



Unlock your English with...

English Unlocked!

Book 

- ✓ Learn over 500 useful words and expressions!
- ✓ Increase your range of vocabulary!
- ✓ Improve your listening, language and reading skills!
- ✓ Develop your pronunciation and speaking fluency!

Pre-Intermediate (A2)
student's course book

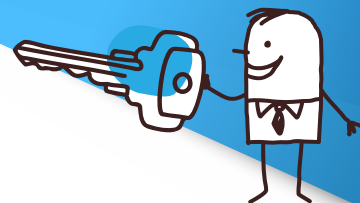


Learn ^{hot} **english**

Learn better English for your future!
www.learnhotenglish.com

COURSE OBJECTIVE

The objective of this course is to improve your level of English by increasing your range of vocabulary, improving your listening skills and developing your speaking fluency. Learning guaranteed!



WHAT IS ENGLISH UNLOCKED!?

English Unlocked! uses the powerful **Six-Key System™**



1 Word building

Build your vocabulary with 1,000s of the most powerful and useful words and expressions.

2 Read & Respond

Read interesting, up-to-date articles, and then answer the questions and check your understanding.

3 Word linking

Learn about combining words to form expressions, phrases and sentences.

4 Listen & respond

Listen to recordings of native-English speakers, then answer the questions to see how much you've really understood.

5 Pronunciation perfection

Perfect your English pronunciation so people can understand what you're saying!

6 Speaking gym

Practise everything you've learned in class with your teacher or with a friend.

PLUS! *English Unlocked!* is full of top tips on how to speed up your learning!

PLUS PLUS! The *Language-to-go* phrases at the end of each section will give you lots of useful language to cut out and use **NOW!**

What's the Speaking Gym?

You want to speak English, right? We understand! Languages are made to be spoken! Speaking Gym is a powerful add-on to the *English Unlocked!* course. It lets you practise what you've learnt in each unit through the speaking activity. By regularly speaking English, your English will improve much faster.

But is *English Unlocked!* right for my level?!

English Unlocked! is perfect for all English-learning levels. Simply choose the *English Unlocked!* course book that's right for you. And when you've completed it, you can go up to the next level!

There's an *English Unlocked!* course for each of these six levels:

- Beginner (A1)
- Elementary (A1-A2)
- Pre-Intermediate (A2)
- Intermediate (B1)
- Upper Intermediate (B2)
- Advanced (C1)

Want to know your level? Take our English level test at www.learnhotenglish.com/level-test

Great! But how long will *English Unlocked!* take?

English Unlocked! gives you 32 hours of powerful English learning! Complete a course in 32 days with just one hour a day, or faster if you want! And once you've completed a course book, you go up to the next level!

We guarantee that this is the best way to learn English!



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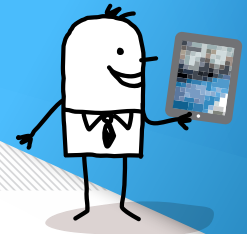


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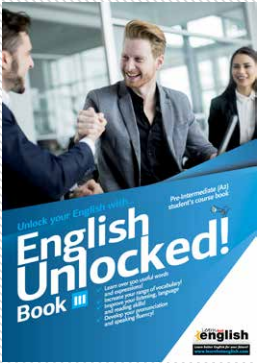
HOW TO LEARN ENGLISH WITH US!



Find out how Hot English can help you learn lots of useful English!

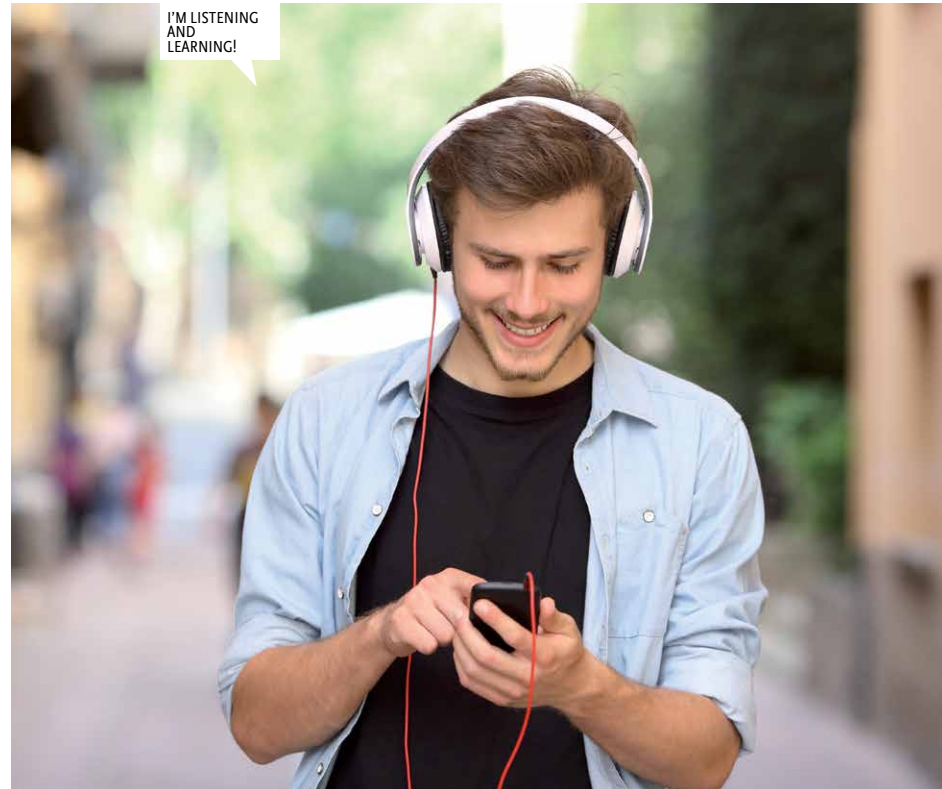


1 Hot English magazine
Hot English magazine has lots of great material to read and listen to on an iPad, iPhone, Mac, PC... anything you want. This will help you learn lots of useful English words and improve your listening skills. See the following pages for information on how to access your monthly magazine.



2 English Unlocked!
Your English Unlocked book will give you lots of useful vocabulary through the reading, listening and language activities, as well as opportunities to use this language in speaking exercises.

The **BEST** and **EASIEST** way to learn English is by listening to it and by using it. Listen to the audio files from Hot English magazine whenever you can: while you're in the car, walking to work, relaxing at home... This will really help you improve your English!

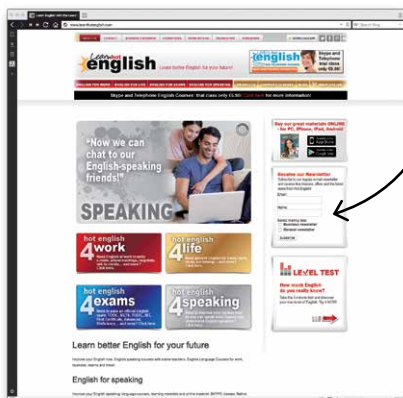


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HOW TO ACCESS HOT ENGLISH

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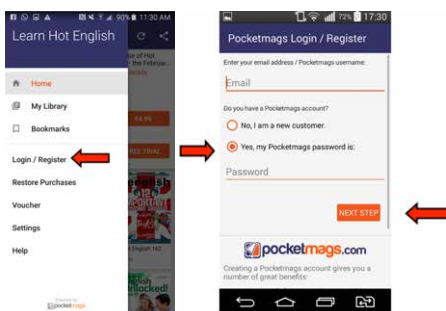
2 Install the free app

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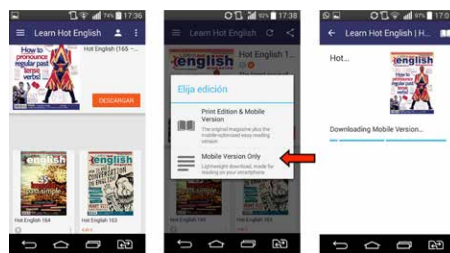
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Press Login/ Register and you will be asked to enter your PocketMags account information. Simply enter the username and password that you received from HR. Make sure you select the option, "Yes, my Pocketmags password is:" Then press "NEXT STEP".



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To finish, you just need to choose the magazine you want to download and select "Mobile Version Only". That way you'll be able to access the magazine without even having an internet connection.



5 Magazine available to read.

Now your magazine is available on your phone. Scroll down and tap an article to start reading. Once the magazine is downloaded, you'll have access to it without any internet connection.



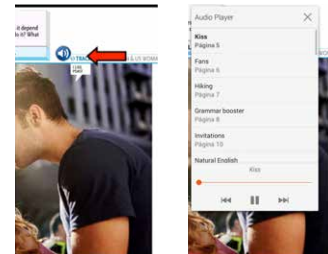
6 Listening to the audios

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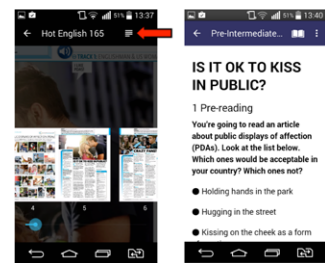


To listen to the article, click on the audio button and the audio file will

pop up. You can rewind, play and pause the listenings.



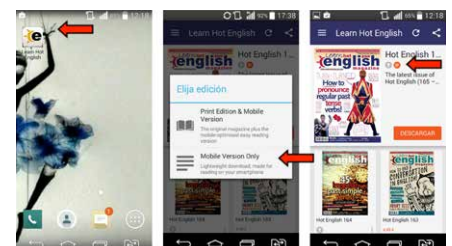
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However, you can also download the MP3 audio files to your phone. Simply download the MP3 files you want from here: www.learnhotenglish.com/mp3s

7 Future access

Next time you want to read or listen to the magazine, you can go in directly. Simply click on the Learn Hot English app logo and select the mobile version, as in the previous step. If you see the symbol coloured orange it means that you have access to it without any internet connection.



HOW TO USE HOT ENGLISH

2 On an iPad or tablet

You can enjoy Hot English magazine on an iPad or tablet computer too. Simply download the FREE Hot English app from the App Store or Google Play (depending on what type of device you've got: Apple, Android, etc.). Then, key in your codes. When you open the app for the first time, you will be asked to enter your PocketMags account information. Simply enter the same username and password that you received from HR. You can watch all the videos and listen to all the audio files on your iPad or tablet.

3 On a computer

You can also read and listen to Hot English magazine on a computer. Simply go to www.pocketmags.com and log in there. Then, you can read the magazines you want. Make sure you access the magazine from Mozilla (not Google Chrome, etc.).



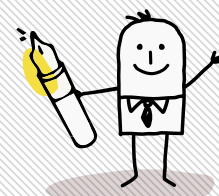
WRITE YOUR IMPORTANT CODES HERE:

My username: _____

My password: _____



Download the audio files for Hot English magazine and listen to them on your way to work. Listen as you're walking, driving or relaxing on public transport. If you do this every day, you'll start learning English really quickly.



How to learn English!

These ideas on language learning will help you learn English quickly and effectively.

1 Input

One of the most important things about learning a language is input – the language you receive. This can be in the form of spoken language (what you hear) or written language (what you read). Remember, babies and young children learnt their first language by being exposed to a LOT of language without making any conscious effort to learn it.

2 Words

Vocabulary is the base of all languages. Grammar is just the way the words fit together. So, you need to focus on learning lots of words and expressions. The good news is that you can express yourself clearly with a vocabulary of about 3,000 of the most frequent words (and combinations of them).

3 Listening

Listening to English regularly will help you develop an ear for the language. And once you've achieved this, you'll be able to distinguish words and sounds; and then you'll start learning really quickly. So, listen to English as often as you can: listen to the radio, watch videos, listen to audio files from language courses, watch movies, listen to songs... the possibilities are endless.

4 Reading

Reading is great for lots of reasons. As you're reading, you're absorbing language naturally. On top of that, you can see how the language fits together, giving you a better understanding of grammar. So, what should you read? Once again, the options are limitless: newspaper reports, magazine articles, language coursebook material, Twitter messages, books, graded readers, Facebook posts, instant messages...

5 Practise

Once you're getting lots of input, you need to practise using the language too. In fact, the more you *use* English, the quicker you'll improve. So, speak and write English as much as you can: chat to friends in English (even if they aren't native speakers), post Facebook updates in English, speak to a language buddy over Skype, write e-mails to friends... there's so much you can do.

Good luck!

For more great tips on learning English, see the article on our blog *35 tips for learning English*: <http://blog.learnhotenglish.com/35-great-tips-for-learning-english>



How English Unlocked can help you learn English!



The aim of English Unlocked is to help you speak and understand English quickly and effectively.

Vocabulary

You'll learn lots of words and expressions with English Unlocked. There are specific vocabulary sections. Plus, there are lots of useful words and expressions in the reading and listening articles and recordings, as well as in the language activity texts.

Listening

Listening is key for language learning, so there are lots of listening activities in English Unlocked. The listenings are graded, so lower-level students can benefit from slightly slower speech, and at higher levels there are conversations with several participants and background sounds to simulate real-life situations. The pre-listening activities will activate your existing knowledge of the topic. Then, the initial listening activity is designed to get you to **listen for gist** – to get a general understanding of the material. This is followed by comprehension exercises to check that you've understood the material.

Reading

Reading is another important part of language learning. So, you'll find lots of reading activities in English Unlocked. The reading texts are graded, so you can read material at your level. The pre-reading activities will activate your existing knowledge of the topic. Then, the initial reading activity is designed to get you to **skim the text** – to get a general understanding of it. This is followed by vocabulary and comprehension exercises to check that you've understood the material. There are also lots of reading exercises in the language sections.

Speaking

There are lots of opportunities to speak in English Unlocked. The free speaking tasks allow you to practise what you've learnt. While you're doing this, your teacher will be making notes on an Error Correction Sheet. So, during the speaking task, focus on communicating messages (rather than trying to be 100% accurate). Later, your teacher will go over any errors. Other speaking activities are designed to build up your confidence and fluency. These include the language drills, the question-answer sessions, the pair-work activities and the discussions.

Writing

Many of the writing activities are linked in directly to other tasks. So, after a listening, reading or speaking activity, there may be a writing task that's related to this. There are also writing tasks linked into the language activities, and which are often extension exercises based on the task. There are also lots of sample writing texts that you can use as models on which to base your own writing.

Pronunciation

With English Unlocked you'll learn lots about aspects of pronunciation such as connected speech, sentence stress and intonation. There are also activities to help you distinguish different word sounds, and develop a better ear for the language. This will also benefit your listening skills.

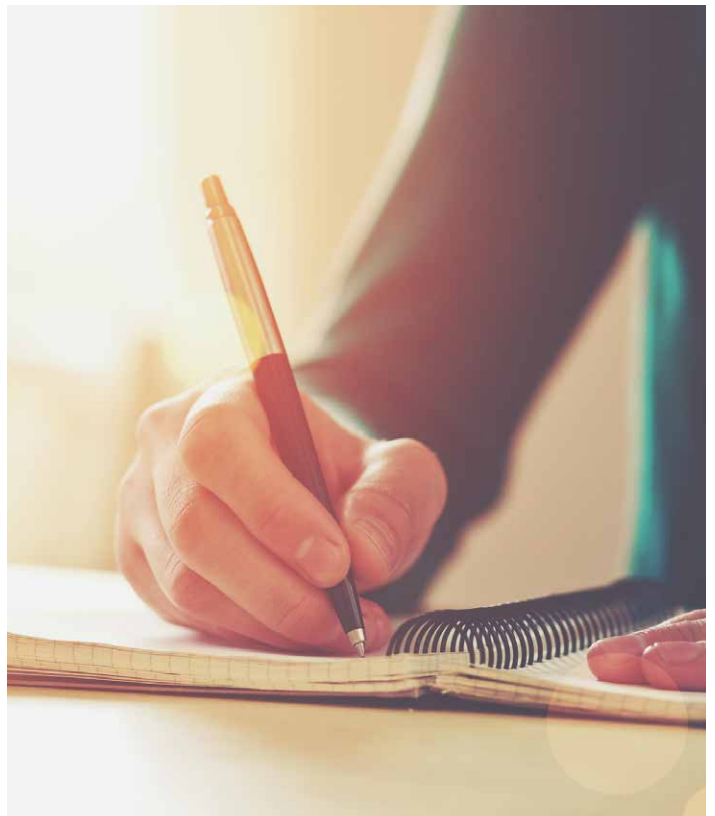
Homework

Doing homework is an excellent way of reinforcing and developing language skills, and as a way for you to take more control of your learning – something that is essential if you want to see real progress. As part of the course, your teacher will set activities that you can do at home.

Testing

The Progress Tests are a way of recording your progress by evaluating your language skills. Each test consists of Reading, Listening and Speaking activities similar to the ones that are carried out in class, the only difference being that the results are recorded, and the activities are under exam conditions. In addition, there are language and writing tasks.

Have fun learning with English Unlocked!



Self-Assessment

Welcome to the Hot English Method, consisting of the Skills Booklets and Hot English magazine. Before starting the course, take some time to reflect on your own personal language needs.

A General objectives

What are your personal objectives for this year?

- a. To improve my speaking skills.
- b. To improve my listening skills.
- c. To improve my reading skills.
- d. To improve my pronunciation.
- e. To improve my writing skills.
- f. To improve my range of vocabulary.

Other?

B Language experiences

Complete the sentences / choose the correct options.

- a. I've been studying for _____ years.
- b. I'm good at _____ but I need to improve _____.
- c. I've studied **abroad / in a language academy / at school / at work / other**.
- d. I've lived in an English-speaking country (name of country) _____ for _____ years.
- e. I find **listening / speaking / writing / English pronunciation / reading** difficult.

C Language objectives

Complete the sentences.

- a. I would like to learn how to _____.
- b. I need to know how to _____.
- c. It is important in my job to know how to _____.
- d. I have difficulty with _____.
- e. I need to improve _____.

Other?

D What do you do to improve your English outside the class?

Put ticks.

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

E English in use

Put ticks.

- a. I use English in my job.
- b. I sometimes have meetings / make telephone calls / write e-mails in English.
- c. I sometimes travel to English-speaking countries as part of my job.
- d. I often deal with English-speakers as part of my job.
- e. I sometimes find myself in social situations with English-speakers.
- f. I mostly deal with native English speakers.
- g. I mostly deal with non-native English speakers.

Other?

F Class activities

What do you find most effective in class? Put ticks.

- a. Developing speaking fluency.
- b. Working on listening skills.
- c. Interacting with other students in English.
- d. Discussing things with the teacher.
- e. Working on new vocabulary.
- f. Doing writing activities.
- g. Playing language games.

Other?

UNIT 0 Getting started



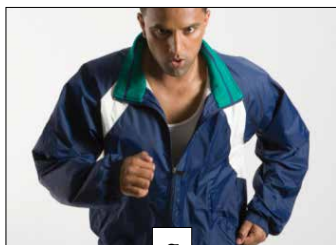
Don't worry about making "mistakes". Even native speakers get things wrong when speaking. It happens when you're talking fast and naturally.

Welcome to the Hot English *English Unlocked!* (Pre-Intermediate level).

1 Vocabulary matching

Match the words below to the pictures.

1. hat
2. T-shirt
3. jacket
4. trousers ("pants" in US English)
5. shoes
6. dress
7. tracksuit
8. shirt
9. socks
10. cap



2 Classroom language

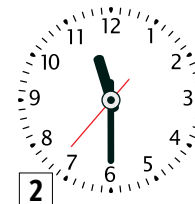
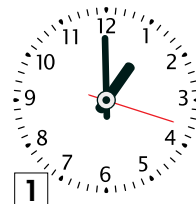
Match the questions (1 to 10) to the answers (a-j).

1. Can you repeat that, please?
 2. I'm sorry but I don't understand this word.
 3. Can you spell it, please?
 4. What does this expression mean, please?
 5. How do you pronounce this word, please?
 6. How do you say this expression in French?
 7. Can I borrow a pen, please?
 8. What page is it on, please?
 9. Is this for homework?
 10. How do you translate this expression into German?
- a. It's the same as the pronunciation of the colour "red" – "read".
 - b. Yes, it's A B S E N T.
 - c. Yes, of course. I'll say it more slowly: it's "259, 683"
 - d. The French would be "C'est la vie!"
 - e. The German equivalent would be "Ich habe zwei."
 - f. Page sixty five.
 - g. It means, "It's your choice. / It's your decision."
 - h. Try looking it up in a dictionary.
 - i. No, I'm sorry but I don't have one.
 - j. Yes, it is. And I want you to do it for next week!



3 Clock times

Match the clocks (1 to 5) to the times (a-e).



- a. a quarter past five
- b. one o'clock
- c. half past eleven
- d. twenty past eleven
- e. a quarter to eight

READING

EXPENSIVE CITIES

1 Pre-reading

Answer the questions about prices in your city: *How much is a daily newspaper? How much is a cup of coffee? How much is a drink in a bar? How much does lunch cost in a restaurant? How much does a trip on public transport cost?*

2 Reading I

Read the text once. How do the prices compare to your city or town?

3 Reading II

Read the text again. Then, complete the table.

Information	Answer
1. Most expensive city in the world	
2. Cost of cup of coffee	
3. Cost of newspaper	
4. Most expensive city in Europe	
5. Cheapest place to live	

Expensive Cities

What's the most expensive city in the world? According to a new survey, it's Tokyo. A cup of coffee in the Japanese capital costs €6.40, and a newspaper can be as much as €5. The most expensive city in Europe is Moscow, followed by Geneva and Zurich in Switzerland. But overall, the cost of living in Europe has gone down since last year. Why? "European cities are getting cheaper because of the economic crisis," explained one economist. And where is the cheapest place in the world to live? Karachi, in Pakistan. The cost of living there is one third of what it is in Tokyo.



LISTENING

THE PHONE CALL

1 Pre-listening

Look at these numbers. How do you say them when you're speaking?

- 122
- 0.4
- 1,098
- 0137 8593 (a phone number)
- 10,004

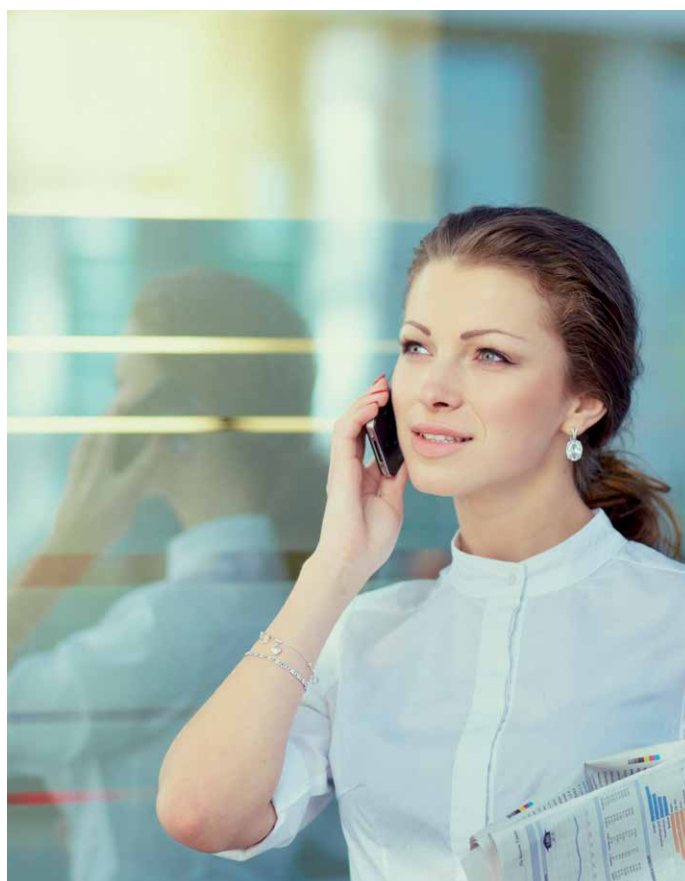
2 Listening I

You're going to listen to a phone conversation. Faith is calling a colleague, Paul Barker. She wants to speak to him. Listen once. What is Faith's mobile phone number?

3 Listening II

Listen to the conversation again. Then, answer the questions Yes or No.

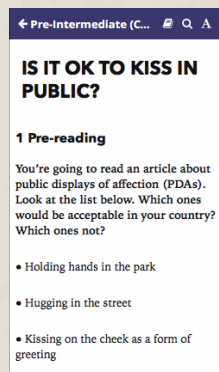
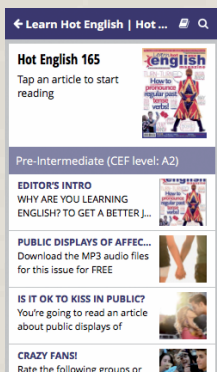
- Is Paul in the office?
- Is he at home?
- Has Paul got Faith's number?
- Has Faith got a new mobile phone?
- Does Mason repeat back Faith's phone number correctly?
- Is Mason going to leave the message on Paul's chair?



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- READ IT!
- LEARN ENGLISH!



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UNIT 1 Descriptions!

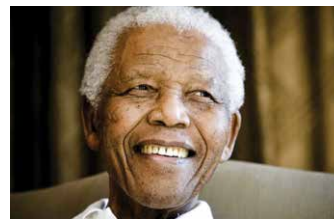
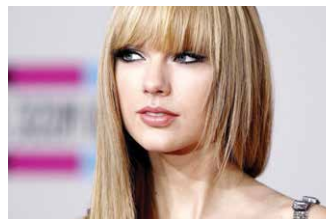
Vocabulary: Work, describing someone, character words, describing a film
Language structures: To be, there is / there are, question words, the present simple



Write in English every day! It's good practice as it forces you to use the language you know. Also, you get to see where the gaps are in your knowledge. You could practise writing out stories or anecdotes. This would be good preparation for telling the stories later in conversation.

1 Famous people

Write the names of as many people from below as you can. What do they do? Who are they? Why are they famous?



Think about it!

Are any of these people famous in your country? Why? Who are some of the most famous business people in your country? Are any sports stars from your country internationally-famous? Who? Why? Which actors or actresses are famous overseas? Which films have they starred in?

UNIT 1 Descriptions!

Listening – top tips!

The most important thing to remember when listening to a conversation is that you won't understand every word. So, you should only listen out for the key words – the most important words in the conversation: the nouns, verbs, adjectives, etc. Then, you can use your intuition to guess what the people are saying – just as you do in your own language. Knowing the context and topic of the conversation will help with this."

LISTENING

DESCRIBING AN EMPLOYEE

1 Pre-listening

Think of three questions you could ask someone about their job. For example: Where do you work?

2 Listening I

You're going to listen to Hannah describing a work colleague. Listen once. Did you hear any of the questions you thought of?

3 Listening II

Listen again. Then, complete the table.

Fact file: Abigail		
1.	Age	
2.	University	
3.	Company name	
4.	Department in company	
5.	Job title	
6.	Employees in dept.	
7.	Type of company	
8.	City where she's based	
9.	Adjectives to describe her	
10.	Employees in London office	



VOCABULARY

1 Character words

Read over the definitions. Then, write one of the words next to each sentence (1 to 7).

- **Honest:** an "honest" person always tells the truth.
- **Messy:** a messy person makes things dirty or untidy.
- **Clever / smart:** intelligent.
- **Creative:** someone who is "creative" has the ability to invent and develop original ideas.
- **Boring:** if someone is "boring", they aren't interesting.
- **Kind:** someone who is "kind" is gentle, caring and helpful towards other people.
- **Lazy:** if someone is "lazy", they don't want to work or make any effort.

1. She loves to spend all day lying on the sofa. _____
2. He stayed up all night helping us. _____
3. She loves to talk about herself. _____
4. He wrote a children's book, and a series of songs to go with it. _____
5. She passed the medical exams when she was just 16. _____
6. He never puts his things away. _____
7. She told us exactly what happened. _____

2 Company departments

Complete the sentences with names of people from your company (or any other company). Can you think of any more company departments?

1. _____ works in the Marketing Department.
2. _____ works in the Customer Services Department.
3. _____ works in Human Resources.
4. _____ works in the Sales Department.
5. _____ works in the Accounting Department.
6. _____ works in the Legal Department.

UNIT 1 Descriptions!

3 Types of business

Think of the names of three famous companies. Say what type of business they are. Use the categories below.

construction company, pharmaceutical company, sports goods company, clothing company, insurance company, real estate agency, telecommunications company, publishing company, media group, cosmetics firm, legal firm, financial services company, accounting firm, manufacturing company, music company, film company, hotel group, chemical manufacturing company, oil company, mining company, PR agency, advertising agency

For example: *Arthur Andersen is an accounting firm.*

4 Company hierarchy

Complete the sentences with names of people from your company (or any other company).

- _____ is the CEO (Chief Executive Officer).
- _____ is the President / COO (Chief Operating Officer).
- _____ and _____ are Executive Vice Presidents.
- _____ is the owner of the company.
- _____ is in charge of _____.
- _____ and _____ are managers.
- _____ is a supervisor.
- _____ is head of _____.
- _____ is an employee.

SPEAKING

Discuss these questions with a partner.

- How many employees are there in the company you work for?
- How many people are there in your department? What are they like?
- What do you like or dislike about your company?
- What do you like about the people who work there?
- How many people are there in your family?
- Which family members are you closest to? Why?
- How often do you go out with friends? What do you do with them?



READING

A FAMILY BUSINESS

1 Pre-reading

You're going to read a text about a family business. What is special or different about a family business? What are the pros and cons? Make notes.

2 Reading I

Read the text once to compare your ideas from the Pre-reading task.

3 Reading II

Read over the text again. Then, answer the questions.

1. When was the business founded?
2. Where is it based?
3. Who is in charge of the New York City office?
4. How often are there meetings?
5. How many people work there?

businessmatters

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A family business >>>

Josh is in a family business. He's here to tell us what it's like.



We are a family business. My dad founded it 20 years ago. It's based in London, but we have offices in New York City and Melbourne too. My uncle is in charge of the office in New York City, and one of my cousins runs the Melbourne operation.

It's fun, but it isn't always easy. There are meetings every week. We discuss important issues. We have lots of clients overseas, so we talk about ways to increase sales. We've got a good website, but there are always new things to add to it. There are often discussions about this.

There are six of us in the business. I am in charge of sales and marketing in the UK. My brother is in charge of overseas sales and marketing. My sisters and parents also work here. We are all good friends, but there are sometimes differences of opinion.

When there is a problem, we organise a meeting. In general, we've got similar ideas, values and attitudes to life and the business, so there aren't too many problems. The important thing is to respect everyone's opinion.

UNIT 1 Descriptions!

LANGUAGE

Language Structures: The verb to be

Affirmative	Negative	Interrogative
<i>I'm happy.</i>	<i>I'm not happy.</i>	<i>Am I happy?</i>
<i>You're happy.</i>	<i>You aren't happy.</i>	<i>Are you happy?</i>
<i>He's happy.</i>	<i>He isn't happy.</i>	<i>Is he happy?</i>
<i>She's happy.</i>	<i>She isn't happy.</i>	<i>Is she happy?</i>
<i>It's happy.</i>	<i>It isn't happy.</i>	<i>Is it happy?</i>
<i>We're happy.</i>	<i>We aren't happy.</i>	<i>Are we happy?</i>
<i>They're happy.</i>	<i>They aren't happy.</i>	<i>Are they happy?</i>

We often use contractions with the Present Simple:
don't = do not; doesn't = does not.

We often use contractions with the verb *to be*.
For example: *I'm = I am; you're = you are; he's = he is; she's = she is; it's = it is; we're = we are; they're = they are.*
The negative forms are: *isn't = is not; aren't = are not.*

We can use the verb *to be* to talk about our age and where we are from. We can also use it to describe people. For example, "I'm Italian. / She's French. He's 26."

We can use question words (*what, when, where, why, who, etc.*) with the verb *to be*. We place these before the verb. For example, "Where's the car?"



1 Photo matching

Match the sentences (1 to 6) to the photos (a-f).

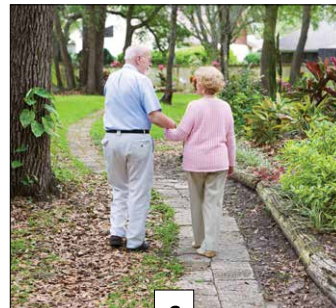
- She's on holiday in a hotel by the beach.
- She's from Australia.
- He's in the kitchen.
- Pete and Jenna are in the living room.
- I'm in my new car.
- We're in the garden.



a



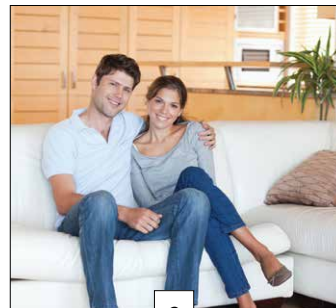
b



c



d



e



f

2 Question words

Complete the sentences with the correct question words.

- A: _____ is the time?
B: It's half past nine.
- A: _____ are the chairs?
B: They're in room 107.
- A: _____ is the weather like today?
B: It's cold and wet.
- A: _____ is the money?
B: It's in the bank.
- A: _____ is the concert?
B: It's on Friday.
- A: _____ is the owner of the company?
B: Samantha Giles.
- A: _____ are you angry?
B: Because it isn't ready.
- A: _____ is in charge of this department?
B: I am!

UNIT 1 Descriptions!

3 Conversation completion

Complete the conversation with the correct form of the verb *to be*.

- Tina: Hey, Paul! How (1) _____ you today?
 Paul: I'm fine, thanks. How (2) _____ your mother?
 Tina: She's better, thanks.
 Paul: Hey, what time (3) _____ the meeting?
 Tina: I think it (4) _____ at 11, but I'm not sure.
 Paul: Are Jeff and Rachel here today?
 Tina: No, they (5) _____ (not) here yet.
 Paul: Oh. I need to talk to them. Is Sam here?
 Tina: Yes, he (6) _____.
 Paul: Hey, (7) _____ it still cold outside?
 Tina: Yes, it (8) _____. Take your jacket!
 Paul: I will. Thanks.
 Tina: Bye.
 Paul: See you later.

There is / There are

We often use contractions with this structure.

For example: *There's = There is.*

The negative forms are: *There isn't = There is not; There aren't = There are not.*

We use *There is / There are* to talk about the existence/presence of something. For example, "**There's a letter for you on the kitchen table.**"

Affirmative	Negative	Interrogative
<i>There's a pen.</i>	<i>There isn't a pen.</i>	<i>Is there a pen?</i>
<i>There are two pens.</i>	<i>There aren't two pens.</i>	<i>Are there two pens?</i>

4 Word choice

Circle the correct options.

1. **There's / There are** a camera in my bag.
2. **There's / There are** six cans of Coke in the refrigerator.
3. **There's / There are** some cakes on the table.
4. **There's / There are** 50 states in the United States.
5. **There's / There are** a chair in the room.
6. **There's / There are** a cup of coffee on your desk.



SPEAKING

1 Fluency practice

Answer the questions. Use short answers: *Yes, I am. / No, I'm not.*

1. Are you in your office at the moment?
2. Are you a good driver?
3. Are you hungry right now?
4. Are you tired today?
5. Are you on holiday this week?
6. Are you right-handed?
7. Are you outside the building right now?
8. Are you from Italy?

2 Short answers

Answer the questions. Use short answers:

Yes, I have. / No, I haven't. / Yes, there is/are. / No, there isn't / aren't.

1. Have you got a house by the beach?
2. Are there many museums in your city?
3. Have you got a pet cat or dog?
4. Is there a swimming pool near your house?
5. Have you got three bedrooms in your house?
6. Are there any parks near your house?
7. Are there any statues of famous people near where you work?
8. Is there a post office near your house?

3 Fluency practice

Answer the questions. Use short answers: *Yes, there is. / Yes, there are. / No, there isn't. / No, there aren't.*

1. Is there a cinema near your house?
2. Are there any parks near where you work?
3. Is there a post office near your house?
4. Are there any good films on TV tonight?
5. Is there much food in your fridge?
6. Are there more than 100 employees in your company?
7. Is there a pair of scissors on your desk?
8. Are there any good books in your bag?



WRITING



Your turn!

Write a short paragraph about a business (a shop, restaurant, company, etc.). You can base it on a real one or you can invent it. Use the text on a family business (from this unit) as a guide. Include information about the following:

- The name of the business
- When it was founded
- Where it is
- Who works there
- What they do there

Etc.

UNIT 1 Descriptions!

READING

Film review: King Kong

1 Pre-reading

What do you know about the *King Kong* films? Have you seen any? What is the basic story? Make notes.

2 Reading I

Read the film review once. How does it compare to your version?

3 Reading II

Read the text again. Then, answer the questions.

1. When was the film made?
2. When is it set?
3. What is Ann Darrow's profession?
4. What's the name of the island that she travels to?
5. After catching King Kong, where do they take him?



King Kong
The 2005 film version

The 2005 version of the film is set in the 1930s, during the Depression in New York City. Ann Darrow is a beautiful actress. She doesn't have a job. However, things change when she meets filmmaker Carl Denham. He takes her on an expedition to a remote island called Skull Island (near Sumatra). They want to investigate stories of a giant gorilla called Kong.

Soon after arriving, they discover that Kong is in fact a real creature. He lives in a jungle on the island. There are also other creatures from prehistoric times. The explorers want to catch Kong, but they don't know how. Eventually, they use Ann to attract Kong. He falls into a pit and they put chains around him. Then, they take him back to New York City, where they put him on display. But they don't realise how strong he is! Eventually, Kong escapes and goes on the rampage. Will they be able to stop him?

VOCABULARY

Read over the sentences with useful verbs. Then, complete the expressions with the correct words.

- **Escape** – He escaped from prison.
- **Discover** – They discovered the truth.
- **Take place** – The film takes place in India.
- **Fall into** – He falls into a hole / pit.
- **Take to** – They take him to New York.

1.	Escape _____ prison
2.	Discover _____ truth about something
3.	Take _____ in a city, etc.
4.	Fall _____ a hole, etc.
5.	Take something _____ a place

SPEAKING

Ask and answer these questions in pairs.

- What are some of your favourite stories of all time?
- What type of books do you read?
- What type of films do you watch?
- Have you ever had an idea for a story? What was it about?
- Do you like telling stories? Why? Why not?
- Do you tell stories to other people? Who to? When?
- Have you ever written a story? What was it about?
- Have you heard any funny stories / anecdotes recently?



WRITING



Your turn!

Write a short film review. Use the *King Kong* film review as a model for your text. Include information on the following:

- The name of the film
 - The basic story
 - The director
 - The actors
 - What you thought of it
- Etc.

UNIT 1 Descriptions!

LISTENING

DESCRIBING FILMS

1 Pre-listening

Look at the names of the films below. What do you know about them? Make notes.

- | | |
|----------------------------|------------------------|
| <i>Saving Private Ryan</i> | <i>The Fugitive</i> |
| <i>The Wizard of Oz</i> | <i>West Side Story</i> |
| <i>The Outsiders</i> | |

2 Listening I

You're going to listen to five descriptions of films. Listen once and then write the names of the films in the order in which you hear them.

- _____
- _____
- _____
- _____
- _____

3 Listening II

Listen again. Then, answer the questions.

- Film 1:** Who plays the title role in this first film?
- Film 2:** Who is this film directed by?
- Film 3:** Which actor from the *Mission Impossible* films stars in this movie?
- Film 4:** What story is this film based on?
- Film 5:** Who stars in this film?



LANGUAGE

The Present Simple

Affirmative	Negative	Interrogative
<i>I go.</i>	<i>I don't go.</i>	<i>Do I go?</i>
<i>You go.</i>	<i>You don't go.</i>	<i>Do you go?</i>
<i>He goes.</i>	<i>He doesn't go.</i>	<i>Does he go?</i>
<i>She goes.</i>	<i>She doesn't go.</i>	<i>Does she go?</i>
<i>It goes.</i>	<i>It doesn't go.</i>	<i>Does it go?</i>
<i>We go.</i>	<i>We don't go.</i>	<i>Do we go?</i>
<i>They go.</i>	<i>They don't go.</i>	<i>Do they go?</i>

We often use contractions with the Present Simple: *don't = do not; doesn't = does not.*

Time expressions

every Friday / on Mondays / once a week / twice a month / three times a day / in the morning / in the afternoon / in the evening / at the weekend / early / late / on time

We can use the Present Simple to describe regular habits and customs. For example, "I go to the gym every afternoon."

We also use the Present Simple to describe facts, give opinions or talk about things that are true. We can also use it to describe films or books. For example, "She doesn't like my new car."

We can also use it to describe films or books. For example:

- Tony of the Jets falls in love with Maria.
- He has to find the real killer...

Remember the third person "s": *She likes. He plays.* Etc. We can use adverbs of frequency with the Present Simple: *always, often, usually, normally, sometimes, occasionally, hardly ever, never.*

We usually place the adverb directly before the verb (even in negative sentences). For example, "I often leave early on a Friday."

We can use question words (*who, what, when, where, why, etc.*) with the Present Simple. For example, "What do you usually do at the weekend?"

1 Sentence ordering

Put the sentences into the correct/logical order (1 to 6).

- She gets home at about 5:30pm.
- She usually takes the bus to work.
- Abbie leaves home at 7am.
- She has lunch at 1pm.
- She goes to bed at about 11pm.
- She gets to work at 8am.

UNIT 1 Descriptions!

2 Ideas completion

Complete the sentences with your own ideas. Add adverbs of frequency (*always, sometimes, often, usually, normally, never*).

- I wake up at... I usually wake up at 8 in the morning.
- I get up at...
- I have breakfast at...
- I leave home at...
- I go to work by...
- I go to work with...
- I have lunch at...
- I have dinner at...
- I go to bed at...

3 Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the affirmative form of the Present Simple.

1. She _____ (walk) to work.
2. He _____ (not enjoy) working there.
3. I _____ (eat) a lot of fish.
4. We _____ (drive) home at night.
5. She _____ (sit) in this chair to watch TV.
6. They _____ (play) a lot of tennis.
7. She _____ (travel) a lot as part of her job.
8. I _____ (not want) to go there without you.

4 Question completion

Complete the Present Simple questions with *do/does*.

1. _____ you like the film?
2. _____ he live near here?
3. _____ you eat much chocolate?
4. _____ they watch much TV?
5. _____ she read many books?
6. _____ they play much football?
7. _____ you work in this building?
8. _____ he speak any foreign languages?

5 Fluency questions

Answer the questions. Use short answers: "Yes, I do. / No, I don't."

1. Do you get up before 7am?
2. Do you have lunch at home?
3. Do you go to work by bus?
4. Do you leave work before 6pm?
5. Do you get home before 7pm?
6. Do you watch television when you have dinner?
7. Do you read before you sleep?
8. Do you go to sleep before 12?

6 Sentence creation

Create as many sentences as you can in the Present Simple in just two minutes. Use the verbs below or any others. Use both affirmative and negative forms.

go, work, live, like, drink, eat, travel, fly, get, give, keep, sell, show, see, watch, do, make, run, call, lend, learn, think, understand, try

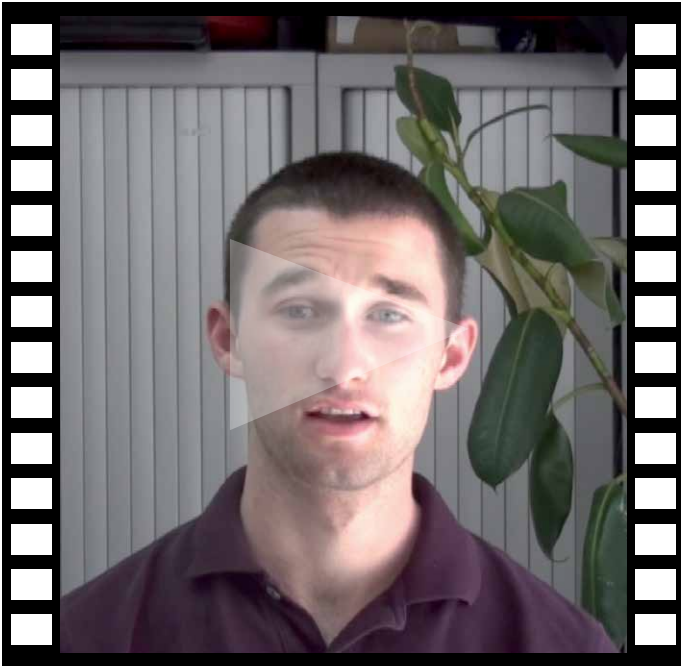


Really improve your English by reading and listening to just one article from Hot English magazine every day. This will really help with your listening skills, and you'll learn lots of useful words and expressions.

UNIT 1 Descriptions!

VIDEO

MY FAVOURITE FILM!



1 Pre-viewing

What is your favorite film? Why do you like it? Make notes.

2 First viewing

Watch the video once. Have you seen Ben's favourite movie? Do you agree with his description of it? If not, would you like to see after hearing his description? Why? Why not?

3 Second viewing

1. Who did Ben see the film with?
 - a) His mum
 - b) His brother
2. Why does Cobb go inside people's dreams?
 - a) To steal money from them
 - b) To learn about their secrets
3. Who can make Cobb's problems go away?
 - a) A witch
 - b) A wealthy man
4. What is the "job" that Cobb is offered?
 - a) To learn about someone's secrets
 - b) To plant an idea in someone's head
5. What kind of film is it?
 - a) A mixture between an action movie and a drama
 - b) A mixture between a comedy and an adventure film

4 Writing

Write a short review of your favourite film. Include information on the following: when you first saw it, who you saw it with, what it's about, why you like it...

FLUENCY PRACTICE

1 Dictation

Write down the words you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

2 Transformation

Transform the sentences you hear into negatives.

1. He leaves work at 6pm. = He doesn't leave work at 6pm.

2. _____
3. _____
4. _____
5. _____

3 Pronunciation

When we speak naturally, the final consonant sound from one word often merges (joins) with the first vowel sound of the following word.

For example: I work_ɪn an office.

Listen and write the sentences you hear. Mark where the verb links to the following word. Then, try saying the sentences yourself with the correct linking sounds.

1. She gets_ʌp at 7am.
2. _____
3. _____
4. _____
5. _____



UNIT 1 Descriptions!

SPEAKING TASK

Describing a film **Activity type: information gap**



Student A

You are going to exchange information about film characters. First, read over the information about Michael Corleone (see below) from the film *The Godfather*. Then, answer Student B's questions about Michael Corleone. Afterwards, ask Student B questions about Sophie Sheridan from *Mamma Mia*.

Student B

You are going to exchange information about film characters. First, read over the information about Sophie Sheridan (see below) from the film *Mamma Mia!* Then, answer Student A's questions about Sophie Sheridan. Afterwards, ask Student A questions about Michael Corleone from *The Godfather*.

Michael Corleone

(from *The Godfather* – 1972)

This gangster film is about a fictional Italian-American family. The film is directed by Francis Ford Coppola and is based on the novel of the same name by Mario Puzo. Actor Al Pacino plays the part of Michael Corleone. One day, assassins try to kill his father. So, Michael goes to Sicily to kill them. He falls in love while he's there, but his wife dies. Later, he returns to the US. He marries another woman, Kay. She doesn't want Michael to be part of the family, but one day, she discovers that he is.

Sophie Sheridan

(from *Mamma Mia!* – 2008)

Mamma Mia! stars Meryl Streep and Pierce Brosnan. It's set on a Greek island. Twenty-year-old Sophie Sheridan is about to get married, but she doesn't know who her father is. She discovers that there are three men who could be her dad. So, she invites all three to her wedding without telling her mum. Sophie thinks she'll know who her real father is when she meets them. However, it isn't easy. Sophie's mum, Donna, eventually finds out what her daughter has done. She isn't happy and she wants them to leave. *Mamma Mia!* features lots of great Abba songs sung by the actors.



Asking about a film / character

1. How old is Sophie Sheridan in the film?
2. Where is the film set?
3. Who does she send the invitations to?
4. Does she tell her mum what she's done?
5. How many men arrive at the wedding?
6. Does she know which one her father is?
7. Does her mum find out about it?
8. What does Sophie's mum want the men to do?

Asking about a film / character

1. Who plays the part of Michael Corleone in the film?
2. Does he die in the end?
3. Where does he go?
4. Does he get married?
5. Does he kill anyone?
6. What happens to his first wife?
7. Does he get married again?
8. Does he get involved in the family business?

UNIT 2 Let's get active!

Vocabulary: Sports, action verbs, describing a sport, describing last weekend,
Language structures: The present continuous, the past of the verb to be, there was / there were

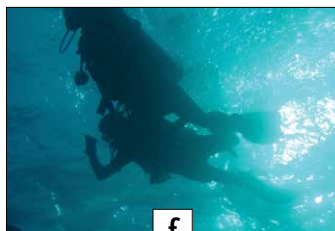
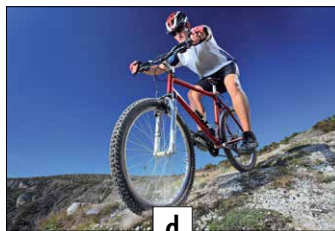


Watch your favourite films in English. As you already know what they're about, it'll be a lot easier for you to follow them and understand the dialogue.

1 Sport matching

Match the sports (1 to 10) to the pictures (a-j).

1. Skiing
2. Climbing
3. Running / jogging
4. Skating
5. Sailing
6. Diving
7. Canoeing
8. Surfing
9. Cycling
10. Swimming



Think about it!

Which sports from this page have you tried? Which sports from this page would you like to try? Why? What's your favourite sport to do/watch? Why? How often do you go to the gym?

UNIT 2 Let's get active!

LISTENING

Describing a sport

1 Pre-listening

Look at the names of the sports below. Which ones do you like? Which ones don't you like? Which ones have you played?

- baseball | volleyball | basketball | skiing | tennis
 cricket | ice hockey | golf

2 Listening I

Listen to the descriptions of the sports and write the names of the sports in the order you hear them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

3 Listening II

Write a short description of each sport and how you play it. Then, listen again to compare your answers.

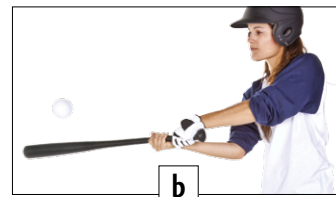
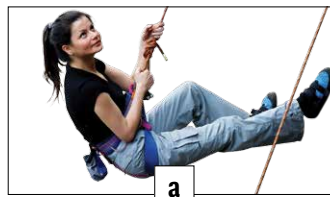


VOCABULARY

1 Photo matching

Match the sentences (1 to 8) to the pictures (a-h).

1. She caught the ball.
2. She kicked the ball.
3. She danced to the song.
4. He jumped into the air.
5. She climbed up the mountain.
6. He ran home.
7. She threw the ball to Mark.
8. She hit the ball with the bat.



2 Collocations

Write the names of 9 more sports in the table below. Use the sports from the previous activity and the ones on the opening page. Remember, we generally use...

- ...play for ball sports or competitive games: football, rugby, etc.
- ...go for individual sports or activities (often ones that end in -ing): skiing, running, etc.
- ...do for activities or non-team sports (often ones that do not require a ball): karate, exercise, etc.

Play	Go	Do
football, rugby...	skiing, running...	karate, exercise...

UNIT 2 Let's get active!

3 Sentence construction

Make two sentences using Structure I, and two sentences using Structure II.

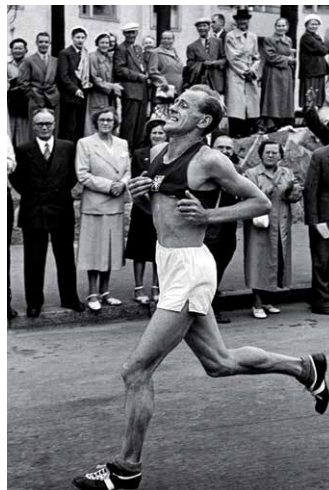
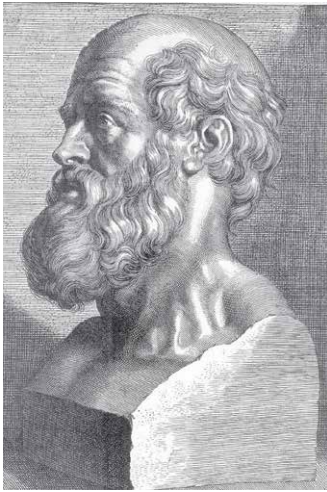
Structure I like / love / prefer / dislike / hate + a noun.
For example, "I like tennis."

Structure II like / love / enjoy / prefer / dislike / hate + a gerund (verb -ing). For example, "I like playing tennis."
For example: "I love skiing."

4 Sport quotes

Read the sport quotes. Do you agree or disagree with the ideas?

- "Sport is a preserver of health."
- "It may be that all games are silly. But then, so are humans."
- "It's not whether you win or lose but whether I win or lose."
- "An athlete must run with hope in his heart and dreams in his head."



WRITING



Your turn!

Write a short description of one or two sports. Use the text from the listening activity as a model. Then, read your descriptions to a friend or classmate. See if they can guess the sport.

READING

AT AN ADVENTURE CAMP

1 Pre-reading

What types of activities can you do on an adventure weekend?
Make notes.

2 Reading I

Read the e-mail once. Were any of your ideas from the Pre-reading activity mentioned?

3 Reading II

Read the text again. Then, answer the questions.

1. What is Joseph doing?
2. What is Frank doing?
3. What are Nicole and Brandon doing?
4. What are Melinda and Billy doing?
5. What are Maya and Lauren doing?



Hi Abigail,

How's it going? I'm on an adventure weekend at the moment with some work colleagues. We're in a beautiful house in the country. There are work meetings in the morning, and activities in the afternoon. It's great fun. Right now, Joseph is climbing a rock face. Frank is in the river. He's doing some kayaking. Nicole and Brandon are in the river as well. They're fishing, but I don't think they've caught anything yet. Melinda and Billy aren't doing much. I think they're lying on the grass, sunbathing. Eli is playing tennis with Lester. Maya and Lauren are playing volleyball, but they aren't winning. We're having dinner at 8pm tonight and then there are more games and activities. The food here is great, but there's too much! I'm putting on a lot of weight!

Speak soon,

Logan



UNIT 2 Let's get active!

LANGUAGE

Language Structures: The Present Continuous

Affirmative	Negative	Interrogative
I'm playing.	I'm not playing.	Am I playing?
You're playing.	You aren't playing.	Are you playing?
He's playing.	He isn't playing.	Is he playing?
She's playing.	She isn't playing.	Is she playing?
It's playing.	It isn't playing.	Is it playing?
We're playing.	We aren't playing.	Are we playing?
They're playing.	They aren't playing.	Are they playing?

We often use contractions with the Present Continuous. For example: *I'm = I am; you're = you are; he's = he is; she's = she is; it's = it is; we're = we are; they're = they are.* The negative forms are: *isn't = is not; aren't = are not.*

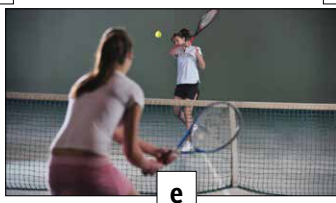
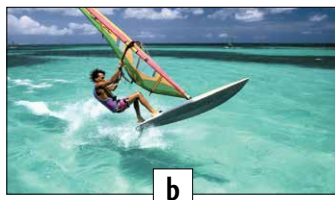
We use the Present Continuous to describe an activity that is in progress at the moment of speaking. We often use the Present Continuous with these time expressions: at the moment, now, right now, etc. For example, "Paige is looking at it right now."

We can use question words (*what, where, why, when, who, etc.*) with the Present Continuous. For example, "Who is he looking at?"

1 Picture matching

Match the sentences (1 to 5) to the pictures (a-e).

1. She's swimming.
2. She's jogging.
3. They're playing tennis.
4. We're cycling to work.
5. I'm windsurfing.



2 Sentence completion

Complete the questions with the correct form of the verbs in brackets. Use the interrogative form of the Present Continuous (don't forget to conjugate the verb *to be*).

1. _____ (it / rain) at the moment?
2. _____ (they / play) tennis?
3. _____ (she / run) in the park?
4. _____ (we / do) well?
5. _____ (they / complete) their objectives?
6. _____ (he / respond) to your calls?
7. _____ (I / help)?
8. _____ (we / make) progress?

3 Fluency practice

Answer the questions. Use short answers: *Yes, I am. / No, I'm not.*

1. Are you talking to anyone at the moment?
2. Are you sitting or standing at the moment?
3. Are you wearing anything red today?
4. Are you listening to the radio at the moment?
5. Are you doing any sport?
6. Are you wearing anything expensive today?
7. Are you carrying any money on you today?
8. Are you wearing a hat?

4 Sentence completion

Complete the questions with the correct question word.

1. **A:** _____ is winning? **B:** Vicky.
2. **A:** _____ are they cycling to? **B:** Paris.
3. **A:** _____ are they playing? **B:** Tennis.
4. **A:** _____ are they losing? **B:** Because the other team is too good.
5. **A:** _____ are they starting? **B:** In about an hour.
6. **A:** _____ are you playing against? **B:** Kiera.

5 Joke analysis

Read the joke. Then, complete the sentences.

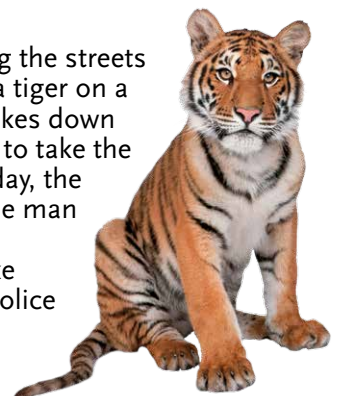
Tiger fun

A police officer is patrolling the streets when he sees a man with a tiger on a lead. He stops the man, takes down his details and orders him to take the tiger to the zoo. The next day, the police officer sees the same man with the tiger again.

"I thought I told you to take the tiger to the zoo," the police officer says.

"I did," says the man.

"And now I'm taking him to the cinema."



1. The man has got a tiger on a _____.
2. The police officer tells him to take the animal to the _____.
3. The next day, the police officer sees the man with the _____ again.
4. This time, the man says that he's taking the tiger to the _____.

UNIT 2 Let's get active!

6 Sentence creation

Now look at the photos. What can you see? Make eight sentences using the Present Continuous.

For example: *The people in picture one are walking.*



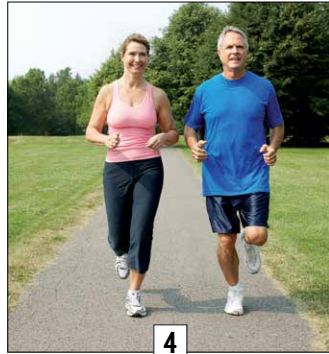
1



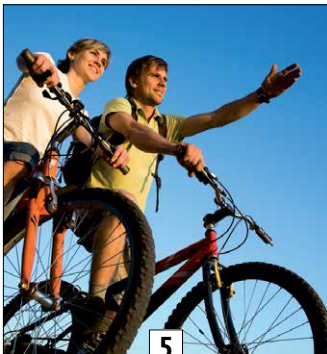
2



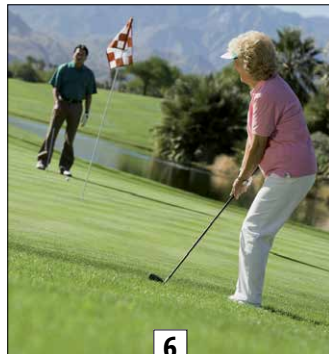
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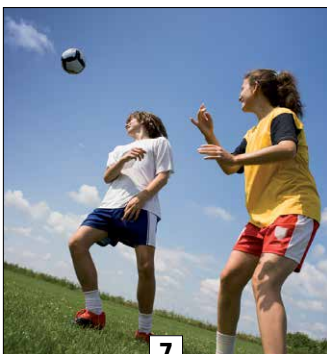
4



5



6



7



8

7 Picture analysis

Write three questions about the photos. Then, answer them with short answers: *Yes, he/she is. / No, he/she isn't. / Yes, they are. / No, they aren't.* For example:

Question: Are the people in picture one playing golf?
Answer: No, they aren't.

WRITING



Your turn!

Write an e-mail to a friend. Imagine you're with a group of other friends. In the e-mail, tell your friends what your other friends are doing. Use your imagination and invent things. Use the e-mail about the adventure camp (from this unit) as a model for your text.



Download the audio files for Hot English magazine and listen to them on your way to work. Listen as you're walking, driving or relaxing on public transport. If you do this every day, you'll start learning English really quickly.

UNIT 2 Let's get active!

READING

MISSED FLIGHT!

1 Pre-reading

What reasons could there be for missing a flight? Make notes.

2 Reading I

Read the article once. Was your idea mentioned?

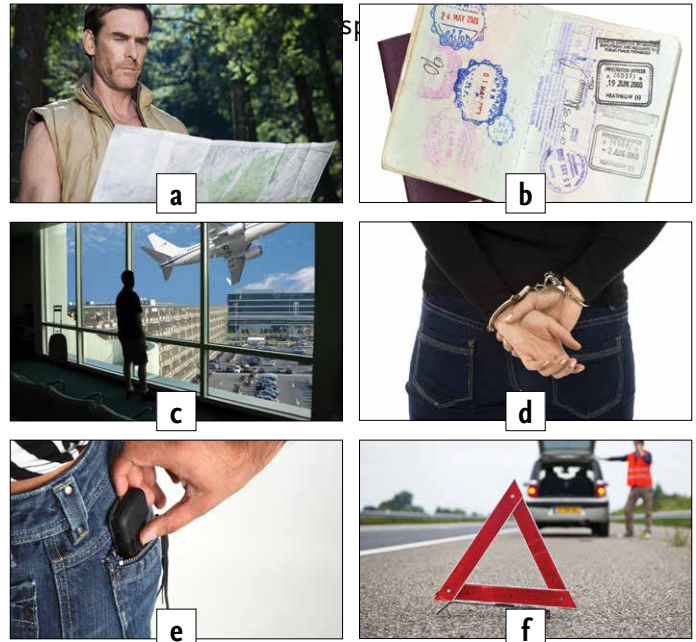
3 Reading II

Read the text again. Then, answer the questions.

1. Where was the person (the name of the country)?
2. What time did he take a taxi?
3. What time did he get to the airport?
4. Where did he go?
5. What time was his flight (the real time)?
6. What time did he think the flight time was?

Missed Flight

I made a very expensive mistake once. I was in Denmark and it was the last day of my holiday. Before I went to the airport, I checked I had my passport, money and plane ticket. Then, I checked the departure time for my flight: seven o'clock. At that moment, it was just 3pm, so I had lots of time to spare. At about 4pm, I took a taxi to the airport, and got there at about 4:30pm. I went straight to the check-in desk. However, to my surprise, they said that my flight had already left. "Your plane left at seven o'clock," the man told me. And he was right. When I looked again I saw that my departure time was 07:00, which is seven in the morning (7am), not seven in the evening! What a terrible mistake!



2 Word formation

Write the noun forms of the words in the table. Then, use either form of the words to complete the sentences below.

Verb	Noun
1. Depart	
2. Arrive	
3. Fly	
4. Land	
5. Take off	

1. The plane depart__ late because of the fog.
2. They arri__ at 9am.
3. The lan__ was very smooth.
4. The depart__ time was delayed.
5. The arri__ time on the board was wrong.
6. The plane t__ off half an hour late.
7. We had to switch off our phones during t__ -off.

SPEAKING

Ask and answer these questions in pairs.

- What are the three most important things you take with you on holiday?
- What first-aid equipment do you take with you on holiday?
- What security measures do you take whilst on holiday?
- How do you avoid getting ill on holiday?
- What time would you arrive at the airport if you had a flight at 17:00? Why?
- What's the best/worst holiday you've ever had? Why was it so good/bad?
- What's your idea of a holiday nightmare?
- How do you buy/reserve airline tickets?
- Do you use the internet?

VOCABULARY

1 Picture matching

Match the sentences (1 to 6) to the pictures (a-f).

1. She missed her flight because of the traffic.
2. The rental car broke down in the middle of nowhere.
3. He got robbed while he was on holiday!
4. She was arrested at the airport.
5. He got lost in the jungle.

UNIT 2 Let's get active!

LISTENING

LAST WEEKEND!

1 Pre-listening

What did you do last weekend? Make notes on where you were at four different times. For example: *I was in the swimming pool on Saturday morning. / I was in a restaurant on Saturday at 2pm.* Etc.

2 Listening I

You're going to listen to someone talking about their weekend. Listen once. Did they mention any of the things you wrote about for the Pre-listening activity?

3 Listening II

Listen again. Then, complete the table, saying where Daniela was at the following times.

Time	Place / city
1. Saturday morning	
2. Saturday afternoon	
3. Sunday morning	
4. Sunday afternoon	
5. Sunday evening	



LANGUAGE

The past of to be: was/were

Affirmative	Negative	Interrogative
I was happy.	I wasn't happy.	Was I happy?
You were happy.	You weren't happy.	Were you happy?
He was happy.	He wasn't happy.	Was he happy?
She was happy.	She wasn't happy.	Was she happy?
It was happy.	It wasn't happy.	Was it happy?
We were happy.	We weren't happy.	Were we happy?
They were happy.	They weren't happy.	Were they happy?

Time expressions

last night, last week, last year, last month, yesterday, two months ago, at 7 pm, at midnight, on Monday, three years ago, in 1997, in 2008

We often use the contracted negative forms: *wasn't = was not; weren't = were not.*

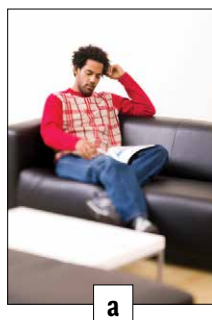
The past of the verb to be is *was/were*. For example, "They were at the party last night."

We form questions by placing *Was/Were* at the start of the question. We can place question words (*what, when, where, who, why, etc.*) before *was/were*. For example, "Who were they with?"

1 Photo matching

Match the sentences (1 to 5) to the photos (a-e).

1. She was at the cinema.
2. They were in the park.
3. I was in the garden!
4. He was on the sofa.
5. We were at a party.



UNIT 2 Let's get active!

2 Sentence completion

Complete the sentences with *wasn't* / *weren't*.

1. We _____ at the cinema.
2. They _____ hungry at 4pm.
3. She _____ at home when I called.
4. I _____ happy about it.
5. He _____ in his office.
6. You _____ in bed.

3 Fluency practice

Answer the questions. Use short answers: *Yes, I was.* / *No, I wasn't.*

1. Were you tired this morning?
2. Were you cold yesterday?
3. Were you hungry when you woke up this morning?
4. Were you sick at all last week?
5. Were you abroad last month?
6. Were you in a bad mood this morning?
7. Were you at work last Saturday morning?
8. Were you at home last night at 10pm?

4 Question word completion

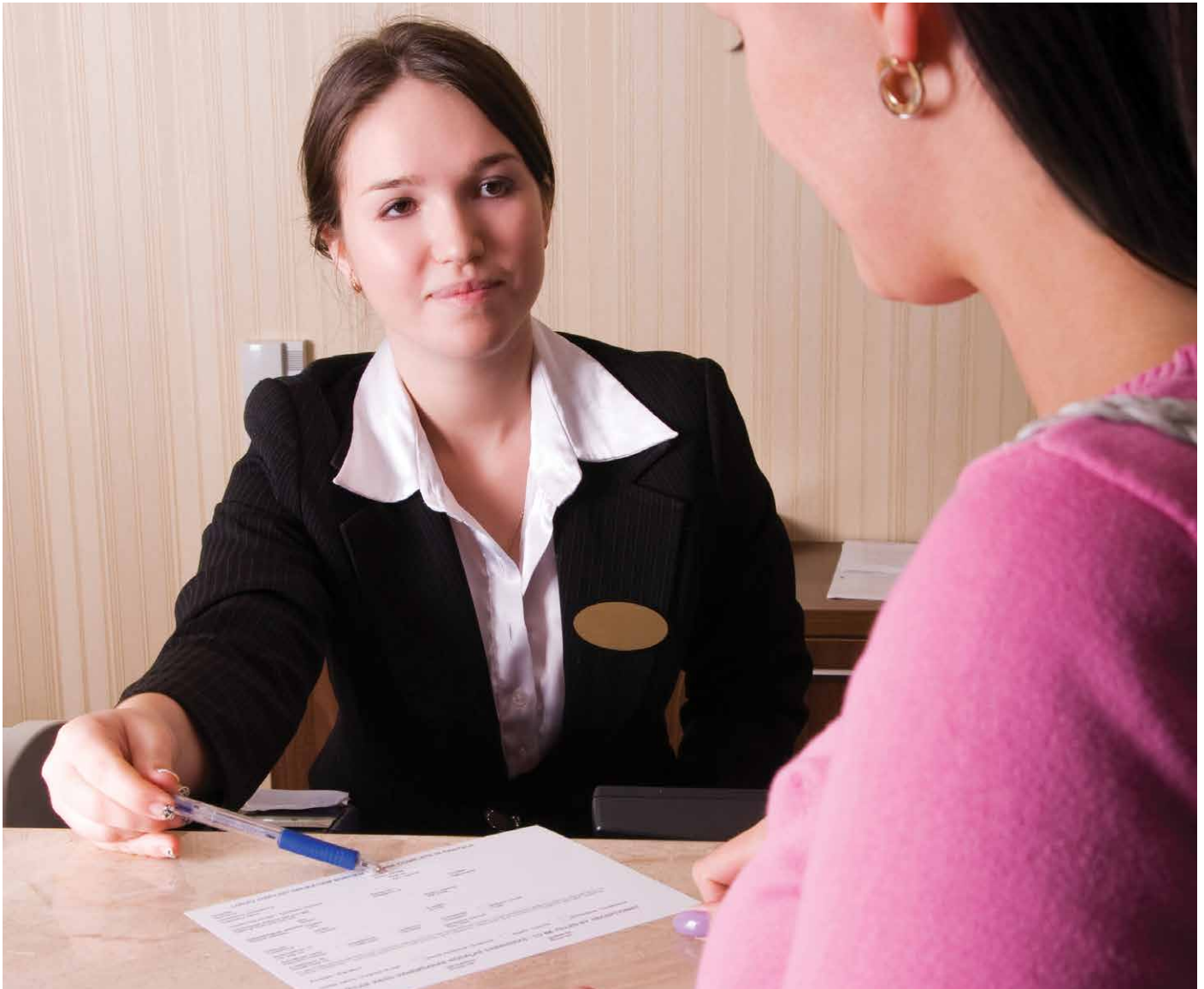
Complete the questions with the correct question words.

1. A: _____ were you last night? B: In the office.
2. A: _____ were you angry?
B: Because I couldn't find my wallet.
3. A: _____ were they in the house?
B: Between 7 and 9pm.
4. A: _____ was the hotel so bad?
B: Because it was dirty.
5. A: _____ was the time when you left?
B: About 11am.
6. A: _____ was that? B: My brother.

5 Sentence creation

Create as many sentences as you can with *was* / *were* in just two minutes. Use the words from the box below. Use both affirmative and negative sentences.

at the cinema, in the park, at work, in a restaurant, in the gym, with a friend, at a party, in the airport, on a flight to..., in the swimming pool, at the theatre, on a sailing boat, by the beach, at a friend's house, in a bar



LANGUAGE

There was / There were

Affirmative	Negative	Interrogative
There was a pen.	There wasn't a pen.	Was there a pen?
There were two pens.	There weren't two pens.	Were there two pens?

We can use *There was / There were* to describe the existence/presence of things in the past. For example:

- There was a party last night.
- There were ten people at the meeting.

Word choice

Circle the correct options.

- There was / There were two cups on the table.
- There was / There were a packet of biscuits in the living room.
- There was / There were some people in the garden.
- There wasn't / There weren't any good films on television.
- There wasn't / There weren't time to say goodbye.
- There wasn't / There weren't any money in the account.

Photo analysis

Look at the photo for two minutes. Then, cover the photo and see if you can answer the questions. Give full answers.



- Was there a cup of coffee on the table?
- Were there any pencils?
- Was there a tablet computer?
- Was there a calculator?
- Were there any bars of chocolate?
- Was there a pen?

Fluency practice

Work with a partner. Ask and answer the questions.

- What time were you in the office this morning?
- Who was with you in the office this morning?
- Where were you for Christmas last year?
- What were you doing last night at 11pm?
- Who was with you at the last concert you went to?
- Who was with you at lunchtime last Friday?

E-mail completion

Complete the e-mail with the correct form of the verb *to be*. Use the Past Simple.

New Message

Send Attach Format Photo Browser Show Stationery

To: **jemima@yahoo.com**

Subject: **the holiday**

Hi **Jemima**,

How's it going? My family and I (1) _____ in Ireland this year for our holidays. We went to Dublin and Cork. Where (2) _____ you? My sister (3) _____ (not) able to join us because her fiancé (4) _____ ill. Last year, we (5) _____ all together in a little village on the coast. It (6) _____ really nice. There (7) _____ twenty-two of us! It (8) _____ great fun on the beach, and the food (9) _____ delicious, but the weather (10) _____ (not) that great.

Speak soon,
Jake

WRITING



Your turn!

Write an e-mail to a friend with a short description of what you did on holiday. Invent if necessary. Use the e-mail about the trip to Ireland (on this page) as a model for your writing. Include information on the following:

- Where you were
 - Who you were with
 - How long you were there
 - What you did there
 - What you liked or disliked about it
- Etc.

UNIT 2 Let's get active!

▶ VIDEO

A WEEKEND TO REMEMBER!



1 Pre-viewing

What's your idea of the ideal weekend? Use these prompts to help you: friends, food, entertainment, restaurants, cinema, sport, exercise, parties, getting up late, visiting places, seeing people, family, meals...

2 First viewing

Watch the video once. Does it sound like a fun weekend? Have you ever had a weekend similar to that? In what way?

3 Second viewing

Watch the video again. Then, choose the correct answers.

1. Where did the speaker spend the weekend?
 - a) A town by the beach in North Carolina
 - b) A town in the Hamptons, Long Island
2. What did they do on the beach on Saturday?
 - a) Read and play board games
 - b) Sit under an umbrella and swim
3. When did they watch a film?
 - a) Before they went to dinner
 - b) After they went to dinner
4. What did they do after dinner?
 - a) They went for a drive
 - b) They went swimming again
5. Who did yoga with her on Sunday morning?
 - a) Her boyfriend's parents
 - b) Her dad
6. Where did they go for brunch?
 - a) Pierre's
 - b) The Golden Pear

4 Writing

Write a description of one of your best weekends.

FLUENCY PRACTICE!

1 Dictation

Write down the words you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

2 Transformation

Transform the sentences you hear into questions.

1. He was there at 6pm. = Was he there at 6pm?

2. _____
3. _____
4. _____
5. _____

3 Pronunciation

When we speak naturally, the words *was* and *were* are pronounced as weak, unstressed sounds.

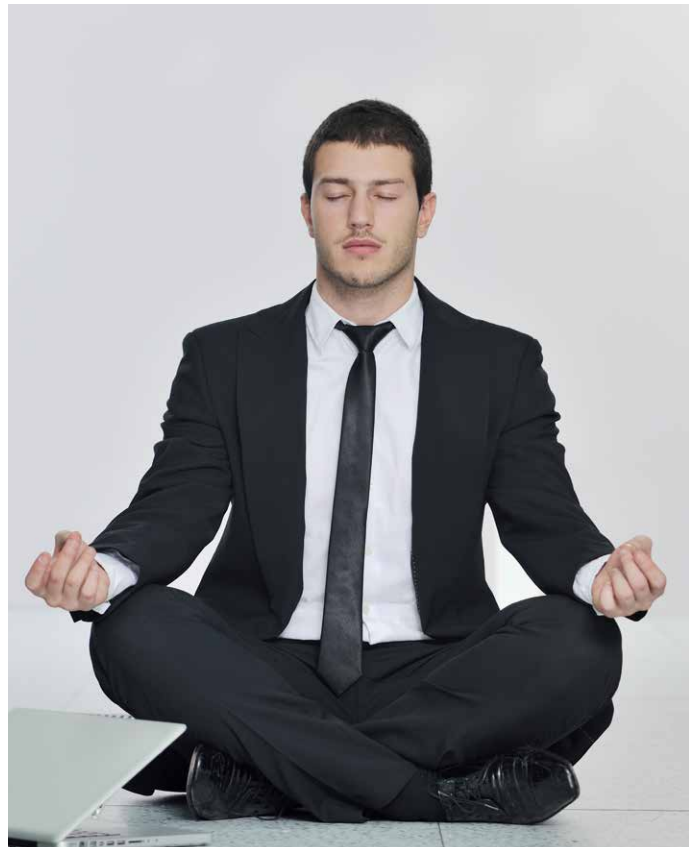
For example:

was = /wəz/

were = /wə/

Listen to the sentences and write them down. Then, try to copy the pronunciation.

1. _____
2. _____
3. _____
4. _____
5. _____



UNIT 2 Let's get active!

SPEAKING TASK

Holiday Robbery **Activity type:** Role play



Student A

You're on holiday, staying at a hotel in the city centre. This morning, you went on a trip, but when you got back you couldn't find your money, passport and other items. You are sure that they were in your room. Make a list of the things you have lost and where they were. Then, report the incident to the hotel manager. Think of questions to ask. Decide what action you want him/her to take.

Student B

You are a manager at a hotel in the city centre. A guest thinks he/she has been robbed. Get as many details as you can. Find out where the guest was today, what he/she did, and when they were there. Ask the questions below or any others. Try to persuade him/her not to go to the police. You don't want any negative publicity!

Describing a loss

1. I've lost my passport.
2. I think that someone stole it.
3. It was in the drawer in my room.
4. My wallet was on the bed.
5. The jewellery was behind the cupboard.
6. The money was in the safe.
7. The key to the safe was in my pocket.
8. There was no one in the room when I left.

Asking about a loss

1. What's missing?
2. Are you sure you didn't lose it while you were on the trip?
3. Where were you during the day?
4. Who was with you?
5. What was in your suitcase?
6. Where was your passport and money?
7. What time were you in the hotel?
8. What time was it when you left?

Remember!

You must do the Reading and Listening activities in *Learn Hot English* magazine.

UNIT 2 Let's get active!

SPEAKING TASK

The adventure weekend **Activity type:** information gap



Student A

You're going to exchange information about an adventure weekend. Right now, you are talking to a friend by phone who is at another adventure weekend. First, answer Student B's questions about your colleagues (see Box I below). Then, ask Student B questions to find out about his/her colleagues in order to complete the information in Box II. Use the questions from the Useful Language box or any other questions. Ask general questions too.

Student B

You're going to exchange information about an adventure weekend. Right now, you are talking to a friend by phone who is at another adventure weekend. First, answer Student A's questions about your colleagues (see Box I below). Then, ask Student A questions to find out about his/her colleagues in order to complete the information in Box II. Use the questions from the Useful Language box or any other questions. Ask general questions too.

Box I: Information from your adventure weekend

Name	Activity
Bradley	Swimming
Zoe	Tennis
Georgina	Kayaking
Morgan	Cycling with Jessica
Jessica	Cycling with Morgan

Box II: Information from your adventure weekend

Name	Activity
Ellie	Volleyball with Sophia
Sophia	Volleyball with Ellie
Patrick	Jog along the river
Madeleine	Football
Natasha	Golf

Box II: Information to be completed

Name	Activity
Ellie	
Sophia	
Patrick	
Madeleine	
Natasha	

Box II: Information to be completed

Name	Activity
Bradley	
Zoe	
Georgina	
Morgan	
Jessica	

Asking about current activities

- How are things going?
- What's it like there?
- Are you having a good time?
- Are you enjoying yourselves?
- How is (Patrick) getting along?
- Are you getting much work done?
- What are you doing right now?
- What is (Jessica) doing?

Describing current activities

- We're having a great time.
- We're learning a lot.
- It isn't too bad.
- It's great fun.
- There's so much to do.
- The weather's been really good.
- The weather is pretty bad.
- There isn't much time for ourselves.



Remember!

You must do the Reading and Listening activities in *Learn Hot English* magazine.

UNIT 3 It's a mystery!

Vocabulary: Disasters, fire words, telling a story, talking about mistakes
Language structures: The past simple, irregular past simple verbs, question words



Sing along to your favourite songs in English. This is a great way to improve your pronunciation. It'll also help you remember lots of words, expressions and phrases!

1 Disaster matching

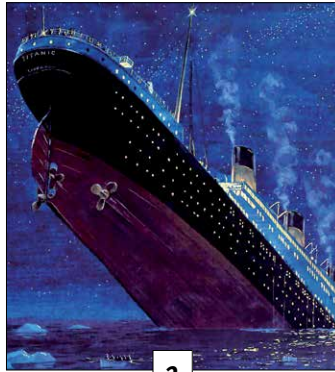
Write a date from below next to each of the disasters (1 to 6).

1912 79AD 1666 1906 1871 1937



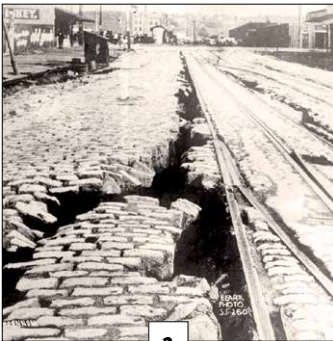
1

Mount Vesuvius near Pompeii erupts, destroying the city. _____



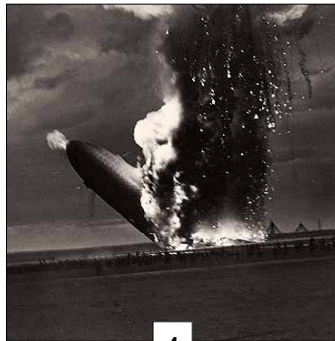
2

The Titanic sinks in the freezing waters of the North Atlantic. _____



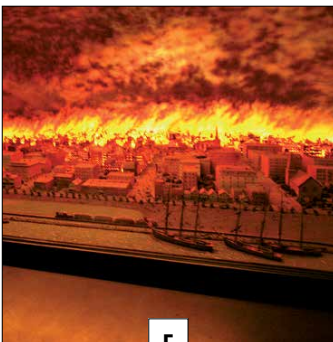
3

The San Francisco Earthquake. _____



4

The Hindenburg bursts into flames, killing many. _____



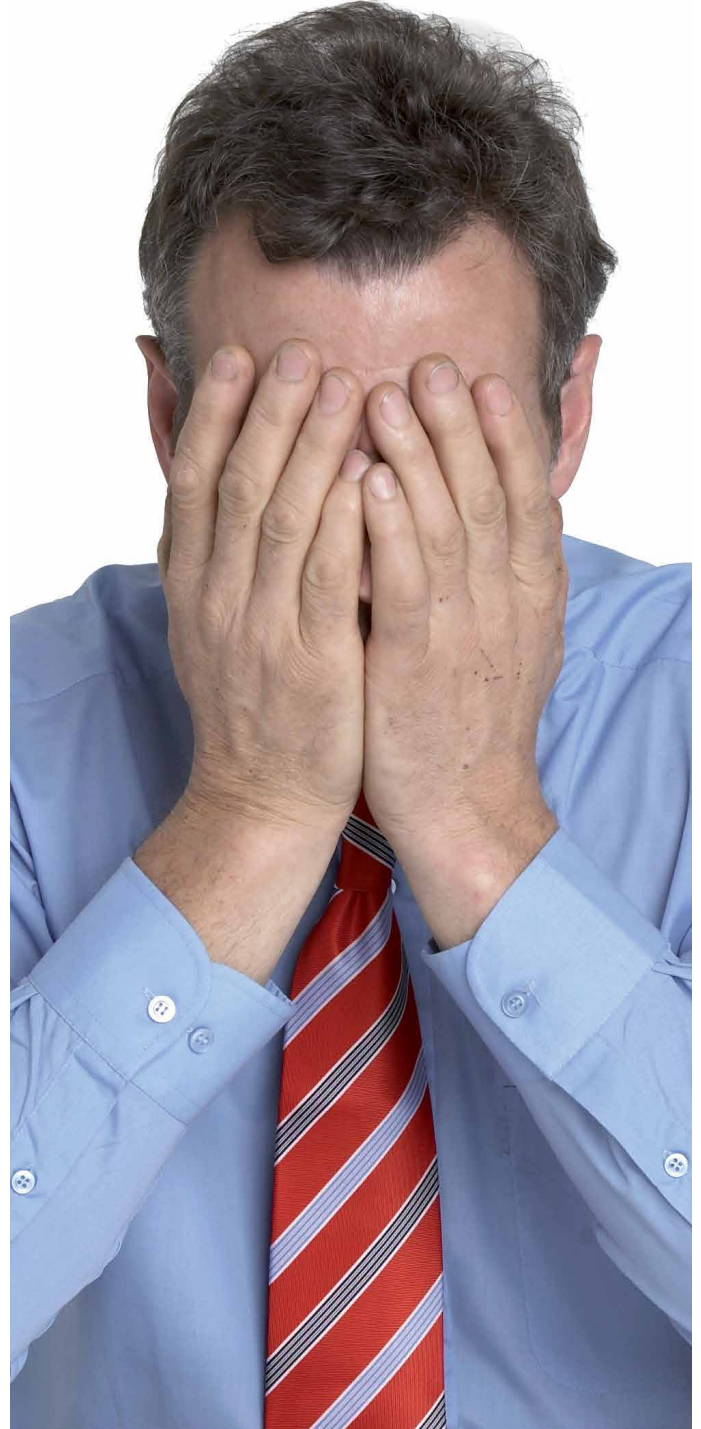
5

The Great Chicago Fire destroys much of the city. _____



6

London is burnt to the ground in the Great Fire of London. _____



Think about it!

What else do you know about these disasters? Are there any famous disasters from your country? What are they? What can be done to prevent disasters such as these?

UNIT 3 It's a mystery!

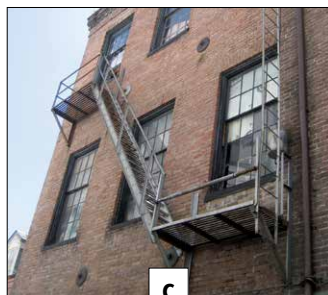
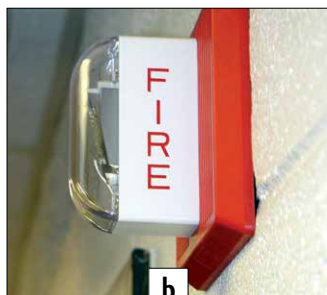
LISTENING

THE FIRE!

1 Pre-listening

Match the words to the pictures.

1. Fire fighter
2. Fire alarm
3. Fire engine
4. Fire extinguisher
5. Ladder
6. Fire escape



2 Listening I

You're going to listen to an interview with a fire fighter about a recent fire. Listen once and answer the question: How bad was the fire?

- a) It was terrible – many people died.
- b) It was serious, but no one was injured.
- c) It was a very small fire in just one room.

3 Listening II

Listen again. Then, tick (✓) the correct statements.

1. The fire alarm didn't work.
2. It took an hour to put out the fire.
3. They had to help an elderly man down the fire ladder.
4. The fire was caused by a cigarette.
5. There weren't any fire extinguishers in the building.

VOCABULARY

1 Story order

Put the story in the correct order. Write numbers (1 to 8) next to each sentence (a-h). Then, try to re-tell the story on your own.

- a. Fire fighters had put out the fire by 9am.
- b. Two members of staff (who were the only people there at the time) tried to put it out with the fire extinguisher.
- c. The two members of staff escaped down the fire exit.
- d. The fire alarm went off at 8:03am.
- e. The fire engines arrived at 8:30am.
- f. The fire started at 8am.
- g. Once safely outside the building, they called the fire brigade.
- h. The fire started to spread quickly.

2 Sentence creation

Use these "fire" expressions to make three sentences.

- Catch fire (paper / wood, etc.)
- Burst into flames
- Set something alight
- Burn down (a building)
- Burn to the ground (a building)
- Put out a fire / extinguish a fire

For example: *The theatre burned to the ground.*



SPEAKING

Ask and answer these questions in pairs.

- Have you ever seen a fire? Where was it? What happened?
- Have you ever had to put out a fire? When? Why?
- Have you ever called the fire brigade? Why?
- What would you do if there was a fire in your office?
- What would you do if there was a fire at home?
- Have you ever built a bonfire? What for?
- Do you ever have barbecues?
- Are you good at lighting the fire?
- Have there been any famous fires in your country? When? Where?

UNIT 3 It's a mystery!

READING

THE HINDENBURG DISASTER!

1 Pre-reading

Look at the picture of the airship exploding. What do you think happened?

2 Reading I

Read the text once to compare your ideas from the Pre-reading activity.

3 Reading II

Read over the text again. Then, answer the questions.

1. When did the disaster take place?
2. How long was the airship?
3. Where was it flying to?
4. Where had it come from?
5. How many people were on board?
6. How many people died?
7. What caused the tragedy?



Historical disasters

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The Hindenburg disaster!

The Hindenburg passenger airship was known as the "Titanic of the skies", even before its tragic end in 1937. It was over 300 metres long and was the largest aircraft ever built. At about 7 in the morning on 6th May 1937, the Hindenburg arrived close to its destination in New Jersey all the way from Frankfurt (Germany). But while it was still in the air, it suddenly burst into flames. There were more than 90 people on board. The explosion killed 35 people instantly. So, what caused the fire? At the time, experts thought it was the hydrogen inside the airship. But years later, NASA experts discovered another possible reason: a coating of extremely flammable paint on the outer skin of the airship.

UNIT 3 It's a mystery!

LANGUAGE

The Past Simple

Affirmative	Negative	Interrogative
I played.	I didn't play.	Did I play?
You played.	You didn't play.	Did you play?
He played.	He didn't play.	Did he play?
She played.	She didn't play.	Did she play?
It played.	It didn't play.	Did it play?
We played.	We didn't play.	Did we play?
They played.	They didn't play.	Did they play?

Time expressions

last night, last week, last year, last month, yesterday, two months ago, at 7pm, at midnight, on Monday, three years ago, in 1997, in 2008

We often use contractions with the Past Simple: *didn't = did not*.

We form the Past Simple with regular verbs by adding *-ed* to the base verb. For example: *play-played; work-worked; talk-talked*.

However, there are many irregular past simple verbs. For example: *see-saw; eat-ate; go-went*. Please see the Resource Section at the back of this Skills Booklet for a list of the most common irregular verbs.

We can also use question words (*who, what, when, where, why, etc.*) with the Past Simple. For example, "What did you do at the weekend?"

1 Photo matching

Match the sentences (1 to 5) to the pictures (a-e).

- I called her on my mobile phone.
- He slept on my sofa last night.
- We went to see a film.
- They cooked us a delicious meal.
- I played tennis with a friend from work.



2 Question completion

Complete the Past Simple questions.

- _____ she _____ (work) a lot last week?
- _____ they _____ (like) the picture?
- _____ he _____ (tell) you what he wanted?
- _____ they _____ (thank) you for the invitation?
- _____ she _____ (take) the car to the party?
- _____ you _____ (sleep) well last night?

3 Fluency practice

Answer the questions. Use short answers: *Yes, I did. / No, I didn't*.

- Did you go out last night?
- Did you cook any food yesterday?
- Did you watch television last night?
- Did you send many e-mails yesterday?
- Did you talk to an old school friend last week?
- Did you go for a walk in the park yesterday?
- Did you go swimming last weekend?
- Did you get to work on time yesterday?

4 Question word completion

Complete the questions with the correct question words.

- A: _____ did they go?
B: To the cinema.
- A: _____ did she speak to? B: Jim.
- A: _____ did they leave early?
B: Because they were tired.
- A: _____ time did they arrive? B: About 9.
- A: _____ did they tell you about it?
B: Last week.
- A: _____ did they give it to? B: Sue.

5 Sentence creation

Write as many sentences as you can in 3 minutes. Use the Past Simple affirmative or negative form of the verbs / expressions below. Make the sentences true for you.

- | | | | |
|-----------------|-----------------------------|------------------|---------------|
| have dinner | play tennis | eat food | meet a friend |
| listen to music | do the washing up | answer the phone | |
| fly somewhere | go to the cinema | swim in the pool | |
| drive the car | have breakfast/lunch/dinner | | |

For example: *I had dinner at a friend's house last night. / We didn't listen to any music.*

WRITING

Your turn!
Write a short description of a fire. Use the text from this section to help you. Include information on the following: where the fire was, what caused it, how it was put out, how many fire engines were required, who was rescued, etc.

UNIT 3 It's a mystery!

▶ VIDEO

MY BIG MISTAKE!



1 Pre-viewing

What mistakes have you made lately? Think of one for any of the following areas: at work, at home, in the street, with money, in a shop, booking a holiday, with friends, with your boss...

2 First viewing

Watch the video once. How "bad" is Ben's mistake? Rate it on a scale of 1 to 10.

3 Second viewing

Watch the video again. Then, choose the correct answers.

1. Who did Ben plan to go camping with?
 - a) His family
 - b) His friends
2. Where was Ben planning on going camping?
 - a) By the beach
 - b) Next to a lake
3. Why didn't Ben and his friends go camping in the end?
 - a) They couldn't find the campsite
 - b) The campsite was too far from the beach
4. What did Ben and his friends do instead of camping?
 - a) They went home
 - b) They stayed in a hotel by the beach
5. What was the hotel like?
 - a) Expensive but very nice
 - b) Cheap and pretty bad

4 Speaking

Tell a colleague about a mistake you once made. Before speaking, prepare notes on what you're going to say. Include information on the following: where you were, who you were with, what happened, why it happened, how you resolved it, what happened in the end...

FLUENCY PRACTICE!

1 Dictation

Write down the words you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

2 Transformation

Transform the sentences you hear into questions.

1. She left at 9pm. = Did she leave at 9pm?

2. _____
3. _____
4. _____
5. _____

3 Pronunciation

Some regular past tense verbs (those ending in -ed) have a / t / sound at the end.

For example: I worked at home.

Listen and write the sentences you hear. Then, try saying them yourself with the / t / sound.

1. _____
2. _____
3. _____
4. _____
5. _____



UNIT 3 It's a mystery!

SPEAKING TASK

Disaster report **Activity type:** information gap



Student A

You are going to exchange information about famous disasters. First, ask Student B questions about his/her disaster. Then, answer questions about your disaster. Use the questions below. Think of two more questions to ask.

Student B

You are going to exchange information about famous disasters. First, ask Student A questions about his/her disaster. Then, answer questions about your disaster. Use the questions below. Think of two more questions to ask.

The San Francisco Earthquake



- It took place at 5:12am on 18th April 1906.
- The entire city rocked. Chimneys fell, walls caved in, and gas lines broke.
- The earthquake lasted for approximately 40 to 60 seconds.
- The earthquake destroyed 28,000 buildings, and killed between 700 and 3,000 people.
- People in Oregon and Los Angeles could feel the quake.
- The earthquake was between 7.7 and 7.9 on the Richter scale.
- Fires broke out and spread quickly across San Francisco. Some buildings burned for four days.

The Great Fire of London



- The fire started on the night of 2nd September 1666.
- It started in a house that belonged to the king's official baker. He forgot to put out the fire in his oven.
- At the time, many houses in London were made of wood. They were all close to one another. Also, they used tar to build the houses. This was highly flammable.
- There was also a strong wind that morning and the fire spread rapidly.
- Many buildings and more than 80 churches burnt to the ground.
- The fire destroyed 80% of the city of London.
- Eventually, they created a firebreak to stop the fire.

Asking about a disaster

1. What was the name of the disaster?
2. When did it happen? (the day, month and year)
3. Where did it start?
4. Why did it start?
5. Why was it so dangerous?
6. Why did it spread so quickly?
7. How did they stop it?
8. How much of London did it destroy?

Asking about a disaster

1. What was the name of the disaster?
2. When did it happen? (the day, month and year)
3. Where did it start?
4. Why did it start?
5. Why was it so dangerous?
6. Why did it spread so quickly?
7. How did they stop it?
8. How much of San Francisco did it destroy?

UNIT 4 Around the world!

Vocabulary: The weather, describing a place, giving directions, the economy, describing a country

Language structures: Imperatives, comparatives & superlatives, the future with will



After watching or reading the news in your language, try reading or listening to it in English. You'll be surprised at how much you understand.

1 Resort selection

Imagine you've won an all-expenses trip to one of the places from below. Which resort or hotel would you like to stay at? Why?



Club Bay Beach

Located in the Caribbean, this beach resort offers luxury bungalows just two minutes from crystal clear waters and white, sandy beaches. Water sports include diving, water skiing, wakeboarding and windsurfing.



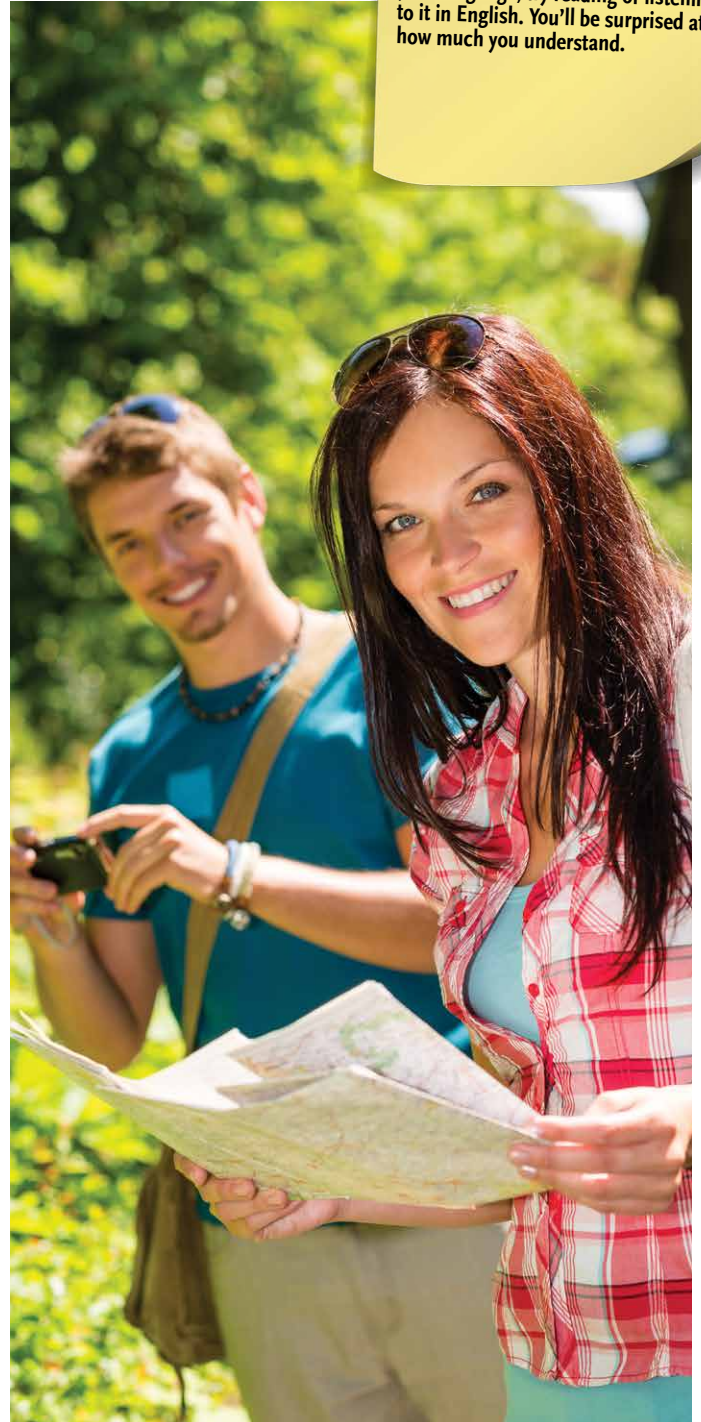
City Palace

Live in luxury in the heart of London. Just two minutes from Trafalgar Square, this 5-star 19th century luxury hotel has award-winning restaurants. Enjoy a typical British afternoon tea in The Promenade, or savour exquisite French food in the Parisian Room restaurant. Excursions with personal guides organised daily.



Mountain View

Located in the Alps, Mountain View is one of the biggest ski resorts in the region with more than 250km of ski runs. Stay at one of our luxury chalets, which include saunas, jacuzzis and indoor swimming pools.



Think about it!

Have you ever stayed at a hotel or resort like the ones on this page? What was it like? What's the best resort or hotel you've ever stayed at? Why was it so good? What do you prefer? Beach holidays, skiing holidays or "cultural" holidays? Why?

UNIT 4 Around the world!

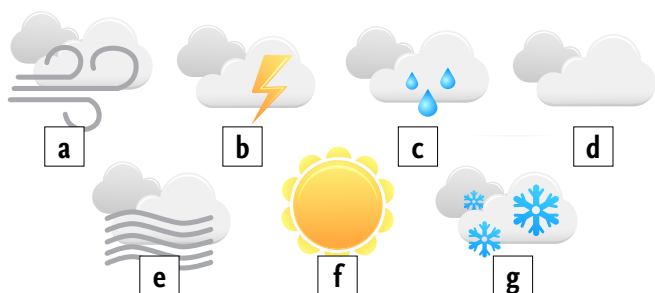
LISTENING

What's the weather like?

1 Pre-listening

Match the sentences (1 to 7) to the symbols (a-g).

1. It's been really cold and rainy!
2. It's quite windy!
3. It was foggy yesterday morning.
4. It's been cold and snowy.
5. It's been quite warm and sunny.
6. It's cloudy again.
7. It was quite stormy last week.



2 Listening I

How would you describe the weather in the United States? What do you think it's like? Make notes. You're going to listen to someone describing the weather in the United States. Listen once and compare your ideas to the information in the recording.

3 Listening II

Listen again. Then, answer the questions.

1. Where is Elsa from in the United States?
2. How does Jamie describe the weather in Britain?
3. How does Elsa describe the weather in Florida, Texas and California?
4. How does Elsa describe the weather in the north?
5. How does Jamie describe the weather where he lives?
6. What does Elsa say can happen sometimes in the winter?

VOCABULARY

1 Definitions

Match the words in bold (types of rain/water) in each sentence (1 to 8) to the definitions.

1. It was starting to **drizzle**.
 2. There was a lot of **heavy rain** last night.
 3. It started to **hail** great big stones of ice.
 4. It was cold and wet with a lot of snow and **sleet**.
 5. Pollution and **acid rain** are a big problem round here.
 6. There was **dew** on the leaves in the morning.
 7. There were bright periods with scattered **showers**.
 8. We got caught in the **downpour**.
- a. Very big drops of rain.
 - b. When this happens, little balls of ice fall from the sky.
 - c. A mixture of rain and snow.
 - d. A sudden burst of heavy rain for a short period of time.

- e. Periods of light rain.
- f. Water that forms on the grass in the morning or evening.
- g. Rain that is contaminated.
- h. To rain very lightly.

2 E-mail analysis

Read over the e-mail. Then, complete the table.

New Message

To: emily22@hotmail.com

Subject: My ski trip

Hi Emily,
 The ski trip has been a lot of fun, but the weather hasn't been that great! On Monday, our first day here, it was so cold and windy that we couldn't even ski! Then on Tuesday, it was the perfect skiing weather - cold and sunny. On Wednesday the sun continued to shine, but it got so warm that the snow started to melt! It poured on Thursday, and the rain melted the rest of the snow away. Today (Friday), it turned really cold and snowy again, but we're leaving tomorrow morning! Oh well, at least the hot chocolate is good!

Love,
Lilly



Day	Weather
1. Monday	
2. Tuesday	
3. Wednesday	
4. Thursday	
5. Friday	

SPEAKING

Discuss these questions with a partner.

- What's the weather like today?
- What was the weather like yesterday?
- What's the worst weather you've ever been in?
- What's your favourite / least favourite type of weather? Why?
- What's your favourite season? Why?
- Have you ever been caught in really bad weather? What happened?
- Have you ever driven in a storm? What was it like?
- What do you like to do in cold/hot weather?

UNIT 4 Around the world!

LANGUAGE

Imperatives

We form imperatives with the base form of the verb (without to). For example:

- a) Come here!
- b) Take it out!

We can use imperatives to give orders / commands, warnings, instructions and requests. For example:

- a) Sit down! (**order / command**)
- b) Be careful! (**warning**)
- c) Open it here! (**instruction**)
- d) Give me the red one, please. (**request – note the use of please**)

To make a negative imperative, simply add *don't* or *do not* before the verb:

- a) Don't go in there!
- b) Do not walk on the grass!

If you're including yourself in the command, you can add *let's* before the verb. For example:

- a) Let's stop to get some petrol.
- b) Let's have some lunch.

Negative forms are created with *let's not*. For example:

- a) Let's not argue about it.
- b) Let's not tell her about it.

We often use the imperative for giving directions. For example:

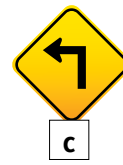
- Go straight on until you come to a crossroads.
- Turn left into Gordon Street.
- Take the next left.
- Take the second road on the left.
- Turn right at the traffic lights.

Finally, we can use the imperative to give advice. For example:

- Stay in the capital for a few days.
- Stop off at Charley's Bar for a drink.

1 Sign matching

Match the sentences (1 to 7) to the signs (a-g).



1. Turn left at the first road.
2. Go straight on until you get to a fountain.
3. Take the second right then follow this road until you get to the beach.
4. Blakely Street is parallel to this one.
5. Turn right at the roundabout.
6. The tourist information office is just next to the bank.
7. The cinema is opposite a large park.

WRITING



Your turn!

Write some travel tips for a place you're familiar with. Use the reading activity on the beach destination as a model for your writing. Include information on the following: where to stay, how to get there, what to do there, when to go, what to wear, what to see, what to avoid, directions on how to get to various places, etc.



UNIT 4 Around the world!

LANGUAGE

Comparatives & Superlatives

Type of adjective	Adjective	Comparative	Superlative
Short adjectives (mostly adjectives with one syllable) + er	tall	taller (than)	the tallest
	small	smaller (than)	the smallest
	short	shorter (than)	the shortest
Irregular spellings	big	bigger (than)	the biggest
	pretty	prettier (than)	the prettiest
	late	later (than)	the latest
Long adjectives (usually two syllables or more)	intelligent	more intelligent (than)	the most intelligent
	beautiful	more beautiful (than)	the most beautiful
	boring	more boring (than)	the most boring
Irregular adjectives	good	better (than)	the best
	bad	worse (than)	the worst
	far	further (than)	the furthest

We often use comparatives to compare two things. Notice how we use *than*. For example, "This film is *longer than* the other one."

We generally use *more... than* for words with two or more syllables. For example, "This magazine is *more interesting than* the other one."

We can use a superlative to compare more than two things. The superlative describes the thing which has more of a specific or certain quality than anything else in a group. For example, "This is *the oldest* train station in the city."

We generally use *most* for words with two or more syllables. For example, "That was *the most entertaining* film I've ever seen."

Notice the use of the Present Perfect Simple with these superlative constructions. For example, "It's the worst song I've ever heard."

2 Chart completion

Complete the chart with the correct form of the adjectives below.

Affirmative	Negative	Interrogative
1. long	longer (than)	the longest
2. hot		
3. big		
4. cold		
5. large		
6. clean		
7. windy		
8. sunny		
9. friendly		
10. far		
11. good		
12. bad		
13. boring		
14. amazing		

3 Sentence completion

Complete the sentences with the correct form of the comparative.

- The weather today is _____ (warm) than yesterday.
- The sun is _____ (big) than the moon.
- The wind here is _____ (strong) than over there.
- Shaun is _____ (tall) than Steve.
- Ashley is _____ (nice) than her sister.
- This picture is _____ (pretty) than the other one.
- This film is _____ (bad) than his first one.
- This food is _____ (good) than the food we had yesterday.

4 Conversation completion

Complete the conversation with the correct form of the adjective in brackets. Use comparative and superlative forms.

Amy: So, where are you going skiing this Easter?

Ben: Henstrom.

Amy: But that's one of the (1) _____ (cold) ski resorts in the area.

Ben: Exactly, and it gets more snow than anywhere else.

Amy: But it's also (2) _____ (windy) than any other resort.

Ben: Yes, but it's one of the (3) _____ (high) resorts in the world, so you're guaranteed to get snow. As you know, this year has been one of the (4) _____ (warm) for decades, so you need to go somewhere high if you want to ski.

Amy: I've heard a lot of bad things about it. Also, it's (5) _____ (far) from the airport than a lot of other resorts – it's a six-hour bus journey!

Ben: Well, we don't mind. The hotels are the (6) _____ (good) in the area, and the runs are (7) _____ (long) than the ones in other resorts.

Amy: What's the après-ski like?

Ben: The resort has some of the best bars in the area, and they're also some of the (8) _____ (cheap).

Amy: Oh, well, have fun!

Ben: I will.

UNIT 4 Around the world!

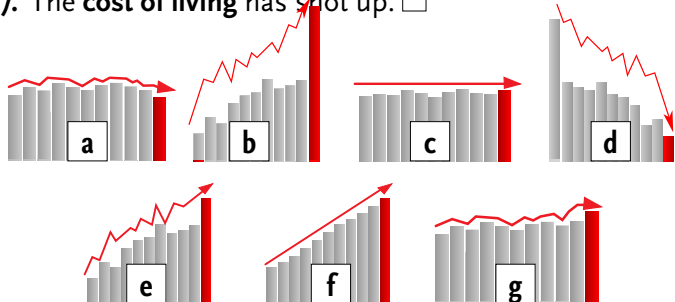
LISTENING

THE NEW JOB

1 Pre-listening

Match the sentences (1 to 7) to the graphs (a-g).

1. The **crime rate** has been going up.
2. **Unemployment** has been increasing steadily and by a lot.
3. **Exports** have gone down sharply.
4. The **birth rate** has remained stable.
5. **House prices** have risen very slightly.
6. The **rate of inflation** has gone down slightly.
7. The **cost of living** has shot up.



Then, write an expression from the previous activity (the ones in bold) next to each definition (1 to 6).

1. The state of having no job. = *unemployment*
2. The goods that a country sells to other countries.
3. The cost of property.
4. A general measure of the price of goods and services.
5. The percentage of crimes per 1,000 people in a country.
6. The number of births per 1,000 people in a country.

2 Listening I

You're going to listen to a conversation with Steph and Jayden, who has just moved abroad. What questions could you ask someone who has moved to a new country? Think of three. Then, listen once. Did you hear any of the questions you thought of?

3 Listening II

Listen again. Then, tick (✓) if the sentences are true.

1. Crime rates are really high.
2. Unemployment rates are high.
3. The standard of living is high.
4. Income tax is low.
5. The working hours are long.

SPEAKING

Ask and answer these questions with a friend or classmate.

- How would you describe the state of the economy in your country?
- Is the rate of inflation going up or down in your country? Why?
- What are property prices like in your country?
- What are the working hours like in your country?
- Is the rate of unemployment going up or down in your country? Why?
- What products does your country import?
- Where does your country export to mostly?
- What does it export?
- What is the standard of living like in your country?



UNIT 4 Around the world!

READING

WHAT DO YOU KNOW ABOUT THE UK?

1 Pre-reading

Answer the following questions: What languages are spoken in your country? Where do most of the immigrants in your country come from? What languages do they speak? How do most people get to work in your country?

2 Reading I

Look at the questions below and guess the answers. Then, read the text once to compare your answers.

1. After English, what's the most spoken language in the UK?
2. How many people speak this language?
3. How many French speakers are there in the UK?
4. How many German speakers are there?
5. How many people were registered as Welsh speakers in 2011?
6. What percentage of the population drive to work?



3 Reading II

Read the text again. Then, answer the questions from the previous activity with the correct information.

What do you know about the UK?

Every 10 years, the UK carries out a census with questions on transport, health and ethnic origin, to name just a few things. For the first time ever, the 2011 census had questions on language. And the results have shown that the second language of Britain is Polish, with 546,000 people who have Polish as their main language.

Of the four million residents of England and Wales who spoke a language other than English, 1.7 million said they could speak English very well, 726,000 couldn't speak it that well, and 138,000 said they couldn't speak it at all!

Apart from that, 147,099 people said French was their main language, 133,453 were Portuguese speakers, 120,222 were Spanish, and 77,240 German.

Data also showed that the proportion of people who speak Welsh fell between 2001 and 2011. In 2001, there were 582,000 Welsh speakers (21% of the population of Wales), but this dropped to 562,000 in 2011 (19% of the population), despite an increase in the size of the population.

Answers to questions about transport showed that half the population drive to work. Eleven percent go to work on foot (2.8 million people) and seven percent take the bus (1.9 million people). In London 50 percent of people used public transport to get to work compared to six percent in the South West and 13 percent in the North East.

UNIT 4 Around the world!

LANGUAGE

The future with will

Affirmative	Negative	Interrogative
I'll walk.	I won't walk.	Will I walk?
You'll walk.	You won't walk.	Will you walk?
He'll walk.	He won't walk.	Will he walk?
She'll walk.	She won't walk.	Will she walk?
It'll walk.	It won't walk.	Will it walk?
We'll walk.	We won't walk.	Will we walk?
They'll walk.	They won't walk.	Will they walk?

Time expressions

next week, next month, next year, in two hours, very soon, tomorrow, in 2020, in May, at 4pm, tonight, later, tomorrow afternoon, this weekend, at the weekend

We often use contractions with *will*. For example: *I'll = I will; you'll = you will; he'll = he will; she'll = she will; it'll = it will; we'll = we will; they'll = they will*. The negative form is: *won't = will not*.

We can use *will* to make personal predictions (not based on any evidence). For example, "I think it'll snow tomorrow."

We can also use *will* to talk about probable plans or ideas for the future. For example, "I probably won't go to her wedding."

We can also use *will* for spontaneous / quick / unplanned decisions made at the moment of speaking. For example:

A: Which one do you want?

B: I'll have the red one.

We can use question words (*who, when, what, why, where, when*, etc.) with *will*. For example, "What do you think you'll have for dinner tonight?"

We can also use *will* with the First Conditional. For example, "If you help me, I'll finish it more quickly."

1 Gap fill

Complete the sentences with the correct verbs.

- I think I'll _____ to the party later.
- I don't think I'll _____ time to finish it.
- I think I'll _____ the film when it comes out on DVD.
- It'll probably _____ quicker if we go by train.
- I don't think they're going to _____ the match.



2 Sentence completion

Complete the sentences with *will* and a verb from below. In some cases, more than one answer may be possible.

be, go, drive, be, go, finish, like, have

- I _____ to the shops tomorrow.
- I _____ (not) pizza for breakfast on Friday.
- We _____ the work next Wednesday.
- He _____ (not) the idea.
- They _____ there at about 5pm.
- He _____ (not) swimming in the sea.
- We _____ (not) to Florida – we'll take the train.
- It _____ fun! You should come with us!

3 E-mail analysis

Read over the e-mail. Then, complete the table.

New Message

Attach Format Photo Browser Show Stationery

To: **eric77@gmail.com**

Subject: **this weekend**

Hi Eric,

How are you? I'm looking forward to seeing you this weekend! We'll have a great time. For dinner on Friday we'll probably go to Charmichael's, which is one of my favourite restaurants. After that, we'll take a taxi into the centre and meet up with some friends of mine. On Saturday morning, I'll take you around the city centre and show you the main sites, and in the afternoon, we'll go shopping. On Sunday morning, I'll take you to the harbour area for breakfast, and we can go to the modern art museum there. Then, in the afternoon, we'll go to the park if the weather is nice. If not, we can go to the cinema. Is there anything in particular you want to do?

Speak soon!

Laura

Day	Activity
1. Friday	
2. Saturday morning	
3. Saturday afternoon	
4. Sunday morning	
5. Sunday afternoon	



UNIT 4 Around the world!

▶ VIDEO

A TRIP ABROAD!



1 Pre-viewing

When was the last time you travelled abroad, where did you go? What did you enjoy most about the trip?

2 First viewing

Watch the video once. What country did she visit? Do you think she would want to go back there? Why?

3 Second viewing:

Watch the video again. Then, choose the correct answers.

1. Who went to Singapore with her?
 - a) Her dad
 - b) Some friends
2. How long did they stay there?
 - a) A weekend
 - b) A week
3. How does she describe the food?
 - a) As delicious
 - b) As similar to Chinese food
4. Where did they go swimming?
 - a) In the sea
 - b) In the hotel pool
5. What drink did she try at the Raffles Hotel?
 - a) A local wine
 - b) A cocktail

4 Speaking

Prepare some notes for talking about a place you visited. Think of three things to tell someone about that place. These things could be the food, the weather, the drinks, the hotel, the things you did, the places you visited, etc. When you're ready, tell a friend about this place.

Watching videos in English – top tips!

The most important thing to remember when watching a video in English is this: **you won't understand every word.** But this isn't a problem. Simply listen out for the key words – the most important words in the conversation: *the nouns, verbs, adjectives*, etc. By doing this, you'll be able to guess what the speakers are saying. Also, before watching the video, think about the topic. If you do this, you'll be able to predict what the speakers might say, and also guess the meaning of words or expressions, even if you don't understand them!

FLUENCY PRACTICE!

1 Dictation

Write down the words you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

2 Transformation

Transform the sentences you hear into negatives.

1. He'll see her later on. = He won't see her later on.

2. _____
3. _____
4. _____
5. _____

3 Pronunciation

When we speak naturally, we often use contractions with *will*.

For example:

- a) I will go = I'll go.
- b) She will see it = She'll see it.

Listen and write the sentences you hear. Then, try saying them yourself with the correct contractions.

1. _____
2. _____
3. _____
4. _____
5. _____



UNIT 4 Around the world!

SPEAKING TASK

Country analysis **Activity type:** information gap



Student A

You're going to exchange information about a country (see details below). Study the information. Then, when you're ready, exchange information with your colleague. If you don't know the answer, just invent the information. Say how the figures compare to statistics from previous years. Also, ask questions to find out about your colleague's country.

Student B

You're going to exchange information about a country (see details below). Study the information. Then, when you're ready, exchange information with your colleague. If you don't know the answer, just invent the information. Say how the figures compare to statistics from previous years. Also, ask questions to find out about your colleague's country.

Metrovia

Population: 111,211,789
GDP: \$1.562 trillion
Debt: 42.6% of GDP
Inflation: 7.3%
Unemployment: 15.2%
Imports: \$243.6 billion
Exports: \$103.6 billion
Military expenditure: 8% of GDP
Electricity consumption: 200.9 billion kWh.
Literacy rate: 99%.
Birth rate: 1.6 births per 100 people.
Crime rate: 12 crimes per 1,000 people.
Average rate of tax: 30%.

Seprovia

Population: 232,445,101
GDP: \$2.3 trillion
Debt: 35.6% of GDP
Inflation: 5.2%
Unemployment: 8%
Imports: \$100 billion
Exports: \$155.2 billion
Military expenditure: 10% of GDP
Electricity consumption: 219.8 billion kWh
Literacy rate: 96.6%
Birth rate: 1.9 births per 100 people
Crime rate: 8 crimes per 1,000 people
Average rate of tax: 24%



Describing a country

1. It's got a population of...
2. The crime rate has been decreasing.
3. The average rate of tax is...
4. The rate of inflation is...
5. They make about... from exports.
6. They spend about... on imports.
7. Their GDP is about ...
8. They spend about... on the armed forces.

Asking about a country

1. What's the rate of unemployment?
2. How many people are unemployed?
3. What's the current rate of inflation?
4. How much do they spend on the armed forces?
5. What's the crime rate like?
6. How many people are there?
7. Is the birth rate increasing or decreasing?
8. How much do they spend on imports?

Learn hot
english
magazine



Remember!

You must do the Reading and Listening activities in *Learn Hot English* magazine.

UNIT 5 Money, money, money!

Vocabulary: Shopping, supermarkets, diets, money, banks

Language structures: Quantifiers, countable / uncountable nouns, modal verbs



Use an English-to-English dictionary and try to understand the definitions when looking up new words. This will help you to start thinking in English.

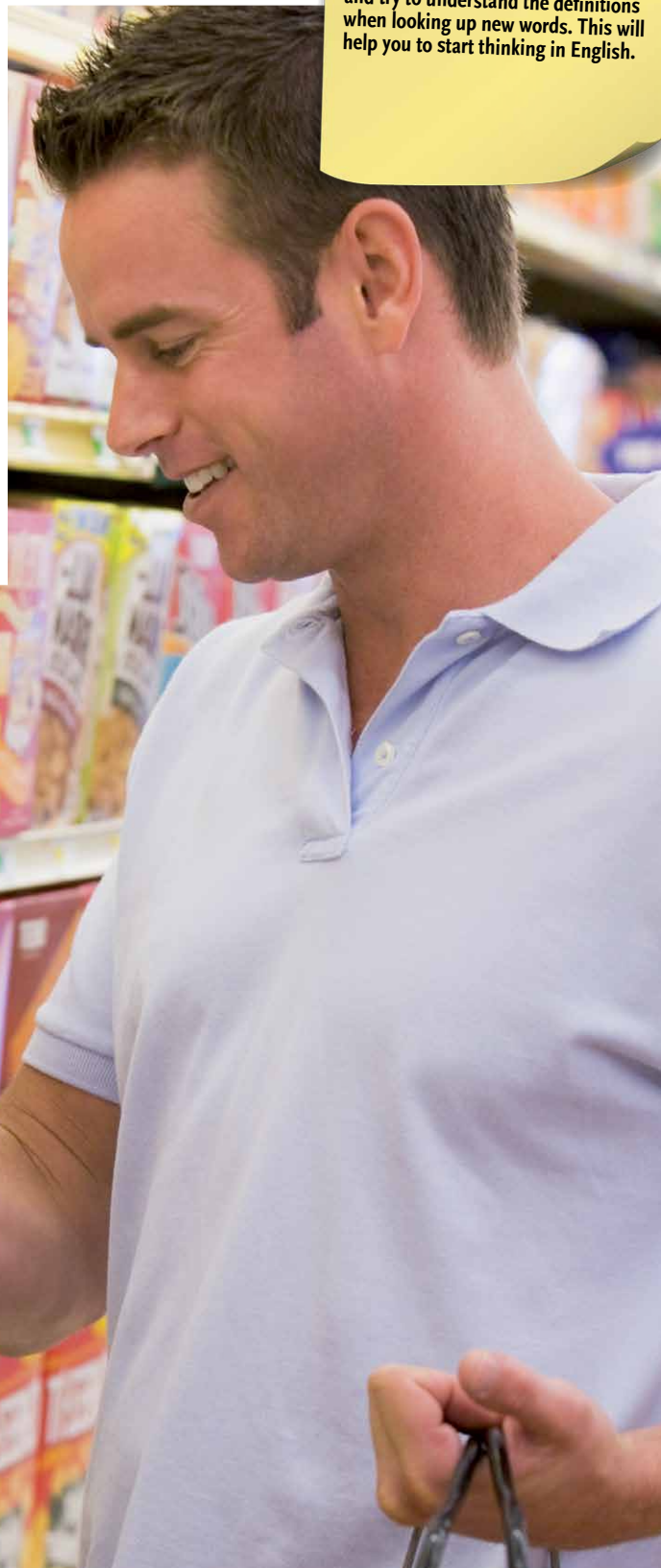
1 Ranking

What do you most dislike about supermarkets? Rank the ideas from 1 to 10 ("10" is the worst).

- Long queues.
- Unfriendly cashiers.
- Cashiers who throw your food around.
- Not being able to find something.
- Lanes that close just as you arrive.
- Having to put your bag in a locker.
- Security guards who ask to look in your bag.
- Screaming or badly-behaved children.
- Forgetting to weigh your fruit or vegetables.
- People who ask to go in front of you in the queue.

Think about it!

Where do you do your food shopping? Why do you go there? Do you ever use local shops? Why? Why not? What else do you like/dislike about supermarkets?



UNIT 5 Money, money, money!

READING

WHY I HATE SUPERMARKETS!

1 Pre-reading

Add letters to complete the words in the definitions.

1. **Supermarket** – a place where you can go **shop**_____.
2. **Trolley / cart** – a metal object with wheels for putting in the products you want to **b**_____.
3. **A cashier** – a **pers**__ who uses a computer to register the food you buy.
4. **Home delivery** – when the supermarket sends the food to your **hou**_____.
5. **Checkout till** – the place where you go to pay for your **f**_____.
6. **Shelf** – a flat or horizontal piece of wood/plastic/metal on which they place food or **prod**_____.
7. **Security guard** – the person who makes sure that no one **st**_____ anything.
8. **Queue** – a line of people who are waiting to **p**__ for the things they want to buy.



2 Reading I

What do you like or dislike about supermarkets? Make notes. Then, read the text once. Did anyone have similar ideas to you?

3 Reading II

Read the text again. Then, write the name of a person next to each question.

1. Who doesn't like it when the cashier throws your food around?
2. Who hates it when you're told to put your bag in the locker?
3. Who finds it annoying when you've forgotten to weigh your food?
4. Who hates it when they close a queue as you're about to join it?
5. Who can't stand it when someone asks to go in front of you in the queue?
6. Who hates it when you're stuck behind someone who's getting home delivery?

Consumer.com

Home About Us Services Products Support Contact

Tell us what you think of supermarkets.

Readers' comments



northturton 03:51PM I can't stand it when the security guard tells you to put your things in a locker. In my supermarket, there's a security guard who always stops me if I've got my backpack on. But there's another one who never says anything.



red_dragon 03:30PM I hate it when you're in a queue and someone asks if they can go in front of you. That's just so cheeky.



The_Ranter 02:55PM I don't like it when you're about to join a queue and the cashier says, "Sorry, I'm about to close."



brookmeyer 02:40PM What really annoys me is when the cashier throws your food around or drops it onto the conveyor belt.



Ihnick 02:02PM It's really annoying when you're behind someone who's getting home delivery. That always takes forever as they have to fill out the forms.



Aristotle 01:58 PM I hate it when I get to the cashier and I've forgotten to weigh my fruit or vegetables. Sometimes, the cashier does it for you, but other times they don't.

UNIT 5 Money, money, money!

VOCABULARY

1 Photo matching

Match the containers of food (1 to 8) to the pictures (a-h).

1. A packet of biscuits.
2. A can of Coca Cola.
3. A tin of tuna fish.
4. A carton of orange juice.
5. A bottle of olive oil.
6. A bag of sweets.
7. A box of chocolates.
8. A jar of coffee.



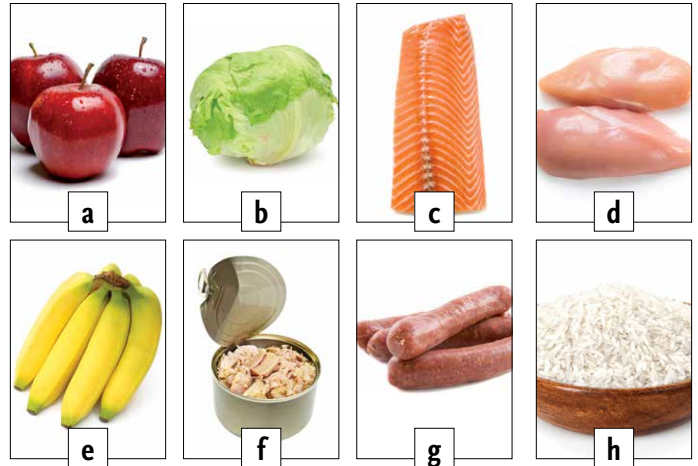
LISTENING

THE SHOPPING TRIP

1 Pre-listening

Match the words to the pictures.

1. Sausages
2. A cabbage
3. Bananas
4. Chicken breasts
5. Apples
6. Smoked salmon
7. Rice
8. A tin of tuna



WRITING

Your turn!

Write a short text saying what you like or dislike about supermarkets. Use the text from the reading activity on supermarkets as a model for your writing. Include information on what you like or dislike about the following: the cashiers, the security guards, the products they sell, the layout (how the shop is organised), other shoppers, etc.

2 Listening I

You're going to listen to a conversation about a shopping trip. Listen once. Which items of food from the previous activity are mentioned?

3 Listening II

Listen again. Then, answer the questions.

1. Did Leon get any sausages?
2. What type of salmon did he buy?
3. How many tins of tuna did he get?
4. What type of chicken did he buy?
5. What drink does Leon offer to make?
6. What expression does Maya use to say she'd like the drink?



UNIT 5 Money, money, money!

LANGUAGE

Quantifiers

	Countable nouns	Uncountable nouns
Affirmative	<i>There's a chair. (singular)</i>	<i>There's some sugar.</i>
	<i>There are some chairs.</i>	
	<i>There are many chairs.</i>	
Negative	<i>There isn't a chair.</i>	<i>There isn't any sugar.</i>
	<i>There aren't any chairs.</i>	
	<i>There aren't many chairs.</i>	
Interrogative	<i>Is there a chair?</i>	<i>Is there any sugar?</i>
	<i>Are there any chairs?</i>	
	<i>Are there many chairs?</i>	
	<i>How many chairs are there?</i>	<i>How much sugar is there?</i>

Countable nouns

Generally, countable nouns are things that you can count. For example: *one cat, two cats, three cats*, etc.

Uncountable nouns

Uncountable nouns are things that you can't generally count, often because they're too small and therefore impossible to count individually. For example: *water, rice, sugar, flour*.

We use the article *a* to refer to one countable noun. For example, "There's *a cat* in the living room."

We use *an* with nouns that start with a vowel sound: *an apple, an elephant, an egg*, etc. For example, "There's *an orange* in the refrigerator."

We use *some* to refer to the existence/quantity of something. We use it with plural and uncountable nouns (usually in affirmative sentences). For example:

- There are *some* biscuits in the kitchen.
- There's *some* food in the oven.

We use *any* in negative sentences (*isn't any, aren't any*, etc.) to refer to the non-existence of something; and

we use *any* in interrogative sentences to ask about the existence of something. For example:

- There aren't *any* biscuits in the kitchen.
- Is there *any* milk in the fridge?

We use *many* with countable nouns, and *much* with uncountable nouns. Both these words are used to refer to a large quantity of something. We generally use *much/many* in negative or interrogative phrases. For example:

- There aren't *many* people there.
- Is there *much* time left?

We can use *a lot of* in affirmative, negative and interrogative sentences with countable plural nouns and uncountable nouns. For example:

- There's *a lot of* food. / There isn't *a lot of* food.
- There are *a lot of* bananas. / There aren't *a lot of* bananas.

Enough

We can use *enough* to say that there is a sufficient amount of something. We can use it with countable and uncountable nouns. Notice how *enough* is placed before the noun. For example, "There are enough chairs."

Few / little

We use *a few* with plural nouns to mean "some but not many": "We've got *a few* people, so we can probably make a team."

We use *few* with plural nouns to mean not many: "Very *few* people have turned up. We can't make a team."

We use *a little* with uncountable nouns to mean "some but not many": "There's *a little* money left, so we can probably buy it."

We use *little* with uncountable nouns to mean not much: "There's very *little* money left. I don't think we can buy it."



UNIT 5 Money, money, money!

1 Sentence completion

Complete the affirmative sentences with *a/an* or *some*.

1. There's _____ box on the table.
2. There are _____ chairs at the back.
3. There's _____ pen on the bed.
4. There's _____ strange animal in the garden.
5. There are _____ clean towels in the bathroom.
6. There are _____ pieces of paper on my desk.
7. There's _____ apple in the kitchen.

2 Word choice

Complete the sentences with *much* / *many*.

1. We haven't got _____ tea. Could you go and get some, please?
2. We haven't got _____ eggs!
3. I haven't got _____ apples in my bag.
4. There isn't _____ milk in my cereal!
5. There isn't _____ sugar in the cupboard.
6. There aren't _____ potatoes left.
7. We haven't got _____ knives. We'll have to buy some more.
8. We don't have _____ cake. There isn't enough for everyone.



3 Article completion

Complete the article with the correct words.

Fad diets

Trying to lose weight? Easy! Try one of these fad diets.



1 THE 7-DAY CABBAGE SOUP DIET

This diet consists of... cabbage soup. Basically, you can eat as **(1) many / much** of it as you like over a period of a week, and you're guaranteed to lose between four and five kilos. You lose weight quickly because the food is very **(2) low / much** in calories and has nearly **(3) any / no** fat content. The problem is that **(4) the / -** soup doesn't taste very nice, so people give up easily.



2 THE WARRIOR DIET

As part of this diet, you eat very **(5) a little / little** during the day, but then eat as **(6) much / many** as you want at night. You can't have anything for breakfast, and from the morning till evening, you can only drink water, or have **(7) some / a raw** fruit or vegetables if you're hungry. You can also have **(8) a little / few** green salad for lunch, but without any dressing. However, in the evening, the fun starts and you can eat whatever you like.



3 THE BANANA DIET

As part of the banana diet you just have **(9) a / some** banana for breakfast. If you're still hungry 15 or 30 minutes after **(10) any / your** banana, you can have **(11) little / a little** snack, but not more than 200 calories. Then, you eat normally for lunch and dinner. However, dinner must be eaten by 8pm at the latest (6pm is better), and you shouldn't have **(12) an / any** dessert afterwards.



4 THE ATKINS DIET

This diet was created by Dr Robert Atkins, and was described in his book *Dr Atkins' Diet Revolution* (1972). There are **(13) few / much** limits on the amount of food you eat, but there are restrictions on what you can eat. Basically, you can eat **(14) a lot of / a few** protein: meat (beef, pork, etc.), fish (salmon, plaice, etc.), cheese, eggs and poultry (chicken, turkey, etc.); but very **(15) little / many** in the way of carbohydrates: not **(16) many / much** rice, wheat, cereals, bread, flour, cakes, and things that are high in sugar, such as sweets, juice, fruit, potatoes or alcohol. You can also cook with **(17) the / -** butter, have mayonnaise with your tuna, and put olive oil on your salads.

Your turn!

Write a short paragraph about the food that you've got in your house/fridge right now. Invent if necessary.

UNIT 5 Money, money, money!

LISTENING

HOW TO SPEND MONEY!

1 Pre-listening



debt



tax



bill



loan



mortgage



expenses



savings account

Write a word from above next to each definition (1 to 7).

1. A piece of paper that tells you how much you must pay for something. **bill**
2. A word that is used to refer to the regular payments you have to make every month.
3. A type of bank account that pays you interest (5%, for example).
4. Money you borrow to buy a house.
5. Money you borrow from the bank.
6. Money you owe to other people / the bank.
7. Money you pay the government that's used to fund schools, hospitals, the police, etc.

2 Listening I

You're going to listen to a conversation with Susanne advising Thomas how he should spend his big bonus. Listen once. Do they mention any of the things you thought of for the Pre-listening activity?

3 Listening II

Listen again. Then, complete the sentences with the words from below.

shares **bill** **mortgage** **loan** **account** **expenses**

1. He could pay off the bank _____.
2. He could pay off the credit card _____.
3. This would help with his monthly _____.
4. He could pay off some of the _____ on his second home.
5. He could invest in some stocks and _____.
6. Or he could put the money into a savings _____.

SPEAKING

Ask and answer these questions in pairs.

- What's your biggest/smallest monthly expense?
- What's more economical? Buying a car or renting a car?
- Do you have a savings account? Why? Why not?
- Have you got a mortgage?
- How much are the monthly payments?
- Which debt would you most like to pay off? Why? Are you happy with your bank? Why? Why not?
- What would you do if you had a million euros?
- Do you have any top tips for saving money? What are they?



UNIT 5 Money, money, money!

READING

MONEY PROBLEMS!

1 Pre-reading

What could you do to make more money or reduce your expenses? Try to think of at least three things. For example: taking on another job, etc.

2 Reading I

Read the e-mail once. Were any of your ideas for making money or reducing expenses mentioned?

3 Reading II

Read the text again. Then, answer the questions.

1. How much does Dave owe Emilie?
2. Who could he ask for the money?
3. When did he last have a pay rise?
4. When could he do some extra time at work?
5. Where could he get a job in the evenings?
6. Who might rent a room in his house?
7. How much would he save a month if he sold his car?



New Message

To: emilie@gmail.com

Subject: money problems

Dear Emilie,

Thanks for your e-mail. I feel really bad. Do you remember that €10,000 you lent me? I know I promised to pay it back this year, but I'm going through a bit of a bad patch, so I don't think I'll be able to pay it back any time soon.

If you really need it, I might have to ask the bank for a loan or I could ask my dad to lend it to me. However, I'd rather not have to do that. Anyway, if you could wait a bit longer, that would be great.

Meanwhile, I've been thinking of some ways to make some more money. If I started making a bit more each month, I could start paying you back bit by bit. Here are some of my ideas.

1. I could ask my boss for a pay rise – I haven't had one for at least three years.
2. I could do work on Saturday mornings. They were asking for people to do that just recently.
3. I could get a job in a bar in the evenings.
4. I could rent out one of the rooms in my house. There are lots of students looking for accommodation at this time of the year.
5. I should look at reducing my expenses: I can get rid of the cable TV (that would save me €50 a month), I could sell the car (I'd get about €1,000 for it and I'd save about €80 a month in travel), I could stop buying so many new clothes.

What do you think?
Please let me know,
Speak soon,

Dave

UNIT 5 Money, money, money!

LANGUAGE

Modal verbs

Ability (can)	<i>I can speak three languages.</i> <i>They can't juggle.</i>
Ability in the past (could)	<i>I could ride a bike when I was four.</i> <i>She couldn't see it.</i>
Possibility (could)	<i>We could go by train.</i> <i>They could finish it next week.</i>
Advice (should)	<i>You should go and see a doctor.</i> <i>They shouldn't go outside.</i>
Obligation (must)	<i>She must tell us about it.</i> <i>They must arrive early.</i>
Prohibition (mustn't / can't)	<i>He mustn't speak like that.</i> <i>You can't sit there.</i>
Possibility (might/may)	<i>We might go tomorrow.</i> <i>It may rain later.</i>

We often use contractions with the negative forms of modal verbs. For example:
can't = can not (or cannot); couldn't = could not;
shouldn't = should not; mustn't = must not. It isn't common to use contracted forms with *might / may*.

We use modal verbs for a variety of functions: to make suggestions, to give advice, to talk about obligation, to talk about possibility... For example:

- a) You should do more exercise. (**advice**)
 b) They must try it. (**strong advice**)

With negative forms, we add *not* after the modal verb (we don't use auxiliary verbs!) For example, "He might not like it."



Photo matching

Match the problems (1 to 8) to the possible solutions (a-h).

- I can't find my wallet.
- I've got a headache.
- I'm feeling really tired.
- I'm worried about the exam next week.
- I haven't got any money for the trip.
- My back hurts.
- My feet are aching after all that walking.
- I can't find my mobile phone.

a. I can lend you some if you want.



b. You should cancel your credit cards as soon as you can.



c. You can have a little sleep on the sofa.



d. You should dial your number to see if you can hear it ringing.



e. You should go and see a doctor about it.



f. I can give you an aspirin if you want.



g. You should get some shoes like mine!



h. I can help you revise for it if you want.



UNIT 5 Money, money, money!

2 Sentence completion

Complete the sentences with the verbs from below.

get, do, remember, find, speak, understand, touch, hear

1. I can't _____ the music.
2. I can _____ my nose with my tongue. Can you?
3. He can't _____ what you said.
4. They can _____ it next week – there's no rush.
5. You can _____ Italian, can't you?
6. I can't _____ her – she's speaking too quickly.
7. They left their key at home. They can't _____ into the building.
8. He can't _____ his wallet. We might have to go to the police.

3 Word choice

Complete the sentences with the correct verbs.

1. I couldn't **sleep / take** because I'd had too much coffee.
2. They couldn't **take / go** by train because of the strike.
3. We couldn't **sleep / wash** the clothes because there was no water.
4. He couldn't **wash / work on** the report because he'd forgotten to take the files home.
5. They couldn't **work / hear** what he was saying because of all the noise.
6. She couldn't **finish / go** the work on time.
7. He couldn't **leave / go** the airport because all the flights were cancelled.
8. She couldn't **take / speak** because her mouth was full.

4 Sentence completion

Complete the sentences with the verbs from below.

listen, take, call, book, send, arrive, do, talk

1. You should _____ more exercise – it's good for you.
2. They shouldn't _____ to him like that – he's their boss.
3. He should _____ to her advice – she's got a lot of experience.
4. She shouldn't _____ so late. She should get an earlier train.
5. You should _____ more care with the vase. You nearly dropped it!
6. They should _____ the e-mail today or it will be too late.
7. He should _____ them back. They're waiting for our response
8. You should _____ the flights early. That way it's cheaper.

5 Sentence matching

Match the sentence beginnings (1 to 6) with the endings (a-f).

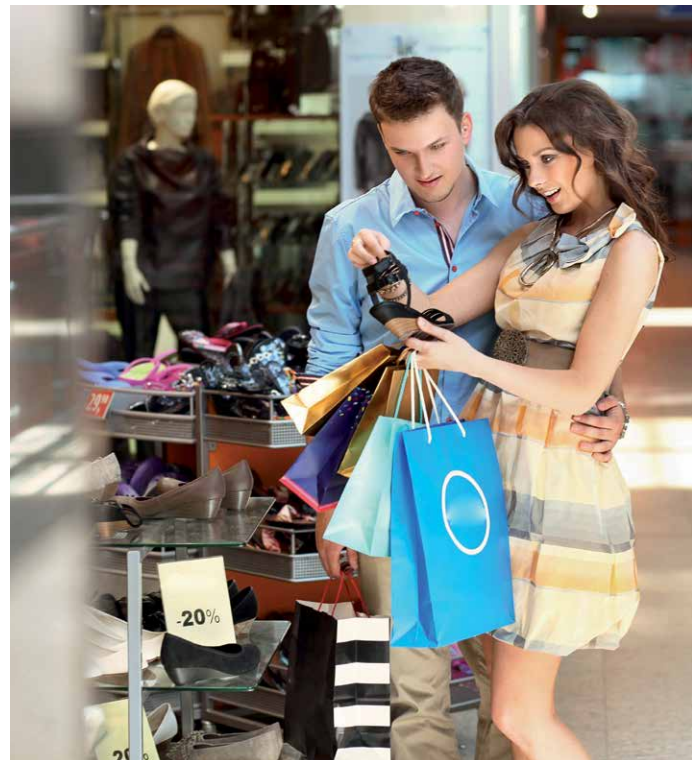
1. You must reply...
2. He must work harder if he wants...
3. They must go to bed early or they'll be...
4. She must apologise for all the trouble...
5. We must leave now or we will miss...
6. He must visit us if he...

- a. ...the train.
- b. ...too tired tomorrow.
- c. ...comes here.
- d. ...she has caused.
- e. ...to the proposal within 5 days.
- f. ...to pass the exam.

6 Ideas completion

Complete the sentences with your own ideas.

1. Today, I really should...
2. At work, we must try to...
3. When I was younger, I couldn't...
4. If there's time tomorrow, I may...
5. For lunch today, I might...
6. Next year, we might...



WRITING



Your turn!

Write an e-mail to a friend talking about a money-related issue. Use the e-mail from Dave to Emilie (from this unit) as a model for your writing. Include information on the following: how much you owe, why you can't pay it back now, how you could make more money, how you could reduce expenses, etc.

UNIT 5 Money, money, money!

▶ VIDEO

THE PROBLEM WITH MONEY!



1 Pre-viewing

Answer these questions about money. Which bank do you use? Why do you use it? Do you have a savings account? How much do you try to save every month? What do you do with your savings? What would you do if you suddenly had €50,000 euros?

2 First viewing

Watch the video once. How would you describe the speaker's attitude to money?

- a) She's very careful with it
- b) She doesn't seem to care about money
- c) She tends to spend it all as soon as she gets it

3 Second viewing

Watch the video again. Then, write **T** (true) or **F** (false) next to each statement.

- 1. She believes that money can buy you happiness.
- 2. She has two savings accounts.
- 3. She uses the checking account* for everyday expenses.
- 4. She tries not to spend the money in her savings account.
- 5. One day, she wants to use the savings account money for her retirement.
- 6. She puts money into her savings account every week.

4 Speaking

Prepare some notes on what you do with your money so you can tell someone about this. Think about the following: how many accounts you have, what you use them for, whether you have a savings account, how much money you put there, what you're saving up for, etc.

*Checking account – “bank account” in British English

Watching videos in English – top tips!

The most important thing to remember when watching a video in English is this: **you won't understand every word**. But this isn't a problem. Simply listen out for the key words – the most important words in the conversation: *the nouns, verbs, adjectives*, etc. By doing this, you'll be able to guess what the speakers are saying. Also, before watching the video, think about the topic. If you do this, you'll be able to predict what the speakers might say, and also guess the meaning of words or expressions, even if you don't understand them!

FLUENCY PRACTICE!

1 Dictation

Write down the words you hear.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

2 Transformation

Transform the sentences you hear into questions.

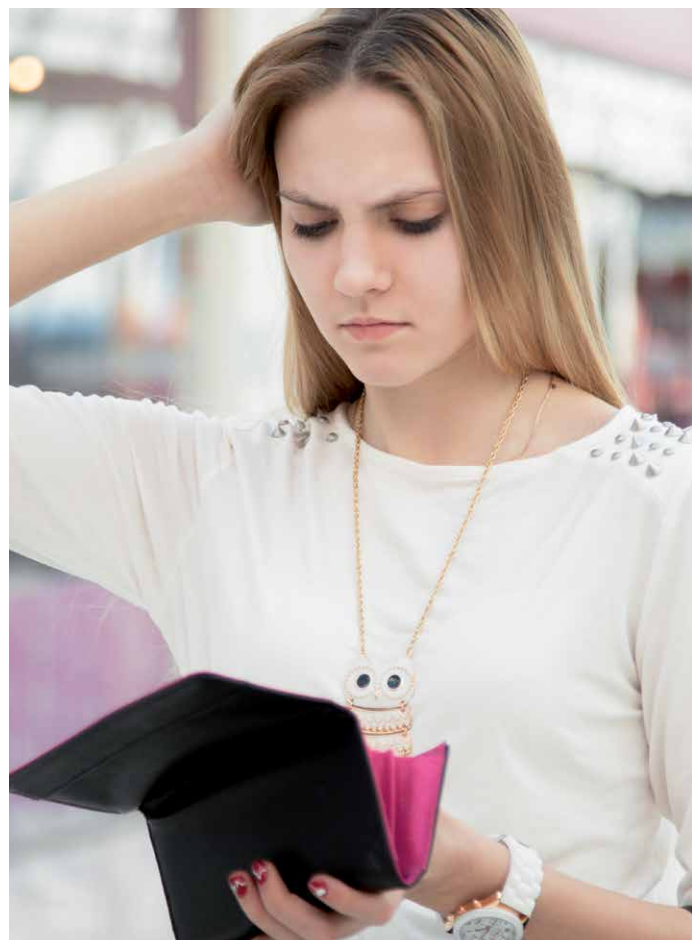
- 1. She can see it. = Can she see it? _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

3 Pronunciation

When we speak naturally, the word *can* is pronounced with a weak, unstressed sound: / kən /

Listen and write the sentences you hear. Then, try saying them yourself with the correct weak, unstressed sound.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



UNIT 5 Money, money, money!

SPEAKING TASK

Money problems **Activity type:** problem solving

Task

You are going to discuss some problems with a colleague. First, read over the “Money Problems” (see the text below). Think of some advice for each person. Try to think of something practical and positive. Then, get into pairs or groups and discuss each problem and the possible solutions. Try to come to an agreement with your colleague/s.

Giving advice

1. I think he should...
2. The best thing would be to...
3. She must...
4. He really has to...
5. If I were her, I'd...
6. Why doesn't she try... ?
7. How about doing X?
8. What about... ?

Accepting/rejecting advice

1. Yes, I think that could work.
2. Yes, that would be the best solution.
3. Yes, I'm sure that would be effective.
4. That would definitely help.
5. I'm not so sure about that.
6. I don't really think that would be the best solution.
7. I can't imagine that working.
8. I really don't think we should suggest that.

Money problems



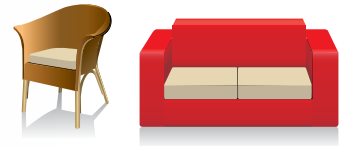
- Charles wants to buy a new car. It costs £18,000 but he can only afford £13,000.



- Cheryl wants to buy a house that's on the market for £150,000 but she's only got £75,000.



- Oliver wants to go on a six-month trip around the world. So far, he's saved enough for two months.



- Jessica has just bought a house and really needs to buy some new furniture, but she hasn't got any money left.



- Ben has been invited to a wedding. He needs a new suit, but can't afford one right now.



- Jennifer wants to start her own company but she's only got £4,000.



- The flat that Ethan wants to rent is £1,600 a month but he can only really afford £1,200 a month.



- Ellie's monthly expenses are more than what she's currently earning.

UNIT 5 Money, money, money!

SPEAKING TASK

Supermarket improvement **Activity type:** discussion



Task

You are going to discuss ideas for improving things at a large supermarket. Read over the comments in the “Supermarket Complaints” list. Then, decide what you can do to improve the supermarket. For example, you could open a “Children’s Corner” with games and activities for children while their parents shop. Try to think of at least three ideas. Then, get together in pairs or as a group and discuss the ideas.

Supermarket Complaints

- The supermarket isn’t very ecological.
- The cashiers are unfriendly.
- It’s impossible to find anything.
- The lanes move too slowly.
- The security guards are rude.
- There are lots of screaming children.
- There’s no one to weigh the fruit and vegetables.
- Some of the lanes are too narrow for pushchairs.
- Many of the shopping trolleys are broken.
- There are no lockers to put your things in.
- There are no discounts or special offers.
- There’s no store card.
- There are unpleasant smells in the supermarket.
- It’s got a dirty, untidy look to it.



Giving opinions / Making suggestions

1. I think we should...
2. I think we have to...
3. We must try to...
4. How about doing X?
5. What about doing X?
6. Why don’t we...?
7. We really have to...
8. In my opinion, we should...

Commenting on ideas

1. That would be a good idea.
2. Yes, I think that could work.
3. I think that would be great.
4. Yes, but what about...?
5. I can’t really see that working.
6. I’m not so sure about that.
7. I don’t think that would be a good idea.
8. I can’t really see how that would work.

Remember!

You must do the Reading and Listening activities in *Learn Hot English* magazine.

UNIT 6 Problems!



Remember, listening is extremely difficult. However, it comes with practice, and the more you listen to English, the easier it gets.

Vocabulary: Legal terms, the car, transport words, life experiences

Language structures: Transitive and intransitive verbs, the future with be + going to + a verb, the present perfect

1 Unusual laws

Complete the crazy (but true) laws from different states in the US with the words from below. Which one is the funniest / most ridiculous?

vehicle, jeans, pocket, photograph, Sunday, prohibited, water, church

1. Hunting camels is _____.
2. It is unlawful to refuse a person a glass of _____.
3. Dominoes may not be played on _____.
4. It is illegal to wear a fake moustache that causes laughter in _____.
5. You may not have an ice cream cone in your back _____ at any time.
6. You may not wear blue _____ down Noble Street.
7. It is illegal for a driver to be blindfolded while operating a _____.
8. While it is legal to shoot bears, waking a sleeping bear for the purpose of taking a _____ is prohibited.

Think about it!

Have you heard of any more unusual laws? What are they? Are there any unusual/strange/ridiculous laws in your country? What are they? What are some of the most ridiculous laws in your country?

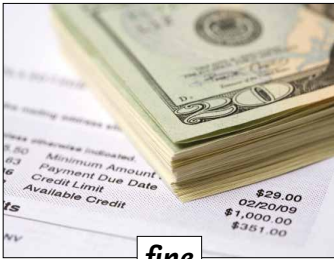


UNIT 6 Problems!

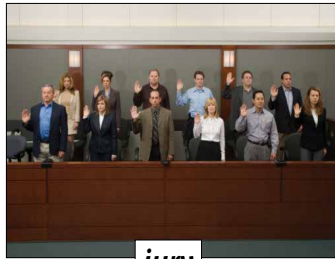
READING

LEGAL PROBLEMS

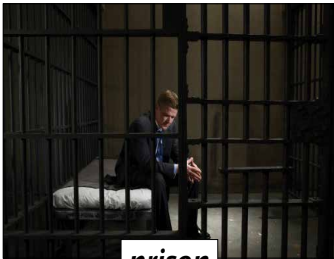
1 Pre-reading



fine



jury



prison



lawyer



file a lawsuit (sue)



judge



trial



court

Write a word from above next to each statement (1 to 8).

- The 12 people who decide whether the defendant is innocent or guilty. **jury**
- A person who has had legal training and who practises law.
- The building where a legal process takes place.
- An amount of money you pay for having committed a crime.
- The secure building where criminals must stay.
- If you do this, you start legal proceedings against someone or a business in order to get compensation.
- The person who controls, manages and directs a trial or court case.
- A legal process to decide whether someone is innocent or guilty.

2 Reading I

You're going to read a text about an incident in a restaurant. What types of incidents can take place in a restaurant? Think of three things. For example: the food is cold, the waiter drops something, etc. Then, read the article once. Were any of your ideas mentioned?

3 Reading II

Read the text again. Then, tick (✓) "Yes" or "No".

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Frank works in Chicago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Frank owns a hairdresser's. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A customer is suing him. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A waiter spilt some soup on the customer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The soup was really, really hot. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The customer was taken to hospital. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. At first, the customer demanded \$30,000 in damages. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Later, the customer demanded \$54,000, not including all the medical or legal expenses. | <input type="checkbox"/> | <input type="checkbox"/> |

New Message

Attach Format Photo Browser Show Stationery

Subject: jackie@hotmail.com

To: Legal problems

Hi Jackie,

Did you hear about my brother, Frank? He's got a restaurant in Chicago and he's in a bit of trouble. Basically, a customer has sued him. The customer was in my brother's restaurant with his girlfriend and he ordered some soup as a starter. Unfortunately, the waiter spilled some of the soup onto the customer's arm. The soup wasn't very hot, but the customer demanded an ambulance and went to hospital. Later, my brother received a letter from the customer's lawyer demanding \$30,000 in damages. My brother wanted to settle out of court for a lower amount, but they never came to an agreement. Anyway, now the customer has filed a lawsuit against my brother. The customer is suing him for \$60,000 – not including all the medical and legal expenses. If the customer wins, my brother will have to close down the restaurant. Any ideas on what he can do?

Thanks and speak soon,
Greg

SPEAKING

Ask and answer these questions in pairs.

- Are there any important court cases going on at the moment in your country? What are they about?
- What do you think of the jury system?
- Do you know any lawyers?
- What have they told you about their jobs?
- What are the pros and cons of being a lawyer?
- Is it easy to take someone to court in your country? What's the process?



Your turn!

Write an e-mail to a friend about a problem (a legal one or any other type). Invent if necessary. Use the text from this section as a model for your text.

UNIT 6 Problems!

LISTENING

PROBLEMS WITH THE LANDLORD!

1 Pre-listening

What sort of problems can you have when you rent a house or flat? Think of at least three ideas. For example: an electrical appliance breaks, etc.

2 Listening I

You're listening to someone talking about some problems with a landlord. Listen once. Were any of your ideas from the Pre-listening activity mentioned?

3 Listening II

Listen again. Then, complete the sentences with the correct options.

1. The **heater / fridge** in Olivia's flat broke.
2. It broke about **five / six** months ago.
3. It would have cost **€200 / €300** to repair it.
4. Olivia had to spend **€80 / €160** on an electric one to replace the broken one.
5. In the end, the repairs cost her **€310 / €340**.
6. Olivia **thinks / doesn't think** he will settle out of court.

LANGUAGE

Intransitive & transitive verbs

Intransitive verbs

Intransitive verbs don't have an object. For example:

- a) I waited.
- b) They were running.
- c) She jumped.

Transitive verbs

Transitive verbs need an object or object pronoun (me, you, him, her, us, them, etc.). For example (objects shown in bold):

- a) I took **a photo**.
- b) She likes **the film**.
- c) He heard **the story**.

4 Transformation

Replace the object in bold for an object pronoun (me, you, him, her...).

1. I brought **Ana** a glass of water.
2. We gave **Pete** a watch for his birthday.
3. I saw **Patrick and Jenny** at the party.
4. I read **the magazine**.
5. They taught **Alyson** how to do it.
6. She sang **a song**.



3 Website analysis

Read over the text. Then, answer the questions. Afterwards, see if you can identify any transitive verbs (verbs with objects).

CrimeFun.com

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Funny criminals

YouTube

In November 2012, 19-year-old Hannah Stanley uploaded an eight-minute video to YouTube. In the clip, she described how she'd robbed a bank and stolen a car. She even showed some of the \$6,000 USD she'd taken. But thanks to her video, which she'd called "Chick Bank robber", the police had a self-made confession which they used to arrest her.

Powder





In July of 2009, three teenagers broke into a bar in St Paul (Minnesota). They stole a number of items then fled the scene. However, they left one important clue: a trail of a mysterious orange powder. The police followed the trail from the recreation centre to a nearby home, where they found several bags of Cheetos which had been stolen from the bar. Police arrested the three males aged 17, 18 and 19 who lived in the house.

1. How old is Hannah?
2. What did she rob?
3. What did she steal?
4. How much money did she take?
5. When did the three teens break into the bar?
6. What was the mysterious orange powder?
7. How old were the three teens?

UNIT 6 Problems!

The future with *be + going to + a verb*

Affirmative	Negative	Interrogative
<i>I'm going to play.</i>	<i>I'm not going to play.</i>	<i>Am I going to play?</i>
<i>You're going to play.</i>	<i>You aren't going to play.</i>	<i>Are you going to play?</i>
<i>He's going to play.</i>	<i>He isn't going to play.</i>	<i>Is he going to play?</i>
<i>She's going to play.</i>	<i>She isn't going to play.</i>	<i>Is she going to play?</i>
<i>It's going to play.</i>	<i>It isn't going to play.</i>	<i>Is it going to play?</i>
<i>We're going to play.</i>	<i>We aren't going to play.</i>	<i>Are we going to play?</i>
<i>They're going to play.</i>	<i>They aren't going to play.</i>	<i>Are they going to play?</i>

Time expressions

next week, next month, next year, in two hours, very soon, tomorrow, in 2020, in May, at 4pm, tonight, later, tomorrow afternoon, this weekend, at the weekend

We often use contractions with this structure. For example: *I'm = I am; you're = you are; he's = he is; she's = she is; it's = it is; we're = we are; they're = they are.* The negative forms are: *isn't = is not; aren't = are not.*

We can use this structure to make future predictions (often based on evidence). For example, "That bridge doesn't look very safe. I think it's going to collapse."

We can also use this structure to talk about future plans (often ones that you make in advance and before the moment of speaking - not spontaneously). For example, "I'm going to work in Germany for five months."

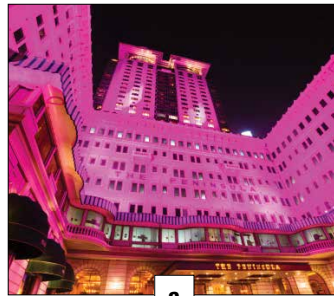
We can use question words (*what, when, where, why, who, etc.*) with this structure. For example, "Why aren't you going to do it?"



1 Photo matching

Match the sentences (1 to 6) to the pictures (a-f).

- It's going to be hot tomorrow.
- Careful! You're going to drop it!
- We're going to stay in a five-star hotel.
- They're going to go shopping.
- I'm going to beat you at chess!
- We're going to have a great time at the party!



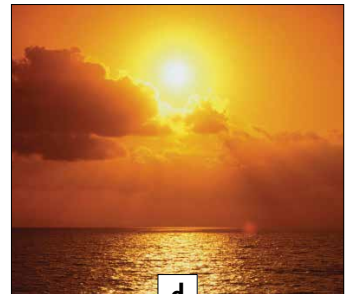
a



b



c



d



e



f

2 Sentence completion

Complete the sentences with the correct forms of the verbs in brackets. Use affirmative forms of *be + going to*.

- I _____ (buy) a newspaper.
- She _____ (leave) in a minute.
- Anthony _____ (get) the cinema tickets.
- Sheila _____ (cycle) to work.
- Mary and I _____ (eat) out tonight.
- I _____ (sing) in a concert.

3 Ideas completion

Complete the sentences with your own ideas.

- This evening, I'm going to...
- Tomorrow, we're going to... [at work]
- This weekend, I'm going to...
- We're going to... this Saturday morning.
- I'm going to... tomorrow afternoon.
- My colleague and I are going to... this week.
- Next year, I'm going to...
- Over the next few months, we're going to... [at work]

UNIT 6 Problems!

▶ VIDEO

HOW TO AVOID GETTING ROBBED



1 Pre-viewing

The speaker in the video is going to talk about scams – illegal plans for making money, especially ones that involve tricking people. What scams have you heard about? Make notes.

2 First viewing

Watch the video once. Were any of the scam ideas you had mentioned?

3 Second viewing

Watch the video again. Then, choose the correct answers.

- What is the typical scam the speaker mentions at the start?
 - The scam e-mail asking you for money
 - The Ponzi scheme in which you're asked to invest in something
- Who carries out the "waiter scam"?
 - The waiter in the restaurant
 - Someone pretending to be a waiter
- How does the "waiter" distract you?
 - He/She asks about the food
 - He/She asks for directions
- Once you're distracted, what will they then steal from you?
 - Your bag from the floor
 - Your valuables from the table
- In the "map scam", who does the scammer pretend to be?
 - A police officer
 - A lost tourist
- Who carries out the "public transport scam"?
 - Normally, a pair of scammers
 - Usually, a large group of scammers

4 Writing

Write a description of a typical scam that you've heard about. Include information on the following: where it happens, who the scammers are, who the victims are, how it works, what they take, how to avoid it...

VOCABULARY

1 Transport words

Match the words (1 to 10) to the pictures (a-j).

- Ship
- Train
- Bus
- Taxi
- Yacht / boat
- Moped
- Bicycle
- Motorbike
- Aeroplane / airplane (US) / plane
- Helicopter



a



b



c



d



e



f



g



h



i



j

SPEAKING

Ask and answer these questions in pairs.

- What do you do to take care of your car?
- What's the best/worst car you've ever driven?
- How often do you take your car to the garage? Why?
- What do you keep in the boot of your car?
- In general, would you say that you were a careful driver? In what way?
- Have you ever seen an instance of road rage? What happened?
- How would you rate your driving skills on a scale of 1 to 10 (10 being the best)?

UNIT 6 Problems!

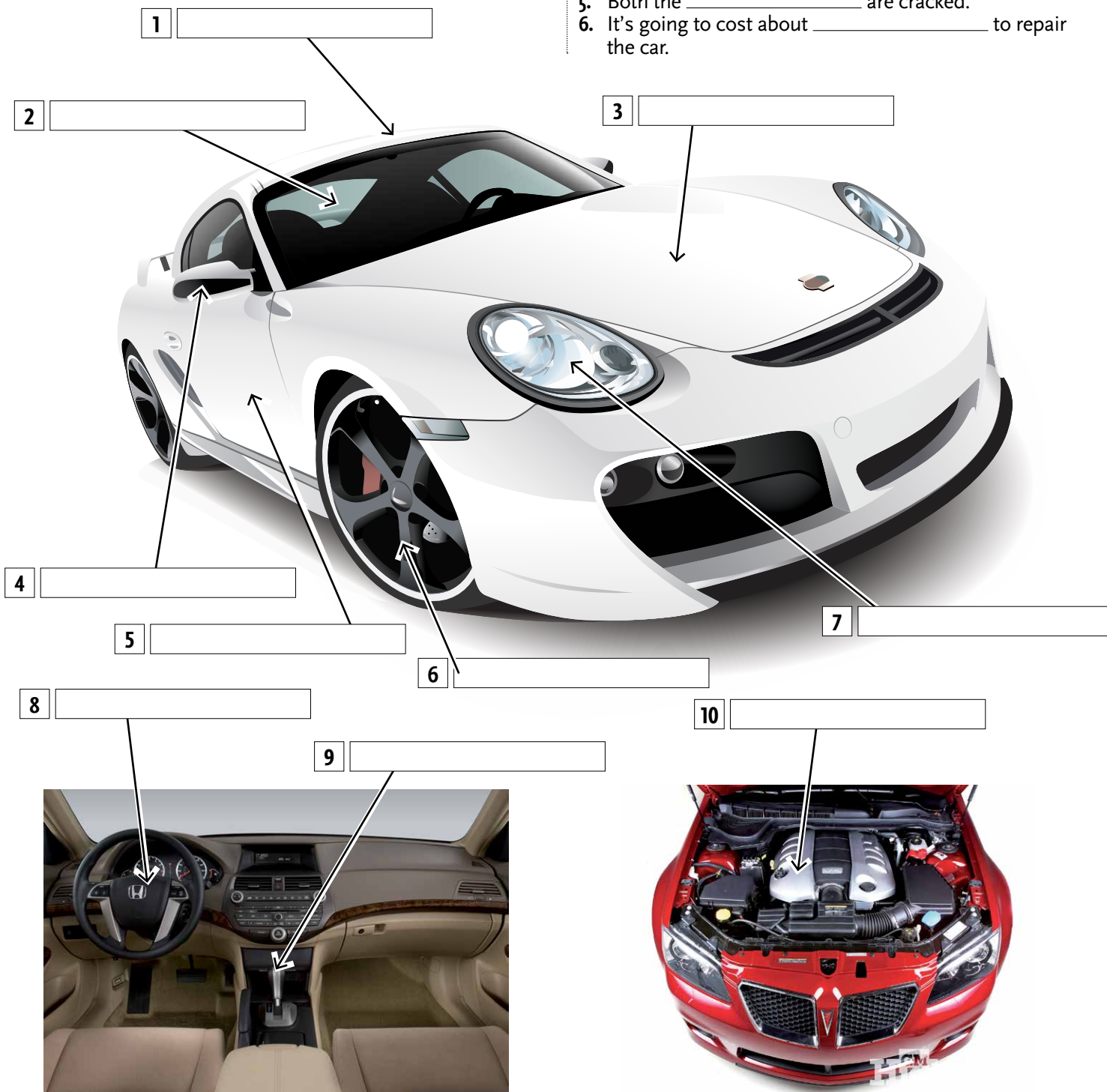
LISTENING

CAN ANYONE FIX THIS CAR?

1 Pre-listening

Write the correct names in the spaces. Use the words from below.

bonnet, side-view mirror (wing mirror), headlight, engine, gear lever, steering wheel, windscreen, front door, wheel, roof



2 Listening I

You're going to listen to a conversation with a car mechanic. Listen once. Which things from the Pre-listening task are mentioned?

3 Listening II

Listen again. Then, complete the sentences with the correct words. Use some of the terms from the Pre-listening activity.

1. The _____ aren't working.
2. There's a crack on the _____.
3. There are a few scratches on the _____.
4. One of the _____ won't open.
5. Both the _____ are cracked.
6. It's going to cost about _____ to repair the car.

UNIT 6 Problems!

READING

Buying a second-hand car!

1 Pre-reading

What would your top tips for buying a second-hand car be? What questions should you ask the person who is selling the car? Think of three questions to ask.

2 Reading I

Read the article once. Were any of your ideas mentioned?

3 Reading II

Read the text again. Then, write a question from the text for each answer below.

- _____ = I've had it for about six years.
- _____ = We've moved into the city centre so I don't need it any more.
- _____ = I got it new from a car dealer.
- _____ = I can't go below €4,000.
- _____ = I had to fix the engine about four months ago.



CarHelp.com

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Top Tips >> > Buying a second-hand car

When buying a second-hand car, get as much information as you can about the car and the seller. Make sure you ask these questions!

- How long have you had the car?
- Why are you selling the car? Is it because you are buying a new car?
- What types of problems have you had with the car?
- What condition is the car in?
- How many previous owners has it had?
- Where did you buy the car?
- Have you changed the oil recently? What type of oil did you use?
- Have you had any other offers for the car?
- How many miles has it got on the clock?
- How much are you willing to sell the car for?
- Can I take the car out for a test drive? How long can I go for?
- Have you had to get anything repaired lately?
- Can I see the paperwork?
- Are you willing to let me get the car inspected independently?
- Have you sold any other cars recently?

For more information on buying a second-hand car, please contact us by e-mail or telephone.



Your turn!

Write a top tips guide for buying something: a car, a house, a piece of furniture, an electrical appliance, etc. Use the text from this section as a model for your writing.

UNIT 6 Problems!

LANGUAGE

The Present Perfect

Affirmative	Negative	Interrogative
<i>I've played it.</i>	<i>I haven't played it.</i>	<i>Have I played it?</i>
<i>You've played it.</i>	<i>You haven't played it.</i>	<i>Have you played it?</i>
<i>He's played it.</i>	<i>He hasn't played it.</i>	<i>Has he played it?</i>
<i>She's played it.</i>	<i>She hasn't played it.</i>	<i>Has she played it?</i>
<i>It's played it.</i>	<i>It hasn't played it.</i>	<i>Has it played it?</i>
<i>We've played it.</i>	<i>We haven't played it.</i>	<i>Have we played it?</i>
<i>They've played it.</i>	<i>They haven't played it.</i>	<i>Have they played it?</i>

Time expressions

today, this morning, this afternoon, this week, this month, this year, so far, recently, before, yet, already, for (+ a period of time), since (+ a specific time).

We often use contractions with the Present Perfect. For example: *I've = I have; you've = you have; he's = he has; she's = she has; it's = it has; we've = we have; they've = they have.* The negative forms are: *haven't = have not; hasn't = has not.*

We use the Present Perfect Simple to refer to actions that have happened some time before now, without mentioning exactly when. For example, "He's been to Japan."



1 Matching

Match the sentences (1 to 6) to the comments (a-f).

- She's finished the work.
- He's prepared the dinner.
- They've bought the train tickets.
- He's taken the car to the garage.
- She's repaired the bikes.
- They've seen the film before.

- We can see another one then!
- That was quick!
- We can go for a ride in the park then.
- Great. I'm really hungry.
- How long will it take to fix?
- OK, but what time does it leave?

2 Table completion

Complete the table with the correct verb forms. Then, make three sentences with any of the past participles.

	Infinitive	Past simple	Past participle
1.	Buy		
2.	See		
3.	Have		
4.	Take		
5.	Teach		
6.	Bring		
7.	Give		
8.	Understand		

3 Question word completion

Complete the questions with the correct question words.

- A: _____ have they been?
B: In the garden.
- A: _____ has she spoken to? B: Natasha.
- A: _____ have they made?
B: A chocolate cake.
- A: _____ has he left?
B: Because he doesn't like it.
- A: _____ have you told?
B: Sarah and Nicola.
- A: _____ have you put it? B: In the box.
- A: _____ have you done today? B: Nothing!
- A: _____ has she been? B: At home.



UNIT 6 Problems!

4 Sentence creation

Write six more sentences about Shirley. Use the Present Perfect. Then, write some questions and answers about the information.

To do list

- Buy tickets for the show ✓
- Respond to the e-mails ✗
- Call the electrician ✓
- Change the oil in the car ✗
- Deliver cake to Lindsay's house ✓
- Do the food shopping ✗
- Send the e-mails ✗

For example: *She has bought the tickets for the show.*

5 Online survey analysis

Read over the information. Then, answer the questions.

Travel.com

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Do our online quiz!
Write your answers in the spaces provided.

Name: Tiffany

Q: Have you ever been parachuting?
A: No, I haven't, but I went bungee jumping last summer.

Q: Have you ever climbed a mountain?
A: Yes, last spring I went up Mt Washington with my family. It was so beautiful!

Q: Have you ever fallen down the stairs?
A: Unfortunately, yes. I'm a bit clumsy sometimes.

Q: Have you ever read a play by Shakespeare?
A: We read *Romeo and Juliet* in school last year. It's a beautiful story, but it's hard to understand the language!

Q: Have you ever been to China?
A: No, I haven't. But I'd like to go one day!

Q: Have you ever been on TV?
A: Once. I was an extra in an episode of *How I Met Your Mother*.

[Read other answers!](#)

1. Has Tiffany been parachuting?
2. When did she go bungee jumping?
3. When did she climb up Mt Washington?
4. Has she ever fallen down the stairs?
5. When did she read *Romeo and Juliet*?
6. Has she ever been on TV?



UNIT 6 Problems!

▶ VIDEO

MY FAVOURITE FORM OF TRANSPORT!



1 Pre-viewing

What's your favourite form of transport? Why do you like it so much?

2 First viewing

Watch the video once. How does your favourite form of transport compare to the speaker's? Which of his points do you agree with?

3 Second viewing

Watch the video again. Then, choose the correct answers.

1. According to the speaker, what's the best way to travel long distances?
 - a) By train
 - b) By car
2. Why does he like to drive with the windows down?
 - a) So he can listen to music
 - b) So he can feel a breeze
3. What form of transport does he like in the city?
 - a) The bus or Underground
 - b) Walking
4. Where did he go yesterday afternoon?
 - a) To the gym
 - b) To work
5. What did he find on the way there?
 - a) An amazing clothing store
 - b) A bakery
6. Why can't he walk so much at home?
 - a) Because it's dangerous
 - b) Because everything is so far apart

4 Speaking

Prepare notes so you can tell someone about your favourite form of transport. Include information on the following: what it is, why you like it, when you use it, what you do while you're using it, a few of your last trips with

this form of transport, what your second best form of transport is...

FLUENCY PRACTICE!

1 Dictation

Write down the words you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

1 Transformation

Transform the Present Perfect sentences you hear into negatives.

1. He has eaten all the sandwiches. = He hasn't eaten all the sandwiches.
2. _____
3. _____
4. _____
5. _____

3 Pronunciation

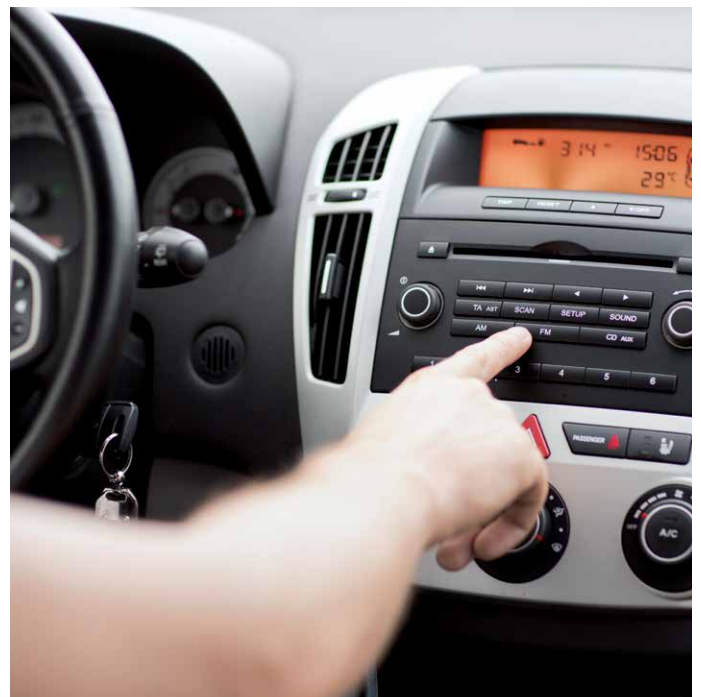
When we speak naturally, we often use contractions with the Present Perfect.

For example:

- a) I have eaten = I've eaten.
- b) They have left. = They've left.

Listen and write the sentences you hear. Then, try saying them yourself with the correct contractions.

1. _____
2. _____
3. _____
4. _____
5. _____



UNIT 6 Problems!

SPEAKING TASK

The car sale **Activity type: a role play**



Student A

You are interested in Student B's car (the Nissan Altima). Try to buy it from him/her. Get the best price you can. Ask lots of questions. Use the questions below, or invent any others. Student B is interested in your car. Try to sell it to him/her. Sell it for as much as you can.

Student B

You are interested in Student A's car (the Honda Accord). Try to buy it from him/her. Get the best price you can. Ask lots of questions. Use the questions below, or invent any others. Student A is interested in your car. Try to sell it to him/her. Sell it for as much as you can.

Student A's car

Type: Honda Accord
Year: 2009
Price: €17,695
Fuel: Petrol
Colour: White
Kilometres: 30,643
Previous owners: One
Condition: Used car

Student B's car

Type: Nissan Altima
Year: 2008
Price: €19,986
Fuel: Hybrid
Colour: Black
Kilometres: 14,208
Previous owners: None
Condition: Used car



Asking about a car

1. Why are you selling the car?
2. How many miles has it got on the clock?
3. Have you taken it to the garage recently?
4. Have you had any problems with it recently?
5. How long have you had the car?
6. Have you painted over the bodywork at any time?
7. How many previous owners has it had?
8. Can I take the car out for a test drive?

Avoiding difficult questions

1. I'll have to look into that.
2. I can't quite remember.
3. I don't recall doing that.
4. I'll need to check the paperwork.
5. Can I get back to you about that?
6. I'll let you know.
7. It was such a long time ago that I can't remember.
8. I'll have to check.

Learn **hot**
english
magazine



Remember!

You must do the Reading and Listening activities in *Learn Hot English* magazine.

UNIT 7 Getting along!

Vocabulary: Neighbours, word formation, weekend plans, friends, colleagues
Language structures: The past continuous, short answers with a variety of tenses



Don't worry about making mistakes – it's all part of the learning process. The most important thing is to read and listen a lot so you get a feel for the language. Then, you can start correcting yourself.

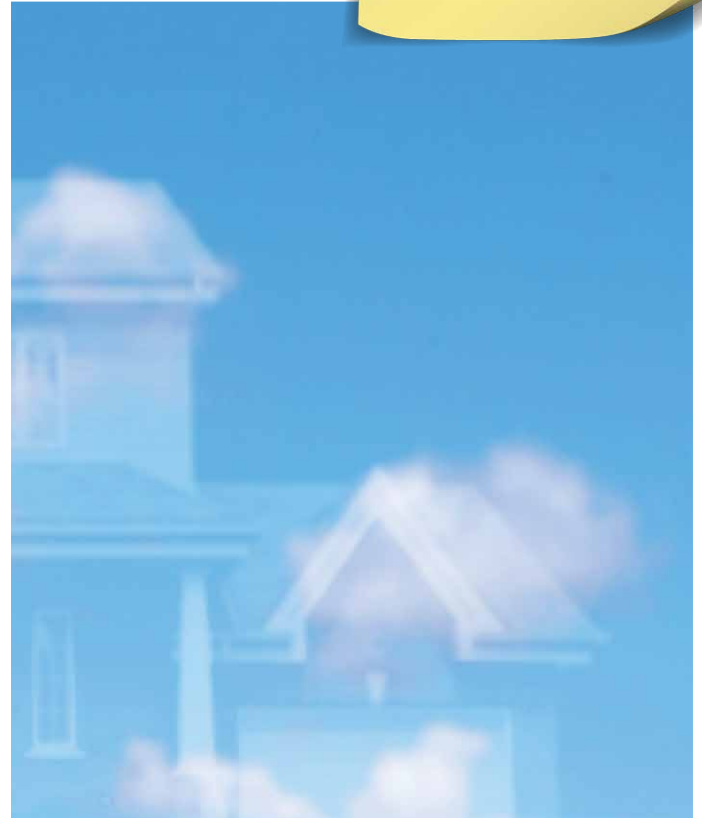
Dream Home

What would your dream home have? Tick six of the items below. Then, discuss your ideas with a partner.

- Ocean view.
- Swimming pool.
- Tennis court.
- Jacuzzi & sauna.
- En-suite bedrooms.
- Games room.
- Nice neighbours.
- No neighbours.
- Golf course nearby.
- Kitchen with American bar.
- Views of the mountains.
- Big gardens.
- Antique furniture.
- Live-in servants (maids, butlers, gardeners, chauffeurs, etc.).
- Adjacent marina with yacht mooring.
- Solar energy panels for heating.

Think about it!

Does your house/flat, etc. have any of these things? Which ones? What else would your dream home have? Have you ever visited or seen a home that's similar to your dream home? What was it like?



UNIT 7 Getting along!

LISTENING

Annoying neighbours!

1 Pre-listening

Match the sentences (1 to 6) to the pictures (a-f).

1. They were having a barbecue.
2. He was drilling some holes in the wall.
3. They had a late-night party.
4. He was playing his guitar.
5. She was fixing the car.
6. He was mowing the lawn.



2 Listening I

You're going to listen to a voicemail message from Brenda complaining about the noise from her neighbours. Listen once. What particular types of noise does she complain about?

3 Listening II

Listen again. Then, complete the sentences with the words from below.

band, building work, motorbike, dogs, party, barbecue

1. There was a _____ last Friday.
2. Someone was fixing a _____ on Saturday morning.
3. There was a _____ on Saturday afternoon.
4. The _____ were rehearsing on Sunday morning.
5. The _____ has been going on for over six months.
6. The _____ bark as soon as her neighbour leaves the house.

VOCABULARY

1 Word formation

Complete the table with the correct forms of the words. Then, use any of the expressions to make three sentences.

For example: *My neighbours have got a really messy garden, and often have smoky barbecues.*

Noun	Adjective + noun
1. smoke	<i>smoky</i> barbecue
2. loudness	<i>loud</i> music
3. smell	_____ cooking
4. noise	_____ party
5. dirt	_____ house
6. mess	_____ garden
7. wood	_____ floors
8. aggression	_____ pets
9. irritation	_____ singing
10. untidiness	_____ room

SPEAKING

Ask and answer these questions in pairs.

- Do you get on with your neighbours? Give examples.
- If you had a really annoying neighbour, what would you do?
- Have you ever had an argument with a neighbour? What was it about?
- Do your neighbours ever make a noise? What do you do?
- Have your neighbours ever helped you? How?
- Do your neighbours ever cook "smelly" food? When? What do you do?
- Do your neighbours have any pets? Are they a nuisance? Why?
- What are some of the best / worst things about your neighbours?



UNIT 7 Getting along!

READING

Trouble with the kids!

1 Pre-reading

What sort of trouble can children cause? What kinds of problems could they cause neighbours? Make a list. For example: *shouting and screaming, throwing things into the next door garden, climbing over the fence, etc.*

2 Reading I

Read the letter once. Were any of your ideas mentioned?

3 Reading II

Read the text again. Then, answer the questions.

- Who is Elizabeth complaining about?
 - her neighbours
 - some builders
- Who was throwing rubbish into her garden?
 - an adult
 - a child
- Where were the Platt's rubbish bags?
 - in the street
 - in the garden
- What were three of the children doing last month?
 - writing on a wall
 - playing in the street
- What did they do when Elizabeth told them to stop?
 - they threw something at her
 - they laughed, and then ran off



22nd February
5 Sycamore Lane
56987

Bournefoot Council
To whom it may concern,

Dear Sir/Madam,

I have been a resident of this community for the last 40 years. During this time, I have noticed a steady decline in standards. Certain residents in my street (most notably the Platts at number 3) are becoming unbearable.

Last week, they were celebrating a sports event. I was trying to sleep at the time, but it was impossible as they were making a terrible noise. One of the adults was shouting non-stop! Later, I noticed that a child was throwing rubbish over the fence into my garden. I told her to stop, but she just laughed and carried on.

Talking about rubbish, as I was taking my rubbish bags out last week, I noticed that their rubbish bags were lying in the street with bits of rubbish all over the place. It was disgusting.

There have also been many cases of vandalism. Last month, I saw three of the Platt children in the street. They were writing on one of the walls with spray-paint. When I told them to stop, they just laughed and then ran off. Measures must be taken to resolve this immediately!

Yours faithfully,

Mrs Elizabeth Hargreaves-Smith
(3rd Countess of Buchester)

UNIT 7 Getting along!

LANGUAGE

The Past Continuous

Affirmative	Negative	Interrogative
<i>I was running.</i>	<i>I wasn't running.</i>	<i>Was I running?</i>
<i>You were running.</i>	<i>You weren't running.</i>	<i>Were you running?</i>
<i>He was running.</i>	<i>He wasn't running.</i>	<i>Was he running?</i>
<i>She was running.</i>	<i>She wasn't running.</i>	<i>Was she running?</i>
<i>It was running.</i>	<i>It wasn't running.</i>	<i>Was it running?</i>
<i>We were running.</i>	<i>We weren't running.</i>	<i>Were we running?</i>
<i>They were running.</i>	<i>They weren't running.</i>	<i>Were they running?</i>

We often use contractions with the Past Continuous: *wasn't* = *was not*; *weren't* = *were not*.

We form the Past Continuous with *was /were* and a verb + *-ing*. For example, "I was driving."

We form negatives with *wasn't / weren't*. For example, "She wasn't working on it."

We can use the Past Continuous to describe an action that was in progress at some point in the past. For example, "I was driving home at 8pm."

We can also use question words (*who, what, when, where, how, etc.*) with the Past Continuous. For example, "Who was she talking to?"



1 Photo descriptions

Match the sentences (1 to 6) to the pictures (a-f).

1. She was reading a book.
2. He was doing the washing up.
3. She was making the bed.
4. He was sweeping the floor.
5. They were visiting the museum.
6. He was cleaning the toilet.



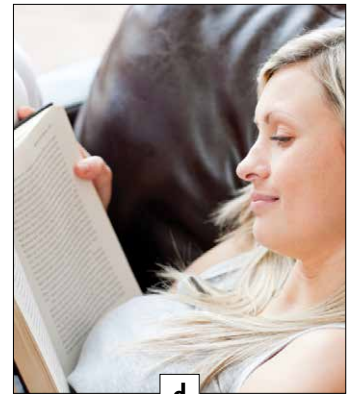
a



b



c



d



e



f

2 Sentence creation

Create as many sentences as you can with the past continuous in just two minutes. Use the words from the box below. Use both affirmative and negative sentences.

work, walk, talk, speak, send, take, catch, drink, eat, watch, fight, fly, get, give, go, hide, hit, hurt, keep, wear, sell, show, shoot, run, call, lend, learn

UNIT 7 Getting along!

3 Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the affirmative form of the Past Continuous.

1. He _____ (have) a party.
2. They _____ (play) loud music.
3. We _____ (eat) ice cream.
4. She _____ (climb) a ladder.
5. Kevin _____ (sleep) on the sofa.
6. They _____ (play) chess.
7. She _____ (build) a wall.
8. He _____ (walk) in the mountains.

4 Question completion

Complete the Past Continuous questions with the correct forms of the verbs in brackets.

1. _____ he _____ (cook) the dinner?
2. _____ it _____ (rain) yesterday afternoon?
3. _____ she _____ (do) any exercise when I called?
4. _____ you _____ (participate) in the competition?
5. _____ he _____ (ride) a horse?
6. _____ they _____ (talk) in their sleep?
7. _____ he _____ (cut) out the pictures?
8. _____ she _____ (look) out of the window?

5 Question word completion

Complete the questions with the correct question words.

1. A: _____ were they going?
B: To the park.
2. A: _____ was she speaking to?
B: A friend.
3. A: _____ were they playing the game?
B: At about 4pm.
4. A: _____ was he shouting?
B: Because he was angry.
5. A: _____ were they doing?
B: Working.
6. A: _____ were you walking to?
B: The train station.
7. A: _____ were they calling?
B: Their friends.
8. A: _____ was he running?

WRITING



Your turn!

Write a letter to the local council complaining about your neighbours. Use the letter from the reading activity in this unit as a model for your writing. Include information on at least three things that they have done.



UNIT 7 Getting along!

▶ VIDEO

WHAT I LIKE ABOUT MY APARTMENT!



1 Pre-viewing

Where do you live? What is it like? How would you describe it?

2 First viewing

Watch the video once. How does the speaker's home compare with yours? What are the similarities or differences?

3 Second viewing:

Watch the video again. Then, choose the correct answers.

- Who does she live with?
 - Two other roommates*
 - No one – she lives alone
- How does she describe her apartment?
 - It's big and spacious
 - It's small and cozy
- Why does she like it?
 - Because it's right in the city centre
 - Because it's close to lots of different shops
- Why does her apartment get lots of sun?
 - Because it faces west
 - Because it's on the fourth floor
- What's the worst part of her apartment?
 - The bathroom because it's so small
 - The kitchen because it's so small
- What does she seem to think of her neighbors?
 - She seems to quite like them
 - She doesn't seem to get on with them

4 Writing

Write a description of the place where you live. Include information on the following: where it is, how big it is, what rooms it's got, what you like about it, what you don't like about it, what you think of the neighbours...

*Roommates – “flatmates” in British English

LISTENING

WEEKEND PLANS!



1 Pre-listening

What plans could people have for the weekend? Make a list. For example: go to the cinema, go to a restaurant, etc.

2 Listening I

You're going to listen to a conversation with people talking about their weekend plans. Listen once. Were any of your ideas from the Pre-listening activity mentioned? What are they both going to do on Saturday?

3 Listening II

Listen again. Then, answer the questions.

- What day is it today (on the recording)?
- What day is the concert?
- What time does it start?
- What time is Jill going to pick up Dani?
- What has Michelle got on Monday morning?
- When is Dani having lunch at his dad's house?

VOCABULARY

1 Mini-dialogues completion

Complete the sentences with any of the expressions from below.

How annoying! Typical! That's right! True! Amazing! That sounds like fun! How's that? What a nightmare! Oh, no! Tell me about it!

- A: We lost the match again!
B: _____
- A: You won the first prize, didn't you?
B: _____
- A: My car got stolen!
B: _____
- A: We're going skiing this weekend if you want to come along.
B: _____
- A: I passed all my exams!
B: _____
- A: The traffic was terrible this morning!
B: _____
- A: We don't have to leave just yet. It doesn't start for another hour.
B: _____

UNIT 7 Getting along!

LANGUAGE

Short Answers

Tense / Verb	Question	Short answer
<i>To be</i>	Are you Australian?	Yes, I am. / No, I'm not.
<i>There is / There are</i>	Is there any sugar in this coffee?	Yes, there is. / No, there isn't.
<i>Have got</i>	Have you got a car?	Yes, I have. / No, I haven't.
Present Simple	Does she live in Paris?	Yes, she does. / No, she doesn't.
Present Continuous	Are they playing tennis?	Yes, they are. / No, they aren't.
Can	Can you see it?	Yes, I can. / No, I can't.
Could (past ability)	Could you do it?	Yes, I could. / No, I couldn't.
Was / Were	Were you at home?	Yes, I was. / No, I wasn't.
Past Simple	Did she take it?	Yes, she did. / No, she didn't.
Present Perfect	Have you seen it?	Yes, I have. / No, I haven't.
Going to	Are they going to buy it?	Yes, they are. / No, they aren't.
Will	Will you tell me later?	Yes, I will. / No, I won't.

Note: When using short answers, we don't use contractions with affirmative forms of the verb to be. For example, you can't say: *Yes, I'm.* / *Yes, they're,* etc. You have to say, *Yes, I am.* / *Yes, they are,* etc. However, it is possible to use contractions with the negative forms. For example, you can say: *No, I'm not.* / *No, they aren't.*

We use short answers in response to *yes/no* questions. For example:

- a) **A:** Are you happy? **B:** Yes, I am.
 b) **A:** Is she French? **B:** No, she isn't.

In many cases, we simply use an auxiliary verb. For example:

- a) **A:** Are you Chinese? **B:** Yes, I am.
 b) **A:** Are there many trees in the forest?
B: No, there aren't.

Notice how we repeat the modal verb in this example:

- a) **A:** Can you do it? **B:** Yes, I can.
 b) **A:** Could she see it? **B:** Yes, she could.

Notice the use of the auxiliary verbs in these cases. For example:

- a) **A:** Do you live here? **B:** Yes, I do.
 b) **A:** Does she go by train? **B:** Yes, she does.

SPEAKING

Ask and answer these questions in pairs.

- What's happened in the news recently?
- What happened in the news last week?
- Has anything interesting happened today? What?
- What are your plans for this weekend?
- What do you think the weather is going to be like this weekend?
- What are you most looking forward to this weekend?



Your turn!

Write a short e-mail to a friend. Tell him or her what you're planning to do at the weekend.

Speech bubble matching

Match the questions (1 to 6) to the short answers (a-f).

UNIT 7 Getting along!

LISTENING

THE JOB CANDIDATE



- a. Yes, I can.
- b. Yes, I did.
- c. Yes, I was.
- d. No, I haven't.
- e. No, I don't.
- f. No, she doesn't

2 Instant messages completion

Complete the instant messages with the correct short answers.

63 %

Messages Clear

Chloe: Did you see the match last night?

Owen: (1) No, _____. Any good?

Chloe: Not bad. We won, 6-4. Are you coming round later?

Owen: (2) Yes, _____. Is Bill going to be there?

Chloe: (3) No, _____. But Frank's coming. Can you bring something for dessert?

Owen: Sure. Are you going to the pub first?

Chloe: (4) Yes, _____. The one on the corner. 5pm. Will you be there?

Owen: (5) Yes, _____, if I can get out of work early enough.

Chloe: OK. Might see you later. Bye.

Owen: See ya!

1 Pre-listening

Imagine you wanted to find out some information about someone. What questions could you ask? Think of at least three.

2 Listening I

In the following conversation, Hugo is asking Eve some questions about Harriet, who is a candidate for a position at the company where they work. Listen once. Does Hugo ask any of the questions you thought of for the Pre-listening activity?

3 Listening II

Listen again. Then, answer the questions "yes" or "no".

1. Is Harriet's surname Smithers?
2. Is she 30 years old?
3. Did she go to university?
4. Was she the marketing manager of Howstown Limited?
5. Has she got a driving licence?
6. Is she British?

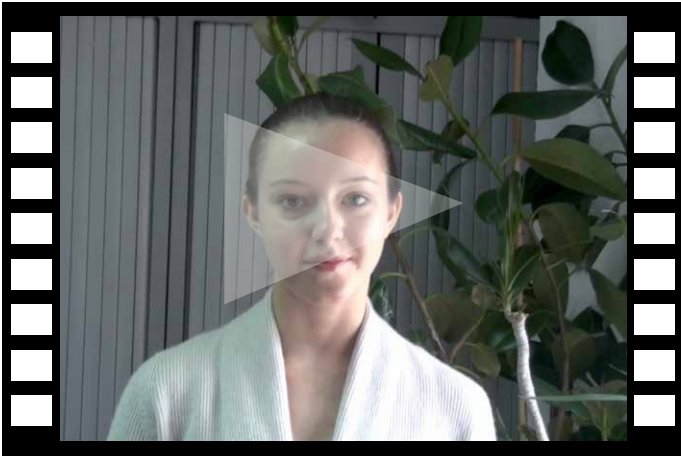
Your turn!

Write out an instant message conversation between two friends. Use short answers where possible.

UNIT 7 Getting along!

▶ VIDEO

MY FRIENDS!



1 Pre-viewing

When is the last time you spent an evening with your friends? What did you do together?

2 First viewing

Watch the video once. How would you rate the evening the speaker had with her friends on a scale of 1 to 10 (10 being the perfect evening)?

3 Second viewing:

Watch the video again. Then, choose the correct answers.

1. Why did the friends arrange to meet up at the speaker's condo*?
 - a) Because they were all going away and it was the last chance they had to be together
 - b) Because it was the speaker's birthday and she was just turning 21, so it was a special occasion
2. Why was the speaker and a friend (Bailey) stuck in New York City?
 - a) Because they'd missed their train
 - b) Because they didn't have enough money for the taxi fare
3. How did the speaker and her friend eventually get to Connecticut?
 - a) They went by bus
 - b) They rented a car
4. Where did they have dinner?
 - a) At a restaurant
 - b) At the condo
5. What did they talk about during the dinner?
 - a) They talked about a trip they went on last year
 - b) They told old stories
6. What are the special desserts that are mentioned?
 - a) Crème brûlée and cheesecake
 - b) Chocolate cake and crème caramel

4 Speaking

Prepare notes to you can tell someone about a time you met up with friends. Include information on the following: who was there, where you went, what you did, what you ate, what you drank, what you talked about, how long it lasted, what you did afterwards, why you were meeting up...

*Condo (condominium) – an American English word for: a) an apartment in an apartment building with common areas (such as a pool); b) the apartment building itself. In this case, the speaker is referring to the individual apartment.



FLUENCY PRACTICE!

1 Dictation

Write down the words you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

2 Transformation

Transform the sentences you hear into questions.

1. She was looking at it. = Was she looking at it?

2. _____
3. _____
4. _____
5. _____

3 Pronunciation

When we speak naturally, the stress usually falls on the important words in the sentence: the nouns, main verbs, adjectives, etc.

These are known as the key words.

Other words (articles, pronouns, auxiliary verbs, prepositions, etc.) aren't stressed.

For example: I was **talking** to a **friend**.

Listen and write the sentences you hear. Then, try saying them yourself with the stress on the key words.

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT 7 Getting along!

SPEAKING TASK

Talking to a colleague **Activity type:** information gap



Student A

You are going to exchange information with a colleague. You have some accurate information about Clark Jones (see below), plus some information about Samantha, but you aren't sure whether it's correct or not. First, answer Student B's questions about Clark Jones. Answer with short answers. Then, ask yes/no questions about Samantha and correct the chart.

	Clark Jones (correct)	Samantha Harper? (???)
Born	London	Melbourne?
University	University of London	Stanford?
Degree	Computer Science	History?
Nationality	British	American?
Car	Mercedes	BMW?
Current job	Working in Paris	Working in Seattle?
Age	36	47?
Family	Single	Husband and one daughter?
Experience	10 years.	6 years?
Previous work	Has worked in Dubai.	Has worked in Delhi?

Student B

You are going to exchange information with a colleague. You have some accurate information about Samantha Wright (see below), plus some information about Clark, but you aren't sure whether it's correct or not. First, answer Student A's questions about Samantha Wright. Answer with short answers. Then, ask yes/no questions about Clark and correct the chart.

	Clark Smith? (???)	Samantha Wright (correct)
Born	Glasgow?	California
University	University of Wisconsin?	Stanford
Degree	Computer Science?	Engineering
Nationality	Canadian?	American
Car	Mercedes?	Ford
Current job	Working in London?	Working in Seattle
Age	36?	32
Family	Married?	Husband and two daughters
Experience	4 years?	6 years
Previous work	Has worked in Dubai?	Has worked in China.

Asking about someone

1. Is her surname "Wright"?
2. Does she have a degree in Computer Science?
3. Is she working in Paris at the moment?
4. Has she got 6 years' experience?
5. Has she got a BMW?
6. Is she over 36 years old?
7. Is she married?
8. Has she got any children?

Responding to questions

1. I haven't got a clue.
2. I have no idea.
3. I'll have to check.
4. Is there anyone else you can ask?
5. You'll have to ask him.
6. I could check on the internet if you want.
7. Have you tried looking at his Facebook page?
8. Let me check.



Remember!

You must do the Reading and Listening activities in *Learn Hot English* magazine.

UNIT 7 Getting along!

SPEAKING TASK

Terrible neighbours **Activity type:** information gap



Student A

You are going to talk to a colleague about your “terrible” neighbours. You have made a note of all the things they have been doing recently (see chart below). First, complete the four pieces of missing information with your own ideas. Then, exchange information with Student B. Find out what his/her neighbours were doing at the same times.



Student B

You are going to talk to a colleague about your “terrible” neighbours. You have made a note of all the things they have been doing recently (see chart below). First, complete the four pieces of missing information with your own ideas. Then, exchange information with Student A. Find out what his/her neighbours were doing at the same times.



Student A's neighbour report card

Time	My neighbours	Student B's neighbours
1pm	Making a bonfire	
2pm	Having a barbecue	
3pm		
4pm	Repairing cars	
5pm		
6pm	Singing songs	
7pm		
8pm	Playing with dogs	
9pm	Having a party	
10pm		

Student B's neighbour report card

Time	My neighbours	Student A's neighbours
1pm	Shouting in the garden	
2pm	Playing football outside	
3pm		
4pm	Doing building work	
5pm		
6pm	Having a children's party	
7pm		
8pm	Having an argument	
9pm	Playing drums in the garden	
10pm		

Asking about past activities

1. What were they doing at 6pm?
2. What were they up to at 3pm?
3. What was going on at 2pm?
4. Was anything happening at 1pm?
5. Were they making any noise at 5pm?
6. Were they causing any trouble in the evening?
7. Were they doing anything annoying at 9pm?
8. How were things in the afternoon?

Commenting on something

1. It's a disgrace!
2. They should do something about it.
3. The situation is unbearable.
4. It can't go on like this.
5. We've got to take action.
6. We've got to stop them.
7. I've got a good mind to...
8. We should report them to the police.



Remember!

You must do the Reading and Listening activities in *Learn Hot English* magazine.

UNIT 8 Getting it right!

Vocabulary: Keeping fit & healthy, medical terms, health and safety, anti-social behaviour

Language structures: The present simple passive, suffixes, the past simple passive

Medical facts matching

Match the sentence beginnings (1 to 10) to the endings (a-j).

1. An average human drinks about 60,000 litres of water...
 2. It takes 17 muscles to smile, but...
 3. The human brain is about 85%...
 4. The most common blood type in the world is...
 5. Laughing lowers levels of stress and strengthens...
 6. A human being loses an average of 40 to 100 strands of...
 7. Your feet have about 20% of all the bones...
 8. The air from a cough can move at speeds of up to...
 9. A sneeze can...
 10. An average human head has about...
-
- a. ...Group O.
 - b. ...hair a day.
 - c. ...80 kph.
 - d. ...100,000 hairs.
 - e. ...water.
 - f. ...in your body.
 - g. ...travel at more than 120 kph.
 - h. ...the immune system.
 - i. ...in a lifetime.
 - j. ...43 to frown.

Think about it!

Which fact did you find most surprising? What else do you know about the human body? What other general facts do you know?



Download English-language audio files to your MP3 player and listen to these while you're walking, shopping, driving, travelling, relaxing, etc. This will help you develop an ear for the language.



UNIT 8 Getting it right!

LISTENING

The company medical officer

1 Pre-listening

Match the words in bold (1 to 9) to the pictures (a-i).

1. They took my temperature with a **thermometer**.
2. The **nurse** checked my pulse.
3. The **paramedic** arrived in an ambulance.
4. I put a **plaster** on the cut.
5. He put a **bandage** around my wrist.
6. They put a **plaster cast** on my right foot.
7. They gave me an **injection**.
8. I had to use a **crutch** to walk.
9. I took the **tablets** with a glass of water.



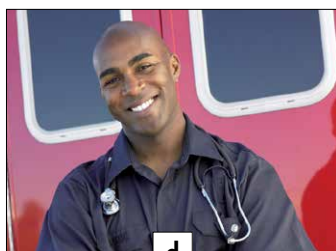
a



b



c



d



e



f



g



h



i

2 Listening I

You're going to listen to an interview with a company medical officer. What do you think a company medical officer does? Make notes. Then, listen once to compare your ideas.

3 Listening II

Listen again. Then, tick (✓) the things that the medical officer asks employees when giving a medical check-up.

The medical officer needs to find out...

- ...whether employees smoke.
- ...about their hobbies.
- ...how much alcohol they drink per week.
- ...what sort of food they eat.
- ...what type of car they drive.
- ...about their height.
- ...about their weight.
- ...whether they do any extreme sports.
- ...about their blood pressure.
- ...about their cholesterol levels.
- ...whether they have any pets at home.

SPEAKING

Ask and answer these questions with a friend or classmate.

- Do you exercise regularly?
- What kind of exercise do you do?
- How often do you see your doctor?
- What do you do to keep fit and healthy?
- How often do you go to the dentist?
- When was the last time you went?
- How often do you have a medical check-up? Why?
- What's the public health service like in your country?
- Have you ever broken a bone? How?
- What do you do when you're feeling a bit ill?



UNIT 8 Getting it right!

READING

WORKPLACE HEALTH AND SAFETY!

1 Pre-reading

What could a company do to reduce staff absences? What could it do to increase staff motivation and general well-being? Think of three things. For example: create a staff room where employees can relax or play games, etc.

2 Reading I

Read the text once. Were any of your ideas mentioned?

3 Reading II

Read the text again. Then, complete the sentences with the correct words. Try to do it without referring back to the text.

1. Smoking isn't permitted anywhere in the _____.
2. There are training sessions on good _____.
3. Employees can do exercise during the _____.
4. _____ are given on topics such as Pilates.
5. Employees are given regular medical _____.
6. Offices are designed in calming and relaxing _____.
7. Indoor plants are used to improve the quality of the _____.



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Here are some of the changes we have made in our company. They have all helped to reduce staff absences and improve efficiency.

Smoking is not permitted anywhere in the building.

Training sessions are given on good posture, safety at work, weight loss and healthy eating.

Employees are given time off to do exercise during the day.

Staff are given talks and advice on a wide range of health and fitness topics.

Talks and workshops are organised on everything from Pilates to parenting.

Health fairs are held so that employees can find out about health in the workplace.

Employees are given regular medical check-ups.

Offices are designed in calming and relaxing colours.

Plants are used as a way of improving the quality of indoor air.

We've increased the number of healthy options available in the staff canteen.

Some meetings are held outside in the fresh air (weather permitting).

UNIT 8 Getting it right!

LANGUAGE

The Present Simple Passive

Affirmative	Negative	Interrogative
The jacket is made in the USA.	The jacket isn't made in the USA.	Is the jacket made in the USA?
The jackets are made in the USA.	The jackets aren't made in the USA.	Are the jackets made in the USA?

We often use contractions with the Present Simple Passive. For example: *I'm = I am; you're = you are; he's = he is; she's = she is; it's = it is; we're = we are; they're = they are.* The negative forms are: *isn't = is not; aren't = are not.*

We form Present Simple Passives with a form of the verb *to be* and a past participle. For example, "The cars are made here."

We create negatives with *isn't / aren't*. For example, "The cars aren't made here."

With the Active Voice, the subject (the person doing the action) is the focus of the sentence and comes at the start of the sentence. For example, "They make the cars here."

With the Passive Voice, the object becomes the focus of the sentence. In this example, the object from the previous sentence ("the cars") is placed at the start of the sentences. For example, "The cars are made in a factory (by them)."

Notice how the agent (the person who does the action) is introduced with the preposition *by*.

Generally, we use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) isn't important, or not known. For example, "The clothes are designed here (by a top designer)."

We can use question words (*what, who, when, where, why, etc.*) with the Present Simple Passive. For example, "Where are the cars parked?"



1 Photo matching

Match the sentences (1 to 5) to the pictures (a-e).

- The plants are watered every day.
- The food is prepared in the hospital kitchen.
- The lions are fed three times a day.
- The patient's temperature is taken every hour.
- The beds are made after the guests have left.



a



b



c



d



e

2 Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the affirmative form of the Present Simple Passive.

- The patient _____ (give) an injection by the nurse.
- Most patients _____ (allow) to go home after two days.
- They _____ (advise) to rest after an operation.
- The photo _____ (take) here in this studio.
- The money _____ (invest) in stocks and shares.
- The book _____ (write) by a number of different writers.
- The reports _____ (upload) to the website.
- The e-mails _____ (check) by the director.

3 Transformation

Transform the sentences into the passive.

- They produce the computers in Singapore.
The computers are produced in Singapore.
- They make the films in Hong Kong.
- They import the cars from the US.
- They clean the rooms every day.
- They build houses with wood.
- They sell the newspapers all over the world.
- They repair the roads once every ten years.
- They make the food every day.



UNIT 8 Getting it right!

Suffixes

Suffixes are letters that we can add to the end of a word.

We can use *-ly* to create adverbs from adjectives: *slow-slowly; quick-quickly*

We can use *-en* with lots of past participles: *give-gave-given; speak-spoke-spoken*

We use *-ing* to create present participles: *eat-eating; walk-walking*

We can use *-er* for the person who does an activity: *write-writer*

We also use *-er* for comparatives: *soft-softer, tall-taller*

The suffix *-ed* can be used for regular past tense verbs or past participles: *work-worked, walk-walked*

The suffix *-ist* is often used to describe the person who does something: *scientist, physicist*

We can add *-en* to the ends of words to convey the idea of making something bigger / longer, etc.: *strengthen*

4 Article completion

Complete the article with the correct suffixes.

The benefits of beer

Are you (1) **feel**_____ a bit ill? Drink a pint of beer! A recent Japanese study has found that beer can help prevent the common cold. But this isn't the first time (2) **scient**_____ have (3) **spok**_____ about the health benefits of beer. Previous studies have (4) **demonstrate**_____ that drinking beer can boost your immune system, reduce your blood (5) **press**_____ and (6) **strength**_____ your bones. Also,

(7) **dark**_____ beers (such as stouts and brown ales) are full of vitamin B, calcium and antioxidants. But before you go to the pub, remember that (8) **drink**_____ too much beer is bad for your health. "One of the downsides to beer is that we (9) **general**_____ consume too much of it at a time," said one beer (10) **scient**_____.



Your turn!

Write an e-mail to your boss. Include five recommendations for improving the office. Invent where necessary. Use the text from this section as a model for your writing.

VIDEO

THE IMPORTANCE OF KEEPING FIT!



1 Pre-viewing

What do you do to keep fit and healthy?

2 First viewing

Watch the video once. What does the speaker do to keep fit and healthy? How does it compare to what you do? What are the similarities or differences?

3 Second viewing:

Watch the video again. Then, choose the correct answers.

1. What is the speaker's attitude to health and fitness?
 - a) You've only got one body, so you should take care of it
 - b) Life is short so you should have as much fun as possible
2. What does she do when she wakes up?
 - a) She generally goes to the gym
 - b) Some yoga or she goes jogging
3. Why does the speaker do some exercise in the morning?
 - a) It gives her energy
 - b) She has no time later in the day
4. How does the speaker get around the city mostly?
 - a) By taxi
 - b) She walks
5. What's her attitude to eating?
 - a) She goes out to restaurants as much as possible
 - b) She prefers to cook at home
6. Which description of some of the food she eats is correct?
 - a) meat, fish, nuts, lentils, vegetables, fruit, fast food (sometimes)
 - b) fish, nuts, lentils, vegetables, fruit

4 Writing

Write a description of what you do during the week to keep fit and healthy. Include information on the following: the exercise you do, how often you do it, how you get around during the day, the food you eat, how you cook it, what you avoid doing, what you avoid eating, etc.

UNIT 8 Getting it right!

READING

THE WRONG WAY!

1 Pre-reading

Write a word or expression from below next to each definition.

SatNav pick up skill manhunt foolproof set off

1. Something you're good at = _____
2. A device that can give you directions to a place = _____
3. An adjective to describe something that's very easy to use = _____
4. To collect someone from a place by car in order to take them somewhere = _____
5. To begin a journey = _____
6. An organised search for a missing person or escaped convict = _____

2 Reading I

Have you ever got lost while you were driving? What happened? How did you get home in the end? Make notes. Then, read the story once. How does it compare to your story? Which one is worse?

3 Reading II

Read the text again. Then, complete the table.

Information required	Answer
1. Sabine's nationality	
2. Her age	
3. Distance of train station from her home	
4. Distance travelled in total	
5. Number of countries travelled through	
6. Final stopping place	

The wrong way!

Have you ever used a SatNav system when driving? They're perfect for people with poor map-reading skills. But, as Belgian woman Sabine Moreau recently discovered, SatNav systems aren't always foolproof. The 67-year-old had promised to pick a friend up from a train station, which is 61 kilometres from her home. So, she put the train station's address into her car's SatNav and set off. Unfortunately, Sabine's SatNav was faulty and it sent her in the wrong direction. In total, she drove more than 1,500 kilometres through five different countries before she realised that something was wrong. "I saw all kinds of traffic signs. First in French, then in German. And when I felt tired, I stopped and slept for a few hours in the car," Sabine said. She motored through Belgium, France, Germany and Austria, before finally stopping in Zagreb, Croatia. Police were just about to launch a manhunt when Sabine called her son from the Croatian capital to say that she was all right.



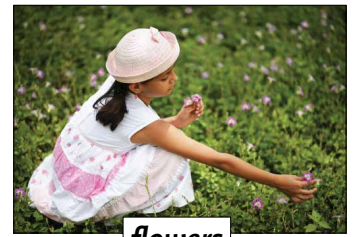
VOCABULARY

1 Gap fill

Complete the sentences (1 to 6) with the words from below.



horn



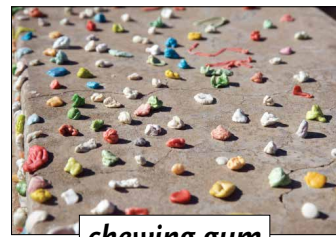
flowers



graffiti



rubbish



chewing gum



litter

1. She dropped some _____ on the street.
2. I had some _____ stuck on my shoe.
3. They left the _____ bags in the street.
4. They covered the wall in _____.
5. He picked some _____ from the garden.
6. She honked her _____ really late at night.

SPEAKING

Ask and answer these questions in pairs.

- Is graffiti a big problem where you live? Why?
- Are people considerate and responsible where you live? In what ways?
- What types of crime are common in your town/city?
- Do people generally pick up dog mess in your area? What can be done about it?
- What punishment is there for people who drop litter in your country?



Your turn!

Write a short news story about a mistake. Use the reading text on going the wrong way as a model for your writing. Include information on the following: what happened, who it happened to, where and when it happened, how it happened, what the consequences were, etc.

UNIT 8 Getting it right!

LANGUAGE

The Past Simple Passive: *was / were + a past participle*

Affirmative	Negative	Interrogative
The jacket was made in the USA.	The jacket wasn't made in the USA.	Was the jacket made in the USA?
The jackets were made in the USA.	The jackets weren't made in the USA.	Were the jackets made in the USA?

We often use contractions with the Past Simple Passive: *wasn't = was not; weren't = were not.*

We form Past Simple Passives with the verb *to be* and a past participle. For example:

- a) They were given a pay rise.
- b) She was taken to the train station.

Negative forms are created with *wasn't / weren't*. For example:

- a) We weren't informed of the changes.
- b) He wasn't awarded a prize.

With the Active Voice, the subject (the person doing the action) is the focus of the sentence and comes at the start of the sentence. For example:

- a) A top chef prepared the food in the hotel kitchen.
- b) Ms Jones collected the post every day.

With the Passive Voice, the *object* becomes the focus of the sentence. For example:

- a) The food was prepared in the hotel kitchen (by a top chef).
- b) The post was collected every day (by Ms Jones).

Generally, we use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) is not important or not known. For example:

- a) The money was kept in the bank (by the company).
- b) The e-mails were sent every day (by the sales rep).

We can use question words (*what, who, when, where, why*, etc.) with the Past Simple Passive. For example:

- a) What were they given?
- b) Who were you introduced to?



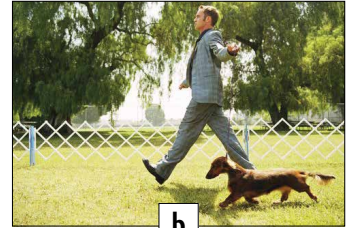
1 Photo matching

Match the sentences (1 to 5) to the pictures (a-e).

1. The dog was taken for a walk.
2. The package was sent last Friday.
3. She was fined for speeding.
4. The painting was stolen from the museum.
5. The food was served at 8pm.



a



b



c



d



e

2 Transformation

Transform the sentences into the Past Simple Passive.

1. They produced the material in Germany.
The material was produced in Germany.
2. They designed the book in Portugal.
3. They translated the book into six languages.
4. They wrote the documents in French.
5. They held two parties every month.
6. They built the houses in just two months.
7. They wrote the reports in one week.
8. They exported the cars all over the world.

3 Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the negative form of the Past Simple Passive.

1. The dog _____ (not take) for a walk earlier.
2. The sheets _____ (not wash) two days ago.
3. The food _____ (not return) to the kitchens.
4. They _____ (not show) around the building.
5. She _____ (not give) any time off work to move house.
6. We _____ (not inform) of the changes.
7. The salad _____ (not make) properly.
8. They _____ (not frighten) by the noise.

UNIT 8 Getting it right!

4 Question completion

Complete the Past Simple Passive questions.

- _____ (they / write) by you?
- _____ (it / make) in less than two hours?
- _____ (the walls / paint) on Tuesday?
- _____ (you / give) a lot of work to do last weekend?
- _____ (he / take) out to dinner?
- _____ (you / take) to the station by car?
- _____ (she / give) time off to move house?
- _____ (they / contact) by the marketing company?

5 Question word completion

Complete the questions with the correct question words.

- A: _____ were the plates covered in plastic?
B: Because they had food on them.
- A: _____ were they given?
B: A prize for coming first.
- A: _____ were they taken there?
B: Three days ago.
- A: _____ was left on the table?
B: A few bits of bread.
- A: _____ was he last seen?
B: In the club.
- A: _____ were they found?
B: Someone discovered them in the attic.
- A: _____ were they interrogated?
B: Because they were suspects.
- A: _____ was she shown the diagram?
B: About an hour ago.



6 Interview completion

Complete the conversation with the correct form of the verbs in brackets. Use the Past Simple Passive. TV presenter Mike Nichols is talking to reporter Shirley Masters about a paper company.

- Presenter:** Now, I understand that the company (1) _____ (charge) with polluting offences in the past.
- Reporter:** Yes, about three years ago, 20 tons of toxic waste (2) _____ (release) into the local river. The company (3) _____ (order) to clean up the mess, but they failed to do it properly. So, two of the directors (4) _____ (arrest) and were sentenced to six months in prison. The company (5) _____ (fine) about £2 million.
- Presenter:** Was anyone injured?
- Reporter:** Luckily no one was hurt, but local wildlife (6) _____ (devastate), and thousands of fish and birds (7) _____ (kill).
- Presenter:** Now, I understand this isn't the first time the company has been fined, is it?
- Reporter:** That's right. They were fined for a similar incident six years ago, and they (8) _____ (inspect) on numerous occasions after that. They were told to improve their safety procedures but these orders (9) _____ (ignore).
- Presenter:** And now they're on trial again.
- Reporter:** Yes, this time, they... [fades out]



Your turn!

Write out an interview between a reporter and someone from a news story.



UNIT 8 Getting it right!

VIDEO

TRYING TO PLEASE GUESTS!



1 Pre-viewing

Have you ever complained about something? What was it? Why did you complain?

2 First viewing

Watch the video once. Do you think the complaints were justified? Why? Why not?

3 Second viewing

Watch the video again. Then, answer the questions. Choose the correct answers.

- How does the speaker describe Airbnb?
 - A place where you can let a flat or apartment
 - A network of hotels from around the world
- Where did the woman's op-ed piece* first appear?
 - In the New York Times
 - In the Sunday Times
- How did the woman feel about her first guests?
 - She was a bit worried about them
 - She was excited about it
- What did she do to prepare the house for the guests?
 - She painted the walls again
 - She cleaned it and made muffins
- What did her guests complain about?
 - How dirty the house was
 - The lack of supplies in the kitchen
- What happened as a result?
 - She eventually stopped listing her house on Airbnb
 - She worked hard to make sure she never had any complaints again

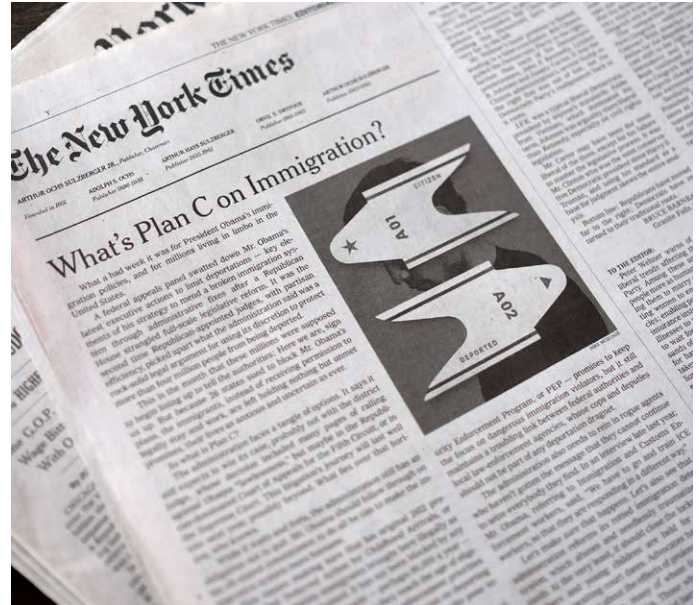
4 Writing

Either write about a time when you complained about something. Include information on the following: where you were, who you were with, what the problem was, what you complained about, what happened in the end...

Or, write about a time you did something for someone and they complained about it. Include information on the following: what you did for the people, how you prepared for it, what they

complained about, how it made you feel...

*op-ed piece – an article in a newspaper or magazine that gives the opinion of the writer. It is often written by someone who is not employed by the newspaper or magazine. “Op-ed” is an abbreviation of “opinion editorial”.



FLUENCY PRACTICE!

1 Dictation

Write down the words you hear.

- _____
- _____
- _____
- _____
- _____

2 Transformation

Transform the sentences you hear into negatives.

- He was paid a lot of money. = He wasn't paid a lot of money.
- _____
- _____
- _____
- _____

3 Pronunciation

When we speak naturally, the final consonant sound from one word often merges (joins) with the first vowel sound of the following word.

For example: I was given_a new one / given_a / given_a

Listen and write the sentences you hear. Mark where the main verb (the past participle in this case) links with the following words. Then, try saying the sentences yourself with the correct linking sounds.

- _____
- _____
- _____
- _____
- _____

UNIT 8 Getting it right!

SPEAKING TASK

Anti-social companies **Activity type:** information gap



Student A

You're going to talk about two companies. Both companies are in trouble because they've caused some environmental damage. First, read over the information about Hellings Limited (see below). Then, think of questions to ask Student B about his/her company (Smithson PLC). When you're ready, get together in pairs and ask and answer questions about the two companies.

Student B

You're going to talk about two companies. Both companies are in trouble because they've caused some environmental damage. First, read over the information about Smithson PLC (see below). Then, think of questions to ask Student A about his/her company (Hellings Limited). When you're ready, get together in pairs and ask and answer questions about the two companies.

Hellings Limited

Oil company. Founded in 1920. Headquarters in Houston. Offices all over the world. Oil spill in 2009. Many birds and other marine life killed. Local fishing industry seriously disrupted. Prohibited from operating in the area ever again. Fined more than \$2 million. Directors taken to court.



Smithson PLC

Pharmaceutical company. Founded in 1936. Headquarters in Manchester. Offices mostly in Europe. Explosion at industrial plant in 2008. 30 people injured. Toxic gas released. Area evacuated. Fined \$3 million. Six directors sent to prison.



Asking about an incident

1. What happened?
2. When did it happen?
3. What's the name of the company?
4. How many people were injured?
5. Were any local industries affected?
6. How much were they fined?
7. What happened as a result?
8. Was anyone sent to prison?

Giving details of an incident

1. More than (20) people were injured.
2. The company was ordered to...
3. They were told to..
4. They were fined (\$400,000).
5. (Three) of the directors were sent to prison.
6. They were charged with...
7. They were accused of...
8. As a result, they can't... / they have to...

UNIT 8 Getting it right!

SPEAKING TASK

Employee health **Activity type:** information gap



Task

You're a manager at a large company. You're going to talk to a colleague about some of the changes you've made at work. You're trying to improve the level of your employees' health and motivation. Use the list below to help you think of ideas. When you're ready, get together in pairs and ask and answer questions about the things you've done or have been doing.

Ideas for improving your employees' health

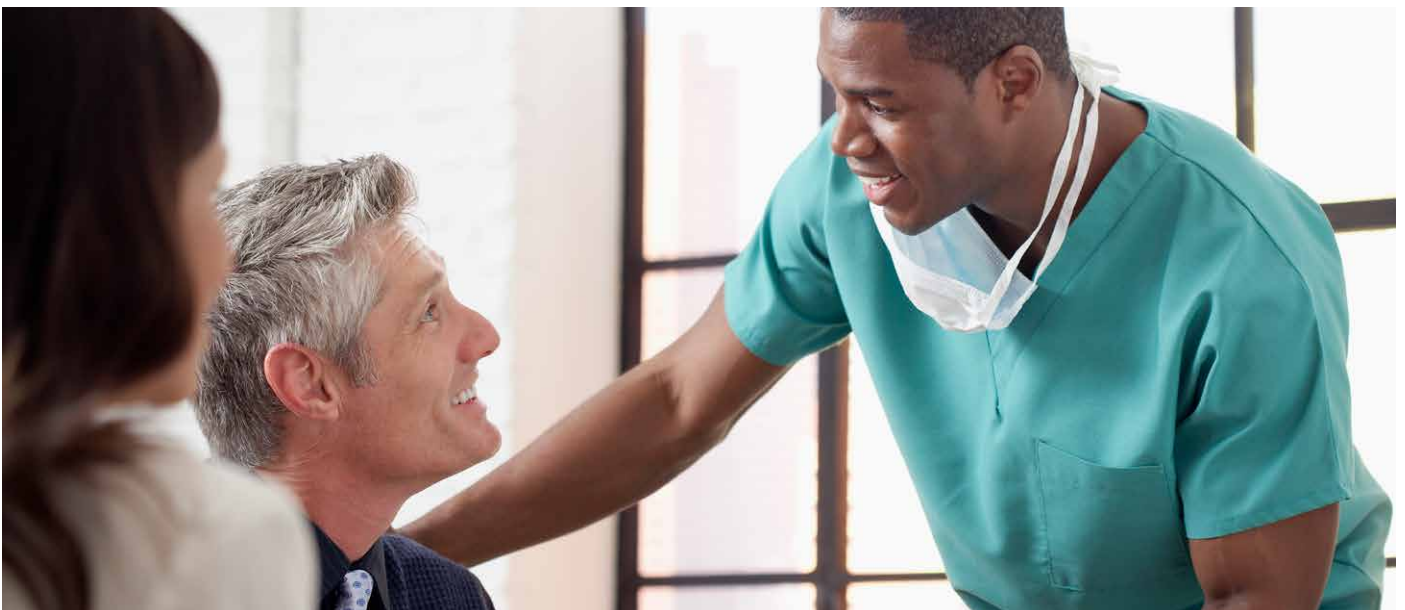
- Installing swimming pools or gyms
 - Healthy food in the canteen
 - Time off for exercise
 - More breaks
 - Installing showers so people can cycle to work
 - Employing a company medical officer
 - Regular medical checkups
 - Smoking bans throughout the office
 - Installing a bike rack
 - Improving office decoration and replacing old furniture
 - Organising health fairs
 - More indoor plants to improve air quality
 - Organising competitions to improve health
 - Awarding prizes to those who do well / improve, etc.
 - Giving prizes to those who come to work by bike
- Other?

Explaining changes

1. We've organised...
2. Employees are given time off to...
3. Staff are allowed to...
4. Everyone is given permission to...
5. All members of staff are invited to participate in...
6. We've prohibited staff from...
7. We've informed everyone that they must...
8. All employees must...

Asking about changes

1. What have you done about...?
2. What effect has this had?
3. How many people have participated in...?
4. Has... worked well?
5. How well has... worked?
6. What are the pros and cons of...?
7. What positive changes have you made?
8. How have they responded to...?





SELF-ASSESSMENT

Congratulations! You have finished the course.
Now, please take some time to reflect on your learning and progress.

A My feelings at the end of these units are...

- a. Positive
- b. Negative
- c. OK

B What can I do?

Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent).

I can use...

- a. ...the present simple, the present continuous.
- b. ...the past simple, comparatives and superlatives
- c. ...modal verbs, quantifiers, the future with *be + going to*.
- d. ...the present perfect, the past continuous.
- e. ...short answers, suffixes.
- f. ...the present simple passive, the past simple passive.

C New language

Complete with your own ideas.

- a. I really like these words: _____.
- b. These words are difficult to remember: _____.
- c. These words are easy to remember: _____.
- d. This grammar point is easy: _____.
- e. This grammar point is difficult: _____.

D What do you do to improve your English outside the class?

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

E Personal objectives

New objectives for my next course are to improve my...

- a. ...reading skills.
- b. ...listening skills.
- c. ...speaking skills.
- d. ...pronunciation.
- e. ...writing skills.



Repeat difficult words, expressions and phrases over and over again until you can say them quickly and easily.

RESOURCE SECTION

Answers



Unit 0

1 Vocabulary matching

1d 2i 3h 4a 5e 6j 7g 8c 9f 10b

2 Classroom language

1c 2h 3b 4g 5a 6d 7i 8f 9j 10e

3 Clock times

1b 2c 3a 4e 5d

READING

Reading II

1. Tokyo; 2. €6.40; 3. €5; 4. Moscow; 5. Karachi, Pakistan

LISTENING

1 Pre-listening

- One hundred and twenty-two
- Zero point four
- One thousand and ninety-eight ("one thousand ninety-eight" in US English)
- Zero (or "Oh") one three seven, eight five nine three
- Ten thousand and four

3 Listening II

1. no; 2. no; 3. no; 4. yes; 5. yes; 6. no

VIDEO

Second viewing

1a; 2a; 3b; 4b; 5a

Unit 1

OPENING PAGE

1 Famous people (from top left to right)
Rafa Nadal, Oprah Winfrey, Barack Obama, Catherine Middleton
Miley Cyrus, One Direction, Rihanna, Enrique Iglesias
Kim Yong-un, Taylor Swift, Nelson Mandela, Angela Merkel
Scarlett Johansson, Brad Pitt, Penelope Cruz, Lionel Messi
Usain Bolt, Reese Witherspoon, Jay-Z, Lady Gaga
Kim Kardashian, Andy Murray

LISTENING

3 Listening II

- 31
- Oxford University
- Norstone Bickers Limited
- Sales department
- Sales manager
- 12
- Pharmaceutical company
- London
- Clever, creative, ambitious
- about 400

VOCABULARY

1 Character words

1. lazy; 2. kind; 3. boring; 4. creative; 5. clever; 6. messy; 7. honest

READING

3 Reading II

1. 20 years ago; 2. in London; 3. Josh's uncle; 4. every week; 5. six

LANGUAGE

1 Photo matching

1b 2d 3f 4e 5a 6c

2 Question words

1. What; 2. Where; 3. What; 4. Where; 5. When; 6. Who; 7. Why; 8. Who

3 Conversation completion

1. are; 2. is; 3. is; 4. is; 5. aren't; 6. is; 7. is; 8. is

4 Word choice

1. There's; 2. There are; 3. There are; 4. There are; 5. There's; 6. There's

VIDEO

Second viewing

1b 2a 3a 4a 5a

READING

3 Reading II

1. 2005; 2. the 1930s; 3. she's an actress; 4. Skull Island; 5. New York City

VOCABULARY

1 Useful verbs

1. from; 2. the; 3. place; 4. into; 5. to

LISTENING

2 Listening I

1. The Wizard of Oz; 2. Saving Private Ryan; 3. The outsiders; 4. West Side Story; 5. The Fugitive

3 Listening II

1. Judy Garland; 2. Steven Spielberg; 3. Tom Cruise; 4. Romeo and Juliet; 5. Harrison Ford and Tommy Lee Jones

LANGUAGE

1 Sentence ordering

- Abbie leaves home at 7am.
- She usually takes the bus to work.
- She gets to work at 8am.
- She has lunch at 1pm.
- She gets home at about 5:30pm.
- She goes to bed at about 11pm.

3 Sentence completion

1. walks; 2. doesn't enjoy; 3. eat; 4. drive; 5. sits; 6. play; 7. travels; 8. don't want

4 Question completion

1. Do; 2. Does; 3. Do; 4. Do; 5. Does; 6. Do; 7. Do; 8. Does

VIDEO

1a; 2b; 3b; 4b; 5a

FLUENCY PRACTICE

1 Dictation

1. He's got a cat and two dogs.
2. There are six people in the living room.

3. Is there anything you need?

4. It's a quarter to seven.

5. He lives in New York.

2 Transformation

1. He leaves work at 6pm. = He doesn't leave at 6pm.

2. They go to the gym. = They don't go to the gym.

3. She works in a hospital. = She doesn't work in a hospital.

4. We play tennis. = We don't play tennis.

5. I like working there. = I don't like working there.

3 Pronunciation

1. She **gets up** at 7am.

2. He **works in** a factory.

3. They **have a** big house.

4. I get to **work at** 9am.

5. They **like it** here.

Unit 2

OPENING PAGE

1 Sport matching

1i 2j 3h 4e 5a 6f 7g 8b 9d 10c

LISTENING

2 Listening I

1. tennis; 2. baseball; 3. ice hockey; 4. golf; 5. basketball; 6. cricket; 7. volleyball; 8. skiing

3 Listening II

See the audio script page for possible answers to this.

VOCABULARY

1 Photo matching

1d 2c 3e 4f 5a 6h 7g 8b

READING

3 Reading II

1. climbing; 2. kayaking; 3. fishing; 4. lying on the grass; 5. playing volleyball

LANGUAGE

1 Picture matching

1d 2a 3e 4c 5b

2 Sentence completion

1. is it raining; 2. are they playing; 3. is she running; 4. are we doing; 5. are they completing; 6. is he responding; 7. am I helping; 8. are we making

4 Sentence completion

1. who; 2. where; 3. what; 4. why; 5. when; 6. who

3 Joke analysis

1. lead; 2. zoo; 3. tiger; 4. cinema

VIDEO

Second viewing

1b; 2a; 3a; 4a; 5a; 6b

RESOURCE SECTION

Answers



READING

1 Reading II

1. Denmark; 2. 4pm; 3. about 4:30pm; 4. to the check-in desk; 5. 07:00 (in the morning); 7pm (in the evening)

VOCABULARY

1 Picture matching

1c 2f 3e 4d 5a 6b

2 Word formation

1. departed; 2. arrived; 3. landing;
4. departure; 5. arrival; 6. took; 7. take-off

LISTENING

1 Listening II

1. home
2. a wedding in London
3. Stacy's house
4. the park
5. the cinema

LANGUAGE

1 Photo matching

1d 2b 3e 4a 5c

2 Sentence completion

1. weren't; 2. weren't; 3. wasn't; 4. wasn't;
5. wasn't; 6. weren't

4 Question word completion

1. where; 2. why; 3. when; 4. why; 5. what; 6. who

6 Word choice

1. there were; 2. there was; 3. there were;
4. there weren't; 5. there wasn't; 6. there wasn't

7 Photo analysis

1. Yes, there was a cup of coffee on the table.
2. No, there weren't any pencils on the table.
3. No, there wasn't a tablet computer on the table.
4. Yes, there was a calculator on the table.
5. No, there weren't any bars of chocolate on the table.
6. Yes, there was a pen on the table.

9 E-mail completion

1. were; 2. were; 3. wasn't; 4. was; 5. were;
6. was; 7. were; 8. was; 9. was; 10. wasn't

VIDEO

1b; 2b; 3a; 4a; 5a; 6b

FLUENCY PRACTICE

1 Dictation

1. They're talking to a friend.
2. She's playing football in the park.
3. We're working from home today.
4. They were at Pete's house.
5. We weren't there for long.

2 Transformation

1. He was there at 6pm. = Was he there at 6pm?
2. They are playing tennis. = Are they playing tennis?
3. She was at a party. = Was she at a party?
4. Sally is working from home. = Is Sally

working from home?

5. They are waiting at the station. = Are they waiting at the station?

1 Pronunciation

1. They were at home.
2. He was on the phone.
3. We were in the park.
4. I was with Sam.
5. She was at work.

Unit 3

OPENING PAGE

1 Disaster matching

1. 79AD; 2. 1912; 3. 1906; 4. 1937; 5. 1871;
6. 1666

LISTENING

1 Pre-listening

1d; 2b; 3e; 4a; 5f; 6c

2 Listening I

Answer: b

3 Listening II

1. X
2. X
3. ✓
4. X
5. X

VOCABULARY

1 Story order

a8 b4 c5 d3 e7 f1 g6 h2

READING

1 Reading II

1. in 1937; 2. over 300 metres; 3. New Jersey (USA); 4. Frankfurt (Germany); 5. more than 90 people; 6. 35 people; 7. hydrogen in the airship or a coating of flammable paint

LANGUAGE

1 Photo matching

1d 2e 3a 4b 5c

2 Question completion

1. did she work; 2. did they like; 3. did he tell;
4. did they thank; 5. did she take; 6. did you sleep

4 Question word completion

1. where; 2. who; 3. why; 4. what; 5. when;
6. who

VIDEO

Second viewing

1b; 2a; 3b; 4b; 5b

FLUENCY PRACTICE

1 Dictation

1. We went out last night.
2. They sent the e-mail last week.
3. We swam in the sea.
4. They didn't see the film.
5. Did you like it?

2 Transformation

1. She left at 9pm. = Did she leave at 9pm?
2. They saw her at the party. = Did they see her at the party?
3. He drove to work. = Did he drive to work?
4. They ate all the biscuits. = Did they eat all the biscuits?
5. She spoke to her friend. = Did she speak to her friend?

1 Pronunciation

1. I dropped it.
2. She passed the exam.
3. I washed the clothes.
4. They increased the prices.
5. I really liked it.

Unit 4

LISTENING

1 Pre-listening

1c; 2a; 3e; 4g; 5f; 6d; 7b

2 Listening I

1. Virginia; 2. cold, grey and rainy; 3. warm; 4. cold and snowy; 5. foggy and stormy; 6. there are snowstorms

VOCABULARY

1 Definitions

1h 2a 3b 4c 5g 6f 7e 8d

2 E-mail analysis

1. Cold and windy.
2. Cold and sunny.
3. Sunny and warm.
4. Rainy.
5. Cold and snowy.

READING

1 Reading II

1. a bar; 2. a modern art museum; 3. In the city centre; 4. some people-watching;
5. the restaurants; 6. the street stalls in Gordon Street; 7. the local market by the old harbour; 8. a romantic dinner

LANGUAGE

1 Directions matching

1c 2b 3d 4g 5f 6a 7e

2 Chart completion

1. longer than, the longest
2. hotter than, the hottest
3. bigger than, the biggest
4. colder than, the coldest
5. larger than, the largest
6. cleaner than, the cleanest
7. windier than, the windiest
8. sunnier than, the sunniest
9. friendlier than, the friendliest
10. further than, the furthest
11. better than, the best
12. worse than, the worst
13. more boring than, the most boring
14. more amazing than, the most amazing

RESOURCE SECTION

Answers



1 Sentence completion

1. warmer; 2. bigger; 3. stronger; 4. taller; 5. nicer; 6. prettier; 7. worse; 8. better

2 Conversation completion

1. coldest; 2. windier; 3. highest; 4. warmest; 5. further; 6. best; 7. longer; 8. cheapest

VIDEO

Second viewing

1F 2T 3T 4F 5F 6T

LISTENING

1 Pre-listening

A: 1e; 2f; 3d; 4c; 5g; 6a; 7b

B: 1. unemployment; 2. exports; 3. house prices; 4. the cost of living; 5. the crime rate; 6. the birth rate

2 Listening II

1. X
2. X
3. ✓
4. X
5. ✓

READING

1 Reading II

1. Polish; 2. 546,000; 3. 147,099; 4. 77,240; 5. 562,000; 6. half the population

LANGUAGE

1 Sentence completion

1. at; 2. on; 3. in; 4. in; 5. in; 6. from

LANGUAGE

1 Gap fill

1. go; 2. have; 3. see; 4. be; 5. win

2 Sentence completion

1. will go; 2. won't have; 3. will finish; 4. won't like; 5. will be; 6. won't go; 7. won't drive; 8. will be

3 E-mail analysis

1. Go to a restaurant and meet up with friends.
2. Go around the city centre.
3. Go shopping.
4. Go to the harbour area and the modern art museum.
5. Go to the park or the cinema.

VIDEO

Second viewing

1a; 2b; 3a; 4b; 5b

FLUENCY PRACTICE

1 Dictation

1. I think they'll like it.
2. Turn left at the first road you come to.
3. Go straight on until you get to a bridge.
4. This house is much bigger than the other one.
5. They met on Christmas Day in 2009.

2 Transformation

1. He'll see her later on. = He won't see her

later on.

2. They'll give it to you later. = They won't give it to you later.

3. He'll be at work right now. = He won't be at work right now.

4. It'll be the right one. = It won't be the right one.

5. They'll walk to work tomorrow. = They won't walk to work tomorrow.

1 Pronunciation

1. I'll tell you later.
2. She'll be really pleased.
3. They'll finish it this evening.
4. We'll let you know tomorrow.
5. He'll be in bed by now.

Unit 5

READING

1 Pre-reading

1. shopping; 2. buy; 3. person; 4. house; 5. food; 6. products; 7. steals; 8. pay

2 Reading II

1. brookmeyer; 2. northturton; 3. Aristotle; 4. The_Ranter; 5. red-dragon; 6. lhnick

VOCABULARY

1 Photo matching

1f 2e 3g 4h 5a 6d 7b 8c

LISTENING

2 Pre-listening

1g; 2b; 3e; 4d; 5a; 6c; 7h; 8f

3 Listening II

1. no; 2. fresh; 3. six; 4. a whole chicken; 5. some orange juice; 6. OK. Go on then!

LANGUAGE

1 Sentence completion

1. a; 2. some; 3. a; 4. a; 5. some; 6. some; 7. an

2 Word choice

1. much; 2. many; 3. many; 4. much; 5. much; 6. many; 7. many; 8. much

3 Article completion

1. much; 2. low; 3. no; 4. the; 5. little; 6. much; 7. some; 8. a little; 9. a; 10. your; 11. a little; 12. any; 13. few; 14. a lot of; 15. little; 16. much; 17. -

VIDEO

1a; 2b; 3b; 4b; 5a

LISTENING

1 Pre-listening

1. a bill; 2. expenses; 3. a savings account; 4. a mortgage; 5. a loan; 6. debt; 7. tax

2 Listening II

1. loan; 2. bill; 3. expenses; 4. mortgage; 5. shares; 6. account

READING

1 Reading II

1. €10,000; 2. the bank or his dad; 3. at least three years ago; 4. Saturday mornings; 5. a bar; 6. a student; 7. about €80

LANGUAGE

1 Photo matching

1b 2f 3c 4h 5a 6e 7g 8d

2 Sentence completion

1. hear; 2. touch; 3. remember; 4. do; 5. speak; 6. understand; 7. get; 8. find

3 Word choice

1. sleep; 2. go; 3. wash; 4. work on; 5. hear; 6. finish; 7. leave; 8. speak

4 Sentence completion

1. do; 2. talk; 3. listen; 4. arrive; 5. take; 6. send; 7. call; 8. book

5 Sentence matching

1e 2f 3b 4d 5a 6c

VIDEO

Second viewing

1F 2F 3T 4T 5F 6F

Fluency practice

1 Dictation

1. There are some chairs in the living room.
2. There isn't any time left.
3. How much sugar do you need?
4. I can't see it from here.
5. You should tell them about it.

2 Transformation

1. She can see it. = Can she see it?
2. They can do it tomorrow. = Can they do it tomorrow?
3. She could feel it. = Could she feel it?
4. They can sit here. = Can they sit here?
5. She should finish it now. = Should she finish it now?

3 Pronunciation

1. I can hear it.
2. She can do it.
3. They can see it.
4. We can finish it later.
5. He can drive us there.

Unit 6

OPENING PAGE

1 Unusual laws

1. prohibited; 2. water; 3. Sunday; 4. church; 5. pocket; 6. jeans; 7. vehicle; 8. photograph

READING

1 Pre-reading

1. The jury
2. A lawyer ("attorney" in US English)
3. A court
4. A fine
5. A prison
6. To file a lawsuit
7. A judge
8. A trial

RESOURCE SECTION

Answers



1 Reading II

1. Yes; 2. No; 3. Yes; 4. Yes; 5. No; 6. Yes; 7. Yes; 8. No

LISTENING

1 Listening II

1. heater; 2. six; 3. €300; 4. €80; 5. €340; 6. doesn't think

4 Transformation

1. her; 2. him; 3. them; 4. it; 5. her; 6. it

5 Website analysis

1. 19; 2. a bank; 3. a car; 4. \$6,000; 5. in July 2009; 6. powder from the bags of Cheetos; 7. 17, 18 and 19

LANGUAGE

1 Photo matching

1d 2f 3a 4b 5e 6c

2 Sentence completion

1. am going to buy; 2. is going to leave; 3. is going to get; 4. is going to cycle; 5. are going to eat; 6. am going to sing

VIDEO

1a; 2b; 3a; 4b; 5b; 6a

VOCABULARY

1f 2d 3a 4j 5g 6c 7e 8i 9b 10h

LISTENING

2 Pre-listening

1. roof; 2. windscreen; 3. bonnet; 4. side-view mirror; 5. front door; 6. wheel; 7. headlight; 8. steering wheel; 9. gear lever; 10. engine

3 Listening II

1. headlights; 2. windscreen; 3. bodywork; 4. front doors; 5. side-view mirrors; 6. €3,000

READING

3 Reading II

1. How long have you had the car?
2. Why are you selling the car?
3. Where did you buy the car?
4. How much are you willing to sell the car for?
5. Have you had to get anything repaired lately?

LANGUAGE

1 Matching

1b 2d 3f 4e 5c 6a

2 Table completion

1. buy, bought, bought
2. see, saw, seen
3. have, had, had
4. take, took, taken
5. teach, taught, taught
6. bring, brought, brought
7. give, gave, given
8. understand, understood, understood

3 Question word completion

1. where; 2. who; 3. what; 4. why; 5. who;

6. where; 7. what; 8. where

4 Online survey analysis

1. no; 2. last summer; 3. last spring; 4. yes; 5. in school last year; 6. yes

VIDEO

1b; 2b; 3b; 4a; 5b; 6b

FLUENCY PRACTICE

1 Dictation

1. We're going to see it tomorrow.
2. They're going to discuss it later.
3. Have you seen it before?
4. I've been here a few times.
5. They've taken the car.

2 Transformation

1. He has eaten all the sandwiches. = He hasn't eaten all the sandwiches.
2. She has left the building. = She hasn't left the building.
3. He has taken the car to work. = He hasn't taken the car to work.
4. They have forgotten their keys. = They haven't forgotten their keys.
5. We have paid them their salaries. = We haven't paid them their salaries.

3 Pronunciation

1. I've played it before.
2. He's left his phone.
3. He's offered her the job.
4. She's won the competition.
5. We've taken the photos.

Unit 7

LISTENING

2 Pre-listening

1b 2c 3f 4e 5a 6d

2 Listening I

A party, fixing a motorbike, a barbecue, playing in a band, building work, a barking dog

3 Listening II

1. party; 2. motorbike; 3. barbecue; 4. band; 5. building work; 6. dogs

VOCABULARY

1 Word formation

1. smoky barbecue; 2. loud music; 3. smelly cooking; 4. noisy party; 5. dirty house; 6. messy garden; 7. wooden floors; 8. aggressive pets; 9. irritating singing; 10. untidy room

READING

3 Reading II

1a 2b 3a 4a 5b

LANGUAGE

1 Photo descriptions

1d 2a 3e 4b 5c 6f

3 Sentence completion

1. was having; 2. were playing; 3. were eating; 4. was climbing; 5. was sleeping; 6. were playing; 7. was building; 8. was walking

4 Question completion

1. was he cooking; 2. was it raining; 3. was she doing; 4. were you participating; 5. was he riding; 6. were they talking; 7. was he cutting; 8. was she looking

5 Question word completion

1. where; 2. who; 3. when; 4. why; 5. what; 6. where; 7. who; 8. why

VIDEO

Second viewing

1b 2b 3b 4b 5a 6a

LISTENING

2 Listening I

They're both going to a concert that's part of a jazz festival.

3 Listening II

1. Friday; 2. Saturday; 3. 7pm; 4. 6pm; 5. an exam; 6. Sunday

LANGUAGE

1 Speech bubble matching

1e 2f 3a 4b 5c 6d

2 Instant messages completion

1. I didn't; 2. we are; 3. he isn't; 4. we are; 5. we will

3 Listening II

1. no; 2. no; 3. yes; 4. yes; 5. yes; 6. no

VIDEO

1a 2a 3b 4a 5b 6a

FLUENCY PRACTICE

1 Dictation

1. They were talking in the bar.
2. She was running in the park.
3. We were driving to work.
4. He was working at his desk.
5. I was chatting on the phone.

2 Transformation

1. She was looking at it. = Was she looking at it?
2. He was cooking. = Was he cooking?
3. They were listening. = Were they listening?
4. We were watching it. = Were we watching it?
5. She was taking a photo. = Was she taking a photo?

3 Pronunciation

1. She was **working** on the **computer**.
2. I was **listening** to the **song**.
3. He was **playing** with his **colleagues**.
4. They were **taking** some **photos**.
5. We were **playing** a **game**.

RESOURCE SECTION

Answers



Unit 8

OPENING PAGE

1 Medical facts matching

1i 2j 3e 4a 5h 6b 7f 8c 9g 10d

LISTENING

1 Pre-listening

1b 2f 3d 4c 5g 6i 7h 8e 9a

2 Listening II

...smoke ✓

...hobbies

...alcohol ✓

...food ✓

...car

...height ✓

...weight ✓

...extreme sports

...blood pressure ✓

...cholesterol levels ✓

...pets

READING

1 Reading II

1. building; 2. posture; 3. day; 4. talks; 5. check-ups; 6. colours; 7. air

LANGUAGE

1 Photo matching

1b 2e 3d 4c 5a

2 Sentence completion

1. is given; 2. are allowed; 3. are advised;
4. is taken; 5. is invested; 6. is written;
7. are uploaded; 8. are checked

3 Transformation

1. The computers are produced in Singapore.
2. The films are made in Hong Kong.
3. The cars are imported from the US.
4. The rooms are cleaned every day.
5. The houses are built with wood.
6. The newspapers are sold all over the world.
7. The roads are repaired once every ten years.
8. The food is made every day.

4 Article completion

1. feeling; 2. scientists; 3. spoken;
4. demonstrated; 5. pressure; 6. strengthen;
7. darker; 8. drinking; 9. generally;
10. scientist

VIDEO

Second viewing

1a 2b 3a 4b 5b 6b

READING

1 Pre-reading

1. skill; 2. SatNav; 3. foolproof; 4. pick up; 5. set off; 6. manhunt

2 Reading II

1. Belgian
2. 67

3. 61 kilometres
4. 1,500 kilometres
5. Five
6. Zagreb, Croatia

VOCABULARY

Sentence completion

1. litter; 2. chewing gum; 3. rubbish; 4. graffiti;
5. flowers; 6. horn

LISTENING

2 Listening I

The answer is "c"

3 Listening II

1. 30 tons; 2. 15 tons; 3. £200,000; 4. thousands; 5. six; 6. six

LANGUAGE

1 Photo matching

1b 2a 3e 4d 5c

2 Transformation

1. The material was produced in Germany.
2. The book was designed in Portugal.
3. The book was translated into six languages.
4. The documents were written in French.
5. Two parties were held every month.
6. The houses were built in just two months.
7. The reports were written in one week.
8. The cars were exported all over the world.

3 Sentence completion

1. wasn't taken; 2. weren't washed;
3. wasn't returned; 4. weren't shown;
5. wasn't given; 6. weren't informed;
7. wasn't made; 8. weren't frightened

4 Question completion

1. were they written; 2. was it made;
3. were the walls painted; 4. were you given; 5. was he taken; 6. were you taken;
7. was she given; 8. were they contacted

5 Question word completion

1. why; 2. what; 3. when; 4. what; 5. where;
6. how; 7. why; 8. when

6 Interview completion

1. was charged; 2. were released;
3. was ordered; 4. were arrested; 5. was fined (were); 6. was devastated; 7. were killed; 8. were inspected; 9. were ignored

VIDEO

Second viewing

1a 2a 3b 4b 5b 6a

FLUENCY PRACTICE

1 Dictation

1. The cars are made here.
2. The food is exported to Asia.
3. The reports are written weekly.
4. The e-mails are checked by the boss.

5. They aren't allowed to leave.

2 Transformation

1. He was paid a lot of money. = He wasn't paid a lot of money.
2. The clothes were washed yesterday. = The clothes weren't washed yesterday.
3. The rooms were cleaned at 1pm = The rooms weren't cleaned at 1pm.
4. He was told to stay at home. = He wasn't told to stay at home.
5. They were taken to the office. = They weren't taken to the office.

3 Pronunciation

1. The e-mails were **sent at** 4pm.
2. He was **arrested at** home.
3. She was **given a** prize.
4. They were **left on** the table.
5. We weren't **informed of** the changes.

RESOURCE SECTION

Audio & video scripts



Unit 0

AUDIO: THE PHONE CALL

Mason: Hello, Mason Bramwell speaking.

Faith: Oh, hi, is Paul Barker there, please?

Mason: No, I'm sorry, he isn't in the office at the moment. He's at a conference in Dubai. He'll be back on Saturday.

Faith: OK. Erm, could you tell him to call me when he gets back, please?

Mason: Yes, sure. Has he got your number?

Faith: I don't think so. I've got a new mobile phone. It's 01937 268 492.

Mason: That's 01937 268 492.

Faith: Yes, that's right.

Mason: OK, I'll leave the message on his desk.

Faith: Thanks very much. Bye.

Mason: Bye.

VIDEO: ALL ABOUT ME!

Hi, I'm Maria. I was born in the United States, in a city called Chicago. But when I was eight years old, my family moved to Wisconsin, and that's where I spent the rest of my childhood.

I went to university in Wisconsin too. Wisconsin is very, very cold in the winter, and that's why I cannot live there anymore. After that, I moved to Thailand to teach English. I also worked as a model. One time I did a campaign for Dove shampoo. It was a very interesting experience. After Thailand, I moved to Los Angeles, California, and I worked as an actress. I also worked as a bartender in between my acting jobs. The bars usually were sports bars, where we watched a lot of American football*, and a little bit of soccer too. Now I live in Madrid. I work as a teacher, a writer and an actress.

*Football

Maria is an American, so she's referring to American football here, not soccer.

Unit 1

AUDIO: DESCRIBING AN EMPLOYEE

Jayden: So, tell me a bit about Abigail.

Hannah: Well, she's 31 years old and she's an Oxford University graduate.

Jayden: What's the name of the company where she works?

Hannah: Norstone Bickers Limited.

Jayden: What does she do?

Hannah: She's in the sales department.

Jayden: What's her job title?

Hannah: She's the sales manager.

Jayden: And how many people are there in her department?

Hannah: She's got 12 salespeople working for her.

Jayden: What type of company is it?

Hannah: It's a pharmaceutical company.

Jayden: Where is she based?

Hannah: In London, but she often travels to New York.

Jayden: What's she like as a person?

Hannah: Well, she's really clever, creative and ambitious.

Jayden: And how many employees are there in the company?

Hannah: There are about 400 in the London office, but there are more than 4,000 worldwide, I think.

Jayden: Great, thanks a lot!

VIDEO: DESCRIBING A FRIEND!

I have a friend named Klee who loves to ride horses, and she competes every year in Wellington, Florida, at the Winter Equestrian Festival, otherwise known as WEF. She went to school in Connecticut, and she now lives in the city of New Haven with her sister Julianna, her twin, otherwise known as JJ. They live with their two dogs in their New Haven house. She now keeps her horses at Old Salem Farm which is not too far away out of New Haven. She rides competitively while pursuing her degree in college in equine management. On holidays she goes and visits her family in Scranton, Pennsylvania. All thirty-something of her relatives drive down to visit her grandmother's house, where they all reunite, have dinner and celebrate the holidays of Thanksgiving and Christmas and get to see each other.

AUDIO: DESCRIBING FILMS

1. (1939) This film is about a young girl called Dorothy who goes in search of the Emerald City. She's accompanied by a lion, a scarecrow and a tin man. Judy Garland plays the starring role.
2. (1998) This movie is about a group of soldiers who go behind enemy lines to look for private James Francis Ryan. The film is directed by Steven Spielberg, and stars Tom Hanks, Matt Damon, Ted Danson and Vin Diesel.
3. (1983) This film is about two gangs: the Greasers and the Socials who fight against each other. The film is directed by Francis Ford Coppola and stars Matt Dillon, Patrick Swayze, Emilio Estevez and Tom Cruise.
4. (1961) This movie is based on the story of Romeo and Juliet. It's about two gangs – the Jets and the Sharks. Things get complicated when Tony of the Jets falls in love with Maria, whose brother is in the Sharks. The film stars Natalie Wood as Maria.
5. (1993) This film is about a doctor who is accused of murdering his wife. He has to find the real killer in order to prove his innocence. The film stars Harrison Ford and Tommy Lee Jones.

VIDEO: MY FAVOURITE FILM!

My favourite movie is called Inception. It has a lot of famous actors in it, like Leonardo di Caprio and Tom Hardy. One of my fondest memories is going to see Inception with my mum when it first came out. It's about a man named Cobb who can go inside people's dreams and learn their secrets. Cobb is in a lot of trouble with the law, but a very wealthy man tells Cobb he will make Cobb's problems go away if Cobb can do one very difficult job: plant an idea in someone's head by going into their dreams. Cobb finds a team of brilliant helpers and goes to work on the job. It all sounds very unrealistic, but it really is fascinating when all of the parts of the movie come together. I would highly recommend it to anyone who likes action or drama movies.

RESOURCE SECTION

Audio & video scripts



Unit 2

AUDIO: DESCRIBING A SPORT!

1. You play this sport with a racket. You have to hit a ball over a net.
2. This is an American sport that's popular all over the world. There are two teams and you play with a bat and a ball.
3. This sport is played on ice. There are two teams and the players wear ice-skates.
4. You play this sport outside. You hit a ball with a club and try to get the ball into a hole in the ground.
5. This sport is played on a court. There are two baskets at either end. Players attempt to get the ball into the basket to score points.
6. This sport is popular in many Commonwealth countries such as India, Australia, Pakistan, Jamaica... Players hit a ball with a bat. Some games can last several days.
7. There is a net and two teams. The objective is to hit the ball over the net so players from the other team cannot return it.
8. You need to do this sport on snow. It basically consists of going down a mountain for fun.

VIDEO: KEEPING ACTIVE!

I love the outdoors and to be in nature. And I'm very active. I love all kinds of sports... except running. I don't like to run very much. I prefer to hike in the mountains. I love the mountains. There's nothing better than to wake up early in the morning and go for a hike in the mountains when the temperature is cool and fresh. I also really enjoy camping. California has some of the most beautiful national parks in the world. And every summer, my friends and I used to go camping. We especially loved a place called Sequoia National Park. It's absolutely stunning. It's still one of the most beautiful places I've ever been to in my life. So, when you go camping you need to bring many things on a camping trip. So it's best to make a list. For example, well, you need a tent, and camping chairs, a flashlight, kitchen supplies, and of course plenty of food and water.

AUDIO: LAST WEEKEND!

John: So, what was your weekend like?

Daniela: Really good, thanks.

John: What did you do?

Daniela: Well, I was at home on Saturday morning. Then, I went to a friend's wedding in London in the afternoon.

John: Oh, yeah. What was that like?

Daniela: It was great fun. There were lots of old friends there and the wedding was really nice. Then, on Sunday morning, I went to Stacey's house for breakfast. And on Sunday afternoon, we went to the park for a picnic. In the evening we went to the cinema.

John: Sounds like you had a busy weekend.

Daniela: Yes, I did and I'm pretty tired too. So, what did you get up to?

John: Oh, not much. On Saturday... [fades out]

VIDEO: A WEEKEND TO REMEMBER!

One weekend, we all went to Sagaponack, which is a town in the Hamptons on Long Island, New York. I went there with my boyfriend and his family. On Saturday it was really warm – really nice weather – so we all went to the beach. We tanned in the sand, sat under an umbrella and went swimming in the ocean. That evening we went out to the movies – my father joined us for that – and we saw the movie *The Martian* with Matt Damon, which had just come out at the time. After that, it had gotten a little bit chilly and we ran across the street to go to dinner at Pierre's, which is my favourite restaurant in the Hamptons. It's this little French place, where we had dinner all together. Then, after dinner, we went for a drive, all of us in the car – me, my boyfriend and his family – around the area in Sagaponack. Then we went back, and in the morning I went to hot yoga, at the yoga studio that's local, with his parents, which was extremely relaxing. And then after that we went for coffee at the Golden Pear, which is my favorite spot for brunch. Finally, we ended the weekend with a refreshing dip in the pool.

Unit 3

AUDIO: THE FIRE!

Reporter: I'm here with fire officer Williams from the local fire brigade who was in charge of the operation. So, how many fire engines were called out?

Fire fighter: We sent three fire engines.

Reporter: How did you find out about the fire?

Fire fighter: Well, the fire alarm went off, and then someone who was there phoned us.

Reporter: How serious was the fire?

Fire officer: Well, the main building was on fire.

Reporter: So, did it take long to put out the fire?

Fire fighter: About half an hour.

Reporter: Did you have to rescue anyone?

Fire fighter: Erm, yes, we had to help an elderly man down the fire ladder. Everyone else got out down the fire escape.

Reporter: So, how did the fire start?

Fire fighter: It was almost certainly an electrical fire caused by some faulty wiring in the building.

Reporter: Were there any fire extinguishers in the building?

Fire fighter: Yes, there were.

Reporter: Thank you for your time.

Fire fighter: You're welcome.

VIDEO: MY BIG MISTAKE!

Recently me and some of my friends travelled to the beach to go on a camping trip together for a couple nights. The plan was to meet up at the beach, then we would all drive over to the campsite where we needed to be. We thought it would be close, but when we got to the beach, we put the address into our phones, and realised the campsite was actually over two hours away. Instead of cancelling the whole thing, we decided to book a hotel on the beach for the night, at the only cheap place we could find. Reviews of the hotel complained of cockroaches and other

RESOURCE SECTION

Audio & video scripts



bugs, dirty beds, and broken showers, but we had nowhere else to stay, so we stuck it out and left as soon as we could. Looking back, it's funny to think that we stayed a night in such a bad hotel because we had nowhere else to go, but at the time, we weren't even sure we were safe. I guess it turned out alright.

Unit 4

AUDIO: WHAT'S THE WEATHER LIKE?

Jamie: So, you're from the States, aren't you?

Elsa: Yes! Virginia.

Jamie: What's the weather like there? It's often cold, grey and rainy here, as you can see. You have to take an umbrella with you most of the time in the winter.

Elsa: Well, in the States the climate varies a lot. For example, in places in the south, such as Florida, Texas and California, the weather is mostly warm all year round. But in the north, it can get really cold and snowy in places like North Dakota and Wisconsin. And some places have really unpredictable weather. My aunt once told me that in her hometown, in Colorado, it snowed one morning, but it was warm and sunny in the afternoon!

Jamie: We get lots of foggy weather where I live – sometimes you can't see anything. We often get storms in the summer, with lots of thunder and lightning.

Elsa: In the north, there are really bad snowstorms in the winter and people often get trapped in their homes; and in the summer there are hurricanes.

Jamie: So, shall we go out then?

Elsa: OK.

Jamie: Don't forget your umbrella!

Elsa: But it's sunny!

Jamie: Trust me, you'll need it.

VIDEO: AN AMAZING PLACE!

A few months ago, I visited New Zealand. I was there for three weeks. It was incredible. First of all, it's a long flight – about 36 hours. But it's worth it. New Zealand is a beautiful country on the other side of the world, next to Australia. But it's much, much smaller than Australia. In fact, there are only four million people that live on the whole island. But because there aren't many people who live there, the nature is amazing. Everything is so clean and untouched. The air is so clean, the sea is clear, the beaches are magnificent. There are also big, big mountains. I was there in February, which is summertime in New Zealand. But it doesn't get very hot, not like here. Do you know the movie *Lord of the Rings*? It was filmed in New Zealand – probably because of the dramatic and incredible landscapes. I think everyone should visit New Zealand at least one time in their life.

AUDIO: THE NEW JOB!

Steph: So, what's your new job like?

Jayden: Oh, it's OK. But everything's so different.

Steph: For example?

Jayden: Well, crime rates are really low, so people leave their

doors open during the day!

Steph: Really? You definitely can't do that here!

Jayden: Exactly. Unemployment is practically non-existent. And the standard of living is really high. Of course, literacy rates are high and life expectancy is one of the highest in the world.

Steph: And the disadvantages?

Jayden: Well, the standard of living is high, so everything is really expensive. And, house prices are so high that we can't really afford to buy anything. And interest rates are really low, so our savings aren't giving us a good return, and income tax is extraordinarily high – I pay about 50% tax!

Steph: Wow! That's a lot.

Jayden: Also, the working hours are really long. I start at 8:30 in the morning and go on until 7pm at night, and I'm expected to work two Saturdays per month.

Steph: Not like back here, eh? So, do you think you'll stay for long?

Jayden: I'm not sure. Ask me again in three months!

VIDEO: A TRIP ABROAD!

For a week in March, I visited Singapore with my father. We stayed at the Marina Bay Sands hotel, which is located in central Singapore, downtown. We spent a lot of time walking around the city and exploring. It was upwards of ninety degrees Fahrenheit the entire trip. It was quite hot and humid, and we were constantly looking for shade and air conditioning. We visited the botanical gardens, saw all of the foliage and the museums and everything, but mostly we just ate a lot of delicious food, visited a lot of great restaurants, and enjoyed all of the culture. All of the people were all so incredibly friendly, and we had a great time – they were so welcoming. We swam in the rooftop infinity pool at the hotel, did some shopping on the main shopping streets in Singapore and also in the shopping mall underneath our building that we were staying in. We tried the Singapore Sling, which is the cocktail that was invented at the Long Bar at the Raffles Hotel in Singapore, which was very cool, having it at its origin. Overall it was a very fun trip and I hope to go back.

Unit 5

AUDIO: THE SHOPPING TRIP

Maya: Oh, you're back already. That was quick. Did you get everything?

Leon: I think so.

Maya: Did you get the sausages I asked for?

Leon: Oh, sorry! I forgot about that.

Maya: Did you get any smoked salmon?

Leon: Erm, not exactly, I got some fresh salmon.

Maya: Oh, never mind. Did you get any tins of tuna?

Leon: Yes, six... to be precise.

Maya: Great. Did you get any chicken breasts?

Leon: No, but I got a whole chicken. Is that OK?

Maya: I guess so. Did you buy any apples?

Leon: No, but I got some oranges.

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Maya: But I didn't ask for any oranges.
Leon: It's just they looked so good. Would you like a glass of freshly-squeezed orange juice?
Maya: OK. Go on then!
Leon: Coming up!

▶ VIDEO: WHERE I GO SHOPPING

I love to cook, so I often make several trips to the supermarket for various ingredients I need for special recipes. My favourite place to shop is a big supermarket called Wegman's, because they have so many options, and if I get hungry while I shop, they have great food that's already made that I can eat as I buy my other ingredients. One of my favourite things to eat there while I shop is their pizza. They have a lot of options, but my favourite is sausage and pepperoni. Sometimes I get lost because the store is so big, but usually I can find what I want pretty quickly. For my clothes, I usually buy them from big stores like Nordstrom or Lord & Taylor, because they have lots of options to choose from. When stores are so big I can usually find at least one thing I like, which is good because I don't like going to the mall for several hours and not buying anything. The other day I went to the mall and bought a few pairs of shorts at Nordstrom, and I didn't even have to go to any other stores. I like shopping, but I don't like it when it takes all day, so only going to one store is good for me.

🎧 AUDIO: HOW TO SPEND MONEY!

Susanne: Hey, Thomas! How's it going?
Thomas: Fine, thanks.
Susanne: Still enjoying the job?
Thomas: Oh, yes. I just got a big bonus, but I can't decide what to spend it on.
Susanne: Well, you could pay off some of your debts – that bank loan you got for your car, for example. Or you could pay off that big credit card bill you received last month. That would help with your monthly expenses.
Thomas: Yeah, but that's really boring!
Susanne: Or you could pay off some of the mortgage on your second home. The interest on that is really high, isn't it?
Thomas: Yes, but I want to do something fun.
Susanne: Oh, I know, you could invest it. You could buy some stocks and shares, but nothing too risky. You could get something safe that gives you a little profit.
Thomas: Mmm... maybe.
Susanne: Or you could put the money into a savings account. That would give you a little interest.
Thomas: No. You know what? I think I'll have a big party, and spend the rest on a holiday.
Susanne: A holiday? I give up!

▶ VIDEO: THE PROBLEM WITH MONEY!

Money is wonderful. It doesn't buy happiness but it does give us freedom. I keep my money in a bank account. I have two accounts; one is my checking, and the other one is my savings. My checking account is the account that I actively use every single

day. It's the money that I spent. My savings is – well, I try to put money in there once a month and then not touch it. I just want it to grow and grow and grow, so that maybe one day I will want to buy a house, or a car, or a trip around the world. Or just to have it if some life emergency happens one day, where I need a lot of money. Because we never know what could happen in life, and so it's good to always be prepared.

UNIT 6

🎧 AUDIO: PROBLEMS WITH THE LANDLORD!

Olivia: Hey! How's it going?
Mark: Not too bad. What's up?
Olivia: Oh, I've been having a few problems with my landlord.
Mark: What happened?
Olivia: Well, the heater broke about six months ago and he refused to fix it.
Mark: Oh, no. Something like that happened to me once.
Olivia: Well, I tried talking to him about it. I even offered to pay half of the costs, which came to €300, but he just refused to even discuss it. So, eventually, I spoke to a lawyer. She thinks it's definitely his responsibility, so she's going to send him a letter demanding compensation. Then, if we can't settle out of court, we'll file a lawsuit. I had to spend €80 on an electric heater because the flat was so cold. And in the end, I had to pay to get the heater fixed, which ended up costing me €340. I want to get my money back for both those things.
Mark: Do you think he'll settle out of court?
Olivia: I don't think so. He says he doesn't have the money to pay for the repairs and that it wasn't his problem or his fault anyway.
Mark: Well, if he loses, he's going to have to pay for your legal costs, too.
Olivia: Exactly!

▶ VIDEO: HOW TO AVOID GETTING ROBBED!

Most people have encountered some kind of scammers in their life. For example, the most common one is probably a scam e-mail that asks you to give your social security number, bank account information, etcetera, for some made-up purpose. But, a more modern example is the tourist scams that are popping up in European cities all around, that are specifically targeted to foreigners and Americans. For instance, the most common of those I believe is the street pick-pocketers. There are a few variations of these – it's not just someone who will mug you on the street. There's also a restaurant waiter variation of these, in which the waiter in the restaurant will come over – well, not the real waiter, but a fake waiter in a restaurant – will come over, lean down, ask you how your food is, and, while you're distracted with the conversation, will take your valuables off the table. Another variation is the fake lost tourist, who will walk up to you with a map, and while you're looking at the map will grab something of yours – your bag or something that you have. Another variation of the pick-pocketing is public transportation. People will come,

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normally in pairs, and stop you so that you can't see it coming, and they'll take your things and jump off the train just before the doors close. So those are just a few examples of pick-pocketing schemes aimed at tourists specifically. Watch out when you're travelling around in a foreign city.

AUDIO: CAN ANYONE FIX THIS CAR?

Charles: So, how's the car?

Mechanic: It's not looking good. The bonnet is completely smashed and we're going to have to put in new headlights too as they aren't working.

Charles: Was the engine damaged?

Mechanic: I'm afraid so. We're going to have to replace it.

Charles: Anything else?

Mechanic: Well, there's a crack on the windscreen. There are a few scratches on the bodywork, and one of the front doors won't open. Two of the tyres need replacing, and the side-view mirrors are both cracked. And...

Charles: Wait a sec! How much is this going to cost me?

Mechanic: You're looking at about €3,000.

Charles: Three thousand euros! It'd be cheaper to buy a new car.

Mechanic: Yep, probably.

Charles: What about if I sold you the car? How much would you give me for it?

Mechanic: About €50 for the scrap metal.

Charles: Fifty euros? It's a deal!

VIDEO: MY FAVOURITE FORM OF TRANSPORT!

At home, my favourite form of transport has to be by car. At least for any long distance travelling, I think it is the most comfortable and easy way to travel, especially if you own a car. When I drive, I like to listen to my music and have the windows down so I can feel a breeze. The last car ride I took was to the airport to fly to Madrid; since then I've been walking most places, which I enjoy as well. When I'm at home I don't get to walk around as much, but here I walk everywhere, which is a great way to get exercise on a busy schedule. I also think walking around a city is the best way to get to know it, so now I feel like I can easily walk anywhere I need to go. Yesterday afternoon, I took a walk to the gym and it was so nice outside that I decided to take the long way. When I did this I found a bakery I'd never seen before with delicious food that I had to try. I wouldn't have found this place if I hadn't walked to where I was going, so I was very happy I did, and now I have a new bakery I love to visit. Even though I love walking to places, I can't when I'm at home, because everything is too far apart. I still try to walk as much as I can, but it's not the same as in the city, when you can walk almost anywhere you want to go.

Unit 7

AUDIO: ANNOYING NEIGHBOURS!

Hi, this is Brenda, your neighbour. I rang the front door bell a few minutes ago but no one was at home. I'm just calling

about all the noise. The party last Friday went on late into the night with lots of guests and some extremely loud music. On Saturday morning, your son was fixing his motorbike and making a dreadful noise; and in the afternoon, there was a barbecue party. Can't you use smokeless charcoal? On Sunday morning, your daughter was rehearsing with her band again. They aren't bad, but having to listen to the same song over and over again does get a bit repetitive, to say the least. And the building work! This has been going on for over six months now, causing a lot of disruption with all the builders coming and going and leaving a terrible mess in the road just outside our house. Can you let me know when this building work might finish? Finally, your dogs and the non-stop barking. I work from home and find it very distracting. They basically bark from the time you leave in the morning until the time you get back in the evening. Can you do something about that, please? Thanks! So, anyway, I'll try calling round again sometime this week. We need to talk!

VIDEO: WHAT I LIKE ABOUT MY APARTMENT!

I live in an apartment in the city centre. It's a small apartment but very cozy. I love it. It's a perfect size for me because I live alone. My apartment is in a wonderful neighbourhood, close to many different shops. So if I need anything, I just need to walk out my front door. My apartment is on the fourth floor, so it gets plenty of sunlight. It has a kitchen with everything that I need, including an oven. The only thing I don't like about my apartment is the bathroom. It's quite small, especially the shower. But, well, I'm used to it. My building is quiet, which is also very important. And there's [sic] only five units in the building. So, there's [sic] not too many neighbours, and the neighbours that I do have are quiet and respectful. So, it's a harmonious situation.

AUDIO: WEEKEND PLANS!

Dani: Hey, Jill. Cheer up! It's Friday!

Jill: Yes, I know. It's been a long week.

Dani: Have you got any plans for the weekend?

Jill: Not really. Oh, I'm going to a concert on Saturday.

Dani: Who's playing?

Jill: I'm not sure. It's part of the jazz festival. You're welcome to come if you want. Ben and Jeff will be coming along.

Dani: Sounds good. What time are you going?

Jill: Well, it starts at 7pm, so we'll probably get there for about 6:30. I could pick you up if you want.

Dani: OK. Great.

Jill: How about 6pm?

Dani: Perfect! See you then. Oh, but what about the ticket?

Jill: Actually, we've got a spare one. Michelle was going to go, but she's got an exam on Monday morning so she wants to study.

Dani: Great! So, how much do I owe you?

Jill: Oh, don't worry. Get me a drink!

Dani: OK. Great.

Jill: So, what about you? Did you have any plans?

Dani: Not really. I was hoping to relax a bit. We're having lunch

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round at dad's place on Sunday, oh, and I've got this book that I've been meaning to read.

Jill: What is it?

Dani: *The Girl with the Dragon Tattoo*. It's part of the Millennium trilogy.

Jill: That's by Stieg Larsson, isn't it?

Dani: That's right.

Jill: I've heard it's quite good. I saw the film. Anyway, I'd better get back to work. See you on Saturday.

Dani: OK, great. See you then.

Jill: Bye!

AUDIO: THE JOB CANDIDATE

Hugo: So, I've just finished the interview with Harriet.

Eve: She's nice, isn't she?

Hugo: Yes, she seems like the ideal candidate. You were at school with her, weren't you?

Eve: Yes, that's right.

Hugo: Great. I made some notes in the interview, but I just wanted to check a couple of things.

Eve: Go ahead.

Hugo: So, her surname is Smithers, isn't it?

Eve: No, it's Talbot.

Hugo: OK, and is she 29 years old?

Eve: Yes, she is, at least I think she is.

Hugo: Great. Erm, did she go to university?

Eve: Yes, she went to Southampton University.

Hugo: And she was the marketing manager of Howstown Limited, wasn't she?

Eve: Yes, that's right.

Hugo: Did she work there for three years?

Eve: No, she was only there for about three months.

Hugo: OK. And did she work in Lisbon?

Eve: No, she didn't. I know she worked in Rio for a couple of years. Maybe you got confused with that.

Hugo: OK, and has she got a driving licence?

Eve: Yes, she has.

Hugo: And is she British?

Eve: Actually, she's American, but she moved here when she was about five, which is why she hasn't got much of an accent.

Hugo: OK, and is she married?

Eve: No, she isn't.

Hugo: OK. Great. Thanks a lot.

Eve: No problem.

VIDEO: MY FRIENDS!

My friends and I all planned to meet at my condo in Connecticut one weekend, because it was the last weekend we were all going to be in the northeast and we wanted to have one last dinner all together before we left. Unfortunately, due to the events of the weekend, my friend and I ended up stuck in New York City! We missed our train out of Grand Central (my friend Bailey and I), and the rest of our friends were all in Connecticut waiting for us. We didn't know how to get there; we checked the train schedule

and realized that we were going to be late if we took the next train. So, we ended up renting a car in NYC to drive up to CT to meet everyone for dinner. Somehow, we managed to make it in time for dinner. We went out to the Fife and Drum, which is our favourite French restaurant in the little town. It's where we had bread, steak, mashed potatoes, and recounted old stories over dinner – all of the old memories we were going to miss. And then, after dinner we had dessert – crême brûlée, my favourite, and cheesecake, my friend's favourite – and then after that, we went back to the condo and continued to celebrate and told some more stories, until finally we had to say goodbye. We were sad that we wouldn't get to see each other for a long time after that, but we had fun.

Unit 8

AUDIO: THE COMPANY MEDICAL OFFICER

Interviewer: So, you're a company medical officer, aren't you?

Doctor: Yes, that's right.

Interviewer: So, what does that involve?

Doctor: Well, I give all new employees a medical check-up, and monitor all members of staff during their time at the company.

Interviewer: What do you look for in the initial check-up?

Doctor: Well, we need to find out as much as we can about their health and medical history. This means asking about their lifestyle – whether they smoke, how much alcohol they drink per week, what sort of food they eat, how much exercise they get, etc. Also, getting information about their height, weight, etc. and then taking their blood pressure, their pulse, and some blood samples so we can check for things like cholesterol levels. The main purpose of this is to make sure that they're fit and medically suited for the work. Then, we also monitor them during their time at work.

Interviewer: Very interesting. Now, what sort of ongoing monitoring do you carry out? What I mean is,...
[fades out]

VIDEO: THE IMPORTANCE OF KEEPING FIT!

Keeping fit and healthy is extremely important to me. I mean we only get one body so it's important to take care of it. I like to stay active and to eat well. When I wake up I usually do yoga in my living room or I go for a run in the park. I love doing exercise in the park because I like to be in nature; I like to be outside. For me it's important to do some kind of exercise in the morning, because it gives me energy for the rest of the day. But if I don't have the chance to exercise, it's ok, because I live in the city centre and I walk everywhere, and walking is really good exercise too. As for my diet I try and cook as much as possible, it's a lot healthier than to eat at restaurants. I don't eat meat, only fish, nuts, legumes like lentils, vegetables and fruit. I don't eat processed food, and I never eat fast food.

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AUDIO: PAPER POLLUTION!

Presenter: So, what happened?

Reporter: Well, last year, the company was found guilty of dumping over 30 tons of toxic waste into a local river. They did this to avoid having to pay to treat the waste material.

Presenter: Terrible. Now, I understand that the company has been charged with polluting offences in the past.

Reporter: Yes, that's right. About three years ago, 15 tons of toxic waste were released into the river. The company was ordered to clean up the mess, but they failed to do it properly. So, the company was fined about £200,000.

Presenter: What sort of damage did it cause?

Reporter: Well, local wildlife was severely affected, and thousands of fish and birds died as a result.

Presenter: Now, I understand this isn't the only company that's been fined, is it?

Reporter: No. Another paper company was fined for a similar incident about six years ago. They were inspected on numerous occasions after that and told to improve their safety procedures but they ignored this and continued dumping waste into the river. Eventually, two of the directors were arrested and sentenced to six months in prison.

Presenter: And now the company is on trial again, isn't it?

Reporter: Yes, they... [fades out]

VIDEO: TRYING TO PLEASE GUESTS!

So, Airbnb is an app that you may have heard of, and it's useful when you're travelling around. It's the app that facilitates the short-term letting of a flat or apartment. So, anyone can offer up their apartment, and you can easily just go online and stay in it for a weekend, a week – some short period of time while you're travelling. One particular woman wrote an article in the New York Times – an op-ed piece – explaining her own experience with Airbnb. Her first guests came and she was so excited she eagerly cleaned the house, prepared everything, even made them muffins – she thought that she did everything right, only to be shocked by a very, very negative review in which all they did was complain about her house, saying there was a low stocked kitchen, etc. – all of these complaints that she completely didn't see coming. She kept going on Airbnb for a little while after that – learnt a lot from the experience, about being a host and even more than that about being a guest, but she doesn't do that anymore. She's stopped using Airbnb and says that she'll think twice before doing it again.

RESOURCE SECTION

Phonetic Table



iː	Tree	ɪ	Fish	ʊ	Book	uː	Shoe	ɪə	Ear	eɪ	Face	əʊ	Coat	aʊ	Cow	g	Get	ʒ	Pleasure	j	Yes		
e	Egg	ə	Sofa / Gorilla	ɜː	Bird	ɔː	Door	ʊə	Cure (medicine)	ɔɪ	Boy	əʊ	Coat	aɪ	Fly	k	Key	ʃ	Short	w	Window		
æ	Cat	ʌ	Duck	ɑː	Car	ɒ	Dog	eə	Hair	dʒ	Judge	z	Zoo	r	Right	tʃ	Church	s	Six	l	Live		
p	Pen	b	Back	t	Tea	d	Day	θ	Those	ð	Those	h	Hot	ŋ	Ring	n	Nice	v	Very	f	Five	m	More

RESOURCE SECTION

Irregular Verbs



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FOR A FULL list of the most important IRREGULAR PAST TENSE VERBS, PLUS AUDIO FILES SO YOU CAN HEAR how they're pronounced, VISIT BLOG.LEARNHOTENGLISH.COM ALSO, FIND OUT ABOUT THE PRONUNCIATION OF REGULAR PAST TENSE VERBS, how to learn English, PLUS LOTS, LOTS MORE!

Irregular verb list with participles

Infinitive	Past tense	Past participle	Example
Be	was, were	been	<i>She was at home.</i>
Beat	beat	beaten	<i>We beat them.</i>
Become	became	become	<i>She became a lawyer.</i>
Begin	began	begun	<i>It began last night.</i>
Bite	bit	bitten	<i>The dog bit me.</i>
Break	broke	broken	<i>He broke the window.</i>
Bring	brought	brought	<i>We brought some sandwiches.</i>
Build	built	built	<i>They built a house.</i>
Burn	burnt, burned	burnt, burned	<i>The fire burnt all night.</i>
Buy	bought	bought	<i>He bought some food.</i>
Catch	caught	caught	<i>The cat caught the mouse.</i>
Choose	chose	chosen	<i>We chose the red one.</i>
Come	came	come	<i>They came at 6pm.</i>
Cost	cost	cost	<i>It cost a lot.</i>
Cut	cut	cut	<i>She cut the piece of paper.</i>
Dig	dug	dug	<i>We dug a hole.</i>
Do	did	done	<i>We did some exercise.</i>
Draw	drew	drawn	<i>They drew a picture.</i>
Dream	dreamt, dreamed	dreamt, dreamed	<i>I dreamt about you.</i>
Drink	drank	drunk	<i>She drank the tea.</i>
Drive	drove	driven	<i>I drove home.</i>
Eat	ate	eaten	<i>We ate at home.</i>
Fall	fell	fallen	<i>They fell down.</i>
Feed	fed	fed	<i>She fed the cat.</i>
Feel	felt	felt	<i>We felt good.</i>
Fight	fought	fought	<i>They fought in the garden.</i>
Find	found	found	<i>I found the shoe.</i>
Fly	flew	flown	<i>She flew to Chicago.</i>
Forget	forgot	forgotten	<i>They forgot to bring it.</i>
Get	got	got, gotten	<i>We got a present.</i>
Give	gave	given	<i>We gave her the money.</i>
Go	went	gone	<i>They went to Brighton.</i>
Grow	grew	grown	<i>He grew some plants.</i>
Hang	hung, hanged	hung, hanged	<i>We hung up the washing.</i>
Have	had	had	<i>We had lunch at 1pm.</i>
Hear	heard	heard	<i>I heard the song.</i>
Hide	hid	hidden	<i>She hid the present.</i>
Hit	hit	hit	<i>I hit the ball.</i>
Hold	held	held	<i>We held the rope.</i>
Hurt	hurt	hurt	<i>It hurt me.</i>
Keep	kept	kept	<i>We kept it at home.</i>
Know	knew	known	<i>I knew the answer.</i>
Learn	learnt, learned	learnt, learned	<i>She learnt how to do it.</i>
Leave	left	left	<i>They left at 9pm.</i>
Lend	lent	lent	<i>We lent them the money.</i>
Let	let	let	<i>They let us stay there.</i>
Lie	lay	lain	<i>We lay down.</i>
Light	lit, lighted	lit, lighted	<i>They lit the fire.</i>

RESOURCE SECTION

Irregular Verbs



Infinitive	Past tense	Past participle	Example
Lose	lost	lost	<i>I lost my money.</i>
Make	made	made	<i>He made a cake.</i>
Mean	meant	meant	<i>What does it mean?</i>
Meet	met	met	<i>I met her at a party.</i>
Pay	paid	paid	<i>They paid us.</i>
Put	put	put	<i>She put it on the table.</i>
Read [ri:d]	read [red]	read [red]	<i>I read the book.</i>
Ride	rode	ridden	<i>She rode the horse.</i>
Ring	rang	rung	<i>The phone rang.</i>
Run	ran	run	<i>We ran home.</i>
Say	said	said	<i>I said I was happy.</i>
See	saw	seen	<i>I saw the film.</i>
Sell	sold	sold	<i>She sold the car.</i>
Send	sent	sent	<i>They sent the e-mail.</i>
Shake	shook	shaken	<i>I shook hands with her.</i>
Shoot	shot	shot	<i>They shot at the target.</i>
Show	showed	shown, showed	<i>I showed her the picture.</i>
Shut	shut	shut	<i>I shut the door.</i>
Sing	sang	sung	<i>We sang the song.</i>
Sink	sank	sunk	<i>The boat sank.</i>
Sit	sat	sat	<i>I sat down.</i>
Sleep	slept	slept	<i>She slept well.</i>
Smell	smelt, smelled	smelt, smelled	<i>It smelt good.</i>
Speak	spoke	spoken	<i>We spoke to them.</i>
Spell	spelt, spelled	spelt, spelled	<i>I spelt it for him.</i>
Spend	spent	spent	<i>I spent all my money.</i>
Spoil	spoilt, spoiled	spoilt, spoiled	<i>We spoiled it.</i>
Spread	spread	spread	<i>They spread the news.</i>
Stand	stood	stood	<i>I stood up.</i>
Steal	stole	stolen	<i>They stole the money.</i>
Stick	stuck	stuck	<i>She stuck it in the book.</i>
Take	took	taken	<i>We took the car.</i>
Teach	taught	taught	<i>They taught us a lot.</i>
Tell	told	told	<i>I told her the truth.</i>
Think	thought	thought	<i>We thought about it.</i>
Throw	threw	thrown	<i>They threw the rubbish away.</i>
Understand	understood	understood	<i>We understood the problem.</i>
Wake	woke	woken	<i>I woke up early.</i>
Wear	wore	worn	<i>He wore some new clothes.</i>
Win	won	won	<i>She won the game.</i>
Write	wrote	written	<i>They wrote the letter.</i>

RESOURCE SECTION

Punctuation



Punctuation Revision

1 (.) Full stop (“period” in US English)

We use the full stop at the end of a sentence. For example: **She is lucky.**

For website and e-mail addresses we say “dot”. For example: **www.ebdj.com = www dot ebdj dot com**

2 (,) Comma

We use the comma for pauses in sentences, or for lists of things. For example:

- a) I went to the shops, and then I went to the swimming pool.
- b) I bought a computer, two televisions and a pencil.

We also use the comma in non-defining relative clauses. For example:

- a) My sister Joan, who lives in Paris, is a pharmacist.
- b) My aunt, who likes to spend her weekends in the country, is a dentist.

We also use the comma before quoting someone. For example:

- a) She said, “I never go there!”
- b) He added, “And I would like to leave now.”

3 (;) Semicolon

This is used to mark a pause between two ideas that are connected. For example:

- a) You must come to the show; you’ll love it.
- b) There are some things that I like; and there are others that I hate.

4 (:) Colon

We use the colon to start a list of

something. For example:

- a) I got everything ready: the tickets, traveller’s cheques and my passport.
- b) There are two reasons: firstly, I don’t like it; and secondly, I don’t have the time.

5 (?) Question mark

We use this at the end of a question.

6 (!) Exclamation mark

We use this to show surprise/anger, etc.

7 (‘) Apostrophe

We use the apostrophe with contractions and the genitive. For example: **I’m, you’re, don’t, I’ve, John’s, Mary’s, etc.**

8 (“”) inverted commas (also known as “speech marks” or “quotation marks”)

We often use these for quotes. For example: **“To be, or not to be. That is the question.”**

Some people use single speech marks, which are like this: **‘To be, or not to be. That is the question.’**

9 (–) Dash

We often use the dash in informal styles to add a bit of extra information at the end of a sentence. She wasn’t too happy about it – but that doesn’t matter.

10 (-) Hyphen

This is similar to a dash but much shorter. It is used to join two words together. For example: **co-worker, eating-time, etc** Hyphens are often used in website or e-mail addresses.

For example:

john-smith@ace.com = john hyphen smith at ace dot com

11 () Brackets (“parentheses” in US English)

We use brackets to add additional information inside a sentence.

For example:

Mary (Jane’s sister) is coming tonight.

When dictating, we can say:

- a) “open brackets”: (
- b) “close brackets”:)

These are known as “square brackets” = []

12 (/) Slash

This is often used in internet addresses. There are two types: forward slash (/), and back slash (\).

13 (_) Underscore

This is also used in e-mail and website addresses. For example: **alan@hedo_now.com = alan at hedo underscore now dot com**

14 Capitals

Capital letters (or “upper-case letters”) look like this: **WHAT IS THE TIME?**

And lower case letters look like this: **what is the time?**

15 E-mail and website addresses

“www” is pronounced “double u, double u, double u”.

And “@” is pronounced “at”.

For example:

My web address is www.sure.com (double u, double u, double u dot sure dot com). My e-mail address is sure@hotmail.com (sure at hotmail dot com)

RESOURCE SECTION

Pronunciation



Understanding the basic principles of English pronunciation will really help with your listening skills. Here are a few important words and terms that are used in this book.

Phoneme = an individual sound. For example: the sound /i:/ as in “sheep”.

Phonetic alphabet = an alphabet that represents the sounds in English.

Phonetic transcription = a form of writing a word using symbols to identify the individual sounds in a word. For example: /ʃi:p/ = sheep

Intonation = this refers to the way your speech goes up and down while you’re speaking.

Linking = this is when one word sound merges with another sound. This often happens when a consonant sound is followed by a vowel sound. For example: “Can I take it from here?” = Ca nI ta kit from here?

Minimal pairs = these are two words with all the sounds the same except one. For example:
a) *fat-sat* – the /f/ and /s/ sounds are different.
b) *cat-cot* – the /æ/ and /o/ sounds are different.

Syllable = a single unit of sound. For example, the word “table” has two syllables: *ta / ble*.

Word stress = putting emphasis on a syllable in a word. For example: education.

Pitch = this refers to the way you speak with a high voice or a low one.

Tone = this refers to the emotion you show when you speak. For example: anger, sadness, happiness, excitement, etc.

Voiced sound = a sound that creates vibrations. For example, touch your throat and say “very” and you’ll feel a vibration with the /v/ sound.

Unvoiced sound = a sound that doesn’t create vibrations. For example, touch your throat and say “kiss” and you won’t feel a vibration with the /k/ sound.

Stress-timed = English is a stress-timed language with a special rhythm and beat. This means that we stress words (or syllables within words) at regular intervals. These stressed words are usually nouns, verbs and adjectives. **Unstressed** words in natural speech include articles (*the, a, an*), auxiliary verbs (*can, have, is, are, etc.*) and prepositions (*for, to, at, etc.*). Other languages are syllable-timed. This means that all the syllables are stressed. This isn’t the case with English.

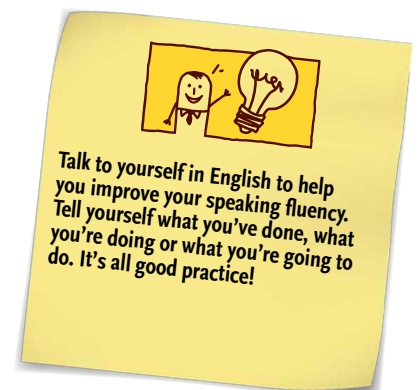
Strong and weak forms = Many words in English have strong and weak forms. Here are the strong and weak forms for the modal verb *can*:

- a) Strong/stressed form (often used for emphasis in speech): *can /kæn/ Can I go?*
- b) Weak/unstressed form (often

used in casual speech): *can / kən/*: Can I go?

We use weak/unstressed forms when we’re speaking naturally and quickly. And this is why it’s very important to only focus on the key words (the stressed nouns, verbs and adjectives, etc.) when you’re listening to English. All the other unstressed words are often very difficult to hear.

Sentence stress = putting emphasis on specific words in a sentence or phrase. We generally put stress on nouns, verbs and adjectives are stressed, and articles (*the, a, an*), auxiliary verbs (*can, have, is, are, etc.*) and prepositions (*for, to, at, etc.*) aren’t stressed.



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