now</i>
<i>clothes</i>	wore jeans every day	wear a suit
<i>food</i>		
<i>music</i>		
<i>hobbies</i>		
<i>job</i>		
<i>study</i>		

- b Work with a partner.

Discuss how things have changed since you were younger.

example A: When I was a student I used to wear jeans every day, but now I work in an office and I have to wear a suit.

B: Yeah, me too. It used to be much cheaper to wear jeans all the time.

- c Tell the class about your partner's answers.

Homework - turn to page 94

3 What Are You Excited About?

Introduction

1 Work with a partner.

Write the adjectives from the box, next to the correct meanings below.

interested

similar

risky

familiar

aware

interested	wanting to know more about something
familiar	well-known, because you have seen or experienced it many times
similar	very like something else, but not exactly the same
aware	knowing about something
risky	dangerous because there is a chance that something bad could happen

2 Complete the sentences below with the adjectives from **activity 1**.

- a Please stop talking about work. I'm not really interested.
- b I'm sure I know him – his face is familiar.
- c How embarrassing! I wasn't aware that they were vegetarians, and I cooked a beef stew!
- d Our daughters are very similar and they like a lot of the same kind of things.
- e Skiing can be quite a risky sport.



In this lesson: Find out about the people in your class

Vocabulary: *Adjectives with prepositions*



Listening

- 3 a **Track 08** Listen to Andrew talk to Mary about an idea he has.
Underline the correct options to complete the statements below.

- 1 Andrew is thinking about **buying a new computer / changing his job**.
- 2 Mary thinks Andrew's idea is **risky / great**.
- 3 Andrew **is / isn't** aware that there could be problems.
- 4 Andrew **knows / doesn't know** about computers.
- 5 In the future, Andrew wants to do something **completely different / similar**.

- b What do you think about Andrew's idea?

Language Focus

We often use **prepositions** after **adjectives**. The preposition we use depends on the adjective.

- 4 a Work with a partner. Read Andrew and Mary's conversation from **activity 3**, below.

Complete the conversation with the prepositions from the box.

You need to write some prepositions more than once.

about as at from in of to with

Andrew I'm thinking of leaving my job.

Mary Really? That sounds a bit risky. You've got a great salary and, well, at your age... aren't you worried about the future? I mean, you might not get another job as good as this one.

Andrew I know, I know... I'm aware of the problems. But I've been in this job for 20 years now and, to be honest, I'm just tired of it. I just can't get excited about going into work these days.

Mary But if you do decide to leave, what kind of job would you want?

Andrew Obviously something I'm interested in. I'm familiar with computers, so perhaps something in I.T. I'm pretty good at managing networks.

Mary Well, I guess it could be a chance to change your whole life.

Andrew I don't know about that. Anything very different from my current job might be too much of a change. I don't want something exactly the same as the job I do now, but I would like something similar to it.

- b  **Track 08** Listen again and check your answers to **activity 4a**.

- c Read the conversation in **activity 4a** again.

Tick (✓) the correct option to complete the rule below.

We can follow **adjective + preposition** combinations with...

the **base form** of the verb.

a **noun** or the **-ing form** of the verb.

There is a list of common **adjective + preposition** combinations in the **Language Reference** section on **page 109**.

Practice

- 5 Write numbers to match the beginnings of the sentences on the left with the correct endings on the right.

- a I'm not really interested 4
b I've never been abroad, so I'm really excited 10
c Football in America is not the same 3
d I'm not very good 5
e She's very different 9
f His company is in trouble, so he's worried 6
g He isn't really aware 2
h I'll never be tired 8
i African elephants are very similar 1
j Are you familiar 7

- 1 to Indian elephants.
2 of politics because he never listens to the news.
3 as football in the UK.
4 in clothes.
5 at sports.
6 about losing his job.
7 with computers?
8 of living in London.
9 from her sister.
10 about going to New York.

Sounding Natural

6 a  **Track 09** Listen. What happens to the underlined letters when we speak naturally?

- 1 I'm not very good at maths.
- 2 I'm excited about my trip.
- 3 She's different from me.

b  **Track 09** Listen again and copy the pronunciation.

Time to Talk

7 a Choose five of the sentences below and complete them to make them true for you.

- I think I'm quite good at _____.
- One thing I'm worried about is _____.
- I never get excited about _____.
- I think _____ is quite different from _____.
- I'm very interested in _____.
- I'm not very aware of _____.
- I never get tired of _____.
- I think _____ is / are quite similar to _____.
- I'm not really familiar with _____.

b Work with a partner. Compare the sentences you wrote in **activity 7a**.

Ask questions to get more information.

example A: I think I'm quite good at dancing.

B: Really? What kind of dance do you do?

c Tell the class about your partner's answers.



Homework - turn to page 95

4 It's a Kind Of...



1 American football



2 eggnog



3 lacrosse



4 Brussels sprouts



5 cherry blossom viewing



6 lassi

Introduction

1 a Work with a partner. Use your own ideas to put the things in the pictures into four groups.

Group 1

American football

Group 2

Group 3

Group 4

b Explain your ideas to the class.

2 a Unscramble the words and write them on the lines.

aeocblenirts

krnid

doof

tropss

sports

1

b Write the numbers of the pictures into the correct boxes above.

c Compare the way you grouped the pictures in **activity 1** to the way they are grouped in **activity 2b**. Are they the same or different?

In this lesson: **Describe things from your culture**

Function: *Describing and explaining what things are*



7 champagne



8 gooseberries



9 a wedding



10 golf



11 a birthday



12 trifle

Reading

3 a Write the names of things from **activity 1** to correctly complete the descriptions below.

1 is a kind of celebration. It's something that we do in Japan in the spring.

2 are a sort of vegetable which we usually eat at Christmas. They look a bit like small cabbages.

3 is a kind of drink. People often have it when they eat curry. It's made of yogurt and water, with salt or sugar. Sometimes it's made with mango.

4 is a kind of team sport where players try to run with a ball over the other side's line. It's a bit like rugby.

b Circle the words in the descriptions that helped you to find the answers.

Language Focus

We can use different expressions to describe and explain what something is.

We can say what kind of thing it is.

kind of / sort of + general word

He's a **kind of police officer**.

It's a **kind of food**.

It's a **sort of car**.

We can compare it to similar things.

(a bit) like + related word

It's **like a frying pan**.

He's **a bit like my boss**.

It's **a bit like Christmas**.

We can use **(a bit) like** with **verbs of sensation** (**taste, smell, look**, etc.).

It **tastes a bit like** steak.

It **smells like** cheese.

It **looks a bit like** my gold ring.

We can give information with a **defining relative clause** (underlined in the examples).

something / general word + **defining relative clause**

It's **something** that you do at New Year.

It's a **drink** which we make at Christmas.

He's a **little boy** who has a robot cat.

We can say what it's **made of / with**.

It's **made of** wood.

It's **made with** potato, milk and butter.

- 4 Find and underline examples of this language in the descriptions in **activity 3**.



Practice

- 5 a Work with a partner. Read the descriptions below. Make a note of one thing that can fit each description.

**They're
a kind
of
musician.**

It's a place where you can have a barbecue.

**It's made
with eggs.**

It tastes a bit like chicken.

**It smells
like
flowers.**

It looks a bit like a television.

It's something which you do at the end of the year.

**It's made
of plastic.**

Notes

- b Share your ideas with the class.

Sounding Natural

6 a  **Track 11** Listen. Do the underlined parts of the sentences sound the same or different?

- 1 They're a kind of musician.
- 2 It looks a bit like a television.

b  **Track 11** Listen again and copy the pronunciation.

Time to Talk

7 a Work with a partner.

Make a note of *three* things from your culture.

They could be from the ideas below, or ideas of your own.

Keep your ideas secret.

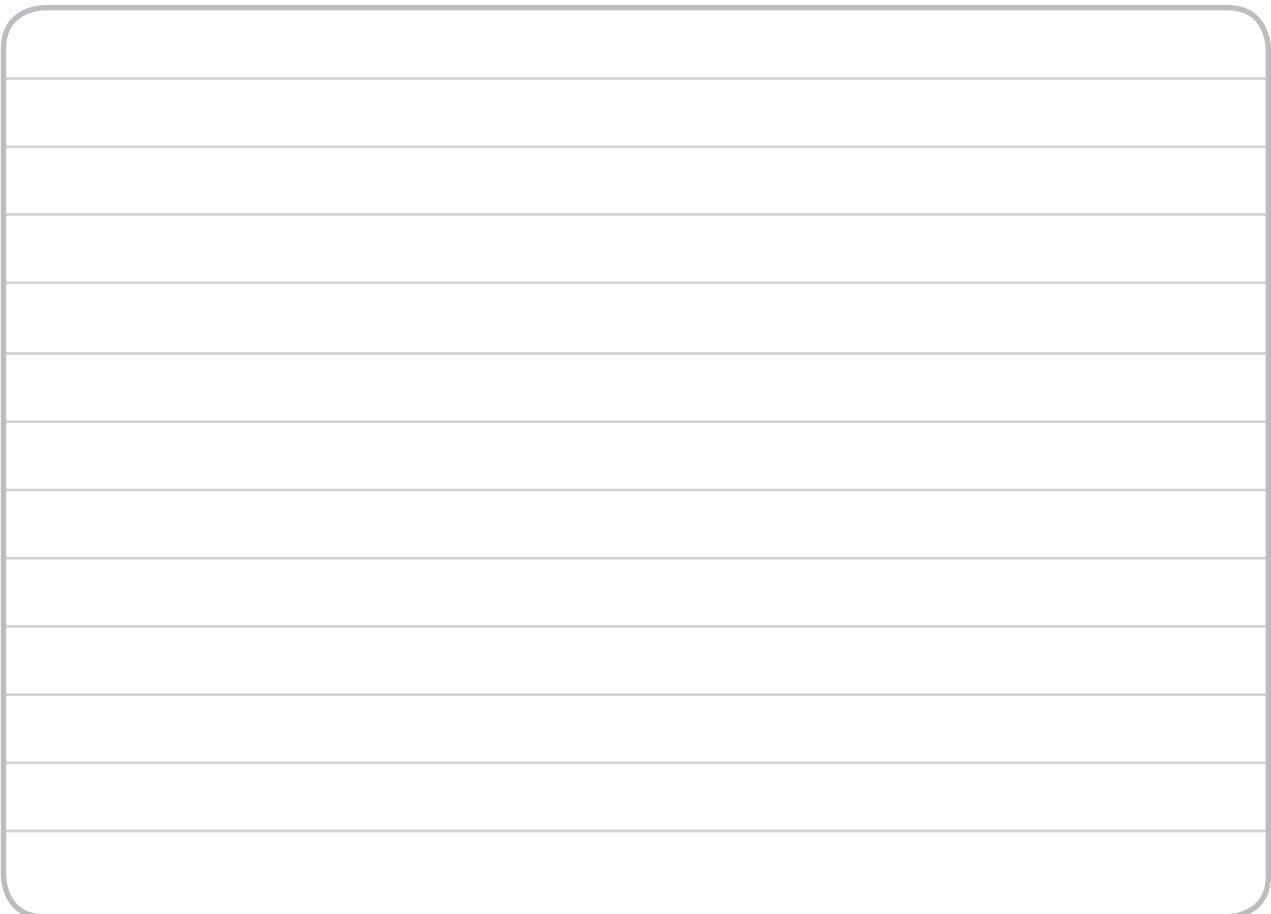
celebrations

food

places

drinks

sports



b Change partners. Take turns to describe the things you made a note of.

Try to use expressions from this lesson.

Guess what your partner describes.

c How many things did you guess correctly? Tell the class.

Homework - turn to page 96

5 Animal Trouble

Introduction

1 a Work with a partner.

Write the words from the box into the correct places in the diagram.

pet

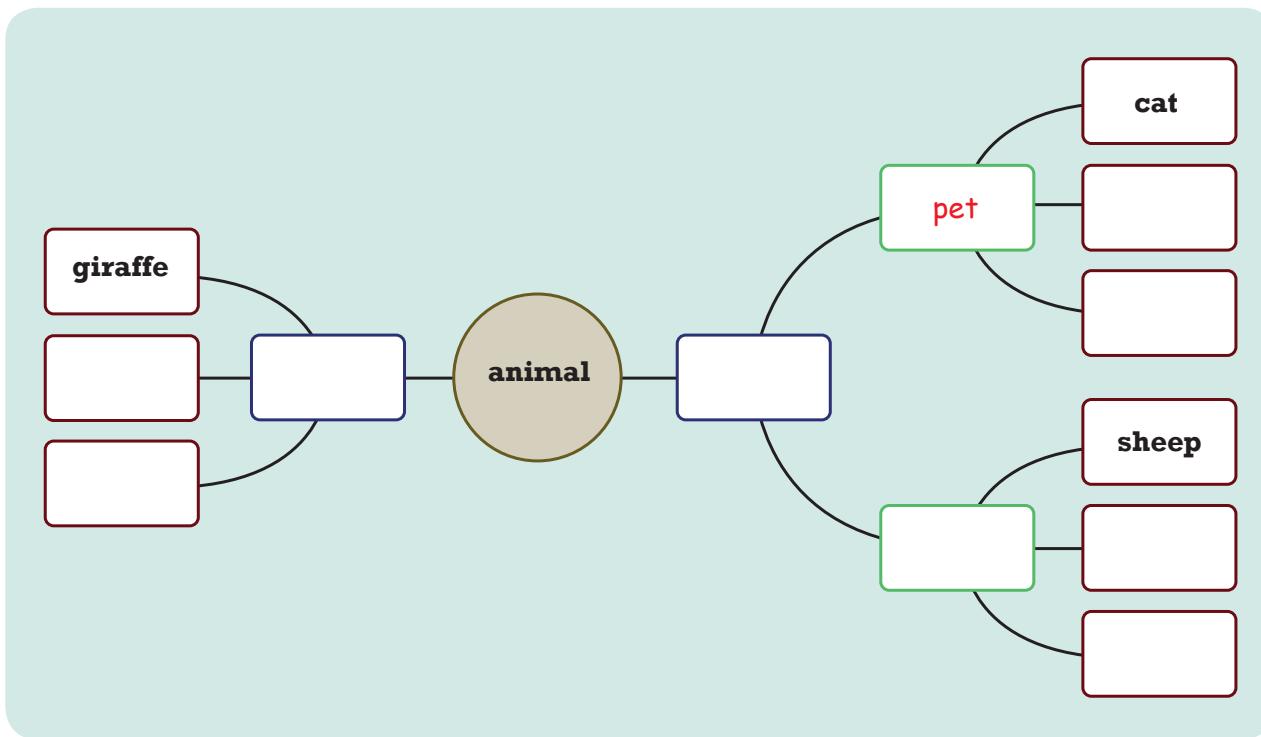
chicken

domestic

farm

seal

wild



b Complete the diagram with your own ideas.

2 Read the words in the word cloud.

Circle the things in the word cloud that you can see in the picture on **page 21**.

climbed up
 firefighters **roof** garage
 animal **rushed outside**
Claire Walters South Wales
 ladder fire engine
unharmed

Listening

3 a You are going to listen to a story about an animal.

Before you listen, discuss the questions below with a partner.

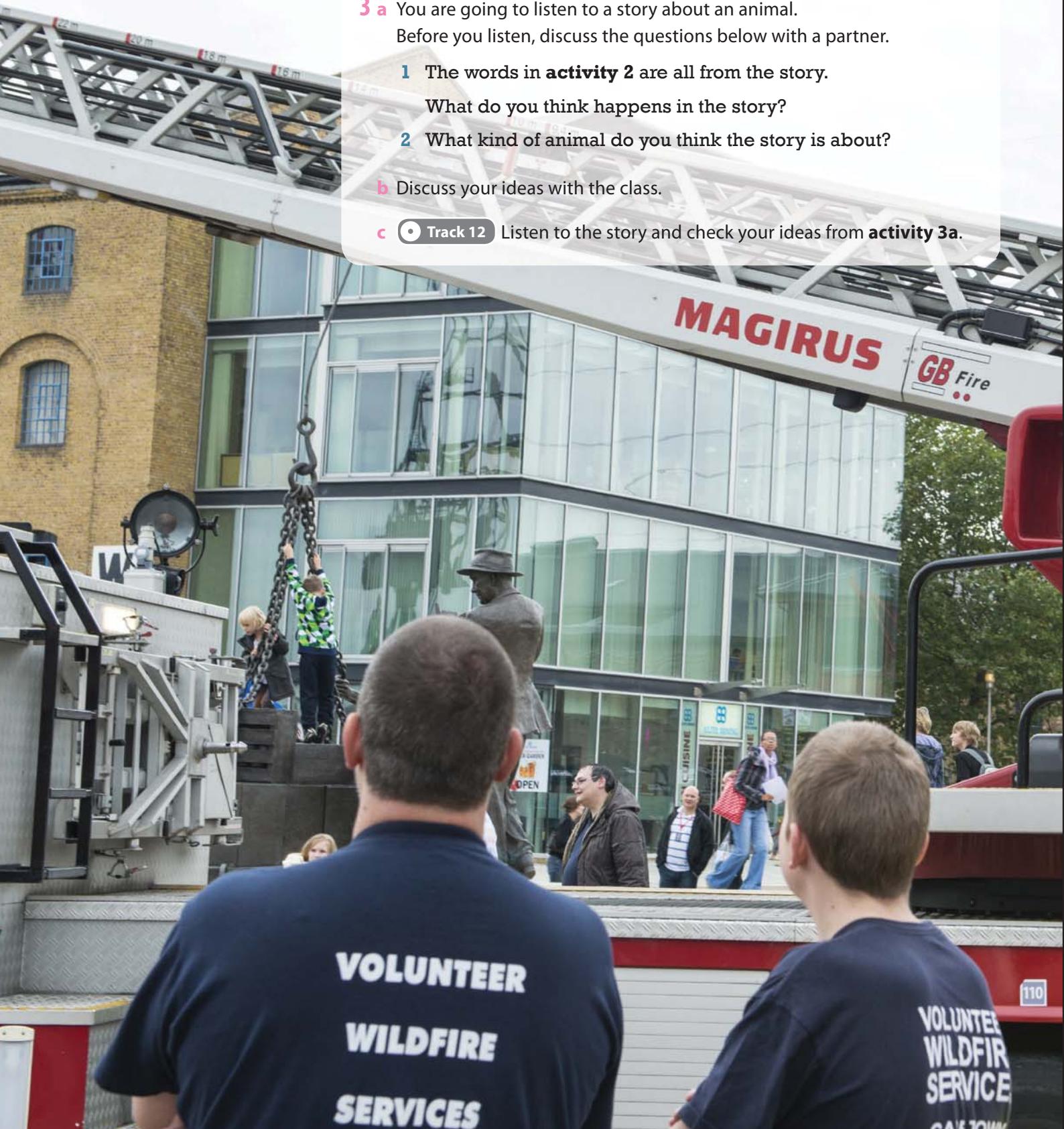
1 The words in **activity 2** are all from the story.

What do you think happens in the story?

2 What kind of animal do you think the story is about?

b Discuss your ideas with the class.

c  **Track 12** Listen to the story and check your ideas from **activity 3a**.



Listening Tip

Use key words to retell stories

Focus on key words when you listen to a story.

Use these to retell the whole story in your own way.

4 a Work with a partner.

Read the excerpts, below, from the story you heard in **activity 3**.

Underline any words or expressions you don't know.

she suddenly heard _____

watching TV in her living room **1** _____

pull up in the street _____

a crowd of people all looking upwards _____

terrified that her house was on fire _____

finally persuaded the animal _____

a fire service spokesman said _____

none the worse for its adventure _____

later spotted eating a mouthful of grass _____

b As a class, discuss the meanings of the words and expressions you underlined in **activity 4a**.

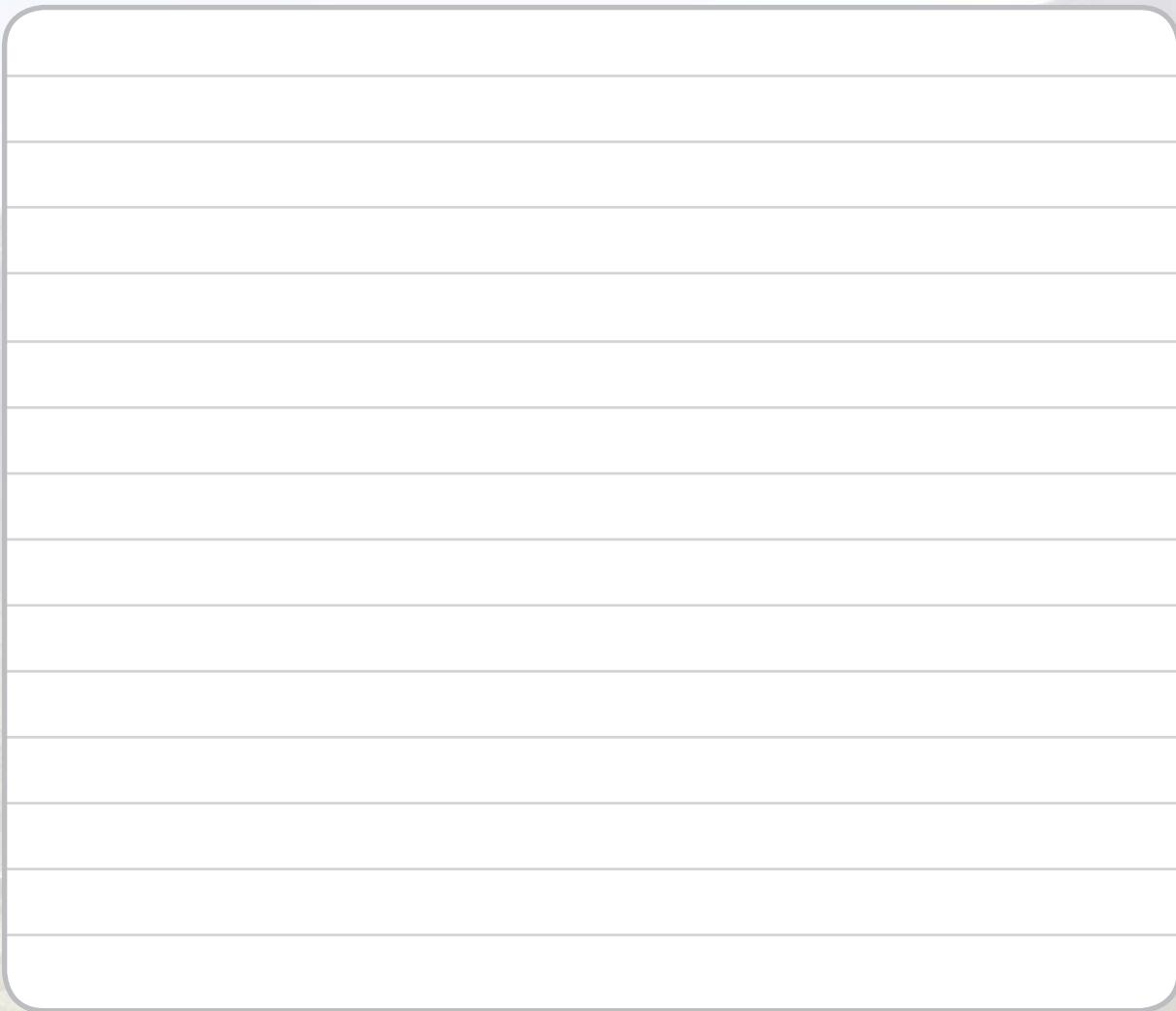
c **Track 12** Listen to the story again.

Number the excerpts in **activity 4a** in the order you hear them.

5 a Work with a partner.

Write, in your own words, the story you listened to, but include *all* the excerpts from **activity 4a**.

You can also use the words from **activity 2** to help you.



b Work with another pair and compare your stories.

Make any changes to your story that you want to.

c  **Track 12** Listen again to the original story. Compare your story to it.

Make any changes to your story that you want to.

Time to Talk

6 Work with a new partner.

Take turns to retell the story without reading what you wrote.

Homework - turn to page 97

6 Stretching the Truth

Introduction

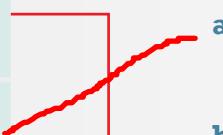
- 1 a** Complete the phrases below with the verbs from the box, then draw lines to match the phrases with the meanings on the right. Use each verb only once.

tell

make

stretch

take

1 tell a white lie

make the facts seem better than they really are

2 skretch the truth

say something untrue to protect someone's feelings

3 take somebody in

give an explanation or tell a story that is not true

4 make something up

trick someone and make them believe something that is not true

- b** Discuss the questions below as a class.

- 1 Is it OK to tell white lies? Why or why not?
- 2 Is it ever OK to stretch the truth (e.g. when you apply for a job)?
- 3 Is taking someone in always bad?
- 4 Have you ever told a child that Father Christmas is real?

Reading

- 2 a** Read the title and first paragraph of the article on **page 25** and look at the picture of Harry. What do you think Harry's secret is?

- b** Read the rest of the article to check your ideas from **activity 2a**.

- c** Work with a partner.

Write *no more than three words* from the article to show who *said* or *thought* the sentences below.

1 'He's a likeable, clever 17-year-old.' _____ **the teachers**

2 'Come out with us.' _____

3 'Leave me alone!' _____

4 'I prefer to stay at home and study.' _____

5 'Where is your mother?' _____

6 'My mother is an opera singer.' _____

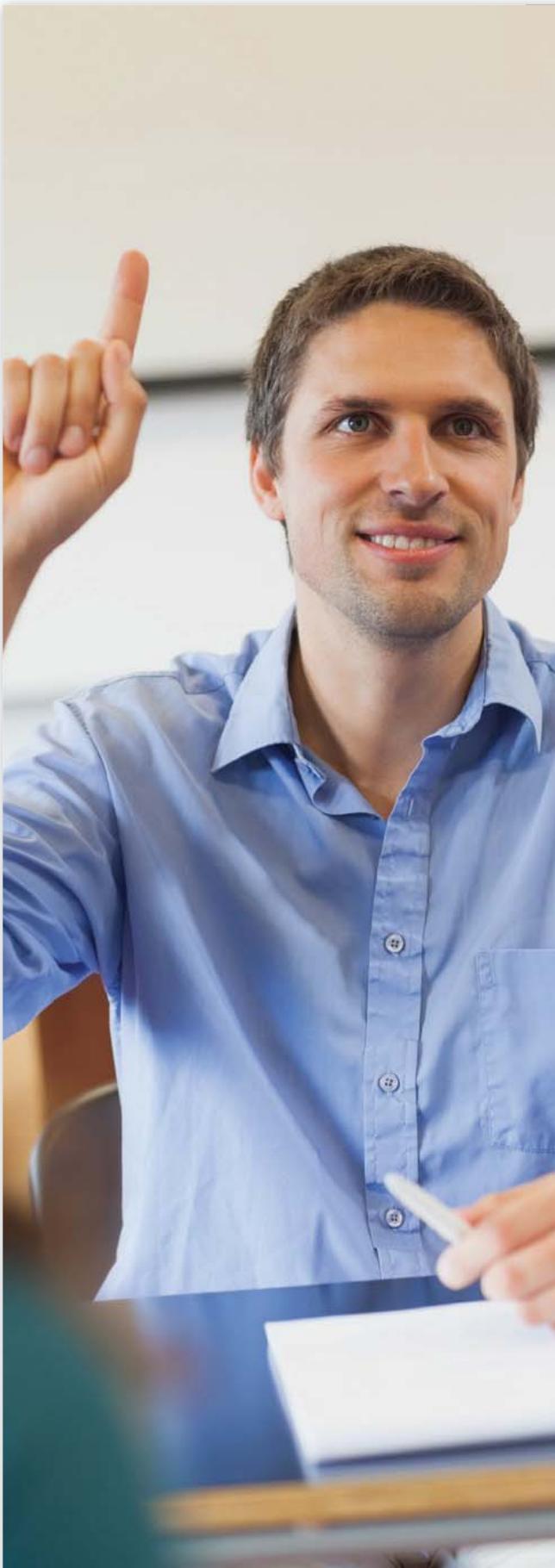
7 'Would you like to join us on a trip to Tenerife?' _____

8 'Please show me your passports.' _____

- 3** Why do you think Harry did what he did?

In this lesson: Talk about lies and making things up

Grammar: *Structures with reporting verbs*



HARRY'S HIGH SCHOOL SECRET

Harry Speed was one of the best students in Lyle High School, Scotland. The teachers all thought that he was a likeable, clever 17-year-old. He worked hard and got top marks in his exams, but he never spent his free time with the other kids. They invited him to come out with them, but he told them to leave him alone. He said that he preferred to stay at home and study.

He lived in a house on his own and did all his own cooking and cleaning. When Harry's classmates asked him where his mother was, he told them that she was an opera singer and that she was touring around Europe.

After they graduated from high school, some students asked Harry if he would like to join them on a trip to the sunny, Spanish island of Tenerife. They all went to buy their tickets together, but Harry's friends discovered something shocking when the travel agent asked them to show their passports. Harry showed his and they all saw that he was actually a 32-year-old man named Bill Ferguson!

Language Focus

We can use different verbs and structures when we report what someone *thinks* or *says*.

We can report *thoughts* with **think** plus a **that-clause**.

I thought that you were coming to the party.

We can report *statements* with **say** or **tell** plus a **that-clause**.

If we use **tell** as the reporting verb, we mention a *person* before the **that-clause**.

He said that he likes watching films.

I told them that I was tired.

We often leave out **that** in informal speech.

He said he likes watching films.

I told them I was tired.

We can report **wh-questions** with **ask** plus a **clause** beginning with a **question word**.

The word order is the same as for *statements*.

We don't use question marks.

She asked (me) where I live.

We can report **yes/no questions** with **ask** plus an **if-clause**.

We can use **whether** instead of **if**.

He asked (me) if I liked Indian food.

He asked (me) whether I liked Indian food.

We can report *requests*, *invitations* and *commands* with **ask**, **invite** or **tell** plus **person + to + base form** of the verb.

They asked me to help.

I invited him to come to the party.

We told them to be quiet.

- 4 Read the article on **page 25** about Harry Speed again. Underline more examples of the verbs and structures above.

Practice

5 Write the words in the correct order to make reporting sentences. You need to add one more word to make each sentence. Sometimes more than one answer is possible.

a me / be / told / he / quiet

He told me to be quiet.

b that / tired / said / he / not / he

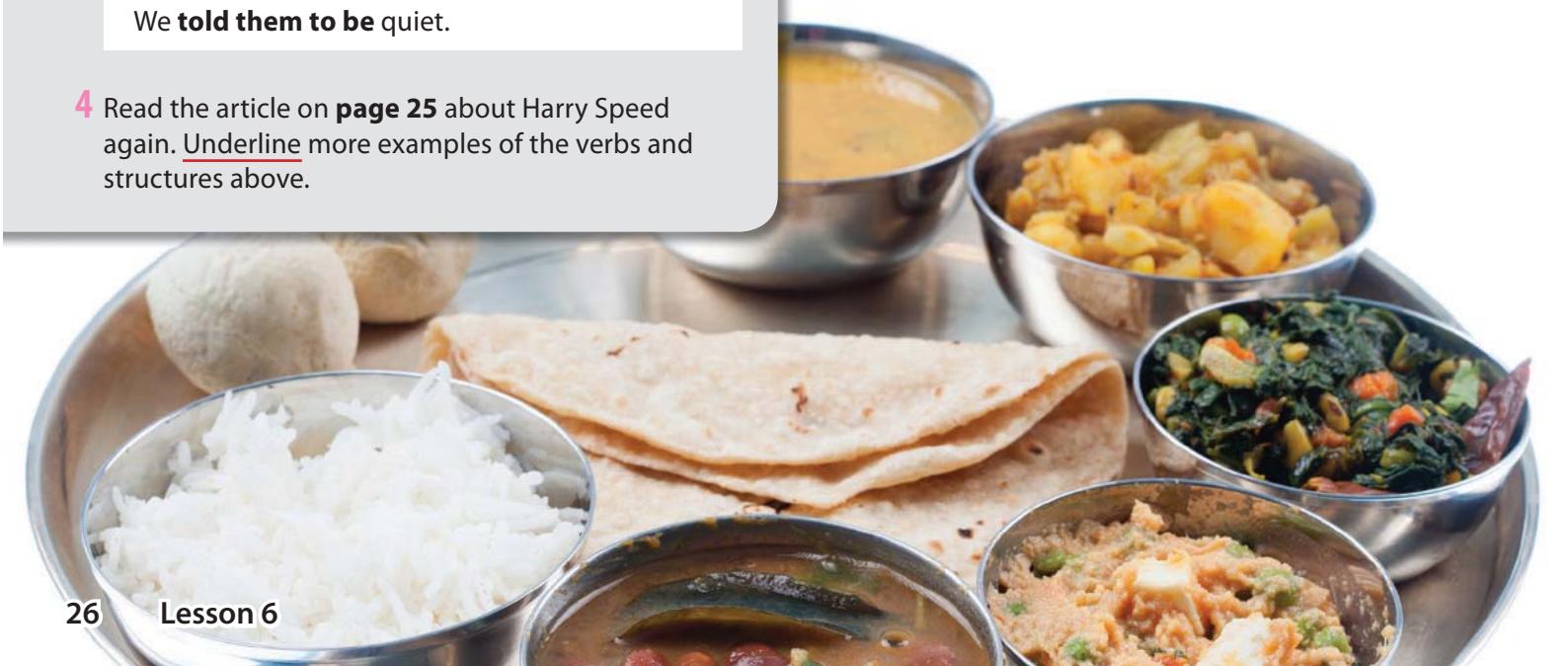
c invited / I / come / her

d could / he / down / he / sit / asked

e that / happy / she / told / us / she

f me / he / pay / asked

g brothers / asked / has / they / many / she



Sounding Natural

6 a  **Track 14** Listen. What happens to the underlined letters when we speak naturally?

- 1 I asked how many brothers they have.
- 2 He asked me to pay.
- 3 She asked where I live.
- 4 He asked if I liked Indian food.

b  **Track 14** Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own. Make a note of your answers to the questions below.

Have you ever told a white lie?
Who did you tell it to? What did you say?

Has anyone given you an answer that you didn't believe?
What did you ask? What did they tell you?

Has anyone ever asked or told you to do something you didn't want to do?
What did they ask? What did you think?

b Work with a partner.

Share your answers to the questions in **activity 7a**.

Ask questions to get more information.

c Tell the class about your partner's answers.

Homework - turn to page 97

7 Friends and Neighbours



Introduction



1 a Work with a partner.

Write **go** or **get** into the spaces below, so that the expressions on the left match the meanings on the right.

<i>expressions</i>	<i>meanings</i>
<u>get</u> a cold	become ill with a cold
<u>go</u> abroad	travel to a foreign country
<u>get</u> into something	become interested in something
<u>go</u> grey	start to have grey hair
<u>go</u> halves	share the cost of something with someone
<u>go</u> into detail	include all the details in an explanation
<u>go</u> on a date	have a romantic meeting somewhere with someone
<u>get</u> on someone's nerves	annoy someone and make them angry
<u>get</u> on well	have a good relationship with someone
<u>go</u> out	have a romantic relationship and date with someone
<u>get</u> to know	slowly learn more about someone
<u>go</u> on	talk a lot about something and annoy people
<u>get</u> into an argument	begin having an argument

b Complete the sentences below with expressions from **activity 1a**.

Put the verbs into the correct form.

- 1 My throat hurts and I'm sneezing. I think I'm getting a cold.
- 2 We need more information on this plan. Could you go into details, please?
- 3 We're going on a date tomorrow. First a movie, and then a meal in a restaurant.
- 4 We wanted to celebrate, so we got halves on a bottle of champagne.
- 5 You need to take your passport when you go abroad.
- 6 She never stops talking about her boyfriend. She just goes on about how wonderful he is.

Reading

- 2 a Read the title of the article about Karen and Kenny on **page 29** and look at their picture.
What kind of relationship do you think they have?
Tick (✓) an option below.

they are brother and sister
they are married
they are good friends



- b Read the article and number the paragraphs to put them into the correct order.
Check your ideas from **activity 2a**. You have one minute.

- c Read the article again.
Circle the correct options to show if the statements below are true (T) or false (F).

- 1 Karen and Kenny are friends. **T** / **F**
2 They met at high school. **T** / **F**
3 They watched a movie and had a coffee on their first date. **T** / **F**
4 Kenny used to become nervous when he talked to Karen. **T** / **F**
5 They married when they were 21. **T** / **F**
6 They are married today. **T** / **F**
7 They are too old to dance. **T** / **F**

- 3 Do you think Karen and Kenny's relationship is unusual? Why?

1 Kenny and I have always been friends. I was born next door to him, and I got to know him when we played together in the street as little kids. When we were 16, we went to watch a movie together, and on the way home we went for a coffee. I guess that was our first date. After that, we started going out.

3 We got engaged when we were 19 and we got married a year later, which was far too young.

2 He was lovely. He wore these big, thick glasses and he was really shy! He used to get so nervous when he talked to me, but he always made me feel happy. My mother absolutely loved him. She always said that when we got older, we should get married.

5 We never stopped being friends, though. We're both getting old and going grey now, and I couldn't imagine my life without him. He still lives in the same street as me and we see each other almost every day. I get on really well with his girlfriend, and we all go out for a meal once a month. We even go dancing now and then!

4 Living together can be quite different from being friends. We got on each other's nerves. I wanted us to start a family, but he just wasn't ready. We got into arguments nearly every day. Living together wasn't working, so we got divorced after three years of marriage.

Language Focus

We can use **go** in various ways, to talk about *activities*.

go + -ing form of the verb for many general activities where we move about

He **went skiing** last year.

She **goes running** every evening.

go + to + base form of the verb for activities with a definite beginning and end

They **go to watch** the boat race every summer.

He's **gone to meet** a friend.

go (out) for a + noun for many fairly short, free time activities

Do you want to **go (out) for a walk?**

We **go for a meal** every Friday.

We can use **get** with **past participles** and many **adjectives** to describe a change of state.

It has a similar meaning to **become**.

get + past participle

How did the window **get broken**?

He quickly **got dressed** and left for work.

get + adjective

I forgot my umbrella and **got** very **wet**.

It **gets dark** quite early in the winter.

We usually use **go**, not **get**, with *colours* and many *negative adjectives*, such as **bad**, **bald**, **mad** and **wrong**, but we use **get** with **tired**, **old**, **sick**, **angry**, **bored**, and **ill**.

It's autumn and the leaves are **going red**.

We planned the meeting really carefully, but everything **went wrong**.

Let's stop – everyone is **getting tired**.

Bob quit his job after he **got ill**.

4 Read the article on **page 29** again.

Find and underline more examples of these uses of **go** and **get**.

We also use **go** and **get** in many idioms and phrasal verbs.

Look at **activity 1a** for some examples.

Practice

5 Use the words from the boxes to complete the sentences below.

Put the verbs into the correct form and use **to** or **a** where necessary.

adjectives

cold
friendly
wrong
tired

verbs

see
shop
marry

nouns

coffee
meal
swim

- a She got tired of sunbathing, so she went for a swim in the sea.
- b We got married last year – it was a lovely wedding.
- c Drink your coffee before it gets cold.
- d We're getting quite friendly and we sometimes go for a coffee before work.
- e We both like clothes and we often go shopping together.
- f He lives quite far away, but I go to see him when I have the time.
- g I didn't want to cook, so we went out for a meal.
- h We used to be good friends, but something went wrong and I never see her now.



Sounding Natural

6 a  Listen. How do we pronounce the underlined parts of the sentences below?

- 1 We went for a walk.
- 2 They went for a swim in the sea.
- 3 Would you like to go for a drive?

b  Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own. Think about a relationship in your life.
Use an idea from below or one of your own.

someone you met at school a colleague a friend a neighbour

Use the table below to make some notes about your relationship.

Who is the person?

Where / How did you meet?

How do you get on?

What do you do together?

How has your relationship changed?

b Work with a partner. Tell each other about the person you made notes on in **activity 7a**.
Try to use expressions with **go** and **get**.

example A: I got to know Tony in primary school. We sometimes go scuba diving together.
B: When did you get into that?

c Tell the class about your partner's relationship.

Homework - turn to page 98

I'm Sorry, What Was That?

Introduction

1 a Work with a partner.

Make a list of situations where you might need to ask someone to repeat what they said.

In a language classroom.

On the telephone.

In a restaurant.

b Share your ideas with the class.



Listening

2  Track 16  Track 17

Listen to Mike making two phone calls.

Underline the correct answers to the questions below.

Conversation 1

What is Mike doing?

- a Arranging a delivery.
- b Asking to speak to someone.
- c Collecting a car.

Conversation 2

What is Mike doing?

- a Booking a hotel.
- b Arranging to meet a friend.
- c Reserving a table at a restaurant.

3  Track 16  Track 17

Listen to the phone calls again.

Write a word or a number to answer each question.

Conversation 1

- a Who does Mike want to speak to?

- b What is Mike's telephone number?

- c What is Mike's surname?

Conversation 2

- d Where does Mike want to go?

A _____ restaurant.

- e What time is the booking?

- f What time are they going to meet?



Language Focus

4

Listen again to Mike's phone calls.

Tick (✓) the expressions, below, that you hear.

checking information

I'm sorry, what was... (again)?
Sorry, I didn't catch that.
I'm sorry, what did you say?
Sorry?

(I'm sorry,) did you say ...? ✓
So that's...
Do you mean...?

confirming and making yourself clear

What I mean is...
I said...
No, that's...

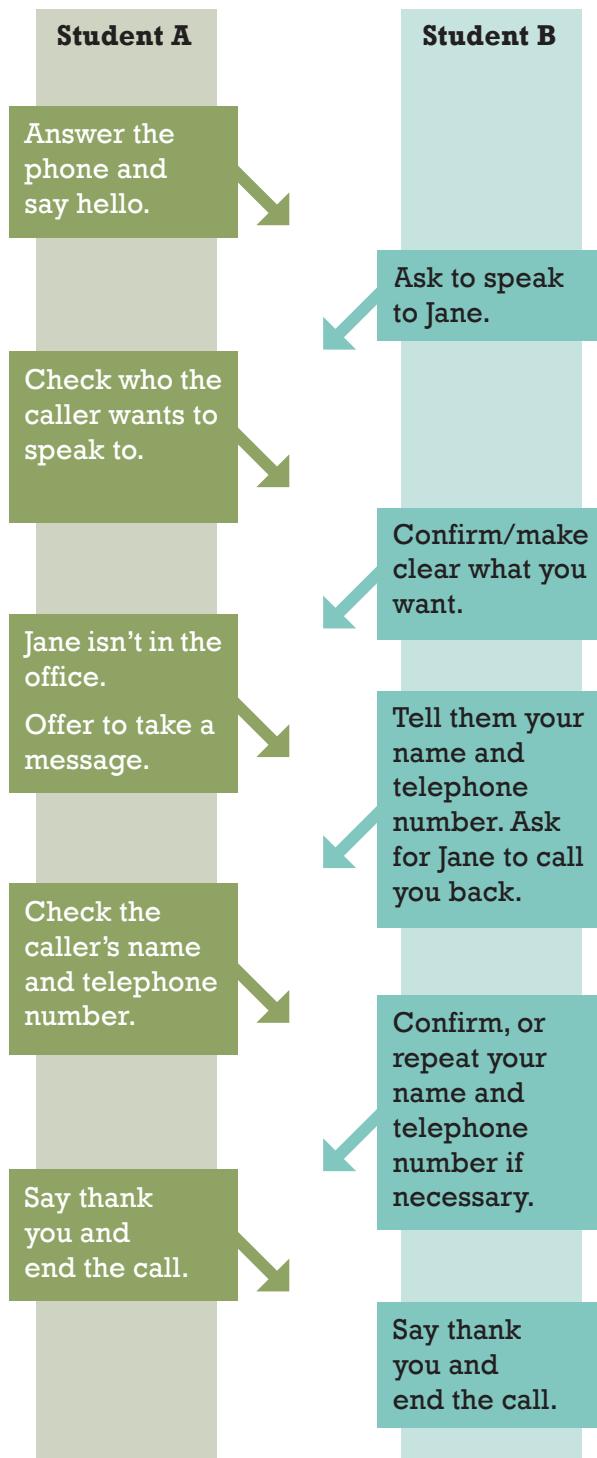
(Yes,) that's right.
That's correct.
Yes, that's it.

5 Complete the table in **activity 4** with the headings from the box below.

confirming
asking someone to repeat
making yourself clear
asking someone to confirm

Practice

6 a Work with a partner. Use expressions from the **Language Focus** section and the **Useful Language** box to role-play the telephone conversation below.



b Change roles and practise again.

Useful Language

asking for something

Could I...
Could you...

making a suggestion

How about...?
What about...?

ending a call

Thanks very much. Goodbye.
Goodbye.

Sounding Natural

7 a  **Track 18** Listen. What sound can you hear in the underlined parts of the sentences?

- 1 Could you say that again, please?
- 2 Do you mean the red one?

b  **Track 18** Listen again and copy the pronunciation.

Time to Talk

8 a You are going to role-play two telephone calls.

Work in two groups, **A** and **B**.

Group A: read the information below and prepare for your role-plays.

Group B: go to **page 85**.

Role-play 1

Read the advertisement below.

Telephone a friend and arrange to go for lunch at the restaurant.

You can go anytime on Thursday, Friday, or Saturday.

Dino's Italian Restaurant

15 Redmans Road

Lunchtime Monday to Friday

12.00 p.m. – 2.00 p.m.

Special set lunch menu with one drink – two people for £12

Lunchtime Saturday

12.00 p.m. – 3.00 p.m.

Special set lunch menu with one drink – two people for £20

Your partner will answer the phone.

example A: Hello?

B: Hi, Ben. How are you? How about going for lunch sometime?

Role-play 2

You ordered a new jacket from a shop. Telephone the shop and ask if your order is ready.

The order number is **PBR55**.

Ask your partner to confirm and repeat information where necessary.

Your partner will answer the phone.

example A: Good afternoon, Jack's Jackets. How may I help you?

B: Hi. I'm calling about a jacket I ordered.

b Work with a partner from the other group. Role-play the conversations.

c Tell the class what you arranged.

Homework - turn to page 98



9

I've Known Him a Long Time



Introduction

1 a Complete the definitions below with the words from the box.
Use the examples on the right to help you.

an action	a state
definitions	examples
action <hr/> is what something or someone does.	We went to a great party last night. I'm studying quite hard for the exam.
state <hr/> is the <i>condition</i> that something or someone is in.	She's really intelligent. He has lovely, brown hair.

b Write **A** or **S** at the end of each sentence to show if the underlined verbs describe *actions* (**A**) or *states* (**S**). (Be careful: some verbs can describe both, depending on context.)

- | | | |
|--|-------|----------|
| 1 We <u>ran</u> for the bus. | | A |
| 2 We <u>had</u> a meeting. | | a |
| 3 I <u>have</u> three cats. | | s |
| 4 We <u>had</u> a sandwich for lunch. | | s |
| 5 I <u>come</u> from Spain. | | A |
| 6 She <u>came</u> to the meeting in the afternoon. | | A |
| 7 Do you <u>understand</u> ? | | s |
| 8 Do you <u>make</u> business suits? | | A |
| 9 I don't <u>know</u> her. | | s |
| 10 They really <u>like</u> each other. | | s |

In this lesson: Share information about your life

Grammar: *Present perfect simple and present perfect continuous*

Listening

2 a

Listen to three people talk about relationships they have.

Underline the correct option to show what kind of relationship each person talks about.

Ben: a relationship with a **colleague / friend / pet**

Mandy: a relationship with a **colleague / friend / pet**

Chris: a relationship with a **colleague / friend / pet**

b Read the statements below from **activity 2a**.

Write **Ben**, **Mandy**, or **Chris** to show which person made each statement.

1 I've had him for ten years now.

Ben

2 I've been working with Larry for five years.

3 He's introduced me to golf.

4 He's been getting a bit old recently.

5 We've known each other since we were three years old.

6 We've been playing every Sunday for the last year.

7 She's asked me to be her bridesmaid.

c

Listen again and check your answers to **activity 2b**.

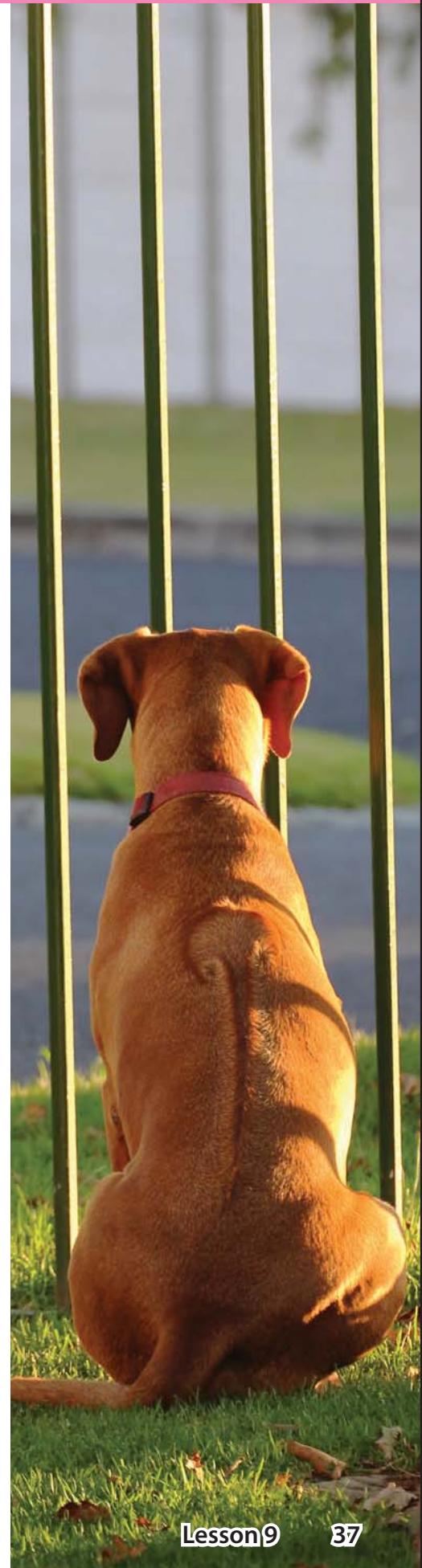
3 Read the sentences in **activity 2b** again.

Write a number in each space below to show which sentences talk about...

a completed actions in a period until now. 3 _____

b states which began in the past and continue now. _____

c actions which began in the past and *continue or repeat* until now. _____



Language Focus

We can use the **present perfect** to talk about time until now. We use it to show the connection between the past and the present.

present perfect simple (have + past participle)

1. Completed actions in a period until now

I've **finished** the job! (so now I can relax)
She's never **been** to China. (in her life until now)

2. Actions or states that began in the past and continue now

He's **worked** here for 20 years. (and he continues to work here now)

I've **been** tired all morning. (and I'm still tired)

present perfect continuous (have been + -ing form of the verb)

Emphasis on the *continuation* or *repetition* of an action over a *length of time* until now

I've **been waiting** for two hours. (focus on how long the waiting continued)

We've **been going** on holiday to France since I was a child. (focus on how long the action was repeated)

We use **how many** to ask about the *number of completed actions* in the time until now.

how many + present perfect simple

How many times have you been to France?

We use **how long** to ask about the *length of time* until now.

how long + present perfect simple

how long + present perfect continuous

How long has he worked here?

How long have you been waiting?

We often use **for** and **since** when we talk about the *length of time* until now. We use **for** with a *period of time* and **since** with a *point in time*.

I've lived / been living here **for 18 years**.

(18 years = *period of time*)

I've lived / been living here **since I was young**.

(I was young = *point in time*)

When we focus on *length of time*, there is often little difference in meaning between the **simple** and **continuous** forms, but we *don't* normally use the **continuous** form when we talk about *states*.

- ✓ He's worked here for 20 years.
- ✓ He's been working here for 20 years.
- ✓ I've liked him for months.
- ✗ I've been liking him for months.

Practice

4 a Underline the correct options to complete the sentences below.
Sometimes both options are possible.

- 1 I've **known** / **been knowing** my best friend for most of my life.
- 2 I've **had** / **been having** this hairstyle for two days now.
- 3 I've **studied** / **been studying** English for more than five years.
- 4 He's **slept** / **been sleeping** for six hours.
- 5 We've **eaten** / **been eating** at that restaurant twice.
- 6 I've **lived** / **been living** in the same house since I was born.

b Use **how long** or **how many** to write questions that match the sentences in **activity 4a**.
Sometimes there is more than one possibility.

1 **How long have you known your best friend?**

2 _____

3 _____

4 _____

5 _____

6 _____



Sounding Natural

5 a  **Track 22** Listen. How do we pronounce the underlined words when we speak naturally?

- 1 How long have you known him?
- 2 How many times have you met?

b  **Track 22** Listen again and copy the pronunciation.

Time to Talk

Work in two groups, **A** and **B**.

Group A: read the instructions below.

Group B: go to **page 86**.

6 a In your group, make a note of questions with **how many** or **how long** that you can ask about the things below.

books this year
the same hairstyle
foreign countries visited
mobile phones owned
studying English

b Work with a partner from **Group B**.

Ask your partner the questions that you made a note of in **activity 6a**.

Answer your partner's questions and find out how similar or different you are.

example A: How many books have you read this year?

B: About six. How about you?

c Tell the class what you discovered.



Homework - turn to page 99

10 Hometown

Introduction

- 1 a** What makes somewhere a good place to live? Write numbers to rank the ideas below from 1-3 (1 = the most important).

good shops

friendly people

lots of things to do

- b** Is there anything else that you think is important? What?

Reading

- 2 a** Work with a partner. Look at the pictures in the article about a place called Skipton, on **page 41**. Write *five nouns* and *five adjectives* you think will be in the article.



- b** Share your ideas from **activity 2a** with the class.
c Read the article quickly to check your ideas from **activity 2a**. You have one minute.

- 3 a** Find and circle five adjectives in the article that you *didn't* write in **activity 2a**.

Try to circle *one* adjective in *each* paragraph.

- b** Write the adjectives you circled into the left column of the table below.

Write what each adjective describes into the column on the right.

<i>adjective</i>	<i>what it describes</i>

Reading Tip

Use what you read to guess things that aren't written

You can use what you read to guess other information.

For example, you can guess:

- the writer's opinion on a topic
- the kind of person an article is written for
- the kind of person who would like things that an article recommends

- 4 a** Read the article again.

Circle the correct options to show if each statement below is *true* (**T**) or *false* (**F**).

- 1** People with children would like Skipton. **T / F**
- 2** People who like living in cities would like to live in Skipton. **T / F**
- 3** Skipton is a good place to go clubbing. **T / F**
- 4** People who like shopping would like Skipton. **T / F**
- 5** The author thinks that Skipton is a good place to live. **T / F**

- b** Guess what kind of person the article about Skipton is written for. Tick (✓) an option below.

someone who is looking for a good place to live

someone who is looking for a good place to have a holiday

someone who is looking for a good place to study

THE POST

News

Culture

Business

Technology

Lifestyle

Travel

Lifestyle

Locations

follow



share

Why don't we live in...

Skipton

The essentials:

Skipton is a pretty, historical town in the north of England. It has a canal running through it, a beautiful, old castle and a traditional market that runs four times a week. In 2014 a report by the Sunday Times newspaper said that it was the best place to live in Britain.



Why it's a great place:

It's fantastic for families. It's quiet and safe with very little crime, and it's located near some of the most beautiful countryside in England. It also has some excellent schools. Skipton Girls' High School is one of the finest in the country.



What's not so great:

With a population of 15,000, some people might think it's a bit too small. If you like nightlife, you're out of luck – it's mostly traditional pubs. You'll need to make a trip to Bradford or Leeds if you want to go clubbing.



Transport:

A railway line connects Skipton to the nearby cities of Bradford and Leeds. Trains run about every 40 minutes.



What to do:

The High Street has many independent and unique shops, and you can spend hours just looking around them. There's also a wide range of restaurants. Try the delicious tea and cakes at Hettie's Café on the High Street – or have a pint at the Black Horse, a traditional pub next to the canal.



Alison



Bob

5 a Look at the pictures of Alison and Bob. Both of them were born in Skipton.

Who do you think moved away?

Who do you think continues to live there?

Why do you think so?

b Work in two groups, **A** and **B**.

Group A: go to **page 84** and read about Alison.

Group B: go to **page 87** and read about Bob.



Time to Talk

- 6 a** Work on your own. Use the table below to make notes about a town where you have lived in the past or the place where you live now.

The name of the place:

Do you live there now?

How would you describe the place?

What can you say about the following things?

- people
- shops
- things to do

How have your feelings about the place changed?

Any other information:

- b** Work with a partner.

Tell each other about the place you made notes on in **activity 6a**.

Ask questions to get more information.

- c** Tell the class about the place your partner talked about.

Homework - turn to page 100



Introduction

- 1 Use the words from the box to complete the explanations below.

change
delivery
discount
exchange
faulty
on offer
overcharged
refund
sell-by date

- a If you give 20 pounds to buy something that costs 15 pounds, you should get five pounds change.
- b If a shop gives you a discount, they ask you for less than the normal price.
- c If you are overcharged, you are asked to pay more for something than its real price.
- d A refund is money that a shop returns to you because you are unhappy with something you bought.
- e Shops exchange things when they take something you bought and give you something else instead.
- f If you ask for delivery, you ask a shop to send something to somewhere for you.
- g If something in a shop is on offer, it has a special, low price.
- h Food is past its sell-by date when it is too old to sell.
- i If you buy something that is faulty, it is damaged or does not work properly.

In this lesson: Tell people about a problem with something you bought

Vocabulary: Phrasal verbs: **come, go, bring, and take, with back**

Are You a Tough Customer?

Take our quiz and find out. Decide what you would do in each situation.

1 You order a rare steak in a restaurant, but the waiter brings a well-done steak to your table. What do you do?

- a) Ask the waiter to (1) **return the plate** to the kitchen and to (2) **return with** the correct order.
- b) Eat the steak, then ask the waiter to come to your table and tell him that you want a discount.
- c) Eat the steak and say nothing.

2 You buy a television from a local shop, but you discover that it is faulty after you take it home. You (3) **return** to the shop and complain. The shop assistant asks you to return to the shop in a month because the owner is on holiday. What do you do?

- a) Threaten to call the police - these people are obviously criminals.
- b) Refuse to go until you speak to someone who can help you.
- c) Say that you will (4) **return** in a month.

3 You buy a scarf that is on offer in a sale. At home, you decide that you don't really like the colour. What do you do?

- a) Return to the shop and complain. Refuse to leave until they give you a refund.
- b) (5) **Return to the shop with the scarf.** Explain the problem and politely ask them to exchange it.
- c) You don't do anything - it was your fault!

4 You buy a beautiful, old chair in a small shop. The shop owner says you don't have to pay for delivery - he has a van and will do it for free. When he brings it to your home, you see that the chair has a small scratch on it - you are sure it wasn't there in the shop. What do you do?

- a) Refuse to accept the chair and ask for a refund.
- b) Accept the chair, but ask for a discount.
- c) Say nothing - it's only a small scratch, and the shop owner is so nice.

Reading

2 a Work with a partner. Do the quiz above together and add up your results.

b Share your results with the class.

3 Read the **bolded** words and phrases in the quiz. Write numbers to show which expressions, below, they can be replaced with.

a **take the plate back** 1

b **come back**

c **bring back**

d **go back**

e **take the scarf back to the shop**

How to score

Give yourself three points for every **a** answer, two points for every **b** answer and one point for every **c** answer.

What your score means:

10-12 points: You are a real tough customer. For you, the customer is always right.

7-9 points: You know your rights, but you are prepared to compromise.

4-6 points: You are a bit too nice. People may take advantage of you.

Language Focus

We can use **come** to talk about movement *towards* the speaker or listener.

You must **come** to dinner with us sometime. (*towards the speaker*)

A strange man **came** into our shop yesterday. (*towards the speaker*)

I'll **come** to your place after I've finished work. (*towards the listener*)

Did a lot of people **come** to your party? (*towards the listener*)

We can use **go** to talk about movement *away from* the speaker or listener to *another place*.

It was a lovely day, so I **went** to the beach. (*away from the speaker*)

Where did you **go** after work yesterday? (*away from the listener*)

We can use **bring** and **take** in a similar way to **come** and **go**.

We can use **bring** to mean *carry something with you* when you *come somewhere*.

Could you **bring** me the bill, please? (*towards the speaker*)

I've **brought** some wine. Shall I put it in the fridge? (*towards the listener*)

We can use **take** to mean *carry something with you* when you *go somewhere*.

We made some sandwiches and **took** them to the park. (*away from the speaker*)

Don't forget to **take** your mobile phone when you go. (*away from the listener*)

We can use **back** with these verbs to add the meaning of *return*.

He'll **come back** tomorrow. (*He'll return tomorrow.*)

I **went back** to the shop. (*I returned to the shop.*)

OK, you can borrow it, but can you **bring it back** tomorrow? (*Can you return it tomorrow?*)

He **took** the soup **back** to the kitchen. (*He returned the soup to the kitchen.*)

4 Look at the last two examples in the **Language Focus** section.

Underline the correct option in **blue** to complete the rule below.

With **bring back** and **take back**, the **object** usually comes
between the **verb** and **back** / after **back**.

Practice

5 Underline the correct options to complete the sentences below.

- a Could you take / **bring** this book back to the library when you **come** / **go** there today?
- b He's so romantic. He often **takes** / brings me flowers.
- c I waited all day for the delivery, but they **took** / brought the wrong thing, so I asked them to **take** / **bring** it back to the shop.
- d I think you **took** / brought my scarf by mistake when you left last night.
Could you **take** / **bring** it back when you **come** / **go** here tomorrow?
- e We **came** / went here for a two-week visit, but we're **coming** / going back home tonight because of the bad weather.
- f This is an awful meal, let's **come** / **go** now. I'm never **coming** / going back to this restaurant again!

Sounding Natural

- 6 a  **Track 23** Listen and mark (●) the main stress in the words below.

1 a delivery

2 a discount

3 exchange

4 faulty

5 on offer

6 a refund

7 overcharged

- b  **Track 23** Listen again and copy the pronunciation.

Time to Talk

- 7 a Think about a problem you had with something that you bought.
Use the table to make notes about it.

What was the thing you bought?

Where and when did you buy it?

What was the problem?

What did you do about the problem?

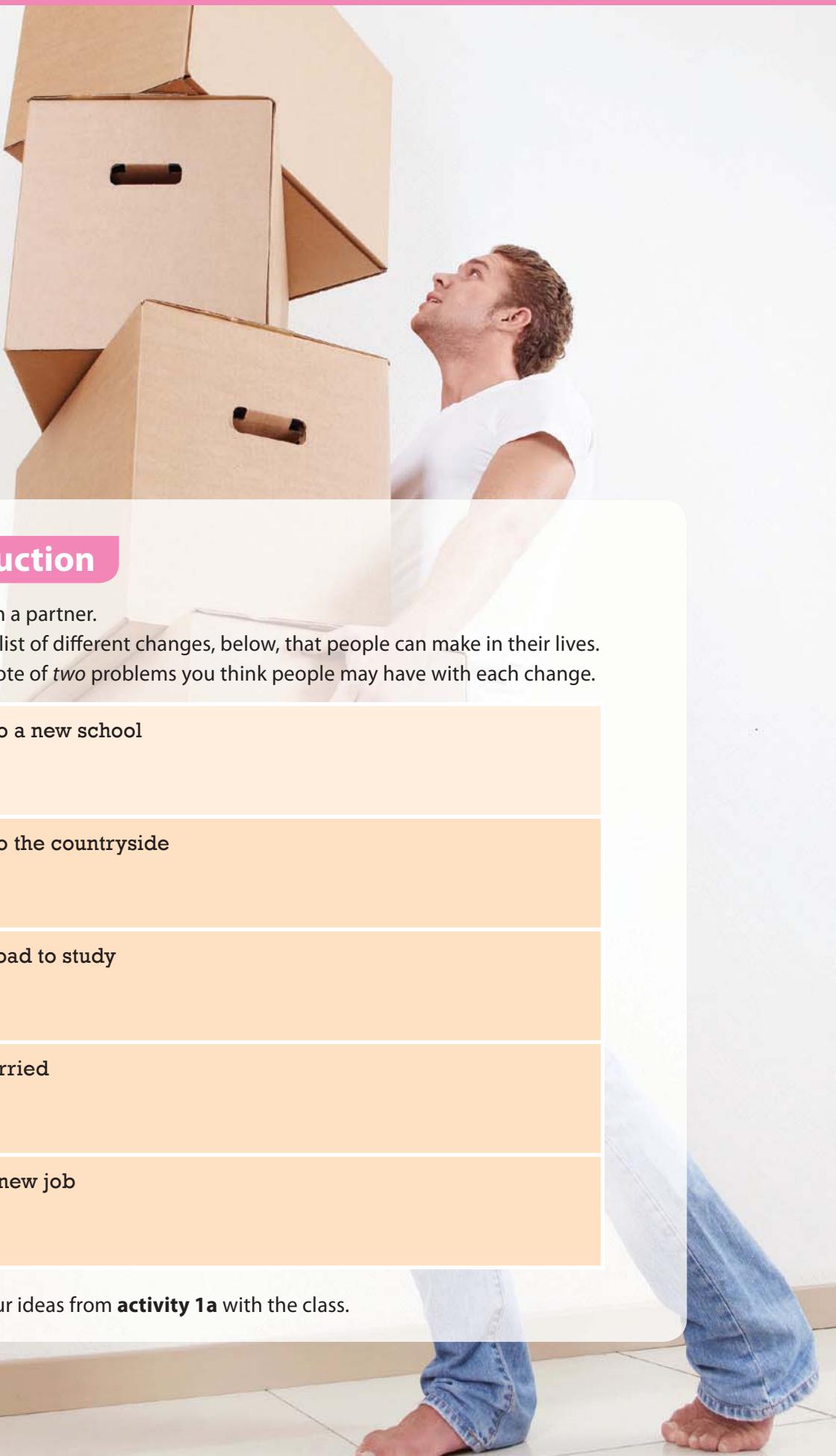
What happened in the end?

- b Work with a partner. Tell each other about the problem you made notes on in **activity 7a**.
Ask questions to get more information.

- c Tell the class about your partner's answers.

Homework - turn to page 100

12 I'm Finding It Difficult...



Introduction

1 a Work with a partner.

Read the list of different changes, below, that people can make in their lives.
Make a note of two problems you think people may have with each change.

move to a new school

move to the countryside

go abroad to study

get married

start a new job

b Share your ideas from **activity 1a** with the class.

Listening

2  **Track 24** Listen to Jenny talking to someone on the phone about the problems below.

Write numbers to put the problems in the order you hear them, then answer the question underneath.

- a I have a bit of a problem with the food because it's so different here. _____
- b I'm finding it really hard to make any friends over here. _____
- c I have difficulty understanding what people say. _____

What change from **activity 1** has Jenny made in her life?

3 a Write letters to match the problems in **activity 2** with the advice below.

How about taking extra lessons? c

Why don't you go to the pub? You're bound to meet some people.

You could do extra language study.

You should cook at home.

b  **Track 25** Listen to both sides of the conversation.

Check your answers to **activity 3a**, and underline an option to answer the question below.

Who is Jenny talking to?

Her teacher.

Her mother.

Her boss.



Language Focus

We can use various expressions to *express difficulty*.

I'm finding it hard to / difficult to + base form of the verb

I'm finding it hard to save money.

I'm finding it difficult to buy all the ingredients.

I have difficulty / trouble + -ing form of the verb

I have difficulty driving in this country.

I have trouble waking up early in the morning.

I have a problem with + noun / -ing form of the verb

I have a problem with my lock. It's broken.

I have a problem with buying clothes my size.

We can use various expressions to *give advice*.

(I think) you should + base form of the verb

I think you should buy a new tie before the interview.

You should get a new job.

Why don't you + base form of the verb

Why don't you move to a bigger house?

You could (always) + base form of the verb

You could always get a taxi.

You could do extra work.

How about + -ing form of the verb

How about talking to her?

Practice

4 a Work with a partner. Cross out the words that are *not* possible in each sentence.

Sometimes more than one answer is possible.

1 I'm finding it **hard** / **trouble** / **difficult** to make new friends.

2 I have a **problem** / **trouble** / **difficulty** with choosing food in restaurants.

3 I have **trouble** / **problem** / **difficulty** learning new words.

4 I have a **trouble** / **problem** / **difficult** with vocabulary.

b Use the prompts to write one piece of advice for each problem in **activity 4a**.

1 I think you should _____

2 Why don't you _____

3 You could _____

4 How about _____

Sounding Natural

- 5 a  **Track 26** Listen. What happens to the underlined parts of the sentences?

- 1 I'm finding it hard to study every day.
- 2 I'm finding it difficult to remember new words.

- b  **Track 26** Listen again and copy the pronunciation.

Time to Talk

- 6 a Work in pairs.

Choose *one* of the life changes below and make a note of *three* problems a person in that situation might have. Keep your choice secret from the rest of the class.

**You've
retired.**

**You've moved
from the countryside
to the city.**

**You've started
to learn a
new language.**

**You've
moved
house.**

**You've become a
vegetarian.**

**You've started
a new job.**

**You've
started
a diet.**

**You've moved
abroad to study
a foreign language.**

**You've moved
from the city to
the countryside.**

**You've
changed
schools.**

life change _____

<i>problems</i>	<i>pieces of advice</i>

- b Make a note of what advice you could give for each of the problems you wrote in **activity 6a**. Role-play a conversation between a person who made the life change you chose and a friend.

example A: Hi. How's it going?

B: Not so good, actually. I'm finding it difficult to talk with my colleagues - they're all so unfriendly.

- c Perform your role-play for the class, but don't mention what the life change is. Can the class guess what life change you chose?

Homework - turn to page 101

13 An Important Interview

Introduction

1 a Use the words on the left to complete the phrases on the right. Use each word only once.

apply

be unemployed

employment

for a job

interview

be a job

offered

go for an

~~unemployed~~

look for

b Write the phrases from **activity 1a** in a logical order below.

1 be unemployed

2 _____

3 _____

4 _____

5 _____



In this lesson: Discuss different situations

Grammar: **If, when and unless with the zero conditional and first conditional**



Colin Woods, 22, has been unemployed since he graduated eight months ago. Yesterday he went for an interview with the engineering company, Fisher-Wright. We asked him about it.

I really don't like it. (1) If you're unemployed, life is hard. (2) You can't do anything unless you have money. My mum and dad have been really supportive, though.

I think the interview went well, but I can't be sure that I've got the job, of course. Fisher-Wright say that they will write to me in three days' time. (3) When that letter arrives, I'll know their decision.

(4) I'll be so happy if I'm successful! If I get the job, I'll take my parents out for a meal with my first month's pay to say thank you for all their help.

Reading

- 2 a** Read the article above about Colin, a young, unemployed man in the UK.

Write the questions below into the correct spaces in the article.

- 1 Do you think that you got the job?
- 2 What do you want to do with your first month's pay?
- 3 How do you feel about being unemployed?

- b** Read the article again and circle the correct option to show if each statement below is *true (T)* or *false (F)*.

- 1 Colin went for an interview yesterday. **T / F**
- 2 Colin thinks unemployed life is easy. **T / F**
- 3 Colin is sure he has got the job. **T / F**
- 4 Fisher-Wright are going to send a letter to Colin. **T / F**
- 5 Colin would like to thank his parents for their support. **T / F**

- 3 a** Read the underlined sentences in the article again.

Write numbers to complete the statements below.

Sentences 1 and 2 talk about things that are *generally true*.

Sentences 3 and 4 talk about the *results of possible future events*.

In sentence 5, you can replace **if** with **when** and keep a similar meaning.

In sentence 5, you can't replace **if** with **when** and keep a similar meaning.

- b** Underline the correct option to answer the question below.

In **sentence 2** of the article above, what does **unless you have** mean?

if you don't have / if you have

- c** Read the **Language Focus** section on **page 54**. Check your answers to **activities 3a** and **3b**.

Language Focus

We can use the **zero conditional** to talk about things that are *generally true* in certain conditions.

if-clause (condition)

if + present simple,

If you don't have money,

main clause (what is generally true)

present simple

life is hard.

In the **zero conditional**, we can usually replace **if** with **when** and keep a similar meaning.

If you don't have money, life is hard. (*this is generally true in these conditions*)

When you don't have money, life is hard. (*this is generally true in these conditions*)

We can use the **first conditional** to talk about the *results of possible future events*.

if-clause (possible future event)

main clause (result)

if + present simple,

If he gets a job,

will + base form of the verb

he'll be happy.

In the **first conditional**, we *can't* replace **if** with **when** and keep a similar meaning.

If he gets a job, he'll be happy. (*I am unsure if he will get a job*)

When he gets a job, he'll be happy. (*I am sure that he will get a job*)

We can put the **main clause** first in both the **zero conditional** and **first conditional**.

When we do this, we don't need a comma between the clauses.

Life is hard if you don't have money. (**zero conditional**)

He'll be happy if he gets a job. (**first conditional**)

We often put the **main clause** first in **questions**.

Is life easy if you don't have money? (**zero conditional**)

How will he feel if he gets a job? (**first conditional**)

We can use **unless** instead of **if** with the **zero conditional** and **first conditional**. It means **if... not**.

Unless you have money, life is hard. (= *if you don't have money, life is hard - zero conditional*)

He won't be happy unless he gets a job. (= *he won't be happy if he doesn't get a job - first conditional*)

Practice

4 a Underline the correct options to complete the sentences. Sometimes more than one option is possible.

- 1 What will you do **if / when / unless** it's sunny this weekend? **1**
- 2 **If / When / Unless** you visit the USA, you need an entry permit.
- 3 You won't make many friends **if / when / unless** you're more polite.
- 4 She always does overtime **if / when / unless** the boss asks her.
- 5 **If / When / Unless** it stops raining, we'll get really wet.
- 6 I'll call you **if / when / unless** I finish lunch.
- 7 He usually arrives early **if / when / unless** the train's late.

b Write a zero (0) next to the **zero conditional** sentences in **activity 4a**.

Write a one (1) next to the **first conditional** sentences.

Sounding Natural

5 a  **Track 27** Listen. What sound can you hear in the underlined parts of the sentences?

- 1 What will you do if it's sunny this weekend?
- 2 What do you do if you're late for work?

b  **Track 27** Listen again and copy the pronunciation.

Time to Talk

6 a Work on your own.

Complete *four* of the sentences below with your own ideas.

If I want to relax...

When this class finishes...

I never... unless...

If it rains next weekend...

I'll... unless...

I'll... if...

If I want to eat out, I often...

I always... if...

b Work with a partner.

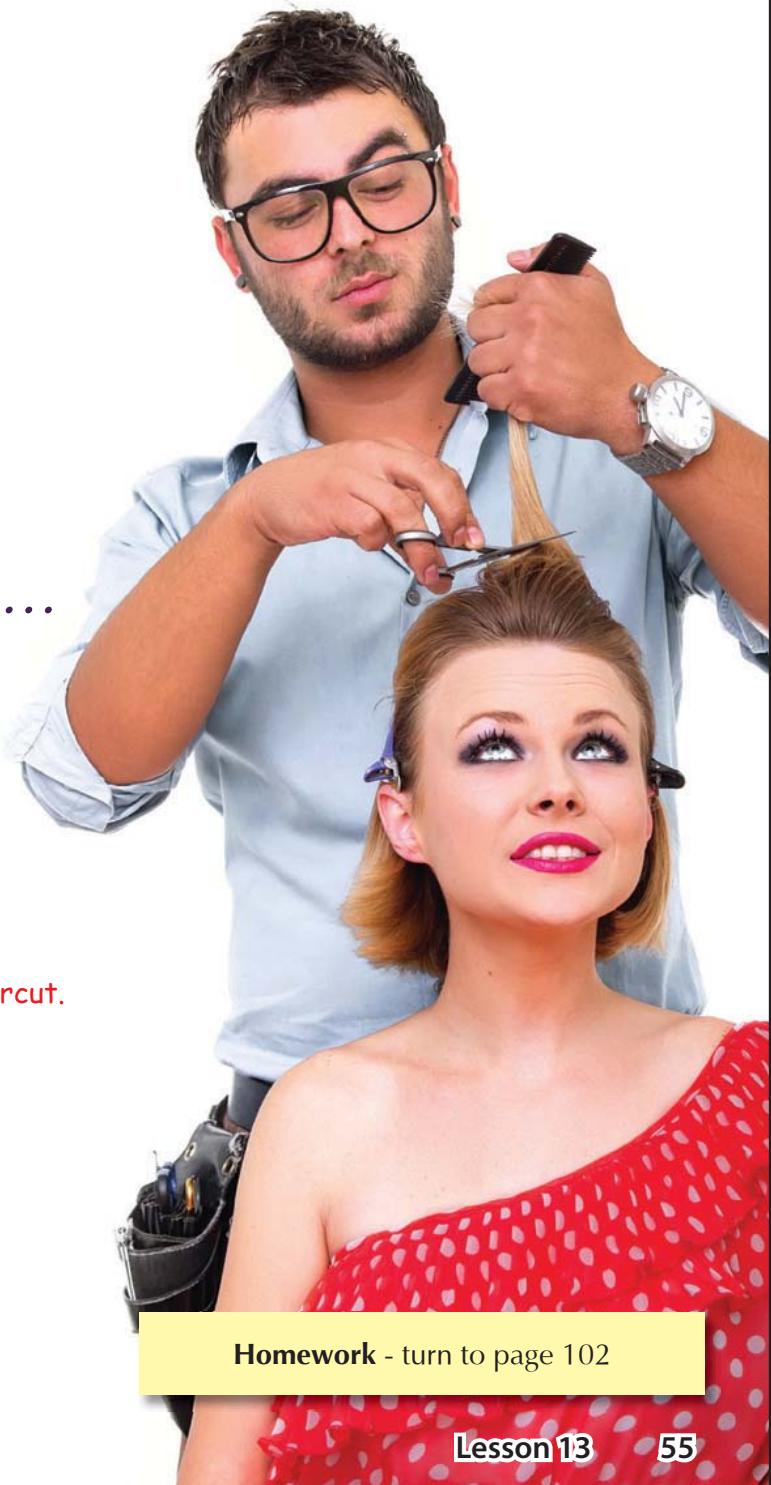
Tell each other what you wrote in **activity 6a**.

Ask questions to get more information.

example A: If I want to relax, I go for a haircut.

B: Why?

c Tell the class about your partner's answers.



Homework - turn to page 102

14 How Are Things?



Introduction

1 Discuss the questions below as a class.

- a Where do you usually talk with your friends?
- b What do you usually talk about with your friends?

Reading

2 Read the conversation on **page 57**.

Underline the correct option to answer each question below.

a Where are Claire and Laura?

- 1 at work
- 2 in a restaurant
- 3 in a shop

b What is the relationship between Claire and Laura?

- 1 They don't know each other.
- 2 They're friends.
- 3 They're mother and daughter.

c What does Laura say about her new job?

- 1 She's really busy.
- 2 It isn't difficult.
- 3 She doesn't like it.

d Which topic do Claire and Laura *not* talk about?

- 1 something they watched on TV
- 2 Claire's trip to France.
- 3 what to eat

3 a **Track 28** Read Claire and Laura's conversation again and listen at the same time. Underline ten places where the words are different from what you hear.

b Work with a partner.

Read the words in the box below.

Write them above the places you underlined in the conversation on **page 57**, to show what Claire and Laura really say. Some words can be used more than once.

thing

a thing

~~things~~

thing for him to do

you poor thing

lucky thing

that sort of thing

c **Track 28** Listen again and check your answers to **activity 3b**.



things

Claire Laura! Hi! How are you?

Laura Hi, Claire. Not so bad... Pretty good actually. I started my new job last week.

Claire Oh really? What kind of work do you do?

Laura I answer the phone, um... take messages, input data, etc.

Claire I feel sorry for you! That doesn't sound like much fun!

Laura It's pretty easy, really. In fact, sometimes it's so quiet, I don't have anything to do!

Claire Can't complain, then. Anyway, what

would you like to eat? They've got lots of tasty food here.

Laura Oh, I don't know... What's that Greek dish we had the last time?

Claire Moussaka.

Laura All right, I'll have that. It's the best dish they do.

Claire Anyway, guess what! Bob and I are flying to Paris this weekend. He surprised me with the tickets last night.

Laura Ooh, that's such a nice surprise. You are so lucky!

Language Focus

The word **thing** is very common in casual, spoken English. We can use it in various ways.

We can use it to refer to physical objects.

They've got lots of tasty **things** here.

What's that Greek **thing** we had the last time?

We can use it to refer to ideas, actions and events.

What kind of **things** do you do?

That's such a nice **thing** for him to do.

We can use **that sort / kind of thing** to avoid giving too many details.

I answer the phone, um... take messages, input data, **that sort of thing**.

We can use **things** (in the plural) to refer to a general situation.

How are **things**?

We can use **a thing** in statements, instead of **anything**.

Sometimes it's so quiet, I don't have **a thing** to do!

We can use **thing** after **adjectives** when we talk about people and show how we feel about them.

You **poor thing**! That doesn't sound like much fun!

You **lucky thing**!

Practice

4 Work with a partner. Read the sentences below.

Underline the words in each sentence which can be replaced by an expression using **thing**.

Write the expression above the words you underline.

thing

a What's that strange object over there?

b I've got lots of jobs to do today.

c I'm so hungry. I haven't had anything to eat!

d Could you wash up the breakfast dishes, knives, spoons, etc. after you've finished?

e I like camping and hiking and activities like that.

f Don't worry about anything – I'll deal with it.

g A: I did a bungee jump yesterday.

B: You brave person – I could never do that!

h He's lost his job and the situation is really difficult for him at the moment.

i We're going to the beach, so bring your swimming costume, towel, etc.

j The worst point about my job is that we have to work very long hours.



Sounding Natural

5 a  **Track 29** Listen. Mark (●) the main stress in each sentence below.

- 1 You poor thing!
- 2 You lucky thing!

b  **Track 29** Listen again and copy the pronunciation.

Time to Talk

6 a Work on your own. Make a note of your answers to the questions below.

1 **How are things at work / home at moment?**

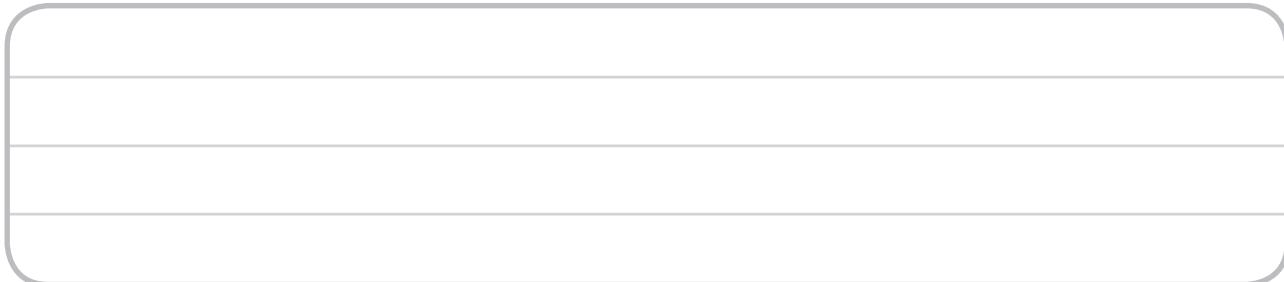
2 **What's the best thing that's happened to you this week?**

3 **What kind of things do you like to eat?**

4 **Do you have a lot of things to do next weekend?**

5 **What's the best thing about studying English?**

b Write *three* more questions for a partner, with expressions using **thing**.



7 a Work with a partner. Ask and answer the questions from **activity 6**.
Ask questions to get more information.

example A: How are things at work at the moment?

B: Terrible. I've worked late every night this week.

A: You poor thing! Why?

b Tell the class about your partner's answers.

Homework - turn to page 102

15 After the Tone

Introduction

1 Discuss the questions below as a class.

- a** How often do you use voicemail? When did you last get a voicemail message?
- b** If you call someone and get a voicemail greeting, do you leave a message or call back later? Why?
- c** Have you ever left a voicemail message in English?

2 a How do you say these telephone numbers, dates and times in English?

Sometimes there is more than one way of saying them.

1 14 September

2 Tuesday 14th

3 090 7643 6521

4 5.00

5 1 p.m.

6 extension 455

7 6.20

8 5.15

9 Saturday 31st

b  **Track 30** Listen and check your ideas from **activity 2a**.



3 a Work on your own. Complete the left column of the table below.

<i>you</i>	<i>your partner</i>
two dates in your life (e.g. a birthday, a meeting you have next week)	two dates
two times in your life (e.g. the time you get up)	two times
two telephone numbers you know	two telephone numbers

b Work with a partner. Read out the dates, times and telephone numbers you wrote in **activity 3a**. Listen to your partner and complete the right column of the table.

Listening

Listening Tip

Listen for the information you need

You don't need to listen carefully to everything. Decide on the information you need and focus on that.

- 4 a  -  Listen and write names, telephone numbers, dates or times in the spaces to complete the voicemail greetings below.

Greeting 1

Hi, John Jenkins speaking. I can't take your call right now, but if you leave your name and number, I'll get back to you after this afternoon.

Greeting 2

You've reached PLC on Please leave a message after the tone.

Greeting 3

Hello. This is I'm sorry I can't come to the phone, but I'm out of the office until If it's urgent, you can call on If it can wait, please leave your details after the tone, and I'll return your call as soon as I can.

Greeting 4

Thank you for calling Digital Solutions. There's no one in the office at the moment. Please call back during office hours - to , to - or leave a message after the beep.

- b Write the underlined expressions from the voicemail greetings in **activity 4a** into the correct places to answer the questions below.

What are two ways to say who is speaking?

John Jenkins speaking.

What are two ways to say 'I will call you later'?

After the tone.

What are two ways to say 'I can't answer the phone'?

I can't take your call right now.

What are two expressions that describe the sound that tells you when to speak?

The beep.



5 a   Listen to two people leaving voicemail messages.

Complete the tables below with the correct details.

Call 1

caller's name	Steve Jacobs
who the caller wants to speak to	
time of the call	
reason for the call	
caller's phone number	

Call 2

caller's name	
who the caller wants to speak to	
time of the call	
reason for the call	
caller's phone number	

- b Use your notes from **activity 5a** and the words in the boxes, to rewrite the voicemail messages from **activity 5a**.

Call 1

Oh hi, this is Steve Jacobs

calling for
That's
Could you call me back on
I'm calling to see if you received
It's about
~~Oh hi, this is~~
right now.
Thank you.

Call 2

I've left my mobile phone at home
Hi, John, it's
It's about
now
Listen, John, how about
so could you call me on
That's
Talk to you later.

- c   Listen again and check your answers to **activity 5b**.

Time to Talk

6 a You are going to role-play listening to and leaving voicemail messages.

Work in two groups, **A** and **B**.

Group A: read the information below and prepare for **Role-play 1**.

Group B: go to page 88.

Role-play 1

- You are Jay Walton.
 - Call your friend, Pat Brown.
 - You want to meet for a coffee this evening at 6.00.
 - Unfortunately, Pat can't answer the phone, so leave a message on the voicemail.
 - Ask Pat to call you back at your office to confirm.
 - Leave your office number.

Use the table below to plan your message.

your name

who you want to speak to

time of the call

reason for the call

your phone number

Role-play 2

- You are Jay Walton.
 - You have to go to a meeting for two hours.
 - Write a voicemail greeting and ask callers to leave a message after the beep.

- Someone calls your phone. Read them your voicemail greeting.
 - Listen to the caller's message.

Use the table below to make a note of what they say.

caller's name

who the caller wants to speak to

time of the call

reason for the call

caller's phone number

caller's phone number

- b** Work with a partner from the other group and do **Role-play 1**.
 - c** Prepare for **Role-play 2**.
 - d** With the same partner as before, do **Role-play 2**.
 - e** With your partner, compare the information you noted. Is it accurate?

Homework - turn to page 103

16 Stereotypes

Introduction

- 1 a** Work with a partner. Read the adjectives below for describing people.

Write **P** next to the adjectives that have a mainly positive meaning.

Write **N** next to the adjectives that have a mainly negative meaning.

Write a question mark (?) next to the adjectives that have neither a positive nor a negative meaning.

friendly	P	loud
clever		polite
suspicious		powerful
cruel		pushy
cultured		respectful
embarrassed		sophisticated
good-natured		
humorous		apologetic

- b** Write three adjectives from **activity 1a**

into each space in the table below.

You can use adjectives more than once.

what people normally think about...

Americans
the British

- c** Share your ideas from **activity 1b** with the class, then discuss the questions below.

- 1** Is what people normally think about Americans and the British true?
- 2** Is what people normally think about people from your country true?

Reading

- 2** Read the article on **page 65**. Underline the correct option to complete each statement below.

a The article is mainly _____.
serious / educational / humorous

b The author is _____.
American / British / Canadian

c The author mainly gives _____.
advice / his opinions / facts

d The author generally _____ Americans.
likes / dislikes / doesn't care about

- 3 a** Work in two groups, **A** and **B**.

Group A: read the article again and make notes in the left column of the table below.

Group B: read the article again and make notes in the right column of the table below.

Group A What the author says on...	Group B What the author says on...
how the British generally feel about Americans a bit suspicious of them	what he thinks about Americans most are really nice
American politeness	British politeness
American humour	British humour

- b** As a class, compare the notes you made in **activity 3a**.

Does anything the author says match your ideas in **activity 1b**?

Our Nice American Friends

by Jim Black

On the whole, we British are a bit suspicious of Americans. We're just not sure if we trust them. Sure, they speak our language, but they spell it in a funny way. Also, we tend to think that we are better than them. We are supposed to be sophisticated, humorous and polite. Americans, on the other hand, are said to be loud and pushy. They may be powerful, but we are cultured.

But are we really better than the Yanks? Some of my British friends and family may never speak to me again, but I think most Americans are really nice - much nicer than Brits. Why? Let me give you two reasons.

1 They are More Polite Than We Are

People think that the British are polite, but actually we aren't polite, we're just apologetic. If we step on someone's foot, we say sorry. If someone steps on *our* foot, we say sorry. We're always saying sorry! On the other hand, almost all Americans I've met have been polite and respectful. When I travelled in America, people were always calling me 'Sir' and calling my wife 'Ma'am' – not just shop assistants but ordinary people we met on the street.

2 They Have a Better Sense of Humor

This will really get me in trouble! People say that the British have a good sense of humour. In Britain, we are very proud of our TV comedy and our ability to laugh at ourselves. But actually, British humour tends to be rather cruel. We are always making fun of people. On the whole, American humour is more good-natured than British humour. You see, almost all Americans are basically just really friendly. They want to be *nice*. A lot of British people don't like that, though. We get uncomfortable and embarrassed if people are too friendly – it just doesn't seem right to us.



Language Focus

We can use various expressions to soften generalisations.

almost all + subject

Almost all British people love tea.

on the whole + clause

On the whole, Italian food is very healthy.

tend to + base form of the verb

Americans **tend to be** friendly.

I think (that) most + subject

I think most Japanese people like rice.

We can use the following expressions to talk about stereotypes:

subject + are supposed/said to + base form of the verb

The British are supposed to be quite polite.

Librarians are **said to like** books.

people say (that)/think (that)

People say that footballers are paid too much.

People think that the French are quite fashionable.

We can use **but actually** when we disagree with a stereotype.

People say that the Swiss are boring, **but actually** they're a lot of fun.

4 Find and underline an example of each of the expressions above in the article on **page 65**.

Practice

5 Each sentence below has *one* word missing.

Mark (✓) where the word is missing from each sentence and write the missing word.

is

✓

a I think most modern music **awful**.

b Boys tend **be** louder than girls.

c On **whole**, girls are quite bad at sports.

d Americans are **supposed** be a bit pushy.

e People think that the French **a** bit rude.

f Almost politicians are honest.

g Cat owners are said **be** a little crazy.



Sounding Natural

6 a  **Track 38** Listen to the sentences below. Mark (●) the stressed syllable in the underlined words.

1 The British are supposed to be quite polite, but actually they're rather rude.

2 People think that all boys like sports, but actually some of them don't.

3 Girls are said to be interested in clothes, but actually many of them aren't.

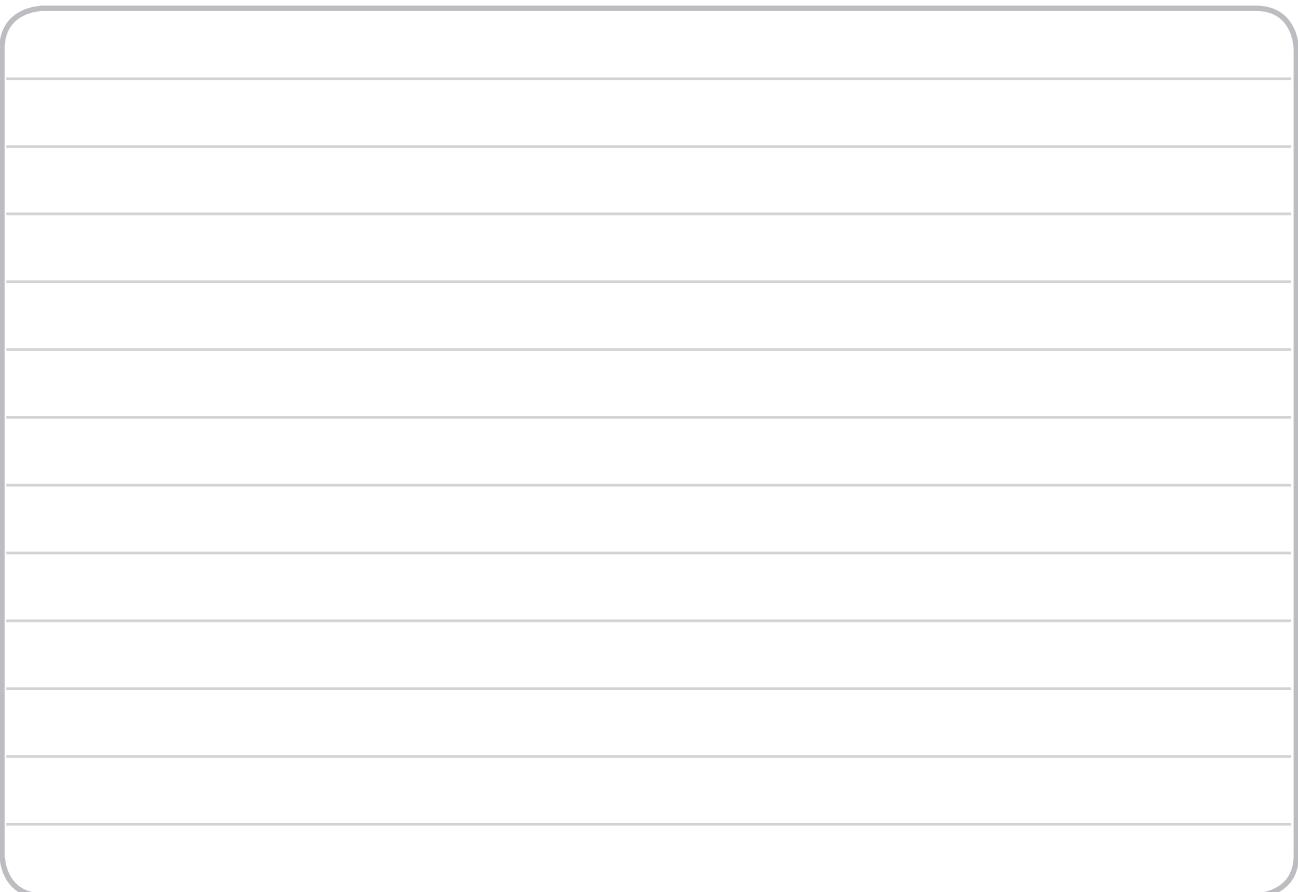
b  **Track 38** Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own.

Think about the place that you come from in your country.

Make a note of *three* stereotypes about the people from that place.



b Work with a partner.

Tell your partner about the stereotypes you made a note of in **activity 7a**, and say which ones you agree or disagree with.

Ask your partner questions to get more information.

example A: People from London are supposed to be unfriendly, but actually they aren't.

B: Why do you say that?

c Tell the class about the stereotypes you discussed with your partner.

Homework - turn to page 104

17 A New Project



Introduction

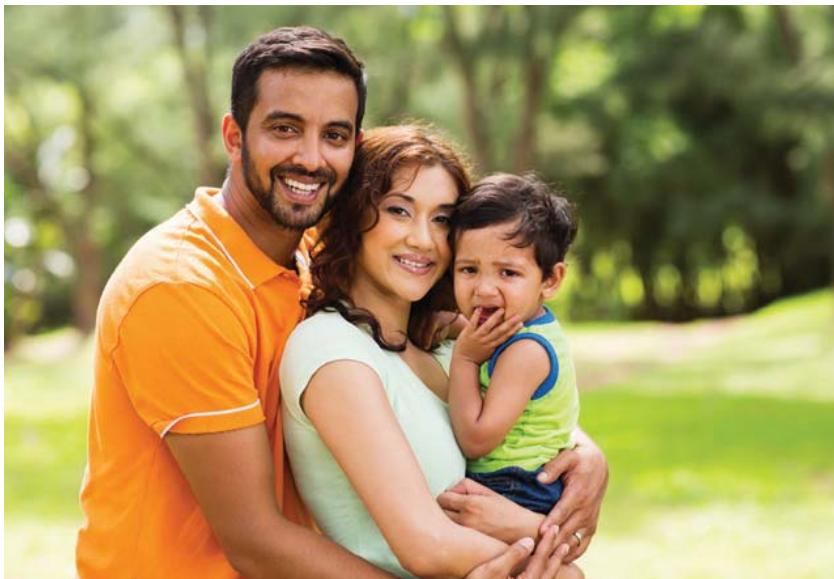
- 1 a Choose one of the places in the box and make a note of two ways it could be improved.

your home
your garden
your office
your school
your local area

- b Work with a partner. Discuss what you made a note of in **activity 1a**.
c Tell the class about your partner's answers.

In this lesson: Talk about a project

Grammar: *Present continuous and going to* for plans and intentions



Listening

- 2 **Track 39** Listen to an interview with Raj and Meena Mistry about their new project. Answer the questions below.

- a What is Raj and Meena's new project?
- b Has their project started?
- c How do they feel about the project?
- d Would you like to start a similar project? Why or why not?

- 3 **Track 39** Listen again. Circle the correct option to show if Raj (R) or Meena (M) says each sentence below.
- a I'm taking Deepak to look at the chickens on Tuesday. R / M
 - b I'm going to clear a space for the chicken house in the garden tomorrow. R / M
 - c We're all going to work hard. R / M

- 4 a Read the sentences in **activity 3** again. Write letters to answer the questions below.

- 1 Which sentences talk about future plans? a _____
- 2 Which sentence talks about an intention? _____
- 3 Which sentences use **going to + base form** of the verb? _____
- 4 Which sentence uses the **present continuous**? _____

- b Underline the correct option to answer each question below, about the sentences in **activity 3**.

- 1 Could you use **going to + base form** of the verb in sentence **a** and keep a similar meaning? Yes / No
- 2 Could you use the **present continuous** in sentence **b** and keep a similar meaning? Yes / No
- 3 Could you use the **present continuous** in sentence **c** and keep a similar meaning? Yes / No

- c Read the **Language Focus** section on **page 70** to check your answers to **activity 4b**.

Language Focus

We can talk about *plans* and *intentions* with **going to**.

be + going to + base form of the verb

We're **going to meet** the bank manager tomorrow. (*plan*)

If we get the loan, we're **going to do** our best to make it a success. (*intention*)

We can also talk about plans with the **present continuous**.

be + -ing form of the verb

We're **meeting** the bank manager tomorrow. (*plan*)

We *cannot* use the **present continuous** to talk about intentions.

X If we get the loan, we're **doing** our best to make it a success. (*intention*)

Practice

5 a Use **going to** and the verbs from the box to complete the sentences below.

do

buy

meet

ask

cook

1 I 'm going to cook dinner tonight.

2 I Mary to marry me.

3 We in front of the restaurant at five p.m.

4 They a house next year.

5 Tomorrow's match is really important, so we our best.

b Tick (✓) the sentences in **activity 5a** where you could use the **present continuous** and keep a similar meaning. Rewrite them below using the **present continuous**.



Sounding Natural

- 6 a  **Track 40** Listen. How are the underlined words below pronounced?

- 1 I'm going to look for a new job.
- 2 He's going to meet me at five o'clock.
- 3 We're going to save money each week.

- b  **Track 40** Listen again and copy the pronunciation.

Time to Talk

- 7 a Think of a project you would like to start in the future.
It can be in one of the places below, or one of your own ideas.

your office **your garden** *your school* *your local area* *your home*

Imagine that you are planning the project.
Use the table below to make notes about it.

What are you going to do?

make our local beach clean

How?

start a group

With whom?

Where?

For how long?

Why?

When are you starting?

- b Work with a partner. Tell each other about the projects you made notes on in **activity 7a**.
Ask questions to get more information.

example A: I'm going to make our local beach clean.

B: How?

- c Tell the class about your partner's project.

Homework - turn to page 105

18 Looking Good

Introduction

1 a Read the sentences below and write numbers to answer the questions.

- 1 I looked at some old family photographs last night.
- 2 I was watching a film in the cinema when my phone rang.

- a Which sentence talks about paying attention to something that is moving? _____
- b Which sentence talks about paying attention to something that *isn't* moving? _____
- c Which sentence uses *watch* as a main verb? _____
- d Which sentence uses *look* as a main verb? _____

b Complete the sentences below with the correct form of **watch** or **look at**.

- 1 I watched a ballet on my birthday last Tuesday.
- 2 When I _____ a football match, I get really excited.
- 3 Do you mind if we _____ the TV?
- 4 I _____ the train timetable and then bought my ticket.
- 5 A: Where are we?
B: _____ the map.
- 6 A: What did you do yesterday?
B: I _____ a house that I want to buy.

Reading

2 a Read the email on **page 73** quickly and underline the correct option to complete each statement below.

- 1 Luke is **an office worker / a teacher / a student**.
- 2 Karen is Luke's **mother / sister / grandmother**.

b Read the email again. Circle the correct option to show if each sentence below is *true* (**T**) or *false* (**F**).

- 1 Luke and his nephews have a similar appearance. **T** / **F**
- 2 Luke thinks his sister seemed healthy in the photograph. **T** / **F**
- 3 Luke doesn't like the decorations in the student bar. **T** / **F**
- 4 Luke will probably catch the early train on the 15th. **T** / **F**
- 5 It may snow on the 15th. **T** / **F**
- 6 Luke thinks his friends were jealous of the food that he received. **T** / **F**

Hi Mum, hi Dad,

Well, I can't believe my first term is nearly over and I'll be coming home in a couple of weeks! I've been studying a lot these last few weeks... and maybe partying a little, too.

I'm really looking forward to coming home for Christmas and especially to seeing the twins for the first time. I hear my new nephews look like me. Is it really true? Anyway, I guess if I keep studying hard, I can be someone they can look up to in the future. Karen must be really busy looking after them. How is she? In the last photo I saw of her with the twins, she didn't look very well. Is she feeling better now? I'm also looking forward to the university Christmas party next week. It's going to have live bands and hot mulled wine, and the decorations in the student bar look amazing.

Anyway, it looks like I can get the early train on the 15th, so could someone please pick me up from the station at 2 pm? It looks like snow on the 15th, but I'll send you a message if there's a problem. Oh, and thanks for the parcels of Christmas food you sent. My friends looked very jealous when I opened them.

Love,
Luke

- 3 a Find and circle examples of the *three* phrasal verbs below with **look**, in Luke's email.
Draw lines to match the phrasal verbs on the left with the definitions on the right.

1 **look after** someone or something

a feel excited about something that is going to happen

2 **look up to** someone

b take care of someone or something

3 **look forward to** something

c admire someone

- b Underline three more *different* expressions with **look** in Luke's email.

- Find one that is followed by an **adjective**.
- Find one that is followed by **like** and a **noun**.
- Find one that is followed by **like** and a **clause**.

Language Focus

We can use **look** to give information about the **subject**.
It has a similar meaning to **seem** or **appear**.

look + adjective

You **look terrible**, are you all right?
That **looks fun!**

We can use **look like** in a similar way.

look like + noun

**She looks a bit like Betty Grable.
That looks like hard work!**

look like + *clause* (underlined in the examples)

She **looks** like she was going to cry.
It **looks** like it's going to rain.
It **looks** like he's eaten everything.

We also use **look** in many *phrasal verbs*,
e.g. **look up to**, **look after**, and **look forward to**.

Helen really **looks up to** her boss.
(Helen really admires her boss.)

I look after my friend's dog every Tuesday.
(I take care of my friend's dog every Tuesday.)

My mum is really looking forward to her birthday party next week.
(My mum is really excited about her birthday party next week.)



Practice

- 4 a** Complete the descriptions with the correct form of **look** or **look like** and words from the box. Use any other words you need.

a football	going to rain
a businesswoman	tired
angry	wanted to go home

- 1** It's cloudy, and I can hear thunder.
It looks like it's going to rain.

2 She couldn't keep her eyes open.
She _____

3 My present under the Christmas tree is big and round.
It _____

4 A: Who is it?
B: I don't know, but she's wearing a suit.
She _____

5 He put on his coat and waited next to the front door.
He really _____

6 He _____ and shouted at everyone.

- b** Complete the sentences with the correct form of **look** and any words from the box that you need. Some words can be used more than once.

after to
forward up

- 1 He thought his father was a hero and really _____ him.
 - 2 I'm _____ seeing Mary tomorrow so much!
 - 3 I'm staying at home all day tomorrow to _____



Sounding Natural

5 a  **Track 41** Listen. Mark (●) the main stress in the underlined phrases.

1 I'm looking forward to seeing her tonight.

2 He really looks up to me.

3 Could you look after the children?

b  **Track 41** Listen again and copy the pronunciation.

Time to Talk

6 a Complete the sentences below with your own ideas.

I'm looking forward to

looks like

I really look up to

looks after

looks

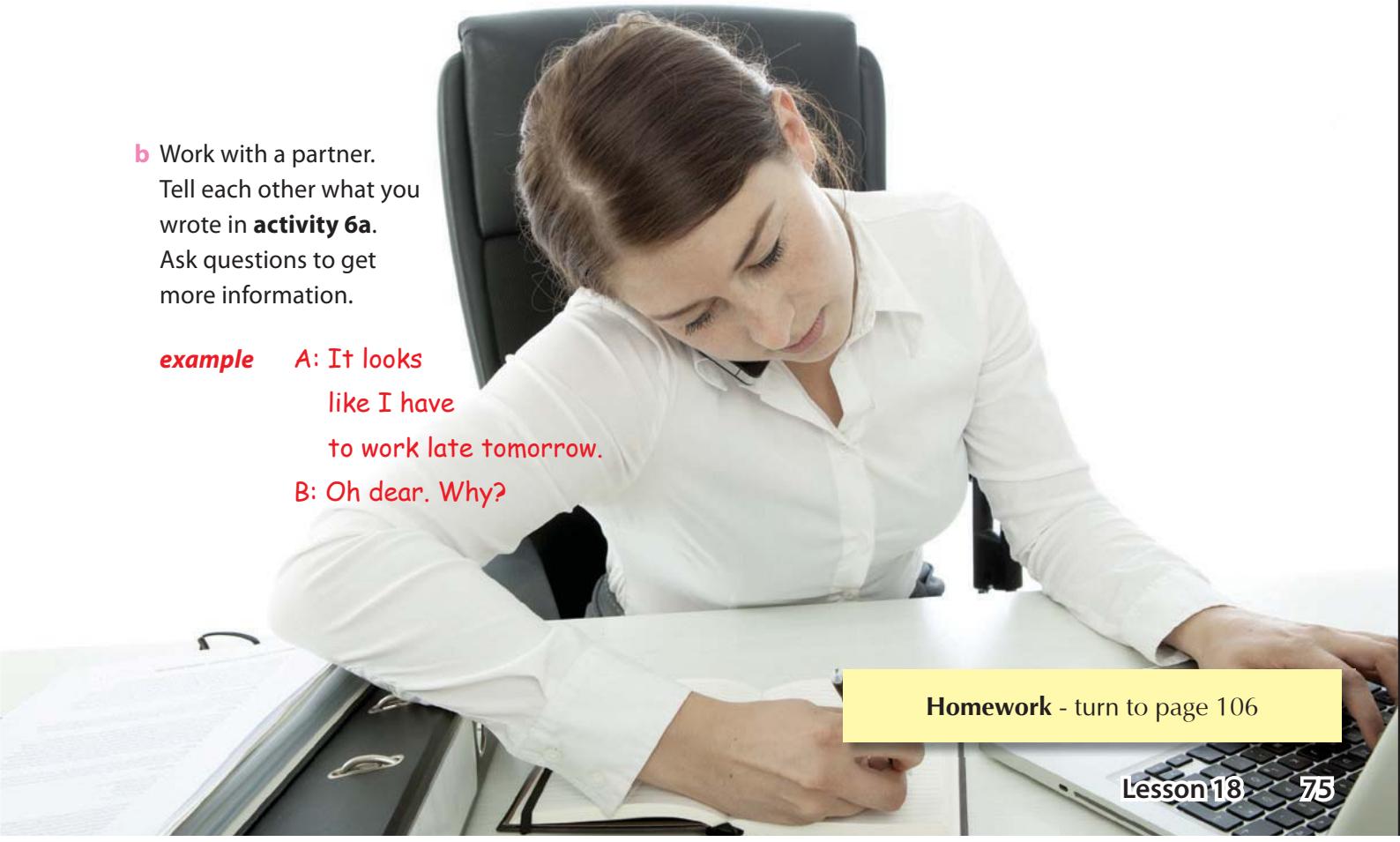
b Work with a partner.

Tell each other what you wrote in **activity 6a**.

Ask questions to get more information.

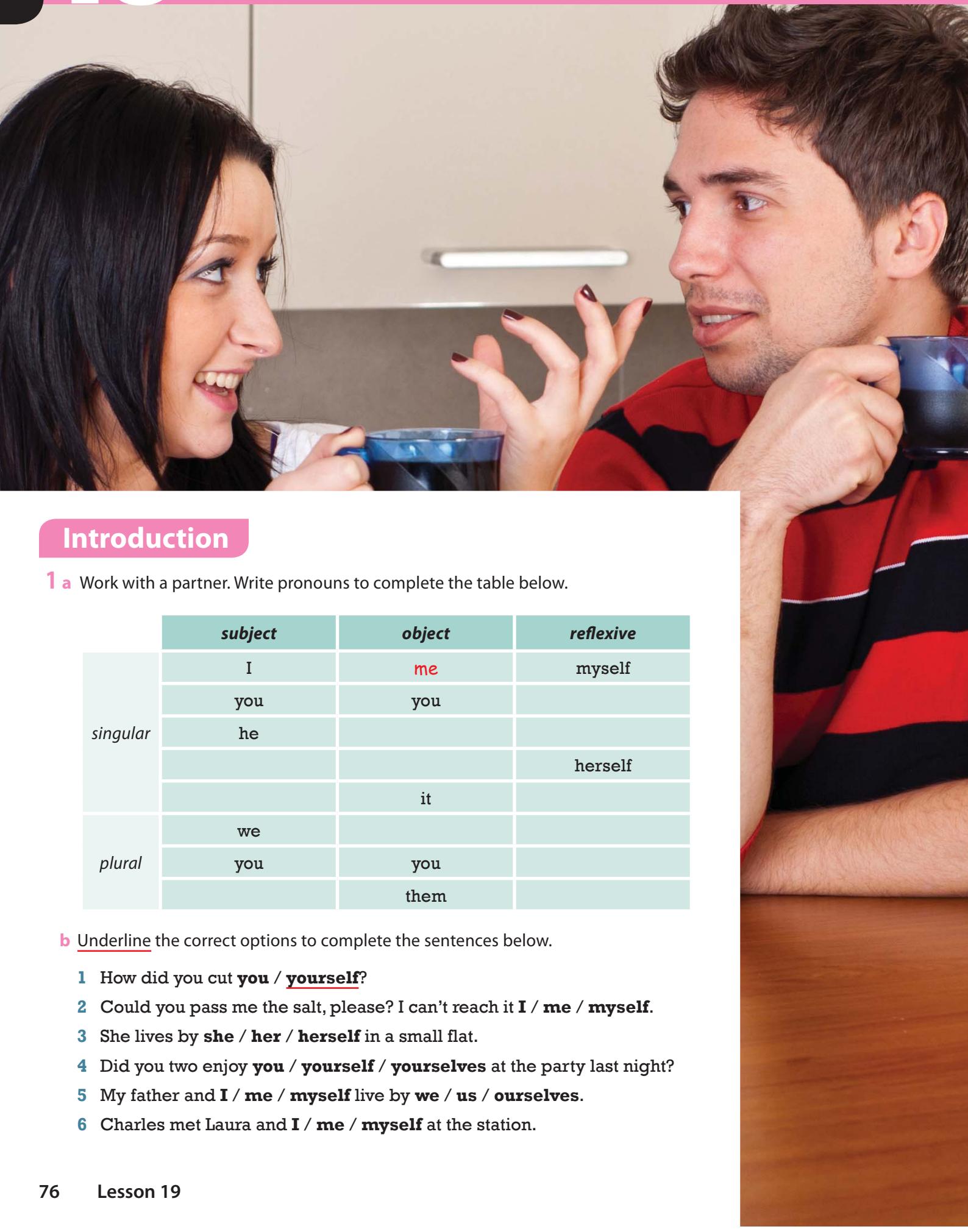
example A: It looks
like I have
to work late tomorrow.

B: Oh dear. Why?



Homework - turn to page 106

19 The Blame Game



Introduction

1 a Work with a partner. Write pronouns to complete the table below.

	<i>subject</i>	<i>object</i>	<i>reflexive</i>
<i>singular</i>	I	me	myself
	you	you	
	he		
			herself
<i>plural</i>		it	
	we		
	you	you	
		them	

b Underline the correct options to complete the sentences below.

- 1 How did you cut **you** / **yourself**?
- 2 Could you pass me the salt, please? I can't reach it **I** / **me** / **myself**.
- 3 She lives by **she** / **her** / **herself** in a small flat.
- 4 Did you two enjoy **you** / **yourself** / **yourselves** at the party last night?
- 5 My father and **I** / **me** / **myself** live by **we** / **us** / **ourselves**.
- 6 Charles met Laura and **I** / **me** / **myself** at the station.

In this lesson: Discuss people who have had an effect on your life, or on the world

Function: Giving credit and blaming

Listening

2  **Track 42** Listen to Paul and Yolanda talk about someone they both know.

Correct one word in each of the statements below to make them true.

Paul

- a ~~Yolanda~~ talks first.
- b Paul and Yolanda are talking about a colleague.
- c Yolanda thinks that Mr Masters had a generally bad effect on her life.
- d Paul thinks Mr Masters was great.
- e Yolanda thinks that what Paul says about Mr Masters is fair.

3 a Circle **P** (Paul) or **Y** (Yolanda) to show who says each sentence below.

- 1 I give him credit for the good grades I got in my exams. P / **Y** ✓
- 2 He could have made his lessons more interesting, but he didn't. P / **Y**
- 3 He's the reason why I still hate maths today. P / **Y**
- 4 I blame him for my bad exam results. P / **Y**
- 5 It's your fault that you got bad results. P / **Y**
- 6 You should have worked harder. P / **Y**
- 7 You've only got yourself to blame. P / **Y**
- 8 Mr Masters could have given up on me, but he didn't. P / **Y**
- 9 He's the reason why I decided to study maths at university. P / **Y**

b  **Track 42** Listen again and check your answers to **activity 3a**.

4 a Work with a partner. Read the sentences in **activity 3a** again.

Tick (✓) the sentences where Paul or Yolanda *give credit* to someone for something.
Underline the expressions they use to do this.

Put a cross (✗) next to the sentences where Paul or Yolanda *blame* someone for something. Underline the expressions they use to do this.

b Circle the correct option to complete the statement below.

In activity 3a, the expressions in sentences 2, 3, 8, and 9 **can / can't** be used to both blame and give credit.



Language Focus

We can use different expressions to *give credit* and say that someone is responsible for something *good*.

give (someone) credit for (something)

I **give** him **credit for** the good grades I got in my exams.

You should **give** yourself **credit for** all the hard work you've done.

(someone) is the reason why + clause

He's **the reason why** I decided to study maths at university.

We can use different expressions to *blame* and say that someone is responsible for something *bad*.

blame (someone) for (something)

I **blame** him **for** my bad exam results.

it's (someone's) fault that + clause

It's your **fault that** you got bad results.

(someone) is the reason why + clause

He's **the reason why** I still hate maths today.

We can use **myself, yourself, etc.** with **have only got... to blame** to emphasise that no one else is responsible for something bad happening.

I've **only got myself to blame**.

You've **only got yourself to blame**.

We can use **should have** when we criticise someone's actions in the past.

should / shouldn't have + *past participle*

It's Michael's fault that we missed the train. He **should have been** on time.

She's only got herself to blame. She **shouldn't have argued** with her boss.

We can use **could have** to talk about alternatives to the (good or bad) actions someone took.

could have + *past participle*

He **could have given up** on me, but he didn't.

She **could have smiled** sometimes, but she never did.

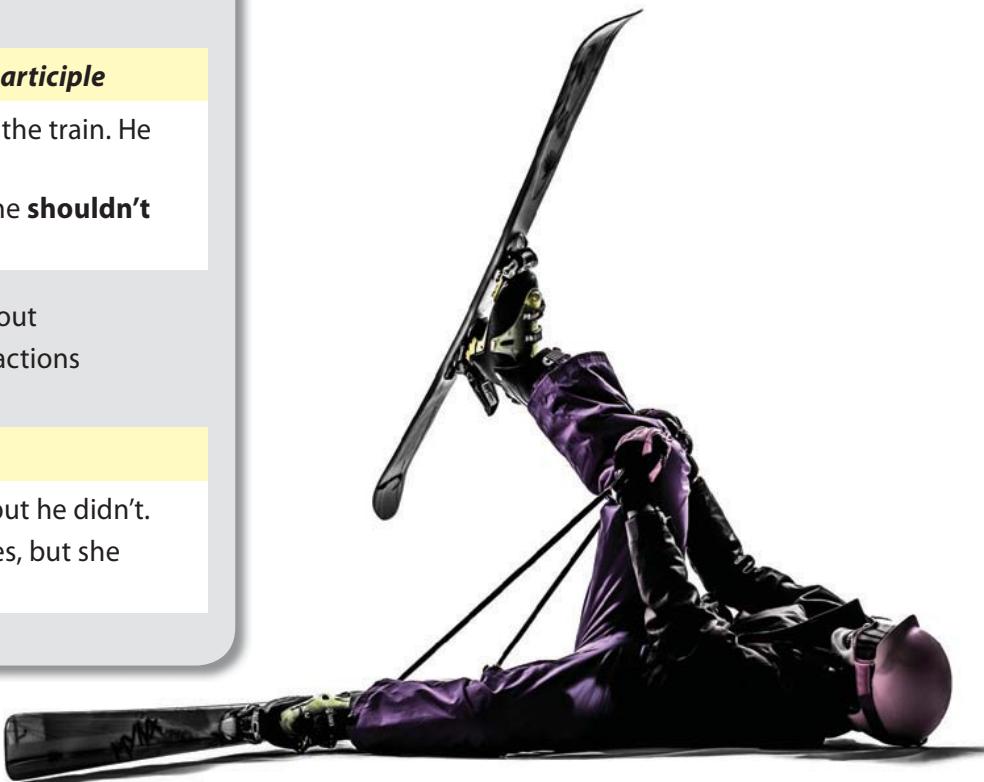
Practice

5 a Work with a partner. Complete the sentences below with **blame**, **credit**, **fault**, or **reason**.

- 1 You've only got yourself to blame for the crash.
- 2 My mother's the _____ why I'm such a bad cook.
- 3 I _____ my brother for my broken leg.
- 4 It's Mary's _____ that we don't have a table.
- 5 I give Steve _____ for completing the race.

b Write numbers to match each sentence below with a sentence in **activity 5a**.

- 1 She could have taught me, but she didn't. 2
- 2 He shouldn't have taken me skiing. _____
- 3 You should have driven more carefully. _____
- 4 He could have given up, but he didn't. _____
- 5 She should have booked. _____



Sounding Natural

- 6 a  **Track 43** Listen. What sound can you hear in the underlined parts of the sentences?

- 1 She's the reason why I'm so bad at sports.
- 2 He's the reason why I love classical music.
- 3 They're the reason why I'm studying English.

- b  **Track 43** Listen again and copy the pronunciation.

Time to Talk

- 7 a Think of someone who has had a big effect on your life, or on the world.
Make notes to answer the questions about this person, in the table below.

name of the person _____

What do you give them credit for? Why?

Is there anything you blame them for? What? Why?

- b Work with a partner. Discuss the people you chose in **activity 7a**.
Ask questions to get more information.

example A: I chose my father. He's the reason why I don't like sports.
B: Why do you say that?

- c Tell the class about the person you discussed with your partner.

Homework - turn to page 106

20 Dear Me

Introduction

- 1 a** Work on your own. Choose *one* of the questions below and make a note of your answer to it.
- 1** When was the last time you gave advice to someone? What was it about?
 - 2** What's the best piece of advice you've ever received?
 - 3** Who do you usually go to for advice? Why?
 - 4** Have you ever received good advice that you didn't take? What happened?
- b** Work with a partner.
Discuss your answers to the questions you chose in **activity 1a**.
- c** Tell the class about your partner's answers.

Reading

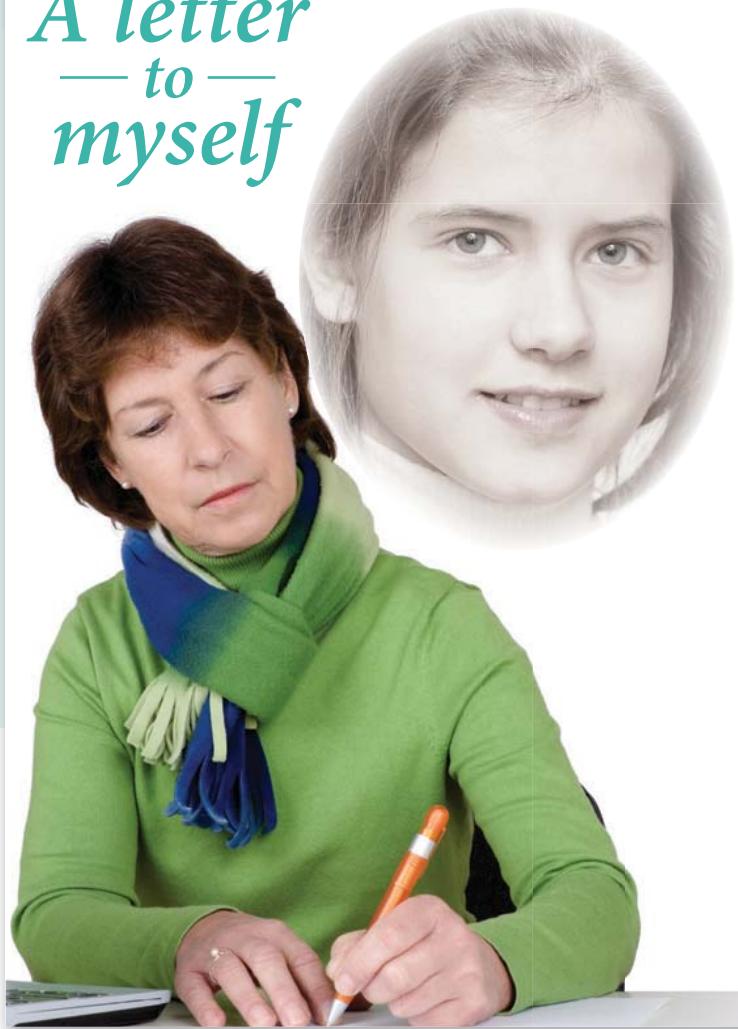
Reading Tip

Preview and predict

Read titles and look at photos and illustrations before you read, to get an idea of what an article is about. Try to predict the content. This will help you to understand better when you read the article.

- 2 a** You are going to read an article about someone giving advice.
First, look at the pictures and read the title of the article, then discuss the questions below.
- 1** What kind of person is giving the advice (e.g. is it a man or a woman, young or old)?
 - 2** Who are they giving the advice to? How?
- b** Read the introduction of the article and check your ideas from **activity 2a**.

A letter — to — myself



- 3 a** Work with a partner. Read the list of topics below. Underline three topics in the list which you think will definitely be talked about in the article.

beauty and looks	_____	friendship	_____
body and health	_____	romance	_____
career	_____	money	_____
family	_____	personality and character	_____
		travel	_____

- b** Share your ideas from **activity 3a** with the class.
- c** Read the rest of the article quickly to check your ideas from **activity 3a**. Write numbers to match the paragraphs in the article with topics in the list in **activity 3a** (not all the topics are talked about).

In this lesson: Choose good advice for a teenager

Skills: Extended reading and speaking

If you could send a letter **back through time** to your younger self, what would you say? We asked our readers to send us the letter they would write.

Today we publish a letter from Diane Roberts, 46, to her 16-year-old self.

Dear younger me,

Here are some things you should know:

- 1 Firstly, don't worry so much about how you look. Don't worry so much about your hair, or the clothes you wear. Trust me, you are beautiful. In 20 years' time you will look at photos of how you are now and realise just how wonderful you really looked.
- 2 Anyway, image really isn't the most important thing. Read as much as you can. Study hard. Develop your mind and your character. The important people in your life will value these things, not your looks.
- 3 Enjoy your body and look after it. It is the most fantastic thing that you will ever own, so eat well and get enough exercise. And don't forget to dance. Dance and sing, even if it's only when you are alone in your room.
- 4 Look after your friends. Hold onto them and keep them close. But don't hold them too tight – they need their freedom, just as you need yours. Hang out with the best, not just the coolest, and don't hang out with anyone who doesn't understand how wonderful you are.
- 5 Get to know your parents. They will be gone from your life sooner than you think. I know you don't like taking advice, but take your mum's advice. She knows you almost as well as I do. She loves you and wants the best for you.

Be good to others. Be good to yourself.

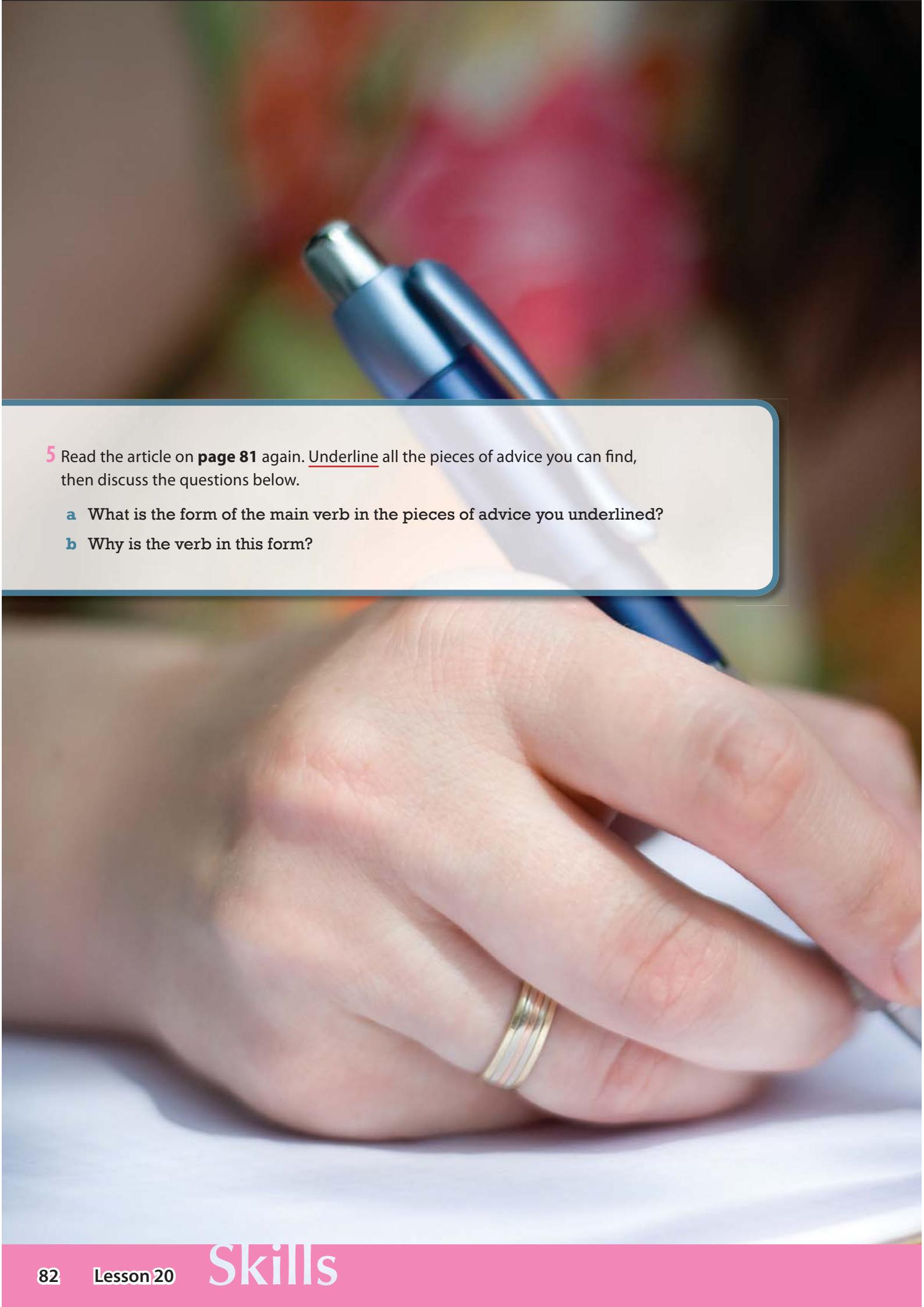
Your older self,

Diane

- 4 Find and circle, in the article, the words from the left column of the table below.

Read the sentences the words are in, then draw lines to match the words in the table with the correct meanings on the right.

<i>words</i>	<i>meanings</i>
a back through time	you when you were younger
b your younger self	understand
c realise	into the past
d image	the part of you that thinks, feels emotion, understands, etc.
e mind	how something looks
f value	spend time
g hold onto	think that something is important
h tight	keep
i hang out	strongly



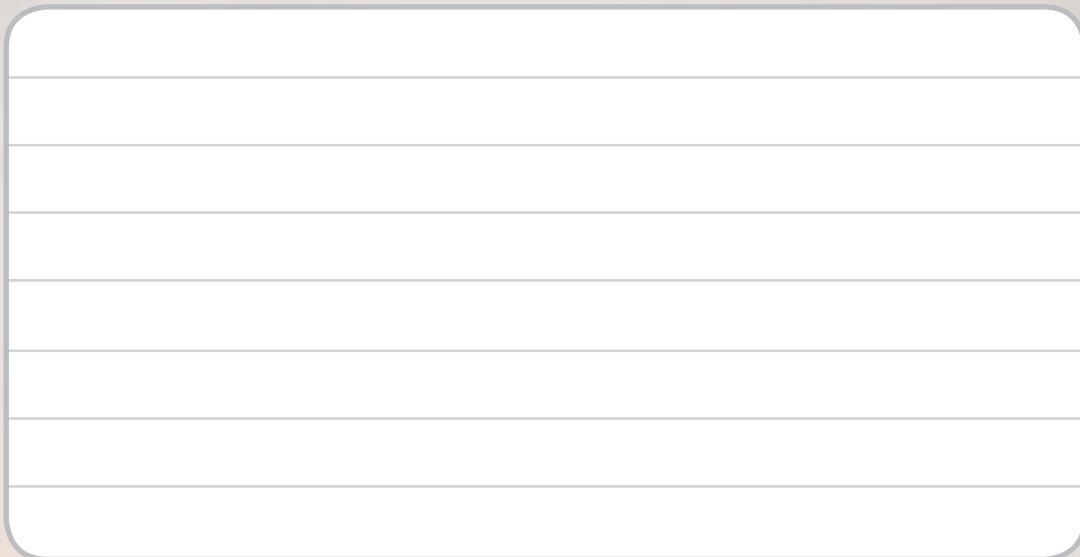
5 Read the article on **page 81** again. Underline all the pieces of advice you can find, then discuss the questions below.

- a** What is the form of the main verb in the pieces of advice you underlined?
- b** Why is the verb in this form?

Time to Talk

6 a Work with a partner.

Choose your *five* favourite pieces of advice from the article and write them below.



b With your partner, write *two* more pieces of advice that you think would be good to give to a teenager.
Add them to the list you made in **activity 6a**.

c Write numbers to rank the pieces of advice on your list from **1-7** (**1** = the most important).

7 a Change partners. Compare the lists of advice you made.

Choose the *three* most important pieces of advice.

b Share your ideas with the class.

Homework - turn to page 107