Time to Talk
21st Century Communication Skills
Pre-Intermediate A2
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<td>It Was an Accident</td>
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<td>Tell people about an accident</td>
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<td>Grammar</td>
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<td>Grammar</td>
<td>Present perfect to describe present results</td>
<td></td>
<td>17 - 18</td>
</tr>
<tr>
<td>Grammar</td>
<td>First conditional</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Skills</td>
<td>Extended speaking and vocabulary</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Grammar</td>
<td>Comparative adjectives and not as... as</td>
<td></td>
<td>20 - 21</td>
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<tr>
<td>Grammar</td>
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<td></td>
<td>22</td>
</tr>
<tr>
<td>Function</td>
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<td></td>
<td>23 - 29</td>
</tr>
<tr>
<td>Function</td>
<td>Asking for and giving opinions</td>
<td></td>
<td>30 - 36</td>
</tr>
<tr>
<td>Skills</td>
<td>Extended speaking and vocabulary</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Grammar</td>
<td>Second conditional</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Grammar</td>
<td>Used to for past habits and states</td>
<td></td>
<td>38 - 39</td>
</tr>
<tr>
<td>Grammar</td>
<td>Past simple and past continuous in stories, with as and when</td>
<td></td>
<td>40 - 41</td>
</tr>
<tr>
<td>Grammar</td>
<td>Going to for plans, will for things you expect to happen</td>
<td></td>
<td>42 - 43</td>
</tr>
<tr>
<td>Skills</td>
<td>Extended speaking and vocabulary</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>
Introduction

1a Work with a partner.
Write the verbs from the box on the correct lines to complete the phrases.

<table>
<thead>
<tr>
<th>go</th>
<th>play</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>go</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>camping</td>
<td>hiking</td>
<td>to football matches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to museums</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>history books</td>
<td>newspapers</td>
<td>film magazines</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>to heavy metal</td>
<td>to politicians</td>
<td>to CDs</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>the drums</td>
<td>sports</td>
<td>classical music</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sports programmes</td>
<td>the news on TV</td>
<td>old movies</td>
</tr>
</tbody>
</table>

b Which things from activity 1a do you do?

c Use phrases from activity 1a to complete each statement below. More than one phrase is possible for each statement.

example People who listen to heavy metal like music.

People who... like music.
People who... like sports.
People who... like history.
People who... like outdoor activities.
People who... like politics.
People who... like the cinema.

2a Work with a partner.
Complete the table below with the phrases from the box.

<table>
<thead>
<tr>
<th>I really like</th>
<th>I like</th>
<th>I quite like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>don't really like</td>
<td>I don't like</td>
</tr>
</tbody>
</table>

- I really like
- I like
- I quite like
- don't really like
- I don't like

- stronger

- weaker

Lesson 1
Flatmate wanted
Looking for a young person to share
2-bedroom flat in West London
Non-smoker preferred
Must have a job!
£600 per month
Please call Polly – 020 4950 7231

In this lesson: Find a flatmate
Function: Talking about likes and dislikes

Listening

3 a Read the newspaper advertisement and answer the questions below.

1 What is the advertisement for?
2 How much is the rent?
3 Who should you call if you want to answer the advertisement?

b David wants to be Polly’s flatmate.

Listen to Polly interview David and tick (✔) the correct boxes to say what Polly and David like.

<table>
<thead>
<tr>
<th>Polly</th>
<th>David</th>
</tr>
</thead>
<tbody>
<tr>
<td>history</td>
<td></td>
</tr>
<tr>
<td>politics</td>
<td>✔</td>
</tr>
<tr>
<td>music</td>
<td></td>
</tr>
</tbody>
</table>

4 a Who says the things below? Write P (Polly) or D (David) next to each sentence.

1 I’m really interested in history and politics. ................. D
2 I like watching the news on TV. ....................................
3 I really love reading history books. .............................
4 I’m not really into politics. ........................................
5 I really love music. .....................................................
6 I quite enjoy going to concerts, and the opera. .................
7 I really like listening to heavy metal. ............................
8 I really love playing the drums. ..................................
9 I don’t really like noise. ..............................................

b Listen again and check your answers.

c Underline the correct options below.
More than one option is possible.

We can follow phrases for likes and dislikes with a noun / the base form of a verb / the -ing form of a verb.

5 Do you think David would be a good flatmate for Polly?
**Language Focus**

1. We can talk about likes and dislikes in different ways.

**Expressing likes**

| I love / like / enjoy | + | noun -ing form of the verb |
| I'm interested in | I'm into |

- I love chocolate.
- I'm interested in politics.
- I enjoy going to museums.

**Expressing dislikes**

| I hate | I don't like / don't enjoy | + | noun -ing form of the verb |
| I'm not interested in | I'm not into |

- I hate chocolate.
- I'm not interested in sports.
- I'm not into reading history books.

**Questions and short answers**

What are you interested in?

Do you like politics?
Yes, I do. / No, I don't.

Are you into music?
Yes, I am. / No, I'm not.

**Practice**

6 Write the words in the correct order to make sentences.

a hate / to / the dentist / I really / going

I really hate going to the dentist.

b I'm not / hiking / really / into

c cooking / enjoy / do / you

d into / tennis / she's / really

e interested / in / what / you / are

f in / quite / foreign films / he's / interested

g new / people / they / really / love / meeting
Sounding Natural

7a  Track 02  Listen. What sound can you hear in the underlined parts of the sentences?

1. What are you interested in?
2. Are you interested in sport?
3. Are you into outdoor activities?

b  Track 02  Listen again and copy the pronunciation.

Time to Talk

8a  Read the questions below and make a note of your answers.

1. Do you enjoy outdoor activities?
2. Do you like listening to classical music?
3. Are you interested in politics?
4. Are you into playing sports?
5. What music do you like?
6. 
7. 
8. 

b  Write three more questions about likes and dislikes and add them to the list in activity 8a.

9a  Work with a partner. Ask and answer the questions from activity 8.

Ask more questions to get extra information and decide if you would be good flatmates.

example  A: Do you enjoy outdoor activities?
B: Not really.
A: Why not?

b  Tell the class about your partner’s answers.

Homework - turn to page 90
Lesson 2

Did You Enjoy Your Trip?

Introduction

1 Write each city above the list of things you can do there.

a Las Vegas
   - visit a mosque
   - look at really old buildings
   - shop at outdoor markets
   - ride a camel

b Sydney
   - play blackjack
   - see the Grand Canyon
   - visit the Hoover Dam
   - watch a boxing match

c Cairo
   - go on a harbour cruise
   - visit the Opera House
   - sit on the beach
   - go whale watching

2 Which city looks the most interesting? Which city looks the least interesting? Why?
In this lesson: Talk about your last holiday
Grammar: Past simple (regular and irregular verbs)

**Listening**

3a Track 03 Listen to two people talking. Tick (✓) the city in activity 1 they talk about.

b Track 03 Listen again and write T (true) or F (false) next to the statements.

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paul had a great time.</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Paul flew to Sydney.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Megan had a good holiday.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Megan ate junk food.</td>
<td></td>
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</table>

c Match the questions with the answers.
Number the boxes.

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</thead>
<tbody>
<tr>
<td>1</td>
<td>When did you get back?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How did you get there? By plane?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Did you stop on the way?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Where did you stay?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Did you have a good holiday?</td>
<td></td>
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</tbody>
</table>

- Yes, I stopped in Canberra for one night.
- Well, I have some family there, so I stayed with them.
- No, I had a boring time at home.
- Last night. About ten o’clock.
- No, I drove.

d Track 03 Listen again and check your answers.

4 Who is happy about their holiday? Who isn’t so happy? Why?
**Language Focus**

We use the **past simple** to talk about completed actions in the past (we often say when it happens, e.g. **yesterday**, **last Saturday/week/summer**, **at the weekend**).

I played golf **last Saturday**.
I **didn’t go** to work **yesterday**.

1. Regular verbs

   We add **–ed** to the **base form** of the verb

   - **start** → **started**
   - **finish** → **finished**

   If a regular verb ends in ‘-e’, just add **-d**.
   - **save** → **saved**

   If the base form ends in a consonant + ‘y’, then ‘y’ changes to **-ied**.
   - **try** → **tried**

2. Irregular verbs*

   - **drink** → **drank**
   - **go** → **went**

   I **went** to Spain last summer.
   I **didn’t go** to Spain last winter.

* See **page 115** for a list of irregular verbs.

3. Questions

   **What did** you **do** at the weekend?
   **Where did** you **go** for your holiday?
   **Did you** **have** a nice weekend?

**Practice**

5 a Complete the paragraph with the past form of the verbs from the box.

Last Monday I **flew** from Seoul to Melbourne. I **__________** at five o’clock in the morning and **__________** breakfast. At five forty-five I **__________** home and **__________** to the airport. When I arrived at the airport, I checked-in and then waited for my flight. The plane was three hours late because the weather **__________** bad. So I landed in Melbourne at three o’clock in the morning. Finally, I **__________** a taxi to my friend’s house.

b Listen and check your answers.

6 Use the prompts in the parentheses to make questions about Wayne’s journey in **activity 5**.

   a (when / fly / Melbourne)
   **When did he fly to Melbourne?**

   b (what time / get up)
   **__________**

   c (did / leave / house / five o’clock)
   **__________**

   d (how / get to / airport)
   **__________**
Sounding Natural

7 a  [Track 05] Listen to the sentences below.
How do we say the underlined words when we speak naturally?

1. Did you have a good holiday?
2. What did you do last night?
3. When did you get back?
4. Did you play golf at the weekend?

b  [Track 05] Listen again and copy the pronunciation.

Time to Talk

8 a Read the questions below and make a note of your answers.

1. When was your last holiday?
2. Where did you go?
3. Who did you go with?
4. Do you want to go there again?
5.
6.
7.

b Write three more questions for your partner about what they did on their last holiday.

9 a Work with a partner. Ask and answer the questions in activity 8.

example  A: When was your last holiday?
          B: Last autumn.

b Tell the class about your partner’s answers.

example  Dominic went to Venice with his wife last autumn.
Introduction

1 Work with a partner.
Write the words from the box in the correct places to complete the diagram below.

<table>
<thead>
<tr>
<th>never</th>
<th>always</th>
<th>hardly ever</th>
<th>sometimes</th>
<th>usually</th>
<th>often</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

2 a Work with a partner.
Match the activities on the left with the correct occupations on the right.

- **have-business-lunches**
  - read reports
  - leave work at 3 a.m.
  - make business decisions
  - get up late
  - have meetings with staff
  - get ready for work in the morning
  - get ready for work in the evening
  - go on business trips

- **a barman**

- **have business lunches**
  - the CEO of a company

b Tell your partner which things from activity 2a you do.

*example* I have meetings with staff, but I don’t have business lunches.

c Tell the class about your partner’s answers.

*example* Zena has meetings with staff, but...

Reading

3 a You are going to read a magazine article on page 13 about a typical day in the life of Damien, a club DJ.
Which things from activity 2 do you think the article will talk about?

b Read the article quickly and check your ideas.
A Day in the Life of a DJ

We asked DJ Damien to tell us about a typical day in his life.

I leave work at three or four in the morning, so I *never* / *usually* get up late. I *always* / *hardly ever* have a good breakfast because I think breakfast is important. I *almost always* have toast, cereal, fruit and yoghurt, but I *sometimes* / *never* make a big bacon sandwich because I just love bacon.

After breakfast, I look at my emails, and then I go into town and look around the music shops. It's a good thing to do because I can *never* / *often* find interesting records and CDs that I can use when I play. I *almost never* have lunch, because I'm *hardly ever* / *always* hungry in the afternoon, but I *sometimes* / *always* meet my accountant and have a business lunch with him in a café.

I get ready for work at about five o'clock in the evening. I have a shower, dress and pack my records, CDs and headphones. I go around to a friend's house, have a beer and practise for two hours, then we get something to eat in a restaurant. I love foreign food, so we *often* / *hardly ever* have a curry, or Chinese food, or something like that.

When I get to the club, I check who the other DJs are and see who is on the guest list. The club opens at 11, but I don’t play until about two because I'm quite popular now. The popular DJs *sometimes* / *always* play late. At the end of the night *almost all* the DJs go to an after-club party, but I don’t. I'm quite old now (I’m 26, but I’m *almost 27* – my birthday is next month!), so I *never* / *often* just go home.

4 a Work with a partner.
Read the article again and underline the correct options in bold to complete each paragraph.

b Write T (true) or F (false) next to each statement below.

1 Damien finishes work in the morning. **T**
2 Damien always has toast, cereal, fruit and yoghurt for breakfast. _____
3 Damien hardly ever has lunch. _____
4 Not all the DJs go to a party after the club. _____
5 Damien is 27 years old. _____

c Find the highlighted words in the article and read the sentences they are in.
Does each pair of words below have the same (S) or a different (D) meaning? Circle S or D.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>almost always</td>
<td>always</td>
<td>S / D</td>
</tr>
<tr>
<td>2</td>
<td>almost never</td>
<td>hardly ever</td>
<td>S / D</td>
</tr>
<tr>
<td>3</td>
<td>almost all</td>
<td>all</td>
<td>S / D</td>
</tr>
<tr>
<td>4</td>
<td>almost 27</td>
<td>27</td>
<td>S / D</td>
</tr>
</tbody>
</table>

5 Would you like to do Damien's job? Why or why not?
Language Focus

1 We call words like never, hardly ever, sometimes, often, usually, and always, adverbs of frequency. We use them to talk about how common it is for us to do something.

<table>
<thead>
<tr>
<th>Adverbs of frequency</th>
<th>Usually go after be, but in front of other main verbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m always hungry in the afternoon.</td>
<td></td>
</tr>
<tr>
<td>They aren’t usually tired in the morning.</td>
<td></td>
</tr>
<tr>
<td>I sometimes make a big bacon sandwich.</td>
<td></td>
</tr>
<tr>
<td>He doesn’t usually eat lunch.</td>
<td></td>
</tr>
</tbody>
</table>

Questions and short answers

When does he usually finish work?  
What do you usually have for breakfast?  
When are you usually here?  
Do you ever work late? Yes, sometimes/often. / No, never.

2 We can use almost in front of words like always, never, all, every, everyone, and no one.  
We can also use it in front of numbers.

<table>
<thead>
<tr>
<th>almost never</th>
<th>not never but very close (hardly ever)</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost all</td>
<td>not all, but very close (maybe 99%)</td>
</tr>
<tr>
<td>almost no one</td>
<td>not no one, but very close (maybe one or two people)</td>
</tr>
<tr>
<td>almost 27</td>
<td>less than 27, but very close (maybe his birthday is next month)</td>
</tr>
</tbody>
</table>

I almost always have breakfast.  
She almost never eats meat, but sometimes she has a bacon sandwich.  
Almost everyone went for a drink after work, but I went home.  
He won almost every time. We played 10 games and I beat him only once.  
There were almost 30 people at the party — maybe 27 or 28.

Be careful: We don’t usually follow almost with a noun.

X Almost people in my office are American.  
✓ Almost all the people in my office are American.  
✓ Almost everyone in my office is American.

Practice

6 a Work with a partner. Write the words in the correct order to make sentences.

1 almost / it’s / five o’clock  It’s almost five o’clock.  
2 usually / mornings / the / tired / she’s / in __________________________  
3 I / TV / almost / watch / never __________________________  
4 always / office / work / almost / we / late / in / our __________________________  
5 isn’t / Tim / for / often / late / meetings __________________________  
6 business / I / trips / ever / go / on / hardly __________________________  
7 you / buy / food / where / usually / do __________________________  
8 for / work / ever / late / you / are __________________________

b Track 06 Listen and check your answers.
Sounding Natural

7 a  Listen. What sound can you hear in the underlined parts of the sentences?
   1  He almost always works late.
   2  She almost never smiles.
   3  We almost always finish early.

b  Listen again and copy the pronunciation.

Time to Talk

8 a  Work on your own.
     Make a note of two or more things you do on a typical day in each part of the table below.
     Try to use almost and three or more different adverbs of frequency.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>in the morning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>in the evening / at night</strong></td>
<td></td>
</tr>
</tbody>
</table>

b  Work with a partner.
   Use your notes to tell them about a typical day in your life.
   example  I almost always get up at 6.30.
   Listen to your partner, ask questions to get more information and make a note of what they say.
   example  What do you usually have for breakfast?

Notes:

---

c  Tell the class about your partner’s answers.

Homework - turn to page 91
Introduction

1 Write the words in the correct column below.

<table>
<thead>
<tr>
<th>acquaintance</th>
<th>colleague</th>
<th>mother-in-law</th>
</tr>
</thead>
<tbody>
<tr>
<td>cousin</td>
<td>neighbour</td>
<td>niece</td>
</tr>
<tr>
<td>father’s side</td>
<td>teammate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>family</th>
<th>non-family</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td></td>
</tr>
</tbody>
</table>

2 Work with a partner.
Match the meanings on the left with the adjectives on the right.

a A person who doesn’t worry or get angry about things easily.

b Someone who doesn’t think about other people.

c A person who likes to talk a lot.

d Someone who is always caring and kind.

e A person who can wait a long time without getting angry.

f Someone who puts lots of effort into work or studies.

g A person who doesn’t usually joke or smile.

h Someone who likes to give or share things with people.

3 a Tell your partner which adjectives describe you, and then find an adjective that describes you both.

b Tell the class about your partner’s answers.

example Tommy is hard-working and I’m talkative, but we’re both easy-going.
In this lesson: Talk about your family
Vocabulary: Phrasal verbs with take and get

Listening

4  ▶ Track 08  Listen to two people talking. How does Naomi describe her family? Match the family members on the left to the adjectives on the right.

- mother  →  serious and selfish
- sister  →  easy-going and talkative
- father  →  warm-hearted and generous
- brother  →  serious and patient

5  a  Match the questions on the left with the answers on the right.

1  Who do you take after?  ___  Yes, I get on with him very well.
2  Do you get along with your sister?  ___  I suppose she takes after my father. He’s serious, too.
3  Who does she take after?  ___  Well no, I don’t really like her.
4  Do you like your brother?  1  I think I take after my mother. We’re both really easy-going and talkative.

b  ▶ Track 09  Listen and check your answers.

6  Who does Naomi like, her brother or sister?

7  Match the words on the left with the meanings on the right.

- get on with/get along with  →  to be similar to someone
- take after  →  to have a good relationship with someone
Language Focus

1. We use *get on (with) / get along (with)* to say that we have a good relationship with someone.

   I *get on with* the people at work. They’re all so nice.
   I don’t *get along with* my brother. He’s very selfish.

2. We use *take after* to say we are similar in appearance or personality to other people in our family.

   She *takes after* her mother. They’re both very generous.
   I *take after* my father. We’re both tall.

Practice

8 **Underline** the correct option to complete each sentence below.

a. Christina and I like all the same things. That’s why I *get on with / take after* her so well.

b. We *got along with / didn’t get along with* each other when we were kids. We fought every day.

c. Do you *get on with / take after* your colleagues at work?

d. Damon *doesn’t get along with / takes after* his mother. They’re both really easy-going and patient.

e. He’s very selfish, that’s why he *gets along with / doesn’t get along* with his teammates.

f. My daughter *gets along with / takes after* her father. She looks just like him.

g. His brother is so different from him, but they *get on with / take after* each other so well.

Sounding Natural

9a **Track 10** Listen to the words below. Write the number of syllables next to each adjective.

<table>
<thead>
<tr>
<th>easy-going</th>
<th>4</th>
<th>selfish</th>
</tr>
</thead>
<tbody>
<tr>
<td>generous</td>
<td></td>
<td>serious</td>
</tr>
<tr>
<td>hard-working</td>
<td></td>
<td>talkative</td>
</tr>
<tr>
<td>patient</td>
<td></td>
<td>warm-hearted</td>
</tr>
</tbody>
</table>

b **Track 10** Listen again and copy the pronunciation.
10a Read the questions below and make a note of your answers.

1. Who do you get on with on your mother's side?

2. Which person in your family do you take after?

3. Do you get on with your neighbours?

4. Did you get on with all of your high school classmates?

5. 

6. 

b Write two more questions for your partner about who they take after and get on with.

11a Work with a partner.
Ask and answer the questions in activity 10.
Make a note of your partner's answers.

example A: Do you get on with your neighbours?  
B: Yes, I talk to them every day.

b Tell the class about your partner's answers.

example Marge gets on with her neighbours and she talks to them every day.

Homework - turn to page 92
**Introduction**

1. a. Complete the table below with the words from the box.

<table>
<thead>
<tr>
<th>cricket bat</th>
<th>curtains</th>
<th>plastic</th>
<th>scissors</th>
<th>wallet</th>
</tr>
</thead>
<tbody>
<tr>
<td>cloth</td>
<td>envelope</td>
<td>metal</td>
<td></td>
<td>shampoo bottle</td>
</tr>
</tbody>
</table>

1. made of **metal**

   - knife
   - corkscrew

2. made of leather

   - belt
   - handbag

3. made of wood

   - chest of drawers
   - coffee table
   - cricket bat

4. made of __________

   - comb
   - CD case

5. made of __________

   - blanket
   - shirt

6. made of paper

   - letter
   - magazine

b. Add one more thing to each box in activity 1a.

2. Complete the conversations below with a phrase from the box.

<table>
<thead>
<tr>
<th></th>
<th>get it</th>
<th>got it from</th>
<th>got it in</th>
<th>gave it to</th>
<th>made of</th>
</tr>
</thead>
</table>

1. A: That’s a beautiful handbag, Laura!
   B: Thanks, my husband **gave it to** me for my birthday.

2. A: That scarf looks really expensive. What’s it _____________?
   B: Silk, I think. It’s my favourite scarf.

3. A: Wow! I love your dress. Where did you _____________?
   B: At a department store. It was half-price.

4. A: This is my favourite necklace. I _____________ my grandmother.

5. A: Where did you buy this painting?
   B: I _____________ Europe.

3. a. Work with a partner.
   Choose something from your bag and use the phrases from activity 2 to tell your partner about it.

   **example** I got this key chain from my friend. I think she got it in London.

   b. Tell the class about your partner’s possession.

   **example** Linda got her key chain from her friend. She thinks...
Imagine your house is on fire. Your family, photographs and documents are safe. You can save three more things. Make a list below.

<table>
<thead>
<tr>
<th></th>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>three</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Work with a partner. Show your partner your list and explain your choices. Ask questions to get extra information about your partner’s things. Make a note of their answers in the table above.

**example**
A: I saved my electric guitar. It’s made of maple wood.
B: Why is it special?
A: I got it from my grandparents for my sixteenth birthday. I love it!

5 Tell the class about your partner’s answers.

**example**
Sophie saved her electric guitar. It’s made of maple wood. She got it from her grandparents.
**Vocabulary**

6a Complete the situations on the left of the table with the words from the box.

<table>
<thead>
<tr>
<th>driving</th>
<th>living</th>
<th>being</th>
<th>working</th>
</tr>
</thead>
<tbody>
<tr>
<td>advantage</td>
<td>disadvantage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **working** in a high-paying job
   - You work long hours.

2. ________ in a large house

3. ________ rich

4. ________ an expensive car

b Write the numbers to match each statement below with a situation in activity 6a.

- You have lots of space for your things.
- You can buy the things you want.
- You work long hours.
- You spend lots of money on insurance.

1  

You work long hours.

b Work with a partner.

Decide if the statements in activity 6b describe advantages or disadvantages of the situations in activity 6a. Write each statement in the correct place in the table.

7 Complete the rest of the table in activity 6a with your own ideas.
Time to Talk 2

8 a Work with a partner. Read the list of things that can make people happy. Add four more of your own ideas.

☐ living in a big house
☐ driving an expensive car
☐ owning beautiful art
☐ wearing designer clothes

☐
☐
☐
☐

b Rank the things from 1-8 (1 = the most important thing for a happy life).

9 a Change partners and compare your lists from activity 8. Choose the five most important things for a happy life.

b As a class, discuss your ideas. Decide the three most important things for a happy life.

Homework - turn to page 92
Introduction

1a Work with a partner.
Match the verbs from the box with the kinds of art in the table below. Some verbs can go with more than one kind of art.

<table>
<thead>
<tr>
<th>direct</th>
<th>make</th>
<th>publish</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>illustrate</td>
<td>paint</td>
<td>release</td>
<td>write</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>paintings</th>
<th>sculptures</th>
<th>CDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>paint</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>photographs</th>
<th>films</th>
<th>novels/short stories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Underline the correct options to complete the statements below.

1. If you **illustrate** / **publish** a novel, you make pictures to go with the story.
2. If you **illustrate** / **publish** a novel, you make it ready for people to buy.
3. You write novels and short stories **before** / **after** you publish them.
4. You make CDs and films **before** / **after** you release them.

c Which kinds of art from activity 1a do you have in your home?

2 Look at the works of art on the right.
Tell the class which ones you recognise and what you know about them.

example I know the sculpture in picture 2.
I think it’s in Italy...
In this lesson: Tell people about a work of art you like
Grammar: Passive forms

Listening

3 a Use the words from the box to complete the information about the works of art in the pictures.

<table>
<thead>
<tr>
<th>Name</th>
<th>Artist</th>
<th>Artist's nationality</th>
<th>Date</th>
<th>Where made/painted</th>
<th>Materials</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunflowers</td>
<td>David</td>
<td>American</td>
<td>1888</td>
<td>France</td>
<td>oil paint</td>
<td>$300</td>
</tr>
<tr>
<td>David</td>
<td>Bernini</td>
<td>Dutch</td>
<td>1623</td>
<td>America</td>
<td>oil paint</td>
<td></td>
</tr>
<tr>
<td>American Gothic</td>
<td>Jeff Koons</td>
<td>American</td>
<td>1992</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puppy</td>
<td>Grant Wood</td>
<td>Italian</td>
<td></td>
<td></td>
<td></td>
<td>$40 million</td>
</tr>
</tbody>
</table>

b Listen and check your ideas.

c Write numbers to match the statements below with the pictures.

1 This sculpture was made in Italy.  
   Picture 2
2 The painting is called Sunflowers.  
   Picture ____
3 They were made by Americans.  
   Pictures ____ and ____
4 It was bought for $40 million.  
   Picture ____

4 Which work of art from activity 3 do you like the most? Why?
5 Work with a partner.
Read the sentences, and then underline the correct option to answer each question below.

a The painting is called Sunflowers.
b David was made in Italy.
c American Gothic and Puppy were made by Americans.
d Sunflowers was bought for $40 million.

1 Does sentence a mention who calls the painting Sunflowers? yes / no
2 Does sentence b mention who made David? yes / no
3 Does sentence d mention who bought the picture? yes / no
4 In all the sentences, which is more important? the works of art / the people

We can use passive forms when we don't know or we aren't really interested in who does an action.

be (not) + past participle

These sculptures are made of marble. They aren't made of flowers.
That sculpture is called Puppy. It isn't called David.

For regular verbs, the past participle looks the same as the past form.
call → called → called

There is a list of common irregular verbs on page 115.

With passive forms, we change be to form the tense.

Puppy is made of flowers. (present simple)
Puppy was made in 1992. (past simple)

Questions and short answers

When was the Mona Lisa painted?
Who was it bought by?
Were they made in Italy?
Yes, they were. / No, they weren't.
Is it made of plastic?
Yes, it is. / No, it isn't.

If we want to mention who does the action we use by.

David was made by Michelangelo.

6 Use be (not) and a verb from the box in the correct form to complete the sentences below.
Use each word only once.

allow build hurt make paint steal wake

a She fell down, but it's OK. She _______ hurt.
b When _______ this house _______?
c All my shoes are Italian. The best shoes _______ _______ in Italy.
d My camera is in my bag. _______ we _______ to take photographs?
e My bicycle _______ _______.
f I _______ _______ up by a loud noise.
g Where _______ this picture _______?
Sounding Natural

7 a Write 1, 2, or 3 next to each word to say how many syllables it has.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>novel</td>
<td>photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>film</td>
<td>sculpture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>painting</td>
<td>story</td>
<td></td>
</tr>
</tbody>
</table>

b Track 15 Listen and check your answers.

c Track 15 Listen again and copy the pronunciation.

Time to Talk

8 a Work on your own.
Think of a work of art you really like, or one that you have in your home.
It could be a painting, a sculpture, a book, a film, a CD or something else.
Make notes in the table below.

<table>
<thead>
<tr>
<th>what it is</th>
<th>what it is called</th>
<th>who it was made by</th>
<th>when it was made</th>
<th>other information</th>
</tr>
</thead>
</table>

b Work with a partner. Tell them about the work of art you made notes on.
Listen to your partner and make a note of what they say.
Ask questions to get more information.

example I really like a novel. It's called...
Was it illustrated?

Notes:

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Homework - turn to page 93
Introduction

1a Work on your own. Read the questions below and make a note of your answers.

1. When was the last time you asked someone to do something for you? What was it?
2. When someone asks you to do something, is it easy for you to say ‘no’? Why?

3. Are the people below easy or difficult for you to say ‘no’ to?
   Write E (easy) or D (difficult) next to each person.
   - family
   - friends
   - people you don’t know
   - colleagues
   - teachers at school

b Work with a partner.
   Discuss your answers to the questions in activity 1a.

c Tell the class about your partner’s answers.
Read the requests in activity 2 again, then underline A (Column A) or B (Column B) to answer the questions below.

a In which column do the requests use modal verbs (can/could/would)? ...... A / B
b In which column are the requests in Yes / No question form? ................... A / B
c In which column are the requests more polite? ................................. A / B

4 a Write numbers to match the polite refusals with the requests in activity 2.

1 I’m afraid we don’t have any left. Would you like white?   1
2 I would, but I don’t have any.   
3 I’d usually say yes, but I’m using it right now.   
4 I’m sorry, but I don’t live around here.   
5 I’d like to, but I don’t know this programme.   
6 I’m sorry, but our car is broken down.   

b Underline the refusals in activity 4a that we usually use only with people we are friendly with.
Language Focus

We can use modal verbs to make polite requests in different ways.

<table>
<thead>
<tr>
<th>modal verb</th>
<th>you (not) + base form of the verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>will</td>
</tr>
<tr>
<td>could</td>
<td>might</td>
</tr>
</tbody>
</table>

Do you think you could (not) + base form of the verb

Do you think you could lend me a hundred pounds?
Do you think you could not make so much noise?

Would you mind (not) + -ing form of the verb

Would you mind telling me the way to the village?
Would you mind not using all the milk?

When we refuse requests politely we can apologise and give a reason:

<table>
<thead>
<tr>
<th>apology</th>
<th>reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm sorry, but I'm afraid</td>
<td>our car is broken down. we don't have any left.</td>
</tr>
</tbody>
</table>

We can use phrases with I would when we refuse requests from people we are friendly with.

<table>
<thead>
<tr>
<th>phrase with I would, but</th>
<th>reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would*, but</td>
<td>I don't have any. I'm using it right now.</td>
</tr>
<tr>
<td>I'd usually say yes, but</td>
<td>I don't know this programme.</td>
</tr>
<tr>
<td>I'd like to, but</td>
<td></td>
</tr>
</tbody>
</table>

* In response to Would you mind...? we can say I wouldn't, but...

We can use the following expressions to agree to requests:

- Of course.
- No problem.
- Certainly.
- Sure.
- OK.

In response to Would you mind...? we can agree with Not at all.

Practice

5a Use the prompts to make the requests polite.

1. Take these letters to the post office.
   Do you think you could take these letters to the post office?
2. Bring me the bill.
   Can you bring me the bill?
3. Buy me a drink.
   Could you buy me a drink?
4. Don't smoke in here.
   Would you mind not smoking?
5. Lend me your bicycle.
   Do you think you could lend me your bicycle?

b Write numbers to match the replies below to the requests in activity 5a.

1. I'd love to, but I haven't got any money.  **3**
2. I would, but I don't have time. Would you mind doing it yourself?  ****
3. No problem. I'll go outside.  **4**
4. I'd usually say yes, but I need it to get to work.  **5**
5. Certainly, sir. Right away.  **1**
Sounding Natural

7 a  Track 16  Listen. Does the intonation go up or down at the end of each request?
Circle the correct arrow.

1  Can you show me how to use this? .............................................. ➪  ❌
2  Could you lend me your dictionary? ........................................... ➪  ❌
3  Do you think you could lend me some money? ......................... ➪  ❌

b  Track 16  Listen again and copy the pronunciation.

Time to Talk

You are going to role-play two situations making and responding to requests.
Work in two groups, A and B.

Group A: read below.
Group B: go to page 84.

7 a  Read the information for Role-play 1 and think about what to say.

Role-play 1
• You and your partner are colleagues. You work together in the same office.
• Tomorrow is your colleague's day off, but it's a working day for you. You want to take the day off (it's your birthday!)
• Go to your colleague's desk and say hello.
• Ask your colleague to change their day off with you.

b  Do the role-play with your partner.
example  A: Hi, Jo. How are you?
         B: Oh, hello Kim...
         A: Jo... I want to ask you something...

c  Do the same with Role-play 2.

Role-play 2
• You live in a house and your partner is your neighbour.
• You are selling your sofa. The sofa is on the street.
• Someone will come to take it away in 20 minutes.
• Your neighbour comes to your door. Listen to what your neighbour says and respond.

Homework - turn to page 94
Lesson 8

A New Look

Introduction

1a Use the verbs from the box to complete the ideas for how you can change your look.

burn  cut  get
buy    dye  join

1. Burn your old clothes and ________ new ones.
2. ________ your hair a different colour.
3. ________ a perm.
4. ________ a gym.
5. ________ your hair short.

b Which suggestion in activity 1a do you think is the best?

__________________________________________________________________________________
In this lesson: Guess what happened  
Grammar: Present perfect to describe present results

---

**Listening**

2 a Track 17 Listen to Pat and Sam talking, and then look at their pictures below and underline the correct name.

- 1 Pat / Sam
- 2 Pat / Sam

b Draw a line to match the questions in **Column 1** with the answers in **Column 2**.

<table>
<thead>
<tr>
<th><strong>Column 1</strong></th>
<th><strong>Column 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Have you changed your hair colour?</td>
<td>Yes. I’ve joined a gym.</td>
</tr>
<tr>
<td>2 Have you lost weight?</td>
<td>Yeah, I’ve cut it.</td>
</tr>
<tr>
<td>3 Have you done something to your hair?</td>
<td>Yes, I’ve dyed it black and got a perm.</td>
</tr>
</tbody>
</table>

c Track 17 Listen and check your answers.

3 Underline the correct option to complete the sentences below.

a Pat and Sam are talking about actions that happened in the **present** / the **past**.

b They **can** / **can’t** see the results of the actions now.

4 Do you think Pat and Sam will see each other again? Why?
We can use the present perfect to talk about a past action that has a connection to the present.

**have/has + the past participle form** of the verb

You’ve* lost weight. (I can see that you look thinner.)
She’s** dyed her hair. (I can see that her hair is a different colour.)
**Has** she gone out? (I don’t see her now.)

*a you’ve = you have    **she’s = she has

**Practice**

5 Write the words in the correct order to make present perfect statements, then match each statement with a present result on the right.

Use contracted forms (e.g. he’s, she’s) where possible.

a he / his / has / lost / glasses
   He’s lost his glasses.

b shops / to / gone / the / has / Linda

______________________________

b She’s not home right now.

______________________________

c diet / I / started / have / a

______________________________

c I’m late for work.

______________________________

d of / they / people / a / have / invited / lot

______________________________

d You can read it now.

______________________________

e has / his / Timmy / homework / forgotten / do / to

______________________________

e There’s nowhere to sit at the party.

______________________________

f have / late / I / woken / up

______________________________

f He can’t see the TV clearly.

______________________________

g have / I / finished / the / newspaper / reading

______________________________

g I’m always hungry.

______________________________
Sounding Natural

6 a Track 18
Listen. Underline the main stress in each sentence on the left.

1 Mary’s bought a new dress. (she didn’t steal it)
2 Mary’s bought a new dress. (it wasn’t second-hand)
3 Mary’s bought a new dress. (it isn’t a blouse)
4 Mary’s bought a new dress. 1 (Jane didn’t buy it)

6 b Match each sentence with a meaning on the right.

6 c Track 18
Listen again and copy the pronunciation.

Time to Talk

Work in two teams, A and B.

Team A: read below.
Team B: go to page 85.

7 a Read the prompts below. As a team, write two more similar prompts.

You’ve lost your wallet.
You’ve caught a cold.
You’ve eaten a really hot chilli pepper.
You’ve spilled sauce on your shirt.

7 b Take turns. Choose a prompt and mime it for the other team to guess.
Watch people from the other team and guess what has happened.
Each correct guess gets a point for your team.

example
A: You’ve lost your pen.
B: No, guess again.
A: I know. You’ve lost your keys!
B: That’s right!

Homework - turn to page 95
**Introduction**

1. As a class, make a list of all the different places you can see or hear advertisements.

2. **a** Work with a partner. Ask and answer the questions below.

   1. Do you ever buy things because of advertisements? What?
   2. Are there any advertisements that make you laugh? Which ones? Why?
   3. Are there any advertisements that make you angry? Which ones? Why?

   **b** Tell the class about your partner’s answers.

3. Use the words from the box to complete the definitions below.

   - bargain
   - delivery
   - guarantee
   - product
   - trial
   - two for the price of one

   **a** Something a company makes to sell is called a **product**.
   **b** A **guarantee** is a promise by a company to repair or exchange a product that has a problem.
   **c** A **trial** is when you can try something for a short time before you buy it.
   **d** A **delivery** is when a company sends a product to your home or work.
   **e** When you pay for one product and the company gives you one more for free, you get **two for the price of one**.
   **f** If you buy something very good for a low price, you get a **bargain**.
In this lesson: Make a radio advertisement
Grammar: First conditional

Reading

4 a Work with a partner. You are going to read advertisements for five different products. Before you read, look at the picture on each advertisement and guess what it is advertising.

e.example

A: I think advertisement 2 is for chocolates.
B: Yes, expensive chocolates!

b Read the advertisements and check your ideas.

5 a Match the words in Column A with words in Column B to make sentences. Then write numbers in Column C to match each sentence with an advertisement.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you buy this cereal,</td>
<td>delivery will be free.</td>
<td>3</td>
</tr>
<tr>
<td>If you drink this,</td>
<td>you’ll get a plastic dinosaur.</td>
<td>2</td>
</tr>
<tr>
<td>If you order online,</td>
<td>you won’t be fat.</td>
<td>4</td>
</tr>
<tr>
<td>If you use this,</td>
<td>you’ll be fit.</td>
<td></td>
</tr>
<tr>
<td>If you come here,</td>
<td>you can watch TV on the train.</td>
<td></td>
</tr>
</tbody>
</table>

b Read the sentences in activity 5a again and underline the correct options to complete the statements below.

1 The sentences in activity 5a talk about situations in the present / the future.

2 The sentences in activity 5a describe definitely true / possibly true situations.

C Which products in activity 4 are you interested in? Why?
Language Focus

We can use the first conditional to talk about possible situations in the future.

**if + present simple // will + base form of the verb**

<table>
<thead>
<tr>
<th>possible situation</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you order online,</td>
<td>delivery will be free.</td>
</tr>
<tr>
<td>If you drink this,</td>
<td>you won't be fat.</td>
</tr>
<tr>
<td>If you don't order now,</td>
<td>you'll miss a great offer.</td>
</tr>
</tbody>
</table>

We can replace will in the result part of the sentence with some other modals.

<table>
<thead>
<tr>
<th>possible situation</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you use this product,</td>
<td>you can watch TV on the train.</td>
</tr>
<tr>
<td>If you enter our competition,</td>
<td>you might win a car.</td>
</tr>
</tbody>
</table>

In questions, we usually put the will-part of the sentence first.
If the will-part comes first, we don’t use a comma between the two parts.

**will + base form of the verb // if + present simple**

<table>
<thead>
<tr>
<th>possible situation</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I get</td>
<td>If I order online?</td>
</tr>
<tr>
<td>Will you give me a new product</td>
<td>if there is a problem?</td>
</tr>
</tbody>
</table>

Practice

6 a Use the words in parentheses in the correct form to complete the phrases on the left.

1. If we _______ don’t leave _______ (not/leave) now, [ ] if they miss the last train?
   [ ] his boss will sack him. 1. we may miss our flight.

2. If you ___________ (be) hungry, [ ] if I invite him?
   [ ] we can try that discount shop.

3. Will he ___________ (come) to the party [ ] if they miss the last train?
   [ ] his boss will sack him.

4. If she ___________ (want) a bargain, [ ] if I invite him?
   [ ] we may miss our flight.

5. If Max ___________ (be) late again, [ ] if I invite him?
   [ ] his boss will sack him.

6. How will they ___________ (get) home [ ] if they miss the last train?
   [ ] his boss will sack him.

7. If the weather ___________ (not/improve), [ ] if they miss the last train?
   [ ] his boss will sack him.

8. If you ___________ (not/go) to bed early, [ ] if they miss the last train?
   [ ] his boss will sack him.
Sounding Natural

7 a [Track 19] Listen. Underline the words you hear on each line.

b [Track 19] Listen again and copy the pronunciation.

c Take turns saying one phrase from each line in activity 7a. Can your classmates tell if the phrase is from Column A or Column B?

<table>
<thead>
<tr>
<th>Column A /əʊ/</th>
<th>Column B /ɒ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1   I won’t</td>
<td>I want</td>
</tr>
<tr>
<td>2   we won’t</td>
<td>we want</td>
</tr>
<tr>
<td>3   they won’t</td>
<td>they want</td>
</tr>
<tr>
<td>4   you won’t</td>
<td>you want</td>
</tr>
<tr>
<td>5   I won’t</td>
<td>I want</td>
</tr>
<tr>
<td>6   they won’t</td>
<td>they want</td>
</tr>
<tr>
<td>7   we won’t</td>
<td>we want</td>
</tr>
<tr>
<td>8   you won’t</td>
<td>you want</td>
</tr>
</tbody>
</table>

Time to Talk

Work with a partner.
You are going to make a 30-second radio advertisement for one of the products in activity 4.

8 a Choose a product from activity 4 and use the table below to plan your advertisement.

<table>
<thead>
<tr>
<th>product</th>
<th>Choco l’amour</th>
</tr>
</thead>
<tbody>
<tr>
<td>good things that will happen if you buy it</td>
<td>Your wife will be happy. Your friend will love you.</td>
</tr>
<tr>
<td>bad things that may happen if you don’t buy it</td>
<td>Your friend will be disappointed.</td>
</tr>
<tr>
<td>special offer (you can decide what these are)</td>
<td>If you order two boxes, we’ll send you flowers.</td>
</tr>
</tbody>
</table>

b Decide what to say in the radio advertisement and write a script.

example Choco l’amour luxury chocolates – for the lady in your life.
If you love her, you’ll give her Choco l’amour.
If you give her Choco l’amour, she’ll love you!

9 a Act out your advertisement for the class.

b As a class, decide who made the best advertisement.

Homework - turn to page 96
Introduction

1a Look at the different ways to brew coffee or tea below. Complete the words under the pictures with the correct vowels.

- espresso machine
- t__b__g
- Fr_nch pr_ss
- t__p__
- c_ff__m_k_r
- p_wd_r

b Which of the things in activity 1a are for brewing coffee? Which are for brewing tea?

c Do you know any other ways to brew coffee or tea?

2a Match the coffee and tea expressions on the left with the meanings on the right.

| 1 | white with sugar | no caffeine
|---|------------------|------------------|
| 2 | black            | 1 with milk or cream and sugar
| 3 | weak             | 2 with no milk or cream
| 4 | decaf            | 3 a lot of taste
| 5 | strong           | 4 not much taste

b How do you take your coffee or tea?

eample I don’t drink coffee, but I take my tea strong and black.
In this lesson: Talk about the kind of café you like

Skills: Extended speaking and vocabulary

Time to Talk 1

3 a Work on your own. Read the questions below and make a note of your answers.

1. How do you usually make tea?

2. How often do you drink coffee?

3. What things are important for a good cup of coffee or tea?

4. Do you usually take milk in your coffee?

5.

6.

b Write two more questions about coffee or tea and add them to the list in activity 3a.

4 a Work with a partner.

Ask and answer the questions in activity 3.

example A: How do you usually make tea?
B: I make it in a teapot. I usually let it brew for about three minutes.

c Tell the class about your partner’s answers.

example Rachel makes her tea in a teapot. She lets it brew for three minutes.
### Vocabulary

5 Write the adjectives from the box in the correct column below. Some adjectives can go in more than one column.

<table>
<thead>
<tr>
<th></th>
<th>convenient</th>
<th>lively</th>
<th>quiet</th>
<th>skilful</th>
<th>delicious</th>
<th>modern</th>
<th>polite</th>
<th>reasonable</th>
<th>traditional</th>
<th>young</th>
</tr>
</thead>
<tbody>
<tr>
<td>atmosphere</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>decor</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>location</td>
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<td></td>
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<tr>
<td>staff</td>
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<td></td>
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<td>food and drink</td>
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</table>

convenient

6 Complete the sentences with the headings in activity 5.

a This restaurant has a really nice atmosphere. It makes me feel comfortable and relaxed.

b My favourite pub has a great selection of ____________, and the prices are reasonable.

c I love the _____________ in this lobby. All the furniture and lights are very modern and cool.

d That restaurant is in a great ___________. It's right next to the beach. It should be successful.

e The _____________ in that café are really friendly and polite, and their baristas make the best lattes.
7 a Work with a partner. You’re going to open a café.
Read the list of things below that are needed for a successful café.
Add three more of your own ideas.

☐ atmosphere
☐ staff
☐ decor
☐ location
☐ selection of coffee/tea
☐ ________________________
☐ ________________________
☐ ________________________

b Which things on your lists do you think are the most important for a successful café?
Rank the things in activity 7a from 1-8
(1 = the most important thing needed for a successful café).

8 a Change partners.
Compare your ideas.
Decide on the three most important things needed for a successful café.

b Share your ideas with the class.
As a class, decide on the most important thing needed for a successful café.
Introduction

1 a Write numbers to match the adjectives on the left with their opposites on the right. Which column has mostly positive meanings? Which has mostly negative meanings?

<table>
<thead>
<tr>
<th>1. pretty</th>
<th>2. smart</th>
<th>3. outgoing</th>
<th>4. polite</th>
<th>5. tidy</th>
<th>6. talkative</th>
<th>7. considerate</th>
<th>8. kind</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

b Underline the correct option to complete the sentences below.

1 Tom is really **smart** / **stupid**. He didn’t know he needed a passport to fly to America.
2 Mika gets nervous talking to new people because she’s really **outgoing** / **shy**.
3 A phone call to my sister always lasts so long because she’s so **talkative** / **quiet**.

2 a Work with a partner. Discuss the questions below.

1 Which adjectives in activity 1a describe your parents?
2 Which describe your best friend?

b Tell the class about your partner’s parents and best friend.
In this lesson: Compare yourself to someone you know
Grammar: *Comparative adjectives* and *not as... as*

**Listening**

3 Listen to the conversation and tick (✓) the adjectives in activity 1a you hear.

4 a Listen again to the conversation between Stuart and Tony. Write Patricia or Alison in the correct places below.

**b** Look at the lines in activity 4a and underline the correct option to complete the sentences below.

1 Patricia is smarter than / not as smart as Alison.
2 But Patricia’s more outgoing / not as outgoing as Alison.
3 Alison is more talkative / quieter than Patricia.

5 Do you think Stuart will introduce his sister to Tony? Why or why not?
Language Focus

We can compare two things using the **comparative forms** of adjectives.

Who's messier?
My brother’s messier than me.

We form **comparative adjectives** in this way:

1. Adjectives with one syllable:
   - add –er
     Tina’s kinder than her sister.

2. Adjectives with two syllables, ending in –y:
   - replace –y with –ier
     Greg’s lazier than his brother, Colin.

3. Most other adjectives use:
   - more + adjective
     My sister’s more talkative than me.

Two common irregular adjectives:

- good → better
- bad → worse

We can also use **not as...as** to compare two things or people.

- She’s not as hard-working as Patricia.
- She isn’t as hard-working as Patricia.

Practice

6. Use the prompts to rewrite the sentences below.
   For each sentence, use the same adjective and keep the meaning the same.

a. Peter is friendlier than Becky.
   Becky isn’t as friendly as Peter.

b. Tommy isn’t as tall as Ian.
   Ian’s taller than Tommy.

c. I’m not as outgoing as my parents.
   My parents are __________________________
   __________________________

d. Jonathan’s desk is tidier than mine.
   My desk isn’t __________________________
   __________________________

e. My father isn’t as talkative as my mother.
   My mother’s __________________________
   __________________________

f. My new neighbours aren’t as considerate as my old ones.
   My old neighbours were __________________________
   __________________________

g. Marcos is older than Manny.
   Manny isn’t __________________________
   __________________________

h. I’m not as considerate as my brother.
   My brother’s __________________________
   __________________________
7 a Track 21 Listen to the sentences below and mark (●) the stressed words.

1. Ian is taller than Tommy.
2. Today isn’t as cold as yesterday.
3. Marcos is older than Manny.

b Track 21 Listen again and copy the pronunciation.

8 a Write your best friend’s name below.

b Think about how you compare to your best friend. Then read the questions below and make a note of your answers.

1. Who is more talkative?
2. Which one of you is tidier?
3. Are you as hard-working as your best friend?
4. Who is kinder?
5. 
6.

9 a Work with a partner.

Ask and answer the questions in activity 8. Make a note of your partner’s answers.

example  A: Who is more talkative?
B: I am. My friend Gina is a very quiet person.

b Tell the class about your partner’s answers.

example  Betty is more talkative than her friend Gina.

Homework - turn to page 97
It Has the Best Cheesecake in Town

**Introduction**

1 a Work with a partner.

Write **S** (similar) or **D** (different) next to the pairs of adjectives to say if they have a similar or different meaning.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>big</td>
<td>large</td>
</tr>
<tr>
<td></td>
<td>good</td>
<td>bad</td>
</tr>
<tr>
<td></td>
<td>fashionable</td>
<td>trendy</td>
</tr>
<tr>
<td></td>
<td>famous</td>
<td>well-known</td>
</tr>
<tr>
<td></td>
<td>exciting</td>
<td>boring</td>
</tr>
<tr>
<td></td>
<td>international</td>
<td>cosmopolitan</td>
</tr>
<tr>
<td></td>
<td>peaceful</td>
<td>lively</td>
</tr>
<tr>
<td></td>
<td>down-to-earth</td>
<td>romantic</td>
</tr>
</tbody>
</table>

b Underline the correct option to complete the sentences.

1 The place I live is really **boring** / **famous**. There are no shops and nothing to do.

2 I know a really **lively** / **romantic** bar. There are always lots of customers laughing and chatting.

3 That shop has all the latest fashions. It's really **famous** / **trendy**.

4 It's a very **down-to-earth** / **well-known** museum. It's always on TV.

5 Low lights, soft music and candles on the tables. It's a really **international** / **romantic** little restaurant.

6 I live in a very **cosmopolitan** / **famous** part of town. There are people and shops from all over the world.

2 Describe two places you know with adjectives from **activity 1**.

*example* The park near the station is very peaceful in the evening.
In this lesson: Tell people about good places to go in your area
Grammar: Superlative adjectives

City Break Holidays

London is the largest, most cosmopolitan city in Europe and the most popular tourist destination in the world. Over 30 million people visit the city every year – it’s easy to see why!

Paris is for lovers! Come to the most romantic city in the world for the most romantic holiday of your life. Take a boat trip down the Seine, climb the Eiffel Tower, and visit the Champs Elysees – the most fashionable street in the world.

When you want a rest, you can relax in a café and watch the world go by. You must try the crepes – the most delicious in the world.

Good times are guaranteed in the beautiful Mediterranean city of Barcelona! Barcelona is famous for its night markets, Barcelona has lots to offer in the day too. A fantastic beach, great architecture and, of course, the famous Las Ramblas street. With street performers, stalls and live music, Las Ramblas is the liveliest street in Spain.

Reading

3 a Look at the holiday brochure above. What cities are shown in the pictures?
Read the brochure and check your ideas.

b Work with a partner.
Read the holiday brochure for weekend breaks to three famous European cities and find the answers to the questions below.
Underline the places in the brochure where you find the answers.

1 Why is London a good place to go if you like parks?
2 Why is London a good place for people who like going to the theatre?
3 Why is the Champs Elysees a good place to go if you are interested in clothes?
4 Why is Paris a good place to go if you like crepes?
5 Why is Barcelona a good place to go if you like nightlife?

C Read the brochure again and circle YES or NO to answer the questions below.

1 Is there a larger city in Europe than London? .......................................................... Yes / (No)
2 Is there a more popular tourist destination than London? ................................. Yes / No
3 Is there a more fashionable street than the Champs Elysees? .................... Yes / No
4 Is there a livelier street in Spain than Las Ramblas? ........................................... Yes / No

4 Which city break would you like to go on? Why?
**Language Focus**

We use the **superlative forms of adjectives** to compare three or more things.

- London is the **largest** city in Europe.
  
  = *No city in Europe is larger than London.*

- Paris is the **most romantic** city.
  
  = *No city is more romantic than Paris.*

We form **superlatives** in this way:

<table>
<thead>
<tr>
<th>Adjectives with one syllable</th>
<th>Add <strong>-est</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>fastest</td>
</tr>
<tr>
<td>slow</td>
<td>slowest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives with two syllables, ending in <strong>-y</strong></th>
<th>Change the <strong>-y</strong> to <strong>-i</strong>est</th>
</tr>
</thead>
<tbody>
<tr>
<td>trendy</td>
<td>trendiest</td>
</tr>
<tr>
<td>friendly</td>
<td>friendliest</td>
</tr>
</tbody>
</table>

Other adjectives use **most**

<table>
<thead>
<tr>
<th>Popular</th>
<th>Most popular</th>
</tr>
</thead>
<tbody>
<tr>
<td>popular</td>
<td>most popular</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Romantic</th>
<th>Most romantic</th>
</tr>
</thead>
<tbody>
<tr>
<td>romantic</td>
<td>most romantic</td>
</tr>
</tbody>
</table>

Two common irregular adjectives

- good → **best**
- bad → **worst**

We normally use **the** before superlative adjectives.

After superlatives, we normally use **in** with a place, and **of** with a period of time.

- The most romantic city **in** the world.
- The most romantic holiday **of** your life.

We can also use **one of the**/ **some of the** before **superlatives**.

- It’s **one of the** most expensive rooms in the hotel.
  
  = *It may not be the most expensive, but not many rooms are more expensive.*

- They make **some of the** best cars in the world.
  
  = *They may not be the best, but not many cars are better.*

**Look at Language Reference, page 110 for more spelling rules for regular superlative adjectives.**

---

**Practice**

6 Work with a partner.

Use the prompts to write sentences with **one of the**/ **some of the**, a **superlative**, and **of** or **in**.

- **a** My wedding was a very happy day.
  
  It was __________________________ **one of the** happiest days **of** __________________________ my life.

- **b** That’s a really beautiful park.
  
  It’s __________________________ **my** area.

- **c** August is a very hot month.
  
  It’s __________________________ **the** year.

- **d** That restaurant makes delicious fish and chips.
  
  It makes __________________________ **town**.

- **e** That stall sells cheap clothes.
  
  They sell __________________________ **the** market.

- **f** Six o’clock is a very busy time.
  
  It’s __________________________ **the** day.
## Time to Talk

### 8 a  Work with a partner.

Think of **three** places in your town that you can recommend to visitors. Use the table below to make notes about the places and why you recommend them. Try to use at least one superlative for each place.

<table>
<thead>
<tr>
<th>place:</th>
<th>place:</th>
<th>place:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marwood’s Café</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Why you recommend it:**
- best cheesecake in town
- friendliest staff

<table>
<thead>
<tr>
<th>place:</th>
<th>place:</th>
<th>place:</th>
</tr>
</thead>
</table>

**Why you recommend it:**

<table>
<thead>
<tr>
<th>place:</th>
<th>place:</th>
<th>place:</th>
</tr>
</thead>
</table>

**Why you recommend it:**

**b** Change partners.

Tell your new partner about the places you want to recommend. Ask questions to get more information.

**example**  
A: I recommended Marwood’s Café, near the park. It has the best cheesecake in town.

B: Is it cheap?  
A: No, but it’s delicious.

**c** Tell the class about the places you talked about. Did anyone choose the same place to recommend?

---

**Homework** - turn to page 98
Introduction

1 a Work with a partner. Discuss the questions below.

1 How much time do you spend on the underground a week?
2 Do you enjoy riding on the underground? Why or why not?

b Tell the class about your partner’s answers.

2 Complete the paragraph below about things you do at the underground station with the words from the box.

| map | platform | steps | ticket barrier | ticket machine |

When you arrive at the station, check how many **steps** to your destination on the ________________. Buy your ticket from the ________________, and then go through the ________________. Finally, wait on the ________________ for your train to arrive.
In this lesson: Give someone directions on the trains
Function: Asking for and giving directions on trains

Listening

3 Look at the map below and answer the following questions.

a What line is Goodge Street on?
b How many stops can you see on the Central Line?
c What colour is the Piccadilly Line?

4 a [Track 23] [Track 24] [Track 25] Listen to the three conversations at Oxford Circus Station and circle the names of the stations on the map the people want to go to.

b Look at where each person in activity 4a wants to go to on the map above. Underline the correct options below to complete the directions from Oxford Circus Station.

1 Goodge Street? Take an eastbound train on the Bakerloo Line / Central Line and change at Tottenham Court Road / Holborn. Then take the Northern Line.

2 Notting Hill Gate is the first / fourth stop on the Bakerloo Line / Central Line. That’s the westbound platform.

3 Take the southbound train on the Bakerloo Line / Victoria Line and change at Green Park, and then take the westbound train on the Piccadilly Line / Jubilee Line. Hyde Park Corner is the first / second stop.

c [Track 23] [Track 24] [Track 25] Listen again and check your answers.
Language Focus

1. We use the base form of the verb to give directions.

Take the Central Line to Baker Street.
Change at Green Park Station.

2. To say where stations are we can say:

It's on (the Central Line).
It's the (second) stop on (the Piccadilly Line).

3. We can use bound for to say which direction the train is going.

Take the Piccadilly Line bound for Heathrow Terminal 5.

We can also use bound as a suffix.

Take the northbound train to Goodge Street.

4. We can ask for directions with the following phrases:

What's the best way to get to Goode Street?
How do I get to Hyde Park Corner from here?
Does this train go to Notting Hill Gate?

Practice

5a Work with a partner.

Look at the starting point (★) on the map and then complete each conversation below with words from the box. Some words can be used more than once.

<table>
<thead>
<tr>
<th>best</th>
<th>change</th>
<th>get</th>
<th>southbound</th>
<th>eastbound</th>
<th>how</th>
<th>second</th>
<th>stops</th>
<th>take</th>
</tr>
</thead>
</table>

1 A: Excuse me. What's the _best_ way to
    __________ to Rosedale Station?
B: __________ an ___________ train on the
    Green Line and __________ at Broadview
    Station. It's two __________ on the
    Yellow Line.

2 A: Excuse me. __________ do I get to
    Yonge Street?
B: __________ a _____________ train on the
    Blue Line and __________ at St. Clair
    Station, then take the Red Line. It's the
    __________ stop.
**Sounding Natural**

6 a  Track 28  What happens to the underlined parts of the sentences when we speak naturally?

1  Take the eastbound train.

2  Take the westbound train.

b  Track 28  Listen again and copy the pronunciation.

7 a  Track 29  Listen. Circle the underlined part of the sentence that is silent.

1  Take the northbound train.

2  Take the southbound train.

b  Track 29  Listen again and copy the pronunciation.

---

**Time to Talk**

8 a  Work on your own. Think of a place you often go to by train from your home station. Draw the train route you take from your house below.

b  Work with a partner. Show your partner the map you drew. Use the map to explain your train route. Decide who has the hardest journey.

example  I take the Orange Line from Vendome Station and change at Lionel-Groulx, then I go three stops on the Green Line to Peel Station. That's where I work.

---

Homework - turn to page 99
Introduction

1a Work with a partner. Ask and answer the questions below.

1 Did you wear a school uniform when you were at school?
2 If you wore a uniform, did you like it? Did you change it in any way?
3 If you didn’t wear a uniform, what did you wear?

b Tell the class about your partner’s answers.
In this lesson: **Guess who is lying about their opinions**

**Function:** *Asking for and giving opinions*

---

**Listening**

2 **a** We asked six people for their opinion about school uniforms.

Listen and tick (✓) the correct option under each picture to say if the person thinks school uniforms are a good or bad idea.

2 **b** Work with a partner.

Underline the correct options to complete the dialogues below, and then write letters to match each picture with a dialogue.

---

1 A: What’s your opinion on school uniforms?
   
   B: Personally, I think that they’re  **a bad idea / a good idea**. I wore a uniform at school, and I hated it!  **Picture E**

2 A: Do you think that wearing school uniforms is a good **idea / thought**?
   
   B: Yes. I like my uniform. I think it’s pretty.  **Picture _____**

3 A: How do you feel / think about school uniforms?
   
   B: I think they’re all right. I wear a suit to the office. It’s not so different.  **Picture _____**

4 A: What do you think about / on wearing school uniforms?
   
   B: In my opinion / thought, they’re stupid. I want to wear my own clothes.  **Picture _____**

5 A: Do you think that school uniforms are a good idea?
   
   B: **Yes, definitely / No, not at all**. I think that the children look so nice in them.  **Picture _____**

6 A: Do you agree that school uniforms are a good idea?
   
   B: **I’m not so sure / Yes, definitely**. They’re expensive and uncomfortable. Kids can’t relax.  **Picture _____**

---

c  

Listen again and check your answers.

3 Which person in activity 2 do you agree with the most?
Practice 5

a Work with a partner.
Write letters to match two of the responses below to each of the following questions.

1 What’s your opinion on designer clothes?
   __a____

2 How do you feel about people kissing on the street?
   __b____

3 What do you think about politicians?
   __c____

4 Do you agree that summer is the best time of year?
   __d____

5 Do you think that living in the country is a good idea?
   __e____

The responses:

a Personally, I love wearing them.

b In my opinion, they get too much money.

c Personally, I think it’s very romantic.

d I think that they are too expensive.

e No, not at all. There are no shops, and there’s nothing to do.

f I suppose so. The city is quite dirty.

g Yes, definitely. I love hot weather.

h In my opinion, it’s rude.

i I think that they do a great job.

j No, I completely disagree. I like the spring.

b Tell your partner which of the responses are closest to your own opinions.
Sounding Natural

6 a  Track 36  Listen. Mark (●) the stressed word in the underlined part of each sentence below.

1. What's your opinion on designer clothes?
2. How do you feel about people kissing on the street?
3. What do you think about politicians?

b  Track 36  Listen again and copy the pronunciation.

Time to Talk

7 a  Work on your own.

Make a note of your opinions on the questions below.
Three opinions must be true, and two opinions must be false. You choose which ones.

1. Do you agree that steak is tastier than fish?
2. How do you feel about gambling?
3. What's your opinion on young people?
4. Do you think that giving food to cats in the park is a good idea?
5. What do you think about black and white films?

b  Work with a partner. Ask and answer the questions in activity 7a.
example  A: Do you agree that steak is tastier than fish?
B: Yes, definitely. How about you?
A: I'm not so sure. Personally, I love tuna. Why do you like steak?

Listen to your partner and make a note of their answers.

c  Tell the class about your partner's answers. Say which opinions you think were not true.
example  Jem said steak is tastier than fish, but I think he really likes fish.

Homework  - turn to page 99
Lesson 15

Movie Night

Introduction

1a Cross out the word that doesn't go with the one on the right.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>wide</td>
<td>healthy</td>
<td>cheap</td>
</tr>
<tr>
<td>2</td>
<td>not much</td>
<td>plenty of</td>
<td>close</td>
</tr>
<tr>
<td>3</td>
<td>wide</td>
<td>long</td>
<td>high-definition</td>
</tr>
<tr>
<td>4</td>
<td>cheap</td>
<td>high-quality</td>
<td>comfortable</td>
</tr>
<tr>
<td>5</td>
<td>art</td>
<td>close</td>
<td>commercial</td>
</tr>
<tr>
<td>6</td>
<td>tasty</td>
<td>expensive</td>
<td>comfortable</td>
</tr>
</tbody>
</table>

snacks
legroom
screen
sound system
film
seat

b Complete the sentences with words from activity 1a.

1 I hope you have a comfortable seat because it's a long film. You'll be sitting for a long time.
2 I like films by Bergman or Fellini. I don't like those expensive Hollywood films.
3 Our old TV was terrible, but now the new TV has a screen, so the picture is really clear.
4 My mum only allows me to eat celery, carrots, and snacks like that.
5 I'm very tall, so I don't like watching films at the cinema because there's legroom.
6 I couldn't enjoy the film because of the sound system. I couldn't hear anything.
In this lesson: Talk about watching films
Skills: Extended speaking and vocabulary

Time to Talk 1

2 a Work with a partner.
You’re going to have a movie night at your home.
Read the list of things below that can make a movie night fun.
Add four more things to the list.

☐ pizza
☐ comfortable sofa
☐ plenty of drinks
☐ good friends
☐ ______________________
☐ ______________________
☐ ______________________
☐ ______________________

b Rank the things in activity 2a from 1-8
(1 = very important to have for a fun movie night).

3 a Change partners and compare your lists.
Choose the four most important things to have a fun movie night.

b Share your ideas with the class.
As a class, decide on the three most important things to have for a fun movie night at home.
Vocabulary

4a Match the types of films from the box with the pictures below.

- action
- animated
- comedy
- horror
- science fiction
- western

| 1 | horror |
| 2 | animated |
| 3 | science fiction |
| 4 | action |
| 5 | comedy |
| 6 | western |

b Work with a partner. Think of an example for each type of film in activity 4a.

1 Dracula
2
3
4
5
6

c Share your ideas with the class.

5 Match the words with the definitions on the right.

a film critic
b star
c subtitles
d dubbed
e director
f review

- The person who tells the actors what to do
- Words at the bottom of the screen to help people understand what the actors are saying
- Actors' voices replaced with other voices speaking a different language
- An article that describes how good or bad a film is
- The main actor or actress in a film
- A person who writes articles about how good or bad a film is
Time to Talk 2

6 a Work on your own. Read the questions below and make a note of your answers.

1. What was the last film you saw? Who was it directed by?

2. Do you prefer watching films at home or at the cinema? Why?

3. Do you read film reviews?

4. Do you prefer foreign films that are dubbed or with subtitles?

5. 

6. 

b Write two more questions about watching films and add them to the list in activity 6a.

7 a Work with a partner.

Ask and answer the questions in activity 6.

example A: What was the last film you saw?
B: It was Star Wars.

b Tell the class about your partner’s answers.

example The last film Allan saw was Star Wars.

Homework - turn to page 100
Introduction

1a Work with a partner.
Write numbers to match the different kinds of gambling with the pictures.

1 the football pools
2 horses
3 the lottery
4 roulette
5 scratch cards
6 slot machines

b Cross out the words on the left that do not go with the types of gambling on the right. Sometimes more than one word is possible.

<table>
<thead>
<tr>
<th></th>
<th>bet on / do / play</th>
<th>the football pools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>horses</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>the lottery</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>roulette</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>scratch cards</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>slot machines</td>
</tr>
</tbody>
</table>

2a Work with a partner.
Ask and answer the questions below.

1 Are you a lucky or an unlucky person? Why do you think so?
2 Which kinds of gambling in activity 1 have you tried? Did you win anything?

b Tell the class about your partner’s answers.
In this lesson: Plan a dream dinner party
Grammar: Second conditional

Reading

3 a Work on your own.
Read the questionnaire about winning a million pounds and circle the best answer to each question for you.

If I won a million pounds...

Job
a ... I’d keep working.
b ... I’d start a business.
c ... I’d quit my job and stop working.

Friends/Family
a ... I wouldn’t tell anyone.
b ... I’d give some money to close friends and family, but I’d keep most of it for myself.
c ... I’d share all the money with my friends and family.

Home
a ... I’d buy a new home.
b ... I’d live in a hotel.
c ... I’d stay where I am.

Me
a ... I’d stay the same, I wouldn’t change.
b ... I’d change a little, but not much.
c ... I’d be completely different.

b Work with a partner. Compare your answers.
c Tell the class about your partner’s answers. How many of your answers were different? Which ones?

4 Work with a partner. Underline the correct option to complete each statement below.
a The questionnaire talks about a real / an imagined situation.
b The questionnaire talks about a situation in the future / past.
c The situation the questionnaire talks about is likely / unlikely.
Practice

5 Work with a partner. Use would and the correct form of the verbs in parentheses to complete the sentences. Use short forms when you can.

a If I ______ owned ______ a car, I’d drive ______ everywhere. (drive, own)
b I ________ tired if I ________ more sleep. (not/be, get)
c If I ________ a wallet on the street, I ________ it to the police. (find, take)
d If this building ________ air conditioning, we ________ so hot. (not/be, have)
e I ________ in France if I ________ speak French. (can, live)
f What ________ you ________ if you ________ your job? (do, lose)
g What ________ you ________ if I ________ you to marry me? (ask, say)
**Sounding Natural**

6a Track 37 Listen and tick (✓) the first phrase you hear in each pair below.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I keep working.</td>
<td>I’d keep working.</td>
</tr>
<tr>
<td>2 I stay the same.</td>
<td>I’d stay the same.</td>
</tr>
<tr>
<td>3 I buy expensive clothes.</td>
<td>I’d buy expensive clothes.</td>
</tr>
<tr>
<td>4 I play tomorrow.</td>
<td>I’d play tomorrow.</td>
</tr>
<tr>
<td>5 I make cakes.</td>
<td>I’d make cakes.</td>
</tr>
<tr>
<td>6 I have a holiday.</td>
<td>I’d have a holiday.</td>
</tr>
</tbody>
</table>

b Choose a phrase from Column A or Column B and say it.
Can other people say which column it is from?

**Time to Talk**

7a Work on your own. Imagine you are going to have a small dinner party.

- You can invite three people from history.
- You can choose anyone, living or dead, but you cannot invite your family or friends.

Use the table below to make a note of what you would like to do.

<table>
<thead>
<tr>
<th>The people I would invite</th>
<th>Why I’d invite them</th>
<th>What I’d ask them/say to them</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What food and drink I’d serve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other details</th>
</tr>
</thead>
<tbody>
<tr>
<td>(music, what I’d wear, etc.)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

b Work with a partner.
Compare your plans and ask questions to get more information.

example A: I’d invite Elvis Presley.
B: Why?
A: I love his music...

c Tell the class about your partner’s plans.
Lesson 17

I Used to Have Long Hair

Introduction

1a Work with a partner. Discuss the questions below.
   1 Do you like history? Why or why not?
   2 If you could go back in time, what decade would you go to? Why?

1b Tell the class about your partner’s answers.
In this lesson: Talk about how things used to be
Grammar: Used to for past habits and states

Reading

2 Look at the pictures above.
Write the decade you think they’re from in the boxes.

3 a Read the sentences below and underline the years they are about.

1 Men used to wear hats when they went out. .......... 1920s 1960s

2 People used to wear tie-dyed clothes. ......................... 1920s 1960s

3 The Beatles used to be very popular. ......................... 1920s 1960s

4 2MT made the first radio broadcast in the United Kingdom... ✓ 1920s 1960s

5 Young people used to dance the Twist. ......................... 1920s 1960s

6 People used to watch silent films. ......................... 1920s 1960s

7 Neil Armstrong landed on the moon. ......................... 1920s 1960s

8 People used to dance the Charleston. ......................... 1920s 1960s

b Look at the sentences again in activity 3a. Tick (✓) the ones that happen only once.
Language Focus

1. We can use *used to* when we talk about repeated actions in the past that aren’t true now.

*used to / didn’t use to + base form of the verb*

Young people *used to dance* the Twist.
People *didn’t use to* wear tie-dyed clothes.

2. We can also use *used to* to talk about past states.

*used to / didn’t use to + base form of the verb*

The Beatles *used to be* very popular.
I *didn’t use to be* happy.

3. Questions and short answers

Where *did* you *use to* work?
*Did* you *use to* live in Australia?
Yes, I did. / No, I didn’t.

Practice

4. Read the sentences below. **Underline** the one that cannot be rewritten with *used to / didn’t use to*.

a  1. I was very healthy.
   
   I *used to be* very healthy.

b  2. John smoked twenty cigarettes a day before he quit.

  
   John *used to smoke* twenty cigarettes a day before he quit.

3. Jane had a lovely necklace when she was in the UK.

4. Jane bought a lovely necklace when she was in the UK.

5. I didn’t like spicy food.

6. Hanna was very outgoing when she was young.

7. My father hated using computers.

8. Everyone liked disco music in the seventies.

b  Rewrite the other sentences with *used to / didn’t use to*.

c  Listen and check.
**Sounding Natural**

5 a  Listen to the sentences below. How do we say the underlined parts of the sentences when we speak naturally?

1. People used to wear tie-dyed clothes.
2. Young people used to dance the Twist.
3. People didn’t use to watch television.

b  Listen again and copy the pronunciation.

**Time to Talk**

6 a  Work on your own. Choose a decade in the past that you know about.

Write the decade at the top of the table below.

Write two examples of what used to be different for each section of the table.

<table>
<thead>
<tr>
<th>Decade</th>
<th>1980’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td>Michael Jackson</td>
</tr>
<tr>
<td><strong>Fashion</strong></td>
<td>shoulder pads</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>video recorders</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>people earned good salaries</td>
</tr>
</tbody>
</table>

b  Tell the class what used to be different in the decade you chose, but don’t say when it was.

Can people guess which decade you’re talking about?

**example**  
A: Michael Jackson used to be the most famous singer in the world.  
B: It was the 1980s!
It Was an Accident

Introduction

1 a Work with a partner.
   Ask and answer the questions below.
   1 Can you drive a car?
   2 If you can drive, do you like driving? Why or why not?
   3 If you can’t drive, would you like to? Why or why not?

b Tell the class about your partner’s answers.

2 a Look at the pictures. Cross out one sentence that does not describe it.

b Underline the correct option to complete each sentence below.

1 I saw an accident yesterday. A bicycle moved away from / crashed into a car, but no one was hurt.
2 I tell my children to wait and cross the road when it is busy / clear.
3 My car is really slow. All the other cars approach / overtake it.
4 I overtake / pass the station every day on my way to work.
In this lesson: Tell people about an accident
Grammar: Past simple and past continuous in stories, with as and when

Reading
3 a Work with a partner.
Jane was in a traffic accident.
Look at the pictures showing what happened.
Match each box below with a picture to put the description of Jane's accident into the correct order.

A ______
As I was approaching the bend, I saw a bus. It was coming from the opposite direction.

B ______
I was going around the bend when I saw an orange sports car. It was overtaking the bus and coming towards me!

C 1
I was driving north along the London Road. The road was clear, and there was a bend in the road in front of me.

D ______
I went off the road and crashed into a wall. Luckily, I was wearing a seatbelt and I wasn’t hurt.

b ❌ Track 40 Listen and check your answers.

C Who drove badly, Jane or the person in the orange car?
4 Write the words in the box from Jane’s story in the correct positions on the timeline.

I was going around the bend.                               I saw an orange sports car.

When we tell stories, we often use **as** and **when** to join the **past continuous** and the **past simple** together in the same sentence.

We do this to show that one event happened while another event was in progress.

<table>
<thead>
<tr>
<th>event that was in progress</th>
<th>an event that happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>past continuous</td>
<td>past simple</td>
</tr>
<tr>
<td><strong>As</strong> I was approaching the bend,</td>
<td>I saw a bus</td>
</tr>
<tr>
<td>I was going around the bend <strong>when</strong></td>
<td>I saw an orange sports car.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>an event that happened</th>
<th>event that was in progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>past simple</td>
<td>past continuous</td>
</tr>
<tr>
<td>I saw a bus</td>
<td><strong>as</strong> I was approaching the bend.</td>
</tr>
<tr>
<td>I saw a red sports car</td>
<td><strong>when</strong> I was going around the bend.</td>
</tr>
</tbody>
</table>

5 Study the example sentences with **as** and **when** above. Then, underline the correct word to complete the rules.

a **as** / **when** usually comes between the two parts of the sentence.

b **as** / **when** usually comes at the beginning of the past continuous part of the sentence.

c In sentences with ‘as’, we **use** / **don’t use** a comma if the past continuous part comes first.

---

**Practice**

6 a Work with a partner. Complete the sentences with the verbs in parentheses.

Put one verb into the **past simple** and the other verb into the **past continuous**.

1 As I **______ was listening** to the radio, I **______ heard** the news. (hear, listen)
2 She **______ fell** down as she **______ walked** up the stairs. (fall, walk)
3 He **______ cut** his finger as he **______ cooked**. (cook, cut)
4 As they **______ approached** the traffic lights, they **______ saw** the accident. (approach, see)

b Use **when** to rewrite the sentences from **activity 6a**.

1

2

3

4
Sounding Natural

7 a  \( \text{Track 41} \) Listen to the sentences. How do we say was and were when we speak naturally?

1. It was coming towards me.
2. I was overtaking the bus.
3. We were standing on the street.
4. They were coming towards the traffic lights.

b  \( \text{Track 41} \) Listen again and copy the pronunciation.

Time to Talk

8 a Work on your own. Use the table below to make notes about an accident. It can be:

- an accident that happened to you
- an accident that you saw
- an accident that you heard about

<table>
<thead>
<tr>
<th>background detail</th>
<th>the main events of the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>what I was doing at the time</td>
<td>what other people were doing</td>
</tr>
<tr>
<td>standing on the street</td>
<td>a woman – riding a bicycle, talking on her phone</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Work with a partner. Tell your story.

example  About two years ago, as I was standing on the street, I saw a woman fall off her bicycle. She was...

c Tell the class about your partner’s story.

example  Rick saw a woman fall off her bicycle. He was standing on the street...

Homework - turn to page 102
Introduction

1a Work with a partner.
Match the verbs on the left with the definitions on the right.

<table>
<thead>
<tr>
<th>expect</th>
<th>be pleased and excited about something in the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>dread</td>
<td>think that something is likely to happen</td>
</tr>
<tr>
<td>look forward to</td>
<td>be worried or frightened about something in the future</td>
</tr>
</tbody>
</table>

b Use the verbs from activity 1a in the correct form to complete the sentences. Use each verb only once.

1 I haven’t talked to my son for a long time and I’m really __________________________ seeing him tomorrow.

2 My boss is really angry, so I’m __________________________ our meeting this afternoon.

3 He hasn’t studied for the exam, so he’s __________________________ a bad result.

Listening

2 Is there anything you are looking forward to in the next seven days?
Is there anything you are dreading?
Tell the class.

example A: I’m looking forward to the weekend.
B: Me too!

3 Read the list of things below.
Which things do you think are good to do after retirement?
Which do you think are not so good? Tell the class.

- start a new hobby
- move to a different country
- relax and don’t do anything
- stay at home every day and watch TV
- learn a new language
- travel
In this lesson: Tell people about next weekend
Grammar: Going to for plans, will for things you expect to happen

4a Ben is going to retire next week. Look at the pictures. What do you think his plans are?

b Track 42 Listen to Ben talk about his retirement with his friend, Dave.
Check your ideas from activity 4a and write T (true) or F (false) next to each statement below.

1 Ben plans to travel around the world. ........................................ T
2 Ben plans to sell his house. ....................................................... F
3 Ben plans to travel on his own. ................................................ F
4 Ben plans to sleep in a tent. ....................................................... F
5 Ben hasn’t planned where to go first. ....................................... F

5a Underline the correct option in each sentence to complete what Ben says.
1 I will / I’m going to leave the country and see the world.
2 We will / We’re going to sell the house.
3 We will / We’re going to buy a camper van and drive around the world.
4 Mary’s going to / Mary will come with me.
5 We’ll / We’re going to usually sleep in the van.
6 Perhaps we’ll / we’re going to stay in cheap hotels.
7 We haven’t got any plans, but we’ll / we’re going to probably go to Morocco.

b Track 42 Listen again and check your answers.

c Do you think Ben has good plans for his retirement?
We can use **going to** when we talk about plans for the future.

**be + going to + base form of the verb**

I'm going to leave the country and see the world.
Mary's going to come with me.
They aren't going to work late tonight.

We can use **will** to talk about what we expect to happen in the future.

**will + base form of the verb**

We'll sleep in the van.
We won't finish work early.

We can use **probably** and **perhaps** with **will** if we are less sure about what we expect.

**Probably** usually comes after **will** and before **won't**.
**Perhaps** usually comes before the subject (before **will** and **won't**).

We'll go to Morocco.

**We'll probably** go to Morocco.
**Perhaps** we'll go to Morocco.

We won't go to Morocco.

**We probably won't** go to Morocco.
**Perhaps** we won't go to Morocco.

**Practice**

6 Underline the correct words to complete the sentences.

a I'll probably / I'm going to catch the seven o'clock train.
I've already got my ticket.

b Sorry, I can't come to the pub with you tonight.
You see, I'll / I'm going to watch a film with Rachel.

c I want to get up early on Saturday, but
I'll probably / I'm going to oversleep – I usually do!

d I don't know, but perhaps I'll / I'm going to have a haircut this weekend.

e I'll / I'm going to buy a new car because
I need a better one.

f A: What are you going to do this weekend?
B: I'm not really sure yet, but
I'll probably / I'm going to rent some DVDs.
**Sounding Natural**

7a  **Track 43**  Listen. What happens to the underlined parts of the sentences when we speak naturally?

1. Perhaps I’ll watch a DVD.
2. Perhaps I’ll go shopping.
3. I’ll probably get a takeaway.
4. I’ll probably have a lie-in.

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

**Time to Talk**

8a  Work on your own.

Use the table to make a note of two things you plan to do, and four things you expect to happen next weekend.

<table>
<thead>
<tr>
<th><strong>what I plan to do</strong></th>
<th><strong>what I expect to happen</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>go for a drink – Friday night</td>
<td>go to Rick’s bar</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b  Work with a partner. Tell them about what you plan and expect to happen next weekend. Listen to your partner. Ask questions to get more information.

**example**  
A: I’m going for a drink after work on Friday night.  
   We’ll probably go to Rick’s bar.  
B: Why there?  
   A: We always go there.

c  Tell the class about your partner’s answers.

**Homework** - turn to page 103
Lesson 20
Read All About It!

Introduction

1 Label the newspaper with the words from the box.

- advert
- article
- headline

2 Match the meanings on the left with words on the right.

- A piece of writing about an important topic in a newspaper or magazine.
- The title of a story in a newspaper or magazine, usually written in large letters.
- Words or pictures about products to make people want to buy them.
- Contains lots of stories about sport, gossip and entertainment news.
- Contains more serious news and articles.

- advert
- article
- headline
- tabloid
- broadsheet

3 The underlined words are in the wrong sentence. Write them on the correct line.

- My father usually turns to the horoscope to check the football results.
- Tanya loves reading about famous people, so she turns to the sports pages first.
- I don’t know much about business, so I never read the comic pages.
- I always read my gossip column to see if I’m going to have a good or bad day.
- Even though I’m 40 years old, I still turn to the financial pages. They always make me laugh.

- My father usually turns to the [horoscope] to check the football results.
- Tanya loves reading about famous people, so she turns to the [sports pages] first.
- I don’t know much about business, so I never read the [comic pages].
- I always read my [gossip column] to see if I’m going to have a good or bad day.
- Even though I’m 40 years old, I still turn to the [financial pages]. They always make me laugh.
In this lesson: Discuss the best source of news
Skills: Extended speaking and vocabulary

Time to Talk 1

4a Read the questions below. Make a note of your answers.

1. How often do you read newspapers?

2. What part of the newspaper do you turn to first?

3. What type of newspaper do you like reading?

4. Do you read your horoscope?

5.

6.

7.

b Write three more questions about reading newspapers. Add them to the list in activity 4a.

5a Work with a partner.
Ask and answer the questions in activity 4.
Make a note of your partner’s answers.
example A: What part of the newspaper do you read first?
B: I always read the gossip column first. I love reading about famous people.

b Tell the class about your partner’s answers.
example Abby always reads the gossip column first because she loves...
### Vocabulary

6 Look at the different sources of news below. Match the pictures with the words from the box.

<table>
<thead>
<tr>
<th>Internet</th>
<th>radio</th>
<th>television</th>
</tr>
</thead>
<tbody>
<tr>
<td>social media</td>
<td>newspaper</td>
<td>word of mouth</td>
</tr>
</tbody>
</table>

#### Column 1
1. accuracy
2. speed
3. interest
4. bias
5. information

#### Column 2
1. wanting to know or learn about something
2. facts about an event, person or situation
3. how true or correct something is
4. shows only one side of the story
5. how fast something moves

#### Column 3
- _nt_r_st_ng
- _nf_rm_t_v_
- a_cc_u_r_a_t_e_
- b__s__d
- f__st

7 a Match the nouns in **Column 1** with the correct meanings in **Column 2**.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>accuracy</td>
</tr>
<tr>
<td>b</td>
<td>speed</td>
</tr>
<tr>
<td>c</td>
<td>interest</td>
</tr>
<tr>
<td>d</td>
<td>bias</td>
</tr>
<tr>
<td>e</td>
<td>information</td>
</tr>
</tbody>
</table>

b Complete the **adjectives** in **Column 3** with the correct vowels.
Time to Talk 2

8 a Work with a partner. Look at the different ways to get news. Add one more way.

<table>
<thead>
<tr>
<th>accurate</th>
<th>interesting</th>
<th>biased</th>
<th>informative</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

social media

<table>
<thead>
<tr>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

b Rate (✔️) the different sources of news for each category 1-5 (1 = the best).

9 a As a class, discuss your ideas. Decide the best source of news.

Homework - turn to page 104