Time to Talk
21st Century Communication Skills
Intermediate B1+
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Introduction

1a Work with a partner.
Make a note of three common conversation topics for each situation below.

- two teenagers at school
- a married couple eating dinner at home
- two colleagues meeting at work after a long holiday

1b Share your ideas with the class.

Listening

2 Listen to two conversations.
Write letters to match the pictures below with the conversations.

**Conversaion 1**  Jim and Pam .......... **picture ___**

**Conversaion 2**  Jenny and Ben ..... **picture ___**
In this lesson: Keep conversations going  
Function: Making conversation

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

**Conversation 1  Jim and Pam**

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

Jim Hi, Pam! Did you enjoy the break?
Pam Yeah. We went abroad, actually.
Jim **Where** did you go?
Pam We took the kids to Florida.
Jim That **great**! **did you stay for**?
Pam Just a week. **?**
Jim Two weeks in Italy.
Pam **?**
Jim Venice, mostly. We love it there.
Pam Yes, **. I went there about 20 years ago.**
Jim **?** **did you go with**?
Pam With my parents. I was only a kid!

**Conversation 2  Jenny and Ben**

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

Jenny Are you new here?
Ben Yeah. **?
Jenny Oh, I’ve been here since year one.
Ben Oh, **? So, what’s your name?
Jenny Jenny. ** about you?
Ben Ben.
Jenny Hi, Ben. Listen... you should come and see my band sometime.
Ben **?**
Jenny Mainly death metal. You know... loud guitars and lots of screaming.
Ben That **! I don’t like pop.
Jenny **!

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

4 Read the conversations in activity 3.
Circle the correct options to show if the statements below are true (T) or false (F).

a Jim doesn’t like Venice. ........................................ T / F
b Pam loves Venice. ........................................ T / F
c Jenny plays in a band. ........................................ T / F
d Ben doesn’t like pop. ........................................ T / F
e Jenny likes pop. ........................................ T / F
Language Focus

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

1. We can use really as a short response to show interest and surprise.
   A: I’ve passed my driving test.
   B: Really?
   A: Yeah, first time!
   A: Tim and Fran are getting married.
   B: Oh, really?
   A: Yes, I heard yesterday.

2. We can use (that) sounds + adjective to comment on or sympathise with what someone says.
   A: I’m going to live in Colombia for a year.
   B: Really? That sounds exciting!
   A: The plane was delayed and we had to wait eight hours.
   B: Sounds terrible!

3. We can use so do I and neither do I to say that we feel the same way as the person we are talking to.
   So follows positive statements.
   Neither follows negative statements.
   A: I love kung fu movies.
   B: So do I!
   A: I don’t like fish and chips.
   B: Neither do I!

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

1. We ask follow-up questions to invite someone to give more information.
   A: Did you have a nice weekend?
   B: Yes, I went to the park.
   A: Sounds nice. Who did you go with?

2. We ask how about you / what about you to invite someone else to answer.
   Tom: Do you like jazz?
   Jane: No, I don’t. How about you?
   Tom: I think it’s great.
   Dara: Do you have a pet?
   Simon: I’ve got two cats. What about you, Mary?
   Mary: No. My flat’s too small for pets.

Practice

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

1  I went to the seaside.
   ____________________________

2  I fell off my bicycle.
   ____________________________

3  I’ve bought a new leather jacket.
   ____________________________

4  I like rock climbing.
   ____________________________

5  I lost my keys.
   ____________________________

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

1  ____________________________

2  ____________________________

3  ____________________________

4  ____________________________

5  ____________________________

c As a class, compare what you wrote in activities 5a and 5b.
Sounding Natural

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

1  So do I.
2  Neither do I.

b [Track 03] Listen again and copy the pronunciation.

Time to Talk

7 Work in small groups.
Take turns to make a comment on a topic from the table.
Other people in the group respond.
Try to keep each conversation going for two minutes before you choose another topic.
You cannot use a topic more than once.

- a film I enjoyed
- a restaurant or café I like

- my journey to class today
- something that made me laugh recently

- something I like to read
- something I saw on TV

- some news I heard recently
- a friend I saw recently

- why I have / don’t have a pet
- something someone said to me

- something I did last weekend
- something I do in my spare time

example  Anthony: I really like science fiction.
Barbara: Really? So do I. How about you, Jean?
Jean: I haven’t really read any. Why do you like it?

Homework - turn to page 94
Introduction

1a Work with a partner.
Make a note of one important change that has happened in the last ten years in each area below.

- food and drink
- technology
- fashion

b Discuss your ideas as a class.
In this lesson: Discuss how things you like and do have changed
Grammar: Used to and past simple

Listening

2 a Look at the photos and the sentences in the boxes. Who do you think says them? Write Barry, Gladys, or Katie above the sentences.

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

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

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

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

3 a Read the sentences in activity 2 again. Write numbers to answer the questions below.
1 Which sentences talk about a repeated action in the past that doesn’t happen now? __ __
2 Which sentences talk about something that happened only once in the past? __ __ __
3 Which sentences talk about a situation or state that was true in the past, but is not true now? __ __ __

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

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

**used to + base form** of the verb

It can refer to:
1. repeated actions

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

2. a situation or state

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

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

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

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

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

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

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

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

✔ I **played** football every day.
✔ I **used to play** football every day.
✔ I **joined** the team when I was 14.
X I **used to join** the team when I was 14.

Practice

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

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

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

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

d Diane loved summer holidays by the sea.
   ___________________________________
   ___________________________________

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

f He visited his grandmother every Sunday.
   ___________________________________
   ___________________________________

g My brother lived in America.
   ___________________________________
   ___________________________________

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

i I didn’t eat vegetables, but I did eat a lot of fruit.
   ___________________________________
   ___________________________________
5 a  Listen. Mark (●) the two main stresses in each sentence.

1. I never used to play basketball, but I did use to watch it on TV.
2. I didn’t use to eat vegetables, but I did use to eat a lot of fruit.

b  Listen again and copy the pronunciation.

6 a  Think about how the things you like and do have changed since you were younger.  
Use the table to make notes.

<table>
<thead>
<tr>
<th></th>
<th>in the past</th>
<th>now</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothes</td>
<td>wore jeans every day</td>
<td>wear a suit</td>
</tr>
<tr>
<td>food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hobbies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b  Work with a partner.  
Discuss how things have changed since you were younger.

example  
A: When I was a student I used to wear jeans every day, but now I work in an office and I have to wear a suit.
B: Yeah, me too. It used to be much cheaper to wear jeans all the time.

c  Tell the class about your partner’s answers.
## Introduction

1. Work with a partner.
   Write the adjectives from the box, next to the correct meanings below.

<table>
<thead>
<tr>
<th>adjective</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>interested</td>
<td>wanting to know more about something</td>
</tr>
<tr>
<td>similar</td>
<td>well-known, because you have seen or experienced it many times</td>
</tr>
<tr>
<td>risky</td>
<td>very like something else, but not exactly the same</td>
</tr>
<tr>
<td>familiar</td>
<td>knowing about something</td>
</tr>
<tr>
<td>aware</td>
<td>dangerous because there is a chance that something bad could happen</td>
</tr>
</tbody>
</table>

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

   a. Please stop talking about work. I’m not really ______ interested ______.
   b. I’m sure I know him – his face is _____________.
   c. How embarrassing! I wasn’t ____________ that they were vegetarians, and I cooked a beef stew!
   d. Our daughters are very ____________ and they like a lot of the same kind of things.
   e. Skiing can be quite a ____________ sport.
In this lesson: Find out about the people in your class
Vocabulary: Adjectives with prepositions

Listening

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

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

b What do you think about Andrew’s idea?
Language Focus

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

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

Complete the conversation with the prepositions from the box. You need to write some prepositions more than once.

<table>
<thead>
<tr>
<th>about</th>
<th>as</th>
<th>at</th>
<th>from</th>
<th>in</th>
<th>of</th>
<th>to</th>
<th>with</th>
</tr>
</thead>
</table>

Andrew I'm thinking of leaving my job.

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

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

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

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

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

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

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

c Read the conversation in activity 4a again. Tick (✔) the correct option to complete the rule below.

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

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

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

Practice

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

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

1 to Indian elephants.
2 of politics because he never listens to the news.
3 as football in the UK.
4 in clothes.
5 at sports.
6 about losing his job.
7 with computers?
8 of living in London.
9 from her sister.
10 about going to New York.
Sounding Natural
6 a Track 09 Listen. What happens to the underlined letters when we speak naturally?

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

b Track 09 Listen again and copy the pronunciation.

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

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

b Work with a partner. Compare the sentences you wrote in activity 7a. Ask questions to get more information.

example
A: I think I'm quite good at dancing.
B: Really? What kind of dance do you do?

c Tell the class about your partner’s answers.

Homework - turn to page 95
Introduction

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

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>American football</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Explain your ideas to the class.

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

- aeocblenirts
- krnisd
- doof
- tropss

sports

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

c Compare the way you grouped the pictures in activity 1 to the way they are grouped in activity 2b. Are they the same or different?
In this lesson: Describe things from your culture
Function: Describing and explaining what things are

Reading

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

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

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

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

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

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

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

We can say what kind of thing it is.

**kind of / sort of + general word**

He’s a kind of police officer.
It’s a kind of food.
It’s a sort of car.

We can compare it to similar things.

(a bit) like + related word

It’s like a frying pan.
He’s a bit like my boss.
It’s a bit like Christmas.

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

It tastes a bit like steak.
It smells like cheese.
It looks a bit like my gold ring.

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

something / general word + defining relative clause

It’s something that you do at New Year.
It’s a drink which we make at Christmas.
He’s a little boy who has a robot cat.

We can say what it’s made of / with.

It’s made of wood.
It’s made with potato, milk and butter.

Practice

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

**They’re a kind of musician.**

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

It’s made with eggs.

It looks a bit like a television.

It tastes a bit like chicken.

It smells like flowers.

It’s made of plastic.

Notes

4 Find and underline examples of this language in the descriptions in activity 3.
Sounding Natural

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

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

b  Track 11  Listen again and copy the pronunciation.

Time to Talk

7 a  Work with a partner.

Make a note of three things from your culture.
They could be from the ideas below, or ideas of your own.
Keep your ideas secret.

<table>
<thead>
<tr>
<th>celebrations</th>
<th>food</th>
<th>places</th>
<th>drinks</th>
<th>sports</th>
</tr>
</thead>
</table>

b  Change partners. Take turns to describe the things you made a note of.
Try to use expressions from this lesson.
Guess what your partner describes.

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

1a Work with a partner.
Write the words from the box into the correct places in the diagram.

<table>
<thead>
<tr>
<th>pet</th>
<th>chicken</th>
<th>domestic</th>
<th>farm</th>
<th>seal</th>
<th>wild</th>
</tr>
</thead>
</table>

```
<table>
<thead>
<tr>
<th>giraffe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
```

```
| animal |
|        |
|        |
|        |
```

```
| cat |
|     |
|     |
|     |
```

```
| pet |
|     |
|     |
|     |
```

```
| sheep |
|       |
|       |
|       |
```

b Complete the diagram with your own ideas.

2 Read the words in the word cloud.
Circle the things in the word cloud that you can see in the picture on page 21.

- climbed up
- firefighters
- roof
- garage
- animal
- rushed outside
- Claire Walters
- South Wales
- ladder
- fire engine
- unharmed
In this lesson: Retell a story
Skills: Extended listening and speaking

Listening

3 a You are going to listen to a story about an animal. Before you listen, discuss the questions below with a partner.

1 The words in activity 2 are all from the story. What do you think happens in the story?
2 What kind of animal do you think the story is about?

b Discuss your ideas with the class.

c Track 12 Listen to the story and check your ideas from activity 3a.
Work with a partner.
Read the excerpts, below, from the story you heard in activity 3. Underline any words or expressions you don’t know.

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

Focus on key words when you listen to a story. Use these to retell the whole story in your own way.

Track 12
Listen to the story again. Number the excerpts in activity 4a in the order you hear them.
5 a Work with a partner.
Write, in your own words, the story you listened to, but include all the excerpts from activity 4a. You can also use the words from activity 2 to help you.

b Work with another pair and compare your stories. Make any changes to your story that you want to.

c Track 12 Listen again to the original story. Compare your story to it. Make any changes to your story that you want to.

Time to Talk

6 Work with a new partner. Take turns to retell the story without reading what you wrote.
Introduction

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

<table>
<thead>
<tr>
<th>tell</th>
<th>make</th>
<th>stretch</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 _______ tell _______ a white lie</td>
<td>a make the facts seem better than they really are</td>
<td>b say something untrue to protect someone's feelings</td>
<td></td>
</tr>
<tr>
<td>2 _______ the truth</td>
<td>c give an explanation or tell a story that is not true</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 _______ somebody in</td>
<td>d trick someone and make them believe something that is not true</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 _______ something up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Discuss the questions below as a class.

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

Reading

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

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

c Work with a partner. Write no more than three words from the article to show who said or thought the sentences below.

1 'He's a likeable, clever 17-year-old.' ________ the teachers
2 'Come out with us.' _________________________
3 'Leave me alone!' ___________________________
4 'I prefer to stay at home and study.' _________________________
5 'Where is your mother?' _________________________
6 'My mother is an opera singer.' _________________________
7 'Would you like to join us on a trip to Tenerife?' _________________________
8 'Please show me your passports.' _________________________

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

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

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

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

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

I thought that you were coming to the party.

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

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

He said that he likes watching films.
I told them that I was tired.

We often leave out that in informal speech.

He said he likes watching films.
I told them I was tired.

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

The word order is the same as for statements.

We don’t use question marks.

She asked (me) where I live.

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

We can use whether instead of if.

He asked (me) if I liked Indian food.
He asked (me) whether I liked Indian food.

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

They asked me to help.
I invited him to come to the party.
We told them to be quiet.

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

Practice

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

a me / be / told / he / quiet

He told me to be quiet.

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

I told them I was tired.

c invited / I / come / her

I invited her to come.

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

He asked me to sit down.

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

She told us that she was happy.

f me / he / pay / asked

He asked me to pay.

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

They asked her how many brothers she has.
Sounding Natural

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

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

b  Track 14  Listen again and copy the pronunciation.

Time to Talk

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

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

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

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

b Work with a partner.
Share your answers to the questions in activity 7a.
Ask questions to get more information.

c Tell the class about your partner’s answers.

Homework - turn to page 97
### Introduction

1a Work with a partner.

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

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

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

Put the verbs into the correct form.

1 My throat hurts and I’m sneezing. I think I’m **getting a cold**.
2 We need more information on this plan. Could you **go** to detailed information, please?
3 We’re **going** on a date tomorrow. First a movie, and then a meal in a restaurant.
4 We wanted to celebrate, so we **went** out on a bottle of champagne.
5 You need to take your passport when you **go** abroad.
6 She never stops talking about her boyfriend. She just **talks** on and on about how wonderful he is.
In this lesson: Tell people about a relationship in your life
Vocabulary: Some uses of go and get

Reading

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

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

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

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

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

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

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

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

3 Do you think Karen and Kenny’s relationship is unusual? Why?
Practice 5 Use the words from the boxes to complete the sentences below.
Put the verbs into the correct form and use to or a where necessary.

adjectives
- cold
- friendly
- wrong
- tired

verbs
- see
- shop
- marry

nouns
- coffee
- meal
- swim

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

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

go + -ing form of the verb for many general activities where we move about
He went skiing last year.
She goes running every evening.

go + to + base form of the verb for activities with a definite beginning and end
They go to watch the boat race every summer.
He’s gone to meet a friend.

go (out) for a + noun for many fairly short, free time activities
Do you want to go (out) for a walk?
We go for a meal every Friday.

We can use get with past participles and many adjectives to describe a change of state.
It has a similar meaning to become.

get + past participle
How did the window get broken?
He quickly got dressed and left for work.

get + adjective
I forgot my umbrella and got very wet.
It gets dark quite early in the winter.

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

It’s autumn and the leaves are going red.
We planned the meeting really carefully, but everything went wrong.
Let’s stop – everyone is getting tired.
Bob quit his job after he got ill.

Read the article on page 29 again.
Find and underline more examples of these uses of go and get.
We also use go and get in many idioms and phrasal verbs.
Look at activity 1a for some examples.
**Time to Talk**

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

<table>
<thead>
<tr>
<th>someone you met at school</th>
<th>a colleague</th>
<th>a friend</th>
<th>a neighbour</th>
</tr>
</thead>
</table>

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

- **Who is the person?**
- **Where / How did you meet?**
- **How do you get on?**
- **What do you do together?**
- **How has your relationship changed?**

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

**example**

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

c Tell the class about your partner’s relationship.
Introduction

1a Work with a partner. Make a list of situations where you might need to ask someone to repeat what they said.

- In a language classroom.
- On the telephone.
- In a restaurant.

b Share your ideas with the class.
In this lesson: Exchange and check information

Function: Checking and confirming information and making yourself clear

**Listening**

2 🎧 Track 16 🎧 Track 17

Listen to Mike making two phone calls. Underline the correct answers to the questions below.

**Conversation 1**
What is Mike doing?

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

**Conversation 2**
What is Mike doing?

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

3 🎧 Track 16 🎧 Track 17

Listen to the phone calls again. Write a word or a number to answer each question.

**Conversation 1**

a Who does Mike want to speak to?

__________________________

b What is Mike’s telephone number?

__________________________

c What is Mike’s surname?

__________________________

**Conversation 2**

d Where does Mike want to go?

A ___________________________ restaurant.

e What time is the booking?

__________________________

f What time are they going to meet?

__________________________
**Language Focus**

4 Listen again to Mike's phone calls. Tick (✓) the expressions, below, that you hear.

### Checking Information

- I'm sorry, what was... (again)?
- Sorry, I didn't catch that.
- I'm sorry, what did you say?
- Sorry?
- (I'm sorry,) did you say ...? ✓
  - So that's...
  - Do you mean...?

### Confirming and Making Yourself Clear

- What I mean is...
  - I said...
  - No, that's...
- (Yes,) that's right.
  - That's correct.
  - Yes, that's it.

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

<table>
<thead>
<tr>
<th>Confirmed</th>
<th>Asking Someone to Repeat</th>
<th>Making Yourself Clear</th>
<th>Asking Someone to Confirm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirming</td>
<td>Asking for Something</td>
<td>Making a Suggestion</td>
<td>Ending a Call</td>
</tr>
<tr>
<td>confirming</td>
<td>asking for something</td>
<td>making a suggestion</td>
<td>ending a call</td>
</tr>
<tr>
<td>asking someone</td>
<td>making a suggestion</td>
<td>ending a call</td>
<td></td>
</tr>
<tr>
<td>to repeat</td>
<td>confirming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>making yourself</td>
<td>asking someone to confirm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clear</td>
<td>confirming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Practice**

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

**Student A**

- Answer the phone and say hello.
- Check who the caller wants to speak to.
- Say thank you and end the call.

**Student B**

- Ask to speak to Jane.
- Confirm/make clear what you want.
- Say thank you and end the call.

b Change roles and practice again.

**Useful Language**

<table>
<thead>
<tr>
<th>Asking for Something</th>
<th>Making a Suggestion</th>
<th>Ending a Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could I...</td>
<td>How about...?</td>
<td>Thanks very much. Goodbye.</td>
</tr>
<tr>
<td>Could you...</td>
<td>What about...?</td>
<td>Goodbye.</td>
</tr>
</tbody>
</table>
**Sounding Natural**

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

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

b  Track 18  Listen again and copy the pronunciation.

**Time to Talk**

8a  You are going to role-play two telephone calls.
Work in two groups, A and B.

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

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

---

**Role-play 1**

Read the advertisement below.

Telephone a friend and arrange to go for lunch at the restaurant.
You can go anytime on Thursday, Friday, or Saturday.

*Dino's Italian Restaurant*

- 15 Redmans Road
- Lunchtime Monday to Friday 12.00 p.m. – 2.00 p.m.
  Special set lunch menu with one drink – two people for £12
- Lunchtime Saturday 12.00 p.m. – 3.00 p.m.
  Special set lunch menu with one drink – two people for £20

Your partner will answer the phone.

*example*  
A: Hello?  
B: Hi, Ben. How are you? How about going for lunch sometime?

**Role-play 2**

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

The order number is **PBR55**.

Ask your partner to confirm and repeat information where necessary.

Your partner will answer the phone.

*example*  
A: Good afternoon, Jack's Jackets. How may I help you?  
B: Hi. I'm calling about a jacket I ordered.

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

c  Tell the class what you arranged.

---

**Homework** - turn to page 98
## Introduction

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

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

### 1b Write A or S at the end of each sentence to show if the underlined verbs describe *actions* (A) or *states* (S).
(Be careful: some verbs can describe both, depending on context.)

1. We ran for the bus. ..................  A
2. We had a meeting. ..................  
3. I have three cats. ..................  
4. We had a sandwich for lunch. ........  
5. I come from Spain. ..................  
6. She came to the meeting in the afternoon. ..................  
7. Do you understand? ..................  
8. Do you make business suits? ........  
9. I don't know her. ..................  
10. They really like each other. ........
In this lesson: Share information about your life
Grammar: Present perfect simple and present perfect continuous

Listening

2 a Track 19 Track 20 Track 21
Listen to three people talk about relationships they have. Underline the correct option to show what kind of relationship each person talks about.

Ben: a relationship with a colleague / friend / pet
Mandy: a relationship with a colleague / friend / pet
Chris: a relationship with a colleague / friend / pet

b Read the statements below from activity 2a. Write Ben, Mandy, or Chris to show which person made each statement.

1 I’ve had him for ten years now.
   _____________ Ben

2 I’ve been working with Larry for five years.
   _____________

3 He’s introduced me to golf.
   _____________

4 He’s been getting a bit old recently.
   _____________

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

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

7 She’s asked me to be her bridesmaid.
   _____________

c Track 19 Track 20 Track 21
Listen again and check your answers to activity 2b.

3 Read the sentences in activity 2b again. Write a number in each space below to show which sentences talk about...

a completed actions in a period until now. ___ ___

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

c actions which began in the past and continue or repeat until now. ___ ___ ___
Practice

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

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

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

1 How long have you known your best friend?
2
3
4
5
6

Language Focus

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

**present perfect simple** (have + past participle)

1. Completed actions in a period until now
I’ve finished the job! (so now I can relax)
She’s never been to China. (in her life until now)

2. Actions or states that began in the past and continue now
He’s worked here for 20 years. (and he continues to work here now)
I’ve been tired all morning. (and I’m still tired)

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

Emphasis on the continuation or repetition of an action over a *length of time* until now
I’ve been waiting for two hours. (focus on how long the waiting continued)
We’ve been going on holiday to France since I was a child. (focus on how long the action was repeated)

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

**how many + present perfect simple**

How many times have you been to France?

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

**how long + present perfect simple**

**how long + present perfect continuous**

How long has he worked here?
How long have you been waiting?

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

I’ve lived / been living here for 18 years.
(18 years = period of time)
I’ve lived / been living here since I was young.
(I was young = point in time)

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

✓ He’s worked here for 20 years.
✓ He’s been working here for 20 years.
✓ I’ve liked him for months.
X I’ve been liking him for months.
Sounding Natural

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

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

b  Track 22  Listen again and copy the pronunciation.

Time to Talk

Work in two groups, A and B.

Group A: read the instructions below.
Group B: go to page 86.

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

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

b  Work with a partner from Group B.
Ask your partner the questions that you made a note of in activity 6a.
Answer your partner's questions and find out how similar or different you are.

example  A: How many books have you read this year?
B: About six. How about you?

c  Tell the class what you discovered.
Introduction

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

- good shops ................................................
- friendly people ...........................................
- lots of things to do ......................................

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

Reading Tip

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

You can use what you read to guess other information. For example, you can guess:
- the writer’s opinion on a topic
- the kind of person an article is written for
- the kind of person who would like things that an article recommends

Reading

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

b Share your ideas from activity 2a with the class.

c Read the article quickly to check your ideas from activity 2a. You have one minute.

3 a Find and circle five adjectives in the article that you didn’t write in activity 2a. Try to circle one adjective in each paragraph.

b Write the adjectives you circled into the left column of the table below. Write what each adjective describes into the column on the right.

<table>
<thead>
<tr>
<th>adjective</th>
<th>what it describes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

4 a Read the article again. Circle the correct options to show if each statement below is true (T) or false (F).

1 People with children would like Skipton. ................................ T / F

2 People who like living in cities would like to live in Skipton. .......... T / F

3 Skipton is a good place to go clubbing. ..................................... T / F

4 People who like shopping would like Skipton. ................................ T / F

5 The author thinks that Skipton is a good place to live. .................... T / F

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

- someone who is looking for a good place to live
- someone who is looking for a good place to have a holiday
- someone who is looking for a good place to study
Why don’t we live in…

Skipton

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

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

What’s not so great:
With a population of 15,000, some people might think it’s a bit too small. If you like nightlife, you’re out of luck – it’s mostly traditional pubs. You’ll need to make a trip to Bradford or Leeds if you want to go clubbing.

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

What to do:
The High Street has many independent and unique shops, and you can spend hours just looking around them. There’s also a wide range of restaurants. Try the delicious tea and cakes at Hettie’s Café on the High Street – or have a pint at the Black Horse, a traditional pub next to the canal.
5 a Look at the pictures of Alison and Bob. Both of them were born in Skipton.
Who do you think moved away?
Who do you think continues to live there?
Why do you think so?

b Work in two groups, A and B.
Group A: go to page 84 and read about Alison.
Group B: go to page 87 and read about Bob.
6a Work on your own. Use the table below to make notes about a town where you have lived in the past or the place where you live now.

<table>
<thead>
<tr>
<th>The name of the place:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you live there now?</td>
</tr>
<tr>
<td>How would you describe the place?</td>
</tr>
<tr>
<td>What can you say about the following things?</td>
</tr>
<tr>
<td>• people</td>
</tr>
<tr>
<td>• shops</td>
</tr>
<tr>
<td>• things to do</td>
</tr>
<tr>
<td>How have your feelings about the place changed?</td>
</tr>
<tr>
<td>Any other information:</td>
</tr>
</tbody>
</table>

b Work with a partner.
Tell each other about the place you made notes on in activity 6a.
Ask questions to get more information.

c Tell the class about the place your partner talked about.
Lesson 11
Tough Customers

Introduction

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

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

a. If you give 20 pounds to buy something that costs 15 pounds, you should get five pounds ______ change _______.

b. If a shop gives you a ____________, they ask you for less than the normal price.

c. If you are ____________, you are asked to pay more for something than its real price.

d. A ____________ is money that a shop returns to you because you are unhappy with something you bought.

e. Shops ____________ things when they take something you bought and give you something else instead.

f. If you ask for ____________, you ask a shop to send something to somewhere for you.

g. If something in a shop is ____________, it has a special, low price.

h. Food is past its ____________ when it is too old to sell.

i. If you buy something that is ____________, it is damaged or does not work properly.
Are You a Tough Customer?

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

1 You order a rare steak in a restaurant, but the waiter brings a well-done steak to your table. What do you do?
   a) Ask the waiter to (1) **return the plate** to the kitchen and to (2) **return with** the correct order.
   b) Eat the steak, then ask the waiter to come to your table and tell him that you want a discount.
   c) Eat the steak and say nothing.

2 You buy a television from a local shop, but you discover that it is faulty after you take it home. You (3) **return** to the shop and complain. The shop assistant asks you to return to the shop in a month because the owner is on holiday. What do you do?
   a) Threaten to call the police - these people are obviously criminals.
   b) Refuse to go until you speak to someone who can help you.
   c) Say that you will (4) **return** in a month.

3 You buy a scarf that is on offer in a sale. At home, you decide that you don’t really like the colour. What do you do?
   a) Return to the shop and complain. Refuse to leave until they give you a refund.
   b) (5) **Return to the shop with the scarf.** Explain the problem and politely ask them to exchange it.
   c) You don’t do anything - it was your fault!

4 You buy a beautiful, old chair in a small shop. The shop owner says you don’t have to pay for delivery - he has a van and will do it for free. When he brings it to your home, you see that the chair has a small scratch on it - you are sure it wasn’t there in the shop. What do you do?
   a) Refuse to accept the chair and ask for a refund.
   b) Accept the chair, but ask for a discount.
   c) Say nothing - it’s only a small scratch, and the shop owner is so nice.

How to score

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

What your score means:

- **10-12 points:** You are a real tough customer. For you, the customer is always right.
- **7-9 points:** You know your rights, but you are prepared to compromise.
- **4-6 points:** You are a bit too nice. People may take advantage of you.

---

**Reading**

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

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

   a take the plate back ........................................ 1
   b come back .................................................... 2
   c bring back .................................................... 3
   d go back .......................................................... 4
   e take the scarf back to the shop .................. 5
Practice

5 Underline the correct options to complete the sentences below.

a. Could you **take** / **bring** this book back to the library when you **come** / **go** there today?

b. He’s so romantic. He often **takes** / **brings** me flowers.

c. I waited all day for the delivery, but they **took** / **brought** the wrong thing, so I asked them to **take** / **bring** it back to the shop.

d. I think you **took** / **brought** my scarf by mistake when you left last night. Could you **take** / **bring** it back when you **come** / **go** here tomorrow?

e. We **came** / **went** here for a two-week visit, but we’re **coming** / **going** back home tonight because of the bad weather.

f. This is an awful meal, let’s **come** / **go** now. I’m never **coming** / **going** back to this restaurant again!
### Time to Talk

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

<table>
<thead>
<tr>
<th><strong>What was the thing you bought?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where and when did you buy it?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What was the problem?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What did you do about the problem?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What happened in the end?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

c Tell the class about your partner’s answers.

---

**Homework** - turn to page 100
Introduction

1a Work with a partner. Read the list of different changes, below, that people can make in their lives. Make a note of two problems you think people may have with each change.

- move to a new school
- move to the countryside
- go abroad to study
- get married
- start a new job

b Share your ideas from activity 1a with the class.
In this lesson: Give advice
Function: Expressing difficulty and giving advice

Listening

2  Listen to Jenny talking to someone on the phone about the problems below. Write numbers to put the problems in the order you hear them, then answer the question underneath.

a  I have a bit of a problem with the food because it’s so different here. ___

b  I’m finding it really hard to make any friends over here. ___

c  I have difficulty understanding what people say. ___

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

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

How about taking extra lessons? .................. c

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

You could do extra language study. ..............

You should cook at home. ...........................

b  Listen to both sides of the conversation. Check your answers to activity 3a, and underline an option to answer the question below.

Who is Jenny talking to?

- Her teacher.
- Her mother.
- Her boss.
Language Focus

We can use various expressions to express difficulty.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm finding it hard to / difficult to + base form of the verb</td>
<td>I'm finding it hard to save money.</td>
</tr>
<tr>
<td>I'm finding it hard to save money.</td>
<td>I'm finding it difficult to buy all the ingredients.</td>
</tr>
<tr>
<td>I have difficulty / trouble + -ing form of the verb</td>
<td>I have difficulty driving in this country.</td>
</tr>
<tr>
<td>I have difficulty driving in this country.</td>
<td>I have trouble waking up early in the morning.</td>
</tr>
<tr>
<td>I have a problem with + noun / -ing form of the verb</td>
<td>I have a problem with my lock. It’s broken.</td>
</tr>
<tr>
<td>I have a problem with my lock. It’s broken.</td>
<td>I have a problem with buying clothes my size.</td>
</tr>
</tbody>
</table>

We can use various expressions to give advice.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I think) you should + base form of the verb</td>
<td>I think you should buy a new tie before the interview.</td>
</tr>
<tr>
<td>You should get a new job.</td>
<td>You should get a new job.</td>
</tr>
<tr>
<td>Why don’t you + base form of the verb</td>
<td>Why don’t you move to a bigger house?</td>
</tr>
<tr>
<td>You could (always) + base form of the verb</td>
<td>You could always get a taxi.</td>
</tr>
<tr>
<td>You could do extra work.</td>
<td>You could do extra work.</td>
</tr>
<tr>
<td>How about + -ing form of the verb</td>
<td>How about talking to her?</td>
</tr>
</tbody>
</table>

Practice

4a Work with a partner. Cross out the words that are not possible in each sentence. Sometimes more than one answer is possible.

1 I’m finding it hard / trouble / difficult to make new friends.
2 I have a problem / trouble / difficulty with choosing food in restaurants.
3 I have trouble / problem / difficulty learning new words.
4 I have a trouble / problem / difficult with vocabulary.

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

1 I think you should ______________________________________________________
2 Why don’t you _________________________________________________________
3 You could _____________________________________________________________
4 How about _____________________________________________________________
Time to Talk

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

<table>
<thead>
<tr>
<th>life change</th>
<th>problems</th>
<th>pieces of advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>You've retired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've moved from the countryside to the city.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've moved house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've become a vegetarian.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've started a new job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've moved abroad to study a foreign language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've moved from the city to the countryside.</td>
<td></td>
<td></td>
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<tr>
<td>You've changed schools.</td>
<td></td>
<td></td>
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<tr>
<td>You've started a diet.</td>
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<td></td>
</tr>
<tr>
<td>You've moved house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've become a vegetarian.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've started a new job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've moved from the city to the countryside.</td>
<td></td>
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</tr>
</tbody>
</table>

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

example  A: Hi. How's it going?
          B: Not so good, actually. I'm finding it difficult to talk with my colleagues - they're all so unfriendly.

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

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

apply
employment
interview
offered
unemployed

be unemployed
______________ for a job
be _____________ a job
go for an _____________
look for ______________

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

1
2
3
4
5
Colin Woods, 22, has been unemployed since he graduated eight months ago. Yesterday he went for an interview with the engineering company, Fisher-Wright. We asked him about it.

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

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

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

**Reading**

2a Read the article above about Colin, a young, unemployed man in the UK. Write the questions below into the correct spaces in the article.

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

2b Read the article again and circle the correct option to show if each statement below is true (T) or false (F).

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

3a Read the underlined sentences in the article again. Write numbers to complete the statements below.

Sentences ___ and ___ talk about things that are generally true.

Sentences ___ and ___ talk about the results of possible future events.

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

In sentence ___, you can’t replace if with when and keep a similar meaning.

3b Underline the correct option to answer the question below.

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

**if you don’t have / if you have**

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

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

**if-clause** (condition) | **main clause** (what is generally true)
--- | ---
*if + present simple,* | *present simple*
If you don't have money, | life is hard.

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

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

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

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

**if-clause** (possible future event) | **main clause** (result)
--- | ---
*if + present simple,* | *will + base form* of the verb
If he gets a job, | he'll be happy.

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

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

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

We can put the **main clause** first in both the **zero conditional** and **first conditional**. When we do this, we don’t need a comma between the clauses.

Life is hard if you don't have money. (**zero conditional**)  
He’ll be happy if he gets a job. (**first conditional**)  

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

Is life easy if you don't have money? (**zero conditional**)  
How will he feel if he gets a job? (**first conditional**)  

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

Unless you have money, life is hard. (*= if you don’t have money, life is hard - zero conditional*)  
He won’t be happy unless he gets a job. (*= he won’t be happy if he doesn’t get a job - first conditional*)

Practice

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

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

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

Write a one (1) next to the **first conditional** sentences.
If I want to relax...

When this class finishes... I never... unless...

If it rains next weekend...

I’ll... unless...

I’ll... if...

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

I always... if...

b Work with a partner.
Tell each other what you wrote in activity 6a.
Ask questions to get more information.

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

c Tell the class about your partner’s answers.

Homework - turn to page 102

Lesson 13
Introduction

1 Discuss the questions below as a class.
   
a Where do you usually talk with your friends?
   
b What do you usually talk about with your friends?

Reading

2 Read the conversation on page 57. Underline the correct option to answer each question below.
   
a Where are Claire and Laura?
   
   1 at work
   
   2 in a restaurant
   
   3 in a shop
   
   b What is the relationship between Claire and Laura?
   
   1 They don’t know each other.
   
   2 They’re friends.
   
   3 They’re mother and daughter.
   
   c What does Laura say about her new job?
   
   1 She’s really busy.
   
   2 It isn’t difficult.
   
   3 She doesn’t like it.
   
   d Which topic do Claire and Laura not talk about?
   
   1 something they watched on TV
   
   2 Claire’s trip to France.
   
   3 what to eat

3 a Track 28 Read Claire and Laura’s conversation again and listen at the same time. Underline ten places where the words are different from what you hear.
   
   b Work with a partner. Read the words in the box below. Write them above the places you underlined in the conversation on page 57, to show what Claire and Laura really say. Some words can be used more than once.

   thing
   a thing
   things
   thing for him to do
   you poor thing
   lucky thing
   that sort of thing

   c Track 28 Listen again and check your answers to activity 3b.
In this lesson: Ask and answer casual questions
Vocabulary: Some uses of thing

Claire  Laura! Hi! How are you?
Laura  Hi, Claire. Not so bad... Pretty good actually. I started my new job last week.
Claire  Oh really? What kind of work do you do?
Laura  I answer the phone, um... take messages, input data, etc.
Claire  I feel sorry for you! That doesn't sound like much fun!
Laura  It's pretty easy, really. In fact, sometimes it's so quiet, I don't have anything to do!
Claire  Can't complain, then. Anyway, what would you like to eat? They've got lots of tasty food here.
Laura  Oh, I don't know... What's that Greek dish we had the last time?
Claire  Moussaka.
Laura  All right, I'll have that. It's the best dish they do.
Claire  Anyway, guess what! Bob and I are flying to Paris this weekend. He surprised me with the tickets last night.
Laura  Ooh, that's such a nice surprise. You are so lucky!
Practice

4 Work with a partner. Read the sentences below.
Underline the words in each sentence which can be replaced by an expression using thing.
Write the expression above the words you underline.

a. What's that strange object over there?

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

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

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

e. I like camping and hiking and activities like that.

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

g. A: I did a bungee jump yesterday.

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

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

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

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

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

1. **How are things at work / home at moment?**
2. **What's the best thing that's happened to you this week?**
3. **What kind of things do you like to eat?**
4. **Do you have a lot of things to do next weekend?**
5. **What's the best thing about studying English?**

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

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

*example*  
A: How are things at work at the moment?  
B: Terrible. I've worked late every night this week.  
A: You poor thing! Why?

b Tell the class about your partner's answers.
1 Discuss the questions below as a class.
   a  How often do you use voicemail? When did you last get a voicemail message?
   b  If you call someone and get a voicemail greeting, do you leave a message or call back later? Why?
   c  Have you ever left a voicemail message in English?

2 a  How do you say these telephone numbers, dates and times in English?
     Sometimes there is more than one way of saying them.
     1  14 September
     2  Tuesday 14th
     3  090 7643 6521
     4  5.00
     5  1 p.m.
     6  extension 455
     7  6.20
     8  5.15
     9  Saturday 31st

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

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

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

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

Listening Tip

Listen for the information you need

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

4 a  Track 31 - Track 34  Listen and write names, telephone numbers, dates or times in the spaces to complete the voicemail greetings below.

**Greeting 1**
Hi, **John Jenkins** speaking. I can’t take your call right now, but if you leave your name and number, I’ll get back to you after __________ this afternoon.

**Greeting 2**
You’ve reached _________ PLC on _________. Please leave a message after the tone.

**Greeting 3**
Hello. This is ____________. I’m sorry I can’t come to the phone, but I’m out of the office until _____________. If it’s urgent, you can call _________ on ________. If it can wait, please leave your details after the tone, and I’ll return your call as soon as I can.

**Greeting 4**
Thank you for calling ____________. Digital Solutions. There’s no one in the office at the moment. Please call back during office hours – _________ to _________, _________ to _________ – or leave a message after the beep.

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

What are two ways to say who is speaking?

**John Jenkins speaking.**

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

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

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

Skills  Lesson 15  61
5a Track 35  Track 36  Listen to two people leaving voicemail messages. Complete the tables below with the correct details.

**Call 1**

<table>
<thead>
<tr>
<th>caller's name</th>
<th>Steve Jacobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>who the caller wants to speak to</td>
<td></td>
</tr>
<tr>
<td>time of the call</td>
<td></td>
</tr>
<tr>
<td>reason for the call</td>
<td></td>
</tr>
<tr>
<td>caller's phone number</td>
<td></td>
</tr>
</tbody>
</table>

**Call 2**

<table>
<thead>
<tr>
<th>caller's name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>who the caller wants to speak to</td>
<td></td>
</tr>
<tr>
<td>time of the call</td>
<td></td>
</tr>
<tr>
<td>reason for the call</td>
<td></td>
</tr>
<tr>
<td>caller's phone number</td>
<td></td>
</tr>
</tbody>
</table>

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

**Call 1**

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

**Call 2**

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

c Track 35  Track 36  Listen again and check your answers to activity 5b.
You are going to role-play listening to and leaving voicemail messages. Work in two groups, A and B.

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

**Group B**: go to page 88.

**Role-play 1**

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

Use the table below to plan your message.

<table>
<thead>
<tr>
<th>your name</th>
<th>who you want to speak to</th>
<th>time of the call</th>
<th>reason for the call</th>
<th>your phone number</th>
</tr>
</thead>
</table>

**Role-play 2**

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

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

<table>
<thead>
<tr>
<th>caller’s name</th>
<th>who the caller wants to speak to</th>
<th>time of the call</th>
<th>reason for the call</th>
<th>caller’s phone number</th>
</tr>
</thead>
</table>

**b** Work with a partner from the other group and do **Role-play 1**.

**c** Prepare for **Role-play 2**.

**d** With the same partner as before, do **Role-play 2**.

**e** With your partner, compare the information you noted. Is it accurate?
Introduction

1 a Work with a partner. Read the adjectives below for describing people. Write \( P \) next to the adjectives that have a mainly positive meaning. Write \( N \) next to the adjectives that have a mainly negative meaning. Write a question mark ( ? ) next to the adjectives that have neither a positive nor a negative meaning.

- friendly \( P \)
- clever \( P \)
- suspicious
- cruel
- cultured
- embarrassed
- good-natured
- humorous

- loud
- polite
- powerful
- pushy
- respectful
- sophisticated
- apologetic

b Write **three** adjectives from **activity 1a** into each space in the table below. You can use adjectives more than once.

**What people normally think about...**

<table>
<thead>
<tr>
<th>Americans</th>
<th>the British</th>
<th>people from my country</th>
</tr>
</thead>
</table>

**Group A**

**What the author says on...**

- how the British generally feel about Americans
- a bit suspicious of them

**Group B**

**What the author says on...**

- what he thinks about Americans
- most are really nice

**American politeness**

**British politeness**

**American humour**

**British humour**

b As a class, compare the notes you made in **activity 3a**. Does anything the author says match your ideas in **activity 1b**?

Reading

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

- a The article is mainly ________________.
  - serious / educational / humorous
- b The author is ________________.
  - American / British / Canadian
- c The author mainly gives ________________.
  - advice / his opinions / facts
- d The author generally ________________ Americans.
  - likes / dislikes / doesn’t care about

3 a Work in two groups, A and B.

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

**Group B**: read the article again and make notes in the right column of the table below.
On the whole, we British are a bit suspicious of Americans. We’re just not sure if we trust them. Sure, they speak our language, but they spell it in a funny way. Also, we tend to think that we are better than them. We are supposed to be sophisticated, humorous and polite. Americans, on the other hand, are said to be loud and pushy. They may be powerful, but we are cultured.

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

1 They are More Polite Than We Are

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

2 They Have a Better Sense of Humor

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

We can use various expressions to soften generalisations.

- **almost all + subject**
  Almost all British people love tea.

- **on the whole + clause**
  On the whole, Italian food is very healthy.

- **tend to + base form** of the verb
  Americans tend to be friendly.

- **I think (that) most + subject**
  I think most Japanese people like rice.

We can use the following expressions to talk about stereotypes:

- **subject + are supposed/said to + base form** of the verb
  The British are supposed to be quite polite.
  Librarians are said to like books.

- **people say (that)/think (that)**
  People say that footballers are paid too much.
  People think that the French are quite fashionable.

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

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

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

Practice

5 Each sentence below has one word missing. Mark (✓) where the word is missing from each sentence and write the missing word.

- a  I think most modern music is awful.
  
- b  Boys tend to be louder than girls.
  
- c  On the whole, girls are quite bad at sports.
  
- d  Americans are supposed to be a bit pushy.
  
- e  People think that the French are a bit rude.
  
- f  Almost politicians are honest.
  
- g  Cat owners are said to be a little crazy.
Sounding Natural

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

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

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

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

b Track 38 Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own.

Think about the place that you come from in your country. Make a note of **three** stereotypes about the people from that place.

b Work with a partner.

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

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

B: Why do you say that?

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

Homework - turn to page 104
Lesson 17

A New Project

Introduction

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

- your home
- your garden
- your office
- your school
- your local area

b Work with a partner. Discuss what you made a note of in activity 1a.

c Tell the class about your partner’s answers.
In this lesson: Talk about a project
Grammar: Present continuous and going to for plans and intentions

Listening

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

a What is Raj and Meena’s new project?

b Has their project started?

c How do they feel about the project?

d Would you like to start a similar project? Why or why not?

3 Track 39 Listen again. Circle the correct option to show if Raj (R) or Meena (M) says each sentence below.

a I’m taking Deepak to look at the chickens on Tuesday. ......................................... R / M

b I’m going to clear a space for the chicken house in the garden tomorrow. ........ R / M

c We’re all going to work hard. .................................................................................... R / M

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

1 Which sentences talk about future plans? __ __

2 Which sentence talks about an intention? __ __

3 Which sentences use going to + base form of the verb? __ __

4 Which sentence uses the present continuous? __ __

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

1 Could you use going to + base form of the verb in sentence a and keep a similar meaning? ......................... Yes / No

2 Could you use the present continuous in sentence b and keep a similar meaning? ......................... Yes / No

3 Could you use the present continuous in sentence c and keep a similar meaning? ......................... Yes / No

3 Track 39 a Read the Language Focus section on page 70 to check your answers to activity 4b.
Language Focus

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

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

We’re going to meet the bank manager tomorrow. *(plan)*
If we get the loan, we’re going to do our best to make it a success. *(intention)*

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

**be + -ing form** of the verb

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

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

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

Practice

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

<table>
<thead>
<tr>
<th>do</th>
<th>buy</th>
<th>meet</th>
<th>ask</th>
<th>cook</th>
</tr>
</thead>
</table>

1 I’m going to **cook** dinner tonight.
2 I ___________ Mary to marry me.
3 We ___________ in front of the restaurant at five p.m.
4 They ___________ a house next year.
5 Tomorrow’s match is really important, so we ___________ our best.

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

__________________________
__________________________
__________________________
Sounding Natural

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

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

b  Track 40  Listen again and copy the pronunciation.

Time to Talk

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

your office  your garden  your school  your local area  your home

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

<table>
<thead>
<tr>
<th>What are you going to do?</th>
<th>make our local beach clean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How?</td>
<td>start a group</td>
</tr>
<tr>
<td>With whom?</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>For how long?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>When are you starting?</td>
<td></td>
</tr>
</tbody>
</table>

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

example  A: I’m going to make our local beach clean.
B: How?

c  Tell the class about your partner’s project.
Lesson 18 Looking Good

Introduction

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

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

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

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

Reading

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

1 Luke is an office worker / a teacher / a student.

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

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

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

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

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

Love,
Luke

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

1. **look after** someone or something

2. **look up to** someone

3. **look forward to** something

   a. feel excited about something that is going to happen

   b. take care of someone or something

   c. admire someone

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

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

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

**look + adjective**

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

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

**look like + noun**

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

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

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

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

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

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

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

Practice

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

<table>
<thead>
<tr>
<th>a football</th>
<th>going to rain</th>
</tr>
</thead>
<tbody>
<tr>
<td>a businesswoman</td>
<td>tired</td>
</tr>
<tr>
<td>angry</td>
<td>wanted to go home</td>
</tr>
</tbody>
</table>

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

2 She couldn’t keep her eyes open.
   She _________________________

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

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

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

6 He _________________________ and shouted at everyone.

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

<table>
<thead>
<tr>
<th>after</th>
<th>forward</th>
<th>to</th>
<th>up</th>
</tr>
</thead>
</table>

1 He thought his father was a hero and really _________________________ him.

2 I’m _________________________ seeing Mary tomorrow so much!

3 I’m staying at home all day tomorrow to _________________________
   my daughter.
**Sounding Natural**

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

1. I’m **looking forward** to seeing her tonight.
2. He really **looks up to** me.
3. Could you **look after** the children?

5b  **Track 41**  Listen again and copy the pronunciation.

**Time to Talk**

6a  Complete the sentences below with your own ideas.

I’m looking forward to

looks like

I really look up to

looks after

looks

b  Work with a partner. Tell each other what you wrote in activity 6a. Ask questions to get more information.

**example**  
A: It looks like I have to work late tomorrow.
B: Oh dear. Why?
Lesson 19
The Blame Game

Introduction

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

<table>
<thead>
<tr>
<th>singular</th>
<th>subject</th>
<th>object</th>
<th>reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>me</td>
<td>myself</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
<td>herself</td>
</tr>
<tr>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plural</td>
<td>we</td>
<td>you</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>them</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Underline the correct options to complete the sentences below.

1 How did you cut you / yourself?
2 Could you pass me the salt, please? I can’t reach it I / me / myself.
3 She lives by she / her / herself in a small flat.
4 Did you two enjoy you / yourself / yourselves at the party last night?
5 My father and I / me / myself live by we / us / ourselves.
6 Charles met Laura and I / me / myself at the station.
In this lesson: Discuss people who have had an effect on your life, or on the world

Function: Giving credit and blaming

Listening

2 Track 42 Listen to Paul and Yolanda talk about someone they both know. Correct one word in each of the statements below to make them true.

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

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

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

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

4 a Work with a partner. Read the sentences in activity 3a again. Tick (✔) the sentences where Paul or Yolanda give credit to someone for something. Underline the expressions they use to do this. Put a cross (✗) next to the sentences where Paul or Yolanda blame someone for something. Underline the expressions they use to do this.

b Circle the correct option to complete the statement below.

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

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

give (someone) credit for (something)

I give him credit for the good grades I got in my exams.
You should give yourself credit for all the hard work you've done.

(someone) is the reason why + clause

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

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

blame (someone) for (something)

I blame him for my bad exam results.

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

It's your fault that you got bad results.

(someone) is the reason why + clause

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

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

I've only got myself to blame.
You've only got yourself to blame.

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

should / shouldn't have + past participle

It's Michael's fault that we missed the train. He should have been on time.
She's only got herself to blame. She shouldn't have argued with her boss.

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

could have + past participle

He could have given up on me, but he didn't.
She could have smiled sometimes, but she never did.

Practice

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

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

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

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

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

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

b  
Listen again and copy the pronunciation.

Time to Talk

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

<table>
<thead>
<tr>
<th>name of the person</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you give them credit for? Why?</td>
</tr>
<tr>
<td>Is there anything you blame them for? What? Why?</td>
</tr>
</tbody>
</table>

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

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

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

1 a Work on your own. Choose one of the questions below and make a note of your answer to it.
   1 When was the last time you gave advice to someone? What was it about?
   2 What’s the best piece of advice you’ve ever received?
   3 Who do you usually go to for advice? Why?
   4 Have you ever received good advice that you didn’t take? What happened?

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

c Tell the class about your partner’s answers.

Reading

Reading Tip

Preview and predict

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

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

b Read the introduction of the article and check your ideas from activity 2a.

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

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

b Share your ideas from activity 3a with the class.

c Read the rest of the article quickly to check your ideas from activity 3a. Write numbers to match the paragraphs in the article with topics in the list in activity 3a (not all the topics are talked about).
Today we publish a letter from Diane Roberts, 46, to her 16-year-old self.

Dear younger me,

Here are some things you should know:

1. Firstly, don’t worry so much about how you look. Don’t worry so much about your hair, or the clothes you wear. Trust me, you are beautiful. In 20 years’ time you will look at photos of how you are now and realise just how wonderful you really looked.

2. Anyway, image really isn’t the most important thing. Read as much as you can. Study hard. Develop your mind and your character. The important people in your life will value these things, not your looks.

3. Enjoy your body and look after it. It is the most fantastic thing that you will ever own, so eat well and get enough exercise. And don’t forget to dance. Dance and sing, even if it’s only when you are alone in your room.

4. Look after your friends. Hold onto them and keep them close. But don’t hold them too tight – they need their freedom, just as you need yours. Hang out with the best, not just the coolest, and don’t hang out with anyone who doesn’t understand how wonderful you are.

5. Get to know your parents. They will be gone from your life sooner than you think. I know you don’t like taking advice, but take your mum’s advice. She knows you almost as well as I do. She loves you and wants the best for you.

Be good to others. Be good to yourself.
Your older self,
Diane

4 Find and circle, in the article, the words from the left column of the table below. Read the sentences the words are in, then draw lines to match the words in the table with the correct meanings on the right.

<table>
<thead>
<tr>
<th>words</th>
<th>meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>a back through time</td>
<td>you when you were younger</td>
</tr>
<tr>
<td>b your younger self</td>
<td>understand</td>
</tr>
<tr>
<td>c realise</td>
<td>into the past</td>
</tr>
<tr>
<td>d image</td>
<td>the part of you that thinks, feels emotion, understands, etc.</td>
</tr>
<tr>
<td>e mind</td>
<td>how something looks</td>
</tr>
<tr>
<td>f value</td>
<td>spend time</td>
</tr>
<tr>
<td>g hold onto</td>
<td>think that something is important</td>
</tr>
<tr>
<td>h tight</td>
<td>keep</td>
</tr>
<tr>
<td>i hang out</td>
<td>strongly</td>
</tr>
</tbody>
</table>
Read the article on page 81 again. Underline all the pieces of advice you can find, then discuss the questions below.

a. What is the form of the main verb in the pieces of advice you underlined?

b. Why is the verb in this form?
Time to Talk

6 a Work with a partner.
Choose your five favourite pieces of advice from the article and write them below.

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

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

7 a Change partners. Compare the lists of advice you made.
Choose the three most important pieces of advice.

b Share your ideas with the class.