

Pre-intermediate (A2) 2012-2013

Skills Booklet

CEF level: A2
www.hotenglishmagazine.com

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“Practical
English
language skills
for successful
communication!”

- Learn to speak English effectively.
- Increase your range of vocabulary and useful expressions.
- Practise writing e-mails, giving presentations, making telephone calls, negotiating... and lots, lots more.

hot
english
METHOD

Up-to-date material linked
to a structured course -
a unique solution.



Introduction



Up-to-date material linked to a structured syllabus – a unique solution!

The Hot English Method is a unique learning system for students of English. It offers fresh material on a monthly basis within a structured format.

The Hot English Method covers four* key levels:

- Pre-Intermediate [A2]
- Intermediate [B1]
- Upper Intermediate [B2]
- Advanced [C1]

The Hot English Method offers:

- Quality classes based on up-to-date news and events!
- An innovative method based on real people and real situations!
- Regular testing and a clear syllabus!

The Hot English Method guarantees one key feature: monthly, fresh and up-to-date material that is linked to a clear, structured language course.

The Hot English Method consists of two interlinked products: Hot English magazine & The Skills Booklets.



Hot English magazine is a monthly, 48-page, glossy, colour magazine that's divided into four levels that tie in with the Skills Booklets: Pre-Intermediate, Intermediate, Upper Intermediate and Advanced. The magazine provides language input in the form of up-to-date Reading and Listening activities for each level, which are linked in, unit by unit, with the themes and target language from the Skills Booklets. It comes with a 60-minute CD.



The Skills Booklets offer a syllabus that provides language-learning structure. The Skills Booklets are full of useful and essential language for everyday communication, and come with speaking activities for students to engage in. Each Skills Booklet consists of approximately 100 pages divided into units.



Together, these products form the Hot English Method. They ensure effective learning, and offer fresh, up-to-date material that is linked in to a structured course. Structure + up-to-date material = a unique solution.

Every month, as part of the course, you will do:

- ✓ Two units from the Skills Booklets.
- ✓ One Reading and one Listening activity from Hot English magazine.

The Hot English Method has all the advantages of a coursebook in terms of structure and syllabus (from the Skills Booklets). But at the same time, it offers fresh, up-to-date material, based on real people in current situations

(from Hot English magazine). The two components work together to provide top-quality classes that guarantee motivation and progress.

*There are also special, separate Skills Booklets for Beginner (A1) and Elementary (A1-A2) level students. These are not used in conjunction with Hot English magazine.

hot english METHOD

Every month, there are Reading and Listening activities in Hot English magazine. These are linked in with the language and topics from the Skills Booklets. Here's how the Skills Booklets and Hot English magazine are linked in for the academic year 2012 to 2013.



MP3s

Hot English students - download the MP3s from www.hotenglishmagazine.com. Simply click on "English Learners" and then "Members' Area" and enter your code. For more information, contact info@hotenglishmagazine.com

Month	SkillsBooklet units	hot english magazine
September	Unit 0	Magazine 126
October	Units 1, 2	Magazine 127
November	Units 3, 4	Magazine 128
December	Unit 5	Magazine 129
January	Units 6, 7	Magazine 130
February	Unit 8	Magazine 131
Progress Test I		
February	Unit 9	Magazine 131
March	Units 10, 11	Magazine 132
April	Units 12, 13	Magazine 133
May	Units 14, 15	Magazine 134
June	Unit 16	Magazine 135
Progress Test II		

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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

Welcome to the Hot English Pre-Intermediate Skills Booklet. Good luck!

1 Greeting!

Complete the table with the correct information.



Hi, I'm Jessica Marlow. I'm 29 years old. I'm Canadian and I live in Toronto. I'm a financial adviser.



Hello! I'm Harry Bates. I'm English and I live in London. I'm 32 years old.



Hi, I'm Molly Smith. I'm 26 years old. I'm from Australia, but I'm living in Hong Kong right now.

	Jessica	Harry	Molly
Surname			
Age			
Nationality			
City of residence			

2 Bio completion

Complete the text with information about yourself.

- My name is...
- I'm... (age)
- I'm from... (country)
- I live in... (city / town)
- I work in / for... (company)
- I study at... (university / college)

3 Clock times

Match the clocks (1 to 6) to the times (a-f).



1



2



3



4



5



6

- A quarter to seven / six forty-five
- Five to eleven / ten fifty-five
- Twenty past nine / nine-twenty
- A quarter past six / six-fifteen
- Half past three / three-thirty
- Seven o'clock / seven pm

4 Classroom language

Add letters to complete the typical classroom questions / statements.

- How would you transl___ this word?
- What does this mea_?
- How do you say this wo___ in English?
- What's the pronuncia___ of this word?
- What pa___ is it on?
- Could I go to the toil___, please?
- Sorry I'm late. The traff___ was terrible.
- I'm sorry but I didn't underst___.
- Could you repe___ that, please?
- Could you speak a bit more slow___, please?

5 Numbers

Write or say the next five numbers.

- Four, five, six...
- Thirteen, fourteen, fifteen...
- First, second, third...
- One hundred and twenty nine...
- Two thousand and ninety eight...

6 Useful questions

Answer the questions.

- What's your name?
- Where are you from?
- What do you do?
- Where do you work?
- Have you got any brothers or sisters?
- Where do you live?
- What's your phone number?

7 Classroom language

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

- Can you repeat that, please?
- Can you spell it, please?
- What does this expression mean, please?
- How do you pronounce this word, please?
- What page is it on, please?
- How do you translate this expression into (German)?

- Page sixty-five.
- The German equivalent would be "Ich habe zwei."
- It's the same as the pronunciation of the colour "red" – "read".
- It means, "It's your choice. / It's your decision."
- Yes, it's A B S E N T.
- Yes, of course. My name is Helen.

8 Matching

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

1. Single bed / double bed
2. Mattress
3. Chest of drawers
4. Wardrobe ("closet" in US English)
5. Bedside table with a bedside light / lamp
6. Curtains
7. Duvet
8. Pillow
9. Blanket
10. Dirty clothes basket / laundry basket / washing basket



9 Vocabulary

Complete the vocabulary lists with two more words for each group.

1. Sunday, Monday, Tuesday, Wednesday...
2. Spring, summer...
3. January, February, March, April...
4. T-shirt, trousers, socks...
5. Cinema, supermarket, park, restaurant...
6. Ship, train, bicycle...
7. Mum, dad, brother...
8. Rainy, sunny, snowy...
9. Journalist, salesperson, vet, shop assistant...
10. Back, leg, arm, eye...

10 Blog completion

Complete the blog with the correct form of *to be* or *have got*.

Cool People.com

Home About Us Services Products Support Contact

Profiles » » Phoebe » »

Phoebe (1) _____ 29 years old. She (2) _____ two sisters and one brother. Her mum (3) _____ Scottish and her dad is American. She (4) _____ a motorbike and two cars. She (5) _____ (not) at work today because it (6) _____ a holiday.

Your turn!

Write a short paragraph about someone you know.

11 Practical English

Read the conversation. Then, complete the table with the information about the missing bag.

At the police station

- Police:** Good afternoon. How may I help you?
- Caitlin:** Hi, I lost my bag last night.
- Police:** OK. What's your name and surname, please?
- Caitlin:** Caitlin Harper.
- Police:** And your address?
- Caitlin:** 14 Marple Street.
- Police:** When and where did you lose the bag?
- Caitlin:** Last night on the train, I think.
- Police:** What does the bag look like?
- Caitlin:** It's small and green.
- Police:** What was in the bag?
- Caitlin:** My purse with some money in it, my passport and some books.
- Police:** OK. Have you got a mobile phone number?
- Caitlin:** Yes, it's 698 342 786.
- Police:** OK. We'll contact you if we find anything.
- Caitlin:** Thanks.

	Crime report sheet
1. Name and surname	
2. Address	
3. Missing object	
4. Time lost	
5. Place where lost	
6. Description of item	
7. Items inside bag	
8. Contact number	

Your turn!

Write a short dialogue that takes place in a police station.

UNIT 1 City Delight

Objectives

Vocabulary: In the city

Language: To be, have got, There is / There are

Useful skills: E-mail writing: starting/ending an e-mail

1 Top cities

Write the name of a city next to the descriptions (1 to 10).

1. It's the capital of Canada. _____
2. It's a city in England. _____
3. It's the capital of Argentina. _____
4. It's a Spanish city. _____
5. It's the capital of South Africa. _____
6. It's a city in the USA. _____
7. It's the capital of Austria. _____
8. It's a city in Australia. _____
9. It's a Chinese city. _____
10. It's the capital of Denmark. _____



Cape Town



Copenhagen



Buenos Aires



Santander



Shanghai



Vienna



Melbourne



Ottawa



Bristol



Seattle

Think about it!

Have you visited any of these cities? What did you think of them? Which city from this page would you most like to visit? Why? Which city would you like to live in? Why?



Vocabulary: In the city

1 Matching

Match the words (1 to 8) to the pictures (a-g). Are any of these places near your house? How do you get there?

1. Museum
2. Sports centre
3. Restaurant
4. Cinema
5. Swimming pool
6. Hospital
7. Park
8. Library



a



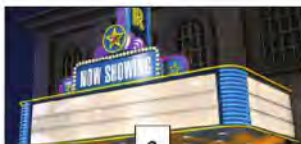
b



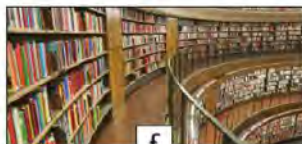
c



d



e



f



g



h

2 Descriptions

What can you buy at the shops below? Write three sentences. What shops are there near your house?

bookshop, greengrocer's, butcher's, supermarket, chemist's, newsagents, bakery, florist's, fishmonger's, pub, corner shop, stationer's, sweet shop, ironmonger's ("hardware store" in US English), tailor's, department store, retail park (a large area with many shops)

For example: *You can buy fruit and vegetables at the greengrocer's.*

3 Collocations

Match five of the verbs from A to any of the words in B. Then, make three sentences about the things you can do in a town/city.

- A**
play, walk, visit, go, take, buy, go to, eat, do, have, see, go on

- B**
sightseeing, tennis, some food, a drink in a bar, some people-watching, in a restaurant, a boat trip, swimming, for a swim, the park, the cinema, the theatre, in the park, shopping, souvenirs, a museum, the sights

For example: *You can have a drink in a bar. You can eat in a restaurant.*

4 City description

Read the conversation. Then, tick the items that are mentioned.

- Mark:** So, what's it like living here?
Amy: Oh, it's great. There's a sports centre just close by with tennis courts and a swimming pool.
Mark: That's good. What about shops?
Amy: There are lots of little shops very close by. There's also a corner shop that sells just about everything, and then in the high street there's a butcher's where I buy the meat and a fishmonger's where I get some fish on a Friday. The greengrocer's is also great for fresh fruit. The only thing is that there isn't a library or a big supermarket. If you want to go to the library or the supermarket you have to drive into Tapping, which is about 4 minutes away by car.
Mark: What about going out?
Amy: Well, there are a couple of pubs, but if you want to go to see a film, you have to travel into Marling, which is about ten minutes away by bus. It's got two cinemas. There's also a nice park just across the street which is great for walking.
Mark: Sounds good!



- Sports centre
- Swimming pool
- Corner shop
- Butcher's
- Fishmonger's
- Greengrocer's
- Library
- Supermarket
- Pub
- Cinema
- Park

Your turn!
Write a short paragraph about your town/city and the shops there.

Think about it!
What's the best thing about your town/city? What could be done to improve your town/city? What are some of the biggest cities in your country? What are some of the most attractive cities/towns/villages in your country? Why do you like/dislike about living in the city? What are some of the advantages/disadvantages of living in a city?

Language Structures:

The Present Simple

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

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.*

To be

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 Sentence order

Put the words in the correct order.

- is / work / Phoebe / at
- in / Jasmine and Brandon / the garden / are
- 29 / old / he's / years
- Australia / I'm / from
- the cinema / at / is / Rachel
- home / aren't / we / at

There is / There are

We often use contractions with this structure. For example: *There's = There is.*

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

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 present for you on the bed."

2 Word choice

Complete the sentences with *There's / There isn't or There are / There aren't.*

- _____ two museums in the city.
- _____ some great restaurants near here.
- _____ a castle just outside the town.

- _____ three statues in the main square.
- _____ (not) a shopping centre near here.
- _____ (not) any public toilets in the park.

3 Picture description

Look at the photo. What can you see? Make four sentences using *There is / There are.* For example: *There's a man with a bag.*



Affirmative	Negative	Interrogative
I've got a car.	I haven't got a car.	Have I got a car?
You've got a car.	You haven't got a car.	Have you got a car?
He's got a car.	He hasn't got a car.	Has he got a car?
She's got a car.	She hasn't got a car.	Has she got a car?
It's got a car.	It hasn't got a car.	Has it got a car?
We've got a car.	We haven't got a car.	Has it got a car?
We've got a car.	They haven't got a car.	Have they got a car?

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

We can use *have/has got* to talk about possession. For example, "I've got a new car."

We can use question words (*what, when, where, why, who, etc.*) with *have got*. We place these before the verb. For example, "What have you got in that bag?"

4 Sentence completion

Complete the sentences with the correct form of *have got*.

- The city _____ a lot of restaurants.
- They _____ (not) a map with them.
- She _____ long hair.
- He _____ (not) brown eyes.
- The town _____ a really old castle.

6. It _____ a lot of museums in the centre.
 7. I _____ (not) a lot of work to do.

5 Fluency practice

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

- Have you got a house by the beach?
- Are there many museums in your city?
- Have you got a pet cat or dog?
- Is there a swimming pool near your house?
- Have you got three bedrooms in your house?
- Are there any parks near your house?
- Are there any statues of famous people near where you work?
- Is there a post office near your house?

6 Telephone conversation

Read the telephone conversation. Then, answer the questions Yes or No.

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. 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 as 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.

- Is Paul in the office? _____
- Is he at home? _____
- Has Paul got Faith's number? _____
- Has Faith got a new mobile phone? _____
- Is Faith's number 01937 268 549? _____
- Is Faith going to phone Paul? _____

7 E-mail completion

Complete the e-mail with the correct form of a verb. Use *to be* or *have got*.

To: Ryan@yahoo.com
 Subject: my trip to France

Hi Ryan,
 I hope everything's well with you. I'm in a small town in the south of France. It (1) _____ really beautiful. At the moment, I (2) _____ in a café in the town square. I'm doing a bit of people-watching and I'm writing this e-mail from my computer. It (3) _____ an incredible little town. It (4) _____ (not) very big, but there (5) _____

three museums and there (6) _____ a castle you can visit just outside the town. It (7) _____ a lot of great restaurants, and they (8) _____ (not) expensive at all. There (9) _____ a beautiful fountain in the middle of the square. I'll take a photo of it and send it to you. Tell me what you're doing. Speak soon,
 Rebecca.

Your turn!
 Write an e-mail to a friend. Describe a place you are visiting.

8 Conversation analysis

Read the conversation. Then, complete the table. Amber is in a tourist office.

At the tourist office

Official: Good afternoon.
Amber: Good afternoon. Could you tell me where the main square is, please?
Official: Yes, it's just at the end of this road.
Amber: Are there any clothes shops near the square?
Official: Well, there are lots of bars and restaurants in the main square, but for clothes, you need to go to the high street, which is just off the square.
Amber: Great. And could you tell me where the zoo is, please?
Official: Yes, it's about ten minutes from the city. You can get there on the number 64 bus. It leaves from the high street every ten minutes. The bus conductor will tell you where to get off.
Amber: That's great. And one last question. I'm interested in visiting a few museums. Which ones would you recommend?
Official: Well, there's an art museum near the main square, and a natural history museum in the park. The modern art museum is at the end of the high street. It's got a beautiful garden with lots of sculptures in it.
Amber: That's great. Thanks a lot.
Official: Here, take this map. It should help.
Amber: Great, thanks a lot.

Location of...	City information
1. ...the main square	
2. ...the shops	
3. ...the zoo	
4. ...the art museum	
5. ...the natural history museum	
6. ...the modern art museum	

City Information

Activity type: a presentation**Task**

Prepare a mini-presentation on a town or city of your choice. Talk about the things to visit and the things you can do there. When you've finished, answer any questions your colleagues ask you. Then, listen to your colleague and ask him/her about their city.

Describing a city

- There's a museum in the city centre.
- The museum of modern art is...
- It's quite a big city with...
- There are about **(four)** million people living there.
- It's got a lot of...
- There's a wonderful park just...
- There are lots of...
- It's one of the **(oldest)** cities in the country.

Questions to ask about a city

- Where are the good shopping areas?
- What are the main tourist sites?
- What forms of transport are there in the city?
- Are there any famous squares?
- What historical sites are there?
- Are there any famous football stadiums?
- What famous museums are there?
- Are there any important art museums?



USEFUL SKILLS Writing e-mails PART I

Starting / Ending an e-mail

Parts of the e-mail

Write numbers next to each part of the e-mail.

- Greeting
- Summary of the topic (re:)
- Opening
- Goodbye
- Main body
- Subject box line
- Closing / signing off

New Message

To: barbara@joneston.com

Subject: 1. reports to discuss

2. Re: Reports from last week

3. Dear Barbara,

4. I hope that you're well and that you enjoyed your Easter break. A couple of things:

5. I really like the poster design. I think it's perfect. Please send us a PDF of the final file so we can print it this week.

6. I look forward to seeing you next week.

7. Best regards,
Mike Smithers



Starting and ending an e-mail

Which expressions can we use to start and end an e-mail? Think. Then, read over the list below to compare your ideas.

Starting the e-mail

- Dear Sir/Madam, [formal]
- Dear (Ms Smith), [formal]
- Hi (Jennifer), [informal]
- Hi, [informal]

Opening the e-mail

- I hope you're well and that you enjoyed your (Easter break).
- I hope you had a pleasant weekend.

Closing / signing off

- All the best and speak soon.
- I look forward to seeing you next week.
- I look forward to hearing from you soon.
- I hope to hear from you soon.

Saying goodbye

Formal

- Yours sincerely, [if you know the person, or have used the person's name]
- Yours faithfully, [if you don't know the person, or haven't used the person's name]
- Kind regards, ● Best regards, ● Regards,

Semi-formal

- Best wishes, ● All the best, ● Yours,

Informal

- Bye! ● Bye for now,

Write an e-mail

Write an e-mail to a colleague. Give him/her one piece of information. Follow the format of the e-mail above.

New Message

To:

Subject:

UNIT 2 How are you?

Objectives

Vocabulary: Describing people

Structures: The Present Simple

Useful skills: Telephone English: answering the phone

Speech bubble completion

Complete the speech bubbles with the words from below.

studying department type work name do

1. What's your _____?
2. Where do you _____?
3. So, what do you _____?
4. Where are you _____?
5. Do you know Abbie in the accounting _____?
6. What _____ of company is it?

Think about it!

How do you greet people in your country? What do you say? How is it different to the way people in English-speaking countries greet one another? What do you do or say when you meet someone for the first time?



Vocabulary: describing people

1 People matching

Match the descriptions (1 to 4) to the pictures (a-d).

1. She's tall with long, dark hair.
2. He's got short blonde hair and blue eyes.
3. They're both dressed casually.
4. She's got short, brown hair.



a



b



c



d

2 Personal descriptions

Use the words below to write a description of yourself. Then, write a description of someone else.

Character / personality

shy, quiet, lively, active, easy-going, outgoing, nice, friendly, funny, happy, sad, determined, angry, aggressive

Physical

tall, short, slim, thin, overweight, young, old, handsome, beautiful, attractive, nice-looking, pretty, sun-tanned, pale, (brown) eyes, a beard, a moustache, (blonde) hair, short/long hair, curly hair

For example: *I'm quite an easy-going person. I'm quite tall and I've got long brown hair.*

3 Descriptions

Complete three of the sentences with the names of friends, relatives or people from your company or country, etc. For example: *Larry Page is the CEO of Google.*

- _____ is in charge of _____.
- _____ is responsible for _____.
- _____ is the prime minister of _____.
- _____ is the president of _____.
- _____ is the head of _____.
- _____ is the ruler of _____.
- _____ is the owner of _____.
- _____ is the CEO (chief executive officer) of _____.
- _____ is the founder of _____.
- _____ is the boss at _____.



4 Useful verbs

Make three sentences with any of the verbal expressions.

Have... lunch, breakfast, dinner, a shower...

Go... to work, out at night, out with friends, to bed...

Get... up, to work, to school...

Do... exercise, the housework, homework...

For example: *I have lunch at work. / I get up at about 7 in the morning.*

Think about it!

What do you do? / What's your job? How would you describe your personality? What do you do in your free time? What do you look like? What kind of films do you like? What do you like to do at the weekends?

Language Structures:

The Present Simple

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

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. For example, "She doesn't like my new car."

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 Re-writing

Rewrite the sentences with the adverbs in the correct position.

1. She gets up late. (**often**)
2. They tidy up after they've finished eating. (**always**)
3. He doesn't go to the gym. (**usually**)
4. She goes to the cinema. (**hardly ever**)

2 Ordering

Put the words in the correct order to complete the sentences.

1. tennis / she / at the weekend / plays
2. like / he / the film / doesn't
3. on / work / Saturday mornings / usually / they
4. often / she / at Easter / goes / skiing
5. usually / he / has / in a restaurant / lunch
6. go / they / to the gym / often / on Friday afternoon / don't

3 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 7 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...



4 Sentence completion

Complete the sentences/questions with the correct forms of the verbs in brackets.

1. She _____ (like) to swim.
2. I _____ (not go) to photography class.
3. We _____ (play) tennis at the weekend.
4. He _____ (read) a lot of books.
5. She _____ (not play) a lot of chess.
6. They _____ (not like) cooking.
7. _____ you _____ (live) near here?
8. _____ she _____ (go) to the cinema very often?

5 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

6 Word choice

Choose the correct options to complete the online text.

Recommendation

I'd really recommend Shelby for any accountancy work. She's great to work with and highly professional. She (1) *get/gets* on really well with clients and always (2) *finish/finishes* work in time. She's got a lot of experience and she (3) *doesn't let / don't let* things get on top of her. For larger projects, she (4) *works/work* with her business partner Steve. Together, they (5) *works/work* hard to get the job done and (6) *produces/produce* material to an extremely high standard. They also (7) *manage/manages* very well under pressure, and are willing to work late or at weekends to get things in on time.

Your turn!

Write a short recommendation for a friend or colleague.

7 True / false

Read the online questionnaire. Then, write **T** (true) or **F** (false) next to each statement.

Work.com

Answer our questions and you could win a free tablet computer!

What's your name?

Madison Smith

Where do you work?

I work in a bank in the city centre.

How long have you worked there?

For about six years.

What do you do there?

I work as a financial adviser.

Do you ever have to travel as part of your job?

No.

Do you live close to work / school?

Yes - it's about a ten-minute walk.

How do you get into work?

I usually take the bus, but if the weather is nice, I walk.

What do you do at the weekends?

I usually meet up with my friends and go to a restaurant or a bar. I don't stay out late though because I play tennis on Saturday and Sunday mornings. I sometimes go to the cinema on Sunday evening.

1. Her name is Madison Brown.
2. She works in a hospital.
3. She's been there for about six years.
4. She works as a financial adviser.
5. She doesn't have to travel as part of her job.
6. She doesn't live close to the office.
7. She usually goes to work by bus.
8. She often stays out late at the weekend.

8 Conversation completion

Complete the conversation with the correct forms of the verbs in brackets.

Molly: So, where (1) _____ (you / work)?

Ethan: In an office in the centre of town.

Molly: And how long (2) _____ (it / take) you to get to work?

Ethan: Well, if there isn't much traffic, about 40 minutes.

Molly: Do you go by car?

Ethan: No, I (3) _____ (take) the bus and then I walk for about 10 minutes.

Molly: What time (4) _____ (you / have) lunch?

Ethan: At about 2 pm.

Molly: And how long is your lunch break?

Ethan: Officially, it's just one hour, but we can take longer if we want.

Molly: And where (5) _____ (you / usually / go) for lunch?

Ethan: I usually (6) _____ (go) to a restaurant near the office.

Molly: And what time (7) _____ (you / finish) work?

Ethan: About 6pm.

Molly: Do you always go straight home?

Ethan: No, I sometimes (8) _____ (stop) off at the gym on the way home.

9 Fluency practice

What time do you get up? What time do you usually have breakfast? Who do you go to work with? What do you usually have for lunch? What time do you leave work? How often do you go to the cinema? How long does it take you to get to work? How often do you do exercise?

UNIT 2 How are you? SPEAKING TASK

Task

Think of answers to the questions below. Then, ask and answer the questions in pairs. Afterwards, ask and answer the questions about another person. Finally, summarise this information and tell the class about him/her.

Questions

- What's your name?
- What time do you get up?
- What do you usually have for breakfast?
- Where do you work?
- How long have you worked there?
- What do you do there?
- Do you ever have to travel as part of your job?
- How long does it take you to get into work?
- How do you get into work?
- What do you do at the weekends?
- How long is your lunch break?
- What do you usually have for lunch?
- What time do you leave work?
- What do you do in the evening after work?
- What do you usually have for dinner?
- What are you like as a person? Which three adjectives would you use to describe yourself?

Other?

Asking about someone

- What's his/her name?
- What time does he/she usually get up?
- What does he/she usually have for breakfast?
- Where does he/she work?
- How long have you known him/her?
- What does he/she do at work?
- Does he/she live close to work?
- How long does it take him/her to get into work?

Passing on information about someone

- She usually gets up at about...
- He often has... for breakfast.
- It takes her about... to get to work.
- She works in a...
- He gets to work at about...
- She has lunch at about...
- He finishes work at...
- She leaves work at...



hot
english
magazine



Remember!

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

USEFUL SKILLS Telephone English PART 1

Answering the phone

Discussion

What expressions can we use to answer the phone in an informal setting (at home, for example)? What about in a more formal setting (in a company, for example)? What can you say to introduce yourself? Think of as many expressions for answering the phone as you can. Then, read over the expressions below.

Answering the phone

- Amstan Incorporated. How may I help you? [company]
- Sam Masters here. How can I help you? [personal]
- Hello? (informal)
- Who's calling? (informal)

Identifying yourself [notice the use of "this"]

- Hello. This is Nick Saunders.
- Hi, this is Sally Fields.
- Hi, this is Bernadette from the accountant's office.
- Hi, this is Laura speaking.
- Hi. I'm calling from Spencer Systems.

Questions to the caller

- Who's calling, please?
- Which company are you calling from, please?
- What was the nature of the call, please?
- What was it regarding?
- What is the call in connection with?

Confirming information

- Yes, that's right.
- Yes, that's me.

Asking to speak with someone

- Could I speak to Bob Mitchell, please?
- Is Mrs Smith there, please?
- I'd like to speak to Mrs Smith, please.



The phone call

Complete the phone call with any words of your choice.

Receptionist: Spackton Engineering. How (1) _____ I help you?
Caller: Good afternoon. (2) _____ is Janet Peters. Could I speak to Mrs Notes, please?
Receptionist: I'm sorry but what was your (3) _____ again, please?
Caller: Janet Peters.
Receptionist: Which (4) _____ are you calling from, please?
Caller: Tunbridge Computer Systems.
Receptionist: OK. I'll just put you through. [one minute later] I'm (5) _____ but the line appears to be busy. Would you like to leave a (6) _____?
Caller: Yes, please. Could you tell her to (7) _____ me on 689 389 349, please?
Receptionist: That's 689 389 349, isn't it?
Caller: Yes, that's right.
Receptionist: OK. I'll make sure she (8) _____ the message. Bye.
Caller: Thanks. Bye.

Writing

Write out a phone dialogue similar to the one above. Practise it with a partner.

UNIT 3 Partners!

Objectives

Vocabulary: Relationships & partnerships

Structures: The Present Continuous

Useful skills: Socialising: introductions

Famous partners

Complete the information (1 to 8) with the names from below.

Laurel & Hardy | Sam, Jack, Albert, and Harry Warner

Wilbur and Orville Wright | Ben Cohen and Jerry Greenfield

Larry Page and Sergey Brin | Lennon and McCartney

Bonnie and Clyde | Richard and Maurice McDonald

1. They set up the internet search engine Google.



2. They built the world's first successful aeroplane.



3. They set up a film studio called Warner Bros. Studios.



4. They were a comic duo who were famous mostly during the 1930s and 1940s.



5. These famous criminals robbed banks in the US during the 1930s.



6. They were a music writing duo who were in a band together.



7. They set up a fast food restaurant business.



8. They founded an ice cream company.



Think about it!

What else do you know about these famous partners? Are they famous in your country? Can you think of any more famous partners? Are there any famous partners in your country? Who?

Vocabulary:

Relationships & partnerships

Photo matching

Match the descriptions of the expressions (1 to 3) to the photos (a-c).

1. **Get on well (with someone)**

To have a good relationship with someone (usually in reference to a friend): "Pete and Jennifer get on really well with one another."

2. **Have an argument**

If two people "have an argument", they are angry and shout at one another: "They had an argument."

3. **Get in touch with someone**

If you "get in touch with someone", you make contact with them, by phone / e-mail, etc.: "I got in touch with an old school friend."



Useful expressions

Use the expressions below to write three sentences.

- Have lunch with someone
- Go for a drink with someone
- Meet up with someone
- Arrange to meet someone
- Work with someone
- Go on a business trip with someone
- Go out to dinner with someone
- Set up a business with someone
- Go into business with someone

For example: *I often meet up with my friends after work. / I work with Simon from accounts.*

True or false

Read the article. Then, write **T** (true) or **F** (false).

Skype

Partners set up a free service... and make a lot of money.

Skype lets you communicate by voice, video and instant messaging over the internet... for FREE. The company was set up by entrepreneurs Niklas Zennström (from Sweden) and Janus Friis (from Denmark). They met in Denmark when they were working for the European telecommunications company Tele2.

They founded Skype in 2003. The first Skype software was released in August of the same year. And very soon, Skype became the global leader in internet voice communications with more than 309 million registered users by 2008.

Skype allows computers to share files. So, when two computers are both running the Skype software, they can communicate with each other. In fact, the name Skype comes from "Sky peer-to-peer".

In October 2005, the company was acquired by eBay for €2.1 billion (\$2.6 billion). In 2011, Skype was sold again. This time it was purchased by Microsoft for \$8.5 billion. It's believed that Zennström and Friis received approximately \$1bn between them from the sale.

So, how does Skype make money? Simple! "By selling great add-on features that people want to pay for," as they explain on their website. These include customised ringtones and voice-mail subscriptions.



1. You can talk to someone on Skype for free.
2. The company was set up by Niklas Zennström.
3. The company was founded in 2004.
4. By 2008, they had more than 309 million users.
5. Microsoft bought the company in 2011.
6. Skype makes its money by selling add-on features.

Think about it!

Do you keep in touch with your friends from school or university? How? Do you spend any time socially with work colleagues? What qualities are important in a friend? What's the definition of a good friend?

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 Contractions

Write the full forms of these sentences.

- I'm writing the e-mails.
- He's playing tennis.
- She isn't doing a lot of work.
- They aren't waiting for you.
- We're working from home today.
- They aren't walking in the park.

2 Sentence completion

Complete the sentences with the correct form of the verbs below. Use the Present Continuous (remember to conjugate the verb to be).

cook play read work respond ride listen watch

- Evie _____ a book.
- Aaron _____ to some music.
- Bradley and Emily _____ some food.
- Eddie _____ television.
- Freya and Amelia _____ a computer game.
- Maria _____ a horse.
- Sam _____ (not) in the office at the moment.
- Shelly _____ (not) to her calls.

3 Sentence creation

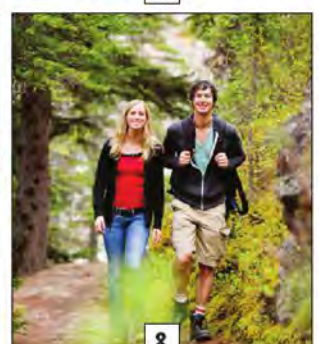
Create as many sentences as you can in the Present Continuous in just two minutes. Use the Present Continuous forms of the verbs below. Use both affirmative and negative forms.

work, walk, talk, speak, eat, prepare, fix, take, catch, dream, drink, fly, live, drive, get, give, go, keep, sell, show, watch, listen, run, call, learn, think

4 Picture description

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

For example: *The woman in picture one is reading.*



5 E-mail choice

Choose the correct options to complete the e-mail.

New Message

To: Jessica@yahoo.com
Subject: my mobile phone

Dear Jeff,
I hope that everything is going well.

I was just writing to ask about last week's meeting. I (1) *am working / working* on the report, and I (2) *write / am writing* up the notes from the meeting. However, we (3) *having / are having* a few problems. I can't remember what price we finally agreed on. Can you remember? Please let me know.

Also, we (4) *try / are trying to* find last year's sales figures. I thought I had them. Do you have a copy? If so, could you send them to me, please?

Sandra (5) *gets / is getting* the printing prices so we'll add those into the report, too. By the way, we (6) *aren't having / aren't have* much luck with the new website. We can't seem to log onto the Member's Area. I don't think it (7) *working / is working* properly. Do you know what the problem could be?

We (8) *have / are having* lunch at 1pm if you would like to come along. We're going to that new place in the high street. It's an Indian restaurant. Monica (9) *is booking / books* it as I speak. Anyway, let me know about those things I was asking about.

Speak soon,
Chloe

Your turn!
Write an e-mail explaining what you're doing or what progress you're making.

6 Telephone conversation analysis

Read over the conversation. Then, tick (✓) Yes or No.

Chloe: Hello, Chloe speaking.
Josh: Hi Chloe, it's Josh. How's it going?
Chloe: Oh, hi Josh. Good to hear from you.
Josh: Yeah, good to speak to you to. So, what are you up to these days? And how's your baby?
Chloe: Diana's fine, thanks. I'm working from home at the moment. I'm in the process of setting up my own company.
Josh: That's great.
Chloe: I haven't got many clients yet. So if you know anyone who needs any accounting work, please let me know.

Josh: I will. Hey, are you still in touch with Bob?
Chloe: I was, but I haven't heard from him for a while, a friend told me that Bob and Jennifer are working in Canada now. Bob is working for a computer company and Jennifer is working in the marketing department of a large company.
Josh: That's amazing.
Chloe: Petra said that they're having a great time, travelling around the country and doing lots of sight-seeing.
Josh: Lucky them!
Chloe: Well, I'd better go. Diana is crying. I think she's hungry.
Josh: Oh, right, yes, feeding time. Anyway, speak soon.
Chloe: Yes, bye.
Josh: Bye.

1. Is Chloe working from home?
2. Does she have a lot of her own clients?
3. Is she still in touch with Bob?
4. Are Bob and Jennifer working in Mexico?
5. Is Jennifer working in the sales department of a large company?
6. Is Chloe's baby sleeping at the end of the conversation?



Mutual friends

Activity type: a telephone conversation**Task**

You're going to talk to a friend by phone. Ask what he/she is doing. Then, ask questions about a mutual friend (see questions below). Think of three more questions to ask about this friend. Invent where necessary. Ask at least six questions about your mutual friend. Change roles when you've finished one telephone conversation. Use these prompts to help you think of things to ask about: *family, friends, hobbies, studies, jobs, music, film, events, achievements, pets, house, car, travel, holidays...*

Start like this:

- **Student A:** (Michelle) speaking.
- **Student B:** Hi, Michelle. How's it going?
- **Student A:** Oh, fine thanks. And you?
- **Student B:** Not too bad.
- **Student A:** Guess who I met the other day.
- **Student:** Who?
- **Student B:** (Sally Field). Do you remember her?
- **Student A:** Oh, yes. How's she doing? [Continues]

Asking about someone

- What's (he) doing these days?
- Where's (she) living at the moment?
- How's (he) doing at work?
- Is (she) still going out with (Pete)?
- Is she still living in (Canada)?
- Does she still have that pet dog of hers?

Giving information about someone

- (He's) living with his brother.
- (She's) working in a bank.
- (He's) working from home.
- (She) set up a business with a friend.
- (He's) living abroad for a few years.
- (She's) working in the USA.
- (He's) still the same as ever.
- (She's) got much longer hair now.



Introductions

1 Conversation creation

What expressions can you use to introduce yourself in English? How can you introduce someone else in English? Think of as many expressions as you can. Then, check below to compare your answers.



Introducing yourself

Vicky: Hi, I'm Vicky. Pleased to meet you.
Bob: Pleased to meet you, Vicky. I'm Bob.

Sarah: How do you do?
John: How do you do?

Sam: Hello, I'm Sam.
Amy: Pleased to meet you, Sam.

Brian: Hi, I'm Brian.
Keira: Nice to meet you, Brian.

Ruby: Hi, my name's Ruby.
Mark: Hi, Ruby. I'm Mark. Here's my business card.

Introducing someone

- This is Paula.
- I'd like to introduce you to Jane.
- Have you met Jessica before?
- You know Crispin, don't you?
- You don't know Martina, do you?
- Have you met my colleague, Josh?
- I'd like you to meet my colleague, Keira.
- This is Sam. He works in the editorial department.
- Mike, this is Betty.

Shaking hands

Most people from English-speaking countries shake hands on meeting someone for the first time, and for subsequent meetings. In formal situations, it isn't common to kiss people on the cheek.

2 Conversation completion

Complete the conversation with the words from below. Louise and Darren are at a conference during a mid-morning break.

think staying meet idea met business

before shall work here

Introductions!

Louise: Hi, I'm Louise. Pleased to meet you.
Darren: Darren Johnston. Pleased to (1) _____ you.
Louise: Have you been here (2) _____?
Darren: No, it's my first time.
Louise: So, what did you (3) _____ of the talks?
Darren: Oh, they weren't too bad. So, where do you (4) _____?
Louise: Rogers International.
Darren: I'm with Peterbake United. Here's my (5) _____ card.
Louise: I've got one somewhere. (6) _____ you are. Hey, have you (7) _____ Mark?
Darren: Darren, this is Mark.
Mark: Hi. Pleased to meet you.
Darren: Pleased to meet you.
Mark: I could do with a coffee. (8) _____ we go and get one?
Louise: Good (9) _____.
Darren: I think there's a café near here.
Mark: Great. So, which hotel are you (10) _____ at?
Darren: Well, I... [fades out]

3 Conversation creation

Write out a conversation between two people who have just met.

UNIT 4 What was it like?

Objectives

Vocabulary: Adjectives & the weather

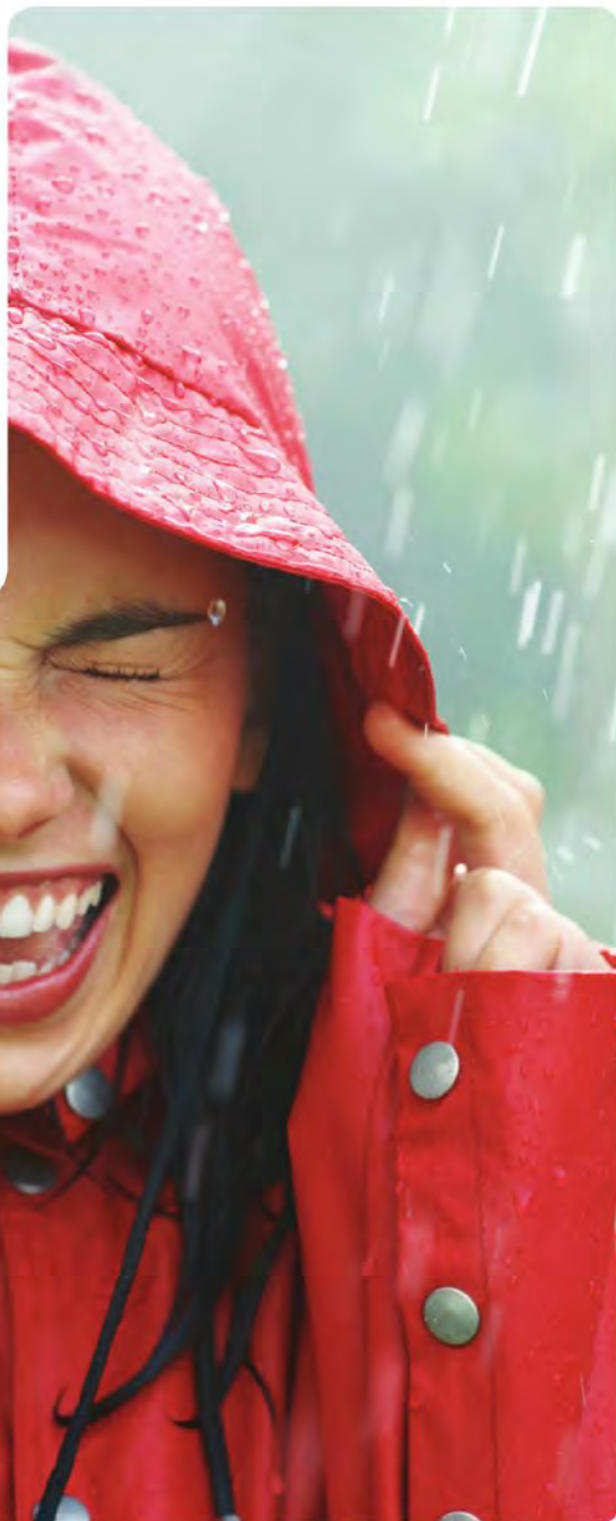
Structures: The past of *to be*

Useful skills: E-mail writing: making requests

Dialogue matching

Match the questions to the answers.

1. What was the weather like?
 2. What was the film like?
 3. What was the trip like?
 4. What was the party like?
-
- a. It wasn't too bad, but I get a headache from those 3D films.
 - b. Awful. The plane was delayed for six hours.
 - c. It was great. Lots of my friends from university were there.
 - d. Terrible! It rained every day.



UNIT 4 What was it like?

VOCABULARY

Vocabulary:

Adjectives & the weather

Classifying

Put the adjectives into the correct columns in the table. See if you can think of three more.

great, terrible, fantastic, awful, boring, amazing, exciting, nasty, horrible, brilliant, incredible, disgusting, wonderful, marvellous, out-of-this world, late, tired, disappointing

Positive	Negative
great	

Descriptions

Use the adjectives from the previous activity to answer the following questions. Invent where necessary.

1. What was the party like?
2. What was the film like?
3. What was the concert like?
4. What was the trip like?
5. What was the meeting like?
6. What was the conference like?

What was the weather like?

What do the words in bold mean? Think. Then, read the explanation to check.

1. "There was ice on the road and it was really **slippery**."
If the ground is slippery, it is smooth and icy or wet and it is difficult to walk on.
2. "After the heavy rains, the town was **flooded**."
If the road is "flooded", it becomes covered in water.
3. "There was a **thunderstorm** with lots of thunder and lightning."
A "thunderstorm" (or "storm") is very violent weather with "thunder" (loud noises) and "lightning" (bright flashes) in the sky.
4. "The **fog** was so thick I couldn't see my hand in front of me."
When there's "fog", there are little drops of water in the air which form a cloud. This makes it difficult to see.
5. There was a **gentle breeze** on the beach.
If there's a "gentle breeze", there is a very light wind.

6. "There were a few **light showers** in the afternoon."
A "light shower" is a short period of rain (often light rain).
7. The sky was grey and **overcast**.
If the sky is "overcast", it is completely covered by clouds.
8. It was **pouring down** with rain.
If it is "pouring down", it is raining very heavily.

Your turn!

Use some of these expressions to describe the weather today / yesterday / last week, etc.

Conversation analysis

Read over the conversation. Then, complete the table. Dylan is looking at some photos of previous employees where he works.

- Dylan: So, who was this?
Charlotte: Zara Jones. She was in charge of marketing. She was here for about six years.
Dylan: And this?
Charlotte: Frank Smithers. He was the owner of the company
Dylan: And this woman on the right?
Charlotte: Paige Brown. She was the president of the company.
Dylan: OK. And who was this?
Charlotte: Oh, that's Harry Marks. He was in the finance department. He was really funny.
Dylan: And this woman?
Charlotte: Samantha Franks. She was the founder of the company. There's a painting of her in the main reception area.
Dylan: Oh, right. I thought I recognised her.

Person	Position in the company
1. Zara Jones	
2. Frank Smithers	
3. Paige Brown	
4. Harry Marks	
5. Samantha Franks	

Your turn!

Write three sentences about the people who worked in your company.

Think about it!

What was the weather like yesterday? What about last week? Were there any storms last month? Was it foggy last week? Was it hotter yesterday than the day before? Was it cold this morning? What about yesterday morning?

Language Structures:
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 Matching

Match the sentence beginnings (1 to 5) to the endings (a-e).

- Why were you late?
- Why are you so tired?
- Who was that with you?
- Where were you last night at 8pm?
- How old were you when you passed your driving test?

- I was at home.
- About 18.
- Because there was a lot of traffic.
- That was my sister.
- Because I've been at the gym.

2 Word order

Put the words in the correct order to complete the sentences.

- with / she / her friend / was
- at / work / weren't / they
- at / was / my uncle's house / I
- the park / in / she wasn't
- really angry / I / with them / was

3 Sentence completion

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

- We _____ at the cinema.
- She _____ (not) angry with us.
- They _____ in the park with the dog.
- I _____ happy with the results.
- He _____ (not) with Abigail.

- We _____ (not) there on time.
- I _____ (not) in the car with them.
- They _____ (not) in the office when I called.

4 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 forms.

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

For example: *I was at the cinema last night at 6pm.*

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?

5 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 hat on the table?
- Were there any pens on the table?
- Was there a pair of glasses on the table?
- Were there any mobile phones on the table?
- Was there a glass of orange juice on the table?
- Were there any cups of coffee on the table?

6 Conversation analysis

Read over the conversation. Then, answer the questions with full answers.

Morgan: So, who was the person here before me?
Sophie: Petra Martinelli.
Morgan: Oh, right. I think I've heard about her. She was Italian, wasn't she?
Sophie: Yes, I think so, although she spoke perfect English.
Morgan: So, what was she like?
Sophie: Oh, she was really nice.
Morgan: Was she here for long?
Sophie: About six years.
Morgan: So, what was her official job title?
Sophie: She was head of marketing.
Morgan: So, where is she now?
Sophie: I'm not really sure, but I heard that she'd moved to Australia.
Morgan: Interesting.

1. What was Petra's surname?
2. Where was she from?
3. What was she like?
4. How long was she there for?
5. What was her official job title?
6. Where is she now?



7 E-mail completion


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

New Message

To: poppy@yahoo.com

Subject: the business trip

Hi Poppy,
 How's it going? I'm here in New York City on that business trip. Yesterday, we (1) _____ in meetings all day, but we had the afternoon free. We went for a walk, but it (2) _____ really cold outside. We (3) _____ in the centre of New York. It (4) _____ just like in the films. We (5) _____ in Times Square and Central Park, but we (6) _____ (not) there for long – it was too cold. Later, in the evening, we went to a restaurant, but I (7) _____ (not) hungry – I'd eaten too many of those snacks and cakes in the conference breaks! Later that night, there (8) _____ a party. That was great fun. There (9) _____ lots of people from the office. Anyway, speak soon,
Sam



8 Fluency practice

Answer the questions.

- Where were you last night?
- Who were you with yesterday afternoon?
- What was the most interesting thing you did last month?
- Was there a lot of traffic on the roads this morning?
- Were any of your colleagues late for work today?
- Where were you last summer? How long were you there for?

UNIT 4 What was it like? SPEAKING TASK

Student A

You're going to talk to a work colleague. You're going to ask questions about someone who worked at the company a few years ago. Study the information about Thomas Snark and answer any questions about him. Invent information if necessary. Then, ask questions about Petra Markova.

Student B

You're going to talk to a work colleague. You're going to ask questions about someone who left the company a few years ago. Study the information about Petra Markova. Answer questions about her. Invent information if necessary. Then, ask about Thomas Snark.



Thomas Snark

Position / job: Accountant.

Office: On the third floor.

Dates: From March 2002 – April 2006.

His boss: Samantha Brook.

Reason for leaving: He was fired.

Petra Markova

Position / job: Head of sales.

Office: On the first floor.

Dates: From August 2004 – December 2007.

Her boss: Peter Muggins.

Reason for leaving: She was offered a better job.

Asking about someone from the past

- Who was (she)? / What did (she) do?
- When was (she) here?
- Which floor was (her) office on?
- How long was (he) here for?
- What was (she) like?
- Who was (his) boss?
- What was (her) official title?
- What was (her) reason for leaving?
- What was (his) surname?

Giving information about someone

- (He) was the manager of...
- (She) was here for...
- (He) was in charge of...
- (She) was really nice.
- (She) worked on the (fifth floor).
- (She) went to work for...
- (He) is living in... right now.
- (She) was married with two children.
- (He) was single.

Making requests

E-mail order

Put the e-mail in the correct order. What expression is used to ask for something? Write a number in each box.

New Message

To: rebeccawendings@yahoo.com

Subject: our new mobile phone app

a. Could you have a look over it and let us know what you think, please?

b. If you have any other questions about it, please don't hesitate to ask.

c. Dear Ms Wendings,

d. I look forward to hearing from you soon.

e. It was nice to meet you at the conference last week.

f. Best regards,
Frank Forint

g. Attached is a file with some information about a new mobile phone app we've developed.



Making requests

What expressions can we use to make requests in an e-mail? Think. Then, compare your ideas to the ones from below.

Requests / questions

- Could you get that finished by tomorrow night, please?
- Have you got any copies of the report left?
- Is there a spare copy of today's agenda?
- Could you paste it in and send it, please?
- Could you send it by e-mail?
- Would you mind checking it, please?
- Could we have a chat about it?
- Can you let Hannah know that I'll only be in from 4-6 today?
- If you've got the time, could you re-do it and send it again by this afternoon, please?
- Could you check this for mistakes?
- Could you send a copy of this to Margaret, please?
- Could you read through the notes beforehand, please?

E-mail writing

Write an e-mail. Include a request for something.

New Message

To: _____

Subject: _____

RE: _____

Dear _____,

UNIT 5 Shopping Fun

Objectives

Vocabulary: Clothes & clothing

Structures: The Past Simple

Useful skills: Telephone English: giving details

What would you buy?

Look at the list of items to buy. You've got £500 to spend. What would you buy? Why?



MP3 player £80

Suit £425

Waterproof jacket £200

Winter coat £125

DVD player £60

Washing machine £399

Pair of trainers £99

Tablet / iPad £400

Pair of walking shoes £150

Cashmere jumper £90

Pair of walking shoes £150

Flat-screen TV £425

Digital camera £199

Shirt £120

Videogame console £399

Casual jacket £160

Smart shoes £190

Silk tie £40

UNIT 5 Shopping Fun

VOCABULARY

Vocabulary: Clothes & clothing

1 Matching

Match the items of clothing (1 to 8) to the pictures (a-h).

1. T-shirt
2. Dress
3. Boots
4. Cardigan
5. Coat
6. Gloves
7. Sandals
8. Track suit



2 Expression completion

Complete the expressions with the words from below. Then, write three sentences with any of the expressions.

for online on free rooms with

1. Try something _____
2. Go to the changing _____
3. Pay _____ something
4. Pay _____ a credit card
5. Buy one get one _____
6. Order something _____

item store receipt form refund for

7. Complete an online order _____
8. Return an _____
9. Get a _____ (after returning something)
10. Get a _____ (after buying something)
11. Exchange one item _____ another
12. Give a customer _____ credit

For example: *I paid for the suit with my credit card.*

3 Conversation analysis

Read the conversation. Then, tick (✓) Yes or No. Luke is talking to a shop assistant.

Assistant: Good afternoon. Can I help you?
Luke: Oh, hi, yes, I bought this pair of jeans last week and I'd like to return them, please.
Assistant: May I ask what the problem is?
Luke: Yes, they're too small.
Assistant: OK. Have you got the receipt?
Luke: No, I'm sorry I can't find it.
Assistant: Well, I'm sorry but we can't give you a refund.
Luke: All right, but can I exchange them for these other jeans?
Assistant: Of course. The changing rooms are just over there if you'd like to try them on.
Luke: Great. Thanks. [10 minutes later] Yes, they're perfect.
Assistant: OK, so there's £10 difference to pay. How will you be paying?
Luke: By credit card, please.
Assistant: Shall I put them in a bag for you?
Luke: Yes, please. Thanks.
Assistant: My pleasure. Have a nice day.

Yes No

- | | | |
|-------------------------------------|--------------------------|--------------------------|
| 1. Luke wants to return a hat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The item of clothing is too big. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He can't find the receipt. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He tries on a pair of jeans. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He has to pay an extra £20. | <input type="checkbox"/> | <input type="checkbox"/> |



Think about it! Shopping

Do you ever buy things online? If so, what are your favourite online shops? How much do you spend on clothes a month? What was the last thing you bought for yourself? Why did you buy it? What was the last thing you bought for someone else? Why? Are you saving up to buy anything special? What? When do you do your Christmas shopping? How do you usually pay for things in shops? Why? What was the last thing you returned? Why?

Language Structures:

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 Matching

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

- What did you do last night?
 - Did you meet anyone new at the party?
 - What did you do after the meeting?
 - Did you listen to that album I lent you?
 - Did you take the dog out for a walk?
 - Did you eat in last night?
- Yes, we went to the park.
 - No, we had dinner in this lovely Italian restaurant in the high street.
 - I wrote up the minutes and sent them on to the managing director.
 - Not really. I spent most of the time talking to some old friends.
 - I went to the cinema.
 - No, I didn't have time, but I will do it this weekend.

2 Word choice

Put a circle around the correct option.

- She *fell / falled* down as she was walking across the room.
- I *finded / found* a ten-euro note behind the chair.

- He *not hear / didn't hear* what they were saying.
- I *told / telled* them that I'd be there at 6pm.
- She *didn't understand / not understood* what they wanted.
- I *waked / woke* up late and missed the train.
- I *sent / sended* the e-mail about ten minutes ago.

3 Sentence completion

Complete the sentences with the correct form of the verbs in brackets.

- Ben _____ (work) all last weekend.
- Aaron _____ (not pass) his driving test.
- Bradley _____ (listen) to some music on the bus.
- Freya _____ (send) us the e-mail.
- Mia _____ (not go) to the party with her friends.
- John _____ (buy) a big house in the country.
- She _____ (take) a photo of me.
- They _____ (have) a great time.
- Evie _____ (see) a great film yesterday.

4 Sentence creation

Using the expressions below, write as many sentences as you can in three minutes in the Past Simple.

walk in the park, play football, see a film, listen to music, watch television, clean the house, buy something, speak to friends, send an e-mail, receive a package, have a party, do a lot of work, try on some clothes, take back an item, lose a receipt

For example: *I had a party last weekend. / I cleaned the house this morning.*



5 E-mail completion

Complete the e-mail with the correct forms of the verbs in brackets.

To: customerservice@blueshop.co.uk
Subject: recent order

Hi Sir / Madam,
I'm writing to you about a recent purchase I
(1) _____ (make) from your online shop.
I (2) _____ (order) three shirts and a pair
of trousers (reference codes S343U and T673B) about
four months ago. I (3) _____ (pay) by
credit card and it said that the order was successful.
However, it (4) _____ (take) about one
month for the clothes to arrive. On top of that, one
of the shirts (5) _____ (not have) any
buttons, and the trousers (6) _____
(be) the wrong colour.
A few days after this, I (7) _____ (call)
the shop and (8) _____ (speak) to one
of your sales reps. I (9) _____ (tell) her
about the problem, but she (10) _____
(not seem) to be very interested. She said that there was
nothing she (11) _____ (can) do, and
that I should write to you. Frankly, I find this attitude
appalling. I demand a refund. I will happily send the
items back to you as I do not want them!

Yours faithfully,
Georgina Barker

Your turn!
Write an e-mail complaining about some clothes you ordered.

6 Fluency practice

Answer the questions.

- What music did you listen to yesterday?
- What sport did you do last week?
- What did you watch on television last night?
- Who did you write e-mails to yesterday? Why?
- What did you see at the cinema last month?
- What did you have for dinner last night?
- Where did you go last weekend?
- Who did you talk to yesterday afternoon?

7 Conversation completion

Read the conversation. Then, complete the table.

Assistant: StoreGalore. Melissa speaking. How may I help you?

Max: Oh, hi, this is Max and I'm calling up about some missing items of clothing that I ordered about two months ago.

Assistant: Oh, I am sorry about that. Could you give me your full name, please?

Max: Yes, it's Max Taylor.

Assistant: And your purchasing reference number?

Max: What's that, please?

Assistant: It's the number that appears in the e-mail we sent confirming the order.

Max: Oh, right, yes, it's T-356X984.

Assistant: And could I have the last four digits of the credit card that you used to make the purchase.

Max: 4897.

Assistant: And what are the missing items?

Max: Well, I ordered a pair of jeans and two T-shirts.

Assistant: And when did you place the order?

Max: On 7th January. I spoke to someone about two weeks ago. They said that they'd send the items, but I still haven't received them.

Assistant: Can you remember who you spoke to?

Max: Yes, I made a note of it, it was Ms Givens.

Assistant: And when exactly did you make that call?

Max: It was on 20th February.

Assistant: OK. Now, have you got... [fades out]

1.	Caller's full name:	
2.	Purchasing reference number	
3.	Last four digits of his credit card	
4.	Missing items	
5.	Date order placed	
6.	Last time spoke to someone	
7.	Person he spoke to	
8.	Date of call	



Online Shopping Problems

Activity type: a telephone call

Student A

You're going to have a telephone conversation with a shop assistant about some clothes you ordered about two months ago. You still haven't received them. You're going to speak to someone at the store by telephone. Before making the call, think about what you're going to say, and make notes on the following:

Student B

You're going to have a telephone conversation with a customer who ordered some clothes from an online shopping site about two months ago. You will need to get the following information from the customer and decide how you can compensate him/her. Think of questions to ask.



- Date of purchase:
- Items purchased: 1 jacket, 2 shirts, 1 pair of trousers
- Colours of items:
- Reference codes:
- Credit card details:
- Calls made so far:
- Course of action you are going to take:

Start the conversation: Hi. I'm calling up about some clothes I ordered two months ago.

- Date of purchase: When did you buy the clothes?
- Items purchased:
- Colours of items:
- Reference codes:
- Credit card details:
- Possible compensation:

Giving details

- I bought the items in...
- My credit card number is...
- My full name is...
- The order purchase number is...
- I called about two weeks ago.
- I spoke to someone called...
- They told me that...
- She promised me that...

Asking for information

- When did you buy the items?
- When did you place the order?
- How did you pay?
- Who did you speak to?
- When did you call up?
- How long ago was this?
- What did they tell you?
- Did you pay by credit card?
- Have you got the purchase number to hand?



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

USEFUL SKILLS Telephone English PART II

Giving details

1 Expressions analysis

Look at the list of expressions for giving details of a call.

Write **P** (personal) or **W** (work) next to each one.

- I was wondering whether you had a memory card for a digital camera...
- I'm just calling about the ad in the paper.
- I'm calling about the fridge you've got advertised in the local paper.
- I'm calling to confirm the meeting for tomorrow.
- It was regarding the conference.
- I was just calling with regard to the advert in the local paper.
- I'm calling about the meeting tomorrow.
- I was just calling about the job that's being advertised.

2 Telephone conversation completion

Complete the conversations with the words or expressions from below.

have available flying flight wondering
single next week

The Specifications

Assistant: Eddie's Electric's Store. How may I help you?

Zara: Hi, I was just (1) _____ whether you had a Kodak Z730 5MP Digital Camera with Optical Zoom.

Assistant: I'll just check. [After a few seconds.] No, sorry, we don't have one (2) _____, but I see that we've put in an order for some more.

Zara: When do you think you'll have them in the shop?

Assistant: They should be here early (3) _____.

Zara: OK, I'll call again later. Bye.

Assistant: Bye.



The Hotel Room

Receptionist: The Shaef Hotel. How may I help you?

Abbie: Oh, hi, I'm (4) _____ into Chicago tomorrow night and I was wondering whether you had any vacancies.

Receptionist: Would that be a single or a double room?

Abbie: A (5) _____, please.

Receptionist: Yes, we do have a room available. Could I (6) _____ your name, please?

Abbie: Yes, it's Abbie Burnes.

Receptionist: Was it just the one night you wanted?

Abbie: Yes, that's it, thanks.

Receptionist: OK, that's all confirmed. Have a nice (7) _____ and we'll see you when you get in. Bye.

Abbie: Thanks, bye.



3 Telephone conversation creation

Write out a telephone conversation. In the dialogue, the caller has to explain why he/she is calling.

UNIT 6 Work Time

Objectives

Vocabulary: Work

Structures: The Present Simple & Continuous

Useful skills: Socialising: making small talk

Before they were famous!

Read over the information about the celebrities' jobs before they were famous. Rank them from 1 to 8 according to how surprising they are (number one being the most surprising).

- **Walt Disney:** ambulance driver during World War I.
- **Jennifer Aniston:** waitress in a restaurant.
- **Ben Affleck:** actor in a Burger King advert.
- **Alec Baldwin:** bouncer in a nightclub.
- **Drew Barrymore:** model in adverts for dog food.
- **Sandra Bullock:** bartender.
- **Steve Buscemi:** New York City fire-fighter.
- **Boy George:** supermarket sales assistant.

Think about it!

What jobs have you had in the past? Have you ever done a summer job? What did it involve? Did you work while you were studying at college / university? What did you do? Have you ever done any manual labour? What did it involve? Do you know about any other famous people's jobs? What did they do?



Vocabulary: Work

1 Matching

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

1. Scientist
2. Accountant
3. Film director
4. Waiter / waitress
5. Flight attendant
6. Chef



Write one-sentence descriptions for three of these jobs. For example: **A waiter is someone who works in a restaurant.**

2 Expression completion

Complete the expressions with *make* or *do*. Then, make three sentences with any of the expressions.

1. _____ a good job
2. _____ a photocopy
3. _____ some paperwork
4. _____ a complaint
5. _____ a phone call
6. _____ overtime
7. _____ a suggestion
8. _____ a mistake
9. _____ a lot of money
10. _____ an effort
11. _____ a copy of something
12. _____ someone a favour

For example: *I don't have to do any overtime where I work.*

3 Expression choice

Choose the correct words to complete the expressions.

1. Get on **with/at** a colleague
2. Work hard **on/to** something
3. Work **on/by** a project
4. Work **part-time / half-time**
5. Go **on/at** a business trip
6. **Attend/assist** a meeting
7. **Deal/make** with a problem

4 Conversation analysis

Read over the conversation. Then, write true (T) or false (F).

Interviewer: So, where do you work?
Kendra: In a design studio.
Interviewer: What do you do in a typical day?
Kendra: Well, I speak to clients, and design brochures, posters and pages in books and magazines.
Interviewer: Do you work part-time or full-time?
Kendra: I'm working part-time at the moment, but I hope to start working full-time next month.
Interviewer: Would you like to work from home?
Kendra: No, not really. I enjoy being with other people in the office.
Interviewer: Do you ever do any overtime?
Kendra: There's no such thing as 'overtime' here. If there's a deadline to meet, we have to stay and work until it's completed!
Interviewer: Has anyone ever made a complaint about you at work?
Kendra: Not that I know of!
Interviewer: OK. Thanks a lot for answering our questions.
Kendra: My pleasure.

1. Kendra works in a design studio.
2. She's working part-time at the moment.
3. She often has to do overtime.
4. No one has ever complained about her work.



Think about it! Jobs

What's your idea of the perfect job? What's the best job you've ever had? What did it involve? What's more important: to earn a lot of money or to enjoy your job? Why? What are some of the most popular jobs in your country? What are some of the best-paid jobs in your country? What's your idea of the perfect boss? What are the pros and cons of being a manager or having responsibility at work?

Language Structures:

	Present Simple	Present Continuous
Affirmative	<i>I work at the weekend.</i>	<i>I'm working at the weekend.</i>
	<i>She drives a Porsche.</i>	<i>She's driving a Porsche.</i>
	<i>They play football.</i>	<i>They're playing football.</i>
Negative	<i>I don't work at the weekend.</i>	<i>I'm not working at the weekend.</i>
	<i>She doesn't drive a Porsche.</i>	<i>She isn't driving a Porsche.</i>
	<i>They don't play football.</i>	<i>They aren't playing football.</i>
Interrogative	<i>Do I work at the weekend?</i>	<i>Am I working at the weekend?</i>
	<i>Does she drive a Porsche?</i>	<i>Is she driving a Porsche?</i>
	<i>Do they play football?</i>	<i>Are they playing football?</i>
Time expressions	<i>always, never, every day, on Fridays, once/twice a week, three times a month, every day</i>	<i>right now, at the moment, now</i>

The Present Simple

We can use the Present Simple to describe regular habits (often with an adverb of frequency: always, sometimes, often, never, etc.). The adverb of frequency is usually placed before the main verb (even in negative sentences). For example, "She usually arrives on time."

We can also use the Present Simple to describe facts (things that are true). For example, "He lives in Houston."

We can ask questions about frequency with the Present Simple. For example:

- A:** How often do you go to the gym?
B: I go three times a week.

The Present Continuous

We can use the Present Continuous for things that are happening at the moment of speaking. For example, "She's visiting her friend."

We can also use the Present Continuous to describe general trends or changes that are happening over a period of time. For example, "Prices are going up."

Website questions

Read over the information. Then, answer the questions.



Centre for Scientific Investigation

Home About Us Services Products Support Contact

Meet the staff >>
Dr Brightman >>

I'm Doctor Jennifer Brightman. At present, I'm working as a researcher at the University of Marston. I work in the main office. I've got my own office, but I'm sharing with a colleague at the moment because they're redecorating my office. I work for 8 hours a day from 9am till 6pm, with one hour for lunch. I live in the centre of the city, in a large apartment. In my free time I do lots of sport. I often go skiing or cycling at the weekends. I'm married and I've got two children. I normally cycle to work but my bike is broken, so this week I'm going by bus.



- Where is Dr Brightman working at present?
- Why is she sharing an office?
- How many hours does she work a day?
- What time does she finish work?
- Where does she live?
- What does she often do at the weekend?
- How many children has she got?
- Why is she going to work by bus this week?

2 Sentence completion

Complete the sentences with the correct forms of the verbs in brackets. Use the Present Simple or Present Continuous.

1. She _____ (work) from 9 am to 5 pm.
2. She _____ (work) in Paris this month.
3. He _____ (go) to work by bus.
4. He _____ (travel) on a train right now.
5. She usually _____ (use) a Blackberry to check her e-mails.
6. This week, she _____ (use) her computer because the Blackberry is broken.

3 Conversation completion

Complete the text with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous.

Sean: So, what do you do?

Anna: I'm a hotel manager.

Sean: What (1) _____ you _____ (do) during the day?

Anna: I'm in charge of all the staff. I (2) _____ (check) that everyone's doing their jobs properly and I (3) _____ (make) sure the guests are happy with the service we're providing. Generally, I just monitor things and (4) _____ (deal) with any problems when they come up.

Sean: So, what's a typical working day for you?

Anna: Well, I'm the daytime manager. I (5) _____ (start) work at 9 am and I finish at about 8 pm. I have a one-hour lunch break. It's quite a long day.

Sean: And what (6) _____ you _____ (do) at the moment?

Anna: Well, I (7) _____ (organise) a large conference and I (8) _____ (make) sure that everything is ready. We've got 200 guests arriving this afternoon. Also, I (9) _____ (prepare) for a meeting tomorrow with all the regional managers.

Sean: Great. Thanks for answering our questions.

Anna: No problem.

4 Fluency practice

Answer the questions. Invent where necessary.

- Where do you work?
- What are you doing right now?
- Does your aunt work in an office?
- What do you think she's doing right now?
- Does your friend work full-time?
- What is he/she doing right now?
- Do you know anyone who works from home?
- What are they doing at the moment?

5 Conversation analysis

Read the conversation. Then, answer the questions **T** (true) or **F** (false). Managing director Harriet Blake is asking about two new employees.

Harriet: So, tell me about Harvey Smith. How's he doing? He started working here last month, didn't he?

George: Yes, that's right. He works in the sales department. He earns a base salary of £26,000 per annum plus

commissions. He's doing very well and his team have met all their sales objectives this month. I'm very pleased with his progress. He's attending a training session this week on the new computing system we're installing. He's also preparing for a meeting next week with a very important client.

Harriet: Excellent. And what about Samantha Brown?

George: Well, she's the new head of marketing. She's working in our New York office, but she's also doing some here in London. She's in charge of the marketing department, and she's on a gross salary of £48,000 per year. She organises meetings with the other heads of department, and ensures that all divisions within the company are aware of our marketing strategies and objectives. This week, she's working on some marketing material for a new range of shampoo that we're launching in a couple of months.

Harriet: Great. Now, I'd just like to talk about... [fades out]

1. Harvey works in the sales department.
2. He earns a base salary of £36,000.
3. At the moment, he's preparing for a meeting with an important client.
4. Samantha is the new head of accounting.
5. She's working in their Chicago office.
6. She earns a gross salary of £48,000 per year.
7. This week, she's working on some marketing material for a new range of soap.

Your turn!
Practise asking and answering questions about Harvey and Samantha.
Or, write a short paragraph about a work colleague or friend. Explain what they do at work and what they're doing this week/month.



Job Update

Activity type: a meeting

Student A

You're going to exchange information about employees. Read the information about Silvia and answer any questions about her. Then, ask questions about Harvey.

Student B

You're going to exchange information about employees. Read the information about Harvey and answer any questions about him. Then, ask questions about Silvia.



Employee information		Employee information	
Name	Silvia Marston	Name	Harvey Smith
Title	Head of marketing	Title	Salesman
Hours	48 hours a week	Hours	50 hours per week
Salary	Approximately £46,000 gross	Salary	£26,000 plus commissions
Responsibilities	organises meetings, liaises with other departments, does market research	Responsibilities	in charge of the junior sales, reports back to head of sales, visits potential clients, makes phone calls, motivates the sales team
This week	working on the marketing material for a new product, preparing for a meeting in Frankfurt	This week	attending a training session, finding out about a new computer system, preparing for a big meeting next week

Asking about someone's job

- What's **(his)** surname?
- What's **(her)** official job title?
- How many hours does **(he)** work a week?
- What are some of **(her)** responsibilities?
- What is **(he)** working on at the moment?
- What's **(she)** doing this week?

Describing someone's job

- **(Her)** job title is...
- **(He)** is in charge of...
- **(She)** works about... hours a week.
- **(He)** earns about... a month.
- **(She)** has to...
- **(He)** often has to...
- This week, **(she)** is working on...
- **(He)** is... this week.



Remember!

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

Making small talk

Small talk topics

What are some typical topics for small talk? Think of at least three. Then, compare your ideas with the list below.

Topics for discussion

sport, homes and houses, free time, TV, film, the weekend, travel, family, the weather, fashion, business, jobs, the news, music, food, restaurants, cars, hobbies, the theatre, local topics (shops, clubs, etc.), celebrities, scandals, holidays, entertainment, work, your hometown

Social chat: places

What are some of the typical places where people have to make small talk? Think of as many as you can. Then, compare your ideas with the ones below.

in an airport waiting lounge, by the water cooler at the office, in a hotel reception, at a bus stop, in a museum, in a lift / elevator, in a hair salon, at a business lunch, waiting for a meeting, travelling in a taxi through a new city, at a party, in a football stadium, at the opening party for an art exhibition, at a pub, having a coffee in a bar



Conversation analysis

Read the conversation. Then, tick (✓) Yes or No. Justin and Kendra are at a sales conference. There's a short break between talks.

At a conference

- Justin: So what do you think of the hotel?
 Kendra: It's quite nice. Actually, I've been here before.
 Justin: At last year's conference?
 Kendra: No, I came here on holiday. So, you're here with your wife, aren't you?
 Justin: Yes, she took a couple of days off from work so she could come along. She loves sightseeing.
 Kendra: So, what does she do?
 Justin: She's a doctor. And your husband? He's here too, isn't he?
 Kendra: Yes, that's right.
 Justin: What does he do?
 Kendra: He's a dentist. That's how we met!
 Justin: Really! Was he working on your teeth?
 Kendra: No, I went to the dentist's with a friend – she wanted someone to go with her.
 Justin: Oh, it looks like the next speaker is going up onto the stage.
 Kendra: Right, we should go and find our seats.
 Justin: Nice talking to you.
 Kendra: You too.
 Justin: Bye.
 Kendra: See you later.

- Kendra has been to the hotel before.
- Justin's wife is at the hotel too.
- Kendra's husband isn't at the hotel.
- Justin's wife is a dentist.
- Kendra's husband is a doctor.

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Conversation creation

Write out a mini-dialogue between two people who are chatting at a conference.

UNIT 7 Problems!

Objectives

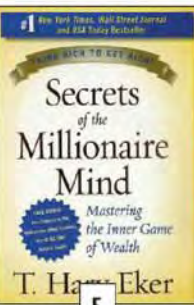
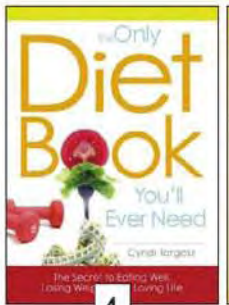
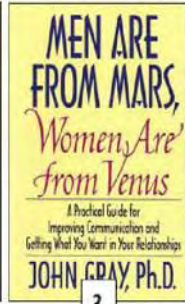
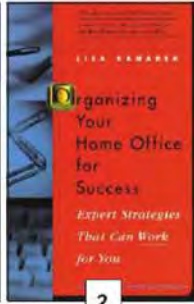
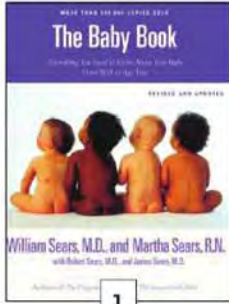
Vocabulary: Problems

Structures: Modal verbs

Useful skills: E-mail writing: attached documents

Self-help books

Match the self-help book titles (1 to 5) with their subjects (a-e). In some cases, more than one answer may be possible.



- a. Health
- b. Parenting
- c. Work
- d. Money
- e. Relationships
- f. Mental health

Think about it!

Which of these books would you like to read? Why? Have you ever read a self-help book? What was it about? What do you do when you've got a problem? Do you ever refer to self-help books for advice?



Vocabulary: Problems

1 Annoying things

What annoys you most in life? Tick the things you find annoying.

People who...

- ...arrive late.
- ...sit in parked cars with the engine running.
- ...have loud conversations on their mobile phones in public.
- ...suddenly stop in front of you while you're walking in the street.
- ...don't say "thank you" when you hold the door open for them.
- ...won't stop talking in the cinema.

2 Expression completion

Complete the expressions with the prepositions *with*, *at*, *on* or *to*. Then, make three sentences with any of the expressions.

1. Have a problem _____ something/someone
2. Argue _____ someone
3. Find a solution _____ a problem
4. Put _____ weight
5. Spend too much money _____ something
6. Get along badly _____ someone
7. Have an argument _____ someone
8. Get angry _____ someone
9. Shout _____ someone
10. Talk about a problem _____ someone

For example: *I had an argument with my work colleague.*

3 Ideas completion

Complete the sentences with your own advice.

- The best thing to do if you've got a problem is to...
- If you're stressed at work, you could...
- The best way to lose weight is to...
- The best way to control your spending is to...
- To avoid getting sick, you should...
- If you get along badly with someone, you can...
- The best way to avoid any money problems is to...

4 Mini-dialogues analysis

Read the mini-dialogues. Then, write a name next to each question.

Dialogue I

Lydia: What's up?

Max: I've got a terrible cold.

Lydia: You should drink lots of water and orange juice, and get some rest.

Dialogue II

Jamie: I've put on a lot of weight just recently.

Daisy: You should do more exercise. Why don't you walk to work, for example.

Jamie: That's a good idea.

Dialogue III

Colette: What's wrong with you?

Gabriel: I've got this big payment to make next month, and I don't think I'll be able to cover it.

Colette: You need to manage your expenses more carefully. You should start by using a basic accounting spreadsheet. That way you can keep track of what you're earning and spending.

Who...

1. ...has put on weight?
2. ...has a payment to make?
3. ...suggests drinking some orange juice?
4. ...has got a cold?
5. ...suggests using an accounting spreadsheet?
6. ...says that her friend should do more exercise?

Think about it! Problem solving

What are the some of the typical problems you have at work or school / college, etc.? How do they get resolved? What's the best way to avoid stress? Have you ever helped anyone with a problem? Who? When? What's the best way to get fit and healthy? What are the best ways of reducing stress? What are your top tips for saving money?



Language Structures:

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."

Matching

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

- 1. I'm feeling really tired.
 - 2. I haven't got enough money for it.
 - 3. They sent me a lovely present.
 - 4. What are you going to do tonight?
 - 5. Where did you put it?
 - 6. Do you think I should go to the party?
- a. I can't remember.
 - b. No, I think you should stay at home and study for the exam you've got tomorrow.
 - c. You should save up for it.
 - d. I might go to the cinema. Do you want to come?
 - e. You should go and lie down.
 - f. You must thank them.

2 Functions

Write the name of a function next to each sentence.

ability obligation advice prohibition possibility

1. You must leave before 12. _____
2. I can't do it. _____
3. I don't think you should go there. _____
4. I can fix that in ten minutes. _____
5. You mustn't leave your things in here. _____
6. I think she might come to the party. _____
7. We may not have time to finish it. _____

3 Error correction

Correct any mistakes with the modal verbs in the sentences below. Tick (✓) any sentences that are correct.

1. I should to speak to her.
2. She cans see it.
3. They can't do it.
4. Do you think it might to rain?
5. They shoulds say sorry.
6. I couldn't hear it from the back.

4 Sentence creation

Create as many sentences as you can with modal verbs (*can, should, must, may, might...*) in just two minutes. Use the verbs below. Use both affirmative and negative forms.

break, take, catch, drink, eat, fall, get, give, go, hide, hit, hurt, keep, sell, show, walk, live, work, see, run, call, lend, learn, think, understand, play

5 Ideas completion

Complete the sentences with your own ideas.

- I really think I should...
- My company should...
- We mustn't...
- We can't possibly...
- If I tried hard, I think I could...
- Tomorrow, it may...
- Next summer, we might...
- If I'm lucky, I should be able to...



6 Advice giving

Write some advice for any three of the problems.

- I'm bored.
- I'm tired.
- We're late.
- I'm worried about the driving test.
- My tooth hurts.
- My back hurts.
- I've got too much work.

For example:

A: *I'm bored.*

B: *You should go to the cinema.*

7 E-mail completion

Choose the correct verbs to complete the e-mail.

New Message

To: **lily@yahoo.com**

Subject: **your financial problems**

Dear Lily,
 Thanks for your e-mail. Sorry to hear about your financial difficulties. I've had similar problems to you in the past.

The first thing you **(1) must / mustn't** do is to make a list of all your essential expenses. You **(2) should to / should** try to include everything: the car repayments, the mortgage, food, etc.

Then, for one month, you **(3) can't / should** make a note of EVERYTHING you buy or spend money on: clothes, the gym, going out, etc. You **(4) can't / might** really do anything about the essential things such as food and transport, but you **(5) can / shouldn't** change some of your other spending habits. For example, you **(6) might / mustn't** have to reduce the amount you spend on clothes or going out. Or you **(7) could / could to** start doing some exercise at home rather than paying for the gym.

You **(8) must / can't** also look at ways of reducing costs. You **(9) might / might to** be able to save a lot of money. For example, switch off lights when you leave a room, turn off electrical appliances if you aren't using them, stop using the car so much, buy less food, shop at cheap shops only. There are hundreds of little things that you **(10) could / couldn't** do. We can talk about it later if you like.

Meanwhile, if you need to borrow any money, I could lend you some. Let me know.

Speak soon,

Millie.

Your turn!
 Write an e-mail to a friend giving him/her some advice about something.



Advice Column

Activity type: problem solving**Task**

Look at the list of problems below. Think of some useful advice for each one. Then, in pairs or groups discuss each problem and think of as many solutions as possible. Try to come to an agreement on the best solution.

- I'm really stressed at work.
- I want to lose weight.
- My manager has asked me to work this weekend.
- I've got an exam next week and I don't think I'm ready for it.
- I can't find time to do any exercise.
- I've just moved to a new town and I don't know anyone.
- I don't earn enough money to pay my monthly expenses.
- My boss has asked me to head a project in Canada, but I really don't want to go.

Other?

Giving advice

- I think you should...
- The best thing would be to...
- You must try to...
- You really have to...
- If I were you, I'd...
- Why don't you try... ?
- How about doing... ?
- What about taking... ?

Accepting/rejecting advice

- Yes, I think that could work.
- Yes, that would be the best solution.
- Yes, I'm sure that would be effective.
- That would definitely help.
- I'm not so sure about that.
- I don't really think that would be the best solution.
- I can't imagine that working.



Attached documents

E-mail expressions

What expressions can we use to say that a document is attached on an e-mail? Think of at least two. Then, read over the list below to compare your ideas.

Attached documents

- I've attached a summary of the products.
- The attached file contains the information you were looking for.
- I'm sending the information you requested.
- The statistics from the website are attached.
- Paula's contact details are in the attached file.
- Please find the mailing list with all the e-mail addresses you were asking about.
- As you'll see, the figures you wanted are on the attached Excel spreadsheet.

E-mail analysis

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

New Message

To: Ms Simmons
Subject: revised figures

Re: Revised figures you were asking for

Dear Ms Simmons,
I hope all is well.

Thanks for sending the photos from the electronics fair. There are some really good ones. If you don't mind, we'll post some of them on our website.

Attached are the revised figures that you were asking for. I hope they're more in line with what you were looking for. One other thing, when you've got a moment, could you let us know what you think of the proposal we sent earlier today?

If you want, we could meet up sometime next week to discuss it. Let me know.

Thanks for your attention.
Best regards,

Sarah Nichols



YOUR TEXT



		Information
1.	Recipient's name	
2.	Sender's name	
3.	Sender thanks recipient for...	
4.	Document attached	
5.	Sender requests...	
6.	Suggested meeting time	

Write an e-mail

Write an e-mail according to the following instructions.

1. Greet the recipient (invent a name).
2. Open the e-mail.
3. Thank the recipient for something.
4. Inform the recipient that a document is attached (invent this).
5. Ask a question about something (invent this).
6. Close the e-mail / sign off.
7. Say goodbye.

New Message

To: _____
Subject: _____

Re: _____

UNIT 8 Free-Time Fun

Objectives

Vocabulary: Free-time activities

Structures: The future with *will*; articles: *the / a / an*

Useful skills: Telephone English: asking questions

Hobby analysis

Tick the activities / hobbies you've tried. Put a circle around the ones you'd like to try. Cross out any you aren't interested in.



Snowboarding



Fencing



Yoga



Computer games



Chess



Architecture



Astronomy



Model railway building



Boxing



Cricket

Think about it!

Can you think of the names of any other hobbies or free-time activities? Do you have any time for hobbies or free-time activities? When? Which pastimes / hobbies are popular in your country? Who does them?



Vocabulary:

Free-time activities

Matching

Match the activities / hobbies (1 to 8) to the pictures (a-h).

1. Skiing
2. Cycling
3. Sailing
4. Snowboarding
5. Climbing
6. Hiking (walking in the mountains / the country)
7. Horse riding (horseback riding)
8. Painting



Your turn!
How many more hobbies or pastimes can you think of in two minutes?

Ideas development

Can you think of more activities that collocate with the verbs below? Add words.

- watch... a film, a TV series...
- draw... cartoons, pictures...
- play... cards, a video game, chess, a board game...
- make... a cake, a model, food, a video...
- listen to... rock music, classical music, the radio...
- take... a photo...
- paint... a portrait, a painting...
- go... swimming, riding, skiing...
- do... sport, exercise, a martial art...

Your turn!
Write three sentences about the things you do in your free time.

Word choice

Choose the correct words.

Dialogue I

Alfie: We're thinking (1) *of / at* going to the cinema later. Would you like to come (2) *along / at* with us?
 Zoe: Yes, that'd be great. What (3) *hour / time* does the film start?
 Alfie: 9pm. We're meeting outside the cinema (4) *at / to* 8:30.
 Zoe: Sounds perfect. See you there.
 Alfie: Bye.

Dialogue II

Anna: I've got the tickets (5) *for / with* the show tonight.
 Ben: Oh, great. How much do I owe you?
 Anna: It's my treat. You can buy the drinks (6) *after time / afterwards*.
 Ben: Thanks a lot. Was it hard to get hold (7) *for / of* them?
 Anna: Yes, these were the last ones. We're about six rows back from the stage.
 Ben: That's fantastic.

Dialogue III

Joe: So, what do you do when you aren't working?
 Paige: Well, I'm really (8) *into / good* photography.
 Joe: Oh, that's interesting. What do you take photos (9) *through / of*?
 Paige: Mostly friends and family members. What about you?
 Joe: Well, I'm quite into sport. I play tennis (10) *to / at* the weekends, and I go to the gym a couple of times during the week. Then, in the winter, I go skiing (11) *for / until* a week or two, and in the summer, I do a lot of windsurfing.
 Paige: That's great. I should do more sport.



Think about it! Free time

What do you do in your free time? How often do you go to the theatre or cinema? When was the last time you went? Do you have any hobbies or pastimes? What are they? What hobbies did you have when you were younger? Is there any hobby that you'd like to take up? What? Why? What are the advantages of having a hobby? Are there any disadvantages? What hobbies / activities / sports, etc. would you like to take up when you retire? Why?

Language Structures:

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."

Matching

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

- What time do you think you'll leave?
- What do you want to drink?
- Who do you think you'll go to the party with?
- What do you think you'll do about it?
- Where do you think you'll have the party?
- Who do you think will win?

- We'll probably have it at Nigel's house.
- I'll probably go with Keira.
- I think Team A will probably win.
- At about 6pm.
- I'll probably just call them to let them know.
- I'll have a Coke, please.

Your turn!

Write an e-mail telling someone about some probable plans or ideas for the future.

Sentence completion

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

call wear buy be able come have go

- I think I _____ shopping this afternoon.
- Bob _____ probably _____ the party at his house.
- Martin says he _____ probably _____ to the cinema with us.
- It's Keira's birthday tomorrow. I think I _____ her an MP3 player.
- I think I _____ my new dress to work tomorrow.
- Brandon and Alex say they _____ you later to tell you where it is.
- Isaac says he probably _____ (not) to finish the work on time.

Predictions

Complete the sentences with your own ideas.

- I think I'll probably _____ this weekend.
- I'm fairly sure I'll have to _____ next month.
- I'm pretty sure that interest rates will go _____ this year.
- I think house prices will probably go _____ this year.
- I'm almost certain the cost of living will go _____ this year.
- I doubt I'll _____ this afternoon.
- I think (a football team) _____ will probably win the league this year.
- I'm convinced _____ will win the next elections.

Your turn!

Write three sentences with predictions for tomorrow / next week / next month / next year, etc.



4 Mini-dialogues

Choose the correct words to complete the dialogues.

- A: I think it's going to rain tomorrow.
 B: I'll have to **remember / remind** to take my umbrella.
- A: It's Frank's birthday next week.
 B: Oh, then I'll **get / show** him a present on the way home tonight.
- A: The weather forecast says it's going to be really cold tomorrow.
 B: I'll **must to / have to** remember to put on my woolly socks.
- A: There's a public transport strike tomorrow.
 B: I'll have to **go / take** by car then.
- A: Madison is having a party tonight.
 I don't think I'll **be able to / I can** go.
- A: Harry has just got back from Sydney.
 B: Great. I'll **give / take** him a call.

Your turn!
 Write a mini-dialogue in which one of the speakers makes a spontaneous decision.

Articles: the / a / an

We use **the** before...

- ...the name of a hotel, cinema, theatre or museum: *the Ritz (Hotel), the Apollo (Theatre)...*
- ...the name of a river, sea or ocean: *the (River) Thames, the Atlantic (Ocean)...*
- ...the name of a family or country when it is in the plural: *the Browns, the United States...*
- ...the name of something of which only one exists: *the sun, the moon, the sky...*
- ...the name of a musical instrument: *the cello, the saxophone*

We don't use **the** before...

- ...the name of a street, square or park: *Market Street, Piccadilly Circus...*
- ...the name of an island, city or country: *Paris, Jamaica...*
- ...the name of a meal, colour or sport: *breakfast, red, tennis...*
- ...the name of a language: *Russian, French...*
- ...uncountable or plural nouns when we talk about them in general: *dogs, dolphins...*

However, when we talk about something specific we use **the**: *The dog in the park is lovely.*

a / an

We use **a** before words that start with a consonant (*b, d, f, m, p, etc.*): *a dog, a cup, a table...* or a consonant sound: *a university, a union...*

We use **an** before words that start with a vowel (*a, e, i, o, u*): *an elephant, an egg...* or a vowel sound: *an hour...*

We do not use **a / an** with uncountable nouns: *a sugar, etc.*

5 Conversation completion

Complete the conversation with **a, an, the** or **-**.

- Angie: Hi, Dale, what are you reading?
 Dale: Oh, hi. I'm just looking through (1) _____ brochure from (2) _____ adult education centre.
 Angie: The one in (3) _____ Marsden Street?
 Dale: Yes, that's it.
 Angie: Are you thinking of doing (4) _____ class?
 Dale: No, it's for my dad. He's a bit bored since he retired. I think he needs (5) _____ hobby.
 Angie: My sister does (6) _____ painting class there. She says it's great.
 Dale: Yeah that's what my Dad needs. He tried learning (7) _____ French a few years ago, but he says he doesn't want to learn another language. And he once said that he'd like to learn (8) _____ piano, but nothing ever came of that. Anyway, he really loves doing DIY or fixing (9) _____ cars. He's a practical sort of person.
 Angie: There's (10) _____ furniture making course.
 Dale: Oh yes, it says here that it's on (11) _____ Mondays from 5-7pm. He needs a hobby that he can do at (12) _____ home, you know after he finishes (13) _____ course. But he doesn't want to have to buy any expensive tools and equipment. Maybe something less complicated.
 Angie: How about (14) _____ photography?
 Dale: That's not (15) _____ bad idea you know! He loves taking photos of (16) _____ family and his garden, and... [fades out]



Weekend Prediction

Activity type: a game

Task

Complete the chart below with your own ideas about next Saturday. Don't show your partner what you have written – keep it a secret.

Next Saturday, I'll probably...

...get up at...	
...have... for breakfast.	
...play/do/go... (sport)	
...watch... (on TV).	
...go to (a place: the cinema, etc.)...	
...see (a person)...	
...have (for lunch)...	
...have (for dinner)...	
...listen to (music)...	
...eat out at (a restaurant)...	
...go to bed at...	

Game

In pairs, take turns making predictions. See how many correct answers you get based on the written information. For example:

Student A: What time do you think I'll get up on Saturday morning?

Student B: I think you'll probably get up at 10.

Student A: Correct! Well done. One point for you.

Making a prediction

- I think you'll probably...
- I've got a feeling that you'll...
- I'm pretty sure that you'll...
- I think that you'll...
- I imagine that you'll...
- I really don't think that you'll...
- I'd guess that you'll...
- There's no doubt in my mind that you'll...

Responding to information

- That's right!
- Well done!
- Correct!
- Exactly!
- How did you guess?
- How did you know I was going to do that?
- No, try again.
- No, I wouldn't do that!
- No way!



USEFUL SKILLS Telephone English PART III

Asking questions

Expressions analysis

When you phone up a company, what type of questions could they ask you? Think of three possible ones. Then, read over the expressions below to compare your ideas.

Questions for the caller

- Which company are you calling from, please?
- Who's calling, please?
- Can I ask who's calling, please?
- Can I ask what it's regarding, please?
- Who's speaking, please?
- Who would you like to speak to, please?
- Could I have your name, please?
- Which department did you want to be put through to?
- What's the nature of the call, please?
- What's it in connection with, please?



Conversation analysis

Read over the telephone conversation. Then, complete the table.

Receptionist: Tompkins Office Supplies, how may I help you?
Pauline: Good afternoon. Could I speak to Ms Hargreaves, please?
Receptionist: May I ask who's calling, please?
Pauline: Oh, yes, it's Pauline Spane.
Receptionist: And which company are you calling from?
Pauline: Summers International.
Receptionist: Ms Hargreaves is out at lunch at the moment. Would you like to leave a message?
Pauline: Yes. I've got a 3pm appointment with her, but I won't be able to make it. Could you let her know, please?
Receptionist: OK. I'll see that she gets the message. Thank you for calling Tompkins Office Supplies. Have a nice day.
Pauline: Thanks. Bye.
Receptionist: Bye.

	Information
1. Company name	
2. Caller's name	
3. Person the caller wants to speak to	
4. Caller's company	
5. Where Ms Hargreaves is	
6. Purpose of the call	

Conversation creation

Write out a mini-dialogue about a telephone conversation. In the conversation, the caller must give two pieces of information.

Self-Assessment

Congratulations! You have finished half 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 verb *to be* and *have got*.
- b. ...the Present Simple and Present Continuous.
- c. ...the Past Simple.
- d. ...modal verbs.
- e. ...*will* for the future.
- f. ...articles.

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

My new objectives for the second half of the course are to improve my...

- a. ...reading skills.
- b. ...listening skills.
- c. ...speaking skills.
- d. ...pronunciation.
- e. ...writing skills.

Revision Page

Congratulations! You have completed the first half of the book. Very soon, you will be given a Progress Test. This is to check your understanding and to monitor your progress. The exam will be based on the first eight units of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Language (vocabulary and grammar), Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The Language section will be based on the vocabulary and grammar you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. While you're doing this, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

Good luck!

Language Structures

Here are some basic exercises to test your knowledge of the language structures you have been working on. Complete the sentences with the correct forms of the verbs in brackets, and according to the tense indicated.

1. She _____ (be) quite nice. (Present Simple)
2. They _____ (not be) at home. (Present Simple)
3. He _____ (go) to work by bus. (Present Simple)
4. She _____ (not like) the film. (Present Simple)
5. It _____ (be) cold last night. (Past Simple)
6. They _____ (work) a lot last week. (Past Simple)
7. He _____ (see) a really good film at the cinema. (Past Simple)
8. They should _____ (leave) now. (modal verbs)
9. We _____ (see) you later. (future with will)
10. They _____ (not have) time to play. (future with will)
11. I really like _____ dogs. (articles)
12. We saw _____ car we like in the showroom. (articles)

UNIT 9 Travel Time

Objectives

Vocabulary: Travel

Structures: The Present Perfect

Useful skills: Socialising: creating conversation

Matching

Match the descriptions (1 to 8) to the places (a-g).

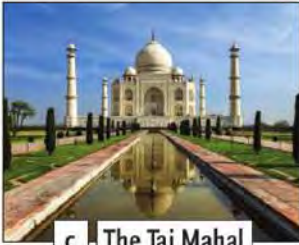
1. A famous white domed palace in India, built in memory of an emperor's wife.
2. An ancient ruined Inca city built on a mountainside in Peru.
3. An 8,850 km long fortification built by the Chinese.
4. A pre-historic circle of large stones in South West England.
5. Enormous stone tombs with triangular sides built in ancient Egypt.
6. An ancient city in Jordan that is carved out of stone.
7. A fourteenth century fortress and palace built in the city of Granada (Spain).
8. A very deep rocky ravine carved out by the Colorado River.



a The Great Wall of China



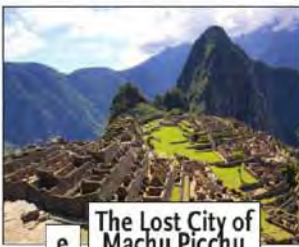
b The Grand Canyon



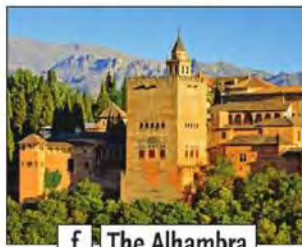
c The Taj Mahal



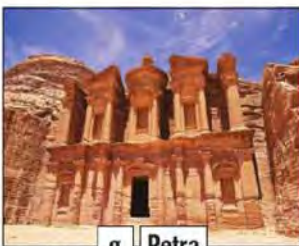
d The Pyramids of Giza



e The Lost City of Machu Picchu



f The Alhambra



g Petra



h Stonehenge



Think about it!

Have you been to any of the places mentioned on this page? What did you think of them? Which places would you like to visit? Why? What important monuments / tourist sites, etc. are there in your country?

Vocabulary: Travel

1 Photo matching

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

- Passport
- Wallet (for a man) / purse (for a woman)
- Tour guide
- Castle
- Suitcase
- Tourist



2 Gap fill

Complete the sentences with the words from the previous activity.

- The _____ was built in the 16th century.
- I lost my _____ with all my money in it.
- The _____ got lost and had to ask a police officer for directions to the hotel.
- The police officer stamped my _____ as we passed through passport control.
- The _____ showed us around the castle.
- My _____ weighed over 20 kilos.

3 Table completion

Complete the table with the correct information. Then, make three sentences with any of the words.

Country	Adjective
1. America / the USA	American
2. England	
3. Ireland	
4. Wales	
5. Germany	
6. France	
7. Australia	
8. Canada	
9. Brazil	

Country	Adjective
10. Japan	
11. China	
12. Spain	
13. South Africa	
14. Scotland	
15. India	

For example: *We went to France and bought some delicious French cheese.*

4 Holiday poster

Read the text on the poster. Then, without looking back at the advert, see if you can remember the adjectives that described each word.

The Magic of the Maldives

- Experience the unforgettable beauty of this island paradise!
- Swim in the clear blue water of the Indian Ocean.
- Snorkel or dive on spectacular reefs.
- Sunbathe on unspoilt beaches.
- Enjoy gourmet seafood.
- Sleep to the sound of the waves in beautiful ocean-side chalets.
- Go on excursions to local villages.
- Buy handmade craftwork and dine in charming restaurants.

Come to the Maldives and have a holiday you'll never forget!

1. *clear blue* _____ water
2. _____ reefs
3. _____ beaches
4. _____ seafood
5. _____ chalets
6. _____ villages
7. _____ craftwork
8. _____ restaurants

Your turn!

Create a poster advertising somewhere in your country.

Think about it! Travel

How do you like to travel – by plane, train, bus or boat? Why? What is the best/worst place you have visited? What do you like to do when you travel – visit museums, walk in parks, eat in restaurants, etc.? What's your favourite city in the country where you live? Why? What's your favourite country in general (apart from your own!)? Why? What's your favourite city outside your country? Why? Which country/city would you like to visit? Why? Has anything funny ever happened to you when travelling?

Language Structures:

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."

We can also use the Present Perfect to talk about recent past actions that have some connection to the present. For example, "I've broken my foot so now I can't play in the game tomorrow."

We can use the Present Perfect with question words (*what, who, where, why, etc.*). Note: We don't normally use "when" with the Present Perfect. For example, "Who have you seen?"

We can use the Present Perfect to say how long something has happened. We use this to refer to things that started in the past and have continued up until the point of speaking. For example, "She's been here for eight months." (She's still here now.)

Matching

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

- Where have they been?
- Who has she spoken to?
- Why has he left?
- Where have you put it?

- What have you done today?
- What has she bought?

- Zoe.
- A new car.
- Because he's tired.
- With their friends.
- A lot of work!
- It's under the bed.

Sentence completion

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

- She _____ (win) all the games in the tennis tournament.
- He _____ (not eat) at that restaurant.
- She _____ (not be) here before.
- They _____ (see) the film before.
- We _____ (not read) the concert review yet.
- I _____ (not buy) anything this morning.
- He _____ (not finish) the work yet.
- I'm sorry but they _____ (leave).

"To do" list

Write six sentences about Shirley. Use the Present Perfect.

To do list

- Fix car
- Finish report
- Take the dog for a walk
- Phone Aaron
- Send Marcie the e-mail
- Pack bag for trip

For example: *She has fixed the car.*



4 Fluency practice

Answer the questions. Use the Present Perfect Simple but provide any details in the Past Simple. Give full answers.

Have you ever...

- ...swum in a river?
Yes, I have swum in a river. I once swam in the Mississippi.
- ...made a cake?
- ...been to China?
- ...flown in a helicopter?
- ...forgotten someone's name?
- ...told a joke that no one understood?
- ...eaten a spicy curry?
- ...slept in a tent in the middle of a forest?

5 Sentence creation

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

be, break, take, catch, dream, drink, eat, get, give, go, hurt, keep, sell, show, see, run, call, lend, learn, understand, work, walk, speak, talk, move, create, make

6 E-mail analysis

Read over the e-mail. Then, tick (✓) Yes or No.

From: amelia29@yahoo.com
Subject: update on the project

Hi Amelia,
How's it going? I just thought I'd give you an update on the project.

We've carried out all the market research, but we haven't written up the report yet. We'll do that early next week.

Samantha has spoken to the client and has written a summary of their recommendations. I've been through that this morning, and I've just got a couple of things to add. I'll send that to you early tomorrow morning.

Ben hasn't had time to finish the poster yet, but he says it'll be completed this afternoon. Abbie and Owen have checked the figures and I've got those on an Excel spreadsheet, but I haven't been able to check them yet. I'll do it first thing tomorrow morning, then send it on to you.

I think that's all for now. Let me know if there's anything you need urgently and I'll send it over.

Speak soon,
Rachel

- | | | |
|--------------------------------------------------------|------------------------------|-----------------------------|
| 1. Have they carried out the market research? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. Have they written the report yet? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has Samantha spoken to the client? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has she written a summary of their recommendations? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has Ben finished designing the poster? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have Abbie and Owen checked the figures? | <input type="checkbox"/> | <input type="checkbox"/> |

Your turn!
Write an e-mail to a friend / colleague. Tell him/her what you've done so far this week.

7 Conversation completion

Complete the conversation with the correct forms of the verbs in brackets. Use the Present Perfect and Past Simple.

- Interviewer:** Hi! Do you mind if I ask you a few questions for a survey I'm doing?
Scott: No, not at all. Go ahead!
Interviewer: Great, thanks. OK, first question, (1) _____ (you / ever / miss) a flight?
Scott: Yes, I have. In fact, I (2) _____ (miss) one just last week. I (3) _____ (arrive) there half-an-hour too late.
Interviewer: (4) _____ (you / ever / speak) in public?
Scott: Yes, I have.
Interviewer: What was it like?
Scott: Well, it (5) _____ (be) pretty scary. There (6) _____ (be) about 1,000 people there and I had to stand at the front with a microphone. I was talking about a new product. I (7) _____ (speak) for about ten minutes, then answered some questions. I (8) _____ (not speak) in public since then.
Interviewer: OK. Next question. (9) _____ (you / ever / lose) your luggage?
Scott: Yes, but it wasn't my fault. I was travelling to Norway, but the airline (10) _____ (send) my luggage to Iceland.
Interviewer: Oh, no. OK, have you been sick on holiday?
Scott: Yes, I've been sick a couple of times on holiday. Once, I (11) _____ (have) to go to hospital for a couple of days.
Interviewer: Terrible! OK, last question. Have you ever been injured whilst on holiday?
Scott: Yes, I've been injured a couple of times. Once, I (12) _____ (break) my leg while I was skiing in the Alps. I had to fly home and I missed the rest of the holiday.
Interviewer: Poor you! Now, would you be interested in finding out more about our travel insurance policy?
Scott: No, thanks!



Personal Survey

Activity type: a survey**Task**

Read the survey questions below. Then, write six more of your own. When you're ready, interview other students and ask them the questions. Where appropriate, ask a follow-up question in the Past Simple. For example:

Student A: Have you ever been to South Africa?

Student B: Yes, I have.

Student A: When did you go?

Afterwards, give a summary of the answers. For example, "Six people said that they have..."

Survey Questions**Have you ever...**

- ...caught the wrong plane?
 - ...sent the wrong e-mail to someone?
 - ...been to South Africa?
 - ...tried Japanese food?
 - ...eaten in an Italian restaurant?
 - ...taken a photo of a famous person?
 - ...asked someone for an autograph?
- Etc.

Commenting on something

- No, I haven't, but I'd love to.
- No, but I've always wanted to do that.
- No, but that sounds really interesting.
- No, I've never thought of doing anything like that.
- Yes, and it was a marvellous experience.
- Yes, and it was fantastic.
- Yes, and it was one of the most incredible experiences of my life.
- Yes, but I'd never do it again.

Follow-up questions

- Oh, really? What happened?
- What did you do?
- What happened after that?
- Why did they do that?
- When was that?
- How long ago was that?
- What happened in the end?
- Where was that?



Creating conversation

1 Something to say

Imagine you've just met someone, or you're talking to someone you don't know very well. What questions can you ask to keep the conversation going? Think of three. Then, read over the questions below to compare your ideas.

Questions to ask

- So, where are you staying?
- How was the trip over here?
- So, where do you work? / So, what do you do?
- What does your company do?
- How long are you over here for?
- Have you been here before?
- Do you know anyone here?
- Where are you studying?
- So, what do you think of (London) so far?
- What line of business are you in?
- How long have you been here?

2 Conversation analysis

Read over the conversation below. Then, choose the correct options. Steve and Ellie are at a party.

- Steve: So, who do you know here?
 Ellie: No one really. What about you?
 Steve: Most people here are from the company where I work. Where do you work?
 Ellie: Well, I'm studying at university at the moment. It's my last year.
 Steve: Oh, right. Which university?
 Ellie: King's College – in London.
 Steve: Oh, right. I went to Queen Mary's, which is in the East End.
 Ellie: I've got some friends studying there.
 Steve: So, what are you studying?
 Ellie: I'm doing a masters in Business Administration.
 Steve: Well, my first degree was in Chemistry, but later, I switched to Modern History.
 Ellie: Big change.
 Steve: Tell me about it. So, what... *[fades out]*

1. Most of the people from the party are from the place where...
 - a) ...Steve works.
 - b) ...Steve studied.
2. Ellie is studying...
 - a) ...a masters in Business Administration.
 - b) ...Modern History.
3. Steve once studied...
 - a) ...a masters in Business Administration.
 - b) ...Modern History.
4. Steve's first degree was in...
 - a) ...Chemistry.
 - b) ... Business Administration.

3 Conversation practice

Write a dialogue between two people who've just met.



UNIT 10 Social Splash

Objectives

Vocabulary: Socialising

Structures: Features of conversational English

Useful skills: E-mail writing; arranging a meeting

Meeting someone

Choose the correct words.

1. Where are you
from / to?



2. Which company
do you work
by / for?



3. How long have
you *been / gone*
here?



4. Have you seen
much / many of
the country?



5. Do you like
them / it here?



6. Do you know
Chloe *on / in*
Marketing?



7. Here's my
business
panel / card.



8. We're going for
a drink. You're
happy / welcome
to come too.



Think about it!

When was the last time you met someone? What did you talk about? When was the last time you travelled abroad? Did you have to speak in a foreign language? Which one? Who did you meet there? How often do you travel abroad? Where do you go?

Vocabulary: Socialising

1 Matching

Match the text (1 to 4) to the pictures (a-d).

- This is my business card. It's got my e-mail address at the bottom.
- This is my friend, Harriet. She works with me.
- Have you met Aidan before? He's our top salesman.
- I'm from Italy. What about you? Where are you from?



2 Expressions completion

Complete the expressions with the words from below.

nice see pleased introduce I'm how

- A: How do you do?
B: _____ do you do?
- A: Hi, _____ Phoebe.
B: Pleased to meet you. I'm Jeff.
- A: Hi, I'm Sam.
B: _____ to meet you, Sam.
- I'd like to _____ you to Francesca.
- It was _____ talking to you.
- I hope to _____ you again some time.

3 Collocations

Make three sentences with any of the expressions from below.

- Go for a drink with someone
- Invite someone for lunch
- Call someone
- Get in touch with someone
- Play a game of (squash) with someone
- Have a party
- Arrange to meet someone
- Have dinner / lunch with someone

For example: *We went for a drink after work.*

4 Conversation completion

Read the conversation. Then, tick (✓) Yes or No.

Abbie: Hi, I'm Abbie Bates.
Connor: Connor Jones. Pleased to meet you.
Abbie: Pleased to meet you too. So, are you here for the conference?
Connor: Yes, I work at the Mitchell Corporation. What about you?
Abbie: I work for Haze Lighting. We've got a stand in the exhibition hall.
Connor: So, where are you originally from? I can't place the accent.
Abbie: Toronto. And you?
Connor: Well, I was born in Wales, but I've spent most of my life in England. Do you want to get a drink?
Abbie: Yes, I think they're serving tea and coffee over there. So, how long are you here for?
Connor: Four days. And you?
Abbie: We're leaving tomorrow. We're flying to London for a meeting with head office.
Connor: Oh, I work in London. Where's your head office then?
Abbie: Canary Wharf – in the Docklands area.
Connor: We're in the City – right near St Paul's cathedral.
Abbie: So, what did you think of... [fades out]

- | | Yes | No |
|----------------------------------------------|--------------------------|--------------------------|
| 1. Connor works at the Mitchell Corporation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Abbie works there too. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Abbie is from Australia. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Connor is Scottish. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Connor works in London. | <input type="checkbox"/> | <input type="checkbox"/> |



Think about it! Socialising

Do you ever socialise with your colleagues at work or college? When? Have you ever been to an office party? Did you enjoy it? Are there ever any college / office dinners? When? Have you ever been to a conference? What was it about? What are your favourite topics for small talk? Are you good at making small talk? Give examples. When was the last time you had to make small talk? What did you talk about?

Language Structures:
Conversation fillers

Feature	Example
<i>like</i> (this word is sometimes used to fill a gap or silence)	There's two, like , people, like , waiting at the side... I've got, like , about two minutes to, like , deal with it.
<i>you know</i> (this is used to fill a gap in a conversation, or to check that the other person is following you)	It's great, you know , because you can do it all from home. If you want any help, just, you know , ask.
<i>Er / erm</i> (these "sounds" are often used while people are thinking of something to say or they're unsure of what to say)	Erm , I'm not really sure. Er , what do you think? Erm , I don't really know how to put this, but, erm , we've just won the lottery!
<i>I mean</i> (this expression is used for self-correction or for clarifying something)	It's really good, I mean , it isn't bad. I'm thirty six, I mean , thirty seven.

Conversational filler identification

Read the text and put a circle around any features of conversational English. How many can you find?

Allison: So, what are you doing this weekend?
Karl: Oh, erm, I've got plans Saturday evening, but I haven't got anything planned for, erm, Sunday.
Allison: I'm going out on, like, Saturday night, with some friends for work, but I haven't got anything lined up for, erm, Sunday.
Karl: Well, erm, maybe we could, like, go out on Sunday.
Allison: Yes, that would, erm, that would be great. We could have, I mean, we could go to the cinema.
Karl: Sounds good. Was there, like, a film you, you know, wanted to see?
Allison: Well, I've heard that there's a good, erm, French film, I mean, the reviews are pretty good.
Karl: OK. That sounds, erm, great, erm, why don't I...
[fades out]

Repetition, Interruption & Hesitation

Here are some more interesting features of conversational English.

Repetition

This is when people repeat words:

- a) I never saw... saw it.
- b) It's the first... first time I've ever seen it.

Interruption

This is when one speaker interrupts another speaker.

- A: Well, I was just walking down the street when...
- B: ...which street?

Hesitation

This is when one of the speakers stops speaking temporarily – often because they're nervous or unsure of what they're saying.

- a) Erm, I'd just like to say that, erm, we're, erm, really angry about it.
- b) Erm, I don't know what you think, but I, erm, don't really, erm, like it.



2 Conversational descriptions

Write **R** (Repetition), **I** (Interruption) or **H** (Hesitation) next to each example.

1. This is... this is the best one.
2. **A:** I really don't know what you're talking...
B: ...what I meant to say was that...
3. I know what... I know what you mean.
4. **A:** Could you just tell me...
B: ...I know what we can do. We can...
5. Erm, I think, er, well, I'm fairly sure that, erm, that, it's, erm...

3 Expression analysis

Read over the conversation. Then, give a short description of each numbered expression in italics.

Eating out

- Doug:** So, (1) *erm*, do you eat out much?
Marta: No, no, not much. It's expensive, and, erm, besides, I quite enjoy cooking at home.
Doug: Yeah, I used to go out quite a lot because, (2) *you know*, it's so convenient, you know, if you get back home late and you're hungry, it's always easier to eat at, (3) *I mean*, to eat out and...
Marta: (4) *...yeah, I agree*. So, which restaurants did you like?
Doug: I don't know, I guess (5) *I used to...* I used to quite like Franelli's, you know, that place in the high street, (6) *their... their...* lasagne is delicious, but, (7) *you know*, I used to go once a week, (8) *I mean*, once every two weeks, so it got a bit boring. I think I just, (9) *like*, just ate there too often and then I got bored of it, so now I...
[fades out]

For example: 1. *conversational filler*

4 Fluency practice –

Answer the questions. If you're talking with a colleague, listen out for any features of conversational English (*er, erm, like, etc.*).

- What's your favourite country?
- What's your favourite dish?
- What do you like to watch on television?
- What kind of music do you like?
- Who's your favourite actor or actress?
- What sports do you like to watch?
- Is there a good restaurant near here?
- What's the best museum in this city?



Socialising

Activity type: a role play

The Meeting

Task

Imagine that you're at a conference in a foreign country. There's a coffee break and you've just met someone you know from before. Ask questions and make small talk with them as you wait for the conference to start again in five minutes. Use the topics below as prompts. Think of six questions to ask.

the news | film | football | music | the weather | clothes

books | cars | the home | free time | TV | the weekend

travel | sport | entertainment

Making small talk: asking questions

- You work at the accounting firm Peters&Brooks, don't you?
- Are you still working in advertising?
- Have you seen the latest Spielberg film?
- Did you see the game last night?
- Have you been to the modern art museum yet?
- Have you tried any of the local food?
- So, have you done much travelling in Europe?

Making small talk: showing interest

- Really?
- Oh, that's amazing.
- Yes, I heard all about that.
- No. What happened?
- Oh, no. That's terrible.
- I can't believe it.
- That is so typical of them.
- So, what happened after that?



Arranging a meeting

E-mail

Think of four expressions we can use for arranging a meeting. Then, compare your ideas with the expressions below.

Arranging a meeting

- Are you free on Friday?
- How does Thursday afternoon sound to you?
- Could you come along to an informal meeting in the afternoon?
- Do you think you could come around here to discuss it with us?
- Would you be able to attend a meeting on Monday at 10am?
- I was wondering whether you'd be available for a meeting next Friday at 4pm.

Confirming a time

- 10am would be perfect.
- That sounds great.
- That would be fine.
- Are you still OK for our meeting at...
- Yes, I'm free at that time.
- We're confirmed for noon tomorrow, aren't we?

Problems

- I'm afraid I won't be able to make tomorrow's meeting.
- Could it wait until I get back?
- I was just wondering whether we could meet at 7pm instead of 6pm.
- Friday's meeting has been switched to Tuesday. So, I can't make it.

E-mail analysis

Read the e-mail below. Then, write **T** (true) or **F** (false).

To: saunders48@yahoo.com
Subject: meeting next Friday

Dear Ms Saunders,
 It was great to see you last week. I was wondering whether you'd be available for a meeting next Friday 4th March. We'd like to go over the sales figures with you and get your thoughts on our proposals for improving them.

If it's all right with you, we'd like to meet in our office at 4pm, which is at 24 Walpole Street. If you're arriving by car, you can park in our car park. If you're coming by public transport, there's a train station just next to our offices. The trains run every 15 minutes, so they're pretty regular.

I look forward to hearing from you.
 Regards,
 Ellie Brown

1. Ellie Brown saw Ms Saunders last week.
2. Ellie proposes meeting next Thursday.
3. She wants to go over the sales figures.
4. Her office is at 34 Walpole Street.
5. She says that there's a train station just next to the office.

E-mail writing

Write an e-mail according to the instructions below.

1. Greet the recipient (invent a name).
2. Open the e-mail.
3. Propose a time for a meeting.
4. Say what the meeting is about.
5. Give instructions on how to get to your office.
6. Close the e-mail / sign off.
7. Say goodbye.

To: _____
Subject: _____
Re: _____
Dear _____,

UNIT 11 Festival Fun

Objectives

Vocabulary: Festivals

Structures: The future with *be + going to*; prepositions of time

Useful skills: Telephone English: taking & leaving a message

Music festivals

Read over the text. Then, write the name of a festival next to each question.

Live Aid

This event took place on 13th July 1985 in London and Philadelphia. Many famous musicians took part in concerts in these cities. Money was raised for famine relief.

Live Earth

This series of concerts took place on 7th July 2007. The idea was to raise awareness of global warming and promote the use of renewable energy. Concerts were held in cities around the world.

Live 8

This event took place on 2nd July 2005. There were concerts in cities around the world, including London, Paris, Berlin, Rome and Moscow. The idea was to convince the leaders of the G8 to cancel Third World debt.

Band Aid

This is the name of a British and Irish super-group that was founded in 1984 by Bob Geldof and Midge Ure. The idea was to raise money for Ethiopia. A song was produced called "Do They Know it's Christmas?" Bono (U2), Sting (The Police) and Phil Collins (Genesis) sang the song (among many others).

Which...

1. ...festival took place in 2005? _____
2. ...festival was designed to raise awareness of global warming? _____
3. ...band was formed to raise money for Ethiopia? _____
4. ...festival involved concerts in London and Philadelphia? _____

Think about it!

Have there been any events like these in your country? What were they for? Have you ever donated any money? What for? Have you ever taken part in an event to raise money for something? What was it for? Do you think events such as these are effective? Why? Why not?



Vocabulary: Festivals

1 Festival words

Write a word from below in the spaces (1 to 6).

- bonfire | parade/procession | float | stall
 firework display | street performer/entertainer

1. A musician/actor, etc. who performs in the street for money. _____
2. A table in a festival / party / street market, etc. where you can buy food, drinks or other things. _____
3. A large fire outside that is often part of a celebration. _____
4. A public event with lots of objects that produce loud noises and coloured flashes of light. _____
5. A group of people or vehicles moving through the street as part of a celebration. _____
6. A vehicle (often one that is decorated) with people on it in special costumes. _____

2 Collocations

Add words to the verbs/expressions. Then, write three sentences using the collocations.

- Raise money for... *charity, the poor...*
- Perform a... *song, puppet show...*
- Listen to... *live music...*
- Eat... *traditional food...*
- Take part in... *an event...*
- Enter... *a competition...*
- Take place in... *a village...*
- Raise awareness for / of... *a cause...*

For example: *They raised money for the medical centre.*

3 Festivals

Read the information about the festivals. Then, write T (true) or F (false) next to each statement.



Holi

Holi is a colourful Hindu festival which lasts for two days. Festival-goers burn a demon on a bonfire, and throw coloured powder and water on friends and relatives. There is also a lot of music and dancing and delicious food to eat. By the end of the day, everyone (and everything) is covered in a mass of colour. This festival is celebrated in countries such as India, Pakistan, Bangladesh and Nepal.



1. The Ivrea Orange Festival takes place in May.
2. Participants throw items of furniture.
3. The festival commemorates a rebellion against a ruler from the Middle Ages.
4. Holi is a Hindu festival.
5. During the festival, people throw coloured powder and water on one another.
6. The festival is celebrated exclusively in northern European countries.



Festivals >>

The Ivrea Orange Festival

The Ivrea Orange Festival takes place in February in the Italian town of Ivrea. During the celebration, participants throw oranges and other items of food at one another. This historic carnival commemorates the rebellion of the townspeople against Emperor Frederick of Swabia, commonly known as 'Barbarossa' (literally, 'Red Beard'). Barbarossa ruled the town in the Middle Ages (1194). The rebellion ended with the destruction of Barbarossa's castle. Many say the oranges represent the emperor's head.

Your turn!
 Write a short paragraph about a festival in your country.

Think about it! Festivals
 Are there any traditional festivals in your country? Give details. What do festival-goers wear to these festivals? What food is served at these festivals? What's your favourite festival? Why? Which international festival would you like to go to? Why? Have you ever participated in a festival? How? What's the strangest festival that you know about?

Language Structures:
The future with *be + going to + a verb*

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

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 rain.
- You're going to drop it if you aren't careful.
- He's going to lose the game.
- They're going to go by train.
- We're going to go skiing.
- We're going to see a film.



a



b



c



d



e



f

2 Ordering

Make questions with the words. Then answer the questions affirmatively.

For example: **Felix / look for / a new job / soon?**
Is Felix going to look for a new job soon? / Yes, he is going to look for a new job soon.

- Georgina / watch the football game / tonight?
- You / see the client / next week?
- Phil and Steve / see a film / on Thursday?
- You / go shopping / this evening?
- Your friends / have a party / next week?
- Zoe / train for the Olympics?

3 Ideas completion

Complete the sentences with your own ideas. Use *be + going to*.

- This afternoon, I'm going to...
- This weekend, we...
- Next week, I...
- Tomorrow, my colleague...
- According to the weather forecast, tomorrow...
- This afternoon, we...
- Next year, my company...
- In three years, I...

4 Sentence creation

Create as many sentences as you can with the future with *be + going to* in just two minutes. Use both affirmative and negative forms.

be, break, take, walk, work, live, catch, drink, eat, fly, get, give, go, hurt, keep, sell, show, see, run, call, lend, learn, think, understand, send, talk, speak

E-mail completion

Complete the e-mail with the correct forms of the verbs below.

eat visit work be have

To: Jessica@yahoo.com
Subject: catching up

**Hi Jessica,
How's it going?**

Just thought I'd let you know what's going on here. The big news is that Beth's going to Canada next year. She (1) _____ for a construction company. So, as she's leaving, we (2) _____ a going-away party for her, that you're invited to, of course.

The plan is to meet up in a bar for a few drinks next Saturday. After that, we (3) _____ at her favourite restaurant. Do you think you'll be able to make it? Jeff (4) _____ there too. I don't think you've met him, yet, have you?

By the way, Harrison and I (5) _____ the museum of modern art tomorrow. Do you fancy coming along? We aren't going to stay for that long as we're having lunch with Harrison's parents at 1pm, but you're welcome to come along if you want.

Let me know,
Speak soon,
Harriet

Your turn!
Write an e-mail to a friend or colleague. Talk about some of your future plans.

Prepositions of time

At
We use *at* for a precise and specific time: *at 7 o'clock, at noon, at midday, at midnight, at dinnertime, at sunrise, at sunset, at the moment, at the weekend, at night*

On
We use *on* for specific days and dates: *on Monday, on Saturdays, on 8th April, on Christmas Day, on her birthday, on New Year's Eve*

In
We use *in* for months, years and decades: *in May, in 2001, in the 1970s...*
We also use *in* for specific periods of time: *in the past, in the future, in the summer, in the Middle Ages, in the morning, in the evening...*

For
We use *for* to refer to a period of time (10 years, five days, three hours): *for three years, for 10 minutes, for 15 days, for three weeks...*

From & to (until / till)
We use *from* and *to* when we want to refer to periods of completed time in the past: *from 2001 to 2003, from 4pm till 6pm, from eight till late...*

During
We use *during* with nouns: *during the exam, during the game, during the war, during the holidays, during the day...*

Festival description
Complete the text with the correct prepositions.

**TravelEurope.com
Midsummer Festival**

The most famous celebration (1) _____ the town's calendar takes place (2) _____ the summer. The Midsummer Festival brings people from neighbouring towns and tourists to the town (3) _____ the last week of June. The celebrations take place (4) _____ the town's main park and last (5) _____ six days. Music stages, fairground rides and stalls selling local produce are set up among the trees and around the boating lake. Although the celebrations go on (6) _____ several days, the main event is (7) _____ Midsummer's Eve. At sunset a giant bonfire is lit and crowds gather to watch. A spectacular firework display usually takes place (8) _____ ten to eleven o'clock. The celebrations usually continue (9) _____ dawn.



Fluency practice

Answer the questions.

- What are you going to do this evening?
- When are you going to leave work / college today?
- Who are you going to speak to tomorrow?
- What sport are you going to do this weekend?
- Who are you going to have lunch with next week?
- What are you going to watch on television tonight?
- Who are you going to meet at the weekend?
- What music are you going to listen to later?

The Event

Activity type: a presentation

Task

You're in charge of organising a one-day event / festival. Give a short presentation explaining everything about the event / festival (see ideas below). In preparation, complete the chart below. Decide what you're going to include in the event / festival. Then, present your ideas. Be prepared to answer any questions.

Planning

- Festival name:
- Festival theme:
- Objective / aim:
- Date:
- Slogan:

Events

- 9-10
- 10-11
- 11-12
- 12-1
- 3-4
- 4-5
- 6-8
- 8-12
- 12-1

Outlining a proposal

- We're going to organise a...
- Things are going to start at...
- We're hoping to raise money for...
- We want to...
- Our aim is to...
- We want to ensure that...
- Our main priority is to ensure that...
- We'd like participants to...
- We're going to make sure that...

Asking questions about a proposal

- What time is it going to start?
- Who's going to participate?
- Are any famous people going to attend it?
- What's the point of...?
- What are you going to do about...?
- How much money are you hoping to raise?
- When are you going to...?
- How are you going to...?



Remember!

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

USEFUL SKILLS Telephone English PART III

Taking & leaving a message

1 Expressions analysis

Think of three expressions you can use for taking or leaving a message. Then, compare your ideas with the expressions below.

Taking a message

- May I take a message?
- Can I take a message?
- Would you like to leave a message?
- I'll let her know you called.
- I'll make sure she gets the message.

Leaving a message

- Could I leave a message, please?
- Can you tell her that Jane called, please?
- No, that's OK. I'll call back later.
- Do you know when she'll be back in the office?
- Could you ask her to call Sam when she gets in, please?
- My number is 467-2896, extension 476.
- Could you tell her to call me as soon as possible?



2 Conversation analysis

Read the telephone conversation. Then, complete the table.

- Receptionist:** Haystacks Electrical Equipment. How may I help you?
- Crispin:** Oh, hi. This is Crispin Gibbins. I'd like to speak to Joyce Bates, please.
- Receptionist:** Please hold the line. I'll just put you through. *[one minute]* I'm sorry but Ms Bates' line is engaged at the moment.
- Crispin:** Erm, could I leave a message, please?
- Receptionist:** Yes, certainly.
- Crispin:** Could you tell her that Crispin Gibbins from Markstown Communications called and that I

won't be able to attend the meeting today? If she needs to speak to me, she can reach me on my mobile. I'll just give you the number. It's 0876 36578.

Receptionist: OK. That's 0876 36578.

Crispin: Great. And also let her know that I'll send the information she needs tomorrow morning.

Receptionist: OK. I'll let her know you called, and I'll make sure she gets the message.

Crispin: Thanks very much.

Receptionist: No problem. Bye and have a nice day.

Crispin: Bye.

1.	Name of company contacted	
2.	Name of caller	
3.	Name of the person he'd like to talk to	
4.	Name of the caller's company	
5.	Message about the meeting	
6.	Caller's mobile phone number	
7.	Message about the information required	

2 Telephone conversation

Write out a telephone conversation in which the caller leaves a message.

UNIT 12 Away Days!

Objectives

Vocabulary: Team building

Structures: The Present Continuous for future plans; prepositions of place

Useful skills: Socialising: keeping the conversation going

Adventure choice

Read over the ideas for adventure weekends. Which excursion would you like to go on? Rank them from 1 to 5 (1 being your favourite).

Ballooning

Enjoy a day out in the countryside and watch the world from 200 metres above the ground. Three-hour round trip.

Abseiling

Conquer your fear of heights. Spend a day abseiling down a rock face. Fully-qualified instructors. 100% safety guaranteed.

Go-karting

Have fun racing against your colleagues in these mini-racing cars. Reach speeds of up to 25 km/h. Compete in six qualifying races.

Paintballing

Form groups and compete against one another with pistols that shoot little balls of paint. Also available: smoke bombs and paint grenades.

Clown School

Enjoy a day out learning how to entertain people: juggling, cake throwing, silly walks. All costumes and accessories (red noses, coloured wigs, large shoes, etc.) are provided.

Think about it!

What's your idea of a fun weekend? Have you tried any of these activities? What was it like? Have you ever been to a spa resort? When? What fun activity would you like to do next weekend?



Vocabulary: Team building

1 Matching

Match the words (1 to 8) to the definitions (a-h).

1. Team
2. Team-building exercise
3. Team spirit
4. Corporate event
5. Task
6. Goal / aim
7. Outing
8. Workshop

- a. An activity that's designed to help create a team spirit.
- b. A discussion and/or some practical work on a particular task or job.
- c. An activity organised by a company for the employees.
- d. A group of people who play or work together.
- e. An activity or job that you have to do.
- f. A short trip with a group of people from work / school, etc.
- g. A feeling of pride and loyalty in a team that makes people in the team want to do better.
- h. An objective – something you must do.

2 Sentence completion

Complete the sentences with the verbs from below.

suit create cater motivate increase
organise improve

1. We _____ for groups of up to 200.
2. They _____ workshops and training sessions.
3. They can adapt the programme to _____ the needs of the client.
4. The objective of the course is to _____ communication.
5. The event is designed to _____ employees.
6. The tasks will help _____ a good team spirit.
7. The overall aim is to _____ motivation in the workplace.



3 Advert analysis

Read over the advert. Then, write T (true) or F (false).

Team-Building.com!

Home About Us Services Products Support Contact

Give your employees a fun day out... and help improve productivity at work!

Are you looking to increase motivation at work? Do you want to create a better team spirit? If so, you need to send your employees on one of our events:

- **Problem-solving tasks** – teams compete to solve practical problems.
- **Fun days** – choose from ballooning, paintballing, zip-wire and go-karting.

A day out on one of our courses will really help improve communication. Plus, it'll help create a fantastic team spirit. During the day, employees will get to know one another (and themselves), and find out about their strengths and weaknesses. This will lead to increased productivity within your company... **GUARANTEED!**

Book any time during the week from 9 to 2pm or at the weekend from 9 to 6pm. For more information, please contact us by e-mail or telephone, or visit our website.

1. One of the fun-day activities includes rock climbing.
2. The organisers claim that the activities will lead to increased productivity.
3. Participants can attend during the week between 9 and 6pm.

Think about it! Team building

Have you ever done any team building activities? What were they? What are the benefits of creating a good team spirit? Have you ever been on a sports team? What was it like? Do you think you're more of a team player or an independent worker? Why? Why is team building so important? What ideas can you think of for team-building exercises?

Language Structures:
The Present Continuous for future plans

Affirmative	Negative	Interrogative
I'm seeing her at 6pm.	I'm not seeing her at 6pm.	Am I seeing her at 6pm?
You're seeing her at 6pm.	You aren't seeing her at 6pm.	Are you seeing her at 6pm?
He's seeing her at 6pm.	He isn't seeing her at 6pm.	Is he seeing her at 6pm?
She's seeing her at 6pm.	She isn't seeing her at 6pm.	Is she seeing her at 6pm?
It's seeing her at 6pm.	It isn't seeing her at 6pm.	Is it seeing her at 6pm?
We're seeing her at 6pm.	We aren't seeing her at 6pm.	Are we seeing her at 6pm?
They're seeing her at 6pm.	They aren't seeing her at 6pm.	Are they seeing her at 6pm?

We can use the Present Continuous for future plans. These plans are fixed at a certain time and for a certain place (a doctor's appointment, a game of tennis, etc.) and often arranged with other people.

For example:

- a) I'm meeting Abigail next Friday at 4pm for a meeting.
- b) They're having the party next Saturday at 10pm.
- c) She's seeing the dentist on Tuesday.
- d) I'm playing tennis with Harriet on Monday.

1 Matching

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

- 1. What are you doing tomorrow?
- 2. Who are you going to the party with?
- 3. What time are you leaving?
- 4. Where are you having the party?
- 5. When are you seeing the dentist?
- 6. How are you sending it?

- a. At Francesca's house.
- b. By registered post.
- c. We're playing football in the park.
- d. In about half an hour.
- e. Next Thursday.
- f. Jasmine.

2 Sentence completion

Complete the sentences with the correct form of the verbs below. Use the Present Continuous.

- give see sing play start arrive

- 1. I _____ the doctor tomorrow at 6 pm.
- 2. We _____ (not) our instruments in the concert tonight.
- 3. They _____ at the airport very early in the morning.
- 4. She _____ in the concert next month.
- 5. He _____ (not) the language course in May.
- 6. We _____ them the money later this week.

3 Schedule analysis

Look at Ben's plans for next Saturday. Make one affirmative and one negative sentence for each activity.

Things to do on Saturday

- See the dentist at 10 am
- Play tennis with Phoebe at 11:30 am
- Have lunch with Alfie at 2 pm
- Go to the cinema with Courtney at 4 pm
- Have dinner with Courtney at 7 pm
- Drinks with some friends at 10 pm

For example: **Ben is seeing the dentist at 10 am. He isn't seeing the dentist at 11 am.**

4 Newsletter completion

Complete the newsletter with the correct forms of the verbs below. Use the Present Continuous.

- give have x2 eat start arrive form hold

To: siobhan@yahoo.com
Subject: corporate event

Hi everyone,
This is just a reminder about the event scheduled for next week. As you know, we (1) _____ a fun day out at a top restaurant. World-famous chef Oscar Blumer (2) _____ us a master class in the morning, and then we (3) _____ two teams for a competition. More than 50 guests (4) _____ later in the evening. They (5) _____ at the restaurant and you are cooking the food. We (6) _____ more classes before lunch, but we (7) _____ the competition in the evening. We (8) _____ the prize-giving ceremony the following day.

If you've got any questions, please don't hesitate to ask.

Speak soon,
Ms Winters

5 Fluency practice

Answer the questions.

- Who are you meeting this evening? Why?
- What sport are you doing this weekend?
- What meetings are you having this week at work?
- When are you seeing the doctor next?
- When are you next going to the park?
- Who are you cooking for tonight?
- Who are you having lunch with this month?
- When are you next meeting your friends?

Prepositions of place

At (for a point)

at the corner, at the bus stop, at the top of the page, at the end of the road, at the entrance, at a party, at a conference, at a concert, at university, at reception, at the cinema...

In (for an enclosed space)

in the garden, in the office, in London, in the room, in a document, in the water, in a bag, in a city, in a village, in the water, in the air, in the newspaper, in hospital, in prison, in the street, in a room...

On (for a surface)

on the wall, on the ceiling, on the floor, on the bed, on a page, on the table, on the river, on the first floor, on the chair, on a horse, on the back of an envelope...



6 E-mail completion

Complete the text with the correct prepositions.

New Message

To: juliana36@yahoo.com

Subject: event for our employees

Dear Juliana,

Thank you for the brochure you sent us. My company is very interested in holding our event (1) _____ your venue. Could you clarify a few points please:

- We need to transmit the meeting via live satellite link to our head office (2) _____ Chicago. What technical equipment do you have (3) _____ site to assist us with this?
- How many people can be seated (4) _____ your café area? We will need to cater for at least one hundred people.
- What are the dimensions of the conference room tables? We will need to mount various pieces of equipment (5) _____ the tables. (You will find the measurements of the equipment (6) _____ the attached file)
- (7) _____ the last page of the brochure there is mention of "extra security arrangements" (8) _____ your venue. Could you let me know what the charge is for this service.
- Is there disabled access directly from the car port to the reception area? One of our clients will need wheelchair access to the area.

I'll be (9) _____ the office all day tomorrow if you need to contact me. For the rest of the week I'll be (10) _____ a conference in Florida but you can reach me (11) _____ my mobile.

Best regards,
Scott

Corporate Event

Activity type: presentation & discussion

Student A

You're going to present a plan for a fun day out. Use the idea below or invent your own. Answer any questions about it. Then, ask Student B questions about his/her event.

Student A

You're going to present a plan for a fun day out. Use the idea below or invent your own. Answer any questions about it. Then, ask Student A questions about his/her event.

Chocolate challenge

Learn how to make chocolates!

- 09:30: Meet at the chocolate factory. Welcome and coffee.
- 10:00: First class: a brief history of chocolate.
- 11:00: Coffee break.
- 11:30: Chocolate class I.
- 13:00: Lunch
- 14:30: Chocolate class II.
- 15:00: Afternoon tea and cakes.
- 15:30: Chocolate making.
- 16:30: Packaging, wrapping and presentation.
- 17:30: Official goodbye and certificate presentation.

Fun sailing

Learn how to sail a yacht!

- 09:30: Meet at the boat house for coffee and croissants.
- 10:00: Crew welcome and safety brief.
- 10:30: Lesson I: the principles of sailing.
- 11:00: Practise sailing in the bay.
- 12:00: Lesson II: yacht sailing.
- 13:00: Lunch in the boat house.
- 14:00: Lesson III: practical sailing in the sea.
- 16:00: Afternoon tea and cakes.
- 17:30: Official goodbye and certificate presentation.



Describing an event

- We're setting off at...
- There will be a class on... at...
- It'll be a great way to...
- People will be able to learn about...
- We're having lunch at...
- We're stopping off at...
- We're meeting up at...
- We'll all learn how to...
- It'll be great for creating...

Asking questions about an event

- What time is it starting?
- Who's coming?
- Who's invited?
- Can we bring spouses and partners?
- What time are we having lunch?
- What's the purpose of the event?
- What time does it finish?
- What's the itinerary for the day?
- What sort of activities will there be?



Remember!

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

Keeping the conversation going

1 Useful questions

Imagine you're in the middle of a conversation with someone. You don't know the person very well. Think of three statements and three questions that you could use to keep the conversation going. Then, compare your ideas to the questions/statements below.

Statements

- I've just read this incredible book.
- I went to this great restaurant last night.
- I've had a terrible day. When I...
- Something really funny happened as I was leaving the hotel...
- I heard this funny story on the news this morning.
- I saw a great film the other day.

Questions

- Are you doing anything interesting this weekend?
- Have you had a chance to do much sightseeing yet?
- So, what do you get up to when you aren't working?
- So, what are you doing this summer? Have you got any plans?
- You're a lawyer, aren't you? What made you want to go into law?
- So, where did you study?
- How did you get into your line of work?

2 Conversation analysis

Read over the conversation below. Then, tick (✓) Yes or No next to each question (1 to 6).

At a party

- Mark:** So, did you see the game last night?
Sophia: Yeah, it was pretty good. Shame they lost though. So, do you play football?
Mark: Not much these days. I just don't have the time, with the business to run and the kids to look after.
Sophia: So, how old are your children then?
Mark: Well, Jessica is seven and Ben is nine.
Sophia: Quite a handful, I should imagine.
Mark: Oh, yes, they keep me busy all right. So, have you got any plans for the summer holidays?

Sophia: Yes, Jamie and I are planning a trip to the Caribbean – to the Cayman Islands.

Mark: That sounds nice. Have you been there before?

Sophia: Many years ago. What about you? Are you going anywhere exciting?

Mark: Well, we're hoping to get away to France. My sister has got a house there. She's got two kids too, so our children will have a good time with their cousins.

Sophia: I've never been to the France. What's it like?

Mark: Oh, it's beautiful.

Sophia: Do you speak French?

Mark: A little bit. We used to go there more often when I was younger as my aunt had a house there, but I haven't been there for a while. So, what are you... *[fades out]*

- | | Yes | No |
|------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Did Sophia see the (football) game last night? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does Mark play much football now? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does Mark have three children? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is Sophia going to the Cayman Islands for her summer holiday? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is Mark going to Italy for his holiday? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Did Mark use to go to France when he was younger? | <input type="checkbox"/> | <input type="checkbox"/> |

3 Conversation challenge

Write out a conversation with questions and statements being used to keep the conversation going.



UNIT 13 Story Time

Objectives

Vocabulary: Anecdotes

Structures: The Past Continuous

Useful skills: E-mail writing; setting objectives

1 News stories

Look at the headlines. Choose two and make notes on what you think the stories are about.

Ten people arrested!

Tiger escapes!

Mystery solved!

"It was a nightmare!"

"He seemed like such a nice man!"

Concert drama

Ship sinks in mysterious circumstances

"I've lost it all!"

Think about it!

Have you read any interesting stories in the news lately? What were they about? What makes an interesting story? Which sections in the newspaper do you like to read? Do you read a newspaper every day? Why? Why not? Do you think it's important to read or listen to the news? Why? Why not?



Vocabulary: Anecdotes

1 Photo matching

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

1. She was walking down the street.
2. She saw a lottery ticket on the ground.
3. She picked it up.
4. She put it in her pocket.
5. She saw the lottery results on TV.
6. She had won a lot of money!



2 Story analysis

Read the text. Then, write **T** (true) or **F** (false) next to the statements.

Nathan: So, what are you looking so happy about?
Britney: I've just had an amazing day. I was walking down the street when I saw this lottery ticket on the ground. For some reason, I picked it up, put it in my pocket and then went home. Anyway, later that evening, I sat down on the sofa to watch the TV when they started announcing the winning lottery numbers. And guess what? The ticket that I'd found was one of the winning tickets!
Nathan: Incredible! So, how much did you win?
Britney: £30,000!
Nathan: Wow! So, what are you going to do with the money?
Britney: I'll probably get a new car.
Nathan: Good idea!

1. Britney found a lottery ticket in the park.
2. She picked it up and put it in her bag.
3. She heard the results of the winning lottery numbers on the radio.
4. She won £25,000.
5. She's thinking about buying a new motorbike.

3 Collocations

Match the verbs (1 to 5) to the words (a-e) to form collocations.

- | | |
|--------------------------------------|-----------------------------|
| 1. Wait... <input type="checkbox"/> | a. ...around the corner |
| 2. Come... <input type="checkbox"/> | b. ...at a bus stop |
| 3. Catch... <input type="checkbox"/> | c. ...someone for something |
| 4. Thank... <input type="checkbox"/> | d. ...someone's photo |
| 5. Take... <input type="checkbox"/> | e. ...a thief |

4 Blog analysis

Read the text on the blog. Then, choose the correct answers.

Petra's Blog

Home About Us Services Products Support Contact

Stories » »

Me in the news!
 Readers of my blog will be pleased to hear that I've been in the news. Yes, that's right! I'm famous. But why? Well, it all happened last week. I was waiting at the bus stop when a man ran past with a bag in his hand. Seconds later, an elderly woman came around the corner, shouting, "Stop! Thief! Stop!" Immediately, I ran after him. Eventually I caught up with him and told him to give me the bag. Incredibly, he did. Then, I held onto him until the police came. The old woman arrived a few minutes later. She took her bag back and thanked me. Soon afterwards, some reporters from the local paper arrived. They interviewed me and took my photo. There was a news report on the front page the next day. Click on the link below to read that one. More tomorrow!



1. When did the robbery take place?
 a) two weeks ago
 b) last week
2. Where was Petra waiting?
 a) in a train station
 b) at a bus stop
3. Who ran past first?
 a) the elderly woman
 b) a man
4. What had the thief stolen?
 a) a computer
 b) the elderly woman's bag
5. Where was the news report about the incident?
 a) on page 6
 b) on the front page

Your turn!

Write a short story about an incident.

Think about it! Stories, jokes & anecdotes

What are some of your favourite anecdotes? What are your top tips for telling stories / anecdotes? Where do you get your stories from? Are you good at telling jokes? Why? Why not? What are some of your favourite jokes? What are your top tips for telling jokes?

Language Structures:
The Past Continuous

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

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 Matching

Match the questions (1 to 6) to the answers (a-f). Then, ask and answer the questions in pairs. Invent answers.

- Where were you going?
- Who were you talking to?
- What was she doing?
- What was he singing?
- What were they doing?
- Why were they running?

- Because they were late.
- She was working.
- To the bank.
- Her favourite song.
- A colleague.
- Having a coffee.

2 Word order

Put the words in the correct order to complete the sentences.

- was / she / the food / eating
- playing / wasn't / tennis / she

- were / they / a letter / writing
- he / a horse / riding / was
- weren't / we / the football match / watching
- working / was / in the office / she

3 Sentence completion

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

- They _____ (watch) a film.
- He _____ (not cook) in the kitchen.
- We _____ (look) for you in the club.
- She _____ (wear) a bright blue T-shirt.
- I _____ (not study) at 8 pm.
- The cat _____ (run) away from the dog.
- They _____ (not write) the report when I walked into the room.
- She _____ (work) on the project when the phone rang.

4 Sentence creation

Create as many sentences as you can in the Past Continuous in just two minutes. Use the verbs below. Use both affirmative and negative forms.

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



Website completion

Complete the website text with the correct forms of the verbs in brackets. Use the Past Continuous.

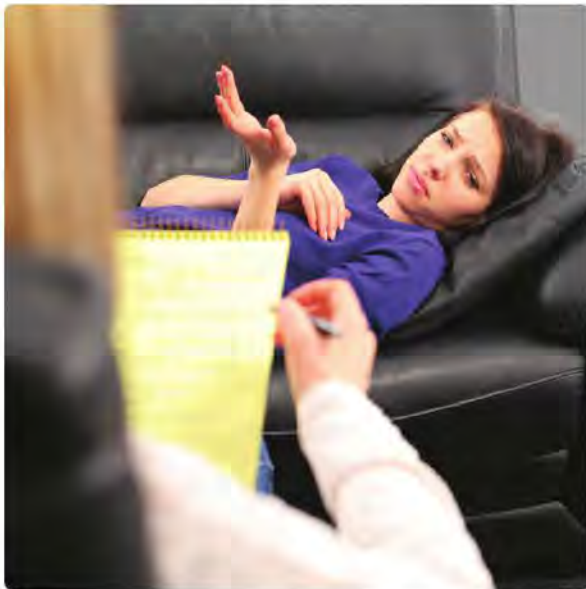
FunStories.com

Home About Us Services Products Support Contact

Stories – readers' anecdotes

Change of career

About six years ago, I was studying to become a lawyer. I was in my second year at university and I (1) _____ (work) really hard. As a result, I was beginning to feel quite stressed. There was so much to read and remember; and I (2) _____ (not have) much of a social life or any free time. But one day, my life changed completely. I (3) _____ (read) in the library when I heard someone crying. I looked around but I couldn't see where the noise was coming from. So, I got up to investigate and saw a girl. She (4) _____ (sit) on the floor and she looked really upset. I asked her why she (5) _____ (cry) and we talked for a long time. At the end of our chat, she was smiling and seemed to be much better. It was just boyfriend trouble and she just needed someone to talk to. As I (6) _____ (walk) home from the library, I had a strange feeling of happiness. I've always liked working with people and helping them. And it was then that I realised that studying law wasn't what I wanted to do. I (7) _____ (not enjoy) it because I wasn't really interested in being a lawyer. So, I changed courses and started studying to become a psychiatrist. Now, I work with children and adults, and I love my job.



Your turn!

Write a short paragraph about something that happened to you or something that had an effect on you.

Fluency practice

Answer the questions. Invent where necessary.

- What were you doing at 9 pm last night?
- Who were you talking to yesterday at 3 pm?
- What were you watching on TV at 10 pm last night?
- What sport were you doing at 4 pm on Sunday?
- Who were you having a drink with on Friday evening?
- What were you working on at 11 am yesterday morning?
- What were you doing at 10 am on Saturday morning?
- Who were you writing the e-mail to this afternoon?



The Anecdote

Activity type: story telling

Task

You're going to tell a story / anecdote. Choose from one of the categories below (or any other). Before starting, answer the questions in the Story Information Chart. Be prepared to answer any questions about your story and try to use the Past Continuous wherever possible. When you've finished your story, listen to any other stories and ask questions.

Story Topics

- A travel experience
- A day with a friend
- A difficult situation at work
- A special day
- A childhood experience

Story Information Chart

- Who is it about? _____
- Where did it happen? _____
- When did it happen? _____
- What happened? _____
- What happened in the end? _____

Storytelling markers

- As I was (walking down the street)...
- A funny thing happened as I was...
- It all started when...
- Suddenly...
- All of a sudden...
- Then... / Next... / After that... / Shortly afterwards...
- In the end,... / Eventually,... / Finally,...

Asking questions about a story

- What was (she) doing there?
- Why did that happen?
- Why didn't (he)...?
- What happened in the end?
- How do they know one another?
- What happened to them later?
- Where are they now?
- What happened the following day?



Remember!

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

UNIT 14 Property Plan

Objectives

Vocabulary: The home

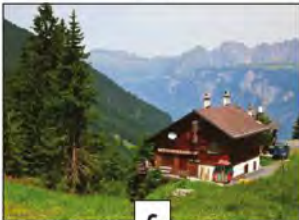
Structures: Comparatives & superlatives; possessive adjectives / pronouns

Useful skills: Telephone English: mistakes & problems

Home matching

Match the descriptions (1 to 8) to the pictures (a-h). What type of home do you live in?

1. **Detached house:** a house that is not joined to another house.
2. **Semi-detached house:** a house that is joined to another house on one side.
3. **Flat / apartment (US English):** a set of rooms on one floor of a larger building.
4. **Manor house:** a large house in the country where a rich person lives.
5. **Block of flats:** a tall building divided into several flats on each floor.
6. **Palace:** a large impressive building where kings and queens or aristocrats live.
7. **Cottage:** a small house in a village in the countryside.
8. **Chalet:** a small house in the mountains. Chalets are often made of wood.



Think about it!

What types of houses/flats have you lived in? What were they like?
What's the best house/flat you've lived in? What's the best house/
flat you've ever visited? What type of house do you live in now?
What's the best/worst thing about your neighbourhood?

Vocabulary: The home

1 Furniture matching

Match the furniture words (1 to 6) to the pictures (a-f). Can you think of any more items of furniture? What furniture have you got at home?

1. Sofa / couch
2. Armchair
3. Dining table
4. Stool
5. Carpet
6. Balcony



2 Paragraph creation

Use the words below to write a short paragraph about your house/flat.

the living room, the bedroom, the bathroom, the dining room, the kitchen, the balcony, the toilet, the garden, the garage, the attic, the cellar, the hall, downstairs, upstairs...

For example: *My house has got a big living room downstairs. There are three bedrooms and two bathrooms – one upstairs and one downstairs...*

3 Conversation analysis

Read over the conversation. Then, tick (✓) Yes or No. An estate agent is showing Paige a flat.

Estate agent: So, as you can see, it's a four-bedroom, first-floor flat. It's fully-furnished and comes with a washing machine, a fridge and an oven. It's also got a lot of natural light. Now, here's the living room. It's

got a television, a dining table and a sofa – all new. Moving through here to the kitchen, you can see that it's fully-furnished and newly-decorated.

Paige: Is the flat close to public transport?
Estate agent: Oh, yes. There's an Underground station about 200 metres down the road, and there are bus stops all along this road.
Paige: What's the neighbourhood like?
Estate agent: Very quiet. Most of the houses are occupied by young families. There are three parks in the area, and there's a street with a supermarket and other shops.
Paige: So, how much is the rent?
Estate agent: It's £1,300 per month.
Paige: Does that include all bills?
Estate agent: No. You'll have to pay the water and electricity bills apart.
Paige: OK. It sounds great. When can I move in?
Estate agent: It's available right now, so we can go back and do the paperwork if you like.
Paige: Fantastic.

- | | | |
|----------------------------------------------------|--------------------------|--------------------------|
| | Yes | No |
| 1. The flat has got four bedrooms. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It's on the second floor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It's fully-furnished. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There isn't much light. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It isn't close to any form of public transport. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. It's a quiet neighbourhood. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The rent is £1,300 per month. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The rent includes electricity. | <input type="checkbox"/> | <input type="checkbox"/> |

4 House choice

Read the two ads for accommodation to rent. Which one would you prefer? Why? Think of three reasons.

Flats to let

City centre

Three-bedroom apartment. Fully-furnished. Close to the centre of town. Good transport links. Parking space and built-in wardrobes. Communal gym. Recently decorated. £1,200 pcm (per calendar month).

Luxury estate

Live in peace and quiet just 10 minutes from the city centre. Four-bedroom house. Two en-suite bathrooms. Extensive garden. Three floors. Large garage with space for two cars. £1,400 pcm (per calendar month).

Your turn!
Write an advert for your house/apartment.

Think about it! My home
What do you like about your home? What changes would you like to make? What is there near your home? What shops are there? What types of houses or apartments are common in your country? Where's the best place to live in your country? What are your neighbours like? What would your dream home be like?

Language Structures:
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 use superlatives to compare more than two things. We use the superlative to describe the thing which has more of a 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."

1 Chart completion

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

	Adjective	Comparative	Superlative
1.	short	shorter (than)	the shortest
2.	cheap		
3.	long		
4.	old		
5.	nice		
6.	fat		
7.	healthy		
8.	tasty		
9.	happy		
10.	dirty		
11.	expensive		
12.	interesting		

2 Ordering

Put the words in the correct order to complete the sentences.

- is / Ken / than James / taller
- older / Max / than his boss / is
- bigger / my house / than yours / is
- than turtles / cheetahs / faster / can run
- is / her hair / than mine / longer
- cleverer / than cats / dogs / are

3 Sentence completion

Complete the sentences with the correct form of the comparative.

- Angelica is _____ (tall) than her sister.
- My sister is _____ (old) than my brother.
- This mountain is _____ (high) than the other one.
- You are _____ (young) than me.
- This film is _____ (interesting) than her first one.
- This book is _____ (expensive) than the other one.
- This food is _____ (good) than the food in Zany's restaurant.
- This song is _____ (bad) than the first one.

4 Error correction

Correct the superlative sentences.

- This dog is the faster.
- Your painting is nicest one here.
- This is the slower train in the world.
- He's the funny person I know.
- This is the more beautiful house in our neighbourhood.
- This is the expensivest restaurant in town.
- This book is most interesting one.
- This is the goodest place to be.

5 Sentence creation

Create as many sentences as you can with comparatives or superlatives in just two minutes. Use the adjectives below. Use both affirmative and negative forms.

short, cheap, long, old, nice, fat, healthy, tidy, tasty, good, bad, happy, dirty, pretty, boring, expensive, high, young, small, light, far, beautiful, cheap

6 Conversation completion

Complete the conversation with the correct form of the comparatives in brackets. Imogen and Oscar are trying to decide which office to rent.

Imogen: So, which office do you think we should get?
Oscar: Well, the first one is much (1) _____ (cheap) than the second one.
Imogen: Yes, but it's much (2) _____ (small) than the second one.
Oscar: I know, but I don't think we need so much space. Also, the first office is much (3) _____ (light) than the second one, and it's (4) _____ (close) to the centre of town.
Imogen: Yes, but the second office is in a (5) _____ (good) area – it's safer, and there are more links to public transport. Although it's (6) _____ (far) away, it's quicker to get into the centre of town – you can take the fast train.
Oscar: Yes, I know, but the first office was (7) _____ (beautiful) – it's just been decorated and it looks much (8) _____ (nice).
Imogen: I know, but we could spend a bit of money and make the second office even more beautiful.
Oscar: Oh, dear. I think we need someone else to help us decide.
Imogen: We can ask George – the head designer.
Oscar: Good idea. I'll give him a call.

Your turn!
 Write a short paragraph comparing your house / flat / office to someone else's.

7 Fluency practice

- Answer the questions. Invent where necessary.
- Are you taller than your brother/sister/parents?
 - Is your internet line at home faster than the one you have at the office?
 - Is your home/apartment smaller than your colleague's?
 - Is your car more expensive than your boss'?
 - Is housing cheaper in your town/city than other cities/towns in your country?
 - Where's the best place in your country for a holiday?
 - What's the most useful possession you own?
 - What are the best/worst things about your town/city?

Possessive adjectives / pronouns

Possessive adjectives	Possessive pronouns
This is my jacket.	It's mine .
Are these your books?	Are these books yours ?
His car is blue.	The blue car is his .
That isn't her computer.	That computer isn't hers .
This is its bed.	[Its as a pronoun isn't often used.]
Our flat isn't very big.	Ours isn't very small.
Is that their money?	Is that money theirs ?

We always put a noun after a possessive adjective:
 a) My car is new.
 b) This is her pen.

8 Word choice

Choose the correct words.
 Harvey and Vicky are looking around a friend's house.

Vicky: Oh, look! Their doors are just like (1) **our / ours!**
Harvey: Oh, yes, except they've painted (2) **their / theirs** a horrible green colour.
Vicky: Yes, and look at (3) **their / theirs** flooring. It's really dark – almost black.
Harvey: Yes, (4) **our / ours** is a lot nicer.
Vicky: What did you think of (5) **their / theirs** kitchen?
Harvey: There's a lot of space, but I hate the way they've decorated it.
Vicky: I agree.
Harvey: And what about the main bedroom?
Vicky: (6) **Our / ours** is a lot nicer. And did you see (7) **their / theirs** things lying around everywhere?
Harvey: Yes, at least (8) **our / ours** bedroom is a lot tidier... and cleaner. And (9) **their / theirs** bathroom was disgusting too.
Vicky: Oh, yes.
Harvey: And did you see (10) **their / theirs** son's bedroom. His bed wasn't made, and (11) **his / her** dirty clothes were all over the floor.
Vicky: At least our daughter picks (12) **her / hers** things up... [their friend Ruby suddenly walks in]. Oh, Ruby, hi. We were just having a look around.
Ruby: Feel free. So, what do you think of our new home?
Vicky: It's lovely.
Harvey: Really nice!



Renting a Home

Activity type: a role play

Bayview Gardens

Three-bedroom apartment in the city centre. Communal garden, gym, sauna and swimming pool. 24-hour security. Fully-furnished. Parking space. £1,800 pcm. 200 square metres. Lots of natural light.



Portland Road

Two-bedroom apartment ten minutes by car from the city centre. Unfurnished. Close to the train station, bus station and major shopping area. Parking space available at extra cost. £1,350 pcm. 120 square metres.



Stone Lane

Four-bedroom house in outskirts of the city. Fully-furnished. Close to all the local amenities. £1,800 pcm. Available in two weeks. 300 square metres.



Student A

You've just moved to a new city. You're looking for a house or flat. Look at the three available and ask questions about them. Try to negotiate a good price.

Asking about accommodation

- Have you got something a bit cheaper?
- Have you got something a bit bigger/smaller?
- Have you got anything with four bedrooms?
- It's a bit more expensive than I was hoping to pay.
- I was looking for something a bit closer to the centre.
- I don't think this is really what I'm looking for.
- Could I go around to see it?

Student B

You're an estate agent. You're going to talk to a potential client. Try to sell him/her one of the three flats/houses on offer. Explain all the benefits.

Selling something

- It's one of the best ones we've got available.
- I've got lots of other clients interested in this.
- This flat is one of the best ones on the market.
- It's one of the best properties we've got on the market.
- You won't get a better deal than this.
- It's got a lot of natural light.
- It's really close to the centre.

Mistakes & problems

1 Useful expressions

What sort of communication difficulties can there be during a telephone conversation? Think of as many as you can. Then, study the list of expressions below to compare your ideas.

Mistakes & problems

- I think you've dialled the wrong number.
- I'm sorry but I think you've got the wrong number.
- I'm sorry but there's no one with that name here.
- I'm sorry but I can't hear what you're saying.
- I'm afraid there's no one called John Masters here.
- Are you sure you've got the right number?
- I'm trying to reach John Smith at 769-2345. Have I got the right number?
- Could I just repeat that back to you, please?
- Could you speak up, please? I can't hear you very well.
- I think we got cut off.
- Could you repeat that address, please?
- The line's really bad. Could you call me back, please?

2 Conversation analysis

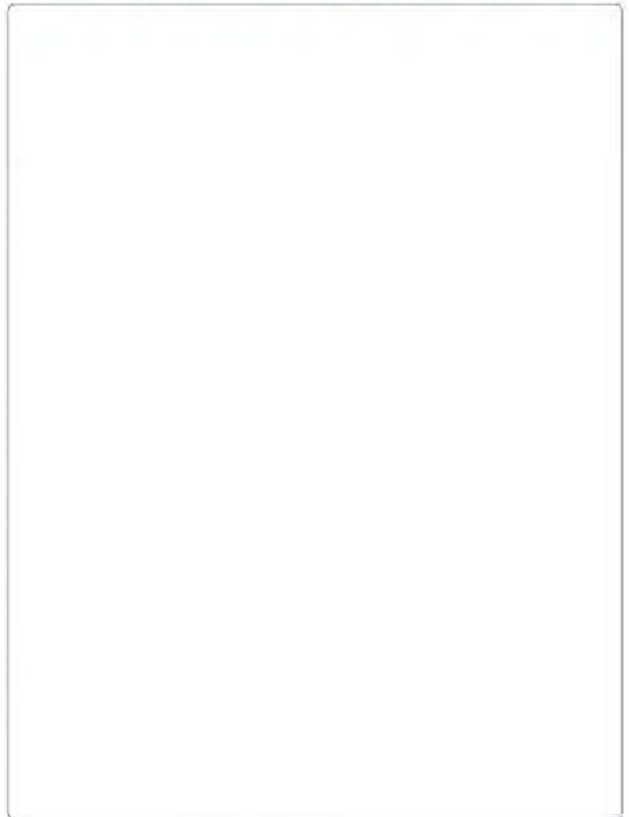
Read over the conversation. Then, write **T** (true) or **F** (false) next to each statement.

- Receptionist:** Hello The Royal Hotel, how can I help you?
Guest: Oh, hello, yes, I'd like to book a double room, please.
Receptionist: OK. When would you like the room for?
Guest: I'm sorry I can't hear you very well, could you speak up a little please?
Receptionist: When do you want the room for?
Guest: Saturday 5th March.
Receptionist: OK. I'll just check the availability. That's fine. Can I take your name please?
Guest: It's Mr Pennington.
Receptionist: Would you mind spelling that for me please, sir?
Guest: Yes, it's P E N N I N G T O N.
Receptionist: And could I have a phone number please?
Guest: 919 007 6565.
Receptionist: Could I just repeat that back to you please, sir?
Guest: Of course.
Receptionist: That's 919 007 6565.
Guest: That's correct.
Receptionist: Thank you, that's all booked for you then Mr Pennington.
Guest: Great, Thanks. Goodbye.
Receptionist: Bye.

1. The guest wants a single room.
2. The guest wants the room for 5th March.
3. No rooms are available for that date.
4. The guest's surname is Pennington.
5. His phone number is 919 227 6568.
6. The room is booked successfully in the end.

3 Telephone conversation creation

Write a conversation using at least two of the expressions from this unit.



UNIT 15 Food Fun

Objectives

Vocabulary: Food

Structures: Quantifiers

Useful skills: Socialising: invitations

1 Healthy food

Match the items of food (1 to 8) to the photos (a-h).

- Spinach
- Orange
- Garlic
- Salmon
- Broccoli
- Sweet potatoes
- Carrots
- Tomatoes



2 Food descriptions

Now write the name of an item of food from exercise 1 next to each description.

- The omega-3 fats in this fish can help reduce the risk of heart attack. Salmon
- This great tasting fruit is very rich in vitamin C. _____
- This white, strong-smelling vegetable is a great source of vitamins. _____
- This orange vegetable is an excellent source of vitamins A, C, D, E, K, B1 and B6. It is also rich in potassium, calcium, magnesium and phosphorus. _____
- This green vegetable looks like a flower and has lots of vitamin C and folic acid. _____
- This is reportedly one of the best vegetables you can eat. It is full of vitamin C, potassium, and fibre. _____
- This fruit (although many people call it a vegetable) has a lot of anti-cancer compounds. Ripe ones are protective against numerous types of cancer. _____
- This leafy, green vegetable is full of vitamins A, C and K. A famous cartoon character loved it! _____



Vocabulary: Food

1 Food identification

Write **F** (fruit) or **V** (vegetable) next to each item of food. Which ones do you like?

1 Pear

2 Potato

3 Pineapple

4 Strawberry

5 Celery

6 Peach

7 Courgette / zucchini (US English)

8 Aubergine

9 Grapes

10 Mushrooms

2 Classifying

Put six items of food in the columns according to your own preferences.

rice, cheese, sausage, yoghurt, honey, carrot, pear, apple, potato, orange, tomato, bread, pasta, eggs, toast, cake, chicken, banana, onion, broccoli, grapes, celery, pineapple, lettuce, courgette, ham, bacon, strawberry, fish, salad, lemon, sugar, cream, ice cream, salad dressing, mayonnaise

I like it	It's OK	I don't like it

3 Collocations

Add one more food word to each of the verbs below.

1. Slice (**cut into thin pieces**)... *a courgette*...
2. Fry (**cook in oil**)... *an egg*...
3. Roast (**cook in oil in the oven**)... *some pork*...
4. Boil (**cook in hot water**)... *some potatoes*...
5. Peel (**cut off the skin**)... *an orange*...
6. Bake (**cook in the oven**)... *a cake*...
7. Chop (**cut into small pieces**)... *an onion*...

4 Recipe analysis

Read the recipe. Then, choose the correct answers.

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Gourmet Grilled Cheese

Ingredients

- 2 slices of bread
- 2 slices of cheese (any kind you like)
- 2 slices of tomato
- Pesto sauce



Preparation

- Spread some pesto onto one slice of bread.
- Put two slices of cheese on top.
- Put two slices of tomato on top of the cheese.
- Cover with the second piece of bread.
- Heat a large non-stick frying pan over medium heat.
- Cover the pan with butter or oil.
- Add the sandwich to the frying pan.
- Cook for two minutes or until lightly browned.
- Turn the sandwich over and cook for two more minutes or until the cheese melts.

In order to make it, you need to...

1. ...spread the pesto onto *one / two* slices of bread.
2. ...put *one / two* slices of cheese on top.
3. ...cook it over a *medium / low* heat.
4. ...cook it for *two / three* minutes.
5. ...cook the other side for another *two / three* minutes.

Your turn!
Write a recipe for one of your favourite dishes.

Think about it! Food

What do you like to have for breakfast? What do you usually have for lunch? What's your favourite food to have in the evening? Do you generally eat healthy food? Give examples. What's your favourite fruit and vegetable? What type of meat or fish do you like? Would you ever consider becoming a vegetarian? Why? Why not? How often do you cook? What do you make?

Language Structures:

Quantifiers

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

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:

- a) There are *some* biscuits in the kitchen.
- b) 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:

- a) There aren't *any* biscuits in the kitchen.
- b) 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:

- a) There aren't *many* people there.
- b) 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:

- a) There's a lot of food. / There isn't a lot of food.
- b) 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."

Mini-dialogues completion

Complete the mini-dialogues with *some / any*.

1. Is there _____ milk in the fridge?
No, I don't think there's _____. I'll have to go and get _____.
2. Have we got _____ sugar?
Yes, there's _____ in the cupboard.
3. Are there _____ bananas?
Yes, there are _____ on the table.
4. Do you know if there's _____ salt in the salt pot?
I don't think there's _____ in this one, but there is _____ in the kitchen.
5. Have you got _____ money for the pizza delivery guy?
Yes, there are _____ coins and a few notes on the table in the living room.

Your turn!
Write a mini-dialogue in which someone asks about food in the kitchen/fridge.

2 Matching

Match the questions (1 to 5) to the answers (a-e).

1. Has this food got any salt in it?
 2. Are there enough chairs in the dining room?
 3. Have we got any milk in the fridge?
 4. We don't have any cake left for your friends.
 5. Are there any bananas in the kitchen?
- a. No, but there are some in the living room that we can use.
 - b. No, there aren't, but I'm just going to the supermarket so I'll get some there.
 - c. Yes, we have.
 - d. No, there isn't, but you're welcome to put some on.
 - e. Don't worry. I'll go and get some more now.

3 Question completion

Complete the sentences with *How much* or *How many*.

1. _____ money have you got?
2. _____ people are there?
3. _____ pizza is there?
4. _____ time have we got?
5. _____ apples are there?
6. _____ books are there?

4 Blog completion

Complete the conversation with *a, an, the, some, any* or *-*.

Erin's Blog

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Recipes » »
My favourite dishes

My favourite dessert is yoghurt cake. It's delicious and really easy to make. You need (1) _____ Greek yoghurt, cake, brown sugar and (2) _____ fruit. I use kiwi, pineapple and strawberries. If there aren't (3) _____ strawberries in the shops, simply use two bananas instead. When you've got all the ingredients, take (4) _____ bowl and put a layer of



cake at the bottom. Then, cut the fruit into small pieces. Next, add (5) _____ fruit on top of the cake. Then, put (6) _____ yoghurt on top of the fruit, and some brown sugar on top of the yoghurt. Then, repeat the process with more (7) _____ cake, fruit, yoghurt and sugar. Then, put (8) _____ dessert into the fridge and leave it for (9) _____ hour.

5 Sentence creation

Create as many sentences as you can with quantifiers (*some, any, much, many, etc.*) and the words below in just two minutes. Use both affirmative and negative forms, and use singular or plural forms.

sugar, salt, bread, time, money, chairs, tables, potatoes, milk, chocolate, pizza, toast, tea, coffee, sandwiches, computers, bananas, apples, pears, tomatoes, steak, fish, sausages, bacon...

6 Fluency practice

Answer the questions.

- How much chocolate do you eat a day?
- How many pizzas do you eat a week?
- How many times do you eat out at a restaurant a week?
- How much money do you spend on food a week?
- How much time do you spend cooking every week?
- How many times do you eat at fast-food restaurants a month?

7 Conversation completion

Complete the conversation with *little, a little, many, much, some, any, a/an, few, a few* or *-*.

Imogen: How's the diet going?
 Tristan: OK thanks. I'm slowly getting used to it.
 Imogen: So what types of food can you eat?
 Tristan: Well, most things, but very (1) _____ fat and sugar obviously. The whole diet is based on a points system. I've got (2) _____ book that tells me how (3) _____ points there are in various types of (4) _____ food.
 Imogen: So will you be able to come to dinner on Saturday?
 Tristan: Of course!
 Imogen: Great! Is there anything you can't eat?
 Tristan: Well, there are (5) _____ things. So, what are you making?
 Imogen: I'm going to grill (6) _____ chicken and fish and make (7) _____ salad. Can you eat fruit?
 Tristan: Yes, but the best is fruit such as melon or apples and oranges with (8) _____ calories.
 Imogen: I haven't got (9) _____ melon but I can get some. I was thinking of making a fruit salad with (10) _____ cream – but not too much! I expect you can't have cream can you?
 Tristan: Oh, (11) _____ cream won't hurt! I can cheat occasionally.

Recipe Description

Activity type: a presentation

Task

Choose a dish from this page or unit (or any other dish that you know about). Then, prepare a mini-presentation on how to make it. Be prepared to answer any questions at the end. Afterwards, listen to your colleague's presentation and ask questions.

Simple recipes/dishes

- Macaroni cheese
- French omelette
- Spaghetti carbonara
- Spanish omelette
- Salad
- Lasagne
- Spaghetti Bolognese
- Fajitas

Other?

Explaining a process

- First, you need to cut up the...
- Then, you need to add some...
- After that, you have to...
- Next, you have to...
- Before you put it in the oven, you have to...
- Don't forget to...
- Before taking it out, make sure...
- Finally, you need to...

Asking questions about a recipe

- How long do you need to leave it in the oven?
- How many people is it for?
- How many (apples) do you need?
- Where do you put the X?
- How much (pepper) should you add?
- Do you have to add the X?
- When do you mix it all together?
- How long does it take to cook?



Invitations

1 Useful expressions

What words or expressions can be used to make invitations? Think of three. Then, compare your ideas with the expressions below.

Making invitations

- Would you like to get a drink?
- Can I get you a coffee?
- We're going out to get some lunch. Would you like to come along with us?
- We're going for a drink later. You're welcome to come along too.
- We're having a few drinks later. Would you like to come?
- Do you want to get something to eat?

Responding to an invitation

- That sounds like a good idea.
- That would be fantastic.
- Yes, OK.
- That's a good idea.
- I'd love to.
- I'm sorry, but I really don't have the time.
- I'm afraid I'm a bit busy at the moment.
- I'm afraid I can't make it on Tuesday.
- I'm sorry but I'm not going to be able to make it.

2 Conversation analysis

Read over the conversations below. Try to think of words to go in the spaces.

A. The Conference

- Betty: Hey, I met you at that conference last year, didn't I?
 Simon: That's right. You're Betty Snape, (1) _____ you?
 Betty: Yes, and you are...?
 Simon: Simon Fenster. I think we spoke by e-mail too.
 Betty: Oh, yes. So, how are things (2) _____?
 Simon: Great, thanks.
 Betty: We're just about to go for lunch. (3) _____ you like to join us?
 Simon: Yes, that would be nice. I just need to make a quick phone call.
 Betty: OK. We'll meet you just outside the entrance in about five minutes.
 Simon: (4) _____. See you there.
 Betty: Bye.



B. The Cloakroom

- Macy: Hi, I'm Macy. Pleased to meet you.
 Nick: Nick Barker. Pleased to meet you, too.
 Macy: So, is this your (5) _____ time here?
 Nick: No, I was here last year.
 Macy: Oh, me too. Hey, do you know (6) _____ the cloakroom is?
 Nick: Yes, I think it's just down the stairs on the left.
 Macy: Great. I've been carrying this coat around all day. I'll be back in a minute.
 Nick: Oh, actually, we were just about to go to the café. Would you like to (7) _____ us?
 Macy: Yes, that sounds great. I really (8) _____ a coffee.
 Nick: OK. I don't think it's far from here.
 Macy: Great.



3 Conversation creation

Write up a dialogue between two people in which one person makes an invitation.

UNIT 16 How it Works!

Objectives

Vocabulary: How things work

Structures: The Present Simple Passive

Useful skills: E-mail writing: confirming information

1 Gadget matching

Write the name of a gadget next to the descriptions (1 to 8).

 tablet (computer)	 digital camera
 camcorder	 MP3 player
 video games console	 SatNav
 smartphone	 e-reader

1. A small digital device for listening to music.

2. A device for making telephone calls, taking photos, surfing online... _____
3. A gadget that gives you directions when you're driving a car. _____
4. A device you can use to play computer games.

5. A gadget for reading digital books.

6. A type of small computer with a touch screen.

7. A portable device that records moving images.

8. A gadget that takes digital pictures. _____

2 Descriptions

Use the expressions below to describe a gadget.

- It's a machine for...
- It's used for...
- People use it to...
- You can use it to...



Think about it!

Have you got any of the gadgets from this page? Which one is the most useful? Which one of these objects couldn't you live without? Which one would you like to replace? Why? Which one would you like to buy? Why?

Vocabulary: How things work

13 Descriptions

Complete the descriptions with the words from below.

box flat washes floors kitchen garden quickly

- Microwave oven:** a small machine for cooking food _____
- Oven:** a machine (in the shape of a _____) for cooking food.
- Iron:** a hand-held electrical device for making clothes smooth and _____
- Lawnmower:** a machine for cutting grass in a _____
- Fridge:** a large machine in a _____ that keeps food cool.
- Washing machine:** a machine that _____ clothes.
- Vacuum cleaner:** a machine that cleans carpets and _____

14 More descriptions

Complete the descriptions with the words from below.

dries people rooms cups spray temperature detect

- Dishwasher:** a machine that washes dirty plates and _____, etc.
- Washer-dryer:** a machine that washes clothes and also _____ them.
- Air-conditioning:** a mechanical system that cools the _____
- Heating:** a mechanical system that makes cold _____ warm.
- Smoke detector:** a device that can _____ smoke.
- Fire extinguisher:** a cylinder filled with a substance that you can _____ on fires.
- Intercom:** a device in your house that lets you speak to _____ in the street.



15 Blog analysis

Read the website description. Then, put the sentences in the correct order.

Howitworks.com

Home About Us Services Products Support Contact

Machines >>
Fire extinguishers >>>

Fire extinguishers

At the top of the fire extinguisher there's a small cylinder that is filled with compressed gas. In order to operate the extinguisher, you pull out the safety pin and push down on the lever. When this happens, a valve is opened and the compressed gas in the top cylinder is released. When the gas is released, the fire extinguishing material in the main cylinder is forced up through the hose and out of the nozzle. This fire extinguishing material is used to cover a fire and deprive it of oxygen, which causes it to go out.

- The fire extinguishing material is forced up through the hose and out of the nozzle.
- A valve is opened.
- The fire is extinguished.
- First, you pull out the safety pin and press down on the handle.
- The compressed gas in the top cylinder is released.
- The material is used to cover the fire.

Think about it! Electrical appliances

What electrical appliances do you have at home? Which one is the most useful? Are you good at repairing things? Give examples. What was the last thing you repaired? What do you do when one of your electrical appliances breaks down? Are you good at understanding instruction manuals? Give examples. What's your favourite / least favourite electrical appliance? What electrical appliances might exist in the future?

Language Structures:
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."

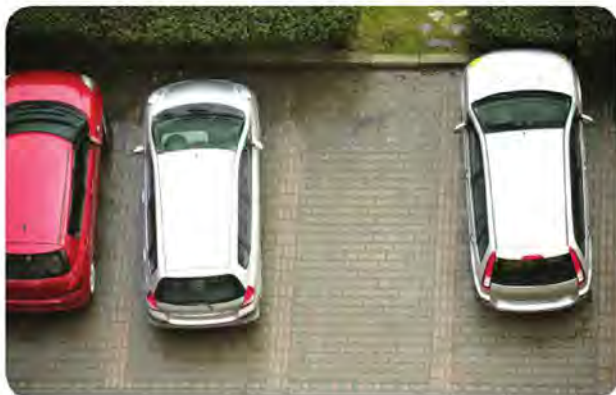
With the Active Voice, the subject (the person doing the action) is the focus of the sentence and comes at the start of the sentence. For example, "They make the cars here."

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 Matching

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

- The statue is cleaned once a year.
- The watches are sold in shops in the city centre.
- The images are edited on a computer program.
- The songs are recorded in a recording studio.
- The dolphins are fed three times a day.



2 Sentence completion

Complete the sentences with the correct forms of the verbs in brackets. Use the Present Simple Passive.

- The castle _____ (maintain) with public money.
- The bills _____ (send) out at the end of the month.
- The office _____ (clean) once a week.
- The films _____ (show) in English.
- The televisions _____ (not make) in Japan.
- The food _____ (prepare) by one of our top chefs.
- The cars _____ (repair) in this garage.
- The anti-virus program _____ (not update) regularly.

3 Transformation

Transform the sentences into the passive. Do not include the agent (the person who does the action).

- They produce the software in Ireland. **The software is produced in Ireland.**
- They design the jewellery in China.
- They translate the book into many languages.
- They open the documents in Word.
- They hold parties here once a month.
- They construct the houses very quickly.
- They write the reports on this computer.
- They export the cars all over the world.

4 Sentence creation

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

take, watch, catch, produce, import, export, manufacture, read, buy, drink, eat, fly, give, keep, sell, show, call, teach, send, speak, move, use, pay, write, translate

5 E-mail analysis

Read the e-mail. Then, answer the questions **T** (true) or **F** (false). Then, read over the e-mail again and find examples of the Present Simple Passive.



1. Jake has got a new video games console.
2. It's made by Fire-Systems.
3. It comes with a free dance class program
4. The program shows you what to do.
5. Jake offers to let Libby try his games console.

Your turn!
Write an e-mail to a friend describing something you've just bought.

6 Product description

Complete the product description with the words from below.

- fixed produced ~~equipped~~ viewed fitted controlled
designed used

Rite-Nite HD 32-inch flat screen TV

This product is (1) equipped with a Freeview tuner and has access to over 50 digital channels as well as 25 digital radio stations. It can be (2) _____ to a wall or a stand. Its slim shape is (3) _____ to fit into even small spaces.

The TV is (4) _____ with a USB port and can also be (5) _____ as a PC monitor. Photos and internet images can be (6) _____ in high definition.

Exceptional high quality sound is (7) _____ by the TV's advanced in-built speakers. The direction and quality of the sound is (8) _____ by the handset. A choice of surround-sound, cinema effect or standard is available.



7 Appliance description

Read the conversation. Then, choose the correct options.

- Megan:** OK, now this is the office photocopier. In case you didn't know, all our computers (1) *are connected / connect* to the photocopier, so you can print directly from your computer. Right, well, first of all, the photocopier (2) *is turned / turned on* with this switch at the back. The paper (3) *is placed / placed on* the glass. Then, you simply press this button and the page (4) *is photocopied / are photocopied*.
- Harry:** Great.
- Megan:** Now, it's also got a scanner. The scanner (5) *selects / is selected* with this button here. Then, you choose the computer you'd like to scan the document to and then place the document on the glass. The image (6) *sends / is sent* directly to the computer you've selected.
- Harry:** What if the paper gets jammed?
- Megan:** You simply follow the instructions that appear on this little screen. The position of the paper (7) *is indicated / has indicated* on the diagram. Then, you simply open the photocopier and remove it. If it's still not working, you need to get in touch with the technician. The number for that (8) *keeping / is kept* in the Useful Numbers file on the shared area.
- Harry:** OK.
- Megan:** If it runs out of paper, you need to get some more from the boxes of paper that (9) *are stored / stored* in the admin department. And if it runs out of ink, you need to replace the ink cartridge. But don't throw the empty ones away. They (10) *collecting / are collected* every two months and recycled.
- Harry:** That's great. Thanks so much.
- Megan:** No problem.

Process Description

Activity type: a presentation**Task**

You're going to explain how something works or how it's used. Choose a machine, appliance or gadget from this unit (or any other device). Either explain how the device works, or explain how it is used and why. Be prepared to answer any questions. Use these expressions to order your description of how it works: *First, Then, After that, Next, Finally*, etc.

Describing something

- It's made of...
- The paper is placed here.
- It's primarily used for...
- The diagram will indicate...
- It's produced/manufactured in...
- You can use it to...
- It's equipped with...
- They're kept in the...

Asking how something works

- What happens if you press this button?
- Where does the paper go?
- How does this part work?
- Where do I put this?
- What's this button for?
- What does this do?
- How do I get it to...?



Confirming information

Useful expressions

What expressions can we use for confirming information? Think of two. Then, think of two questions to ask in an e-mail. Finally, compare your ideas with the expressions below.

Confirming information

- I received the report you sent, thanks.
- The file you sent arrived last night.
- I've received the audio file, thanks.
- I've got the corrections you sent. Thanks very much.
- The information arrived yesterday. Thanks.
- Got it, thanks! (informal)

Asking questions

- When do you need this by?
- What's the deadline for this?
- Have you got a copy of the brochure in English?
- Do you need me to bring anything with me for the meeting?
- How urgent is this?
- Is there anything I can do to help?

E-mail analysis

Read over the e-mail below. Then, choose the correct answers.

To: dave96@hotmail.com
Subject: documents received

RE: files received
Hi Dave,

I hope all is well.
 We received the two Word documents you sent last night, and we've just downloaded the material you uploaded to our FTP site. Thanks for doing that so quickly.

Just one thing, when do you think you might have the third document ready? We'd ideally like to work on them all at the same time. One other question, what's the deadline for this project? I don't think we discussed that in our last meeting.

As you know, we're working on the spreadsheets right now. We'll have finished that job by early next week. However, if you need them earlier, please let us know as soon as possible so we can rearrange our schedule.

Speak soon,
 Regards,
 Laura

1. How many Word documents were sent?
 - a) two
 - b) three
2. When were they sent?
 - a) last week
 - b) last night
3. What's the deadline for the project?
 - a) It isn't known.
 - b) Wednesday morning.
4. When will Laura finish working on the spreadsheet?
 - a) by early next week
 - b) by next Friday

Write an e-mail

Write an e-mail according to the instructions below.

1. Greet the recipient (invent a name).
2. Open the e-mail.
3. Confirm that you have received something
4. Ask two questions about something
5. Close the e-mail / sign off.
6. Say goodbye.

To: _____
Subject: _____

Revision Page

Congratulations! You have almost finished the course. You just need to do your final Progress Evaluation test. This is to check your understanding and to monitor your progress. The test will be based on units 9 to 16 of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Grammar, Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening activity aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The grammar will be based on the units you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. During this evaluation, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

Good luck!

Language Structures

Here are some basic exercises to test your knowledge of the language structures you have been working on. Complete the sentences with the correct form of the verbs in brackets, and according to the tense indicated.

1. She _____ (eat) at this restaurant before. (Present Perfect)
2. We _____ (see) her later tonight. (future with *be + going to*)
3. They'll be there _____ 6pm. (prepositions of time)
4. I _____ (play) tennis with her tomorrow afternoon. (future with the Present Continuous)
5. Just put it _____ the table, please. (prepositions of place)
6. He _____ (talk) on the phone when we arrived. (Past Continuous)
7. This film is much _____ (good) than the other one. (comparatives)
8. This is the _____ (interesting) book I've ever read. (superlatives)
9. She told us to leave _____ jacket on the table. (possessive adjectives)
10. There aren't _____ apples in the fridge. (quantifier)
11. The shoes _____ (make) in the USA. (Present Simple Passive)

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 the course are...

- a. Positive
- b. Negative
- c. OK

B What can I do?

Put ticks. Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent). I can use...

- a. ...Quantifiers.
- b. ...The Present Continuous for future plans.
- c. ...the Past Continuous.
- d. ...the future with *be + going to*.
- e. ...the Present Perfect.
- f. ...the Present Simple Passive.
- g. ...Comparatives and superlatives.

C New language

Complete these sentences 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

My new objectives for next year are to improve my...

- a. ...speaking skills.
- b. ...listening skills.
- c. ...reading skills.
- d. ...pronunciation.
- e. ...writing skills.

Very shortly, you will be sent an opinion form to fill out. However, if you have any additional comments to make, please send them to classes@hotenglishmagazine.com. We always appreciate your feedback! Thanks.

RESOURCE SECTION

Answers



UNIT 1 Introduction unit

1 Greeting!

	Jessica	Harry	Molly
Surname	Marlow	Bates	Smith
Age	29	32	26
Nationality	Canadian	English	Australian
City of residence	Toronto	London	Hong Kong

1 f 2 e 3 d 4 a 5 c 6 b

4 1. translate; 2. mean; 3. word; 4. pronunciation; 5. page; 6. toilet; 7. traffic; 8. understand; 9. repeat; 10. slowly

7 1 f 2 e 3 d 4 c 5 a 6 b

8 1 j 2 d 3 f 4 a 5 h 6 b 7 g 8 e 9 i 10 c

10 1. is; 2. has got; 3. is; 4. has got; 5. isn't; 6. is

2 Practical English

	Crime report sheet
1. Name and surname	Caitlin Harper
2. Address	14 Marple Street
3. Missing object	Bag
4. Time lost	Last night
5. Place where lost	On the train (most likely)
6. Description of item	Small and green
7. Items inside bag	Purse, passport and books
8. Contact number	698 342 786

UNIT 2 City Delight!

1 Top cities

- Ottawa;
- Bristol;
- Buenos Aires;
- Santander;
- Cape Town;
- Seattle;
- Vienna;
- Melbourne;
- Shanghai;
- Copenhagen

2 Matching

1 g 2 d 3 a 4 e 5 b 6 h 7 c 8 f

4 Places not there: library, supermarket, cinema

3 Sentence order

- Phoebe is at work.
- Jasmine and Brandon are in the garden.
- He's 29 years old.
- I'm from Australia.
- Rachel is at the cinema.
- We aren't at home.

4 Word choice

- There are;
- There are;
- There's;
- There are;
- There isn't;
- There aren't

5 Sentence completion

- has got;
- haven't got;
- has got;
- hasn't got;
- has got;
- has got;
- haven't got

6 Telephone conversation

- no;
- no;
- no;
- no;
- no;
- no

7 E-mail completion

- is;
- am;
- is;
- isn't;
- are;
- is;
- has got;
- aren't;
- is

8 Conversation analysis

Location of...	City information
1. ...the main square	At the end of the road
2. ...the shops	In the high street
3. ...the zoo	About ten minutes from the city
4. ...the art museum	Near the main square
5. ...the natural history museum	In the park
6. ...the modern art museum	At the end of the high street

Useful skills: e-mail

1 Parts of the e-mail

- subject box line;
- summary of the topic (re);
- greeting;
- opening;
- main body;
- closing / signing off;
- goodbye

UNIT 3 How are you?

1 Speech bubble completion

- name;
- work;
- do;
- studying;
- department;
- type

2 People matching

1 c 2 d 3 a 4 b

3 Re-writing

- She often gets up late.
- They always tidy up after they've finished eating.
- He doesn't usually go to the gym.
- She hardly ever goes to the cinema.

4 Ordering

- She plays tennis at the weekend.
- He doesn't like the film.
- They usually work on Saturday mornings.
- She often goes skiing at Easter.
- He usually has lunch in a restaurant.
- They don't often go to the gym on Friday afternoon.

5 Sentence completion

- likes;
- don't go;
- play;
- reads;
- doesn't play;
- don't like;
- do (you) live;
- does (she) go

6 Word choice

- gets;
- finishes;
- doesn't let;
- works;
- work;
- produce;
- manage

7 True / false

1 F 2 F 3 T 4 T 5 T 6 F 7 T 8 F

8 Conversation completion

- do (you) work;
- does it take;
- take;
- do you have;
- do you usually go;
- go;
- do you finish;
- stop

Useful skills

1 The phone call

- may;
- this;
- name;
- company;
- sorry;
- message;
- call;
- gets

UNIT 4 Partners!

1 Famous partners

- Larry Page and Sergey Brin

- Wilbur and Orville Wright
- Sam, Jack, Albert and Harry Warner
- Laurel and Hardy
- Bonnie and Clyde
- Lennon and McCartney
- Richard and Maurice McDonald
- Ben Cohen and Jerry Greenfield

2 Photo matching

1 c 2 a 3 b

3 True or false

1 T 2 F 3 F 4 T 5 T 6 T

4 Contractions

- I am writing the e-mails.
- He is playing tennis.
- She is not doing a lot of work.
- They are not waiting for you.
- We are working from home today.
- They are not walking in the park.

5 Sentence completion

- Evie is reading a book.
- Aaron is listening to some music.
- Bradley and Emily are cooking some food.
- Eddie is watching television.
- Freya and Amelia are playing a computer game.
- Maria is riding a horse.
- Sam isn't working in the office at the moment.
- Shelly isn't responding to her calls.

6 **Sentence creation** Student's own answers.

7 **Picture description** Student's own answers.

8 E-mail choice

- am working;
- am writing;
- are having;
- are trying;
- is getting;
- aren't having;
- is working;
- are having;
- is booking

9 Telephone conversation analysis

- yes;
- no;
- no;
- no;
- no;
- no

Useful skills

1 Conversation completion

- meet;
- before;
- think;
- work;
- business;
- here;
- met;
- shall;
- idea;
- staying

UNIT 5 What was it like?

1 Dialogue matching

1 d 2 a 3 b 4 c

2 Classifying

Positive: great, fantastic, amazing, exciting, brilliant, incredible, wonderful, marvellous, out-of-this-world

Negative: terrible, awful, boring, late, tired, disappointing, nasty, horrible, disgusting

3 Conversation analysis

- Zara Jones: in charge of marketing
- Frank Smithers: the owner of the company
- Paige Brown: the president of the company
- Harry Marks: in the finance department
- Samantha Franks: the founder of the company

RESOURCE SECTION

Answers



1 Matching

1c 2e 3d 4a 5b

2 Word order

1. She was with her friend.
2. They weren't at work.
3. I was at my uncle's house.
4. She wasn't in the park.
5. I was really angry with them.

3 Sentence completion

1. were; 2. wasn't; 3. were; 4. was; 5. wasn't; 6. weren't; 7. wasn't; 8. weren't

4 Sentence creation

Student's own answers.

5 Photo analysis

1. no; 2. yes; 3. yes; 4. no; 5. no; 6. yes

6 Conversation analysis

1. Petra's surname was Martinelli.
2. She was from Italy.
3. She was really nice.
4. She was there for about six years.
5. She was the head of marketing.
6. She is in Australia. (most probably)

7 E-mail completion

1. were; 2. was; 3. were; 4. was; 5. were; 6. weren't; 7. wasn't; 8. was; 9. were

Useful skills

1 E-mail order

c1 e2 g3 a4 b5 d6 f7

UNIT 8 Shopping Fun

1 Matching

1d 2b 3c 4a 5e 6f 7h 8g

2 Expressions completion

1. on; 2. rooms; 3. for; 4. with; 5. free; 6. online; 7. form; 8. item; 9. refund; 10. receipt; 11. for; 12. store

3 Conversation analysis

1. no; 2. no; 3. yes; 4. yes; 5. no

4 Matching

1e 2d 3c 4f 5a 6b

5 Word choice

1. fell; 2. found; 3. didn't hear; 4. told; 5. didn't understand; 6. woke; 7. sent

6 Sentence completion

1. worked; 2. didn't pass; 3. listened; 4. sent; 5. didn't go; 6. bought; 7. took; 8. had; 9. saw

7 E-mail completion

1. made; 2. ordered; 3. paid; 4. took; 5. didn't have; 6. were; 7. called; 8. spoke; 9. told; 10. didn't seem; 11. could

8 Conversation completion

1. Caller's full name:	Max Taylor
2. Purchasing reference number	T-356X984
3. Last four digits of his credit card	4897
4. Missing items	a pair of jeans and two T-shirts
5. Date order placed	7th January
6. Last time spoke to someone	About two weeks ago
7. Person he spoke to	Ms Givens
8. Date of call	20th February

Useful skills

1 Telephone conversation completion

1. wondering; 2. available; 3. next week; 4. flying; 5. single; 6. have; 7. flight

UNIT 9 Work Time

1 Matching

1f 2e 3d 4c 5b 6a

2 Expression completion

1. do; 2. make; 3. do; 4. make; 5. make; 6. do; 7. make; 8. make; 9. make; 10. make; 11. make; 12. do

3 Expression choice

1. with; 2. on; 3. on; 4. part-time; 5. on; 6. attend; 7. deal

4 Conversation analysis

1T 2T 3F 4T

5 Website questions

1. At the University of Marston.
2. Because they're redecorating her office.
3. She works for 8 hours a day.
4. She finishes work at 6pm.
5. She lives in the centre of the city.
6. She often goes skiing or cycling.
7. She's got two children.
8. Because her bike is broken.

6 Sentence completion

1. works; 2. is working; 3. goes; 4. is travelling; 5. uses; 6. is using

7 Conversation completion

1. do (you) do; 2. check; 3. make; 4. deal; 5. start; 6. are (you) doing; 7. am organising; 8. am making; 9. am preparing

8 Conversation analysis

1T 2F 3T 4F 5F 6T 7F

Useful skills

1 Conversation analysis

1. yes; 2. yes; 3. no; 4. no; 5. no

UNIT 10 Problems!

1 Self-help books

1b 2c 3e 4a 5d 6f

2 Expression completion

1. with; 2. with; 3. to; 4. on; 5. on; 6. with; 7. with; 8. with; 9. at; 10. with

3 Mini-dialogues analysis

1. Jamie; 2. Gabriel; 3. Lydia; 4. Max; 5. Colette; 6. Daisy

4 Matching

1e 2c 3f 4d 5a 6b

5 Functions

1. obligation; 2. ability; 3. advice; 4. ability; 5. prohibition; 6. possibility; 7. possibility

6 Error correction

1. I should speak to her.
2. She can see it.
3. ✓
4. Do you think it might rain?
5. They should say sorry.
6. ✓

1 Student's own answers.

2 Student's own answers.

3 Student's own answers.

4 E-mail completion

1. must;
2. should;
3. should;
4. can't;
5. can;
6. might;
7. could;
8. must;
9. might;
10. could

Useful skills

1 E-mail analysis

1. Ms Simmons.
2. Sarah Nichols.
3. Photos.
4. Revised figures.
5. Opinions on the proposal they sent earlier.
6. Next week.

UNIT 11 Free Time

1 Matching

1e 2f 3a 4d 5c 6g 7h 8b

2 Word choice

1. of; 2. along; 3. time; 4. at; 5. for; 6. afterwards; 7. of; 8. into; 9. of; 10. at; 11. for

3 Matching

1d 2f 3b 4e 5a 6c

4 Sentence completion:

1. will go
2. will (probably) have
3. will (probably) go/come
4. will buy
5. will wear
6. will call
7. won't be able

5 Predictions

Student's own answers.

6 Mini-dialogues

1. remember; 2. get; 3. have to; 4. go; 5. I'll be able to; 6. give

7 Conversation completion

1. a; 2. the; 3. -; 4. a; 5. a; 6. a; 7. -; 8. the; 9. -; 10. a; 11. -; 12. -; 13. the; 14. -; 15. a; 16. the

Useful skills

1 Conversation analysis

1. Tompkins Office Supplies
2. Pauline Spane
3. Ms Hargreaves
4. Summers International
5. Having lunch
6. To cancel the 3pm appointment

Revision page (units 1 to 11)

1. is; 2. aren't; 3. goes;
4. doesn't like; 5. was; 6. worked;
7. saw; 8. leave; 9. will see; 10. won't have;
11. -; 12. a / the

RESOURCE SECTION

Answers



UNIT 1 Travel Time

1 Matching

1c 2e 3a 4h 5d 6g 7f 8b

2 Photo matching

1d 2c 3f 4a 5e 6b

3 Gap fill

1. castle; 2. wallet / purse; 3. tourist;
4. passport; 5. tour guide; 6. suitcase

4 Table completion

1. American; 2. English; 3. Irish; 4. Welsh; 5. German; 6. French; 7. Australian; 8. Canadian; 9. Brazilian; 10. Japanese; 11. Chinese; 12. Spanish; 13. South African; 14. Scottish; 15. Indian

5 Holiday poster

1. clear blue water; 2. spectacular reefs; 3. unspoilt beaches; 4. gourmet seafood; 5. ocean-side chalets; 6. local villages; 7. handmade craftwork; 8. charming restaurants

6 Matching

1d 2a 3c 4f 5e 6b

7 Sentence completion

1. has worn; 2. hasn't eaten; 3. hasn't been; 4. have seen; 5. haven't read; 6. haven't bought; 7. hasn't finished; 8. have left

8 "To do" list

1. She has fixed the car.
2. She hasn't finished the report.
3. She has taken the dog for a walk.
4. She hasn't phoned Aaron.
5. She has sent Marcie the e-mail.
6. She hasn't packed the bag for the trip.

9 E-mail analysis

1. yes; 2. no; 3. yes; 4. yes; 5. no; 6. yes

10 Conversation completion

1. have you ever missed; 2. missed; 3. arrived;
4. have you ever spoken; 5. was; 6. were; 7. spoke; 8. haven't spoken; 9. have you ever lost; 10. sent; 11. had; 12. broke

Useful skills

1 Conversation analysis

1a 2a 3b 4a

UNIT 2 Social Splash

1 Meeting someone:

1. from 2. for 3. been 4. much 5. it 6. in 7. card
8. welcome

2 Matching

1c 2a 3b 4d

3 Expressions completion

1. how; 2. I'm; 3. pleased; 4. introduce; 5. nice;
6. see

4 Conversation completion

1. yes; 2. no; 3. no; 4. no; 5. yes

5 Conversational descriptions

1. repetition; 2. interruption; 3. repetition; 4. interruption; 5. hesitation

6 Expression analysis

1. conversational filler
2. conversational filler
3. self-correction
4. interruption
5. repetition
6. repetition
7. conversational filler
8. self-correction
9. conversational filler

Useful skills

1 E-mail analysis

1T 2F 3T 4F 5T

UNIT 3 Festival Fun

1 Music festivals

1. Live 8; 2. Live Earth; 3. Band Aid; 4. Live Aid

2 Festival words

1. street performer / entertainer; 2. stall;
3. bonfire; 4. firework display; 5. parade / procession; 6. float

3 Festivals

1F 2F 3T 4T 5T 6F

4 Photo matching

1b 2e 3c 4d 5f 6a

5 Ordering

1. Is Georgina going to watch the football game tonight?
Yes, Georgina is going to watch the football game tonight.
2. Are you going to see the client next week?
Yes, I am going to see the client next week.
3. Are Phil and Steve going to see a film on Thursday?
Yes, Phil and Steve are going to see a film on Thursday.
4. Are you going to go shopping this evening?
Yes, I am going to go shopping this evening.
5. Are your friends going to have a party next week?
Yes, my friends are going to have a party next week.
6. Is Zoe going to train for the Olympics?
Yes, Zoe is going to train for the Olympics.

6 E-mail completion

1. is going to work; 2. are going to have; 3. are going to eat; 4. is going to be; 5. are going to visit

7 Festival description

1. in; 2. in; 3. during; 4. in; 5. for; 6. for; 7. on;
8. from; 9. until

Useful skills

1 Conversation analysis

1. Haystacks Electrical Equipment

2. Crispin Gibbins
3. Joyce Bates
4. Markstown Communications
5. Crispin won't be able to attend the meeting.
6. 0876 36578.
7. He'll send it tomorrow morning.

UNIT 4 Away Days!

1 Matching

1d 2a 3g 4c 5e 6h 7f 8b

2 Sentence completion

1. cater; 2. organise; 3. suit; 4. improve;
5. motivate; 6. create; 7. increase

3 Advert analysis

1F 2T 3F

4 Matching

1c 2f 3d 4a 5e 6b

5 Sentence completion

1. am seeing; 2. aren't playing; 3. are arriving;
4. is singing; 5. isn't starting; 6. are giving

6 Schedule analysis

Ben is seeing the dentist at 10am. He isn't seeing the dentist at 10am.

He's playing tennis with Phoebe at 11:30am.

He isn't playing tennis with her at 11:30am.

He's having lunch with Alfie at 2pm.

He's going to the cinema with Courtney at 4pm.

He isn't going to the cinema with her at 4pm.

He's having dinner with Courtney at 7pm.

He isn't having dinner with her at 7pm.

He's having drinks with some friends at 10pm.

He isn't having drinks with some friends at 10pm.

7 Newsletter completion

1. are having; 2. is giving; 3. are forming; 4. are arriving;

5. are eating; 6. are having; 7. are starting; 8. are holding

8 E-mail completion

1. at; 2. in; 3. on; 4. in; 5. on; 6. in; 7. on; 8. at; 9. in; 10. at; 11. on

Useful Skills

1 Conversation analysis

1. yes; 2. no; 3. no; 4. yes; 5. no; 6. yes

UNIT 5 Story Time

1 Photo matching

1c 2e 3f 4b 5d 6a

2 Story analysis

1F 2F 3F 4F 5F

3 Collocations

1b 2a 3e 4c 5d

4 Blog analysis

1b 2b 3b 4b 5b

5 Matching

1c 2e 3b 4d 5f 6a

RESOURCE SECTION

Answers



Word order

1. She was eating the food.
2. She wasn't playing tennis.
3. They were writing a letter.
4. He was riding a horse.
5. We weren't watching the football match.
6. She was working in the office.

Sentence completion

1. were watching; 2. wasn't cooking; 3. were looking; 4. was wearing; 5. wasn't studying; 6. was running; 7. weren't writing; 8. was working

Website completion

1. was working; 2. wasn't having; 3. was reading; 4. was sitting; 5. was crying; 6. was walking; 7. wasn't enjoying

Useful Skills

E-mail analysis

- 1a 2a 3a 4a

UNIT 10 Property Plan

Home matching

- 1b 2a 3f/g 4e 5g/h 6h 7d 8c

Furniture matching

- 1f 2c 3d 4a 5e 6b

Conversation analysis

1. yes; 2. no; 3. yes; 4. no; 5. no; 6. yes; 7. yes; 8. no

Chart completion

1. shorter, the shortest; 2. cheaper, the cheapest; 3. longer, the longest; 4. older, the oldest; 5. nicer, the nicest; 6. fatter, the fattest; 7. healthier, the healthiest; 8. tastier, the tastiest; 9. happier, the happiest; 10. dirtier, the dirtiest; 11. more expensive, the most expensive; 12. more interesting, the most interesting

Ordering

1. Ken is taller than James.
2. Max is older than his boss.
3. My house is bigger than yours.
4. Cheetahs can run faster than turtles.
5. Her hair is longer than mine.
6. Dogs are cleverer than cats.

Sentence completion

1. taller; 2. older; 3. higher; 4. younger; 5. more interesting; 6. more expensive; 7. better; 8. worse

Error correction

1. the fastest; 2. the nicest; 3. the slowest; 4. the funniest; 5. the most beautiful; 6. the most expensive; 7. the most interesting; 8. the best

Conversation completion

1. cheaper; 2. smaller; 3. lighter; 4. closer; 5. better; 6. further; 7. more beautiful; 8. nicer

Word choice

1. ours; 2. theirs; 3. their; 4. ours; 5. their; 6. ours; 7. their; 8. our; 9. their; 10. their; 11. his; 12. her

Useful Skills

Conversation analysis

- 1F 2T 3F 4T 5F 6T

UNIT 11 Food Fun

Healthy food:

- 1e 2f 3g 4a 5b 6c 7h 8d

Food descriptions

1. salmon; 2. orange; 3. garlic; 4. carrot; 5. broccoli; 6. sweet potato; 7. tomato; 8. spinach

Food identification

1. Pear F; 2. Potato V; 3. Pineapple F; 4. Strawberry F; 5. Celery V; 6. Peach F; 7. Courgette / zucchini V; 8. Aubergine V; 9. Grapes F; 10. Mushrooms V

Recipe analysis

1. one; 2. two; 3. medium; 4. two; 5. two

Mini-dialogues completion

1. any (or some) / any / some; 2. any (or some) / some; 3. any (or some) / some; 4. any (or some) / any / some; 5. any (or some) / some

Matching

- 1d 2a 3c 4e 5b

Question completion

1. how much; 2. how many; 3. how much; 4. how much; 5. how many; 6. how many

Blog completion

1. some; 2. some; 3. any; 4. a; 5. some; 6. some; 7. -; 8. the; 9. an

Conversation completion

1. little; 2. a little; 3. many; 4. -; 5. a few / some; 6. some; 7. a; 8. few; 9. any; 10. some / a little; 11. a little / some

Useful Skills

Conversation analysis

1. aren't; 2. going; 3. would; 4. OK / great, etc.; 5. first; 6. where; 7. join; 8. need

UNIT 12 How it Works!

Gadget Matching

1. MP3 player;
2. smartphone;
3. SatNav;
4. video games console;
5. e-reader;
6. tablet;
7. camcorder;
8. digital camera

Descriptions

1. quickly; 2. box; 3. flat; 4. garden; 5. kitchen; 6. washes; 7. floors

More descriptions

8. cups; 9. dries; 10. temperature; 11. rooms; 12. detect; 13. spray; 14. people

Blog analysis

- d1 b2 e3 a4 f5 c6

Matching

- 1b 2a 3e 4d 5c

Sentence completion

1. is maintained; 2. are sent; 3. is cleaned; 4. are shown; 5. aren't made; 6. is prepared; 7. are repaired; 8. isn't updated

Transformation

1. The software is produced in Ireland.
2. The jewellery is designed in China.
3. The book is translated into many languages.
4. The documents are opened in Word.
5. Parties are held here once a month.
6. The houses are constructed very quickly.
7. The reports are written on this computer.
8. The cars are exported all over the world.

E-mail analysis

- 1T 2T 3T 4T 5T

Product description

1. equipped;
2. fixed;
3. designed;
4. fitted;
5. used;
6. viewed;
7. produced;
8. controlled

Appliance description

1. are connected;
2. is turned;
3. is placed;
4. is photocopied;
5. is selected;
6. is sent;
7. is indicated;
8. is kept;
9. are stored;
10. are collected

Useful skills

E-mail analysis

- 1a 2b 3a 4a

Revision page (units 9 to 12)

1. has eaten;
2. are going to see;
3. at;
4. am playing;
5. on;
6. was talking;
7. better;
8. most interesting;
9. her;
10. any;
11. are made

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)	aɪ	Boy	aɪ	Fly	k	Key	ʃ	Short	w	Window		
æ	Cat	ʌ	Duck	aː	Car	b	Dog	eə	Hair	dʒ	Judge	tʃ	Church	s	Six	l	Live	r	Right		
p	Pen	b	Back	t	Tea	d	Day	ð	Those	s	Six	h	Hot	θ	Think	ŋ	Ring	n	Nice		
f	Five	v	Very	θ	Think	ð	Those	h	Hot	ŋ	Ring	n	Nice	m	More						

RESOURCE SECTION

Irregular Verbs



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>

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)