



With CD-Rom



# Time to Talk

21st Century Communication Skills



Low-Intermediate

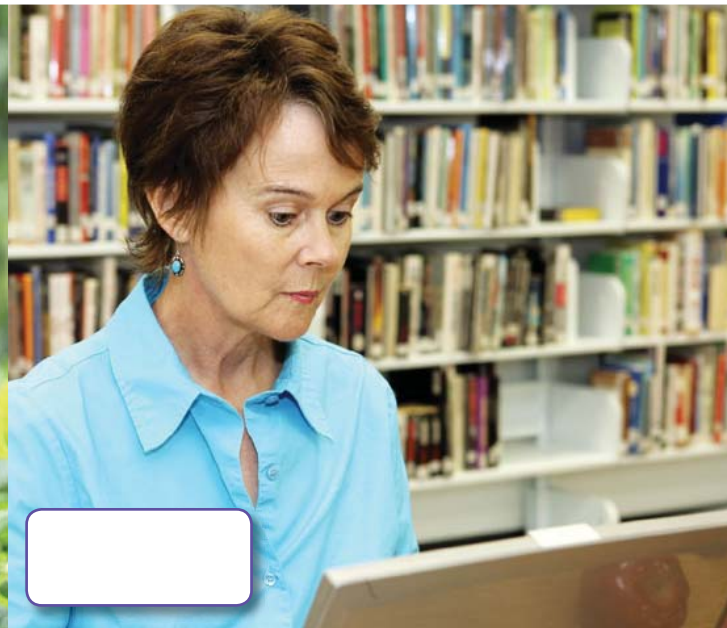
**B1**

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# 1 Have You Ever Been a Waiter?



## Introduction

1 What responsibilities do you have at work or home?

**example** I always do the washing-up after dinner.

2 Look at the pictures. What jobs do you think they do?

Choose from the list.

- **school teacher**
- **gardener**
- **office worker**
- **librarian**
- **waitress**

3 What are their responsibilities?

Choose from the list in the box.

Write the letters on the pictures.

More than one answer is possible.

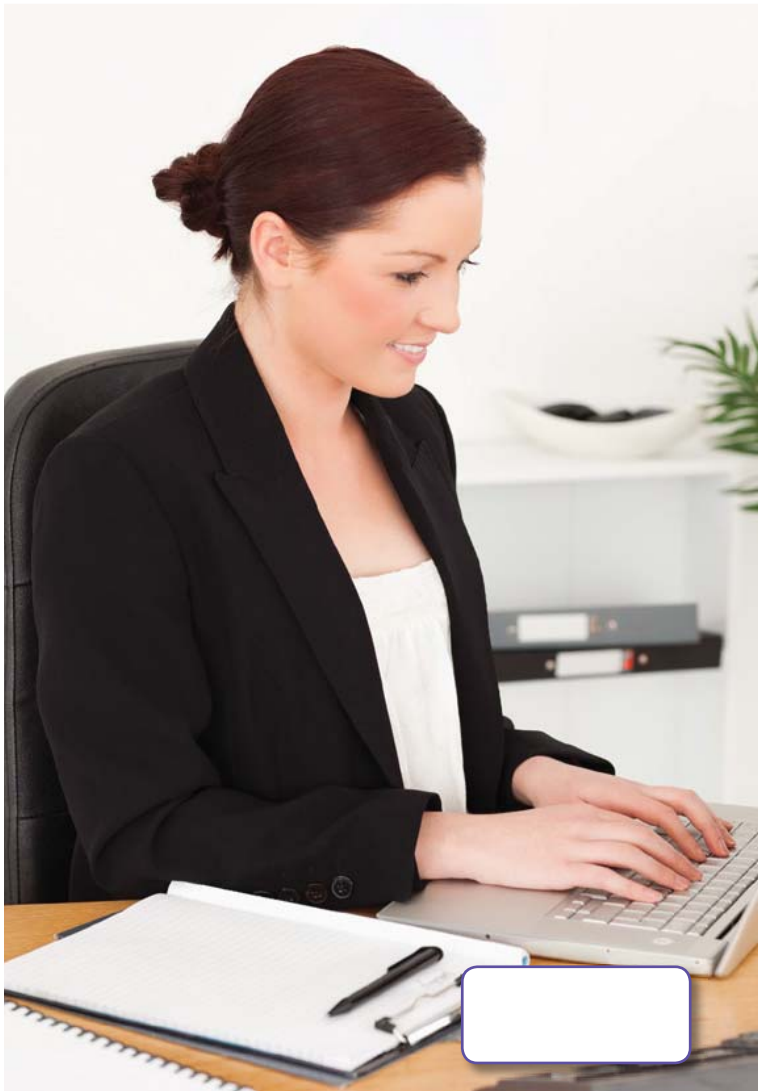
- a** serving food
- b** watering plants
- c** handling cash
- d** organising books
- e** dealing with customer complaints
- f** looking after children
- g** trimming bushes
- h** using a computer




In this lesson: Discuss life experiences

Grammar: *Present perfect simple* with *ever* and *before*

Follow-up questions



## Listening

4  Track 01 Work with a partner.

You are going to listen to Emma in a job interview.


Listen and answer the questions.

**a** Which responsibilities in **activity 3** do they mention?

\_\_\_\_\_

**b** Which job in **activity 2** is the interview for?

\_\_\_\_\_

5  Track 01 Work with a partner.

Listen again and answer the questions.

**a** Where did Emma work in her last job?

\_\_\_\_\_

**b** What problems did she have?

\_\_\_\_\_

## Language Focus

When we ask about past experiences we can use the **present perfect simple**.

This is made with:

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

often with:

**ever** in front of the past participle form of the verb

**before** at the end of the sentence

Have you **ever** handled cash?

Have you worked in a restaurant **before**?

6 We use follow-up questions to ask for more information.

- Underline the follow-up questions in the conversation below.
- What tense is used?

**Mark** OK, so have you worked in a restaurant before?

**Emma** No, I haven't, but I've worked in a bar.

**Mark** Did you serve food?

**Emma** Well, we sold sandwiches, chips and snacks. So, yes.

**Mark** OK, so have you ever handled cash?

**Emma** Yes, I've handled cash, debit and credit cards in the past.

**Mark** Good. Did you find **that** easy?

**Emma** Oh yes, but using the till in the bar was sometimes difficult.

**Mark** What did you do about **that**?

**Emma** Well, the manager was always **there** and she always helped.

- Read the words highlighted in yellow. What do they refer to? Why do we use them?

## Practice

7 a Read the question in the blue circle.

Complete the diagram with three more follow-up questions.

How long did you stay there?

Have you ever been abroad before?

b Work with a partner.

Ask and answer the main question and use your follow-up questions.

## Sounding Natural

8 a  Track 02 Listen to the dialogue.

Mark the stress in each sentence.

**Mark** So have you worked in a restaurant before?

**Emma** No, I haven't, but I've worked in a bar.

**Mark** Did you serve food?

**Emma** Well, we sold sandwiches, chips, and snacks. So, yes.

b Work with a partner.

Practise the dialogue in **activity 8a**.

Concentrate on the the stress patterns.

## Time to Talk

9 a Read the following topics.

travel

job

hobbies

sports

food

b Write questions for each topic.

Have you ever worked abroad?

c Work with a partner.

Ask and answer the questions. Remember to ask follow-up questions.

Make notes of your partner's answers.

**example** A: Have you ever worked abroad?

B: Yes, a few times.

A: Really! Where was that?

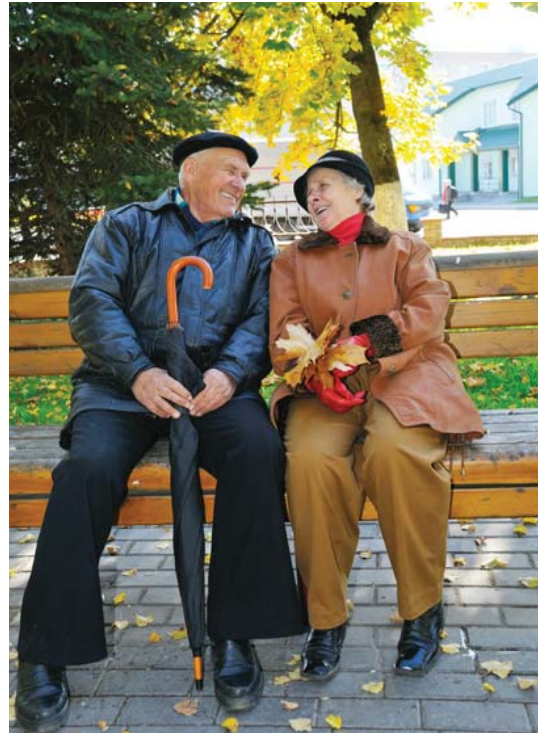
10 Tell the class about your partner's experiences.

Homework - turn to page 88



# 2 The First Time

## Introduction



1 Look at the pictures above.

Which of these situations do you think are good for starting to talk to people and making friends?

Can you think of any more? Tell the class.

## Vocabulary

2 Work with a partner.

Cross out the words in each column which can't be used with the phrase above it.

<i>meet in</i>	<i>meet at</i>	<i>meet on</i>
time	time	time
work	work	work
a park	a park	a park
a pub	a pub	a pub
school	school	school
<del>a picnic</del>	a picnic	a picnic
a party	a party	a party
an aeroplane	an aeroplane	an aeroplane
a bus stop	a bus stop	a bus stop

## Listening

3  **Track 03** Listen to Tom tell a story about the first time he spoke to his wife, Antonia.

Look at the situations in **activity 1** and answer the questions below.

- a** In which situation did Tom first *see* Antonia? \_\_\_\_\_
- b** In which situation did he first *talk* to her? \_\_\_\_\_

4 Listen again. Are these statements True (T) or False (F)?

- a** ☐ Tom was in London for work.  
\_\_\_\_\_
- b** ☐ The weather was really nice that summer.  
\_\_\_\_\_
- c** ☐ Antonia came to the picnic late.  
\_\_\_\_\_

5 Check your answers with a partner.  
Correct the statements that are false.





## Reading and Listening

### 6 Work with a partner.

Read Tom's story and underline the correct forms of the verbs.

I'll never forget the first time I (1) said / was saying hello to Antonia. It was seven years ago.

I (2) did / was doing a summer course in London and (3) stayed / staying in my friend Mark's house for three months.

I often (4) went / was going for a drink on Friday nights with Mark and his friends from work. I (5) stood / was standing in the pub one night, talking to Mark, when Antonia, one of his colleagues, walked through the door. I (6) thought / was thinking she was really beautiful. I (7) saw / was seeing Antonia several times in the pub after that, but I was always too shy to speak to her.

That summer the weather (8) was lovely / was being lovely, so Mark and I (9) decided / were deciding to organise a picnic in the local park one weekend. I (10) invited / was inviting some people from my course, and Mark asked his colleagues. We told people to come at 12 o'clock, but I went to the park early to get things ready.

I (11) set / was setting things up when Antonia arrived - she was about an hour early. We were the only people there, so I had to talk to her. We got on really well.

Now, every time I see a picnic it reminds me of the first time we spoke.

### 7 Track 03 Listen again and check.

## Language Focus

### 8 Work with a partner. Match the sentences in the language column with a use.

#### language

I **was doing** a summer course.

I **was talking** to Mark when Antonia walked in.

We **decided** to have a picnic.

The weather **was** lovely.

#### uses

describing main actions in a story

describing a state in the past

describing background in a story


describing a longer action in a story, interrupted by another action

past simple

past continuous  
(be + verb + ing)




## Sounding Natural

9  **Track 04** Listen to the phrases below.

- a I was standing in the pub one night.
- b I thought she was really beautiful.
- c The weather was lovely.
- d I was setting things up.
- e She was about an hour early.

How do we pronounce 'was', when we speak naturally?

10  **Track 04** Listen again and copy the pronunciation.

## Time to Talk

11 You are going to tell a true story. Use one of the ideas below, or think of your own.

- You met someone famous.
- You met your best friend.
- You had an accident.
- You ate something strange.
- You met your partner.
- You met someone you really don't like.

Make notes below.

Background	Main events
living with parents	woke up late for exam
studying hard	

12 Work with a partner. Share your stories. Ask and answer questions.

**Some ways to start:**

*This is a story about when I...*

*Did I ever tell you about...?*

**Homework - turn to page 88**

# 3 What Do We Have to Do?

## Introduction



the bride's father

1 Look at the picture above. Write the words from the box in the spaces.

the best man

the groom

the bride's father

the bridesmaid

the bride

2 Have you ever been to a wedding?

If yes, whose wedding was it? Did you enjoy it? Why?

If no, would you like to go to a wedding? Why?

## Reading

3 Work with a partner. Read the 'rules' about weddings in the UK below.

Which do you think are true and which do you think are false? Circle T or F.

- |   |              |
|---|--------------|
| a The best man shouldn't bring the rings to the ceremony.       | T / <b>F</b> |
| b The bride's father mustn't give a speech at the reception.    | T / F        |
| c The groom shouldn't see the bride's dress before the wedding. | T / F        |
| d The bridesmaids shouldn't help the bride on her wedding day.  | T / F        |
| e The guests have to pay for the reception.                     | T / F        |
| f The bride and groom should leave the reception last.          | T / F        |

4 Read the text and check your answers to **activity 3**.

At a western-style wedding, there are usually three stages. They are the ceremony, the reception and an evening party. Family and friends are given jobs and responsibilities and have to help at different times of the day. These include the best man, the bride's father, and the bridesmaids.

Traditionally, the groom shouldn't see the bride's dress before the wedding ceremony. The best man should be the groom's best friend and has many important responsibilities. He has to accompany the groom to the ceremony and mustn't forget to bring the rings. He also has to give a speech at the reception. This is usually about the groom, but it shouldn't be too embarrassing for him.

The bride's father has to give the bride to the groom during the ceremony. At the reception, the bride's father usually gives a speech after the meal. The bridesmaids have to help the bride on her wedding day. After the ceremony, the bride should throw the bouquet of flowers over her shoulder.

After the ceremony, there is usually a party called the 'reception'. All the guests go to the reception. They don't have to pay but they should take a gift for the bride and groom. At the reception, the bride and groom and their families have to line up and welcome all the guests. The bride and groom should be the first people to leave at the end.

5 Correct the false sentences in **activity 3**.

a. The best man mustn't forget to bring the rings to the ceremony.



## Language Focus

6 We use the words (modal verbs) in the box to talk about and give advice about 'rules'.

should      shouldn't      must      mustn't      have to      don't have to

Look at the table and write the words next to their use.

words	use
<u>have to</u>	you need to do something
_____	you do not need to do something
_____	you feel it is necessary to do something
<u>mustn't</u>	you feel it is necessary not to do something
_____	you advise someone to do something
_____	you advise someone not to do something

## Practice

7 Complete the sentences with the modal verbs in **activity 6**.


- a** If we want to get the 11 o'clock train, we'll have to leave now.
- b** I'm leaving work at 6 o'clock. If your friend wants a lift he \_\_\_\_\_ be late.
- c** You \_\_\_\_\_ use your mobile phone on the train.
- d** My new apartment building has a lift, so we \_\_\_\_\_ use the stairs.
- e** Don't argue with your sister. You \_\_\_\_\_ apologise.
- f** I haven't spoken to my mother in a long time. I \_\_\_\_\_ phone her tonight.

 **Track 05** Listen and check the answers.

## Sounding Natural

8 a  **Track 06** Listen and complete the sentences.

- 1** I mustn't forget to call my mum.
- 2** I think Elizabeth \_\_\_\_\_ more carefully.
- 3** I \_\_\_\_\_ a tie.
- 4** You \_\_\_\_\_ remember to lock the building.

b  **Track 06** Listen again and mark the stress in each sentence.

**1** I mustn't forget to call my mum.

c Practise saying the sentences with your teacher.

## Time to Talk

9 Work with a partner.

Choose three of the places below.

- A Japanese hot spring
- A Japanese wedding
- A Japanese home
- A Japanese business meeting

What rules would you tell someone who is visiting Japan for the first time?

Think about:

- What you do
- What you wear
- What you bring

A Japanese hot spring

- wash yourself before you bathe

10 Tell the class what you have written.

**example** When you go to a Japanese hot spring, you have to wash yourself before you bathe.

11 Do you agree or disagree with other people's advice? Why?

Homework - turn to page 89

# 4 I Like Where I Live

## Introduction

- 1 Have you ever lived in the countryside?  
If yes, did you enjoy it? Why?  
If no, would you like to in the future? Why?



- 2 Read these phrases about living in the countryside.  
Work with a partner.  
Discuss if they are advantages or disadvantages.  
Write them in the table below.

not much public transport

open spaces

peace and quiet

lots of insects

bad smells

no hospitals

fresh air

beautiful views

need a car

no shopping centres

<i>advantages</i>	<i>disadvantages</i>
open spaces	



## Reading

- 3 You are going to read about John and his family.  
John mentions some advantages and disadvantages from **activity 2**.  
Read the text and underline them.

# Life in the Countryside

My family and I moved to Wingerworth from the city five years ago. I love the fresh air in the country, despite having a very long journey to work in the city.

There isn't much to do in the evenings. However, my wife and I can go for long walks at the weekend and enjoy the open spaces.

Although the village shop is very small, it sells lovely, fresh, local vegetables.

The kids love our big garden, even though there are lots of insects in the summer. Their school is only 10 minutes on foot, although the local hospital is miles away, maybe 30 minutes by car.

We love the peace and quiet and the beautiful views, even though Wingerworth has no restaurants or cash machines.



- 4 Write the underlined words in the table in **activity 2**.
- 5 a Do you think John likes living in the countryside?  
b Would you like to live in the same place as John and his family?

## Language Focus

We can contrast two ideas using *although*, *even though*, *however*, and *despite*.

*Although* and *even though* are followed by a **clause**.

**Although** the village shop is very small, it sells lovely, fresh, local vegetables.

The kids' school is only 10 minutes on foot, **although** the local hospital is miles away.

We love the peace and quiet and the beautiful views, **even though** Wingerworth has no restaurants or cash machines.

*Despite* is followed by the **-ing form** of the verb or by a **noun**.

I love the fresh air in the country, **despite** having a very long journey to work in the city.

The children played in the park, **despite** the rain.

*However* usually comes in a separate sentence.

There isn't much to do in the evenings. **However**, my wife and I can go for long walks at the weekend.

## Practice

6 Use the words in parentheses to contrast each pair of ideas.

a I have no money. I'm very happy. (**although**)

Although I have no money, I'm very happy.

b My mother hates travelling. She's coming to visit me next week. (**despite**)

c I finished the book. The story was terrible. (**even though**)

d I have to go to swimming practice. I'm very tired. (**despite**)

e I should finish work at 7 p.m. I have to finish this report, so I'll stay late. (**however**)

f I caught my usual train. I left the house late. (**even though**)

 **Track 07** Listen and check your answers.

## Sounding Natural

7 Listen to your teacher say the words below. Mark the stressed syllables.

a open spaces

d lots of insects

g beautiful views

b not much public transport

e no hospitals

h need a car

c peace and quiet

f fresh air

i no shopping centres

8 Practise saying the words.

## Time to Talk

9 Write at least three advantages and three disadvantages to the following situations.

Having a pet

Living in the city

Living in a foreign country

10 Work with a partner. Compare and discuss your ideas. Are they different?

**example** A: I think living in the city is expensive, although there are lots of shops and restaurants.  
B: That's true but...

11 Discuss your ideas as a class. Do you agree or disagree?

Homework - turn to page 89



# 5 Body Beautiful

## Introduction

1 Match the words in the box with the pictures.

- a** shaving gel    **c** eyeliner    **e** moisturiser    **g** razor    **i** soap  
**b** toothpaste    **d** eye shadow    **f** foundation    **h** deodorant    **j** nail clippers



2 Work with a partner.

a Write the products from **activity 1** in the columns.

cosmetics	personal grooming	hygiene
eye shadow		

b Can you think of one more example for each column? Write them in the table.

## Time to Talk 1

3 You are going to talk about appearance and fashion.

Read the questions below and make notes about your answers.

**a** Which products in **activity 1** do you use?

**b** What are your favourite brands?

**c** How long do you spend getting ready in the morning? What do you do?

**d** Do you buy beauty products?  
How often? Why?

**e** Some men use cosmetics.  
Do you think this is a good idea? Why?

**f** Do you try to eat well and exercise?  
Why?

**g** Do you think it is important to wear fashionable clothes? Why?

**h** Is beauty more important for women than for men, or is it the same?

Write two more questions about appearance and fashion.

4 Work with a partner. Ask and answer the questions.

Try to give extra information. Make notes of your partner's answers.

**example**

**A:** Do you try to eat well and exercise?

**B:** Yes, I do. I try to eat lots of vegetables and go swimming every week.

How about you?

**A:** I think I don't do enough exercise, and I eat too many cakes!

5 Tell the class about your partner's answers.

**tip**

If you don't want to answer a personal question, you can say: "I'd rather not answer that!"

## Vocabulary

6 Work with a partner.

Underline the correct words.

- a When you add colour to your hair you **stain** / **dye** it.
- b When you take away colour from your hair you **bleach** / **fade** it.
- c An operation to change your appearance is called **cosmetic surgery** / **a beauty makeover**.
- d An operation to change the shape of your nose is a **nose job** / **nose work**.
- e **Liposuction** / **Larding** is an operation to remove fat.
- f **Wrinkles** / **Creases** are lines that you get on your face as you get older.
- g Having an operation to remove lines from the face is called a **facelift** / **head press**.
- h An injection to remove wrinkles is called **Botox™ treatment** / **a mugshot**.





## Time to Talk 2

7 Work with a partner.

a What do people do to change their appearance?

Read these examples. Add two more ideas of your own.

	get a facelift
	have a haircut
	have liposuction
	get a Botox™ injection
	get a nose job
	pierce their ears
	dye their hair
	buy new clothes

b How do you feel about them? Rank them from 1 (=perfectly OK) to 10 (=not OK at all).

8 Change partners or join a group.

Share and explain your choices.

Choose the two most acceptable ways to change your appearance and the two least acceptable ways.

9 Does it matter whether you are a man or a woman if you do these things or not?

Does it make a difference if you are old or young?

**tip**

### Useful Language

asking for opinions	giving opinions	disagreeing	agreeing
What do you think about...? How about...?	Personally, I think... because... In my opinion...	Yes, possibly, but... Yes, perhaps/maybe, but... I'm not sure, how/what about...? You could be right, but...	I agree. I think so too. Definitely.

Homework - turn to page 90

# 6 I've Been Coming Here for Years

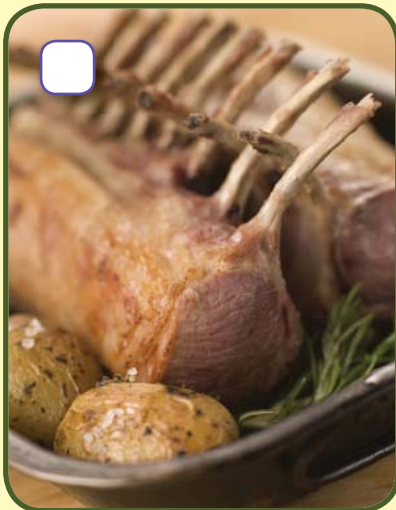
## Introduction

1 Work with a partner. Discuss the following questions.

- a** How often do you eat in a restaurant? Why?
- b** Have you ever been to a British restaurant in your country or in Britain?  
If yes, where was it and what was it like?  
If no, would you like to? Why?



2 Match the words with the pictures.



- a** English breakfast tea
- b** roast beef lunch
- c** roast lamb lunch
- d** landlord
- e** gazebo
- f** play area



**In this lesson:** Discuss a place you know well

**Grammar:** *Present perfect (simple and continuous) with for and since*



## This Week's Local Restaurant by Kevin Block



This week I want to introduce you to a very special place – the Red Lion restaurant.

I've known it for 10 years, but this is the first time I'm writing about it.

The Red Lion has been selling beef for 500 years, and it's been the most popular restaurant in the area since Dave Roberts took over as landlord, 10 years ago.

Since Dave started, the restaurant has been serving excellent food and English breakfast tea at reasonable prices. Their traditional roast beef Sunday lunch is really excellent and is now on special offer, with two meals and a drink for £20.

I really recommend you drop in for lunch or to relax in the evening with friends.

### Reading

- 3 Look at the restaurant review above. Find the answers to these questions:

What's the name of the restaurant?  
Which three things from **activity 2** are mentioned?

- 4 Read the restaurant review and answer the questions.

- a When did the restaurant open?
- b When did the restaurant start serving good food?
- c When did Dave buy the restaurant?
- d Is the restaurant still open?
- e Does the restaurant still serve good food?
- f Does Dave still own The Red Lion?



## Language Focus

5 Work with a partner. Study the sentences below.

- a** The Red Lion has been selling beef for 500 years.
- b** Since he started, the restaurant has been serving excellent food.
- c** Dave has owned The Red Lion for 10 years.
- d** It's been the most popular restaurant in the area since Dave Roberts took over as landlord.
- e** I've known it for 10 years.

Which sentences talk about **actions**?

Write the letters in the first box.

Which sentences talk about **states**?

Write the letters in the second box.

Underline the main verbs in the sentences that you lettered in the second box.

These are called **state** verbs.

We don't usually use **state** verbs in **-ing** forms.

Turn to **page 106** for a list of state verbs.

<b>actions</b> that started in the past and are continued/repeated until the present	<b>a</b>	
<b>states</b> that started in the past and continue until the present		
We use <b>for</b> with a period of time.	for	a long time five years 12 months
We use <b>since</b> with the start of a period.	since	last week five years ago 1999 Dave Roberts took over as landlord 10 years ago


## Practice

6 Write the correct form of the verb in the spaces.


- a** The man in the café has been waiting for the past four hours. (**wait**)
- b** I've \_\_\_\_\_ that band since I was 12 years old. (**like**)
- c** Most of the students have been \_\_\_\_\_ for about three years. (**study**)
- d** We've \_\_\_\_\_ the shop owner since we were very young. (**know**)

7 Draw a line to match the sentence halves.

<b>a</b> My mum's been working in her office since	about three hours.
<b>b</b> I've been cooking Thai food for	five o'clock this morning!
<b>c</b> She's cycled to work every day since	nearly 10 years.
<b>d</b> I've been waiting in the station for	she bought her mountain bike.

8  **Track 08** Listen and check your answers.

## Sounding Natural

9  **Track 08** Listen again and mark the stress in each sentence.

- a My mum's been working in her office since five o'clock this morning!
- b I've been cooking Thai food for nearly 10 years.
- c She's cycled to work every day since she bought her mountain bike.
- d I've been waiting in the station for about three hours.

10 Practise saying the sentences.

## Time to Talk

11 You are going to talk about someone or something that you have known for a long time.

Choose either **Option A** or **Option B**.

### Option A

Choose a place you have lived or have known for a long time, for example:

**a town, a restaurant, a holiday destination**

Make notes about:

- When did you first go there?
- Why do you keep going there?
- How has it changed?

### Option B

Choose a person you have known for a long time, for example:

**a friend or a colleague**

Make notes about:

- When did you first meet them?
- How often do you see them?
- What do you usually do together?
- Has your relationship changed?

a Make notes.


b Work with a partner. Tell your partner about the place or person.

c Tell the class about your partner's answers.

**Homework** - turn to page 91

# 7 Love at First Sight

## Introduction

- 1 Work with a partner. Discuss the following questions:
  - a Can people fall in love the first time they meet, or does love grow slowly?
  - b Do you know anyone who 'fell in love at first sight'? What happened?
- 2 Tell the class what your partner said.





## Reading

- 3 Look at the picture of Jane and Rupert on the right.  
Where are they? What do you think they are talking about?

- 4 Look at their conversation.

What Jane says is in the correct order, but what Rupert says is mixed up.

Work with a partner. Match a line from A with a line from B to put the conversation in order.



### A - Jane

Hello. Why aren't you wearing a tie?

That was silly... I'm Jane, by the way.

Oh, no thanks. I only drink champagne.  
Great wedding isn't it?

Oh, I'm best friends with Sheila's sister.  
How about you?

Oh really? So... are you  
going back tonight?

Gosh, I'm staying there too!

Mmm, that would be nice.

### B - Rupert

Really? Do you want to have some  
champagne in the bar tonight?

Hello Jane, I'm Rupert... Um, I noticed you  
in the church. Do you want a glass of wine?

Yes, it's brilliant. So, how do you know  
Patrick and Sheila?

Well actually, it's in my pocket.  
I've spilt red wine on it.

I work with Patrick in London.  
I drove here last night.

No, actually I'm staying  
at the Bedford Hotel.

- 5 Track 09 Listen and check.

Do you think they like each other? Why? Do you think they'll see each other again?

- 6 Look at the picture. Jane is talking about Rupert to her friend, Natalie.

Read their conversation and complete the missing words.

Jane Natalie... I've just met this lovely guy.

Natalie Oh really? Who?

Jane He's over there, standing by the window. I asked him why  
he wasn't wearing a tie. He told me \_\_\_\_\_.  
He said he'd spilt red wine on it. Then we got talking.

Natalie So what happened next?

Jane Well, he said \_\_\_\_\_ in the church. Then he asked me  
\_\_\_\_\_, and I told him  
\_\_\_\_\_. After that he asked me how  
I knew Patrick and Sheila...



- Track 10 Listen and check.

## Language Focus

### 7 Work with a partner.

Compare the pairs of sentences in the white box below.

Rupert and Jane's conversation (R&J) is in **direct speech** and Jane and Natalie's (J&N) is in **reported speech**.

How are the bold words from Rupert and Jane's conversation (R&J) different in Jane and Natalie's (J&N) conversation?

Underline the differences.

R&J 'It's in **my** pocket.'

J&N 'He told me it was in his pocket.'

R&J 'I only **drink** sparkling water.'

J&N 'I told him I only drank sparkling water.'

R&J 'I **noticed you** in the church.'

J&N 'He said he'd noticed me in the church.'

R&J 'I've **spilt** red sauce on it.'

J&N 'He said he'd spilt red sauce on it.'

R&J '**Why aren't you** wearing a tie?'

J&N 'I asked him why he wasn't wearing a tie.'

R&J '**Do you want** a glass of wine?'

J&N 'He asked me if I wanted a glass of wine.'

Underline the correct alternative or fill in the gaps to complete the rules.

#### **When we report speech:**

- 1 The verbs are usually **the same as / one tense 'back' from** the original conversation.
- 2 We use **said / told** if we mention the person being talked to.

#### **When we report questions:**

- 3 We **drop / keep** the auxiliary verb 'do'.
- 4 The subject and other auxiliary verbs (e.g. 'can', 'are') **stay in the same position / change position**.
- 5 We use \_\_\_\_\_ in front of the subject in yes/no questions.

## Practice

### 8 Rewrite these sentences in reported speech.

a Do you want to dance?

He asked me if I wanted to dance.

b Put it down!

He told her to \_\_\_\_\_

c Where do you live?

He asked her \_\_\_\_\_

d Do you like jazz?


She asked him \_\_\_\_\_

e No, I don't.

She said \_\_\_\_\_




## Sounding Natural

9  **Track 11** Listen to the sentences below.

What happens to the 'k' in 'asked' when we speak naturally?

- a He **asked** her where she lived.
- b She **asked** him if he wanted to dance.
- c I **asked** them when they were going home.

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

## Time to Talk

11 a Think about the time you met someone for the first time.

It could be a partner. It could be a friend at school or the office.

Where was it? When was it? What did you say? Make notes.


- b Tell your partner. Listen to your partner's story and ask questions.
- c Tell the class about your partner's story.

Homework - turn to page 91

# 8 Getting Started

1

on a plane or train  
with a stranger



at your English school  
with other students



in a bar or café  
with a stranger



at the office, or in an  
elevator with colleagues



## Introduction

1 Work with a partner.

Read the sentences a-d below.

- a** Smile, and look at the other person's eyes.
- b** Keep your arms crossed and look down.
- c** Be interested in the other person.
- d** Concentrate on practising your English.

Which are good ways to be friendly and start conversations in English?

Which aren't good ways?

2 **a** Do you ever start conversations in English in any of the situations in the pictures?

If you do, what do you say?

If not, what *could* you say?

**b** Think of two questions you could ask someone in each of the situations.

## Listening

3  **Track 12** Listen to four short conversations.

Match them with the pictures.

Write the numbers in the boxes.



## In this lesson: Practise starting conversations

**Function:** *Strategies for beginning conversations*

4 Look at the 'conversation starters' (ways to start conversations) in the table below.

Some conversation starters are suitable for more than one situation.

Work with a partner. Match them with the pictures on **page 32**. Write **1, 2, 3, or 4** in **Column 1**.

	Column 1	Column 2	Column 3
It's a bit cold today!	4		
Are you travelling far?			question
Do you like travelling by train?			
That's a nice tie.			
I like your haircut.			
Do you mind if I have this seat?		✓	
It's still raining.			

5  **Track 12** Listen to the conversations from **activity 3** again.

In **Column 2**, tick (✓) the conversation starters you hear.

6 Work with a partner. Read the conversation starters in the table again.

Write in **Column 3** if they are:

- a **comment** about the situation (the weather or place, for example)
- a **compliment** (something nice said about the person you are with)
- a **question**

Can you think of any more comments, compliments or questions you could use to start a conversation?

### Language Focus 1

7 Read the conversation starters below. Match them with the responses.

Match the responses with the examples.

conversation starter	responses	examples
<b>Comment</b> Nice day today!	Answer and give extra information	Yes, it's lovely!
<b>Compliment</b> That's a nice tie!	Agree and make a confirming comment	Thanks. It was a present from my mum.
<b>Question</b> Are you travelling far?	Say 'thank you' and say something about the thing complimented	No, I'm getting off at the next stop.

## Practice

8 Work with a partner.

Match the conversation starters in **Column A** with suitable responses in **Column B**.

### Column A

- 1 It's a bit cold today!
- 2 That's a very nice pen!
- 3 The music's very loud in here.
- 4 It's very busy in here.
- 5 It's still raining.
- 6 I like your haircut.

### Column B

- Thanks. I went to a new stylist.
- Yes, I wish it would stop.
- Yes, it is a bit noisy.
- Thank you! I've had it a long time.
- Yes, it is a bit chilly.
- Yes, it is a bit crowded.

Track 13 Listen and check.

9 Think of three **comments** you can make about today (for example, the weather) and three **compliments** you can give to people in your class.

Stand up! Talk to your classmates. Make **comments**, give **compliments** and respond.

## Language Focus 2

We often ask yes/no questions instead of open questions at the beginning of conversations.

This gives the other person a chance to decide whether or not to give more information.

Look at these examples:

### open question

Where are you going?

What are you doing after class?

How often do you come here?

What did you do at the weekend?

### yes/no question

Are you travelling far?

Are you busy after the class?

Do you come here often?

Did you do much at the weekend?




## Time to Talk

10 Work with a partner.

Make yes/no questions for these open questions:


- a Where do you live?
- b Where do you work?
- c How many people are there in your family?
- d What countries have you travelled to?

## Sounding Natural

11  **Track 14** Listen to these responses from activity 8:

- a Yes, it is a bit chilly!
- b Yes, it is a bit noisy!
- c Yes, it is a bit crowded!

Which word is stressed? Why?

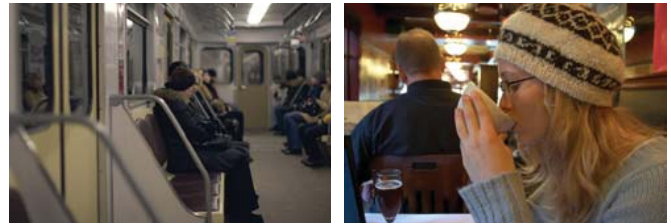
12  **Track 14** Listen again and copy the stress pattern.

13 a Work with a partner.

You are going to practise starting conversations.

Before you start:

- Choose one of the situations in the pictures below.



- Decide who will start the conversation.
- Think of how to start.

*Will you make a comment?*

*Will you pay a compliment?*

*Will you ask a question?*

Take turns starting the conversation.

Change partners and try again.

b Imagine it is next week.

You are waiting outside the classroom for your lesson.

Choose a classmate and take turns to start a conversation.

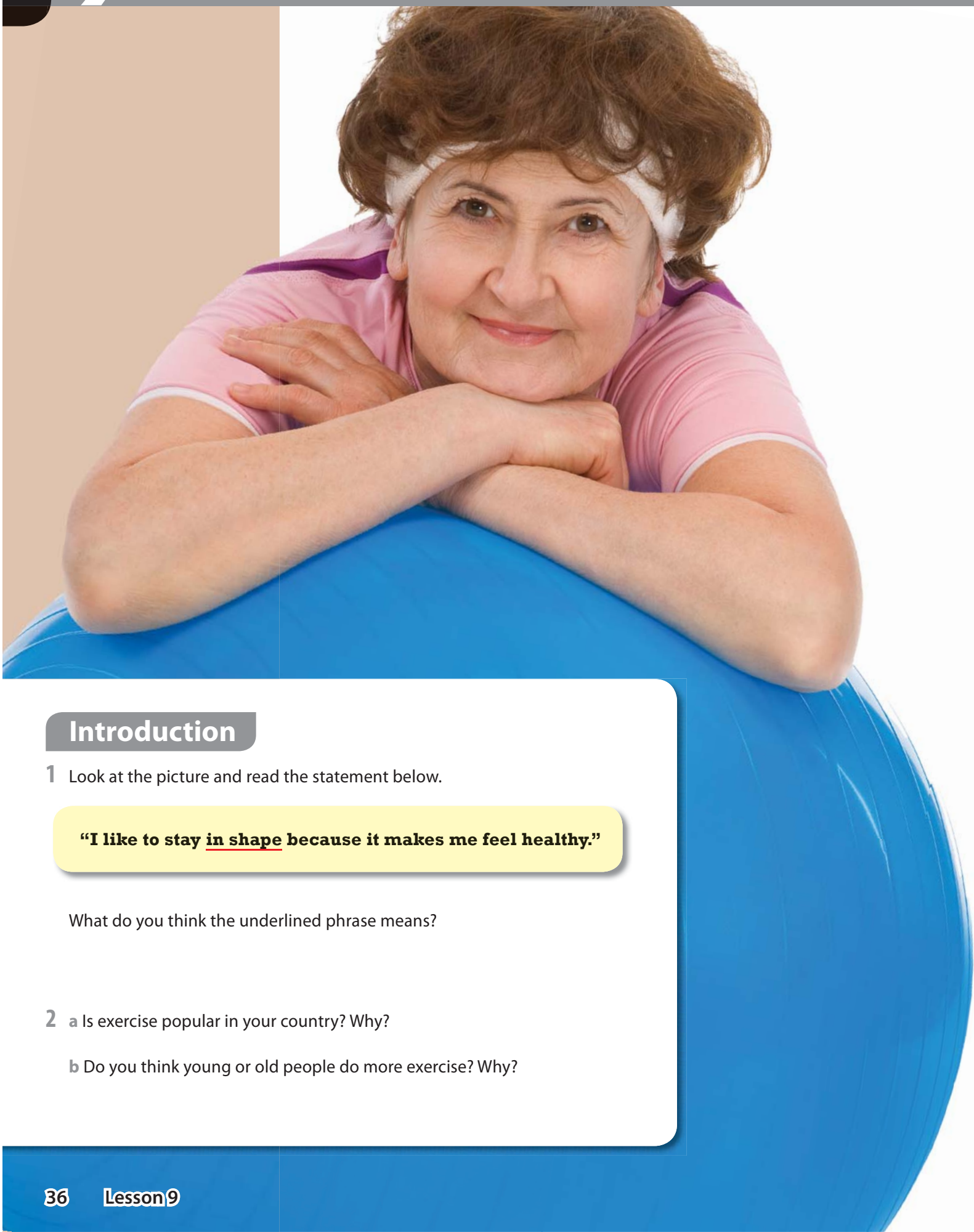
Ask some more questions.

**example** Are you doing anything after the class?  
Would you like to go for a coffee?

Homework - turn to page 92



# 9 Getting in Shape



## Introduction

- 1 Look at the picture and read the statement below.

**"I like to stay in shape because it makes me feel healthy."**

What do you think the underlined phrase means?

- 2 a Is exercise popular in your country? Why?
- b Do you think young or old people do more exercise? Why?



Jack



Emily

## Listening

- 3 Look at the pictures of Jack and Emily (above), and the different ways to stay in shape (on the right).

Which pictures do you think refer to Jack's lifestyle?

Which pictures do you think refer to Emily's lifestyle?

Work with a partner.

Write the letters in the columns below.

Jack	Emily
b	



a making vegetarian food



b using weights



c enjoying running



d giving up junk food



e giving up meat



f giving up smoking

- 4 Track 15 Track 16 Listen and check.

- 5 Track 15 Listen to Jack again.

Answer the questions below.

a Why did Jack change his routine?

\_\_\_\_\_

b What did Jack stop doing?

\_\_\_\_\_

c What does he do now?

\_\_\_\_\_

- 6 Track 16 Listen to Emily again.

Answer the questions below.

a What did Emily do ten years ago?

\_\_\_\_\_

b What did Emily learn?

\_\_\_\_\_

c What can't she afford?

\_\_\_\_\_



g doing yoga

## Language Focus

7 Read the sentences in the box below.

Underline the correct options to complete the rules.

**a** "I hope to become an instructor in the future."

**hope** is followed by the **-ing / to + base** form of the verb.

**b** "Now I enjoy running twice a week."

**enjoy** is followed by the **-ing / to + base** form of the verb.

8 Read the words in the box below.

Find them in the scripts **Track 15** **Track 16**

on **page 85** and write them in the correct columns to complete the table.

decide

consider

promise (myself)

learn

give up

hope

avoid

afford

verbs that are  
followed by **to + base**  
form of the verb

verbs that are  
followed by the **-ing**  
form of the verb

afford

9 Which pattern does "manage" belong to?

Which pattern does "waste (time)" belong to?

Check with your teacher and write them in the correct column.

## Practice

10 Underline the correct words in the sentences below.

**a** I'm really happy because I managed to save / **managed saving** lots of money this month.

**b** I always **waste time to play** / **waste time playing** computer games at the weekend.

**c** My friend's really excited because she's **decided to buy** / **decided buying** a house next year.

**d** I **avoid to drink** / **avoid drinking** alcohol. I really don't like the taste.

**e** I go to night school once a week. I've **learned to use** / **learned using** a computer and some basic word processing software.

**f** I think we should **avoid to use** / **avoid using** the motorway. It's really busy at rush hour.

**g** Have you ever **considered to live** / **considered living** abroad?

11 **Track 17** Listen and check.

**tip**

UK  
US

motorway  
freeway





## Sounding Natural

**12 a** Listen to your teacher say the words below. Mark the main syllable stress.



healthy

vegetarian

considered

decided

abroad

avoid

**b** Practise saying the words.

## Time to Talk

**13** Make notes of your answers to the following questions.

- *What kind of healthy food do you eat?*
- *What kind of exercise do you enjoy doing?*
- *Is there anything you would like to give up?*
- *Do you think you waste time/money on anything?*
- *Is there anything you don't do that you want to start doing?*
- *What could you do to be healthier in the future?*


**14** Work with a partner. Ask and answer the questions. Make notes about your partner's answers.

**15** Tell the class about your partner's answers.

Homework - turn to page 93

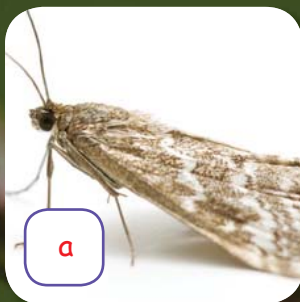


# 10 You've Got a Snake?

## Introduction

1 Work with a partner.

Match the pictures with the names of the animals.



**a** moth

**g** praying mantis

**b** guinea pig

**h** iguana

**c** snake

**i** parrot

**d** gecko

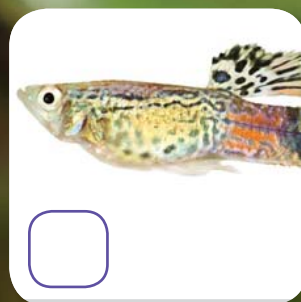
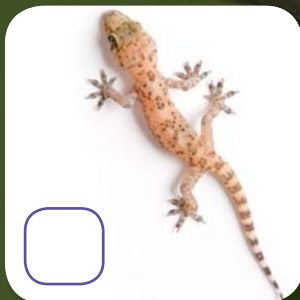
**j** guppy

**e** stag beetle

**k** canary

**f** alpaca

**l** crab




**In this lesson:** Discuss what pets are suitable for different kinds of people

**Skills:** *Extended speaking and vocabulary*

**2a** Work with a partner. What kind of animals are they?

Write them in the correct column below.

**b** Write one extra example in each column.



fish / shellfish	birds	mammals	insects	reptiles
crab				

**3** Which of the animals in **activity 1** make good pets? Why do you think so?

## Time to Talk 1

**4** Look at the questions below and think about your answers. Make notes.

**a** What's your favourite animal?

**b** Did you have any pets when you were a child? If yes, what? If no, why not?

**c** Do you have any pets now? If yes, what and why? If no, would you like one? Why?

**d** If you could have any pet, what would you like? Why?

**e** Are there any animals you think don't make good pets? Why?

**f** Do you ever go to the zoo? Why?

**5** Write two more questions about pets or animals.

**6** Work with a partner.

Ask and answer the questions above.

Give extra information and ask extra questions.

**example**

**A:** What's your favourite animal?

**B:** Well, I love cats and dogs, but I'm crazy about alpacas.

**A:** Really? Why?



## Vocabulary

7 Work with a partner.

a Match the words in **Column A** with their opposites in **Column B**.

Column A	Column B
high-maintenance	docile
unfriendly	beautiful
irritating	affectionate
fierce	cheap
expensive	calming
ugly	easy to look after

b Which column has words with a positive meaning?

c Choose animals from **activity 1**.

Think about some adjectives to describe them.

Make some notes.

cute	friendly
guinea pig	
small	affectionate

d Work with a partner.

Take turns to describe your animals. **Don't** use the name of the animals.

You have three chances to guess your partner's animals.

**example** A: It's small, cute, and very friendly.

B: Is it a canary?

A: Sorry, no!



## Time to Talk 2

8 Work with a partner. Read the list of animals in column A below.

Add two more animals to the list.

A	B - for a family with children	C - for a busy, single person
snake		
mouse		
fish		
spider		
dog		
hamster		
rabbit		
beetle		

a Which animals would make a good pet for a family with children?

Rank them from 1 – 10 (1 = the best) in column B.

Make notes about your reasons.

b Which animals would be the best for a busy, single person?

Rank them from A – J (A = the best) in column C.

Make notes about your reasons.

c Change partners or join a group. Share and explain your choices.

Choose the three best pets for a family with children and the three best pets for a busy, single person.

**tip**

### Useful Language

asking for opinions	giving opinions	disagreeing	agreeing
What do you think about...? How about...?	Personally, I think... because... In my opinion...	Yes, possibly, but... Yes, perhaps/maybe, but... I'm not sure, how/what about...? You could be right, but...	I agree. I think so too. Definitely.

Homework - turn to page 93



# 11 In the Future



## Introduction

- 1 Work with a partner.  
Match the words in the box with the pictures above.
- 2 **a** Are you an *optimist* (= you think the future will be better than now) or a *pessimist* (= you think the future will be worse than now)?
- b** Are you optimistic about some things and pessimistic about others?
- c** Work with a partner. Choose three things from **activity 1**. Discuss how you think they will change in the future.

Here are some words you might find useful:

grow / decline  
rise / fall

get better / get worse  
increase / decrease

improve / worsen  
advance / move backwards

- a** the environment
- b** world population
- c** food production
- d** computing
- e** robotics
- f** medical research
- g** the common cold
- h** space flight
- i** pollution




In this lesson: Discuss the future

Grammar: Talking about the future: *will/will have*



## Listening

- 3  **Track 18** Listen to someone talking about the world in the future.

Which five things from **activity 1** does the person mention?


---

---

---

---

---

- 4  **Track 18** Listen again. Answer the questions below.

- a** What year is the person talking about?  
**b** What does he say about:

- population \_\_\_\_\_
- food prices \_\_\_\_\_
- robots \_\_\_\_\_
- illness \_\_\_\_\_
- the common cold \_\_\_\_\_

- 5 Do you agree with the speaker? Why?

## Language Focus

### 6 Work with a partner.

Study the statements below about the future.

- a** In the future, the world will be very different.
- b** By 2060, population worldwide will have risen to 10.5 billion.
- c** Technology will have changed completely in 50 years' time.
- d** Robots will do most boring, low paid jobs.
- e** People won't work so hard.
- f** We won't have found a cure for the common cold.

Write the sentences in the correct place in the table.

Talking about something that happens <b>at</b> a point in the future.
In the future, the world will be very different.
Talking about something that happens <b>before</b> a point in the future.

### 7 Complete the rules below:

- 1** We can talk about something that happens/doesn't happen **at** a point in the future with will/won't + base form of the verb.
- 2** We can talk about something that happens/doesn't happen **before** a point in the future with \_\_\_\_\_ + \_\_\_\_\_ + past participle form of the verb.

Underline the correct option.

- 3** 'by' = 'not later than' / 'from now'  
'in... time' = 'not later than' / 'from now'

## Practice

- 8** Work with a partner. Complete the sentences with the verbs from the box. Put the verbs into the correct form using **will** or **will have**. Use each verb only once.

improve	arrive
not use	have
be married	become


- a** I 'll arrive home at 6.30 this evening.
- b** By this time next year, my English \_\_\_\_\_ a lot.
- c** In five years' time, computers \_\_\_\_\_ much cheaper.
- d** In 100 years' time, we \_\_\_\_\_ any money.
- e** We'll \_\_\_\_\_ for 10 years, next month.
- f** Call me after eight. I \_\_\_\_\_ dinner by then.


 **Track 19** Listen and check.



## Sounding Natural

9 Underline all the examples of 'have' in **activity 8**.

a  **Track 19** Listen again. What do you notice about the pronunciation?

b  **Track 19** Listen again and copy the pronunciation.

## Time to Talk

10 You are going to discuss the future with a partner.

- *How will your life be?*
- *What will you have done?*
- *How about your partner? (Guess!)*
- *What about your country and the world?*

a Work on your own. Use the table below to make notes.

	me	my partner	my country	the world
by the end of next year				
in three years' time				
by the end of the decade				
in 15 years' time				

b Discuss your ideas with a partner. Do you agree? Why? Make notes.

c Tell the rest of the class. Which pair agreed the most? Which pair agreed the least?

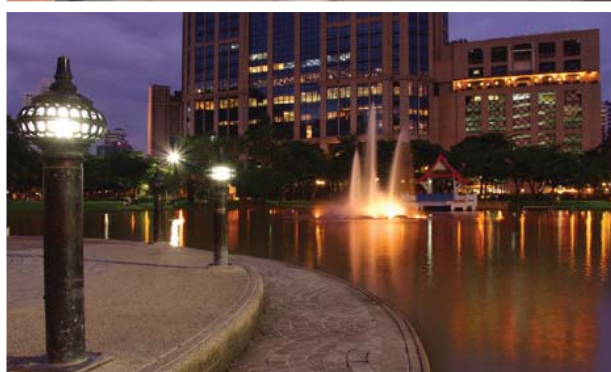
Homework - turn to page 94





# 12 People and Places

## Introduction



1 Match the kinds of people and the kinds of places with the words.

### kinds of people

someone that enjoys meeting and talking with other people

a person that thinks about how other people feel

a person who always gives support to someone or something

someone who doesn't tell lies

### kinds of places

a neighbourhood which has lots of cafés and interesting shops

a neighbourhood where you need a lot of money to live

a place where nothing much happens

a place where the buildings and roads are old and in bad condition

loyal

expensive

run-down

considerate

quiet

lively

sociable

honest

2 Two of the words to describe places in **activity 1** can also describe people.

Put the definitions below in order and write them in the yellow boxes.

Match the definitions with two words from **activity 1**. Write the words in the pink boxes.

say how much someone doesn't

energy has a who a lot of person

3 Read the sentences below. Tick (✓) the ones that are true for you.

- a I like people **who** aren't too noisy.
- b People **that** talk loudly on trains make me mad.
- c I love places **which** have lots of parks.
- d I hate neighbourhoods **where** people are unfriendly.
- e Last week, I bought something **which** cost too much.
- f I love days **when** the sun shines and I have nothing to do.
- g I'm the kind of person **who** remembers people's names.
- h I always remember the names of people (**who**) I meet.

4 Read the sentences in **activity 3** which you did *not* tick.

Change them to make them true for you.

Discuss your answers with a partner.

## Language Focus 1

5 Read the sentences in **activity 3**.

The underlined phrases ('relative clauses') describe what we are talking about.

We can use different pronouns and question words (**bold in activity 3**) when we describe different kinds of things.

Complete the table.

*we can use...*

*when we describe...*

who / that

people

\_\_\_\_\_ / that

things

which / \_\_\_\_\_

places

\_\_\_\_\_

places (*saying what happens there*)

\_\_\_\_\_ / that

time

## Practice 1

6 Complete the sentences below with the correct relative pronoun.

- a I don't like cafés that allow smoking.
- b I met a man yesterday \_\_\_\_\_ made me laugh.
- c I'd like to live in a neighbourhood \_\_\_\_\_ people are friendly.
- d I don't like films \_\_\_\_\_ make me cry.

## Language Focus 2

7 a Study the sentences below:

**subject**

I'm the **kind of person** who remembers people's names.

**object**

I always remember **the names of people** (who) I meet.

b Underline the correct option to complete the rule:

We don't need to use a relative pronoun when we are describing the **subject/object** of the sentence.

## Practice 2

8 Join these sentences together using relative clauses. Use a relative pronoun where necessary.

a I fell in love with someone. I met her at the dance last night.

I fell in love with someone I met at the dance last night.


b I lost the ring. You gave it to me for my birthday.

c I saw a movie last week. It made me cry.

d Have you read the book? I lent it to you.

e Do you remember the time? We went to Kyoto then.

f That's the place. I met you there.


9  Track 20 Listen and check.


**tip**

If you're not sure whether you can leave out the relative pronoun... put it in!



## Sounding Natural

10 a  Track 20 Listen again. Mark the stressed words.

b  Track 20 Listen again and repeat. Copy the rhythm.

## Time to Talk

11 You are going to tell a story about something that happened in your neighbourhood.

a Make notes and plan what you will say. Think about:

- What happened
- When it happened
- Where it happened
- Who was there
- How you felt

Try to use four relative clauses in your story.

**example** ...something which happened last year...

...the man who lives next door...

...the park where I walk my dog...


b Work with a partner. Tell your stories.

c Tell the class about your partner's story.

Homework - turn to page 94

# 13 Life Changes

## Introduction

1 What do you know about the 1960s in Britain?



Work with a partner. Match the words below with the pictures.



2 This is Mabel. She was young in the 1960s.  
What do you think her life was like then?

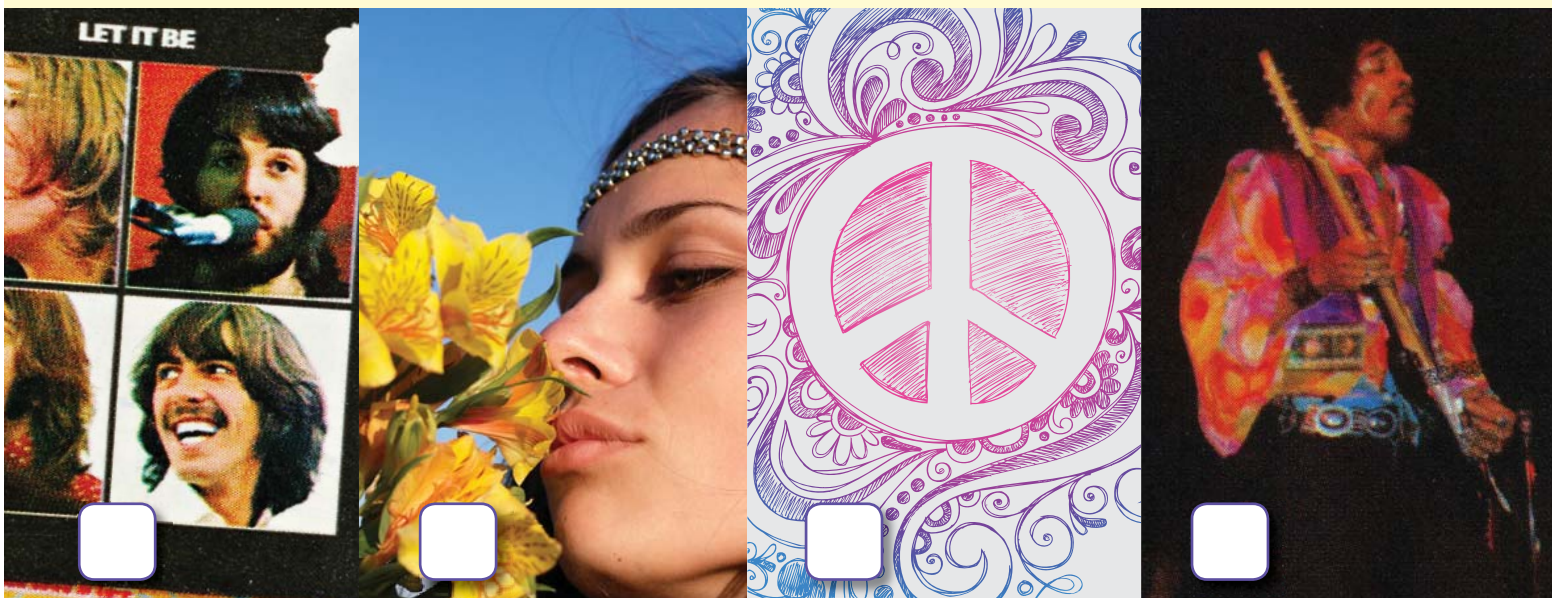
## Listening


3 Track 21 Listen to an interview with Mabel about her life in the 1960s. Tick (✓) the things she mentions.



**In this lesson:** Discuss and decide whose life  
has changed the most

**Grammar:** Describing life in the past: *would/used to*



4  **Track 21** Listen again and answer the questions.

**a** Where did Mabel live in the 1960s?

---

**b** Was she rich?

---

**c** What did she do every night?

---

**d** What did she do then that she doesn't do now?

---

**e** What clothes did she wear?

---

5 Do you think Mabel enjoyed the 1960s?

What were the 1960s like in your country?



## Language Focus

6 Study the sentences (a-f) in the column below.

Are they a **repeated action in the past** (something someone did again and again), a **past habit** or a **past state** (the way someone was in the past)?

Write **RA** (repeated action), **PH** (past habit) or **PS** (past state) in the white column.

a I used to smoke.	
b We'd go to parties every night.	RA
c I used to live in London.	
d We didn't use to have much money.	
e We wouldn't come home until the early morning.	
f We used to wear crazy clothes.	

7 Write a tick (✓) or a cross (✗) in each white box in the table to complete the rules:

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

*would / wouldn't  
+ base form of the  
verb*

when we talk about <b>repeated actions</b> in the past we can use ...		
when we talk about <b>past habits</b> we can use...		
when we talk about <b>past states</b> we can use...		

## Practice

8 Work with a partner. Read the sentences (a-e) below.

If they have mistakes, correct the sentences and re-write them.

a I'd smoke, but now I don't.

I used to smoke, but now I don't.

b I'd be fat, but then I went on a diet.

c I'd often miss school when I was a child.

d I'd used to want to be a doctor when I was in high school.


e Did you used to be healthy when you were younger?

Track 22 Listen and check.

## Sounding Natural

9  **Track 22** Listen again to these sentences from **activity 8** and answer the questions.

- a** How is 'used to' pronounced in sentences **a**, **b**, and **d**?
- b** How is 'use to' pronounced in sentence **e**?
- c** How is 'was' pronounced in sentences **c** and **d**?

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

## Time to Talk

11 **a** Think about your life ten years ago.

- *What things have changed? (Do you live in a different place, for example?)*
- *Have your habits changed? (Are there any habits you have now, that you didn't have then?)*
- *Have the kinds of things you do changed?*

Make notes.


**b** Work with a partner.

Discuss how your lives have changed over the last ten years.

Decide whose life has changed the most.

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

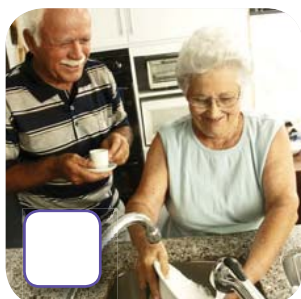
Decide which person's life has changed the most in the class.

**Homework** - turn to page 95

# 14 A Woman's Work?

## Introduction

1 Match the words in the box with the pictures.



- a the bed
- b the toilet
- c the rubbish
- d the washing-up
- e the garden

- f dinner
- g the bathroom
- h the laundry
- i the hoovering
- j the cat



2 Work with a partner.

Fill in the blanks with the verbs from the box below to make the household jobs in **activity 1**.

Some verbs are used more than once.

make  
take out  
clean  
look after  
do

- a make the bed
- b \_\_\_\_\_ the toilet
- c \_\_\_\_\_ the rubbish
- d \_\_\_\_\_ the washing-up
- e \_\_\_\_\_ the garden

- f \_\_\_\_\_ dinner
- g \_\_\_\_\_ the bathroom
- h \_\_\_\_\_ the laundry
- i \_\_\_\_\_ the hoovering
- j \_\_\_\_\_ the cat

3 Do you like housework? Which jobs do you like the most? Which jobs do you like the least? Why?

## Listening

4 We interviewed Alex and Kim about their housework.

**Track 23** Listen to the first part of the interview. Tick (✓) the jobs in **activity 2** that they mention.



5 **Track 23** Listen again.

Which jobs does Alex usually do? Which jobs does Kim do? Which do they both do?

Use ticks (✓) to complete the table.

	Alex	Kim	both
do the shopping			✓
do the laundry			
make dinner			
do the washing-up			
clean the toilet			
clean the bathroom			
look after the garden			
take out the rubbish			

6 **Track 24** Listen to the second part of the interview.

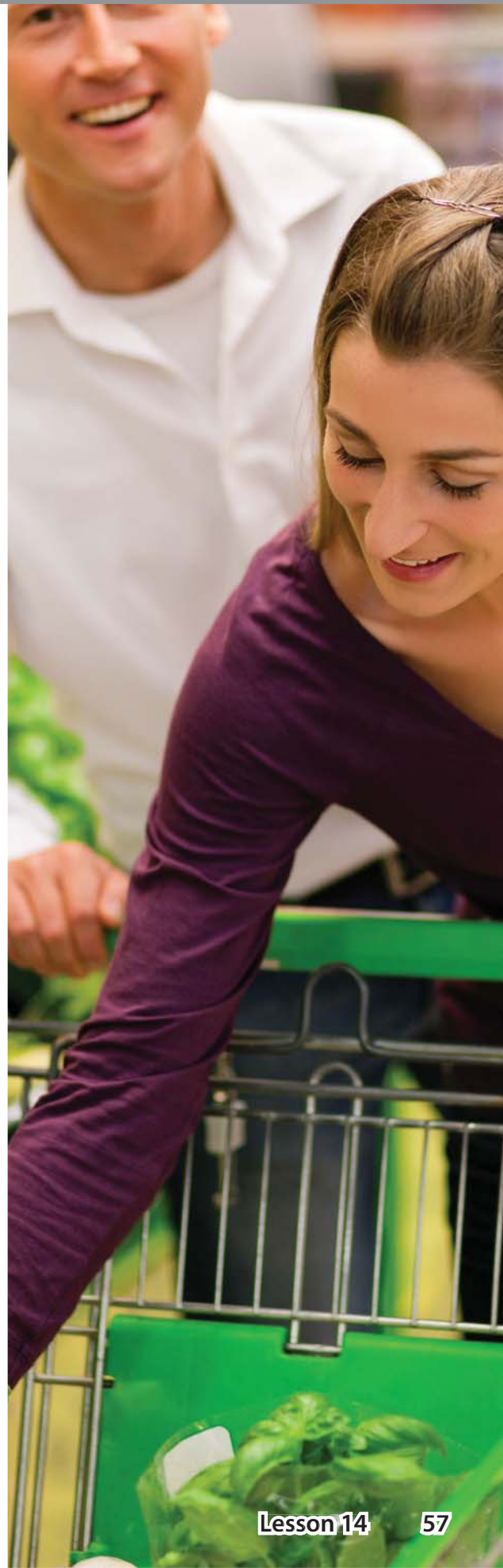
Write 'Alex' or 'Kim' in the spaces to complete the table.

	yesterday	today
shopping		
laundry	<del></del>	

7 Work with a partner. Look below at the answers to the questions about Alex, Kim and their housework. Look at the tables in **activities 5 and 6** and write the questions.

- a** Q What does Kim usually do?  
A She makes dinner, and cleans the bathroom and the toilet.
- b** Q \_\_\_\_\_ garden?  
A Alex does.
- c** Q What \_\_\_\_\_ today?  
A He did the shopping and the laundry.
- d** Q Who \_\_\_\_\_ yesterday?  
A Kim did.

**Track 25** Listen and check.



## Language Focus

8 Read the questions below.

What kinds of questions are they?

Match the questions from **Column A** with the descriptions in **Column B**.

### Column A

**a** What does Kim usually do?

**b** Who looks after the garden?

**c** What did Alex do today?

**d** Who made dinner yesterday?

### Column B

Questions about **a thing**  
someone **does**  
(**object questions**)

Questions about **the person** who  
does something  
(**subject questions**)

Circle the verbs in the object questions. How many are there?

Circle the verbs in the subject questions. How many are there?

Underline the correct options to complete the rules:

**a** In subject questions we **use / don't use** the auxiliary verb 'do'.

**b** To change the tense in a **subject / object** question, change the tense of the main verb.

## Practice

9 Use the prompts to write questions. Add **do/does/did** if necessary.

**a** languages / you / speak / what

What languages do you speak?

**b** electricity / discovered / who

\_\_\_\_\_

**c** you / eat / breakfast / what / for / usually

\_\_\_\_\_

**d** won / which / the World Cup / country

\_\_\_\_\_

**e** people / work / office / how many / in your

\_\_\_\_\_

**f** brothers and sisters / you / how many / have

\_\_\_\_\_

 **Track 26** Listen and check.

## Sounding Natural

**10 a**  **Track 26** Listen again.

Mark the stressed words in the questions in **activity 9**.

What languages do you speak?

**b**  **Track 26** Listen again and repeat, copying the rhythm.

## Time to Talk

**11 a** Think about these questions:

- *Who does the housework in your family?*
- *Which jobs do you do? Who does the other jobs?*
- *Do women do more of the housework than men?*
- *What about your parents' or grandparents' house? Are / Were things different or the same?*

**b** Make notes.

This image shows a single sheet of white paper with horizontal ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. The background is a solid light gray.

**c** Work with a partner.

Ask questions and find out whose house is the most different from their parents' / grandparents' house.

Tell the class.

**Homework** - turn to page 96



# 15 Where Would You Live?

## Introduction

1 Work with a partner.

Match the words with the pictures of places to live.



- a** tent                      **e** lighthouse  
**b** house boat            **f** caravan  
**c** mansion                **g** penthouse flat  
**d** bungalow              **h** cottage



2 Write the words from **activity 1** in the correct columns below.

countryside	city/town	both
tent		

3 Which places would you like to live in? Why?

**In this lesson:** Talk about homes and where you live

**Skills:** *Extended speaking and vocabulary*

## Time to Talk 1

**4** Work with a partner.

**a** Read the list of places to live in column A below. Add two more places.

<b>A: places to live</b>	<b>B: for a family with children</b>	<b>C: for a weekend holiday</b>
lighthouse		
caravan		
cottage		
mansion		
tent		
bungalow		
penthouse flat		
house boat		

**b** Which places would be a good home for a family with children? Why?

Rank them from 1 – 10 (1 = the best) in column B. Make notes about your reasons.

**c** Which places would be good to stay for a weekend holiday?

Rank them from A – J (A = the best) in column C. Make notes about your reasons.

**5** Change partners.

Share and explain your choices.

Choose the two best places to live for a family with children, and the two best places to stay for a weekend holiday.

**tip**

## Useful Language

<b>asking for opinions</b>	<b>giving opinions</b>	<b>disagreeing</b>	<b>agreeing</b>
What do you think about...? How about...?	Personally, I think... because... In my opinion...	Yes, possibly, but... Yes, perhaps/maybe, but... I'm not sure, how/what about...? You could be right, but...	I agree. I think so too. Definitely.

## Vocabulary

6 Work with a partner.

a Match the words in **Column A** with their opposites in **Column B**.

### Column A

quiet
convenient
good, clean air
boring
crowded
not much traffic
nothing to do
lots of open space

### Column B

polluted air
interesting/lively
lots to do
deserted
inconvenient
not much open space
noisy
too much traffic

b Can you think of any similar words or phrases for describing life in the city or the countryside?

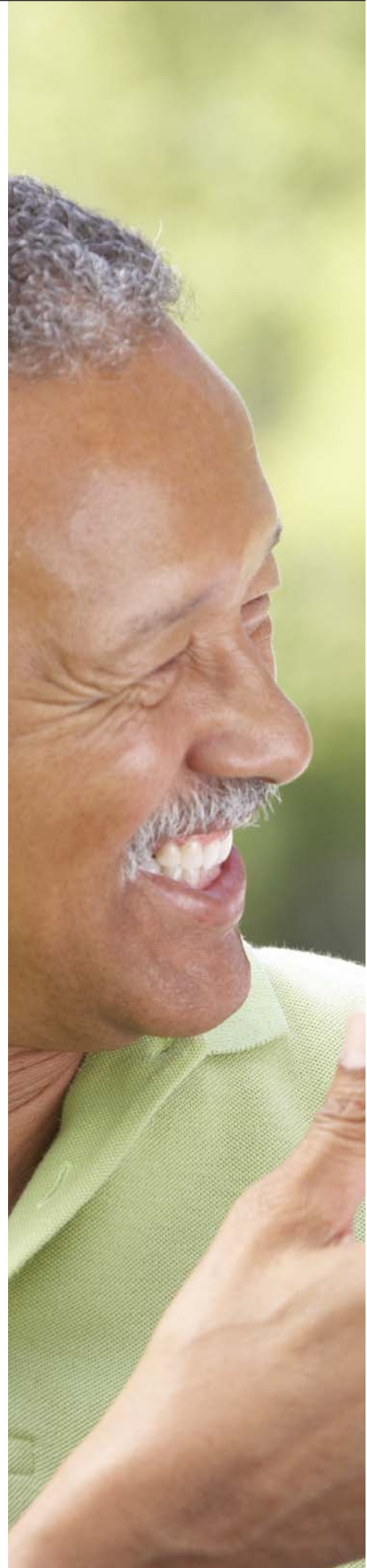
7 Work with a partner.

Read the list of places in the box below.

- A shopping centre on a Saturday afternoon
- A hiking course in the winter
- A motorway during a national holiday
- A city centre on a normal Tuesday afternoon
- A local train in the countryside on a weekday morning

Take turns to choose one and describe it to your partner (DON'T say what it is). Your partner has three chances to guess what you described.

**example** A: It's crowded, but convenient.  
 B: Err, a motorway during a national holiday?  
 A: No, it's busy, and you go there if you like buying things.  
 B: Ah, I know, it's a shopping centre on a Saturday afternoon!  
 A: Correct!





## Time to Talk 2

8 You are going to talk about living in the city and living in the countryside.

Read the questions below and make notes about your answers.

**a** In the future, would you like to live in a city or the countryside? Why?

**b** If you went on holiday, would you prefer to visit a city or the countryside? What would you do?

**c** Do you like shopping? If no, why not? If yes, where do you usually go and why?

**d** How much time do you spend at home? Why?

**e** Would you like to have another house abroad? If yes, where and why? If no, why not?

**f** Do you like where you live? Why? Why not?

Write two more questions about places to live.

9 Work with a partner. Ask and answer the questions.

Give extra information and ask more questions.

**example** A: In the future, would you like to live in the city or the countryside?  
B: Personally, I'd enjoy living in the countryside because of the fresh air.  
A: Really?  
B: Yeah, I also like quiet, open spaces, so I guess it would suit me.

Homework - turn to page 96

# 16 How Are You Getting On?



## Introduction

- 1 Have you ever had an interview? If yes, what happened? If no, how do you think you would feel?
- 2 Match the words on the left with the definitions on the right.

a colleague

an appraisal


a commute

a review to check the progress of someone or something

the journey between your home and work

a person that you work with

## Listening

3  Track 27 Bob has been working for a new company for three months.

He is having an appraisal with his manager, Mandy.

Listen and answer the questions.

- a Does Bob like his new job? \_\_\_\_\_
- b How long is his commute? \_\_\_\_\_
- c Does he like his colleagues? \_\_\_\_\_

4 Check your answers with a partner.

5  Track 27 Listen again and complete the missing words in the text below.

M - Mandy (manager), B - Bob (employee)

M Hi Bob, please come in. Have a seat. So, this meeting is for your three-month appraisal. I want to start by asking how you're feeling about the new job.

B Well, I'm really happy right now. It's taken a bit of time (1) getting into it, but the job seems to be (2) \_\_\_\_\_ every day.

M I'm happy to hear that. Are you (3) \_\_\_\_\_ the new computer system?

B Yes, it took about a week to (4) \_\_\_\_\_ the system, but I'm feeling more comfortable now.

M And how is commuting from home? You live about two hours from here.

B I do (5) \_\_\_\_\_ in the last hour of the day, but I think that will change. I'm sure it will (6) \_\_\_\_\_.

M That's good to hear. Now, how about your new project team? Are you (7) \_\_\_\_\_ your new colleagues?

B They've been great. Really friendly and easy to (8) \_\_\_\_\_. They've really helped me to settle and concentrate on the work. It's been nice to work with people who understand the job and can support me when I have a problem.

M Well, I've been happy with how quickly you're getting used to everything. Please let me know if you're having any problems.

B Thanks, I will.

6 Check your answers with a partner.



## Language Focus

7 Write the uses of 'get' from **activity 5** in the table below.


get into get tired	get better get easier	get used to get along with	get to know get on with
'get' + adjective	'get' in a fixed expression	'get' in a phrasal verb	
get easier	get to know	get along with (someone/something)	

8 Complete the sentences below with the correct form of the phrases from the table above.


Sometimes more than one answer is possible.

- a** Have you got to know your neighbours yet? If not, you should go and say, "Hello."
- b** I \_\_\_\_\_ my brother really well. We never argue.
- c** When I started playing tennis I was terrible. But I \_\_\_\_\_ because I practised every day.
- d** I always \_\_\_\_\_ when I travel a long distance on a plane. I just can't sleep.
- e** The exam \_\_\_\_\_ after page three. It was really difficult at the beginning.
- f** I love \_\_\_\_\_ a good book. Especially romance novels.
- g** Are you \_\_\_\_\_ your new computer? It's really different from your old one.

## Sounding Natural

9  **Track 28** Listen to the sentences. What happens to the underlined 't' sounds in **b** and **c**?

- a** Have you got to know your neighbours yet?
- b** I get along with my brother really well.
- c** The exam got easier after page three.
- d** I always get tired on long flights.

10  **Track 28** Listen and copy the pronunciation.



## Time to Talk

- 11** Think about a situation that was, or is, new for you.  
For example, a new school, a new job, a new hobby, etc.  
Make notes.

• *The people*

• *The place*

• *The travel*

• *The job / hobby / subject, etc.*

first school

catch a bus

long way from home

- 12 a** Work with a partner. Discuss your situations.

**example** The first school I went to was a long way from my house.  
I had to catch a bus so I had to wake up really early.  
I hated it at first but I got used to it.

- b** Make notes about your partner's experiences.

- c** Tell the class about your partner's experiences.

Homework - turn to page 97

# 17 Could I Move in Next Week?

## Introduction

1 Have you ever shared a house or an apartment with someone who isn't in your family?

If yes, who with?

If no, would you like to? Why?

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

landlord

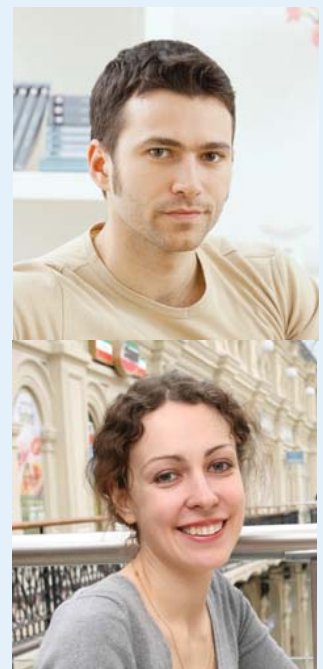
a person who rents land,  
a building or an apartment  
**from** someone

tenant

an Internet connection  
with no wires

Wi-Fi

a person who rents land,  
a building or an apartment  
**to** someone







## Listening

3 Sarah is Mike's new tenant. She has some requests about her room.

Track 29 Listen and complete the sentences below.

a Would you mind if I bring my own furniture?



b Well, \_\_\_\_\_ have an internet connection point in my room?



c \_\_\_\_\_ use that?

d \_\_\_\_\_ my sister sometimes comes to visit?



e \_\_\_\_\_ she sleeps on the sofa in the living room?



f \_\_\_\_\_ have any pets in the house.

4 Track 29 Listen again. Read the sentences in **activity 3**. If a request is given permission, write a tick (✓).  
If a request is refused permission, write a cross (✗).

5 Look at the script on **page 87** and underline the language used to give permission and refuse permission.

## Language Focus

6 Read the phrases in column A below.

a Match the phrases with their uses in column B.

### A: phrases

Can you  
Could you

Can I have  
Could I have

Would you mind if I  
Would it be OK if I  
Do you think I could  
Is it alright if I  
Could I

Please don't  
You can't

Yes, of course.  
Yes, go ahead.  
Certainly.

No, sorry, you can't.  
Um, sorry, no.  
No, I'm afraid not.

### B: uses

refusing  
permission

asking  
/ telling  
someone  
not to do  
something

asking for  
something

asking  
permission to  
do something

asking  
someone to  
do something

giving  
permission

b Check your answers with a partner.

## Practice

7 Complete the sentences with the words from the box.

look	copy	cut
have	eat	keep
wear	take a week off	

- a Would you mind if I cut your credit card in half?
- b Is it alright if I \_\_\_\_\_ your homework?
- c Could you help me \_\_\_\_\_ for my dog? He's missing.
- d Could I \_\_\_\_\_ your jacket? It would really suit me.
- e Would it be OK if I \_\_\_\_\_ dinner at your house tonight?
- f Can you \_\_\_\_\_ a secret?
- g Do you think I could \_\_\_\_\_ work in July?
- h Can I \_\_\_\_\_ some more ice cream, please?

 **Track 30** Listen and check your answers.

8 Work with a partner.

Student A, practise the sentences in **activity 7**.  
Student B, choose to give or refuse permission. If you refuse, give a reason.

**example** A: Would you mind if I cut your credit card in half?  
B: No, sorry, you can't because I need it!

Change roles and practise again.



## Sounding Natural

9 a Match the words on the left with the sounds on the right.

Could I have	kənʃə
Can you	kədʒə
Do you think I could	kənəɪhæv
Could you	wʊdʒəmaɪndɪf
Is it alright if	wʊdɪbi:əʊkeɪjɪf
Would it be OK if	dʒəθɪŋkaɪkəd
Would you mind if	ɪzɪtɔ:lraɪtɪf
Can I have	kədəɪhæv

b Practise saying the words.

## Time to Talk

10 a You are going to role-play asking for, refusing, and giving permission.

Work in pairs. Look at **Situation 1** below.

Read your roles and make notes. Role-play the situation.

### Situation 1

Student A - you are an employee	Student B - you are a manager
Ask your manager for some time off work.	Why would you give permission for time off work?
Think about: Why? How long? When?	Why would you refuse permission for time off work?

b Do the same with **Situation 2**.

### Situation 2

Student B - you need to borrow a car	Student A - you have just bought a car
Ask to borrow your friend's car.	Why would you give permission to borrow your car?
Think about: Why? How long? When?	Why would you refuse permission to borrow your car?

Homework - turn to page 97



# 18 Fantasy

## Introduction

1 Work with a partner. Discuss the questions below.

- a Do you dream often? Do you remember your dreams? What is the last dream you remember?
- b Do you ever daydream? What about?
- c Did you daydream more as a child than now?
- d Do you think that girls and boys daydream about different kinds of things?

2 Billy is daydreaming.

Work with a partner.

Read the **highlighted** words in his thoughts below.

Match them with the pictures.



If I were a  
space commander (1),  
I'd have a starship (2).

If I had a starship,  
I'd fly to other planets (3).  
I could look for alien cities (4).

If I met aliens, (5) I wouldn't  
fight them, I'd learn their  
language and be their friend.

If I was lucky, I might  
bring an alien dog (6)  
home with me.

3 Read Billy's thoughts above.

Are the sentences below true or false?

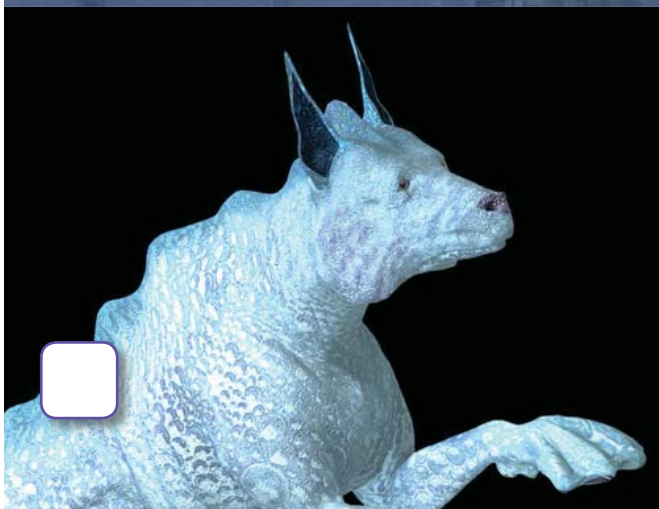
Write **T** (True) or **F** (False) in the boxes.

Billy is daydreaming about...

- having a starship
- going to different planets
- killing aliens
- having an alien pet

T

4 Is Billy thinking about *real* or *unreal* situations?



## Language Focus

### 5 Work with a partner.

The examples below all use the 'second conditional'. We use this to talk about unreal or unlikely situations.

If I had a starship,	I'd fly to other planets.
	I could look for alien cities.

If I met aliens,	I wouldn't fight them.
	I'd learn their language.
	I'd be their friend.

If I were a space commander,	I'd have a starship.
------------------------------	----------------------

If I was lucky,	I might bring an alien dog home with me.
-----------------	--

We use the 'second conditional' to talk about unreal situations in the **present** or the **future**.

Write the missing words to complete the rules below.

- 1 We make the 'second conditional' with If + \_\_\_\_\_, would (not) + base form of the verb.
- 2 In the 'if' part ('clause') of the sentence, both was and \_\_\_\_\_ are OK to use.
- 3 We can use \_\_\_\_\_ instead of *would* to talk about what would be *a possibility*.
- 4 We can use \_\_\_\_\_ instead of *would* to talk about what you would *be able to do*.

## Practice

6 Kate is daydreaming about being a pop star.

Work with a partner.

Complete what she's thinking with the words from the boxes.

Write the verbs in the correct form.

live  
be  
have to  
like  
be  
do  
stay  
have  
live

would  
might  
would ('d)  
could  
would

If I \_\_\_\_\_ a pop star, life would be great. I wouldn't  
\_\_\_\_\_ go to school or \_\_\_\_\_ homework.

I'd \_\_\_\_\_ lots of money and everyone \_\_\_\_\_  
\_\_\_\_\_ me. I'm not sure where I \_\_\_\_\_.

I \_\_\_\_\_ with my parents, or they \_\_\_\_\_  
\_\_\_\_\_ with me, if they wanted.



Track 31 Listen and check.

7 Write the words below in the correct order.

a exercise / more / if / free / time / do / had / I / more / I'd

If I had more free time, I'd do more exercise.

b healthy / if / did / more / I'd / exercise / be / I

If

c live / I'd / healthy / were / I / longer / if

If

d have / children / lived / longer / if / I'd / more / I

If

e more / had / children / less / time / I'd / have / if / I

If

8 Work with a partner.

Choose *one* of the situations below

and make a similar 'chain' to **activity 7**.

***If I had more money...***

***If I didn't have to work...***

***If I could speak perfect French...***

If

If

If


If

If

Check your answers with a partner.



## Sounding Natural

9  **Track 32** Listen to the phrases below.


When we speak naturally, how do we say 'were'?

**a** If I **were** a pop star...

**b** If I **were** you...

**c** If I **were** a teacher...

**d** If I **were** rich...

10  **Track 32** Listen again and copy the pronunciation.

## Time to Talk

11 **a** Imagine you had five wishes. What would you wish for? Why?

How would your wishes change things for you or your life?

Would they change things for other people?

Make notes.


**b** Work with a partner.

Explain what you would wish for, and why.

Make notes about your partner's wishes.

**c** Tell the class about your partner's wishes.

Is there one thing you can all agree to wish for?

**Homework - turn to page 98**

# 19 Easy Life

## Introduction

1 Match the pictures of the people with the jobs.



a



a secretary

b maid

c groundsman

d cook

e butler

f chauffeur

g nanny

2 Match the jobs with the responsibilities.

secretary
maid
groundsman
cook
butler
chauffer
nanny

clean the house
cook meals
serve food and look after clothes
drive cars
type letters
look after children
take care of the garden

## Reading

3 Read the article below about Lord Sebastian Fanshawe, the world's laziest man.

Which five jobs from **activity 1** are mentioned?

### The Laziest Man in the World

Lord Sebastian Fanshawe is possibly the world's laziest man. Last week I went along to his beautiful countryside mansion to meet him. When his Lordship finally got out of bed, at two o'clock in the afternoon, I asked who kept his home in such beautiful condition.

'Well, you see, I have servants', he said.

**1 I have all the cleaning done for me** by my maid, of course. **2 I have my cars washed** by my chauffeur and the garden looked after by the groundsman. When I'm hungry **3 I have my food cooked** by the cook.'

Just then breakfast arrived, and I was shocked when his butler leaned over the table, picked up the knife and fork and used them to slice through his Lordship's bacon and eggs.



Noticing my amazement, his Lordship said, 'Oh, **4 I always have my food cut up for me.**'

'Do you do anything for yourself?' I asked.

'Oh, yes. I always wash myself in the bath,' he said proudly. **5 I brush my teeth myself** and... oh, and **6 I choose all my servants myself**, though **7 I have them all interviewed by my mother** first.'

4 Read the article again. Answer the questions below.

**a** Does Lord Fanshawe wash his car?

No, he doesn't.

**b** Does he cook his meals?

\_\_\_\_\_

**c** What did his butler do?

\_\_\_\_\_

**d** What is he proud of?

\_\_\_\_\_

**e** Who brushes his teeth?

\_\_\_\_\_

**f** Who chooses his servants?

\_\_\_\_\_

**g** Who interviews his servants?

\_\_\_\_\_

Check your answers with a partner.

5 Would you like to have servants? If you had servants, what household jobs would they do for you?



## Language Focus

We call words like 'yourself' and 'myself' *reflexive pronouns*.

We use reflexive pronouns when:

- The subject and the object are *the same*.

***Do you do anything for yourself?***

- We want to stress that something is done by the subject of the sentence.

***I always wash myself in the bath.***

6 Write the reflexive pronouns below to complete the table.

me	myself
you	yourself
him	
her	
it	
us	
them	

When we talk about a job that we ask or pay someone to do for us, we can use this pattern:

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

I always have my food cut up for me.

When we mention the person who does the job, we use **by**:

I have my cars washed by my chauffeur.

7 Work with a partner. Look at the article in **activity 3** and find more examples of the above patterns.

## Practice

8 Work with a partner.

Correct the mistakes in the following sentences.

Sometimes there is more than one mistake in a sentence.

- a** No, I won't pay for your vacation.  
Pay for it you.

No, I won't pay for your vacation.

Pay for it yourself.

- b** She had her car repairing at the garage when it broke down.

\_\_\_\_\_

- c** I didn't decorate my living room me.  
I did it by a firm of decorators.

\_\_\_\_\_

- d** I had such a great time.  
I really enjoyed me.

\_\_\_\_\_

- e** Where did you cut have your hair?

\_\_\_\_\_

- f** It was too big to carry home so I delivered it. It came this morning.

\_\_\_\_\_

- g** He's so lazy. He has all his meals cooks.

\_\_\_\_\_

**Track 33** Listen and check.

## Sounding Natural

9 Match the words on the left with the sounds on the right.

secretary	næni
chauffeur	meɪd
nanny	bʌtlə
groundsman	ʃəʊfə
maid	kʊk
butler	sekrət(ə)ri
cook	graʊndzmən

10 Practise saying the words.

## Time to Talk

11 a What kind of things do you do for other people? What kind of things do you usually do for yourself? What kind of things do you usually/sometimes have done? Who by? Make notes.

Wash hair - usually myself, sometimes hairdresser

Is there anything you do that you'd like to have done by someone else?

Is there anything you'd *never* have done by someone else? Why? Make notes.

b Work with a partner. Ask and answer questions. Make notes.

**example** What kind of things do you usually have done by someone else?  
Is there anything you'd never have done by someone else?

c Tell the class about your partner's answers.

d Is there anything that *everyone* has done by someone else?

Homework - turn to page 99

# 20 Children's Games

## Introduction



1 Look at the pictures above of children. What are they doing?

Match the words in the box with the pictures.

**a** playing hide-and-seek

**b** skipping

**c** playing tag

**d** playing hopscotch

2 Did you play any of these games when you were a child?



**In this lesson:** Listen to and discuss a childhood story

**Skills:** *Extended speaking and vocabulary*

## Listening

**3** You are going to listen to a story from Joanne's childhood.

**a** Write the words from the box under the pictures below.

**b** The pictures below are from Joanne's story. What do you think happens?

building site

brother and sister


wet concrete

wellington boots



brother and sister



**4**  **Track 34** Listen to the first part of the story. Answer the questions below.

**a** Where were Joanne and her brother, Paul? \_\_\_\_\_

**b** What were Joanne and Paul doing? \_\_\_\_\_

5 Work with a partner. Answer the questions below.

- a Why do you think Joanne's brother was crying, "Help! Help!"?
- b What do you think happened next? Make notes.




6  **Track 35** Listen to the second part of the story.

Were you correct?

7 Work with a partner.

- a What do you think will happen at the end?  
Make notes.

- b Share your ideas with the class.

8  **Track 36** Listen to the final part of the story.

Were you correct?



## Time to Talk

- 9 a Think of an experience from when you were a child.

Make notes on the following:

How old were you?

Who were you with?

What did you do?

Where were you?

How often did this happen?

- b Work with a partner. Discuss your experiences.

Ask questions and make notes.

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

Homework - turn to page 99