Free App

With CD-Rom

MP3 + Student Digital Materials

Time to Talk

21st Century Communication Skills

Upper-Intermediate B2

Lesson	Title	Pages	In this lesson:
1	The Best Days of Your Life?	4 - 7	Share and compare your school experiences
2	About Time	8 - 11	Talk about how you use time
3	Could I Ask a Few Questions?	12 - 15	Ask people questions about things that they have
4 Skills	In Detail	16 - 19	Discuss how to remember details
5	Taking Action	20 - 23	Decide how to improve a local park
6	Dedicated to a Dream	24 - 27	Discuss hobbies and spare time activities in your country
7	Turning Point	28 - 31	Tell people about something that changed your life
8 Skills	Water Sports	32 - 35	Give advice about something you know how to do
9	Wishful	36 - 39	Tell people what you wish for or regret
10	Penfriends	40 - 43	Compare how you describe yourself with how other people describe you
11	Plans and Predictions	44 - 47	Talk about things you plan and predict in your life
12 Skills	One World, One Language?	48 - 51	Discuss and share your reactions to two short talks
13	A Perfect Egg	52 - 55	Explain how to make a drink or dish that you like
14	In the News	56 - 59	Tell people about a story in the news
15	If Anything Can Go Wrong, …	60 - 63	Talk about an important decision you made
16 Skills	Get Me to the Church on Time	64 - 67	Talk about weddings in your country
17	Asking Nicely	68 - 71	Ask someone to do you a big favour
18	Extremely Emotional	72 - 75	Tell people about a time when you felt something very strongly
19	A Mystery	76 - 79	Talk about someone in the past who you don't know well
20 Skills	Deciding What to Do	80 - 83	Discuss why people don't always say directly what they want

	Language		CD Tracks
	Function	*Sharing and comparing experiences*	01 - 03
	Vocabulary	*Expressions related to time*	04
	Grammar	*Review of question forms*	05 - 07
	Skills	*Extended listening and speaking*	08 - 10
	Function	*Suggesting and responding to ideas*	11 - 12
	Vocabulary	*Expressions of quantity*	13
	Grammar	*Narrative tenses*	14
	Skills	*Extended listening and speaking*	15 - 19
	Function	*Expressing wishes and regrets*	20 - 21
	Vocabulary	*Expressions for describing personality*	22
	Grammar	*Future forms*	23 - 24
	Skills	*Extended listening and speaking*	25 - 28
	Function	*Explaining how to do things*	29
	Vocabulary	***Reporting verbs***	30
	Grammar	***Third*** *and* ***mixed conditionals***	31
	Skills	*Extended listening and speaking*	32 - 35
	Function	*Making and responding to difficult requests*	36 - 42
	Vocabulary	***Extreme adjectives***	43 - 44
	Grammar	***Modal verbs*** *of* ***deduction*** *and* ***probability****, talking about the past*	45
	Skills	*Extended listening and speaking*	46 - 50

LESSON

1 The Best Days of Your Life?

Introduction

1 a Work on your own. Read the list below, of things related to school life. Mark the *best* thing (✓) and the *worst* thing (X).

clubs and after-school activities
homework
long holidays
other students
rules and discipline
school dinners / packed lunches
school trips
exams
sports days
teachers
school uniform
your studies

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

In this lesson: Share and compare your school experiences

Function: *Sharing and comparing experiences*

Listening

2 Track 01 Track 02 Listen to two conversations about people's experiences of school. Use the table below to make notes about the conversations.

	What do they talk about?	***Were their experiences generally* similar *or* different?**	***Any other information***
Conversation 1 Pat and Zoe			
Conversation 2 Paul and Freda			

3 a Work with a partner. Read the excerpts below from the conversations in **activity 2**. Write a number next to each excerpt to show if it comes from ***Conversation 1*** or ***Conversation 2***.

1. I remember her making it every morning. __2__
2. I remember he used to bang the table and shout. ___
3. That happened to me too. ___
4. I remember looking out the window for most of a French lesson. ___
5. It wasn't quite like that for me. ___
6. It was just like that for me. ___
7. I remember his ketchup sandwiches. ___
8. It wasn't like that for me at all. ___

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

Language Focus

4 a We can use various expressions when we recall past experiences.
Work with a partner. Find examples of the following expressions in **activity 3a** and write them on the correct lines below.

I remember + ***noun***
I remember his ketchup sandwiches.

I remember + ***-ing form*** of the verb

_____

I remember + **someone** + ***-ing form*** of the verb

_____

(I remember) + **someone** + **used to** + ***base form*** of the verb

_____

b We can use various expressions when we *compare* past experiences.
Work with a partner. Complete the table below with expressions from **activity 3a**.

when you had a* similar *experience	***when you had a* different *experience***
I remember (doing) that (too).	It was (a bit / very / completely) different for me.
That happened to me too.	_____
_____	_____

Practice

5 Work on your own. Choose *one* of the topics related to school life from the word cloud in **activity 7**.
Write *four* sentences that are true for you about the topic you choose.
Use a different expression from **activity 4a** for each sentence you write.

Sounding Natural

6 a Track 03 Listen. Mark (●) the main stress in the expressions below.

1. I remember doing that too.
2. That happened to me too.
3. It was just like that for me.
4. It was a bit different for me.
5. It wasn't like that for me at all.
6. It wasn't quite like that for me.

b Track 03 Listen again and copy the pronunciation.

c Work in pairs. Read each other the sentences you wrote in **activity 5**.
Respond to your partner's sentences with expressions from **activity 6a**.

Time to Talk

7 a Work on your own. Think about your experiences at school.
Choose *three* of the topics related to school life from the word cloud and make notes about your experiences of these.
Choose different topics to the one you wrote about in **activity 5**.

other students
school trips
homework
school dinners / packed lunches
exams
rules and discipline
clubs and after-school activities
school uniform
your studies
sports days
long holidays
teachers

b Work with a partner. Share and compare the school experiences 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 96

LESSON

2 About Time

Introduction

1 a Work with a partner. Use the words from the box to complete the proverbs related to time.

money	nine	present	~~today~~

1 Don't put off until tomorrow what you can do ___today___.
2 A stitch in time saves _____.
3 Time is _____.
4 There's no time like the _____.

b Discuss what you think the meanings of the proverbs in **activity 1a** are.

c Look at the bottom of the page to check your ideas from **activity 1b**.

2 Discuss the questions below as a class.

a Do you like or dislike any of the proverbs in **activity 1**? Which ones?
b Do you have any similar proverbs in your language?
c Do you know any proverbs in your language that are related to time?

Reading

3 Read the article on **page 9** quickly.
Complete the subtitles with the phrases from the box below.

big job
small job
~~too much to do~~
want extra time
want to save time in the morning

activity 1c answer:
1 Don't keep postponing jobs – do them now.
2 If you deal with problems quickly, it saves you work in the future.
3 Don't waste time (because you could be using it to make money).
4 Take action now, instead of waiting.

In this Lesson: Talk about how you use time

Vocabulary: *Expressions related to time*

Five great tips to help you make the most of your time

Too much to do? **Decide what's important!**

Something may seem important now, but is it important **in the long run**? In 10 years' time, 80% of what you do today will not turn into anything useful, so why do it? Spend your time on what is essential. Forget the rest.

? **Do it now!**

If you can do something (like a household chore, or replying to an email) in two minutes, don't put it off. You will have to do it **sooner or later**, but planning to do it, remembering to do it, and finally doing it in the future will take five minutes or more. Do it now and save three minutes.

? **Cut it up!**

Don't think that you have to finish a big job all **in one sitting**. If you do that, you might never start it. Instead, work on it **bit by bit**, five minutes **at a time**.

? **Use what you have!**

How do you **find time** to learn something new or start a new project? Think about all the little 'pockets' of time that you have. Every day we have **time to kill** while we ride on public transport or wait in queues. Other people play games on their phones, but you could be studying a new language. If you have **a spare minute**, use it!

? **Do different things at the same time!**

Always **in a rush** in the morning? Try brushing your teeth in the shower or eating breakfast while you get dressed. If you do two or more things **at once**, you'll be ready for work **in no time at all**.

4 a Read the article again and make a note of your answers to the questions below.

1. What things in the article do you already do?
2. Which tip in the article do you think is the most useful? Why?

b Work with a partner. Compare your answers to the questions in **activity 4a**.

c Tell the class about your partner's answers.

Language Focus

5 Work with a partner. Read the **highlighted** expressions in the article on **page 9**, then draw lines in the table below to match the expressions with the correct meanings.

make the most of your time	in the end/after a long period of time
in the long run	at some time or other in the future
sooner or later	use your time in the best way you can
in one sitting	gradually – first one part, then another part, then another, etc.
bit by bit	each time (something is done)
at a time	during one period of time, without stopping
find time	(have) nothing to do for a period
(have) time to kill	a short time when you have nothing else to do
a spare minute	have/make time (to do something)
in a rush	very quickly
at once	in a situation where you hurry and have to do things quickly
in no time at all	at the same time

Practice

6 a Work with a partner. Underline the correct expression to complete each sentence below.

1. I like to **find time** / **make the most of my time** at weekends because I work so hard all week.
2. Everyone worked hard and we finished the job **in no time at all** / **sooner or later**.
3. I know you're busy, but if you've got **a spare minute** / **time to kill**, I'd like to ask you something.
4. I was late and **in a rush** / **at a time** when I arrived, so I couldn't relax and say hello.
5. It was a big project, but we did it slowly, **at once** / **bit by bit**, and finished it over two months.
6. Learning a new language is hard work, but it's a good thing to do **in one sitting** / **in the long run**.

b Complete the sentences below with the expressions you did *not* underline in **activity 6a**.

1. He works too hard and can't _____find time_____ to relax with his family.
2. Everyone started talking _____ and I couldn't understand what anyone said.
3. He's got long legs and walks up stairs two steps _____.
4. If I have _____, I like to relax with a good book.
5. It was a fantastic drama series. I watched it all _____ over the weekend.
6. You need to save money because we all have to retire _____.

Sounding Natural

7 a Work with a partner. Mark (●) the stressed syllables in the expressions below.

1 sooner or later

2 in the long run

3 bit by bit

4 a spare minute

5 in a rush

6 in no time at all

b Track 04 Listen and check your answers to **activity 7a**.

c Track 04 Listen again and copy the pronunciation.

Time to Talk

8 a Work on your own. Choose *three* of the topics below and make notes about them.

how you make the most of your time at weekends
something you would like to find time to do
an occasion when you had a lot of time to kill
something you need to do sooner or later
what you like to do if you have a spare minute
something you like to do bit by bit, a few minutes at a time
an occasion when you were in a rush
something that you think is important in the long run
two or more things that you often do at once
something you did in one sitting
a job that you finished in no time at all

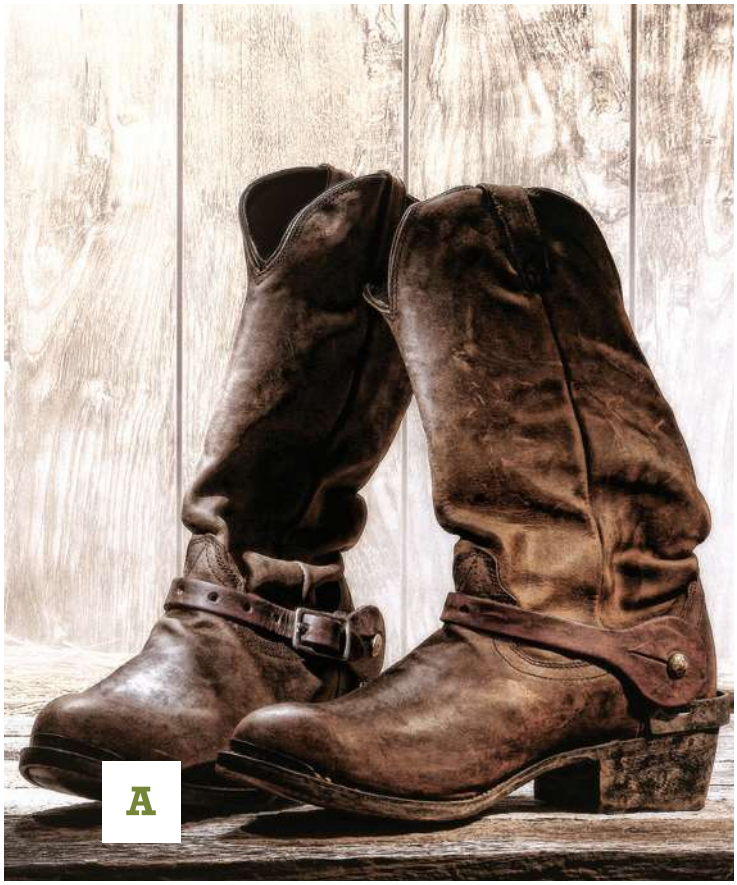
b Work with a partner. Tell each other about what you made notes on in **activity 8a**. Ask questions to get more information.

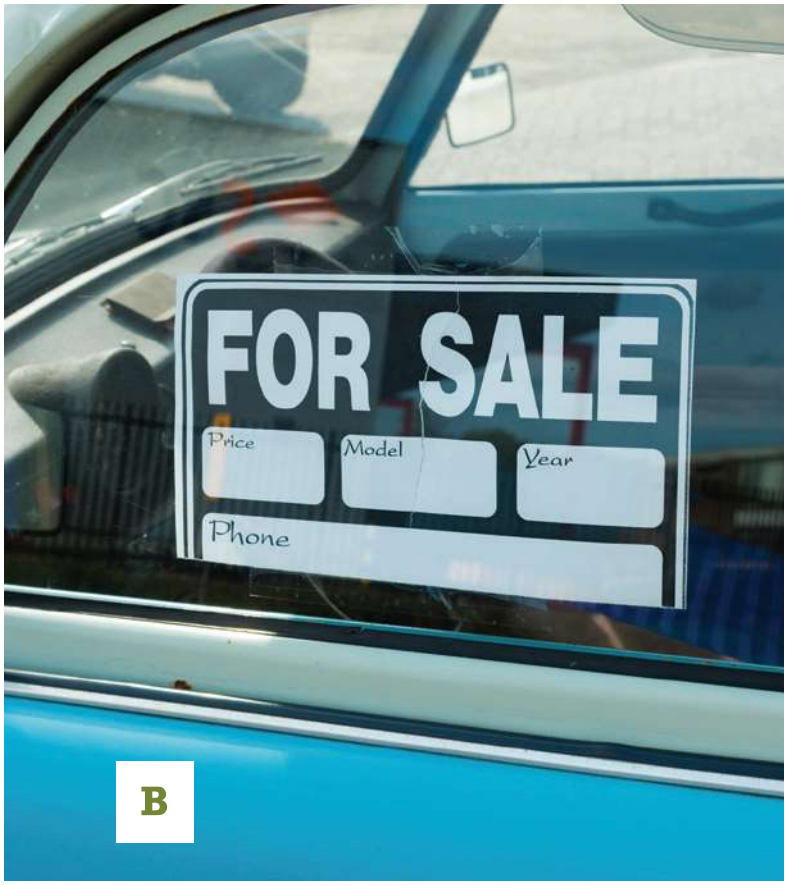
c Tell the class about your partner's answers.

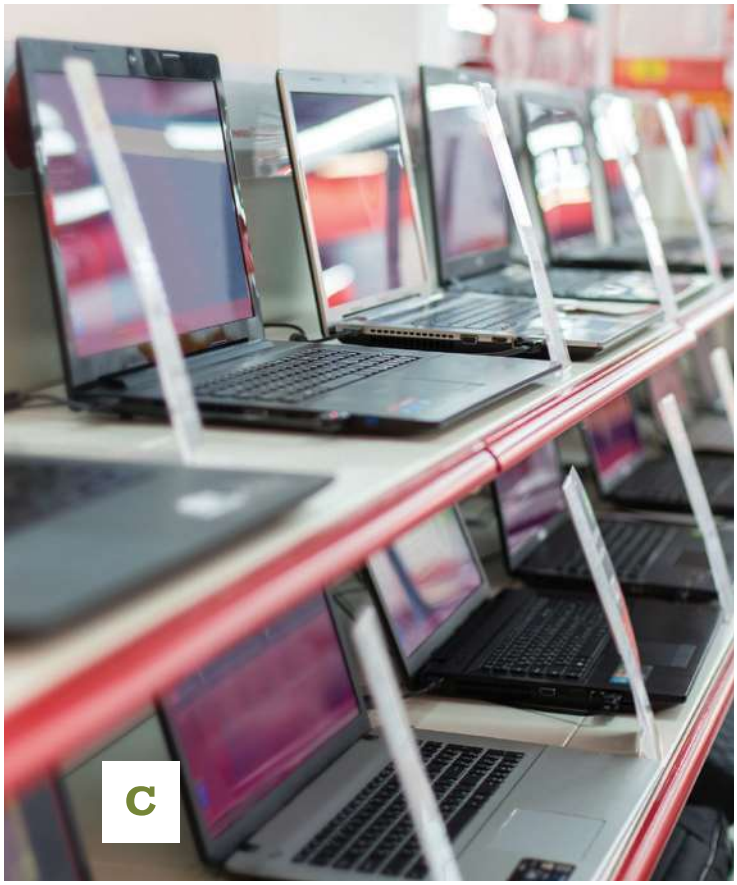
Homework - turn to page 97

LESSON

3 Could I Ask a Few Questions?







In this Lesson: Ask people questions about things that they have

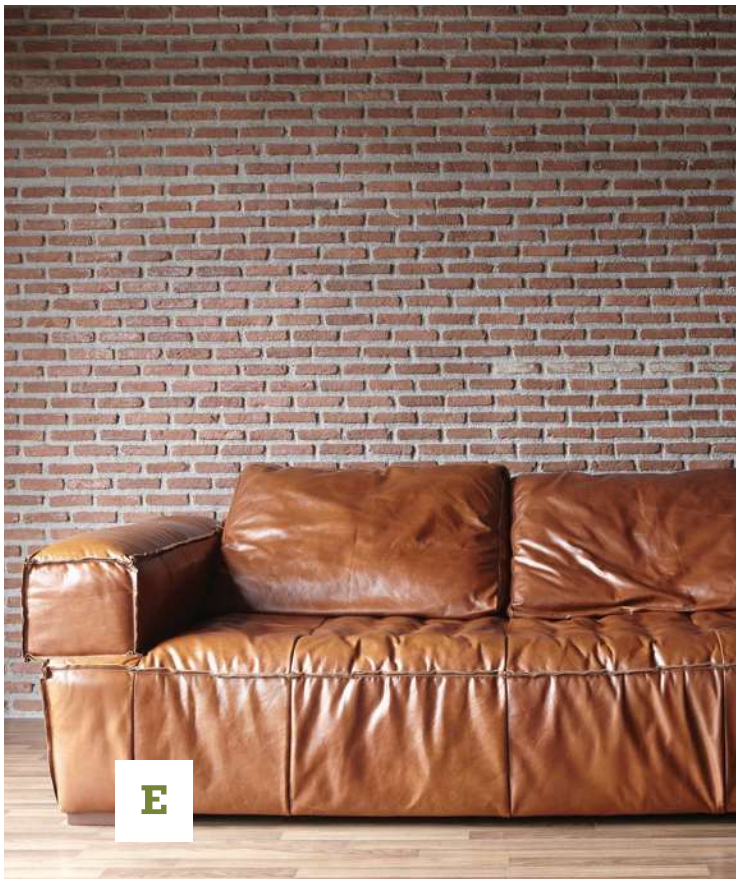
Grammar: *Review of question forms*

Introduction

1 Look at the pictures on **pages 12** and **13**, and discuss the questions below as a class.

a Can you buy second-hand goods like these in your country? Where?

b Which items would you consider buying second-hand?
What questions would you ask the sellers?



Listening

2 Track 05 Track 06 Listen to two conversations. Write letters below to match each conversation with a second-hand item from **activity 1**.

Conversation 1 ..... ☐

Conversation 2 ..... ☐

3 a Work with a partner. Read the extracts below from the conversations in **activity 2**.
Circle a number next to each extract to show if it comes from **Conversation 1** or **Conversation 2**.

1. Certainly, sir. What do you want to know? ..... 1 / 2
2. What are you looking for? Do you want something sporty? ..... 1 / 2
3. All our vehicles are reliable. Can I ask how much you want to pay? ..... 1 / 2
4. I'm interested in this laptop. Could you tell me how old it is? ..... 1 / 2
5. Can I ask if the software's up to date? ..... 1 / 2
6. I see the door's been painted. What happened to it? ..... 1 / 2

b Track 05 Track 06 Listen again and check your answers to **activity 3a**.

Language Focus

The usual word order in questions is:

(***question word*** +) ***auxiliary verb*** + ***subject*** + ***verb*** (+ ***object***)

Why are you leaving?
Where did you buy those shoes?
Did you hear that noise?

Subject questions
In subject questions, the ***question word*** refers to the ***subject*** of the ***verb***.
The word order is the same as in statements (***subject*** + ***verb*** + ***object***).

question word (= *subject*) + ***verb*** (+ ***object***)

Who left?
Who bought those shoes?
What made that noise?

Indirect questions
We can use various polite expressions such as **could you tell me… ?** and **I was wondering…** to introduce questions and make them softer and less direct. With indirect questions:

- we *don't* use the ***auxiliary verb*** **do** in the ***main clause***

When did he call?
↓
Could you tell me when he called?

- other ***auxiliary verbs*** (**have**, **can**, **be**, etc.) and the ***main verb*** **be** come *after* the ***subject***

Why **can't** she come?
↓
Could you tell me why she **can't** come?

Where **is** it?
↓
Could you tell me where it **is**?

- we use **whether** or **if** *before* the ***subject*** in ***yes/no questions***

Do you have any special offers?
↓
Could you tell me **whether/if** you have any special offers?

Prepositions in questions are often at the end.

Who are you going **with**?
Could you tell me where you got it **from**?

Practice

4 Read the extracts in **activity 3a** again. Write numbers to show in which extracts you can find:

three examples of questions with the usual word order 1 ____

one example of a subject question ____

three examples of indirect questions ____ ____ ____

one example of a question with a preposition at the end ____

5 a Work with a partner. Put the words in parentheses into the correct order to complete the indirect questions below.

1 (**was / I / wondering**)
I was wondering _____
when you started learning English.

2 (**know / to / like / I'd**)
_____
if you enjoy outdoor activities.

3 (**tell / you / me / could**)
_____
who bought you the cake?

4 (**I'd / be / to / know / interested**)
_____
when your birthday is.

5 (**ask / I / can**)
_____
how long you are going for?

6 (**telling / would / mind / me / you**)
_____
whether you live near a train station?

b Which sentences in **activity 5a** *don't* have a question mark at the end? Why not?

Sounding Natural

6 a Work with a partner. Mark (●) the main stress in each of the underlined expressions below.

1 I'd be interested to know where I can get one.

2 Would you mind telling me if it was expensive?

3 I'd like to know why you like it.

4 I was wondering what you use it for.

5 Can I ask who gave it to you?

b Track 07 Listen and check your answers to **activity 6a**.

c Track 07 Listen again and copy the pronunciation.

Time to Talk

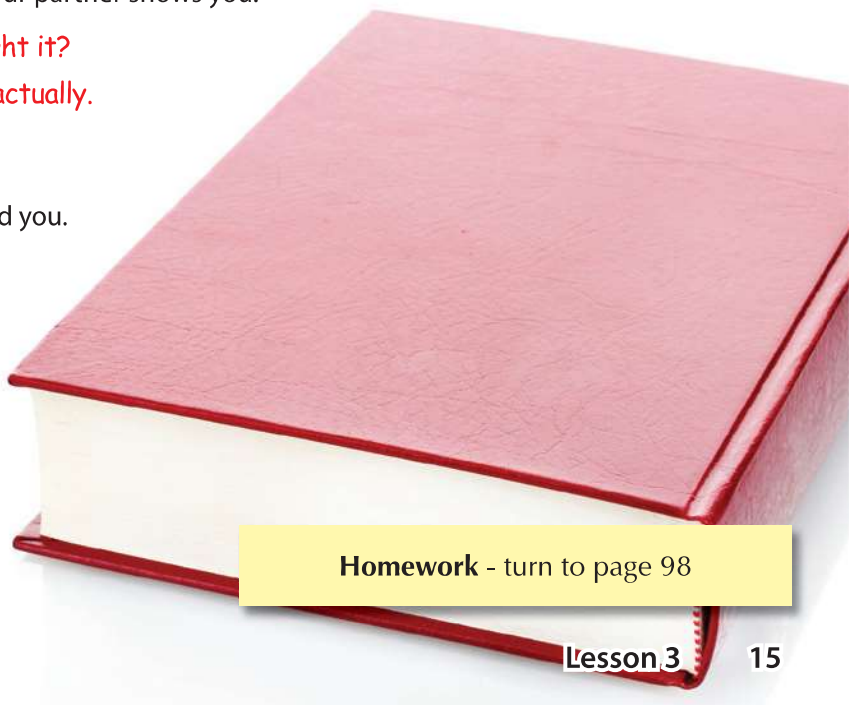
7 a Choose something to show to other people.
It could be one of the things below, or you can use your own idea.

- *a photograph you always carry*
- *a present you received*
- *a book you are reading at the moment*
- *an item you particularly like*
- *music you are listening to*
- *something you bought recently*

b Work with a partner. Show each other the things you chose in **activity 7a**.
Ask questions to find out about the thing your partner shows you.

example A: Can I ask you where you bought it?
B: I didn't buy it. It was a gift, actually.
A: Really? Who gave it to you?

c Tell the class about what your partner showed you.



Homework - turn to page 98

LESSON

4 In Detail

Introduction

1 a Use the adjectives from the box to complete the sentences below.

allergic intolerant low-carbohydrate

1. People on _____ diets try to avoid eating things like potatoes, bread, and pasta.
2. Someone who is lactose-_____ feels uncomfortable after they eat or drink things that are made from milk.
3. If you are _____ to peanuts, you feel unpleasant effects, which are sometimes dangerous, very quickly after you eat them.

b Look at the foods and drinks in the word cloud, then discuss the questions below as a class.

bread rice beans cheese pasta cake orange juice lettuce red meat mayonnaise

1. Which of the foods or drinks would someone who is *wheat-intolerant* try to avoid?
2. Which would someone on a *low-fat diet* try to cut back on?
3. If you were allergic to eggs, which foods or drinks might be dangerous for you to have?
4. Which foods or drinks would you try to eat a lot of if you were on a high-protein diet?

2 Work with a partner. Discuss the questions below.

a. Do you know anyone who is allergic or intolerant to particular foods?
b. Do you know anyone who has been on a special kind of diet?

In this lesson: Discuss how to remember details

Skills: *Extended listening and speaking*

Listening

3 Track 08 Listen to the first part of Claire and Pete's conversation.
Underline the topics, below, that they talk about.

what they did at Christmas

news about work

their plans for next weekend

what they can and can't eat

what they're going to order

4 Track 08 Listen again. Write *no more than three* words to answer each question below.

a Where are Claire and Pete?

_____

b What is Claire and Pete's relationship?

_____

c Who is cutting back on carbohydrates?

_____

d Who has to be careful about eating wheat?

_____

e What does Pete decide to order?

_____

f What does Claire decide to order?

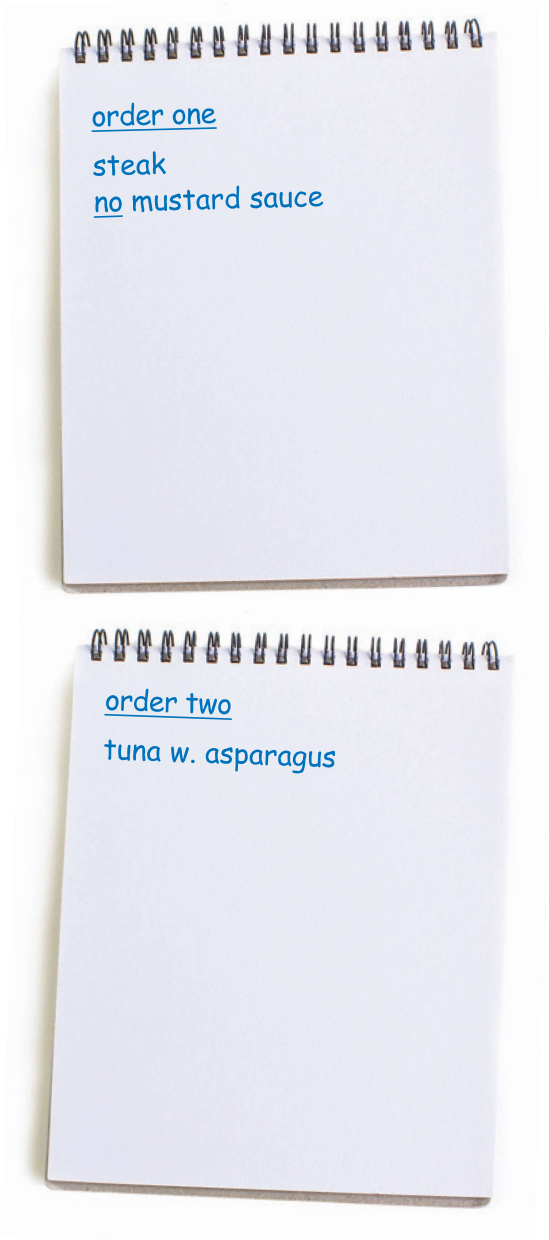
_____

Listening skills and strategies

Listen selectively

When you listen for detail, focus on the information you need. If you can, make notes to help you remember.

5 a Track 09 Listen to Claire and Pete giving their orders to the waitress.
Complete her notes on their orders, below.



b Work with a partner. Compare your notes from **activity 5a**.
Look at the pictures on **page 18**, of the food that the waitress brings to Claire and Pete's table.
What mistakes has the waitress made?

c Track 09 Listen again and check your answers to **activity 5b**.

Claire's plate

Pete's plate

Time to Talk

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

1. Do you find it easy to remember details?
   Do you do anything special to help you remember?

2. Have you ever had a problem because you or someone else made a mistake with details (e.g. a wrong time, or number)?
   What happened?

b Work with a partner. Discuss your answers to the questions in **activity 6a**.
Ask questions to get more information.

c Tell the class about your partner's answers.

Homework - turn to page 98

LESSON

5 Taking Action

road safety

unhealthy meals in schools

litter on the beach

Introduction

1 a Look at the pictures. Are any of these issues a problem in your country or where you live?

b Work with a partner. Make a note of *one* way to raise awareness of each issue.

c Share your ideas with the class.

give free cycle helmets to schoolchildren

Listening

2 Track 11 Listen to an action group discuss how to raise awareness of one of the issues in **activity 1**. Make notes to answer the questions below.

a Which issue are they talking about?

b Do they mention any of your ideas from **activity 1b**?

c What other ideas do they mention?

3 a Write numbers in the left column of the table to match the *suggestions* with the *responses*.

	suggestions		*responses*
a	What do you think about having an event on the beach? 1	1	I don't know. What kind of event?
b	How do you feel about a beach clean-up race? ___	2	Well, a film festival sounds good, but I can't make up my mind. U I still like the clean-up race idea, you see. I'm in two minds about it. ___
c	It would be great if we could have T-shirts and other stuff as prizes for the most rubbish collected. ___	3	Excellent. So, an outdoor film festival, on the beach, showing special adverts and also showing work by competition winners. Let's go with that. ___
d	How about a slogan on the T-shirts, like 'Help us make our beach a place people want to come to'? ___	4	A film competition? That's a great idea. ___
e	What about an outdoor film festival, with like, sea or ocean-themed films? It could be for kids in the day and adults in the evening. ___	5	Er, I'm sorry, but it might not be exciting enough. ___ People might not want to just spend all day cleaning up the beach.
f	It might be good if we could have a film competition. ___	6	I don't know, I think it's too long. ___ We need a bit more time to think of a slogan.
g	What if we make adverts about keeping the beach clean, to show in between films? ___	7	I think that could work. ___ Prizes are always good.

b Track 11 Listen again and check your answers to **activity 3a**.

c Read the underlined expressions in the table in **activity 3a**.
Write letters to show if each expression is used to give a *positive* response (P), a *negative* response (N) or an *unsure* response (U).

d Read the **Language Focus** section on **page 22** to check your answers.

Language Focus

Suggesting ideas

We can use various expressions to suggest ideas.

What if we **It would be great if we could** **It might be good if we could**	+ ***base form*** of the verb

What if we order some food for the guests?
It would be great if we could get more people involved.
It might be good if we could organise an event.

What about / How about **What do you think about** **How do you feel about**	+ ***noun*** + ***-ing form*** of the verb

What about a race?
How about setting up a volunteer group?
What do you think about a competition?
How do you feel about setting up a committee?

Responding to ideas

giving a positive response

I think that would / could / might work.
Let's go with that.
That's a great idea.

giving an unsure response

I can't make up my mind.
I'm in two minds (about it).

giving a negative response

I think it's too + ***adjective***
It might not be + ***adjective*** (**enough**)

I think it's too expensive.
It might not be interesting enough.

softening negative responses

We can add expressions like '**I don't know**,' and '**I'm sorry, but**' to soften negative responses.

I don't know, I think it's too expensive.
I'm sorry, but it might not be interesting enough.

Practice

4 a Work with a partner.
Write sentences to suggest your ideas from **activity 1**.
Use a different expression from the **Language Focus** section for each sentence you write.

example How do you feel about free cycle helmets for schoolchildren?

_____
_____
_____
_____
_____
_____
_____
_____
_____

b Work with a partner.
Rewrite the negative responses, below, using the *prompts* and your own ideas.
Keep a similar meaning.

1 I think it's too expensive.

It might not be affordable enough.

2 It might not be attractive enough.

I think it's too _____
_____

3 I think it's too old-fashioned.

It might not be _____
_____

4 It might not be interesting enough.

I don't know, I think it's too
_____

Sounding Natural

5 a Track 12 Listen. What happens to the underlined parts of the sentences?

1. I think that would work.
2. Let's go with that.
3. I can't make up my mind.
4. I'm in two minds about it.

b Track 12 Listen again and copy the pronunciation.

Time to Talk

6 a Imagine you are part of an action group that wants to improve a local park.
In pairs, read the ideas below and write *three* more of your own, then rank the ideas from **1**-**5** (**1** = the best).

Organise a picnic and clean-up day in the park. ..... ☐

Ask for more litter bins. ..... ☐

_____
_____ ..... ☐

_____
_____ ..... ☐

_____
_____ ..... ☐

b Have a meeting with everyone in the class.
Suggest your ideas from **activity 6a**.
As class, discuss the suggestions and choose the best three.

Homework - turn to page 99

LESSON

6 Dedicated to a Dream

Introduction

1 a Work with a partner. Tick (✓) the nouns that can follow each expression of quantity below. Put a cross (X) next to the nouns that cannot follow the expressions.

C	**many / not many**	hobbies	✓	excitement	X	buildings	___	times	___
☐	**a lot of**	time	___	people	___	training	___	water	___
☐	**hardly any**	people	___	milk	___	time	___	questions	___
☐	**not much**	time	___	people	___	money	___	excitement	___
☐	**some**	imagination	___	clothes	___	projects	___	education	___

b Write a letter next to each expression of quantity in **activity 1a** to show if it is used with *countable* nouns (C), *uncountable* nouns (U) or *both* countable and uncountable nouns (B).

c Underline expressions in **activity 1a** that are used to talk about *large* quantities.
Circle expressions that are used to talk about *medium* quantities.
Do *nothing* to expressions that are used to talk about *small* quantities.

Reading

2 a Work with a partner. Read the title of the article on **page 25** and look at the picture. Guess the answers to the questions below.

Where is the building in the picture?
Who built it?
What is it made of?
How many people were needed to build it?
When was it built?
Why was it built?

b Read the article and check your answers to **activity 2a**.

3 a Find and circle the words from the list below in the article. Draw lines to match each word with its meaning.

types *(paragraph 1)*	believing that something is important, and giving a lot of time and energy to it
dedicated *(paragraph 1)*	the place where you are and the things that are in it
surroundings *(paragraph 2)*	kinds of people
tripped *(paragraph 2)*	extremely interested
fascinated *(paragraph 2)*	fell because you hit something with your foot
ideal *(paragraph 4)*	the ability to think of new ideas
imagination *(paragraph 5)*	perfect / the best possible

In this lesson: Discuss hobbies and spare time activities in your country

Vocabulary: *Expressions of quantity*

Postman's palace

1 Everyone should have something to do outside work, and **plenty of** people spend **a great deal of** time and money on their hobbies. Some read books or collect stamps, **a few** adventurous types go hang-gliding or parachuting, but **few** people are as dedicated to their spare time activities as the Frenchman Ferdinand Cheval was. Cheval built a palace at the bottom of his garden.

2 Cheval (1836-1924) began to think about his project when he was working as a postman in the village of Hauterives. **Every** day he would walk the same 18-mile route and see the same things. There was **little** excitement in his life. He later wrote in his autobiography, 'Constantly walking in the same surroundings, what could I do but dream?' Then one day, as he was walking, he tripped over a stone and fell to the ground. He got up, went to look at the stone, and was fascinated by its beauty. He put it in his pocket and took it home.

3 He started noticing more beautiful stones when he was walking. **Each** time he found one, he would take it home and add it to his collection. After eight years he had **quite a few** stones of all shapes and sizes – enough to start building his dream palace.

4 The project took **quite a bit of** time. He started building in 1888 and finished in 1912. He had no help and often had to work late at night, using an oil lamp, but that did not stop him. When the building was complete, its outer walls were 24 metres long and 10 metres high. He called it *Le Palais Idéal* ('the Ideal Palace').

5 Cheval's work never became well known when he was alive, but **several** famous people, including Picasso, admired it very much, and became friends with him. Today it receives thousands of visitors **each** year, who go to see what one man can do with **a little** imagination – and **plenty of** hard work.

b Write the words in **bold** from the article into the table below, to match them with the quantities they express.

all	
a lot	plenty of
some	
hardly any	

Language Focus

4 Underline the correct options in **blue** to complete the rules below.
Check the article on **page 25** to help you with your answers.

- We use **few**, **a few**, **several**, and **quite a few** with **countable nouns** / **uncountable nouns** / **both**.
- We use **little**, **a little**, **a great deal of**, and **quite a bit of** with **countable nouns** / **uncountable nouns** / **both**.
- We use **plenty of** with **countable nouns** / **uncountable nouns** / **both**.
- We use **every** and **each** with **plural** / **singular** countable nouns.

Practice

5 Work with a partner. Cross out *one* expression which is not possible in each sentence below.

a I have ~~**little**~~ / **a little** / **plenty of** cash – let me buy you lunch.

b I spend **quite a few** / **several** / **a great deal of** hours every week on the Internet.

c I've asked him **each** / **a few** / **a lot of** questions, but he hasn't replied.

d He's very unpopular and has **quite a few** / **few** / **hardly any** friends.

e She tries hard, but she fails **every** / **quite a bit of** / **each** time.

Sounding Natural

6 a Track 13 Listen. How are the underlined words pronounced?

1. We've got plenty of time.
2. He went to a great deal of trouble.
3. I've got quite a bit of work at the moment.

b Track 13 Listen again and copy the pronunciation.

Time to Talk

7 a Think about hobbies and spare time activities in your country.
Use the questions below to make some notes.

What are the most popular spare time activities?

What activities are less popular now than they were in the past?

How much time do people you know spend on spare time activities?

What things do children like to collect these days?

What things did you collect when you were younger?

What are some unusual spare time activities that you have heard about?

b Discuss the questions in **activity 7a** as a class.

Homework - turn to page 99

LESSON

7 Turning Point

Introduction

1 a Work with a partner. Use the nouns from the box to complete the underlined expressions below.

break

disguise

point

1 My car breaking down was a blessing in _____. I started using my bicycle and got much fitter.

2 He met a film producer in a lift. It was a lucky _____ which led to his career in the showbiz.

3 The invention of the Internet was a turning _____ in the history of communication.

b Write numbers to match the underlined expressions in **activity 1a** with the meanings below.

	a piece of good luck that gives you a chance to succeed
	something that seems bad, but which leads to good results
	a moment when something changes and affects what happens afterwards in an important way

A Turning Point

by Pippa Evans

____ I got into the office at the usual time. People were settling into their chairs, starting up their computers and exchanging the usual greetings in the usual way. I was just opening my emails when Tom Peters, the HR Manager, came over to me. 'Hi Pippa,' he said, and smiled. Then he invited me into his office. I had worked there for three years. I had seen this happen to other people. I knew it wasn't good.

__1__ The day my life changed started like any other day. I woke up, checked my emails, had my coffee, took a shower, went out of the door and got on the train to work. It was a dull, grey day, a normal day. It had been raining, and the streets were wet.

____ I was shocked. I really hadn't expected it. But that night, when I was thinking about it at home, I realised something strange: I was upset, and angry, of course – I had just been sacked – but I wasn't sad! I had never liked my job there, never enjoyed my work. I'd been looking for a way out, but I'd been scared of just leaving. Now Tom had given me the push, and I was free.

____ In his office, Tom asked me to sit down. He told me that this was difficult for him. He told me that he was sorry. Then he told me that I didn't have a job. That was it. I hadn't done anything wrong, but the company didn't need me any more.

____ I started to do something I'd been dreaming about for a long time – I started to write. I still have to work, of course – we all need money – but I no longer live to work. Now, I work to live, and I live to write. It's mostly blogs, but last month I had something published in a little magazine I like.

In this Lesson: Tell people about something that changed your life

Grammar: *Narrative tenses*

Reading

2 a Read the article on **page 28** quickly and write numbers to put the paragraphs in the correct order, then answer the questions below.

1. What was the turning point that Pippa Evans writes about?
2. Does Pippa think that what happened was generally *positive* or *negative*?

b Read the article again. Circle an option to show if each statement below is *true* (**T**) or *false* (**F**). Write a number at the end of each statement to show the paragraph where you found the answer.

1. Pippa had coffee in the morning. ..... **T** / **F** 1
2. It was bright and sunny in the morning. ..... **T** / **F** ___
3. The office was empty when Pippa arrived. ..... **T** / **F** ___
4. Pippa had three years' experience in the job. ..... **T** / **F** ___
5. Pippa was surprised by what happened. ..... **T** / **F** ___
6. Pippa liked the job very much. ..... **T** / **F** ___
7. Pippa's dream was to be a writer. ..... **T** / **F** ___

c Would you feel the same as Pippa if a similar thing happened to you?

3 a Work with a partner. Read **paragraphs 1** and **2** of the article again and underline all of the examples of the following tenses:

the past simple
the past continuous
the past perfect simple
the past perfect continuous

b Look at how the examples of tenses you underlined in **paragraphs 1** and **2** are used. Write the names of the tenses to answer the questions below.

1. Which tense is used to talk about main events in the story?
   _____
2. Which tense is used to 'set the scene', or talk about actions in progress when main events happened?
   _____
3. Which tenses are used to talk about actions and events that happened *before* the main events?
   _____ and _____

c Read the **Language Focus** section on **page 30** and check your answers to **activity 3b**.

Language Focus

We can use a variety of tenses when we tell stories.

We can use the ***past simple*** to talk about the main events in a story.

Her boss **called** her into the room and **fired** her.

We can use the ***past continuous*** to 'set the scene' of a story, or to talk about background actions that were in progress when main events happened.

She **was sitting** in a café, **reading**, when she got the phone call that changed her life.

We use the ***past perfect simple*** and ***past perfect continuous*** when we talk about a time in the past and want to refer to actions or events that happened before that time.

We use the ***past perfect simple*** when we emphasise the *completion* of the action or events.

She was happy because she'**d finished** the job.

We use the ***past perfect continuous*** when we emphasise the *continuation* of the action or events.

He was angry because he'**d been waiting** a long time.

We *don't* usually use the continuous form when:
- we refer to actions that are completed at a single point in time.

✓ He was angry because he'd lost his job.
X He was angry because he'd been losing his job.

- we refer to a state.

✓ She'd been very unfit before she joined the gym.
X She'd been being very unfit before she joined the gym.

4 Look at **paragraph 4** of the article on **page 28**.

a Circle *one* example of the ***past perfect simple*** where you *can* use the ***past perfect continuous*** instead.

b Underline *five* examples of the ***past perfect simple*** where you *cannot* use the ***past perfect continuous*** instead.

Practice

5 Use the prompts in parentheses to complete the paragraph. Sometimes more than one answer may be possible.

I (**stand**) [1] was standing on the pavement, (**look**) [2] _____ for my keys, when I first (**meet**) [3] _____ him. He (**sit**) [4] _____ under a car on the street in front of my flat. He (**be**) [5] _____ hungry and dirty because he (**live**) [6] _____ on the streets for a long time. He (**look**) [7] _____ like a small, grey ball of fur. I (**never like**) [8] _____ cats before then, but I (**feel**) [9] _____ sorry for him, so I (**take**) [10] _____ him into my flat and (**give**) [11] _____ him some milk. He still lives with me. I call him Smudge.

Sounding Natural

6 a Track 14 Listen. How are the underlined words pronounced?

1. It had been raining.
2. It had been forgotten.
3. It had never happened before.

b Track 14 Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own. Choose one of the following:

- ☐ a turning point (big or small) in your life
- ☐ a lucky break that you had
- ☐ a blessing in disguise that you experienced

Use the questions below to make notes about it and how it changed your life.

When did it happen?

Where were you living and what were you doing when it happened?

How exactly did it happen?

How did it change your life?

b Work with a partner. Tell them about what you made notes on in **activity 7a**.
Listen to what your partner tells you. Ask questions to get more information.

c Tell the class about your partner's answers.

Homework - turn to page 100

LESSON

8 Water Sports

Introduction

1 Work with a partner. Discuss the questions below.

a Do you enjoy spending leisure time by the sea? Why or why not?

b Have you tried any of the water sports in the pictures on **page 32**?

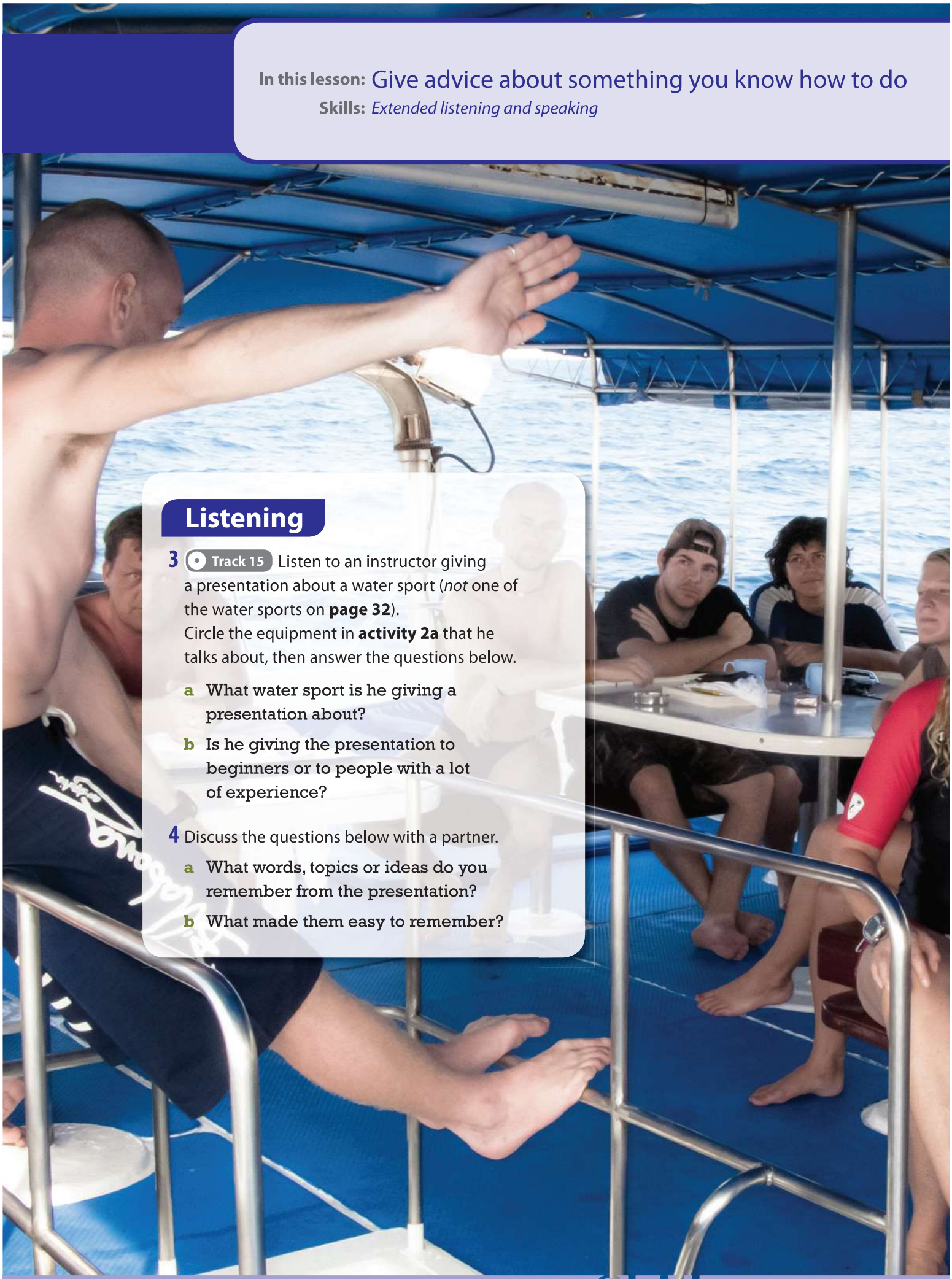
2 a Work with a partner. Look at the pictures on **page 32** and read the list of water sport equipment below. Write numbers to show in which picture you can see each item. Sometimes an item is in more than one picture.

a life jacket 2
a mask ..... ____
a sailing boat ..... ____
a snorkel ..... ____
a sailboard ..... ____
a wetsuit ..... ____
an air tank ..... ____
fins ..... ____
a kayak ..... ____
a paddle ..... ____

b As a class, make a list of three more water sports.

In this lesson: Give advice about something you know how to do

Skills: *Extended listening and speaking*



Listening

3 Track 15 Listen to an instructor giving a presentation about a water sport (*not* one of the water sports on **page 32**).
Circle the equipment in **activity 2a** that he talks about, then answer the questions below.

a What water sport is he giving a presentation about?

b Is he giving the presentation to beginners or to people with a lot of experience?

4 Discuss the questions below with a partner.

a What words, topics or ideas do you remember from the presentation?

b What made them easy to remember?

Listening skills and strategies

Listen for repeated ideas

Speakers often repeat important ideas, and then explain what they mean in more detail. Pay attention when ideas are repeated. It will help you to understand better.

5 a Draw lines in the table to complete the extracts from the presentation.

Make sure that you get your hair away from your face area when you wear it. If there's hair on your face,	that'll push the water out of the bottom of the mask.
Press the top of your mask against your face, like this, and then blow out through your nose. If you blow air through your nose,	the water's going to get into your mask.

b Track 16 Listen again to the first part of the presentation and check your answers to **activity 5a**.

c Track 17 Listen again to the second part of the presentation.
Make notes to answer the questions below.
How should you breathe through a snorkel? Why?

6 Track 18 Listen again to the last part of the presentation.
Make a note about what the instructor says about the following:

a slowing things down
b coral
c using sunscreen
d *one* more important thing

Time to Talk

7 a Work on your own. Think of something you know how to do.
Use an idea from below, or one of your own ideas.

a sport you enjoy
something you do at work
something you know how to make
a free time activity you do

Use the table below to make a note of up to three pieces of advice for someone who has never done the activity before.

advice	*explanation*

b Work with a partner. Tell them about the activity you chose, and the advice you made a note of.
Don't look at the notes you made.

c Tell the class what activity your partner told you about, and the advice that they gave.

Homework - turn to page 100

LESSON

9 Wishful

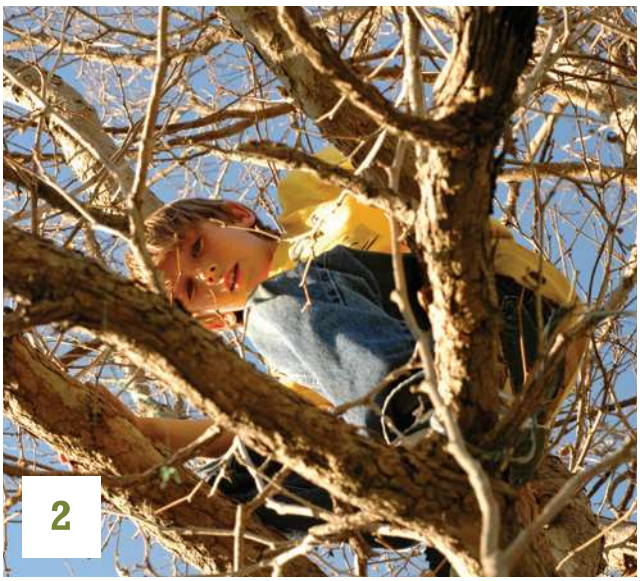
Introduction

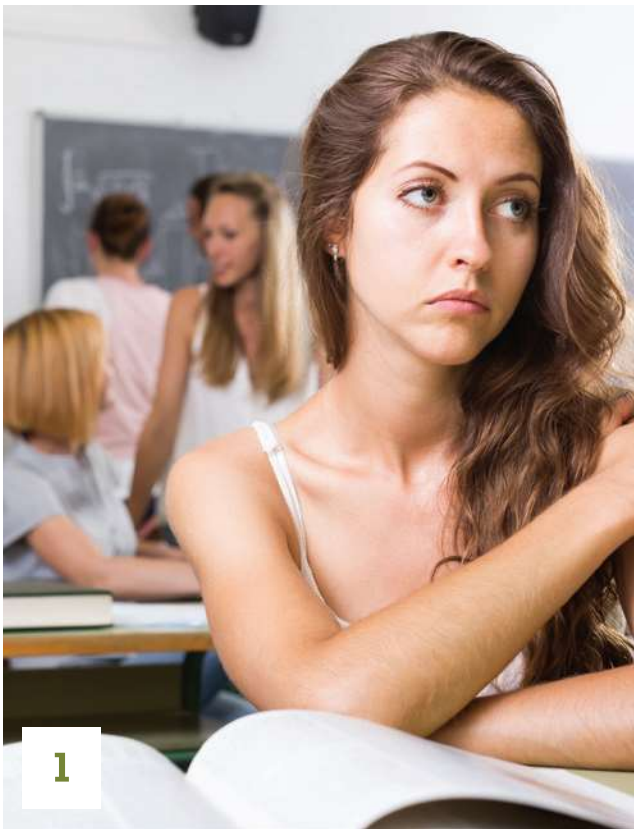
1 a Underline the correct adjective to complete each sentence.

1. I hate my job and I can't find a new one. I feel so **nervous** / **frustrated**.
2. I'm a bit **anxious** / **disappointed** because John is late for work. I hope he's all right.
3. I think he's **annoyed** / **upset**. He's been crying all morning.

b Complete the sentences with the adjectives you *didn't* underline in **activity 1a**.

1. Are you worried about something? You look a bit _____.
2. She was really _____ with her parents because they wouldn't buy her a phone.
3. I was rather _____ with the movie – it wasn't as good as I hoped it would be.





In this lesson: Tell people what you wish for or regret

Function: *Expressing wishes and regrets*

Listening

2 Work with a partner. Look at the pictures on **pages 36** and **37** and answer the questions.

What do you think the problems are?
How do you think the people feel?

3 a Work with a partner. Use the words in parentheses to complete the wishes or regrets of the people in the pictures.
Put the verbs in the correct form. Use short forms where possible.

Picture 1 I wish they'd invite me to their party. (**will** / **invite**)

Picture 2 If only I _____ _____ this tree. Now I'm stuck! (**have** / **not** / **climb**)

Picture 3 I wish I _____ _____ a bigger car. (**have** / **rent**)

Picture 4 I should _____ _____ harder. (**have** / **study**)

Picture 5 If only I _____ _____. (**can** / **cook**)

Picture 6 I wish I _____ _____ so nervous right now. (**do** / **not** / **feel**)

Picture 7 If only I _____ taller. (**be**)

b Track 20 Listen and check your answers to **activity 3a**.

4 a Work with a partner. Read the sentences in **activity 3a** and write numbers to answer the questions.

1 Which sentences express a wish for a different *present* or *future*? 1 __ __ __

2 Which sentences express a regret about the *past*? __ __ __

b Read the **Language Focus** section on **page 38** to check your answers to **activity 4a**.

Language Focus

Wishing for a different present or future

If only **I wish**	+ ***past verb forms*** + **could** / **would** + ***base form***

If only I **were*** **lying** on a beach right now.
I wish he **spoke** better French.
If only I **could get** the earlier flight tomorrow.
I wish they **wouldn't shout** at me.

*We sometimes use **were** instead of **was**. This can sound more formal.

Expressing a regret about the past

If only **I wish**	+ ***past perfect***

If only I'**d studied** harder.
I wish we **hadn't married** so early.

I should + **have** + ***past participle***

I should've tried harder.
I shouldn't have paid by credit card.

Practice

5 a Work with a partner. Write at least one wish or regret that the person in each situation below might have.

1 I'm really nervous. I'm starting a new job next week in Hong Kong. I can't speak Chinese.
If only I could speak Chinese.

2 It's my birthday today, but I didn't get any presents. I'm feeling really disappointed.
_____

3 I'm really upset. I didn't pass my driving test. This is the third time I've tried.
_____

4 I'm feeling quite anxious. I've got an exam today. I haven't studied at all.
_____

5 I left the house late this morning. I'm very annoyed because I missed the bus and now I'm late for work.
_____

6 I'm really frustrated with this job. My boss never listens to me, and my colleagues are idiots.
_____

b Compare your answers to **activity 5a** as a class.

Sounding Natural

6 a Track 21 Listen. What sound can you hear in the underlined part of each sentence?

1. I should've been more careful.
2. I shouldn't have trusted them.
3. I should've tried harder.
4. I shouldn't have argued with them.

b Track 21 Listen again and copy the pronunciation.

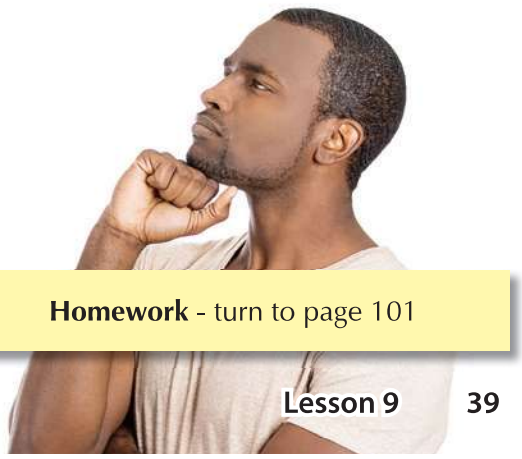
Time to Talk

7 a Work on your own.
Make a note of *three* things you regret about the past and *three* things you wish for in the present or the future.

b Work with a partner. Tell each other about the things you made a note of in **activity 7a**.
Ask questions to get more information.

example
A: If only I'd travelled more before I got a job.
B: Why do you say that?
A: Well, I can't take much time off work these days.

c Tell the class about your partner's answers.



Homework - turn to page 101

LESSON

10 Penfriends

Introduction

1 a Read the personality adjectives in the table below.
Write the headings from the box into the correct places in the table.

approach to life | ~~approach to other people~~ | mental ability

approach to other people		
honest	active	intelligent
reliable	anxious	creative
selfish	careless	sensible
sociable	cheerful	brilliant

b Work with a partner. Discuss the meanings of the adjectives below. Decide where to write them into the table in **activity 1a**, then add one more adjective to each column. Sometimes, more than one answer may be possible.

open-minded stubborn reserved competitive foolish practical self-centred impatient imaginative bright talkative sensitive organised thoughtful cautious adventurous bad-tempered

c Discuss your ideas from **activity 1b** as a class.

2 a Work on your own. Use adjectives from **activity 1** to complete the sentences below and make them true for you.

I wish I were more _____.

I wish I weren't so _____.

I don't think I'm _____ enough.

I'd like to be more _____.

b Work with a partner. Share the sentences you completed in **activity 2a**. Ask questions to get more information.

example A: I wish I were more competitive.
B: Why do you say that?

In this lesson: Compare how you describe yourself with how other people describe you

Vocabulary: *Expressions for describing personality*

Reading

3 a How much can you tell about someone's personality from their appearance?
Work with a partner. Look at the pictures on **page 41**, of people on a penfriend website. Discuss what you think each person's personality is like.

b Read the messages that go with each picture and check your ideas from **activity 3a**.

c Work with a partner. Discuss the questions below.

1. How accurate were your ideas from **activity 3a**?
2. Could you be friends with any of the people?
   If so, who, and why?
   If not, why not?

Hi. My name is Wendy. I'm a mom, but my three adult kids have now all left home. I've always lived in the same small town, here in Ohio. People sometimes ask why I never moved to the city and got a big job, but I've never been **ambitious**. I like small-town life and small-town folk – someone has to do the small jobs! I'm not at all **materialistic**. I don't care about having lots of money or fancy clothes. Basically, I'm a **people person**. I love spending time with friends, talking and sharing thoughts and emotions. I think I'm quite **down-to-earth** (people always say how practical and sensible I am), but I'm definitely not boring. I don't believe anyone is boring, really – we all have dreams, don't we?

Hey there! I'm a Chinese guy, living and working in New Zealand. I'm a bit of **an extrovert** – I really enjoy going out, having fun and meeting new people. I'm looking for friends around the world to share daily life stuff, and talk about any topic, like science, astronomy, the economy, movies, drama, etc. I'm **not fussy** about your age, or where you live, as long as you are **a good laugh** – no one boring, please! Looking forward to making contact with all you interesting people!

Hello, I'm Chrissie. I love to write letters, and actually communicate better this way. I'm studying fashion and design in Birmingham, England, but I **keep myself to myself** and don't mix much with the other students – I've never been good at small talk. I guess I'm something of **an introvert**, really – I'm quite shy, and I don't make friends easily. I love drawing and I love clothes – I'm quite **particular** about what I wear – I don't have a lot of money, but I always try to dress well. I'd like to discuss alternative music and popular culture.

Language Focus

4 Work with a partner. Read the expressions in **bold** in the penfriend messages on **page 41**, then draw lines to match each expression in the table with the correct meaning.

ambitious	someone who understands other people and enjoys relating to them
materialistic	having a strong wish to be successful or rich
people person	believing that money and possessions are the most important things
down-to-earth	someone who is energetic and enjoys being with other people
an extrovert	easy to please
not fussy	practical and sensible
a good laugh	not talk to other people very much
keep oneself to oneself	someone shy and quiet
an introvert	difficult to please and careful when choosing things
particular	someone who is fun and enjoyable to know

Practice

5 Use the expressions from the **Language Focus** section to complete the sentences below.

a He's an ambitious politician who will do anything to succeed.

b I'll eat anything – I'm really _____ about food.

c He's a good _____ who works very well in teams.

d They all go out on Fridays, but he never joins them – he prefers to _____.

e She's not very _____ – she's got lots of crazy ideas that will never work.

f He's such _____ – he's always at parties and he hates spending time alone.

g John's _____, and an evening with him is always great fun.

h I'm very _____ about tea. If it isn't made right, I won't drink it.

i He's a bit of _____ who finds it hard to relate to other people.

j Young people today are self-centred and _____. All they care about is how they look and what they have.

Sounding Natural

6 a Track 22 Listen. Underline the /ɜː/ sound in each expression below.

1. introvert
2. extrovert
3. people person
4. down-to-earth
5. reserved

b Track 22 Listen again and copy the pronunciation.

Time to Talk

7 a Get into pairs, but work on your own.
Choose five expressions from this lesson to describe *yourself*.
Choose five expressions from this lesson to describe your *partner*.

Use the table below to make a note of the expressions you choose.
Use your own ideas to add other expressions if you wish.

expressions to describe myself	*expressions to describe my partner*

b Work with your partner. Compare the expressions you made a note of in **activity 7a** and explain why you chose them.

c Tell the class about how your partner described you, and if anything they said surprised you.

Homework - turn to page 101

LESSON

11 Plans and Predictions

Introduction

1 a Work with a partner. Complete the table below with the nouns from the box.

~~experience~~ graduate opportunity qualification

two-word noun	*meaning*
job _____	the chance to get a job
science _____	a person who has a degree in a science from a university
academic _____	a record that you have studied and have passed exams in, e.g. university
work experience	experience you already have of doing work

b Which *two* nouns from the box in **activity 1a** can also be used as *verbs*?

c Discuss the questions below as a class.

1. Are job opportunities for graduates in your country good or bad at present?
2. What do you think is more important for young graduates who are looking for work – academic qualifications or work experience?
3. What other things affect job opportunities for graduates in your country (e.g. the course they studied or the university they went to)?

In this Lesson: Talk about things you plan and predict in your life

Grammar: *Future forms*

Listening

2 Track 23 Listen to Kim and Raj talk about their plans for after they graduate.
Write Kim or Raj to complete each statement below.

a __Kim__ speaks first.
b _____ is worried about finding a job.
c _____ has been offered a job.
d _____ has arranged to sign a job contract tomorrow.
e _____ can't say who has offered the contract.
f _____ decides to ask again tomorrow.
g _____ hopes to be in America by November.
h _____ has decided to find work with a charity.
i _____ wants to get work experience.
j _____ hasn't decided whether to try a local charity or a charity in London.
k _____ has arranged to meet a tutor on Tuesday.

3 a Circle a letter to show if Kim (**K**) or Raj (**R**) said each sentence below.

1 **We graduate in just eight weeks' time**, and I'm worried. ..... **K** / **R**
2 **I'm seeing them tomorrow to sign the contract**, actually. ..... **K** / **R**
3 I can't tell you **until I have the contract.** ..... **K** / **R**
4 OK. **I'll ask you again tomorrow**, then. ..... **K** / **R**
5 I just know **you're going to be impressed.** ..... **K** / **R**
6 With luck, **I could be in America by November.** ..... **K** / **R**
7 I've decided **I'm going to work for a charity somewhere.** ..... **K** / **R**
8 I'll be a volunteer, so I won't be paid, but **I will get some really good work experience.** ..... **K** / **R**
9 I don't know. **I might try somewhere local**, or maybe something in London. ..... **K** / **R**
10 **I'm meeting my tutor next Tuesday** to get some advice on organisations to try. ..... **K** / **R**

b Track 23 Listen again and check your answers to **activity 3a**.

4 a Work with a partner. Study the sentences in **activity 3a**.
Write numbers below to show in which sentences the speaker uses…

1 **will** to state a prediction as a fact. __8__
2 **will** to state a decision made at the time of speaking. ____
3 **going to** to make a prediction based on knowledge or evidence. ____
4 **going to** to talk about an intention or plan made before the time of speaking. ____
5 **might/could** to make a prediction they are not sure about. ____
6 **might/could** to talk about an intention or plan they are not sure about. ____
7 a **present tense** to talk about a future event they expect to happen (e.g. on a schedule). ____ ____
8 a **present tense** to talk about a future arrangement (e.g. with another person). ____ ____

b Read the **Language Focus** section on **page 46** to check your answers to **activity 4a**.

Language Focus

We can talk about the future in different ways.

1. Making predictions and saying how certain we are that something will happen
   We can use **will** + ***base form*** of the verb to state a prediction as a fact.

It's a great book – you'**ll love** it.

We can use **might**/**could** + ***base form*** of the verb to make a prediction we are not so sure about.

The shops **might be** closed tomorrow, so we should check.
The company's made a profit, so we **could get** a pay rise.

We can use **going to** + ***base form*** of the verb for predictions we have evidence for, or when a process has already started.

I know you're **going to hate** this. *(prediction based on my knowledge of your character)*
Watch out – it's **going to fall**! *(it has already started to happen)*

We can use the ***present simple*** to talk about future events we expect to happen (e.g. because they are on a schedule). We often use the ***present simple*** like this after conjunctions such as **when**, **after**, **until**, **as soon as**, etc.

The next train leaves at six.
Please give him this **when you see him**.

2. Talking about intentions, plans and arrangements
   We can use **will** + ***base form*** of the verb to talk about decisions we make at the time of speaking.

I'm quite tired, so I think I'**ll take** a short break, if that's OK.

We can use **might**/**could** + ***base form*** of the verb to talk about intentions and plans that we are not sure about.

I **might go** to New York, and I **could** even **stay** there a month.

We can use **going to** + ***base form*** of the verb to talk about intentions and plans made before the time of speaking.

I'm **going to drive** to London on Saturday.

We can use the ***present continuous*** to talk about arrangements (often with other people).

I'm having dinner with my colleagues next Friday.

Practice

5 Choose the correct form for each pair of sentences. Use each form only once.

a ~~**having**~~ / **going to have**

We're _____ a party tonight.

We're all _____ a great time there.

b **I could study** / **I'm going to study**

_____ hard because I need to pass this exam.

I haven't decided yet, but _____ engineering because I'm good at maths.

c **will think** / **might think**

Please apologise, or she _____ you're not sorry.

OK, I _____ about it carefully, I promise.

d **will meet** / **meet**

Give me an answer when I _____ you at the weekend.

If you want, I _____ you for lunch next weekend.

e **is** / **will be**

Tomorrow _____ the first day of winter.

The weather forecast said tomorrow _____ the coldest day of the year.

Sounding Natural

6 a Read the sentences below. Write a letter at the beginning of each sentence to show if the word in **bold** is a noun (n) or a verb (v).

1 v He's going to **graduate** next year. ..... eɪt / ət
2 ___ She's a science **graduate.** ..... eɪt / ət
3 ___ He **graduated** from a good university. ..... eɪt / ət
4 ___ There are good job opportunities for engineering **graduates.** ..... eɪt / ət

b Track 24 Listen. Circle an option at the end of each sentence to show what sound you can hear in the underlined part of the word in **bold**.

c Track 24 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.

1. What are you doing after this Lesson?

2. Do you have any plans or arrangements for tonight?

3. Do you think the next six months will be good for you? Why or why not?

4. Have you thought about your next holiday?
If you have plans, what are they? If you don't have plans, what do you think you might do?

5.

6.

b Think of two more questions about the future and add them to the list in **activity 7a**.

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

b Tell the class about your partner's answers.

Homework - turn to page 102

LESSON

12 One World, One Language?

Introduction

1 Discuss the questions below as a class.

a Why do you study English? Do you study any other languages?

b What are the advantages of studying English?

c Are there any disadvantages to studying English?

Listening

2 Track 25 Listen to a short talk about languages and tick (✓) the correct ending to complete each statement below.

a The rate at which languages are dying is…

1 decreasing.

2 increasing.

3 staying the same.

b Researchers think that in the year 2100 we will have…

1 less than half of the languages we have today.

2 about half of the languages we have today.

3 more than half of the languages we have today.

c The speaker thinks…

1 we shouldn't learn foreign languages.

2 we don't need a global language.

3 everyone should learn English.

d The main topic of the talk is…

1 why languages die.

2 how to learn dead languages.

3 the effect of English as a global language.

Listening skills and strategies

Distinguish facts from opinions

Facts and opinions are both important. A fact is something that you can check and show to be true or false. An opinion is based on a belief or a feeling. You can agree or disagree with opinions, but you cannot prove they are true or false.

Speakers usually mix facts and opinions. If we can tell the difference, it helps us to understand, and to form our own opinions about a topic.

3 a Work with a partner. Read the extract, below, from the beginning of the talk in **activity 2**. Answer the questions underneath.

> Hazel was 103, and she was the last native speaker of Klallam, which was a Native American language. Now, when the last native speaker of a language dies, the language dies too, and this is a terrible thing.

1. Which sentence in the extract states facts? How many facts are there?
2. Which sentence in the extract expresses opinions? How many opinions are there?

b As a class, read a second extract from the beginning of the talk in **activity 2**. Discuss the questions underneath.

> When the last native speaker of a language dies, no one can think or dream in that language any more, and we lose a unique and special way of looking at the world.

1. Does the extract state facts or give opinions?
2. Could you prove or disprove anything that the writer says in the extract?

4 a Track 26 Listen again to the middle part of the talk from **activity 2**. Make notes to answer the questions below.

1. What does the speaker think is very sad?

   _____

2. What does the speaker think is very dangerous?

   _____

3. What do researchers calculate dies every 14 days?

   _____

4. What do experts estimate two billion people will soon be?

   _____

5. What does the speaker agree with Claude Hagege about?

   _____

6. What do some researchers predict will no longer exist by the year 2100?

   _____

b 1. Which questions in **activity 4a** are about *opinions* that the speaker expresses?
2. Which questions are about *facts* that the speaker states?

c Track 27 Listen again to the last part of the talk. Make a note about what the speaker says on the following topics, then answer the question below.

- a future with only six or seven hundred languages

  _____

- English as a global language

  _____

- learning foreign languages

  _____

Is what the speaker says on these topics *fact* or *opinion*?

5 You are going to listen to another short talk on English as a global language.

a Before you listen, work with a partner and read the extract from the beginning of the talk, below. Find and underline one fact in the extract (there is only one fact).

> Let me ask you a question. If a Russian, a Mexican, and an Algerian had a conversation in a Swiss coffee shop today, how would they communicate? The answer is: they would probably talk in English. If those same three people had met in that coffee shop a 100 years ago, or even just 50 years ago, they might well have spoken in French, because French was for many years the main international language in the West. But now English is winning the race against French to become the world's first truly global language. The modern rise of English is one of the most astonishing and exciting things happening on our planet today.

b How many opinions can you find in the extract?

6 a Track 28

1 Listen to the second talk and make a note of at least three facts that you hear.

_____

_____

_____

2 Work with a partner. Compare your notes.
Are any of the facts the same as the facts mentioned in the first talk you listened to?

b Track 28

1 Listen again and make a note of at least five opinions that you hear.

_____

_____

_____

_____

_____

2 Work with a partner. Compare your notes.
Are the speaker's opinions generally similar or different to the opinions of the speaker in the first talk?

Time to Talk

7 Read the questions below and make a note of your answers. Discuss the questions as a class.

a Which facts from the two talks do you find interesting or surprising? Why?

b Which opinions from the two talks do you agree or disagree with? Why?

c Do you think it is possible to translate perfectly from one language to another? Is there anything you think *cannot* be translated?

d Do you think we will have a global language one day? If not, why not? If so, will it be English?

Homework - turn to page 102

LESSON

13 A Perfect Egg

Introduction

1 As a class, make a list of ways to cook eggs. You have one minute.

Reading

2 a Read the first two paragraphs of the article on **page 53** and make a note of the answers to the questions below.

1. Does the author mention any ways of cooking eggs that you thought of in **activity 1**? If yes, what?

   _____

2. Does the author mention any ways of cooking eggs that you didn't think of? If yes, what?

   _____

3. What is the author going to explain how to do?

   _____

b Read the rest of the article quickly. Write numbers to put the paragraphs in the correct order.

3 Read the numbered paragraphs again and make a note of why the author says you should do the following:

a Use a deep, wide pan.

_____

b Make sure the water isn't boiling.

_____

c Have a large spoon nearby.

_____

d Allow some hot water into the cup before you pour the egg out.

_____

e Push each egg with a wooden spoon.

_____

4 a Work with a partner. Study how the expressions in **bold** are used in the article on **page 53**, then write the expressions into the correct places in the table below.

expressions	*how they are used*
so that _____	to explain the purpose of doing something
_____	to talk about the possibility of something happening
_____	to say what will happen if you *don't* do something
_____	to give a reason (similar to *because*)

b Read the **Language Focus** section on **page 54** and check your answers to **activity 4a**.

In this Lesson: Explain how to make a drink or dish that you like

Function: *Explaining how to do things*

Good Eggs

by Ben Sergeant

On a steak, in a sandwich or fried with rice – add an egg to anything and your life automatically gets better. Add an egg to your breakfast and you know your day will be good. How you cook them tells me something about your character. Show me a properly fried egg, and I know you can be trusted, though I can't be sure if you have much imagination. A nice, soft-boiled egg tells me that you have good judgement and perfect timing, while well-scrambled eggs show that you are sensitive and have a gentle touch.

If you really want to impress me with an egg, however, poach it for me. Nothing could be simpler. You just take it out of its shell and slip it, naked, into a bath of gently simmering water. Keep it there for five minutes, then enjoy its golden, gooey yolk and soft, silky white. Let me show you how.

What you need

- A frying pan
- One teacup for each egg
- A slotted spoon
- A clean tea towel

Ingredients

- One egg per person – as fresh as possible
- Salt
- Freshly ground black pepper

Method

1 You need to use a pan that is at least 7cm deep **so that** there is enough water to cover the eggs, and **so** they won't stick to the bottom of the pan. Also, you want to make sure the pan is wide enough to hold all the eggs you will be poaching, **as** you don't want the eggs to stick together.

___ Slowly lower each cup under the surface of the water. You need to be careful – don't pour the egg out of the cup straight away, **or else** it will just spread out in the water – and you don't want that. Instead, allow some of the water into the cup **in order to** cook the egg slightly in the cup and keep it firm. After about 10 seconds, you can gently slip the egg into the water.

___ Fill the pan with water and add a little salt. Bring the water to a simmer, but don't let it boil, **otherwise** your eggs will break up when you put them in.

___ After a couple more seconds, gently push each egg with a wooden spoon **to** make sure it isn't sticking to the bottom of the pan.

___ Break each egg into a separate cup. Have a large spoon nearby **in case** a yolk breaks when you put an egg in the water and you need to get it out quickly (you can use it in an omelette).

___ Serve on hot, buttered, wholemeal toast, with lots of freshly ground black pepper – perfection on a plate!

___ After exactly five minutes, lift each egg out with a slotted spoon and place the spoon and the egg on a clean tea towel **to** drain for a few seconds.

Language Focus

We can use the ***base form*** of the verb *without* a ***subject*** when we explain how to do things and give instructions. We use **don't** + ***base form*** to give negative instructions.

Bring the water to a simmer, but **don't let** it boil.
Be careful - **don't pour** the egg out of the cup straight away.

We can also use **you need to** or **you want to** before the ***base form***.

You need to use a pan that is at least 7cm deep.
You want to make sure the pan is wide enough to hold all the eggs.

We can use various expressions after our instructions to explain why something should be done.

We can use (**in order**) **to** + ***base form*** or **so** (**that**) + ***clause*** to explain the purpose of doing something.

Make a note **in order to remember**.
You need to make a note **so that you remember**.

We can use **in case** + ***clause*** to talk about the possibility of something happening.

You want to take an umbrella **in case it rains**.

We can use **or else**/**otherwise** + ***clause*** to say what will happen if you do something differently.

Be careful, **or else you'll be sorry**.
You need to cook it carefully, **otherwise you'll spoil it**.

We can use **as** + ***clause*** to give a reason. **As** has a similar meaning to **because**.

Pick it up with an oven glove **as it's very hot**.

Practice

5 Work with a partner. Fill in the blanks with the expressions from the box.

~~otherwise~~ as in case in order to or else so that

a Remind me tomorrow, _____otherwise_____ I'll forget.

b You want to start early _____ finish on time.

c Take extra money _____ things are more expensive than you expect.

d Study hard, _____ you'll fail.

e You need to wear something warm _____ I think it's going to rain.

f You want to explain things clearly _____ everyone can understand.

Sounding Natural

6 a Track 29 Listen. Circle the correct option to show how the underlined word is pronounced in each sentence below.

1	You want to start early.	/tu:/	/tə/
2	You want to explain things clearly.	/tu:/	/tə/
3	You need to take extra money.	/tu:/	/tə/
4	You need to ask nicely.	/tu:/	/tə/

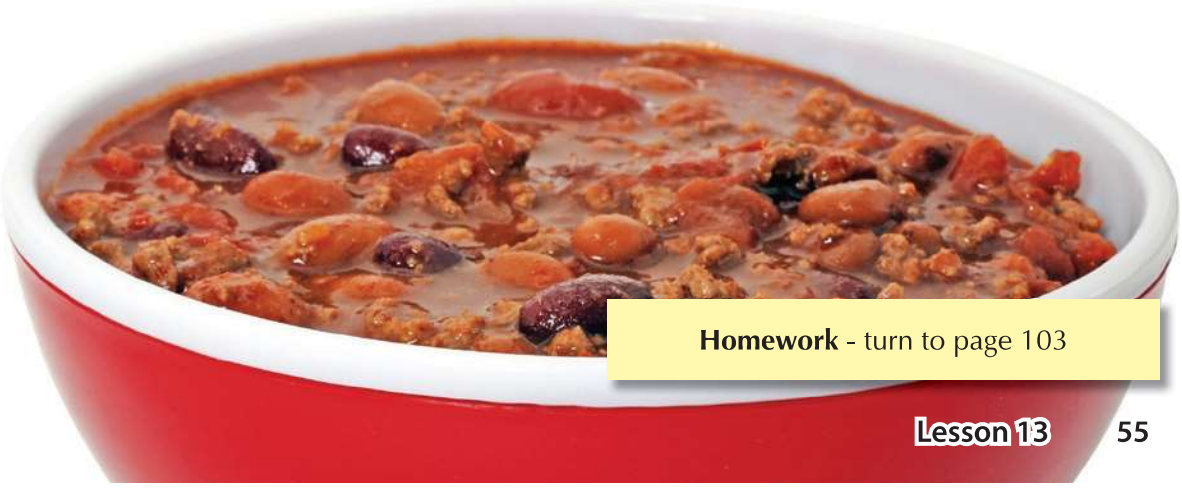
b Track 29 Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own. Think of a drink or dish that you like and know how to make. Make notes about how you like to make it.

b Work with a partner. Explain how to make the drink or dish you made notes on in **activity 7a**.

c Tell the class about your partner's drink or dish.



Homework - turn to page 103

LESSON

14 In the News

Introduction

1 a Work with a partner. Read the sentences, below, reporting what people said.
Complete them with the verbs from the box, in the correct form.
Some verbs can be used more than once.

ask say tell

1 The Prime Minister was ___asked___ if he had any plans to call an election.
2 The company _____ yesterday that they had recorded the biggest profit in their history.
3 The prisoner _____ the police that he is innocent.
4 Reporters _____ her how long it had taken to complete her latest album.

b For each sentence in **activity 1a**, write what was said in the *original* conversation.

1 Do you have any plans to call an election?
2 _____
3 _____
4 _____

c Compare the sentences in **activities 1a** and **1b**. Discuss the questions below.

1 What often happens to the tense of verbs in reported speech?
2 In which sentence does the tense not change? Why?
3 When do we use **if** in reported questions?

Reading

2 a Work with a partner. Read the headlines of the news stories on **page 57** and look at the pictures. Discuss what you think each story is about.

b Read the stories quickly and check your ideas from **activity 2a**.

3 Work with a partner. Write *no more* than *four* words to show who or what said each sentence.

a He's the real King of England.
___a TV documentary___
b Edward IV wasn't the real son of Richard Plantagenet. _____
c It's an interesting idea, but I don't take it seriously. _____
d I won't ask Elizabeth to give me her job.
_____
e We're sorry we didn't make you a dragon.
_____
f Please make me a dragon.
_____
g I'll call it Toothless, or Stuart.
_____
h I'll feed it raw fish and play with it every weekend. _____
i We're sorry we don't know how to make dragons. _____
j We've studied dragonflies, but we don't know anything about fire-breathing dragons. _____
k A squirrel has been arrested for stalking.
_____
l I'm terrified. _____
m OK. We'll catch it. _____
n It may have been exhausted and hungry.
_____

The Real King of England

In 2004 Michael Abney-Hastings, a 69-year-old Australian man, became famous when a British TV programme **claimed** that he was the 'real King of England'.

The documentary, *Britain's Real Monarch*, **claimed** to have found evidence that King Edward IV of England (1461 to 1483) was not the real son of Richard Plantagenet. If that is true, then Edward's brother, George, should have become king and Mr Abney-Hastings, who was the oldest living member of George's family, should have been ruling Britain.

When he was told about the research, 'King Michael' **agreed** that it was an interesting idea, but **refused** to take it seriously. He **promised** that he wouldn't challenge Queen Elizabeth II for her job.

Ozzie Dragons

In 2014, the Australian National Science Agency **apologised** to a seven-year-old girl for not creating a dragon.

The girl, Sophie Lester from Queensland, had written to the agency and **asked** them to make her the dragon. She **explained** that she would call it Toothless if it was a girl, or Stuart if it was a boy. She **promised** to feed it raw fish and **offered** to play with it every weekend, 'when there is no school.'

The scientists replied to her on their website. They **apologised** for not knowing how to make dragons and **explained** that they had studied dragonflies, but didn't know anything about dragons of the mythical, fire-breathing variety. 'For this,' they said, 'we are sorry.'

Look Who's Stalking

In July 2015, several newspapers **reported** that a squirrel had been 'arrested' in Germany for 'aggressively stalking' a young woman.

The woman contacted the police and **claimed** to be terrified because the squirrel was following her everywhere and she was unable to get rid of it. The police **agreed** to catch the animal, and finally took it into care.

The police **thought** that the animal had behaved strangely because it was exhausted and hungry and wanted the woman to give it food.

Language Focus

We often use **say**, **tell**, and **ask** (= question) when we report speech, but we can also use various other verbs. Different verbs are followed by different patterns.

apologise can be followed by **for** + ***-ing form*** of the verb. We can mention the person spoken to with **to**.

He **apologised for being** late.
He **apologised to** them **for being** late.

agree (= say yes), **offer**, and **refuse** can be followed by **to** + ***base form*** of the verb.

ask (= request) can be followed by ***object*** + **to** + ***base form*** of the verb.

He **agreed to finish** early.
They **offered to drive** us to the station.
She **refused to stop** talking.
She **asked me to sit down**.

agree (= have the same opinion), **explain**, **report**, and **think** can be followed by a ***that-clause***.

Everyone **agreed** (**that**) **it was a great idea**.
He **explained that he was busy**.

promise and **claim** (= say something is true) can be followed by *either* **to** + ***base form*** of the verb *or* a ***that-clause***.

He **promised to pay** the money.
He **promised** (**that**) **he'd pay the money**.
She **claimed to know** the answer.
She **claimed** (**that**) **she knew the answer**.

claim can also be followed by **to** + **have** + ***past participle***.

He **claimed to have been** top of his class.

4 Find and underline examples of these patterns in the news stories on **page 57**.
The reporting verbs are all in **bold**.

Practice

5 a Work with a partner. Underline the correct option to complete each sentence below.

1 The newspapers **reported** / **promised** that the election results were a surprise.
2 He didn't **apologise** / **agree** to anyone for his bad behaviour.
3 She **claims** / **promises** to have told the truth, but I don't believe her.
4 Reporters questioned him several times, but he **offered** / **refused** to give an answer.
5 We all **explained** / **thought** she would fail, but she actually did really well.
6 I tried my best to convince him, but he wouldn't **agree** / **ask** that it was a good idea.

b Use the verbs that you *didn't* underline in **activity 5a** to complete the reporting sentences below.
Put the verbs into the correct form.

1 *'I'll definitely pay you soon.'*
He __promised__ to pay me soon.
2 *'I'll help, if you want.'*
She _____ to help.
3 *'I'm sorry, but I won't do it.'*
He wouldn't _____ to do it.
4 *'You'll enjoy it – I guarantee it.'*
He _____ that we'd enjoy it.
5 *'Could you keep quiet, please?'*
She _____ them to keep quiet.
6 *'I can't call my boss because she's on holiday.'*
He _____ that he couldn't call his boss because she was on holiday.

Sounding Natural

6 a Track 30 Listen. What happens to the underlined letters when we speak naturally?

1. He offered to show me around the office.
2. She agreed to increase my salary.
3. He promised that we'd enjoy it.
4. She offered to help.
5. He explained that he couldn't call.

b Track 30 Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own.
Think of a story you have heard or read about in the news.
Use the questions below to make some notes about it.

What was reported?
Where and when did it happen?
What people were in the story? What did they say?
What did you think about the story?
Did you talk to anyone about the story? If you did, what did they say?

b Work with a partner. Tell them about the story you made notes about in **activity 7a**.
Try to use at least *three* reporting verbs from this lesson.

c Tell the class about your partner's news story.

Homework - turn to page 104

LESSON

15 If Anything Can Go Wrong...

Introduction

1 a The title of this lesson is the first part of an English saying.
Work with a partner. Discuss how you think the saying ends.

b Look at the bottom of the page to find the answer.
Do you agree with the saying?

Reading

2 a You are going to read two articles about things that went wrong. Read the beginnings of the articles (on **page 61**).
Write a number under each picture on **page 61** to match *two* pictures with each article, then answer the questions below.

1 Why did Streisand take Adelman to court? What did she want the judge to do, and why?

2 What is the 'No Drive Day' law? Why did politicians introduce it?

b With a partner, discuss what you think went wrong afterwards in each story in **activity 2a**.

c Turn to **page 85**. Read the ends of the articles and check your ideas from **activity 2b**.

3 a Underline the correct option to complete each statement below.

1 Streisand **would** / **wouldn't** have taken Adelman to court if he hadn't photographed her home.

2 If Streisand **had** / **hadn't** taken Adelman to court, fewer people might have looked at the photo.

3 If the air in Mexico City had been good, politicians **would** / **wouldn't** have introduced the 'No Drive Day'.

4 There might be fewer cars in the city today if they **had** / **hadn't** introduced the law.

b Write numbers to answer the questions below.

Which statements in **activity 3a** imagine…

1 the *past* results of things happening differently in the past? _1_ ___ ___

2 a *present* result of things happening differently in the past? ___

activity 1b answer: …it *will* go wrong.

In this Lesson: Talk about an important decision you made

Grammar: ***Third*** *and* ***mixed conditionals***

A article ____

B article ____

C article __1__

D article ____

1 No Publicity Is Good Publicity

In 2003, Barbra Streisand, the American singer, songwriter, celebrity and multimillionaire, contacted her lawyers. She was angry because someone had taken a photograph of her home and put it on an internet website. She claimed that this was an attack on her private life – anyone could go to the website, look at where she lived and download the picture. Streisand's lawyers took the photographer, Ken Adelman, to court. They asked the judge to order Adelman to take the photo off the Internet so that people could not see it.

2 Plan Backfires

Air pollution from cars and other traffic was a real problem in Mexico City in the 1980s. People used to say that living there and breathing the air was as bad for your health as smoking two packets of cigarettes a day. Something had to done about it, so in 1989 politicians introduced a 'No Drive Day' law. The law said that every car had one day of the week when it could not be used – a 'No Drive Day'. This was decided by the car's number plate. For example, if the number on its plate ended in a 1 or a 2, it could not be used on Thursdays. If the number ended in a 3 or a 4, it had to stay off the roads on Wednesdays. The lawmakers hoped the law would improve air quality by reducing traffic in the city by 20%.

Language Focus

We can use **if** + ***past perfect*** with **would** when we imagine the results of things happening differently in the past.

1. Imagining the *past* results of things that didn't actually happen, or that happened differently

If + ***past perfect,*** // **would have** + ***past participle***

different (unreal) past	*imagined past results*
If we'**d left** home earlier,	we'**d have arrived** on time.
If I **hadn't eaten** all the pizza,	I **wouldn't have felt** so ill.

This is sometimes called the ***third conditional***.

2. Imagining the *present* results of things that didn't actually happen, or that happened differently

if + ***past perfect,*** // **would** + ***base form*** of the verb

different (unreal) past	*imagined present results*
If I'**d saved** more,	I'**d be** rich today.
If she'**d said** 'yes',	we'**d be** married.

This is sometimes called a ***mixed conditional***.

3. We can use other ***modal verbs***, such as **might** and **could**, in the '***results*' *clause***.

different (unreal) past	*imagined results*
If they'd asked nicely,	I **might have agreed**.
If I hadn't forgotten my wallet,	I **could lend** you some money.

4. The order of the clauses doesn't usually matter, but when the ***if-clause*** comes *second*, we *don't* use a comma.

I **might have agreed**	if they'd asked nicely.
I **could lend** you some money	if I hadn't forgotten my wallet.

Practice

4 a Work with a partner. Use your own ideas to write *two* endings for each sentence below.
In one ending, imagine a *past* result. In the other ending, imagine a *present* result.

1 If Columbus hadn't arrived in America, …
rock and roll wouldn't have been invented.
the world might be much more boring.

2 If my country had been the first to land on the moon, …
_____
_____

3 If smartphones hadn't been invented, …
_____
_____

4 If oil had run out 100 years ago, …
_____
_____

5 If dinosaurs hadn't become extinct, …
_____
_____

b Change partners. Share your ideas from **activity 4a**.

Sounding Natural

5 a Work with a partner. Read the sentences below.
Cross out the parts of the **highlighted** words which are *not* usually pronounced when we speak naturally.

1. **I ~~would~~** have won if **I had** tried harder.
2. If **I had** got the job, **I would** be in America today.
3. **I would** have gone to university if **I had** had the chance.

b Track 31 Listen and check your answers to **activity 5a**.

c Track 31 Listen again and copy the pronunciation.

Time to Talk

6 a Work on your own. Think about an important decision you have made in your life, relating to work/study/family/where you live. Use the questions below to make notes about it.

What was the decision?
What things went well? What would have happened if they hadn't gone well?
Did anything go wrong? What? What would have happened if it hadn't gone wrong?
How might your life be different now if you had decided differently?

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

c Tell the class about your partner's answers.

Homework - turn to page 105

LESSON

16 Get Me to the Church on Time

Introduction

1 Have you ever been to a wedding in another country?
If you have, what was it like?
If you haven't, would you like to someday?
Why or why not?

2 a Read the roles, in the box, that people can have at British weddings.
Write numbers to match each role with its duties, below.

1 best man
2 caterer
3 photographer
4 father of the bride
5 usher

a look after the rings ___
b design the cake ___
c escort the bride down the aisle ___
d organise the buttonholes ___
e give away the bride to the groom ___
f introduce the speeches ___
g capture the main events in pictures ___
h show people to their seats ___
i take shots of the guests ___
j get the bride to the church on time ___
k look after the groom ___
l toast the bride and groom ___
m dance with the chief bridesmaid ___
n pay for everything ___

b Which roles from **activity 2a** do you have at weddings in your country?

In this lesson: Talk about weddings in your country

Skills: *Extended listening and speaking*

Listening skills and strategies

Listen for key information to identify the speaker

Listen for key information that a speaker talks about. This will help you identify who they are or what they do, even if the speaker doesn't mention it directly.

Listening

3 a Track 32 Listen to the first of three people talking at a wedding. Make a note of the things they talk about doing in the day.

Speaker 1:

b Which role from **activity 2a** does the speaker have?

4 Track 33 Track 34 Listen to two more people talking at the wedding. Make a note of the role that each speaker has.

Speaker 2 role: _____

Speaker 3 role: _____

5 a Work with a partner. Discuss what you remember the speakers in **activities 3** and **4** said were the best and worst things about the day for them. Make notes in the table below.

	Speaker 1	***Speaker 2***	***Speaker 3***
the best thing about the day			
the worst thing about the day			

b Track 32 Track 33 Track 34 Listen again. Check your answers to **activity 5a**.

Time to Talk

6 a Work with a partner. Think about weddings in your country.
Discuss the questions below and make a note of your answers.

What roles are there at weddings in your country?

- Have you had any of the roles? If so, what was the best and worst thing about them?
- After the bride and groom, what are the most important roles?
- Who does most of the organising?
- Who usually pays?
- Who gives speeches?

How have weddings in your country today changed from how they were in the past?

- Are there any traditions that aren't kept so much any more?
- How do you think they may change in the future?

b Share your ideas with the class.

Homework - turn to page 106

LESSON

17 Asking Nicely

Introduction

1 a Work in pairs and do three short role-plays.
Student A: read the situations below and make requests.
Student B: respond to the requests. Say *yes* to one, *no* to another and *maybe* to the third (you can choose which ones).

1. Ask a waiter in a restaurant for a new plate.
2. Ask someone in your family to give you a lift to the station.
3. Ask a work colleague to change their day off with yours.

example A: Can you get me a new plate, please?
B: Certainly.

b Do three more short role-plays with your partner, but change roles.
Student B: read the situations below and make requests.
Student A: respond to the requests. Say *yes* to one, *no* to another and *maybe* to the third (you can choose which ones).

4. Ask room service to send someone to look at your TV (you think it's broken).
5. Ask a work colleague to help you fix the photocopier.
6. Ask your neighbour to water your plants while you are on holiday.

Listening

2 a Read the expressions in the table, for making polite requests.

1	y	Can you _____
		Would you _____
		Do you think you could _____ Would you consider _____
		I was wondering if you could _____ You couldn't _____, could you?
		Do you mind _____
		Would you mind _____ Could you _____

Discuss the questions below as a class.

1 Did you use any expressions from the table, in your role-plays in **activity 1**?
2 Which of the expressions do you think sound more formal?

b Track 36 - Track 41 Listen to people in the same situations that you role-played in **activity 1**.
Write numbers (**1**-**6**) in the first column of the table, to show in which conversation you hear each expression.
Write letters in the second column of the table to show if the person responding says *yes* (y), *no* (N), or *maybe* (M).

c Work with a partner. Complete the sentences in the table, with exactly what you think the people asked.

3 Track 36 - Track 41 Listen to the conversations again. Check your ideas from **activity 2c**, then answer the questions below.

a In which conversations does the person making the request explain the problem *before* they ask for what they want? Why?
b In which conversations does the person responding give an excuse for what they say? Why?

Language Focus

When we ask for a big favour, we often explain the problem before we make the request.
We can use various phrases to introduce the explanation.

do me a favour
help me out
give/lend me a hand

A: **Could you do me a favour**?
B: What's that?
A: I've left my wallet at home, and I don't have any monvey on me.
B: Oh dear.
A: And I was wondering if you could lend me some money.

4 a We can use various expressions when we say *no* or *maybe* to a request, and to respond when people say *no* or *maybe*.

Work with a partner. Use the words from the box to complete the expressions in the table below.
Some of the words can be used more than once.

~~like~~ afraid check know mind problem promise rather see

saying *no to a request*
I'd like to, but I'm _____ I can't right now.
I'd _____ not, if that's all right.
responding to a *no*
No _____. Thanks anyway.
Oh well, never _____. Thanks anyway.
saying *maybe*
I'll _____ what I can do.
I don't really _____ if I can.
I'll have to _____.
I can't _____.
responding to a *maybe*
Thanks. / OK. I'll _____ with you later, then.
Thanks. / OK. Let me _____ if / when you can.

b Track 37 Track 38 Track 40 Track 41
Listen again to **conversations 2**, **3**, **5**, and **6** from **activity 2b** and check your answers to **activity 4a**.

It's polite to give an excuse if we don't say *yes* to a request.

- I'd like to, but **I don't have much money on me either**.

Practice

5 a Work with a partner.
Write responses saying *no* to two of the requests below (you choose which ones).
Write responses saying *maybe* to the other two requests.
Use a different expression from the **Language Focus** section in each response you write.
Use your own ideas to add excuses to your responses.

example A: I was wondering if you could lend me some money.
B: I'd like to, but I don't have much money on me either. Sorry.

1 Could you advise me on a good phone to buy?
_____
_____

2 Would you mind looking after my dog for the weekend?
_____
_____

3 Would you consider lending me your bicycle?
_____
_____

4 Do you think you could help me to move these boxes?
_____
_____

b Change partners. Take turns making the requests from **activity 5a**.
Reply with the responses you wrote in **activity 5a**.
Listen to how your partner replies, and respond with expressions from **activity 4a**.

example A: I was wondering if you could lend me some money.
B: I'd like to, but I don't have much money on me either. Sorry.
A: Oh well, never mind. Thanks anyway.

Sounding Natural

6 a Track 42 Listen. Mark (●) the two stressed syllables in each underlined phrase below.

1. Could you lend me a hand?
2. Do you think you could help me out?
3. Would you mind giving me a hand?
4. Can you do me a favour?

b Track 42 Listen again and copy the pronunciation.

Time to Talk

7 a You are going to role-play making and responding to requests.

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

Group A: read the information below, then perform the role-plays with your partner.

Group B: go to **page 84**.

Role-play 1

You are a young person who has just left college.

Your dream is to open a shop / restaurant.

You need quite a lot of money to do this, but the bank won't lend you any.

You have a rich aunt / uncle who you don't know very well.

Call them and ask them to lend you the money.

Role-play 2

You like your neighbours, but you don't like their cats – especially when they use your garden as a toilet.

One day, your neighbour comes to your door and asks you something.

Listen to what they say and respond.

You can say *no* or *maybe*.

You cannot say yes.

b Tell the class how your partner responded to your request. Who gave the best excuse?

Homework - turn to page 106

LESSON

18 Extremely Emotional

Introduction

1 a Complete the definitions below with the idioms from the box.

down in the dumps	don't know where to put yourself
go to pieces	worn out
~~over the moon~~	laugh your head off
see red	could eat a horse
can't believe your eyes/ears	

1 Someone who feels **extremely happy** is over the moon.

2 If we say someone '_____', it means that they are **very, very hungry**.

3 Something that makes you _____ is **extremely funny**.

4 If you _____, you are **extremely surprised** by something you see or hear.

5 If something makes you _____, it makes you **very, very angry**.

6 If you're **extremely tired**, you feel _____.

7 When you feel **very, very embarrassed**, you _____.

8 A person who is _____ feels **extremely sad**.

9 People sometimes _____ when they are **very upset**.

b Write numbers to match the words in **bold** from **activity 1a** with the adjectives below.

4 amazed	__ furious
__ exhausted	__ devastated
__ miserable	__ ecstatic
__ starving	__ mortified
__ hilarious	

2 a Work with a partner. Write each adjective from the box next to an adjective with a similar meaning in the table below.

~~awful~~	gorgeous
excellent	huge
boiling	ridiculous
fascinated	soaked
filthy	thrilled
frantic	tiny

A	*B*
bad	awful
good	
sad	miserable
surprised	amazed
beautiful	
small	
happy	ecstatic
big	
tired	exhausted
hot	
embarrassed	mortified
silly	
wet	
angry	furious
hungry	starving
pleased	
interested	
funny	hilarious
upset	devastated
dirty	
worried	

b Which column of the table has adjectives with an 'extreme' meaning, **A** or **B**?

In this lesson: Tell people about a time when you felt something very strongly

Vocabulary: ***Extreme adjectives***

Listening

3 a Work with a partner.
Write numbers to match each comment on the left with a reply on the right.

1 That's a really silly hat, isn't it?	☐ I'm absolutely starving – I haven't eaten all day!
2 It's been raining all day' I hope you didn't get very wet.	1 Yes. If you ask me, she looks completely ridiculous.
3 Are you awfully hungry?	☐ Actually, I forgot my umbrella and now I'm completely soaked.
4 You must have been very pleased that the party was such a success.	☐ Yes, we were really thrilled that so many people came.
5 That looks like quite an interesting book.	☐ It was really hilarious. I couldn't stop laughing.
6 That was quite funny, wasn't it?	☐ He was completely devastated – he thought they were going to get married, you see.
7 Was he very upset when they split up?	☐ It's absolutely fascinating – I can't put it down.
8 Sorry I'm so late. I hope you weren't very worried.	☐ It's absolutely filthy – when was the last time you cleaned it?
9 It's terribly dirty, I'm afraid.	☐ We were quite frantic, actually – where have you been? We almost called the police.

b Track 43 Listen and check your answers to **activity 3a**.

4 Study the comments and replies in **activity 3**.
Underline the correct options to complete the rules below.
Sometimes you have to choose *both* options.

We use *very*, *terribly*, and *awfully* in front of '**normal**' / '**extreme**' adjectives.

We use *completely* and *absolutely* in front of '**normal**' / '**extreme**' adjectives.

We use *quite* and *really* in front of '**normal**' / '**extreme**' adjectives.

Language Focus

Gradable adjectives

Some adjectives in English are *gradable*. We can make them stronger or weaker with adverbs like **quite**, **very**, **awfully**, and **terribly**.

weaker →		**stronger**
It's quite funny.	It's very funny.	It's awfully funny. It's terribly funny.

We *don't* use the adverbs **completely** and **absolutely** with gradable adjectives.

X It's completely funny.
X It's absolutely funny.

Extreme adjectives

Other adjectives *include* the idea of 'very'. We call these adjectives ***extreme adjectives***.
We can use **completely** and **absolutely** to *emphasise* extreme adjectives, but we can't make them stronger, so we *don't* use **very**, **awfully**, etc. with them.

✓ It's completely hilarious.
✓ It's absolutely hilarious.
X It's very hilarious.
X It's awfully hilarious.

We can use the adverb **really** to give both gradable and extreme adjectives more impact.

✓ It's really funny.
✓ It's really hilarious.

quite makes gradable adjectives less strong, but gives extreme adjectives more impact.

It's quite funny. *(= not very funny)*
It's quite hilarious. *(= really hilarious)*

Practice

5 a Work with a partner. Choose *six* extreme adjectives from the table in **activity 2a**.
Use your own ideas to write a sentence for each adjective you choose.
Use an adverb from the **Language Focus** section in each sentence you write.

example I heard an absolutely hilarious joke yesterday.

_____
_____
_____
_____
_____
_____

b Change partners. Read each other the sentences you wrote in **activity 5a**, but *don't* say the adjectives.
Guess what adjectives are missing from your partner's sentences.

example A: I heard an absolutely... joke yesterday.
B: Hilarious?
A: Right!

Sounding Natural

6 a Work with a partner. Underline the word with a *different* stress pattern in each group below.

1 amazed	**2** ecstatic	**3** ridiculous
starving	exhausted	fascinated
gorgeous	furious	hilarious

b Track 44 Listen and check your answers to **activity 6a**.

c Track 44 Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own. Choose one of the situations below.
Make some notes to describe what happened.
Make a note of at least *two* extreme adjectives from this lesson that you can use in your description.

a time when you were over the moon

something that made you see red

a time when you were down in the dumps

an occasion when you felt completely worn out

a time when you couldn't believe your eyes or ears

something that made you laugh your head off

a time when you didn't know where to put yourself

an occasion when you could have eaten a horse

b Work with a partner. Tell each other about the situation you made notes on in **activity 7a**.

c Tell the class about your partner's answers.

Homework - turn to page 107

LESSON

19 A Mystery

Introduction

1 a Work with a partner. Draw lines in the table below to match each word or expression on the left with the correct meaning on the right.

remain a mystery	people who arrive in a new country to live there and use the land
settlers	continue to be something strange that hasn't been explained
supplies	disappear with no sign of what happened
colony	food and other things you need to live every day
vanish without a trace	a country or area that is lived in and controlled by people from another country

b The words and expressions from **activity 1a** are all taken from the article in the **Reading** section. Work with a partner. Read the title of the article and look at the pictures.
Discuss what you think the article is about.

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

Reading

2 Read the article below and check your ideas from **activity 1b**.

The Lost Colony

The first English child born in America was a girl called Virginia Dare. We know that her mother was called Eleanor and that her father, Ananias, was a builder. We know that she was born on 18th August, 1587. No one knows how, where or when she died.

Virginia's parents were some of the first English settlers in America. They arrived with a group of 150 people in July 1587 and started a colony on the east coast, on an island called Roanoke. They built a village and started farming and, one month later, Virginia was born. Her grandfather, John White, was the leader of the colony.

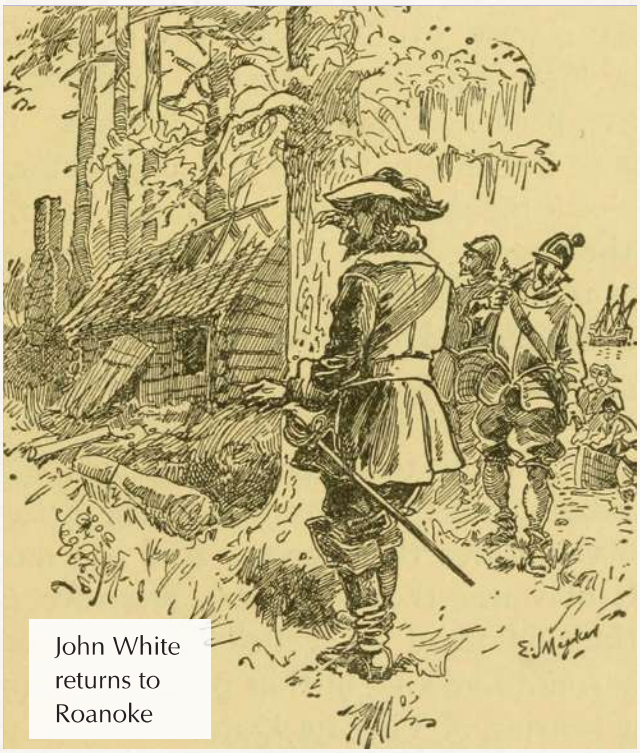
The settlers had arrived at a bad time. It was almost winter and it was too late to grow any food. They were worried that they couldn't survive for a whole year, so John White sailed back to England to get supplies. He left on 27th August, when Virginia was just nine days old. He expected the trip would take three months, but there was a war in Europe and he had difficulty finding a ship. It was three years before he could return.

John White arrived back in Roanoke on 18th August, 1590 – the day of his granddaughter's third birthday. He had

In this Lesson: Talk about someone in the past who you don't know well

Grammar: ***Modal verbs*** *of* ***deduction*** *and* ***probability****, talking about the past*

brought supplies, but there was no one to give them to – the colony had vanished almost without a trace. There were no signs of a fight, or other trouble – no dead bodies, not even bones. It looked like everyone had just walked away. There was one clue: John found a word written on a tree. The word was CROATOAN, but who wrote it, and why, remains a mystery.



John White returns to Roanoke

3 a Work with a partner. What theories can you think of to answer the questions below?

1. What happened in Roanoke while John White was away?
2. Why did someone write CROATOAN on the tree?
3. What happened to Virginia Dare?

b Share your theories from **activity 3a** with the class.

c Turn to **page 85** and read the end of the article. Which do you prefer: your theories or the theories in the article?

Map of Roanoke drawn by John White

Language Focus

4 a Read the extracts below from the article about Roanoke.

Write numbers to match the clauses in **bold** with the meanings underneath.

1 **The settlers might have gone to a Native American tribe for help**.

2 If the trees didn't grow, **it can't have rained much**.

3 If it didn't rain, **it must have been difficult to grow food**.

4 **The settlers may have thought that their best chance was to ask for help from a local tribe**.

5 **Virginia Dare could have joined a Native American tribe.**

This (almost) definitely happened / was true.	____
This possibly happened / was true.	1 ____ ____
This (almost) definitely *didn't* happen / *wasn't* true.	____

b Read the **Language Reference** section on **page 113** and check your answers to **activity 4a**.

Practice

5 Work with a partner. Read the statements below and discuss how likely or unlikely you think they are. Rewrite each statement with a suitable ***modal verb*** + **have** + ***past participle***, to show what you think.

a A local tribe offered to help the settlers.

A local tribe may have offered to help the settlers.

b John White was happy when he couldn't find his granddaughter.

_____

c The winter of 1587 in Roanoke was cold.

_____

d Something happened in the colony.

_____

e The settlers built a boat and sailed back to England.

_____

f The blue-eyed 'Native Americans' came from Roanoke.

_____

Sounding Natural

6 a Track 45 Listen. How are the underlined words in the sentences below pronounced?

1. They may have offered to help.
2. He can't have been happy.
3. It might have been cold.
4. Something must have happened.
5. They can't have built a boat.
6. They could have come from Roanoke.

b Track 45 Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own. Think of a person in your past who you don't know very well. It could be one of the people below, or you could use your own idea.

- a teacher you remember
- someone you knew at school or at an old job, who you don't see any more

Use the questions below to make some notes about the person.
If you aren't sure of the answers, guess!

Who were they?
What was their name?
Were they happy in their job/at school? Why do you think so?
How old were they when you knew them?
What can you guess about their life before you met them?
What do you think happened in their life after you knew them?
What else can you guess about them?

b Work with a partner. Tell each other about the person you made notes on in **activity 7a**.

c Tell the class about the person your partner spoke about.

Homework - turn to page 108

LESSON

20 Deciding What to Do

Introduction

1 a Work with a partner.
Draw lines in the table below to match the expressions on the left with the correct meanings on the right.

1	I'm **easy.**	I'm willing and able to do it.
2	I'm **up for** that.	I don't mind which choice is made.
3	It's **up to** you.	I can agree to that.
4	It's **all right with** me.	It's your decision.

b Work with a partner. Use the words in **bold** from **activity 1a** to complete the sentences below.

1 I can't stand that restaurant, but it's not up to us – it's Mary's birthday, so it's her choice.
2 Is anyone _____ tennis? Mark can't come and I need a partner.
3 John's coming for lunch tomorrow. Is that _____ you?
4 I'm _____ – you decide.

2 a Imagine you are on a group holiday in Thailand and you are returning home tomorrow.
Work on your own. Read the list of ideas, below, of things you could do on the last night of your holiday.
Decide what you would like to do. You can add one more idea if you want to.

- Stay in and go to bed early (you have a long flight tomorrow).
- Go to the cinema.
- Go to a local restaurant for dinner.
- Go to a beach party.
- Your own idea: _____

b As a class, decide on *one* thing from **activity 2a** that you all want to do.

In this lesson: Discuss why people don't always say directly what they want

Skills: *Extended listening and speaking*

Listening

3 Track 46 Jenny and Tony are visiting their friends, Pamela and Rick, in Thailand. Listen to them discuss what to do on the last night of their holiday. Answer the questions below.

a Which ideas from **activity 2a** do they discuss?

b What do they decide to do?

Listening skills and strategies

Inferring attitude

Speakers often don't say directly what they want. Listen for other clues in what they say, and how they say it, to work out how they feel.

4 a Track 47 Read the extracts, below, from the first part of the conversation. Listen again to the first part of the conversation. Circle the correct option next to each extract, to show if Jenny (**J**) or Tony (**T**) is speaking.

1. I don't know, Rick. I mean, we're leaving early tomorrow. ..... (J) / T
2. If you and Pamela want to do something, then… ..... J / T
3. Well, if Pamela and Rick are up for it, I wouldn't mind going out somewhere. ..... J / T
4. There's so much to do here and it is our last chance. ..... J / T
5. But not too late, right? ..... J / T

b Discuss the questions below as a class.

1. Who is quite keen to go out and do something, Jenny or Tony? How do you know?
2. Who is not so keen to go out? How do you know?

5 Track 48 Listen again to the second part of the conversation.
Does Jenny like the idea of going to the restaurant?
Make a note of the things Jenny says that help you decide.

6 Track 49 Listen again to the last part of the conversation.
Underline options in the tables below, to show if Jenny and Tony are *keen* or *not so keen* on the other two ideas they discuss. Make a note of the things they say that help you decide.

idea: ***cinema***		*notes*
Jenny	**keen / not so keen**	
Tony	**keen / not so keen**	

idea: ***beach party***		*notes*
Jenny	**keen / not so keen**	
Tony	**keen / not so keen**	

Time to Talk

7 Think about the conversation you listened to in this lesson and discuss the questions below.

Why don't the people in the conversation say directly what they want?

Would people in your culture act in a similar or different way in the same situation? How?

In your culture, if people don't say things directly, how can you tell what they want?

In what situations is it important to be quite direct when you speak?

When is it important not to be too direct?

Homework - turn to page 109